

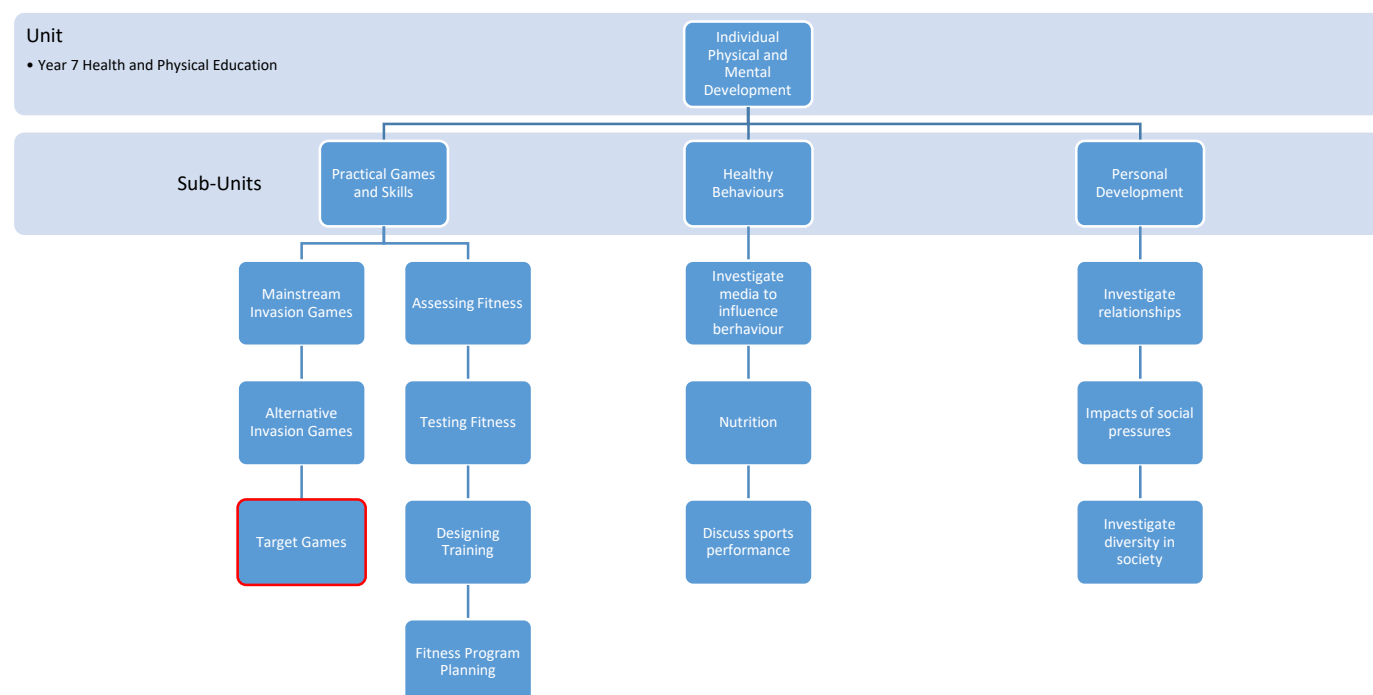
Lesson X.1 Indigenous Target Games

Demographic of Class Cohort and School environment

Dripstone Middle School is a Government school in Tiwi, Darwin, Northern Territory, with students from Years 7 to 9. Under the Index of Community Socio-Educational Advantage, the school is in the 38th percentile. As of 2019, total enrolments are 517 with 19% of students identified as Indigenous and 46% of students have a language background other than English. Overall attendance is high, at 91% with attendance of Indigenous students at 85%. (My School. n.d.)

The Year 7 Physical Education class has 22 students, 6 of Indigenous background, 4 recent immigrants and 9 non-recent. There are 12 males and 10 females. Attendance within this groups is 88%. 15 students speak English as an additional language/dialect, where English is not the main language spoken at home.

