AFL PLAY Schools

LEARN AND PLAY

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60 min

Learning Area	General Capabilities	Duration
Health and Physical Education	Personal and Social Capability	10 X 40–60 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, pass, kick, and mark the ball. In addition, students will discuss how to be a team player and the concept of fair play followed by 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 Superkick resources. Further reading and information about this guide can be found at the AFL's Superkick site. Each lesson is approximately 50-60 minutes in length with flexibility for setup and pack up time. The lessons are divided into three sections – Energiser, Activator and Match Play. 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.

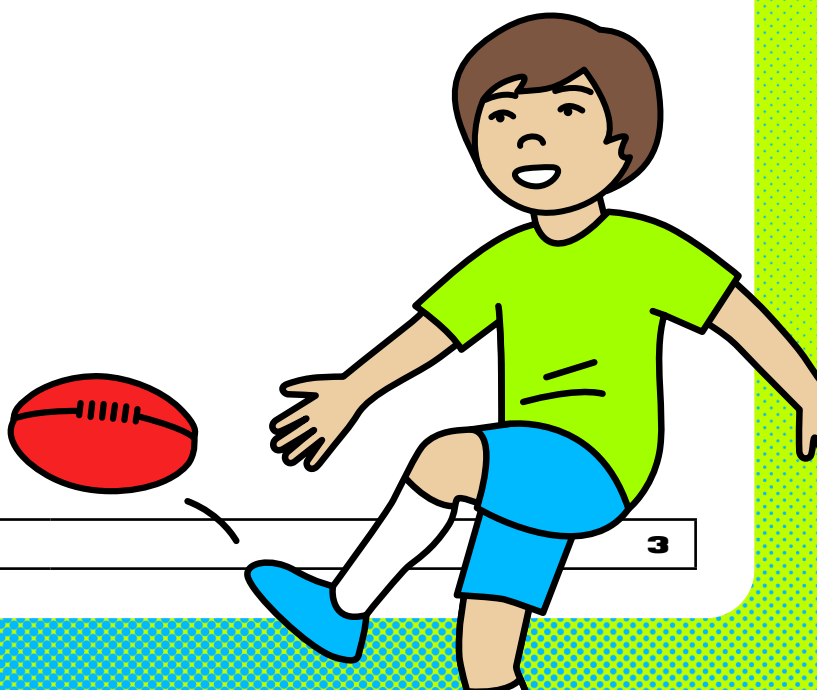
The lessons culminate in students playing a modified version of AFL in order to have the opportunity to practise their new skills in a team environment.

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

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

To support students who may not be familiar with AFL, 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:** AFL Schools: What is AFL?
- **Poster:** AFL Schools: What is AFL?
- AFL explained in 31 languages resource



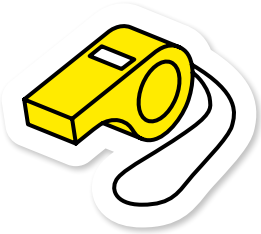
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The CHANGE IT Approach

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

Inclusion [7]
Time [8]



[1] Consider your own teaching style. Vary questions, language and ways of communicating with your students.

[2] Be inventive with different ways students can score or win.

[3] Change the size and/or shape of your playing area.

[4] Adapt team sizes and positions.

[5] Get creative with rules. Encouraging your students to help develop these can also be a lot of fun.

[6] Alternate equipment and give options.

[7] Modify to include all learners and abilities. Give options and ask students for their input.

[8] Increase or decrease time for games, activities, drills, reflections.

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

Energiser, Activator and Match Play

Energiser and Activator activities encourage students to learn about, and develop skills, followed by tackle-free, modified Match Play.

- **Energiser** - activities that focus on warm up, fun, play and movement. They encourage connection and teamwork with peers.
- **Activator** - activities focus on the development of coordinated movement (skill development) and performance in a variety of ways. During these activities, students will have the opportunity to practise fundamental skills of football with focused repetitions and learn to adapt techniques to different situations in order to transfer to match play. During activator activities, teachers should aim to provide feedback, give demonstrations and comment on new discoveries made.
- **Match Play** - explores the game of Australian Rules Football developing skills through real life match play. During this time students put the fundamental skills into action in a match setting.

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Australian Curriculum Outcomes

Level	**Year 3 and 4**	
Learning Area	Health and Physical Education	
Strand	Personal, social and community health	
Sub-strand	**Content Descriptors** Students learn to:	**Content Elaborations** This may involve students:
Interacting with others	Select, use and refine personal and social skills to establish, manage and strengthen relationships. (AC9HP4P04)	• Using cooperative skills and offering encouragement to successfully complete a movement task, such as a partner balance, partner passing strategy or team strategy.
Making healthy and safe choices	Investigate and apply behaviours that contribute to their own and others' health, safety, relationships and wellbeing. (AC9HP4P10)	• Exploring benefits of regular physical activity and identifying opportunities when they can be active at school, at home and in the community. • Practising strategies for enhancing mental wellbeing such as positive self-talk, mindfulness and meditation.
Strand	Movement and physical activity	
Moving our bodies	Refine and apply fundamental movement skills in new movement situations. (AC9HP4M01)	• Performing activities where locomotor and object control skills are combined to complete a movement, task or challenge. • Exploring and practising different techniques to propel objects towards a range of targets. • Performing fundamental movement skills to demonstrate weight transference in different physical activities.

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Australian Curriculum Outcomes

Moving our bodies	Apply and adapt movement strategies to achieve movement outcomes. (AC9HP4M02)	• Planning and performing strategies to be successful in a range of minor and small-sided games such as tag and dodge games, target games and net/court games. • Demonstrating how movement strategies can be adapted to create scoring opportunities in invasion games, target games, net/court games, and striking and fielding games. • Manipulating centre of gravity to enhance stability as they perform a range of balance activities and explaining how centre of gravity and base of support influence stability. • Evaluating the outcome of a game tactic that has been adapted to improve scoring options using set criteria.
	Demonstrate how movement concepts related to effort, space, time, objects and people can be applied when performing movement sequences. (AC9HP4M03)	• Demonstrating acceleration, deceleration and changing direction of movement in minor games, and rhythmic and expressive activities. • Exploring different ways of manipulating space to receive passes, maintain possession, or increase or decrease scoring opportunities in invasion, net/court, striking and fielding, and target games.
Making active choices	Participate in physical activities to explore how their body feels and describe how regular physical activity helps the body stay healthy and well. (AC9HP4M04)	• Participating in physical activity circuits to explore how the body feels before, during and after participation. • Performing warm-up and stretching routines to understand how to prepare the body to be active.

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Australian Curriculum Outcomes

	Apply creative thinking when designing movement sequences and solving movement problems. (AC9HP4M07)	• Transferring and applying fundamental movement skills to solve movement challenges such as how to move the ball from one end of the field to the other, how to return the ball over the net into space and how to deceive an opponent. • Drawing on prior knowledge from other physical activity experiences to solve challenges faced when participating in outdoor activities. • Developing questions and seeking and trialling answers with others as a strategy for solving movement challenges, such as partner or group balance challenges, game tactics to increase scoring chances and obstacle course challenges.
Learning through movement	Apply rules and scoring systems to promote fair play when participating or designing physical activities. (AC9HP4M08)	• Describing processes of decision making that ensure fairness in games and contributing to fair decision-making by applying the rules appropriately in physical activities. • Interpreting and applying rules fairly in physical activities where they are in the role of officiating.
	Perform a range of roles in respectful ways to achieve successful outcomes in group or team movement activities. (AC9HP4M09)	• Using cooperative skills to complete a movement task, such as a partner balance, partner passing strategy or team strategy. • Working cooperatively with team members to maintain possession in a game by passing to other players and listening to teammates. • Modifying physical activities to ensure that everyone is included, such as changing equipment, rules or playing space.

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Australian Curriculum Outcomes

Learning Area	General capabilities
Strands	Personal and Social Capability
Self-awareness: reflective practice	Build on personal abilities and achievements using feedback and self-assessment. (Level 3: Year 3-4)
Self-management: perseverance and adaptability	Demonstrate perseverance when faced with challenges, adapting approaches based on successes and learning from setbacks and failure. (Level 3: Year 3-4)
Social management: collaboration	Perform designated roles within groups, appreciating everyone's contributions to a shared outcome. (Level 3: Year 3-4)



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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

The first lesson of the unit involves an introduction to Australian Rules Football. 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 current 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.

Lesson 2 – Kick It!

This lesson focuses on developing the skills of kicking a football. Students will develop their movement skills to include controlling and kicking a football. In pairs, they will experiment with different ways to kick a footy along the ground to a partner or into a goal, whilst also working towards progressing their ability to work well with others. Students will also learn about fair play and what it means to play fairly.

Lesson 3 – Picking up the ball and handballing

Students will focus on picking the ball up and passing the ball by hand using the four-step process in this lesson. After a warm-up activity to practise the skills, students will play a game of Pulyugge (Pronounced puly-ugg-e.) a traditional First Nations activity with a focus on handballing and attack/defence. They will then conclude with a short mindfulness exercise to calm both body and mind.

Lesson 4 – Marking the ball

Students will experiment with different techniques to mark the ball, cooperate with others when passing and catching. They will start with a warm up activity focusing on handballing and marking and then play a game to further practise their marking technique. The lesson finishes with a body scan relaxation activity.

Lesson 5 – Bouncing the ball

This lesson focuses on using the five key steps to practise the skill of bouncing the football. Students will play games to practise their bouncing skills and finish off with some stretching exercises.

Lesson 6 – Skill review

This lesson focuses on reviewing skills and techniques. Students will practise all the skills taught so far: evasion techniques, picking up the ball, handballing, kicking, bouncing and marking. The lesson concludes with a reflection on their skill progression throughout the unit.

Lesson 7 – Skill practice and mini match

In this lesson, students will refine and improve their Australian Rules Football skills and techniques. After warming up with a fun game, students will revise the concept of fair play and be introduced to mini matches. Through these activities, students will have opportunities to demonstrate how they are able to cooperate with others. The lesson finishes with some cool down exercises and positive self-talk activities.

Lesson 8 – Revise skills and mini match

Students will further revise football skills learnt and participate in 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.

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Lesson 9 – Mini Match

This lesson gives students the opportunity to showcase their AFL ball skills with a short non-contact mini match. Finish the session off with some cool-down stretches and a mindfulness activity.

Lesson 10 – Full Time

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 completed, teachers finalise the assessment rubric for students. At the end of the session, students reflect on the highlights of the unit.

ASSESSMENT OPPORTUNITIES

Assessment Rubric

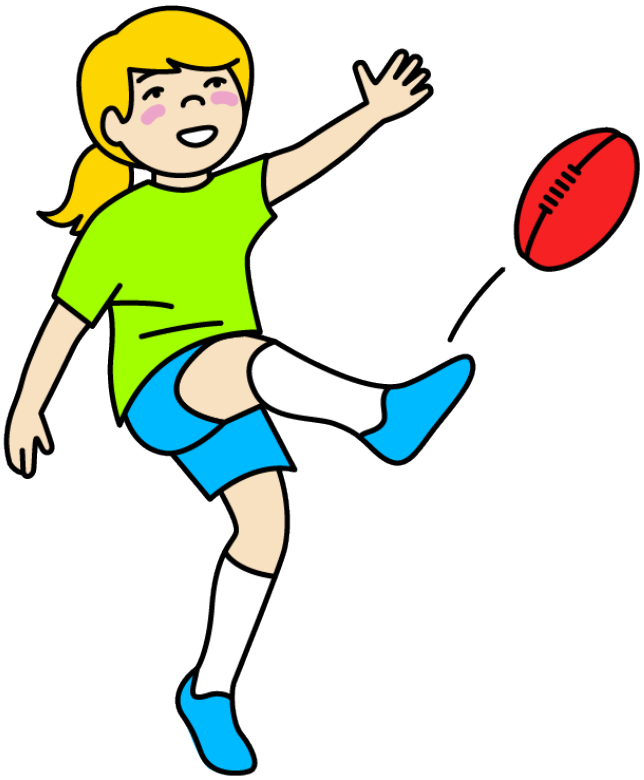
A skills rubric has also been included for teachers. This can be used for pre- and/or post-assessment.

