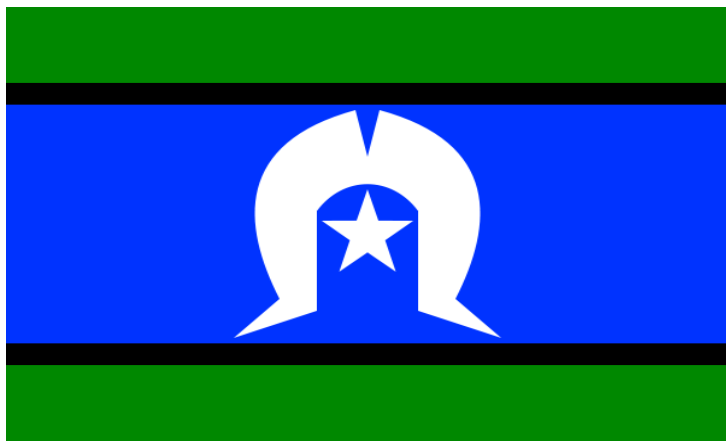


Indigenous Games



Year 9 Physical Education

Name: _____

Teacher: _____

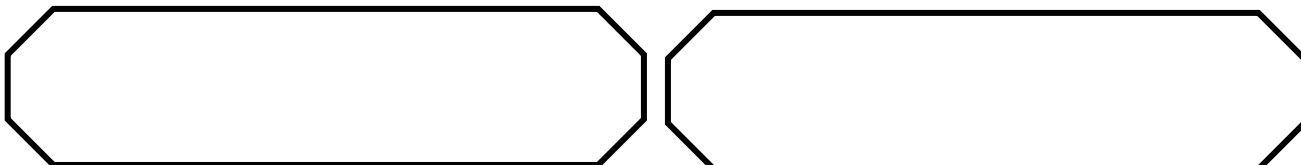
Your Family Background

It is important to acknowledge that our school is culturally diverse. Within our classroom there are a range of cultures that have helped shape your life experiences and social and ethical morals.

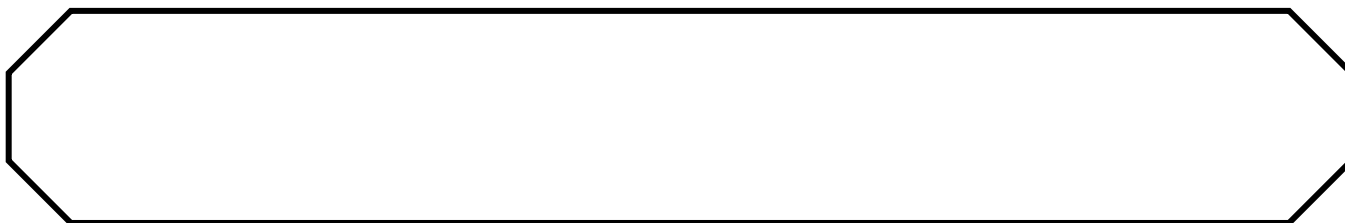
Childhood Family Games

Most families have traditional games/ activities that are commonly taught or passed down through the generations. The purpose of these games may include; valuable life lessons, a chance to socialise and be active, or even the transference of cultural knowledge.

