

Indigenous Traditional Games

- Planning Resource



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2017

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Foreword

Indigenous Traditional Games

This booklet, *Indigenous Traditional Games – Planning Resource*, is designed to provide information relevant to **planning activities based on the extensive range of games** outlined in the book, *Yulunga: Indigenous Traditional Games*. The *Yulunga: Indigenous Traditional Games* package was developed for the Australian Sports Commission (ASC) in 2009 by Ken Edwards with assistance from Indigenous co-researcher Troy Meston, to provide all Australians with a greater understanding and appreciation of Indigenous culture, the way it was many thousands of years ago and still is today. This free resource is available from either of the following:

http://www.ausport.gov.au/_data/assets/pdf_file/0017/402191/SP_31864_TIG_resource_FINAL.pdf

http://www.ausport.gov.au/participating/resources/indigenous/full_resource

Indigenous Traditional Games Protocol

For any unit of work or special events using the **Indigenous Traditional Games** it is recommended that local elders are consulted and invited to be involved in some way. Examples of statements that might be acceptable to local elders and which can be made in association with the use of the traditional games in this resource are:

- *We pay our respect to the traditional custodians of this land.*
- *We acknowledge that we are on the traditional lands of the ... peoples and pay our respects to the traditional custodians.*

Possible uses of Indigenous Traditional Games Resources:

The activities outlined in this resource are a contribution towards the implementation of Indigenous Traditional Games **across the education curriculum from Kindergarten level to Year 12 (K-12)**. It is possible to include traditional games in many contexts and across a range classroom lessons, outdoor education and adventure activities, physical education classes and sport education activities.

- ▶ **Coaching practice many of sports.**
- ▶ **Outdoor education centres.**
- ▶ **Aboriginal and Torres Strait Islander Centres.**
- ▶ **Physical education programs.**
- ▶ **Classroom subjects across the curriculum.**
- ▶ **Sport education, vacation, and after-school programs.**
- ▶ **Community events.**
- ▶ **Other:** workshops, displays or 'fun' activities at home for individuals and groups.

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Introduction

The geography of Australia, the weather, and the nature of the societies that existed here, have ensured an important place for sport. **Traditional Aboriginal and Torres Strait Islander** societies had a rich diversity of games and pastimes.

It is now apparent that there is very little left of the **traditional games**, even in isolated areas where some degree of traditional lifestyle may still exist. European colonisation of the continent and islands to the north in the Torres Strait has had a profound effect on recreational activities.

One of the first activities lost or suspended when a society comes under threat are the games and pastimes. As these are most commonly played for **fun and enjoyment**, they are largely curtailed when there are safety concerns for the survival of a people.

As Australian society moves into a promising future it needs a strong understanding of its history and the traditional games of the Aboriginal and Torres Strait Islander people are a part of cultural identity. These games and sports are worth preserving and efforts need to be made to encourage people to play and understand them.

Traditional games provide the opportunity to learn about, appreciate and experience aspects of Aboriginal and Torres Strait Islander culture. They also provide essential training in social interaction.

Ken Edwards

Traditional Games

Features of Traditional Games

- Traditional games provided a reliable framework for enjoyable play, as well as opportunities for creativity and exploration.
- Many games were played on special occasions (such as religious ceremonies and initiation rites) or during periods of inactivity.
- Games were often played by adults with children to share fun as well as teaching them skills needed for adult roles.
- Many of the games involved showing one or more aspects of physical fitness.
- Many of the skills and techniques essential for survival were learned and perfected through the playing of games.
- A number of games were almost universal while many others were limited to a small group of people or a region.
- Games ranged from the apparently minor activities of children to more significant sporting occasions.
- Informal organisation was a common feature and games were often learned by watching and not instruction.
- The games were commonly associated with simple and unwritten rules.
- Games illustrated a dependency on traditions.
- Similar games appeared often associated with different traditions or cultural significance in different areas.
- A great deal of regional variation in rules and equipment existed.
- Quite often there was a loose distinction between the players and spectators.
- Much of the social control associated with participation was usually informal and handled by the players.
- A large number of games had an emphasis on physical activity and skills.
- Occasionally a high level of socially tolerated physical contact was allowed.
- There was clear evidence of strong communal pressure demanding participation.
- There were a great range and diversity of games amongst the various groups.
- Games helped to reinforce culture and the values considered importantly to the people could be learned.
- Games often promoted goodwill and interpersonal relationships - games are both competitive and cooperative.
- Many games are typical human activities rather than typical of the culture in which they are played.

