

# SECONDARY ON-FIELD PRACTICAL MODULES

Empowering educators to help students to be more active and engaged both on and off the field.

**STAGE 4:  
YEAR 7-8  
NSW  
CURRICULUM**



## LEARNING AREA

Health and  
Physical Education

## GENERAL CAPABILITIES

Personal and  
Social Capability

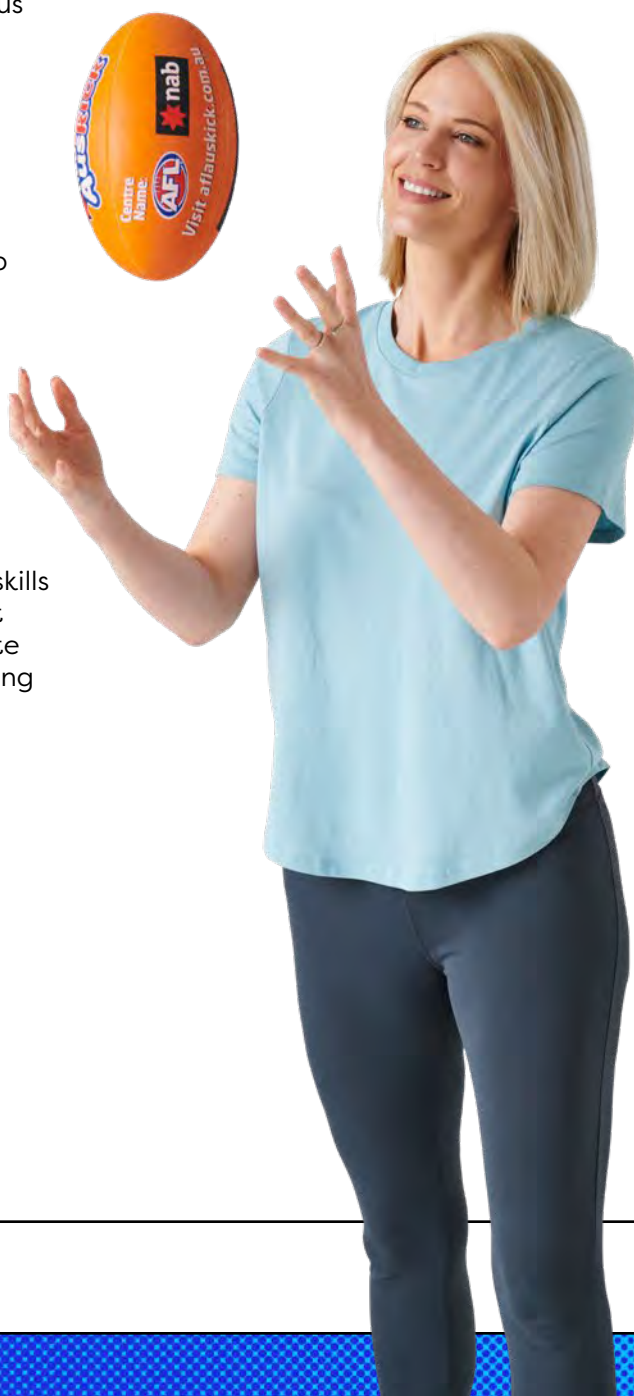
## LESSON DURATION

4x

40-  
60  
mins

# PROGRAM OVERVIEW

Students will demonstrate and investigate movement strategies and ball skills with a focus on Australian Football League (AFL). Students will develop a deeper understanding of AFL skills, rules and strategies. The lessons include a focus on invasion games, where students will demonstrate offensive and defensive skills and make modifications to games and skills. In addition, students will learn how to keep themselves safe on the field and develop the concept of fair play. Throughout the unit, students will take time to engage in reflective practice by providing and implementing feedback from their peers and teachers to refine how they move within the playing space. When considering how to differentiate, teachers can refer to the CHANGE IT approach. This approach will be broken down throughout the unit to support students to evaluate and modify games and skills during sessions. It is highly recommended that teachers take students through an appropriate stretching routine before and after participating in these lessons.





## PEDAGOGICAL APPROACH

The pedagogical approach of this unit is aligned with AFL Youth Football which caters for teenage boys and girls aged from 13 to 18. The principles of play which describe the three phases of the game, have also been used to teach students tactical elements of AFL. These elements follow the premise of 'using the game to teach the game'. In its most simplistic form, football can be broken into three phases of play.



All match play has been based on the AFL Nines modified format which involves tackle-free, one-handed-touch rules. This fun and fast version of the game has been developed for participants to enjoy a modified match-play experience regardless of skill level, that has strong ties to the traditional game. To gain a deeper understanding of the AFL Nines approach, teachers should refer to the [AFL Nines resources](#) in preparation to teach this program. Teachers who require further background knowledge of AFL game rules and skill techniques, should visit the [AFL Learning LMS](#) modules designed for schools and refer to the AFL key terms glossary.

If time allows, an off-field lesson may be beneficial before starting the on-field lessons where time can be spent viewing the AFL Nines resources as a class and breaking down the key aspects of the game to support students who may not be familiar with AFL. The following resources can be used:

- ➔ [A beginner's guide to Australia Football | AFL Explained](#)
- ➔ [AFL Schools: What is AFL?](#)
- ➔ [AFL explained in 31 languages resource](#)

Each lesson is approximately 40-60 minutes, with flexibility for setup and pack up time. The lessons are divided into four quarters to mirror the structure of an AFL game. 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. When considering student abilities, it is beneficial to use similar ability pairing at times and also try mixed ability groupings to ensure students can learn from more experienced peers.

