



Cultural Activities



About the Get Happy Day Camp Cultural Resource Handbook

Why was it developed?

The Get Happy Day Camp Cultural Resource Handbook was developed in response to the Government of Nunavut's goal to have their children and youth participating in strong, well run sport and recreation activities. The intent of the handbook is to outline a framework for planning, executing and reviewing sport and recreation activities so that youth leaders can deliver the strongest and most valuable programs possible.

Who can use it?

Why anyone is welcome to use this handbook, The Get Happy Day Camp Cultural Resource Handbook was designed specifically for youth leaders who work with children on a regular basis in a sport and recreation setting. In this handbook, you will find various games, sports and activities appropriate for children ages 5-11 years of age and youth 12-19 years of age. The Handbook is simple to follow, outlines helpful hints and tips that can make you a stronger youth leader and colleague and will be your best resource to give you activity ideas and examples of how to plan, execute and review a typical activity session.

Introduction and Overview

The Get Happy Day Camp Cultural Resource Handbook is organized into 5 main sections. These sections are:

1. General Principles of Sport and Recreation Programming
2. How to Effectively Run an Activity
3. Activity Cards
4. References
5. Appendices

The General Principles of Sport and Recreation Programming section highlights key traits a youth leader must possess in order to be effective as well as tips for keeping the activity sessions safe, fun and educational.

The section on How to Effectively Run an Activity outlines a framework for how to Plan, Execute and Review each activity along with suggestions and tips to ensure success.

The Activity Cards outline 25 different activities for children ages 5-11 and youth 12-19. They also list details pertaining to the following details of the activity:

1. Name of Activity
2. Setting (indoors vs. outdoors)
3. Number of participants
4. Age Range
5. Time
6. Equipment

7. Detailed Instructions
8. Suggested modifications (if required)
9. Review – questions to ask the kids afterwards to get their feedback

The References section acknowledges any one or any resource that was consulted in the development of this Get Happy Day Camp Cultural Resource Handbook.

Lastly, the Appendices is a section where you can find examples or templates of items mentioned throughout the handbook.

General Principles of Sport and Recreation Programming

The Instructor is:

Enthusiastic – as a general rule, the more energy you put in, the better your sessions will run (and the more energy you will get out of them!)

Knowledgeable – be sure to know how to play each of the games or activities you plan to run! You should be able to answer questions and demonstrate them.

Organized – sessions work much better when they are run on time, are well-planned and all required equipment is in place.

Team Player – sessions work best when they are planned and run by a team of at least two youth leaders (when possible).

The sessions are:

Safe – Whatever else your sessions are, they must always be safe! Keep an eye out for potential hazards (debris, rocks, garbage, needles on a playing field or damaged tree limbs overhanging play area, water on a gym floor etc.). As well, it is important that the activity you are running meets the skill level of the participants.

Fun – It is without a doubt that kids learn best when they are having fun, so bring lots of energy and enthusiasm and watch out for the huge grins and cheers!

Educational – For each session, you should identify in advance several learning outcomes towards which each session should contribute (building team work skills, learning a new sport, building on a previous sport taught, balance & agility skills etc.)

How to Run an Activity Session

At first it might seem overwhelming to try to come up with a plan of how to teach children to play a sport or a game. But if you follow these simple steps, use the templates of the Activity Cards and ensure you are organized; you will soon become a confident, skilled youth leader.

PLAN...

1. Having an understanding of the type of group you will be working with is essential when planning your activities. Try to find the answers to the following questions to help you plan:
 - a. How many participants will be present?
 - b. What is their age range?
 - c. What is their ability level? And are there any disabilities you should be aware of?
 - d. Are they mostly males or females or is it a mix?
2. Think of what your goals are for each particular session.
 - a. Do you want to introduce a new sport or build on skills that you taught prior?
 - b. Do you want to strengthen the group as a team?
 - c. Do you want to run activities that are related to something happening in the world at the same time i.e. Olympics, Paralympics, Pan-American Games, National Festivals and Holidays etc?
3. Once you have the above information organized, you are ready to plan out which activities suit the group you will be working with the best.
 - a. Know how much time your session can run for and factor in time for warm up (10 mins) and cool down (10 mins).
 - b. Make a wish list of more than enough games/activities to fill the allotted time. While you may not get to them all, you always want to be prepared with “back pocket” games to use if need be.
 - c. For each game/activity, you will want to complete an Activity Card (see Appendix 1 for an example) which includes this information:
 - i. Name of Game
 - ii. Setting (indoors vs. Outdoors)
 - iii. Number of participants
 - iv. Age Range
 - v. Time required
 - vi. Equipment required
 - vii. Detailed Instructions
 - viii. Modifications (if required)
 - ix. Review – questions to ask the kids afterwards to get their feedback

EXECUTE...

