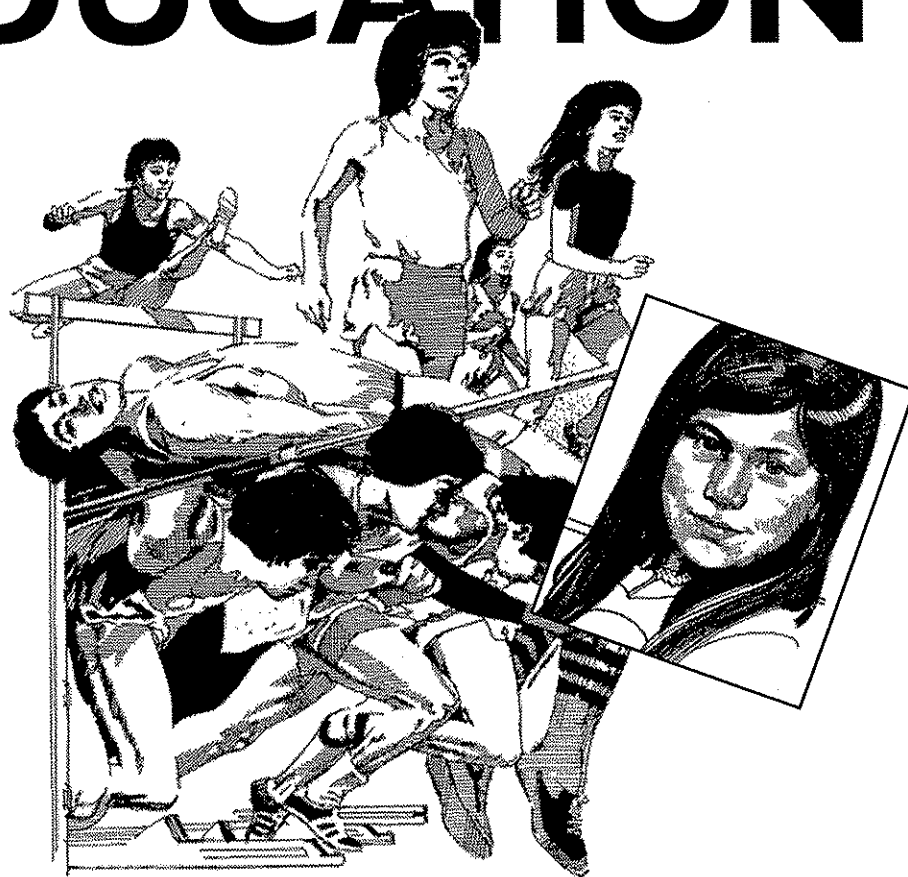


# ABORIGINAL PHYSICAL EDUCATION



**For Middle Years (Grades Six to Nine)**

**Submitted by:  
Rachel Desnomie**

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TEACHING MATERIALS  
*from the*  
STEWART RESOURCES CENTRE



To meet the need for instructional resources that incorporate Indian and Metis content and perspectives, teachers were invited to submit units, any subject K-12, in which Aboriginal content or resources were a focus. Twelve units were selected and the writers were invited to a two and a half day writing workshop sponsored jointly by the Department of Education and the Saskatchewan Teachers' Federation.

Teachers were assisted in their efforts to polish their units for publication by resource people from the Department, the STF, and Aboriginal Consultants from Regina, Saskatoon, and Northern Lights School Division.

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## THEME RATIONALE

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Physical fitness is a very important part of an individual's whole being. It is the traditional teachings of First Nations to have a balance of the four elements of an individual. These elements are; spiritual, emotional, mental, and physical. These areas must be adequately exercised and improved upon. It is the purpose of this unit to develop awareness of the four domains and to meet the physical needs of an individual as defined by the Saskatchewan Physical Education Curriculum. The lessons in this unit are appropriate for the grade six to nine levels.

Incorporating Aboriginal content will help student learning to be adventurous, informative, and enjoyable. Cross-cultural awareness will become more meaningful to the students through the activities and the lessons in this unit.

## SCOPE

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This unit focuses on the activity areas of the Physical Education Curriculum for the grades 6 to 9. One of the highlights of this unit is that all the activities originate with First Nations people. The focuses of the games are as follows: educational gymnastics - by stretching and limbering of the body; body control and focus; navigation - stars and constellations.

The Tipi teachings that originate from First Nations people relate to Life Management and Wellness developmental games and sports .

Suggested readings will provide helpful background reading for teachers. There are opportunities suggested for student input which will enhance the unit.

## INTRODUCTION

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Teacher preparation for this unit might include consideration of the importance of the four domains, student learning through interaction, and personal adaptation of the unit to fit each unique classroom situation. It is also important to understand the aboriginal content.

## FOUR DOMAINS

The principal idea of the medicine wheel is that an individual is a whole with four parts: mental, physical, emotional, and spiritual. For an individual to be complete or whole, all four components must be supported.

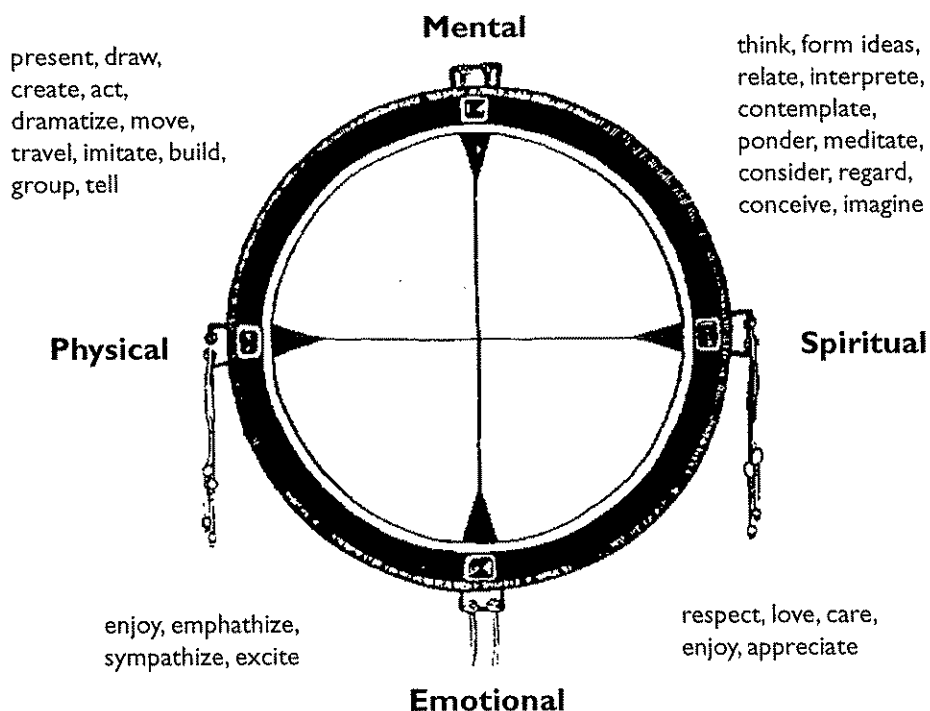
Bloom's Taxonomy recognizes the affective, cognitive, and physical domains. The spiritual component can be understood as the Personal and Social Values and Skills of the Common Essential Learnings.

