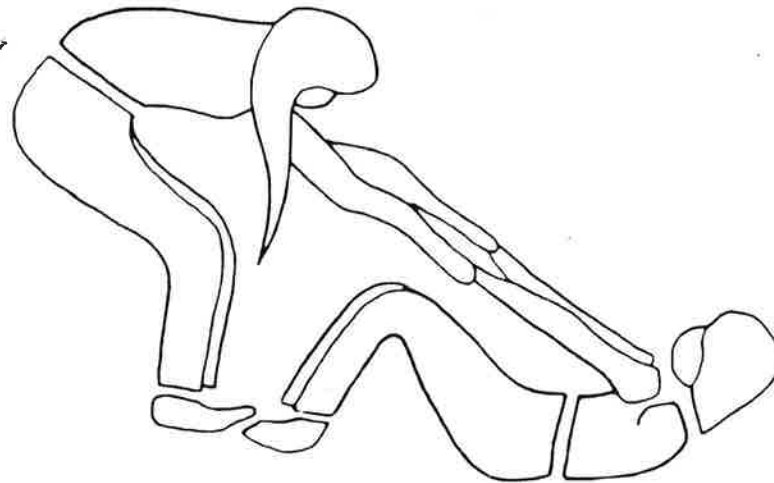


Let's All Play

**A Curriculum and Resource Document for the
Ontario Curriculum, Grades 1-8: Health and
Physical Education, 1998**

**Traditional Games and Activities of the
Northern Ojibway and Cree**



Jim Hollander

Let's All Play

Jim Hollander



Timmins, Ontario

© 2000 Ojibway and Cree Cultural Centre

All rights reserved. No part of this document may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording or by any information storage and retrieval system, without permission in writing of the Ojibway and Cree Cultural Centre.

ISBN 0-919523-14-5

For additional copies and information
please contact the following:

Ojibway and Cree Cultural Centre
Suite 204
273 Third Avenue
Timmins, Ontario P4N 1E2
(705) 267-7911

Table of Contents

Acknowledgments	.....iv
Introduction	.....1
CHAPTER 1 Health and Physical Education	.....3
The Purpose of The Ontario Curriculum, Grades 1–8: Health and Physical Education, 1998	.....3
Strands in the Health and Physical Education Curriculum.....	4
Attitudes in Health and Physical Education	.....6
Planning Student Programs	.....7
Curriculum Expectations and Achievement Levels	.....8
CHAPTER 2 Primary Division Games and Activities	.....10
Grade 1	.....10
Grade 2	.....15
Grade 3	.....20
CHAPTER 3 Junior Division Games and Activities	.....25
Grade 4	.....25
Grade 5	.....29
Grade 6	.....33
CHAPTER 4 Intermediate Division Games and Activities	.....37
Grade 7	.....37
Grade 8	.....42
Reference and Resource List	.....46

Acknowledgments

The author would like to thank the following people for their support and effort in making this project a success:

Evelyn Baxter, Freelance Translator, for translating this document into Oji-Cree.

Diane Riopel, Acting Executive Director of the Ojibway and Cree Cultural Centre, for her continued efforts to promote Native culture.

John B. Nakogee, Director of Education of the Attawapiskat First Nation Education Authority, for without his vision and support an earlier version of this document would not have been possible.

Hannah Sutherland, Education Coordinator of the Ojibway and Cree Cultural Centre, for her continued support in the production of these kinds of documents.

Kim Piché, Executive Secretary of the Ojibway and Cree Cultural Centre, for her secretarial services.

Introduction

The Let's All Play Curriculum and Resource Document is an attempt to place Northern Ojibway and Cree games and activities within the Cultural Awareness and Health and Physical Education programs of schools in the Nishnawbe-Aski area.

The Northern Ojibway and Cree took many opportunities to participate in recreational games and activities throughout the year. These games and activities brought much laughter and pleasure to the players and to the spectators. In the past, traditional games and activities served to reduce aggression through mild competition and promote socialization. These games and activities also provided relief from the day to day activities of hunting, snaring, trapping, fishing, and gathering. Further, traditional games and activities encouraged children to learn the skills necessary to live in the bush by imitating their parents.

Today, these traditional games and activities can complement the physical education programs offered in Northern Ontario schools by enhancing the Northern Ojibway and Cree students' physical fitness, well-being, self-esteem, and cooperative behaviour.

The Northern Ojibway and Cree games and activities listed in this curriculum and resource document are organized according to (a) developmentally based practices grounded on information of what is age and individually appropriate for the students, and (b) specific ministry expectations as outlined in *The Ontario Curriculum, Grades*

1–8: Health and Physical Education, 1998. The organization of games and activities contained in this document is offered as a suggestion, and may be adapted to meet the needs of the teacher and students. Furthermore, this curriculum and resource document can be used for planning learning activities and making the equipment required for the games and activities mentioned. Traditional or more modern materials may be used; however, teachers are encouraged to seek out local elders to make these games using authentic materials if possible.

All materials used in the development of the Let's All Play curriculum and resource document have been noted in the Reference and Resource List. The authors and organizations of these references and resources are gratefully acknowledged for their contributions to this document and for allowing their knowledge to be shared in the classroom.

CHAPTER 1

Health and Physical Education

The Purpose of *The Ontario Curriculum, Grades 1–8: Health and Physical Education, 1998*

Healthy active living involves a combination of physical activity and appropriate lifestyle choices. Students should begin early on to acquire the basic knowledge about a wide variety of health-related topics and to develop relevant skills. They need to understand how their actions and decisions effect their health, fitness, and personal well-being, and how to apply their learning to make positive, healthy decisions in all areas of life and personal development. The school environment can profoundly influence students' attitudes, preferences, and behaviours.

Through the health and physical education curriculum, students will develop:

- an understanding of the importance of physical fitness, health, and well-being and the factors that contribute to them;
- a personal commitment to daily vigorous physical activity and positive health behaviours;
- the basic movement skills they require to participate in physical activities throughout their lives.

The achievement of the objectives of the health and physical education program will not only enhance each student's life but will also result in a healthier population. Students' knowledge of the importance of daily vigorous activity will also help them understand how such activity combats health risks such as obesity and heart disease.

A comprehensive approach to health and physical education emphasizes the shared responsibilities of parents, peers, schools, health-care systems, government, the media, and a variety of other institutions and agencies. Meaningful health and physical education also requires safe, health-promoting environments, support services from the community, and a school curriculum that makes health a priority in the school.

—from *The Ontario Curriculum: Grades 1 to 8, Health and Physical Education 1998*, p. 2

Strands in the Health and Physical Education Curriculum

The curriculum's major areas of knowledge and skills are organized around three strands:

- **Healthy living** includes healthy eating, growth and development, personal safety and injury prevention, and substance use and abuse.
- **Fundamental movement skills** include locomotion/travelling, manipulation, and stability.
- **Active participation** includes physical activity, physical fitness, living skills, and safety.

These strands combine the living skills (e.g., personal, interpersonal, communication, conflict-resolution, goal-setting, organizational, time-management, problem-solving, and decision-making skills) that all students require.

—from *The Ontario Curriculum: Grades 1 to 8, Health and Physical Education 1998*, p. 3

Healthy Living

The healthy living strand will provide students with the knowledge and skills they need to develop, maintain, and enjoy healthy lifestyles, as well as solve problems, make decisions, and set goals that are directly related to personal health and well-being. The four components of this strand are healthy eating, growth and development, personal safety and injury prevention, and substance use and abuse.

