

# PHYSICAL ACTIVITY KIT (PAK)

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

*BOOK #2*

## MT. PATHWAYS CHALLENGE



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## MT. PATHWAYS CHALLENGE

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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 Team: **San Carlos Apache Tribe**, AZ
  - Portland Area Teams: **Plummer Coeur d'Alene Tribe**, ID and **Bellingham Lummi Tribe**, WA



Pictured: 2007 **PAK** Teams & 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. Pathways<sup>1</sup> Challenge Book # 2** focuses on participant's progress through five trails with increasing levels of physical activity.

**PAK Modified American Indian Games 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/Family 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 Awareness<sup>2</sup>: 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**.

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

<sup>2</sup> 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 are in **PAK Young People Book #1, PAK Adult/Family Book #6** and **PAK Older Adults Book #7**.

## **YOUNG PEOPLE**

### **PHYSICAL ACTIVITY RECOMMENDATIONS**

It is recommended that children and adolescents participate in at least **60 minutes of moderate intensity** physical activity most days of the week, preferably daily. (Centers for Disease Control and Prevention, <http://www.cdc.gov/nccdphp/dnpa/physical/>).

Children and adolescents can choose any type of moderate to higher intensity physical activity, such as brisk walking, playing tag, jumping rope, or swimming, as long as it adds up to at least one hour a day.

**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.
- 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.
- 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 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.

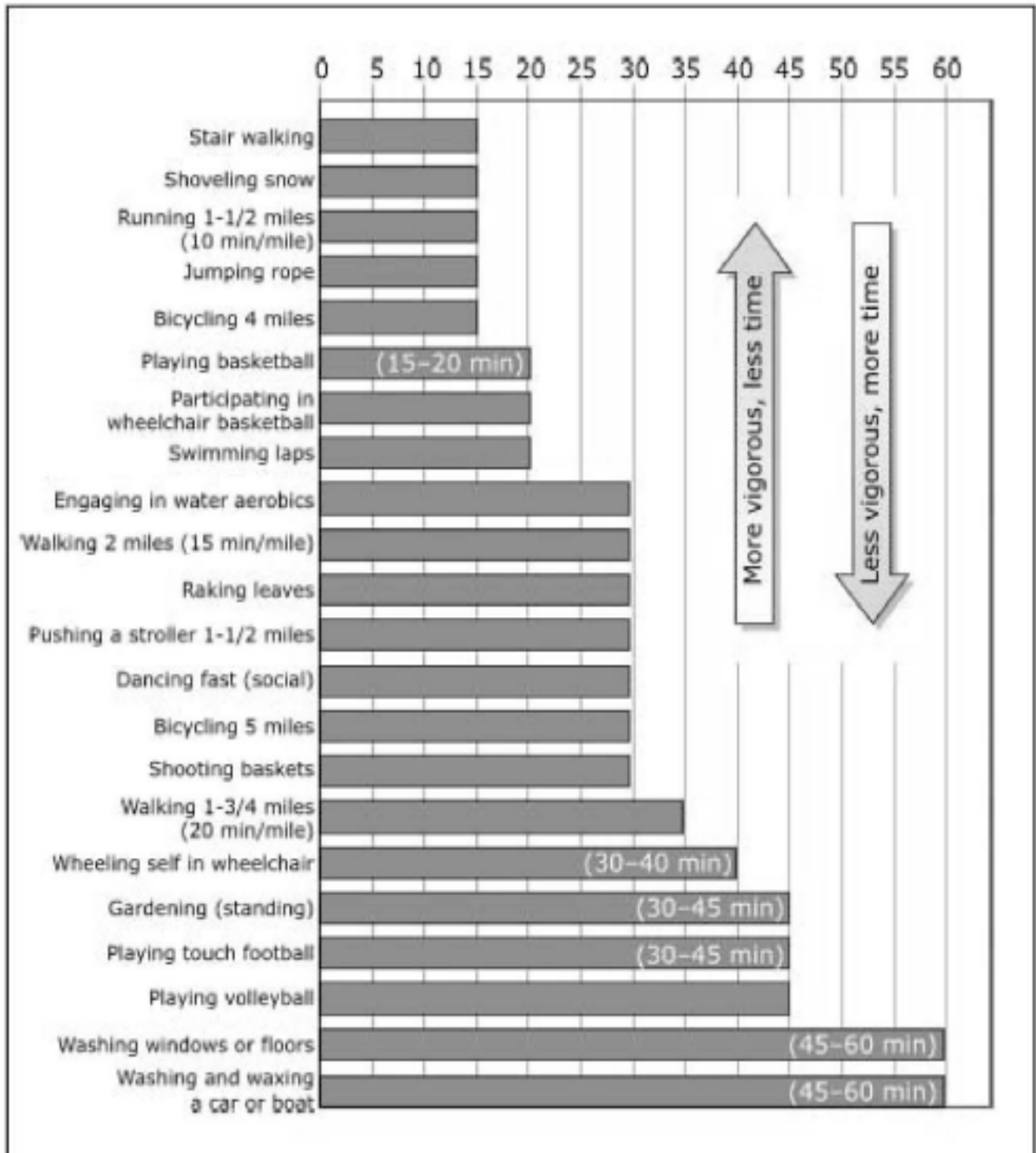
### ***Cool-down Activities (Flexibility)***

- Cool-down activities are done after your muscles and joints have been warmed-up well during other activities.
- Cool-down activities are stretches to help you increase the flexibility of your muscles and joints. This is called increasing your "range of motion." 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.



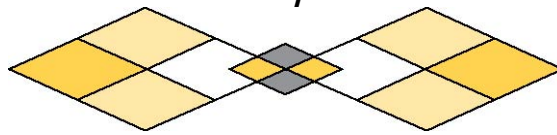
## Number of Minutes of Activity Required to Burn 150 kcalories



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

# PHYSICAL ACTIVITY KIT

*Young  
People*



## Mt. Pathways Challenge

- A. Tell participants that they will learn fun and physically active ways to exercise by following Trails in a special activity called the **Mt. Pathways Challenge**.
- B. Point out the location of the Ndee' (White Mountain Apache tribe)<sup>3</sup> people on the Map.\*
  1. Have participants pronounce Ndee' and give the translation "The People."
  2. Explain to participants that the Ndee' are famous hunters in their mountains who do not waste any part of the animal, especially the hide, because they highly prize the ownership of tanned hides.
  3. Tell participants that tanned animal skins are used for clothing and moccasins and other personal items.
- C. Announce that the participants have received a News Bulletin which challenges them to take a journey up a mountain like one in the land of the White Mountain Apache and then read the following bulletin **with enthusiasm**.

