



**Australian Government**  
**Australian Sports Commission**



# Yulunga

**Traditional Indigenous Games**

**Suitable for school years 10–12  
and post-school age**

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



# Yulunga

## Traditional Indigenous Games

### **Traditional Indigenous Games**

The games outlined in this resource are considered primarily as a contribution towards the implementation of Indigenous Australian perspectives across the education curriculum, from Kindergarten to Year 12 (K–12). It is recommended that local elders are consulted and invited to be involved in some way prior to undertaking any unit of work or special event using the *Traditional Indigenous Games*.

Examples of statements that might be acceptable to local elders and that can be made in association with the use of the games in this resource are:

*'We pay our respect to the traditional custodians of this land.'*

*'We acknowledge that we are on the traditional lands of the ... peoples and pay our respects to the traditional custodians.'*

In the language of the Kamilaroi (Gamori) people of north-western New South Wales, *Yulunga* means 'playing'.

## **Acknowledgments**

The Australian Sport Commission acknowledges Ken Edwards for the extensive and thorough research undertaken to collate the Yulunga: Traditional Indigenous Games.

To create this resource, Ken Edwards with the assistance of Troy Meston reviewed almost every available account of Australian Aboriginal and Torres Strait Islander games from all parts of Australia.

The Australian Sports Commission recognises the traditional owners of the games and activities that formed the basis of this resource. This resource is dedicated to all Australian Aboriginal and Torres Strait Islander people.

## **Traditional Indigenous Games Consultants**

Ken Edwards (PhD) is a former physical education teacher and academic in the Faculty of Health (School of Human Movement Studies) at Queensland University of Technology (QUT) in Brisbane. He is currently a staff member in the Faculty of Humanities and Social Sciences (School of Humanities — Education) at Bond University on the Gold Coast.

Troy Meston is a graduate of the Faculty of Education at QUT and currently Director of Blackbase in Brisbane. He is actively involved in the promotion of Indigenous traditional games in schools and community groups.

## **Disclaimer**

The Traditional Indigenous Games resource has been designed for people of all ages. The resource assumes that each person participating in the activities is healthy and has no medical condition that would preclude him or her from participating in the activities. People should not be allowed to participate in an activity if any medical, physical or other factor indicates that he or she is not suited to that activity. Where there are any queries or concerns about such matters, the consent of the participant, or if under 18, the participant's parent/legal guardian, should be obtained before allowing participation. Adult supervision must be provided for all activities where participants are under 18 years of age. While care has been taken in the preparation of the resource, the publisher and authors do not accept any liability arising from the use of the resource, including without limitation, from any activities described in the resource.

© Australian Sports Commission 2008

This work is copyright. Apart from any uses as permitted under the Copyright Act 1968 and subsequent amendments, no part of this publication may be reproduced by any process without written permission from the Australian Sports Commission. Requests and enquiries concerning reproduction should be addressed to [copyright@ausport.gov.au](mailto:copyright@ausport.gov.au)

For general enquiries regarding the Australian Sports Commission:

Tel: (02) 6214 1111

Fax: (02) 6251 2680

Email: [asc@ausport.gov.au](mailto:asc@ausport.gov.au)

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

ISBN 978 1 74013 102 5

Content by Ken Edwards, with assistance by Troy Meston

Illustrations by Glenn Robey

Produced by Australian Sports Commission Publishing staff

# Foreword



The *Yulunga: Traditional Indigenous Games* resource was developed to provide all Australians with a greater understanding and appreciation of Indigenous culture — the way it was many thousands of years ago and still is today. Over the years sport has played a major role in developing a socially cohesive environment within Indigenous communities. Many of the games you see today have evolved from traditional games of the past.

Through this unique sporting resource, traditional Indigenous culture can be experienced and enjoyed by all Australians. It combines curriculum principles and cultural traditions in sport-related activities for people of all ages, while ensuring the integrity of traditional games. It can be used in schools around Australia as an educational resource and as a guide to inclusive, structured sport within communities.

**Adam Goodes**

*Sydney Swans AFL player*

*Ambassador, Indigenous Sport Program, Australian Sports Commission*

# Contents

<b>Foreword</b> .....	<b>v</b>
<b>Introduction</b> .....	<b>1</b>
<b>Games</b>	
Ball and top spinning games .....	<b>3</b>
Ball games .....	<b>7</b>
Ball-hitting games .....	<b>31</b>
Ball-rolling games.....	<b>50</b>
Boomerang games.....	<b>59</b>
Bullroarer game .....	<b>66</b>
Climbing game.....	<b>68</b>
Corroboree games .....	<b>70</b>
Hitting games.....	<b>73</b>
Jumping games .....	<b>77</b>
Marble game .....	<b>80</b>
Pushing game .....	<b>82</b>
Running games .....	<b>84</b>
Skipping game.....	<b>88</b>
String game.....	<b>90</b>
Throwing games.....	<b>91</b>
Water games .....	<b>111</b>
Wrestling games .....	<b>122</b>
<b>Events and activities</b>	
Traditional games event.....	<b>132</b>
Athletic events.....	<b>136</b>
Displays and skills games .....	<b>137</b>
Tabloid event .....	<b>139</b>
Sports Ability.....	<b>141</b>
<b>Index</b> .....	<b>142</b>

**Wener ganbony tillutkerrin?**  
*What shall we play first?*  
(Language of the Western people of Victoria)




# Introduction

*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.

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.

As part of the process in preparing this book, an Australia-wide consultation was conducted in conjunction with the Indigenous Sport Program at the Australian Sports Commission. Where possible, approval was sought from the traditional owners of the games or from representative Aboriginal and Torres Strait Islander organisations. The sole motivation in researching and developing the games presented has been to provide an outline of the types of activities that were, and in some cases still are, part of Australian Indigenous play culture.



Individuals and groups contributed information in the course of the consultation process. The enthusiasm and positive feedback received reinforces the important role that these games and activities can serve.

The games outlined cover most regions of Australia. 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.

It is recommended that when the games are used as part of a school or sporting program, local elders and Indigenous groups are informed of the plans and invited to participate in some way, including commenting on suitable activities.



# jillora

'jil-lor-a'



All school-age groups (K–12)

Post-school age

## Background

Spinning balls or tops of various kinds were used as an amusement by Aboriginal people in most parts of Australia and by Torres Strait Islanders.

The spin-ball used in the northwest central districts of Queensland was a round ball of about 2 to 3 centimetres in diameter. It was made of lime, ashes, sand, clay and sometimes hair, rolled into shape, either between the hands or the folds of a blanket, and subsequently baked, thus making it smooth and hard. The spin-ball was often painted with red or yellow ochre.

## Language

The spin-ball was called *jillora* at Boulia, *popojo* at Glenormiston and Roxburgh, *pucho-pucho* in the Kalkadoon country, and *anai-dappi-dappa* at Headingly and Lake Nash. The game was apparently introduced from the lower Diamantina River area.

## Short description

A ball-spinning activity.

## Players

- One to ten players

## Playing area

- A suitable indoor or outdoor area

## Equipment

- Large balls such as basketballs

## Game play and basic rules

- Players attempt to make the ball spin for as long as possible.
- Players use one or both hands to spin the large balls on a smooth surface. Younger players may need help from other players in spinning the balls.

### Variations

- The game can be played by several players at once. On the signal to start, all players start their balls spinning.
- In a competition the last ball left spinning is the winner.
- Timed-team *jillora*: Players are organised into groups of three to five. Players add their times together and attempt to set a 'record'. Have three attempts to set a record. At the end add the times for all the groups to set a class record.

### Comment

This version is designed for use as a warm-up activity and is particularly suitable for younger children.

### Teaching points

- Balls ready. Hands each side on top.
- Push with one hand pull with the other. Hold in the fingers. Make it spin.
- Step back. Keep it going.
- Try again. A little harder. That's the idea.

# pirrha

'pir-rha'



SCHOOL  
YEARS  
4–6

SCHOOL  
YEARS  
7–9

SCHOOL  
YEARS  
10–12

Post-school age

## Background

The Lake Eyre women made small gypsum balls to spin. The game was played by several players at once. The player whose ball spun the longest was the winner.

Sometimes two women competed against each other. In another form of the game two balls were spun in a large bowl (*pirrha*) and there was excitement when the balls collided.

## Language

The name for the game is taken from the large bowl (*pirrha*) used for spinning balls.

## Short description

The game is one of ball spinning. The object is to try to make the ball spin for as long as possible.

## Players

- One to ten players

## Playing area

- A suitable indoor or outdoor area

## Equipment

- Use a number of discs (frisbees) — the discs should all be the same. The underside of the disc can be smoothed and the surface waxed.
- Use balls such as wooden balls, billiard balls or large marbles.

## Game play and basic rules

- The ball is spun on the surface of an upturned disc (frisbee) or similar object.
- The player prepares by holding the disc in one hand — or placing it on a flat surface — with the other hand ready to spin the ball. The spin is

usually made by flicking the thumb and first and second fingers.

- The signal to start is given and the ball is spun.
- The ball can be moved around the surface of the disc by changing the angle of the disc. For best results the ball should be kept in the middle of the disc.
- A stop-watch is used to time how long the ball spins. When the spin is timed, the stop-watch is started as the hand is lifted away from the ball and the time is recorded until it stops turning.
- Players aim to achieve their best time or beat a set time (such as 45 seconds).

### Scoring

The player whose ball spins for the longest time wins the game. Players have three attempts and the best time counts.

### Variations

- The game can be played by several players at once. On the signal to start, all players start the ball spinning. The longest-spinning ball is the winner.
- Players in groups of three at a time compete in an elimination contest to determine a winner.
- For a team competition the ball must be spun and hands lifted away quickly on the signal to start. If there is any delay the turn does not count.
- Players attempt to guess which ball will spin the longest before the turn has started.
- Have two balls spinning in the same *pirrha* and attempt to have them collide with each other. This is not a competition.
- The game can be played by the players in teams of three or five and with each player competing against a member of the other team at the same time.
- Spin a basketball on a smooth wooden floor. Use two hands to start the ball spinning.

### Top-spinning technique

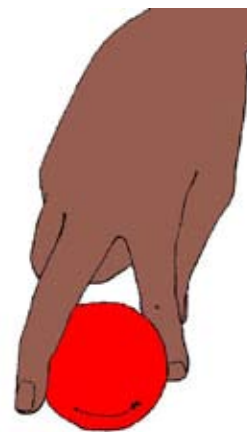
- The spin-ball is spun by being pressed between the first and middle fingers, on either a patch of smooth, hard ground, or more usually on a flat board.
- Another method is to spin the ball by holding it between the thumb and first two fingers and giving it a quick twist.

### Suggestion

This activity could be ideally used as a classroom activity or as a night-time activity as part of an outdoor education unit.

### Teaching points

- Spin balls ready. Thumb and one or two fingers on the ball.
- Grip and flick hard to spin.
- Hands each side of the disc. Try to keep it still or move it around.
- Count the time.
- Keep going.
- Try again. A little faster. That's the idea.



Spinning technique

# bowitgee

'bow-it-gee'



SCHOOL  
YEARS  
7-9

SCHOOL  
YEARS  
10-12

Post-school age

## Background

The young men from parts of the Gulf of Carpentaria in the Northern Territory had a ball game they called *bowitgee* ('going about').

The ball was made of paper bark tied firmly with string and about the size of a tennis ball. A good-natured yell of derision greeted the unlucky player who dropped the ball.

## Short description

This is a running-and-passing activity. There are no definite rules for the game, which simply consists of throwing from one player to the other very quickly.

## Players

- Six to eight players per grid/area

## Playing area

- A designated area perhaps 10 x 20 metres

## Equipment

- A sponge, tennis or small rubber ball

## Game play and basic rules

- Players pass the *bowitgee* among themselves while moving around in the grid area. The group counts the number of passes made in a designated period of time (for example, 60 seconds). The *bowitgee* must not be handed from player to player (passes must be at least 3 metres).
- Players can become quite proficient at keeping the *bowitgee* going. A player often just touches or taps the *bowitgee* and makes it glance or deflect off to the next player, or catches and throws it quickly.

## Variations

- One group may challenge another group to find a winner, or a number of teams can compete against a time limit. The activity can be varied by having the pass count re-start if a pass is dropped.
- Two groups with a ball each.
- Use a soft inflated ball for players to hit/deflect to each other.
- Count the number of hits to each other the group can make before the *bowitgee* hits the ground.
- Have a 'defender' attempt to intercept the ball as it is being thrown, hit or deflected from player to player.

## Comment

This is a good warm-up activity for ball-handling games.

## Teaching points

- Ball ready. Spread out.
- Try to catch and pass as quickly as you can. Pass to different players.
- Deflect it if you can.
- Call for it so they know you are ready.
- All ready. Catch or deflect. No punching the ball. Tap it on if you can.
- Watch out for others. Hands up to catch. Reach towards the ball.
- Pass and move. Cover the whole area.



# buroinjin

'bur-oin-jin'



SCHOOL  
YEARS  
4–6

SCHOOL  
YEARS  
7–9

SCHOOL  
YEARS  
10–12

Post-school age

## Background

This was a ball game played by the Kabi Kabi people of south Queensland. The game was played with a ball made of kangaroo skin, which was called a *buroinjin*.

The ball, which was smaller than a soccer ball, was sewn with tendons and stuffed with grass.

Teams from different groups played against each other. The game was often played until sunset. Spectators used to mark their applause by calling out 'Ei, ei'.

## Language

The game is named for the ball (*buroinjin*) used.

## Short description

This is a running-and-passing ball game.

## Players

- Two teams of six to eight players

## Playing area

- Use a designated area approximately 50–70 metres long and 35–50 metres wide. A line is marked at each end of the playing area.

## Equipment

- A size 2 or 3 soccer ball as the *buroinjin* (ball)
- Use a high-jump stand or mark a line as the score line

## Game play and basic rules

- The *buroinjin* is thrown into the air in the middle of the playing area to begin the game.
- The aim is for a player of one team to run as far as possible with the ball and cross over a line at the other end of the field. He or she attempts to do this without being touched by an opponent.

- There are no player positions or offside, and the *buroinjin* can be thrown in any direction. The *buroinjin* may be passed from player to player but it cannot be hit with the fist or kicked.
- The game is played by running and passing and does not stop if a player drops the *buroinjin*. Players may not dive on the *buroinjin* if it is on the ground — they must bend over and pick it up.
- Immediately a player with the *buroinjin* is touched, it has to be thrown up and away (at least 2–3 metres in the air) by that player, for team-mates or the opposing players to attempt to pick up. The player who was touched may not catch the *buroinjin*.

### Scoring

If a player is able run past the score line one point is scored. The game is then restarted at the halfway mark.

### Variations

- Use a post at one end of the area only. When a team gains possession they aim to run past the post (or score line) to score.
- Either way. Players are allowed two running steps to pass the ball after they are touched or a 'one and two' count if touched while standing still. When a team gains possession, players must always run towards the longest end of the field. The opposing team gains possession of the ball for any infringements.
- Players may run towards either score line when the team gains possession.
- To score, a player has to run through a marked area 20 metres wide.

### Comment

It is expected that players follow the 'intention' of the game by throwing the ball up and away after being touched.

### Safety

For safety reasons players should not be allowed to dive on the ball on the ground — they must bend over and pick up the ball.

### Suggestion

This could be used as a skill game or a variation of touch football.

### Teaching points

- Teams ready. Start behind the line.
- First pass is a free pass.
- Everyone keep moving.
- Watch out for other players.
- Run and pass. Call the touches.
- Keep going. Play on.
- Keep going. Call for the ball.
- Hands up to catch the ball.
- Keep the game fast. Move to space.
- No interference please.



From Sports Ability



# kabi kabi buroinjin

'ka-bi ka-bi bur-oin-jin'



SCHOOL  
YEARS  
4–6

SCHOOL  
YEARS  
7–9

SCHOOL  
YEARS  
10–12

Post-school age

## Background

This was a traditional game of some Aboriginal groups such as the Kabi Kabi in south Queensland. The game was played with a ball made of kangaroo skin, which was called a *buroinjin*. The ball, which was smaller than a football, was sewn with tendons and stuffed with grass. The game was often played until sunset. Spectators used to mark their applause by calling out 'Ei, ei'.

## Short description

This indoor version of a game called *buroinjin* involves running and passing a ball in an attempt to score a touchdown. This is done by running across a line at the other end of the playing area without being touched by an opponent.

## Players

- Teams of five to seven players

## Playing area

- A basketball court works well

## Equipment

- A size 3 gator skin ball or similar to the *buroinjin* (see page 12)

## Duration

The game may be played in halves of ten minutes or as a seven-minute game (suitable for sport education lessons).

## Game play and basic rules

- There is no offside in the game except that players may not stand in the in-goal area to receive the ball. To score a touchdown a player must run across the baseline at the other end of the court without being touched.
- Start: One team starts the game from behind the baseline. Opposition players are not allowed to interfere with or intercept this first pass. A player in possession of the ball may run with it as far as possible unless he or she is touched by a player from the opposing team.
- Play: A player with the ball who is touched must pass the ball as soon as possible — he or she has two steps if running or a quick '1 and 2' count if stationary or walking. The opposition may not interfere with this pass but can intercept it. The idea is to pass to another player on the same team who is able to run across the baseline without being touched.

- **Touch:** Every time a player is touched the referee will call out the touch count. When a team has been touched in possession four times (three times can be used in some competitions) the opposing team will gain possession of the ball where the final touch was made. Minimum force must be used on all touches.
- **Infringements:** For any infringements the opposing team will take possession of the ball and pass to another player — no interference or interception is allowed on this pass. If a player runs out over a sideline, the other team gains possession on the sideline, whether he or she has been touched or not.
- **Passing:** The ball may be passed in any direction and may be played (including a bounce pass) off the floor. The ball may not contact a player below the knees (change of possession). For safety reasons no players will be allowed to dive on the ball on the court and the ball may not be contacted with the fist but can be tapped or hit to another player using the flat of the hand.
- A touch on the ball will count but a defender cannot hit the ball from the hands of the player with the ball.
- When an intercept or loose ball is retrieved by the opposing team, play continues unless there is no advantage. (If a player or the ball goes out over the sideline then there is a throw-in to the other team.)
- If an attacking player is touched and crosses the baseline, the opposing team starts with the ball from behind the baseline. After a touchdown (score) is made, the defending team re-starts play from behind its own baseline.
- Replacements may be made at any time. A player leaves the court across the sideline and makes contact with the player who is to replace him or her.
- Players who do not play in the spirit of the rules are to be sent off the court for a designated period of time without being replaced. A free throw for an infringement is taken from the place where it occurred on the court and must pass at least 3 metres to another player. (For all free throws defenders must move away at least 3 metres.)

- An advantage rule applies in the game.
- Depending on the situation, players may at the next opportunity be sent from the playing area — at the discretion of the referee — for a designated period of time for a breach of the rules.
- If a player runs with the ball behind the team's baseline and is touched, possession goes to the opposing team 5 metres out from the line. For safety reasons an in-goal area of 3–5 metres may be marked.

### Comment

This game may be used as a variation for the sport of touch football. The game usually proves to be popular and involves a good deal of activity and involvement. It is possible to have two teams playing and a team ready to rotate after a period of time (usually five to seven minutes) as part of a sport education program.

### Variations

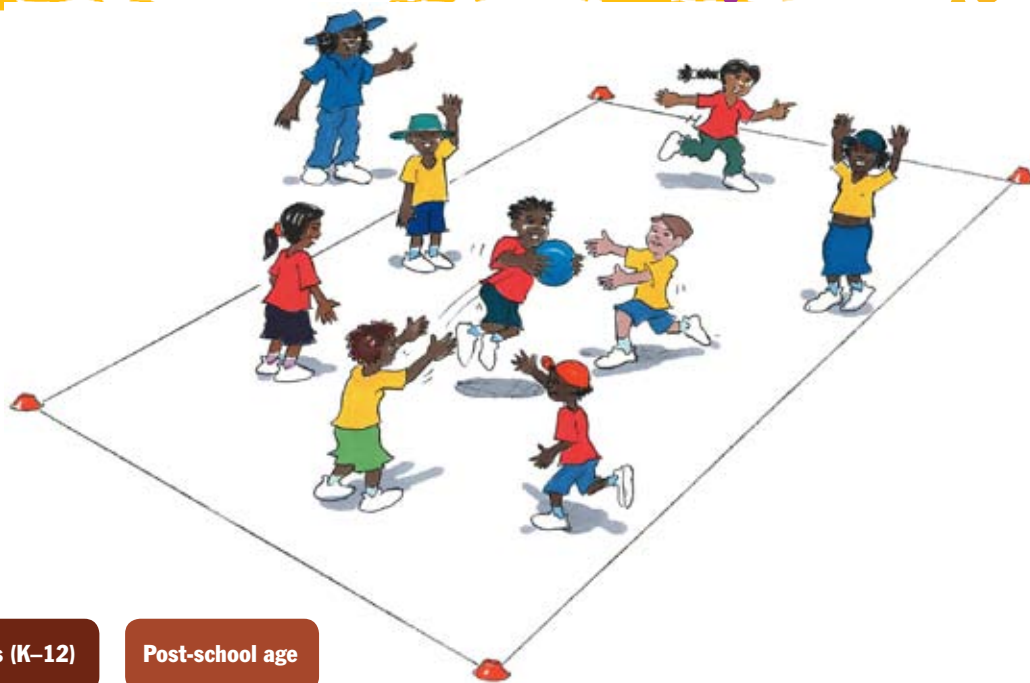
- A set number of players or passes (such as four) must handle the ball for a team to score.
- To avoid defenders placing themselves along the defensive line, players in a team may be restricted to attacking or defending parts of the court.

### Teaching points

- Teams ready. Start behind the line. First pass is a free pass.
- Everyone keep moving. Watch out for other players. Go.
- Run and pass. Call the touches. Keep going. Play on.
- Touch 1, touch 2, touch 3, touch 4. Change over.
- Keep going. Call for the ball. Hands up to catch the ball.
- Keep the game fast. Move to space. No interference defenders.

# keentan

'keen-tan'



All school-age groups (K–12)

Post-school age

## Background

A keep-away game of catch-ball was played everywhere 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 from possum, wallaby or kangaroo hide tied up with twine.

## Language

*Keentan* is 'play' in the Wik-Mungkan language from northern Queensland. This name has been used in the absence of an identifiable Kalkadoon word for the game.

## Short description

This is a running, passing and catching team keep-away game.

## Players

- Teams of four to eight players

## Playing area

- A designated area suitable for the activity

## Equipment

- A ball such as a size 3 football (soccer ball) or gator skin ball

## Game play and basic rules

- When this game is played in teams the ball is thrown from one player to another player of the same team. The players of the opposing team attempt to intercept the ball while they are off the ground (only a small jump is needed). The ball is only gained if it is caught while the defender is in the air.
- If the ball is dropped or knocked to the ground by a player attempting to catch it, the other team

gains possession. A change of possession also occurs when a thrown ball falls to the ground untouched. No physical contact is allowed.

- Players cannot stop opposing players from moving around the area — no interference is allowed. Passes must be a minimum of 3 metres.
- The player in possession of the ball may run around the playing area for up to 5 metres. This player cannot be guarded (marked) or obstructed while he or she is attempting to pass the ball — the defender must be at least 1 metre away.

### Variations

- After catching the ball a player may pivot on one foot only (as in netball). Opposing players must be at least 1 metre away while a pass is attempted.
- All players (team in possession and defenders) must be in the air (two feet off the ground) to play the ball — throwing and catching. Players jump to catch (receive) the ball and jump to pass the ball. (This is recommended as the most successful way to play the game.)

### Suggestions

- Practice activities: Practise in pairs or with one player standing 5–10 metres out in front of a line of players. The player in front throws the ball for the first player in line to run out and jump into the air to catch it. After catching the ball and landing on the ground the player then jumps in the air and passes it to the thrower — players may take a few steps with the ball if they wish. Players may also jump into the air to catch the ball and throw it back to the thrower before they land on the ground.
- Team practice. Groups of four to six players form a team by running around and passing in a playing area. Teams could count the number of successful passes or play a cooperative game for fun.

### Comment

This game could be used as a skill game in sports such as netball, basketball, Australian rules football, rugby league and rugby union.

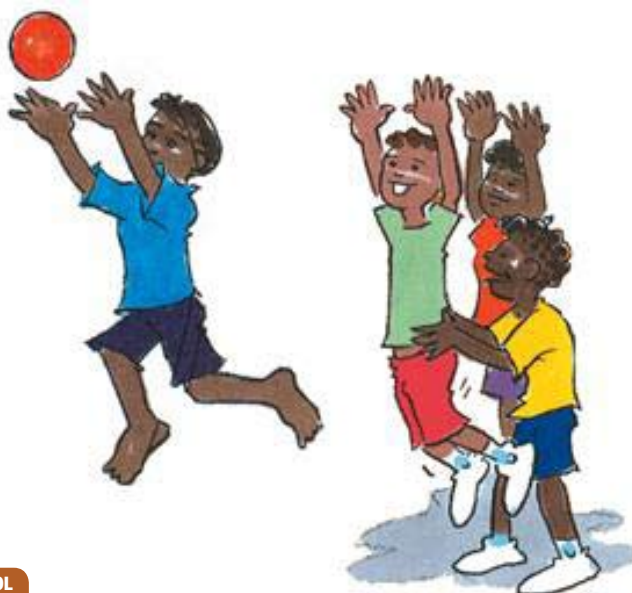
### Teaching points

- Teams ready. Go.
- Pass and move.
- Call for the ball.
- Move to open spaces. Keep moving.
- No contacts. Watch the guarding.
- Quick passes. Jump to pass, jump to catch.
- Call for the ball.



# marn-grook

'marn-grook'



SCHOOL  
YEARS  
4-6

SCHOOL  
YEARS  
7-9

SCHOOL  
YEARS  
10-12

## Background

The *marn-grook* or 'game of ball' was played by some Aboriginal groups in Victoria. The men and boys would joyfully assemble when the game was to be played. The ball was often made of twine formed using the twisted hair of the possum. It was of a good size, somewhat elastic but firm and light.

The ball was given to the 'best' player or someone of 'note' to commence the game. The tallest players, and those able to jump the highest, had the best chances in the game. Some players would leap as high as 1.5 metres (or higher) from the ground to catch the ball. The game continued for hours and the players never seemed to weary of the exercise.

Some people believe that the game of *marn-grook* influenced the development of Australian rules football, but the evidence is not conclusive.

## Short description

A ball is kicked into the air and players attempt to catch it. This version is designed for younger players.

## Players

- Groups of six to 12 players

## Playing area

- A designated area suitable for the activity. If the ball goes outside the area the game is stopped.

## Equipment

- A small soccer ball, gator skin ball or volleyball

## Game play and basic rules

- The ball is dropped and kicked high into the air using the instep of the foot. Players then attempt to secure the ball. The player who takes possession of the ball kicks it in the air and again a scramble for the ball ensues. Players may not dive on the ball on the ground to secure it and must try to avoid physical contact as much as possible. It is usual for the players to attempt to catch the ball, but if it is knocked or dropped to the ground by players it is still in play.

## Variations

- Players are in groups 15–20 metres apart. When a player catches the ball he or she kicks it towards the other group of players, who attempt to catch the ball. This works very well as a lunchtime or physical education class skill activity.
- Fast play. Use a number of light balls. One or two designated players kick balls high into the air for other players to chase and gather. The balls are handed back to the kickers and play continues in this manner. Change around kickers and observe safety factors — the kickers should kick balls in different directions. If players catch the ball without it hitting the ground or after it bounces, they are acknowledged.

## Safety

Restrict the amount of physical contact. Stop the activity immediately if safety is compromised.

## Teaching points

- Spread out. Ready.
- Kick it high. Drop the ball to foot and kick.
- Call for the ball. No contact.
- Good catch. Let them kick.
- Keep going.

# millim baeyeetch

'mill-im baey-eetch'



SCHOOL  
YEARS  
7-9

SCHOOL  
YEARS  
10-12

Post-school age

## Background

One of the favourite games of the Aboriginal people in parts of Victoria was a game of football. There were a few variations of the game and the one outlined here was observed in the 1840s.