The Saskatchewan Indian Culture Center (SICC) has a visual of Tipi Pole teachings with descriptions of what each pole of the tipi represents. This can be requested in advance by writing to the SICC. These are traditional values and beliefs of First Nations people. Some examples of these teachings are; kinship (family), respect, obedience, humility, sharing, thankfulness, and love. (See Appendix A)

## ADAPTATIONS

While it is important to adapt the objectives of the unit for each specific classroom, it is also vital to maintain the accuracy of the culturally specific information about the First Nations People.

These are some verbs that help writing and choosing objectives that support the students' development in the four domains.



## **FIRST NATIONS CONTENT: COMPETITION**

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In this unit there are activities originating from First Nations people. In the past stereotypes held that First Nations people were not competitive and spent all their time telling stories and hunting. However, there is some misconception about the competition among earlier First Nations. Competition was done in a manner of kinship as outlined in the Tipi. It was and still is everyone's responsibility to be the best at what ever gifts one may have. First Nations people would compete to be recognized as a great contributor to his or her community. Having individuals with special gifts and talents meant the community was wealthy. The competition was not done for individual recognition, that was just an added bonus to being a great contributor to the community. The traditional activities outlined in this unit were for the development of physical endurance, skills and abilities, and social relationships. It is best to use these games in the same or similiar manner as they were originally intended.

## **EVALUATION**

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It is important for students to be able to evaluate themselves and plan for better physical health, social interaction, and personal relationship development. The different sheets included in this unit are made to be adapted so that they are specific to situations, activities, and student interests as the teacher feels appropriate. For example, the Personal Health Plan could be modified into other forms of self contract for improvement. The Warm Fuzzies activities could be used all the time and the student could record compliments on a regular basis and validate them. There are many options: the imagination is the only limitation for adapting the worksheets.

The Self Evaluation and Journal Entry could also be used as a personal evaluation for time spent. Students could also use this sheet as a personal response to conversations or a situation that they may want to learn from.

## OVERVIEW OF UNIT OBJECTIVES

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### Learning Objectives

1. The students will display an understanding of performance cues related to springs, swings, landings, statics and locomotions.
2. The students will demonstrate the ability to monitor improvement and set personal performance goals.
3. The students will develop awareness of the potential of the natural environment for outdoor pursuits in all seasons.
4. The students will develop appreciation and respect for the natural environment.
5. The students will display self-confidence, self-sufficiency and individual initiative.
6. The students will explain and use new terminology related to physical fitness.
7. The students will demonstrate an understanding of how one's level of personal fitness is related overall well-being.
8. The students will demonstrate the ability to assess and apply acceptable training principles in designing personal programs to improve the health related components of cardio-respiratory efficiency, muscular strength and flexibility.
9. The students will demonstrate the ability to assess and apply acceptable answers to personal improvement in overall wellness by validating peer appreciation comments.
10. Students will demonstrate an understanding of the origin and history of games and sports as they relate to community and national cultures.

# EDUCATIONAL GYMNASTICS

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## Personal Space and Landings

### ACTIVITY ONE - One Hand Reach

#### Learning Objectives:

1. The students will display an understanding of performance cues related to springs, swings, landings, statics and locomotions.
2. The students will demonstrate the ability to monitor improvement and set personal performance goals.
3. The students will display an understanding of how these movement patterns and their performance cues are specifically related to educational gymnastics.

#### Activity Evaluation:

1. Anecdotal record keeping and discussions.
2. Self monitor form and journal entry.
3. Discussion and journal entry.

#### Instructional Approach Used:

Indirect Instruction:.....	Discovery
Interactive Instruction:.....	Brainstorming Guided Discussion Open Discussion
Direct:.....	Drill and Practice

#### Activity:

A target is placed above the player who in turn will try to reach as high as possible towards the target. The player's reach will be recorded and after each successful reach the target will be raised. The player works towards reaching a position where his total body is balanced over one hand, parallel to the floor.

#### Indian, Metis, Inuit Content:

Presentation to the students that this activity is played in, and comes from the North. Aboriginal First

Nations of the Territories and elsewhere play competitively this activity that involves very little personal space and a lot of endurance. This activity requires muscular coordination, skill, and balance. Landing is specific in that the individual must maintain balance and grace throughout the whole activity.

**CELS Involved:**

Critical and Creative Thinking

Personal and Social Values and Skills

Technological Literacy

Communications Skills

**Materials and Resources:**

Measuring tool and observer

Journal books

Gymnastics mat

See Appendix I

## **ACTIVITY TWO - The Eagle**

### **Learning Objectives:**

1. Students will demonstrate perseverance, self-confidence, and individual initiative.
2. The students will demonstrate the ability to monitor improvement and set personal performance goals.
3. The students will display an understanding of how these movement patterns and their performance cues are specifically related to educational gymnastics.

### **Activity Evaluation:**

1. Self monitor form and class/peer discussions.
2. Self monitor form and journal entry.
3. Discussion and journal entry.

### **Instructional Approach Used:**

Indirect Instruction: .....	Discovery
Interactive Instruction: .....	Guided Discussion Open Discussions Cooperative Groups or Teams
Direct: .....	Drill and Practice

### **Activity:**

A group of four will take turns picking up a peer and carrying him around a designated area. The individual who is being carried will maintain a rigid body while being carried. The individual who maintains this rigid position the longest is the winner. Grace and a rigid body are the focus for this activity.

### **Indian, Metis, Inuit Content:**

Aboriginal Nations of the North participate in this physically demanding activity. This activity is so demanding that each player is only allowed one attempt. The skills and abilities such as endurance and self-control are improved through participation of this activity.

**CELEs Involved:**

Critical and Creative Thinking

Personal and Social Values and Skills

Numeracy

Communications

**Materials and Resources:**

Measuring tool

Journal books

Three participants to aide competitor

Gymnastics mat

## **ACTIVITY THREE - One Foot High Kick**

### **Learning Objectives:**

1. The students will display an understanding of performance cues related to springs, swings, landings, statics and locomotions.
2. The students will demonstrate the ability to monitor improvement and set personal performance goals.
3. The students will display an understanding of how these movement patterns and their performance cues are specifically related to educational gymnastics.

