



# *Schools*

# EVERYONE MATTERS MODULES

NSW CURRICULUM STAGE 1

LESSON PLANS

# AFL IN CLASS MODULES

## Program Overview

Everyone Matters is a teaching and learning program developed by the 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 people with disabilities.

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

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



# AFL IN CLASS MODULES

Levels / Stages	Lesson	Location	Curriculum Links
<b>F-2</b> Stage 1	1. Same and Different	Off field / In classroom	<b>Foundation</b> <b>Off field</b> • <a href="#">(AC9HPFP01)</a> • <a href="#">(AC9HPFP02)</a> <b>On field</b> • <a href="#">(AC9HPFM01)</a> • <a href="#">(AC9HPFM03)</a>
	2. Yulunga Games	Off field / In classroom	
	3. Playing Indigenous Games	On field	<b>Years 1-2</b> <b>Off field</b> • <a href="#">(AC9HP2P01)</a> • <a href="#">(AC9HP2P02)</a> <b>On field</b> • <a href="#">(AC9HP2M01)</a> • <a href="#">(AC9HP2M03)</a>
	4. Let's Change It Up	On field	
<b>3-4</b> Stage 2	1. Celebrating Cultural Diversity	Off field / In classroom	<b>Off field</b> • <a href="#">(AC9HP4P04)</a> • <a href="#">(AC9HP4P05)</a> <b>On field</b> • <a href="#">(AC9HP4M01)</a> • <a href="#">(AC9HP4M05)</a> • <a href="#">(AC9HP4M07)</a> • <a href="#">(AC9HP4M08)</a> • <a href="#">(AC9HP4M09)</a>
	2. AFL around the World	Off field / In classroom	
	3. Designing for Inclusivity	On field	
	4. Games in Action	On field	
<b>5-6</b> Stage 3	1. Disability and Inclusion	Off field / In classroom	<b>Off field</b> • <a href="#">(AC9HP6P05)</a> • <a href="#">(AC9HP6P04)</a> • <a href="#">(AC9HP6P10)</a> <b>On field</b> • <a href="#">(AC9HP6M01)</a> • <a href="#">(AC9HP6M05)</a> • <a href="#">(AC9HP6M08)</a> • <a href="#">(AC9HP6M09)</a>
	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 1 LESSON

### Lesson

Same and Different

#### Stage

Stage 1 (Foundation to Year 2)

#### Learning Area

Health and Physical Education

#### Duration

40-60 minutes



#### Overview

This lesson explores diversity by looking at similarities and differences.

#### Learning Objectives

1. To investigate what it means to be different and the importance of diversity
2. Investigate, discuss and celebrate our similarities and differences

#### Resources

- Student worksheet [Design a guernsey](#)
- Student worksheet [How are we the same?](#)
- Student worksheet [Same or different - Venn diagram](#)
- Student Worksheet [Word Bank](#)
- Student Worksheet [Similarities](#)

#### Student Success Criteria

- I can describe something that is the same or different.
- I can celebrate that we are all different.

#### Curriculum links

##### FOUNDATION

##### Identities and change

- Investigate who they are and the people in their world ([AC9HPFP01](#))

##### Interacting with others

- Practise personal and social skills to interact respectfully with others ([AC9HPFP02](#))

##### YEAR 1-2

##### Identities and change

- Describe their personal qualities and those of others, and explain how they contribute to developing identities ([AC9HPFP01](#))

##### Interacting with others

- Identify and explore skills and strategies to develop respectful relationships ([AC9HP2P02](#))



# AFL IN CLASS MODULES

## STAGE 1 LESSON

### Lesson

#### Same and Different

### Lesson Content

Introduce the lesson by displaying the student success criteria:

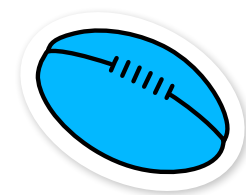
- I can describe how I am the same or different from others.
- I show respect to people who are different from me.

### Lesson vocabulary

The following vocabulary will help students understand and communicate concepts in this part of the lesson.

