

# Everyone Matters Modules

Victorian Curriculum

Stage 2

Lesson plans

# AFL In Class Modules

## Program Overview

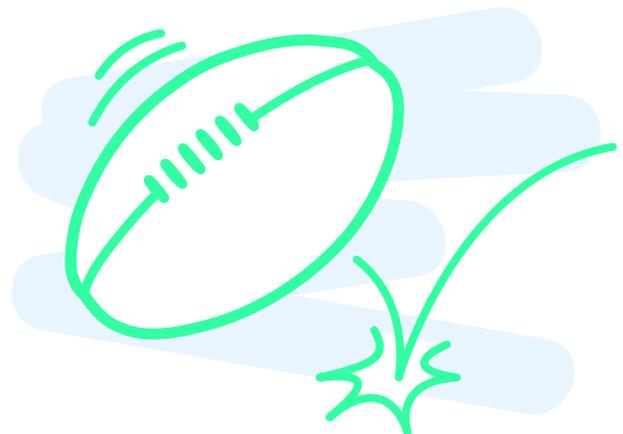
Everyone Matters is a teaching and learning program developed by AFL for primary schools across Australia. It is a curriculum aligned program that fosters an understanding of inclusion, acceptance, individualism and cultural diversity. Lessons in the Everyone Matters program are divided into Stages 1-3, and include both off field (classroom) and on field games and activities to both educate and encourage an appreciation of the diversity present within the country and our sporting fields. These in-classroom and practical lessons can be delivered as stand-alone lessons, however we recommend that all four in the series are taught in succession.

The lessons provide an insight into the importance of diversity within sports with a particular focus on AFL and how people from around the world are partaking in the game in both Australia and their homelands. In addition, students will explore the ways in which AFL is offering inclusive options for those people with disabilities.

It should be noted that sensitivity and respect are mandatory requirements for students to embody when discussing topics such as disability, inclusion and cultural diversity. Therefore, it may be necessary to discuss these concepts in your classroom before commencing the lessons. Perhaps your school already has guidelines surrounding respect for others, if not - setting some classroom rules may be appropriate in order to ensure the safety and enjoyment of all students.



**For further resources and support materials access the [AFL Ways to Play website](#).**



# AFL In Class Modules

Levels / Stages	Lesson	Location	Curriculum Links
<b>F-2</b> Stage 1	1. Same and Different	Off field / In classroom	<b>Foundation</b> <b>Off field</b> <ul style="list-style-type: none"> <li>• <a href="#">VCHPEP060</a></li> <li>• <a href="#">VCHPEP062</a></li> <li>• <a href="#">VCICCB001</a></li> <li>• <a href="#">VCICCD003</a></li> </ul> <b>On field</b> <ul style="list-style-type: none"> <li>• <a href="#">VCHPEM064</a></li> <li>• <a href="#">VCHPEM069</a></li> <li>• <a href="#">VCHPEM068</a></li> <li>• <a href="#">VCHPEM070</a></li> </ul>
	2. Yulunga Games	Off field / In classroom	
	3. Playing Indigenous Games	On field	
	4. Let's Change It Up	On field	<b>Years 1-2</b> <b>Off field</b> <ul style="list-style-type: none"> <li>• <a href="#">VCHPEP075</a></li> <li>• <a href="#">VCHPEP078</a></li> <li>• <a href="#">VCICCB001</a></li> <li>• <a href="#">VCICCD003</a></li> </ul> <b>On field</b> <ul style="list-style-type: none"> <li>• <a href="#">VCHPEM080</a></li> <li>• <a href="#">VCHPEM085</a></li> <li>• <a href="#">VCHPEM086</a></li> <li>• <a href="#">VCHPEM087</a></li> </ul>
<b>3-4</b> Stage 2	1. Celebrating Cultural Diversity	Off field / In classroom	<b>Off field</b> <ul style="list-style-type: none"> <li>• <a href="#">VCHPEP092</a></li> <li>• <a href="#">VCHPEP095</a></li> <li>• <a href="#">VCICCB006</a></li> <li>• <a href="#">VCICCD008</a></li> </ul> <b>On field</b> <ul style="list-style-type: none"> <li>• <a href="#">VCHPEM098</a></li> <li>• <a href="#">VCHPEM102</a></li> <li>• <a href="#">VCHPEM103</a></li> <li>• <a href="#">VCHPEM104</a></li> </ul>
	2. AFL around the World	Off field / In classroom	
	3. Designing for Inclusivity	On field	
	4. Games in Action	On field	
<b>5-6</b> Stage 3	1. Disability and Inclusion	Off field / In classroom	<b>Off field</b> <ul style="list-style-type: none"> <li>• <a href="#">VCHPEP109</a></li> <li>• <a href="#">VCHPEP114</a></li> </ul> <b>On field</b> <ul style="list-style-type: none"> <li>• <a href="#">VCHPEM115</a></li> <li>• <a href="#">VCHPEM116</a></li> <li>• <a href="#">VCHPEM119</a></li> <li>• <a href="#">VCHPEM120</a></li> <li>• <a href="#">VCHPEM121</a></li> </ul>
	2. Sport for Everyone	Off field / In classroom	
	3. Designing for Inclusivity	On field	
	4. Games in Action	On field	

