

PHYSICAL ACTIVITY KIT (PAK)

staying on the active path in native communities ... a Lifespan approach!

BOOK #3

MODIFIED AMERICAN INDIAN GAMES



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Physical Activity Kit (PAK) OVERVIEW

Physical Activity Kit (PAK): Staying on the Active Path in Native Communities...a lifespan approach!

The Physical Activity Kit (**PAK**) *Staying on the Active Path in Native Communities...a Lifespan Approach* strategy refines an effective and efficient method to package, implement, evaluate and disseminate culturally appropriate physical activity for American Indian/Alaska Native and other communities. The primary goal of the **PAK** is to increase the time spent in moderate to vigorous physical activity (MVPA) by promoting age and culturally appropriate physical activities across the life span of Native American communities. These physical activities are appropriate across age spans (Young People, Adults/Family, and Older Adults) and include various levels of activity: Warm-up (flexibility) Cardiovascular, Strength, Cool-down (flexibility).

The **PAK** strategy is a collaboration/partnership with:

- University of New Mexico Prevention Research Center (UNM PRC)
- The Indian Health Service with representation from IHS Headquarters (Divisions of Office of Clinical and Preventive Services: Health Promotion & Disease Prevention, Head Start, Nutrition, and the Community Health Representatives) and IHS Area Offices (Albuquerque, Portland, and Oklahoma).
- PAK Field Teams with representation from:
 - Aberdeen Area Teams: **Rosebud Sioux Tribe**, SD and **Sisseton Wahpeton Oyate**, Agency Village, SD
 - Albuquerque Area Teams: **Isleta Pueblo**, NM and **San Felipe Pueblo**, NM
 - Bemidji Area Team: **Sault Sainte Marie Tribe of Chippewa Indians**, MI
 - Billings Area Team: **Northern Cheyenne**, MT
 - Navajo Area Teams: **Ft. Defiance/Navajo/Window Rock**, AZ and **Sheep Springs**, AZ
 - Phoenix Area Team: **San Carlos Apache Tribe**, AZ
 - Portland Area Teams: **Plummer Coeur d'Alene Tribe**, ID and **Bellingham Lummi Tribe**, WA



Pictured: 2007 **PAK** Teams & Partners

The **PAK** strategy includes: 1) create a 'package' of physical activities that are culturally appropriate to American Indian and Alaskan Native communities; 2) train interested Field Teams from across the Nation to implement and field test the **PAK** in their communities; 3) conduct the **PAK** Summit/Reunion to collect information regarding the modification, acceptability and usability of the **PAK** in their communities; and 4) develop a strategy to distribute and disseminate PAK to American Indian and Alaskan Native Communities across the United States.

Introduction of *PAK* Books

PAK promotes the building of positive attitudes towards fun and creative physical activity that reinforces the lifestyle of living in a Native American community.

PAK Young People Book #1 contains fun and interactive physical activities for school-age children that can be used in the classroom or group settings. The physical activities include individual, partner and group activities.

PAK Mt. Pathways¹ Challenge Book # 2 focuses on participant's progress through five trails with increasing levels of physical activity.

PAK Modified American Indian Games¹ Book # 3 contains traditional games that have been modified to provide more opportunity for activity while retaining the original nature of the games.

PAK Exercise Breaks Book # 4 contains simple and short duration (2-10 minutes) activity breaks that can be done in a small space with no equipment and set-up.

PAK Young Children Book #5 contains physical activities and movement for infants, toddlers, and preschool children.

PAK Adult/Family¹ Book #6 contains a variety of physical activities that can be done as a family. Activities include a community event which evolves around the Great Race as participants learn about the race between the two-legged and four-legged.

PAK Older Adults Book #7 contains physical activities from the **Healthy Body Awareness² : Ats' iis' Baa' a' hwon dzin** (English translation **-Healthy Body Awareness**) a physical activity and nutrition education program for Navajo elders.

PAK Resources Book #8 contains titles, descriptions and web links for physical activities resources.

Native American Aerobic Dances: Native American dance has been with us for as long as the beat of the drum has been heard. When we hear the beat we feel it in our feet and hearts. Dances can be done almost anywhere and with any number of people and are in **PAK Young People Book #1, PAK Adult/Family Book #6 and PAK Older Adults Book #7.**

¹ Pathways – Obesity Prevention Program for American Indian Schoolchildren. <http://hsc.unm.edu/pathways>

² Healthy Body Awareness: Ats' iis' Baa' a' hwon dzin (English translation *-Healthy Body Awareness*)

Traditional Pow Wow Dances: Pow-wow dancing is a great way to meet new friends and enjoy the company of others. It is a great form of exercise for anyone no matter what their fitness level and are in **PAK Young People Book #1, PAK Adult/Family Book #6 and PAK Older Adults Book #7.**

PHYSICAL ACTIVITY RECOMMENDATIONS

It is recommended that children and adolescents participate in at least **60 minutes of moderate intensity** physical activity most days of the week, preferably daily.

(Centers for Disease Control and Prevention, <http://www.cdc.gov/nccdphp/dnpa/physical/>).

Children and adolescents can choose any type of moderate to higher intensity physical activity, such as brisk walking, playing tag, jumping rope, or swimming, as long as it adds up to at least one hour a day.

It is recommended that older adults participate in at least **30 minutes of moderate intensity** physical activity on 5 or more days of the week. (Centers for Disease Control and Prevention, Physical Activity Recommendations, <http://www.cdc.gov>).

What is "moderate-intensity physical activity?"

Moderate-intensity physical activity refers to any activity that burns 3.5 to 7 Calories per minute (kcal/min) (Ainsworth et al., 2000). These levels are equal to the effort a healthy individual might burn while walking briskly, mowing the lawn, dancing, swimming for recreation, or bicycling.

What is "vigorous-intensity physical activity?"

Vigorous-intensity physical activity refers to any activity that burns more than 7 Calories per minute (kcal/min) (Ainsworth et al., 2000). These levels are equal to the effort a healthy individual might burn while jogging, engaging in heavy yard work, participating in high impact aerobic dancing, swimming continuous laps, or bicycling uphill.

Warm-up Activities (Flexibility)

- Warm-up activities should be done before any other kind of cardiovascular or strength activities. They get your body ready to work a little harder. They help protect you from getting hurt while doing other activities.
- Walk a few slow laps inside or outside before starting these warm-up activities. Or, you can start them as soon as you get out of the vehicle, when your muscles have already been moving from getting out of the vehicle and walking into the building.
- Hold a chair or wall lightly for balance if you are doing these activities standing up.
- Many of the warm-up activities are light stretches. Do not over stretch or lock your joints and muscles.

Cardiovascular Activities

- Cardiovascular activities help your heart, lungs and blood vessels work better.
- These activities will probably make you sweat, get hotter, have a red face, and have faster or heavier breathing than normal and a faster heart rate.

- Guidelines suggest getting 30 minutes of cardiovascular activity on most days of the week. These 30 minutes can be broken down into 3 - 10 minute sessions.
- If you have not been doing much activity, start with only about 5 minutes of cardiovascular activity. Increase your time by 5 minutes a day each week as you feel comfortable.
- Cardiovascular activities should be done after warming up.
- Everyone has a different level of effort that they need to work in order to get benefits from cardiovascular activities. You will get used to your body's response to these activities. You should always make sure that you can still talk during these activities – this is called the "talk test." If you cannot talk, you are probably working too hard and should slow down and take a break.
- After you have been doing these activities for a while, you may want to make them more difficult. You can do the following things to make activities more difficult but still stay safe:
 - Stand during the activities instead of sitting.
 - Increase the time that you do each activity.
 - Increase the intensity, or speed for each activity. For example, march more quickly, or punch your arms forward more quickly. Note that you should increase the time of the activity before trying to increase the intensity.
 - Add arm movements to activities that involve only your legs.

