

## ***Move, think and learn through invasion games – football focus***

### **Stage 3**

The main goal of invasion or territorial games is to invade the opponent's area to score a goal while simultaneously protecting your own goal. Examples include soccer, Oztag, AFL, flag football, basketball, European handball, netball, goal ball, hockey, water polo, and rugby.

The purpose of this unit is to develop the decision making, problem solving, critical and creative thinking, game play and movement skills to be active and confident participants in the invasion game. To maximise participation and learning teachers could:

- decrease the number of players on each team to 5 or 6
- match the dimensions of the field or space to the development and skill levels of the group
- modify the equipment and goal size to increase or decrease the difficulty for students
- incorporate rules to increase passing before shooting or scoring.

Each week has been written for multiple PDHPE sessions per week.

Each week contains examples of:

- huff and puff activities
- game based skill development and student questioning.

Teachers should choose a combination of activities which suit the space and resources available and the student needs in your class. Some sessions may be used more than once to revise and build on previous skill development and game concept learning.

Activities in week 1-3 are based around soccer skills and tactics.

Activities in week 4-6 are based around touch football and Oztag skills and tactics.

Activities in week 7-10 are based around AFL skills and tactics.

Teachers can choose to integrate the various types of football or use a more focused approach. Activities in this unit have been modified from Physical and Health Education Canada (PHE). 2013. *Move Think Learn: Physical Literacy through Games and Sport. Soccer in Focus*. ISBN: 978-1-927818-43-5.

## Unit overview – 10 weeks

Syllabus outcomes	Syllabus content
<p><b>GSS3.8</b> Applies movement skills in games and sports that require communication, cooperation, decision making and observation of rules.</p> <p><b>MOS3.4</b> Refines and applies movement skills creatively to a variety of challenging situations.</p> <p><b>INS3.3</b> Acts in ways that enhance the contribution of self and others in a range of cooperative situations.</p> <p><b>V5</b> Willingly participates in regular physical activity</p>	<p><b>Games and sports</b></p> <ul style="list-style-type: none"> <li>• <b>Locomotor skills</b> - running (variations, accelerate, decelerate, stop, start), dodging</li> <li>• <b>Manipulative skills</b> – catching, kicking, trapping/passing, attacking/defensive</li> <li>• <b>Games</b> - Spatial awareness (tactics/strategies), team positions, minor games (tag games, territorial games, ball games), modified games</li> <li>• <b>Playing the game</b> - competition, fair play, effort and participation, teamwork, rules/tactics/strategies</li> </ul>
<b>Physical literacy continuum markers – Cluster 4</b>	
<p><b>Movement Competencies</b></p> <ul style="list-style-type: none"> <li>• Refines stability, locomotor and object control skills in controlled physical activity contexts to improve the efficiency (process) and effectiveness of movement (outcome)</li> <li>• Transitions smoothly from one skill to another in controlled physical activity contexts, e.g. transitions from receiving an object (e.g. catch) to propelling the object (e.g. throw)</li> <li>• Applies movement skills to perform sequences in dynamic physical activity contexts</li> </ul> <p><b>Tactical movement</b></p> <ul style="list-style-type: none"> <li>• Applies multiple tactics within a physical activity, e.g. shows they have a number of options in a situation to change the way they move</li> <li>• Implements tactics which account for the strengths of self and others within a physical activity</li> <li>• Recognises similarities and differences between tactics used to achieve specific purposes in physical activities</li> <li>• Creates a plan to succeed in physical activity which takes account of individual strengths</li> </ul> <p><b>Motivation and behavioural skills</b></p> <ul style="list-style-type: none"> <li>• Persists with challenging physical activities and understands how success through persistence can have positive outcomes</li> <li>• Takes initiative to work independently in a range of physical activities</li> </ul>	



- Recognises that participation in physical activities can improve performance in various contexts
- Participates in physical activity with confidence and purpose

**Personal and social attributes**

- Consciously participates within the rules and etiquette of different physical activities
- Applies or modifies rules to ensure their own and others safety
- Creates solutions to promote a safe environment
- Uses appropriate strategies to negotiate conflict independently for positive outcomes
- Takes initiative to encourage respect for others in physical activity
- Actively involves others in physical activity
- Participates and takes responsibility for own actions in a group
- Adopts roles where appropriate in physical activity, e.g. leader



