

MOVE & PLAY

Through Traditional Games Lesson Plans



Alberta Project Promoting
active Living & healthy Eating



Leading the Way! Alberta's voice for Healthy School Communities



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*A Special Thank You to
Mark Ehnes and Tracy Lockwood
for their work on the creation of
these lesson plans.*

Physical Education Lesson Plan

Grade: 4-6 **Facility:** Outdoors **Lesson/Unit:** Traditional Games/Run and Scream

Date: _____ **Students:** 16 + **Lesson Number:** _____ **Time:** 30-45 minutes

General Outcomes	 Activity		 Benefits Health			 Cooperation				 Do It Daily...For Life!			
	✓									✓			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
	A-(4-6)2											D(4-6)6	

Safety Guidelines for Physical Activity in Alberta Schools

Refer to *Outdoor Activities* section (pgs. 23-24)

<http://acicr.ca/acicr/acicr-documents-cabinet/safety-guidelines-for-physical-activity-in-alberta-schools>

Warm Up (5 min)

Walk and Whisper Tag – Choose 2-3 students to be “its’ and provide them with pinnies or a soft object to hold onto as a tagger. On the signal to go, students walk within the boundaries and taggers attempt to tag them by lightly touching. If tagged, a student must crouch down. To be ‘freed’ another student must crouch down beside a tagged student and the tagged student must whisper to him/her one thing they like about playing games.

Run and Scream (20 min)

Be sure to take into account the abilities of all students when planning learning opportunities and incorporate variations as needed to ensure learning and success for all.

Consider doing this activity in an outdoor space free of obstacles. Mark off a start line with pylons ensuring that there is plenty of open space for students to run forward from the line.

Invite students to take in a deep breath and then let it out. Repeat a few more times, so that students can test their lung capacity while standing still. Discuss with them that they are going to take part in a traditional game called: “Run and Scream”. This game traditionally helped children and youth build strength, endurance and lung capacity (which is the amount of air a pair of lungs can hold after breathing as much air in as possible). Discuss with them the importance of being in control at all times while running.

Divide students into groups of 2-3 and provide each student with one *Run and Scream Stick*. Each group chooses one student to run first. He/she stands at the start line whole holding onto the *Run and Scream Stick*. On the signal, he/she takes a deep breath in and starts to run forward while screaming out

Student Outcomes:

Students can demonstrate body and space awareness while running.

Students can improve their performance over time as measured by marking sticks.

Assessment:

While observing, look for the following criteria for running:

- Keeps head up
- Uses light heel and toe placement
- Elbows remain bent during the forward/backward arm motion
- Hands lightly brush against hips

Consider creating a checklist with the above criteria that could be used while observing students.

the air. Continue running until the scream stops. At that point, the student stops and marks that approximate spot off to the side with a stick. Be sure the sticks are not placed in the path of the runners, but off to the side.

Run and Scream could also be played with the partner marking the spot. In this way, the runner does not run with the stick, but has their partner hold it. The partner stands mid-way down the running lane off to the side and marks his/her partner's spot with their marking stick. The goal is to run as far as possible on one breath.

Modification: Younger students can try to pass their own marks on each turn. Older students can play as a competition game with one another.

Cool Down (5 min)

Invite students to walk extra slowly beside their partner and have them exaggerate their slow movements to incorporate a stretch with each step.

Equipment

- 1 Blackfoot marking stick per student; willow stick 6-8" long, sharpened at one end and decorated with beads and feathers
- Pylons marking the start line

* First Aid Kit

Other Ideas:

All families and cultures have games. Traditional games like Run and Scream helped youth build strength, endurance and lung capacity. They taught young people how to take turns and they were fun!

- *From "Indian Education for All" Traditional Games Units developed by The International Traditional Games Society, January, 2009*

Related Resources:

"Indian Education for All" Traditional Games Units developed by The International Traditional Games Society, January, 2009

Physical Education Lesson Plan

Grade: 4-6 **Facility:** Indoors/Outdoors **Lesson/Unit:** Traditional Games/Ring the Stick
Date: _____ **Students:** 16 + **Lesson Number:** _____ **Time:** 30-45 minutes

General Outcomes	 Activity		 Benefits Health			 Cooperation				 Do It Daily...For Life!			
	✓					✓							
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
	A-(4-6)5								C-(4-6)5				

Safety Guidelines for Physical Activity in Alberta Schools

Refer to *Indoor Activities* section (pgs. 19-20)

<http://acir.ca/acir/acir-documents-cabinet/safety-guidelines-for-physical-activity-in-alberta-schools>

Warm Up (5-10 min)

Speedy Lines and Shapes

Students begin activity by walking on the lines of the activity space. On a signal, students change directions, move to a new line, or vary the type of movement, e.g.; galloping on the line as opposed to walking. Next, invite students to walk, skip, gallop or side step in a circle (small circle, large circle). Change the shape to a figure 8, square and/or triangle.