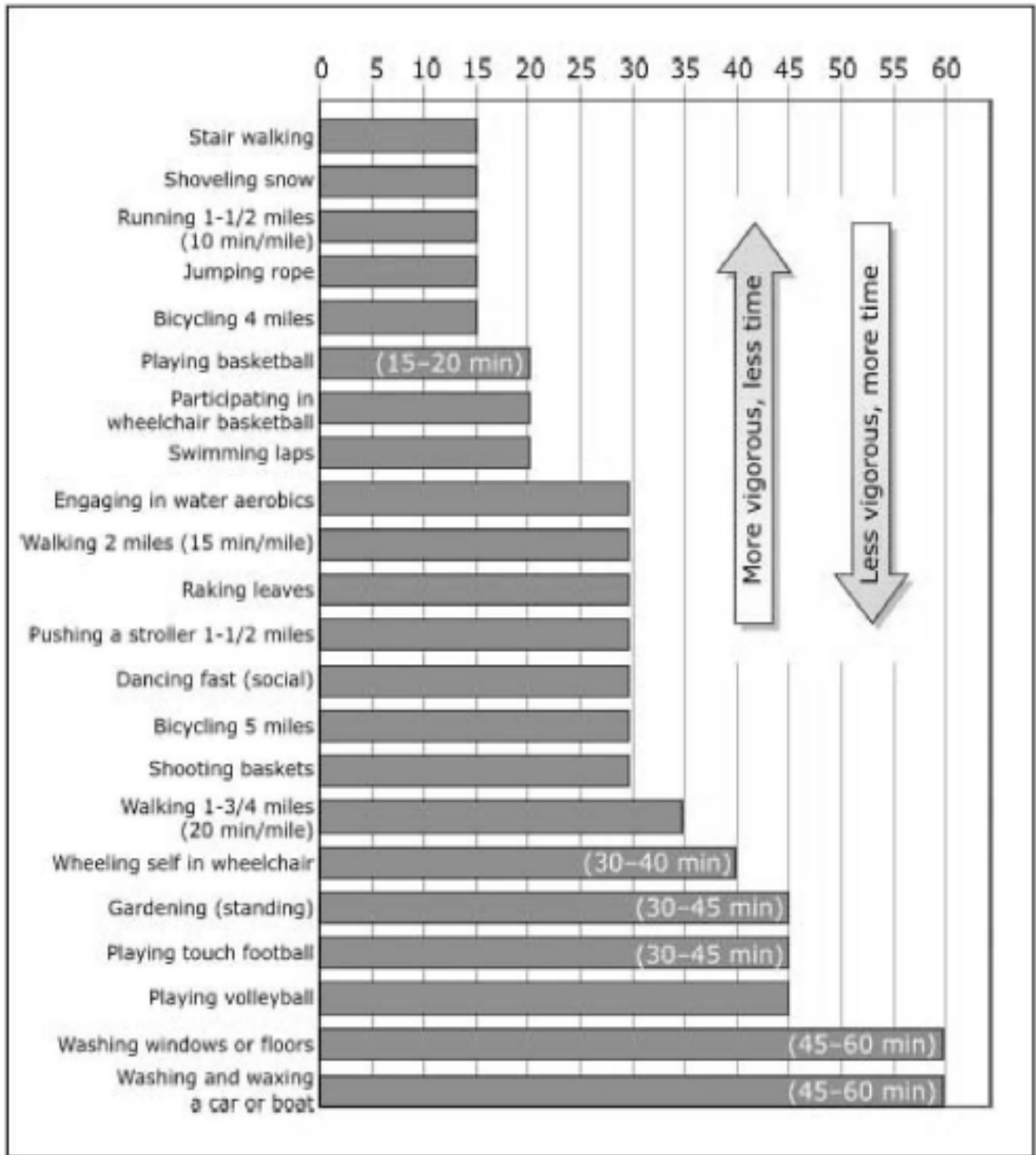
Strength Training

- Exercising your muscles will help you be able to keep doing the activities that you have to do everyday (such as cooking, cleaning, dressing, bathing, taking care of grandchildren).
- Strength activities should be done slowly and smoothly. Don't lock your joints when you are lifting weight.
- Do not hold your breath when you are doing strength activities! This is very important because holding your breath will make your blood pressure go up.
- Breathe out when you are lifting or pushing and breathe in as you relax.
- Cut lengths of exercise bands about 3 feet (36 inches) long. Your senior center may have both thin and medium bands. The medium ones will make the activity a little harder for those who want that.
- Your muscles may be a little sore when you start doing strength activities. If they are very sore, though, you probably overdid it. Rest for a few days and start more slowly.
- A "set" is one group of 8 - 15 repeated movements. You should rest for about 1 minute between each set.
- At first, you should only do 1 set of each activity. Work up to 3 sets after a few months.
- When you can easily do a movement 15 times, you should lift more weight when you do the movement. Easy weights that you can find at home are frisbees, small cans of food, small bottles filled with water or dirt.

Cool-down Activities (Flexibility)

- Cool-down activities are done after your muscles and joints have been warmed-up well during other activities.
- Cool-down activities are mostly stretches to help you increase the flexibility of your muscles and joints. This is called increasing your "range of motion." So, unlike the warm-up stretches, you can do these stretches as far as you are comfortable – no stretching should hurt while you are doing it.
- Stretching will also help you to not be sore from cardiovascular and strength activities.
- Stretching should be done smoothly without bouncing.
- Breathe out when stretching out.
- When bending forward, keep your back and shoulders straight, bending from the waist. Bend your knees slightly if you are bending forward or down.
- If you have had a hip replacement, check with your doctor before doing lower body stretching.

Number of Minutes of Activity Required to Burn 150 kcalories



*All information was gathered from the Centers for Disease Control and Prevention website, Physical Activity Recommendations, <http://www.cdc.gov>.

PAK INDEX for *Modified American Indian Games*

Activity Name	Activity Type	Space needed	Length	Page
Toka Game	C	Large space	short	
Lakota Relay Race	C	Small space	medium	
Hoop and Ball	C	Small space	medium	
Shinny	C	Large space	short	
Apache Dodge Ball	C	Large space	short	
Trampling the Beavers	C	Large space	short	
Golf	C	Large space	short	
Coyote Has Smelly Feet	C	Large space	short	
Hoop Toss	C	Small space	short	
Grizzly Bear	C	Large space	medium	
Follow the Leader	C	Small space	short	
Southwest Ball Race	C	Large space	short	
Corn Husk Relay	C	Large space	short	
Snow Snake	C	Small space	short	
The Wolf and The Hen	C	Small space	short	
Touch and Go	C	Small space	short	
Southwest Ring Toss	C	Large space	short	
Ball Game	C	Large space	medium	
Keeping Balloon in Air	C	Large space	short	
Bump the Ball	C	Large space	medium	
Captive	C	Large space	medium	
Fish Trap	C	Large space	medium	
Lance Head	C	Large space	medium	
Hit the Horn	C	Small space	medium	
Capture the Staff	C	Large space	medium	

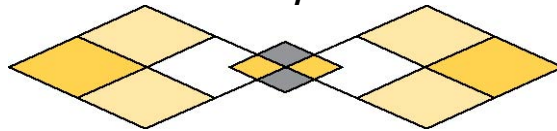
Activity type: C = Cardiovascular
 S = Strength
 F = Flexibility (warm-up & cool down)

Space: Small space = classroom
 Large space = gym or outside

Length: Short = quick set up & instruction
 Medium = longer set up & instructions with rules

Modified American Indian Games

*Young
People*



Modified American Indian Games

Welcome to the Modified American Indian Games Unit! These games were a part of the Pathways physical activity component of the Pathways Intervention program, which included a Pathways physical education program (SPARK), classroom exercise breaks, and free play recess. We hope that the combination of these activities will keep your students active and enthusiastic about moving their bodies.

Our goal is to provide you with easy to implement games and activities that allow your participants the opportunity to move around and be physically active. Regular daily physical activity has been shown to improve health and fitness levels, increase energy, and provide children with opportunities for social interaction and personal meaning through physical activity and sport.

The Pathways Seven Nations Committee has worked closely with the development of the American Indian Games included in this Unit. Our intention is to share a variety of culturally appropriate games that have been passed down through the generations. Some of the games were obtained from published sources, and the reference for the source is cited on the game. Other games have been shared through relatives and handed down by word-of-mouth to our Pathways colleagues. The Pathways physical activity working group has written the games in a way that allows for an increased opportunity for all students to be active when playing these games. We have also included information on the origin of the game, its significance, and how it was traditionally played.

Although this manual contains all the information you will need to implement the American Indian Games to familiarize you with how to play each game to encourage maximum activity for all children. The manual is not intended to take the place of the demonstration. Both the manual and workshop are important for effective use of the games.

We hope that these games provide a new dimension to your physical activity program. We encourage you to use these games for recess, during physical education class, as an exercise break, or as a way of making any special event more physically active.

We welcome additional American Indian Games that your students may be playing that are not listed in this Unit.

Organizing Participants into Groups

When possible, use pre-existing groups to reduce inactive time and provide for a smooth transition.

If there are no pre-existing groups, create your own. Do not let participants choose teams. This takes time and causes many other problems. In order to organize quickly, use the following methods:

A. Play formation games such as Back to Back or Mingle, Mingle or Body Parts.

Back to Back (for getting participants into pairs)

Instruct participants to move inside boundaries (with a specified locomotor skill - walk, jog, skip, slide, leap, gallop) when music is on and to stand back to back with someone when music stops. Those without partners raise a hand and move to the center to find a partner. Instead of using music, the facilitator can say "Go!" for a starting cue and blow a whistle for participants to stop.

Mingle, Mingle (for getting participants into groups of different sizes)

Remind participants about boundaries. Call "Mingle, Mingle" and a locomotor skill (wall jog, etc.). Participants begin when you say "Go" or when the music starts. When the music stops or you blow the whistle, call a number (2, 3, 4, 5). Participants form groups of that size. When there is the correct number of people, the group moves counterclockwise around the perimeter using the designated locomotor skill. Participants without a group raise their hand and move to the center to find others.

Body Parts (for getting participants into groups)

Instruct participants to move using a specified locomotor skill when the music starts or when you say "Go!" Participants stop when the music stops or when you blow the whistle. Call out a number to indicate how many participants should be in a group and a body part (elbow, knee, foot, etc.) for them to place together. Participants without a group of the proper size, raise hand and come to the center to find other group members.

B. Number or letter individuals (count off A, B, A, B, or 1, 2, 1, 2). All participants with the same letter or number are in the same group.

C. Hand out sticks or cards that have characteristics to identify different teams.

D. Use specific characteristics to determine groups:

1. Birthdays: January-June, July-December
2. Names: First or last names A-L vs. M-Z
3. Pets: those with pets vs. those without

- E. Participants select partners. One squats down, the other remains standing. Squatters go on one team; those standing are on the opposite team. May also be done where one participant identifies themselves as an "A," the other is a "B."

Strategies to Increase Active Time

- Keep participant discipline brief, interactive and properly targeted. For example, don't leave the whole group sedentary while you speak with a single participant.
- Look for movement. If you don't see enough, change the activity (reduce group size; add more balls, widen the boundaries, etc.).
- Keep instructions short.
- Provide high rates of positive feedback to those actively engaged.
- Establish the "Principle of 3's". Three for everything! 3 seconds to hold the ball, 3 feet and you are closely guarded, 3 dribbles before a pass, 3 seconds to throw the ball in from out of bounds, etc. This speeds up game play and reduces confusion.
- Establish a system of participant helpers to set up and put away equipment.
- Dress for movement, by wearing comfortable athletic shoes.
- Be safety conscious. Examine the instructional area and equipment to assure that safe conditions exist.

Adapted from the PATHWAYS Project

American Indian Games

The information for the American Indian Games that is provided includes the name of the game, the historical name, the origin of the game, which includes the tribe and/or geographic region, the history and significance of the game with a brief description of how it was played, by whom, and the equipment that was used, and finally, the source of the information.

A game with an asterisk (*) followed by the name indicates that it is possibly an adaptation of an actual American Indian game. The information source did not differentiate between the actual way the game was played and the adaptation. Some of the games had to be modified for safety reasons.

TOKA GAME

Objectives

Cardiovascular fitness, cooperation, agility, balance, coordination

Instructions

Divide participants into 2 teams.

Place cones 5 paces apart at opposite ends of field to designate goals.

Rotate players often allowing everyone equal playing time.

Alternative: to increase activity levels, play with 2 balls per game or create 2 smaller fields and have 4 teams playing at once.

Equipment/Space

Gym or outside area (30x45 paces) 10 hockey sticks, rag ball, 4 cones

Teaching Cues

The object of the game is to score a goal by striking the ball with a stick through the cones of the opponent's team.

Begin with a face-off in center of the field. One player from each team holds a hockey stick close to the ground. Players tap sticks together 3 times. At count of 3, drop ball to begin game.

