



INDIGENOUS WISDOM: CENTURIES OF PUEBLO IMPACT IN NEW MEXICO

A Pueblo-Based Educational Curriculum • IndianPuebloEducation.org

Unit Plan Format:

Section A: Introductory Materials

Name: Treva Riley

Title of Unit: Wellness Through Running and Dancing

Content Area: Health and Wellness

Grade Levels: Middle School 6-8

Rationale: This unit focuses on Native running and dancing and how they are used for healing, prayer, and storytelling. At the core of the lessons is the importance of maintaining an active healthy lifestyle. The lessons are guided by four main components of wellness: mental, emotional, physical and spiritual. Wellness through running and dancing is a healthy expression of love and reverence for the land and for developing a strong disposition in life. The lessons presented in this unit plan provide opportunities for middle school students to acquire new knowledge through pedagogic activities and to engage in culturally relevant physical activities. Let's go!

Unit Goals:

1. The students will be able to describe the interrelationship of mental, emotional, physical and spiritual as major components of a Pueblo model of wellness.
2. The students will be able to identify and demonstrate strategies to manage stress through running and dancing.
3. The students will be able to utilize the four major components of wellness in making healthy decisions as middle school students.

Standards:

NM Health Education Standards—Grades 5-8	NASPE Standards
HE. 5-8. 1. 2. 2 HE. 5-8. 1. 2. 4 HE. 5-8. 1. 5. 2 HE. 5-8. 4. 1. 4 HE. 5-8. 5. 4. 1	Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns. Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Section B: Lesson Plan One

Title: What is Wellness?

Duration: 30-45 minutes

Grade Level: Middle School 6-8

Learning Objectives:

1. The students will be able to define wellness vocabulary and state its significance in healthy decision making.
2. The students will be able to distinguish among mental, emotional, physical and spiritual components of wellness.
3. The students will be able to create a personal wellness wheel and identify various activities to help achieve optimal health and wellness.

Prerequisite Skills and Knowledge:

1. Note-taking skills
2. Partner/group participation skills
3. Active listening and attention skills

Materials and Resources:

1. Handout #1: Wellness Vocabulary (words to know)
2. Handout #2: Create A Wellness Wheel
3. Pencil and eraser
4. Laptop and internet access: YouTube Old Town Road By Kidz Bop Kids (Laguna Physical Education)
<https://youtu.be/5ggq5C8saUY>
5. Colored pencils, crayons, or markers

Guiding Questions:

1. What is wellness and what does it mean to you?
2. What are the differences between mental, emotional, physical and spiritual wellness?
3. Why is wellness valuable and why is it important?
4. How do I achieve and maintain a healthy and balanced sense of wellness?

Core Values:

1. Love
2. Respect
3. Balance

Procedure:

1. Introduce the Lesson (2-3 minutes)

Script for teacher: *Good morning/afternoon class! Today, we are going to study and focus our attention on learning about four types of wellness: mental, emotional, physical, and spiritual. Each component is vital in helping us to live healthy and strong lives. In addition, we will learn how to handle stressful situations. We will define each component and look over a few examples to help us better understand what wellness is and what it means to you. Let's get started by standing up and joining me in a fun warm-up dance to get our bodies and brains working. Here we go!*

2. Warm-up Activity/Dance (3-5 minutes): Old Town Road By Kidz Bop Kids

<https://youtu.be/5qgq5C8saUY>

- a. **Video Description:** This video is provided by the Laguna Elementary/Middle School—Physical Education (PE) Department. During the year of COVID, PE was provided for their Laguna students through the use of YouTube videos. Check out more dances on their YouTube channel— <https://www.youtube.com/channel/UCHkmdNYJSAwLJ6i2HPR0HAQ>
- b. Ask students to position themselves at least one arm-length away from others. Remind students that this activity is a fun technique to prepare physically and mentally for the day. When dance is over, have students take their seats and get ready for learning.

