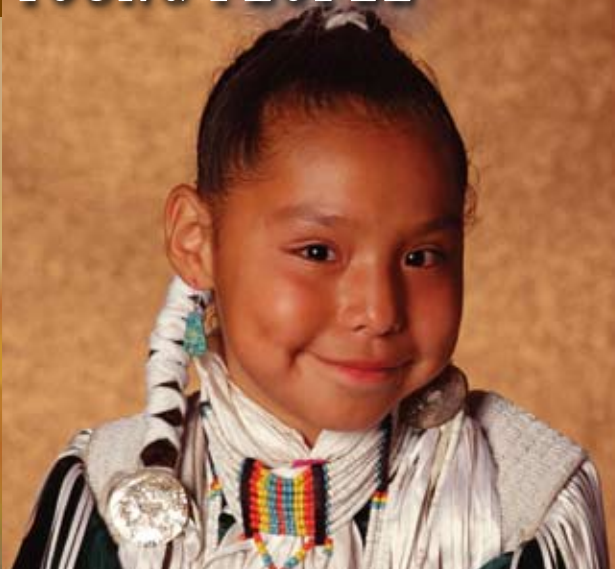


# PHYSICAL ACTIVITY KIT (PAK)

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

**BOOK #1** **YOUNG PEOPLE**





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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. 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<sup>1</sup> 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<sup>1</sup> 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 is located 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 a 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.

- 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***

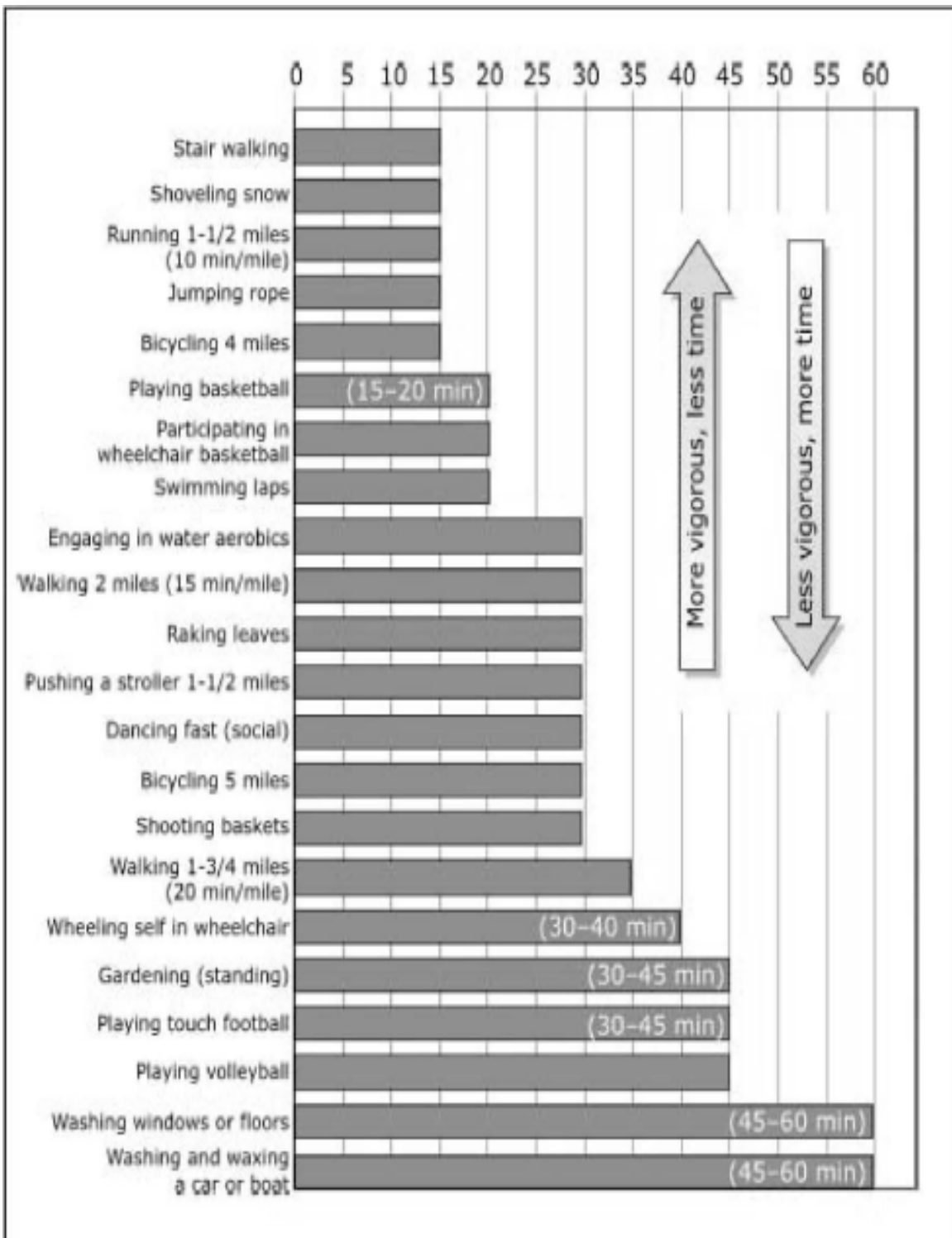
- Exercising your muscles will help you be able to keep doing the activities that you have to do everyday.
- Strength activities should be done slowly and smoothly. Don't lock your joints when you are lifting weight.
- Do not hold your breath when you are doing strength activities! This is very important 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



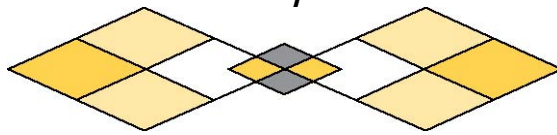
\* All information was gathered from the Centers for Disease Control and Prevention website, Physical Activity Recommendations, <http://www.cdc.gov>.





# PHYSICAL ACTIVITY KIT

*Young  
People*







## **Body Cues**

- A. Explain to participants that they will now do an activity to help them to recognize some of their body cues. These “body cues” are hints or clues that give a message that the body has been active. After this activity, participants will check to see how their bodies feel.
1. Instruct participants to stand in a circle.  
  
(Optional: have participants “warm up” by doing round dance steps together for approximately 30 seconds, and then have them stop and begin doing the actions.)
  2. Caution participants to be careful not to bump into other participants while doing the actions.
- B. Use the following commands as a guide to help you keep your participants moving for 2-3 minutes:
- Begin walking in place
  - Walk in place by raising your knees high, one after another-one after another, raise them high, one after another-one after another-one after another-
  - Keep walking in place, and raise your right hand above your head and try to reach the sky, reach-reach-reach-reach-reach-reach-reach-reach-reach-
  - Keep walking in place, and raise your left hand above your head and try to reach the sky, reach-reach-reach-reach-reach-reach-reach-reach-reach-
  - Keep walking in place, and now raise both hands above your head and try to reach the sky, reach-reach-reach-reach-reach-reach-reach-reach-reach-reach-
  - Keep walking in place, keep trying to raise your knees as high as you can-
  - Keep walking in place, swing your arms back and forth as you walk, back-forth-back-forth-back-forth-back-forth-back-forth-back-forth-back-
  - Do some jumping jacks now, one-two-three-four-five-six-seven-eight
  - Walk in place again, knees as high as you can, swing your arms, back-forth-back-forth-back-forth-back-forth-back-forth-back-forth-back-
  - Do the twist now-twist to the left, twist to the right-left-right-left-right-left-right-left-right-left-right-left-right-left-right-left-right-left-right-



- Walk in place again, knees high, reach for the sky with both hands, reach-reach-reach-reach-reach-reach-reach-reach-
- Do the bunny hop, hop-hop-hop-hop-hop-hop-hop-hop-hop-hop
- Walk in place again, a little slower now-
- Keep walking slowly in place, swing your arms slowly back and forth-
- As you slow down, think about all the things you felt your body do as you did the actions-

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

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

## Body Cues

Body Cues are hints or “cues” that are natural, healthy feelings. The body sends these signals when there is a lot of movement and activity.

