 Understanding cultural differences – Stage 4

Aboriginal peoples and their games

Unit description

This integrated unit focuses on developing an understanding and appreciation of Aboriginal cultures through participating in traditional Aboriginal games. Students explore differences in family structure and the nature of relationships. They will regularly reflect on their own family structure and relationships to identify similarities and differences and appreciate what each culture may offer.

The main purpose of the games is to encourage fair play and respect for others while also giving the students opportunities to discuss the cultural significance of the games and their role in developing a sense of self. They will also identify game skills that can be transferred or used in other games played in Australia.

Learning experiences have been provided for both classroom based and movement based lessons. Schools are encouraged to select learning experiences and integrate these experiences to use classroom based lessons and movement based lessons to complement each other. The sequence of these lessons is a school based decision.

Unit duration

10 weeks (practical and theory)

Syllabus strands

* Health, Wellbeing and Relationship
* Movement, Skill and Performance
* Healthy, Safe and Active Lifestyle

Syllabus outcome, skills and evidence of learning

| Syllabus outcomes | PDHPE skills | Physical literacy continuum markers |
| --- | --- | --- |
| * PD4-1 examines and evaluates strategies to manage current and future challenges * PD4-3 investigates effective strategies to promote inclusivity, equality and respectful relationships * PD4-4 refines, applies and transfers movement skills in a variety of dynamic physical activity contexts * PD4-8 plans for and participates in activities that encourage health and a lifetime of physical activity * PD4-10 applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts | Self management   * Strengthening personal identity * Decision making and problem solving   Interpersonal   * Communication * Collaboration, inclusion and relationship building * Empathy building * Social awareness   Movement   * Fundamental and specialised movement skills and concepts * Tactical and creative movement * Health and fitness enhancing movement | Cluster 5  Movement competencies   * Refines stability, locomotor and object control skills in dynamic physical activity contexts to improve the efficiency (process) and effectiveness of movement (outcome) * Selects from a range of movement skills and applies the most appropriate skill in dynamic physical activity contexts. * Transfer similar movement skills and sequences appropriately across physical activity contexts   Tactical movement   * Implements tactics which account for the strengths of self and others within a physical activity * Applies multiple tactics within a physical activity, for example – shows they have a number of options in a situation to change the way they move   Personal and social attributes   * Selects and role models strategies that promote inclusion in physical activity. * Supports and encourages the enjoyable involvement of others |

This document references the [PDHPE K-10 Syllabus](http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-7-10)© [Copyright NSW](http://syllabus.nesa.nsw.edu.au/copyright/) Education Standards Authority for and on behalf of the Crown in right of the State of New South Wales.

Key inquiry questions and syllabus content

| Key inquiry questions | Syllabus content |
| --- | --- |
| What skills and strategies can be used to promote inclusivity, equality and respectful relationships? | * investigate the benefits of relationships and examine their impact on their own and others’ health, safety and wellbeing (ACPPS074) I   + examine how culture and relationships with family and peers can influence people’s attitudes, behaviours, decisions and actions in different situations * explain how a sense of belonging and connection to our communities can enhance health, safety and wellbeing   + identify individuals, groups, places or activities to which they feel a strong sense of belonging and explain how these help them to feel supported and connected S I   + explore how kinship and extended family structures in different cultures support and enhance health, safety and wellbeing S I   + discuss how connection to Country/Place sustains and enhances the health and wellbeing of Aboriginal and Torres Strait Islander People and Communities I |
| How can I evaluate movement competence, adapt movement skills and apply these skills in dynamic movement situations? | * participate in a variety of movement activities to demonstrate and enhance body control, body awareness, object manipulation, anticipation and timing   + practise and refine fundamental and specialised movement skills in predictable and dynamic learning environments M   + participate in movement activities that demonstrate and reinforce the transfer of skills across different movement contexts M   + demonstrate movement skills through a range of experiences including rhythmic and expressive movement, individual/group/team physical activities, initiative/challenge physical activities, aquatics and lifelong physical activities * practise, apply and transfer movement concepts and strategies with and without equipment (ACPMP082)   + examine and demonstrate the similarities of strategies and tactics used in different physical activities and how they can be transferred to new movement situations M |
| How can I make decisions to adapt to changing circumstances in different movement contexts? | * evaluate and justify reasons for decisions and actions when solving movement challenges (ACPMP087)   + evaluate and justify the movement concepts, skill, strategies and tactics selected in response to movement challenges S I M   + identify factors that enable them to achieve success in movement activities and explain how these factors can be transferred to other movement contexts S I M   + identify strategies and tactics that are similar and transferable across different movement contexts M |
| How can I apply my skills to collaborate, communicate, solve problems and include others in physical activity? | * practise and apply interpersonal skills when undertaking a range of roles in physical activities (ACPMP086)   + adopt roles and responsibilities that support and enhance planning of physical activities, team cohesion and lead to successful movement outcomes I M   + participate in physical activities including competitive and non-competitive, individual and team activities and evaluate the degree to which they meet their needs and interests S I M * modify rules and scoring systems to allow for fair play, safety and inclusive participation (ACPMP088)   + recognise potential safety concerns and select appropriate responses when engaged in physical activities S M   + apply behaviours that illustrate ethical and inclusive behaviours for other students during physical activity I M   + modify rules, equipment or scoring systems to allow all participants to enjoy and succeed S I |
| What positive actions contribute to the health, safety, wellbeing and participation in physical activity levels of the wider community? | * investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity (ACPPS079)   + investigate the impact of contextual factors on young people, including Aboriginal and/ or Torres Strait Islander Peoples, for example – gender, culture S I * investigate the benefits of a balanced lifestyle and explore strategies that contribute to community health, wellbeing and participation in a lifetime of physical activity   + participate in a variety of culturally significant physical activities from a range of cultures, including Aboriginal and Torres Strait Islander Peoples I M |
| Why is connection, inclusion and empowerment important for the health, safety, wellbeing and physical activity levels of the wider community? | * appreciate and understand the nature of health and wellbeing as defined by their peers and the wider community   + explore the different perceptions of health and wellbeing and examine the relationship between cognitive, physical, social, emotional and spiritual components of health S   + recognise how different cultures, including Aboriginal and Torres Strait Islander and Asian cultures, value the contribution of the mind-body-spirit connection to health and wellbeing M * examine influences on peoples’ behaviours, decisions and actions (ACPPS074)   + o examine how cultural groups have influenced sport, physical activity and outdoor recreation pursuits I |

