

U12

AGE GUIDE

Surf Smart 1



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Foreword

Thank you for making a commitment to being an Age Manager. You are taking on a role that is central to developing our junior surf lifesavers. Your contribution to help deliver this valuable learning opportunity to junior surf lifesavers is appreciated.

Junior development within surf lifesaving had its origins in the 1960s. Over time, these activities have grown and developed along with the changing surf lifesaving culture, changing community expectations, and changing expectations of members.

The one thing that has remained constant over that time has been the willingness of members to commit their time to training youth within SLSA.

The content and format of this second edition Junior Development Resource has been revised based on feedback, consultation and contribution from clubs and states.

It has been designed to deliver positive learning and experiential outcomes for every 5 – 13 year old who joins a surf life saving club. It incorporates three strands: knowledge, skills and competition. It emphasises fun, play and participation.

I commend it to you and wish you a rewarding and enjoyable season contributing to making Australia's beaches safe.

A handwritten signature in blue ink, reading "Kevin Larkins".

Yours in Surf Life Saving
Kevin Larkins
SLSA Director of Development
Surf Life Saving Australia

Responsibilities of Age Managers

An Age Manager takes responsibility for the care, safety, wellbeing and development of junior surf lifesavers in their care. That responsibility involves facilitating the development of surf lifesaving skills (movement skills, surf awareness, etc.) and personal skills (eg. confidence, teamwork, leadership, etc). Age Managers play a fundamental role in the delivery of a learning program that encourages and develops young surf lifesavers.

Each state has specific legal requirements and responsibilities for people working with youth under the age of 18 years. These requirements will be covered in state delivery of the Age Managers' Course.

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Age Guide Editorial Panel: Andre Slade (SLSA National Development Officer), Andrew Skillern (Victoria), Ben Whibley (SLSA National Education Manager)

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How to use this guide



The Age Guide is designed to be a 'one stop shop' for an Age Manager to deliver the requirements for the specific junior age group award, i.e. Surf Aware 1. It has been designed to help guide both an experienced Age Manager and someone completely new to the role. The 4 main parts to the guide are: Award Summary, Lesson Plans, Junior Surf Sports – Coaching Points and Junior Surf Sports – Events.

Age Summary

The Age Summary is a one page summary of the specific age group award, i.e. Surf Aware 1. It lists all the topics to be taught to the age group and the learning outcomes required for each of them.

Use the Age Summary to:

- Get an overview of all the learning outcomes for the award.
- Want to use your own lessons? Use it as a guide to the necessary learning outcomes for the season.
- Show or give to parents as a summary of what their child will learn as part of the award.

Lesson Plans

Each lesson plan has been developed as a simple, practical and easy to understand way to deliver the learning outcomes for the particular topic. They are in a step by step format with content support and options for delivery where necessary.

Use the Lesson Plans to:

- Deliver lessons that satisfy the particular learning outcomes
- Deliver a lesson if you have little or no surf life saving knowledge
- Deliver a lesson if you haven't been able to prepare your own lesson

Using a lesson plan

Using a lesson plan is as easy as 1, 2, 3, 4! Just follow these simple steps and you will be teaching in no time!

1. Read over the lesson plan to get a feeling of what is required during the lesson:
 - a. What learning outcomes will be taught
 - b. Where the lesson takes place
 - c. How long the lesson will take
 - d. What preparation is needed for the lesson
2. Decide whether you have the skills, knowledge and/or qualification to teach the lesson. If not then find someone who can help you deliver the lesson.
3. Check if the lesson has further references and use this source to gain further knowledge
4. When you're ready you can start the lesson!

Junior Surf Sports – Coaching Points

In this section you will find the complete simplified coaching points for every junior surf skill, however, there are no lesson plans here for the instruction of these lessons (these are found in their relevant Age Guide).

Use the Junior Surf Sports – Coaching Points to:

- Get a full understanding of the correct technique for a whole skill set, i.e. All board skills as opposed to just one skill found in a lesson (e.g. paddling)
- Ensure you are teaching the correct surf skills technique when teaching surf skills beyond what the age group lessons provide for.

Junior Surf Sports – Events

This section provides you with a summary of each of the junior surf events and their associated course layout.

