

# Curriculum and assessment – Victoria

## Introduction

AFL Sport Education provides opportunities for relaxation, recreation, fitness, challenge, personal growth, skill development and enjoyment – all key aspects of the Health and Physical Education Key Learning Area. AFL Sport Education can promote lifelong participation in physical activity through the development of movement competence and examination of the factors that affect people's participation and performance in physical activity. The AFL Sport Education Program provides a foundation for developing active and informed members of society, capable of managing the interactions between themselves and their social, cultural, organisational and natural environments in the pursuit of lifelong involvement in physical activity, health and well being. AFL Sport Education has the potential to achieve all learning outcomes for The Curriculum and Standards Framework.

## Stages of schooling

### The early years: Preparatory to Year 4 (Levels 1–3)

Sport Education is not recommended for the early years. In the early years young students learn rules and procedures of simple non-competitive games. Team games that require specialised skills are generally developmentally inappropriate for the early years.

During this stage students should be developing fundamental motor skills that highlight running, dodging, kicking, marking or catching and finding space, individually, with a partner or in very small groups. Emphasis is on regular participation in cooperative games. Students play in a safe and supportive environment and learn to take turns, follow simple rules and share equipment and space. They are placed in situations where they observe, develop and explore positive relationships in small groups. They practise basic decision-making, goal-setting and planning as they interact with peers while physically active.

### The middle years: Years 5–8 (Levels 4–5)

Students identify with Sport Education teams providing a context for studying the range of peer and social influences football brings. They learn about establishing and maintaining relationships, considering views of what is right or wrong, good or bad, acceptable or unacceptable. Sport Education Football establishes them as part of an identifiable group, with its own needs and interests. Using Sport Education students investigate the needs of their team and plan strategies to meet these needs. Their physical and social development affects their involvement in football.

Students' increasing strength, coordination and control allow them to develop and refine locomotor and manipulative skills for football through practice so that they can participate effectively in football games and activities. AFL Sport Education Football supports their social development with an emphasis on cooperation, communication, planning, team development and competition in games, and how these can impact on participation and performance within the context of football.

### The later years: Years 9–10 (Level 6, 6 extension)

Students' bodies, emotions and social behaviours continue to change rapidly. They learn about rights and responsibilities in relationships, and effective ways of establishing, maintaining and ending relationships by becoming more proactive in seeking help for others or for themselves within the context of Sport Education. They develop their own identity, independence and autonomy and are likely to challenge social control and values and question rules imposed by authority figures such as football commissions, umpires, tribunals, captains and coaches, while looking for appropriate ways of expressing their independence and of establishing a cohesive set of personal values and principles.

Challenge and adventure are key components in the development of identity, reflection and self-concept. Their increasing strength and development allows for greater control and skill in football. Higher skills in planning, observation and analysis allow them to develop and evaluate a range of ways of refining technique and enhancing their own and team performance both as individual football players and in a Sport Education or club team. They are capable of analysing their personal skill level and movement strengths to devise effective individual game strategies and able to set personal fitness goals and implement plans to achieve these. Involvement in AFL football may become problematic for some students as other issues such as resilience, coping with change and stress become more relevant in this stage.

## What to assess

Sport Education allows the teacher to monitor a range of student outcomes specific to the HPE learning area and across a number of learning areas. Sport Education also contributes to a overarching/life skill outcomes that underpin all state and territory curricula.

As all students fulfil a range of roles in addition to being a player, such as coach, umpire and sports board/football committee member, there are opportunities to collect a range of data on students.

The extended unit/season allows teachers and students to engage in authentic assessment. Skill and strategy learning takes time and having lots of practice sessions and playing in modified games provides a meaningful context for assessment. Opportunities for personal and social skill development occur in great number in real contexts and may be readily practised and assessed under AFL Sport Education.

Sport Education teachers have developed numerous assessment tools. Teacher and student checklists, portfolios, projects and video recordings are useful assessment instruments when monitoring progress. Sport Education provides teachers with time to observe and make informed judgments about skill and strategy outcomes. Students have been able to work with their teachers to assess their peers and also engage in self-assessment.

