

# Middle School (Grade 7-9) Unit: Indigenous Games

## Unit created by Maya Anderson, 2020 Werklund Graduate

After getting a Bachelor of Arts from the University of Calgary in 2005, Maya has worked as an arts educator with many different organizations and young artists-in-training for the past 15 years. In 2018, Maya decided to become official and work towards getting a Bachelor of Education at the Werklund School of Education, which she achieved in 2020. She loved her learning journey so much that she wanted to continue working towards a Masters of Education. Her focus is on supportive, inclusive learning design through an arts immersion lens. She is passionate about experiential learning, interdisciplinary education, and the incorporation of student voice and choice. Maya is also fortunate to be the Mom of two amazing human beings who are her guinea pigs for all of her learning designs.

## Resources used and possible concerns

- Indigenous Games, Saskatchewan Physical Education Association - Cole Wilson

## Author/creator and/or literature background

- “SPEA is a provincial non-profit incorporated organization that provides quality leadership, advocacy and resources for professionals in physical and health education to positively influence the lifestyles of Saskatchewan's children and youth. The mission is to promote and support active healthy lifestyles through the development of physical education, recreation and sport at all levels of the educational system” (Saskatchewan Physical Education Association, n.d.).
- The SPEA provides many resources for Physical Education specialists. The Indigenous Games resource is one of the many resources housed on their website that encourage the incorporation of FNMI perspectives into physical education.
- Cole Wilson is a member of SPEA and presented this resource at a SPEA conference.

## UPE course connections

- **Educ 420 - Issues in Learning and Teaching.** In this unit plan students engage in authentic, meaningful inquiries into the history and purpose of Indigenous group games. Through this, students will explore cultural as well as experiential learning perspectives. In addition, students will have the opportunity to share their thoughts, provide feedback, and reflect on their final creation, highlighting the perspective of multiple knowledge keepers in the learning space.
- **Educ 435 - Literacy, Language, and Culture.** This resource connects all three elements of this course by encouraging practice with literacy, language and culture. It provides a way in which students can interact with literacy in an experiential manner by encouraging students to create an informational artwork as well as a presentation to showcase their learning.
- **Educ 450 - Diversity in Learning.** This unit plan highlights strategies on how to engage students with diverse needs in numerous ways. Learning activities include participating in group discussions, participating in kinesthetic activities, creating artwork and verbal presentations, and engaging in self-reflection. Additionally, learning is broken into manageable steps to ensure that students of all levels are able to find success in the learning task.
- **Educ 456 - Assessment.** This unit plan provides multiple ways to assess students, particularly where there are gaps in learning which allows teachers to adjust lessons based on students prior knowledge and grasp of concepts. Additionally, students are given the opportunity to show their knowledge in many ways, including verbally through discussion, visually through art creation, and kinesthetically through participation in group games. The lesson concludes with a self-reflection piece that is geared specifically for middle school students. This allows students to be part of the assessment process and engage in metacognition of the experience.

- **Educ 520 - Interdisciplinary Learning.** This resource connects literacy, social studies, science, fine art, and language learning in an interdisciplinary manner. Using the story as the basis for the lesson, learning outcomes from ELA, visual arts, social studies, and health are woven together throughout the lesson. Students explore the history, purpose, and instructions for Indigenous games in an experiential manner by creating an art piece and presentation that showcases their knowledge in a unique manner.

## K-12 connection

- Targeted age range: Grade 7-9
- Subjects: Visual Art, Social Studies, ELA, Health , Physical Education
- Visual Art:
  - Record single images and simple units
  - Use expressiveness in their use of elements in the making of images
  - Learn to use the basic vocabulary of art criticism in descriptions of their work
  - Experiment with colour effects on compositions
  - Experiment with techniques and media within complete compositions of two and three dimensions
- Health:
  - Develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions
  - Make responsible and informed choices to maintain health and to promote safety for self and others
- Physical Education:
  - Acquire skills through a variety of developmentally appropriate movement activities
  - Understand, experience and appreciate the health benefits that result from physical activity
  - Interact positively with others
  - Assume responsibility to lead an active way of life
- ELA:
  - Explore thoughts, ideas, feelings and experiences
  - Comprehend and respond personally and critically to oral, print and other media texts
  - Manage ideas and information
  - Enhance the clarity and artistry of communication
  - Respect, support, and collaborate with others
- Social Studies:
  - Demonstrate skills of cooperation, conflict resolution and consensus building
  - Demonstrate skills of oral, written and visual literacy
  - Appreciate how Aboriginal and Francophone peoples have influenced the development of the student's community
  - Appreciate how cultural and linguistic exchanges connect one community to another

