



On-field
Practical
Modules

Stage 2
Framework

AFL Practical Modules

STAGE 2 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, pass, kick, and mark the ball. In addition, students will discuss how to be a team player and the concept of fair play followed by 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

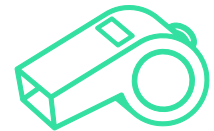
Game rules ⁵

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 - Begin with Basics

Before beginning this program, students will have an opportunity to reflect upon their ball handling skills. They will then start this lesson by playing a warm-up game and move onto practising two key skills of AFL; picking up and bouncing a ball. Students will also have opportunities to demonstrate their listening and reflection skills.

Lesson 2 - Active Attack

In this lesson, students will develop their movement skills to include controlling and kicking a football. In pairs, they will experiment with different ways to kick a footy along the ground to a goal or partner, whilst also working towards progressing their ability to work well with others.

Lesson 3 - Ready, Set, Mark!

At the halfway point of the unit, students will trial various ways to catch or 'mark' the ball. Through practising this skill, students will understand the importance of cooperation when working with a partner. Finally, a mindfulness activity takes place to assist young learners in understanding how to calm both body and mind.

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Lesson 4 - Handball and Teamwork

In lesson 4, students will have ample opportunity to learn the art of handball. They will further develop their understanding of teamwork and strengthen new skills through a fun game that allows them to also practise the fundamental movements learnt in the previous lessons.

Lesson 5 - Revise and Repeat

In Revise and Repeat, students will work in small groups to revise the key movements across five stations. Working through this circuit, students will have opportunities to hone their listening and cooperation skills as they actively revise and repeat the fundamental movements of AFL.

Lesson 6 - Game Time

To complete the unit, students will play a modified game of AFL. This game will not be scored and acts as a chance for students to showcase their new skills and feel what it is like to play in a team environment. Students will discuss the concept of fair play and the rules of a non-contact mini match. To conclude, students use a simple template to reflect on their strengths and areas for improvement.

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

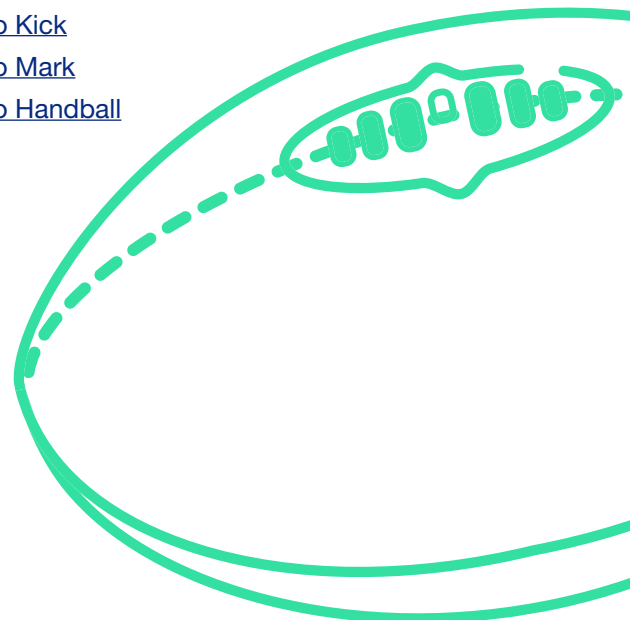
The following videos demonstrate how to play the games and conduct the foundational skills featured in this unit of work. You may find it beneficial to watch these in the classroom with your students before heading out to the field or playing area.

Games

- [Tags and Tails](#)
- [Ruckman's Treasure](#)
- [Sharks and Islands](#)
- [Mad Marks](#)
- [Coast to Coast](#)
- [Frozen Feet](#)

Skills

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





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Australian Curriculum Outcomes