### **Activity Evaluation:**

1. Anecdotal record keeping and discussions.
2. Self monitor form and journal entry.
3. Discussion and journal entry.

### **Instructional Approach Used:**

Indirect Instruction:.....	Discovery
Interactive Instruction:.....	Guided Discussion Open Discussions Cooperative Groups or Teams
Direct:.....	Drill and Practice

### **Activity:**

A target is placed above the participant. It is the objective of the participant to kick the target. The participant will kick off with both feet. Then participant will kick the target with one foot and land on the same foot that kicked the target. The players are allowed three attempts at each height. The individual who kicks the highest successfully is the winner.

### **Indian, Metis, Inuit Content:**

It is a desired skill with the Aboriginal nations to possess the endurance required for this activity. This activity requires great strength, balance and determination.

**CELEs Involved:**

Critical and Creative Thinking

Personal and Social Values and Skills

Technological Literacy

Communications Skills

**Materials and Resources:**

Measuring tool

Observer

Journal books

Gymnastics mat

See Appendix I

# OUTDOOR PURSUITS

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## NAVIGATION

### Activity Four - Constellations

#### Learning Objectives:

1. The students will develop awareness of the potential of the natural environment for outdoor pursuits in all seasons.
2. The students will develop appreciation and respect for the natural environment.
3. The students will display self-confidence, self-sufficiency and individual initiative.

#### Activity Evaluation:

1. Anecdotal record keeping and individual work submissions.
2. Journal entry and class discussions.
3. Discussion and journal entry.

#### Instructional Approach Used:

Indirect Instruction:.....	Discovery
Interactive Instruction:.....	Brainstorming Guided Discussion Open Discussions
Direct:.....	Drill and Practice
Experiential Instruction:.....	Field Trips Field Observations Model Building

#### Activity:

Ask the students to locate major constellations and know the difference between a star and a planet as homework. Legends of constellations would be a good set or introduction for this activity. Have the students gather books of stories and myths in regard to constellations, and star maps. Students will then map out the constellations in a notebook, in a field with pylons or rocks. The closure to this activity would be individual practice and comparison of traditional and contemporary navigation.

## **Indian, Metis, Inuit Content:**

Long ago there was not the use of equipment such as compasses, however there was a just as reliable medium of navigation — constellations. Teachers should teach students the awareness and usefulness of constellations in regard to navigation, the Aboriginal traditional way of the Mayans.

## **CELS Involved:**

Numeracy

Critical and Creative Thinking

Personal and Social Values and Skills

Technological Literacy

Communication

## **Materials and Resources:**

Measuring tools, journal books

Homework sheets of constellations - see page \_\_\_\_\_

Playground field

Caduto, Michael & Joseph Bruchac. *Keepers of the Earth*. Saskatoon: Fifth House Publishers, 1989.

*Sky News* - Magazine

# FITNESS

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## LIFE MANAGEMENT AND WELLNESS ACTIVITY FIVE - Strength

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### Learning Objectives:

1. The students will explain and use new terminology related to physical fitness.
2. The students will demonstrate an understanding of how one's level of personal fitness is related overall well-being.
3. The students will demonstrate the ability to assess and apply acceptable training principles in designing personal programs to improve the health related components of cardio-respiratory efficiency, muscular strength and flexibility.

### Activity Evaluation:

1. Anecdotal record keeping.
2. Self monitor form and journal entry.
3. Discussion journal entry and talking circle.

### Instructional Approach Used:

Indirect Instruction: .....	Discovery
Interactive Instruction: .....	Brainstorming
	Guided Discussion
	Open Discussions

### Activity:

Discuss as a class, the different qualities an individual must have that show strength. The set for this activity would be to introduce an individual that has modeled great physical as well as mental, emotional or spiritual strength. This individual can be from the community or individuals such as Tom Longboat or Paul Acoose from the book *To Run With Longboat* by Brenda Zeman, GMS Ventures Inc.: Edmonton, 1988.

**Indian, Metis, Inuit Content:**

Along with learning about personal skills and abilities, the students should also learn about personal values and beliefs portrayed through First Nation individuals.

**CEs Involved:**

Critical and Creative Thinking

Personal and Social Values and Skills

Technological Literacy

Communication

**Materials and Resources:**

Journal books

The book *To Run With Longboat*

## **ACTIVITY SIX - Thankfulness**

### **Learning Objectives:**

1. The students will explain and use new terminology related to individual appreciation.
2. The students will demonstrate an understanding of how one's level of personal individuality is related to overall well-being.
3. The students will demonstrate the ability to assess and apply acceptable answers to personal improvement in overall wellness by validating peer appreciation comments.

### **Activity Evaluation:**

1. Journal entry.
2. Self monitor form, journal entry, and warm fuzzies.
3. Talking circle, journal entry, and validation assignment.

### **Instructional Approach Used:**

Indirect Instruction:.....	Discovery
Interactive Instruction:.....	Brainstorming
	Guided Discussion
	Open Discussions
Direct:.....	Drill and Practice

### **Activity:**

The set for this activity entails a thorough class discussion about being thankful. Focus the discussion towards being thankful, accepting and trusting of peer comments. After this discussion, each student will be handed ten Post Its on which they will record comments of thankfulness. These comments of thankfulness will be directed to their peers. After writing comments, the Post It will be stuck on the back of the peer referred to. The students will then take the Post Its off their backs and read these comments. In their journal books they will validate and accept each comment written about them.

### **Indian, Metis, Inuit Content:**

Students have to self-evaluate themselves and be able to accept recognized skills and abilities that are appreciated within their own circle of peers. This is a good activity in boosting and building positive self-esteem. This activity will also aid Aboriginal students to be positively accepted in their school setting.

**CELEs Involved:**

Critical and Creative Thinking

Personal and Social Values and Skills

Technological Literacy

Communication

**Materials and Resources:**

Post Its and pens

Journal books

A large room free of tables and chairs

## **ACTIVITY SEVEN - Cleanliness**

### **Learning Objectives:**

1. The students will explain and use new terminology related to physical fitness.
2. The students will demonstrate an understanding of how one's level of personal fitness is related overall well-being.
3. The students will demonstrate the ability to assess and apply acceptable training principles in designing personal programs to improve the health related components.

### **Activity Evaluation:**

1. Anecdotal record keeping and discussions.
2. Self monitor form and journal entry.
3. Personal health plans and domain goal sheets.

