

PHYSICAL ACTIVITY KIT (PAK)

staying on the active path in native communities ... a Lifespan approach!

BOOK #6

ADULT/FAMILY



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Physical Activity Kit (PAK) OVERVIEW

Physical Activity Kit (PAK): Staying on the Active Path in Native Communities...a lifespan approach!

The Physical Activity Kit (**PAK**) *Staying on the Active Path in Native Communities...a Lifespan Approach* strategy refines an effective and efficient method to package, implement, evaluate and disseminate culturally appropriate physical activity for American Indian/Alaska Native and other communities. The primary goal of the **PAK** is to increase the time spent in moderate to vigorous physical activity (MVPA) by promoting age and culturally appropriate physical activities across the life span of Native American communities. These physical activities are appropriate across age spans (Young People, Adults/Family, and Older Adults) and include various levels of activity: Warm-up (flexibility) cardiovascular, Strength, Cool-down (flexibility).

The **PAK** strategy is a collaboration/partnership with:

- University of New Mexico Prevention Research Center (UNM PRC)
- The Indian Health Service with representation from IHS Headquarters (Divisions of Office of Clinical and Preventive Services: Health Promotion & Disease Prevention, Head Start, Nutrition, and the Community Health Representatives) and IHS Area Offices (Albuquerque, Portland, and Oklahoma).
- PAK Field Teams with representation from:
 - Aberdeen Area Teams: **Rosebud Sioux Tribe**, SD and **Sisseton Wahpeton Oyate**, Agency Village, SD
 - Albuquerque Area Teams: **Isleta Pueblo**, NM and **San Felipe Pueblo**, NM
 - Bemidji Area Team: **Sault Sainte Marie Tribe of Chippewa Indians**, MI
 - Billings Area Team: **Northern Cheyenne**, MT
 - Navajo Area Teams: **Ft. Defiance/Navajo/Window Rock**, AZ and **Sheep Springs**, AZ
 - Phoenix Area Teams: **San Carlos Apache Tribe**, AZ
 - Portland Area Teams: **Plummer Coeur d'Alene Tribe**, ID and **Bellingham Lummi Tribe**, WA



Pictured: 2007 PAK teams and Partners

The **PAK** strategy includes: 1) create a “package” of physical activities that are culturally appropriate to American Indian and Alaskan Native communities; 2) train interested Field Teams from across the Nation to implement and field test the **PAK** in their communities; 3) conduct the **PAK** Summit/Reunion to collect information regarding the modification, acceptability and usability of the **PAK** in their communities; and 4) develop a strategy to distribute and disseminate PAK to American Indian and Alaskan Native communities across the United States.

Introduction of *PAK* Books

PAK promotes the building of positive attitudes towards fun and creative physical activity that reinforces the lifestyle of living in a Native American community.

PAK Young People Book #1 contains fun and interactive physical activities for school-age children that can be used in the classroom or group settings. The physical activities include individual, partner and group activities.

PAK Mt. Pathways¹ Challenge Book #2 focuses on participant's progress through five trails with increasing levels of physical activity.

PAK Modified American Indian Games¹ Book #3 contains traditional games that have been modified to provide more opportunity for activity while retaining the original nature of the games.

PAK Exercise Breaks Book #4 contains simple and short duration (2-10 minutes) activity breaks that can be done in a small space with no equipment and set-up.

PAK Young Children Book #5 contains physical activities and movement for infants, toddlers, and preschool children.

PAK Adult/Family¹ Book #6 contains a variety of physical activities that can be done as a family. Activities include a community event which evolves around the Great Race as participants learn about the race between the two-legged and four-legged.

PAK Older Adults Book #7 contains physical activities from the **Healthy Body Awareness²: Ats'iis' Baa'a'hwon dzin** (English translation –**Healthy Body Awareness**) a physical activity and nutrition education program for Navajo elders.

PAK Resources Book #8 contains titles, descriptions and web links for physical activities resources.

Native American Aerobic Dances: Native American dance has been with us for as long as the beat of the drum has been heard. When we hear the beat we feel it in our feet and hearts. Dances can be done almost anywhere and with any number of people and are in **PAK Young People Book #1**, **PAK Adult/Family Book #6** and **PAK Older Adults Book #7**.

¹ Pathways – Obesity Prevention Program for American Indian Schoolchildren. <http://hsc.unm.edu/pathways>

² Healthy Body Awareness: Ats'iis' Baa'a'hwon dzin (English translation –Healthy Body Awareness)

Traditional Pow Wow Dances: Pow-wow dancing is a great way to meet new friends and enjoy the company of others. It is a great form of exercise for anyone no matter what their fitness level and is located in **PAK Young People Book #1, PAK Adult/Family Book #6** and **PAK Older Adults Book #7**.

ADULT/FAMILY

PHYSICAL ACTIVITY RECOMMENDATIONS

Recommendations on how to increase physical activity based on your current activity level. (Centers for Disease Control and Prevention, <http://www.cdc.gov/nccdphp/dnpa/physical/>).

If...	Then...
You do not currently engage in regular physical activity,	You should begin by incorporating a few minutes of physical activity into each day, gradually building up to 30 minutes or more of moderate-intensity activities.
You are now active, but at less than the recommended levels,	You should strive to adopt more consistent activity: <ul style="list-style-type: none">• Moderate-intensity physical activity for 30 minutes or more on 5 or more days of the week,• Vigorous-intensity physical activity for 20 minutes or more on 3 or more days of the week.
You currently engage in moderate-intensity activities for at least 30 minutes on 5 or more days of the week,	You may achieve even greater health benefits by increasing the time spent or intensity of those activities.
You currently regularly engage in vigorous-intensity activities 20 minutes or 3 or more days of the week,	You should continue to do so.

What is "moderate-intensity physical activity?"

Moderate-intensity physical activity refers to any activity that burns 3.5 to 7 Calories per minute (kcal/min) (Ainsworth et al., 2000). These levels are equal to the effort a healthy individual might burn while walking briskly, mowing the lawn, dancing, swimming for recreation, or bicycling.

What is "vigorous-intensity physical activity?"

Vigorous-intensity physical activity refers to any activity that burns more than 7 Calories per minute (kcal/min) (Ainsworth et al., 2000). These levels are equal to the effort a healthy individual might burn while jogging, engaging in heavy yard work, participating in high impact aerobic dancing, swimming continuous laps, or bicycling uphill.

Warm-up Activities (Flexibility)

- Warm-up activities should be done before any other kind of cardiovascular or strength activities. They get your body ready to work a little harder. They help protect you from getting hurt while doing other activities.

- Walk a few slow laps inside or outside before starting these warm-up activities. Or, you can start them as soon as you get out of the vehicle, when your muscles have already been moving from getting out of the vehicle and walking into the building.
- Hold a chair or wall lightly for balance if you are doing these activities standing up.
- Many of the warm-up activities are light stretches. Do not over stretch or lock your joints and muscles.

Cardiovascular Activities

- Cardiovascular activities help your heart, lungs and blood vessels work better.
- These activities will probably make you sweat, get hotter, have a red face, and have faster or heavier breathing than normal and a faster heart rate.
- Guidelines suggest getting 30 minutes of cardiovascular activity on most days of the week. These 30 minutes can be broken down into 3 - 10 minute sessions.
- If you have not been doing much activity, start with only about 5 minutes of cardiovascular activity. Increase your time by 5 minutes a day each week as you feel comfortable.
- Cardiovascular activities should be done after warming up.
- Everyone has a different level of effort that they need to work in order to get benefits from cardiovascular activities. You will get used to your body's response to these activities. You should always make sure that you can still talk during these activities – this is called the "talk test." If you cannot talk, you are probably working too hard and should slow down and take a break.
- After you have been doing these activities for a while, you may want to make them more difficult. You can do the following things to make activities more difficult but still stay safe:
 - Stand during the activities instead of sitting.
 - Increase the time that you do each activity.
 - Increase the intensity, or speed for each activity. For example, march more quickly, or punch your arms forward more quickly. Note that you should increase the time of the activity before trying to increase the intensity.
 - Add arm movements to activities that involve only your legs.

Strength Training

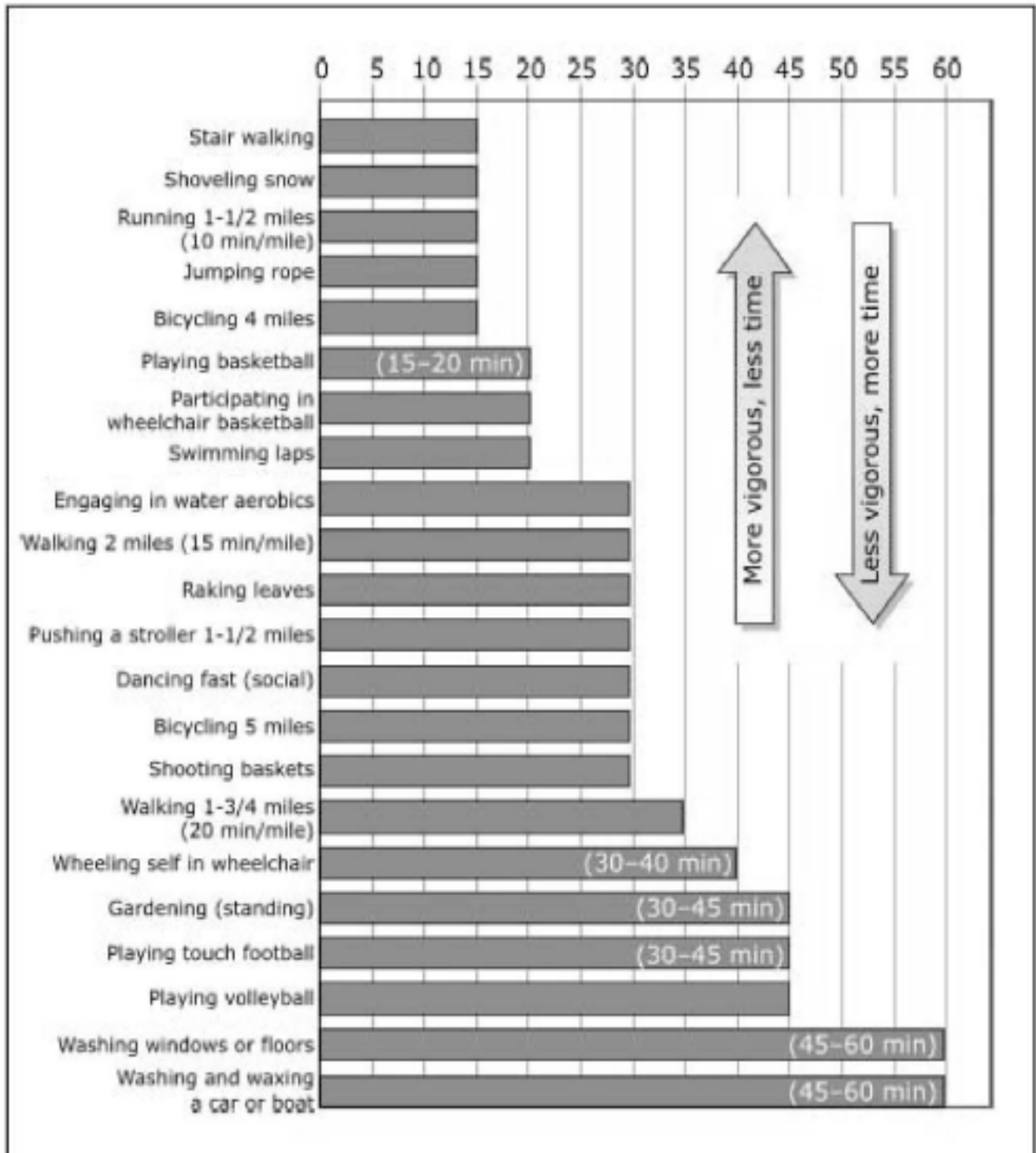
- Exercising your muscles will help you be able to keep doing the activities that you have to do everyday (such as cooking, cleaning, dressing, bathing, taking care of grandchildren).
- Strength activities should be done slowly and smoothly. Don't lock your joints when you are lifting weight.
- Do not hold your breath when you are doing strength activities! This is very important because holding your breath will make your blood pressure go up.
- Breathe out when you are lifting or pushing and breathe in as you relax.
- Cut lengths of exercise bands about 3 feet (36 inches) long. Your senior center may have both thin and medium bands. The medium ones will make the activity a little harder for those who want that.

- Your muscles may be a little sore when you start doing strength activities. If they are very sore, though, you probably overdid it. Rest for a few days and start more slowly.
- A "set" is one group of 8 - 15 repeated movements. You should rest for about 1 minute between each set.
- At first, you should only do 1 set of each activity. Work up to 3 sets after a few months.
- When you can easily do a movement 15 times, you should lift more weight when you do the movement. Easy weights that you can find at home are frisbees, small cans of food, small bottles filled with water or dirt.

Cool-down Activities (Flexibility)

- Cool-down activities are done after your muscles and joints have been warmed-up well during other activities.
- Cool-down activities are mostly stretches to help you increase the flexibility of your muscles and joints. This is called increasing your "range of motion." So, unlike the warm-up stretches, you can do these stretches as far as you are comfortable – no stretching should hurt while you are doing it.
- Stretching will also help you to not be sore from cardiovascular and strength activities.
- Stretching should be done smoothly without bouncing.
- Breathe out when stretching out.
- When bending forward, keep your back and shoulders straight, bending from the waist. Bend your knees slightly if you are bending forward or down.
- If you have had a hip replacement, check with your doctor before doing lower body stretching.

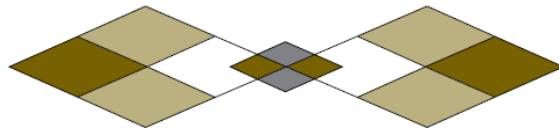
Number of Minutes of Activity Required to Burn 150 kcalories



*All information was gathered from the Centers for Disease Control and Prevention website, Physical Activity Recommendations, <http://www.cdc.gov>

PHYSICAL ACTIVITY KIT

*ADULTS/
FAMILY*



Family Workshop: Integrating Physical Activity into Everyday Life

Objectives

The primary purpose of Family Workshop is to encourage families to increase their physical activity levels. The secondary goal is to encourage families to choose and prepare healthful snacks.

The workshop will present both information and behaviors. The families will be encouraged to participate in each physical activity station with their child. The event will close with line dancing and inter-tribal dancing. A snack booth will be set up to reinforce healthy snack choices.

Logistics

Consider the weather, availability of personnel, anticipated number of participating family members, and school schedules during planning stages.

Time: After 6:00 p.m. (dinner time) is suggested. Staff at each site will decide what would be the most appropriate time to maximize participation.

Length: The workshop is suggested to last 1.5 hours to allow enough time for a brief introduction and fun activities.