Level	Years 3-4	
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	refine and apply fundamental movement skills in new movement situations AC9HP4M01	<ul style="list-style-type: none"> performing activities where locomotor and object control skills are combined to complete a movement, task or challenge exploring and practising different techniques to propel objects towards a range of targets performing fundamental movement skills to demonstrate weight transference in different physical activities
Moving our bodies	apply and adapt movement strategies to achieve movement outcomes AC9HP4M02	<ul style="list-style-type: none"> planning and performing strategies to be successful in a range of minor and small-sided games such as tag and dodge games, target games and net/court games demonstrating how movement strategies can be adapted to create scoring opportunities in invasion games, target games, net/court games, and striking and fielding games
Moving our bodies	demonstrate how movement concepts related to effort, space, time, objects and people can be applied when performing movement sequences AC9HP4M03	<ul style="list-style-type: none"> demonstrating acceleration, deceleration and changing direction of movement in minor games, and rhythmic and expressive activities exploring different ways of manipulating space to receive passes, maintain possession, or increase or decrease scoring opportunities in invasion, net/court, striking and fielding, and target games
Making active choices	participate in physical activities to explore how their body feels and describe how regular physical activity helps the body stay healthy and well AC9HP4M04	<ul style="list-style-type: none"> participating in physical activity circuits to explore how the body feels before, during and after participation performing warm-up and stretching routines to understand how to prepare the body to be active

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<p>Learning through movement</p>	<p>apply creative thinking when designing movement sequences and solving movement problems AC9HP4M07</p>	<ul style="list-style-type: none"> transferring and applying fundamental movement skills to solve movement challenges such as how to move the ball from one end of the field to the other, how to return the ball over the net into space and how to deceive an opponent developing questions and seeking and trialling answers with others as a strategy for solving movement challenges, such as partner or group balance challenges, game tactics to increase scoring chances and obstacle course challenges
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<p>Learning through movement</p>	<p>apply rules and scoring systems to promote fair play when participating or designing physical activities AC9HP4M08</p>	<ul style="list-style-type: none"> describing processes of decision making that ensure fairness in games and contributing to fair decision-making by applying the rules appropriately in physical activities interpreting and applying rules fairly in physical activities where they are in the role of officiating
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<p>Learning through movement</p>	<p>perform a range of roles in respectful ways to achieve successful outcomes in group or team movement activities AC9HP4M09</p>	<ul style="list-style-type: none"> using cooperative skills to complete a movement task, such as a partner balance, partner passing strategy or team strategy working cooperatively with team members to maintain possession in a game by passing to other players and listening to teammates modifying physical activities to ensure that everyone is included, such as changing equipment, rules or playing space
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Strand	Personal, social and community health	
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<p>Interacting with others</p>	<p>select, use and refine personal and social skills to establish, manage and strengthen relationships AC9HP4P04</p>	<ul style="list-style-type: none"> using cooperative skills and offering encouragement to successfully complete a movement task, such as a partner balance, partner passing strategy or team strategy
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<p>Making healthy and safe choices</p>	<p>investigate and apply behaviours that contribute to their own and others' health, safety, relationships and wellbeing AC9HP4P10</p>	<ul style="list-style-type: none"> exploring benefits of regular physical activity and identifying opportunities when they can be active at school, at home and in the community practising strategies for enhancing mental wellbeing such as positive self-talk, mindfulness and meditation
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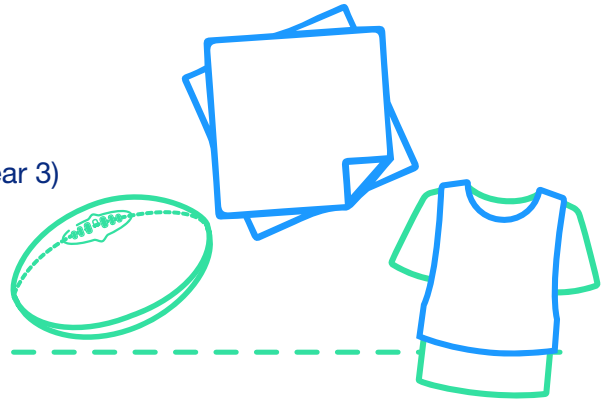
STAGE 2 FRAMEWORK

Lesson 1

Begin with Basics

Equipment

- Bibs, sashes or ribbons - enough for one per student
- Footballs - 1 per student (size 3 synthetic, or size 1 for Year 3)
- Sticky notes for self-reflection



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.

Student Worksheets

- Footy Feats #1

Videos

- [Tags and Tails](#)
- [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

What are some of the basic skills of AFL?

Ways to Adapt

- 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 [Tags and Tails](#) before students arrive.
- Provide plenty of instructions and give practical demonstrations where possible.



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 get warm by playing a fun game of Tags and Tails. Before you play, discuss some basic rules.

