



On-field Practical Modules

**Early Stage 1 & Stage 1 Framework
New South Wales Curriculum Aligned**

AFL Practical Modules

EARLY STAGE 1 & 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.

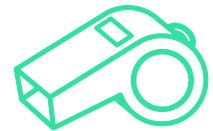
When considering how to differentiate, refer to the [How to Change It](#) guide, developed by the Australian Sports Commission's Active After-School Communities (ASSC) program and the Schools Network. In addition, [Sports Australia](#) also offers a wide range of examples on how to modify lesson content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

The Change It Approach

Coaching style ¹
How to score/win ²
Area ³
Numbers ⁴
Game rules ⁵
Equipment ⁶



Inclusion ⁷
Time ⁸



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

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

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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.

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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

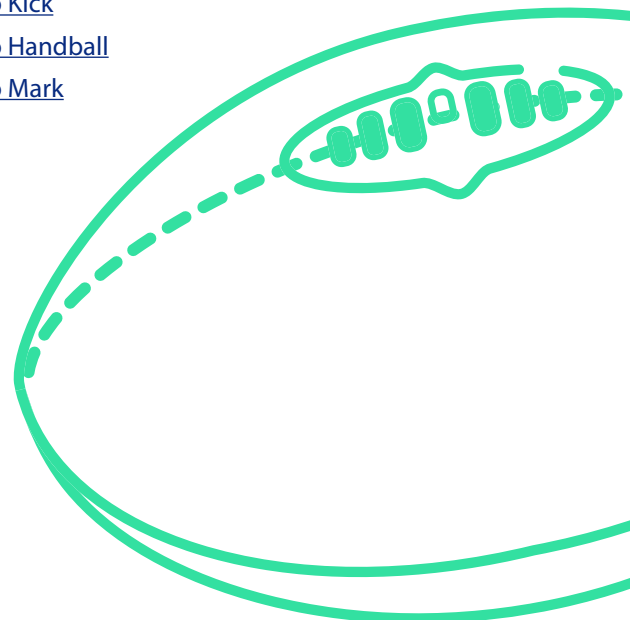
The following videos demonstrate how to play the games and conduct the foundational skills featured in this unit of work. You may find it beneficial to watch these in the classroom with your students before heading out to the field or playing area.

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

EARLY STAGE 1 & STAGE 1 FRAMEWORK

NESA Curriculum Alignment

AFL Primary Program - On Field

Learning Area PDHPE

Multistage Unit Early Stage 1 & Stage 1

Outcomes

Health, Wellbeing and Relationships/ Healthy, Safe and Active Lifestyles

A student:

- Identifies people and demonstrates protective strategies that help keep themselves healthy, resilient and safe PDe-2
- Uses interpersonal skills to effectively interact with others PDe-10

Early Stage 1

Movement, Skill and Performance

A student:

- Practises and demonstrates movement skills and sequences using different body parts PDe-4
- Explores possible solutions to movement challenges through participation in a range of activities PDe-5
- demonstrates how the body moves in relation to space, time, objects, effort and people PDe-11

Key Inquiry Questions

- How do we move our bodies?
- How can we solve problems when moving?
- How do we participate with others when we are active?
- What choices can help make me safe, supported and active?

Health, Wellbeing and Relationships/ Healthy, Safe and Active Lifestyles

A student:

- Demonstrates self-management skills in taking responsibility for their own actions PD1-9
- Describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong PD1-10

Stage 1

Movement, Skill and Performance

A student:

- Performs movement skills in a variety of sequences and situations PD1-4
- Proposes a range of alternatives to solve movement challenges through participation in a range of activities PD1-5
- Demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations PD2-10
- Incorporates elements of space, time, objects, effort and people in creating and performing simple movement sequences PD1-11

Key Inquiry Questions

- What are the different ways we can move our body?
- How can we participate safely and fairly during physical activity?
- How can we be inclusive and respectful?
- How can I be responsible for my own, and others' health, safety and wellbeing?