Traditional Games

Major Understandings

- The games appear to have been often played for the enjoyment they afforded.
- Games often helped to enhance physical fitness (speed, strength, suppleness and speed).
- Games were often played at special ceremonies or when family and other groups got together.
- Children's games taught and developed fine and gross motor skills as well as other abilities such as memorising, sequencing, spatial awareness and language.
- Children learned to cooperate with others through games.
- When there was friendly competition people were generally encouraged not to get too serious or upset when someone was better.
- Imitation activities were the most commonly played and were often practice for hunting and other adult behaviour.

Beliefs

- People from different regions have their own special beliefs. Some games had a spiritual meaning.

Values

- Physical fitness is considered to be important to the life of children and adults.
- Games are often played for fun, enjoyment and self-satisfaction.
- Fair play is encouraged and winning is not always the most important goal.
- Respecting the physical abilities (both skilled and unskilled) of others is important.
- The opportunity of teaching others makes you patient and refines your own skills.
- Games should be played to the best of your ability.
- Participation is open to all those who wish to take part.
- Game rules are few and simple enough to be understood by all players.
- While competition is present it does not dominate play.
- The majority of games are played without an official.
- A large number of the games are of a group nature rather than a team type.
- Games are used as a medium to convey important values.
- Participation in games provides essential training in social interaction.
- Games are extremely important to healthy personal development.

Traditional Games Program

People of today have become more interested in the activities of people of other times and cultures. The teaching of traditional games can lead students to an understanding of important major social science concepts and generalisations.

Teachers and other interested people using this resource should make an effort to learn about how Indigenous Australian people actually played the traditional games and why. The **historical and cultural aspects** of traditional games as they were played in the various Indigenous Australian societies is fascinating and provides for a **multitude of learning opportunities**.

Although the traditional games outlined can be used by themselves or as part of studies in some subject areas users are encouraged to take an approach which incorporates the wider and integrated study of traditional games in Australian Aboriginal and Torres Strait Islander societies.

There are many benefits to be gained from a traditional games program. Some of these may well include:

- **Appreciate** the traditional types of games.
- **Respect** appropriate sporting behaviour.
- **Learn** to play fair.
- **Participate** to their best at the games and sports.
- **Demonstrate** fun and enjoy teamwork.
- **Show** pride in developing certain physical skills and abilities.
- **Appreciate** the need for physical fitness.
- **Respect** others through participation in the games.
- **Appreciate** other people's skills and their own.
- **Cooperate** with others.
- **Recognise** the universality and diversity of the culture of play and movement expression.

Reading through the traditional games will give an insight into both the past and present essential cultural heritage of **Australian Aboriginal and Torres Strait Islander peoples**.

To provide some guidance and support suggestions for planning and implementing programs, units, or lessons based on traditional games at different year levels are provided – these are general guidelines only. (Some of the ideas have incorporated information gained from similar programs undertaken with the Inuit and other indigenous people in Canada).

- **Years K- 3**
- **Years 4-6**
- **Years 7-9**
- **Years 10-12**

An increasing number of schools and sporting groups have been incorporating **Traditional Indigenous Games** into their programs. The origin and significance of the games are to be acknowledged and efforts should be made to invite the participation of Indigenous people.

This book includes some relevant information from an earlier book ***Choopadoo: games from the dreamtime***. However, it has revised and updated many of the accounts presented and added a considerable number of new games and activities.

Years K-3

Background Information:

- Play is an essential part of human life. Play is healthy for children's healthy development, helping them acquire physical, social, and cognitive skills needed for adult roles. For adults, play provides a release from the pressure and stresses of everyday life.
- No matter what physical limitations a person has they are always expected to participate and do their best.
- Traditional games and playthings helped to maintain the rituals and values of a culture.
- Learning is incorporated into play, often through imitation activities. Children learn skills required for later life such as aiming and targeting using toy spears, boomerangs, bows and arrows, throwing stones or while playing games.

Examples of Learning Experiences/Activities:

- **Describe** some traditional games played by young children. Make a **list** of games and **recall** some information about these. **Demonstrate safety** in playing the games.
- **Learn** simple games or **invite** people who know some traditional games to come and **demonstrate** them. **Play** the games and **teach** other students. **Discuss** the traditional games you enjoy and **explain** why.
- **Invite** older children from other classes to **demonstrate** traditional games that **develop skills and physical fitness**. **Explain** the **role and value of the traditional games** played.
- **Learn words and phrases** that are associated with a number of selected traditional games. **List** these on *chart paper and/or sounds record* them. **Discuss** the **use of language and games**.
- **Conduct** a *class discussion* about different types of **toys and playthings** and how they were used in playing traditional games. **Use** pictures of various toys and playthings if these are available. **Draw pictures** of **people playing some of the traditional games**.
- **Undertake** a *class discussion* on '**customs**' or **rules that people followed when playing traditional games**. **Appreciate** and **respect** the use of traditional games by their traditional 'owners.'
- **Play** some simple indoor traditional games. **Cooperate** with other players when playing. **Explain** the **value of playing the games**.
- **Use** toys and playthings (such as balls, small boomerangs, rattles and dolls) made using only things from the natural environment. **Brainstorm** how to make some of these before doing so. **Discuss** how similar toys and playthings are made today.
- **Conduct** some *small group research in the library* about the **types of traditional games** or *interview people* who might have information about them. **Value** the place of traditional games in Indigenous Australian cultures.
- **Undertake** a *class discussion* about how the life of children and the games they played are different or have changed over time. For example, '**What skills are necessary for adults?**'

