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| 9.28 | <p><b>Activity 2: Identifying Key Elements of the Game through Video</b></p> <ol style="list-style-type: none"> <li>1. Students are to watch the videos provided as a class and take down some brief notes on each of the topics on how these skills are being performed</li> <li>2. During the videos a discussion will be addressed after each skill and talked about as a class</li> <li>3. Watch 4 minutes of each video to understand the skill and key teaching points which will be important to write down</li> </ol> <p>Marking<br/> <a href="http://www.aflcommunityclub.com.au/index.php?id=633">http://www.aflcommunityclub.com.au/index.php?id=633</a></p> <p>Kicking<br/> <a href="http://www.aflcommunityclub.com.au/index.php?id=422">http://www.aflcommunityclub.com.au/index.php?id=422</a></p> <p>Attacking Skills<br/> <a href="http://www.aflcommunityclub.com.au/index.php?id=301">http://www.aflcommunityclub.com.au/index.php?id=301</a></p> <p>Defensive Skills<br/> <a href="http://www.aflcommunityclub.com.au/index.php?id=300">http://www.aflcommunityclub.com.au/index.php?id=300</a></p> | <p>-Students are to watch the videos attentively taking down any important factors during the videos that really stand out and are good to know when performing the skill</p> <p>-Everyone should be participating also in the class discussion after the video has been completed to ensure maximum learning</p> | <p>-Teacher should stand at the back of the class and move around between the students to see what they are writing down</p> <p>-Important that the teacher starts the classroom discussion and has an interest in what the students have picked up from the videos</p> |
| 9.40 | <p><b>Bridging to the next lesson</b></p> <ul style="list-style-type: none"> <li>-Get the students to pack away all materials used for the writing things down during the videos</li> <li>-Introduce the next activity about AFL diets</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                         |