### **Instructional Approach Used:**

Indirect Instruction:.....	Discovery
Interactive Instruction:.....	Brainstorming Guided Discussion Open Discussions
Direct:.....	Worksheet

### **Activity:**

The students will be able to work on a worksheet after discussion about personal health plan and goals. The students will in groups of three or four discuss current health activities and decide if there should be a change to support positive life management and wellness lifestyle. Then individually the students will take the discussed information and formulate their own personal health plan.

### **Indian, Metis, Inuit Content:**

It is traditional teachings that all areas of a being include four domains - spiritual, mental, physical, and emotional. In order for good health, an individual must be able to evaluate personal health and make adaptations to support a healthy lifestyle.

**CELS Involved:**

Critical and Creative Thinking

Personal and Social Values and Skills

Technological Literacy

Communication

**Materials and Resources:**

Personal health plans and domain goal sheet

Journal books

# DEVELOPMENTAL GAMES AND SPORTS

## ACTIVITY EIGHT – Pin Guard

### Learning Objectives:

- 1. The students will explain and demonstrate basic movement patterns and performance cues related to games and sports.
- 2. Students will demonstrate an understanding of the origin and history of games and sports as they relate to community and national cultures.
- 3. Students will display increased self-confidence, self-sufficiency and individual initiative.

### Activity Evaluation:

- 1. Mini Quiz and anecdotal record keeping.
- 2. Discussion and journal entry.
- 3. Self monitor form and journal entry.

### Instructional Approach Used:

Indirect Instruction:.....	Discovery
Interactive Instruction:.....	Brainstorming Guided Discussion Open Discussions
Direct:.....	Drill and Practice

### Activity:

This game is played in a gymnasium or a field about 30 feet by 70 feet. There are six bowling pins set at each end of the field. The object of this game is to roll a ball to knock down the opposing team's pins. Players can hit opponents with the ball. Once hit the player sits out till the person who hit them is hit. Players can not cross over to the other team's side. Play is continued till one team knocks all their opponents' pins down. History about this game can be given for quizzing later. Also students should be aware that sending, evading, receiving, and locomotion skills will be evaluated. This developmental game can be used as a lead up to dodge ball.

**Indian, Metis, Inuit Content:**

History about this game can be read in the book cited below. Students should also remember to practice positive social values and skills. Games, such as this, were means of teaching social skills and values.

**CELEs Involved:**

Critical and Creative Thinking

Personal and Social Values and Skills

Technological Literacy

Communication

**Materials and Resources:**

Gilliland, Hap. *Teaching the Native American*. Dubuque, Iowa: Kendall/Hunt Publishing Company. 1988.

12 bowling pins or pylons

See Appendix I

## ACTIVITY NINE – Dodge Ball

### Learning Objectives:

1. The students will explain and demonstrate basic movement patterns and performance cues related to games and sports.
2. Students will demonstrate an understanding of the origin and history of games and sports as they relate to community and national cultures.
3. Students will display increased self-confidence, self-sufficiency and individual initiative.

### Activity Evaluation:

1. Mini-quiz, journal record entry, and anecdotal record keeping.
2. Journal entry and worksheet.
3. Discussion and self-evaluation.

### Instructional Approach Used:

Indirect Instruction: .....	Discovery
Interactive Instruction: .....	Brainstorming Guided Discussion Open Discussions
Direct: .....	Drill and Practice

### Activity:

This game should begin with rules and prior knowledge in regard to history and goals of the game and student self-evaluation. This game is played by developing sending, receiving, evading and locomotions skills. The students will have a batter who will toss up a ball and bat it with a wooden stick. The eight field players would catch the ball and throw it at the batter. The batter will try to dodge the ball while staying inside a four foot diameter circle. The batter would trade places with the fielder who successfully hit him.

### Indian, Metis, Inuit Content:

It is good to compare games of long ago to games played today, and discover how they vary around the world. This awareness of traditional games that Aboriginal people play would promote a familiar understanding between cultures.

**CELS Involved:**

Critical and Creative Thinking

Personal and Social Values and Skills

Technological Literacy

Communications

**Materials and Resources:**

Gilliland, Hap. *Teaching the Native American*. Dubuque, Iowa: Kendall/Hunt Publishing Company. 1988.

Bat and large ball

See Appendix I

## APPENDIX A

### PREREQUISITE SKILLS AND ASSESSING READINESS

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

	YES	SOME	NO
Are students aware of the different physical education patterns (sending, evading, receiving, and locomotion)?			
Are students at the point in their personal development where they appreciate and value learning about other cultures?			
Are students physically able to participate in physical activities that are strenuous?			
Are students able to evaluate themselves honestly and purposefully?			
Are students able to participate in Talking Circles in a non-judgmental manner, non-interruptive, and able to openly share with peers?			
Other comments or observations:			
Other comments or observations:			

## APPENDIX B

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### SELF EVALUATION WORKSHEET OR JOURNAL ENTRY

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Description: (Description of the event or discussion)

Impact: (Describe the impact this event has had on you. Include the emotions, physical difficulties or successes, thoughts you had, and how your values or beliefs may have changed or been challenged.)

Intent: (Describe what you plan on doing, changing, or practicing from this activity.)

# APPENDIX C

## LIFE MANAGEMENT AND WELLNESS ASSIGNMENT

Name: \_\_\_\_\_ Date: \_\_\_\_\_

List the warm fuzzies you have received and state “I” statements about why these statements are true about you. For example:

Warm Fussy Statement	Validation Statement
I am thankful for you because you are always smiling and this makes me feel good.	I smile because it makes me feel good and I was taught to be polite and friendly.

## APPENDIX D

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### MINI QUIZ OF BASIC MOVEMENT PATTERNS OR PERFORMANCE CUES

Name: \_\_\_\_\_

1. The sending pattern involves what types of actions within games and sports?

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

When and where did you practice these movements (list games we played as a class/groups).

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

2. The receiving pattern involves what types of actions within games and sports?

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

When and where did you practice these movements (list games we played as a class/groups).

