



# Off-field Curriculum Guide - Year 5-6

**MODULE 4**  
**(Session 1, 2, 3)**



# Learning Geography with the AFL

## a. Settlement

AFL is played throughout Australia with major stadiums located in the larger cities. Let's explore Australia and its cities through AFL.

### a. Settlement – Food, Water and Human Influences

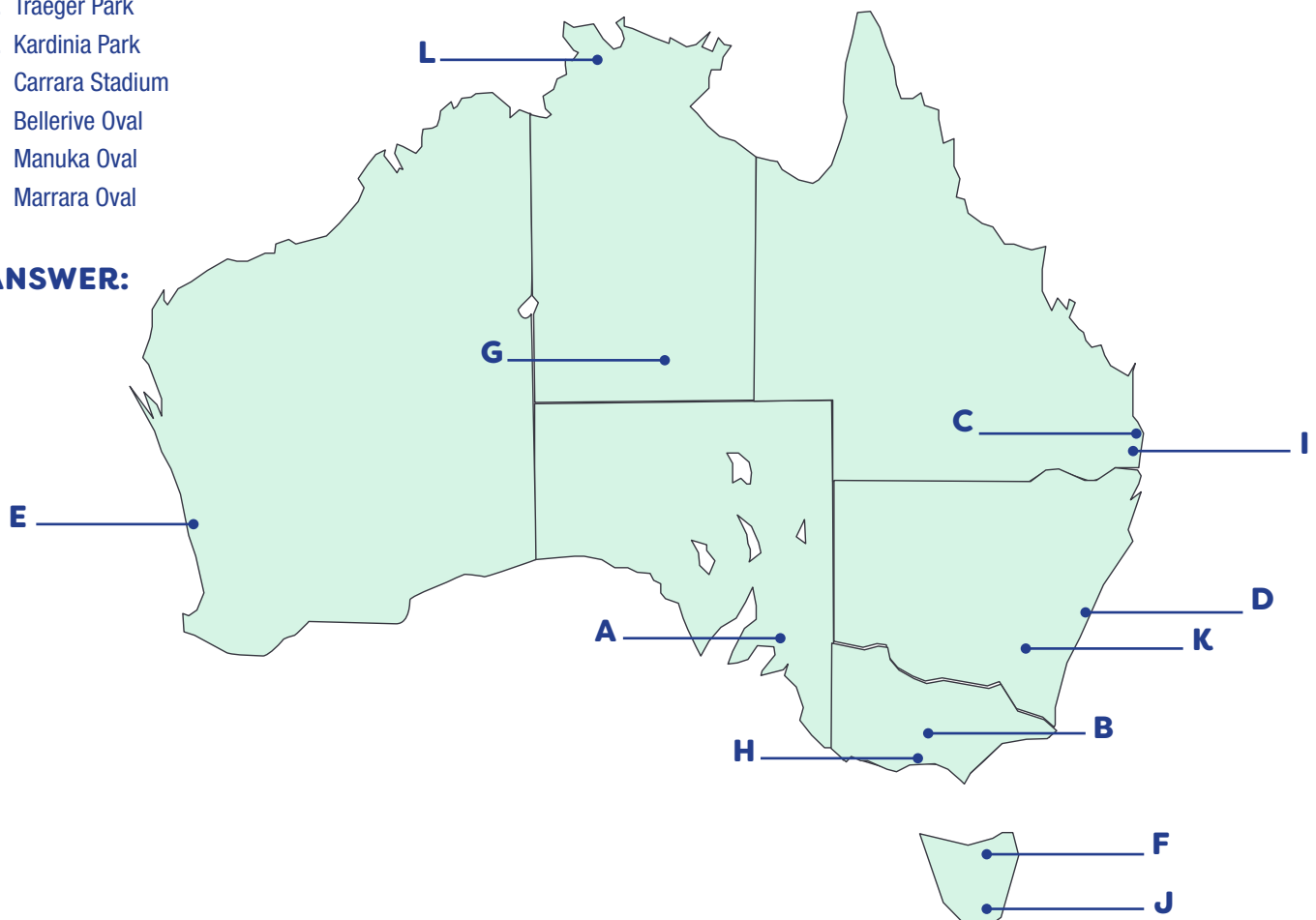
The major AFL stadiums are located in the larger cities, on the Australian coastline. They were and still are the favoured places of living, by both the local Indigenous peoples, European settlers and people today, as they have abundant fresh water, food resources and for Europeans, most have harbours for sea transport.

