AFL PLAY Schools

LEARN AND PLAY

CONTENTS

Teacher Guide	**2**
Lesson 1: Centre Bounce	11
Lesson 2: Kicking the Ball	14
Lesson 3: Ball Pick Up	17
Lesson 4: Passing the Ball by Hand	22
Lesson 5: Half-time Check In	25
Lesson 6: Bouncing the Ball	29
Lesson 7: Marking the Ball	32
Lesson 8: Skill Practice and Mini Match	35
Lesson 9: Revise Skills and Mini Match	38
Lesson 10: Final Whistle	41
Student Worksheets	**44**
Self Assessment Worksheet 1	**48**
Self Assessment Worksheet 2	**49**
Assessment Rubric	**50**
Indoor Lesson	**53**



FOUNDATION - YEAR 2

NATIONAL

AFL PLAY Schools

LEARN AND PLAY

FOUNDATION - YEAR 2

NATIONAL

LEARN AND PLAY

FOUNDATION - YEAR 2

Learning Area	General Capabilities	Duration
Health and Physical Education	Personal and Social Capability	10 X 50 minute lessons

Program Overview

In this unit, students will work towards developing the fundamental motor coordination skills necessary to play a modified version of Australian Rules Football. The lessons focus on learning through play and students are encouraged to have fun whilst learning how to hold, handpass, kick and mark the ball. In addition, students will discuss the importance of teamwork and fair play with opportunities provided to develop these social skills in pairs and small groups. Students will take time to reflect upon their learnings by discussing their strengths, areas for improvement and the benefits of both moving the body and calming the mind.

Pedagogical Approach

The pedagogical approach of this unit is aligned with the NAB AFL Auskick Resources. Further reading and information about this guide can be found at the AFL Play website.

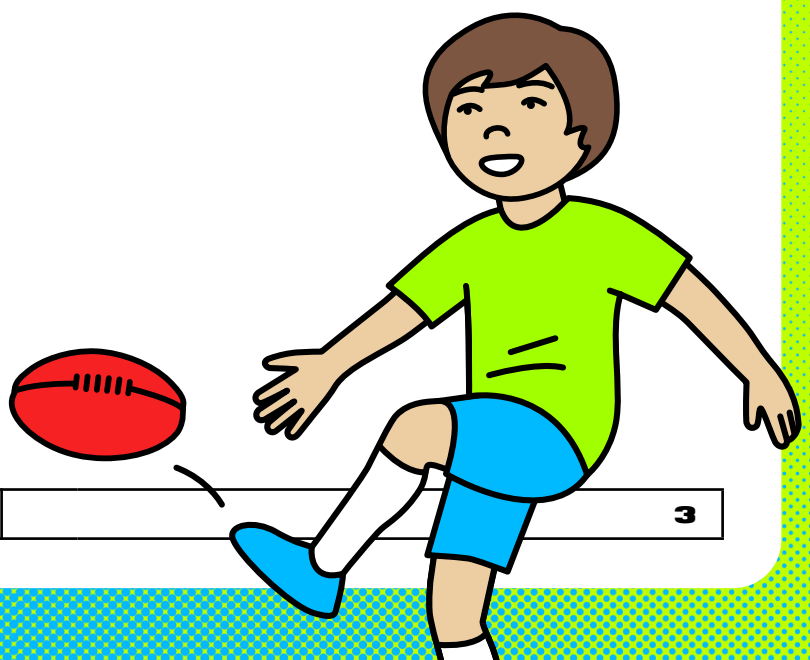
Each lesson is approximately 40-60 minutes, with flexibility for setup and pack up time. The lessons are divided into four quarters to mirror the structure of an Australian Rules Football game. Read through the unit of work prior to teaching and consider which activities may need to be modified to suit the needs of your students. 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. 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 (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.

Teachers who require further background knowledge of Australian Rules Football game rules and skill techniques, should visit the Australian Rules Football Learning LMS modules designed for schools.

To support students who may not be familiar with Australian Rules Football, an off-field lesson may be beneficial where time can be spent viewing the video resources as a class and breaking down the key aspects of the game. The following resources can be used:

- **Video:** Australian Rules Football Schools: What is Australian Rules Football?
- **Poster:** Australian Rules Football Schools: What is Australian Rules Football?
- Australian Rules Football explained in 31 languages resource



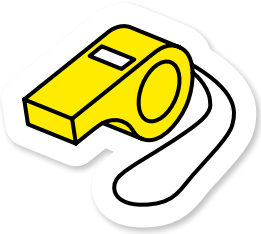
LEARN AND PLAY

FOUNDATION - YEAR 2

The CHANGE IT Approach

C oaching style [1]
H ow to score/win [2]
A rea [3]
N umbers [4]
G ame rules [5]
E quipment [6]

I nclusion [7]
T ime [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.

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.

LEARN AND PLAY

FOUNDATION - YEAR 2

Australian Curriculum Outcomes

Level	**Foundation**
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	Practise fundamental movement skills in minor game and play situations. (AC9HPFM01)	• applying different locomotor skills to move from one point to another • combining fine and gross motor skills in increasingly complex patterns • sending, controlling and receiving objects at different levels and in different ways • demonstrating how to transfer weight from one part of the body to another • applying fundamental movement skills for purpose and enjoyment in natural environments
	Experiment with different ways of moving their body safely and manipulating objects and space. (AC9HPFM02)	• suggesting and testing different ways to move in a playing space or different ways to use equipment and objects, and making judgements about which are most effective and which movements and equipment they prefer • persisting with challenges and demonstrating resilience while moving their body in a range of situations • participating in games that require them to be aware of personal safety in relation to game boundaries, rules and safe use of equipment • manipulating equipment in a range of different movement situations and tasks, including in minor games, imaginative play and when practising fundamental movement skills • demonstrating spatial awareness when moving around and through indoor and outdoor (natural) environments confidently and safely

LEARN AND PLAY

FOUNDATION - YEAR 2

Australian Curriculum Outcomes

Learning through movement	Follow rules to promote fair play in a range of physical activities. (AC9HPFM04)	• dentifying and describing actions that would constitute fair and unfair play while participating in minor games • demonstrating how to play fairly in a range of minor games and play situations • discussing rules of different games that relate to safety, boundaries and appropriate use of equipment
Strand	Personal, social and community health:	
Interacting with others	Practise personal and social skills to interact respectfully with others (AC9HPFP02)	• cooperating, collaborating and negotiating with others when participating in physical activities to achieve agreed outcomes

Learning Area	General capabilities
Strands	Personal and Social Capability
Self-awareness: reflective practice	Identify how their choices affect the development of personal abilities and achievements (Level 1: Foundation)
Self-management: perseverance and adaptability	Demonstrate perseverance with familiar tasks when first attempts are unsuccessful, and adapt attempts as needed (Level 1: Foundation)
Social management: collaboration	Engage with others and participate in group play, tasks and activities (Level 1: Foundation)

LEARN AND PLAY

FOUNDATION - YEAR 2

Australian Curriculum Outcomes

Level	**Year 1 and 2**
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	Practise fundamental movement skills and apply them in a variety of movement situations (AC9HP2M01)	• performing locomotor movements using different body parts to travel in different directions • selecting and implementing different movement skills to be successful in a range of games • performing fundamental movement skills involving controlling objects with equipment and different parts of the body • demonstrating balances and describing what helps to maintain stable positions
	Investigate different ways of moving their body, and manipulating objects and space, and draw conclusions about their effectiveness (AC9HP2M02)	• demonstrating changes in speed, direction and level as they use locomotor and non-locomotor skills in sequences • participating in activities that require students to move around different outdoor spaces and discussing which types of movement are most appropriate to move around safely and efficiently
Learning through movement	Co-construct and apply rules to promote fair play in a range of physical activities (AC9HP2M04)	• explaining how rules contribute to fair play and applying them in group activities • demonstrating turn-taking and sharing equipment when participating in play and minor games
	Apply strategies to work collaboratively when participating in physical activities (AC9HP2M05)	• working cooperatively with a partner when practising new skills • describing and demonstrating how to include others in physical activities

LEARN AND PLAY

FOUNDATION - YEAR 2

Australian Curriculum Outcomes

Strand	Personal, social and community health:	
Interacting with others	Identify and explore skills and strategies to develop respectful relationships. (AC9HP2P02)	• demonstrating appropriate language (including verbal, non-verbal, body language and gestures) when encouraging and including others in physical activities, when completing movement tasks or practising for performance

Learning Area	General capabilities
Strands	Personal and Social Capability
Self-awareness: reflective practice	Describe what they have discovered about themselves by engaging with feedback (Level 2: Year 1-2)
Self-management: perseverance and adaptability	Demonstrate perseverance and adaptability with unfamiliar tasks (Level 2: Years 1-2)
Social management: collaboration	Participate cooperatively in groups on common tasks and activities (Level 2: Years 1-2)

LEARN AND PLAY

FOUNDATION - YEAR 2

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 - Centre Bounce: Introduction to Australian Rules Football Skills

Pre-assessment observations can be made using the formative assessment rubric to inform teaching. Before beginning this program, students will have an opportunity to reflect upon their ball handling skills using a self-assessment. Students will participate in a movement skill warm up game and they will then practise evasion skills through play. The lesson will finish with cool-down stretches and reflection time focused on students reflecting on the ball handling skills they already have and those that need to be developed further.

Lesson 2 - Kicking the Ball

This lesson focuses on developing the skills of kicking a football. After a short warm up of dynamic drills and a demonstration of how to kick the football, students will spend most of the lesson practising this fundamental skill. They will then conclude with a short mindfulness exercise to calm both body and mind.

Lesson 3 - Ball Pick Up

After students participate in the warm up game, they will practise and develop their ball pick-up skills. Students will learn how to pick up and correctly handle a football. Students will engage in cool-down stretches and breathing exercises before reflecting on their achievements and listening skills during the lesson.

Lesson 4 - Passing the Ball by Hand

Students will learn how to handball using the four-step process. After a fun obstacle course warm up activity, they will be led through the fundamental skill of handballing. The lesson concludes with a body scan activity and an emoji rating of their confidence using the skill.

Lesson 5 - Half-time Check In

As the midpoint of the unit, this lesson focuses on refining and improving their Australian Rules Football skills and techniques. Students will practise all skills taught so far - evasion skills, picking up the ball, kicking and handballing. The lesson finishes with students reflecting on progression of their skills during the unit of work so far.

Lesson 6 - Bouncing the Ball

Students will practise and develop the skill of bouncing a football. After a warm up activity that involves practising tagging, running and handballing, they will be led through the fundamental skill of bouncing and given time to experiment developing this skill. The lesson concludes with cool down stretches and breathing activities followed by answering some reflection questions with a partner.

Lesson 7 – Marking the Ball

In this lesson, students will learn the two methods of marking a ball in a game of Australian Rules Football. After warming up with a fun game, students work with a partner, to practise how to catch the ball on their chest and above their head. Through these activities students will have opportunities to demonstrate how they are able to cooperate with others when passing and catching. The lesson finishes with some cool down exercises and positive self talk activities.

Lesson 8 – Skill Practice and Mini Match

Students will revise bouncing and marking skills and learn about the concept of fair play and a mini match. After a warm up game, students will play a game to practise intercepting the ball and working as a team. The lesson concludes with stretching and reflecting on achievement, identifying areas to work on for the next mini matches.

LEARN AND PLAY

FOUNDATION - YEAR 2

Lesson 9 – Revise Skills and Mini Match

This lesson gives students the opportunity to revise the skills learnt including; picking up a ball, bouncing, kicking, handballing and marking. They then have a chance to showcase their Australian Rules Football ball skills with a short non-contact mini match. Finish the session off with some cool down stretches and a mindfulness activity.

Lesson 10 – Final Whistle

The final lesson in this unit, gives students the chance to reflect on how they have progressed over the course of the unit through completing a second self-assessment. Again, the session starts with a fun warm up game followed by another mini match. If not already done, teachers complete the assessment rubric for students. At the end of the session, students reflect on the highlights of the unit.

ASSESSMENT OPPORTUNITIES

Assessment Rubric

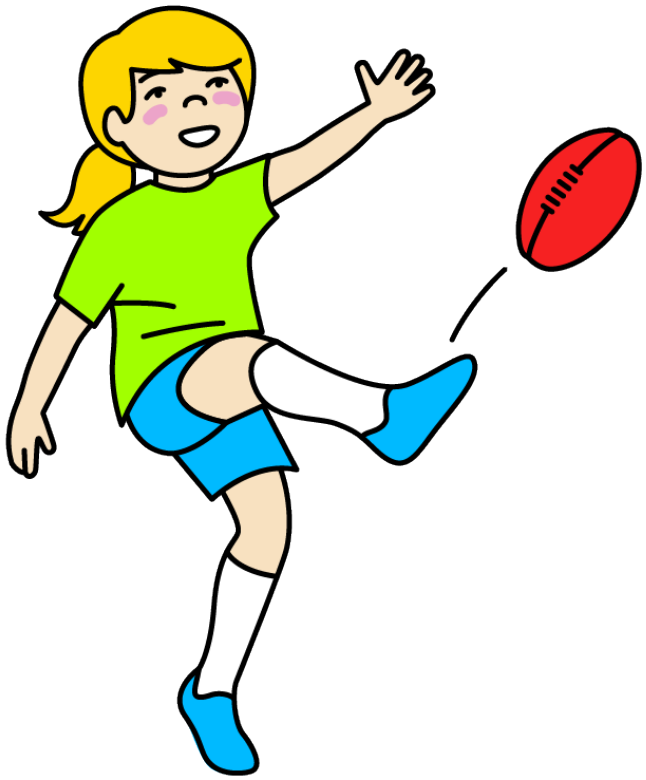
A skills rubric has also been included for teachers. This can be used for pre and/or post assessment.