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

3. Evading Pattern involves what types of movements?

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

When and where did you practice these movements (list games we played as a class/group)

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

4. List one other basic movement pattern that was discussed and when and where you practiced this pattern.

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

5. What have you learned through practice and participation of these activities about performance cues?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# APPENDIX E

## PERSONAL PHYSICAL HEALTH PLAN

Name: \_\_\_\_\_ Date: \_\_\_\_\_

<p><b>Physical/Abilities of Body</b></p> <p>Things that I am good at:</p> <p>1.</p> <p>2.</p> <p>Things that I need to work on:</p> <p>1.</p> <p>2.</p> <p>Goal</p> <p>Date for Re-evaluation:</p>	<p><b>Mental/Thoughts</b></p> <p>Things that I am good at:</p> <p>1.</p> <p>2.</p> <p>1.</p> <p>2.</p> <p>Goal</p> <p>Date for Re-evaluation:</p>
<p><b>Emotional/Feelings</b></p> <p>Things that I am good at:</p> <p>1.</p> <p>2.</p> <p>Things that I need to work on:</p> <p>1.</p> <p>2.</p> <p>Goal</p> <p>Date for Re-evaluation:</p>	<p><b>Spiritual/Values or Beliefs</b></p> <p>Things that I am good at:</p> <p>1.</p> <p>2.</p> <p>Things that I need wo work on:</p> <p>1.</p> <p>2.</p> <p>Goal</p> <p>Date for Re-evaluation:</p>



# APPENDIX G

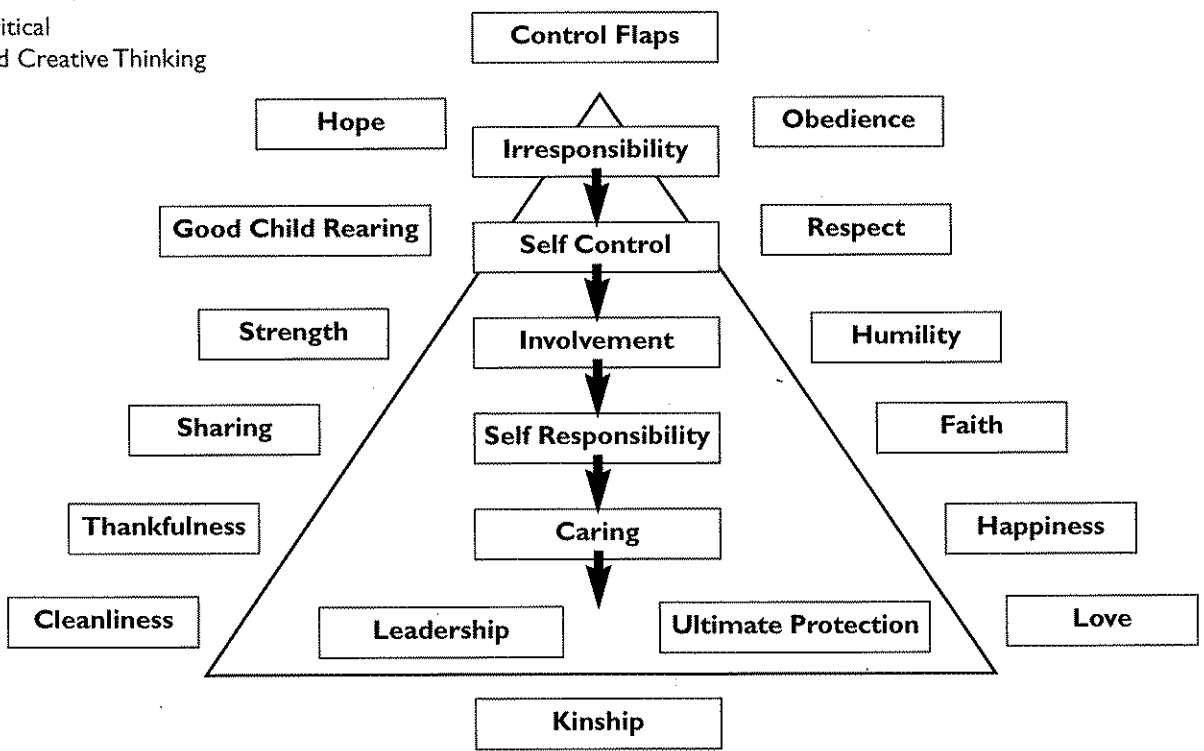
## A Wholistic Guide to Teaching Physical Education

Rachel Desnomie

### CELS

- Communication
- Independent Learning
- Personal and Social Skills and Values
- Technological Literacy
- Numeracy
- Critical and Creative Thinking

### Goals of Wholistic Physical Education



Sources: P.E. Curriculum (1995), Hellison (1985)  
 The Tipi, SICC adapted by R. Desnomie, 1996

## APPENDIX H

### A Wholistic Guide to Teaching Physical Education

Rachel Desnomie

Aboriginal Activities Throughout the School Year							
P.E. Strant	Educational Gymnastics	Rhythmics and Dance	Outdoor Pursuits	Aquatics	Fitness	Developmental Games & Sports	
Time	15 Hours	15 Hours	15 Hours	5 Hours	10 Hours	30 Hours	
August					Life Mgmt and Wellness		
September	Body Awareness		Fires, Horseback Riding	Survival Skills	Life Mgmt and Wellness		
October	Personal Space		Navigation		Life Mgmt and Wellness	Pin Guard	
November	Landings				Life Mgmt and Wellness	Dodgeball	
December			Shelter		Life Mgmt and Wellness	Cooperative Games	
January					Life Mgmt and Wellness	Wrestling	
February			Trip Planning		Life Mgmt and Wellness	Double Ball	
March					Life Mgmt and Wellness		
April		Round Dance and Pow-wow Dances			Life Mgmt and Wellness	Lacrosse and Track and Field	
May		Traditional and Contemporary Dances	Nutrition	Rowing	Life Mgmt and Wellness	Lacrosse and Track and Field	
June		Fancy and Grass Dance	Shelter	Canoeing	Life Mgmt and Wellness	Track and Field	

Adapted from the SK Ed. PE. Curriculum, 1995 by R. Desnomie.

## The Tipi

(From: Saskatchewan Indian Cultural Centre)

The Tipi of the Plains was a portable conical structure. It was covered with well-made buffalo hides sewn together with sinew. This conical dwelling probably evolved from the dome-shaped dwelling that was made by bending willows into an arch shape, like a sweat lodge, but bigger, and then putting a cover over it. The tipi was practical for buffalo hunters on the prairies who moved from place to place. The tipi was easy to dismantle and the poles became part of the travois. When the horse was introduced the tipi became larger and more elaborate, and the number of foundation poles were more consistently patterned.

