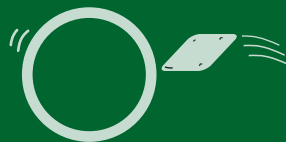
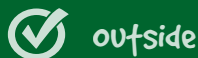


# Sticks, Hoop and Pole

Action Schools! BC



4 to 7

Healthy Heart

While different variations of common playground games are played all over the world, it can be interesting to learn about where specific games originated. Games involving sticks and targets, as well as hoops and poles, were popular with First Peoples groups from the northern boreal region of Canada. These traditional games can be easily modified for implementation at school.

**HEALTH COMPONENTS OF FITNESS**

ENDURANCE  
FLEXIBILITY  
STRENGTH

RUNNING  
THROWING  
ROLLING

**FUNDAMENTAL MOVEMENT SKILLS**

## CURRICULUM CONNECTIONS



### BIG IDEAS

- Daily participation in physical activity at moderate to vigorous intensity levels benefits all aspects of our well-being (4).
- Daily physical activity enables us to practise skillful movement and helps us develop personal fitness (5-6).
- Physical literacy and fitness contribute to our success in and enjoyment of physical activity (6-7).

### CURRICULAR COMPETENCIES:

- Develop and apply a variety of fundamental movement skills in a variety of physical activities and environments (4-5).
- Develop, refine, and apply fundamental movement skills in a variety of physical activities and environments (6-7).
- Participate daily in physical activity designed to enhance and maintain health components of fitness (5-7).
- Describe how students' participation in physical activities at school, at home, and in the community can influence their health and fitness (6-7).

## CONTENT

- Proper technique for fundamental movement skills, including non-locomotor, locomotor, and manipulative skills.
- Benefits of physical activity and exercise (4-5).
- How to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games.
- Effects of different types of physical activity on the body (7).

## FIRST PEOPLE'S PRINCIPLES OF LEARNING FOR ALL STUDENTS



- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

## COMPREHENSIVE SCHOOL HEALTH CONNECTIONS



## RELATIONSHIPS AND ENVIRONMENTS

- Use an outdoor field or playground and set up targets at different heights and distances to challenge students of all ability levels.

## TEACHING AND LEARNING

- Learning how to throw at different targets can help develop coordination and increase self-confidence to participate in activities that involve throwing.

## COMMUNITY PARTNERSHIPS

- Invite local First Nations groups to teach students about the cultural significance of and throwing techniques in First Nations culture as well as other Inuit games that can be incorporated.

## OUR SCHOOL POLICIES

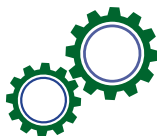
- Follow district/school student safety guidelines.

## EQUIPMENT AND RESOURCES



- Options may include – cones, bean bags, hula hoops, tape, sidewalk chalk, sticks
- *Dene Games: Cultural & Resource Manual* (optional)
- [Native Games](#) (American, optional reference)

## IMPLEMENTATION



- Pre-teach games and then set up the *Playground Games Stations*.

### Sticks

- Traditionally this game was played using a target and each player would have a small stick. The object of the game was to throw the stick as close to the target as possible from an agreed upon distance. To play this game:
- Set up a target (e.g., cone, hula hoop, circle drawn with chalk) and use bean bags for throwing.
- Try variations including, underhand throw, overhand throw, throwing from varying distances, etc.

### Hoop-and-Pole

- Traditionally this game was played with a willow branch hoop and arrows or spears. The object of the game was for one person to roll the hoop along the ground with players attempting to throw the arrows/spears through the rolling hoop. To play this game:
- use hula hoops and bean bags to play.
- play in groups of 5, with one hula hoop roller and 4 throwers lined up side by side (arms width apart) and at a right angle to roller. As the hula hoop rolls down the line, each player attempts to throw a bean bag through the hoop as it rolls by (see diagram in Playground Circuits).
- set up as a relay so that the hula hoop roller then becomes a thrower, with the last thrower in the line picking up the hula hoop and running up to the front to become the hula hoop roller.
- In groups or partners pose the question what is the main idea of games of ring and pin? How can the skill of ring and pin be used in the modern world?

## ACTION TIPS

- Play Sticks with younger buddy classes.
- Practise hula hoop rolling ahead of time. Try on different surfaces (gym floor, concrete, grass, gravel, etc.).
- Play games in small groups for sustained action.

## SAFETY CONSIDERATIONS

- Ensure students warm up before the activity and cool down and stretch afterwards.
- Ensure teacher is present and can observe students at all times during the activity.
- Ensure students have enough space between them so that they do not get hit by objects being thrown.
- Ensure that all students are aware of and respect the safety tips in this activity (e.g., No hitting people with the sticks, keep your distance so that any objects being thrown do not hit you, etc.).

## EXTENSION OF LEARNING

- Show the students other games that originated with First Peoples of Canada.

### Ring on a String

- A small ring is suspended on a long string held in the hands of a circle of players. While the circle of players secretly passes the ring from hand to hand, one individual in the centre tries to guess who has the ring in their hand. Players try to distract the centre person's attention by waving, singing, making faces or calling to them. Players may pass the ring in either direction and they do not want the centre person to guess the location of the ring. The centre person gets 3 chances to guess correctly. The person who has the ring and gets caught goes in to the middle next.

### Dox-en-Eye

- The activity begins with two equal sized teams facing each other in 2 lines about 5 metres apart. Team 1 begins with the Dox-en-Eye stick. Next, a member of the team holds the stick and thumps it on the ground and calls Dox-en-Eye, Dox-en-Eye, we want (someone's name) to come. (Someone's name), from Team 2, then has to walk across to team 1, without smiling, and take the Dox-en-Eye stick then walk backwards back to her own team, still without smiling. If she doesn't smile, she gets to stay with her team. If she smiles, she must join the other team. Team 1 must stay standing in their line and they cannot touch (this person) but they can do anything to try and make her smile. Funny faces, sounds, silly sayings are all fair. The object of the game is for everyone to end up on the same team.

### Stick Catch

- This game can be played individually or with a partner. Players collect some small straight sticks about 15 cm long and about the diameter of a pencil. Starting with one stick, participants balance the stick across the back of their hand. They must then drop their hand away and quickly try to catch the stick with that same hand before it falls to the ground. As each player successfully catches the stick, the number of sticks balanced on the back of the hand is increased. Players must catch all of the sticks successfully each time before increasing the number of sticks.