- **Warm Face**
  - Your face feels warm because the physical activity you did caused your body’s temperature to rise.
- **Faster Heartbeat**
  - Your heart beats faster because it is pumping blood to all of the muscles you are using.
- **Breathing harder**
  - You are breathing harder because your body needs more oxygen for all the muscles you are using.
- **Sweating**
  - You may begin to perspire or “sweat” because your body is hot. The “sweat” helps to cool down your body’s temperature.
- **Working Muscles**
  - You feel your muscles moving because they are working to help you exercise.

Encourage participants to listen to their body and feel their body cues.

## **Physical Action Game**

- Set the grocery bags numbered 1-8 around the room, allowing as much space as possible between each bag.
  - Check to be sure each bag contains an Activity Card.
  - Prior to this activity, set up an audio media device with a variety of lively music.
- A. Introduce this activity by explaining to participants that they will play a game that will require them to do different physical activities.
1. Review the Body Cues.
  2. Stress that participants should try to notice their own body cues while they do this activity.
- B. Explain to participants the following directions to the game:
- A group leader will take a card out of the bag and quietly read the physical activity that the group will be doing, and then place the card back in the bag.
  - The group leader tells the group what physical activity is on the card that he/she has read.
  - When the music begins, everyone in the group starts doing their physical activity until the music stops.
  - When the music stops, everyone should move to the next bag.
- C. Point out how each group should move from bag to bag.
- (Demonstrate to the participants the direction you want them to move. For example, participants at Bag #1 move to Bag #2; participants at Bag #2 move to Bag #3; and so on, with participants at Bag #8 moving to Bag #1.)
- D. Divide the participants into eight groups, and assign each group a number from one through eight.
1. Tell all participants in Group #1 to go to Bag#1, Group #2 to Bag #2, etc.
  2. Remind them to quietly read the activity card in their first bag, and to start doing the activity only after the music starts.

*Adapted from the PATHWAYS Project*

- E. Play the music for about thirty seconds, then stop the music and tell the groups to move to the next bag. Start the music again and play for thirty seconds. Then stop the music, and so on.
1. Monitor each group to be sure they understand the directions to this activity and join them when possible.
  2. Have participants return to their desks after all of the groups have been to each bag at least twice.
- F. Discuss some of the Body Cues that students felt while doing the activities.

**Warm Face**

**Faster Heartbeat**

**Breathing Harder**

**Sweating**

**Working Muscles**

|                                    |  |
|------------------------------------|--|
| <p>Jog in place by the bag</p>     | <p>Skip in place by the bag</p>  |
| <p>Do jumping jacks by the bag</p> | <p>Touch floor with both hands<br/>Hop three times<br/>Do arm circles with both arms</p> |

|                                    |  |
|------------------------------------|--|
| <p>Do bunny hop around the bag</p> | <p>With both hands:<br/>Touch toes<br/>Tough knees<br/>Tough head<br/>Try to tough the sky</p> |
| <p>Do sit-ups by the bag</p>       | <p>Do "the twist" by the bag</p>   |

## **Jump Rope Raps**

Instruct participants to turn to Jump Rope Raps. It contains raps for jumping rope.

1. Encourage participants to learn these raps and to use the jump rope at home.
2. Read aloud the raps on this sheet.
3. Tell participants that they will practice using the jump rope.

## **Jump Rope Raps**

My three cousins climbed a tree.  
How many leaves did they see?  
1-2-3-4-5-6-7-8...

I have a little basketball hoop by the lake.  
How many baskets can I make?  
1-2-3-4-5-6-7-8...

I like to play soccer with my sister and friend.  
We run and we jump and we twist and we bend.  
I run so fast that I almost soar.  
How many goals can I score?  
1-2-3-4-5-6-7-8...

My grandmother had lots of bread to make.  
How many loaves did she bake?  
1-2-3-4-5-6-7-8...



## Hiking Up the White Mountains

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

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

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

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

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

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

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

*Adapted from the PATHWAYS Project*

**"Ntene Bekah"<sup>3</sup>** (*Na-tin Bee-kad*) - **Back on the path.** (March in place with arms moving briskly!)

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

**"Ntene Bekah" - Back on the path.** (March in place with arms moving briskly!)

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

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

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

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

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

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

**Oh, my! It's "Shash"<sup>4</sup>** (Shush) - **BEAR!** (Turn and look into your binoculars again, then turn to the class and say)

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

---

<sup>3</sup> *Ntene Bekah (Na-tin Bee-kad) Apache phrase for getting back on the path*

<sup>4</sup> *Shash (Shush) A bear*

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

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

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

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

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

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

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

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

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

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

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

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

What a nice little walk in the woods!

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

E. Ask for volunteers to name the Body Cues they felt while they were on the hike.

*Adapted from the PATHWAYS Project*

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

**Warm Face**

**Breathing Harder**

**Faster Heartbeat**

**Sweating**

**Working Muscles**

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

## **Desert, River, Mountain Challenge**

- A. Announce to participants that they will now pretend to go on a journey through a desert, across a river, and then up a mountain.
1. Tell them this pretend journey will require them to do certain physical activities.
  2. Explain that they will pantomime (or act out) each action on their journey.
  3. State that they will first practice each physical action and then they will put all of the actions together.
- B. Instruct participants to stand behind their chairs and caution them to be careful not to bump into their desks or other participants.
1. Take out the six Desert Action Cards and hold up one at a time, read the action aloud, and then demonstrate that action while the participants follow along. (See the Desert, River, and Mountain Action Cards at the end of this week.)
  2. Optional: Choose two or three participants to stand at the front of the room to help you demonstrate each action.
  3. Follow the same procedure with the River Action Cards and the Mountain Action Cards.
- C. Tell participants they will now put all of the actions together by starting through the desert, across the river, and up the mountain.
1. Explain that when you hold up a card and read the action aloud, everyone should do that action together.
  2. Tell them to keep doing each action until you hold up a different card and read that action.
  3. Begin the actions with a Desert Card, next a River Card, and finally a Mountain Card.
  4. Repeat all of the action cards, as time permits.
- D. Ask participants to identify any **Body Cues** they may have felt while doing the physical actions.
- E. Congratulate participants on their active journey through the desert, across the river, and up the mountain.

## **Action Cards**

### **Desert Actions**

Skipping across the sand - skip - skip - skip!

