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Introduction

As an Australian icon, the AFL understands the importance of an active Australia and the promotion of a healthy lifestyle among not only those who play the game, but more importantly young Australians. In a climate of increasing concern regarding the financial and social impact of chronic diseases such as diabetes, heart disease, obesity and certain cancers, the benefits of a healthy lifestyle are far reaching. Queensland researchers have recommended that interventions to promote nutrition, physical activity and healthy weight must begin early in life to help parents and carers raise healthy children and young people (Abbott et al, 2008). Schools and teachers can play a significant role in this project when they are provided with support and resources that facilitate the integration of daily physical activity into the learning experiences of their classrooms. AFL Queensland has designed the FUNdamental Movers resource to assist teachers in their endeavours to promote the health and well-being of young people.

IN THE CLASSROOM

Educators have increasingly acknowledged the positive influence of physical activity on student learning. Research has identified a diverse range of physical, cognitive and emotional benefits of physical activity on students’ performance at school. In one study, people who completed 30 minutes of exercise, two to three times per week for 12 weeks, got higher scores on memory tests than people who didn’t exercise. When the exercisers stopped training, their scores dropped back to normal. Another scientific investigation found that students who regularly participated in vigorous physical activities like Australian football got better marks for mathematics, science, English and SOSE than their classmates.
BEYOND THE CLASSROOM
Providing young people with regular opportunities to participate in school-based physical activity can also contribute to their health and well-being beyond the classroom. Recent studies have identified the following benefits of physical activity for young people’s health:

- Children who are physically active are less likely to be overweight.
- Children who engage in weight-bearing activities develop greater bone density and better skeletal health.
- Physically active children are more likely to have a higher self-esteem, more positive body image and suffer less stress and anxiety.
- Learning by doing at an early age is fundamental to the quality of skill acquisition. The best time to begin teaching motor skills fundamental to a physically active lifestyle is in the pre-primary and primary years, especially in the ‘years of readiness’ from age 5-7 years. (Source: Abbott RA, Macdonald, D, Stubbs CO, Lee AJ, Harper C, Davies PSW, 2008).

As this evidence suggests, it is vitally important that young people form good habits and positive feelings towards leading active and healthy lifestyles, and parents and teachers are crucial in establishing these good habits. AFL Queensland is aware of the huge influence that teachers have on their students and the ability they have to nurture and stimulate healthy living practices among the next generation of Australians. Daily activity and understanding of diet and nutrition should be features of every classroom in Australia.

In response to the Queensland Government’s Smart Moves policy, AFL Queensland has developed this resource of comprising of 30 x 30-minute activities for Grades 1 to 7. These physical activities have been chosen on the basis of their capacity to develop and enhance students’ physical fitness (Fitness), fundamental movement skills (Feet and Hands), understanding of teamwork (Field Play) and personal and interpersonal skills (Fun and Friendship). Additionally, each activity endeavours to provide the primary school teacher with an opportunity to integrate physical activity into units of work addressing a range of Key Learning Areas and their Essential Learnings. AFL Queensland has consulted with educators from Education Queensland and The University of Queensland in order to provide a resource that can enhance primary school teachers’ confidence and capacity to meet the 30 minutes of daily physical activity.
Rationale

AFL Queensland understands the importance of linking this resource to existing education policy through the Essential Learnings and the six components of the Queensland Government’s ‘Smart Moves’ Initiative.

ESSENTIAL LEARNINGS
Essential Learnings identify what should be taught, and also describe the ways of working and knowledge and understanding that students need for ongoing learning, social and personal competence, and participation in a democratic society.

WAYS OF WORKING (WOW) FOCUSSES:

- Propose, justify, implement and monitor plans or actions to promote health and well-being, movement capacities and personal development.
- Create and perform movement sequences through modifying and combining movement skills and applying movement concepts.
- Reflect on and identify the impact of diverse influences on health and well being, movement capacities and personal development, including the best use of positive influences.
- Reflect on learning, apply new understandings and identify future applications.

