

**Integrating First Nations and Metis Content and Perspective**

**Grade 2**

**Traditional Aboriginal Sports Games**

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## **Rationale:**

Why it is important to add Aboriginal Content/perspective/worldview? How will it enhance the whole learner....learning experience...?

This unit is a physical education unit that focuses on traditional Aboriginal sports games. Through these games the students will learn to enhance their locomotor and non-locomotor skills. They will understand the benefits of working as a team, as well as learn about the history of the games.

One widespread American Indian belief is that you can learn while you play and play while you learn (Bruchac, 2000).

Traditionally, all aspects of life were integrated for Aboriginal People. Work, play, leisure and spiritualism were interconnected. Life was based on the need for fitness in order to survive; fitness of the body mind and spirit (Miller, 2002).

## **Incorporating Medicine Wheel Philosophy**

**Spiritual** – The students will be able to examine and discover different First Nations games. The students will be able to value the purpose of the games as well as appreciate the physical activity and the benefits that it holds for their well-being.

**Physical** - The students will discover and participate in a variety of traditional First Nations games. The students will become aware of, build upon, and practice their locomotor and non-locomotor skills.

**Emotional** – The students will identify and share how physical activity makes them feel. They will develop a better understanding of physical activity and the benefits it holds for their well-being. The students will be able to contribute to a team activity. Aboriginal students will develop a sense of identity and enhance their self-esteem through the awareness of First Nations games.

**Mental** – The students will acquire knowledge of games that were played by First Nations people and the purpose these games served. The students will be actively learning the games played by the First Nations people. The students will be able to incorporate these games into their daily lives to share with the future generations.

## Suggested Resources:

Atimoyoo, P. (1980). *Games of the Plains Cree*. Saskatoon: Saskatchewan Indian Cultural Centre.

Atimoyoo, P. (1980). *nehiyaw metawewina: Cree Games*. Saskatoon: Saskatchewan Indian Cultural Centre.

Bruchac, J. B. (2000). *Native American Games and Stories*. Golden: Fulcrum Publishing.

Miller, B. (2002). *Our Original Games A Look at Aboriginal Sport in Canada*. Ontario: Ningwakwe Learning Press.

## Websites

<http://mathcentral.uregina.ca/RR/database/RR.09.00/treptau1/>

Search engine – Aboriginal Games

<http://www.manataka.org/page184.html>

Search engine – Plains Cree games

<http://www.gamesmuseum.uwaterloo.ca/VirtualExhibits/Inuit/english/index.html>

Search engine – Traditional games of Canada

<http://www.ainc-inac.gc.ca/ach/lr/ks/rrds/spo-eng.pdf>

Search engine – Plains Cree Sports

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## Appendix 1 Background Information of Aboriginal Games

Long ago, the survival of many Indian people depended on their skills as hunters. The children were taught these skills at an early age either by their fathers or by playing among themselves. Games filled an important role in educating the young by cultivating life skills together with their physical and social development.

The adults also had games which were played purely for enjoyment. They were generally based on gambling, A favourite pastime of many Indian people.

New games could be received as gifts from other another tribe or a tribe could invite someone to teach them a new game. Children often played the same games that their fathers once played or they might receive them in a familiar fashion to that of the adults. The games were usually modified in some form by each tribe that received them. One game could be used by many tribes, each using their own variations. Despite these slight differences, one tribe would often challenge another tribe in some other their games. This usually happened at the "KO WE TA SQEEK", a time when certain tribes would meet together in times of peace. Sports often dominated these gatherings. The best runners or players from both tribes would compete against each other, while the spectators placed wagers on their favourites.

After the treaties were signed, many bands from one agency would gather together on treaty day to socialize with others. During the day, the adults would spend their time visiting with others or taking part in gambling games. The children were usually busy in track and field events or racing ponies.

Today, on many reserves, these games are still played by the children on sports days or whenever there is a large crowd gathered.

