

PHYSICAL LITERACY: AN INDIGENOUS JOURNEY FOR ALL

AN INCLUSIONARY RESOURCE SUPPORTING
THE PHYSICAL EDUCATION 20 AND PHYSICAL
EDUCATION 30 CURRICULA IN SASKATCHEWAN



CAN YOU SHOW ME ON A MAP
HOW TO GET THERE?



SASKATCHEWAN
TEACHERS'
FEDERATION

ACKNOWLEDGEMENTS

To support the implementation of the renewed Physical Education 20 and 30 curricula in Saskatchewan and the actualization of Inspiring Success: First Nations and Métis PreK-12 Education Policy Framework, the Saskatchewan Ministry of Education invited professional growth networks affiliated with the Saskatchewan Teachers' Federation to submit a collaborative project proposal to develop materials to support First Nations, Métis and Inuit content, perspectives, and ways of knowing within the Physical Education 20 and 30 curricula.

In support of the five Truth and Reconciliation's Calls to Action pertaining to physical activity, physical literacy and sport, and to make a positive impact on Métis, First Nations and Inuit students, educators from the Saskatchewan Outdoor and Environmental Education Association and the Saskatchewan Physical Education Association collaborated to create this resource.

This project was funded by the Ministry of Education with the Saskatchewan Teachers' Federation providing support. All intellectual property created in fulfillment of the project is the property of the Saskatchewan Ministry of Education.

Contributors to this project included educators from two professional growth networks, Elders and Knowledge Keepers, the Saskatchewan Ministry of Education, and the Saskatchewan Teachers' Federation. We would like to thank the following contributors:

- SaskOutdoors – Desiree Hortness and Leah Japp
- SPEA – Julie Andrews, Amanda Kornaga, Reg Leidl and Cole Wilson
- Elders and Knowledge Keepers – Jesse Armstrong, Tim Eashappie and Robert Severeight
- Photographs – Tristen Durocher
- Ministry of Education – Maria Chow, Susan Nedelcov-Anderson and Shelly Weiss
- STF – Scott Burant, Joan Elliott and Ian Krips



This resource has been created to support the renewed Physical Education 20 and Physical Education 30 curricula in the province of Saskatchewan. **These renewed curricula have First Nations, Métis and Inuit content, perspectives, and ways of knowing throughout the document as well as included in specific outcomes in each curriculum.** This resource focuses on a physical literate journey that weaves its way through the curriculum and the lives of its students. The goal is to create a **mindset, culture or worldview** at the school level in which Indigenous ways of learning and knowing become a natural part of the instruction of high school physical education in the province (Wilson, 2015). This resource provides autonomy for physical educators to create lessons around Indigenous content that is meaningful to all students within the learning environment of their individual schools and communities. The key component of this resource is to establish a **wholistic learning experience** for students that is grounded in positive and engaging relationships between teacher, students, family, community and the earth.

This resource has a strong connection to the three Broad Areas of Learning found within all Saskatchewan-based curricula. The focus of this resource is to help students to acquire the knowledge, skills and attitudes to build lifelong learners, create a sense of self and community, and to become engaged citizens.

This resource has been created to support the cross-curricular competencies which are foundational components of all renewed and new Saskatchewan curricula: thinking, identity and interdependence; literacies; and social responsibility. The interconnectedness of these four competencies is an essential and important part of this culturally responsive resource. Sharing First Nations and Métis perspectives and ways of knowing throughout these curricula is vital to ensuring that all students will have the opportunity to learn and immerse themselves in all areas of Indigenous culture and history.

THE MAP!

WHERE ARE WE GOING?



This resource will take you on a physically literate journey through a First Nation, Métis and Inuit lens. Your travels within this document are **symbolic**. Each activity has been carefully selected to ensure that traditional knowledge and cultural responsiveness can be attained.

REMEMBER:

There are times in your life you are flung into an undiscovered country of being, a place beyond time and tide and detail, the full magical breath of you heaving with the indescribable joy of being, and you realize then that parts of you exist in exile and completeness is journeying to bring them home.