Specific knowledge and understanding to be taught/learnt through AFL FUNdamentals:

- Health – Individuals, groups and communities act on the advice in health promotion campaigns to promote health and well-being, including safety, and contribute to management of health risks.
- Physical Activity – Regular participation in physical activity can enhance cardio-respiratory endurance, muscular strength and endurance, flexibility, health and well-being.
- Personal Development – Assuming roles and responsibilities, experiencing leadership opportunities, respecting cultural protocols and differences and working well with others, developing positive identity and self-esteem.
SIX KEY COMPONENTS OF AFL FUNDAMENTALS MOVERS

1 Allocate required time for physical activity
   Through FUNdamental Movers, AFL Queensland has developed 30 separate 30-minute activities that can be incorporated into Smart Moves programme.

2 Improve access to resources for physical activity
   AFL Queensland’s development of this resource provides teachers with 30 separate Smart Moves lessons and additional warm-up games, along with professional development designed to improve the school’s best resource – the ability of its teachers to deliver physical activity. An equipment resources kit can be purchased through Hart Sports.

3 Increase capacity to deliver physical activity
   AFL Queensland will provide school leaders and teachers with the opportunity to be involved in professional development sessions. These sessions will enhance the classroom teacher’s ability to deliver a meaningful and quality Smart Moves lesson. AFL Queensland will also continue to offer support and mentoring opportunities.

4 Provide professional development in physical activity
   The FUNdamental Movers programme is partnered with a one-hour professional development component delivered by our trained school development officers.

5 Build community partnerships to enhance physical activity
   AFL Queensland, through its state coaching manager, schools coordinator and schools development officers, will continue to promote significant links with school clusters, principals, Smart Moves coordinators and teachers by providing professional development opportunities, mentoring programmes, Australian Football programs and competitions, and coaching clinics.

6 Be accountable for physical activity
   The resource allows for recording and reporting on daily physical activity through the use of an attendance roll in the back of the folder.
FUNDAMENTAL MOVERS
FUNdamental Movers provides Queensland primary school teachers with a collection of physical activities that can be easily integrated into the daily learning experiences of their classrooms. FUNdamental Movers recognises four dimensions of AFL that can contribute to health and education outcomes for young people. Researchers have found that from a health perspective, there are three main rationales for encouraging young people to engage in regular physical activity (Biddle, Sallis & Cavill, 1998). Firstly, it can stimulate growth and development, optimise physical fitness and enhance health and well-being. Secondly, providing positive and enjoyable experiences with physical activity can stimulate active lifestyles that young people can carry into their adult lives. In combination, these two outcomes provide the foundation for a reduced risk of chronic disease in adulthood.

FITNESS
Physical fitness is comprised of numerous components, including cardiovascular efficiency, muscular strength, power, speed, agility, balance and flexibility. Engaging in AFL games and activities requires participants to incorporate all types of fitness. Consequently, the fitness activities of FUNdamental Movers have been designed to stimulate participation in physically challenging learning experiences to develop these fitness components.

FEET AND HANDS
Fundamental movement skills refer to common movement activities like running, throwing, catching, jumping and leaping (hence ‘feet and hands’) which provide a foundation from which more specialised skills can be established and later applied to sporting, recreational and physical activities (O’Connor, 2006). Educators have argued that the teaching of fundamental movement skills requires a context if it is to be meaningful and relevant (O’Connor, 2006). As such, the Feet and Hands section of FUNdamental Movers focuses on the development of the common movement patterns within the context of AFL-related modified games and activities.
FIELD PLAY
Engaging in games and activities encourages learners to gain an appreciation of tactics, strategies and teamwork. From a cognitive perspective, the Field Play activities of FUNdamental Movers stimulates students to select and use information in order to apply problem-solving and decision-making strategies that can enhance their performance in games and physical activities. Field Play activities also provide an environment in which young people can understand and experience teamwork skills such as communication, conflict resolution, deferral of gratification, control of emotions, accepting responsibility for their actions, demonstrating respect for opponents, abiding by rules, acting fairly towards others and trying wholeheartedly in challenging circumstances.