The fifteen poles represent the following values:

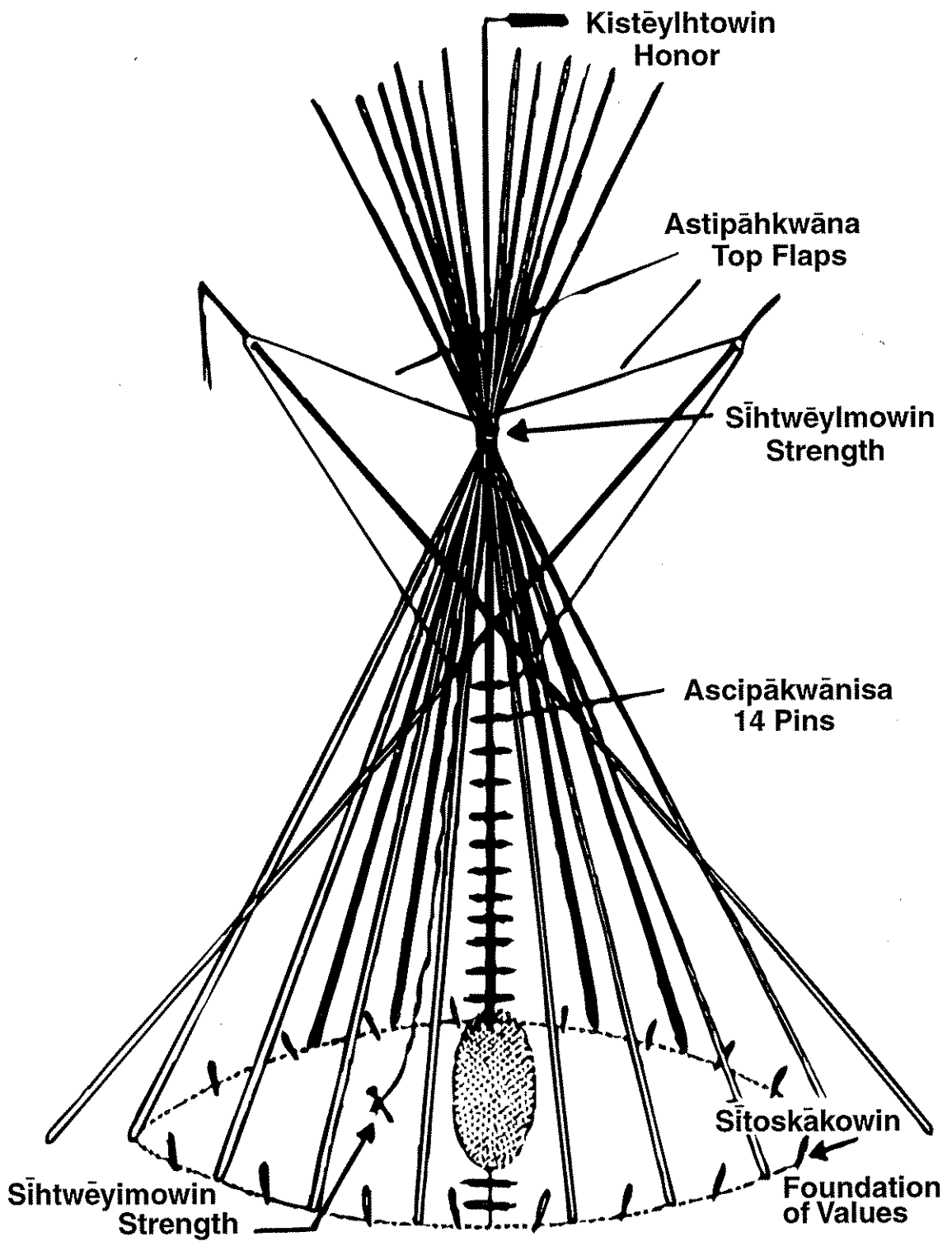
1. **Obedience:** We learn by listening to traditional stories; by listening to our parents or guardians, our fellow students and our teachers. We learn by their behaviours and their reminders, so that we know that is right and what is wrong.
2. **Respect:** We must give honour to our Elders and fellow students and the strangers who come to visit our community. We must honour other peoples' basic rights.
3. **Humility:** We are not above or below others in the circle of life. We feel humbled when we understand our relationship with Creation. We are so small compared to the majestic expanse of Creation. "*We are just a strand in a web of life,*" and we respect and value life.
4. **Happiness:** We must show some enthusiasm to encourage others at social functions. Our actions will make our ancestors happy in the next world.
5. **Love:** If we are to live in harmony we must accept one another as we are and to accept others who are not in our circle. Love means to be kind and good to one another.
6. **Faith:** We must learn to believe and trust others, to believe in a power greater than ourselves whom we worship and who gives us strength to be a worthy member of the human race.
7. **Kinship:** Our family is important to us. This includes our parents, our brothers and sisters who love us and give us roots, the roots that tie us to the life blood of the earth. It also includes extended family, grandparents, aunts, uncles and cousins and their in-laws and children. These are also our brothers and sisters and they give us a sense of belonging to a community.
8. **Cleanliness:** We must learn not to inflict ills on others, for we do it to ourselves. Clean thoughts come from a clean mind and this comes from Indian spirituality. Good health habits also reflect a clean mind.
9. **Thankfulness:** We learn to give thanks for all the kind things others do for us and for the Creator's bounty, that we are privileged to share with others in the spirit of love.
10. **Sharing:** We learn to be part of the family by helping in providing food or satisfying other basic needs. This is sharing responsibilities in order to enjoy them.
11. **Strength:** We must learn to be patient in times of trouble and not to complain but to endure and show understanding. We must accept difficulties and tragedies so that we may give others strength to accept their own difficulties and tragedies.
12. **Good Child Rearing:** Children are unique and blessed with the gift of life. We are responsible for their well-being, spiritually, emotionally, physically and for their intellectual development. They represent the continuity of our circle of life which we perceive to be the Creator's will.
13. **Hope:** We must hope for better things to make life easier for us, our families and the community, both materially and spiritually.

14. **Ultimate Protection:** The ultimate responsibility to achieve is *“health for a balanced caring for the body, mind, emotions and the spirit of the individual, the family, the community and the nation.”*
15. **Control Flaps:** We are all connected by relationships and we depend on each other. This controls and creates harmony in the circle of life.

### **Using the tipi structure as a symbol**

*“All life is sacred and all things are connected.”* We are all one family, of one heart. We do not live on this earth to dominate it. We are here to share the earth's bounty. We are here to care for our mother earth.

We strive to live in harmony with one another and with all creation around us in this cricle of life. In a circle no one is above another. There is a sense of belonging to a family and to a community with roots in a national identity.



## APPENDIX I

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### ABORIGINAL GAME DESCRIPTIONS

#### Educational Gymnastics: Body Awareness

A particular game that helps develop awareness of body skills and abilities in the area of fine and large motor skills, and hand-eye coordination skills is a traditional game called the Toss and Catch game.

Traditionally, the Inuit would use Ivory for materials, the Dakota, and Cheyenne used wood. There are two pieces, one is a pointed catcher and the other is a piece of wood with holes. Both game pieces are attached by a piece of leather.

The object of the game is to sling the piece of wood in the air and pierce through one of the holes for points. The points vary depending on what hole was pierced. The game can be played with one or more players. For two or more players the winner is the player with the highest score.

Children playing this game should be supervised. A concern would be a child using the pointer as a weapon among his peers. This activity could be set up as part of the circuit training that the student would participate in throughout the school year.

