



AUSTRALIAN FOOTBALL
**TEACHER SUPPORT
RESOURCE**

LESSON PLAN



LEARNING AREA
HEALTH AND PHYSICAL EDUCATION

GENERAL CAPABILITIES
PERSONAL AND SOCIAL CAPABILITY



OVERVIEW

In this short 4 week unit, the students will work on developing their fundamental football motor skills necessary to play the version of Australian Football. The lessons focus on learning through play and students are encouraged to have fun whilst developing key skills in football as well as developing an understanding of the rules.

For more detailed information and a clearer understanding of the rules, please visit the [School Sport Victoria website](#), where you can explore educational content on both the rules and the new format.

KEY SKILLS/ CONCEPTS

Throughout this unit students will:

- » Perform fundamental and locomotor movement skills
- » Work collaboratively with others in a team and exercise fair play
- » Discuss and demonstrate how the rules operate in a game

LESSON SUMMARIES

Lesson 1 - 'Start Strong': Key fundamental skills

Students will practice the fundamental skills of handballing, marking and kicking.

Lesson 2 - 'The Build Up': Building on fundamental skills

Students will continue to develop their fundamental skills, combining movements into a short sequence, including dodging and bouncing.

Lesson 3 - 'Premiership Quarter': Revise and play

Students will have an opportunity to put their skills to the test in the first of two practice games of Australian Football. With a strong focus on revising rules (no contact focus) and playing fair, promoting an inclusive team environment.

Lesson 4 - 'Bring it home': Rules in Action

The final lesson consolidates the skills learnt and putting into action with a game aligned with the rules.

LESSON STRUCTURE:

Each lesson is broken into four quarters

- » Quarter 1 - warm up activity
- » Quarter 2 - skill development
- » Quarter 3 - skill development
- » Quarter 4 - applying skills in a game

For greater information on the rules and content to help support you delivering this unit of football, aligned with the SSV competition, please visit the SSV website which can be found [HERE](#).

VICTORIAN CURRICULUM ALIGNMENT

AFL PRIMARY PROGRAM – ON FIELD

LEVELS
5-6

LEARNING AREA
HEALTH AND PHYSICAL EDUCATION

FOCUS AREA
ACTIVE PLAY AND MINOR GAMES / FUNDAMENTAL MOTOR SKILLS

CAPABILITIES

PERSONAL AND SOCIAL CAPABILITY DESCRIPTIONS	
Self-awareness and Management	Development of resilience: <ul style="list-style-type: none"> » Reflect on how personal strengths have assisted in achieving success at home, at school or in the community VCPSCSE026
Social Awareness and Management	Collaboration: <ul style="list-style-type: none"> » Identify the characteristics of an effective team and develop descriptions for particular roles including leadership, and describe both their own and their team's performance when undertaking various roles VCPSCS0032

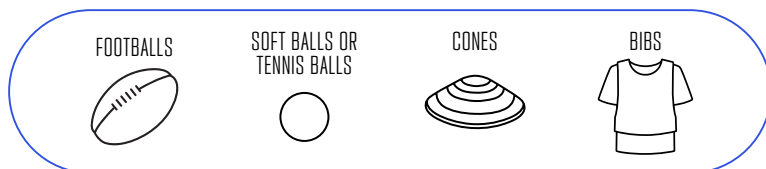
MOVEMENT AND PHYSICAL ACTIVITY

	Content Descriptions	Elaborations
Moving the body	<ul style="list-style-type: none"> » Practice specialised movement skills and apply them in different movement situations in indoor, outdoor and aquatic settings VCHPEM115 	<ul style="list-style-type: none"> » Applying stability and locomotor skills to dodge and feint in different movement situations GS, RE » Applying kicking, striking and throwing skills to propel an object and keep it in motion GS » Jumping with control for height and distance using a variety of body positions GS, RE, FMA, CA
	<ul style="list-style-type: none"> » Design and perform a variety of movement sequences VCHPEM116 	<ul style="list-style-type: none"> » Performing activities that involve a transition from one skill to another such as from dribbling to shooting or from leaping to balancing GS, RE » Designing a sequence of passes between team-mates to maintain possession or move a piece of equipment from one point to another GS, CA
	<ul style="list-style-type: none"> » Propose and apply movement concepts and strategies VCHPEM117 	<ul style="list-style-type: none"> » Demonstrating defensive and offensive play in modified games GS
	<ul style="list-style-type: none"> » Participate in physical activities designed to enhance fitness and discuss the impact of regular participation on health and wellbeing VCHPEM118 	<ul style="list-style-type: none"> » Demonstrating and describing safe stretching activities which maintain and develop flexibility HBPA, LLPA
	<ul style="list-style-type: none"> » Manipulate and modify the elements of effort, space, time, objects and people to perform movement sequences VCHPEM119 	<ul style="list-style-type: none"> » Demonstrating an understanding of how to adjust the force and speed of an object to improve accuracy and control GS, FMS
Learning through movement	<ul style="list-style-type: none"> » Demonstrating defensive and offensive play in modified games GS 	<ul style="list-style-type: none"> » Using reflective listening when working in small groups on movement tasks or challenges GS, RS, LLPA, CA
	<ul style="list-style-type: none"> » Demonstrate ethical behaviour and fair play that aligns with the rules when participating in a range of physical activities VCHPEM122 	<ul style="list-style-type: none"> » Correctly interpreting and applying rules in physical activities GS, LLPA

