



Linking Indigenous Cultural Sports and Activities to Physical Literacy



The School Physical Activity and Physical Literacy project is a school-based health promotion initiative to support B.C. K–7 educators in building their capacity, knowledge and confidence delivering the B.C. Physical and Health Education Curriculum in the areas of physical activity and physical literacy, and supports links to mental well-being.

ISPARC would like to thank the hard work and commitment from the working group for this resource, composed of Indigenous leaders, educators and physical literacy experts.



ISPARC

Indigenous Sport,
Physical Activity & Recreation Council



Sport for Life



*“Laying teachings
at your feet, pick
them up so as to
be strong in mind,
body and spirit.”*

—Gerry Oleman,
St’at’imc Nation

Physical Literacy

is the...

physical
competence

motivation
knowledge
valuing

confidence

...to be

active for life



Five Characteristics of Physical Literacy

Fun



With Purpose



Everyone Included and Student-centred



Always Moving



Progressive and Challenging



FIRST PEOPLES PRINCIPLES OF LEARNING



Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

Learning is embedded in memory, history, and story.

Learning involves patience and time.

Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.



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Reflection and Activities from the First Peoples Principles of Learning

- ✧ In your experience, what kind of learning is sacred? What does this mean for you? What does this mean for others?
- ✧ How do we differentiate between sacred knowledge that cannot be shared without permission and public knowledge? If you don't know, who can you ask for guidance?
- ✧ How can I tap into my students' memories, histories and stories to deepen their experience with physical literacy? What are my personal connections to this activity?
- ✧ When I participate in an activity, how does it connect me to my family, my community and my ancestors? To the spirits or to my spiritual self?
- ✧ Why is it important in my own growth to think about my connections to the land, to my ancestors, and to the spiritual world? What does this have to do with physical literacy?
- ✧ Think forward and tell a story about how your life changes when your physical literacy grows.
- ✧ Think about the roles your parents and grandparents play in your experiences with physical literacy. What lessons do you want to share with future children in your life?
- ✧ If learning takes patience and time, what can I do to help myself see my own growth as a physically literate person?

Fundamental Movement Skills

Being active in a variety of different ways helps develop fundamental movement skills.



Non-locomotor skills: Having body control while the body is stationary works to strengthen the brain–body link.




Locomotor skills: Movement strengthens the muscles of the body and helps develop agility. Activities that are culturally relevant like hiking and snowshoeing are also developed.



Manipulative skills: Learning to catch and throw, strike or kick requires coordination and the ability of the eyes to follow a moving object.

How to Use These Cards



It is important to understand where our students are in their traditional activity experiences. For a variety of reasons, many Indigenous students do not have access to traditional activities. We encourage educators to lead group discussions to develop an understanding of where their students are in their traditional activity journey.

Use the reflection questions on the back of the cultural activity photo cards to dig into discussions with students and create activities. Let it be **FUN** and **CREATIVE** by allowing student-led games and activities, sharing the cards, mentoring roles and guessing the activity. **EXPLORE** these teachings with your students.

Each fundamental movement is described for best technique with its fundamental movement skill icon in the corner. It is accompanied by three cultural activities and is followed by an activity that utilizes that movement.

Play some music, get some fresh air if possible and most importantly, have fun!



If you can
BALANCE,
you can...



BALANCE

Improving balance increases coordination and strength. Enhancing stability, mobility and flexibility makes it easier to perform daily tasks. Focusing on balance may also help to focus and clear the mind.

Four Single-leg Static Balances:

Flamingo balance: Stand on one leg lifting the opposite toe off the ground, then switch sides.

Alphabet balance: Same as above, but use the raised toe to trace letters of the alphabet (e.g., spell your name).

High knee balance: Start with single leg balance, raise the opposite knee to 90 degrees, branches (arms) out to the side, stand straight like a tree, then switch sides.

Stork balance: Place the toes of the opposite leg against the calf of the supporting leg.



Share with your partner about a time you were walking on a log or structure.

Walking on logs takes coordination and balance.

- 👄 Can you balance on one foot, and then the other?
- 👄 Is it hard to stay still and balance on one foot?
- 👄 Which side was easier?
- 👄 What advice would you give a friend to improve their balance?



Share with your partner when you have seen a baby being carried.

Carrying babies with us helps them feel connected and part of our lives.