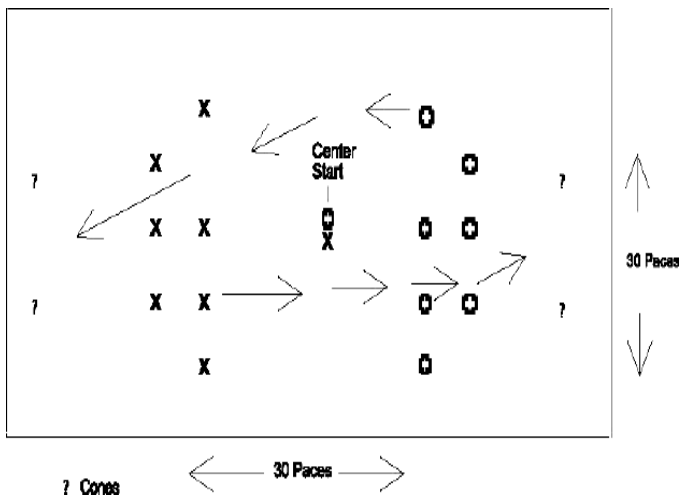
4 team players must touch the ball before shooting at the goal.

Safety reminder: Always keep sticks below waist. Touch the ball with stick only.

Goal is scored when ball passes through opponent's cone.

Game is played without goalies.

If ball is hit out of bounds by one team, other team brings ball into play at boundary where ball went out.



LAKOTA RELAY RACE

Objectives

Locomotor skills, cardiovascular conditioning

Instructions

Set 2 cones (A) 10 paces apart for the starting line, then walk 10 paces and place 2 (8) cones in line with the starting cones, walk another 20 paces and place the final 2 (C) cones down.

Divide participants into 4 groups. Two teams line up for the race behind the starting line cones (teams 1 & 2) and 2 teams (teams 3 & 4) serve as "trees, streams, and mountains."

Team 1 lines up facing Team 3, Team 2 lines up facing Team 4

Teams 3 & 4 act as obstacles, (trees, streams, and mountains). Trees stand with arms out like branches and twist. Streams wave up and down by bending knees and reaching for the sky. Mountains do jumping jacks in place.

Each person runs through the trees, hops across the river, climbs around the mountain, and then returns to the start by passing outside cone C.

Next person in line begins when person in front reaches cone 8.

When all participants on Teams 1 & 2 have completed the course, they switch places with Teams 3 & 4.

Equipment/Space

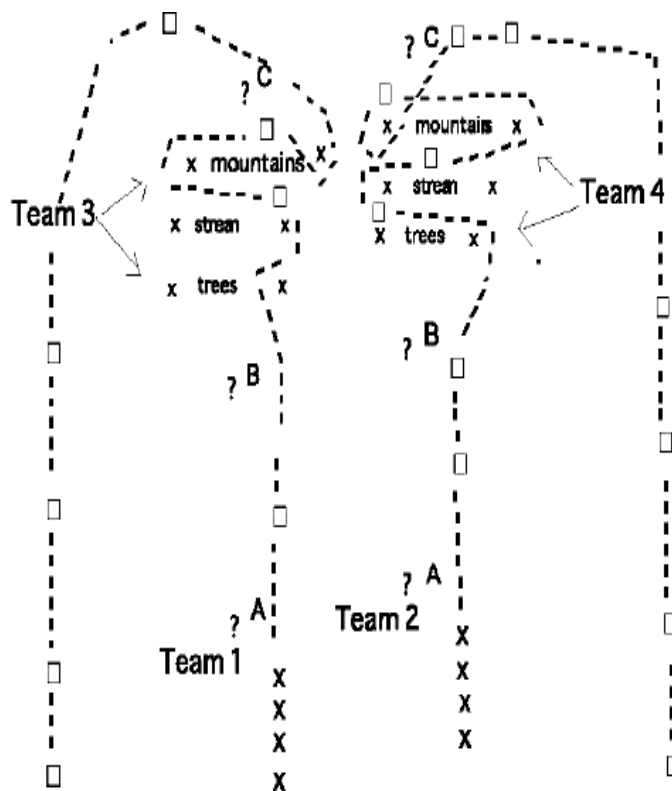
6 cones

Teaching Cues

On music start, or "Go", the first person in each group races through the trees, hops across river, climbs around mountain, and runs back to the starting line. Continue until all have a turn

Run zig-zag through the trees, hop (1 foot) or jump (2 feet) past the stream. Circle completely around the mountain.

Make sure you run around last cone C before running back to starting line.



Lakota Relay Race *

1. Cross Country Relay

2. This game was played by the Plains and the Northwest Coast Indians.

3. Obstacle races were played by Indian youngsters. Sometimes the race started with an Indian boy shouting "To the sun shall we race before it leaves us to make place for the moon!" This would start their cross-country race towards the setting sun in the west. Only when they were extremely tired and exhausted would the race end. The boy who ran the farthest and fastest won the race.

4. Source of Information: Handbook of American Indian Games

Allan and Paulette Macfarlan

Dover Publications, Inc., NY

Copyright 1958

HOOP AND BALL (MODIFIED VERSION ON HOOP AND LANCE)

Objectives

General coordination, cooperation, agility

Instructions

Place 2 cones 20 paces apart for each team.

Divide participants into 2 teams.

Teams divide in half and line up in groups of 3's opposite one another, behind cones.

Middle person holds hula hoop, with one player holding the ball and other player standing on opposite side of hoop.

On the music or "Go", center person rolls hoop along the ground towards their teammates 20 paces apart.

The two players on each side of the hoop toss the ball through the hoop, catch and return toss through hoop.

When the group reaches their team at the opposite end, they hand off the hoop and ball, the first group in line starts their turn.

Alternative to increase activity: add more teams, increase length of course.

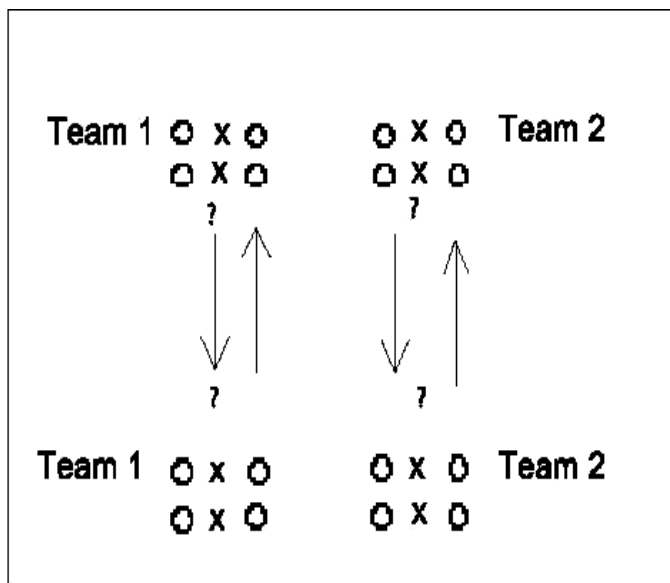
Equipment

2 hula hoops, 2 foam balls, 4 cones, whistle

Teaching Cues

The object of the game is for your group of 3 to throw the ball through a rolling hoop as many times as you can.

Hoop rollers be sure to keep hoop rolling on the ground. Ball tossers use a light toss to make sure your partner catches the ball.



? Cones
○ Ball Throws
X Person with Hoop

Hoop and Ball

1. Hoop and Lance (also called Hoop and Spear, and Hoop and Pole)
2. This game was played throughout North and South America by hundreds of tribes including Pueblo People in the Southwest, Pawnee, Wichita, Kwakiutl, Omaha, and other Plains tribes, just to name a few.
3. It is a warriors' game, played by men only, as a means of improving speed and agility. The game was always played from North to South, on a wide flat field. Different tribes used different sized hoops and lances. Woven plants with the ends spliced and the hoop covered with leather or woven cloth was used by the Pueblo People.

Two players, standing next to each other, would begin the game by one tossing the hoop forward and up. Both players would then run after the hoop and throw their lances, trying to catch the hoop with the barb at the back of the lance. Exact rules for playing the game vary between tribes and has changed somewhat over the years.

Shinny

1. Shinny

2. This game has been universally played among the tribes throughout the United States.

3. Shinny was played mainly among the women in several tribes although it was common for it to be played by the men as well. A ball was batted or kicked by the team members through a goal, which usually consisted of two stakes in the ground. The distance of the field is believed to be anywhere from 200 yards, 1400 yards to over a mile. The Navajo used a bag shaped ball approximately 1 ½ in diameter and a racket, 32 inches in length, curved and expanded at the striking end. Shinny is frequently referred to in the myths and was commonly played without any particular ceremony.

4. Source of Information: Games of the North American Indians
Stewart Culin
Dover Publications, Inc., NY
Copyright 1975

APACHE DODGE BALL

Objectives

Agility, balance, anaerobic conditioning, feinting, fleeing

Instructions

Mark off a 25 by 25 paces boundary with 4 cones.

Scatter 4 hula hoops within boundary.

Designate 3 participants as "chasers".
The rest of the participants are "runners".

Equipment

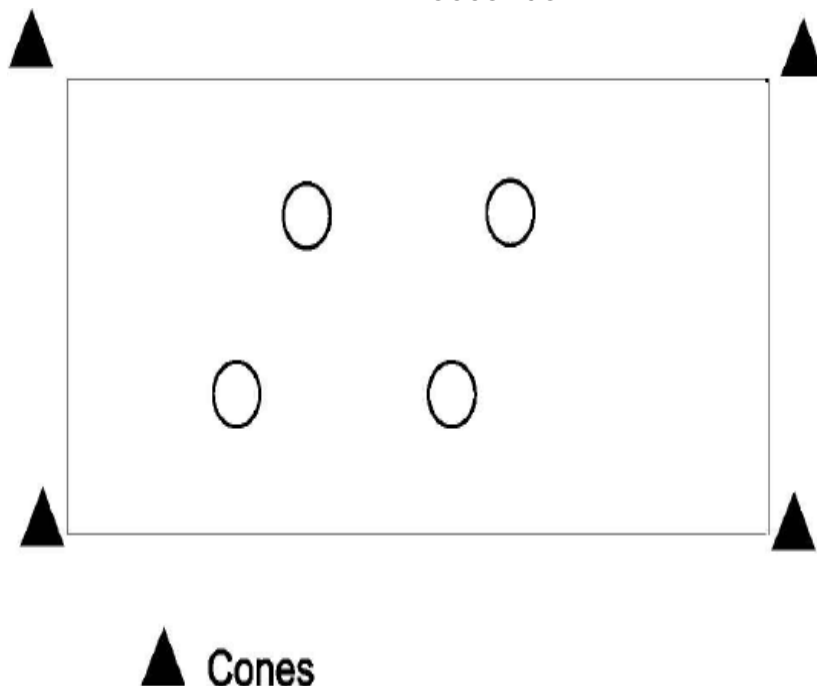
4 cones, 4 hula hoops

Teaching Cues

The object of the game is to run within the boundaries without being tagged.

On music start, or "Go", have "runners" begin running within the boundary of the cones. The "chasers" begin to chase runners. Runners may not be tagged if standing in hoops. Runners may only remain in hoops for a three count. If tagged, runner becomes chaser, until everyone is tagged.

