



**On-field**  
**Practical**  
**Modules**

**Stage 1**  
**Framework**

# AFL Practical Modules

## STAGE 1 FRAMEWORK

### Learning Area

Health and Physical Education

### General Capabilities

Personal and Social Capability

### Duration

6 x 50 minute lessons



### Overview

In this unit, students will work towards developing the fundamental motor coordination skills necessary to play a modified version of Australian Football League (AFL). The lessons focus on learning through play and students are encouraged to have fun whilst learning how to hold, handpass, kick and mark the ball. In addition, students will discuss the importance of teamwork and fair play with opportunities provided to develop these social skills in pairs and small groups. Students will take time to reflect upon their learnings by discussing their strengths, areas for improvement and the benefits of both moving the body and calming the mind.

### Pedagogical Approach

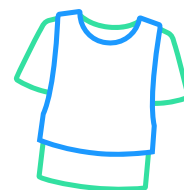
The pedagogical approach of this unit is aligned with the AFL Junior Coaching Curriculum. Further reading and information about this guide can be found at the AFL's [Junior Coaching Curriculum](#) site.

Each lesson is approximately 50 minutes, beginning with 10 minutes of exploration, free play or guided discovery. The remaining time is divided into four quarters to mirror the structure of an AFL game. You may find it useful to watch the game/skill videos and discuss the learning objectives and student success criteria in the classroom before moving out to the designated field or playing area. Read through the unit of work prior to teaching and consider which activities may need to be modified to suit the needs of your students. The lessons culminate in students playing a modified version of AFL in order to have the opportunity to practise their new skills in a team environment.

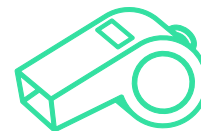
When considering how to differentiate, refer to the [How to Change It](#) guide, developed by the Australian Sports Commission's Active After-School Communities (ASSC) program and the Schools Network. In addition, [Sports Australia](#) also offers a wide range of examples on how to modify lesson content in order to cater for students of all abilities and to ensure inclusion practices are exercised.

### The Change It Approach

**C**oaching style <sup>1</sup>  
**H**ow to score/win <sup>2</sup>  
**A**rea <sup>3</sup>  
**N**umbers <sup>4</sup>  
**G**ame rules <sup>5</sup>  
**E**quipment <sup>6</sup>



**I**nclusion <sup>7</sup>  
**T**ime <sup>8</sup>



- <sup>1</sup> Consider your own teaching style. Vary questions, language and ways of communicating with your students.
- <sup>2</sup> Be inventive with different ways students can score or win.
- <sup>3</sup> Change the size and/or shape of your playing area.
- <sup>4</sup> Adapt team sizes and positions
- <sup>5</sup> Get creative with rules. Encouraging your students to help develop these can also be a lot of fun.
- <sup>6</sup> Alternate equipment and give options.
- <sup>7</sup> Modify to include all learners and abilities. Give options and ask students for their input.
- <sup>8</sup> Increase or decrease time for games, activities, drills, reflections.

Adapting one or more of the above can assist in differentiating for diversity within classrooms.

# AFL Practical Modules

## STAGE 1 FRAMEWORK

### Exploration, Free Play or Guided Discovery

Many children thrive when given the opportunity to play freely and it is widely considered fundamental for creativity, imagination and making sense of the world in which they live. Exploration, free play and guided discovery will provide students with an opportunity to explore and develop their skills in an unstructured environment, whilst simultaneously supporting their social, emotional, physical, and cognitive development.

**Guided discovery** - is teacher assisted and a collaboration between teachers and students. Guided discovery is scaffolded in a way that has clear learning intentions yet still encourages students to freely explore, wonder and problem solve within the context of new and unfamiliar ideas. Teachers work alongside students to initiate or create games or play together. During this type of play, teachers should aim to provide feedback, give demonstrations and comment on new discoveries made.

**Free play or exploration** - is free from set or imposed rules or guidelines. Here children have complete autonomy over how they use their time. Teachers and adults are observers only.

Play can be seen in a number of ways - some examples are:

- make-believe, dramatic play, fantasy or acting
- playing with objects or sporting equipment
- creating and initiating games
- solving puzzles
- physical play or chasing
- constructive play (musical instruments, drawing, arts)
- language play (rhymes, riddles, singing)
- outdoor play of all kinds

For more information on guided discovery and free play see the reference section at the end of this document.

### KEY SKILLS / CONCEPTS

**Throughout this unit students will:**

- perform fundamental movement skills
- perform locomotor movements
- work collaboratively with others and exercise fair play
- discuss and demonstrate how rules operate in a game
- discuss and understand the benefits of regular physical movement
- reflect on their own strengths and areas for improvement

### LESSON SUMMARIES

#### Lesson 1 - Knowing My Body

Before beginning this program, students will have an opportunity to reflect upon their ball handling skills. They will start by practising fundamental AFL movement skills through play. Using a variety of equipment, students learn how their bodies move. This lesson also has an emphasis on developing the essential skills of reflecting and listening.

#### Lesson 2 - Using My Hands

Students will learn how to pick up and correctly handle a footy. The focus on helping students to master the five-step process of bouncing a football will end with them reflecting on their learnings using a simple acronym.

#### Lesson 3 - Using My Feet

As the midpoint of the unit, this lesson turns its focus to developing the skills of kicking a football. After a demonstration, students will spend most of the lesson practising this fundamental skill. They will then conclude with a short mindfulness exercise to calm both body and mind.

# AFL Practical Modules

## STAGE 1 FRAMEWORK

### Lesson 4 - Hand to Ball

Students will learn how to handball using the four-step process. They will be led through the fundamental skill of handballing followed by a fun activity to develop essential listening skills.