- 👉 How do you stabilize your body in order to maintain your balance?
- 👉 When you are carrying a heavy weight, how do your muscles respond?
- 👉 How often do you need to carry a heavy weight in your day?
- 👉 Do you think it helps or hinders your body to carry a heavy weight often?



Share with your partner about helping an older person.

Elders are important knowledge keepers in our communities and sometimes need our help as their bodies get older.

- What muscles would you use to help an Elder balance on an icy sidewalk? Are these muscles different than the ones you use to balance on your own?
- Think about a time when you have helped someone. How did you feel?
- What have you done today to help someone feel better?
- Why is it important to help people in our community?



Musical Statues

Play some music and let the students dance around. When the music stops, the students freeze like statues. Anyone who moves has to do five jumping jacks.

Let the creativity shine and allow the students to play with different body movements like jumping, hopping or moving like an animal. Try playing some traditional music and let the students have some fun with movement.

Variation: Change the movement activity from jumping jacks to lunges, squats or mountain climbers.

A stylized illustration of a girl and a boy running. The girl is on the left, wearing a blue shirt and purple pants, with her arms outstretched. The boy is on the right, wearing a blue shirt and purple shorts, also running. They are positioned on the left side of the slide, with the text 'Freeze Tag' overlaid on them.

Freeze Tag

Students who are tagged are “frozen” and can be “unfrozen” if tagged by an unfrozen student.

Be creative by thinking of variations to unfreeze students like crawling under legs, going under arms or having the frozen student stand on one foot for the count of 10 out loud in their traditional language.

Variation: The student can call out a word to avoid being frozen. Prepare students by learning traditional words and utilize cross-curricular opportunities with current topics they are learning.



If you can
TWIST,
you can...

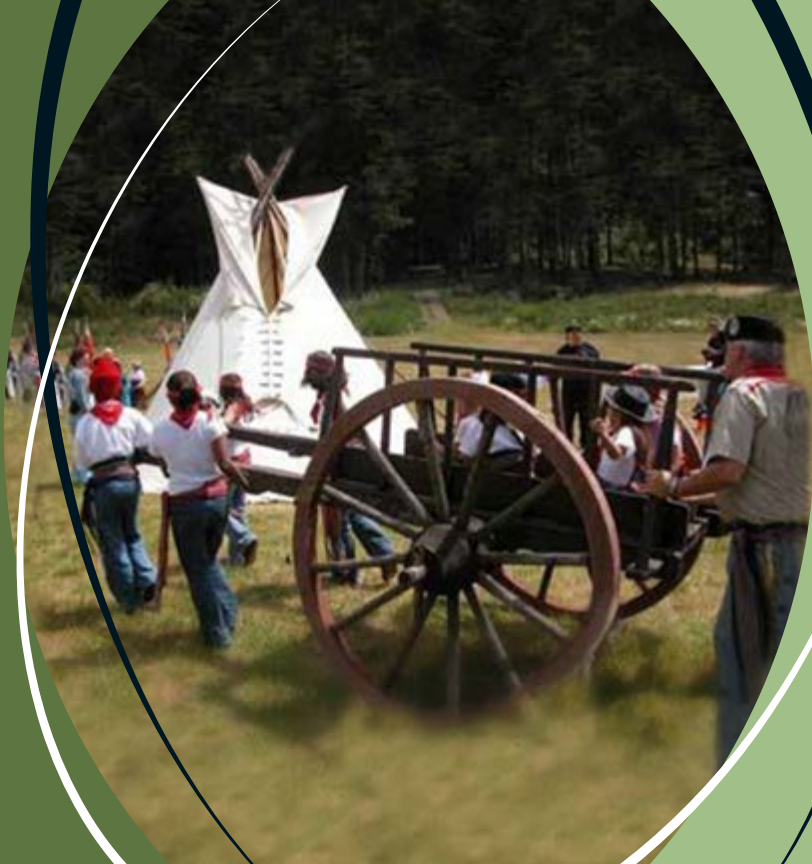


TWIST



Twisting the body strengthens the core area and helps prevent back injury. A strong core is also important for physical strength and balance.

For this exercise, the student stands up (or you can do it sitting). Gently place both hands behind the head. Without pulling on the head and neck, bring the left elbow to the right knee and back up to upright standing. Then bring the right elbow to the left knee and back up to upright standing. Repeat for a count of 10 to each side.