Day of the Week: The workshop is suggested to take place on a Tuesday, Wednesday, or Thursday to avoid the high absenteeism rates common on Monday and Friday.

Staffing

A minimum of three staff/volunteer members are needed to implement the event: a Workshop Coordinator, the Activity Coordinator, and a Snack Coordinator. The Workshop Coordinator will review activities with other staff prior to the workshop and should take the lead in solving logistical issues. A staff member, designated as Activity Coordinator and assisted by volunteers, will be responsible for leading activity stations. A staff/volunteer member, designated as the Snack Coordinator and assisted by minimum of one volunteer, will be responsible for setting up the snack booth.

Advertising

Each site will create site-specific flyers announcing the event (Le., date, time, and location)

Adapted from the PATHWAYS Project

The site-specific flyers should be sent home with participants two weeks before the workshop.

This flyer should also be distributed to all staff potential volunteers and organizations.

The second flyer should be sent home with the participants before the workshop.

Preparing Materials: Ordering and Photocopying

Order supplies at least one week before the event.

- Order food and supplies
 - Popcorn
 - Pretzels
 - Beverages (sugar-free pop and/or bottled water)
 - Bowls for the popcorn and pretzels
 - Napkins
 - Ice

- Optional (site decision whether to serve these snacks):
 - Baby carrots and low-fat dressing
 - Serving tray for carrots
 - Paper plates for carrots
 - Individual serving cups (for dressing)

- Photocopy advertising flyers
- Have registration/sign in rosters available, may need multiple copies (to document number of participants)
- Photocopy Physical Activity Stations Signs

During the Event

Set-up and Clean-up (1 hour before and 1 hour after)

- Make arrangements to have the building open from 5:00 p.m. until 9:00 p.m.
- Staff and volunteers need to arrive at least one-hour before the event for set-up, and will need to stay at least one hour after the event to clean up.
- Secure use of a slide/overhead projector and projection screen.
- Set up projector in room where greeting will occur. Arrange chairs for slide viewing.
- Set up the room for the planned activities:

- Set up table(s) for registration
- Set up chairs in back of room
- Set up activity stations and secure necessary equipment

Exercise Break Station:

(Refer to exercise breaks section of PAK manual for instructions to the below games)

Set up 10-12 chairs in a circle **Greet Families (20 minutes)**

Complete the Registration Roster for all attendees.

Allow enough room between the chairs for exercises:

- Side Bends
- Ski Slalom
- Animal Walks
- Arm Circles
- Foot Circles
- Sit, Stand, Move
- Reach for the Sky

Basketball Shoot-out Station:

Equipment needed: 2 basketballs

Set up near basketball hoop (alternative: use large trash can as basketball hoop if hoop is not available)

American Indian Game Station:

(Refer to American Indian Games section of PAK manual for instructions to the below games)

Secure necessary equipment to play game

Suggested games: Trample the Beaver and Grizzly Bear

Information Booth:

1 table, 2 chairs, and physical activity handouts (3 sheets)

Snack Booth:

1 table, 2 chairs

Cups, napkins, bowls, drinks

2 large serving bowls (place popcorn and pretzels in separate serving bowls)

* If this site is serving vegetables, place baby carrots on serving tray and pour low-fat dressing into individual cups.

Post signs identifying activity stations.

Check boom box and tape of music for Macarena, Electric Slide, or Pow-wow.

- To maintain building security, only one entryway should be used. Post a sign at this entryway.

Adapted from the PATHWAYS Project

Greet Families (20 minutes)

Complete the Registration/Sign-In Roster for all attendees.

Physical Activity Stations (55 minutes)

Exercise Break
Basketball Shoot-out
American Indian Game
Physical Activity Information Booth
Snack Booth

Closing (15 minutes)

- Clear area to conduct line dancing, Macarena, Electric Slide, or inter-tribal dance (for instructions to Electric Slide and Macarena, see following pages).
- Announce and distribute door prizes.

Physical Activity Station Signs

A Sign should be posted at each physical activity station and booth.

EXERCISE BREAK

BASKETBALL SHOOT-OUT

AMERICAN INDIAN GAME

INFORMATION BOOTH

SNACK BOOTH

Type of Activity: Stretches

Approximate Time: 1-3 minutes

Instructions:

1. Stand with feet shoulder width apart.
2. Raise your right hand over head, and rest your left arm across the belly.
3. Gently stretch sideways, toward the left. Hold at least 10 seconds.
4. Switch hand positions and stretch to the right.

Type of Activity: Movement

Approximate Time: 3-5 minutes

Preparation: Have participants stand and draw an imaginary line by their feet.

Instructions:

1. See how long you can jump side to side over your imaginary line.

Pretend you are skiing!

Type of Activity: Animal Walks

Approximate Time: 5-15 minutes

Preparation: Clear a path around the boundaries of the room, or around the majority of the chairs.

Instructions:

1. Have one person at a time lead everyone around the room performing an animal walk of his/her choice:

Crab Walk - Hands and feet on the ground, while facing the ceiling. Move hands and feet like a crab.

Bear Walk - Hands and feet on the ground, facing the floor. Move right hand and right foot forward together; then left hand and left foot.

Cat Walk - Hands and feet on the ground, facing the floor. Move right hand and left foot forward together, then left hand and right foot.

Adapted from the PATHWAYS Project

Type of Activity: Stretches

Approximate Time: 1-3 minutes

Instructions:

1. Gently circle both arms in a forward circle, nice and slow. Repeat approximately 5-10 times.
2. Gently circle both arms in a backwards circle. Repeat approximately 5-10 times.
3. Circle forward, and then circle backward. Repeat.

Type of Activity: Stretches

Approximate Time: 1-3 minutes

Instructions:

1. Standing on your right foot, or sitting in your chair, circle your left foot to the right several times and then to the left.
2. Switch feet.

Type of Activity: Movement

Approximate Time: 3-10 minutes

Preparation: Space the chairs apart so that each participant can walk around his/her chair.

Instructions:

1. Begin by sitting in the chair.
2. On command, stand up, walk around your chair, and sit back down.
3. Then repeat walking in the opposite direction around your chair.
4. Vary by leader calling out a movement to do around chair (hop, jump, skip, crawl, etc.).

Type of Activity: Stretches

Approximate Time: 1-3 minutes

Instructions:

1. Place feet shoulder width apart.
2. Raise your arms over head.
3. Then rise up onto the balls of your feet.
4. Alternate arms reaching for the sky!

Grizzly Bear

Objectives

Agility, feinting, fleeing

Equipment

4 cones, 4 hula hoops, 20 bean bags, 1 jump rope

Instructions

Designate boundaries within play area (20 by 20 paces).

Scatter three hula hoops around playing area. These are home bases for the teams. Place a 4th hula hoop in the middle of the playing field; this will be the "bear's den." In the bear's den place 20 bean bags.

Select one student to be the bear and 1 to be the keeper. Divide remaining students into 3 teams.

Have bear and keeper stand next to hoop (bear's den). Bear and keeper each hold one end of a jump rope. Keeper cannot move.

The bear may tag anyone attempting to take a bean bag.

Teaching Cues

On the music start or "Go," each team member attempts to steal one bean bag and bring it back to home base without being tagged by the bear.

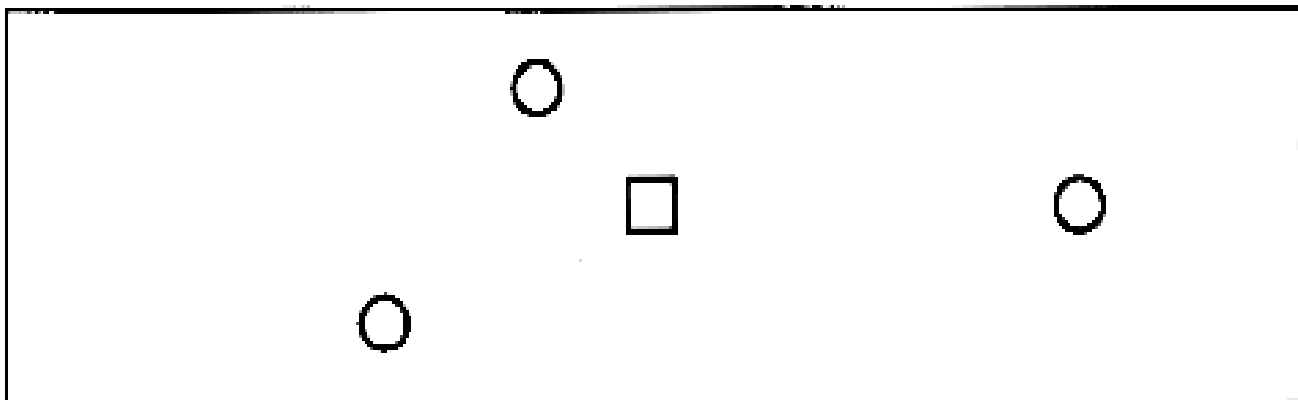
Place bean bags into home base; no throwing!!

If tagged, move to an outside boundary and perform a "bear task" to rejoin the game.

A bear task is an activity designated by the bear before the game begins. Bear may choose between 6 jumping jacks, 6 sit-ups, or 6 push-ups.

Let's see which team collects the most bean bags!

Remember to take only 1 bean bag at a time and place it in your home base.

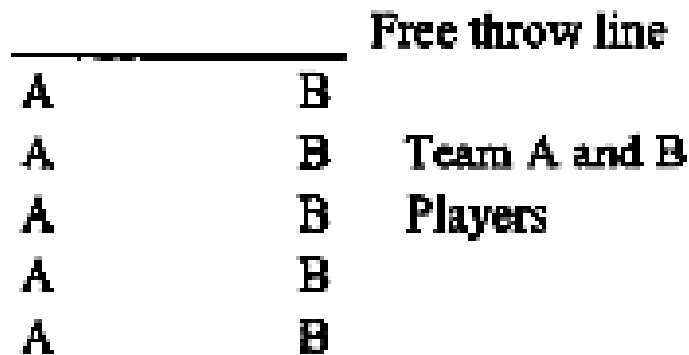


○ Home base □ Bear's den

Basketball Shoot-Out

Divide players into two teams, A and B. Have both teams line up behind free-throw line (see diagram). Toss the basketball to the first person in line A. That person will attempt to shoot a basket from the free throw line. After his or her turn, he or she goes to the end of line B. The first person in line B will run to retrieve the basketball and toss to the next person in line A. Continue until everyone has had a turn to shoot the basket and retrieve the ball.

Basketball Hoop



Electric Slide

Electric Slide Steps:

START POSITION: Feet together face forward

Grapevine step to the right:

Right foot step one step to the right

Left foot one step to the left

Right foot step behind left foot

Left foot step left

Right foot tap

Going back:

Right foot, left foot, right foot, left foot-tap.

Rock forward on left foot (put all your weight on left foot)

Rock back on right foot (put all your weight on right foot)

Step on left foot and pivot 1/4 turn to the left.

Start at the beginning step..... .

Macarena

By Los Del Rio

(Cassette tapes can be purchased at Wal-Mart or Kmart for \$3.00)

Macarena steps:

- Extend right arm out in front of body at shoulder height with palm facing down (count 1).
- Extend left arm out in front of body at shoulder height with palm facing down (count 2).
- Turn right hand up so palm is now facing up (count 3).
- Turn left hand up so palm is now facing up (count 4).
- Cross right hand over body and touch left shoulder (count 5).
- Cross left hand over body and touch right shoulder (count 6).
- Move right hand to behind right ear (count 7).
- Move left hand to behind left ear (count 8).
- Cross right hand over body and touch left hip (count 1).
- Cross left hand over body and touch right hip (count 2).
- Move right hand to right back hip (count 3).
- Move left hand to left back hip (count 4).
- Move hips in circular motion for 3 counts (count 5.6.7).
- Turn 1/4 turn to the left, clap hands, and repeat sequence (count 8).

Continue to make 1/4 turns with each sequence. Be sure to put your own rhythm into the dance!

"Let's dance to the sound music"

Description and Set-up: Exercise is not only important for health and weight control, it can also be a fun family activity. Families can participate in a fun activity and begin to think about how to add more exercise to their lifestyles.

Dance units will be demonstrated and taught to all willing participants. Participation will be encouraged, although it is not mandatory. If participants choose not to dance, they can be encouraged to take one of the physical activity handouts.

Line dancing is only an example of a physical activity each site may use. Each site should research and develop a culturally appropriate form of physical activity. Choose an activity that all family members can perform i.e. Conga and Achy Breaky Heart.

SHORT MESSAGE: EXERCISE TO THE BEAT OF MUSIC!

Purpose: To encourage physical activity (which can be fun)

Handouts: Pathways exercise tip handout

Materials/props: Copies of handouts

Audio media equipment extension cord

A large open space

UNIT: DANCE AND RHYTHMS

OBJECTIVES

Rhythm, balance, agility, non-locomotor and locomotor skills

EQUIPMENT

Music player and music: "Achy Breaky Heart," EVERYBODY DANCE



ACTIVITY

ORGANIZATION

TEACHING CUES

-INDIVIDUAL DAY-

Achy Breaky Heart

(Dance from the USA)

Lyrics

You can tell the world you never was my girl.
 You can bum my clothes when I am gone.
 Or you can tell your friends just what a fool I've been.
 And laugh and joke about me on the phone.
 You can tell my arms go back to the farm.
 You can tell my feet to hit the floor.
 Or you can tell my lips to tell my fingertips.
 They won't be reaching out for you no more.

Chorus:

But don't tell my heart, my achy breaky heart.
 I just don't think he'd understand.
 And if you tell my heart, my achy breaky heart, he might blow up and kill this man. Ooh.
 You can tell your Ma I moved to Arkansas.
 You can tell your dog to bite my leg.
 Or tell your brother Cliff whose fist can hit my lip.
 He never really liked me anyway.
 Or tell your Aunt Louise.
 Tell anything you please.
 Myself already knows I'm not okay.
 Or you can tell my eyes to watch out for my mind.
 It might be walking out on me today.
 c. D. Von Tess - Millhouse Music
 - Songs of Polygram Int'l Inc.

- **Lines of 6**, facing the instructor, in dance area (20 X 20 yds).
- Explain/demonstrate the movements **without** the music.
- After completing each sequence of steps, students will make a ¼ turn to the left.
- Practice with the music.
- The chorus will repeat 3xs throughout the song.
- Encourage students to incorporate creative movements (e.g., dipping shoulders) as they become proficient.

- The name of this dance is "Achy Breaky Heart."
- This is a country line dance. This means you will stand in several lines all facing one direction. Try to keep up!
- "Mingle, Mingle" 6s!
- With your group, form a line facing forward.
- Let's practice the movements together
- **Step-touch R 2xs.**
- **Stop-touch L 2xs.**
- **Walk backward 3 steps: R, L, R, then tap L.**
- **Rock: forward, backward, forward (quickly).**
- **1/4 turn on L foot, lifting R knee as you turn.**
- Now we'll try it with the music!
- You will repeat this dance many times, facing a new direction each time.