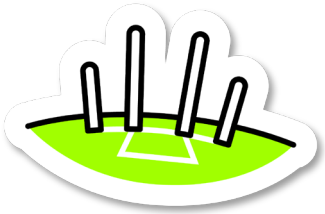
Formative Assessment

At the start of the program, students will have an opportunity to complete a self-assessment. The Footy Feats Self Assessment worksheet #1 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 Australian Rules Football.

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. Teachers complete the assessment rubric for each student.





LEARN AND PLAY

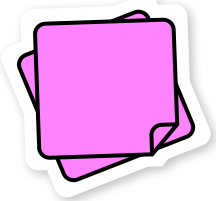
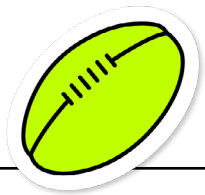
FOUNDATION - YEAR 2

Lesson 1

Centre Bounce: Introduction to Australian Rules Football

Equipment

- 1 football per student
- Cones / markers
- Footy Feats self-assessment worksheet
- Assessment Rubric


Learning Objectives:

1. Learn the main idea of Australian Rules Football.
2. Perform fundamental locomotor skills by using different parts of the body to change directions.
3. Verbally express the feelings associated with moving the body.
4. Follow instructions and reflect on the ability to do so.

Focus Questions

- What is the main objective in the game of Australian Rules Football?
- How can we improve our movement skills?
- Why is it important to move my body and listen to instructions?

Assessment

Formative assessment rubric as a starting benchmark for each student

- Foundation
- Year 1 - 2

Student Success Criteria

- I can move my body in different directions
- I am able to express how my body feels when I move around
- I can follow instructions

Indoor lesson ideas:

- Create smaller playing areas.
- Have students walk instead of run
- Use softer balls

CHANGE IT (Differentiation):

- Make teams and playing square smaller
- Partner students with a supporting player
- Make the playing area larger - students pass and kick further
- Give the 'attackers' a ball to carry while moving from one end to the other. Then add bounces when they reach the end zone.
- Start half the players at the opposite end zone to have the game flowing both ways

Further Support

If students are unfamiliar with Australian Rules Football the following resources can be used to provide them with an overview.

- Australian Rules Football Schools: What is Australian Rules Football?
- Australian Rules Football explained in 31 languages resource

Coaching Tips

- Set up the Foosball game before your students arrive to maximise your time. Or, recruit a student to make the process quicker.
- If using the assessment rubric as a pre-assessment, spend time observing students skills to complete

LEARN AND PLAY

FOUNDATION - YEAR 2

10 min

Quarter 1
Lesson Introduction

Focus: Evasion skills

Introduce the 10 week unit:

- Explain that over the next 10 weeks, they will learn the fundamental skills, rules, and strategies of Australian Rules Football.
- Discuss unit goals, expectations and provide students with further information on the game of Australian Rules Football.
- Explain that Australian Rules Football is a game played with two teams on a big field.
- The goal is to kick the ball between the posts to score points.

Introduce key vocabulary and explain each one

- handball
- mark
- kick
- bounce
- goal

Free Play / Exploration:

- Explain to the students that later in the lesson, they will have time to explore the skill focus, explore what they can do with the football and how the shape of the ball can impact the movement. For example, what happens when they try to bounce the football?
- Explain the concept of free play/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.

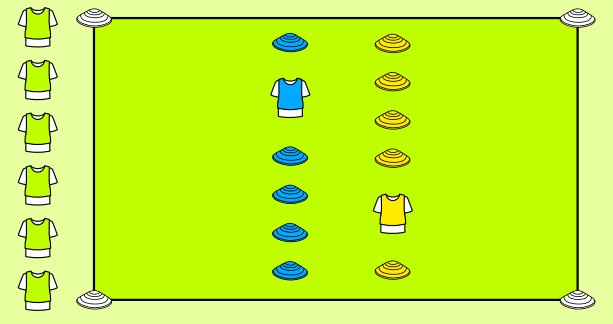
10 min

Quarter 2
Warm Up: Foosball Game

Introduce students to evasion skills by chasing and tagging one another.

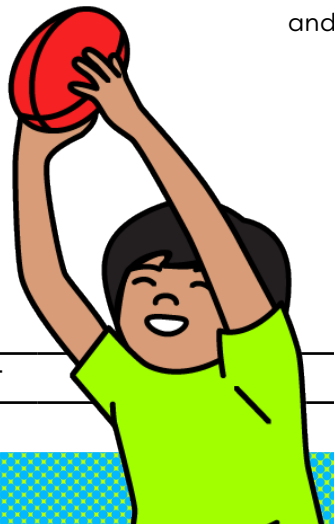
Setup

- Place cones / markers to create two lines across the middle of the activity square.
- Nominate two players to be taggers and place them on the line. The other players all start on one edge of the square, facing the taggers.



Game play

- When you say 'Go', players try to run to the other end zone.
- The taggers can only move along their lines laterally, not backwards and forwards. If they tag a player, that player joins them on the line and becomes a tagger.
- Taggers cannot overtake each other along their line - their position is fixed like the figures on a foosball table.
- Runners must keep moving forwards, and cannot go backwards once they commence their run.
- Once everyone is tagged, choose new taggers and start again.



LEARN AND PLAY

FOUNDATION - YEAR 2

20 min

Quarter 3
Free Play/ Exploration

Exploring bouncing, kicking and passing the ball

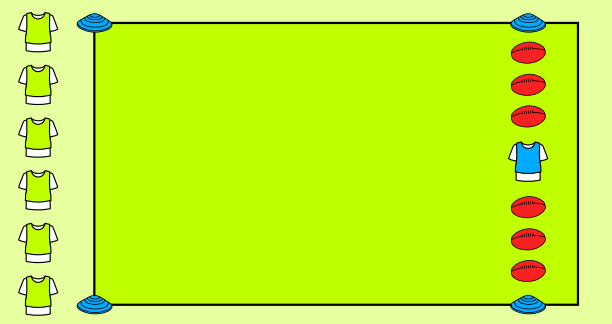
- Place students in groups of 2-3.
- Give each group a football or soft ball if preferred.
- Revise with students how free play/exploration works.
- Allow students time to experiment with bouncing, kicking and passing the ball to each other.

Angry Ogre

If time allows, play Angry Ogre ball movement game.

Setup

- Ask students to line up on one side of the playing area, directly opposite their balls sitting on the far side of the playing area.
- The teacher (or a student) is the 'Angry Ogre' and must stand in front of the balls with their back to the students.



Game play

- Students sneak up behind the Angry Ogre to steal a ball. When the Angry Ogre turns around, students must freeze! If the Angry Ogre spots someone moving, they must go back to the starting line.
- When a student successfully grabs a ball, they shout 'Angry Ogre!' Students then run to grab a ball and race back to the starting line while Angry Ogre aims to chase and tag as many students as possible.
- If anyone makes it back without being tagged by the Angry Ogre, they win!
- Reset the balls, line up the players, and start again.

10 min

Quarter 4
Cool Down and Reflect

Cool Down:

Spend 2 - 3 minutes on some cool down stretches. Use the examples below, others in the unit, or your own. Spend at least 30 seconds in each position.

- Shoulder rolls
- Side reach
- Toe touches
- Reach for the stars
- Quadricep stretch

Reflect:

Ask the students:

- How did you feel during the lesson? Thumbs up or thumbs down if you think you listened and followed instructions well.
- How do you feel you went with kicking, bouncing and passing the ball?
- The part of the lesson I enjoyed most was...
- The part of the lesson I found most challenging was...
- What skill/s do you hope to get better at during the unit?
- Changing direction while running would help in a game because...

Guide students through completing the Footy Feats self-assessment worksheet by asking them to reflect on the football skills they already have and those that need to be developed further.

LEARN AND PLAY

FOUNDATION - YEAR 2

Lesson 2

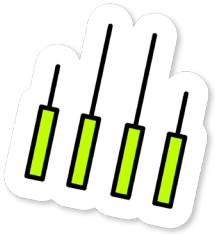
Kicking the Ball

Equipment

- 1 football per student
- Cones / markers
- Goal posts







Learning Objectives:

1. Use a range of fundamental movement skills to control and kick a football.
2. Learn different forms of kicking used in Australian Rules Football.
3. Try a new or unfamiliar activity and describe the experience of doing it.
4. Reflect on and assess the skills learnt to date.

Focus Questions

- How do I use the four step process to kick a football?
- What are the types of kicks used in Australian Rules Football?

Assessment

- Teacher observation and feedback.

Student Success Criteria

- **I can use the four step process to kick a football.**
- **I can calm myself using mindfulness.**
- **I can reflect on my learning.**

Indoor lesson ideas:

- Create smaller playing areas.
- Use soft balls.
- Practise kicking steps without balls.

Differentiation:

- Consider using the CHANGE IT method.
- Group students based on experience or partner up students less confident with football with more experienced ones.

VIDEOS

- How to Kick
- Collect the Coins

Coaching Tips

- Discuss rules/classroom conduct when kicking balls.
- Ensure there is enough space for students to kick.
- Provide plenty of instruction and demonstrate as much as possible or allocate a student to give a demonstration of kicking the ball.

LEARN AND PLAY

FOUNDATION - YEAR 2

10 min

Quarter 1
Lesson Introduction

Focus: Kicking the ball

Preview

- Introduce students to the idea of a 'footy face' (Mr Footy Face) by drawing it on the board and explain how this will help students with their kicking skills.
  - Picture the ball as a face - laces as nose, sides as ears, top as hair, bottom as chin.
  - Hold Mr Footy Face by the ears, chin to the ground, hair to the sky and nose pointing towards the target.
- Watch the How to Kick video before leaving the classroom .
- Verbally explain and demonstrate skill.
- List the four steps
  - Ball vertical, laces forward
  - Ball over your preferred leg
  - Drop the ball
  - Point your toes
- Have a couple of students demonstrate (can be done with or without football) while talking through the steps.
- Have all students mimic the kicking steps without a ball verbalising each step as they go.

10 min

Quarter 2
Warm Up: Dynamic Drills

- Students engage in short dynamic movement drills.
  - Start with getting your students warm with a quick drill of dynamic exercises such as - jumping jacks, air punches, leg swings, sprinting on the spot, walking lunges, alternate hand toe touches, side shuffles, backpedalling/jogging, inchworm.
- Follow this by revisiting the skills learnt - evasion and picking up the ball in the previous lesson. Students spend time practising picking up a football.



LEARN AND PLAY

FOUNDATION - YEAR 2

20 min

Quarter 3
Exploration: Kicking the Ball

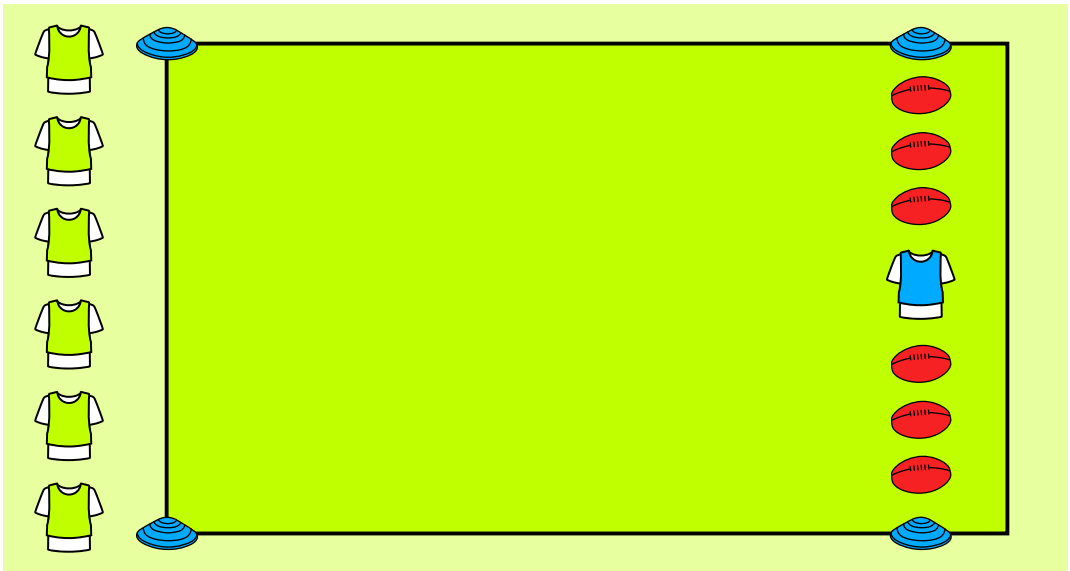
- Revise with students how free play/exploration works.
- Begin the quarter with some ‘free kick’ time allowing students to freely practise kicking.
- After a few minutes, have students place balls out of the way and find a space.
- Talk through the steps of the kick referring back to the video watched in the introduction to the lesson
  - Position of the ball
  - The ball drop
  - Pointing the toes
  - The kicking action
- Demonstrate to the students how they should drop the ball (guiding the ball down over their kicking leg).
- Show students the way to move their leg to kick (point toes in the direction they want to kick the ball).
- Have the students practise this without a ball.
- Give students time to practise with their ball:
  - 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.
- Encourage students to focus on their new skills of: how they hold the ball; how they drop the ball; how they kick with their leg; how they point their toes.
- Have students partner up and stand a few metres apart with a cone between them.
- Ask students to have a go at kicking the football over the cone to their partner.

