

Curriculum and assessment – Queensland

Introduction

AFL Sport Education contributes to the development of a healthy active lifestyle. The study of Health and Physical education (HPE) through AFL Sport Education allows students to achieve all key outcomes. The AFL Sport Education Program includes the knowledge of the game, the development of attitudes such as fair play and respect for the rights of others and movement skills. It highlights the learning of interpersonal skills such as communication, conflict resolution, team communication and decision-making skills.

Levels of development

In Queensland's Years 1–10 Health and Physical Education Syllabus the Levels of Development outline the scope of the curriculum which students might expect to achieve during their schooling.

Level 1 & 2 (Years 1–4)

Sport Education is not recommended for these levels. During this level, students learn fundamental movement skills and procedures of basic games. As a lead-up to football the simple games and practices will highlight kicking, marking/catching, running, jumping and dodging with a partner or very small groups. Emphasis is on regular participation in cooperative games rather than the competitive games. Students play games in a safe, supportive environment, learn to take turns, follow simple rules and share equipment and space. They practise basic steps of decision-making, goal setting, planning skills and interaction with peers.

Level 2 & 3 (Years 5 & 6)

Students are given practise in appraising physical activity levels while improving their mastery of movement skills in modified small-sided games, enabling them to develop confidence and competence in football and related games. They practise, extend and refine the skills of kicking, marking, running (with or without the ball), handpassing and finding space while attacking and defending. They apply knowledge of rules by thinking strategically to implement strategies.

Students continue to develop their self-management skills and personal strengths and begin to see the consequences of their decision-making, goal-setting and knowledge of rules. Students communicate feelings and resolve conflict contributing towards achieving team goals. To resolve conflicts they learn and practise group team discussion skills and procedures, using communication and decision-making skills.

Level 3 & 4 (Typically Years 7 to 9)

Students build on prior knowledge about skills needed for AFL football and the development of the game. They start to specialise and continue to learn about and develop individual and team strategies and skills to enhance performance. Students develop a higher level of skill by applying the principles of movement to their games and have opportunities to react to challenges provided by opposing players. They apply the decision-making process in a variety of situations allowing opportunities to develop the ability to deal with influences which impact on self-confidence, self-esteem and self-identity. Students use interpersonal skills to communicate decisions, negotiate with others and resolve conflict.

Level 5 & 6 (Typically Years 9 to 12)

In this phase young adults explore complex influences and face particular pressures related to playing performance and management within AFL Sport Education contexts. They can access the needs of themselves and others and independently plan strategies to enhance their involvement in community. They refine playing and coaching skills and work towards achieving their personal best by participating in teams. Young adults learn that strategic skills can be further refined and effectively evaluate the outcomes of their strategies to optimise individual and team performances. During this phase young adults are refining negotiation, decision-making and leadership planning and goal-setting skills and evaluating these processes in complex situations within AFL contexts. They continue to develop sound interpersonal skills that enable them to contribute to group activities, resolve conflict and cope with changes in team relationships.

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, coach and sportsboard/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 a great number in real contexts and may be readily practised and assessed under Sport Education.

Teachers have developed numerous assessment tools. Teacher and student checklists, portfolios, projects and video recordings are useful assessment instruments when monitoring progress. Teachers have 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 HPE (QLD)