Why are Australia's major AFL stadiums located where they are? Why do most Australians live on the coastline rather than inland Australia? How have rivers, harbours and floodplains influenced where we all live? Let's investigate!

i. Students plot Australia's major AFL Stadiums on Map 1.

- A. Adelaide Oval
- B. Melbourne Cricket Ground (MCG)
- C. The Gabba
- D. Sydney Cricket Ground (SCG) and Tom Wills Oval
- E. Perth Stadium
- F. York Park
- G. Traeger Park
- H. Kardinia Park
- I. Carrara Stadium
- J. Bellerive Oval
- K. Manuka Oval
- L. Marrara Oval

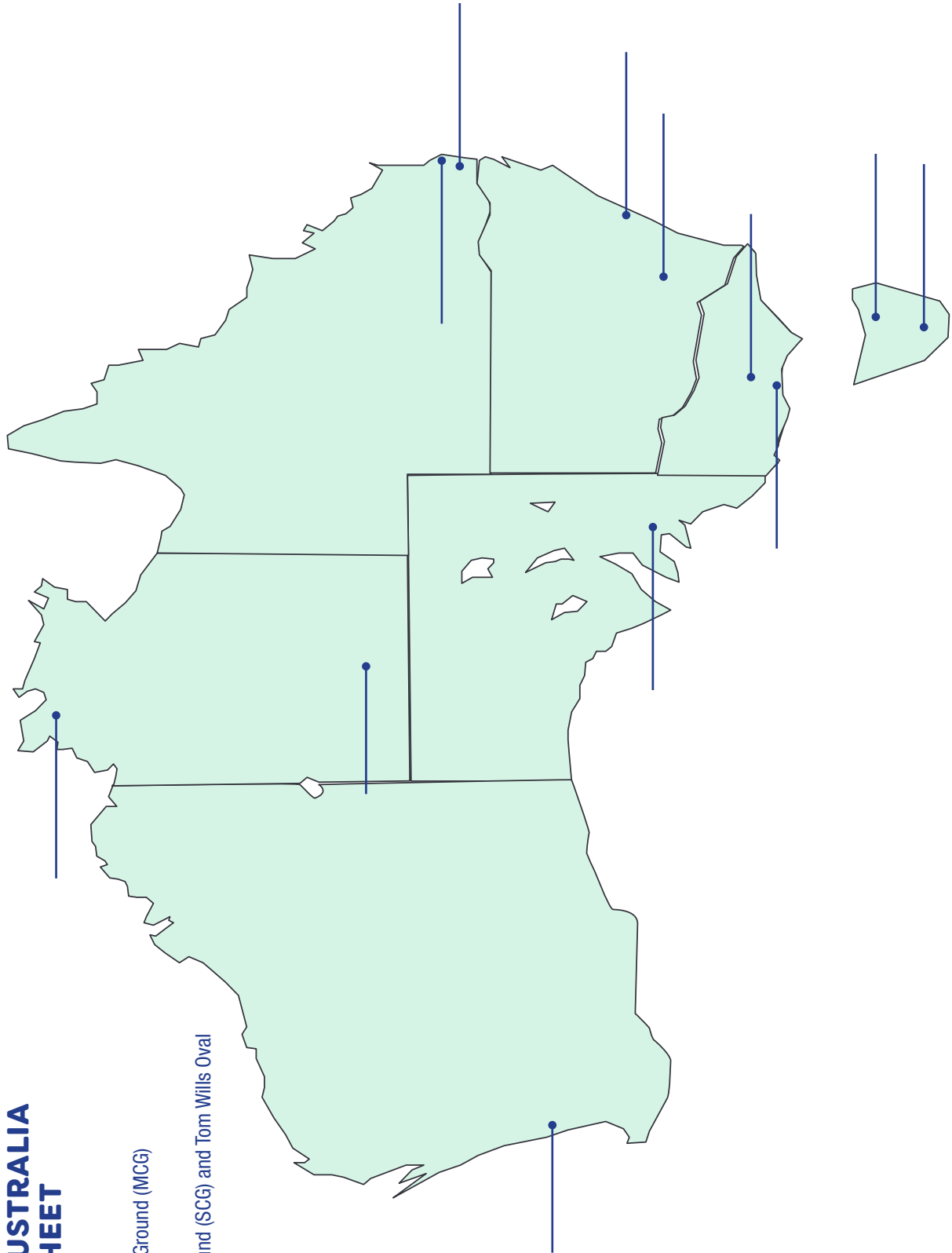
**ANSWER:**



## Map 1: Australia's Major AFL Stadiums

### MAPPING AUSTRALIA ACTIVITY SHEET

- A. Adelaide Oval
- B. Melbourne Cricket Ground (MCG)
- C. The Gabba
- D. Sydney Cricket Ground (SCG) and Tom Wills Oval
- E. Perth Stadium
- F. York Park
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ii. Students match each major Australian AFL stadium to its host city, researching stadium capacity and city features including its major river, harbour and the local indigenous peoples.