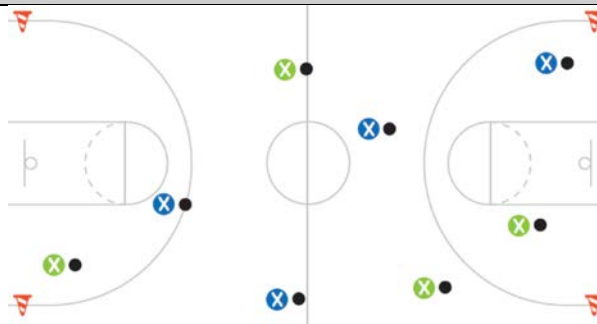
Outcomes and indicators	Learning experience	Planned assessment and teaching notes
<p><b>GSS3.8</b> Applies movement skills in games and sports that require communication, cooperation, decision making and observation of rules.</p> <p><b>MOS3.4</b> Refines and applies movement skills creatively to a variety of challenging situations.</p> <p><b>INS3.3</b> Acts in ways that enhance the contribution of self and others in a range of cooperative situations.</p> <p><b>V5</b> Willingly participates in regular physical activity.</p>	<p><b>Week 1-3 Soccer skill focus</b></p> <p><b>Warm up/ Huff and puff activities</b></p> <p><b>Shadow tag.</b> In pairs, one partner stands behind the other. On the 'go' signal, the front partner, 'the dodger', jogs around the court, making quick changes of direction. The other partner is the 'shadow chaser' and tries to follow as closely as possible to the dodger without touching him or her. The shadow chaser needs to see how many times they can step on their partners shadow in the time given. On the whistle both partners stop and freeze. If the 'shadow chaser' is standing in the dodger's shadow, then they get a bonus two points. Play for one minute and then swap roles.</p> <p>Ask students:</p> <ul style="list-style-type: none"> <li>- Was it easy to catch your partner? Why or why not?</li> <li>- What made it more difficult to tag your partner? What did they do that made it difficult?</li> <li>- What did you do to catch your partner?</li> <li>- How do these skills relate to a game of 'League tag'? E.g. when you run with the ball you try to dodge so you don't get tagged.</li> </ul> <p><b>Glue.</b> Students work in pairs. Students will be moving within the area by running and dodging. Student A must free themselves from student B who follows student A as closely as possible. When the teacher blows a whistle all students stop. Student B then sees if they can take one step and touch student A. Reverse the roles.</p> <p><b>Ice and sun.</b> Two students are 'Ice' and wear blue braids. Two children are the 'Sun' and wear yellow braids. The 'Ice' must chase other student, [apart from the 'Sun'] touch them so they freeze. Children can only become defrosted when they are touched by the 'Sun'. Play the game for a designated amount of time.</p>	<p><b>Kicking</b></p> <ol style="list-style-type: none"> <li>1. <b>Eyes focused on the ball throughout the kick.</b></li> <li>2. Forward and sideward swing of arm opposite kicking leg.</li> <li>3. <b>Non-kicking foot placed beside the ball.</b></li> <li>4. Bends knee of kicking leg at least 90 degrees during the back-swing.</li> <li>5. Contacts ball with top of the foot (a "shoelace" kick)</li> <li>6. Kicking leg follows through high towards target area.</li> </ol> <p><b>Assessment strategy</b> The teacher:</p> <ul style="list-style-type: none"> <li>• Observes students performing the place kick or punt kick</li> <li>• Observes students attitude in a variety of games</li> </ul> <p><b>Assessment criteria</b> The student:</p> <ul style="list-style-type: none"> <li>• Focuses their eyes on the ball throughout the kick</li> <li>• Swings the arm opposite kicking leg forward and sideways</li> <li>• Bends the knee of their kicking leg at least 90</li> </ul>



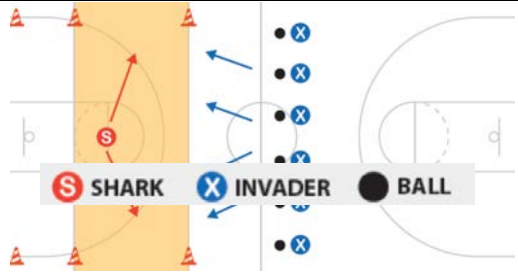
Outcomes and indicators	Learning experience	Planned assessment and teaching notes
	<p><b>Monkeys and baboons.</b> Students work in two groups, one with tags or braids, and one without. Explain that monkeys have tails (tags or braids tucked in at their waists) and baboons do not. The baboons get tails by pulling the tags away from the monkeys. Monkeys who lose their tails become baboons.</p> <p><b>Putting the skill into action – Soccer skill and tactical movement focus</b></p> <p><b>Pinball</b> – Students will learn how to use footwork, multiple ball touches and evasion tactics to maintain possession of the ball and beat an opponent.</p> <p>Students work in two groups of four – Group A and Group B within a defined space, e.g. 10m x 10m. Each group requires the following equipment:</p> <ul style="list-style-type: none"> <li>• 8 balls</li> <li>• 4 markers</li> <li>• 8 braids or bibs (2 different colours, 4 of each colour)</li> </ul> <ul style="list-style-type: none"> <li>• All students in both groups are in possession of a ball.</li> <li>• Students move with the ball at their feet and try to maintain possession of the ball for a time limit.</li> <li>• While maintaining possession of their own ball, Group A tries to dispossess or force students from Group to B to lose possession of their own balls.</li> </ul>	<p>degrees during the back-swing</p> <ul style="list-style-type: none"> <li>• Contacts the ball with the top of their foot (“shoelace”)</li> <li>• Encourages others in a positive manner</li> <li>• Plays by the rules of the game</li> </ul> <p>The above criteria relates to outcomes <b>GSS 3.8</b> and <b>INS3.3</b></p>