Learning goals

We are learning to:

* Understand that culture has a key role in developing a sense of self.
* Recognise how culture has contributed to an individual’s sense of self.
* Understand and apply the skills needed for successful and enjoyable participation in traditional Aboriginal games.
* Recognise that skills in Aboriginal games can be transferred into other games contexts.
* Understand the cultural significance of Aboriginal games and how they meet the needs and interests of the individuals in this group.
* Identify sport and physical activities of cultural significance to themselves.

What I am looking for:

* Identify influences on our sense of self.
* Understand the meaning of culture and the influence culture can have on a person’s beliefs, values and actions.
* Show respect for others and their beliefs and opinions.
* Understand and apply the skills needed for traditional Aboriginal games.
* Describe the cultural significance of Aboriginal games and how they apply to the needs and interests of the individuals.
* Understand that Indigenous people participate in physical activity for many other reasons other than for improved fitness and health.
* Transfer of skills and tactics from other games into Aboriginal games.
* Willingness to participate in various games and physical activities of other cultures

Teaching considerations

* Teachers should follow the suggested outline of the games as close as possible to ensure students understand how and why the games were played.
* The origin and significance of the games are to be acknowledged and efforts to invite local elders and Aboriginal people are strongly encouraged to ensure these messages are received.
* Teachers should attempt at all times to use the highlighted language that is referred to in the outline of the games.
* These games in the traditional environment would be informally organised and were often learnt by watching and not instruction. Teachers are encouraged to use this traditional organisation in some form by utilising the following system:
  + Describe – name the game. Present the rules making them as simple as possible.
  + Demonstrate – brief demonstration can be used to clarify rules.
  + Ask questions – check to see if all players have an understanding.
  + Do – select teams and play. Even if some students are unsure they should learn as they play.
  + Ask questions – to teach for knowledge and Understanding: Check to see students understand the skills, rules and strategies of the game and also the cultural significance the game reflects.
  + Adapt – check to see if players are having fun. If students are losing interest vary the rules or change to the next game.
  + Reflection – allow students to discuss and write down their thoughts on the game and their understanding of the cultural significance.
* The games in this unit have been written in a sequence so that students can progressively build on their skills. However, keep in mind that the purpose of the unit is for students to learn about Aboriginal culture through experiencing some of their games.
* The number of games schools choose to participate in will depend on the time allocated to the practical sessions.
* With each practical lesson teachers will need to speak briefly about where the game originated and the cultural significance of the game including why it was played and what equipment it was originally played with.
* At the beginning of each practical lesson it is strongly suggested that reference is made to acknowledging the traditional owners of the land.