Use the Junior Surf Sports – Events to:

- Gain an understanding of each junior surf sports event
- Explain the race method and rules to your participants
- Explain the course layout to your participants
- Set up a course for training/competition
- Run a competitive surf sports event

How to read a lesson plan



Reading a Lesson Plan

Reading a lesson plan is easy. The example below shows you where to find everything you will need to use the lesson plan effectively.

Lesson Name

Lesson Number

Estimated Lesson Time and relevant Lesson Location symbols found here

Award Name

Lesson Outcomes (always first)

Preparation (always second)

The main deliverable components of the lesson: Discuss/Demonstrate/Activity

Example of info Box or Coaching Points box

Age Managers Tips

Further Reference: Look here for where to go for further information

Page number

Symbols

The lesson plans use symbols as an easy and visual way to interpret the lesson at a glance. Below are each of symbols and a short description of what they represent:

SYMBOL	DESCRIPTION
	Stop Watch – Estimated time the lesson will take
	Surf Club – Lesson will be conducted inside the Surf Club
	Beach – Lesson will be conducted on the Beach
	Water – Lesson will be conducted in the Water
	Learning Outcomes – Participants should achieve these outcomes by the end of the lesson
	Preparation – What you will need to organise before the lesson to deliver the lesson effectively
	Discuss – Group discussion led by the Age Manager (learning by listening)
	Activity – An opportunity for participants to learn or practice while participating in an activity (learning by doing)
	Demonstrate – Demonstrate the skill to the participants (learning by seeing)
	Info Box– Helpful information to help you with the delivering the lesson
	Coaching Points – Helpful coaching points for teaching correct skill technique
	Important – Ensure you read this before beginning the lesson
	Age Manager Tips – Handy tips to help you during the lesson
	Assumed Skills – The lesson assumes participants have acquired previous skills from earlier lessons



Junior Preliminary Skills Evaluation

Swim Distance: 100m (freestyle) **Survival Float:** 2 minutes

Topic	Learning Outcomes
Introduction to Surf Life Saving Lesson: Welcome to the family!	Develop an understanding of surf life saving in Australia Identify the surf club as a welcoming place
Personal Safety Lesson: Looking after you Saving Australia Ecosurf Lesson: Gail force	Understand rights and responsibilities as a member of Surf Life Understand how weather can effect both the beach environment and beach users Identify natural and man-made causes of erosion and their impact of the beach environment
Sun Safety Lesson: Sun effects	Identify the consequences of not being sunsmart Identify what skin cancer is and what causes it
Physical Health & Wellbeing and Personal Safety Lesson: Lifesmart	Recognise that staying fit and healthy is important as a lifesaver Identify ways to stay fit and healthy during junior activities
Surf Conditions and Hazards Lesson: Rip it up	Identify the four different types of rip currents Identify how to manage rips in a beach environment Identify how to use rip currents to assist in surf swimming and rescues
The Human Body* Lesson: Skin and bones	Identify the role of the body's circular system, skeletal system, respiratory system and nervous system. Understand how the body's major organ systems relate to First Aid scenarios
First Aid* Lesson: A helping hand	Identify the principles of DRSABCD Recognise and manages patients suffering from cramping, fainting and shock.
Resuscitation*^ Lesson: Giving hope	Perform cardiopulmonary resuscitation (CPR) techniques
Signs and Signals Lesson: Sign me up attention; message not clear, repeat; pick up swimmers	Demonstrate the following signals: message understood; attract
Patrols Lesson: On patrol	Identify the role of a beach patrol Identify the role of lifesavers during a patrol
Board: Negotiating the Surf Lesson: Off and under	Attempt or perform rolling under a wave on a board
Board: Board Rescue Lesson: Ride with me	Recognise how a board can be used to secure and support a conscious patient Demonstrate the skills required to secure and support a conscious patient
Swim: Negotiating the Surf Lesson: The big stuff	Attempt or perform diving under waves
Beach Sprint: Technique Lesson: Hard and fast	Develop a beach sprint arm and leg drive technique
Beach Flags: Strategy Lesson: Hustle and Bustle	Identify different beach flags race strategies

* A Basic Emergency Care Certificate is available for the combination of these topics if delivered by a qualified trainer and participant meets qualification assessment standards.

^ A Resuscitation Certificate is available for Resuscitation if delivered by a qualified trainer and participant meets qualification assessment standards.