Use the vocabulary cards to explore the words.

Definition	Sentence	Definition	Sentence
<b>SAME</b>		<b>DIFFERENT</b>	
Picture	Synonyms	Picture	Synonyms



# AFL IN CLASS MODULES

## STAGE 1 LESSON

### Lesson

#### Same and Different

Choose one of the options to support students as they explore similarities and differences.

Option 1 is a survey that focuses more on similarities. Option 2 also focuses on differences and uses a Venn diagram as a graphic organiser.

#### Option 1: Survey

This option explores what the students have in common. Use the printable worksheet to find similarities.

#### Worksheet: How are we the same?

Write your answer for each question. Find someone in the class who has an answer the same as yours. Write their name in the box.

How old are you?	What is your favourite food?	How many brothers and sisters do you have?
Same as:	Same as:	Same as:
Do you have a pet? <input type="radio"/> Yes <input type="radio"/> No	What colour are your eyes? <input type="radio"/> Brown <input type="radio"/> Blue <input type="radio"/> Green <input type="radio"/> Other	Which hand do you write with? <input type="radio"/> Left <input type="radio"/> Right
Same as:	Same as:	Same as:
How did you get to school today? <input type="radio"/> Walk <input type="radio"/> Bus <input type="radio"/> Car <input type="radio"/> Other	What do you like best? <input type="radio"/> Reading <input type="radio"/> Drawing <input type="radio"/> Playing sport <input type="radio"/> Maths	Have you ever watched an AFL game? <input type="radio"/> Yes <input type="radio"/> No
Same as:	Same as:	Same as:

#### Discussion questions

Use the discussion questions to guide positive exploration of how we are the same and how that makes us feel.

- Did you write a name in every square?
- Did you find someone who answered the same as you for every question?
- How did it feel when you found someone who answered the same as you?
- Did you have anyone's name down more than once?
- Why do you think we have so many answers the same?



