Cultural Teachings and Physical Literacy

Created by: Miywasin Friendship Centre (Medicine Hat) and Be Fit for Life

Resources can be used for Kindergarten to Grade 3

LESSON 1

Teachings – Traditional materials, purpose of the games for life skill, and values

Game: *Run and Scream / Make the Stick Jump (if time)*
Equipment: 4-5" Dowels and/ or sticks
Optional Equipment: Feathers, Markers, Yarn, Scissors
Resource: Move & Play Traditional Games & (2016).*Native Games of Montana Tribes.* International Traditional Games Society & Book by Sandra Samatte "*Grandmother, tell us about the sharing circle*."

Potential Curriculum Links: (2019-2020 Draft K -4 Curriculum)

Grade	Learning Outcomes: Wellness Education – Health and Physical Education
K	• Children explore movement skill sin a variety of physical activity dimensions. • Children explore the benefits of daily physical activity. • Children recognize their feelings and explore ways to express their emotions appropriately.
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Grade	Learning Outcomes: English Language Arts
K	• Children explore and share ways oral communication is used.
1	• Students experiment with ways oral communication is used.
2	• Students apply ways oral communication is used effectively in a variety of situations.
3	• Students apply a variety of oral language skills and strategies that enhances communication.

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Grade	Learning Outcomes: Social Studies
K	• Children explore stories and experiences of personal significance.
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Grade	Learning Outcomes: Mathematics (if students were to measure and graph how fare they went in Run and Scream game)
K	• Children compare familiar objects using length and mass. • Children describe authentic data in response to a given question.
1	• Students compare length and mass of familiar objects using non-standard units. • Students represent and describe authentic data in response to a given question.
2	• Students compare and describe measures of objects using standard units. • Students represent and describe authentic data in response to student-generated questions.
3	• Students compare and describe measure of objects using standard units. • Students represent and interpret data to answer questions.

Resource	Activity	Description	Time
	Introductions	- Introduction of presenters - Project Goal – To encourage and build confidence in teachers to educate and enhance learning opportunities of Indigenous Cultural Teachings through games and activities.	5 min

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Samatte, S. (2016). *Grandmother, tell us about the sharing circle*. Native Reflections.	**Sharing Circle Activity**	Ask students: - What is a sharing circle? - Have you ever been in one? Explain A sharing circle is a tool for us to get to know each other. Rules: The only person who is able to speak is the one that is holding the item. Be respectful to the item. Pass carefully. Pass to your left. Why do we pass to the left? It is clockwise and the way of the sun. You can pass if you want. We would like to get each student to name their favorite physical activity to do.	15 min
Move & Play Traditional Games as well as (2016).*Native Games of Montana Tribes.* International Traditional Games Society.	**Overview of Native Traditional Games** **Values** **Types of Native Traditional Games**	Native Traditional Games were just games but used as tools for survival and ways of connecting with each other. - Honoring the person who gave you the most challenge - Respecting your competitors - Having courage, persistence, and skill - Being humble even when winning There are two types of Native Traditional Games 1. Physical skill and endurance 2. Intuition	5 Min.
Move & Play Traditional Games as well as (2016).*Native Games of*	**Run and Scream Game**	How to play: The player would start running, sucking in a big breath of air, at a designated spot in the ground, they would start screaming while they were running. When the scream was finished, the spot was marked with each child's own marker stick, four inches long and	20 min

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Montana Tribes. International Traditional Games Society.		sharpened, to go into the ground. The players would try to pass the other markers. The one who could run the farthest while screaming was the winner. (Native Traditional Games Society Resource) Ask students: What are the skills are you using when you play this game? Characteristics: - Builds stamina - Lung capacity - Encourages fun Why do we need this skill? Living off the land: Buffalo hunt communication Protection: Warning your tribe that enemies might be coming	

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LESSON 2

Teachings – Traditional materials, purpose of the games for life skill, and values

K-Grade 1: Ring the Stick
***Games**: Ring the Stick, Kick Ball, & Sling Ball*
Equipment: 4-5" Dowels and/ or sticks
Optional Equipment: Pipe cleaner, Feathers, Markers, Yarn, Scissors

Grade 2-3: Kick Ball
***Games**: Kick Ball, & Sling Ball*
Equipment: Sand, balloons, hacky sack
Optional Equipment: Yarn, Scissors

Resource: Move & Play Traditional Games & (2016).*Native Games of Montana Tribes.* International Traditional Games Society.

Potential Curriculum Links: (2019-2020 Draft K -4 Curriculum)

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Grade	Learning Outcomes: Arts Education
K	• Children explore and share personal connections through art experiences. • Children explore art skills by interacting with art media and methods.
1	• Students explore and share relationships between self and art experiences.

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	• Students build a foundation of art skills through exploration and practice with art media and methods.
2	• Students explore and share relationships between self, one another, and communities through art. • Students explore and develop art skills while interacting with art media and methods.
3	• Students examine and discuss how art experiences contribute to relationships between self, one another, and communities. • Students practise art skills and explore personal preferences while interacting with art media and methods.

