



Everyone Matters Modules

Victorian Curriculum

Stage 3

Lesson plans

AFL In Class Modules

Program Overview

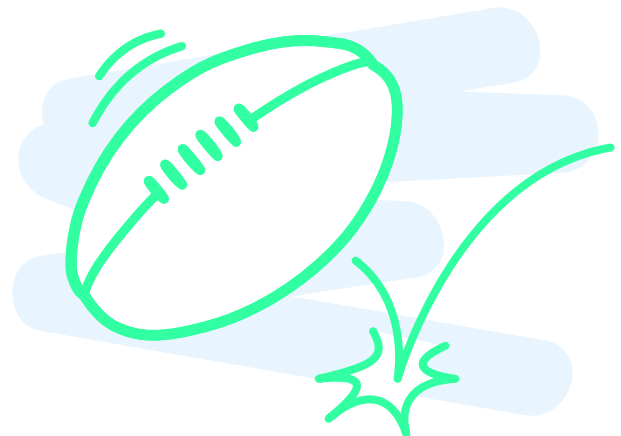
Everyone Matters is a teaching and learning program developed by AFL for primary schools across Australia. It is a curriculum aligned program that fosters an understanding of inclusion, acceptance, individualism and cultural diversity. Lessons in the Everyone Matters program are divided into Stages 1-3, 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
F-2 Stage 1	1. Same and Different	Off field / In classroom	Foundation Off field <ul style="list-style-type: none"> • VCHPEP060 • VCHPEP062 • VCICCB001 • VCICCD003 On field <ul style="list-style-type: none"> • VCHPEM064 • VCHPEM069 • VCHPEM068 • VCHPEM070
	2. Yulunga Games	Off field / In classroom	
	3. Playing Indigenous Games	On field	
	4. Let's Change It Up	On field	Years 1-2 Off field <ul style="list-style-type: none"> • VCHPEP075 • VCHPEP078 • VCICCB001 • VCICCD003 On field <ul style="list-style-type: none"> • VCHPEM080 • VCHPEM085 • VCHPEM086 • VCHPEM087
3-4 Stage 2	1. Celebrating Cultural Diversity	Off field / In classroom	Off field <ul style="list-style-type: none"> • VCHPEP092 • VCHPEP095 • VCICCB006 • VCICCD008 On field <ul style="list-style-type: none"> • VCHPEM098 • VCHPEM102 • VCHPEM103 • VCHPEM104
	2. AFL around the World	Off field / In classroom	
	3. Designing for Inclusivity	On field	
	4. Games in Action	On field	
5-6 Stage 3	1. Disability and Inclusion	Off field / In classroom	Off field <ul style="list-style-type: none"> • VCHPEP109 • VCHPEP114 On field <ul style="list-style-type: none"> • VCHPEM115 • VCHPEM116 • VCHPEM119 • VCHPEM120 • VCHPEM121
	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 3 LESSON

Lesson

Disability and inclusion

Stage

Stage 3 (Year 5-6)

Learning Area

Health and Physical Education

Duration

40 minutes



Overview

This lesson explores the topic of inclusion by looking closely at the many ways to embrace inclusivity both on and off the sports field. Through discussion and new learnings about AFL Wheelchair, students will both refine and expand their understanding of people with disabilities. As a final reflection, students will compare and contrast the concepts of inclusion and diversity in order to understand how the two are inextricably linked.

Learning Objectives

1. To investigate the importance of inclusion in sport
2. To discuss ways to be inclusive

Resources

- ▶ [What is AFL Wheelchair? Why footy is so important for Jude \(2.47\)](#)
- Student Worksheet [Inclusion and Diversity](#)
- Student Worksheet [Word Bank](#)

Student Success Criteria

- I can express my understanding of the importance of being inclusive and not excluding others
- I can demonstrate how to be inclusive on and off the sports field

Curriculum alignment

Personal, Social and Community Health

Communicating and interacting for health and wellbeing:

- practise skills to establish and manage relationships ([VCHPEP109](#))

Contributing to health and active communities

- investigate how celebrating similarities and differences can strengthen communities ([VCHPEP114](#))



AFL In Class Modules

STAGE 3 LESSON

Lesson

Disability and inclusion

Lesson Content

Introduction (5 minutes)

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

- To investigate the importance of inclusion in sport > I can express my understanding of inclusion
- To discuss ways to be inclusive > I can discuss how to be inclusive on and off the sports field

Starter (5-10 minutes)

- Share the fact below with your students and spend some time hearing their thoughts about it. You may like to give them a few minutes to
- Process and discuss with a peer before sharing with the class as a whole

Fact: Did you know 4.3 million people live with a disability?*

Pair-Share:

- What does disability mean to you?
- Can you name one disability that you can see, and one that you can't see?
- Do you live with anyone who has a disability? Or perhaps you know a family member or a friend?
- What does life look like for this person?
- What adaptations could we make to support their participation?