### NEWS BULLETIN

#### NEWS FLASH!! NEWS FLASH!! NEWS FLASH!! NEWS FLASH!!

Participants have been selected for a very special honor to climb to the top of Mt. Pathways. Mt. Pathways has long been thought to be the most unusual, mysterious and challenging mountain in the Western Hemisphere. This mountain has a variety of terrain including a desert, a mesa, and unusual rock formations, as well as wild animals that appear around every corner.

You will be challenged to complete the trails that will get the group up Mt. Pathways safely and with the most amount of fun. Each trail has a special name. Everyone will begin the challenge at the same time and will keep track of their progress up the mountain.

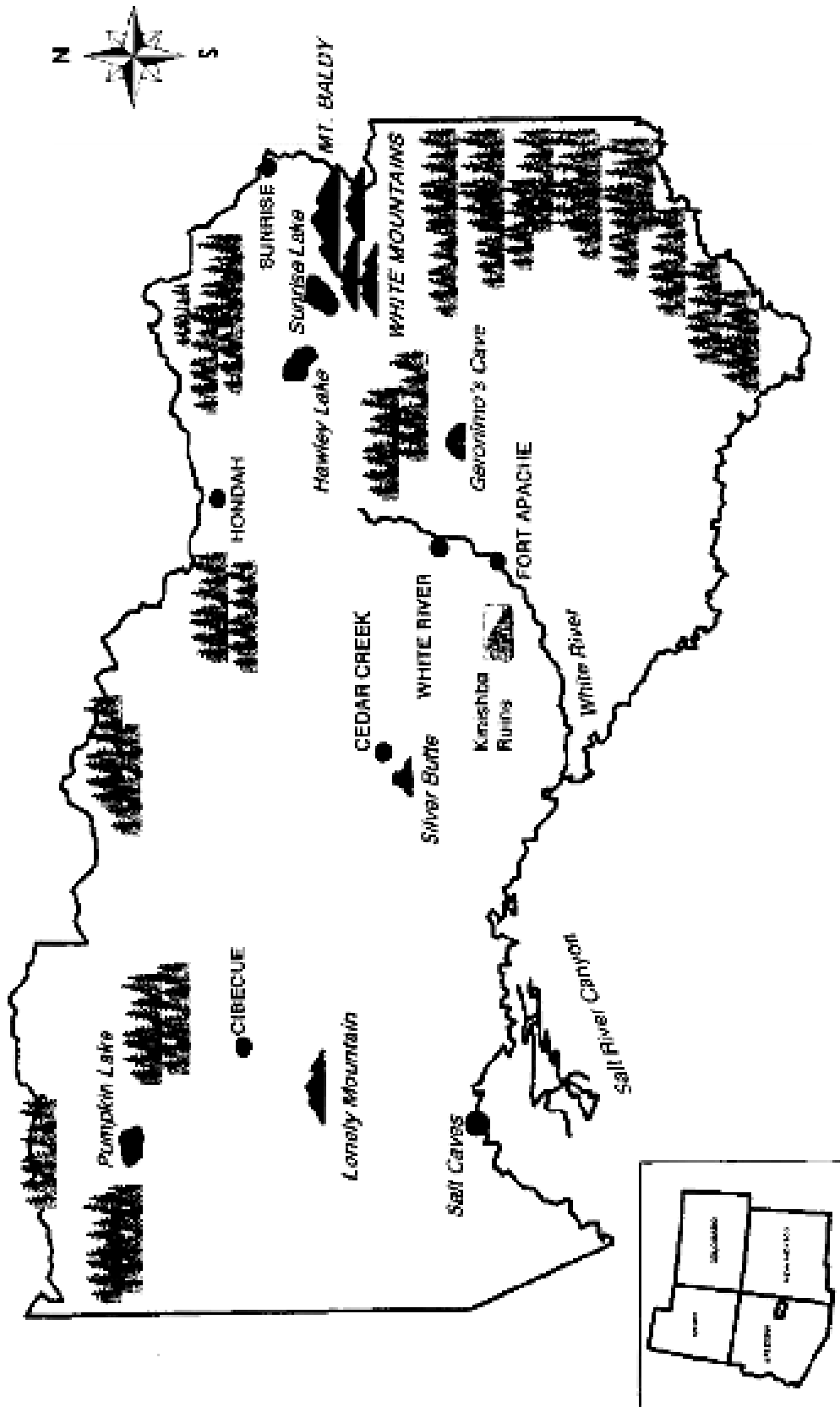
Your mission is to arrive at the top of the mountain before winter. Who will be the first to begin the journey?

<sup>3</sup> Ndee' (N-deh) –The tem used by the White Mountain Apache Tribe to describe themselves as “The People.”

\* (White Mountain Apache Tribe map on page 52)

- D. Point to the Mt. Pathways poster displayed in the room and explain to participants that their challenge is to climb to the top of Mt. Pathways before the snow gets too deep to climb the mountain.
1. Ask if anyone has ever experienced climbing a mountain or following a trail.
  2. Have participants identify what obstacles may appear when they set out on a journey up a mountain, and discuss as time permits.
- E. Demonstrate the route for this "climb" up Mt. Pathways, beginning at its base on the Yellow Bead Trail to the highest top of the mountain.
1. Explain that a Trail blazer team will help all teams to monitor their "climb" up Mt. Pathways.
  2. Emphasize that everyone is challenged to do their best and to work together as a team.

