



Australian Government

Australian Sports Commission

ACTIVE AFTER-SCHOOL COMMUNITIES

*playing for life*

# Gymnastics

COMPANION BOOK



Gymnastics  
Australia

## Acknowledgments

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Activities included within the Gymnastics Companion Book have been adapted from the Playing for Life Resource Kit, with the assistance of Gymnastics Australia. Gymnastics Australia also provided significant input for the inclusion of new activities and the gymnastics specific content.

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## Disclaimer

The Playing for Life companion books have been designed for use with students aged 4–12. Each book assumes that each student is healthy and has no medical condition, disability, illness, impairment or other reason that may impact, limit or restrict their involvement in sport or other physical activity. A student should not be allowed to participate in an activity if any medical, physical or other factor indicates that they are not suited to that activity. Where there are any queries or concerns about such matters, the consent of the student's parent or guardian should be obtained before allowing participation. While care has been taken in the preparation of these books, the publisher and authors do not accept any liability arising from the use of the books including, without limitation, from any activities described in the books.

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# About this book



The Playing for Life companion books have been developed to complement the Active After-school Communities (AASC) Playing for Life resource kit. They are primarily designed for members of the local community who will be delivering programs to participating primary school-aged children.

More specifically, they are designed to help people with minimal experience in the sport to deliver activities in line with the Playing for Life philosophy. This places an emphasis on providing safe, fun, engaging activities that ensure maximum participation from all children, regardless of their level of ability.

# Playing for Life – what is it?

The Playing for Life philosophy adopts a ‘game sense’ approach to physical activity.

- » **THE GAME IS THE FOCUS** — Players develop skills through fun, game-like activities (by ‘playing the game’) rather than through traditional skills and drills.
- » **COACH IS A FACILITATOR** — Coaches play more of a facilitator role than a director’s role. Rather than instructing players how to perform a particular skill, coaches provide key coaching points for performing the skill then set the players a challenge that they must solve through activity. For example, they might ask:
  - » How many different jumps can you perform in 30 seconds?
  - » Where will you stand to field the ball?
  - » How can you work together to stop the opponents scoring?
  - » How can you include everyone?

This engages players in the activity at a level that suits their own ability, and players learn through self-discovery rather than coach direction.

- » **DISCRETE COACHING** — Coach instructions and demonstrations are kept to a minimum. Allow play to continue and support players to develop their skills on the side in an unobtrusive way during the course of the activity. This maximises player participation and allows players to receive one-on-one coach support where required.
- » **ROLE MODELS** — Use player role models during the activities to demonstrate and emphasise good technique or strategies. Be aware of cultural considerations when adopting this strategy.

## Remember!

The activity sets  
the challenge

The game asks the  
questions, and

The players' response  
is the answer

### » ASK THE PLAYERS —

The use of player questioning is a valuable strategy to engage the players themselves in changing the activity to increase participation and to make the activity more or less challenging.

- » **CHANGE IT** — Simple variations to activities are introduced to make the activities easier or harder in order to accommodate all player ability levels and backgrounds. Use the CHANGE IT acronym to assist you in modifying the activities, and remember to 'Ask the players':

**C**

**C**oaching style e.g. deciding when to direct activities and when to ask the players. Knowing when to provide discrete coaching and when to 'just let the kids play'

**H**

**H**ow you score or win e.g. introduce zones for batting or target games

**A**

**A**rea (playing area) e.g. make the playing area smaller or larger; alter distances to targets or between players

**N**

**N**umber of players e.g. consider different team sizes to keep all players active. Have several games of 2 v 2 or, if focusing on defence skills, change to 3 v 2 or 2 v 1 etc

**G**

**G**ame rules e.g. allow 2 bounces before catching or stopping a ball, or introduce a no-go zone

**E**

**E**quipment e.g. use a larger or softer ball; rackets instead of bats; bins or markers for targets

**I**

**I**nclusion e.g. modify the game to maximise the involvement of all players. Ask the players how to change the game

**T**

**T**ime e.g. reduce or extend the time to perform actions; change the number of passes within a time limit; vary the length of time a player can hold the ball

It is more important to follow the concept of **CHANGE IT** than to remember what each letter represents.

**If it is not working.... CHANGE IT!!**

# How do I know when to **CHANGE IT**?

The first step is to play the game and observe player involvement and responses.

When observing the game being played, and player involvement and responses, ask yourself the following questions:

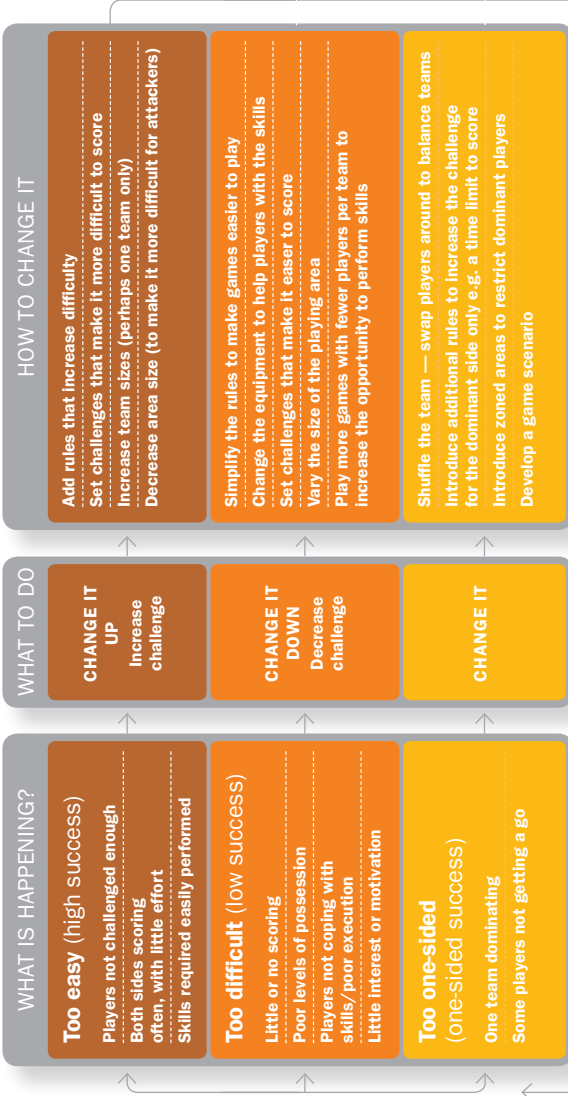
- » Is the game safe?
- » Are all players having fun?
- » Are all players engaged in the game?
- » Is the game working?
- » Do all players understand the game?
- » Is the objective of the game being achieved?
- » Are all the players being included?
- » Is participation being maximised?
- » Is the game appropriate to the ability level of each player?
- » Are all players being challenged?

If the answer to any of the above questions is No, then **CHANGE IT**.

The diagram on the following page provides a step-by-step guide about when and how to apply the **CHANGE IT** principles.



# When and how to apply the CHANGE IT principles



PLAY THE GAME AGAIN · OBSERVE RESPONSES · MAKE FURTHER VARIATIONS AS NECESSARY

**OBSERVATION**

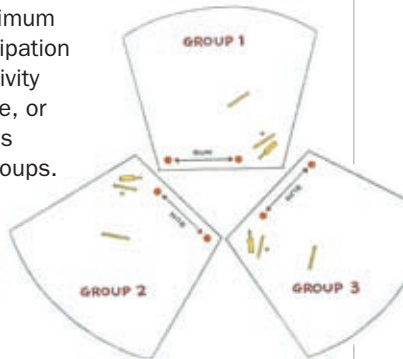
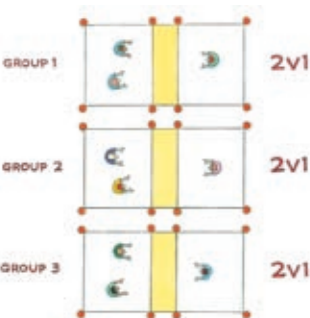
**Play the game**  
Observe player involvement and responses:

- Is the purpose being achieved?
- Are all players engaged?
- Are players coping with the skills required?
- Is it safe?
- Are players enjoying the game?



## Tips for delivery

- » Do not limit yourself to the structure of the lesson plans provided. Be creative and add your own flair as you become more confident as a deliverer.
- » Use the Easier and Harder variations to modify the games to suit the ability levels of the players. Remember to use your own CHANGE IT variations and 'Ask the players'.
- » Use the Tips section to provide discrete coaching where needed to develop players' skill levels.
- » As the lessons progress, the games evolve to become more complex and similar to the sport itself. However, remember to match the game with the ability of the players and modify it as necessary.
- » On the other hand, if the players grasp the games quickly, you may find you complete them in a shorter timeframe than estimated. In these circumstances, introduce games that the children enjoyed from previous lessons, to fill in time.
- » Remember some games may not work with one group, whereas they could work really well with another. Don't be afraid to CHANGE IT to suit the needs of your group or even replace the game completely.
- » Keep group sizes to a minimum to ensure maximum participation of all children. Run the activity with several groups at once, or set up stations with various activities and rotate the groups.





GYMNASTICS

# Introduction to gymnastics



## What is gymnastics?

- » Gymnastics is an Olympic sport that involves exercises or sequences of movement that require strength, flexibility, balance and agility.
- » There are many disciplines of gymnastics and each are referred to as gymsports. Gymsports include: Gymnastics for All; Men's and Women's Artistic; Rhythmic; Sports Aerobics; Sports Acrobatics; Cheerleading and Trampoline sports. Refer to the 'Where to from here?' section for more information.
- » Gymnastics activities are inherently fun. Children love to tip upside down, roll, jump, climb and experience activities that personally challenge their physical abilities.
- » Physical abilities or skills such as flexibility, strength and coordination developed through the gymnastics activities underpin most other sporting pursuits.
- » Gymnastics activities provide one of the few opportunities where children learn how to support their own body weight. Society is so 'risk-management' aware, that basic skills associated with climbing, swinging and hanging are avoided. These activities are integral to physical fitness and other life skills, such as landings from a raised height.

## Modified gymnastics

- » Gymnastics is a sport in which people of all ages and abilities can participate for recreation or competition.
- » With modifications and variations, coaches and teachers can provide children with basic gymnastics experiences that are challenging and safe.
- » The gymnastics activities within this resource are low-risk. The focus is on participation, keeping the apparatus low to the ground, modifying activities for individual needs and exploring the basics before progressing to a more difficult skill.

## Tips for delivering gymnastics

- » Like all sporting activities, gymnastics should be managed appropriately, and safety is important.
- » Coaches and teachers should be aware of their legal responsibilities (duty of care) and provide appropriate supervision. This should be direct supervision, meaning you can see and hear what the participants are doing.
- » Most gymnastics activities can be performed without any differentiation between the genders. Where possible, run mixed gender classes — particularly with young participants, as this will provide many opportunities for enjoyable social interaction.
- » Children are sometimes frustrated in their attempts to perform a skill because they lack the strength, endurance or flexibility. All of these abilities will improve with time and effort. Don't rush the learning of a skill if the child is not physically prepared. If you are having trouble, go back to a lead-up activity or modify the equipment.
- » Use the lesson plans in this companion book, but make sure they meet the individual needs of participants. Some activities may need modification to be safely performed by participants.

