AFL PLAY Schools

LEARN AND PLAY

CONTENTS

Teacher Guide	**2**
Lesson 1: Centre Bounce	10
Lesson 2: Kick it!	14
Lesson 3: Picking up the Ball and Handballing	18
Lesson 4: Marking the Ball	21
Lesson 5: Bouncing the Ball	24
Lesson 6: Skill Review	28
Lesson 7: Skill Practice and Mini Match	32
Lesson 8: Revise Skills and Mini Match	36
Lesson 9: Mini Match	39
Lesson 10: Full Time	42
Student Worksheets	**45**
Self Assessment Worksheet 1	**50**
Self Assessment Worksheet 2	**52**
Assessment Rubric	**54**
Indoor Lesson	**56**



YEAR 5 - 6

VICTORIA

AFL PLAY Schools

LEARN AND PLAY

YEAR 5 - 6

VICTORIA

LEARN AND PLAY

YEAR 5 - 6

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

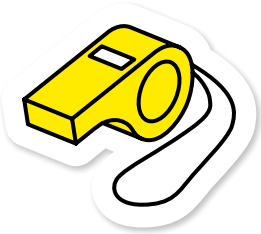
LEARN AND PLAY

YEAR 5 - 6

The CHANGE IT Approach

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

I nclusion [7]
T ime [8]



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

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

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

[4] Adapt team sizes and positions.

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

[6] Alternate equipment and give options.

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

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

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

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.

LEARN AND PLAY

YEAR 5 - 6

Victorian Curriculum Outcomes

Level	Levels 5 and 6	
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	Describe and demonstrate how respect and empathy can be expressed to positively influence relationships. (VC2HP6P04)	• assessing the impact of different relationships on personal health and wellbeing, and developing strategies to cultivate healthier relationships (MH, RS)
Strand	Movement and physical activity:	
Moving our bodies	Adapt movement skills across a variety of situations, including indoor, outdoor and aquatic settings. (VC2HP6M01)	• applying stability and locomotor skills to dodge and feint in different movement situations (AP, FMS, GS) • performing activities that involve a transition from one skill to another, such as from dribbling to shooting or from leaping to balancing, in changing movement situations (CA, FMS, GS, RE) • adapting kicking, striking and throwing skills to a variety of new games and activities (AP, FMS, GS) • using feedback to improve body control and coordination (AP, CA, FMS, GS)
	Transfer familiar movement strategies to different movement situations (VC2HP6M02)	• transferring defensive or offensive strategies that have been successful in one game to a similar game and considering the effectiveness of these strategies on movement outcomes in the new game (AP, FMS, GS) • transferring strategies to safely traverse obstacles in an outdoor environment (CA) • making judgements, based on agreed criteria, about the effectiveness of transferring strategies from one game to another (AP, GS)

LEARN AND PLAY

YEAR 5 - 6

Victorian Curriculum Outcomes

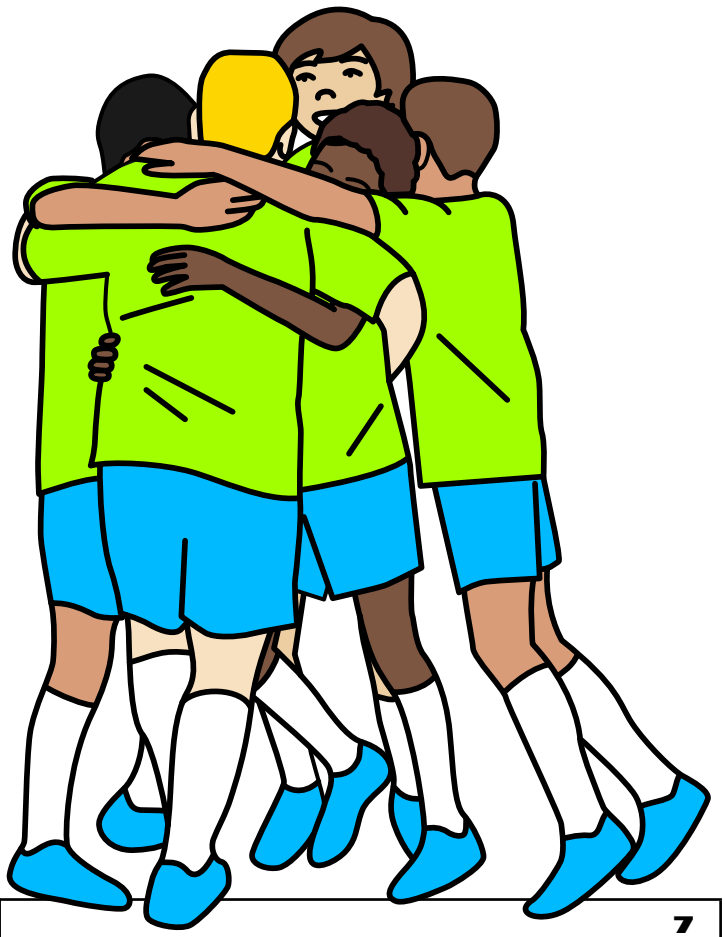
Moving our bodies	Investigate how different movement concepts related to effort, space, time, objects and people can be applied to improve movement outcomes. (VC2HP6M03)	• demonstrating an understanding of how to adjust the force and speed of an object to improve accuracy and control (AP, FMS, GS) • working with a partner to explore pushing and pulling movements and how these can be manipulated to generate and perform counterbalances (RE, RS) • developing strategies that exploit the playing space to create offensive or defensive advantage (AP, GS) • adjusting constraints within a small-sided game to increase or decrease the time available for an attacker to make decisions when executing a movement skill (AP, GS)
	Create and perform a variety of movement sequences, modifying the movement elements of time, effort, space, people and objects (VC2HP6M04)	• composing and performing a range of static and dynamic balances on different body parts, rotating and pivoting to change direction of movement (FMS, RE)
Learning through movement	Devise and test rules and game modifications to support fair play and inclusive participation (VC2HP6M09)	• discussing where and when they have witnessed fairness and inclusion in a game situation and explaining what led to the game being inclusive and fair (AP, GS) • proposing changes to the rules and/or conditions to create a more inclusive game or to allow for a fairer contest, such as modifying field, court or pitch dimensions (CA, GS, LLPA, S) • interpreting and applying rules correctly in physical activities (GS, LLPA)

LEARN AND PLAY

YEAR 5 - 6

Victorian Curriculum Outcomes

Learning through movement	Participate positively in groups and teams by contributing to group activities, encouraging others and negotiating a range of roles and responsibilities. (VC2HP6M10)	• exploring and performing the different roles and responsibilities in physical activities that promote enjoyment, safety and positive outcomes for participants (AP, GS, LLPA, S) • using reflective listening and respectful communication when working in small groups on movement tasks or challenges (AP, GS, LLPA, RS) • demonstrating effective communication skills when dealing with conflicts or disagreements in movement situations (AP, CA, GS, RS) • proposing and implementing actions and behaviours that promote safe participation in physical activities (CA, GS, HBPA, LLPA, S)



LEARN AND PLAY

YEAR 5 - 6

KEY SKILLS / CONCEPTS

Throughout this unit students will:

- perform fundamental movement skills - applying stability and locomotor skills to dodge and feint in different movement situations.
- perform locomotor movements - performing activities that involve a transition from one skill to another, such as from dribbling to shooting or from leaping to balancing, in changing movement situations.
- work collaboratively with others and exercise fair play - recognising unfairness and exclusion in a game situation, and proposing strategies to overcome these issues; using reflective listening and assertive communication.
- discuss and demonstrate how rules operate in a game - proposing changes to rules and/or conditions to create a more inclusive game or to allow for a fairer contest.
- discuss and understand the benefits of regular physical movement - designing and modelling different warm-up and cool-down routines for the class and discussing their importance for reducing the chance of injuries or soreness after activity.
- 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 or revision to build on prior knowledge and skills linked 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 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!

his 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, students will experiment with different ways to kick a footy along the ground to a partner or into a goal, while also developing their teamwork skills. Students will also continue to build on their understanding of 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 with a focus on picking up, handballing and evading. They will then conclude with a progressive muscle relaxation activity and share the skills they learnt in this lesson with a partner.

Lesson 4 – Marking the ball

Students will experiment with different techniques to mark the ball, and cooperate with others when passing and catching. Students will learn the overhead mark, chest mark and the out in front mark. They will start with a warm up activity focusing on handballing and marking and then play a game to further practise their marking techniques. The lesson finishes with a reflection on all skills learnt to date where students create an instructional video or perform the sequence of steps required for each skill.

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 students putting their skills to the test, working in pairs to see how well they can complete a set of skills within a time limit.

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 some stretching exercises and a reflection on their skill progression throughout the unit.

LEARN AND PLAY

YEAR 5 - 6

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 breathing exercises and goal setting for the next lesson.

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 and team work.

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 a relaxation activity, setting goals and reflecting on their team work.

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 the opportunity to complete a self-assessment. The Footy Feats Self Assessment worksheet #1 allows students to reflect on their skills prior to beginning the program. Teachers can use this assessment to inform their understanding of individual students' needs and adapt the program where necessary to ensure all students get the most out of their experience in learning the skills of Australian Rules Football.

Summative Assessment

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



LEARN AND PLAY

YEAR 5 - 6

Lesson 1

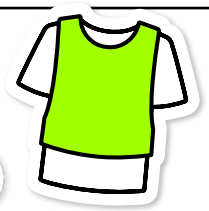
Centre Bounce: Introduction to Australian Rules Football

Equipment

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







Learning Objectives:

1. Understand the core concepts and skills of Australian Rules Football.
2. Apply movement strategies to mark an opponent.
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

- Teacher assessment rubric as a starting benchmark for each student.
- Footy Feats self-assessment worksheet 1.

Student Success Criteria

- **I can explain the main objective of Australian Rules Football.**
- **I can use different physical movements to participate in games with my peers.**
- **I can reflect on my areas of strength and identify areas for improvement.**

Indoor lesson ideas:

- Create smaller playing areas.
- Have students walk instead of run.
- Use softer balls.
- Quarter 1 can be completed indoors.
- Students can create a word wall of vocabulary. Use those already listed and/or have students research other related terms.
- Students could also explore Australian Rules Football specific terminology and determine the meaning of this vocabulary- **Learning about the Game (Footy Lingo)**

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.

LEARN AND PLAY

YEAR 5 - 6

- 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

10 min

Quarter 1
Lesson Introduction

Focus: Evasion skills
Introduce the 10 week unit:

- Explain that over the next 10 weeks, students will learn the fundamental skills, rules, and strategies of Australian Rules Football.
- Introduce and discuss the learning intentions and success criteria.

Determine prior knowledge, discuss unit goals, expectations and provide students with further information on the game of Australian Rules Football.

- Think/pair/share - What students already know about 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** - passing the ball by punching it with a clenched fist, while holding it in the other hand.
- **Mark** - when a player catches the ball after it has been kicked.
- **Kick** - when a player strikes the ball with their foot to propel it through the air or along the ground. It is the primary method of moving the ball and scoring points.
- **Bounce** - bouncing or touching the ball on the ground. The ball must be bounced once every 15m.
- **Goal** - when the ball is kicked between the two centre goal posts without being touched by another player. A goal is worth six points.
- **Ruck** - the player responsible for contesting the ruck and tapping 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.

Self Assessment
Guide students through completing the Footy Feats self-assessment worksheet #1 by asking them to reflect on the skills they already have and those that need to be developed further.

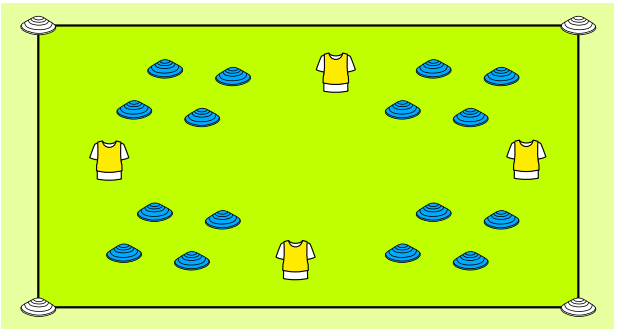
Note: If a student group is new to Australian Rules Football, it may be best to complete the self-assessment after the first session, allowing students to better understand their current abilities.