When considering how to differentiate, refer to the How to Change It guide, developed by the Australian Sports Commission's Active After-School Communities (AASC) program and the Schools Network. In addition, the Australian Sports Commission 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

- C Coaching style** - Consider your own teaching style. Vary questions, language and ways of communicating with your students.
- H How you score/win** - Be inventive with different ways students can score or win.
- A Area** - Change the size and/or shape of your playing area.
- N Numbers** - Adapt team sizes and positions
- G Game rules** - Get creative with rules. Encouraging your students to help develop these can also be a lot of fun.
- E Equipment** - Alternate equipment and give options
- I Inclusion** - Modify to include all learners and abilities. Give options and ask students for their input.
- T Time** - Increase or decrease time for games, activities, drills, reflections.

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

Content strand	Outcomes	Content
<b>MOVEMENT SKILL AND PERFORMANCE</b>  <b>Key Inquiry Questions:</b> How can I evaluate movement competence, adapt movement skills and apply these skills in dynamic movement situations? How can I apply my skills to collaborate, communicate, solve problems and include others in physical activity?	Refines, applies and transfers movement skills in a variety of dynamic physical activity contexts <b>(PD4-4)</b>	<ul style="list-style-type: none"> <li>participate in activities which develop an understanding of the role of different forms of feedback on performance, including verbal, visual and kinaesthetic feedback</li> <li>create and perform movement sequences that solve tactical problems, including creating, using and defending space and achieving and retaining possession</li> <li>select strategies that have been successful previously and apply the most appropriate ones when solving new movement challenges with and without equipment</li> <li>appraise and provide feedback about the quality of movement of self and others, focused on space and time, effort and relationships</li> </ul>
	Transfers and adapts solutions to complex movement challenges <b>(PD4-5)</b>	<ul style="list-style-type: none"> <li>examine and demonstrate the similarities of strategies and tactics used in different physical activities and how they can be transferred to new movement situations</li> <li>evaluate and justify the movement concepts, skill, strategies and tactics selected in response to movement challenges</li> <li>recognise potential safety concerns and select appropriate responses when engaged in physical activities</li> </ul>
	Applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts <b>(PD4-10)</b>	<ul style="list-style-type: none"> <li>participate in initiative/challenge physical activities designed to develop teamwork, cooperation and problem-solving</li> <li>adopt roles and responsibilities that support and enhance planning of physical activities, team cohesion and lead to successful movement outcomes</li> <li>apply an understanding of verbal, physical and situational cues to identify and appropriately respond to the feelings and motives of others when working in a team or group</li> <li>develop scoring systems to assess movement performances consistently and fairly</li> <li>apply behaviours that illustrate ethical and inclusive behaviours for other students during physical activity</li> <li>modify rules, equipment or scoring systems to allow all participants to enjoy and succeed</li> </ul>
	Demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences <b>(PD4-11)</b>	<ul style="list-style-type: none"> <li>practise and refine fundamental and specialised movement skills in predictable and dynamic learning environments</li> <li>demonstrate refinement of movement concepts and strategies to enhance movement sequences</li> <li>explain how changes to movement concepts, skills and tactics can improve performance</li> </ul>



Content strand	Outcomes	Content
<b>HEALTHY, SAFE AND ACTIVE LIFESTYLES</b>  <b>Key Inquiry Questions:</b> What positive actions contribute to the health, safety, wellbeing and participation in physical activity levels of the wider community?	Plans for and participates in activities that encourage health and a lifetime of physical activity <b>(PD4-8)</b>	<ul style="list-style-type: none"> <li>refine interpersonal skills through undertaking a range of roles when participating and planning physical activities</li> <li>set goals that enable them to achieve personal success in physical activities and enhance health and wellbeing</li> </ul>

## PDHPE SKILL DOMAINS

### Self-management Skills

- Strengthening personal identity
- Self-awareness
- Decision-making and problem-solving

### Interpersonal Skills

- Communication
- Collaboration, inclusion and relationship-building
- Leadership and advocacy

### Movement Skills

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

## KEY SKILLS AND CONCEPTS

- ➔ Develop specialised movement skills including object and body control
- ➔ Apply, transfer and evaluate movement skills and strategies
- ➔ Develop confidence to engage in physical activity
- ➔ Engage in fair and ethical participation in physical activity
- ➔ Develop interpersonal skills through communication, collaboration, leadership and inclusion

## LESSON SUMMARIES

### LESSON 1

#### Mastering AFL Skills

Pre-assessment observations can be made using the formative assessment rubric to inform teaching. Students will participate in a movement skill warm up game and

they will then practise and develop their handballing, kicking and marking skills by engaging in invasion games in small groups. They will play a modified version of AFL to learn more about the three zones of a football field in a game sense. The lesson will finish with cool-down stretches and reflection time focused on student highlights, hurdles and hopes for future sessions.

### LESSON 2

#### Match Play Fundamentals

After students participate in the warm up game, they will practise and develop their ball pick-up and handballing skills. Students will then work in groups to modify the

scoring, playing area or team size in the invasion game and test their changes by playing the modified game. They will learn about principles of play with a focus on the contest phase of the game. To build on previous skills, they will engage in a modified AFL NINES match at their appropriate ability level. Students will engage in cool-down stretches before reflecting on their achievements, challenges and will think of one word to capture their AFL experience so far.