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 sinew.

To start the game the players were divided into two sides and organised in opposing lines, which are always of a different 'class' — white cockatoo against black cockatoo, quail against snake, and so on.

## Language

Among some people of the western district of Victoria, ball players were referred to as *beiin*. Another Aboriginal group in a nearby area called them *millim baeyeetch*.

Mangut marnameek, mongun ganbony murrumbinner, marnamuk kunnup; ure kurruk ngerin karboit.

*We will play at ball; you make it up, very high, don't you see one? Very good that one, go on kick.*

## Short description

This is a keep-away ball game. Players attempt to keep possession by kicking the ball to other members of their team.

## Players

- Two teams of six to 12 (or more) players.

## Playing area

- A cricket oval or a smaller area suitable for the number of players and their age and skill level. Two separate games using half of a rugby field each would be suitable for six to eight players in each team.

## Equipment

- An Australian rules football, size 3 soccer ball or gator skin ball

## Game play and basic rules

- Players in a team attempt to keep possession of a ball by kicking the ball to each other. No passing from the hands, throwing or hitting of the ball to another player is allowed. The ball cannot be kicked back to the player from whom the ball was received.

- To start the game the ball is kicked in any direction. Players who do not have the ball may run around the area, but after gaining the ball they run (up to 5 metres) and kick it as soon as they can — and usually as far as they can.
- For safety reasons, and to allow for the involvement of all players, no intentional physical contact or obstruction/blocking of other players is allowed. Players are allowed to kick the ball if they catch it or otherwise gain possession (such as from a dropped catch).
- If the ball is dropped or knocked along the ground players are allowed to pick up the ball and run with it (up to 5 metres).
- The ball may be kicked off the ground or while it is bouncing, as long as this is done safely. It cannot be kicked off the ground if another player is attempting to pick it up.
- If a player puts the ball out of the playing area the other team gains possession with a kick-in. For any rule violations an opposition player will be given the ball and allowed to continue play.

### Scoring

The team that kicks the ball the most number of times or retains possession the longest wins the game. The game could be played to a set number of passes to score a point.

### Variations

- Kicks have to be 10 metres or longer, or a change of possession results.
- Possession changes if a kick is dropped.
- The first player in position calls for the ball ('mark') and is allowed to try to catch the ball without any other player attempting to do so.
- A team scores one point if they are able to make ten consecutive passes to players on the same team. The team scoring the most points in the game is the winner.
- Allow limited physical contact in attempting to gain the ball (the traditional form of the game).
- Use two balls.

- Have three teams of players in the same area to increase the pressure on players.
- Play 'marks' for catches of the ball as in Australian rules football. The game can be played on half an Australian rules football field and every so often a signal can be given and the player who next marks the ball has a shot at goal to score. Play continues.
- Mark a number of small circles or place hoops about 10–15 metres outside the playing area. After a team makes a set number of passes (such as three or five) they may kick from where they caught the ball to a player of the same team who goes and stands in a circle/hoop. A point is made for a successful kick that is caught by a player who has at least one foot inside the circle/hoop — if a player jumps to catch the ball he or she must land with a foot inside the circle/hoop. Play a game to ten points.

### Comment

In the traditional game, the player (*beiin*) who kicks the ball the highest during the game is considered the best player and has the honour of burying it in the ground (keeping the ball) until required the next day.

The game ends with a shout of applause and the best player is complimented on his or her skill. In the traditional context, the fact that a player was a good footballer did not entitle him to assist in making laws for his people.

### Suggestion

This game is particularly suited as a skills practice for Australian rules football, rugby union, rugby league or football (soccer).

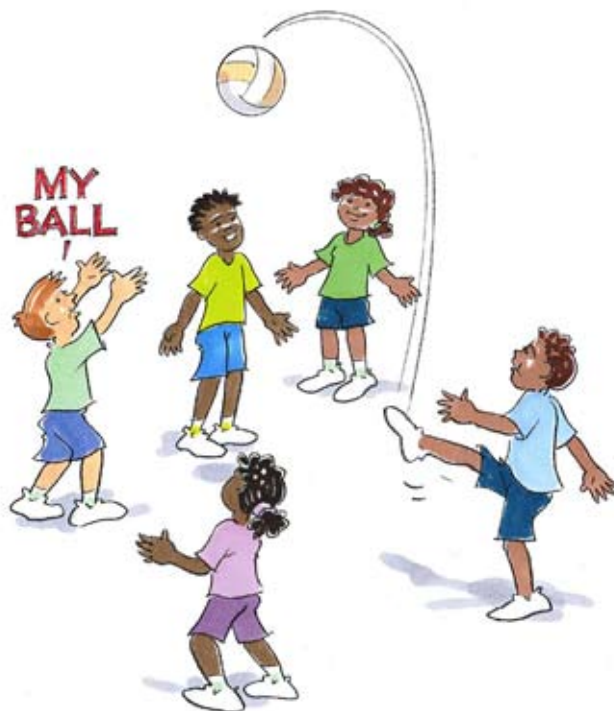
### Teaching points

- Kick and control. Kick and move.
- Move to open spaces. Everybody moving.
- Call for the ball.
- Cover (defend) someone.
- Go to the ball.
- Good catch. Well done.



# parndo

'parn-do'



SCHOOL  
YEARS  
7-9

SCHOOL  
YEARS  
10-12

## Background

This ball game was played by Aboriginal people in the vicinity of Adelaide (Kurna language) in South Australia. The *parndo* (ball) was made with a piece of possum skin and was fairly flat in shape.

## Language

In the Kurna language, spoken in the southern parts of South Australia, a *parndo* was a 'ball to play with'.

## Short description

This is a game of kicking the ball high into the air and attempting to catch it.

## Players

- Any number of players suitable for the area

## Playing area

- A designated area suitable for the activity

## Equipment

- A small soccer ball or similar as the *parndo*

## Game play and basic rules

- Players kick the *parndo* as high as possible into the air and attempt to catch it.
- The players stand together in a circle or next to each other in a line. One of the players drops the *parndo* to his or her foot and kicks it high and straight up into the air.
- The players attempt to catch the *parndo*. When the *parndo* is caught by a player he or she is allowed to kick it without being obstructed. The game continues.
- Physical contact between players should be minimised.

## Variations

- In groups of four to six. The players are numbered. A kick is made into the air and a number is called for that person to attempt to catch the ball. This version can also be played with players attempting to catch in a set order and with the player dropping the ball being given a 'penalty' point.
- Team *parndo*. Play in teams of four to eight players in a 20–30-metre square area. After the *parndo* is caught it may be thrown/passed between players of the same team until a player is able to kick it into the air again. When the player in possession of the ball from a pass is touched by an opponent, he or she loses possession of the ball. If the *parndo* falls to the ground players attempt to gain possession of the ball (no diving on the ball or physical contact is allowed).
- 'Every player for themselves'. All players attempt to catch or gain possession of the ball if it drops to the ground. Players may pass or hit the ball to other players to allow play to continue and the ball to be kicked into the air. In attempting to gain possession only the ball can be played at. (This is the traditional form of this ball game, with some physical contact allowed.)
- *Parndo* mark. Form two teams with half the players of each team in a group 20–40 metres apart. The ball is kicked between the groups for players to attempt to catch. A player catching a ball receives a point for the team. 'Kick to kick.'
- Playground *parndo*. A player who calls for the ball first (use his or her name, or call 'mine' or 'mark') is allowed to attempt to catch the ball. A player must be in a good position to catch the ball for his or her 'call' to be considered.

## Suggestion

This could be used as a rugby union, rugby league or Australian rules football practice. Some limited physical contact could be allowed.

## Safety

For safety reasons in physical education classes the game has been varied from its traditional form to reduce the risk of injury through bodily contact. The opportunity exists for contact to be allowed in controlled team practice situations.

## Teaching points

- In a circle. Ready. Go.
- Catch and kick. Watch out for contact.
- Kick it up.
- A quick game is a good game. Catch and kick.
- Hands towards the ball to catch.

# puldjunggi

'puld-jun-gi'



SCHOOL  
YEARS  
4–6

SCHOOL  
YEARS  
7–9

SCHOOL  
YEARS  
10–12

Post-school age

## Background

In one area of Victoria the ball game of *puldjunggi* was played. Two sides (*nangkera*) were chosen and a ball was kicked up between them by a non-player. When it was caught by a player of one side they attempted to throw it to one of their own team.

The ball was thrown from the shoulder and caught with one hand — if both hands were used it was regarded as slowing down the game.

The ball was kept as long as possible by members of one side and the team that kept it the longest was the winner. Players who demonstrated their skill in keeping the *puldjunggi* in the hands of their *nangkera* were given a *priyinni* (headband) made of white swansdown and skin with white feathers fixed upright around it.

## Short description

This is a team keep-away game with throwing and catching using one hand only.

## Players

- Teams of four to eight players

## Playing area

- An area suitable to the activity is marked

## Equipment

- A tennis ball or a small covered sponge ball or similar

## Game play and basic rules

- Players spread out in the playing area. A team attempts to pass the ball to all players in the team, with the ball able to be passed to the same player more than once. The ball can only be thrown and caught or deflected with one hand. No hitting of the ball with a closed fist is permitted.

- When a player has the ball he or she may run with it for a short distance (3–5 metres) in attempting to pass to another player. The game is played very quickly and if a player attempts to slow the game down by holding onto the ball for too long (more than 2–3 seconds) he or she loses possession.
- Passes must be at least 3 metres long and a player may not pass the ball back to the player who passed to him or her.
- Passes may be intercepted, but physical contact with another player must be avoided. Players may only defend from at least 1 metre away. When a ball is dropped or goes out of the playing area the opposing team gains possession.
- For any infringement the other team gains possession of the ball.

### Variations

- Play with three teams in the playing area.
- The ball may be bounced on the ground in attempting to make a pass.
- Players are encouraged to tap or deflect the ball to other players of the same team.
- The ball must be kept below shoulder height.
- Use different types of balls.
- A team attempts to keep possession for a set number of passes (such as ten).

### Teaching points

- Spread out in the area. Move around.
- Ready. Go.
- Pass to your own team. Pass and move.
- Call for the ball. Use one hand only.
- Watch out for other players.
- Defend someone. No contact.
- Quick passes. Keep going.

# pulyugge

'puly-ugg-e'



SCHOOL  
YEARS  
4–6

SCHOOL  
YEARS  
7–9

SCHOOL  
YEARS  
10–12

Post-school age

## Background

Keep-away types of ball games were played in many parts of Australia. *Pulyugge* was played between selected teams of different groups in the Murray, Lake Alexandria and Lake Albert areas of South Australia.

## Short description

A running, passing and ball-catching game of team keep-away.

## Players

- Four to six players (or more) on each team. One team can be the Ibis team and the other the Eagle-hawk team. Sometimes another team, such as the Water-rat team, may act as referee.

## Playing area

- An area approximately 20–40 metres square

## Equipment

- A ball such as a football

## Duration

- Play for 5–10 minutes or continue until both teams agree to stop the game.

## Game play and basic rules

- This keep-away game starts when a player of one team throws the ball towards another player on the same team. Passes must be at least 3 metres.
- Players of the opposing team attempt to catch the ball, and if they do, throw it to one of their team. A player with the ball may only run up to 5 metres before passing.
- The game continues with players of one team attempting to keep the ball among each other, catching and throwing it while dodging or evading their opponents.

- No physical contact is allowed and the ball should not be punched (safety rule). Players may only guard each other from 1 metre away and intercept or knock down passes. If a player who is standing still, running or walking holds the ball for more than three seconds then there is a change of possession.
- If the ball is dropped or knocked to the ground it can be picked up and play continues — but only if picked up by a player on the non-offending team. There is no diving on the ball on the ground or contacting it with any part of the body below the knees (including kicking).

### Scoring

A team is deemed the winner when it retains the ball for the longest time or for a designated number of passes (such as ten).

### Variations

- Some limited physical contact is allowed in attempting to gain the ball. (This is the traditional form of the game.)
- A player touched while holding the ball will lose possession.
- Players count the number of passes. The team with the highest number in one turn will be the winner.
- When a player catches the ball he or she may only pivot on one foot to pass the ball.
- If the ball is knocked out of the hands of a player (by using the flat of the hand) he or she loses possession. No other physical contact is allowed.
- If a player in possession of the ball is touched by a player of the other team he or she loses possession of the ball. The first pass made is a 'free' (unobstructed) pass. The team in possession aims to make ten passes.
- Vary the size of the playing area and/or the number of players.
- Have a small group (such as three attackers and two defenders). If a defender touches a player with the ball they swap places.

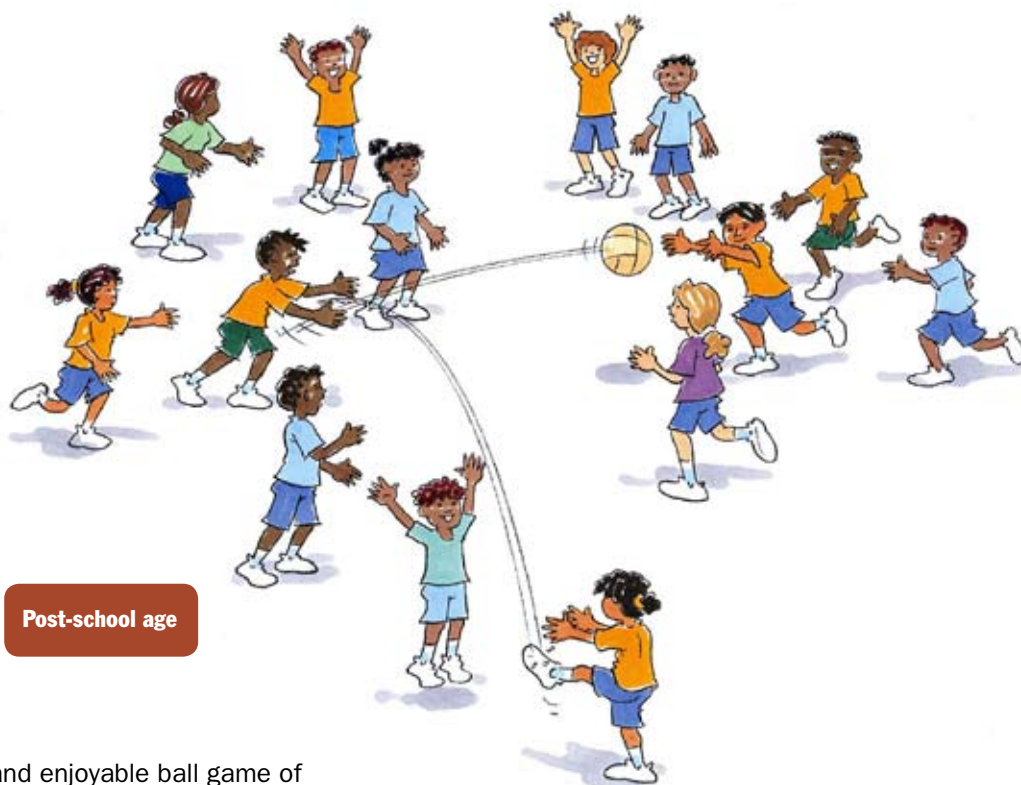
- Players run (up to 5 metres) and pass the ball to each other in an attempt to touch a designated player with the ball. Swap around roles.
- One player runs around the area and the other players pass the ball to each other (pivoting on one foot when they catch the ball) and attempt to catch the runner — touch the ball with two hands against their body.

### Teaching points

- Teams ready. Go.
- Pass and move.
- Call for the ball.
- Move to open spaces. Keep moving.
- No contacts. Watch the guarding.
- Quick passes.
- Call for the ball.

# purlja

'purl-ja'



SCHOOL  
YEARS  
7–9

SCHOOL  
YEARS  
10–12

Post-school age

## Background

This was a popular and enjoyable ball game of the Walbiri people of central Australia and was usually played in spring. A *purlja* (ball) was made of hair-string with the inside containing crumbled pith — the stems and leaves of small soft plants and shrubs.

The game was played by males who had reached puberty. Two teams from different generation moieties played — these were the *Wanta* (light) team and the *Munga* (dark) team.

## Short description

The aim of this ball game is for one team to keep the *purlja* (ball) away from the other team by kicking or throwing it through the air from player to player.

## Players

- Two teams of 20 players or more. The teams are the *Wanta* (light) and the *Munga* (dark).

## Playing area

- A designated area on a rugby or Australian rules football field

## Equipment

- A size 3 soccer ball or gator skin ball as the *purlja*

## Game play and basic rules

- A team in possession of the *purlja* attempts to kick (at least 10 metres) or throw (at least 5 metres) to other players on the same team.
- The opposing team attempts to intercept any passes (kicks or throw) to gain possession of the *purlja*. No running with the ball or physical contact is allowed.

- After catching the ball a player is allowed to throw or kick the ball without interference. A player may move up to 5 metres for this to occur, but play should not be delayed.
- If the ball contacts the ground play can continue. The ball may not be kicked off the ground but must be picked up and thrown or kicked.
- Players may not interfere with players of the other team. Marking an opposing player from 1 metre away is allowed.

### Scoring

The winner is the team that is able to retain possession of the ball the longest in the game.

### Variations

- Players run and handball, hit or kick the ball to other players as in Australian rules football.
- Count the number of passes a team makes. Every ten passes scores one point.

### Teaching points

- Pass and move.
- Call for the ball.
- Move to open spaces. Keep moving.
- No contacts. Mark a player.
- Quick passes. Call for the ball.
- Find a player. Good play.



# tjapu tjapu

'ja-pu ja-pu'



SCHOOL  
YEARS  
7-9

SCHOOL  
YEARS  
10-12

Post-school age

## Background

A ball game was played by the Djinghali people of central Australia. The ball was made of grass tied tightly with string and covered with beeswax.

It was kicked in the air and the team that kept it in the air and away from the other team won. Once the ball was kicked off players could not use their hands.

## Language

The game is named after the Pitjantjatjara-Yankunytjatjara word *tjapu-tjapu*, which means 'game of football'.

## Short description

This is a team volley-kicking game in which the ball is kept in the air as long as possible.

## Players

- Groups of four to ten players

## Playing area

- An indoor or outdoor area suitable for the activity

## Equipment

- A soccer ball or a similar sized 'soft' ball such as a volleyball

## Game play and basic rules

- A player kicks the ball into the air to start the game. The players stand in a designated area (such as a large circle or on a basketball court) and, working as a team, attempt to volley the ball as many times as possible while keeping it away from players in the other team. Players may 'juggle' the ball up to three times before attempting to pass to another player.
- Players take turns either in order — for more skilled players — or randomly (as the ball is directed towards them). A player should call out his or her name to receive the ball then attempt to control and volley the ball into the air above head height to another team player.

- Players must try to avoid contacting each other or kicking dangerously at the ball — keeping feet below waist level — as they attempt to gain possession of the ball in the game. Players in the best position to receive the ball, and who have called for the ball first, are allowed to attempt to catch it without interference.
- For less-skilled players or in the early learning stages of the game, the ball may be allowed to bounce once between volleys and/or juggle the ball up to three times in succession before passing.
- Normally, the arms are not allowed to contact the ball, but in the initial stages of playing or for players who do not have a background in playing football (soccer), the hands may be used to contact or block the ball and direct it towards the feet. The ball cannot be caught. No player may kick the ball (have a turn) more than once in succession.
- If the ball touches the ground the game is started again. The teams attempt to set the highest possible number of volleys before they lose possession of the ball.

### Variations

- Younger or less-experienced players may use a medium-sized beach ball.
- Play in a circle with a 10–15-metre diameter. Players stand around the perimeter and as a team in a cooperative activity attempt to volley the ball as many times as possible.
- Players use football (soccer) juggling techniques, including the head and body rather than the feet, to volley the ball. No hands are allowed.
- Players may volley or juggle the ball up to three times to control it before passing to another player.

- Use a volleyball or badminton court without the net. Two teams of equal numbers arrange themselves on each side. Either play the game with continuous volleying between each team or with up to three contacts (juggling and volleying) before the ball is kicked to the other team. The idea is for both teams to work together to attempt to record the highest number of times the ball is passed between the teams. Different rule variations such as an individual using up to three contacts before passing (which counts as only one contact) may be used. For younger players the ball may be allowed to bounce once between player contacts and individual player volleys/juggling. This game may be made competitive with a low net and scoring.

### Safety

All appropriate safety issues should be considered.

### Suggestion

This could be used as a football (soccer) practice game. In another form with use of arms only — bump passes and set passes — it could be used as a volleyball skill game.

### Teaching points

- Spread out in the area. Ready. Go.
- Call 'My ball!' Kick and move out of the way.
- Chase the ball.
- Call out the number of volleys.
- Watch the contacts. No catching the ball. Be careful of other players.
- Try again. A little faster. That's the idea!

# Woggabaliri

'wog-gab-a-lir-i'



SCHOOL  
YEARS  
7-9

SCHOOL  
YEARS  
10-12

Post-school age

## Background

Aboriginal people in places such as the Bogan and Lachlan River areas of New South Wales played ball games with a ball made of possum fur. This was usually spun by the women and made into a ball about 5 centimetres or more in diameter. The various types of games required great agility and suppleness of limbs to play with any degree of skill.

## Language

The name for this game was taken from the Wiradyuri language for 'play' (*woggabaliri*). This language was spoken or understood by many Aboriginal groups in central and southern New South Wales.

## Short description

This is a cooperative kicking volley game to see how many times the ball can be kept in the air before contacting the ground.

## Players

- Any number of players suitable for the area. Groups of four to eight players are recommended.

## Playing area

- A designated indoor or outdoor area

## Equipment

- A size 3 or 4 soccer ball, volleyball or a soft-filled ball of a similar size

## Game play and basic rules

- The players do not take sides — it is a cooperative skill game. Players organise into a circle or other arrangement to play the game. One player kicks the ball up in the air and players attempt to see who can kick it again before it touches the ground.

- The main object is to work together to keep the ball from hitting the ground. Players may not kick the ball more than once in succession, although for younger or less-skilled players a couple of contacts (juggles) to control the ball is allowed. All players should be involved in the game and take turns where possible.
- If the ball touches the ground the game is started again. For safety reasons a player who is in position and calls for the ball first ('My ball') is allowed to attempt to kick it. As a general rule players attempt to kick the ball above head height for it to count as a volley.

### Variations

- The player who kicks the ball the most number of times during the game is considered the best player.
- Players are numbered and take it in turns to volley the ball.
- Players in a small circle attempt to volley the ball in the air as many times as they can. No player may kick the ball more than once in succession.
- Players may head or otherwise volley the ball to each other.
- Team *woggabaliri*. Arrange two teams of four players on a volleyball court, or teams of two on a badminton court. Players attempt to volley the ball to each other across the halfway line or net. Players may use any part of their body other than their hands and arms and have up to three contacts before passing to the other team. Less-experienced players may be allowed two contacts/touches each (one to control and one to pass). A competition to 11 points could be played.
- Players in a small circle attempt to volley the ball in the air as many times as they can. No player may kick the ball more than once in succession.
- For younger or less-experienced players a beach ball may be used.
- Players individually attempt to volley the ball in the air as many times as possible. More-skilled players can include various 'tricks'.

### Safety

Players are not allowed to push each other out of the way to reach the ball, and 'dangerous' kicking of the ball is not allowed.

### Suggestion

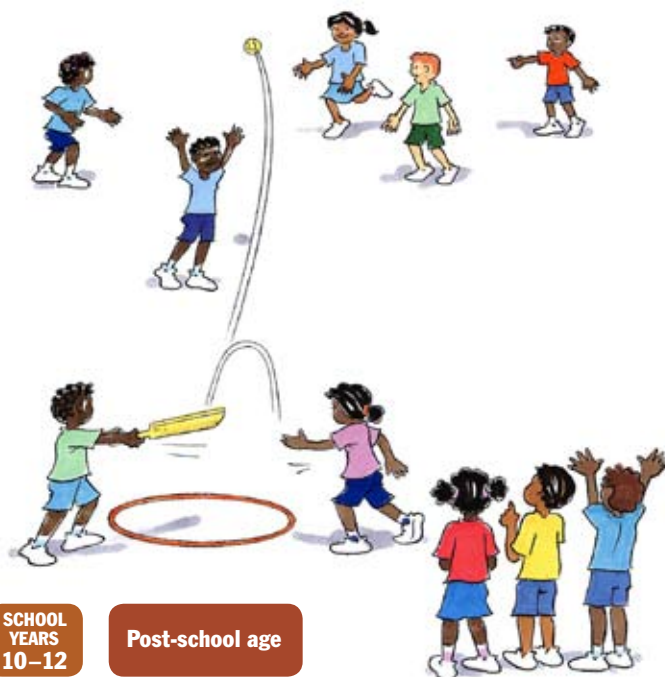
This could be used as a skills practice activity for football (soccer) or as a physical education class activity.

### Teaching points

- Form the circle. Ready. Go.
- Call, 'My ball!' Kick and move out of the way.
- Kick and follow-through.
- Chase the ball.
- Call out the number of volleys.

# arrkene irreme

'arr-ken-e irr-e-me'



SCHOOL  
YEARS  
4–6

SCHOOL  
YEARS  
7–9

SCHOOL  
YEARS  
10–12

Post-school age

## Background

The boys of the Aranda and Luridja of central Australia played a hitting game. A small cylindrical stick, sharpened at each end, was laid on the ground. A longer stick was held in one hand. The player hit one end of the stick to make it bounce into the air and as it rose it was hit with considerable force.

## Language

The game is named *arrkene irreme* after a word from the Eastern Arrernte language of central Australia, meaning 'playing' or 'having fun'.

## Short description

A hitting and fielding game in which the batter attempts to hit a ball as far as possible.

## Players

- Two or more players

## Playing area

- A designated area suitable for the activity

## Equipment

- Tennis balls or Kanga cricket balls
- Small hoops and a Kanga cricket bat or tennis racquet are also required

## Game play and basic rules

- The hitter has a Kanga bat or tennis racquet and another player (thrower) stands to one side with a ball. The thrower places his or her hand above a small hoop and does an underarm lob of a ball (tennis or Kanga cricket ball) above head height so that it will land in the hoop.

- After lobbing the ball the thrower steps out of the way and the hitter tries to hit the ball as far as possible. A player gets five attempts to hit the ball as far as he or she can. Hits for distance or along the ground can be used. The thrower and the hitter should be seen as a team working together.
- Teams swap around after five attempts to hit the ball. The fielders attempt to catch the balls and throw them back to the thrower ('ball feeder' for the batter).

### Variations

- A competition in pairs could be held with two players fielding the ball. When the fielders catch or field the ball they attempt to throw the ball back and land it in the hoop to end the turn of the hitter. If this happens the thrower becomes the new hitter and has a turn. Teams either swap over after five attempts or when a throw from a fielder lands in the hoop.
- A player steps on the end of a launch board, which causes the ball to jump into the air. It is then hit with a small bat or Kanga cricket bat. Allow a number of turns. The winner is the player who can hit the ball the longest distance.
- Use a large inflated ball, which is lifted with the foot and hit with the hand.
- Drop a tennis ball on the ground or onto a mini-trampoline and attempt to hit it as far as possible after it bounces.
- Place or throw (lob) a Kanga cricket ball on the end of a bat. Lift or tap the ball into the air and hit it as far as possible. A tennis ball and racquet can also be used. (This activity could be used as part of fielding practice in Kanga cricket.)

### Comment

This is similar to a game called 'tip-cat', which has been played in various places around the world. The version outlined would be suitable as a practice activity for softball or cricket.

### Teaching points

- Ready. Eyes on the ball.
- Throw (or feed) and step back.
- Hit through the ball.
- Call the catch. Watch the ball.
- Field and throw.

# kai

'kai'



SCHOOL  
YEARS  
4–6

SCHOOL  
YEARS  
7–9

SCHOOL  
YEARS  
10–12

Post-school age

## Background

In this game from the Torres Strait Islands, 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 palms of their hands. The game was played using the thick, oval, deep-red fruit of the kai tree, which is quite light when dry.

