



Tables footy

Key Learning Area

Mathematics

Year levels

Years 3–4

Activity overview

In this activity students form 'footy teams' of five members. The teacher is the umpire. The teams compete against each other by being the first to correctly answer a times-table question posed by the umpire. Three players have the chance to score behinds. The fourth and fifth players have a chance to score a goal. Behinds and goals are tallied and recorded after each game on a 'league ladder'. The aim is for a team to win the competition.

Note: Rounds can focus on a particular times table that is currently being learned, with mixed tables rounds coinciding with special rounds in the Australian Football League (AFL) Footy Fixture, such as Heritage, Rivalry and Indigenous rounds.

Time required

This activity is best run through the footy season, culminating in a Tables Footy Grand Final. Games are played as an automatic response activity before the main maths lesson. The games may be played daily, or once or twice weekly. Allow two teams to play each time. The actual playing time will be five minutes; however, allow a few minutes for set-up, particularly for the first few games.

Materials

- *Worksheet 1: My form this season*
- *Worksheet 2: My scores*
- A large sheet of paper or section of the board for use as a Tables footy league ladder, which is updated at the end of each round
- A large sheet of paper or section of the board for use as a footy fixture for the season. Each team has the chance to play each other team an equal number of times.
- A section of the board where the 'scorer' can keep tally
- A football for handpassing as an indicator of a winning answer
- Images from Resources section on the AFL CD-ROM. Teachers may download and print enlarged pictures of the crowd cheering. Students may hold these up when a 'goal' is scored.
- A stopwatch or accurate clock
- A selection of suitable times-tables questions
- Optional: a computer screen to display a video/DVD of the crowd roaring, as a further indicator of a winning answer. See *The Crowd Roars* in Resources on the AFL CD-ROM.



Preparation

- Before beginning the playing season, check each student's knowledge of the times tables.
- Prepare one copy each of *Worksheet 1: My form this season* and *Worksheet 2: My scores per student*.
- Distribute Worksheet 1 to students and have them circle the times tables they know well, then collect the worksheets for redistribution at the end of the Tables footy season. This will help you decide what times table to start with and will also provide a self-assessment tool.
- Organise the class into an equal number of *mixed ability* 'footy teams' of five members.
- Each team chooses a name not already used by the AFL; for example, the Dragons, the Terminators.
- The teacher, or the team itself, allocates each player in the team the position of full-forward, half-forward, ruck, half-back and full-back – one of each position in every team.
- Of the remaining students in the class, one is given the job of time-keeper. Other remaining students are allocated to a team and sit on the team's interchange bench, ready to replace a team member at any time. Extra students may be given the job of assistant umpire (handpasses the ball to each player), scorer and video/DVD controller (if using a video or DVD).

Note: The positions within each team should be rotated several times throughout the season, and should include new players from the interchange bench.

- Prepare the footy fixture and post in a prominent place.
- Prepare the league ladder and post in a prominent place.

Note: Groups of students or students from a higher grade level might like to prepare the footy fixture and league ladder.

Activity steps

To play the game:

1. Ask the players from the first two teams to play to line up in two rows facing the class, who will act as 'the crowd'. The full-back should be at the head of each team followed by the half-back, ruck, half-forward, with the full-forward last.
2. The umpire (teacher) asks the first two players – the full-backs at the head of each team, a times-table question, such as 5×4 . The first player to answer correctly has the football handballed to them and their team earns a behind, which is recorded by the scorer. The video/DVD controller starts and stops the video/DVD as the ball is handballed. The two players then move to the back of each row.
3. The next two players (the half-backs) are then asked a different times-table question. Again, the first player to answer correctly is handballed the footy and their team earns a behind, which is recorded by the scorer. Those two children



now move to the back of each row. The game continues with a possible point score by one of the next two players (ruck). The chance to score a goal occurs when the two half-forwards and the two full-forwards play. The game continues in this manner until 'time' is called.

4. Behinds and goals are tallied and recorded on the league ladder after each game. The video/DVD controller can play the video again to mark the winning team.
5. Distribute Worksheet 2 to students immediately after they have played in a game. Ask them to fill in their scores.
6. At the end of the Tables footy season, redistribute Worksheets 1 and 2 to the students. Ask students to circle the tables on Worksheet 1 that they now know or are still learning. Then ask students to complete the sentence on Worksheet 2.

Optional

- *What's the score?* The teacher asks players questions relating to their six times tables, including multiplication, subtraction, addition and division, using goals and behinds instead of numbers, for example 4 goals plus 3 behinds = 27 points.
- *Brownlow Medal:* Have an award for the player with the highest individual score, or who has been the most helpful to other members in his or her team.
- *Rising Star Medal:* Have an award for the player who has shown the most improvement.
- *Finals Fever:* Consider holding an inter-class Grand Final where the top four teams play off and celebrate the Grand Final Day with flags, colours, video/DVD and food.

Resources

AFL official website: <http://afl.com.au>

AFL CD-ROM, The Resources section of the AFL CD-ROM

Assessment ideas

- Teacher observation and continuous monitoring of each child's knowledge and confidence levels.
- Completion of students' worksheets.

Optional extension

- Students create their own questions similar to *What's the score?* using the score structure for other sports, for example tennis. These are then distributed to other students to complete.
- The teacher uses the Tables footy team competition format with operations other than the times tables, for example fractions.
- Students use the computer to construct an Excel spreadsheet, or similar, to keep track of games, tables and scores.



Worksheet 1: My form this season

Name: _____

My pre-season form

The times tables I know automatically are (circle):

x 1	x 2	x 3	x 4	x 5	x 6
x 7	x 8	x 9	x 10	x 11	x 12

The times tables I am still learning are (circle):

x 1	x 2	x 3	x 4	x 5	x 6
x 7	x 8	x 9	x 10	x 11	x 12

My post-season form

The times tables I know automatically are (circle):

x 1	x 2	x 3	x 4	x 5	x 6
x 7	x 8	x 9	x 10	x 11	x 12

The times tables I am still learning are:

x 1	x 2	x 3	x 4	x 5	x 6
x 7	x 8	x 9	x 10	x 11	x 12

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Worksheet 2: My scores

Name: _____

Game 1: _____

Game 2: _____

Game 3: _____

Game 4: _____

Game 5: _____

Game 6: _____

Game 7: _____

Game 8: _____

Game 9: _____

Game 10: _____

Game 11: _____

Game 12: _____

Game 13: _____

Game 14: _____

Game 15: _____

Game 16: _____

Game 17: _____

Game 18: _____

Game 19: _____

Game 20: _____

Game 21: _____

Game 22: _____

Finish this sentence.

In Tables footy this year, I _____

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