## How to assess

The original SEPEP (1995) outlines a range of assessment strategies used by teachers. The most useful techniques for monitoring and assessment used by AFL Sport Education teachers are:

### Written

- Applications for roles.
- Journal entries/player and team/role reflections/team log books.
- Game reports, AFL Sport Education news, player profiles.
- Umpire/tribunal reports.
- Action plans for role performance.
- Computer-generated reports/schedules/ladders.

### Oral

- Students' applications for the various roles.
- Class/small group/team discussion.
- Interviews of players and coaches.
- Peer tutoring/coaching.
- Game commentary (captured on audiotape).

### Performance

- Skill and game playing checklists.
- Skill performance through drills/progressions and tabloids.
- Peer tutoring/coaching.
- Team performance (game stats).
- Video tapes of team performances.
- Design of movement sequences in drills/game (eg. set plays).

# AFL Sport Education links to CSF 11 Victoria

## Movement and physical activity outcomes and indicators

Strand level	Learning outcome	Indicators	Content: How AFL Sport Education achieves outcomes
1	<b>1.1</b> Perform simple movement patterns. <b>1.2</b> Identify feelings experienced during and after physical activity.	<ul style="list-style-type: none"> <li>• Use different body parts and actions of the body to propel a football.</li> <li>• Participate in partner activities where equipment is shared.</li> <li>• Practise appropriate behaviour during games, including taking turns, sharing equipment, packing up.</li> <li>• Provide activities that encourage cooperation with a partner.</li> </ul>	Students learn about: <ul style="list-style-type: none"> <li>• Players practising.</li> <li>• Lead-up and modified running and kicking and catching games.</li> <li>• Taking on roles and responsibilities.</li> <li>• Players responding to rules.</li> </ul>
2	<b>2.1</b> Perform locomotor skills with proficiency. <b>2.2</b> Identify the benefits of participation in physical activity.	<ul style="list-style-type: none"> <li>• Provide activities that encourage cardiovascular endurance.</li> <li>• Show acceptance and praise of the physical efforts of others in a small group.</li> <li>• Experiment with different actions of the body, and consider the effect these actions have on running, jumping, leaping, dodging and kicking.</li> </ul>	<ul style="list-style-type: none"> <li>• Setting goals and developing plans to improve football skills.</li> <li>• Self and peer assessment.</li> <li>• Playing as team.</li> <li>• Coaches and captains giving feedback on games and individual efforts.</li> <li>• Learning and experimenting with new drills, skills and equipment.</li> </ul>
3	<b>3.1</b> Perform manipulative skills with proficiency. <b>3.2</b> Identify influences that affect participation in physical activity.	<ul style="list-style-type: none"> <li>• Participate in activities that encourage manipulative skill and health-related fitness outcomes (eg. running while bouncing a ball).</li> <li>• Identify and negotiate strategies for sharing space and equipment.</li> <li>• Aspects of health-related fitness (eg. flexibility or strength).</li> <li>• Create movement sequences/circuits of physical activities to develop specific football fitness components.</li> </ul>	<ul style="list-style-type: none"> <li>• Playing modified football games.</li> <li>• Visiting and using community and AFL clubs.</li> <li>• Setting up coaching stations and drill practise areas for pairs, small groups or teams.</li> <li>• Umpiring development.</li> <li>• Warm-up and warm-down and specific football stretches.</li> <li>• Going to an AFL game to watch and enjoy.</li> </ul>
4	<b>4.1</b> Perform motor skills proficiently in complex skill development activities. <b>4.2</b> Identify strategies to encourage involvement in physical activity.	<ul style="list-style-type: none"> <li>• Demonstrate correct locomotor and/or manipulative skills that lead to attainment of an objective (scoring a goal).</li> <li>• Practising marking and experiment with take-off and flight techniques that lead to a correct technique.</li> <li>• Modify games or activities (play indoors, fewer participants) to encourage greater participation.</li> </ul>	<ul style="list-style-type: none"> <li>• Coaches/captains demonstrating and teaching skills.</li> <li>• Individuals and teams during training and games.</li> <li>• Analysis and assessment of the game by team, coach and captain.</li> <li>• Teams cooperating, listening and communicating.</li> <li>• Ethics, principles and codes of practice.</li> <li>• Review and try to limit football injuries through rule changes.</li> </ul>