Games played in your family and their Origin

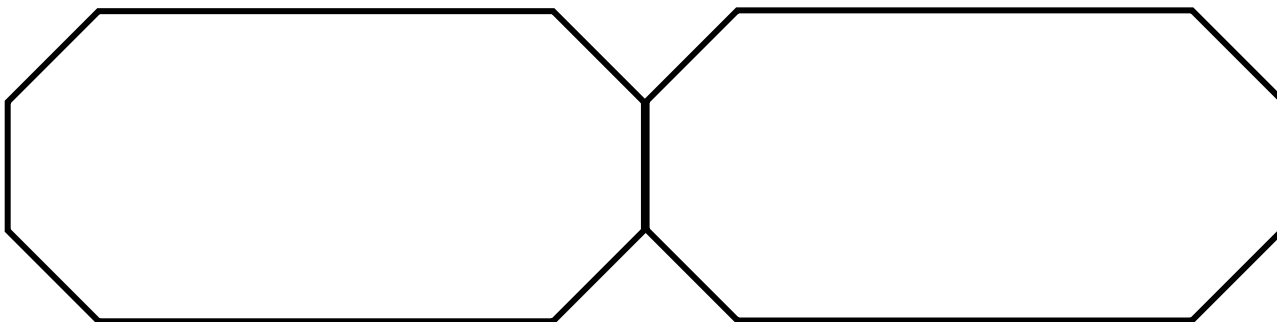


Description of the Activity



Purpose

IDENTIFY and EXPLAIN the valuable skills/ knowledge being taught from your game.



Please be prepared to share this information with your peers.

Indigenous Games

This unit aims to introduce Year 9 Physical Education students to some traditional games that have been handed down through thousands of years of Indigenous culture.

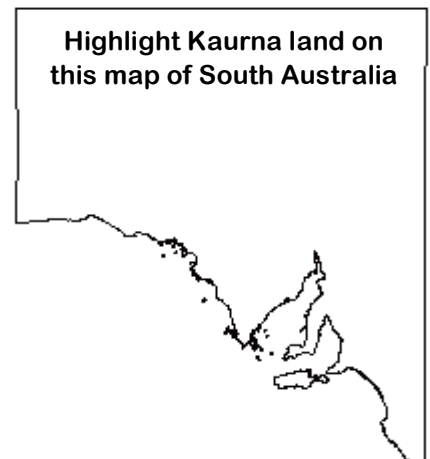
The activities in this unit have been modified to cater for safety needs, as well as the availability of relevant equipment.

We are using this unit to develop a greater understanding of Indigenous culture, and to appreciate the impact that sport has had on the development of our country over thousands of years. This is a great opportunity for students to develop an appreciation of Indigenous culture, as well as the social and ethical morals that sport can provide.

Kurna Culture

As we live in Adelaide, we live and work on Kurna land. Use the space provided below to research a few details about the Kurna people, their culture and heritage:

Language spoken



Which areas of South Australia are Kurna land?

Identify TWO other language groups that the Kurna people share land boundaries with:

<input type="text"/>	<input type="text"/>
Where?	
<input type="text"/>	<input type="text"/>

The games and activities used in the following pages are derived directly from Aboriginal culture. We must ensure we are respectful at all times, and help each other out as much as possible to allow for learning to take place.

Kabi Kabi Buroinjin

INFO: This game was played by many groups, but mainly the Kabi Kabi group from South-east Queensland. The 'ball' used was made of Kangaroo skin, filled with grass and sewn with tendons.



HOW TO PLAY: Players aim to run and pass the ball around to their teammates, while trying to run across the goal line without being tagged by the opposition. If they are successful, their team receives one point. Each team can have **FOUR** tags before the ball is turned over to the opposition.

Identify **TWO** games/activities that are similar to this activity, and how:

Game:	Explain	Similarities:
Game:	Explain	Similarities:

Explain **THREE** rules of the game, and how well you think you understood them:

Rule 1:	Rule 2:	Rule 3:
Understanding	Understanding	Understanding

Give **TWO** ways this activity could be made more difficult for older players:

Idea 1:	Idea 2:
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What did you most enjoy about this activity and why:

Passing	Dodging	Running	Tagging	Intercepting
---------	---------	---------	---------	--------------

Why:

Millim Baeyeetch

INFO: This game was played by many groups throughout Victoria, and this game was taught in the 1840's. The 'ball' used was made of Possum skin, filled with charcoal and sewn with tendons.



HOW TO PLAY: Players aim to kick the ball to their teammates as many times as possible, without the ball hitting the ground or being intercepted. The team with the most consecutive kicks and catches is the winner.

Explain how the skills below (from this game) could help when playing Australian Rules Football:

Kicking	Explain	
Catching	Explain	
Running to Space	Explain	

Why would the following rules be implemented in this activity?

No contact with each other	Ball cannot hit the ground	Cannot kick back to person who kicked to you

If you had to explain this game to a stranger, what would you say?