## Golden rules of safety

- » **CHECK PARTICIPANTS' LEVEL OF BASIC READINESS:** Can they follow a 'stop' instruction? Are they aware of their personal space? Can they work with a partner/in a group?
- » **MATCH PARTICIPANTS APPROPRIATELY:** Are the activities appropriate for the participants? Are the participants' physical abilities commensurate with other partners? Are there any individual needs that need to be catered for?
- » **CHECK THE ENVIRONMENT FOR HAZARDS:** Establish pathways for movement and areas for activity and 'no-go' zones.
- » **CHECK THE EQUIPMENT:** Make sure you have the correct equipment or can use an appropriate alternative. Ensure the equipment is working properly and is stable. Modify the equipment where necessary, for example, raise the floor (matting) or lower the equipment to reduce risk. Some equipment may not be appropriate to use in

school/community settings. For example, mini trampoline gymnastic activities are best offered in a club setting with accredited gymnastics coaches.

- » **WEIGHT-BEARING ACTIVITIES:** These activities involve players performing a movement while supporting the weight of their body. Before performing these activities double check participants can bear their own weight. If they can't, use the easier variation in this book. Simple ways of checking whether a player can perform a weight-bearing activity include:

- a) Can the player hold a front support position and return to sit in a controlled way?



- b) Can the player hang from a bar with their feet off the floor for 10 seconds and then return to a standing position in a controlled way?



- » **ENSURE SAFE LANDING:** Where activities involve locomotion and spring and landing, it is essential participants learn how to land safely in a controlled manner. Players should always assume the 'motor bike' stance when safely exiting from any spring and landing activities.



- » All inversion or elevated activities should be performed on appropriate matting.
- » Counter balance activities require an element of control. When players are exiting from their hold, the ability to control their body is critical.
- » Where activities will involve physical contact between players, the following should be taken into consideration: age, gender, size, skill level, and background.

## Equipment

- » Playing for Life gymnastics can be conducted using basic and readily available gym equipment. For example, cones/markers, music, gym/scatter mats and crash mats, foam blocks (wedges), soft shapes, hand apparatus (bean bags, balls, hoops, pom-poms etc), low benches and beams, ladders, walls, skipping ropes, spotting boxes and much more.
- » Equipment should be well maintained and of good quality. Never purchase poor quality equipment even if funds are limited. Always check equipment that has been set up by others before you use it.
- » For the purposes of this book, alternative or similar equipment may be used as long as safety is not compromised. For example, where gym/scatter mats are unavailable, a soft grassed area may be an appropriate alternative. However, you should always take into account the activity being performed and the size/weight/ability of the child.
- » **GENERAL PURPOSE OR SCATTER MATS:** Typically, scatter mats are 200cm x 100cm x 5 cm, covered with vinyl and with Velcro fastening edges. At least one layer of these mats should be used for the following activities:
  - rolls (e.g. forward, backward, safety)
  - inverted skills (e.g. handstands, cartwheels)
  - landings from a height greater than 30cm
  - repeated spring activities (e.g. successive jumps), and
  - under a balance beam if it is higher than 30cm.

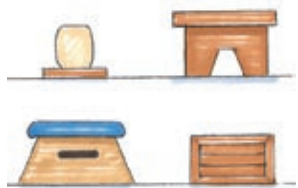


- » **THICK LANDING MATS OR CRASH MATS:** These are typically 200cm x 300cm x 30cm and should have a soft but supporting foam density. These mats can be used to make a soft elevated surface. Large landing mats reduce, but do not eliminate the possibility of injury when landing. A good rule of thumb is to ask yourself whether the child could perform the skill safely without the large mat. If the answer is 'no', then choose a more appropriate skill.



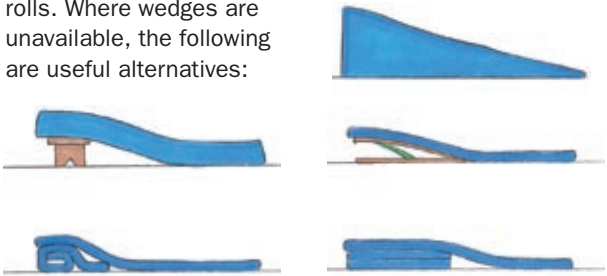
- » **MATS, FLOOR, SOFT GRASSED AREA:** Simple supports, balances and fitness activities may be performed on any suitable flat surface. Use mats for all inversions, such as handstands and rolls.
- » **FOLDABLE MATS:** These can be used for stations in circuits and obstacle courses. They can also be folded to make a suitable raised surface.
- » **RAISED SURFACES:** The requirements for a raised surface are that it is stable, without sharp edges and a suitable height (20–30cm).

- » **BEAM AND BENCH:** Dynamic and static balance activities may be performed along any suitable low beam or bench conforming to the following dimensions: length 300cm–500cm, width 10–30cm, height 10–30cm.



- » **BALLS, ROPES AND HOOPS:** Toy shops, large department stores and sports stores supply suitable apparatus. Balls should be 15–20cm in diameter, made of rubber or soft plastic and should bounce well. Rope length should be suitable for skipping and should not have heavy handles. Hoops can be wood, cane or plastic and should be approximately 70–90cm in diameter.

- » **SLOPES:** A wedge is the best 'slope' option for teaching rolls. Where wedges are unavailable, the following are useful alternatives:



### Some specific tips when performing gymnastics dance routines:

- » Avoid making the rehearsal time too lengthy.
- » Encourage players to contribute and listen to one another's ideas.
- » If the class is composed of varied age groups, movement experience and confidence levels, make sure each group includes a mixture of all of these.
- » Encourage players to self-select the sequence for group performances.
- » Provide guidelines for performing players, e.g. stand still at the beginning and end of the routine.
- » Provide guidelines for observing players, e.g. concentrate and look at what the other players are doing.



## Introduction to basic gymnastics terms and skills

### Dominant Movement Pattern

- » The Dominant Movement Pattern (DMP) is a framework for classifying the myriad of gymnastics activities into a small number of reoccurring movement patterns that helps to simplify the teaching of gymnastics.
- » This Playing for Life companion book embraces the DMP skill classification.
- » Five key movement areas underpin all gymnastics activities and skills: Statics, Locomotion, Spring and landing and Swing.
- » The lesson plans for the gymnastics activities in this resource focus on basic skills from within this framework to provide an introductory gymnastics experience. The Swing DMP is not used in this book, as swing activities are dependent on equipment that may not be readily available at schools or after-school care centres.

### Statics

Statics is a term used to describe any activity that uses a still or stationary body position. These still positions should be mastered at floor level before being attempted on raised equipment, inverted or with other partners.

- » **WEIGHT-BEARING ACTIVITIES** — activities where players perform a movement that requires them to support the weight of their body. Before performing a weight-bearing activity, check participants are able to bear their own weight. (See the 'Golden rules of safety' to learn how to test players' readiness.)

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- » **BODY TENSION BASICS** — activities that help to develop physical abilities associated with muscle control, focusing on the lower back and abdomen.

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- » **CORE STABILITY** — a body tension skill that refers to the ability of the participant to manage or control the abdominal and lower back area of their body. Strength in this area is key for lumbar support and injury prevention. Skills or activities that improve core stability can be incorporated in many fun games.

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- » **INVERSION ACTIVITIES** — activities where the body is upside down, such as handstands or cartwheels.

---

- » **BALANCES** — static positions that are foundation activities for more advanced skills. They may be static balances, counter balances or other body shapes. Balances teach participants about controlling body actions, for example, learning about the base of support and the centre of gravity.



TUCK SIT



SIDE LUNGE



ARABESQUE



WALKING ON HANDS



V-SIT



ANGRY CAT



ARCH

- » **CHEERLEADING ACTIONS** — actions associated with Gymsport Cheerleading. Examples include cheerleading drill (arms straight up in the air like a pencil), bridge, muscle man, ½ wings, high V and partner wings.



CHEERLEADING DRILL



MUSCLE MAN



1/2 WINGS



HIGH V



PARTNER WINGS

- » **FRONT/REAR/SIDE SUPPORT** — fundamental static positions that are a pre-requisite for any rotation and/or inversion activity, such as forward rolls and handstands. These skills provide participants with an opportunity to explore their capacity to maintain their body tension and to support their own body weight.



FRONT SUPPORT



REAR SUPPORT



SIDE SUPPORT

- » **HANDSTAND** — where the participants support their body weight upside down on their hands. Participants must be able to manage their body while inverted before progressing to the full handstand, and must also be able to control their landing.



HANDSTAND



WALL HANDSTAND

- » **BABY HANDSTAND** — an introduction to a handstand. Participants place their hands in the traditional handstand position and spring off two feet so that there is momentary weight-bearing by the participant.

- »  **$\frac{3}{4}$  HANDSTAND** — a type of handstand where participants are not fully inverted. They start in a standing position, pass through a lunge position, and allow both legs to be side by side at a 45° angle to the ground.



## Locomotion

Locomotion describes an action that is repeated over and over while travelling (that is, moving the body's centre of gravity from one point to another forwards, backwards or sideways). For example, skipping forward is an action most teachers and coaches are familiar with that is a locomotion skill.

- » **SIDE-STEP PUSH STEPS** — an action (usually repeated) where the participant takes steps sideways with a counter push back to the middle. This term is usually associated with Gymsport Sports Aerobics.



- » **HEEL DIG WALKS** — an action where the participant takes steps combined with an action where the heel of the foot is thrust forward. This term is usually associated with Gymsport Sports Aerobics.



- » **MARCH STEPS** — an action where the participant coordinates lifting one knee and swinging opposite hands/arms forward and backward as the other knee is raised. This term is associated with many gym sports.



- » **BENCH WALKS** — a more challenging walking locomotion action. Participants who are ready can walk forward, backward or sideways on a low, raised surface.
- » **GRAPEVINE** — an action where the participant steps sideways with one leg and then crosses the other leg in front of or behind the first leg in the same direction. This pattern continues.



- » **SCORPION KICK** — This is a term that describes a fun locomotion inversion skill that can also be undertaken as a progression for handstands. The participant places outstretched hands on the floor and raises one leg in line with the body, momentarily supporting their body weight. The action is repeated traveling forward as the remaining support leg springs.



## Rotation

Rotation describes activities where participants undertake turning around different body axes, for example, rotation can be on the lateral axis (e.g. a forward roll), the longitudinal axis (e.g. log rolls, jump turns etc) or the medial axis (e.g. cartwheels). Participants should be able to support their own body weight when doing these activities.

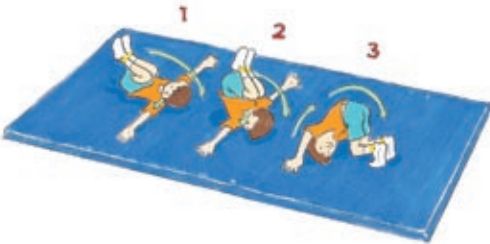
- » **TURNS** — the action of rotating on a longitudinal axis, including walking or jumping turns.



- » **CARTWHEELS** — a weight-bearing action where, through the medial axis, participants make a lunge shape and pass the shoulders, hips and limbs through an inverted body position. The rotation occurs as hands and feet support the body in turn.



- » **SAFETY ROLLS** — activities or rolls where there is an emphasis on safe landing positions. Participants learn how to land in upright or controlled falling positions and to exit safely through a rotation shape that helps protect their body as the impact is absorbed and distributed safely. Participants should learn how to land safely when moving forwards, backwards, sideways or from raised surfaces.



BACKWARD SAFETY ROLL



FORWARD SAFETY ROLL

- » **LOG ROLL** — are rolls performed along the ground with the body outstretched like a pencil.



