



**Using  
Traditional  
Indigenous  
Games  
For Netball  
Warm up**

# Acknowledgment

In the spirit of Reconciliation, I would like to Acknowledge the Traditional Custodians of this land where this activity is taking place, and the many different Nations where these Traditional games originated. I pay my respect to Elders past, present and our emerging future leaders. I would like to Acknowledge the special connection to land, sea and community our Aboriginal and Torres Strait Islander people continue to have and extend that respect to all Aboriginal and Torres Strait Islander people here today.

## A Simple Method of Presenting Games/Activities

**DDADA (Describe, Demonstrate, Ask questions, Do – Play it!!, Adapt)**

**Describe:** Present the rules and background of the activity making the rules as simple as possible.

**Demonstrate:** A brief demonstration will clarify the rules.

**Ask questions:** Check to see if any of the players needs further explanation.

**Do Play it!!!:** Even if people are uncertain of the rules they will probably learn quickly once the action starts. If there are confused looks and little or no activity stop and explain or demonstrate again.

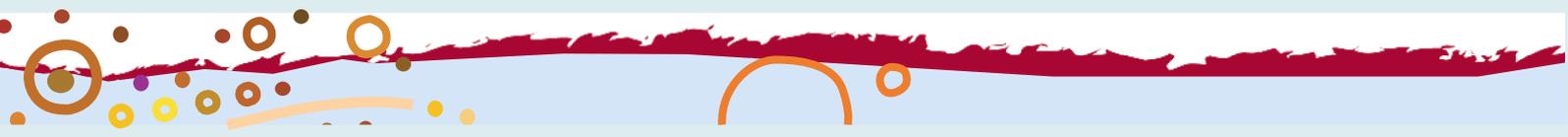
**Adapt:** Utilise the resources you have e.g. The game Buroinjin, (attached) I use a Netball and for this game and Netball rules e.g. no stepping. This is only a guide and should not dictate everything. Modify it to work with the group or the game.

## Modifying Games

Changing games allows for new possibilities without necessarily being different from the intent of the original. E.g. Kungirruna – moving the marking lines further apart for greater difficulty or Koolchee – standing in a squat position while rolling tennis balls.

**Some reasons to change a game:**

- Provide for greater enjoyment, excitement and challenge.
- Change resources and vary rules to suit particular sport – Netball
- Allow for players with different physical abilities or injuries.
- To cater for different age and gender groups.
- Availability of resources such as equipment.
- Skill level of players.
- Playing area available.
- To encourage co-operation or competitiveness.



## Introduction

My name is Caroline Dallinger and I am a proud Gamilaroi woman from Walgett NSW. I am very proud of my Family & my Culture and sharing my passion is especially important to me in all aspects of my life. I have been playing and coaching Netball for many years and recently I have introduced my love of my Culture into my Representative program. Using Traditional Indigenous Games as a warmup allowed me to educate **all** team members on the importance of Respect, Inclusiveness and Understanding of Aboriginal Culture. I have included several different games that I personally incorporate into Netball training.

Coaches and other interested people using the Yulunga: Traditional Indigenous Games resource should make an effort to learn about how Indigenous Australian people actually played the traditional games and why. The historical and cultural aspects of traditional games as they were played in the various Indigenous Australian societies is fascinating and provides for a multitude of learning opportunities. Including your Aboriginal Elders from your own community can be extremely beneficial for all included. This shows respect for the Traditional land and community where these games will be played, also experiencing Aboriginal and Torres Strait Islander traditions and history through hands on experience and a lot of fun.

Although the traditional games outlined can be used by themselves or as part of your training, I encourage you to take an approach which incorporates the wider and integrated study of traditional games in Australian Aboriginal and Torres Strait Islander societies.

There are many benefits to be gained from a traditional games program. Some of these may well include:

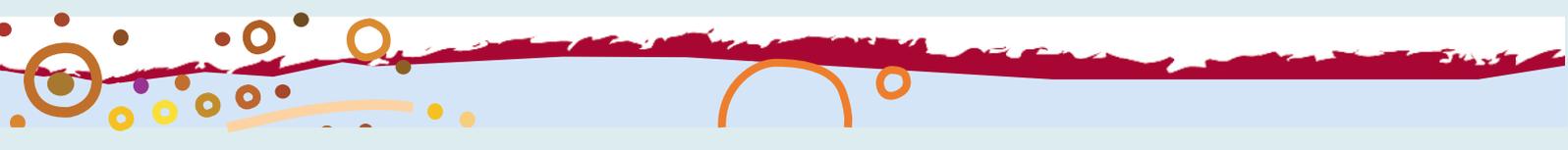
- Appreciate the traditional types of games and the Cultural background of each game.
- Display appropriate behaviour.
- Demonstrate togetherness & teamwork.
- Show pride in developing certain physical skills and abilities.
- Appreciate the need for physical fitness.
- Respect others through participation in the games.
- Appreciate other people's skills and their own.