### Lesson 5 - Mark the Ball

In Mark the Ball, students will learn the two methods of marking a ball in a game of AFL. Working with a partner, they will practise how to catch the ball on their chest and above their head. Through these activities students will have opportunities to demonstrate how they are able to cooperate with others when passing and catching.

### Lesson 6 - Let's Play

The final lesson in this unit gives students the opportunity to revise the skills learnt including; picking up a ball, bouncing, kicking, handballing and marking. The session ends with a short non-contact mini match where students have the chance to showcase their AFL ball skills, in addition to their ability to cooperate within a team.

## ASSESSMENT OPPORTUNITIES

### Assessment Rubric

A [skills](#) rubric has also been included for teachers. This can be used for pre and/or post assessment.

### Formative Assessment

At the start of the program, students will have an opportunity to complete a self-assessment. The [Footy Feats Self Assessment](#) worksheet allows students to reflect on their skills prior to beginning the program. Teachers can use this assessment to inform their understanding of individual students' needs and adapt the program where necessary to ensure all students get the most out of their experience in learning the skills of AFL.

### Summative Assessment

At the culmination of the program, students will have another opportunity to self-reflect. The **Footy Feats Self Reflection** worksheet #2 gives students a chance to assess how their skills have developed. Using the same worksheet, teachers complete a summative assessment for each student separate to that of the students'.

## VIDEOS

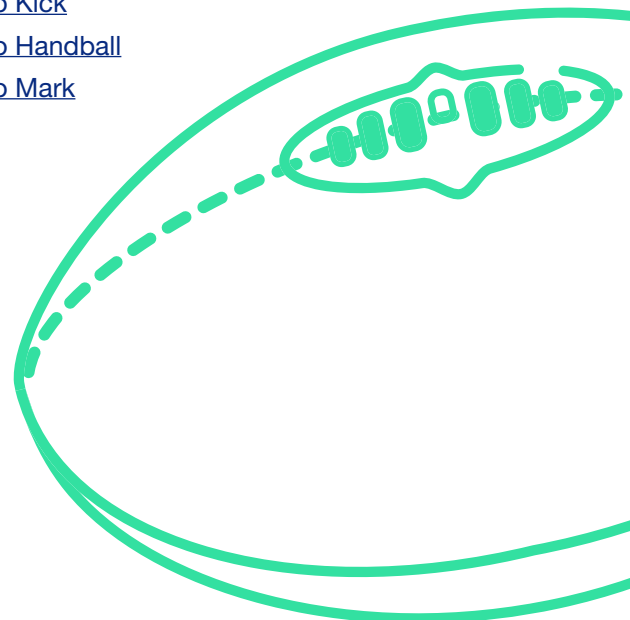
The following videos demonstrate how to play the games and conduct the foundational skills featured in this unit of work. You may find it beneficial to watch these in the classroom with your students before heading out to the field or playing area.

### Games

- [Around the World](#)
- [Here, There, Everywhere](#)
- [Footy Ninja](#)
- [Super Boot](#)
- [Handball Heroes](#)
- [Ruckman's Treasure](#)

### Skills

- [How to Pick-up](#)
- [How to Bounce](#)
- [How to Kick](#)
- [How to Handball](#)
- [How to Mark](#)





# AFL Practical Modules

## STAGE 1 FRAMEWORK

Australian Curriculum Outcomes

Level	Foundation	
Learning Area	Health and Physical Education	
Strand	Movement and Physical Activity	
Sub-strand	Content Descriptors	Content Elaborations
	Students learn to:	This may involve students:
Moving our bodies	practise fundamental movement skills in minor game and play situations AC9HPFM01	<ul style="list-style-type: none"> <li>applying different locomotor skills to move from one point to another</li> <li>combining fine and gross motor skills in increasingly complex patterns</li> <li>sending, controlling and receiving objects at different levels and in different ways</li> </ul>
Moving our bodies	experiment with different ways of moving their body safely and manipulating objects and space AC9HPFM02	<ul style="list-style-type: none"> <li>suggesting and testing different ways to move in a playing space or different ways to use equipment and objects, and making judgements about which are most effective and which movements and equipment they prefer</li> <li>persisting with challenges and demonstrating resilience while moving their body in a range of situations</li> <li>participating in games that require them to be aware of personal safety in relation to game boundaries, rules and safe use of equipment</li> <li>manipulating equipment in a range of different movement situations and tasks, including in minor games, imaginative play and when practising fundamental movement skills</li> <li>demonstrating spatial awareness when moving around and through indoor and outdoor (natural) environments confidently and safely</li> </ul>
Learning through movement	follow rules to promote fair play in a range of physical activities AC9HPFM04	<ul style="list-style-type: none"> <li>identifying and describing actions that would constitute fair and unfair play while participating in minor games</li> <li>demonstrating how to play fairly in a range of minor games and play situations</li> <li>discussing rules of different games that relate to safety, boundaries and appropriate use of equipment</li> </ul>

# AFL Practical Modules

## STAGE 1 FRAMEWORK

Australian Curriculum Outcomes

<b>Level</b>	Foundation
<b>Learning Area</b>	Health and Physical Education
<b>Sub-strand</b>	Personal, social and community health

<b>Sub-strand</b>	<b>Content Descriptors</b> Students learn to:	<b>Content Elaborations</b> This may involve students:
Identities and change	describe their personal qualities and those of others, and explain how they contribute to developing identities AC9HP2P01	<ul style="list-style-type: none"> <li>participating in physical activities and describing how their own and others' personal qualities contribute to successful outcomes</li> <li>describing personal achievements and sharing how they felt and how it influenced their personal identities</li> </ul>
Interacting with others	identify how different situations influence emotional responses AC9HP2P03	<ul style="list-style-type: none"> <li>recognising own emotions and demonstrating ways to manage how they express their emotions in different situations</li> <li>exploring self-regulation strategies to manage emotional responses</li> <li>recognising how self and others are feeling in a range of situations</li> </ul>
Interacting with others	practise strategies they can use when they need to seek, give or deny permission respectfully AC9HP2P04	<ul style="list-style-type: none"> <li>practising ways to interact with others in a fair and respectful way in play and other activities, regardless of differences in gender, abilities, race or personality</li> </ul>



