Lesson 4 - Physical Education: Ferrying and Protocols | 45 minutes

Activity 1: Ferrying to ***hanisiich,*** an activity game

Summary:

Students will deepen their understanding of ***elk'elch***, or The Hollering Place, through an engaging physical activity that encourages interaction with one another. Using this activity at the start of the year can support students and serve as a great introduction to a year-long cultural appreciation curriculum (combining two classrooms to help students get acquainted with each other can also work).

This is not a relay in terms of winning; it is a guided physical experience focused on communication, respectful behavior, cultural learning, and working together.

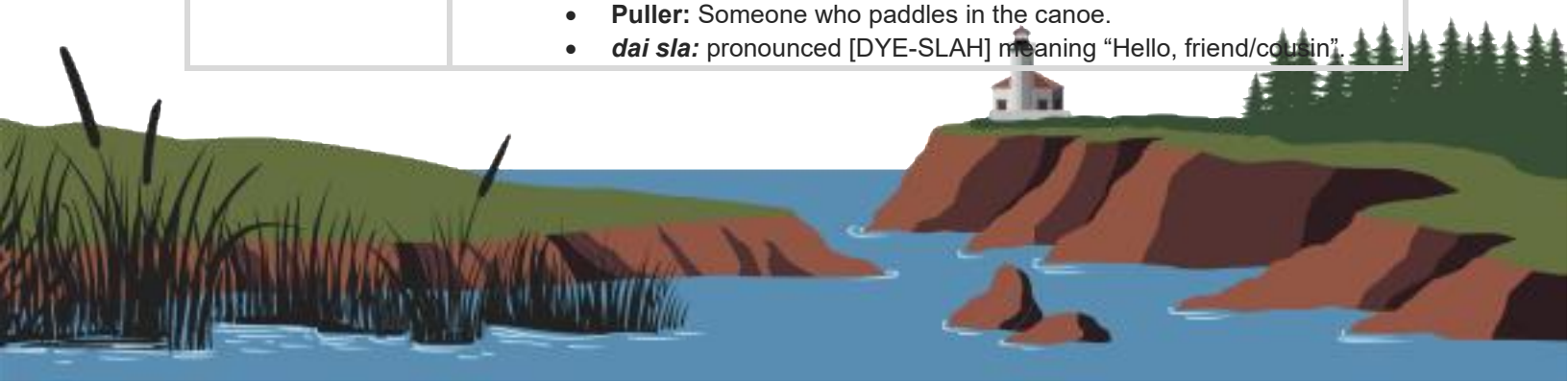
This lesson helps students:

- Listen and respond to movement-based directions.
- Use respectful communication during cooperative play.
- Demonstrate understanding of "in a good way."
- Connect physical activity with cultural learning from the narrative.

Key Discovery:

*Students discover that, just like the **hanisiich** people, helping one another and communicating kindly make activities safer, faster, and more enjoyable.*

Standards	• Primary: PE.3.K.2, PE.4.K.1, PE.4.K.4
Materials	• Removable tape, cones, rope, or chalk to mark off either side of the "bay" • Good Way and Bad Way cards, divided into as many teams as you have • Scooters (optional to assist in ferrying or pretend rowing) • 2 pool noodles per team (optional) • Vocabulary Cards (optional) • The Hollering Place Narrative (optional)
Vocabulary	• **Canoe:** A narrow, floating vessel with carved ends, propelled by a paddle or paddles. • **Ferry:** A boat or canoe used to move people or things across a short distance of water. • **Paddle:** A tool used to propel a canoe or other watercraft. • **Puller:** Someone who paddles in the canoe. • ***dai sla:*** pronounced [DYE-SLAH] meaning "Hello, friend/cousin".



	• **Crab walk:** A ground-based body exercise where you invert your body, face upwards, and support yourself on your hands and feet while lifting your hips to walk forward, backward, or sideways.