1. Scout out the area where you will be running the activities to know what kind of space you are working with.
 - a. If it's an outdoor field, make sure all the litter, stones and debris are removed beforehand to ensure it is safe for play. Early arrival participants can even help you with that!
 - b. If it's an indoor space, make sure that the floors are clean and dry, there are no benches, equipment or belongings lying around that can get in the way. Ensure doors are closed and temperature & lighting are conducive to play.
2. Gather all equipment that is required for each of the activities. A mesh bag is handy to carry balls and other equipment.
 - a. Ensure you have a first aid kit handy, or there is one on site.

3. Welcome participants and ensure they are changed and ready to participate. They should go to the bathroom and have a water bottle with them before you start.
4. Warm-up
 - a. This should last for about 8-10 minutes and should be fun, dynamic and allow the participants to move around while warming up their muscles.
 - b. You can incorporate some focused stretching as well if you know your activity will be working a specific group of muscles. For example, if you are playing soccer, it will be important to stretch thighs, calves and ankles.
 - c. While the participants are warming up, you can provide a brief overview of what the day's activities will look like.
5. Provide instructions
 - a. Be clear and concise with your instructions. It can be helpful to actually write down in point form how you want to explain the activity and what areas you need to emphasize.
 - b. Providing physical demonstrations is the easiest and most effective way to have participants understand what they are to do.
 - c. Breakdown the activity into stages if required (generally you need to do this for the younger participants). Introduce each stage one at a time and let them practice this stage before moving on. Once the group has mastered it, you can move onto the 2nd stage and so on.
 - d. Allow participants to play the activity until it is finished or a reasonable amount of time has passed. You will learn to gauge the reaction of the participants.
 - i. Try not to let an activity drag on or you will lose their attention and enthusiasm. Similarly, try not to cut an activity short if the participants seem engaged and are enjoying themselves.
 - ii. Adjust the rules or style of play according to the participant's abilities.
 - e. Continue the same format through the 2nd, 3rd and 4th (or more) activities. Ensuring your instructions are short, easy to understand and you have properly demonstrated the activity.
6. Cool-down
 - a. Should last between 8-10 minutes and should focus on reducing heart rate and calming down the participants. Stretching is also important to prevent injuries.
 - b. During the cool-down, you can take the time to review the activities played and gather feedback.

REVIEW...

1. It's important to gain feedback from your participants after each activity session. This way, you can take their feedback and use it to improve upon each activity session in the future.
 - a. For the younger groups, a simple way to get their feedback is to ask them to identify one highlight and one lowlight of each activity. Be sure to write down what the majority says so you can share it with your colleagues.
 - b. For the older groups, drawing a soccer net on a piece of paper and have them use the analogy of a goal to indicate how much they liked or disliked the activity. They can use a marker and physically draw a ball in the centre of the net to indicate they loved the game, or they can draw a ball outside of the net to indicate the activity was a miss for them and they did not enjoy it.
2. Make sure you review this feedback with your colleagues to let them know how well an activity worked with a group. Use this when making your plans for the next activity sessions.

Children's Activity Cards

Rules to Teach by when working with children ages 5-11:

- Young children can often be shy so you'll likely need to encourage them to play. Get down to their eye level when speaking with them and use soft, friendly tones.
- It is best when working with younger children that the games played are structured so that no one loses. Fortunately the games listed below incorporate this philosophy.
- Children need to trust their peers and instructors so foster an environment where they feel they can participate, no one will make fun of them or leave them vulnerable.
- Assign teams instead of letting them pick teams to avoid people being left out.
- Assign who's the Tagger and who is the Chaser again to avoid hurting feelings. Also, give everyone a chance to be the tagger and the chaser.

