



PLAY

Schools

ON-FIELD PRACTICAL MODULES

STAGE 3 FRAMEWORK

NATIONAL

AFL PRACTICAL MODULES

STAGE 3 FRAMEWORK

Learning Area Health and Physical Education	General Capabilities Personal and Social Capability	Duration 6 X 50 minute lessons	
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Overview

In this unit, students will work towards developing the fundamental motor coordination skills necessary to play a modified version of Australian Football League (AFL). The lessons focus on learning through play and students are encouraged to have fun whilst developing skills in holding, passing, bouncing, kicking, and marking the ball. In addition, students will have opportunities to demonstrate teamwork and discuss the concept of fair play. Throughout the unit, students will take time to reflect upon their learnings by discussing their strengths, areas for improvement, and the benefits of moving the body and calming the mind.

Pedagogical Approach

The pedagogical approach of this unit is aligned with the AFL [Junior Coaching Curriculum](#). Further reading and information about this guide can be found at the AFL's Junior Coaching Curriculum site. Each lesson is approximately 50 minutes, beginning with 10 minutes of exploration, free play or guided discovery. The remaining time is divided into four quarters to mirror the structure of an AFL game. You may find it useful to watch the game/skill videos and discuss the learning objectives and student success criteria in the classroom before moving out to the designated field or playing area. Read through the unit of work prior to teaching and consider which activities may need to be modified to suit the needs of your students. The lessons culminate in students playing a modified version of AFL in order to have the opportunity to practise their new skills in a team environment.

When considering how to differentiate, refer to the [How to Change It](#) guide, developed by the Australian Sports Commission's Active After-School Communities (ASSC) program and the Schools Network. In addition, [Sports Australia](#) also offers a wide range of examples on how to modify lesson content in order to cater for students of all abilities and to ensure inclusion practices are exercised.

The Change it Approach

Coaching style ¹
How to score/win ²
Area ³
Numbers ⁴
Game rules ⁵
Equipment ⁶

Inclusion ⁷
Time ⁸



- 1 Consider your own teaching style. Vary questions, language and ways of communicating with your students.
- 2 Be inventive with different ways students can score or win.
- 3 Change the size and/or shape of your playing area.
- 4 Adapt team sizes and positions
- 5 Get creative with rules. Encouraging your students to help develop these can also be a lot of fun.
- 6 Alternate equipment and give options.
- 7 Modify to include all learners and abilities. Give options and ask students for their input.
- 8 Increase or decrease time for games, activities, drills, reflections.

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

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Exploration, Free Play or Guided Discovery Many children thrive when given the opportunity to play freely and it is widely considered fundamental for creativity, imagination and making sense of the world in which they live. Exploration, free play and guided discovery will provide students with an opportunity to explore and develop their skills in an unstructured environment, whilst simultaneously supporting their social, emotional, physical, and cognitive development.

Guided discovery - is teacher assisted and a collaboration between teachers and students. Guided discovery is scaffolded in a way that has clear learning intentions yet still encourages students to freely explore, wonder and problem solve within the context of new and unfamiliar ideas. Teachers work alongside students to initiate or create games or play together. During this type of play, teachers should aim to provide feedback, give demonstrations and comment on new discoveries made.

Free play or exploration - is free from set or imposed rules or guidelines. Here children have complete autonomy over how they use their time. Teachers and adults are observers only.

Play can be seen in a number of ways - some examples are:

- make-believe, dramatic play, fantasy or acting
- playing with objects or sporting equipment
- creating and initiating games
- solving puzzles
- physical play or chasing
- constructive play (musical instruments, drawing, arts)
- language play (rhymes, riddles, singing)
- outdoor play of all kinds

For more information on guided discovery and free play see the reference section at the end of this document.

KEY SKILLS / CONCEPTS

Throughout this unit students will:

- perform fundamental movement skills
- perform locomotor movements
- work collaboratively with others and exercise fair play
- discuss and demonstrate how rules operate in a game
- discuss and understand the benefits of regular physical movement
- reflect on their own strengths and areas for improvement

LESSON SUMMARIES

Lesson 1 - Footy Firsts

Students will begin by understanding how to mark a partner in a fun warm up game. They will then develop their catching and kicking skills followed by a self-assessment as a pre-test to the program.

