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Pathways Third Grade Curriculum - Week Seven

Prevention Research Center, Albuquerque, New Mexico

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CONTINUING OUR JOURNEY

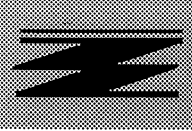
Purpose: To reinforce knowledge, attitudes and behaviors necessary for a healthy lifestyle.

Lesson Objectives – Students should be able to:

- demonstrate their knowledge of fruits and vegetables, active physical activities, and the first part of the Pathways Journey of Amanda and Daryl White Horse by playing a class game.
- describe the food groups in the Everyday Foods list.
- locate the San Carlos Apache Tribe and the White Mountain Apache Tribe on the Pathways Nations Map.

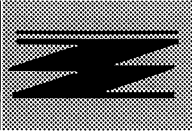
Lesson Outline

Activities	Time (min.)	Student Materials	Teacher Materials
1. Theme Story and Discussion	15	Pathways Nations Map	Cassette Player Theme Music Cassette
2. Review Game	15		
3. Activity Book Assignment - Everyday Foods	10	My Pathways Journey Activity Book Everyday Foods List Activity Sheet 13 Food Model Cards (3 cards per group or student)	Everyday Foods Poster Overhead Projector Visual Aid E



Activity 1

Theme Story and Discussion



A. Prepare students for this activity.

1. Turn on the Pathways Theme Music cassette.
2. Remind students that Daryl and Amanda will continue to learn how their Great-Great-Grand parents kept themselves healthy and active.
3. Turn off the Pathways Theme Music cassette.

B. Read aloud the following story, *Continuing the Journey*, to the class.

During the Christmas Holidays, Amanda and Daryl were at home with their parents and relatives. There was plenty of snow so they played active games and built a huge snowman. It was so much fun that even Daryl forgot about watching TV and playing Nintendo.

One morning, Amanda awoke. She looked out the window and saw that it was still dark outside. Inside the kitchen, she could hear Grandpa and Grandma were already having breakfast with Daryl.

Slowly, Amanda dressed and went into the kitchen. Daryl turned when he heard Amanda's footsteps. He spoke with excitement, "You need to hurry Amanda. We

must get ready to travel with Grandfather to Arizona. We're going to visit the Apache people."

Amanda was suddenly awake. She thought about how much fun they had visiting the Pathways Schools and the Pathways Nations before Christmas.

After getting into the car, Grandfather said, "Let's see if you remember the things you learned in your travels. First, can you name the people in the Pathways Nations that you have visited?"

Daryl immediately said, "I remember them. The Oglala and Sicangu Lakota, the Diné (Navajo), and the Tohono O'odham."



Grandfather said, “Daryl, you have a good memory? Now, Amanda, Do you remember the body cues? They help you know when you are being very active.”

She thought and thought. Finally, Amanda said, “The body cues are when your body sends signals like sweating, warm face, breathing hard, and a faster heartbeat. That’s what I remember Grandpa.”

Grandfather smiled and said, “These grandchildren have clear thoughts and good hearts.”

Then, Grandfather talked about the Ndeé¹ (White Mountain Apache Tribe). He told Amanda and Daryl about their beautiful

lakes of water and the many wild animals who live in the forest.

Daryl asked, “What kind of animals are there?”

Grandfather said, “There are javelina² (hav-e-lena) (wild pig), elk, deer, rabbits, bears and even mountain lions. It is a place where animals love to live.”

“What’s a javelina?” asked Amanda.

“It’s a wild pig” answered Grandfather.

“I can’t wait to see a wild pig,” said Daryl. “I wonder if I can ride a wild pig like the pig at my Uncle’s place.”

C. Give each student their own *My Pathways Journey Activity Book* that has been collected during Week 6.

1. Remind students that their activity book contains activity sheets, the **Pathways Nations Map**, and a list of Everyday Foods.
2. Encourage students to take good care of their activity book which they may take home at the end of the Pathways classes after Week 12.

D. Tell students to find the **Pathways Nations Map** in their activity book.

1. Have students review the lines they had drawn from Amanda and Daryl to each of the Pathways Nations that they visited in the Fall: Navajo Nation, Oglala and Sicangu Lakota, and the Tohono O’odham Nation.

¹Ndeé (N-deh) The term used by the white Mountain Apache Tribe to describe themselves as “The People.”

²javelina (hav-e-lena) A wild boar or pig.

Week 7 — Part A

2. Ask students to now draw a line from Amanda and Daryl to the Deé (San Carlos Apache Tribe) and the Ndeé (White Mountain Apache Tribe).