3. Activity #1: What is “Wellness?”(15-20 minutes)

- a. Distribute *Handout #1: Wellness Vocabulary (Words to know)*
- b. On the handout, there will be two columns. In the right column, the students will write the definition of each vocabulary term. In the left column, the students will draw a picture that depicts the term. Note: Prior to lesson, write and define the words on the board or on flip chart paper for students to copy.
- c. Script: *There are many different types of wellness. In this activity, we will focus on mental, emotional, physical, and spiritual wellness. Each component of wellness is essential for our overall health and development. Many people believe that health is only accomplished by moving the body and through exercising. Although exercise and movement are crucial to living a healthy lifestyle, we also need to understand the power of our minds (mental), our emotions (feelings), and of our spirit (purpose). Each component is connected and contributes to our overall health and wellness. Let's begin by defining words to know for this unit.*
- d. Define “wellness,” “mental wellness,” “emotional wellness,” “physical wellness,” “spiritual wellness,” and “physical activity.”
 - i. Wellness is the state of being in good health, active pursuit of activities, choices and lifestyles.
 - ii. Mental wellness is being able to feel balanced, connected to others, and ready to meet life's challenges . It helps us to think, feel, connect, and function.
 - iii. Emotional wellness is the ability to successfully handle the stresses of life and the ability to adapt to change and difficult times.
 - iv. Physical wellness is the ability to listen and take proper care of your body for optimal health and functioning.

- v. Spiritual wellness is your life’s purpose, meaning, and understanding of values, beliefs, and morals that guide your actions.
- vi. Physical activity is any bodily movement that requires energy and this is carried out by skeletal muscles.

(Definition sources provided by: *Oxford Languages*, Fraser health, National Institutes of Health, University of New Hampshire, Better Up, and World Health Organization)

- e. Next, the students will focus on the left-hand column where they will create a picture that correlates with the definition. For example, take the word wellness: the state of being in good health; active pursuit of activities, choices and lifestyles. The student can draw a picture of himself or herself doing a particular sport, eating healthy foods, or an example of successfully completing an assignment in school. Drawing gives the student the opportunity to connect and further understand the vocabulary word(s) given.
- f. Have the students share their drawings with a side partner or a small group. Then, ask for student volunteers to share their works with the class or use a participation method of your choice.
- g. Ask questions: *What does wellness mean to you? How many components did we learn about in this activity? What are they? What is physical activity? What kind of activities do you like to do for fun and that help you stay healthy and well?* Note: You may list and track student answers on the board or on flip-chart paper. You may also create your own questions here.
- h. Collect student work.

4. Activity #2: Wellness Wheel (10-15 minutes)

- a. Distribute Handout #2: Create a Wellness Wheel.
- b. Script: *Great job defining our wellness vocabulary! You all did well. Our next and final activity for class today is to create a personal wellness wheel. Inside your wellness wheel you will find 4 sections labeled mental, emotional, physical, and spiritual. Inside each of the sections, you will draw images that represent each wellness section. Think about the different activities that you can do to help you grow in each component.* Note: Refer to your “Wellness Vocabulary handout” for help. Allow students to add color to their wellness wheel—provide colored pencils, crayons, or markers.
- c. Drawing examples:
 - i. Physical wellness: running, biking, basketball, hiking
 - ii. Spiritual wellness: meditation, prayer, journal writing, relaxation, yoga
 - iii. Emotional wellness: positive attitude, self-awareness, stress control
 - iv. Mental wellness: positive mindset, healthy choices, clear mind, focused, exploring new ideas
- d. Walk around the room and ask if anyone needs clarification or help.
- e. Reconvene to debrief in a class discussion. Ask students: *Does anyone want to share your wellness wheel? What is one part of this activity that stands out to you? Was this a challenging activity? Why or why not?*
- f. Collect student work and wrap up lesson.

5. **Wrap-Up** (2-3 minutes):

- a. Optional script for closure: *Wonderful job! Today, we defined various wellness vocabulary terms and we learned about the importance of each wellness component. Remember that each component of wellness is valuable and all are connected, essentially becoming “one.” Everything we do begins with a thought, followed by an emotion or a feeling, and is then acted upon with the use of our body through movement. The people of Laguna Pueblo recognize the importance of wellness and this is in a phrase that is embedded in their teachings: “one thought, one people.” The core values of love, respect, and caring are fundamental to wellness. Finally, don’t forget that each part of your body has an important function and purpose in the overall goal of achieving wellness (the state of being in good health; active pursuit of activities, choices and lifestyles). Tomorrow, we will continue to learn more about wellness through the value of “running.”*

Modifications:

1. Provide Closed Captioning for video.
2. Give students 1-2 step directions.
3. Timing accommodations: Take more time to complete a task; have extra time to process information and directions. oral
4. Peer coaching.
5. Check for understanding and clarification frequently.
6. Provide short movement breaks between transitions in the lesson.
7. Provide visual aids; use pictures or graphics.
8. Record lesson, instead of taking notes.
9. Be given an outline of the lesson.
10. Be given a list of written instructions.

