



Feeling fit for footy

Key Learning Area
Health and Physical Education

Year levels
Prep to Year 2

Activity overview

This activity begins with students playing a game of 'team huddle'. This game employs the lightening match approach and demonstrates that the game of Australian football has four quarters. At the conclusion of each quarter, students form into huddles. The physical activities are varied during each quarter and students undertake personal evaluation of their energy levels. Students will complete a worksheet to discuss the importance of making healthy food choices in preparation for physical activity such as an Australian football match.

Students in their second and third year of schooling have the opportunity to learn and use some of the basic skills of Australian football, such as handball and kicking, when playing team huddle.

Time required

Approximately 3 x 60 minutes. The following is a suggested breakdown:

- One session to introduce the topic and the game, discuss health and fitness
- One session to introduce football skills
- One session to revise knowledge, practise skills

Materials

- Set of team colour bands
- Indoor or outdoor space equivalent to a basketball court
- Set of cones or white line marking device to mark out warm up square
- Whistle
- Orange wedges, if desired
- Water
- *Worksheet: Healthy Choices*
- The Internet – [The Medibank Private 1Seven](#) program website
- One small soft ball or small AFL junior football similar to NAB AFL Auskick footballs per pair or group
- Beanbags, one per pair or group

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Preparation

Teachers review the instructional video clips for handball and the drop punt available in the Resources section of the AFL CD-ROM. Additional skills and drills can be viewed from the AFL website <http://www.afl.com.au> and [NAB AFL Auskick](#)

Some students may not barrack for a team, so assist them to choose a team for the purpose of this activity.

For students who do not have a compulsory school uniform, teachers may ask students to attend school dressed in their favourite Australian football team colours for these sessions.

Activity steps

1. Teacher to set up a large square (size dependent upon number of students) using cones to mark the boundary. Students will be playing a game called 'team huddle'. Arrange students into groups of 3 or 4 and ask students to come up with an Australian football-related word as their team name. Provide distinctive colour bands to each team.
2. Instruct students to stay inside the square during the game and each time the whistle blows they are to get into a huddle with their team. Students to form an Australian football pose such as taking a mark, lining up for a goal or attempting to handball. The teacher demonstrates the football poses and explains that they will nominate the pose after the whistle is blown. Explain that AFL games have four quarters/parts and that the 'team huddle' game will also have four parts.

3. **First quarter.**

Ask students to walk inside the square and after 20–30 seconds blow the whistle and nominate the football pose, taking an overhead mark. Students form their team huddle. Then ask students to jog, making sure they don't run into classmates, and blow the whistle after 20–30 seconds, nominate the football pose, handball and again students should be in group huddles.

Inform students that this is their quarter time break and they can have a short rest and time for refreshment with water. Ask students if they are feeling hot, warm, cool, energetic, sweaty, comfortable or tired.

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Second quarter.

Ask students to do fairy steps inside the square; after 20–30 seconds blow the whistle, nominate the football pose, chest mark. Students form their team huddle. Ask students to jump like kangaroos inside the square, blow the whistle and nominate the football pose, kicking the ball. Students should quickly move into group huddles.

Hold a half time break by having a short rest and time for refreshment with water and orange wedges if desired. Ask students if they are feeling hot, warm, cool, energetic, sweaty, comfortable or tired.

Third quarter.

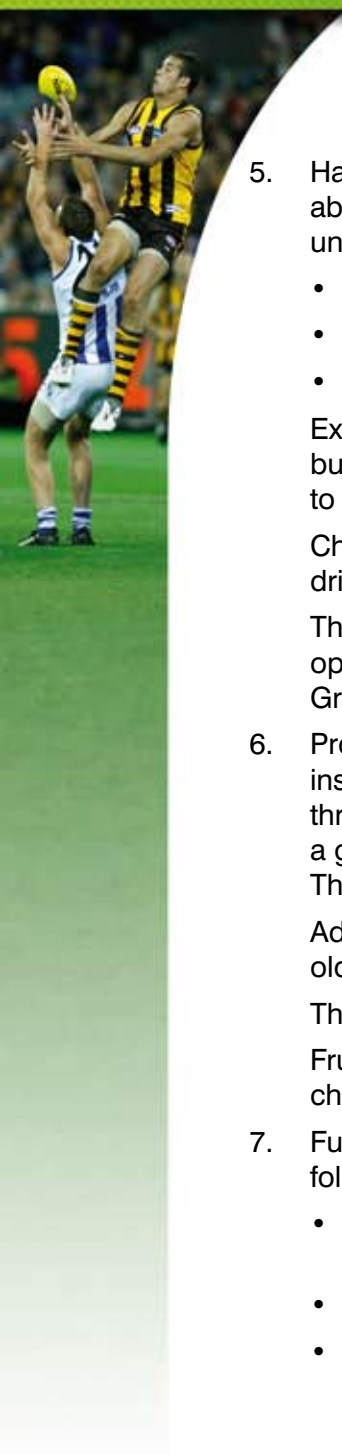
Ask students to skip inside the square; after 20–30 seconds blow the whistle, nominate the football pose, bouncing the ball. Students form their team huddle. Ask students to do monster strides inside the square; after 20–30 seconds blow the whistle, nominate the football pose, 'it's a behind' and students should get into their team huddle.