- Share the following definition of 'disability' with your students.
- A person has a disability when they have difficulty to see, learn, walk, hear or do other activities. There are many types of disabilities and some we cannot see. Changes to buildings, rules, and attitudes are sometimes needed to help make sure someone with a disability can play, participate and go to school.

Inclusion on the Oval (20 minutes)

Class Discussion

- What does the word inclusion mean? Do you know any synonyms for the word 'inclusion'?
- What are some strategies you have for being inclusive when you are in the playground?
- What about when you play sport, how can you be inclusive in the sports arena? Do the same strategies apply?
- What other ways can you be involved in sports without playing the game?
- Have you ever been excluded from something? How did it make you feel?
- Can anyone play AFL?

AFL In Class Modules

STAGE 3 LESSON

Lesson

Disability and inclusion

See – Think – Wonder

As an alternative to an oral discussion, you may like to use the See – Think – Wonder tool to get students thinking about what inclusion means to them. Provide each student with a large sheet of paper divided into three sections, as below:

See	Think	Wonder
What does it look like?	Why do you think it's important?	What would you like to know more about?

AFL is one sport that is now accessible for a growing number of people with disabilities.

Class Brainstorm

How do you think people with physical disabilities might be able to play AFL?
What about people with vision impairment?

Watch the short film: [What is AFL Wheelchair?](#)
[Why footy is so important for Jude \(2.47\)](#)

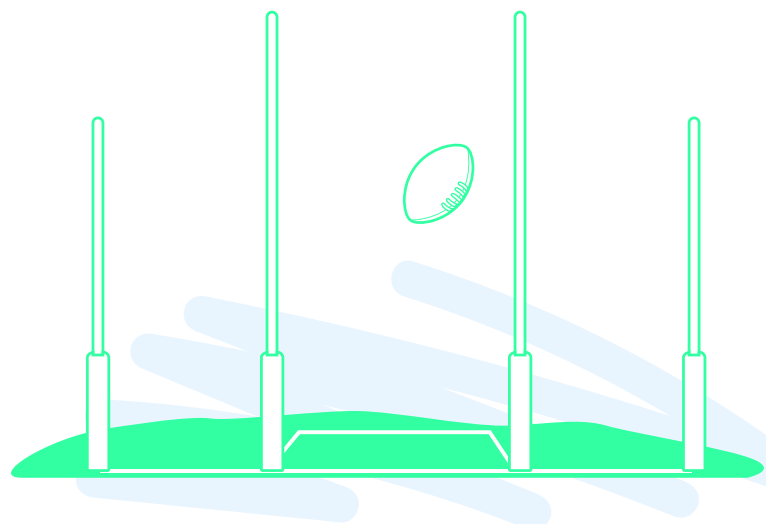
Comprehension or Discussion Questions

Facilitate a discussion or ask students to respond to the questions by writing 1-2 sentences in response to each.

- Jude says AFL Wheelchair is 'adaptive', what does he mean by the word 'adaptive'?
- What do you need to be able to play AFL Wheelchair?
- What does Jude love about AFL Wheelchair?
- What does Jude say 'accessibility' means to him?

Reflection (5 minutes)

Students complete the 'Inclusion and Diversity' worksheet as a plenary to the lesson, a homework task, or as an 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.



AFL In Class Modules

STAGE 3 LESSON

Lesson Sport for Everyone

Stage

Stage 3 (Year 5-6)

Learning Area

Health and Physical Education

Duration

40 minutes



Overview

This lesson explores how the AFL promotes inclusion through creating modified games to suit the needs of people with disabilities. Students will be introduced to the game of AFL Blind and be prompted to think critically and reflectively in response to a short film. Through discussion, critical and creative thinking, and reflection tasks students will develop their understanding of the struggles faced by people with disabilities, particularly when playing sports.

Note: This lesson is best completed as a follow up to Lesson 1: Disability and Inclusion

Learning Objectives

1. To understand the ways sports can be made accessible for people with diverse needs
2. To think critically and creatively about the challenges faced by people with disabilities

Resources

- ▶ [What is AFL blind? Why footy is so important for Bridget \(3.30\)](#)
- Student Worksheet [321 Note taking sheet](#)
- ▶ [Three Whys - Project Zero Harvard](#)

Student Success Criteria

- I can explain how the game of AFL has been made accessible to people with blindness or low vision
- I can think critically and creatively about the challenges people with disabilities might encounter

