

Instructional Strategies For:

TRADITIONAL *STÓ:LŌ* SPORTS & GAMES

Physical Education 10, 11, 12
Community Recreation 12

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Learning Outcomes (suggested):

It is expected that students will:

- understand the value of sports and games in contemporary and traditional Stó:lō society.
- understand the rules, goals and Halq'eméylem name of a traditional Stó:lō sports & games.
- obtain new physical and technical skills and abilities, as promoted by the sports and games.
- develop positive attitudes towards one's self and others through physical activity.

Instructional Strategies (suggested):*Purpose and Intent of Curriculum:*

Traditional Stó:lō sports and games have been an important part of the physical, mental and spiritual health of Stó:lō people. Creating an awareness and appreciation of these traditional sports and games, and their broader social context reinforces these aspects of health in a positive light.

This curriculum is designed to give students and instructors the basic information needed to participate in traditional Stó:lō sports and games, while learning something about their context Stó:lō culture. Since these games have been traditionally used to bring together distant communities in friendly competition, they are well suited to promoting cross-cultural understanding between Aboriginal and non-Native communities. Students should be able to appreciate the idea of holistic health when embarking on these games, as well as have the enjoyment and benefits of physical activity and skill development.

Structure of Curriculum:

The information included in this curriculum provides the instructions for seven traditional Stó:lō sports and three traditional games, and the context in which many of these games are played in Stó:lō culture. The introduction to the unit discusses how sports and games play an important role in traditional Stó:lō culture. Following that are details and instructional strategies for each the sport and game. All of this material is intended to be used by both the student and the instructor.

This material may be taught either as a complete unit on Traditional Stó:lō Sports and Games, or on an piece-meil basis, one activity at a time throughout the year. The approach taken will depend on a number of factors, including teacher preference and comfort level with the material, composition of the class and amount of time available.

Curriculum as a Complete Unit:

Used as a unit, the introduction can be handed out to each of the students and each of the activities can be done over a period of a few weeks. For many of the activities, stations can be made where students rotate through. A field trip to one of the spring or early summer canoe races would make an excellent activity for a Community Recreation 12 class. Conducting this curriculum as a unit will give the activities additional context for understanding Stó:lō culture in the class, and will be particularly beneficial for those classes who have Aboriginal students in them. It is recommended that Stó:lō resource people be brought in to go over activities such as *Slehá:l*, and canoe races.

Curriculum as an Individual Lesson:

If this curriculum is used on an ad hoc basis, it would be advisable the introduction still be handed

out and context provided for each of the sports or games being played. It is important to provide the students with the cultural context for these activities to make them relevant to learning about Stó:lō culture. Many of the sports and games can be learned and played in the span of one or two classes. Some of the activities are not well suited to being offered as an individual lesson apart from a larger unit on traditional Stó:lō sports and games, and thus may not be covered during a school year.

Notes on Materials:

Some of the materials which are used in these sports and games are not standard Physical Education department equipment. Ideally each school would contract Stó:lō craftspeople to produce traditional materials as needed. In lieu of this, make-shift materials may be used. Suggestions for makeshift materials are mentioned in the text.

Assessment Strategies (*suggested*):

- At the end of the lesson, de-brief or discuss important social and cultural aspects of the activity in general.
- Through observation of students in the game situation, the teacher can assess the level of social interaction in the sport as a team activity.
- Through observation, the teacher can determine student knowledge, participation, technical skills and positive attitude towards self, other students, and traditional Stó:lō culture.