

## Traditional Indigenous Games

This workshop provides an overview of games and activities from Aboriginal and Torres Strait Islander societies around Australia. It allows for an opportunity to learn about, appreciate and experience aspects of Indigenous culture. Participants will play games and activities in their traditional forms with modern equipment. The games and activities can be used as skill games, lead-up games in physical education lessons or specific sport practice sessions.

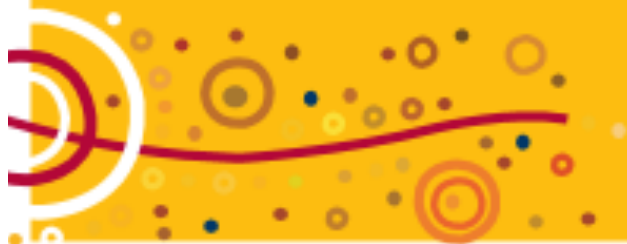


Australian Government  
Australian Sports Commission



# YuLunga

Traditional Indigenous Games



[ausport.gov.au/isp](http://ausport.gov.au/isp)

## TRADITIONAL INDIGENOUS GAMES TRAINING



### Acknowledgement

I would like to acknowledge the traditional custodians of this land that we are meeting on today.

I would also like to pay my respects to Elders past, present and in particular those in attendance today.

### Program content

- Traditional Indigenous Games – Background and Culture, TIG today  
Objective of TIG
- Session Planning
- Traditional Indigenous Games Practical Exercises
- Review of day and Evaluation

### Background

- Traditional Indigenous Games have been played in Aboriginal and Torres Strait Island communities for over 50,000 years.
- Aboriginal and Torres Strait Island games and activities have a rich history as recorded by explorers, government officials, settlers, scientists and missionaries in the nineteenth century.
- They have also been passed down through generations by Indigenous Australians
- Australian Sports Commission accredits Ken Edwards and Troy Meston with collating and producing Choopadoo – Games from the Dreamtime (now known as Yulunga)

### Culture

- The range of traditional games provide the opportunity to learn about, appreciate and experience aspects of Aboriginal and Torres Strait Islander Culture.
- They were extremely important in teaching young people a range of life skills that helped them survive, such as spear and boomerang throwing.
- They were a means of passing on the dreamtime stories that were linked to each of the games.
- They were a means of celebration and fun, also provided essential training in social interaction.
- At other times games were played as a test to determine the passing of stages of life.
- **Care has been taken to avoid games used in initiation ceremonies and religious events or which could give a false impression of the cultural identity of Indigenous people.**

**Traditional Indigenous Games today**

- TIG is used by many local community and sporting groups for various reasons
- TIG allows Indigenous communities an opportunity to be involved in games that are culturally significant.
- They are typically played in their traditional forms with modern equipment, modified for safety and ease of use.
- The games can cater for all ages and abilities.
- They can be used as a Cultural Awareness program and tool to engage with children and youth.
- They are excellent skill games or lead-up games in physical education lessons.
- The games have the ability to stimulate physical activity while at the same time demonstrating the importance of reinforcing our Indigenous culture.

**Objective of TIG**

- To celebrate and introduce Aboriginal culture through TIG using modern day equipment.
- To develop student/participant knowledge of Aboriginal Culture – impart an understanding and active approach to learning.
- To have TIG programs in schools and communities on a regular basis. Achieved through your delivery of TIG throughout schools and communities.
- To increase the number and skills of people utilising Traditional Indigenous Games

**Communities where TIG is played****TIG EQUIPMENT**

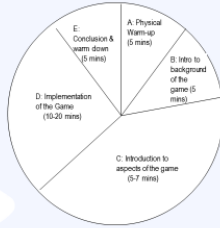
- Make equipment and decorate
- No set guidelines for a TIG kit. It is up to your imagination.
- Utilise modern day equipment (balls, balloons, bats, etc.)
- traditional equipment is very rare and fragile.

**Session Planning**

- Considerations: time, venue, abilities, resources
- Organisation: who, when, where (venue)
- Self-reflection / evaluation: confident, understand
- Risk Management: safety of participants

## Sample Session Plan

- Essential to plan each session.
- Makes more enjoyable and profitable for the participants
- will feel that they have achieved worthwhile goals.
- Each session must be varied and related to the ability of the group.
- Realistic time frame with obvious adaptation for weather or facilities.



## Safety and Risk Management

### KEY WORDS- ASSESS, IMPLEMENT AND MANAGE RISKS

Check that the venue / field are debris free and that it is safe to play on

Check everyone wears appropriate footwear and clothing

When outside use sunscreen and hats and try to perform activities in the shade

Perform activities so objects are moved or propelled in the same direction or away from others.

Do not use a wall or tree as a finishing line

Use space effectively by limiting the number of people to use an area

Be aware of others when moving about a space

## Games Deliverer Tips

### DO

Encourage – fair play, good habits, praise participants, participation by all

Have fun yourself and wear appropriate clothing

Organise your session

Provide clear and understandable demonstration of games

### DO NOT

Abuse, discourage or even shout during your instruction program

Smoke or swear in front of the group

Set unrealistic goals

## DVD-Example of Games

- Sports Ability DVD - highlights 5 games and targets participation for children with and without disabilities.
  - Gorri
  - Buroinjin
  - Koolchee
  - Kai
  - Kolap
- Please select or take note of 1 game you would like to present during the assessment phase / practical session of this training course
- DVD: Sports Ability – Traditional Indigenous Games (Australian Sports Commission)  
~ resource developed by the ASC Sports Ability Unit

### KAI

In this game from the Torres Strait a number of players stood in a circle and sang the kai wed (ball song) as they hit a ball up in the air with the palm of their hands. The game was played using the thick, oval, deep red fruit of the kai tree which is quite light when dry.



**GORRI**

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 gool-gool (going-going) 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.

**TREE MODEL**

- TREE can be used as a practical tool and a mental map to help teachers, coaches and sports leaders to adapt and modify game situations to be more inclusive of people with wide range of abilities.
- Watch the Sports Ability DVD and write down what the TREE model means and other key words

**Link to Key Learning Areas - ideas**

- Incorporate TIG into an arts project – decorate equipment or make traditional implements for use whilst playing TIG.
- Investigate how playing these games would enhance the social structure of an Aboriginal community
- Incorporate games into NAIDOC week celebrations through schools and communities.
- Check out the tabloid activities at the back of your Traditional Indigenous Games Booklet.
- The activities outlined are examples of how the games can be modified to use in a tabloid activity.

**Additional Information****Sport & Recreation:**

[www.dsr.nsw.gov.au](http://www.dsr.nsw.gov.au)

**Traditional Indigenous Games:**

<http://www.ausport.gov.au/participating/all/indigenous>

**Online Coaching Course:**

<http://www.ausport.gov.au/participating/coaches/education/onlinecoach>

**Play by the Rules**

[www.playbytherules.net.au](http://www.playbytherules.net.au)

**Thank You****Contact**

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