FUN AND FRIENDSHIP
A major motivator for participation in games and activities is the opportunity to have fun and spend time with friends. Young people have stated that the physical activity learning environment provides an escape from the work, control and regulation of classrooms and enhances their perception of fun. Sensations provided by the moving body also provide young people with a source of enjoyment. When students are active, their brain releases a natural chemical called ‘dopamine’ which makes them feel good and motivates them to keep moving. Activities presented in the FUNdamental Movers resource endeavour to maximise students’ enjoyment, enhance their self-esteem and develop the personal and interpersonal skills required to create and maintain positive relationships with others.
Objectives

STUDENTS
To have children and young people participating in fun, quality, and sustainable physical activity programs.

TEACHERS
Foster the confidence of classroom teachers to ensure the delivery of the programme is a worthwhile and valuable learning experience for students. The main aim of this resource is to aid teachers in the delivery of physical activity. It should be used as a guide, as we understand that teachers will develop their own games and activities.

SCHOOLS
Assist time and resource-poor schools with their responsibility in providing daily physical activity through professional development opportunities, mentoring processes and resource kits.

EDUCATION
To partner Education Queensland, through the Smart Moves initiative, in establishing a process by which children can learn the importance of daily physical activity and its relationship to a healthy lifestyle.
Activity 1: AROUND AND AROUND

Links to Essential Learnings and Key Learning Areas (KLAs)

Mathematics
- Whole numbers have positions on a number line and each digit has a place value.

Health and Physical Education
- Apply fundamental movement skills when participating in physical activities.
- Regular participation in physical activity develops movement capacity and promotes health and well-being.
- Word patterns

GRADE: 1 to 3
ACTIVITY: Around And Around
WHAT YOU WILL NEED: 2 footballs

ACTIVITY DESCRIPTION:
1. Students stand shoulder to shoulder in a circle.
2. They pass a ball around the circle as fast as possible.
3. Count the passes as you go (this is good to practice for counting patterns).
4. When stop is called by the teacher, the students must stop and change direction.
5. Add another ball to the circle on the opposite side. Starting at the same time, see if the students can catch up to the second ball. Other variations could be linked to word patterns. e.g. rhyming words, alphabet etc.
CLASSROOM ACTIVITY - KLA MATHEMATICS
Have the students answer these football sums

1. If each team has 18 players, how many players are on the field in total?

2. If two teams have 4 interchange players each, how many interchange players are there in total?

3. If it costs $3 for each team member to get to the football by bus, how much will it cost if there are 22 players and 5 support staff?

4. If each one of the 22 players has half an orange at half-time, how many oranges have been eaten?

5. If each one of the 22 players drinks one litre of water during the game, how many litres of water have been consumed?

6. If each player drinks one-and-a-half litres, how many litres of water have been consumed?

7. If 12 players have both of their ankles taped, how many ankles have been taped in total?

8. If six players drink three cups of water each, how many cups of water have been consumed?
Activity 2: FOOTBALL ACTIVITIES

Links to Essential Learnings and KLAs

Mathematics
- Whole numbers have positions on a number line and each digit has a place value.

Health and Physical
- Apply fundamental movement skills when participating in physical activities.
- Regular participation in physical activity develops movement capacity and promotes health and well-being.

Links to KLA
- English

GRADE: 1 to 3
ACTIVITY: Football Activities
WHAT YOU WILL NEED: 15 footballs, 1 football between 2 students

ACTIVITY DESCRIPTION:
1. Throw the football up to face level and catch.
2. Can you throw and catch the football five times in a row?
3. Can you throw the football, clap, and then catch it again?
4. How many times can you clap while the football is in the air?
5. From a kneeling position, throw the football in the air and attempt to stand and catch.
6. Throw the football in the air, turn around and catch.
7. Work with a partner and throw and catch the football. Call out the letters of the alphabet or count to 20 as you go.
8. Handball the football to land in a hoop at a designated distance.
9. Work in a small group to keep one football off the ground.
CLASSROOM ACTIVITY - KLA ENGLISH
Have students place the following AFL coaches in alphabetical order:

1. Buckley, Worsfold, Voss, Hardwick, Ratten, McKenna, Longmire, Scott and Hird.

2. Which coaches have the shortest and longest surnames?

3. Do any of the coaches’ names start with a vowel?

4. In a set time limit (i.e. 1 minute), write as many words as possible that begin with the first letter of each coaches’ name (B, W, V, H, R, M, L, S, H).
Activity 3: ALPHA-BALL

Links to Essential Learnings and KLAs

Health and Physical education
- Apply fundamental and simple specialised movement skills when participating in physical activities.
- Regular participation in physical activity develops movement capacity and promotes personal development and health and well-being.