Years 4-6

Background Information:

- Traditional games are influenced and often modified when a culture is in contact with other cultures, particularly a 'dominant' culture.
- The majority of traditional games were played by children between the ages of 7 and 12. Seven is about the age at which children in agricultural and hunting societies begin to take on responsibilities that contributed to the survival of the community.
- Traditional games pass from generation to generation, formally or informally (often by word of mouth or imitation). The traditional games come in a variety of forms and types.
- Traditional games and associated toys and playthings in traditional societies reflected their physical environment, natural resources, geographic location and the time in which the people lived.

Examples of Learning Experiences/Activities:

- **Present** a *group report* on, '**Why people might choose to play traditional games rather than other types of games and sports.**' List some **positive and negative points** about **different types of traditional games.**
- **Compare** traditional **toys and playthings** with those used by children today. **Debate** the **pros and cons** of both. **Discuss** the **influence of traditional games in the lifestyle of people in the past and in current times.**
- **Research** some traditional games that might have been played in your **local area.** **Outline** the **basic rules and procedures of some traditional games** and make these into a *booklet or pamphlet*. **Practice** and **play** some traditional games. **Suggest** and **implement** some **variations of the way the traditional games are played.**
- **Observe** people playing some traditional games and **describe** – *written or orally* – how the game is played.
- **Observe** and **discuss** how the players **demonstrate good sporting behaviour** and **appreciate** the need for this in the games. (Videos may be available of games being played).
- **Identify** the **kinds of skills** learned from **playing selected traditional games.** Make a **list** of some related **values and attitudes.** **Appreciate** the **difference between traditional games and some of the modern organised sports.**
- **List** and **recall** the **names of traditional games** and **some associated songs or expressions.**
- **Learn** some of the games and **show** these to other students in the class. **Perform** the traditional games as part of *display* for parents and/or other classes at a **Traditional Games Day.** **Provide** the opportunity for people to **play** the traditional games and to **appreciate** them for their **fitness, skills and social interaction benefits.**
- **Make** simple **toys or playthings** by using natural materials and/or manufactured objects and equipment. **Display** some of the efforts. **Experiment** with playing some relevant traditional games using the toys and playthings that have been made.
- **Learn** and **play** various indoor and outdoor traditional games. **Discuss** how the different traditional games require different **skills and abilities.** **List/identify** the **parts of the body** used in some of the traditional games and the skills involved. **Predict** how some selected traditional games may develop **physical fitness.**
- **Investigate** traditional games that were played in the local area. **Interview** elders and **record** their comments if this is possible. For a *class presentations* (by a small group) outline some traditional games – **where they were played, by which age groups and in which times of the year/seasons.**
- **Select** games that are appropriate for a particular month/season of the year in the local area. **Outline** a year round program (or shorter time period) of traditional games that could be played.
- **Establish** a '**Museum of Traditional Games.**' **Collect** and **display** objects used in playing some traditional games. **Make** some of the toys and playthings if necessary. **Explain** how some traditional games may have changed over time or how 'new' games may have been added to those of a particular group of people.
- **Learn** and **play** *variations* of some traditional games.
- **Discuss** – *in small groups or as a class discussion* – how a **study of traditional games** can make people of today consider other ways of living and playing.

Years 7-9

Background Information:

- In the traditional context people from neighbouring areas would occasionally visit and compete in various traditional games. When this occurred there was often designated or specially prepared areas used for certain traditional games.
- Traditional games relate to the whole of a particular culture and 'reward' and reinforce behaviours that have cultural 'value' or importance.
- Traditional societies developed a wide variety of traditional games and associated toys and playthings and these help form part of the cultural heritage of the people.
- When examining various cultures it is apparent that many traditional games are similar but some are unique to a particular group of people or area. Many similar traditional games may be found in widely separated and different cultures.