AFL Practical Modules

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NESA Curriculum Alignment

PDHPE Skills

Self-

management (S)

- Self-awareness

Interpersonal (I)

- Communication
- Collaboration, inclusion and relationship-building

Movement (M)

- Fundamental and specialised movement skills and concepts
- Tactical and creative movement
- Health and fitness enhancing movement

Assessment For, As and Of learning

Some examples of **Assessment For learning** in this program include

- Clear learning objectives and student success criteria for the activities set out in each lesson
- Self-reflection, pair-share, 3 stars and a wish, self-assessment worksheets

Some examples of **Assessment AS learning** in this program include

- Discovery, exploration and free-play opportunities where students are given autonomy, flexibility and responsibility for their own learning

Some examples of **Assessment OF learning** in this program include

- Questioning to assess understanding
- Observations of students' knowledge, understanding and skills as they participate in activities, games and skill building lessons
- Observation of students' ability to self-reflect (verbally and using self-assessment worksheets)
- Observation of students' ability to collaborate with others
- Summative assessment of PDHPE skills developed throughout the program (assessment rubrics)

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NESA Curriculum Alignment



Syllabus Content

Lesson 1



Knowing my Body

ES1 Students:



Demonstrate a variety of movement skills and movement sequences

- Perform locomotor skills in any direction from one point to another, eg walking, running, galloping, hopping, jumping, skipping, rocking, side rolls, swinging, turning, sliding, leaping, following a line **M**  

Perform new movement tasks and make positive choices when faced with decisions about how they participate in physical activities



- Demonstrate appropriate use of equipment, follow rules and respond to commands when participating in physical activities **IM**  

Make connections between feelings, thoughts, body reactions and body language



- Participate in games and physical activities and recognise how it can benefit their mental health, eg increased self-esteem, feeling calm and relaxed **M**  

S1 Students:

Demonstrate a variety of movement skills and movement sequences

- Perform locomotor skills using different body parts to travel in different directions, eg walking, running, galloping, hopping, sliding, skipping, jumping, leaping, rolling **M**  

Explore actions and opportunities to promote and celebrate healthy, safe and active living

- Explore the benefits of regular physical activity to health and wellbeing **M**  

Describe and practise ways to develop caring and respectful relationships and include others to make them feel they belong

- Demonstrate cooperation and observe rules in group activities, eg taking turns, communicate and respond to others appropriately, express appreciation to others **I**

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EARLY STAGE 1 & STAGE 1 FRAMEWORK



NESA Curriculum Alignment

Lesson 2


Using my Hands

ES1 Students:


Demonstrate a variety of movement skills and movement sequences

- Perform object control skills to send, control and receive objects at different levels and in different ways, eg throwing, catching, bouncing, striking, kicking, rolling **M**  

Participate in games with and without equipment



- Participate in minor games responding to stimuli, eg cooperation games, imagination games, simple ball games **M** 

Identify personal strengths and qualities



- Identify their unique strengths and qualities **S** 

S1 Students:

Demonstrate movement skills and movement sequences in a variety of contexts

- Use a variety of equipment to perform object control skills to send, control and receive objects, eg bouncing, rolling, throwing, catching, kicking, striking, dribbling, rolling **M**  

Create and participate in games with and without equipment

- Use stimuli, eg equipment, rhythm, music and words to create and participate in games **SM**  

Describe their own and others' strengths and achievements and identify how these contribute to personal identity

- Describe their unique qualities and strengths and how these can develop resilience **S**  

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EARLY STAGE 1 & STAGE 1 FRAMEWORK




[NESA Curriculum Alignment](#)

Lesson 3





Using my Feet

ES1 Students:

Demonstrate a variety of movement skills and movement sequences

- Perform object control skills to send, control and receive objects at different levels and in different ways, eg throwing, catching, bouncing, striking, kicking, rolling **M**   

Perform new movement tasks and make positive choices when faced with decisions about how they participate in physical activities



- Identify how regular physical activity can support health and wellbeing and participate in games where cooperation and inclusion are important for success **IM**    

Identify personal strengths and qualities



- Identify their unique strengths and qualities **S** 

S1 Students:

Demonstrate movement skills and movement sequences in a variety of contexts

- Use a variety of equipment to perform object control skills to send, control and receive objects, eg bouncing, rolling, throwing, catching, kicking, striking, dribbling, rolling **M**  

Propose a range of alternatives and test their effectiveness when solving movement challenges

- Persist with more difficult movements in a range of physical activities regardless of success **SM**  

Describe their own and others' strengths and achievements and identify how these contribute to personal identity

- Describe their unique qualities and strengths and how these can develop resilience **S**   

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EARLY STAGE 1 & STAGE 1 FRAMEWORK

NESA Curriculum Alignment

Lesson 4





Hand to Ball

ES1 Students:



Identify and describe how their body moves in relation to space, time, objects, effort and people

- Observe and repeat movements that require actions of the whole body, eg travelling, forming shapes with the body, transferring body weight and replicating simple combinations of skills  

Demonstrate movement skills and movement sequences in a variety of contexts








- Use a variety of equipment to perform object control skills to send, control and receive objects, eg bouncing, rolling, throwing, catching, kicking, striking, dribbling, rolling    

Collaborate with others and follow rules when participating in physical activities

- Communicate intentions clearly when playing minor games  

S1 Students:

Demonstrate movement skills and movement sequences in a variety of contexts

- Use a variety of equipment to perform object control skills to send, control and receive objects, eg bouncing, rolling, throwing, catching, kicking, striking, dribbling, rolling    
- Combine fundamental movement skills to perform a simple movement sequence   

Identify rules and fair play when participating in physical activities

- Communicate how and when they and others demonstrate safety and fair play    

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EARLY STAGE 1 & STAGE 1 FRAMEWORK


NESA Curriculum Alignment

Lesson 5



Mark the Ball

ES1 Students:

Demonstrate movement skills and movement sequences in a variety of contexts


- Use a variety of equipment to perform object control skills to send, control and receive objects, eg bouncing, rolling, throwing, catching, kicking, striking, dribbling, rolling **M** 

Collaborate with others and follow rules when participating in physical activities


- Work with a partner or small group to complete a movement task or challenge **IM** 
- Identify boundaries, eg personal space and playing area **IM** 

S1 Students:


Identify rules and fair play when participating in physical activities

- Explain how rules contribute to personal safety and fair play and apply them in group activities **IM** 

Propose a range of alternatives and test their effectiveness when solving movement challenges

- Select and implement different movement skills and concepts to be successful in a game and/or physical activity **SM** 

Use strategies to work in group situations when participating in physical activities

- Work cooperatively with a partner when practising new skills **IM** 

AFL Practical Modules

EARLY STAGE 1 & STAGE 1 FRAMEWORK

NESA Curriculum Alignment

Lesson 3

Let's Play

ES1 Students:

Participate in games with and without equipment

- Participate in games that require students to be aware of personal safety, the safe use of equipment and game boundaries **M** **††**

Collaborate with others and follow rules when participating in physical activities

- Follow instructions for personal safety, fair play and appropriate use of equipment **IM** **††**

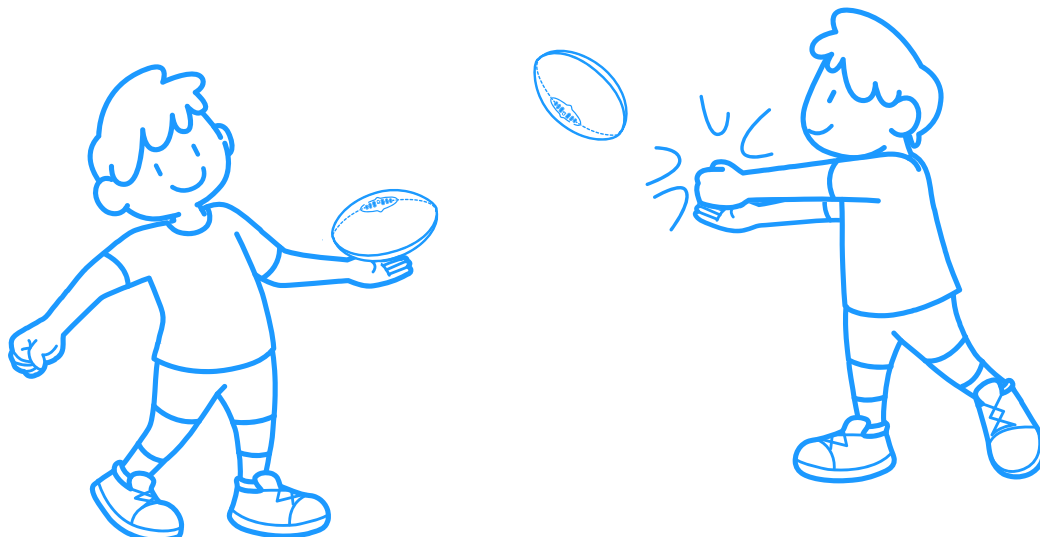
S1 Students:

Identify rules and fair play when participating in physical activities

- Explain how rules contribute to personal safety and fair play and apply them in group activities **IM** **††††**
- Communicate how and when they and others demonstrate safety and fair play **IM** **††††**

Use strategies to work in group situations when participating in physical activities

- Communicate positively when working in groups to encourage others and promote inclusion **IM** **†**



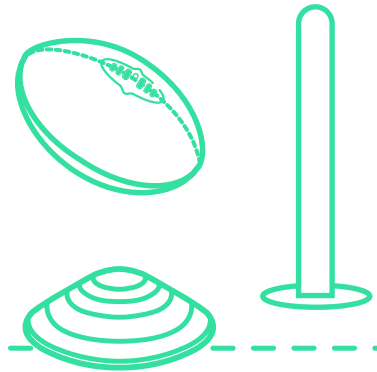
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Lesson 1 Knowing My Body

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.

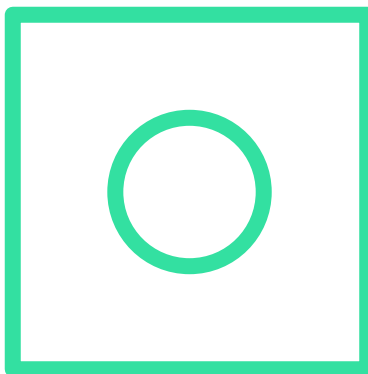


Quarter 2 Turn and Talk

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

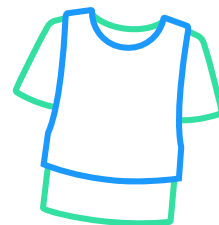
- During the obstacle course I felt ...
- When I move my body I feel ...
- The obstacle I enjoyed most was ...
- The obstacle I found the most difficult was ...

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



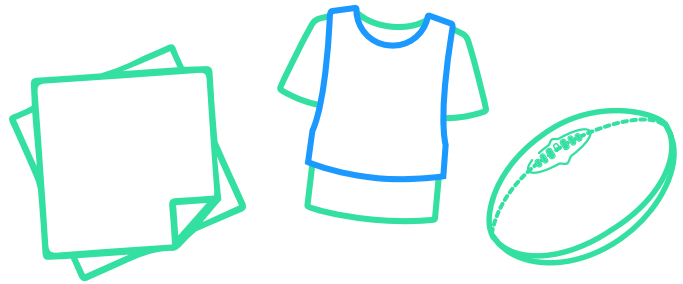
AFL Practical Modules

EARLY STAGE 1 & 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?

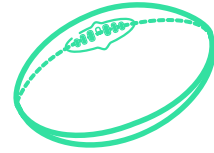
Ways to Adapt

- 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

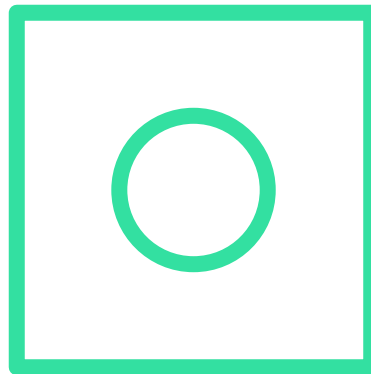
Skill 1: How to Pick-up a Footy

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.