## Spring and landing

Spring and landing describes activities where the movement involves springing from one position and landing in the other. For example, participants move from feet to feet, hands to feet or hands to hands. Simple spring and landing skills can be made more challenging by adding simple rotations.

- » **SPRINGING** — an 'explosive' action where the participant moves quickly off the ground. The action should always be controlled. Participants must always demonstrate that whatever they spring from, the landing is controlled and safe.

---

- » **AIR JACKS** — an action where the participant springs from two feet and explosively makes a wide star shape while airborne and then returns to the safety landing position of the 'motor bike'. This term is usually associated with Gymsport Sports Aerobics.



- » **JUMP** — the act of propelling the body off the ground. Jumps can be performed singularly or in a series, with or without partners, and with or without equipment (e.g. a two-foot jump,  $\frac{1}{2}$  turn, straight, tuck, star) or in a series of various types of jumps.





» **LANDING** — the action of returning to the ground after performing any airborne or partially airborne activity (e.g. jumps, turns). It is important when participants do any skill, that the exit shape/position is controlled. This ensures safety on landing from any particular skill but also assists with linking one skill to the next.

---

» **MOTOR BIKE LANDING** — the term referred to throughout the book to encourage safe landing practices when jumping and landing on your feet.



» **PRONE SAFETY LANDING** — the action of falling in a forward safety landing position. The arms brace the fall in a controlled way. The head turns to the side in a timely manner.

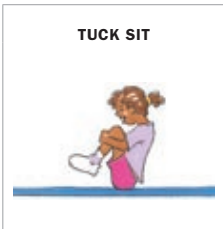
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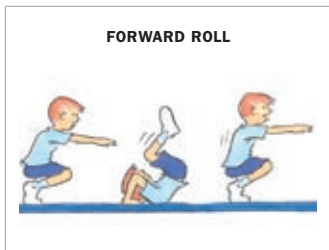
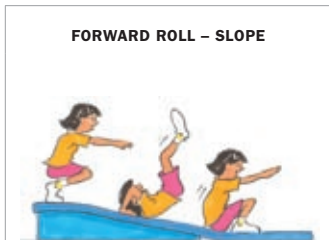
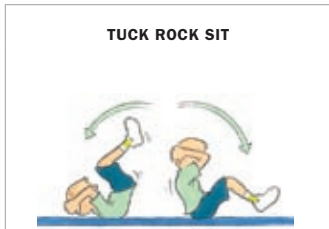
## Building activities within the DMPs

- » The DMPs are the building blocks for more complex skills. For each skill, you identify the relevant DMPs. For example, the DMPs relevant to learning a forward roll are statics and rotation. You then identify activities from within the DMPs Statics and Rotation to prepare the participant for learning the forward roll.

### STATICS



### ROTATION



Activities and skills can be enhanced by:

- » adding hand apparatus
- » players working with a partner or in a group, or
- » musical accompaniment.

# What you need from the kit...



## START OUT

### WILDCARD

START OUT WC 03B	Look out for others!
START OUT WC 04B	Fish in the net
START OUT WC 04C	Hospital tag
START OUT WC 05B	Stork tag
START OUT WC 06	How many bean bags?
START OUT WC 08B	High 5's, low 5's
START OUT WC 09B	Flip it!
START OUT WC 10B	Frost and Thaw

### COOPERATIVE PLAY

START OUT CP 01B	Underarm return relay
START OUT CP 02A	Here, there, nowhere
START OUT CP 02B	Untie the knot
START OUT CP 03	Run the circle
START OUT CP 06	Triangle roll

### TARGET GAMES

START OUT TG 05	Target relay
-----------------	--------------

### MOVEMENT

START OUT MV 01A	Coach says
START OUT MV 01B	Mexican wave
START OUT MV 02A	Spaghetti bodies
START OUT MV 02B	Pirates gold
START OUT MV 03A	Team alphabet
START OUT MV 03B	Stone, bridge, tree
START OUT MV 04A	Follow the line
START OUT MV 04B	Number change
START OUT MV 04C	Skip to my lou
START OUT MV 05A	Frogs and lily pads
START OUT MV 07A	Nose & toes tag
START OUT MV 07B	Frozen tag
START OUT MV 07C	Hoop stretch

## GET INTO IT

### MOVEMENT

GET INTO IT MV 01A	Racing relay
GET INTO IT MV 02A	Tunnel crawl
GET INTO IT MV 03B	Speed touch
GET INTO IT MV 05	Let's dance!
GET INTO IT MV 06A	Teddy bear, teddy bear
GET INTO IT MV 06B	3 feet, 2 hands
GET INTO IT MV 09A	Hearts, clubs, diamonds, spades

## FINISH UP

### FINISH UP

FINISH UP 01	Put it away!
FINISH UP 02	Relaxation Circle sit
FINISH UP 03	Stay tuned...
FINISH UP 04	Four corners



Remove or print each of the above cards from the Playing for Life resource kit and add to the ring-bound holder provided.




This companion book cross-references these cards throughout the 8-week lesson plan.

# Overview of lessons

LESSON	1	2	3	4	5	6	7	8
OBJECTIVE	Spring and landing	Statics and rotation	Locomotion	Locomotion, spring and landing	Statics and revision	Spring and landing	Statics and rotation	Revision of all Dominant Movement Patterns
START OUT	Here, there, nowhere <b>Start Out CP 02A</b> Spaghetti bodies <b>Start Out MV 02A</b>	Pirates gold <b>Start Out MV 02B</b> Coach says <b>Start Out MV 01A</b>	Frost and Thaw <b>Start Out WC 10B</b> Here, there, nowhere <b>Start Out CP 02A</b>	Hospital tag <b>Start Out WC 04C</b> Coach says <b>Start Out MV 01A</b> Number change <b>Start Out MV 04B</b>	Flip it! <b>Start Out WC 09B</b> Tunnel crawl <b>Get into it MV 02A</b>	Speed touch <b>Get into it MV 03B</b> Coach says <b>Start Out MV 01A</b>	How many bean bags? <b>Start Out WC 06</b> Look out for others! <b>Start Out WC 03B</b>	High 5s, low 5s <b>Start Out WC 08B</b> Fish in the net <b>Start Out WC 04B</b>
GET INTO IT	Mexican wave <b>Start Out MV 01B</b> Triangle roll <b>Start Out CP 06</b> Stork tag <b>Start Out WC 05B</b> Frogs and lily pads <b>Start Out MV 05A</b>	Racing relay <b>Get into it MV 01A</b> Nose & toes tag <b>Start Out MV 07A</b> 3 feet, 2 hands <b>Get into it MV 06B</b> Frozen tag <b>Start Out MV 07B</b> Stone, bridge, tree <b>Start Out MV 03B</b>	Let's dance! <b>Get into it MV 05</b> Follow the line <b>Start Out MV 04A</b> Target relay <b>Start Out TG 05</b>	Skip to my lou <b>Start Out MV 04C</b> Teddy bear, teddy bear <b>Get into it MV 06A</b> Hearts, clubs, diamonds, spades <b>Get into it MV 09A</b>	Underarm return relay <b>Start Out CP 01B</b> Hearts, clubs, diamonds, spades <b>Get into it MV 09A</b> Frozen tag <b>Start Out MV 07B</b> Stone, bridge, tree <b>Start Out MV 03B</b>	Let's dance! <b>Get into it MV 05</b> Target relay <b>Start Out TG 05</b> Frogs and lily pads <b>Start Out MV 05A</b>	Hearts, clubs, diamonds, spades <b>Get into it MV 09A</b> Team alphabet <b>Start Out MV 03A</b>	Let's dance! <b>Get into it MV 05</b>
FINISH UP	Run the circle <b>Start Out CP 03</b>	Hoop stretch <b>Start Out MV 07C</b>	Four corners <b>Finish Up 04</b>	Circle sit <b>Finish Up 02</b>	Untie the knot <b>Start Out CP 02B</b>	Four corners <b>Finish Up 04</b>	Hoop stretch <b>Start Out MV 07C</b> Put it away! <b>Finish Up 01</b>	Relaxation <b>Finish Up 02</b> Stay tuned... <b>Finish Up 03</b>

# How to use this book

- 1 Read the introductory pages to make sure you have an understanding of the Playing for Life philosophy and a basic understanding of the sport, including terms and skills, safety considerations and equipment requirements.
- 2 Read through each lesson plan to make sure you understand the objectives and requirements for each lesson.
- 3 Collect and review the required Playing for Life activity cards referred to in each of the lessons.
- 4 Add the loose-leaf activity cards to the ring-bound holder (shown). A companion book can sit alongside the activity cards — just slide the cover into the holder.
- 5 Before conducting each lesson, organise an appropriate and safe playing area and the necessary equipment (based on the number, ability levels and backgrounds of the players and the available area and equipment). A full equipment kit for this companion book has been prepared and is available through the AASC preferred supplier. To order, visit our web site at [www.ausport.gov.au/aasc](http://www.ausport.gov.au/aasc).
- 6 Deliver the lesson, using the indicated Playing for Life activity cards and the instructions provided in the book. Remember to vary the activities, where required, to cater for the needs of different players. If the activity is not working, remember to CHANGE IT.
- 7 Review the lesson immediately afterwards so you can identify what worked well/what didn't, what level the players are at, and what you need to remember for next time. The outcome of this review will influence what you include in the next lesson and how you deliver it.

While this book is primarily designed to help people with minimal experience in the sport to deliver activities in line with the Playing for Life philosophy, we do encourage you to consider attending a coaching course to improve your knowledge and skills. Information about the relevant coaching courses can be found in the 'Where to from here' section of the book.

# Lesson 1

<b>OBJECTIVE</b>	Spring and landing
<b>TIME</b>	60 minutes
<b>AREA</b>	Gym floor area
<b>EQUIPMENT</b>	<ul style="list-style-type: none"><li>» Marker cones to define playing areas/stations</li><li>» Hoops or chalk to mark circles</li><li>» 1 gym/scatter mat per pair</li><li>» Crash mat or soft landing surface per group</li><li>» 2 large balls per group of 6–8</li><li>» 4–6 hoops per group of 8 or more</li><li>» Optional: 1 wedge or alternative slope per group of 3</li></ul>

## Card summary

- » **Start Out WC 05B**
- » **Start Out CP 02A**
- » **Start Out CP 03**
- » **Start Out CP 06**
- » **Start Out MV 01B**
- » **Start Out MV 02A**
- » **Start Out MV 05A**

Remember, if the game isn't working **CHANGE IT**

# 1

# Here, there, nowhere

**START OUT CP 02A**  
10 MINUTES

On your call, players run towards you (here), away from you (there) or perform a static hold on the spot (nowhere). (Play with 6 or more).

**DOMINANT MOVEMENT PATTERN** Statics

**SKILL FOCUS** *Energiser that creates space and player awareness*

**ADDITIONAL EQUIPMENT** *Any suitable flat surface, including mats, a floor or a soft grassed area*

## Use the activity card, PLUS...

- » When you call out 'nowhere', also call out different static positions.
- » Static positions include angry cat, tuck sit, hands and knees, rear support (with bent knees), side lunge, arabesque.



ARABESQUE



TUCK SIT



ANGRY CAT

## Harder:

- » Include calls such as V-sit, side support, rear support (with straight legs).

- TIPS**
- » Before the game begins, ask players to demonstrate what they think the positions look like. For example, 'Show me what an angry cat position looks like.'
  - » Use role models to identify the shape and position that is most like what you are after.