# WHITE MOUNTAIN APACHE TRIBE

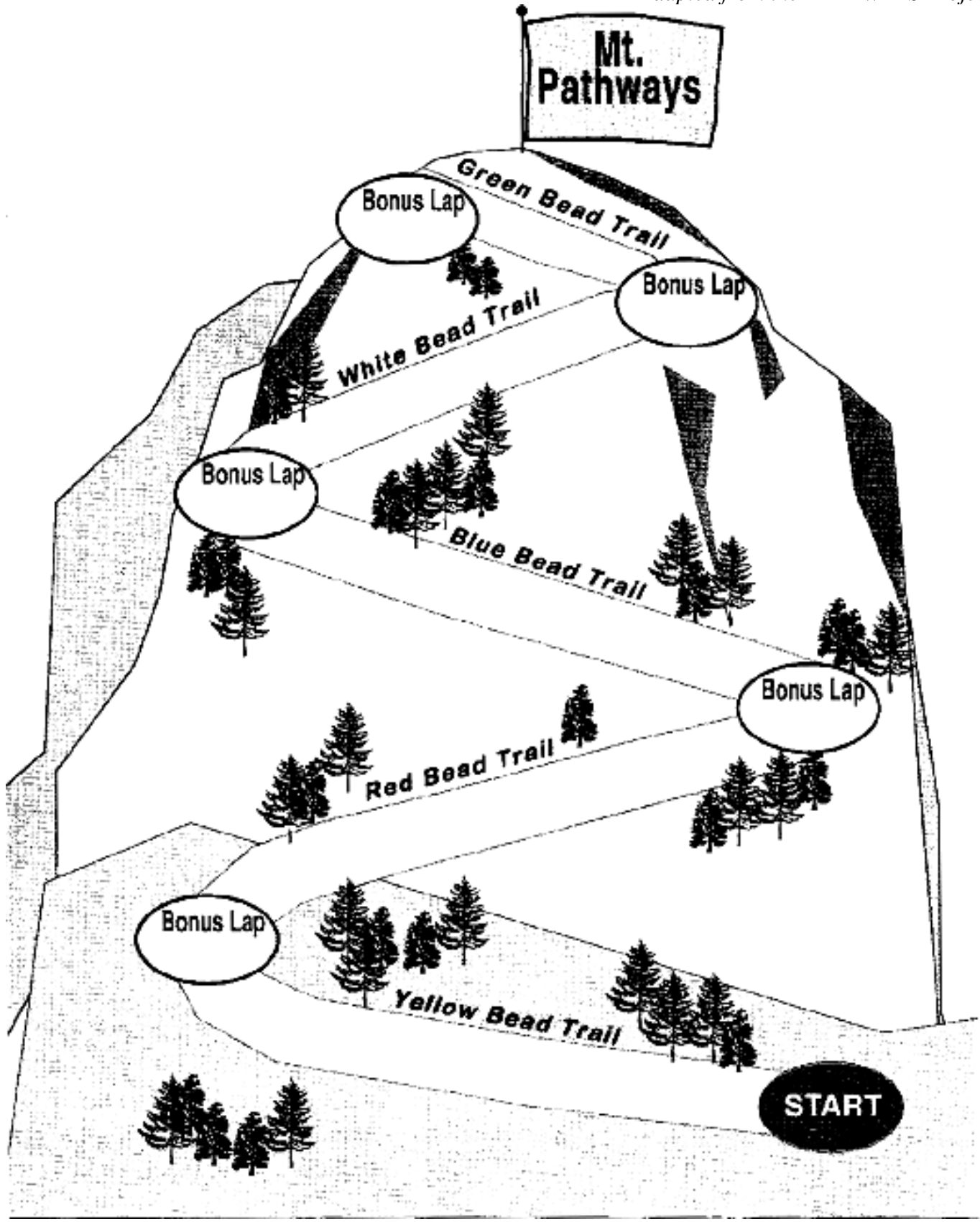


## **Mt. Pathways Challenge**

- A. Hold up the **Mt. Pathways Challenge** to show the Trail Courses and action movement cards.
1. Explain each Trail Course and point out the names of the five different trails on the **Mt. Pathways** sheet.
  2. Inform participants that they will work together in teams and that each team will choose a name for themselves.
  3. Show participants that there are challenging trails which are a circle, an hourglass, and a zig zag.
  4. State that you will demonstrate the special role of the "Trail blazer" team during this first trail, thereafter teams will be chosen as "Trail blazers" to lead the group.
  5. Describe the responsibilities of the Trail blazers as monitoring the set up of the trail course, the return of all equipment, issuing a challenge to the class, and recording the progress of the group on the **Mt. Pathways** sheet.
- B. The **Yellow Bead Trail** and show participants there are **action movements for each of the 6 stations** and tell them that teams will do these action movements in a clockwise direction around this circle.
- C. Stress that after completing each of the 6 stations everyone will **jog a Bonus Lap** around the circle **without doing** any action movements.
1. Inform participants that the Trail blazer team will challenge the group to jog this Bonus Lap which can be at one of three levels: "**Great**" is to jog around the circle for one minute, "**Outstanding**" is to jog for two minutes, and "**Awesome**" is to jog for three minutes.
- D. Ask participants to find the **Pony Bead Sheet**.
1. Explain that the word "pony bead" refers to a special bead that became a trade item for animal furs between traders and Native Americans in the plains area.
  2. Emphasize that this word originated because ponies were used to carry these special beads for the trader.

*Adapted from the PATHWAYS Project*

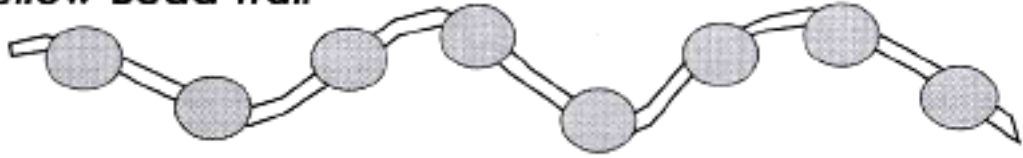
3. Inform participants that each trail on the Mt. Pathways sheet is named for a colored pony bead (Yellow, Red, Blue, White, Green) and that in cultural activities some of these colors represent the four directions, East, South, West, and North.
- E. Inform participants that they will use this **Pony Bead Sheet** to record their completion of each Trail.
1. Point out to participants that they will shade in **five pony beads** on this sheet after they complete each Trail.
  2. Explain that in addition to these five pony beads, they can shade **one pony bead** if the Trail blazers challenged them to jog a "Great" Bonus Lap, **two pony beads** for an "Outstanding" Bonus Lap, and **three pony beads** for an "Awesome" Bonus Lap.
- F. Summarize for participants the important leadership role of the Trail blazer team.
- Trail blazers will first issue the challenge for all teams to complete a Bonus Lap for one, two, or three minutes, designated as Great, Outstanding, or Awesome around the Trail Course.
  - Trail blazers will monitor teams in setting up the Trail Course and will assist with equipment placement as necessary.
  - After a trail has been completed, a member of the Trail blazer team will write the name of their team on the **Mt. Pathways** sheet beneath the Trail, shade in the trail with a colored marker, and write in the Bonus Lap circle which challenge "Great, Outstanding, or Awesome".