Share with your partner about a time when you had to move to a new location.

The Red River carts were used by the Métis to move their goods across land and water.

- Imagine pulling a cart of goods. How are your feet positioned?
- How does it feel to pull a heavy cart?
- When moving the cart in water to cross a lake or on a river, how do you use your muscles differently than pulling the cart on land?



Share with your partner about a time when you helped with chores.

Stacked firewood is necessary for wood burning stoves, smoke houses, ceremony and sweats.

- Why is stacking firewood useful? Who does it help?
- What muscles do we use to stack firewood? If you were to give advice to someone about the best way to stack firewood, what would it be?
- A pile of stacked firewood provides a happy environment for animals. How do our actions impact the environment for other creatures?



Share with your partner about a time you used a bow and arrow or similar device.

Archery is the practice of using a bow to shoot arrows. You need good concentration and focus when practicing archery.

- 🌿 Focus on an object and throw a bean bag at it. Try a second time, but just before throwing the bean bag take a deep breath and let it out. How does breathing affect your focus and aim?
- 🌿 Think about breathing and try to practice breathing deeply. What thoughts come to mind when you breathe deeply?
- 🌿 Focus on an arrow and think about the impact an arrow has had through the generations.

A line of stylized ants, colored in shades of green and brown, forming a winding trail that curves from the top left towards the bottom left of the page. The ants are depicted in various walking poses, creating a sense of movement.

Ant Trail

Before going out for a walk, talk to the class about the amazing world of ants; the different roles in the colony and how they work as a team.

During the walk, have them imagine they are worker ants foraging for food and building materials to take back to the ant hill.

When ants are lined up and walking, the first ant will pick up something that attracts them on the trail and give it to the ant behind them while running to the back of the line. The object gets passed down to the end where the original ant keeps it.

The next ant collects an object to be passed down until every ant has an object. You can continue to collect objects and at the end of the walk, share why objects were collected and how they might help the colony.

The background of the slide is a green forest scene. On the left, a large green tree trunk is visible. A spider with a fuzzy, light green body and large white eyes is positioned on a brown spider web. The web is stretched between the tree and a large, stylized green leaf that dominates the right side of the image. The leaf has a prominent dark green vein running down its center. The overall color palette is various shades of green, with brown for the tree and web, and white for the spider's eyes.

Spider Web

Look for trees growing close together and bring some cord or string. Let the students spin a giant web between the trees and create a game twisting through the web without touching the string and alerting the spider.

If students touch the web, the observer yells SPIDER! using their traditional language. Try to keep the students moving by adding webs and changing roles.



If you can
REACH,
you can...



REACH

Reaching and stretching can improve posture and improve range of motion. It can also help prevent injury and muscle soreness.

Reaching for Balance:

Write words on objects like rocks, wood pieces or even Post-it notes and place them high up in trees or on the wall for students to reach and touch. This can be cross-curricular and use traditional language. Have fun with it!



Share with your partner about why fish is important to Indigenous culture.

Hanging fish to dry or smoke is one of many ways to process food that is important to our Indigenous culture.

- What do fish provide for your family? Community?
- Being grateful for what we have and for what we have been given gives deep respect. What are you grateful for?
- What are other things that keep us safe and happy?



Share with your partner about where you see or use leather in your life.

Tanning hide produces leather that we use for clothing and art.

- Reflect on the smells you are smelling now. Take a deep breath and describe what you smell.
- How do you think the smell changes in the tanning process with animal hide?
- Ask the adults in your life their opinions. What technique would work best for scraping hide: short or long scrapes? Can they tell you a story about processing a hide?



Share with your partner about an experience you had with a cedar tree.

The cedar tree is important in many Indigenous Nations. Cedar strips are used for weaving things like baskets and hats.

- Imagine pulling cedar strips off of a tree. How high do you think you would have to reach? How hard would you have to pull?
- How high can you reach?
- How does it feel to rotate your body while reaching? Do you feel your muscles stretch?
- If you could weave, describe what you would make.

Hungry Birds



You will need sticks and 5" lengths of string in different colours.

Before the game starts, hide the "worms" and "caterpillars" (the cut string) around your area. Think about the students reaching up high in the bushes to get the "caterpillars" and moving their bodies to get the "worms" down low. Divide the students into teams of 3–4.