10 min

Quarter 2
Energiser

Island Tag
Play Island Tag to introduce students to the key skills of evasion (chasing and tagging).
Setup

- Create a large playing area (ideally 30m by 30m).
- Set up multiple 'islands' in the playing area with four markers creating each island.
- Players spread out across the area.



Game play

1. Nominate four students to be the taggers.
2. Students aim to use the ball to tag the opponents below the shoulders.

3. Once tagged, students must change roles. The tagged student takes the ball to become a tagger.
4. Students can use the islands for safety but only two students are allowed on an island at a time. If a third person arrives at the island, the first person who joined the island must leave.
5. Players may not hold onto their own tail, rather use evasive running to protect their bib.
6. If a player takes a bib, they place it in their shorts as another tail.
7. If a player collects a third bib, they must pass it to someone else.

Variations

If players are tagged they then leave the square and go to the coach to perform a football skill e.g. 5 kicks, 5 ground balls, then return to the square.



Quarter 3
Activator

Introduction to key football skills before students are divided into groups for mini skills experimentation stations.

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'.

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. Alternatively, have students create a drill that will assist them practise the skill and get them to teach it back to the group.

- 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.
- Combination of skills - students practise a combination of the skills learnt. For example, kick and mark, pick up and handball, handball and mark.

If needed, give groups challenges to complete. For example,

- 10 pick ups
- 20 handballs on each hand
- 10 drop punts (kicks) each foot
- 10 bounces
- Challenges can be creative, however should link back to football skills.
- Give students a certain amount of time and see how many times they can complete the skill within that time frame. Give students two attempts at completing the skill so they can try to beat their own score.
- Challenges can be a race or simply let the players explore the football and skill in their own time.
- Have students develop their own challenges for their group or to give to another group.



Quarter 4
Cool Down and Reflect

Cool down

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 the skills at each station?

Give students a sticky note each and ask them set a goal for the unit:

- My goal for the unit is ...

Alternatively, hand out the Kicking Goals worksheet for students to record their goals on.



LEARN AND PLAY

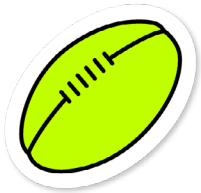
YEAR 5 - 6

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.

Student Success Criteria

- **I can kick a football to a partner using the correct technique.**
- **I can perform a dribble kick.**
- **I can respond positively to others and listen to instructions when working in small groups.**

Indoor lesson ideas:

- Create smaller playing areas.
- Have students walk instead of run.
- Use softer balls.
- Quarter 1 can be completed indoors.
- Watch the **How to Kick** video and have students design a poster to demonstrate their understanding of the skill.
- Students research and identify locations of places where football teams are based around Australia- **Football Around Australia**.

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

- Discuss safe conduct and rules for kicking balls.
- 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.

LEARN AND PLAY

YEAR 5 - 6

10 min

Quarter 1
Lesson Introduction

Focus: Kicking skills

Introduce and discuss the learning intentions and success criteria.

Then have a discussion about Fair Play and Safe Play.

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 fair:

- Fun
- Appropriate
- Inclusive
- Respectful

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

Revise the key steps for kicking a football:

- Discuss with students that moving the football with your foot in Australia Rules Football is called 'kicking' and that this is the main way the ball is moved and goals are scored.
- Ask students who are familiar with the game if they know the key steps to kicking and to model for the other students.
- If students are unfamiliar with Australian Rules Football, it may be helpful to watch the 'How to kick' video before leaving the classroom.
- Ask students to recall the steps for kicking a football.
- The teacher or a student verbally explains and demonstrates the skill, detailing the following steps:
  - Ball vertical, laces forward.
  - Ball over your preferred leg.
  - Drop the ball.
  - 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.
- If possible, students could coordinate with their foundation buddies to teach them the skill.

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

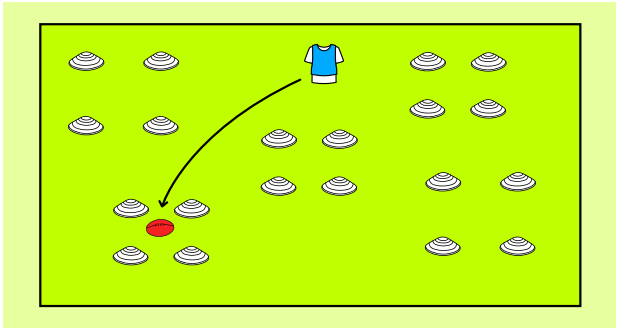
10 min

Quarter 2
Energiser

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

Football Archery

Follow up by playing Football Archery to practise the key skills of kicking.



Setup

- Inside a square, set up different sized squares (2mx2m, 5mx5m).

- Every player begins with a football and starts at least 15 metres away from a target.
- For larger groups you may need two activity areas.

Game play

- 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 aim at a new target.
- Students can challenge themselves by using a variety of different angles and distances.

Variations

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



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 Kicking Accuracy Challenge to practise goal kicking.

Kicking Accuracy Challenge

Setup

- Mark out three target zones at different distances using hula hoops, cones, or buckets:
  - Zone 1 (Easy - 5m away)
  - Zone 2 (Medium - 10m away)
  - Zone 3 (Hard - 15m+ away)
- Students line up behind a kicking cone and take turns kicking at a chosen target.

Game play

- One student kicks at a selected target while the others watch and retrieve balls.
- Players keep track of their own scores over five rounds.
- They can choose to aim for easier closer targets or take risks for higher points at longer distances.

Variations

- Timed challenge – See how many points players can score in one minute.
- Defensive pressure – Add a passive defender (hands up, moving) to create real-game distractions.
- Moving targets – Have a teammate gently roll a hula hoop as a moving target.



Quarter 4
Cool Down and Reflect

Select some students to lead a 2 - 3 minute breathing and stretching session. If students need some prompts, use the examples below, others in the unit, or your own. Spend at least 30 seconds in each position.

- Toe touch - slowly bend forward at the hips and reach your hands toward your toes, keeping your legs straight
- Side reaches - feet hip-width apart, each one arm overhead and reach sideways, keeping your body aligned.
- Ankle circles - lift one foot into the air, slowly rotate your ankle in a circular motion. Complete 10-15 circles in one direction, then switch to the other direction
- Shoulder circles - slowly rotate your shoulders

forward in small circles, after 10-15 seconds change direction.

- Quadricep stretch - stand on one foot, bend the other knee and bring your heel toward your glutes, hold your ankle with your hand and gently pull it closer.

Reflect

Ask students to:

- Ask students to:
- Review the key steps for kicking a football by having the students share each step with a partner.
- Students give a thumbs up, down or sideways to share how they thought they went with the following:
  - I was able to kick the football along the ground and through the goal posts.
  - The activities were fun and I understood what to do.
  - I need more practice 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 5 - 6

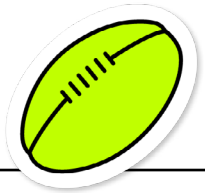
Lesson 3

Picking up the ball and handballing

Equipment

- 1 football per student
- Cones / markers





Learning Objectives:

1. Practise the skills of picking up a football.
2. Practise the skills of passing the ball by hand.

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 successfully pick up a football.**
- **I can follow the four step process to handball.**

Indoor lesson ideas:

- Create smaller playing areas.
- Adjust timings of activities.
- Use softer balls.
- Activities could be completed in a hall if available.
- Design a handball drill
- Ask students to design their own handball drill or activity that could be used during training.
- Encourage creativity while ensuring their drill focuses on improving accuracy, teamwork, or decision-making.
- Groups present their drills to the class

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.

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.

LEARN AND PLAY

YEAR 5 - 6

10 min

Quarter 1
Lesson Introduction

Focus: Picking up and handballing

Preview

Introduce and discuss the learning intentions and success criteria.

Review the key steps for picking up and handballing a football –

- Discuss with students that passing the football in Australia Rules Football is called 'handballing'.
- Ask students who are familiar with the game if they know the key steps to picking up the ball and handballing and to model for the other students.
- If students are new to or unfamiliar with Australian Rules Football, consider watching the 'How to pick up' and 'How to handball' videos before heading outside.
- The teacher or a student verbally explains the skills while demonstrating each step.
- Have all students practise the steps (without a ball), verbalising each step as they go.
- If you haven't already left the classroom, take the class outside now.
- Spend some time practising picking up the ball
  - Students pair up. One student gently rolls the ball along the ground.
  - The other student runs forward, focuses on the ball, bends low, and picks it up using two hands.
  - They then roll the ball back to their partner, and they swap roles.
  - Gradually increase the speed of the roll, making it a bit more challenging to gather.
- Then, in pairs, allow students time to practise handballing to each other.
- If possible, students could coordinate with their foundation buddies to teach them the skill.

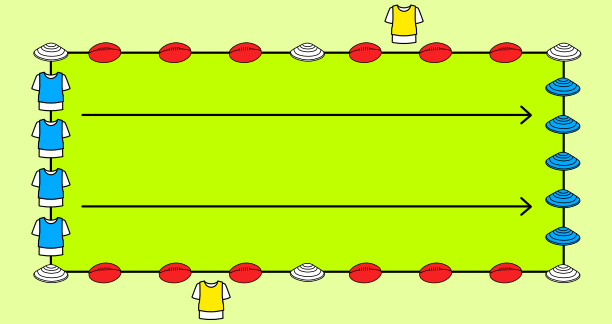
10 min

Quarter 2
Energiser

Students play **Across the Ocean** with a focus on picking up, handballing and evading.

Setup

- Set up a rectangle and place footballs along the longer sides.
- Students line up on one of the shorter sides.
- Select two students to be the 'handballers'.



Gameplay

- On 'Go!', the teacher (or a student) calls over a few students or the entire group to 'cross the ocean'.
- The 'handballers' must handball the football at players as they try to evade being hit.
- If a student is hit below the waist, they grab a football and move to the outside. It is now their turn to handball at their peers.
- If a student is hit above the waist, they remain in play. Emphasise that students should aim for below the waist.
- Once all students have been hit by a handballed football, the game restarts.

Variations

- Roll the footballs.
- Let students on the outside call their friends 'across the ocean'.

LEARN AND PLAY

YEAR 5 - 6

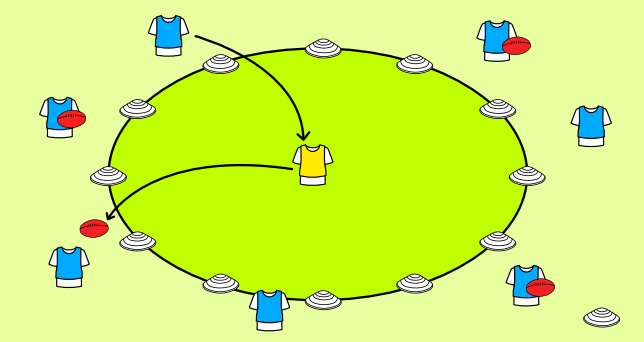
20 min

Quarter 3
Activator

Play **Random Feeds** with a focus on ground balls and handballing.

Setup

- Set up a circle (recommended 10 metres in diameter).
- One or two students start in the circle and are known as the 'Feeders'.
- Remaining players stand around the outside of the circle. Half of them begin with a football.
- For larger groups you may need two activity areas.



Game play

- On 'Go!' students outside the circle take it in turns to handball the ball in different ways (on the ground, in the air, or directly to) the feeders in the middle of the circle.
- The 'Feeders' aim to gather each football cleanly, and handball to a different player on the outside of the circle who does not have a football.
- After a certain amount of time, change up the feeders. Ensure every student has a turn of being a feeder.

Variations

- Add additional students as feeders.
- Introduce a time limit for gathers/handballs.
- If the feeder catches the ball one handed, swap places with the player who handballed it to them.

Finish off with some exploration, free play or guided discovery time for students to partner up and practise their skills - kicking, picking up and handballing.

10 min

Quarter 4
Cool down and Reflect

Relaxation

Complete a progressive muscle relaxation activity:

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

Reflect

Pair sharing –

- Have students reflect on the lesson by sharing the skills they learnt with a partner, what are the important points to remember when performing the skills, one thing that went well and one thing they would like to work on.