Examples of Learning Experiences/Activities:

- **Research** how various *toys and playthings* were used in traditional games. **Make** some toys and playthings to use and **play** some traditional games.
- **Learn** and **demonstrate** traditional games to other students in the class. **Participate** in the traditional games as a class. **Express** *feelings and experiences* associated with traditional games.
- **Practice** selected traditional games and put on a display for other groups. *Videotape* the final performances and **analyse** this with the purpose of improving it.
- **Play** with other classes using selected *indoor and outdoor traditional games*. Implement traditional games that are cooperative as well as some 'friendly' competitive ones. **Appreciate** the *skill and enjoyment* involved in playing the traditional games both at school and outside of school.
- **Prepare** and **present a short talk** about traditional games. **Investigate** the *values* associated with playing traditional games.
- **Discuss** as part of a *group or class discussion* what might be inappropriate choice or use of traditional games.
- **Brainstorm** and **formulate** a policy to seek the *approval and support of local Indigenous Australians* to **incorporate** a program of traditional games into the school. **Appreciate** the *role of elders* in being guardians of their cultural heritage as it applies to traditional games.
- **Observe** and then **list** the *body movements undertaken* in selected games. **Evaluate** the role that traditional games might serve in *personal development*.
- **Identify** the *fitness aspects* involved in playing various traditional games. **Appreciate** the *fitness and social benefits of playing traditional games*.
- **Choose** a traditional game to compare it with a similar type of contemporary game. **Make** a *comparison chart* describing *rules, skills and other aspects of some traditional games*.
- **Prepare** a *bulletin board display* on traditional games. **Outline** descriptions of some traditional games along with *comments by people* who have played some of the games.
- **Develop** a 'Games Calendar' or 'Games Book' with *photographs and illustrations* of students playing the games. **Outline** a *written description* of some traditional games in a *pamphlet*.
- **Research** selected traditional games and on a map of Australia locate the areas where these were played. *Write* a short essay, '**Compare some traditional games of Indigenous Australians with present day recreations**'.

Years 10-12

Background Information:

- The cultural identity of people in the modern world is endangered by the potential or actual loss of traditional games.
- Traditional games have stability (they stay much the same) and variation (they are played with many minor variations). Stability and variation, across both time and space, are characteristic of nearly every kind of traditional cultural activity, including traditional games.
- Some traditional games are played at different ages while some games are played by girls and boys separately or are played together.
- Most traditional games of Indigenous Australians would fit into the categories of skill games or games of low organisation. More 'complex' or 'modern' cultures have more complex games and more types of games because of nature of the societies created.
- Traditional games often illustrate and support a strong connection between spiritual aspects and activities of daily lives.

Examples of Learning Experiences/Activities:

- **Create** an *annotated reference list* about traditional games. The list should highlight **why** it is important to preserve traditional games and **how** this might be done. **Value** the **knowledge** related to traditional games.
- **Research** and **prepare** as part of a *small group a short video documentary* on, '**The Relevance of Traditional Games to the Modern Person.**'
- **Multiple Intelligences:** Choice of *writing an essay, doing a class presentation, or preparing an article for a newspaper* on the topic, '**An Investigation of the Traditional Games of Indigenous Australians.**' The task could include *instructions and diagrams* that allow the readers to **re-create** or **perform** some of the games.
- **Design** and **make** the equipment for selected traditional games. **List** some traditional **names and terms** from different areas for the traditional games selected.
- **Learn** and **play** traditional games that were primarily played by **young adults**. **Demonstrate** and **teach** these to other groups of students and then **participate** together. **Appreciate** and **respect** the **attitude people had towards games and each other**.
- **Observe** a number of different traditional games being played by other groups of students and **analyse** the movements they involve. **Prepare** a *written report* of how some of the more relevant actions are performed.
- *Brainstorm* – as a class – the concept of '**fair play**' and **appreciate** how it feels when someone does not follow the rules or is too competitive. **Relate** this to the way traditional games might be 'expected' to be played.
- **Formulate** *written recommendations* appropriate to the question, '**which traditional games should be preserved and why?**' **Evaluate** the issues and **relate** the outcomes to an **investigation** of traditional games in other countries/cultures or the role of traditional games within the overall culture of a particular people/area.
- **Assign** roles and **plan** and **conduct** a **Traditional Games** event for the class or the school. **Involve** people of all ages in the event. **Appreciate** the need to highlight Indigenous Australian students and the importance of involving members of the local Indigenous Australian community as 'traditional owners' or at least some of the traditional games. **Value** the process of consultation involved in allowing Indigenous Australians to share traditional games relevant their cultures.
- **Research** and then **create new versions of traditional games** to **apply** in the 'modern' context. **Explore** through a *class discussion* some of the **moral and other relevant issues** associated with the playing of traditional games. **Justify** the use of variations of traditional games for **different age groups and abilities**. **Discuss** the **reasons for changing the traditional games to allow them to become relevant to present day people**. For example, **explain** the **role of technology** and **modern attitudes, especially in relation to safety concerns**. (**Outline** the games and **present** them to other students to play).
- *Write a group report* on the topic, '**Evaluate how the study of traditional games illustrates a connection between spirituality and the daily lives of people**'. **Justify** your comments. (Consider the views that the people held about how the world works and how they lived their lives. For example, '**why were some games played in connection with certain ceremonies or at different times of the year?**')

Presenting Activities

A Simple Method of Presenting Games/Activities

DDADA (Describe, Demonstrate, Ask questions, Do – Play it!!, Adapt)

Describe: Present the rules of the activity making the rules as simple as possible.