# AFL IN CLASS MODULES

## STAGE 1 LESSON

### Lesson

#### Same and Different

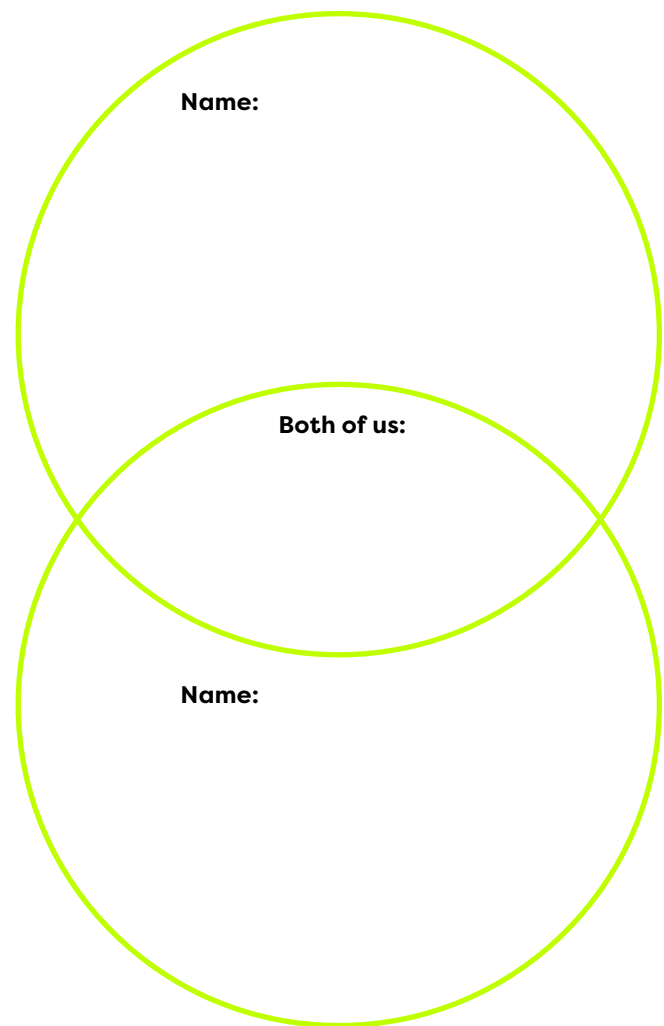
#### Option 2: Venn diagram

This option focuses on both similarities and differences using a Venn diagram. Explain how a Venn diagram works. Students work in pairs to complete the Venn diagram worksheet. One person writes their name in the first circle and the other in the second circle. Using the prompt questions, pairs write or draw the ways they are the same (in the overlapping area) or different (the rest of the circle).

#### Prompt questions

- What colour is your hair?
- What is your favourite sport?
- Where were your parents born?
- Are you Aboriginal or Torres Strait Islander?
- What instruments can you play?
- What languages do you speak at home?  
How big is your family?
- What sports do you play?
- Do you wear glasses?
- Are you a fast runner?

Pairs report back on their Venn diagrams by sharing two ways they are the same and two ways they are different.



# AFL IN CLASS MODULES

## STAGE 1 LESSON

### Lesson

#### Same and Different

#### Celebrating diversity

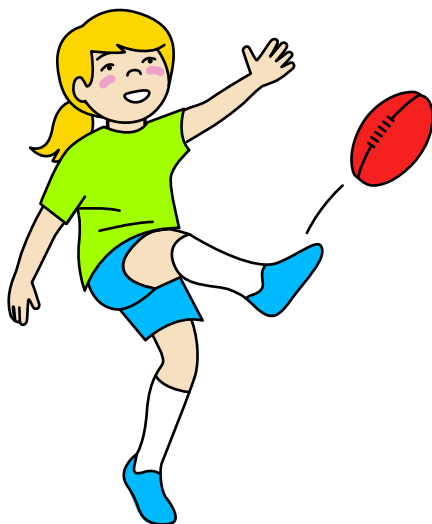
Ask students to look at their thumbprints and compare them with a partner. Explain that our thumbprints are **unique**.

Our differences are what make us **unique**.  
Being unique is part of being a human being.

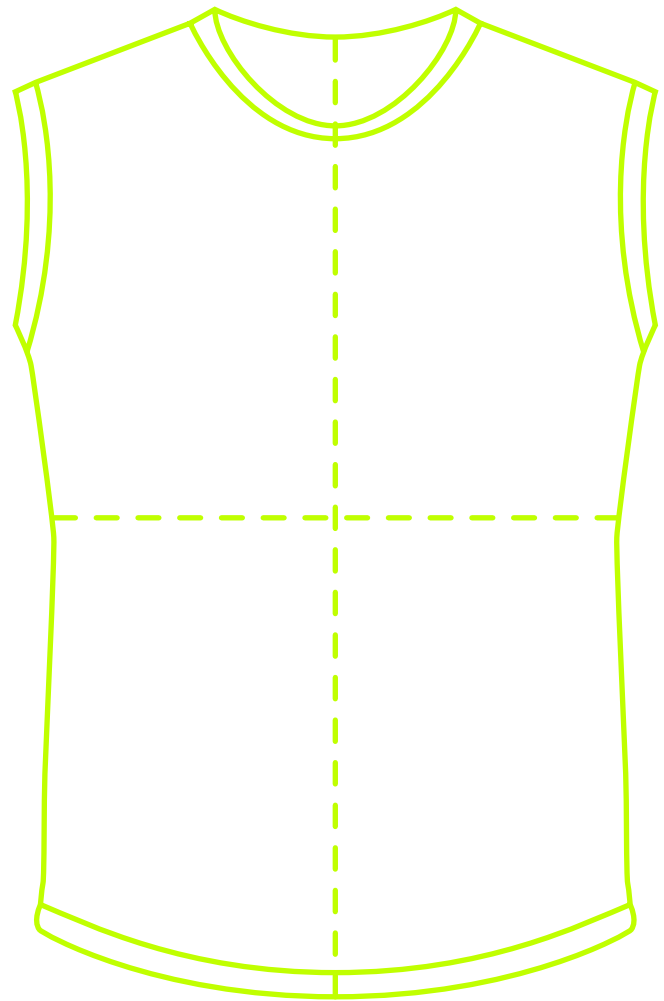
Being different is great!