Instructions and equipment used to play the games are described in a modified method in this book. Equipment has been adapted to fit material easily accessible today. Attempts have been made to give the standard method of playing, listing a few of the variations. Technical details such as rule, equipment and field size are left for the reader to decide, although suggestions are included. The game had one simple rule: the ball could only be moved with the lacrosse stick. Beyond this rule, the game was played with an equal number of players on each team. There was no limit on the number of athletes who could be goaltenders or in offensive and defensive positions at any given time. With few exceptions, lacrosse was mostly played by men and was associated as a religious rite of passage or for warrior training (Atimoyoo, 1980).

## Appendix 2 Recreation in the Past

There are many descriptions within early literature, which detail recreational activities of Aboriginal people across Canada. It is clear that the life of the North American Indians was by no means an endless search for food as others have pictured it. In fact the system of governing appears to have been a fair system of self-control, allowing plenty of time off for recreation. Today, our recreation, sport and leisure in Canada have a European influence rooted in our colonial past.

Aboriginal people had plenty of time for recreation as forms of socialization, through activities that provided refreshments of health and spirit, as well as educational instruction. Time and circumstances have changed many of these activities today. Nonetheless, very few activities remain very much as they were recorded last century, while others have been adapted to the changing circumstances. The game of Lacrosse is a game that has transformed with a large influence by Euro-North American affecting the unique culture and social structure of Aboriginal people and how they play the game today.

In the past, the survival of many North American Indian people depended on their skills as hunters. Children were taught these skill sin the form if games and activities at an early age either by our elders, our fathers or by playing amongst themselves. Games and activities filled an important role in educating the young by cultivating life skills together with their physical, social and mental development.

Games were received as gifts from one tribe to another. Many tribes played similar games, however, using their own variations. Despite these slight differences, one tribe would often challenge another tribe in some of their games and activities. This usually happened during celebrations when tribes would meet together in periods of peace. Games and activities often dominated these gatherings. The best runners or players from both tribes would compete against each other, while the spectators placed wagers on their favourite team, player or runner.

After the treaties were signed in the early nineteenth century, many Nations would gather on treaty days to socialize. During the day, adults would spend their time visiting or taking part in games and activities. The children were usually busy in contests like track and field events or play wrestling, and traditional games. Today, we celebrate international contests like the North American Indigenous Games and the Arctic Winter Games.

Historically, there were two common games:

- 1) Games of chance, including the moccasin, hand, and stick game; and
- 2) Games of skill, including ball, target, and shooting games for the development of hunting skills.

Recreation was not only looked at as an activity; it affected our culture deeply through song and dance. In addition, children were encouraged to explore the world through play. There were also contests of strength and endurance that came in many forms (Miller, 2002).

## Appendix 3 Games of Skill

### Ball Games

Ball games were very popular among many North American Indians. These games involved agility, teamwork and skill in running, passing and throwing. Since many of these games involved hitting or passing the ball with a stick, players had to be alert to avoid blows from their opponents. Three popular versions were played: Lacrosse, Shiny and Keep Away. Occasionally, other Nations would compete against one another in these games.

Shiny was played in two basic formats; in the south it was played with a round ball and was very familiar to the modern game of field hockey. Women in the Lower Great Lakes area frequently played this game. In the north, the James Bay Cree played shiny on frozen rivers with a frozen piece of wood. This, in many ways was our earliest form of hockey.

In the south, shiny was played with a ball. Four to six players were on each side; each player was equipped with a curved stick, resembling a modern hockey stick, with which the ball is hit. The sticks were formed from hickory and they were curved on the bottom and were only about four feet in length. It was not permissible to touch the ball with any part of the body. At each end of the field, objects sticks were placed in the ground as goal line markers. The game was won when one side succeeded in sending the ball across the opponent's goal line. There were no rest periods; the game continued until one side had scored, thereby winning. Both men and women played but never together.

The James Bay Cree played shiny on frozen rivers with a wooden puck. The objective of the game was to score on your opponent's goal. This game played with small groups or even large groups depending on the size of the community who wanted to play. The game did not worry about rules like off-side or too many participants on the ice.

In the Plains district of Canada, a ball game commonly referred to as Keep Away, was played everywhere by both sexes, either individually or in teams. In the latter case, the ball was thrown from one to the other as the participants tried to intercept it while still in the air. Sometimes, games like tossing the ball could be classed as a developmental game for the modern game of volleyball. It was also one of the games that women participated in. A large ball was used and the objective of the game was for players to volley the ball back and forth or around a circle of people. When a player missed the ball he or she would be out and someone else would replace them. The winner is the player who had not missed the ball when everyone else was out.