Demonstrate: A brief demonstration will clarify the rules.

Ask questions: Check to see if any of the players needs further explanation.

Do Play it!!!: Even if people are uncertain of the rules they will probably learn quickly once the action starts. If there are confused looks and little or no activity stop and explain or demonstrate again.

Adapt: Check to see if people are having fun. Let the game unfold and continue to observe. If you suspect that interest is flagging or the games could be made better either change the rules or change to another game.

This is only a guide and should not dictate everything. Modify it to work with the group or the game.

- **DDADA** was used by the **New Games Foundation** to teach people about leading activities.

Changing Games

Changing games allows for new possibilities without necessarily being different from the intent of the original.

Some reasons to change a game:

- Provide for greater enjoyment, excitement and challenge.
- Allow for players with different physical abilities.
- To cater for different age and gender groups.
- For safety and reducing the risks associated with physical contact.
- Available time.
- Availability of resources such as equipment.
- Skill level of players.
- Playing area available.
- To encourage co-operation or competitiveness.
- To meet the goals of the program.

Program – Planning Resources

Program Planning Resources for Indigenous Traditional Games

- **Indigenous Traditional Games: Result Sheet**
- **Indigenous Traditional Games – Reflective Diary Entries.**
- **Performance Tasks**

These have been completed by Health and Physical Education students at **QUT** as examples of learning activities related to **Indigenous Traditional Games**. They provide an indication of ideas that can be developed. Appreciation is extended to the people concerned for the use of the examples.

- **Examples of Performance Tasks:**

- ***Traditional Games Day*** by Samantha Spann
 - ***Am I Doing My Best?*** by Samantha Spann
 - ***Indigenous Games*** by Kerri Burton
 - ***Kokan: SEPEP Challenge*** by Linda Gough (Horosko)
 - ***Getting Over It*** by Jeremy Philp.
 - ***Buroinjin*** by Jeremy Philp
 - ***Traditional Games on Video*** by Priscilla (Rose) Go Sam
- **Plan your own Traditional Indigenous Games Activity.**
 - **Games worksheet.**

Result Sheet

Teams:	1.	2.	3.	4.	5.	6.	Total
1. Koalas							
2. Wallabies							
3. Emus							
4. Bandicoots							
5. Echidnas							
6. Cockatoos							

Points:

- **Game result:** Win - 3 points; Draw - 2 points; Loss - 1 point; Forfeit - 0 points.
- **Sporting behaviour:** Excellent - 2 points; Good - 1 point; Unsatisfactory - 0 points.

Round 1	Round 2	Round 3	Round 4	Round 5
1 Vs 2	1 Vs 3	1 Vs 5	1 Vs 6	1 Vs 4
3 Vs 4	5 Vs 2	6 Vs 3	4 Vs 5	2 Vs 6
5 Vs 6	6 Vs 4	4 Vs 2	2 Vs 3	3 Vs 5

Result Sheet

Teams:	R-1	R-2	R-3	R-4	R-5	R-6	Total	Place
1. Goannas								
2. Bilbys								
3. Kangaroos								
4. Wombats								

Points:

- **Game result:** Win - 3 points; Draw - 2 points; Loss - 1 point; Forfeit - 0 points.
- **Sporting behaviour:** Excellent - 2 points; Good - 1 point; Unsatisfactory - 0 points.

Round 1, 4	Round 2, 5	Round 3, 6
1 Vs 2	1 Vs 4	1 Vs 3
4 Vs 3	3 Vs 2	5 Vs 4

Indigenous Traditional Games – Reflective Diary Entries

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TRADITIONAL GAMES DAY

As a valued member of the class you **appreciate** the enjoyment, challenge, self-expression and social interaction that are possible through engagement in physical activity. However, you are also aware that not all groups of people represented in Australian society experience **social justice and equity** in terms of physical activity participation.

Our annual **Traditional Games Day** is once again being held and as a Physical Education class we have an ideal opportunity to continue to promote and celebrate social justice for Indigenous Australian cultural expression through the use of traditional games.