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Lesson 2: K-Grade 1: Ring the Stick

Resource	Activity	Description	Time
	Sharing Circle Activity	Ask them to share what their favourite part of the last session was or one thing they learned.	5 min
Move & Play Traditional Games as well as (2016).*Native Games of Montana Tribes.* International Traditional	Ring the Stick	How to Play: Start with the "ring' resting flat on the floor. Jerk the stick to make the ring fly into the air, preferably above the head. The student then tries to put the far end of the stick through the ring for 1 point. Try the following variations of the game: - Each student plays for most points out of 10 tries	5 min

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Games Society.		- Students play in pairs or teams to see how many points they can gather collectively on a given number of tries - Students play in teams with an inside circle of players playing against an outside circle of players to see which team can collectively gather the most points or reach a pre-set goal. (Move & Play Through Traditional Games Lesson Plan)	
	Crafting	- Use pipe cleaner to make a circle. - Tie pipe cleaner to a stick with yarn Variations - Larger circle would be easier/ Smaller circle harder - Length of string	20 min
	Traditionally	Traditionally, the ring the sick would be made out of green willow and sinew (made from the intestines of the buffalo and really strong so it will not break). - This game was just for fun	5 min

Lesson 2: Grade 2-3: Kick Ball

Resource	Activity	Description	Time
	Sharing Circle Activity	Ask them to share what their favourite part of the last session was or one thing they learned.	5 min
(2016).*Native Games of Montana Tribes.* International Traditional Games Society.	Kick Ball	Kickball Race: Is run by two runners, down the alleyway and back, with the runner whose body and ball crosses the line first is the winner. Variations: - Set up 3-5 pylons in a line for each competitor and have they weave through them to the end and when they get to the end they weave back to the starting line. - Complete the activity as a relay with more than one team. (Native Traditional Games Society)	10 min
Move & Play Traditional Games as well as	Sling ball	Sling Ball: is used in a game in which the students lie on their backs holding the tail of the sling ball between their feet and then sling the ball backwards	10 min

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(2016).*Native Games of Montana Tribes.* International Traditional Games Society.		overhead. The sling ball that went the farthest in distance in the air is the winner. Variations: - Set up 3-5 pylons in a line for each competitor and have they weave through them to the end and when they get to the end they weave back to the starting line. - Complete the activity as a relay with more than one team.	
Native Games of Montana Tribes. International Traditional Games Society.	Indigenous Teachings	- Algonquian tribes such as Blackfoot, Cheyenne, Cree all had kickball games; however, each tribe had variations on how the race was run or games played and what type of ball was used. - In all cultures races was important (Communication, survival) - Traditionally the kickball would have been made out of leather and stuffed with buffalo hair - The tail of the kickball was important when using it on the plains because of gopher holes (Native Traditional Games Society)	
	Crafting	- Untie hacky sack and take out the insides of the hacky sack - Use a funnel to fill a balloon with sand and tie off. - Put balloon in hacky sack. - Braid 3 pieces of thicker yarn about 4-5” - Sew braid onto the opening of the hacky sack so the hole is closed up and the hacky sack has a tail	

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LESSON 3
Teachings - Seven Sacred Teachings

Game*: AniMoves Headbandz, Seven Sacred Teachings*
Equipment: None
Resource: AniMoves, Seven Sacred Teachings Book

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Grade	Learning Outcomes: English Language Arts
K	• Children explore and share ways oral communication is used. • Children explore First Nations, Metis, and Inuit relationships described in diverse texts.
1	• Students experiment with ways oral communication is used. • Students explore relationships within First Nations, Metis, and Inuit communities through diverse texts.
2	• Students apply ways oral communication is used effectively in a variety of situations. • Students explore teachings about relationships between people, plants, animals, and the environment within diverse First Nations, Metis, and Inuit texts.

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3	• Students apply a variety of oral language skills and strategies that enhances communication. • Students examine teachings about roles and responsibilities of people in First Nations, Metis, and Inuit texts.

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Resource	Activity	Description	Time
	Sharing Circle Activity	Ask them to share what their favourite part of the last session was or one thing they learned.	5min
Samatte, S. (2016). *Grandmother, tell us about the Seven Sacred Teachings*. Native Reflections.	Read Seven Sacred Teachings Book	Teachings: 7 Sacred Teachings, Oral Traditions (use the book) According to a traditional oral story, the Seven Sacred Teachings were given to the Anishinaabe early in our history. When the Seven Grandfathers learned that the Anishinaabe people were not living in harmony with each other, nor with the rest of creation, each Grandfather gave the people a teaching. These collectively became known as the Seven Sacred Teachings. Each teaching is represented by a spirit animal.	10min
AniMoves	Headbands	**Kindergarten to Grade 1**	10-15min

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		- Leader holds up AniMoves card/Seven Sacred Animal Cards and students have to act the animal out **Grade 2-3** - Teacher breaks students up into pairs using AniMoves Cards/Seven Sacred Animal Cards. Cards are handed out and students have to find their pair. - One student grabs a card from the deck and does not look at it. They hold the card to their forehead. The other student must act out the animal on the card. Students take turns.	