**Table 1: Stadiums and their cities**

AFL Stadium	City	Stadium Capacity	Major River(s)	Harbour	Indigenous People
1. Adelaide Oval	Adelaide	53,500	River Torrens	Port Adelaide	Kaurna People
2. MCG					
3. The Gabba					
4. SCG					
5. Optus Stadium					
6. York Park					
7. Traeger Park					
8. Kardinia Park					
9. Carrara Stadium					
10. Bellerive Oval					
11. Manuka Oval					
12. Marrara Oval					

iii. Students choose two cities that are located in two different states. e.g. Adelaide (South Australia) and the Gold Coast (Queensland). In pairs, students complete an Attribute Listing Organiser to record the features that make this place a liveable and attractive place to settle.

**Table 2: Attribute of two Australian Cities**

City	Major River(s)	Major Landforms, including harbour	Main food source / production
1. Adelaide	<p><b>River Torrens (85km)</b></p> <ul style="list-style-type: none"> <li>• Source: Adelaide Hills</li> <li>• Mouth: Gulf St Vincent</li> <li>• Original water source for Adelaide</li> <li>• Most drinking water is now from the Murray River</li> </ul>	<p><b>Port Adelaide</b></p> <ul style="list-style-type: none"> <li>• 12km from Adelaide City</li> <li>• Commercial harbour</li> </ul> <p><b>Adelaide Hills</b></p> <ul style="list-style-type: none"> <li>• 20km East of Adelaide</li> <li>• Cooler climate</li> <li>• Premier wine growing region</li> </ul> <p><b>Kangaroo Island</b></p> <ul style="list-style-type: none"> <li>• 112km Southwest of Adelaide</li> <li>• Large tourism industry</li> <li>• Over 1/4 of the island is National Park</li> <li>• Home to a wide diversity of animals</li> </ul>	<p><b>Indigenous Australians:</b> Kaurna people</p> <p><b>Pre and Early European Settlement</b></p> <ul style="list-style-type: none"> <li>• Yabbies</li> <li>• Muscles</li> <li>• Fish (mulloway)</li> <li>• Bulbs</li> <li>• Lilies</li> <li>• Tubers</li> <li>• Emu</li> <li>• Kangaroo</li> </ul> <p><b>Today</b></p> <ul style="list-style-type: none"> <li>• Livestock</li> <li>• Vegetables</li> <li>• Tomatoes</li> <li>• Apples</li> <li>• Pears</li> <li>• Wine Grapes</li> <li>• Nuts</li> </ul>
2. Gold Coast	<p><b>Nerang River (52km)</b></p> <ul style="list-style-type: none"> <li>• Source: McPherson Range</li> <li>• Mouth: Southport</li> </ul> <p><b>Coomera River (80km)</b></p> <ul style="list-style-type: none"> <li>• Source: Lamington National Park</li> <li>• Mouth: Paradise Point (North Gold Coast)</li> </ul> <p><b>Tweed River (78km)</b></p> <ul style="list-style-type: none"> <li>• Source: McPherson Ranges</li> <li>• Mouth: Point Danger (South Gold Coast)</li> </ul>	<p><b>Southport and Hope Harbour</b></p> <ul style="list-style-type: none"> <li>• Mostly marinas for recreational vessels</li> </ul> <p><b>Beaches</b></p> <ul style="list-style-type: none"> <li>• 40km of beaches</li> </ul> <p><b>Waterways</b></p> <ul style="list-style-type: none"> <li>• Approx. 260km of canals and waterways</li> </ul> <p><b>Forests</b></p> <ul style="list-style-type: none"> <li>• Rainforest</li> <li>• Mangrove covered islands</li> <li>• Eucalypt</li> </ul>	<p><b>Indigenous Australians:</b> Yagambah people</p> <p><b>Pre and Early European Settlement</b></p> <ul style="list-style-type: none"> <li>• Fish</li> <li>• Duck</li> <li>• Wattle seed (flour)</li> <li>• Native fruits</li> <li>• Berries</li> <li>• Plant Roots</li> <li>• Kangaroos</li> <li>• Goomburra (nuts)</li> <li>• Eggs</li> </ul> <p><b>Today</b></p> <ul style="list-style-type: none"> <li>• Vegetables</li> <li>• Citrus fruits</li> <li>• Mushrooms</li> <li>• Sugarcane</li> <li>• Milk</li> <li>• Livestock</li> <li>• Eggs</li> </ul>

