

University of New Mexico

UNM Digital Repository

Third Grade Curriculum

Pathways

2002

Pathways Third Grade Curriculum - Week Three

Prevention Research Center, Albuquerque, New Mexico

Follow this and additional works at: https://digitalrepository.unm.edu/hsc_prc_3g

Recommended Citation

Prevention Research Center, Albuquerque, New Mexico. "Pathways Third Grade Curriculum - Week Three." (2002). https://digitalrepository.unm.edu/hsc_prc_3g/11

This Learning Object is brought to you for free and open access by the Pathways at UNM Digital Repository. It has been accepted for inclusion in Third Grade Curriculum by an authorized administrator of UNM Digital Repository. For more information, please contact disc@unm.edu.



SETTING *the* PACE

Purpose: To assist students on how to identify body cues and to set a physical activity goal.

Lesson Objective - Students should be able to:

- locate the Lakota people on the **Pathways Nations Class Map**.
- describe the active lifestyle of the Lakota people.
- identify at least three body cues after doing some active movement.
- set a goal to do a physical activity this week.

Lesson Outline

Activities	Time (min.)	Student Materials	Teacher Materials
1. Theme Story and Discussion	15	Pathways Nations Map	Cassette Player Theme Music Cassette Pathways Nations Class Map
2. Activity Book Assignment - Body Cues	15	Activity Sheet 4	Mickey Mouse Song Cassette Overhead Projector Visual Aid A
3. Activity Book Assignment - Go for Goal #1	10	Activity Sheet 5 My Pathways Goals	Visual Aid B Go for the Goals Chart



Activity 1

Theme Story and Discussion



- A. Prepare students for today's lesson.
1. Turn on the Pathways Theme Music cassette.
 2. Ask if anyone has a return card for the Return Box. If students have forgotten, remind them to bring back the return card back as soon as possible.
 3. Emphasize that the students must be very good listeners so that everyone can hear what happens to Amanda and Daryl during their next visit.
 4. Turn off the Pathways Theme Music cassette.
- B. Have students recall the Pathways class from last week. Ask students to briefly review the Cliffhanger.
1. Ask if they remember the clues that Grandma gave about their next place to visit.
 2. Ask if anyone can name the Pathways Nation using Grandma's description. Briefly discuss some of the student's guesses if they are different than the correct site.
- C. Tell students that they should listen to the following story, *Visiting the Lakota People*, and try to figure out:
- Where a Great Race was held?

- What Billy Mills has done to become famous?
- What runners and dancers need to have in order to perform?
- How Daryl felt after dancing at the Wacipi¹ (*Wa-ci'-pi*)?

D. Read aloud the following story, *Visiting the Lakota People*, to the class.

Amanda, Daryl, and Grandma walked down the road since they could not fix their truck. They had decided to walk two miles to a bus station in the next town.

Daryl kept saying, “My suitcase is so heavy, sooo... hea-vy. My arms are tired, my legs are tired.”

Amanda tried to cheer up Daryl by telling him, “Come on, it’s not much further, little brother.”

Daryl asked Grandma, “Why aren’t you tired. You’re way older than we are.”

Grandma said, “I am not tired because I am always active. I get strength from the chores that I do.”

Grandma tried to encourage Daryl by talking about a Lakota Wacipi. She said, “Think of

the green trees and the plentiful grass that you are going to see.”

At last, they got on their bus. After three long days, they finally arrived at the next Pathways nation. In a short time, they were at the Wacipi campground.

A circle of tipis² (*tí'-pí*) lined the dance ground. Huge trees gave shade to the colorful tents in between the trees. People were busy cooking and working. Some were talking and laughing with relatives and friends. The campground buzzed with noise as everyone dressed for the Wacipi.

Amanda and Daryl met students who were their same age. Their school was a Pathways school and they enjoyed Pathways PE. They walked with their new friends to the Wacipi.

Within seconds, they were surrounded by dancers. The men wore bells on their ankles



¹The Lakota term for dancing is Wacipi. Pow-wow is the way that non-Lakota people describe the Wacipi.

