

Unit Plan: Indigenous Games

School Name:	Unit title: Indigenous Games	KLA(s): HPE	Year level(s): 4-7	Duration of unit: One Term
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Identify curriculum	
Ways of working	Knowledge and understanding
<p>Students are able to:</p> <ul style="list-style-type: none"> • identify issues and plan investigations and activities • draw conclusions and make decisions supported by information and evidence • propose, justify, implement and monitor plans or actions to promote health and wellbeing, movement capacities and personal development • apply movement concepts and make purposeful refinements to movement skills • create and perform movement sequences through modifying and combining movement skills and applying movement concepts • identify risks and justify and apply safe practices • select and demonstrate appropriate personal development skills and strategies in team and group situations • reflect on learning, apply new understandings and identify future applications 	<p>Physical Activity</p> <ul style="list-style-type: none"> • Modifying techniques and selectively applying movement concepts can enhance physical performance and increase enjoyment in physical activities e.g. transferring weight appropriately when batting enables the batter to hit the ball with greater force. • Refining teamwork, tactics and strategies in a variety of contexts improves movement capacities, and physical performance, and enhances participation in physical activity e.g. coordinating timing when paddling a canoe or dancing, in team defence in touch football or water polo, and in offensive passing in tag ball, makes the activity more enjoyable. <p>Personal Development</p> <ul style="list-style-type: none"> • Assuming roles and responsibilities, experiencing leadership opportunities, respecting cultural protocols and differences and working well with others, develops positive identity and self-esteem e.g. looking after younger siblings, mentoring peers, learning leadership skills and contributing to a team effort are experiences that help students develop confidence and a positive image of self

Develop assessment			Make judgments	
Type of assessment	What will be assessed	When it will be assessed	Purpose of assessment	Assessable elements
Formative: Team cooperation Summative: Creation of an Indigenous game Reflection log in work booklet	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/activities that are significant or important to your culture?	Assessment One will be assessed each week Assessment Two will be assessed in week 8 of a term	<ul style="list-style-type: none"> • Understand and apply the skills needed for traditional aboriginal games in a team environment • Understand the cultural significance of aboriginal games and how they apply to the need and interests of the individuals • Understand that indigenous people participate in physical activity for many other reasons other than for improved fitness and health. • Recognise that they can transfer skills from other games into the indigenous games • Appreciate that aboriginal people use physical activity as a means of learning about their culture 	Through observation, checklists and verbal feedback. Rubric observing presentation of created games and work booklets

Weekly Unit Plan

Year	Week One	Week Two	Week Three	Week Four
FOUR - SEVEN	<ul style="list-style-type: none"> • Introductions and rules • Warm up – Run • Activity One – Tarnambai • Activity Two – Gorri • Task sheets and Booklets distributed • Groups organised • Discussion on each game - <ul style="list-style-type: none"> - Why Indigenous people played these games? - Relating the skills to traditional games played today. - The three main components 	<ul style="list-style-type: none"> • Introductions and rules • Warm up – Run • Activity One - Edor • Groups creating their games • Fill out booklet • Discussion on each game - <ul style="list-style-type: none"> - Why Indigenous people played these games? - Relating the skills to traditional games played today. - The three main components 	<ul style="list-style-type: none"> • Introductions and rules • Warm up – Run • Teacher demonstrates of expectations for presenting their game. • Teacher clarifies expectations for assessment next week. • Groups continue creating their games. • Discussion on assessment - <ul style="list-style-type: none"> - Why Indigenous people played these games? - Relating the skills to traditional games played today. - The three main components 	<ul style="list-style-type: none"> • Introductions and rules • Warm up – Run • Assessment day- Groups present their games • If there is enough time we can play one. • Teacher does a final discussion on why it is important for students to participate in learning about Indigenous knowledge, through games.

