

Physical Education

Grade 1 to 5

First Nations, Métis & Inuit Content & Perspectives
Integration

2011
Greater Saskatoon Catholic Schools

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FOREWORD

FIRST NATION, MÉTIS & INUIT INTEGRATION GUIDES

The purpose of this First Nations, Métis & Inuit (FNMI) integration guide is to help educators with the integration of Aboriginal content and perspectives. We looked at the Outcomes and the Indicators and then we suggested ideas, websites and resources in support of classroom activities wherever FNMI content was mentioned. We also made similar suggestions where Outcomes and Indicators had a natural fit with FNMI content.

These resource connections are not meant to surpass those listed by the ministry.

You will not find lesson plans here, but you will be pointed in a direction from which you may be able to find your own resources and your own ideas for FNMI content.

ACKNOWLEDGEMENT

THANKS TO THE FOLLOWING

There are a number of organizations and people responsible for putting the guides together and who require our thanks:

- Superintendent Gordon Martell
- Consultant Larry McCallum
- Consultant Johnny Marciniuk
- First Nations, Métis & Inuit Education Unit
- Partnership members: Saskatoon Tribal Council and Central Urban Métis Federation Inc.

And the following educators

GRADE 1 TO 5 ART GUIDE

- Amanda Trulicz-LaPoint, St. Maria Goretti
- Mark Kindrachuk, St. George
- Michelle Fransoo, Bishop Klein
- Christal Keeler, Father Vachon
- Jennifer Altenberg, St. Mary
- Lorie Newberry, St. Edward
- Melanie Lavallee-Usselman, Mother Teresa
- Shaun Nechvatal, Holy Cross
- Lisa Obrigewitsch, Georges Vanier

RESOURCE SEARCH ENGINES

Greater Saskatoon Catholic Schools
First Nations, Métis and Inuit Education Unit
420 – 22nd Street East
Saskatoon, SK S7K 1X3
Phone: (306) 659-7000
Fax: (306) 659-2010
<http://blog.scs.sk.ca/fnmieteam/>

Larry McCallum, GSCS Consultant, created power points containing basic information that provides a good starting point when integrating FNMIE content and perspectives. Power points are for personal use only and can be obtained by contacting the FNMIE Unit.

Power Point Listing

- Useful definitions (middle years)
- First Nations/Métis Governments
- First Nations/Métis Spirituality
- Métis Culture
- Métis History
- Medicine Wheel Teachings
- Oral Tradition
- Treaties
- Sentencing Circles
- Game Farms – First Nations Worldview (different philosophy)
- Residential Schools
- Integration of Traditional First Nations Spirituality into Daily Life
- Misconception Training
- (word doc) Connections to Tipi Pole Values and Biblical Quotes

Other helpful search engines:

GSCS Destiny Library online <http://destinyweb.scs.sk.ca>

GSCS Pre K-8 Resource One-Stop-Shop <http://blog.scs.sk.ca/resources/>

GSCS Service Centre 659-2003 – Aboriginal Teaching Kits & Tipi's

Saskatchewan Indian Cultural Centre Library
http://www.sicc.sk.ca/departments_library.html

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INTRODUCTION

Note: Pick and choose activities from anywhere, especially those that are suitable for you and your students. These are very open-ended activities and can be used across grade levels. The teacher group did not list curricular connections.

Culture: Language; rituals/ceremonies; spirituality; traditions; art; music; dance.

Discuss how different cultures express themselves through dance.

Identify local cultures. Ask children if they know their cultural roots.

Ask children if they know any dances from their culture. Allow demonstration/discussion.

Take time to present information on the Cree culture as it relates to rhythm, music and dance. Inform students that the Cree First Nation also have their dance traditions.

It is recommended that you utilize a ‘cultural advisor’ who knows FNMI music and dance. Once you are comfortable with the protocols, the spirituality and with the dances, you will be able to do this on your own.