²tipi (*tí'-pí*) A traditional Lakota dwelling. It is constructed in a conic shape and was originally made out of buffalo skins.

Week 3 — Part A

that made a loud jangling noise. Most wore eagle feathers and bustles that hung from their waist. Beadwork of different colors and designs decorated their clothing.

Some women wore buckskin dresses while others had dresses with ribbons that sparkled. A few had shiny cones on their dresses that made a soft sound. Their shawls were brightly colored and had long fringes.

Each person wore beaded moccasins on their feet. These colorful dancers glistened as they moved around the Wacipi. It was breathtaking to watch them.

During the evening, the drum beat and singing made Daryl move just like the dancers. He was surprised that his legs were tired after dancing, but he felt good. “Those dancers sure don’t look tired,” said Daryl.

Grandma said, “Those dancers are just like runners. They have energy to dance.”

Later that night, Daryl listened as an elderly woman talked about the Sacred Hoop Run. She said, “Every summer, many runners join in this event. It is a 500 Mile Run around the sacred He Sapa³ (Hay-sá-pá), the Black Hills. It takes five days for the runners to complete the 500 miles.” She added, “A runner has to have a lot of strength to be a part of this run.”

Daryl wondered about this. He said, “Wow, how can anyone run for five days and for five hundred miles?”

The woman smiled. She told them that the Lakota have always felt pride that their young people had the skill to run. Then, she told them about a famous Lakota named Billy Mills.

She said, “He is a famous runner. Imagine, a Lakota winning a Gold Medal for the 10,000 meter race at the 1964 World Olympics! That is 6.2 miles! His running skill brought great honor to the Lakota people. He also brought great honor to the American people. Mills is the only American in 92 years to win this event.”

After a pause, she said, “I remember a story of the long ago time when animals and people could talk. A Great Race was held around our sacred He Sapa. All the two-legged, the four-legged, and the winged agreed to have this race so that there would be peace between themselves.”

Daryl liked this story. He thought about the race and how strong and healthy a runner had to be. He thought to himself that he would have liked to have lived long ago. Why, he would have run in that Great Race himself!

³He Sapa (Hay sá pá) The sacred ground of the Lakota Nation

E. Discuss the story with students using the following questions.

- Where was the Great Race held?

Answer: Around He Sapá, the Black Hills

- Ask if anyone can describe Billy Mills.

Answer: He is a Lakota, a Gold Medalist, an Olympian, and winner of the 10,000 meter race.

- What does a runner or a dancer need to have to be physically fit?

Answer: Strength, good health, and energy.

- How do you get strong and have lots of energy?

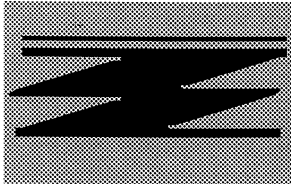
Answer: By being active, playing active games, exercising.

- How did Daryl feel after dancing at the Wacipi?

Answer: He felt good, but his legs were tired.

F. Tell students to find their Pathways Nations Map in their *My Pathways Journey Activity Book*.

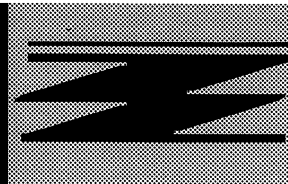
1. Ask students to locate the Oglala Lakota and the Sicangu Lakota on the Pathways Nations Map.
2. Instruct students to draw a line to them from the Diné (Navajo Nation).



Activity 2

Activity Book Assignment

Body Cues



- A. Explain to students that they will now do an activity to help them to recognize some of their body cues. These “body cues” are hints or clues that give a message that the body has been active. After this activity, students will check to see how their bodies feel.
1. Tell students that the music they will hear on the tape is a very popular dance song for Lakota third graders.
 2. Instruct students to stand at their desks or in a circle, if the space is available.