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LESSON 4

Teachings - How to use any resource/book to incorporate Indigenous Teachings

***Games**: Grandfather Rocks- Story Creation, Nature Spirit vs. Black Mold*
Equipment: None
Resource: As Big as the Sky, As Tall as the Trees

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Resource	Activity	Description	Time
	Sharing Circle Activity	Ask them to share what their favourite part of the last session was or one thing they learned.	5min
As Big As the Sky Board Book	**STORY – As Big as the Sky**	**Introduction: (5min)** **Resource: As Big as the Sky** Introduce yourself and what we are going to do today. The resources etc. **STORY – As Big as the Sky Book – Read story as a group**	
Linked Lesson Plan	**Game #1: Grandfather Rocks – Story Creation**	*Link to Lesson Plan:* *https://www.mhc.ab.ca/Services/HealthandWellness/BFFL/~/link.aspx?_id=5522B831FF0B43928DB2D53077155FDD&_z=z* *"In the book As Big as the Sky, as Tall as the Trees the illustrator depicts the grandfather rocks as the mountains or the stones across the land. These stones are timeless in their existence and have witnessed the various journeys and stories of the creatures and peoples of the land. The medicine wheel will be used as the foundation of the story as stones will be colored in order to connect to the four quadrants of the medicine wheel. The goal of this lesson is to use physical activity to have students interact with the components of aboriginal ways of knowing, how they are*	

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		created, and lastly how they are passed down through the generations. The concept of aboriginal ways of knowing and the medicine wheel could be explored prior to this lesson for a better understanding." • The gym will be set up according to the layout on appendix 1.0. This is just an example, any activities can be inserted into the stations • Each station will be identified with a numbered cone and will have a colored picture containing pictograph symbols. • A timer (divide the class time into 8 segments allowing time for warm up, story creation, and sharing) will be set giving the groups equal time at each station. • Before transitioning to the next station each group will select a stone • Once the groups have completed all eight stations they will meet with their group around the medicine wheel in the center of the gym. • The groups will then take their pictograph stones and create a story. • Discuss as a whole group how the indigenous people used and understood the symbols on the rocks and how they passed on their stories and knowledge. • This Activity may be combined with a language arts class to allow for a greater extension of the activity time.	
Linked Lesson Plan	**Game #2 Mother Earth – Nature Spirit vs Black mold**	*Link to Lesson Plan:* *https://www.mhc.ab.ca/Services/HealthandWellness/BFFL/~/link.aspx?_id=5522B831FF0B43928DB2D53077155FDD&_z=z* **Start in Circle:** ● Have the kids sit in a circle in the middle of the gym to explain the key components of the game and their connection to the "sacred tree". ● Teacher will go over with students the importance of personal space when in a space like the gym, also tagging needs to be gentle and not rough. ● Students will do a quick practice of what all the roles are, so they can visualize the process.	

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		● Black Mold – It is something that infects the trees. Once black mold gets inside you it starts to make you sick. They infect the trees by touching them. ● Nature Spirits – Saviors and protectors of the trees. They will come and "heal you" by giving you "life" in the form of watering the tree. ● Once the tree has been healed you can continue to move around the gym. **RULES:** ● 2 students will be chosen by the teacher to be "black mold" and 2 to be "nature spirits" and identified by the specific colored pinnies. (Number of mold and spirits can be changed based on class size) ● All other students are the trees and will pick a spot in the gym to start the game. Once it is go time, the trees will move around the gym to escape from the "black mold" ● If the "black mold" touches you, you are "frozen" in your spot unable to move. ● To be "healed" you must have a "nature spirit" come and water you to give you back life so you can freely move around again. **TEACHER CONSIDERATIONS:** ● If the students are not being "healed", here are a few options the teacher can do to keep the kids moving: ○ If you notice that some have been frozen for a long time you can randomly call "YOU ARE HEALED!" and the students can return to moving. ○ Or you can call "HEAL YOURSELF" which has all sick trees go to the side of the gym and do 5 sit-ups or pushups before they can return to the game. (Activity can be based on class ability	

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LESSON 5
Teachings - Medicine Wheel

Games: *Bear-Mosquito-Fish, Medicine Wheel Resource*
Equipment: Medicine Wheel Resource & Cards, Compass
Resource: Orange Marks the Spot & Medicine Wheel Resource

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Resource	Activity	Description	Time
	Sharing Circle Activity	Ask them to share what their favourite part of the last session was or one thing they learned.	5min
High Five & Recreation Nova Scotia " Share our Play – An Aboriginal themed tool kit of games, activities, crafts, art projects & recipes for children"	Bear, Mosquito, Fish	This game is similar to rock, paper, scissors. In this game, the student has to find a partner. Partners go back-to-back. Each person starts to think of either the Bear, Mosquito, or Fish. The teacher will count down from 3 and when the teacher reaches 3 the students turn to face their opponent while acting out the characteristics of the species they chose. - Bear eats fish - Fish eats Mosquito - Mosquito stings bears When one student wins they move to find another student who won their competition. The one who lost the competition now becomes the winners cheering squad.	10min

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Samatte, S. (2016). *Grandfather, tell us about the Medicine Wheel*. Native Reflections.	Read Book on Medicine Wheel	The Medicine Wheel is round and divided into 4 parts. It is a tool for teaching us about ourselves and the world we live in. When we use the teachings of the Medicine Wheel we live together in peace and harmony.	5 min
Medicine Wheel Resource	Medicine Wheel Resource	• Stick Up Cardinal Direction letters (N, E, W, S) • Shuffle medicine wheel cards. • Have participants take turns drawing a card. • Leader will call out locomotor skill for the group and they will move to the correct direction corresponding to the Medicine Wheel that the card drawn belongs to	15min

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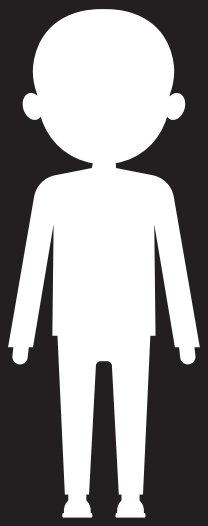
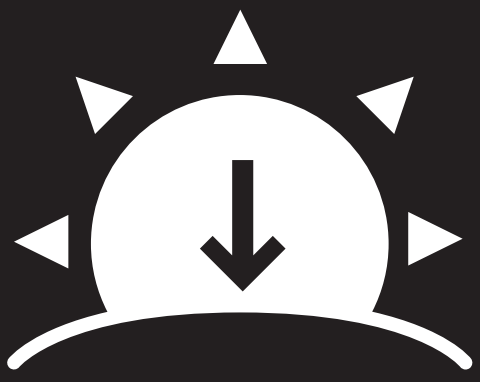
ADULT



BLACK

EVENING



FALL

COLOURS

Black is one of the four colours in the Medicine Wheel.