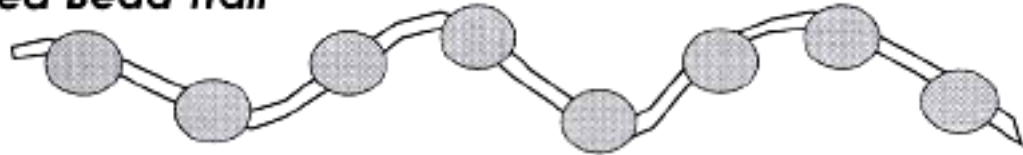


# Pony Bead Sheet

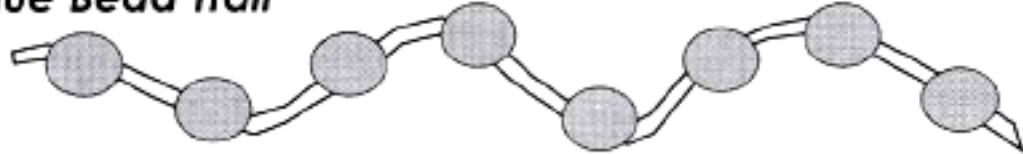
**Yellow Bead Trail**



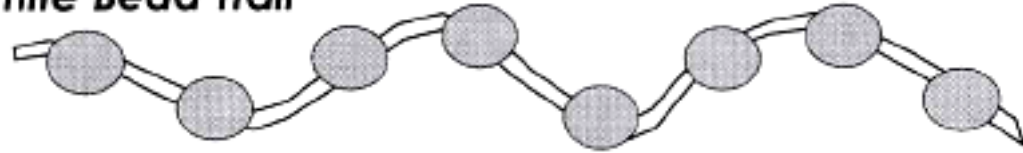
**Red Bead Trail**



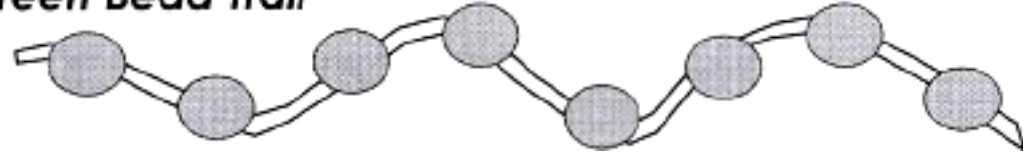
**Blue Bead Trail**



**White Bead Trail**



**Green Bead Trail**



## **Yellow Bead Trail**

Prior to this activity, be sure to have selected a location for the Trail Course activity. Teams need to be formed with a division of six groups if there are a sufficient number of participants. If you are unable to create six groups, set up fewer groups with a minimum of 2-3 participants in each group. Remember that there will be six stations even though there may be fewer than 6 groups.

A. Explain that everyone will be placed on a team to complete their Trail Courses.

1. Give each participant a number from 1 -6 so that those having the same number will be members of the same team.
2. **Optional:** Divide the participants into teams prior to this activity or allow participants to select their own members of a team.
3. Give team members time to choose a name for their team that will be used throughout the Mt. Pathways activities.

B. Display the **Yellow Bead Trail** and give the location, either indoor or outdoors, as the place to do this Circle Trail.

1. Review with participants the sequence for the six stations by stating that Team 1 will use Station 1 as a home base, Team 2 will use Station 2 as a home base, and so on for all six teams.
2. Remind participants that each team will begin and finish at their home base.

C. Make action movement cards with names of the action movements for each station as follows:

Station 1	Arm Circles Station
Station 2	Jump Turns
Station 3	Ski Slalom Station
Station 4	Flat Tire
Station 5	Basketball Blast-Off Station
Station 6	Bean Bag Jacks

1. Hold up the action movement card for Arm Circles and inform participants that each card has important information.
2. Show participants that the written directions for doing the Arm Circles are written on the card.

*Adapted from the PATHWAYS Project*

3. Stress that teams always check below these written directions to see if any equipment is needed for that action movement.

*Example: the card for Bean Bag Jacks (Station 6) shows that the equipment needed is one bean bag for each person at the station.*

- D. Ask if participants are familiar with the action movements as you hold up each card and then, if necessary; demonstrate the action movement (or ask for a volunteer who knows the actions).

**Arm Circles:** Place feet shoulder width apart. Extend arms straight out to the side and circle forward. Reverse motion.

**Jump Turns:** Stand straight. Jump and turn at the same time. (Try one quarter, half, three quarter, and full turns) Bend knees to jump and throw arms up to help.

**Ski Slalom:** With feet together, jump side to side over a real or imaginary line.

**Flat Tire:** Start in a push-up position with legs extended out behind you, hands under shoulders, back parallel to the ground. "Let the air out" like a flat tire. Return to starting position by pushing back up and repeat the flat tire motion.

**Basketball Blast Off:** Start with feet together and bend knees. Swing arms back and forth. Jump straight up as high as possible.

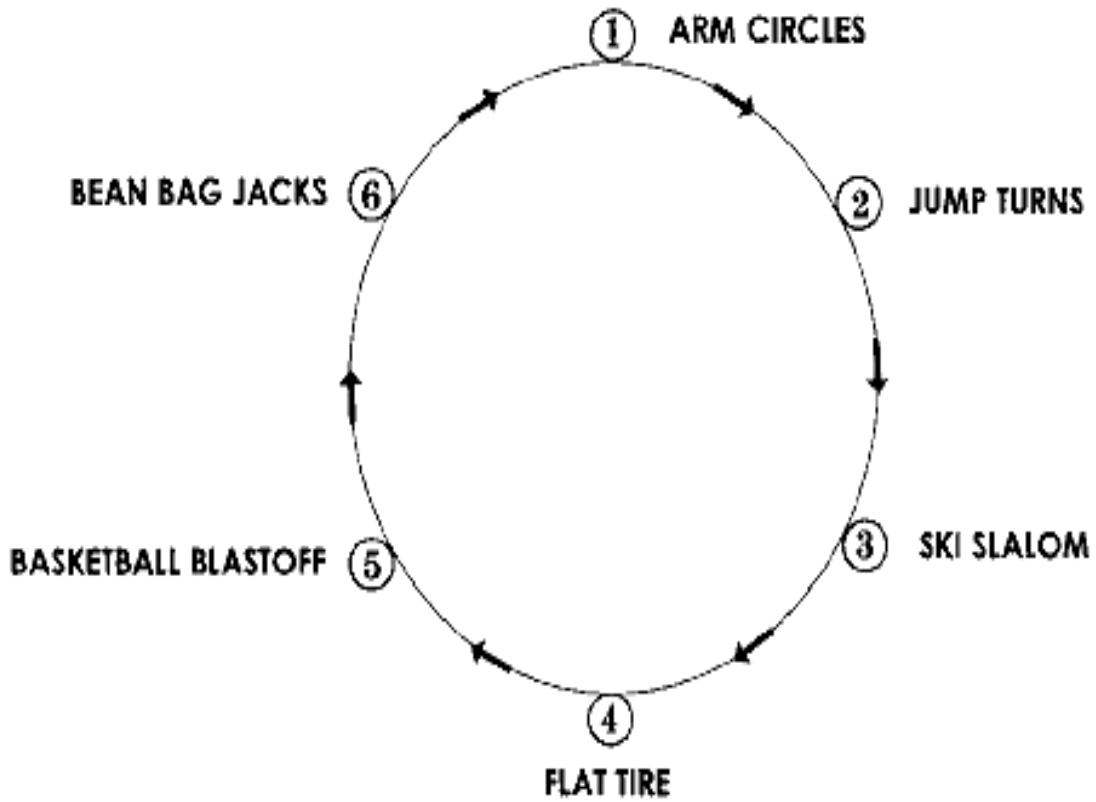
**Bean Bag Jacks:** Toss a bean bag into the air and perform a jumping jack. Catch the bag before it hits the ground. Repeat and add another jumping jack.