# AFL Practical Modules

## STAGE 1 FRAMEWORK

Australian Curriculum Outcomes

Level	Years 1-2	
Learning Area	Health and Physical Education	
Strand	Movement and Physical Activity	
Sub-strand	Content Descriptors	Content Elaborations
	Students learn to:	This may involve students:
Moving our bodies	<p>practise fundamental movement skills and apply them in a variety of movement situations AC9HP2M01</p>	<ul style="list-style-type: none"> <li>performing locomotor movements using different body parts to travel in different directions</li> <li>selecting and implementing different movement skills to be successful in a range of games</li> <li>performing fundamental movement skills involving controlling objects with equipment and different parts of the body</li> </ul>
Moving our bodies	<p>investigate different ways of moving their body, and manipulating objects and space, and draw conclusions about their effectiveness AC9HP2M02</p>	<ul style="list-style-type: none"> <li>demonstrating changes in speed, direction and level as they use locomotor and non-locomotor skills in sequences</li> <li>inventing new games, based on rules and equipment from familiar games, and drawing conclusions about whether the rules and choice of equipment provide for an interesting, challenging and enjoyable game</li> </ul>
Learning through movement	<p>co-construct and apply rules to promote fair play in a range of physical activities AC9HP2M04</p>	<ul style="list-style-type: none"> <li>discussing changes to rules that will make an activity fairer or more inclusive of all learners</li> <li>explaining how rules contribute to fair play and applying them in group activities</li> </ul>
Learning through movement	<p>apply strategies to work collaboratively when participating in physical activities AC9HP2M05</p>	<ul style="list-style-type: none"> <li>working cooperatively with a partner when practising new skills</li> <li>describing and demonstrating how to include others in physical activities</li> </ul>

# AFL Practical Modules

## STAGE 1 FRAMEWORK

[Australian Curriculum Outcomes](#)

Level	Years 1-2	
Learning Area	Health and Physical Education	
Sub-strand	Personal, social and community health	
Sub-strand	Content Descriptors	Content Elaborations
	Students learn to:	This may involve students:
Interacting with others	select, use and refine personal and social skills to establish, manage and strengthen relationships AC9HP4P04	<ul style="list-style-type: none"> <li>using cooperative skills and offering encouragement to successfully complete a movement task, such as a partner balance, partner passing strategy or team strategy</li> </ul>
Interacting with others	describe how valuing diversity influences wellbeing and identify actions that promote inclusion in their communities AC9HP4P05	<ul style="list-style-type: none"> <li>modifying physical activities to ensure that everyone is included, such as by changing equipment, rules, playing space and number of players</li> </ul>
Making healthy and safe choices	investigate and apply behaviours that contribute to their own and others' health, safety, relationships and wellbeing AC9HP4P10	<ul style="list-style-type: none"> <li>exploring benefits of regular physical activity and identifying opportunities when they can be active at school, at home and in the community</li> </ul>
Making healthy and safe choices	identify and practise emotional responses that account for one's own and others' feelings (ACPPS020)	<ul style="list-style-type: none"> <li>recognising one's own emotions and demonstrating positive ways to react in different situations</li> <li>practising strategies for enhancing mental wellbeing such as positive self-talk, mindfulness and meditation</li> </ul>



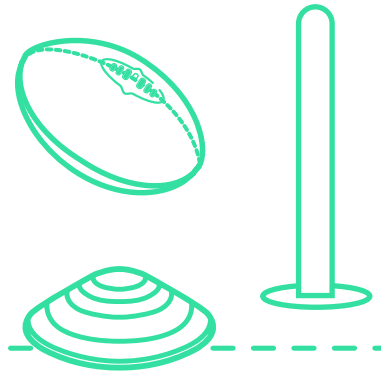
# AFL Practical Modules

## STAGE 1 FRAMEWORK

### Lesson 1 Knowing My Body

#### Equipment

- A variety of different balls - round, oval, different sizes
- A variety of hoops and cones, posts, tubs and anything else that might be useful in an obstacle course
- Footballs - 1 per student (size 1 synthetic)



#### Learning Objectives

1. Perform fundamental locomotor skills by using different parts of the body to change directions.
2. Verbally express the feelings associated with moving the body.
3. Follow instructions and reflect on the ability to do so.

#### Student Worksheets

- Footy Feats #1

#### Videos

- [Around the World](#)
- [Here, There, Everywhere](#)

#### Student Success Criteria

- I can move my body in different directions
- I am able to express how my body feels when I move around
- I can follow instructions

#### Focus Question

Why is it important to move my body and listen to instructions?

#### Ways to Adapt

- Consider modifications to the two games in this lesson. Instruct students to vary movements with a focus on fundamental movement skills. For example, adding skipping, hopping and jumping to Around the World. Or walking and crawling in Here, There, Everywhere.
- Make a shortened, smaller or more complex version of your obstacle course.

#### Coaching Tips

- If possible, set up Around the World before your students arrive to maximise your time. Or, recruit an assistant coach to make the process quicker.



## Lesson Content

### Quarter 1



**Exploration, free play or guided discovery.**



### Self-assess and Warm up

Students begin by completing the Footy Feats self-assessment worksheet. Guide your students through this task by asking them to reflect on the ball handling skills they already have and those that need to be developed further.

Students play Around the World. You will need to set up an obstacle course using a range of equipment. Get creative with the set up. For example, students could jump in and out of hoops, weave between cones or collect balls in tubs. Demonstrate how to complete then begin.