(Optional for students in a circle: have students “warm up” by doing round dance steps together for approximately 30 seconds, and then have them stop and begin doing the actions.)
 3. Caution students to be careful not to bump into other students or desks while doing the actions.
- B. Begin playing the **Mickey Mouse Song**, and use the following commands as a guide to help you keep your students moving for 2 – 3 minutes:
- Begin walking in place by your desk –
 - Walk in place by raising your knees high, one after another – one after another, raise them high, one after another – one after another – one after another –
 - Keep walking in place, and raise your right hand above your head and try to reach the sky, reach – reach – reach – reach – reach – reach – reach – reach – reach –
 - Keep walking in place, and now raise your left hand above your head and try to reach the sky, reach – reach – reach – reach – reach – reach – reach – reach –
 - Keep walking in place, and now raise both hands above your head and try to reach the sky, reach – reach – reach – reach – reach – reach – reach – reach –

- Keep walking in place, keep trying to raise your knees as high as you can –
- Keep walking in place, swing your arms back and forth as you walk, back – forth back – forth – back – forth – back – forth – back – forth – back – forth – back –
- Do some jumping jacks now, one – two – three – four – five – six – seven – eight
- Walk in place again, knees as high as you can, swing your arms, back – forth – back – forth – back – forth – back – forth – back – forth – back – forth – back –
- Do the twist now - twist to the left, twist to the right – left – right – left – right – left – right – left – right – left – right – left – right – left – right – left – right – left – right – left – right – left – right – left – right – left – right – left – right –
- Walk in place again, knees high, reach for the sky with both hands, reach – reach reach reach – reach – reach – reach – reach – reach – reach – reach – reach – reach –
- Do the bunny hop, hop – hop – hop – hop – hop – hop – hop – hop – hop – hop – hop
- Walk in place again, a little slower now –
- Keep walking slowly in place, swing your arms slowly back and forth –
- As you slow down, think about all the things you felt your body do as you did the actions –

(Optional for students in a circle: have students “slow down” by again doing round dance steps together for approximately 30 seconds while they think about the “body cues” they felt during this physical activity.)

- C. Tell students to slow down gradually by walking in place, and thinking about how their body felt before and during the activity, and then after resting awhile.
1. Ask students to describe how their body felt, and what their body did during the physical activity.
 2. Discuss their answers which may include: sweaty, dizzy, felt my heart beating, felt good, had fun, or had to breathe faster.
 3. Stress to students that they should be active everyday and take time to do physical activities. In this way, they will know their body cues.

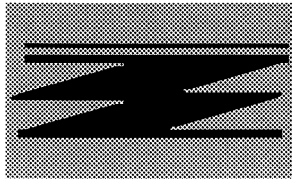
Week 3 — Part A

D. Tell students to find **Activity Sheet 4 – Body Cues** in their activity book.

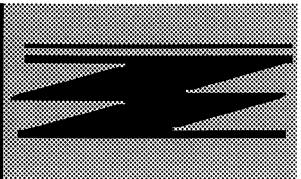
1. Display **Visual Aid A**, and explain that the things they felt are called “Body Cues.”
2. Explain that body cues are hints or “cues” that are natural, healthy feelings. The body sends these signals when there is a lot of movement and activity.
3. Tell them to circle each body cue as it is read on their activity sheet. Point to each body cue and read as follows:
 - *Warm Face:* Your face feels warm because the physical activity you did caused your body’s temperature to rise.
 - *Faster Heartbeat:* Your heart beats faster because it is pumping blood to all of the muscles that you are using.
 - *Breathing Harder:* You are breathing harder because your body needs more oxygen for all of the muscles that you are using.
 - *Sweating:* You may begin to perspire or “sweat” because your body is hot. The “sweat” helps to cool down your body’s temperature.
 - *Working Muscles:* You feel your muscles moving because they are working to help you exercise.

E. Encourage students to listen to their body and feel their body cues.

1. Explain that “Body Cues” are natural, normal, healthy feelings that are signals to a person that they are being very physically active.
2. Stress that feeling a body cue means that they are helping their body to be strong and healthy.