Activity 2 Review Game



Teacher Note:

Before starting this activity, select the students who will be in each of the Pathways groups. You may want to keep the same Pathways groups you formed during the first part of this curriculum or form new groups. It is suggested that there be no more than four students per group.

- A. Tell students that now they will play a review game which will help them to think back over the Pathways Journey.
 1. Instruct them to listen carefully as you explain the directions of the game.
 2. Read the following aloud to the class:
 - To play the game, the class will be divided into groups.
 - I will begin the game by asking students in the first group a question about our Pathways Journey last Fall.
 - Students will have about 10 seconds to quietly discuss the question and come up with their group's answer.

- I will then call on one member of that group to announce his/her group's answer to the rest of the class.
- If the answer to the question is correct, the first group gets one point, and I will go on to the next group. If the answer is not correct, the first group does not get a point.
- Caution students to be quiet while the questions are asked. Only the group that is asked the question may answer the question. If any other students should shout any answers or hints or even talk, their group will lose a point.

3. Give students an example of the questions by choosing one and asking for a volunteer to answer the question. (See Questions under Section C.)

4. Ask if there are any questions about the game and discuss, as needed.

B. Divide the class into their Pathways groups.

1. Choose a group to be first and begin the game.

2. Keep track of the points scored by each group by recording them on the chalkboard or an overhead projector.

C. Use the following **Review Questions** to play this class game.

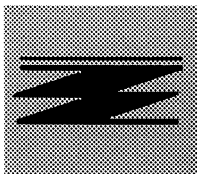
1. Name an active game to play during recess.

2. When Daryl and Amanda visited the Navajo Nation, they learned to play a fun, active game outside that you also had fun playing during recess. Name that game.
(Southwest Ball Race)

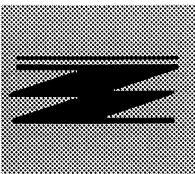
Week 7 — Part A

3. There is a classroom poster with a list of different foods that are healthful and good for you to eat almost anytime. What is the name we gave to these foods? (Everyday Foods)
 4. Name the Pathways Nation where Amanda and Daryl heard the story entitled, “Weekend with Grandma Elsie and Grandpa Hastiin.” (Navajo)
 5. Daryl and Amanda and their Grandmother traveled for several days on a bus to South Dakota and the Pathways Nations. Name those nations. (Oglala Lakota, Sicangu Lakota)
 6. Name at least two of the body cues that you learned about when you were doing physical actions to the **Mickey Mouse Song**.
 7. What was the name of the soup that Iktomi tricked some people to make? (Stone Soup)
 8. Name the Pathways Nation that Amanda and Daryl visited where they saw the tall cactus called the Giant Saguaro. (Tohono O’Odham)
 9. Name a fruit that is good to eat for a snack.
 10. Name a green vegetable that is a great snack dipped in low-fat salad dressing.
 11. Name one of the Pathways Nations still left for Amanda and Daryl to visit. (White Mountain Apache Tribe or San Carlos Apache Tribe, or Gila River Indian Community)
 12. Name a fruit that is served at school breakfast.
- D. Congratulate all of the students for remembering so many things that they learned in their Pathways Journey from last fall.

1. Explain that there will be more interesting stories to hear and activities to do during the next six weeks of their Pathways Journey.
2. Stress to students that they will have fun discovering new ways to keep themselves healthy, so that they will feel good and have the energy to do all the fun things they like to do.



Activity 3
Activity Book Assignment
Everyday Foods



- A. Point to the **Everyday Foods** poster and ask students to find the green Everyday Foods pages in their activity book.
1. Remind students that these lists include the names of foods that can be eaten almost anytime because the foods are lower in fat.
 2. Review why it is important for them to eat Everyday Foods.

Answer: Eating lower-fat Everyday Foods helps to keep you in shape, feeling good, and healthy.

3. Emphasize that the **Everyday Foods** poster and the pages in their activity book do not list all of the foods that are lower in fat, but they do include a lot of them.
4. Direct students to turn to the first page of the Everyday Foods, and read the important points to remember about Everyday Foods.

