



WHERE DOES AUSTRALIAN FOOTBALL FIT INTO THE ALBERTA PHYS ED & HEALTH CURRICULUM?

Use the guide below to include Australian Football in your classes phys ed and health curriculum, to diversify your sessions.

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GRADES K-2

General Outcome: A - Activity:

“Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.”

Specific Outcomes & Relevance to Australian Football:

Basic Skills - Locomotor:

- A-1: Australian football skills and gameplay include a number of locomotion skills such as running, jumping, leaping, walking, etc.

Basic Skills - Non-Locomotor:

- A-3: Australian football skills and gameplay include a number of non-locomotor skills such as returning, twisting, landing, etc.

Basic Skills - Manipulative Receiving:

- A-5: Catching, retaining, carrying, bouncing, trapping, sending kicking and punting are all involved in Australian football.

Application of Basic Skills in Games:

- A-10: Australian football required all of the above skills to be implemented in gameplay and small sided games. Spatial awareness is key as Australian football is a 360 degree game.

- A-11: Sportsmanship and fair play are pillars of Australian Football. Students will also need to understand the unique rules to play the games.

General Outcome: B - Benefits Health:

“Students will understand, experience and appreciate the health benefits that result from physical activity.”

Specific Outcomes & Relevance to Australian Football:

Functional Fitness:

- B-2: With practice and repetition, students will recognise improvements in the unique skills of Australian football.
- B-3: The primary component of fitness in Australian Football is Cardio-respiratory fitness so students will experience this.

Body Image:

- B-4: Australian football is a new sport for most so improvement is quite rapid. Students will gain confidence in their personal abilities whilst participating in Australian Football.

Well-Being:

- B-6: Students will be able to describe how they feel during Australian football.
- B-7: Australian football is a constantly moving game, so all participants will be able to describe how the movement makes them feel.
- B-8: By experiencing physical activity through Australian Football students will be able to make the connection that moving your body feels good.

General Outcome: C - Cooperation:

‘Students will interact positively with others’.

Specific Outcomes & Relevance to Australian Football:

Communication:

- C-1: Teamwork is a major component of Australian Football and communication is a major component that students will experience in games, activities and small sided games.

Fair Play:

- C-3: Sportsmanship and fair play are key pillars of Australian Football. Students will have opportunities to identify and demonstrate throughout.



Leadership:

- *C-4: Leadership opportunities are prevalent in Australian football, students will have opportunities to take responsibility in games, activities and small sided games.*

Teamwork:

- *C-5: Teamwork is required in all aspects of Australian Football including games, practice, activities and small sided games. Cooperative play is key to success so students will have the opportunity to develop those skills.*

General Outcome: D - Do it daily for life:

'Students will assume responsibility to lead an active way of life.'

Specific Outcomes & Relevance to Australian Football:

Effort:

- *D-1: The major outcome of youth programming for Australian Football is fun. Students will be able to make the correlation that physical activity is fun through these classes.*

Safety:

- *D-4: Australian football is an extremely dynamic game, all practice sessions, games, small sided games require an effective warm up and cool down. Students will be able to see the benefits of both of these through participation*

Goal Setting/Personal Challenge:

- *D-6: The skills of Australian football will be unique to most students, this provides a great opportunity to develop and practise goal setting through Australian football.*
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GRADES 3-5

General Outcome: A - Activity:

“Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.”

Specific Outcomes & Relevance to Australian Football:

Basic Skills - Locomotor:

- *A-1: Australian football provides opportunity for students to select, perform locomotor skills in sequence, ie, walk, run, jump, leap.*
- *A-2: Australian football allows students to constantly perform these skills with a range of external stimuli in order to increase their proficiency and improve personal performance.*

Basic Skills - Locomotor:

- *A-3: Australian football provides opportunity for students to select, perform non locomotion skills in sequence such as turn, twist, bend, land.*
- *A-4: Australian football allows students to constantly perform these skills with a range of external stimuli in order to increase their proficiency and improve personal performance.*

Basic Skills - Manipulative Receiving:

- *A-5: The unique skills of Australian Football allow students to select, perform and refine a series of manipulative skills such as catching, collecting, retaining, carrying, bouncing, trapping, sending and striking. The more students play the more control they will gain over these skills.*
- *A-6: Australian football allows students to constantly perform these skills with a range of external stimuli in order to increase their proficiency and improve personal performance.*

Application of Basic Skills in Games:

- *A-10: The flexibility of Australian football allows development and play of many and varied small sided games. Students will have the opportunity to participate in these and create their own.*
- *A-11: Teamwork and cooperation are major pillars of Australian Football. Students are always encouraged to build tactics and strategies to improve performance.*

Application of Basic Skills in Individual Activities:



- A-13: Students can take the skills learned and apply them in individual gameplay in a home or school setting. The more they are exposed to Australian Football, the more challenging their activities can become

General Outcome: B - Benefits Health:

“Students will understand, experience and appreciate the health benefits that result from physical activity.”

Specific Outcomes & Relevance to Australian Football:

Functional Fitness:

- B-3: Australian Football offers a wide array of components of fitness to expose students to. Participation will help identify and explain each one and identify its importance.

Body Image:

- B-4: The unique requirements for each player on an Australian football team generally cater to different styles of bodys. These examples can be used to identify strengths of each body type.

Well Being:

- B-6: Australian Football has positive benefits on both body and mind, through participation students will be able to experience and identify the specific benefits.
- B-7: A number of different components of fitness and all energy systems are used throughout australian football. Students will be able to describe these relationships using australian football.