Hopping from rock to rock –  
One - two - three!

Dodging a cactus here and there –  
Here and there - here and there!

Looking for water –  
On your right - on your left –  
On your right - on your left –  
On your right - on your left!

Chasing a road runner in a circle –  
Around - around – around!

Jumping high to touch the sky –  
Jump – jump - jump!

## **River Actions**

Swimming in the water - move those arms  
– One - two - three!

Wading through knee high water –  
Lift those knees - one - two - three!

Floating on your back - move those arms –  
One - two - three!

Jumping over stones - one foot at a time.  
One stone, another stone, another stone –  
Don't fall in!

Rowing a boat - row with those arms –  
Row - row - row!

Digging for worms with a shovel - dig and  
Throw the dirt - once - twice - three times!

## **Mountain Actions**

Climbing up the side of the mountain –  
Climb - climb - climb!

Leaping across streams in the mountain –  
Leap - leap - leap!

Take a deep breath and  
Look to the right and then to the left –  
Right then left - right then left!

Crawling on hands and feet  
Up a steep slope - crawl- crawl- crawl!!!

Smelling the roses on the right,  
Smelling the roses on the left.  
Smelling the roses on the right,  
Smelling the roses on the left.  
Smelling the roses on the right,  
Smelling the roses on the left.

Ducking under and climbing over tree  
Limbs - duck under - climb over - duck  
under!



# Skipping across the sand –

**Skip!**  
**Skip!**  
**Skip!**

# Hopping from rock to rock -

**Hop!**  
**Hop!**  
**Hop!**

**Dodging a cactus -**

**Here and there!**

**Here and there!**

**Here and there!**

**Looking for water -**

**On your right - on your left!**

**On your right - on your left!**

**On your right - on your left!**

**Jumping high to touch  
the sky -  
Jump!  
Jump!  
Jump!**

**Swimming in the water -  
move those arms!  
One!  
Two!  
Three!**

**Wading through knee high  
water - lift those knees**

**One!**

**Two!**

**Three!**

**Floating on your back -  
move those arms!  
One!  
Two!  
Three!**



**Jumping over stones -  
one foot at a time!**

**One stone!  
Another stone!  
Another stone!  
Another stone!**

**Don't fall in!**

**Rowing a boat -  
move with those arms!**

**Row!  
Row!  
Row!**

**Digging for worms  
with a shovel - dig and  
throw that dirt!**

**Dig!  
Dig!  
Dig!**

**Climbing up the side  
of the mountain -  
Climb!  
Climb!  
Climb!**

# Leaping across streams in the mountain -

**Leap!**  
**Leap!**  
**Leap!**

**Take a deep breath -**

**Look to the right - then left!**

**Look to the right - then left!**

**Look to the right - then left!**

**Crawling on hands and  
feet up a steep slope -**

**Crawl!  
Crawl!  
Crawl!**

**Smelling the roses and the lilies**

**Smell the roses on the right -**

**smell the lilies on the left!**

**Smell the roses on the right -**

**smell the lilies on the left!**



**Ducking under and  
climbing over tree limbs -**

*Adapted from the PATHWAYS Project*

**Duck under - climb over!  
Duck under - climb over!  
Duck under - climb over!**

## **Turn Around Game**

Use lively music to accompany this activity.

- A. Ask participants to stand with sufficient room between each other and caution not to bump other participants.
1. **Turn-Around Game**, begin the game with a slow pace in Part I and then increase the pace in Part II.
  2. Tell participants to look at you or other leader(s) who will demonstrate the action movements for **Part I**.
    - Clap your hands twice (demonstrate, cue: **Clap, Clap**).
    - Slap your thighs twice (demonstrate, cue: **Slap, Slap**).
    - Put your fists on top of each other and tap them twice on top and twice on bottom (demonstrate, cue: **Fist, Fist**).
    - Open up your left hand and tap that hand with your right fist twice (demonstrate, cue: **Open, Open**).
    - Open up your right hand and tap that hand with your left fist twice (demonstrate, cue: **Open, Open**).
    - Tap your left elbow twice with your right fist (demonstrate, cue: **Elbow, Elbow**).
    - Tap your right elbow twice with your left fist (demonstrate, cue: **Elbow, Elbow**).

**Now put these all together and do the first part with the leader calling out the cues:**

**CLAP-CLAP**

**SLAP-SLAP**

**FIST - FIST**

**OPEN -OPEN**

**ELBOW – ELBOW**

**Now, begin with PART II.**

- With your right arm, pretend you are twirling a lasso (rope) over your head for four rotations (demonstration, cue: **Lasso, 2, 3, 4**).
- Now with your left arm, pretend you are twirling a lasso (rope) over your head for four rotations (demonstration, cue: **Lasso, 2, 3, 4**).
- Pretend you are hitchhiking (seeking a ride), signal your wish with your right thumb, and move to the right four steps (demonstration, cue: **Hitchhike, 2, 3, 4**).
- Pretend you are hitchhiking (seeking a ride), signal your wish with your left thumb, and move to the left four steps (demonstration, cue: **Hitchhike, 2, 3, 4**).
- You got your ride, so you give the car a "cool wave," move to the right while waving in a cool fashion for four counts (demonstration, cue: **Cool Wave, 2, 3, 4**).
- Repeat in the other direction, with the left hand for four counts (demonstration, cue: **Cool Wave, 2, 3, 4**).
- Grab your hands together over your head in a victory grasp and shout Victory, Victory! (demonstration, cue: **Victory, Victory**).
- Catch a leaf in the air (grab at an imaginary leaf in the air), put it in your hand (place it in your hand), throw it to the floor, and jump over the imaginary leaf (demonstration, cue: **Catch a Leaf**).

**Now put these together and do this second part, with the leader calling out cues:**

**LASSO - 2, 3, 4**

**HITCHHIKE - 2, 3, 4**

**COOLWAVE - 2, 3, 4**

**VICTORY - VICTORY**

**CATCH A LEAF**

*Adapted from the PATHWAYS Project*

Once Part I and Part II have been demonstrated and the participants has gone through the exercise, put Part I and Part II together. This creates some energy in the room because most participants can't remember the sequence. As a progression, you can start out performing the exercise by standing, and build to jogging in place for an active exercise break.

- B. Introduce the total exercise by saying: **O.K. Now we'll put the two parts together. Do you think you can do them both? Let's see how we do! On the count of three, I want everyone to start by clapping their hands twice.**

**CLAP-CLAP**

**SLAP-SLAP**

**FIST - FIST**

**OPEN -OPEN**

**ELBOW - ELBOW**

**LASSO - 2, 3, 4**

**HITCHHIKE - 2, 3, 4**

**COOL WAVE - 2, 3, 4**

**VICTORY - VICTORY**

**CATCH A LEAF**

- C. Encourage participants to remember to do this game for exercise whenever they have time, such as during television commercials or if they have been sitting for awhile.
1. State that their Great-Great-Grandparents did a lot of exercise each day of their lives.

