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TRADITIONAL INDIGENOUS GAMES

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Presented By Jason French



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- ▶ Jason is a proud Gomerioi man from Narrabri in North Western NSW.
- ▶ Growing up in Narrabri Jason spent most days at local sporting grounds participating or watching family participate in sport.
- ▶ Sport gave Jason opportunities which he would not have experienced through school and then throughout his life where lifelong friends and many life skills were established.
- ▶ It was through these experiences which inspired Jason to pursue a career in sport where he could give back to community his love and passion for sport and to inspire others.
- ▶ Jason has worked with Office of Sport in the Orange Regional Office since 2008, where he has endeavored to support regional grassroots sport and volunteers through coordinating a number of participation and training programs
- ▶ Jason has been involved in coordinating community sports programs for over 30 years

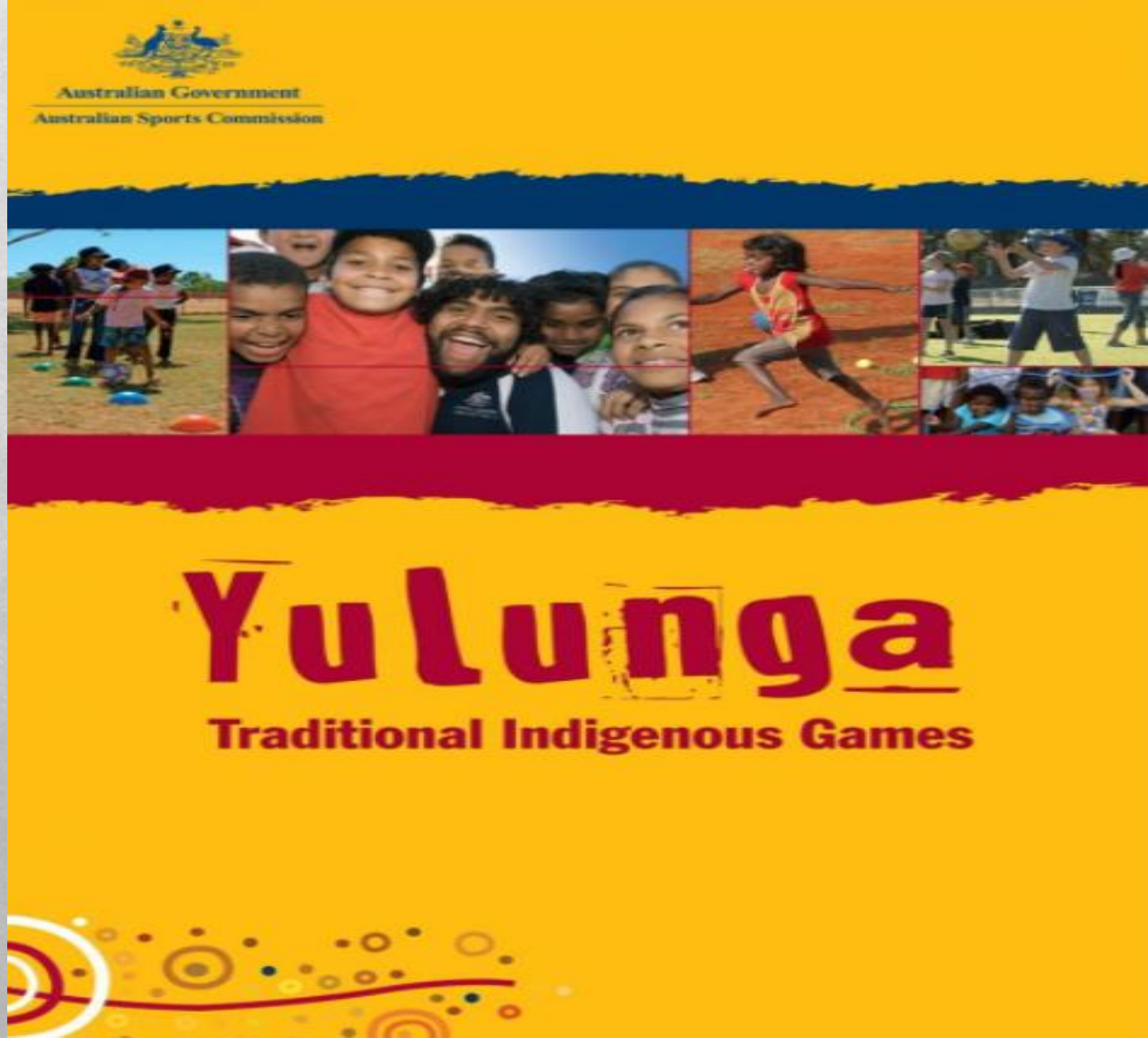
Yulunga

Traditional Indigenous Games



Yulunga means playing in the language of the Kamilaroi (Gomeroi) people of northwestern New South Wales.

Suitable for children and adults of all ages, abilities and backgrounds, Yulunga can be used in schools around Australia as an educational resource and as a guide to inclusive, structured sport within communities.





▶ <https://www.sportaus.gov.au/yulunga>

TREE MODEL

- ▶ The TREE Model is a practical tool designed to support teachers and coaches to adapt and modify activities to be more inclusive of students with a range of disabilities. The TREE acronym stands for
- ▶ T - Teaching style - Communication and delivery/ideas to assist students achieve success and enjoyment.
- ▶ R - Rules - Simplifying or changing rules and then re introducing them as skill levels increase
- ▶ E - Equipment - Using different sizes, shapes, colours, textures and weights of equipment
- ▶ E -Environment - Varying the length, height, zones, of the playing areas

- ▶ **Teaching Style** - Refers to the way the games are communicated to the students. The delivery to a group can have a significant impact on how it is played and how inclusive it is. Using a combination of strategies will help ensure communication is effective and appropriate, examples
 - ❖ Keep instructions simple and concise
 - ❖ Use visual aids demonstrations
 - ❖ Encourage participation team work and problem solving
 - ❖ Use questions to check students understanding

- ▶ **Rules** - Some students may have difficulty understanding and following the rules of the game, rules can be simplified or changed as needed and then re-introduced as the games continues
 - ❖ Begin games/activities with only a few rules
 - ❖ Gradually introduce the rules one at a time once students have a clear understanding of the activity/game
 - ❖ Try to minimise the time between giving instructions and the start of the activity/game
 - ❖ Begin teaching the activities/games in a slow motion eg using a slower moving ball or restricting players movements

- **Equipment** - There are suggestions for alternate equipment to be used for all activities/games
 - ❖ KAI - use of varying sizes balls, balloons, beach balls etc
 - ❖ Kolap - use hoops, stones, sticks, shells, etc
 - ❖ Gorri - varying size balls, hoops etc

- **Environment** - When planning activities/games remember to consider whether or not the playing area is suitable for students and free of hazards and to adapt to
 - ❖ Adapt activities/games to small or large playing areas
 - ❖ Adapt activities/games to playing surface

BOOGALAH



<https://www.youtube.com/watch?v=qfFPbGvcWlg>

KAI

https://www.youtube.com/embed/_64FXz8urQ

BUROINJIN

<https://www.youtube.com/watch?v=cTLdOeatLyc>

KANGAROO

<https://www.youtube.com/embed/AhEjHq-4-WY>

GORRI

<https://www.youtube.com/embed/XYkmtUmD8Is>

KOOLCHEE

<https://www.youtube.com/watch?v=TmNRZRGugcU>

TARNAMBAI

<https://www.youtube.com/embed/W10YUgY2py4>

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THANK YOU

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