LEARN AND PLAY

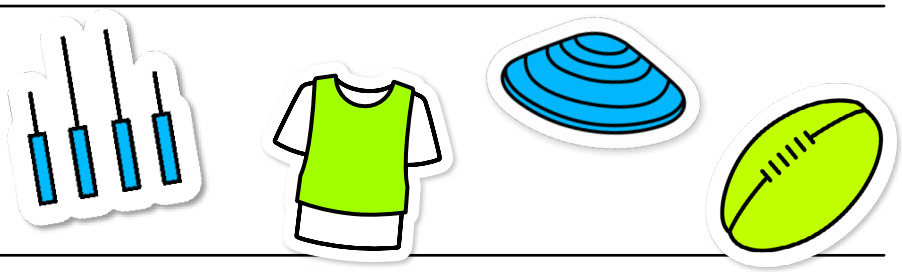
YEAR 5 - 6

Lesson 4

Marking the ball

Equipment

- 1 football per 2 students
- Cones / markers
- Goalposts
- Bibs



Learning Objectives:

1. Experiment with different techniques for marking the ball such as jumping to mark the ball in the air and landing safely.
2. Cooperate with others when passing and catching.
3. Understand how mindfulness techniques 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 perform an overhead mark, chest mark and an out in front mark.**
- **I can play games cooperatively with my peers.**
- **I can use mindfulness techniques to calm my body and mind.**

Indoor lesson ideas:

- Create smaller playing areas.
- Have students walk instead of run.
- Use softer balls.
- Quarter 1 can be completed in the classroom.
- Using the words 'team mate' have students write an acrostic poem or create a word cloud about being a good team mate.

CHANGE IT (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.

Coaching Tips

Marking Steps

Chest mark

1. Palms up.
2. Watch the ball.
3. Hug the ball.

Overhead Mark

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

Overhead Mark

1. Extend your hands out in front, and spread your fingers wide..
2. Make a 'w' with your fingers (thumbs and index fingers).
3. Look through hands – watch ball through hands.
4. Wrap your hands around the football while maintaining the 'w' shape.

LEARN AND PLAY

YEAR 5 - 6

10 min

Quarter 1
Lesson Introduction

Focus: Marking the ball

Preview

Introduce and discuss the learning intentions and success criteria.

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
- Ask students if they know of a player who demonstrates the qualities of a good team member. Have them share how this player shows these qualities.

Revise the key steps of marking the ball

- Discuss with students that catching the football in Australia Rules Football is called 'marking'.
- Ask students who are familiar with the game if they know the key steps to marking the ball and to model for the other students.
- If students are unfamiliar with Australian Rules Football, consider watching the 'How to mark' video before heading outside.
- The teacher or a student verbally explains the skills while demonstrating, walking through each step.
- Have all students practise the steps without a ball, verbalising each step as they go.

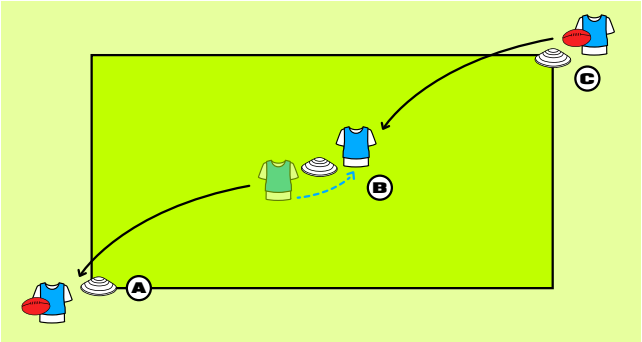
10 min

Quarter 2
Energiser

Play a game of **Rapid Fire** to practise marking. Include options for chest mark, out in front and above head.

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 football.



Game play

- 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 mark all players should use to practise each skill, however, if the ball is higher than a student's

LEARN AND PLAY

YEAR 5 - 6

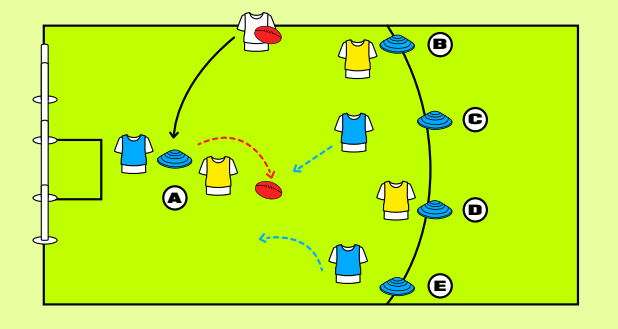
20 min

Quarter 3
Activator

Students play Crumbing Close to Goal with a focus on defending scoring threats by positioning themselves in the marking contest.

Setup

- Place a cone 20m directly out in front of the goalposts for position A.
- Place 4 cones on the 50m line, 10m apart for positions B-E.
- Split the class into two teams.
- Team 2 will wear bibs.
- Student 1 from team 1 and student 2 from team 2 will start at position A.
- Students 3 and 4 from team 1 will start at positions B and D.
- Students 5 and 6 from Team 2 will start at position C and E.
- The teacher or a student will begin between position A and E in order to kick the football to the contest at position A.



Gameplay

- The teacher or student kicks the ball to position A where students 1 and 2 compete for a mark.
- Students at positions B - E run toward the contest.
- Team 1 aims to kick a goal and team 2 will aim to win possession and move the ball out of the 50m arc.
- Once there is a result, all students return to their positions and the drill restarts.

Finish off with time for students to complete some pair drill fundamentals:

- Kicking: One student starts with the ball, and their partner leads to the side. The student kicks to their partner's lead. Switch roles after 5 attempts.
- Handballing: Pairs stand 3-5 metres apart and handball back and forth as quickly as possible for 30 seconds without dropping the ball.
- Marking: Chest mark practice – Partners throw the ball to each other, focusing on catching the ball in their chest and securing it.

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 partner up sit cross legged (modify where needed).
- As they roll a tennis ball to one another they share –
  - What important things do you need to remember when marking?
  - What are the steps to follow when marking the ball?
  - Something they enjoyed in the lesson
  - Something they would like to work on further.
- You may need to lead them through this to ensure there is equal time for reflection of strengths and areas for improvement.

Alternatively, if students have access to digital devices, have them work in small groups to create an instructional video performing one of the skills learnt so far (kicking, handballing or marking) to demonstrate their understanding of the skill.

LEARN AND PLAY

YEAR 5 - 6

Lesson 5

Bouncing the ball

Equipment

- 1 football per student
- Cones / markers
- Bibs



Learning Objectives:

1. Use the five key steps to practise the skill of bouncing the football.
2. Using locomotor skills to bounce a ball in a variety of ways.

Focus Questions

- How do I bounce a football?

Assessment

- Teacher observation and feedback.

Student Success Criteria

- **I can demonstrate the five steps to correctly bounce a football.**
- **I can attempt to bounce a ball and keep control whilst walking or running.**
- **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.
- Quarter 1 can be completed in the classroom without equipment.
- Design a bouncing drill
  - Ask students to design their own bouncing drill or activity that could be used during training.
  - Encourage creativity while ensuring their drill focuses on improving accuracy, teamwork, or decision-making.
  - Groups present their drills to the class.
- Write a creative story from the viewpoint of an inanimate object like Mr Footy - Narrative Writing

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

How to Bounce: the five step process

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

Allow students to experiment with bouncing the ball, starting from a seated or kneeling position, progressing to standing, then bouncing to a partner, and finally advancing to bouncing while running.

LEARN AND PLAY

YEAR 5 - 6

10 min

Quarter 1
Lesson Introduction

Focus: Bouncing the ball

Preview

Introduce and discuss the learning intentions and success criteria.

Revise the key steps of bouncing the ball

- Discuss with students that another way of moving the football in Australia Rules Football is 'bouncing' and the ball must be bounced once every 15 metres.
- Ask students who are familiar with the game if they know the key steps to bouncing the football and to model for the other students.
- If students are unfamiliar with Australian Rules Football, consider watching the 'How to bounce' video before heading outside.
- Ask students if they know the key steps to bouncing the ball.
- Ask for a student to verbally explain the skill 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.
- If possible, students could coordinate with their foundation buddies to teach them the skill.

10 min

Quarter 2
Energiser

Play the two energiser games below to focus on movement and ball skills.

Rats and Rabbits

Play Rats and Rabbits with a focus on changing speed and direction.

Setup

- Divide the students into two equal teams.
- Line them up in pairs, standing side by side, about an arm's length apart.
- One team is 'Rats,' and the other is 'Rabbits.'

Game play

- The teacher calls out either 'Rats' or 'Rabbits.'
- The team that is called must sprint to a designated safe zone (about 10-15 metres away).
- The other team must quickly react and try to tag their partner before they reach the safe zone.
- Players who get tagged before reaching safety switch to the opposite team.
- Continue for a set time or until one team is significantly smaller than the other.

Variations

- Change of direction: Call 'Reverse!' at any time, making players quickly change direction and run back.
- Different start positions: Have players start in different stances (e.g., crouching, sitting, or facing away).
- Ball element: Have the runners carry a football and handball to a teammate at the finish line.

Challenge Handball

Play Challenge Handball with a focus on handballing.

Setup

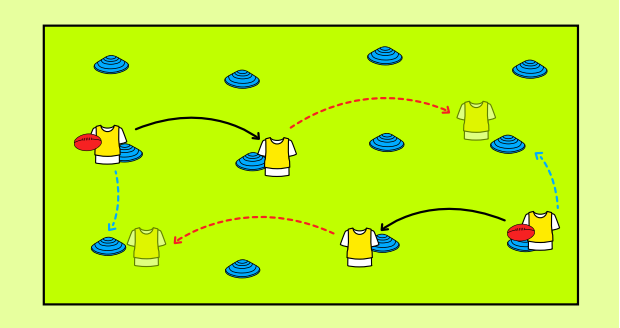
- Inside a square (recommended 20m x 20m), scatter cones 2 metres apart from each other.
- Place students in pairs
- Every pair to start on two separate cones, with one football between them.

LEARN AND PLAY

YEAR 5 - 6

Game play

- On 'Go!', the player with the football handballs to their partner.
- As soon as the handball is released, the player handballing runs to another cone.
- The player receiving the ball, instantly looks to find their partner, who is now in a new position.
- Another handball is released, and this player then looks for a new cone.
- Repeat and continue as required.



Variations

Players use opposite hand.

- All players have a football and handball at the same time (high and low).
- Marking focus – determine what style of mark players must use.

20 min

Quarter 3
Activator

Students play **Endzone Possession** with a focus on kicking and bouncing to move the football down the field.

Setup

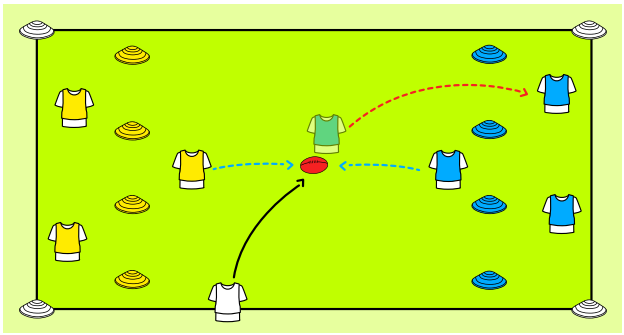
- Set up a 60m x 40m field, 10m in from each end of the length of the field, place a line of cones to create an endzone.
- Separate the class into two even teams, team 2 will wear bibs.

Game play

- The football starts in the middle with a ball up, where a student from both team 1 and team 2 compete to win the football.
- The game is played with normal football rules, with no tackling. This will allow players to experience less pressure when in possession, and allow for control of the football.
- To score, students have to kick to a teammate who must mark the football in their endzone. If the opposition force an error or intercepts the football they can attack their own endzone.
- After a goal is scored, the ball is given to the opposition and the game starts again.

Finish off with time for students to complete pair drill fundamentals. Have students rotate through the drills practising all their skills.

- Moving handball drill: Partners move laterally while handballing, emphasising control and quick release.
- Ground ball kicking: One partner rolls the ball, the other practises kicking it off the ground.
- Overhead mark practice: Partners throw the ball high in the air, practising overhead marking.
- Bounce and weave: Set up 5 cones. One student bounces the ball while weaving in and out of the cones. When they return to the start they handball to their partner for their turn.
- Kick, mark, handball: Students stand 10 metres apart. Student 1 kicks to student 2; student 2 marks and handballs back to student 1. Repeat for 1 minute, then swap roles.