Arm and Wrist Stretch – Students stretch “tall as a house, small as a mouse and wide as a wall”. Then rotate wrists by drawing circles with hands.

Ring the Stick (20-30 min)

Be sure to take into account the abilities of all students when planning learning opportunities and incorporate variations as needed to ensure learning and success for all.

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.
- 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.

Student Outcomes:

Students can demonstrate sending and receiving skills while performing *Ring the Stick*.

Students can work together to achieve a group goal.

Assessment:

While observing, look for the following criteria for sending and receiving:

- Keeps eyes on the ring until the ring is on the end of the stick
- Bends arms to ‘give’ with the object

Consider creating a checklist with the above criteria that could be used while observing students.

While observing, look for the following criteria for teamwork:

- Encourages peers
- Uses respectful communication
- Willing to compromise and cooperate

For more active variations, consider having students participate in a relay-type activity or a tag game:

Ring It Relay – Invite students to form relay teams of 3-4. Place one Ring the Stick on an end line across the playing area and in front of each relay team. On a signal to go, one student moves to the other end, picks up the stick and with three attempts tries to ring the stick. Once the student has had three attempts, he/she places the stick back on the floor and moves back to their teammates, high fives the next person in line who moves toward the stick. Continue for a set amount of time (2-3 minutes). As students participate, call out different locomotor movements that can be incorporated, such as, galloping, skipping, hopping and jumping.

Heal to Heel Tag – Place different sizes of Ring the Sticks around the outside of the playing area. Choose 1-2 students to be “its” and provide each “it” with a pinnie or soft object to identify them as taggers. If a student is tagged, he/she moves to the outside of the playing area and is “healed” (returns to the game) once they ring the stick. To be “safe” from getting tagged, two students can sit down and place their heels (soles of feet) together for the count of 5 and return to the game.

Remind students that hand-eye coordination improves with practice over time. The eyes, hands, muscles and brain must work together to achieve proficiency with the task.

Cool Down (5 min)

On-the-Spot Follow the Leader

Choose a leader to lead some slow, cool-down movements, e.g.; walk on the spot, touch shoulders with hands, skip slowly on the spot.

Equipment

- 1 “Ring-the-Stick” per student; a willow 18” in length with a sinew of 18” tied to a hoop 6-8” in diameter and to the stick (a variety of hoops in diameter will allow for each student to find a hoop that they can succeed at and feel challenged)

* First Aid Kit

Other Ideas:

Ring the Stick as played by the Cheyenne was also known as the love game. A young man would play this game to show he cared about a girl. If she accepted the game piece or played with him, it was seen as an agreement for courting or promise.

- *From “Indian Education for All” Traditional Games Units developed by The International Traditional Games Society, January, 2009*

Related Resources:

“Indian Education for All” Traditional Games Units developed by The International Traditional Games Society, January, 2009

Physical Education Lesson Plan

Grade: 4-6 Facility: Indoors/Outdoors Lesson/Unit: Traditional Games/Make the Stick Jump

Date: _____ Students: 16 + Lesson Number: _____ Time: 30-45 minutes

General Outcomes	 Activity		 Benefits Health			 Cooperation			 Do It Daily... For Life!				
	✓		✓										
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
	A-(4-6)6				B-(4-6)6								

Safety Guidelines for Physical Activity in Alberta Schools

Refer to *Outdoor Activities* section (pgs. 23-24)

Refer to *Indoor Activities* section (pgs. 19-20)

<http://acicr.ca/acicr/acicr-documents-cabinet/safety-guidelines-for-physical-activity-in-alberta-schools>

Warm Up (5-10 min)

Splump (Split/Jump) Tag

Choose 1-2 students to be “its”. On the signal to go, the “its” chase the other students. If tagged, the “it” joins hands or links elbows with the student he/she tagged and they both perform 2 jumps. They then move together and attempt to tag another student. Once a third student is tagged, he/she links with the group of two and they all perform 3 jumps. Once a fourth student is tagged, he/she links with the group of three and they all perform 4 jumps, then split into 2 groups of 2. These newly formed groups of 2 remain “it” until the rest of the students are tagged.