- E. Tell participants that they will now move either outdoors or another location to practice doing the Yellow Bead Trail.

1. Ask each team to assist with the following equipment: their home base cone, a sign board, station equipment, and the action movement card for that station.
2. Have each team place their cone at their home base (station) at least 10-15 paces from the next cone on the Yellow Bead Trail Course and then attach their action movement card to the cone.
3. Summarize for participants these final directions for the Yellow Bead Trail.
  - Remind participants that each team will move from their home base to the next station in a clockwise direction.

- Express that on the word "go," each team will begin doing their action movements **for one minute at their station.**
  - Tell participants that when they hear a whistle or a clap that it is a signal to stop and move to the next station.
  - Ask participants to help you, by choosing which challenge they wish to jog for a Bonus Lap. This will be done after all the teams have completed their action movements and are back at their home base. If necessary; remind participants that the challenge for "Great" is to jog for one minute, the challenge for "Outstanding" is to jog for two minutes, and the challenge for "Awesome" is to jog for three minutes.
- F. Ask all teams to return all equipment, sign boards, and the action movement cards.
- G. Instruct participants to record their completion of the Yellow Bead Trail as follows:
- Turn to the **Pony Bead Sheet** and shade in **five pony beads** to represent your completion of the Yellow Bead Trail.
  - Shade in the pony bead(s) for completing the Bonus Lap which is one pony bead for Great, two pony beads for Outstanding, and three pony beads for Awesome.
- H. Demonstrate their completion of the Yellow Bead Trail on the **Mt. Pathways** sheet as follows:
- Shade in the Yellow Bead Trail with a yellow marker and write the name of all teams beneath this trail.
  - Write Great, Outstanding, or Awesome in the circle for Bonus Lap to designate the challenge chosen by the teams.
- I. Congratulate participants on completing this Trail and announce that before the next trail, you will assign a Trail blazer team who will be responsible to monitor the set up of the Red Bead Trail.

# Yellow Bead Trail



## Red Bead Trail

A. Inform participants that they will complete another circle trail course using the **Mt. Pathways Challenge** and name the team that is the Trail blazer team.

B. Make action movement cards and review the sequence for the six stations.

Station 1	Rag Doll
Station 2	Jumping Jacks
Station 3	Pacer
Station 4	Triceps Dip
Station 5	Standing Long Jump
Station 6	Hula Hoop

C. Instruct the Trail blazer team to demonstrate the action movements at the six stations on the Red Bead Trail with the group as follows:

**Rag Doll:** Place feet shoulder width apart with knees slightly bent. Bend forward at the waist towards feet and allow your arms and shoulders to be limp like a rag doll. Slowly rise back up. Repeat.

**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.

**Pacer:** Start at one line and run to touch opposite line with one hand. Run back to starting point and touch with the other hand. Repeat.

**Triceps Dip:** Take a crab walk position (weight on the palms of your hands and feet with fingers pointing towards your feet). Stomach facing up and parallel to the ground. Bend and straighten elbows to raise and lower the body while keeping the back straight.

**Standing Long Jump:** Start with feet together and bend knees. Swing arms back and forth. Jump as far forward as possible and land on two feet.

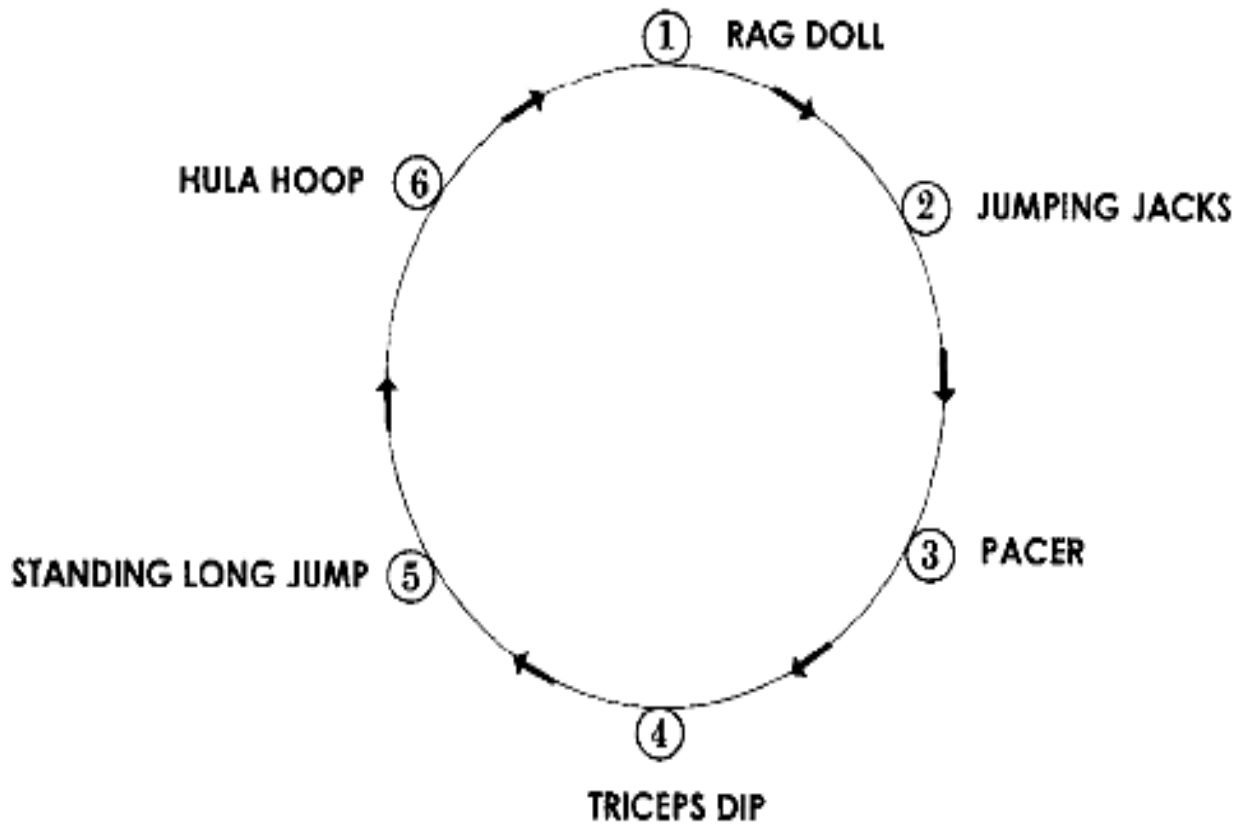
**Hula Hoop:** Stand inside a hoop and grasp it at waist level. Push hoop and start swinging hips to keep the hoop circling your waist. Repeat.