### Lacrosse

Lacrosse is often referred to as the oldest athletic competition played in North America. According to most accounts, it is the most common game played by North American Indians.

The original game of lacrosse was often a contest between two villages or tribes, with up to 500 or 600 players on each team playing over a field that could vary from several hundred metres to several kilometres in size.

The game had one simple rule: the ball could only be moved with the lacrosse stick. Beyond this rule, the game was played with an equal number of players on each team. There was no limit on the number of athletes who could be goaltenders or in offensive and defensive positions at any given time. With few exceptions, lacrosse was mostly played by men and was associated as a religious rite of passage or for warrior training. In fact, historically, it is viewed in a holistic manner.

### **Contest of Strength and Endurance**

Contests of strength and endurance were often held and wages were placed on their outcome. Wrestling bouts were of several types. The loser was the first man to be down on the ground. Two falls were necessary to win a bout. Yet another way of wrestling was to lock fingers at arms length with each contestant pulling the other forward. Foot races were very common and were usually over courses of several miles.

### **Target Games**

Historically, target games involved skill development for hunting and were frequently played by young men. The idea was to offer fun experiences while learning relevant life skills. Traditionally, some tribes survived only by hunting, gathering of berries, and in some regions, farming. The community always held a good hunter in high esteem, as he provided food, dress and other necessities for the community. Hunting skills were developed at an early age, largely through games and activities. Target games in the Plains were similar to other universal games like shooting arrows. The purpose was to develop accuracy in the use of the bow and arrow to develop hand and eye co-ordination. As one became skilled, he could compete in the more difficult games like the Hoop Game, another popular lead up game for developing hunting skills.

Many target games served also as social past times. These games and activities were played by all ages and both sexes in some varied forms. Shooting Arrow or Hoop Game was played many years ago during the summer months. Young men would gather together to test their skill in archer. The objective of the Shooting Arrow game was to lean an arrow next to a target arrow and see who could shoot their arrow closest to the designated target arrow. The Shooting Arrow game could be played between two teams consisting of two players each. One of the players would shoot a target arrow ten or fifteen meters away. Each player was given a set amount of arrows to be determined before the game would start. If one player was successful he would receive all the arrows as well as any wages that might have been placed. Once the game was becoming too easy they would add the element of moving target, which was a hoop they would roll down a hill or roll across the plains. The objective behind the Hoop Game was to act as a lead-up to hunting real moving targets (Miller, 2002).



## Deeper Understanding Questions

How does physical activity benefit your well-being physically/mentally/emotionally/spiritually?

Was the game used for the purpose of skill development or socialization?

What values are needed when playing with a team?

Does being able to work with a team enhance your self-worth?

Does physical activity enhance your self-worth?

Are you familiar with any of the games? If so, which one? Why do you think this game is still around today?

Where did the equipment needed for these games come from?

How did gathering for “games” enhance the life of First Nations people?

How does playing these games enhance your life?

## Outcomes for Ball Games

**2.5 Manipulative Skills - Explore, express, and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities, including at a:** • control level of skill when: • throwing • catching (collecting, gathering) • kicking • progressing-towards-control level of skill when: • hand dribbling • foot dribbling • striking objects with hands • striking objects with short-handled implements (e.g., short-handled racquets, paddles).

- Use performance words (e.g., “look at the ball”, “step forward”, “backswing”, “follow through”) to demonstrate understanding of performance cues language associated with skillful sending and receiving of objects.

### Control Level of Skill:

- Throw small objects (e.g., whiffle balls, bean bags) both overhand and underhand, with one hand, while looking at target and standing with hips open to the throwing arm side of the body, pointing non-throwing shoulder towards target, rocking backward and then stepping forward with the opposite foot from throwing arm, with hips and spine rotating to open to side of throwing arm, elbow flexing and held away from the body, non-throwing arm raising to shoulder level and pointing in direction of intended target, throwing arm extending backward into the backswing, and then throwing arm moving forward through release as non-throwing arm moves downward, and after release, throwing arm moves to a follow through in the direction of intended target.
- Throw/roll small objects (e.g., bean bags, balls) along the ground, in intended direction.