Make the Stick Jump (20-30 min)

Be sure to take into account the abilities of all students when planning learning opportunities and incorporate variations as needed to ensure learning and success for all.

Divide students into groups of 4-6 and split each group in half and have each of them line up behind a ‘marking stick’ or pylon opposite of each other. Smaller groups will allow for maximized student engagement and activity time. If there is not enough equipment, adjust the number of groups created. Insert 5 “marking sticks” into the ground (or place on a line on the floor if playing indoors) about 6 feet apart. Invite each group to stand behind a starting line about 6 feet away from the first stick, facing the other half of their group.

X X X - - - - - X X X

X = Students - = Marking Sticks

Student Outcomes:

Students can demonstrate throwing skills while performing *Make the Stick Jump*.

Students can demonstrate the connection between physical activity and positive feelings during the question and answer period.

Assessment:

While observing, look for the following criteria for throwing:

- Extends throwing arm back
- Rotates trunk
- Steps forward with opposite foot as hand
- Follows-through towards the target

Consider creating a checklist with the above criteria that could be used while observing students.

Place 3 foot bags (hacky sacs) on the ground at each end and in front of each group's starting line. Determine which side will start by having a rock, paper, scissors challenge. The first student in line will toss each foot bag, one at a time, at the sticks and try to make them "jump" or move. The last student in the opposing line gathers the foot bags and hands them to the next student in their own line waiting for a turn. Then the first student on the opposing group throws their 3 foot bags. Inform students that they cannot roll the foot bag in order to hit the stick. They must use an underhand or overhand throw.

The stick closest to the group is worth 1 point if it jumps. The next closest stick is worth 2 points and so on, up to the fifth stick, which is worth 5 points.

- The goal is to score as many points as possible for the group.
- Have students/groups set a goal to reach a certain number of points in a round, then replay the game trying to beat the group's personal best.
- Set a time limit to complete a given number of rounds.

Modifications:

For younger students, move the sticks closer together to decrease the distance that must be thrown.

If you have more equipment and space, consider having students in groups of 3-4 and situate them only on one side of the sticks and throw from one end.

Cool Down (5 min)

Lead students through a head to toe stretch and ask the following questions:

- How do you feel when you are physically active?
- How do you feel when you are working on accomplishing a task, or achieving a goal such as making the sticks jump?

Equipment

- 5 Blackfoot marking sticks (Run and Scream sticks) per group of 4-6; willow sticks, 6-8" long and sharpened at one end; may be decorated
- 6 foot bags (hacky sacs) per group of 4-6
- Pylons to mark starting lines (2 per group of 4-6)

* First Aid Kit

Other Ideas:

Survival long ago meant everyone had to have physical skills as well as problem solving abilities and the need to be inventive and creative. Values of sharing, taking turns and truthfulness are expressed in "Make the Stick Jump".

- *From "Indian Education for All" Traditional Games Units developed by The International Traditional Games Society, January, 2009*

Related Resources:

"Indian Education for All" Traditional Games Units developed by The International Traditional Games Society, January, 2009

Physical Education Lesson Plan

Grade: 4-6 Facility: Indoors/Outdoors Lesson/Unit: Traditional Games/Double Ball

Date: _____ Students: 16 + Lesson Number: _____ Time: 30-45 minutes

General Outcomes	 Activity		 Benefits Health			 Cooperation			 Do It Daily... For Life!				
	✓					✓							
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
	A(4-6)-5								C(4-6)-6				

Safety Guidelines for Physical Activity in Alberta Schools

Refer to *Outdoor Activities* section (pgs. 23-24)

Refer to *Indoor Activities* section (pgs. 19-20)

<http://acicr.ca/acicr/acicr-documents-cabinet/safety-guidelines-for-physical-activity-in-alberta-schools>

Warm Up (5-10 min)

Run-Walk Warm-Up

Mark out a rectangular course by placing cones at the four corners of the soccer field. Have students scatter evenly along the course. On a signal students should travel in one direction around the course, walking the widths and running the lengths. Students may pass after completing one circuit.

On the next signal students should change directions. Change the locomotion to skipping/side shuffle, galloping/heel to toe walking, hopping/backwards walking.

Doubleball (20-30 min)

Be sure to take into account the abilities of all students when planning learning opportunities and incorporate variations as needed to ensure learning and success for all.

Divide students into teams of 8. Two teams face each other across a center line with sticks held straight out in front of the participant ready to catch the doubleball. The doubleball is thrown from the stick of one of the leaders to commence scrimmage and play continues until one side passes the ball through its opponent's goal.