Hold a three quarter time break by having a short rest and time for refreshment with water. Ask students if they are feeling hot, warm, cool, energetic, sweaty, comfortable or tired.

Fourth quarter.

Ask students to gallop like a horse inside the square; after 20–30 seconds blow the whistle, nominate the football pose, lining up to kick for a goal. Students form their team huddle. Ask students to hop inside the square. After 20–30 seconds blow the whistle, nominate the football pose, 'it's a goal' and students should get into their group huddle. Ask students if they are feeling hot, warm, cool, energetic, sweaty, comfortable or tired.

4. Discuss the relationship between the feelings expressed at the end of each of the quarters and the energy used. Explain that food gives us our energy, and the importance of making healthy food choices before physical activity like a football match. Have a basket of a variety of food available and ask students to group them according to those foods which are important to eat everyday and those which are treats.



5. Have a brief class discussion on what is healthy versus unhealthy foods. Talk about what makes one a healthy food choice and what makes the other an unhealthy food choice. Work through some examples as a class such as:-

- Whole grain cereal versus chocolate breakfast cereal
- Water versus soft drink
- Grilled fish and fresh vegetables versus fried fish and chips

Explain to students that chocolate cereal may give them energy for a little while but it is very high in sugar. The whole grain cereal will give long-lasting energy to help get through to recess when they can enjoy a healthy snack.

Children need plenty of fluid every day. Water should be the main fluid and soft drinks are not needed for a healthy diet.

The way food is cooked can change it from a healthy food to an unhealthier option. Frying fish, for example, can make it high in saturated (or bad) fats. Grilling fish is a healthier and delicious way to cook fish.

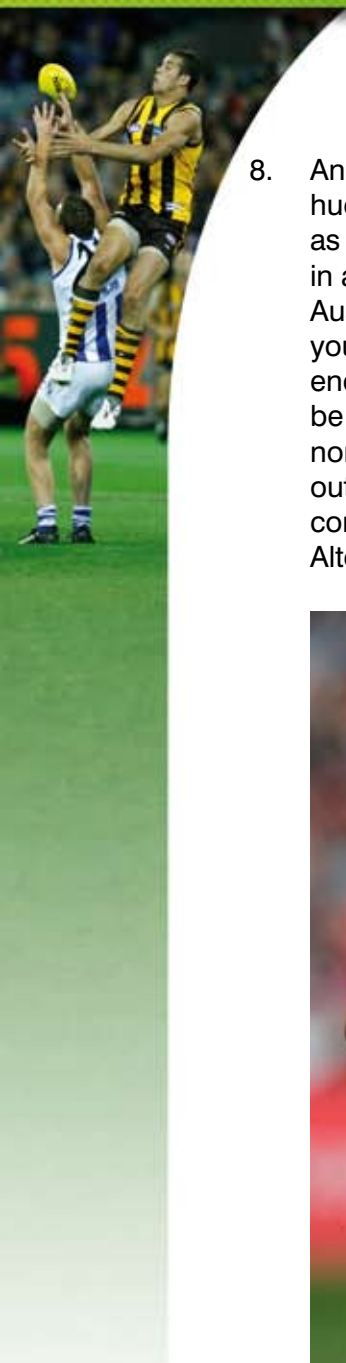
6. Provide each student with a copy of *Worksheet: Healthy Choices*. Read the instructions as a class and allow students time to make their choices. Work through the answers as a class. Correct responses are as follows: dinner before a game – pasta with vegetables; breakfast – healthy cereal; snack – banana. There are further resources on the [The Medibank Private 1Seven](http://www.medibankprivate.com.au/1seven) website.

Advise students that the minimum serves of fruit and vegetables for a 4–7 year old are 2 serves of vegetables and 1 serve of fruit each day.

They should also be eating a variety of foods including the following:

Fruit, vegetables, breads, cereals, meat, fish, chicken, eggs, legumes, milk, cheese and yoghurt.