Sample learning experiences – theory based content

| Sample learning experiences and instructions | Equipment and resources | Register and date |
| --- | --- | --- |
| Introduction  Introduce the unit and develop a supportive environment within your classroom.  As a class, brainstorm some clear expectations which will be in place during the unit. For example, always support each other, respect others’ cultural traditions, beliefs, values and languages, everyone has the right not to offer an opinion. |  |  |
| What is the meaning of a sense of self?  Explain that as we go through life we develop our sense of self. To be happy and successful in life it is believed that we need to have ‘a good sense of self.’  Discussion – what do you think is meant by the term ‘a sense of self’? How a person sees themselves, how a person interacts with others, how a person relates to their culture. That is:   * who they are * where they come from * who they relate to * what they can do * what they believe and value * how they differ depending upon who they are with and where they are. |  |  |
| What is my sense of self? (Exploring my sense of self)  Ask students to identify:   * who or what they are like as a person. (This may include personality traits or personal qualities, what they like about being themselves, feelings about different things.) * the people they relate to. (This may include how they would describe themselves as a person, what is important about family or friends, what is important in their relationships, what things they appreciate in people, what things they are uncomfortable with in relationships.) * what they can or can’t do. (This also includes what they would like to be better at, or would like to learn.) * • what they believe in and value. (This includes what is important in life including their relationships. These things guide the way they behave. Values might include being caring, being honest, always doing their best, good health, treating people with respect.) |  |  |
| What are some of the influences on our sense of self?  Brainstorm other influences on our sense of self. For example, family (home), friends/peers, teachers (school), culture, gender.  Students work in groups to create a mind map for each of the above areas providing examples of the things which created or shaped the person they are today. For example:   * where they were brought up * expectations of males and females (environment) * people around them including family, friends, for example, my parents taught me that you should treat others as you want to be treated. * their general way of life (social), for example, never speak over the top of someone else. * their cultural background, their shared beliefs, values and customs and traditions, and behaviours (cultural), for example, learn important occasions in my culture. |  |  |
| How can our culture influence our sense of self?  Culture refers to beliefs, values, customs, behaviours, language and material objects that help shape the way we live and behave. The culture of a group or society is learned and passed on from generation to generation.   * What is Australian ‘culture’? * Complete a Y chart.   + What does it look like?   + What does it sound like?   + What does it feel like? * How do you know this? * Often politicians and leaders make a comment that a particular behaviour is ‘Not the Australian way’. What does this mean? Give examples. What has helped shape this attitude or belief? |  |  |
| Exploring cultures: Aboriginal cultures and Torres Strait Islander cultures  It is important to recognise that Aboriginal peoples and Torres Strait Islander peoples have their own distinct cultures. There are many varied cultures within each of these cultures also.  Read more about Australian Indigenous cultural heritage from the [Australia Government website](https://www.australia.gov.au/information-and-services/culture-and-arts/indigenous-culture-and-history).   * Research traditional cultures, values and beliefs of Aboriginal people and Torres Strait Islander people in your local area. * What defines the cultures? * What types of things or events have impacted on the cultures of Aboriginal and Torres Strait Islander people?   Some important considerations for this section include:  Country is a term that Indigenous peoples, particularly here in Australia, use as a single word expression to denote their spiritual inter-being with the land, the sea, the sky, and all life and geologic forms therein. Country, in the cultural context of their language meanings, infers far more than the physical land or environment, it carries a profound psychological context.  When Aboriginal peoples use the word country they are referring to their lands, but they are also simultaneously acknowledging the presence of spirit Elders who gave these lands and who now dwell within them.  The idea of country is enmeshed with the idea of culture, identity and land, and they are extrapolated together so powerfully that one is inseparable from the other.  Source: [The Importance of Teaching and Learning Aboriginal Languages and Cultures: A Mid-Study Impression Paper](http://www.aboriginalaffairs.nsw.gov.au/pdfs/research-and-evaluation/Final-report-final-version.pdf), Dr Shayne T. Williams.  The importance of an oral tradition and culture could be modelled here through the use of storytelling, information sharing and the importance of symbols.  Students may make a map of their local area and create their own visual symbols to represent the local configuration of the land.  Activities to further explore this concept could include:   * discussion regarding how Aboriginal peoples relate to the land * inviting a students or member of the Aboriginal community to share a story about the local area * writing a story about where you live and its significance to you.   Discussion   * What does a ‘sense of self’ mean to an Aboriginal person? * Is this different to what you understand a sense of self to mean for you? * What is culture for an Aboriginal person? * What role does culture play in developing your ‘sense of self’? |  |  |
| What are the varieties of family structures?  Use the [Family and Kinship video](https://www.youtube.com/watch?v=mNtPcW4t1PY) from Reconciliation Australia to explain Aboriginal and Torres Strait Islander kinship structures.  Access and share stories, case studies and other narratives to highlight a range of family structures in Aboriginal cultures and other cultures.  As a class discuss the family structures so that students have an understanding about how the extended family works in Indigenous families. Non-judgemental discussions need to be facilitated.  The importance of shared families is important here – the fact that in some Aboriginal families it is a normal occurrence for different children to live within extended family members. Family structures are extended family structures.  Ask students to think about their family structure and draw a family map or family tree to reflect what they know. Categorise their family type or structure.  As a class create a list of family structures, where students are willing to share. Reflect on the diversity within the class.  Some of the family structures may need to be clarified as not all students are aware of how other families run. Teachers may also need to suggest other family structures that are not mentioned.  Students work in groups to create a list of the advantages of each family structure. Allow time for students to report back on the ideas their group came up with.  Should family structure influence the overall ‘care and respect’ of the family?  In pairs students complete a table or T Chart to represent what care and respect is and is not. For example, care and respect is providing shelter, love, a sense of belonging, listens attentively to each other when it is important and takes notice of things that are important to them. Care and respect is not put downs, abusive behaviour, showing little concern about what is important to the other and avoiding quality time with the other person.  A general class discuss should reinforce that all families regardless of their family structure can provide the care and respect needed by individuals. |  |  |
| Guest speaker  Invite an Aboriginal ‘Elder’ from the local Aboriginal community to come to the school. This aspect of the unit will allow students to appreciate local Aboriginal cultures and analyse what they can learn from this.  What does a respectful relationship look like in an Aboriginal family/community?  Forum – a group of students would be set up to ask questions of the ‘Elder’. Class discussion would be based around what they think they need to ask in order to be able to understand and appreciate how respectful relationships operate in Aboriginal culture.  Discuss with the class what can be learnt from the ‘Elder ‘model used within Aboriginal culture. |  |  |
| Reflective task  From the guest speaker, students write a reflection on their understanding of the role of the ‘Elder’. In this reflection students compare to their own understanding of culture and personal and cultural identity.   * Do you have any person within your culture that plays a similar type of role? * • How important is this person for you? |  |  |