UNIT: AEROBIC GAMES

OBJECTIVES

Agility, chasing, fleeing, tagging

EQUIPMENT

4 cones for boundaries, whistle



ACTIVITY

ORGANIZATION

TEACHING CUES

Crows and Cranes

- **Two teams.** (Crows and Cranes) face each other near the center of the field about 5' apart.
- The teacher calls out "Crrrows" or "Crrranes."
- Call directions quickly and encourage students to line up quickly.
- To encourage careful listening, call out crrrrrayons, crrriminy, or crrrazy about P.E.!

- When I call out "Crrrows," the Crows team runs back to their endline to avoid being tagged by the Cranes. (etc.)
- If tagged, change to the team that tagged you.
- The team with the most players at the end wins.
- Tag softly.

Hill Drill

- Large space with, side, end, and center lines marked.
- All students except one line up on endline of the field.

- One student is in the center of the field call out "Hill Drill!"
- The others try to reach the opposite endline before being tagged.
- If tagged, join the student in the center and try to tag others.
- The last student tagged is "It" for the next game.

UNIT: DANCE AND RHYTHMS

OBJECTIVES

Orientation, rhythm, balance, social and personal skills

EQUIPMENT

Music player and music: "The Conga"
ALL-TIME FAVORITE DANCES



ACTIVITY

ORGANIZATION

TEACHING CUES

-INDIVIDUAL/GROUP DAY-

Orientation/Expectations

- Discuss SPARK philosophy and rules.
- Implement strategies and protocols to create an emotionally safe environment.
- Express your expectations for class participation and control.
- During our Dance and Rhythms unit, remember to:
 1. Stay within the boundaries.
 2. Listen to directions.
 3. Respect others and their feelings.
- We want everyone to be safe, have fun, and be active! Everyone has the right to move and dance without ridicule or being teased.
- There will be opportunities to dance with both boys and girls. Show your cooperation by demonstrating a willingness to participate with everyone.

The Conga

(Dance from Latin America)

Lyrics

Let's all do the Conga.
Let's all do the Conga.
Let's all do the Conga.
Let's all do the Conga.

1 - 2 - 3 uh!
1 - 2 - 3 uh!
1 - 2 - 3 uh!
1 - 2 - 3 uh!

Repeats several times

- **Individuals scattered** in dance area (20 x 20 yd).
- Explain/demonstrate movements **without** the music.
- Practice with the music.
- Once the basic movement is attained, pair students (hands on shoulders), then combine pairs to form groups of 4, then 8.
- Encourage creativity by having groups add movements (e.g., kicking instead of sliding foot, head tilted to one side on "uh!" etc.).
- The name of this dance is "The Conga." First we will learn the moves individually.
Let's practice the movements together:
 - **Walk forward 3 steps: R, L, R.**
 - **Slide L foot out to L side.**
 - **Immediately walk forward 3 steps: L, R, L.**
 - **Slide R foot out to L side.**
- It looks like everybody's got it!
- Now we can try it with the music!
- Let's try it in a line and make a long snake!

FAMILY PHYSICAL ACTIVITY EVENT

Introduction and Objectives

The purpose of the physical activity event is to encourage families to increase their physical activity levels.

The primary, objectives are:

- To provide families with the opportunity to experience moderate to vigorous activities.
- To encourage families to be physically active.
- To provide families with more family events.

The event is suggested to be one hour in length with the option to make the event longer if necessary. The minimum time frame for a physical activity should be 30 minutes long and three to five days a week. Within that half hour; 15 minutes should be for Type I activities (being aerobic) and 15 minutes should be for Type II (skill building). This gives time with in the one hour to register family members, have an adequate welcome (site specific), the 30 minute activity time, a snack time and have door prizes.

Logistics

Consider the weather, availability of personnel anticipated number of participating family members, school schedules during planning stages, and strategies to increase family participation.

Staffing

A total of seven individuals will be needed for the event, volunteers are always welcome and parent volunteers are encouraged to participate in the sequence of events.

The Event Coordinator will review activities with other staff prior to the workshop and should take the lead in solving logistical issues.

A physical activity specialist/recreation person should be encouraged to coordinate the physical activity games for the event.

Volunteers can assist in the set-up, demonstration of activities, and clean-up. Parent volunteers should be solicited and encouraged to help with the event.

Event Preparation

Formalizing arrangements (one month prior to the workshop)

- Make proper arrangements for younger children (preschool - 2nd grade) that may not be able to participate in the activities. This would include children that are too young or may have a disability and may not be able to participate. Each site to consider having a kid's corner to accommodate such children.

Advertising

Each site will create site-specific flyers announcing the event (i.e., date, time, and location). Families should be informed on the flyer that they should wear appropriate attire and shoes in order to participate in the event. This is important because families may be coming from work for the event.

This flyer should be distributed to participants, staff, potential volunteers and organizations.

The second flyer (attached) should be sent home with the participants the day before the event.

NOTE:

- Remind families to wear comfortable shoes and appropriate attire

Preparing Materials, Ordering and Photocopying

Checklist (One month prior)

- Finalize arrangements
- Order event supplies.

SITE

T-shirts

Volunteer incentives

Door prizes

Accessories for snacks

Event signs

Snacks

Tape

Markers

Name tags

Registration roster

- Order snack food.
 - Popcorn
 - Pretzels
 - Bottled water/crystallite (sugar free)
 - Bowls for the pretzels
 - Napkins

Ice

- Optional (site decision whether to serve these snacks):
 - Baby carrots and low-fat dressing
 - Serving tray for carrots
 - Paper plates for carrots
 - Individual serving cups (for dressing)

Checklist (Two weeks before)

Photocopy advertising site flyers

- Obtain copies of registration rosters, have multiple copies of forms available.

Checklist (One week before)

- Photocopy handouts
- Make sure appropriate location has been designated for a kid's comer. Site may want to consider it being away from the event location for the sake that the activity of the event may be too noisy. A room near to the event location may be considered. (Optional)

During the Event

Set-up and Clean-up (1 hour before and 1 hour after)

- Make arrangements to have the location opened to enter.
- Staff and volunteers need to arrive at least one-hour before the event for set-up, and will need to stay at least one hour after the event to clean up.
- Set up the event location for the planned activities:

Set up table(s) for registration

Set up area for event and secure necessary equipment

Make certain that proper setting is available for all attendees

Check audio media equipment of music for selected Physical activities

(If music will be used)

Make sure the kid's comer is set up with coloring books, markers, crayons, and other materials to occupy children's time.

Set up table for snack booth

Snack Booth:

1 table, 2 chairs

Adapted from the PATHWAYS Project

Cups, napkins, bowls,

2 large serving bowls (place pretzels in serving bowl)

* If this site is serving vegetables, place baby carrots on serving tray and pour low-fat dressing into individual cups.

- To maintain building security and accurate registration, only one entryway should be used. Post a sign at entryway.

Greetings

Greet families during registration.

Hand out tickets for door prize during registration.

Complete the Registration Roster for all attendees, including staff and volunteers.

During welcome greet families and school staff that have attended and explain the sequence of the physical activity event.

Optional: Have all participants complete a name tag for themselves.

UNIT: PARACHUTE

OBJECTIVES

Strength, agility, coordination, endurance, flexibility, group cooperation

EQUIPMENT

Parachute, whistle, music (optional)



ACTIVITY	ORGANIZATION	TEACHING CUES
Warm Up: Locomotor Skills with Parachute	<ul style="list-style-type: none"> - Students hold parachute with left hand and move 1/4 turn to their right. - Follow the leader: - Walk - slow jog - jump - hop - gallop. 	<ul style="list-style-type: none"> - Hold the parachute with one hand. - Follow the person in front of you. - Listen for my commands.
Number Exchange	<ul style="list-style-type: none"> - Number students from 1-4. - Students make a dome, and exchange places when their number is called. 	<ul style="list-style-type: none"> - When your number is called, exchange places with another person.
Mushroom	<ul style="list-style-type: none"> - Parachute is on the ground with students around it kneeling on one knee and holding it with two hands. - Describe mushroom. - Practice making mushroom several times. 	<ul style="list-style-type: none"> - Use any grip. - Stand up quickly and bring hands overhead, filling chute with air. - Keep hands up, take 4-5 steps forward under the chute until it deflates. - Walk back out, holding chute. - Lay chute down.
Mushroom Back Out	<ul style="list-style-type: none"> - As above, but students walk in 4-5 steps, release chute, then walk back out from under chute. 	<ul style="list-style-type: none"> - Make a mushroom (walk forward 4-5 steps), release chute, and walk 4-5 steps backwards to original place. - Grab chute and lay it down.
Mushroom Run Around	<ul style="list-style-type: none"> - As above, but students release and run counter-clockwise one time around chute, then return to original place. 	<ul style="list-style-type: none"> - Make a mushroom, release and run to the right in single file one time around the outside of the chute and return to original place. - Lay chute down.
Cool-Down and Chute Roll Up	<ul style="list-style-type: none"> - Use cool-down routine from day one everyday. - Roll up chute. 	

UNIT: AEROBIC GAMES

OBJECTIVES

Locomotor skills, exercise physiology knowledge, cardiovascular endurance

EQUIPMENT

4 cones for boundaries, 3 scarves or pinnies to designate "It," music or whistle



ACTIVITY	ORGANIZATION	TEACHING CUES
Heart Alert	<ul style="list-style-type: none"> - Scattered within boundaries, 20 by 20 yards. - Briefly identify cardiovascular risk factors. - Designate 3 players to be "It" and have them put on pinnies. - When tagged, players jog in place with hands on their heart, saying "Heart Attack" to signal others to come and save them. - They are saved when another player exercises with them, (e.g., performs three sit-ups/jumping jacks, etc. with them). - After two minutes, change "Its." - The idea is that physical inactivity is a risk factor for heart disease and exercise helps prevent a heart attack. - Note: Name each tagger after a "risk factor." One can be a cigarette and hold a baton in her/his hand; another can be a couch potato and carry a potato, etc. 	<ul style="list-style-type: none"> - 5 risk factors are associated with heart disease. They are: <ol style="list-style-type: none"> 1) Physical inactivity 2) Smoking 3) Poor nutrition 4) Stress 5) Over-fatness - In this game, each time you are tagged you gain a risk factor. In order to be "saved," someone has to exercise with you. I will tell you the exercise to do. - If you are tagged twice, you have two risk factors, and so on. Try not to have all the risk factors of heart disease! - Taggers may not tag others while they are exercising to be salted.

UNIT: FRISBEE

OBJECTIVES

Throwing for accuracy

EQUIPMENT

1 frisbee and 1 hoop/student, whistle



ACTIVITY

ORGANIZATION

TEACHING CUES

-PARTNER DAY-

Hoop de Hoop

- **Partners on a line.**
- 1 frisbee per pair.
- Partner A (thrower), stands with frisbee on a line.
- Partner B (catcher), stands in 1st hoop 20 ft. away from line.
- 2nd hoop is 40 feet away from line.
- **The object is to make accurate passes to your partner standing in a hoop.**
- Partner B runs to 1st hoop.
- Partner A throws to B who must catch it with at least one foot in hoop_
- If successful, B throws back to A and runs to 2nd hoop.
- If not successful, B stays at same hoop until a catch is made.
- When catch is made at both hoops, switch roles.

Frisbee Golf (in pairs)

- **Scattered in pairs**, 1 hoop per pair.
- During cool-down, discuss golf terminology:
1 shot: hole in one
2 shots: eagle
3 shots: birdie
4 shots: par
5 shots: bogey
6 shots: double bogey
- Pick up your hoop; safely toss it into open space.
- Alternating tosses with your partner, see how many throws it takes to land the frisbee in the "hole."
- Once you complete the 1st "hole," pick up your hoop, safely toss it into open space, and begin your 2nd hole.
- Tell me if anyone gets a "hole in one!" (Frisbee **completely** in the hoop.)

UNIT: FRISBEE

OBJECTIVES

Catching and throwing, games skills

EQUIPMENT

1 frisbee/7 students, whistle, 4 bases or cones, 10 hoops



ACTIVITY

ORGANIZATION

TEACHING CUES

-GROUP DAY-

**Frisbee Baseball
(All-Run)**

- It is best to instruct the game the first time with all students playing on one field (baseball diamond).
- When students understand game rules, play with 2 fields, each with 4 bases (or cones).
- 5 hoops, per game, scattered in outfield. Increase or decrease the number of hoops depending upon grade and skill level of students.
- **4 teams, 2 per field, 7-8 players each.**
- One team at bat, the other in the field.
- Batter counts the # of times runners touch home plate (each player counts as one run).
- Teacher watches to see when fielding team has recorded their "out," Blows whistle to signify.
- Rotate sides when all players on the batting team have had a turn to throw (if playing on two fields).

Batters:

- Batting team members line up behind the batter.
- Batter throws frisbee into the field.
- Entire batting team runs around the bases in one line (no passing).
- Each player reaching home plate before an "out" scores one run. The person who threw the frisbee will count the runs scored for their team.
- Run until you hear my whistle.

Fielders:

- One person in each hoop; everyone else spread out all over the field.
- If the frisbee is caught in the air, the batter is out.
- If the frisbee is not caught in the air, quickly retrieve it and throw to those standing in each of the live hoops. It can go in any order; it just has to be held by someone with at least one foot in a hoop.
- When frisbee has been thrown to all five hoops, I will blow the whistle. No more runs can be scored once the whistle blows.

UNIT: SOCCER

OBJECTIVES

Combining skills, team play

EQUIPMENT

1 ball and 4 cones per game, 15-17 pinnies, whistle



ACTIVITY

ORGANIZATION

TEACHING CUES

-GROUP DAY-

Small-Sided Soccer Games

- 3 adjacent small fields: small cones at the corners (designating sidelines and endlines) and large cones used for goals.
- 6 teams of 5-6.
- One team on each field wears pinnies.
- Games begin with a kick-off in the center of mid-field. All players must be on their half of the field.
- Team with pinnies has ball first, and all play in the same direction each day.
- The team scored upon gets to kick-off.
- For more activity and an injection of fun, add a second ball on each field!
- No goalies.
- Use a throw-in for all balls that go out of bounds (including over the endline; no goal kicks or corner kicks).
- To score a goal, the ball must roll between the cones on the ground.
- Move into open space!
- Give and Go!
- Pass to everyone on your team.
- Group leaders attempt to settle any "discussions" before coming to me.