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	<ul style="list-style-type: none"> <li>This can be done by kicking the opponent's ball out of the space while maintaining possession of his or her own ball.</li> <li>Students must have possession and control of a ball to dispossess another student.</li> <li>If not in possession of a ball (i.e., ball has been kicked out of bounds), students attempt to steal a ball from an opposing group member.</li> <li>Play for a given time limit (e.g., four minutes), or until one group loses possession of all their balls.</li> <li>To start a new game, rotate groups so that they are playing a new group.</li> </ul> <p>To modify the activity and change difficulty:</p> <ul style="list-style-type: none"> <li>Introduce a group of students on the outside of the play area. These students' pass the ball in an attempt to knock the balls away from moving students in possession of a ball on the inside of the playing area.</li> <li>Both groups start on opposite sides of the play area and attempt to dribble through to the opposite side. Each time a student makes it through without losing possession, the group scores a point.</li> </ul> <p>Ask students:</p> <ul style="list-style-type: none"> <li>Where did you look when you were trying to maintain possession of your ball?</li> <li>Was it better to stay close to an opponent who was in possession of the ball or to one who did not have the ball? Why?</li> <li>What could you do to try to help your group members maintain possession of the ball?</li> </ul>	



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	<p><b>Shark attack</b> – Students will increase their ability to independently maintain possession of the ball while making decisions as to how to best progress through space when being challenged by defender(s). The tactical focus of this activity is avoiding defenders.</p> <p>Students work in groups of 6 or 7 within a defined space, e.g. 25m x 25m with the following equipment</p> <ul style="list-style-type: none"> <li>• 6 balls</li> <li>• 4 markers and/or lines to designate boundaries of play area</li> <li>• 4 flat floor markers (e.g., carpet squares, poly spots) and/or lines to designate defensive zone</li> <li>• 1 safety zone (e.g., box, bag)</li> </ul> <p>Mark out a designated defensive or end zone that covers the width of the play area (the Territorial Waters).</p> <ul style="list-style-type: none"> <li>• One student (the Shark) starts in the designated defensive or end zone. They must remain in this zone throughout the activity. The Shark faces the remaining students (the Invaders).</li> <li>• Each Invader begins the game in possession of a ball. The Invaders line up at one end of the play area.</li> <li>• The Shark initiates play by calling out, “Invade!” The Invaders try to reach the far end of the area, maintaining possession of the ball by foot dribbling.</li> <li>• The Shark tries to force one or more Invaders to lose possession of the ball by kicking it away.</li> <li>• Invaders who lose possession of their ball because of the Shark’s interference put their ball in the safety area and join the Shark for the next attack.</li> <li>• Any Invader who makes it through to the other end still maintaining possession of the ball waits for the Shark to signal the next invasion.</li> </ul>	

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	<ul style="list-style-type: none"> <li>Play continues until all Invaders have lost possession of the ball because of a Shark attack. The last Invader to lose the ball becomes the Shark and play begins again.</li> </ul> <p>To modify the activity and change difficulty:</p> <ul style="list-style-type: none"> <li>Students play without using balls; the Shark tries to tag the Invaders or remove a tail flag (e.g., scarf or ribbon tucked in waistline).</li> <li>Limit the number of students who become Sharks before beginning a new round of play (e.g., in a game of five, when the Shark catches two Invaders, restart the game with a new Shark).</li> <li>Any time a student loses possession of the ball, regardless of whether a Shark caused it to happen, the Invader becomes a Shark.</li> <li>Add more defensive zones so each new Shark has a different area of the play space to cover.</li> <li>Add passing to the game with one ball between two Invaders and the Shark trying to intercept passes as well as kicking the ball away from the student in possession of the ball.</li> </ul> <p><b>Questioning</b> Ask students:</p> <ul style="list-style-type: none"> <li>Where should you look when you are trying to maintain possession of the ball?</li> <li>What did you have to do to try to prevent the defender (Shark) from kicking away your ball?</li> <li>How can considering where your group members (other Invaders) are help you decide where you should go when you are in possession of the ball?</li> </ul>	



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	<p><b>Open up space</b> – Students will learn how to work with group members to maintain possession of the ball by using and creating open space. The tactical focus of this activity is avoiding finding and creating space.</p> <p>Students work in groups of 6 within a defined space, e.g. 25m x 25m with the following equipment</p> <ul style="list-style-type: none"> <li>• 1 ball</li> <li>• 4 corner markers</li> <li>• 1 flat floor marker (e.g., hula hoop)</li> <li>• 6 braids or bibs (2 different colours, 3 of each colour)</li> </ul> <p>Divide students into two groups of three: offense and defense.</p> <ul style="list-style-type: none"> <li>• The offensive group can move anywhere within the boundaries of the play area. One member begins the play in possession of the ball.</li> <li>• In the defensive group, two students can move anywhere within the boundaries and the third student must keep one foot on the middle floor marker at all times.</li> <li>• The offensive group looks for opportunities to pass the ball to an open group member.</li> <li>• The offensive group scores a point when all its members have received a pass.</li> <li>• The defensive group attempts to knock away or intercept the ball. Every time the defensive group is successful, the two groups quickly switch offensive and defensive roles and resume play.</li> </ul> <p>To modify the activity and change difficulty:</p> <ul style="list-style-type: none"> <li>• Remove the middle floor marker and play a 3 v 2 game, with the offense having one more player.</li> <li>• When in possession of the ball, students can dribble to move away from defenders.</li> <li>• Place multiple floor markers throughout the play area. All defensive group members must keep one foot on a floor marker.</li> </ul>	

