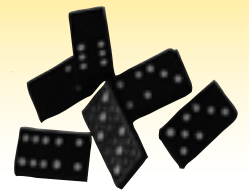




Make Your Own Fun Leisure Time in Saskatchewan

Grade One Social Studies



CURRICULUM CONNECTIONS

Grade One Social Studies, Heritage Unit, Families of the Past
<http://www.sasked.gov.sk.ca/docs/elemsoc/g1u22ess.html>

LESSON PLAN ONE: CLASSROOM INTRODUCTION TO THE THEME

LESSON OVERVIEW

Students will learn how children entertained themselves long ago, and how they used materials at hand to construct simple toys and games.

RESOURCES AND MATERIALS

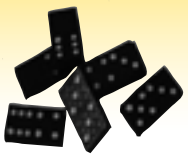
- Research documents, including *Aboriginal Leisure in Saskatchewan Focusing on Toys, Games and Pastimes*, and “Recreation – Then and Now” from the *WDM Teacher’s Handbook*, are available at <http://www.wdm.ca/skteacherguide/>.
- *Traditional Métis Socialization and Entertainment*, written by Todd Paquin, Darren R. Prefontaine and Patrick Young of the Gabriel Dumont Institute, can be accessed at <http://www.metismuseum.ca/resource.php/00724>.
- Simple materials like potato sacks, scraps of material, buttons, string and sticks



A young First Nations girl and her doll. Saskatchewan Archives Board R-A22212

PROCEDURE

1. Prepare to teach the lessons on leisure by reading the research documents listed above in Resources and Materials.
2. Explain to students that they will be learning how children entertained themselves long ago, and how their games and toys were both similar and different to the ones enjoyed by children today. Using a blackboard or flip chart, brainstorm with students the ways in which they make their own fun. Explain that toys and games of long ago were not made of synthetic materials like plastic, they were not electronic, and they didn’t require batteries. After generating a list of items, remove toys and games that are made of plastic, are electronic or require batteries. Discuss the items remaining on the list. Brainstorm about the types of toys and games played by children 100 years ago.
3. Explain that for First Nations, Métis and pioneer children, toys for girls and boys encouraged skills they would need in their adult lives. For example, dolls were mothered and loved by young girls in practice for their future roles as mothers and caregivers. Slingshots used by young boys developed skills related to aim and distance – necessary skills required for hunters and providers. Discuss examples of these types of toys enjoyed by children today like dolls, kitchen sets, toy vacuums and tool sets, and how it is



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more common today for children of both genders to play with such toys, as gender roles in society become less defined.

4. Discuss how the students still play many of the same games and enjoy similar toys today. Variations on games like tag, hide-and-seek and hop scotch were enjoyed. Ball games and games played with sticks like lacrosse, hockey and baseball were popular. A swim in a nearby creek or lake was a refreshing and fun way to beat the Saskatchewan heat – much as it is today. Explain that many toys were fashioned from materials at hand. Store-bought toys

were less common for children long ago. Dolls were often homemade from scraps of leftover material and even cattails and corn husks. Games like cat's cradle required only a simple piece of string. Balls could be fashioned out of scraps of material or a stuffed sock.

5. As a fun way to wrap up the lesson, challenge students to develop their own games and toys using simple materials. Divide them into groups and provide them with things like empty potato sacks, scraps of material, string, buttons and sticks. Share each group's creation with the class.

ADAPTATION AND EXTENSION

1. Teach the children some dance steps from dances that were popular in earlier years.

LESSON PLAN TWO: AT THE MUSEUM

LESSON OVERVIEW

Students will explore the contents of a discovery box and tour exhibits in the Museum.

RESOURCE AND MATERIALS

- Materials and information sent to you in your Museum tour confirmation package.

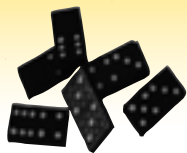
PROCEDURE

1. Prepare to teach and to tour the Museum by reviewing the resources listed. Discuss the required number of groups with the Museum Programmer when you book your visit. Divide your class into groups before the visit. Select other staff members or parents to lead the groups. The leader's script will be sent to you with your tour confirmation. Advise the group leaders about what they will have to do.
2. Students will visit a Western Development Museum in Moose Jaw, North Battleford, Saskatoon or Yorkton. The entire class will assemble for a welcome and orientation.



Simple toys and games from the *Having Fun – Leisure Time in Saskatchewan* discovery box.

3. The class will be divided into two groups for two, three or more groups depending on the class size. Students will interact with artifacts, replicas and photographs located in a discovery box. A leader's script included in the discovery box will spearhead discussion.