### LESSON 3

#### Offensive Mindset

Students will practise their running and dodging skills in a fun warm up game before refining their bouncing and kicking skills. Students will work in groups to

modify the game rules and equipment in the invasion game and will test their changes by playing the modified game. To build on previous principles of play knowledge, students will learn about moving the ball forward when attacking. Students will participate in AFL NINES match play before engaging in cool down stretches. Students will rate their personal effort and share their teamwork experiences before setting a personal specific skill goal to focus on in the final lesson.

### LESSON 4

#### Defensive Dominance

In the final lesson, students will practise changing direction, deceleration, dodging, jumping, bouncing and handballing skills in a modified version of dodgeball. To

prepare for the summative assessment task, students will participate in an invasion game with a focus on developing the defensive aspect of the principles of play. The summative assessment task will then be administered and to conclude the unit, students will discuss some reflection questions.





# ASSESSMENT OPPORTUNITIES

## Formative assessment

The Secondary AFL assessment rubric is provided to help teachers gather evidence about what a student can currently do and plan the next steps to progress student learning. In addition, it provides teachers and students with a consistent understanding of the next phase in learning and collects evidence of student growth. It is recommended to utilise the rubric as a pre-assessment tool to inform teaching throughout the unit and a post-assessment to track and measure growth.

## Summative assessment

In the final lesson, students will complete a summative assessment task to demonstrate their knowledge and skills when modifying a known invasion game. Students will demonstrate their AFL skill knowledge and understanding of the 'Change It' approach to modify movement skills and concepts to improve outcomes.



# LESSON 1

# MASTERING AFL SKILLS

## LEARNING OBJECTIVES

- 1 Develop ball control techniques by performing handballing, kicking and marking skills
- 2 Practise offensive and defensive strategies
- 3 Reflect on strengths, areas for improvement and set goals

## FOCUS QUESTIONS

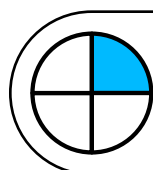
- ➔ What is the main objective in the game of AFL?
- ➔ How can we improve our ball handling skills?
- ➔ What makes an effective offender versus defender?

## SUCCESS CRITERIA

- ➔ I can use clean hands and the correct technique when handling an AFL ball
- ➔ I can refine my handball, kicking and marking skills
- ➔ I can focus on intercepting the ball to gain possession
- ➔ I can focus on playing safely to minimise contact
- ➔ I can identify three zones on an AFL field

## ASSESSMENT

**Formative assessment** - rubric as a starting benchmark for each student



### QUARTER 1: WARM UP GAME - TURN OVER

5-10  
mins

**Skill focus:** *running, deceleration and changing direction*

### Setup

- Create two even teams – A and B.
- Assign each team a direction – up (A) down (B).
- Scatter the markers in a large designated playing area.
- Half of the markers are turned upside down.

### Game play

Team A moves around the playing area attempting to turn as many markers up as possible. At the same time, Team B attempts to turn as many markers as possible down. After playing for a designated time, stop the game and count the number of markers the correct way up, compared to the number of markers upside down, to find the winning team. Encourage students to play safely by getting down low and keeping their head to the side.

### Pause and reflect

- What is a strategy you used with your team?
- What defensive moves could you have tried to prevent fewer cones being turned over?
- If we were to give your team 2 minutes to strategise, what could be some techniques used to help win, for example, could some players act as guards, could you each defend or shadow someone from the opposition? Discuss.
- What are some of the applications in a real game of AFL?

### Ball skill warm up

Students work with a partner to practise handpassing before game play commences.

Players stand approximately 3 metres apart and handpass the ball back and forth aiming to use clean hands and when receiving the ball. Remind players to keep count of how many passes in a row they can get without dropping the ball.

### Modifications

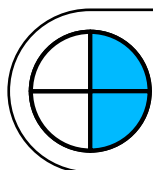
#### Indoor lesson

- Create smaller playing areas
- Use fewer cones
- Split teams in half and regularly swap active team

### Equipment

- Markers (suitable to be flipped upside down)
- 1 football between 2





## QUARTER 2:

INVASION GAME -  
TWO VERSUS ONE10-15  
mins**Skill focus:** *Accurate handball passing skills***Skill Instruction**

Demonstrate the correct handballing technique.

For a breakdown of each skill and further guidance, visit the AFL Learning LMS. Teachers can use their judgement to decide whether students need partnered practice to further develop the skills.

**Setup**

- Divide students into groups of 6-8 students.
- Create 15m x 15m playing areas with markers and create a bonus goal area.
- Organise players into attackers and defenders on opposite sides of the playing area.
- Attackers are in pairs with one football between them.

**Game play**

Two attackers and one defender enter from opposite ends of the playing area. The defender attempts to tag the player in possession of the ball or intercept the ball to end the attacking player's turn. The attackers aim to carry the ball over the goal line or handball it through the bonus goals. Attackers must use handballing to pass the ball to each other. The ball carrier runs directly towards the defender, drawing the defender to the ball, then releasing a lateral handball to their teammate in space. Teammates need to 'keep their width' and not run too far ahead to ensure the opponent is unable to intercept the handball by closing down the angle. Points are awarded as one point for every successful handball, six points for handballing through the bonus goals or one point for carrying the ball over the goal line. After every turn, players swap roles and move to the other line. As soon as the previous team exits the field the new team enters to keep play moving.

**Pause and reflect**

- How do you perform an accurate handball pass?
- What other skill can we use to dispose of the ball in AFL?
- What happens if a player throws the ball instead of handballing?