Activity 3
Activity Book Assignment
Go for Goal #1



- A. Explain to students that they are now going to set their first Pathways goal.
1. State that **when they set a goal to do something, they must decide what it is they want to do and then find time to do it.**
 2. Use **Visual Aid B**, and explain that they will use an activity sheet that looks like this to set a goal to do at least one physical activity this week.
 3. Instruct students to turn to **Activity Sheet 5 - Go for Goal #1** in their activity book.
 4. Point to the **Goal Box** on **Visual Aid B** and tell students that after they select a physical activity they can print their name and the physical activity that they choose to do as a goal. Then they need to write today's date and sign their name to show that they are really going to try to do this physical activity this week.
 5. Point out the **Goal Check** at the bottom of their activity sheet. Explain that they can check this box and fill in the blank spaces **after** they have reached their goal for the physical activity.
- B. Explain that they now will set their goal by choosing a physical activity that they might do alone or with someone else.
1. Divide the class into their Pathways groups to discuss the different physical activities they can do for their goal. Each student needs to **choose one** physical activity for their goal.
 2. Encourage students in each group to help each other select a goal.
 3. Allow students time to decide on their goal and complete their goal sheets.
 4. Monitor groups to be sure that students understand how to complete this activity.

Week 3 — Part A

- C. After students have completed their goal sheets, call on volunteers to name the physical activity they will do this week, as time permits.
- D. Write the goal you set for yourself in the **Goal Box** on **Visual Aid B** and point out your goal to the class.
- E. Tell the students that they will receive two stickers for every goal they reach in Pathways. One sticker will be placed on the **My Pathways Goal** chart in their activity book and one sticker will be placed on a chart for the whole class.
1. Show the **Go For The Goals** chart to the class. Explain that as students reach each of their Pathways goals, the section on the chart for that goal will be filled with their stickers.
 2. Point out the line for Goal #1 and write on the line: **“Physical Activities.”**
 3. Announce that if the students complete all of their goals so that the circle is filled with stickers by Week 6 (the end of the first part of their Pathways Journey), the class will celebrate by doing something special.
 4. Give students some choices of what they can do at the end of Week 6.

Suggestions:

Educational video of their choice
Extra recess or PE time
Extra computer time
Extra library time
Others _____

5. Have students (individually or in their groups) think about what they would like to do to celebrate if the class fills in the circle.
6. Have students vote to determine the activity that the class will do to celebrate if they complete all three of their goals.

- F. Congratulate students on setting their first Pathways goal and urge them to encourage each other so that everyone in the class completes their goal before the next Pathways class.

- G. Emphasize that students should remember to notice their Body Cues when they are doing their goal activity, so that they can be sure they are doing it actively - like they do their games in **Pathways PE**.

Reminder:

- ✓ Complete the **Evaluation Form** for this lesson.



SETTING the PACE

Purpose: To encourage students to have fun by expressing themselves through dance movement as one form of physical activity.

Lesson Objective - Students should be able to:

- recognize body cues following a physical activity during a class game.
- report on the physical activities they did to reach their first Pathways goal.
- describe the **Pathways Family Action Pack: Week Three**.

Lesson Outline

Activities	Time (min.)	Student Materials	Teacher Materials
1. Physical Actions Game	15	8 Paper Grocery Bags with Activity Cards	Cassette Player Theme Music Cassette Mickey Mouse Song Cassette Visual Aid A
2. Goal Check for Physical Activity	10	Activity Sheet 5 Goal #1 Stickers My Pathways Goals	Visual Aid B Go for the Goals Chart
3. Family Pack	10	Family Pack Stickers Star Chart Family Action Pack: Week Three	Return Box
4. Summary of the Week	5		



Activity 1 Physical Actions Game



Teacher Note:

- Set the grocery bags numbered 1 – 8 around the classroom, allowing as much space as possible between each bag.
- Check to be sure each bag contains an Activity Card. (See the Activity Cards at the end of this week.)
- Place the **Mickey Mouse Song** cassette in the cassette player.

A. Prepare students for today's activities.

1. Turn on the Pathways Theme Music cassette.
2. Instruct students to listen carefully to the directions for a special game they are going to play.
3. Turn off the Pathways Theme Music cassette.

B. Introduce this activity by explaining to students that they will play a game that will require them to do different physical activities.

1. Project **Visual Aid A** and review the Body Cues.
2. Stress that students should try to notice their own body cues while they do this activity.