iv. Using the geographical attributes of one of the cities you have investigated, students explain why the city was and still is, a favoured place of settlement by local Indigenous peoples, early European settlers and people today. Students insert photos of the major landforms and human landmarks.

### Insert City - Reasons for the Settlement

Students may like to use the following sentence starters:

- ...has a number of distinguishing features that make...
- The important natural features of ...include...
- The city's major AFL stadium is the..., which has a capacity of... It is the home ground for...
- The most significant natural feature of...is...
- ...has some very distinctive natural traits, especially...
- One of the distinguishing man-made features of...is...
- Another significant...is...



# Learning Geography with the AFL

## b. International players

AFL is played throughout Australia and many professional players have been recruited from all parts of the world. Let's explore Australia and other countries through AFL.

### b. AFL International Players – Investigating their Country!

i. On the world map, students list the following AFL players who were either born in or are descended from countries other than Australia. Draw an arrow to the city of the AFL club they joined.



**Table 3: AFL players born overseas**



**Majak Daw – Sudan (North Melbourne)**



**Mason Cox – United States of America (Collingwood)**



**Conor McKenna – Ireland (Essendon)**



**Aliir Aliir – Kenya (Sydney Swans)**



**Bachar Houli – Lebanon (Richmond)**



**Lin Jong – Taiwan (Western Bulldogs)**



**Nic Naitanui – Fiji (West Coast)**



**Shane Savage – New Zealand (St Kilda)**



**Table 4: International AFL players and country demographics**

International AFL Player	Player's country's birthplace / descent and location	Population size (mil) and density (people/km <sup>2</sup> )	Country's life expectancy (years)	Country's average energy consumption per capita per annum	Country's income per capita (\$US)
Conor McKenna	Ireland, NW Europe	4.9 million 70/km <sup>2</sup>	81.6 years	50291 kWh	US \$80641
Majak Daw					
Mason Cox					
Aliir Aliir					
Bachar Houli					
Lin Jong					
Nic Naitanui					
Shane Savage					
	Australia	25.5 million 3.3km <sup>2</sup>	82.5 years	9180 kWh	US \$53800

iii. Using the information in Table 4, compare Australia and one of the other countries. Students insert a photo of the player and photos of the country that is being compared to Australia.

Extension: Students research the AFL player where he describes moving to Australia and discusses the main differences and challenges involved.

### Comparing Australia and *Insert Country*

Students may like to use the following sentence starters:

- There are many ways in which...and...are similar/ different and these include...
- A very obvious difference between...and...is...
- One similarity between the two is...
- Whilst there are a few similarities between...and... there are more differences.
- Another feature that the two...have in common is...
- Despite the differences in..., some parts of...were the same.
- While...may appear the same, they actually have many differences. These include...
- Another similarity is...

# Celebrating the AFL Indigenous Round

## With Gregg Dreise

Yarma nginda – Hello everyone.

One of the very special rounds of football in the AFL is the AFL Indigenous Round, also known as the Sir Doug Nicholls Round. It is a round to celebrate the vast contribution of Indigenous players to AFL football.

The weekend of Football recognises Acknowledgement of Country and Welcome to Country ceremonies, all players and umpires wear jerseys designed by indigenous artists, there are performances by indigenous musicians and dancers and there is a general celebration of Indigenous culture.

This event was previously called, Dreamtime at the G and was first held in 2005. However, our culture and our Dahn Gooramays, corroborees or get togethers, have been going on for thousands of years.

Here are some of my thoughts on what you can do to join in on the celebrations of our wonderful cultures in the lead up to the AFL Indigenous Round.