Developing concepts and skills for physical activity

Levels	Level outcome statements	Indicators (This will be evident when students:)	Content: How AFL Sport Education achieves outcomes
1	<ul style="list-style-type: none"> Students understand that their bodies are capable of moving in different ways and can demonstrate a variety of fundamental movement skills. They understand that changes occur to their bodies during and after exercise. Students also understand that there is a range of physical activities which people watch and play. 	<ul style="list-style-type: none"> Perform movement skills using different parts of the body. Perform appropriate landing technique. Demonstrate an understanding of their different roles in simple games and activities. Control movements to show contrasts of speed, shape, direction and level. Experiment with different ways of moving and using equipment, utilising all the space available. 	<ul style="list-style-type: none"> Develop running skills. Marking and kicking round balls and a football. Rules of AFL football. Codes of practise. Playing modified football in a cooperative setting. Moving to space in drills and practices. Scoring goals.
2	<ul style="list-style-type: none"> Students understand the basic body actions of fundamental movement skills, and they can perform simple combinations of these. They understand that physical activities of varying intensities have different effects on the body. Students understand that people choose to participate in physical activities for a variety of reasons. 	<ul style="list-style-type: none"> Identify and observe rules in activities and simple games, e.g. play within defined boundaries. Play dodging, chasing and avoiding games, showing an awareness of space and others. Pass a ball that can be received easily to a stationary partner to retain possession. Run with/without a ball to find space with passive opposition. 	<ul style="list-style-type: none"> Playing modified football using footballs. Demonstrating simple football skills and applying skills to playing simple football games. Playing as a team. Communicating and listening to each other about why they play sport. Warm-ups for practices and games. Setting up activity stations to practise football skills. Marking and kicking a football on the run.
3	<ul style="list-style-type: none"> Students understand that fundamental movement skills can be used in a range of activities, and can demonstrate these skills to meet the requirements of selected activities. They understand what it means to be fit and the types of physical activities that can promote fitness. Students also understand that choices relating to physical activities are influenced by people and the availability of facilities. 	<ul style="list-style-type: none"> Move to a position to limit the effectiveness of an opponent. Handpass or kick a football accurately to a moving player to maintain possession. Consistently move to a space to receive a moving ball or move to intercept a pass from an opposing player. Demonstrate an understanding of offensive and defensive game positions. Run with/without a ball to find space in a range of practice and game contexts. 	<ul style="list-style-type: none"> Basic coaching tips for football. Rituals and traditions of AFL. Defending and attacking skills. Attempting to kick goals. Peer tutoring, umpiring, and coaching and Sport Education roles. Applying new football tactics and strategies. Players becoming familiar with movement principles of AFL football. Plan warm-ups for practices and games.



Strand level	Learning outcome	Indicators (This will be evident when students:)	Content: How AFL Sport Education achieves outcomes
4	<ul style="list-style-type: none"> Students understand that there are a number of ways to enhance performance in physical activities. They understand that there are components of health-related fitness and the types of physical activities that support particular components. Students understand that social and cultural images of physical activity influence their and others' participation in, and attitude towards, physical activities. 	<ul style="list-style-type: none"> Handpass or kick a ball, controlling speed, distance and direction. Combine a series of skills, such as running, jumping and kicking, in a modified game or sport, Close up a space by placing themselves in position to prevent or intercept a pass, or effectively defend an opponent one-on-one. Demonstrate with a partner or team a sequence of skills leading to scoring a goal. Demonstrate with a partner or team a sequence of skills leading to maintaining possession. 	<ul style="list-style-type: none"> All players practising drills and playing AFL football. Individual and negotiated positions in a football game. Captains, coaches and umpires running the game. Teams communicating, listening and cooperating. Plan warm-ups for practices and games.
5	<ul style="list-style-type: none"> Students understand that the application of strategies and basic movement concepts can improve performance, and can apply strategies and movement concepts to performances in physical activity. They understand the principles of training that support the development of effective programs for health-related fitness. Students understand how individual and social influences affect their own and others' understandings and beliefs about being a physically active person. 	<ul style="list-style-type: none"> Adapt the speed, force, flow and direction of movement to improve performance. Apply individual and team defensive strategies to prevent or intercept a pass from an opposing team member or to reposition an opponent. Select and apply a defensive strategy in a game. Demonstrate an understanding of position-play in team sports. 	<ul style="list-style-type: none"> Duty team when setting up Monitoring of individual and team performance in skills for AFL football. Introducing tactics and strategies for AFL football Assessment and analysis of games by coach and captain Selectors selecting Roles and responsibilities in Sport Education. Analyse how umpires are perceived in the class and community. Develop advanced warm-ups for practices and games.
6	<ul style="list-style-type: none"> Students understand how to evaluate performance in physical activities, and can select and implement strategies to improve their own and others' performances. They understand the relationship between, physical activity, health and physical performance, and that individual fitness goals and priorities vary. Students understand that inequities exist with respect to participation in physical activity. 	<ul style="list-style-type: none"> Deliberately place a football through a gap in the field of play. Perform advanced techniques in a selected activity. Adapt existing skills and strategies to gain an advantage. Make recommendations for improvement during a team performance. Adapt skills and strategies to meet the demands of new situations, e.g. coping with tight defence, rain and wind. 	<ul style="list-style-type: none"> Practising, developing and refining AFL football skills, strategies and tactics. Skill practices and drills for improving on performances in football games. Applies assertiveness and communication skills in games Analysis of skill and fitness components for specific positions.