C. Explain to students the following directions to the game:

- A group leader will take a card out of the bag and quietly read the physical activity that the group will be doing, and then place the card back in the bag.
- The group leader tells the group what physical activity is on the card that he/she has read.
- When the music begins, everyone in the group starts doing their physical activity until the music stops.
- When the music stops, everyone should move to the next bag.

D. Point out how each group should move from bag to bag.

(Demonstrate to the class the direction you want them to move. For example, students at Bag #1 move to Bag #2; students at Bag #2 move to Bag #3; and so on, with students at Bag #8 moving to Bag #1.)

E. Divide the class into eight groups, and assign each group a number from one through eight.

1. Tell all students in Group #1 to go to Bag #1, Group #2 to Bag #2, etc.
2. Remind them to quietly read the activity card in their first bag, and to start doing the activity only after the music starts.

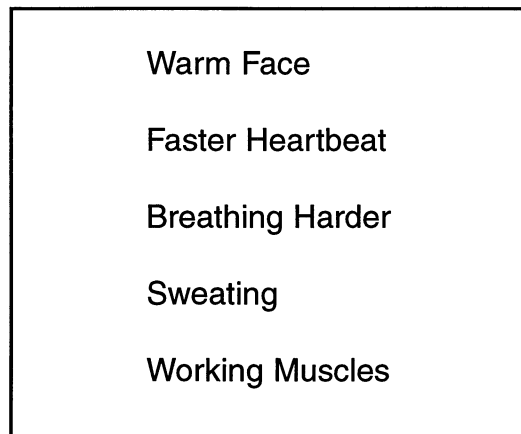
F. Play the **Mickey Mouse Song** for about thirty seconds, then stop the music and tell the groups to move to the next bag. Start the music again and play for thirty seconds. Then stop the music, and so on.

1. Monitor each group to be sure they understand the directions to this activity and join them when possible.

Week 3 — Part B

2. Have students return to their desks after all of the groups have been to each bag at least twice.

G. Use **Visual Aid A** to discuss some of the Body Cues that students felt while doing the activities.



Activity 2 Goal Check #1 for Physical Activity

A. Instruct students to turn to **Activity Sheet 5 – Go for Goal #1** in their activity book. Explain that they are now going to check the first Pathways goal that they set this week.

1. Display **Visual Aid B**, point to the **Goal Check** at the bottom of the sheet, and ask students to find that box on their activity sheet.
2. Explain that if they did complete the physical activity that they wrote down in their **Goal Box**, they should now put a check mark in the “Yes! I Did It!” box on their activity sheet.

3. Tell them to fill in the rest of the **Goal Check** with the physical activity that they did, check the Body Cues that they felt, and then sign their name to show that they did complete it.
4. Monitor students as they fill in their **Goal Check**.
5. Ask for a show of hands of those students who reached their goal to do at least one physical activity this week. Call on several students to name the physical activity that they completed and some of the Body Cues that they felt.
6. Announce that you reached the goal you set, and fill in the **Goal Check** on **Visual Aid B**.

B. Tell students to find **My Pathways Goals** on the back cover of their activity book.

1. Explain that they will use this chart to record each of the Pathways goals they reached during Pathways.
2. Instruct students to write the physical activity they did on the line next to Goal #1.
3. Distribute one **Goal #1 sticker** to each student who reached their first goal and instruct them to paste it next to Goal #1 on the sheet.
4. Congratulate all the students who reached their first goal.

C. Instruct those students who reached their first goal to then paste another sticker by **Goal #1** on the **Go for the Goals** classroom chart.

1. Distribute a second **Goal #1 sticker** to each student who reached their first goal.
2. Congratulate all students who completed their first goal. Encourage them to remember to continue doing physical activities outside of school.

Week 3 — Part B

- D. Encourage students who did not reach their goal to keep trying. When they do achieve their goal, they should fill in the **Goal Check** at the bottom of their activity sheet. Then, they need to show it to you so that they can get their goal stickers.
1. Explain that if they are having trouble doing the physical activity that they wanted to do, then they should decide on another physical activity.
 2. Suggest that during **Pathways PE**, they try doing some type of fast action or a dance to their favorite music, like they did in class today.