LEARNING OUTCOMES

Develop an understanding of surf life saving in Australia

Identify the surf club as a welcoming place



PREPARATION

Ensure the club is accessible for the club tour



Discuss

Welcome all the participants and parents to the junior program and surf club.

Introduce (from those available) the main people involved in running the junior program or the club.

Discuss some of the history of surf life saving in Australia and in particular the history of your club - include any interesting facts you might know.



Activity 1

Take your group of participants and parents on a tour of the surf club and surrounding environment.

Point out areas of interest and importance at your Surf Club e.g. showers/toilets, club hall, equipment shed, patrol room, IRB room, first aid room etc.

Finish the tour by setting the boundaries for junior activities around the surf club and beach.



Discuss

Ask the participants if they have any questions about the history of surf life saving, the junior program or the surf club and do your best to answer them.



AGE MANAGER TIPS

If you're not familiar with surf life saving history or the club organise a member who is able to help with this lesson.



LEARNING OUTCOMES

Understand rights and responsibilities as a member of Surf Life Saving Australia



PREPARATION

Worksheet: Rights and Responsibilities

Read and have with you the SLSA Member Safety and Wellbeing Policy

Organise for parents to be in attendance during session

Whiteboard and markers (optional)

Butcher paper and markers (optional)



IMPORTANT

If you are not confident discussing the personal safety topics in this lesson, identify and bring in somebody who can help, i.e. teacher, club captain, club president, police officer etc.



Discuss

Start by explaining to participants and parents that a lifesaving club is a place where everyone should feel welcome and safe.

Discuss with participants the following parts of the Member Safety and Wellbeing Policy:

- Codes of conduct

- Rights and responsibilities

- Equality, Discrimination & Anti harassment

Discuss with the participants these areas in relation to:

- What does the policy say?

- Why is it important?

- What does it mean for the participants?

- What does it mean for the parents?

- What does it mean for the surf club?

Ask the participants if they have any questions and discuss any issues that may arise from the policy.

This is a good time to discuss any specific codes of conduct (or rules) that your surf club might have on top of this policy.



Activity 1

Ask the participants to complete the 'Rights and Responsibilities' worksheet (this can be done during the lesson or after).



AGE MANAGER TIPS

Encourage parents to ask questions



LEARNING OUTCOMES

Understand how weather can effect both the beach environment and beach users
Identify natural and man-made causes of erosion and their impact of the beach environment



PREPARATION

Whiteboard and markers (optional)
Butcher paper and markers (optional)



Discuss

Ask the following questions to generate a discussion on weather:

What is weather? (It's a description of what's happening with the air, sun, rain and wind at any given time)
What type of weather do we get in this part of the country?

How can the weather affect the role of lifesavers at the beach? (numbers of people i.e. sunny = more, wet = less; cold water, more chance of people getting cold; large waves, more dangerous; storms, put dangerous debris into the water etc)

How can we be prepared for different weather conditions? (sun protection, wet weather equipment, appropriate warning signage etc)



Activity 1

Take the participants on to the beach and have them face the water and describe what the waves look like. Ask participants:

Are they heavy dumping waves?
Are they gentle spilling waves?

Describe both to them (dumping waves will curl over and dump forcefully, gentle waves will spill slowly)

Ask the participants to pick up a handful of sand and study it in detail in their hands

Ask them to describe what they find in the sand or what they think it is made of? (may identify broken shells, crab fragments, purple fragments from barnacles etc)

Have the participants open their fingers and let the sand drop to the beach. While they are doing this mention how easy sand is to move and manipulate on a beach (as easy as it is to falls through their fingers).



Discuss

Ask the participants the following questions:

What impact might waves have on the beach/dune environment? (heavy dumping waves – take/erode sand from the beach; gentle spilling waves – return the sand to the beach)

Can you see any signs of erosion on the beach? (look for eroded rock platforms or cliff faces, eroded dunes, areas of steep beach etc.)