Lesson 2 - Kick Tricks

Students will practise and develop their kicking skills, in addition to marking and retrieving. Through small group tasks, students will hone their listening and responding skills.

Lesson 3 - Handballing and Dodging

Students will learn how to safely perform a handball between themselves and a partner. Through play, they will focus on the skill of dodging and using locomotor skills to move quickly from one spot to the next.

Lesson 4 - Bouncing and Combinations

Students experiment with different ways to bounce a ball, progressing to bouncing whilst walking or running. To advance the skills learnt so far, they will work on combining the movements into a short sequence and cool down with a mindfulness exercise.

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Lesson 5 - Revise and Play

Students will have an opportunity to put their skills to the test in the first of two modified games of AFL. With a focus on following rules and playing fair, they will discuss and demonstrate what it means to be inclusive in a team environment.

Lesson 6 - Aussie Rules in Action

The final lesson consolidates the skills learnt throughout the program and provides students with another opportunity to play a modified version of AFL. To conclude, they will use a simple template to reflect on the progression of their skills.

ASSESSMENT OPPORTUNITIES

Assessment Rubric

A [skills rubric](#) has also been included for teachers. This can be used for pre and/or post assessment.

Formative Assessment

At the start of the program, students will have an opportunity to complete a self-assessment. The Footy Feats [Self Assessment worksheet](#) allows students to reflect on their skills prior to beginning the program. Teachers can use this assessment to inform their understanding of individual students' needs and adapt the program where necessary to ensure all students get the most out of their experience in learning the skills of AFL.

Summative Assessment

At the culmination of the program, students will have another opportunity to self-reflect. The Footy Feats [Self Reflection worksheet #2](#) gives students a chance to assess how their skills have developed. Using the same worksheet, teachers complete a summative assessment for each student separate to that of the students'.

VIDEOS

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

Games

- [Sharks and Islands](#)
- [Tags and Tails](#)

Skills

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

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Australian Curriculum Outcomes

Level	Years 5-6
Learning Area	Health and Physical Education
Strand	Movement and Physical Activity

Sub-strand	Content Descriptors Students learn to:	Content Elaborations This may involve students:
Moving our bodies	<p>adapt and modify movement skills across a variety of situations</p> <p>AC9HP6M01</p>	<ul style="list-style-type: none"> • applying stability and locomotor skills to dodge and feint in different movement situations • performing activities that involve a transition from one skill to another, such as from dribbling to shooting or from leaping to balancing, in changing movement situations • adapting kicking, striking and throwing skills to a variety of new games and activities • composing and performing a range of static and dynamic balances on different body parts, rotating and pivoting to change direction of movement
Moving our bodies	<p>transfer familiar movement strategies to different movement situations</p> <p>AC9HP6M02</p>	<ul style="list-style-type: none"> • adapting and transferring defensive or offensive strategies that have been successful in one game to another similar game
Moving our bodies	<p>investigate how different movement concepts related to effort, space, time, objects and people can be applied to improve movement outcomes</p> <p>AC9HP6M03</p>	<ul style="list-style-type: none"> • demonstrating an understanding of how to adjust the force and speed of an object to improve accuracy and control • creating a movement sequence that demonstrates variations in flow and levels, and involves individuals moving together in time • working with a partner to explore pushing and pulling movements and how these can be manipulated to generate and perform counterbalances

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Learning through movement

devise and test alternative rules and game modifications to support fair play and inclusive participation
AC9HP6M08

- proposing changes to rules and/or conditions to create a more inclusive game or to allow for a fairer contest
- recognising unfairness and exclusion in a game situation, and proposing strategies to overcome these issues
- discussing where and when they have witnessed fairness and inclusion in a game situation and explaining what factors led to the game being inclusive and fair

Learning through movement

participate positively in groups and teams by contributing to group activities, encouraging others and negotiating roles and responsibilities
AC9HP6M09