10 min

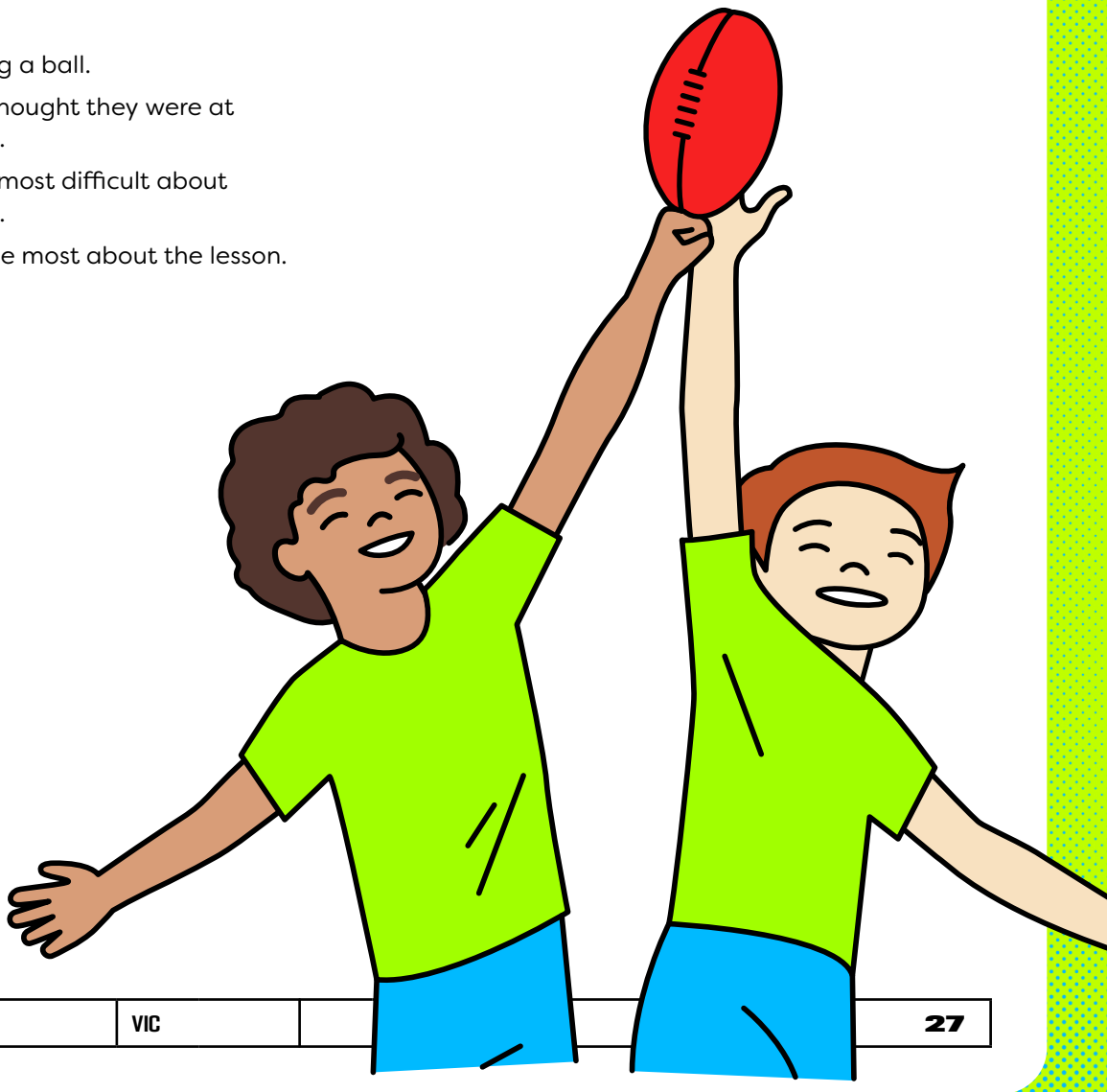
Quarter 4
Cool down and Reflect

Skills test and cool down walk

- Students work in pairs to test how well they can complete a set of skills within a time limit. For example,
  - How many handballs can you do in 30 seconds without dropping the ball
  - How many bounces can you do without losing control
- One partner counts and times, encouraging by coaching and providing tips.
- Swap roles.
- When finished, students go on a cool down walk around the playing area with a partner.

Reflect

- While walking have students share with each other:
- The steps for bouncing a ball.
- How successful they thought they were at bouncing the football.
- What they found the most difficult about bouncing the football.
- What they enjoyed the most about the lesson.



LEARN AND PLAY

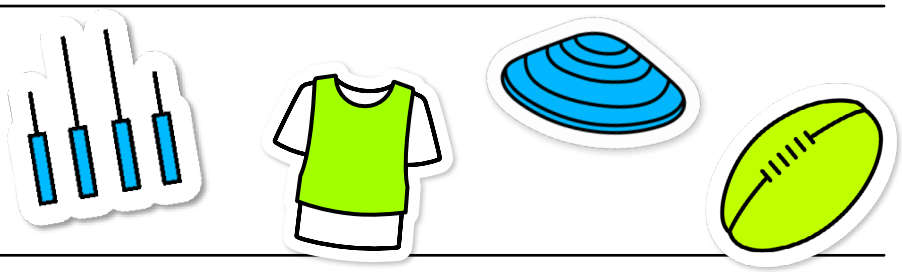
YEAR 5 - 6

Lesson 6

Skill review

Equipment

- Footballs (1 per student)
- Cones / markers
- Bibs
- Goal posts



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 are the principles of game play?
- How can I combine the ball skills I have learnt?

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**
- **I can link skills together in a sequence - handball, mark and run on to kick the ball to score a goal.**

Indoor lesson ideas:

- Create smaller playing areas.
- Have students walk instead of run.
- Use softer balls.
- Create a poster to explain the principles of play - attack, defence, contest.
- Quarter 1 can be completed indoors.
- These task cards provide prompts for students to think critically and creatively- AFL Thinker's Keys.

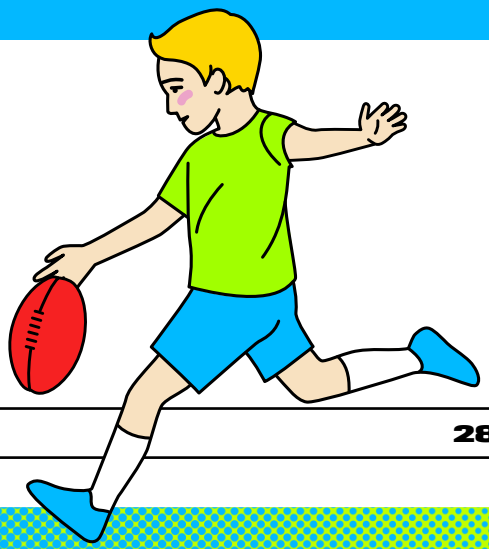
CHANGE IT (Differentiation):

- **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.

Coaching Tips

Principles of play

- **Attack**: we've got the ball.
- **Defence**: they've got the ball.
- **Contest**: the ball is in dispute.



LEARN AND PLAY

YEAR 5 - 6

10 min

Quarter 1
Lesson Introduction

Focus: Revision of skills

Preview

Introduce and discuss the learning intentions and success criteria.

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

- Have students 'turn and talk' to share what they know about these concepts.
- Students share ideas.
- Talk through 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 Australian Rules skills taught 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 five question quiz for the class about their assigned skill.
- Pass the quiz around the groups for each group to answer.

10 min

Quarter 2
Energiser

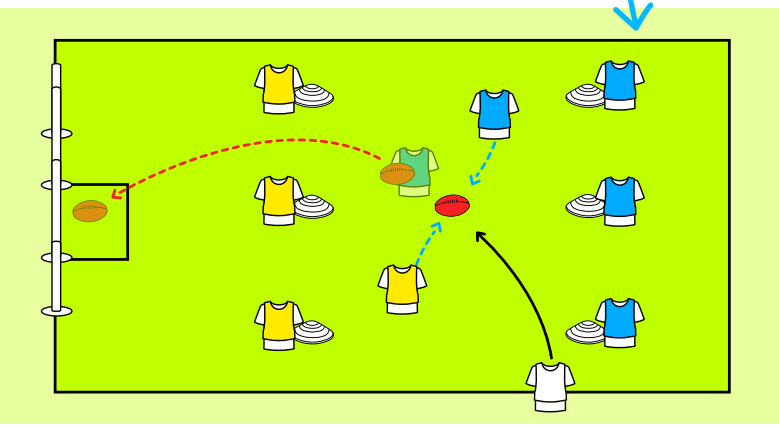
Students play Ball Up Game with a focus on students changing their roles in attacking or defensive situations.

Setup

- Set up a square (20m x 20m) about 20m from the goal, with the base and top of the goal square having an extra cone in between points.
- Set up goals using poles if not inside 50m.
- Students are split into two teams, team 1 are attackers, and team 2 are defenders that will wear bibs. One attacker, and one defender start inside the square, three attackers and three defenders spread out onto the cones, starting in random positions.
- The teacher or a student will start inside the square with the football.

Game play

- The teacher or student in the square throws the ball up to the two students inside the square, who will then compete to gain an advantage for their team.
- Once the ball is in play, all students can now get involved in the activity. Team 1 attempts to score a goal, and team 2 will attempt to clear the ball.
- If the football is stopped or goes out of bounds continue the drill with a new ball up.
- When either team 1 or team 2 clear the ball, return to starting positions and repeat the activity.





LEARN AND PLAY

YEAR 5 - 6

20 min

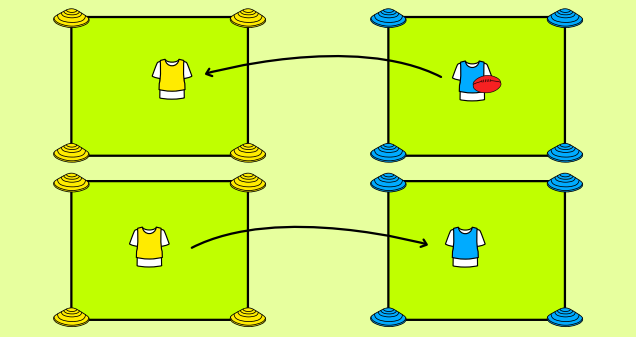
Quarter 3
Activator

Base Attack

Students play 'Base Attack' which has a focus on kicking and handballing.

Setup

- For every two students, set up two squares opposite each other.
- Each square is a base, with the space in between the "moat".



Game play

- Students start by standing in the middle of their squares.
- On 'Go!' students take turns to handball or kick their football into their partner's base nearby. If their ball lands in the base, they get one point. If the football is caught or lands in the moat (the space in between the bases), they don't receive points.
- After a couple of minutes, combine pairs to make even bigger bases with more students inside. For example, go from 1 v 1, to 2 v 2, or 3 v 3 even up to 4 v 4.
- With 2 v2 or 4 v 4 games, students who mark the ball must handball it over to a teammate who then kicks or handballs it back to the other base.

Variations

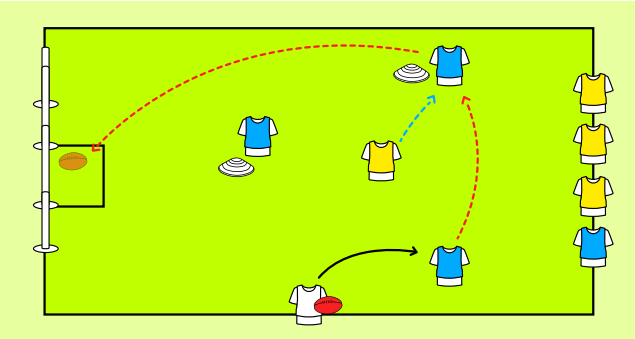
- Put pressure on the student kicking through using a defender.
- Award points for when the football is caught well by the player.

Diamond Break

Finish off with Diamond Break to focus on attacking and defending.

Setup

- Set up goal posts on one side of the playing area and three cones in a triangle a couple of metres apart at the other end.
- Divide students into groups of four. Three are attackers, one is a defender.
- Attackers start on cones and the defender starts in the centre.
- The other groups wait their turn outside the playing area.
- For larger groups you may need two activity areas or, depending on how many sets of goalposts you have, set up multiple playing areas.