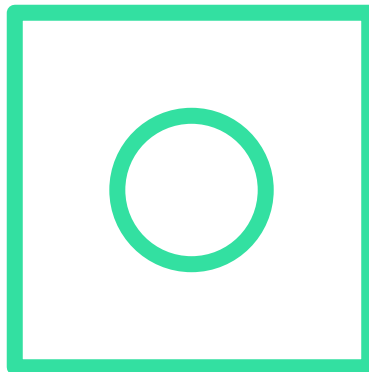


### Quarter 2 Turn and Talk

Students turn to the person next to them in order to discuss the following questions:

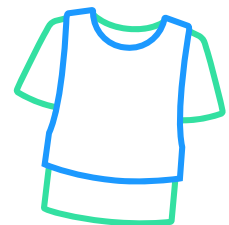
- During the obstacle course I felt ...
- When I move my body I feel ...
- The obstacle I enjoyed most was ...
- The obstacle I found the most difficult was ...

**Tip:** Repeat the questions and give ample time for each partner to respond. During this activity ask two helpers to set up the next game with you.



### Quarter 3 Listen Up

Learning to play a team sport means listening to your coach and team members. The next game focuses on listening to cues and following instructions. Set up Here, There, Everywhere and play.



### Quarter 4 Cool and Reflect

Students help collect equipment to slow their heart rates and cool down.

#### Reflection questions

Ask students to give a thumbs up (yes) or a thumbs down (no) to the following statements:

- I followed the instructions from my teacher
- I need to listen more carefully to my team members or teacher when playing games
- I found the activities fun
- I need more practise to move my body in different directions



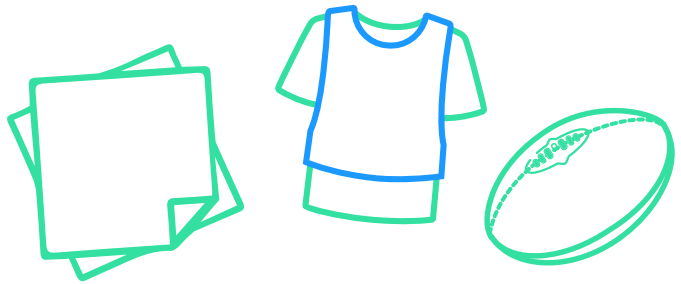
# AFL Practical Modules

## STAGE 1 FRAMEWORK

### Lesson 2 Using my Hands

#### Equipment

- Footballs - 1 per student (size 1 synthetic)
- Sticky notes



#### Learning Objectives

1. Use a range of fundamental movements to play games.
2. Practise the skills of picking-up and bouncing a football.
3. Develop reflective skills by identifying areas of strengths and areas for improvement.

#### Videos

- [Footy Ninja](#)
- [How to Pick-up](#)
- [How to Bounce](#)

#### Student Success Criteria

- I can use different physical movements to participate in games with my peers
- I can pick up and bounce a football
- I can reflect on my areas of strength and areas for improvement

#### Focus Question

How do I pick-up and bounce a footy?

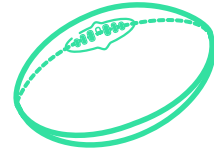
#### Ways to Adapt

- Vary the movements in Footy Ninja to suit the needs of your students.
- Run Footy Ninja in small groups and allocate a student to lead the activity.
- Allow students more time to practise the first skill before moving onto the second.
- Use different shaped balls for picking up and bouncing.

#### Coaching Tips

- Set up [Footy Ninja](#) before students arrive.
- Provide plenty of instruction and demonstrate as much as possible or allocate a student to give a demonstration of picking up or bouncing the ball.

# Lesson Content



## Quarter 1



**Exploration, free play or guided discovery.**



### Warm up

Play a warm up game of Footy Ninja. This fun exercise gets students warm and includes a range of fundamental movement skills to help prepare students in developing the necessary skills for footy.

Change it up by asking students to mimic a variety of ninja-like moves such as pivoting, dodging, weaving, twisting or hopping. Encourage your students to give suggestions also – the choices are endless.



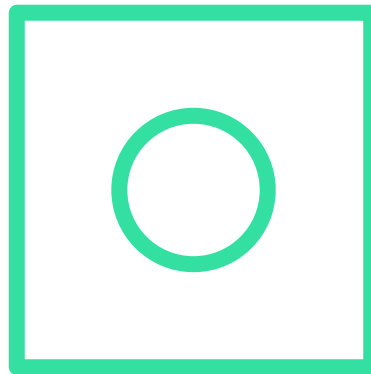
## Quarter 2

### Skill 1: How to Pick-up a Footy

Watch the following video with your students, or explain the skill verbally whilst you demonstrate how to pick up a ball.

[How to Pick-up](#)

In pairs, students stand approximately 10 metres apart and place a football between them. Students take turns to walk and pick up the ball, aiming to use the two-handed crocodile technique to scoop up the ball. Once students have mastered this, instruct them to pick up the ball whilst jogging.



## Quarter 3

### Skill 1: How to Bounce a Footy

Watch the video with students, or explain the 5 step process whilst you demonstrate.

[How to Bounce](#)

The 5 step process

1. Grip
2. Step
3. Aim
4. Push
5. Catch

Students repeat the steps to a partner. A great way to learn this skill is for students to start on their knees and progress to standing, followed by walking.



## Quarter 4

### Cool and Reflect

To cool down, demonstrate a simple arm stretch such as a shoulder stretch or child's pose. Spend at least 30 seconds in each position.