# AFL In Class Modules

## STAGE 2 LESSON

### Lesson

#### Celebrating Cultural Diversity

#### Stage

Stage 2 (Year 3-4)

#### Learning Area

Health and Physical Education  
Intercultural Capability

#### Duration

40 minutes



#### Overview

This lesson explores diversity by exploring the importance of cultural diversity within sport. Students will unpack the key vocabulary of this lesson and work to understand the concept of cultural diversity in a number of abstract ways. Students will also explore how diversity is celebrated within the AFL and learn how sport can be a place for cultural diversity to flourish. To demonstrate what they have learnt students will complete a reflective worksheet in class or as a homework task.

#### Learning Objectives

1. To investigate what is meant by cultural diversity
2. To identify diversity in Australian sporting culture and its positive impact on the game and those that play it

#### Resources

- ▶ [Inspiring Tales: Aliir Aliir's Remarkable Journey to the AFL](#)
- Student Worksheet [Cultural Diversity](#)
- 'Student Worksheet [Word Bank](#)

#### Student Success Criteria

- I can explain the meaning of cultural diversity to a peer using a large bank of language.
- I can understand that it is important to be inclusive

#### Curriculum alignment

Health and Physical Education

#### Personal, Social and Community Health

#### Communicating and interacting for health and wellbeing:

- Describe factors that can positively influence relationships and personal wellbeing ([VCHPEP092](#))

#### Contributing to health and active communities:

- Describe strategies to make the classroom and playground healthy, safe and active spaces ([VCHPEP095](#))

Intercultural Capability

#### Cultural Practices:

- Describe what they have learnt about themselves and others from intercultural experiences including a critical perspective on and respect for their own and others cultures ([VCICCB006](#))

#### Cultural Diversity:

- Identify how understandings between culturally diverse groups can be encouraged and achieved ([VCICCD008](#))

# AFL In Class Modules

## STAGE 2 LESSON

### Lesson

#### Celebrating Cultural Diversity

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#### Lesson Content

Begin the lesson by sharing the learning outcomes and student success criteria with the class.

- To investigate what is meant by cultural diversity > I can explain the meaning of cultural diversity to a peer using a large bank of language
- To identify diversity in Australian sporting culture and its positive impact on the game and those that play it. > I can appreciate why cultural diversity is important in sport

#### Understanding Language (10 minutes)

1. Using large sheets of paper, write the words 'Cultural' and 'Diversity' on each side. Each word should be written in the middle of the paper with enough room around the sides for students to add their thoughts. Replicate this as many times as you feel necessary for your class. For a class of 30 this could be 10 sheets of paper with three students allocated to each.
2. Put a timer on for 2.30 minutes and ask the students to write down as many ideas as possible that correspond to each word. Set the timer again for the reverse side of the paper.
3. Gallery Walk. Ask the groups to roam around the classroom for a few minutes to observe the work of their peers.

