



# Games Celebrating Indigenous Ways of Knowing



Indigenous Sport,  
Physical Activity  
& Recreation Council



SCHOOL PHYSICAL ACTIVITY AND PHYSICAL LITERACY PROJECT

[www.schoolpapl.ca](http://www.schoolpapl.ca)





## Introducing PLAYBUILDER

PLAYBuilder is a platform and tool that provides educators with **700+** games and **100+** lesson plans that are aligned with the B.C. Physical and Health Education Curriculum. It is **free to use** for all B.C. educators!

The following is a sample of quick, fun and engaging activities, and lesson plans that are available through PLAYBuilder that have been shared with permission from our Indigenous communities in B.C.

## Want more activities?

By registering for PLAYBuilder for free, you can access, share and organize games, activities and lesson plans.

Create an account today to save time and revolutionize how you develop physical and health education!

### Access PLAYBuilder Now:

1. Watch this quick two minute video – [www.vimeo.com/458785363](http://www.vimeo.com/458785363).
2. Scan the QR code or click the link to access PLAYBuilder: [schoolpap1.ca/resources-home/playbuilder](http://schoolpap1.ca/resources-home/playbuilder).
3. Select “Access PLAYBuilder Now.”
4. Select “Create an Account.”
5. Complete registration form.
6. Confirm your account by clicking the link in an email from [support@playbuilderapp.com](mailto:support@playbuilderapp.com).
7. Repeat steps 2 and 3 to login and unlock 700+ games and 100+ lesson plans.

Questions? Email us at [spapl@sportforlife.ca](mailto:spapl@sportforlife.ca).





# Outside Games



## Ant Trail

**Building awareness while on a walk.**

### Setup

- Talk to the class about ants and their amazing world, their different roles in the colony, and how they work as a team.

### Instructions

- Line the students up in a single line and go for a walk.
- Explain to the students that they are worker ants foraging for food and building materials to take back to the anthill.
- The first ant picks up an object that attracts them on the trail and gives it to the ant behind them; then, the first ant runs to the back of the line.

- The object gets passed down to the end of the line where the first ant is; the first ant then keeps it.
- Continue with the lead ant picking up objects until the end of the walk.
- In a circle, share why each object was collected and how they might help the colony.

### Cultural Awareness

- Although Indigenous Nations are diverse, we all share the value that everyone is included and plays a role in our community.



## Creeping Coyote

**A group game that brings awareness to the surroundings around you.**

### Setup

- Find a place outside with fallen leaves and branches.
- Blindfold a student and have them stand in the middle of the group.
- Place a flag or object at the foot of the blindfolded student.

### Instructions

- Have the coyotes (or the other students forming a circle around the blindfolded student) at some distance.
- Quietly, the coyotes try to get the flag and make it back to the outside circle without being heard by the blindfolded student.

- If the blindfolded student hears a noise, they point in the direction of the sound; if the blindfolded student points at a coyote, the caught coyote must return to the outside circle to begin again.
- The winner is the coyote who captures the flag unheard.

### Cultural Awareness

- This is a great game to enjoy outside, taking in all the senses.





# Throwing Games



## Make the Stick Jump

Students develop throwing skills and learn how to throw on/at a target.

### Setup

- Collect sticks from the land.
- Students can colour, paint or glue feathers to the sticks; students are much more engaged when they know that the sticks are something that they embellished as a class.
- Using cones, mark the start line for students to throw from.
- Set sticks/poles at 3-5-7-9 metres away from the start line.
- Divide students into teams of 4-6 students. Each team should have enough beanbags for all students and one set of poles at 3-5-7-9 metres in front of them.

### Instructions

- This activity starts with the first students throwing beanbags at the poles; they are trying to hit the poles out of the ground, causing them to jump.

- Teams are awarded points based on which stick they make jump.

### Cues for Throwing

- Point your non-throwing shoulder at the target.
- Take the beanbag in your throwing hand back to your throwing shoulder.
- Step with the non-throwing foot towards the target as you follow through with the throwing arm, releasing to the target.

### Safety

- Students should only retrieve their beanbags once all students have thrown them.
- Students should be at least two metres apart when throwing.

### Cultural Awareness

- This is a traditional game used by hunters to practice aiming at targets.



## Sky Battles

Students develop hand-eye coordination, timing and locomotor skills.

### Setup

- Use cones to mark start line.
- Divide students into two teams.
- Sky battle starts with the first student on each team running away from the start line looking back at the thrower for the throw.
- The frisbee is thrown towards the students in the air above their heads.
- Students cannot put their hands on their opponent when sky battling.
- Points are awarded to the team of the student that catches the frisbee.
- Educator picks a thrower from each team. Educator will alternate picks from each team.