#### Reflection

Give students one sticky note each and ask them to complete a reflection on what they did well in the lesson and what could be done even better in the future. Use the following reflection tool:

#### 3 Stars and a Wish

**3 stars** – three things students enjoyed, found interesting or had success with during the lesson.

**1 wish** – this could be an area of improvement or an aspect of the lesson they would like to continue to develop.

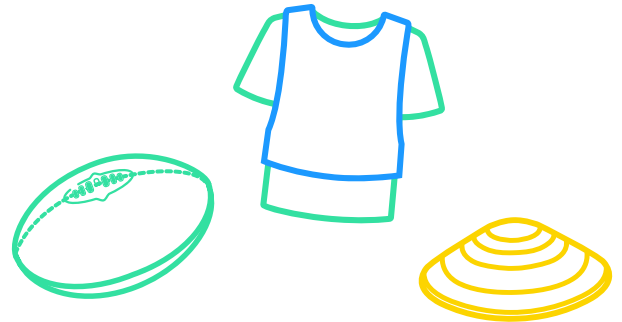
# AFL Practical Modules

## STAGE 1 FRAMEWORK

### Lesson 3 Using my Feet

#### Equipment

- Footballs - 1 per student (size 1 synthetic)
- A range of coloured cones



#### Learning Objectives

1. Use a range of fundamental movement skills to control and kick a football.
2. Try a new or unfamiliar activity and describe the experience of doing it.
3. Reflect on and assess the skills learnt to date.

#### Videos

- [How to Kick](#)
- [Super Boot](#)

#### Student Success Criteria

- I can kick a football
- I can calm myself using mindfulness
- I can reflect on my learning

#### Focus Question

How do I use the four step process to kick a football?

#### Ways to Adapt

- Give alternatives for the warm-up. Skipping, jogging on the spot or giving more time to practise skills learnt in the previous lesson.
- Use a range of different balls.
- Give the option to lie down in the mindfulness activity.

#### Coaching Tips

- Discuss rules/classroom conduct when kicking balls.
- Ensure there is enough space for students to kick.
- Group students based on experience or partner up less confident students with more experienced ones.

# Lesson Content

## Quarter 1



**Exploration, free play or guided discovery.**



### Warm up

Start with getting your students warm with a quick drill of star jumps (1-2 minutes). Follow this by revisiting the skills learnt in the previous lesson. In the remaining time practise picking up a footy and bouncing a footy.



## Quarter 2

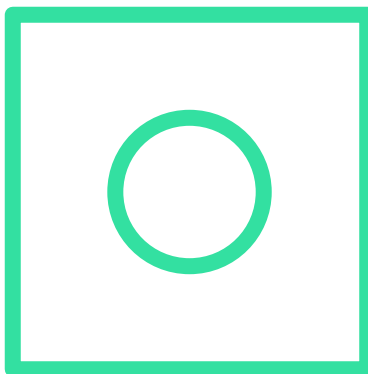
### Skill: How to Kick

Watch the following video with your students, or explain the skill verbally whilst you demonstrate how to kick the ball.



[How to Kick](#)

Organise students into small groups of 3-4 and position them in a horizontal line facing the same direction. Blow your whistle to indicate when to kick. Students take turns to kick and retrieve balls when no kicking is taking place.

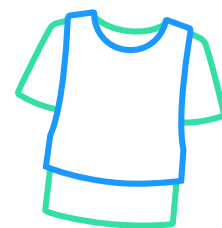


## Quarter 3

### Advancing the Skill

To advance and practise this skill further, play a game of [Super Boot](#).

**Tip:** Remember to Change It for students who need modifications.



## Quarter 4

### Relaxation

#### Relax

As students have had an active session, ask them to sit in a circle and close their eyes. Some students may want to lie down, sit cross-legged or against a wall. Conduct a short mindfulness activity by asking the students to breathe in for 3 seconds and out for 3 seconds. Continue this for 2-3 minutes.

**Tip:** It may be helpful to say the following so students can follow along: 'In - one, two, three. Out - one, two, three'.

This task is intended to help settle the nervous system and calm the mind.

#### Pair-Share

After the exercise, students turn to a peer and express how this mindfulness exercise made them feel. Sentence starter: *Mindfulness makes me feel ...*

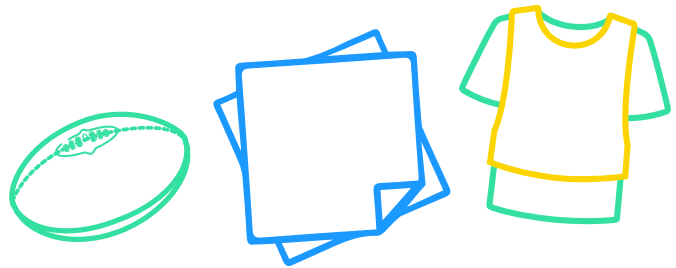
# AFL Practical Modules

## STAGE 1 FRAMEWORK

### Lesson 4 Hand to Ball

#### Equipment

- Footballs - 1 per student (size 1 synthetic)
- An assistant coach or support teacher
- Large sticky notes



#### Learning Objectives

1. To participate in games that require a number of different fundamental movement skills.
2. Using fundamental movement skills to perform a handball.
3. Explaining the rules of a game to a peer.

#### Videos

- [How to Handball](#)
- [Handball Heroes](#)

#### Student Success Criteria

- I can use my body in different ways to get warm
- I can use the four-step process to handball
- I am able to explain the rules of a game to a partner

#### Focus Question

How can I use the four-step process to complete a handball?

#### Ways to Adapt

- Use *Change It* and consider the best movements for your students in the Dynamic Drill.
- Give students plenty of time to practise handballing - remove the game if you don't have time.
- Provide visual cue cards to support students with additional needs.

#### Coaching Tips

- Aim to set up the Dynamic Drill beforehand. Use large sticky notes to indicate the movement at each station.
- Discuss rules for passing and throwing.