- ASK THE PLAYERS**
- » What is the best way to keep your balance?
  - » How long can you hold a position without moving?

- SAFETY**
- » Players should maintain core stability when performing static holds.
  - » The closer to the body the arms and legs are, the easier the position is to hold and control.

# Spaghetti bodies

**START OUT MV 02A**  
10 MINUTES

In pairs, players attempt to 'break' their partner's basic shape and test for 'loose body'.

**DOMINANT MOVEMENT PATTERN** Statics

**SKILL FOCUS** *Improves strength and muscle control*

**Refer to the activity card...**





# Mexican wave

**START OUT MV 01B**  
5 MINUTES

Players stand in a circle and one player demonstrates a prone safety landing. Each player in turn around the circle repeats this skill.

**DOMINANT MOVEMENT PATTERN** Statics

**SKILL FOCUS** *Practises safe landing techniques*

**ADDITIONAL EQUIPMENT** *Crash mat or soft landing surface*

## Use the activity card, PLUS...

- » Players stand in a circle around a crash mat.
- » The first player starts the 'Mexican wave' by performing a prone safety landing.
- » Each player in turn around the circle repeats the prone safety landing.
- » Repeat the process by starting at different points of the circle with one wave attempting to catch the next.



### Easier:

- » Start from a squat position.

- TIPS**
- » Make sure players fall with arms outstretched and legs together.
  - » When landing, elbows are to be bent into the sides to take the body weight softly, and the face is to be turned to the side.

**ASK THE PLAYERS** » What is the best way of getting up after landing?

**SAFETY** » Make sure there is enough space between players to avoid contact, especially when the second 'wave' starts.

# Triangle roll

**START OUT CP 06**  
10 MINUTES

Players in threes stand on points of a triangle and perform two safety rolls to one another. (Play with 3 or more.)

**DOMINANT MOVEMENT PATTERN** Rotation

**SKILL FOCUS** Forward and backwards safety rolls

**ADDITIONAL EQUIPMENT** 6 gym/scatter mats per group  
1 wedge or alternative slope per group  
Optional: 1 large ball per group

## Use the activity card, PLUS...

- » One player performs 2 forward safety rolls (on scatter mats) towards another player in their group.
- » The pattern continues around the triangle.
- » Repeat with backward safety rolls.



**FORWARD SAFETY ROLL**



**BACKWARD SAFETY ROLL**

### Easier:

- » Players perform the forward and backwards safety rolls down a wedge or alternative slope.
- » Reduce the number of rolls.

### Harder:

- » Players roll a ball, perform their roll, pick up the ball and pass it to the next player.

- TIPS**
- » When performing a forward safety roll, have legs slightly apart, get low to the ground, keep hips high when starting, and rotate over one shoulder.
  - » When performing a backwards safety roll, have legs slightly apart, get low to the ground, turn the head to one side and roll over one shoulder. Spring up, rather than out, at the end.

**ASK THE PLAYERS** » Is it easier to roll forward or backwards? Why?

- SAFETY**
- » Players must not roll on their head when performing rolls.
  - » Rolls must always be performed on a mat.
  - » Limit the number of rolls to avoid players fatiguing and compromising on technique.

# Stork tag

**START OUT WC 05B**  
10 MINUTES

**Taggers chase runners. If runners are tagged, they have to stand on the spot in a stork stance. A tagged runner can be freed by a fellow runner by jumping in and out of a hoop. (Play with 8 or more.)**

**DOMINANT MOVEMENT PATTERN** Spring and landing

**SKILL FOCUS** *Practises jumping, landing, coordination and teamwork*

**ADDITIONAL EQUIPMENT** *4–6 hoops per group*

## Use the activity card, PLUS...

- » 4–6 runners have a hoop and cannot be tagged.
- » A tagged runner can be freed by a fellow runner who is carrying a hoop.
- » The hoop carrier holds the hoop horizontally just off the ground in front of the tagged player.
- » The tagged player performs a two-foot jump in to and out of the hoop.



### Easier

- » Hoops should be placed on the ground rather than in the air.

### Harder

- » Increase the height of the hoop when jumping in and out of it.
- » Have fewer players with hoops.

**TIPS** » Players should spring up by pushing off their toes and using their arms to jump.

**ASK THE PLAYERS** » How can you jump higher?

**SAFETY** » Hold the hoop steady and level.  
 » Take extra care not to trip over the hoop rim.  
 » Make sure players are using the 'motor bike' safety position when landing.

# Frogs and lily pads

**START OUT MV 05A**  
10 MINUTES

Players continuously jump from lily pad to lily pad using two feet to takeoff and land. (Play in groups of 4–8.)

**DOMINANT MOVEMENT PATTERN** Spring and landing, locomotion

**SKILL FOCUS** *Practises jumping, landing and teamwork*

**Refer to the activity card...**



# Run the circle

**START OUT CP 03**  
5 MINUTES

Players sitting in a circle try to pass a ball around using only their feet. (Play in groups of 6–8.)

**DOMINANT MOVEMENT PATTERN** Statics

**ADDITIONAL EQUIPMENT** *Optional: music player and music*

## Use the activity card, PLUS...

- » Use one ball.
- » Players sit in a circle, facing inwards.
- » One player picks up a large ball with their feet and passes it to the player on their right.
- » Players continue to pass the ball around the circle.
- » Time how quickly the ball can travel around the circle.



### Easier:

- » Players roll the ball using their feet.

### Harder:

- » Add a second ball at the other side of the circle which tries to chase the first ball.
- » Play the game to music and when the music stops, the ball stops. When the music starts again, the ball gets passed around in reverse.
- » Players are lined up in two parallel lines and try to push the ball back and forth in a zig-zag motion.

**TIPS** » Players should place their hands behind their backs on the floor to help balance themselves.

**ASK THE PLAYERS** » What is the easiest way to pick the ball up with your feet?

**SAFETY** » Players should maintain a straight back and avoid arching.  
» Stomachs should be tucked in.

# Lesson 2

<b>OBJECTIVE</b>	Statics and rotation
<b>TIME</b>	60 minutes
<b>AREA</b>	Gym floor area
<b>EQUIPMENT</b>	<ul style="list-style-type: none"> <li>» Marker cones to define the playing area/stations</li> <li>» 1 piece of chalk or a skipping rope or hoop per player</li> <li>» 1 piece of 'treasure' (bean bag or ball) per group of 4–30</li> <li>» 1 gym/scatter mat per pair</li> <li>» Optional: 1 large soft ball or hoop per group of 5</li> <li>» Optional: wedge or alternative slope per group of 5</li> </ul>

## Card summary

- » **Start Out MV 01A**
- » **Start Out MV 02B**
- » **Start Out MV 03B**
- » **Start Out MV 07A**
- » **Start Out MV 07B**
- » **Start Out MV 07C**
- » **Get Into It MV 01A**
- » **Get Into It MV 06B**

Remember, if the game isn't working **CHANGE IT**

# 2

# Pirates gold

**START OUT MV 02B**  
10 MINUTES

The pirate's crew attempt to steal the gold from the pirate and make it home without being tagged. (Play with 4–30.)

**DOMINANT MOVEMENT PATTERN** Statics**SKILL FOCUS** *Practises static movements*

## Use the activity card, PLUS...

- » Call out a static position to be performed during the game.
- » When the pirate turns around, the pirate's crew must freeze in the designated static position.
- » Static positions can include arabesque, side lunge, angry cat or front support.



# Coach says

**START OUT MV 01A**  
5 MINUTES

Using the rules of 'Simon says', you call out commands for players to perform various fundamental motor skills and movement patterns.

**DOMINANT MOVEMENT PATTERN** Statics**SKILL FOCUS** *Practises static movements***ADDITIONAL EQUIPMENT** *Any suitable flat surface, including mats, a floor or a soft grassed area*

## Use the activity card, PLUS...

- » Ask players to demonstrate how to perform various static positions.
- » Static positions include angry cat, arch, front support, tuck sit, side lunge, arabesque and rear support.

**FRONT SUPPORT****REAR SUPPORT****TUCK SIT****SIDE SUPPORT**

- TIPS**
- » Remind players of the static positions learnt in week 1.
  - » Use role models to identify the shape and position that is most like what you are after.

- ASK THE PLAYERS**
- » What is the best way to keep your balance?
  - » How long can you hold a position without moving?

- SAFETY**
- » Players should maintain core stability when performing static holds.



# Racing relay

**GET INTO IT MV 01A**  
10 MINUTES

Players race each other in a relay, performing various movement patterns. (Play in teams of 4 or 5.)

**DOMINANT MOVEMENT PATTERN** Rotation

**SKILL FOCUS** *Practises rotation movements, teamwork*

**ADDITIONAL EQUIPMENT** *Gym/scatter mats  
1 large soft ball or hoop per group  
Optional: wedge or alternative slope*

## Use the activity card, PLUS...

- » Use gymnastics skills, such as log rolls, forward safety rolls, walking turns.
- » For a walking turn, players walk to the end of the line on tip toes and then perform a 180 degree turn.



LOG ROLL



WALKING TURN

### Easier

- » Players perform rolls down a wedge or alternative slope.

### Harder

- » Players roll a ball or hoop, perform their roll, pick up the ball or hoop and pass it to the next player.

- TIPS**
- » When performing a log roll, maintain core stability and roll as one unit.
  - » When performing a forward roll, keep the head tucked in and bear the weight through the hands.
  - » When performing walking turns, maintain a long body/limb line and turn as one unit.
  - » Make sure the distance between teams is not too far so players don't get too tired.

- SAFETY**
- » Players must not roll on their head when performing rolls.
  - » Rolls must always be performed on a mat.

## Nose & toes tag

**START OUT MV 07A**  
10 MINUTES

Three taggers try to tag other players who must hold their nose and toe if tagged. (Play with 8 or more.)

**DOMINANT MOVEMENT PATTERN** Locomotion

**SKILL FOCUS** Counter balances, coordination

Refer to the activity card...



## 3 hands, 2 feet

**GET INTO IT MV 06B**  
5 MINUTES

Pairs hold hands and run randomly around the room and on your call they perform a specified balance. (Play with 6 or more.)

**DOMINANT MOVEMENT PATTERN** Statics

**SKILL FOCUS** Improves pairs counter balancing, coordination, teamwork

Refer to the activity card...



**TIPS** » This is a weight-bearing activity. Before you start, double check that players can bear their own weight. If they can't, use the 'Run and groups' variation of *Start Out WC 03B, Look out for others!*

## Frozen tag

**START OUT MV 07B**  
5 MINUTES

One or two taggers try to tag other players who must hold a static balance for 5 seconds. (Play with 8 or more.)

**DOMINANT MOVEMENT PATTERN** Statics

**SKILL FOCUS** *Improves counter balancing, coordination, teamwork*

**Refer to the activity card...**

**TIPS** » Look at a fixed spot to make balancing easier.

## Stone, bridge, tree

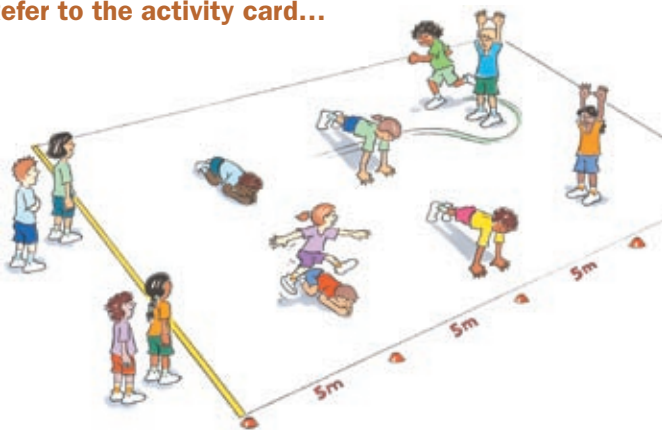
**START OUT MV 03B**  
10 MINUTES

A relay race using various static and locomotion movements. (Play in teams of 6–8.)