STAGES OF LIFE

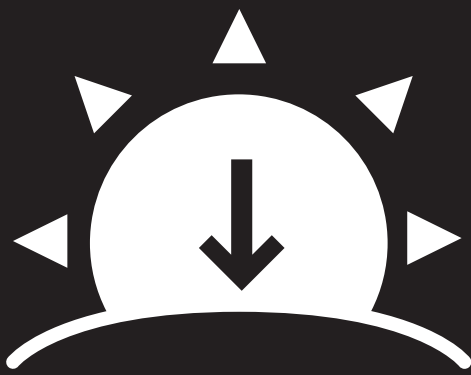
Adult is one of the four stages of life in the Medicine Wheel.

SEASONS

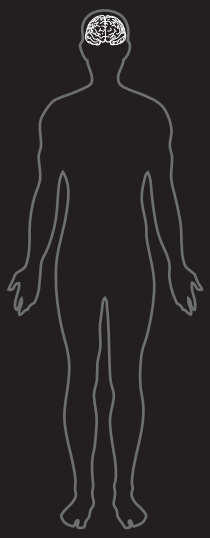
Fall is one of the four seasons in the Medicine Wheel.

TIMES OF DAY

Evening is one of the four times of day in the Medicine Wheel.

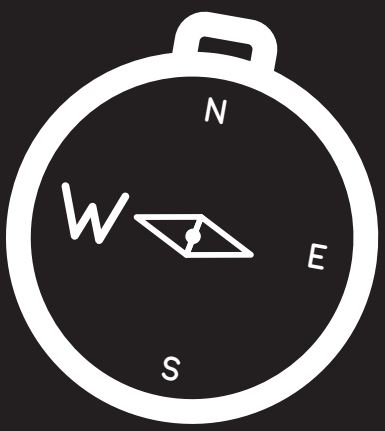


MENTAL



WATER

WEST



EARTH

ELEMENTS

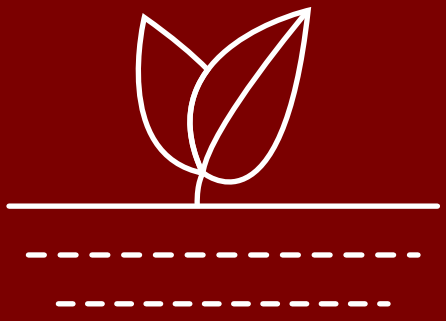
Water is one of the four elements in the Medicine Wheel.

PARTS OF SELF

Our mental part of ourselves is one of four parts of self in the Medicine Wheel.

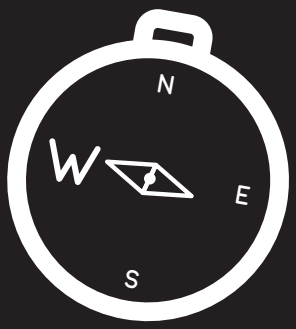
ELEMENTS

Earth is one of the four elements in the Medicine Wheel.

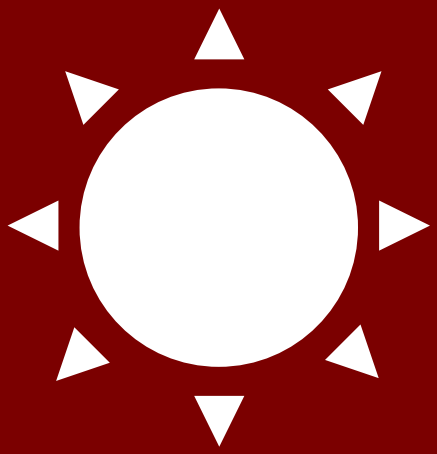


DIRECTIONS

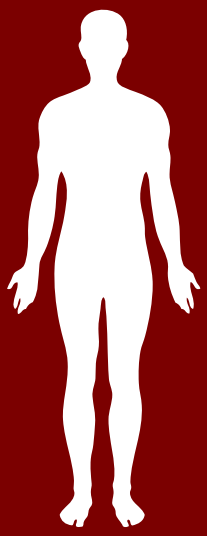
West is one of the four directions in the Medicine Wheel.



NOON

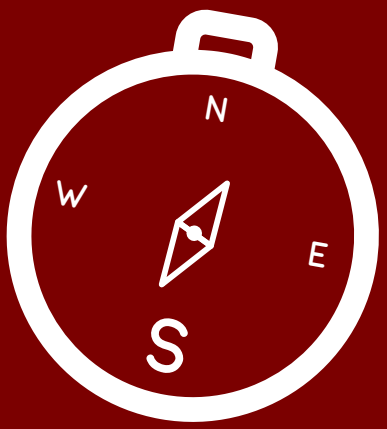


PHYSICAL



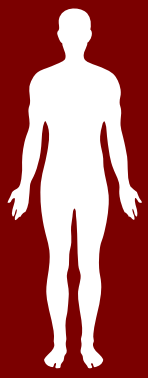
RED

SOUTH



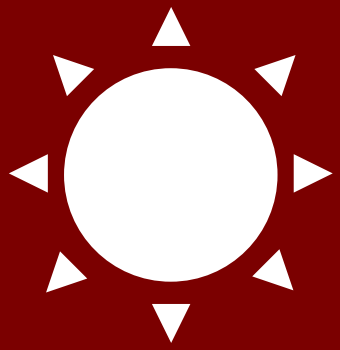
PARTS OF SELF

Our physical part of ourselves is one of four parts of self in the Medicine Wheel.