Sample learning experiences – practical based content

The following teaching and learning activities have been adapted from the resource [Yulunga: Traditional Indigenous Games](https://www.sportingschools.gov.au/resources-and-pd/schools/yulunga), launched by the Australian Sports Commission in July 2008.

During the practical lessons students will participate in a variety of traditional Indigenous games. Throughout these games teachers will need to stop play in order to discuss with students the cultural significance of the games. Students will be expected to keep a reflective journal which will be completed after each practical lesson. In this journal students will reflect on the practical components of the lesson and the final discussion using the reflective questions sheet.

Reflective journal

Provide students with a copy of these questions so that they can refer to them after each lesson

* Describe the game.
* What is the cultural significance of this game?
* How might this contribute to enjoyment of the game by Aboriginal peoples?
* What did you enjoy most about this game?
* From the skills that you used in the game, what skills are similar to those you have used in other games?

| Sample learning experiences and instructions | Register and date |
| --- | --- |
| Activity 1  Kalkadoon kee’an – Target games  An outline of [Kalkadoon kee’an](https://www.sportingschools.gov.au/~/media/pdfs/yulunga-resource/kalkadoon_kee_an.pdf?la=en) can be accessed within the resource.  Provide an understanding of where Kee’an originated and the material that was commonly used to play the game.  Significance. Before beginning this game, it is important that you refer to the significance information so students are aware of the material that was commonly used in the game which made it significant to Aboriginal cultures.  In areas of North Queensland, a game of throwing skill was played. A large sized animal bone (with twine attached) was thrown over a net (used to catch emus) and into a pit or hole. Considering the distance to the hole, great skill was required to correctly aim the bone and ensure that it did not touch the net.  The game is called kee’an, which means ‘to play’ in the Wik-Mungkan language of north Queensland. The Kalkadoon people from around the Mount Isa area also played a game similar to the one outlined and their connection has been recognised as part of the name of this game.  Outline the game and set up equipment: Badminton courts, Foxtail or tennis ball in a stocking can be used to throw. Teachers need to be creative if they don’t have this equipment and look at other equipment they have available which will allow the game to be played.   * Describe – explain that Kee’an is a target game where you will try and throw the foxtail over the net without hitting it, attempting to get the foxtail in the bin. Ask students to stand on the baseline and throw the foxtail into the bin which is placed in the centre front of the court. * Demonstrate – ask a student to come and demonstrate throwing the foxtail over the net and into the bin. * Ask questions   + What are some different ways we could score this game?   + Would it work best as an individual or team game?   + Stop play after 2-3 minutes and ask them a variety of questions to ensure they have an understanding of the game.   + What is the best way to hold the foxtail so it lands in the bin?   + How did you ensure the foxtail didn’t touch the net?   These questions assist in students developing a deep understanding of the skills, rules and strategies which will improve their enjoyment and success in these activities.  Question 1 and 2 are examples of questions which develop the knowledge and understanding of the rules, for example, students think about different ways the game could be scored and played.  Question 3 and 4 are examples of questions which develop the knowledge and understanding of the skills and strategies, for example, students think about ways to be successful at getting the foxtail over the net without it touching and into the bin.   * Do – decide how the game will run and how it can be scored. Split the class accordingly and allow them to start playing. * Ask questions to teach for knowledge and understanding   + Do you think Aboriginal people would have been successful at this game? Why?   + From the skills that you used in the game, what skills are similar to those you have used in other games? * Adapt – add variation to make the game more competitive. Variation 1: Competition where students get 10 attempts to throw the foxtail into the bin. * Reflection – stop play after 5-10 minutes and ask a variety of reflective questions. Ask the students to write their responses to these questions in their reflective journal. |  |