- Grab the tail but not the person
- No tackling



Quarter 2

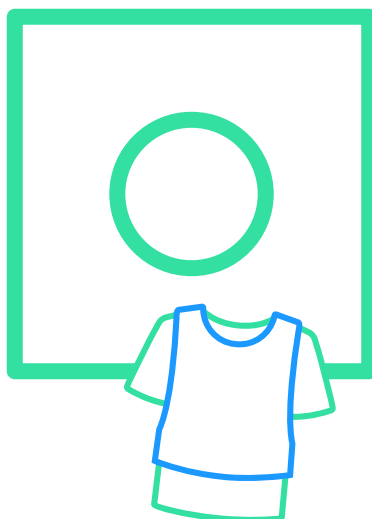
Skill 1: How to Pick-up a Footy

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

Stretch and Reflect

Demonstrate simple arm stretches to relax the muscles used in the lesson. E.g. A cross-body shoulder stretch. Students hold one arm above their elbow and pull it across their body towards the chest until they feel a stretch in their shoulder. Swap arms. Spend at least 30 seconds in each position.

Reflection

Give students one sticky note each and ask them to reflect on their bouncing skills by considering what they did well 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.

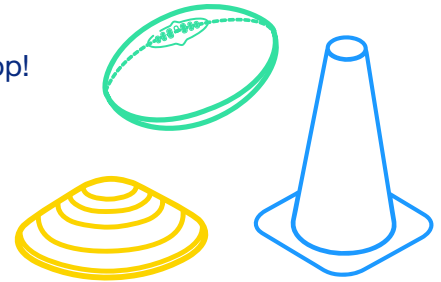
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STAGE 2 FRAMEWORK

Lesson 2 Active Attack

Equipment

- A range of balls, round, oval, big, small - enough to fit inside a hoop!
- Enough cones for half your class
- A hoop
- Minimum 6 goal posts
- Footballs - 1 per student (size 3 synthetic, or size 1 for Year 3)



Learning Objectives

1. Use a range of fundamental movement skills to control and kick a football.
2. Practise different techniques to kick a ball towards a goal or partner.
3. Work cooperatively with a partner to practise kicking the ball along the ground.

Videos

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

Student Success Criteria

- I can kick a football
- I can kick a football along the ground
- I can work cooperatively with my peers

Focus Question

How can I use my body to kick a football in different ways?

Ways to Adapt

- Use a range of different balls.
- Give the option to continue with kicking practice for students who do not feel confident enough to move onto kicking along the ground.
- Group students based on ability.

Coaching Tips

- Discuss classroom conduct when kicking balls such as kicking with care and intention.
- Allocate students with prior AFL or footy skills a separate space to kick to those at the beginner phase.
- Ensure there is enough space.

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 others
- Being inclusive
- Offering words of encouragement

Students then play Ruckman's Treasure.



Quarter 2

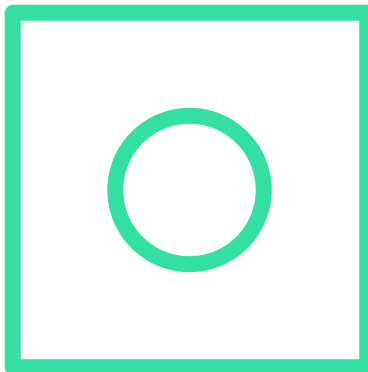
Skill 1: How to Kick

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

Skill 2: Kicking along the Ground

In pairs, students stand in a horizontal line to practise kicking a football along the ground.

- The aim is to move the ball from point A to point B.
- This skill allows for greater touch and feel of the ball by kicking on different points and holding on different angles.
- Demonstrate by holding the ball vertically and kicking so that it hits the ground immediately.
- To progress, set up a cone between pairs and kick the ball around it or, towards a goal post.



Quarter 4

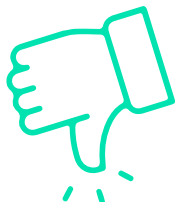
Cool and Reflect

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 kicked the footy along the ground to my partner
- I kicked the footy along the ground and through the goal posts
- I worked well with my partner
- I found the activities fun and easy
- I need more practise to move my body in different directions
- My partner demonstrated good communication skills



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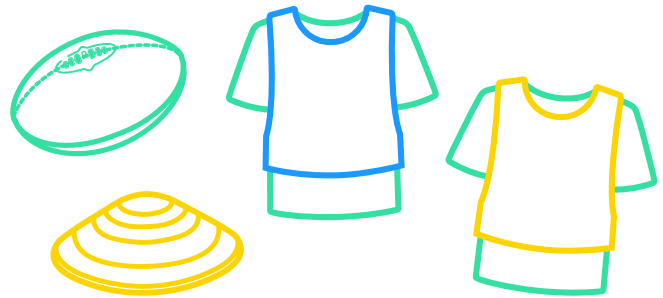
STAGE 2 FRAMEWORK

Lesson 3

Ready, Set, Mark!