## Materials

- Indigenous Games, Saskatchewan Physical Education Association by Cole Wilson
- Copies of individual pages of games, 1 game per group
- Poster paper
- Markers
- Pencils
- Pencil Crayons
- Computers with presentation software like Google Slides or PowerPoint
- Projector for presentations

➤ Various sports equipment depending on the games chosen

## Rationale

<b>Big idea:</b>	Cultural games play a significant role in educating children and youth in the norms and values of the culture.
<b>Purpose:</b>	In this unit students will explore the history, cultural significance, and mechanics of various Indigenous games showcased in the resource. In collaboration with group members, students will work to create informational posters and presentations to teach fellow classmates about their assigned game. Through this, students will become experts in their assigned game and understand that there are multiple knowledge keepers in the classroom. As such, they will gain confidence in their ability to share information with peers and to contribute to their classroom community.

## Unit Overview

**Lesson 1:** Introduction to unit, group formation, begin research  
**Lesson 2:** Work period and formative feedback  
**Lesson 3-6:** Presentations and practice of games; reflection

## Lesson 1: Introduction to Indigenous Games Project

	Details	Assessment
<b>Engage</b>	<p>Welcome students to class/lesson/activity and invite students to stand in a circle.</p> <p><b>Entry Task:</b>            Using a talking stick, encourage students to respond to prompt “What is your favourite group game to play with friends?” Students will pass the talking stick around the circle. The person with the talking stick is the only one who is allowed to speak. Students may pass the stick on without responding if they are not ready or would prefer to remain silent. If time permits, go around the circle one more time and allow those students who passed to speak if they are ready.</p>	Formative Assessment: Anecdotal evidence about students' knowledge and experience with group games.
<b>Explain</b>	<p>Explain that today we are going to start a new project. We are going to research some Indigenous games.</p> <p>To give context for the unit, discuss why we play group games. Ask students to brainstorm with you what are some benefits of group games. Do this as a think, pair, share (Students have 1 minute to think of an idea themselves, students then partner up and share ideas with another person, at the end students share with the entire class).</p> <p>Go through the material in the resource that explains the physical, mental, spiritual, and emotional aspects of group games, as well as how the games are seen from a traditional indigenous perspective.</p>	Formative assessment: Anecdotal evidence of students prior knowledge of group games in Indigenous culture.

	<p>Explain one of the games to the students and teach the students how to play the game. Show students an example of a poster that explains the game. (See sample below).</p> <p>Debrief the teaching of the game and have students provide critical friends feedback (I like, I wonder, moving forward you could...) on the lesson. If students are comfortable sharing this verbally, allow them to do so. If students would prefer to provide feedback by writing down their thoughts, they are welcome to do so.</p> <p>Explain to students that now it is their turn. They will now become an expert in one of the games in the book and will prepare a mini-lesson to teach the rest of the students how to play the game. Refer students to the assignment sheet. Students will read about their game, create a poster about the game and how to play, and plan a presentation to teach the game to the rest of the class.</p>	
<b>Explore</b>	<p>Divide students into groups of 2-4 (depending on the number of students).</p> <p>Give each group one of the group games from the resources. Each group will get a printout of the section of the book that explains their game. Each group will also get an assignment sheet so that they can understand the task.</p> <p>Invite students to read through their game and the assignment sheet so that they are familiar with the task.</p> <p>After approximately 10 minutes, pause the class and have them recap the task.</p>	Formative Assessment: Anecdotal evidence of students ability to work in groups.
<b>Elaborate</b>	<p>The rest of the lesson will be devoted to working on their posters and presentations. Play music and invite students to create their posters and presentations. Recap the requirements and circulate among groups to assist where necessary and ask probing questions to deepen the thought process and lesson planning.</p>	Formative assessment: Understanding of task and process. Teacher will circulate among students and assist where necessary.
<b>Evaluate</b>	<p>At the end of the work period, invite the students back to the circle.</p> <p><b>Exit Task:</b> Pass the talking stick around the circle and encourage students to share one thing that they learned from today's session. As before, students will pass the talking stick around the circle. The person with the talking stick is the only one who is allowed to speak. Students may pass the stick on without responding if they are not ready or would prefer to remain silent. If time permits, go around the circle one more time and allow those students who passed to</p>	Formative assessment: Assess what students took away from the lesson today. Can use this feedback to plan recaps for the next lesson if necessary.