### Instructions

- The first student on each team runs away from the start line, looking to catch the frisbee before their counterpart from the other team.
- If the throw is caught, two points are awarded to the team of the student that caught the frisbee.
- If the throw is not caught, one point is awarded to the team of the student that retrieves the frisbee from the ground.
- The game is complete and points are

tallied when all students from both teams have attempted to catch a pass.

- At the end of every game, a spirit circle is created by both teams; students express gratitude for each other and discuss one's:
  - **spirit:** connecting with land, teammates, coaches (something greater than you);
  - **heart:** how do you feel?;
  - **head:** what was learned that day?; and
  - **feel:** what will you take away from this experience?

### Safety

- Students cannot put their hands on their opponent when sky battling.

### Cultural Awareness

- The 4 components of the spirit circle are part of the ultimate game in which teams gather to express their gratitude for each other and to allow individual team players to express their thoughts and feelings in a safe space.
- Ultimate frisbee is a game refereed by players, not a referee.
- Each team has a spirit captain who addresses any concerns the team has.





# Lacrosse Games



## Cradle the Rock

Using an obstacle course to develop agility, balance and endurance.

### Setup

- Using mats, cones and hurdles, create an obstacle course designed with numerous directional changes; the obstacle course should be no more than 20 metres in distance.
- Divide students into teams of 3–4.
- All students should have lacrosse sticks.
- Each team has one lacrosse ball.

### Instructions

- On the educator's signal, the first student on each team races through the obstacle course cradling the lacrosse ball in their lacrosse stick.
- If the ball is dropped, the student must pick up the ball, return to the start position, and start over.

- Once that student successfully completes the course, they make a pass to the next teammate in line.
- The first team to have all their team members complete the course once wins that round.

### Cues for Making a Pass

- Students should have their hands close together with their dominant hand slightly above the other:
  - Raise the lacrosse stick over your dominant shoulder.
  - Point the lacrosse stick end at your target.
  - A pass happens with your dominant hand pushing the lacrosse stick towards the target and your non-dominant hand bringing the stick end away from the target.

### Cues for Receiving a Pass

- When receiving a pass, students should have their hands apart with their dominant hand at the top of the lacrosse shaft. Their non-dominant hand should be close to the bottom of the shaft:
  - Hold the lacrosse stick out in front of your body with the cradle of the lacrosse stick facing the student that is making a pass.
  - Cushion the ball as it lands in the cradle.
- Educators may consider starting the activity with passes made by rolling the ball on the ground.

### Cultural Awareness

- Lacrosse was started thousands of years ago by the Haudenosaunee.
- The traditional name for lacrosse is Tewaarathon (little brother of war).
- The game is more than just an athletic sport; it is a highly ceremonial event with deep-rooted spiritual significance.
- The game of lacrosse is considered medicine for an individual or community to honour the Creator.
- Lacrosse is often played when there has been a loss in the community.





# Lacrosse Games



## Popcorn Lacrosse

**A dynamic tag game with a focus on running with a lacrosse stick and maintaining the ball in the pocket.**

### Setup

- Using cones, mark a 20-metre distance as a playing field.
- Provide a lacrosse stick and a ball for every student:
  - For students **K–3**, provide them with a beanbag to start cradling.
  - For students in Grades **4–7**, provide them with lacrosse balls for cradling.
- Pick one or two students as taggers.

### Instructions

- This dynamic game starts with students trying to travel across the 20-metre distance without being tagged.

- A tag occurs when a tagger manages to pop the beanbag or ball from the pocket of the lacrosse stick.
- If you are tagged (i.e., lose your ball or beanbag), you must join the other taggers and try to pop the beanbag from the pocket of other students' lacrosse sticks.
- The goal of the game is to be the last student to have your popcorn popped.

### Cues for Cradling

- The skill of carrying the ball while running is important in lacrosse.
- Make sure to turn your shoulders

away from a student looking to hit the ball out of your stick.

- Your stick should be held hip to opposite shoulder, with two hands on the stick and a wide grip on the shaft.

### Safety

- It is important to convey to students the force with which you hit lacrosse sticks, to knock the ball out.
- Do not hit any part of another student's body.

### Cultural Awareness

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# Cooperative Games



## Dog Sled Race

**Fun activity developing cooperative skills.**

### Setup

- Divide students into teams of 4-6.
- Use cones to mark the distance teams must travel.
- Teams start at one end of the gym, single file, and must travel the full distance of the gym before returning to the start position.
- If playing on the land, teams start at the designated start line single file, and they must travel 20-metres before returning to the start position.

### Instructions

- The first student on each team runs the full distance of the gym (or 20 metres), turns around, and runs back to their team.
- The following student in the line holds onto the first student's shoulders, creating the sled; both students face forward.
- Students will then run the designated distance and back to their team,

still holding onto the shoulders of the student in front of them.