## Language

*Kai wed*, also used as *kamut wed* for string-figure 'ball playing'.

**Kai tupitare abukak kai o atimed kak kai o**  
*Ball strike without dropping it —  
ball throw not the ball.*

## Short description

This is a hand-hitting (volley) game in which players attempt to keep the ball in the air as long as they can.

## Players

- Groups of four to eight players

## Playing area

- A designated indoor or outdoor area suitable for the activity

## Equipment

- A tennis ball, small beach ball, *paketa* or a small, soft ball

## Game play and basic rules

- Players form a circle. The ball is thrown into the air and each player passes it to another by striking the ball upwards with the palm of the hand.
- The ball is usually passed around the circle (players at least 1.8 metres apart) but the game can be played by hitting to any player in the circle other than the one next to the player.

## Scoring

In a team contest, the game is won by the group that is able to keep the ball going the best and does not allow it to hit the ground. If the ball hits the ground while attempting to achieve a designated target score, continue the score.

## Variations

- **Group Kai:** Use a sponge ball, beach ball or other light ball. Players hit the ball — with hands and arms only — around the playing area (30 metres x 15 metres) to each other, or divide into two teams and attempt to hit (volley) the ball past the baseline (or a wall) to score. After a score the ball is hit back to the other team to continue play. Only one hit at a time is allowed for players in general play. No physical contact is allowed.
- Allow players to make two contacts (one to control the ball and one to hit it).
- **Team Kai:** This can be played as a cooperative game in which players as a group attempt to make as many hits as they can without missing. Players stand in a circle about 1 metre apart. One player throws the ball into the air, and the players take turns hitting it upwards with the palm of one hand. They may not catch the ball, but must keep their hands open and flat. A player may not hit the ball twice in a row. Players may sing a song or recite the alphabet as they play (one letter for each hit).
- The ball must be hit to at least head height for younger players and at least 1 metre above head height for more-experienced or older players. When the ball hits the ground the game is restarted. The game can be played with the players taking turns in a set order, random hitting (with the ball not hit by the same player twice in a row), or individual players attempting to hit the ball the most number of times.
- Individual contest or practice kai: Players compete to see who can hit the ball into the air (above head height) with their hand the most number of times without it hitting the ground. This can be played using either hand, alternating, or combined with other stunts/skills such as through the legs, etc.

## Suggestion

- Use as a practice activity for sports such as tennis, touch football, Australian rules football, volleyball and speedball.

- In a physical education class the game can be played with a number of modifications as part of a hitting-skill activity. Progressions are:
  - Players hit the ball around in a circle (either direction).
  - Players hit the ball to other players who call out their name. Attempt to work through the whole team.
  - Players work as a team to hit the ball in the air and go through the letters of the alphabet. No player is allowed to touch it twice in succession or receive it straight back from another player.
  - Give each player a number and work through the numbers in a set order.
  - One player stands in the middle of the circle and the ball is deflected to the other players who in turn hit it back to the middle player. Change the middle player each time any player makes an error. The aim is to keep the centre player in as long as possible.

## Teaching points

- Players in a circle. Palms of hand up. Hit to start.
- Hit to different players.
- Hit and move back out of the way.
- Count the volleys. Keep going. Let's start again.
- Good work. Call for the ball.
- Watch out for each other.
- Direct the ball to another player.



Kai



# mer kai

'mer kai'



SCHOOL  
YEARS  
4-6

SCHOOL  
YEARS  
7-9

SCHOOL  
YEARS  
10-12

Post-school age

## Background

This is a version of a game from the Torres Strait Islands, using the thick, oval, deep-red fruit of the kai tree which is quite light when dry.

## Language

Mer is the name of one of the islands in the Torres Strait. A kai fruit was often used for playing.

## Short description

This is a hand-hitting (volley) game where players attempt to keep the ball in the air for as long as they can.

## Players

- Groups of six players

## Playing area

- Use a designated indoor or outdoor area. The centre circle of a basketball court with the line through the centre is ideal.

## Equipment

- A tennis ball, small beach ball, *paketa* or a small, soft ball (such as a covered sponge ball)

## Game play and basic rules

- Players form a circle. The ball is thrown into the air and each player passes it to another by striking the ball upwards with the palm of the hand.
- In this game, teams are presented with a set of activities that can be performed and after some practice develop a performance that highlights their ball skills, body handling and originality.

- Teams develop a routine that contains some of the following elements:
  - random hitting to other players in the circle
  - hit to every player in the circle in a set order
  - hit around the circle in one direction then back the other way
  - hit up to the middle of the circle and the person next to the hitter steps into the middle and hits it up — all players then have a turn, continuing around the circle twice
  - hit and follow to replace the person the ball is hit to as he or she hits it to another player — pass and follow
  - a player in the middle who hits the ball back to each person in order — all players have a turn in the middle
  - hit back and forth at speed in a zig-zag pattern to the three players in opposite halves of a circle
  - walk/march/jog around in a circle and hit the ball over the head for the next person (for advanced groups).

### Suggestion

Players learn the basic aspects of the routine and then work out their routine. When this is mastered they look to include more creative aspects to the performance.

### Performance considerations

- Introduce two or more balls as part of the routine (for advanced groups only).
- Show hits with both hands/arms up to the elbows.
- No gymnastic stunts such as handstands are allowed, but under the legs, high hits, kneel or sit down, behind the back, jumps into the air to hit the ball, turns, hand claps (individually or as a group) can help with a creative performance.
- For some stunts players may tap/block the ball in the air with one hand and hit it with the other.
- Players must not move more than 1 metre back from the marked circle.

### Judging

The overall performance of groups can be judged on criteria related to skill, teamwork, elements of the routine, flow and movement, originality, and overall appeal.

Dropped balls, etc. are 'penalised' in the final assessment.

### Comment

Different age groups will have different elements to include in their routines. For very young players it may be a case of compiling as many hits as possible in a set time, hitting in a set order, and basic 'tricks' or skill variations.

### Teaching points

- Players in a circle. Palms of hand up.
- Ready and go.
- Well done. Keep going.

# kalq

'kal-q'



SCHOOL  
YEARS  
4–6

SCHOOL  
YEARS  
7–9

SCHOOL  
YEARS  
10–12

Post-school age

## Background

This was a spear game observed being played by some Aboriginal groups on Cape York Peninsula in north Queensland. The men used a throwing stick (*woomera*) to project a big killing spear (*kalq*) towards the next player. The spear would travel around the circle of men, who were armed only with their *woomera*, which they then used to deflect the spear to the next player. When the small boys played they used spears with blunted ends.

## Language

Although no name was given to this game in the source it has been named after the word for spear (*kalq*) in the language of the Yir-Yoront people from north Queensland.

## Short description

This is a cooperative team game in which players use a bat or racquet to continuously hit (volley) a ball in the air. The game outlined is a modified form of *kalq* for younger players.

## Players

- Four to six players form a circle about 2–3 metres apart — the distance depends on age and ability.

## Playing area

- A designated indoor or outdoor area suitable for the activity

## Equipment

- Each player has a small bat or a tennis racquet.
- Use a tennis ball or airflow ball.

### Game play and basic rules

- Players stand in a circle.
- The aim of the game is to attempt to hit (volley) the ball without it hitting the ground. The ball may not bounce on the ground between hits. An underarm hitting action is the most successful and the ball must go above head height and travel at least 2 metres to another player — players will take turns to hit the ball in the air.
- For younger players two hits — one to control the ball and a second to pass it — may be used.

### Variations

- Players stand in a semi-circle with a player 2–3 metres in front. This front player lobs the ball to the first player, who attempts to hit it to the next player and around three to four players in the semi-circle and back to the thrower, who catches the ball. Repeat in the other direction and swap over. The group 'wins' if they can go all the way around and back to the thrower. Swap around positions.
- For younger players allow the ball to bounce on the ground between hits. Players may also be allowed a couple of volley hits to control it before hitting it.
- Hit the ball around the circle of players without allowing it to touch the ground — a player hits the ball to the player next to them in a set direction. Repeat in the other direction.
- As a group, aim for the highest number of consecutive hits (for example, 21).
- Count the most hits (not consecutive) made within a set time limit.

### Suggestion

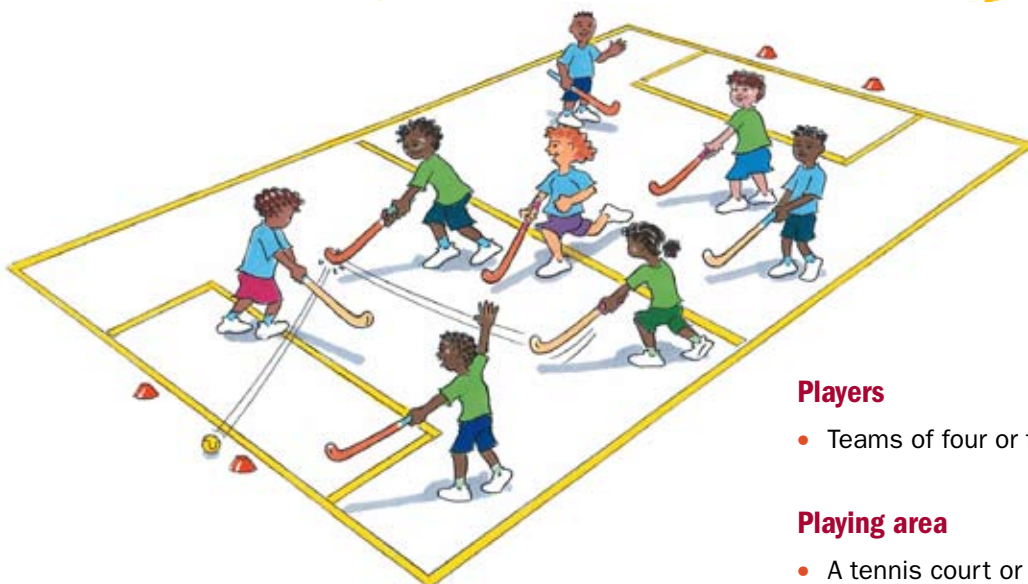
This game could be used as a practice activity for tennis or other racquet sports.

### Teaching points

- Players in a circle. Racquet faces up.
- Drop the ball and hit.
- Hit to different players.
- Hit and move back out of the way.
- Count the volleys. Keep going.
- Let's start again.
- Good work. Call for the ball.
- Watch out for each other.
- Direct the ball to another player.

# kokan

'ko-kan'



SCHOOL  
YEARS  
4–6

SCHOOL  
YEARS  
7–9

SCHOOL  
YEARS  
10–12

Post-school age

## Background

Various hockey-type games were played in many areas of the Torres Strait and Papua and New Guinea. A hockey game called *kokan*, which was played on Mabuiag Island, was the name of the ball itself. This ball was 6–8 centimetres in diameter.

The game was played over a long stretch of the sandy beach. The *kokan* was hit with a rough bat or club, *baiwain* or *dabi*, which was usually cut from a piece of bamboo 60–85 centimetres in length on which a grip was cut. On Mabuiag Island the game was played by both genders.

## Short description

This is a form of hockey in which players are allowed two touches of the ball — usually one to control the ball and another hit to pass or shoot for goal. More-skilled players could use one contact only.

## Players

- Teams of four or five players

## Playing area

- A tennis court or similar sized area

## Equipment

- Each player has a hockey or unihoc stick (for the *baiwain* or *dabi*).
- Use a softball-sized, perforated ball (unihoc), a tennis ball or a larger, light ball as the *kokan*.
- Use markers or goal 60 centimetres high and about 1.2 metres wide. Mark out a goal area 4 metres wide and 2 metres in front of the goal. Goals may be placed against the walls/fences at the end of the court. There is no goalkeeper and players are not allowed in the goal area.

## Duration

- Play for 10–15 minutes.

## Game play and basic rules

- The game is started with a player hitting the *kokan* from the centre of the playing area to be contacted by another player. There is no offside in the game.
- Either side of the *baiwain/dabi* stick may be used to hit the ball.

- The main method of play is to hit/drive the *kokan*, with no dribbling allowed (push passes are strongly recommended). To reduce the risk of the *kokan* being dangerously lifted into the air, two ‘touches’ will be allowed for a player — one contact to control or stop the ball and one to hit it. More-skilled players may use one touch but can use two touches to shoot for goal. A player must be over halfway to shoot at goal.
- For safety, players must have two hands on the stick at all times. No body contact or deliberate hitting of another player’s stick is allowed. (All forms of physical contact or intimidation are to be avoided.)
- A player is not allowed to use his or her body to stop the ball, but unintentional contact/rebounds of the body are allowed, except where it greatly advantages the player or team in possession (free hit to the other team).
- If the ball goes out it is hit in by the other team — play off side fences in a single court. Players should stay away from fences as much as possible.
- The ball must not go above knee height at any time (it should travel along the ground as much as possible) and the head of the stick is not to be lifted above waist height. Push passes combined with running into space are encouraged as the main ways of moving the ball around.
- Players attempt to pass the *kokan* to players in their team and keep it away from players in the other team.
- For infringements or if the ball is out of play, a free hit is awarded to the other team. Defenders are to be at least 3 metres away (body and stick) when a free hit is taken. No free hit can be taken any closer than 3 metres from the goal. Intentional contact or entry into the goal area by a defender is a penalty goal attempt (attacker has a push pass into an open goal from 3 metres in front of the goal to score).
- The *kokan* must not be handled or touched in any way other than by the *baiwain/dabi*.

## Scoring

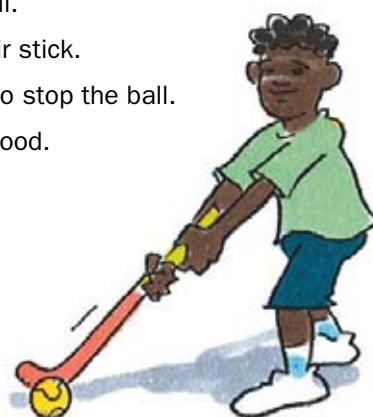
Score one point for each successful goal.

## Variations

- Keep-away: One point is scored by a team when a set number of passes (such as ten) is made between players of the same team without being intercepted by players of the other team.
- Play a two-on-two one-touch game using push passes in a small area.
- Two teams of three or four players. Use a tennis court, a large, soft inflated ball the size of a volleyball and Kanga cricket bats. Players attempt to hit the ball into a goal that is 2 metres wide. The first team to reach ten points with a two-point lead is the winner. Players are only allowed to hit the *baiwain/dabi* once before it is played by another player.
- Use a goalkeeper, who is restricted to the goal area. Players may enter the goal area to hit the ball.
- Players might be restricted to areas of the court. For example, two defenders who stay in their own half, two attackers who stay in the attacking half and a centre who can go anywhere (instead of a centre, a goalkeeper may be used). Players rotate around positions.

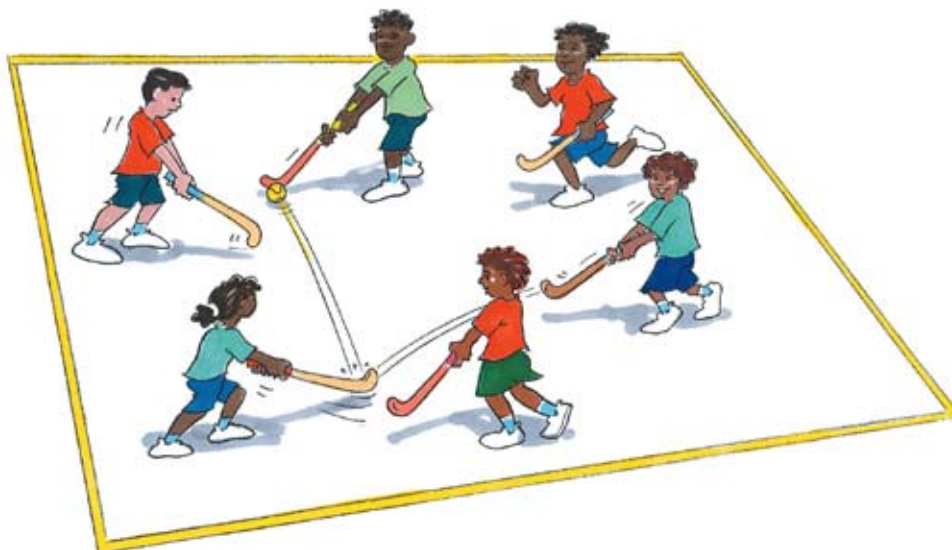
## Teaching points

- Teams ready. No offside. Point the way you are going.
- Sticks down. Ready. Go.
- Pass and move. Two hands on the stick.
- Keep the sticks down. Ball below the ankles.
- One to control, one to pass. Push and pull on the stick to pass.
- Call for the ball. Move to space.
- No contacts. Be careful.
- Defend. Do not hit their stick.
- Do not use your body to stop the ball.
- Play on. Keep going. Good.



# dabi

'dab-i'



SCHOOL  
YEARS  
4–6

SCHOOL  
YEARS  
7–9

SCHOOL  
YEARS  
10–12

Post-school age

## Background

Various hockey-type games were played in many areas of the Torres Strait and Papua and New Guinea. A hockey game called *kokan* was played on Mabuiag Island.

The *kokan* (or ball) was struck with a rough bat or club, *baiwain* or *dabi*, which was usually cut from bamboo. On Mabuiag Island the game was played by both genders.

## Language

This game is named after the stick (*baiwain* or *dabi*) used in the game as part of the game of *kokan*.

## Short description

This is a practice version of *kokan* (hockey), where players are allowed two touches of the ball — usually one to control the ball and another hit to pass to another player as part of a continuous activity. More-skilled players could use one contact only.

## Players

- Teams of four or five players

## Playing area

- A half tennis court or similar sized area

## Equipment

- Each player has a hockey or unihoc stick (for the *baiwain* or *dabi*).
- Use a softball-sized, perforated ball (unihoc) or a tennis ball or larger, light ball as the *kokan*.

## Duration

- Play for 5–7 minutes per game.

## Game play and basic rules

- Players hit the *kokan* to other players within the playing area as part of a continuous and random passing activity.

- The object of the game is for the players to pass the *kokan* around among themselves while moving around the playing area. Use one or two contacts. The team counts the number of passes made in a designated period of time (for example, one minute). The *kokan* must travel at least 2–3 metres to count as a pass. It is recommended that players use push passes only.

### Variations

- One team may challenge another team to find a winner or a number of teams can compete against a time limit.
- Two teams use the same area and perform the same activity — one ball for each team in the area.
- Keep-away *dabi*: Two teams in the playing area attempt to pass to other players on the same team. Count the number of passes up to ten.
- Players might be restricted to areas of the court. For example, two defenders who stay in their own half, two attackers who stay in the attacking half and a centre who can go anywhere (instead of a centre, a goalkeeper may be used). Players rotate around positions. The goal is 1–2 metres wide.

### Safety

- Players are expected to play the game with some consideration for other players.
- For safety reasons the game should be played with no swings of the stick above waist high and the ball cannot be hit or bounced above the knees at any time.

### Teaching points

- Ready. Go.
- Pass and move. Two hands on the stick.
- Keep the sticks below the waist. Ball below the ankles.
- One to control, one to pass. Push and pull on the stick to pass.
- Call for the ball. Move to space.
- Be careful of others.
- Count the passes.
- Do not use your body to stop the ball.
- Play on. Keep going. Good. A fast game is a good game. Spread out.
- Pass to everyone.



# meetcha boma

'meet-cha bom-a'



SCHOOL  
YEARS  
4–6

SCHOOL  
YEARS  
7–9

SCHOOL  
YEARS  
10–12

Post-school age

## Background

A hockey game was played by the Noongar people in the south of Western Australia. The game was called *meetcha boma* ('nut striking') in the Perth area. A *meeja* or *meetcha* (red gum nut) was used as the ball and a piece of wood with a crooked root (*bandeegurt*) as the hockey stick. The stick was generally bent into shape with the aid of fire.

The goals were certain spots at either end of the ground and arranged beforehand by the players. Sometimes a ring was marked as a goal at either end if nothing special could be observed in the place chosen. When goals were scored a mark was made on one side of a tree.

The team with the most marks on the tree was declared the winner when the game ended. The game was often played from almost sunrise to the late afternoon and resumed again the next day.

## Language

Hockey had various names: *meetcha toordeet*, *owt kambong* (*owt* 'game' or 'play') in Fremantle and Rockingham; *booloolul wabbin* ('playing hockey') in Albany; *nandap toordeet* and *owt-Murray* (red gum nut and hockey stick). In the York district *deedagurt* was the name for the hockey game.

In the Noongar language from the southwest of Western Australia, *warp condil* means to 'play hockey'.

## Short description

A one-touch game of hockey using push passes.

## Duration

- A game of 5–10 minutes

## Players

- The players divide into teams of three to four players each. There are no positions and players spread around the playing area.

## Playing area

- Use a designated area about the size of half a tennis court. A line may be marked across the centre of the area.

## Equipment

- Use a unihoc ball or tennis ball for the *meetcha*.
- A unihoc stick (plastic floor hockey stick) or light hockey stick can be used for the *bandeegurt*.
- For the goals, set up two cone markers 1 metre apart at each end of the court.

## Game play and basic rules

- A *meetcha* (ball) is placed in the middle of the half-way line. To start the game a player passes the *meetcha* to a player on the same team.
- Players in this game do not attempt to dribble the ball but just hit it (push-pass recommended) — one contact. Either side of the stick may be used. A player who is in position first to hit the *meetcha* will be allowed to do so.
- There is to be no physical contact or ‘tackling’ of a player and all players must have both hands on the stick at all times. Players attempt to intercept/block passes to team-mates who may hit (push-passes).
- The end of the stick should not go above waist height. For any infringement or the ball going out of the area, the other team has a ‘free’ pass.

## Scoring

Each team attempts to score as many goals as possible during the course of the game.

## Variations

- Play as a keep-away game or a practice game in which one team has possession until they lose control of the ball. The players on the other team ‘shadow’ the team in possession until either a set number of passes is made or there is an infringement. (This is a good practice activity for classes.)
- Play with two contacts on the ball — one to stop/control the ball and one to pass.
- For younger players, allow them to use their foot to stop/block (but not stand on) the ball and then make a pass to another player.

## Safety

For safety reasons players are not allowed to hit the ball above waist height or make wild swings at the *meetcha*. The *meetcha* should not go above knee height at any time. Physical contact or deliberately contacting another player’s stick is not permitted.

## Suggestion

Suitable as a hockey practice activity. Push strokes only are allowed. Players attempt to control and pass in the one action.

## Teaching points

- Spread out. Ready.
- Pass and move.
- Call for the ball.
- Sticks down (below the waist). Push the ball — push the bottom hand, pull the top hand.
- Pass to open players. Control the ball and pass.
- One to control, one to pass, if two contacts of the ball are allowed.
- Watch the contacts.
- Keep the ball on the ground.



# noongar wana

'noon-gar wan-a'



SCHOOL  
YEARS  
4-6

SCHOOL  
YEARS  
7-9

SCHOOL  
YEARS  
10-12

Post-school age

## Background

The young Noongar girls in the southwest of Western Australia played many skill games. In one of these a short stick was placed on the ground and the other girls attempted to hit the stick while the girl defended it using her *wana* (digging stick). Different versions of this game have been recorded by observers.

## Language

A *wana* is a digging stick in the Noongar language of the south-west of Western Australia. This game is named for the Aboriginal people who played it.

## Short description

Players use an underarm throw to hit a target, which is defended by the player with a bat. This version is suitable for older students or for use in the playground.

## Players

- Groups of six to ten players

## Playing area

- A designated area suitable for the activity

## Equipment

- Softball-sized unihoc balls are ideal, or use soft tennis balls for the thrown *wanas* (digging sticks)
- A paddle bat or small Kanga cricket bat
- A large pin, marker dome or bin as the target

## Game play and basic rules

- Place the target in the middle of a large hoop or marked circle with a 2-metre diameter. A batter stands near this area.

- A safety circle with a diameter of 5 metres is marked around this and no players may go into this area to retrieve a ball unless the game is stopped. Mark a circle or use cones to mark a larger circle with a diameter of 7–12 metres (depending on the age and ability of players).
- Players spread around the outer circle. Two balls are used and on a signal to start, players use an underarm roll or throw (below the knees) only to attempt to hit the target — no side or overarm throws. Players (fielders) must stay — with one foot at least — behind the outer circle when throwing the ball. The batter uses a bat (while standing outside the small circle) to hit balls away from the target.
- The ball can roll along the ground or bounce to hit the target. It cannot be thrown to hit the target on the 'full' and care must be taken not to hit the batter. A throwing player cannot have two balls in his or her possession at once.
- As soon as a player fields a ball he or she must throw it within 3 seconds. The two balls cannot both be thrown at once but can be thrown one after the other. If a ball goes past the players in the outer circle they chase it and return to the line to throw it or relay throw it back to another player in the circle. Players may pass (underarm throw) the ball to another player in the outer circle but cannot pass it across the 5-metre circle.
- The batter stays in the middle for a set time or can be replaced when he or she is 'out.' A player is 'out' and is replaced if:
  - he or she deliberately hits the ball hard past the players in the large circle. The ball should be tapped away to the fielders
  - the batter blocks the ball so it stays inside the 5-metre circle (this can be an optional rule)
  - he or she is caught out on the 'full' by a ball that is hit outside the 5-metre circle and inside the outer circle. A player may call for the ball and go into this area to catch the ball. If there is no call and the catch is made the batter is not out (a one-hand, one-bounce rule could also be used)
  - the ball travels past the outer circle on the full unless it has been touched/dropped by a fielder
  - he or she deliberately has contact with the ball using the body (such as kicking it away)
  - he or she displays poor sporting behaviour.
- The game is deliberately designed to make it difficult to stay in as a batter and thus there is constant swapping over. Newer players may be allowed two to three 'outs' before they are replaced.
- Whenever there is an 'out' or change-over of the batter, use either 'bat for ball' or take it in turns with players swapping into the middle. The game could also be played in teams with runs allocated to a set number of hits made (such as ten). A 'four' is scored if a catch is dropped, not called for (need to call, 'My ball!'), or a ball is hit along the ground past the players in the large circle — the ball must not be hit hard.
- The game is fairly continuous except when it is stopped for balls to be retrieved from inside the 5-metre circle, there is a delay in changing batters or while fielding the ball. (With two balls going and the batter working hard to defend the target the game can have a great deal of action.)

### Variations

- Play in teams after agreeing on a scoring system. For example, two for a ball that goes between the 5-metre circle and the outside circle, four if it passes through the outer circle but is not hit hard, six for a misfield, dropped catch, catch not called, illegal play by the fielders ('no ball' by stepping over the outer line to throw the ball), etc.
- Play with two balls but the second ball can only be used when the first one has been hit or is being fielded. (This is recommended for the early learning stages of the game.)
- Play with only one ball.
- Vary the dimensions and other rules to suit the age, ability and interest of players.
- Play with two batters in the middle each with their own half of the inner 5-metre area.

- The ball must bounce at least once — no rolling along the ground — before it hits the target. The ball must be below knee height at all times.

### **Safety**

Stop the game to retrieve balls from inside the 5-metre circle. Insist on observance of safety aspects, particularly in relation to throws/rolls at the target. Stop the game if it is not played in accordance with the procedures outlined, as this could be considered disrespectful to traditional owners and their intention to play the game with skill and enjoyment.

### **Suggestion**

This game could be used as a warm-up activity for Kanga cricket or as a hitting and throwing activity for physical education as well as a playground game. If played correctly it proves to be an enjoyable game similar in some respects to 'French cricket'.

### **Teaching points**

- Form a circle. Player in the middle.
- Thrower ready. Go.
- Good throws. Watch the ball batter.
- Tap the ball away.
- Field the ball. Next thrower.
- Catch the ball if you can.
- Keep going.

# Wulijini

'wuli-jin-i'



SCHOOL  
YEARS  
4–6

SCHOOL  
YEARS  
7–9

SCHOOL  
YEARS  
10–12

Post-school age

## Background

This hand-hitting or handball game was played with a zamia (*Cycas media*) seed by the people of Bathurst Island in northern Australia. In the Meda district of northwest Australia players hit flat pieces of wood.

