

Curriculum and assessment – Western Australia

Introduction

The AFL Sport Education resource responds to the WA Curriculum Framework, particularly the need for holistic and integrated learning for students. AFL Sport Education, as an innovative curriculum model, contributes to the development of healthy active lifestyles for students. The program addresses all of the major outcomes in the Health and Physical Education (HPE) Learning Area.

The study of HPE through AFL Sport Education allows students to learn and achieve essential knowledge, attitudes, values and skills in an integrated manner. AFL Sport Education 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 is concerned with the learning of interpersonal skills such as communication and conflict resolution, decision-making and assertiveness.

Phases of development

In WA's Curriculum Framework the Phases of Development explain the scope of the curriculum which students might typically expect to achieve.

Phase 1: Early childhood (Typically kindergarten to Year 3)

Sport Education is not recommended for Phase 1. Team games that require specialised skills are generally developmentally inappropriate for Phase 1.

During this phase students should be developing fundamental movement 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 self-management skills as individuals and in small groups. They practise basic decision-making, goal setting and planning as they interact with peers while physically active.

Phase 2: Middle childhood (Typically Years 4 to 7)

Students develop a range of movement skills in modified small-sided games, enabling them to develop confidence and competence in specific skills for the more complex skills needed in modified football. They practise, extend and refine these skills in a variety of physically challenging ways while applying knowledge of rules by thinking strategically in game contexts. They implement individual and simple team strategies to achieve goals and enhance performance for themselves and their team.

Students continue to develop their self-management and interpersonal skills in Sport Education football. Playing modified games they learn to accept rules and codes of practice for AFL. When umpiring they begin to see the consequences of their decision-making, and their knowledge and understanding of rules. 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. Through group discussions the Sport Education football team is learning and practising communication and cooperation skills. To resolve conflicts arising in modified games they learn and practise group team discussion skills and procedures.

Phase 3: Early Adolescence (Typically Years 7 to 10)

Students build on prior knowledge about skills needed for AFL football and the development as players, umpires and managers of the game. They start to specialise movement skills and develop individual and team strategies to enhance performance in modified games. In individual and team situations they learn to develop and implement strategies within AFL established etiquette and rules to optimise performance in their games and other football activities.

Students 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 as they fulfil their Sport Education roles.

Students continue to develop their interpersonal skills through opportunities to practise assertiveness, negotiation and conflict resolution to enable them to cope with change and conflict.

Phase 4: Late adolescence/young adulthood (Typically Years 10 to 12)

Young adults refine their skills for physical activity and work towards achieving high level interpersonal and self-management skills in advanced AFL Sport Education settings. By participating in AFL Sport Education teams they are developing the skills to participate in a range of community sport settings as players, umpires, managers and officials.

Young adults learn strategic skills and sophisticated understandings to analyse and 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. At this level of competition and participation young adults are refining negotiation, decision-making and planning and goal-setting skills, while respecting the values and needs of others in their team and class. They continue to develop sound interpersonal skills that enable them to contribute to group activities, resolve conflict and cope with changes in team relationships and perform their designated roles at high levels.

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 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 (WA)

Skills for physical activity (SPA)

Major learning outcome: Students demonstrate the movement skills and strategies for confident participation in physical activity

Levels	Student outcome statements	Indicators (This will be evident when students:)	Content: How AFL Sport Education achieves outcomes
1	SPA 1 Demonstrates the fundamental movement skills of body management and locomotion in structured and creative 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"> • Developing running skills. • Marking and kicking a football and other balls. • Rules of AFL football. • Codes of practise. • Playing modified football. • Scoring goals. • Moving to space in basic drills.
2	SPA 2 Demonstrates a wide range of fundamental movement skills and an awareness of rules and others in simple games and physical activities.	<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. 	<ul style="list-style-type: none"> • Playing modified football. • Demonstrating basic football skills and applying skills to playing simple/cooperative football games. • Practising as a team. • Communicating and listening to each team member. • Learning basic rules of AFL. • Setting up activity stations to practise football skills. • Marking and kicking a football on the run.

Strand level	Learning outcome	Indicators (This will be evident when students:)	Content: How AFL Sport Education achieves outcomes
3	SPA 3 Performs controlled movement skills and demonstrates basic game strategies within rules in minor games and physical activities.	<ul style="list-style-type: none"> • Move to a position to limit the effectiveness of an opponent. • Throw 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. • Cooperate in practice sessions to develop strategies. 	<ul style="list-style-type: none"> • Implementing basic coaching tips for football and warm-ups. • Rituals and traditions of AFL. • Defending and attacking skills. • Attempting to kick goals. • Peer tutoring, umpiring, coaching and Sport Education roles. • Applying new football tactics and strategies. • Players becoming familiar with movement principles of AFL football. • Plan warm-ups and basic drills for practice sessions.
4	SPA 4 Performs controlled movement skills and demonstrates a range of strategies in modified games, sports and physical activities.	<ul style="list-style-type: none"> • Throw or kick a ball, controlling speed, distance and direction, e.g. a pass in Roo Ball. • 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 group a sequence of skills leading to scoring a goal. • Demonstrate with a 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. • Assess fitness demands for AFL Sport Education positions.
5	SPA 5 Performs a range of movement skills and applies appropriate strategies to optimise individual and group performance in games, sports and physical activities.	<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. • Collect team stats to inform coaches of team performance. 	<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. • Duty team collects stats.