Can you think of any other ways erosion can be caused? (wind shapes rocks and cliffs etc), human development, walking over dunes etc)

What impact do humans have on the coast/sand dunes (tramping over them, weeds, car parks, building to close to beach etc)

Finish the lesson by discussing ways in which we can protect our coastline/sand dunes. (Don't walk over sand dunes, join a dune care group, fence off dunes, don't build so close to beach etc)



LEARNING OUTCOMES

Identify the consequences of not being sunsmart
Identify what skin cancer is and what causes it



PREPARATION

Organise fact sheets on skin cancer (melanoma)
Organise a guest speaker from the Cancer Council or your local equivalent
Whiteboard and markers (optional)
Butcher paper and markers (optional)



Discuss

Recall the Sunsmart Guidelines.

Slip, Slop, Slap, Wrap, Slide (or your state equivalent slogan)

Discuss with the participants the consequences of not being sunsmart. (get burnt, skin cancer, melanoma etc.)



Info Box

SKIN CANCER

What is skin cancer?

Skin is made up of cells

Skin Cancer is when cells become cancerous, i.e. after exposure to ultraviolet (UV) radiation

What is melanoma?

Form of skin cancer that starts from melanocytes skin cells

Can occur anywhere on the body, even between the toes

Grows quickly

If not treated can spread to lower skin cells and then carried to other parts of the body

What causes melanoma?

Develop due to overexposure to UV radiation from the sun

Related to short intense episodes of sunburn in childhood as well as long term exposure over a number of years Each time unprotected skin is exposed to UV it changes the structure of the cells

How common is melanoma?

Australia has the highest rate of skin cancer in the world.

One in two Australians will develop some form of skin cancer during their lifetime.

Melanoma is more common in people with fair complexions as their skin pigment offers less protection against UV radiation than people with darker skin (for example, Australian Aborigines and Torres Strait Islanders). Melanoma is diagnosed most often in older adults, but it also occurs in younger adults and occasionally in teenagers.



Discuss

Discuss skin cancer with the participants by using the information above.



Activity 1

Ask the participants if they have any stories about sunburn and skin cancer that they would like to share with the group

Use these stories to highlight the impact of skin cancer on the lives of people and draw the stories back to the Sunsmart Guidelines.



LEARNING OUTCOMES

Recognise that staying fit and healthy is important as a lifesaver
Identify ways to stay fit and healthy during junior activities



PREPARATION

Worksheet: Food Pyramid
Whiteboard and markers (optional)
Butcher paper and markers (optional)



IMPORTANT

If you are not confident discussing the personal safety topics in this lesson, identify and bring in somebody who can help, i.e. teacher, club captain, club president, police officer etc.



Discuss

ways you can stay fit and healthy as a lifesaver – write these up on a whiteboard or piece of butchers paper.
Pick out single ideas from the list of answers and focus on them individually
Ensure you focus on the following:

Nutrition

Discuss the food pyramid (Good foods and bad foods, energy foods etc)
What kind of meal should you have for breakfast before coming to juniors to ensure you can participate to the full extent? (large meals, carbohydrates)
What can you do during a session to remain energised? (Stay hydrated, eat small energy snacks etc)

Warm up/down and Stretching

Discuss the value of warming up, warming down and stretching
Gets blood flowing and raises body temperature
Desirable to have muscles, ligaments and joints experience the functional range of motion of the activities
Helps get you mentally ready for exercise
Demonstrate a number of stretches participants can do before exercise and discuss what muscles the stretches are working

Regular exercise

Discuss the value of keeping fit outside of juniors (keeps you healthy in your personal lives, makes you feel better etc)
Discuss the different ways in which you can exercise to keep fit and healthy (sports, running, swimming, games, being outside more, less video games etc)



Activity 1

Finish this lesson by playing a non-surf life saving game/activity for 10min, i.e. beach soccer.



LEARNING OUTCOMES

Identify the four different types of rip currents
Identify how to manage rips in a beach environment
Identify how to use rip currents to assist in surf swimming and rescues



PREPARATION

Picture/poster of a rip
Water safety personnel (1:5)
Life jackets

Whiteboard and markers (optional)
Butcher paper and markers (optional)



Discuss

Discuss what a rip is by starting with how they are formed
Water that has come to the beach in waves needs a way back out to sea, as the water moves out to sea it creates a trench that channels the water.
Explain each of the below factors to help identify a rip:
Darker colour due to the water being deeper
No waves breaking when there are waves breaking on either side



Discuss

Discuss inshore drifts, holes and feeder currents and how they add to the dangers of rip currents (they are found near rips and will feed water into the rip, they can also have a strong current that pulls you into the rip)
Discuss the four different types of rips that can be found on a beach.