LESSON 1

'START STRONG': KEY FUNDAMENTAL SKILLS

EQUIPMENT



LEARNING OBJECTIVE

Students will practice the fundamental skills of handballing, marking and kicking.



COACHING TIPS



Use the Change it Up method to modify or extend activities to enhance engagement.

SUCCESS CRITERIA

1. I can handball a football
2. I can kick a football
3. I can mark a football

LESSON CONTENT

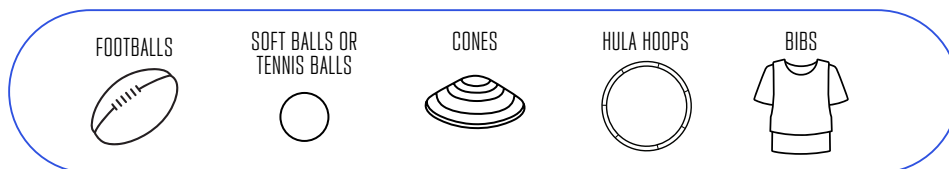
<p>Quarter 1 10 minutes</p> 	<p>Warm up Play Footy Tag</p> <ul style="list-style-type: none"> » Set up a 15m x 15m square with two students wearing a bib, all other students will need a ball each » To play the game, students run around the square avoiding the defenders » When a defender tags a player, that player must stand still holding the football on their head with their legs wide apart » An untagged player must handball their football through the legs of the tagged player and regather the football. » Swap taggers after a few minutes
<p>Quarter 2 10 minutes</p> 	<p>Skill 1: Handballing How to Handball - Video</p> <ul style="list-style-type: none"> » Have students practise handballing with a partner for 3 minutes <p>Play Coast to Coast</p> <ul style="list-style-type: none"> » Split students into two teams » The objective is for each team to get their ball from one end of the line to the other » To do this, students handball the ball to the next student » The last student kicks the goal » The student then gets the ball and races to the start of the line with teammates moving down one spot to the next cone <p>Change it Up - if you don't have goals, just have players compete on getting the ball to one end and back. Use Soft ball or tennis ball for students lacking in confidence with an AFL football.</p> <p>Activity sheet for more information - Coast to coast - Play AFL</p>

<p>Quarter 3 10 minutes</p> 	<p>Skill 2: Marking How to Mark - Video</p> <ul style="list-style-type: none"> » Have students practise throwing and catching with a partner for 3 minutes <p>Play Mad Marks</p> <ul style="list-style-type: none"> » Have students split into pairs and face each other with one ball between them » Call out different marks to practice for a couple of minutes <ul style="list-style-type: none"> ▪ Chest Marks ▪ Overhead Marks ▪ Spectacular (speccy) marks <p>Change it Up - try timing the activity and see how many speccy's a student can take in 30 seconds.</p> <p>Activity sheet for more information - Mad marks - Play AFL</p>
<p>Quarter 4 10 minutes</p> 	<p>Skill 3: Kicking How to Kick - Video. Go through the video with your students or talk through the main points demonstrating kicking the ball.</p> <p>Play Footy Cricket</p> <ul style="list-style-type: none"> » Split the students into two equal teams, one batting and one fielding. » One batsman should stand on the 'batter' cone » The fielders should spread out in the playing area and find a spot where they have to stand still » The batter will kick 5-7 footballs out into the field, whilst the fielders stay still » Once the batter has kicked all the balls, the fielders can move, working together to collect the balls as quickly as possible and returning them to base » Whilst fielders are returning the balls, the batter runs up and back to a cone 5m away, counting their runs » Continue with each batter, adding to their runs then change over when the whole team has had a go <p>Change it Up - batters must use their opposite foot or students could kick it along the ground . Use Soft ball ball for students lacking in confidence with an AFL football</p>
<p>Post Match</p>	<p>Reflect on what skills the students learnt.</p>

LESSON 2

'THE BUILD UP': MORE FUNDAMENTAL SKILLS

EQUIPMENT



LEARNING OBJECTIVE

Students will continue to develop their fundamental skills, combining movements into a short sequence, including dodging and bouncing.