**Modifications***Differentiation*

Level 1 – Make teams smaller

Level 2 – Add 'no-go' zones, increase number of touches allowed

*Indoor lesson*

- Create smaller playing areas
- Create less teams and rotate players
- Play different combinations e.g. four attackers and two defenders

*Teaching cues: Offensive Strategy*

Attackers should aim to create a triangle between them and the defender.

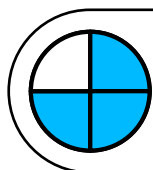
*Handballing*

- Firmly grip the ball with your platform hand
- Punching fist is formed by placing the thumb outside
- Keep knees slightly bent to maintain balance
- Hit the ball with a clenched fist

**Equipment**

- Markers
- 8 footballs





**QUARTER 3:**  
**INVASION GAME -**  
**INTERCEPT CLASH**

15-20  
mins

**Skill focus:** *Kicking and marking skills*

**Skill Instruction**

Demonstrate the correct technique for kicking and marking.

For a breakdown of each skill and further guidance, visit the [AFL Learning LMS](#). Teachers can use their judgement to decide whether students need partnered practice to further develop the skills.

**Setup**

- Divide students into groups of four with two interceptors and two kickers.
- Create 15m x 15m playing areas with markers to show goal lines.
- Kickers stand at opposite goal line ends and interceptors position themselves in the middle.

**Game play**

The kickers try to keep possession of the ball while kicking off their goal line to their opposite player who aims to mark the ball. For every successful kick and mark, the kickers earn six points. The interceptors aim to mark the ball between the kicking lines and players rotate roles every time the ball is intercepted. Kickers are encouraged to consider their movement across the playing area when trying to find space to receive the ball. The interceptors are focusing on applying pressure to cause a turnover.

**Pause and reflect**

- Would anyone like to share some tips to improve kicking accuracy?
- What are the different ways you can mark the ball in AFL?
- Discuss the rules for marking the ball and kicking to score in AFL Nines match play.

**Modifications**

*Differentiation*

Level 1 – Create a smaller playing area, partner students with a supporting player

Level 2 – Make the playing area larger, play different combinations e.g. four attackers and two defenders

*Indoor lesson*

- Adjust zone distance based on area available
- Vary the number of kicks and interceptors

*Teaching cues:*

*Kicking*

- Guide the ball down with one hand
- Point your toes at the target
- Follow through kicking straight towards the target

*Chest mark*

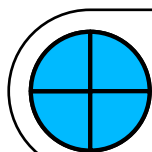
- Eyes on the ball
- Extend fingers and hands
- Tuck your elbows in
- Form a basket with your arms and chest

*Mark – hands out in front*

- Stretch your arms out straight in front of you with your hands facing the ball
- Spread your fingers wide to make a large target for the ball
- Close fingers around the ball






**QUARTER 4:  
ZONE CHALLENGE  
MATCH PLAY**

 10-15  
mins

**Safe play**

- S**tay low and bend knees
- A**lways protect your head
- F**ollow the rules
- E**xecute safe play
- T**ake injuries seriously
- Y**our health comes first

**Setup**

Divide the field into three zones with markers: a mid-zone and two end scoring zones as an introduction to the AFL Nines match play approach.

Create two teams of nine players and assign three backs, three centres and three forwards. Use interchange players if needed.

Assign players to their zone, with one team wearing braids.

**Umpiring, rules and safety**

Explain the rules:

- Throwing the football is not allowed.
- Throwing results in change over.
- Handballing or kicking is used to dispose of the ball.
- The game commences with a ball up.
- After a goal, play is restarted in the centre of the field via a ball up.
- Players are to remain in their zone.
- The ball must be touched by a player in each zone.

Explain the safety guidelines for picking up and handballing:

- Get down low and keep your head to the side when picking up the ball.
- Do not kick the ball off the ground.
- Touch only rule – no tackling, simply touch the player.

**Game play**

Play starts with a ball up in the centre of the field. Players must handball or kick to move the ball to their end scoring zone but the ball must be touched by a player in each zone. A point is scored when an end zone player runs over the goal line to receive the ball from another player in the same zone. Defenders can tag players in possession of the ball, or intercept the ball. Then play resumes to their end zone. Change player zone positions after each goal.

**Pause and reflect**

- What was a highlight of the session?
- What did you find to be a hurdle during the session?
- What skill/s do you hope to improve in our next lesson?
- Ask students to choose an emoji that represents their feelings in regard to their overall performance. In pairs students can use facial expressions to model their emoji, verbally describe or draw the emoji if materials are easily available.

**Modifications**
**Differentiation**

- Set up multiple games and assign student umpires.
- To maintain the flow of the game, the umpire can call 'play on' if an inexperienced player 'throws' the football when attempting to handball.
- Allow players to move freely across all zones.

**Indoor lesson**

- Use soft round balls
- Create smaller playing areas

**Equipment**

- 1 football for each game (Size 3)
- Cones to mark area
- Soft round balls (Level 1)
- Goal posts
- Player bibs/braids

# LESSON 2

# MATCH PLAY FUNDAMENTALS

## LEARNING OBJECTIVES

- 1 Develop ball handling techniques by performing picking up and handballing skills
- 2 Practise offensive and defensive strategies
- 3 Modify scoring systems, playing areas or team sizes to improve outcomes
- 4 Reflect on strengths, areas for improvement and set goals

## FOCUS QUESTIONS

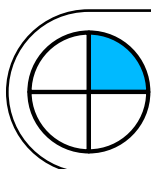
- ➔ Where are the three zones on an AFL field?
- ➔ How can we become more confident with our ball handling skills?
- ➔ How can we modify an invasion game to improve outcomes?

