



**Off-field**

**In Class**

**Modules**

**Early Stage 1 - Stage 3 Framework**

**New South Wales Curriculum Aligned**

# AFL In Class Modules

## EARLY STAGE 1 - STAGE 1 LESSON

### Lesson Leading Myself

#### Stage

Stage 1 (Foundation to Year 2)

#### Learning Area

Health and Physical Education

#### Duration

1 x 40 minute lesson



#### Overview

Through a sequence of games, discussion and reflection students explore the concept of leadership. They will understand what it means to lead oneself in daily tasks and practise interacting positively with others whilst investigating what it means to take responsibility for one's actions.

#### Learning Objectives

1. To discuss or represent visually, daily occasions or personal achievements where leadership has been demonstrated.
2. To show appreciation for others through the act of listening and non verbal cues.
3. To demonstrate an ability to reflect.

#### Resources

- Student worksheet: Kicking Leadership Goals
- Stage 1 Video:  [Leadership](#)

#### Student Success Criteria

- I can show leadership skills by listening to others
- I can explain when I am able to lead myself
- I can reflect on my learning.

#### Key Vocabulary

- Helps others
- Build relationships
- Work together
- Helping
- Responsible
- Respectful
- Be honest
- Take a deep breath
- Calm yourself down
- Stop and think
- Say 'Sorry'
- Be respectful...of adults, friends and the environment
- Take responsibility

#### Focus Question

What makes a good leader and how can I show leadership in my daily activities?

#### Key Themes

- Recognising emotions and expressing feelings
- Rectifying mistakes

# AFL In Class Modules

## EARLY STAGE 1 - STAGE 1 LESSON

### Lesson Leading Myself

#### Lesson Content

##### View and Discuss

 [Leadership Interview Video](#)

Watch the Leadership Interview video.

As students watch the interview, ask students to look and listen for important words that demonstrate good leadership skills. As a class, compile a list of key words to make an anchor chart.

Hold a short discussion with students about leadership.

Ask students to 'turn and talk' to reflect on examples in the classroom or playground where they have had to act like a leader.

On returning to the whole class discussion, ask some students to share their experiences.

Suggested prompt:

- Did you listen to your partner?
- Without using words, how can you show someone you are listening?
- Who are some leaders or role models in your life?
- Being a good leader means listening to others - what other things do good leaders do?
- What activities do you lead yourself in?

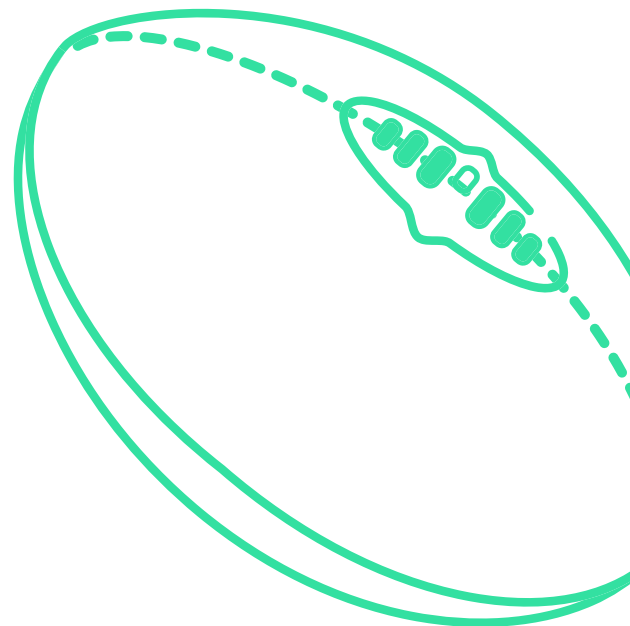
Work together to help the students recognise their emotions and explore how they expressed their feelings in challenging situations. Collectively, brainstorm solutions to help students solve issues and build on their leadership skills.

##### What is Leadership? Definition

Leadership is having the ability to influence or guide others. Leaders are often role models such as teachers, sportspeople, captains, mentors or coaches. Anyone can become a leader by developing the skills necessary to lead oneself and others. Sportspeople such as football captains have a responsibility to lead their team members. They must lead by example, inspire and develop good relationships with their team members.

##### Create

Students create an image or collage that visually represents themselves as a leader. This could be leading themselves in a task or personal achievement. Or, perhaps they are helping someone and are having to communicate by listening to instructions.