### Progressing-towards-control Level of Skill:

- Explore, with guidance, throwing and catching, kicking and receiving objects while moving (e.g., walking, jogging, skipping, sliding).

**2.6 Movement Variables - Vary the performance of the body, while performing locomotor, non-locomotor, and manipulative skills by applying the basic movement variables of:** • space (general space, levels, directions, pathways, and extensions) • effort (time/speed, force, and flow) • relationships (with objects and with others).

- Send and receive objects at different levels and with varying effort (e.g., catch a ball thrown high in the air; throw a ball over a bench; kick a ball slowly on the ground).

**2.8 Strategies and Skills - Apply a repertoire of strategies and skills, with guidance, for and through active participation in a variety of movement activities including:** • low-organizational, cooperative, and inventive games involving locomotor and non-locomotor skills (e.g., tag games, follow-the-leader, fox and geese, parachute play, hopscotch) • target games (e.g., ring or hoop toss, bowling, bocce ball, curling) • alternate environment activities and games (e.g., hiking, skating, aquatics, orienteering, cross-country, skiing, cycling, dog sledding, tobogganing).

- Describe and incorporate strategies for play that will support deeper understanding of, and engagement in, specified movement activities (e.g., tag games - move into open spaces, hide behind other people, move only when the ‘it’ person is getting close; bocce ball - release the ball close to the ground so it will roll on the ground and not fly through the air).
- Describe and demonstrate respect for the natural environment when participating in outdoor movement activities.

## **2.10 Relationships Demonstrate self-control and a willingness to work and play cooperatively with all others (regardless of abilities, interests, and background experiences) while participating in movement activities.**

- Identify what is required to have harmony during participation in movement activities.
- Express insights to answer questions such as “Why do some people like certain games while others do not?”, “Why should we learn how to play a variety of games?”, “What can we do when some people do not enjoy the game we are playing?”.
- Display a willingness to share ideas, space, objects, and equipment when participating with others.

### **Background Information**

#### **Ball Games**

Ball games were very popular among many North American tribes. These games demanded agility, teamwork, and skill in running, passing and throwing. Since many of these games involved hitting or passing the ball with a stick, players had to be alert to avoid blows from their opponents. The Cree had three favourite versions: lacrosse, shinny, and double ball. Occasionally, one tribe or band would compete against another in these games.

#### **TOSSING THE BALL**



**Retrieved from:** <http://www.manataka.org/page184.html> #TOSSING THE BALL  
(Accessed 05/06/2011)

This could be classed as the traditional Cree volleyball game. It was one of the few games that men and women played together.

#### **EQUIPMENT**

A large ball at least five inches in diameter.

#### **HOW TO PLAY**

Two or more people can play. Players volley the ball back and forth to each other, or around a circle of players.

1. When a player misses the ball he is out; someone else can replace him in the game.
2. The winner is the person who has not missed the ball when everyone else is out.

## **WE PITISOWEWEPAHIKAN - (DOUBLE BALL)**



**Retrieved from:** <http://www.manataka.org/page184.html> #WE PITISOWEWEPAHIKAN (DOUBLE BALL) (Accessed 05/06/2011)

This game was played primarily by the women, at least among the Cree. It was a very vigorous game, demanding top physical condition. The goals were placed up to a mile apart.

### **EQUIPMENT**

A stick, about three feet long

Long ago, the double-ball was made from two bags of deerskin stuffed with buffalo hair and joined by a leather thong. A dumb bell shaped bean bag or any two small balls which can be fastened together can be used

### **HOW TO PLAY**

1. The game can be played on a football or soccer field or on any area where the goals are at least 100 yards apart. There can be from four to eight players on a team.
2. The game is similar to shinny, except the ball is moved only by throwing it with the curved stick. It cannot be touched with the hands or feet.
3. The game begins with one player throwing the ball toward centre field.
4. The ball, once caught by a player, cannot be carried on the stick. It must be passed from one player to another.
5. Players can try to hook the ball by knocking it off their opponents stick.
6. The team which throws the ball across the goal line wins the game.