—from *The Ontario Curriculum: Grades 1 to 8, Health and Physical Education 1998*, p. 10

Fundamental Movement Skills

The movement skills are organized into three categories:

—**locomotion/travelling**, in which the body moves from one point to another (e.g., walking, running, skipping, hopping, galloping, chasing, fleeing, dodging)

—**manipulation**, which involves giving force to objects or receiving force from objects (e.g., throwing, catching, collecting, kicking, punting, dribbling, volleying, striking)

—**stability**, in which the body remains in place but moves around its horizontal or vertical axis (e.g., bending, stretching, twisting, turning, rolling, balancing, transferring weight ... landing from a jump)

These basic movement skills are the foundation of all physical activity and are essential both to an individual's development of effective motor skills and to the application of these skills in a wide variety of physical activities. Since the skills can also enhance students' interpersonal, cognitive, and emotional development, it is critical that the health and physical education program be inclusive, engaging all students irrespective of their gender, background, or ability.

—from *The Ontario Curriculum: Grades 1 to 8, Health and Physical Education 1998*, p. 20

Active Participation

Daily vigorous physical activity must become part of each child's routine and way of life. The health and physical education program, which includes vigorous physical activity for all learners throughout the school year, will help children to become fit, independent learners; to develop interpersonal skills by interacting with others; and to relate fitness activities to healthy, productive lives. The four components of this strand are physical activity, physical fitness, living skills, and safety.

—from *The Ontario Curriculum: Grades 1 to 8, Health and Physical Education 1998*, p. 30

Attitudes in Health and Physical Education

Students' attitudes towards health and physical education can have a significant effect on their achievement of the expectations. To learn effectively and develop positive attitudes towards healthy active living, students should enjoy the skill-development and physical activities.

They should also come to recognize the importance of observing safety procedures, respecting others, and being punctual. (These attitudes are incorporated into the specific expectations.)

—from *The Ontario Curriculum: Grades 1 to 8, Health and Physical Education 1998*, p. 4

Planning Student Programs

Teachers must provide a balanced program with a broad selection of activities. In doing so, they combine expectations from more than one of the three strands to help students see the connections between physical skills and health concepts (e.g., that daily physical activity improves health and physical fitness).

Teachers must also ensure that the concepts and skills taught are appropriate to students' ages and stages of achievement, and to their perceptions, prior knowledge, attitudes, learning styles, and exceptionalities. They must use a variety of instructional approaches to ensure that all students are given every opportunity to learn and perform to their full potential.

This curriculum requires that students participate in vigorous physical activity for a sustained period of time each day. The amount of time suggested is described in the expectations and varies from Grade 1 to Grade 8. This expectation can also be achieved in a variety of ways, using school and community indoor and outdoor facilities.

—from *The Ontario Curriculum: Grades 1 to 8, Health and Physical Education 1998*, pp. 4–5

Cross-curricular planning. Health and physical education are essential to the entire school curriculum. Studies show that students who participate in physical activity exhibit improved memory, concentration, and communication, problem-solving, and leadership abilities which improve their learning in other subject areas. Such students also display more positive attitudes towards themselves, improved interpersonal behaviour, and a willingness to meet and deal with the challenges of daily life. Because active learning is so important for all students, daily vigorous physical activity in elementary schools is strongly encouraged by the provincial curriculum.

The development of skills and knowledge in the areas of health and physical education is related to learning in other subjects. When planning programs, teachers should emphasize such cross-curricular relationships by co-ordinating the teaching of related expectations.
—from *The Ontario Curriculum: Grades 1 to 8, Health and Physical Education 1998*, pp. 5–6

Curriculum Expectations and Achievement Levels

[The achievement levels chart: Health and Physical Education, 1–8] identifies four categories of skills in health and physical education: understanding of concepts, movement skills, active participation, and communication of required knowledge. For each of these categories, there are four levels of achievement. These levels are brief descriptions

of degrees of achievement that teachers will use as the basis for their assessment of each student's work.

Although the main purpose of the chart [p. 9] is for assessing student achievement, teachers may also use it for related purposes. For example, they could use it as a guide when observing students' performance or to explain the different levels of achievement to parents.

—from *The Ontario Curriculum: Grades 1 to 8, Health and Physical Education 1998*, p. 8

Let's all play!

CHAPTER 2

Primary Division Games and Activities

Grade 1—Buzzers, tops, dolls and small cradle boards, small sleds, toboggans and canoes, and hide-and-go-seek game

Introduction:

Many toys (*may ta wa ka na*) were made to amuse children and help them learn through playing.

Buzz toys (*ooh ooh mee ka nuk*) and spinning tops (*kee nee kwa nee pa joosh shuck*) entertained boys and girls. Buzz toys consisted of spruce buttons, with two centre holes, through which sinew lines were passed. The ends of the sinew were attached to small pieces of wood that acted as handles. The sinew was moistened and swung in a circular movement in front of the body and pulled apart to make a buzzing sound. Children also played with spinning tops made of spruce or aspen. Rope was wrapped around the spindle of the top and pulled to make it twirl.

Children learned about their future roles by playing with miniature versions of the equipment that their parents used. Young girls played with dolls (*a wa she she ka nuk*) and small wooden cradle boards (*tee kee na ka nee sha*) made by their fathers. Girls pretended being

mothers by taking care of and dressing up their dolls in little clothes made by their mothers. Young boys played with small bows (*a cha pee sha*) and arrows (*a ka sko she sha*), sling shots (*she pa stay pee che ka na*), canoes (*chee ma na*), and toboggans (*na pa kee ta pa na skwa*) carved out of wood made by their fathers. Boys imagined being fathers by acting out various hunting trips.

In addition, young boys and girls participated in a variety of hide-and-go-seek games (*na ta wee mee ska ka ka ta nee wuk*).

Expectations:

Students will:

Fundamental Movement Skills

—travel in a variety of ways (e.g., leap, gallop) in different directions in response to signals (e.g., stop or go signals)

—travel in a variety of ways using different pathways (e.g., straight, curved, or zigzag pathways in creative dance)

Active Participation

—work cooperatively with others (e.g., sharing equipment, helping others)

Players: (a) and (b) five or six at each toy centre; (c) ten or twelve at hide-and go seek-game

Formation: (a) and (b) centres; (c) circle

Playing area: classroom

Equipment: (a) three buzzers made out of spruce buttons or disks (big coat buttons), sinew (rope) 1.5 m long, and small pieces of wood for handles; three spinning tops carved out of aspen or spruce and rope; (b) several dolls, small cradle boards, small sleds, toboggans, and

canoes; (c) eight to ten blindfolds, twenty small pebbles (boundary markers), and a bone, feather, or similar small object

Teaching and Learning Strategies:

1. Opening (5 minutes):

—before beginning lesson ensure that students are familiar with the routine of moving from centre to centre and listening to verbal instructions

—place toys around room in two centres: (a) toys for amusement and (b) toys for learning