Give yourself a rating out of 10 for this activity (1=**POOR**, 10=**EXCELLENT**)

Rating	1	2	3	4	5	6	7	8	9	10
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Pukamitjal

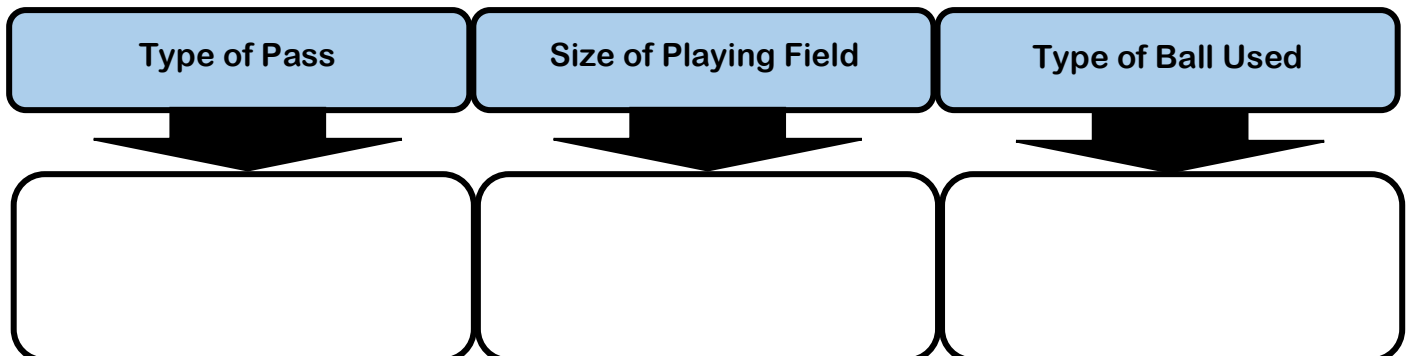
INFO: This game was played by adults on Mornington Island, in Northern Queensland. The 'ball' used was made from grass and leaves, and sewn with fishing nets.



HOW TO PLAY: A large game of 'Piggy in the Middle', players are split into two team. Players from one team separate in halves, and try to throw the ball from one side of the playing area to the other. The opposition team is in the middle, trying to intercept the ball. The team with the most consecutive passes and catches wins.

Identify ONE Indigenous community that could have created this game:

Using the following areas, discuss THREE variations we could make to make the game more difficult:



Which part of this activity were you **MOST SUCCESSFUL** in and why:

Passing	Teamwork	Running	Catching	Intercepting
---------	----------	---------	----------	--------------

Why:

Which part of this activity were you **LEAST SUCCESSFUL** in and why:

Passing	Teamwork	Running	Catching	Intercepting
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Why:

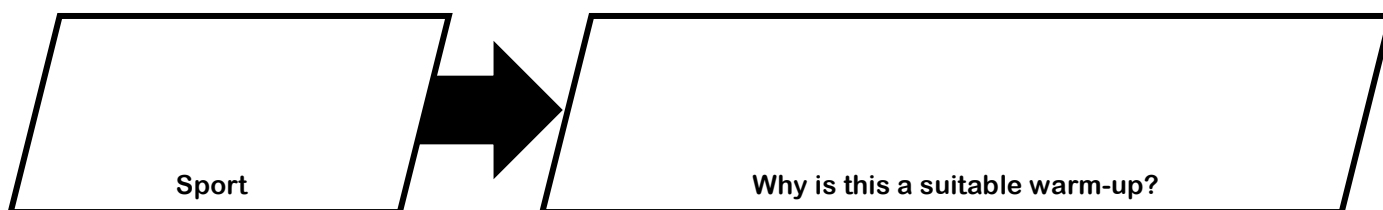
Arrkene Irreme

INFO: Originating in Central Australia, this game involves batting. Originally, players would hit the ball off a large log or stick, but the game has since been modified to make it more accessible.