- exploring and performing the different roles and responsibilities in physical activities that promote enjoyment, safety and positive outcomes for participants
- using reflective listening and assertive communication when working in small groups on movement tasks or challenges

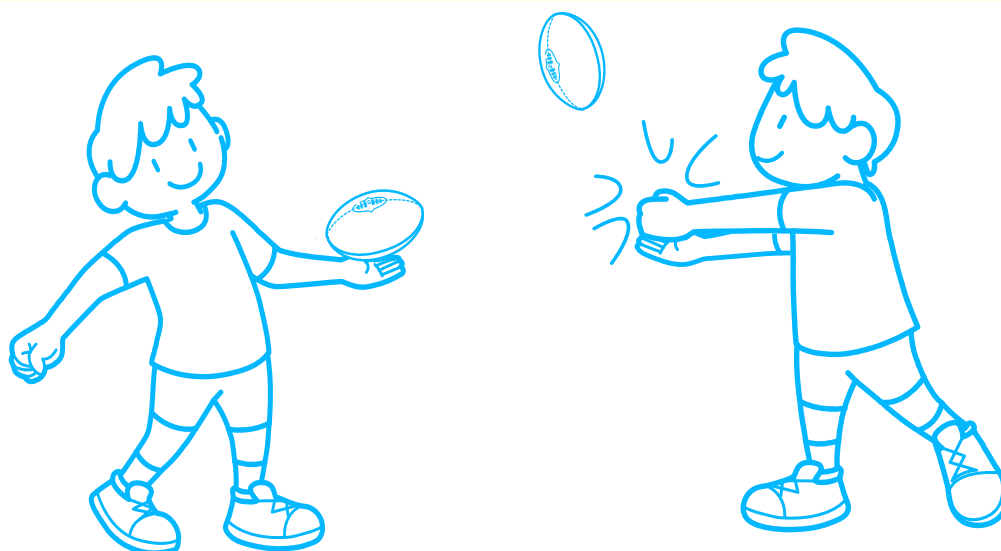
Strand

Personal, social and community health

Identities and change

describe and demonstrate how respect and empathy can be expressed to positively influence relationships
AC9HP6P04

- exploring and performing different roles and responsibilities in physical activities that promote enjoyment, safety and positive outcomes for all participants



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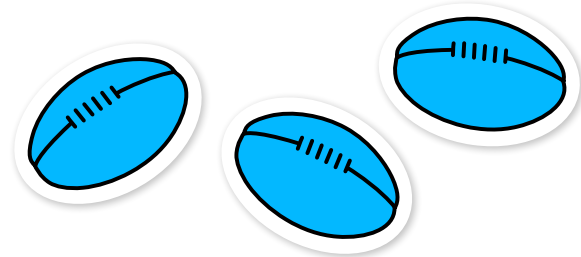
STAGE 3 FRAMEWORK

Lesson 1

Footy Firsts

Equipment

- Footballs - 1 per student (size 3 synthetic)



Learning Objectives:

1. Apply movement strategies to mark an opponent.
2. Use kicking and throwing skills to propel a football.
3. Reflect on strengths and areas for improvement.

Student Worksheets

- [Footy Feats #1](#)

Videos

- [How to Kick](#)
- [How to Mark](#)

Student Success Criteria

- I can pass and catch a football
- I can kick a football
- I can reflect on my ball skills

Focus Questions

What are the different ways to mark and kick a ball?

Ways to Adapt

- Modify the Mark and Follow activity by crawling, walking or running.
- Use different shaped balls for marking and kicking before advancing.
- Give the option to kick along the ground (see lesson 2) for advanced students.

Coaching Tips

This lesson jumps straight into skill building. If kicking and marking is too advanced at this stage, opt for learning how to pick up and bounce the ball. Alternatively, review the Stage 2 AFL resources and modify the activities to suit your students' needs.



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STAGE 3 FRAMEWORK

Quarter 1



**Exploration,
free play
or guided
discovery**



Warm up and Pre-test

As a pre-test, students complete the Footy Feats #1 worksheet.

Play a game of Mark and Follow.

Students pair up - one is the Mark, the other the Follow.

