

Cup and Ball

Pillar: Active Living

Division: II

Grade Level: 4

Core Curriculum Connections: Social Studies

I. Rationale:

'Cup and Ball' is a game that originated amongst First Nations tribes in Canada. Like many other traditional aboriginal leisure activities and pass times, 'Cup and Ball' had a functional purpose as well - to practice and improve the fundamental skill of hand-eye coordination. In order to fully contribute to the livelihood of their tribe, both males and females were expected to hone their eye hand coordination to fulfill their gender-specific roles and responsibilities. This game helped boys to improve their hand-eye coordination skills needed for hunting and helped girls develop their hand-eye coordination skills necessary for tanning animal skins, cooking, beadwork, and embroidery. Through active participation, students are able to experience the connection between the aboriginal way of life and its impact on the land, culture, and history of Alberta, encouraging them to respect and value the unique cultural identity of the First Nations people.

II. Activity Objectives:

Students will:

- practice fundamental skills of locomotion, manipulation, and stability.
- enjoy active participation employing physical fitness and living skills.

III. Curriculum Outcomes: Grade 4 Social Studies

4.2 The Stories, Histories and Peoples of Alberta

4.2.1 appreciate how an understanding of Alberta's history, peoples and stories contributes to their own sense of belonging and identity:

- recognize oral traditions, narratives and stories as valid sources of knowledge about the land, culture and history
- recognize the presence and influence of diverse Aboriginal peoples as inherent to Alberta's culture and identity

4.3 Alberta: Celebrations and Challenges

4.3.1 appreciate the factors contributing to quality of life in Alberta:

- value and respect their own and other cultural identities (C, I)

4.3.3 examine, critically, Alberta's changing cultural and social dynamics

- In what ways have Aboriginal peoples and communities changed over time? (CC, I, TCC)

IV. Materials:

- Plastic or Styrofoam cups (one for each student)
- roll of thick string
- small Styrofoam or rubber balls that will fit in cups
- scissors

V. Procedure:

- The goal of the game is to flip the ball into the air and catch it in the cup.
 - Make sure students are placed far enough apart so that the ball doesn't hit anyone.
1. Hand each student a plastic or Styrofoam cup, a small foam or rubber ball and a piece of string approximately one foot long.
 2. Poke a hole into the bottom of each cup before handing the cups to the students.
 3. Instruct your students to slide the string through the hole in the bottom of the cup and then make a knot.
 4. Next, have students wrap and knot the other end of the string around the ball.
 5. Tell students to practice getting the ball into the cup for 5-10 minutes and to count how many times they get the ball into their cup.

VI. Extensions and Variations:

1. Have the student decorate their cup to reflect First Nation Art.
2. Give students larger cups or smaller balls to make the task easier.
3. Give the students smaller cups or larger balls to make the task harder.

VIII. Source:

- Adapted from: Indian and Northern Affairs Canada (INAC). The Learning Circle: Classroom Activities on First Nations in Canada. 2000, Ottawa, Ontario.