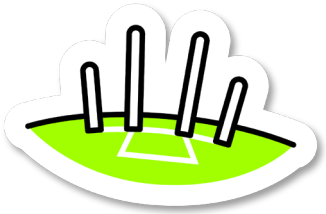
Formative Assessment

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 AFL.

Summative Assessment

At the culmination of the program, students will have another opportunity to self-reflect. The Footy Feats Self Assessment worksheet #2 gives students a chance to assess how their skills have developed. Teachers complete the assessment rubric for each student.





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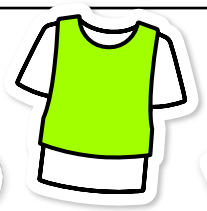
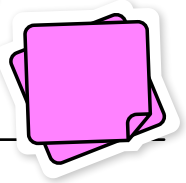
Lesson 1

Centre Bounce: Introduction to Australian Rules Football

Equipment

- Balls of varying shapes and sizes
- 1 bib (or ribbon, sashes etc) per student
- Cones / markers
- Sticky notes



Learning Objectives:

1. Learn the core concepts and skills of Australian Rules Football.
2. Use a range of fundamental movements to play games.
3. Develop reflective skills by identifying areas of strength and areas for improvement.

Focus Questions

- What is the main objective in the game of Australian Rules Football?
- What are some of the basic skills 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.

Student Success Criteria

- **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:

- Create smaller playing areas.
- Have students walk instead of run.
- Use softer balls.
- Watch an extract of an Australian Rules match and have students complete
  - I see - what can they see?
  - I think - what do they think?
  - I wonder - what do they wonder?

CHANGE IT (Differentiation):

- **Coaching Style:** Provide multiple ways for students to engage with the reflective component. Some may write or draw their reflections, while others discuss them in small groups.
- **Area:** Adjust the playing area to suit skill levels. A smaller space can help students focus on ball-handling skills, while a larger field encourages more movement and game awareness.
- **Game Rules:** Let students suggest and adjust rules for better participation, offering extra time for those who need support and challenges for advanced players.
- **Time:** Allow students more time to practise the first skill before moving onto the second.

Further Support

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

- A beginner's guide to Australia Football | Australian Rules Football Explained
- **Video:** Australian Rules Football Schools: What is Australian Rules Football?
- Australian Rules Football explained in 31 languages resource

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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 large, oval-shaped 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

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

Note: If a student group has never had any experience playing Australian Rules Football, it may be better to complete the self-assessment at the end of the first session to enable students to better understand what their current abilities are.

10 min

Quarter 2
Energiser

Tags and Tails
Introduce students to the key skills of evasion (chasing and tagging) by playing Tags and Tails.

Coaching Tips

You may want to watch the video of Tags and Tails before playing.

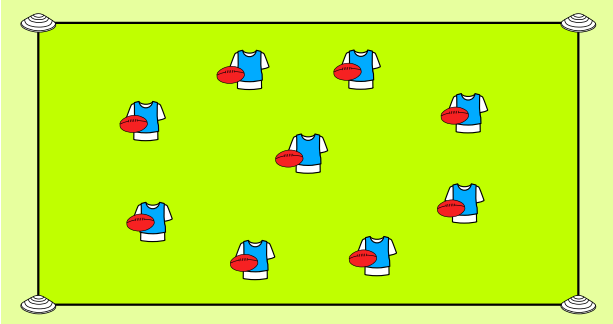
Set up the Tags and Tails game before your students arrive to maximise your time. Or, recruit a student or students act as a 'leader' to increase student voice and agency by taking responsibility for supporting set up and pack down.

Remind students of basic rules

- Grab the tail but not the person.
- No tackling.

Setup

- Set up a square playing area.
- Students spread out, wearing bibs sticking out of the back of their clothing like a tail.



Game play

1. On 'Go!', players run around the square evading each other.
2. Players attempt to take other players' tails (bibs) whilst protecting their own.
3. Players may not hold onto their own tail, rather use evasive running to protect their bib.
4. If a player takes a bib, they place it in their shorts as another tail.
5. If a player collects a third bib, they must pass it to someone else.

Variations
Introduce taggers without bibs.
Start with no footballs, then run and evade with a football in their hands.

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20 min

Quarter 3
Activator

Introduction to key football skills before students are partnered up for 'Paired Skills' activity. Provide a brief explanation/demonstration (these will be covered in greater detail in subsequent lessons) to students of each key skill –

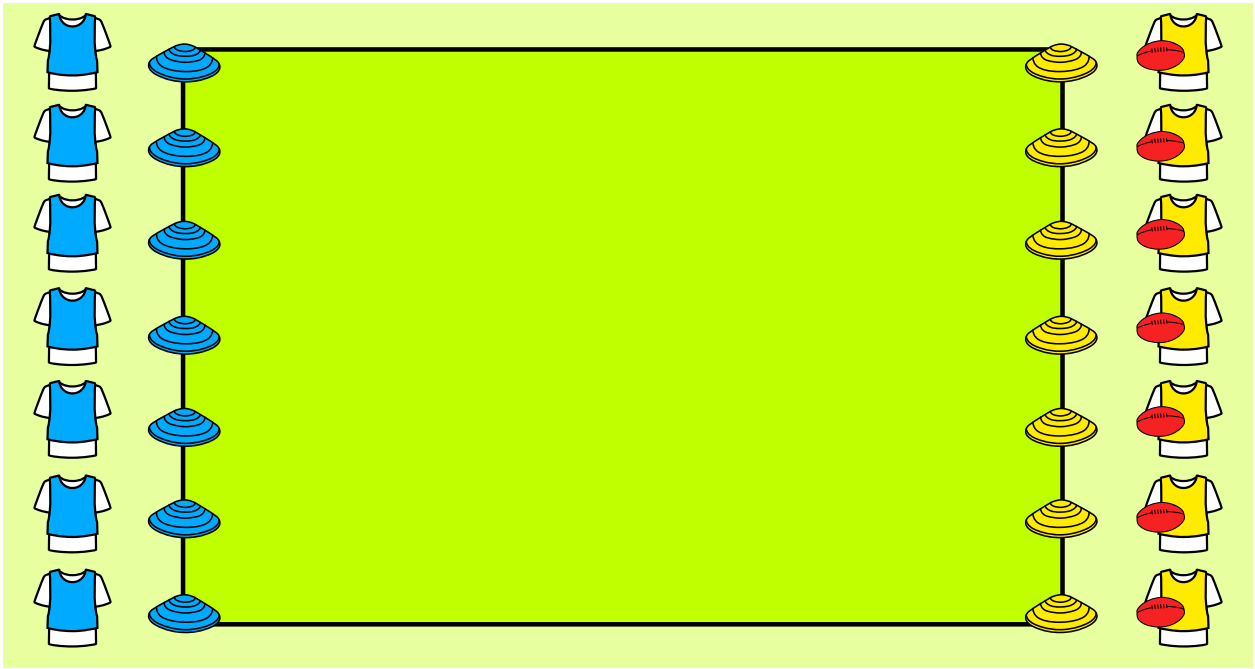
- Picking up - approach the ball sideways, get low, scoop up the ball with two hands.
- Bouncing - two handed grip, step forward about a step in front of your body, push ball towards ground, catch.
- Handballing - ball in flat hand, make a fist, hit ball with fist.
- Kicking - ball vertical over preferred kicking foot, drop the ball, point toes.
- Marking -
  - arms out, palms up, watching the ball, hug to body.
  - make 'w' with hands, watch ball, long arms, close 'w'.

Paired Skills

- Set up train tracks with cones.
- Place students into pairs and instruct them to stand opposite each other.
- Give each pair a football.
- Pairs are given challenges to complete. For example,
  - 10 pick ups
  - 20 handballs on each hand
  - 10 drop punts (kicks) each foot
  - 10 marks above head
  - 10 bounces
- Challenges can be creative, however should link back to football skills.
- Challenges can be a race or simply let the players explore the footy and skill in their own time.

Coaching Tips

If using the assessment rubric as a pre-assessment, spend time observing students' skills to complete.



10 min

Quarter 4
Cool Down and Reflect

Stretches

Spend 2 -3 minutes completing some basic stretching. Demonstrate simple stretches to relax the muscles used in the lesson. Use the examples below, others in the unit, or your own.

- A cross-body shoulder stretch: Students hold one arm above their elbow and pull it across their body towards the chest until they feel a stretch in their shoulder. Swap arms.
- A quadricep stretch: Bend one knee, lift your foot behind you and grasp with your hand. Gently pull your foot towards your buttocks until you feel a stretch in your quadricep.
- A tricep stretch: Stand tall with your back straight. Raise one arm overhead. Bend your elbow, bringing your hand down behind your head. Use your other hand to gently pull the elbow across your back.

Spend at least 30 seconds in each position.

Reflect

Ask the students:

- How did you feel during the activities?
- How do you feel you performed with kicking, bouncing, marking and passing the ball?

Give students one sticky note each and ask them to reflect on the lesson using:

- 3 stars – three things students enjoyed, found interesting or had success with during the lesson.
- 1 wish – this could be an area of improvement, a skill they would like to work on or an aspect of the lesson they would like to continue to develop. Ask students if this supports what they have written on their Footy Feats self-assessment.

Coaching Tips

You may want to complete '3 stars and 1 wish' once the students have returned to the classroom.



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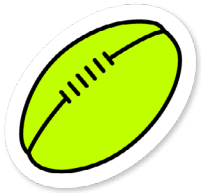
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Lesson 2

Kick It!

Equipment

- Balls of varying shapes and sizes
- Cones / markers
- 1 football per student





Learning Objectives:

1. Use a range of fundamental movement skills to control and kick a football.
2. Practise different techniques to kick a ball towards a goal or partner.
3. Work cooperatively with a partner to practise kicking the ball along the ground.

Focus Questions

- How can I use my body to kick a football in different ways?

Assessment

- Teacher observation and feedback.
- Formative assessment rubric as a starting benchmark for each student (if not used in lesson 1).

Student Success Criteria

- **I can kick a football.**
- **I can kick a football along the ground.**
- **I can work cooperatively with my peers.**

Indoor lesson ideas:

- Create smaller playing areas.
- Have students walk instead of run.
- Use softer balls.
- Design a dream football boot and describe how it helps them to kick a football (focusing on the basics of kicking a ball).

CHANGE IT (Differentiation):

- **Coaching style:** Continue with kicking practice for students who do not feel confident enough to move onto kicking along the ground.
- **Area:** Allocate students with prior AFL or footy skills a separate space to kick to those at the beginner phase.
- **Inclusion:** Pair a student proficient in football skills with a student who needs additional support.
- **Time:** Allow students more time to practise the first skill before moving onto the second.

Coaching Tips

- AFL Skills School Poster: Kicking
- If the assessment rubric was not completed in Lesson 1, complete it here.
- Set up the Sink the Ship game before your students arrive to maximise your time. Or, recruit a student or students act as a 'leader' to increase student voice and agency by taking responsibility for supporting set up and pack down.

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10 min

Quarter 1
Lesson Introduction

Focus: Kicking skills

Begin with a discussion of Fair Play and Safe Play.

Have a short discussion about how to be a good team member on the sports field. Ask students for their suggestions. These might include but are not limited to:

- Listening
- Showing respect for others
- Being inclusive
- Offering words of encouragement.

Discuss classroom conduct when kicking balls such as kicking with care and intention.

Have a discussion about fair and safe play. Ask students to answer the following questions:

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

Introduce the FAIR play acronym as a way for students to remember how to play fairly:

- **F**un
- **A**ppropriate
- **I**nclusive
- **R**espectful

Have students think, pair, share what each word looks like when playing Australian Rules Football.