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4. The class will tour pertinent exhibits in the Museum using a tour handout to guide their exploration. This handout may be a question-and-answer sheet or scavenger hunt. A tour script for the group leader will be sent with confirmation of your Museum tour booking.

LESSON PLAN THREE: WHEN A MUSEUM VISIT ISN'T POSSIBLE

LESSON OVERVIEW

Students will step into the role of children from 100 years ago. They will pretend that their family and others are taking a day off from their hard work to enjoy each other's company and have a picnic. Good food and games will be enjoyed by all.

RESOURCES AND MATERIALS

- Picnic supplies like a basket and blanket
- Materials necessary to play old-fashioned games as chosen by the teacher
- Simple toys and games list from appendix one

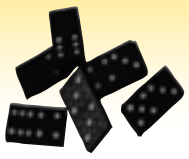
PROCEDURE

1. Prior to conducting the lesson, choose games and simple toys that could be played indoors or outdoors to simulate those which may have been enjoyed during a picnic outing. Intentionally select a couple of games still enjoyed by the students today like tag and drop the handkerchief. Examples and instructions for a few are included in appendix one. Gather any necessary materials for the games and pack them in the picnic basket.
2. Begin the class by announcing that it is time to go on a picnic. Have students carry the picnic basket full of game supplies and blankets to your chosen picnic location inside the school or outside.
3. Play simple games from days long ago as chosen. Enjoy a snack as suggested in the Adaptations and Extensions if you choose.



Playing hockey on an outdoor rink in Davidson, SK, circa 1905. Saskatchewan Archives Board R-A20224

4. Wrap-up by discussing how a picnic from 100 years ago would compare to a picnic the children might attend today. The students should go away with an appreciation for the ways in which children had fun long ago, and that those children were not really so different from children of today.



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ADAPTATION AND EXTENSION

1. Visit a local museum to view toys and games in their collection. To find a museum in your area, visit the Museums Association of Saskatchewan at <http://www.saskmuseums.org>.
2. Suggest that children dress in turn of the twentieth century clothing for the lesson. Provide a snack packaged like it may have been 100 years ago. Wrap the food in a piece of cloth, paper and string, or in a metal can.
3. Using a projector and/or classroom computer, view the archival photographs and activities related to leisure available on the *Celebrating Saskatchewan's Heritage* website at <http://olc.spsd.sk.ca/DE/Sask100galleryleisure.htm>.

LESSON PLAN FOUR: CLASSROOM WRAP-UP

LESSON OVERVIEW

The class will discuss differences and similarities between how children of the past entertained themselves, and how they make their own fun today. Each student will develop a page to create a picture book or bulletin board about fun and games in the past.

RESOURCES AND MATERIALS

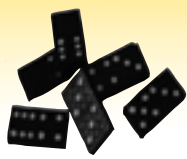
- Paper, crayons and markers

PROCEDURE

1. As a wrap-up activity to reinforce ideas learned in the previous lessons, discuss differences and similarities between how children of the past entertained themselves, and how they amuse themselves today. Ask students what they liked and disliked about toys and games of the past.
2. Provide students with paper, crayons and markers to draw pictures of activities they have learned about during the previous lessons.
3. Construct a picture book or a bulletin board to show off the students' work.



Young children playing make-believe, circa 1919. Western Development Museum, Kruger Collection



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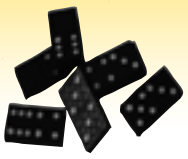
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RESOURCES

- Archival images and online presentations are available off of the *Celebrating Saskatchewan's Heritage* website "For Teachers" page on leisure. <http://olc.spsd.sk.ca/DE/Saskatchewan100/theme-leisure.html>.
- *Aboriginal Leisure in Saskatchewan Focusing on Toys, Games and Pastimes*, written for the WDM by Duane Turner, Saskatchewan Indian Cultural Centre. <http://www.wdm.ca/skteacherguide/>.
- *Traditional Métis Socialization and Entertainment*, written by Todd Paquin, Darren R. Prefontaine and Patrick Young of the Gabriel Dumont Institute, can be accessed on the Virtual Museum of Métis History and Culture. <http://www.metismuseum.ca/resource.php/00724>.
- *Nehiyaw Ma Tow We Na: Games of the Plains Cree* website. Produced under contract to the SchoolNet Digital Collections Program, Industry Canada. <http://collections.ic.gc.ca/games/index.html>.
- Explore toys, games and memories from the past in the *Toys & Games* online exhibit, part of the Virtual Museum of Canada, created by the McCord Museum, Guelph Museums and the Saskatchewan Western Development Museum. <http://www.mcq.org/jeux/jouets/aaindex.html>.