Lesson within Unit Context



Year Level:	7	Length of lesson in minutes:	60
Topic/Theme:	Modified Games		
Curriculum Learning Area:	Health and Physical Education		
Strand:	Understanding Movement		
Content Descriptor and Code:	Develop, implement and evaluate movement concepts and strategies for successful outcomes with and without equipment (ACPM101 - Scootle)		
General Capabilities:	Games and Sport modified games non-traditional games and sports		

	Challenge and Adventure Activities movement challenges (as individuals and in teams or groups) Life Long Physical Activities individual and group fitness activities active recreation activities Critical and Creative Thinking capability Analysing, synthesising and evaluating reasoning and procedures Transfer knowledge into new contexts Identify and clarify information and ideas (ACARA, n.d.)
Learning Intention (objective)	Students are learning to: learn diverse movements and techniques to achieve specified goals
Success Criteria (assessment):	Students will be able to: <ul style="list-style-type: none"> demonstrate the ability to hit the target with a variety of techniques.

Integration of 8 Ways

Indigenous pedagogy reflects a diverse range of views and perspectives that allow teachers and learners to advance a variety of approaches to learning. The engagement of Indigenous practices, firstly, directly engages with Indigenous students' styles of learning, but, secondly, engages a new way of thinking for non-indigenous students. This advances a critical analysis of stereotypical knowledge and biases toward people from other cultures. The importance of a teacher's ability to build relationships with students is a critical tool to enable and enhance the students' learning experience. (Biermann & Townsend-Cross, 2008).

The proliferation of these Indigenous pedagogies, in this case the 8 ways of learning, through teacher centred delivery further supports cultural interface and understanding between Indigenous and non-indigenous students. Through the lesson plan below, greater understanding of Indigenous games and life, and will be used to develop Indigenous pedagogical techniques. (Martin, et al., 2017).

The games taught through this lesson will allow for students to learn through the use of the following strategies from the 8 ways of learning: Non-verbal, Deconstruct and Reconstruct, Land Links and Community Links.

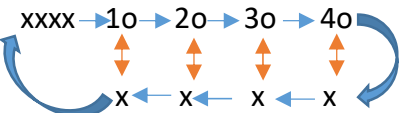
Non-verbal/Deconstruct and Reconstruct – students will watch demonstrations from the teacher on the actions, to be learnt and replicate them through practice and application.

Land Links – through the introduction of each game, the area the games come from will be identified and potentially discussed.

Community Links – through the introduction of each game, the communities that invented and practiced these games will be identified and potentially discussed.

Lesson Sequence:

<u>Timings</u>	<u>Teacher Activity:</u>	<u>Student Activity:</u>	<u>Resources/Notes</u>
	Preliminaries:		
10min	Welcome, roll call, injury check, equipment/uniform check. Introduce Warm-up activities	Warm-up activities Collect a tennis ball per pair or three.	Students will be required to assist collecting equipment and setting up. Equipment: Smart ball or similar

	 <p>X – Student O – Ball Blue lines – student movement Orange lines – ball movement</p>	<p>Passing between students, increasing distance and using non-dominate side.</p> <p>Rotating activity, where students kick and throw the ball in each technique for the game.</p> <ol style="list-style-type: none"> 1 Under arm strong side 2 Under arm weak side 3 Over arm strong side 4 Over arm weak side 	<p>Wheelie bin or another target Tennis balls, up to 60 Dog thrower, up to 30 Cones Location – can be inside or out.</p> <p>Students unable to participate, can record activities through video or pictures, for later discussion.</p>
	Introduction (Beginning):		
<u>Max 5 min</u>	<p>Introduce the game Gorri background. Gorri</p>	Students need to be in a central area for introduction and explanation of the game.	See link. Open for discussion here or during conclusion about what items or tools could have been used in place of school equipment.
	Lesson Body (Middle)		
<u>10 min</u>	Teacher can demonstrate actions before student participation if required.	One student/teacher holds the smart ball. All other students line up and throw balls at the smart ball as it is rolled in front of them.	Use terms such as Gool-gool when initiating game.
	Introduction (Part 2)		
<u>Max 5 min</u>	<p>Introduce the game Battendi background. battendi</p>	Students need to return to a central area for introduction and explanation of the next game.	See link. If available and feasible, bring woomera (or other traditional tools) to show class.
	Lesson Body (Middle)		
<u>15 min</u>	Teacher can demonstrate actions before student participation if required.	<p>Initially allow for individual or self-paced practice. Identify teams of 2 to 5 and conduct round robin or knockout style contest between teams.</p> <p>Variations of the game may be initiated by the students, as appropriate.</p>	<p>Contest can be modified to throw at a target, for best distance or through an obstacle. Scoring systems are explained in the linked document.</p>
	Introduction (Part 3, Optional)		
<u>Max 5 min</u>	<p>Introduce the game Chiba background. Chiba Show students Clump Point on a map and identify the Djiru as the traditional owners of the area. (The Djiru Traditional Owners. 2007).</p>	Students need to return to a central area for introduction and explanation of the next game.	Chiba can be inserted as time permits. This game is a natural progression of previous 2 games and can also be placed in the next period.
	Lesson Body (Optional)		