| Activity 2  Koolchee – Target games  An outline of [Koolchee](https://www.sportingschools.gov.au/~/media/pdfs/yulunga-resource/koolchee.pdf?la=en) can be accessed within the resource. A video outlining the game is available through the [Australian Sports Commission.](https://www.youtube.com/watch?v=4-8NYgK-u_U&index=37&list=PLSxPxfj7JBnpoSrKL9apAeAc3JHn5M8Tu)  Significance. Before beginning this game, it is important that you refer to the significance information so students are aware of the material that was commonly used in the game which made it significant to Aboriginal cultures.  This ball throwing and hitting game was played by the Diyari people in the Lake Eyre district of South Australia. The balls used were as round as possible and were usually about 8 to 10 centimetres in diameter. Gypsum, sandstone, mud, or almost any material that was easy to work was used to make the balls. The game was played for hours and usually until there were no balls left. The balls were referred to as Koolchee.  Outline the game and set up equipment: Badminton or volleyball court, bowling pins or empty bottles, Kanga cricket balls (Koolchees). Teachers need to be creative if they don’t have this equipment and look at other equipment they have available which will allow the game to be played.   * Describe – explain that Koolchee is a target game where students will try to bowl over the opposing teams pins with their supply of Koolchees.   + Split class into teams of 4-6 players.   + Set up a set of pins which are 3 metres in front of each team.   + Explain that only one Koolchee can be rolled at a time and it must be an underarm roll.   + Explain that they need to try and defend their own pins by using their koolchees to hit the opposing team’s koolchees out of the way but at the same time hit the opponent’s pins down.   + Ask students to stand behind the assigned line in front of their pins.   + Explain that the pins can be knocked down randomly or in sequence. * Demonstrate – ask a group of students to demonstrate the game. * Ask questions   + How might we score this game? * Do – split the class into teams and allow them to get a feel for the game before adding any changes. * Ask questions to teach for knowledge and understanding   + Suggest other ways of scoring for this game?   + What was the best speed to roll the ball and why?   + How did you work as a team to ensure you were knocking over the other teams pins while yours were safe?   + How might we change the rules to make it more difficult for the players to save their own pins? * Adapt – add variation to make the game more competitive. Variation 1: Ask students for some ideas on how they could change the game to make it more challenging.   + Introduce a new rule where players can only use 3 of their koolchees in the game to save their pins. * • Variation 2 – cooperative Koolchee   + Ask students to set a time limit on how long they think it would take for their teams to knock down all the pins.   + Instruct teams to discuss how they are going to work together to get all pins down in the fastest possible time.   + Perform new variation of the game. * Reflection –stop play after 5-10 minutes and ask a variety of reflective questions. Ask the students to write their responses to these questions in their reflective journal.   + What is the cultural significant of this game?   + How might this contribute to enjoyment of the game by Aboriginal people?   + What did you enjoy most about this game?   + From the skills that you used in the game, what skills are similar to those you have used in other games? |  |
| Activity 3  Gorri – Target games  An outline of [Gorri](https://www.sportingschools.gov.au/~/media/pdfs/yulunga-resource/gorri.pdf?la=en) can be accessed within the resource. A video outlining the game is available through the [Australian Sports Commission.](https://www.youtube.com/watch?v=rZTjM_5p8UQ&index=30&list=PLSxPxfj7JBnpoSrKL9apAeAc3JHn5M8Tu)  Significance. Before beginning this game, it is important that you refer to the significance information so students are aware of the material that was commonly used in the game which made it significant to Aboriginal cultures.  Bowl-ball or disc games were played by Aboriginal boys and men in all parts of Australia. For example, in the disc rolling game common throughout Western Australia a piece of rounded bark (disc) was rolled by one of the players for the other boys to aim at. The boy who set the disc rolling was about 15 metres away from the throwers and would call out goolgool (goinggoing) as they started the disc rolling. The boy or young man who succeeded in piercing the disc took the place of the roller. Accuracy of eye and speed in casting the spear were easily learned from the disc game.  Outline the game and set up equipment: Basketball court, Tennis balls and/or Frisbees (one for each student), Large ball – gym ball, basketball, Hula Hoops or Quoits. Teachers need to be creative if they don’t have this equipment and look at other equipment they have available which will allow the game to be played.   * • Describe – explain that Gorri is a game which involves throwing a ball at a moving target.   + Explain that this is a whole class activity.   + Set out the markers in the playing area which highlights the area of play the students are able to throw their tennis ball at the gym ball.   + Ask the students rolling the target balls to stand on the base line, they should be 5 metres apart from the first thrower.   + Instruct the throwers to call out ‘goolgool’ when they are ready for the targets to be rolled towards the other base line.   + Instruct the throwers roll or throw their tennis ball at the target. * Demonstrate – ask a group of students to demonstrate the game. * Ask questions   + Why do you think Aboriginal people played this game? Practise throwing something at a moving object which is what they had to do to get food   + What gender do you think would have played this game? Why? Males both men and boys played this game as they were the ones that would go out and hunt the food for their families   + What equipment do you think Aboriginal people would have used in order to play this game? In Western Australia a piece of rounded bark was rolled for boys to aim at. In the Kimberley and Northern Territory, they used flattened tin lids as targets for stones. * Do – select students to be the rollers and the remainder of the students are the throwers. Identify who are successful at hitting the object and allow them to become the next rollers. * Ask questions to teach for knowledge and understanding   + How difficult was it to hit the target? What tactics did you employ to hit the target?   + How did you work as a team to hit the target?   + How did you work as a team to protect your targets? * Adapt – add variation to make the game more competitive. Variation 1 – vary the speed at which the rollers are rolling the ball. Ask these questions to develop further knowledge and understanding   + Was it easier or more difficult to hit the target? Why?   + Did the speed of the target change the way you threw the ball? How?   + What strategies did you use to increase your chances of hitting the target? * Variation 2 – provide students with different types of balls (basketball) as the target. This will be more difficult as it is smaller. Instruct the students to bounce the basketball. Ask these questions to develop further knowledge and understanding.   + Was it easier or more difficult to hit this target compared to the first target? Why?   + What changed to make the target even more difficult to hit?   + How did you change your strategy? If at all?   + What might this resemble in Indigenous culture? * Variation 3 – instruct students to roll a hula-hoop or rubber quoits at the target. The aim is to stop the hoop and quoit form rolling or throw through it. Ask these questions to develop further knowledge and understanding.   + What did you do differently to be successful in this variation?   + Is your throw varied depending on whether you want to get the ball through the target or hit it down? How?   + How could we arrange a scoring system for this game so it could be more competitive? Students may choose to give 1 point for getting the ball through the hoop and 2 points for knocking it down. Students may also want to change the game so that 4 hoops are rolled (10seconds after each other) and students attempt to get a ball through each hoop. Points will increase with the number of successful throws through the hoop. * • Reflection –stop play after 5-10 minutes and ask a variety of reflective questions. Ask the students to write their responses to these questions in their reflective journal. |  |
| Activity 4  Keentan – Target games  An outline of [Keentan](https://www.sportingschools.gov.au/~/media/pdfs/yulunga-resource/keentan.pdf?la=en) can be accessed within the resource. A video outlining the game is available through the [Australian Sports Commission](https://www.youtube.com/watch?v=Oy_GrqmPl0s&index=3&list=PLSxPxfj7JBnpoSrKL9apAeAc3JHn5M8Tu).  Significance. Before beginning this game, it is important that you refer to the significance information so students are aware of the material that was commonly used in the game which made it significant to Aboriginal cultures.  A keep-away game of catch ball was played by both genders in the northwest central districts of Queensland. Because the action of the players jumping up to catch the ball resembled the movements of a kangaroo the Kalkadoon people sometimes described this game as the ‘kangaroo-play’. The ball itself was made of a piece of opossum, wallaby or kangaroo hide tied up with twine.  Outline the game and set up equipment: Soccer field, soccer ball. Teachers need to be creative if they don’t have this equipment and look at other equipment they have available which will allow the game to be played.   * Describe – explain that Keentan is a game which involves throwing a ball at a moving target.   + Explain that they can only throw and catch the ball while they are in the air.   + Explain that players from the opposing team can try and intercept the ball.   + Explain that if the ball is dropped, knocked to ground or goes to ground after a throw, it is a change of possession.   + Explain that passes must be a minimum of 3 metres and players in possession of the ball can run up to 10 metres.   + Explain that players throwing the ball cannot be guarded or obstructed. * Demonstrate – ask a group of students to demonstrate the game. * Ask questions   + For your team to remain in possession of the ball what are two things you must do? Be in the air while throwing and catching the ball and not drop the ball.   + What is one way the defending team can get the ball in their possession? Intercept the ball.   + What is the minimum distance you are allowed to pass the ball? 3 metres.   Stop students play throughout the lesson and ask them a variety of questions to ensure they have an understanding of the cultural significance of the game.   * Why do you think the game was called ‘Keentan’? Keentan means ‘play’ in the Wik-Mungkan language of north Queensland. * Why do you think they introduced the rule where you were only allowed to catch and pass the ball when you were in the air? The action of the players jumping up to catch the ball resembled the movements of a kangaroo the Kalkadoon people sometimes described this game as the ‘kangaroo-play’. * What equipment do you think Aboriginal people would have used in order to play this game? The ball itself was made of a piece of opossum, wallaby, or kangaroo hide tied up with twine.   Students may not be familiar with jumping to throw and catch the ball so you may need to run through this skill before moving into the game.   * Do – divide students into two even teams. Students may not be familiar with jumping to throw and catch the ball so you may need to run through this skill before moving into the game. * Ask questions to teach for knowledge and understanding   + How difficult was it to hit the target? What tactics did you employ to hit the target?   + How did you work as a team to hit the target?   + How did you work as a team to protect your targets? * Adapt – add variation to make the game more competitive. Variation 1 – after catching the ball a player may pivot on one foot only. Opposing players must be at least one metre away while a pass is attempted.   + Why do you think a rule would be added to allow players to pivot on one foot?   + What is the significance of including a rule so that defenders must be one metre away while players try to pass the ball?   + What other rules might you incorporate and why? * Reflection – students write their responses to reflective questions in their reflective journal. |  |
