



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

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

Competency 1 - To perform movement skills in a different physical activity setting.

Strand - Knowledge

Learning Outcome & Relevance to Australian Football:

A - Elements related to the body:

- *A3: Students will be able to describe the sensations occurring in their body during and after participation.*

B - Concepts of time and space:

- *B1: Australian football can be manipulated to fit different spaces and small sided games are an integral part of the education.*
- *B3: There are unique reference points in Australian football when compared to traditional North American sports. Experiencing varied reference points will help identify and describe others.*
- *B4: There are unique directions in Australian football when compared to traditional North American sports. Experiencing varied reference points will help identify and describe others.*
- *B5: Australian football uses one of the larger fields in all sports. Distance is a major factor in all games, activities. Participation will allow students to develop these skills.*
- *B6: Australian football uses quarters, this is unique to a lot of other sports and participation will help students identify and develop duration skills.*
- *B7: Australian football is easily modified to suit speed levels of all skill levels. Participation will help students develop these skills.*

C - Principles of balance:

- *B2: Participation in a varied sports curriculum will help students develop balance skills. Australian Football will be unique to a lot of Canadians Cnd provide a varied sport setting.*

D - Principles of coordination:

- *D1: Participation in a varied sports curriculum will help students identify, explain and develop coordination skills. Australian Football will be unique to a lot of Canadians and provide a varied sport setting.*

F - Types of Grips:

- *F1: The skills of Australian Football require specific grips to execute, participating and learning these will help vary the vary and develop the students gripping skills.*

G - Vocabulary related to equipment used:

- *G1: Australian football uses some unique equipment that will develop and diversify the students' equipment vocabulary.*
- *G2: Australian football uses unique apparatus that will develop and diversify the students apparatus vocabulary.*
- *G4: Australian football uses unique terminology that will develop and vary the students equipment vocabulary.*

Strand - Motor Skills

Learning Outcome & Relevance to Australian Football:

A - Locomotor Skills:

- *A1: Australian football uses various forms of locomotion in games and lessons. Students will be exposed to running, jumping, leaping, walking, and side stepping.*
- *A4: Jumping is a key motor skill used in Australian football. Standing jumps, run up jumps and jumping with obstacles/external stimuli in play are all used, participation will allow students to develop these motor skills.*

B - Nonlocomotor skills:

- *B2: Australian football is a dynamic game where turns and pivots play a massive part in gameplay. Participation will allow students to experience and develop these skills*

C - Manipulation Skills:

- *C1: Participation in Australian Football and learning the unique skills of the game allow students to experience and develop various forms of manipulation.*
 - *C2: Learning the unique skills of Australian football involves multiple opportunities to project objects without an implement. These include kicking & striking with a fist.*
 - *C4: A key skill of Australian Football is receiving the ball from both opponents and teammates. This includes catching without an implement.*
-



Competency 2 - To interact with others in different physical activity settings.

Strand - Knowledge

Learning Outcome & Relevance to Australian Football:

A - Principles of Communication:

- *A1: Communication and teamwork are pillars of successful Australian Rules gameplay, through participation students will experience and develop different ways of being understood by others during play.*
- *A3: Misdirection is an often used skill in Australian football. Through participation students will be able to name different ways of sending out misleading signals during gameplay.*

B - Methods of Communication:

- *B1: Communication is a key pillar of successful Australian Rules gameplay, through participation students will experience and develop different ways of both verbal and non verbal communication.*

C - Principles of Synchronisation:

- *C1: Through participation in Australian Rules football students will have the opportunities to select, develop and perform skill sequentially whilst sending and receiving the ball. This includes focussing on where they're teammate's movements.*
- *C2: Through participation in Australian Rules football students will have the opportunities to recognise and perform skill and movements in different synchronisation modes, including simultaneous, successive, alternating and overlapping.*

D - Roles:

- *D1: Australian Football consists of positions unique to the game. Through participation students will experience and be able to explain a varied type of offensive play.*
- *D2: Australian Football consists of positions unique to the game. Through participation students will experience and be able to explain a varied type of defensive play.*
- *D3: Leadership opportunities are provided in all Australian football games, activities and small sided games - all students gain opportunities through the variance of positions.*
- *D4: Through participation and rotation of positions, students have varied experience in offence, defence, carrying and non-carrying positions. Through exposure to the game students will be able to experience and explain these roles.*
- *D5: Through participation and rotation of positions, students have varied experience in offence, defence, carrying and non-carrying positions. Through exposure to the game students will be able to experience and explain these roles.*
- *D6: Positions in Australian football are unique to the game, experience in the game and a variance of positions will give students varied experience on positioning*



- *D7: Support roles are a key part and very influential in Australian Football. Through participation students will be able to identify these roles.*

Strand - Strategies

Learning Outcome & Relevance to Australian Football:

- C - Action rules in group activities in a common space:
 - *C1: Through participation in various positions in Australian Football gameplay and small sided games students will be able to name offensive action rules.*
 - *C2: Through participation in various positions in Australian Football gameplay and small sided games students will be able to name defensive action rules.*
- D - Action rules in group activities in a separate space:
 - *D1: Through participation in various positions in Australian Football gameplay and small sided games students will be able to name offensive action rules.*
 - *D2: Through participation in various positions in Australian Football gameplay and small sided games students will be able to name defensive action rules.*

Strand - Motor Skills

Learning Outcome & Relevance to Australian Football:

- A - Cooperation movements or actions:
 - *A1: Australian football is a team sport so through the training exercises, gameplay and small sided games individuals will work with partners to send objects to a moving target and receive objects while moving.*
- B - Opposition movements or actions:
 - *B2: Evasive movements whilst carrying the ball, tagging/tackling opponents and dodging opponent attacks are all major parts of Australian football. Through participation in the sport students will have the opportunity to experience and develop these skills.*
- C - Cooperation Opposition movements or actions:
 - *C1: Gameplay of Australian Football allows students to experience and develop coop-opposition movements such as attacking the other teams goal, keeping the ball moving to other players, deciding who is best player to keep the ball moving too, moving the ball forward to targets and open spaces, recovering the ball when kicked to them from a team mate or opponent, getting free from their opponent, guarding opponents and their goals.*



Strand - Behaviour

Learning Outcome & Relevance to Australian Football:

A - Ethics related aspects:

- *A1: Sportsmanship is a key pillar of Australian Football at every level this includes explaining ethics relevant to a gameplay situation.*
 - *A2: Through participation and learning the sport students will have the opportunity to experience values such as mateship, sportsmanship, fairplay and respect and be able to identify these*
 - *A3: Sportsmanship is a key pillar of Australian Football at every level this includes respect to all involved.*
 - *A4: Like many sports, observing the rules will lead to success in the sport. Through participation students will make this correlation with Australian Football.*
 - *A5: Sportsmanship is a key pillar of Australian Football at every level this includes respect to all involved including officials.*
 - *A6: Sportsmanship is a key pillar of Australian Football at every level this includes demonstrating fairness to all participants.*
 - *A7: Sportsmanship, mateship and respect are key pillars of Australian football. Through participation students have the opportunity to demonstrate fighting spirit even in the face of defeat.*
 - *A8: Sportsmanship, mateship and respect (to others and self) are key pillars of Australian Football. Through participation students have the opportunity to demonstrate a desire to to surpass themselves.*
 - *A9: Sportsmanship, mateship and respect (to others and self) are key pillars of Australian Football. Through participation students have the opportunity to demonstrate an acceptance of victory with respect and defeat with dignity.*
 - *A10: Sportsmanship, mateship and respect (to others and self) are key pillars of Australian Football. Through participation students have the opportunity to demonstrate appreciation for good play by peers.*
 - *A11: Sportsmanship, mateship and respect (to others and self) are key pillars of Australian Football. Through participation students have the opportunity to demonstrate honesty in their behaviour.*
 - *A12: Sportsmanship, mateship and respect (to others and self) are key pillars of Australian Football. Through participation students have the opportunity to demonstrate dignity and self control.*
-



Competency 3 - To adopt a healthy and active lifestyle.

Strand - Knowledge (Lifestyle Habits)

Learning Outcome & Relevance to Australian Football:

C - Safe Participation in Physical Activity:

- *C1: Participation in Australian Football diversifies the types of physical activity students can be exposed to and therefore diversifies the explanations of equipment safety they can provide.*
- *C2: Australian Football has some unique safety clothing (ie, cleats). Through participation students are able to identify explanations for the use of this equipment.*
- *C6: All Australian rules practice sessions, games and small sided games include warm ups and cool downs. Participation allows the students to experience the effectiveness and benefits of these stages.*
- *C7: Australian football is a fast paced game and students will experience the detrimental effects of not pacing themselves and explain these outcomes*

D - Physical Fitness (Influencing Factors):

- **D1:** Australian football utilizes all energy systems and components of fitness including flexibility, posture, cardiovascular endurance & muscular strength and endurance. Through participation students will be able to experience, develop and explain the importance of the components of fitness related to Australian football, other sports and a healthy and active lifestyle.
- **D2:** Australian football utilizes all energy systems and components of fitness including flexibility, posture, cardiovascular endurance & muscular strength and endurance. Through participation students will be able to experience, develop and explain the importance of the components of fitness related to Australian football, other sports and a healthy and active lifestyle.
- **D3:** Australian football utilizes all energy systems and components of fitness including flexibility, posture, cardiovascular endurance & muscular strength and endurance. Through participation students will be able to experience, develop and explain the importance of the components of fitness related to Australian football, other sports and a healthy and active lifestyle.
- **D3:** Australian football utilizes all energy systems and components of fitness including flexibility, posture, cardiovascular endurance & muscular strength and endurance. Through participation students will be able to experience, develop and explain the importance of the components of fitness related to Australian football, other sports and a healthy and active lifestyle.



F - Relaxation and Stress Management

- *D3: Visualisation is used in Australian Football to calm the athlete as to perform the skill required at a high level. Students will be able to experience and develop these skills through participation.*

Strand - Knowledge (Anatomy & Physiology of the human body)

Learning Outcome & Relevance to Australian Football:

B. Physiology:

- *B1: Participation in various positions, skills and actions of Australian Football allows students to use all systems of the body including Cardiovascular, Respiratory and Muscular. Participation in the game will allow students to explain, identify and develop these systems.*
- *B2: Participation in various positions, skills and actions of Australian Football allows students to use all systems of the body including Cardiovascular, Respiratory and Muscular. Participation in the game will allow students to explain, identify and develop these systems.*
- *B3: Participation in various positions, skills and actions of Australian Football allows students to use all systems of the body including Cardiovascular, Respiratory and Muscular. Participation in the game will allow students to explain, identify and develop these systems.*