Game play

- Roll the ball to one of the attackers, who will pick it up.
- The attackers then move the ball towards the goals by handballing to each other while the defender in the bib applies pressure and tries to intercept the ball.
- When the attackers are close enough, they can have a kick for goal.
- The attackers then retrieve the ball and line up behind the other groups whilst the next team of four have a go.
- Make sure that players take it in turns to be the defender within their group.
- Variations
- Try getting teams to complete a number of passes before kicking.
- Try groups of five with two defenders and three attackers.

10 min

Quarter 4
Cool down and Reflect

Cool Down: Stretches

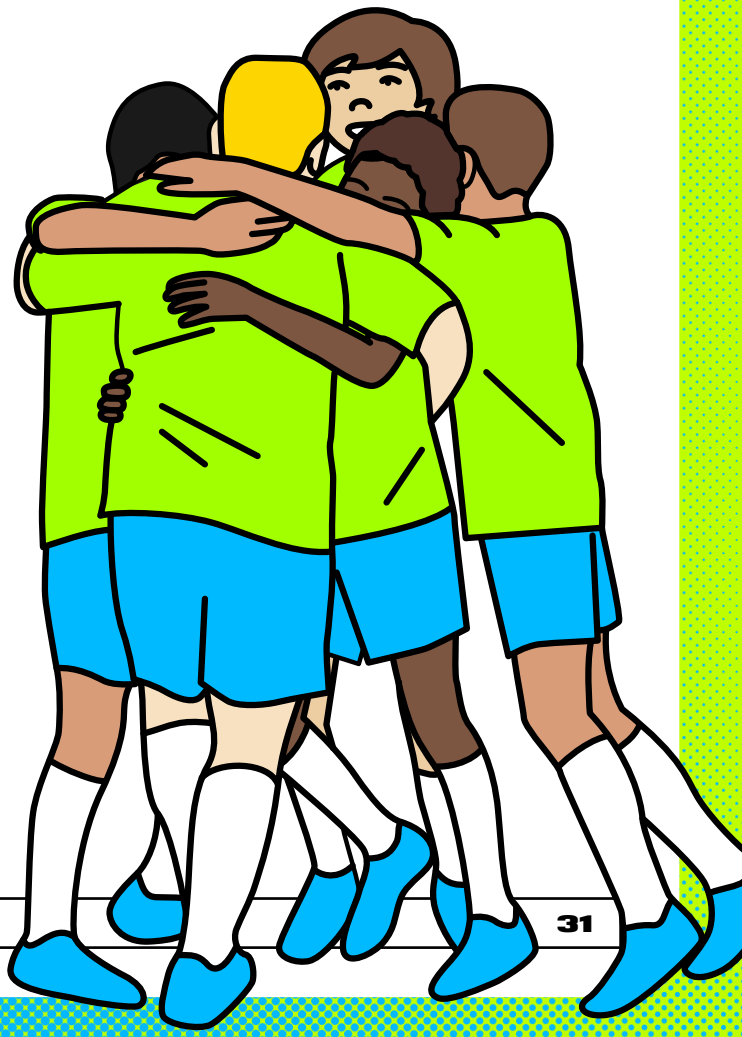
Select some students to lead a 2 - 3 minute stretching session. If students need some prompts, use the examples below, others in the unit, or your own. Spend at least 30 seconds on each exercise.

- 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 reflect on their skill development so far and give a rating (thumbs up/down/sideways or 1/2/3) for how they think they are going.
- Which aspect have they enjoyed the most?



LEARN AND PLAY

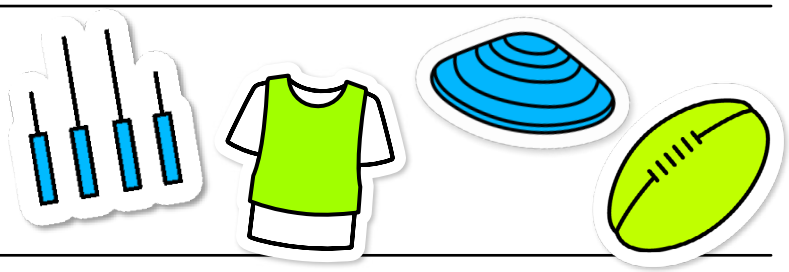
YEAR 5 - 6

Lesson 7

Skill practice and mini match

Equipment

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



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.
5. Learn about the CHANGE IT principle to modify a game.

Focus Questions

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

Assessment

- Teacher observation and feedback.

Student Success Criteria

- I can follow the rules and play fairly.
- I can listen to others and be inclusive.
- I can understand how to contribute within a team.
- I can combine movements and complete a sequence of ball skills.

Indoor lesson ideas:

- Create smaller playing areas.
- Use soft round balls instead of footballs.
- In small groups, students create a chant to describe the steps of one of the skills they have learnt. Assign each group a different skill.

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.

Coaching Tips

Having an extra support teacher or assistant coach will be an added bonus when supervising mini games.

Provide an opportunity for students to step up and act as assistant coaches. Or, allocate one member per group to watch the game in order to provide coaching at the end of each quarter or mini match.

Consider groupings or teams before playing. Consider how this will work best for your students - e.g. grouped by ability or more experienced students teamed up with less confident ones.

LEARN AND PLAY

YEAR 5 - 6

10 min

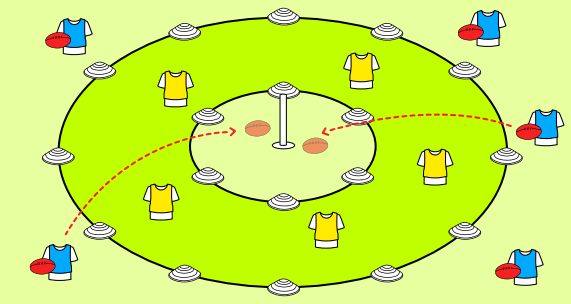
Quarter 1
Energiser

Introduce and discuss the learning intentions and success criteria.

Students play '**Circle Bombardment**' which focuses on attack/defence with a kicking focus.

Setup

- Set up two circles one inside the other.
- Position a goal post in the middle of the inner circle.
- Divide the group into two teams.
- One team to position themselves between the outer and inner circle, remaining players to stand outside the outer circle and have footballs.
- For larger groups you may need two activity areas.



Game play

- On 'Go!' students outside the outer circle (attackers) are to kick their footballs aiming to hit the target inside the inner circle.
- Students who are positioned in the area between the outer and inner circle (defenders) aim to intercept or spoil the football as it is kicked.
- Defenders are not able to enter the inner circle.
- Attackers score points by hitting the target, whilst defenders score for defending the target from being hit.
- After each kick, players retrieve their football.
- Swap roles and repeat the activity.

Variations

- Start with no defenders.
- Add up to four posts in the middle so players can challenge themselves to hit the posts.

10 min

Quarter 2
Activator

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 Circle Bombardment.

Discuss why the changes have been made and how it benefits or challenges the group.

Play the game again, implementing the ideas.

LEARN AND PLAY

YEAR 5 - 6

20 min

Quarter 3
Mini match

Introduce '**mini match**' concept:

- Smaller version of the game.
- Played in teams of up to 6.
- 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

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

Match Setup

1. Divide students up into teams of 6 and allocate them to one the four grids. See below for sizes. You may not need to use all the grids.
2. Begin with a ball up. One player from each team is selected to be a ruck. Review the role of the ruck with 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.
3. Throw the ball into the air and the ruck will attempt to tap the ball towards their team - this sets the game in motion.
4. Play on.
5. Blow the whistle every quarter (5 minute intervals) and begin with a new ball up and ruck so that all students are given a turn.
6. If students are too congested around the ball, blow your whistle to stop play and encourage them to spread out and make space.

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.
- While this is just for fun, 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.

If time allows discuss potential changes that could be made to the game eg. playing with uneven numbers 4 v 6 to assist with ball movements and try playing with some of these changes.

10 min

Quarter 4
Cool down and Reflect

Select some students to lead a 2 - 3 minute breathing and stretching session. If students need some prompts, use the examples below, others in the unit, or your own. Spend at least 30 seconds in each position.

Breathing exercise examples:

- 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.
  - Try to keep the breath soft and controlled.

LEARN AND PLAY

YEAR 5 - 6

Stretching exercise examples

- Child's pose - kneel with feet together, sit on heels, bend forward with forehead touching the ground.
- Shoulder stretch - bring one arm across your chest and use the opposite hand to gently pull it closer.
- Hamstring stretch - stand with one foot slightly in front of the other, straighten the front leg, and hinge at the hips while keeping your back straight.
- Tricep stretch - raise one arm overhead and bend the elbow, bringing your hand down toward the middle of your upper back. Use your opposite hand to gently pull the bent elbow further back.

Reflect:

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



LEARN AND PLAY

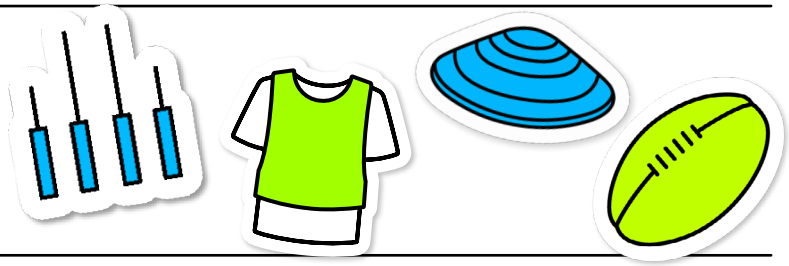
YEAR 5 - 6

Lesson 8

Revise skills and mini match

Equipment

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



Learning Objectives:

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

Focus Questions

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

Assessment

- 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**
- **I can apply locomotor skills to dodge and feint.**
- **I can adapt movement skills by transitioning from one skill to another.**
- **I can consider the CHANGE IT principle to modify a game.**

Indoor lesson ideas:

- Create smaller playing areas.
- Have students walk instead of run.
- Use softer balls.
- AFL Pictionary: Use AFL-related words or actions (like kicking a goal), for a fun game of pictionary.

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.

Coaching Tips

Emphasise:

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

LEARN AND PLAY

YEAR 5 - 6

10 min

Quarter 1
Energiser

Introduce and discuss the learning intentions and success criteria.

Total Teamwork

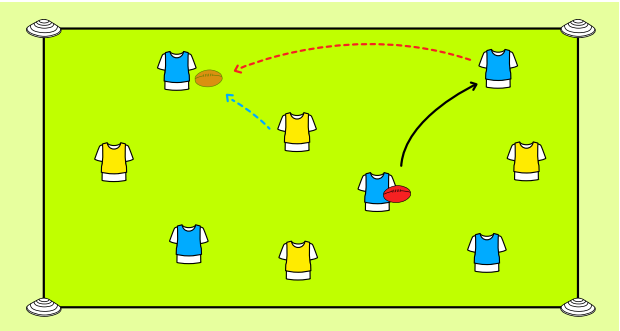
Play Total Teamwork with a focus on attack/ defence and handballing.

Setup

- Use cones / markers to set up a square playing area.
- Students gather in the playing area.
- Pick a few students to wear bibs to be the defenders.
- All remaining students are attackers.

Game play

- Attackers have the football and run about passing it to each other by handballing.
- Defenders try to get the football for themselves or tag an attacker who has the ball.
- When they do, the game ends, and the football goes back to the attackers for another round.
- Be sure to swap the bibs around so everyone gets to defend and try to get the football.
- Start with running and handballs. Then, if you want, slowly add in more skills like kicks and running bounces.



Variations

- Try a version where players can't pass the ball back to those who just gave it to them.
- Use the other hand or different types of balls.
- Kick or handball the football to a target, such as a hoop to finish a chain of passing.
- Try increasing the number of defenders.

10 min

Quarter 2
Activator

CHANGE IT

Students work in small groups to consider the **CHANGE IT** principle and modify the game Total Teamwork 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

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?

Have groups reflect why the changes have been made and how it benefits or challenges the group.

Replay the game trying out some of the ideas.

LEARN AND PLAY

YEAR 5 - 6



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.
  - Scores will be added up but remind students the game is just for fun.
  - Non-contact - that means no touching, tackling or diving.
  - Each quarter and goal will begin with a new 'ball up' and a new ruck.
- 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.

Game play

- Divide students up into teams and allocate them one of the grids.
- Begin with a 'ball up'. One player from each team is selected to be a ruck. Remind students of the role of the ruck - win the ruck contest and tap the ball to their midfielders.
- Throw the ball into the air and the ruck will attempt to tap the ball towards their team.
- Play.
- Expand and advance from last session's game to help students build on their skills.