Cultural/Spiritual Customs: It is important that you introduce the FNMI spirituality throughout these activities. The spiritual connection of FNMI music and dance is the reason these celebrations and activities took place. Refer to the power point “Traditional First Nations Spirituality” available from the FNMI unit or on Onestop.

Rhythm: Students will have a prior working knowledge of the basics of rhythm covered within their Fine Arts Lessons.

Basic Native Dance: The purpose of these lessons is to introduce the students the different types of Native Dances. The lessons will focus on free movement and exploration as opposed to the cultural customs of each dance. If you wish to follow cultural and spiritual customs for instruction please contact the First Nations Cultural Representative in your school division.

Contact the school board or check your school library and public library for CD resources.

Traditional Clothing and Dance Outfits: Should you have the opportunity to physically study traditional clothing, regalia and dance outfits, this is an excellent ‘hands-on’ activity for children.

TOPIC 1: DANCING AND RHYTHM

Theme 1: Powwow Dancing

- Historical and Cultural significance behind the Powwow Circle are covered in Ch. 4 of “Dancing Circles” available in each school within the Greater Saskatoon Catholic School Division. This information can be covered through instruction during Social Studies or Religion. Dancing Circles is also available for purchase from the Greater Saskatoon Catholic School Division.
- Pimatisiwin PowWow Dance: The Celebration of Life is available from the Greater Saskatoon Catholic School Division to introduce the Powwow. Also includes coloring pages.

Grade 1

- Listen to Powwow music. Encourage students to move freely in the space as they interpret the music. Explain that the beat of the drum is like a heartbeat. At this point, no stress is placed on correct rhythm or dance, just exploring movement and body awareness. Try to use local powwow music if possible. Can contact Greater Saskatoon Catholic Schools www.scs.sk.ca or your local library for powwow cds.
- Play powwow music and have students choose an animal or suggest animals for students to mimic with their movements. Encourage them to use various levels and speeds. Try to use a variety of animals.
- Using powwow music, play a movement/balance game. Have students move/dance in various paths or follow a circle and as you stop the music, students freeze in a balance pose.
- Play powwow music at various volumes and have students try to make their movements reflect the volumes. For example, large steps and arm movements for louder music, small movements for softer music.

Grade 2

- Listen to a CD of Powwow music and have the students tap their legs or the floor to the rhythm.
 - CD's can be found in your school's library, board office, public library or can be purchased at www.nativerellections.com
 - CD's should be Cree Nation drumming. An example is Ermineskin: Cree Nation Powwow available through Sweet Grass Records
- Once students have a sense of the rhythm have the students start to move moving with the beat/heartbeat-movements could include stomping, jumping, spinning, multi-level movements
- ‘Use the book Powwow Dance: the Celebration of Life” copies can be purchased through Greater Saskatoon Catholic School Division telephone 306-659-7000
 - The book describes how different powwow dancers move-students can attempt their own interpretation of those descriptions. This book includes descriptions

of Grass dancers, chicken dancers, men's fancy dancers, women's traditional dancers, jingle dress dancers, and women's fancy dancers.

Grade 3

- Play Cooperative Musical Hoops. Spread the hoops on the floor. Students move through the space between hoops (placed at least three feet apart). When music stops students step into hoops and freeze. Vary the locomotor movements (walking, walking on tiptoes, skipping, galloping, hopping).
- Play a rhythm. Have students repeat the rhythm.
- Play the rhythm on different body parts – knees, feet.
- Repeat the rhythm activity with Powwow music.

Grade 4

- Talk about the importance of rhythm in the Powwow dances.
- Use rhythmic sticks or rhythmic objects (hand drum) to emulate the heartbeat of the drum.
- Invite a cultural advisor from the community) to work with male students and teach them about the drum. Students will be able to create their own interpretive presentation. It is important to remind students that during Powwow dances and drumming experiences, First Nations people are making spiritual connections and giving respect to the trees, rivers, grass and animals given by to us by the Creator.
- While students share their own beat, the rest of the students in the class can move around the gym or outdoors.
- Another suggestion is students can study the attributes of each Powwow dance – “Grass dance, buffalo dance, Round dance, Men’s and Women’s Traditional Dance, Chicken Dance, Men’s and Women’s Fancy Dance, Jingle Dress Dancers, and create poems or literature about these types of dances. Then they could share their literature creation accompanied by a rhythmic movement or rhythmic beat.