Collect the Coins

If time allows, play Collect the Coins to practise kicking and running.

Setup

- Set up the goal on the edge of the playing area.
- Put four different coloured cones / markers near the goal (close enough for students to kick).
- Each team stands behind their own coloured cone (or 'coin'). Randomly put cones / markers around the playing area, in between the teams and the goal posts (these are the 'coins' the students will collect).
- Make sure there is an equal number of each coloured cone (e.g. it might be four red, four blue, four yellow, four white).



Gameplay

- On 'Go', the first member of each team kicks the football from their own coloured cone towards the goal. If they score a goal, they run and collect one of their team's coins (for example the yellow team grabs the yellow cone). If they do not score a goal, they do not collect the coin.
- Once the student has the football back, they run around the outside of the playing area and back to their own coloured cone. If they have a coin, they put it down next to their own cone.
- Note: Encourage students to focus on picking the ball up correctly when they retrieve the ball.
- Wait until all four students are safely clear before the next four students have their shot for goal. Everyone takes their turn until all the coins are collected.
- The first team to collect all their coins, wins!

Reflect

Ask the students:

- To explain and demonstrate the steps for kicking a ball:
  - Ball vertical, laces forward
  - Ball over your preferred leg
  - Drop the ball
  - Point your toes
- What did you find most difficult during the lesson?
- What skill/s do you want to work on to improve?
- Holding the ball correctly and kicking the right spot is important because...

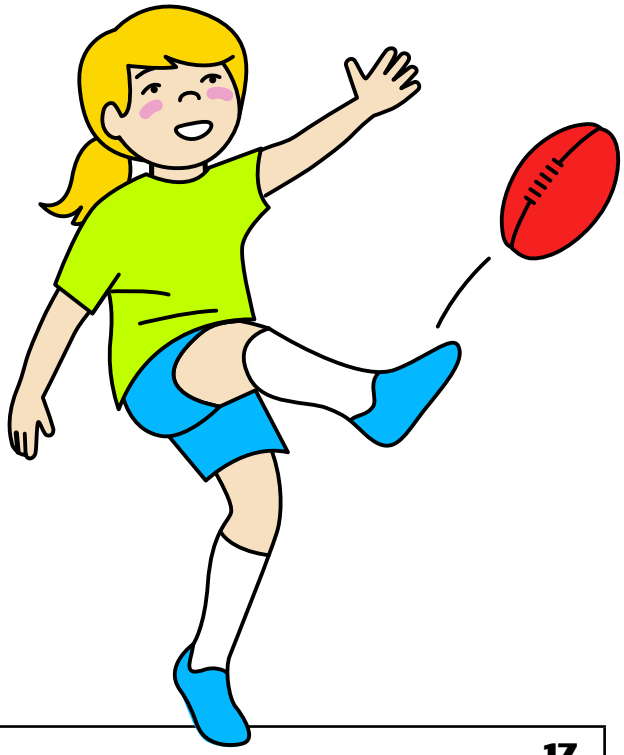
10 min

Quarter 4
Cool Down and Reflect

Cool down:

Spend 2-3 minutes on a mindfulness activity.

- This task is intended to help settle the nervous system and calm the mind.
- 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.
- It may be helpful to say the following so students can follow along: 'In - one, two, three. Out - one, two, three'.
- Have them reflect with a peer on how the mindfulness session made them feel. Sentence starter: Mindfulness makes me feel...



LEARN AND PLAY

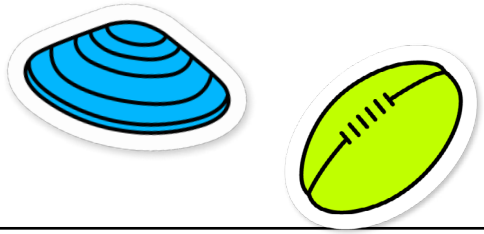
FOUNDATION - YEAR 2

Lesson 3

Ball Pick Up

Equipment

- 1 football per student
- Cones / markers
- 1 Hoop



Learning Objectives:

1. Use a range of fundamental movements to play games.
2. Develop ball handling techniques by performing picking up skills.
3. Develop reflective skills by identifying areas of strengths and areas for improvement.

Focus Questions

- How do we pick up a football?
- How can we become more confident with our ball handling skills?

Assessment

- Teacher observation and feedback.

Student Success Criteria

- **I can use the correct technique to pick up a football.**
- **I can use different physical movements to participate in games with my peers.**
- **I can reflect on my areas of strength and areas for improvement.**

Indoor lesson ideas:

- Make sure the playing area fits space.
- Q1 and Q2 could be completed indoors.
- Decrease distance between students.
- Leave the jogging aspect out.

Differentiation:

- Consider using the CHANGE IT method.
- Vary the movements in Footy Ninja to suit the needs of your students.
- Run Footy Ninja in small groups and allocate a student to lead the activity.
- Count how many of a particular movement can be done in a specified timeframe.
- Complete one step of picking up the ball at a time.
- Pick the ball up in a stationary position.
- Challenge students to pick up with one hand.

VIDEOS

- How To Pick Up
- Footy Ninja
- Ruckman's Treasure

Coaching Tips

- Set up Footy Ninja before students arrive.

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

LEARN AND PLAY

FOUNDATION - YEAR 2

10 min

Quarter 1
Lesson Introduction

Focus: Picking up the ball

Preview

- Watch the How To Pick Up video with your students.
- Verbally explain and demonstrate skill.
- Have a couple of students demonstrate (can be done with or without football) while talking through the steps.

Turn and Talk

- Students turn and talk to a partner sharing the steps for picking up a ball.

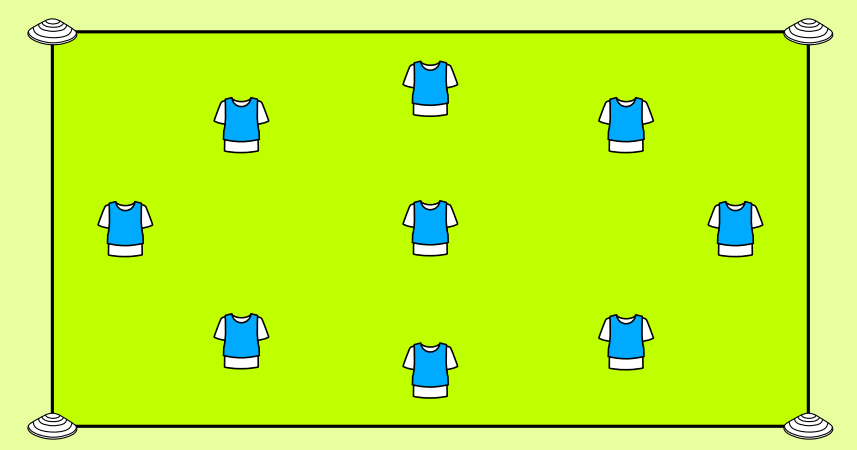
10 min

Quarter 2
Warm Up: Footy Ninja

Play a warm up game of Footy Ninja. This fun exercise gets students warm and includes a range of fundamental movement skills to help prepare students in developing the necessary skills for football.

Setup

- Mark out a playing area.
- Have students spread out on the playing area.



Gameplay

Start by asking the students to:

- Raise their hands above their heads.
- Touch their toes.

Now try all sorts of movements like:

- Balancing on one leg;
- Touching their nose;
- Leg kicks;
- Running;
- Knee lifts;
- Standing on tiptoes;
- Hopping.

Change it up by asking students to mimic a variety of ninja-like moves such as pivoting, dodging, weaving, twisting or hopping.

- Spinning on the spot
- Leaping for a mark
- Landing on different feet
- Dodging
- Pivoting
- Weaving
- Twisting
- Jumping
- Hopping



Encourage your students to give suggestions also – the choices are endless for mixing it up!

LEARN AND PLAY

FOUNDATION - YEAR 2

20 min

Quarter 3
Exploration: Picking Up the Ball

- Revise with students how free play/exploration works.
- In pairs, students stand approximately 10 metres apart and place a football between them.
- Students take turns to walk and pick up the ball, aiming to use the two-handed crocodile technique to scoop up the ball.
- Once students have mastered this, instruct them to practise picking up the ball whilst jogging.

Ruckman's Treasure

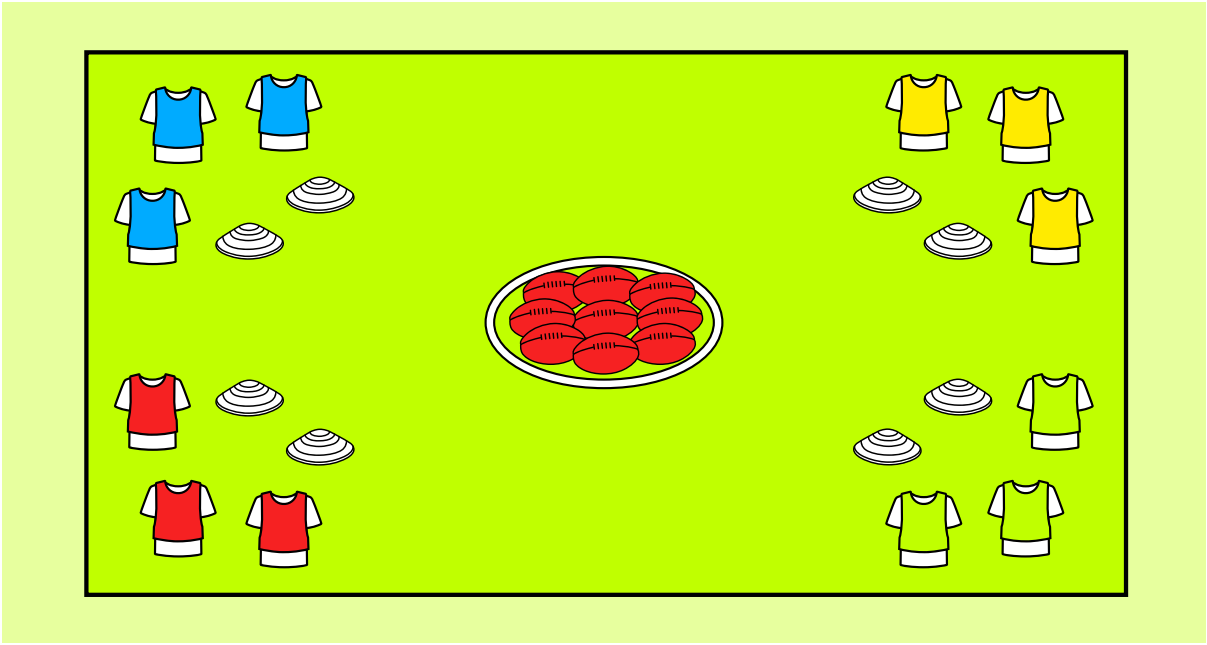
- If time allows, play Ruckman's Treasure with a focus on 'picking up the ball skills'.

Setup

- The cones / markers are placed in a square playing area big enough to give participants room to move. This should total two cones / markers on each corner.
- Place a hoop in the middle of the playing space and all the balls inside the hoop.

Gameplay

- Divide the students into equal teams (no more than two to three players in a team). With a large number of students, put a few more cones / markers down to create more teams. The balls inside the hoop are the 'Ruckman's Treasure' guarded by The Ruckman (can be the teacher or a student).
- On 'Go!', one student from each group tries to steal a ball from the hoop and run it back to their team. After the first student has made it back, the next team mate has a go at stealing a ball from the hoop! Each team needs to gain as many balls from the hoop as they can.
- The Ruckman can stop balls from being stolen by tagging the student while they are holding the ball. The ball goes back in the hoop and the tagged student returns to their team with nothing.
- If the centre hoop is empty, students start stealing balls from other groups. If they get tagged by an opponent while holding a ball, they return that ball back to the centre hoop.
- Note: Students cannot guard the balls they have in their group. They have to let opponents take their balls.
- After a few minutes of play, reset the game, bring the balls back to the middle hoop, and start again.