COACHING TIPS

Use the Change it Up method to modify or extend activities to enhance engagement.

SUCCESS CRITERIA

1. I can use my fundamental football skills (handball, kicking and marking) in various games
2. I can dodge other players
3. I can attack and defend

LESSON CONTENT

Quarter 1 10 minutes






Warm up

Play 'Magic Circle'

- » Set up a circle around 20m in diameter
- » Make sure all players have a football / ball
- » On the whistle, students run around inside the circle in any direction
- » The coach/ teacher then calls out different skills for students to stop and perform, these include:
 - 'Handball, four' - players stop and handball to themselves 4 times
 - Throw the ball and clap as many times as you can before marking
 - Bounce the ball while running

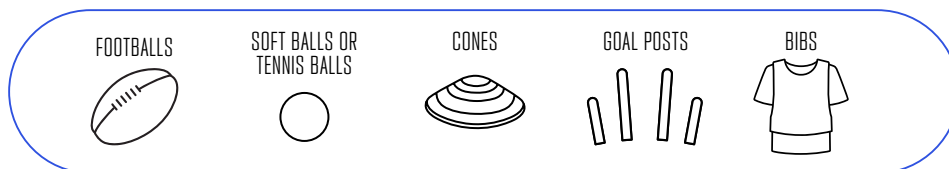
Change it Up - Use Soft ball or tennis ball for students lacking in confidence with an AFL football

<p>Quarter 2 10 minutes</p> 	<p>Skill 1: Dodging</p> <p>Play Sharks and Islands</p> <ul style="list-style-type: none"> » Have two/ three players in bibs - they are the 'shark's and are 'it' » Students run around an area, avoiding the sharks » Students that make it inside the hoops ('on the islands') are safe. Students can only stay in the island for 3 seconds » If a student gets tagged by a shark they run to the tag zone (set up a small square) where they complete a footy skill, this would involve: <ul style="list-style-type: none"> ▪ 'Handball, four' - players stop and handball to themselves 4 times ▪ Throw the ball and clap as many times as you can before marking ▪ Bounce the ball while running » Once they complete the footy skill, they can go back to the game <p>Change it Up - have only one island or increase the number of sharks or use Soft ball or tennis ball for students lacking in confidence with an AFL football</p> <p>Activity sheet for more information - SHARKS AND ISLANDS - Play AFL</p>
<p>Quarter 3 10 minutes</p> 	<p>Skill 2: Attacking and Defending</p> <p>Play Total Teamwork</p> <ul style="list-style-type: none"> » Set up two 15m x 15m squares and split students into two groups, one group in each square » In each square select a few players to wear bibs in each square whose aim is to try and get the ball. These students are the defenders » The remaining students in each square are the attackers » The 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, that's the end. The football goes back to the attackers for another go » Be sure to swap the bibs around so everyone gets to defend and try to get the football <p>Change it Up - use different skills like kicking and running bounces or increase the number of defenders or start with a smaller area to encourage skill development. Use Soft ball or tennis ball for students lacking in confidence with an AFL football.</p> <p>Set up a hoop as a target to score a 'goal'. Play a version where students cannot pass back to the student they received it from.</p>
<p>Quarter 4 10 minutes</p> 	<p>Cool & Reflect: Ruckman's Treasure</p> <ul style="list-style-type: none"> » Divide players evenly to 4 'home bases' on each corner » On 'Go' one player from each corner group will run to the middle, collect one ball and run it back to their base » Once the player returns, the next student will run and collect another ball » When all the footballs have been taken from the middle, players can then collect from other teams cones. » After a few minutes, stop the game and have each team count their footballs » The team with the most footballs at their base wins <p>RUCKMAN'S TREASURE - Play AFL</p>

LESSON 3

'PREMIERSHIP QUARTER': REVISE AND PLAY

EQUIPMENT



LEARNING OBJECTIVE

Students will have an opportunity to put their skills to the test in the first of two practice games of Australian Football. With a strong focus on revising rules (no contact focus) and playing fair, promoting an inclusive team environment.

