|  |
| --- |
| **AFL Football Program** |
| **Lesson number**5 | **Duration of Lesson**50 minutes | **Class Size**15-20 | **Level**12-13 |
| **Theme: AFL Game****Focus: To play a modified game of AFL, to practice skills learnt** **Learning Objective/s:** * **To apply strategies of AFL game play to students**
* **Students will attempt to understand and apply these strategies**
* **Review the skills taught in the past 4 weeks Handballing, Kicking (Drop Punt), Marking (Chest and overhead), Bouncing the ball on the run via a 4 activity tabloid**
 |
| **Equipment : 20 footballs, 30 cones, 20 sashes, whistle** |
|  |
| **Stage/Time** | **Tasks – notes and diagrams** | **Coach Action/Focus** |
| **Introduction****Outline the session** | * **Outline the rules of the class.**
* **Whistle meaning stop, look and listen.**
* **Respecting others in the class as well as the teacher**
* **Raise your hand if a student has a question**
* **Outline the skill being taught, Marking**
* **Review the previous 4 weeks of AFL, Drop Punt and Handballing, Bouncing the ball and marking (chest and Overhead)**
 | * Focus on safety and rule engagement
* Revise the skill of handballing
* Ask questions to the class to classify abilities and knowledge of the skills previously taught
 |
| **Warm Up****One activity** | **“Bombs Away”****Diagram:** 15m 15 metresLegend  : Kickers : DefendersN.Mills (personal communication, August 24, 2010) | **Kicking Teaching Points*** Guiding the Ball to foot with one hand
* Holding the ball on either side with fingers facing
* Follow through straight towards the target

**Common Errors during handball*** Taking the eyes off the ball
* No drop on the ball
* Not following through with kicking leg

**Safety** * No contact
* Checking surface for potholes or dampness
* No interceptions on body contact when receiving ball

Description * Spilt in two teams
* One team goes in the middle as shown in diagramThe other group pair up and split into the opposite two thirds
* The object is for the outer players who have one football between two to kick it over the pack and for their partner to mark it
* If there is more than 2 drops of the ball teams change
 |
| **Skill Development****Four activities** | Football Station WorkStation 1 : Target Handball**Diagram:** 15m 15 metresLegend  : student recieving ball : Other members of the group**Activity 2 : Kicking in pairs****Diagram**  20m8 m 15 metresLegend : students : direction to kick : teacherActivity 3 **: Kicking / Marking in groups : Overhead Mark and Chest marking****Diagram**  20m8 m 15 metresLegend : students : direction to kick : teacher | Description Activity 1* Break up students into groups of 4 or 5
* One person takes up position 5 meters away
* Each person has one go at handballing through the hoop
* After attempt that person will retrieve the ball and pass it to the next in line.
* Distance can varied depending on the students ability

Key Teaching Points* “Make contact with the ball using the inside of the fist”
* “Have the thumb across the fingers”
* “Hit down on the ball to get the proper backspin”

Common Errors* No fist made, striking with open palm
* Tucking of the thumb under fist when striking
* Hitting the up in the air instead of directly to partner

Safety During all skill drills* Students colliding when running
* Ball hitting a student in the head or body
* Students tripping over
* No contact during offensive drills, 1 meter defending distance

**Kicking (Drop Punt)*** Guiding the Ball to foot with one hand
* Holding the ball on either side with fingers facing
* Follow through straight towards the target

**Errors:** * Not watching the ball onto the foot in kicking motion
* Incorrect grip on ball in initial stage
* No follow through with kicking leg

**Safety:** * Incorrect kicking action, stubbing of kicking foot
* Getting hit by incoming ball
* Appropriate footwear for surface conditions
* When kicking make sure that there are no people in the line or flight of the ball that aren’t susposed to be there

Description* Students broken up into pairs and given one football between them
* Each pair is given 2 cones. One partner stands on a designated line
* The other paces out 8 metres with direction from teacher
* Students will perform a basic drop punt to each other, performing the relevant points stated by teacher
* Teacher will move around class giving feedback

Marking the ball (Overhead and Chest)* Arms straight out in front of the body
* Hands out in front of the eyes and spread shoulder width apart
* Keeping eyes on the ball in flight
* Introduce the chest mark, rolling the arms in towards the body when contact of the ball to the chest is completed
* Get body in line with the ball in preparation Phase

Common Errors* Not getting body under the ball
* Holding the ball wrong, hands on the back of ball
* Not kicking to the right group

Safety* Spacing between groups, allow for kicking errors
* Students being hit with the ball
* Students running into each other

Description : Activity 2* Students broken up into groups of 5 and given one football between them
* Each group is given 2 cones. One partner stands on a designated line
* The other paces out 8 metres with direction from teacher
* Students will perform a basic drop punt to each other
* The other student will look to judge and mark the ball
* Students will have be given room to complete the kick.
* Teacher will move around class giving feedback

Modifications* Change up the mark from overhead to chest to marking on the run
 |
| **Skill Game****Relate to one of the skill development activities** | Space Ball   Legend  : Team 1 : Teacher : Team 2 K.Jenkinson (personal communication, March 8, 2013) | Teaching Points* Learning how to create space to when receiving a pass
* Understanding of making a successful pass to a team mate in space
* How to defend your opponent when your team is not in possession of the ball

Common Errors* People all running into the one area
* Rushed passes due to added pressure and defending
* Excessive defending by opponents

Safety* Always look up when running to avoid collisions
* Check surface of court
* All students wear appropriate footwear
* Be aware of obstacles around playing area
* No Contact rule, 1 meter defending

Description* Set up 2 teams
* Define boundaries (half basketball court)
* Team designated the ball will complete 7 passes to score 1 point
* After this is completed the ball will be transferred to the other team to complete the same task
* In the event of a dropped ball or intercept control of the ball will be given to opposite side and no point will be given to that team
* Illegal contact to controlling team will result in a free pass
* Skills used are marking, kicking and handballing

Modifications* Using one skill only
* Increasing or decreasing the size of the area of play
* Modifying the amount of players in the area
* Adding a goal or goals in the playing area
* Scoring occurs when a number of passes are completed successfully
 |
| **Modified Game****Rules** | Modified AFL gameDiagram    Legend  : Team 1 : Teacher : Team 2 X : teams in waiting : goal | Rules1. Teams of 5-8 depending on numbers
2. No boundary throw ins
3. Mark is awarded regardless of the diatance
4. Defending is to be 1 meter off the player with the ball
5. Only allowed one bounce before getting rid of the ball

**Safety:** * Incorrect kicking action, stubbing of kicking foot
* Getting hit by incoming ball
* Appropriate footwear for surface conditions
* When kicking make sure that there are no people in the line or flight of the ball that aren’t susposed to be there
 |
| **Warm Down** | Walking together as a groupStretching major muscles of the body (shoulders, back hamstrings, lower back and quadriceps) | Teacher will talk about the game of AFL. Asking particular questions relating to1. Marking, types of marks, what are the main points to marking
2. Bouncing the ball on the run’
3. Kicking , name of the main kick, how do we hold the ball
4. Handballing, when do we use handballing skills, how do we hold the ball
5. Strategies about kicking or handballing to a free man, what are some of the ways to do that
 |