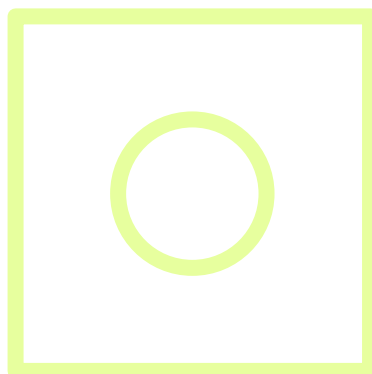
The follower must stay close enough to the mark so they can touch their shoulder when stationary. Pairs move around until a whistle is blown or you say freeze. If the follower cannot touch the shoulder of the mark they are out and must sit down.



Quarter 2 Skill 1: Marking

Ask a helper to throw a ball to you and demonstrate how to catch (mark) the ball. Show both chest marking and overhead marking. Students find a new partner and practise different ways of catching the ball. Rotate to a new partner every 2 minutes.

Helpful video: [How to Mark](#)



Quarter 3 Skill 2: Kicking

Watch the following video with your students, or explain the skill verbally whilst you demonstrate how to kick the ball.

[How to Kick](#)

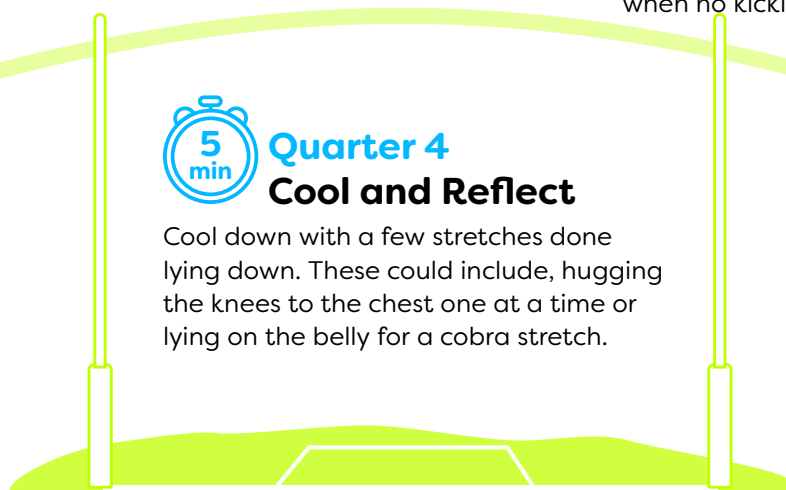
Allow for any questions - then give students time to practise this fundamental skill.

Organise students into small groups of 3-4 and position them in a horizontal line facing the same direction. Blow your whistle to indicate when to kick. Students take turns to kick and retrieve balls when no kicking is taking place.



Quarter 4 Cool and Reflect

Cool down with a few stretches done lying down. These could include, hugging the knees to the chest one at a time or lying on the belly for a cobra stretch.



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Lesson 2

Kick Tricks

- Footballs - 1 per student (size 3 synthetic)
- An extra teacher or support



Learning Objectives

1. Exercise listening skills when working in small groups.
2. Participating positively with others when passing and kicking a ball to a peer or team member.
3. Using locomotor skills to move the body in order to dodge, mark or retrieve a ball.

Ways to Adapt

- Use different shaped balls for kicking.
- Allow students to work on just kicking before moving onto kicking along the ground.

Coaching Tips

- Discuss safe conduct and rules for kicking balls.
- Remember to 'Change It' to suit the needs of your students.

Student Success Criteria

- I can kick the ball to a partner
- I can respond positively to others and listen to instructions when working in small groups
- I am able to use my body to dodge, mark and retrieve a ball

Focus Question

How can I safely kick and catch a ball?

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Lesson Content

Quarter 1



Exploration, free play or guided discovery.