Info Box

DIFFERENT TYPES OF RIPS

Permanent – remains in same spot for many years
Fixed – long established hole/gully, last for months
Flash – temporary, maybe due to large surf build up in short time
Traveling – moves along the beach



Discuss

Ask the participants how they can use their knowledge of rips in a positive way while at the beach or during a patrol (locate and monitor them, communicate the danger to beach users, put up signage near them, educate friends/family while at beach)



Discuss

Ask the group if they know when a rip can be used in a positive way.
Can use it to swim out through the surf fast
Handy if needing to perform a fast rescue
Remind the participants that if using a rip to conduct a rescue then they shouldn't try swimming the patient back to shore – instead they should signal for assistance.



Activity 1

Do you have the required amount of water safety personnel (1:5), a competent group, life jackets and a working rip on the beach? If so:
Have each participant wear a lifejacket (if you only have a small amount of life jackets you can split the participants into smaller groups)
Take your group to the edge of the rip
Explain you are going to enter the rip and float out to sea or to the 'head' of the rip
Once out the back you can try a short swim against the rip to see how hard it is
Then swim parallel to the beach and catch a wave to the shore
Finish by discussing the experience



AGE MANAGER TIPS

Ask a long serving club member to discuss the types and regularity of rips at your beach



LEARNING OUTCOMES

Identify the role of the body's circular system, skeletal system, respiratory system and nervous system.
Understand how the body's major organ systems relate to First Aid scenarios



PREPARATION

SLSA Training Manual
Whiteboard and markers (optional)
Butcher paper and markers (optional)

Award Delivery Options

From the age of 11 a junior member in surf life saving can work towards obtaining a Basic Emergency Care Certificate. One of the three units that make up this award is Anatomy and Physiology (The others are Resuscitation and Basic First Aid). As an age manager you have two options for the delivery of Anatomy and Physiology to your 11 year old participants:

Option 1 – Deliver a basic single lesson on Anatomy and Physiology (lesson plan provided on this page)

Option 2 – Deliver this lesson as part of guiding your participants through a Basic Emergency Care Certificate through the season

- (A) Have a qualified trainer deliver an initial lesson on Anatomy and Physiology
- (B) During the season conduct further lessons with your participants to work on the knowledge learnt in the initial session
- (C) When the participants are ready for assessment for the Basic Emergency Care Certificate (towards the end of the season) get a qualified assessor to conduct an assessment session.

LESSON



Discuss

Discuss the following human body organ systems.



Info Box

CIRCULATORY SYSTEM

The heart is the central organ that pumps blood to the lungs and the rest of the body
Example first aid cases: Resuscitation/CPR (compressions try to restart the heart so it can pump blood), Heart Attacks (heart stops pumping blood), Cuts and abrasions (heart pumps the blood through the body and out through cuts etc)

RESPIRATORY SYSTEM

This includes airways (larynx) and the lungs. This system is important for taking in oxygen to fuel muscle potential through breathing.
Example first aid cases: Resuscitation/CPR (trying to get air into the lungs to keep system working), Choking (lungs are starved of air by blocking of airway), Anaphylactic (throat can swell and restrict air to the lungs)

SKELETAL SYSTEM

Your skeleton (bones) protect your major organs from being damaged
Your spine provides flexible support to the body and protects the spinal cord. The spinal cord is essential for allowing messages to travel from the body to the brain.
Example first aid cases: Broken bones (the bones break, fracture etc), Spinal (vertebrae pops/slips, back breaks/fractures and effects the spinal cord)

NERVOUS SYSTEM

The brain, through the spinal cord and nerves, controls every part of the body.
Example first aid cases: Concussion (head takes a hard knock and shakes up the brain/the brain swells and puts pressure on the skull)



Activity 1

Ask participants to draw a body on butcher's paper and explain where the main systems are located.