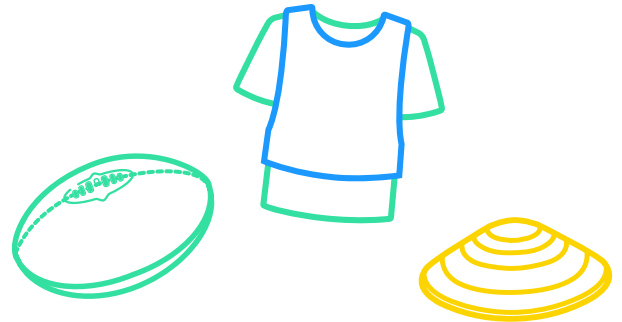
AFL Practical Modules

EARLY STAGE 1 & 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.



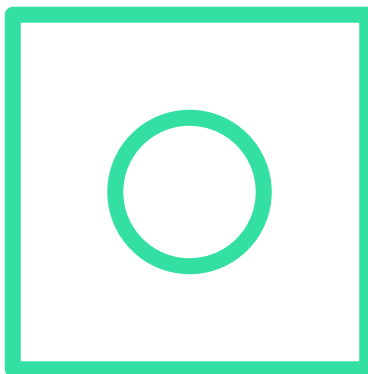
Quarter 2 Skill: How to Kick

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 ...

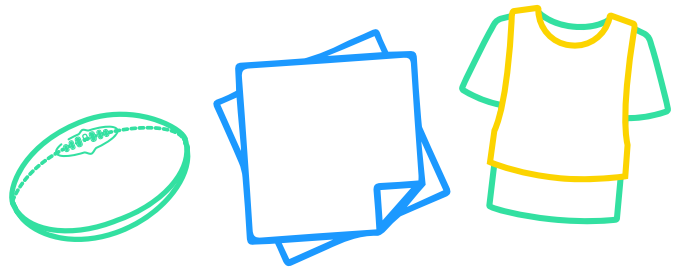
AFL Practical Modules

EARLY STAGE 1 & 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

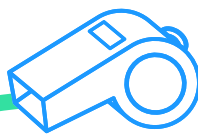
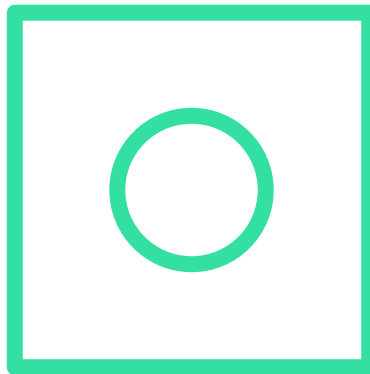
Station 2: Arm circles - Make big circles with arms moving forward then backward

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



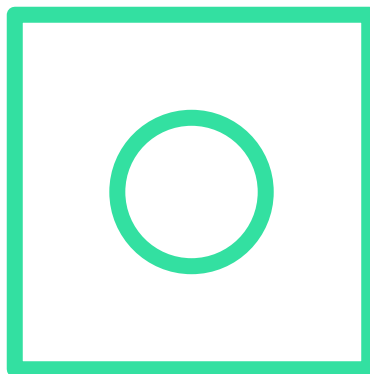
Quarter 4 Watch, Cool and Recap

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.