Warm up activities

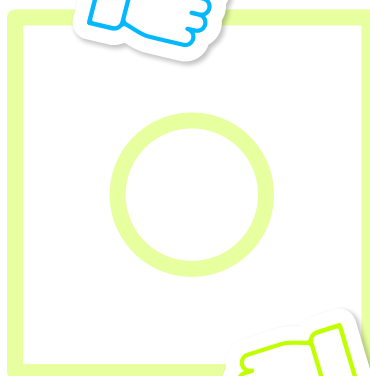
To warm up, students practise kicking and marking in groups of three.



Quarter 2 Skill 2: Kicking along the Ground

In this quarter, students will practise the skill of dribble kicking. Set up the goal posts at various spots, allowing plenty of space between each - there will be balls flying!

- The aim of kicking along the ground is to move the ball from point A to point B (to another player or into a goal).



- Kicking along the ground allows students to explore how kicking the ball on different points and holding on different angles, results in the ball going a variety of ways and generates greater touch and feel of the ball.
- Give a demonstration of how to kick the ball forward. Do this by holding the ball vertically and kicking it so that it hits the ground immediately.
- Give students plenty of discovery time to kick the ball to a partner. Pairs who are keen to progress can set up a cone between them and try to kick the ball around it or, towards a goal post.



Quarter 3 Workshop

Divide the class into two groups:

- Kickers
- Receivers - stand behind the goal to mark or retrieve balls and return to the Kickers

Set up a few goal posts, allowing plenty of space between each - there will be balls flying!

Students spend 5 minutes in each role then swap.



Quarter 4 Reflect

Students give a thumbs up (yes) or thumbs down (no) to the following statements:

- I listened to my group members in the warm up
- I could mark the ball above my head
- I could mark the ball on my chest
- I kicked the footy along the ground and through the goal posts
- I communicated well with my partner when passing and kicking

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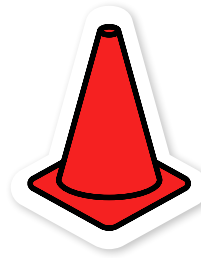
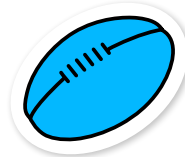
STAGE 3 FRAMEWORK

Lesson 3

Handballing and Dodging

Equipment

- Footballs - 1 per student (size 3 synthetic)
- 2-6 bibs
- 2 hoops
- 4 cones



Learning Objectives

1. Using stability and locomotor skills to dodge opponents and move in different directions quickly.
2. Knowing how to safely perform a handball to oneself or partner.
3. Recognising the importance of different roles within physical activities and how to achieve success.

Videos

- [Sharks and Islands](#)
- [How to Handball](#)

Student Success Criteria

- I can use my body to dodge opponents and move around quickly in different directions
- I can handball to myself or a partner
- I can use strategies to avoid an opposing team member

Focus Question

What strategies can I use to avoid an opposing team member?

Ways to Adapt

- Change balls and provide options to perform alternative skills in Sharks and Islands.
- Add or remove sharks and/or islands (hoops).
- Alternate the rules of the game by suggesting students hop, skip or jump around the playing area.

Coaching Tips

- Discuss game rules before beginning.
- Provide visual and/or verbal instruction for students.



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Lesson Content

Quarter 1



Exploration, free play or guided discovery.



Warm up Tag

Split the class into two and play a short game of tag to warm up. Encourage students to think about strategies used to dodge and evade others.



Quarter 2 Skill: How to Handball

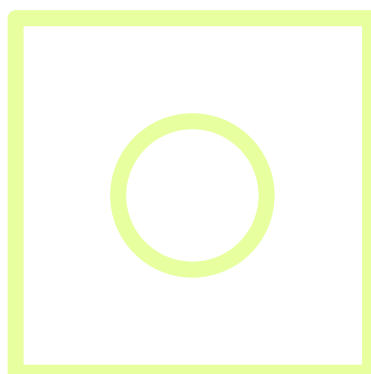
Watch the following video with your students, or have an assistant coach demonstrate whilst you explain the steps verbally.



[How to Handball](#)

Alternatively, students act out each step of the movement as a series of photo stills in order to present a freeze frame of each step.

Allow questions then give students time to practise this fundamental skill.



Quarter 3 Advancing the Skill

Play a game of Sharks and Islands to further practise handballing skills and Explain the rules of the game and ask students to repeat this to a peer before starting.