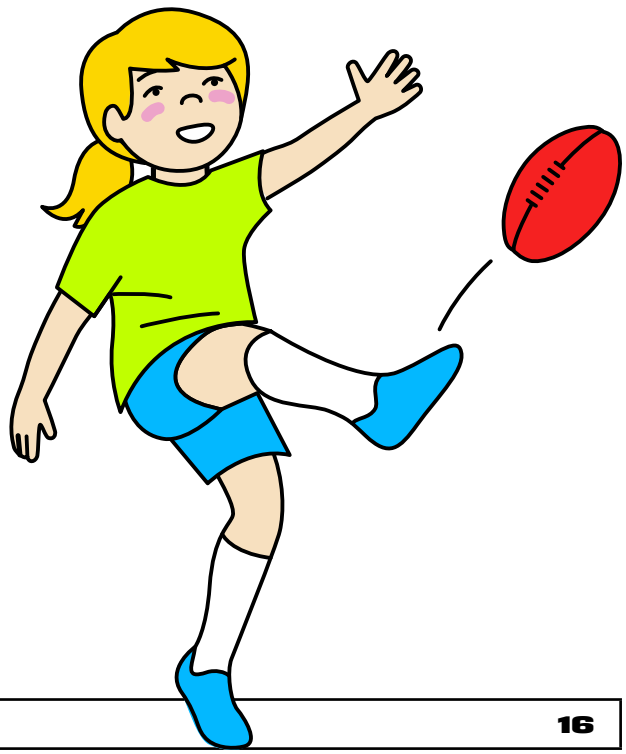
Revise the key steps for kicking a football:

- If students are new to Australian Rules Football, it may be helpful to watch the **'How to kick'** video before leaving the classroom.
- Ask students if they know the steps to follow to kick a football.
- The teacher or a student verbally explains and demonstrates the skill, detailing the following steps:
  a. Ball vertical, laces forward
  b. Ball over your preferred leg
  c. Drop the ball
  d. Point your toes
- Have all students practise the kicking steps without a ball, verbalising each step as they go.

Discuss the dribble kick:

- Moving the ball along the ground, by kicking it end-over-end so that it spins forward. Explain the steps to the students,
  - Grip the ball at an angle (about forty-five degrees).
  - Make sure that it bounces off the ground after leaving the foot.

Give students some time to experiment and explore kicking techniques.



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10 min

Quarter 2
Energiser

Sink the Ship

Introduce the key skills of kicking by playing Sink the Ship.

Setup

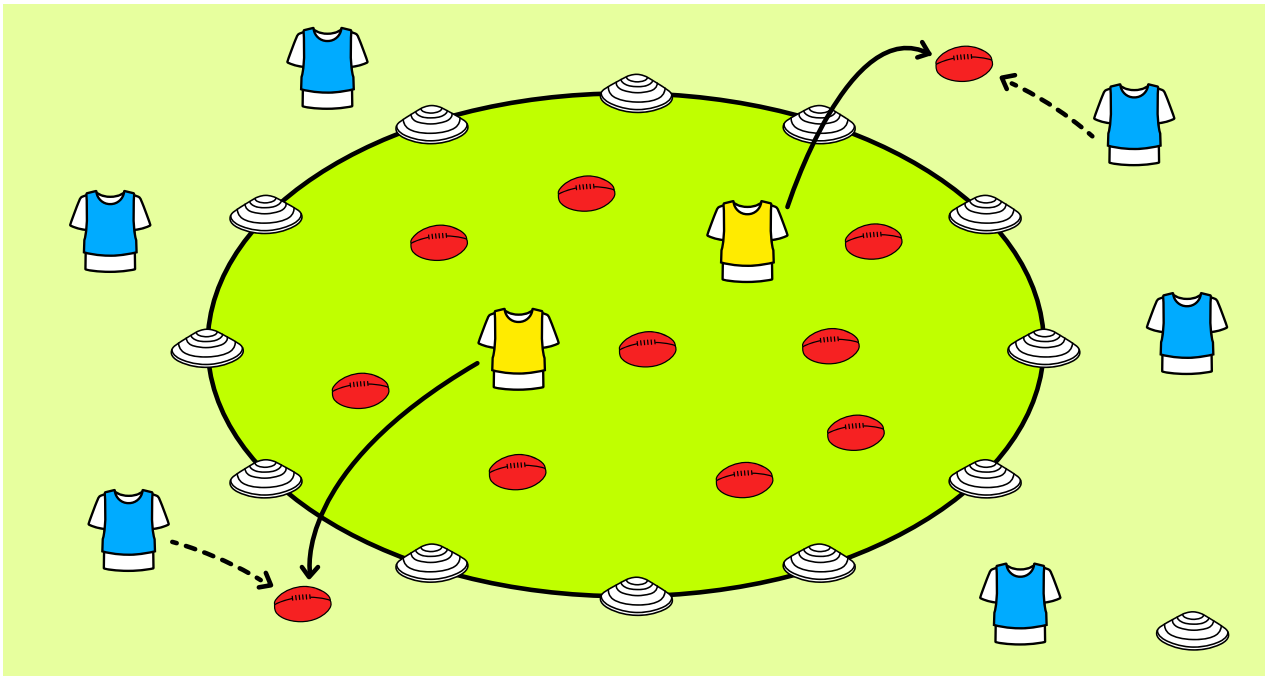
- Set up a circle and place all footballs in the centre.
- Select two students to stand inside the circle, with remaining students to stand around the circle on the outside.

Game play

- On 'Go!', the two students in the centre begin by gathering the footballs one at a time and kicking them in any direction outside the circle.
- Students on the outside of the circle must work rapidly to gather each football and roll the football back to the middle of the circle.
- Rotate roles so that all students get a turn of kicking from the inside.
- The goal is for the students on the inside to empty the circle.

Variations

- Expand the playing area and add more students inside the circle.
- Try teamwork inside the circle – one gathers and handballs, the receiver kicks.
- Try with the opposite foot and different styles of kick.



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20 min

Quarter 3
Activator

Practise kicking the ball along the ground –

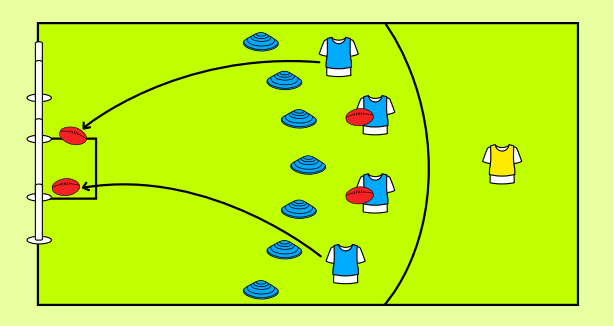
- In pairs, students stand in a horizontal line to practise kicking a football along the ground.
- The aim is to move the ball from point A to point B.
- This skill allows for greater touch and feel of the ball by kicking on different points and holding on different angles.
- Remind students how to kick along the ground
  - holding the ball vertically.
  - kicking so that it hits the ground immediately.

Finish off by playing Goal Storm to practise goal kicking.

Goal Storm

Setup

- Set up goal posts and a semi-circle of cones about 10-20 metres away.
- Divide the students equally around the semi circle, with everyone having a football.



Game Play

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

- On 'Go!' students kick for goal, aiming between the larger goal posts.
- Once kicked, students gather their football and return to a different cone to continue.
- Once all students have kicked from all cones, swap the cone distances, angles, and repeat.

Variations

- Set up multiple sets of goals.
- Try having students roll the ball, gather and kick on the run.
- Partner up and have their partner stand behind goals to return the football.
- Challenge students to not move from a cone unless they kick the goal.
- 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!

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.

- Toe touch
- Side reaches
- Ankle circles
- Shoulder circles
- Quadricep stretch

Reflect

Ask students to:

- Review the key steps for kicking a football by having the students share each step with a partner.
- Give a thumbs up, down or sideways to share how they thought they went with the following:
  - I kicked the football along the ground and through the goal posts.
  - I found the activities fun and easy.
  - I need more practise kicking the football.
- Share one thing they thought they were successful at and one thing they would like to improve upon.

LEARN AND PLAY

YEAR 3 - 4

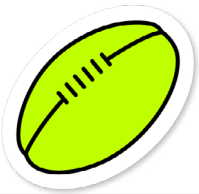
Lesson 3

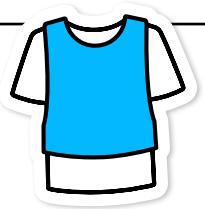
Picking up the ball and handballing

Equipment

- 1 football per student
- Cones / markers
- Bibs







Learning Objectives:

1. Practise the skills of picking-up a football.
2. Practise the skills of passing the ball by hand.
3. Develop reflective skills by identifying areas of strength and areas for improvement.

Focus Questions

- How do we pick up a football?
- How do we use our hands to pass a football?

Assessment

- Teacher observation and feedback.

Student Success Criteria

- **I can pick up a football.**
- **I can use the four step process to handball.**
- **I can reflect on my areas of strength and areas for improvement.**

Indoor lesson ideas:

- Create smaller playing areas.
- Adjust timings of activities.
- Use softer balls.
- Create a special type of handball move, name it and describe how to perform it. Encourage them to focus on the steps of how to handball.

CHANGE IT (Differentiation):

- **Game Rules:** Allow students to practice passing with different restrictions, such as only hand-passing within certain areas.
- **Equipment:** Use different types of balls or sizes to match skill levels.
- **Time:** Allow extra time for reflection, or adjust reflection formats based on student preference.



LEARN AND PLAY

YEAR 3 - 4

10 min

Quarter 1
Lesson Introduction

Focus: Picking up and handballing

Preview

Revise the key steps of how to pick up and pass a football –

- If students are new to or unfamiliar with Australian Rules Football, it may be helpful to watch the 'How to pick up' and 'How to handball' videos before leaving the classroom.
- Ask students if they know the key steps to picking up and passing a ball by hand.
- The teacher or a student verbally explains and demonstrates the skill, detailing each step.
- Have all students practise the steps (without a ball), verbalising each step as they go.
- 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 two-hands to scoop up the ball facing their knuckles towards the ground.
- Once students have mastered this, instruct them to pick up the ball whilst jogging.
- Then, in pairs allow students time to experiment with handballing to each other.

Coaching Tips

- AFL Skill Schools Poster: Handballing

Picking up the ball

1. Align body with the ball
2. Bend knees and hips
3. Extend arms, open palms with knuckles to the grass
4. Pick up the ball with both hands

Handballing Steps

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

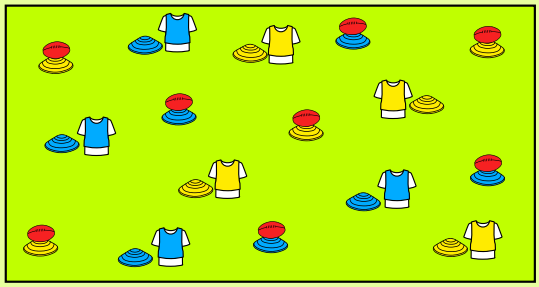
10 min

Quarter 2
Energiser

Students play **Hills and Valleys** activity which has a focus on picking up and handballing.

Setup

- Set up the Hills and Valleys game before your students arrive to maximise your time.
- Inside a square area (recommended size: 10m x 10m), arrange multiple cones in two different colours, randomly scattered 1-2 metres apart.
- Use the same number of cones for each colour.
- Place footballs on half of each of the different coloured cones.
- Divide students into two teams, one team wearing bibs.
- All students should stand at their selected colour cone.



Gameplay

- On 'Go!' students run to collect a football off the opposing team's coloured cone.
- Once the football is collected off a cone, it must be handballed to a teammate who places it on one of their own team's cones.
- After students place a football down, they must move away and find a different ball.
- The activity continues until the allocated time has expired (2-3 mins). The teacher will count the footballs and how many are placed on each colour. A point is awarded to the winning team.
- Teams and footballs reset and the activity repeats.

Variations

- Add an additional skill element before placing the football on a cone.
- One handed pick up.
- Opposite hand handballing.

LEARN AND PLAY

YEAR 3 - 4

20 min

Quarter 3
Activator

Play a game of Pulyugge (Pronounced puly-ugg-e) a traditional First Nations activity with a focus on handballing and attack/defence. Origins: played in Murrary, Lake Alexandria and Lake Albert areas of SA.

Setup

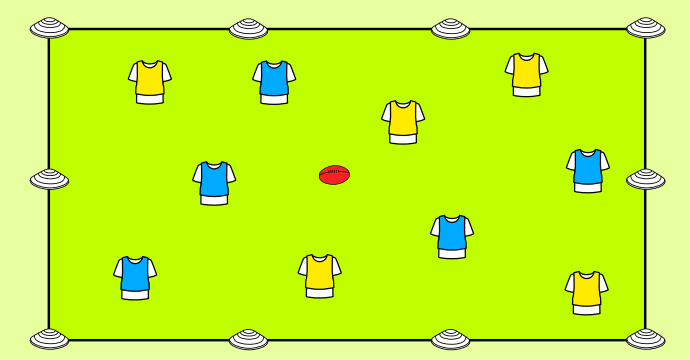
- Inside a square (recommended 10m x 10m), divide students into two teams, one wearing bibs.
- Teams spread out inside the playing area, with one team starting with the football.
- For larger groups you may need two activity areas.