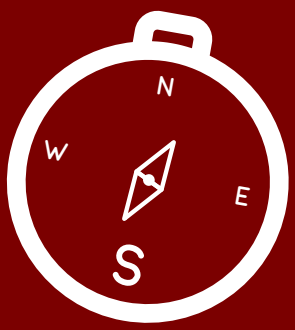
TIMES OF DAY

Noon is one of the four times of day in the Medicine Wheel.



DIRECTIONS

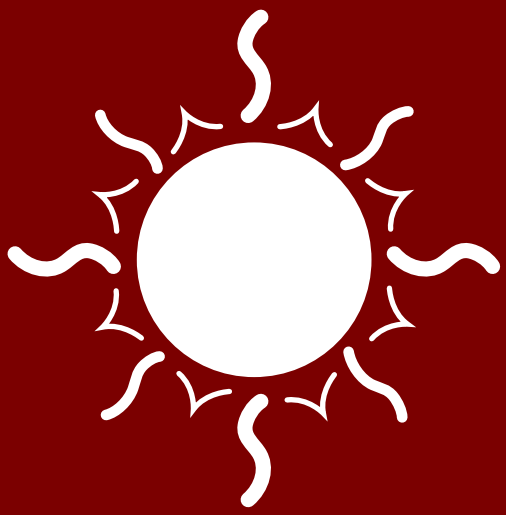
South is one of the four directions in the Medicine Wheel.



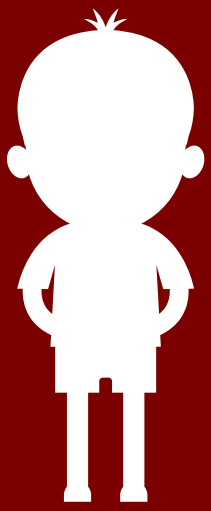
COLOURS

Red is one of the four colours in the Medicine Wheel.

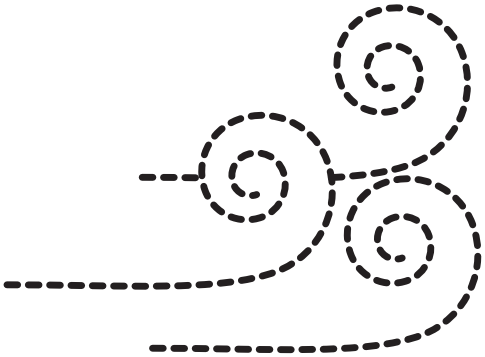
SUMMER



YOUTH



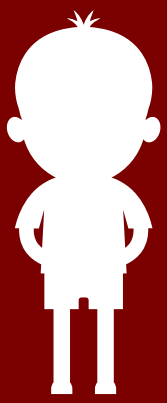
AIR



ELDER

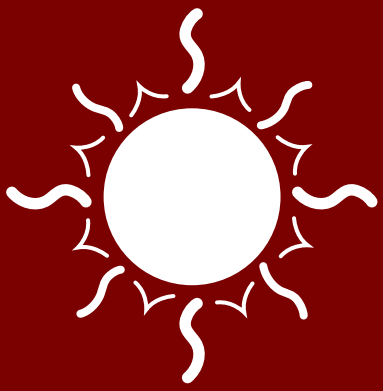
STAGES OF LIFE

Youth is one of the four stages of life in the Medicine Wheel.



SEASONS

Summer is one of the four seasons in the Medicine Wheel.

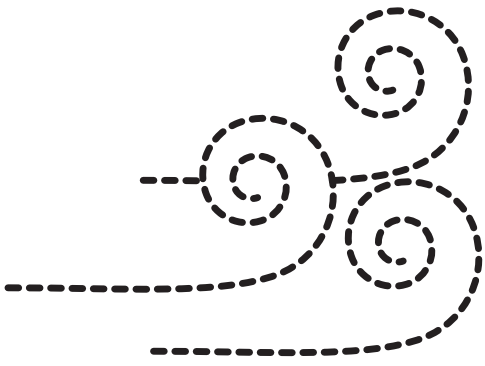


STAGES OF LIFE

Elder is one of the four stages of life in the Medicine Wheel.

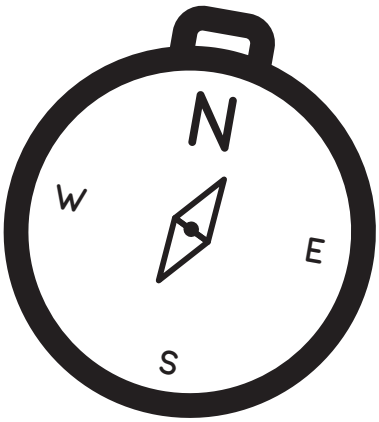
ELEMENTS

Air is one of the four elements in the Medicine Wheel.

