



INDIGENOUS SPORT HEROES EDUCATION EXPERIENCE

EDUCATOR TOOLKIT



*Explore how to easily integrate the
Indigenous Sport Heroes Education
Experience
into your classroom!*



EDUCATOR TOOLKIT

INDIGENOUSHEROES.CA



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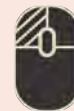
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TIPS CAN BE
FOUND IN
THIS ICON

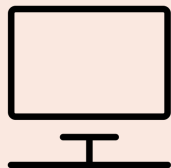
THIS ICON
INDICATES A
CLICKABLE
LINK

THESE ICONS DENOTE
ADDITIONAL
RESOURCES

LAND ACKNOWLEDGEMENT



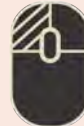
Printed version of Land Acknowledgement



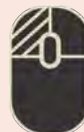
Find your Territory Acknowledgement

WHY USE THE INDIGENOUS SPORT HEROES EDUCATION EXPERIENCE?

Call To Action #87. We call upon all levels of Government, in collaboration with Aboriginal Peoples, Sports Halls of Fame, and other relevant organizations, to provide the public education that tells the national story of Aboriginal athletes in history.



Crystal Clark's Message



How to Navigate the Indigenous Sports Heroes Education Experience

SCAN QR CODES
TO ACCESS
ADDITIONAL
CONTENT

HOW TO NAVIGATE THE INDIGENOUS SPORT HEROES EDUCATION EXPERIENCE

Click buttons
below to go
directly to that
page!



Chapters

16 Chapters Featuring
14 Indigenous Hall of Famers

Artefact Exploration

Choose Your Subject

12 Interactive Activities


Lesson Plans 12 Sets of Lesson Plans Templates


Curriculum Connections


General Resources


START WITH THE STORIES


The 8 Ways of Knowing


✓ Knowing the Body 


✓ Knowing Images 

✓ Knowing Logic 

✓ Knowing Music 

✓ Knowing Nature 

✓ Knowing People 

✓ Knowing Self 

✓ Knowing Words 



<https://education.afn.ca/afntoolkit/learning-module/first-nations-holistic-lifelong-learning-model/>



60+ minutes

Have time?

These activities take
60+ minutes!



~30 minutes

Short on time?

These activities take
approximately 30 minutes!

LOOKING FOR
A SPECIFIC TERM?
USE **CTRL+F**
INSIDE THE CHAPTER
TO SEARCH

ARTEFACTS GUIDED QUESTIONS



Click the artefacts below. Once in the chapter, click the artefact to activate a 360- degree view of the artefact.



1. What do you see (physical properties)?
2. Consider analyzing materials (i.e., is it wood, fabric, stone, plastic, etc.?)
3. What is special or distinctive about the artefact?
4. Are there any inscriptions (i.e., are there any markings that are printed, stamped, engraved)?
5. What symbolism do you see?
6. How is the object oriented? (i.e., Does it have a presumed front, back, bottom, or top?)
7. What features do you think the artefact might share with similar objects?
8. Does the artefact prompt some kind of action or performance?
9. What is this artefact?
10. What stories or information do you think the artefact tells?

CHOOSE YOUR SUBJECT



Click the links below to see samples of lesson plans in your subject area.

ENGLISH LANGUAGE ARTS

**FRANÇAIS
(FRENCH LANGUAGE
ARTS)**

HEALTH

MATH

PERFORMING ARTS

PHYSICAL EDUCATION

SCIENCE

SOCIAL STUDIES

VISUAL ARTS

Grade Levels

- Beginner - Grades K-3
- Intermediate - Grades 4-8
- Advanced - Grades 9-12

English Language Arts



~30 mins

#1 In CHAPTERS <https://indigenousheroes.ca/chapters/> Have students read or view both sections (**Origins & Connections to Sport/Sport Successes**) of an Indigenous Sports Hero. Identify two key findings and share with the class.