20 min

Quarter 4
Cool Down and Reflect

Cool Down:

To cool down, students engage in simple arm stretches, and some breathing exercises. Use the examples below, others in the unit, or your own. Spend at least 30 seconds in each position.

Stretching examples

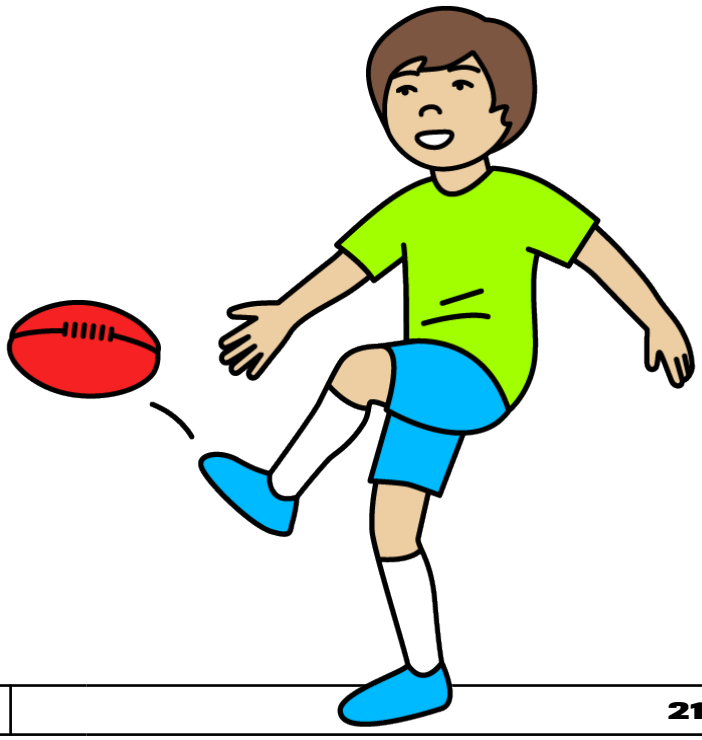
- Shoulder stretch
- Child's pose

Breathing exercises

- Belly breathing
- Five finger breathing - breath in and out as you trace your fingers

Reflect

- What strategy worked well to pick up the ball cleanly (picking it up smoothly without dropping or losing control of the ball)?
- Why is it important to pick the ball up cleanly?
- Does anyone have any tips for improving picking the ball up?
- Ask students to give a thumbs up (yes) or a thumbs down (no) to the following statements:
  - I followed the instructions from my teacher.
  - I need to listen more carefully to my team members or teacher when playing games.
  - I found the activities fun.
  - I can use the correct technique to pick the ball up.



LEARN AND PLAY

FOUNDATION - YEAR 2

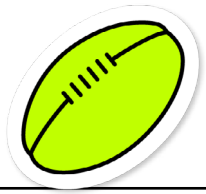
Lesson 4

Passing the ball by hand

Equipment

- 1 football per student
- Collection of hoops, hones, vests, tubs and goal posts
- Cones / markers





Learning Objectives:

1. To participate in games that require a number of different fundamental movement skills.
2. Using fundamental movement skills to perform a handball.
3. Explaining the rules of a game to a peer.

Focus Questions

- How can I use the four-step process to complete a handball?

Assessment

- Teacher observation and feedback.

Student Success Criteria

- I can use the four-step process to handball.
- I am able to explain the rules of a game to a partner.
- I can use my body in different ways to get warm.

Indoor lesson ideas:

- Create smaller playing areas.
- Use soft balls.
- Students walk instead of run in Handball Heroes.

Differentiation:

- Consider using the CHANGE IT method.

Around the World

- Use less obstacles.
- Increase obstacles.
- Try turning 'Around the World' into a team race and see who can get back to their start point first!
- Provide visual cue cards.

Exploration

- Decrease the distance between students.
- Increase the distance between students.
- Have the students try using their opposite hand to handball – even if it's wonky!
- Use a timer. See how many handballs they can do in 30 seconds.
- Provide visual cue cards.

VIDEOS

- How to Handball
- Handball Heroes

Coaching Tips

- Set up activities before students arrive.
- have students start at different corners of the obstacle course.

Handballing Steps

- Make a pancake (with non-writing hand)
- Feet apart (same foot as pancake hand)
- Make a fist (with writing hand)
- Scoop the ice-cream

LEARN AND PLAY

FOUNDATION - YEAR 2

10 min

Quarter 1
Lesson Introduction

Focus: Handballing

Preview

- Watch the How to Handball video before leaving the classroom.
- Verbally explain and demonstrate the skill.
- List the four steps:
  - Make a pancake
  - Feet apart
  - Make a fist
  - Scoop the ice-cream
- Have a couple of students demonstrate (can be done with or without football) while talking through the steps.
- Have all students mimic the handballing steps without a ball verbalising each step as they go.

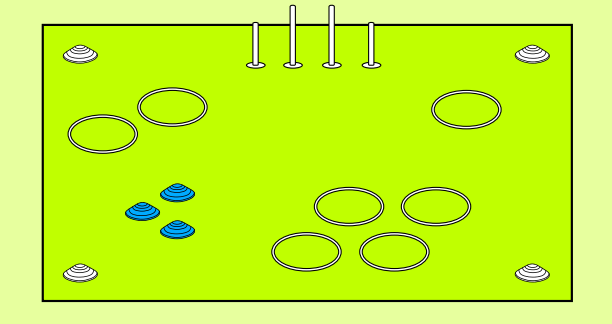
10 min

Quarter 2
Warm up: Around the World

An obstacle course game focusing specifically on key fundamental movement skills.

Setup

- You can choose how to set up your obstacle course - see example below.
- Every student uses a ball of their choice: footballs, coloured balls, etc.
- Set it out as an imaginative, cool course for maximum fun!



Gameplay

Step through your courses so the students can see what to do.

An example of the course might be:

- Four hoops to hop through on alternate legs;
- Three cones / markers to tap the ball around with using two hands;
- Two hoops to bounce the ball;
- Post to weave in and out of;
- One hoop on stand to throw the ball through before collecting it, and;
- A tub to throw the ball into.

Variations

- When a team finishes, have them put their hands on their head.
- Change the way everyone moves their body around each section, e.g. instead of running they hop or skip or jump.
- Change direction and 'run around the world' in the opposite way.
- Encourage students to be creative and think of their own movements.

Kicking Practice

- Follow the warm up by revisiting kicking skills.
- Review kicking steps
  - Ball vertical, laces forward
  - Ball over your preferred leg
  - Drop the ball
  - Point your toes
- Give students some time to practise their kicking skills.

LEARN AND PLAY

FOUNDATION - YEAR 2

20 min

Quarter 3
Exploration: Handballing

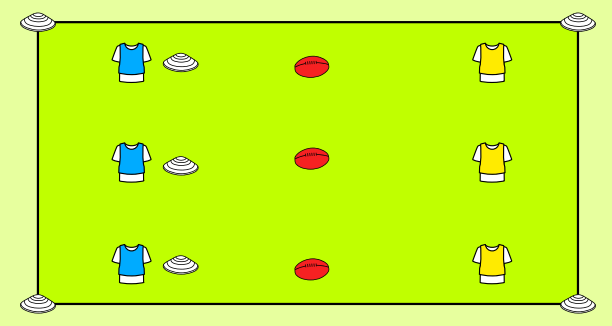
- Revise with students how free play/exploration works..
- In pairs, students spend time practising handballing back and forth with a partner.
- Revise picking up the ball technique.
- Advance and practise the skills with a game of Handball Heroes.

Handball Heroes

- Play Handball Heroes to practise picking up and handballing the football.

Setup

- Place students in pairs.
- Place cones / markers in a line on the ground with each student standing. behind a cone. A few metres away, another student stands facing them with the football on the ground halfway between them.



Gameplay

- Students race forward, pick up the ball and hand it to the student. They then run around the student, receive the ball back and return it to the middle as they make their way back to their starting cone.
- Students then progress to handballing the football to the student once they have picked it up, followed by running around the student and back to the cone. Swap roles after a few goes.
- The student can even roll the ball to the student. They then run and pick up and handball it back.
- After some time, the students can handball the football back and forth.
- Students could also alternate between kicking and handballing to continue to practise their kicking skills.

20 min

Quarter 4
Cool Down and Reflect

Body scan relaxation

- Have students sit comfortably (can lie down if space permits).
- Take a couple of deep breaths.
- Move through each part of the body - feet, legs, stomach, chest, back, arms, hands, shoulders/neck and face/head .
- As you move through each, get students to focus on how that part feels and try to get them to relax each body part.
- Finish with another couple of deep breaths.

Reflect

- Ask students to give the actions for a handball whilst you call out the four step process of handballing.
  - Make a pancake
  - Feet apart
  - Make a fist
  - Scoop the ice-cream
- Get students to hold up 1, 2, or 3 fingers (1- not confident, 2 - moderately confident, 3 - very confident) to reflect how confident they felt in today's session. Get them to explain why they gave that rating.

LEARN AND PLAY

FOUNDATION - YEAR 2

Lesson 5

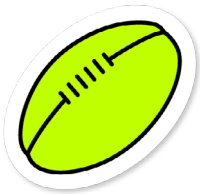
Half-time Check In

Equipment

- 1 football per student
- Bibs
- Cones / markers







Learning Objectives:

1. Refine and improve Australian Rules Football skills and techniques.
2. Practise evasion skills, picking up the ball, kicking and handballing.
3. Reflect on progression of skills during the unit of work.

Focus Questions

- What Australian Rules Football skills or strategies have we learnt so far?
- Which skills do I need to work on the most?

Assessment

- Teacher observation and feedback.

Student Success Criteria

- I can identify areas on which I can improve.
- I can modify movement skills and concepts to improve outcomes.

Indoor lesson ideas:

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

Differentiation:

- Consider using the CHANGE IT method.
- Pair a student proficient in football skills with a student who needs additional support.
- Get students who are feeling confident to use their opposite hand or foot in Coast to Coast.
- Total Teamwork -
  - Try a version where students cannot just pass the football right back to the person who just gave them the football.
  - Use the other hand and different types of balls.
  - See if the attackers can complete a few handballs in a row, and get up to four and five.
  - Kick or handball the football to a target, such as a hoop on the ground, to finish a chain of passing.

VIDEOS

- Coast to Coast
- Total Teamwork

Coaching Tips

- Be sure to swap the bibs around so everyone gets to defend and try to get the football.

LEARN AND PLAY

FOUNDATION - YEAR 2

10 min

Quarter 1
Lesson Introduction

Focus: Skill revision

Preview

- Revise key skills learnt so far
  - evasion skills
  - picking up the ball
  - kicking
  - handballing
- Talk through each and what they involve.
- Have some students demonstrate (can be done with or without football) each skill as it is discussed.
- Ask students to set a goal for the lesson
  - Which skill would you like to focus on improving?

10 min

Quarter 2
Warm up: Here, There and Everywhere

A fun and simple game that will get students moving, listening to cues and following instructions.

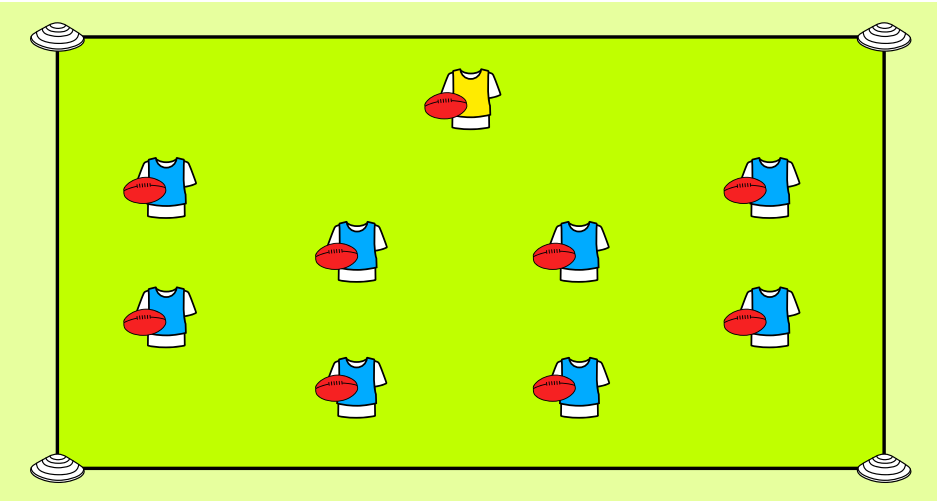
- Discuss with students that learning to play a team sport means listening to your coach and team members.

Setup

- Spread students out in the marked area.
- The teacher or selected student stands on one side of the marked area.