Quarter 4 Relax and Reflect

Spend 5 minutes stretching. Give students options and let them choose their favourite stretch.

Discuss - 5 minutes

- What strategies did you use to avoid being caught by the sharks?
- What strategies make an effective shark?
- What else did you learn about yourself during this game?

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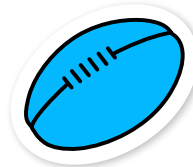
STAGE 3 FRAMEWORK

Lesson 4

Bouncing and Combinations

Equipment

- Footballs - 1 per student (size 3 synthetic)
- A stack of different coloured cones



Learning Objectives

1. Using locomotor skills to bounce a ball in a variety of ways.
2. Complete a sequence of movement skills such as kicking, handballing and bouncing a ball.
3. Reflecting on the benefits of mindfulness.

Videos

- [Tags and Tails](#)
- [How to Bounce](#)

Student Success Criteria

- I can bounce a ball whilst walking or running
- I can complete a sequence of ball skills
- I can calm my body and mind through mindfulness

Focus Question

How can I combine the ball skills I have learnt into a short sequence?

Ways to Adapt

- Let students experiment with bouncing the ball. They might start seated or on their knees and progress to standing, bounce to a partner, and finally advance to bouncing whilst running.
- Give options for the mindfulness activity - lying down, seated, cross-legged.

Coaching Tips

- Assist students with devising combination sequences by pre-preparing visual cue cards that outline a sequence.
- Encourage students to motivate one another through positive words of affirmation.



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Lesson Content

Quarter 1



Exploration, free play or guided discovery.



Warm up

Students get warm by playing a fun game of **Tags and Tails**. Before playing, discuss the basic rules.

- Grab the tail but not the person
- No tackling



Quarter 2 Skill: How to Bounce

Demonstrate how best to bounce a ball. A helpful video:



[How to Bounce](#)

For many students, starting on their knees and progressing to standing followed by walking, is a great way to learn the skill of bouncing.



Quarter 3 Combining Skills

In groups of 4, students practise a combination of skills. Groups decide which three skills they want to use in a combination. For example: One running bounce, one handball and one kick along the ground. Students take turns completing the sequence before passing the ball to the next person.



Quarter 4 Reflect and Be Mindful

Reflect

In the same groups, students discuss the following:

- Did the combination of ball skills work successfully? Why/why not?
- What would you do differently next time?

Mindfulness

As students have had an active session, ask them to sit in a circle and close their eyes. Some students may want to lie down, sit cross-legged or against a wall. Conduct a short mindfulness activity by asking the students to breathe in for 3 seconds and out for 3 seconds. Continue this for 2-3 minutes.

Tip: It may be helpful to say the following so students can follow along: 'In - one, two, three. Out - one, two, three'.

Pair and Share

After the exercise, students turn to a peer and express how this mindfulness exercise made them feel. Sentence starter: Mindfulness makes me feel...

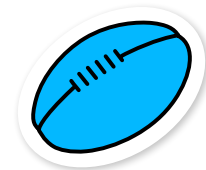
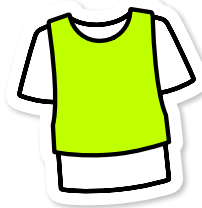
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Lesson 5 Revise and Play

Equipment

- Footballs - 1 per student (size 3 synthetic)
- Coloured bibs or shirts for game playing (enough for half the class)
- A minimum of 4 goal posts



Learning Objectives

1. To correctly follow rules and play fair.
2. To participate positively when playing in a team and to be inclusive and encouraging.
3. To understand how to contribute to a team when playing a modified game of AFL.

Student Success Criteria

- I can play fair and follow the rules of a game
- I can be inclusive when playing in a team
- I can understand how to contribute within a team

Focus Question

What does it mean to play fair and how can I show this when I play with others?

Ways to Adapt

- Play a shorter or longer game, or play one of the students' favourite games from the unit.