Gameplay

- This keepings-off game encourages players to pass the ball via handpassing, keeping it away from the opposite team.
- On 'Go!', the team with the football starts handballing it to teammates, working to keep it away from the opposition.
- If the opposite team can intercept the ball, it is now their turn to keep the football away from the other team.
- Continue for a set amount of time. Once players understand the activity, look to introduce simple modifications i.e. no running with the football.

Variations

- Introduce a second football.
- Award points for successive passes.



- Players must jump when passing and receiving the ball.

Finish off with some exploration, free play or guided discovery time for students to partner up and practise their skills - kicking, picking up and passing the ball. Encourage a buddy system where students can mentor each other to improve skills.

10 min

Quarter 4
Cool down and Reflect

Relaxation

Complete a progressive muscle relaxation activity:

- Start by taking a few deep breaths.
- Gradually move up the body from feet, legs, abdomen, hands and arms, shoulders, and face.
- Tense each muscle as they inhale and release tension on exhale.

Reflect

Pair sharing:

- Have students reflect on the lesson by sharing the skills they learnt with a partner, one thing that went well and one thing they would like to work on.



LEARN AND PLAY

YEAR 3 - 4

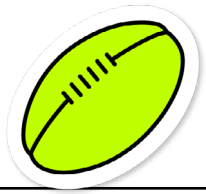
Lesson 4

Marking the ball

Equipment

- 1 football per 2 students
- Cones / markers





Learning Objectives:

1. Experiment with different techniques to mark the ball.
2. Cooperate with others when passing and catching.
3. Understand how mindfulness can be used as a calming tool for body and mind.

Focus Questions

- What are the different ways I can mark the footy?
- What makes a good team member?

Assessment

- Teacher observation and feedback.

Student Success Criteria

- **I can mark the ball.**
- **I can play games cooperatively with my peers.**
- **I can use mindfulness to calm my body and mind.**

Indoor lesson ideas:

- Create smaller playing areas.
- Have students walk instead of run.
- Use softer balls.
- Students draw themselves as superheroes catching a ball mid-air with a cool superhero name. For example, Lightning Hands.

Differentiation:

- **Area:** When learning how to mark, give students options to roll the ball to a partner and instruct them to stand closer together before moving further apart.
- **Numbers:** Adjust team sizes or pairings to ensure balanced cooperation and encourage more teamwork.
- **Time:** Allow students more time to practise the first skill before moving onto the second.

VIDEOS

- How to mark

Coaching Tips

- AFL Skill Schools Poster: Marking

Marking Steps

Chest mark

1. Arms out
2. Palms up
3. Watch the ball
4. Hug the teddy

Overhead Mark

1. Make a ‘w’
2. Watch the ball
3. Long arms
4. Close the ‘w’

LEARN AND PLAY

YEAR 3 - 4

10 min

Quarter 1
Lesson Introduction

Focus: Marking the ball

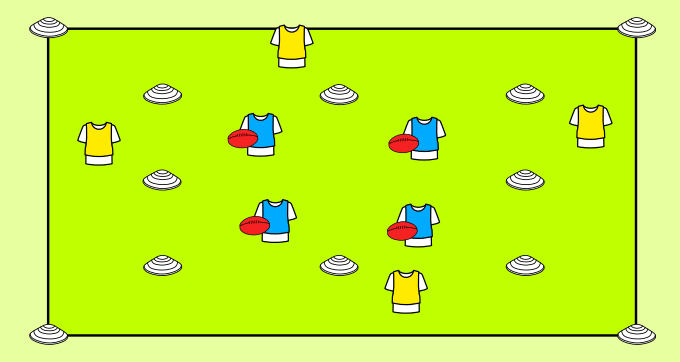
Preview

Begin the lesson with a discussion of what makes a good team member.

- Have students participate in a 'think, pair, share' activity to discuss the qualities of a good team member.
- Share ideas with the class. Ideas might include but are not limited to:
  - Listening
  - Showing respect for others
  - Being inclusive
  - Offering words of encouragement

Revise the key steps of marking the ball

- If students are new to or unfamiliar with Australian Rules Football, it may be helpful to watch the 'How to mark' video before leaving the classroom.
- Discuss with students that catching the football in Australia Rules Football is called 'marking'.
- Ask students if they know the key steps to marking the ball.
- The teacher or a student verbally explains the skills while demonstrating it, walking through each step.
- Have all students practise the steps, without a ball, verbalising each step as they go.



10 min

Quarter 2
Energiser

Play **Escape the Chaos** with a focus on handballing/marking.

Setup

- Set up Escape the Chaos game before your students arrive to maximise your time.
- Lay the cones / markers out inside a square (recommended 15m x 15m).
- Divide students into two teams.
- The first team stands inside the square playing area while the second team stands outside.
- Students inside the square start with a football.

Gameplay

- On 'Go!' students on the inside of the square handball their football to a player on the outside, then run out of the square waiting to receive a different football.
- Once the outside student receives the football, they run into the square then handball back out.
- Repeat.
- Try having students inside the square place their ball on the ground, then run and gather a different football before handballing to the outside.
- The teacher determines which type of mark all players should use to practise each skill, however, if the ball is higher than a student's head it should be taken as an overhead mark.

Variations

- Reverse it by having students on the outside of the square starting with the ball. They handball to students on the inside, who take the mark and run to the outside.
- Try taking a bounce before handballing or including a defender within the playing area.

LEARN AND PLAY

YEAR 3 - 4

20 min

Quarter 3
Activator

Play a game of **Rapid Fire** to practise marking.

Setup

- Set up 3 cones 10 metres apart in a straight line per group of three students.
- Each cone is either A, B, or C.
- Divide students into groups of 3 and ask each student to stand on A, B or C.
- Student on cone A starts with the football.
-

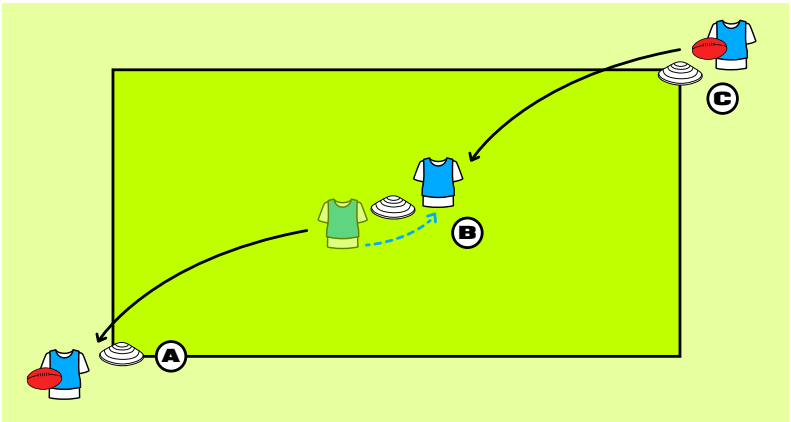
Gameplay

- Student on cone A starts with the football and kicks to the student on cone B, who marks and immediately kicks back to student on cone A.
- Student on cone B turns and receives the football from student on cone C and immediately kicks back to student on cone C.
- Repeat as long as required then change up positions, ensuring all students take a turn of each role.
- The teacher determines which type of marks all players should use (chest mark or overhead) to practise both types.

Variations

- Try different types of kicks.
- Mark on the run, not stationary.

Finish off with some exploration, free play or guided discovery time for students to partner up and practise their skills - kicking, handballing, marking. Encourage a buddy system where students can mentor each other to help improve skills.



10 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

- Students think about something positive 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 are the steps to follow when marking the ball?
  - I do/do not feel confident passing and marking a ball.



LEARN AND PLAY

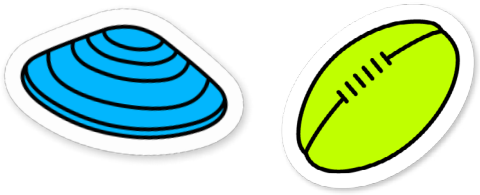
YEAR 3 - 4

Lesson 5

Bouncing the ball

Equipment

- 1 football per student
- Cones / markers



Learning Objectives:

1. Use the five key steps to practise the skill of bouncing the 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.
- Have students walk instead of run.
- Use softer balls.
- Create a comic strip (4-6 panels) that shows a character learning how to bounce a football. Encourage the students to focus on correct technique.

CHANGE IT (Differentiation):

- **Coaching style**: Provide plenty of instructions and give practical demonstrations where possible.
- **Area**: Start with bouncing on knees and gradually progress to standing.
- **Time**: Allow students more time to practise the first skill before moving onto the second.

VIDEOS

- How to bounce

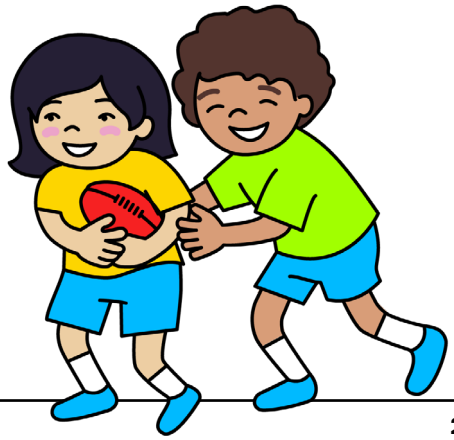
Coaching Tips

- AFL Skills Schools Poster: Bounce

How to Bounce: the five step process

1. Grip
2. Step
3. Aim
4. Push
5. Catch

A great way to learn this skill is for students to start on their knees and progress to standing, followed by walking.



LEARN AND PLAY

YEAR 3 - 4

10 min

Quarter 1
Lesson Introduction

Focus: Bouncing the ball

Preview

Revise the key steps of bouncing the ball –

- If students are new to or unfamiliar with Australian Rules Football, it may be helpful to watch the '**How to bounce**' video before leaving the classroom.
- Ask students if they know the key steps to bouncing the ball.
- The teacher or a student verbally explains the skills while demonstrating each step.
- 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.
- Have all students practise the steps, without a ball verbalising each step as they go.

10 min

Quarter 2
Energiser

Play **Football Archery** with a bouncing, kicking and handball focus.

Setup

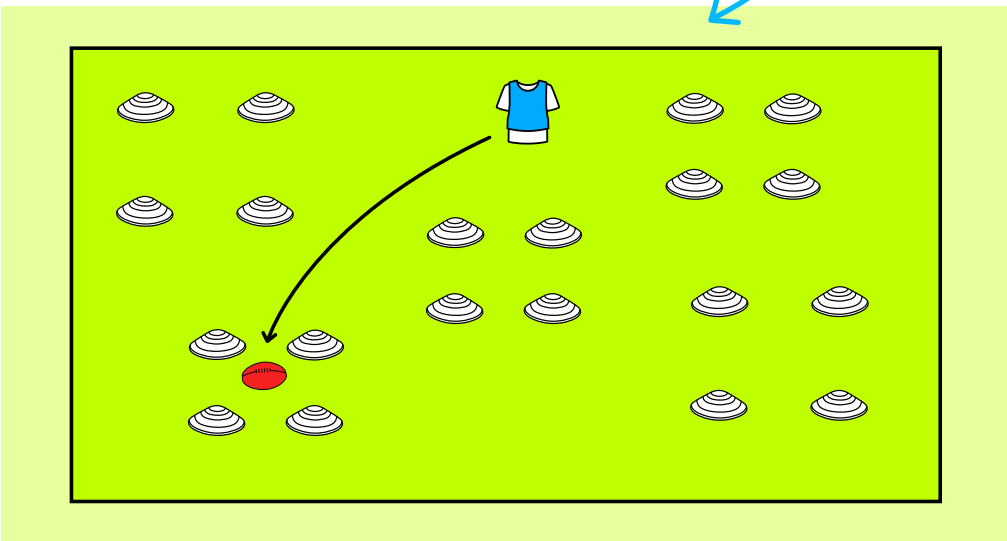
- Inside a square, set up different sized squares (2mx2m, 5mx5m).
- Every student begins with a football and starts at least 15 metres away from a target.
- For larger groups you may need two activity areas.