	<p> speak if they are ready. </p>	
<b>Lesson 2: Work Period and Formative Feedback Indigenous Games Project</b>		
	<b>Details</b>	<b>Assessment</b>
<b>Engage</b>	<p>Welcome students to class/lesson/activity and invite students to stand in a circle.</p> <p><b>Entry Task:</b>  Invite students to respond to prompt: What pieces of information would you want to know about a group game? And/or what questions do you have about the assignment this week? Students will pass the talking stick around the circle. The person with the talking stick is the only one who is allowed to speak. Students may pass the stick on without responding if they are not ready or would prefer to remain silent. If time permits, go around the circle one more time and allow those students who passed to speak if they are ready.</p>	<p>Formative assessment: check for understanding. Can determine what needs clarifying for the summative task.</p>
<b>Explain</b>	<p>Debrief entry task by recapping thoughts from the circle.</p> <p>Invite students to sit at their desks. Recap anything that needs clarification.</p>	<p>Formative assessment: check of progress. Can evaluate progress of students and clarify things that need to be clarified.</p>
<b>Explore</b>	<p>Invite students to continue working on their posters and lesson plans. Remind students that they need to include their first and last names, the name of their game, a brief description of the history of the game, equipment needed, how to play the game, rules of the game, and how to determine success in the game.</p>	<p>Formative assessment: check of understanding. Teacher will circulate among students to check for understanding, ask probing questions to deepen inquiry and provide additional support if needed.</p>
<b>Elaborate</b>	<p>Pause students at the halfway point of the class. Pair up groups and ask students to share their work so far with their partner group. Encourage students to use the rubric for the summative task as your guide and the critical friends protocol (I like..., I wonder..., Moving forward I think you should...) to give feedback on their partner's work so far.</p> <p>Periodically, let students know how much time is remaining and when groups should switch between giving and receiving feedback.</p> <p>Time permitting, allow students to continue working on their posters and lesson plans. Remind students to use the feedback from their peers to modify their work so far.</p>	<p>Formative assessment: check for understanding. Can determine what needs to be modified in posters and lesson plans.</p>

<b>Evaluate</b>	<b>Exit Task:</b> Write a tweet! Using 140 characters or less, write about what you have learned so far this week.	Formative assessment: check of understanding. Can evaluate student understanding of concepts so far.
<b>Lesson 3-6: Presentations, Game Practice, and Reflection</b>		
	<b>Details</b>	<b>Assessment</b>
<b>Engage</b>	Welcome students to class/lesson/activity and invite students to stand in a circle.  <b>Entry Task:</b> Invite students to respond to prompt: tell us how you are feeling about your presentation today. Students will pass the talking stick around the circle. The person with the talking stick is the only one who is allowed to speak. Students may pass the stick on without responding if they are not ready or would prefer to remain silent. If time permits, go around the circle one more time and allow those students who passed to speak if they are ready.	Formative assessment: check for understanding. Can determine what needs clarifying for the summative task.
<b>Explain</b>	Explain to students that they get to take over the lesson today and groups 1-3 will present their games to the rest of the class.  Remind students that they need to participate fully in the games and take an active role in the class.	Formative assessment: check of progress. Can evaluate progress of students and clarify things that need to be clarified.
<b>Explore</b>	Invite groups 1-3 to present their games and poster to the rest of the class. Groups will lead the class in the games.	Summative assessment: assess presentations and posters based on the rubric below.
<b>Elaborate</b>	After all of the groups have presented their game and poster, ask students to reflect on their presentation and share what worked well, what didn't work as well as they hoped and what they would do differently next time.  Allow other students to provide feedback for the groups who present. Choose 3-4 people to comment on each group.	Formative assessment: self-reflection and peer feedback to encourage metacognition.
<b>Evaluate</b>	Invite students who have completed their presentations to fill in their self-reflection form (see below). Go through the categories to make sure that students understand the criteria.  Have students hand these in with their posters and lesson plan outlines as they leave.	Summative assessment: Assess completion of posters and presentations based on criteria below. Students will fill in the self-reflection form.

<b>NOTE: Repeat lesson above until all groups have had a chance to present their poster and lesson plan</b>	
<b>Total Time</b>	Approx. 6 periods, depending on how many students and groups
<b>Supporting sources</b>	
Saskatchewan Physical Education Association. (n.d). About us. <a href="https://www.speaonline.ca/about-us.html">https://www.speaonline.ca/about-us.html</a>	

# Assignment Sheet: Indigenous Games Project

We have been looking at group games and exploring why we play games together. To help us learn more about group games from Indigenous cultures, you are going to create a poster and a presentation about your assigned group game. You will work as a group for this project. Should your group have difficulty working together please see me as soon as possible so that we can problem solve together.