60+ mins

#2 In LESSON PLANS choose **LAND- ACTIVITY #3- Poetry** <https://indigenousheroes.ca/lesson-plans/> **Beginner** (Simple Poem) (p.9) **Intermediate** (Similes & Metaphors) (p.11) and **Advanced** (Haiku, Calligram, concrete and narrative) (p.11). Follow the lesson plan at the appropriate level.



~30 mins

#3 In LESSON PLANS choose **WATER- ACTIVITY #1- Creation Story Connections** (p.7) <https://indigenousheroes.ca/lesson-plans/> Follow the lesson plan at the appropriate level.



60+ mins

#4 In (INTERACTIVE) ACTIVITIES- Fire <https://indigenousheroes.ca/fire-introduction/> Choose students independently or in groups, read through **READ MORE- QUESTIONS-** then **SELECT ANSWER**. Students can share learning in posters about the symbolism of both the Olympic torch and eagle feather.



ART : LANGUE FRANÇAISE

Encouragez les élèves à parler des défis particuliers que les athlètes et bâtisseurs autochtones ont dû affronter.



~30 min

#1 Sous l'onglet **CHAPITRES** <https://indigenousheroes.ca/fr/chapitres/> demandez aux élèves de lire ou de regarder les deux volets du profil d'un héros sportif autochtone (**Origines et relations avec les succès sportifs**). Demandez-leur d'identifier deux observations importantes et de les partager avec le reste de la classe.



60+ min

#2 Dans la section **PLANS DE COURS**, module « **TERRE** », **niveau débutant**, choisissez l'activité en **salle de classe #3** <https://indigenousheroes.ca/fr/lesson-plans-fr/> (poème simple, p. 11), **niveau intermédiaire** (comparaisons et métaphores, p. 12), **niveau avancé** (haïku, calligramme, poésie concrète et narrative, p. 11).



~30 min

#3 Dans la section **PLANS DE COURS**, module « **EAU** », choisissez le **niveau** en fonction de l'âge de vos élèves, puis faites l'activité en **salle de classe #1- Liens avec les récits de la création** » (p. 8). <https://indigenousheroes.ca/fr/lesson-plans-fr/>



60+ min

#4 Dans la section des **ACTIVITÉS INTERACTIVES- « FEU »** <https://indigenousheroes.ca/fr/fire-introduction-fr/> demandez aux élèves de travailler individuellement ou en groupe et de lire les sections « **LIRE LA SUITE** », « **QUESTION** », puis « **RÉPONSE** ». Les élèves peuvent ensuite partager sur des affiches ce qu'ils ont appris au sujet du symbolisme de la flamme olympique et de la plume d'aigle.

Utilisez
des sources
d'origine autochtone
pour effectuer des
recherches
supplémentaires!

RETOUR

HEALTH

The General Resources page could be used as a reference point



~30 mins

#1 In CHAPTERS <https://indigenousheroes.ca/chapters/> Have students read or view both sections (**Origins & Connections to Sport, Sport Successes**) of an Indigenous Sports Hero. Identify two key findings about the contributions that sport has to being well and share with class.



60+ mins

#2 In LESSON PLANS choose **FIRE- ACTIVITY #1- Hand to Heart (p.7)** <https://indigenousheroes.ca/lesson-plans/> Choose appropriate level and follow lesson plan.



~30 mins

#3 In LESSON PLANS choose **FIRE- ACTIVITY #2- Naming** <https://indigenousheroes.ca/lesson-plans/> Choose appropriate level and follow lesson plan. (p.8 Beginner, p.9 Intermediate/ Advanced)



~30 mins

#4 In FIRE LESSON PLANS choose **BACKGROUND INFORMATION (#15 INDIGENOUS ALLEY TOOLKIT) (p.6)** https://reseaumtlnetwork.com/wp-content/uploads/2019/04/Ally_March.pdf Students independently or in groups read through pamphlet. In a sharing circle, discuss how they can be an ally.



From the TRC's 94 Calls to Action, 5 (#87-#91) are related to Sport & Reconciliation

RETURN

MATH

Most sports statistics can be used to achieve student outcomes in the statistic & probability strand.



