

# Curriculum and assessment – South Australia

## Introduction

AFL Sport Education contributes to the development of healthy active lifestyles. The study of HPE through AFL Sport Education allows students to achieve all key outcomes in the Health and Physical Education Learning Area for South Australia Curriculum Standards and Accountability Framework.

## Phases of development

In the SACSA Framework the curriculum bands outline the scope of the curriculum which students might expect to achieve during their schooling.

### Early years (Typically reception to Year 2)

Sport Education is not recommended for early years. In this band students learn rules, fundamental movement skills and procedures of basic modified 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 modified games in a safe, supportive environment, learn to take turns, follow simple rules and share equipment and space. They are placed in situations where they observe, develop and explore self-management skills as individuals and small teams. They practise basic steps of decision-making, goal-setting and planning skills and interaction with peers.

### Primary years (Typically Years 3 to 5)

Sport Education is not recommended for Year 3. In the upper primary years students are given practice in appraising physical activity levels while improving their mastery of movement skills in modified small-sided 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 to enhance performance for themselves and their team and also while umpiring. Students continue to develop their self-management skills and personal strengths in AFL, regularly gaining feedback from others to enhance their self-esteem. Students communicate feelings and resolve conflict contributing towards achieving team goals. When using modified games their negotiation and facilitation skills are expanded to enhance and maintain relationships within the team. To resolve conflicts arising through modified games they learn and practise group team discussion skills and procedures, using communication and decision-making skills to assist a team to collaboratively plan and achieve their goals.

### Middle years (Typically Years 6 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 are encouraged to examine and apply self-management skills to the planning of short and long-term goals. 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.

### Senior years (Typically Years 10 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 refine skills for playing and coaching 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. They learn sophisticated self-management skills in complex situations in the context of football and plan action to manage intrinsic and extrinsic influences on self-esteem. 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.

## AFL Sport Education

### 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 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 HPE (SA)

## Physical activity and participation

Standards	Outcomes	Indicators (This will be evident when students:)	Content: How AFL Sport Education achieves outcomes
<b>1. Towards end of Year 2</b>	<p><b>1.1</b> Demonstrates a self-awareness and confidence in coordination and control of movement skills for widening involvement in physical activities in different settings.</p> <p><b>1.2</b> Achieves or seeks to achieve health-related fitness through exploring a range of developmentally appropriate physical activities, which contributes to greater self-awareness.</p>	<ul style="list-style-type: none"> <li>• Perform movement skills using different parts of the body.</li> <li>• Demonstrate an understanding of their different roles in simple games and activities.</li> <li>• Control movements to show contrasts of speed, shape, direction and level.</li> <li>• Experiment with different ways of moving and using equipment, utilising all the space available.</li> <li>• Combine movements that emphasise running, kicking and catching/marketing.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop running skills.</li> <li>• Marking and kicking a football and other balls.</li> <li>• Rules of AFL football.</li> <li>• Codes of practise.</li> <li>• Playing modified games in a cooperative setting.</li> <li>• Scoring goals.</li> <li>• Moving to space in simple drills and practices.</li> </ul>
<b>2. Towards end of Year 4</b>	<p><b>2.1</b> Confidently performs and repeats movement sequences with control, balance and coordination that in turn enhances their ability to plan for and participate in a wide range of physical activities.</p> <p><b>2.2</b> Articulates on the basis of personal participation, understandings about fitness through experience of the feelings and effects of different types of exercises on the body.</p>	<ul style="list-style-type: none"> <li>• Identify and observe rules in activities and simple games, eg. play within defined boundaries.</li> <li>• Play dodging, chasing and avoiding games, showing an awareness of space and others.</li> <li>• Pass a ball that can be received easily to a stationary partner to retain possession.</li> <li>• Talk about how their bodies respond to physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Playing modified football using footballs.</li> <li>• Demonstrating basic football skills and applying skills to playing simple football games.</li> <li>• Practising as a team.</li> <li>• Communicating and listening to each team member.</li> <li>• Learning basic rules of AFL.</li> <li>• Setting up activity stations to practise football skills.</li> <li>• Warm-up for practices and games.</li> <li>• Marking and kicking a football on the run.</li> </ul>
<b>3. Towards end of Year 6</b>	<p><b>3.1</b> Demonstrates a range of specialised individual and team movement skills that enhance their sense of personal and group identity.</p> <p><b>3.2</b> Develops, through participation in health-related fitness activities, an understanding of those activities' appropriateness.</p>	<ul style="list-style-type: none"> <li>• Move to a position to limit the effectiveness of an opponent.</li> <li>• Handpass or kick a football accurately to a moving player to maintain possession.</li> <li>• Consistently move to a space to receive a moving ball or move to intercept a pass from an opposing player.</li> <li>• Combine a series of skills, such as running, jumping and kicking, in a practice.</li> <li>• Demonstrate an understanding of offensive and defensive game positions.</li> <li>• Cooperate as team members.</li> <li>• Talk about preparing muscles and heart and lungs for activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Trial coaching tips for football.</li> <li>• Rituals and traditions of AFL.</li> <li>• Defending and attacking skills.</li> <li>• Attempting to kick goals.</li> <li>• Peer tutoring, umpiring, coaching and other Sport Education roles.</li> <li>• Applying new football tactics and strategies.</li> <li>• Players becoming familiar with movement principles of AFL football.</li> <li>• Plan warm-ups for practices and games.</li> </ul>