Strand level	Learning outcome	Indicators (This will be evident when students:)	Content: How AFL Sport Education achieves outcomes
6	SPA 6 Displays advanced movement skills and an ability to adapt strategies to the environment or opposing players in selected forms of 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.
7	SPA 7 Demonstrates enhanced performance by evaluating and refining advanced movement skills and modifying individual or group strategies in selected forms of physical activity.	<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. 	<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.
8	SPA 8 Demonstrates the movement skills and strategic thinking required for high-level performance in selected physical activities.	<ul style="list-style-type: none"> • 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"> • 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 (WA)

Interpersonal skills (IS)

Major learning outcome: Students demonstrate the interpersonal skills necessary for effective relationships and healthy, active lifestyles

Strand level	Learning outcome	Indicators (This will be evident when students:)	Content: How AFL Sport Education achieves outcomes
1	IS 1 Demonstrates basic communication and cooperation skills when interacting with familiar people.	<ul style="list-style-type: none"> • 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"> • Cooperation and competition within teams and against. • Discussing team communication. • Listening, communicating and cooperating in teams. • Using social skills to implement various roles.
2	IS 2 Uses communication and cooperation skills to share feelings and achieve basic needs when interacting with other people.	<ul style="list-style-type: none"> • 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"> • Codes of practise/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.
3	IS 3 Demonstrates communication and cooperation skills that contribute to interpersonal and group interactions.	<ul style="list-style-type: none"> • 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"> • Processes of team decision-making. • Captains and coaches responsibilities. • Team communication when setting up for games/players using equipment. • Everyone playing or participating in the running of the season. • All roles explore debriefing and problem-solving skills. • Prepare media and publicity reports. • Determine codes of behaviour.

Strand level	Learning outcome	Indicators (This will be evident when students:)	Content: How AFL Sport Education achieves outcomes
4	IS 4 Demonstrates communication and cooperation skills that enhance interpersonal and group relationships.	<ul style="list-style-type: none"> • 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"> • Coaches or captains giving information and feedback. • Umpiring games and making team decisions. • Captains, coaches and Football Commission executing their responsibilities. • Team communication strategies. • AFL Sport Education leadership skills and strategies. • Explore school/community links. • Determine and assess codes of behaviour.
5	IS 5 Uses communication and cooperation skills to actively participate in making and evaluating interpersonal and group decisions to achieve goals.	<ul style="list-style-type: none"> • 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, take responsibility and suggest further actions if the group fails to achieve goals. Demonstrate independence and initiative. • Respect ideas. Encourage contribution/involvement of others. 	<ul style="list-style-type: none"> • Sport board members. • Team selectors choosing. • Making team decisions. • Captains' responsibilities. • Team leader/manager deciding on needs of team. • Disputes panel for debrief and problem solving. • Establish school/community links to complement AFL Sport Education season. • Prepare media and publicity reports for a range of school and community groups.
6	IS 6 Demonstrates the communication and cooperation skills required to cope effectively with conflict and change in relationships and groups.	<ul style="list-style-type: none"> • 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"> • Coach/captain giving information and feedback. • Referee/umpiring game. • Sport board members. • Team selectors choosing. • Recorders/statisticians with results. • Making team decisions. • Captains' responsibilities. • Team leader/manager deciding on needs of team. • Tribunal for debrief and problem solving for codes of behaviour breaches.



Strand level	Learning outcome	Indicators (This will be evident when students:)	Content: How AFL Sport Education achieves outcomes
7	IS 7 Demonstrates the leadership and collaboration skills required to enhance interactions in relationships and groups.	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Determine codes of behaviour. • Umpiring games as a 'teacher'. • Sport board 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. • Team communication. • 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.
8	IS 8 Displays the leadership and collaboration skills required to manage conflict and negotiate in challenging relationships and groups.	<ul style="list-style-type: none"> • Liaise and negotiate with staff, students and community members to form a team for a community competition. • Lead and facilitate or chair a group and facilitate a decision. • Use compromise and arbitration in a leadership role to manage disputes, solve problems and provide a link between groups when coaching a junior team, exhibiting leadership, compromise and acceptable sporting behaviour in difficult situations. 	<ul style="list-style-type: none"> • 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. • Umpiring games in school and community settings (non-Sport Education). • Football committee members leadership activities. • Making team decisions as an effective unit. • Analyse leadership qualities associated with roles. • Prepare media, publicity and advocacy reports for a range of school and community groups. • Determine and evaluate codes of behaviour in a range of football contexts.