- Different personalities help us to get on with others.
- Different histories help us understand each other better.
- Different skills help us to work together as a team.

And because diversity is a good thing, we should always show **respect** when we talk about our differences.



Display an image of an AFL Guernsey divided into 4 sections. Students design a diversity guernsey by drawing two ways they are the same as their classmates and two ways they are different (unique).



Display the finished guernseys around the classroom to celebrate diversity.



# AFL IN CLASS MODULES

## STAGE 1 LESSON

### Lesson

#### Same and Different

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### Conclusion

Remind students of the key learning from this lesson:

1. There are people all around us who are the same as us in many ways. It is good to know how we are the same.
2. We also have differences. This is called diversity. When a group, a class or a team has diversity, we can celebrate everyone's different skills, personalities, experiences and opinions. This is good!
3. We should always show respect when we talk about our differences.

Have students explain in their own words why it's good to be different.

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 1 LESSON

### Lesson

#### Yalunga Games

#### Stage

Stage 1 (Foundation to Year 2)

#### Learning Area

Health and Physical Education

#### Duration

40 minutes



#### Overview

Explore diversity and inclusion by investigating Indigenous games.

#### Learning Objectives

1. Celebrate the benefits of cultural diversity.
2. Explore ways to be inclusive when playing games.

#### Resources

- Student worksheet - [Diversity](#)
- [Yulunga Traditional Indigenous Games](#) - Australian Sports Commission
- Two big balls such as swiss or large foam balls
- Tennis balls - 2 per student
- A range of crafts such as newspaper, plastic bags, elastic bands and string

#### Student Success Criteria

- I can play games from other cultures.
- I can change games so that everyone can be included.

#### Curriculum links

##### FOUNDATION

##### Identities and change

- Investigate who they are and the people in their world ([AC9HPFP01](#))

##### Interacting with others

- Practise personal and social skills to interact respectfully with others ([AC9HPFP02](#))

##### YEAR 1-2

##### Identities and change

- Describe their personal qualities and those of others, and explain how they contribute to developing identities ([AC9HPFP01](#))

##### Interacting with others

- Identify and explore skills and strategies to develop respectful relationships ([AC9HP2P02](#))



# AFL IN CLASS MODULES

## STAGE 1 LESSON

### Lesson

#### Yalunga Games

### Lesson Content

Introduce the lesson by displaying the student success criteria:

- I can play games from other cultures.
- I can change games so that everyone can be included.

Remind students of the key learning from Lesson 1.

**1.** There are people all around us who are the same as us in many ways. It is good to know how we are the same.

**2.** We also have differences. This is called diversity. When a group, a class or a team has diversity, we can celebrate everyone's different skills, personalities, experiences and opinions. This is good!

**3.** We should always show respect when we talk about our differences.




### Lesson vocabulary

The following vocabulary will help students understand and communicate concepts in this part of the lesson.

Revise the words **same** and **different** from Lesson 1.

Introduce the word **diversity** using the vocabulary card.

Definition	Sentence
	
Picture	Synonyms

# AFL IN CLASS MODULES

## STAGE 1 LESSON

### Lesson

#### Yalunga Games

### Celebrating diversity

Ask students to think about some of their favourite foods. With each suggestion, identify the country in which the food originated and how good it is that we can enjoy that food too.

One way we can celebrate diversity is by enjoying all of the good things that come from different cultures. This is also true in sport. Many of the sports we play in Australia come from other cultures.

This lesson explores Yalunga traditional Indigenous games. The games were played by Aboriginal and Torres Strait Islander peoples. Students may notice some similarities between games they know today and those played many years ago.