Discuss

Finish the lesson by asking the participants two questions that relate this lesson to surf life saving:
What are you doing when you breathe into a patient? (Providing air to the lungs)
What colour of blood will be present if you cut an artery? (Bright red blood due to high oxygen content)



LEARNING OUTCOMES

Identify the principles of DRSABCD
Recognise and manage basic patient management techniques



PREPARATION

Whiteboard and markers (optional)
Butcher paper and markers (optional)
First Aid equipment/kit
Any injury props (if available)

Award Delivery Options

From the age of 11 a junior member in surf life saving can work towards obtaining a Basic Emergency Care Certificate. One of the three units that make up this award is Basic First Aid (the others are Resuscitation and Anatomy and Physiology). As an Age Manager you have two options for the delivery of Basic First Aid to your participants:

Option 1 – Deliver a single lesson on Basic First Aid (lesson plan provided on this page)

If you are qualified trainer or lifesaver the lesson would be delivered by you. If you are not qualified you would need to find a qualified bronze lifesaver or trainer to deliver the lesson.

Option 2 – Deliver this lesson as part of guiding your participants through a Basic Emergency Care Certificate through the season

- (A) Have a qualified trainer deliver an initial lesson on Basic First Aid
- (B) During the season conduct further lessons with your participants to practice the skills and knowledge learnt in the initial session
- (C) When the participants are ready for assessment for the Basic Emergency Care Certificate (towards the end of the season) get a qualified assessor to conduct an assessment session.

LESSON



IMPORTANT

Have a qualified trainer or lifesaver deliver the lesson on First Aid.
The lesson should be delivered from the SLSA Training Manual as there is not enough room in this lesson plan to provide the necessary instruction.
This lesson plan is a basic overview of what should be taught in a one off First Aid lesson – not to be used as a lesson for instructing for the First Aid component of the Basic Emergency Care certificate.



Discuss

Discuss the following areas:
Hygiene – Minimising the risk of infection
DRSABCD Flow Chart



Demonstrate

Discuss and demonstrate how to treat the following First Aid instances:
Cuts and abrasions
Bleeding from the nose
Sprained muscle ligaments, i.e. sprained ankle
Sunburn
Cramping
Fainting
Shock
Needle-stick injuries
Treatment of bleeding: arterial and venous



Activity

Split the participants into pairs/small groups and have them practice the First Aid treatments
Use props to simulate injuries and to make the scenarios more realistic and fun.
Set up simple scenarios.



AGE MANAGER TIPS

If you have a large group split this lesson over a number of weeks focusing on 2 or 3 injuries at a time
Lifesaving competitors will be a great help with creating scenarios/injuries



LEARNING OUTCOMES

Perform cardiopulmonary resuscitation (CPR) techniques



PREPARATION

Qualified trainer or lifesaver
Resuscitation training equipment and disinfectant
Worksheet: DRSABCD Flowchart

Whiteboard and markers (optional)
Butcher paper and markers (optional)

Award Delivery Options

At the age of 11 a junior member in surf life saving can work towards obtaining a Resuscitation Certificate and a Basic Emergency Care Certificate. As an Age Manager you have two options for the delivery of resuscitation to your participants:

Option 1 – Deliver a single lesson on Resuscitation (lesson plan provided on this page)

If you are qualified trainer or lifesaver the lesson would be delivered by you. If you are not qualified you would need to find a qualified bronze lifesaver or trainer to deliver the lesson.

Option 2 – Guide your participants towards a Resuscitation Certificate and/or Basic Emergency Care Certificate through the season

- (A) Have a qualified trainer deliver an initial lesson on Resuscitation
- (B) During the season conduct further lessons with your participants to practice the skills and knowledge learnt in the initial session
- (C) When the participants are ready (towards the end of the season) get a qualified assessor to conduct an assessment session.

Note 1: Some participants may have already obtained their Resuscitation Certificate in a previous season. These participants can be used to help out with the training and will need to complete a resuscitation proficiency to keep their award current.

Note 2: Participants are required to be at the same level of competence in resuscitation for the Basic Emergency Care Certificate as they are for the Resuscitation Certificate.

LESSON



IMPORTANT

Have a qualified trainer or lifesaver deliver the lesson on Resuscitation. The lesson should be delivered from the SLSA Training Manual as there is not enough room in this lesson plan to provide the necessary instruction. This lesson plan is a basic overview of what should be taught in a one off resuscitation lesson – not to be used as a lesson for instructing for the resuscitation certificate.