Gameplay

- Revise/demonstrate handballing to themselves from prior lesson.
- Students run in certain directions depending on the word you shout:
  - '**Here**' means students sprint towards you.
  - '**There**' means students run in the direction you're pointing.
  - '**Everywhere**' means students can move wherever they want inside the playing area.
  - '**Nowhere**' means students have to stand still on the spot and handball the football to themselves.
- Let the students know their movement! E.g. 'Ok, skipping now, skipping everywhere!'
- Come up with other new actions to go with each word. For example, 'Nowhere' could mean the students lie down using the footballs as pillows.
- Have a student lead the game and suggest different movement types.
- Finish warm up with some time for students to practise their kicking skills.



LEARN AND PLAY

FOUNDATION - YEAR 2

20 min

Quarter 3
Exploration: Skill Practice

- Revise with students how free play/exploration works.
- Students practise picking up the ball, handballing and kicking in Coast to Coast.

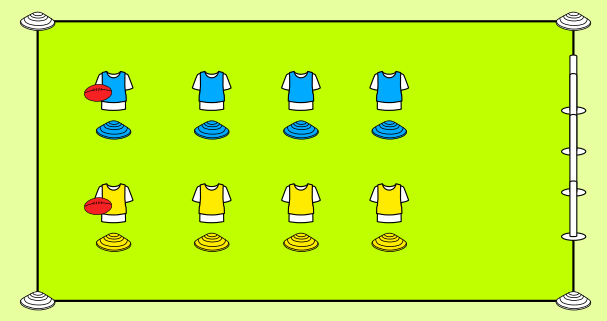
Coast to Coast

A relay race that relies on teamwork and testing skills learnt.

Setup

- Use the cones / markers to create two different coloured lines leading up to the goal posts.

Each line is a team and each student must stand by their own cone



Gameplay

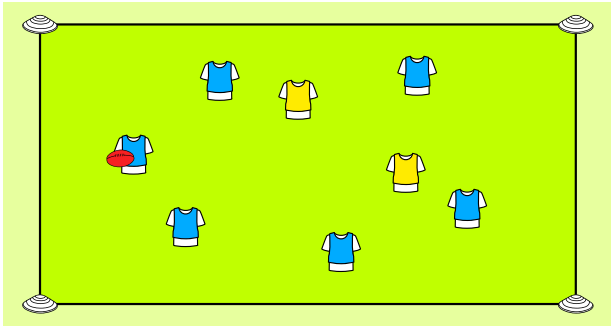
- The objective for each team is to get their ball from one end of the line to the other end ('Coast to Coast').
- To do this, students pass the ball to their teammates by using different skills. For example, The first student may roll the ball to the next student, then the next may handball.
- The last student has a kick for a goal.
- The student gets back the ball and races to the start of the line with team mates moving down one spot to the next cone.
- Variations:
  - swap the colour of every second cone so students roll, handball or kick to their team mate diagonally.
  - award points to teams when they score a goal.

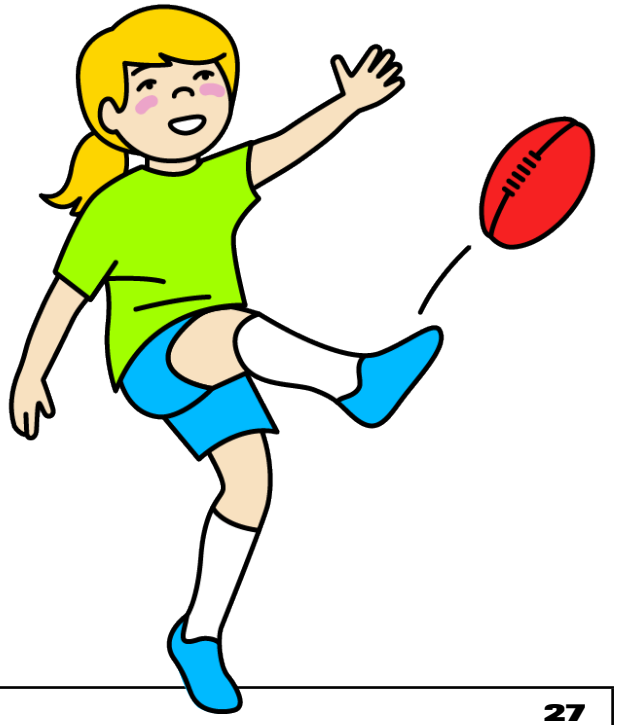
Total Teamwork

- If time allows, play Total Teamwork to revise evasion skills.

Setup

- Students gather in the playing area.
- Pick a few to wear bibs to be the 'defenders'. Their job is to get the ball out of the hands of attackers who are everyone else.





20 min

Quarter 4
Cool Down and Reflect

Cool Down:
Spend 2 - 3 minutes on some cool down stretches and breathing exercises. Use the examples below, others in the unit, or your own. Spend at least 30 seconds in each position.

Stretching examples:
- Shoulder stretch
- Side bend
- Seated, head to knee forward bend
- Standing quadricep stretch

Breathing exercises:
- Belly breathing
- Bunny breathing (3 quick sniffs and one long exhale)

Reflect:
- Ask students the following to encourage them to reflect on the key skills learnt so far:
- Think about your goal/s at the start of this lesson, do you think you made improvements?
- Were there any specific moments or achievements that stand out to you?
- What aspects of Australian Rules Football are you enjoying the most? Why?
- What are you still finding challenging?



LEARN AND PLAY

FOUNDATION - YEAR 2

Lesson 6

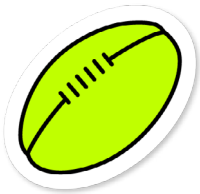
Bouncing the Ball

Equipment

- 1 football per student
- Bibs
- Cones / markers







Learning Objectives:

1. Develop the skills of bouncing a football.

Focus Questions

- How do I bounce a football?

Assessment

- Teacher observation and feedback.

Student Success Criteria

- I can use the five steps to correctly bounce a football.
- I can reflect on my areas of strength and areas for improvement.

Indoor lesson ideas:

- Create smaller playing areas.
- Use softer balls.
- Walk during games.

Differentiation:

- Consider using the CHANGE IT method.
- Start bouncing on knees and work up to standing, walking and running.

VIDEOS

- How to Bounce
- Frozen Feet
- Let's Bounce

Coaching Tips

- Provide plenty of instruction and demonstrate as much as possible or allocate a student to give a demonstration of bouncing the ball.



LEARN AND PLAY

FOUNDATION - YEAR 2

10 min

Quarter 1
Lesson Introduction

Focus: Bouncing a Football

Preview

- Preview the How to Bounce video before leaving the classroom to demonstrate the key skill focus for the lesson.
- Verbally explain and demonstrate skill.
- Have a couple of students demonstrate (can be done with or without football) while talking through the steps.
- Encourage students to mimic the bouncing skill action without equipment and highlight the five key steps.
  - **Grip** - hold with two hands, with your writing hand slightly over the laces.
  - **Step** - forward with opposite leg to your writing hand.
  - **Aim** - where you are going to bounce the ball - about a step in front of your body.
  - **Push** - rather than throw it with your writing hand; fingers point to the ground as you let go of the ball.
  - **Catch** - arms out in front and hands open.

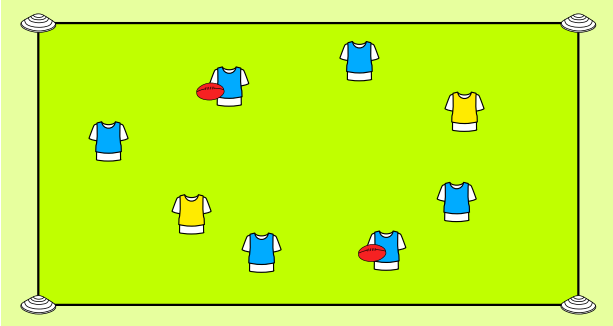
10 min

Quarter 2
Warm up: Frozen Feet

Play Frozen Feet, a game which practises tagging, running and handballing.

Setup

- Mark out a playing area with cones / markers.
- Spread students out over the playing area.
- Two students wear a bib: they're the 'Taggers'.
- Two other students have a football: they're the 'Handball Magicians'.



Gameplay

- Spread the students across the playing area.
- The bibbed taggers chase anyone without a ball and tag them with their hand.
- When a student gets tagged, they freeze with hands in the air. They are to call out to a Handball Magician. Once the Handball Magician sees their hands in the air-as a signal for help, they must come to free them.
- Students become 'unfrozen' when the Handball Magician handballs to the frozen player who must mark and then handball back to the Magician.
- Both can now keep playing.
- To keep everyone involved, change Taggers and Handball Magicians regularly.
- After a while, change how feet get unfrozen. Rather than a handball, have students kick the ball.
- Variations:
  - Change the rules so that the frozen student becomes the Handball Magician once they're freed.
  - Change how the students move around. For example, rather than running they try hopping, jumping or crawling.
  - For even more challenges, get groups to bounce or touch the football on the ground every few steps or get them to handball with their other hand.

LEARN AND PLAY

FOUNDATION - YEAR 2

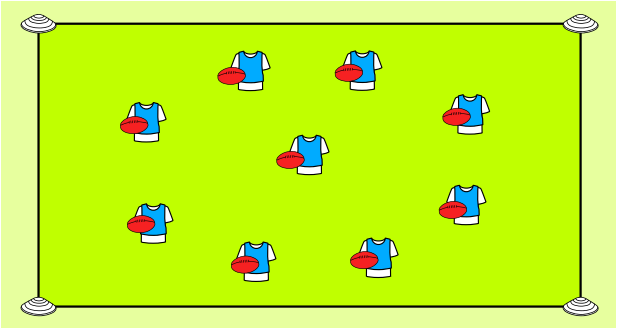
20 min

Quarter 3
Exploration: Bouncing the ball

Allow students time to experiment with bouncing using the Let's Bounce tips where they experiment on their knees before standing.

Setup

Players spread out in the playing area holding their football.



Gameplay

- Start with students kneeling on the grass with their football in their laps (backside resting on their heels).
- Everyone tries bouncing the ball on the grass in front of them. Straighten up, still kneeling and bounce the football. Try only kneeling on one knee.
- Now crouch and bounce.
- Once the students grasp the concept of bouncing, they progress from crouching to walking while bouncing. Then transition to a jog, and finally advancing to running, all while bouncing and maintaining control of the ball.
- Once students feel more confident with this bouncing technique, introduce a cone-bouncing game:
  - Put some different coloured cones / markers down.
  - As the students wander around the area bouncing their balls, now and then, say, 'cone!' and every student has to find a cone.
  - Next, pick a colour and if a student is near a cone of that colour, they bounce their ball three times.
- If time allows, set students up in relay teams where they practise bouncing and kicking skills.

10 min

Quarter 4
Cool Down and Reflect

Cool down:

Spend 2 - 3 minutes on some cool down stretches. Use the examples below, others in the unit, or your own. Spend at least 30 seconds in each position. Students then answer some reflection questions with a partner.

Stretching examples:

- Shoulder stretch
- Side bend
- Seated, head to knee forward bend
- Standing quadricep stretch

Breathing exercises:

- Belly breathing
- Five finger breathing - breath in and out as you trace your fingers

Reflect:

Ask students to share with a friend:

- What are the important ideas to remember when bouncing a football? Why are these important?
- Two things they enjoyed, found interesting or had success with during the lesson.
- One thing they found challenging or would like to improve.

LEARN AND PLAY

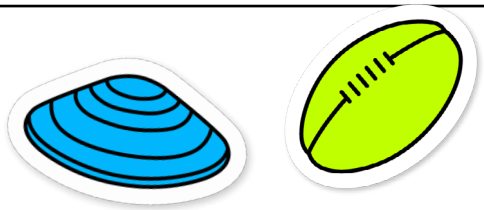
FOUNDATION - YEAR 2

Lesson 7

Marking the Ball

Equipment

- 1 football per student
- Cones / markers



Learning Objectives:

1. Participate in a team game and be aware of personal safety and the safety of others.
2. Practise different ways of marking a ball using fundamental movement skills.
3. Work cooperatively with a partner to pass and catch a ball.

Focus Questions

- What steps do I need to follow when marking a ball?

Assessment

- Teacher observation and feedback.

Student Success Criteria

- **I can catch the ball on my chest**
- **I can catch the ball over my head.**
- **I can pass and catch a ball with a partner.**

Indoor lesson ideas:

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

Differentiation:

- Consider using the CHANGE IT method.
- Pair a student proficient in football skills with a student who needs additional support.
- Alter complexity of the magic tricks.

VIDEOS

- How to Mark
- Save the castle

Coaching Tips

- Provide plenty of instruction and demonstrate as much as possible or allocate a student to give a demonstration of marking the ball.

Save the Castle:

- As the castles grow bigger, encourage students to communicate and to encourage one another. This is a great skill for the players to learn to bring to games.