### Indigenous games: Gorri

Play students the short video featuring Gold Coast SUNS players explaining how the game of Gorri works [Gorri - Gold Coast Suns](#). Gorri is a game that originates from Indigenous groups in Australia and is still played in the Northern Territory.

#### What makes a game a game?

Students create a mindmap with a partner (or collectively) about what makes a game a game. Students might like to draw or write their ideas down and these could include anything from equipment and players to scoring.

#### Indigenous games

Play students the short video of the indigenous game [Gorri](#). Gorri is a game that originates from Indigenous groups in Australia and is still played in the Northern Territory. You can find more information about the game, history and rules [here](#).

Students discuss the questions below. This activity could be done as a verbal discussion or as a thinking routine such as 'I see, I think, I wonder'.

How is this game similar to ones you have seen or played before?

- How is this game different to ones you have seen or played before?
- How would you play this game if you didn't have any type of ball?

# AFL IN CLASS MODULES

## STAGE 1 LESSON

### Lesson Yalunga Games

#### Get Creative

##### Equipment

Students prepare to play a game of Gorri by working in small groups to create a modern day ball using materials found in the classroom. Items such as newspaper, plastic bags, elastic bands and string can be used to create a ball. Compare the balls and discuss the process. Who might have made these balls when Indigenous peoples first played the game?

##### Rules and Inclusion

This game was once only played by men or boys. Can everyone in the class play this game? If not, how could it be changed to ensure everyone is included? Review the rules listed for the game of Gorri.

##### Review

Have students work with a partner to explain the game in their own words in preparation to play Gorri in the following lessons.

#### Conclusion

Remind students of the key learning from this lesson:

1. We can celebrate diversity by enjoying all of the good things that come from different cultures.
2. We can celebrate diversity by changing the rules of games so that everyone can be included.

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 1 LESSON

### Lesson

#### Playing Indigenous Games

#### Stage

Stage 1 (Foundation to Year 2)

#### Learning Area

Health and Physical Education

#### Duration

40 minutes



#### Overview

Learn to play the Indigenous games of Gorri and Kangaroo

#### Learning objectives

- To work together to play the games of Gorri and Kangaroo

#### Skills focus

- Ball handling
- Catching
- Throwing
- Game play
- Creative thinking

#### Equipment

- Two big balls such as swiss balls or large foam balls
- Tennis balls – 2 per student
- Soft touch foam balls or the balls made in Off-field Lesson 2

#### Videos

-  [Gorri - Gold Coast Suns](#)
-  [Kangaroo - Gold Coast SUNS](#)
-  Kick the Stick – AFL game

#### Student Success Criteria

- I can play games from other cultures.
- I can change games so that everyone can be included.

#### Curriculum links

##### FOUNDATION

##### Moving our bodies

- practise fundamental movement skills in minor game and play situations ([AC9HPFM01](#))

##### Making active choices

- participate in a range of activities in natural and outdoor settings and explore the benefits of being physically active ([AC9HPFM03](#))

##### YEAR 1-2

##### Moving our bodies

- practise fundamental movement skills and apply them in a variety of movement situations ([AC9HP2M01](#))

##### Making active choices

- participate in a range of physical activities in natural and outdoor settings, and investigate factors and settings that make physical activity enjoyable ([AC9HP2M03](#))

# AFL IN CLASS MODULES

## STAGE 1 LESSON

### Lesson

#### Playing Indigenous Games

### Lesson Steps

#### Warm up - Kangaroo (5 minutes)

Prepare for the game of Gorri by playing a warm up game of Kangaroo.

If required, play the video of [Kangaroo](#) with your students.

For more information on the game of Kangaroo, click [here](#).

#### Play the Game: (10-15 minutes)

Use the Gorri rules of the game to facilitate game play.

1. Ensure you have a large area and allocate two tennis balls per player.
2. Instruct one student to be the target thrower.
3. Students line up horizontally and get prepared to throw their tennis balls at the moving target.
4. Ensure there is a space of about 10 metres between the target thrower and the other students.
5. The target thrower hurls the big ball along the line of students and the fun begins!
6. Students call out 'gool-gool!' and throw or roll their tennis balls in aim of the big ball.