AFL Sport Education links to HPE (WA)

Self-management skills (SMS)

Major learning outcome: Students demonstrate self-management skills which enable them to make informed decisions for healthy, active lifestyles

Strand level	Learning outcome statements	Indicators (This will be evident when students:)	Content: How AFL Sport Education achieves outcomes
1	SMS 1 Demonstrates, with the help of others, an awareness of basic self-management skills for a healthy, active lifestyle.	<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. 	<p>Students learn about:</p> <ul style="list-style-type: none"> • Even and fair teams. • Setting goals. • Developing simple plans for completion of basic Sport Education tasks.
2	SMS 2 The student demonstrates basic self-management skills in familiar health and physical activity situations.	<ul style="list-style-type: none"> • Recognise that steps toward a goal must be planned. • Form basic strategies to cope with stressful situations. • Identify strengths and weaknesses. 	<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.
3	SMS 3 The student uses basic self-management skills to meet personal health and physical activity needs.	<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. 	<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.
4	SMS 4 The student applies self-management skills, showing an awareness of beliefs and values, and predicts the risks and benefits for the achievement of health and physical activity goals.	<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. 	<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. • Umpiring. • Disputes panels and tribunals. • Assess individual and team



Strand level	Learning outcome statements	Indicators (This will be evident when students:)	Content: How AFL Sport Education achieves outcomes
5	SMS 5 The student applies self-management skills, analyses risks and benefits, and plans for the achievement of personal and group health and physical activity goals.	<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. 	performances and develop activities for improving performances. <ul style="list-style-type: none"> • Taking on roles and responsibilities in the AFL Sport Education program.
6	SMS 6 The student applies self-management skills, considering own values and beliefs, to cope effectively with challenging health and physical activity situations.	<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. 	<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.
7	SMS 7 The student demonstrates self-management skills in challenging situations in which own and others' values, feelings and health status need to be considered.	<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. 	<ul style="list-style-type: none"> • Applying new tactics and team strategies. • Goal-setting – individuals, team/ group. • Team and individual conflict resolution. • Football Committee – culminating event • Community involvement through recreation centres or development officers, elite club players.
8	SMS 8 The student critically analyses the personal and societal self-management processes that contribute to the health and physical activity levels of individuals and populations.	<ul style="list-style-type: none"> • 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. • Evaluate whether they are using the available resources efficiently to meet their physical, mental and emotional health needs. 	<ul style="list-style-type: none"> • 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.

AFL Sport Education links to HPE (WA)

Knowledge and understanding Concepts for a healthy lifestyle (CHL)

Outcome: Students know and understand health and physical activity concepts that enable informed decisions for a healthy, active lifestyle

Strand level	Learning outcome statements	Indicators (This will be evident when students:)	Content: How AFL Sport Education achieves outcomes
1	CHL 1 Recognises what it means to be healthy and the actions they can take to optimise personal health, safety and physical activity.	<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 play space. • Learning emergency first aid procedures. • Identifying possible injuries associated with playing. • The names of important fundamental movement skills: run, kick, catch/mark, dodge. • Identify roles and basic procedures to fulfil roles.
2	CHL 2 Recognises that there are different aspects to personal health and how these contribute to overall health, safety and physical activity.	<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"> • Football Commission 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.
3	CHL 3 Understands that personal health, safety and physical activity practices enhance the physical, mental, emotional and social aspects of their own and others' health.	<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. • 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.



Strand level	Learning outcome statements	Indicators (This will be evident when students:)	Content: How AFL Sport Education achieves outcomes
4	CHL 4 Understands how factors influence personal health behaviours and how to appraise their own and others' health, safety and physical activity practices.	<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. 	<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 practices. • Prepare publicity reports. • Liaise with AFL development officers.
5	CHL 5 Understands the consequences of actions taken to enhance personal and community health, safety and physical activity, and to avoid or reduce the risks associated with lifestyle behaviours.	<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. 	<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 football settings. • Determine factors that support and inhibit participation in football. • Prepare publicity reports and player profiles.
6	CHL 6 Understands the social, cultural, environmental and political factors that impact on the health, safety and physical activity behaviours of individuals and population groups.	<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 football. 	<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 Football Committee 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, etc. • 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 skills.

Strand level	Learning outcome statements	Indicators (This will be evident when students:)	Content: How AFL Sport Education achieves outcomes
7	CHL 7 Understands and evaluates a range of strategies that address social, cultural, environmental and political factors to improve their own and others' health, safety and physical activity.	<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. 	<ul style="list-style-type: none"> Team communication and cooperation when playing or organising the competition. Trying new tactics and techniques for improvement and enhancing personal and team performances. Participating in strategic game play during football games. Analysing statistics and personal records. Individual or peer AFL football skills testing in pairs and groups. Liaise with AFL development officers and umpires to establish links with community football.
8	CHL 7 Understands the societal, political and legislative responses to factors affecting the health, safety and physical activity of individuals and population groups.	<ul style="list-style-type: none"> Analyse skill development programs in sport, dance and physical activity 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 in sport. 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"> Playing in mixed gender football teams. Developing modified AFL football games. Develop individual and team practices as a coach. Football committee develops affirmative action and equity strategies. Planning , developing and setting up AFL football skill drills. For training sessions and coaching sessions. Playing football for community and elite clubs. 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.

FME Checklist here if permission granted



Notes