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	<ul style="list-style-type: none"> <li>• The student in possession of the ball must remain in one spot.</li> <li>• After completing a pass, a student must make contact with a corner marker before receiving a pass.</li> </ul> <p>Ask students:</p> <ul style="list-style-type: none"> <li>• What did you think about when you had possession of the ball?</li> <li>• Where did you go to get open for a pass when your group member had possession of the ball?</li> <li>• How can you create space between you and your group member who has possession of the ball so it is more difficult for the defenders to intercept a pass?</li> </ul>	



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<p><b>GSS3.8</b> Applies movement skills in games and sports that require communication, cooperation, decision making and observation of rules.</p> <p><b>MOS3.4</b> Refines and applies movement skills creatively to a variety of challenging situations.</p> <p><b>INS3.3</b> Acts in ways that enhance the contribution of self and others in a range of cooperative situations.</p> <p><b>V5</b> Willingly participates in regular physical activity.</p>	<p><b>Week 4-6 Modified touch football/ Oztag skill focus</b></p> <p><b>Warm up/ Huff and puff activities</b></p> <p><b><i>Touch and come back.</i></b> Students use the dodge skills to run to a target, push off the leg closest to the target and then back to the teacher.</p> <ul style="list-style-type: none"> <li>• Locate distinctive and safe targets e.g. lines on the ground, shapes and colours on the floor, fence, and tree.</li> <li>• Say “watch out for one another when you move around”</li> <li>• Say “touch the object, push off the leg closest to object (dodge) and come back here”</li> <li>• Begin with targets that are nearer to the teacher first. Then, progressively go on to targets further away.</li> <li>• Please vary the distance and intensity (walk, slow jog, fast jog).</li> </ul> <p><b><i>Scissors, paper, rock.</i></b> Students stand on a line facing each other, with their fists touching in the dodge ready position (down low) facing the teacher. On the call ‘scissors, paper, rock’ students move their arms to reflect the action. If students win the hand – they chase their partner to the end lines. If there is a tie students keep playing until someone wins.</p> <p><b><i>Chain tag.</i></b> Mark out a 20m x 20m area. Two students are ‘taggers’, the remainder line up on one end of the field. On the whistle all students try to get from one end of the field to the other without being tagged. If a student is tagged they must join hands or link up with the student who tagged them (form a chain). Once all students have made it to the end of the field the teacher blows the whistle again and so on until one student is left (the winner). Whenever a chain gets longer than six people the chain must split in to two. Only the ends of the chain are allowed to tag someone. The aim of the game is for the chains to work together to tag as many students as they can and for the free students to dodge the chain ‘taggers’.</p>	<p><b>Assessment strategy</b> The teacher:</p> <ul style="list-style-type: none"> <li>• Observes students movement skills and participation</li> <li>• Observes students problem solving skills in a variety of games</li> <li>• Ask questions with regards to options for attacking and defending</li> </ul> <p><b>Assessment criteria</b> The student:</p> <ul style="list-style-type: none"> <li>• Encourages others in a positive manner</li> <li>• Selects appropriate options when attacking and defending</li> <li>• Comments on the decisions that need to be made when attacking e.g. how do you know when you should pass the ball, when is the best time to run?</li> <li>• Plays by the rules of the game and encourages team members in a positive manner</li> </ul> <p>The above criteria relates to outcomes <b>GSS 3.8, MOS3.4,</b></p>

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	<p>partner is the 'shadow chaser' and tries to follow as closely as possible to the dodger without touching him or her. The shadow chaser needs to see how many times they can step on their partners shadow in the time given. On the whistle both partners stop and freeze. If the 'shadow chaser' is standing in the dodger's shadow, then they get a bonus two points. Play for one minute and then swap roles.</p> <p>Ask students:</p> <ul style="list-style-type: none"> <li>- Was it easy to catch your partner? Why or why not?</li> <li>- What made it more difficult to tag your partner? What did they do that made it difficult?</li> <li>- What did you do to catch your partner?</li> <li>- How do these skills relate to a game of 'League tag'? E.g. when you run with the ball you try to dodge so you don't get tagged.</li> </ul> <p><b>Off the tight rope.</b> Students line up in groups in front of a 20 metre straight line marked on the field. On the whistle, one student at a time jogs along the line. On the call of 'right' or 'left' the student places their corresponding foot and weight off the line and steps back to the line again in one movement. They continue to jog along the line repeating this with the call of 'left' or 'right'. The next student in line starts when the student in front of them is five metres away. The activity continues until all students have made it to the end of the line. Students repeat, increasing the speed at which they run.</p> <p>Ask students;</p> <ul style="list-style-type: none"> <li>- What were you doing in the activity 'off the tight rope'?</li> <li>- What foot felt more comfortable to step off?</li> <li>- Why would you use this action in a game of 'League tag'? E.g. to get around a defender or to avoid being tagged.</li> <li>-</li> </ul> <p><b>Tag Tails.</b> In pairs, students form two lines facing each other approx. 20 metres apart. One player has a tag/tail. On 'go', the players without the tags/tails attempt to cross their</p>	<p>Demonstrate effective tagging technique and highlight the key teaching points:</p> <ul style="list-style-type: none"> <li>• Maintain good balance</li> <li>• Position feet shoulder width apart</li> <li>• Stay controlled and ready to move</li> <li>• Keep your eyes on the tags</li> <li>• Try to get in front of the attacker</li> </ul> <p>Demonstrate or ask a student to demonstrate a football pass. Teaching instructions include:</p> <ul style="list-style-type: none"> <li>• Place two hands on the side of the ball</li> <li>• Place one hand at the front and one hand at the back of the ball (depending on the side you pass to will depend on the position of the hands – passing to your left you need your left hand at the front, passing to your right you need your right hand at the front)</li> <li>• Keep your eyes focused on the target</li> <li>• Step towards the target and</li> </ul>