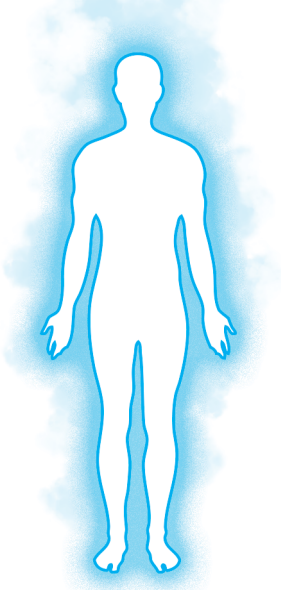


NIGHT

NORTH



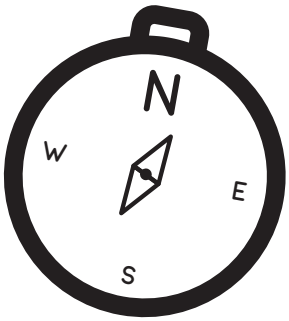
SPIRITUAL



WHITE

DIRECTIONS

North is one of the four directions in the Medicine Wheel.



TIMES OF DAY

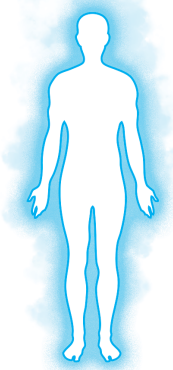
Night is one of the four times of day in the Medicine Wheel.

COLOURS

White is one of the four colours in the Medicine Wheel.

PARTS OF SELF

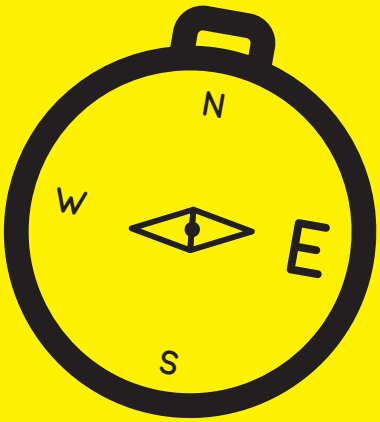
Our spiritual side is one of the four parts of self in the Medicine Wheel.



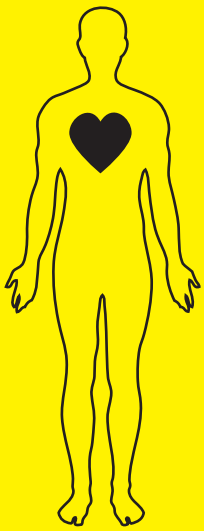
WINTER

CHILDHOOD

EAST



EMOTIONAL



STAGES OF LIFE

Childhood is one of the four stages of life in the Medicine Wheel.

SEASONS

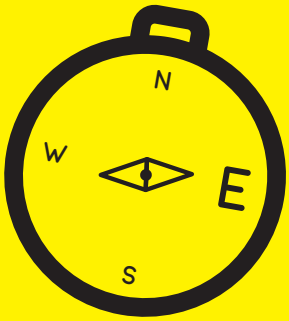
Winter is one of the four seasons in the Medicine Wheel.

PARTS OF SELF

Our emotional side is one of the four parts of self in the Medicine Wheel.

DIRECTIONS

East is one of the four directions in the Medicine Wheel.



FIRE

MORNING

SPRING

YELLOW

TIMES OF DAY

Morning is one of the four times of day in the Medicine Wheel.

ELEMENTS

Fire is one of the four elements in the Medicine Wheel.

