



# Active Schools

Active Schools Bendigo May 2023

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## What student outcomes can be achieved through engaging cultural activities within your curriculum?

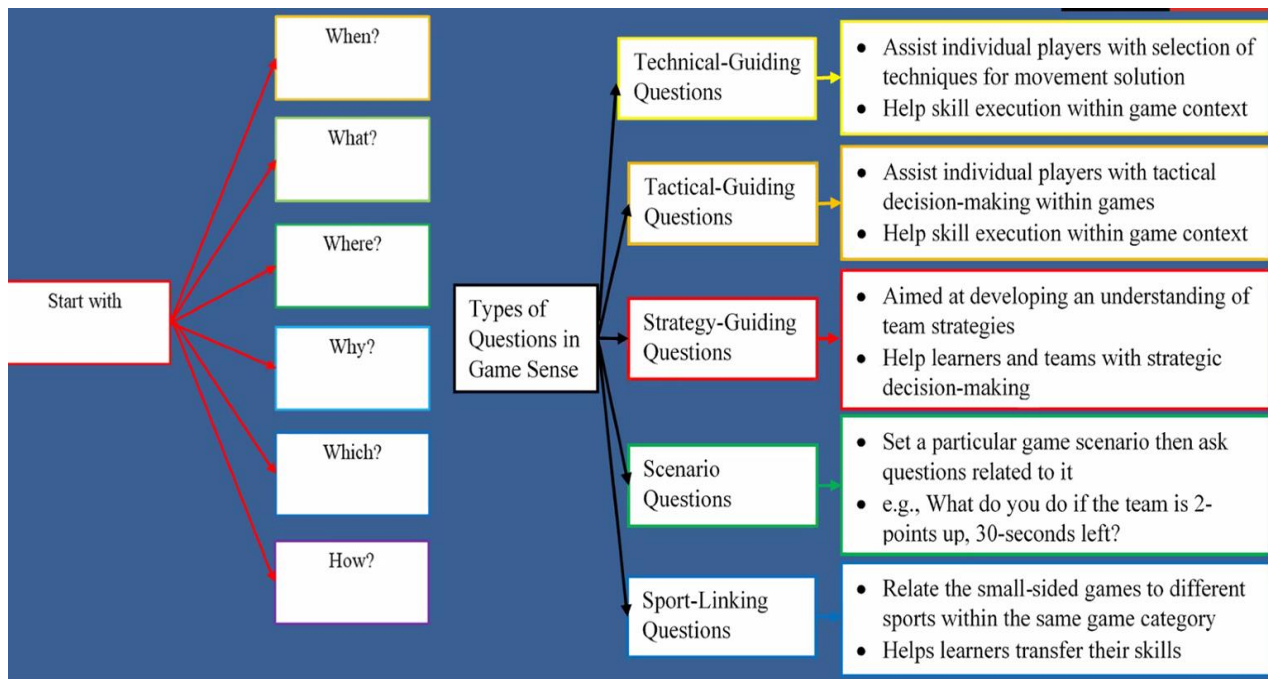




## Delivering Multicultural games using a thematic and game sense approach (no difference!)

Thematic  
Tactical games for  
understanding

Invasion  
Net & Court  
Striking & Fielding  
Target





## Nigeria

### Abula (Net & Court)

[Other African games](#)

[History & rules - Abula](#)

- Simple! Think Volleyball but with a paddle!
- You can win the point either as server or receiver
- If 15 all, 2-point clear margin to win.
- If no margin achieved, first to 20 wins



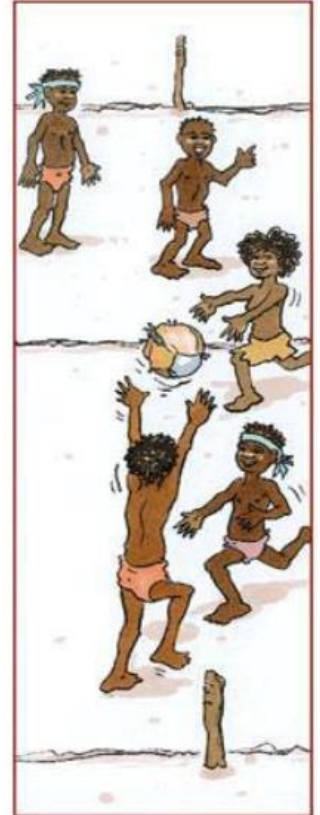


# Indigenous Australia

## Buroinjin (invasion)

### History & games rules

- Game starts with toss up at half-way line
- Pass with hands only; no fists nor kicking
- If touched by opposition, allowed two steps before throwing high in the air
- Game continues if ball is dropped (pick-up, no diving); no handover
- Point scored once run into, or passed and caught in oppositions goal area
- Restart at half-way mark



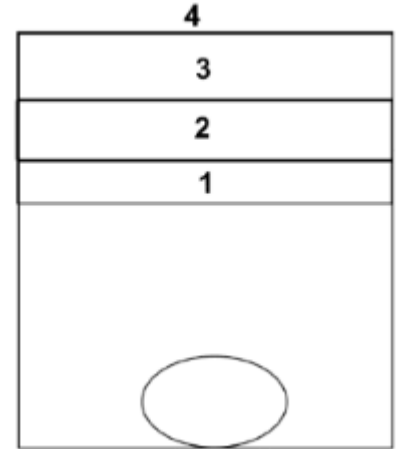


## Afghanistan

### Jozbazzi (Target)

#### Other Afghan games

- Player stands in circle and throws flat stone to land in level 1 area
- If successful, kicks stone back to circle whilst standing on 1 leg.  
Can use multiple kicks. If kicking leg touches floor at any point, turn ends
- Throw to land in level 2 and repeat.
- First person to complete level 4 first is the winner