Strand level	Learning outcome	Indicators	Content: How AFL Sport Education achieves outcomes
5	<p><b>5.1</b> Perform proficiently motor skills which are appropriate to specific games, activities and sports.</p> <p><b>5.2</b> Describe initiatives and motivational influences that affect participation in physical activity.</p>	<ul style="list-style-type: none"> <li>• Work in small teams to devise and implement skill drills that move the ball closer to goal in games.</li> <li>• Form a team, assign roles (coach, manager, umpire).</li> <li>• Examine the opportunities to participate in community football.</li> </ul>	<ul style="list-style-type: none"> <li>• Accepting everyone's value to the team.</li> <li>• Managing behaviour, assertiveness and communication.</li> <li>• All roles in AFL Sport Education football.</li> <li>• Getting accreditation as a coach/official/umpire.</li> <li>• Taking on other responsibilities within the team, competition or community club.</li> <li>• Analyse Sport Education and other coaching styles.</li> <li>• Identify the barriers to participation in football for special groups.</li> </ul>
6	<p><b>6.1</b> Evaluate individual and group tactics, skills and movement patterns employed in games, to improve performance.</p> <p><b>6.2</b> Evaluate a range of programs and strategies designed to encourage participation in physical activity and improve personal fitness.</p>	<ul style="list-style-type: none"> <li>• Provide feedback to assist a peer to improve movement skill performance, refereeing or coaching behaviour.</li> <li>• Examine tactics and strategies and discuss examples of fair play and good sporting behaviour.</li> <li>• Engage in programs or strategies that encourage gender equity in physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Players learning about game sense.</li> <li>• Coaches and captains setting up training stations for analysis of football skills.</li> <li>• Players becoming aware of movement principles involved in AFL football.</li> <li>• Goal setting individual / team /group /club.</li> </ul>
6 ext.	<p><b>6.3 ext.</b> Evaluate a physical activity and design a program to improve movement performance.</p> <p><b>6.4 ext.</b> Evaluate the fitness demands of activities to implement fitness programs for improving performance.</p>		<ul style="list-style-type: none"> <li>• Coaching plans for Sport Education and community teams.</li> <li>• Record the physical demands in football by monitoring heart rates and distance travelled.</li> <li>• Videotape skill practices.</li> </ul>