This game is an example of what teaching toys Aboriginal children of long ago played with. The game developed certain desirable qualities and skills such as patience and tolerance while honing fine motor and hand eye coordination skills.

Another game that is similar to the toss and catch game described earlier is the Ring and Toss game. The equipment is a buffalo head with horns and two rings attached by leather to the top of the head.

The purpose of the game is for the player to fling up the rings and try to hook them on the horns.

This game may be played individually as in circuit training stations and in groups. It can be played for competition or for mere amusement.

Score keeping for competition is simply keeping track of who has the highest number of successful tosses.

These Aboriginal Games develop an awareness of one's body and abilities. Taking time for discussion and personal evaluation plays an important function in games. It allows for social development. Discussion can revolve around strength and weaknesses of each player. To introduce these games at the beginning of the school year would provide a good opportunity to state to the students what your expectations are throughout the school year. Students will form their idea of their own body capabilities in general.

The Aboriginal concept presented here is that a person has to be aware of his or her weaknesses. Being aware of one's weakness is a great strength. In order to become strong, an individual must be willing to change. To do so, one must know what his or her weaknesses are first.

A good way to introduce self analysis and planning is to start journals to be used throughout the school year for other activities. Journals are also a good visual reminder for the student to see his or her own growth and progress throughout the school year.

**Resource:** Hofsinde, Robert. *Indian Games and Crafts*. William Morrow Company, 1957.

## Personal Space:

A game played by Northern Aboriginal Nations that requires awareness of one's personal space is the game One Hand Reach. The player must balance his body in a parallel fashion with the ground over one hand and reach as high as possible. After three attempts, the winner is the individual who reaches the highest successfully.

**Resource:** Indian and Northern Affairs Canada. *Northern Games*. 1982.

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## Landings:

This game is the One Foot High Kick. This game is a very difficult game that requires very little personal space. The objective of the game is to kick a small target that is strung high above the kicker. The kicker starts off with both feet and brings up one foot to kick the target. Landing should be on the same foot that kicked the target.

The landing is the most difficult to do and it is also the determinant of whether to count the kick. This game involves skill and ability in the area of balance. The kicker gets three tries to kick the target. This activity is good training throughout the school year in preparation for the track and field event — high jump.

**Resource:** Gilbert V. McLeod. Indian and Northern Affairs Canada. *Northern Games*. 1982.

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## Rhythmics and Dance: Round Dance

Within the Saskatchewan Education Physical Education Curriculum, dances such as square and folk dancing are suggested. However, the round dance is a very social dance that is practiced at many social gatherings of Aboriginal people today. It should be made clear that there is a time and place for all the dances that Aboriginal people do today. The Round Dance is a dance that involves many people either holding hands or dancing side by side. The participants bounce softly in a large circle to the sound of a drum beating.

**Resource (Teaching Kit):** Saskatchewan Indian Cultural Center. *Let's Dance: Indian Social and Cultural Dances*. 1991.

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## Traditional/Contemporary Dancing, and Fancy and Grass Dancing:

One must realize that it takes many years of practice to learn how to dance the traditional and contemporary dances of Aboriginal Nations. An excellent awareness of culture by viewing the dancing styles, strength, agility, stamina, and skills required for these dances.

There has been an evolution of First Nations dances. Over the last few decades, there has been a new dance introduced for women; the Jingle Dance.

Here are teacher resources that could be used to introduce and teach different dances.

**Resource (Video):** Saskatchewan Indian Culture Center. *Dances of the Northern Plains*. 1987.

**Resource (Book):** Bird, Glenda. *The Great Eagle Dancer*. 1979.

**Resource (Teaching Kit):** Saskatchewan Indian Culture Center. *Let's Dance: Indian Social and Cultural Dancer*. 1991.

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## OUTDOOR PURSUITS

### Fires, Horseback Riding, and Navigation:

In the Saskatchewan Education Physical Education Curriculum, such skills as fire making, shelter building, horseback riding, and navigation are very important. To Aboriginal people these skills are and were very important for one to possess. Using an Aboriginal context, such as the Trap line setting, these skills are a fact of life and survival. A good time to teach these skills would be in the fall or early spring, just after the snow has melted.

The tools used today (i.e.: compass) could be used to teach with but there are more culturally specific methods used by Aboriginal people. For example, teach your students about the advanced knowledge of the Mayas about constellations and astrology.

**Resource:** Gilliland, Hap. *Teaching the Native American*. Dubuque, Iowa: Kendall/Hunt Publishing Company, 1998.

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### Shelter:

There are many shelters that Aboriginal Nations used for survival. One example is the Qwinzee house. This is a warm shelter made out of piled soft snow. The snow is piled high and left to cure for a few hours. It is very important to stack small twigs around the piled snow of the qwinzee. After the snow has cured, the inside is dug out. These twigs are a place marker or reminder not to scrape too much snow inside which would result in a weak roof. Midwinter is the best time to teach students how to make this shelter since the more snow there is, the better this qwinzee will be.

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### Trip Planning, and Nutrition:

Trip planning for the outdoors is a valued skill for students to have. This is an excellent way to get the Aboriginal community involved with education and the students. Invite the community members to help the students plan a year-end trip.

Elders are an excellent resource for teaching students how to recognize wild fruits and foods and how to prepare these foods for optimum nutritional value.

Respect for Mother Earth must be considered at all times. The teaching of this value would enrich the outdoor learning experience. Elders enjoy passing this valuable information about respect and caring for Mother Earth as handed down through the generations.

It is important to teach through culturally relevant activities, rather than books and lectures. Learning is easier in context and through hands on experience.

**Resource:** Elder Clara Pasqua. Gilliland, Hap. *Teaching the Native American*. Dubuque, Iowa: Kendall/Hunt Publishing Company. 1988.

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## AQUATICS

### Survival Skills:

It is important to teach students the importance of respect for water. Water is a valuable life sustaining resource. It is also life threatening if one is ignorant of how to live near or with water.

Most of the Shuswap people knew how to swim. This group of Aboriginal people would hold swimming contests to see who had the most endurance in speed and distance. Therefore, teaching such skills as basic water safety when involved in water sports, should be included in physical education.

**Resource:** Matthew, Marie. *Games of the Shuswap: Shuswap Cultural Series - Book 6*. Secwepemc Cultural Education Society. Kamloops, BC. 1949.

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### Rowing and Canoeing:

Aboriginal people, especially in the far north, east, and west have a great respect for water and its inhabitants. For example, the main diet of the Mi'kmaq nation is mostly sea food. Also the Shuswap Nation would hold canoe races, both long and short. These Nations have made their living from the water. Knowing how to handle a boat properly in water was expected. Teaching the basics of rowing and canoeing with cultural specific information are an excellent way of incorporating Aboriginal Content in Saskatchewan Education Physical Education Curriculum.