## Language

The game is named *Wulijini* after the Tiwi (Bathurst Island) word for 'play'.

## Short description

This is a ball-hitting game.

## Players

- Play in singles games or in teams of two to three players

## Playing area

- A badminton court or similar sized area

## Equipment

- A small, inflated ball, *paketa* or a covered sponge ball as the zamia (*Cycas media*) seed

## Game play and basic rules

Different versions of this hitting game using the hands can be played:

- Singles or pairs
  - Practice/cooperative game: Players face each other and hit (volley) the ball back and forth with the palms of their hands, as in a game of tennis, as many times as possible.

- Competitive game: The lines (marked area) of a badminton court either side of the half-way line is out-of-bounds. One or two players make up each team. Players hit underhand, overarm or sidearm to each other in a game to 11 points (three serves each). Teams have one hit to return the ball. (Younger players have two hits for each team on each return — one to control the ball and one to hit.) A badminton net may be used, and a hand-paddle bat or similar may be used to play the game.
- Teams
  - Cooperative team game: Divide the players into two teams facing each other 3–5 metres apart and with a line in the middle to separate the teams. Players of both teams attempt to keep a rally going as long as possible — aim to set a record for the group. To make the game more of a team effort, allow each player up to two contacts (to control and then hit the ball) and each team at least two and no more than three player contacts (as in volleyball). When players become more confident, they can attempt to hit the ball higher and restrict each player to one contact and the team to three.
  - Competitive team game: Play in teams of two to three players. A net may be used — net height may be set to badminton height for older players. Serving is underhand, below the waist as in badminton. Volleyball serving rules (one point for each serve) and play to 11 points — best of three games.

The ball cannot be hit ('spiked' or 'smashed') from above net height from inside the front area — between the service line and half-way line — of the court. Only 'clean' volleys (not a 'carry') made with the fist or palms of the hands are legal hits. Overhead and underarm hits are allowed.

The game may be played with teams allowed two hits to return the ball over the net, but only one hit for each player.

### Variation

- Power *wulijini*: One to six players face each other about 7–10 metres apart and hit the ball back and forth to each other. They attempt to make the ball go through the player/s opposite or make them mis-hit the ball.

### Teaching points

- Players ready. Go.
- Watch the ball. Hit to make them move.
- Call if you have a partner. Anticipate the hit.
- Hit through the ball. Try different shots.



# aurukun

'aru-kun'



SCHOOL  
YEARS  
4–6

SCHOOL  
YEARS  
7–9

SCHOOL  
YEARS  
10–12

Post-school age

## Background

This game comes from the Aurukun Aboriginal community in north Queensland, where it is known as 'bat and ball'. It is a modern game that has links to traditional hitting games of Aboriginal people in the area. It is the most popular of all the games played at Aurukun and can usually be seen being played at lunch time in schoolyards. However, it is usually played in the afternoons around the streets when it is cooler and the sun has begun to set. This game is outlined on the authority of Herbert Hudson and Stanley (Bo) Ngakyumkwokka, both students of the Aurukun Community School.

## Language

The name of the game has been taken from the town of Aurukun, where the game was observed being played.

## Short description

In this bat-and-ball game players in teams take turns and attempt to hit a ball back and forth.

## Players

- Numbers are unrestricted for this activity.

## Playing area

- A large open area such as a cricket oval is suitable. The more players the larger the area required.

## Equipment

- Equipment required is minimal; simply a tennis ball and 'bats' (sticks) such as Kanga cricket stumps. Less-skilled or younger players may use a small bat or racquet. Each player has his or her own 'bat'.



## Game play and basic rules

- The idea of the game is to create a fast forward-and-back momentum of the ball in a tennis-like fashion. Players in a team rotate turns. Play can be designed to make it a continuous fun activity or teams may attempt to win each round or turn.
- Players are divided into two teams separated by a middle line (usually unmarked, for example, using two trees or similar structures).
- Once the teams have been chosen, four to six players from each side stand in single file, with a space between players of approximately 1.5 to 2 metres. The heads of the line of players face each other 5–10 metres back from the middle or separation line. If there are more than six players in each team the remainder on each team stand well behind the line of players and close to the playing area boundaries to act as ‘back stops’. These players swap into the game.
- To begin the game the ball is thrown underarm from the front player of one line to the front player of the other. This throw must bounce at least once before reaching the hitter and once the ball is in hitting range the player attempts to strike it.
- Regardless of whether this player makes contact with the ball, fails to hit it, or hits it and the ball does not clear the middle/separation line, the hitter immediately rotates, either to the back of the single line of players or to a back-stop position, depending on the number of players.
- The ball is in play when it clears the middle/separation line. The player who first threw the ball attempts to contact the ball and after his or her turn rotates to the end of his or her team’s line.
- Note: The ball may bounce more than once but is ‘out of play’ once it is rolling. When this occurs it is picked up and thrown to the front player of the appropriate line to re-commence play.
- If a thrown or hit ball is missed by the front player in the line the player directly behind him or her is able to attempt a strike and so on down the line until either the ball starts rolling or a player makes contact to keep the ball in play. Players should move out of the way if they miss the ball to allow the players behind them the chance to hit the ball.

- A receiver/hitter is allowed to control the ball by either bouncing the ball with the bat similar to bouncing a basketball or by hitting/volleying the ball up in the air and then hitting it, comparable to lifting/juggling a soccer ball and then kicking it to another player.
- If the ball travels past all the players in the line the backstops come into play and they either hit the ball back to the opposition to keep the ball in play or for safety simply retrieve the ball for the next round.
- Disputed possession: If the ball stops on the separation line the two head players of each line move forward to perform the act of ‘Hockey 1, hockey 2, hockey 3’. The players stand facing each other separated by the middle line with their bats and feet either side of the ball. On the call of ‘Hockey 1’ the players clap sticks in the middle above the ball, and then they return their sticks to the starting position. This continues until ‘Hockey 3’ when, after clapping or hitting sticks in the middle, players attempt to ‘win’ the ball for their team.

## Variations

- A volleyball style of play could be introduced into the game, whereby each side is allowed a maximum of three hits/volleys between players before hitting the ball to the other team.
- Tennis-court play: Play with tennis racquets and ball. Use a tennis court with one player on the court at each end and the other players behind the baseline. After starting the game with an underarm hit the player joins the end of his or her group behind the baseline and is replaced by the next player. Play as a continuous rally or attempt to score a point.
- Teams alternate roles to start a new turn/round. After a round has ended the team that previously hit the ball restarts with an underarm throw of the ball.
- Introduce a scoring format into the game whereby each successful hit that is unplayable registers one point and award two points for a home run (outside the boundary on the ‘full’). Play the first to ten.

### **Comment**

After each successful hit players usually clap sticks in a 'high five' type fashion in celebration of the achievement and to reinforce team spirit.

### **Safety**

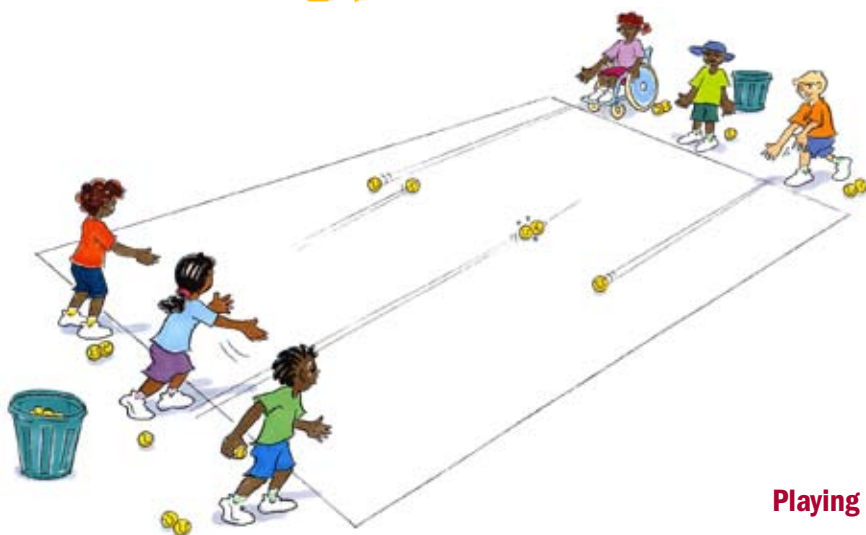
Players should be reminded of the danger associated with the swinging of bats when other players are standing nearby. It is important always to enforce the 1.5–2-metre separation of players standing in single file. Effectively survey the playing area prior to commencement and be sure to remove any potentially dangerous obstructions.

### **Teaching points**

- Two teams.
- Spread out. Ready.
- Roll in turns. Who's first?
- Bend down. Fingers towards palm up.
- Good work.
- Stop the ball with the sole of your foot.
- Next turn.
- Keep going.

# koolchee

'kool-chee'



All school-age groups (K–12)

Post-school age

## Background

This ball-throwing and hitting game was played by the Diyari people from near Lake Eyre in South Australia. The balls were called *koolchee*. The balls used were as round as possible and were usually about 8–10 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 the balls left were too few to cause any excitement.

## Short description

The aim of the game is for players to roll a *koolchee* (ball) to hit a ball rolled by a player from a team at the other end of the playing area. Players stay out of the playing area in this game.

## Players

- Two opposing sides of equal numbers (usually between two and ten or more).

## Playing area

- An area about 20–30 metres long and 10–15 metres wide (badminton and volleyball courts are ideal)

## Equipment

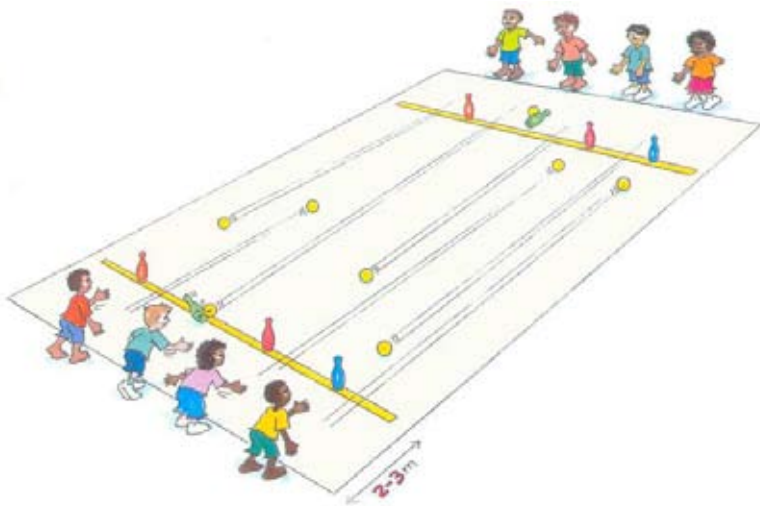
- Tennis balls, Kanga cricket balls or larger balls as the *koolchee* (ball)

## Game play and basic rules

- Players are in teams at each end of the playing area. Each team rolls their *koolchees* underarm (roll along the ground) towards the opposing team. The game is a continuous activity. The idea of the game is to hit a *koolchee* rolled by a player from the other team. Each player has a number of *koolchees* and each team has a large central supply in a bin/basket. Players may only use one *koolchee* at a time. Hits made within 3 metres of the line marked at each end of the playing area do not count.
- When there are no *koolchees* left, the game is temporarily halted for players to collect *koolchees* so that the game can continue. No set scoring is used. There is to be no interference with balls on the playing area. Players cannot go into the playing area unless the game is stopped.

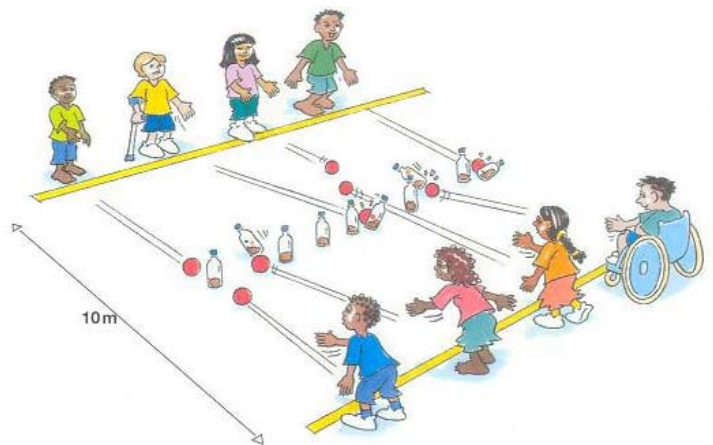
## Variations

- **Competition *koolchee*:** Use a badminton or volleyball court. Place a line of five bowling pins or skittles about 3 metres in front of each team. Each team attempts to roll their *koolchees* past these to knock over the pins at the other end of the court before the pins at their end are knocked down by their opponents. Players may 'defend' their own pins by rolling *koolchees* to hit other *koolchees* that might knock over one of their pins. Depending on the ability and age of the group the pins may be knocked down randomly or in order. No players allowed on the court.



Competition Koolchee (Sports Ability Program)

- **Cooperative *koolchee*:** A number of bowling pins or skittles (around ten) are placed along a line halfway between two groups of players. The two teams work together to knock them over. A time could be recorded until the skittles are all knocked over. Repeat a number of times with players attempting to set a *koolchee* record. For younger players the distance between the teams could be reduced and the pins or skittles placed closer together. Players may not retrieve balls from the playing area — players need a supply of balls at each end. (Recommended for physical education lessons).



Cooperative Koolchee (Sports Ability Program)

## Suggestions

In a physical education class use a badminton, volleyball or tennis court with the following progressions:

- Teams roll the *koolchees* (tennis balls) towards each other — no scoring.
- Each player has a *koolchee* (tennis ball). Place a set number of pins in the centre of the area and both teams attempt to knock them over in a cooperative activity, perhaps timed with several attempts to set the best time.
- Place five pins 3–5 metres in front of each group and the teams attempt to hit the pins in front of the team at the other end of the area. A class competition with four to six players in each team on a badminton court works well — matches are the best of three games. (Competition matches on a tennis court either to the best of 11 or the first to 11 games work well with older players. Change ends every five games.)

## Teaching points

- Line up facing the other team. Tennis balls ready.
- Bend down and roll along the ground. No throws or bounces.
- Aim for a ball. Fingers towards, palms up, opposite arm and leg.
- No players on the court. Stay behind the line.
- Collect another ball and keep going.

# turlurlu

'tur-lur-lu'



SCHOOL  
YEARS  
4–6

SCHOOL  
YEARS  
7–9

SCHOOL  
YEARS  
10–12

Post-school age

## Background

*Turlurlu* is the name of a traditional ball rolling and hitting game played by boys in the Great Sandy Desert of central Australia. A rough ball called a *kamikami* was cut from the thick root of the *ngulyungu* tree. Each player held a *mukurru*, or fighting stick, as a bat. The boys formed teams and each side took turns to bowl the ball to each other.

## Language

The words of the Walmajarri language:

**Turlurlu palu rijikarrinyani yapangu jarlu puja.**

*The children used to play turlurlu in the bush in the old days.*

## Short description

A continuous hitting and stopping activity played between two teams.

## Players

- Two teams of four to six players facing each other. Players spread out behind a line next to each other (1–2 metres apart) and no further back than 2 metres from the line.

## Playing area

- An indoor or outdoor area about 15–20 metres long and 8–10 metres wide

## Equipment

- Kanga cricket stumps are ideal to use as a *mukurru* (fighting stick). Unihoc sticks or small Kanga cricket bats may also be used.
- Use a unihoc ball, tennis ball or similar as the *kamikami* (ball).

## Game play and basic rules

- Teams toss a coin to decide who will have the first turn. A player of the starting team hits a *kamikami* at the opposing team and aim to make it pass through the line. A defending player attempts to stop and/or hit (push passes are recommended) the ball using his or her *mukurru*.
- The ball is hit back and forth in a continuous play (stop the ball and hit the ball or just hit the ball — but keep it below knee height). Players take turns at hitting the *kamikami* to the other team when play stops. Players may also stop the *kamikami* and pass to a team-mate to hit.
- Players hit the ball from behind their line. No ‘wild’ swings of the bottom of the *mukurru* above the waist are allowed. The *mukurru* can be taped just below halfway and the stick must be held in both hands with one hand on this mark and one above it.
- The hitting team must not allow the *kamikami* to contact any part of their body. A turn that is delivered outside the playing area or is otherwise unsatisfactory is taken again.

## Scoring

The aim is to make the play fairly continuous. A team only scores if the *kamikami* is stopped or hit when they have it directed at them. If a player hits the *kamikami* it is counted as catching *kuyi* (game). If the *kamikami* passes through the line of players this ball is retrieved by a player while another ball can be used to continue play.

The teams keep score of how much *kuyi* they catch. The ‘winning’ team is the one to make the most hits in the time allowed, or the first to reach a set score (such as 11).

## Variations

- Allow an overarm throw/bowl (instead of a hit) so long as the *kamikami* hits the ground before the half-way line between the two teams. The *kamikami* must not be bounced above knee height.
- Play with a set number (five to ten) of turns for each team then swap over. Use a supply of balls.

- If the *kamikami* passes through the opposing line of players then the bowling team scores one point. If the hitting team take a ‘wild’ swing or infringe in any other way then the bowling team also gains a point. The hitting (or receiving) team gains a point when one of the players is able to hit the *kamikami*.
- Each team has a set number of turns (for example, five) before the other side has its turn. Each set of turns by players in a team constitutes a game. Have a number of games in a match.
- Play a mini-version of the game with two to four players per team on a badminton or volleyball court.
- Use unihoc or hockey sticks. Players hit the ball to each other and it must be stopped cleanly to count.
- Play in a circle (diameter of 8–10 metres) with a line through the centre. Players pass over the line to the other team.
- Sets of stumps can be placed behind players for them to defend.

## Suggestion

This could be used as a hockey or cricket practice game or warm-up activity.

## Teaching points

- Line up next to each other.
- Teams facing each other.
- Hit the ball.
- Keep the ball down.
- Sticks below the waist.
- Keep going. Faster.
- Stop the ball and hit the ball.
- Stick behind the ball. Take it in turns.
- Pass to the next person if you like.
- Keep the ball away from your body.

# weme

'we-me'



All school-age groups (K–12)

Post-school age

## Background

The Walbiri people of central Australia played a stone-bowling game. One player rolled a stone, which was used as a target by the second player.

In the traditional game players alternated turns, with each one aiming at the other's stone.

## Language

The game is named *weme* after a word from the Eastern Arrernte language of central Australia, which refers to 'throwing something at something else and hitting it'.

## Short description

This is a bowling game in which balls are rolled underarm along the ground to knock a ball out of a hoop. This version is designed for younger players.

## Players

- Play with two to four or more players. The game can be played alone, one player against another player, or in pairs/teams of players against another pair/team.

## Playing area

- Use a designated area. Two lines are marked 8–10 metres apart — the distance depending on age and ability of players. In the middle between the two lines draw a circle with a half-metre diameter or use a small hoop.

## Equipment

- Balls or bowls such as bocce balls (plastic bocce balls work well)

## Game play and basic rules

- Place a bocce ball in the circle/hoop with the players 3–5 metres each side of the hoop.

Players take turns to roll a ball and attempt to knock the ball out of the hoop — one to three turns each. Retrieve the balls after each player's turn.

- Play with no scoring in the game. Play for the fun of the activity.

### Variations

- Play a set number of turns (such as 20) for each player.
- Three balls are placed in the circle/hoop and players alternate turns in attempting to knock the balls out of the circle. If one or more balls are knocked out of the marked circle they are replaced before the next player's turn. Keep a score or use as a skills practice activity.
- Mark two parallel lines 8–12 metres apart. Play individually with one player against another. Players have a ball each. One player rolls his or her ball to stop before the other line. If it rolls past the line it is taken again. The player attempts to have his or her ball stop close to the line. The other player then rolls his or her ball to attempt to hit the ball. This player scores a point if he or she hits it. Players move to the other end and swap roles. (This is similar to the traditional version of the game.)
- Play in pairs. One player from each pair is at each end of the playing area. Players from one end have their turns. The player on the same team as the last player to roll his or her ball has a turn first — alternate play in this manner. The players do not swap ends in this game.
- If scoring is used a player scores one point for contacting the ball, two points for knocking the ball out of the circle and three points for contacting the ball and causing the rolled ball to remain in the circle.

### Teaching points

- Balls ready. First person ready. Aim for the ball.
- All know what to do? Ready. Go.
- Roll and retrieve. Next player's turn.
- Keep going.
- Remember; bend down arm towards, palm and fingers up. Opposite arm and leg.
- Keep going. Good. Work to help each other.



# boomerang

'boom-er-rang'



SCHOOL  
YEARS  
7-9

SCHOOL  
YEARS  
10-12

Post-school age

## Background

Boomerang throwing was a popular activity with Aboriginal groups in many parts of Australia. While the fighting boomerang was often used as a toy, the returning boomerang implement was often constructed solely and especially for purposes of sport and amusement.

The toy, or returning boomerang, was usually thrown only by men and boys. Various types of boomerang games were played in different parts of Australia.

## Language

The word *boomerang* had its origins from the word for a 'fighting stick' that was thrown. In the language of the people in the Sydney area it was *bumarang*, *wumarang* or *bumarit*.

## Suggestions

Boomerang throwing can be an enjoyable activity with a place in school physical education and/or outdoor education programs. It is a truly Australian activity and it is a reminder of and a basis for understanding the cultural heritage of Australian Aboriginal people.

- Have a number of right and left-handed boomerangs.
- If it can be organised select a number of boomerangs with similar flight characteristics, with a flight of 20–30 metres. Some commercially produced boomerangs can be manipulated to give similar flight characteristics. Boomerangs with four or more 'arms' are often easier to throw with more accuracy.
- Explain the use of boomerangs. Refer to the manufacturer's instructions and follow appropriate teaching methods.
- Set up an aiming mark at a height to help achieve a consistent return.

- Watch others and learn from them. Practise.
- Much frustration comes from the inability to make a boomerang return. Skill and success is the result of practice. Most people can become quite successful.

### **Safety**

Safety is essential. Do not take your eyes off the boomerang. Another person acting as a 'watcher' is useful. Select an appropriate area and set up safety regulation procedures. Check wind direction and set aiming points.

Discuss regulations about where to sit when not throwing and where to throw. Use a large open area for this activity.

### **Comment**

There are different types of boomerangs (including cross boomerangs) with various shapes, sizes and flight characteristics available.

Some fairly cheap, plastic versions of materials that give a boomerang 'shape memory' are perhaps the best value. Set up aiming points for players, based on wind conditions.

### **Teaching points**

- Check the angle (of release).
- Flick the wrist, point the fingers.
- Hand on top, hand underneath (to catch boomerang).
- Slap down to catch.

# buran

'bu-ran'



SCHOOL  
YEARS  
7-9

SCHOOL  
YEARS  
10-12

Post-school age

## Background

A game of accuracy, the throwing of the boomerang (*buran*) was played by the Jagara (or Jagera) people of south Queensland. A player stood in the middle of the small circle and threw a right-hand boomerang (*dunimgi*) first. The aim was to make it return as close as possible to the peg (marker) in the middle of the circle. In the next round, the left-hand boomerang (*watungi*) was thrown. A large boomerang (*dikir*) was used in high wind and a small boomerang (*mwoirnin*) was used in light wind.

## Language

*Buran* was the name used by the Jagara (or Jagera) people for a throwing stick or boomerang.

## Short description

*Buran* is a competition based on boomerang-throwing accuracy.

## Players

- Three players in each team

## Playing area

- Three circles are either drawn on the ground or outlined with markers. The largest circle is about 30 metres in diameter, the next about 8 metres, and the third about 3 metres in diameter. A small marker is placed in the middle of the smallest circle.

## Equipment

- Either a right-hand boomerang (*dunimgi*) or a left-hand boomerang (*watungi*)

## Game play and basic rules

- The idea of the game is to have a thrown boomerang return as close as possible to the centre of the smallest circle. Players take turns in throwing and catching their *buran*. The throw is made from inside the 3-metre circle and must go beyond the 30-metre circle.

- After throwing the *buran* the player waits inside the 8-metre circle and no catch can be made outside this area. When a catch is made the *buran* is held at the spot and then placed on the ground directly below. This spot is recorded with a small marker, or is measured from the centre of the small circle by a tape measure if a competition is conducted.
- Each player gets five throws.

### Scoring

The winning team is one who throws the closest to the centre of the 3-metre circle.

### Safety

Strict adherence to safety aspects is essential.

### Variations

- Take turns to throw and have the *buran* return. No competition.
- Record points for each of the circles. The winner is the player (or team) with the highest number of points after a set number of turns.

### Teaching points

- Throw the *buran*. Be careful.
- Flick the wrist.
- Move and catch it.
- Clap down to catch it.
- Stand where it is caught.



# iIye

'il-ye'



SCHOOL  
YEARS  
7-9

SCHOOL  
YEARS  
10-12

Post-school age

## Background

A boomerang game was played by the Wogadj people of central Australia. This was a keep-away type of game that encouraged a lot of running. A boomerang was thrown along the ground in the game.

The older men usually played against the younger men.

## Language

*Ilye* was the word for boomerang (throwing stick) in the Eastern Arrernte language from central Australia.

## Short description

The game is one of running and throwing using a disc (frisbee) in place of a boomerang.

## Players

- Two teams of 10–20 players (or more)

## Playing area

- A designated area such as a football field or larger area

## Duration

- Either play until one team 'gives in' or for an agreed time (such as 10–20 minutes).

## Equipment

- A disc (frisbee) in place of a non-returning boomerang

## Game play and basic rules

- Players group together at one end of the playing area at the start of the game but then can spread out after play starts.

- To start the game a disc is thrown and players run after it to catch up with it and give it another throw. The player who catches or picks it up may throw in any direction or may run (up to 10 metres) with it before he or she throws it. A throw must travel at least 10 metres to another player.
- A team attempts to work together and by throwing back and forth to each other aim to keep possession and wear down the opposition team. (Fitter players usually give a team an advantage after a time and team play should consider this.)
- No physical contact is allowed. A player with the disc cannot be interfered with in any way but players can follow (or 'guard') him or her until it is thrown.
- A player who catches a disc in the air or touches it first when it is on the ground gains possession of it.

### Scoring

The team retaining possession of the disc the longest is considered the winner of the game.

### Variations

- Play in a restricted area using a small disc.
- A cricket oval represents an ideal area to use. All players start at one end of the field.
- Play a set number of passes (such as ten) to score one point. The most points in a set time will win the game.
- Use two discs at the same time.
- Play with three teams in same playing area.
- Play a keep-away version of the game of ultimate disc.

### Comment

A disc (frisbee) is substituted for a boomerang in the game. This is used because it is easy for most players to use when compared to a boomerang and also for safety reasons.

### Suggestion

This can be played as a disc (frisbee) game.

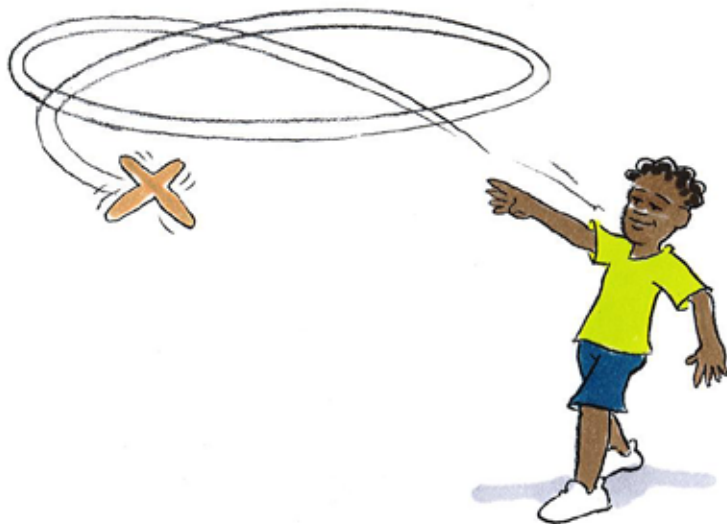
### Teaching points

- Throw and run.
- Spread out. Call for the pass.
- No contact. Keep moving.
- Run and pass.
- Keep going. A fast game is a good game.