Standards	Outcomes	Indicators (This will be evident when students:)	Content: How AFL Sport Education achieves outcomes
<b>4. Towards end of Year 8</b>	<p><b>4.1</b> Reflects on the use of specialised skills in various social contexts (including teams) and is able to modify skills to improve performance.</p> <p><b>4.2</b> Evaluate their own beliefs about fitness and undertake activities of interest to develop a preferred future of personal health-related fitness.</p>	<ul style="list-style-type: none"> <li>• Handpass or kick a ball, controlling speed, distance and direction.</li> <li>• Combine a series of skills, such as running, jumping and kicking, in a modified game.</li> <li>• Close up a space by placing themselves in position to prevent or intercept a pass, or effectively defend an opponent one-on-one.</li> <li>• Demonstrate with a partner and team a sequence of skills leading to scoring a goal.</li> <li>• Demonstrate with a team a sequence of skills leading to maintaining possession.</li> </ul>	<ul style="list-style-type: none"> <li>• All players practising drills and playing games.</li> <li>• Individual and negotiated positions in a football game.</li> <li>• Captains, coaches and umpires supporting effective game play.</li> <li>• Teams communicating, listening and cooperating.</li> <li>• Assess fitness demands in AFL Sport Education and schedule duration of games accordingly.</li> </ul>
<b>5. Towards end of Year 10</b>	<p><b>5.1</b> Participates in a range of physical activities while planning and evaluating various roles they can take in the community to develop their interests and assist others.</p> <p><b>5.2</b> Researches, develops, and carries out personal plans for fitness programs, in the context of issues concerning health and fitness within the community.</p>	<ul style="list-style-type: none"> <li>• Adapt the speed, force, flow and direction of movement to improve performance.</li> <li>• Apply individual and team defensive strategies to prevent or intercept a pass from an opposing team member or to reposition an opponent.</li> <li>• Select and apply a defensive strategy in a game.</li> <li>• Demonstrate an understanding of position-play in team sports.</li> <li>• Develop school-community links.</li> <li>• Collect team statistics.</li> </ul>	<ul style="list-style-type: none"> <li>• Duty team when setting up.</li> <li>• Monitoring of individual and team performance in skills for AFL football.</li> <li>• Introducing tactics and strategies for AFL football.</li> <li>• Assessment and analysis of games by coach and captain.</li> <li>• Duty team record a range of game statistics.</li> <li>• Roles and responsibilities in Sport Education.</li> </ul>
<b>Year 12 towards end of Year 12</b>	<p>The essential learnings are:</p> <ul style="list-style-type: none"> <li>• Futures.</li> <li>• Identity.</li> <li>• Interdependence.</li> <li>• Thinking.</li> <li>• Communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Accurately pass a football through a confined space to a teammate.</li> <li>• Perform advanced techniques in playing, coaching, and umpiring.</li> <li>• Adapt existing skills and strategies to gain an advantage.</li> <li>• Make recommendations for improvement of team performance</li> <li>• Adapt skills and strategies to meet the demands of new situations, eg. coping with tight defence, rain and wind.</li> <li>• Refine their skills using movement analysis and peer coaching.</li> <li>• Demonstrate an extensive repertoire of advanced skills for football.</li> <li>• Identify and analyse the effectiveness of a team or individual strategy used by others and modify their team or individual strategy in response.</li> </ul>	<ul style="list-style-type: none"> <li>• Practising, developing and refining AFL football skills, strategies and tactics.</li> <li>• Skill practices and drills for improving on performances in football games.</li> <li>• Applies assertiveness and communication skills in games.</li> <li>• Analysis of skill and fitness components for specific positions.</li> <li>• Analysis of skills and setting goals for improving.</li> <li>• Analyses and develops programs for skill and fitness improvements for specific positions.</li> <li>• Taking on responsibilities for skill/fitness development through weight training program.</li> <li>• Gaining accreditation as umpire or coach.</li> </ul>