# Lesson Content



## Quarter 1



**Exploration, free play or guided discovery.**



### Dynamic Drill

Get your students moving with a short dynamic movement drill. Set up 5 stations:

**Station 1: Star jumps** - Jump in and out with arms and legs spread wide

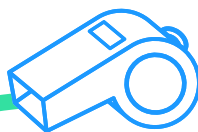
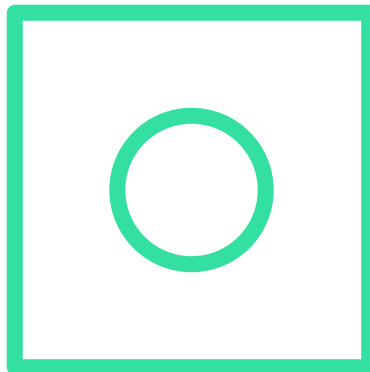
**Station 2: Arm circles** - Make big circles with arms moving forward then backward

**Station 3: Side shuffles** - Side step left to right

**Station 4: Knee hugs** - Standing stationary, hug one knee into the body at a time

**Station 5: Leg swings** - Place one hand on a wall and swing the outside left back and forth then swap sides

Move around the circuit, spending one minute at each station. Blow the whistle to rotate students.



## Quarter 2 Skill: How to Handball

Watch the following video with your students, or explain the skill verbally whilst you demonstrate how to handball.

[How to Handball](#)

Allow questions then give students time to practise this fundamental skill.



## Quarter 3 Advancing the Skill

To advance and practise this skill further, play a game of [Handball Heroes](#).

Ideally, you will have an assistant coach or someone to support you with this game. If not, ask students to form a line to complete the task. Alternatively, break the class into two groups. One group will play Handball Heroes and the other will continue to work on the skill.

**Tip:** Remember to *Change It* for students who need modifications.

Suggestions:

- When students are handballing, move closer or further away depending on their ability.
- Encourage students who are mastering the skill to use their less dominant hand.
- Partner students up - one to handball, one to timekeep. The timekeeper counts how many handballs can be done in 30 seconds.



# Lesson Content



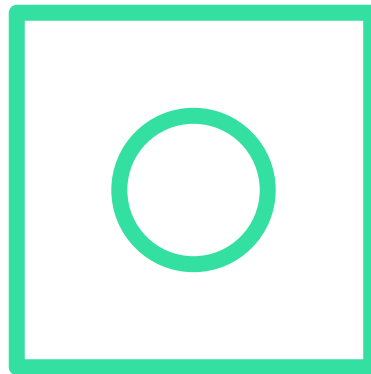
## Quarter 4 Watch, Cool and Recap

### Simon Says Cool Down

Play a short game of Simon Says using stretching activities as the instructions. Before starting, ask students to spend one minute explaining the rules of this game to a partner giving them an opportunity to practice their listening skills.

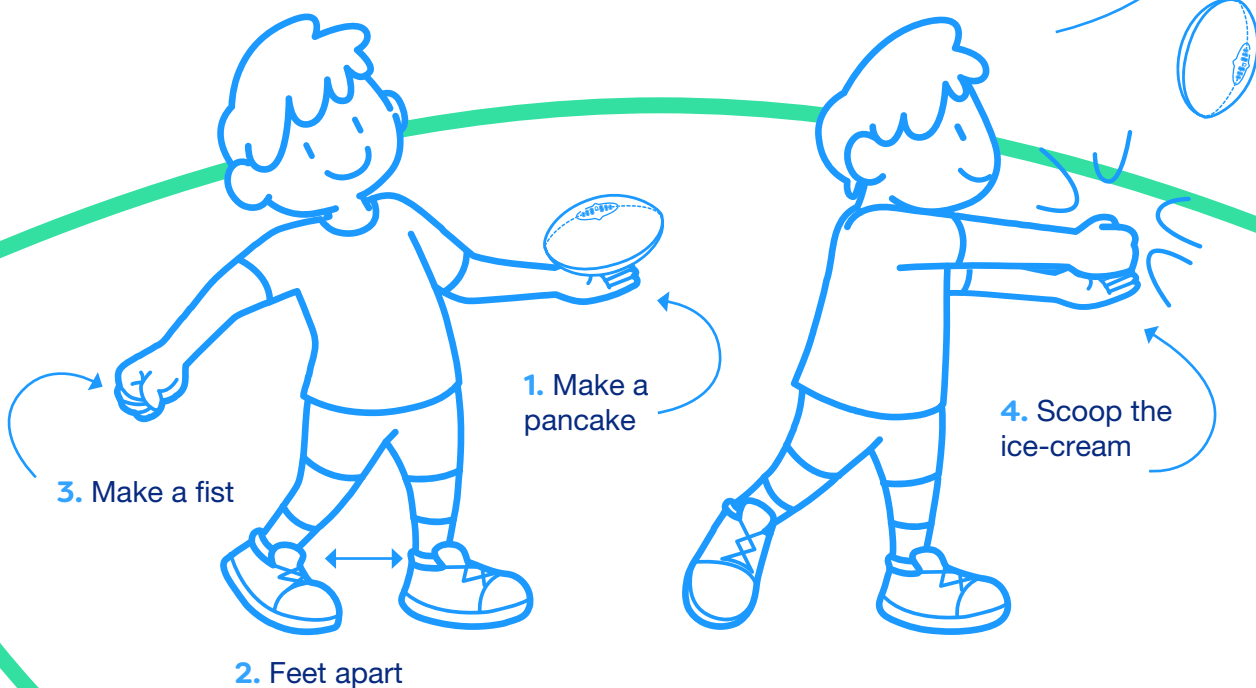
Examples of stretching instructions could look like:

- Simon says touch your toes
- Simon says reach up to the sky
- Simon says sit in a butterfly position
- Simon says reach forward



### Recap

Ask students to give the actions for a handball whilst you call out the four step process of handballing.