# pirbu-pirbu

'pir-bu-pir-bu'



SCHOOL  
YEARS  
7-9

SCHOOL  
YEARS  
10-12

Post-school age

## Background

In north Queensland a cross-boomerang was made from the wood of the cluster fig tree (*Ficus chretiodes*). To the Mallanpara people of the Tully area it was known as *pirbu-pirbu*.

## Short description

This is an indoor activity using toy cross-boomerangs made from a foam material.

## Game play and basic rules

- The *pirbu-pirbu* (cross-boomerang) is thrown directly into the air and has a flight similar to a boomerang, but is more of a circle than an oval.
- The flight usually ends with a double circle around the thrower.
- The boomerangs will only travel about 3-5 metres away from the thrower and are very safe to use.

## Comment

This activity is useful as an 'icebreaker', warm-up activity or introductory activity for a unit related to Indigenous Australians.

## Suggestion

- Purchase a number of foam boomerangs (commercially called 'Roomarangs'). These consist of four 'arms' and are based on the toy cross-boomerang (*pirbu-pirbu*) used in northern Queensland.
- These commercially produced cross-boomerangs are fairly easy to use and provide great interest.
- To shape the foam boomerangs for common flight characteristics, a disc (frisbee) can be used. The boomerang is gently pushed into the upturned disc to put a slight curve on the arms.

Games for the boomerang:

- Accuracy — most catches without moving.
- Consecutive catching — most catches without dropping.
- Double throw — two catches at once, or juggling.
- Fast catch — shortest time for ten catches.
- Trick catching — for example, one-handed, head catch.

## Teaching points

- Be careful. Shape the ends of the boomerang.
- Curve towards your body. Arm back, a gentle flick. Wrist down. Not too hard.
- Adjust the ends.

# kandomarngutta

'kan-do-marn-gut-ta'



All school-age groups (K–12)

Post-school age

## Background

In some parts of Australia children were allowed to use the bullroarer (whirlers), or small versions of it, as a source of amusement. In other areas the bullroarer had a special significance and was not used as a 'toy'.

In parts of Victoria a bullroarer called the *kandomarngutta* was used. This was a thin piece of wood, oval, about 10 centimetres in length and about 5 centimetres in width. It was tied to a string and swung to cause a humming noise. In the north-west central districts of north Queensland bullroarers were used by either gender and at any age.

In the Bloomfield River area it was called *teripa*, at Lower Tully *chachalmo*, and at Cape Grafton *birbobirbo*. These were playthings and varied in size from 8 to 15 centimetres in length. They were never engraved, although they were occasionally painted.

## Short description

This activity is related to swinging a 'bullroarer' to make a noise (roar).

## Equipment

- Either purchase or make a *kandomarngutta*. A typical toy bullroarer is made from a flattened, spindle-shape piece of wood, 8–12 centimetres in length and 5 centimetres in width. It is attached, by means of a hole drilled through one end, to a length of twine.

## Game play and basic rules

- The twine attached to the *kandomarngutta* is held in the hand and the *kandomarngutta* is swung rapidly over the head and with an extra effort it is made to 'roar'.



### **Variation**

- Experiment with different sizes and thicknesses of toy bullroarers.

### **Comment**

The humming sound of the bullroarer is produced by the blade alternately presenting its flat surface and sharp edge to the air. Care should be taken to ensure that the twine is attached firmly to the bullroarer.

### **Note**

Although sold as souvenirs some care should be taken to ensure that the use of a 'bullroarer' in a particular region is not of special significance or restricted to use by certain people. It is advisable to check with the local elders if the activity is to be undertaken as part of a program.

### **Safety**

Safety must be considered in all aspects of preparing and swinging the bullroarer.

### **Teaching points**

- Watch out for others. Spread out. Stand back.
- Ready. Go.
- Swing it hard. Faster, faster.
- Good.
- Stop. Next person.

# dhandang

'dhan-dang'



SCHOOL  
YEARS  
4-6

SCHOOL  
YEARS  
7-9

SCHOOL  
YEARS  
10-12

Post-school age

## Background

Tree-climbing activities and climbing contests were widespread and helped to develop a skill of practical use. There were a variety of methods of climbing trees used in different parts of Australia. Some of these involved the use of vines or notches cut into trees.

The Victoria River people in the Northern Territory arranged competitions among the boys in tree-climbing. The boys were required to climb up a number of selected trees and down again in the quickest time possible.

The Noongar people of the south-west of Western Australia had climbing contests in the big timber areas, with the women being the best in this pastime. The highest and broadest trees were climbed with the aid of an axe.

## Language

In the Noongar language of the south-west of Western Australia the word for 'climbing' is *dhandang*.

From the Bundjalung language that was spoken in northern New South Wales:

*mala baygal wande-la muna:-ya dall-ya*  
*The man is climbing the tree.*

In parts of Victoria a champion tree climber was called a *berebom-biel*.

## Short description

This is a climbing contest.

## Game play and basic rules

- Use an indoor climbing wall to conduct climbing contests or climb up a rope ladder or climbing frame as quickly as possible.

- The contests could be undertaken individually and timed or against another player. Where possible the climbing course organised should attempt to imitate tree climbing.

### **Variations**

- Arrange a group competition to climb to the top of ropes or a pole.
- Have the players climb a number of ropes as part of a competition.
- For younger players a tower of high jump and gymnastic mats could be used.
- Construct an obstacle course with climbing activities. For example, run up an incline board and climb to the top of a climbing frame, climb down in a prescribed manner, climb up on a vaulting horse and jump down onto a high-jump mat.
- Have a long pole at an angle to represent a coconut palm for players to climb.
- Use climbing walls for various competitions.

### **Safety**

Appropriate safety gear such as harnesses and ropes should be used. Players should be given correct instruction on how to climb, and activities should be strictly controlled. Under no circumstances should players slide down ropes or jump from towers.

# wittchim

'witt-chim'



SCHOOL  
YEARS  
4-6

SCHOOL  
YEARS  
7-9

SCHOOL  
YEARS  
10-12

## Background

In Victoria, a corroboree game was played by different groups. Depending on the area it was played in it was called *tarratt* or *wittchim*.

## Short description

The game consists of stalking a feather, in imitation of hunting an emu. It is recognised that individuals will hunt in different ways.

## Game play and basic rules

- A feather is tied to the end of a long stick, which is held by a player in the centre of a large circle of players. The performer, who is dressed in a corroboree costume, enters the circle with a shield and boomerang, and moves around the circle for a few minutes with his or her eye on the feather.
- The player crouches and runs in imitation of stalking the emu and finishes by bending over and touching the feather.

- After the performance another player has a turn. This continues until all competitors have gone through the same movement. The contest is conducted in silence.

## Scoring

Traditionally a number of judges decide on the best performance and present the winner with the feather. The winner is expected to repeat the performance and present the feather to the other competitors as a compliment and as a way of dissolving any feelings of jealousy.

## Variation

- Create a competition with each player allowed only 2-3 minutes to complete his or her performance.

## Suggestion

This could be included in performing arts courses.

## Comment

Similar games to this one were played in a number of areas. Acknowledgment of the traditional origin of this activity and the nature of dance and music in traditional cultures should be made each time it is undertaken.

## Teaching points

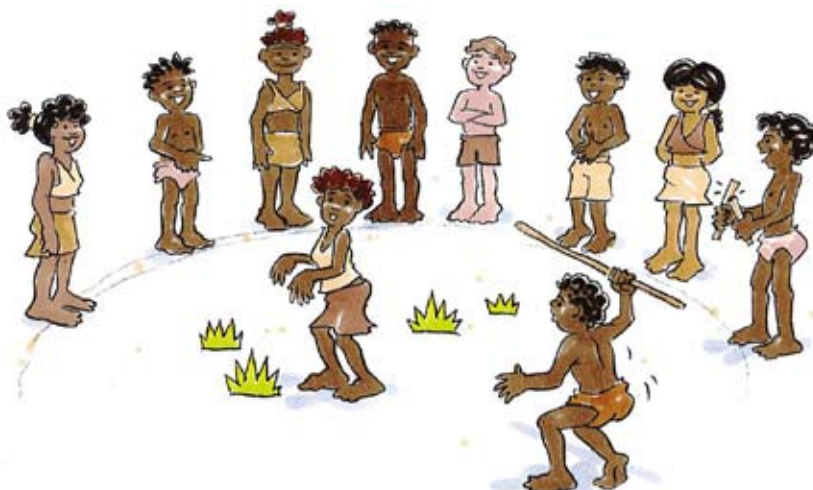
- Players as individuals and small groups should work together to rehearse their performances.



Imitation emu

# yongar ngardongin

'yon-gar nar-don-gin'



SCHOOL  
YEARS  
4–6

SCHOOL  
YEARS  
7–9

SCHOOL  
YEARS  
10–12

Post-school age

## Background

The emu and kangaroo dance (play) games among the *Bibbuluk kening* (Bibbulum people's dances) were performed in Western Australia in the Vasse, Augusta, Bunbury, Murray and Swan districts and probably further north and east. The game was called *yongar ngardongin* by the Vasse district people.

Almost all large animal and bird dances deal with the chasing and killing of the animal represented, as well as with their habits and actions. In the kangaroo dance game the performers stood in a semi-circle while two of the performers, representing the kangaroo and the hunter, began the game.

Moonlit nights were chosen for this type of pastime, but the central fire also cast its light on the players. There may or may not be musicians and singers for these displays and the music was merely played for the rhythm and measure of the movements.

## Short description

The game is an acting dance contest whereby players undertake the roles of a hunter and a kangaroo.

## Players

- A group of performers who perform two at a time — one player is the hunter and the other player represents a kangaroo.

## Playing area

- A designated indoor or outdoor area suitable for the activity

## Equipment

- Costumes and props such as spears

### Game play and basic rules

- One performer assumes the stance of a kangaroo when feeding, raising at intervals to look about for possible enemies, standing absolutely motionless in the exact posture the kangaroo adopts and then stooping down to graze again.
- The other performer — the hunter — creeps cautiously towards the quarry, against the wind and changing his or her position as the animal turns and changes position while feeding.
- The hunter moves backward and forward, throws him or herself on the ground and acts in every detail as though chasing a real kangaroo. Eventually the hunter closes in on the kangaroo, lifts his or her spear and pretends to send it hurtling close beside the kangaroo, which immediately falls to the ground.
- During the performance the remaining members stand perfectly still and watch the dance (play) game intently. When the display is ended two more performers take the place of the kangaroo and hunter and the game proceeds.
- As no two hunters track alike, the methods of each are noted by spectators and other performers, in order that some fresh hint may be taken in the mode of kangaroo 'stalking'.

### Variations

- Instead of the hunter killing the kangaroo he or she could simply catch it.
- A player (or group of players) imitates various movements and the other players guess the animal.
- Emu-hunting play. Emus are full of curiosity and are attracted to waving objects. Two players lie on their backs and wave their feet slowly in the air. A player acting as the emu simulates a slowly approaching emu. When the emu is close enough the players on the ground jump to their feet and spear (or capture) it.

### Suggestion

Players could watch a video on kangaroos and/or hunting as part of their preparation.

### Comment

Closely associated with the type of contest outlined were certain dance plays. *Yallor* was the name of a dance play in another area of the south-west of Western Australia. It was also the chant, or tune, to which the dance was performed. The dance play was generally performed by young men. Women seldom took any part in it.

The dance play frequently represented activities such as:

- the chase
- the actions of a kangaroo and/or emu
- the pursuit of a wounded cockatoo
- the movement of a snake
- the transformations or feats of a magician
- the measured step and concerted movement of a dance of ten or 12 persons

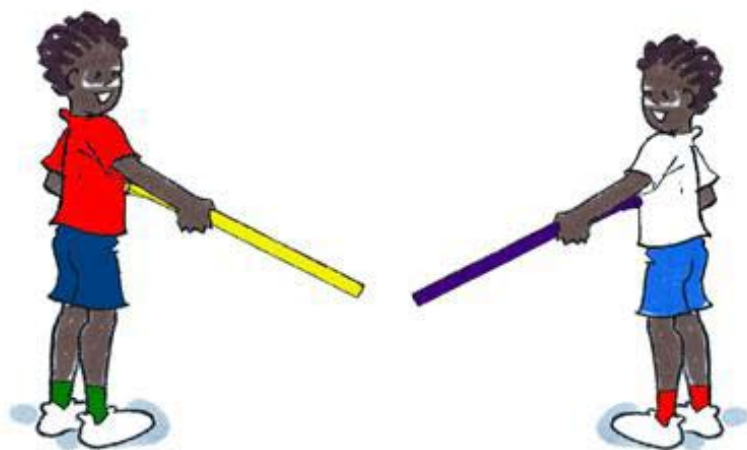
Dance plays were usually performed on a clear night, by the bright blaze of a fire, surrounded by groups of admiring spectators.

### Teaching points

- Players work as individuals and/or small groups to rehearse their performances.

# kutturi

'kut-tur-i'



SCHOOL  
YEARS  
4–6

SCHOOL  
YEARS  
7–9

SCHOOL  
YEARS  
10–12

Post-school age

## Background

Small digging sticks were made for children in many parts of Australia. These were considered to be personal property and were usually well looked after. They were often used in play. In some areas the women would use digging sticks in play 'fights'.

This activity was reported from an unidentified place as a stick-practice game used by girls to prepare them for the digging-stick (*kutturu*) duels they would be involved in during adult life.

In New South Wales the Ngemba women had play fights with their digging sticks. The women held the end of the digging stick in both hands and a little above eye level. The women could strike with either of their hands and then guard with both. They were fearless fighters and had their own champions.

## Short description

This is a hitting-and-dodging contest between two players, with the feet as the target area.

## Players

- Two players compete against each other

## Playing area

- A designated area suitable for the activity

## Equipment

- Foam pool 'noodles' around 1–2 metres long as the *kutturu*. Socks may be worn to identify the target area (feet and/or lower legs) to be used in the contest.

## Game play and basic rules

- The two players face each other in a ready position with one or two hands on the *kutturu* (foam sword) and alternately attempt to hit each other on the foot. The players use their *kutturu* to protect themselves.
- As soon as the opponent tries to hit him or her, a player may quickly take his or her turn.

### Variations

- Use scoring, with a player gaining a point for each successful hit — best of three hits.
- Players are allowed to move around in a restricted area (3-metre circle) to avoid being hit.
- Players do not have to take turns ('free for all').
- The players wear socks to represent a target area.
- Use large inflatable toys (such as baseball bats) as the *kutturu*. Players may use one or both hands.

### Teaching points

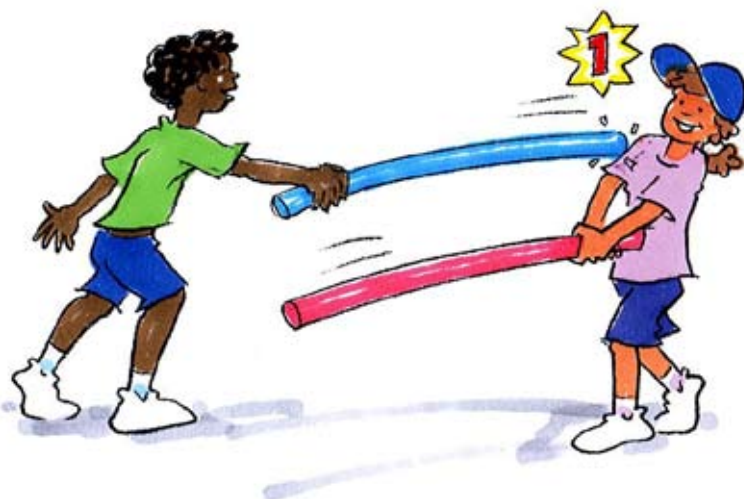
- Face each other. Ready — go.
- Hold on tight.
- Block and hit. Move around. Hit their foot.
- Keep going.
- Good hit.
- Change — next players.





# the pan

'the-pan'



SCHOOL  
YEARS  
4-6

SCHOOL  
YEARS  
7-9

SCHOOL  
YEARS  
10-12

Post-school age

## Background

Large, heavy wooden swords were used by males in the rainforest areas of north Queensland, around Tully and neighbouring areas. These swords would be straight or slightly curved in shape. Swordplay was a popular ceremonial and recreational activity, and two contestants with a wooden sword and shield would compete.

Each would give and take blow after blow in strict rules of battle. After attempting to hit his opponent, the contestant would await his opponent's stroke, fending it off with his shield.

Finally, one would surrender. Sometimes one competitor would be slow with his shield and would receive a heavy blow on the head.

## Language

*Thepan* means 'to hit' in the Wik-Mungkan language spoken in parts of north Queensland.

## Short description

Players use foam 'swords' to attempt to hit each other on the body.

## Players

- Form groups of two to eight players. Players in the group compete against each other in pairs.

## Playing area

- A designated area suitable for the activity

## Equipment

- Use foam *thepans* or inflatable toys (such as baseball bats) as a substitute for the wooden *thepans*. Swimming pool 'noodles' cut to a length of about 1 to 1.5 metres or so work very well.
- Plastic rubbish-bin lids or similar could be used as the shields.

### Game play and basic rules

- Players with a *thepan* each face each other and on the signal to start attempt to contact each other on the body from the shoulder down. The *thepan* may be held in one or both hands.
- The flat side of the *thepan* is used for contact rather than using the end in a 'poking' action. The soft *thepans* usually mean that they do not hurt at all.
- Players take it in turns to attempt to make a hit. If a player misses with his or her attempt to make contact it becomes the turn of the other player. (The game may also be played in a 'free-for-all' manner with no turn taking.)

### Scoring

Play the game for a certain time (such as two minutes) or for a nominated number of contacts (such as best of five). Two other players then begin another contest.

### Variations

- Players hit the other player on the top of the head. Helmets are worn in this traditional form of the contest. The contest continues until one player 'yields', the designated time (such as 60 seconds) has expired or a player is hit on the head.
- A number of players in a mock battle, which may be rehearsed.
- One player with a shield and the other with a *thepan*. When an oval shield is used it is held sideways (horizontally) rather than vertically.
- Both players with a *thepan* and a shield.
- One player with a *thepan* and the other with a plastic stick as the shield.
- Players attempt to hit each other on the legs when they can. No turn taking.

### Safety

Although the foam swords are very light and cause few problems, players who participate may choose to wear a helmet (cricket or baseball) or boxing head gear. Strict control of the game is necessary.

### Suggestion

As a practical art activity students can make small *thepans* out of wood or cardboard. Copy a design.

### Teaching points

- Face each other. Ready — go.
- Hold on tight.
- Take it in turns.
- Your turn, now your turn.
- Duck and move.
- Keep going.
- Good hit.
- Change — next players.

# jinnē ngaman billee billee dabbulgar

'jin-nee nar-man bil-lee bil-lee dab-bul-gar'



SCHOOL  
YEARS  
4-6

SCHOOL  
YEARS  
7-9

SCHOOL  
YEARS  
10-12

Post-school age

## Background

The stunt activity of *jinnē ngaman billee billee dabbulgar* was observed among the Capel district people of southwest Australia. It was usually only after much practice that this trick was able to be performed.

## Short description

This is a stunt of jumping over a line on the ground. It is suitable as a warm-up or 'challenge' activity.

## Game play and basic rules

A stick is laid horizontally on the ground (or a marked line). A player squats beside it and holds his or her big toes while still squatting. The player then attempts to jump over the stick.

## Comment

This was apparently a feat of some difficulty, which is only understood when an attempt is made to perform it.

## Teaching points

- Bend down, hold your toes. Ready.
- Jump.
- Try again.

# kangaroo

'kang-a-roo'



All school-age groups (K–12)

Post-school age

## Background

Imitation activities were a favourite and popular activity for children everywhere. In one activity children would copy the actions of the kangaroo.

## Language

The word kangaroo appears to have originated from a word (*gangarru*) in the language of the Gouguyimithirr people in the (Wahalumbaal) Endeavour River area of north Queensland.

## Short description

A jumping relay race based on the actions of a kangaroo jumping.

## Players

- Teams of four to eight players

## Playing area

- An appropriate area with lines about 10–15 metres apart

## Game play and basic rules

- This simple relay game is conducted over a distance appropriate to the age group of the players.
- The players jump or bound (hop) like kangaroos, keeping their legs together. They hold their arms close to their bodies at waist to chest level and with hands pointing down. They jump in long strides using an up and down motion.

## Variations

- Players step and hop — 'hippety hop' — or gallop step.
- Place a large ball between the legs and hop.

- The relay course could include an obstacle to climb over or could be a winding rather than a straight path.
- Have races between pairs of groups of players.
- Players line up next to each other and all hop together past a line 10–15 metres away.
- On mats and over low hurdles.

### Teaching points

- Teams line up. Ready.
- Arms up, feet together. Go.
- Feet together. Hop.
- Keep going.
- Allow player to hop then one step, hop on two feet then step again.



Kangaroo

# Yangamini

'yang-a-mini'



SCHOOL  
YEARS  
4–6

SCHOOL  
YEARS  
7–9

SCHOOL  
YEARS  
10–12

Post-school age

## Background

The game of 'holey' or *yangamini* is an object-throwing game played by the Tiwi people of Bathurst Island. Other versions of the game are found elsewhere in Australia among Aboriginal people. For example, the children at Maningrida, Arnhem Land, threw small *Anadara* bivalve shells into a hollow in the sand and applauded the competitor who holed the most.

## Language

*Yangamini* is the name of an object-throwing game observed being played by the Tiwi people in the Northern Territory.

## Short description

Players attempt to throw marbles or coins into a hole as a test of skill.

## Players

- A group of two or more players

## Playing area

- Use a suitable outdoor area. A small hole is dug in the ground.

## Equipment

- Each player has a set number of stones, coins or marbles.

## Game play and basic rules

- This is a throwing game whereby marbles (or similar) are thrown underarm — in turns — at the hole or other 'target'. If the marble lands in the hole the player retrieves it. If the marble does not land in the hole it is placed in the bottom of the hole.

- The winner is the last player to have a marble when all the other marbles have been placed in the hole. The winner gives the marbles out to other players so that the game can continue.

### Variations

- Non-competitive team play: Two or more players take turns to throw marbles or stones into a hole. The marbles that land in the hole remain there while the other marbles are collected and handed to the next player for his or her turn. Play continues until all the marbles have been thrown into the hole.
- Coins are tossed towards a small hole in the ground, a line or another marker. The most accurate player (closest to the hole) is the winner, who takes the coins thrown in that turn. Players do not keep the coins for themselves at the end of the game.
- Players all have a different-coloured marble of the same size. Dig two small holes 5–7 metres apart. Players start at one hole and throw to the other hole to decide on the playing order — the closest player goes first. Players then attempt to throw their marble into the hole at the other end. Play alternates from end to end. The first player to throw his or her marble into the hole a number of times (such as ten times) is the winner and a new game is started.
- Torres Strait version: In a more modern variation of this activity a two-dollar coin is placed out in front of a group of players. The player who can throw his or her coin (usually a 50-cent piece) the closest to the two-dollar coin wins.
- Indoor version: Throw beanbags or tennis balls towards or into a bucket.

### Teaching points

- Collect the marble. Line up. Ready and go.
- Take turns.
- Careful throws. Land it close. Lob or underarm roll.
- Put it in the hole if you miss.
- We have a winner. Share the marbles out and start again.

# tha'an

'tha-an'



SCHOOL  
YEARS  
7-9

SCHOOL  
YEARS  
10-12

Post-school age

## Background

The pushing game of *tha'an*, similar in nature to tug-of-war, was played by young and old men living on the upper reaches of the Batavia River and at McDonnell in north Queensland.

The 'fun' of the activity consisted mainly in balancing the pushing pole against the side of the body for a few minutes and then letting it fall with a deep grunt of relief.

## Language

The name of the game was taken for the word 'to push' from the Wik-Mungkan language of north Queensland.

## Short description

This is an activity in which players push against each other using a pole.

## Players

- Teams of one or two players

## Playing area

- Mark two lines 8 metres apart and a line in the centre, or use a circle with a clearly marked diameter of 8-10 metres. Other players and spectators should be controlled to a minimum of 5 metres beyond the marked circle/lines.

## Equipment

- Use a strong pole about 3-4 metres in length and 7-10 centimetres in diameter (commercially available from hardware stores). The pole is padded at both ends. A mark is made around the middle of the pole and another 'no-hold' area is marked 30 centimetres each side of the centre mark.



- Players may be barefoot or wearing flat-soled sports shoes and may skid or slide around within the circle — shoes with spikes are not allowed. Gloves or mittens may be worn.

### Game play and basic rules

- Instead of pulling, players push against each other while holding the pole. The activity involves one player against another player or two players versus two.
- Competition version: *Tha'an* could be played as a competitive (strength and stamina) activity.
- Start: Players face each other and carefully pick up the pole. Each player holds the pole with both hands (gloves allowed) and firmly under one arm (no higher or lower), bends the knees a little and leans forward. At least 10 centimetres of the end of the pole should project behind the players. The centre of the pole must start over a mark in the middle of the circle/area before the contest begins. Players are on different sides (as well as ends) of the pole.
- In a two-versus-two contest, the pole may be held between the waist and shoulder. Players on the same team are on opposite sides of their end of the pole.
- Movement: On the signal to start, each player/team pushes forward on the pole attempting to push the other player/team out of the marked circle. Pushes should be in a straight line and with little sideways movement of players. There should be no 'twisting' actions.
- Attempts: The competition is the best two out of three rounds for single or double elimination or round-robin contests and the best three out of five in the final of these contests.
- A round is considered a draw if no player is pushed out of the circle within 60 seconds (30 seconds for children under 12 years of age).
- If all three rounds are drawn a tie-breaker is held, with no time limit, until a player is pushed out of the circle. A team is not allowed to move up on the pole to avoid being pushed out.

- Note: Individuals/teams must push forward at all times and are not allowed to swing the pole (move sideways) around or let go — both a cause for immediate disqualification. Pushes should be a continual push forward and not a 'pumping' or 'rest and push hard' action. A player loses the round if he or she falls over, places a knee on the ground, or allows the end of his or her pole to touch the ground. No player is allowed to knock the opponent off balance by pulling on his or her pole (loss of round). Contestants are in age and weight categories.

### Comments

Suggested competition format: Overall competition could be a double elimination with pairs determined by a draw.

### Safety

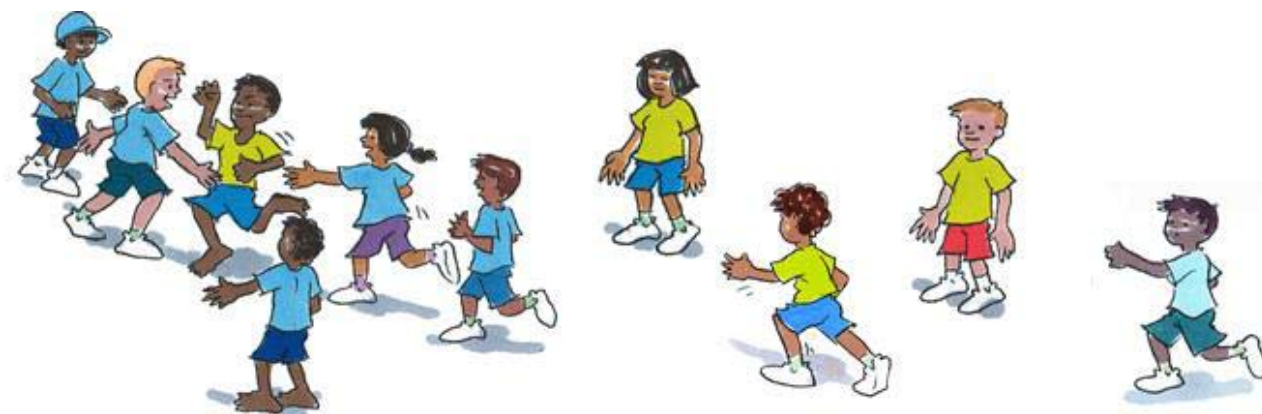
For safety reasons the ends of the pole are padded. Players must follow all directions and stop pushing immediately if instructed to do so. The pole should not be dropped at any time but carefully placed on the ground. Players should not push from the end of the pole but may be allowed in some circumstances to place one hand on the end of the pole for better grip — but the body should be in front of each end of the pole.