Gameplay

- Students choose a target to aim a kick or handball at and try to have the ball stop inside of the target.
- Once kicked/handballed, players gather their football and bounce it to return to the starting point.
- They then pick another target and repeat.
- Players can challenge themselves by using a variety of different angles and distances.

Variations

- Players use the opposite side of the body to kick or handball.
- Use a point system, bullseye is 6, a miss is 1 point.



LEARN AND PLAY

YEAR 3 - 4

20 min

Quarter 3
Activator

Students play **Magic Circle** with a focus on bouncing.

Setup

- Set up a circle (recommended 20 metres in diameter).
- All students start with a football.

Gameplay

- On 'Go!' students run around inside the circle in any direction and wait for the teacher's command.
- The teacher asks students to complete tasks that focus on a specific skill, such as bouncing, followed by a number or method.
- Once the teacher communicates this, the students must complete the task the requested number of times.
- Examples of tasks include:
  - Bounce the ball on your knees.
  - Bounce the ball five times.
  - Bounce the ball while walking.
  - Bounce the football while running.
  - Bounce the ball and clap once.

Variations

- Complete the activity with partners.
- Allow the players to set a challenge for the group.

Stations:

Finish off with football skill stations for exploration, free play, guided discovery time to practise all skills - picking up, passing by hand, kicking, marking and bouncing. Have students rotate through practising all their skills.

- Bounce - independently.
- Kick (set up a couple of goal posts for this one).
- Kick along the ground - in pairs.
- Mark - in pairs.
- Handball - in pairs.

10 min

Quarter 4
Cool down and Reflect

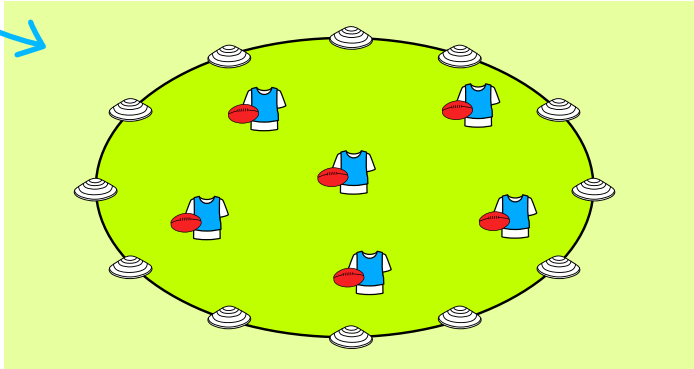
Spend 2 - 3 minutes on some cool down stretches. Use the examples below, others in the unit, or your own. Spend at least 30 seconds in each position.

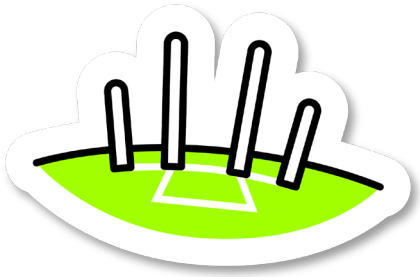
- Cross arm shoulder hold.
- Reach for the stars – Stretch up high on tiptoes, reaching hands and feet away from each other.
- Calf stretch.
- Butterfly stretch – sit on the floor and bring both feet together. Let your knees drop out to the sides. Hold onto your feet or ankles to help you sit tall.
- Child's pose – Kneel with feet together, sit on heels, bend forward with forehead touching the ground.

Reflect

Ask students to:

- Verbalise the steps for bouncing a ball.
- Give a thumbs up or down for how successful they thought they were at bouncing.





LEARN AND PLAY

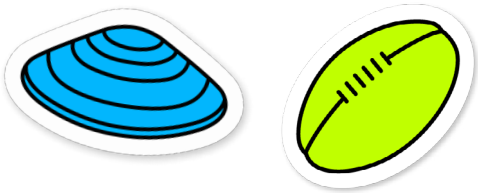
YEAR 3 - 4

Lesson 6

Skill review

Equipment

- 1 football per pair
- 1 tennis ball per pair
- Cones / markers



Learning Objectives:

1. Develop an awareness of the principles of game play - attack, defence, contest.
2. Refine and apply fundamental Australian Rules Football skills—including picking up the ball, handballing, kicking, marking, and bouncing.

Focus Questions

- What is the main objective in the game of AFL?
- What are some of the basic skills of AFL?
- How can we improve our movement skills?
- Why is it important to move my body and listen to instructions?

Assessment

- Teacher observation and feedback.

Student Success Criteria

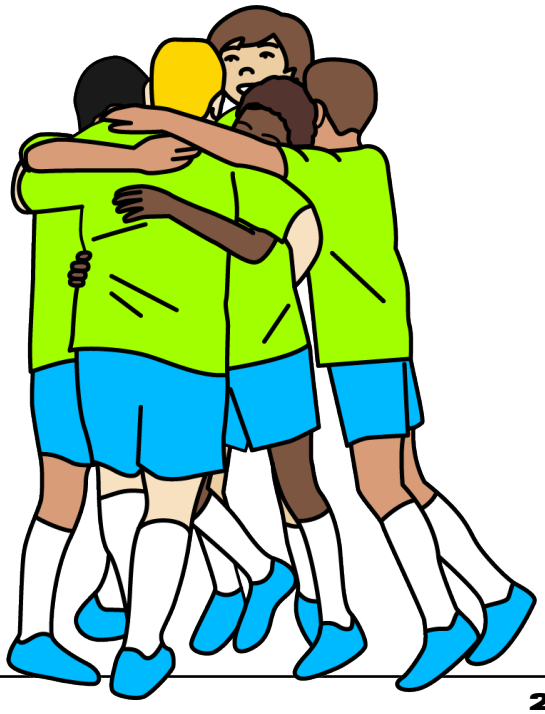
- **I can tell the difference between the principles of game play.**
- **I can perform fundamental Australian Rules Football skills.**

Indoor lesson ideas:

- Create smaller playing areas.
- Have students walk instead of run.
- Use softer balls.
- Divide students into 5 groups and have each group develop a poster to explain one AFL skill - picking up the ball, handballing, kicking, bouncing, marking.

CHANGE IT (Differentiation):

- **Numbers**: Modify team sizes or create skill-specific drills in smaller groups to give more focused practice.
- **Game Rules**: Adjust the rules to emphasize one aspect of gameplay at a time, such as focusing only on attack or defence in different rounds.
- **Time**: Allow students more time to practise the first skill before moving onto the second.



LEARN AND PLAY

YEAR 3 - 4

10 min

Quarter 1
Lesson Introduction

Focus: Revision of skills

Preview

Introduction to moving between the principles of play: Attack, Defence, Contest.

- Have students think, pair, share what they already know about these concepts.
- Introduce each principle –
  - **Attack**: we've got the ball
  - **Defence**: they've got the ball
  - **Contest**: the ball is in dispute
- Have students discuss what they think each principle would look like in a game.

Review all skills covered so far

- Split students in 5 groups.
- Assign each group a skill - picking up, handballing, kicking, marking or bouncing.
- Give each group a few minutes to come up with a way to explain or demonstrate to the class what the skill is and how to perform it.
- Have each group share their explanation or act out their assigned skill.



10 min

Quarter 2
Energiser

Play Escape the Chaos with a bouncing and handballing focus.

Setup

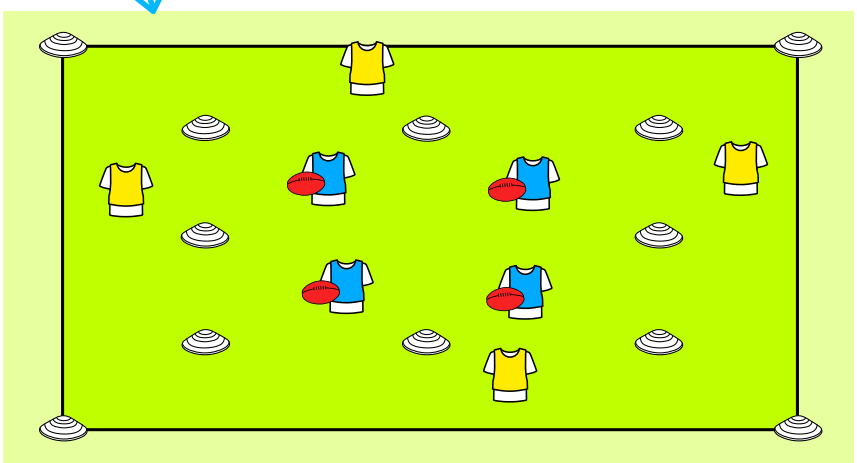
- Set up the Escape the Chaos game before your students arrive to maximise your time.
- Lay the cones / markers out inside a square (recommended 15m x 15m).
- Divide students into two teams.
- The first team stands inside the square playing area while the second team stands outside.
- Students inside the square start with a football.

Gameplay

- On 'Go!' students on the inside of the square handball their football to a player on the outside, then run out of the square waiting to receive a different football.
- Once the outside student receives the football, they run into the square bouncing the football, then handball back out.
- Repeat.
- Try having students inside the square bounce the ball once or twice before handballing to the outside.

Variations

- Reverse it by having students on the outside of the square starting with the ball. They handball to students on the inside, who take the mark and run to the outside while bouncing the ball.



LEARN AND PLAY

YEAR 3 - 4

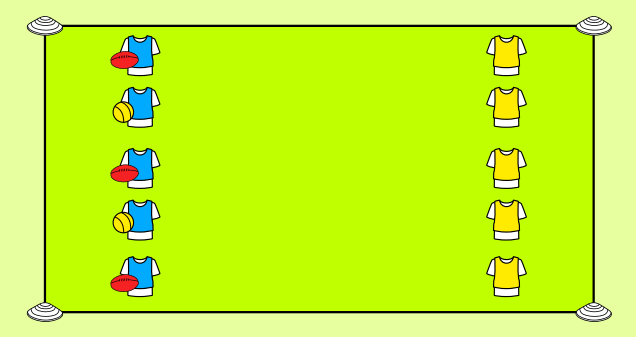
20 min

Quarter 3
Activator

Students play **Mad Marks** to practise kicking and marking.

Setup

- Students will play in pairs.
- Place two cones / markers 15m apart for position A and position B.
- Student 1 will start at position A and have the football.
- Student 2 begins at position B facing student 1.



Gameplay

- For chest marks: One student gently throws the ball to their partner so their arms can hug the ball into their chest.
- For overhead marks: Have one student take a few steps back and hold the ball at shoulder height. The partner runs forward and grabs it.
- After a few turns, have one student toss up the football (rather than holding it) for their partner to catch.
- Progress to one student kicking the football to their partner who will attempt to mark with the chest or overhead.
- Remind students to swap roles so both get a turn at marking.

Stations:

- Finish off with football skill stations for exploration, free play, guided discovery time to practise all skills - picking up, passing by hand, kicking, marking and bouncing. Allow students to rotate freely amongst stations to practise the skill/s they would like to work on.
- Before commencing the stations, review all the skills as a whole class.
- For each of the different skills ask a student to teach back the skills to the group by articulating each part of the skill. Celebrate each student who volunteers.
- Stations
  - Bounce - independently.
  - Kick (set up a couple of goal posts for this station).
  - Kick along the ground - in pairs.
  - Mark - in pairs.
  - Handball - in pairs.

10 min

Quarter 4
Cool down and Reflect

Spend 2 -3 minutes completing some breathing exercises. Use the examples below or use some of your own. Spend at least 30 seconds on each exercise.

- Star / finger breathing –
  - Spread one hand out like a star.
  - Use one finger to trace the star's outline.
  - Breathe in while tracing up each finger.
  - Breathe out while tracing down between fingers.
- Balloon breaths
  - Can be done sitting or standing.
  - Place hands on top of head.
  - Breathe in slowly, raising hands like an inflating balloon.
  - Exhale gradually, bringing hands back down.
- Feather Breathing
  - Students pretend they are holding a feather in front of them.
  - Take a deep breath in through their nose.
  - Slowly breathe out through their mouth, making the feather float gently in the air.