## SUCCESS CRITERIA

- ➔ I can refine my picking up the ball and handballing skills
- ➔ I can focus on effective movement into open spaces for ball movement
- ➔ I can focus on body positioning to gain an advantage when the ball is contested
- ➔ I can modify movement skills and concepts to improve outcomes
- ➔ I can focus on playing safely to minimise contact

## ASSESSMENT

**Formative assessment** – refer to results from the pre-assessment to inform teaching



### QUARTER 1: WARM UP GAME - ISLAND TAG

5-10  
mins

**Skill focus:** *Running with the ball; ball security; spatial awareness*

#### Setup

Create a large playing area (30m by 30m if possible).

Set up multiple islands in the playing area with four markers creating each island.

Players spread out across the area.

#### Game play

Nominate four players to be the taggers. Players aim to use the ball to tag the opponents below the shoulders. Once tagged, players must change roles. The tagged player takes the ball to become a tagger. Players can use the islands for safety but only two players are allowed on an island at a time. If a third person arrives at the island, the first person who joined the island must leave.

#### Ball skill warm up

Students work with a partner to practise clean hands and ground balls before game play commences.

**Partner 1:** Rolls the ball along the ground and gets ready to mark the ball on its return.

**Partner 2:** Collects the ground ball by using a wide stance, knuckles in the grass and picking up the ball with both hands. Once collected they handpass the ball back.

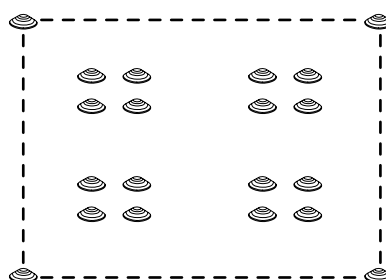
Players swap roles after 1 minute.

#### Modifications

- Create smaller playing areas

#### Equipment

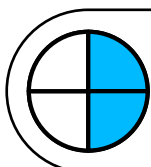
- Markers
- 4 footballs





## LESSON 2

# MATCH PLAY FUNDAMENTALS



### QUARTER 2: INVASION GAME – POSSESSION & DISPOSAL

10–15  
mins

**Skill focus:** *Picking up the ball and positioning your body to win possession*

#### Phases of the game focus – Contest

Explain that to gain an advantage when the ball is in dispute at the start of the game, players should position their body so they have the best chance to win possession, support their teammates or defend against the opposition.

#### Skill instruction

Demonstrate the correct technique for safely picking up a contested ball.

For a breakdown of the skill and further guidance, visit the AFL Learning LMS.

Teachers can use their judgement to decide whether students need partnered practice to further develop the skills.

#### Setup

- Divide students into groups of 6 and split each group into two teams (3v3).
- Create 10m x 10m playing areas with markers.
- Line teams up on their allocated defending line.
- Student umpires may also be used.

#### Game play

Start the game with the teacher or student umpire rolling the ball into the middle of the playing area. The team who picks up the ball cleanly is the attacking team. Remind students that there is no contact permitted in this game. The player that reaches the ball first and has the opportunity to pick up the ball cleanly and gain possession of the ball is awarded possession. This team aims to successfully complete six consecutive handballs without the defending team intercepting or the ball hitting the ground. Attacking players have three seconds to dispose of the ball before it is turned over. The final player must have a foot over their opposite goal line to score six points. The defending team tries to intercept the ball and gain possession. After a 'goal' is scored, all players return to their defending goal line and play restarts with another ball roll.

#### Pause and reflect

- What strategy worked well to pick up the ball cleanly?
- Does anyone have any tips for improving handballing accuracy?
- Why is working as a team important in an invasion game?
- What strategies did you use to get into a position where you could win ball possession?

#### Modifications

##### Differentiation

**Level 1** – Use large soft round balls; make teams smaller

**Level 2** – Add kicking as a disposal method; use opposite hand to increase complexity; add student umpires; add 'no-go' zones

##### Indoor or small space

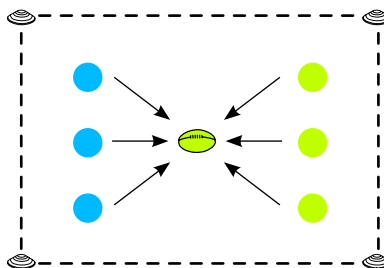
- Use soft balls, balloons or inflatable balls
- Create smaller playing areas

##### Teaching cues:

- Picking up the ball
- Align body with the ball
- Bend knees and hips
- Extend arms, open palms with knuckles to the grass
- Pick up the ball with both hands

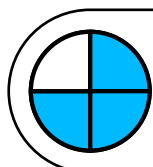
#### Equipment

- 1 football for each game (Size 3)
- Cones to mark area
- Soft round balls (Level 1)



# LESSON 2

## MATCH PLAY FUNDAMENTALS



### QUARTER 3:

### CHANGE IT: INVASION GAME - POSSESSION & DISPOSAL

15-20  
mins

### Explain the CHANGE IT method with a focus on adapting:

- How you score/win eg. increase opportunities to score
- The playing area eg. change the size
- Numbers e.g. change team sizes

Break students into groups to brainstorm ways to modify how you score/win, the playing area and numbers in the 'Possession and Disposal' game to:

- Improve outcomes
- Support inclusion
- Encourage fair play

### Setup and game play

Allow groups to explain their recommendation, set up their modified version of the game and lead the organisation of game play.

### Pause and reflect

Ask teams to reflect on what worked well and what are some areas of improvement.