### Teaching points

- Line up ready. Hang on tight. Go.
- Push hard. Hold it straight.
- Bend lower. Keep going.
- Rest and then push hard.

# edor

'e-dor'



- SCHOOL YEARS  
4-6
- SCHOOL YEARS  
7-9
- SCHOOL YEARS  
10-12
- Post-school age

## Background

This version of a chasing-and-tagging game originates in the Aurukun Aboriginal community and has been popular and played for as long as most can remember.

This game has been frequently played around the streets, in the school at break time and before physical education lessons as a fun warm-up activity.

The enthusiasm and vigour that the players display (all the while conversing freely in the local language of Wik-Mungkan) is a joy to watch and a clear indication of the vibrant strength of the traditional culture still evident in this community today.

The game was observed by Troy Meston and is presented on the authority of Aunty Cathy (local Elder and Aurukun Community School Teacher's Aide). *Edor* has been played since she was a child and well before.

## Language

The names *edor*, *idor*, *ida* or 'the running game' have all been used to refer to this game. The term *edor* has been commonly used in the north Queensland and Torres Strait regions.

## Short description

*Edor* is a goal-orientated, chasing-and-tagging game for a large group of players.

## Players

- A large group of players can play. Players are divided into two teams.

## Playing area

- A football field or other open area suitable to the activity

## Equipment

- Assign 'goals' at opposite ends of the playing area by using a large tree or other structure.

## Game play and basic rules

- Players assemble in the middle of the playing area. All the organisation and discussion related to the game is left to the players. Players decide on the teams, the goals, the direction in which teams will run and who will start. A player is selected as the *Edor* and this player is given five seconds before he or she takes off, running towards the goal.
- A player who is the *Edor* attempts to reach his or her designated goal at the end of the playing field. The player attempts to do this without being tagged (touched) by a player from the opposing team. To become the *Edor* a player of the defending team tags the player who was the *Edor*. This player then runs towards his or her designated goal at the other end of the playing area. The direction of the game changes each time a tag is made on the *Edor*.
- The game continues until a player is successfully able to reach the goal. When a player reaches the goal his or her team wins the round and all players meet in the centre of the field to start a new game.
- Players are not allowed to interfere with each other or to stand in front of or near the goal to stop the *Edor*. These actions are not seen to be in keeping with the intention of the game. If necessary a 5–15 metre semi-circle can be marked in front of the goal.

## Variations

- In part of the Torres Strait region, the game is played on the beach using two trees up to 50 metres apart. One selected player starts by running towards one tree to try and touch it. If he or she is touched by another player this player calls out loudly, 'Ida', and starts running towards the tree that is the longest distance away. Continue in this way.
- *Edor* can be played as a competition, with one point for each successful goal.
- Tag-team *Edor*: To avoid being tagged by the opposition the *Edor* may pass the tag to a teammate in the hope of him or her reaching the goal.

Play with a maximum of three tags for a team. The *Edor* must be tagged (touched) three times by different players from the other team. When the third tag has been made the new *Edor* is the player who made the last tag.

- Introduce a ball for the *Edor* to carry and once he or she is tagged the player must release the ball to allow the tagger a chance to pick it up and run with it. A combination of the three-tag rule can be integrated as well as passing the ball in any direction to another player on the same team.

## Comment

There is some evidence that a form of this game was introduced to northern parts of Australia through missionaries from Samoa in the early 1900s. The game has elements of both individual and team play.

## Suggestion

A method of starting the game is to have all the players close their eyes and someone is designated to discreetly select the player to be the *Edor*. Once selected a countdown of five seconds is given before the *Edor* must commence running.

## Safety

Thoroughly survey the playing area prior to the start of the game to remove any potentially dangerous obstructions. Enforce that a tag (touch) is made with minimum force and is not a slap or a punch — demonstrate the acceptable form for players to replicate.

## Teaching points

- Teams ready. Who is starting?
- *Edor* ready. Go.
- Run. Tag and change.
- Change. Keep going. Run hard. Chase them.



# tarnambai

'tar-nam-bai'



All school-age groups (K–12)

Post-school age

## Background

Although not a universal activity, athletics-type events were common. On Tiwi (Bathurst) Island the children collected the seed heads of the 'spring rolling grass' (*Spinifex hirsutus*) that grew on the sand hills near the coast. These were taken to the beach and released. The children allowed these to be blown along by the wind and after a start chased after them and picked them up while running at full speed past them.

In the same area the children competed in running and jumping.

In the Batavia area of north Queensland running (*tarnambai*) as well as long-jumping (*brá-acha*) was often indulged in.

## Language

*Tarnambai* means 'running' in the language used in the Batavia area of north Queensland.

## Short description

This is a running-and-chasing game in which a ball is rolled and returned to the starting line.

## Game play and basic rules

- Players roll a ball away from their partners, who sprint after it, pick it up on the run after it crosses a line 20 metres away, and return to the starting line. Time the attempts, hold a team relay, or use this as a tabloid event in small groups (two to four players) with a set time (2–3 minutes).

### Variations

- Players roll a ball so it passes a line 20 metres away. As soon as it is released they chase and retrieve the ball and return across the starting line. Players time each other. Add the time together for all players to set a class or 'world' record. Repeat for a number of turns or at another time.
- A version of this activity has been successfully used by special-needs students who use wheelchairs. The student works with a partner and after rolling the ball is either pushed or accompanied to retrieve the ball. The ball is placed in the lap of the player in the wheelchair and both players return to the start.

### Suggestion

This activity could be included as part of a track-and-field carnival event, recognising traditional Indigenous Australian play culture.

### Teaching points

- Players ready. Roller with the ball. Runner ready. Go.
- Run. Let it cross the line. Pick it up. Run hard.
- Change over. Try your best.
- Good work. Time your rolls to their speed so your partner picks it up as it crosses the line.



# brambahl

'br-am-bahl'



SCHOOL  
YEARS  
4–6

SCHOOL  
YEARS  
7–9

SCHOOL  
YEARS  
10–12

Post-school age

## Background

A favourite game of the old men of the Juwalarai people of the Narran River in New South Wales was *brambahl* (skipping). Men of more than 70 years were often the best.

## Short description

This is a skipping game where players perform various actions.

## Players

- Groups of four to eight players

## Playing area

- A designated area suitable for the activity

## Equipment

- A number of skipping ropes 4–6 metres long

## Game play and basic rules

- A player stands at each end of a long rope and turns the rope. When it is in full swing, a player moves in as the skipper.
- After skipping in the usual way for a few rounds of the rope the player begins to perform the variations. These consist, among other things, of:
  - taking thorns out of the feet
  - digging as though for larvae of ants
  - digging for yams with a digging stick
  - grinding grass-seed
  - jumping like a frog
  - doing a type of dance
  - appear to be looking for something in the distance

- run out, pick up a child (or object) and skip with it in the arms
- lying flat down on the ground and raising the body as the rope turns
- measuring his or her full length while lying flat on the ground, rising and letting the rope slip under him or her
- imitate animals such as a kangaroo
- walk on all fours
- perform various antics.
- The rope is kept going the whole time and never varies pace nor pauses at any time during the variations.

### **Scoring**

The player who can most successfully vary the performance is considered the winner.

### **Teaching points**

- Turners ready. Go.
- Skip and change, skip and change.

# kamai

'kam-ai'



All school-age groups (K–12)

Post-school age

## Background

Using a length of twine, adult women and young children of both genders often amused themselves for hours at a time with cat's cradle (string-figure games). These were played almost everywhere throughout Australia and also in the Torres Strait. In some areas older boys and adult men also played these games.

Elaborate figures resembling such things as animals and natural objects were made by skillful manipulation. Similar string figures from different locations often had different interpretations.

## Language

*Meeroo-meeroo* (string games) was played in one area of Western Australia. Imitations of animals' and birds' feet and many other most ingenious designs were reproduced with fur or fibre string.

Among the local names applied to string figures in north Queensland included the following: *kápan*, *morkuru*, *ane-ingá*, *man-jing*, *yirma*, *mianman*, *andia-ibi*, *kumai* and *kamai*. *Wame* is the word used for string figures in the Torres Strait.

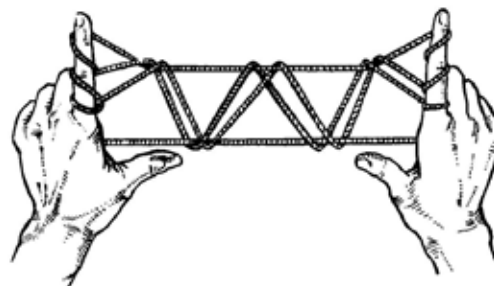
## Comment

String figures are made with a length of string up to 2 metres long, with the ends spliced or knotted together. The loop is then placed on the fingers of the hand and manipulated in a series of movements.

The diagrams available often only record the finished article. Some of the string figures are extremely complicated. During their creation, the figures often require not only the hands, but even the mouth, knees, and so on, to make the different loops, twists and turns. Occasionally two endless strings are used and one or even two assistants are involved.

## Suggestion

Use a 20–30 metre length of skipping rope and have small groups of four to six players copy (from a book) or 'invent' string figures.





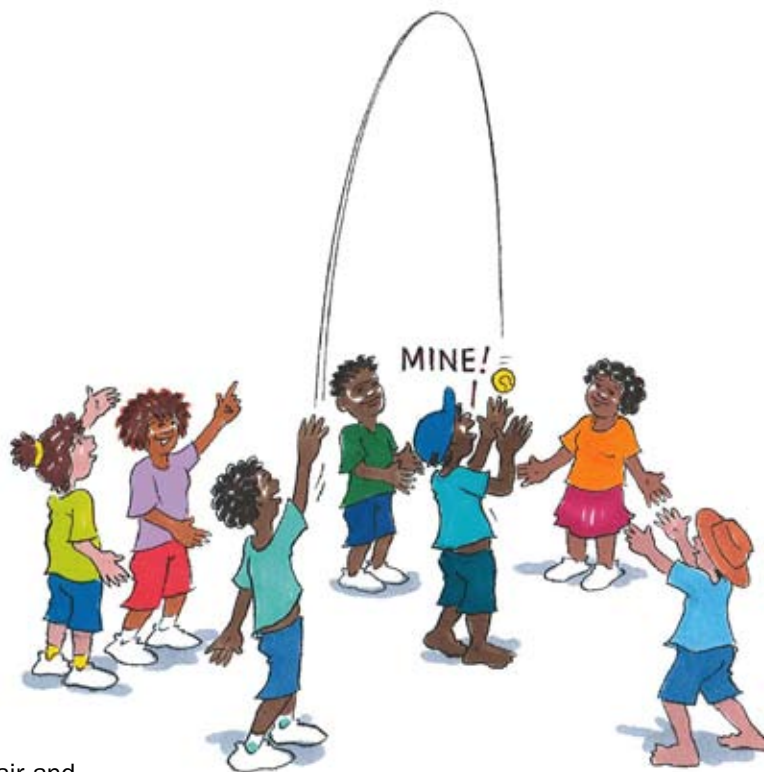
# barambah gimbe

'bar-ram-bah gim-be'

SCHOOL  
YEARS  
4-6

SCHOOL  
YEARS  
7-9

SCHOOL  
YEARS  
10-12



## Background

Throwing a ball or object high into the air and attempting to catch it was an activity observed in various parts of Australia.

This proved to be a particularly popular activity at Barambah (now Cherbourg) after an Aboriginal settlement was established by the Queensland government on the lands of the Wakka Wakka people in the early twentieth century.

The game was often played by children and men in the afternoons after work, using a tennis ball. The game provided some social contact, a diversion from daily life, and fun.

## Language

*Gimbe* means 'play' in the language of the Wakka Wakka people of south Queensland. *Barambah* was the name of the waterhole that was near the site of the Aboriginal settlement.

## Short description

Players aim to throw a ball as high as possible into the air and catch it.

## Players

- Groups of four to ten players

## Equipment

- A tennis ball or soft ball of some description is used. The ball should be one that the players can easily throw straight up in the air in an attempt to catch it.

## Playing area

- An outdoor area suitable for the activity

### Game play and basic rules

- One player begins by throwing the ball as high and as straight as possible. The other players try to catch the ball before it touches the ground, and the player who catches it or gains control of it throws it up again.
- Every so often a thrower is able to nominate a player who must attempt to catch the ball.
- If no one catches the ball the thrower must pick up the ball and then tag another player (by touching or by gentle underarm throwing). The tagged player either becomes the new thrower or has to attempt the next catch.

### Variations

- Use a bat to hit the ball high in the air.
- For younger players throw a light ball (such as a gator skin or beach ball) high in the air and let them chase and retrieve it. Several balls could be thrown up, with players chasing and retrieving balls that are immediately thrown up as part of a continuous activity.
- Allow a one-hand catch of the ball if it contacts the ground (one hand, one bounce rule) after being dropped or without being touched.

### Comment

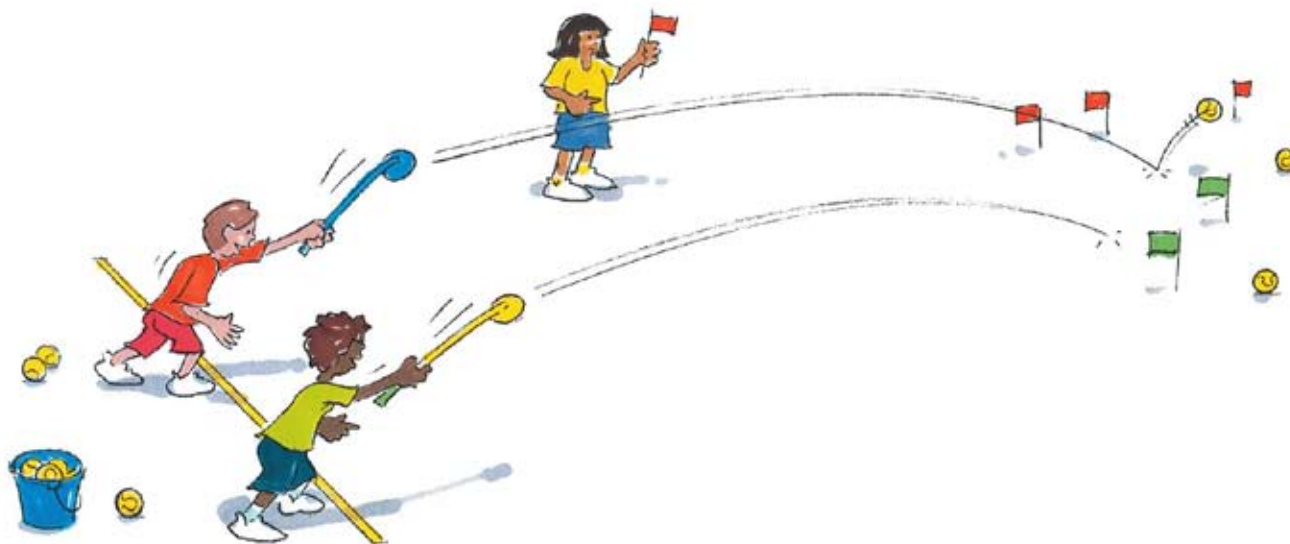
Games similar to this one are to be found in cultures in various parts of the world.

### Teaching points

- Spread out in the area. Ready. Go.
- Throw the ball up high. Throw and move out of the way.
- Chase the ball. Call for the ball.
- Hands ready. Reach for the ball. 'Soft' hands to catch.
- Watch the contacts.
- Nominate a player this turn.
- No catch. Tag a player.
- Next turn.

# battendi

'batt-end-i'



SCHOOL  
YEARS  
4-6

SCHOOL  
YEARS  
7-9

SCHOOL  
YEARS  
10-12

Post-school age

## Background

A spear game was played by Aboriginal people in the Lake Murray, Lake Alexandrina and Lake Albert areas of southern Australia. A prize such as a newly made shield was offered to the winner. The contest was in two parts: distance throwing and target throwing.

## Language

The game is named *battendi*, which means to 'throw a spear' in the Kurna language spoken in the southeast area of South Australia.

In the Western Desert language of central Australia:

**nyuntuku nyintji**  
*It is your toy spear.*

## Short description

This is a distance-and-accuracy throwing contest using a *woomera* to propel a tennis ball.

## Players

- Organise players in teams of two to four, or player against player in an individual contest.

## Equipment

- Use a pet toy commonly called a 'dog thrower'. This consists of a 1-metre long plastic stick with a 'cup' at the end to hold a tennis ball. When used correctly it acts like a *woomera* and projects a tennis ball for some distance and accuracy.
- A large supply of tennis balls is used. If several players use the same target in the target contest then different-coloured balls are recommended, otherwise get the players to throw in turns.

### Game play and basic rules

- Players take turns in the contest, which consists of a distance throw and a target throw.
- The first contest is a distance-throwing contest. Each player gets three attempts. Allow a 10-metre area to run up and throw. Wind conditions should be the same for all players. The measurement is made from the throwing line and in a direct line to where the ball landed — different coloured markers can be placed at different distances as a guide.
- The target contest consists of throwing at a target (such as a large wheelie bin) to represent a kangaroo 20–30 metres away. The distance to the target depends on the age of the players. A round of 20 attempts is allowed and the ball must hit the target on the full to count. If time and availability of targets allows then two rounds can be conducted. If players have the same score at the end of the contest a tie-break for first place, with additional throws (rounds of five throws), is conducted to determine the winner.

### Scoring

The player who wins the distance-throwing contest receives 50 points, the next player 49 points and so on. The winner of the target contest receives 75 points, the next player 74 points and so on.

The target contest was the most important one so the points are allocated to reflect this, but it is possible to use the same point scoring for both contests.

The overall winner of the event is the player or team who places best (most points) when both contests are considered. The winners of the individual contests may be acknowledged along with the overall winner.

### Variations

- Have targets at distances from 15–50 metres.
- Throw at a 1-metre square target from 20 metres.
- Use a moving target pulled by a long rope from 15 metres.
- Distance and accuracy throw: Players throw from the 40-metre line of a rugby field and attempt to throw over the crossbar and between the uprights (closer for younger players).

### Comment

The game has been outlined to reflect the traditional nature of the contest.

### Safety

If this activity is undertaken due regard should be given to safety factors, and instruction should be given in accordance with relevant procedures. Only children under responsible adult supervision should be allowed to perform this activity.

### Suggestions

Along with throwing of small spears at rolling discs, throwing boomerangs, throwing play-sticks (weeet weeet) this activity requires certain organisation and precautions. The activity is outlined to allow it to be used in physical education and outdoor education classes. Although it is possible to use spears and *woomeras*, this would not be feasible in most circumstances and requires much practice by players to be worthwhile.

# gorri

'gor-ri'



All school-age groups (K–12)

Post-school age

## Background

Bowling-ball or disc games were played by Aboriginal boys and men in all parts of Australia. A piece of rounded bark (disc) was rolled by one of the players for the other boys to use as a target for their short spears.

A version of this activity is still played in the Kimberley area and Northern Territory (and perhaps elsewhere) using flattened tin lids as targets and stones or other missiles.

## Language

*Gorri* was a disc-bowling game played in central Australia.

## Short description

This is a game involving the throwing of a ball (for a spear) at a moving target.

## Players

- A group of players of up to 20 or more

## Playing area

- Use an area about 15–30 metres long. Markers are placed at each end of the area, and throws may only be made by players when the target is between these markers.

## Equipment

- Marker cones are used to designate the playing area
- Large gym balls
- Two tennis balls for each player

## Game play and basic rules

- The player who will roll the target ball stands 5–10 metres to one side of the playing area, away from the throwing marker, and about 10 metres or more in front of the other players.

- The players who are to throw at the target stand behind a line along one side of the playing area and parallel to the direction that the ball is to be thrown.
- These players call out for the ball to be rolled when they are all ready.
- The thrower calls out 'gool-gool' and starts the ball rolling towards the other end of the area.
- As the target ball rolls between the markers in the playing area the players either throw or roll their tennis balls at the target in an attempt to hit it. Players stop throwing when the rolled ball goes past the marker at the other end of the area.
- After their turn players wait until told and then collect the balls they have thrown. (A whistle is useful here.)
- Vary the speed, distance and angle of the rolls and the number of balls rolled. For younger players some stationary targets might be used.
- Note: When a player makes a hit he or she is greeted with applause. Successful players are expected to be modest about their achievement.

### Variations

- Spear the hoop. Use a small hula-hoop or rubber quoit as the target and 1-metre pieces of medium-sized dowel that can be marked with different colours. Players stand behind a line marked 5 metres away from a target area, which is 10–15 metres long. The aim is to either make the hoop (or quoit) stop rolling, or to throw through it.
- Human *gorri*: Have players either side of the area and 15 metres apart. Players gently roll a soft ball underarm at a target player as they run through the area between them. Players must be hit below the knees. This can be played with three teams (two throwing and one running).
- Attach a cardboard box to a long length of strong twine and pull it through the target area.
- Use spear throwers (*woomeras*).

- *Gorri* contest: Conduct a contest for a set time or number of turns. Each player or team has a set number of balls. The player or team that hits the target the most number of times is the winner.

### Safety

The area to be used should be marked out and players who roll the ball have no chance of a thrown ball being directed towards them. The players should not move after they have thrown their balls, until a signal to retrieve the balls is given.

### Teaching points

- Wait for the signal.
- Pick your target. Stand side on. Ball in your fingers.
- Ready. Ball back behind the ear, wrist bent.
- Step, elbow leads, points the fingers.
- Throw and follow through.
- Wait. Retrieve.



# kalkadoon kee'an

'kal-ka-doon kee-an'



All school-age groups (K–12)

Post-school age

## Background

In areas of north Queensland, a game of throwing skill was played. A large bone, such as an emu shinbone (with twine attached to it) was thrown over a net (used to catch emus) 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.

## Language

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.

## Short description

This activity involves throwing a ball into a small bin target as many times as possible, as part of a tabloid activity or a skill game.

## Players

- Play singly or in groups of two to four players

## Playing area

- A designated indoor or outdoor area suitable for the activity

## Equipment

- Use 'foxtail' or a tennis ball in a stocking (or long football sock) as the bone, with twine attached. When a ball in a stocking is used the length of the foxtail may be adjusted.
- Use a large plastic bin or hoop as the pit or hole.

## Game play and basic rules

- Players in groups of two to four line up behind one another. Players hold the foxtail a short distance away from the ball and take it in turns to attempt to throw the foxtail ball into a small bin from 3–5 metres away.

- To avoid interference, the player throwing the foxtail is 2 metres in front of the rest of the line of players (mark a line for this).
- As an extra challenge the balls are held further down the tail. Players retrieve the ball after their turn and give it to the next player.

### Scoring

- The game is usually played for fun and recognition for a successful throw, but players can keep a team score from a set time (2–3 minutes) or set number of turns (four to six).

### Variations

- Players throw into a hoop 3–5 metres in front of them. They score one point if it touches or bounces in and out of the hoop and two points if it stays in the hoop. A group score can be used. (Suitable for younger players.)
- Players have a set number of turns (for example, five) before the next player in line has a turn. Either play a competition between individual players or groups, or add all the individual scores together for a class total.

### Teaching points

- Form a line.
- Player in front with the foxtail.
- Thrower ready. Go.
- Good throws.
- Watch the target.
- Point your hand and follow through.
- Collect the ball.
- Next player move up and ready.
- Go to end of line. Keep going.



# kolap

'ko-lap'



All school-age groups (K–12)

Post-school age

## Background

This object-throwing game was observed being played on Mer Island in the Torres Strait region in the nineteenth century. More recent versions have also been observed.

## Short description

A game based on throwing accuracy. Teams of one to two players throw objects, attempting to make them land on a target on the ground.

## Players

- Two players form a team to compete against another team, or the game can be played with one player against another.

## Playing area

- A designated indoor or outdoor area suitable for the activity

## Equipment

- Two mats (softball bases, carpet squares, rubber mats or small towels) placed 5–7 metres apart
- Beanbags, coins, large buttons or flat bocce balls to represent the *kolap* beans

## Game play and basic rules

- Two players sit (or stand) behind each mat.
- The players who are partners are diagonally opposite each other.
- Each player has four *kolaps*, which he or she attempts to throw to land on the mat opposite.
- One player has a turn. The *kolaps* are collected and then the player on the opposite team at the other mat has a turn. Continue in this manner.

## Scoring

A combined total of 20 finishes the game for a team. The *kolap* must land completely on the mat to count.

## Variations

- Use wooden markers such as used in the game of draughts.
- Players stand to play the game and use rubber mats or carpet squares.
- Throw coins or flat bocce markers onto large carpet squares, or into hoops.
- Skills practice — consecutive throws
- Players take turns to see how many times in a row they can land the *kolap* beans (markers) on the mat. Play from a standing position.
- Tabloid *kolap*: Players (two to six) line up behind each other and take it in turns to attempt to land the *kolap* on the mat. Throwers collect the *kolap* and give it to the next player. Count the number in a set time (2–3 minutes).

## Teaching points

- Line up behind the mat.
- Teams face each other.
- First thrower ready. Go.
- Underarm or sidearm throws. Be careful. Aim for the target. Bend the knees a bit.
- Good throw. Watch the target. Point your hand and follow through.
- Next turn. Keep playing.

# mer kolap

'mer ko-lap'



All school-age groups (K–12)

Post-school age

## Background

This object-throwing game was observed being played in the Torres Strait on Mer Island in the nineteenth century. More recent versions have been observed.

## Short description

This version of an object-throwing game is a relay event.

## Players

- Teams of four to six lined up behind a starting line

## Playing area

- A marked indoor or outdoor area suitable to the activity

## Equipment

- One hoop for each team
- Beanbags, coins, large buttons or marbles to represent the *kolap* beans

## Game play and basic rules

- Place a hoop about 5 metres in front of each team.
- On a signal to start, the first player in each team throws the disc (or beanbag) and attempts to land it in a hoop — it must land completely in the hoop without touching the hoop. After his or her turn the thrower runs out, retrieves the disc and hands it to the next person before joining the end of the line.
- Repeat for each team member and continue play for a set time (2–3 minutes) or set number of turns (20–50).

## Variations

- Cooperative *kolap*: Teams continue until they reach a required number of throws or use a set time and add up the score for each team to set a class record. Repeat the activity a number of times.
- Teams compete against each other in a timed or numbered competition. A series of events (such as two minutes or 90 seconds) could be used to determine the 'champions'. This activity could be used as part of a tabloid event or skills circuit.
- *Kolap* golf: Set up a series of hoops around a playground or indoor area. Players use an underarm throw of their beanbag or marker from different distances and attempt to land it in the hoop. Add up team and/or individual scores or use this as a practice activity.

## Teaching points

- Set up the hoops. Stand in line.
- Ready. Go
- Aim and throw. Underarm. Hand towards.
- Retrieve and hand to next player.
- Keep going. Quick.

# prun

'pr-un'



SCHOOL  
YEARS  
7-9

SCHOOL  
YEARS  
10-12

Post-school age

## Background

Regular mock warfare tournaments took place in the Cardwell and Tully River areas of north Queensland. The Mallanpara people called this a *prun*. It was essentially an entertainment activity, though the opportunity was taken to settle disputes, real or imaginary. The event also gave the men a chance to show off their prowess and courage before the women.

## Short description

A game of mock warfare between two groups, using 'foxtail' balls to attempt to contact an opposing player.

## Players

- Teams of five to eight players

## Playing area

- An area approximately 30–40 metres wide and 50–70 metres long. A line is marked in the middle and restraining lines are marked 10 metres to each side. For safety reasons no players may enter this area unless the game is stopped.

## Equipment

- A quantity of foxtail balls or soft balls (low-pressure tennis balls) in stockings in place of spears and boomerangs

## Duration

- Play a game of 10–20 minutes duration. Every few minutes or so there is a short stop to the game and the foxtails are collected before play continues.