**DOMINANT MOVEMENT PATTERN** Spring and landing, statics, locomotion

**SKILL FOCUS** *Improves counter balancing, coordination, teamwork, jumping and landing*

**Refer to the activity card...**



**TIPS** » This is a weight-bearing activity. Before you start, double check that players can bear their own weight. If they can't, use the easier alternative.

# Hoop stretch

**START OUT MV 07C**  
5 MINUTES

Players explore balancing with different body positions while stretching from inside a hoop.

**DOMINANT MOVEMENT PATTERN** Statics

**SKILL FOCUS** *Encourages stretching*

**Refer to the activity card...**



- TIPS**
- » Experiment with balancing in different positions.
  - » Make sure players practise on both sides.

# Lesson 3

<b>OBJECTIVE</b>	Locomotion
<b>TIME</b>	60 minutes
<b>AREA</b>	Gym floor area
<b>EQUIPMENT</b>	<ul style="list-style-type: none"><li>» Marker cones to define the playing area</li><li>» Tape/chalk for line markings</li><li>» Music player and music</li><li>» Gym/scatter mat per pair</li><li>» Optional: wedges or alternative slopes</li><li>» Optional: 1 hoop and 1 soft ball per player</li></ul>

## Card summary

- » **Start Out WC 10B**
- » **Start Out CP 02A**
- » **Start Out TG 05**
- » **Start Out MV 04A**
- » **Get Into It MV 05**
- » **Finish Up 04**

Remember, if the game isn't working **CHANGE IT**



# Frost and Thaw

**START OUT WC 10B**  
5 MINUTES

One player is Frost and is the chaser. Another is Thaw. Frost tries to tag as many of the other players as possible. Once tagged, they must freeze on the spot. Thaw can melt these players by touching them, and then they can rejoin the game. (Play with 6 or more.)

**DOMINANT MOVEMENT PATTERN** Locomotion, statics

**SKILL FOCUS** *Energiser that encourages space and player awareness*

## Use the activity card, PLUS...

- » When tagged by Frost, players are to perform the static position of an arabesque until freed by Thaw.



**ARABESQUE**

# Here, there, nowhere

**START OUT CP 02A**  
5 MINUTES

On your call, players run towards you (here), away from you (there), or perform a locomotion movement on the spot (nowhere). (Play with 6 or more.)

**DOMINANT MOVEMENT PATTERN** Locomotion

**SKILL FOCUS** *Energiser that improves space and player awareness and balancing*

**ADDITIONAL EQUIPMENT** *Music player and music*  
*Optional: 1 soft ball or 1 hoop per player*

## Use the activity card, PLUS...

- » When you call 'NOWHERE!', you also call different locomotion movements.
- » Movements include side-step push steps and march steps.



**SIDE-STEPS**



**MARCH STEPS**

## Harder:

- » Introduce more complex actions, including the grapevine and heel dig walks.
- » Add a piece of equipment (such as balls or hoops) that players can throw and catch while doing the movements.

- TIPS**
- » Before the game begins, ask players to demonstrate what they think the movements look like e.g. 'Show me what side-steps look like.'
  - » Use role models to identify the movements that are most like what you are after.

- ASK THE PLAYERS**
- » What movements go well together?
  - » Is it easier to perform the movement to the left or to the right?

# Let's dance!

**GET INTO IT MV 05**  
25 MINUTES

Players work together to devise, briefly practise and then perform a short routine that is made up of movements that may be done together or individually.

**DOMINANT MOVEMENT PATTERN** Locomotion

**SKILL FOCUS** *Energiser that improves space and player awareness and balancing*

## Use the activity card, PLUS...

- » Dances should include, as a minimum, heel digs, side-step push steps, grapevine and marching.





## Follow the line

**START OUT MV 04A**  
10 MINUTES

A designated player tries to tag players who are moving around a court area following the lines. Once tagged, players form 'force fields' for the remaining players. (Play with 8–30.)

**DOMINANT MOVEMENT PATTERN** Locomotion

**SKILL FOCUS** *Energiser that encourages teamwork*

**ADDITIONAL EQUIPMENT** *Music player and music*

**Refer to the activity card...**



# Target relay

**START OUT TG 05**  
10 MINUTES

**Gates are set up over a course. Players in relay teams perform movements around the course, passing through each gate. (Play in groups of 5–6.)**

**DOMINANT MOVEMENT PATTERN** Rotation, locomotion

**SKILL FOCUS** *Energiser that encourages teamwork*

**ADDITIONAL EQUIPMENT** *Gym/scatter mats*  
*Optional: wedges or alternative slopes*

## Use the activity card, PLUS...

- » Players move from gate to gate using a variety of movements.
- » Movements can include forward safety rolls, log rolls, walking turns, skipping, hopping, running or jumping.



**FORWARD SAFETY ROLL**



**LOG ROLL**

## Easier

- » Movements include skipping, hopping, running, jumping and walking turns only.

- TIPS**
- » When performing a log roll, maintain core stability and roll as one unit.
  - » When performing a forward roll, keep the head tucked in and bear the weight through the hands.
  - » When performing walking turns, maintain a long body/limb line and turn as one unit.

**ASK THE PLAYERS** » What other movements could you use to make it more challenging and fun?

**SAFETY** » If wedges or scatter mats are unavailable, use the easier option.

# Four corners

**FINISH UP 04**  
5 MINUTES

Players choose a corner to stand in and, as the game continues, must move to the middle.

**DOMINANT MOVEMENT PATTERN** Locomotion

## Use the activity card, PLUS...

- » Give specific gymnastic names to each corner, e.g. beam, floor, bars, vault.



# Lesson 4

<b>OBJECTIVE</b>	Locomotion, spring and landing
<b>TIME</b>	60 minutes
<b>AREA</b>	Gym floor area
<b>EQUIPMENT</b>	<ul style="list-style-type: none"> <li>» Marker cones to define the playing area</li> <li>» 1 individual skipping rope per player</li> <li>» 1 long skipping rope per group of 3–10</li> <li>» A deck of playing cards</li> <li>» 4 posters with pictures or descriptions of various spring and landing activities</li> <li>» Wall space to display posters</li> <li>» Music and music player</li> <li>» Optional: gym/scatter mats</li> </ul>

## Card summary

- » **Start Out WC 04C**
- » **Start Out MV 01A**
- » **Start Out MV 04B**
- » **Start Out MV 04C**
- » **Get Into It MV 06A**
- » **Get Into It MV 09A**
- » **Finish Up 02**

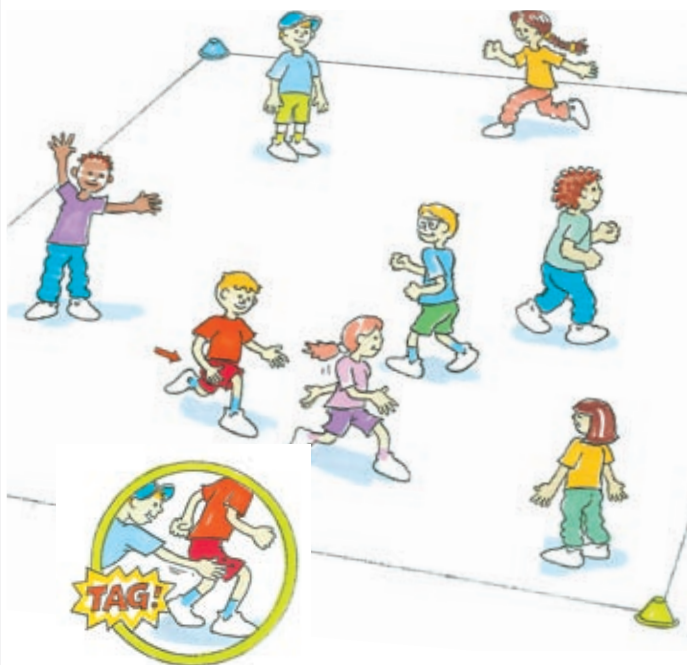
Remember, if the game isn't working **CHANGE IT**



# Hospital tag

**START OUT WC 04C**  
5 MINUTES

A nominated player tags any other player. The tagged player becomes the new tagger but has to hold the part of the body that was tagged. (Play with 6 or more.)

**DOMINANT MOVEMENT PATTERN** Locomotion**SKILL FOCUS** *Energiser that encourages space and player awareness***Refer to the activity card...**

# Coach says

**START OUT MV 01A**  
5 MINUTES

Using the rules of 'Simon says', you call out commands for players to perform various fundamental motor skills and movement patterns.

**DOMINANT MOVEMENT PATTERN** Statics, spring and landing**SKILL FOCUS** *Fundamental motor skill development***ADDITIONAL EQUIPMENT** *Any suitable flat surface, including mats, a floor or a soft grassed area*

## Use the activity card, PLUS...

- » Ask players to demonstrate how to perform various locomotion and spring movements, such as walking on hands, air jacks, scorpion kick and others learnt from previous weeks.

**AIR JACKS****SCORPION KICK****WALKING ON HANDS**

- TIPS**
- » Use role models to demonstrate the movements that are most like what you are after.

- SAFETY**
- » When walking on their hands, players must have strong arms and must not arch their lower back.
  - » Players should land in the safety 'motor bike' position when performing air jacks.

# Number change

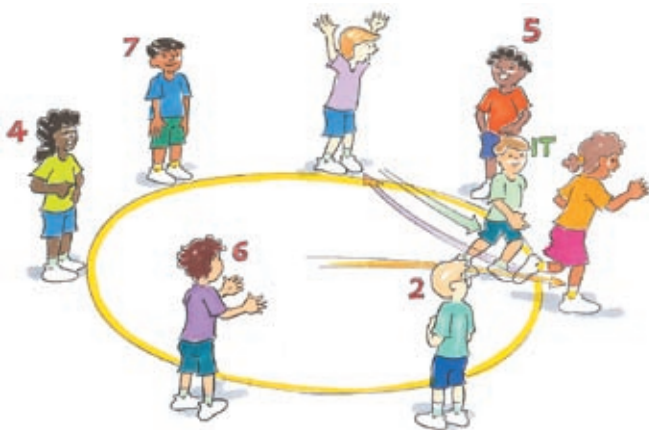
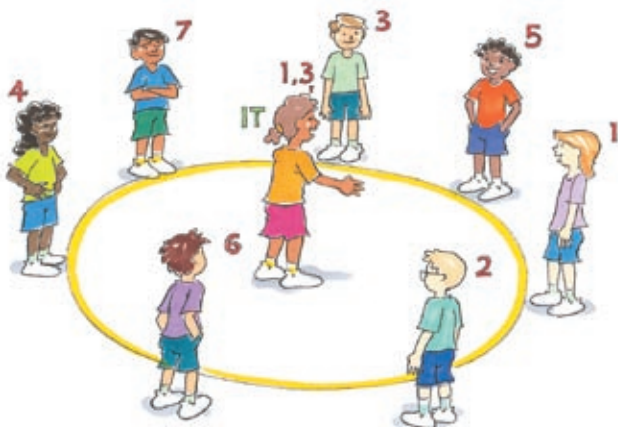
**START OUT MV 04B**  
10 MINUTES

While standing in a circle, players try to change positions before the middle player takes their spot. (Play with 6–10.)