Sequence of Learning

Phase	Learning Experiences, Teaching Styles & with links to the Productive Pedagogies	Teaching Cues	Adjustments for needs of learners	Resources
<p style="text-align: center;">Explore</p> <p style="text-align: center;">Weeks 1-2</p>	<ul style="list-style-type: none"> • Teacher introduces the topic of Indigenous Games, as a connection to other games students may participate in. Teacher discusses three major components that are involved in Indigenous games: Cultural significance of why the game is played, Involves at least one fundamental motor skill, lastly an objective of the game. This is because when the students start creating their own game for your assignment they are aware of the components. • Discuss the idea that being active and keeping fit is not always about playing organised team sports, but is also about participating in recreational activities that are good for our physical, social and mental/emotional health. • Students review the types of (active) recreational activities students like to do in their spare time and the equipment required to play, e.g. walking the dog, play wrestling with brothers and sisters, gardening, hitting a tennis ball against a wall. • The games chosen in the first two weeks focus on a variety of motor skills. • Initially, all students will participate in a variety of games before creating their own Indigenous game for assessment. • Students discuss in groups the importance of recognition of Indigenous culture and involvement of physical activity. • Students use inquiry thinking to explore methods of promoting Indigenous games into other schools. • Literacy and numeracy skills are emphasised in each lesson to demonstrate these skills used in everyday life. • Initially this programme of Indigenous games will be assessed as part of a HPE programme. It is anticipated that after evaluation, it may be introduces as part of the inter-school sports programme or within the classroom. • Teacher introduces the details for assessment. Assessment will be based on the creation involved in their own Indigenous game and the reflection process in understanding why Indigenous people played games and the importance to physical exercise. 	<ul style="list-style-type: none"> • Importance of providing physical exercise as an alternate to other traditional sports in today's society. • Indigenous games as a form of exercise. • Select hunting skills incorporated in each game. • Research the cultural significance of each game. • Selection of movements to provide appropriate physical exercise. • Explanation of assessment requirements. 	<ul style="list-style-type: none"> • Explicit instructions and repeating if necessary. • Grouping considerations. • Demonstrations for the multiple intelligences identified in the class. 	<ul style="list-style-type: none"> • Workbooks • Pencils • Markers • Bibs • Resources of Indigenous games the teacher leads. <ul style="list-style-type: none"> • Edor (Appendix Two) • Gorri (Appendix Three) • Tarnambai (Appendix Four) • Yunlunga Website: http://www.ausport.gov.au/participating/indigenous/resources/games_and_activities/individual_games
	<ul style="list-style-type: none"> • Students make connections between what they know and what they can do as well as discussing what Indigenous games are and how they are perceived. • After participating in more Indigenous games lead by the teacher, students form groups and discuss the importance of each component clearly identified in each game. Each group is responsible for adapting the three components into their game. 	<ul style="list-style-type: none"> • Brainstorm- various Indigenous games. • Create an Indigenous game that applies the appropriate physical exercise. • Planning of game must 	<ul style="list-style-type: none"> • Students that have disabilities are able to participate with minor adjustments made, for example, if a student has a physical disability they may participate in 	<ul style="list-style-type: none"> • Workbooks, • Pencils • Markers • Bibs • Resources of Indigenous games the teacher leads. • Yunlunga Website:

<p>Engage</p> <p>Weeks 3-4</p>	<ul style="list-style-type: none"> • Students explore and discuss each Indigenous game they have played and the cultural significance of the game. They will describe how and why they were formed. • Students will explore and identify the movements from each Indigenous game that has been played and the fitness attributes that are provided. • In week 3, students in groups, will be given a game from the website Yunlunga that they will discuss and set the game up in order to teach the game to the class. This will expose the students to opportunities to practice presenting a game, as well as looking at an exemplar. • In week four, the games chosen focus on ball games. • Students explore resources and materials that will be needed in each game they will create. They will also consider other resources that will include different props to enhance the game. Individual students suggest to the class, any contributions they may be able to bring and share with the class. • Literacy and numeracy skills are emphasised in each lesson to demonstrate these skills used in everyday life. • Students identify all cultural aspects of the Indigenous game. They brainstorm the use of simple rules, origins of the game and variations of the game. • Students will engage in applying techniques and skills that are required in the different Indigenous game. 	<p>reflect some aspect of cultural significance.</p> <ul style="list-style-type: none"> • Selected rules and objectives must be easy to understand and perform. • Consideration for resources and techniques and skills involved. 	<p>non-locomotor movement which would not affect their ability to participate.</p> <ul style="list-style-type: none"> • The unit caters for students who are Bodily-Kinaesthetic and Musical learners. • Peer teaching can be introduced to students who are having difficulties comprehending the rules of the game. 	<p>http://www.ausport.gov.au/participating/indigenous/resources/games_and_activities/individual_games</p>
<p>Explain</p> <p>Weeks 5-6</p>	<ul style="list-style-type: none"> • Teacher reviews students' knowledge of both locomotors and non-locomotors skills in conjunction with the creation of their Indigenous game. • Students in their groups, will apply constructive criticism to help refine the overall Indigenous game. • Students will create questions that deepen their knowledge, for example, how can the rule of the game increase my fitness and awareness of the three components involved? • Students will review the selected components to ensure they reflect various cultural meanings within each game and offer many suggestions to the class. • Students, within their groups, will brainstorm and record the fitness levels associated with each Indigenous game. • In weeks five and six, the games chosen focus on bat and ball games and skipping games. • Literacy and numeracy skills are emphasised in each lesson to demonstrate these skills used in everyday life. • Students reassess and discuss the physical, social and emotional benefits of this form 	<ul style="list-style-type: none"> • Reviewing of locomotor and non-locomotor skills within games. • Refocus of three selected components that must be involved in their Indigenous game . • Revisiting of selected three components to check if they demonstrate a culturally significant message. • Recheck appropriate physical fitness is being maintained. 	<ul style="list-style-type: none"> • Students that have disabilities are able to participate with minor adjustments made, for example, if a student has a physical disability they may participate in non-locomotor movement which would not affect their ability to participate. • The unit caters for students who are Bodily-Kinaesthetic and Musical learners. • Peer teaching can be introduced to students who are having difficulties comprehending the moves. 	<ul style="list-style-type: none"> • Workbooks, • Pencils • Markers • Bibs • Resources of Indigenous games the teacher leads. • Yunlunga Website: http://www.ausport.gov.au/participating/indigenous/resources/games_and_activities/individual_games