LEARN AND PLAY

FOUNDATION - YEAR 2

10 min

Quarter 1
Lesson Introduction

Focus: Bouncing a Football

Preview

- Preview the How to Mark video before leaving the classroom.
- Verbally explain and demonstrate skill.
- Have a couple of students demonstrate (can be done with or without football) while talking through the steps.
- Encourage students to mimic the two different marking skills by considering the key steps:
- Chest mark
  - Arms out
  - Palms up
  - Watch the ball
  - Hug the teddy
- Overhead mark
  - Make a 'W'
  - Watch the ball
  - Long arms
  - Close the 'W'

10 min

Quarter 2
Warm up: Footy Magic Tricks

A simple game to build students confidence using a football.

Setup

Spread the players out in an area with everyone holding their football ready for when you call out a football 'magic trick'.

Gameplay

- The teacher calls out different 'magic tricks' for the students to follow. For example,
  - Figure Eight - Move the ball in between around the outside of each leg, like number 8.
  - Wrap the ball around your body - move it around you in a circle shape.
  - Throw the ball up - clap before catching it or catch it behind your back.
  - Pass the ball - side-to-side with a partner or through the legs.
  - Hopping or Robot walks.
- Use your imagination for different magic tricks! Fun changes can include dodging opponents while holding the football or kicking to a partner.
- Have students think of different magic tricks.



LEARN AND PLAY

FOUNDATION - YEAR 2

20 min

Quarter 3
Exploration: Marking the ball

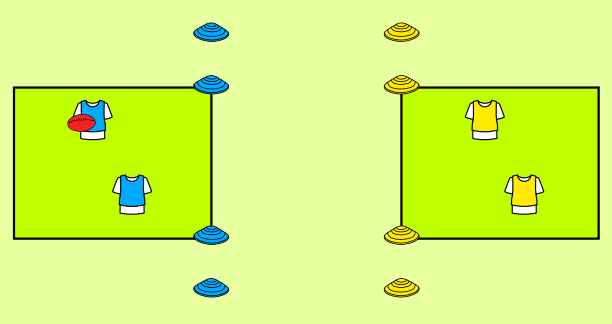
- Revise with students how free play/exploration works.
- Working in pairs, allow students time to experiment and practise marking the ball.

Save the Castle

- If time allows, play Save the Castle where students practise kicking, handballing and marking.

Setup

- Divide the students into the pairs. For each pair, use eight cones / markers to mark out two small 'castles' a couple of metres apart and have each student stand in the middle of their castle. The space between the castle is the 'moat'.



Gameplay

- Students take turns to handball or kick their football into their partner's castle nearby.
- If their ball lands in the castle, they get one point. If the football is caught or lands in the moat (the space in between the castle), they do not receive points.
- After a couple of minutes, combine pairs to make even bigger castles with more players inside. For example, go from 1 v 1, to 2 v 2, or 3 v 3 even up to 4 v 4.
- With 2-on-2 or 4-on-4 games, students who mark the ball must handball it over to a teammate who kicks or handballs it back to the other castle. This will ensure everyone stays involved.

10 min

Quarter 4
Cool Down and Reflect

Cool down:

Spend 2 - 3 minutes on some cool down stretches. Use the examples below, others in the unit, or your own. Spend at least 30 seconds in each position.

Stretching examples:

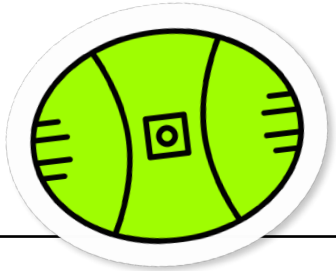
- Side stretch and reach up with opposite hand
- Hip circles
- Arm circles
- Cat stretch

Reflect:

- Students think about something positive (e.g. I can learn this if I keep trying; my kicking/ bouncing/handballing/marking is improving; I am proud of my effort) they could say to themselves about the effort and performance in today's lesson. Share with a peer.

Ask students:

- What important things do you need to remember when marking?
- What did you learn about marking from passing and catching with your partner?
- I do/do not feel confident passing and marking a ball.



LEARN AND PLAY

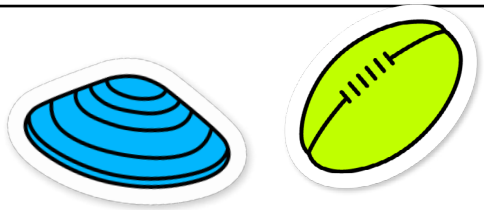
FOUNDATION - YEAR 2

Lesson 8

Skill practice and mini match

Equipment

- 1 football per student
- Cones / markers



Learning Objectives:

1. Refine and improve Australian Rules Football skills and techniques.
2. Practise bouncing the ball and marking.

Focus Questions

- What skills do I need to use when playing Australian Rules Football and what does it mean to play fairly?

Assessment

- Teacher observation and feedback.

Student Success Criteria

- **I can show what it means to play fairly.**
- **I can work with others in a team.**

Indoor lesson ideas:

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

Differentiation:

- Consider using the CHANGE IT method.
- Chase the Bouncer
  - Have students take two bounces on each side of the square, or even three.
  - Try playing threes instead of pairs. Have the extra player on the inside of the square next to the bouncer, giving and receiving handballs after each bounce.
- Mini Match
  - Set up smaller games and group students according to need.
  - Try limiting the ways of passing- try throwing, handballing or kicking only.
  - Allow students to move with the ball. You can even remove the zones so students can move and pass anywhere.

VIDEOS

- Danger Zone

Coaching Tips

Fair Play Acronym:

- Fun
- Appropriate
- Inclusive
- Respectful



LEARN AND PLAY

FOUNDATION - YEAR 2

10 min

Quarter 1
Lesson Introduction

Focus: Skill Revision

- Revise bouncing and marking.
- Students share key skill steps with a partner.
- Introduce ‘mini match’ concept:
  - Smaller version of the game.
  - Played in teams of 4.
  - The object of the mini match is to have fun, practise skills and if possible, get a goal!
- Introduce fair play acronym
  - Fun
  - Appropriate
  - Inclusive
  - Respectful
- Get students to share what they think each word might look like when playing a game.

10 min

Quarter 2
Warm up: Chase the Bouncer

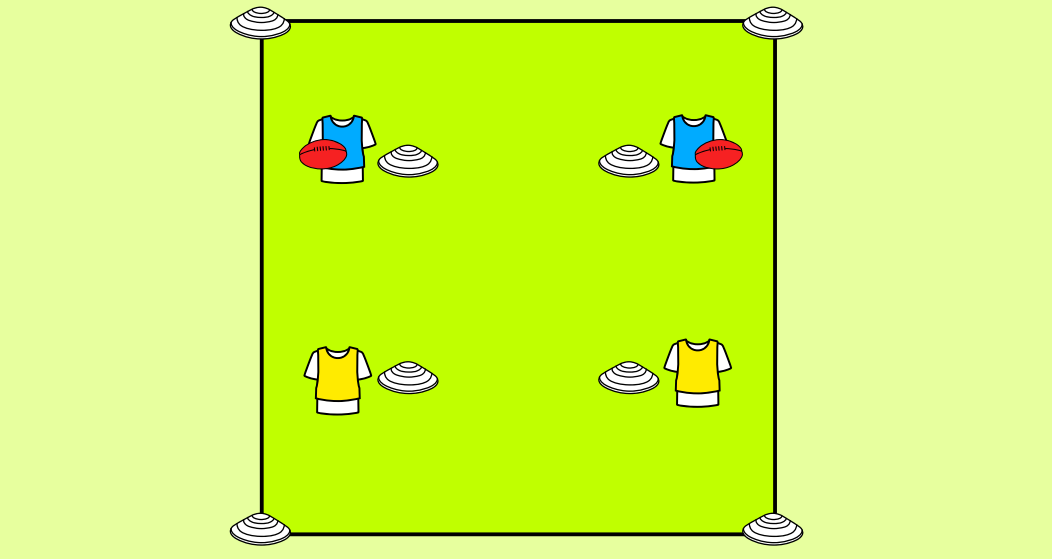
A fun and simple game that will get students practising bouncing the ball.

Setup

- Use the cones / markers to create a 10 x 10-metre square within your playing area.
- Divide students into pairs.
- Give one student in the pair the football and have them stand by a cone. They are the 'bouncer'.
- The other student in the pair stands at the diagonally opposite cone, they are the 'tagger'.
- Try to avoid having more than one student on a cone - so make as many squares as you need for your group.

Gameplay

- When you say ' go ', the student with the ball runs around the edge of the square, bouncing the ball on each side of the square.
- The chaser attempts to catch the bouncer and tag them.
- Once the chaser has tagged the bouncer, swap roles.



LEARN AND PLAY

FOUNDATION - YEAR 2

20 min

Quarter 3
Mini Match

Remind students about the mini match concept and FAIR play acronym.

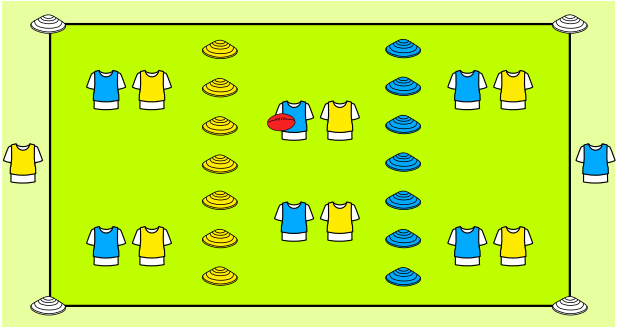
Danger Zone

- Students play Danger Zone to practise intercepting the ball and moving it as a team.
- Teachers support students to engage, if possible, begin assessment observations.

Setup

- Using the cones / markers, divide the playing area into three equal zones.
- Split the students into two equal teams and give one team bibs.
- One student from each team stands on opposite edges of the playing area (these are the 'scoring lines').

The remaining students from both teams spread out evenly across three zones.



Gameplay

- The game begins with one student holding the ball in the centre zone.
- Teams aim to pass the ball to each other and get it to their teammate on the scoring line. But, the ball must pass through each zone before reaching the scoring line, and players cannot run once they have the ball.
- Once the ball gets to the player on the scoring line, a point is scored and the ball is returned to the centre and given to the other team.
- If a defender intercepts the ball, the defenders become the attackers and the game continues.

10 min

Quarter 4
Cool Down and Reflect

Cool down:

Spend 2 - 3 minutes on some cool down stretches. Use the examples below, others in the unit, or your own. Spend at least 30 seconds in each position.

Stretching examples:

- Child's pose - kneel on the floor, sit back on your heels, gently lower torso forward, bring forehead to the ground and extend your arms either forward or alongside body.
- Side bend
- Seated, head to knee forward bend
- Standing quadricep stretch

Breathing exercises:

- Shape breathing - trace a shape in the air with your finger as you breath in and out.
- Lion breaths - take a big breath in and breathe out with a roar.

Reflect:

- Ask students to set some goals for the next mini match
- What skills would they like to focus on?
- How will they work as a team?
- Anything else they would like to work on?



LEARN AND PLAY

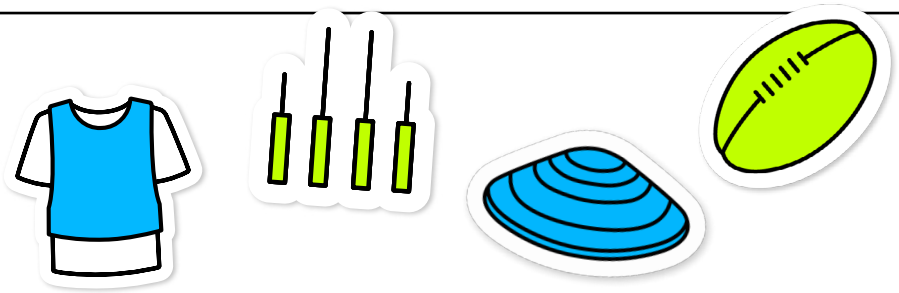
FOUNDATION - YEAR 2

Lesson 9

Skill practice and mini match

Equipment

- 1 football per group
- Cones / markers
- Bibs
- Goalposts



Learning Objectives:

1. Participate in a team game and be aware of personal safety and the safety of others.
2. Practise personal and social skills to interact positively with others and play fair.

Focus Questions

- What skills do I need to use when playing Australian Rules Football and what does it mean to play fairly?

Assessment

- Assessment Rubric:
  - Foundation
  - Year 1 - 2

Student Success Criteria

- **I can show what it means to play fairly.**
- **I can work with others in a team.**

Indoor lesson ideas:

- Create smaller playing areas.
- Use soft footballs.

Differentiation:

- Consider using the CHANGE IT method.
- Decide if your students are ready to kick the ball during mini matches.
- Omit the mini match and focus on skills.
- Provide an opportunity for students to step up and act as assistant coaches. Alternatively, allocate one member per group to watch the game in order to provide coaching at the end of each quarter or mini match.
- Try having students practise 'pushing back of the mark' after they have caught the ball. That means stepping back a few metres from where they marked the ball before taking their kick.
- Speed up the game by having players 'play on' and kick quickly after they mark the ball.
- Students can try using their opposite foot when kicking.