~30 mins

#1 In CHAPTERS <https://indigenousheroes.ca/chapters/bryan-trottier/> Have students read or view **Bryan Trottier's** chapter. Share with the class **Bryan Trottier's** statistics from **GENERAL RESOURCES**.

<https://www.hhof.com/HonouredMembers/MemberDetails.html?type=Player&mem=P199702&list=ByName#statistics1>

1. Have students graph **"Goals Scored"** by year. Encourage students to examine which type of graph would best show this data.
2. Using a pie chart, present **"Goals Scored"** per team that he played for. What colours would best represent each team?



60+ mins

#2 In CHAPTERS <https://indigenousheroes.ca/chapters/tom-longboat/> Have students read or view **Tom Longboat's** chapter. Share with the class **Tom Longboat's** and other first place finishers in the Boston Marathon data from **GENERAL RESOURCES**.

<https://www.baa.org/races/boston-marathon/results/champions>

1. What is the range of times for male finishers?
2. From 1897-1907, who had that fastest male finishing time? By how much?
3. Pick a range of years (10, 20, 50 or all data). Find mean, mode and median finish times.
4. Tom Longboat ran the marathon in 2:24:24 in 1907. Who has the record for this event? How much faster was the record holder? What percentage faster? How many years until another first place Canadian finisher beat Tom Longboat's time?



~30 mins

#3 In LESSON PLANS choose **FIRE- BACKGROUND INFORMATION- Resource/ Bibliography- #2 "Your Burning Question About the Olympic Torch Answered"** Smithsonian (p.2)

<https://www.smithsonianmag.com/innovation/your-burning-questions-about-olympic-torch-answered-180968120/>

Share information with students using mathematical link

<https://www.mathsisfun.com/geometry/parabola.html>



More
Indigenous
Math Ideas



RETURN

PERFORMING ARTS

Encourage students to discuss the unique challenges the Indigenous Athletes and Builders of sport faced.



~30 mins

#1 In CHAPTERS <https://indigenousheroes.ca/chapters/indigenous-games/> Have students read or view both sections (**Origins & Connections to Sport/Sport Successes**) of the Indigenous Games. Have a group discussion of the roles that music, dance and performance have in both Indigenous Games and Olympic Games. Watch and identify the many images and performances in the following highlight reel of the Vancouver 2010 Opening Ceremonies.

<https://www.bing.com/videos/search?q=indigenous+opening+ceremonies+performance+vancouver+2010+olympic&&view=detail&mid=508EAB29BC2DF2BF1526508EAB29BC2DF2BF1526&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dindigenous%2Bopening%2Bceremonies%2Bperformance%2Bvancouver%2B2010%2Bolympic%26FORM%3DHDRSC3>



60+ mins

#2 In LESSON PLANS choose **AIR- Background Information- Significance of Circles** (p.4) <https://indigenousheroes.ca/lesson-plans/> Read the significance of circles. Share <https://www.indigenousbc.com/stories/the-drum-heartbeat-of-our-indigenous-cultures/> Discuss the significance of drums across cultures.



~30 mins

#3 In LESSON PLANS choose **WATER- ACTIVITY # 3- Regalia** <https://indigenousheroes.ca/lesson-plans/> (Beginner p.9, Intermediate p.11, Advanced p.12) Choose level and follow lesson plan. Read and discuss Regalia and Hoop Dancing. Learn more about Hoop Dancing <https://www.cbc.ca/kids/articles/do-you-know-what-hoop-dancing-is>



60+ mins

#4 In LESSON PLANS choose **FIRE-ADVANCED ACTIVITY # 3- Shine On** <https://indigenousheroes.ca/lesson-plans/> (Beginner p.9, Intermediate and Advanced p.11) Follow the Advanced activity to make video. Explore Indigenous TikToks. Watch and discuss. <https://www.jonesdancer.com> performances and impact on TikTok.