| Activity 5  Parndo – Ball games  An outline of [Parndo](https://www.sportingschools.gov.au/~/media/pdfs/yulunga-resource/keentan.pdf?la=en) can be accessed within the resource.  Significance. Before beginning this game, it is important that you refer to the significance information so students are aware of the material that was commonly used in the game which made it significant to Aboriginal cultures.  This ball game was played by Aboriginal people in the vicinity of Adelaide (Kaurna language) in South Australia. The parndo (ball) was made with a piece of possum skin and was fairly flat in shape. In the Kaurna language, spoken in the southern parts of South Australia, a parndo was a ‘ball to play with’.  Outline the game and set up equipment: Soccer field, soccer ball or tennis ball. Teachers need to be creative if they don’t have this equipment and look at other equipment they have available which will allow the game to be played.   * Describe – explain that Parndo involves kicking and passing.   + Start the game by spreading all students out in the designated area and kick the Parndo to start the game off.   + Explain that if they catch the Parndo on the full they can kick the Parndo to one of their team mates without being obstructed.   + Explain that they can also pass the Parndo to a team member if they have caught the Parndo and the Parndo continues to be passed until there is an opportunity for the Parndo to be kicked again.   + Explain that if a player who has received the Parndo through a pass is touched by an opponent there is a change of possession.   + Explain that if the Parndo goes to ground it is any players Parndo but they are not to dive on the Parndo. * Demonstrate – ask a group of 8 students (4 versus 4) to demonstrate the game. * Ask questions   + When you are an attacker what do you have to do in order to be successful?   + When you are a defender what do you have to do in order to be successful?   + What are some different ways we could score this game?   From observing the demonstration, these questions will ensure students are aware of what their role is depending on whether or not they have the Parndo. Some ways to score might include 2 points each time the Parndo is caught on the full or 1 point for three consecutive passes before the ball is kicked.   * Do – split the class accordingly and allow them to start playing. * Ask questions to teach for knowledge and understanding   + How did you position your body to ensure you caught the Parndo successfully?   + When kicking the Parndo what part of your foot did you use?   + As an attacker where was the best place to position yourself in order for a player to kick the Parndo successfully to you?   + As a defender, what did you do to be successful at regaining possession?   Stop students once they have a clear understanding of the skills, rules and strategies and ask them questions related to the cultural significance of the game. Question:   * + What equipment do you think Aboriginal people would have used in order to play this game? The Aboriginal people of South Australia made the Parndo (ball) out of a piece of possum skin which was fairly flat in shape. * Adapt – give students a chance to attempt the variation and stop play and ask a variety of questions. Variation 1 – explain to students that they will no longer play as a team but play for themselves. Students need to pass or kick the Parndo in order for play to continue. The same rules apply only they don’t earn points and they can pass the Parndo to anyone. * Ask these questions to develop further knowledge and understanding   + Did this variation work as well as the original game you played? Why, why not?   + Do you think Aboriginal people would have played this version or the first version? Why? Traditionally this game was played where every player played for themselves. There was no scoring method and no teams. The game was played just to be active. * •Reflection – students write their responses to reflective questions in their reflective journal. |  |