# AFL Sport Education links to HPE (SA)

## Personal and social development

Standards	Outcome statements	Indicators (This will be evident when students:)	CONTENT: How AFL Sport Education achieves outcomes
<b>1. Towards end of Year 2</b>	<p><b>1.3</b> Demonstrates a sense of self worth and respect for others in social and working contexts and describes similarities and differences between themselves and others.</p> <p><b>1.4</b> Recognises diversity in growth patterns, can name body parts, and raises questions about new responsibilities and achievements that occur as they change and grow.</p> <p><b>1.5</b> Develops a range of capacities in social and working contexts by demonstrating skills of developing and maintaining effective relationships.</p>	<ul style="list-style-type: none"> <li>• Perform basic guided decision-making.</li> <li>• Recognise that more than one option exists.</li> <li>• Understand that it often takes several small steps to reach a goal.</li> <li>• Report on aspects of their Sport Education season.</li> <li>• Demonstrate listening skills and basic rules of conversation.</li> <li>• Demonstrate an acceptance of game rules.</li> <li>• Work effectively and play cooperatively in pairs or small groups.</li> <li>• Identify how size impacts on game play.</li> <li>• Name body parts that help running, jumping and catching.</li> </ul>	<p>Students learn about:</p> <ul style="list-style-type: none"> <li>• Even and fair teams.</li> <li>• Setting goals.</li> <li>• Developing simple plans for completion of basic Sport Education tasks.</li> <li>• Cooperation and competition within teams and against.</li> <li>• Discussion, team communication.</li> <li>• Listening, communicating and cooperating in teams.</li> <li>• Using social skills to implement various roles.</li> </ul>
<b>2. Towards end of Year 4</b>	<p><b>2.3</b> Establishes a sense of self-worth in a variety of contexts within the school, and communicates personal feelings in different situations.</p> <p><b>2.4</b> Describes different stages in the life span and the predictable sequences of growth.</p> <p><b>2.5</b> Understands different relationships and, through a variety of experiences, develops cooperative work and social skills.</p>	<ul style="list-style-type: none"> <li>• Recognise that steps toward a goal must be planned.</li> <li>• Basic strategies to cope with stressful situations.</li> <li>• Identifies strengths and weaknesses, request help after trying first.</li> <li>• Show fairness and consideration for others.</li> <li>• Work cooperatively with their peers to learn and practise a new skill.</li> <li>• Talk about feelings after physical activity.</li> <li>• Talk about physical and emotional needs in football.</li> </ul>	<ul style="list-style-type: none"> <li>• Comment/reflects on own and others' performance.</li> <li>• Set specific performance goals for improvement and enhancement of self and team.</li> <li>• Steps of conflict resolution.</li> <li>• Communication, cooperation and active listening.</li> <li>• Reflecting on plans and goals.</li> <li>• Negotiation and problem solving.</li> <li>• Considers modified rules for different sizes, ages, gender.</li> <li>• Teams taking on responsibility.</li> <li>• Discussion teams to determine feelings and needs of team members.</li> <li>• Reflect on team roles.</li> </ul>