Equipment

- A pile of cones
- 4-6 hoops
- A few bibs
- Footballs - 1 per student (size 3 synthetic, or size 1 for Year 3)
- An additional teacher or assistant coach



Learning Objectives

1. Experiment with different techniques to mark the ball.
2. Cooperate with others when passing and catching.
3. Understand how mindfulness can be used as a calming tool for body and mind.

Videos

- [How to Mark](#)
- [Sharks and Islands](#)
- [Mad Marks](#)

Student Success Criteria

- I can mark the ball
- I can play games cooperatively with my peers
- I can use mindfulness to calm my body and mind

Focus Question

What are the different ways I can mark the footy?

Ways to Adapt

- Give the option to lie down in the mindfulness activity.
- 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

- Remember, it's all about having fun - if your students are enjoying a game or skill just let them continue for longer!

Lesson Content

Quarter 1



Exploration, free play or guided discovery.



Warm up

Students begin by playing a game of Sharks and Islands. Aim to set up the game before your students arrive.



Quarter 2

Skill: Marking

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

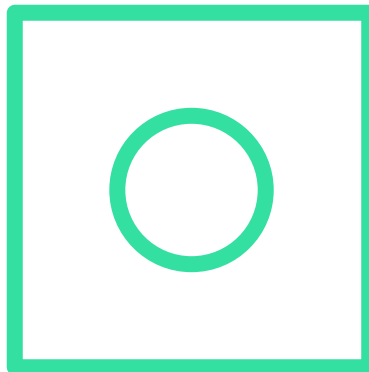


How to Mark

Remember the four steps for chest marking:

1. Eyes on the ball
2. Arms out
3. Palms face the sky
4. Catch and hug the ball

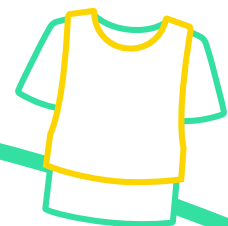
Allow for any questions - then give students time to practise this fundamental skill in pairs, taking turns at passing and catching.



Quarter 3 Advancing the Skill

To progress the skill of marking, play a game of Mad Marks.

Ideally, a second teacher or assistant coach will be needed to play this game. If this is not possible, continue practising the skill of marking. Or, line students up and play a slower paced game of Mad Marks.



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 ...*

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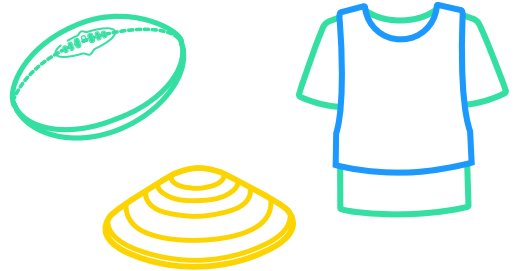
STAGE 2 FRAMEWORK

Lesson 4

Handball and Teamwork

Equipment

- Footballs - 1 per student (size 3 synthetic, or size 1 for Year 3)
- 1 cone per student
- 2-4 goal posts



Learning Objectives

1. To persist with new activities in order to strengthen skills.
2. Using fundamental movement skills to perform a handball.
3. Cooperate with a partner when completing a movement task such as passing and catching.

Videos

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

Student Success Criteria

- I can use the four step process to handball
- I can work with my peers in a team
- I can persist with learning a new skill

Focus Question

How can I be a good team player?

Ways to Adapt

- Use different shaped balls in the warm up.
- Adjust timing of activities as required.
- In Coast to Coast, give students simpler options when passing to one another, such as rolling or passing as opposed to handballing.
- To advance and increase competition, each team is rewarded a point for hitting the goal in Coast to Coast.

Coaching Tips

- Discuss rules for passing and throwing or ask students to discuss these in pairs before sharing with the class.
- Motivate students to show teamwork by offering words of encouragement to one another.