# **Turn - Around Game**

## **Part 1**

**Clap - Clap**

**Slap - Slap**

**Fist - Fist**

**Fist - Fist**

**Open - Open**

**Open - Open**

**Elbow - Elbow**

**Elbow - Elbow**

## **Part 2**

**Lasso - 2, 3, 4**

**Lasso - 2, 3, 4**

**Hitchhike - 2, 3, 4**

**Hitchhike - 2, 3, 4**

**Cool Wave - 2, 3, 4**

**Cool Wave - 2, 3, 4**

**Victory - Victory**

**Catch a Leaf**

## **Action Bingo**

You may want to arrange to do this active game in the gym or outside. To maintain safety levels, have participants use a crayon to mark their card instead of a pencil. Use music, a bell, or clapping your hands to signal the change of partners in this activity.

- A. Explain to participants that they will now get to feel some of their Body Cues by playing a special kind of **BINGO** with a partner.
- B. Distribute an **Action BINGO Card** to each participant.
  1. Explain that the object of this game is to do as many of the physical activities listed in the squares on their **Action BINGO Card**.
  2. Tell participants that they can choose to complete a row of squares that is vertical, horizontal, or diagonal.
  3. Read aloud (or ask participants to take turns reading aloud) the actions listed within the squares on the card.
- C. Have each participant pair up with another participant as a partner to do this activity.
- D. Move to an area for participants to play this active game, or arrange to use another area in the gym or outside the building.
- E. Instruct partners to listen carefully as you read aloud the directions for the **Action BINGO**:
  - Pick an action from one of the squares (like "Jumping Jacks").
  - Do the "Jumping Jacks" with your partner.
  - When you complete the action, sign your name with a crayon on each other's card inside the "Jumping Jacks" square. This shows that each of you did the activity.
  - When you hear the music stop (or the sound of a bell or clap of hands), find another partner.
  - With your new partner, decide on an action for both of you to do together.
  - Again, after you and your partner complete the activity, sign each other's card.

- The game will continue until everyone has signed a vertical, horizontal, or diagonal row on their card.
- **Optional:** Extend this activity by having participants play until they have completed all of the actions with different partners and have checked off all of the squares on their card.

F. Announce that participants should begin playing" **Action BINGO.**"

1. Monitor participants as they participate in this activity.

2. Join in, whenever possible, by participating with participants in the game.

G. Ask for a round of applause after all of the participants have filled in their card.

## Action Bingo

| B   | I   | N  | G   | O   |
|---|---|--|---|---|
| Jumping Jacks   | Line Push-ups   | Jog In place   | Bend knees,<br>Touch toes,<br>Jump up,<br>Reach for the Sky | Hop on One foot,<br>Then the Other foot                                   |
| Spread feet,<br>Twist body<br>Slowly from<br>Side to side | Hop In place  | Arm circles<br>Forward,<br>Arm circles<br>Backward                       | Side bends<br>on each side                                  | Jump rope<br>Without<br>The rope  |
| Do the Funky Chicken                                      | Ski jump<br>From side<br>To side                                | Say a<br>Tongue twister:<br>Pathways Pals<br>Perform perfect<br>Push-ups | Hop forward,<br>Back,<br>Left, right                        | Twist, twist,<br>Twist-from<br>Right to left<br>And then left<br>To right |
| Jump up<br>And click<br>Your heels                        | Smell the<br>Roses on<br>The right<br>And lilies<br>On the left | Balance on<br>One foot,<br>Circle your<br>Other foot;<br>Change feet     | Run<br>In place   | Jump, up<br>And down,<br>Flashing a<br>Victory sign                       |
| Jump with<br>Feet together;<br>Then apart                 | Mirror your<br>Partner's<br>Movement                            | March up<br>And down<br>And keep<br>Knees high                           | Bent leg<br>Sit-ups   | Cool waves<br>To the left,<br>Then to<br>The right                        |



## **Count Ten Game**

Count to be sure that there are ten bags. Five of them are labeled "A," and contain cards that have been numbered 1-10. The other five bags are labeled "B," and contain a card with a physical activity.

- A. Explain to participants that this is a lively activity to help them be physically active.
1. Divide the participants into five groups and tell each group to select two leaders.
  2. Have each leader take either "Bag A" or "Bag B," and then stand to the side of this bag in front of their group.
  3. Ask the leader next to bag "A" to draw a card with a number from 1-10, and the other leader beside bag "B" to draw a card with a physical activity written on it.
- B. Stress to participants that the card drawn from bag "A" indicates the number of times they will do the physical activity which has been drawn from bag "B." (See the Physical Activity and Number Cards.)
1. Ask each leader to tell their group what they drew from their bag.
  2. Have one leader demonstrate and then lead their group in doing the physical activity that was drawn while the other leader counts aloud the number of times to do the physical activity.
- C. Encourage participants to do these physical activities with their family at home or whenever they have been sitting and feel like moving around.

|  |   |
|--|---|
| <p><b>Do jumping<br/>Jacks</b></p>   | <p><b>Jog<br/>In place</b></p>  |
| <p><b>Bend your knees<br/>Touch your toes<br/>Jump back up<br/>Reach for the sky</b></p> | <p><b>Smell the roses<br/>To the right<br/>Smell the lilacs<br/>On the left</b></p> |
| <p><b>Do line<br/>Push-ups</b></p>   | <p><b>Do the<br/>Funky chicken</b></p>  |

|   |  |
|---|--|
| <p><b>Hop on<br/>One foot and<br/>Then the<br/>Other foot</b></p> | <p><b>Hop around<br/>The room</b></p>  |
| <p><b>Do sit-ups<br/>With<br/>Knees bent</b></p>                  | <p><b>March in place<br/>With your knees<br/>As high<br/>As possible</b></p> |
| <p><b>Do<br/>The twist</b></p>                                    | <p><b>Jump and<br/>Try to touch<br/>The ceiling</b></p>                      |

## **Jumping for Fitness Game**

Prior to this activity, place the **Jump Cards** in a paper bag. Have participants do each exercise for 30 seconds. When proficient, participants may increase their time to 45 seconds or more for each exercise.

- A. Have participants stand with sufficient room between other participants for this lively physical activity.
  - 1. Explain to participants that they will be doing various types of jumping exercises so they will need to have enough space so that they don't touch participants.
  - 2. Remind participants to feel their Body Cues as they do this exercise.
- B. Select a participant to draw a Jump Card from the paper bag that has been placed at the front of the room. (See the Jump Cards.)
  - 1. Tell participants that they will be doing each jump for thirty seconds.
  - 2. Explain that after they have learned the jump, the time will be increased to 45 seconds.
- C. Choose a participant to read the Jump Card and then demonstrate the exercise for the participants.
  - 1. Encourage all participants to respond by following the demonstrated activity with the participant.
  - 2. Allow participants to do their jumps for 30 seconds.
  - 3. Select additional participant(s) to draw a Jump Card from the paper bag and to demonstrate the activity.
  - 4. Continue until all the Jump Cards have been drawn from the bag.
- D. Put the Jump Cards back into the bag and repeat the game, **as time permits**, with participants increasing each exercise to 45 seconds or more.