UNIT: SOCCER

OBJECTIVES

Kicking, passing, game play

EQUIPMENT

1 soccer or utility ball/game, 4 bases (or cones) per game



ACTIVITY

ORGANIZATION

TEACHING CUES

-GROUP DAY-

**Soccer Baseball
(All Run)**

- **Note:** Similar to "All Run Frisbee." Instruct/practice with all students playing one game. When they understand rules, play games on 2 fields.
- 2 fields, each with 4 bases (or cones) in softball diamond formation.
- **4 teams, 2 per field of 7-8 players each.**
- 1 team at bat, the other in the field.
- Count the number of runners that touch home plate. (Each player counts as one run.)
- There are no outs, change sides after 3-4 kickers.
- **Variations:**
 - 1) Outfielders kick a ball through 2 goals (sets of cones) to stop the kicking team from scoring.
 - 2) All outfielders must touch the ball to get an "out."
 - 3) Outfielders must be outside of baseline to pass and receive the ball.
 - 4) Outfielders must make a **circle** and pass to everyone.

- The object of the game is for the kicking team to score as many runs as possible before the fielding team can make an out.**
- Pitcher rolls ball to "batter" who kicks it and runs around the bases without stopping.
 - Ball must be kicked beyond the pitcher's mound or it is re-kicked. (No "bunts")
 - All members of the kicking team run the bases in single file behind the kicker (no passing allowed).
 - Each player that crosses home plate before the fielding team makes an "out" scores one point. The person that kicked the ball will keep track of runs scored for her/his team.
 - Each player on the fielding team must **receive a pass** before an out is declared.
 - I will watch the fielding team and blow my whistle when the out is made.

Modified American Indian Games (MAIG) "Fun and Interactive games"

Description and Set-up: Exercise can be fun and can be a family activity. To have families be active and participate in MAIG. To have families increase their activity levels and think about adding more exercise to their lifestyles.

Two or more games are to be selected and played with participants. Games suggested are located in additional games can be found in the Modified American Indian Games (MAIG) manual. Choose an activity that all family members can perform. Participation will be encouraged, although it is not mandatory.

Music may be played to enhance the atmosphere suggestion to include the sites theme songs. (e.g. flute music, etc.)

SHORT MESSAGE: EXERCISE CAN BE FUN!

Purpose: To encourage fun physical activity and how exercise can be fun!

Handouts: Tip sheet of the MAIG

Materials/props: Copies of MAIG tip sheets
Audio media equipment, extension cord
A large open space

Modified American Indian Games

Aerobic Games

Soccer

Cooperative Games

Parachute

MT. PATHWAYS BEAD TRAILS

Description and set up: This booth will introduce families to the Mt. Pathways Challenge.

The Mt. Pathways Challenge will offer the opportunity for participants to develop leadership skills and be creative through physical activity. Five color trails are designed to be done with the following trail station activities: stretching, aerobic, aerobic movement, upper body strength, lower body strength and carnival.

Teams will be designated and each team will start at a home base. At home base the team will perform a trail activity (action movement) for one minute until they hear a whistle or clap hands by the leader then they will continue to the next station. Teams must complete the action before moving onto the next station.

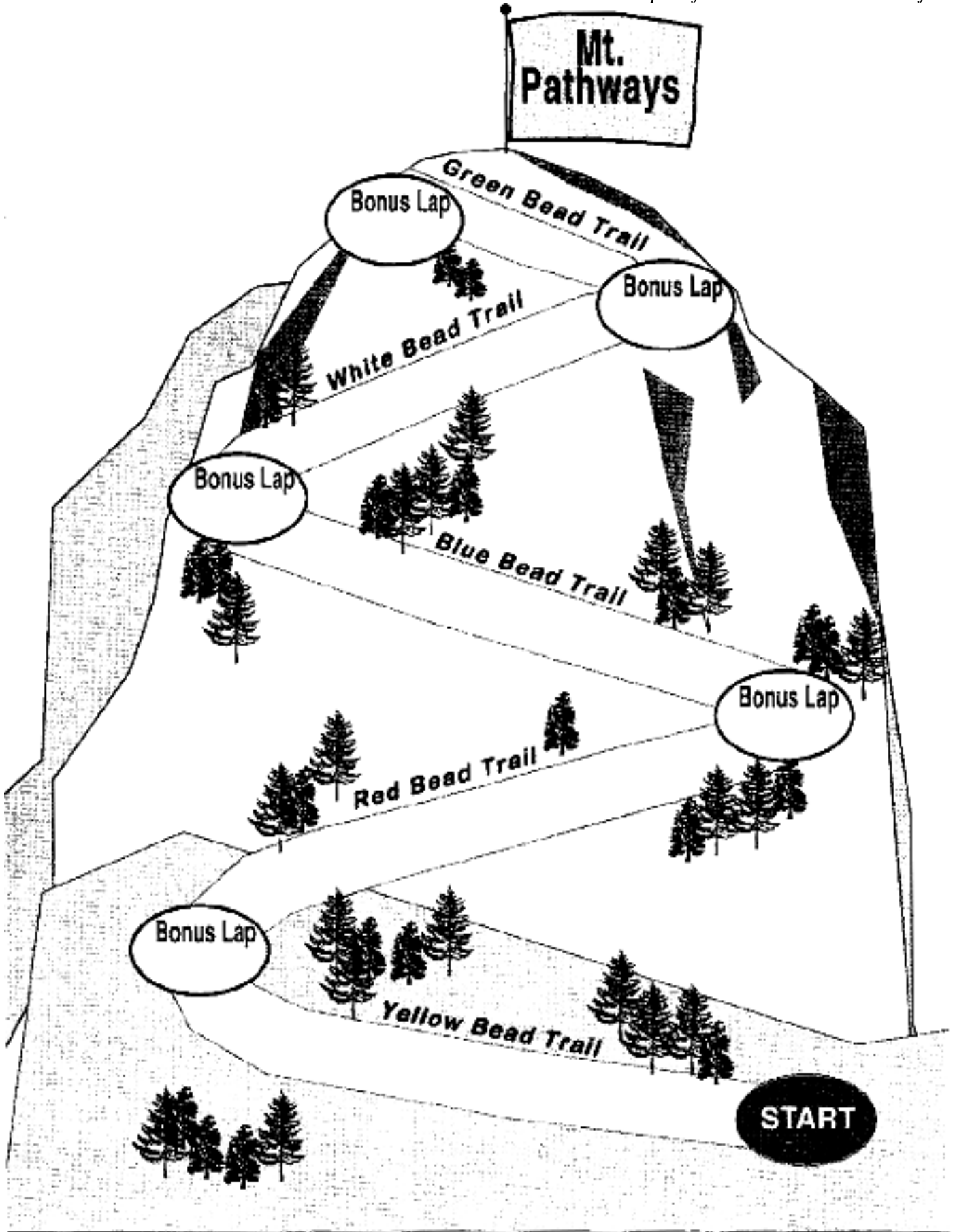
The activity will have one color trail with two to four activities for families to experience; although the trail normally has 6 activities. A color trail will be suggested, yet sites do have the option to consider other color trails as they would like. The color trail will have a specific trail/pattern that will map them in a direction to complete the activities along with cones (numbered one to six). Each cone is identified with an activity.

The Red Bead Trail is designated as the activity trail to follow. The following activities are part of the trail and two to four activities must be chosen to demonstrate Mt. Pathways: Rag Doll, Jumping Jacks, Pacer, Triceps Dip, Standing Long Jump, and Hula Hoop. Each will have the description for each activity as well as the cone identification.

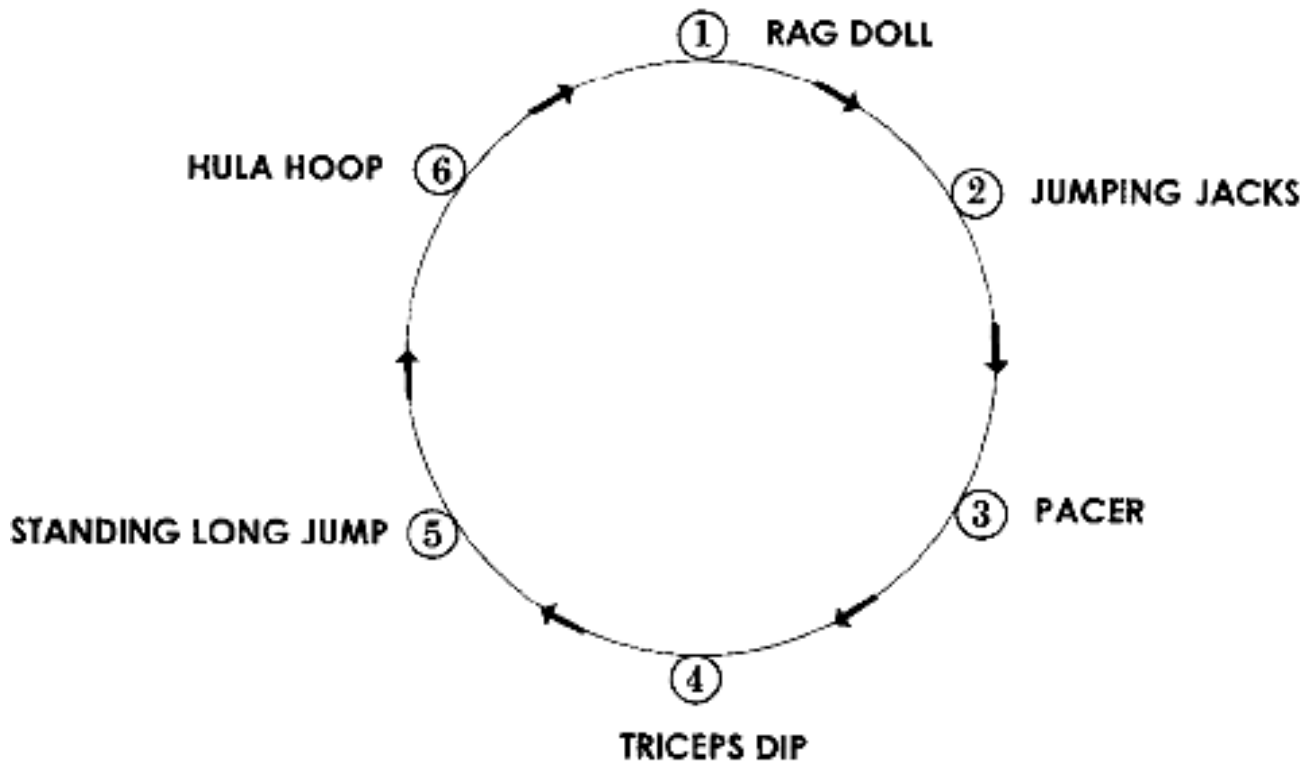
Short Message: Let's enjoy physical activity doing the Mt. Pathways Challenge.

Materials/props: 2 to 4 cones
 Pacer: 4 small cones or something to make two lines
 Hula Hoop: 1 hoop for each person at the station
 Red laminated signs for each activity
 Whistle

MT. PATHWAYS



Red Bead Trail



Red Bead Trail

RAG DOLL

Place feet shoulder width apart with knees slightly bent.

Bend forward at the waist toward feet and allow arms and shoulders to be limp like a rag doll.

Slowly rise back up.

Repeat.

NO EQUIPMENT NEEDED

JUMPING JACKS

Stand with feet together and arms to your side.

Hop up and land with feet apart to the side while raising arms straight above your head and clap hands together.

Hop up and land with feet together while bringing your arms back to your side.

Repeat.

NO EQUIPMENT NEEDED

PACER

Make a line on the ground, take 10 steps & make a second line on the ground.

Start at one line and run to touch opposite line with one hand.

Run back to starting point and touch the line with other hand again.

EQUIPMENT NEEDED

4 small cones or something to make two lines

TRICEPS DIP

Take a crab walk position (weight on palms of hands and feet, with fingers pointing towards your feet and stomach facing up parallel to the ground).

Bend and straighten elbows to raise and lower the body while keeping the back straight.

NO EQUIPMENT NEEDED

STANDING LONG JUMP

Start with feet together and bend knees.

Swing arms back and forth.

Jump as far forward as possible.

Land on two feet.

NO EQUIPMENT NEEDED

A decorative border of a hula hoop, consisting of a series of rectangular segments arranged in a square frame. Each segment contains a smaller rectangle with a horizontal line through it, and the segments are connected by small dots.

HULA HOOP

Stand inside a hoop and grasp it at waist level.

Push hoop and start swinging hips to keep the hoop circling your waist.

Repeat.

EQUIPMENT NEEDED

One hoop for each person at the station

ROUND DANCE

(Suggest to be done as a closing to event)

Description and Set-up: Dancing is a form of exercise and can be fun. The round dance is encouraged to be done as a closure to the event. Encourage families to participate in this activity and serve as a role model for being active and having fun.

Encourage the participants to make one large circle in the center of the room holding hands with the person next to them. Turn on Pow-Wow music for the inter-tribal dance.

SHORT MESSAGE: DANCE TO STAY ACTIVE!

Purpose: To encourage being active

Materials/props: Pow-wow music
Audio media equipment
Batteries/Extension cord
A large open space

Round Dance

Adapted from the PATHWAYS Project

MODIFIED AMERICAN INDIAN GAMES (MAIG) "Fun and Interactive games"

Description and set-up: Exercising can be fun and can be a family activity. To have families be active and participate in games. To have families increase their activity levels and think about adding more exercise to their lifestyles.

Two or more games are to be selected and played with participants. Games suggested are located in the Modified American Indian Games (MAIG) manual. Choose an activity that all family members can perform. Participation will be encouraged, although it is not mandatory.

Music may be played to enhance the atmosphere suggestion to include the sites theme songs. (eg. flute music, etc.).

SHORT MESSAGE: EXERCISE CAN BE FUN!

Purpose: To encourage fun physical activity and how exercise can be fun!

Handouts: Tip sheet of the MAIG

Materials/props: Copies of MAIG tip sheets
Audio media equipment
Extension cord
A large open space



AMERICAN INDIAN GAMES

The Wolf and the Hen (Pueblo)

Objectives:

General coordination, agility

Instructions:

Divide children into groups of 6.

Each group chooses one player to be the "wolf" and another, the "mother hen." The other 4 members line up behind mother hen as "chick."

The mother hen approaches the wolf with outstretched arms. The chicks follow behind her, each holding the chick in front at the waist.

Wolf peeks around the mother hen and describes the clothes of one of the chicks in line.

Teaching Cues:

As the wolf approaches the mother hen, mother hen says, "How do you do, Mr. Wolf? What are you looking for?"

The wolf slyly replies, "How do you do? I am looking for a chick!"

Mother hen replies, "Well, what does your chick look like?"

Wolf then describes one of the chicks in line color of clothing, hair color, etc.

Mother hen replies, "Well, try and get your chick!"

Wolf tries to get the chick with a two finger tag, but mother hen protects her flock with outstretched arms. Chicks move together to stay behind mother hen.