Lesson Content

Quarter 1

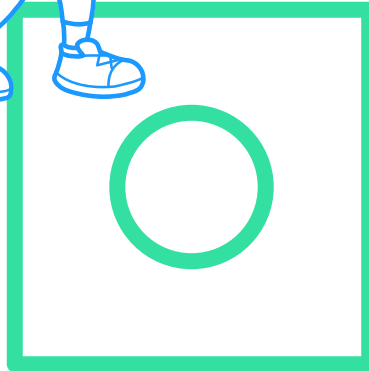
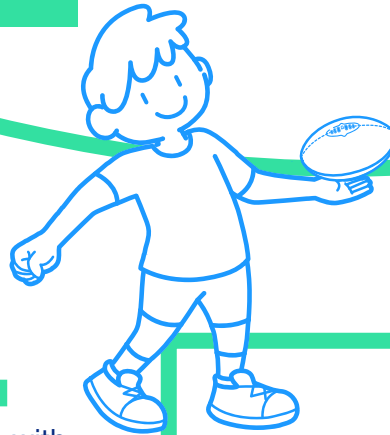


Exploration, free play or guided discovery.



Warm up

Get students warm with a quick jog, star jumps or by passing a footy to one another.



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 Skill Building

Play a game of Coast to Coast. In this game students can practise all of the skills they have learnt so far. Including, handballing, kicking, marking, picking up the ball and bouncing. The number of goals you need will depend on how many games you run.

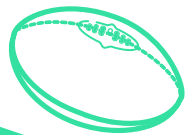


Quarter 4 Cool and Reflect

Spend 5 minutes stretching.

Reflection questions

- What skills did you need to work well as a team in Coast to Coast?
- Why is working as a team important?
- What happens when we don't work as a team?



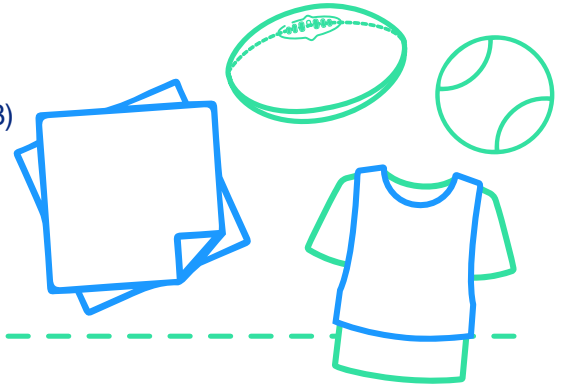
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Lesson 5 Revise and Repeat

Equipment

- Footballs - 1 per student (size 3 synthetic, or size 1 for Year 3)
- Tennis balls - approx. 1 per pair
- A few bibs
- Sticky notes



Learning Objectives

1. Use problem solving skills to achieve a goal when playing games.
2. To work with a small group to complete an exercise and listen to instructions.
3. To demonstrate moving faster and slower in group activities.

Videos

- [Frozen Feet](#)

Student Success Criteria

- I can follow rules in a game
- I can listen to instructions
- I can use my body to accelerate and decelerate

Focus Question

Why is it important to revise and repeat what I have learnt?

Ways to Adapt

- Use the *Change It* approach when playing Frozen Feet. Suggestions include: Changing how players can become unstuck, or move around the playing area, rather than running students jump, skip or hop. Ask students to come up with their own rule changes to increase engagement.
- Consider the best movements for your students in the station task and where necessary give options.

Coaching Tips

- Encourage students to communicate with their peers in Frozen Feet - either verbally or by gesturing.
- Aim to set up the station task beforehand. Use large sticky notes to indicate the skill at each station.

Lesson Content

Quarter 1



Exploration, free play or guided discovery.



Warm up activities

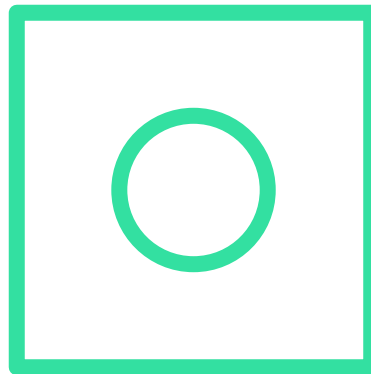
Play a game of Frozen Feet (similar to tag).



Quarter 2 and 3 Stations

Revise the skills learnt in the past four sessions. You will need a large field to run this activity.