| Activity 6  Millim Baeyeetch – Ball games  Significance. Before beginning this game, it is important that you refer to the significance information so students are aware of the material that was commonly used in the game which made it significant to Aboriginal cultures.  This ball game developed in parts of Victoria in about the 1840s and is based on a game like Australian Rules. The team is to keep possession of the ball through kicking it to teammates, and usually the score is the team who can retain possession for the longest period of time. It’s been modified for today though that they actually score over a line, just so the kids can get more involved and have a sense of scoring and getting into the fun of things. Originally it was used with a ball made out of possum skin, stuffed with leaves or rocks. In a school you could use something like an Australian Rules football, touch football, or a soccer ball.  Outline the game and set up equipment – cricket oval, AFL ball. Teachers need to be creative if they don’t have this equipment and look at other equipment they have available which will allow the game to be played.   * Describe – explain that students are only allowed to kick the ball. They are allowed to run around with the ball and kick the ball as soon and as far as they can.   + When a player gains possession they have 5 metres to run and kick the ball.   + There is no contact.   + If the ball is dropped or knocked along the ground, players are allowed to pick up the ball and run or kick it. Players are not allowed to dive on the ball but the ball can be kicked off the ground as long as there are no players are attempting to pick the ball up.   + If a ball goes out of the playing area it is a change of possession.   + Players who break rules lose possession of the ball. Score the game by counting the number of times the teams kick the ball or how long they retain possession. The highest score wins the game. * Demonstrate – ask a group of 10 students (5 versus 5) to demonstrate the game. * Ask questions   + What rule has been included to ensure all players are safe? No contact and you must never dive on the ball or kick while someone is attempting to pick it up. * Do – split the class accordingly and allow them to start playing. * Ask questions to teach for knowledge and understanding   + What part of Australia do you think this game originated? Aboriginal people in parts of Victoria first started playing the game   + What do you think they might have called the ball they used? Millim Baeyeetch was the name used for the ball but Aboriginal peoples in the western districts of Victoria referred to it as Beiin.   + What do you think the Aboriginal peoples might have used to make their Millim Baeyeetch? The ball was about the size of an orange, and was made of possum skin, with the fur side outwards. It was filled with pounded charcoal and was tied tightly around with kangaroo sinews.   + How do you think the Aboriginal people arrange their teams? Teams are always arranged in two teams of different ‘class’ – white cockatoo against black cockatoo.   + In typical games we play the best player is generally chosen on their overall skill and team work. How do you think the Aboriginal people might choose their best player in this game? The player who kicks the Millim Baeyeetch/Beiin the highest during the game is considered the best player and has the honour of burying it in the ground until required the next day. * Adapt – give students a chance to attempt the variation and stop play and ask a variety of questions. Variation 1 – if a kicked Millim Baeyeetch is dropped it is a change of possession. Students in position to catch the Millim Baeyeetch need to call ‘mark’ and are allowed to try to catch the Millim Baeyeetch without any other player attempting to do so. Signal (blow whistle) throughout the game at various stages so that the next ‘marker’ can attempt a shot at goal to score. Ask these questions to develop further knowledge and understanding   + What type of kick was easier to catch?   + As an attacker where did you need to position yourself so that the kicker could get a clear kick to you?   + When the ball was kicked to you, were you more successful when you stood on the spot waiting for the ball to come to you? Why, why not?   + Why do you think the calling of “mark” as a rule was implemented?   Variation 2 – play the same rules as variation 1 but include two balls and three teams rather than two. Allow players some time to discuss the strategies they might use to be a successful team. Ask these questions to develop further knowledge and understanding   * + How has the introduction of another ball and team changed the way you play the game?   + Were the strategies that your team came up with successful? Why, why not?   Variation 3 – playing the same rules as variation 2 but include hoops 10-15 metres outside of the playing area.  Explain to students that if their team has 3 successful passes (ball is not dropped) they may kick to a team member who runs and has at least one foot inside of the hoop.  If this kick is caught an extra point is awarded.  Allow teams some time to discuss the strategies they might use to be a successful team. After students have been playing for 5-10 minutes ask them to gather in their group and discuss whether their strategies are working.  Students are expected to make changes where needed and then have an opportunity to put these into practise.  Ask these questions to develop further knowledge and understanding   * + What strategies did you change and why?   Reflection – students write their responses to reflective questions in their reflective journal |  |
| Final journal entry  Students complete a final reflection which will draw on their understanding of the overall purpose of the unit. Students will use the reflective questions as a final entry in their journal.   * What is the common element of each of the games explored in the unit? * Why is it important for Aboriginal people to participate in physical activities/games such as these? * To what extent does culture influence physical activity choices? * To what extent does culture influence the type of games/activities in which you participate? * What has the unit taught you about the importance of participating in games and activities that are significant or important to your culture? |  |

Unit evaluation