Coaching Tips

- Having an extra support teacher or assistant coach will be an added bonus when supervising mini games.
- To extend students, provide an opportunity for groups to step up and act as assistant coaches. Or, allocate one member per group to watch the game in order to provide coaching at the end of each quarter or mini match.
- Consider groupings or teams before playing. Consider how this will work best for your students - e.g. grouped by ability or more experienced students teamed up with less confident ones.



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Lesson Content

Quarter 1

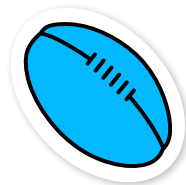


Exploration, free play or guided discovery.



Revise

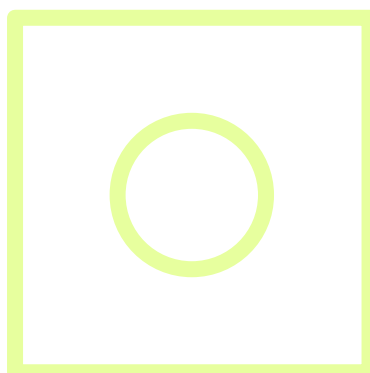
Students are given time to revise their ball handling and kicking skills.



Quarter 2 Game Chat

Ask students to answer the following questions:

- What does the word fair mean?
- What does fair play mean?



The acronym below may be an easy way for your students to remember how to play fair:

Fun
Appropriate
Inclusive
Respectful



Quarter 3 Game Time

Play a mini match.

1. Divide students up into teams of 6 and allocate them one to one the four grids. See below for sizes. You may not need to use all the grids.
2. Begin with a ball up. One player from each team is selected to be a ruck.

3. Throw the ball into the air and the ruck will attempt to tap the ball towards their team - this sets the

4. Play on.

5. Blow the whistle every quarter (5 minute intervals) and begin with a new ball up and ruck so that all students are given a turn.

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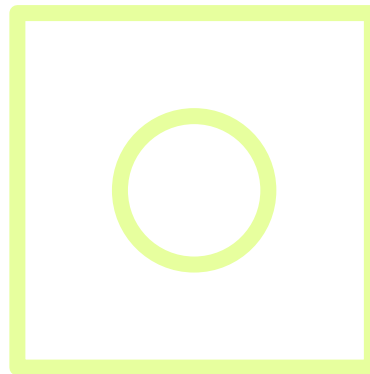
Lesson Content

Game rules

The object of the game is to have fun, pass to team members, practise skills and if possible, get a goal.

- No zones or positions - move around!
- Pass or bounce every 5 steps - work as a team
- When kicking, kick with intention and care
- There will be no scoring - this is just for fun

- Non-contact - that means no touching, tackling or diving
- Each quarter and goal will begin with a new ball up and a new ruck
- Non-contact - that means no touching, tackling or diving
- Each quarter and goal will begin with a new 'ball up' and a new ruck



Quarter 4 Cool Down and Reflection

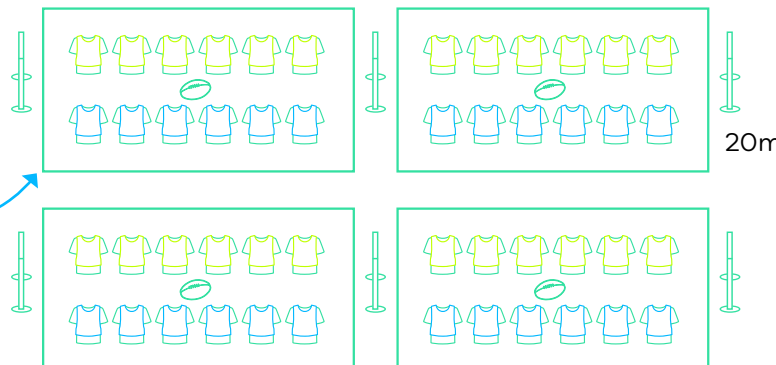
Spend a few minutes stretching. In pairs, students reflect on the following questions:

- What did you learn about yourself by playing your first game of AFL?
- What would you like to improve in the next game?
- How did you play fair?

Recommendations

Team size

6 per team. No more than 12 students per grid.