Modify the game to include the use of AFL footballs. This is a great way for students to experiment with the way the footy behaves and bounces when rolling it along the ground.

As an additional game you may like to play a game [Kick the Stick](#) - a modern version of Gorri with a stationary target.

#### Modify the game: How to score (15 minutes)

The game of Gorri does not have a scoring system.

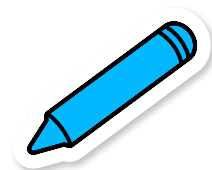
Students work in groups of 3-4 to come up with a point scoring system. Groups then share their ideas to the class. Select one system of scoring or combine ideas from multiple groups. Ensure all students know how the point scoring system works.

Play this modified version of the game. Students who are unable to play may like to be referees or point scorers.

#### Reflect (5 minutes)

Discuss the game.

- Why do you think there was no scoring system in the game of Gorri?
- Did the scoring system work?
- How can we change the rules of the game to make it fairer for everyone?
- How could we make the game safer to play?



# AFL IN CLASS MODULES

## STAGE 1 LESSON

### Lesson

Let's Change It Up!

#### Stage

Stage 1 (Foundation to Year 2)

#### Learning Area

Health and Physical Education

#### Duration

30-40 minutes



#### Overview

Modify the game of Gorri to make it more inclusive.

#### Learning objectives

- To work together to make games more inclusive



#### Skills focus

- Ball handling
- Throwing
- Game play
- Teamwork
- Problem solving

#### Equipment

- Two big balls such as swiss balls or large foam balls
- Tennis balls - 2 per student

#### Videos

-  [Footy Harvest](#)  
(check link for equipment required)
-  [Tags and Tales](#)  
(check link for equipment required)

#### Student Success Criteria

- I can change the rules so everyone can feel success and be included

#### Curriculum links

##### FOUNDATION

##### Moving our bodies

- Practise fundamental movement skills in minor game and play situations ([AC9HPFM01](#))

##### Making active choices

- Participate in a range of activities in natural and outdoor settings and explore the benefits of being physically active ([AC9HPFM03](#))

##### YEAR 1-2

##### Moving our bodies

- Practise fundamental movement skills and apply them in a variety of movement situations ([AC9HP2M01](#))

##### Making active choices

- Participate in a range of physical activities in natural and outdoor settings, and investigate factors and settings that make physical activity enjoyable ([AC9HP2M03](#))



# AFL IN CLASS MODULES

## STAGE 1 LESSON

### Lesson

#### Let's Change It Up!

### Lesson Steps

#### Warm up / Skill focus (10 minutes)

Prepare for the game by playing a warm up game such as:

- [Footy Harvest](#)
- [Tags and Tales](#)

#### Play the Game: (5-10 minutes)

Revise the rules of Gorri and facilitate a short session of game play as a reminder.

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

##### Game Chat

Ask students what they know about being inclusive. Why might some people not be able to play Gorri? What difficulties might they have?

Some suggestions might include:

- Some people might struggle hitting the target, perhaps a target that is not moving would be more inclusive.
- Some people may not be able to throw the ball, try rolling or bouncing at different angles.
- Some people may find it hard to reach the target, move the starting line closer to the target thrower.

Make the adaptations required and have another go at playing the game. If time permits, continue making adaptations and analysing their effectiveness.

### Reflect (5 minutes)

Discuss the game:

- Which changes to the rules worked best and why?
- Which changes didn't work well?
- Do you have any other ideas for making this game more inclusive?
- How many rules can be changed before the game changes too much?
- Would you like to play this game again? Why/why not?

### Exit Dots

As an alternative to a verbal discussion, you may like to ask your students to place an 'Exit Dot' on the board to demonstrate their learnings and link to the student success criteria. Write the following statements on the board and ask students to place a sticky dot under the statement that most resonates with them.

- I changed the rules so everyone felt success and was included
- I changed the rules and this was fun

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