Notes to Teacher: Prior to lesson, write and define the words on the board or on flip chart paper for students to copy. You may list and track student answers on the board or on flip-chart paper during whole-class discussions. Feel free to also create your own questions throughout the unit. When you get to the Wellness Wheel activity, refer to your “Wellness Vocabulary handout” for help. You can personally create your own prior to lesson and share with students.

Please be aware that certain objects, animals, or traditional ceremonies, may be sensitive for some children to speak about. This depends on each Pueblo’s traditional teachings. You can make the statement that assures students that if there is anything presented that is uncomfortable for them to please let you know. This is a sensitive area and students should be excused from writing or speaking of sensitive areas.

Handout #1: Wellness Vocabulary (Words to Know)

Name: _____

Date: _____

Vocabulary Word:

Picture:

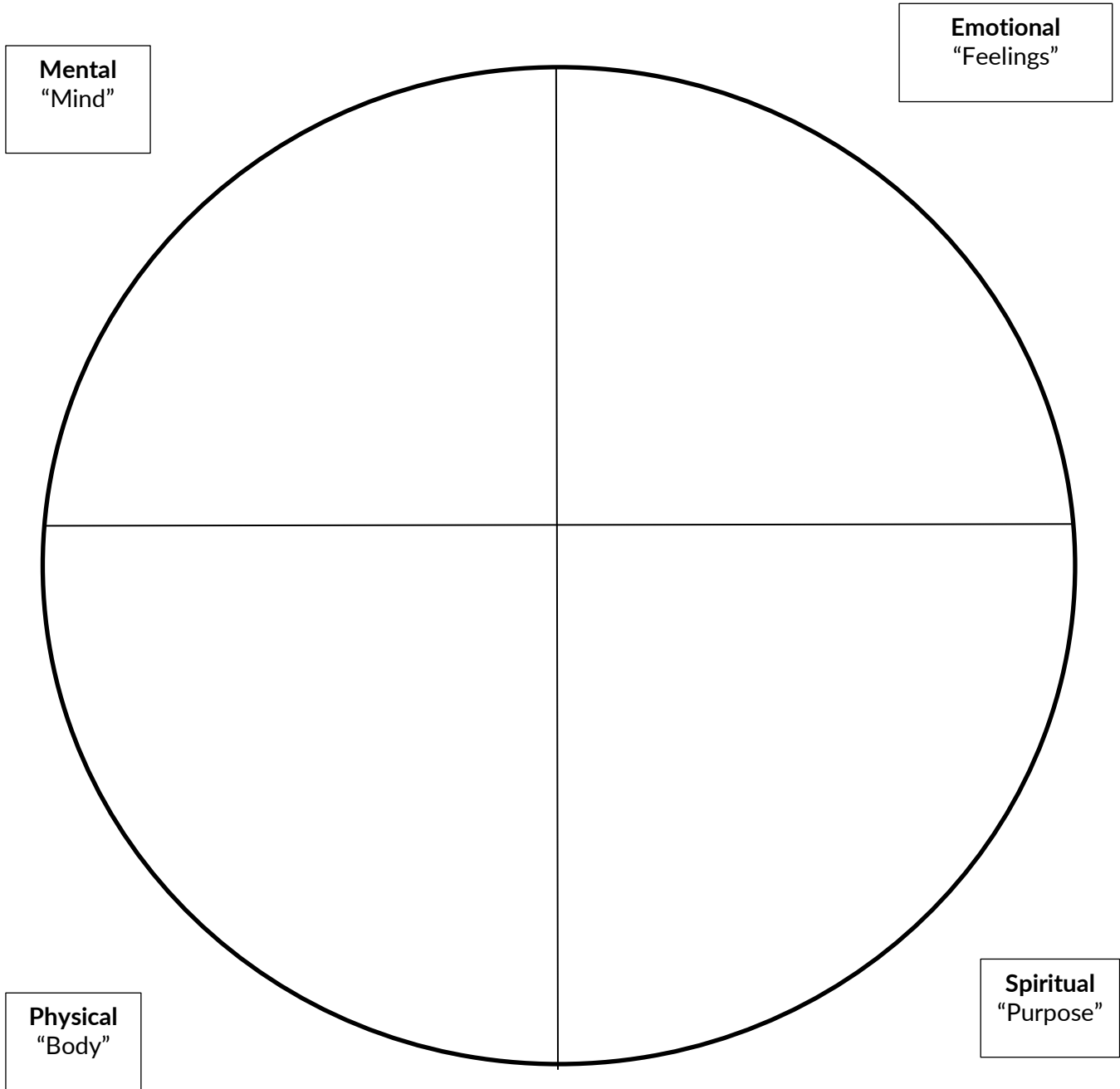
Wellness:	
Emotional wellness:	
Mental wellness:	
Physical wellness:	
Spiritual wellness:	
Physical activity:	