D. Remind participants that the Trail blazers are to decide on the **Bonus Lap** challenge for the class which will be Great, Outstanding, or Awesome to be completed after all teams have returned to their home base.

*Adapted from the PATHWAYS Project*

- E. Tell participants that they will now move either outdoors or another location to complete the Red Bead Trail.
1. Ask each team to assist with the following equipment: their home base cone, a sign board, station equipment, and the action movement card for that station.
  2. Have Trail blazers monitor the placement of cones so that they are at least 10 to 15 paces between stations and also assist with the set up for the Pacer station where 2 lines need to be marked 10 steps apart.
- F. Summarize for participants these final directions for the Red Bead Trail.
- Remind participants that each team will move from their home base to the next station in a clockwise direction.
  - Express that on the word "go," each team will begin doing their action movements **for one minute at their station**.
  - Tell participants that when they hear a whistle or a clap that it is a signal to stop and move to the next station.
  - Monitor the group after they have begun this activity to make certain that participants understand directions and action movements.
  - Upon completion of the Red Bead Trail, participants will complete their Bonus Lap challenge.
- G. Ask all teams to return all equipment, sign boards, and action movement cards.
- H. Instruct participants to record their completion of the Red Bead Trail as follows:
- Turn to the **Pony Bead Sheet** and shade in **five pony beads** to represent the finishing of the Red Bead Trail.
  - Shade in one pony bead for the Bonus Lap at the level of Great, two pony beads for Outstanding, and three pony beads for Awesome.
  - Ask the designated recorder from the Trail blazer team to shade in the Red Bead Trail on the **Mt. Pathways** sheet with a red colored marker, write the name of their team beneath the trail and write Great, Outstanding, or Awesome in the Bonus Lap circle to designate the challenge for the group.
- I. Congratulate all participants for working with their team members to complete the Red Bead Trail.

# Red Bead Trail





## Blue Bead Trail

- A. Explain to participants that they will complete their third trail, the Blue Bead Trail, which will be an Hourglass Trail and announce the name of the Trail blazer team.
- B. Make action movements cards and review the sequence for the six stations on this hourglass trail course.

Station 1	Side Bends
Station 2	Elbow Touch Opposites
Station 3	Jump Forward/Jog Back
Station 4	Power Punch
Station 5	Squat Thrusts
Station 6	Bean Bag Toss

- C. Instruct the Trail blazer team to demonstrate the action movements at the six stations on the Blue Bead Trail with the group as follows:

**Side Bends:** Stand with feet shoulder width apart. With left arm overhead, lean to the right. Slide right hand down side of right leg. Reach as far as you can without leaning forward or back. Hold and slowly return back up. Switch arms, alternate sides. Repeat.

**Elbow Touch Opposites:** Stand with arms bent in front. Raise right knee to left elbow and touch elbow with knee. Hop. Raise left knee to right elbow and touch elbow with knee. Hop. Repeat.

**Jump Forward/Jog Back:** With feet together, jump four steps forward. Jog back to starting point. Repeat.

**Power Punch:** Stand and raise arms in front of body. Clench hands and punch one fist in front of body and then the other. Repeat.

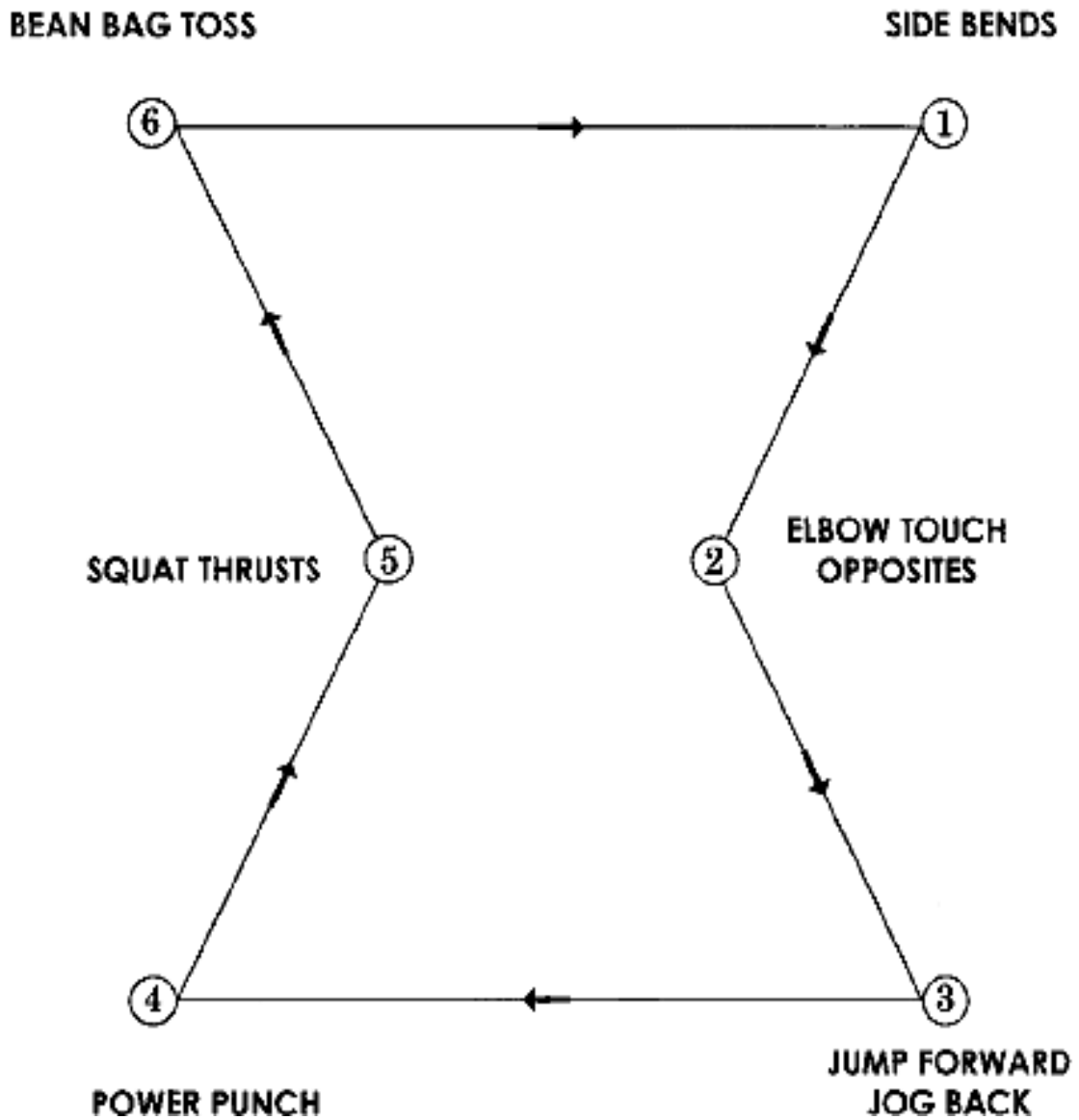
**Squat Thrusts:** Stand straight with feet together and squat down placing both palms on the ground with palms next to your feet. Thrust legs backwards until they are straight (like a push up). Push off both feet to a squat position again (feet by hands). Return to a standing position and repeat movement.