FAST FACTS

- Participation in sports and games provided relief from monotony and hard work, and the pleasure of meeting with friends and neighbours.
- The absence of commercial entertainment and organized sports encouraged people to take the initiative and form games and sports with whatever resources were available.
- For Aboriginal people, leisure activities are an important part of a complete life. Aboriginal people recognize the importance of physical, emotional and spiritual health, combined as a whole. Many of the early leisure activities strengthened these areas. Physical activity was common in many games, while others relied on strategy and similar to all aspects of Aboriginal life, leisure had a spiritual component.
- The origin of many sports can be traced back to days of long ago. Settlers acquired games from local First Nations like baggataway, which was the forerunner of lacrosse.
- When the British arrived in the west, they brought with them traditional games such as cricket, track-and-field events, horse-racing, and fox-hunting. Scottish settlers brought with them the games of golf, curling and the caber toss.
- For First Nations, Métis and pioneer children, toys for girls and boys encouraged the development of skills that they would need in their adult lives. For example, dolls were mothered and loved by young girls in practice for their future roles as mothers and caregivers. Slingshots used by young boys developed skills related to aim and distance – necessary skills required for hunters and providers.



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- Because toys were not readily available for purchase, they had to be invented or hand made. The only limit to the games available was the scope of the child's imagination.
- During the winter months, skating parties were popular. In many communities a lake, river or slough was close by which served as a most suitable ice surface. Often the day ended with a game of cards or a dance. Likewise in the summer, the same waters made for a cool and refreshing swimming hole.
- All that was needed for a dance to occur was a musical instrument such as the fiddle with someone to play it and a wide open space. The popular dances were square dances, waltzes, polkas and an occasional schottische. There were plenty of dances because they were held to celebrate the building of a new barn, house or store.
- One form of social activity was "neighbouring". This consisted of everyone in the family getting dressed up in their best attire to go and call on the neighbours.
- Another activity consistent with neighbouring was the bee - sewing, threshing, barn or house raising, baking. These bees were not only useful for getting lots of work done in a shorter time but also gave people a chance to socialize.

APPENDIX ONE

SIMPLE TOYS AND GAMES

Potato Sack Race: Each participant steps into an empty sack and races between a start and finish line by hopping inside his/her sack.

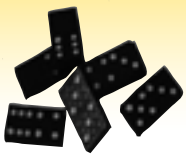
Tug-of-War: Split students into two teams. Each team grabs one end of the rope. Ready, set, pull!

Three-Legged Races: Split students into teams of two. Have them stand side by side, and using scraps of fabric, tie the children together around their inside legs. The students will need to cooperate to successfully make it across a finish line without stumbling to the ground.

Cat's Cradle – Instructions for how to make a cat's cradle and other shapes can be located easily on the Internet and in the library. For grade one students, the activity may be a bit challenging. However, the students will enjoy taking a piece of string and being creative with it. Challenge them to see what they can come up with.

Pick-Up-Sticks – Pre-packaged games of pick-up-sticks are widely available in toy and dollar stores. However, wooden skewers from the grocery store will work as well. Hold a handful of sticks above the floor and drop them. Players take turns picking up a stick from the pile without touching or moving the other sticks. If they are successful they get another turn. The winner is the player with the most sticks at the end of the game.

Active Outdoor Games – Variations on tag and hide-and-peek, still popular with children today, were enjoyed by First Nations, Métis and pioneer children. They were simple, and required no materials or equipment.



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Whizzer/Buzzer Toy – Variations of the “whizzer” or “buzzer” were enjoyed by countless children. The toy consists of a piece of string or thread looped through a button-like piece with the ends tied together to form a closed loop. Traditionally, First Nations children constructed them using a piece of wood or bone with two holes like a button, and later, actual clothing buttons were used. Students can construct their own using medium to large sized buttons and string, dental floss or fishing line. Put each end of the loop around the children’s fingers. Hold one loop steady, while flipping the button around with the other hand to wind up the string. Once the string is twisted, pull both ends taut at the same time to hear a whizzing sound.

Marbles – Various types of different games were played using marbles, and the different games were limited only by the imagination. One easy way to play involves playing with two people. The first player throws a marble down on the ground. The other player tries to hit it. If successful, the player wins the marble. If they are not successful, the first player takes a turn at hitting the second player’s marble.