





# Indigenous Resource Lesson Plan Assignment

## Run and Scream & Building Branches

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Grades: 1-12 Lesson/Unit: Sacred Tree Activity Date: January 31, 2018

 Activity		 Benefits Health			 Cooperation				 Do It Daily...For Life!			
Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Wellbeing	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living in the Community
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### Learning Activities/Teaching Strategies

#### **Run and Scream**

- Today we are playing a game created by aboriginal ancestors and in respect to this we should honour Treaty #7 and #4 which we stand on today.
  - Have students line up against one wall of the gym to begin (end wall)
  - Get students to hold on to a small stick
  - Students are to hold it high above their heads
  - While they run (from one end of gym to another) have the students scream as loud as they can for one whole breath
  - The moment the students cannot scream anymore; students can drop the stick where they last screamed
  - The students who make it the furthest are “it” for the next game

#### **Building Branches**

- Explain to the students that the number 4 represents/symbolizes the 4 elements (Water, Fire, Air, Earth) which is why we are splitting up into groups of four

### Assessment/Evaluation

- Observation
- See rubric provided

- Throughout your life you build a branch for each hurdle you overcome, some branches will be bigger than others because of the personal growth you had to work through that time; your branches continuously grow as you grow!
- When you are an elder your legacy is the branches you have on your tree which are also stories, lessons and traditions which you will pass down through your lineage
- at the end of this game students will see multiple branches of different sizes (2 and 3) and
  - Pick two people to be a starting branch (those two are “it”)
  - The two people that are “it” tag people, once you are tagged you hold hands or linked arms and run together to tag others.
  - Students will keep doing this until they have linked arms with two more people (branch) to make 4.
  - Once your group gets to 4 people you split in half and the first person goes with the last person and then both groups continue on tagging and making groups of 4 then splitting
  - You play till everyone is caught

**Equipment**

- Sticks (one for each group)

**Safety Considerations**

- **Run and Scream:**
  - Because students are all running you need to have enough room you can run
  - You need to keep your head up as you are running
  - Keep sticks to yourself
- **Building Branches:**
  - Look up while running
  - If one person in the group wants to go 50% running speed and one wants 100% the group must go with the slower speed
  - First person tagged must go with the last person who

	got tagged to not single out anyone or hurt anyone's feelings
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## Adaptations

### Division 1:

- transition from slower paced movements to more difficult movements
  - start by walking, hopping, galloping, gradually move into running
- having a “safe zone” where students can catch their breath and relax before going back into the game when needing personal space

### Division 2:

- Explain the importance of oxygen to trees and how trees provide us oxygen to live, therefore we should respect the trees for giving us their lives for our lives...Give students an opportunity for a walk and talk where they can discuss what this means to them
- Have a game of “musical branches” where you play building branches to music when the music stops playing the lone runners find a partner or branch to attach to

### Division 3:

- Each student receives a sticky note in which they will write one branch they built throughout their life. This way the students will be able to relate the significance of the branches in the game to aboriginal culture and their lives.
- Play building branches to find a partner and then partner up with another group of two, once everyone has partnered up and found a group of two, next we will play” buffalo tag” where you must run linked to your partner and when the whistle blows you must run back to your other group of two and create your branch of 4

### Division 4:

- After playing building branches have the students complete obstacles with their branch they formed previously. This will show students each obstacle you complete will represent building a branch in your life, this also shows why you should rely on your community and those close to you when building your branches.
  - Obstacles could include: jumping over benches, hula hoop hurdles, trust exercises, group ball throwing activity (into hoops)
- Each student is given a sticky note in which they will write one branch they have grown through high school. Students must take turns sticking their sticky note a branch on the class tree (pre created by teacher) each sticky not will represent one branch.

## Notes given from Whitney:

**Theme 4: Sacred Tree / Tree of Life** – The Tree of Life is one of a journey. We walk a good path as much as we can and this creates our trunk. A good path means free from

drugs/alcohol, respecting ourselves and our bodies, honoring our Elders and knowledge and do well for our community). Our trunk is our foundation. As we grow in our journey there are events, circumstances, opportunities or paths that we find ourselves immersed in. These can be times in our lives which bring joy or bring contrast. Both are equally important. As we learn what is needed from this extension of self or tree limb we then turn back around and get to the Good Path again, continuing to a time when we in our older stage of life. We then look down at the beautiful Tree of Life we have created and the foundation and tree limbs we have created for our family and community. This is our legacy.