4. Using the ideas collated by another group, ask students to construct one sentence using the words and ideas on each side of the paper. Put the following sentence starters on the board to help those who need it.

- Cultural diversity is....
- We believe cultural diversity means...

#### Celebrating Diversity in Action (15 minutes)

1. Students spend 5 minutes discussing their own cultural diversity with a partner or the class as a whole.
2. Words alone can be powerful, but not the only way to express an idea, feeling or concept. Talk to your students about the diverse ways in which we can communicate without language.
3. Problem solving: pose the following question to your students: How would you explain the meaning of cultural diversity without using the words 'cultural diversity'?
4. Students could complete this task in groups or individually. Encourage creativity and diversity when it comes to how they choose to solve this problem. Think acting, singing, drawing, painting, even mime!
5. Give students 20 minutes to complete the problem then ask them to present their solution to the class.

# AFL In Class Modules

## STAGE 2 LESSON

### Lesson

#### Celebrating Cultural Diversity

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#### Celebrating Diversity in the AFL (10 minutes)

1. Students watch the short film:  
[Aliir Aliir's Remarkable Journey to the AFL](#)

**Tip:** You may need to watch the film twice or spend some time pausing to discuss the content with your students. Access the Closed Captions as needed.

2. Hold a discussion with your students using the following questions as a guide:

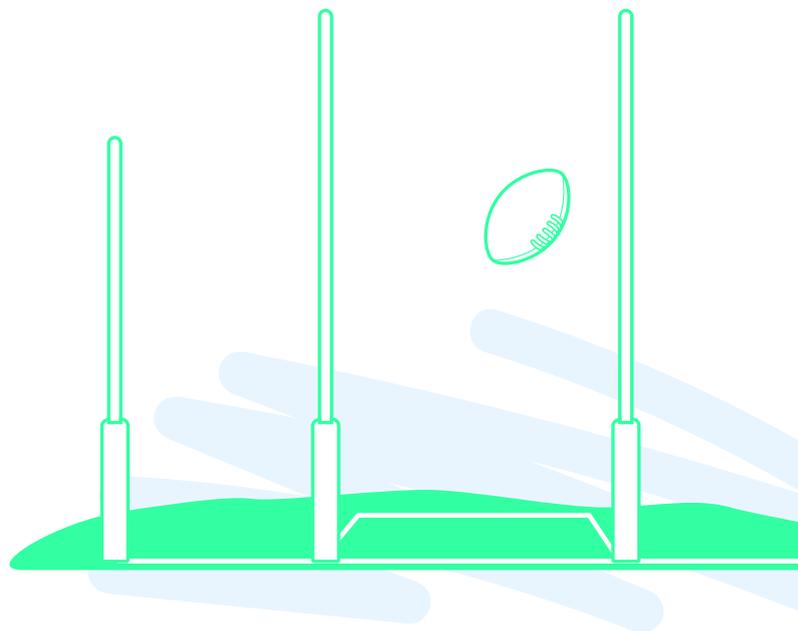
#### Discussion questions

- Why is Aliir Aliir's story inspiring?
- How does the story connect to the idea of cultural diversity?
- How does Aliir Aliir say he communicated with people before he learnt to speak English?
- Why do you think sport is a great way to communicate?
- What do you think people can learn from Aliir Aliir's story

#### Reflection (Homework or Extension Activity)

Review the learning intentions of the lesson. Support students to think reflectively about whether they have met the intended lesson's student success criteria.

As a plenary to the lesson, a homework task or further extension, ask students to complete the 'Cultural Diversity' Worksheet. Alternatively, ask students to interview their parents/guardians or family members to identify their cultural roots and/or background.