**INVITE INDIGENOUS PEOPLE** to begin your get together. For thousands of years and still today, we begin our Dahn Gooramays with Elders Welcoming you to Country. Example, during Bunya-Bunya time, The Gubbi-Gubbi, Waka-Waka and other Countries where bunya nuts grew would host many countries, including mine, on their Country. There were obviously more nuts than people, so sharing resources with neighbours has always been done. This has and still is the respectful way of beginning your get together. We always start together and then break up into activities. Begin with an assembly and then branch out into activities to suit different age groups.

**FLAGS.** Some people fly the Indigenous Flags with the Australian Flag during celebrated Indigenous events, such as NAIDOC Week and the AFL Indigenous Round. Yet others respect our Traditional Custodians by flying all three flags all of the time.

**DISPLAY CULTURE.** Invite a local artist, find them by word of mouth or social media, to create a week-long exhibition in your

hall. Pay them to give their insight on the meaning of the abstract art. Join them by creating your own art. Don't buy cotton buds and bags of match sticks. Rather, take your students outside and collect some sticks and rub them on a rock, or even some concrete, to get them flat. Organise some ochre rocks, get your students to rub two ochre stones together and collect the ochre powder in a bowl (wooden coolamon if you have one). Get them to mix in some water and make some paint. Paint some Australian animals – have some fun. If you are really stuck, here is a Colour-In-Drawing.

**FOOD – AH FOOD.** You simply can't have a Dahn Gooramay without food. Kangaroo meat is easy to get, game butchers or local hunters can get you a larger variety. Traditional sauces are becoming more popular, but indigenous chefs are the way to go. Check out social media for more and more of these great guests. Add traditional Australian nuts and fruits to boost your regular platters.

**PLAY SOME TRADITIONAL GAMES.** Isn't it exciting to hear of the connection of AFL with the traditional Woiwurung game Marn Grook! Get a skin, roll it up and have a game of AFL. Remember that the winner is not about points, but the team that plays with the greatest skills and sportsmanship. If you get in early enough, you can book professionals to come to your school and organise some other traditional games. Otherwise, research them online with your students.

## NOTE

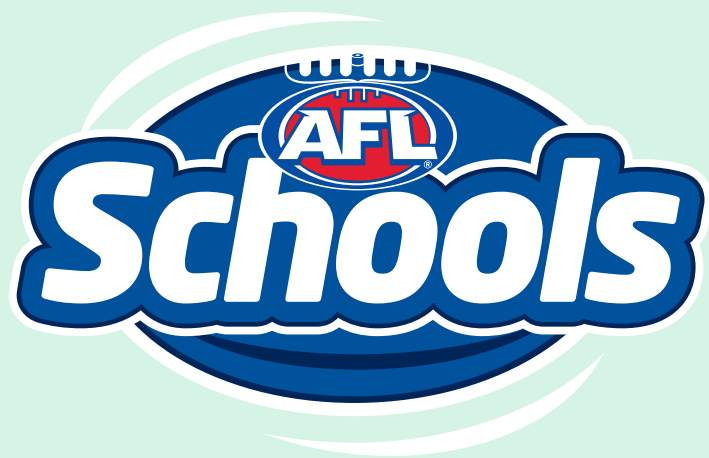
My biggest advice is to replace modern 'softy' balls with a traditional ball made out of rolled up kangaroo skin tied up with plaited string that your students make themselves. If that is a bit hard to get a hold of, start planning that one for next year – now. Students love that traditional touch.

**TRADITIONAL DANCE** is a great way to get active during Indigenous Round. Once again you need to get in early to book professionals for this. Otherwise talk to locals and see if they can help. Two of my dance personal favourites to have fun with are Yulagee and Arkee. One is an animal copying dance, the other is a traditional game similar to Freeze/Musical Statues. Include Indigenous songs into your school Music Program. Encourage your choir to join in the fun, even your Instrumental Music Program. If you create something wonderful, please don't 'publish' it online – it is more respectful to let Indigenous People maintain ownership of their songs they publish. Perform for your school and for your in-house celebrations only.



## Curriculum Links

SESSION	ACTIVITY	LEARNING INTENTION	CURRICULUM LINK		
			AUSTRALIAN	NSW	VIC
1	Learning Geography with the AFL. a. settlement	The environmental and human influences on the location and characteristics of a place and the management of spaces within them	ACHASSK113	GE3-1	VCGGK096
2	Learning Geography with the AFL b. International players	Differences in the economic, demographic and social characteristics of countries across the world	ACHASSK139	GE3-4	VCGGK093
3	Celebrating the AFL Indigenous Round	The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places	ACHASSK112	HT3-4	VCGGK094



**Find more resources  
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