Grade 5 and round dance (all grade levels)

- Native American round dance is not ballroom dancing. It is a friendship dance that has long been held as a courting activity. It is performed during a portion of a powwow and during many social occasions. The round dance has an infectious upbeat tempo and creates a simple and fun activity. It is suitable for all grade levels.
 - Round dances are performed during the intertribal social portion of a powwow. During the long winter nights Native people gather for the Round Dance, this traditional dance inspires both young and old alike. It is a time for friendship and courtship as singers strive to bring couples together to dance. Visit this website to find more information on round dancing as well as a video clip:
<http://www.worldwidesunshine.com/emerchantpro/pc/Round-Dance-c431.htm>

Steps for round dancing

1. Explain/demonstrate the steps.
 2. Show students the proper direction.
 3. Practice with 3 students.
 4. Practice with whole group.
- Watch a Round dance on you-tube. This you-tube link is an example of a Saskatoon round dance <http://www.youtube.com/watch?v=e9nyT-lvxgg>
 - Invite Wanuskewin Heritage to your school to do a presentation on how to round dance or go to Wanuskewin Heritage Park. Contact information Visitor Services Program Manager Tel: 306-931-6767 Ext: 244, Fax: 306-931-4522 Email: susan.mckenzie@wanuskewin.com
 - Dancing Circles: Strong Hoop-Strong Spirit. Contact Saskatoon Catholic School Board office for teacher resources. Saskatoon Catholic Schools 420 22nd Street East Saskatoon SK S7K 1X3 Telephone: (306) 659-7000 available for purchase for \$175.

Theme 2: Hoop Dancing

- Each school within the Greater Saskatoon Catholic School Division has a copy of Dancing Circles: Strong Hoop-Strong Spirit. If you school has lost their copy please contact the FNMI unit.
 - Historical and Cultural significance behind the hoop and hoop dancing are covered in Ch. 3 of Dancing Circles. This information can be covered through instruction during Social Studies or Religion.
 - Dancing Circles includes an instructional DVD.
 - This instructional DVD guides the students through each step. How quickly your students' progress will depend on their skill and comfort level. These are only guideline for each grade; feel free to push your class further if they are able to do the higher number of hoops.

Grade 1 Playing with the hoops (1-3) to get acquainted-jumping, twirling, spinning-simon says

- Students will be given an opportunity to explore using hoops. Begin with one hoop. Have students feel the hoop, swing their arms holding the hoop, raise it above their heads, jump in and out, move it in other ways they can think of over and around their bodies. Be sure to encourage both right and left side movement. When students are comfortable, give them a second hoop. Do similar patterns and movements. Repeat with 3 hoops.
- Play powwow music. Give students 1, 2 or 3 hoops. Allow students to move freely in the space, encouraging them to move to the rhythm, using their bodies and the hoops.
- Play "Simon Says" using 1 – 3 hoops, having students mimic your movements.
- Play "Follow the Leader" using 1 – 3 hoops. Give many students opportunities to be the leader.

- Put students in partners. Student A is the leader and Student B is the mirror. Using 1 – 3 hoops, have A move slowly enough for B to be able to follow in a smooth manner. Switch roles.

Grade 2

- Use the Dancing Circles instructional guide to guide them through how to make the animals using up to 5 hoops.
 - 3 hoops-mouse
 - 5 hoops-snake, butterfly, eagle
- <http://www.youtube.com/watch?v=95iI49jOk4E&feature=related> video of hoop dancing the can be shown before or during instruction.
- Contact your school division First Nations Rep for a local hoop dancer that can come and demonstrate or teach hoop dancing to the students.