Levels	Level outcome statements	Indicators (This will be evident when students:)	Content: How AFL Sport Education achieves outcomes
Beyond 6	<ul style="list-style-type: none"> Students understand how to analyse and evaluate different levels of performance, and can use this information to design and implement strategies to improve their own and others' performance. They understand that fitness can be measured in a variety of ways. Students understand that there is a range of programs in place to meet the needs of different groups in the community. 	<ul style="list-style-type: none"> Refine their skills using movement analysis and peer coaching. Select, apply and evaluate established criteria to judge technical competence in activities. Consistently demonstrate advanced performance in games and activities. Adjust tactics to allow for different umpires' interpretations of the rules. Act creatively when making on-the-spot decisions to alter selected strategies. Demonstrate an extensive repertoire of skills for football. Consistently score from limited opportunities under pressure. Plan, implement and evaluate a learning schedule for a team or an individual strategy (extensive program to learn a set play). Identify and analyse the effectiveness of a team or individual strategy used by others and modify their team or individual strategy in response. 	<ul style="list-style-type: none"> Analysis of skills and setting goals for improving. Analyse team and individual performances and apply new tactics and skills in football games to utilise advanced skills and abilities. Analyse and develop programs for skill and fitness improvements for specific positions. Playing community football at a high level. Self and team skill and strategy evaluation in highly competitive contexts. Demonstration of elite/high level technical skills. Taking on responsibilities away from the football oval. Gaining accreditation as umpire or coach. Training and coaching a junior football team.

AFL Sport Education links to HPE (QLD)

Enhancing personal development

Level	Learning outcome Statements	Indicators (This will be evident when students:)	Content: How AFL Sport Education achieves outcomes
1	<ul style="list-style-type: none"> Students understand that they can be described in personal, family and community terms. They understand how they change as they grow and develop. Students understand that the ways they interact with and relate to others differ. They demonstrate the basic skills to communicate and work effectively with others. 	<ul style="list-style-type: none"> Perform basic guided decision-making. Recognise that more than one option exists. Understand that it often takes several small steps to reach a goal. Report on aspects of their Sport Education season. Demonstrate listening skills and basic rules of conversation. Demonstrate an acceptance of game rules. Work effectively and play cooperatively in pairs or small groups. 	<ul style="list-style-type: none"> Even and fair teams. Setting individual goals. Developing basic plans for completion of Sport Education tasks. Cooperation and competition within teams and against. Discussion of team communication. Listening, communicating and cooperating in teams. Using social skills to implement various roles.
2	<ul style="list-style-type: none"> Students understand that individuals not only are unique but also have characteristics similar to others. They understand that they interact differently with a range of people and that they take action to promote positive interactions. Students demonstrate skills to express ideas, needs and feelings in a variety of situations. 	<ul style="list-style-type: none"> Recognise that steps toward a goal must be planned. Basic strategies to cope with stressful situations. Identifies strengths and weaknesses and request help after trying first. Show fairness and consideration for others. Work cooperatively with their peers to learn and practise a new skill. Talk about feelings after physical activity. Talk about physical and emotional needs in football. 	<ul style="list-style-type: none"> Comment on own and others performance. Set specific performance goals for improvement and enhancement of self and team. Steps of conflict resolution. Communication and cooperation. Reflecting on plans and goals. Codes of practice/behaviour. Negotiation and problem solving. Use of active listening. Choosing rules, teams, modified game. Teams taking on responsibility. Discussion teams to determine feelings and needs of team members.