|   |  |
|---|--|
| <p style="text-align: center;"><b>Jump Turns</b></p> <p>From a standing position, bend your knees and jump up and turn your body to the right. Use your arms to help you with the jump. Try to do four <math>\frac{1}{4}</math> turns and come back to starting position. Next try <math>\frac{1}{2}</math> turns; then <math>\frac{3}{4}</math> turns; and then full – all the way around – turns.</p> | <p style="text-align: center;"><b>Ski Jumps</b></p> <p>With feet together, jump from side to side, keeping knees bent. Then jump forward and back. Finish by jumping forward, left, back, right, in a square.</p>  |
| <p style="text-align: center;"><b>Jump Tucks</b></p> <p>Stand with arms raised to shoulder height in front of your body. Jump up, raising knees as high as you can in a tucked position. Try to touch arms with knees.</p>  | <p style="text-align: center;"><b>Straddle Jump</b></p> <p>Place feet together, arms at hips. Jump and move legs out to shoulder width (like a jumping jack without the arm movement). Jump again and move legs together. Jump out, jump together. Repeat.</p> |

|   |   |
|---|---|
| <p style="text-align: center;"><b>Frog Jump</b></p> <p>Start in squat position with knees bent and hands on floor. Jump up and move forward using arms and legs. You can make this fun by making frog sounds, "ribbit, ribbit, ribbit."</p>                               | <p style="text-align: center;"><b>Line Hop</b></p> <p>Play "Follow the Leader" around the room, by having student hop from side to side down an imaginary line. Change leaders (leader goes to end of line) every 30 seconds, next person in line takes over as leader.</p> |
| <p style="text-align: center;"><b>Imaginary Jump Rope</b></p> <p>Pretend you have a jump rope and are practicing for the World Championship. See how many jumps you can make without missing! 1, 2, 3, 4, 5, 6...etc. (Keep going until everyone runs out of energy.)</p> | <p style="text-align: center;"><b>Hop and Kick</b></p> <p>Hop on left foot and kick out right leg in front of your body. Hop on right foot and kick out left leg in front of your body. Continue to switch legs and kicks.</p>  |

## **All Aboard the Bumpityville Bus**

A. Explain to participants that they are going to take an exciting journey on a bus and will never have to leave the room.

1. Have participants get ready for this bus ride.
2. Tell participants to locate the steering wheel and the horn on it.
3. Ask participants if the name of the bus gives any clue about the ride ahead.

B. Tell participants that they will make some choices before they begin this exercise break.

1. Ask participants to determine who will be the driver for the bus and have that individual sit at the front of the room.
2. Have participants decide if they wish to make a turn to the left or to the right.
3. Have participants select an animal that they wish to put into this activity and insert that animal's name into the directions.

C. Demonstrate this activity for participants while encouraging them to use their imagination as they sit in their chair.

**Begin by Saying: "Who wants to go on a bus ride?"** Have participants raise hands.

**"OK, let's go to the bus stop and wait for a bus."** Do stationary walking in place.

Tap your heels and cross your arms, look at your watch, and say; **"This bus is really late! I wonder what bus is coming next."** Participants can make gestures like they have no idea, shrugging the shoulders, etc.

Look up and with big eyes and an excited expression say; **"Here comes the bus, it's the Bumpityville Bus. Get ready for the ride of a lifetime!"**

Designated participant says, **"Look, there is no bus driver. I guess we'll have to drive the bus ourselves! Let's put on our official bus driver hat and let everyone board the bus. Take your seat."** Everyone sits down. Grab the steering wheel. **Start your engines.** Yell out, **"All aboard who is going aboard the Bumpityville Express!"** Close the door of the bus with a wide sweeping gesture and begin to drive.

*Adapted from the PATHWAYS Project*

As you do the following verbal cues, the participants are to respond by moving about in their seat as they would if the bus ride were real (i.e., if this is a bumpy road, they bounce up and down in their chairs).

**"OK, we are heading out of town. Is everyone comfortable? OK! Look a dead end! Do we turn right to the nice smooth road** (make an exaggerated movement to the right, leaning over the side of your chair) **or do we turn left** (make an exaggerated movement to the left, leaning over the side of your chair) **onto the really bumpy, mysterious, awesome road???"** Let the participants answer.

**Turn right. Look ahead. "Oh! No! The road is closed. Have to do a u-turn so hold on. We have to go to the left."**

**"To the Left, Let's go!!"** Have the participants turn the big steering wheel several times to get the bus to go in the right direction. **"Look! The sign up ahead says this road goes to Bumpityville. What kind of name is that?"**

**"This road is getting bumpier and bumpier."** Keep jumping up and down in your chair, as you drive the bus. Participants should be right with you. **"Look out, a big pot hole, oh no!"** Spring into the air, come back down to your seat, and spring back into the air. Repeat a few more times. **"Wow! What a pot hole! Is everyone still with us? OK. Let's keep on going."** Keep jiggling in your seat as you pretend to drive.

**"Look! Up ahead, it's a big, huge (name of animal) in the middle of the road! Let's sound our horn and warn the (name of animal) to move! Honk, Honk!"** Make a motion with your arms, as if sounding the horn.

**"Uh-Oh, the (name of animal) is not moving. Quick! Turn the bus to the left. Turn, turn, turn."** Lean your body to the left while pretending to turn the steering wheel. **"Turn to the right! Turn, turn, turn!"** Lean now to the right. **"Turn to the left again! Turn, turn, turn!"** Again, lean to the left. **"Stop the bus!"** Put your feet out in front of you to pretend to stop the bus. **"Is everyone OK? Looks like we made it to Bumpityville, and Beatrice, the official (name of animal), is here to welcome us! Good Job!!!"**

D. Congratulate participants on the completion of this bumpy bus ride.

1. Repeat the bus ride, as time permits.
2. Choose another participant to be the bus driver for the next bus ride.





*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.

## **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.

### **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

Contributed by Freda Carpitcher, I.H.S./HPDP Oklahoma Area  
**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.