Grade 3

- See Chapter 7 of Dancing Circles: Strong Hoop-Strong Spirit resource available through the Greater Saskatoon Catholic board office.

Grade 4

- Re-familiarize students with Hoop dancing and its story. Students will continue building upon basic hoop dance animals see Chapter 7 for next Hoop Dance experience.

Grade 5

- Using 5 to 10 hoops is for students who have prior knowledge on hoop dancing. See grade 2, 3, or 4 for number of hoops and different resources that would work for your classroom.
- Use the Dancing Circles: Strong Hoop-Strong Spirit for dancing instruction and guide. This goes through all the steps of hoop dancing and how to incorporate it into your classroom Contact Saskatoon Catholic School Board office for teacher resources. Saskatoon Catholic Schools 420 22nd Street East Saskatoon SK S7K 1X3 Telephone: (306) 659-7000
- This you-tube video is an example of a hoop dancer. You can find other you-tube videos to show your students examples of the different types of hoop dancing <http://www.youtube.com/watch?v=7bDY8K2U-GM>
- Invite Hoop dancers to come into your class.
- Visit the following website: <http://www.circletrail.com/misc/hoop.php> it provides information about hoop dancing, as well provides contact information regarding resources.
- This website provides information about hoop dancers and the meaning of each hoop <http://www.reflectionsinmetal.com/cat/sw/sw200.html>

Theme 3: Métis Dance

Grade 1 free movement to the music-Fiddle Dancing (CD)

- Read Fiddle Dancer by Anne Patton and Wilfred Burton (The Gabriel Dumont Institute www.gdins.org) Listen to the songs on the “Fiddle Dancer” cd. Encourage students to move or dance to the rhythm of the music.
- Listening to any Métis fiddle music (i.e. John Arcand, Richard Lafferty, Homer Poitras, Garry Lapine – music available through Gabriel Dumont Institute, at the Greater Saskatoon Catholic Schools Board Office, or at a local library), begin teaching students a basic jig step (can use “Steps in Time”).

Grade 2

- Dancing in my Bones by Wilfred Burton and Anne Patton ISBN 978-0-920915-89-9 published through the Gabriel Dumont Institute 2-604 22nd St. W. Saskatoon, SK S7M 5W1 www.gdins.org
- This book contains a CD of the story as well as a few songs to use during the instruction of Métis Jigging.
- <http://www.youtube.com/watch?v=N8VYxEZOGRE> video showing jigging can be shown prior to the beginning of instruction so that the students have an idea of what it should look like.
- <http://www.Métismuseum.ca/resource.php/02393> Métis instructional video on the steps for Métis Fancy Jig Steps
- <http://www.Métismuseum.ca/resource.php/02392> instructional video on the basic steps for Jigging
- Contact your First Nations representative for a local Métis Jigger to come and teach or demonstrate.

Grade 3

- Read The Story of the Rabbit Dance by Jeanne Pelletier
<http://umanitoba.ca/cm/vol15/no16/thestoryoftherabbitdance.html>
- View the Rabbit Dance online. Have fun dancing.
<http://www.Métismuseum.ca/resource.php/02394>

Grade 4

- Sash Dance video of Lisa Shepard and the Maple Sugar Jiggers up until 1:43 -
<http://www.youtube.com/watch?v=v5DtBNUeIFY>
- Explanation of the Sash Dance with Yvonne Chartrand
<http://www.youtube.com/watch?v=6yQSBkwjR8A>
- Borrow bag of sashes from the FNMI unit
- Have students review the basic jig step – 1, 2, 3, kick/scuff ... (See Steps in Time DVD or Link on Métis Virtual Museum - <http://www.Métismuseum.ca/resource.php/02392>)
- In groups of 2, Students will practice basic step to the red river jig – then try it moving in a circle around 2 sashes placed on the ground.

