

MOVE & PLAY

Through Traditional Games Lesson Plans



Alberta Project Promoting
active Living & healthy Eating



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







For more information on this project:
www.anfca.com or www.befitforlife.ca

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Mark Ehnes and Tracy Lockwood
for their work on the creation of
these lesson plans.*

Physical Education Lesson Plan

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

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

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

Safety Guidelines for Physical Activity in Alberta Schools

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

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

Warm Up (5 min)

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

Run and Scream (20 min)

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

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

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

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

Student Outcomes:

Students can demonstrate body and space awareness while running.

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

Assessment:

While observing, look for the following criteria for running:

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

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

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

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

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

Cool Down (5 min)

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

Equipment

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

* First Aid Kit

Other Ideas:

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

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





Related Resources:

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

Physical Education Lesson Plan

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

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

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

Safety Guidelines for Physical Activity in Alberta Schools

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

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

Warm Up (5-10 min)

Speedy Lines and Shapes

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

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

Ring the Stick (20-30 min)

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

Start with the “ring” resting flat on the floor. Jerk the stick to make the ring fly into the air, preferably above the head. The student then tries to put the far end of the stick through the ring for 1 point.

Try the following variations of the game:

- Each student plays for most points out of 10 tries.
- Students play in pairs or teams to see how many points they can gather collectively on a given number of tries.
- Students play in teams with an inside circle of players playing against an outside circle of players to see which team can collectively gather the most points or reach a pre-set goal.

Student Outcomes:

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

Students can work together to achieve a group goal.

Assessment:

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

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

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

While observing, look for the following criteria for teamwork:

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

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

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

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

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

Cool Down (5 min)

On-the-Spot Follow the Leader

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

Equipment

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

* First Aid Kit

Other Ideas:

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

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





Related Resources:

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Physical Education Lesson Plan

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

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

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

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Warm Up (5-10 min)

Splump (Split/Jump) Tag

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

Make the Stick Jump (20-30 min)

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

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

X X X - - - - - X X X

X = Students - = Marking Sticks

Student Outcomes:

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

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

Assessment:

While observing, look for the following criteria for throwing:

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

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

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

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

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

Modifications:

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

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

Cool Down (5 min)

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

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

Equipment

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

* First Aid Kit

Other Ideas:

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

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