## **PLAYING WITH A BALL (SHINNY)**



Retrieved from: <http://www.manataka.org/page184.html> #PLAYING WITH A BALL (SHINNY) (Accessed 05/06/2011)

This game was a very rough sport, just as the game of shinny is today. Long ago, both men and women played, but never together.

### **EQUIPMENT**

A stick about three feet long which is curved at one end. The curved end should be broader than the handle. Some bands use sticks that have no curve. A hockey stick may be used. The ball was once made from two circles of hide, stuffed with hair and stitched together all the way around. However, any small, soft ball can be used.

### **HOW TO PLAY**

1. The game can be played on any football or soccer field. Traditionally, the game was played on ice. Players divide into two teams.
2. The ball is tossed or kicked into centre field to start the game.
3. The ball is to be played on the sticks-no part of the body can touch the ball.
4. Long ago, the game was played without involving any rest periods, so the first team to make a goal won the game.

## **LACROSSE**



Retrieved from: <http://www.manataka.org/page184.html#LACROSSE> (Accessed 05/06/2011)

The game of Lacrosse was once played by many North American tribes. The game is generally associated with Eastern Canadian tribes, including the Mohawk Huron and Iroquois. However, the tribal origin of the game is unknown. The name "Lacrosse" was given by the French, who played a similar game. Good teamwork was essential, and players had to be extremely fast and agile. Today, Lacrosse is most popular in the United States and throughout Europe.

## **EQUIPMENT**

Lacrosse racquets or a piece of hardwood approximately 3 feet in length and about four inches in diameter. One end of the stick must be flatter and thinner than the rest. The thin end is curved into a U-ring, at least four inches in diameter. Eight to ten holes are drilled around the ring. Leather thongs are woven through the holes so that they cross in the centre. The lacing should be slack enough to form a netted pocket about two inches deep

A soft ball small enough to be carried in the pocket of the sticks

A soccer or football field may be used. Traditionally the game was played on a very large field up to a mile long. Today the game of Lacrosse is often played on a floor hockey field

Two posts on either side of the field may be used as goals. Hockey goalposts serve the purpose well

## **HOW TO PLAY**

1. The game is played by any number of players divided into two teams.
2. Each team includes a goalie, guards and forwards.
3. The game begins when the ball is tossed high into the air at centre field. The ball can also be placed between the sticks of the two team captains.
4. The players pass the ball to each other using their sticks and try to throw the ball between the goal posts.
5. The players must not touch the ball with their hands or feet. It can only be passed between players.
6. The first team to reach the agreed game score wins the game.

## Outcomes for Target Games

**2.5 Manipulative Skills - Explore, express, and apply, with guidance, a variety of ways to skillfully move objects while participating in movement activities, including at a:** • control level of skill when: • throwing • catching (collecting, gathering) • kicking • progressing-towards-control level of skill when: • hand dribbling • foot dribbling • striking objects with hands • striking objects with short-handled implements (e.g., short-handled racquets, paddles).

- Use performance words (e.g., “look at the ball”, “step forward”, “backswing”, “follow through”) to demonstrate understanding of performance cues language associated with skillful sending and receiving of objects.

### Control Level of Skill:

- Throw small objects (e.g., whiffle balls, bean bags) both overhand and underhand, with one hand, while looking at target and standing with hips open to the throwing arm side of the body, pointing non-throwing shoulder towards target, rocking backward and then stepping forward with the opposite foot from throwing arm, with hips and spine rotating to open to side of throwing arm, elbow flexing and held away from the body, non-throwing arm raising to shoulder level and pointing in direction of intended target, throwing arm extending backward into the backswing, and then throwing arm moving forward through release as non-throwing arm moves downward, and after release, throwing arm moves to a follow through in the direction of intended target.
- Throw/roll small objects (e.g., bean bags, balls) along the ground, in intended direction.

### Progressing-towards-control Level of Skill:

- Explore, with guidance, throwing and catching, kicking and receiving objects while moving (e.g., walking, jogging, skipping, sliding).