Richard Wagames



OUTCOMES AND INDICATORS

Below are the Physical Education 20.7 and Physical Education 30.6 outcomes with corresponding indicators. **Outcomes** define what students are expected to know, understand and be able to do by the end of a grade or secondary level course in a particular area of study. Therefore, all outcomes are required. The outcomes provide direction for assessment and evaluation, and for program, unit and lesson planning.

Outcomes:

- Focus on what students will learn rather than what teachers will teach.
- Specify the skills, abilities, knowledge and/or attitudes students are expected to demonstrate.
- Are observable, assessable and attainable.
- Are supported by indicators which provide the breadth and depth of expectations.

Indicators are representative of what students need to know and/or be able to do in order to achieve an outcome. When planning for instruction, teachers must comprehend the set of indicators to understand fully the breadth and the depth of learning related to a particular outcome. Based on this understanding of the outcome, teachers may develop indicators that are responsive to students' needs, interests and prior learning. Teacher-developed indicators must maintain the intent of the outcome.

The set of indicators for an outcome:

- Provides the intent (breadth and depth) of the outcome.
- Tells the story, or creates a picture, of the outcome.
- Defines the level and types of knowledge required.
- Is not a checklist or prioritized list of instructional activities or assessment items.

PE 20.7

First Nations and Métis – Examine First Nations and Métis worldviews regarding learning through physical activities.

Indicators for this Outcome

- a. Examine how First Nations and Métis ways of knowing inform people's interactions with self, others and the environment through physical activity.
- b. Discuss how First Nations and Métis people use storytelling to convey knowledge about learning through physical activity.
- c. Explain how the benefits of physical activity (e.g., endurance, flexibility and social skills) serve a purpose to meet the demands of activities such as hunting, observation skills or learning social values.
- d. Identify, and follow when appropriate, First Nations and Métis protocols, traditional knowledge and practices when engaging in physical activities.
- e. Incorporate local, traditional First Nations and Métis ways of relating to and using the environment when participating in activities (e.g., orienteering and navigation, setting fishing nets and traps, and snowshoeing).
- f. Participate in traditional First Nations and Métis games (e.g., snowsnake, double ball, lacrosse, leg wrestling and knuckle hop), dance (e.g., jigging, hoop and pow wow) and activities (e.g., snowshoeing and archery).
- g. Explore how skills developed in traditional games, dance and activities could be transferable to other context.

PE 30.6

First Nations and Métis – Examine how First Nations and Métis perspectives and ways of knowing support lifelong learning through physical activity.

Indicators for this Outcome

- a. Examine how First Nations and Métis ways of knowing inform people's interactions with self, others and the environment through physical activity.
- b. Explain how the benefits of physical activity (e.g., endurance, flexibility and social skills) serve a purpose to meet the demands of lifelong activity such as hunting, observation skills or learning social values.
- c. Investigate, and follow when appropriate, First Nations and Métis protocols, traditional knowledge and practices when engaging in physical activities.
- d. Incorporate local, traditional First Nations and Métis ways of relating to and using the environment when leading physical activities (e.g., setting traps and fishing nets, snowshoeing, orienteering and navigation).
- e. Plan and facilitate traditional First Nations and Métis games (e.g., snowsnake, double ball, lacrosse, leg wrestling and knuckle hop), dance (e.g., jigging, hoop and pow wow) and/or activities (e.g., snowshoeing and archery).
- f. Explore how leadership skills developed by planning and facilitating traditional games, dance and activities could be transferable to other contexts.
- g. Discuss the long-term physical, emotional, mental and spiritual benefits of participation in First Nations and Métis games, dance and activities.

This resource is intended to be helpful in expanding the richness of lived experiences that will enhance the goals of the outcomes that are required. Make this living document your own journey with your students by adding your own teacher-developed indicators that meet students' needs, interests and prior learning. Teacher-developed indicators must maintain the intent of the outcome.

WHERE TO START!

