

# INDIGENOUS SPORT HEROES EDUCATION EXPERIENCE

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# EDUCATOR TOOLKIT

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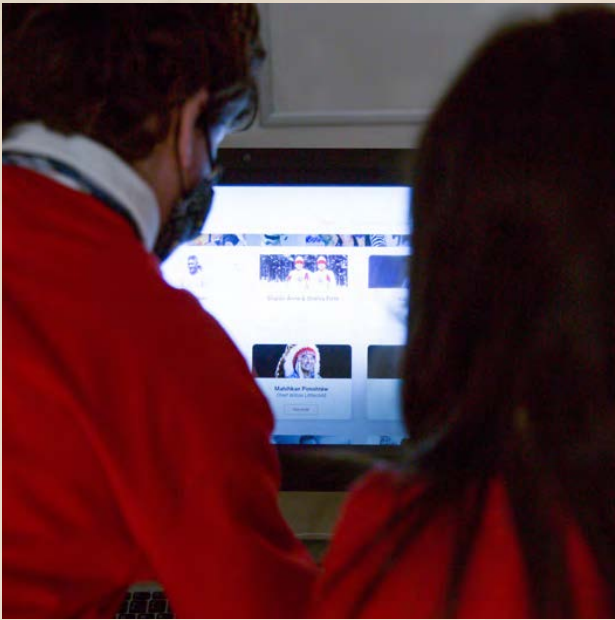
presented by



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

**EDUCATOR TOOLKIT**

**INDIGENOUSHEROES.CA**



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**TIPS CAN BE  
FOUND IN  
THIS ICON**



**THESE ICONS  
DENOTE  
ADDITIONAL  
RESOURCES**



# LAND ACKNOWLEDGEMENT



*Printed version of Land Acknowledgement*



*Printed version of Land 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*

SCAN QR CODES  
TO ACCESS  
ADDITIONAL  
CONTENT

# HOW TO NAVIGATE THE INDIGENOUS SPORT HEROES EDUCATION EXPERIENCE

**Artefact Exploration**

**Chapters**  
17 Chapters Featuring  
15 Indigenous Hall of Famers

**Choose Your Subject**

*Click buttons  
to go directly  
to that page!*

**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

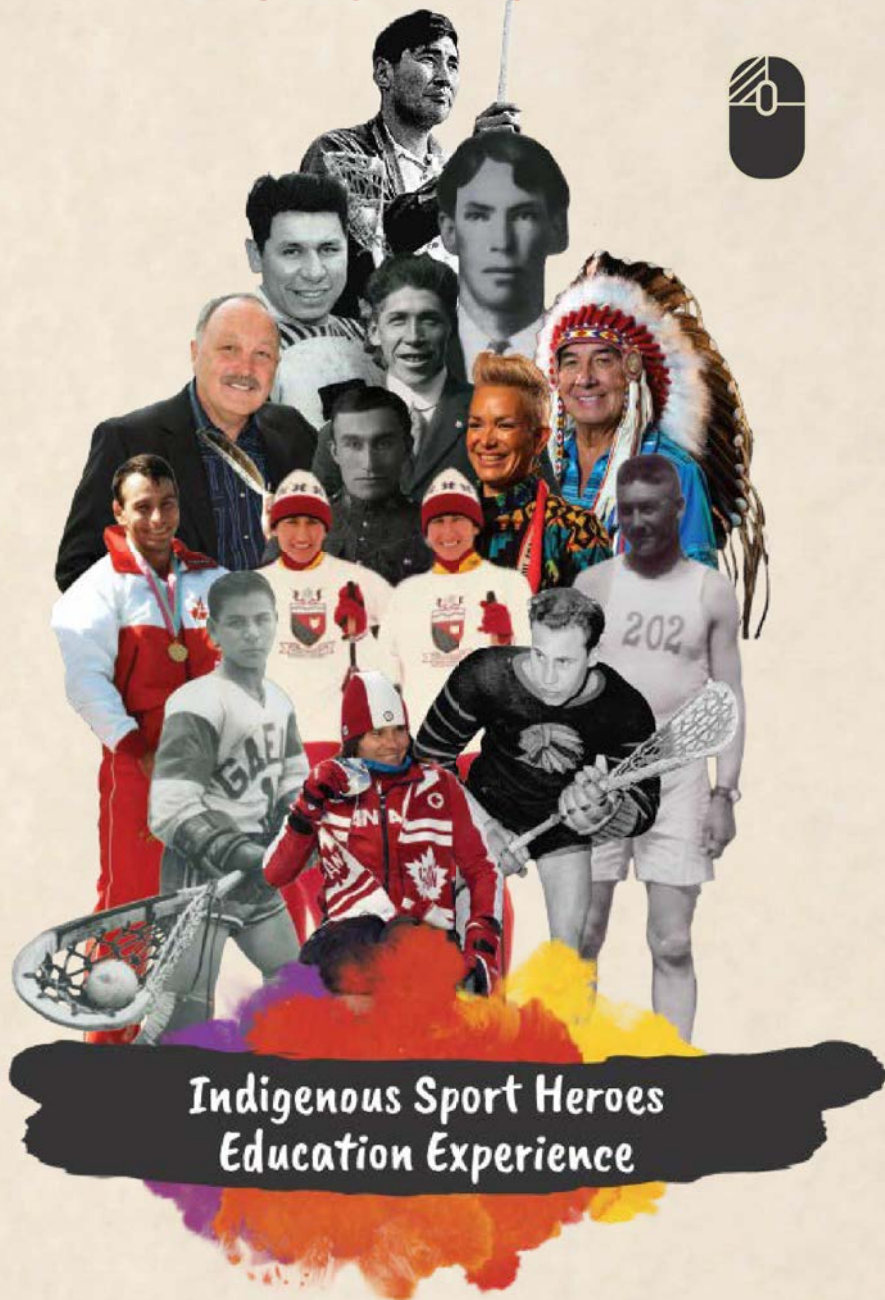
✓ Knowing Music

✓ Knowing Nature

✓ Knowing People

✓ Knowing Self

✓ Knowing Words



Indigenous Sport Heroes  
Education Experience



<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.



**RETURN**

# ART : LANGUE FRANÇAISE

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



~30 mins

**#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+ mins

**#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 mins

**#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+ mins

**#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://reseamtnetwork.com/wp-content/uploads/2019/04/Ally\\_March.pdf](https://reseamtnetwork.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.

**RETURN**



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



# MATH

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



~30 mins

#1 In **CHAPTERS** <https://indigenousheroes.ca/chapters/> 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/> 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?
5. 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>

**RETURN**



**More  
Indigenous  
Math Ideas**





# 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/> 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=VRD&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.

**RETURN**

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



# 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/> 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/passchen-daele/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.

**RETURN**

**North  
American  
Indigenous  
Games being  
hosted in 2027.**

[Naig2027.com](https://Naig2027.com)





# 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.



# 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](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.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.

RETURN

Research  
"Project  
Surname" &  
"Eskimo Tags"

# VISUAL ARTS

 **Research the 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.





# CANADA'S SPORTS HALL OF FAME



## BEYOND THE WIN

EDUCATION PROGRAMS

Access Canada's Sports Hall of Fame's  
*Beyond the Win Education Programs* Catalogue:

[www.beyondthewin.ca](http://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.