- How did the changes affect the game?
- How do you decide who or where to pass the ball?
- What role does object control play in this game?

### Equipment

- 1 football for each game (Size 3)
- Cones to mark area
- Soft round balls (Level 1)

### Change It

Coaching style

How you score/win

Area

Numbers

Game rules

Equipment

Inclusion

Time







### Safe play

- Stay low and bend knees
- Always protect your head
- Follow the rules
- Execute safe play
- Take injuries seriously
- Your health comes first

Quick reference guide for [AFL Nines rules](#)

### Umpiring, rules and safety

Explain the rules and prepare any student umpires:

- The ball must be disposed of by a handball or kick.
- Throwing the football is not allowed.
- The signal for throwing is a whistle blow then the umpire uses a sweeping motion and extends both arms straight out to the sides with a slight lean forward.
- Throwing results in a free kick to the opposing team.
- The field umpire is the sole judge and may call 'play on' in certain instances to keep the flow of the game.

Explain the safety guidelines:

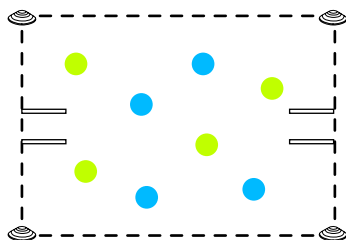
- Get down low and keep your head to the side when picking up the ball.
- Do not kick the ball off the ground.
- Touch only rule – no tackling, simply touch the player.

### Setup – Level 1

Create a playing area and a single set of goalposts.

### Game play – Level 1

- Aim for 4-6 per side with team bibs
- Teacher-led umpiring and guiding players on what to do
- No marking, zones or positions
- No dropped ball turnovers

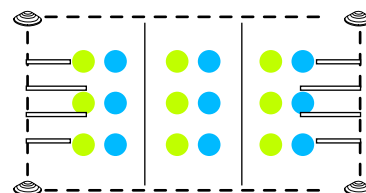


- No bouncing or kicking permitted
- Any player can score by handballing through a single set of goalposts

### Setup – Level 2

Create a playing area with goalposts.

Divide the field into three zones: a mid-zone and two scoring zones.



### Game play – Level 2

- Assign a student umpire
- Expand the playing area
- Aim for 9 per side with team bibs and assign three players to each zone
- Players must start in their allocated zone
- Players to bounce the ball only once after 15m
- Dropped ball results in a turnover
- Award a mark to any player who makes a reasonable attempt
- After every goal, restart with a ball-up with different players in the ruck
- Only forwards can score by kicking through standard goal posts

### Pause and reflect

- Think about a personal achievement from the session.
- How did you manage to handle any challenges during the session? Think about how you will work on this in our next lesson.
- Ask students to choose one word to capture their experience from the session.

### Modifications

#### Differentiation

Select from Level 1 or 2 or a combination of levels to match the skill and confidence of the class.

#### Indoor lesson

- Use soft round balls
- Create smaller playing areas

#### Umpire 'throwing' signal

### Equipment

- 1 football for each game (Size 3)
- Markers
- Goal posts/ poles
- Player bibs/braids

# LESSON 3

# OFFENSIVE MINDSET

## LEARNING OBJECTIVES

- 1 Develop ball control techniques by performing bouncing and kicking skills
- 2 Practise offensive and defensive strategies
- 3 Modify game rules or equipment to improve outcomes
- 4 Reflect on strengths, areas for improvement and set goals

## FOCUS QUESTIONS

- ➔ What are some of the tactical elements in the game of AFL?
- ➔ What skills do we use to advance the ball forward when attacking?
- ➔ How can we modify an invasion game to improve outcomes?

## SUCCESS CRITERIA

- ➔ I can refine my bouncing and kicking skills
- ➔ I can focus on effective movement into open spaces for ball movement
- ➔ I can focus on advancing the ball forward to the goals when attacking
- ➔ I can modify movement skills and concepts to improve outcomes
- ➔ I can focus on playing safely to minimise contact

## ASSESSMENT

**Formative assessment** – rubric as a starting benchmark for each student



5-10  
mins

**Skill focus:** *running, dodging, jumping*

### Setup

- Create a large playing area 40m by 40m if possible.
- If tag belts are available, students wear these around their waist. If belts are not available, students tuck their shirts in and tuck braids in where possible.
- Divide the tags/braids evenly among players.
- Players spread out across the area.

### Game play

Players aim to remove other players' tags and add to their own waists. Encourage players to jump and dodge to avoid opponents. If a player is removing someone's tag, the tagged player cannot remove a tag from their opponent at the same time. Stop play after five minutes and ask players to count the number of tags they have collected. Resume play if time allows.

### Ball skill warm up:

Students work with a partner to practise handpassing and kicking before game play commences. Partners stand 4-5 metres apart.

**Partner 1:** Kicks the ball into the hands of player 2.

**Partner 2:** Receives the ball using a hands out in front mark. Then handpasses the ball back to their partner.

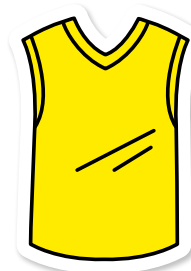
### Modifications

#### Indoor lesson

- Create smaller playing areas

### Equipment

- Markers
- Tag belts/tags/braids
- 1 football between 2





# LESSON 3

## OFFENSIVE MINDSET



**Skill focus:** *Bouncing the ball and advancing towards the goals*

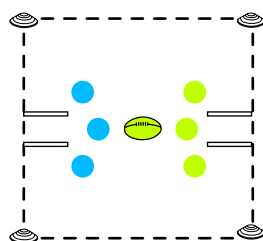
### Skill Instruction

Bouncing and kicking:

- Demonstrate the correct technique for bouncing the ball.
- For a breakdown of the skill and further guidance, visit the [AFL Learning LMS](#).
- Teachers can use their judgement to decide whether students need partnered practice to further develop the skills

### Setup

- Divide students into groups of 6 and split each group into two teams (3v3).
- Create 10m x 10m playing areas with cones.
- Create goals at each end of the playing area using cricket stumps/bins.
- Line teams up on their allocated defending line.
- Student umpires may also be used.