<https://ipaa.ca>
A resource for
Indigenous
Performing Arts

RETURN

PHYSICAL EDUCATION

Encourage students to discuss the unique challenges for Inuit athletes and their harsh environment. How would their training be affected?



60+ mins

#1 In CHAPTERS <https://indigenousheroes.ca/chapters/sharon-anne-and-shirley-firth/> Have students read (**Origins & Connections to Sport/Sport Successes**) of the **Sharon Anne & Shirley Anne Firth**. If resources permit, have students learn basics of cross-country skiing. If resources are not available watch **Episode 33- Stand Back Up** of <https://gem.cbc.ca/media/molly-of-denali/s01> This Episode features the **Firth sisters**, is narrated by **Sharon Anne** and highlights the importance of perseverance and cross-country skiing.



60+ mins

#2 In CHAPTER choose **ALEX DECOTEAU**. <https://indigenousheroes.ca/chapters/alex-decoteau/> Consider hosting an **Alex Decoteau** Remembrance Run, Walk or Wheel Event (Oct. 30, Nov.8 or Nov 10). See link in Resource then view **General Resource- Alex Decoteau**

<https://www.veterans.gc.ca/eng/remembrance/information-for/educators/learning-modules/passchendaele/run-to-remember/alex-decoteau-run>



60+ mins

#3 In LESSON PLANS choose **LAND- BACKGROUND INFORMATION- Lacrosse and The Lacrosse Stick (p.3)** <https://indigenousheroes.ca/lesson-plans/> Use footnotes #2 & #4 for further research. Read about Lacrosse. View **Gaylord Powless, Ross Powless** and **Bill Issacs** chapters. Then get out there and play.



~30 mins

#4 In GENERAL RESOURCES choose **ARCTIC WINTER GAMES** <https://www.arcticwintergames.org/> Research games played, record holders and upcoming events.



North American
Indigenous
Games being
hosted in 2023.
Naig2023.com

RETURN

SCIENCE



Check out
[IndigeSTEAM](#)

on the INTERNET and see how Indigenous youth are helping others in Science, Technology, Engineering, and Math.



60+ mins

#1 In **CHAPTERS** <https://indigenousheroes.ca/chapters/> Have students watch **Waneek Horn-Miller Sport Success Video**. Within this video there is mention that **Waneek** is pursuing her Masters in Indigenous Studies in Kinesiology. Discuss UBC's Kinesiology program. <https://indigenous.kin.educ.ubc.ca>



~30 mins

#2 In **LESSON PLANS** choose **FIRE- BACKGROUND INFORMATION- Night Sky (p.4)** <https://indigenousheroes.ca/lesson-plans/> Click on **Footnote 6-** <https://www.sciencefriday.com/articles/indigenous-peoples-astronomy/> Explore this website and the science of the sky.



60+ mins

#3 In **LESSON PLANS** choose **WATER-ACTIVITY #1- CREATION STORY CONNECTION #1-** View **Makinak: The Turtle by Wilfred Buck** <https://indigenousheroes.ca/lesson-plans/> (p.7) Have a discussion.



60+ mins

#4 In **LESSON PLANS** choose **LAND-ACTIVITY #2- INDIGENOUS TREES, PLANTS & MEDICINES** <https://indigenousheroes.ca/lesson-plans/> (Beginner p.8, Intermediate and Advanced p.10). Choose level and follow lesson plan.

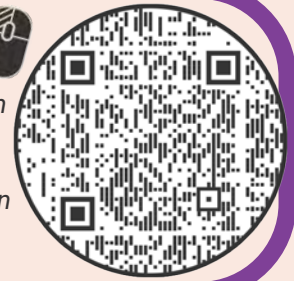


More Science Curriculum

RETURN

SOCIAL STUDIES

Call to Action
#87
Sports and
Reconciliation



~30 mins

#1 In **CHAPTERS- WANEK HORN-MILLER** <https://indigenousheroes.ca/chapters/> Have students read (**Origins & Connections to Sport/Sport Successes**). Proceed to **AIR- BACKGROUND- Sport (p.6)**. Click on **#WeWillDoBetter** link

https://www.youtube.com/watch?v=F9s8_E5Agd8 Discuss how things were in the past, are now and what we can do to create a better future.