Runner can only stay in hoop for 3 seconds.



Apache Dodge Ball

1. Apache Dodge Ball

2. The Apache Dodge Ball was played by the Western Apaches throughout the Southwestern United States.

3. The game was played throughout the year, weather permitting, and played in a cinega or in a flat area. The Apache Dodge Ball was always played in accordance with the Apache custom of doing everything in a clockwise direction. The game served a dual purpose; 1) as a source of entertainment for the Apache people and 2) served as an encouragement for physical endurance and self-discipline. The entire family as well as other clan members participated in the game. The game was not limited to any age group; both the young and the old participated.

4. Source of Information: Edgar Perry, Cultural Specialists

Whiteriver School District No. 20

P.O. Box 190

Whiteriver, AZ. 85941

Other Acknowledgment:

Lydia Kinney

P.O. Box 512

Fort Apache, AZ. 85941

TRAMPLING THE BEAVERS (APACHE)

Objectives

Agility, balance, anaerobic conditioning, dodging, fleeing

Instructions

Designate boundaries (25 by 25 paces) with 4 cones.

Select 4 participants to be beavers.

Beavers lie on the ground; participants "hunters" form a circle around beavers.

Hunters power walk in a circle around the beavers chanting "trample the beavers". The beavers get up (the chanting stops) and beavers chase hunters until someone is tagged.

Beavers can only tag one hunter.

All need to stay within boundaries.

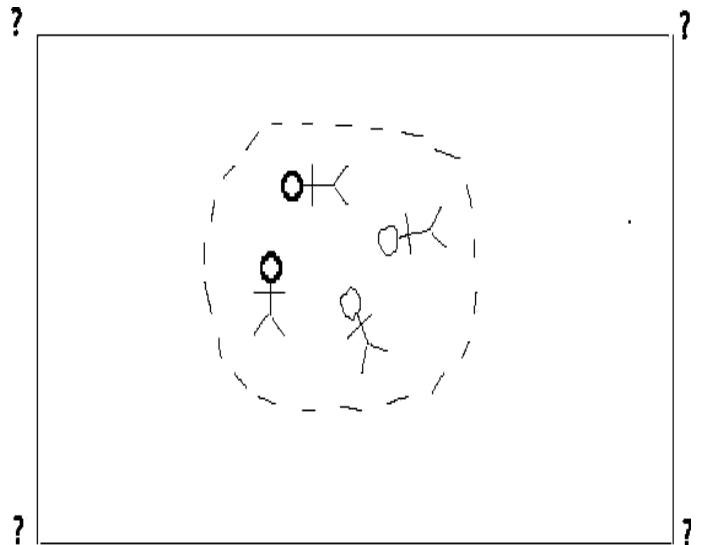
Hunters that are tagged become beavers and lie down in center. Start game again with new beavers and hunters circling and chanting "trample the beavers".

Equipment

4 cones for boundaries

Teaching Cues

Remind participants to stay within boundaries.



GOLF (APACHE VERSION)

Objectives

General coordination, tossing accuracy

Equipment

4 hula hoops, 8 rag softballs, 4 cones

Instructions

Scatter 4 hula hoops within play area (20 by 20 paces). Line up cones on field 5 paces away from one another to form start line.

Teaching Cues

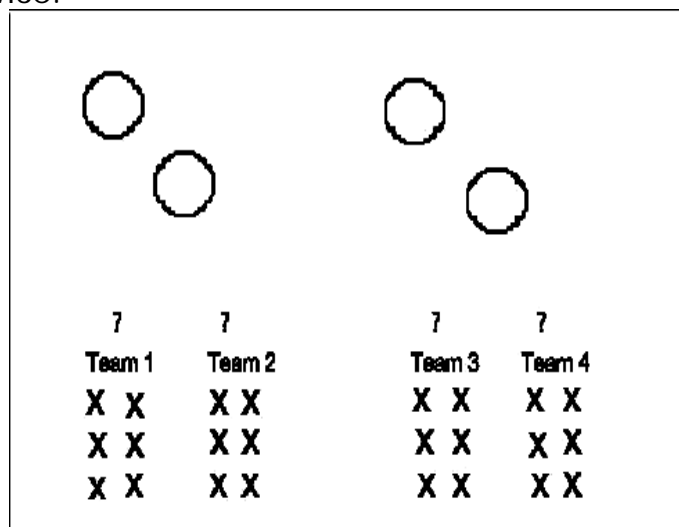
The object of the game is to score points for your team. You do that by tossing the balls into hoops.

Divide participants into 4 equal teams. Line up teams behind start line.

Hand 2 rag balls to 2 members of each team. Teammates form a line behind participants with balls.

On "Go" participants with softballs toss their ball into hula hoops. They then run to get their softballs and run back to the line. Balls are passed to the next person in line for their turn.

Continue until each member of the team has tossed at least twice.



? Cones



Hula Hoops

COYOTE HAS SMELLY FEET

Objectives

General coordination, tossing accuracy

Instructions

Designate boundaries (20 by 20 paces).

Select 4-5 participants to be "coyotes."

Form 4-5 lines of participants. "Coyotes" should be at head of each line.

Equipment

4 cones for boundaries

Teaching Cues

The object of the game is to avoid being tagged by the coyotes.

Participants in each line take turns running past and patting the coyote on the head. At the same time chanting "coyote has smelly feet."

As the last person in the line pats the coyote's head all of the participants run around the playing field.

The coyote now tries to run and tag as many people as possible.

If tagged, you become coyotes!!

Begin the game again with new coyotes.

HOOP TOSS (APACHE)

Objectives

Agility, balance, flexibility

Equipment

3 hula hoops

Instructions

Divide participants into 3 teams.

Teaching Cues

The object of the game is to move the hoop from the front of the line to the back as quickly as possible. To do that, pass the hoop over the head, body and legs and on to next player.

Line up single file and hold hands.

On "Go", the first person passes hoop overhead, body, and legs then to the next player without releasing hands. Continue until hoop reaches the end of the line, and then pass it back.

"How quickly can your group pass the hoop to the end of the line?"

Remember to keep your hands connected with your teammates!

Adapted from the PATHWAYS Project

Hoop Toss

1. Hoop Toss (or Pine Cone Hoop Toss)
2. Hoop games were played by nearly all young Indians in a variety of ways. One version was originated by the Plains Indians including the Lakota. Other versions were played by tribes in the Southwest and several others.
3. The Lakota game was played for fun by young boys. It was a way of mimicking certain movements of dancers. For example, they would twirl it around their ankles or their wrists. Equipment was abandoned hoops from ceremonial dances. These hoops could be made by flexible branches.

In the Southwest and other locations the Indian children would throw pine cones into a hoop as a test for accuracy.

Other variations of hoop games included tossing hoops over an upright pole, or devising games to play with other children like the one described on the opposite side of this page.

4. Source of Information: Handbook of American Indian Games
Allan and Paulette Macfarlan
Dover Publications, Inc., NY

copyright 1958

GRIZZLY BEAR

Objectives

Agility, feinting, fleeing

Equipment

4 cones, 4 hula hoops, 20 bean bags, 1 jump rope

Instructions

Designate boundaries within play area (20 by 20 paces).

Scatter 3 hula hoops around playing area. These are home bases for the teams. Place a 4th hula hoop in the middle of playing field, this will be the "bear's den." In the bear's den place 20 bean bags.

Select 1 person to be the bear and 1 to be the keeper. Divide remaining participants into 3 teams.

Have bear and keeper stand next to hoop (bear's den). Bear and keeper each hold 1 end of a jump rope. Keeper cannot move.

The bear may tag anyone attempting to take a bean bag.

Teaching Cues

On the music start or "Go," each team member attempts to steal 1 bean bag and bring it back to home base without being tagged by the bear.

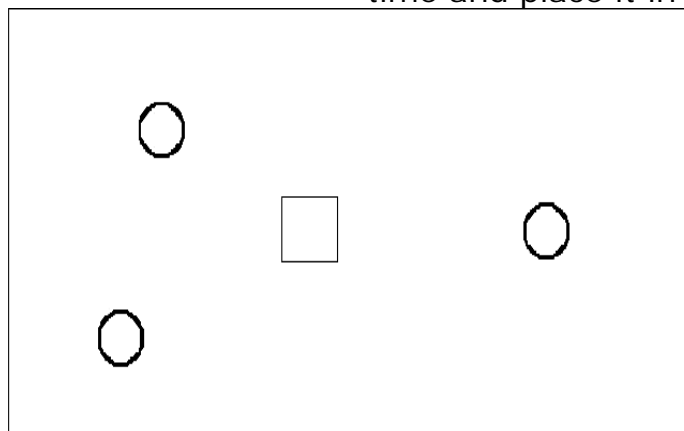
Place bean bags into home base; no throwing!!

If tagged, move to an outside boundary and perform a "bear task" to rejoin the game.

A bear task is an activity designated by the bear before the game begins. Bear may choose between 6 jumping jacks, 6 sit-ups or 6 push-ups.

Let's see which team collects the most bean bags!!

Remember to take only 1 bean bag at a time and place it in your home base.



○ Home base

□ Bear's Den

Adapted from the PATHWAYS Project

Grizzly Bear *

1. Grizzly Guard
2. The origins of this game were initiated by tribes near the Northwest Coast.
3. Grizzly Bear (Grizzly Guard) was played similarly to the way it is described on the opposite side of this paper. A 30 foot circle was marked on the ground with the objects placed inside of the circle. The players would stand to the outside of the circle and attempt to enter the circle and take the objects with out letting the guard tag them. The game ends when all of the sticks have been taken or when all of those who are attempting to get the sticks are tagged.
4. Source of Information: Handbook of American Indian Games
Allan and Paulette Macfarlan
Dover Publications, Inc., NY

Copyright 1958

**TOKELECON KIN (FOLLOW THE LEADER)
(LAKOTA)**

Objectives

Locomotor skills

Equipment

4 cones for boundaries

Instructions

Select 1 person to be the leader.

Rest of participants follow single file, doing whatever movements the leader does.

You may want to write the basic locomotor skills on a card to give to the leader (walk, hop, skip, jump, side-slide, gallop, run, leap)

Switch leaders every 2-3 movements. You can signal a change of leaders by stopping the music, or by calling out "Change Leaders".

The person behind the leader becomes the leader, leader moves to the end of the line.

Teaching Cues

Stay together! Pretend our line is a long snake, don't break the snake!