### Phases of the game focus – Attack

Explain that when attacking we focus on penetration and possession. Think about how you can work as a team to advance the ball towards the goals. As an attacker we make decisions about keeping control of the ball by either holding it or making simple passes until better options are available.

### Game play

Start the game by rolling the ball into the middle of the playing area. The team who picks up the ball cleanly is the attacking team. Teams must aim to move the ball by handballing, bouncing and kicking. Players can only bounce the ball once and kicking off the ground is not allowed. Teams can score goals only by kicking the ball and hitting the cricket stumps. The defending team tries to intercept the ball and gain possession. If a kick misses the stumps and goes out, there is a change in possession and play starts at the centre field. After a 'goal' is scored, all players return to their defending goal line and play restarts with another ball roll.

### Pause and reflect

- How can we improve our accuracy when bouncing the ball?
- How many times can a player bounce the ball in AFL Nines match play?
- What strategies did you use to move the ball forward?

### Modifications

#### Differentiation

**Level 1** – Use large soft round balls; make teams smaller

**Level 2** – Add 'no-go' zones

#### Indoor or small space

- Use soft balls
- Create smaller playing areas

#### Teaching cues

- Bouncing
- Push the ball down to the ground using one hand
- Keep eyes on the ball
- Catch the ball with two hands

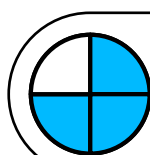
### Equipment

- 1 football for each game (Size 3)
- Cones to mark area
- Soft round balls (Level 1)
- Cricket stumps or bins



# LESSON 3

## OFFENSIVE MINDSET



**QUARTER 3:**  
**CHANGE IT: INVASION**  
**GAME - FOOTY CRICKET**

10-15  
mins

Explain the **CHANGE IT** approach with a focus on adapting:

- Game rules e.g. change the amount of bouncing allowed
- Equipment e.g. change the type used

Break students into groups to brainstorm ways to modify numbers and game rules for the 'Footy Cricket' game to:

- Improve outcomes
- Support inclusion
- Encourage fair play

### Set up and game play

Allow groups to explain their recommendation, set up their modified version of the game and lead the organisation of game play.

### Pause and reflect

- Ask teams to reflect on what worked well and what are some areas of improvement.
- How did the changes affect the game?
- When attacking, how can you use space effectively to score?
- What can you do if you move into space to receive the ball and are not passed the ball?

### Change It

**C**oaching style

**H**ow you score/win

**A**rea

**N**umbers

**G**ame rules

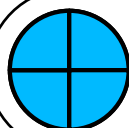
**E**quipment

**I**nclusion

**T**ime






**QUARTER 4:  
AFL NINES  
MATCH PLAY**

 10-15  
mins

**Safe play**

- S**tay low and bend knees
- A**lways protect your head
- F**ollow the rules
- E**xecute safe play
- T**ake injuries seriously
- Y**our health comes first

 Quick reference guide for [AFL Nines rules](#)
**Umpiring, rules and safety**

Remind students of the rules and prepare any student umpires:

- The ball must be disposed of by a handball or kick.
- Throwing the football is not allowed.
- The signal for throwing is a whistle blow then the umpire uses a sweeping motion and extends both arms straight out to the sides with a slight lean forward.
- Throwing results in a free kick to the opposing team.
- The field umpire is the sole judge and may call 'play on' in certain instances to keep the flow of the game.

Explain the safety guidelines:

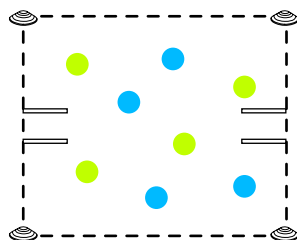
- Get down low and keep your head to the side when picking up the ball.
- Do not kick the ball off the ground.
- Touch only rule – no tackling, simply touch the player.

**Setup – Level 1**

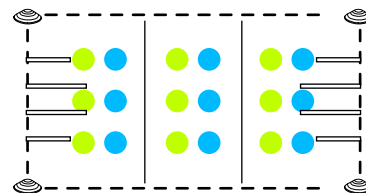
Create a playing area with a single set of goalposts.

**Game play – Level 1**

- Aim for 4-6 per side with team bibs
- Teacher-led umpiring and guiding players on what to do
- No marking, zones or positions
- No dropped ball turnovers
- No bouncing or kicking permitted



- Any player can score by handballing through a single set of goal posts


**Setup – Level 2**

- Create a playing area with goalposts.
- Divide the field into three zones: a mid-zone and two scoring zones.

**Level 2 – Game play**

- Assign a student umpire
- Expand the playing area
- Aim for nine per side with team bibs and assign three players to each zone
- Players must start in the zone
- Players bounce the ball only once after 15m
- Dropped ball = turnover
- Award a mark to any player who makes a reasonable attempt
- After every goal, restart with a ball-up, with a different players in the ruck
- Only forwards can score – set up four goal posts

**Pause and reflect:**

On a scale of 1-10, rate your effort and engagement during today's session. What could you do differently to achieve a higher rating next time?