LEARN AND PLAY

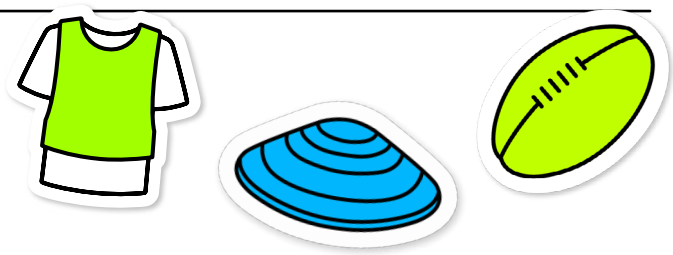
YEAR 3 - 4

Lesson 7

Skill practice and mini match

Equipment

- 1 football per student
- Cones / markers
- 1 bib (or ribbon, sashes etc) per student



Learning Objectives:

1. Refine and improve Australian Rules Football skills and techniques.
2. To work cooperatively with peers when playing games by listening and working together.
3. To follow rules and actively demonstrate fair play.
4. To be inclusive by passing the ball to team members.

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 cooperate in a team and play fairly.
- I can listen to others and be inclusive.
- I can follow the rules of a game.

Indoor lesson ideas:

- Create smaller playing areas.
- Use soft round balls instead of footballs
- Create a poster that highlights what fair play means.

CHANGE IT (Differentiation):

- **Coaching Style**: To extend students, provide an opportunity for groups 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.
- **Game Rules**: Omit the mini match and focus on skills.
- **Inclusion**: If you feel your students are not ready for a mini match, play one of their favourite warm-up games from the unit.
- Time: Play a shorter or longer mini match.
- **Mini Match**
  - **Numbers**: Set up smaller games and group students according to need.
  - **Game Rule**s: Try limiting the ways of passing- try throwing, handballing or kicking only.



LEARN AND PLAY

YEAR 3 - 4

10 min

Quarter 1
Energiser

Students play **Footy Tag** to warm up and practise all skills.

Setup

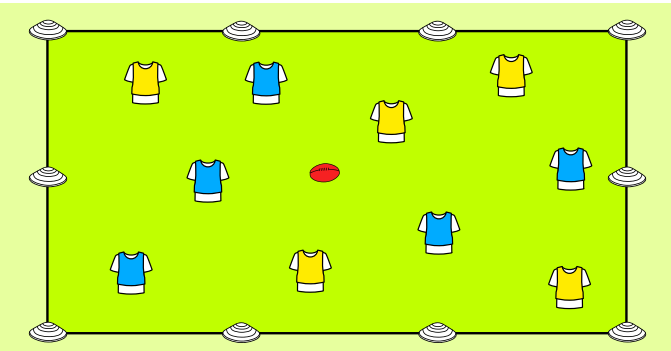
- Inside a square (recommended 10m x 10m), students each start with a football.
- Two students wear a bib and stand in the centre as defenders.

Gameplay

- On 'Go!' students run around the square evading the defenders.
- When a defender tags a player, that player must stop and stand still holding the football above their head, and with their legs apart.
- An untagged player must handball their football through the legs of the tagged player and regather the football. The tagged player is now free.
- After a designated time, swap the defenders.

Variations

- Increase the number of defenders.
- Players must bounce the ball every 10 steps.
- Swap handballing through legs to handballing at a tagged player. The tagged player must catch and release cleanly to be freed.



10 min

Quarter 2
Energiser

Play a game of **Pulyugge** (Pronounced puly-ugg-e) again to focus on maintaining possession in preparation for the mini match.

Setup

- Inside a square (recommended 10m x 10m), divide students into two teams, one wearing bibs.
- Teams spread out inside the playing area, with one team starting with the football.
- For larger groups you may need two activity areas

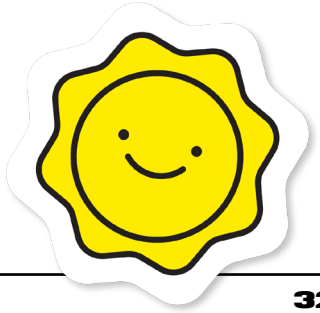
Gameplay

- This keepings-off game encourages players to pass the ball via handpassing, keeping it away from the opposite team.
- On 'Go!', the team with the football begins to handball the ball to teammates, keeping the football away from the opposition.
- If the opposite team can intercept the ball, it is now their turn to keep the football away from the other team.
- Continue for a set amount of time. Once players understand the activity, look to introduce simple modifications i.e. no running with the football.

Variations

- Introduce a second football.
- Award points for successive passes.
- Players must jump when passing and receiving the ball.

Alternatively, play a handball grid game where 3 players work the football by handballing around 4m x 4m square area whilst 2 defenders attempt to defend and win possession of the ball.



LEARN AND PLAY

YEAR 3 - 4

20 min

Quarter 3
Mini match

Introduce '**mini match**' concept:

- Smaller version of the game.
- Played in teams of 4 or 5.
- The object of the mini match is to have fun, practise skills and if possible, score a goal!

Match Talk - review the fair play acronym

- Fun
- Appropriate
- Inclusive
- Respectful

Match Setup

- Divide students into teams of 5.
- Students play 5 v 5 with variations of a round ball and no bouncing if needed.
- Begin with a 'ball up'. One player from each team is selected
- to be a ruck.
- Throw the ball into the air and the ruck will attempt to tap the ball towards their team - this sets the game in motion.

Match rules

- The object of the game is to have fun, pass to team members, practise skills and if possible, score 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.
- This is just for fun but the scores will be added up.
- Non-contact - that means no touching, tackling or diving.
- Each quarter and goal will begin with a new ball up or ruck contest.

Explain the term **ruck** to students - What does someone playing in the ruck position do?

- Their job is to win the ruck contest and tap the ball to their midfielders.
- The ruck is usually the tallest player on the field.
- The ruck contest is similar to a jump ball in basketball, but the rucks get a run up.

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:

- Child's pose – Kneel with feet together, sit on heels, bend forward with forehead touching the ground.
- Side bend.
- Seated, head to knee forward bend.
- Standing quadricep stretch.
- Shoulder circles.
- Knee hugs.

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

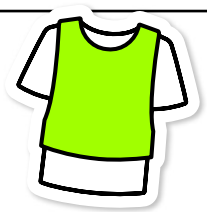
YEAR 3 - 4

Lesson 8

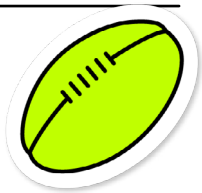
Revise skills and mini match

Equipment

- 1 football per student
- Cones / markers
- 1 bib (or ribbon, sashes etc) per student







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

- Teacher observation and feedback.

Student Success Criteria

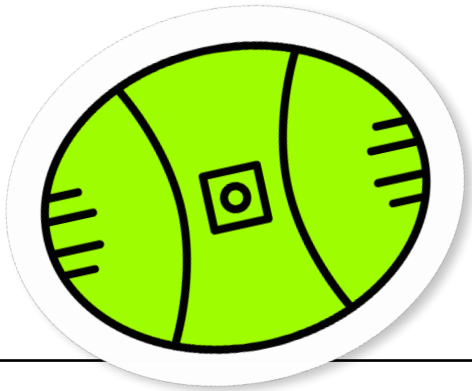
- **I can cooperate in a team and play fairly.**
- **I can listen to others and be inclusive.**
- **I can follow the rules of a game.**

Indoor lesson ideas:

- Create smaller playing areas.
- Have students walk instead of run.
- Use softer balls.
- Have a discussion with students about being a good team mate. Get them to create a presentation to highlight what being a good team mate means.

CHANGE IT (Differentiation):

- **Coaching Style**: 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.
- **Game Rules**: Omit the mini match and focus on skills.
- **Game Rules**: Try having students practise 'pushing back off the mark' after they have caught the ball. This refers to the action of a player who has taken a mark (caught the ball cleanly in the air) stepping back a few meters from the spot where they marked the ball before taking their kick, giving them more space to execute a shot at goal; essentially, creating some distance between themselves and the player marking them.
- **Equipment**: Students can try using their opposite foot when kicking.
- **Inclusion**: Decide if your students are ready to kick the ball during mini matches.
- **Time**: Speed up the game by having players 'play on' and kick quickly after they mark the ball.



LEARN AND PLAY

YEAR 3 - 4

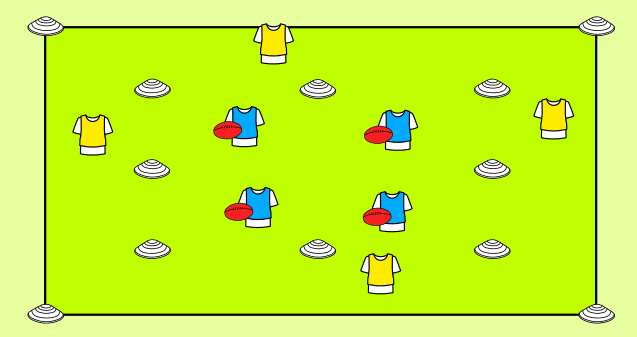
10 min

Quarter 1
Energiser

Play '**Goal Ball**' with a focus on attack/defence and handballing.

Setup

- Set up a square (recommended 10m x 10m).
- Pick a few students to wear bibs and be the 'defenders', who try and get the ball. Defenders to start on Position B.
- Attackers start on Position A.
- For larger groups you may need two activity areas.



Gameplay

- Attackers aim to move the football via handballing from Position A to Position B.
- Once the first handball has been released, the defenders run from their starting position and try to intercept the ball.
- Attackers score by moving the football past the cones at Position B.
- Defenders score if they tag an attacker or cause a skill error.
- Repeat as long as required then change up positions, ensuring all players take a turn of each role.

Variations

- Try groups of five with two defenders and three attackers.
- Try getting teams to complete several passes before kicking.
- Add in goal posts to kick for goal on the run.

10 min

Quarter 2
Energiser

Students play **Here, There, Everywhere** to focus on the principles of running with the ball.

Setup

- Mark out a rectangular playing area using cones.
- Provide each student with a football.
- Designate one end of the field as the 'goal area.'

Gameplay

- Students spread out within the playing area, each holding a football.
- The teacher calls out directions and actions:
  - '**Here**: Students run towards the teacher while bouncing the ball.
  - '**There**': Students run in the direction the teacher points while carrying the ball.
  - '**Everywhere**': Students can move freely within the area, practicing short kicks or bounces.
  - '**Goal**': Students run towards the designated goal area, bouncing the ball once before attempting to score.

Variations

- Add Australian Rules Football specific elements:
  - '**Switch**': Players quickly change direction.
  - '**Dodge**': Students must sidestep an imaginary opponent while running.
  - '**Handball**': Students must handball the ball to themselves while moving.
- Increase difficulty progressively:
- Introduce 'robbers' who try to tag players with the ball, encouraging evasive running.

Coaching Tips

Emphasise:

- Keeping their eye on the ball while running.
- Looking ahead and running into open space.

LEARN AND PLAY

YEAR 3 - 4

20 min

Quarter 3
Mini match

- 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, score 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.
  - This is just for fun but scores will be added up.
  - Non-contact - that means no touching, tackling or diving.
  - Each quarter and goal will begin with a new 'ball up' and a new ruck.
- Students play a mini match to practise their skills.

Setup

- Divide students into teams of 5.
- Students play 5 v 5 with variations of a round ball and no bouncing if needed.

Gameplay

- Divide students up into teams and allocate them one to one the 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.



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

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 did your team do well in?
- What areas could your team improve on?



LEARN AND PLAY

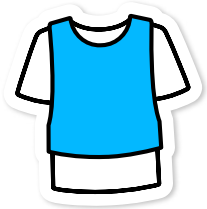
YEAR 3 - 4

Lesson 9

Skill practice and mini match

Equipment

- 1 football per group
- Cones / markers
- Bibs







Learning Objectives:

1. Learn about the CHANGE IT principle to modify a game.
2. Participate in a team game and be aware of personal safety and the safety of others.
3. Practise personal and social skills to interact positively with others and play fair.

Focus Questions

- How can we change a game to meet everyone's needs?
- What skills do I need to use when playing Australian Rules Football and what does it mean to play fairly?