Trampling the Beavers (Apache)

Objectives:

Agility, balance, anaerobic conditioning, dodging, fleeing

Equipment:

4 (or other objects) cones for boundaries.

Instructions:

Designate boundaries (25 by 25 paces) with 4 cones or any other object.

Select 1 - 4 children to be beavers (depending on group size).

Beavers lie on the ground; children "hunters" form a circle around beavers.

Hunters power walk in a circle around the beavers chanting "trample the beavers". The beavers get up (the chanting stops) and beavers chase hunters until someone is tagged.


Beavers can only tag one hunter.


All need to stay within boundaries.

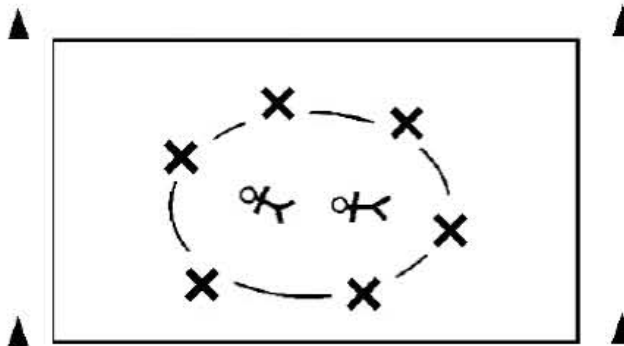
Hunters that are tagged become beavers and lie down in center. Start game again with new beavers and hunters circling and chanting "trample the beavers".

Teaching Cues:

Remind children to stay within boundaries & use a two finger tag.

 = Beavers

 = hunters



PATHWAYS 6/98

MODIFIED AMERICAN INDIAN GAMES (MAIG) "Fun and Interactive games"

Description and set-up: The (MAIG) games are another avenue for increasing physical activity within families. A game from each of the Field and Relay games must be selected and played with participants. To have families increase their activity levels and think about adding more exercise to their lifestyles. The message to convey is that exercising is fun and a part of their heritage. It is optional but encouraged to review the history of the game.

Two or more field and relay games are to be selected and played with participants. Games suggested are located in the following pages. Additional games can be found in the Modified American Indian Games (MAIG) manual. Choose an activity that all family members can perform. Participation should be encouraged, although it is not mandatory. Music may be played to enhance the atmosphere; suggest including the sites theme songs (e.g. flute music, etc.).

SHORT MESSAGE: EXERCISE CAN BE FUN AS WELL AS LEARNING ABOUT OUR HERITAGE!

Purpose:	To review with families Modified American Indian Games and to provide the opportunity for families to experience them in a supportive environment!
Handout:	Tip sheets of the MAIG
Materials/props:	Copies of MAIG tip sheets Audio media equipment Extension cord A large open area Designate area needed for activities
Suggested games:	Field Games: Ball Game and Bump the Ball Relay Games: Southwest Ball Race, Snow Snake, and Hoop and Ball



**MODIFIED
AMERICAN
INDIAN
GAMES**

Hoop and Ball (modified version on Hoop and lance)

Objectives: General coordination, cooperation, agility

Equipment: 2 hula hoops, 2 foam balls, 4 cones, whistle

Instructions:

Place 2 cones 20 paces apart of each team. Divide class into 2 teams. Teams divide in half and line up in groups of 3's opposite one another, behind cones.

Middle person holds hula hoop, with one player holding the ball and other player standing on opposite side of hoop.

On the music or "Go", center person rolls hoop along the ground towards their teammates 20 paces apart.

The two players on each side of the hoop toss the ball through the hoop, catch and return toss through hoop.

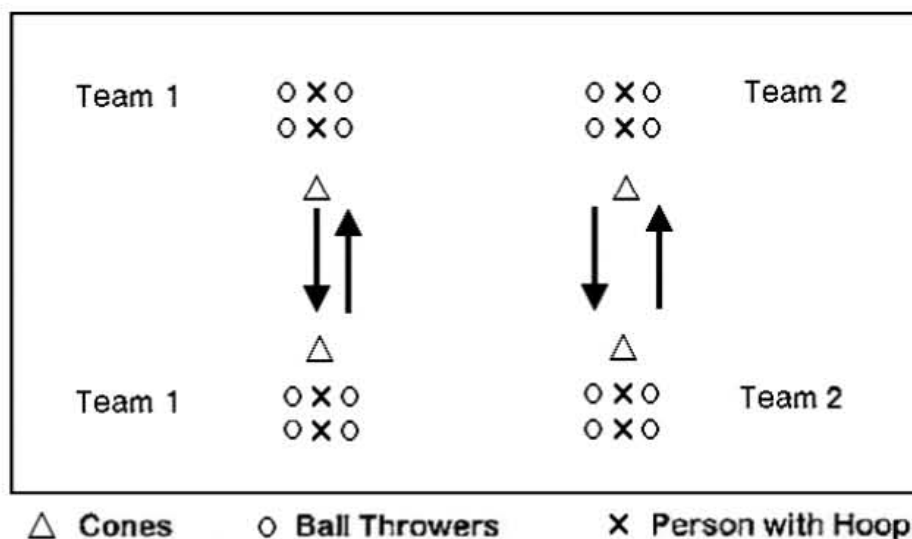
When the group reaches their team at the opposite end, they hand off the hoop and ball, the first group in line starts their turn.

Alternative to increase activity: add more teams, increase length of course.

Teaching Cues:

The object of the game is for your group of 3 to throw the ball through a rolling hoop as many times as you can.

Hoop rollers, be sure to keep hoop rolling on the ground. Ball tossers, use a light toss to make sure your partner catches the ball.



Hoop and Ball

1. Hoop and Lance (also called Hoop and Spear, and Hoop and Pole)
2. This game was played throughout North and South America by hundreds of tribes including Pueblo People in the Southwest, Pawnee, Wichita, Kwakiutl, Omaha, and other Plains tribes, just to name a few.
3. It is a warriors' game, played by men only, as a means of improving speed and agility. The game was always played from North to South, on a wide flat field. Different tribes used different sized hoops and lances. Woven plants with the ends spliced and the hoop covered with leather or woven cloth was used by the Pueblo People.
4. Two players, standing next to each other, would begin the game by one tossing the hoop forward and up. Both players would then run after the hoop and throw their lances, trying to catch the hoop with the barb at the back of the lance. Exact rules for playing the game vary between tribes and have changed somewhat over the years.

Source of information: Games of the North American Indians
Stewart Culin
Dover Publications, Inc., NY
Copyright 1975

Ball Game (NW Tribe)

Objective: Cardiovascular endurance, agility, cooperation

Equipment: 4 cones per field, 1 foam ball per field, 3 pinnies per field

Instructions:

Pace off 4 mini-fields with cones (20 by 20 paces),

Group students into 3's.

Pair up 3's, assign to playing field. One team on each field wears pinnies.

When ready to begin, pinnie team begins play.

Teaching Cues:

The object of the game is to cross the goal line with ball in hand to score points for your team.

On the music, or "Go," beginning at mid-field, pinnie team player tosses ball to teammates, moving toward their goal line.

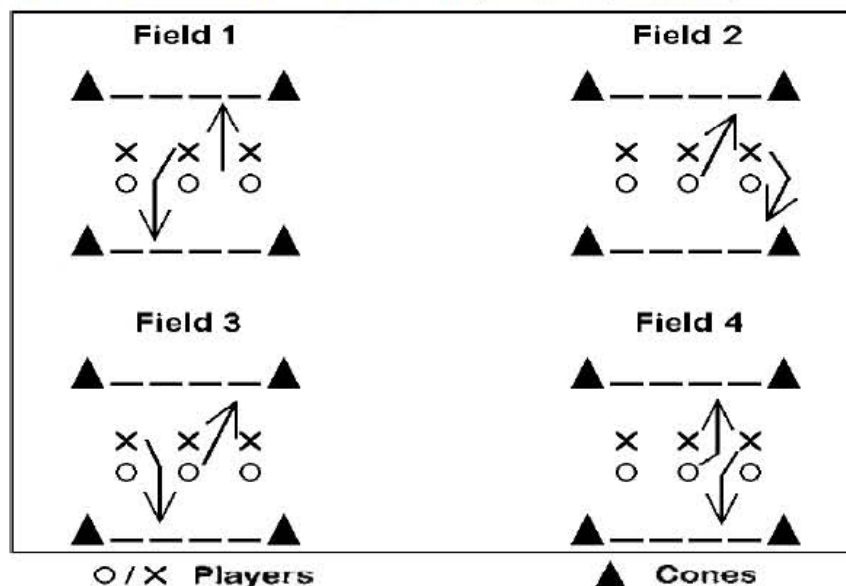
Opponents try to intercept or deflect the ball. If they succeed they start passing the ball towards their goal, and the other team defends.

Once a goal is made, opposing team gets ball at mid-field to start play again.

Rules of 3's: Ball must be passed to all 3 players before crossing goal. Player can wait 3 seconds before passing.

Player can only take 3 steps before passing,

Opponents have to stand 3 feet away when guarding.



Ball Game (NW)

1. Ball Game

2. No information provided for the origin of this game. Although, due to the many varieties of ball games it is believed ball games were played throughout North America.

3. The Indian ball games can be classified into nine different categories. Of the nine different games, there is only one game in which the ball is ever touched by the players' hands, this is called tossed ball, and is very similar to the game on the opposite side of this page. In general, the ball would be propelled with a bat or a racket but not in tossed ball. Boundaries are marked out on a large open area with the players standing within these boundaries. The ball is then tossed among teammates. In order to win, the ball must never touch the ground and the one who lets the ball fall, loses.

Source of information: Games of the North American Indians
 Stewart Culin
 Dover Publications, Inc., NY
 Copyright 1975

The Great Race Introduction

- A. Show participants the map of the Oglala Lakota.
 1. Ask to locate the Black Hills on this map.
 2. Point out the circular formation of the Black Hills which got its shape as a result of this great race.
- B. Explain to participants that they are now going to hear a story, "*The Great Race*," which describes a race between animals and humans in a long ago time.
- C. Tell participants that this Lakota story is at the beginning of time and has been handed down for many generations among the Lakota people.
- D. Read aloud from the book, "*The Great Race*,"² written by Paul Goble.
- E. Discuss this story with participants using the following questions:

- Identify the two-legged and the four-legged who participated in this race.

Answer: Young Man, magpie, and all birds were the two-legged. The four-legged were the buffalo, deer, antelope, badger, etc.

- Predict what the future of this world would have been had the buffalo won the race.

Answer: They probably would have continued eating people. Maybe they would have become wiser and peace would have been restored.

- How do participants think that the animals and birds got water during the race?

Answer: They probably drank from the rivers or streams that they found.

- Ask participants if there are any landmarks in the local area that have a story about how they came to have their peculiar shape or how they got a certain name. (*Discuss or share these landmarks with participants*)

² *Flesh-Kincaid Grade Level 4.48*

Plan to locate a place outdoors where the Great Race Event can be held and where participants can have access to practice their walk/run activity. Be aware of weather conditions and select an alternative site indoors, if necessary, for the Great Race Event.

- A. Explain to participants that there will be a Great Race Event that will be scheduled at which they will participate as a team.
 - 1. Tell participants that the Great Race Event will be a Walk/Run for a distance of two miles which has been marked in a loop pattern.
 - 2. Encourage participants to think about times when they can practice their Walk/Run on this track or a similar distance near their homes.
 - 3. Have participants identify and discuss whether there are any difficulties that would keep them from practicing their Walk/Run every day.
 - 4. Each participant will participate as a member of their team and each team member will encourage their teammates to practice for the Great Race.
- B. Tell participants that there are many reasons to be physically active and that each of them knows some great reasons as to why they like to be physically active.
- C. Distribute **Why I Like to Exercise** to each participant.
 - 1. Instruct participants to put a check mark next to every statement that is their own reason for being physically active.
 - 2. Point out the blank lines at the end of the sheet where they can add more reasons as to why they like to exercise or do active games.
 - 3. Give participants time to work on this activity and discuss some of the reasons checked, **as time permits**.
- D. Review with participants the overall preparations for the Great Race Event.
 - 1. Inform participants to do a Walk/Run practice for **at least fifteen minutes five times per week**.
 - 2. Explain to participants that the distance of two miles has been marked in increments so that they will know exactly how far they walk/run in their practice.
 - 3. Point out the Great Race sheet and show participants the slots on which they will record their practice each week.
 - 4. Encourage participants to write down the date and the minutes that they practiced on the Great Race sheet.
- E. Emphasize that participants remember to do a Walk/Run practice daily and remind them of the date for the Great Race Event.

The Great Race

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The mythologies of the Cheyenne and Sioux, and other people who lived on the Great Plains, speak of ancient times when buffaloes had awesome powers, and even ate people. It was by winning the Great Race, in which all the birds and animals ran, that mankind thereafter had power over the buffaloes.

It is told that the race was run around the Black Hills, in what is now western South Dakota. From a distance the pine-covered hills seem to rise straight out of the plains, but circling the hills there is a beautiful valley which Indian people call the Race Track. The valley was made by the runners circling the hills, and the earth was stained red with the blood of many runners who died of exhaustion.

By winning the Great Race, mankind won power over the buffaloes and all the other animals, and with this power we were also made the guardians of Creation. Do you know why buffaloes have long hair on their chins?

Long ago, when the world was still quite new, buffaloes used to eat people. It is true! The hair on their chins is hair of the people they used to eat. Ya-a-a a... It is terrible to think about those times....

The Creator saw how people suffered. He heard their prayers for help. There came a day when he told Crow to call all living things together to the hills which rise like an island from the center of the great plains. The people, and

buffaloes, and every bird and animal heard Crow calling, and they came to the hills from all directions across the plains.

The Creator stood on the highest hilltop, and spoke to them all: "Toke."⁴ Is it right that buffaloes eat people? Or should people eat buffaloes instead? All you tribes of four-legged and winged will decide. There will be a race around these hills. If the buffaloes win the race, they will still eat people. But if the people win the race, they will eat the buffaloes and all four-legged instead. Get ready. Choose your fastest runners. Join the side you want to win."

The people chose a young man. He had never lost a race. Even the buffaloes knew he would be hard to beat, but they had a young cow to run for them. She was everyone's favorite, and they were sure she would win.

The animals joined with the buffaloes, because they have four legs. The birds sided with the people, because they have two legs, as we do. Each tribe chose its fastest runner.

Suddenly Wolf and Coyote raised their heads and h-o-w-l-e-d. Ho po!⁵ The runners sped away with a thunder of feet and a great wind of flying birds.

The birds flew ahead like arrows. Magpie beat her wings fast, and even the tiniest birds left her behind. But she had made up her mind she was going to win. She had been thinking things

out, and had made a plan. She flew down and sat on Buffalo's back.