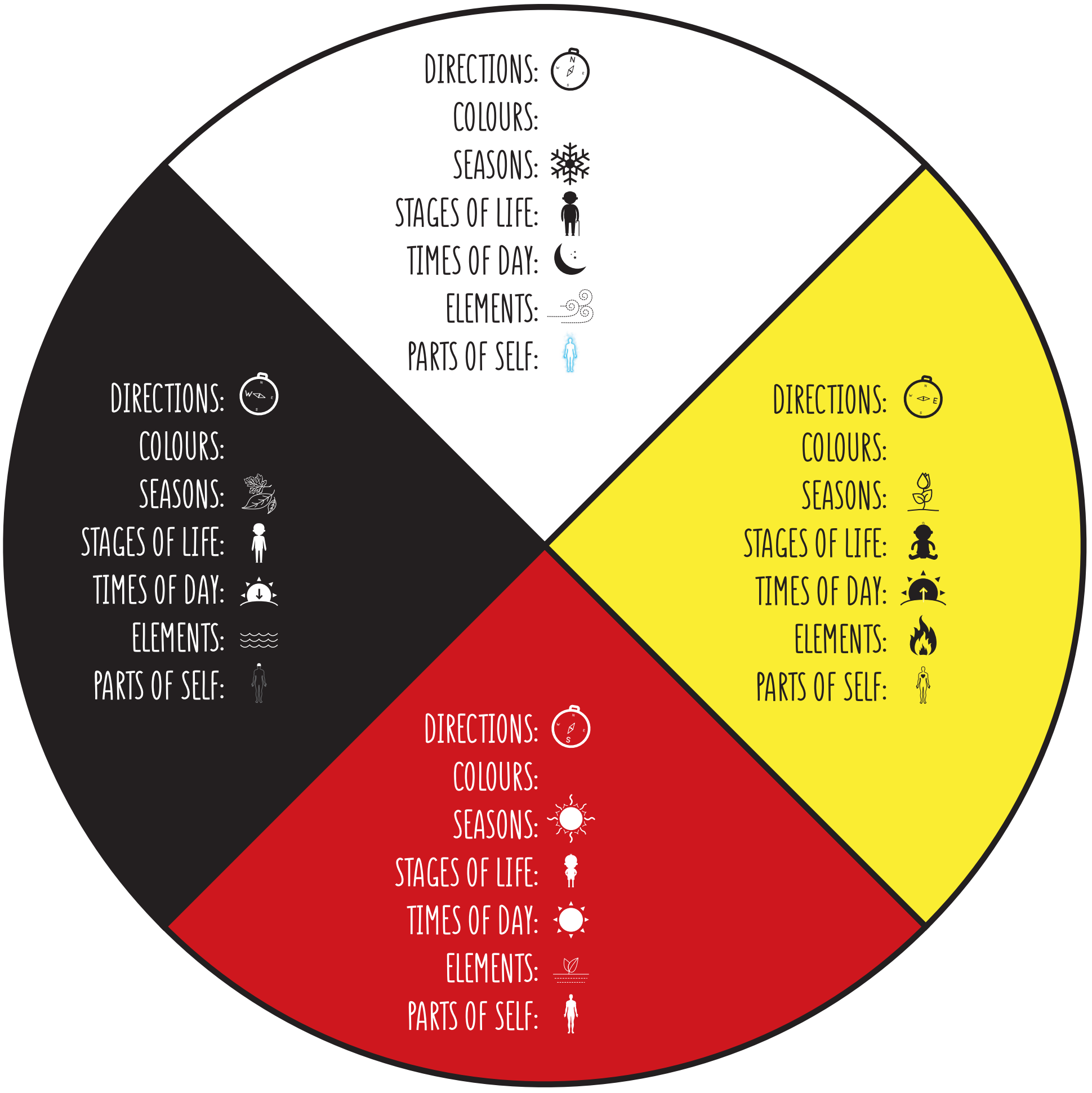
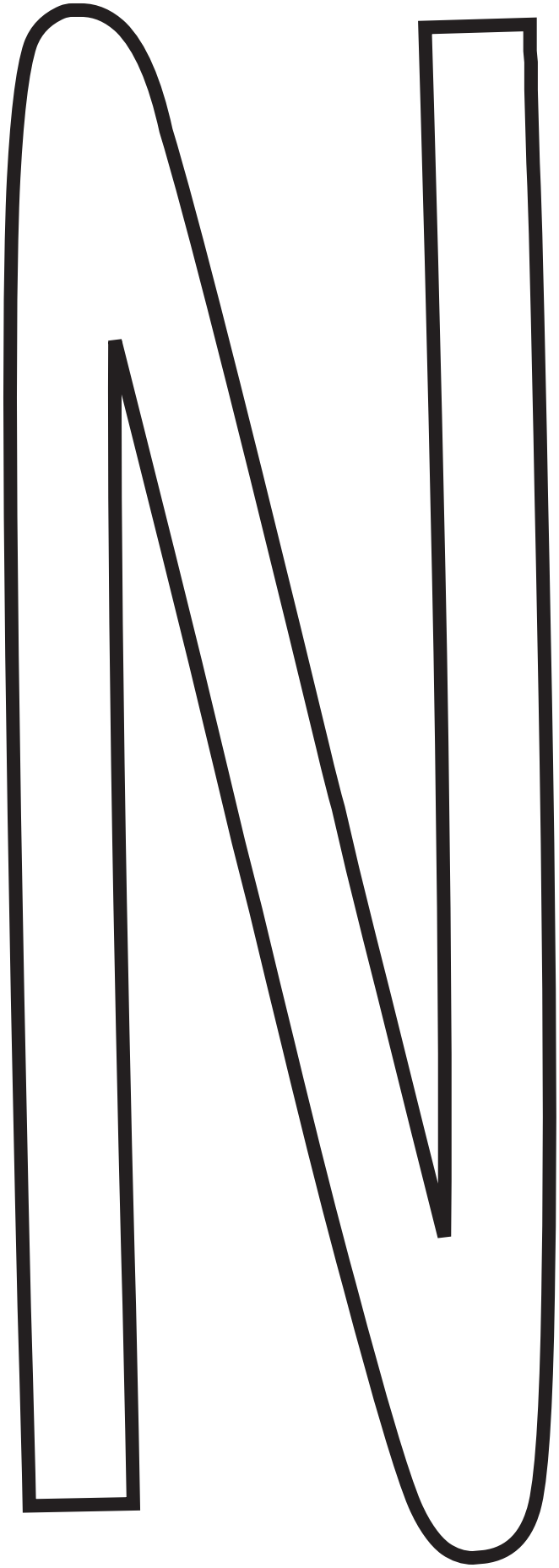
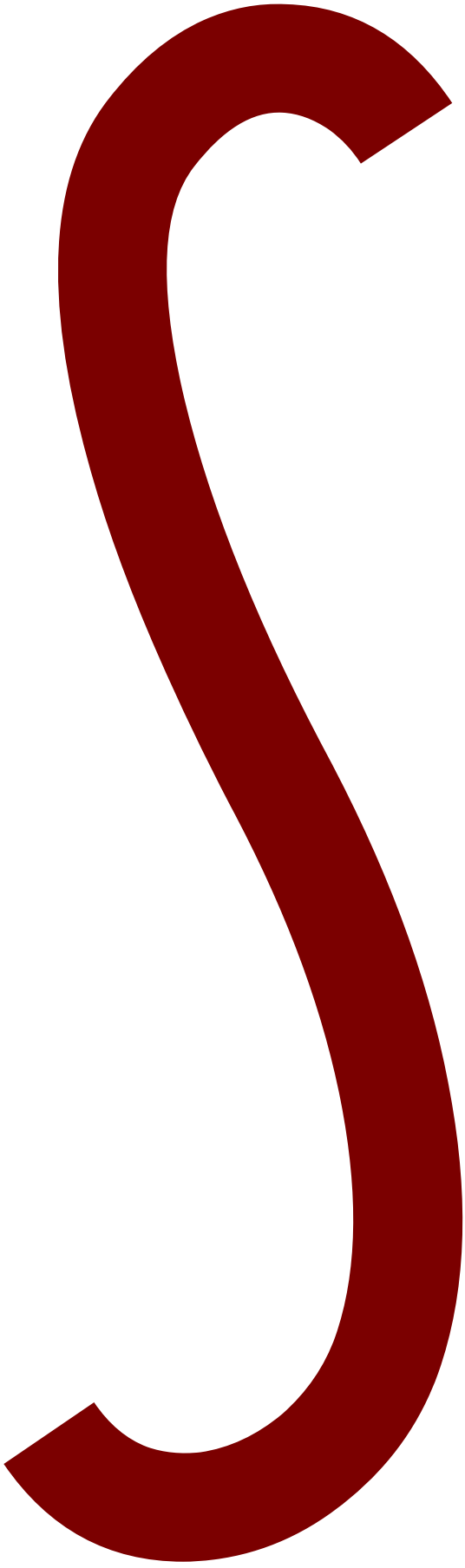
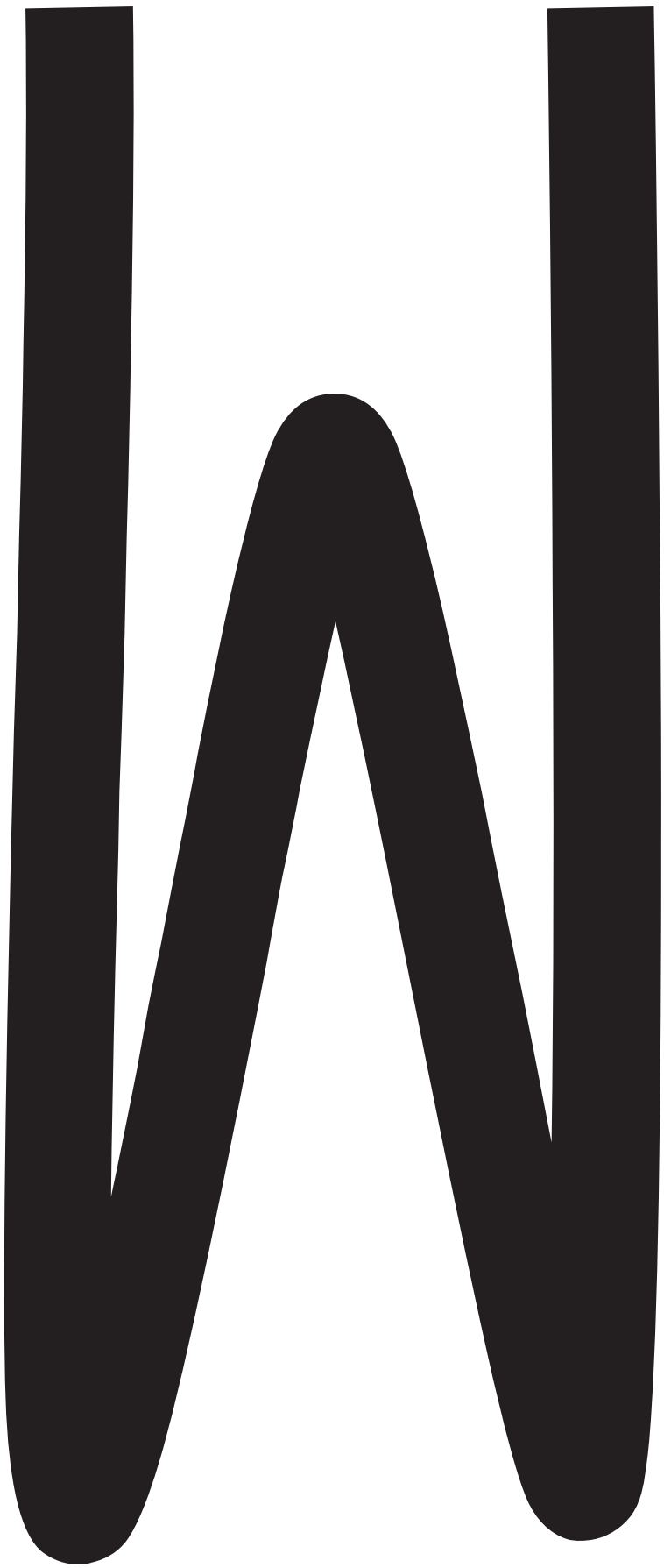
COLOURS

Yellow is one of the four colours in the Medicine Wheel.

SEASONS

Spring is one of the four seasons in the Medicine Wheel.

Teacher's Guide to the Medicine Wheel



In Alberta, there are 48 First Nations among 140 reserves and 8 Metis Settlements, as well as many other distinct nations and communities not formally recognized by the government. The Teachings in this resource have been supported by Indigenous Knowledge Keepers from SE-AB. To make links to Teachings in your area, ask Elders and Knowledge Keepers from your region to share their stories.