60+ mins

#2 In **LESSON PLANS** choose **AIR-ACTIVITY # 2- Kinship** <https://indigenousheroes.ca/lesson-plans/> (**Beginner p.9, Intermediate and Advanced p.10**). Choose level and follow lesson plan.



~30 mins

#3 In **LESSON PLANS** choose **WATER- ACTIVITY #2- Regalia** <https://indigenousheroes.ca/lesson-plans/> Follow lesson plan using background information and bibliography references about **Cultural Appropriation (Beginner p.16, Intermediate p.19 and Advanced p.20)**.

https://www.youtube.com/watch?v=vfAp_G735r0

<https://www.thecanadianencyclopedia.ca/en/article/cultural-appropriation-of-indigenous-peoples-in-canada>



~30 mins

#4 In **LESSON PLANS** choose **FIRE- BIBLIOGRAPHY- Language, Names and Individual Identity (Beginner p.20, Intermediate p.22 and Advanced p.23)**. <https://indigenousheroes.ca/lesson-plans/>

Learn about the relationship between name, identity, and tradition reflected in Inuit naming practices.

Research
"Project
Surname" &
"Eskimo Tags"

RETURN

VISUAL ARTS

Research local Indigenous artists. Visit their shop or invite them to your classroom to share their creations.



60+ mins

#1 In **CHAPTERS** <https://indigenousheroes.ca/chapters/> Have students read (**Origins & Connections to Sport/Sport Successes**) of an Indigenous Sport Hero, paying particular attention to the artefacts. Have students choose an artefact and sketch for a poster with key information about the Indigenous Sport Hero.



60+ mins

#2 In **INTERACTIVE ACTIVITIES** choose **WATER** at appropriate level. <https://indigenousheroes.ca/chapters/#activities> Guide students through question & answer in **Read More**. Discussing design. Choose **Read More** again. Students can design a jersey for their family, class or school.



60+ mins

#3 In **LESSON PLANS** choose **AIR-ACTIVITY #3- Treaty Coins & Symbolism** <https://indigenousheroes.ca/lesson-plans/> (Beginner p.11, Intermediate p.12, Advanced p.13). Share **Introduction** of lesson plan about **Two Row Wampan**. Investigate the art of beading. Draw or create beadwork that honours your local Indigenous Peoples in your community.



~30 mins

#4 In **CREDITS** choose **VISUAL ARTIST & ILLUSTRATOR**. Click link to: <https://www.urbaniskwew.com/> Explore **Hawlii Pichette** artwork. Discuss different mediums she works with, noting colours and symbolism. Use her free downloadable colouring pages.



Vancouver 2010
Medal Design
[https://olympics.com/en/
olympic-games/
vancouver-2010/medal-design](https://olympics.com/en/olympic-games/vancouver-2010/medal-design)

RETURN



FEEDBACK & SOCIAL MEDIA

Fill out [this survey](#) and share how you incorporated the *Indigenous Sport Heroes Education Experience* in your class using the social media hashtags below:

IndigenousSportHeroes

EducateandInspire

More suggestions on how to integrate the Education Experience into your lesson planning!



CANADA'S SPORTS HALL OF FAME



BEYOND THE WIN

EDUCATION PROGRAMS

Presented by Canada's Sports Hall of Fame

Access Canada's Sports Hall of Fame's
Beyond the Win Education Programs Catalogue:
www.beyondthewin.ca



CANADA'S SPORTS
HALL OF FAME
PANTHÉON DES
SPORTS CANADIENS

As Canada's only national museum of sport, we are dedicated to providing a platform to amplify and share Indigenous Hall of Famers' stories and bring awareness to the truths and experiences of these incredible Indigenous heroes, with the intention to educate and inspire the youth of our nation and contribute to a better understanding by the wider Canadian public. Our 10-year vision of Indigenous Sport Projects honours this dedication.