Grades K to 3 | PHE and Social Studies

# Activity Plan: Games We Play

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## Overview

### Big question

What games do kids around the world play?

### Activity description

Students will research games played in other cultures/countries and share what they learn with the class.

### Grades and curricular area(s)

* Kindergarten to Grade 3
* Physical and Health Education (PHE) and Social Studies

### Big ideas

|  |  |  |
| --- | --- | --- |
|  | Physical and Health Education | Social Studies |
| Kindergarten | Daily participation in physical activity at moderate to vigorous intensity levels benefits all aspects of our well-being. | People from diverse cultures and societies share some common experiences and aspects of life. |
| Grade 1 |
| Grade 2 |
| Grade 3 |

### Curricular competencies

|  |  |  |
| --- | --- | --- |
|  | Physical and Health Education | Social Studies |
| Kindergarten | Describe factors that influence mental well-being and self-identity | Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions |
| Grade 1 |
| Grade 2 |
| Grade 3 |

## Materials/Resources

### Supplies

* Student journals
* Chart paper and markers
* Marbles
* Tape

### Videos and Articles: South Asian children’s games (K-3)

* [Indian Games – Kanche (Golli marbles)](https://www.youtube.com/watch?v=B-5FUAyJtxs) (1:08)
* [Indian Traditional Games: Lakhoti](https://indiantraditionalgames.wordpress.com/category/project-phase-1/lakhoti/) (Also known as Golli Marbles)
* [Indian Games – Kokla Chappakki](https://www.youtube.com/watch?v=hHnU41fhv0M) (2:09; Duck Duck Goose)
* [Kokla Chappakkli and other traditional South Asian games](http://funclapping.com/song-list/kokla-chappakki/)

### Videos: South Asian children’s games (Grade 3)

* [How to Play Kabaddi](https://www.youtube.com/watch?v=ybdGREjvluU) (3:47)
* [Learn to Play Cricket with Kids in the Park Cricket – Thunder Kids](https://www.youtube.com/watch?v=g8ggBpp6weQ) (3:35)

### Books

|  |  |  |
| --- | --- | --- |
| Title | Author | Notes |
| A Morning with Grandpa | Sylvia Liu |  |
| Finding Om | Rashmi Bismark | [Optional read-aloud video](https://www.youtube.com/watch?v=GVTxB3haxBM) |
| Go, Grandma, Go! | Lynn Plourde |  |
| Grandmother School | Rina Singh |  |
| Grandpa’s Girls | Nicola Campbell |  |
| When I Was Young in Nunavut | Deborah Kigjugalik |  |

### Other resources

* [Calming Sitar Music | My Moonlight](https://www.youtube.com/watch?v=agkTtiELx9g) (29:12)
* [How to Play Marbles](https://www.youtube.com/watch?v=ewqFhNw9k7g) (3:20)
* [Let’s Make a Kite! | Science Project for Kids](https://www.youtube.com/watch?v=mc3AUuuj9_I) (4:29; Grade 3)

### Templates

* [Rules of My Game](#Rules)

## Kick Off and Connect



Class discussion:

* What makes a good game?
* What games do you like to play?
* How did you learn to play those games?
* Do you think kids everywhere play the same games?
* Do you think your parents/grandparents/ancestors played the same games as you do?

Read one of the books suggested in [Materials/Resources](#_Materials/Resources) or another book with a similar message.

Discuss (as a class), using the following questions, and capture answers on the board or on chart paper.

* What did the child in the book learn from their grandparent?
* What have you learned from your parents/grandparents/caregivers? (Examples: how to make roti, how to jump rope, how to play checkers)

As in these stories, games and traditions are often passed down through generations.

## Explore and Engage



Show students [the video of children playing Kanche](https://www.youtube.com/watch?v=B-5FUAyJtxs) (Kanche is also referred to as golli, goti, lakhoti, bahntay – or marbles in English).

Show on a map and discuss where this game is played. Ask students:

* Are you familiar with this game?
* Does it look fun?
* Where can you play this game (inside or outside)?

Show students [how to play marbles](https://www.wikihow.com/Play-Marbles) on pavement. If you would like to play it in the classroom, you can set up the game using masking tape instead of chalk.

Ask students to learn a new game to share with the class. Students can:

* Work with a big buddy from another grade
* Explore picture books with new games
* Have a parent/caregiver help with research
* Find a game that has different names or rules in different countries (such as hopscotch)

Have students describe their game in the “[Rules of My Game](#Rules)” template.

## Wrap-Up and Assess

Have students share their learned game with their classmates by:

* Leading the class in playing the game
* Creating and showing a drawing of people playing the game, and explaining what’s happening
* Demonstrating how to play the game with one or more players to explain how it works
* Showing special equipment used in the game (e.g., cricket bat, field hockey stick)
* Sharing a book that talks about the game

Class discussion:

* What do you wonder about this game?
* Is this like a game you already know? How is it the same? How is it different?
* Who do you think invented this game?

How does this game reflect the culture of the country it came from?

### Assessment

Have students assess themselves or work with you to assess using a rubric. You may choose to co-create this rubric with students at the beginning of the activity and discuss what they should be focusing on.

#### Sample single point rubric

|  |  |  |
| --- | --- | --- |
| I could improve… | Criteria | I am succeeding at… |
|  | Listening to classmates talk about their games |  |
|  | Being respectful while playing games |  |
|  | Participating in discussion |  |
|  | Generating questions about my chosen game |  |

#### Sample reflection rubric

|  |  |
| --- | --- |
| Ear with solid fill  I listened to classmates talk about their games | Thumbs up sign outlineThumbs Down outline |
| Smiling face with solid fill with solid fill  I was respectful while playing games | Thumbs up sign outlineThumbs Down outline |
| Chat with solid fill  I participated in discussion | Thumbs up sign outlineThumbs Down outline |
| Badge Question Mark with solid fill  I generated questions about my chosen game | Thumbs up sign outlineThumbs Down outline |

## Extend and Transform

* With students, explore other games from around the world. For example:
* [Ten Popular Kids' Games from Around the World](https://www.parents.com/fun/games/educational/games-from-around-the-world/)
* Teach students a traditional game to include in PHE activities or to use as a ‘brain break’ in class.
* Invite family members or caregivers to lead the class in playing their childhood game(s).

Rules of My Game

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Student’s name: | |  | | |
| Name of game: | |  | | |
| Game’s origin: | |  | | |
| Equipment: | |  | | |
|  | |  | | |
| Number of players: | |  | | |
| Object of the game (What do you have to do? How do you play?): | | | | |
|  | | | | |
|  | | | | |
|  | | | | |
|  | | | | |
|  | | | | |
|  | | | | |
| Where can it be played? | | |  | |
| Rules: |  | | | |
|  |  | | | |
|  |  | | | |
|  |  | | | |
|  |  | | | |
|  |  | | | |
| Would you like to play this game with the class? (circle one) | | | | |
| Yes | | | | No |