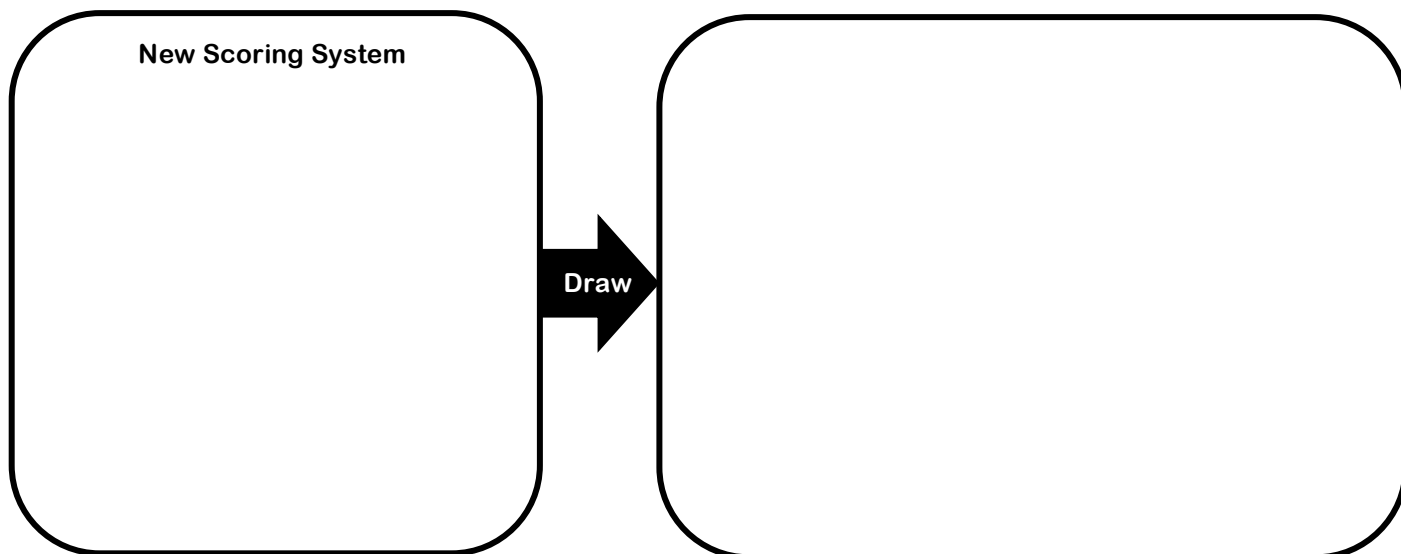


HOW TO PLAY: Players aim to hit the ball thrown to them by a partner with a cricket bat. The ball is 'fed' to them by a partner, and the batter has five attempts to hit the ball. We will play with three to four small groups, to increase the amount of batting each player gets. Fielding players are competing to catch as many hits as possible.

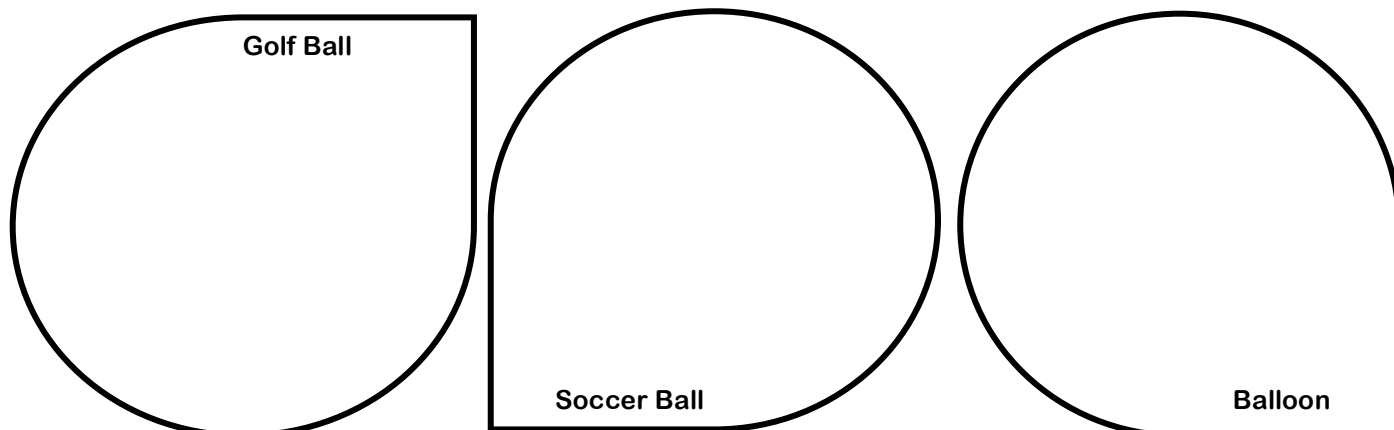
Explain what sport this game would be a suitable warm-up activity for and why:



Identify another scoring system that could be used in this game, and draw a diagram of how the game would be played:



How do you think the game would change if we used the following instead of a tennis ball?



Kai

INFO: This game was created on the Torres Strait Islands, and players stood in a circle singing while playing. The 'ball' used was the fruit of the Kai tree, which is how this game was named.



HOW TO PLAY: Players stand in a circle, and hit the ball (using their palms) to others in the circle as many times as possible, without the ball hitting the ground. Players are trying to hit the ball **AROUND** the circle, **NOT** through it.

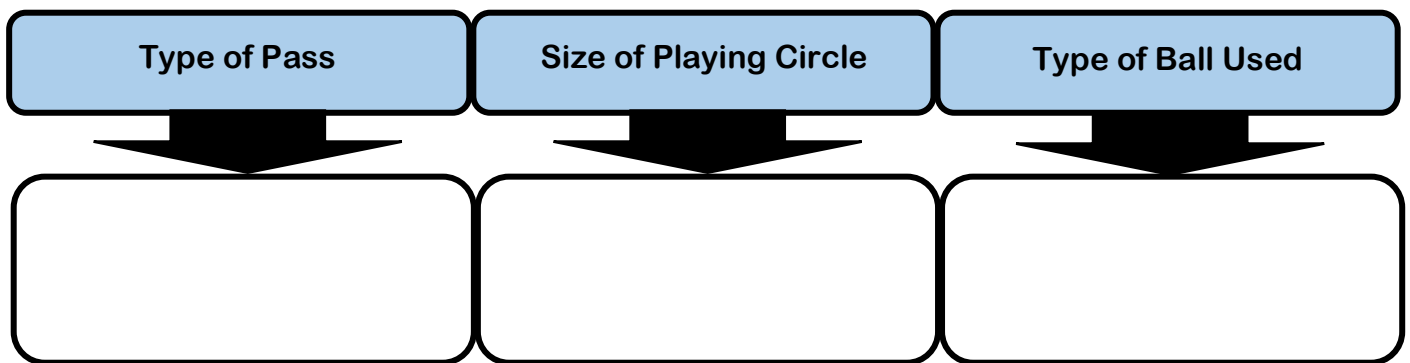
Explain what sport this game would be a suitable warm-up activity for and why:



Explain why we would move the ball **AROUND** the circle rather than **THROUGH** it:

A large, empty parallelogram-shaped box with a black border, intended for a written explanation.

Using the following areas, discuss **THREE** variations we could make to make the game more difficult:



What did you find **MOST DIFFICULT** about this activity and why:

Five small, rounded rectangular boxes arranged horizontally. From left to right, they are labeled 'Coordination', 'Receiving', 'Hitting', 'Aiming', and 'Positioning'.A large, empty rounded rectangular box with a black border, starting with the word 'Why:' at the top left corner.

Kalq

INFO: This game was played by adult males in Cape York Peninsula, Queensland, and used throwing sticks and killing spears. Players had to deflect a spear around the circle (similar to Kai) using only the throwing stick they had in their hands.



HOW TO PLAY: We will use tennis racquets/cricket bats to hit a tennis ball around the circle. The class will be split into several groups, the group with the most consecutive hits (without the ball hitting the ground) are the winners.

Apart from obvious safety concerns, why would we use sports equipment rather than Javelins and sticks to complete this activity?

As the ball cannot hit the ground or bounce, how is this activity similar a volley in Tennis?

If you had to give THREE tips to someone who hadn't played before, what would they be?

Tip 1:	Why?	
Tip 2:	Why?	
Tip 3:	Why?	