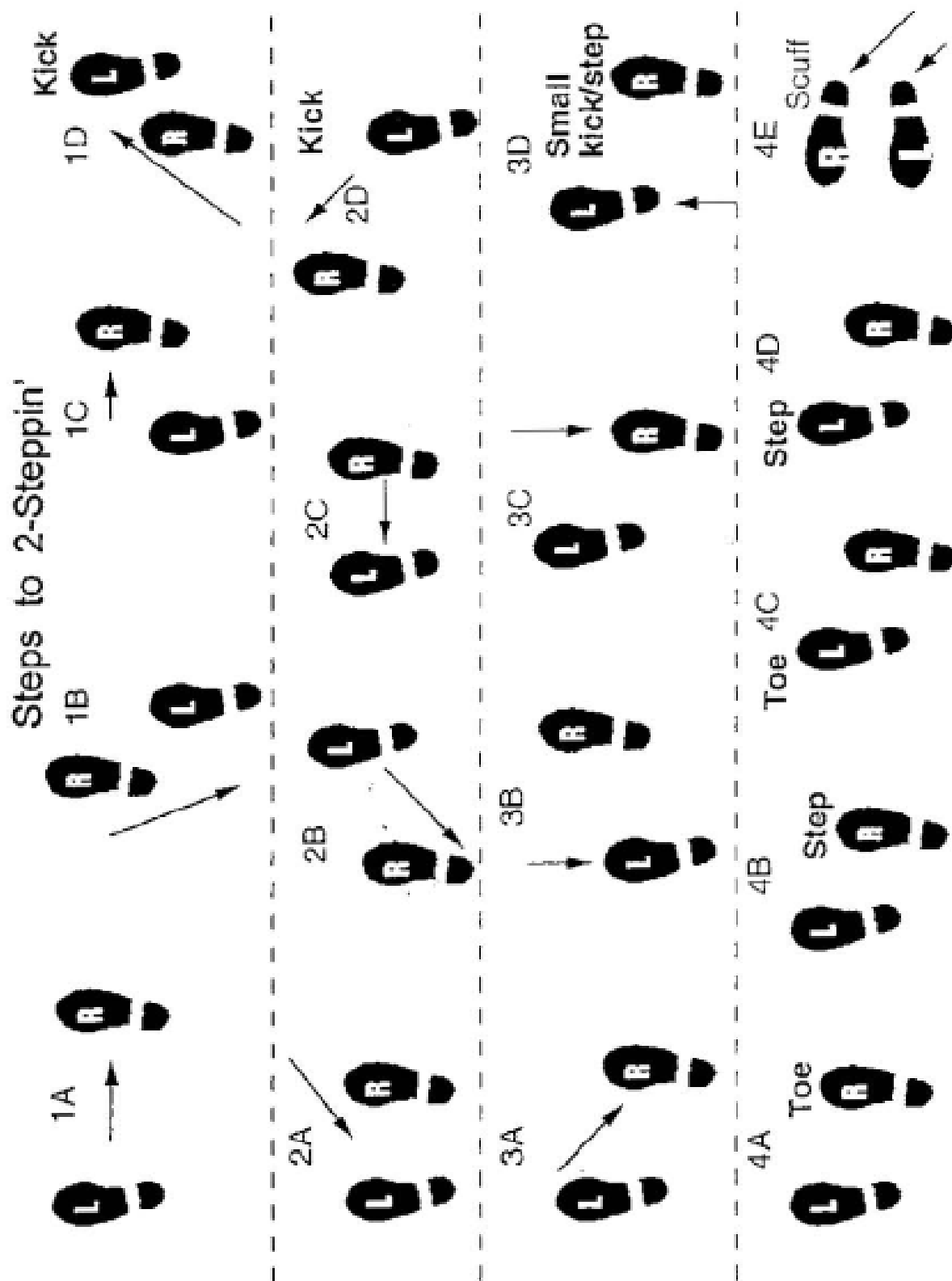
**SUGGESTION:** Animal Dances (see attached animal footprints attachment)

- 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.

Contributed by Freda Carpitcher, I.H.S./HPDP Oklahoma Area

- 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.

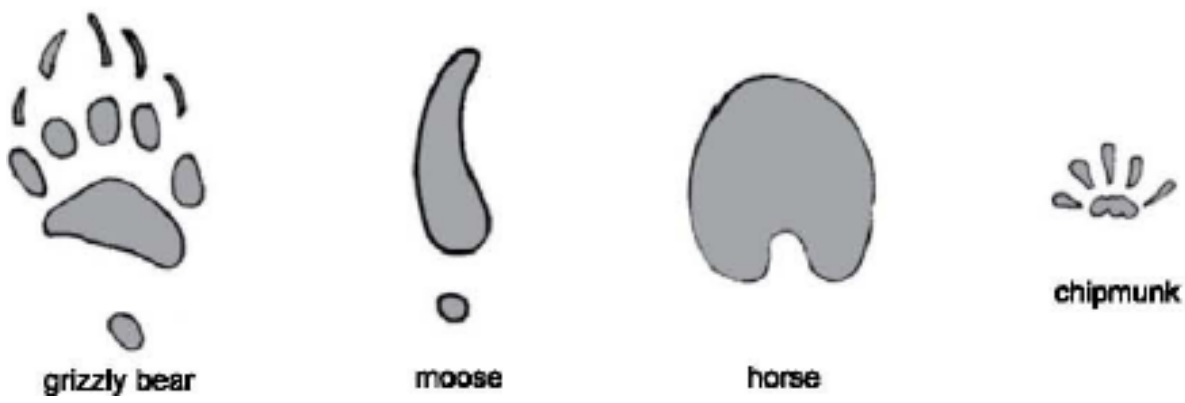
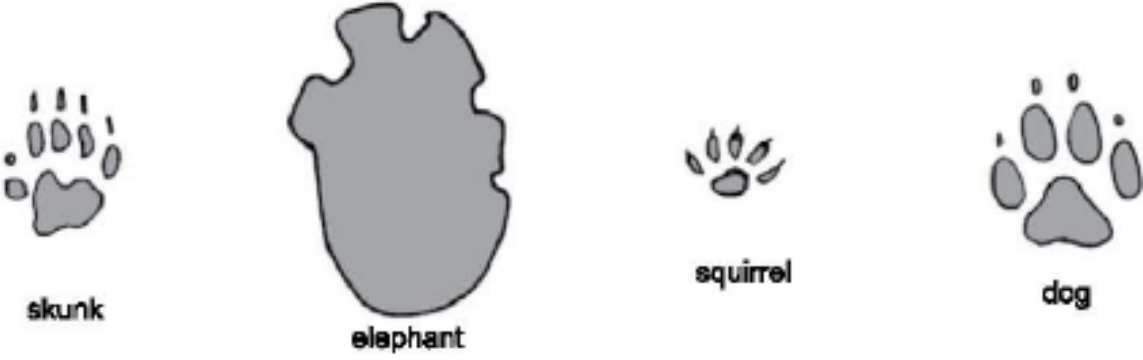
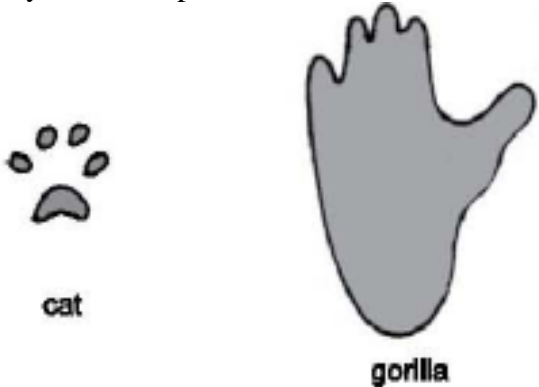
Ideally your group will develop steps and names for themselves. Here are some suggestions to get the group started.







# Footprints



## **Line Push-Ups In And Out Of School**

- A. Explain to participants that they will now do the Line Push-Ups. This will help them to review their body cues. Remind participants that "body cues" are hints or clues that give a message that they have been active.
1. Divide the class into partners for this activity. One person will count while the other person does the Line Push-Ups.
  2. Ask participants to find a line made by the flooring or floor tiles on the classroom floor, and if necessary, place a short strip of masking tape on the floor to make a line.
- B. Tell participants to put both hands and knees on the floor. The palms should be flat with the fingers extended. The line on the floor should be just above the extended fingers.

Give these commands:

- Move the right hand over the line and place it just above the line.
- Next, move the left hand above the line and place it beside the right hand.
- Move the right hand back to the starting position below the line.
- Now, move the left hand back to the starting position below the line.
- Continue to move the hands above the line, Right and then Left.
- Continue to move hands below the line, Right and then Left.