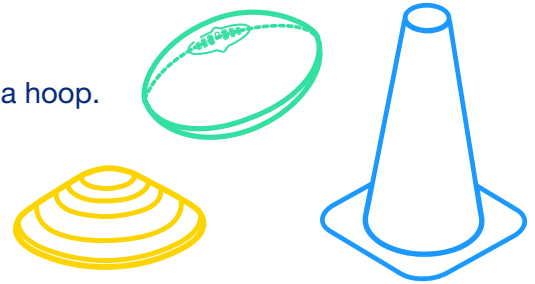
# AFL Practical Modules

## STAGE 1 FRAMEWORK

### Lesson 5 Mark the Ball

#### Equipment

- A range of balls, round, oval, big, small - enough to fit inside a hoop.
- Enough cones for half the class
- A hoop
- Footballs - 1 per student (size 1 synthetic)



#### Learning Objectives

1. Participate in a team game and be aware of personal safety and the safety of others.
2. Practise different ways of marking a ball using fundamental movement skills.
3. Work cooperatively with a partner to pass and catch a ball.

#### Videos

- [How to Mark](#)
- [Ruckman's Treasure](#)

#### Student Success Criteria

- I can catch the ball on my chest
- I can catch the ball over my head
- I can pass and catch a ball with a partner

#### Focus Question

What steps do I need to follow when marking a ball?

#### Ways to Adapt

- Give options for stretching in the cool down.
- When learning how to mark, give students options to roll the ball to a partner and instruct them to stand closer together before moving further apart.

#### Coaching Tips

- If possible, set up Ruckman's Treasure before your students arrive.
- Discuss safe ways of playing this game to ensure personal safety and the safety of others.

## Lesson Content

### Quarter 1



**Exploration, free play or guided discovery.**

#### Warm up activities



Begin by having a short discussion about how to be a good team member on the sports field. Ask students for their suggestions.

These might include but are not limited to:

- Listening
- Showing respect for the other team and coach/referee
- Being inclusive
- Offering words of encouragement

Students play Ruckman's Treasure.



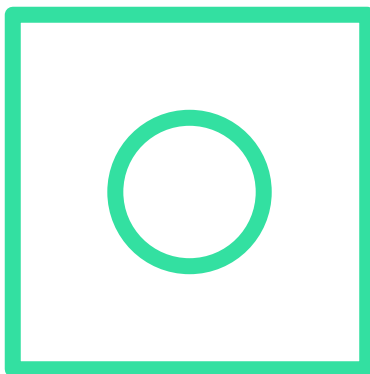
### Quarter 2

#### Skill 1: How to Chest Mark

Watch the following video with your students, or explain the skill verbally whilst you demonstrate how to chest mark. Ask for a keen volunteer to pass the ball to you.

[How to Mark \(0.00-1.00\)](#)

Allow for any questions - then give students time to practise this fundamental skill in pairs taking turns at passing and catching.

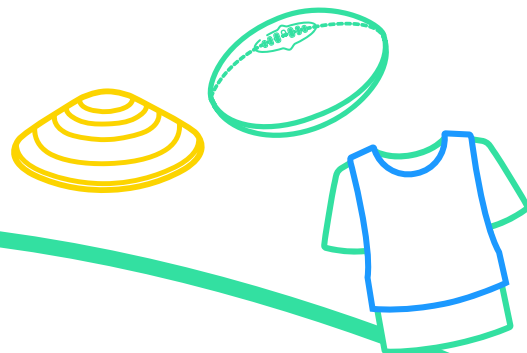


### Quarter 3

#### Skill 1: How to Overhead Mark

Using the following video, repeat the process to demonstrate overhead marking.

[How to Mark \(1.00-1.58\)](#)



### Quarter 4

#### Cool Down and Reflection

Give students 2-3 minutes to cool down using their favourite stretch.

Students discuss the final reflection points:

- What important things do you need to remember when marking?
- What did you learn about marking from passing and catching with your partner?
- I do/do not feel confident passing and marking a ball.

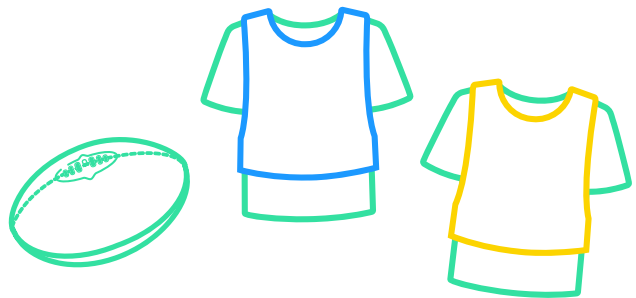
# AFL Practical Modules

## STAGE 1 FRAMEWORK

### Lesson 6 Let's Play

#### Equipment

- Footballs - 1 per student (size 1 synthetic)
- Coloured bibs or shirts for game playing (enough for half the class)
- A minimum of 6 goal posts



#### Learning Objectives

1. Participate in a team game and be aware of personal safety and the safety of others.
2. Practise personal and social skills to interact positively with others and play fair.

#### Student Worksheets

- Footy Feats #2

#### Student Success Criteria

- I can show what it means to play fair
- I can work with others in a team

#### Summative Assessment

Guide the students to look at how they rated themselves on their first self-assessment at the start of the unit. Have students complete the second self-assessment worksheet to compare. Reflect on whether the student has made gains. Can they see their growth? Where have they not yet shown improvement? What can they do to improve for next time?

#### Focus Question

What skills do I need to use when playing AFL and what does it mean to play fair?

#### Ways to Adapt

- Play a shorter or longer mini match.
- Omit the mini match and focus on skills.