Week 7 — Part A

Everyday Foods are “Foods to eat almost anytime”

Everyday Foods are:

- * **Foods that have little or no fat.**
- * **Foods that are not fried.**
- * **Foods that have little or no fat added when cooked or served.**
- * **Water, diet pop, or other beverages that have little or no sugar.**

- B. Point out the five different food groups on the **Everyday Foods** poster, and then ask students to look for each of those food groups on the **Everyday Foods** pages in their activity book:

Vegetables
Fruits
Milk, Cheese, Yogurt
Meat, Poultry, Fish, Dried Beans
Breads, Rice, Pasta, Cereals

1. Remind students that, during the first six weeks of Pathways, they talked about vegetables and fruits and set goals to eat a vegetable and fruit.
2. Tell students that many of these Everyday Foods are served in their school breakfasts and lunches.
3. Emphasize that all of these Everyday Foods can help give them the energy to be active and do the fun things they like to do.

Teacher Note:

Students can do this activity individually, in pairs, or in groups.

- C. Announce to students that they complete an activity in which they will choose a food group for each Food Card.
1. Tell students to find **Activity Sheet 13 - Guess the Group** in their activity book.
 2. Hold up a Food Card and explain the directions to the activity.
 - On each of the blank lines, write the name of the food pictured on one of your Food Cards. Do this for each Food Card.
 - Then, decide which food group each Food Card belongs to and put a check mark in front of that food group. You may use the Everyday Foods pages in your activity book to help you decide.
 - Finally, check YES or NO if the Everyday Food is served at school breakfast or lunch.
 3. Display **Visual Aid E** and select a Food Card, then fill in the blank line on the visual as an example for the students to follow. Complete the food groups and check Yes or No on the visual.

Week 7 — Part A

- D. Distribute three Food Cards per group (or student) and instruct them to begin filling in the blanks and check their food groups on their activity sheet.
1. Monitor students as they work on this activity.
 2. Call on students to report to the class some of the foods they categorized.
 3. Optional: Post some of the Food Cards next to the **Everyday Foods** poster in the classroom
- E. Tell students to look for many of these Everyday Foods when they eat school breakfast and lunch.
- F. Stress to students that they will learn more about Everyday Foods and doing physical activities.
1. Encourage students to choose Everyday Foods whenever they eat at school or at home because these foods are lower in fat than most foods. **They can help a person to look and feel good, stay well, and have lots of energy.**
 2. Remind students to learn more about their Great-Great-Grandparents way of living and to remember that they lived a healthful life.

Reminder:

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

Week 8 — Part A

2. Think about or write down something that you enjoy doing.
 3. Tell students to write their positive statement on their blank feather and then cut around the blank feather.
 4. Have students use glue to place their blank feather on their shield. Remind them to save the space at the bottom of the shield for their next class.
 5. Monitor students to be certain that they understand this part of the activity.
- E. Congratulate students on the successful completion of their shields with their personal strengths.
1. Explain that they can take pride in having a shield that represents their own personal strengths.
 2. As time permits, give students necessary art supplies (felt, ribbons, buttons, beads, shells, sequins, etc.) and allow them to decorate their names or make a design.
 3. Suggest other times during the day when students may work on their shields.
- F. Collect each students' shield for safe keeping and to continue this activity in the next Pathways class.

Reminder:

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



CONTINUING OUR JOURNEY

Purpose: To create an environment that provides a reinforcement for student's active participation in physical activities.

Lesson Objectives – Students should be able to:

- demonstrate an active pantomime of a sequence of hiking motions.
- set a goal to do a physical activity outside of school.
- recognize and identify body cues following a physical activity.
- describe the **Pathways Family Action Pack: Week Seven** and tell why it is important.

Lesson Outline

Activities	Time (min.)	Student Materials	Teacher Materials
1. Theme Story and Discussion	10		Cassette Player Theme Music Cassette Pathways Nations Class Map
2. Action Pantomime – Hiking Up the White Mountains	10		Overhead Projector Visual Aid A
3. Activity Book Assignment – Go for Goal #4	10	Activity Sheet 14 My Pathways Goals	Visual Aid F Overhead Projector Go for the Goals Chart
4. Family Pack	5	Family Action Pack: Week Seven Star Chart	Return Card Box
5. Summary of the Week	5	Activity Sheet 2	



Activity 1

Theme Story and Discussion



A. Prepare students for today's activities.

1. Turn on the Pathways Theme Music cassette.
2. Explain to students that during today's class, they will be taking an exciting hike up the White Mountains.
3. Turn off the Pathways Theme Music cassette.

B. Have students recall the last Pathways class using the following questions:

1. Does anyone remember where the Apache tribes are located on the Pathways Nations Map?

*Answer: Have a student point out the location on the classroom map.
The Apache tribes are next to each other and are the Ndee' (White Mountain Apache Tribe) and the Dee' (San Carlos Apache Tribe).*

2. Ask if anyone can name some of the animals that live in the White Mountains.

Answer: Mountain lions, bears, rabbits, deer, elk, javelina (wild pigs)

C. Read the following story, *Preparing for the Hike*, to the class.

At last, Amanda and Daryl reached the White Mountains near Mt. Baldy. Snow-covered peaks were all around them. They stood next to a cabin beneath the tallest pine trees they had ever seen.