**Bean Bag Toss:** Each person stands behind a line with a bean bag. Toss the bean bag into one of three hoops placed 10, 20, and 30 feet away from that line. Each person gets multiple tosses to get the bean bags into all 3 hoops.

- D. Remind participants that the Trail blazers are to decide on the **Bonus Lap** challenge for the group.

- E. Tell participants that they will now move either outdoors or to another location complete the Blue Bead Trail.
1. Ask each team to assist with the following equipment: their home base cone, a sign board, station equipment, and the action movement card for that station.
  2. Have Trail blazers monitor the placement of each cone marking a station so that they are **at least 15 paces** from the next cone on the Blue Bead Trail.
  3. Summarize for participants these final directions for the Blue Bead Trail.
    - Remind participants that each team will move from their home base to the next station in a clockwise direction.
    - Express that on the word "go," each team will begin doing their action movements **for one minute at their station.**
    - Monitor the group after they have begun this activity to make certain that participants understand directions and action movements.
    - Upon completion of the Blue Bead Trail, participants will complete their Bonus Lap challenge.
- F. Ask teams to return all equipment, sign boards, and the action movement cards.
- G. Instruct participants to record their completion of the Blue Bead Trail as follows:
- Turn to the **Pony Bead Sheet** and shade in **five pony beads** on the Blue Bead Trail.
  - Shade in one pony bead for the Bonus Lap at the level of Great, two pony beads for Outstanding, and three pony beads for Awesome.
  - Ask the designated recorder from the Trail blazer team to shade in the Blue Bead Trail on the **Mt. Pathways** sheet with a blue colored marker, write the name of their team beneath the trail, and write Great, Outstanding, or Awesome in the Bonus Lap circle to designate the challenge for the group.
- H. Congratulate all teams and notify them that their next trail is the White Bead Trail which is a "Zig Zag" Trail.

# Blue Bead Trail



## White Bead Trail

A. Inform participants that they will complete their fourth trail which is a Zig Zag Trail called the White Bead Trail.

1. Make action movement cards and review the sequence for the six stations on this Zig Zag Trail.

Station 1	Trunk Twists
Station 2	Grapevine
Station 3	Run Around the Mesa
Station 4	Knee Pushups
Station 5	Jump and Turn
Station 6	Stepping Stone

2. Instruct the Trail blazer team to demonstrate the action movements at the six stations on the White Bead Trail with the group as follows:

**Trunk Twists:** Place feet shoulder width apart. Raise elbows up to the side with hands touching in front of chest. Slowly twist upper body at waist from one side to the other side. Repeat.

**Grapevine:** Start with feet together. Step sideways with right foot. Cross left foot in front of right. Step to right with right foot and cross left foot behind the right foot. Continue with feet crossing first in front and then in back.

**Run around the Mesa:** Run a zig-zag pathway through three cones placed in a straight line 5 paces apart. Return by jogging on the right side of the cones.

**Knee Pushups:** Lay flat on stomach with hands flat on the ground by your shoulders, elbows bent. Bend at the knees so both feet are up in the air. Push up until arms are straight and upper body is off the ground. Keep back straight; bend elbows to lower body to ground.

**Jump and Turn:** Stand with feet together on a line. Twist trunk and bend knees. Jump and turn to face the opposite direction. Repeat.

**Stepping Stone:** Jump, hop, or leap from stone to stone across an imaginary stream.

B. Remind participants that the Trail blazers are to decide on the **Bonus Lap** challenge for the group which will be Great, Outstanding, or Awesome to be completed after all teams have returned to their home base.

*Adapted from the PATHWAYS Project*

C. Tell participants that they will now move either outdoors or to another location to complete the White Bead Trail.

1. Ask each team to assist with the following equipment: their home base cone, a sign board, station equipment, and the action movement card for that station.
2. Have Trail blazers monitor the placement of each cone marking a station so that they are **at least 20 paces** from the next cone on the White Bead Trail.