VIDEOS

- Kicks in Threes

Coaching Tips

- While students are playing the mini match, complete assessment rubric.

LEARN AND PLAY

FOUNDATION - YEAR 2

10 min

Quarter 1
Lesson Introduction

Focus: Skill revision and mini match

- Re-cap the skills learnt in the previous lessons. Talk through each and what they involve.
  - How to pick up a football
  - How to bounce a football
  - How to kick a football
  - How to handball
  - How to mark the ball (catching on the chest and above the head)
- Have some students demonstrate (can be done with or without football) each skill as it is discussed.
- Remind students of the mini match concept and expectations - 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.
- Turn and talk - Ask students to turn to a partner and answer the following questions:
  - What does the word fair mean?
  - What does fair play mean?
  - What does the FAIR play acronym stand for
    - Fun
    - Appropriate
    - Inclusive
    - Respectful

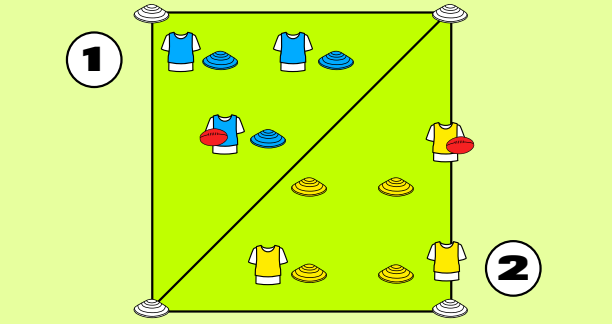
10 min

Quarter 2
Warm up:
Kicks in Threes

Students work in groups of three to play Kicks in Threes to practise kicking and marking in a small group.

Setup

- For every group of three, place down three cones / markers kicking distance apart to make a triangle (1).
- Send one student to each cone, and give one the football
- Keep a fourth cone up your sleeve, as you'll turn the triangle into a square later on (2).



Gameplay

- Students kick the ball to each other around the triangle. After a while, switch direction and keep practising.
- Once the students build confidence, add the fourth cone / marker to make a square.
- One student without the ball runs to the vacant cone / marker to receive the kick.
- Then another student runs to the new vacant cone / marker to receive the next kick.
- Continue to move around the square kicking and receiving the ball.

LEARN AND PLAY

FOUNDATION - YEAR 2

20 min

Quarter 3
Mini Match

- Students play a mini match to showcase their skills

Setup

- 4 rectangular playing areas (15m by 10m with goals placed at each end of the grids).
- 4 students per team. No more than 8 students per grid.

Gameplay

- Divide students up into teams of 4 and allocate them one to one the four grids.
- Begin with a 'ball up'. One player from each team is selected to be a ruck.
- Throw the ball into the air and each player will attempt to tap the ball towards their team.
- Play.

If needed, remind the students of the purpose of the game:

- 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.
- Teacher observation to complete assessment rubric for students.

10 min

Quarter 4
Cool Down and Reflect

Cool down:

Spend 2 - 3 minutes on some cool down stretches and a mindfulness activity. Use the examples below, others in the unit, or your own. Spend at least 30 seconds in each position.

Stretching examples

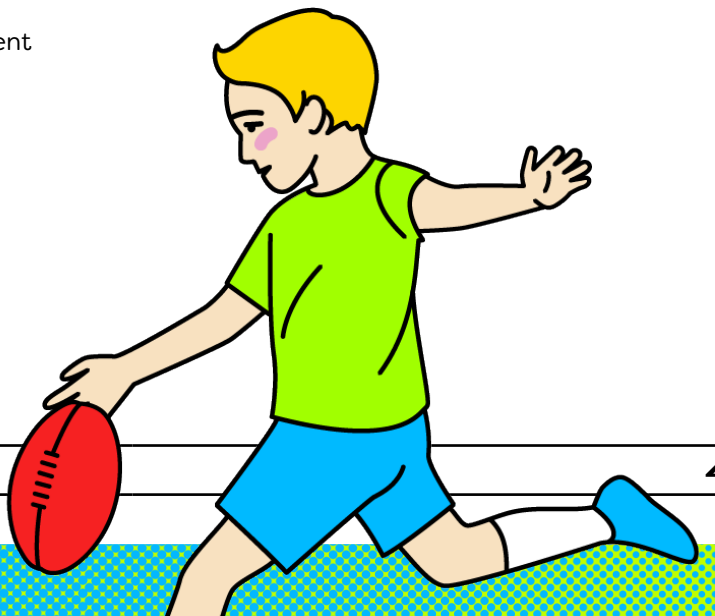
- Shoulder stretch
- Side bend
- Seated, head to knee forward bend
- Standing quadricep stretch

Mindfulness example

- Sit quietly and close eyes.
- Take a few breaths in and out, noticing how the body feels.
- Now think about the lesson - what is something that went well, what are you proud of?
- Take a few more breaths in and out.

Reflect:

- Ask the students:
- Why is it important to rest and lower the heart rate after lots of activity?
- Thumbs up or thumbs down if you think your team worked well together.
- What areas could your team improve on?



LEARN AND PLAY

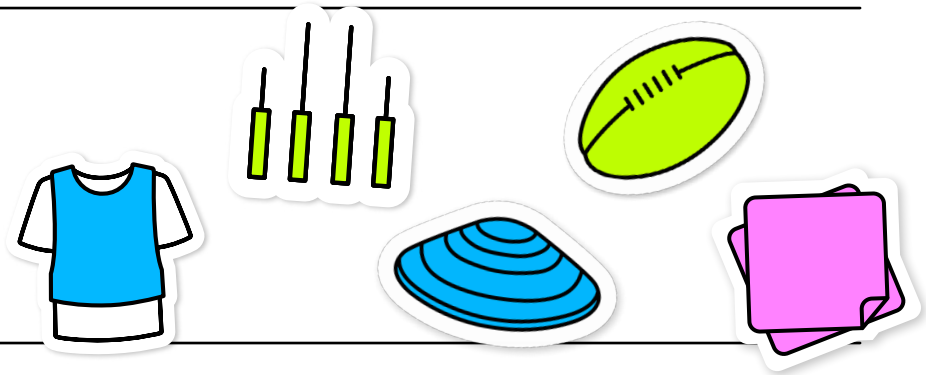
FOUNDATION - YEAR 2

Lesson 10

Final Whistle

Equipment

- 1 football per group
- Cones / markers
- Bibs
- Goalposts
- Footy Feats self-assessment



Learning Objectives:

1. Refine and improve Australian Rules Football skills and techniques.
2. Practise evasion skills, picking up the ball, kicking and handballing.
3. Reflect on progression of skills during the unit of work.

Focus Questions

- What Australian Rules Football skills or strategies have we learnt?
- Which skills do I need to work on the most?

Assessment

- Footy Feats Self-Assessment (second worksheet)
- Assessment rubric:
  - Foundation
  - Year 1 - 2

Student Success Criteria

- I can identify areas on which I need to improve.
- I can modify movement skills and concepts to improve outcomes.

Indoor lesson ideas:

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

Differentiation:

- Consider using the CHANGE IT method
- Play a shorter or longer mini match.
- Omit the mini match and focus on skills.
- Footy Racetrack:
  - Increase or decrease the distance between the cones / markers.
  - Try rolling the football to the student faster or roll the football end over end.
  - Try handballing or kicking on the other hand or foot.
  - Students confident with football can practise catching the football above their head (overhead mark).

Coaching Tips

- If not already completed, while students are playing the mini match, complete assessment rubric.

LEARN AND PLAY

FOUNDATION - YEAR 2

10 min

Quarter 1
Lesson Introduction

Focus: Mini match and self-assessment

- Self - Assessment -
  - Guide the students to look at how they rated themselves on their first Footy Feats self-assessment at the start of the unit.
- Have students complete the Footy Feats self-assessment a second time to compare their progress and identify areas of improvement.

10 min

Quarter 2
Warm up:
Footy Racetrack

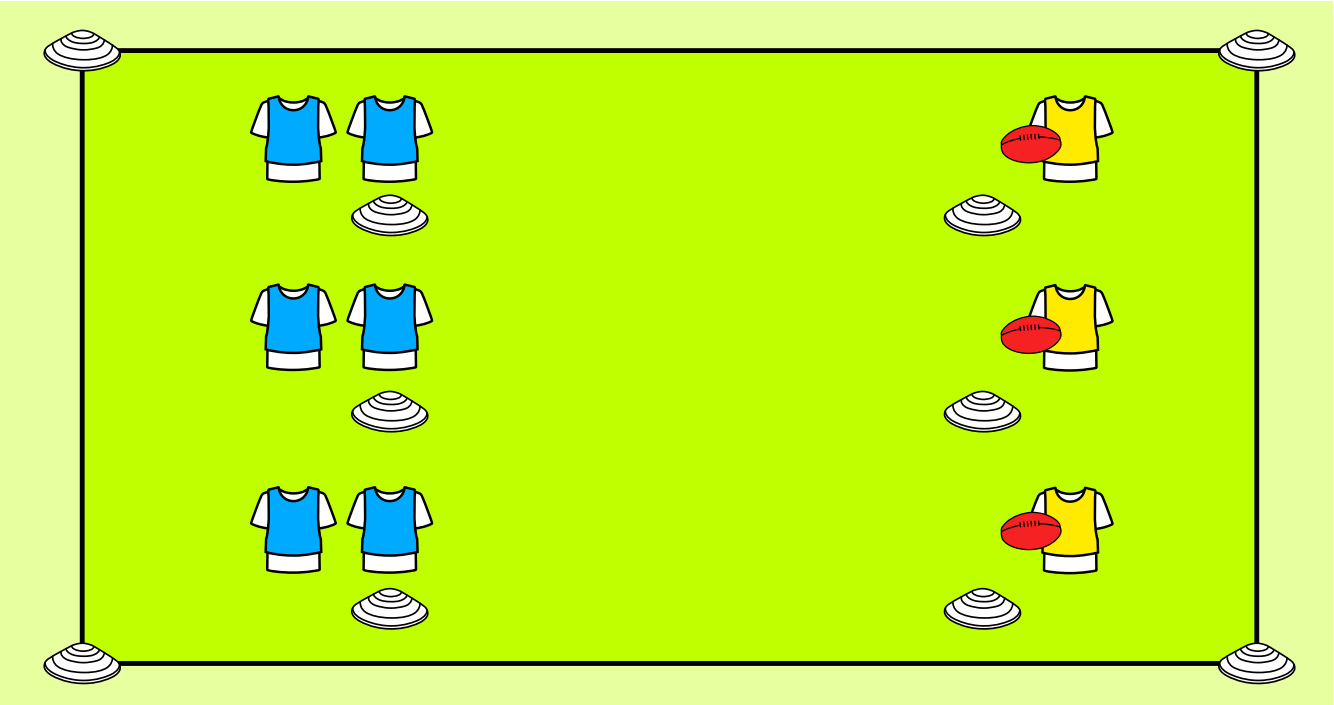
Warm up by practising all football skills for the field in one activity.

Setup

- Two cones / markers about 10 metres apart with two students lining up on one cone and another student on the opposite cone, holding the football.

Gameplay

- The single student rolls the ball to one of the students who picks it up, handballs it back and runs the 'footy racetrack': around the student and back to the starting point, where the partner then has their go.
- Follow up handballs with kicks. Even see if some students can handball or kick the football on the run (move cones / markers further apart if doing this).
- Once the students have got the hang of it, see how many laps of the racetrack they can do in a set time, e.g. in 30 seconds.



LEARN AND PLAY

FOUNDATION - YEAR 2

20 min

Quarter 3
Mini Match

Students play mini matches to showcase their new skills.

Setup

- Use the same setup as for Lesson 9.
  - Four rectangular playing areas (15m by 10m with goals placed at each end of the grids).
  - Four students per team. No more than 8 students per grid.

Gameplay

- Divide students up into teams of 4 and allocate them one to one the four grids.
- Begin with a 'ball up'. One player from each team is selected to be a ruck.
- Throw the ball into the air and each player will attempt to tap the ball towards their team.
- Play.

Teacher observation to complete the assessment rubric.

Reflect

Discuss with students:

- What were the highlights of the unit?
- Think about your goal/s at the start of this lesson, do you think you made improvements?
- Were there any specific moments or achievements that stand out to you?
- What are the areas you still need to work on?
- What aspects of Australian Rules Football did you enjoy the most? Why?
- Do you feel confident to keep playing Australian Rules Football outside of school?

10 min

Quarter 4
Cool Down and Reflect

Spend 2 - 3 minutes on some cool down stretches. Use the examples below, others in the unit, or your own. Spend at least 30 seconds in each position.