Daryl found the footprints of many animals that had passed near the cabin. He began looking around for the footprint of a javelina (wild pig).¹ He was very curious about this animal and had a lot of questions to ask Grandfather.

Meanwhile, Grandfather was swinging an axe against a log. Leaning on the axe to catch his breath, he said, “Chopping wood is good physical activity.” Taking another deep breath, he asked Amanda and Daryl to help gather the wood he had chopped. Daryl wondered if he would be as strong when he grew older.

Inside, Grandfather carefully built a fire in the fireplace. He set large pieces of wood around the tiny fire. Soon, the whole cabin was warm.

Grandfather talked about the life of the Great-Great-Grandparents. He said, “They would have enjoyed this snow. There would have been plenty of water when the snow melted. The grass and trees would grow taller. Everyone would eat the wild berries and other fruits that would grow after a good snow.”

Amanda asked, “Grandfather, who are the Apache people?”

Grandfather answered, “The White Mountain Apache are called Ndee’,² and the San Carlos Apache are called Dee’.³ The Apache have big families who help each other. They are strong people who can also survive in the desert. Most of all, they love their homeland here in the mountains.”

Daryl said, “Grandfather, are we going to meet these Apache people?”

“Very soon,” said Grandfather. “First, you will take a hike up the White Mountains.”

¹Javelina (hav-e-lena) The Spanish word for a wild boar or pig. Also called a “cochino” or a “go’chi.”

²Ndee’ (N-deh) The term used by the White Mountain Apache Tribe to describe themselves as “The People.”

³Dee’ (Deh’) The San Carlos name for themselves.



Activity 2

Hiking Up The White Mountains



- A. Ask students if they are ready to take a hike up the White Mountains. There are many exciting things to do on this hike so they need to listen carefully to the directions.
1. Instruct students to stand by their desks with enough room to move without touching another person or the desk.
 2. Tell students that they will pantomime their actions during this hike. “Pantomime” means to use gestures or movements without words to express an action.
- B. Encourage students to use their imagination as they get ready to go on a hike in the White Mountains.
- C. Begin the hike by reading the following aloud:

Teacher Note:

All the bold parts of this exercise break are cues to execute the specific movements for that part of the hike.

Today, we will go on a hike with Daryl and Amanda to see all of the wonderful sights that the White Mountains have to offer us. Does everyone want to go? **Ok, let’s all stand up and put on our hiking hat; sunglasses; now put some sunscreen on our face, arms and legs; grab our water bottle, and off we go!** Oh, I almost forgot, we need to take some binoculars! **I (the teacher) will put these binoculars around my neck.**

Open the door! Close the door! Is everyone with us? **Ok! Let’s go down the path.**
(Begin marching in place with knees high in the air and pumping arms in front of the body.)

We will all go down the path. Let's stay together, OK? What a beautiful day! (Have students repeat enthusiastically!)

Let's stop and **smell the roses on the right** (lean to the right and take in a big sniff), **and the lilies on the left** (lean to the left and take in a big sniff).

Admire the flora. (Do you know what flora are? Flora are the flowers and plants.) (Right arm comes across body and rises in an arc up over the body in a sweeping motion to the right side, with accompanying AAHHHH!) **And admire the fauna.** (Do you know what fauna are? Fauna are the animals.) (Left arm comes across body and rises in an arc up over body in a sweeping motion to the left side with accompanying AAHHHH!)

“Ntene Bekah”¹ (*Na-tin Bee-kad*) - **Back on the path.** (march in place with arms moving briskly!)

Look! Up ahead, lots of tall grass. Looks like we will have to go through it. **Just move the grass out of your way and let's go!** (alternate swimming motions with arms to move away grass, kick up knees higher than before)

“Ntene Bekah” - **Back on the path.** (march in place with arms moving briskly!)

And now, look at what is ahead of us, **the White River.** How will we get to the other side? Look! I see some stones in the water. If we try, I bet we can jump from stone to stone and cross the river. Sound like a good plan? OK, is everyone ready? All right, **let's back up and run, and jump to the first stone** (jump in the air); **jump to the next stone** (jump into the air); and jump to the third stone (jump again in the air). OK, now **we are just a leap away from the shore**, let's jump together. Go! (jump into the air) Did everyone make it? Great!