Standards	Outcome statements	Indicators (This will be evident when students:)	Content: How AFL Sport Education achieves outcomes
<b>3. Towards the end of year 6</b>	<p><b>3.3</b> Explains how different ways of describing people influences the way people value and treat themselves and others.</p> <p><b>3.4</b> Identifies physical, social and emotional changes associated with their growth and development, and appreciate differences between people of the same age.</p> <p><b>3.5</b> Assumes different roles when working as part of a cooperative group or team to achieve a shared goal and understands the effects on relationships.</p>	<ul style="list-style-type: none"> <li>• Recognise positive and negative consequences.</li> <li>• Clarify their values.</li> <li>• Recognise the importance of goals in different life contexts.</li> <li>• 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.</li> <li>• Contribute to a group or team to which they belong.</li> <li>• Demonstrate responsibility in minor games and physical activities, eg. accept and respect the decisions made by umpires and the football commission.</li> <li>• Demonstrate knowledge of rules through umpiring assertively.</li> </ul>	<ul style="list-style-type: none"> <li>• Values clarification of rules and codes of practice.</li> <li>• Setting goals and developing plans to achieve goals.</li> <li>• Student plan to perform roles in Sport Education.</li> <li>• Individual and team decision making.</li> <li>• Assessing own and others' weaknesses and strengths.</li> <li>• Support and encourage others.</li> <li>• Processes of team decision-making.</li> <li>• Captains and coaches' responsibilities.</li> <li>• All roles explore both debriefing and problem-solving skills.</li> <li>• Prepare media and publicity reports as a team or sports board.</li> </ul>
<b>4. Towards the end of Year 8</b>	<p><b>4.3</b> Investigates key ways in which groups and other cultures contribute to forming identities.</p> <p><b>4.4</b> Analyses the changes associated with growth and development and uses problem solving skills to manage significant transitions and issues in their own and others' lives.</p> <p><b>4.5</b> Develops skills for working effectively in groups and in teams, explores different constructions of groups' dynamics, such as leadership and identifies qualities for good leaders.</p>	<ul style="list-style-type: none"> <li>• Prioritise their goals.</li> <li>• Select a skills training program and predict the impact on their future performance in a team activity.</li> <li>• Demonstrate ways of developing self-concept, sincerely praise the efforts of others.</li> <li>• Show initiative and leadership and confidently assert their point of view by making/defending decisions independently, eg. when umpiring.</li> <li>• Show initiative and consideration for others in group or team activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Team leaders/managers deciding on team and individual needs.</li> <li>• Reflect on team cohesion.</li> <li>• Coaches developing coaching plans and setting up drills and skills sessions.</li> <li>• Tribunals set up to resolve rule breaches.</li> <li>• Assess own and others' performance in practice and game settings.</li> <li>• Umpiring games and making team decisions.</li> <li>• Captains, coaches and football committee executing their responsibilities.</li> <li>• Leadership skills and strategies.</li> <li>• Determine and assess codes of behaviour through group processes.</li> </ul>