Mathematics
- Whole numbers have positions on a number line and each digit has a place value.

Links to KLA
- English

GRADE: 1 to 3
ACTIVITY: Alpha-Ball
WHAT YOU WILL NEED: 1 football between 2 students

ACTIVITY DESCRIPTION:
1. Split the class into pairs.
2. Partners handball (refer to appendix) to each other and each time they handball they call out the next letter in the alphabet (forwards then backwards).
3. Call out spelling words for them to spell as they handball and catch.
4. Counting patterns can also be practised this way.
CLASSROOM ACTIVITY - KLA ENGLISH

Have students place the following football words in alphabetical order:

- Football
- Bump
- Coach
- Jumper
- Season
- Interchange
- Sherrin
- Mark
- Goal
- Trainer
- Final
- Spoil
- Premier
- Tackle
- Behind
- Injury
- Ball
- Forward
- Boundary
- Smother
- Point
- Umpire
- Supporters
- Defence
- Ground
Activity 4: FOOTBALL FRUIT SALAD

Links to Essential Learnings and KLAs

Health and Physical education
- Apply fundamental movement skills when participating in physical activities.
- Regular participation in physical activity develops movement capacity and promotes health and wellbeing.

GRADE: 1 to 3
ACTIVITY: Football Fruit Salad
WHAT YOU WILL NEED: 4 markers

ACTIVITY DESCRIPTION:
1. Set markers out to make a square – 20 metres x 20 metres.
2. Line students up along one side of the square and randomly split them into 3-5 different AFL team names (Magpies, Lions, Kangaroos, Tigers, Suns, etc)
3. When you call out a team name, they must run to the end of the square and back.
4. The first student back moves into the ‘finals’, which is the line on the right side of the square.
5. Continue this process until you have a handful of students in the ‘finals’. Then call ‘finals’, and the students on the finals line will run to the line on the left side of the square.
6. The first student back will move into the Grand Final, which is the line on the left side of the square.
7. Continue this with the teams and the ‘finals’ until you get a handful of students in the ‘Grand Final’, then run the ‘Grand Final’ to decide the winning team.

NB: For a variation of this activity, you can change the way in which the students race to the ‘finals’ and ‘Grand Final’ to hopping, skipping, jumping, etc.
CLASSROOM ACTIVITY - KLA SCIENCE
HAVE STUDENTS CLASSIFY THE AFL MASCOTS INTO TWO CATEGORIES:
living and non-living.

MASCOT NAMES:

Claude “Curls” Crow
Bernie “Gabba” Vegas
Captain Carlton
Jock “One Eye” McPie
Moz “Skeeta” Reynolds
Johnny “The Doc” Docker

“Slammin” Sam Tomcat
Sunny Ray
Hudson “Hawka” Knights
Ronald “Dee” Man
Barry “Bruiser” Cracker
Tommy “Thunda” Power

Tiger “Stripes” Dyer
Trevor “Saint” Kilda
Syd “Swannie” Skilton
Rick “The Rock” Eagle
Woofer “Dogg” Whitten
Activities to grade 5
Activity 1: COMPASS

Links to Essential Learnings and KLAs

Health and Physical Education

- Create and sequence simple movement patterns in response to stimuli.
- Apply fundamental movement skills when participating in physical activities.
- Regular participation in physical activity develops movement capacity and promotes health and well-being.

SOSE

- Maps have symbols to represent places and identify the relative positions of features including landmarks and locations.

GRADE: 1 to 5

ACTIVITY: Compass

WHAT YOU WILL NEED: 4 markers

ACTIVITY DESCRIPTION:

1. Instruct students on where AFL clubs are situated in relation to the playing area – i.e., Brisbane Lions (North), Adelaide Crows (South), Sydney Swans (East), West Coast Eagles (West).