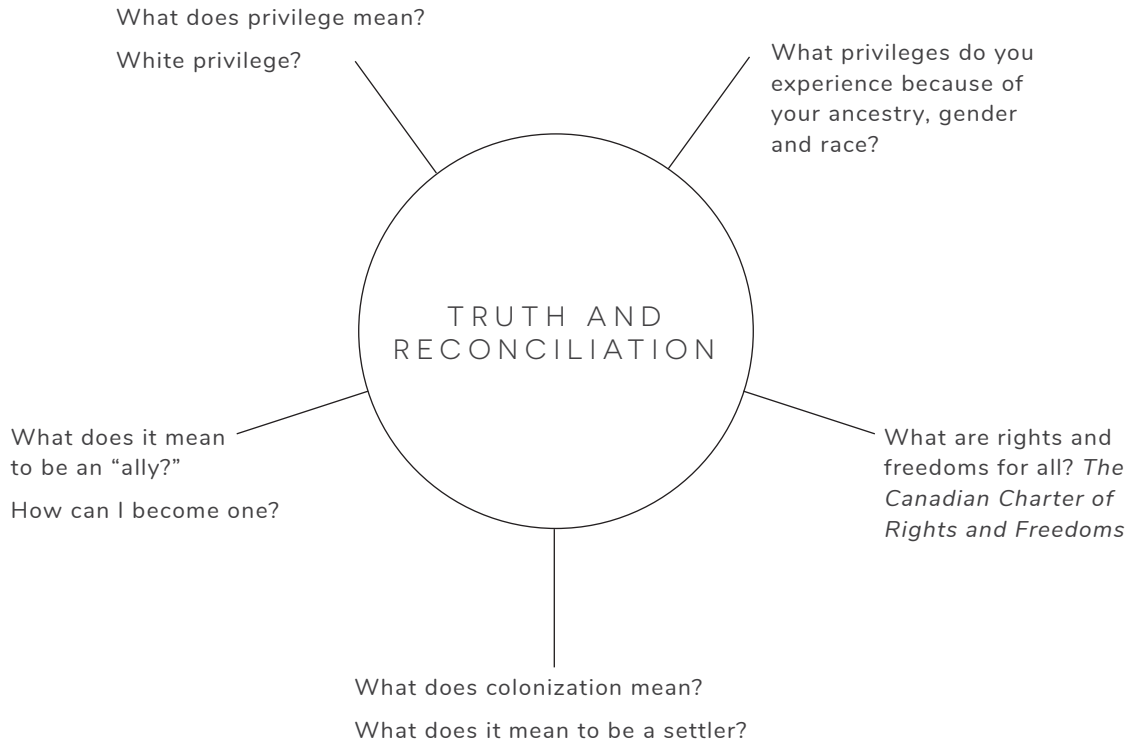
To follow the intent and purpose of The Understanding by Design framework (UbD framework), educators must plan by beginning with the end in mind (Wiggins and McTighe, 2005). By unpacking the outcomes related to First Nation, Métis and Inuit instruction in the physical education curriculum, we begin by focusing on the BIG IDEA in using this resource. This is the time to consider how to incorporate the Broad Areas of Learning and Cross-Curricular Competencies into this section.

What role do YOU play in truth and reconciliation? Of the 94 Calls to Action prescribed by the Truth and Reconciliation Commission of Canada, five pertain to physical activity, physical literacy and sport (see Appendix A).

What do you, as an educator, still have to learn in order to support your students' learning about truth and reconciliation? This is the time to examine and self-reflect how the Calls to Action impact the teacher as well as the students. This process may be undertaken individually or as a group.



The following diagram is a visual designed to get teachers to think about what it is they really want their students to know in using this resource.



TEACHER PLANNING TEMPLATE #1

ESTABLISHING A BASELINE

- What areas of FNMI worldviews and culture do I need to know more about in order to instruct my students?

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- What areas of FNMI worldviews and culture do I already feel confident and competent in to instruct my students?

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Begin planning with what you **know** and what you are confident in instructing. **Pledge** to fill in the gaps of what you as an educator need to know in order to teach First Nation, Métis and Inuit outcomes in the curriculum. Remember this is a **journey** not a **destination**!

Begin your unit of instruction by finding out what it is your students already know (formative assessment) about First Nation, Métis and Inuit culture and history and then begin by using your strengths as an educator to support students on their own journey of learning. In order to do this, it is vital to create strong and open communication to foster an authentic learning relationship with your students.