Handout #2: Create A Wellness Wheel

Name: _____

Date: _____

Directions: Based on the wellness vocabulary words we just learned, spend some time drawing various activities that you can do to help you achieve wellness in these areas. Have fun and be creative!



Section B: Lesson Plan Two

Title: Running for Wellness

Duration: 30-45 minutes

Grade Level: Middle School 6-8

Learning Objectives:

1. The students will complete a sequence of jumping jacks, overhead jacks, drop squats, and mountain climbers in a low-impact cardio warm-up.
2. The students will analyze the importance of running to Pueblo and Hopi People.
3. The students will draw connections between the four components of wellness to running.

Prerequisite Skills and Knowledge:

1. Note-taking skills
2. Group participation skills
3. Listening and providing feedback

Materials and Resources:

1. Pencil and eraser
2. Laptop and internet access—YouTube: Cardio | Daily Workout Challenge <https://youtu.be/nZ6hNfCrZnl>
3. Video #1: YouTube—Time to Hozho <https://youtu.be/WTWxLw57M68>
4. Video #2 (5-8 minutes): YouTube—Running is Tradition <https://youtu.be/BVbjHrj2jgc>
5. Handout #1: Running Native (Compare and contrast graphic organizer)

Guiding Questions:

1. What is the significance of running important to Pueblo and other Native peoples?
2. How do the components of wellness (mental, emotional, physical and spiritual) play a role in Native running?

Core Values:

1. Love
2. Respect
3. Compassion
4. Faith

Procedure:

1. **Instant Warm-up Activity** (5-8 minutes): Cardio | Daily Workout Challenge <https://youtu.be/nZ6hNfCrZnl>
 - a. Ask students to position themselves at least one arm-length away from others. Remind students that this activity is a fun technique to prepare physically and mentally for the day. When dance is over, have students take their seats and get ready for learning.

Video Description: In this video, Ms. Treva Riley, Physical Education teacher of Laguna

Elementary School will be performing low-impact cardio exercises to engage her students in daily physical activity. During the year of COVID she was challenged to create video content to reach her students via YouTube. Check out more daily exercises and workouts on their YouTube channel— <https://www.youtube.com/channel/UChkmdNYJSaWlJ6i2HPR0HAQ>