Activity Card 1

| | |
|--------------------------------|---|
| Name of Game | Collecting rocks, making Inukshuks |
| Setting (indoors vs. Outdoors) | Indoors and outdoors |
| Number of participants | Unlimited |
| Age Range | 5 and up |
| Time required | 60 minutes and up |
| Equipment required | Rocks, glue |
| Detailed Instructions | <ol style="list-style-type: none"> 1. Collect rocks from outside. 2. Be sure to include different coloured rocks as well as different shapes and sizes. 3. Rocks can be collected from the land, near lakes, rivers, and near the ocean. 4. Once enough rocks are collected, have participants go indoors to start gluing rocks together. 5. Participants can now build different types of Inukshuks by gluing the rocks together. 6. Let Inukshuks dry overnight. 7. Inukshuks were used traditionally for landmarks and remembrance/celebratory signs. |
| Modifications (if required) | None. |
| Review | How many different shapes of Inukshuks were made? |

Activity Card 2

| | |
|--------------------------------|---|
| Name of Game | Berry Picking |
| Setting (indoors vs. Outdoors) | Outdoors |
| Number of participants | Unlimited |
| Age Range | 5+ |
| Time required | 3+ hours |
| Equipment required | Container |
| Detailed Instructions | <ol style="list-style-type: none"> 1. This activity can be done in mid-August to mid-September. 2. Participants and instructors will go to a location where there are berries. 3. Participants are encouraged to pick as many black, cloud, and cranberries during the time given. 4. Once berries are picked, have participants wash their berries. 5. Berries are now ready to be consumed or used for Jam making. |
| Modifications (if required) | None. |
| Review | Which type of berries do you like best, and why? |

Activity Card 3

| | |
|--------------------------------|--|
| Name of Game | Egg Picking |
| Setting (indoors vs. Outdoors) | Outdoors |
| Number of participants | 5+ |
| Age Range | 5+ |
| Time required | 1+ hours |
| Equipment required | Container |
| Detailed Instructions | <ol style="list-style-type: none"> 1. This activity is best during the month of June. 2. Participants will be taken outdoors preferably out on the land to search for goose eggs. 3. Once enough eggs are picked, have participants rinse the eggs in a nearby pond, or with water. 4. Eggs can now be boiled, or taken home to eat. |
| Modifications (if required) | Berry picking. |
| Review | Were there different types of eggs you found? What kind are they? |

Activity Card 4

| | |
|--------------------------------|---|
| Name of Game | Making Centre Pieces, Collecting Rocks, Moss, Plants, Willows |
| Setting (indoors vs. Outdoors) | Indoors or outdoors |
| Number of participants | Unlimited |
| Age Range | 5+ |
| Time required | 60 minutes and up |
| Equipment required | Rocks, moss, plants, Willows, Cotton |
| Detailed Instructions | <ol style="list-style-type: none"> 1. Participants will be outdoors collecting as many cotton, moss, willows, rocks, that they think will look good on their decorative centre pieces. 2. Once everyone has collected their items, participants will be taken inside. 3. Just like Inukshuk building, the participants will have one bigger rock to glue the items onto their centre pieces. 4. Let centre piece dry overnight. |
| Modifications (if required) | Making Inukshuks. |
| Review | Which plants or rocks did you use on your centre piece, and why? |

Activity Card 5

| | |
|--------------------------------|---|
| Name of Game | Making Jiggers |
| Setting (indoors vs. Outdoors) | Indoors and outdoors |
| Number of participants | Unlimited. |
| Age Range | 5+ |
| Time required | 2+ hours |
| Equipment required | Jiggers, fishing line, leader, fishing hooks. |
| Detailed Instructions | <ol style="list-style-type: none"> 1. Have an instructor come in to teach participants how to make a jigger. 2. Participants should be given a piece of wood or caribou antler, in this case pieces of wood are more accessible. 3. Have participants tie the fishing line securely onto the wood. 4. Participants can now start wrapping string around the jigger enough for the deep waters. 5. Once participants are finished, the fishing line needs to be cut. 6. You can tie now tie on a leader onto the fishing line. 7. once leader is tied on securely to fishing line, you can now attach a fishing hook and your jigger is ready to be used. |
| Modifications (if required) | None. |
| Review | Was it difficult making a jigger? Would you do it again? |