A horizontal banner with a black background. On the left and right sides, there are decorative elements consisting of a series of parallel lines that create a sense of motion or a stylized 'Z' shape. In the center, the text "Activity 3" is written in a large, white, sans-serif font, and "Family Pack" is written below it in a slightly smaller, white, sans-serif font.

Activity 3 Family Pack

- A. Ask the students how their family members liked the second Family Pack that included the Diné (Navajo) story.
1. Emphasize again to the students that it is important for them and for their family members to eat healthful foods and to exercise regularly.
 2. Tell students that eating lower fat foods and doing regular exercise can help them feel good and have more energy to do the things they like to do.
- B. Ask if anyone has a return card for the Return Box. Tell students if they have forgotten, they should bring the card back as soon as possible.
1. Reward the students who have return cards with a **sticker** for the **Star Chart** in the activity book.
 2. Remind students to place their return card in the Return Box in the classroom.

3. Remind students that they will receive a Special Reward during Week Six, if they complete and bring back three or more return cards.

C. Distribute the **Pathways Family Action Pack: Week Three** to each student, and tell them to write their name on the outside of the envelope.

1. Explain that the items in the envelope include:

- Action Interview for the student to ask their family.

(If your family participates in ceremonial or social dancing, you may want to ask members of your family to share with you some of their thoughts about the importance of dancing.)

- Body Cues sheet

- Invitation To Take a Family Walk together.

- **Return Card: Week 3** for you and a family member to sign when you finish the action pack.

2. Remind students that each time a signed return card is brought back, they will receive a sticker to paste on the **Star Chart** in their activity book.



Activity 4 Summary of the Week



A. Review with students this week's Pathways Journey.

1. Congratulate students on reaching their first Pathways goal and encourage those who didn't reach their goal to keep on trying until they do.
2. Emphasize that during their Pathways Journey and in **Pathways PE**, they will be doing physical activities that are fun.
3. Remind students that during the Pathways Journey, they will be tasting some great Everyday Foods.

B. Read aloud the **Cliffhanger for Week 3** to the class. Tell students to listen carefully to find out what danger may be ahead for Amanda and Daryl.

While watching the Lakota dancers, Amanda and Daryl had talked. Both of them wanted to learn to dance and to go to another Wacipi. To be active like the dancers, they needed to set some personal goals. Daryl's goal was to take an early morning and an evening walk. Amanda decided to eat more fruits and vegetables, like bananas, oranges, and carrots or celery.

The next day, their friends took them on a hike to a place called Dinosaur Hill. It was a big hill where dinosaurs had once roamed.

Amanda looked at the hill and said, "Look, Daryl, on the top of the hill are dinosaurs made out of concrete."

As they walked up the hill, they saw rocks everywhere. There were rocks of all sizes and shapes. They stepped on the smaller rocks and went around the bigger rocks.

Daryl said, "Wow, look at these rocks. Some of them really do look just like a dinosaur."

Higher and higher, they climbed up the rocky hill. After awhile, they thought they were passing the same rocks. The path



seemed to be going in a circle. At last, they realized that they did not really know their way through the rocks.

One of their friends said, “This isn’t the way that I remember the trail. I think we’re lost.” They looked at each other and wondered what to do.

Daryl just sat on a rock and said, “I’m so hungry and thirsty. I should have brought more water.”

“Now, what are we going to do?” demanded Amanda. “Grandma will become worried if we don’t return. She wanted us to be back by lunch so that we could taste a cooked buffalo tongue.”

Daryl shook his head and looked around at the rocks. He said, “Amanda, don’t panic. Our ancestors knew how to eat all kinds of berries and plants.”

Amanda cried, “Forget it! The only thing around here are these stones and we can’t eat stones.”

They felt hotter and hotter as the sun rose in the sky. It was hard not to think about eating or having a cool drink. They waited and waited. All they could do was to watch the trail. Hopefully, someone would find them. They hoped it would be soon, but they knew it could be a long wait.