**2.6 Movement Variables - Vary the performance of the body, while performing locomotor, non-locomotor, and manipulative skills by applying the basic movement variables of:** • space (general space, levels, directions, pathways, and extensions) • effort (time/speed, force, and flow) • relationships (with objects and with others).

- Send and receive objects at different levels and with varying effort (e.g., catch a ball thrown high in the air; throw a ball over a bench; kick a ball slowly on the ground).

**2.8 Strategies and Skills - Apply a repertoire of strategies and skills, with guidance, for and through active participation in a variety of movement activities including:** • low-organizational, cooperative, and inventive games involving locomotor and non-locomotor skills (e.g., tag games, follow-the-leader, fox and geese, parachute play, hopscotch) • target games (e.g., ring or hoop toss, bowling, bocce ball, curling) • alternate environment activities and games (e.g., hiking, skating, aquatics, orienteering, cross-country, skiing, cycling, dog sledding, tobogganing).

- Describe and incorporate strategies for play that will support deeper understanding of, and engagement in, specified movement activities (e.g., tag games - move into open spaces, hide behind other people, move only when the ‘it’ person is getting close; bocce ball - release the ball close to the ground so it will roll on the ground and not fly through the air).
- Describe and demonstrate respect for the natural environment when participating in outdoor movement activities.

- Use effective movement skills and strategies to participate in winter activities for enjoyment that happen in an outdoor environment or a community facility (e.g., cross-country skiing, fox and geese, skating, snowshoeing, making snow angels, building snowpeople, playing snowsnakes).
- Participate in a variety of games and activities that focus on 'hitting a target'.

## Background Information

### Target Games

Traditionally, tribes survived only by hunting. A good hunter was always held in high esteem by the people, as he provided food, dress and other necessities for the camp.

Hunting skills were developed at an early age, largely through games. Target games, such as Shooting Arrows, developed accuracy in the use of the bow and arrow. As one became more proficient, he could compete in the more difficult games.

Many of the target games, such as Snowsnake, served more as social pass-times. These games were played by all ages of both sexes. (Atimoyoo, nehiyaw metawewina: Cree Games, 1980)

### SOSEMANUK (SNOW SNAKE)



Retrieved from: <http://www.manataka.org/page184.html> #SOSEMANUK (SNOW SNAKE) (Accessed 05/06/2011)

This is a popular winter sport played by many of the eastern Canadian tribes. The Cree from the Piapot area remember chanting certain songs before they threw the stick.

### **EQUIPMENT**

A stick made from hardwood, about two or four feet in length. The front end is wider and thicker than the handle and is curved upward or has a small ball on the end. The stick should be well polished, so it will be able to glide easily.

### **HOW TO PLAY**

1. The game is played near a well-iced snow bank.
2. The object of the game is to bounce the stick off the bank and slide the "snake" further than your opponents.

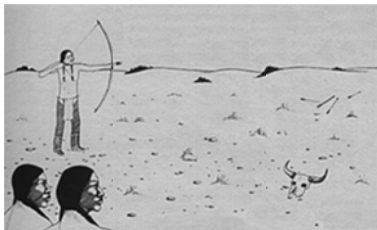


3. The head of the stick is held between the thumb and forefinger and swung like a pendulum. It is then released underhand with a sweeping motion.

## VARIATIONS

1. Bouncing Stick Game (Kwakweco-cime win): The throwing stick is constructed from a long piece of thin wood. A buffalo horn which has been scraped thin is fitted on the end. The horn is secured on the stick with frozen fat. The stick is thrown in a fashion similar to that of a javelin and sent sliding over a length of smooth snow.
2. Gliding sticks: The throwing stick can also be used on a prepared course such as a zig-zag path down a hill or an iced barrier course. Hardwood sticks about two feet long are used in this game. They are whittled flat on one side and bear a design on the larger side. When a hillside is used, the snake is launched rather than thrown from the top of the track.

## TAHHTIHNAKICOHAKOS - SHOOTING ARROWS



Retrieved from: <http://www.manataka.org/page184.html>  
#TAHHTIHNAKICOHAKOS – (Accessed 05/06/2011)

Many years ago, during the summer months, young men would gather together to test their skill in archery. The object of this game was to lean an arrow next to a target arrow.