**DOMINANT MOVEMENT PATTERN** Locomotion

**SKILL FOCUS** *Energiser that encourages teamwork and communication*

**Refer to the activity card...**



# Skip to my lou

**START OUT MV 04C**  
10 MINUTES

**Players challenge themselves to skip within a time limit.**

**DOMINANT MOVEMENT PATTERN** Spring and landing

**SKILL FOCUS** *Improves springing and landing and coordination*

**Refer to the activity card...**





# Teddy bear, teddy bear

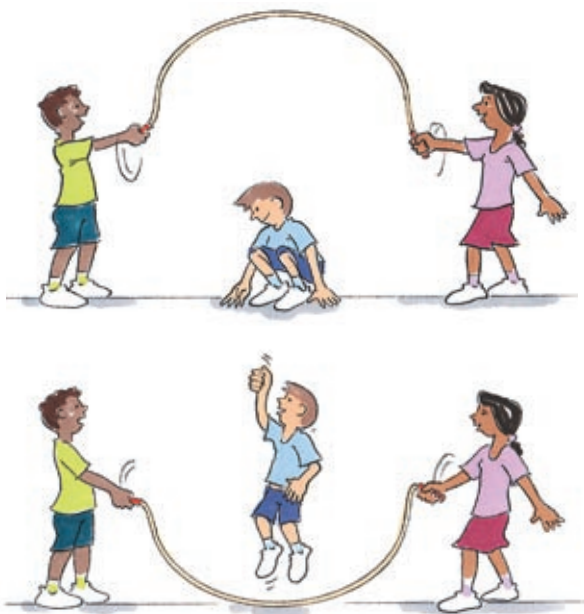
**GET INTO IT MV 06A**  
10 MINUTES

Players chant a rhyme while performing skills and skipping at the same time. (Play with 3–10.)

**DOMINANT MOVEMENT PATTERN** Spring and landing

**SKILL FOCUS** *Improves coordination, teamwork,  
and springing and landing*

**Refer to the activity card...**



# Hearts, clubs, diamonds, spades

**GET INTO IT MV 09A**  
15 MINUTES

By selecting cards from a deck, players try to score as many points as possible by moving around the room performing various skills and activities. (Play with 6–30.)

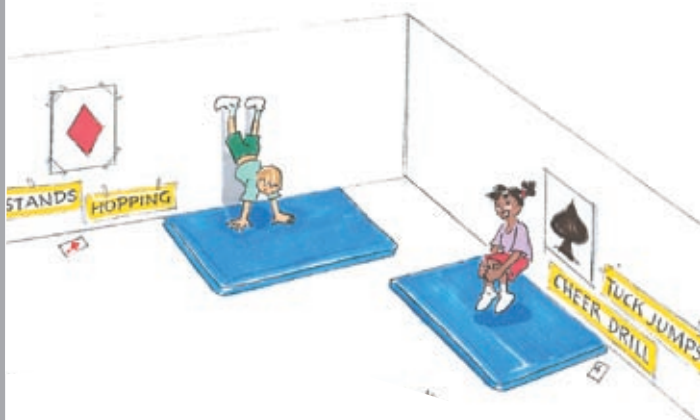
**DOMINANT MOVEMENT PATTERN** Spring and landing, locomotion

**SKILL FOCUS** *Spring and landing*

**ADDITIONAL EQUIPMENT** 6 hoops per group  
*Optional: wedge or alternative slope*

## Use the activity card, PLUS...

- » Display activity posters describing a variety of spring and landing movements, e.g. air jacks, tuck jumps, hopping, jumping in and out of hoops.



- TIPS**
- » Make sure players are using the 'motor bike' safety landing position when landing.



**MOTOR BIKE LANDING**

## Circle sit

**FINISH UP 02**  
5 MINUTES

Players stand in a circle facing the back of the person in front of them. Players are close to each other, with the toes of each player touching the heels of the player in front. After a count of 3, all players sit down slowly on the knees of the person behind. Then players slowly stand up on a count of 3.

**DOMINANT MOVEMENT PATTERN** Statics

**SKILL FOCUS** *Encourages teamwork and cooperation and practises counter balances*

**Refer to the activity card...**



# Lesson 5

<b>OBJECTIVE</b>	Statics and revision
<b>TIME</b>	60 minutes
<b>AREA</b>	Gym floor area
<b>EQUIPMENT</b>	<ul style="list-style-type: none"> <li>» Marker cones to define the playing area/stations</li> <li>» A deck of playing cards</li> <li>» 4 posters with playing card suit symbols</li> <li>» 4 posters with pictures or descriptions of various skills/activities</li> <li>» Wall space to display the posters</li> <li>» Music player and music</li> <li>» 6 hoops per group of 6–30</li> <li>» 1 dome/cone per player</li> <li>» Gym/scatter mat per pair</li> <li>» Optional: wedge or alternative slope</li> </ul>

## Card summary

- » **Start Out WC 09B**
- » **Start Out CP 01B**
- » **Start Out CP 02B**
- » **Start Out MV 03B**
- » **Start Out MV 07B**
- » **Get Into It MV 02A**
- » **Get Into It MV 09A**

Remember, if the game isn't working **CHANGE IT**



# Flip it!

**START OUT WC 09B**  
5 MINUTES

**Form 2 groups. Each player has a marker. Half the players place their markers with the round side up and the other half with the round side down (dish up). On a signal, players run around trying to flip over the other group's markers to match their own. (Play in groups of 8 or more.)**

**DOMINANT MOVEMENT PATTERN** Locomotion**SKILL FOCUS** *Energiser that encourages space and player awareness***ADDITIONAL EQUIPMENT** *Any suitable flat surface, including mats, a floor or a soft grassed area*

## Refer to the activity card...



### Harder

- » Players vary the way they move around the room. Begin in the rear support position (knees bent) and, when a cone is flipped, the player flips over onto their hands and knees.
- » Each time a player flips a cone, the player flips themselves.



- TIPS**
- » When players are in the rear support position, they need to make sure their wrists and fingers are pointing towards their toes.

# Tunnel crawl

**GET INTO IT MV 02A**  
5 MINUTES

Similar to tunnel ball but players crawl through their tunnel then execute a nominated movement at the end. Many variations are possible. (Play in teams of 4–6).

**DOMINANT MOVEMENT PATTERN** Statics, locomotion, spring and landing

**SKILL FOCUS** *Practises statics and teamwork*

**ADDITIONAL EQUIPMENT** *Any suitable flat surface, including mats, a floor or a soft grassed area*

## Use the activity card, PLUS...

- » Players are positioned side-by-side, performing a front support hold.
- » Once in front, the team member performs an air jack next to the player they have just crawled under and shouts 'GO!'.



## Easier

- » Players can be on their knees rather than their toes when performing the front support hold.
- » Rather than performing a front support hold, players stand with their legs apart, extend their arms and place their hands on the shoulders of the team member in front of them.



- TIPS**
- » This is a weight-bearing activity. Before you start, double check that players can bear their own weight. If they can't, use the easier alternative.

- ASK THE PLAYERS**
- » How far away from your body can you place your hands and maintain the tunnel?

- SAFETY**
- » Safely exit from the hold by lowering the body slowly.

# Underarm return relay

**START OUT CP 01B**  
10 MINUTES

Players run to a point to perform a skill, return and, on the way back, pick up a ball and throw it underarm to the team-mate next in line. This pattern continues. (Play with 4 or more.)

**DOMINANT MOVEMENT PATTERN** Statics, locomotion

**SKILL FOCUS** *Practises scorpion kicks and 3/4 handstands, and encourages teamwork*

**ADDITIONAL EQUIPMENT** *1 gym/scatter mat per group*

## Use the activity card, PLUS...

- » Player 1 runs up to the turning point and performs a scorpion kick and returns to the line.



### Easier

- » Players perform an air jack or baby handstand at the turning point.

### Harder

- » Players perform a 3/4 handstand at the turning point.

- TIPS**
- » Players should maintain core stability throughout the activity.
  - » When performing a scorpion kick or handstand, players should have strong, straight arms, square hips and open shoulders.

- ASK THE PLAYERS**
- » Is it easier to control the inversion activity if you move into it slowly?

- SAFETY**
- » This is an inversion activity. If you don't have the appropriate matting, use the easier alternative.
  - » Players should control their exit from the scorpion kick and handstands.

# Hearts, clubs, diamonds, spades

**GET INTO IT MV 09A**  
20 MINUTES

By selecting cards from a deck, players try to score as many points as possible by moving around the room performing various skills and activities. (Play with 6–30.)

**DOMINANT MOVEMENT PATTERN** Statics, rotation, locomotion, spring and landing

**SKILL FOCUS** *Statics, rotation, locomotion*

**ADDITIONAL EQUIPMENT** *6 hoops per group*  
*Optional: wedge or alternative slope*

## Use the activity card, PLUS...

- » Display activity posters describing wall handstands, 3/4 handstands, jumping in and out of hoops, forward rolls, air jacks, grapevine, hopping.



GRAPEVINE



HANDSTAND



FORWARD SAFETY ROLL



¾ HANDSTAND

### Easier:

- » Activity posters should include jumping in and out of hoops, air jacks, grapevine and hopping only.

### TIPS

- » Players should maintain core stability throughout the activity.
- » When performing a wall handstand or ¾ handstand, players should have strong, straight arms, square hips, open shoulders, and control their exits.
- » When performing a forward roll, keep the head tucked in and bear the weight through the hands.

### SAFETY

- » This activity includes inversion skills. Make sure you use appropriate matting or use the easier alternative.
- » Make sure players are using the 'motor bike' safety landing position when landing.



## Frozen tag

**START OUT MV 07B**  
5 MINUTES

One or two taggers attempt to tag other players who must hold a static balance for 5 seconds. (Play with 8 or more.)

**DOMINANT MOVEMENT PATTERN** Statics, locomotion

**SKILL FOCUS** *Improves statics, teamwork and spatial awareness*

**Refer to the activity card...**

**TIPS** » Look at a fixed spot to make balancing easier.

## Stone, bridge, tree

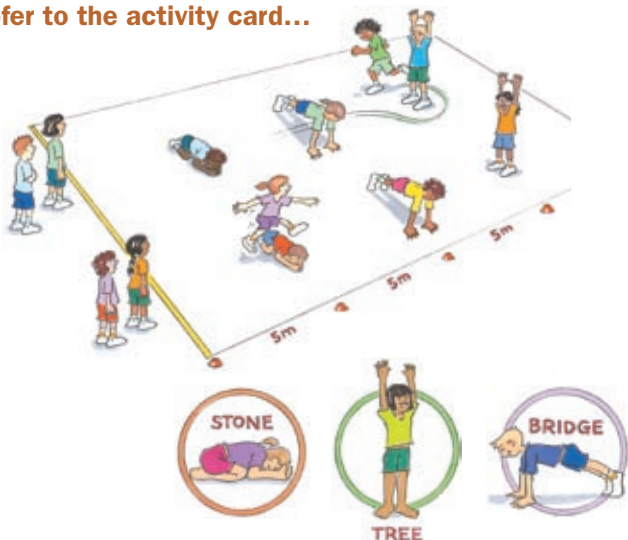
**START OUT MV 03B**  
10 MINUTES

A relay race using various static and locomotion movements. (Play in teams of 6–8.)