Strand level	Learning outcome	Indicators (This will be evident when students:)	Content: How AFL Sport Education achieves outcomes
3	<ul style="list-style-type: none"> Students understand that different ways of describing people influence their own and others' identities and relationships. They understand that there are ways to promote different dimensions of growth and development. Students demonstrate skills to assist decision-making and to work cooperatively. 	<ul style="list-style-type: none"> Recognise positive and negative consequences. Clarify their values. Recognise the importance of goals in different life contexts. Use a decision-making model to demonstrate how they could use their strengths and weaknesses to enhance their self-esteem demonstrate assertive speaking and listening. Contribute to a group or team to which they belong. Demonstrate responsibility in minor games and physical activities, e.g. accept and respect the decisions made by umpires and the Football Commission. Demonstrate knowledge of rules through umpiring assertively. 	<ul style="list-style-type: none"> Tribunals set up to resolve rule breaches. Values clarification of rules and codes of practice. Setting goals and developing plans to achieve goals. Student plan to perform roles in Sport Education. Individual and team decision-making. Assessing own and others' weaknesses and strengths. Support and encourage others. Captains' and coaches' responsibilities. Team communication when setting up for games/players using equipment. All roles explore both debriefing and problem-solving skills . Prepare media and publicity reports; player profiles. Reflect on and determine codes of behaviour.
4	<ul style="list-style-type: none"> Students understand that behaviours influence their own and others' identities and relationships, and that standards of behaviour change in different situations. They understand that their growth and development are influenced by a range of factors. Students demonstrate skills and actions to support the rights and feelings of others. 	<ul style="list-style-type: none"> Prioritise their goals. Select a skills training program and predict the impact on their future performance in a team activity. Demonstrate ways of developing self-concept sincerely praise the efforts of others. Show initiative and leadership and confidently assert their point of view by making/defending decisions independently, eg. when umpiring. Show initiative and consideration for others in group or team activities. 	<ul style="list-style-type: none"> Team leaders/managers deciding on team and individual needs. Coaches developing coaching plans and setting up drills and skills sessions. Pathways for involvement in the range of AFL football opportunities. Assess own and others' performance in practice and game settings. Coaches, umpires and captains giving information and feedback. Investigating factors that impact on team and cohesion and game performance. Captains, coaches and football committee executing their responsibilities. Team communication strategies. Explore school/community links. Determine and assess codes of behaviour.