“Ntene Bekah” - **Back on the path.** (march in place with arms moving briskly)

Look! We've made it to the base of the mountain. **Look how high the mountain is!** (put hand over eyes and gaze up to the top of a very high peak on the mountain.) Is everyone ready to climb it?

¹*Ntene Bekah (Na-tin Bee-kad) Apache phrase for getting back on the path.*

Week 7 — Part B

Let's climb up the mountain! (hands in front of body, slowly climb one hand over the other to the top of the mountain peak)

We've reached the top, **now pull yourself up!** (motion of putting arms in front of you to pull yourself up to a standing position. Wipe off all the dirt and take a deep breath) And, **let's admire the view** (look around in all directions, pretend it is a glorious sight).

Suddenly, using a cautious tone, ask **"What was that? Did you hear something?"** (frown your brow and look worried. Look left and right cautiously and take out your binoculars. Look around, sight something behind you. Turn around to the class. Use a frightful voice and build tone up to a Quick, Run! When saying AAHHHH, use "Home Alone" hands to face posture with the scream)

Oh, my! It's "Shash"² (Shush) - BEAR! (turn and look into your binoculars again, then turn to the class and say)

It's A BIG, BLACK "Shash" - BEAR! (turn and look into your binoculars again, then turn to the class and say)

It's a BIG, BLACK, HUNGRY "Shash" - BEAR! (turn and look into your binoculars again, then turn to the class and say AAHHHH!!!!)

QUICK, RUN BACK TO THE CABIN AS FAST AS YOU CAN!!! (All of the movements from this point on are done very quickly, as everyone backtracks their steps to try and reach the cabin. Be as animated as possible, and try not to forget any of the steps as you madly run for your life!!)

Climb down the mountain. (reverse going down the mountain, dust yourself off, and go!)

"Ntene Bekah" - Back on the path. (march in place, with arms moving briskly)

Jump over the stones in the river. (jump in the air three times, and then the fourth is back to dry land)

²Shash (Shush) A bear.

“Ntene Bekah” - Back on the path. (march in place, with arms moving briskly)

Go through the high grass. (alternating swimming motion with arms to move away grass, kick up knees higher than before)

Admire the flora and the fauna. (right arm comes across body and rises in arch up over body in a sweeping motion to right side, with accompanying AAHHHH!; left arm comes across body and arches up over body in a sweeping motion to the left side, with accompanying AAHHHH!)

Smell the roses to the right, and the lilies on the left. (lean to the right and take in a big sniff and lean to the left and take in a big sniff)

“Ntene Bekah” - Back on the path. (march in place, with arms moving briskly)

Look, the cabin! **Get to the cabin, open the door and slam it shut, wipe your brow with your hand.** Then, ask “Did everyone make it?”

Give yourselves a big hand for being so brave and getting back to the cabin safely!

What a nice little walk in the woods!

D. Congratulate students for participating in this hiking trip and following all the directions.

E. Using **Visual Aid A**, from Week 3, ask for volunteers to name the Body Cues they felt while they were on the hike.

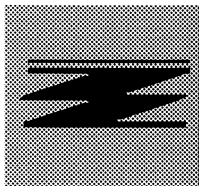
1. Recall with students the Body Cues that tell them that they are active:

Warm Face
Breathing Harder
Faster Heartbeat

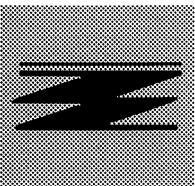
Sweating
Working Muscles

Week 7 — Part B

2. Ask students which part of the hike made their heart beat faster.
- F. Encourage students to do this hike with their family members. They can use their imagination and add additional thrilling events to the hike in the mountains.



Activity 3 Activity Book Assignment Go for Goal #4



- A. Explain to students that they are going to set Goal #4 to do a physical activity.
1. Ask students to recall the guidelines for goal-setting. These are 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. Briefly, remind students of the first three goals that students set during the first part of Pathways: doing a physical activity, eating a vegetable, and eating a fruit.
 3. Use **Visual Aid F** to explain to students that they will now set a goal to do at least one physical activity **outside of school time** before the next Pathways Class next week. Outside of school time means before school, after school, or during a weekend.
 4. Instruct students to turn to **Activity Sheet 14 - Go for Goal #4** in their activity book.
 5. Point out the **Goal Box** on **Visual Aid F** and tell students to recall that they print their name and the physical activity that they choose to do outside of school time. 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.