D. Summarize for participants these final directions for the White Bead Trail.

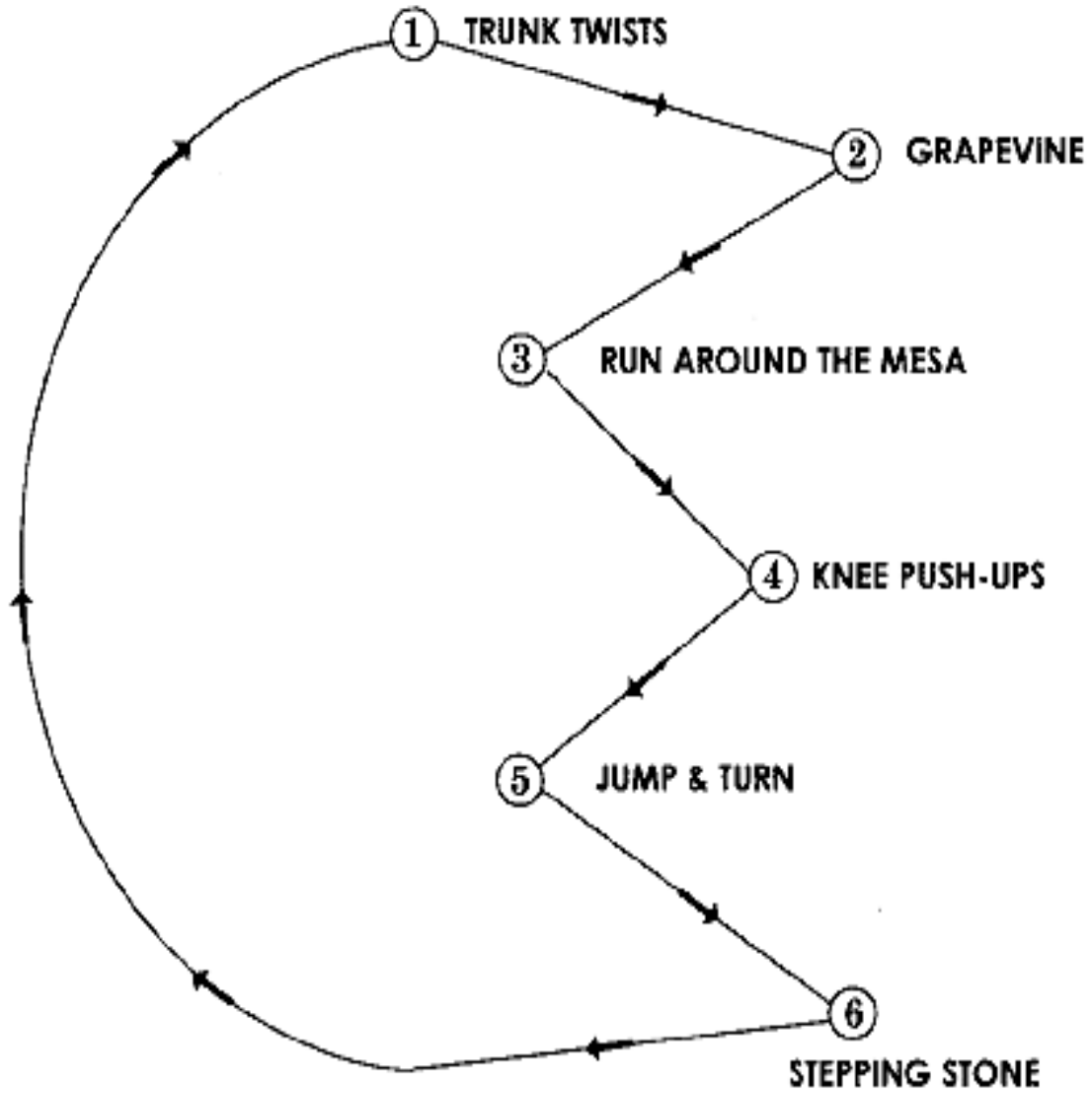
- Remind participants that each team will move from their home base to the next station in a clockwise direction.
- Express that on the word "go," each team will begin doing their action movements **for one minute at their station.**
- Monitor the group after they have begun this activity to make certain that participants understand directions and action movements.
- Upon completion of the White Bead Trail, participants will complete their Bonus Lap challenge.

E. Instruct participants to record their completion of the White Bead Trail as follows:

- Turn to the **Pony Bead Sheet** and shade in **five pony beads** on the White Bead Trail.
- Shade in one pony bead for the Bonus Lap at the level of Great, two pony beads for Outstanding, and three pony beads for Awesome.
- Ask the designated recorder from the Trail blazer team to write the name of their team beneath the White Bead Trail and then write Great, Outstanding, or Awesome in the Bonus Lap circle to designate the challenge chosen for the group.

F. Congratulate all teams and notify them that their next trail is the Green Bead Trail and that they can think about the shape they would like to choose for this Trail.

# White Bead Trail



## Green Bead Trail Finale

A. Inform participants that they will complete their final trail in the **Mt. Pathways Challenge** and name the Trail blazer team.

B. Make action movement cards and review the sequence for the six stations.

Station 1	Forward Lunges
Station 2	Alternate Heel Slap
Station 3	Side Run
Station 4	Line Pushups
Station 5	Abdominal Curls
Station 6	Bean Bag Challenge

1. Ask the Trail blazer team to draw on the chalkboard the trail they have decided to do, which may be a circle, hourglass, or zig zag, or any other shape.
2. Have participants draw this trail course on a blank sheet of paper and write in the number for each of the stations.

C. Instruct the Trail blazer team to demonstrate the action movements at the six stations on the Green Bead Trail with the group as follows:

**Forward Lunges:** Start with feet together, take a big step forward, bend front knee. Place arms on hips or out to the side for balance. Keep back straight. Push off front foot to return to standing position. Alternate front foot each time.

**Alternate Heel Slap:** Run in place with hands at side. Run so that the right heel touches the right hand and the left heel touches the left hand.

**Side Run:** Start facing forward and slide to the right a few steps. Slide back to the left. Repeat.

**Line Pushups:** Assume a push-up position, with legs extended out behind you, hands under shoulders, back parallel to the ground. Walk hands back and forth over an imaginary line: right over, left over, right back, left back. Repeat.

**Abdominal Curls:** Lay down on back with bent knees and feet about one foot off the ground. With arms across chest, hands on shoulders, squeeze stomach muscles to curl up and touch elbows to thighs. Repeat.

**Bean Bag Challenge:** Toss a bean bag into the air. Perform a stunt and catch the bean bag before it hits the ground (sit down, stand up, touch your toes, turn around, bend your knees, and so on).

- D. Remind participants that the Trail blazers are to decide on the **Bonus Lap** challenge for the group, which will be Great, Outstanding, or Awesome, to be completed after all teams have returned to their home base.
- E. Tell participants that they will now move either outdoors or to another location to complete the Green Bead Trail.
1. Ask each team to assist with the following equipment: their home base cone, a sign board, station equipment, and the action movement card for that station.
  2. Have Trail blazers monitor the placement of each cone marking a station so that they are **at least 20 paces** from the next cone on the Green Bead Trail.
- F. Summarize for participants these final directions for the Green Bead Trail.
- Remind participants that each team will move from their home base to the next station in a clockwise direction.
  - Express that on the word "go," each team will begin doing their action movements **for one minute at their station**.
  - Monitor the group after they have begun this activity to make certain that participants understand directions and action movements.
  - Upon completion of the Green Bead Trail, participants will complete their Bonus Lap challenge.
- G. Instruct participants to record their completion of the Green Bead Trail as follows:
- Turn to the **Pony Bead Sheet** and shade in **five pony beads** on the Green Bead Trail.
  - Shade in one pony bead for the Bonus Lap at the level of Great, two pony beads for Outstanding, and three pony beads for Awesome.
  - Ask the designated recorder from the Trail blazer team to shade in the Green Bead Trail on the **Mt. Pathways** sheet with a green colored marker, write the name of their team beneath the trail, and write Great, Outstanding, or Awesome in the Bonus Lap circle to designate the challenge for the group.
- H. Congratulate teams on completing all the trails to reach the top of Mt. Pathways.



## **Green Bead Trail Student Choice**

1. FORWARD LUNGES
2. ALTERNATE HEEL SLAP
3. SIDE RUN
4. LINE PUSH-UPS
5. ABDOMINAL CURLS
6. BEAN BAG CHALLENGE

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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')  
While 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>.