Score 1 point if the ball travels through the goal, 2 points for going over the goal and 3 points for a wrap of the ball on the cross bar. Games are played to 7 points, going over 7 resets to 3, going through the goal from the back scores a point for opposing team.

Ball can only be moved with the stick, no rough play allowed.

Modification: Doubleball stick practice – this is a new skill for most students, practice by forming a circle and pass the doubleball from the middle of the circle to each child and have them try to toss the doubleball

Student Outcomes

Students can demonstrate the skills of sending and receiving an object while playing *Double Ball*.

Students can demonstrate positive behaviors that show respect for teammates and opponents.

Assessment/Evaluation

While observing, look for the following criteria for sending and receiving:

- Shift body weight forward
- Step forward with opposite foot
- Rotate throwing hip, shoulder and arm
- Follow through
- Keep eyes on the object
- Bend arms to give with the object

At the conclusion of the game the players on the team with the most points nominates the player on the other team that gave them the most challenge.

back to the center.

Cool Down (5 min)

Human Knot

If possible try to arrange for an even number of students. Form groups of 10-12 students. Have each group of students stand in a very close circle.

Everyone needs to reach across the circle with any two players except those who are standing on either side of you. Now work together to untangle your hands so that everyone is standing in a circle again holding hands.

While untangling remember not to let go of anyone's hands. Note: If there are an odd number of players one person can be the "coach" who directs the undoing of the knot.

Equipment

- 10 ft. x 10 ft. tri-pod goal on either end of playing field (soccer goals)
- 1 Stick per player (peeled willow with a handle, approx. 2 ft. long)
- Doubleball (12-18" long, with ¾" wide thong connecting two ends filled with sand and hair)

* First Aid Kit

Other Ideas:

All life should be respected. The willow sticks used in the game gave their life for the playing of the game. The sticks were gathered with prayers and offerings of tobacco for the life of the willow and for the safety of the people playing the game. No one should be hurt during play.

- From "Indian Education for All" Traditional Games Units developed by The International Traditional Games Society, January, 2009

Related Resources:

"Indian Education for All" Traditional Games Units developed by The International Traditional Games Society, January, 2009

Physical Education Lesson Plan

Grade: 4-6 Facility: Indoors/Outdoors Lesson/Unit: Traditional Games/(Salish)Hoop and Dart

Date: _____ Students: 16 + Lesson Number: _____ Time: 30-45 minutes

General Outcomes	 Activity		 Benefits Health			 Cooperation				 Do It Daily... For Life!			
	✓					✓							
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
	A(4-6)-5						C(4-6)-3						

Safety Guidelines for Physical Activity in Alberta Schools

Refer to *Outdoor Activities* section (pgs. 23-24)

Refer to *Indoor Activities* section (pgs. 19-20)

<http://acicr.ca/acicr/acicr-documents-cabinet/safety-guidelines-for-physical-activity-in-alberta-schools>

Warm Up (5-10 min)

Target Toss

Have each student choose a throwing object (small ball, loofah, crumpled paper ball, etc) then spread out in the playing area and select a target. The target can be on the ground/floor or on the wall. The students will aim and throw at their own target by throwing overhand, underhand, using both dominant/non dominant hands, and any other creative ways they would like to throw to hit their target.

(Salish)Hoop and Dart (20-30 min)

Be sure to take into account the abilities of all students when planning learning opportunities and incorporate variations as needed to ensure learning and success for all.

Six players from each team make a line along opposite sides of a 30' by 10' alleyway. A hoop is thrown to roll down the middle of the alleyway. Players toss their dart at the rolling hoop in an attempt to get the hoop to fall with their dart in the netting.

Score 1 for a dart landing in the netting and 3 points for a dart landing in the center hole. Add individual scores together for a team score. The team with the most points at the end of the playing time wins.

Modification: Commercially made arrows can be used in place of willow darts. For younger students substitute a hula-hoop for the hoop and pool noodles for darts.

Student Outcomes

Students can demonstrate the skills of sending an object and timing while playing *Hoop and Dart*.

Students can demonstrate truth in scoring that shows respect for teammates and opponents.

Assessment/Evaluation

While observing, look for the following criteria for sending an object:

- Shift body weight forward
- Step forward with opposite foot
- Rotate throwing hip, shoulder and arm
- Follow through
- Keep eyes on the object

Hoop and arrow games taught truth in scoring and “means of survival” in camps. Games should be played with honesty, safety and enjoyment.