Ground size

4 rectangular playing areas (45m by 20m with goals placed at each end of the grids).

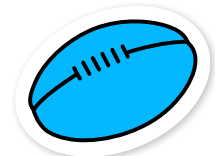
AFL PRACTICAL MODULES

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Lesson 6 Aussie Rules in Action

Equipment

- Footballs - 1 per student (size 3 synthetic)
- Coloured bibs or shirts for game playing (enough for half the class)
- A minimum of 4 goal posts



Learning Objectives

1. To play cooperatively with others by listening and working together.
2. To demonstrate an ability to reflect.
3. To show safe ways of stretching to cool down after a game.

Student Worksheets

- [Footy Feats #2](#)

Student Success Criteria

- I can cooperate with others in a team
- I can reflect on my strengths and areas for improvement
- I can stretch safely after exercise

Summative Assessment

Guide the students to look at how they rated themselves on their first self-assessment at the start of the unit. Have students complete the second self-assessment worksheet to compare. Reflect on whether the student has made gains.

Can they see their growth? Where have they not yet shown improvement? What can they do to improve for next time?

Focus Question

What does good teamwork look like?

Ways to Adapt

- Play a shorter or longer game.
- Change the field size or team sizes.
- Omit the game and focus on skills.

Coaching Tips

- Having an extra support teacher or assistant coach will be an added bonus when supervising games.
- To extend students, provide an opportunity for groups to step up and act as assistant coaches. Or, allocate one member per group to watch the game in order to provide coaching at the end of each quarter or mini match.



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STAGE 3 FRAMEWORK

Lesson Content

Quarter 1



Exploration, free play or guided discovery.



Recap and Warm up

Recap the last lesson and ask students to share their strength and area for improvement with a partner.

Get students warmed up with:

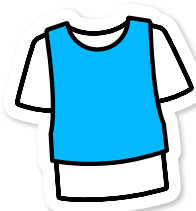
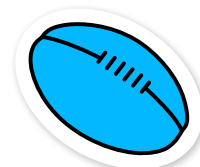
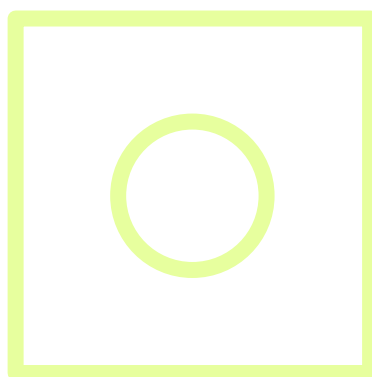
- Bear crawls - crawling on and feet only
- Kangaroo jumps - long jumps landing in a squat
- Crab steps - side steps backwards and forwards

Spend 1 minute on each movement, then swap.



Quarter 2 & 3 Game Time

Play a mini match as in Lesson 5.



Quarter 4 Cool Down and Reflection

Give students 2-3 minutes to cool down using their favourite stretch.

Students complete the Self-assessment #2 worksheet.



AFL PRACTICAL MODULES

STAGE 3 FRAMEWORK

TEACHER REFLECTION AND EVALUATION

Reflect and evaluate the effectiveness of this unit

1. To what extent were the students' learning objectives met during the lessons?

2. Which activities/lessons require changes or modification in order to be more effective should you teach this unit again?

3. Reflect on how you could add additional activities or learning opportunities to the unit for future use.

REFERENCES AND USEFUL LINKS

- Australian Football League (n.d) [Auskick Activities](#), Play AFL Auskick, accessed 17th March 2022.
- Australian Football League (n.d) [Junior Coaching Curriculum](#), Coach AFL, accessed 17th March 2022.
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- Australian Sports Commission (2007) 'How to Change It: [A Guide to Help Coaches and Teachers Improve Sport Related Games](#)' [PDF], Australian Sports Commission, Australian Government.
- Hargrave V. Dr (11th November 2019) [What is play and why is it important for learning?](#), The Education Hub, accessed 11th May 2022.
- Sport Australia (n.d) [Sports Ability: Inclusive Practices](#), Sports Ability, accessed 17th March 2022.