The day was hot. The birds were panting, and when they came to a stream they stopped to drink. But they drank too much, and then fell asleep in the trees. The animals swam past them, except for Beaver, whose legs were too short for such a long race, and he slipped into a lovely pool in the shade of the trees. Otter followed, and Muskrat too.

Buffalo and the young man took the lead, and the larger animals were staying close behind. Magpie had not made a sound. Nobody had even noticed her sitting on Buffalo's back.

Jack-rabbit was hopping along well until he saw Coyote trotting up behind him. He was so frightened that he fled out onto the plains. He is still there, always wondering who is behind him.

Nobody remembers how long they raced around the hills. It was several days.

Tired runners dropped out all along the way. Prairie Dog wasted his energy chattering at Hawk. Rattlesnake ate Toad and then curled up to sleep. Mouse vanished down a hole when Bear almost stepped on her. Mole and Gopher tunneled along underground, and they still think the race is on.

The young man fell farther and farther behind Buffalo. He had run his best. Nobody could say he would have run better.

Even Buffalo was almost exhausted, and her head hung low. Magpie was still clinging to the thick woolly fur of Buffalo's back. But when Buffalo saw the finishing line, she ran faster in a final effort. All the four-legged animals watching from the hillsides cheered her. They were quite sure she was the winner.

Suddenly Magpie flew up from Buffalo's back. Everyone had forgotten about her! She was feeling good and was not tired at all! Magpie flew up toward the sun. And then she swooped down, squawking and squawking, and crossed the finishing line just in front of Buffalo. A great shout of people and birds filled the air.

Magpie, the slowest of all the birds, had won the race of the two-legged! Ho hecetu⁶ welo⁷.

The chiefs of the Buffalo Nation told the people, "That was a fair race. Now we are under your power. You will eat us."

And then the Creator spoke to the people: "Use your power wisely. Look after all things that I have made, even the smallest of them. They are all your relatives. Make yourselves worthy of them, and give thanks always." After that the people were shown how to make bows and arrows, and they were given horses. They hunted the buffaloes when they needed meat.

Nobody ever harms Magpie. The people have always been grateful to the birds for taking their side in The Great Race. They honor them when they wear their beautiful feathers.

Adapted from the PATHWAYS Project

We can all be a little like the birds.
They leave the earth with wings, and
we can also leave the world by letting
our thoughts rise as high as the birds
fly.

It is also told that Magpie flew so near
the sun that the sun's iridescent colors
are in her tail. In the night sky, what
we know as the Milky Way, are the
clouds of dust raised by the runners.
The Great Race was the start of many
things.

⁴*Toke (Toke), an interjection, Listen!*

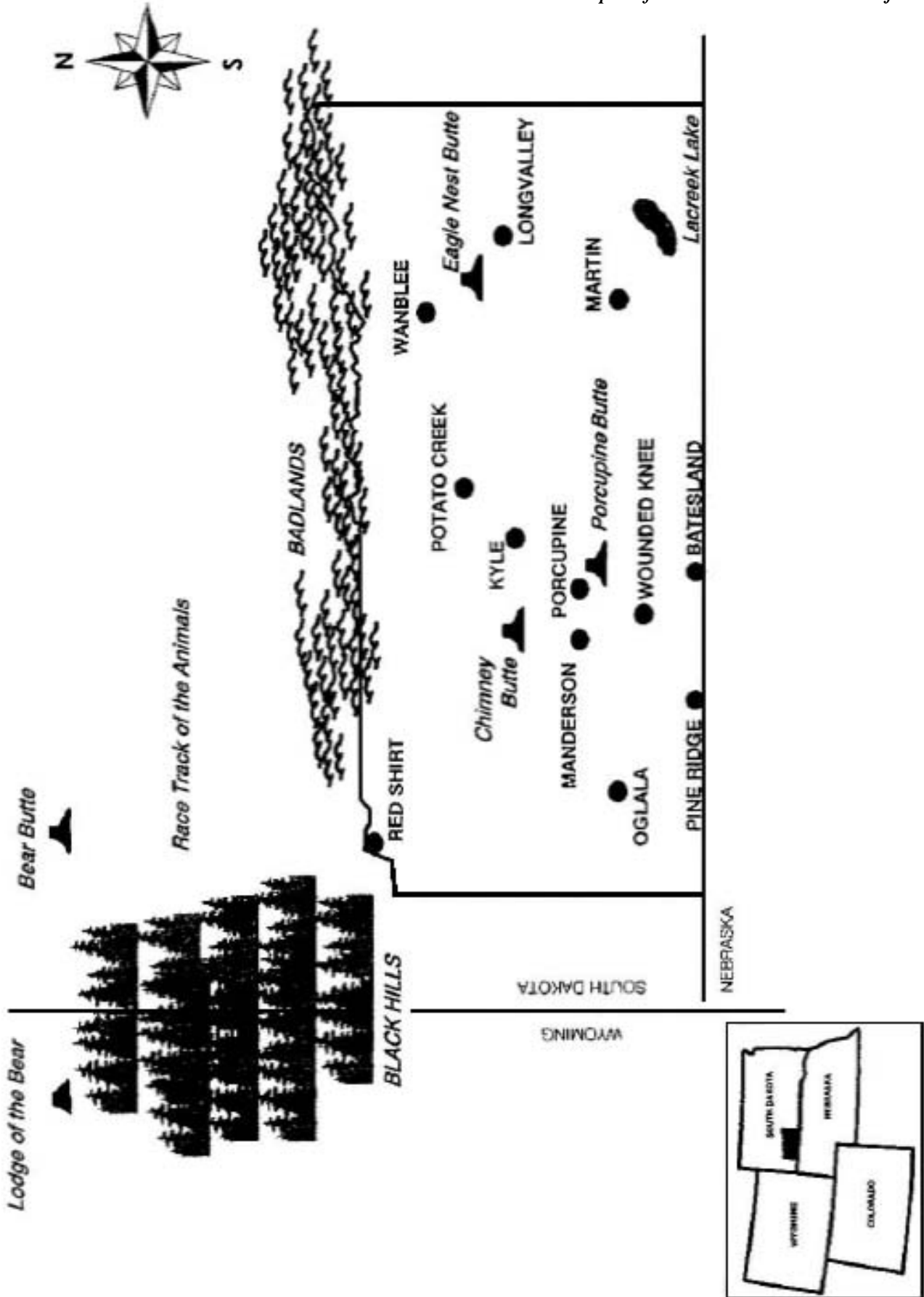
⁵*Ho po, v. imp. Expression used by men
in addressing many. All right, very well;
indicates a willingness in obeying an
order or wish.*

⁶*Hecetu, adv. That is the way!*

⁷*Welo, a particle, used to "stress a fact"
and is yelo when a man speaks or yele
when a woman speaks.*

ONGLALA LAKOTA TRIBE

Adapted from the PATHWAYS Project



Practice Walk/Run for the Great Race

- A. Ask participants how they are progressing on their practice **at least five times a week** for the Great Race Event.
1. Stress that they set time aside on the days that they selected for a practice.
 2. Encourage participants to increase their practice time a little more each time so that they are doing at least fifteen minutes of Walk/Run in each practice.
 3. Stress to participants that each week they should gradually increase the amount of time spent in each practice as well as the amount of time for walking and running.
- B. Inform participants that they can use *self-talk* as a way to help keep themselves interested in practicing for the Great Race Event or in doing physical activities everyday.
1. Describe *self-talk* as simply "talking to yourself" to help you be active during practice when you may be getting bored or tired.
 2. State that this is not talking out loud, but is whenever you send yourself a message about how you are doing or how you are feeling.
- C. Explain that it is important to use *positive self-talk* so that you are not sending yourself a negative message.
1. Give participants these examples of *self-talk*.

Example of Negative Self-Talk:

I am tired of practicing my running

I don't think I am any good at this.

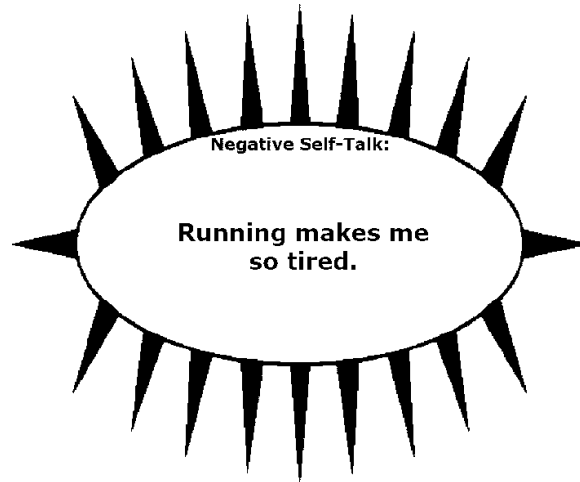
Example of Positive Self-Talk:

I like to practice running!

I can do this!

2. Stress that *positive self-talk* is more helpful than *negative self-talk*, and it can be a great way to feel good while practicing running or doing other physical activities.
- D. Inform participants that they will turn *negative self-talk* into *positive self-talk*.

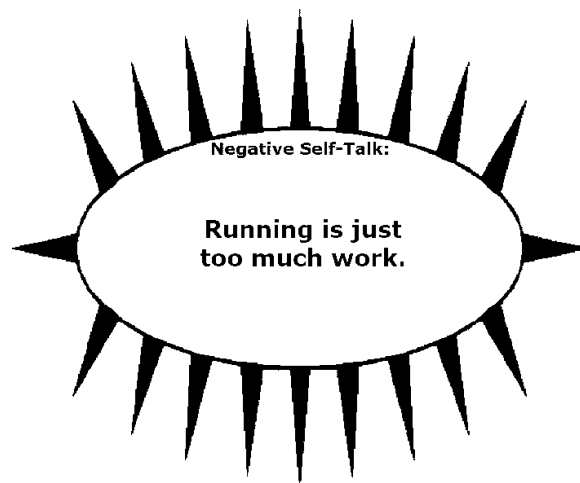
1. Display and read aloud the *negative self-talk* on the card.



2. Read aloud the *positive self-talk* on the card.

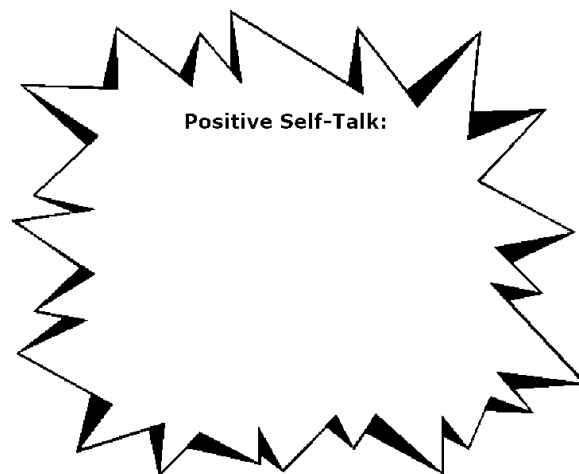


3. Display and read aloud the negative self-talk on the card:



Adapted from the PATHWAYS Project

4. Ask for a volunteer to provide some *positive self-talk* messages-that would be helpful to have positive thoughts. (Suggestions, if needed: "I like to run - it's not work!" or "Work is work, running is FUN!")
5. Fill in the *positive self-talk* portion of the card with one of the messages suggested by a participant.



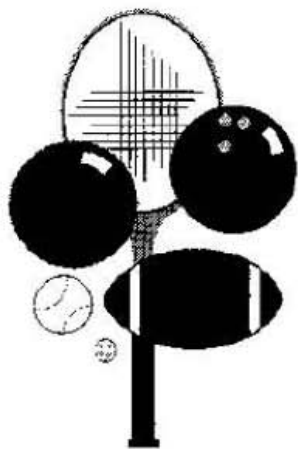
- E. Distribute three self-talk cards to each participant which are labeled *negative self-talk* and *positive self-talk*.
 1. Inform participants that first they will fill out the *negative self-talk* portion of the cards and leave the *positive self-talk* side blank.
 2. Ask participants to think about the *negative self-talk* they use when they are exercising or the *negative talk* they sometimes hear others say to themselves.
 3. State that after they think of a negative message they can write it on the *negative self-talk* side of the card.
- F. Divide the group into their Teams and have each team member place their *negative self-talk* cards onto a pile.
 1. Have a participant shuffle the pile so that all the cards are mixed well and deal out three cards to each team member.
 2. Explain that team members take turns reading aloud the *negative self-talk* message and, as a group, decide on a positive message to get rid of the negative message.
 3. Instruct participants to fill in the *positive self-talk* side of the card with the *positive self-talk* message to think about when exercising or practicing for the race.

4. Monitor teams to be sure that they understand the directions.
- G. Stress to participants that they use *"positive self-talk"* as a way to help themselves to want to exercise and to do physical activities.
- H. Explain to participants that they will have an opportunity to practice using *self-talk* when they do a practice Walk/Run on the two-mile track that was selected for the Great Race Event.
 1. Tell participants that they will be able to practice their Walk/Run in preparation for the Great Race Event.
 2. Encourage participants to practice as much as possible.
 3. Remind participants to **drink water** to refresh themselves following their practice.

Why I Like to Exercise!

Directions: Here is a list of reasons why people like to exercise. Put a check mark by every reason why YOU like to exercise. If some of your reasons are not on this list, write them on the blank lines.