Quarter 4
Cool down and Reflect

Select some students to lead a 2 - 3 minute stretching session. If students need some prompts, use the examples below, others in the unit, or your own. Spend at least 30 seconds in each position.

Stretching examples

- Shoulder stretch - Standing or sitting with a straight back and your arms at your side, slowly lift your shoulders up toward your ears, hold for a few seconds, then slowly lower them back down. You can also roll your shoulders up, back, and down 10 times, then roll them up, forward, and down 10 times
- 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.
- How did you create space and make yourself a good option for your teammates when your team had the ball?
- What strategies did you use to stay close to your opponent and prevent them from taking an easy mark?
- What techniques helped you dodge or break away from a defender while keeping control of the ball?
- What areas did your team do well in?
- What areas could your team improve upon?

LEARN AND PLAY

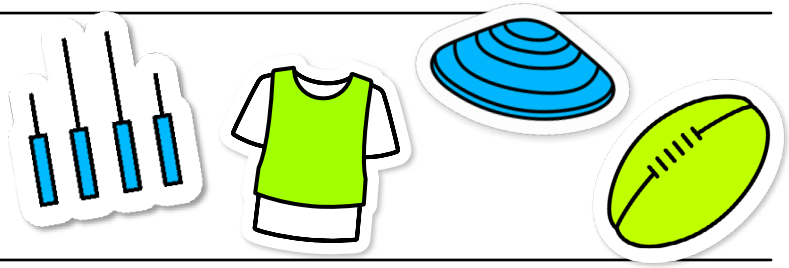
YEAR 5 - 6

Lesson 9

Mini match

Equipment

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



Learning Objectives:

1. Learn about the CHANGE IT principle to Use 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 fair.
- I can listen to others and be inclusive.
- I can follow the rules of a game
- I can use space to create an option for my teammates.
- I can stay close to my opponent to apply pressure and prevent easy marks.
- I can adjust my positioning based on where the ball and opponents are.
- I can move quickly from defense to attack.

Indoor lesson ideas:

- Create smaller playing areas.
- Have students walk instead of run.
- Use softer balls.
- In small groups, have students design a lesson / activity for younger students to teach them an Australian Rules Football skill. They could combine more than one skill if they like.

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 5 - 6



Quarter 1
Energiser

Introduce and discuss the learning intentions and success criteria.

Play **Hot Seat** with a focus on defensive body positions.

Setup

- The 'hot seat': Place one cone in the centre of the playing area.
- Defensive stations: Arrange 4-6 other cones in a semi-circle around the hot seat, spaced 3-5 metres apart. These are the defensive stations.
- Designated zones: If desired, mark out small zones around each defensive station to emphasise staying within a defined area.

Game play

- One student sits on or stands next to the hot seat cone. They will act as the 'attacker' (though not actively attacking in the initial stages).
- The remaining students position themselves at the defensive station cones, facing the hot seat.
- The teacher or a designated student calls out a defensive station colour.
- The defender at the called-out station must:
  - React quickly and sprint towards the hot seat.
  - Adopt a strong defensive stance (low centre of gravity, knees bent, wide base, arms out ready to shepherd/pressure).
  - Focus on keeping their eyes on the 'attacker' (hot seat player).
  - Hold their defensive position for 3-5 seconds, simulating pressure an opponent.
- The defender then sprints back to their original station and adopts a ready position.
- After 5 calls rotate the student in the hot seat.

Variations

- Introduce short, sharp changes of direction as the defenders sprint towards the hot seat (e.g., weave between small cones on the way).
- The hot seat player can hold a football. The defender must focus on closing down space and preventing the hot seat player from 'kicking' or 'handballing (without actual contact).
- The hot seat player can move laterally a small amount, forcing the defender to adjust their position and footwork.
- Call two colours at once, forcing two defenders to work together and communicate.



Quarter 2
Activator

In small groups, students use the **CHANGE IT** principle and modify **Hot Seat** to include other football skill elements before replaying.

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

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?

Assign each group with one or two of the CHANGE IT components to change the game.

Allow groups some time to work on their ideas.

Play the game again, having each group teach their revised version to the class.



Quarter 3
Zone Challenge Match Play

Students play **Zone Challenge match play** which introduces three zones and advances skills further.

Setup

- Students play 6 v 6 with assigned positions.
- Divide the field into three zones with markers: a mid-zone and two end scoring zones.
- Assign students their positions - two backs, two centres and two forwards. Use interchange players if needed.
- Assign players to their zone, with one team wearing bibs.

Game play

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

If needed, remind the students of the rules and safety considerations of the game:

- Throwing the football is not allowed. Throwing results in a change over.
- Handballing or kicking must be used to dispose of the ball.
- The game commences with a ball-up.
- After a goal, play is restarted in the centre of the field via a ball up.
- Players must remain in their zone.
- The ball must be touched by a player in each zone.
- Get down low and keep your head to the side when picking up the ball.
- Do not kick the ball off the ground.
- Touch only rule – no tackling, simply touch the player.

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.

While students are playing, the teacher observes students to complete the assessment rubric. Talk to students about what you will be looking for and what they need to do to demonstrate proficiency in their skills.



Quarter 4
Cool down and Reflect

Spend some time on relaxation activities. Use the examples below, others in the unit, or your own.

- Square breathing: Breathe in for 4 counts, hold for 4 counts, breathe out for 4 counts, and hold for 4 counts.
- Shake it out: Students stand and shake their arms, legs, and body for 30 seconds, releasing tension.
- One-minute listening: Close eyes and listen to all the sounds they can hear around them for one minute.

These activities are intended to help settle the nervous system and calm the mind.

Reflect

Pair-Share – After the relaxation activities, students turn to a peer and express how this relaxation exercise made them feel. Sentence starter: Relaxation 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?
- What would you like to work on for the next lesson?

LEARN AND PLAY

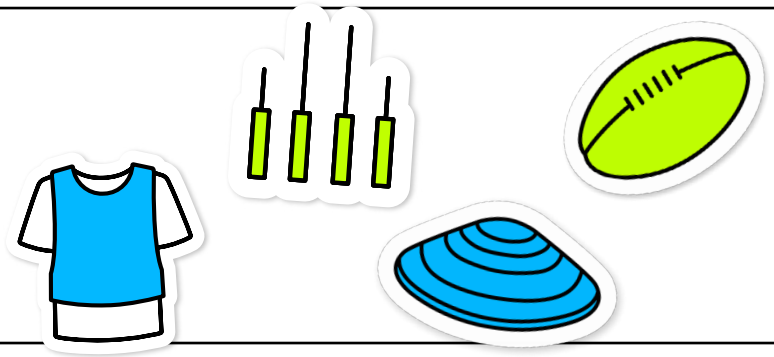
YEAR 5 - 6

Lesson 10

Full time

Equipment

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



Learning Objectives:

1. Use the CHANGE IT principle to modify a game.
2. Practise evasion skills, picking up the ball, kicking and handballing.
3. Reflect on progression of skills during the unit of work.
4. To play cooperatively with others by listening and working together.
5. To demonstrate an ability to reflect.

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?
- What does good teamwork look like?

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 modify movement skills and concepts to improve outcomes.**
- **I can cooperate with others in a team.**
- **I can reflect on my strengths and identify areas for improvement.**

Indoor lesson ideas:

- Create smaller playing areas.
- Use soft round balls instead of footballs.
- Play a short clip of an AFL game (no sound). Have students provide the commentary, focusing on excitement and accurate descriptions of the action. They can work individually or in pairs.
- Practise number skills and look for patterns to calculate match scores - Footy Maths

CHANGE IT (Differentiation):

- **Area**: Change the field size or team sizes.
- **Game Rules**: Omit the mini match and focus on skills.
- **Inclusion**: Students confident with football can practise catching the football above their head (overhead mark).
- **Inclusion**: Provide an opportunity for students to step up and act as assistant coaches. Or, allocate one member per group to watch the game in order to provide coaching at the end of each quarter or mini match.
- **Time**: Play a shorter or longer mini match.

LEARN AND PLAY

YEAR 5 - 6

10 min

Quarter 1
Energiser

Introduce and discuss the learning intentions and success criteria.

Golden Bib

Students play Golden Bib with a focus on moving from attack to defence and reading the play.

Setup

- Split students into two equal teams.
- Designate a small field with goals at each end.
- One player from each team wears the 'golden bib'.

Game play

- Teams aim to score goals by kicking the ball through the opposing team's goal posts
- The player wearing the golden bib can only be tackled by the opposing team's golden bib player.
- When a team loses possession, they must quickly transition to defence.
- Start the game with a ball-up in the centre
- Players attempt to gain possession and move the ball towards their goal.
- The golden bib player acts as a key playmaker, creating scoring opportunities.
- When possession changes, teams must quickly switch roles:
  - Attackers become defenders, applying immediate pressure.
  - Defenders transition to attack, looking for open spaces.

Variations

- Limit the number of handballs allowed before kicking.
- Introduce a time limit for scoring after gaining possession.
- Award bonus points for intercepting passes during transitions.

10 min

Quarter 2
Activator

CHANGE IT

Students work in small groups to consider the **CHANGE IT** principle and modify the game **Golden Bib** 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.

20 min

Quarter 3
Zone Challenge Match Play

Students play Zone Challenge match play which introduces three zones and further develops their skill

Setup

- Students play 9 v 9 with assigned positions.
- Divide the field into three zones with markers: a mid-zone and two end scoring zones.
- Assign students their positions - three backs, three centres and three forwards. Use interchange players if needed.
- Assign players to their zones, with one team wearing bibs.

Gameplay

- Play starts with a ball-up in the centre of the field.

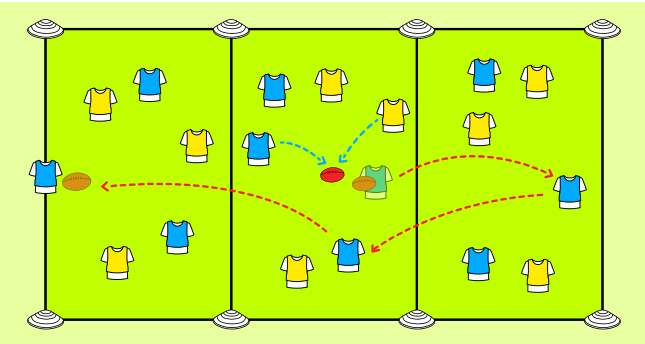
- Students must handball or kick to move the ball to their end scoring zone but the ball must be touched by a player in each zone.
- A point is scored when an end zone player runs over the goal line to receive the ball from another player in the same zone.
- Defenders can tag players in possession of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

If needed, remind students of the rules and safety considerations of the game:

- Throwing the football is not allowed. Throwing results in change over.
- Handballing or kicking is used to dispose of the ball.
- The game commences with a ball up.
- After a goal, play is restarted in the centre of the field via a ball up.
- Players are to remain in their zone.
- The ball must be touched by a player in each zone.
- Get down low and keep your head to the side when picking up the ball.
- Do not kick the ball off the ground.
- Touch only rule – no tackling, simply touch the player.

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.