Activity Card 6

| | |
|--------------------------------|--|
| Name of Game | Cotton Picking |
| Setting (indoors vs. Outdoors) | Outdoors |
| Number of participants | Unlimited. |
| Age Range | 5+ |
| Time required | 30 minutes and up |
| Equipment required | Cotton, qulliq, oil, lighter, matches, translator |
| Detailed Instructions | <ol style="list-style-type: none"> 1. Take participants in a field of cotton nearby. 2. Encourage participants to pick as many cotton flowers as they can. 3. Have an elder come in or experienced individual to light a qulliq (traditional heat lamp) in front of participants while explaining what it was used for. |
| Modifications (if required) | None. |
| Review | Story telling by elder. |

Activity Card 7

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|--------------------------------|--|
| Name of Game | Drum Dancing |
| Setting (indoors vs. Outdoors) | Indoors or outdoors |
| Number of participants | Minimum 5 |
| Age Range | 5+ |
| Time required | 20 minutes and up |
| Equipment required | Space, drum |
| Detailed Instructions | <ol style="list-style-type: none"> 1. Have instructor demonstrate how to hold the drum. 2. This activity would be best if elder was present to sing songs while participants drum dance. 3. Have each participant try drum dancing. |
| Modifications (if required) | Story telling. |
| Review | Why do you think the Inuit men and women drum dance differently? |

Activity Card 8

| | |
|--------------------------------|--|
| Name of Game | Throat Singing |
| Setting (indoors vs. Outdoors) | Indoor or outdoor |
| Number of participants | Minimum 2 |
| Age Range | 5+ |
| Time required | 10 minutes and up |
| Equipment required | None. |
| Detailed Instructions | <ol style="list-style-type: none"> 1. Throat singing was used in the past by Inuit Women to pass time while their husbands were out hunting. Throat-singing was also used to help make their babies fall asleep while they carried them in their amauti's (baby carrier) as the vibrations from the singing would vibrate along their backs. 2. Have instructor, elder, or any participants that know how to throat sing demonstrate to other participants. 3. Have participants attempt this, but this could also be a time to practice weekly while they are here at camp and have a talent show at the end of the camp season. |
| Modifications (if required) | Story telling. |
| Review | Do many participants know how to throat sing? Did they improve over the course of the summer daycamp? |

Activity Card 9

| | |
|--------------------------------|--|
| Name of Game | Bannock making |
| Setting (indoors vs. Outdoors) | Indoors and or outdoors |
| Number of participants | The larger the group the better, minimum 5 participants |
| Age Range | 5+ |
| Time required | 30 minutes |
| Equipment required | Space |
| Detailed Instructions | <ol style="list-style-type: none"> 1. Have a bannock recipe 2. Flour 3. Baking powder 4. Sale 5. Lard/oil 6. Water 7. Frying pan 8. Measuring cup 9. Spoon 10. Mix dry ingredients 11. Add water 12. Warm pan on stove or fire pit 13. Add the bannock mix 14. Fry on each side until golden brown |
| Modifications (if required) | Have participants watch instructor |
| Review | Did they recipe turn out well and did everyone enjoy it? |

Activity Card 10

| | |
|--------------------------------|---|
| Name of Game | Mikku Making |
| Setting (indoors vs. Outdoors) | Outdoors is preferable |
| Number of participants | 5+ |
| Age Range | 5+ |
| Time required | 20 minutes and up |
| Equipment required | Caribou meat, ulu, knife, drying racks, sharpener |
| Detailed Instructions | <ol style="list-style-type: none"> 1. Cut meat into think slices 2. Lay meet on drying racks to fry 3. Wait couple days to a week to dry 4. Once meat is air dry have participants taste test |
| Modifications (if required) | none |
| Review | Learning to cut meat, not against the meat, learning to cut them thinly and not too thick |

Activity Card 11

| | |
|--------------------------------|--|
| Name of Game | Learning the Inuktitut alphabet |
| Setting (indoors vs. Outdoors) | Both |
| Number of participants | 8+ |
| Age Range | 5+ |
| Time required | 20-35 minutes |
| Equipment required | Chart of Inuktitut syllabics |
| Detailed Instructions | <ol style="list-style-type: none"> 1. Inuktitut instructor or someone who knows Inuktitut 2. Inuktitut alphabet chart 3. Learning to say each one by pronouncing them |
| Modifications (if required) | Learn the syllabics as a group |
| Review | Did everyone learn the Inuktitut alphabets? Did everyone learn how to pronounce the syllabics? |