2. Introduce the Lesson (2-3 minutes).

- a. Script: *Good morning/afternoon class! Today, we are going to take a closer look at wellness through running. Running has an important role in the cultural traditions of Pueblo and other Native peoples. For most Native People including Pueblo People of the Southwest running is a form of prayer. In the late seventeenth century (1600s), running was important in the Pueblo Revolt of 1680. You probably learned about the Pueblo Revolt of 1680 in your social studies class. The runners in the Pueblo Revolt of 1680 had the important task of informing all of the Pueblo People about the plan to unite in their revolt against the Spanish missionaries and colonists. The runners began their journey at the Pueblo Nation of Taos and they made their ways to all of the pueblos southward delivering the message. Running was the only way that plans for the pueblo revolt could be delivered. Can you imagine running just to talk to your best friend who lives 20 miles away? The runners were strong and committed to carrying out the mission because they knew that the lives of their families and their people depended on them. Today, many Native peoples run for strength, endurance, thanksgiving, and for the wellness of others. Running is truly a way of life, a prayer of gratitude and a prayer of healing for the world. Let's learn more by watching a couple of videos.*
- b. Distribute Handout #1: Running Native (Compare and Contrast graphic organizer) and explain to the students that they will be using this graphic organizer to compare (how are they alike) and contrast (how are they different) two videos.
- c. Encourage students to take as many notes as they can on each of the two videos. The information they gather and record will be helpful when filling out the graphic organizer.

3. View video #1 (5-8 minutes): YouTube—Time to Hozho <https://youtu.be/WTWxLw57M68>

- a. Script to introduce the video: *In this video, Brandon Dugi, a member of the Navajo Nation, carries the tradition of running that his ancestors have taught them. He runs for strength, gratitude, and for resilience. His mission is to teach the younger generation that they can do it and that they can get out to the big world to show that they are still here.*
- b. After viewing the video, clip engage the class in a discussion by asking the questions below. Note: Watch video prior to lesson and create your own questions
 - i. *How does Brandon start off his morning?*
 - ii. *Why does he yell before he runs?*
 - iii. *What is his purpose?*
 - iv. *What does he want the younger generation to learn?*

4. Video #2 (5-8 minutes): YouTube—Running is Tradition <https://youtu.be/BVbjHrj2jgc>

- a. Script to introduce the video: *In this video, we will learn about Coach Rick Baker. He runs the cross-country program at Hopi High School located in Arizona. He is one of the most successful coaches in sports. His cross-country teams have won 27 consecutive state titles and is a source of pride for Coach*

Baker, the runners and the Hopi community. Coach Baker's biggest mission is to keep running alive and making sure every generation is aware of its significance to the Hopi people. Running is a tradition with a deep spiritual purpose. For centuries, Hopi runners carried messages to distant villages and ran to deliver prayers to bring rain. Baker ensures that his runners are aware of their history and he continues to encourage them to embrace their brotherhood and leadership.

- b. After viewing the video clip, engage the class in a discussion by asking the questions below. Note: Watch video prior to lesson and create your own questions.
 - i. How does Coach Baker view running?
 - ii. What do you think he wants his runners to learn by competing in cross-country?
 - iii. How has Hopi High School been so successful in running?
 - iv. What does the cross-country team represent or mean to the Hopi People?

5. Running Native graphic organizer (10-15 minutes)

- a. Have students work individually on this assignment.
- b. Begin by filling out the first box (compare)—How are they alike?
- c. Next, students will focus on Video #1: Time to Hozho and will explain and describe how it differs from Video #2: Running is Tradition.
- d. Lastly, students will focus on Video #2: Running is Tradition, and will explain and describe how it differs from Video #1: Time to Hozho.
- e. Walk around the room and ask if anyone needs help.
- f. Ask if anyone would like to share their thoughts with the class. Write students answers on the board or on flip chart paper if needed.
- g. Collect student work.

6. Wrap-up (2-3 minutes):

- a. Script: *Great job class! Today, we learned about what running means to the Hopi High School cross-country team and to Brandon Dugi of the Navajo Nation. We learned that Native running is not just a physical activity but it is a tradition and a way of life. Their ancestors have been running for centuries and have taught them to carry it on from generation to generation. It is a part of who they are, where they come from, and what they believe in. Running is central to their wellness which has made them strong physically, mentally, emotionally, and spiritually. They will continue to carry the message of strength, hope, faith, respect, and resilience through their running spirit. Tomorrow, we will learn about cultural dancing and how it has made an impact on Native people through movement and prayer.*

Modifications:

1. Provide Closed Captioning for video.
2. Give students 1-2 step directions.
3. Timing accommodations: Take more time to complete a task; have extra time to process oral information and directions.
5. Peer coaching.
6. Check for understanding and clarification frequently.
7. Provide short movement breaks between transitions in the lesson.