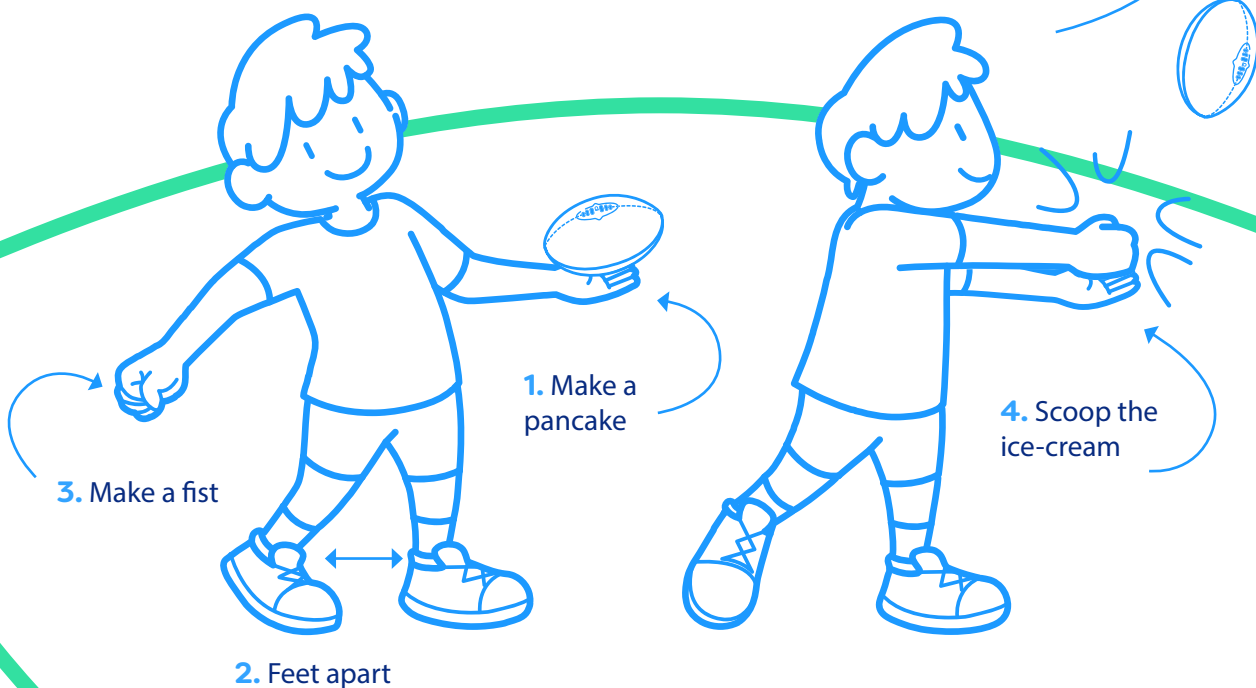
Examples of stretching instructions could look like:

- 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.



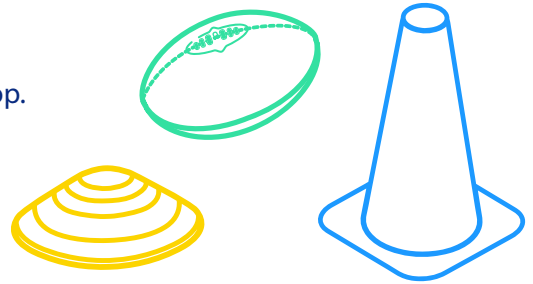
AFL Practical Modules

EARLY STAGE 1 & 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.

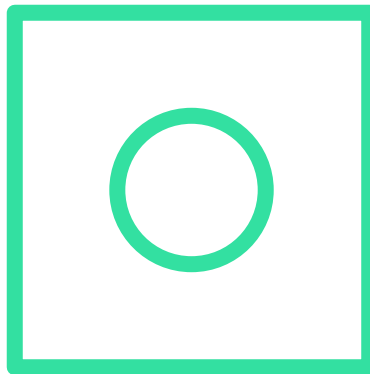


Quarter 2 Skill 1: How to Chest Mark

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 \(0.00-1.00\)](#)

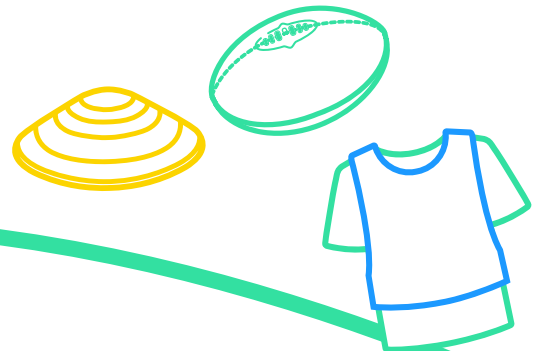
Allow for any questions - then give students time to practise this fundamental skill in pairs taking turns at passing and catching.



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.