Discuss

Have discussions on areas such as
Hygiene – Minimising the risk of infection
The Chain of Survival
DRSABCD Flow Chart
When to start CPR
Rates for CPR



Demonstrate

Discuss and then demonstrate
One person patient assessment
Mouth to mouth and mouth to nose rescue breathing techniques as part of CPR
Procedures for managing patients after CPR



Activity 1

Have participants get into small groups (depending on the number of manikins you have available) and practice resuscitation
Provide scenarios to the groups to use as starting points for practicing



Discuss

Finish the lesson by getting together as a group and discussing any issues, thoughts and feelings that have come out of the session. Basic Emergency Care Certificate: Anatomy and Physiology, Basic First Aid and Resuscitation



AGE MANAGER TIPS

Split this lesson into multiple lessons if you have large groups to make more effective.



LEARNING OUTCOMES

Demonstrate the following signals: message understood; attract attention; message not clear, repeat; pick up swimmers



PREPARATION

Orange and blue communication flags (optional)
Water Safety Personnel (1:5)



Discuss

Start the lesson by recalling and having the participants demonstrate the following signals:

- Return to shore – one arm held vertically above the head
- Proceed further out to sea – two hands held vertically above head
- Go to the left – one arm held out parallel to the ground
- Go to the right – one arm held out parallel to the ground
- Remain stationary – two arms held at arm's length, parallel to the ground



Activity 1

Play a quick game of 'You want me where?' – Non-elimination.



Info Box

Game instructions: You want me where?

Participants stand facing you

You give a signal and the participants then follow the instructions of the signal:

- Return to shore – Move towards you
- Proceed further out to sea – Move away from you
- Go to the left – Move to their left
- Go to the right – Move to their right
- Remain stationary – stop and stand still



Activity 2

Demonstrate and explain the following signals and ask the participants to demonstrate them back to you:

- Message understood – one arm held stationary above the head and cut away quickly
- Attract Attention – wave both arms to and fro crossing above the head
- Message not clear – wave one arm to and fro above head
- Pick up swimmers – point in direction of swimmer the other hand to be waved in a circular manner around the head



Activity 3

Ask the participants to pair up and carry out the following activity under the watch of water safety personnel. Remind the participants that the signaler and receiver both need to use message understood when necessary.

Have one partner to stand at waters edge (who will be the receiver) and one partner (the signaler) to stand facing their partner 10m up the beach

- Ask the signaler to instruct the receiver using the following signals:
 - Attract attention of partner
 - Send partner out into knee deep water
 - Ask the receiver to reply
 - The message is not clear
 - Ask the signaler to
 - Send partner out into knee deep water
 - (When receivers are in knee deep water) Send partner to the left
 - Send partner further out to sea
 - (When receivers are in knee deep water) Send partner to the right
 - Partner to return to shore

Once the first partner has completed the exercise have them swap positions



AGE MANAGER TIPS

Pass around a set of communication flags during the exercise so participants get an opportunity to experience them



ASSUMED KNOWLEDGE

This lesson assumes participants have acquired previous knowledge from earlier awards: **Signals (Surf Safe 1, Lesson 7)**



LEARNING OUTCOMES

Identify the role of a beach patrol

Identify the role of lifesavers during a patrol



PREPARATION

Organise this lesson to occur when a patrol is setting up



Activity 1

Ensure a patrol is operating on your beach and approach the patrol captain to discuss patrols with your participants (if a patrol does not operate during junior activities, find another patrolling member to lead this lesson)

Introduce the group to the patrol captain and ask them to explain the role of a patrol:

What are the roles of people on a patrol?

When do patrols occur?

What happens before the patrol begins?

What equipment is used on a patrol and why?

Show the participants this equipment

What types of things happen on a patrol?

What are the most fun parts of being on a patrol?

Have the participants ask the patrol captain any questions they may have.



AGE MANAGER TIPS

If it's a quiet day on patrol you might be able to split the participants up and allocate them to a lifesaver each to deliver this lesson.



LEARNING OUTCOMES

Attempt or perform rolling under a wave on a board



PREPARATION

Nipper Boards
Water Safety Personnel (1:5)



IMPORTANT

If you are not confident coaching the skills in this lesson bring in a surf sports athlete or coach to help deliver the lesson. Discuss the surf conditions and safety considerations before entering the water.