Standards	Outcome statements	Indicators (This will be evident when students:)	Content: How AFL Sport Education achieves outcomes
5. Towards end of Year 10	<p><b>5.3</b> Analyses the multiple identities they have in different contexts and with different people and appraise the social constructs of individuals and groups in the community.</p> <p><b>5.4</b> Critically appraises the interrelationships of factors that influence growth and development, and ways of promoting healthy growth and development for themselves and others in the community.</p> <p><b>5.5</b> Critically analyses the way individuals and groups use power to influence the behaviour of others and how an imbalance of power impacts on individuals and group identities.</p>	<ul style="list-style-type: none"> <li>• Work effectively and cooperatively with others to achieve group consensus or team's short-term goals.</li> <li>• Perform the task of the team leader and take responsibility and suggest further actions if team/class fails to achieve goals.</li> <li>• Demonstrate independence and initiative.</li> <li>• Demonstrate an ability to analyse rules and game situations to effectively umpire.</li> <li>• Develop and analyse a training plan by an individual or team.</li> <li>• Develop skill improvement strategies.</li> <li>• Examine and cope effectively with the impact of influences on their decision-making and goal-setting.</li> <li>• Set realistic time boundaries and plan and demonstrate strategies to reduce stress or conflict.</li> <li>• Consider the ramifications of applying the send-off rule while umpiring.</li> <li>• Umpire or coach effectively.</li> <li>• Express negative feelings assertively, with empathy.</li> </ul>	<ul style="list-style-type: none"> <li>• Team leader/manager deciding on needs of team and individuals.</li> <li>• Disputes panel for debrief and problem-solving.</li> <li>• Establish school/community links to complement Sport Education season.</li> <li>• Prepare media and publicity reports for a range of Sport Education issues.</li> <li>• Demonstrating leadership skills.</li> <li>• Reflections, debriefing sessions and the maintenance of team performance, role performance, and equity issues.</li> <li>• Analysis of the ethics and principles of AFL.</li> <li>• Identify the multiple identities of players in teams.</li> <li>• Mid-season reflection on the 'health' of the competition.</li> <li>• Identify and describe power dynamics within teams and football commission/sports board.</li> <li>• Tribunal for debrief and problem solving for codes of practice breaches.</li> <li>• Player profiles include physical and social attributes.</li> </ul>
Year 12 towards the end of Year 12	<p>The essential learnings are:</p> <ul style="list-style-type: none"> <li>• Futures.</li> <li>• Identity.</li> <li>• Interdependence.</li> <li>• Thinking.</li> <li>• Communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate commitment, responsibility and leadership and analyse skills to be an effective leader and apply these skills in communication as team coaches/managers.</li> <li>• Display fairness and adherence to codes of conduct as team leaders lead individuals/teams to achieve their potential and maximise performance.</li> <li>• Plan and lead a team, monitor progress, coordinate decision-making and evaluate performance.</li> <li>• Liaise and negotiate with staff, students and community members to form a team for a community competition or lead and facilitate or chair a group and facilitate a decision.</li> <li>• Use compromise and arbitration in a leadership role to manage disputes, solve problems and provide a link between groups/teams.</li> <li>• Adapt teaching/coaching strategies to suit individual feelings and needs when developing a new skill.</li> </ul>	<ul style="list-style-type: none"> <li>• Umpiring games as a 'teacher'.</li> <li>• football committee members and team selectors choosing teams, game rules, etc.</li> <li>• Making team decisions.</li> <li>• Captain/coach/umpire responsibilities.</li> <li>• Team leader/manager deciding on needs of team.</li> <li>• Tribunal/disputes panel for debrief and problem-solving.</li> <li>• Team communication.</li> <li>• Work with junior teams in Sport Education and other school settings.</li> <li>• Explore school/community links to support greater involvement in school and community football.</li> <li>• Prepare and analyse media and publicity reports for a range of school and community groups.</li> <li>• Disputes panel for debrief and problem solving.</li> <li>• Umpiring games in school and community settings (non-Sport Education).</li> <li>• Football commission members' leadership activities.</li> <li>• Making team decisions as an effective unit.</li> </ul>