Reading through the Traditional games will give an insight into both the past and present essential Cultural heritage of Australian Aboriginal and Torres Strait Islander peoples.

[https://www.sportaus.gov.au/\\_data/assets/pdf\\_file/0006/705462/Yulunga\\_Games.pdf](https://www.sportaus.gov.au/_data/assets/pdf_file/0006/705462/Yulunga_Games.pdf)

\*\*\* There are also YouTube clips to demonstrate the game if you would prefer, type the game into the search bar and watch away.

Enjoy 😊

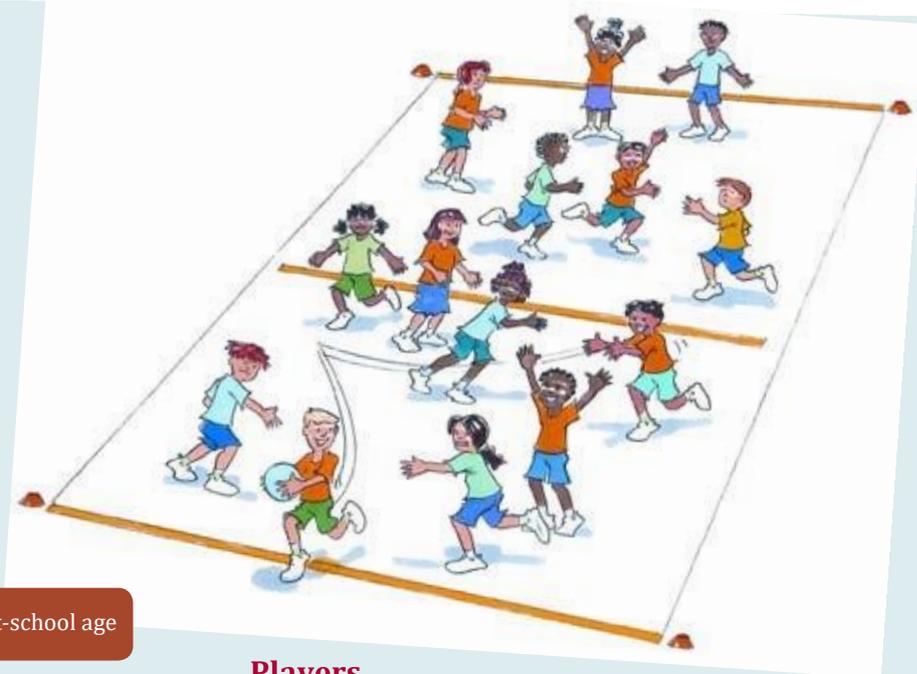




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# buroinjin

'bur-oin-jin'



School  
YearS  
4–6

School  
YearS  
7–9

School  
YearS  
10–12

Post-school age

## Players

## 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.

- 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.

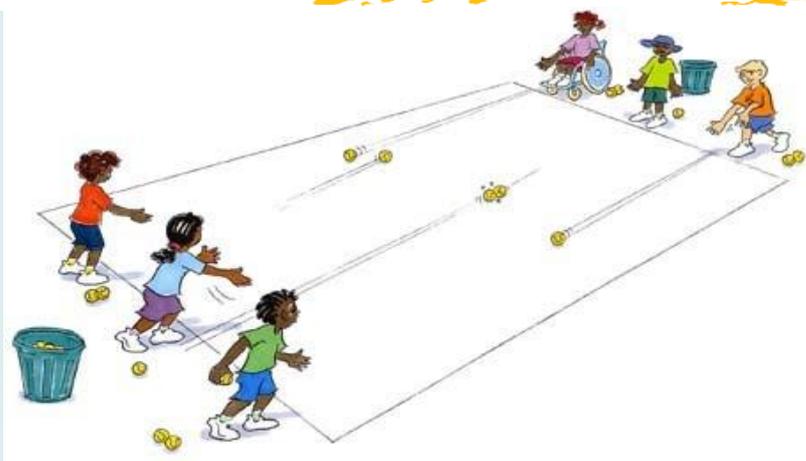


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# koolchee

'kool-chee'



All school-age groups (K–12)