Adapted from the PATHWAYS Project

Tokelecon Kin- Follow the Leader

1. Crooked Path

2. Crooked Path was played by many Indian tribes throughout the United States and Canada.

3. Groups of boys, girls, and mixed groups of boys and girls would play this game. The leader would sing a simple song as he led the line of players. Simple steps and jumps or movements of birds or beasts and dance steps were sometimes imitated so the followers had a difficult time following the leader.

4. Source of Information: Handbook of American Indian Games

Allan and Paulette Macfarlan

Dover Publications, Inc., NY

Copyright 1958

SOUTHWEST BALL RACE

Objectives

Cardiovascular fitness, coordination

Equipment

6 8 1/2" utility balls, 20 cones

Instructions

Designate starting lines by placing 2 cones 20 paces apart.

For each team, walk off 8 paces and place first marker cone down (there will be 6 lines, if you have 6 teams dribbling), then continue to walk off 3 paces and place the second marker cone, then walk off 3 paces for the third marker cone. Repeat this for each line/team you have.

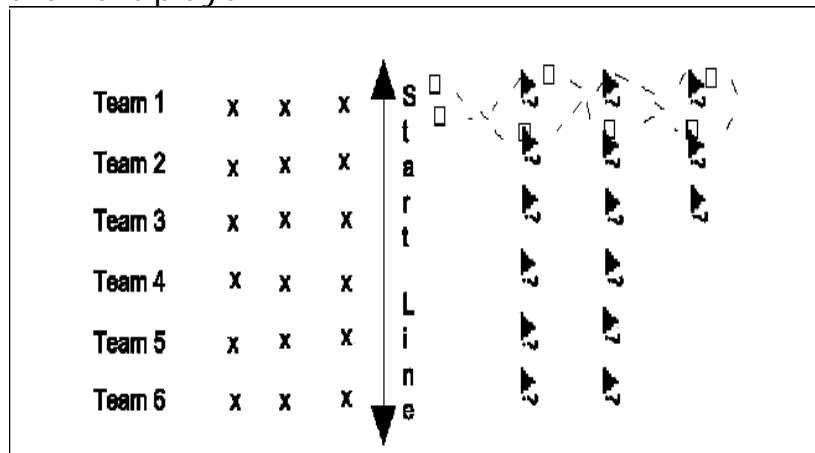
Divide participants into groups of 6 and line them up on the start line facing cones. Hand a ball to the first person in each line.

On music, or "Go", the player with ball dribbles with the feet towards the first marker, then zig-zags through second and third marker. Player turns around and zig-zags back through each marker and passes off to the next player.

Teaching Cues

The object of the game is to kick the ball around the markers using controlled kicks.

Use the inside of the foot to kick the ball for more control. This is a soccer style dribbling motion.



▲ Cones
x Player

Adapted from the PATHWAYS Project

Southwest Ball Race

1. Southwest Ball Race

2. The ball race was played by Southwestern tribes, extending into Mexico and also into California.

3. The race consisted of the contestants kicking or tossing a small object around a circuit and then back to the beginning. There are usually two individual players or two teams. The tossed or kicked object came in three different forms, first, a ball of stone or of wood; second, a single billet or two billets; and third, a ring or rings. The ball race has been adopted from the Indians by the Mexicans of the Rio Grande.

4. Source of Information: Games of the North American Indians

Stewart Culin

Dover Publications, Inc., NY

Copyright 1975

CORN HUSK RELAY

Objectives

Agility, eye-foot coordination, anaerobic conditioning

Instructions

Place 2 cones on playing field 20 paces apart, then pace off 25 paces and place 2 cones. This marks off the relay area between teams.

Divide participants into 4 teams. Half of team lines up on A line, half of team lines up facing teammates on line B.

Place a hula hoop, soccer ball and baton in front of each team on the A cone side.

To increase activity: add more teams and more hoops, balls and batons.

Equipment

4 hula hoops, 4 soccer balls, 4 batons, 4 cones

Teaching Cues

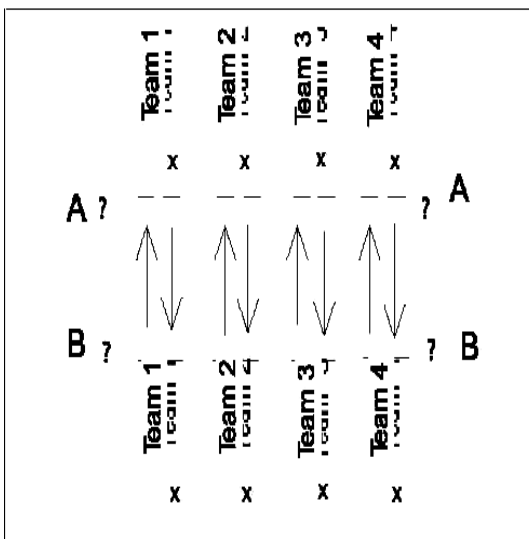
The object of the game is for everyone in your group to complete a turn and return to starting positions as quickly as possible. We do that by carrying the baton, rolling the hoop, and dribbling a soccer ball.

On "Go", the first player on A cone line selects either the hula hoop, baton, or soccer ball and runs with it to their B teammate, passes off the item and goes to the end of the B line.

Teammate B takes item to the A line, passes off, goes to end of A line.

Once the team has completed passing one item, select another and continue the relay.

Game continues until all have had a turn to roll the hoop, dribble the soccer ball and pass the baton.



? Cones

SNOW SNAKE (MODIFIED VERSION)

Objectives

Cooperation, tossing, cardiovascular conditioning

Instructions

Place 3 hula hoops on playing field 10 paces apart. Place 5 bean bags in each hoop. Place cone 10 paces in front of each hoop. Walk 10 more paces and place home base cone.

Divide participants into groups of 3. Have groups line up single file between home base and B cone at an even distance apart.

Hand a ball to the first person in each line.

Equipment

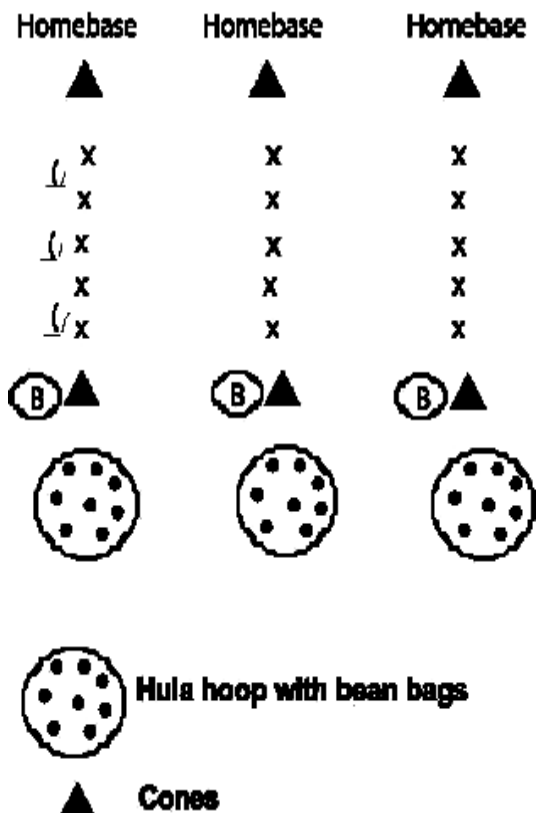
3 rag balls, 3 hula hoops, 6 cones, 15 bean bags

Teaching Cues

The object of the game is to see how many bean bags your team can collect by tossing the ball in the hoop. To do that you pass the ball to each team member from the home base to the end of each line. If the ball is dropped, it must be tossed to the person at home base to start over.

On the signal "Go", person with ball tosses to the next person in line. All continue to toss ball down the line until it reaches last person in line, who tosses or rolls the ball into hoop.

Once ball reaches last person in line without being dropped, they roll or toss the ball into the hoop. Once successful, pick up one bean bag and retrieve the ball. Run back to home base, drop bean bag, and begin ball toss again. Last person becomes the first person in line rotation.



Snow-Snake

1. Snow-Snake

2. Snow-Snake is played among the northern range of tribes, within snow and ice limits.

3. Snow-Snake are games in which darts or javelins are hurled along snow or ice or in the air. It was a competition to see whose dart would go the farthest. There are three different forms of this game: First, the snow-snake proper, in which a long polished rod glides on the snow or ice; second, the bone slider, in which a piece of bone or horn stuck with two feathers, is used to slide along the ice; third, a javelin is made to slide along the ground or thrown through the air and then strikes the ground or some other obstacle. The game is played with rods up to 10 feet in length. Two teams are chosen and a snake which outdistances all on the opposite side counts as a point. Mainly snow-snake was played by men however; adaptations of the games exist for the women.

4. Source of Information: Games of the North American Indians

Stewart Culin

Dover Publications, Inc., NY

Copyright 1975

THE WOLF AND THE HEN (PUEBLO)

Objectives

General coordination, agility

Instructions

Divide participants into groups of 6.

Each group chooses one player to be the "wolf" and another to be the "mother hen." The other 4 members line up behind mother hen as "chicks."

The mother hen approaches the wolf with outstretched arms. The chicks follow behind her, each holding the chick in front at the waist.

Wolf peeks around the mother hen and describes the clothes of one of the chicks in line.

Wolf tries to get chick, but mother hen protects her flock with outstretched arms. Chicks move together to stay behind mother hen.

Equipment

Teaching Cues

As the wolf approaches the mother hen, mother hen says, "How do you do, Mr. Wolf? What are you looking for?"

The wolf slyly replies, "How do you do? I am looking for a chick!"

Mother hen replies, "Well, what does your chick look like?"

Wolf then describes one of the chicks in line color of clothing, hair color, etc.

Mother hen replies, "Well, try and get your chick!"