## HOW TO PLAY

1. The game is played between two teams consisting of two players each.
2. One player shoots a target arrow about 20 - 30 feet away.
3. Each player has four attempts to lean his arrow against the target.
4. If one player is successful in his attempt, he receives all the arrows which have been shot. However, if no player has made a direct hit, the player whose arrow comes the closest to the target receives one point. Four points are needed to win the game. Either player on a team can make the four points. The points are individually scored. The winner and his partner collect the arrows which have been shot, as well as any wagers which might have been placed.

## VARIATIONS

The game can also be played without the use of teams. Each player competes against the others.

Shooting Women's Arrows: The Cree women play this game using their digging sticks. The target is two digging sticks placed close together. The women are to throw their sticks so they fall between the two target sticks.

The Awl Game: This game was also played by the Cree women. The object of the game was to throw an awl so that it stood upright inside a small metal or bone ring.



Retrieved from: <http://www.manataka.org/page184.html> #TAHHTIHNAKICOCHAKOS – (scroll down to bottom of this section)  
(Accessed 05/06/2011)

## Outcomes for Wrestling

**2.6 Movement Variables - Vary the performance of the body, while performing locomotor, non-locomotor, and manipulative skills by applying the basic movement variables of:** • space (general space, levels, directions, pathways, and extensions) • effort (time/speed, force, and flow) • relationships (with objects and with others).

- Demonstrate an understanding of relationships by performing a variety of movements (e.g./ beside, under, through, in front of, behind, even with, onto, on, over, and off) using various pieces of equipment and available objects such as folding mat, branches, bench, box, rocks, hoop, balls, rope, logs, parachute, and climbing apparatus, alone and with others.

**2.8 Strategies and Skills - Apply a repertoire of strategies and skills, with guidance, for and through active participation in a variety of movement activities including:** • low-organizational, cooperative, and inventive games involving locomotor and non-locomotor skills (e.g., tag games, follow-the-leader, fox and geese, parachute play, hopscotch) • target games (e.g., ring or hoop toss, bowling, bocce ball, curling) • alternate environment activities and games (e.g., hiking, skating, aquatics, orienteering, cross-country, skiing, cycling, dog sledding, tobogganing).

- Describe and incorporate strategies for play that will support deeper understanding of, and engagement in, specified movement activities (e.g., tag games - move into open spaces, hide behind other people, move only when the 'it' person is getting close; bocce ball - release the ball close to the ground so it will roll on the ground and not fly through the air).
- Describe and demonstrate respect for the natural environment when participating in outdoor movement activities.

**2.9 Safe Behaviours – Examine and express the purpose of rules, procedures, etiquette, and safe behaviours and apply them while participating in a variety of movement activities.**

- Recognize the importance of practising safe behaviours (e.g., follow directions, perform within personal limits, accept the limits of space, understand safety rules related to the space and equipment) alone and with others.

### **MUSEETOWEN (WRESTLING)**

Wrestling served an important function in developing an alert mind altogether with a strong and agile body. These qualities were essential to the survival of Indian people long ago. Through wrestling, young boys could also test their strength against each other in a friendly way (Atimoyoo, nehiyaw metawewina: Cree Games, 1980).

## HOW TO PLAY

1. **Head Over Heels:** For head-over-heels wrestling, opponents lie on their backs with their feet together. Then they sit up and lock arms and legs. The winner is the one who can pull the other over on his back.
2. **Back Wrestling:** In the back wrestling, opponents kneel back to back. They are tied together around their chests. Each pulls forward to try and yank the other over backwards.
3. **Stick Wrestling:** Stick wrestling requires a stick tapered at both sides, approximately 2' long. Players sit facing one another, knees up and feet touching. Each grabs one end of the stick and tries to pull the other on to his feet. Contestants can try this without the stick by simply locking fingers at arm's length.
4. **Leg-lock Wrestling:** Players lie side by side with their heads pointing in opposite directions. Each raises the leg closest to his opponent three times. On the third count, they interlock legs. Whoever is forced to flip over loses, according to Wilfred Chocan of Onion Lake.