Collect sticks for each team and tie each coloured string onto the sticks as a guide to search for the worms and caterpillars.

Tell the students they are birds and will work together to hunt for food. Set a time limit, play some traditional music, make a boundary – then off they go!

When the time is up and the music stops, call the birds back to count their worms and caterpillars.



Burpee Card Game

Shuffle a deck of cards and give each student two cards. Students keep one card and give the other card face down to another student of their choice. The gifted card becomes a burpee card.

Diamonds: Lunges

Hearts: Push ups

Clubs: Jump squats

Spades: Mountain climbers

Numbered cards: 2–9 reps

Face cards: 10 reps

Aces: 11 reps

Burpee card: 5 burpees

At the start signal, students will do the number of reps for the exercise on their card, plus the burpees for any burpee cards gifted to them.

After finishing their card and any burpee cards received, the student runs to the card stack to get another card and back to their mat to finish another exercise. The goal of the game is to collect and do as many cards as possible until the deck runs out.



If you can
SQUAT,
you can...



SQUAT

A squat is a leg focused movement that requires the major lower muscles to work together.

- 1 Stand straight with feet hip width apart.
- 2 Tighten your stomach muscles.
- 3 Lower yourself down as if sitting on an invisible chair.
- 4 Straighten your legs to lift yourself back up.

Variation: Chair squat – raising yourself up from a chair without arm support.



Share with your partner about a time you picked berries or fresh fruit.

We give thanks when we pick berries and harvest from the land.

- 🍃 What plants and berries does your family like to harvest and in what season?
- 🍃 Imagine a story or draw a picture of a time when you picked berries. What was most memorable?
- 🍃 What is your favourite berry?
- 🍃 What is your favourite way to eat berries?



Share with your partner about a time you built or sat beside a fire.

Fires are a part of culture when we come together.

- 👉 Think about why we build fires. What do fires provide for us?
- 👉 Is fire a part of your cultural practice? Who can you ask if you don't know?
- 👉 Look at a flame. Does it relax you? What comes to your mind when you relax and stare at the fire?
- 👉 What can you do with friends around a fire while you enjoy each other's company?



Share with your partner if you have anything made from fur.

Traditionally, families trapped furbearing animals in designated family and community hunting grounds.

- 🍃 When trappers squat down to retrieve the animal, what are some ways the trapper can give thanks and gratitude to the animal for its fur?
- 🍃 Is it hard to squat down?
- 🍃 Do your legs get tired or sore? What muscles do you feel?

A series of yellow silhouettes of ducks and ducklings are arranged in a line, moving from the top left towards the bottom right. The background is a solid orange color. A large, curved white line separates the orange section from a yellow section on the right.

Duck Walk and Duck Walk Races

Practice placing one foot in front of the other purposefully before squatting down while doing the exercise. Introduce squats standing still. Start to have the students bend their knees more while placing one foot in front of the other. Focus on controlled movement and remind the students about using good posture.

Fun variation: Waddle with a balloon between the knees.

Try incorporating other animal walks like the frog walk, seal slide, penguin waddle, snake slither, bear walk, crab walk, donkey kicks, inchworm crawl, moose walk, kangaroo jump and flamingo hop, and have some fun with races to music.



Monkey Dance

Have the students form a circle. When the music starts, the students will drop into a squat position and engage in the monkey dance by kicking one leg out in front off the ground while maintaining their squat position. Alternate kicks.

Have some fun, be silly and make up your own games!



If you can
LUNGE,
you can...



LUNGE

Lunges increase muscle mass to build up strength especially the core muscles, glutes and legs, and improves posture and range of motion.

Knee Hug and Lunge Exercise:

This is a variation of a walking lunge, performed on both sides.

- 1 Lift up one knee, grasp with both hands, and pull to chest.
- 2 Take a big step with the same leg and descend into a lunge.
- 3 Ensure the knee is over the toes and the trunk remains vertical.
- 4 Ensure trailing knee does not touch the ground in lunge position.
- 5 Stand up, take a couple of normal steps, and repeat with opposite leg.
- 6 Aim for lunges of equal depth and length, right and left sides.



Share with your partner about a cultural ceremony you attended with your family.

Smudging is a cleansing ceremony using dried sage and sweetgrass.