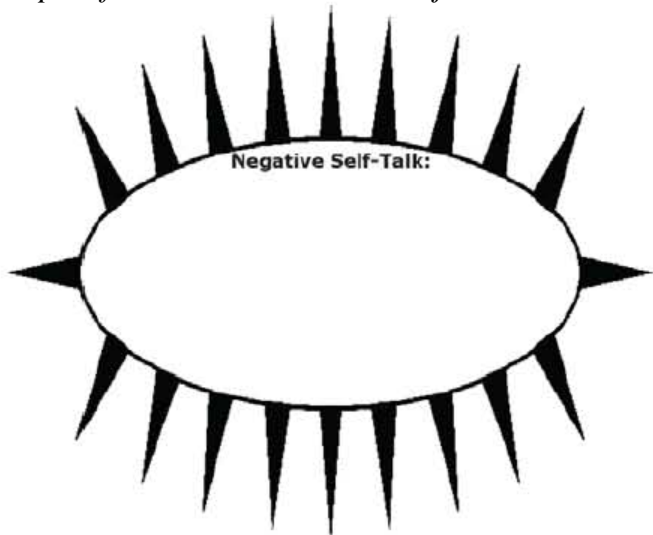
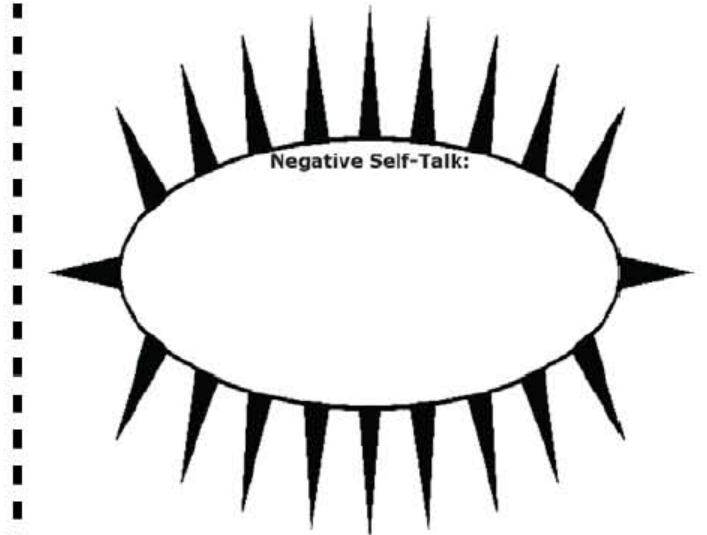
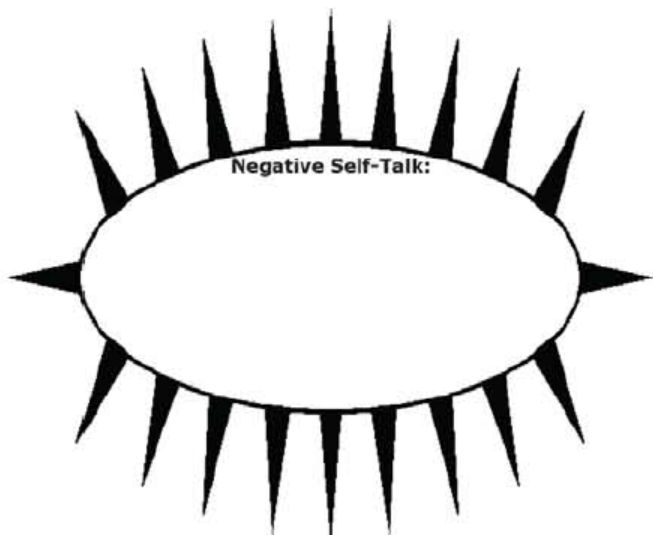
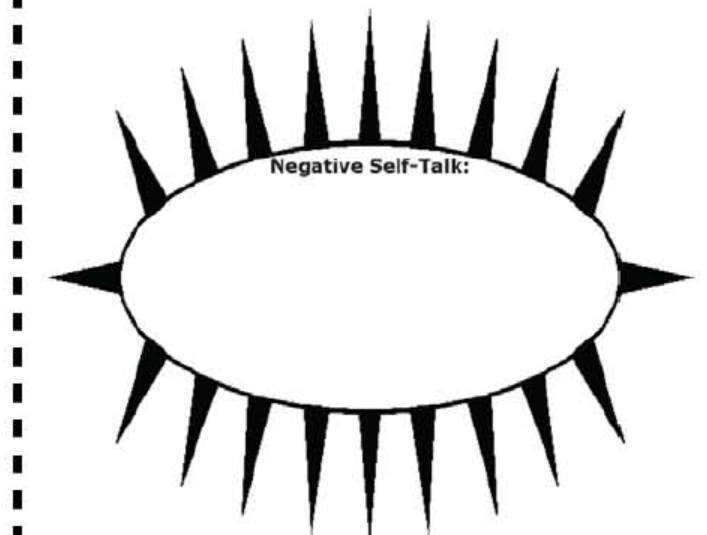
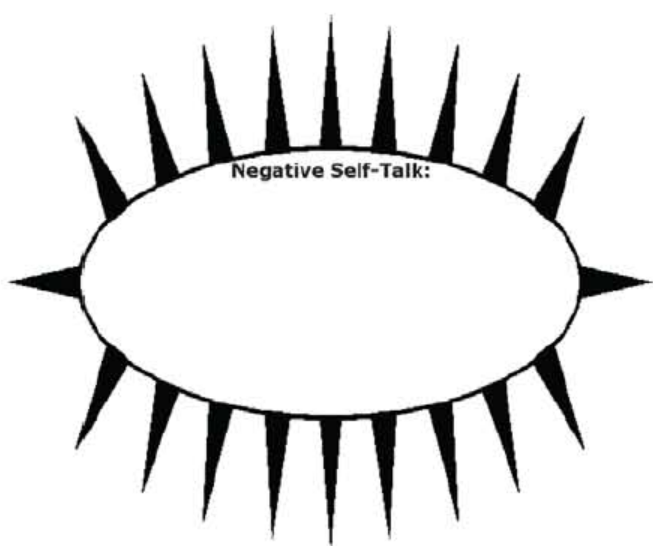
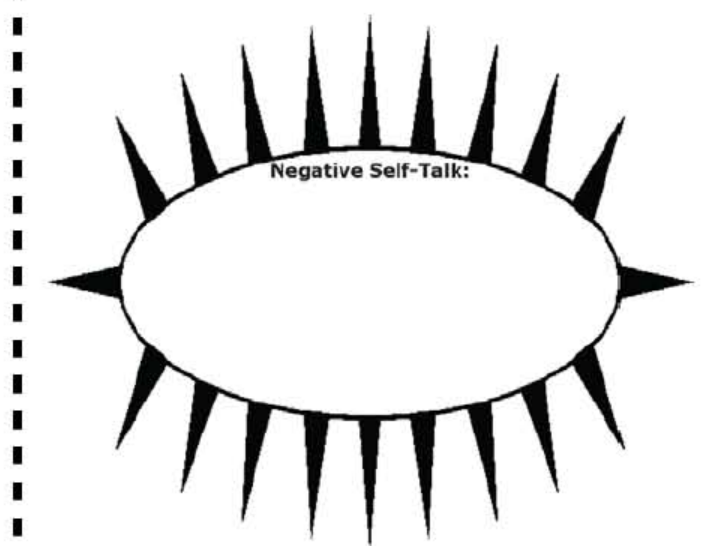
✓ Reasons to Exercise



- Makes me feel good!
- It's fun to do!
- It keeps my healthy!
- It makes me sweat!
- It's fun to do with my friends!
- It makes my heart stronger!
- It makes me better at sports!
- It makes me stronger!
- It's something I can do with my family!
- It gives me energy!
- It's a good way to make new friends!
- It helps me learn new things!
- _____ !
- _____ !
- _____ !
- _____ !



Week 8	Week 7	Week 6	Week 5	Week 4	Week 3	Week 2	Week 1	Teams
								Antelope
								Bears
								Buffalo
								Deer
								Eagles
								Elk
								Horses
								Wolves



The Great Race

It is optional whether or not you seek donations for the Great Race Event. Such donations may purchase T-shirts or other supplementary items. This decision is based upon how you decide to organize the Great Race Event.

- A. Explain to participants that they will complete their preparations for the Great Race Event.
 - 1. Have participants complete the dates and minutes for their practices and determine how many times they have practiced for the Great Race Event.
 - 2. Ask for a show of hands as to how many participants have filled all of the slots to date showing that they have completed all their practices.
 - 3. Congratulate participants and tell them that they will get the opportunity to demonstrate their skills during the Great Race Event.
- B. Have participants complete preparation for the Great Race Event through setting up their course.
 - 1. Explain to 4-5 student volunteers that they need to place activity cones at the 112 mile points of the two mile distance on this course.
 - 2. Give 2-3 participant volunteers white flour to mark the start/finish line which is to be located between two cones.
 - 3. Optional: To give a festive look to this activity, tie or tape balloons on strings to the cones at the start/finish line.
 - 4. Have another 2-3 participant volunteers place a cooler filled with a beverage, such as water or a fruit juice, paper cups, and a garbage container in an area near the start/finish line.

C. Set up a table at the start/finish line to hold the following items:

Sign-In sheet

First aid kit

Audio media equipment (battery operated)

Lively, fun music

- D. Ask staff members, or members of the community to lead participants in warm up exercises.
 - 1. Allow time for participants to sign-in, and find their team members.
 - 2. Encourage everyone to warm up with a simple stretching routine to music that will set the spirit for the event.
- E. Instruct all *Teams* to move to the start/finish line and get ready for the Great Race.
 - 1. Announce that the two mile Walk/Run will begin with the sound of a whistle, bell, horn, etc.
 - 2. Emphasize that a Walk/Run is to complete a two-mile distance and that everyone is encouraged to continue until all participants have crossed the finish line.
 - 3. Inform everyone that there is a beverage, water or fruit juice, available at the finish line.
- F. Start the Walk/Run with the sound of a whistle, bell, horn, etc.
- G. Ask a member of the community to hand out ribbons to each participant as they cross the finish line.
 - 1. Play lively music and encourage everyone to cool down as they mingle around the finish line and the refreshment table.
 - 2. Congratulate or have someone officially thank the participants (and their families, if invited) for their participation in the Walk/Run of the Great Race Event.
- H. Assign or ask for volunteers to assist with the clean up at the conclusion of this event.

Carrot Dip Race

Vegetables are very low in calories, yet have lots of important nutrients. While some people enjoy many vegetables others only like a few. In this activity families play a game with a carrot. This provides a fun experience of healthy eating and exercise.

SHORT MESSAGE: TRY CARROTS FOR A SNACK!

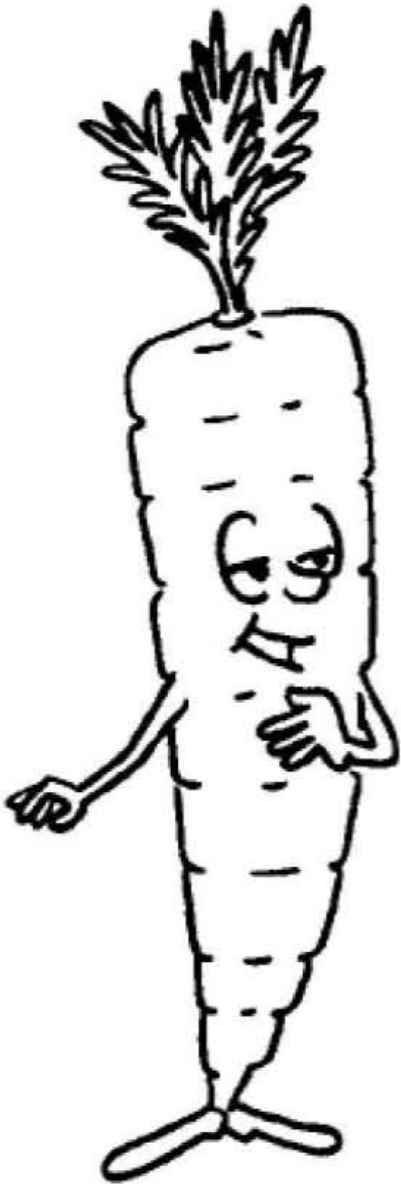
Description and Set-up:

Divide into 2 relay teams. They will line up behind a line of masking tape. Have the first child in each line put on the belt with a carrot tied onto it. The carrot will hang down a little below knee height to their side. The first child will run to a bucket (a few yards away) and bending down, dip their carrot into the bucket of dip (pretend dip, as the bucket is empty). The carrot has to touch the bottom of the bucket. The child then runs back to their teammate and hands them the belt with the carrot. The first team to have each player dip the carrot wins. Relays could also be run with all adults. This game could include a food table of fresh vegetables (carrots) and low-fat dip.

Purpose: To engage the children in physical activity and to make learning about a low-fat snack fun.

Handout: Recipe for vegetables and low-fat dip

Materials/props: 2 buckets
Fishing line
2 + carrots
4 + belts (of child and adult sizes)
Masking tape



Carrot Dip Race

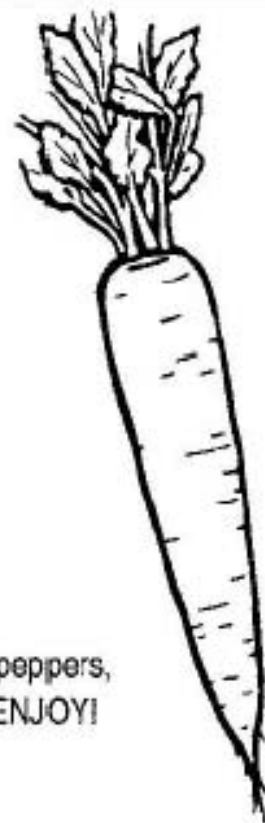
Recipe

Carrot Race Dip

- 4 carrots (or try baby carrots)
- 1/4 cup fat-free ranch salad dressing

Peel carrots and dip into fat-free ranch dressing.

Health tip: Many other veggies can be added: Green peppers, cauliflower, celery, radishes, mushrooms. ENJOY!



Everyday Physical Activities



Directions

1. Underline each physical activity that you have ever done.
2. Circle those activities that you enjoy doing the most.

walking
riding a bike
tag
swimming
hoeing
stacking wood
herding sheep
push ups
skate boarding
softball
dancing
aerobics
hide and seek
soccer
hiking
basketball



Frisbee
running
hackysack
kickball
track and field
volleyball
lacrosse
field hockey
jump rope
jogging
riding horses
roller skating
rollerblading
sit ups
climbing rocks
or trees



walking
riding a bike
tag
swimming
hoeing
stacking wood
herding sheep
push ups
skate boarding
softball
dancing
aerobics
hide and seek
soccer

hiking
basketball
Frisbee
running
hackey sack
kickball
toka
volleyball
lacrosse
field hockey
jump rope
jogging
riding horses
roller skating

rollerblading
sit ups
climbing rocks or trees
hunting
chopping wood
carrying water
fishing
building a shelter
herding cattle
playing active outdoor games
cooking outside
making a shade house
carrying wood
picking berries

Everyday Physical Activities

Walking
Riding a bike
Tag
Swimming
Hoing
Stacking wood
Herding sheep
Push ups
Skate boarding
Softball
Dancing
Aerobics
Hiking
Hide and seek
Soccer
Basketball

Working Muscles

Breathing Hard

Sweating

Warm Face

Faster Heartbeat

Frisbee
Running
Hacky sack
Kickball
Track and field
Volleyball
Lacrosse
Field hockey
Jump rope
Jogging
Riding horses
Roller skating
Roller blading
Sit ups
Climbing rocks

Helping Others

Arrange for a visit to where participants can demonstrate and lead the exercise breaks/American Indian Games.