# AFL In Class Modules

## EARLY STAGE 1 - STAGE 1 LESSON

### Lesson Leading Myself

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#### Lesson Content

##### Reflect

Students complete the short reflection template Kicking Leadership Goals. Discuss the metaphor of thinking about how many goals they can kick now, versus how many they might be able to kick in a few years time.

The more leadership practice they have, the more their skills will develop and the more goals they will be able to kick. Students write down one word in each football that completes the sentence: I am a leader when I ...

Examples:

- I am a leader when I listen
- I am a leader when I help
- I am a leader when I am kind

Turn this into a class display!

Print one or two footballs per student and create a set of goal posts on the wall with a sign that reads 'In our class we are kicking goals!'

Students can pin their printed footballs onto the wall and physically move them as they build upon their leadership skills with the aim of getting them through the goal post.

##### Taking it Further

Students select someone in their community who is a leader. Replicating the interview process and, as a class, generate questions for an interview. This may be an opportunity to invite the principal to the classroom for the interview. The interview role could be shared amongst students, each could be selected to read a question to the principal.

Here are some possible interview questions:

- What is a leader?
- Do you like being the leader of our school?
- Can kids be leaders?
- Sometimes a leader can see problems and then they might try to find a way to fix them, are you good at helping others?
- What do you do if you make a mistake?
- Were you a leader when you were at school?
- Can you tell us about a time when you had to help someone? What was the problem and how did you fix it?
- What's one piece of advice you have for kids, if they want to be a leader or a principal?

#### Ways to Adapt

- To support, scaffold the task by brainstorming as a group and scribing the words for Kicking Leadership Goals on the board.
- To extend, students brainstorm a list of inspirational leaders and the qualities they possess. Start with their favourite sport personalities.

# AFL In Class Modules

## EARLY STAGE 1 - STAGE 1 LESSON

### Lesson Leading Myself

#### NESA Curriculum Alignment

<b>Learning Area</b>	PDHPE
<b>Multistage Unit</b>	Early Stage 1 & Stage 1
<b>Outcomes</b>	
<b>Health, Wellbeing and Relationships</b>	
<b>Early Stage 1</b>	<ul style="list-style-type: none"> <li>Identifies who they are and how people grow and change PDe-1</li> <li>Uses interpersonal skills to effectively interact with others PDe-10</li> </ul>
<b>Key Inquiry Questions</b>	<ul style="list-style-type: none"> <li>What makes me unique?</li> <li>How can we care for and include each other?</li> </ul>
<b>Health, Wellbeing and Relationships</b>	
<b>Stage 1</b>	<ul style="list-style-type: none"> <li>Describes the qualities and characteristics that make them similar and different to others PD1-1</li> <li>Describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong PD1-10</li> </ul>
<b>Key Inquiry Questions</b>	<ul style="list-style-type: none"> <li>How does my uniqueness shape who I am?</li> <li>How can we be inclusive and respectful?</li> </ul>
<b>PDHPE Skills</b>	
<b>Self-management (S)</b>	<ul style="list-style-type: none"> <li>Self-awareness</li> <li>Strengthening personal identity</li> </ul>
<b>Interpersonal (I)</b>	<ul style="list-style-type: none"> <li>Communication</li> <li>Collaboration, inclusion and relationship-building</li> <li>Leadership and advocacy</li> </ul>

# AFL In Class Modules

## EARLY STAGE 1 - STAGE 1 LESSON

### Lesson Leading Myself

NESA Curriculum Alignment

#### Syllabus Content

Lesson 1	Leading Myself
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#### ES1 Students

**Identify personal strengths and qualities** • Identify their unique strengths and qualities **S** 

**Identify and describe emotional responses people may experience in different situations, for example** • Communicate in appropriate ways, eg use verbal and nonverbal communication to demonstrate understanding **I**  

#### S1 Students

**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**

**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**  

# AFL In Class Modules

## STAGE 2 LESSON

### Lesson Leading Others

#### Stage

Stage 2 (Years 3-4)

#### Learning Area

Health and Physical Education

#### Duration

1 x 40 minute lesson



#### Overview

Through playing simple games, discussion and reflection students will explore the attributes required to be a good leader and have opportunities to discuss and demonstrate respect for others. They will also focus on developing the skills necessary to lead others and how the qualities of sportsmanship are linked to leadership.