- What does it feel like to be completely still?
- What did you think about while your body was calm?
- What makes you feel strong today?
- When you feel strong, what does it look like?
- When you don't feel strong, what do you do?



Share with your partner things you know about fishing.

Fixing a fish net is one of many things needed to be done to help the whole community.

- 🍃 How do you help at home?
- 🍃 Can you identify some of your chores?
- 🍃 Are some of your chores at home like exercising the body?
- 🍃 When you grow more, will your chores change in your family?



Share with your partner about an experience you had involving growing food.

Harvesting food from the forest varies our diet with nutritious food.

- 🍃 Do you know any plants that can be used for food or medicine?
- 🍃 Can you connect with an Elder or medicine keeper and ask them about a plant that can be used as food or medicine?
- 🍃 Can you find a new plant or tree in the wild?
- 🍃 What creatures make their home with that plant or tree?
- 🍃 How does that home change with the seasons?



Creeping Coyote



Mark out an area with a lot of fallen leaves and twigs on the ground.

Coyotes circle around the listener who is blindfolded in the middle and has a flag or stick at their feet.

Quietly, coyotes try to get the flag and make it back to the outside circle without being heard by the blindfolded student.

Any coyote pointed at must return to the starting point and try again.

The winner is the coyote who captures the flag unheard.



Bear Crawl Relay

Divide students into equal teams.

The first student on each team starts on their hands and knees. When the whistle blows, students must raise their knees off the ground and crawl like a bear moving opposite arm and leg together. Students travel the designated distance to a tree or a marked wall to stand up, reach high to mark territory and scratch their back, then turn around and bear crawl back. Each team member must complete the distance bear crawling with a reach and back scratch.



If you can
JUMP,
you can...



JUMP

Jumping is a great form of cardio exercise and can strengthen coordination.

Jump Exercise:

- Stand with your feet directly under your hips, then dip your hips and bend your knees, throwing your arms behind you to gather momentum.
- Jump as high as you can while flinging your arms forward and overhead.



Share with your partner knowledge you have about the Métis culture.

Jigging is a traditional dance of the Métis that bring families and communities together with fiddle music.

- 🍁 How does music affect your mood?
- 🍁 Think about how you move to the beat of the music when it is slow and fast, quiet and loud.
- 🍁 Tap and stomp your feet on the floor and create a rhythm. Can you communicate different moods with your feet?
- 🍁 Do you like being part of a gathering? How does it make you feel?



With permission
Black Press media

Share with your partner about a time you were dancing.

Many Nations have their own dances passed down from generation to generation.

- 👉 Think about when you have felt a part of a group of people and were welcomed to participate. How did you feel?
- 👉 Dancing involves music and often a drumbeat. How does your body move when there is a rhythm in the music?
- 👉 A heartbeat is the first rhythm you feel. As you sit, can you feel your heartbeat? When you listen to the drumbeat in music what happens to your heartbeat?



Share with your partner about tubing or tobogganing in the winter.

Long ago we used toboggans to travel. These days we use it to travel for fun!

- 👉 Explore different ways to move by sliding, jumping or crawling.
- 👉 Create other ways to move from one place to another and share your ideas.
- 👉 Experiment with friends. What is the best way to share the limited space of a toboggan? Demonstrate your ideas to another group.



Jump the Stream

Use skipping ropes or sticks placed close together to mimic a stream to jump over and slowly make the stream wider with each jump. Play with the types of jumps, from two-foot jumps to running jumps or even twirls in the air!

- Can you jump high and land lightly? Let's try it again even higher and softer.
- Can you jump far and land softly? Try jumping even farther.
- Can you jump and reach up? Reach out?
- Can you jump and do a quarter turn? A half turn?
- Can you jump forward and then backward?
- Can you jump like a kangaroo around the playing space?
- Can you run and jump and land on two feet? Make sure you look where you are going.



Inuit One Foot High Kick

Stand on one foot and jump in the air to hit a suspended ball or piece of seal and then land on the same foot.

This tests the strength and agility of a hunter and also signals a successful hunt in some communities.

Inuit Two Foot High Kick

The two-foot high kick (akratheak) is a traditional Inuit jumping event that occurs at many Arctic sport competitions. Make a controlled run up to the hanging target, touch the target with both feet (a two-foot jump), and land on both feet, maintaining balance.