**Resource:** Matthew, Marie. *Games of the Shuswap: Shuswap Cultural Series - Book 6*. Secwepemc Cultural Education Society. Kamloops, BC. 1949.

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## FITNESS

### Life Management and Wellness:

Many Aboriginal Nations believe one must live a balanced life to be free from illnesses. There must be a balance in the four domains of a being. These areas are: cognitive, mental, emotional, and spiritual. Medicine wheel teachings cover life management, stress management, exercising, utilizing mental capabilities, emotional supports, developing healthy relationships, and self identity. Teaching students how to balance the four areas of an individual starts with development of life management and wellness skills.

**Resource:** Gilliland, Hap. *Teaching the Native American*. Dubuque, Iowa: Kendall/Hunt Publishing Company. 1988.

## DEVELOPMENTAL GAMES AND SPORTS

### Pin Guard:

This game is played in a field about 30 feet by 70 feet. There are six bowling pins like clubs at each end of the field. The object of this game is to roll a ball to knock down the opposing team's pins.

Teams consist of seven players per team. Each team has a side and the players can not cross over to the other team's side. Play is continued till one team knocks down all its opponents' pins.

Traditionally this game was played by the Caddo Nation in Louisiana and Arkansas.

**Resource:** Gilliland, Hap. *Teaching the Native American*. Dubuque, Iowa: Kendall/Hunt Publishing Company. 1988.

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### Cooperative Games

There are many types of hand games that require teams of many sizes. The size of the team is not as important as what the team members do during the game. Hand games are usually games of chance.

Hand games are played for excitement, amusement, and to practise social skills and values. However, to become very good at playing hand games, one must be good at predicting what the opponent will do.

The equipment is eight colored sticks. One stick's color pattern is different from the seven others. This stick is the odd stick and center of game play.

This particular hand game is played with two teams of four or more players per team. The team that starts will have all eight sticks under a blanket. Two of the team members will divide the sticks underneath the blanket. The other team has to guess which of the two opponents with the sticks has the odd stick.

The scoring is simple. If the rival team guesses correctly then that team scores a point and all the sticks. If they do not guess correctly, they do not receive the sticks and the other team will get the point. The team guessing will continue to do so until they guess correctly.

**Resource:** Culin, Stewart. *Games of the North American Indians*. New York: Dover Publications, Inc. 1975.

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### Wrestling

The Shuswap Nation would have wrestling and racing matches. Wrestling matches would be done by challenge and bets would take place with the winner taking the highest stakes.

**Resource:** Matthew, Marie. *Games of the Suswap: Shuswap Cultural Series - Book 6*. Secwepemc Cultural Educational Society. Kamloops, BC. 1949.

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## Double Ball

This game was traditionally played by women. It is known that Saulteaux and Cree enjoyed playing this game. It is played hard and fast, and is similar to football, lacrosse, and horse shoes that are played today.

The teams consist of at least 4 or more members per team. The equipment is one double ball and every player has a stick similar to the shape of a hockey stick. The game is played on a field the size of a soccer field with end-posts at opposite ends. The end-posts are six feet apart and each one is six feet high with a pole across the top.

The object of the game is to use the stick to pass the double ball among team players. The teams would gradually work their way to their scoring end-posts, then throw the double ball so that it wraps around the posts at the end of the field. Successfully doing this would result in a point being scored.

An easy variation for this game could be using hockey nets in place of end posts.

**Resource:** Hofsinde, Robert. *Indian Games and Crafts*. New York: William Morrow and Company, 1957.

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## Lacrosse

There are a few Aboriginal people who have made this sport a popular one. One individual who was recognized for his skill at this traditional game is Ross Powless.

Lacrosse is a game similar in rules to hockey. The stick used to play with has a net at the end. This sport is played in a field the size of a soccer field. The game was originally played violently with 30 players per team. Now there are 10 per team for men and 12 per team for women.

The game's name originally was Iroquois - Tokonhon (little brother of war). However, when the French settlers saw the curved stick, they said it resembled the Bishop's staff that is named "la crossier", thus changing to the popular name used today.

**Resource:** Gilliland, Hap. *Teaching the Native American*. Dubuque, Iowa: Kendall/Hunt Publishing Company. 1988.

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## RESOURCES AND SUGGESTED READINGS

The resources listed here are as suggested readings for further support with this document. Reading the material below will help with understanding and supporting your students within the area of Wholistic Physical Education as outlined in this document. Reading this information will also give a basic understanding of Aboriginal teachings and beliefs.

### Books:

- Bird, Glenda. *The Great Eagle Dancer*. Saskatchewan Indian Culture Centre. 1979.
- Caduto, Michael J. & Joseph Bruchac. *Keepers of the Earth: Native Stories and Environmental Activities for Children*. Saskatoon, SK: Fifth Housing Publishing. 1989.
- Culin, Stewart. *Games of the North American Indians*. New York, NY: Dover Publications, Inc. 1975.
- Gilliland, Hap. *Teaching the Native American*. Dubuque, IA: Kendall/Hunt Publishing Company. 1988.
- Guidelines for Talking Circles (The Sacred Tree Curriculum Guide)*: Indian and Metis Education Staff Development Program. 1995. (pg. 380).
- Hofsinde, Robert. *Indian Games and Crafts*. New York, NY: William Morrow and Company. 1957.
- Indian and Northern Affairs Canada. *Northern Games*. 1982.
- Lang, Helmut R. & Arthur McBeath. *Teaching: Strategies and Methods for Student Centered Instruction*. Toronto, ON: Harcourt, Brace & Company. 1995.
- Matthew, Marie. *Games of the Shuswap: Shuswap Cultural Series - Book 6*. Secwepemc Cultural Education Society. Kamloops, BC. 1949.
- Physical Education 6-9: A Curriculum Guide for the Middle Level*. Saskatchewan Education, Training and Employment, June 1995.
- The Tipi (SICC). *Indian and Metis Education Staff Development Program*. 1995. (pg. 125).
- Zeman, Brenda. *To Run with Longboat: Twelve Stories of Indian Athletes in Canada*. Edmonton, AB: GMS Ventures, Inc. 1988.

### Resource People:

McLeod, Gilbert V., Regina, SK

Pasqua, Clara (Elder), Pasqua Reserve, SK

Resource Teaching Kit:

Saskatchewan Indian Culture Center. *Let's Dance: Indian Social and Cultural Dances*. 1991.

### Resource Video:

Saskatchewan Indian Culture Center. *Dances of the Northern Plains*. 1987.