Stretching examples

- Shoulder stretch
- Side bend
- Seated, head to knee forward bend
- Standing quadricep stretch



AFL PLAY Schools

LEARN AND PLAY

STUDENT WORKSHEETS

YEAR F - 2



MY AMAZING AFL MASCOT

1. **Draw your mascot. Make it colourful and fun! Think about the following:**
   - The colours and shapes that represent your team.
   - What special powers or abilities your mascot might have.
2. **Give your mascot a name! Use big, fun letters. Write it on the line at the bottom.**

Mascot name: _____

MY AMAZING AFL MASCOT

3. **Describe your mascot. What makes your mascot special?**
4. **Cut out the mascot and each description box and glue them together on A3 paper or cardboard.**

What does your mascot look like?

Is it an animal? What colour is it? Is it big or small? What does it wear?

My mascot:

What is your mascot like?

Is it funny, friendly, fierce, silly, kind, brave, smart or something else?

My mascot is:

What are your mascots special powers?

Does it have super speed, super strength, magic, spread kindness?

My mascot has:

Why my mascot is the best!

My mascot is the best because:

How does my mascot help? Does it help friends or cheer for the team?

My mascot helps:

EXAMPLE OF FINISHED DESIGN

My mascot:

My mascot has:



My mascot is the best because:

My mascot is:

My mascot helps:

SELF ASSESSMENT WORKSHEET 1

FOUNDATION - YEARS 1-2

Footy Feats Self Assessment 1

You are about to learn about playing Australian Rules Football! Learning to play requires practising a lot of skills.

Before the unit starts, think about what skills you already have. Colour in the answer that fits you best. Remember to be honest so we can identify the areas you would like to work on.



One football
I need more practise



Two footballs
I can do this



Three footballs
I am doing this well

Picking up the ball			
Bouncing the ball			
Kicking the ball			
Passing the ball			
Marking the ball			

Draw or write - One thing I would like to improve is ...

SELF ASSESSMENT WORKSHEET 2

FOUNDATION - YEARS 1-2

Footy Feats Self Assessment 2

Congratulations on completing the Australian Rules Football learning unit!

There were so many skills that we worked on together. Remember how you felt before we began? Reflect on how much you have improved and colour the answer that fits you best.



One football
I need more practise



Two footballs
I can do this



Three footballs
I am doing this well

Picking up the ball			
Bouncing the ball			
Kicking the ball			
Passing the ball			
Marking the ball			

Draw or write - One thing I would like to improve is ...

ASSESSMENT RUBRIC

FOUNDATION

Foundation

Primary Play AFL Assessment Rubric

This rubric can be used as a pre AND/OR post assessment to track and measure growth.

Student Name _____

Australian Curriculum Outcomes	AFL Skills - What does this look like?	Developing	Proficient	Exemplary
Practise fundamental movement skills in minor game and play situations. AC9HPFM01	• Locomotor and fundamental movement skills . • Sending, controlling and receiving the ball in different ways (passing, catching, kicking). • Moving the body to change directions.	Requires assistance with fundamental movement skills.	Can perform fundamental movement and locomotor skills with limited to no assistance.	Demonstrates independence and coordination when performing a range of fundamental movement and locomotor skills.
Experiment with different ways of moving their body safely and manipulating objects and space. AC9HPFM02	• Participating in structured and unstructured games. • Showing an awareness of personal safety.	Is working towards participating in games and shows some awareness of personal safety.	Participates in games and is aware of personal safety.	Participates in all games and is aware of both personal safety and the safety of others.
Follow rules to promote fair play in a range of physical activities. AC9HPFM04	• Discussing and following instructions and rules that relate to safety, boundaries and appropriate use of equipment. • Demonstrating an understanding of fair play.	Is working towards following rules and instructions.	Follows rules and instructions and shows an understanding of fair play.	Actively demonstrates fair play and always follows rules and instructions.
Practise personal and social skills to interact respectfully with others. (AC9HPFP02)	• Cooperates and works with others when playing structured and unstructured games.	Is working towards cooperating and working with others when participating in physical activities.	Cooperates and works with others when participating in physical activities	Actively cooperates and uses negotiation skills with others when participating in physical activities.

Comments

ASSESSMENT RUBRIC

YEAR 1-2

Year 1-2

Primary Play AFL Assessment Rubric

This rubric can be used as a pre AND/OR post assessment to track and measure growth.

Student Name _____

Australian Curriculum Outcomes	AFL Skills - What does this look like?	Developing	Proficient	Exemplary
Practise fundamental movement skills and apply them in a variety of movement situations. AC9HP2M01	• Using locomotor skills. • Controlling a ball - handballing, kicking, bouncing, marking. • Propelling a ball towards an object.	Is working towards developing fundamental movement skills.	Can perform a range of fundamental movement and locomotor skills with limited or no assistance.	Performs a wide range of fundamental movement and locomotor skills with independence.
Investigate different ways of moving their body, and manipulating objects and space, and draw conclusions about their effectiveness. AC9HP2M02	• Showing problem solving skills to achieve a goal when participating in physical games.	Demonstrates some understanding of how to use problem solving strategies.	Is able to use problem solving skills when playing games with others.	Confidently uses problem solving skills when playing games with others.
Co-construct and apply rules to promote fair play in a range of physical activities. AC9HP2M04	• Applying and/or following rules in a game. • Discussing and actively showing the concept of fair play.	Is beginning to show an understanding of fair play and generally follows rules and instructions.	Demonstrates an awareness of fair play and is able to follow rules and instructions.	Actively demonstrates fair play and follows all rules and instructions.
Apply strategies to work collaboratively when participating in physical activities. AC9HP2M05	• Working cooperatively with a partner when practising new skills. • Describing and demonstrating how to include others in physical activities. • Demonstrating turn-taking and sharing equipment when participating in play and minor games.	Is working towards working cooperatively with others.	Demonstrates an awareness of working cooperatively and includes others in activities.	Actively seeks to include others and work cooperatively with them.

ASSESSMENT RUBRIC

YEAR 1-2

Year 1-2

Primary Play AFL Assessment Rubric

This rubric can be used as a pre AND/OR post assessment to track and measure growth.

Student Name _____

Australian Curriculum Outcomes	AFL Skills - What does this look like?	Developing	Proficient	Exemplary
Apply strategies to work collaboratively when participating in physical activities AC9HP2M05	• Working cooperatively with a partner when practising new skills. • Describing and demonstrating how to include others in physical activities. • Demonstrating turn-taking and sharing equipment when participating in play and minor games.	Is working towards working cooperatively with others.	Demonstrates an awareness of working cooperatively and includes others in activities.	Actively seeks to include others and work cooperatively with them.

Comments

AFL PLAY Schools

LEARN AND PLAY

FOUNDATION - YEAR 2

INDOOR LESSON

LEARN AND PLAY

FOUNDATION - YEAR 2

60 min

Learning Area	General Capabilities	Duration
Health and Physical Education	Personal and Social Capability	1 X 40-60 minute lessons

Overview

This lesson provides the opportunity for students to explore Australian Rules Football team mascots and use their imagination to create their own unique mascot. They will draw their mascot, give it a name, and describe its characteristics, special powers, or personality. The lesson can be used in place of a practical lesson when it is not viable to complete outdoor learning or in addition to the practical lessons to further extend student learning.

Lesson Summary

Team spirit: Create a mascot

In this lesson, students will explore Australian Rules Football team mascots, discussing their characteristics and purpose. They will use their imagination to create and draw their own unique team mascot. After naming their mascot, students will describe its personality, special abilities, or unique traits. Finally, they will share their mascot with the class, explaining their design choices and reflecting on their creative process.

Assessment Opportunities

The work completed in this lesson can be used as a work sample in conjunction with the teacher assessment rubric to help inform teachers of students' understanding of related AFL concepts. Teachers may like to use the work produced in this lesson to assist in marking student achievement against the rubric criteria.

Collect and analyse the students' mascot drawings and their written descriptions.

Assess the following:

- Creativity and originality of the mascot design.
- Clarity and detail in the mascot description (name, characteristics, special powers).
- Evidence of students' understanding of the role of a mascot in representing a team.
- Use of descriptive language.



LEARN AND PLAY

FOUNDATION - YEAR 2

Lesson

Team spirit: Create a mascot

Equipment

- Pictures or videos of AFL team mascots.
- Template
- Coloured paper.
- Crayons, markers, coloured pencils.
- Scissors
- Glue
- Optional: Construction paper, glitter, googly eyes, etc

Learning Objectives:

1. Identify and discuss characteristics of existing AFL team mascots.
2. Design and draw their own unique team mascot.
3. Name their mascot and describe its personality, special powers, and characteristics.
4. Share and explain their ideas with peers.

Focus Questions

- What are mascots?
- What are some of the AFL team mascots you know?
- What makes a mascot special?
- What kind of mascot would you create?
- What special powers or personality would your mascot have?

Assessment

- Student work sample
- Teacher observation

Student Success Criteria

- I can explain what a mascot is and its purpose.
- I can create a unique mascot and give it a name.
- I can describe my mascot's characteristics, special powers, or personality.
- I can share my ideas with the class and listen to others respectfully.

CHANGE IT (Differentiation):

- **Coaching style:** Explicitly teach descriptive words that students can use to describe their mascots. Offer verbal prompts and suggestions.
- **How you score / win:** Allow students to succeed at different levels (e.g., detailed drawing vs. just naming their mascot).
- **Numbers:** Let students work in pairs or small groups to build confidence and share knowledge. Supportive peers can assist those who may need help.
- **Game rules:** Simplify instructions for younger students or those needing extra help; allow flexibility in designs.
- **Equipment:** Provide templates or outlines for students to use. Offer different materials.
- **Inclusion:** Allow students to complete tasks in ways that suit them (e.g., verbal description rather than writing). Simplify or increase difficulty – provide sentence starters or guiding questions for students who need help describing their mascot. Provide activities like writing a story about their mascot for students who may need extending.
- **Time:** Give extra time for research and question writing if needed. Early finishers could create a team logo or design a jersey for their mascot.

LEARN AND PLAY

FOUNDATION - YEAR 2

10 min

Quarter 1
Lesson Introduction

- Start the lesson by explaining that today's class will focus on learning about the game through fun, non-physical activities.
- Introduce learning intentions and success criteria.
- Show images of different AFL team mascots (e.g. Syd the Swan; Tiger Stripes).
- Ask students to describe what they notice about the mascots (colours, animals, expressions, features, actions).
- Discuss the role of a mascot in supporting a team, creating excitement and entertaining fans.
- Explain that mascots are symbols that represent teams, often showing their values, strengths, or local connections. Ask students to think about why the AFL mascots were chosen to represent those teams.

15 min

Quarter 2
Creating a new mascot

- Explain that students will now invent their own team mascots.
- Ask students: 'If you could make a new mascot for the class or school, what would it be?'
- Encourage them to think about different animals, mythical creatures, or even imaginative characters.
- Ask them to consider:
  - What does your team stand for? (e.g., bravery, speed, strength)
  - What kind of mascot would best represent those qualities?
- Draw a simple example on the board, naming it and describing its characteristics.
- Have students create a simple drawing of their mascot as a plan and think about how they might like to create it.
- Provide students with tools to create their mascot:
  - mascot template
  - art supplies - play dough, paint, crayons
  - blocks
  - technology if available - students can use a simple drawing app to create their mascot.
- Students create their mascot.
- Have students decide on a name and some unique characteristics (e.g., Does it have super speed? Is it funny or brave?).
- Encourage creativity by asking them to think about:
  - Colours and shapes that represent their team.
  - Special powers or abilities their mascot might have.
  - Personality traits of the mascot.

20 min

Quarter 3
Descriptive writing

- On the second page of the template, students write short descriptive statements about their mascot, including:
  - Its name.
  - Its characteristics (e.g., friendly, fierce).
  - Its special powers or abilities.
  - How it helps.
  - Why is it the best?
- It may be helpful to brainstorm some vocabulary to create a wordbank to support students in their writing. Some examples include,
  - furry, feathery, scaly, colourful, tiny, huge, striped, spotted, flying, invisibility, super speed, talking, glowing, friendly, brave, kind, silly, shy, curious, helpful, protecting, cheering.

- Younger students can verbalise their ideas while the teacher or support person writes down key details.
- Older students can write a simple sentence or short paragraph about their mascot (e.g., 'My mascot is Bolt the Dragon. He is fast and breathes fire to cheer his team!')
- Alternatively, students could create their description digitally relating it to the concept of an avatar they would see in online games.

Once the descriptions are complete, cut the mascot and descriptions out. Then, paste the mascot onto A3 coloured paper or cardboard with the descriptions pasted around the outside.

10 min

Quarter 4
Sharing

- Students take turns showing their mascots to the class.
- Encourage them to describe their mascot's special powers or personality.

Reflection

Ask students:

- What did you enjoy most about making your mascot?
- How does your mascot show what your team is about?
- How do you think your mascot would help a team?
- What did you learn about mascots today?

Refer back to the success criteria and encourage students to reflect on how they think they went meeting them.