6. Point out the **Goal Check** at the bottom of their activity sheet. Explain that they will check this box and fill in the blank spaces **after** they have reached their goal.
- 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 as their goal to do outside of school time.
 2. Encourage students in each group to help each other select a goal.
 3. Allow time for students to decide on their goal and complete their goal sheets.
 4. Monitor groups to be sure that students remember how to complete this activity.
- C. After students have completed their goal sheets, call on volunteers to name the physical activity that they will do, as time permits.
- D. Write the goal you set for yourself in the **Goal Box** on **Visual Aid F** and point out your goal to the class.
- E. Tell the students that they will again 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 classroom chart.
1. Point out the **Go For the Goals** chart in the classroom. Remind students that as they reach each of their Pathways goals, the section on the chart for that goal will be filled with their stickers.

Week 7 — Part B

2. Point to Goal #4 on the classroom chart and write on the line: **“Doing Physical Activities Outside of School Time.”**
3. Announce that if the students complete all of their goals, #4, #5, and #6, so that the circle is filled with stickers, the class will do something special.
4. Give students some choices of what they can do at the end of Week 12.

Suggestion Box: A special celebration may include one of the following:

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

5. Have students (individually or in groups) think about what they would like to do to celebrate when the class fills in the circle.
 6. Have students vote to determine the activity the class will do to celebrate if they complete all three of their goals.
- F. Congratulate students on setting their fourth Pathways goal and urge them to support each other so that everyone in the class completes their goal before the next Pathways class next week.



Activity 4 Family Pack



Teacher Note:

It is important that teachers continue to enthusiastically promote the participation of the student and their parent/s and/or any other household member in the completion of these Family Packs.

- A. Announce to the class that the Pathways Journey continues to have an activity that is just for families.
1. Explain that each week, a Family Pack will be given to each student. These Family Packs are to be taken home and shared with their family.
 2. Remind students that these Family Packs are a way for their family to learn about new ways to be more active and eat healthier foods.
- B. Distribute the **Pathways Family Action Pack: Week Seven** to each student and tell them to write their name on the front of the envelope.
- C. Explain that the envelope to be taken home includes the following items:
- Letter to your family about the Pathways Family Pack.
 - Pathways Nations Map.
 - Everyday Foods List

Week 7 — Part B

- Take a Hike sheet for your family to use to plan a hike.
- **Return Card: Week 7** for you and a family member to sign when you're finished with the Action Pack.

D. Point out to students the location of the Return Box in the classroom.

1. Stress that this Return Box is for the return cards which are in the Family Packs.
2. Explain that after their family completes the activities this week, they should fill out the **Return Card: Week 7**, and sign it.
3. Tell students they should again bring back the return card and put it in the Return Box.

E. Have students find the **Star Chart** in their activity book.

1. Explain that each time they bring back a Return Card, a sticker will be pasted on the **Star Chart** to show that their family has completed the activity for that week.
2. Announce that students will receive another Special Reward at the end of the program if they complete and bring back three or more return cards.

Activity 5
Summary of the Week

- A. Review with students the importance of physical activity.
1. Explain that their Great-Great-Grandparents led a life that was full of physical activities. They walked a lot and had energy to be active. As a result, they had little fat on their bodies.
 2. Instruct students to turn back to **Activity Sheet 2 - Pathways Nations Physical Activities** in their activity book, and review the activities, as time permits.
 3. Encourage students to do physical activities everyday and to eat Everyday Foods.
- B. Tell students that Amanda and Daryl will again be facing cliffhangers each week. Remind them that these cliffhangers are part of the Pathway Journey. Students are encouraged to think of solutions and help Amanda and Daryl.
- C. Read **Cliffhanger for Week 7** to the class.

Daryl lay in his bedroll thinking about wild animals. He imagined how the javelina looked with long tusks and a wide snout.

Soon, he heard a strong wind as it began to blow against the cabin. It whirled around inside the chimney. Daryl watched as the fire in the fireplace moved as if it were trying to keep up with the wind.

After awhile, Daryl fell asleep. He thought

he was dreaming when suddenly he heard a noise like thud...thud. Daryl looked around the cabin and noticed that the fireplace was dark. Both Amanda and Grandfather were asleep. Pulling his blanket covers closer, Daryl tried to get back to sleep.

Again, Daryl heard the thud . . . thud. It sounded like something was slowly moving across the cabin. It was too dark to see. The wind blew louder and louder.

Daryl tried to hear where the sound was

Week 7 — Part B

coming from. Suddenly, there was a faint scratching sound that he could hear above the sound of the wind and that thud . . . thud . . . thud . . . noise.