—mark off a large circular area for (c) hide-and go-seek

—have students free play with toys at centres

—have students put toys back into centres and return to circle

2. Introductory Activities (5 minutes):

—describe the different kinds of toys and what they were used for

—discuss importance of sharing equipment and getting along with others

—explain centres and use of toys

(a) toys for amusement centre

—buzzers

—hold both ends of string in each hand, flip button so string is lightly wound, pull ends apart to make it buzz

—tops

—find hard floor, wind rope around top, hold down lightly and pull on rope making it spin

(b) toys for learning centre

—pretend that you are a mother or father and use toys as they would

—explain individual, partner, and group activities

—divide class into two groups of five or six students for the toys

centres, and one group of ten or twelve students for the hide-and go-
seek game

(c) hide-and go-seeK

—work with hide-and go-seeK group

3. Skill Development (15 to 25 minutes):

(a) toys for amusement centre

individual activities

—have students play with buzzers

—have students explore sounds made by pulling the ends faster
and slower

—have students play with tops

—have students try to keep tops spinning in a specific area

partner activities

—have students try to knock each other's top over in top fights

(b) toys for learning centre

individual, partner and group activities

—have students free play with dolls and small cradle boards,
small sleds, toboggans, and canoes

(c) hide-and go-seeK game

group activities

—mark off a large circular area in classroom with small pebbles or
boundary markers

—blindfold each player and place them on hands and knees
inside circle

—throw or place bone, feather, or similar object in circle

—player who finds object wins game

—repeat with different sized objects

—switch activities after five or ten minutes

4. Closing (5 minutes):

- have students put toys back into centres and return to circle
- review importance of sharing equipment and getting along with others

Assessment and Evaluation:

(i) developmental sequence chart (movement skills achievement category)

0—cannot perform (level 1), 1—initial (level 2), 2—intermediate (level 3), 3—automatic (level 4)

- travels in a variety of ways in different directions in response to signals
- travels in a variety of ways using different pathways

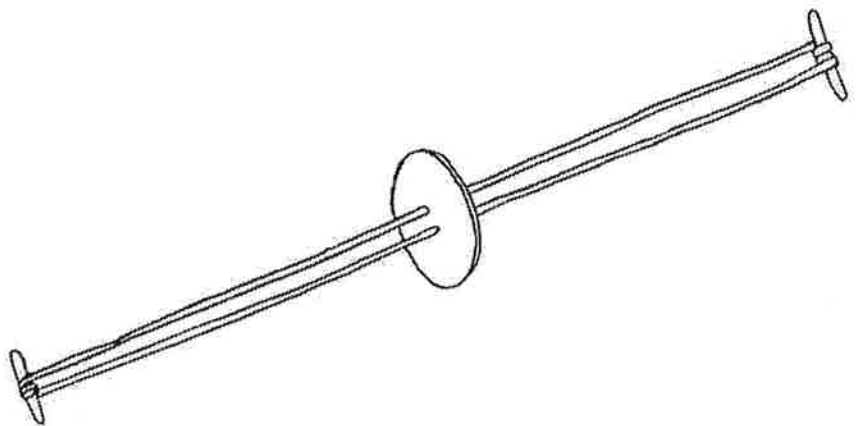
(ii) participation checklist (active participation achievement category)

E—excellent (level 4), G—good (level 3), S—satisfactory (level 2), N—needs improvement (level 1)

- shares equipment
- gets along with others

note: children made many of their own toys in the past, students could make their own toys

too, e.g., buzzers and tops from commonly found objects



Grade 2—Wolf or hunter and moose tag game, and football (soccer)

Introduction:

Children and adults played a variety of games (*na na kao may ta way wee na*) to entertain themselves throughout the year.

Many tag games, that simulated hunting activities, were practiced by boys. These games (*oh oh may ta way wee na*) included wolf (*ma hee kun*), and moose (*moos*) and hunter (*ka ta mee na hood*). In the wolf game, one boy was chosen to be the wolf by drawing sticks. The boy who drew the shortest stick became the wolf and the rest became caribou (*a tik*). Once the wolf attacked (or hit) a caribou he was captured. The game continued until all caribou were caught. The hunter and moose game (*moo so ka so win*) was played in a similar manner.

Football (or soccer) type games (*way pee shka chee kay win*) were played throughout the year by men and women.

Expectations:

Students will:

Fundamental Movement Skills

- travel and change from one kind of locomotion/travelling movement to another (e.g., hopping to skipping)
- travel in a variety of ways, changing pathways and directions (e.g., creative dance from other countries)
- kick a stationary ball, using either foot, to a partner or to a large target

—dribble a ball over a short distance

Active Participation

—demonstrate appropriate interpersonal skills and respectful behaviour (e.g., displaying etiquette, playing fairly, and cooperating) in physical activities

—provide help to and ask for help from group members

Players: (a) ten or twelve at wolf or hunter and moose tag game; (b) ten or twelve at football (soccer) type game

Formation: (a) scattered; (b) playing area divided into two equal sections, with goals placed on endlines of each of these sections

Playing area: playground, gymnasium, or outdoors

Equipment: (a) ten or twelve sticks of varying sizes (popsicle sticks may be used for this purpose); (b) stuffed caribou or moose hide balls (small soccer/utility balls), and four small sticks (pylons) for goals

Teaching and Learning Strategies:

1. Opening (5 minutes):

—before beginning lesson ensure that students can move quickly to and from the playing areas and listen to verbal instructions

—place a variety of small soccer/utility balls in containers or carry bags around the playing area

—have students free play with equipment

—have students run, changing direction and speed in as many different directions as they can with soccer/utility balls

—have students travel in different pathways with soccer/utility balls

—have students return equipment to containers or carry bags

2. Introductory Activities (5 minutes):

—meet in centre of playing area

—explain nature of tag games and football (soccer) type game, and partner and group activities

—discuss good sportsmanship, etiquette, playing fairly, and cooperating

3. Skill Development (15 to 25 minutes):

(a) wolf, or moose and hunter tag game

group activities

—have players pick sticks from one student's hand

—player that draws the shortest stick is wolf or hunter

—on signal have caribou or moose scatter, while wolf or hunter attempts to tag caribou or moose (other players)

—players can be safe if they join together to form a herd of three or four caribou (or moose)

(b) football (soccer)

partner activities

—with partners two to three metres apart

—have one student kick while the other traps

—or have one student kick to a moving partner

group activities

—mark off two areas with goals placed along endlines

—start the game with a soccer ball placed near the centre of the playing area

—have one team kick off

—ensure all players move the ball with their feet

—a foul occurs when a player catches or hits the ball with his/her hands

—the ball should then be given to the nearest opposing player

—one point is scored each time the ball crosses a goal line

—switch groups after ten minutes

4. Closing (5 minutes):

—review importance of proper etiquette, fair play, and cooperation when playing games

—discuss ways of travelling with or without a ball, e.g., different directions and pathways

Assessment and Evaluation:

(i) developmental sequence chart (movement skills achievement category)

0—cannot perform (level 1), 1—initial (level 2), 2—intermediate (level 3), 3—automatic (level 4)

- travels and changes from one kind of locomotion/travelling movement to another

- travels in a variety of ways, changing pathways and directions

(ii) expectations skill chart (movement skills achievement category)

A—has demonstrated the required skills (level 4), B—has demonstrated most of the required skills (level 3), C—has demonstrated some of the required skills (level 2), D—has demonstrated some of the required skills in limited ways (level 1)