- Share an instance where teamwork played a crucial role in today's match play.
- Set a personal AFL skill goal that you would like to focus on improving.
- Choose an emoji to reflect how confident you felt in today's session.

**Modification**
**Differentiation**

Select from Level 1 or 2 or a combination of levels to match the skill and confidence of the class.

**Indoor lesson**

- Use soft balls
- Create smaller playing areas

**Equipment**

- 1 football for each game (Size 3)
- Markers
- Goal posts/ poles
- Player bibs/braids

# LESSON 4

# DEFENSIVE DOMINANCE

## LEARNING OBJECTIVES

- 1 Refine and improve AFL skills and techniques
- 2 Practise offensive and defensive strategies
- 3 Manipulate game rules and numbers to improve outcomes
- 4 Reflect on progression of skills during unit of work

## FOCUS QUESTIONS

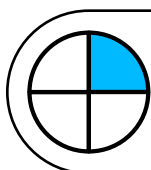
- ➔ What AFL skills or strategies have you improved during this unit?
- ➔ How can we apply defensive tactics in a modified game?

## SUCCESS CRITERIA

- ➔ I can focus on making it harder for the attacking player to make quick passes
- ➔ I can modify movement skills and concepts to improve outcomes
- ➔ I can focus on playing safely to minimise contact

## ASSESSMENT

### Summative assessment task



### QUARTER 1: WARM UP GAME - 4 CORNERS DODGEBALL

5-10  
mins

**Skill focus:** *Changing direction, deceleration, dodging, jumping, bouncing and handballing*

### Setup

- Set up two games and split students into half.
- Mark out two large playing areas 20m by 20m.
- Divide the playing area into four corners using markers.
- Assign four students to each corner and allocate two footballs per corner.

### Game play

Players move around their corner of the playing area while aiming to handball the football and hit players in other corners below the waist. When players are hit, they join the team that hit them. If one team is left with no players, pause play and take the cones away to open up a bigger space for the team with the most players.

### Modifications

#### *Indoor lesson*

- Create smaller playing areas
- Use soft round balls instead of footballs

### Equipment

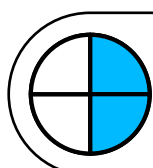
- Markers
- 6 footballs





# LESSON 4

## DEFENSIVE DOMINANCE



### QUARTER 2: INVASION GAME – DOUBLE DEFENCE

10-15  
mins

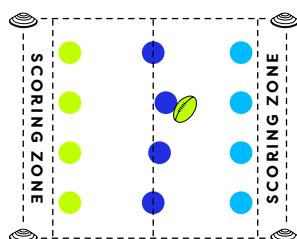
**Emphasis:** Focus on defense by making it harder for the player with the ball to pass or move quickly

#### Setup

- Divide students into three even teams, two teams wear bibs. Set up multiple games to involve more students.
- Create 20m x 20m playing areas with markers. Playing area includes two larger areas and two smaller scoring zones.
- One team are the attackers and they start at the halfway line.
- The two defending teams start on their scorelines.

#### Phases of the game focus – Defence

How can you make it harder for the attacking player to pass? Focus on slowing the attack by preventing the ball from being moved forward.



#### Game play

The attacking team starts by moving the ball towards one of the scoring zones using handpassing. After one defending team has made three touches (or the attacking team runs over the scoring line with the ball), they both run back to stand on their starting lines. The attacking team turns around to face the other direction, and begins to run towards the other defending team's scoreline. After two minutes, the attacking team changes places with one of the defending teams (all teams move clockwise). When all three teams have had a turn as attackers, the team with the most touchdowns, wins.

#### Pause and reflect:

- What worked better: marking players or marking space?
- In defence, how can you anticipate where the ball is being passed?
- If your team is defending, how can you apply pressure in a safe way?

#### Modification

##### Differentiation

Level 1 – Make teams smaller

Level 2 – Add 'no-go' zones; increase number of touches allowed

##### Indoor lesson

- Create smaller playing areas
- Make teams smaller or rotate players

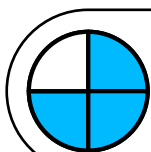
#### Equipment

- Markers
- Bibs/braids
- 1 football per game



# LESSON 4

## DEFENSIVE DOMINANCE



### QUARTER 3: SUMMATIVE ASSESSMENT

10  
mins

Revise the CHANGE IT approach and how it was used in previous lessons.

Explain assessment task approach:

- Think about the 'Double Defence' game played in the previous quarter.
- What worked well? What could be improved? How could the game be changed to make it more interesting, fairer or safer?
- Use the CHANGE IT approach to make 3 changes to the Double Defence game.
- Show students the assessment rubric and discuss what success would look like.
- Include descriptions and diagrams of the modifications you would make to the game.
- Describe how you think your changes will improve the game and who will benefit the most.

### Modification

Move to a space suitable for assessment task work.

### Change It

Coaching style

How you score/win

Area

Numbers

Game rules

Equipment

Inclusion

Time



### QUARTER 4: ADMINISTER ASSESSMENT

10-15  
mins

Students complete the summative assessment task.

### Pause and reflect:

- Think about your initial goals at the start of this unit, did you achieve your goals?
- Were there any specific moments or achievements that stand out to you?
- Did you try something new or step out of your comfort zone?
- What aspects of AFL did you enjoy the most? Why?

### Modification

If time and equipment allows, students could present their ideas to the class or create their own instructional video explaining the modified game approach.