# AFL Sport Education links to HPE (SA)

## Health of individuals and communities

Standards	Outcome statements	Indicators (This will be evident when students:)	Content: How AFL Sport Education achieves outcomes
<b>1. Towards end of Year 2</b>	<p><b>1.6</b> Describe what it means to be healthy and the role of others in the community in supporting health of its members.</p> <p><b>1.7</b> Understands and can demonstrate behaviours and strategies that promote their health and safety and that of others.</p> <p><b>1.8</b> Communicates understanding about foods they can eat to enhance their health and practices good hygiene when handling food.</p>	<ul style="list-style-type: none"> <li>• Explain why it is important to act safely and identify safety rules in a familiar environment.</li> <li>• Describe actions to avoid skin damage from the sun, eg. the wearing of hats, sunscreens and protective clothing.</li> <li>• Experience and describe the effects of varying types of physical activity on immediate changes in their body temperature, perspiration, heart rate and breathing rate.</li> </ul>	<ul style="list-style-type: none"> <li>• Safety: Personal safety, team safety, spectator safety, preparing the play space.</li> <li>• Learning emergency first aid procedures.</li> <li>• Identifying possible injuries associated with playing ball games.</li> <li>• The names of important fundamental movement skills: run, kick, catch/mark, dodge.</li> <li>• Identify food groups best for active lifestyles.</li> </ul>
<b>2. Towards end of Year 4</b>	<p><b>2.6</b> Explains ways in which communities support their own and others' health.</p> <p><b>2.7</b> Plans and practises strategies to maintain safety in the home, school and community.</p> <p><b>2.8</b> Evaluate and report about their diet and consider influences on their choice of foods for an active and healthy life.</p>	<ul style="list-style-type: none"> <li>• Demonstrate basic first aid principles.</li> <li>• Identify activities that girls and boys play and question why differences occur.</li> <li>• Explain how different sports require different skills and place different demands on the body.</li> <li>• Know the rules of simple games and play them according to the rules.</li> </ul>	<ul style="list-style-type: none"> <li>• Sports board/football commission manages for care and safety of all in Sport Education season.</li> <li>• Captains, coaches and other roles understand their responsibility to other students.</li> <li>• Understand aspects of class planning for a successful season.</li> <li>• Umpiring games.</li> <li>• Modified rules for football.</li> <li>• Select healthy football foods.</li> </ul>
<b>3. Towards end of Year 6</b>	<p><b>3.6</b> Analyses a variety of community health issues that affect them and investigates community programs to address them.</p> <p><b>3.7</b> Identifies skills to deal with situations that pose a risk to their health and safety.</p> <p><b>3.8</b> Researches and shares findings about issues related to why individuals and groups have different eating patterns.</p>	<ul style="list-style-type: none"> <li>• Describe what they can do to promote their own physical, mental, emotional and social development.</li> <li>• Assess their involvement in physical activity and plan strategies to enhance their physical activity level.</li> <li>• Identify positive and negative aspects of active and inactive lifestyles.</li> <li>• Determine features/characteristics of self-management and interpersonal skills.</li> <li>• Know, understand and apply rules and game strategies as players and umpires.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops assertiveness through various roles.</li> <li>• Self esteem improves/fluctuates as they play modified games.</li> <li>• Individual goal-setting to improve skills by students as captains, coaches and players.</li> <li>• Acceptance and valuing of individual through tolerance and understanding in games and practices.</li> <li>• Umpiring games to protect players.</li> <li>• Taking on duty team responsibilities.</li> <li>• Setting team goals for safety.</li> <li>• Investigate pre-game nutrition.</li> </ul>