Post-school age

## Playing area

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

## Equipment

## 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).
- 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.

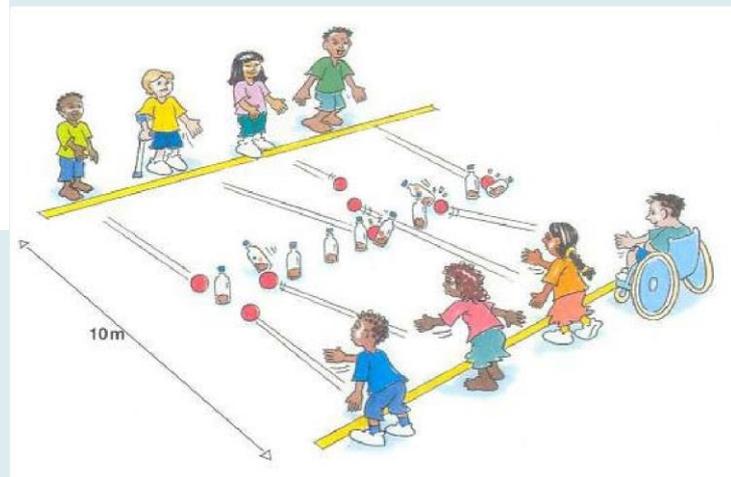
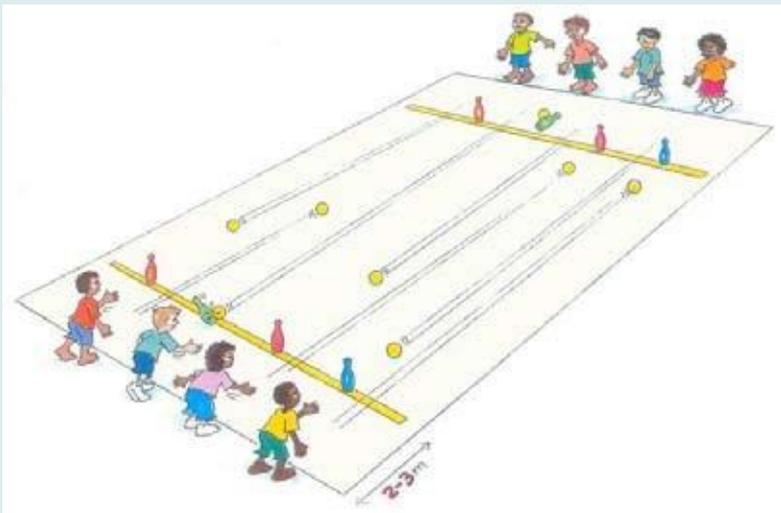
- When there are no *koolchees* left, the game is temporarily halted for players to collect *koolchees* so that the game can continue. No set scoring is used. There is to be no interference with balls on the playing area. Players cannot go into the playing area unless the game is stopped.

### 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/squat 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.
- Run to collect another ball and keep going.



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# kungirruna

'kun-gir-run-a'



School  
YearS  
4-6

School  
YearS  
7-9

## Background

Various types of running and stepping games were played in many parts of Australia.

## Language

The name of the game is taken from the language of the Dieyerie (Diyari) people of South Australia, which is an area where this running-and-stepping activity was observed. *Kungirruna* means 'playful' or 'merry'.

## Short description

This is a running-and-stepping activity in which players step on (or over) markers.

## Players

- Groups of two to six players for each marked area

## Playing area

- Any flat outdoor area suitable for this activity

## Equipment

- Mark lines or use flat markers of any size that will not cause a player to slip.

## Game play and basic rules

- Four or more markers are placed in a line on the ground about a half a metre apart. This distance can be varied according to the age, height and ability of the players.

- Players run and step on or over each of the markers. The markers may be moved further apart for more challenge.

### **Variations**

- In a traditional form of the game the players attempt to run and step on a line of flat rocks. This can be imitated by using a line of small hoops (up to ten) and have the players run at speed and step in each of these. The distance could be varied or small circles of different colours could be marked on the ground at set distances for the players to step on according to their ability. Care must be taken that players do not slip on the hoops or markers used. Different coloured lines could be used in place of hoops.
- Each player has their own set of markers and attempts to step the longest possible distance in four steps. The competitive aspect between players is not encouraged.
- Players step with alternative legs over the first three markers and then jump (to land on both feet) as far as they can over the fourth. The fourth marker is then placed where the player landed. Players should choose to better their personal best distance or have a friendly competition to see who covers the longest distance. The activity can be organised so that the final jump is into a sandpit.
- If a player touches any of the markers when attempting to step over them this turn does not count.

### **Teaching points**

- Markers in line. Ready.
- Run and step over the markers. Try to improve each time. Spread them apart.
- Go. Run fast. Step and step.
- Well done. Try it again. Next.