If you can
SWIM,
you can...



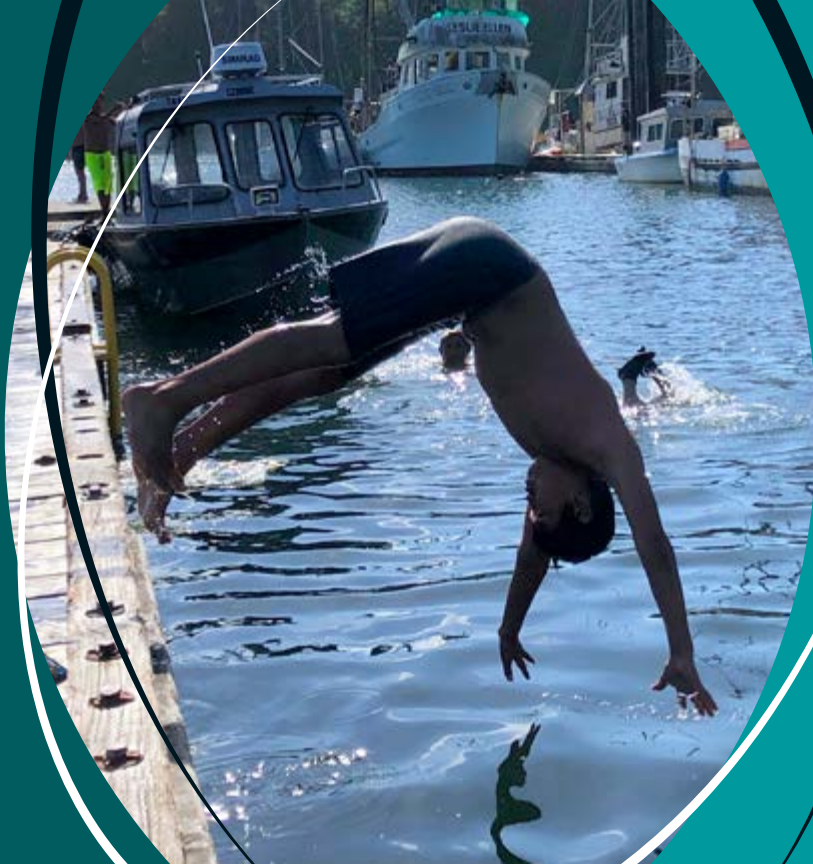
SWIM

Swimming keeps the heart rate up and takes some of the impact stress off the body. It also builds endurance, muscle strength and cardiovascular fitness.

Being able to swim is an important life skill. Treading water is a way to stay afloat and is a basic survival swimming skill.

- To tread water, use both your arms and legs to keep your body upright and your head above water.
- Move your arms horizontally back and forth from your body and your legs in a circle like you are riding a bike or walking.

Always practice good water safety and ensure an adult or lifeguard is watching you.



Share with your partner about different places you have gone swimming.

Swimming uses most of the body's muscles.

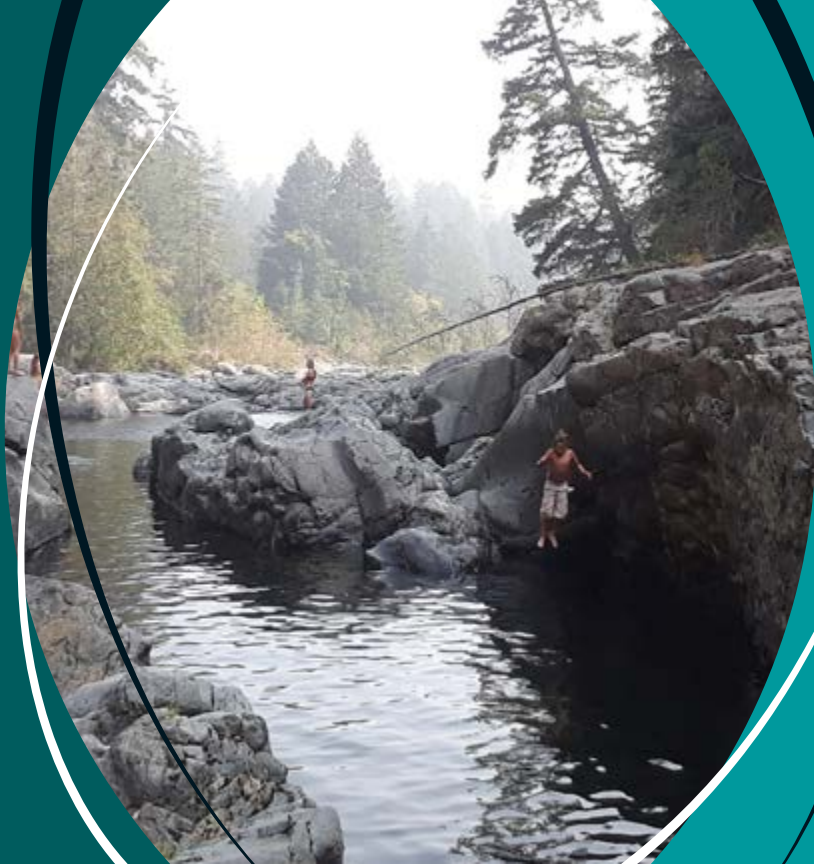
- 🌿 Knowing how to do a good somersault could help you in other situations. Can you name three ways a somersault could save you an injury?
- 🌿 What is the difference between swimming outside and inside?
- 🌿 How does being in water make you feel full and alive?
- 🌿 What helps you feel full and alive in your body?
- 🌿 Who helps you feel most alive and full?