Outcomes and indicators	Learning experience	Planned assessment and teaching notes
	<p>opponents' lines without losing their tag/tail. Points are scored for the number of tags/tails stolen. Players swap roles.</p> <p><b>Defensive Demons.</b> In pairs, students practise 'shadowing' an opponent. Score points for each time the attacker 'breaks free' of their opponent. Compete for 20 seconds and swap roles (player to player defence). Progressively introduce equipment – carry a ball, wearing tags while shadowing/following a partner.</p> <p><b>Defend your line.</b> Students work in two teams in an area 20m x 20m. Teams line up along opposite try lines, facing each other. Use witches hats to mark another line about ten metres in front of each team. Teams are only allowed between the ten metre marked line and their try line. The aim is to score a point by kicking the football past or over the try line of the other team. Each team starts three footballs. On the whistle teams kick their footballs. The rest of the students must move around and try to stop any balls from being kicked over their try line. A student who stops a ball is allowed to kick it back across the field or pass to another team mate to kick. Continue play for about two to three minutes or until one team reaches a set amount of points.</p> <p>Ask students:</p> <ul style="list-style-type: none"> <li>- What did you need to do to score a point?</li> <li>- Did the ball always travel in the same way when you kicked it?</li> <li>- What were the different ways the ball travelled? e.g. rolled, bounced, in the air.</li> <li>- Did any of the kicks make it harder for defenders to stop the ball?</li> <li>- How did you stop a ball that was rolling? That was bouncing? That was in air?</li> <li>- How did you know where the ball was going to be kicked? e.g. watch the direction of the kicker's leg.</li> </ul>	<p>throw the ball away from the body</p> <ul style="list-style-type: none"> <li>• Move your arms across your body during the action</li> </ul> <p>Demonstrate the place kick and point out the major components</p> <ul style="list-style-type: none"> <li>• Keep your eyes on the ball</li> <li>• Place your foot beside the ball before you kick</li> <li>• Step forward and kick</li> <li>• Swing the arm opposite to your kicking leg</li> <li>• Follow through</li> </ul> <p>Demonstrate the punt kick. The punt kick involves dropping the ball on to your foot and kicking through. The components are similar to the stationary kick. Although instead of the ball starting on the ground, the ball is dropped from the hands.</p> <ul style="list-style-type: none"> <li>• Keep your eyes on the ball</li> <li>• Step forward onto your non kicking foot</li> <li>• Drop the ball down toward the inside of the non kicking foot</li> <li>• Swing your leg through</li> <li>• lean forward as you make</li> </ul>

Outcomes and indicators	Learning experience	Planned assessment and teaching notes
	<p><b>Rob the nest.</b> Explain the game 'Rob the nest' (details below) and then ask students some or all of the following lead up questions.</p> <ul style="list-style-type: none"> <li>- How can you work together as a team in order to get a ball from one end of the field to the other?</li> <li>- If you have a ball what are your options? E.g. pass or run.</li> <li>- When should you pass to a team mate?</li> <li>- When should you run?</li> <li>- How can you help a team mate who has a ball?</li> <li>- Where should you run to avoid being tagged?</li> <li>- Is it better to try to tag a player one on one or to work as a team?</li> <li>- How can you stop an attacker from stealing a ball?</li> </ul> <p>Mark out a 20m wide x 30m long area (playing field). The class works in two teams. Each student wears a belt and two tags. Each team lines up at one end of the field (their 'try line'). Place three footballs in a hoop in the middle of each try line. Teams need to divide into a group of attackers and a group of defenders. On the whistle, the attackers in each team have to try to steal the footballs from the other teams try line and return it to their own hoop. While the defenders need to try to stop (tag) the attackers on the other team from stealing their footballs. If an attacker is tagged they must drop the ball and return to their try line before starting again. If a defender tags someone they can return the ball back to their own hoop or pass the ball to an attacker on their team to return the ball. After about two minutes stop the game. Only those balls in the hoops are counted as points. Return the three footballs to each hoop and repeat the activity. If students seem to be playing well then lengthen the time in play.</p> <p>Rules include:</p> <ul style="list-style-type: none"> <li>• Players can run with the ball</li> <li>• Players are allowed to pass to other team mates before getting tagged</li> <li>• Players can pass in any direction</li> <li>• If the ball is dropped a player can pick it up and play on.</li> </ul>	<p>contact with the ball</p> <ul style="list-style-type: none"> <li>• Kicking leg follows through towards the target area</li> </ul>