### Game play and basic rules

- Players organise into two teams 20–30 metres apart. Players may use zinc cream or coloured shirts to identify their team (clan). Team war cries, chants, friendly taunts and dances are encouraged.
- Each team has a supply of foptails and on the signal starts to throw (high underarm throws) towards the opposing team, in an attempt to contact a player on that team.
- Play is continuous. Players retrieve the foptails thrown by the opposing team and throw them back as part of the game.
- It is considered to be skillful to avoid a contact at the last minute or to catch a foptail without being contacted. Older students must catch the foptail by the tail, not the ball. Younger students may catch it by the ball.

### Variations

- Players attempt to throw the foptails from behind their team's restraining line as far as they can, to hit the ground in the opposing area. If it is caught it does not count. The team with the longest or most throws past a certain point could take some pride in their achievement.
- Teams may collect points according to where the foptail is caught. One point for the ball, two points for the middle and three points for the end of the tail.
- Teams score points each time a player on the opposing team is contacted and the foptail falls to the ground. There is no score if the foptail is caught.
- Allow players to use shields such as plastic rubbish-bin lids.

### Comment

This game works well as an outdoor education activity. Players who enter into the right spirit of the game can find it enjoyable.

### Safety

Fair play is important in this activity. Safety should be considered at all times and the activity stopped if necessary. All throws in the air should be high and not flat. Players should be aware of objects coming towards them. In throwing the foptails, players should be mindful of other players in front and near them.

### Teaching points

- Teams ready. Lined up and ready.
- Collect the foptails. Ready. Go.
- Throw them high.
- Call for the foptail.
- Good throws. Throw them high.
- Keep going. Watch out for other players.

# weet weet

'weet weet'



All school-age groups (K–12)

Post-school age

## Background

The throwing of the play-stick, commonly called the *weet weet* ('wit-wit') was a popular activity among Aboriginal people in some parts of Australia, and various contests were held.

The *weet weet* was often referred to as the 'kangaroo rat', because when thrown correctly its flight resembled the leaping action of this small marsupial. A *weet weet* was like a giant tadpole. The tail was a flexible stick and in some types when it was thrown it was swung backward and forward and bent almost double.

After being thrown onto (or through) a small mound or pile of bushes, a *weet weet* could:

- leap along in a succession of bounds
- travel along the ground
- spin in a 'bouncing' action as it turned end over end

- travel in a parabola and strike the ground before travelling further
- be thrown to slide along the ground (such as along a sandy beach).

## Language

In the language recorded from some people in the western district of Victoria:

**Malnangyer, wida umeit warreete,  
umuk perperdunk**

*Now let us see who throw out the farthest.  
Throw it out.*

## Short description

This is a throwing competition for distance and accuracy, using a club or pin to represent a throwing stick or *weet weet*.

### Game play and basic rules

- Although a popular sport with Aboriginal people in parts of Australia it is very difficult to recreate the weet weet. To give some idea of the throwing for accuracy and distance associated with this activity, rhythmic gymnastic clubs or juggling clubs are worth using.
- Players use different coloured clubs and conduct contests of distance and accuracy. Players may have three turns each as part of an athletic event.

### Scoring

The player who throws the weet weet the longest distance or who hit — or was closest — to the target was considered the winner of the game.

### Variation

- For younger players use a 'foxtail' ball (or a tennis ball in a stocking). These are twirled around and either thrown directly into the air or bounced from an inclined board or mat. Players aim to throw the longest distance or for accuracy at a target.

### Safety

Strict observance of safety measures is necessary to conduct any activities associated with throwing of the weet weet.

### Comment

Use a number of clubs (three to five) as the weet weet. These can be made by copying designs and experimenting, or using a rhythmic gymnastic club or similar as the weet weet.

### Teaching points

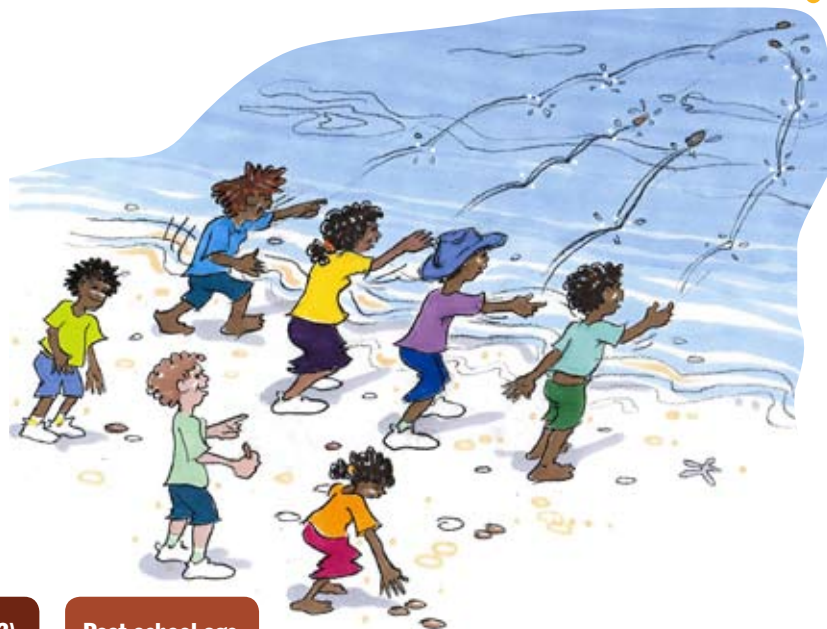
- Ready. Throw and follow through.
- Watch the target. Watch where you are throwing.





# Wirrwuyu

'wirr-wu-yu'



All school-age groups (K–12)

Post-school age

## Background

As in various other cultures, stone skipping (throwing) along a surface of water was played by Australian Aboriginal and Torres Strait Islander people.

On Dunk Island in Queensland, the throwing of cuttle-fish (*krooghar*) bones was observed. The bones were thrown along the surface of the water like 'skipping stones' and often reached surprising distances in a series of skips.

## Language

The word *wirrwuyu* means 'throwing stones' in the Djapi dialect of the Yolngu language of northern Australia.

## Short description

An outdoor education activity where players take turns in throwing the stones to make them 'skip' as many times as possible along the surface of the water. It provides a fun activity as well as practice for throwing.

This activity is usually known as 'ducks and drakes' and is a well-known favourite.

## Players

- Any number of players but usually two to six in a group spread out in a row

## Equipment

- A large supply of small flat pebbles or stones

## Playing area

- An open area near water

## Game play and basic rules

- This game of throwing skill was played by both children and adults who lived near a sea, lake or river.
- Players collect a supply of small flat stones or pebbles.

- The idea of the activity is to throw a small flat stone across the surface of the water to see how many times it skips or bounces before sinking.

### Comments

This activity requires considerable skill and much practice. The thrower attempts to release the stone as low as he or she can towards the water at a flat angle.

If performed well, the stone skips along the surface of the water in a spectacular fashion. A stone that skips or bounces across the water more than five times is a very good throw, and more than ten would be excellent.

### Variations

- Use a 'target' such as a stick or large rock to aim at.
- Use tennis balls and a bin or wicket. Players 'bounce' the ball off the ground (or even water) once or twice to hit the target.
- Use a suitable light ball and standing in waist-deep water bounce the ball off the water for a partner or other players to attempt to catch.

### Safety

Ensure that appropriate safety aspects are observed for all activities. It is recommended that only one player throw at a time.

### Teaching points

- Collect the stones. Spread out in a line.
- Off you go. Keep the arm low, bend the knees, flick the wrist. Elbow leads.
- Count the bounces.
- Keep going.

# Woomera

'woo-mer-a'



SCHOOL  
YEARS  
4–6

SCHOOL  
YEARS  
7–9

SCHOOL  
YEARS  
10–12

Post-school age

## Background

A woomera or throwing stick was used by Aboriginal boys and men in all parts of Australia to propel spears with great force, often over considerable distances.

On Dunk Island in Queensland a favourite target for spear-throwing contests was the white ant nests hanging from the gum trees.

## Short description

This is a throwing competition for accuracy, using a woomera and a tennis ball.

## Players

- A group of players

## Playing area

- A playing area about 15 to 25 metres long

## Equipment

- Use 1-metre square pieces of board as targets. Targets are set up on the ground and tilted at a slight angle away from the throwers. As an alternative, large wheelie (rubbish) bins can be used as the targets.
- Have a large supply of tennis balls.
- A pet toy called a 'dog thrower' works in a similar fashion to a woomera and a spear. A tennis ball is placed in the end and is thrown.

## Game play and basic rules

- Players use tennis balls and a woomera. Players take turns in throwing at the target from behind a line 15 and 20 metres away (10 and 15 metres for younger players). The player who hits it gains one point. Players should be encouraged to perform for their own enjoyment and personal achievement, but it is recognised that many will seek to engage in competition against other players.

- As a competition (individual or team) players have two rounds of 20 throws at 15 metres and three rounds of 20 throws at 20 metres.
- There is a total of 100 throws in a full competition. In a competition the player with the most points at the end of the game (from the set number of turns) is the winner.
- For most class events players will have one round of 20 throws at 15 metres and one round of 20 throws at 20 metres.
- In the event of ties between players for major places (first, second and third) in all competitions have a 'sudden death' throw for the decider.
- If there are several targets available, players may be allocated up to four to a target.
- Players take turns after each other and may use the same or different coloured balls. Collect the tennis balls as required.
- Players not involved in throwing stand 5 metres back and behind a restraining line. These players are involved in scoring.

### Scoring

Players score one point for each time the target is hit. The ball must hit the target on the full and be clearly seen to rebound or deflect off the target for a score to count. Special awards may be given to the winners of each round.

### Safety

Marking of the area and clear instructions regarding throwing and retrieving balls are important to ensure the safety of the players in the activity.

### Variations

- Players throw for distance using a 'ball thrower'. Players have four attempts to throw as far as they can. The throw is made from between two lines, 10 metres apart.
- A useful comparison might be to compare the best throw of the spear without a *woomera* with the distance obtained when using a *woomera*. Allow a run-up and throw area of 10 metres.

### Teaching points

- Line up. Ready.
- Arm back, elbow leads. Follow through.
- Watch the target not the ball.



# bondi

'bon-di'



All school-age groups (K–12)

## Background

The Australian Aboriginal and Torres Strait Islander people had many water and diving games, which were often indulged in at any convenient creek, waterhole or at the beach. In various parts of Australia, contests in diving, floating, remaining beneath the water, and many other aquatic activities, were undertaken.

They also used recognisable swimming strokes, such as single overarm sidestroke, which was first observed in a lagoon at Bondi in the Sydney area in the 1800s and developed into an international stroke that was popular up to and including the 1896 Olympic Games.

## Language

The activity is named after the Bondi area in Sydney, where Aboriginal children were observed swimming. *Bondi* means 'water breaking over rocks' in the language of the Eora people.

*Thurakami* is the word for swimming used in the Dieyerie (Diyari) language of South Australia.

## Short description

This activity is related to swimming single overarm sidestroke.

## Game play and basic rules

- Competitors swim on their side with a sidestroke or other type of kicking action. Only one shoulder may be in the water while performing the stroke and the other shoulder is clear of the water.
- The head should not be fully underwater. One arm is underwater at all times and the swimmer uses an underwater sidestroke-type arm action but the other arm comes out of the water in a crawl-stroke action (pull and push). The arm that is underwater may be changed at the end of each lap of the pool.

- Races can be held over 25, 50 or 100 metres, individually or as a relay. The stroke could also be used as part of a medley race or a training drill/activity.

### **Variation**

- Long-distance race: Conduct a 1000 to 3000-metre swim race in a pool or other suitable location.

### **Suggestion**

As part of a recognition of swimming activities undertaken by Aboriginal and Torres Strait Islander people, single overarm sidestroke could be included as part of physical education lessons and swimming carnivals.

### **Teaching points**

- You know the rules. Change sides at the other end if you wish.
- Ready. Go.
- One arm over, other arm under. Kick.
- Ear in water and top shoulder out [of water].

# kwatye

'k-wat-ye'



SCHOOL  
YEARS  
4–6

SCHOOL  
YEARS  
7–9

SCHOOL  
YEARS  
10–12

Post-school age

## Background

Water games and contests were played in all areas of Australia. In some parts of central Australia a frequent expression of 'opposition' between the generation groupings in a camp takes the form of light-hearted abuse and spectacular water-throwing battles.

The aim of the activity was to saturate certain kin in the opposite group.

## Language

Kwatye means 'water' in the Eastern Arrernte language of central Australia.

## Short description

This is a water-fighting game.

## Players

- Two teams of four to ten players

## Playing area

- A suitable outdoor area such as a beach

## Equipment

- A supply of water and a number of buckets or bins and small paper cups or paper bags

## Game play and basic rules

- Players are organised into two teams. A large bin or bucket is placed in the centre of a 3-metre circle. One team is armed with small buckets or cups (or water bombs — balloons filled with water) and attempt to put as much water in the bin as they can without going inside the marked area.
- The defending team stands inside the 3-metre circle and attempts to stop them. The defenders must be outside a 1-metre circle around the centre bin/bucket. The attacking players obtain water from a couple of large bins of water placed outside the playing area or from any nearby sea or lake.

## Variations

- An empty bucket is placed inside a 2-metre circle. The attackers have a small paper cup each. They take water from a large water container located 10 metres away and attempt to put as much water as they can in the bucket in a set time (three minutes).
- The defenders are only allowed to knock the water out of the hands of the attacking players. (This game could be conducted with the two teams attacking opposing buckets.)
- The players of both groups attempt to throw water on the players of the other group.  
Modifications: 1. One group throws water and the other attempts to avoid being hit. 2. Players are allocated an opponent on whom to throw water.

## Safety

Safety aspects must be considered at all times. Players should under no circumstances be forced or pressured to participate, and the activity must be stopped immediately if the intention of the game is not adhered to.

## Teaching points

- Teams ready. Go.
- Fill the bin. Underarm throws only.
- No contact please.
- Keep going. Fill the bin with water.
- Good. Stop there. Good work. Change over.



# makar

'ma-kar'



All school-age groups (K–12)

Post-school age

## Background

Various types of toy boats and canoes are found in parts of Australia and the Torres Strait Islands. On Sunday Island in northern Australia, small models of the raft (*kaloa*) were made for children to play with. In other areas of Australia small replicas of dugout canoes were fashioned.

In parts of the Torres Strait simple boats were made of half a coconut husk. An upright stick with a leaf to represent a sail was attached. Miriam children in the Torres Strait played in the sea with the spathes of the leaves of coconut palms, pretending they were small canoes.

Toy sailing boats are still raced on various islands in the Torres Strait. These move along at great pace. They are usually only sailed parallel with the shore and quite close to it. The canoes vary according to location and are often rigged in the same manner as their own canoes. In some places this included mainsail, foresail and jib.

## Language

In Torres Strait Creole a toy racing boat was called a *makar* or *wagwag* in pidgin.

## Canoe belong play

*Toy canoe*

## Short description

Players make and then play with toy boats.

## Equipment

- One or more toy canoes or boats

## Game play and basic rules

- Either conduct a series of sailing races or play with the boats in the water. The players can decide on any special conditions to be associated with any races.

## Comment

The special day for sailing in the Torres Strait is the first of July (the Coming of the Light) or other ceremonies such as tombstone openings.

## Suggestion

Attempt to obtain or make a racing canoe like those of the Torres Strait Islands.

A piece of wood is shaped like a canoe and planed on the side and the top. Two holes are drilled for a mast. The sails are attached and the outrigger is added with weights attached to it. The boat is painted in individual colours such as red and white on the side and green and white on the top. The best time for sailing is in a moderate to strong wind.

# murrumbidgee

'mur-rum-bid-gee'



SCHOOL  
YEARS  
4–6

SCHOOL  
YEARS  
7–9

SCHOOL  
YEARS  
10–12

Post-school age

## Background

In 1834, boys on the banks of the Murrumbidgee were observed amusing themselves by throwing stones into the deep part of the stream and diving in order to catch them before they reached the bottom — usually successfully.

There was much amusement associated with their competition.

## Language

This activity has been named for the Murrumbidgee River in which the boys were observed playing the game.

## Short description

This is a swimming-and-diving game where objects are retrieved.

## Equipment

- Four diving rings, golf balls or weighted balls that sink at different speeds

## Players

- Separate small groups of two to four players

## Playing area

- The deep end of a swimming pool — at least 2 metres deep

## Game play and basic rules

- One player stands on the edge of the pool and another player throws an object in the water for the first player to dive or jump into the water and retrieve.

- Players can vary the time between throwing the object and then retrieving it. It could be a test of skill to see how close to the bottom of the pool the object can be retrieved without touching the bottom.

### **Variations**

- Players attempt to catch more than one diving ring or ball at a time or are timed to see how fast they can do this.
- Have a team competition and see which team is the most successful at retrieving the objects.
- Two or more players attempt to gather the same object. Care needs to be taken to avoid contact (no diving).
- Players go underwater and attempt to catch several objects that are thrown into the water at once.

### **Safety**

For safety reasons players should be competent swimmers quite capable of undertaking the activity. Players should be aware of the risks associated with hyperventilation and swimming underwater.

### **Teaching points**

- Balls ready. Diver ready. Thrower ready.
- Try to catch before it hits the bottom. If you can, try to go a little later.
- Off you go.
- Keep going. Be careful of other groups. Watch where you throw the balls. Out in front only.
- Stop. Change over.

# Sanbaing

'san-ba-ing'



All school-age groups (K–12)

Post-school age

## Background

In parts of Papua New Guinea and the Torres Strait Islands players of both genders were observed playing a game of sand-ball throwing. It required a deal of expertise to perform successfully and was often played all day.

## Language

This activity has been named *sanbaing*, which means 'sandbank' in Torres Strait Creole.

## Short description

Players make 'bombs' out of sand and throw (lob) them into the water.

## Players

- A group of players of a manageable size

## Playing area

- A sandy beach area

## Equipment

- A ready supply of suitable sand near water

## Game play and basic rules

- The players make little oval balls of sand in their hands and throw them up into the air to fall into the water. Players take turns.
- The object of the game is to count how many sand balls in a row can be thrown into the water without them breaking apart. If the balls fall whole into the water they do so with a hollow sound. The higher the balls are thrown — a high underarm lob works well — the greater the measure of success.

### Scoring

As each sand ball drops into the water as a whole, the thrower makes a mark on the sand with his or her feet, to remember how many successful throws in a row he or she makes. If one of the balls breaks up in the air or in contacting the water a player has to rub out the marks and start again. The player with the most successful throws in a row is the winner.

### Suggestion

To make the sand 'bombs,' start with a handful of wet sand and add progressively less wet layers and smooth over with dry sand. It is recommended that fist-sized or slightly larger 'bombs' only are made for safety reasons.

### Variation

As a recommended pool-based alternative to the outlined activity it is possible to use very large rubber medicine balls or balls filled with water — these can either float or sink. Players line up on the side of the pool and throw the balls high into the air to make the biggest splash, individually or all together. After all players have thrown the ball a signal is given and players dive in and retrieve the ball for the next group. For the balls that float the players can attempt to 'catch' them underwater before they return to the surface.

### Teaching points

For rubber medicine balls into the pool:

- Line up with a ball each. Remember to throw it high.
- Up and away.
- Big splashes. Ready. Go.
- Wait. Retrieve.



# yiri

'yir-i'



All school-age groups (K–12)

## Background

A spear game was recorded being played by the boys at Ulladulla in New South Wales. Small spears were thrown at pieces of wood, which were placed into running water.

On Dunk Island in Queensland the boys used wood chips and pieces of bark floating on the water, or threw at small fish.

## Language

The activity is called *yiri* ('to throw') from the language that was spoken in the Sydney area of New South Wales.

## Short description

This is a throwing-practice game played near water.

## Players

- A group of players between six and 15, or more

## Playing area

- A swimming pool, lake or flowing water

## Equipment

- Several small rubber balls as the spears
- Larger balls, kick boards, rubber quoits, and pieces of wood as targets

## Game play and basic rules

- This is a throwing game for accuracy. As a basic activity the players stand along the edge of the pool and throw balls at pieces of wood or other floating targets placed at different places in the pool. When the players have no balls left the game is stopped while the balls are retrieved.

- As part of practice on a moving target, a player tows a target (such as a rescue tube at the end of a 5–7-metre rope) across the pool. Throwers have two balls each and attempt to hit the towed rescue tube — with a 7-metre rope attached for safety. A team contest could be held with a swimmer from each team towing the tube across the pool and 5–7 metres in front of the line of players. Count the number of hits made and try to beat this in the next turn. The players stop throwing at the target when the swimmer touches the side of the pool. The rescue tube at the end of the towing rope is then pulled in.
- The activity can be done with the swimmer underwater. Safety needs to be considered with regard to underwater swimming. When the swimmer touches the end or side of the pool the activity immediately stops.

### Variations

- Small plastic or dowel spears could be used.
- Have a variety of objects for the players to throw at. These may include hoops, rubber quoits, floating toys, kickboards, fins, balls and so on.
- Vary the distance of the throws and the size of the targets.
- Mark the targets with a point value and arrange a competition. Players have a set number of turns.
- Use stones to hit pieces of wood or bark thrown into flowing water.

### Comment

This activity provides for variety in throwing-skills practices or as a swimming pool game.

### Safety

Safety considerations for all forms of this activity need to be observed. This is particularly the case for underwater swimming and for a player towing a target. The activity is stopped immediately if players are not following the correct guidelines.

### Teaching points

- Collect two balls each.
- Spread out along the edge. Ready.
- Swimmers go.
- Aim for the target only. Go.
- Stop throwing when they touch the end.
- Sit on the edge. Slide in and retrieve the balls.

# Garumba

'ga-rum-ba'



SCHOOL  
YEARS  
4–6

SCHOOL  
YEARS  
7–9

SCHOOL  
YEARS  
10–12

## Background

Teams from far and wide gathered at a 'place of wrestling' (at Dingulami) in Kabi Kabi territory in south Queensland each year at the time when the bunya nuts were ready. Tingalpa near Brisbane was also a wrestling place. Only one team represented each group attending.

Two players came from each totem of a group. Each pair in the competition wrestled in a 'rough and tumble' manner.

A spear was used as a prize, the shaft painted with coloured earths and decorated at the top with feathers of various birds. This was stuck in the ground and given as a trophy to the winning team.

The winners put the trophy away carefully until the next contest. If the local Jagara (or Jagera) team won the trophy they kept it in a cave until the next contest. Much practice was indulged in before the competition, and the teams were carefully picked.

## Language

*Gurumba* means 'wrestlers' in the Kabi Kabi language used in the area where the game was played.

## Short description

In this wrestling game players attempt to push an opposing player out of a circle or past a line.

## Players

- Individual contests or teams of four to six players

## Playing area

- A designated area marked with three parallel lines about 1.5 metres apart. Each line is 3 metres long.
- The two players face each other along the outside lines (3 metres apart) before moving to the middle to wrestle. An alternative is to mark circles based on a diameter of 3–5 metres.



- The activity can be undertaken on gymnastic mats in an indoor facility.

### Scoring

One point is scored each time a player pushes the opponent completely back over an end line (or out of a circle).

### Game play and basic rules

- *Gurumba* (wrestlers) in each team compete one at a time against their opponents. Players should compete against an opposing player of the same age, weight, height and ability.
- To start the contest players face each other in the middle of the area and place their hands on the shoulders and upper arms of their opponent. Players attempt to push their opponent back over their own end line.
- Players must keep even contact on both shoulders and upper arms of their opponent. No tripping or pulling is allowed. If one or both players lose their grip the contest is not re-started and players must quickly make correct contact.
- If the wrestlers fall to the ground the bout is re-started. A player is disqualified if he or she deliberately takes the opponent to the ground.

### Variations

- Have individual contests (either elimination or round-robin) with the best out of three contests.
- Conduct a round-robin team competition with teams of four to six players. Record a win, loss or draw to decide the winner, or use the total of all bouts won to decide on the winning team.
- Organise a competition based on height, weight, age and ability divisions. Wrestlers compete against all the wrestlers in the same division, with the winner remaining in the middle if he or she wins. Rotate through the group two to three times.

- Players of each team (four to six players) meet at the same time against another team. Judges decide on the winners and each team is given one point for each success. Teams carry the points through the competition against other teams.

### Safety

It is important to note that no person should be 'forced' to engage in activities involving physical contact. Students should be advised of their right not to participate before the activity begins.

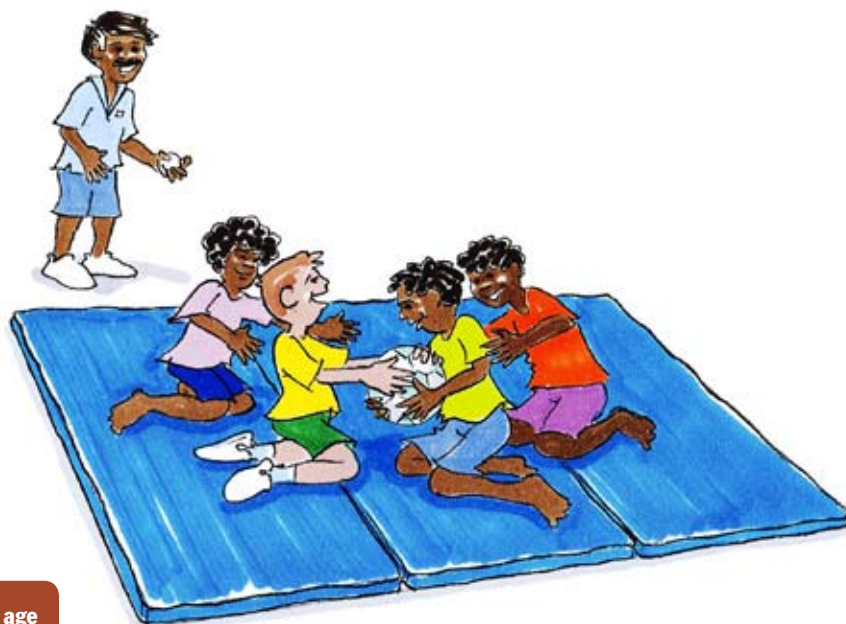
### Teaching points

- Face each other. Ready.
- Hands on shoulders.
- Hang on tight.
- Push. No pulling or tripping.



# kari-woppa

'kari-wop-pa'



All school-age groups (K–12)

Post-school age

## Background

A wrestling game was played by the people in the Torrens area of South Australia. The contests were generally held on the meeting of groups from different areas. Players wrestled for a tuft of emu feathers called a *kari-woppa*.

*Komba burrong* or *kambong burrong* (the game of 'catching hold') was the name of a similar game played by the Noongar people of the south-west of Western Australia. Emu feathers were tied onto one end of a stick and the other end was stuck into the ground. One player 'defended' the stick while the other players in the group attempted to take the emu feathers off the stick.

## Language

The name of this game is from the language of a group of Noongar people of the south-west of Western Australia. It is an active game.

### Banya goongar

*Perspiration (is) rolling off him.*

## Short description

This is a wrestling game where a player attempts to take a ball from another player.

## Players

- A group of four to six players

## Playing area

- A designated area with a circle marked 5–7 metres in diameter, or play indoors on mats

## Equipment

- A football or medicine ball to represent a bundle of feathers attached to a stick. Gymnastic mats may be used for an indoor area.

### Game play and basic rules

- Players work in a small group of four to six, or with a partner about their own size. Both players are on their knees.
- One player holds onto the ball while his or her partner and/or two to three or more other players attempt to take the ball away within a 30-second time limit.
- If the ball cannot be taken away then it is a draw. Repeat as the best of three. Players change around or choose another partner/group.
- If working in a small group continue play until everyone has had a turn holding the ball.

### Variations

- Players may either be standing or kneeling on a mat.
- Both players hold onto the ball and attempt to take it away from his or her partner. There is a 30-second time limit.
- The player with the ball is only allowed to hold it under one arm. Players may not use the other arm to fend off the other player.
- Place players in groups according to size and conduct a round-robin competition for each group.
- Conduct a double-elimination tournament where they play until they have lost twice. Winners play winners and losers play losers after the first round. This continues until there is only one person left.
- One player holds a short piece of hose (for the bundle of feathers). The other players (two to four) attempt to take the hose but are not allowed to interfere with the defender in any other way. The defender protects the hose by pushing the other players away. No kicking is allowed. (This is the traditional form.)