HOW TO PLAN

- This resource will provide a number of structural templates that can be used for direct planning and instruction that is responsive to individual student learning needs.
- Attached to each template is a list of activities and actions that support each topic or theme presented.
- Choose a template that works for you as an educator, but also meets the needs of your students within their learning community.
- **This comprehensive resource is not meant to be used in its entirety.** Choose what works best for addressing student learning needs and then create your plans around the template.
- Mix and match the activities provided to support the outcomes. When planning, outcomes can also be combined and the depth and breadth of the outcomes can be enhanced by the indicators chosen.
- Do it with your **heart** in the right place! **TRY!**

It is better to take action than to do nothing. The key is to learn from your experiences and always remain positive as you move forward.

Create your **Top Five Big Ideas** that you want to achieve in the instruction of Physical Education 20 and Physical Education 30 First Nation, Métis and Inuit outcomes.

1. Form a tangible and concrete relationship with an Elder, Knowledge Keeper or First Nation's school to act as a support for the creation of this journey.
2. Infuse First Nations, Métis and Inuit content, perspectives and ways of knowing throughout the curriculum as well as highlighted, specific outcomes in Physical Education 20 and Physical Education 30.

3.

4.

5.

Note: Please notice that 1 and 2 have already been filled in for you!

Make this process real for you and your students. Enlist the help of others to truly create a lived experience as you progress through your physical literacy journey.

Sample **Top Five** Big Ideas

- Incorporating the Indigenous Sport for Life Long-Term Athlete Development pathway enhancing physical literacy and physical activity.
- Incorporating the five Calls to Action within the Truth and Reconciliation document that pertain to sport, physical activity and physical education, 87-91 inclusive.
- Deepening an understanding of First Nations and Métis peoples' traditional worldview and ways of knowing through a historical lens.
- Incorporating outdoor education and land-based instruction into physical education.
- Understanding protocol as it pertains to Elders and Knowledge Keepers.
- Creating a deeper understanding of land-based learning and seasonal activities.
- Examining privilege and bias as it relates to physical education and engaged citizenship.
- Reflecting on best practice for engaging Indigenous learners.
- Understanding traditional Indigenous worldviews and perspectives as they relate to education.
- Taking action now in order to create a hopeful and engaging future for everyone.
- Incorporating and infusing treaty education throughout all areas of physical education instruction.
- Instilling the value of physical and health education for all students throughout their life course.
- Enhancing outdoor/risky play opportunities for all students.
- Building intergenerational relationships built on historical worldviews and mutual respect.
- Creating a mentorship model through stewardship to enhance the sustainability of Indigenous ways of knowing and learning.
- Students should have a competent level of basic skills to feel comfortable in the outdoors and to understand the why of doing certain tasks.

NEXT STEPS

Below is a list of template ideas that will help guide your physically literate journey as an educator and as a student. Use the templates to help with your planning and instruction. Choose templates that are culturally responsive to the learning needs of your students. Mix and match the templates into a student journal that will follow them along their path to truth and reconciliation. A sample is given for the first three templates. Over time, more sample templates will be shared to show the journey that fellow educators and students will be engaging in all over the province of Saskatchewan.

JOURNAL PLANNING TEMPLATE IDEAS

- Map (sample provided)
- Tree (sample provided)
- Animals (sample provided)
- Seasons
- Directions
- Circle of Courage
- Medicine Wheel
- Stages of Life
- Ceremony
- Core Activities
- Land-based Instruction
- Hunting and Fishing
- History
- Indigenous Games and Activities
- Languages

MAP

Draw a map that symbolizes the journey you are about to undertake. Try to incorporate some of the activities listed below or create your own stops along the way!



- Research the closest residential school that was in your area.
- Host a Blanket Ceremony.
- Read or read and discuss the Truth and Reconciliation document.
- Contact the Office of the Treaty Commissioner for resources.
- Develop a relationship with an Elder or Knowledge Keeper.
- Add your own stops along the way.

TREE



- The trunk represents core activities.
- The branches represent actions that can be taken everyday.
- The roots represent traditional knowledge.