C. Review the Cliffhanger with students.

1. Ask students to think about what will happen to Amanda and Daryl.

- Will they be found?
- Will they starve?

2. Announce that they will find out what happens to them during the next Pathways class.

Week 3 — Part B

Reminders:

- ✓ Be sure to complete the **Evaluation Form** for this lesson.

- ✓ Check with Food Service about the food/supplies ordered for the snack preparation and Family Snack Pack activities in Week 4, Part B.

- ✓ Obtain a copy of the school menu for the goal-setting activity in Week 4, Part A.

Week 3 – Part B
Activity 1 Cards

Do jumping jacks by the bag

Jog in place by the bag

Touch floor with both hands
Hop three times
Do arm circles with both arms

Skip in place by the bag

Do bunny hop around the bag

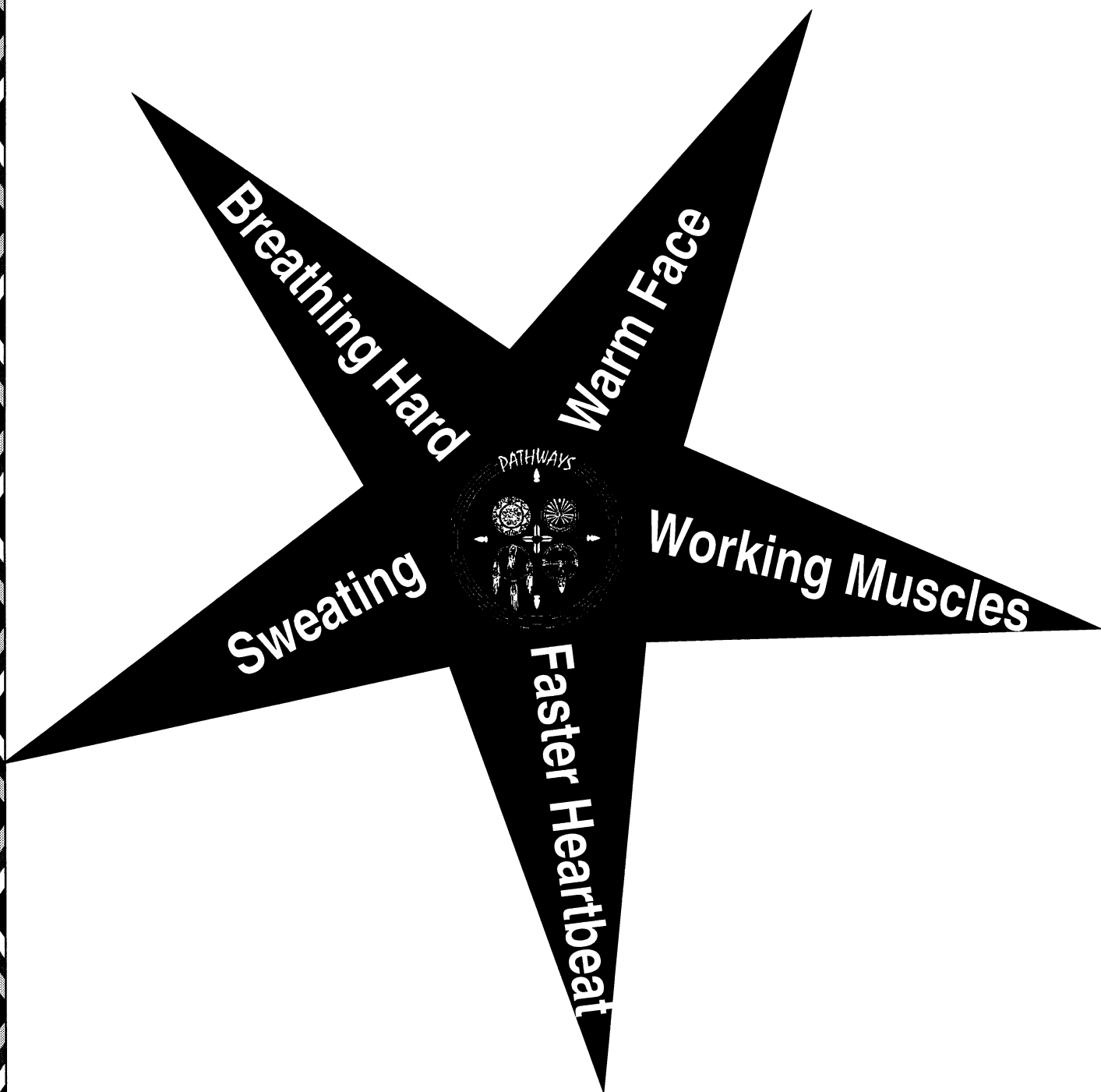
With both hands:
Touch toes
Touch knees
Touch head
Try to touch the sky