- Each time the sled returns to the team, they pick up another student and run the designated distance, maintaining contact at the shoulders with the student in front of them.
- If the sled breaks, teams must start all over from the beginning.

### Cultural Awareness

- Inuit people depend on the team; it's the strength of the bond, not the race, that is important.
- The bond we create helps the survival and cooperation of people in our circle on whom we depend. Bring good energy and positive thoughts for each other and ourselves.
- Honesty and integrity are more important than winning.
- Teamwork, bonding and good energy are Indigenous views.



## Line Tag

**Students learn cooperative skills, agility and reaction skills.**

### Setup

- Divide the students into groups of 6-8.
- Students must make a single line, interlocking their arms at the elbows.

### Instructions

- On the educator's signal, the first student in the line must try to tag the last student in the line.
- If the line breaks or the last student is tagged, a new student

moves to the start of the line, and the game continues.

- Other students in the line can help the last student not get tagged but cannot break the line to do so.

### Cultural Awareness

- The Blackfoot Nation, which consisted of the Piikuni, Kainah and Siksika bands, played this game.





# Jumping Games



## Frog Jumps

**Students jump, focusing on height and distance.**

### Setup

- Use cones to mark a 10-metre playing field.
- Students start side by side, maintaining at least a 2-metre distance to avoid contact.
- Students perform the activity together.
- Educator can use poly spots or tape in an X shape to mark lily pads. Spread them out at various distances from the start line to the opposite side of the playing field; educators can cluster 2-3 lily pads together.

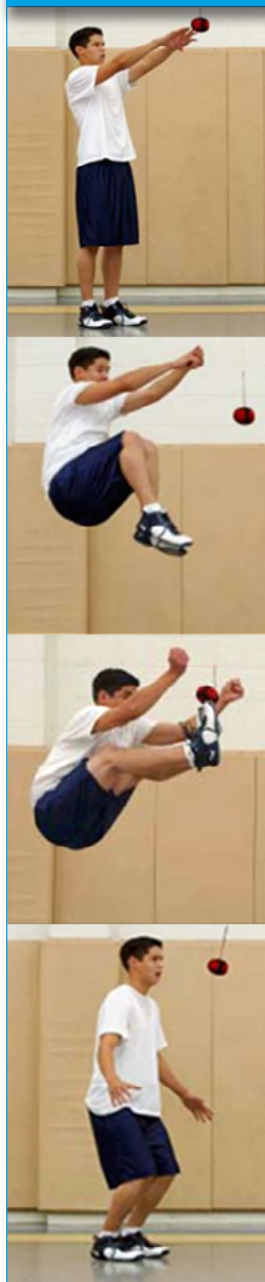
### Instructions

- On the educator's signal, students must jump like frogs to one of the lily pads before the educator says stop.
- The object of the game is to cross the pond without falling off the lily pads.
- When the educator says stop, students not on a lily pad will have to return to the start position to continue the game.
- Points are awarded for crossing the pond.

### Cues for Jumping and Landing

- Bend at the knees and use your arms to help you jump for height and distance.
- Landing successfully requires landing on both feet with your knees and hips bent.

## Two Foot High Kick



**A traditional Inuit game focusing on jumping, balance and coordination.**

### Setup

- Tie one end of a rope around a beanbag and the other end through a basketball hoop or have students hold a floor hockey stick with the rope tied to the end away from their body. The beanbag should hang just above the knee.
- If you tie a piece of faux fur to a string tied to a long stick, that is an excellent representation of the Inuit game piece.
- Place mats around the area where students are jumping in case they fall.
- Educators are encouraged to take students through a dynamic warm up focusing on the major muscles in the legs (quads, hamstrings).

### Instructions

- Place students in groups of 4-5.
- Students line up, and face either the student holding the rope or the beanbag hanging from the basketball hoop.
- On the educator's signal, those students must jump off the ground with both feet, kick the beanbag with one foot, and land on two feet.
- Switch students holding the rope so everyone gets a turn.
- Increase the beanbag height with the progression of skill.

### Cues for Jumping and Kicking

- Bend your knees to increase explosive power in the legs for jumping.
- The higher your jump, the more time you have to kick the beanbag.

### Safety

- Ensure students are kicking the beanbag one at a time.
- Make sure holders of the rope have their arms extended to avoid being kicked.

### Cultural Awareness

- Teamwork, bonding and good energy are Indigenous views.
- Students should be aware that hunters always went out as a team and the success of the hunt depended on them all working together. When doing the activity, students should be encouraging each other, not seeing who is the best.





# Relay Games



## Toe Jump Relay

**Students work on balance, hopping and body control.**

### Setup

- Using cones, mark a playing field.
- Divide students into teams of 4-6.; divide those teams into two subgroups.
- Subgroups start on opposite sides of the playing field.