### Safety

Ensure that safety aspects are closely observed to avoid injury. Participation in this activity should be voluntary.

### Comment

This activity could be very useful as a practice activity for the skill of mauling in rugby union.

### Teaching points

- On your knees. Hold onto the ball.
- Watch the contact. Be careful. Go for the ball only. Leave them alone otherwise.
- Ready. Go.

# meetcha kambong

'meet-cha kam-bong'



SCHOOL  
YEARS  
4–6

SCHOOL  
YEARS  
7–9

SCHOOL  
YEARS  
10–12

Post-school age

## Background

A wrestling game of the Noongar people of the southwest of Western Australia was called *meetcha kambong* ('nut game') or *boojur kombang* ('ground game'). In the Swan district it was called *boojoor-el-eeja*. A team beaten at this game might resume the contest in a month or so.

## Language

The winners shout:

**Kaia, kaia, yaang, yaang, yaang doojara**  
*Beat them!*

**ngai jinnong, jinnong**  
*See, see, I've got it.*

## Short description

A 'wrestling' game where attacking players attempt to uncover a buried object and defending players attempt to stop them.

## Players

- Two teams with four to five players in each

## Playing area

- A suitable sand area but the activity is best suited to a sandy beach

## Equipment

- A rounded stone or tennis ball can be used as the *meetcha* nut. Hide the *meetcha* in a designated place near the middle of the playing area.

### Game play and basic rules

- The attacking team players turn their back while a player of the defending team hides a *meetcha* (tennis ball) about 20 centimetres in the ground. Four or five defending players guard it while an equal number of attacking players attempt to break through and 'capture' the *meetcha*.
- No kicking is allowed and all players are restricted to pushing and pulling. Players are not allowed to throw sand around.

### Scoring

The game continues until one team becomes tired (allow three minutes) or until the *meetcha* is secured.

### Suggestion

This would be a good outdoor game, rugby or Australian rules football training activity to play on the sand at the beach or in a sand pit. Take care to avoid sand getting into the players' eyes.

### Teaching points

- Bury the ball and smooth out the area. Attackers look the other way.
- Ready and go.
- Pushing and pulling only.
- Watch out for the contact. Be careful with the sand.
- Dig it out. Keep going.

# tingalpa

'tin-gal-pa'



SCHOOL  
YEARS  
4–6

SCHOOL  
YEARS  
7–9

SCHOOL  
YEARS  
10–12

## Background

Teams from far and wide gathered at a 'place of wrestling' (at Dingulami) in Kabi Kabi territory in south Queensland each year at the time when the bunya nuts were ready. Tingalpa near Brisbane was also a wrestling place. Only one team represented each group attending. Two players came from each part (totem) of a group. Each pair in the competition wrestled in a 'rough and tumble' manner.

## Language

*Gurumba* means 'wrestlers' in the Kabi Kabi language. The name of this version of a wrestling game (*garumba*) played by the people in south Queensland is taken from a place where wrestling contests were held.

## Short description

This type of wrestling involves players attempting to push or pull an opposing player out of a circle or past a line. (This game version is suitable for younger players.)

## Players

- Individual contests for a group of players

## Playing area

- Mark circles with a diameter of 3–5 metres, or use the circles on a basketball court.
- The activity can be undertaken on gymnastic mats in an indoor facility.

## Scoring

One point is scored each time a player pushes his or her opponent completely back over an end line (or out of a circle).

### Game play and basic rules

- *Gurumba* (wrestlers) compete one at a time against their opponents. Players should compete against an opposing player of the same age, weight, height and ability.
- To start the contest players face each other in the middle of the area and place their hands on the shoulders and upper arms of their opponent. Players then attempt to push or pull their opponent completely out of the circle.
- No hitting, 'throwing' or tripping is allowed.

### Variations

- Have individual contests (either elimination or round-robin) with the best out of three contests.
- Conduct a round-robin team competition with teams of four to six players. Record a win, loss or draw to decide the winner, or use the total of all bouts won to decide on the winning team.
- Play for fun or as a warm-up, partner or other activity.

### Safety

It is important to note that no person should be 'forced' to engage in activities involving physical contact. Students should be advised of their right not to participate before the activity begins.

### Teaching points

- Face each other. Hands on shoulders.
- Hang on tight.
- Push. No pulling or tripping.

# Tur-dur-er-rin

'tur-dur-er-rin'



SCHOOL  
YEARS  
4–6

SCHOOL  
YEARS  
7–9

SCHOOL  
YEARS  
10–12

Post-school age

## Background

The lessons learned around the camp fire were often required for survival. *Tur-dur-er-rin*, *war-rok-min-der-neit*, or *work-ern-der-eit*, was a wrestling game from Victoria in which the most skilful, or perhaps the strongest, proved to be the winner. The old men and women and the children acted as spectators and sat down around a smooth area of grass. After sitting down for a time one of the wrestlers stood up, grasped a handful of dust or ashes and threw it towards a wrestler in the opposite team as a challenge to wrestle. They then sat down.

The wrestler who was challenged rose and threw dust towards the wrestler who made the challenge. When this was done all the men of both the groups rose and threw dust (or the ashes of the dead fires) into the air around them.

The two wrestlers who competed rubbed their hands with ashes or dust and then rushed towards each other. The contests continued until all the wrestlers were tired.

## Short description

This is a pushing-and-pulling contest where players attempt to put each other on the ground.

## Players

- The wrestlers divide into two teams of two to six players (or more) on opposite sides of the playing area. Participation should be voluntary within guidelines.

## Playing area

- The wrestling area is about 5 to 7 metres across, with a larger area around this for safety. For outdoors a sandy surface is recommended.

## Equipment

- Players wear short pants or a swimming costume. Players may wear a football jersey if they wish.
- Gym mats can be used indoors.



### Game play and basic rules

- The wrestlers face each other a few metres apart and on a signal to begin they move towards each other. They place their hands on each other's upper arms near the shoulders and, holding on tight, move around, pushing and pulling in an attempt to put the other player on the ground.
- If a grip is broken the wrestlers stop. They continue after they hold each other again.
- Fair play is a feature of the contests. No kicking, tripping or other unfair actions are allowed.

### Comment

The young boys were taught all the skills for this type of wrestling. It was necessary for their safety in later life, when they may have been required to test their strength and skill in single-handed encounters with members from other areas.

### Scoring

Skill in the activity involves not falling to the ground when knocking — by pushing and pulling — an opponent down.

After the contest the successful wrestler returns to his place amid shouts of praise. If both wrestlers fall to the ground this is a draw or 'no contest' (and in the traditional game was considered to be worse than losing).

### Variation

- Team *tur-dur-er-rin*: Have teams of four players (similar age and weight) organised in an elimination or round-robin contest with another team. There is a time limit of 90 seconds for each round — best two out of three rounds in a bout. A player who touches the ground with any part of the body other than the feet loses the round.

### Safety

Safety procedures should be strictly adhered to and players should not be forced to participate or feel obliged to do so. Participation should be voluntary within guidelines.

### Suggestion

This activity could be used in judo, wrestling and as a rugby or Australian rules football training activity.

### Teaching points

- Players ready. Wrestle.
- Push and pull. Hang on tight. Push and pull.
- Be careful. Put them on the ground.
- Stop, next group.

# bari barlam bembinge

'bar-i bar-lam bem-bing-e'



All school-age groups (K–12)

Post-school age

## Short description

This is a suggested outline of a traditional games event.

## Language

*Bari barlam bembinge* means 'the children are playing' in the Barunggam language of the Darling Downs area of Queensland.

## Explanation

The games and activities outlined have been modified for use with co-educational classes and groups of different age and/or abilities, as a workshop or traditional games activity over a time period of one hour to one and a half hours. Groups of six to 12 may be used. The games represent a mix of activities (cooperative and competitive) and allow for a high level of player participation.

The use of coloured circles/dome markers works very well. Each team may be assigned a colour (and a team name) and the gear for that colour is in one place — players take their own gear. The coloured circle/marker for a team may be taken to the playing area to be used and this makes it easy to identify teams.

The usual procedure in a workshop format (often for groups that come together at a camp, conference or sports session) would be to call groups in and explain the activity, with one group demonstrating the game/activity. Groups go to their designated playing area. Use a whistle to control the activity and explain any progressions.

In a traditional games event format it may be possible to arrange for people at each group to learn and conduct the activity — give the name, a brief explanation and demonstration followed by a short practice and question-and-answer session, then play. All groups could do the same activity at the same time or groups could rotate around six to eight activities, with about eight to ten minutes each.



### Short outline of activities

1 *Cross boomerangs*: Use a number of foam boomerangs (sold as Roomarangs). These can be used by groups as a warm-up/introductory activity.

2 *Gorri* (this is a good ‘ice-breaker’): Players spread out behind a line. Each player has a tennis ball and each group uses a large ball. As the large ball is rolled across in front of the group (8–10 metres in front) players attempt to hit it. Gather the balls and repeat the turns. Variations of this activity include:

- varying the speed
- bouncing the ball
- using two balls at once
- using a *woomera* (thrower) and ball
- using balls of different sizes.

3 *Kai*: Use a light ball, such as a medium-sized gator skin ball. Use the palm of the hand to hit upward above head height.

Progressions:

- Players hit the ball around in a circle (either direction).
- Players hit it to other players who call out their name — attempt to work through the whole team.
- Players work as a team to hit the ball in the air and go through the letters of the alphabet. No player is allowed to touch it twice in succession or receive it straight back from another player.
- Give each player a number and work through the numbers in a set order.

- One player stands in the middle of the circle and the ball is deflected to the other players, who in turn hit it back to the middle player. Change the middle player each time any player makes an error — the aim is to keep the centre player in as long as possible.

4 *Kalq*: Players in a group of four to six stand in a circle 2–4 metres apart. Players have a paddle bat (plastic play bat) each and each group uses a unihoc ball. One player without a paddle bat starts with the ball and lobs it underarm to the next player, who may use one or two hits to hit the ball — preferably underarm — to the next player, in an attempt to make the ball go around the circle and back to the thrower to catch. Change every couple of turns. Either score a point for every successful circuit or give one point for every player who hits the ball (use this for younger players).

5 *Wuljini*: Use a light ball, such as a sponge ball or a medium-sized gator skin ball. Divide the group of players into two teams, with players next to each other and facing the other team 3–5 metres away. Players use an underhand hit with the flat of the hand only.

Progressions:

- Allow each player two contacts and each team at least one and up to three player contacts before the ball is hit over to the other team.
- Aim to keep the rally going as long as possible.
- Hit the ball higher and try to make only one contact per player, and at least one and no more than three contacts for each group.

6 *Wana*: Use a large hoop and place a wooden skittle or plastic bowling pin in the centre. Players stand around the outside of circle (radius of 5–7 metres). The player in the middle has a Kanga cricket bat. Start with one softball-sized unihoc ball (in the team colour, if possible). The players around the circle throw the ball underarm so that it bounces off the ground outside the hoop in an attempt to knock the skittle over. The player in the centre with the bat may only tap the ball away and is ‘out’ if the ball is caught, the ball goes out of the playing area on the full, the ball is hit too hard, the batter steps inside the hoop, or the batter knocks the skittle over. Players may throw the ball to another player in an effort to hit the skittle.

Progression:

- Start the game using one ball and then add another.

7 *Boogalah*: Use a gator skin ball or slightly deflated size two soccer ball or similar. Divide the group in half. A player from one group throws the ball high up in the air and all the players in the other group attempt to catch it. The successful player scores one point. Play until the first player gains five points, or compile a 'record team score' after a set time. Physical contact is limited.

8 *Kolap*: Players line up behind each other. Each player in turn attempts to throw a beanbag (or fleece/koosh ball) into a small hoop 3–5 metres away. The thrower retrieves the beanbag each time. Count the number of throws that land inside the hoop. Allow 3–4 minutes.



9 *Kee'an*: Players line up behind each other and take turns to throw a foxtail ball (hold in the middle of the tail) over a set of cricket stumps and into a storage bin. Count one for each successful throw. Retrieve the ball for the next player. Allow 3–4 minutes.

10 *Turlurlu*: Play between two teams of one to five players. To start play, each team lines up facing each other 12–14 metres apart. The length of the line they stand behind varies according to the number of players — for five players the line is 5 metres long. Each player has a unihoc stick and one ball is used. A player from one team attempts to hit or underarm roll the ball along the ground towards or at the opposing team and within the reach of at least one player of that team, in such a manner that the opposing team cannot hit it or stop it before it crosses the line they are standing on. Scoring depends on the success or failure of the

hitting team. A good hit, without being hit/stopped before crossing the line, scores a point for the hitting team and a bad hit (off the ground/in the air, mis-hit, or misdirected) results in one point for the receiving team. Teams attempt to score 11 points to win the game.

11 *Taktyerra*: Two teams of four to eight players. Use a volleyball court. Players have a number of balls (paper, fleece balls or socks). They stay in their own half of the court and behind the spiking line of the volleyball court. On a start signal players throw the balls and attempt to hit the players of the opposing team. Any balls in the middle area of the court (between the spiking lines) are retrieved when there is a stoppage in play.

12 *Koolchee*: Players form two teams behind the base line, at opposite ends of a tennis or badminton court. Each team has a supply of tennis balls. Players roll one tennis ball at a time underarm towards the other end of the court. A player must have one foot behind the base line before rolling a ball. Balls that stop on the court may be retrieved but care must be taken to avoid any interference.

Progressions:

- Teams roll the tennis balls towards each other — no scoring.
- Each player has a tennis ball. Place a set number of pins in the centre of the area and both teams attempt to knock them over in a cooperative activity — perhaps timed with several attempts to set the best time.
- Place five pins about 3 metres in front of each group and the teams attempt to hit the pins in front of the team at the other end of the area. A class competition with four to six players in each team on a badminton court works well for younger players — matches are the best of three games. (Competition matches on a tennis court to the best of 11 or the first to 11 games work well with older players. Change ends every five games.)

13 *Keentan*: Form two teams of four to six players in an area about the size of half a tennis court. Use a size 2 soccer ball. The ball is thrown from one player to another player of the same team — to pass the ball a player must jump into the air and

pass. The players of the opposing team attempt to intercept the ball while they are off the ground. The ball is only gained if it is caught while the catcher is in the air. If the ball is dropped or knocked to the ground by a player attempting to catch it the other team gains possession.

A change of possession also occurs when a thrown ball falls to the ground untouched or is dropped by the receiver. No physical contact is allowed. Players cannot stop opposing players from moving around the area — no interference is allowed. Passes must be a minimum of 2–3 metres.

The player in possession of the ball may run around the playing area for up to 10 metres. The player with the ball cannot be guarded or obstructed while he or she is attempting to pass the ball — the defender must be at least 1 metre away. A player may not hold the ball for longer than three seconds. The ball must remain inside the playing area.

### Practice

Before playing, both teams practise running around the area, jumping to pass the ball and jumping to catch it. Feet must be off the ground by at least 20 centimetres.



# riawena

'ri-a-we-na'



All school-age groups (K–12)

Post-school age

## Language

*Riawena* means 'fun (sport)' in the language used by the Aboriginal people of the Oyster Bay area of Tasmania.

## Description of activities

A number of the games and activities can be conducted as athletic events. Examples include:

- 1 Spear throw for accuracy: Use a 'ball thrower' and a tennis ball with a large wheelie bin as the target (10–20 metres away). Each player has five to ten attempts. Conduct two rounds and add the scores of both rounds for a total.
- 2 Spear throw for distance: Use a 'ball thrower' and a tennis ball. Players get three attempts to throw as far as they can.
- 3 *Tarnambai*: Players line up behind a starting line, with a tennis ball in one hand. On the signal to start players roll their ball past a line 20 metres away and run out to retrieve it. The first player to cross the starting line is the winner.

4 Boomerang-return contest: Players stand in a circle with a 1-metre diameter and throw a boomerang at least 20 metres away (mark a circle). They see how close it lands to the centre circle. Players get five attempts each.

5 *Weet weet* throwing: Use a gymnastic club or small skittle as a *weet weet*. Players attempt to throw as far as possible — they get three attempts. Mark where the *weet weet* lands.

6 *Koolchee*: Players stand next to each other behind a line. Place five wooden skittles 1 metre apart, along a line about 10 metres away. Players roll five tennis balls to attempt to knock over the skittles. Play three rounds in a competition for a total out of 15.

7 Possum pushing: Mark a circle with a 3–5-metre diameter, or use a centre circle on a basketball court. Players start in the centre of the circle and attempt to push/pull their opponent completely outside the circle.

Players must place their arms on the upper arm and shoulder of their opponent and hold on while they push — no hitting, throwing or tripping is allowed. Conduct a round-robin or elimination tournament. The best of three turns is played.

8 *Jillora*: Use upturned discs and billiard balls. The game may be played by several players at once. On the signal to start all players start their balls spinning with their thumb and first two fingers. The last ball left spinning is the winner.



# Yulunga

'yu-lun-ga'



All school-age groups (K–12)

Post-school age

## Language

*Yulunga* means 'playing' in the language of the Kamilaroi (Gamori) people from the northwest of New South Wales.

## Explanation

The following games and activities may be organised as part of a display of Aboriginal and Torres Strait Islander games. People come and try some of the activities and move on. Select around eight to ten activities.

It may be useful to have a person stationed at each activity to explain and control it. In some cases it may be possible to have an explanation (diagram or information sheet) for people to follow. (Refer to the respective outline of games for more detail.)

It may be useful for students to learn and practise the games, and perform them as a display for other groups.

- 1 *Weme*: Use two markers 5–10 metres apart and two to four bocce balls. Roll to hit a ball out of a centre circle.
- 2 *Kolap*: Two small hoops or large carpet squares 4–6 metres apart and four wooden blocks or beanbags. Throw into the hoop.
- 3 *Koolchee*: Use two to four wooden skittles 5–10 metres apart. Have a supply of tennis balls. Attempt to knock the skittles over.
- 4 *Gorri*: Use sponge or tennis balls and a large ball. Throw the smaller balls at the large balls (either stationary or rolled).
- 5 *Woomera*: Use a 'ball thrower' and tennis balls. Throw at a target such as a large gym ball or other target.
- 6 *Jillora*: Use a number of billiard balls and discs. Spin the balls as long as possible.
- 7 *Kalq*: Players with a paddle bat each stand 2–3 metres apart in a circle. Attempt to hit the ball around the circle or as a group (keep it in the air as long as possible).

8 *Kee'an*: Use three foptail balls (or a tennis ball in a stocking), a set of cricket stumps and a storage bin. Throw over the stumps and into the bin.

9 *Taktyerrain*: Place large carpet tiles 5 metres apart. Use sponge or fleece balls. Players stand on the carpet tiles and attempt to hit their opponent.

10 *Kai*: Use a medium-sized gator skin ball. Players use the palm of their hands to hit the ball around in a circle, in the air, or back and forth to each other as many times as possible.

11 *Wana*: Use a large hoop, Kanga cricket bat, cone marker, unihoc balls and a marked 5-metre radius circle. Players attempt to hit the cone marker being protected by a batter as in French cricket.

12 Cross boomerangs: Use a number of foam boomerangs (sold as Roomarangs).



# gugiyñ nahri

'gu-gi-yn nah-ri'



All school-age groups (K–12)

Post-school age

## Explanation

The activities outlined are examples of how the games can be modified to be used in a tabloid event. Groups of four to six players over a two to three-minute time period are recommended.

Groups are taken around each activity and the rules are explained. Groups are then assigned an activity to start with and the rules are quickly revised. After each rotation, and while the scores are being recorded, one player from each group stays behind to explain the activity to the next group before rejoining his or her own group. Allow a short practice time.

Student leaders may be used where mixed age/ability groups are involved — these leaders remain at each activity and explain the activity to each group and are responsible for scoring.

## Language

*Gugiyñ* means 'fast' and *nahri* means 'play' in the Bundjalung language of northeast New South Wales and southeast Queensland.

## Tabloid activities

1 *Kalq*: Players with a paddle bat each stand in a circle 2–3 metres apart. Players hit (underhand) a unihoc ball around the circle. Count one for a hit by each player.

Number of hits:

2 *Koolchee*: Players divide into two groups, 10 metres apart. Arrange marker cones 1 metre apart in the middle. Players in each group take turns to attempt to roll a tennis ball between the markers.

Number of good rolls:

3 *Gorri*: Players line up behind each other. A hoop-sized target is marked against a fence or wall 5–7 metres in front of the group. Players take turns to attempt to throw a ball 'through' the hoop. Balls must hit inside the circle to count.

Number of good throws:

4 *Boogalah*: Players are in two groups either side of a goal post crossbar or volleyball net. A ball is thrown back and forth over the bar/net. Count the number of successful catches.

Number of catches:

5 *Kee'an*: Players line up behind each other and take turns to throw a foxtail ball — held in the middle of the tail — over a set of cricket stumps and into a storage bin. Count one for each successful throw. Retrieve the ball for the next player.

Number of good throws:

6 *Tarnambai*: Players line up behind each other. Each player in turn rolls a tennis ball out past a line 5–7 metres away and runs out to retrieve it. Count one for each time the ball is returned.

Number of returns:

7 *Kolap*: Players line up behind each other. Each player in turn attempts to throw a beanbag or small soft ball into a small hoop 3–5 metres away. The thrower retrieves the beanbag each time. Count the number of successful throws that land inside the hoop.

Number of good throws:

8 *Kai*: Players stand in a circle about 2 metres apart. Use a light ball such as a medium-sized gator skin ball. Use the palm of the hand to hit the ball upward towards the next player. Players hit the ball around in a circle (either way). Count the number of players that hit the ball.

Number of hits:

# Sports Ability

Sports Ability is an exciting initiative from the Australian Sports Commission, designed to encourage people with disabilities to get involved and participate in sport and physical activity across Australia.

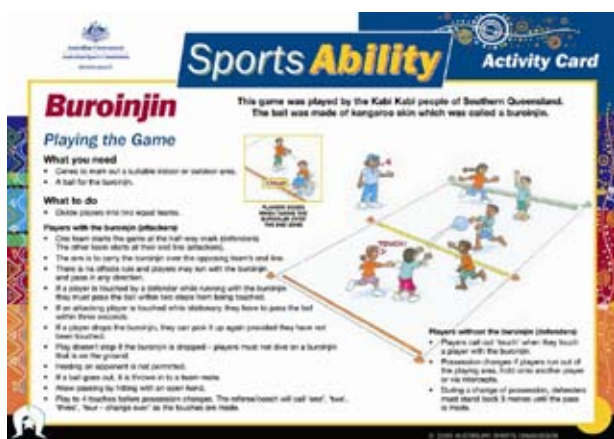
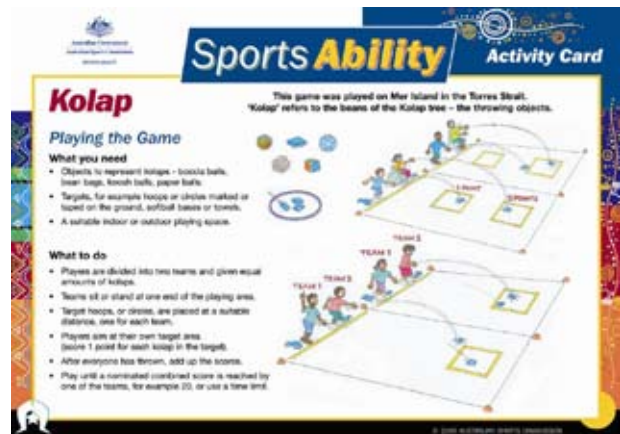
## Sports Ability activities

The Sports Ability program is based around five activities: boccia, goalball, sitting volleyball, polybat and table cricket.

## Additional resource

Traditional Indigenous Games: five traditional games have been included and can be adapted and modified to suit all abilities. These games have their origins in the Torres Strait, central Australia, northern New South Wales and southeast Queensland. The games are outlined on specially designed activity cards and instructional DVD.

The traditional Indigenous games included in the Sports Ability program are an extension of activities outlined in *Yulunga: Indigenous Traditional Games*.



# Index

## A

arrkene irreme, 31  
aurukun, 50

## B

barambah gimbe, 91  
bari barlam bembinge, 132  
battendi, 93  
bondi, 111  
boomerang, 59  
bowitgee, 7  
brambahl, 88  
buran, 61  
buroinjin, 9

## D

dabi, 41  
dhandang, 68

## E

edor, 84

## G

garumba, 122  
gorri, 95  
gugiyn nahri, 139

## I

ilye, 63

## J

jillora, 3  
jinnee ngaman billee billee  
dabbulgar, 77

## K

kabi kabi buroinjin, 11  
kai, 33

kalkadoon kee'an, 97  
kalq, 37  
kamai, 90  
kandomarngutta, 66  
kangaroo, 78  
kari-woppa, 124  
keentan, 13  
kokan, 39  
kolap, 99  
koolchee, 53  
kutturi, 73  
kwatye, 113

## M

makar, 115  
marn-grook, 15  
meetcha boma, 43  
meetcha kambong, 126  
mer kai, 35  
mer kolap, 101  
millem baeyeetch, 17  
murrumbidgee, 116

## N

noongar wana, 45



**Tinderbeek tillutkerrin**

*All done (with) play.*

(from a language spoken in Victoria)

## P

parndo, 19  
pirbu-pirbu, 65  
pirrha, 5  
prun, 103  
puldjungj, 21  
pulyugge, 23  
purlja, 25

## R

riawena, 136

## S

sanbaing, 118

## T

tarnambai, 86  
tha'an, 82  
thepan, 75  
tingalpa, 128  
tjapu tjapu, 27  
tur-dur-er-rin, 130  
turlurlu, 55

## W

weet weet, 105  
weme, 57  
wirrwuyu, 107  
wittchim, 70  
woggabaliri, 29  
woomera, 109  
wulijini, 48

## Y

yangamini, 80  
yiri, 120  
yongar ngardongin, 71  
yulunga, 137



the 1990s, the number of people in the UK who are employed in the public sector has increased from 10.5 million to 12.5 million (12.5% of the population).

There are a number of reasons for this increase. One is that the public sector has become a more important part of the economy. Another is that the public sector has become more efficient. A third is that the public sector has become more attractive to workers. A fourth is that the public sector has become more diverse.

The public sector has become a more important part of the economy. This is because the public sector has become more efficient.

The public sector has become more efficient. This is because the public sector has become more attractive to workers.

The public sector has become more attractive to workers. This is because the public sector has become more diverse.

The public sector has become more diverse. This is because the public sector has become more important to the economy.

The public sector has become more important to the economy. This is because the public sector has become more efficient.

The public sector has become more efficient. This is because the public sector has become more attractive to workers.

The public sector has become more attractive to workers. This is because the public sector has become more diverse.

The public sector has become more diverse. This is because the public sector has become more important to the economy.

The public sector has become more important to the economy. This is because the public sector has become more efficient.

The public sector has become more efficient. This is because the public sector has become more attractive to workers.

The public sector has become more attractive to workers. This is because the public sector has become more diverse.

The public sector has become more diverse. This is because the public sector has become more important to the economy.

The public sector has become more important to the economy. This is because the public sector has become more efficient.

The public sector has become more efficient. This is because the public sector has become more attractive to workers.

The public sector has become more attractive to workers. This is because the public sector has become more diverse.

The public sector has become more diverse. This is because the public sector has become more important to the economy.

The public sector has become more important to the economy. This is because the public sector has become more efficient.

The public sector has become more efficient. This is because the public sector has become more attractive to workers.

The public sector has become more attractive to workers. This is because the public sector has become more diverse.

The public sector has become more diverse. This is because the public sector has become more important to the economy.

The public sector has become more important to the economy. This is because the public sector has become more efficient.

The public sector has become more efficient. This is because the public sector has become more attractive to workers.

The public sector has become more attractive to workers. This is because the public sector has become more diverse.

The public sector has become more diverse. This is because the public sector has become more important to the economy.

The public sector has become more important to the economy. This is because the public sector has become more efficient.