#### Learning Objectives

1. To discuss how to show respect for others.
2. To demonstrate the qualities of a leader.
3. To reflect verbally.

#### Resources

- Student worksheet: Be a Good Sport.
- Stage 2 Video:  [Leadership](#)

#### Student Success Criteria

- I can show respect for others
- I can demonstrate qualities of a leader
- I can reflect on how new challenges make me feel

#### Key Vocabulary

- Lead by example
- Bring people with you to achieve a common goal
- Help people to grow and develop
- Be approachable
- A good communicator
- Build relationships with people
- Do the right thing
- Helping others
- Encourage others to be leaders
- Lead yourself...grow and develop
- Lead others
- Be a good listener
- Think about solutions
- Be true to yourself
- Be respectful

#### Focus Question

How can I demonstrate the qualities of a leader?

#### Key Themes

- Definition of leadership
- Key components of leadership
- Scenario that requires leadership

# AFL In Class Modules

## STAGE 2 LESSON

### Lesson

#### Leading Others

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### Lesson Content

#### Play

In groups of 5-6, students play a game of Silent Leader.

- Select one student to be the mime. The mime will attempt to lead the rest of the group in a simple task without speaking or using sound. The task could be stacking chairs, collecting a pile of books, or organising the group members by height. Once the task has been completed, another student takes the role of the mime.

#### Discuss

Have a short discussion about what was learnt during the game of Silent Leader.

Suggested questions:

- What was difficult or frustrating about this game?
- What did you learn about leadership?
- What are some different ways a person can communicate in order to lead others?
- What qualities do you need to be a leader?
- Is everyone a leader?

#### View and Discuss

 [Leadership Interview Video](#)

Watch the Leadership Interview video.

As students watch the interview, ask students to look and listen for important words that demonstrate good leadership skills. Students may take their own notes or as a class, compile a list of key words to make an anchor chart.

#### Lead and Apply

Discuss the concept of 'being a good sport' or sportsmanship when playing games in addition to the importance of showing respect for others.

To understand how sportsmanship is linked to leadership, students complete the worksheet Be a Good Sport.


Students research a simple game from their country of heritage. Note that some students may not need research time. Students teach others in the group how to play the game, giving opportunities to demonstrate leadership qualities.

#### Reflect

Pair-share:

- Describe the biggest challenge you faced in leading your game.
- How did the challenge of being a leader impact your confidence?
- As a leader teaching a new game to your peers, how did you show respect for others?
- How is leading a game similar and/or different to being a sports captain or coach?
- What leadership qualities does everyone need when playing sport?

#### Ways to Adapt

- Plan ahead by researching a few different children's games and assign these to groups who need more assistance.
  - Some students may not be confident enough to teach a game on their own - pairing students up may be helpful in this scenario.
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# AFL In Class Modules