# AFL Sport Education links to CSF 11 Victoria

## Health of individuals and populations outcomes and indicators

Strand level	Learning outcome	Indicators	Content: How AFL Sport Education achieves outcomes
1.	<p><b>1.1</b> Describe what it means to be healthy and how aspects of our environment can promote health.</p> <p><b>1.2</b> Identify the range of people, services and products that help us stay healthy and safe.</p>	<ul style="list-style-type: none"> <li>Respond to a series of photographs of different activities and discuss events.</li> <li>Develop a set of class rules for safety while playing games or sport.</li> <li>Describe safe places to play and demonstrate the use of equipment appropriate to these places.</li> </ul>	<p>Students learn about:</p> <ul style="list-style-type: none"> <li>Taking on roles and are positive about own and others' experiences.</li> <li>Playing modified ball games, following rules and umpiring decisions.</li> <li>Use modified oval dimensions and modified footballs in games.</li> </ul>
2.	<p><b>2.1</b> Describe how the places where people live, work and play influence health and safety.</p> <p><b>2.2</b> Describe the range of health-related services, products and people and how to use them safely and appropriately.</p>	<ul style="list-style-type: none"> <li>Identify behaviours that are bullying/harassing, describe how it feels when people are bullied, picked on or excluded.</li> <li>Participate in games or activities that emphasise the sharing of equipment so all can participate.</li> <li>Practise simple first aid procedures, such as sprains, or knowing who to contact if there is an accident.</li> </ul>	<ul style="list-style-type: none"> <li>First aid officer.</li> <li>AFL rules.</li> <li>Coaching sessions.</li> <li>Individual and team negotiations and contracts.</li> <li>Fair play and safety in football games.</li> <li>Water bearers at the games.</li> <li>Use modified oval dimensions and modified footballs and goals.</li> </ul>
3.	<p><b>3.1</b> Explain how people can improve physical and social environments or personal behaviours to enhance health and safety.</p> <p><b>3.2</b> Identify influences on people when they are selecting services, products and information to meet their health and safety needs.</p>	<ul style="list-style-type: none"> <li>Practise assertive ways to deal with harassment.</li> <li>Design rules that promote safe behaviour during activities.</li> <li>Identify equipment modifications and innovations designed to enhance the safety aspects of games and sports.</li> </ul>	<ul style="list-style-type: none"> <li>AFL Sport Education codes of conduct.</li> <li>Tribunals.</li> <li>Inspect oval before game play.</li> <li>Use of modified specifications for football (modified AFL games).</li> <li>Reward supportive teams and players.</li> <li>School-community links to identify good community football coaches/clubs.</li> </ul>
4.	<p><b>4.1</b> Compare images of health and how these influence personal and community health goals and strategies.</p> <p><b>4.2</b> Plan and implement strategies to promote personal and environmental health and safety.</p>	<ul style="list-style-type: none"> <li>Generate personal goals based on your understanding of what it means to be healthy, and develop a plan to achieve these.</li> <li>Cooperate with others in sport in a variety of environments so that you achieve group goals and ensure each other's safety.</li> </ul>	<ul style="list-style-type: none"> <li>Media and publicity reports.</li> <li>Sports board/football commission's actions.</li> <li>Analyse football's marketing of clothes.</li> <li>Setting goals to improve performance and ability.</li> <li>Umpires/captains/coaches/team managers work to achieve quality Sport Education football.</li> <li>Analyse football injuries and their incidence.</li> </ul>



Strand level	Learning outcome	Indicators	Content: How AFL Sport Education achieves outcomes
5.	<p><b>5.1</b> Describe health issues about which young people make decisions, and strategies that are designed to maintain or improve their health.</p> <p><b>5.2</b> Describe health resources, products and services available to individuals and groups in Australia and consider how they could be used to improve health.</p>	<ul style="list-style-type: none"> <li>• Set goals and make plans to achieve personal fitness.</li> <li>• Survey sport and physical activity of clubs, coaches, leaders or participants to identify how safety is promoted and the risk of accidents reduced.</li> <li>• Identify and practise ways of responding to peer pressure.</li> </ul>	<p>Planning coaching sessions that are:</p> <ul style="list-style-type: none"> <li>• Reflections and debriefs/individual and peer assessment of skills and performance.</li> <li>• Ethics, principles and codes of practice.</li> <li>• Team communication.</li> <li>• Resolving conflict and solving problems.</li> <li>• Evaluate football injuries and the health costs to players, clubs and community.</li> </ul>
6.		<ul style="list-style-type: none"> <li>• Participate in challenging pursuits having discussed possible physical and emotional risks involved in these activities and outline positive outcomes of these activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing plans for team improvement and development of skills for football.</li> <li>• Using social skills.</li> </ul>
6. ext.		<ul style="list-style-type: none"> <li>• Develop criteria to help determine when 'something is not quite right' with self, a friend or relative, so you can identify when to seek help from a trusted adult or other persons.</li> </ul>	<ul style="list-style-type: none"> <li>• Negotiating with individuals, teams and officials.</li> <li>• Resolving conflict.</li> <li>• Accepting decisions and suggestions made by peers, officials, captains and coaches.</li> <li>• Assisting in making team and group decisions.</li> </ul>