8. Provide visual aids; use pictures or graphics.
9. Record lesson, instead of taking notes.
10. Be given an outline of the lesson.
11. Be given a list of written instructions.

Notes to Teacher:

Watch both videos prior to lesson and create your own questions to include when checking for understanding. Here are other resources and articles you can use for teaching this lesson.

- a. The Pueblo Revolt of 1680 <https://newmexicohistory.org/2014/01/21/pueblo-runners-and-the-pueblo-revolt-1680/>
- b. Al Waquie (Pueblo of Jemez) <https://vault.si.com/vault/1988/02/15/harmony-on-high-al-waquie-a-pueblo-indian-who-finds-spiritual-peace-in-mountain-running-is-a-great-one-for-scaling-heights>
- c. Runners of Jemez—Jemez Pueblo: <https://www.jemezpuablo.org/about/runners-of-jemez/>
- d. Native Runner <https://www.youtube.com/watch?v=oW8Pj3MCTu8>

Please be aware that certain objects, animals, or traditional ceremonies, may be sensitive for some children to speak about. This depends on each Pueblo's traditional teachings. You can make the statement that assures students that if there is anything presented that is uncomfortable for them to please let you know. This is a sensitive area and students should be excused from writing or speaking of sensitive areas.

Handout #1: Running Native (Compare and Contrast graphic organizer)

Name: _____

Date: _____

Video #1: Time to Hozho

Video #2: Running is Tradition

Alike (Compare)—How are they alike?

Different (Contrast)—How are they different?



Reflection: What can you conclude about the two videos that are being compared and contrasted?

Section B: Lesson Plan Three

Title: Dancing for Wellness

Duration: 30-45 minutes

Grade Level: Middle School 6-8

Learning Objectives:

1. The students will participate in a low-impact dance warm-up at the beginning of class via YouTube video.
2. Students will reflect on their current thinking or new learning of dance and wellness by writing a short paragraph in response to a prompt.
3. Students will observe Pueblo and other Native dances and will write a one-pager summary/reflection on what they learned from the videos (Culminating Activity).

Prerequisite Skills and Knowledge:

1. Review wellness components
2. Basic writing and comprehension skills
3. Group participation skills

Materials and Resources:

1. Pencil and eraser
2. Laptop and internet access:
3. YouTube—Three Little Birds | By Bob Marley | Dance <https://youtu.be/Pl5mzZps9Yw>
4. Pueblo Dances (@ The Indian Pueblo Culture Center): <https://youtu.be/jY-ltnzTaeA>
5. Idle No More Flash Mob (Duration 5:54): <https://www.youtube.com/watch?v=Pzd9vt65ro>
6. Handout #1: Dance Quick Write
7. Handout #2: One-Pager Worksheet (Culminating Activity)
8. Handout #3: Creating a One-Pager Checklist (Culminating Activity)
9. Markers or colored pencils (Culminating Activity)

Guiding Questions:

1. How is dancing used to connect people to the land, animals, and to each other?
2. What core values and characteristics are demonstrated through dance?
3. How has dancing impacted the world in the past and how is it making an impact today?

Core Values:

1. Love
2. Respect
3. Compassion
4. Faith
5. Balance

Procedure:

1. **Warm-up Activity** (7 minutes): YouTube—Three Little Birds | By Bob Marley | Dance
<https://youtu.be/PI5mzZps9Yw>
 - a. Ask students to position themselves at least one arm-length away from others. Remind students that this activity is a fun technique to prepare physically and mentally for the day. When dance is over, have students take their seats and get ready for learning.
 - b. **Video Description:** In this video, Ms. Treva Riley and Ms. Katrina Riley, Physical Education teachers of Laguna Elementary School perform a low-impact dance to engage their students in daily physical activity. During the year of COVID she was challenged to create video content to reach her students via YouTube. Check out more daily exercises and workouts on their YouTube channel— <https://www.youtube.com/channel/UCHkmdNYJSAwLJ6i2HPR0HAQ>