Setup & Logistics

This Physical Education Lesson is best done after the Language Arts Lessons.
In the Gymnasium

- Use tape or floor markers to create a “bay” with two opposite shores.
- Place scooters or noodles on the villager side if using them as canoes/paddles.
- Create team grouping and place 1 student on the villager side; their teammates start as visitors.

In the Classroom or Outside Space

- Use cones, chalk, rope, or playground boundaries to create the bay.
- Identify safe “paddling” paths.

Teams of 4-5 students
Goal: Each team “ferries” all teammates safely across the bay using respectful communication while taking turns.

Class Flow

Activity 1: Ferrying to ***hanisiich:***

Step 1: Story Connection and Warm-up

- Invite the students to recall the narrative lesson on The Hollering Place.
- Teacher Prompt: Remember learning about the Hollering Place, where the river was narrow and people would call across the water?
  - How do you ask for help to cross the water?
  - How can we help others get across the water safely?
- Teacher prompt to introduce the activity:
  - “At ***elk’elch*** — The Hollering Place, people needed to know if visitors were coming in a good way or a bad way. If someone wasn’t coming in a good way, the villagers might wait to bring them across the water.
  - Today we are going to play a game where each team practices asking for help, giving help, and showing that we come in a good way—with safe bodies, kind voices, and respectful choices.”



- Warm-up movements:
  - Gentle stretching like reaching like a puller with a paddle
  - Slow stepping to show entering a canoe carefully
  - Review and practice the crabwalk
  - Practice saying ***dai sla*** **(**pronounced [DYE-SLAH] meaning “Hello, friend/cousin”) together in a respectful tone

Step 2: Setting Up Teams and Spaces (3 minutes)

- Divide students into teams of 4-5.
  - Each team has its own clearly marked lane across the gym or area of play.
- Place students in starting positions:
  - 1 villager on the ***hanisiich*** village shore with the canoe (scooter/noodles/pretend)
  - The remaining team members are on the opposite shore as visitors.
- Give each team a stack of Good Way/Bad Way cards.
  - These cards are used every time a visitor tries to cross the bay.
- Suggested explanation: “One of you begins as the villager, the puller. The rest of your team are visitors waiting to cross to ***hanisiich.*** Every time a visitor tries to cross, they will draw a card to show if they are coming in a “good way.”

Step 3: Flow of the Game- Each team repeats this turn cycle until all visitors have crossed in a good way.

- Visitors call across the water
  - All visitors say together in a respectful voice**: “dai sla!”** This signals to the village they are ready to ask for help.
- The Puller “paddles” across the “bay” (marked area).
  - The puller uses the scooter/noodles or pretend-paddling to move safely across the bay, staying in their designated path.
    - They stop at the visitor’s shore.
- One visitor draws a Good Way/Bad Way card from the stack.
  - If the card says GOOD WAY:
    - The visitor steps carefully into the “canoe” or walks beside it.
    - They paddle back across the bay with the puller to ***hanisiich.***



        - When they arrive, that visitor becomes the new puller.
        - The previous puller joins the villagers who have already arrived at ***hanisiich*** in a good way.
    - If the card says BAD WAY:
        - The visitor must crabwalk to the back of the waiting visitors.
        - The puller returns to ***hanisiich*** without a visitor.
        - The same puller will start the next turn.
        - Suggested teacher encouragement: Sometimes, visitors were not ready to cross in a good way yet. They needed to take some time and try again. This helps us understand how villagers kept their community safe.
- The cycle repeats with 1. Visitors call, the puller paddles across, the visitor draws a card, and so on until the whole team has crossed the bay in a GOOD WAY.

Step 4: Reflection Circle

- Gather students on the rug or central meeting area
- Guiding questions may include:
    - How do you know someone is coming in a good way?
    - What helped your team cross the bay safely?
    - Why do you think villagers needed to check if visitors were coming in a good or bad way?
    - How can we show we are coming in a good way at school?
- Listen for respectful behavior, team cooperation, connections to students' own cultural identities, and appreciation of Coos, Lower Umpqua and Siuslaw cultures.