C. Establish a rhythm for this exercise by calling out these cues:

**UP**  
**UP**  
**DOWN**  
**DOWN**  
**UP**  
**UP**  
**DOWN**  
**DOWN**

- D. Have participants practice Line Push-Ups for 30 seconds, to 45 seconds, building to one minute. Once participants have accomplished their hand placements for Line Push-Ups, they can now use a push-up position and continue their arm movements. Encourage participants to practice on their own time and improve their scores.
- E. At the end of the exercise period, tell participants that this activity can help them to identify their body cues. Call on participants to identify each of the body cues they learned.
- Warm Face:** Your face feels warm because the physical activity you did caused your body's temperature to rise.
- Breathing Harder:** You are breathing harder because your body needs more oxygen for all of the muscles that you are using.
- Faster Heartbeat:** Your heart beats faster because it is pumping blood to all the muscles that you are using.
- Sweating:** You may begin to perspire or "sweat" because your body is hot. The "sweat" helps to cool down your body's temperature.
- Working Muscles:** You may feel your muscles moving because they are working to help you exercise.
- F. Congratulate participants on the completion of this physical activity.
1. Encourage them to do their Line Push-Ups at home for a fun activity to keep them active.
  2. Suggest to participants that a good time to do Line Push-Ups is while they are watching television.
- G. Remind participants to drink water whenever they become thirsty after doing their Line Pushups.

# Line Push-Ups

**Start:**



**Right up:**



**Left up:**



**Right down:**



**Left down:**



**... Repeat !**

### Partner Stand-Up

**Type of Activity:** Partner Activities

**Approximate Time:** 3-5 minutes

**Preparation:** Have the participants pair off by choice, or have them play “Back to Back” (exercise break) to find a partner.

**Instructions:**

1. Partners sit back to back with knees bent and elbows interlocked.
2. Try to stand up at the same time by pushing against each other's backs for support.

### Bottoms Up

**Type of Activity:** Partner Activities

**Approximate Time:** 3-5 minutes

**Preparation:** Have the participants pair off by choice, or have them play “Back to Back” (exercise break) to find a partner.

**Instructions:**

1. Partners sit down facing each other, and place the bottoms of their feet together (knees are bent and arms are on the ground behind the body for support).
2. Push against your partner's feet and try to lift your bottom off the ground!

## Bug Tug

**Type of Activity:** Partner Activities

**Approximate Time:** 3-5 minutes

**Preparation:** Have the participants pair off by choice, or have them play "Back to Back" (exercise break) to find a partner.

### Instructions:

1. Stand back to back with your legs wider than your shoulders.
2. Reach between your legs with both hands and grasp your partner's hands.
3. Take turns walking a few steps forward and then a few steps back without letting go of your partner's hands.

## Partner Sit-ups

**Type of Activity:** Partner Activities

**Approximate Time:** 3-10 minutes

**Preparation:** Have the participants pair off by choice, or have them play "Back to Back" (exercise break) to find a partner.

### Instructions:

1. One participant lies on his/her back with knees bent.
2. The other participant holds the partner's feet in place.
3. With hands crossed over chest, the participant lying down does a sit-up and touches elbows to the middle of bent knees, then returns to start position. Repeat.
4. Have each partner do 10 sit-ups, then switch; or ask participants to "see how many sit-ups you can do when the music is turned on. Partners count. Ready, go!"

**Flat Tire**

**Type of Activity:** Strength

**Approximate Time:** 1-3 minutes

**Preparation:** Be sure each participant has room to get in push-up position.

**Instructions:**

1. Start in a push-up position, and slowly lower yourself to the ground as you "let out your air" like a tire going flat.
2. If possible, return to start position by doing a push-up; or move to "hands and knees" and then to a push-up position.

**Knee Push-ups**

**Type of Activity:** Strength

**Approximate Time:** 1-3 minutes

**Preparation:** Be sure each participant has room to be in push-up position.

**Instructions:**

1. Try to do as many push-ups as possible on your knees.
2. Your body should be in a straight line from your knees to your head.

### Triceps Dip

**Type of Activity:** Strength

**Approximate Time:** 1-3 minutes

**Preparation:** Have participants sit on the floor.

**Instructions:**

1. Sitting on the floor, place your hands behind you with your fingers facing your feet.
2. Put all of your weight on your hands and your feet as you lift yourself up off the floor (stomach facing the ceiling).
3. Bend and straighten your elbow to raise and lower your body.
4. Keep your back straight.

### Power Punch

**Type of Activity:** Strength

**Approximate Time:** 1-2 minutes

**Preparation:** Have participants stand two arm's widths apart.

**Instructions:**

1. With arms raised in front of the body, make a fist with both hands.
2. Punch one fist in front of the body, and then the other. Repeat several times.

**Variation:**

Punch up in the air, and keep punching upward as your arm returns to the front of your body.



## Squat Thrusts

**Type of Activity:** Strength

**Approximate Time:** 1-5 minutes

**Preparation:** Have participants stand by their desks two arm's widths apart.

**Instructions:**

1. Start in a standing position.
2. Bend your knees and squat, putting both hands on the ground to support your body.
3. Thrust legs backwards until they are straight.
4. Push off both feet to a squat position (feet near hands).
5. Stand up; repeat.

## Chair Curl Ups

**Type of Activity:** Strength

**Approximate Time:** 1-3 minutes

**Preparation:** Have participants sit with enough room to straighten their legs. Have a partner hold the back of the chair to steady it.

**Instructions:**

1. Sit on the edge of your chair and hold onto the edges.
2. Extend both legs straight out to the floor.
3. Slowly curl your knees to your chest, and then extend them back out.

|                  |
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| <b>Blast Off</b> |
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**Type of Activity:** Strength

**Approximate Time:** 1-3 minutes

**Preparation:** Have participants stand an arm's width apart.

**Instructions:**

1. With feet together and knees bent, swing arms back and forth and jump up as high as you can!
2. Repeat several times. "Ready, Set, 5...4...3...2...1 - Blast Off!"

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| <b>Heel Lifts</b> |
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**Type of Activity:** Strength

**Approximate Time:** 1-2 minutes

**Preparation:** Have participants stand an arm's width apart.

**Instructions:**

1. Stand with your feet about 4 inches apart and your arms at your sides.
2. Lift your heels off the floor to stand on the balls of your feet. Hold for 2-3 seconds.
3. Lower heels slowly; repeat several times.

## Squats

**Type of Activity:** Strength

**Approximate Time:** 1-3 minutes

**Preparation:** Have participants stand an arm's width apart.

**Instructions:**

1. Stand with your hands on your hips, and your feet shoulder width apart.
2. Slowly bend your knees to a 90 degree angle as if sitting in a chair.
3. Then straighten your legs to a standing position.
4. Be sure to keep your back straight the whole time.

**Variation:**

Single Leg Squats - same as above, except that one leg is held out in front of the body with the knee bent. Hold on to the edge of a chair or desk to aid balance.

## Elevators

**Type of Activity:** Strength

**Approximate Time:** 1-3 minutes

**Preparation:** Have participants stand an arm's width apart.

**Instructions:**

1. With feet shoulder width apart, slowly bend at the hip and knee as if sitting on a chair.
2. Then slowly return to standing position.
3. Repeat.

