

INDIGENOUS SPORT HEROES EDUCATION EXPERIENCE

EDUCATOR TOOLKIT

presented by



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

EDUCATOR TOOLKIT

INDIGENOUSHEROES.CA



TABLE OF CONTENTS



Land Acknowledgement p.2



Why use the Indigenous Sports Heroes Education Experience p.3



How to Navigate the Indigenous Sports Heroes Education Experience p.4



Start with the Stories p.5



Artefacts Guided Questions p.6



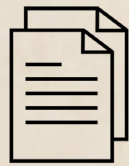
Choose Your Subject p.7

**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

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



<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?

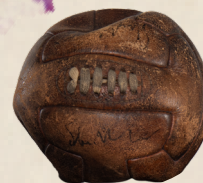
These activities take approximately 30 minutes!

**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.



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.

Use
authentic
Indigenous-led
sources for additional
research!

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://reseamtlnetwork.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

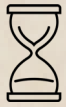
**North
American
Indigenous
Games being
hosted in 2023.**

Naig2023.com



SCIENCE

Check out **IndigeSTEAM** on the **INTERNET** and see how Indigenous youth are helping others in Science, Technology, Engineering, and Math



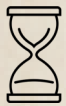
60+ mins

#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

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).

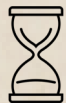
<https://indigenousheroes.ca/lesson-plans/> Learn about the relationship between name, identity, and tradition reflected in Inuit naming practices.

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.**



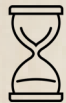
60+ mins

#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



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.