Activity Card 12

| | |
|--------------------------------|--|
| Name of Game | Sewing mini wall hanging |
| Setting (indoors vs. Outdoors) | Indoors or outdoors |
| Number of participants | 10+ |
| Age Range | 5+ |
| Time required | 2 days |
| Equipment required | Space |
| Detailed Instructions | <ol style="list-style-type: none"> 1. Duffle material 2. Various colored thread 3. Needles 4. Scissors 5. Imagination |
| Modifications (if required) | None. |

| | |
|--------|---|
| Review | Participants difference imaginations and creations. |
|--------|---|

Activity Card 13

| Name of Game | String games |
|--------------------------------|--|
| Setting (indoors vs. Outdoors) | Indoors or outdoors |
| Number of participants | 5+ |
| Age Range | 5+ |
| Time required | 10 minutes |
| Equipment required | Space |
| Detailed Instructions | <ol style="list-style-type: none"> 1. Participants 2. String 3. String techniques |
| Modifications (if required) | Practising different ways of using string to create life like string objects |
| Review | Requires practise to properly make string animals or actions |

Activity Card 14

| Name of Game | Carving on soap |
|--------------------------------|--|
| Setting (indoors vs. Outdoors) | Indoors or outdoors |
| Number of participants | 10+ |
| Age Range | 5+ |
| Time required | 10 minutes and up |
| Equipment required | Space |
| Detailed Instructions | <ol style="list-style-type: none"> 1. All participants get a bar of soap 2. Use of file to shape soap and create something |
| Modifications (if required) | None. |
| Review | What did each participant carve? |

Activity Card 15

| Name of Game | Flower Picking |
|--------------------------------|--|
| Setting (indoors vs. Outdoors) | Indoors and outdoors |
| Number of participants | Unlimited |
| Age Range | 5+ |
| Time required | 30 minutes |
| Equipment required | Books, Flowers |
| Detailed Instructions | <ol style="list-style-type: none"> 1. Have Participants pick 5 different flowers outside. 2. Once participants have picked their flowers, have them put them in a book, this should flatten them. 3. Keep flowers inside book for a couple days. 4. Participants can open book to see what the flatten flowers look like and could decide if they would like to laminate them. |
| Modifications (if required) | None. |
| Review | Do the flowers look different from before they were flattened? |

Activity Card 16

| | |
|--------------------------------|---|
| Name of Game | Braiding |
| Setting (indoors vs. Outdoors) | Indoors |
| Number of participants | Unlimited. |
| Age Range | 5+ |
| Time required | 15 minutes and up |
| Equipment required | Space, tape, rope or string. |
| Detailed Instructions | <ol style="list-style-type: none"> 1. Participants will learn how to do a three braid with string or rope. 2. This type of technique is used to braid hair, braid string for an amauti (baby carrier), hats, as well as some use it for fishing line. 3. Participants can use this to make bracelets or whatever they may desire. 4. Participants must choose three different string colours. 5. Once they chose their colours have the students tie a knot at the end of the three colours so that they all connect. 6. Once connected participants can now braid their string to make a bracelet. |
| Modifications (if required) | None. |
| Review | Why do you think this type of braid is so popular? |

Activity Card 17

| | |
|--------------------------------|--|
| Name of Game | Kneel Jump |
| Setting (indoors vs. Outdoors) | Indoors |
| Number of participants | Unlimited |
| Age Range | 5+ |
| Time required | 15 minutes and up |
| Equipment required | Space, measuring tape, tape, marker |
| Detailed Instructions | <ol style="list-style-type: none"> 1. Have participants line up. 2. The first participant must be aligned with the starting line with his knees. 3. Participant should be kneeled on his/her knees with toes flattened on the floor. 4. Once participant is ready, they can attempt to jump as far as they can forward from the kneeled position. 5. Participant must land with both feet flat and in a stabilized standing up position. 6. Measurements on how far they went will now be recorded with a piece of tape with their name on it. 7. Measurements are recorded from the closest heel to the starting line. |
| Modifications (if required) | None. |
| Review | Who went the furthest? |