**DOMINANT MOVEMENT PATTERN** Locomotion, statics, spring and landing

**SKILL FOCUS** *Improves coordination, teamwork, and jumping and landing*

**Refer to the activity card...**



**TIPS** » This is a weight-bearing activity. Before you start, double check players can bear their own weight. If they can't, use the easier alternative.

## Untie the knot

**START OUT CP 02B**  
5 MINUTES

Each player holds the hands of 2 different players.  
The aim is to untangle the knot without letting go!  
Encourages communication and cooperation.

**DOMINANT MOVEMENT PATTERN** Statics

**SKILL FOCUS** *Improves teamwork, coordination and flexibility*

**Refer to the activity card...**



**TIPS** » To avoid the knot breaking, players should hold hands securely and safely.

# Lesson 6

<b>OBJECTIVE</b>	Spring and landing to music
<b>TIME</b>	60 minutes
<b>AREA</b>	Gym floor area
<b>EQUIPMENT</b>	<ul style="list-style-type: none"> <li>» Marker cones to define the playing area</li> <li>» Music player and music</li> <li>» 1 gym/scatter mat per pair</li> <li>» 8 coloured hoops per group of 8</li> <li>» Optional: pom-poms, hoops and balls or other equipment for routines</li> <li>» Optional: boxes, low beams, hoops or other suitable obstacles</li> </ul>

## Card summary

- » **Start Out TG 05**
- » **Start Out MV 01A**
- » **Start Out MV 05A**
- » **Get Into It MV 03B**
- » **Get Into It MV 05**
- » **Finish Up 04**

Remember, if the game isn't working **CHANGE IT**

# 6

# Speed touch

**GET INTO IT MV 03B**  
5 MINUTES

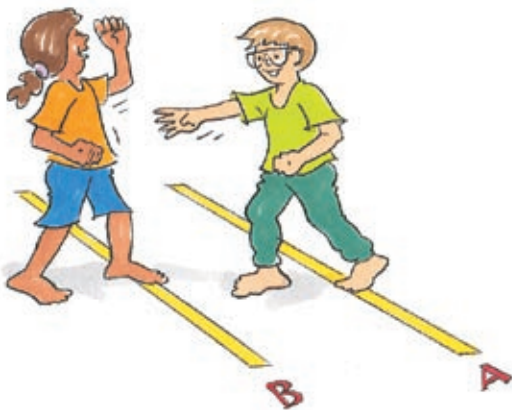
Players pair off and face each other. One player (the A side) tries to touch the other player on the arm. The other player (the B side) tries to evade being tagged.

**DOMINANT MOVEMENT PATTERN** Spring and landing

**SKILL FOCUS** *Energiser that improves space and player awareness and coordination*

## Use the activity card, PLUS...

- » Each time a player is tagged, they must jump backwards using both feet and make a 'motor bike' safety landing.



**MOTOR BIKE LANDING**

**TIPS** » Players should bend their legs and use their arms when jumping backwards.

**SAFETY** » Players must be aware of one another when jumping backwards.

# Coach says

**START OUT MV 01A**  
5 MINUTES

Using the rules of 'Simon says', you call out commands for players to perform various fundamental motor skills and movement patterns.

**DOMINANT MOVEMENT PATTERN** Locomotion, statics**SKILL FOCUS** *Learning aerobic dance movements***ADDITIONAL EQUIPMENT** *Optional: 1 gym/scatter mat per pair*

## Use the activity card, PLUS...

- » Ask players to demonstrate how to perform various aerobic movements. These can include cheerleading drill, front support, partner wings, ½ wings, muscle man, high V and touchdown.

**PARTNER WINGS****FRONT SUPPORT****MUSCLE MAN****HIGH V****CHEERLEADING DRILL**

- TIPS**
- » When performing the cheerleading drill and partner wings, keep the chest open and upright throughout and make sharp, controlled motions.
  - » When performing muscle man, 1/2 wings, high V and touchdown, spring from two feet, bend the knees on landing and make sharp, controlled motions.

**ASK THE PLAYERS** » How can you make sure you keep your core stable?

- SAFETY**
- » When performing partner wings, match partners appropriately.
  - » When performing all activities, players should maintain core stability.

# Let's dance!

**GET INTO IT MV 05**  
25 MINUTES

Players work together to devise, briefly practise and then perform a short routine that is made up of movements that may be done together or individually.

**DOMINANT MOVEMENT PATTERN** Locomotion

**SKILL FOCUS** *Develops movement skills and teamwork*

**ADDITIONAL EQUIPMENT** *Optional: pom-poms, hoops and balls or other equipment for routines*

## Use the activity card, PLUS...

- » As a minimum, dances should include the cheerleading drill, bridge, partner wings, muscle man, high V and touchdown.
- » Dances can also include any other movements learnt throughout the previous lessons, and equipment such as pom-poms, hoops and balls.



# Target relay

**START OUT TG 05**  
10 MINUTES

**Gates are set up over a course. Players in relay teams perform movements around the course, passing through each gate.**

**DOMINANT MOVEMENT PATTERN** Spring and landing, locomotion

**SKILL FOCUS** *Spring and landing*

**ADDITIONAL EQUIPMENT** *1 gym/scatter mat per group*  
*Optional: hoops, boxes or other suitable obstacles*

## Use the activity card, PLUS...

- » Players move from gate to gate using a variety of movements.
- » The obstacle course may include jumping in and out of hoops, over boxes, or off a box.
- » Jumps can include taking off and landing on two feet, tuck jumps or air jacks.



## Harder

- » Jumps can include a 1/4, 1/2 or full turn.

- TIPS**
- » When jumping and landing, bend the knees, spring up, keep the chest upright and control the landing.
  - » When performing air jacks, push off the ground strongly and take off on both feet.

- ASK THE PLAYERS**
- » What other movements can you use to make it more challenging and fun?
  - » How can we include everyone?

- SAFETY**
- » If boxes are being used to jump off, make sure appropriate matting is used.
  - » When landing, players should always use the 'motor bike' safety landing.

# Frogs and lily pads

**START OUT MV 05A**  
10 MINUTES

Players continuously jump from lily pad to lily pad using both feet to take off and land. (Play in groups of 4–8.)

**DOMINANT MOVEMENT PATTERN** Spring and landing, locomotion

**SKILL FOCUS** *Spring and landing*

**ADDITIONAL EQUIPMENT** *Music player and music*

## Use the activity card, PLUS...

- » Use hoops that are different colours.
- » Players jump around the 'pond' to music.
- » When the music stops, players jump onto a lily pad. Players cannot jump onto a lily pad that is occupied by another player.
- » Allocate different point values to different coloured lily pads.
- » Points are scored each time a player is successful in jumping onto a lily pad.



**ASK THE PLAYERS** » Where can you position yourself around the pond to score the most points?

**SAFETY** » When landing, players should always use the 'motor bike' safety landing.



# Four corners

**FINISH UP 04**  
5 MINUTES

Players choose a corner to stand in and, as the game continues, must move to the middle.

**DOMINANT MOVEMENT PATTERN** Locomotion

## Use the activity card, PLUS...

- » Give specific gymnastic names to each corner, e.g. beam, floor, bars, vault.



# Lesson 7

<b>OBJECTIVE</b>	Cartwheels, handstands and counter balances
<b>TIME</b>	60 minutes
<b>AREA</b>	Gym floor area
<b>EQUIPMENT</b>	<ul style="list-style-type: none"><li>» Marker cones to define the playing area</li><li>» A deck of playing cards</li><li>» 4 posters with playing card suit symbols</li><li>» 4 posters with pictures or descriptions of various skills/activities</li><li>» Wall space to display the posters</li><li>» Music player and music</li><li>» 15–20 bean bags per group of 8 or more</li><li>» Optional: 6 hoops per group</li><li>» Optional: wedge or alternative slope</li></ul>

## Card summary

- » **Start Out WC 03B**
- » **Start Out WC 06**
- » **Start Out MV 03A**
- » **Start Out MV 07C**
- » **Get Into It MV 09A**
- » **Finish Up 01**

Remember, if the game isn't working **CHANGE IT**



# How many bean bags?

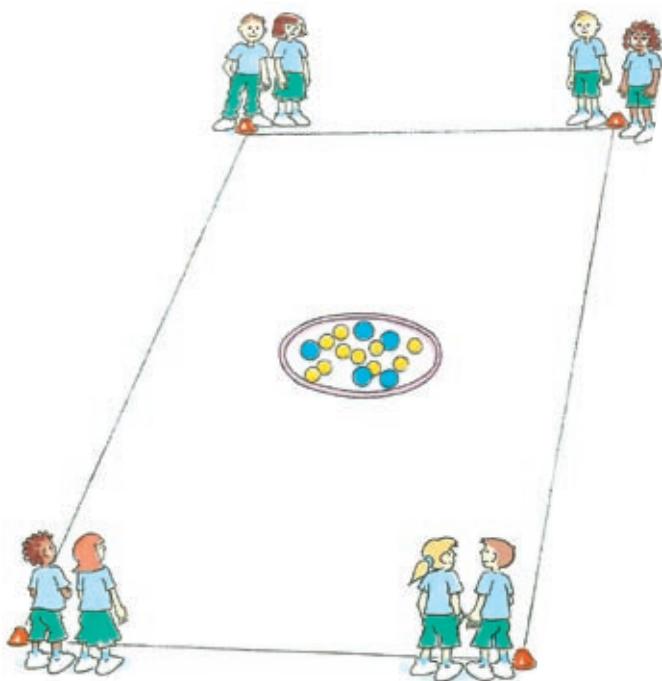
**START OUT WC 06**  
10 MINUTES

Players work in pairs. One player from each pair runs to a central point to collect one bean bag at a time, throw the bean bag back to their team-mate at their base, and then tag the next player. The aim is to collect the most number of bean bags. (Play in groups of 8.)

**DOMINANT MOVEMENT PATTERN** Locomotion**SKILL FOCUS** *Energiser that encourages teamwork***ADDITIONAL EQUIPMENT** 15–20 bean bags

## Use the activity card, PLUS...

- » Use bean bags.



# Look out for others!

**START OUT WC 03B**  
5 MINUTES

Players run around in random directions in a defined area. Players are made aware of the fact that the activity is focused on learning to play safely in the presence of others.

**DOMINANT MOVEMENT PATTERN** Locomotion, statics**SKILL FOCUS** *Energiser that encourages teamwork*

## Use the activity card, PLUS...

- » Call a number and a body part.
- » Players must form a group with the nominated number of players and touch the body part you called out, e.g. if you call '3 elbows', 3 players form a group and have 3 elbows all touching.

**4 HANDS****3 FEET****4 HANDS****3 FEET**

## Harder

- » Increase the body parts you call out.

# Hearts, clubs, diamonds, spades

**GET INTO IT MV 09A**  
25 MINUTES

By selecting cards from a deck, players try to score as many points as possible by moving around the room performing various skills and activities. (Play with 6–30.)

**DOMINANT MOVEMENT PATTERN** Statics, rotation, locomotion, spring and landing

**SKILL FOCUS** *Statics, rotation, locomotion*

**ADDITIONAL EQUIPMENT** *Optional: 6 hoops per group*  
*Optional: wedge or alternative slope*

## Use the activity card, PLUS...

- » Display activity posters describing wall handstands, cartwheels, forward rolls and jumping activities.