2. Call out the name of an AFL club and a method of movement, and children are to move as instructed – e.g., Brisbane Lions hop. Students hop in a northerly direction.
CLASSROOM ACTIVITY - KLA SOSE
This activity can be followed up in the classroom with a lesson on maps and compass directions. Use the locations of AFL clubs to map out the direction of each in comparison to your classroom.
Activity 2: THE THIEF

Links to Essential Learnings and KLAs

Health and Physical Education

- Apply fundamental and simple specialised movement skills when participating in physical activities.
- Regular participation in physical activity develops movement capacity and promotes personal development and health and well-being.
- Applications of appropriate techniques for fundamental and simple specialised movement skills can enhance performance and participation in physical activities.

GRADE: 1 to 5
ACTIVITY: The Thief
WHAT YOU WILL NEED: 5 footballs, 4 markers

ACTIVITY DESCRIPTION:

1. Students work in a designated area depending on skill and ability.
2. Select two to five ‘Thieves’ and spread them out in the playing area among the other students.
3. Students handball (refer to appendix) to each other while the thieves try to steal the ball.
4. If a ball is stolen, the two students swap roles: the thief joins the handballing students, while the student who surrendered the ball becomes a thief.
CLASSROOM ACTIVITY - KLA MATHEMATICS
Prepare the budget for a family of five to attend a football match at the Gabba. You should consider all the factors involved in a day at the football, including tickets, transport, food, match program, merchandise, etc. A variation of this activity is to prepare the budget for a trip to an interstate match to the MCG.
Activity 3: COLLECT A BALL

Links to Essential Learnings and KLAs

Health and Physical Education
- Create and sequence simple movement patterns in response to stimuli.
- Apply fundamental movement skills when participating in physical activities.
- Apply personal development skills and strategies in team and group situations.

Mathematics
- Problems using a single operations can be planned and solved.

GRADE: 1 to 5
ACTIVITY: Collect A Ball
WHAT YOU WILL NEED: 15 footballs

ACTIVITY DESCRIPTION:
1. Split the class into groups of approximately six.
2. All the footballs are placed 20 metres away and spread out so each team can gain access to them.
3. The teacher calls out a number and the groups run together to collect that number of footballs.
4. Each student must have a hand on at least one football. When they get back to their starting position the group tally their footballs.
CLASSROOM ACTIVITY - KLA MATHEMATICS

Use the tally sheet from the game to determine:

1. How many balls were collected by your team throughout the whole game?
2. Using division, how many balls were collected by each member of your team?
3. How many balls were collected by the whole class?
4. Using division, how many balls were collected by each member of the class?
Activity 4: EMPTY THE CIRCLE

Links to Essential Learnings and KLAs

Health and Physical Education

- Create and sequence simple movement patterns in response to stimuli.
- Apply fundamental movement skills when participating in physical activities.
- Regular participation in physical activity develops movement capacity and promotes health and well-being.

GRADE: 1 to 5
ACTIVITY: Empty The Circle
WHAT YOU WILL NEED: 15 footballs, 10 markers

ACTIVITY DESCRIPTION:

1. Footballs are placed in a circle 5-10 metres across.
2. Two students are selected to stand inside the circle and be the kickers.
3. The other students spread out on the field.
4. The students in the circle attempt to kick all the balls out of the circle. They may only kick in one direction.
5. The other students stop the balls and roll them back to the circle in an attempt to keep the circle full of balls. Students returning balls should take them to the back of the circle to avoid being hit by other balls being kicked.
CLASSROOM ACTIVITY - KLA THE ARTS
Sit a pair of students back-to-back. Provide them with an AFL-themed stimulus photograph. The student with the photo has to describe the scene to their partner. The other student has to draw the scene based on the description provided.
Activity 5: PROGRESSION BALL

Links to Essential Learnings and KLAs

Health and Physical Education

- Apply fundamental and simple specialised movement skills when participating in physical activities.
- Regular participation in physical activity develops movement capacity and promotes personal development and health and well-being.
- Applications of appropriate techniques for fundamental and simple, specialised movement skills can enhance performance and participation in physical activities.