Students from a local primary school have been invited to participate in the **Traditional Games Day** to be organised and conducted by our class. As well as demonstrating important values

Utilise a *Sport Education approach* in **organising** and **facilitating** the **Traditional Games Day**. Along with the requirements listed below, a class **evaluation** and **justification** of the events success is to be submitted by you. This evaluation is based on the successful implementation of: the Sport Education approach; social justice principles; your own class's collaboration; and, an assessment of the primary school students' performance and understanding of the traditional games used.



Physical Activity	Indigenous Games
Focus	Sport, physical activity and exercise in the context of Australian society
Subject Matter	Social justice and equity in physical activity
Conditions	<ul style="list-style-type: none"> ■ Must utilise checklist ■ Must be video taped for analysis
Delivered: Time Frame: Expected date of completion:	Week 4 4 weeks Week 8
Knowledge and Thinking Skills	Organise, Evaluate, Justify, Conduct, Participate
Teaching Approaches	■ Sport Education Approach
Learning Context	■ Integrated subject matter
Key Competencies	

OUTSTANDING	You have successfully implemented the sport education model, and organised and facilitated an extremely successful and productive Indigenous Games afternoon. You provided an insightful evaluation , justifying all elements of the afternoon's events, and a deep appreciation these games to promote social justice in sport and young people.
COMPETENT	You implemented the sport education model, and organised an Indigenous Games afternoon. You evaluated the afternoon, and justified your response. You appreciate the importance of Indigenous values in promoting social justice in sport and young people.
PROGRESSING	You attempted to implement the sport education model, however unsuccessfully. You evaluated the afternoon's events, but lacked justification of why certain events occurred. You appreciate the importance of Indigenous values in promoting social justice in sport and young people.

Sam Spann

Resources Required (CHECKLIST)	<ul style="list-style-type: none"> ◆ Schedule for the Traditional Games Day ◆ Traditional Games booklet ◆ Program of games and activities ◆ Equipment for all of the games and other activities that you decide to play ◆ A means to record results (whiteboard etc) 	<ul style="list-style-type: none"> ■ Whistles ■ Markers ■ MOTIVATION!!!
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AM I DOING MY BEST!

Background:

Throughout this unit on **Traditional Games** you are continually being supported and encouraged with regards to your **physical performance**. As a valued member of a motivated and responsible class, you, along with your peers, really want to be successful and achieve at a high level in this unit.

To help perfect the physical skills required for Traditional Games, you have been provided with a number of **tabloids and skill circuits** – specifically designed to practice technique and skill.

To gain the most benefit from this activity, you will **work with a partner** (while part of a small group) through the tabloids and skill circuits, observing each others' performance and providing constructive feedback in order to perfect the necessary technique and skills to develop a high standard in game play.

As a performer:

- **perform** the tabloid activity to your best ability
- **apply** the feedback you receive in your next attempt at the skill
- **evaluate** the quality of your own skills based on an individual assessment of your own performance (rubric)

As an observer:

- **observe** your partner's performance
- **appraise** your partner's ability to correctly perform isolated skills in a simple environment (rubric)
- **provide** *constructive feedback* and *appropriate teaching cues* so that your partner can improve their performance

Rubric

Physical Activity:	Traditional Games
Subject Matter:	<ul style="list-style-type: none"> ■ Perform and apply pre-requisite skills and movements in simple environments by means of tabloids, skill games/circuits ■ Judging quality of physical skills
Conditions	<ul style="list-style-type: none"> ■ Must be video taped for record and analysis.
Delivered: Time Frame: Expected date of completion:	<ul style="list-style-type: none"> ◆ Week 2 ◆ Specific lessons in weeks 2, 4, 6 ◆ End of lesson
Knowledge and Thinking Skills	Apply, Perform, Observe, Evaluate, Appraise
Teaching Approach	◆ Peer teaching
Learning Context	◆ Physical activity only
Resources Required	<ul style="list-style-type: none"> ■ appropriate equipment ■ markers ■ bibs

OUTSTANDING	You apply the feedback you receive at a very high standard and improve your performance.	You critically evaluate the learner and provide detailed, constructive feedback and specific teaching cues.
COMPETENT	You utilise feedback to improve performance.	You evaluate the learner and provide appropriate teaching cues and feedback of some sort to learner.
NEEDS IMPROVEMENT	You understand the purpose of feedback, but are unable to apply it to the task to benefit your performance.	You observe the learner, but are unable to critically evaluate their performance and apply teaching cues.

