EDUC 4105

Aboriginal Games Assignment
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Grandfather Rock Story Creation
Physical Education Lesson Plan
Div: I/II/III/IV                      Lesson/Unit: Grandfather Rocks                      Date: Jan 31/18

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Introduction: In the book *As Big as the Sky, as Tall as the Trees* the author depicts the grandfather rocks as the mountains or the stones across the land. These stones are timeless in their existence and have witnessed the various journeys and stories of the creatures and peoples of the land. The medicine wheel will be used as the foundation of the story as stones will be colored in order to connect to the four quadrants of the medicine wheel. The goal of this lesson is to use physical activity to have students interact with the components of aboriginal ways of knowing, how they are created, and lastly how they are passed down through the generations. The concept of aboriginal ways of knowing and the medicine wheel could be explored prior to this lesson for a better understanding.

Learning Activities/Teaching Strategies

- Read *As Big as the Sky, as Tall as the Trees* and the introduction above to tie the ideas to the following activity
- Divide play area (see divisions below) into eight stations of knowledge
- Two stations will represent one colour of each quadrants of the medicine wheel for a total of eight stations (four colours - red, yellow, black and white)
- There will be several pictograph stones (as depicted in appendix three and four) available per colour group (for example, the two black stations can have pictograph stones of mountains, buffalo, geese, and/or earth lodge)
- Each group will select one pictograph stone per station
- Students will be divided evenly into eight groups

Assessment/Evaluation

Teamwork component and understanding of active living in the community, explore other cultures

DIV I

- Students were able to work together to achieve all their tasks
- Students communicated to their group and others in a positive and effective manner.
- Students respected the gym, playground area, and other teams while going through the stations
- Students were able to explore the indigenous culture and appreciate their symbols and ways of storytelling.
Each group will start at a different station and will rotate clockwise (as per the rotation of the medicine wheel in aboriginal ceremonies) collecting one pictograph stone from each station

See division chart for explanation of movement between the stations

Each group should have eight pictograph stones when the course has been completed

After completing the stations of knowledge each group will build a story based on the stones they have collected

The lesson will end with a group share of the stories and discussion of connections to the way aboriginal peoples passed down their knowledge and wisdom

See division break-up for specific modifications

DIV II

- Students were able to work together to achieve all their tasks
- Students communicated to their group and others in a positive and effective manner
- Students respected the gym, playground area, and other teams while going through the stations
- Students were able to explore the indigenous culture and appreciate their symbols and ways of storytelling

DIV III

- Students were able to cooperate within their group to complete a task
- Students used positive communication skills to overcome conflicts that may have occurred
- Students understand the value of using our environment, in interesting and innovative ways, to explore and increase activity
- Students are able to explore other cultures and to see the world through another group’s perspective

DIV IV

- Students collaborated successfully to complete each task
- Students respected their classmates ideas and contributions
- Students communicated in a respectful and positive manner
- Students respect the environment and understand the value in taking their learning outside of the classroom
- Reflection/sharing about Aboriginal ‘ways of knowing’ and how they are passed down through generations
### Equipment
- Printed images of stones marked with aboriginal pictographs
- Div I and II
  - Bean Bags
  - Hoops
  - Cones to marks each station
- Div IV
  - iPads/Chromebooks
  - Cellphones (GPS)
  - Air horn/remind app

### Modifications

#### DIV I
- The gym will be set up according to the layout on appendix 1.0. This is just an example, any activities can be inserted into the stations
- Each station will be identified with a numbered cone and will have a colored picture containing pictograph symbols.
- A timer (divide the class time into 8 segments allowing time for warm up, story creation, and sharing) will be set set giving the groups equal time at each station.
- Before transitioning to the next station each group will select a stone
- Once the groups have completed all eight stations they will meet with their group around the medicine wheel in the center of the gym.
- The groups will then take their pictograph stones and create a story.
- Discuss as a whole group how the indigenous people used and understood the symbols on the rocks and how they passed on their stories and knowledge.
- This Activity may be combined with a language arts class to allow for a greater extension of the activity time.