<u>15 min</u>	Teacher can demonstrate actions before student participation if required.	Students are divided into even teams, in number and ability. Teams should be allowed sufficient space to move on the court/field.	Scoring can be inserted or omitted; similar to dodgeball or scored through points/hit. Game can initially be played just with throwing the balls by hand or with dog throwers similar to Battendi. If the dog throwers are used, be sure to expand the "no-go" area, to avoid injury.
<u>Conclusion/Summary (End)</u>			
<u>10 min</u>	Being discussion with students about the rules to confirm learning. Discuss how the modification of the rules changed the game. Confirm whether the students enjoyed the games.	Pack up equipment. Sitting as a group Students that have recorded plays can share select clips or photos with the group. Students complete self-assessment form. If the student did not directly participate in the activity, they are to complete the self-assessment on their peers.	

Reflection/Notes:

Inclusion for students unable to participate in physical activities will be allowed to record activities of students, using and school/class device. This will give them the opportunity to analyse and critique movement patterns, and coach, as appropriate. This will also be used in the conclusion of the lesson to discuss the activities with the class. This also allows for the inclusion of General Capabilities, such as ICT Capability.

How do you know if the lesson went well?

Students were able to participate in the game with little confusion.

Students enjoyed the game.

Students managed to assimilate the change in games and continue playing without disruption.

Were the rules clear?

Were there too many games or too few?

What did students find too difficult?

What techniques need further development?

Resources

8 WAYS. (n.d.) 8 Aboriginal Ways of Learning. Aboriginal Pedagogy. <https://www.8ways.online/>

Biermann, S., & Townsend-Cross, M. (2008). Indigenous pedagogy as a force for change. *The Australian Journal of Indigenous Education*, 37, 146.

The Djiru Traditional Owners. (October 2007). Indigenous Cultural Significance Assessment Mission Beach. <https://www.wettropicsplan.org.au.pdf>

Martin, G., Nakata, V., Nakata, M., & Day, A. (2017). Promoting the persistence of Indigenous students through teaching at the Cultural Interface. *Studies in Higher Education*, 42(7), 1158-1173.
<https://doi.org/10.1080/03075079.2015.1083001>

My School. (n.d.) *Dripstone Middle School, Tiwi, NT*. <https://www.myschool.edu.au/school/50000>

Yulunga Traditional Indigenous Games. (n.d.-a) *Chiba*. SportAus.
https://www.sportaus.gov.au/_data/assets/pdf_file/0011/704819/chiba.pdf

Yulunga Traditional Indigenous Games. (n.d.-b) *Battendi*. SportAus.
https://www.sportaus.gov.au/_data/assets/pdf_file/0006/704805/battendi.pdf

Yulunga Traditional Indigenous Games. (n.d.-c) *Gorri*. SportAus.
https://www.sportaus.gov.au/_data/assets/pdf_file/0005/704831/gorri.pdf