TOUCH AND GO (MODIFIED)

Objective

Anaerobic conditioning, eye-hand coordination

Equipment

5 batons (1 for each group of 5)

Instructions

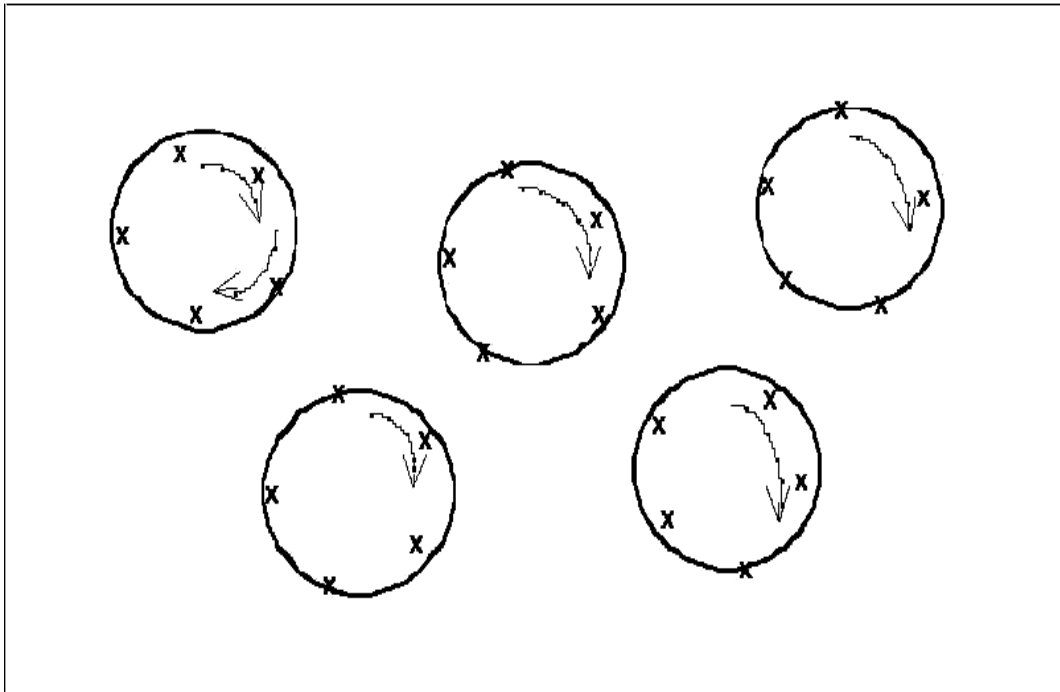
Divide into groups of 5, with each group forming a circle standing 10 paces apart.

Hand baton to one person in each circle.

Teaching Cues

The object of the game is to pass the baton around the circle as quickly as possible.

On "Go", players with batons run in a clockwise direction (point) to the next player around the circle and pass off the baton. #2 player takes baton and runs to player #3 and passes off baton, player #3 runs and passes off baton to player #4. Continue to run and pass off baton to next player. Game continues until all players return to original position.



Touch and Go *

1. Touch and Go
2. The origins of this game were initiated by tribes near the Northwest Coast.
3. This game was set up differently than the way it is described on the opposite side of this page. Instead of the players being separated in two circles, the players on one team would be in the form of a right angle and the opposing team was also in the form of a right angle. They would have the points of their right angle close to each other so all of the players together would form a cross. The players would then have to run around their team members while tagging the next and taking the open spot. At times the Indian players would make criss-crossed patterns and the risk of collision was very high.
4. Source of Information: Handbook of American Indian Games
Allan and Paulette Macfarlan
Dover Publications, Inc., NY

Copyright 1958

SOUTHWEST RING TOSS (MODIFIED)

Objective

Anaerobic conditioning, agility, balance, flexibility

Equipment

4 hula hoops, 4 cones

Instructions

Designate start/finish lines with cones at each end of field (25 paces long and 20 paces wide).

Divide into pairs, line up on start/finish line facing another pair.

Hand a hoop to first pair on line A.

On "Go", the person with hoop tosses it over their partner's head and body. Tossers immediately moves around partner and stands and waits for partner to toss the hoop over them.

Pairs continue this until they reach their team members on line B.

When they cross start/finish line, hand off to next pair, move to back of the line. Next pair continues relay towards opposite start/finish line.

Teaching Cues

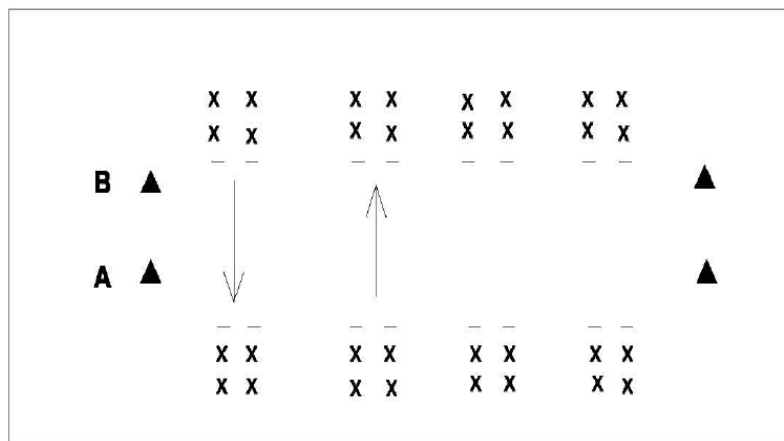
The object of the game is for groups to move their hoop from one line to another as quickly as possible.

When it is your turn, hold hoop with both hands and gently "toss" it over your partner's head. Immediately run around your partner and stop, so your partner can toss the hoop over you.

Receivers step out of the hoop as quickly as possible, catch up to partners, and place hoop over them.

Continue until you reach teammates on opposite start/finish line.

Hand off hoop to teammates, who continue back to the opposite start/finish line.



▲ Start/Finish Line

Adapted from the PATHWAYS Project
Southwest Ring Toss

1. One variety of a hoop game.
2. Hoop games were played by nearly all young Indians in a variety of ways. Other versions were played by tribes in the Southwest.
3. Other variations of hoop games included tossing hoops over an upright pole or devising games to play with other children like the one described on opposite side of this page.
4. Source of Information: Handbook of American Indian Games
Allan and Paulette Macfarlan
Dover Publications, Inc., NY
Copyright 1958

BALL GAME (NW Tribe)

Objective

Cardiovascular endurance, agility, cooperation

Instructions

Pace off 4 mini-fields with cones (20 by 20 paces).

Group participants into 3's.

Pair up 3's, assign to playing field. One team on each field wears pinnies.

When ready to begin, pinnie team begins play.

Equipment

4 cones per field, 1 foam ball per field, 3 pinnies per field

Teaching Cues

The object of the game is to cross the goal line with ball in hand to score points for your team.

On the music, or "Go", beginning at midfield, pinnie team player tosses ball to teammates, moving toward their goal line.

Opponents try to intercept or deflect the ball. If they succeed, they start passing the ball towards their goal. The other team defends.

Once a goal is made, opposing team gets ball at mid-field to start play again.

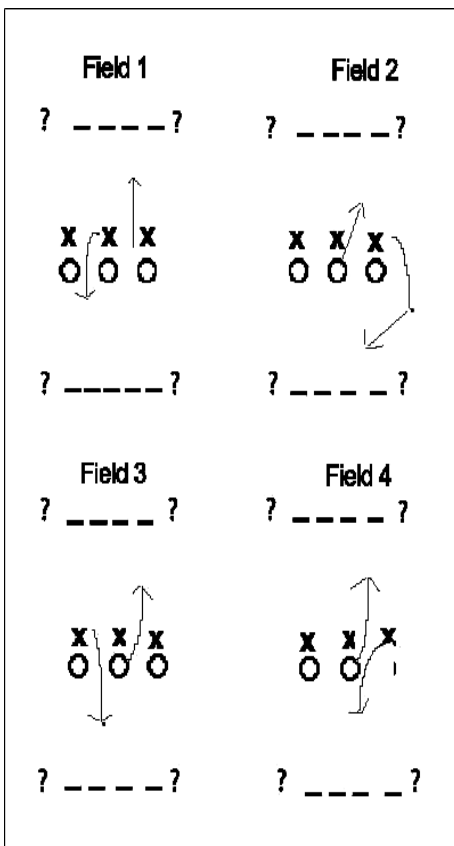
Rules of 3's:

Ball must be passed to all 3 players before crossing goal.

Player can wait 3 seconds before passing.

Player can only take 3 steps before passing.

Opponents have to stand 3 feet away when guarding.



O/X Players

? Cones

Adapted from the PATHWAYS Project

Ball Game (NW)

1. Ball Game

2. No information is provided for the origin of this game. Although, due to the many varieties of ball games it is believed ball games were played throughout North America.

3. The Indian ball games can be classified into nine different categories. Of the nine different games, there is only one game in which the ball is ever touched by the players' hands, this is called tossed ball, and is very similar to the game on the opposite side of this page. In general, the ball would be propelled with a bat or a racket but not in tossed ball. Boundaries are marked out on a large open area with the players standing within these boundaries. The ball is then tossed among teammates. In order to win, the ball must never touch the ground and the one who lets the ball fall, loses.

4. Source of Information: Games of the North American Indians

Stewart Culin

Dover Publications, Inc., NY

Copyright 1975

KEEPING BALLOON IN AIR

Objective

General coordination and cooperation.

Instructions

Group participants in 3's and scatter within boundaries (30 by 30 paces).

Hand a balloon to each group.

On "Go", participant toss balloons into the air to one another.

Equipment

4 cones, 1 balloon for every 3 students

Teaching Cues

The object of the game is for each group to keep their balloon in the air as long as you can.

Everyone begins with feet apart, knees bent, with arms out in front ready to hit the balloon.

On "Go", toss the balloon in the air to your teammates, see how long you can keep the balloon in the air without touching the ground.

Make sure everyone gets a chance to touch the balloon.

"Can you keep your balloon in the air for 20 seconds? I'll count, ready?"

"How many times can your team touch the balloon before it touches the ground?"

"Can you keep your balloon in the air using only your elbows?"

"Try keeping your balloon in the air using your hands, elbows and knees."

Adapted from the PATHWAYS Project

Keeping Balloon in Air

1. Ball in Air
2. This game was played by Plains Indians and near the Northwest Coast.
3. This game was played by women. They used a ball made of animal intestines filled with air, or any soft material packed inside leather. A two foot long rope was attached to the ball; the women held the rope in their hand. The object of the game was to keep the ball in the air by kicking it with either foot. If the ball touched the ground the player was out.
4. Source of Information: Handbook of American Indian Games
Allan and Paulette Macfarlan
Dover Publications, Inc., NY

Copyright 1958

BUMP THE BALL (MODIFIED NW GAME)

Objective

Anaerobic conditioning, cooperation, hand-eye coordination.

Equipment

1 utility ball and 2 foam balls per field, 5 pinnies per field, 4 small cones per field (goals), 4 large cones per field (boundaries).

Instructions

Mark off mini-fields boundary lines (25 by 25 paces).

Set goal cones at each end of playing field 5 paces apart. Place foam ball 5 paces in front of goal cones on both sides of field. Place utility game ball in middle of playing field.

Divide participants into teams of 5, pair up teams and assign to playing field. Distribute pinnies to one team per field.

Select a leader for each group. Team wearing pinnies gets utility ball first.

Position teams on field, facing one another. The side of the field that team is on is their goal. They will defend other team from bumping the foam ball into their goal. They will also try to score a point by bumping their opponent's ball into their opponent's goal.