- kicks a stationary ball, using either foot, to a partner or to a large target

- dribbles a ball over a short distance

(iii) participation checklist (active participation achievement category)

E—excellent (level 4), G—good (level 3), S—satisfactory (level 2),

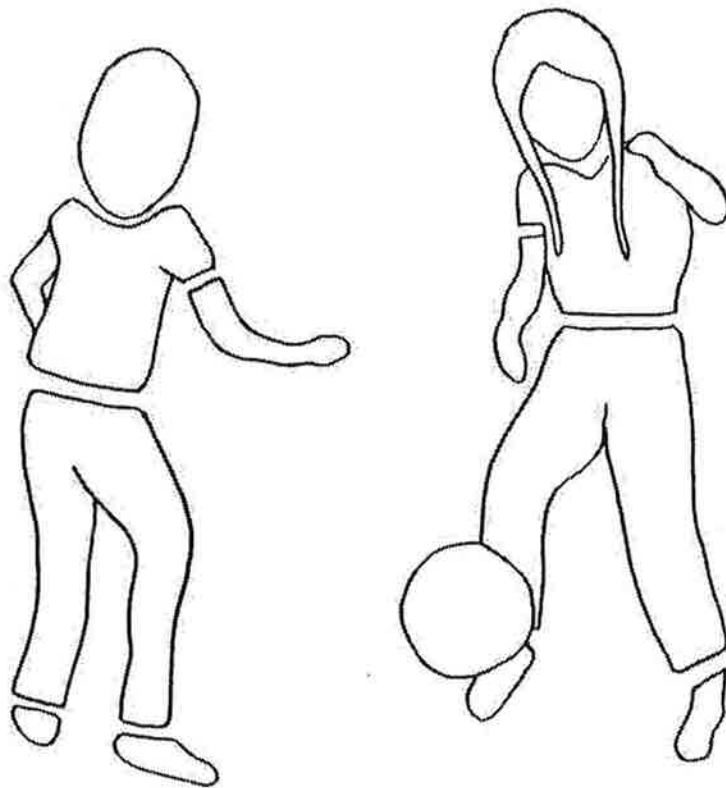
N—needs improvement (level 1)

- displays etiquette

- plays fairly

- cooperates in physical activities
- provides help to and asks for help from group members

note: caribou were more common in precontact times than they are now, moose have replaced them as the predominant big game animal



Grade 3—Square, goose hunting, and pull-pole tug of war games

Introduction:

Some games, like square games (*ka kee kay pa ta win*), were played in the wintertime.

Square games were played by boys and girls. A square was stamped out in the snow. One player stood at each of the four corners, and the person who was 'it' stood in the centre of the square. The players ran from corner to corner trying not to get caught. If a player didn't reach a particular corner on time and was tagged then she became 'it'.

Goose hunting games (*na ta mee na oh win*) were played by boys imitating the hunting techniques of their fathers. One hunter (*ka ta mee na hood*) sat in a blind, called the geese in (other boys holding feathers between their fingers), and then threw pebbles toward them. If a feather dropped then that goose (*nis ka*) was killed. This game was also practiced using pea shooters made out of hollow plant stems with seeds for ammunition.

Everyone enjoyed pull-pole tug of war games (*so kee pee chee kay win*). This game was usually played separately by men and women.

Expectations:

Students will:

Fundamental Movement Skills

—combine various locomotion/travelling movements with changes in direction and level, both with and without equipment (e.g., selecting

two ways to travel on a bench while performing a change in direction and level)

- travel in various ways, and dodge stationary objects or opponents
- throw a ball (pebble) overhead using two hands, while stationary, to a large target or stationary partner

Active Participation

- demonstrate respect for the abilities and feelings of others (e.g., accepting everyone into the group)
- follow the rules of fair play in games and activities (e.g., giving everyone a chance to play)
- communicate positively to help and encourage others

Players: (a) two groups of five per square game; (b) two groups of five or six per goose hunting game; (c) class for tug of war game

Formation: (a) one ten metre square; (b) scattered; (c) line

Playing area: playground, gymnasium, or outdoors

Equipment: (a) ten or twelve sticks of varying sizes (popsicle sticks may be used for this purpose); (b) pebbles and goose feathers or four pea shooters, seeds and goose feathers, and grass or artificial material for a blind; (c) long pole or rope, and small flags

Teaching and Learning Strategies:

1. Opening (5 minutes):

- before beginning lesson ensure that students can move quickly to and from outdoor areas and listen to verbal instructions
- mark off a large square area for square game
- have students run, changing direction and speed in as many different directions as they can without touching one another in the squared area

—call out different ways of travelling as students move and change directions, e.g., walk, run, leap, hop, skip, slide, stop, and dodge without touching one another in squared area

2. Introductory Activities (5 minutes):

—meet in centre of squared area

—explain nature of square game, goose hunting game, tug of war, and group activities

—discuss accepting everyone into the group and giving everyone a chance to play

3. Skill Development (15 to 25 minutes):

(a) square game

group activities

—have players pick sticks from one student's hand

—player that draws the shortest stick is 'it' and stands in centre of square

—on signal have other players run from corner to corner, while player who is 'it' attempts to tag other players

—players are safe if they reach a corner before being tagged

—if player is tagged then she is 'it'

—players may stay on a corner for ten seconds or count of ten

(b) goose hunting game

group activities

—have students construct blind from grass or artificial material

—have students select hunter and geese from among themselves

—have hunter use pebbles as shot or pea shooter and seeds as gun and ammunition

—have geese place feathers between fingers

—begin game by having hunter call geese in

—as geese fly towards blind, have hunter shoot them

—if hunter hits a goose or geese, feathers are dropped depending on how close the shot came

—hunter switches places with first goose shot

—switch games after ten or fifteen minutes

—then play tug of war

(c) tug of war game

group activities

—divide ten or twelve students into equal teams based on weight and strength

—place pole or rope across a centreline and fix two flags on each side of the rope about two metres from the centreline

—on signal have students pull pole or rope until flags cross centreline

—repeat with different teams

4. Closing (5 minutes):

—review importance of accepting everyone into the group and giving everyone a chance to play

—discuss goose hunting game as a way of practicing hunting skills

Assessment and Evaluation:

(i) locomotor skill checklist (movement skill achievement category)

correct or incorrect form

• walk, run, leap, hop, skip, slide, stop, and dodge

(ii) participation checklist (active participation achievement category)