**CARTWHEEL**



**WALL HANDSTAND**



**AIR JACKS**



**FORWARD SAFETY ROLL**

## Easier:

- » Activity posters should include jumping in and out of hoops, air jacks, grapevine and hopping.

- TIPS**
- » When performing a wall handstand or a  $\frac{3}{4}$  handstand, players should have strong, straight arms, square hips open shoulders, and control their exits.
  - » When performing a forward roll, players should keep their head tucked in and bear the weight through the hands.
  - » When performing cartwheels, players should have strong arms, push their legs straight to the roof and keep their shoulders, hips and feet in line when inverted.

- SAFETY**
- » Players should maintain core stability throughout the activity.
  - » This activity includes inversion skills. Make sure you use appropriate matting or choose the easier alternative.

# Team alphabet

**START OUT MV 03A**  
10 MINUTES

Players move randomly around the floor until you call a letter of the alphabet and they form groups in the shape of the letter. (Play with 8–30.)

**DOMINANT MOVEMENT PATTERN** Locomotion, statics

**SKILL FOCUS** *Improves teamwork and counter balances*

**Refer to the activity card...**



**K**

## Easier:

- » Players form letters while lying on the ground.



- TIPS**
- » This is a weight-bearing activity. Before you start, double check players can bear their own weight. If they can't, use the easier alternative.

- ASK THE PLAYERS**
- » How can we work as a team to make sure everyone is involved?
  - » Are letters easier to form lying on the ground or standing up?

# Hoop stretch

**START OUT MV 07C**  
5 MINUTES

Players explore balancing with different body positions while stretching from inside a hoop.

**DOMINANT MOVEMENT PATTERN** Statics

**SKILL FOCUS** *Aids stretching and cooling down*

**Refer to the activity card...**



# Put it away!

**FINISH UP 01**  
5 MINUTES

Gather up the equipment and store it properly.

**Refer to the activity card...**



# Lesson 8

<b>OBJECTIVE</b>	Revision of all Dominant Movement Patterns
<b>TIME</b>	60 minutes
<b>AREA</b>	Gym floor area
<b>EQUIPMENT</b>	<ul style="list-style-type: none"><li>» Marker cones to define the playing area</li><li>» 1 gym/scatter mat per pair</li><li>» Music player and music</li><li>» Optional: pom-poms, hoops and balls or other equipment for routines</li></ul>

## Card summary

- » **Start Out WC 04B**
- » **Start Out WC 08B**
- » **Get Into It MV 05**
- » **Finish Up 02**
- » **Finish Up 03**



# 8

Remember, if the game isn't working **CHANGE IT**



# High 5s, low 5s

**START OUT WC 08B**  
5 MINUTES

A quick energiser. Players perform the nominated low 5s or high 5s with 4 other players. (Play with 8 or more.)

**DOMINANT MOVEMENT PATTERN** Locomotion

**SKILL FOCUS** *Energiser that encourages spatial and player awareness, communication and cooperation*

Refer to the activity card...



# Fish in the net

**START OUT WC 04B**  
5 MINUTES

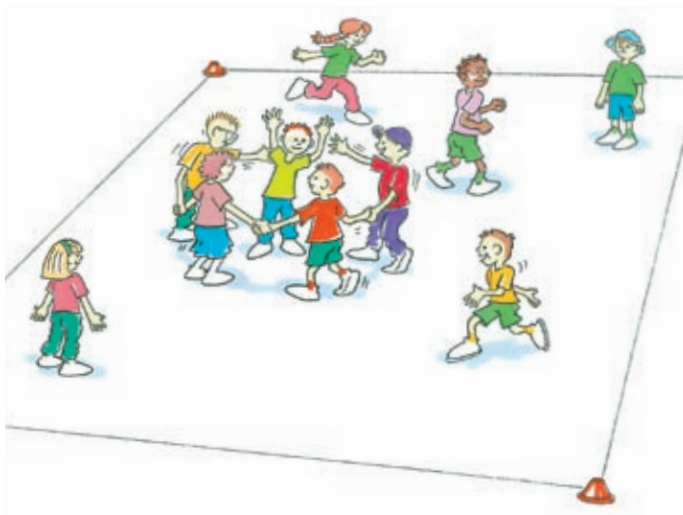
Three players form a net by holding hands. They catch others by surrounding them. Caught players join the net and the game continues. (Play with 6 or more.)

**DOMINANT MOVEMENT PATTERN** Locomotion, spring and landing

**SKILL FOCUS** *Energiser that encourages spatial and player awareness, communication and cooperation*

## Use the activity card, PLUS...

- » Each time a player is caught in the net, all players in the net do 3 air jacks before they can continue catching others.



**AIR JACKS**

- ASK THE PLAYERS**
- » How can you work together to catch a player?
  - » How can you avoid getting caught?

# Let's dance

**GET INTO IT MV05**  
40 MINUTES

Players work together to devise, briefly practise and then perform a short routine that is made up of movements that may be done together or individually.

**DOMINANT MOVEMENT PATTERN** Statics, rotation, spring and landing, locomotion

**SKILL FOCUS** *Improves movement skills and teamwork*

**ADDITIONAL EQUIPMENT** *Optional: pom-poms, hoops and balls or other equipment for routines*

## Use the activity card, PLUS...

- » As a minimum, include the following skills: handstand, cartwheel, forward roll, jumping jack, individual counter balance, pair or group counter balance and a variety of locomotion movements.
- » Dances can also include any other movements learnt throughout the previous lessons, and equipment such as pom-poms, hoops and balls.



- ASK THE PLAYERS**
- » How can you make it easier to remember the routine?
  - » How can you include everyone when making the routine?

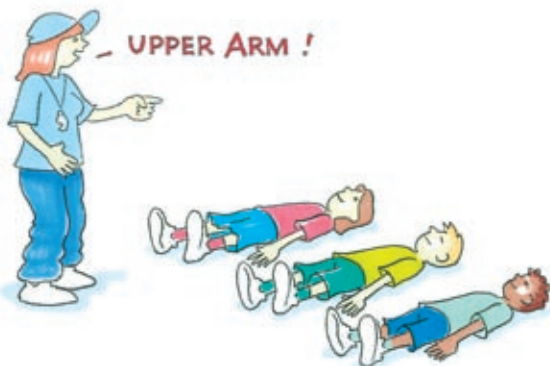
- SAFETY**
- » This activity may include inversion skills. Make sure you use appropriate matting or choose an alternative activity.
  - » This is a weight-bearing activity. Before you start, double check players can bear their own weight. If they can't, use an alternative activity.

## Relaxation

**FINISH UP 02**  
5 MINUTES

Players shift their awareness with relaxed breathing to body parts.

Refer to the activity card...



## Stay tuned...

**FINISH UP 03**  
5 MINUTES

Short announcements and handouts – where to from here?

Refer to the activity card...



## Where to from here?

There are a number of ways you can continue your positive experience with gymnastics. Through state and territory associations, Gymnastics Australia delivers a range of programs for junior participants as well as coaches and officials. Below is a brief outline of some of the programs available. There is also information about resources and how you can find out more.

### Club-based gymnastics

The Playing for Life companion book has introduced exciting, challenging and fun fundamental gymnastics activities that 'grass roots' participants can enjoy. Gymnastics can also be enjoyed in club settings, with experienced accredited coaches. Gymnastics is so much more than just the traditional form of Men's and Women's Gymnastics. A gymnastics experience can now include any one of the following gymsport options:

#### Sports Acrobatics

**PARTICIPATION:** Partner and group gymsport

**CHARACTERISTICS:** Dynamic interaction between participants and audiences

**DMPs:** Statics, Spring and landing, Rotation, Locomotion

#### Cheerleading

**PARTICIPATION:** Partner and group gymsport

**CHARACTERISTICS:** Dynamic interaction between participants

**DMPs:** Statics, Spring and landing, Rotation, Locomotion

#### Gymnastics for All

**PARTICIPATION:** Individual, partner and group gymsport

**CHARACTERISTICS:** Dynamic fun interaction between participants. Some props may be used

**DMPs:** Statics, Spring and landing, Rotation, Locomotion, Swing

## Rhythmic

**PARTICIPATION:** Individual, partner and group gymsport

**CHARACTERISTICS:** Graceful, skillful interaction between apparatus and participants

**DMPs:** Statics, Spring and landing, Rotation, Locomotion

## Men's Artistic

**PARTICIPATION:** Individual

**CHARACTERISTICS:** Exciting dynamic interaction between apparatus and participants

**DMPs:** Statics, Spring and landing, Rotation, Locomotion, Swing

## Trampoline Sports

**PARTICIPATION:** Individual and partner

**CHARACTERISTICS:** Dynamic interaction between apparatus and participants

**DMPs:** Spring and landing, Rotation

## Women's Artistic

**PARTICIPATION:** Individual

**CHARACTERISTICS:** Exciting dynamic interaction between apparatus and participants

**DMPs:** Statics, Spring and landing, Rotation, Locomotion, Swing

## Sport Aerobics

**PARTICIPATION:** Individual and partner

**CHARACTERISTICS:** Fast-paced skillful actions and interaction

**DMPs:** Statics, Spring and landing, Rotation, Locomotion

Finding a club that offers the gymsport you are interested in is easy using the 'Club search' function on Gymnastics Australia's web site at [www.gymnastics.org.au](http://www.gymnastics.org.au). Most clubs will offer multiple gymsports with either a participation or competitive program.

## Coaching and officiating

Gymnastics Australia has registered training providers of gymnastics courses in each state. Most coaches and teachers of fundamental gymnastics programs would benefit from gaining coaching accreditation. Coaches and officials who complete the requirements for these courses are accredited through the National Coach Accreditation Scheme (NCAS) and the National Officials Accreditation Scheme (NOAS). Teachers who work in school settings have the option to fast-track post-course requirements.

## For more information

For more information about gymnastics resources and other gymnastics programs, visit the Gymnastics Australia web site at **[www.gymnastics.org.au](http://www.gymnastics.org.au)** or contact any of the state and territory associations listed below:

### **Gymnastics Australia Limited**

607 Canterbury Rd  
Surrey Hills VIC 3127  
Ph: (03) 9830 4588  
Fax: (03) 9830 4788  
Email: [ausgym@gymnastics.org.au](mailto:ausgym@gymnastics.org.au)  
Web: [www.gymnastics.org.au](http://www.gymnastics.org.au)

### **Gymnastics ACT**

Sports House  
100 Maitland Street  
Hackett ACT 2602  
Ph: (02) 6257 7544  
Fax: (02) 6257 7433  
Email: [admin@actga.net](mailto:admin@actga.net)  
Web: [www.act.gymnastics.org.au](http://www.act.gymnastics.org.au)

### **New South Wales Gymnastics Association Inc.**

Unit 2, 11–21 Underwood Road  
Homebush Business Village  
Homebush NSW 2140  
Ph: (02) 9763 5011  
Fax: (02) 9763 5158  
Email: [info@gymnsw.org.au](mailto:info@gymnsw.org.au)  
Web: [www.gymnsw.org.au](http://www.gymnsw.org.au)

### **Gymnastics Northern Territory**

Ph: (08) 8927 9262  
Fax: (08) 89278255  
Email: [ntdevelopment.gymnastics@bigpond.com](mailto:ntdevelopment.gymnastics@bigpond.com)  
Web: [www.nt.gymnastics.org.au](http://www.nt.gymnastics.org.au)

### **Gymnastics Queensland**

Sports House South  
Unit 10, 866 Main Street  
Woolloongabba QLD 4102  
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