Brunei  
Darussalam



Cambodia



Indonesia



Lao PDR



Malaysia



Myanmar



Philippines



Singapore



Thailand



Vietnam

## South-East Asia

### Sepak Takraw (Net & Court)

#### History and rules

- Simple! Think Volleyball but with no hands!
- 3 players per team (striker, server, feeder)
- Feeder tosses ball to server circle to start
- 3 serves per team before swapping
- First to 21 wins, with tiebreaker rule if score is 20-20





## Afghanistan

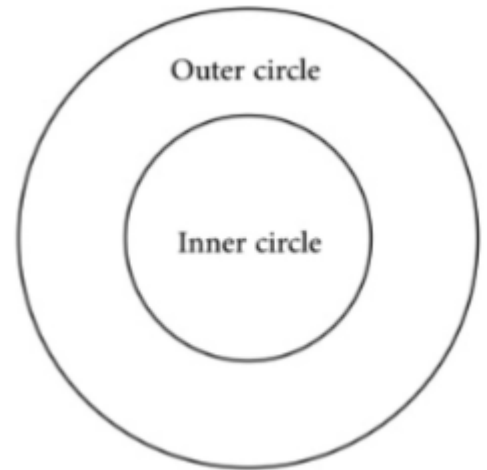
### Dandaclid (Striking/Fielding & Target)

#### Other Afghan games

- A large stick (danda) is used to hit a small stick (clid)
- One player hits the clid from within inner circle
- Other player retrieves the clid and throws back to land in outer circle area
- Swap after each point. First to 5 points

Success in throwing back in = Retrievers point

Fails to throw back in – Batters point





## Constraints to engagement for cultural students

Cultural safety & prior knowledge



LEARNER CONSTRAINT A person's biological and functional characteristics	ENVIRONMENT CONSTRAINT Physical and social environmental factors	TASK CONSTRAINT The task being performed includes the aim, rules and equipment
Examples	Examples	Examples
Height	Court surface	Maintaining possession
Weight	Gravity	Getting the ball in the goal
Strength	Temperature	Score more than the opposition
Power	Wind	Hitting into space
Endurance	Rain	Score as many runs as possible
Flexibility	Amount of light	Number of steps allowed with the ball
Fitness	Humidity	Off-side rules
Motivation	Background noise	Contact rules
Confidence	Gym or field	Number of passes allowed
Anxiety	Motivational climate of class	Goal size
Perceptual and decision making skills	Spectators	Number of players
Technical skills	Peers watching	Ball size
Tactical knowledge and strategic skills	Teachers watching	Hitting implement (racquet or bat)
Experience	Cultural norms	Court/field size



## How can you create an environment that promotes cultural safety?

### Cultural Awareness

#### Listening and sharing

- Understanding cultures, values, traditions, customs, social and cultural practices, games & sports



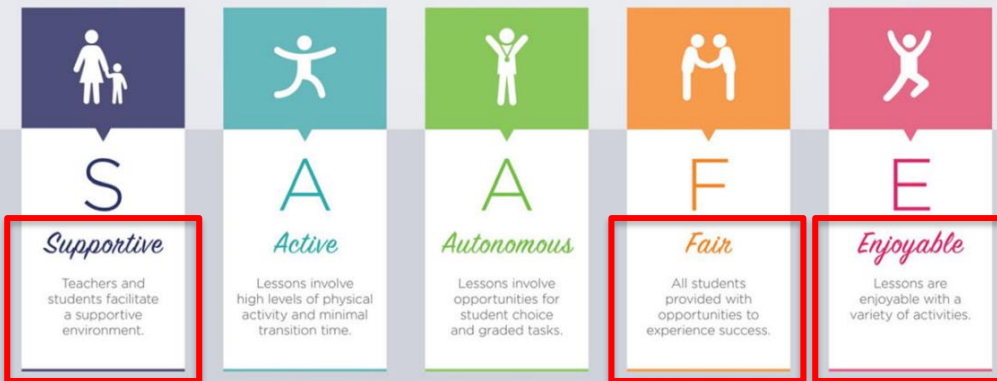
### Cultural Competence

#### Ability to put plans into practice

- Build relationships with cultures through people, organisations, and communities
- Active involvement in the cultural community (events, activities, volunteering)



### TEACHING PRINCIPLES



### Cultural Safety

- Consult community representatives, empower their community and work at their pace to build trust
- Be open about your intentions and accept and acknowledge other people's input
- Provide culturally safe and appropriate experiences



## Personnel resources who can assist to overcome barriers for building multicultural activities into curriculum

### Engage cultural communities

- Cultural family members
- MEA's, KESO's
- School teachers, psychologists, councilors involved in cultural programs
- Cultural students already in cultural community programs
- External led cultural community program providers



## Multicultural organisations around the Bendigo area

City of Greater Bendigo

Loddon Campaspe Mulicultural Services

Bendigo Community Health Services

Bendigo District Aboriginal Cooperative

Sports Focus

Sisterworks

Bendigo Karen Youth Network and Karen Organisation Bendigo

Foundation House

Centre for Multicultural Youth