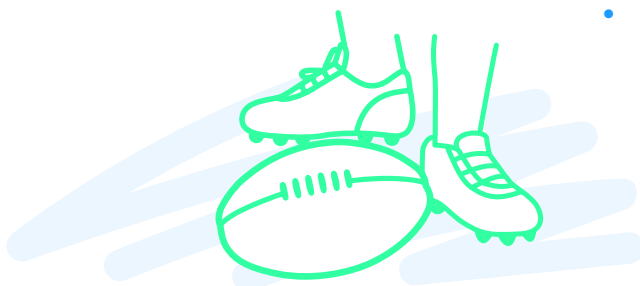
Curriculum Alignment

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

- practise skills to establish and manage relationships ([VCHPEP109](#))

Contributing to health and active communities

- investigate how celebrating similarities and differences can strengthen communities ([VCHPEP114](#))





AFL In Class Modules

STAGE 3 LESSON

Lesson

Sport for Everyone

Lesson Content

Introduction (5 minutes)

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

- To understand the ways sports can be made accessible for people with diverse needs > I can explain how the game of AFL has been made accessible for people with blindness or low vision.
- To think critically and creatively about the challenges faced by people with disabilities > I can think critically and creatively about the challenges people with disabilities might encounter

What does being inclusive really mean?

Discuss the following definition with your students:

Being inclusive is when you value every person. By valuing every person, you make sure everyone has a fair go. It also means engaging a diverse group of people (ie. Different ages, cultural backgrounds, genders) to ensure everyone has access to the same opportunities, and also feels valued and respected.

Time permitting, you may like to discuss some of the other aspects within this definition such as:

- Having a fair go
- Cultural backgrounds
- Genders

Starter (10 minutes)

Before showing your students the film clip below, hold a discussion about the possibilities of people with blindness or low vision playing sports. Use the following questions to guide the discussion:

Before Viewing Questions

- What aspects of playing AFL might need to be taken into consideration for people with blindness and low vision?
- What challenges might someone playing AFL Blind have?
- Is it dangerous for people with disabilities to play sports? Why/why not?
- What does 'making sports accessible' mean to you?

After Viewing Questions

- What aspects of playing AFL might need to be taken into consideration for people with blindness and low vision?
- What challenges might someone playing AFL Blind have?
- Is it dangerous for people with disabilities to play sports? Why/why not?
- What does 'making sports accessible' mean to you?

AFL In Class Modules

STAGE 3 LESSON

Lesson

Sport for Everyone

Padlet or Why – Why – Why

As an alternative to an oral discussion, you may like to get your students to contribute their ideas by using an online tool such as [Padlet](#). Padlet is an online tool that helps students collaborate and share their ideas in real time. Padlet is one example of an online software tool that supports collaboration and helps students to organise their ideas and thoughts. Some other productivity tools that you may like to utilise to help students conceptualise ideas include Lino, Stormboard and Dotstorming.

You may also like to use the visible thinking routine of the Three Whys.

- Why does this issue matter to me?
- Why might it matter to people around me?
- Why might it matter to the world?

Inclusion - AFL Blind (10 minutes)

Watch the short video: [What is AFL blind? Why footy is so important for Bridget](#) (3.30)

Students complete a 3, 2, 1 as they watch the video. Access the downloadable worksheet for this task.

During Viewing

3 things they think are interesting

2 questions they have

1 area of AFL Blind they would like to learn more about

Reflection (10-15 minutes)

After viewing the video, spend some time reflecting. Students may like to write down their responses to the questions below or it could be set for a homework or extension activity.

After Viewing

- What message/s do you take away from Bridget?
- Creative Thinking Problem: If there was no access to technology/energy to power the sound or commentary, how could AFL Blind still be played?

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 3 LESSON

Lesson 1

Designing for Inclusivity

Stage

Stage 3 (Year 5-6)

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: Disabilities and Inclusion

Skills Focus

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

Learning Objectives

1. To be able to participate positively with a group to design an alternative AFL game that focuses on the use of non-verbal communication and sound.
2. To be able to consider and implement strategies used to ensure inclusivity

Equipment/Resources

- Access to open spaces or an indoor gym
- AFL Footballs
- Enough whistles for each student
- Drums (use bongo drums or plastic containers with a stick or spoon)
- Student Worksheet
[Design an inclusive game](#)

Student Success Criteria

- I can work positively with others and contribute to a group task
- I can modify a game to become more inclusive





AFL In Class Modules

STAGE 3 LESSON

Lesson 1

Designing for Inclusivity

Curriculum Alignment

Movement and Physical Activity

Moving the body:

- practise specialised movement skills and apply them in different movement situations in indoor, outdoor and aquatic settings ([VCHPEM115](#))
- design and perform a variety of movement sequences ([VCHPEM116](#))

Understanding movement:

- manipulate and modify the elements of effort, space, time, objects and people to perform movement sequences ([VCHPEM119](#))

Learning through movement:

- participate positively in groups and teams by encouraging others and negotiating roles and responsibilities ([VCHPEM120](#))
- apply critical and creative thinking processes in order to generate and assess solutions to movement challenges ([VCHPEM121](#))

Lesson Content

Introduction (5 minutes)

Conduct a brief discussion using the following prompts:

- What are the pros and cons of using verbal language in sport?
- What other ways can people communicate with one another? (Think non-verbal forms of communication, sound, music, mime etc.)
- How can we ensure we are respectful when using non-verbal forms of communication?