Cool Down (5 min)

Hoop Pass

Form a circle with 10 – 12 students and one hula hoop per circle. Have students in the circle join hands with the hoop in the circle. The hoop must travel the circumference of the circle without students letting go of hands. Students will bend and stretch to get the hoop around the circle.

For added challenge use two different sizes of hoops that travel in opposite directions!

Equipment

- 30 ft. x 10 ft. alleyway for rolling the hoop (soccer field or gym floor)
- 1 netted hoop about 12-18” in diameter laced in a dream catcher pattern with a reinforced hole in the center
- 4 darts per player – 18-24” straight peeled willow sticks, decorated the same but different from each other set of darts.

* First Aid Kit

Other Ideas:

When we judge others, it is from our own cultural context.

“There is no “right or wrong” way to play hoop and arrow games, just different ways.”

- International Traditional Games Society

Related Resources:

“Indian Education for All” Traditional Games Units developed by The International Traditional Games Society, January, 2009

Culin, Stewart. “Games of the North American Indians” from “Twenty-fourth Annual Report of the Bureau of American Ethnology, 1902-1903, Washington, DC: Government Printing Office, 1907

Physical Education Lesson Plan

Grade: 4-6 Facility: Indoors/Outdoors Lesson/Unit: Traditional Games/Tewa Slingball

Date: _____ Students: 16 + Lesson Number: _____ Time: 30-45 minutes

General Outcomes	 Activity		 Benefits Health			 Cooperation				 Do It Daily...For Life!			
	✓		✓										
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
	A(4-6)-5		B(4-6)-3										

Safety Guidelines for Physical Activity in Alberta Schools

Refer to *Outdoor Activities* section (pgs. 23-24)

Refer to *Indoor Activities* section (pgs. 19-20)

<http://acicr.ca/acicr/acicr-documents-cabinet/safety-guidelines-for-physical-activity-in-alberta-schools>

Warm Up (5-10 min)

Mirror Mirror Core Challenge

Have students get into groups of 2 for this partner challenge. Students begin in a plank position, head to head like a reflection in a mirror. Play a song and have the students move while in the plank position so their partner will follow them. Some ideas are: side step, jump out, one arm out to the side, shuffle to the right or left, jump legs up and back, knee to elbow, knee to chest, etc. Continue for 1 – 2 minutes then switch partner roles. Have pairs join with another pair to play the game again this time with 4 people.

Tewa Slingball (20-30 min)

Be sure to take into account the abilities of all students when planning learning opportunities and incorporate variations as needed to ensure learning and success for all.

Consider doing this activity in an outdoor space free of obstacles. Mark off a play space with pylons ensuring there is plenty of open space to throw.

Have students sit on the ground in a straight line facing away from the play space. The students need to pinch the tail of their Slingball in between their two big toes. When everyone is ready give a signal to throw. On the signal the students need to lie on their backs and sling the ball backward over their heads.

The Slingball going the farthest is the winner.

Modification: Students compete in heats, gradually eliminating competitors until one student is able to sling their ball farther than anyone else. If space permits, students fling their Slingball for their partner to catch in the air.

Student Outcomes

Students can demonstrate how to send an object while performing *Tewa Slingball*.

Students can play *Tewa Slingball* to increase specific components of fitness; balance, flexibility, core strength.

Assessment:

While observing, look for the following criteria for throwing:

- Keeps hands flat on the ground
- Keeps legs and knees together
- Extends legs high overhead
- Follows through towards the target

Consider creating a checklist with the above criteria that could be used while observing students or for peer assessments.

Cool Down (5 min)

Group Core Challenge

Form a circle with about 10 – 12 students per circle and one – two Slingballs per circle. Have the students hold a position while moving the ball(s) around the circle.

- Hold a v sit while passing the ball(s) around the circle
- Hold a plank while sliding the ball(s) under each person around the circle
- Turn the circle into a line and start in a sit up position, start at one end, do a sit up and pass it to the next student in line.
- Change to the plank position in a line, move the Slingball in a figure eight from one student to the next.

Equipment

- Tewa Slingballs – Hacky Sack stuffed with sand and buffalo hair, 6-10” braided yarn tail attached; 1 per player or team
- Pylons to mark starting lines

* First Aid Kit

Other Ideas:

There were differences in the types of kickstick, kickball, foot-ball and kick-bag games Those differences were determined by the “lay of the land”, the types of natural materials available and the traditions, culture and customs of each tribe.

- From “Indian Education for All” Traditional Games Units developed by The International Traditional Games Society, January, 2009

Related Resources:

“Indian Education for All” Traditional Games Units developed by The International Traditional Games Society, January, 2009

Notes