## What do you need to include in your poster and presentation?

- The first and last names of all group members
- The name of your game
- A brief description of the history of your game
- The equipment needed
- How to play your game
- The rules of your game
- How to determine success in your game
- An appealing visual that represents your game



















## What outcomes does this task meet?

- Visual Art:
  - Record single images and simple units
  - Use expressiveness in their use of elements in the making of images
  - Learn to use the basic vocabulary of art criticism in descriptions of their work
  - Experiment with colour effects on compositions
  - Experiment with techniques and media within complete compositions of two and three dimensions
- Health:
  - Develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions
  - Make responsible and informed choices to maintain health and to promote safety for self and others
- ELA:
  - Explore thoughts, ideas, feelings and experiences
  - Comprehend and respond personally and critically to oral, print and other media texts
  - Manage ideas and information
  - Enhance the clarity and artistry of communication
  - Respect, support, and collaborate with others
- Physical Education:
  - Acquire skills through a variety of developmentally appropriate movement activities
  - Understand, experience and appreciate the health benefits that result from physical activity
  - Interact positively with others
  - Assume responsibility to lead an active way of life
- Social Studies:
  - Demonstrate skills of cooperation, conflict resolution and consensus building
  - Demonstrate skills of oral, written and visual literacy
  - Appreciate how Aboriginal and Francophone peoples have influenced the development of the student's community
  - Appreciate how cultural and linguistic exchanges connect one community to another



## How will you be graded on this assignment?

Your grade will be based on a combination of self reflection and the rubric below.

Poster and Presentation Self Reflection Form			
Choose which level you think you are at for each part of the project using the three categories below. Circle your choice.			
My Name Is:			
	I am an expert	I'm almost there	I'm still learning
I included all of the required elements in my poster.			
The information I included shows that I have a good understanding of my group game.			
My poster is well laid out, easy to understand, and is pleasant to look at.			
My presentation was informative and explained the game clearly so that my classmates could play the game.			
My spelling, punctuation, capitalization, and grammar is accurate.			
I worked well in my group, listening to ideas, thoughts, and opinions of my group members as well as contributing my own.			

## Poster and Presentation Rubric

Name:

	<b>Excellent</b>	<b>Good</b>	<b>Basic</b>	<b>Not Meeting</b>
<b>Required elements</b>	The poster and presentation includes all of the required elements as well as some additional information	The poster and presentation includes all of the required elements	The poster and presentation includes most of the required elements, but is missing more than 2 pieces of information	The poster and presentation includes few of the required elements, missing most of the information
<b>Thoroughness of information</b>	The information included is very thorough and represents a very deep understanding of the group game	The information included is thorough and represents a good understanding of the group game	The information included is somewhat detailed and represents a basic understanding of the group game	The information included is limited and represents a lack of understanding of the group game
<b>Attractiveness and creativity</b>	The layout and design of the poster is exceptionally attractive and creative	The layout and design of the poster is attractive and creative	The layout and design of the poster is fairly attractive and creative	The layout and design of the poster is not attractive, disorganized, and unappealing
<b>Content and accuracy</b>	The spelling, punctuation, capitalization and organization is accurate on all of the included content	The spelling, punctuation, capitalization and organization is accurate on most of the included content	The spelling, punctuation, capitalization and organization is accurate on some of the included content	The spelling, punctuation, capitalization and organization is lacking on all of the included content

## Sample

# LINE TAG

**HISTORY...**  
THIS BLACKFOOT  
GAME WAS PLAYED  
SO CHILDREN COULD  
DEVELOP SKILLS SUCH AS  
RUNNING, CHASING, AND  
BALANCING



**HOW TO PLAY...**  
1. ALL PLAYERS MAKE A LINE  
HOLDING HANDS  
2. THE FIRST PLAYER IN THE  
TRIES TO TAG THE LAST PLAYER  
3. IF THE LINE BREAKS OR THE LAST  
PLAYER IS TAGGED, ANOTHER  
PLAYER MOVES TO THE  
START OF THE LINE

**AGE GROUP...**  
5-12 YEAR OLDS  
**NUMBER OF PLAYERS...**  
6+ PLAYERS

**SPACE...**  
OPEN AREA; INDOORS OR  
OUTDOORS  
**EQUIPMENT...**  
NO EQUIPMENT NEEDED