## **Mirror Moving Game**

Prior to this activity, set up an audio media device with a variety of lively music.

- A. Explain to participants that they will do this physical activity with a partner and that they need to check their Body Cues following this activity.
1. Have participants find a partner and stand facing each other about two feet apart.
  2. Ask participants to limber up and relax so they can move in rhythm to the music.
  3. Tell participants that they will closely observe and follow the movements of their Pathways Goal Partner in this physical activity.
- B. Point out to participants that one partner is a Leader and the other partner is a Mirror.
1. Ask participants to place their hands upright and at shoulder height with their palms facing forward and about an inch from the other person's palms.
  2. Remind participants that they are facing each other as in looking into a mirror so they must be very watchful so that when the Leader does something, the person who is the "Mirror" will follow.
  3. Explain that their feet cannot move and that they must use just their hands and arms.
- C. Caution participants that this activity is not about trying to fake out each other by moving too fast. They need to build teamwork and communication by watching each other and letting one person be the Leader.
- D. Tell participants to do a practice in which the Leader will move their hands and arms and the Mirror reflects these movements.
1. Give a short period of practice without the music.
  2. Start the music, and tell the Leader to keep in rhythm to the music.
  3. Reverse the roles of the participants and repeat the process.

### **Optional:**

- Let Leaders and Mirrors travel around the room together.
- Have three participants on a team with two Mirrors to each Leader.

- Try different speeds of music.
- E. Have participants check their **Body Cues** and ask for a show of hands for those who have warm faces, faster heartbeat, muscles that feel tired and are sweating or breathing harder.
- F. Congratulate participants on their completion of this Mirror Movement game and encourage them to do this at home with their family.

## High and Low Stretches

**Type of Activity:** Stretches

**Approximate Time:** 1-2 minutes

### **Instructions:**

1. Tell participants that they will be doing some high, then some low, stretches. Participant leads the class.
2. Stand up on tiptoes and reach for the sky. Hold for count of 5, and then return to standing position. Repeat.
3. Bend the knees, squat, and put both hands on the floor in front of you. Keeping hands on floor, straighten legs as much as possible. Hold for count of 5, return to standing position. Repeat.
4. Repeat 2 and 3 above.

## Arm Circles

**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.

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| <b>Side Bends</b> |
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**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.

|                        |
|------------------------|
| <b>Shoulder Shrugs</b> |
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**Type of Activity:** Stretches

**Approximate Time:** 1-3 minutes

**Instructions:**

1. Shrug both shoulders up toward your ears, and then let them drop.
2. Repeat slowly approximately 5 times. Rest. Repeat.

|                 |
|-----------------|
| <b>Rag Doll</b> |
|-----------------|

**Type of Activity:** Stretches

**Approximate Time:** 1-3 minutes

**Instructions:**

1. Stand with your feet slightly apart, and knees slightly bent.
2. Slowly bend forward and reach for your toes.
3. Stay relaxed like a rag doll.
4. Repeat several times.

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| <b>Foot Circles</b> |
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**Type of Activity:** Stretches

**Approximate Time:** 1-2 minutes

**Instructions:**

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



## Forward Lunges

**Type of Activity:** Stretches

**Approximate Time:** 1-3 minutes

### Instructions:

1. Standing with your feet together step forward, bending your front knee.
2. Keep arms up and out to the side for balance.
3. Keep your back leg and your back straight.
4. Push off your front foot to original position.
5. Alternate front foot each time.

## Straddle Stretch

**Type of Activity:** Stretches

**Approximate Time:** 1-3 minutes

### Instructions:

1. Sit on the floor with legs in straddle position.
2. Bend the right knee, and touch the left leg with the right foot.
3. Keeping the left leg straight, slowly reach both hands toward your left foot.
4. Slowly return to the starting position. Repeat 5 times.
5. Straighten the right leg, and bend the left knee until the left foot touches the right leg.
6. Keeping the right leg straight, slowly reach both hands toward your right foot.
7. Slowly return to the starting position.

## Reach for the Sky

**Type of Activity:** Stretches

**Approximate Time:** 1-2 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!

## Trunk Twists

**Type of Activity:** Stretches

**Approximate Time:** 1-2 minutes

### **Instructions:**

1. Place feet shoulder width apart.
2. Raise your elbows up with your hands touching in front of chest.
3. Slowly twist your upper body at the waist from one side to the other.

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| <b>Combinations</b> |
|---------------------|

**Name of Activities:** Sit, Stand, Move! (movement break)  
Chair Curl Ups (strength break)

**Instructions:**

1. Lead the participants in the activities listed above.
2. After each trip around the chair, the participants can do curl ups, and then repeat.
3. In combination, these activities will take approximately 5 to 10 minutes.

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| <b>Combinations</b> |
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**Name of Activities:** Squats (strength break)  
Power Punch (strength break)  
Rag Doll (stretch break)

**Instructions:**

1. Lead the participants in the activities listed above.
2. The squats will work the participants' lower body; the punches will work the upper body; and the stretch will help them relax.
3. In combination, these activities will take approximately 5 minutes.

|                     |
|---------------------|
| <b>Combinations</b> |
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|                            |                                   |
|----------------------------|-----------------------------------|
| <b>Name of Activities:</b> | Triceps Dip (strength break)      |
|                            | Blast Off (strength break)        |
|                            | Reach for the Sky (stretch break) |

**Instructions:**

1. Lead the participants in the activities listed above.
2. The dips will work the participants' arms; the jumps will work the lower body; the stretch will help them relax.
3. In combination, these activities will take approximately 5 minutes.

|                     |
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| <b>Combinations</b> |
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|                            |                              |
|----------------------------|------------------------------|
| <b>Name of Activities:</b> | Arm Circles (stretch break)  |
|                            | Foot Circles (stretch break) |
|                            | Hop (movement)               |

**Instructions:**

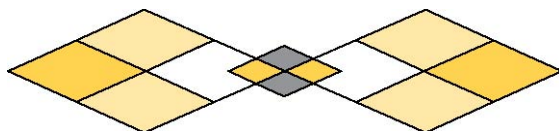
1. Lead the participants in the activities listed above.
2. In combination, these activities will take approximately 5 minutes





# PHYSICAL ACTIVITY KIT

*Young People  
Classroom Activities*







# Physical Activities

## Directions

**Draw a circle around each traditional physical activity that you have ever done.**

Horseback riding

Herding cattle

Hunting

Playing active outdoor games

Chopping wood

Dancing

Running

Cooking outside

Hoeing

Making a shade house

Stacking wood

Carrying wood

Herding sheep

Climbing

Carrying water

Walking

Fishing

Butchering animals for food

Building a shelter

Picking berries

Lifting and carrying

Gathering stick

# 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  
hackesack  
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

## ACKNOWLEDGEMENTS



**Pathways** was made possible through collaboration with seven indigenous nations and five universities. The study was made possible by grants from the National Heart, Lung, and Blood Institute in Bethesda, Maryland. We would like to express our deepest appreciation and sincere thanks to the students, parents, leaders, school staff/administration, and American Indian communities in the following locations:

Gila River Indian Community (Akimel O'odham)  
Tohono O'odham  
Nation, Navajo Nation (Dine)  
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>.