Strand level	Learning outcome	Indicators (This will be evident when students:)	Content: How AFL Sport Education achieves outcomes
5	<ul style="list-style-type: none"> Students understand that the beliefs, values, attitudes and behaviours of different individuals and groups influence their own and others' identities and relationships. They understand that significant transitions in their own lives influence growth and development. Students demonstrate skills to cope effectively with challenge and conflict in interactions and relationships. 	<ul style="list-style-type: none"> Demonstrate an ability to analyse rules and game situations to effectively umpire and administer the Sport Education season. Develop and analyse a training plan by an individual or group of students. Decide on program content while planning an activity, considering time management, e.g. developing a skill-improvement strategy. Work effectively, cooperatively and communicate effectively with others to achieve group consensus or team's short-term goals. Perform the task of a group leader or manager and take responsibility and suggest further actions if group fails to achieve goals. Demonstrate independence and initiative. Respect ideas, encouraging contribution/involvement of others. 	<ul style="list-style-type: none"> Umpiring complex rules/games. Disputes panels/tribunals. Assess individual and team performances and develop activities for improving performances. Taking on advanced roles and responsibilities of AFL Sport education Football. Sport board/football committee members. Team selectors choosing equitable teams. Making team decisions based on cooperative decision-making. Captains' responsibilities to resolve team conflict. Team leader/manager deciding on needs of team. Disputes panel for debrief and problem solving. Establish school/community links to complement Sport education season. Prepare media and publicity reports for a range of school and community groups.
6	<ul style="list-style-type: none"> Students understand that a range of factors affect identity, relationships, growth and development. They understand that the impact of these factors varies at different stages of life. Students demonstrate skills needed to implement decisions and to function effectively in relationships. 	<ul style="list-style-type: none"> Examine and cope effectively with the impact of influences on their decision-making and goal-setting. Set realistic time boundaries. Plan and demonstrate strategies to reduce stress in conflict situations. Consider the ramifications of and apply the send-off rule while umpiring a football match. Express negative feelings assertively, with empathy. Are able to disagree with others without becoming angry. Umpire or coach effectively. Lead or manage a small group effectively. Demonstrate negotiation skills when communicating with people who express a conflicting opinion. 	<ul style="list-style-type: none"> Demonstrating leadership skills. Reflections, debriefing sessions and the maintenance of team performance, role performance and equity issues. Teams cooperating and listening and communicating. Ethics, principles of AFL and codes of practice. Decision-making model. Coach/captain giving information and feedback. Referee/umpiring game. Sport board members. Team selectors revised teams based on pre-season. Recorders/statisticians with computer-generated results. Making team decisions based on explicit agreed-upon criteria. Team leader/manager deciding on needs of team. Tribunal for debrief and problem solving for codes of behaviour breaches. Analyse and refine codes of behaviour.

Strand level	Learning outcome	Indicators (This will be evident when students:)	Content: How AFL Sport Education achieves outcomes
Beyond level 6	<ul style="list-style-type: none"> Students understand the influences of interpersonal and intercultural relations and expectations on identity, growth and development. They understand that differences between personal and community values, attitudes and beliefs affect relationships. Students demonstrate skills to assert their independence within a framework of personal and social responsibility. 	<ul style="list-style-type: none"> Consider the individual differences of group members to maintain harmony. Adapt teaching or coaching strategies to suit individual feelings and needs when developing a new skill. Analyse how social, cultural and work factors can influence self-esteem and plan action to manage these influences for themselves and others. Implement and evaluate a training program, e.g. develop a team strategy. Demonstrate commitment, responsibility and leadership. Analyse skills to be an effective leader, apply these skills in communication as team coaches/managers. Display fairness and adherence to codes of conduct as team leaders. Lead individuals/teams to achieve their potential and maximise performance. Use advocacy skills to influence participation. Plan and lead a team, monitor progress, coordinate decision-making and evaluate performance. Critically analyse the effects of their physical activity program on their health and make appropriate adjustments to improve their health and performance. Critically evaluate and report the effectiveness of their decision-making and goal-setting within an advocacy framework. 	<ul style="list-style-type: none"> Applying new tactics and team strategies. Goal setting – individuals, team/ group. Team and individual conflict resolution. Sports board – culminating event. Community involvement through recreation centres or development officers, elite club players. Umpiring games as a 'teacher'. Football Committee members and team selectors choosing teams, game rules, etc. Making team decisions. Captains' responsibilities. Team leader/manager deciding on needs of team. Disputes panel for debrief and problem solving. Work with junior teams in Sport Education and other school settings. Explore school/community links to support greater involvement in school and community football. Prepare and analyse media and publicity reports for a range of school and community groups. Analyse and assess own and others' weaknesses and strengths. Assess performance and develop plans for improvement. Ethics, principles and codes of practice for AFL football. Planning and developing training programs to enhance football skills. Disputes panel for debrief and problem solving. School/community links determined in local community. Team communication. Work with junior teams in school and community settings.