Tabloid Activities Activities

'Perfect' Practice Prevents Poor Performance

Sam Spann

koolchee

Indigenous Games

kai

kokan

wana

kolap

buoinjin

gorri

keentan



Physical activity	Traditional Indigenous Games
Focus area	Sport, physical activity and exercise in the context of Australian society
Subject Matter	participation in physical activity
Conditions	
Delivered:	over 5 weeks
Time frame:	weeks 2 → 6
Expected date of completion:	beginning of lesson
Thinking:	
Acquire	recall, explain
Apply	apply, discuss, demonstrate, play
Evaluate	problem solving and decision making
Appreciate	value
Teaching approaches/les	peer teaching cooperative learning
Learning context	integrated
Resources required:	resources depend on game selected

Background:

We all know that the traditional games of Indigenous Australians were not recorded on paper but were transmitted orally and by imitation or in play. However, there are some reliable written records made by some people.

Task:

Your task (as a member of a small group) is to research some written accounts and teach a traditional game to other members of the class.

Task description:

Over next few weeks (in small groups) you will **teach** your peers a traditional game and **play** the game for 5-10 minutes.

- Recall and apply the appropriate Indigenous language for the specific game.
- Recall and apply the traditional values intended by the elders.
- Discuss any **safety aspects** that your new game may present. (*Warm-up the appropriate body parts* needed for the game).
- Explain the rules and background of your selected traditional game.
- Demonstrate the game if possible then have students play the game.
- Attempt to include an aspect of **problem solving** and **decision making** in your traditional game (you may need to **modify your game** to work on a tactic to achieve this).

- Kerri Burton

by Kerri Burton



KOKAN: SEPEP Challenge

	Subject Matter
Activity	Torres Strait Island Games
Focus	Socio-cultural aspects of Torres Strait Islands
Subject Matter	Cooperative, supportive harmony Skill acquisition, movements

Knowledge and Thinking Skills	Decision making, problem solving, design, discuss, identify
Mode	<ul style="list-style-type: none"> • Written • Spoken • Visual • Physical
Genre	<ul style="list-style-type: none"> • Exploratory • Discussion • Games and teaching

Learning Context	Outdoors, indoors, small group activities, class activities, discussions
Cross Curricular Links	English, Drama.
Time Frame	Two Weeks Week One: Organising Week Two: Playing
Resources Required	<ul style="list-style-type: none"> • Traditional rules and modifications of rules • Equipment • Activity sheets • Pens, pencils, paper

Appreciate the cultural background of the game.

Kokan was a popular hockey type game played on Mabuia Island. You and your group members are to **design** and **play** a modified version of **Kokan** in a SEPEP challenge.

Read the traditional version of **Kokan** and some of the *modifications of the game*. Within your group **discuss** the rules of the game that you will play in your **Kokan** Challenge.

Our Kokan Rules

Identify the equipment used in **kokan** and **adapt** modern equipment that will **represent** the traditional equipment.

Our Kokan Equipment

Draw Equipment

Discuss and **allocate** a points system. **Design** a points system scorecard.

• How long games are played for?

• Number of players in a team?

• Duty team responsibilities?

Getting Over It – Parndo

Subject matter	
Physical activity	o Parndo (the game)
Focus Area	o Gender Issues o Inclusion
General objectives	
Acquire	Select Identify
Apply	Play Implement
Evaluate	Formulate
Appreciate	Appreciate
Information communication	
Mode	o Written o Physical o Combination (Multimodal)
Genre	o Reflective Personal Accounts o Simple and Complex Environments
Learning context	o Individual o In-doors and Out-doors
Time frame	o Part 1 – One Lesson o Part 2 – One Lesson
Resources required	o Work booklet o Writing materials
<p>Background:</p> <p>Parndo is a fast passed modified game. From previous class experience you have encountered some problems with regards to equal dispersion of ball possession and inclusion of all members of the class in game play – especially inclusion of girls. As a mature senior student it is your responsibility to assist in developing positive learning experiences for all students, especially within your own class. The importance of team cohesion through team building principles, such as inclusion has been emphasised to you in previous work. It is vital that you determine as a class and as an individual that this unit on Indigenous Games will provide opportunities for equal inclusion of all students. Therefore, this potential problem must be solved and you must work to solve it. Playing under conditions where all students are included will help you appreciate the importance of equality and equity in physical education.</p> <p>Your Task:</p> <ol style="list-style-type: none"> (10-15 mins) Identify areas where some students have not had an equitable inclusion in the physical tasks so far. Select a specific area that you deem as a problematic area which needs attention. (10-15 mins) Formulate three possible solutions to the problem/s identified. If time permits, implement your solutions in the context they are applicable to. 	