GRADE: 1 to 5
ACTIVITY: Progression Ball
WHAT YOU WILL NEED: 15 footballs (approximate) – one for each pair

ACTIVITY DESCRIPTION:

1. Students pass (throw, handball, kick) and catch with their partner as many times as possible without dropping the ball.
2. Divide the class into pairs and have them face each other and stand in two lines at the centre of a basketball court (or similar).
3. Each time the students pass the ball to their partner, they must take one step away from their partner, thereby increasing the distance of their next pass.
4. If the ball is dropped, the partners move back to the starting position and start again.
5. The winning pair is the pair that ends up the farthest away.
CLASSROOM ACTIVITY - KLA MATHEMATICS
Have students list all the ways they think numbers are used in a game of Australian Football.

(2 answers = satisfactory, 3-4 = good, 5-7 = very good, > 7 = Fantastic)
Activity 6: ROLL A GOAL

Links to Essential Learnings and KLAs

Health and Physical Education

- Applications of appropriate techniques for fundamental and simple, specialised movement skills can enhance performance and participation in physical activities.
- Regular participation in physical activity develops movement capacity and promotes personal development and health and well-being.

GRADE: 1 to 5
ACTIVITY: Roll A Goal
WHAT YOU WILL NEED: 6 footballs, 8 markers

ACTIVITY DESCRIPTION:
1. Split the class into teams of six to eight.
2. Each team begins with three to six footballs.
3. The aim is to get the football across the other team’s goal-line by kicking (refer to appendix) or handballing it below knee level (so it has to roll/bounce).
4. Teams score one point for each ball that crosses the line.
5. Players cannot retrieve a ball if it stops in the neutral zone.

NB: The size of the grid depends on the skill level of the players
CLASSROOM ACTIVITY - KLA THE ARTS

Have students design a series of supporter buttons and badges to show support for their team (school, club or AFL). Player or team images and/or club mottos can provide the focus.
Activity 7: RUCKS AND ROVERS

Links to Essential Learnings and KLAs

Health and Physical Education

- Create and sequence simple movement patterns in response to stimuli.
- Apply fundamental movement skills when participating in physical activities.
- Regular participation in physical activity develops movement capacity and promotes health and well-being.

GRADE: 1 to 5
ACTIVITY: Rucks And Rovers
WHAT YOU WILL NEED: 2 markers

ACTIVITY DESCRIPTION:

1. Students pair up with someone of similar running pace to themselves and stand back-to-back on a line in the middle of the playing area.
2. One team are the Rucks and the other are the Rovers.
3. When the teacher calls “Rucks”, the Rucks turn and run to the line closest to them while their Rovers partner attempts to catch them before they get there.
4. Each time they catch their partner, they score one point. If the teacher calls “Rovers”, the roles reverse.
5. Students must run in a straight line.
6. Change starting positions to make more difficult – ie. sitting, lying on their stomach, etc.
CLASSROOM ACTIVITY - KLA MATHEMATICS

The following figure should be used in these activities:

- One in four spectators buys a pie or pastie at the footy.
- One in three spectators buys a snack item.
- One in 10 spectators buys hot chips.
- One in five spectators buys a can of drink.

If the total attendance at the AFL game at the Gabba was 28,336:

- How many spectators bought a pie or pastie?
- How many spectators bought hot chips?
- How much money was spent on drinks if each can costs $4.00?
- How many snack items were sold?
Activity 8: Tag Ball

Links to Essential Learnings and KLAs

Health and Physical Education
- Create and sequence simple movement patterns in response to stimuli.
- Apply fundamental movement skills when participating in physical activities.
- Apply personal development skills and strategies in team and group situations.

Grade: 1 to 5

Activity: Tag Ball

What you will need: 2 footballs, 4 markers, bibs

Activity Description:
1. Use a playing space about the size of half a basketball court.

2. One student is selected as ‘IT’. The other players have a ball that they pass/handball between themselves until a player, with ball in possession, is close enough to tag ‘IT’ with the ball.

3. The player who makes the tag drops the ball and becomes the new ‘IT’ player.

Variation
- Players carrying the ball may only travel three steps before passing the ball.
CLASSROOM ACTIVITY - KLA MATHEMATICS
Have students conduct a survey of Australian Football team colours.

- Which are the most popular colours?
- Which are the least popular?
- What percentage of teams uses one colour?
- Two colours?
- Three colours?
- More than three colours?