2. **Introduce the Lesson** (2-3 minutes):
 - a. **Script for Teacher:** *Good morning/afternoon class! Today, we are going to learn about Pueblo and other Native dances and how it is used to as prayer and as a healing tool. Music and dancing is central to Pueblo cultural life. It is a way to connect to the land and to all living beings. Pueblo traditional teachings tell us that dancing and singing is a constant prayer for protection of the world. It is a grand celebration of life and each dance and song tells a story of the past and how all things came to be. With every beat of the drum and step or movement the dancer makes, they are mimicking the heartbeat of Mother Earth. Pueblo cultural dance and song give us hope, teaches us to have faith and puts all things back into balance and perspective. Let's watch a couple of videos and have a brief discussion on each. We will write a quick response to a prompt after viewing videos. Let's have fun and let's get started!*

3. **Activity #1: Observing Dances/Song** (10-15 minutes)
 - a. Ask students: *Have you ever seen traditional cultural dances at one of the Pueblos in New Mexico? Have you ever had an opportunity to participate or dance? This video, while it is brief, shows three dances presented at the Indian Pueblo Cultural Center in Albuquerque.*
 - b. Present video #1: Pueblo Dances at the Indian Pueblo Culture Center: <https://youtu.be/jY-ltnzTaeA>. Video Description: In this video, various Pueblo dances are being performed for the public at The Indian Pueblo Cultural Center.
 - c. Debrief and ask students:
 - a. *What three animals are honored in the dances? Why do you think the deer, eagle, and buffalo are honored in these dances?*
 - b. *Who was dancing? Who was drumming and singing?*
 - c. *What observations can you make about the attire of the dancers?*
 - d. Provide background on the purpose of the Hoop dance. Scrip: *According to Dennis Zotigh of the Kiowa Nation: "The hoop is symbolic of the never-ending circle of life. It has no beginning and no end. Many tribal groups across North America used the hoop in traditional healing ceremonies, and the hoop's significance enhances the embodiment of healing ceremonies. Tribal healers and holy men have long regarded the hoop as sacred and many have used it in their ceremonies. Visions and ailments were seen through some of these hoops by tribal holy men and women."*
<https://indiancountrytoday.com/archive/history-of-the-modern-hoop-dance>).

- e. Present second video. Idle No More Flash Mob WEM Hoop Dance Medicine. On January 13, 2013 Dallas Arcand, Lakota Tootoosie, and Sage Romero shared the hoop dance in support of the “Idle No More” movement among First Nations People of Canada.*
- f. Show video: Idle No More Flash Mob (Duration 5:54)
[https://www.youtube.com/watch?v= Pzd9vt65ro](https://www.youtube.com/watch?v=Pzd9vt65ro)
- g. Debrief and ask students:
 - i. *What did you see in the video?*
 - ii. *How are the hoops used in the dance?*
 - iii. *What kind of skills are needed to do the Hoop dance?*
 - iv. *Why do you think the hoop dancers wanted to show their support for the “Idle No More” movement through their songs and dances?*

* With roots in the Indigenous community, Idle No More began in November 2012 as a protest against the introduction of Bill C-45 by Stephen Harper’s Conservative government. Formally known as the Jobs and Growth Act, this omnibus legislation affected over 60 acts, including the Indian Act, Navigable Waters Protection Act and Environmental Assessment Act. Idle No More activists argued that the Act’s changes diminished the rights and authority of Indigenous communities while making it easier for governments and businesses to push through projects without strict environmental assessment. The movement quickly gained supporters from across Canada (and abroad), and grew to encompass environmental concerns and Indigenous rights more generally. Source: <https://www.thecanadianencyclopedia.ca/en/article/idle-no-more>

4. **Activity #2:** The Dance by Robert Mirabal Quick Write (5 minutes):

- a. Distribute Handout #1: The Dance Quick Write to students.
- b. Explain to the students that they will be provided lyrics from Taos Pueblo musician artist, Robert Mirabal’s song, *The Dance*. Have the students read the lyrics and have them write a response to the question: *Think about the two videos that you watched today. How do they inspire hope, love, and peace?*
(If there is time left in class, google “Robert Mirabal, The Dance, and YouTube” and show the video to the students.)
- c. Set the timer for 5 minutes and ask students to write quickly, without editing.
- d. Debrief responses, do random checks, and collect.