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

We often rely on using spoken language as the go-to means of communication, particularly in sport. However, sports can indeed be played without the use of verbal language and instead be a mix of non-verbal forms of communication and sound such as whistles, sirens or buzzes.

The task is for students to design their own version of AFL based on a list of restrictions and the choice of an aid.

Students will work in small groups and must collaborate to design their modified AFL game. They will need to consider the most appropriate and effective ways to use their chosen aid. This will require some discussion and experimentation on their part.

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.

AFL In Class Modules

STAGE 3 LESSON

Lesson 1

Designing for Inclusivity

Restrictions

- Language cannot be spoken or whispered between players or teams

Aids (choose one)

- Whistles - one per student (to add an extra layer of complexity, provide whistles to only half the team members)
- A drum (use bongo drums or plastic containers with a stick or spoon)

Once students have selected their aid and have been designated a playing area, they can begin designing their game. Encourage creativity and thinking outside the box! 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 options:

- [Angry Ogre](#)
- [Tags and Tails](#)

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

Play (10 minutes)

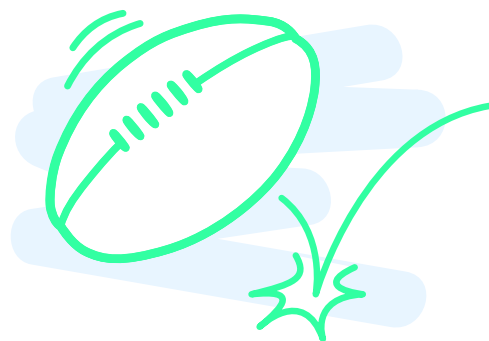
Students give their newly designed game a trial run. There is bound to be a fair bit of experimenting here so ensure you have enough space for the groups to spread out. There may also be a lot of whistles blowing and drums banging – be sure to inform your colleagues!

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 3 LESSON

Lesson 2

Designing for Inclusivity

Stage

Stage 3 (Year 5-6)

Learning Area

Health and Physical Education

Duration

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: Disabilities and Inclusion.

Skills Focus

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

Learning Objectives

1. To be able to devise and test alternative rules and modifications to support inclusivity within a newly created game
2. To be able to play collaboratively and encourage others through constructive criticism

Student Success Criteria

- I can reflect on what needs to be done to improve a new game to ensure it is inclusive
- I can play with others in a respectful way and offer words of helpful encouragement

Equipment/Resources

- Access to open spaces or an indoor gym
- AFL Footballs
- Enough whistles for each student
- Drums (use bongo drums or plastic containers with a stick or spoon)
- Student Worksheet
Feedback, modify & refine!

Curriculum Alignment

Movement and Physical Activity

Moving the body:

- practise specialised movement skills and apply them in different movement situations in indoor, outdoor and aquatic settings ([VCHPEM115](#))
- design and perform a variety of movement sequences ([VCHPEM116](#))

Understanding movement:

- manipulate and modify the elements of effort, space, time, objects and people to perform movement sequences ([VCHPEM119](#))

Learning through movement:

- participate positively in groups and teams by encouraging others and negotiating roles and responsibilities ([VCHPEM120](#))



AFL In Class Modules

STAGE 3 LESSON

Lesson 2

Designing for Inclusivity

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 how groups are using their whistles or drums in addition to the use of non-verbal communication such as body gestures, touch or facial expression. For instance, was it clear how and when the non-verbal forms of communication were to be used? How can the group make the game more effective and more inclusive?

You may like to encourage students to consider adding an umpire or even spectators as this offers an extra level of inclusion for those who perhaps cannot join in physically.

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.

Think, Pair, Share (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 language?
- For you, what were the most effective forms of non-verbal communication? Why?
- Was the whistle/drum an aid or a problem? Why?
- What would you do differently next time?

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

Tool: Parking Lot

The diagram depicts a way to capture a person's thoughts and questions about a subject. Students that are reluctant to share their views in front of a large group could find this tool helpful.

To make contributing to it simple, place sticky notes, pens, and pre-cut scrap paper with blu-tac near the parking lot.

You may like to put up a Parking Lot in your staff room to encourage discussion and collaboration regarding any issue/s you think are relevant.

What is going well?	What could be improved?
What are the questions?	Any ideas or issues?