Jeremy Philp

Buroinjin

Subject matter		<p>Background:</p> <p>As the first lesson of Buroinjin, you will be required to, as a group of 3, 4 or 5, devise a short ten minute lead-up mini game which uses one or more aspects of Buroinjin. Therefore, you will need to read and acquire the information on the Indigenous game of Buroinjin as a group to develop a firm understanding of the basic rules and concepts. You must assume that no-one else in the class knows what Buroinjin is, this is why group planning time will be private. You will need to work as a team. Do not explain the game of Buroinjin, only what you are going to teach.</p> <p>Your Task:</p> <ol style="list-style-type: none"> 1. (15 mins) Read over the information provided. As a team of instructors, devise a short mini-game of approximately ten minutes which utilises one or more aspects of Buroinjin 2. (10 mins) Practice your mini-game using the envisioned equipment within your group 3. (10 mins) Teach your mini-game to the rest of the class 4. (for next lesson) As an individual, evaluate how your teaching efforts went and your appreciation of the Indigenous Game unit. <p>Suggestion: Undertake the same task with other Indigenous Games.</p>
Physical activity	<ul style="list-style-type: none"> o Buroinjin o Student guided mini-games 	
General objectives		
Acquire	<ul style="list-style-type: none"> Acquire Develop Practice 	
Apply	<ul style="list-style-type: none"> Devise Explain 	
Evaluate	<ul style="list-style-type: none"> Evaluate 	
Appreciate	<ul style="list-style-type: none"> Appreciate Value 	
Information communication		
Mode	<ul style="list-style-type: none"> o Multimodal o Physical 	
Genre	Simple Environment	
Learning context	<ul style="list-style-type: none"> o Group/team o Individual reflection/ evaluation 	
Time frame	<ul style="list-style-type: none"> o One to Two lessons: 70 mins 	
Resources required	<ul style="list-style-type: none"> o Oval o Soccer balls, Volleyballs o Tennis balls o Other equipment as required for modified mini-games o Writing materials 	

Jeremy Philp

Evaluate Your Mini-game

- **Evaluate** how well your mini-game went and how it reflected the requirements?

- **Evaluate** whether you taught the mini-game effectively, if not, what could be done next time to improve

Perceptions of Buroinjin

- **What was your *perception* of Buroinjin after reading the information provided**_____

- **Evaluate** whether you will be able to consistently and successfully perform well in Buroinjn_____

- **List** some personal limitations you may have in performing to your maximum potential_____

- **Justify** why continual *self-evaluation* is an important aspect to improving performance limitations_____

Traditional Games on Video

Subjects: Physical Education - Film and Media

Thinking	Perform	Analyse	Evaluate
	Appreciate	Discuss	

Background:

The local Indigenous community have requested a video of the students playing traditional games. In groups of 4-6 you will develop a video of Indigenous Games in the school setting. There is a possibility that a copy of the video will also be included in the School Resource Centre. Videos will be judged against a rubric so if you are keen to have your video selected and put into the School Resource Centre you will need work well. Good luck.

Tasks:

Part A: Perform the Indigenous Game while being recorded on video. **Perform** to the best of your ability as remember you are being recorded on video.

Part B: Analyse the skills being performed. **Discuss** how each skill can be improved on to enhance the performance of the individual/s involved.

Part C: Evaluate against the rubric to see if you have a good standard of work. **Appreciate** the effort involved in producing the video.

Task Description	Learning, in about and through	Task Context	Group work	Time Frame	5 lessons over unit
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Rubric related to the video

Outstanding		Competent		Progressing	
You have chosen very appropriate games that exhibit exceptionally all the components of Indigenous Games	You have chosen some appropriate games that show the components of Indigenous Games	You have chosen appropriate games that show some components of Indigenous Games	You have chosen appropriate games that show some components of Indigenous Games		
You demonstrate a thorough grasp of camera, lighting, audio or editing technique to produce an exciting video	You demonstrate a competent grasp of camera, lighting, audio or editing technique to produce an exciting video	You demonstrate some understanding of camera, lighting, audio or editing technique to produce an exciting video	You demonstrate some understanding of camera, lighting, audio or editing technique to produce an exciting video		
The script for the video shows a thorough understanding of the task set and a appreciation of the role of Indigenous Games	The script for the video shows understanding of the task set and a appreciation of the role of Indigenous Games	The script for the video shows some understanding of the task set and but lacks in appreciation of the role of Indigenous Games	The script for the video shows some understanding of the task set and but lacks in appreciation of the role of Indigenous Games		

TITLE: Plan your own Traditional Games Activity

Year Level(s)

Objective/Background/Scenario:

Subject matter/Content

-
-

Personalisation:

Objectives

-
-
-
-

Task/Directions:

Information communication

- *Mode*
- *Genre*

1.
2.
3.

Learning context

Assessment criteria:

How will the students demonstrate what they know and can do? How will the students demonstrate the outcomes of the task?

Time frame

Resources required

Additional information:

Lifelong learning

Thinking Skills

Teaching points:

Cross-curricular

Indigenous Traditional Games

- Planning Resource