COACHING TIPS

Be sure to revise the rules with your students before getting started.

SUCCESS CRITERIA

1. I can understand what modified tackling is and apply during a football game
2. I can use my fundamental skills learnt and apply to a game of football
3. I can follow the rules
4. I can play fair, in a team and have fun whilst playing football

LESSON CONTENT




Quarter 1
10 minutes



Warm Up: Student choice

Play one of the games you have played previously as a warm up

- » Footy Tag
- » Magic Circle
- » Sharks and islands
- » Ruckmans treasure

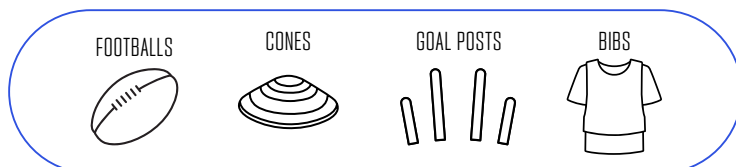
<p>Quarter 2 15 minutes</p> 	<p>Skill: Modified tackling</p> <p>Go through the rules with the students and explain/ demonstrate what a wrap tackle is. Use this opportunity to also discuss what isn't allowed, making clear to the students that there is no contact. For more clarification on the rules, visit the SSV website for video content available.</p> <p>Let's Play: First half</p> <ul style="list-style-type: none"> » Set up field size 85m x 65m - please refer to SSV website for video explanation » Split students into two or three teams of 9 players OR split boys and girls into 2 teams each. Have girls play against each other for 7 minutes and boys for the next 7 minutes » Play a round robin with each team playing each other once <p>Change it Up:</p> <p>There are several ways to get students familiar with playing, try the following:</p> <ul style="list-style-type: none"> » Start with a smaller field size to encourage skill development and gradually increase to max size » Replicate the rules of the game using different balls (i.e. start with a tennis ball, move to soft ball, then to a footy)
<p>Quarter 3 15 minutes</p> 	<p>Skill: Reflect and apply</p> <ul style="list-style-type: none"> » Ask students on how the game is going, what could student's improve on and how do they feel about the rules? <p>Let's Play: Second half</p> <ul style="list-style-type: none"> » Split students into two three teams of 9 players » Play a round robin with each team playing each other once <p>Change it Up -</p>
<p>Quarter 4 5 minutes</p> 	<p>Post Match:</p> <ul style="list-style-type: none"> » Stretch and cool down in a big circle » Reflect on the games <ul style="list-style-type: none"> ▪ What do students need to remember whilst playing? ▪ How can they play as a team? ▪ What are the important rules?

LESSON 4

'BRING IT HOME': RULES IN ACTION

The final lesson consolidates the skills learnt and putting into action with a game aligned with the rules.

EQUIPMENT



LEARNING OBJECTIVE

The final lesson consolidates the skills learnt, putting into action with a game aligned with the rules.



COACHING TIPS



Be sure to revise the rules with your students before getting started.

SUCCESS CRITERIA

1. I can understand and apply the rules of Australian football whilst playing
2. I can use my fundamental skills and apply to a game
3. I can play fair, in a time and have fun whilst playing football

LESSON CONTENT

<p>Quarter 1 10 minutes</p> 	<p>Warm Up: Student choice Play one of the games you have played previously as a warm up</p> <ul style="list-style-type: none"> » Footy Tag » Magic Circle » Sharks and islands » Ruckmans treasure
<p>Quarter 2 15 minutes</p> 	<p>Let's Play: Boys (or Mixed)</p> <ul style="list-style-type: none"> » Split all boys into two even teams » Split all girls into two even teams » Have the boys play against each other, focusing on the rules and applying their skills <p>Whilst the boys are playing, have the girls practice their skills. This could include kicking, handballing, marking or bouncing with a partner.</p>

<p>Quarter 3 15 minutes</p> 	<p>Let's Play: Girls</p> <p>» Have the girls play against each other, focusing on the rules and applying their skills.</p> <p>Whilst the girls are playing, have the boys practice their skills. This could include kicking, handballing, marking or bouncing with a partner.</p>
<p>Quarter 4 5 minutes</p> 	<p>Post Match:</p> <p>Either play one big game altogether for the final 5 minutes or reflect as a class on how the students feel about playing within the football rules, what they have learnt in the unit and how excited they are for the SSV competition.</p> <p>Remember to reiterate the importance of participation, passing the ball amongst team mats and having fun is the main goal!</p>