# AFL In Class Modules

## STAGE 2 LESSON

### Lesson

#### Bringing AFL to the World

#### Stage

Stage 2 (Year 3-4)

#### Learning Area

Health and Physical Education  
Intercultural Capability

#### Duration

40 minutes



#### Overview

This lesson explores the value of diversity by developing an understanding of the many cultures and ethnicities that reside within Australia. Students will be shown a short video about a village in a remote part of Pakistan where AFL is on the rise due to Pakistani football coach Saliha Baig. Through discussion and problem solving, students will be asked to consider why the sport attracts people from a range of diverse backgrounds and has the power to unite people.

**Note:** This lesson is best completed as a follow up to Lesson 1: Celebrating Cultural Identity.

#### Learning Objectives

1. To celebrate the benefits of cultural diversity
2. To understand how sporting culture has the power to unite

#### Resources

- ▶ Inspiring Tales: [How do you coach on the roof of the world?](#) (5.09)
- Student Worksheet [World Map](#)
- String
- Pushpins

#### Student Success Criteria

- I can identify different cultures within Australia
- I can discuss how sport unites people

#### Curriculum Alignment

Health and Physical Education

#### Personal, Social and Community Health Communicating and interacting for health and wellbeing:

- Describe factors that can positively influence relationships and personal wellbeing ([VCHPEP092](#))

#### Contributing to health and active communities:

- Describe strategies to make the classroom and playground healthy, safe and active spaces ([VCHPEP095](#))

Intercultural Capability

#### Cultural Practices:

- Describe what they have learnt about themselves and others from intercultural experiences including a critical perspective on and respect for their own and others cultures ([VCICCB006](#))

#### Cultural Diversity:

- Identify how understandings between culturally diverse groups can be encouraged and achieved ([VCICCD008](#))

# AFL In Class Modules

## STAGE 2 LESSON

### Lesson

#### Bringing AFL to the World

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### Lesson Content

#### Starter: Map-It (5-10 minutes)

The students in your class will all have varied backgrounds and cultures.

1. Print out the large map of the world, or you might like to use a map you already have in your classroom.
2. Using coloured string and pushpins students map their cultural identities. For instance, a string might begin in Greece and end in Sydney if a student has Greek heritage. Remind your students that heritage and culture can be wide reaching and even though they may be born in Australia they can include their family ancestry, including grandparents.
3. Add a string to map the journey of Aliir Aliir. From Sudan > Kenya > Melbourne.

#### AFL Around the World (20 mins)

Facilitate a short discussion with your students prior to watching the film below.

#### Discussion Questions:

- Is AFL just for people living in Australia? Why/why not?
- Do you know of any other countries around the world that play AFL?
- Can you play AFL without an oval? What about without a football?
- How would you explain AFL to someone who has never heard about it before?

- ▶ Inspiring Tales: [How do you coach on the roof of the world?](#) (5.09)

**Tip:** You may need to watch the film twice or spend some time pausing to discuss the content with your students. Note: the video contains subtitles.

#### Discussion Questions:

- What differences can you see between Hunza, Pakistan and where you live in Australia?
- What do you notice about the playing/training area?
- How did Saliha start playing AFL?
- Can you describe some of the games played in Hunza in the past?
- Why do you think the AFL supports the inclusion of people from diverse backgrounds?
- How does AFL unite people?

#### Discussion Tool: Bus Stop

As an alternative to an oral discussion, write each question on large sticky notes or paper and place them around the room. Students move from one bus stop to the next contributing their ideas by writing down their thoughts at each stop. You may wish to use a timer or countdown to keep the students moving.

# AFL In Class Modules

## STAGE 2 LESSON

### Lesson

#### Bringing AFL to the World

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#### Reflection - Problem Solving (5 minutes)

Ask students to imagine the following scenario:

A new student has arrived from a country you have never heard of. You do not speak their language and they do not speak yours. You see the new student sitting alone at lunchtime and want to include them in a game you are playing with your classmates. How can you explain the rules of your game to your new friend even though there is a language barrier?