AFL Sport Education links to HPE (QLD)

Promoting the health of individuals and community

Level	Learning outcome statements	Indicators (This will be evident when students:)	Content: How AFL Sport Education achieves outcomes
1	<ul style="list-style-type: none"> Students understand that a range of basic health needs must be met to maintain or promote their health and can demonstrate everyday actions to meet these needs. They understand that there are people and products that can help them meet their health needs. Students understand that elements of different environments influence their health and safety. 	<ul style="list-style-type: none"> Explain why it is important to act safely and identify safety rules in a familiar environment. Describe actions to avoid skin damage from the sun, e.g. the wearing of hats, sunscreens and protective clothing. Experience and describe the effects of varying types of physical activity on immediate changes in their body temperature, perspiration, heart rate and breathing rate. 	<ul style="list-style-type: none"> Safety: Personal safety, team safety, spectator safety, preparing the playing space. Learning emergency first-aid procedures. Identifying possible injuries associated with playing running ball games. The names of important fundamental movement skills: run, kick, catch/mark, dodge. Identify roles and basic procedures to fulfil roles.
2	<ul style="list-style-type: none"> Students understand that there are different dimensions of health and can demonstrate ways to promote the health and safety of themselves and others. They understand that health products and services may be obtained from a number of places and that people have different reasons for the choices they make from the available range. Students understand how caring for their environment promotes and protects their health, and can identify ways to achieve this. 	<ul style="list-style-type: none"> Demonstrate basic first aid principles. Identify activities that girls and boys play and question why differences occur. Explain how different sports require different skills and place different demands on the body. Know the rules of simple games and play them according to the rules. 	<ul style="list-style-type: none"> Sportsboard/football committee manages for care and safety of all in Sport Education season. Captains, coaches and other roles understand their responsibility to other students. Understand aspects of class planning for a successful season. Umpiring games. Modified rules for football. Select teams based on set criteria.

Level	Learning outcome statements	Indicators (This will be evident when students:)	Content: How AFL Sport Education achieves outcomes
3	<ul style="list-style-type: none"> Students understand that health is influenced by their own and others' behaviours and can take personal and group action to promote health and safety. They understand that information is available about health products and services from a range of sources and that the reliability of this information varies. Students understand that their health is influenced by features of environments in which they live, work and play. 	<ul style="list-style-type: none"> Describe what they can do to promote their own physical, mental, emotional and social development. Assess their involvement in physical activity and plan strategies to enhance their physical activity level. Identify positive and negative aspects of active and inactive lifestyles. Determine features/characteristics of self-management and interpersonal skills. Know, understand and apply rules and game strategies as players and umpires. 	<ul style="list-style-type: none"> Students take on different roles in AFL Sport Education Football. Self-esteem improves/fluctuates as they play modified games. Individual goal setting to improve skills by students as captains, coaches and players. Acceptance and valuing of individual through tolerance and understanding in games and practices. Umpiring games. Taking on duty team responsibilities. Setting team goals. Management and assessment of team and individual abilities by groups or individuals.
4	<ul style="list-style-type: none"> Students understand that health behaviours are influenced by a range of factors and can take action to promote the health of themselves and others. They understand that health products and services can be selected to best meet their health needs. Students understand that aspects of their social and physical environments can enhance, or pose threats to, their health and safety. They also assess options and consequences in responding to situations and behaviours which may influence health and safety. 	<ul style="list-style-type: none"> Explain the positive and negative impacts that peer influence has on health and physical activity choices. Evaluate their own and others' health-related and performance-related fitness. Recognise the importance of the rules and codes of conduct of games and sports they play. Recognise the range of health and safety issues for AFL as players, spectators and club members. 	<ul style="list-style-type: none"> Take on any roles in AFL Sport Education Football. Assess own and others performance honestly through self and peer assessments and team reflections. Determine and set goals to improve individual and team performance. Develop plans to improve skills and strategies. Learning principles, rules and codes of behaviour in AFL football by umpiring games. Apply principles of fitness and skill learning to practises. Investigate football safety products. Prepare publicity reports Liaise with AFL development officers.
5	<ul style="list-style-type: none"> Students understand that there are short and long-term consequences of health behaviours and can demonstrate actions and behaviours to promote their health and safety, now and in the future. They understand that a range of factors influences access to health information, products and services. Students also understand how human behaviours can cause changes to the environment which influence health. 	<ul style="list-style-type: none"> Discuss their responsibilities for the safety of others when involved in activities. Demonstrate an understanding of the role of rules, etiquette and coaching principles in ensuring safe and cohesive physical activity. Discuss the dangers of contact sports and the use of protective equipment. Collate information on injury prevention and rehabilitation. 	<ul style="list-style-type: none"> Umpiring an AFL modified football game. Playing enthusiastically and according to the rules of AFL. Being positive about others and own performances by encouraging team members and others. Being responsible and aware of safety issues when playing football. Reflect on spectator behaviour in a range of football settings. Determine factors that support and inhibit participation in football. Prepare publicity reports and player profiles.