If not already completed, while students are playing, the teacher observes students to complete the assessment rubric. Remind 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 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

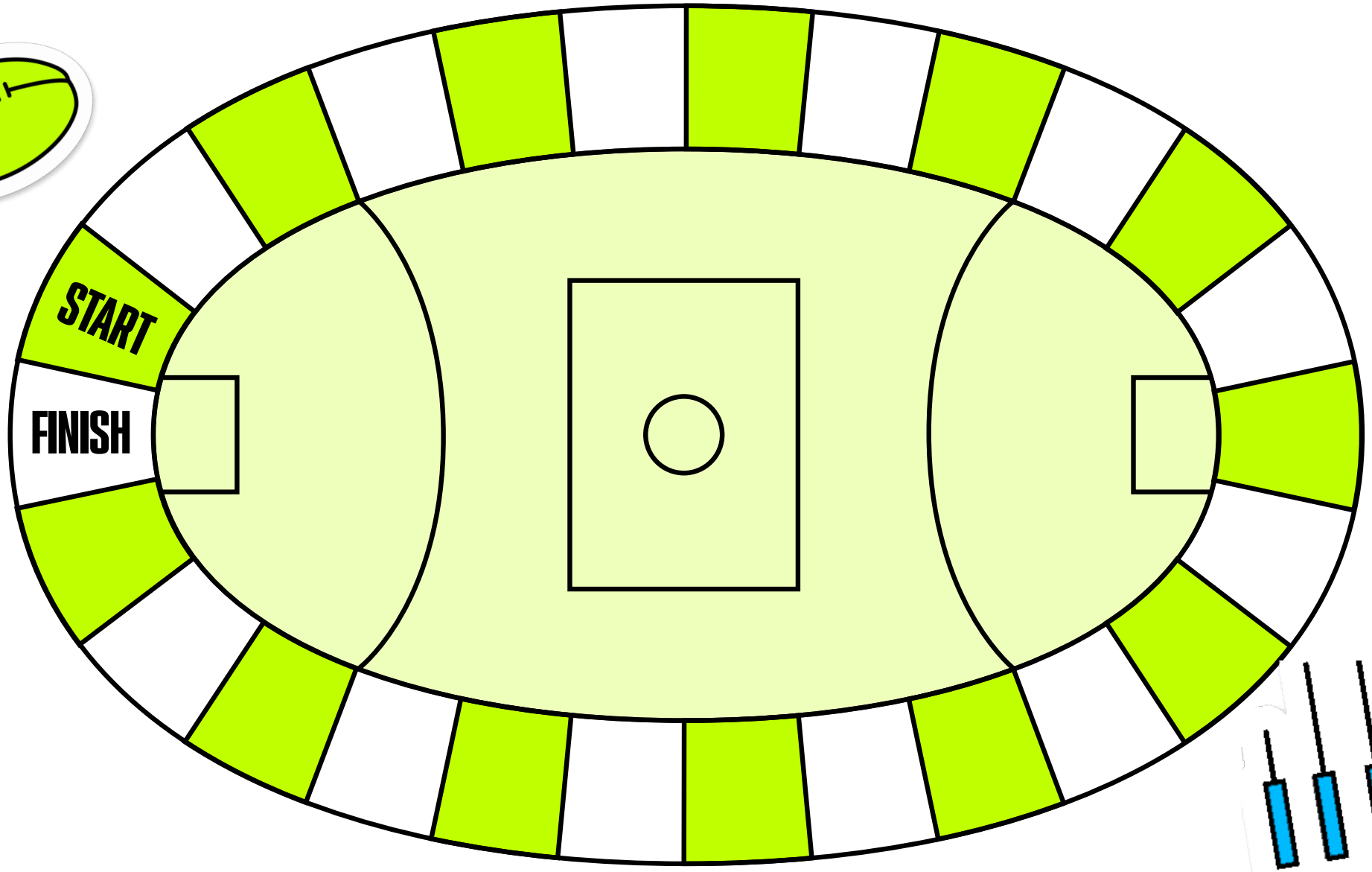
STUDENT WORKSHEETS

YEAR 5 - 6



BOARD GAME

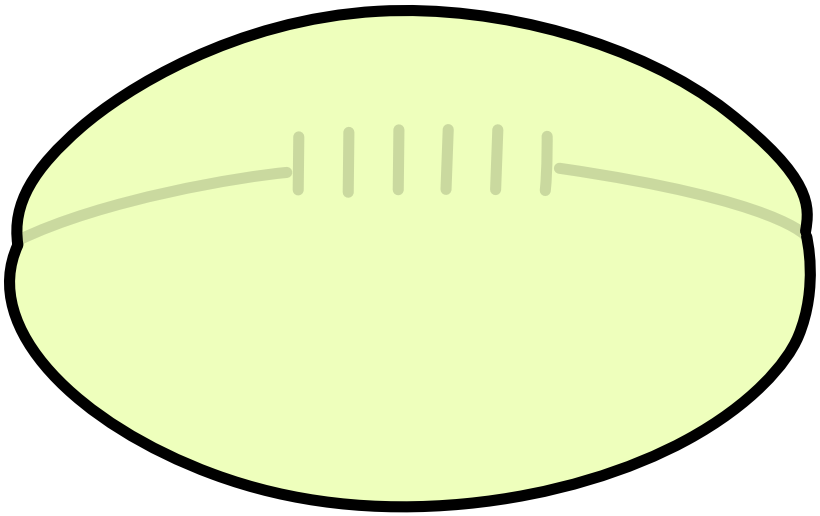


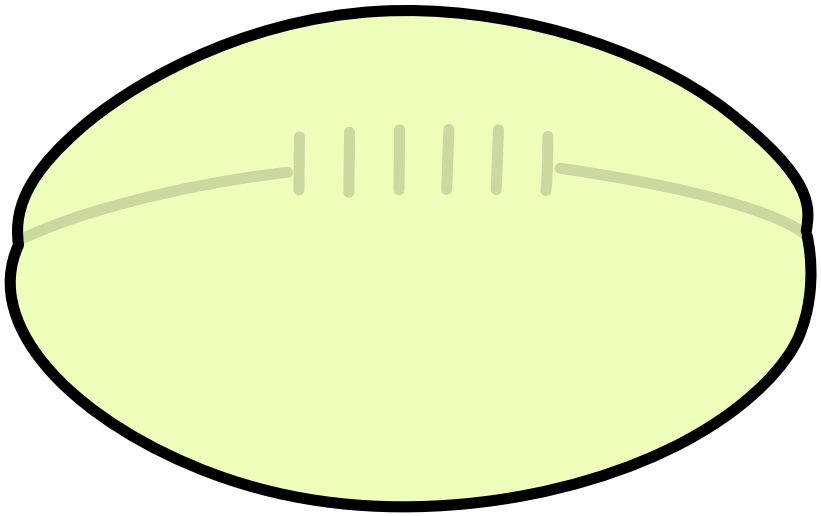


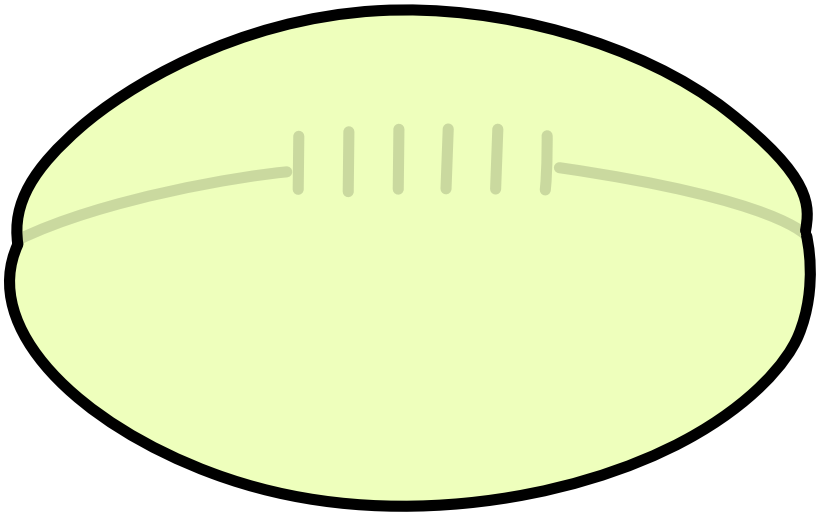


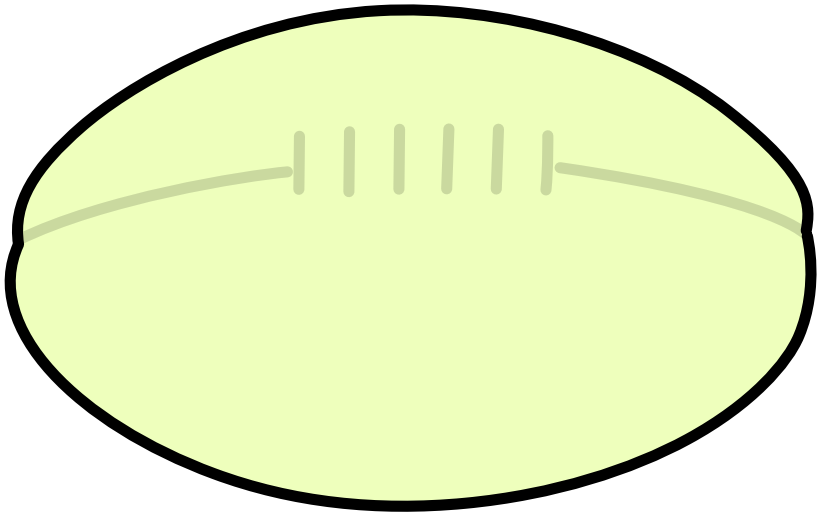
TRIVIA CARDS

Use these cards as trivia questions cards or to accompany the board game (similar to chance cards in Monopoly). You could also use them to write game instructions on.