### **Indigenous Culture Connection**

Run and Scream is not our main game but rather a warm up game which leads into our “building branches” game.

#### **Run and Scream:**

Run and scream is taught by Whitney and her colleagues which we found was a good way to transition into our main game. It is a traditional game which the original purpose was to practice hunting skills which were necessary for survival. We start this game off with honouring the land in which we are playing on, this gives acceptance and recognition to the original people on the land (indigenous people). Throughout our game we touch on how one of the four elements of life oxygen (air) is essential to the life of the tree which represents our life and legacy.

#### **Building Branches:**

Building branches is a game in which recognizes the indigenous representation of life. The branches created in the game represents the personal growth created through the personal hurdles of your life. Through the game we rely on our community and those close to us to finish building our branches. By having people come into your group and changing the size of the branches this shows that the size of your branches will vary and your relationships with others may come and go. The foundational part of the tree is both its roots and trunk because they provide stability and strength, your roots are the legacy of your family in which you use to build your trunk and your branches are your own personal experiences and growth. As an elder your legacy is the branches you have grown on your tree, these are through stories, lessons and traditions which you will pass down through your lineage. The last aspect we touched on was the involvement of the number four, this number is significant because in Indigenous culture they value the four elements; water, fire, air and Earth in our game the number four is significant because once your branch gained a fourth person you had to split up into pairs.

## Rubric

Criterion	Level 4 Advanced	Level 3 Proficient	Level 2 Developing	Level 1 Limited
<b>Active Participation</b>	<ul style="list-style-type: none"> <li>-Actively engaged in activities</li> <li>-Actively listening when teacher is speaking</li> <li>-Student always building each other up</li> </ul>	<ul style="list-style-type: none"> <li>-Student are actively engaged in most activities</li> <li>-Participates in most activities</li> <li>-Students support others</li> </ul>	<ul style="list-style-type: none"> <li>-Student is actively engaged sometimes</li> <li>-Student sometimes loses focus.</li> <li>-Student attempts to support others</li> </ul>	<ul style="list-style-type: none"> <li>-Student is disengaged in activities</li> <li>-Student does not show support for others</li> <li>-Student is disruptive during instructions period.</li> </ul>
<b>Teamwork</b>	<ul style="list-style-type: none"> <li>-Student always works well with others</li> <li>-Student always shows respectful behavior to always</li> <li>-Student always equally contribute</li> </ul>	<ul style="list-style-type: none"> <li>-Student often works well with others</li> <li>-Student often encourage others</li> <li>-Student often contribute</li> </ul>	<ul style="list-style-type: none"> <li>-Student sometimes work well with others.</li> <li>- student sometimes encourage others</li> <li>-Student sometimes contribute</li> </ul>	<ul style="list-style-type: none"> <li>-Student does not work well with others</li> <li>-Student displays discouraging behaviour</li> <li>-Student has limited listening skills</li> </ul>
<b>Behavior (fair play)</b>	<ul style="list-style-type: none"> <li>-Student is proficient in spatial awareness</li> <li>-Student will provide positive engagement</li> <li>- Student always shows respectful behavior to teacher and others</li> </ul>	<ul style="list-style-type: none"> <li>-Student is competent in spatial awareness</li> <li>- Student often provides positive engagement.</li> <li>-Student often shows respectful behavior to teacher and others</li> </ul>	<ul style="list-style-type: none"> <li>-Student is adequate in spatial awareness</li> <li>- Student sometimes provides positive engagement</li> <li>-Student is sometimes respectful</li> </ul>	<ul style="list-style-type: none"> <li>-Student has limited spatial awareness</li> <li>-Student portrays negative behaviour</li> <li>- Student shows little respect</li> </ul>
<b>Fundamentals Movement Skills</b>	<ul style="list-style-type: none"> <li>-Student has proper form( walk, skip, run)</li> <li>-Student is actively, spatially aware of surroundings.</li> <li>-Student executes advanced skills with no assistance from teacher.</li> </ul>	<ul style="list-style-type: none"> <li>-Student often has good form</li> <li>-Student is often spatially aware of surroundings.</li> <li>- Student executes skills proficiently</li> </ul>	<ul style="list-style-type: none"> <li>-Student sometimes has good form</li> <li>-Student is sometimes aware of surroundings</li> <li>-Student execute skills in a developing manner</li> </ul>	<ul style="list-style-type: none"> <li>-Student lack proper form</li> <li>- Student displays limited spatial awareness</li> <li>- Student is developing execution skills</li> </ul>