Traditional Games Model Lesson Plan

Ring Games – Kindergarten

Stage 1 Desired Results

Established Goals

The health education content standards for kindergarten are that each student will:

3. identify characteristics of family and social health, including those of contemporary and traditional American Indian cultures and practices.

The physical education content standards for kindergarten are that each student will:

1. perform basic locomotor, non-locomotor, and manipulative skills;
11. follow instruction and direction when prompted;
13. share equipment and space with others;
17. acknowledge that some physical activities are challenging or difficult;

Essential Understanding 1: There is great diversity among the twelve sovereign tribes of Montana in their languages, cultures, histories, and governments. Each tribe has a distinct and unique cultural heritage that contributes to modern Montana.

Essential Understanding 3: The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs.

Understandings

- Understand everyone has a culture. It shapes how families see themselves, and others.
- Understand we may not agree with each other, but conflicts can be solved without harm to ourselves or to others.

Essential Questions

- How does family (kinship) shape what we believe?
- When playing games, how are disagreements settled?

Students will be able to…

- keep “practicing” until improvement occurs.
- demonstrate control of stick and ring so at least one “ring” occurs.
- play with any partner assigned.
- solve a problem regarding disagreements in rules or points.

Students will know…

- what eye-hand dexterity means.
- how to place ring on floor and lift stick with soft jerk to cause the ring to fly into the air and have the stick's end go through the ring at least once.
- family and culture make people different from each other, but we can share similarities.
- how to share one idea for solving a conflict about points in game.

Stage 2 Assessment Evidence

Performance Tasks

1. Practicing
2. Ringing the Stick
3. Cooperating and taking turns
4. Problem solving

Stage 3 Learning Plan

Teaching Area

Area large enough for students to play side by side with sticks in hand. Space per pair should be 10'x10'.

Equipment Needed

One "Ring the Stick" per student. For a kindergarten aged child, the willow should be 18" long, with a string (sinew) 18" in length, tied to a hoop 6" – 8" diameter.

Courtesy of DeeAnna Brady-Leader

Game Rules

Ring the Stick (almost universal American Indian youth game). Starting with the "ring" on the floor and the stick in hand (ring attached to stick by string), the student will jerk on the stick so as to make the ring fly up into the air, then the student will attempt to put the far end of the stick through the ring for a point.

(Once learned, there can be many variations on the progression of play such as an inside circle playing against the players on the outside of circle, pairs, or teams.)

1. Understand that manual dexterity (hand-eye coordination) improves with practice.
2. Understand that eyes, hands, muscles, and brain move together to achieve the task.

Vocabulary

Dexterity - Skill in using one's hands expertly.

Territory - The land and water(s) under the authority of a band, clan, or nation.

Tolerance - Understanding of others' views, beliefs, practices, etc.

Kinship - How a person is related to another. Each person in the old Plains Indian culture had to "Obey the kinship rules; one must be a good relative." (Ella Cara Deloria, *Waterlily*. University of Nebraska Press, 1988, preface) "Every other consideration was secondary—property, personal ambition, glory, good times, life itself. Without kinship, they would no longer even be human (civilized). And to be civilized was to keep the rules imposed by kinship for achieving civility, good manners, and a sense of responsibility toward every individual. Thus, was it possible to live communally (with others) with success; that is to say, with a minimum of friction (trouble) and a maximum of good will."

Concepts

Understand that American Indian tribal people of long ago gathered to trade things they had made or gathered. Children also shared their play toys and ideas for games. Tolerance (getting along with others who were different in age, language, band, clan, or family) was expected by and through the kinship system**.** Some games had family or band rules about whether boys or girls could play certain games or whether children of a certain age could have the play equipment (such as tops or bows and arrows).

Concepts: tolerance, circle, territory

Safety

Make certain students understand the space needed to "Ring the Stick" without the equipment touching anyone else or a barrier.

Resources

<u>Books</u>

Bruchac, James & Joseph, *Native American Games and Stories,* Fulcrum Resources, Golden, CO, 2000.

Culin, Stewart*, Games of the North American Indians*, New York: Dover Publications, Inc., 1975.

Holmes, W.H., *Twenty-Fourth Annual Report of the Bureau of American Ethnology to the Secretary of the Smithsonian Institution 1902-1903,* Washington Government Printing Office, 1907.

International Traditional Games Society, *Blackfeet Children's Games,* July 2013.

Traditional Games Video – see the games being played!