**Experiential Session Outline**

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| **Project Title:** Traditional Indigenous Games |
| **Experiential Session Subject Area/Curriculum Connections:**  |
| HPE – Games and Agilities |
| **Year Level:** All grades |
| **Mentor/s being used:** Kalindi – has formal training & accreditation via Get Active Queensland – ‘Breaking Down Barriers – Playing Traditional Games’Training and Accreditation: <https://www.qld.gov.au/recreation/sports/volunteers-coaches/courses/>  |
| **Contact details:** kalindi.brennan@silkwood.qld.edu.au |

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| **Learning Intention / Achievement Objectives from the AC (*why*)**Playing Traditional Indigenous Games presents an opportunity to engage with and play a selection of games and activities played in Australian Aboriginal and Torres Strait Islander societies. Traditional pastimes are fused with some more ‘modern’ activities. |
| **We are learning how to…** Understand and appreciate the benefits of bringing traditional Indigenous games back to life including: |
| **1** Bringing together Indigenous and non-Indigenous people through sport and physical activity |
| **2** Helping reconnect urban Indigenous youth to their culture |
| **3** Promoting reconciliation & recognition of indigenous culture |
| **4** Providing essential training in social interaction |
| **5** Enhancing physical health and wellbeing |

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| **Skills being developed (*what*) (contact provider if external to school for details)**  |
| **Some points about how the games are presented:*** Some of the games can be played in their traditional form or close to it — sometimes by using modern equipment.
* Some games have been modified from their traditional form so that there is an understanding of the basic skills and game play while considering other factors such as safety and ease of play. In some cases modifications of a game or activity have been outlined to provide opportunities for people of different ages and abilities to be able to participate in an enjoyable and relevant way.
* Some games have been reconstructed from vague or incomplete accounts into what is believed to be an accurate representation.
* Many of the games presented can be successfully played as skill games or lead‑up games in physical education lessons, or in specific sports practice sessions, rather than as major games in themselves. A large number of the games can be played as outlined in this book.
* Some types of games outlined (such as wrestling and ball games) provide an opportunity to play different versions of the game or activity.
* The games vary in the type and level of competition.
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| **Materials and Resources required** |
| * You can order indigenous games kit from Hart’s Sports for $1390<https://www.hartsport.com.au/active-play/children-games-and-kits/children-games-and-kits/hart-indigenous-games-kit>

**Prep – Grade 3**<http://www.ausport.gov.au/__data/assets/pdf_file/0011/376139/SP_31864_TIG_resource_K-3.pdf> **Grades 4-6**<http://www.ausport.gov.au/__data/assets/pdf_file/0003/376140/SP_31864_TIG_resource_4-6.pdf> **Grades 7-9** <http://www.ausport.gov.au/__data/assets/pdf_file/0004/376141/SP_31864_TIG_resource_7-9.pdf> **Grades 10-12** <http://www.ausport.gov.au/__data/assets/pdf_file/0005/376142/SP_31864_TIG_resource_10-12.pdf> * Please note, you may find it useful to print out games you’re using, laminate them and have them on hand for easy access.
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***Consider these in the ‘how’ of the project and be able to identify them in your project:***

***1) Working collaboratively (active engagement with peers and what is your group arrangement)***

***2) Inquiry/Action-oriented learning (enriching, purposeful learning experience)***

***3) Authentic focus (meaningful, relevant learning context – end product)***

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| **Week by week breakdown or workshop schedule (*how*) (contact provider if external to school for details)**  |
| **Protocol for Running Traditional Indigenous Games Sessions:**1. **Acknowledgement to Country -**

*“We would like to acknowledge the Kombumerri clan and people of the wider Yugambeh Language Region, who are the traditional custodians of the land on which we meet today. We pay our respects to Aboriginal elders both past and present, as well as the young leaders of tomorrow.”*1. **Background** – using the information in the Yulunga resource, engage the students in the history and traditional knowledge associated with the game.
2. **Language** – talk to the students about the language elements relevant to the game as outlined in the Yulunga resource.
3. **Variations and/or Modifications** – discuss and explore with students how they could adapt and modify the game, adding some of their own ideas and variations, while still holding the essence of the activity. E.g. Students may highlight that the game is a jumping and throwing game and add variations using these identifiers.
4. **Kids Teaching Kids** – Are there opportunities for students to teach each other games and variations? Could classes be broken into small groups, learn a game and then teach the rest of the class following the protocol & Yulunga resources as above? Could they teach a younger class one of their games?
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| **Assessment / Evidence of Learning (needs to include a self assessment)** |
| HPE Assessment Matrix |

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| **Notes/Reflection:** |
| What worked well? What proved challenging? What could be improved and or extended upon? |

**TRADITIONAL INDIGENOUS GAMES**



Traditional Marngrook ball made from possum fur

Traditional Aboriginal games were almost lost after colonisation. Today extensive consultation with Aboriginal elders is necessary to re-establish the traditional Aboriginal games and their rules. They are now creatively adapted—for safety reasons—by using tennis balls instead of spears and soft pool noodles instead of waddies (Aboriginal heavy-wood war club).

Traditional Aboriginal games are inclusive games and not competitive. For example, if a player gets ‘out’ in some games they can immediately rejoin the game once leaving the field.

Many Aboriginal people see the traditional Indigenous games as a strong indicator that their culture can survive. In this way traditional games are not only helping Aboriginal youth to get physically fit but also inspiring older members of the Indigenous community.

Traditional Aboriginal games were not only played by children. Some games involved only men and boys, even old men, while in other games everyone was allowed to participate.

More information can be found at: <http://www.creativespirits.info/aboriginalculture/sport/traditional-aboriginal-games-activities>

**YULUNGA – TRADITIONAL INDIGENOUS GAMES RESOURCE**

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

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Yulunga: Traditional Indigenous Games presents a selection of games and activities played in Australian Aboriginal and Torres Strait Islander societies. Traditional pastimes have been included along with some more ‘modern’ activities. This book is based on extensive research, including several hundred accounts collected over many years from all parts of Australia and the Torres Strait Islands. Many of the original accounts of games were recorded during the nineteenth century by explorers, government officials, settlers, scientists and missionaries. There are comparatively few descriptions of games and sports by Indigenous people, but efforts have been made to include a significant level of Indigenous input.

<https://www.youtube.com/watch?v=f8BW8E2_lEE>

**Use of Aboriginal Dance / Ceremony at Sports Games**

<https://www.youtube.com/watch?v=Mw0w2N32xJ4> - Indigenous All Stars War Dance 2013

<https://www.youtube.com/watch?v=HdhrUKRdKM8> - Aboriginal Dreaming Dance vs. Maori Haka

<https://www.youtube.com/watch?v=wtZv37AuGvc> - Storm vs. Warriors – Anzac Day Indigenous Performance.

**Aboriginal Sports Movies:**

Marn Grook by: Stephen McGregor <http://www.creativespirits.info/resources/movies/marn-grook>

Aboriginal Rules by: Liam Campbell <http://www.creativespirits.info/resources/movies/aboriginal-rules>