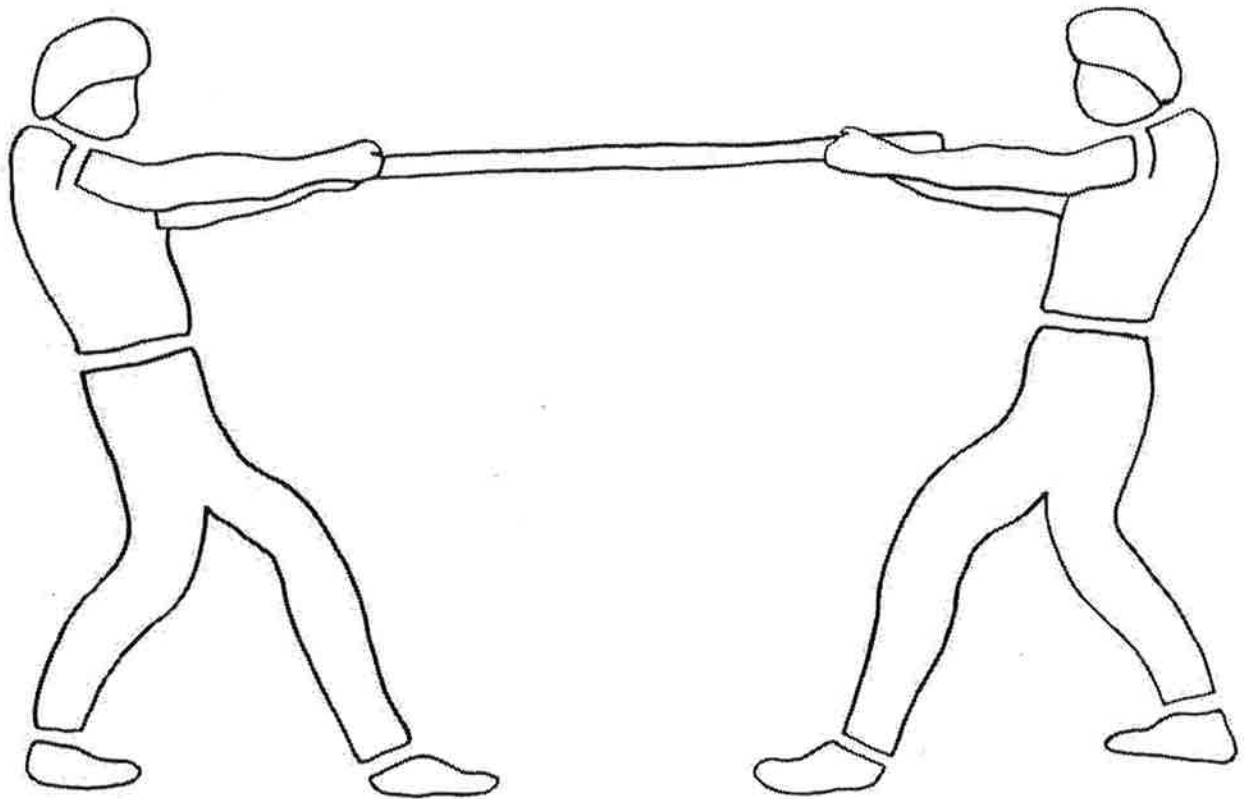
E—excellent (level 4), G—good (level 3), S—satisfactory (level 2),

N—needs improvement (level 1)

• accepts everyone into the group

- gives everyone a chance to play
- helps and encourages others verbally

note: square game can be played at other times of the year by marking the corners of the ten metre square with pylons or sticks



CHAPTER 3

Junior Division Games and Activities

Grade 4—Stick or double ball and scaling rocks game

Introduction:

Stick or double ball (*too ha nuk*) was a team game played by boys. Two caribou hide balls stuffed with caribou hair and attached with a piece of line were picked up with a stick and thrown into goals. These goals were marked by two sticks placed in the ground or snow.

Scaling rocks (*a see nee yuk*) on the water or snow was another pastime that amused boys and girls throughout the year.

Expectations:

Students will:

Fundamental Movement Skills

- combine locomotion/travelling skills in repeatable sequences, incorporating a variety of speeds and levels (e.g., in novelty dances, co-operative games)
- throw both while stationary and while moving, a ball using a one-hand overhand motion to a partner or large stationary target, or pass (hand off) and receive an object (e.g., relaying a baton)
- stop an object with the lower part of the body or with a piece of

equipment (e.g., trapping a ball or disc with the foot or a piece of equipment)

Active Participation

—follow the rules of fair play in games and activities (e.g., displaying good sports etiquette by maintaining self-control whether winning or losing)

—demonstrate respectful behaviour towards others in a group (e.g., speaking kindly, refraining from hurtful comments, acknowledging others' ideas and opinions)

Players: (a) four to eight on each stick or double ball team; (b) class for scaling rocks

Formation: (a) soccer field divided in half with goals 50 metres apart; (b) river bank

Playing area: playground, outdoors

Equipment: (a) eight double balls made of two bags of caribou hide stuffed with caribou hair and sand or rags connected by a 25 to 50 cm caribou hide strip (two bean bags or small balls fastened together with panty hose or other suitable material), class set of peeled saplings (ringette sticks approx. 1 meter in length), and eight small sticks (pylons) for goals; (b) assorted flat rocks

Teaching and Learning Strategies:

1. Opening (5 minutes):

—have equipment available

—have students free play with equipment

—have students return to centre of playing field

2. Introductory Activities (5 minutes):

—have students walk, jog, or run around outside boundaries of

playing field

—have students run and change direction by command inside boundaries of playing field

—or play shadow game: have students partner up, when teacher says ‘go’ one student tries to catch the other, if student is tagged they switch places

—have students return to centre of playing field

—explain nature of games and group activities

—discuss good sports etiquette by maintaining self-control whether winning or losing and speaking kindly, refraining from hurtful comments, acknowledging others’ ideas and opinions

3. Skill Development (15 to 25 minutes):

(a) stick or double ball game

—demonstrate basic grip on stick, throwing, and receiving ball

group activities

—have students in groups of three or four practice throwing and receiving double ball from the left, right, and front

—mark off half of soccer field with goals (small sticks) placed along sidelines

—have two teams play on each half of field

—start the game with double ball thrown up in the air by one of the players to the centre of the playing area (or place the ball between the sticks of two players near the centre)

—all players must move the ball by throwing it with a stick

—players can try to hook the ball or knock it off the opposing player’s stick

—one point is scored each time the ball is carried or thrown across the goal line

—switch teams after ten minutes

(b) scaling rocks game (this is a good cooling down activity, if time permits)

—have students collect rocks along river bank and practice skipping rocks

—see who can skip their rocks the most or make them travel the farthest

4. Closing (5 minutes):

—review importance of good sports etiquette and speaking kindly

—discuss importance of maintaining a good grip on the stick

Assessment and Evaluation:

(i) class skill observation sheet (movement skills achievement category)

high low comments

- throws a ball while stationary
- throws a ball while moving
- stops an object with the lower part of the body or with a piece of equipment

(ii) participation checklist (active participation achievement category)

E—excellent (level 4), G—good (level 3), S—satisfactory (level 2),

N—needs improvement (level 1)

- displays good sports etiquette by maintaining self-control whether winning or losing
- speaks kindly
- refrains from hurtful comments
- acknowledges others' ideas and opinions



Grade 5—Come to grandmother and string game (cat's cradle)

Introduction:

Come to grandmother (*ko kum pay chee na tek*) was another game played by men and women separately. One person chosen as the 'grandmother' was instructed to kneel on the ground with a stick. Her 'grandchildren' formed a line and passed by the grandmother in turn, touching her on the head saying, "Come and get us grandmother." Once everyone had touched the grandmother, she tried to get (hit) the grandchildren. The first person in the line protected the others who were joined by placing their hands on each other's sides. Once all the grandchildren were hit, the game would begin again.

String figures (*ma ta wa pee kay nee kay win*) made from smoked skin line were created by girls. These games of cat's cradle involved individuals or partners making different designs with string.