Do sit-ups by the bag

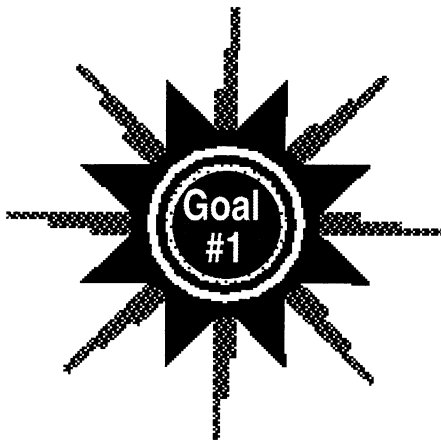
Do “the twist” by the bag

Week 3

Body Cues



Go for Goal 1



Goal Box

I, _____ ,
(print your name)

set my first Pathways goal to

(write in the physical activity you will try to do)

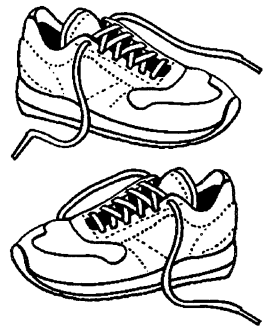
before the next Pathways class.

(write in today's date)

(sign your name)

Goal Check: the box **after** you reach your first goal.

Yes! I did it!



The physical activity I did this week was

(write in the physical activity you did)

so I reached the goal I set. I felt these body cues while doing my physical activity:

the body cues you felt:

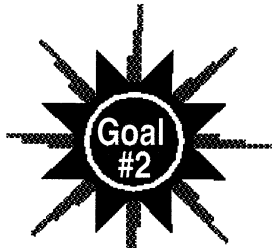
- warm face
- faster heartbeat
- breathing harder
- sweating
- working muscles

(sign your name)

My PATHWAYS Goals

Name: _____



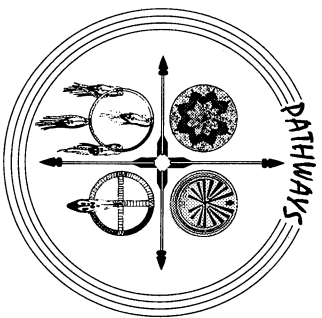












Go for the Goals!

Goal #1:

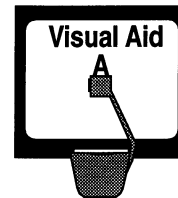
#1

#2

#3

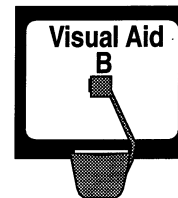
Goal #2:

Goal #3:



Body Cues





Go for Goal 1



Goal Box

I, _____,
(print your name)

set my first Pathways goal to

(write in the physical activity you will try to do)

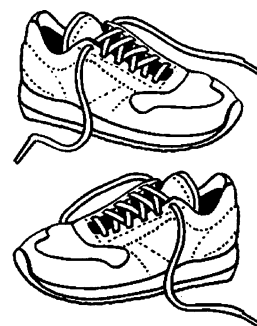
before the next Pathways class.

(write in today's date)

(sign your name)

Goal Check: the box **after** you reach your first goal.

Yes! I did it!



The physical activity I did this week was

(write in the physical activity you did)

so I reached the goal I set. I felt these body cues while doing my physical activity:

the body cues you felt:

- warm face
- faster heartbeat
- breathing harder
- sweating
- working muscles

(sign your name)