Assessment

- Teacher assessment rubric:

Student Success Criteria

- **I can consider the CHANGE IT principle to modify a game.**
- **I can cooperate in a team and play fairly.**
- **I can listen to others and be inclusive.**
- **I can follow the rules of a game**

Indoor lesson ideas:

- Create smaller playing areas.
- Have students walk instead of run.
- Use softer balls.
- Rather than playing Sharks and Islands, talk through the game with students, demonstrating and explaining how it would be played. Then, Quarter 2 where the teacher leads students through the CHANGE IT principle to modify the game can be completed indoors. Students could write and draw how they would CHANGE IT. This could then be played at a later stage

CHANGE IT (Differentiation):

- **Coaching Style**: 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.
- **Inclusion**: Decide if your students are ready to kick the ball during mini matches.
- **Game Rules**: Omit the mini match and focus on skills.
- **Game Rules**: Try having students practise 'pushing back off the mark' after they have caught the ball. This refers to the action of a player who has taken a mark (caught the ball cleanly in the air) stepping back a few meters from the spot where they marked the ball before taking their kick, giving them more space to execute a shot at goal; essentially, creating some distance between themselves and the player marking them.
- **Equipment**: Students can try using their opposite foot when kicking.
- **Time**: Speed up the game by having players 'play on' and kick quickly after they mark the ball.

LEARN AND PLAY

YEAR 3 - 4

10 min

Quarter 1
Energiser

Play **Sharks and Islands** with a focus on chasing, evading, handballing and bouncing.

Setup

- Put two hoops inside the playing area. Beside the playing area, mark out the smaller 'tag zone' with four cones. Give two students bibs; remaining students receive one football each.

Gameplay

- Students in bibs are the 'sharks' and are 'it'. They tag the others.
- Students who make it inside the hoops ('on the islands') are safe.
- They cannot be tagged by the sharks. But they are only allowed on the island for 3 seconds before they have to leave!
- When a student is tagged, they run to the tag zone (The four cones) and complete a football skill (for example, handball to themselves or complete five bounces).
- Once they complete the football skill, they can go back to the game.
- Adjust the number of sharks or hoops so that it works best for your group.
- Also, swap the sharks every now and then so everyone gets a go at tagging the others.

Variations

- Have only one island or increase the number of sharks.
- You can even add new rules to the game. For example, students skip about instead of run, or when someone comes out of the tag zone they have a turn to be 'it'.

Coaching Tips

- If possible, have another teacher in the 'tag zone' to help with the skills work.

10 min

Quarter 2
Activator

CHANGE IT

Lead students to consider the **CHANGE IT** principle and modify the game to include other football skill elements before replaying.

Discuss the concept each letter of **CHANGE IT** represents

- **C**oaching style
- **H**ow you score/win
- **A**rea
- **N**umbers
- **G**ame Rules
- **E**quipment
- **I**nclusion
- **T**ime

Explain how each aspect might work –

- **Coaching style**: Consider how you 'coach' - giving instructions, the way you communicate, what questions you ask .
- **How you score or win**: Be inventive with different ways you can score or win.
- **Area**: Can you change the size and/or shape of your playing area?
- **Numbers**: Can team sizes and positions be changed?
- **Game Rules**: Get creative with rules. How can the rules be changed? Remind students that the rules still need to be fair for everyone.
- **Equipment**: What other or different equipment can be used to play the game?
- **Inclusion**: How can you modify the game to include all learners and abilities..
- **Time**: Can you increase or decrease time for the game?

Working as a class, come up with some ideas to **CHANGE IT** for Sharks and Islands.

Play the game again, implementing the ideas.

LEARN AND PLAY

YEAR 3 - 4



Quarter 3
Mini match

Students play another 'mini match'.

Setup

- Divide students into teams of 5.
- Students play 5 v 5 with variations of a round ball and no bouncing if needed.

Gameplay

- Divide students into teams and assign each team one of the 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, score 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' or ruck contest.
- Explain ruck to students – What does someone playing in the ruck position do?
  - Their job is to win the ruck contest and tap the ball to their midfielders.
  - The ruck is usually the tallest player on the field.
  - The ruck contest is similar to a jump ball in basketball, but the rucks get a run up.

After the game, discuss potential changes that could be made to the game eg. playing with uneven numbers 4 v 6 to assist with ball movements.

Teacher observation to complete assessment rubric for students.

Coaching Tips

- While students are playing the mini match, complete assessment rubric.
- Talk to the students about what you will be looking for and what they need to do to demonstrate a proficient level of skill.



Quarter 4
Cool down and Reflect

Spend some time on a mindfulness exercise

- Ask students 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.

This task is intended to help settle the nervous system and calm the mind.

Reflect

Pair-Share:

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

Ask students

- Why is working as a team important?
- What happens when we don't work as a team?
- Why is the CHANGE IT principle important?

Coaching Tips

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

LEARN AND PLAY

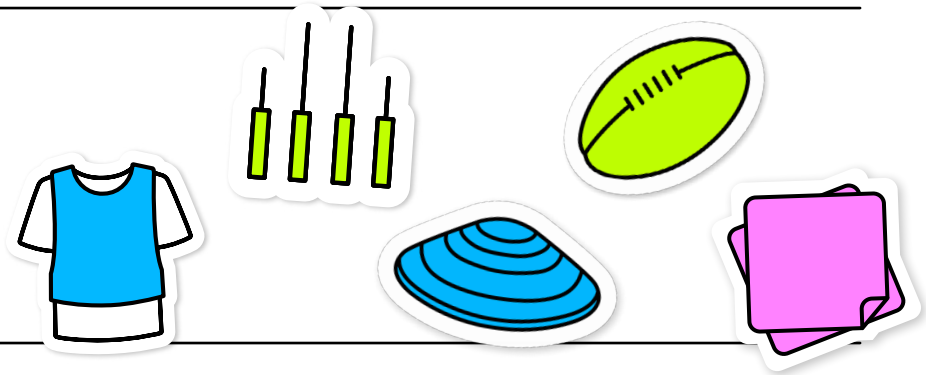
YEAR 3 - 4

Lesson 10

Full Time

Equipment

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



Learning Objectives:

1. Use the CHANGE IT principle to modify a game.
2. Refine and improve Australian Rules Football skills and techniques.
3. Practise evasion skills, picking up the ball, kicking and handballing.
4. Reflect on progression of skills during the unit of work.

Focus Questions

- How can we change a game to meet everyone's needs?
- 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)
- Teacher Assessment rubric:

Student Success Criteria

- I can consider the CHANGE IT principle to modify a game.
- 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.
- Have students work in small groups to design a modified AFL game to encourage creative thinking, problem-solving, and inclusivity.

Differentiation:

- **Game Rules**: Omit the mini match and focus on skills.
- **Time**: Play a shorter or longer mini match.

Footy Racetrack:

- **Area**: Increase or decrease the distance between the cones / markers.
- **Equipment**: Try rolling the football to the student faster or roll the football end over end.
- **Equipment**: Try handballing or kicking on the other hand or foot.
- **Inclusion**: Students confident with football can practise catching the football above their head (overhead mark). Alternatively, ask them to play a coaching role, by supporting other students to improve their practice and providing encouraging words to their peers.

LEARN AND PLAY

YEAR 3 - 4

10 min

Quarter 1
Energiser

Students play **Danger Zone** with a focus on defending a marking contest and spoiling.

Setup

- Divide the playing area into three and split the students into two teams, one with 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 the three zones.

Gameplay

- One player holds the ball in the centre zone. Teams pass the ball to each other and get it to their teammate on the scoring line. 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.
- Keep a total and see who wins.

Variations

- Allow players to move with the ball.
- You can even remove the zones.

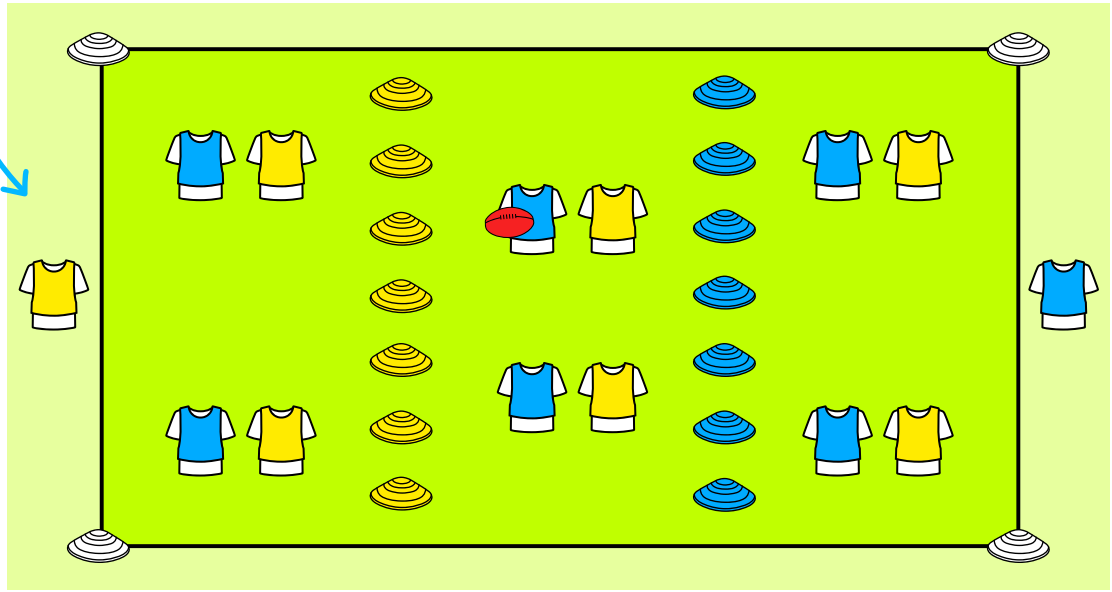
10 min

Quarter 2
Activator

CHANGE IT

Students work in small groups to consider the **CHANGE IT** principle and modify the game Danger Zone to include other football skill elements before replaying the game.

- Remind the students of the **CHANGE IT** principle
  - **C**oaching style
  - **H**ow you score/win
  - **A**rea
  - **N**umbers
  - **G**ame Rules
  - **E**quipment
  - **I**nclusion
  - **T**ime
- Allow some time to work on their ideas.
- Replay the game trying out some of the ideas.



LEARN AND PLAY

YEAR 3 - 4

20 min

Quarter 3
Mini match

Students play mini matches to showcase their new skills.

Setup

- Use the same setup as for Lesson 9.
  - Divide students into teams of 5.
  - Students play 5 v 5 with variations of a round ball and no bouncing if needed.

Gameplay

- Divide students up into teams and allocate them one to one the 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 (if not already completed).

Coaching Tips

- Introduce zones and positions if you feel the students are ready.



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

- Reach for the Stars – stretch up high on tiptoes, reaching hands and feet away from each other.
- Star Stretch (feet apart, stretch arms out like a star)
- Ear to Shoulder
- Shoulder Rolls
- Ankle Circle - gently roll ankles in circles.
- Heel-Toe Rock – stand and slowly rock from heels to toes to stretch the feet.

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?

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 second Footy Feats self-assessment and compare their first one to this and see where there has been some growth.
- If a student still has areas to work on, ask them how they might go about improving further.

AFL PLAY Schools

LEARN AND PLAY

STUDENT WORKSHEETS

YEAR 3 - 4



AFL SKILLS

Use the boxes below to highlight each element or step of your assigned skill.

- Note: You may not need to use all the boxes for your assigned skill.

Skill: _____

AFL SKILLS

- Draw a player completing the skill you have been assigned. Make it colourful and fun - you could even add a guernsey for your favourite team!
- Think about what your skill involves and try to draw your player completing that skill.
- When you have finished drawing, cut and paste your the elements / steps around your diagram.
- Give your diagram a title that matches the skill you are presenting.