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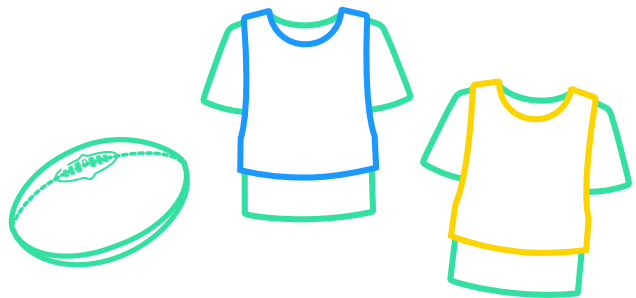
EARLY STAGE 1 & STAGE 1 FRAMEWORK

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

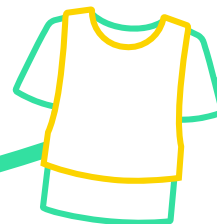
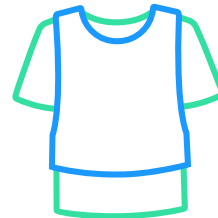
- Having an extra support teacher or assistant coach will be an added bonus when supervising mini matches.
- Decide if your students are ready to kick the ball during mini matches.
- To extend students, provide an opportunity for groups to step up and act as assistant coaches. Alternatively, allocate 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



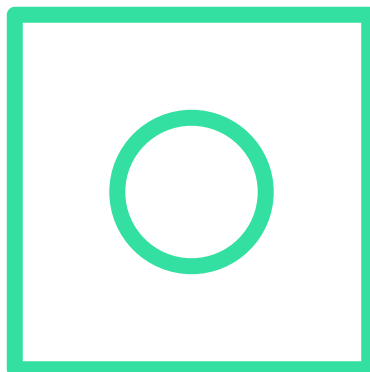
Exploration,
free play
or guided
discovery.



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:

Fun
Appropriate
Inclusive
Respectful



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

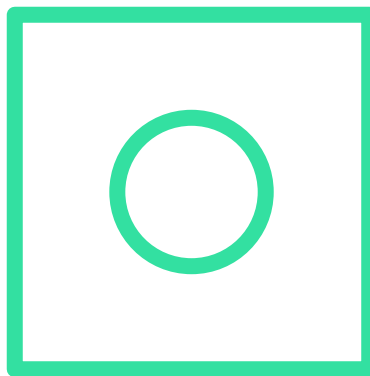
Students play mini matches to showcase their new skills.

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

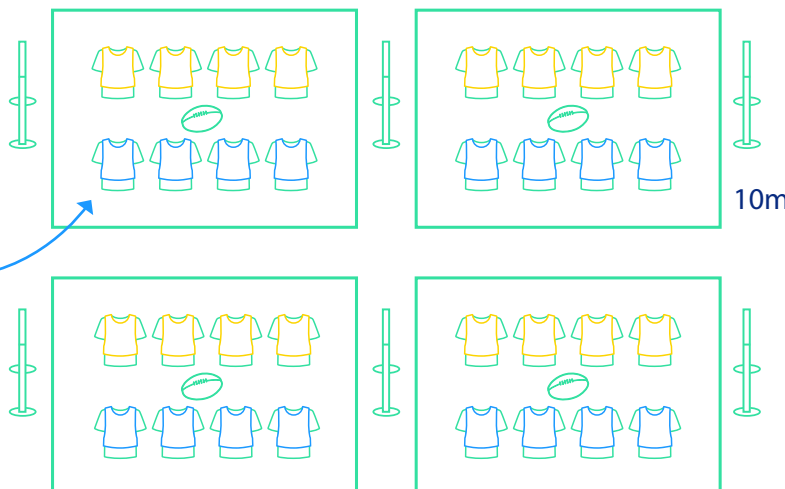
Spend a few minutes stretching with your students. Discuss the importance of rest and lowering the heart rate after lots of activity.

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

EARLY STAGE 1 & 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?

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

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

REFERENCES AND USEFUL LINKS

- Australian Football League (n.d) [Auskick Activities](#), Play AFL Auskick, accessed 17th March 2022.
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- 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.