- Students can try to do 2 fancy steps with the sashes. Emulating the videos shown, another option is to create their own sash dances using the basic step and 2-3 fancy changes.
- Métis Style Square Dancing
 - Different “Traditional” Métis Dances can be taught:
 - The Duck Dance and Drops of Brandy – See Métis Dance Kit from the Ministry of Education from your resource teacher or GCSC Board Office or go find a community member who can help teach and talk about Métis Dancing.

Grade 5

- Image of square dancers as well links to jigging and other Métis dancing information visit the following website: <http://www.Métismuseum.ca/resource.php/03364>
- Visit the following website for an example of the broom dancing
[http://www.youtube.com/watch?v=40i9w\]kGE9M](http://www.youtube.com/watch?v=40i9w]kGE9M)
<http://www.youtube.com/watch?v=v5DtBNUeIFY>
<http://www.Métismuseum.ca/resource.php/02316>
- Information/video clips regarding Métis song and dance.
<http://www.Métismuseum.ca/browse/index.php?id=1073>
<http://www.youtube.com/watch?v=KDn4h2ayYFs>

TOPIC 2: ABORIGINAL GAMES

- Culturally many of these games were played outside-weather permitting playing outside would be preferable.
- The following websites provide a variety of games that would work for most grade levels. Check them out!!!!
<http://nativeamericans.mrdonn.org/games.html>
<http://www.nativetech.org/games/boardgames.html>
<http://nativeamericans.phillipmartin.info/index.htm>
<http://www.Métismuseum.ca>
<http://www.virtualmuseum.ca/Exhibitions/Traditions/English/lacrosse.html>
<http://www.gamesmuseum.uwaterloo.ca/VirtualExhibits/Inuit/english/index.html>
http://dragon.sleepdeprived.ca/games/inuit_games/inuit_games.htm
http://www.youtube.com/watch?v=vT8kY_YsOCA
<http://icor.ottawainuitchildrens.com/node/21>

Theme 1: First Nations Games

Grade 1

- Games of the Plains Cree (document found on Onestop for Greater Saskatoon Catholic Teachers) "Miscellaneous Games" begin on page 28 of the document.

- Hopping Race: See who can hop the farthest on one foot. You may change feet but can only stand on one foot at a time.
- Choom-choom Game: Two teams form a single file line, each holding the waist of the person in front of him or her. All students squat down, chanting “choom-choom,” and see which team can go the farthest without falling over.

Grade 2

- Holding the Pail found on OneStop-Games of the Plains Cree (for Greater Saskatoon Catholic Teachers)
 - Students lock hands in a circle chanting “Ne-chi-min-an-askikos” the person who is it standing in the center of the circle and tries to break through the locked hands. When “he” breaks through the other students chase “him” until “he” caught. Whoever catches “him” is now it.

Grade 3

- Variation of “Fox and Goose” found on OneStop-Games of the Plains Cree (for Greater Saskatoon Catholic Teachers)
 - After a new snowfall, step out a large circle in the snow. Then step out three lines from one side directly across to the other side, forming a wheel. Players must stay on the paths and cannot jump from path to path. One student is it. When a student is tagged, he becomes “it”.

Grade 4

- Tossing the Ball found on OneStop-Games of the Plains Cree (for Greater Saskatoon Catholic Teachers)
 - A group of students stand in a circle and volley a 5” diameter ball back and forth. When someone misses the ball they are out and a new person replaces them in the circle. The winner is the person who never missed the ball.

Grade 5

- <http://www.virtualmuseum.ca/Exhibitions/Traditions/English/lacrosse.html>
instructions for lacrosse

Theme 2: Métis Games

- Introduce Métis games in a way that reinforces the duality of the culture. The Métis adopted First Nations games as well as European games, or versions of. Utilize those that are appropriate for you and your class.
- You can find a number of games at the following website:
<http://www.learnmichif.com/games>
- Métis Voyager games: for ideas and examples see “Métis Legacy 2” in your school library. Contact the Gabriel Dumont Institute in Saskatoon to purchase the resource.

