

■ GRADE 7: PHYSICAL EDUCATION

INUIT GAMES

Purpose: Students will develop an appreciation for the benefits and challenges of living in northern Canada. Proficiency in different sports and activities is often a reflection of environmental conditions, economic means and cultural values, students will teach their peers a new game and skill giving the historical context and purpose of each game.

Estimated time: Three 50-minute sessions

Note: It is more appropriate if these lessons are offered outdoors in the winter on a fairly cold day. Ensure that students are adequately prepared to spend their gym period outside.

Resources required:

- Enough ropes for each pair of students to receive one (i.e. 8 ropes for 16 students, etc.)
- Ropes should be long enough to create a circle 2 meters in diameter
- Ensure students have brought the correct materials, and in the correct amounts to run the activity with the entire class.

Activity 1: Context

1. Ask students to brainstorm a list of their favourite sports. Write them on the board.
 - a. Ask students:
 - Why do you participate in these sports and not others?
 - What factors influence which sports an individual participates in? (eg. climate, money, environment, culture)
 - What sports do you think you would play if you lived in Australia? In Brazil? In the Arctic? (etc.)
2. Have students recall what they know about life in the Arctic? (etc.)
 - a. Geography, culture, food, activities, etc.
 - b. The everyday challenges and joy citizens may face.
3. Inform students they will be learning some of the games Inuit People have traditionally played.

Activity 2: Outside Games

1. Provide time for students to change into their outdoor clothing. Have everyone assemble outside to begin the warm up.
2. Help students understand the temperature differences before starting. Inform them of the current temperature outside and remind them that in the Arctic, temperatures can get as low as -50°C. Ask students to think of some of the challenges that would exist. What sports and games would be unpopular in that environment.

3. Teach your game of choice from the ones illustrated at www.athropolis.com/news-upload/master/11-frames.htm
4. Present the activity the way you would like the students to do their own presentations.
 - a. Name of activity
 - b. Explanation of the activity
 - c. Safety discussion
 - d. Demonstration
 - e. Effective management of the students' participation in the activity
 - f. Skills developed, reasoning behind the need for such skills for living in Arctic

For example:

The Musk-Ox push: (This activity can be done inside or outside.)



(Set up: create a circle with a rope. The circle should be about 2 metres in diameter).

5. Ask two students to demonstrate by coming into the middle of the circle.
6. Instruct students, in this game, and in many Inuit games, it is very important to listen when another student indicates that they want to stop the game or "taps out". They can tap out by shouting "OUT", or by tapping their hand on the floor several times.
7. Student should bend his/her head down and rest the back of the neck against the partner's shoulder.
8. The object of the game is to push your opponent out of the circle. The first partner to do this is the winner.

9. Instruct students to find a partner that is of similar size, grab a rope, and have a small competition. Best two out of three is the winner!
10. After playing, bring the students back into a group circle. Lead the students in a discussion of why they think this activity and other games were important in the lives of the Inuit.
 - a. People in the Arctic needed to make sure they had a way to develop their athleticism so they would be effective hunters. What are some of the things they would need to strengthen themselves, based on your understanding of life in the Arctic?
 - i. Strong arms – necessary to harpoon whales, walrus and bears, and to hold onto the animal once it was caught.
 - ii. Agile Legs – to run to keep up with caribou and to outrun predators.

Activity 3: Inuit Game Divvy and Teaching Assignment

(This can be done inside or outside, depending on the location of the Physical Education class).

1. Tell students to divide themselves into six groups. Each group will be assigned one Inuit game. The students will be responsible for teaching their classmates about their assigned game. They can choose from the following list. Provide them with the resources indicated at the end of the lesson.
 - a. The Kneel Jump
 - b. The Back Push
 - c. The Leg Wrestle
 - d. The Knuckle Hop
 - e. The Mouth Pull
 - f. The Sitting Knuckle Pull

Activity 4: Teaching and Experiencing a Few Inuit Games

Note: The presentations of the games will probably take two classes, with three games in each class.

Lesson Flow:

1. Give each student 15 minutes to teach their game. The general flow should be as follows:
 - a. Explanation of the activity with safety measures
 - b. Demonstration
 - c. Effective management of the students' participation in the activity
 - d. Skills developed, reasoning behind the need for such skills living in the Arctic

■ ADDITIONAL RESOURCES

In addition to the lesson plan, share these resources with your students:

- Explanations of a few Inuit games, including pictures: www.athropolis.com/news-upload/master/11-frames.htm
- Inuit Games Video: www.youtube.com/watch?v=yTlr8Qa7Viv&list=PL38D8E86401FCAB55&index=1