	<p>of physical exercise.</p> <ul style="list-style-type: none"> • After each lesson, the groups will self-reflect on the Indigenous games taught and evaluate their learning experience, in accordance with how they feel physically. For example, students may find the Indigenous game was too challenging or was impossible to reach the objective of the game. • Students in their groups, demonstrate their learning of Indigenous games by practicing and performing their game. 			
<p>Elaborate</p> <p>Weeks 7-8</p>	<ul style="list-style-type: none"> • Each group of students creates an Indigenous game based on the games practices and performing in previous lessons as part of their assessment. • The teacher will be available to the students at all times and will provide feedback that will improve their Indigenous games for their assessment. • Students apply a new understanding, by producing an Indigenous game they have created in group that incorporate three essential components. • Each student will contribute a written piece in their booklet to explain the game in three ways: the rules, the cultural significant and the aim or objectives of the game. • Students are given a set amount of time to both produce and practice their Indigenous games in groups. • In weeks seven and eight, the games chosen focus on tag games and target games. • Students will elaborate on their understanding through the student booklet at the end of the unit that is used for assessment. • Literacy and numeracy skills are emphasised in each lesson to demonstrate these skills used in everyday life. • Students will elaborate on their learning of the importance of recreational sports and the fitness by their ability to teach these Indigenous games to the rest of the class, as a possible future implementation in the classroom games or interschool sports. • Students will decide the appropriate language, including reflective response, which should be included in their reflective journal of their participation in learning Indigenous games. This is done by discussing each Indigenous game after it has been played. • Student will self-reflect and evaluate their individual skill level when participating in learning the Indigenous games. 	<ul style="list-style-type: none"> • Creation of Indigenous games is established and considering important components required • Spoken explanations of Indigenous games are clearly stated in oration. • Clarification of promoting recreational sports (Indigenous games). • Consideration for written language in their reflective responses in learning Indigenous games. 	<ul style="list-style-type: none"> • Students that have disabilities are able to participate with minor adjustments made, for example, if a student has a physical disability they may participate in non-locomotor movement which would not affect their ability to participate. • The unit caters for students who are Bodily-Kinaesthetic and Musical learners. • Peer teaching can be introduced to students who are having difficulties comprehending the moves. 	<ul style="list-style-type: none"> • Workbooks • Pencils • Markers • Bibs • Resources of Indigenous games the teacher leads. • Yunlunga Website: http://www.ausport.gov.au/participating/indigenous/resources/games_and_activities/individual_games
<p>Evaluate</p> <p>Ongoing diagnostic process</p>	<ul style="list-style-type: none"> • Students will prepare a speech in order to present their game. They will need to explain the origins of the game, the rules and the cultural significances. This will display their knowledge of the three components essential in creating the game. • Students will display their knowledge, skills and abilities by presenting the game to the 	<ul style="list-style-type: none"> • Completion of speeches will display understanding. • Evaluation of the presentation of the 	<ul style="list-style-type: none"> • Students that have disabilities are able to participate with minor adjustments made, for example, if a student has a physical disability 	<ul style="list-style-type: none"> • Workbooks • Pencils • Markers • Bibs • Resources of Indigenous games the teacher leads.