General Outcome: C - Cooperation:

‘Students will interact positively with others.’

Specific Outcomes & Relevance to Australian Football:

Communication:

- C-1: Teamwork is a major component of Australian Football and communication is a major component that students will experience in games, activities and small sided games.

Fair Play:

- C-3: Sportsmanship and fair play are key pillars of Australian Football. Students will have opportunities to identify and demonstrate throughout.

Leadership:



- *C-4: Leadership opportunities are prevalent in Australian football, students will have opportunities to take responsibility in games, activities and small sided games.*

Teamwork:

- *C-5: Teamwork is required in all aspects of Australian Football including games, practice, activities and small sided games. Teamwork is key to success so students will have the opportunity to develop those skills.*
- *C-6: Sportsmanship and respect for self, teammates and opponents are all ingrained values in Australian football. All opportunities to play are wrapped around these values and give students opportunities to identify and demonstrate these values.*

General Outcome: D - Do it Daily for Life:

‘Students will assume responsibility to lead an active way of life.’

Specific Outcomes & Relevance to Australian Football:

Effort:

- *D-1: The major outcome of youth programming for Australian Football is fun. Students will be able to make the correlation that physical activity is fun through these classes.*

Safety:

- *D-4: Australian football is an extremely dynamic game, all practice sessions, games, small sided games require an effective warm up and cool down. Students will be able to see the benefits of both of these through participation.*

Goal Setting/Personal Challenge

- *D-6: The skills of Australian football will be unique to most students, this provides a great opportunity to develop and practise goal setting through Australian Football skills.*

Active Living in the Community:

- *D-8: The sport of Australian football appeals to most Canadians as it is a relatively new sport to most. These factors lead to an increased participation where everyone feels welcome joining in.*



GRADES 6-8

General Outcome: A - Activity:

“Students will acquire skills through a variety of developmentally appropriate movement activities; dance, games, types of gymnastics, individual activities and activities in an alternative environment; e.g., aquatics and outdoor pursuits.”

Specific Outcomes & Relevance to Australian Football:

Basic Skills - Locomotor

- *A-1: Australian football provides an opportunity for students to select, combine and perform locomotor skills in sequence, ie, walk, run, jump, leap.*
- *A-2: Australian football allows students to constantly select, perform and combine these skills with a range of external stimuli in order to increase their proficiency and improve personal performance*

Basic Skills - Non-Locomotor

- *A-3: Australian football provides opportunity for students to select, perform non locomotion skills in sequence such as turn, twist, bend, land.*
- *A-4: Australian football allows students to constantly perform these skills with a range of external stimuli in order to increase their proficiency and improve personal performance*

Basic Skills - Manipulative Receiving

- *A-5: The unique skills of Australian Football allow students to select, perform and refine a series of manipulative skills at varying speeds such as catching, collecting, retaining, carrying, bouncing, trapping, sending and striking. The more students play the more control they will gain over these skills.*

Application of Basic Skills in Games

- *A-10: The flexibility of Australian football allows development and play of many and varied small sided games.*
- *A-11: Teamwork and cooperation are major pillars of Australian Football. Students are always encouraged to build tactics and strategies to improve performance*

Application of Basic Skills in Individual Activities

- *A-13: Students can take the skills learned and apply them in individual gameplay in a home or school setting.*



General Outcome: B - Benefits Health:

“Students will understand, experience and appreciate the health benefits that result from physical activity.”

Specific Outcomes & Relevance to Australian Football:

Functional Fitness:

- B-3: Australian football encompasses a wide range of components of fitness and training for the sport requires multiple principles of training - the sport can be used as a great example to explain these.

Well Being:

- B-6: Australian football uses all energy systems so provides a great example of the personal effects on the students before, during and after exercise.

General Outcome: C - Cooperation:

‘Students will interact positively with others.’

Specific Outcomes & Relevance to Australian Football:

Communication:

- C-1: Teamwork is a major component of Australian Football and communication with empathy is a major component that students will experience in games, activities and small sided games.

Fair Play:

- C-3: Sportsmanship and fair play are key pillars of Australian Football. Students will have opportunities to identify and demonstrate throughout.

Leadership:

- C-4: Leadership opportunities are prevalent in Australian football, students will have opportunities to describe, apply and practice responsibility in games, activities and small sided games.



Teamwork:

- C-5: *Teamwork is required in all aspects of Australian Football including games, practice, activities and small sided games. Teamwork is key to success so students will have the opportunity to develop those skills*
- C-6: *Teamwork is a major component of Australian Football and communication with empathy is a major component that students will experience in games, activities and small sided games.*

General Outcome: D - Do it Daily for Life:

'Students will assume responsibility to lead an active way of life.'

Specific Outcomes & Relevance to Australian Football:

Effort:

- D-1: *The major outcome of youth programming for Australian Football is fun. Students will be able to make the correlation that physical activity is fun through these classes. Students will be able to identify the positive outcomes of participating in the sport.*

Safety:

- D-4: *Australian football is an extremely dynamic game, all practice sessions, games, small sided games require an effective warm up and cool down. Students will be able to see the benefits of both of these through participation and be able to create their own.*

Goal Setting/Personal Challenge:

- D-6: *The skills of Australian football will be unique to most students, this provides a great opportunity to develop and practise goal setting through Australian Football.*