## STAGE 2 LESSON

### Lesson Leading Others

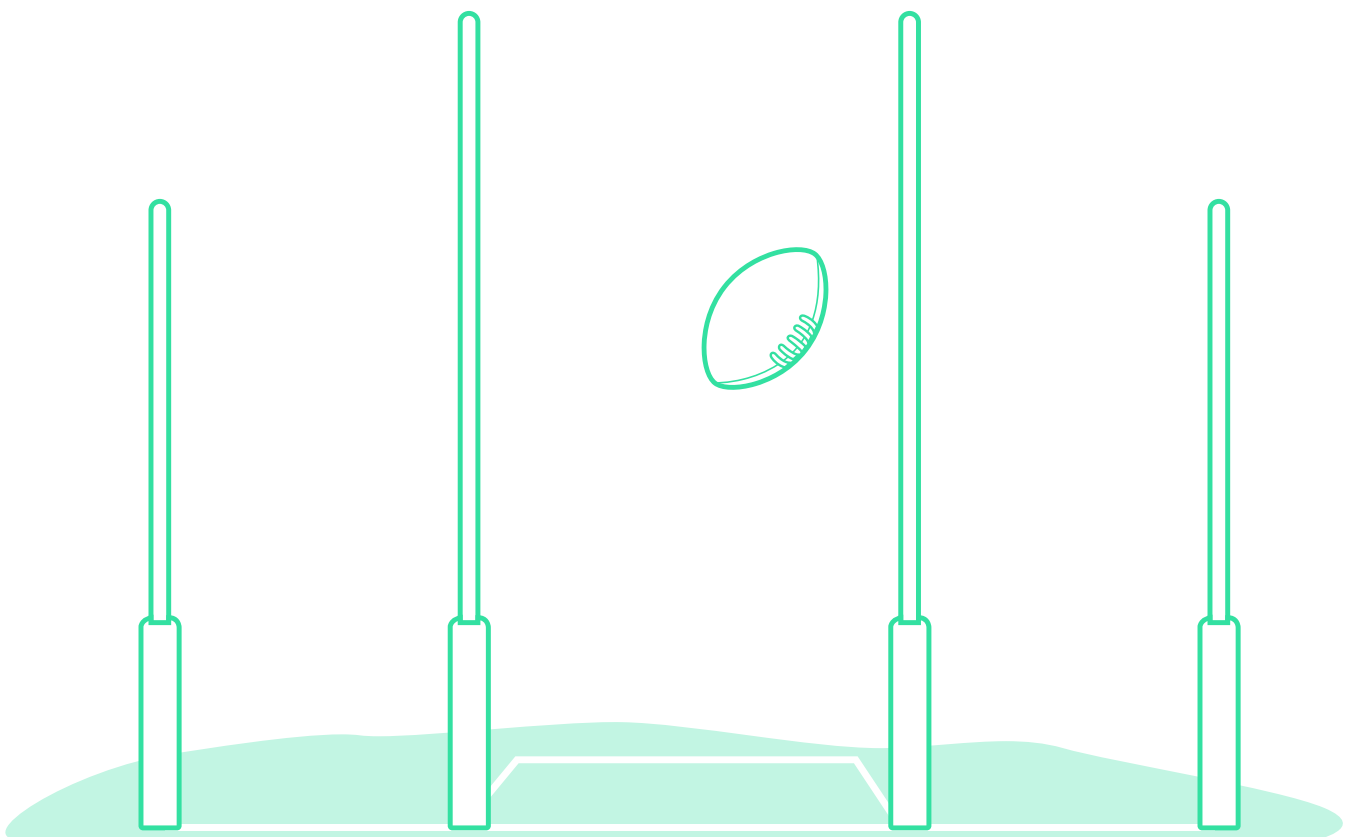
#### Lesson Content

##### Extension

Students select someone in their community who is a leader. Replicating the interview process, students can generate their own questions to interview a leader. Students may elect to record their interviews and share their findings with the class.

Here are some possible interview questions:

- What is your definition of “leadership”?
- What do you think makes a great leader?
- Describe your leadership style and how you “lead” others.
- What was your most rewarding leadership role? Why?
- Can you tell us three qualities that you think make a ‘good’ leader?
- Can people in your team be leaders?
- What are some reasons that you decided to become a leader?
- What are the most important decisions you make as a leader?
- What makes a great leader?
- Who was/is your role model and/or leadership mentor?
- What’s one piece of advice you have for kids watching this interview if they want to become a leader?



# AFL In Class Modules

## STAGE 2 LESSON

### Lesson Leading Others

#### NESA Curriculum Alignment

<b>Learning Area</b>	PDHPE
<b>Stage 2</b>	Years 3-4
<b>Outcomes:</b>	<b>Health, Wellbeing and Relationships</b>
<b>Stage 2</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• Demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations PD2-10</li> <li>• Investigates and participates in physical activities to promote the benefits of physical activity on health and wellbeing PD2-8</li> </ul>
<b>Key Inquiry Questions</b>	<ul style="list-style-type: none"> <li>• Why are empathy, inclusion and respect important in our relationships?</li> <li>• How can I contribute to promote healthy, safe and active communities?</li> </ul>
<b>PDHPE Skills</b>	
<b>Self-management (S)</b>	<ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Strengthening personal identity</li> </ul>
<b>Interpersonal (I)</b>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Collaboration, inclusion and relationship-building</li> <li>• Leadership and advocacy</li> </ul>
<b>Syllabus Content</b>	
<b>Students</b>	
<b>Make positive contributions to group activities</b>	<ul style="list-style-type: none"> <li>• Work in a group to achieve a set task or goal </li> </ul>
<b>Suggest and apply strategies that help to create a healthy, safe and active environment for themselves and others</b>	<ul style="list-style-type: none"> <li>• Explore strategies and take part in actions that respect and celebrate their own and others' cultural diversity </li> </ul>

# AFL In Class Modules

## STAGE 3 LESSON

### Lesson

#### Leading Together - Project Make a Difference

#### Stage

Stage 3 (Years 5-6)

#### General Capabilities

- Personal and Social Capability
- Intercultural Understanding
- Ethical Understanding
- Literacy

#### Duration

Flexible

#### Overview

This is a project-based learning (PBL) opportunity where students work in small groups to select a problem or situation faced by students within the school environment and initiate a campaign or lunch time activity to address this common issue. Students will focus on developing leadership skills such as communication, responsibility and teamwork. This inquiry provides a platform for students to develop an activity or solution for an authentic audience in addition to voicing their opinions on issues of importance in their lives. The duration of this project is flexible and gives teachers the option to go beyond the lesson to pursue the actions of the proposed project/s.