Give yourself a rating out of 10 for this activity (1=**POOR**, 10=**EXCELLENT**)

Rating	1	2	3	4	5	6	7	8	9	10
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Kokan

INFO: This game was played by both genders throughout the Torres Strait Islands, and even into Papua New Guinea. The 'ball' used was hit around with sticks crafted from bamboo shafts.



HOW TO PLAY: Players aim to hit the ball to their teammates using Hockey sticks, but can only have TWO hits. Teams aim to hit the ball into the goals at either end, and the team with the most goals wins.

Explain what you think is meant by the THREE following types of hit:

Trap	Pass	Shoot

Why would it be beneficial for players to only have TWO hits?

Explain how this activity is different to hockey in the following ways:

Size of Field	Equipment	Rules

Give yourself a rating out of 10 for this activity (1=**POOR**, 10=**EXCELLENT**)

Rating	1	2	3	4	5	6	7	8	9	10
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Wana Wana

INFO: This game was played by young girls in Southwest Western Australia. The 'Wana' means digging stick to the Noongar people of that region.



HOW TO PLAY: A batter stands in the middle of a circle of other players, with a Cricket bat. The other players around the circle aim to throw a tennis ball at the stumps also located in the middle of the circle. The batter must move around the circle and attempt to hit the ball away from the stumps. If the stumps are hit, the batter changes with another player. All bowling **MUST** be underarm and have one bounce.

Describe how this activity could help with the following facets of playing Cricket:

Batting	How?	
Fielding	How?	
Bowling	How?	

Using the space below, **DRAW** and **LABEL** what this activity would look like with **EIGHT** players:

Which part of this activity were you **MOST SUCCESSFUL** in and why:

Bowling	Teamwork	Running	Catching	Batting
---------	----------	---------	----------	---------

Why:

Apwerte

INFO: This game was played by many groups throughout Australia, but was improved by the Warrina people of Central Australia. Players rolled 'Apwerte' (stones) towards larger stones or markers. The team to knock over all markers first was the winner.



HOW TO PLAY: Players are split into two teams, spaced 20m apart with markers in between. Players aim to roll a tennis ball towards the markers, taking turns from team to team. The team that knocks over all markers first is the winner.

In your opinion, which sport is this activity MORE similar to, and why:

Lawn Bowls	Explain	Explain	
Ten Pin Bowling			

Even though there is no running involved in this activity, which component makes it **DIFFICULT** and why?

Rolling	Teamwork	Aiming	Distance	Coordination
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Why:

Explain TWO ways you could improve your skills and techniques in this activity:

--	--

Explain ONE rule you would add to make this activity MORE DIFFICULT:

Diyari Koolchee

INFO: This game was played by the Diyari people of South Australia, and the ball used was called a 'Koolchee'. The Diyari people used different sized rocks to be knocked over when playing.



HOW TO PLAY: Players aim to bounce the ball off a wall and knock over the marker. Players must stand behind the designated line before rolling the ball. We will be playing single and team games of Diyari Koolchee.

Give this activity a rating out of 10 (1= **EASY**, 10= **IMPOSSIBLE**) and explain why:

Rating	1	2	3	4	5	6	7	8	9	10
Why?										

Explain **THREE** ways we could make this activity **MORE DIFFICULT**:

	Explain	
	Explain	
	Explain	

If we allowed over-arm throws, do you think this activity would become easier or harder and why?

EASIER	HARDER
Explain	

Give yourself a rating out of 10 for this activity (1=**POOR**, 10=**EXCELLENT**)

Rating	1	2	3	4	5	6	7	8	9	10
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Personal Evaluation

Use this page to highlight where you think you performed well during this unit, as well as areas in which you think you can improve:

In your opinion, what was the most interesting aspect of the Indigenous games we tried?

Which game did you enjoy the MOST, and why?

In which game were you LEAST SUCCESSFUL, and how could you improve your performance if you completed the activity again?

Give yourself an overall rating for the UNIT, and give a brief description on why you've given yourself this rating:

PERSONAL RATING FOR THE UNIT									
A	B	C	D	E					
Because:									