Outcomes and indicators	Learning experience	Planned assessment and teaching notes
	<p><b>Keep away.</b> Students work in four teams. The aim of this game is for each team to keep as many balls away from the other teams as they can. Students spread themselves out on a marked area 25m x 25m. Two students from each team start with a football. Students must work together as a team to keep as many balls away from the other team as possible, passing and catching the football. Students are not allowed to hold onto a ball for longer than five seconds, and cannot grab a ball off any student. Students are allowed to run with the ball, but if they get tagged with the ball they must pass it within five seconds, or the tagger gains possession. After two minutes the teacher blows the whistle for everyone to freeze. Any student with a ball must hold it up in the air. The teacher counts how many balls each team is holding and keeps a score. Repeat for another minute until students get the hang of the game. Extend the time to two minutes, three minutes and play until students reach a certain number. E.g. at the start of the game the teacher can tell students the first team to get to ten wins. Variation: if students are proficient at passing and catching, change the rule to only passing backwards/behind them.</p> <p><b>Stealing Space.</b> Students form teams of 6-8 players facing each other approx. 10 metres apart. The aim of the game is for students to pass the ball/Frisbee back to their own home line without being tagged. Each team member has a number. When numbers are called the players with those numbers run to the ball and pass between their team mates until they reach their home line. If they are tagged, possession goes to the other team. For example, teacher calls 2, 3 and 4. Students with these numbers run from their home line collect the ball from the centre of the space and pass between themselves until they reach their home line. Their opponents try to intercept the ball and/or tag them.</p> <p>Ask students:</p> <ul style="list-style-type: none"> <li>- What did you have to do to keep the ball away from the other team?</li> <li>- Did your team mates help you in any way?</li> <li>- What did they do to help?</li> <li>- What were your options if you didn't have the ball? E.g. run into space, defend or tag, or intercept the ball.</li> </ul>	





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	<p><b>End ball.</b> Students work in two teams. Each team has to try to get the ball to their ‘end’ person, who stands behind the try line at the end of the field and can move along the try line to catch the ball. To score a point the end person must catch the ball on the full behind the try line. Students can only pass the ball backwards. If the ball is passed forward the other team gets possession. Students are allowed to run with the ball, but if they are tagged with the ball in their possession they must stop running and pass it within five seconds to another team mate. There are an unlimited number of tags allowed. The only way a team can gain possession of the ball is if they either intercept a pass, pick the ball up when the other team has dropped it or a point is scored. When the end person catches a pass (scores a point) they must swap positions with another team mate. To start the game and after every point each team must be standing in their half of the field, the ball must be at half way and one student from the non scoring team must tap it on their foot and pass the ball to another team mate.</p> <p>Ask students;</p> <ul style="list-style-type: none"> <li>- What did you have to do to keep the ball away from the other team?</li> <li>- Did your team mates help you in any way?</li> <li>- What did they do to help?</li> <li>- What were your options if you didn’t have the ball? E.g. run into space, defend or tag, or intercept the ball.</li> <li>- How did your team get the ball to the end person? What difficulties did you face when doing this?</li> <li>- How do you position yourself between the player with the ball and your team mate to intercept or block the pass?</li> <li>- What is the role of the players without the ball in supporting a team mate looking for a pass?</li> <li>- How does the use of the full width of the field assist the team with the ball to keep possession?</li> </ul>	