Strand level	Learning outcome statements	Indicators (This will be evident when students:)	Content: How AFL Sport Education achieves outcomes
4. Towards the end of Year 8	<p><b>4.7</b> Analyses and articulates the consequences of risk taking and demonstrates behaviours to minimise harm.</p> <p><b>4.8</b> Understands a range of influences on nutritional needs and implements a dietary strategy for adolescence.</p>	<ul style="list-style-type: none"> <li>• Explain the positive and negative impacts that peer influence has on health and physical activity choices</li> <li>• Evaluate their own and others' health-related and performance-related fitness.</li> <li>• Recognise the importance of the rules and codes of conduct of games and sports they play.</li> </ul>	<ul style="list-style-type: none"> <li>• Take on roles in AFL Sport Education.</li> <li>• Assess own and others' performance honestly through self and peer assessments and team reflections.</li> <li>• Determine and set goals to improve individual and team performance.</li> <li>• Develop plans to improve decision-making skills and strategies.</li> <li>• Apply principles of fitness and skill learning to practices.</li> <li>• Prepare publicity reports on nutrition and fluid replacement</li> <li>• Review body contact rules in AFL.</li> </ul>
5. Towards end of Year 10	<p><b>5.6</b> Critically analyses the immediate, short-term consequences and the interrelationships of behaviours that affect the health of communities.</p> <p><b>5.7</b> Critically assesses and develops effective strategies and behaviours to promote safety.</p> <p><b>5.8</b> Critically analyses current dietary trends, and the impact they have on health, and experiments with different approaches to preparing and presenting food.</p>	<ul style="list-style-type: none"> <li>• Discuss their responsibilities for the safety of others when involved in activities.</li> <li>• Demonstrate an understanding of the role of rules, etiquette and coaching principles in ensuring safe and cohesive physical activity.</li> <li>• Discuss the dangers of contact sports and the use of protective equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Playing enthusiastically and according to the rules of AFL.</li> <li>• Being positive about others and own performances by encouraging team members and others.</li> <li>• Being responsible and aware of safety issues when playing football.</li> <li>• Reflect on spectator behaviour in a range of football settings.</li> <li>• Determine factors that support and inhibit participation in football.</li> <li>• Prepare publicity reports and player profiles.</li> <li>• Analyse fad diets and AFL spectator food.</li> </ul>



Standards	Outcome statements	Indicators (This will be evident when students:)	Content: How AFL Sport Education achieves outcomes
Year 12 towards end of Year 12	<p>The essential learnings are:</p> <ul style="list-style-type: none"> <li>• Futures.</li> <li>• Identity.</li> <li>• Interdependence.</li> <li>• Thinking.</li> <li>• Communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess the different levels of power people have in their relationships and discuss acceptable levels in specific relationships, eg. coach, captain or player.</li> <li>• Analyse level of risk and plan strategies to reduce the incidence of overuse or impact injuries.</li> <li>• Analyse how community values are reflected in the provision of sport and recreation facilities.</li> <li>• Investigate the role of the media in sport and the culture of AFL and determine how disadvantaged groups can be advantaged.</li> <li>• Investigate and prepare advocacy arguments for eradicating injustices and undesirable social behaviours by spectators and players in sport/AFL.</li> <li>• Analyse and interpret how community values are reflected in the affiliation of people with elite football teams.</li> <li>• Analyse and interpret the economic and social impact of football on communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Respecting officials and leaders when they make decisions.</li> <li>• Taking on the roles of recorders and statisticians.</li> <li>• Being team leader/manager and making decisions for the team.</li> <li>• Participating as a selection committee member and choosing teams.</li> <li>• Playing and deciding on modifying rules.</li> <li>• Prepare and analyse publicity reports.</li> <li>• Liaise with AFL development officers to improve skills.</li> <li>• Team communication and cooperation when playing or organising the competition.</li> <li>• Try new tactics and techniques for improving personal and team performances.</li> <li>• Analysing statistics and personal records.</li> <li>• Develop individual and team practices as a coach.</li> <li>• Football commission develops affirmative action and equity strategies.</li> <li>• Liaise with DOs and community to support opportunities for young people to engage in sport as players, umpires and administrators.</li> </ul>