Share with your partner your knowledge about mindfulness.

Floating in the water can awaken the senses and liven up your body.

- 🌿 When you float and feel weightless, what thoughts come to mind? How do you feel?
- 🌿 What happens to your body as you float when you breathe in? When you breathe out?
- 🌿 What does the world sound like when you float? What does it look like?



Share with your partner about a time you have jumped into water.

Jumping in water can be cleansing and invigorating. People often get a new sense of well-being.

- 🌿 How flexible do you feel on land? Does it feel different in the water? Why?
- 🌿 Do you think it is easier or harder to exercise in water? Why?
- 🌿 When moving your arms and legs back and forth in water there is water resistance. Try walking in water waist deep and explain the difference when walking on land.

An illustration on a dark teal background. A large, light teal shark is positioned in the center, facing left. It has a white outline and a small white eye. Surrounding the shark are several smaller, light teal minnows, also with white outlines and eyes. There are five minnows in the top left, five in the top right, and five in the bottom left. The title "Sharks and Minnows" is written in a large, white, sans-serif font, with "Sharks" on the first line, "and" on the second line, and "Minnows" on the third line, all centered over the shark.

Sharks and Minnows

When you have access to a pool, this is a fun game for a group of confident swimmers. Ensure competent supervision from an adult or lifeguard at all times.

The shark treads water in the middle of the pool while the minnows are lined up at the edge. When the shark or the leader yells out “SHARK ATTACK” the minnows swim to the other side without getting touched by the shark and becoming a shark for the next round.

Variation: Play on land as well with different ways to move across to the other side like skipping or hopping on one foot.



Tadpoles, Frogs and Hawks



Students start off as tadpoles that need to swim (wiggle) their way onto a lily pad that are hula hoops positioned around the gym or field. Once on a lily pad, they are frogs that jump up and down for the count of 10, and then have to jump their way off the lily pad and onto another free lily pad for another count of 10. Watch out for the hawk that preys at the pond and rolls soft balls across the floor to eat their prey, if you are off a lily pad! If a frog or tadpole gets hit by a ball from the hawk, they have to go to the side and become another hawk that rolls the balls to try to catch their food. The teacher is the first hawk and as the game progresses, new hawks are made until the last frog remains.

Variation: Use less hula hoops and more balls to make it more challenging.



If you can
ROW,
you can...



ROW

Rowing can improve stamina and overall fitness and strength, including strengthening the heart. It can also boost mood, and even provide a calming, meditative effect on the mind due to its repetitive and low-impact movement.

- 1 Sit on the ground with your back flat, legs straight out in front of you.
- 2 Loop one end of your long band around your feet and hold the other end in both hands, arms straight in front of you.
- 3 On an exhale, squeeze your shoulder blades together and row the band toward your torso, bending your elbows to a 90-degree angle.
- 4 Pause here for a moment, then extend your arms again.

Variations: Stand on bands pulling up or do squats with band resistance.



Share with your partner about a time you were in a canoe or boat.