Students can either discuss this scenario in class time, or you may like them to reflect on the question for homework or as an extension activity.

Remember to add another string to your map to represent Saliha from Hunza, Pakistan.

Review the learning intentions of the lesson. Support students to think reflectively about whether they have met the intended lesson's student success criteria.



# AFL On Field Modules

## STAGE 2 LESSON

### Lesson

#### Designing for Inclusivity

#### Stage

Stage 2 (Year 3-4)

#### Learning Area

Health and Physical Education

#### Duration

40 minutes



#### Overview

This lesson is Part 1 of 2. In the first lesson students work in small groups to design an AFL game based on a set of restrictions and guidelines. Students will have an opportunity to practise fundamental movement skills associated with the game of AFL in addition to working towards developing their understanding of diversity and inclusion within sport.

**Note:** This lesson is best taught in conjunction with the on field lessons: Celebrating Cultural Identity

#### Skills Focus

- Ball handling skills
- Team work
- Communication
- Problem solving

#### Learning Objectives

1. To use creative thinking and problem solving skills to design a modified game of AFL
2. To demonstrate an understanding of the strategies used to respect and include others

#### Equipment/Resources

- Access to a range of indoor or outdoor spaces
- AFL footballs
- ▶ [Here, there, everywhere](#) (check link for equipment required)
- ▶ [Footy Harvest](#) (check link for equipment required)
- Student Worksheet  
[Design an inclusive game!](#)

#### Student Success Criteria

- I can use creative thinking and problem skills to design a new version of AFL
- I can use strategies to respect and include others





# AFL In Class Modules

## STAGE 2 LESSON

### Lesson

#### Designing for Inclusivity

### Curriculum Alignment

#### Movement and Physical Activity

##### Moving the body:

- Perform movement sequences which link fundamental movement skills ([VCHPEM098](#))

##### Learning through movement:

- Adopt inclusive practices when participating in physical activities ([VCHPEM102](#))
- Apply innovative and creative thinking in solving movement challenges ([VCHPEM103](#))
- Apply basic rules and scoring systems, and demonstrate fair play when participating ([VCHPEM104](#))

### Lesson Content

#### Introduction (5 minutes)

Share the learning intentions and student success criteria:

- To use creative thinking and problem solving skills to design a modified game of AFL > I can use creative thinking and problem skills to design a new version of AFL
- To demonstrate an understanding of the strategies used to respect and include others > I can use strategies to respect and include others

#### Design the Game (15 minutes)

The first part of this lesson gives students an opportunity to exercise their creative thinking and problem solving skills.

Divide students up into groups of 6 - enough students to create teams of 3 to test their games once designed. Note that you may want to change the sizes of the playing spaces to suit your school environment and the areas you have available.

#### Designing for Inclusion: The Challenge

Many places around the world do not have access to sports equipment, a designated playing area or oval, sports shoes or goal posts. However, this does not stop people from playing their favourite sports.

The task is for students to design their own version of AFL based on a restricted list of equipment and an alternative playing space. They will get the option to choose **one** piece of equipment from the list below in addition to selecting **one** space or playing area.

Students will work in small groups and must collaborate to design their modified AFL game.

Students should consider the pros and cons of having or not having each element. For instance, if they choose not to have footy boots, will they still allow kicking in the game? Note: some people find it hard to kick barefoot and this may exclude them from playing if kicking is allowed. Discuss some of the other pros and cons with students.



# AFL In Class Modules

## STAGE 2 LESSON

### Lesson

#### Designing for Inclusivity

#### Inclusion

Speak to students about inclusion. Students should aim to ensure that all group members feel included in the design process. How will they do this? Have they considered the needs of their group members? Encourage students to ensure their game is accessible to each person.

#### Equipment (select one)

- Goal posts
- Footy boots/shoes
- Footballs

#### Space or playing area (choose one)

- 4m x 4m playing
- 3m x 10m
- An oval (size to be determined by teacher)

**Note:** Vary the space/playing areas as you wish, depending on the space/s available to you. Adding the option of an indoor space would add an extra layer of complexity to the challenge.