#### Resources

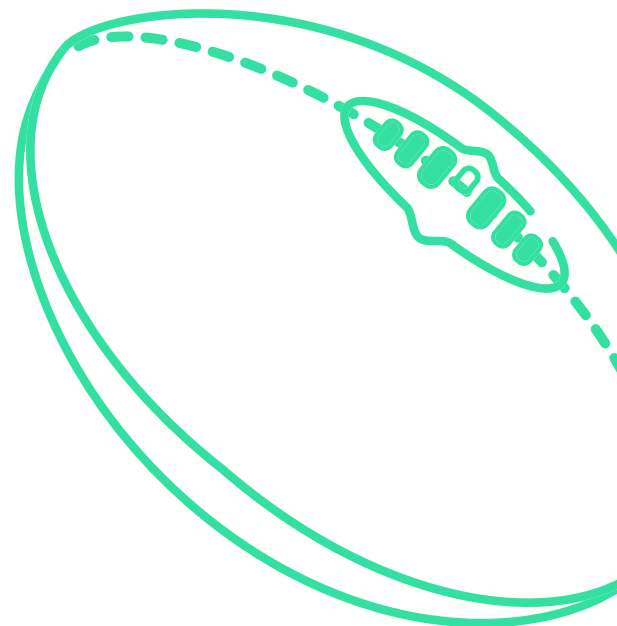
- Student worksheet: PBL Scaffold
- Stage 3 Video:  [Leadership](#)

#### Student Success Criteria

- I can work collaboratively with others
- I can demonstrate attributes of leadership
- I can make a positive contribution to my school community

#### Learning Objectives

1. To demonstrate teamwork and leadership qualities when working towards achieving a goal.
2. To use appropriate communication strategies in order to run an activity that makes a difference and is inclusive.
3. To make a positive contribution to the wider school community.



# AFL In Class Modules

## STAGE 3 LESSON

### Lesson

#### Leading Together - Project Make a Difference

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#### Key Vocabulary

- Show respect
- Take responsibility
- Building relationships with people
- Be a role model for others
- Being kind and respectful
- Act like a leader
- Be an example for others
- Communication
- Being approachable
- Be a good listener
- Setting an example for everyone
- Do the right thing
- Kindness
- Respect
- Integrity
- Try to have empathy for others
- Involve others in decision making
- Be resilient
- Keep positive
- Have a growth mindset
- Learn from your mistakes
- Work together
- Have strong relationships
- Build a rapport with others
- Be true to yourself
- Learn from other leaders
- Try to find out more about leadership


#### Focus Question

How can I initiate an activity that addresses a common need within our school?

#### Key Themes

- Using leadership skills to identify and solve an issue
- Working together to achieve a goal

#### Ways to Adapt

- Consider student groupings prior to beginning the project.
  - Complete the project as a class.
  - Use the scaffold provided.
  - Project Based Learning is student-led, however, some students may need guidance on which topic to select and have clear parameters for responsibilities and timelines.
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# AFL In Class Modules

## STAGE 3 LESSON

### Lesson

#### Leading Together - Project Make a Difference

#### Lesson Content

Have a short discussion with students using the following questions:

- What makes a good leader?
- Leaders can help to solve problems. What sorts of things might a leader do to make a difference in a community?
- What sorts of activities or groups do people volunteer for in your community?
- Why do people volunteer?
- What makes a good team?

#### [Leadership Interview Video](#)

Watch the Leadership Interview video.

Before watching the video. Give students a few minutes to list leadership qualities that they believe one should have to be a captain of a football team or a coach.

As students watch the interview, ask them to look and listen for the key vocabulary that have been highlighted as leadership qualities. Students may take their own notes.

After watching the video, ask students if their initial thoughts were reflected in the video or if there were some new learnings.

As a class, compile a list of the key words to make an anchor chart.

Ask students to 'Think, pair, share' scenarios in their school community that may require leadership. As a class, create a list of issues or problems that the students may face.

#### Project Make a Difference

Students work in groups to brainstorm and research a problem or situation faced by students within the school environment and initiate a campaign or lunch time activity to raise awareness about this issue.

**1.** Students brainstorm common problems or issues faced by students at school. These could include: issues with student facilities, transport, recycling, playgrounds, green spaces, canteen, lunchtime activities to foster inclusion and so on.