5. **Wrap-up** (2-3 minutes):

- a. Script: *Wonderful job! Today, we learned the importance of dance and how valuable it is to Pueblo and other Native peoples alike. We learned how dancing and singing tells stories of the people’s history and how dancing is used to heal on a mental, emotional, physical and spiritual level. Dancing brings the people, land, and all life-beings together. Running and dancing are a way of life and a way to celebrate each day granted to us—with peace, balance, faith, love and respect. They make way for the future and give us hope.*

Modifications:

1. Provide Closed Captioning for video.
2. Give students 1-2 step directions.
3. Timing accommodations: Take more time to complete a task; have extra time to process oral information and directions.
4. Peer coaching.
5. Check for understanding and clarification frequently.
6. Provide short movement breaks between transitions in the lesson.
7. Provide visual aids; use pictures or graphics.
8. Record lesson, instead of taking notes.
9. Be given an outline of the lesson.
10. Be given a list of written instructions.

Notes to Teacher:

Prior to teaching the lesson, prepare prompt(s) on the board ahead of time and watch the videos to generate your own questions to check for understanding. Research and include other types of dances from other Native cultures relevant to your location and school.

Please be aware that certain objects, animals, or traditional ceremonies, may be sensitive for some children to speak about. This depends on each Pueblo's traditional teachings. You can make the statement that assures students that if there is anything presented that is uncomfortable for them to please let you know. This is a sensitive area and students should be excused from writing or speaking of sensitive areas.

Handout #1: The Dance Quick Write

Name: _____

Date: _____

Topic/Prompt:

Robert Mirabal is a performing artist, musician, storyteller, father, and farmer from Taos Pueblo. Read the lyrics below and write a response to the question: Think about the two videos that you watched today. How do they inspire hope, love, and peace?

Lyrics:

When there is doubt, there is hope
When there is fear, there is love
When there is hate, there is peace
When there is suffering, there is the dance
A dance a dance a dance of hope
A dance a dance a dance of love
I dance a dance a dance of peace
I dance to dance I dance the dance

Culminating Activity: Summary/Reflection

Students will have the opportunity to create a 1-page reflection piece on Native running or Native dance.

The purpose of the reflection piece is to help the students demonstrate their unique understanding of the lesson of their choice. It is a tool to share perceptions among students and allows for assessment of lesson by the teacher.

Explain to the students to include:

1. Two or more notes they took from the video(s) that are important to them. Notes should be something that jumps out and paints a picture that illustrates their thinking of the topic. For example: “*Before Brian Dugi runs, he begins with a loud yell to let The Creator know he is up,*” or “*Hopi running is a way of life, it develops strength—mental strength, physical strength, and spiritual strength.*”
2. Students will then create a drawing that represents this saying or note. Students can also use magazine pictures or computer graphics. This should tie to the unit or lesson of study.
3. Include a personal response (i.e., comment, connection, interpretation).
4. Include a title (featuring the topic or lesson of study).
5. Fill the entire page. Use markers or colored pencils for the graphics and pictures
6. Have students check off the box as they complete each task. *Handout #2: Creating a One-Pager*
7. Display one-pagers throughout the room and have students walk around the room (gallery walk) to see how others represented the topic or lesson of study. You can have the students use sticky notes to provide and leave comments/feedback for a fellow peer.

Handout #2: One-Pager Worksheet

Name: _____

Date: _____

Topic/Lesson of Study:
Personal Statement: I believe...

Handout #3: Creating A One-Pager Checklist

Name: _____

Date: _____

Use this checklist to guide your One-Pager. Have fun!

Within the one-pager:	
<input type="checkbox"/>	Include first and last name.
<input type="checkbox"/>	Include topic or lesson of study.
<input type="checkbox"/>	Create a border that reflects the topic or lesson of study.
<input type="checkbox"/>	Display your reactions, interpretations, and connections to the topic or lesson of study.
<input type="checkbox"/>	Include visual images that have strong relationships to the lesson of study.
<input type="checkbox"/>	Support your selections from the artwork with a personal statement.
<input type="checkbox"/>	Begin your personal statement with, "I believe..."
<input type="checkbox"/>	Be colorful, neat, and creative. Nothing should be left in plain pencil.