Expectations:

Students will:

Fundamental Movement Skills

—perform a combination of locomotion/travelling movements, incorporating a variety of speeds, in relationship to objects or others (e.g., square dancing, dodging or faking to escape or deceive an opponent)

—use a piece of equipment to send and receive an object to a partner or a target (e.g., propel a ball with a scoop, hit a badminton bird with a racquet, pass a ball using a floor-hockey stick)

—handle an object (e.g., a ball, a disc, a baton) while moving in

different directions and at different speeds, alone or with a partner
Active Participation

—follow the rules of fair play in games and activities (e.g., by displaying sports etiquette, by encouraging others with positive comments)

Players: (a) class for come to grandmother game; (b) two per string game

Formation: (a) line; (b) none

Playing area: (a) playground; (b) classroom

Equipment: (a) two kerchiefs and two short sticks (batons); (b) ten to fifteen caribou or moose hide lines (strings) 0.5 m long tied together at both ends

Teaching and Learning Strategies:

1. Opening (5 minutes):

—have students walk, jog, or run around outside boundaries of playground

—have students run and change direction by command inside boundaries of playground

—have students return to centre of playground

2. Introductory Activities (5 minutes):

—explain loose caboos game

—play loose caboos game: have students form a line in group of three with each player holding on to the waist of the player in front

—the first car is the engine, the second car is baggage, and the third car is the caboos; also, have two students act as loose cabooses

—when the teacher says ‘go’ the loose cabooses try to attach to a train, if successful each player moves up on the train, and the engine

becomes a loose caboose

—if the train breaks the engine also becomes a loose caboose

—have students return to centre of playground

—explain nature of traditional games and group activities

—discuss good sports etiquette and encouraging others with positive comments

3. Skill Development (15 to 25 minutes):

(a) come to grandmother game

group activities

—demonstrate game with a small group of students

—have students form two groups—boys and girls

—select one grandmother from the boys and one from the girls

—give each grandmother a kerchief to wear and have him/her

kneel on ground face downward holding the short stick

—have other players or ‘grandchildren’ form a line with each player holding on to the waist of the player in front, and one by one touch the ‘grandmother’ on the head and say, “Come and get us grandmother.”

—once this is done, the grandmother jumps up quickly and tries to hit the other players with the stick; however, the first player in the line can protect the grandchildren by moving in front of the grandmother

—once a player is hit, she/he must sit out the rest of the game and watch

—the last player to be hit becomes the ‘grandmother’ for the next game

—repeat with the whole class playing together

(b) string games (this is a good cooling down activity, if time permits)

partner activities

- give one player of pair string to make designs with
- when design is finished, have other player remove the design without breaking it
- continue game until design is broken or the players are unable to make new designs

4. Closing (5 minutes):

- review importance of displaying good sports etiquette by encouraging others with positive comments
- discuss nature of traditional games and activities to help people get along and have some fun away from the day to day activities of hunting, snaring, trapping, fishing, and gathering

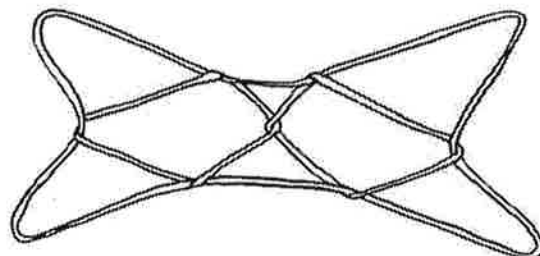
Assessment and Evaluation:

(i) participation checklist (active participation achievement category)

E—excellent (level 4), G—good (level 3), S—satisfactory (level 2),

N—needs improvement (level 1)

- displays good sports etiquette by encouraging others with positive comments
- plays fair in partner activities
- plays fair in group activities



Grade 6—Running races and bull roarer game

Introduction:

Running races (*pam pa ta win*) in open areas were popular with men and women. These races held in open areas would often be several kilometres long.

The bull roarer game (*kee nee kaw nee way pa chee chee kun*) was another amusement enjoyed by girls and boys. It was also used by hunters to bring the wind. The name bull roarer comes from the sound that this toy makes.

Expectations:

Students will:

Fundamental Movement Skills

- perform a combination of locomotion/travelling skills using equipment (e.g., navigating through obstacle course, skiing, skating)
- demonstrate a variety of running techniques (e.g., sprints, cross-country runs)
- throw an object overhand or side arm, using the dominant hand, to a target or partner for distance and accuracy

Active Participation

- follow the rules of fair play in games and activities, and support the efforts of peers to improve their skills

Players: (a) class, four to eight players on a cross-country running team; (b) class for bull roarer game

Formation: (a) line, scattered; (b) scattered

Playing area: playground, outdoors

Equipment: (a) four red flags and four hidden instructions; (b) class set of 1 m skin lines (long ropes), small serrated pieces of flat wood, and 10 cm long sticks

Teaching and Learning Strategies:

1. Opening (5 minutes):

- before class set up course with four markers (red flags) and four sets of hidden instructions
- have students walk, jog, or run around outside boundaries of playground by command (e.g., one whistle—walk, two whistles—jog, three whistles—run)
- have students run and change direction by command inside boundaries of playground
- have students return to centre of playground

2. Introductory Activities (5 minutes):

- explain follow the leader game
- play follow the leader game: choose a leader and then have everyone take a place behind him or her
- the players must follow the leader and do whatever he or she does
- if a player doesn't follow the leader then they are out
- the leader may go anywhere in the surrounding area
- have students return to centre of playground
- explain nature of running games in the past
- discuss the rules of fair play in games and activities, and supporting the efforts of their peers in improving their skills

3. Skill Development (15 to 25 minutes):

(a) running

individual activities

- arrange class in a line across playground

- demonstrate sprint start (kneeling) to students
- have students practice sprint start on command ‘on your mark ... set ... go’

- demonstrate long distance (standing) start to students
- have students practice long distance start on command

group activities

cross-country running

- have each team start at different marker 1, 2, 3, or 4 (make sure the markers are not within viewing distance of each other)

- once marker is found by a team member, he or she signals to other members who come to marker

- the team then searches in different directions for hidden instructions (within 50 metres of marker) which they collect to get to next marker

- team that returns with all the instructions in the shortest time wins

- make a rule that markers must be located before the instructions

- to prevent one team from giving away information they should be encouraged to create diversions

(b) bull roarer game (this is a good cooling down activity, if time permits)

individual activities

- have students attach one end of the rope to the flat piece of wood and the other end to the stick

- have students hold the stick end and spin the rope through air

- have them spin rope slower/faster and notice the effect

4. Closing (5 minutes):

- review importance of the rules of fair play in games and activities,

and supporting the efforts of their peers in improving their skills
—describe the main difference between short distance (sprint) and long distance (standing) starts
—highlight the worth of cross-country running as a fun activity that helps maintain fitness

Assessment and Evaluation:

(i) personal activity log or PAL (movement skills achievement category)

initial amount of time

final amount of time

- walking
- running

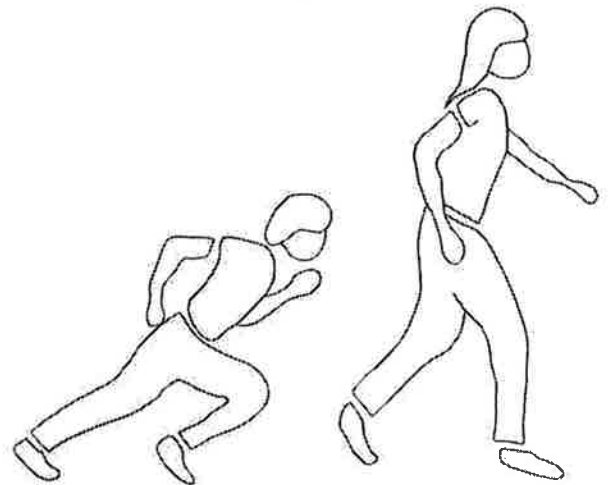
(ii) participation checklist (active participation achievement category)

E—excellent (level 4), G—good (level 3), S—satisfactory (level 2),

N—needs improvement (level 1)

- follows the rules of fair play in games and activities
- supports the efforts of peers to improve their skills

note: each student should run as much as they can in this activity, and then walk the rest of the way; each student should keep a PAL on their progress over the course of the year



CHAPTER 4

Intermediate Division

Games and Activities

Grade 7—Tossing the ball, and cup and pin game

Introduction:

Ball games (*too ha nuk*), that involved keeping a caribou skin ball up in the air, were played by children and adults.

Cup and pin games (*ta pa hon*) were also enjoyed by all. The object of this game was to catch as many caribou toe bones on a pin by swinging the bones outward and upward. The cup and pin game consisted of caribou toe bones at one end attached to a caribou string line with a long wooden or bone pin at the other. A similar game that involved placing a pin in the centre hole of a small piece caribou skin attached to caribou toe bones was played as well.

Expectations:

Students will:

Fundamental Movement Skills

- perform locomotion/travelling, manipulation, and stability skills in combination (e.g., in high jump: approaching the bar, taking off, and landing)
- move to external stimuli, using a variety of steps, sequences,

directions, and hand actions (e.g., square dancing, doing fitness routines)

—send an object to a partner, to a target, or over a net, using a serve, an underhand throw or pass, or an overhand throw or pass (e.g., a volleyball underhand serve, underhand bump pass, or overhand volley pass)

—perform a variety of throws, passes, and shots after a faking motion

—intercept objects (e.g., ball, Frisbees) while moving in various directions and at different speeds

—pass an object to a moving partner (e.g., using a chest pass, bounce pass, two-hand overhead pass, one-hand overhead pass) for distance and accuracy

Active Participation

—participate fairly in games or activities (e.g., accepting and respecting decisions made by officials, whether they're students, teachers, or coaches)

Players: (a) four to eight per tossing the ball game; (b) four to eight for cup and pin game

Formation: (a) and (b) circle

Playing area: (a) playground or outdoors; (b) playground or classroom

Equipment: (a) six stuffed caribou skin balls (volleyballs); (b) six cup and pins games each made out of five toe bones (thimbles) threaded through a caribou line (0.5 to 1 m rope) attached to a wooden or bone pin (15 cm knitting needle) at one end and a triangular piece of hide (10 cm stiff cloth material) with holes placed in it at the other end

Teaching and Learning Strategies:

1. Opening (5 minutes):

- have equipment available
- have students practice striking and catching the ball

2. Introductory Activities (5 minutes):

- have students return to centre of playing field
- have students walk, jog, or run around outside boundaries of playing field
- have students run and change direction by voice command inside boundaries of playing field e.g., right, back, sideways etc.
- have students return to centre of playing field
- explain nature of games and group activities
- discuss accepting and respecting decisions made by officials, whether they 're students, teachers, or coaches

3. Skill Development (15 to 25 minutes):

(a) tossing the ball game

- demonstrate overhand pass and bumping
- group activities*
- describe passing game
 - arrange players in circle with about 2–3 metres between players
 - have player 1 pass to player 2, 2 pass to 3, 3 pass to 4 etc., using overhand pass
 - repeat when ball touches the ground
 - introduce bump on alternate hits
 - have students play tossing the ball game
 - each circle tries to keep the ball in the air by passing and bumping it from player to player
 - any player may hit the ball

—the team that keeps the ball in the air the longest wins
(b) cup and pin game (this is a good cooling down activity at the playground or in the classroom, if time permits)

—demonstrate this game to students

group activities

—have player hold pin in hand

—have player toss the bones (cups) outward and upward

—have player try to catch as many bones as possible and/or place the pin in one of the holes in the hide

—have players take turns in the circle tossing the bones until one scores 100 points

4. Closing (5 minutes):

—review importance of accepting and respecting decisions made by officials, whether they 're students, teachers, or coaches

—discuss importance of moving into position to hit the ball

Assessment and Evaluation:

(i) class skill observation sheet (movement skill achievement category)

high low comments

- volleyball underhand serve
- underhand bump pass
- two-hand overhand volley pass
- one-hand overhand volley pass

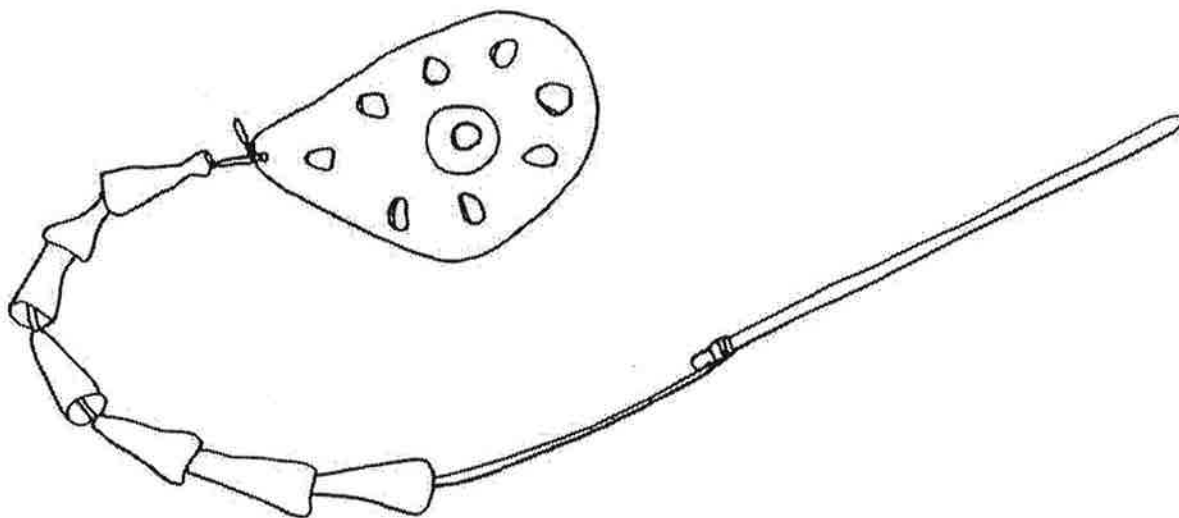
(ii) participation checklist (active participation achievement category)

E—excellent (level 4), G—good (level 3), S—satisfactory (level 2), N—needs improvement (level 1)

- accepts decisions made by teacher

- accepts decisions made by students
- respects decisions made by teacher
- respects decisions made by students

note: scoring varies depending on the cup and pin game played, but the following is offered as a suggestion: bones from the pin to the hide count 1, 2, 3, 5, and 10 points in order, or if the bone farthest from pin is caught the player wins automatically; holes caught in the hide count 10 points each



Grade 8—Wrestling, and yoke and buttons game

Introduction:

Wrestling (*ma she hee to win*) was another activity enjoyed by women and men, but it was not usually done with each other.