- A. Inform participants that they will be leaders by demonstrating and leading other participants on how to do fun exercise breaks/American Indian Games.
 - 1. Explain that they will work together in their teams and need to think of whom to select to introduce their demonstration.
 - 2. Instruct teams on the time frame for teams to be able to lead their activity within a ten-minute period of time.
 - 3. Tell teams the location and procedures for visiting other participants.
- B. Ask teams to prepare for their demonstration.
 - 1. Encourage teams who have chosen an American Indian Game to share the history of the game by reading the information about their game which is in the American Indian Games section.
 - 2. Allow time for teams to select the equipment needed for their demonstration.
- C. Encourage participants to be leaders and show a helping attitude towards others.
- D. Ask participants to select one or two persons who can introduce the purpose of their demonstration after all the teams have introduced themselves.
 - 1. Provide the Prompter Card to the participants to review and practice reading as follows:

*Physical Activity is important for you to do.
It makes you healthier,
It makes you stronger,
It makes you have more energy, and
It's really fun!!*

*We are going to share our exercise breaks and
American Indian Games with you.
Are you ready?
Let's get started!!
To do an exercise break, stand with enough room between you and
others.
Be careful not to bump others.*

Adapted from the PATHWAYS Project

2. Explain that to do an American Indian Game will require more space and teams may have to demonstrate with a smaller participating number of participants or go outside to lead these games.
- E. Allow time for teams to do their demonstration and then lead the exercise breaks! American Indian Games in the selected area.
- F. Congratulate all the participants when they have completed this activity.

Line Dancing (Join the Line)

Description and Set-up: Exercise is not only important for health and weight control, it can also be a fun family activity. Families can participate in a fun activity and begin to think about how to add more exercise to their lifestyles.

Line dancing is demonstrated and taught to all willing participants. Participation will be encouraged, although it is not mandatory.

Line dancing is only an example of a physical activity each site may use. Each site should research and develop a culturally appropriate form of physical activity. Choose an activity that all family members can perform (Le. traditional tribal dance, square dancing).

SHORT MESSAGE: EXERCISE CAN BE FUN!

Purpose: To encourage physical activity that is fun!

Handouts: (Attached) Handouts which illustrate the benefits of exercise and provide helpful hints such as: "There Are Many Fun Activities to Keep Yourself Active," "Exercise and You," "How Do I Get Started with Exercise?" "Tips for Exercising," "My Exercise Plan," and "Steps to 2-Steppin."

Materials/props: Copies of handouts
Audio media equipment, extension cord
A large open space



There are many fun activities to keep yourself active





Exercise and You



How does exercise help you?

You may have heard that exercise lowers your risk of heart disease and helps control your blood pressure and your cholesterol level.

Exercise also helps you to:



Control your weight



Feel good about yourself



Relax and sleep better



Improve your muscle tone and strength



Reduce your risk of illness





How do I get started with exercise?

Choose fun exercises that you enjoy.

Do you like to exercise indoors or outdoors?

Indoor ideas:



running in place



dancing



jump roping



aerobics



cleaning house



Outdoor ideas:



walking



playing soccer



bicycling



jogging



gardening


Do you like to exercise alone or with someone else?


An exercise buddy can support and encourage you.

Important tips for exercising


1. Start slowly if you have not exercised for awhile.
2. Remember to "warm up" before exercising and "cool down" after exercising.




 *Warm up* includes stretching your muscles and beginning slowly, building up to a faster pace.

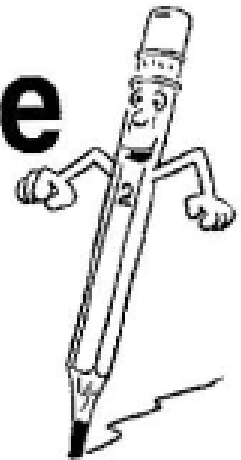
 *Cool down* includes stretching your muscles and slowing down your pace until you are relaxed.

3. To help you stick with the type of exercise you choose, remember to:

 Choose a time you are more likely to stick with exercising.

 Reward yourself for exercise.

My Exercise Plan



Sometimes "getting started" with an exercise routine is the hardest part. It helps to have an exercise plan!

I will begin my exercise routine: _____
(day of week you will exercise)

What's your favorite exercise? _____

How many days a week will you exercise? _____

At what time will you exercise? _____
(time of day)



Good Luck!



Sault Sainte Marie Tribe of Chippewa Indians
Traditional Pow Wow Dances

Pow-wow dancing is a great way to meet new friends and enjoy the company of others. It is also a great form of exercise for anyone no matter what their fitness level. As part of our women's health initiatives, the Sault Tribe of Chippewa Indian's Community Health and Fitness departments have teamed up for the Niim-Ikwe work-out.

During this work-out participants will have the opportunity to move to the pow-wow beats. The workout is about a half hour and participants dance to about 8 songs. We start with a *Grand Entry song* to get us warmed up and moving. Next we dance to a women's traditional dance followed by a round dance. These dances represent the lowest level of intensity. During the dances participants are taught about the various styles and steps often performed by people from differing tribes and communities.

The next two songs include a basic *Jingle dress song* and a side step. Again with information during the song about the different step variations, origins of the dance, etc. This is at intermediate intensity as it is faster and demands a little more of the dancer. Participants new to this dance style working on coordination and timing or participants with limited physical abilities are encouraged to do what they can and choose a style or step that is comfortable for them and their fitness level.

Following the jingle dress songs, we dance *fancy shawl* and then a crow hop. This is the highest level of intensity. Steps are wider, legs kick higher, and there is full upper body participation. Some participants use shawls for added resistance. If there are participants that are not ready for these dances they are encouraged to watch and keep dancing to the step that is comfortable to them.

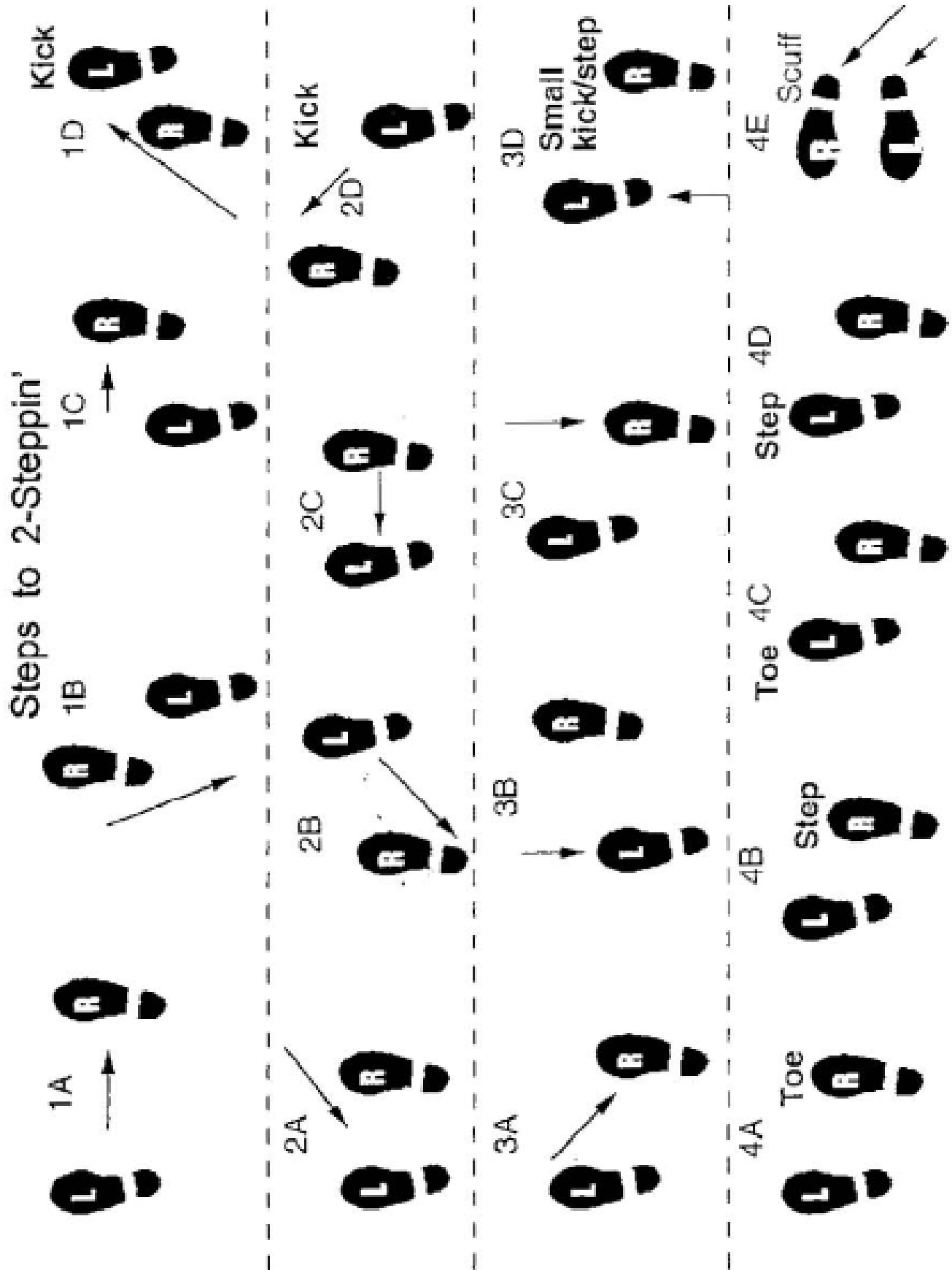
The important thing is movement and working up to higher levels of intensity as it is comfortable to your body.

The last song is generally a ***flag song*** or ***victory song*** to cool down before closing.

Other notes:

- We do stretching in between many of the dances to help keep the muscles limber and ready to go.

- Women on their moon-time are still allowed to participate as no one is in full regalia and there are no sacred items present during the workout. Shawls and moccasins are also optional. Towels or blankets may also be substitutes for shawls.
- We like using the dance room for this workout because of the padded floors and mirrors. Some of the ladies participating are coming for the exercise and some are attended to practice their dance moves, so we like the mirrors to check our stepping.



Native American Dance Aerobics

Native American dance has been with us for as long as the beat of the drum has been heard. When we here a beat we feel in our feet.

This program/activity allows participation in a group or alone. These dances can be done almost anywhere and with any number of people.

GOAL: To get people moving.

OBJECTIVE: Getting enough people moving, often enough, to make a healthy impact on mental and physical well being.

NEEDS:

- Instructor/leader, and it could be different for each dance; a class member can also be the instructor/leader for the dances.
- Participants - all ages
- Music with a significant drum best
- Place to hold event

EVALUATION: (see attached form for example)

- Record participant's age, and gender, length of time in activity per session, and how often sessions occur. Best success has been with programs that identify at the beginning, the length of time the dance class will be held, usually 4 to 8 weeks, 3 times a week.

SUGGESTION: Animal Dances (see attached animal footprints attachment)

- For children use the animal footprints to help teach the dance steps
 - Make animal prints large enough to put numbers on the footprints, then place them on the floor to show dance steps.
- Several foot prints are available for use with the dance steps.
- Children can also be creative and create new dance steps.
- Dance steps can be used in any variation of repeated motion.
- Marching in place between steps is a good pace setter, and transition step.

Adapted from the PATHWAYS Project

- Each of these steps can start slow and progress to a faster pace with each dance or with each session.

- All of the dance steps can include an arm movement.
 - Biceps curl and triceps curl can be added, as well as arms over head, and arms to the side repetitions.

Ideally your group will develop steps and names for themselves. Here are some suggestions to get the group started.

Round Dance (Good for warm-up and cool-down sessions)

1. Start with feet together
2. Side step
3. Feet together

This can be done in a movement from right to left, for example: 3 steps right and 3 steps left; in a circle pattern procession or in a stationary position. This step is a good transition between the animal dance steps and dances.

Fancy Toe Dance

1. Start with feet together hands on hips
2. Place your right toe in front of your left foot and return it to feet together
3. Place your left toe in front of your right foot and return to feet together
4. Do this in sets of 3 or 4 on each foot

This step can be done in a stationary position, in a traveling forward and backward motion, or a combination of all positions.

Thundering Herd

This step is done in a box style or four point/four direction combination.

1. Start with feet together
2. Right foot forward and stomp
3. Left foot forward and stomp
4. Right foot back and stomp
5. Left foot back and stomp
6. To add intensity, lift each knee higher before the stomp

Add arm movements of right foot forward, right arm punch forward; left foot forward left arm punch forward. Right foot back, pull right arm back; left foot back, pull left arm back. Arms can also be punched over head and to each side with each step.

Bunny Rabbit Dance

1. Start with feet together
2. Hop-hop-hop
3. Tap left foot three times
4. Tap right foot three times
5. Repeat

This can be done in a circle movement, from side to side or around the playground.

Adapted from the PATHWAYS Project

Deep Snow Dance

1. Start out with a walk step
2. The leader tells a story of the wind getting cold so you have to move faster and begin to march
3. Continue with the snow getting deeper and having to lift your legs higher and higher each time to take a step. Lift your arms to help you get those big steps in
4. Complete the dance by returning to the march and then the walk

Warm Blanket Dance

1. Start by moving feet in the toe-heel steps
2. Place arms in an curved outstretched position, as they would be if your had a blanket around you
3. Continue the toe-heel with the arms alternating in a one up and the other down motion. Right toe movement and the right arm is up, left toe movement and the left arm is up

This movement can be done in a traveling motion, circle motion or stationary position.

Crazy snake

This is a follow the leader type of activity.

1. The first person in the line picks the activity and the rest follow
2. When that set or repetition is complete the first person goes to the back of the line and the second person picks/leads the next step/activity

Footprints



cat



gorilla



skunk



elephant



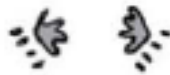
squirrel



dog



lion



toad



raccoon



rabbitt



grizzly bear



moose



horse



chipmunk

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Gila River Indian Community (Akimel O'odham)
Tohono O'odham
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Oglala Sioux Tribe (Oglala Lakota)
Rosebud Sioux Tribe (Sicangu Lakota)
San Carlos Apache Tribe (Dee')
White Mountain Apache Tribe (Ndee')
And five universities:
Johns Hopkins University
University of Arizona
University of Minnesota
University of New Mexico
University of North Carolina

Plus all the staff who assisted in the development, implementation, and evaluation of the Pathways study.

The **Pathways** program promotes physical activity and healthful eating habits among children in Native American communities. Earlier in this century, heart disease was rarely noted among Native Americans. In recent years, however, heart disease has become the leading cause of death in Native Americans. Also, diabetes has become epidemic and is another leading cause of death. Several factors may be responsible for these dramatic increases, particularly the increasing prevalence of obesity. Obesity in childhood can impose a risk for obesity in adulthood. **Pathways** can be easily adapted in various communities and settings. **Pathways** targets changes in specific environmental, personal, and behavioral factors which influence health behavior.

Pathways is a school-based health promotion program that includes physical activity, nutrition/food service, classroom curriculum and family involvement. The primary purpose of the Pathways study was to prevent obesity among American Indian children by promoting increased physical activity and healthful eating behaviors. The **Pathways** intervention was conducted with 1,704 third through fifth grade children from 41 schools in seven American Indian Nations. More information about Pathways can be found at: <http://hsc.unm.edu/pathways>.