Traditional Knowledge	Core Activities	Branch-Off Activities
<ul style="list-style-type: none"> • Importance of fire • Sweat lodge teaching • Harvest teaching 	Fire	<ul style="list-style-type: none"> • Making • Harvesting wood • How to fall a tree with an ax • Chainsaw maintenance • Building a sweat lodge • Preparing food (bannock on a stick - YUMMY) • Floor packing • Hand games
<ul style="list-style-type: none"> • Land-based learning 	Plants (gathering)	<ul style="list-style-type: none"> • Plants for food • Plants for medicine • Harvesting protocol • Harvest • Bear/wildlife safety • Using plant for food/medicine • Double ball
<ul style="list-style-type: none"> • Indigenous rights to fish/hunt/trap 	Fish/Wild Game (hunting/trapping)	<ul style="list-style-type: none"> • Ice fish • Shore fish • Stick pull • Filleting fish • Making a snare • Knife skills • Double ball • Archery • Inuit games • Hide prep • Dry meat
<ul style="list-style-type: none"> • Shelter and survival 	Shelters	<ul style="list-style-type: none"> • A-frame • Lean-to • Prospector tents • Camping • Quinzee
	Transportation	<ul style="list-style-type: none"> • Snowshoe • Hike • Canoe/kayak • Horse • Travois • Dog sled • Hike

ANIMALS

Choose an animal that has spiritual importance to First Nations, Métis and Inuit people in your area.



Find out all you can about the importance of this animal to the traditional ways of knowing and learning.



Pay special attention to how the characteristics of animals play an important role in the physically literate journey of Indigenous peoples.

Note: Please remember this resource is truly a living document. It will be placed on various educational websites throughout the province. The remaining templates will be developed by physical educators with the help of local Elders and Knowledge Keepers. Over time these templates will be developed and posted to their applicable website, so they may be shared throughout the province.

The key point to remember is that when the teachings attached to this resource are developed at a personal level, there is a greater opportunity for true change to happen. As students increase the depth and breadth of their journeys, it will hopefully be accompanied by action that benefits the health, wellness and physical literacy of everyone involved. There is no one way to approach this resource. Once you understand the WHY of what you are attempting to teach, you will be able to ACT in a manner that will enhance student understanding and learning of First Nation, Métis and Inuit peoples in the province.

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Note: All photos in this resource are credited in perpetuity to Tristen Durocher (2021).

ADDITIONAL RESOURCES ADDED FEBRUARY 2021.

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APPENDIX A

Truth and Reconciliation Calls to Action (Physical Activity and Sport)

87. We call on all levels of government, in collaboration with Aboriginal peoples, sports halls of fame, and other relevant organizations, to provide public education that tells the national story of Aboriginal athletes in history.
88. We call upon all levels of government to take action to ensure long-term Aboriginal athlete development and growth, and continued support for the North American Indigenous Games, including funding to host the games and for provincial and territorial team preparation and travel.
89. We call upon the federal government to amend the Physical Activity and Sport Act to support reconciliation by ensuring that policies to promote physical activity as a fundamental element of health and well-being, reduce barriers to sports participation, increase the pursuit of excellence in sport, and build capacity in the Canadian sport system, are inclusive of Aboriginal peoples.
90. We call upon the federal government to ensure that national sports policies, programs, and initiatives are inclusive of Aboriginal peoples, including, but not limited to, establishing:
 - i. In collaboration with provincial and territorial governments, stable funding for, and access to, community sports programs that reflect the diverse cultures and traditional sporting activities of Aboriginal peoples.
 - ii. An elite athlete development program for Aboriginal athletes.
 - iii. Programs for coaches, trainers, and sports officials that are culturally relevant for Aboriginal peoples.
 - iv. Anti-racism awareness and training programs.
91. We call upon the officials and host countries of international sporting events such as the Olympics, Pan Am, and Commonwealth games to ensure that Indigenous peoples' territorial protocols are respected, and local Indigenous communities are engaged in all aspects of planning and participating in such events.

(Truth and Reconciliation Commission of Canada: Calls to Action, 2015, p.10).



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