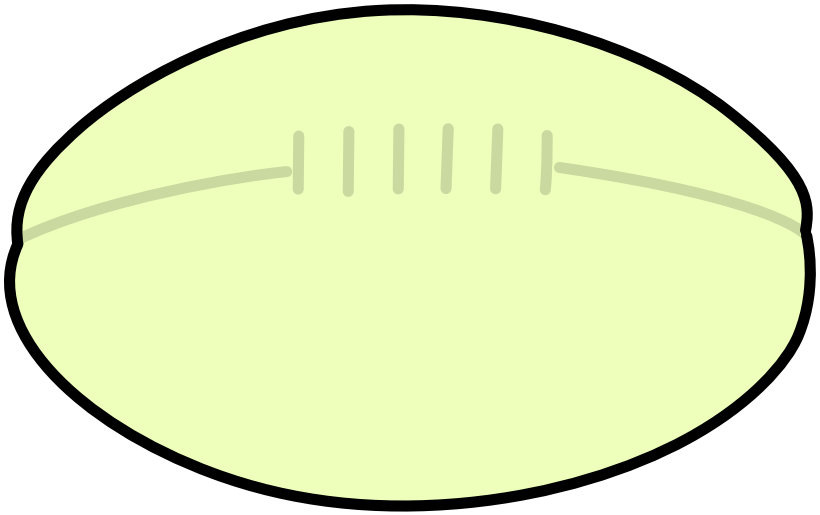


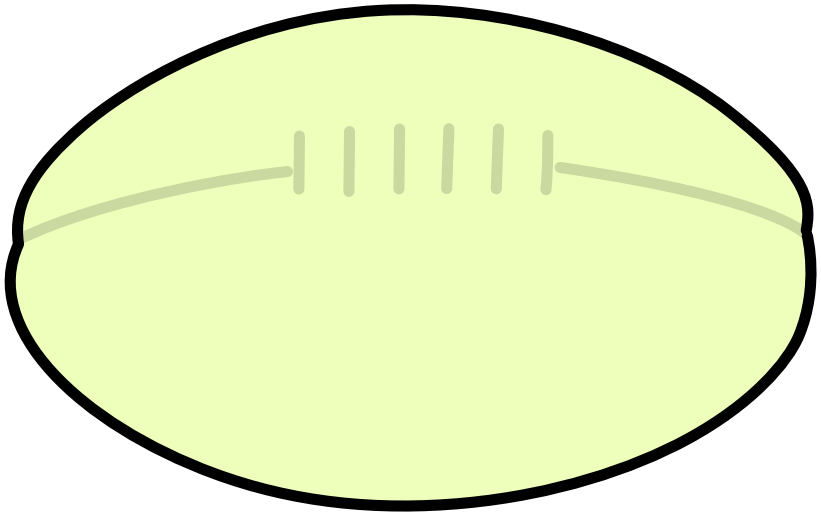


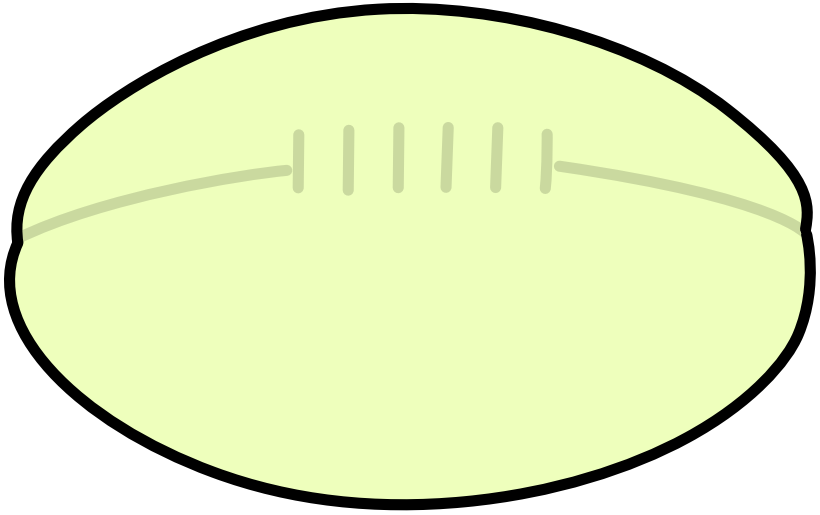


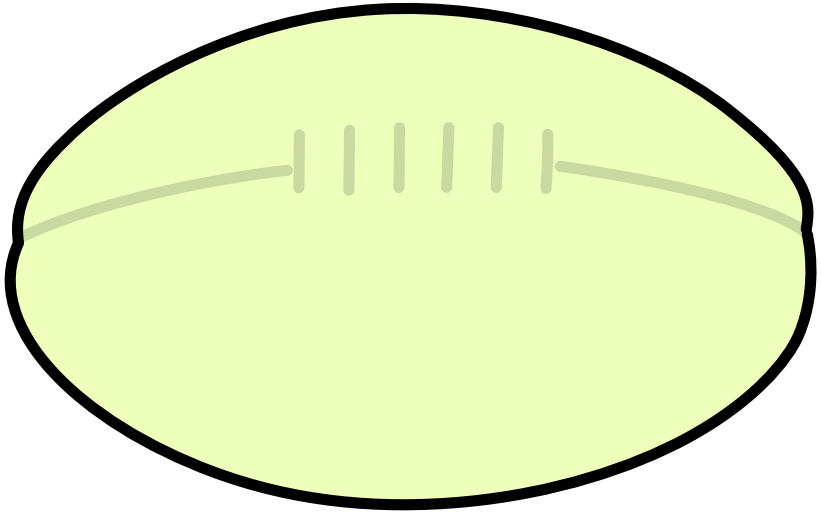
QUIZ OPTION 1 - MULTIPLE CHOICE

Question: _____









Answers

QUIZ OPTION 2

Write your questions and answers in the boxes provided. Print as many as you need.

Question:

Answer:

Question:

Answer:

Question:

Answer:

SELF ASSESSMENT WORKSHEET 1

YEARS 5-6

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			

SELF ASSESSMENT WORKSHEET 1

YEARS 5-6

Complete the sentence:

To play fairly in a team I need to ...

Draw or write:

One thing I am looking forward to learning about Australian Rules Football is ...

SELF ASSESSMENT WORKSHEET 2

YEARS 5-6

Footy Feats Self Assessment 2

Congratulations on completing the Learn and Play Australian Rules Football unit!

There were so many skills that we worked on together. Remember how you felt at the start of the unit and reflect on the skills you have developed.



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			

SELF ASSESSMENT WORKSHEET 2

YEARS 5-6

Complete the sentence:

The activity, skill or game I enjoyed the most was ...

Complete the sentence:

One thing I would still like to improve upon is ...

ASSESSMENT RUBRIC

YEAR 5-6

Year 5-6

Primary Play AFL Assessment Rubric

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

Student Name _____

Victorian Curriculum Outcomes	AFL Skills - What does this look like?	Developing	Proficient	Exemplary
Adapt movement skills across a variety of situations, including indoor, outdoor and aquatic settings. (VC2HP6M01)	• Locomotor and fundamental movement skills. • Controlling a ball (passing, catching, bouncing, kicking). • Using different techniques to propel a ball and keep it in motion. • Jumping with control and marking the ball.	Is working towards developing fundamental movement skills and some specialised movement skills.	Can perform a range of both fundamental and specialised movement and locomotor skills with limited or no assistance.	Regularly builds upon existing skills and performs a wide range of fundamental and specialised movements and locomotor skills with confidence and control.
Transfer familiar movement strategies to different movement situations (VC2HP6M02)	• Move strategically on the field to find open space and support teammates. • Changing direction to evade opponents. • Adjust running and jumping to adapt to different ball speeds and heights.	Is learning to adapt basic movement skills to the specific demands of an Australian Rules Football game.	Adapts movement skills to the specific demands of an Australian Rules Football game such as changing direction.	Consistently adapts movement skills to the specific demands of an Australian Rules Football game such as changing direction.
Investigate how different movement concepts related to effort, space, time, objects and people can be applied to improve movement outcomes. (VC2HP6M03)	• Using movement concepts and strategies to perform a range of sequences during drills and games. • Working with a partner to coordinate movements.	Demonstrates some understanding of how to perform movement sequences and is working towards using game strategies.	Understands and demonstrates how to perform movement sequences and uses game strategies.	Uses movement concepts, sequences, and game strategies with purpose and control.

ASSESSMENT RUBRIC

AFL PLAY Schools

YEAR 5-6

Year 5-6

Primary Play AFL Assessment Rubric

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

Student Name _____

Victorian Curriculum Outcomes	AFL Skills - What does this look like?	Developing	Proficient	Exemplary
Devise and test rules and game modifications to support fair play and inclusive participation (VC2HP6M09)	• Understanding and following rules in a game. • Discussing and actively showing the concept of fair play. • Including others.	Is beginning to show an understanding of fair play and generally follows rules and instructions.	Demonstrates an awareness of fair play, appropriate behaviour and follows rules and instructions.	Understands and actively demonstrates fair play, appropriate behaviour and follows rules and instructions at all times.
Participate positively in groups and teams by contributing to group activities, encouraging others and negotiating a range of roles and responsibilities. (VC2HP6M10)	• Using cooperation skills when partnered or in small groups (e.g. passing and catching). • Working collaboratively with teammates.	Is able to work positively with others when prompted or encouraged.	Is able to work in a positive, encouraging and collaborative way with others.	Always collaborates and communicates with positivity and respect when working with others.
Describe and demonstrate how respect and empathy can be expressed to positively influence relationships. (VC2HP6P04)	• Treating others fairly • Using positive language to encourage others. • Respecting equipment. • Offering support and celebrating successes. • Playing by the rules • Listening to teammates' ideas • Showing sportsmanship	Is learning to show respect to teammates and follow the rules of the game. Is developing sportsmanship and fair play. Is working towards showing support for teammates.	Shows respect to teammates and follows game rules. Demonstrates sportsmanship and maintains fair play. Shows support for teammates and offers words of encouragement.	Consistently demonstrates respect to teammates and actively follows rules. Actively shows sportsmanship and maintains fair play at all times. Consistently offers support and encouragement to teammates.

Comments

AFL PLAY Schools

LEARN AND PLAY

YEAR 5-6

INDOOR LESSON

LEARN AND PLAY

YEAR 5 - 6

60 min

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

Overview

This lesson provides the opportunity for students to develop an understanding of the basic principles of Australian Rules Football and 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. Students will work towards developing a knowledge of Australian Rules Football. In addition, students will discuss how to be a team player and the concept of fair play.

Lesson summary

Australian Rules Trivia Challenge

In this lesson, students will research and create an Australian Rules Football trivia challenge, developing their knowledge of Australian Rules Football history, teams, famous players, and/or rules. Working in small groups, they will design a mix of multiple-choice, true/false, and open-ended questions before structuring their trivia game in a fun and engaging format, such as a quiz show or board game. Students will then take turns playing each other's challenge, testing their Australian Rules Football knowledge while practising teamwork, critical thinking, and fair play. The lesson concludes with a reflection on what they learnt and their favourite trivia facts.

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 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 5 - 6

Lesson

Australian Rules Trivia Challenge

Learning Objectives:

1. Research and create Australian Rules Football trivia questions about history, teams, famous players, and rules.
2. Work in groups to design a fun and fair trivia game.
3. Test knowledge and compete in an Australian Rules Football trivia challenge.
4. Use critical thinking to answer questions and learn new facts about Australian Rules Football.

Focus Questions

- What are some interesting facts about Australian Rules Football history, teams, and players?
- What makes a good trivia question?
- How can we make the game fun and challenging for everyone?

Assessment

- Student work sample
- Teacher observation

Student Success Criteria

- **I have written clear and accurate Australian Rules Football trivia questions.**
- **I have worked with my group to design a structured trivia game.**
- **I have played the trivia challenge fairly and used my Australian Rules Football knowledge to answer questions.**
- **I have reflected on what I learnt and shared interesting Australian Rules Football facts.**

CHANGE IT (Differentiation):

- **Coaching style**: Adjust the complexity of questions based on ability. Provide the What is AFL poster or link to AFL OnDemand for support, or challenge advanced students to create more difficult scenario-based questions.
- **How you score / win**: Modify the scoring system: give extra points for harder questions or allow students requiring extra support to use multiple-choice options for all answers.
- **Numbers**: Let students work in pairs or small groups to build confidence and share knowledge. Supportive peers can assist those who need help.
- **Equipment**: Use visual aids, printed question cards, or digital tools to present trivia in different ways.
- **Inclusion**: Allow students to contribute in ways that suit them (e.g., writing, drawing, or even acting out Australian Rules Football moments as trivia clues). Simplify or increase difficulty – provide students with sentence starters for their questions, while students needing extending can create rule-based scenario questions.
- **Time**: Give extra time for research and question writing if needed. Faster groups can add bonus rounds or extra challenges to their trivia game.

Equipment

- Examples of trivia games
- Printed or digital research materials on Australian Rules Football history, teams, and rules.
- Board game and card template
- Cardboard, paper or index cards for writing trivia questions.
- Dice (if students are using a board game format).

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

LEARN AND PLAY

YEAR 5 - 6

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.
- Play a quick oral trivia quiz with the class. The subject could be about the class or an area of interest. Have 3 questions, one to represent each of the three formats. (e.g., What day of the week is it today? A) Saturday B) Tuesday C) Friday)
- Ask students: Have you ever played a trivia game before? What made it fun? Describe what a trivia game is.
- Explain to students that today they will create and play an Australian Rules Football trivia game.
- Show examples and explore different types of trivia questions
  - **Multiple Choice** (e.g., 'Which team has won the most premierships? A) Carlton B) Essendon C) Collingwood D) Hawthorn')
  - **True or False** (e.g., 'The AFL Grand Final is always played at the MCG – True or False?')
  - **Open-Ended** (e.g., 'Who won the Brownlow Medal in 2023?')

15 min

Quarter 2
Research and question creation

- Divide the class into small groups (3-4 students per group).
- Each group is responsible for researching and writing a set of 10-15 trivia questions on different Australian Rules Football topics. Suggested categories:
  - **Australian Rules Football history**: key moments, important events, rule changes.
  - **Teams**: team names, mascots, rivalries, and premierships.
  - **Players**: famous Australian Rules Football players, statistics, and records.
  - **Positions**: forward, midfielders, defenders, ruck, wingman.
  - **Australian Rules Football Rules**: important rules of the game, scoring, free kicks.
- You might like to assign each group a different focus area.
- Groups write 10-15 trivia questions, making sure to include a mix of multiple-choice, true/false, and open-ended questions.
- Encourage students to make questions challenging but fair for their classmates.

20 min

Quarter 3
creating the trivia challenge

- Each group decides how they want to play their trivia game. For example,
  - **Quiz show style** – One person asks questions, others answer in teams.
  - **Card game style** – Players take turns picking a question card and answering.
  - **Board game style** – Correct answers allow players to move forward on a simple board.
- Groups spend time creating their trivia game.
- Provide students with the board game and / or cards templates to support them in creating their game.
- Remind them to create a set of instructions for how to play the game.
- Make sure the groups write the answers on a separate sheet so they can check responses during the game
- Have groups decide on scoring options and create a scoring sheet (mini-whiteboards could be used for this). For example:
  - One point per correct answer.
  - Bonus points for harder questions.
  - The first team to reach a set number of points wins!



Quarter 4
Trivia game time!

- Groups take turns running their trivia games with other teams.
- Encourage teamwork and fair play during the challenge.
- Encourage some peer feedback:
  - Was the game fun and fair?
  - Were the rules easy to follow?
  - How could the game be improved?

Reflection

Once all games have been played ask students:

- What was the most interesting fact you learnt?
- Which question was the hardest?
- How did your team collaborate to create the trivia questions?
- What modifications could you make to your game to make it easier / harder?

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