Once students have selected their equipment and playing area they can begin designing their game. Encourage thinking outside the box and creatively! Students should also aim to foster inclusivity. Direct students to the planning sheet provided.

#### Get Warm (5 minutes)

Gather students back and conduct a short warm up game before students trial their modified AFL games.

Warm up game options:

- ▶ [Here, there, everywhere](#)
- ▶ [Footy Harvest](#)

**Note:** Other options for warm up games are available [here](#).

#### Play (10 minutes)

Students give their newly designed game a trial run. There is bound to be a fair bit of experimenting here so ensure you have enough space for the groups to spread out.

#### Reflection (5 minutes)

Gather the students and sit down to reflect on the questions below:

- What was the hardest part about designing your game?
- When playing, what problems did you encounter?
- What changes do you think need to be made to make the game more successful?

Review the learning intentions of the lesson. Support students to think reflectively about whether they have met the intended lesson's student success criteria.

# AFL On Field Modules

## STAGE 2 LESSON

### Lesson Games in Action

Stage	Learning Area	Duration
Stage 2 (Year 3-4)	Health and Physical Education	40 minutes



#### Overview

This lesson is Part 2 of 2. In this lesson, students will play the games designed by their peers and work to further refine their own.

**Note:** This lesson is best taught in conjunction with the on field lessons: Celebrating Cultural Identity.

#### Skills Focus

- Ball handling skills
- Team work
- Communication
- Problem solving

#### Learning Objectives

1. To exercise creative thinking and problem solving skills to improve the outcomes and experiences of a game
2. To demonstrate competence in respect when providing critical feedback to others

#### Equipment/Resources

- Access to a range of indoor or outdoor aces
- AFL footballs
- Student Worksheet  
[Feedback, modify & refine!](#)

#### Student Success Criteria

- I can use creative thinking and problem solving to improve a game
- I can respond in a respectful way to my peers

#### Curriculum Alignment

##### Movement and Physical Activity

##### Moving the body:

- Perform movement sequences which link fundamental movement skills ([VCHPEM098](#))

##### Learning through movement:

- Adopt inclusive practices when participating in physical activities ([VCHPEM102](#))
- Apply innovative and creative thinking in solving movement challenges ([VCHPEM103](#))
- Apply basic rules and scoring systems, and demonstrate fair play when participating ([VCHPEM104](#))

# AFL In Class Modules

## STAGE 2 LESSON

### Lesson

#### Designing for Inclusivity

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### Lesson Content

#### Warm Up – The Test Run (10 minutes)

Using the modified games from the previous lesson, students swap design templates with another group to test run their game. Give students sufficient time to read the object of the game, rules and how to score.

After playing, ask students to provide 3 pieces of feedback to help improve the game. Feedback could be focused on scoring, rules and/or how to make the game more inclusive. You may like to point students to consider adding a referee or umpire as this offers an extra level of inclusion for those who perhaps cannot join in physically.

Use 2 Stars and a Wish as a feedback tool.

#### 2 Stars

1. I liked the way you....
2. I was impressed by...
3. The parts where...
4. It was really great to see...

#### 1 Wish

- I would have liked to see...
- Have you thought about...
- Remember that you may need to...
- Next time, you might like to...

#### Modify the game: Inclusive adaptations (10-15 minutes)

Students meet to discuss the feedback with their group and consider what modifications need to be made. Students can use the template to note down their changes.

#### Play - The Revised Version (10-15 minutes)

Students spend the next 10-15 minutes playing the revised version of their game.

#### Reflection (5 minutes)

Conduct a short 5 minute verbal reflection with your class.

- Through designing and playing your modified version of AFL, what did you learn about inclusion?

Review the learning intentions of the lesson. Support students to think reflectively about whether they have met the intended lesson's student success criteria.