On "Go", team leader tosses game ball to team members. The team moves toward their opponent's goal to try to bump the foam ball into the goal with the game ball.

Teaching Cues

The object of the game is to pass the game ball to teammates towards the opponent's goal and bump the foam ball into the goal with the game ball.

On "Go", the team with the ball moves toward their opponent's goal by tossing the ball to team members.

Be ready to catch the ball! Hands up!

The other team tries to get the game ball away by intercepting or deflecting it.

Once you get the game ball away from your opponent, move toward your opponent's goal to score a point for your team by bumping the foam ball into the goal.

Rules of 3's

Three passes before trying to score.

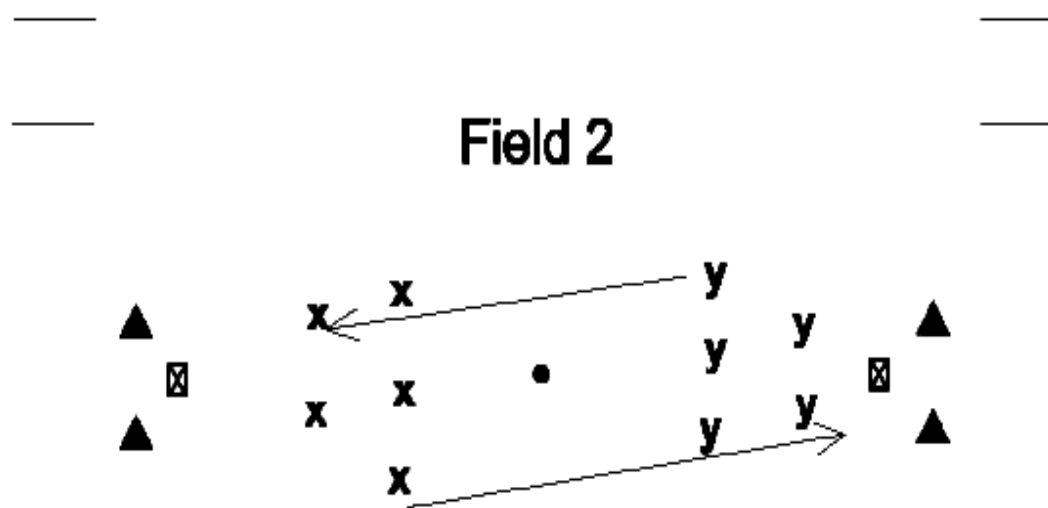
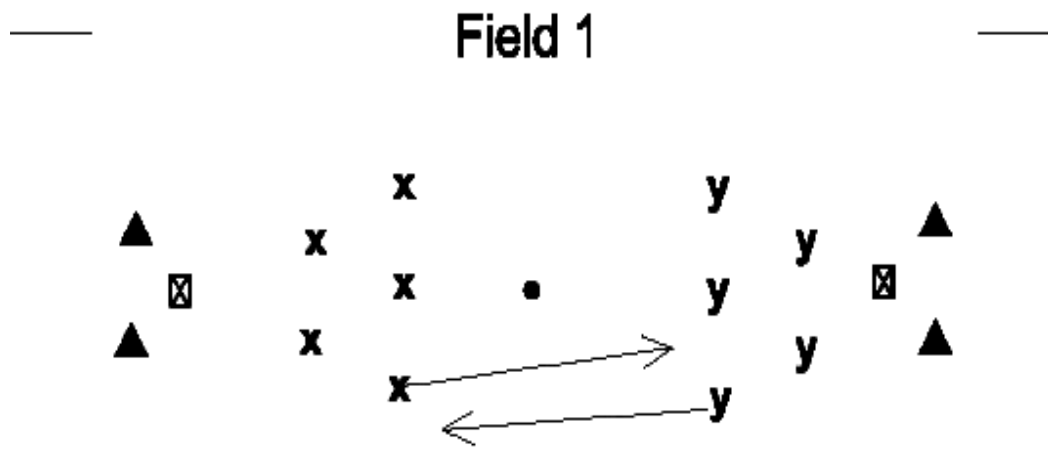
Ball must be passed to 3 players before bumping the ball.

Player can only take 3 steps before passing.

Player can wait 3 seconds before passing.

Opponents have to stand 3 feet away when guarding.

Adapted from the PATHWAYS Project
Bump the Ball (Modified Northwest Game)



- x/y** players
- ▲** cones/goals
- ☒** foam ball
- boundary
- utility ball

Bump the Ball *

1. Bump Ball

2. There were a number of similar games played by Indians of the Northwest Coast.

3. The game was usually played by boys. Inflated bladders taken from sea mammals were used for a variety of games. Eskimo boys used the bladders for throwing and kicking games.

4. Source of Information: Handbook of American Indian Games

Allan and Paulette Macfarlan

Dover Publications, Inc., NY

Copyright 1958

CAPTIVE (MODIFIED NW GAME)

Objective

General coordination, agility, balance

Instructions

Create a "safety zone" and "captive box" with cones.

Divide participants into 2 teams. Teams line up facing one another in middle of field.

Assign one team to wear pinnies.

On "Go", players on either team tag any player of the opposing team, then try to run back to their safety zone. If a player is tagged before they return to their safety zone, he/she is taken captive and placed in the "captive box."

To escape from the "captive box" a player must do 3 jumping jacks, 3 sit ups, 3 push ups, or 3 bunny hops, then the player runs back to their safety zone trying to avoid being tagged.

Equipment

2 small cones (captive box), 4 large cones (safety zone), 10 pinnies

Teaching Cues

The object of the game is to tag the opposing team members without getting tagged yourself.

When I say go, try to tag members of the opposing team, without being tagged yourself.

If tagged before reaching the safety zone, you are taken captive by the opponents.

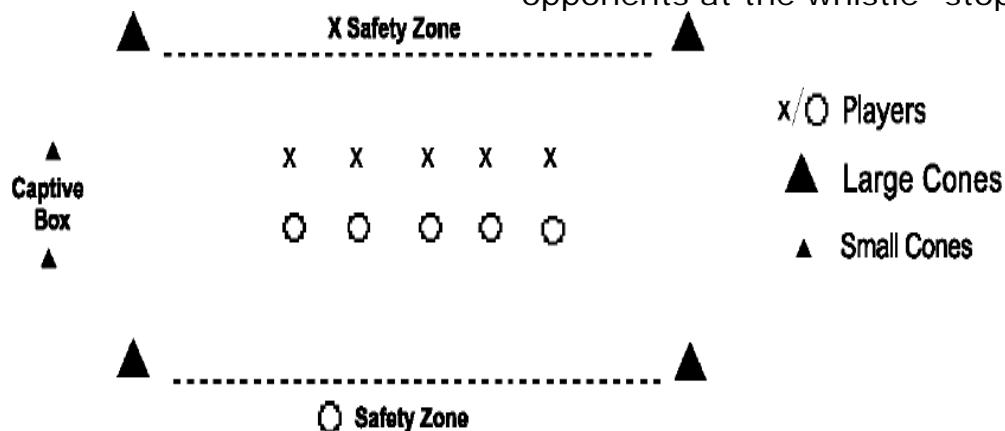
To escape from the "captive box" you must do 3 jumping jacks, sit-ups, push-ups, or bunny hops.

Rules of 3

A player may not stay in safety zone longer than 3 seconds.

If in the captive box, a player must perform 3 jumping jacks, push-ups, sit-ups or bunny hops to exit.

Let's see which team captures the most opponents at the whistle "stop."



Captive

1. Captive of War
2. This game was originated on the Northwest Coast.
3. The game was played for hours of fun by both girls and boys. The game was played in a similar fashion to that described on the other side of this page. The major difference was once a player was caught he/she remained as a prisoner on the rival team. The game was not over until all of the players were on one side, that is why the game would last several hours.

4. Source of Information: Handbook of American Indian Games
Allan and Paulette Macfarlan
Dover Publications, Inc., NY

Copyright 1958

FISH TRAP (MODIFIED NW GAME)

Objective

Anaerobic conditioning, teamwork

Equipment

4 cones

Instructions

Designate boundaries with cones (20 by 20 paces).

Select 6 people to be fishermen.

Divide the fishermen into 2 groups of 3 each.

The rest of the participants are "fish", and are scattered within the boundaries.

Teaching Cues

The object of the game is for both teams of fishermen to catch as many fish as they can.

Fishermen join hands and form a "fishing net". Your job is to catch as many fish as you can!

You catch a fish by surrounding them with your outstretched arms and "pulling them into your net" by joining your hands together with the fish inside the circle.

Once inside the net, the fish has to give up without a struggle.

The fish then joins the fishermen as a new link in their net.

Let's see how many fish we can catch today!!

Fish Trap

1. Fish Trap

2. This game was originated on the Northwest Coast.

3. The game was played by boys. The game was played in a similar fashion to that described on the other side of this page. Originally, the game would be played anywhere but not in an area with trees.

4. Source of Information: Handbook of American Indian Games
Allan and Paulette Macfarlan
Dover Publications, Inc., NY

Copyright 1958

LANCE HEAD (MODIFIED)

Objective

Anaerobic conditioning

Instructions

To play this game you need an area that is 25 by 25 paces.

Divide participants into 5 teams.

Have participant form 5 lines at an angle (see diagram). Instruct participants to stand 15 paces apart from their team members.

Hand a baton to last person in each line.

Chief stands at the center of the point of the lance head.

Participants run with the baton towards the next person in line, hand off baton, which continues to pass to the first person in line.

Player nearest the chief runs forward to chief, tags with baton, turns and runs back to their line to pass to the first person in line.

Relay continues until the baton is returned to the original player farthest from the chief.

Equipment

5 batons, whistle

Teaching Cues

The object of the game is to carry the baton towards and away from the chief.

The baton must return to the player farthest from the chief.

On "Go", participants with baton run towards the next person in line and hand baton to them.

Pass baton with your left hand, receive it with your right.

As you approach the receiver, say "hand" to signal them to reach back with their right hand.