### Instructions

- Toe jump relay starts with one student from each team holding one set of toes while hopping across the playing field.
- Teams try to complete as many successful relays as possible within the time limit.

- Educators are encouraged to have students switch hands and toes.
- Students can hold onto their ankles if it's too challenging to hold their toes.

### Cultural Awareness

- The Inuit have always enjoyed a variety of games and sports.
- Skills developed by these games were often those necessary for everyday survival in a harsh environment.
- Thus, the game's aim is to develop physical strength, agility and endurance.



## Bear Crawl Relay

**Cooperative game developing locomotor skills.**

### Setup

- Use cones to measure the distance students travel.
- Divide the students into groups of 3-4.
- Mark an area out with a distance of about 10 metres, with a wall or a tree at the end.

### Instructions

- Students start on their hands and knees.
- The first student in each group positions themselves at the starting line for the relay.
- At the sound of the start signal, the first student lifts their knees off the ground and moves opposite hand and foot, crawling forward to the wall or tree.

- Students' knees cannot touch the ground once they are into their crawl.
- Once at the wall or tree, students act like a bear by standing up and marking the territory, reaching up as high as possible, and then turning around to scratch their back.
- After the territory marking and back scratch, students bear crawl all the way back to the start line and tag the next student in the relay until all the students have completed their turn.

### Cultural Awareness

- Educators are encouraged to take a moment and reflect with their students what the local cultural view is of the bear.



## Project Overview

The School Physical Activity and Physical Literacy project is a school-based health promotion initiative being prototyped 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 their links to mental well-being. The project provides both in-person and online professional development opportunities and resources, including workshops, webinars, eLearning, in-school support, institutes (for credit), and classroom and school resources.

All project participants have the opportunity to provide feedback.

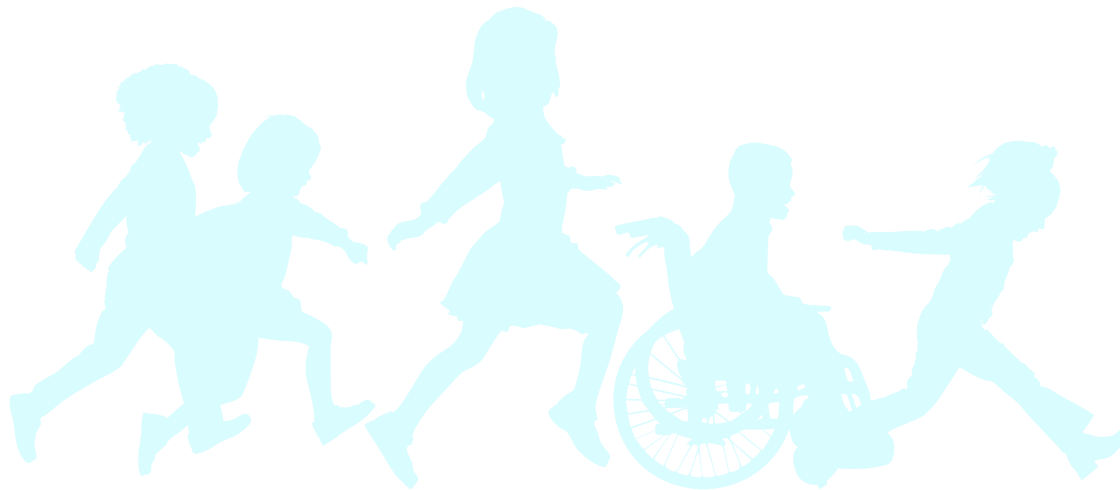
### Partners:

The School Physical Activity and Physical Literacy Project is being developed, implemented and evaluated by Sport for Life; Indigenous Sport, Physical Activity and Recreation Council (I-SPARC); Childhood Obesity Foundation; and Physical and Health Education Canada/ British Columbia (PHE Canada/PHE BC).



## Professional Development and Resources

- **eLearning:** Courses are available anytime online for educators.
- **Workshops:** A workshop is delivered with a live facilitator and a small number of participants, to create a highly interactive session.
- **Webinars:** A series of webinars on various physical activity and physical literacy trends and topics.
- **PLAYBuilder:** An online database of games, activities and lesson plans to support movement over the whole school day.
- **Downloadable Resources:** A database of resources for educators to have on hand, at any time.



### More Indigenous Resources

[schoolpapl.ca/indigenous-resources](https://schoolpapl.ca/indigenous-resources)

Visit this page to unlock more resources and professional development opportunities focused on Indigenous perspectives of health and wellness, to support Indigenous students in a culturally safe way.

Information and access to all of the above resources can be found on the School Physical Activity and Physical Literacy website:



# [www.schoolpapl.ca](https://www.schoolpapl.ca)