One game called the yoke and buttons game (*ma ta wa pee kay nee kun mistik ka a pa tak*) was very difficult to complete. The yoke and buttons game involved passing one bone or wooden button on a line through another so that both were on the same side of a yoke-shaped frame made of spruce.

Expectations:

Students will:

Fundamental Movement Skill—apply locomotion/travelling, manipulation and stability skills in combination and in sequence in specific physical activities (e.g., volley ball: moving into a ready position to contact the ball)

—perform movement skills in sequence (e.g., shoot or pass a ball from a dribble)

Active Participation

—demonstrate respectful behaviour towards the feelings and ideas of others

—follow the rules of fair play and sports etiquette in games and activities (e.g., maintaining self-control whether winning or losing)

Players: (a) two per wrestling game; (b) four to eight for yoke and buttons game

Formation: (a) scattered; (b) circle

Playing area: (a) playground or outdoors; (b) classroom

Equipment: (a) gym mats or blankets; (b) six yoke and buttons games each made from a carved spruce yoke (plywood) with two spruce or bone disks (buttons) threaded through caribou skin line (string) attached at the ends and centre of the yoke

Teaching and Learning Strategies:

1. Opening (5 minutes):

—have students walk, jog, or run around outside boundaries of playing field

—have students run and change direction by voice command inside boundaries of playing field e.g., right, back, sideways etc

2. Introductory Activities (5 minutes):

—have students return to centre of playground

—explain and demonstrate crazy circle game

—play crazy circle game: have eight to ten players hold hands and form a circle

—choose one player to be 'it' and stand in the centre of the circle (this player does not move from her/his spot)

—on signal, have players in the circle try get others in circle close to 'it'

—if a player is touched then they change positions

—have students return to centre of playground

—explain nature of wrestling and yoke and buttons games, and partner and group activities

—discuss respectful behaviour towards the feelings and ideas of others and maintaining self-control whether winning or losing

3. Skill Development (15 to 25 minutes):

(a) wrestling

—demonstrate various wrestling type games: back wrestling, finger-pull wrestling, and leg-lock wrestling

partner activities

—back wrestling: have players stand back to back, and lock arms

—then have each player pull forward and try to flip partner over backwards

—finger-pull wrestling: have players sit facing each other with knees up and feet touching

—then have each player lock fingers and try to pull partner to his/her feet

—leg-lock wrestling: have players lie side by side with their heads pointing in opposite directions

—then have each player swing leg up three times and on the fourth lock legs with partner and try to flip them over

(b) yoke and buttons game (this is a good cooling down activity in the classroom, if time permits)

—demonstrate this game to students

group activities

—have one player attempt to pass one button to other side of the yoke while others watch

—have other players take turns in the circle trying to complete this puzzle

4. Closing (5 minutes):

—review importance of respectful behaviour towards the feelings and ideas of others and maintaining self-control whether winning or losing

—discuss possible solution for yoke and buttons game

Assessment and Evaluation:

(i) class skill observation sheet (movement skills achievement category)

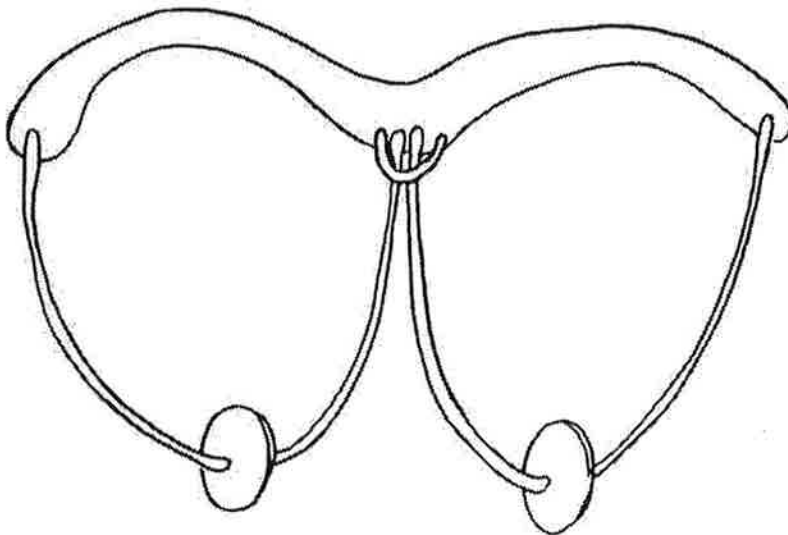
high low comments

- back wrestling
- finger-pull wrestling
- leg-lock wrestling

(ii) participation checklist (active participation achievement category)

E—excellent (level 4), G—good (level 3), S—satisfactory (level 2),
N—needs improvement (level 1)

- demonstrates respectful behaviour towards the feelings of others
- demonstrates respectful behaviour towards the ideas of others
- maintains self-control whether winning or losing



Reference and Resource List

- Attawapiskat First Nation Education Authority. (1997). *Attawapiskat: Open Water Between the Rocks*. Attawapiskat, ON: AFNEA.
- Atimoyoo, Pat. (1980). *Nehiyaw Ma Tow We Na: Games of the Plains Cree*. Saskatoon, SK: Saskatchewan Indian Cultural College.
- Culin, Stewart. (1907). *Games of the North American Indians*. (Reprinted 1975). Toronto: General Publishing Company.
- Faries, R., and E. A. Watkins. (1938). *A Dictionary of the Cree Language*. Toronto: Anglican Book Centre.
- Gryski, C. (1985). *Many Stars and More String Games*. Toronto: Kids Can Press.
- Honigmann, John J. (1956). The Swampy Cree: An Ethnographic Reconstruction. In R. Leinbach and J. W. Stone (eds.). In *Anthropological Papers of the University of Alaska*, 5(1).
- Honigmann, John J. (1981). West Main Cree. In J. Helm (volume ed.). *Handbook of North American Indians*. Volume 6: Subarctic. Washington Smithsonian Institute.

Kirchner, Glen, and Graham J. Fishburne. (1995). *Physical Education for Elementary School Children*. (9th ed). Dubuque, IO: WCB Brown and Benchmark.

Kirchner, Glen, and Graham J. Fishburne. (1995). *Yearly Programs, Units, and Daily Lesson Plans for Physical Education for Elementary School Children*. (9th ed). Dubuque, IO: WCB Brown and Benchmark.

Ministry of Education and Training. (1998). *The Ontario Curriculum, Grades 1-8: Health and Physical Education*. Toronto: Queen's Printer for Ontario.

Ojibway and Cree Cultural Center. (1981). *Sticks and Stones*. Timmins, ON: Ojibway and Cree Cultural Center (video in which traditional Cree toys are discussed and demonstrated).

Skinner, Alanson. (1911). Notes on the Eastern Cree and Northern Saulteaux. In *Anthropological Papers of the American Museum of Natural History*, 9(1).

Let's All Play



ISBN 0-919523-14-5

For additional copies and information
please contact the following:

Ojibway and Cree Cultural Centre
Suite 306
210 Spruce Street South
Timmins, Ontario P4N 2M5
(705) 267-7911