Outcomes and indicators	Learning experience	Teaching notes				
<p><b>GSS3.8</b> Applies movement skills in games and sports that require communication, cooperation, decision making and observation of rules.</p> <p><b>MOS3.4</b> Refines and applies movement skills creatively to a variety of challenging situations.</p> <p><b>INS3.3</b> Acts in ways that enhance the contribution of self and others in a range of cooperative situations.</p> <p><b>V5</b> Willingly participates in regular physical activity.</p>	<p><b>Week 7-10 Modified AFL skill focus</b></p> <p><b>Warm up/ Huff and puff activities</b></p> <p><b>Follow the leader.</b> In groups of 8-10, students form a line one behind the other. Students move around following playground or court markings copying the leader's actions. Encourage the leader to use fundamental skills such as hopping, skipping, leaping and side galloping. Continue the game until all students have a turn of being the leader.</p> <p><b>Staying alive (individual).</b> Mark out a 20m x 20m area. Every student has a belt and two tags. All students spread out in the marked area. On the whistle, each student needs to try to collect as many tags as they can in 30 seconds to one minute.</p> <p><b>Defensive demon pairs.</b> In pairs, students practise dodging and marking without equipment. Progressively introduce a stationary opponent (marker cones) then passive defenders then active defenders.</p> <p>Ask students questions such as:</p> <table border="1" data-bbox="479 887 1693 1129"> <thead> <tr> <th data-bbox="479 887 1084 922">Attackers</th> <th data-bbox="1084 887 1693 922">Defenders</th> </tr> </thead> <tbody> <tr> <td data-bbox="479 922 1084 1129"> <ul style="list-style-type: none"> <li>- What did you need to do to get to the other side?</li> <li>- Where did you need to run? E.g. into space.</li> </ul> </td> <td data-bbox="1084 922 1693 1129"> <ul style="list-style-type: none"> <li>- How did you stop attackers from getting to the line?</li> <li>- What could you do to help your team mates to tag an attacker?</li> <li>- Did you work as a team or individually? What worked better?</li> </ul> </td> </tr> </tbody> </table>	Attackers	Defenders	<ul style="list-style-type: none"> <li>- What did you need to do to get to the other side?</li> <li>- Where did you need to run? E.g. into space.</li> </ul>	<ul style="list-style-type: none"> <li>- How did you stop attackers from getting to the line?</li> <li>- What could you do to help your team mates to tag an attacker?</li> <li>- Did you work as a team or individually? What worked better?</li> </ul>	<p>Information, teaching tips and videos on AFL specific skills can be at <a href="http://www.aflcommunityclub.com.au/index.php?id=24">http://www.aflcommunityclub.com.au/index.php?id=24</a></p> <p><b>Assessment strategy</b> The teacher:</p> <ul style="list-style-type: none"> <li>• Observes students movement skills and participation</li> <li>• Observes students problem solving skills in a variety of games</li> <li>• Ask questions with regards to options for attacking and defending</li> </ul> <p><b>Assessment criteria</b> The student:</p> <ul style="list-style-type: none"> <li>• Encourages others in a positive manner</li> <li>• Selects appropriate options when attacking and defending</li> <li>• Comments on the decisions that need to be made when attacking e.g. how do you know when you should pass the ball, when is the best time to run?</li> </ul>
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	<p><b>Putting the skill into action – AFL skill and tactical movement focus</b></p> <p><b>Hit the target.</b> Draw circle targets on a wall at waist height. Alternatively attach hoops to a fenced area. In groups of three, students stand about one metre away from the target and practice hand passing. Students should be trying to get the ball to land within the target. Each student has five attempts and then the next student has a turn. Each time a student lands three or more passes in the target they take a step back. While one student is practicing the other students should be retrieving the balls.</p> <p><b>Beat the Ball.</b> In groups of 8-10, students stand in a circle with one ball. The ball is hand passed across or around the circle. On 'freeze' the student caught with the ball runs around the circle and the remaining players try to hand pass the ball around the circle before the runner returns to their position. Adding extra balls can increase difficulty.</p> <p><b>AFL Keep away.</b> Students work in four teams. The aim of this game is for each team to keep as many balls away from the other teams as they can. Students spread themselves out on a marked area 25m x 25m. Two students from each team start with an AFL ball. On the whistle, any student holding a ball must handpass the ball into the air to start the game. Students must work together as a team to keep as many balls away from the other team as possible, hand passing and catching the football. Students are not allowed to hold onto a ball for longer than five seconds, and cannot grab a ball off any student. Students are allowed to run with the ball, but if they get tagged with the ball they must hand pass it within five seconds, or the tagger gains possession. After two minutes the teacher blows the whistle for everyone to freeze. Any student with a ball must hold it up in the air. The teacher counts how many balls each team is holding and keeps a score. Repeat for another minute until students get the hang of the game. Extend the time to two minutes, three minutes and play until students reach a certain number. E.g. at the start of the game the teacher can tell students the first team to get to ten wins.</p>	<ul style="list-style-type: none"> <li>Plays by the rules of the game and encourages team members in a positive manner</li> </ul> <p>The above criteria relates to outcomes <b>GSS 3.8, MOS3.4, PSS3.5</b> and <b>INS3.3</b></p>

Outcomes and indicators	Learning experience	Teaching notes
	<p><b>Stealing Space.</b> Students form teams of 6-8 players facing each other approx. 10 metres apart. The aim of the game is for students to hand pass the ball back to their own home line without being tagged. Each team member has a number. When numbers are called the players with those numbers run to the ball and hand pass between their team mates until they reach their home line. If they are tagged, possession goes to the other team. For example, teacher calls 2, 3 and 4. Students with these numbers run from their home line collect the ball from the centre of the space and hand pass between themselves until they reach their home line. Their opponents try to intercept the ball and/or tag them.</p> <p>Ask students:</p> <ul style="list-style-type: none"> <li>- What did you have to do to keep the ball away from the other team?</li> <li>- Did your team mates help you in any way?</li> <li>- What did they do to help?</li> <li>- What were your options if you didn't have the ball? E.g. run into space, defend or tag, or intercept the ball.</li> </ul> <p><b>Kick into a space.</b> Mark out a 20m x 20m square area and place one witches hat about ten metres in front of the square. Students work in groups of seven or eight. One student stands at the witches' hat and is called the 'kicker'. The rest of the group spread out in the square area and are called 'rovers'. The 'kicker' aims to kick the ball into the square area. They can kick the ball from the ground or from their hands whichever they feel more comfortable at performing. The 'rovers' try to catch the ball while it is in the square. The student who catches the ball then has to run to the witches' hat to swap places with the original 'kicker'. If the ball stops dead in the square the first student to pick it up becomes the 'kicker'. If the ball is not caught and it goes out of the square area the same 'kicker' stays at the witches' hat and kicks again.</p> <p>Ask students:</p> <ul style="list-style-type: none"> <li>• What did you need to do to get the ball to land in the square?</li> </ul>	