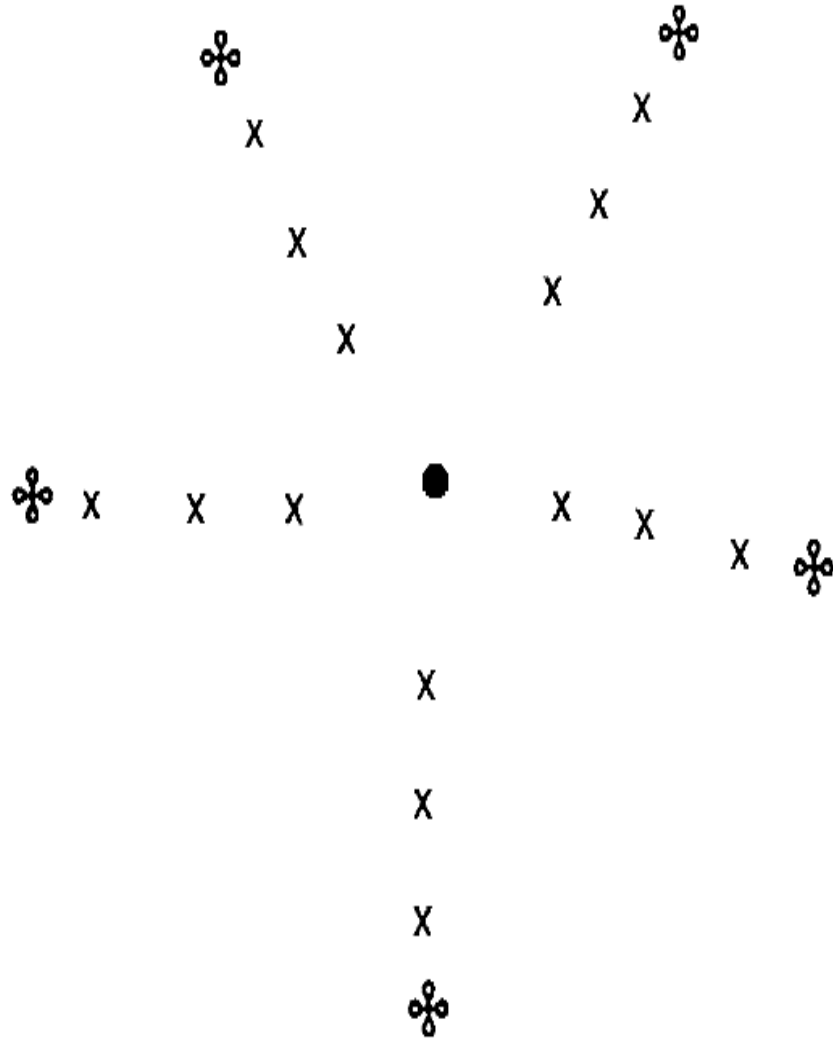
Receivers stand in "ready position" facing center of circle, turn body with right arm outstretched, palm up and eyes on the person in back of you with the baton.

Do not move until you have baton in your hand. Once you have received the baton in your right hand, switch it to your left hand before you start running.

Run to the next person in line and pass the baton to them.

Once the baton gets passed to the chief, it will return back up your line, so be prepared to receive the baton again and pass it back up your line.

Lance Head



- x Students
- ✦ Baton
- Chief

Lance Head

1. Lance head
2. This game was originated by the Plains Indians.
3. This game was used as a relay race in which both boys and girls would participate. The relay race is very similar to the description on the opposite side of this page. Originally, the Indians would use a feather to pass between the relay members and the game would end once the member closest to the chief handed him the feather. There was plenty of open land so that each member would run 100 yards before passing the feather to the next runner.
4. Source of Information: Handbook of American Indian Games
Allan and Paulette Macfarlan
Dover Publications, Inc., NY

Copyright 1958

HIT THE HORN

Objective

Tossing accuracy

Equipment

4 hula hoops, 4 foam balls, 4 cones, 4 rag softballs

Instructions

Use 2 cones to designate starting line.

Scatter 4 hoops about 7 paces beyond target line and place a rag softball in each hoop.

Divide participants into 4 teams. Line up single file at the starting line.

Hand a foam ball to first person in each line.

On "Go", participants try to knock the softball out of the hoop with the foam ball.

Each player has 1 turn. After throwing the ball, the player retrieves the ball, replaces the rag softball if it was bumped out of the hoop and hands off the foam ball to the next person in line.

Teaching Cues

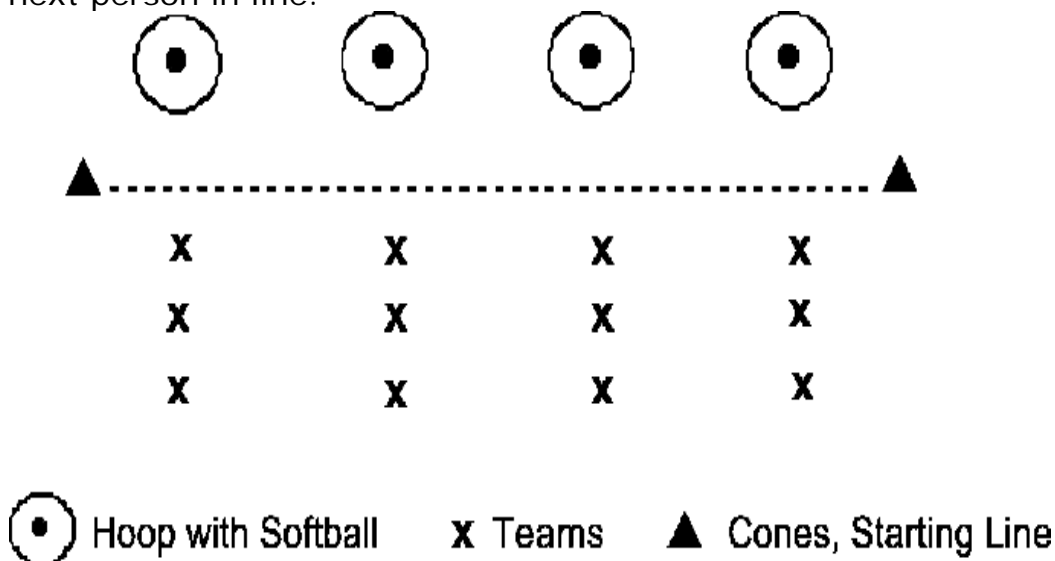
The object of the game is to bump the softball out of the hoop with the foam ball.

First person in line tosses or rolls foam ball at softball in hoop. Once you have made your toss, run up and retrieve your ball, and if you knocked out the softball, replace it back in the hoop.

Run back to your team and pass off the foam ball to the next person in line. Go to the end of the line.

Each time your team knocks out the softball, you receive 1 point.

Let's see how many points we can score today!



Adapted from the PATHWAYS Project

Hit the Horn *

1. Hit the Stone
2. Similar games were played by Haida warriors on the Northwest Coast and the Winnebago boys.
3. The original game was played similarly to the game on the opposite side of this page. The purpose was to increase their accuracy of throwing stones in case of an emergency or for hunting animals.
4. Source of Information: Handbook of American Indian Games
Allan and Paulette Macfarlan
Dover Publications, Inc., NY

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CAPTURE THE STAFF (FLAG) (LAKOTA)

Objectives

Running and Team Play

Instructions

Divide participants into two teams.

Establish boundaries, jail, and where the staff will stand.

Each team comes to half court line, except for the person who guards his/her own staff.

The person who guards the staff can also tag someone trying to capture the staff.

The person guarding the staff cannot hold or touch their staff.

Boundaries - In a gym - use the whole gym. Outdoors - measure 6 paces x 22 paces. The Jail = 5 paces x 5 paces.

Participants can pull others across the half court line. (Watch this carefully so no one gets hurt!)

Equipment

2 Large Cones, 8 Small Cones, 2 Hurdles

Teaching Cues

On the whistle "go" each team attempts to capture the other team's staff without being tagged before they get back to their own side.

Participants cannot throw the staff to another person on their team. They can hand it, but NO THROWING.

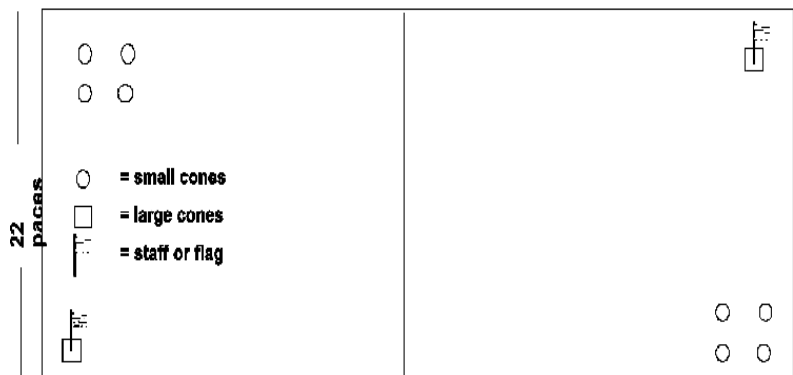
When players are tagged they must go to jail. In jail they can do jumping jacks, jog in place, it's up to the facilitator.

To get out of jail, players must be safely tagged by another member of their team and then try to get back to their side.

Facilitator must stay at half court line in case someone gets tagged before getting back to their side.

The team who captures the other team's staff and gets it back to their own side gets a point.

FIELD GAME 18 paces



Adapted from the PATHWAYS Project

Capture the Staff

1. Capture the Staff
2. This was a popular Lakota game, which was also played by other Northern Plains Indian Nations.
3. The game originally used a "staff" at each end of the field rather than a flag or a hockey stick, of course. The staff, a cane about 6 feet in length, identified a certain tribe. Each staff was wrapped in a buffalo or deer hide and uniquely decorated with leather strings, feathers, and/or other items.

ACKNOWLEDGEMENTS



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Gila River Indian Community (Akimel O'odham)

Tohono O'odham

Nation, Navajo Nation (Dine)

Oglala Sioux Tribe (Oglala Lakota)

Rosebud Sioux Tribe (Sicangu Lakota)

San Carlos Apache Tribe (Dee')

While Mountain Apache Tribe (Ndee')

And five universities:

Johns Hopkins University

University of Arizona

University of Minnesota

University of New Mexico

University of North Carolina

Plus all the staff who assisted in the development, implementation, and evaluation of the Pathways study.

The **Pathways** program promotes physical activity and healthful eating habits among children in Native American communities. Earlier in this century, heart disease was rarely noted among Native Americans. In recent years, however, heart disease has become the leading cause of death in Native Americans. Also, diabetes has become epidemic and is another leading cause of death. Several factors may be responsible for these dramatic increases, particularly the increasing prevalence of obesity. Obesity in childhood can impose a risk for obesity in adulthood. **Pathways** can be easily adapted in various communities and settings. **Pathways** targets changes in specific environmental, personal, and behavioral factors which influence health behavior.

Pathways is a school-based health promotion program that includes physical activity, nutrition/food service, classroom curriculum and family involvement. The primary purpose of the Pathways study was to prevent obesity among American Indian children by promoting increased physical activity and healthful eating behaviors. The **Pathways** intervention was conducted with 1,704 third through fifth grade children from 41 schools in seven American Indian Nations.

More information about Pathways can be found at: <http://hsc.unm.edu/pathways>