- The Métis ball game called La Plotte can be played from grade 4 or 5 up. Instructions are attached as an appendix.

Theme 3: Inuit Games

Grade 1

- www.k12.nf.ca/jenshaven/IGgrassroots/Page_1x.html
 - Owl hop-the goal is to hop as long as possible on one foot
 - The seal crawl-a race to see who crosses the finish line first.

Grade 2

- www.k12.nf.ca/jenshaven/IGgrassroots/Page_1x.html
 - The thong pull-the object is to pull your opponents bottom up off the mat or cause them to release their grip on the stick. See website for pictures and more detailed instruction
 - Back to back-the object is to push your opponent over a selected marking on the floor using your hands back and feet. See website for pictures and more details.

Grade 3

- Create a catching game using a cup, string and an attached object. Increase complexity by catching in different locations. For example behind your back or under your leg. For an example of the game see http://www.virtualmuseum.ca/Exhibitions/Traditions/English/inuit_games_04.html
- Do a jumping game at a target see http://www.virtualmuseum.ca/Exhibitions/Traditions/English/inuit_games_05.html
- Juggling games with one hand(called Illukisaaq or Illukitaq) http://www.virtualmuseum.ca/Exhibitions/Traditions/English/inuit_games_04.html

Grade 4

- www.k12.nf.ca/jenshaven/IGgrassroots/Page_1x.html
 - Leg Wrestling-the object is to cause your opponent to roll over while you remain flat on your back.

Grade 5

- www.k12.nf.ca/jenshaven/IGgrassroots/Page_1x.html
 - The bench reach-the object is to pick up a small object using their hand off the floor and return to an upright kneeling position on the bench. This website provides a detailed explanation as well as pictures.

Theme 4: Winter Games

- Snow Snake found on OneStop-Games of the Plains Cree(for Greater Saskatoon Catholic Teachers)
 - Students need a stick 2-3 feet in length. The object of the game is to bounce the snake off the snow back and have their stick slide further than your other opponents.
- www.denegames.ca/dene-games/pole-push-rules.html
 - Students use a large pole and have a reverse tug-o- war match in the snow.
- Snowshoe race

APPENDIX A

La Plotte – A West Side Métis Ball Game

Equipment: bat, rubber ball (red, white, blue), bases

Object of the game is for the team to stay up to bat as long as possible. Runs are not counted. The last batter can 'save' the team or part of it. There are several variations of how to 'save'.

The Game:

1. Choose approximately even teams.
2. Batting team is selected (coin toss; bat toss and hand over hand to the top of the bat. Top hand wins first bat).
3. Set up three bases and home base. There can be only one player on base at one time.
4. Pitcher, catcher and team members play the whole field, including the back.
5. A batter is 'out' on a fly ball, if the ball is caught on one bounce (or two bounces, make your own choice), if the batter is 'hit' with the ball at anytime he's off base. Or is tagged off-base with the ball.
6. The batter 'must' run on any contact with the ball and of course is out as described above, but is also out if the catcher catches the ball on a one hopper or fly on a missed swing! If batter is not out, he gets another swing.
7. Runners advance on base whenever possible but avoiding being put out by getting hit or tagged by the ball.
8. Game continues until the last two batters. One must always try to get home so he/she can get the other batter back home.
9. The last batter, if stuck on third, has TEN pitches to make it home!
10. The last batter, can save the team members. Those who are 'out' line up a safe distance away from the batter. Draw a line in the dirt approximately equi-distant from home to first. When the last batter hits the ball, he decides to run, or not. If he goes out, the teams switch. If he chooses to run, the team member's race along behind him to try to get home before someone gets tagged by the ball. Anyone tagged by the ball is still out, as well as all others behind that person. Those who get home 'safe' to bat again until they go out.
11. Object of the game: Stay at bat as long as possible. Runs are NOT counted.