Set up five stations and divide your students into five groups. At each station students spend 2 minutes practising the skill before moving onto the next when you blow the whistle.



Stations:

1. Bounce - independently
2. Kick (set up a couple of goal posts for this one)
3. Kick along the ground - in pairs
4. Mark - in pairs
5. Handball - in pairs



Quarter 4 Cool and Reflect

Roll and Respond

Students partner up sit cross legged (modify where needed). As they roll a tennis ball to one another they say something they enjoyed in the lesson or something they would like to work on further. Lead them through this to ensure there is equal time for reflection of strengths and areas for improvement.



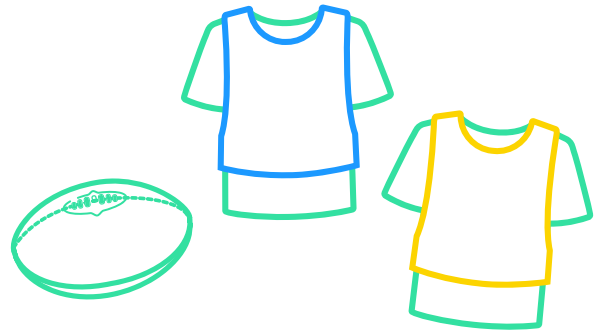
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Lesson 6 Game Time

Equipment

- Footballs - 1 per student (size 3 synthetic, or size 1 for Year 3)
- Coloured bibs or shirts for game playing (enough for half the class)
- A minimum of 6 goal posts



Learning Objectives

1. To work cooperatively with peers when playing games by listening and working together.
2. To follow rules and actively demonstrate fair play.
3. To be inclusive by passing the ball to team members.

Student Worksheets

- Footy Feats #2

Student Success Criteria

- I can cooperate in a team and play fair
- I can listen to others and be inclusive
- I can follow the rules of a game

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

- If you feel your students are not ready for a mini match, play one of their favourite warm-up games from the unit.
- Having an extra support will be an added bonus when supervising 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



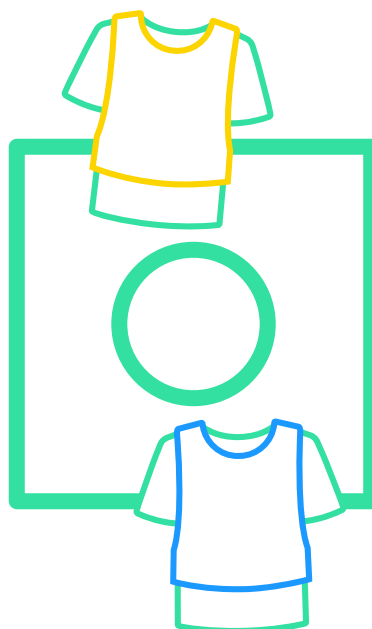
Quarter 2 and 3 Mini Matches

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 the ruck will attempt to tap the ball towards their team - this sets the game in motion.
4. Play on.

Recommendations

Ground size

4 rectangular playing areas (25m x by 15m with goals placed at each end of the grids).

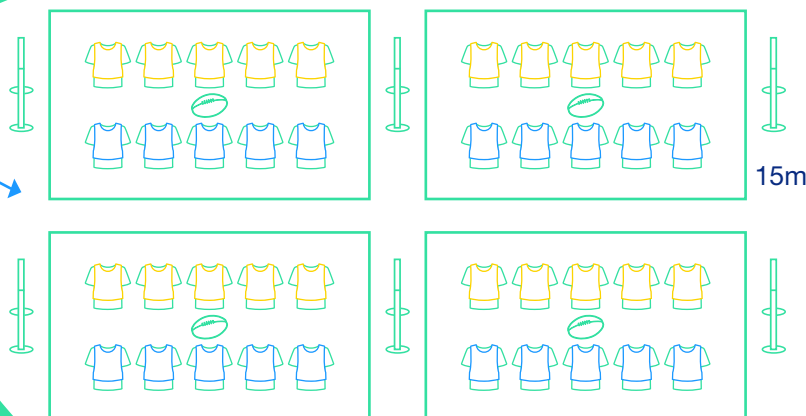


Game rules

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

25m



Team size

5 per team. No more than 10 students per grid.



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 a lot of physical activity.

Students complete the Lesson 6 - Footy Feats Self-assessment worksheet.

AFL Practical Modules

STAGE 2 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.