Outcomes and indicators	Learning experience	Teaching notes
	<ul style="list-style-type: none"> <li>• How did you know when it wasn't going to land in the square?</li> <li>• What specific things do you do to perform a kick successfully?</li> <li>• What things could you say to a person who may be performing the kick incorrectly?</li> </ul> <p><b>Create a game.</b> In groups of four or five, students design a kicking game that could be played in the playground. Ask each group to explain their game. Pair the groups up and get them to play each other's game.</p> <p>Ask students:</p> <ul style="list-style-type: none"> <li>• Do you think you could play some of these kicking games in the playground during your break times? Why or why not?</li> <li>• How could you include some kicking in to the games you currently play during your recess and lunch breaks?</li> </ul>	

## The Games explained

<p><b>‘Oztag’ explained</b> Modified from: <a href="http://www.sydneyohtag.com.au/oztag">www.sydneyohtag.com.au/oztag</a></p> <p>It is a game designed to be a non-contact form of Rugby League. What makes this game different to others is that a tackle is achieved when a strip of cloth attached by velcro, known as a tag, is removed from the side of a player's shorts. This means there is more room to move because you have to remove a tag on the side of the shorts instead of tipping anywhere on the body as happens in Touch Football.</p> <p>All skills are utilised in ‘Oztag’ including kicking. Passing becomes an attacking weapon, and if a player is put into a gap, there is a high probability they will make a clean break. When attacking the line, fancy moves such as around the corner passes work well, often making the defender stoop low to remove the tag.</p> <p>The game is non-contact and the rules are designed to encourage this. As an attacker you cannot run straight at a defender, you must run at the gaps. As a defender you cannot impede the progress of an attacker, so if you try to get a tag and miss you may well be penalised,</p>	<p><b>Soccer explained</b></p> <p>Soccer is a territorial/invasion game played by two teams using a ball, on a rectangular field with two opposing goal posts. The object of the game is for players, using any parts of their bodies except their hands and arms, to try to move the ball into the opposing team’s goal.</p> <p>The game consists of two teams of 11 players. Positions include goalkeeper, defense, midfield and offense/ attacking players.</p> <p>Only the goalkeeper is permitted to handle the ball using their hands.</p> <p>A game begins with a coin toss and the winning team starts the game using a kick off (ball starts on the ground at the centre of the field with a kick or tap forward to a teammate at the referee’s whistle).</p> <p>Game restarts can include:</p> <ul style="list-style-type: none"> <li>• a drop ball (referee drops the ball between two opposing players)</li> <li>• throw in (when the ball goes out over the side line. The team who did not touch the ball last before crossing the sideline takes a throw in).</li> <li>• goal kick (kick from the outside goal box)</li> </ul>	<p><b>AFL explained</b></p> <p>In AFL a player is able to use any part of their body to move the ball up the oval; most common is kicking, handballing and running while holding the ball. However there are specific rules laid out which distinctly explain manners in which to advance the ball:</p> <ul style="list-style-type: none"> <li>• When a player is running while holding the ball they must perform what is known as a running bounce at least every 15 metres. If a player fails to do so, the umpire calls a free kick for the opposing team at the point where the player overstepped the mark. Due to the odd shape of the ball, the running bounce is quite a skill, and some players prefer to touch the ball to the ground which is considered the same technically, however slows momentum.</li> <li>• When handballing, the ball must be punched from one hand with the alternate fist, and is not allowed to be punched like a volleyball serve. The ball is also not allowed to be simply handed to a teammate.</li> <li>• The ball cannot be thrown.</li> </ul> <p>In AFL there is no offside rule, so all 18 players on both teams are allowed on any part of the oval at any point in the match.</p>
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<p>whoever initiates contact will be penalised.</p> <p>The rules are very similar to Rugby League with the ball being allowed to go to the ground with the play-on rule applying – provided the ball goes back the attacking team can continue to play-on. Teams kick off as in League and drop-outs are also taken from one's own in-goal area. Kicking in general play is allowed but it must be below shoulder height.</p> <p>Websites for 'Oztag' – for teacher information or student perusal during wet weather  <a href="http://www.oztag.com.au">www.oztag.com.au</a>  <a href="http://www.sydneyoztag.com.au">www.sydneyoztag.com.au</a></p>	<p>from a stationary position)  A goal is worth 1 point and is scored when the ball crosses the goal line between the goal posts of the opposing team.</p> <p>The team that scores the most goals wins.</p>	<p>A mark is when a player catches a ball which has been kicked and travelled over 15 metres without being intercepted by a person or the ground, cleanly. When a player takes a mark, they get a free kick or they can play on.</p> <p>Every AFL game takes place on a grass oval which does not have to be a specific size, but must fit into a certain category; 135 to 185 metres in length and 110 to 155 metres wide. There are four posts at either end of the oval, with the inner two being the goal posts, and the outer two the behind posts.</p> <p>On the pitch, white lines are used to outline the various areas of the oval, with the obvious being the outer boundary. There is also a 50 metre wide centre square with two circles in the middle of it which is where the bounce takes place at the beginning of a match. In front of the goal posts at either end of the oval, there are goal squares, and further out – the fifty metre line.</p> <p>More information can be found at  <a href="http://www.afl.com.au/afl-hq/the-afl-explained">http://www.afl.com.au/afl-hq/the-afl-explained</a></p>
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