**2.** What is an awareness campaign? Discuss with students.

Prompt: An awareness campaign is an event or initiative that is intended to raise awareness of an issue or get visibility or support for a cause. A campaign could run over a whole day, a week, a month or just an hour.

**3.** Ask students to discuss campaigns they may have taken part in at school or otherwise. These could include: Wear it Purple Day, Earth Hour, R U OK Day.

**4.** Students work in small groups to complete the following:

- Select a problem/situation they would like to explore in more depth.
- Compose a driving question that addresses the issue/situation or problem faced by students - for example: How can we encourage students to become more active during lunch break?
- Brainstorm activities to raise awareness about the chosen problem/issue/situation.
- Choose ONE activity to run an awareness campaign - they must consider how it will make a difference within their school environment.

# AFL In Class Modules

## STAGE 3 LESSON

### Lesson

#### Leading Together - Project Make a Difference

- Activities should be safe and inclusive for all, ethically considered and positive in action - discuss this with students.
- Plan how they will organise their campaign by considering roles/responsibilities, resources required, timeframe.
- How will each team member demonstrate leadership within their assigned role?
- Conduct awareness campaign/activity - perhaps run at lunchtime or recess.

#### Reflecting

After students have run their activities, ask them to reflect on the project using the PBL scaffold or the questions below.

Suggested questions:

- What did you learn about teamwork through this project?
- Did your campaign/activity help to raise awareness of your chosen issue/problem?
- Did it make a difference within the school environment? How?
- Which steps of the project did your team members show attributes of good leadership?
- What would you do differently next time and why?
- Were you able to individually demonstrate qualities of leadership? Why / why not?

#### Ways to Adapt

- Consider student groupings prior to beginning the project.
- Complete the project as a class.
- Use the scaffold provided.

- Project Based Learning is student-led, however, some students may need guidance on which topic to select and have clear parameters for responsibilities and timelines.

#### Taking it Further

After running the awareness campaign, classes select one group's issue/project and collectively work to develop the solution further.

Students select someone in their community who is a leader. Replicating the interview process, students can generate their own questions to interview a leader. Students may elect to record their interviews and share their findings with the class.

Here are some possible interview questions:

- What is your definition of 'leadership'?
- What do you think makes a great leader?
- Describe your leadership style and how you 'lead' others.
- What was your most rewarding leadership role? Why?
- Can you tell us the qualities that you think make a 'good' leader?
- What are some reasons that you decided to become a leader?
- What are the most important decisions you make as a leader?
- What is your greatest accomplishment?
- How do you lead others and ensure that people work together to achieve a common goal?
- Who was/is your role model and/or leadership mentor?


# AFL In Class Modules

## STAGE 3 LESSON

### Lesson

#### Leading Together - Project Make a Difference

##### NESA Curriculum Alignment

<b>Learning Area</b>	PDHPE
<b>Stage 3</b>	Years 5-6
<b>Outcomes:</b>	<b>Health, Wellbeing and Relationships</b>
<b>Stage 3</b>	<p>A student:</p> <ul style="list-style-type: none"> <li>• Applies and adapts self-management skills to respond to personal and group situations PD3-9</li> <li>• Selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections PD3-10</li> </ul>
<b>Key Inquiry Questions</b>	<ul style="list-style-type: none"> <li>• What actions positively influence the health, safety and wellbeing of my community?</li> <li>• How does a healthy, safe and active lifestyle enhance connection with others?</li> </ul>
<b>PDHPE Skills</b>	
<b>Self-management (S)</b>	<ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Strengthening personal identity</li> </ul>
<b>Interpersonal (I)</b>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Collaboration, inclusion and relationship-building</li> <li>• Leadership and advocacy</li> </ul>
<b>Syllabus Content</b>	
<b>Students</b>	
<b>Examine how a connection to the local community, environment or special places can influence community health and wellbeing</b>	<ul style="list-style-type: none"> <li>• Investigate how personal identity is influenced by groups, cultures, places and communities to which they belong and feel connected </li> </ul>
<b>Explore how media and people in the community influence personal attitudes, beliefs, decisions and behaviours</b>	<ul style="list-style-type: none"> <li>• Discuss how positive representations of diverse groups in the media can influence community values and attitudes and recognise the impact this can have on the health, safety and wellbeing of individuals within these groups, eg NAIDOC Week, Youth Week, International Women's Day, Men's Health Week, International Day of People with Disability </li> </ul>