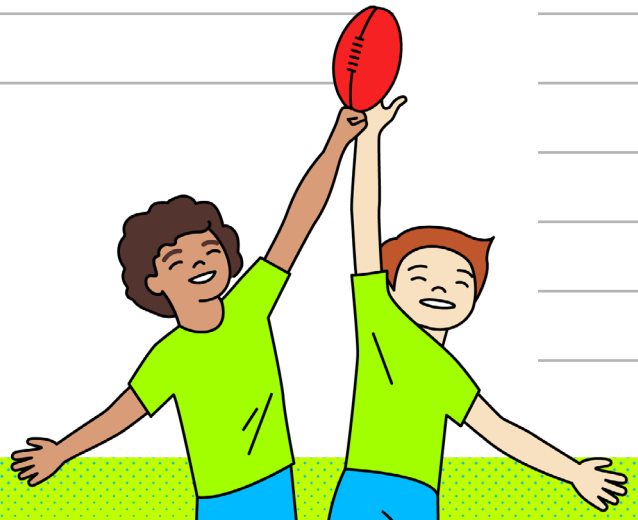
AFL SKILLS DRILL

- Pick one of the skills to design a training drill (activity) to teach someone how to perform that skill.
- Use the template below to help you plan your drill. Give it a fun title!

Skill: _____

Equipment (what do you need to be able to complete the drill)

-
-
-
-
-
-
-



Setup (how is the game or drill set up, where are people standing)

Game play (how do you play or complete the drill)

SELF ASSESSMENT WORKSHEET 1

YEARS 3-4

Footy Feats Self Assessment 1

You are about to learn about 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. Be honest so we can identify the areas you would like to work on.



One football
I need more practise



Two footballs
I am able do this



Three footballs
I am confident at this

Picking up the ball			
Bouncing the ball			
Kicking the ball			
Kicking the ball along the ground			
Handballing			
Marking the ball			
Working as a team			

Write - One thing I would like to improve is ...

SELF ASSESSMENT WORKSHEET 2

YEARS 3-4

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 am able do this



Three footballs

I am confident at this

Picking up the ball			
Bouncing the ball			
Kicking the ball			
Kicking the ball along the ground			
Handballing			
Marking the ball			
Working as a team			

Write: One thing I would still like to improve is ...

ASSESSMENT RUBRIC

AFL PLAY Schools

YEAR 3-4

Year 3-4

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
Refine and apply fundamental movement skills in new movement situations (AC9HP4M01)	• Locomotor and fundamental movement skills. • Controlling a ball (passing, catching, bouncing, kicking). • Propelling a ball towards an object.	Is working towards developing fundamental movement and locomotor skills.	With limited or no assistance, can perform a range of fundamental movement and locomotor skills.	Regularly builds upon existing skills and demonstrates independence and control when performing a wide range of fundamental movement and locomotor skills.
Apply and adapt movement strategies to achieve movement outcomes AC9HP4M02	• Running or leading into space. • Passing the ball to teammates. • Adjusting tactics mid-game. • Maintaining balance and agility.	Uses basic movement strategies and is learning to adjust them based on the game situation.	Applies movement strategies effectively and makes some adjustments based on game conditions.	Consistently applies and adapts movement strategies to maximise success.
Demonstrate how movement concepts related to effort, space, time, objects and people can be applied when performing movement sequences AC9HP4M03	• Problem solving skills. • Using strategies to dodge and evade. • Working with a partner to to coordinate movements.	Is working towards using problem solving skills and movement strategies.	Understands and demonstrates how to perform movement sequences and uses problem solving skills.	Uses movement concepts, problem solving, and game strategies with purpose.
Participate in physical activities to explore how their body feels and describe how regular physical activity helps the body stay healthy and well (AC9HP4M04)	• Engage in running, kicking and handballing. • Focus on effort and movement.	Is working towards participating in physical activities.	Actively participates in physical activities.	Fully engages in all physical activities and explains the benefits for overall health.
	• Discuss how playing Australian Rules Football helps keep them fit.	Identifies the basic benefits of physical activities for overall health.	Identifies many of the benefits of physical activities for overall health.	Explains the benefits of physical activities for overall health.

ASSESSMENT RUBRIC

AFL PLAY Schools

YEAR 3-4

Year 3-4

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
Select, use and refine personal and social skills to establish, manage and strengthen relationships AC9HP4P04	• Cooperation skills when partnered or in small groups (e.g. when passing and catching). • Working collaboratively and including others.	Is beginning to show an understanding of inclusion and is able to work well with others when prompted.	Is able to work in an inclusive and collaborative way with others.	Always collaborates and communicates with positivity and respect when working with others.
Apply creative thinking when designing movement sequences and solving movement problems (AC9HP4M07)	• Adapt strategies in mini matches • Apply strategies to make changes to games.	Is developing skills to adapt movement sequences and modify games.	Adapts movement sequences and suggests strategies to modify games.	Creatively adapts movement sequences and strategies to help solve movement challenges.
Apply rules and scoring systems to promote fair play when participating or designing physical activities AC9HP4M08	• Applying and/or following rules in a game. • Discussing and actively showing the concept of fair play.	Is able to follow rules and instructions when prompted.	Demonstrates an awareness of fair play and follows rules and instructions.	Activity demonstrates fair play and always follows rules and instructions.
Investigate and apply behaviours that contribute to their own and others' health, safety, relationships and wellbeing (AC9HP4P10)	• Practising teamwork and communication. • Encouraging others. • Displaying good sportsmanship.	Is beginning to work with teammates and show good sportsmanship.	Communicates well with teammates and shows good sportsmanship.	Encourages, supports, and leads others with strong communication and teamwork.

Comments

AFL PLAY Schools

LEARN AND PLAY

YEAR 3-4

INDOOR LESSON

LEARN AND PLAY

YEAR 3 - 4

60 min

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

Overview

The lesson focuses on developing understanding and application through creative problem-solving, analysis, and design. Students will deconstruct key skills (kicking, handpassing, marking), explore game principles (space, teamwork, attacking/defending), and design their own Australian Rules Football training drills. This 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

Australian Rules Player Profile

In this lesson, students will be engaged in a creative exploration of Australian Rules fundamentals. Students will begin with an introduction / review of key skills and principles. Students will then collaboratively deconstruct these skills through diagram creation and demonstrate game principles using simplified game boards. The lesson culminates in a creative application activity where students design their own Australian Rules Football training drills, demonstrating their ability to synthesise and apply their knowledge.

Assessment opportunities

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

LEARN AND PLAY

YEAR 3 - 4

Lesson

Inside the game: skills and strategies

Learning Objectives:

1. To understand the fundamental skills of Australian Rules Football.
2. To use visuals to describe Australian Rules skills and principles.

Focus Questions

- What makes Australian Rules Football unique?
- What are the basic Australian Rules Football skills?
- How do players work together to play Australian Rules Football?
- How do drills help players improve their skills?

Assessment

- Student work sample
- Teacher observation

Student Success Criteria

- **I can identify and explain key Australian Rules Football skills (kicking, handpassing, marking).**
- **I can creatively apply my understanding of Australian Rules Football.**
- **I can communicate my ideas and reasoning effectively.**

CHANGE IT (Differentiation):

- **Coaching style:** Use visuals, discussions, or hands-on sorting activities to support different learning styles.
- **How to score:** Adjust expectations —some students focus on recognising skills, while others analyse decision-making.
- **Numbers:** Change group sizes for activities.
- **Equipment:** Use visual aids, printed cards, or digital tools.
- **Inclusion:** Allow students to contribute in ways that suit them. Break down into smaller tasks.
- **Time:** Extend or shorten tasks based on understanding — fast finishers could create their own game scenarios.

Equipment

- Diagram template
- Pencils, pens, coloured pencils, textas.
- Whiteboard or projector.

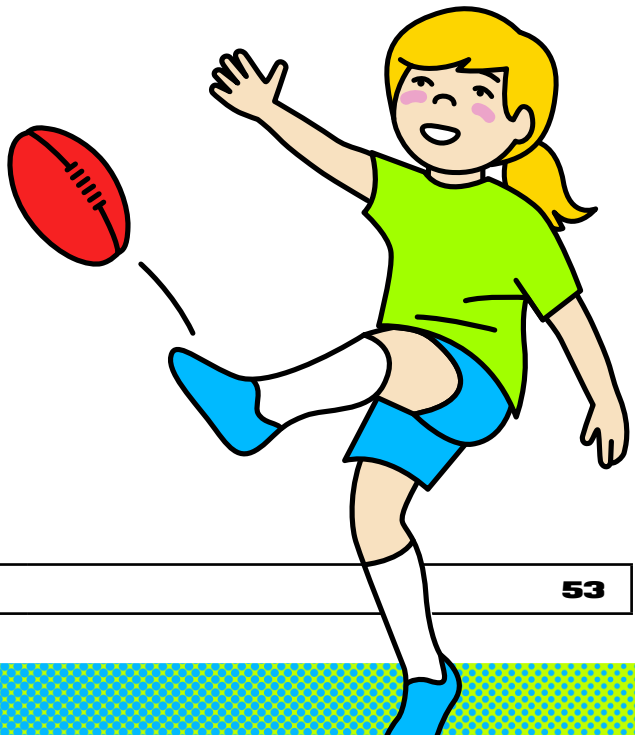
COACHING TIPS

The following resources might be useful for students when completing the lesson.

- **Video:** AFL Schools: What is AFL?
- **Poster:** AFL Schools: What is AFL?
- AFL explained in 31 languages resource

Videos

- How to kick
- How to pick up
- How to handball
- How to bounce
- How to mark



LEARN AND PLAY

YEAR 3 - 4

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.
- **Ask students**
  - What can you tell me about Australian Rules Football?
  - What do you think makes Australian Rules Football a unique sport?
- Briefly discuss student responses.
- Show the videos of each of the skills.
  - How to kick
  - How to pick up
  - How to handball
  - How to bounce
  - How to mark
- After each video, discuss the skills
  - What makes a good kick/pickup/handball/bounce/mark?
- Revise the elements of each skill
  - **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
  - **Kicking** -
    - standard kick - ball vertical, laces forward, ball over your preferred leg, drop the ball, point your toes
    - dribble kick - grip the ball at an angle (about forty-five degrees), make sure that it bounces off the ground after leaving the foot.
  - **Handballing** - make a pancake (with non-writing hand), feet apart (same foot as pancake hand), make a fist (with writing hand), scoop the ice-cream
  - **Bouncing** - grip, step, aim, push, catch
  - **Marking** -
    - **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'.
- If time permits, have students act out or mime the action of the specific skills
- Briefly discuss why each skill is important in a game.

15 min

Quarter 2
Skill building

- Divide the class into small groups (3-4 students).
- Assign each group one of the key skills: picking up, kicking (2 groups - standard kick, dribble kick), handballing, bouncing or marking.
- Using the template, each group will create a visual representation of their assigned skill.
  - Pickup: each group draws and labels a diagram showing body position, hand position for the type of kick they have been assigned.
  - Kicking: draw and label a diagram showing the foot placement, body movement, and ball trajectory.
  - Handballing: draw and label a diagram of the arm movement and ball release.
  - Bouncing: draw and label a diagram of hand placement, ball direction and release.
  - Marking: Draw a picture of the player's body position and hand placement.
- Provide students with the template to support the creation of their diagram.
- Groups present their diagrams to the class, explaining the key elements of the skill.
- Ask students, what is the most important part of your skill?

20 min

Quarter 3
Creating a drill

- Students will design a new Australian Rules Football training drill that focuses on one of the key skills. Show students some examples of how this might look using the diagrams from the practical lessons in the unit. Focus on how the game can be represented using symbols, diagrams and a key. Alternatively, show them some examples, from the Auskick or Superkick activity resources.
- Using the template, the drill can be described through drawings and written instructions. Students are not performing the drills, just designing them. You might like to try some of them in the next practical lesson.
- Remind students to consider:
  - How does their drill help players improve their skills?
  - How can you make your drill fun and engaging?
  - How they are going to present their drill. For example,
    - Using concrete materials such as block to create a model of the drill
    - Using technology to draw the drill digitally

10 min

Quarter 4
Sharing

- Groups present their training drill to the class.
- Allow time for peer feedback and discussion.

You might like to try some of the drills in the next practical lesson or suggest to students they try them out in a lunch break.

Reflection

Ask students:

- What was the most interesting thing you learnt about Australian Rules Football skills?
- Can you explain one of the key skills in your own words?
- How did creating your own training drill help you understand the skills and game better?
- How could you use what you learnt today to help you if you were playing a game of Australian Rules Football?
- Which of the skills do you think you would most like to practise in real life?
- What would you do differently if you were to design another training drill?
- How did working in a group help you learn today?

Refer back to the success criteria and encourage students to reflect on their progress and achievements related to the criteria.