Daryl tried to make noises that would wake up Amanda and Grandfather.

At last, Amanda whispered, “What’s wrong, Daryl?”

“I don’t know. I think that there is something

outside. Did you hear that noise?” asked Daryl. The noise was louder than ever.

Daryl and Amanda heard what seemed to be heavy footsteps. Then a scratching noise right at the door of their cabin.

Amanda’s eyes grew bigger and wider. She whispered with a hoarse voice, saying, “What is it?”

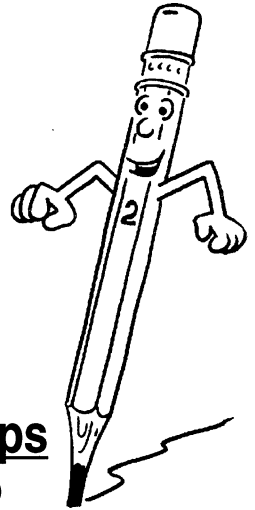
Reminders:

- ✓ Complete the **Evaluation Form** for this Lesson.
- ✓ Check with Food Service on the food/supplies for the snack preparation and the Family Snack Pack activities in Week 9, Part B and Week 11, Part A.
- ✓ You may wish to arrange for a “room parent” or a teacher’s aide to assist you with the snack preparation and Family Snack Pack activities during Weeks 9 and 11.

Week 7



Guess the Group



Everyday Foods

Food Groups

✓ the group

Food Card: _____

Is it served at school breakfast
or lunch? Yes No

- Vegetables
- Fruits
- Milk, Cheese, Yogurt
- Meat, Poultry, Fish, Dried Beans
- Bread, Rice, Pasta, Cereals

Food Card: _____

Is it served at school breakfast
or lunch? Yes No

- Vegetables
- Fruits
- Milk, Cheese, Yogurt
- Meat, Poultry, Fish, Dried Beans
- Bread, Rice, Pasta, Cereals

Food Card: _____

Is it served at school breakfast
or lunch? Yes No

- Vegetables
- Fruits
- Milk, Cheese, Yogurt
- Meat, Poultry, Fish, Dried Beans
- Bread, Rice, Pasta, Cereals

Week 7

Go for Goal 4



Goal Box

I, _____, (print your name)

set my fourth Pathways goal to

_____ (write in the physical activity you will try to do outside of school time)

before the next Pathways class.

_____ (write in today's date)

_____ (sign your name)

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

Yes! I did it!

The physical activity I did outside of school time 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:

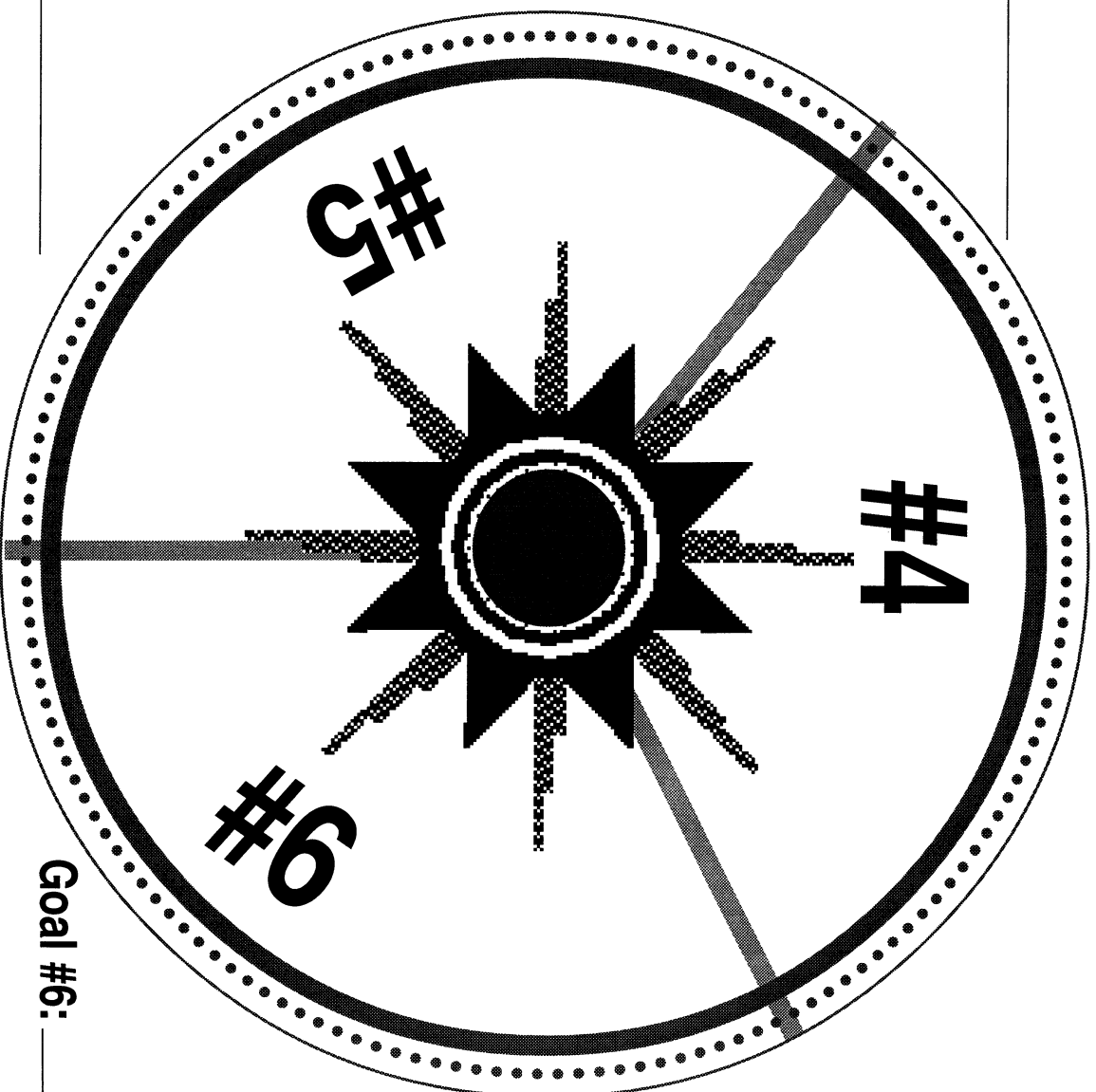
- warm face
- faster heartbeat
- breathing harder
- sweating
- working muscles

_____ (sign your name)



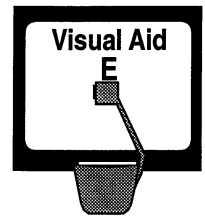
Go for the Goals!

Goal #4: _____



Goal #5: _____

Goal #6: _____



? Guess the Group

Everyday Foods

Food Card: _____

Is it served at school breakfast
or lunch? Yes No

Food Card: _____

Is it served at school breakfast
or lunch? Yes No

Food Card: _____

Is it served at school breakfast
or lunch? Yes No

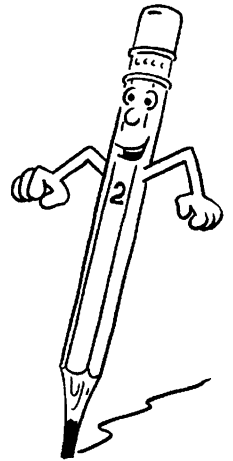
Food Groups

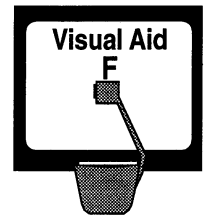
✓ the group

- Vegetables
- Fruits
- Milk, Cheese, Yogurt
- Meat, Poultry, Fish, Dried Beans
- Bread, Rice, Pasta, Cereals

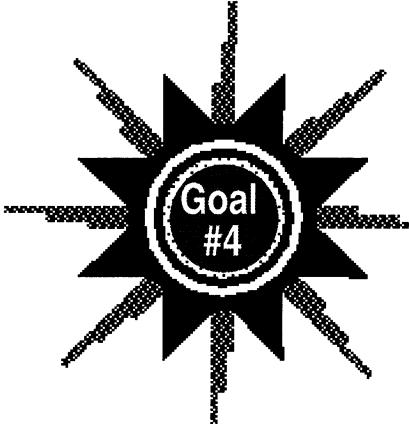
- Vegetables
- Fruits
- Milk, Cheese, Yogurt
- Meat, Poultry, Fish, Dried Beans
- Bread, Rice, Pasta, Cereals

- Vegetables
- Fruits
- Milk, Cheese, Yogurt
- Meat, Poultry, Fish, Dried Beans
- Bread, Rice, Pasta, Cereals





Go for Goal 4



Goal Box

I, _____, (print your name),

set my fourth Pathways goal to

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

before the next Pathways class.

_____ (write in today's date) _____ (sign your name)

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

Yes! I did it!

The physical activity I did outside of school time 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)