#### Coaching Tips

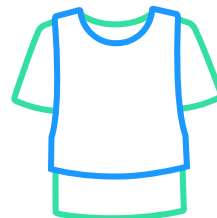
- Having an extra support teacher or assistant coach will be an added bonus when supervising mini matches.
- Decide if your students are ready to kick the ball during mini matches.
- To extend students, provide an opportunity for groups to step up and act as assistant coaches. Alternatively, allocate one member per group to watch the game in order to provide coaching at the end of each quarter or mini match.

# Lesson Content

## Quarter 1



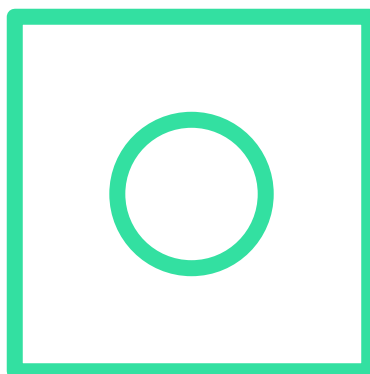
Exploration,  
free play  
or guided  
discovery.



## Game Chat

Ask students to answer the following questions:

- What does the word **fair** mean?
- What does **fair play** mean?



The acronym below may be an easy way for your students to remember how to play fair:

**F**un  
**A**ppropriate  
**I**nclusive  
**R**espectful



## Quarter 2 Skills Recap

Spend 10 minutes re-capping the skills learnt in the previous five lessons.

- How to pick up a footy
- How to bounce a footy

- How to kick a footy
- How to handball
- How to mark the ball (catching on the chest and above the head)

In pairs, students work through each skill for 2 minutes. Blow the whistle to signify to students they need to move onto the next skill.

# Lesson Content



## Quarter 3 Mini Matches

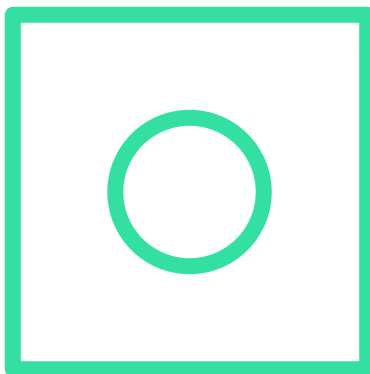
Students play mini matches to showcase their new skills.

1. Divide students up into teams of 4 and allocate them one to one the four grids - see below for sizes.
2. Begin with a 'ball up'. One player from each team is selected to be a ruck.
3. Throw the ball into the air and each player will attempt to tap the ball towards their team.
4. Play!

### Game rules

The object of the game is to have fun, pass to team members, practise skills and if possible, get a goal!

- No zones or positions - move around
- Pass or bounce every 5 steps - work as a team
- When kicking, kick with intention and care
- There will be no scoring - this is just for fun
- Non-contact - that means no touching, tackling or diving
- Each quarter and goal will begin with a new 'ball up' and a new ruck



## Quarter 4 Cool Down and Reflection

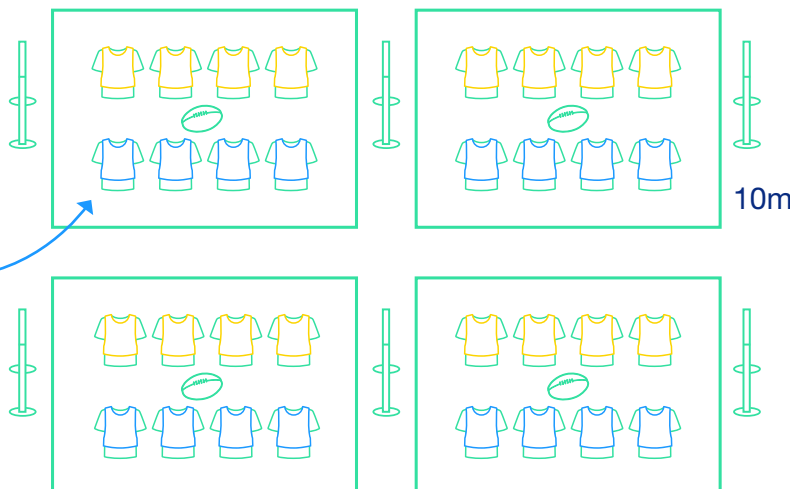
Spend a few minutes stretching with your students. Discuss the importance of rest and lowering the heart rate after lots of activity.

Students complete the Lesson 6 - Footy Feats self assessment. Once complete, verbally discuss as a class or pair-share.

### Recommendations

#### Team size

4 per team. No more than 8 students per grid.



#### Ground size

4 rectangular playing areas (15m by 10m with goals placed at each end of the grids).

# AFL Practical Modules

## STAGE 1 FRAMEWORK

### TEACHER REFLECTION AND EVALUATION

Reflect and evaluate the effectiveness of this unit

1. To what extent were the students' learning objectives met during the lessons?

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2. Which activities/lessons require changes or modification in order to be more effective should you teach this unit again?

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3. Reflect on how you could add additional activities or learning opportunities to the unit for future use.

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### REFERENCES AND USEFUL LINKS

- Australian Football League (n.d) [Auskick Activities](#), Play AFL Auskick, accessed 17th March 2022.
- Australian Football League (n.d) [Junior Coaching Curriculum](#), Coach AFL, accessed 17th March 2022.
- Australian Football League (n.d) [NAB AFL Auskick Resources](#), Play AFL Auskick, accessed 17th March 2022.
- Australian Sports Commission (2007) 'How to Change It: A Guide to Help Coaches and Teachers Improve Sport Related Games' [PDF], Australian Sports Commission, Australian Government.
- Hargrave V. Dr (11th November 2019) [What is play and why is it important for learning?](#), The Education Hub, accessed 11th May 2022.
- Sport Australia (n.d) [Sports Ability: Inclusive Practices](#), Sports Ability, accessed 17th March 2022.