	<p>class.</p> <ul style="list-style-type: none"> • Literacy and numeracy skills are emphasised in each lesson to demonstrate these skills used in everyday life. • Student's, in their groups, will reflect on their overall performance and consider any necessary changes or improvements that need to be made prior to teaching their game to other students in the class. • Students will consider the three components that are essential in creating a game these are– <ul style="list-style-type: none"> ○ What is the cultural significance within the game? E.g. What was the game played for? ○ What are the motor skills that are involved in the game? ○ What are the rule and objectives of the game? • As evaluation is an ongoing diagnostic process, the last two weeks of the term will be assessment week. • Students will evaluate each game after participating in discuss the key components essential in their reflections of the reflection on Indigenous game. • Teachers will provide informal and formal feedback of the students' progression throughout the unit. This is done formally on their assessments that have been handed into the teacher, as well as by verbal feedback in an informal matter. 	<p>game, and the benefits of participating in Indigenous games.</p> <ul style="list-style-type: none"> • Consideration of the three components and understanding of cultural diversity. 	<p>they may participate in non-locomotor movement which would not affect their ability to participate.</p> <ul style="list-style-type: none"> • The unit caters for students who are Bodily-Kinaesthetic and Musical learners. • Peer teaching can be introduced to students who are having difficulties comprehending the moves. 	<ul style="list-style-type: none"> • Yunlunga Website: http://www.ausport.gov.au/participating/indigenous/resources/games_and_activities/individual_games
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Use feedback

Ways to monitor learning and assessment

Assessable Elements	Descriptors				
	A	B	C	D	E
	Students work demonstrates evidence of:				
Knowledge and Understanding Weight: 20%	Students display perceptive knowledge and understanding for reasons why Indigenous people created and played games by: - Integrating the cultural significance required for their game	Students display insightful knowledge and understanding for reasons why Indigenous people created and played games by: - Connecting the cultural significance required for their game	Students display capable knowledge and understanding for reasons why Indigenous people created and played games by: - Relating the cultural significance required for their game	Students display perceptive knowledge and understanding for reasons why Indigenous people created and played games by: - Stating the cultural significance required for their game	Students display poor knowledge and understanding on the reasons why Indigenous people created and played games
Application of core components in the created game Weight: 20%	Students can comprehensively demonstrate an insightful understanding of the application of core components essential to the creation of an Indigenous game - 3 or more fundamental motor skills - Creative application of instructions on the objective or rules of the game	Students can thoroughly demonstrate an understanding of the application of core components essential to the creation of an Indigenous game - 2 or more fundamental motor skills - Creative application of instructions on the objective or rules of the game	Students can competently demonstrate an understanding of the application of core components essential to the creation of an Indigenous game - 1 or more fundamental motor skills - Clear and concise instructions on the objective or rules of the game	Students have limited understanding of the application of core components essential to the creation of an Indigenous game - At least one fundamental motor skills - instructions on the objective or rules of the game	Students have inadequate understanding of the application of core components essential to the creation of an Indigenous game.
Application of effective communication of the created game Weight: 20%	Students can skilfully demonstrate the application of effective communication to a comprehensive level when presenting their created game to the classroom by: - clearly stating the core components - giving clear instructions	Students can proficiently demonstrate the application of effective communication to a comprehensive level when presenting their created game to the class by: - stating the core components - giving clear instructions	Students can soundly demonstrate the application of effective communication when presenting their created game to the class by: - stating the core components - giving instructions	Students demonstrate a variable level to the application of effective communication when presenting their created game to the class.	Students display an inadequate level of effective communication when presenting their created game to the class.
Effort & Behaviour Weight: 20%	Students participate exceptionally well in every lesson through: - listening - following instructions - taking on a role to present their created game - encouraging peers to participate	Students participate proficiently well in most lesson through: - listening - following instructions - taking on a role to present their created game - encouraging peers to participate.	Students participate well in most lessons through: - listening - following instructions - taking on a role to present their created game - encouraging peers to participate..	Students participate in most lessons, however sometimes struggle - listening - following instructions - taking on a role to present their created game	Students display a poor attempt to participate in lessons and the creation of their game.
Reflecting Weight: 20%	Students display perceptive reflection on the importance of exercise and the inclusion of Indigenous knowledge by: - Completing their entire booklet with high level of language elements used throughout the teaching period.	Students display informed reflection on the importance of exercise and the inclusion of Indigenous knowledge by; - Completing their entire booklet with adequate level of language elements used throughout the teaching period.	Students display relevant reflection on the importance of exercise and the inclusion of Indigenous knowledge by: - Completing most questions in their booklet with sound level of language elements used throughout the teaching period.	Students display minimal reflection on the importance of exercise and the inclusion of Indigenous knowledge by: - Bringing their booklet but fully not completed	Students display minimal reflection on the importance of exercise and the inclusion of Indigenous knowledge by: - Not completing their booklet