Level	Learning outcome statements	Indicators (This will be evident when students:)	Content: How AFL Sport Education achieves outcomes
6	<ul style="list-style-type: none"> Students understand that there are social, cultural and environmental factors which influence health and safety and can take action towards meeting their health and needs. They understand that individual and community health needs change over time. Students also understand that rules, laws and policies can promote healthy environments. 	<ul style="list-style-type: none"> Assess the different levels of power people have in their relationships and discuss acceptable levels in specific relationships, e.g. coach, captain or player. Manage group physical activities, ensuring that all students participate equally and safely. Investigate the role of the media in sport and the culture of AFL. Identify and discuss player welfare policies in AFL. 	<ul style="list-style-type: none"> Respecting officials and leaders when they make decisions. Taking on the roles of recorders and statisticians. Being team leader/manager and making decisions for the team. Being a sports board member and taking responsibility for team and Sport Education competition. Participating as a selection committee member and choosing teams. Playing and deciding on modifying rules. League ladder and records being kept. Prepare and analyse publicity reports. Understand responsibilities of duty team during competition and season. Liaise with AFL development officers to improve access to participation.
Beyond level 6	<ul style="list-style-type: none"> Students understand that community health is influenced by a range of factors and can take action to improve health. They understand that consumers of health services and products have rights. Students understand the role of the community in promoting a safe and healthy environment. 	<ul style="list-style-type: none"> Analyse level of risk and plan strategies to reduce the incidence of overuse or impact injuries. Use biomechanical principles to analyse a physical skill to improve performance. Analyse how community values are reflected in the provision of sport and recreation facilities. Investigate the role of the media in sport and the culture of AFL and determine how disadvantaged groups can be advantaged. Analyse skill development programs in AFL to improve skill in high-level competitive performance. Investigate the role of the media in sport and the culture of AFL and prepare advocacy arguments for eradicating injustices and undesirable social behaviours by spectators and players. Analyse and interpret how community values are reflected in the affiliation of people with elite football teams. Analyse and interpret the economic and social impact of football on communities. 	<ul style="list-style-type: none"> Team communication and cooperation when playing or organising the competition. Analysing injury statistics in Sport Education and AFL. Liaise with AFL development officers and umpires to establish links with community football. Football commission develops affirmative action and equity strategies. Planning, developing and setting up AFL football safety policies. Taking on roles and responsibilities other than player by coaching a junior team. Liaise with AFL development officers and community football to support improved opportunities for young people to engage in good sport as players, umpires and administrators.