Everyone plays a role in the canoe and must paddle together towards a common goal.

- 👄 What helps you feel like you have made a difference today?
- 👄 When you feel like you matter, what does it feel like?
- 👄 Who is someone that matters a lot to you?
- 👄 Describe your ideal teammate. How are you like this ideal?
What areas of growth would you like to work on?



Share with your partner about a hard task or job you did.

Hauling fish out of the water can be heavy and hard work.

- 🍃 What exercises can you do to build muscles to help you?
- 🍃 It can take a lot of people doing different things to bring fish to the community. How can you help?
- 🍃 If you are tired and grumpy, but the work must go on, what things can you do to change your mindset so you keep going in a positive way?
- 🍃 How do adults in your life model hard work?



Share with your partner about your experience with drums.

The round drum with stretched animal hide is an important aspect of our culture.

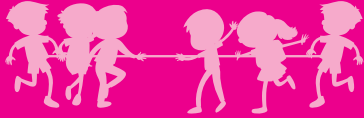
- 👄 The drum is one of the oldest communication tools. Imagine how your ancestors used the drum to communicate.
- 👄 A round drum can be used to symbolize a cycle. Consider the life cycle of a tree or a salmon. Consider how your family's life is like a cycle.
- 👄 When you think of drums, what drums come to mind?



Sled Races

Pair up and get a mat to push and pull your partner on. Play the music, count in their traditional language (3–2–1–GO!) and off you go.

While having fun, ask the students to point to the muscles that are working the hardest. Are the muscles used different when they push their partner on the mat or when they pull each other?



Tug of War

Divide students into two teams. Each team gets to name themselves. Try choosing a name in their traditional language.

Hold onto the rope and at the whistle, pull the winning flag across the winning line.



If you can
THROW,
you can...



THROW

Throwing can work several muscle groups in your body at once. This includes your abdominals, arms, legs, back, pectorals and other muscle groups.

Throwing (Overhand):

- Point non-throwing shoulder to target
- Start with ball by ear
- Step with opposite foot toward target
- Twist body with force and release ball
- Follow through with throwing arm crossing the body

Catching:

- Keep eye on ball
- Reach arms toward ball
- Absorb ball (bring it into body)
- Pinkies together if ball below waist
- Thumbs together if ball above waist



Share with your partner your knowledge about fishing.

The process of fishing uses lots of different muscles and coordination techniques.

- 👉 When casting a line, what muscles are used? Is this different if you go fly-fishing?
- 👉 Imagine the excitement of catching a fish on the line. What muscles do you use reeling up the line with the rod and pulling the fish up?
- 👉 How would you cook up the fish when you bring it home to eat?
- 👉 Where are the best fishing spots to cast a line?
- 👉 What other equipment do you need when you fish with a rod?



Share with your partner your knowledge about hunting.

We give thanks to the animals that bring food to our table.

- 👉 How would you use your five senses to hunt?
- 👉 Imagine your ancestors gathering food. How do you think they worked together to provide for their community?
- 👉 Imagine you are hunting a rabbit through the bush. Act out the hunt and think about what muscles you use to stalk game.
- 👉 How was food stored in Indigenous communities? Who was involved in this process?



Share with your partner your knowledge about lacrosse.

Lacrosse is a team sport with a netted stick that you use to shoot the ball in the net. It originated with Indigenous people.

- ✍ In team sports, we need to communicate to other students. What are some ways to communicate to your teammates?
- ✍ We celebrate our wins and deal with our losses together as a team. How do you celebrate? Deal with a loss?
- ✍ Why is it fun to be part of a team?

An illustration on a dark blue background shows a light blue stick with a small green leaf. A white bean bag is shown hitting the stick, with motion lines indicating the stick is jumping upwards. A large, light blue curved shape is on the right side of the image.

Make the Stick Jump

Position 3–4 sticks in the ground standing straight up. Sticks should be at various distances from throwing line.

The object of the game is to hit the stick with a bean bag, causing the stick to jump out of the ground.

Variation: If you are inside, try using pylons to hit.



Lunge Toss Activity

In partners, stand apart and throw a ball to your partner, then do a backward lunge for a count of 10 (or more) in their traditional language with each lunge/throw. The distance between partners increases with each lunge backwards. If the ball is dropped, start back at one and try to get to 10.

Variation: Ball choice and starting distance.



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