#### DIV II
- Playground area is checked and safe for students
- Clear boundaries are established
- Groups must stay together and work together on their task

#### DIV III
- Clear boundaries are set
- Groups/Partners are to stay/work together
- Stick to paths if at Police Point and respect Nature
- Take note of time and meet up at designated spot on time

#### DIV IV
- Stay within the park
- Stay with your group/team at all times
- Keep your head up and be alert when crossing roadways
- Each group needs to have one students with a cell phone
- Respect the nature and wildlife

### Safety Considerations
Groups must understand the transition from one station to the next as part of the gym protocol

#### DIV I
- Fair play and group protocols must be adhered to.
- this activity is gym only and thus all gym safety considerations must be abided by.
- All movement activities will be common to the class so student will understand the various safety considerations.

#### DIV II
- Playground area is checked and safe for students
- Clear boundaries are established
- Groups must stay together and work together on their task

#### DIV III
- Clear boundaries are set
- Groups/Partners are to stay/work together
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- Stay within the park
- Stay with your group/team at all times
- Keep your head up and be alert when crossing roadways
- Each group needs to have one students with a cell phone
- Respect the nature and wildlife
DIV II

- Use the gym and playground for the activity
- Appendix 1.0 could be used or this could be taken into the playground area
- Optional: Put half of the stations of knowledge in the gym and half in the school playground (secondary supervision should be considered)
- Have stations clearly marked so groups can easily rotate through and find them
- Give each group time to go through each station and then regroup in the gym where each group can create their story
- Have each group share their story with the whole class
- Discuss as a whole group how the indigenous people used and understood the symbols on the rocks and how they passed on their stories and knowledge.

DIV III

- Optional areas: playground or police point (advanced setup required) (see appendix 2.0)
- Sticking to outline above, have a map of play area, with stations of knowledge clearly marked, available for each group
- Direct students to work together to find stations of knowledge
- Clearly outline boundaries and safety considerations
- Give students a set amount of time to complete course, depending on size of play area, have them regroup at designated point after a set amount of time and/or all eight rocks have been collected
- Have each group discuss their rocks with another group and create a story that may be told with the pictures
- Discuss as a whole group how the Aboriginal ‘Ways of knowing’ are similar/unlike how we have shared our knowledge in the past
DIV IV

- Kin Coulee Park
- Set up stations, in advance, at designated points (refer to appendix 2.0) throughout Kin Coulee Park
- Divide students evenly into 8 groups. Give each group a number from 1 to 8
- Using iPads/Chromebooks with Geocache app installed students will navigate to the station of their team number. This can also be done with coordinates and GPS on cell phones
- At each station the students will complete a physical task, choose one pictograph stone image for the group, and proceed to navigate to the next station clockwise as per the rotation of the medicine wheel in aboriginal ceremonies
- Designate specific amounts of time per station (depending on class time and student ability). Signal the end of this time with an air horn - students should begin to navigate towards next station. Remind app could also be a possibility
- Once students have completed all the stations, they will return to a central meeting point (teacher choice)
- Students will work to create a story based on their pictograph stones
- Once each group is complete they will all share their stories in a collaborative sharing circle. Discussion to follow will be on the importance of passing down information in this way. The students will engage with Aboriginal ‘ways of knowing’
Appendix 1.0

Div. I Gym Layout Example

1. Over under bean bag relay
2. Crab Walk
3. Skipping rope
4. Team Raft Challenge
5. Bear Crawl
6. Balance on One Foot
7. Dancing Stick Aboriginal Game
8. Bean Bag Toss into Hoop

Medicine Wheel
Group Story Creation Area
Appendix 2.0
Kin Coulee
Police Point park
Appendix 3.0

First Nations Pictograph Chart
Sorted by Medicine Wheel Quadrants

- Geese
- Earth Leda
- Buffalo
- Mountains
- Wise
- Winter
- Snow
- War
- Sun
- Lake
- Summer
- Clear Weather
- Rain
- Campfire
- Spring
Appendix 4.0
Pictograph Rock Examples

Black Symbol
Mountains

Black Symbol
Earth Lodge

Yellow Symbol
Rain

Yellow Symbol
Spring