Activity Card 18

| Name of Game | One Foot High Kick |
|--------------------------------|---|
| Setting (indoors vs. Outdoors) | Indoors |
| Number of participants | 5+ |
| Age Range | 5+ |
| Time required | 10 minutes and up |
| Equipment required | Space, rope, target (sealskin) |
| Detailed Instructions | <ol style="list-style-type: none"> 1. Have participants in line. 2. Participants job is to kick the target with one foot. 3. Participant must jump off of the floor with both feet. 4. Once participant is in the air, he/she will kick the target with one foot. 5. With the same foot participant kicked the target with, he/she must land on the same foot used to kick the target. |
| Modifications (if required) | Just attempt, lower/higher target. |
| Review | This is used for competing in Inuit games/Arctic Sports. |

Activity Card 19

| Name of Game | Two Foot High Kick |
|--------------------------------|---|
| Setting (indoors vs. Outdoors) | Indoors |
| Number of participants | 5+ |
| Age Range | 5+ |
| Time required | 10 minutes and up |
| Equipment required | Space, rope, target (sealskin) |
| Detailed Instructions | <ol style="list-style-type: none"> 1. Have participants in line. 2. Participants job is to kick the target with two feet. 3. Participant must jump off of the floor with both feet. 4. Once participant is in the air, he/she will kick the target with two feet. 5. Participant must land on both feet while keeping their balance. |
| Modifications (if required) | Lower/higher target |
| Review | This is used for competing in Inuit games/Arctic Sports. |

Activity Card 20

| | |
|--------------------------------|---|
| Name of Game | Backyard Camping |
| Setting (indoors vs. Outdoors) | Outdoors |
| Number of participants | Unlimited. |
| Age Range | 5+ |
| Time required | Endless |
| Equipment required | Instructor (elder) Tea, Bannock, Tent, Water |
| Detailed Instructions | <ol style="list-style-type: none"> 1. Have elder educate participants on how to boil water to make tea and bannock. 2. Keeping participants engaged with the elder storytelling, educating the students on survival skills, as well as Inuit games. |
| Modifications (if required) | None |
| Review | This activity is used to get elders and youth gathered for sharing very important land and cooking skills, as well as educating stories by the elder (s). |

Activity Card 21

| | |
|--------------------------------|---|
| Name of Game | Juggling |
| Setting (indoors vs. Outdoors) | Indoors or outdoors |
| Number of participants | Unlimited. |
| Age Range | 5+ |
| Time required | 10 minutes and up |
| Equipment required | 2 balls for each participant or even playdough |
| Detailed Instructions | <ol style="list-style-type: none"> 1. Participants will have a ball in each hand. 2. While singing the Inuktitut alphabet, participants need to keep juggling without dropping the balls. 3. Whoever is still juggling at the end of the alphabet, wins. |
| Modifications (if required) | For learning how to juggle, have them throw and catch to themselves in each hand. |
| Review | When you were playing, were you trying to get another player out or were you trying to help them stay in the game? |

Activity Card 22

| | |
|--------------------------------|-------------------------------|
| Name of Game | Beading |
| Setting (indoors vs. Outdoors) | Indoors |
| Number of participants | Unlimited. |
| Age Range | 5+ |
| Time required | 15 minutes and up |
| Equipment required | Beads, thread, needles, floss |

| | |
|-----------------------------|--|
| Detailed Instructions | <ol style="list-style-type: none"> 1. Creating different patterns. 2. Using different coloured beads. 3. Learning how to thread a needle with floss or thread. 4. Learning what types of needles to use for beading. |
| Modifications (if required) | None. |
| Review | Which colours did you like best in your pattern? |

Activity Card 23

| | |
|--------------------------------|--|
| Name of Game | Traditional Clothing Show |
| Setting (indoors vs. Outdoors) | Indoors or outdoors |
| Number of participants | Unlimited |
| Age Range | 5+ |
| Time required | 60 minutes. |
| Equipment required | Space, Inuit Clothing |
| Detailed Instructions | <ol style="list-style-type: none"> 1. Participants can wear traditional clothing to show off seamstresses' work. 2. This shows that different seamstresses have different designs as well as work. |
| Modifications (if required) | None. |
| Review | Which design did you like best? |