7. Further activities relating to *Worksheet: Healthy Choices* could include the following:
 - As a class, brainstorm healthy food options that will provide energy for physical activity and body functions.
 - Set a challenge for students to introduce a healthy food day each week.
 - For a whole-school approach, encourage the school canteen to have healthy food days on nominated days.



8. Another approach for the physical activities during each quarter of the team huddle game is for students to practise the Australian football game skills such as handball and drop punt kicks during the quarters of the team huddle game in a second session. Demonstrate (or get a skilled student to demonstrate) the Australian football skill of handball. Place the ball on the outstretched palm of your non-preferred hand, then with a clenched fist strike the ball on the narrow end, stepping forward on your opposite foot. Note that some students may not be able to add the step forward. Place the ball on the outstretched palm of your non-preferred hand stand nearly side on, then, with a clenched fist with thumb outside the fingers, strike the ball on the end with your other hand (After making contact with the ball, the fist stays on the non preferred hand ie 'catch the fist'). Alternatively, display the handball photograph below.



9. Organise students into pairs or small groups. Set them up so that student are standing two metres apart and facing one another.
10. Ask students to put up their preferred hand. Instruct them to place the ball on the hand that is down by their side. Allow students time to practise the handball with their partner. The key teaching point is for students to keep their eyes focused on the ball. If students are able to perform the skill, play a game of 'Specky', where pairs see how many times they catch the ball in a set time. Repeat the game, encouraging students to better their results. Remind students to keep their eyes focused on the ball.



11. Demonstrate (or get a skilled student to demonstrate) the Australian football skill of the drop punt kick. Coaching points for kicking may include :
 1. Line up the ball with your target. Have your head bent slightly over the ball. Hold the ball over the thigh of the kicking leg
 2. Guide the ball down the one hand – same side as the kicking leg
 3. Point your toes at your target – see the ball hit the foot
 4. Follow through straight towards the target.

An instructional video clip 'Kick the ball' can be viewed and is available in the Resources section of the AFL CD-ROM. Alternatively, display the drop punt kick photographs below.



12. To introduce the activity provide each pair with a beanbag. Line pairs of students up 6 metres apart and instruct them to guide the bean bag onto their foot and kick it towards their partner. The aim is for students to concentrate on guiding the beanbag onto their foot. Monitor students so that they are not trying to kick into the distance.



13. In pairs, line students up at a distance of six metres from a marked white line or a set of cones. Provide each pair with a ball and give them time to practise the drop punt kick. When you feel that students are ready, introduce a game of 'Five Up' where it is a challenge to try to kick five balls over the marked white line or set of cones using the drop punt kick. Ensure students don't retrieve balls until instructed. Remind students to keep eyes focused on the ball and guide the ball onto their foot.
14. Alternatively, students could kick against a wall, but ensure groups are well spaced. If you wish to score this activity, mark a line on the wall with chalk. If the ball hits the wall above the line, they score six points and if it hits below they score one point. Explain that scoring for this game is the same as in the AFL, where teams score six points for a goal and one point for a behind. Ensure students are far enough from the wall so that if the ball rebounds quickly they will not be hit.

Assessment ideas

- Movement and physical activity – during the warm-up game, observe student's ability to perform the basic motor skills of walking, running, skipping and jumping.
- Movement and physical activity – for older students, assess their ability to handball.
- Movement and physical activity – for older students, assess their ability to kick a drop punt.
- Interpersonal development – as students work in pairs, analyse how they interact. Are they supportive and positive towards their partner?

Optional extension

Teachers can approach the AFL clubs or State football organisations to arrange for AFL players to conduct a clinic as an enjoyable follow-up session (see Resources section of the AFL CD-ROM). Alternatively, a whole-school approach could be adopted and a family day or clinic could be organised where students participate in football-related activities with their families.

Photocopy and enlarge the team mascot pictures provided on the AFL CD-ROM and place them on the ground within a hoop or stick them on the wall. Students attempt to handball and hit the target, counting how many mascots they hit. Alternatively, the teacher could hold a hoop and have students try to handball through it.



Worksheet: Healthy Choices

Name: _____

Favourite AFL Team: _____

To help you grow and stay healthy, you need to eat healthy food. Healthy food is food that is good for you and gives you energy to play sport. Select the foods that a selected AFL player would eat before playing a game. Obtain information from the [The Medibank Private 1Seven](http://www.medibankprivate1seven.com.au) website.

Circle one food each for breakfast, snack and dinner that would make a healthy choice.

Dinner before a game



Fish and chips



Pasta and vegetables



Hamburger

Breakfast



Healthy cereal



Pancakes



Sausages and eggs

Snack



Lollies



Banana



Chocolate

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What is your favourite healthy food?

Which foods provide the most energy?

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