Coaching Points

ROLLING UNDER A WAVE ON A BOARD

As wave approaches move forward and grab front handles while lying along the board
Just before the wave hits roll the board over and hold on tight
While under water keep your body parallel to the board and pull board forward and down as the foam hits
After wave has passed turn the board back over
Get back on the board and quickly start paddling



Demonstrate

Draw the shape of a board in the sand
Demonstrate to the participants the technique for rolling a board while talking them through the steps
When you get to the part where you roll over you will just pretend to have the board come over top of you etc
This demonstration can be fun when the participants start getting all sandy.



Activity 1

Position the participants in a semi circle and ask them to draw the shape of a board in the sand
Ask participants to position themselves on their board as if they were paddling.
Talk the participants through rolling a wave and ask them to demonstrate what they should do.
Tell them that a wave is approaching (they need to move forward on the board)
Tell them that the wave is about to hit them (they roll over holding the board)
Tell them the wave has passed them (they roll the board back over, get back on and start paddling again)



Activity 2

Turn the first activity into a game
Have the participants start by pretending to paddle their board
When you say 'WAVE' they need to roll over onto their backs
When you say 'BOARD' they roll over and start paddling again
Start by calling them out slowly, then speed it up so they are rolling all over the place.



Demonstrate

Line up the participants on the waters edge and demonstrate how to roll a wave.



Activity 3

Have participants practice their skills in small waves in an area close to shore and marked out by Water Safety Personnel.



AGE MANAGER TIPS

If you do not have enough boards get the participants to partner up.



ASSUMED SKILLS

This lesson assumes participants have acquired previous skills from earlier awards: **Positioning on a board and basic paddling technique (Surf Aware 2, Lesson 10), Entering the surf and bunny-hopping with a board (Surf Safe 1, Lesson 10), Sitting over a wave and paddling through a wave (Surf Safe 1, Lesson 10), Exiting the water with a board (Surf Safe 2, Lesson 10), Catching a broken and un-broken wave (Surf Safe 2, Lesson 11)**



LEARNING OUTCOMES

Recognise how a board can be used to secure and support a conscious patient
Demonstrate the skills required to secure and support a conscious patient



PREPARATION

Nipper Boards (1 between 2)
Water Safety Personnel (1:5)



IMPORTANT

If you are not confident coaching the skills in this lesson bring in a lifesaver or trainer to help deliver the lesson. Discuss the surf conditions and safety considerations before entering the water.



Coaching Points

BOARD RESCUE BASIC STEPS

Aim to keep the board on the shoreward side of the patient
Straddle the board slightly towards the back
Tell the patient to reach across and take hold of the handgrips
Grab the patient's nearest leg to pull the patient onto the craft
Put the patient on the board with the patients assistance
Take a paddling position between the patient's legs, turn the craft around and paddle towards the shore
Make sure on your return to shore that the rescuer does not catch any unbroken waves as there is a risk of loosing their patient.
When you reach the shore, signal for assistance required if necessary.



Demonstrate

Take the participants into knee deep water accompanied by water safety personnel.
Choose a confident participant to help with the demonstration
Demonstrate a board rescue by following the board rescue basic steps



Activity 1

Instruct the participants to pair up, one board per pair if available (if there is not enough boards then make bigger groups in multiples of 2).
Have participants practice board rescues in small waves in an area close to shore and marked out by Water Safety Personnel



AGE MANAGER TIPS

Let the participants know that this rescue technique is also the technique for board rescue competition – so they can try practicing it at speed once they have mastered the correct lifesaving technique.



ASSUMED SKILLS

This lesson assumes participants have acquired previous skills from earlier awards: **Positioning on a board and basic paddling technique (Surf Aware 2, Lesson 10), Entering the surf and bunny-hopping with a board (Surf Safe 1, Lesson 10), Sitting over a wave and paddling through a wave (Surf Safe 1, Lesson 10), Exiting the water with a board (Surf Safe 2, Lesson 10), Catching a broken and un-broken wave (Surf Safe 2, Lesson 11)**



LEARNING OUTCOMES

Attempt or perform diving under waves



PREPARATION

Water Safety Personnel (1:5)



IMPORTANT

If you are not confident coaching the skills in this lesson bring in a surf sports athlete or coach to help deliver the lesson. Discuss the surf conditions and safety considerations before entering the water.



Discuss

Recall the swimming techniques for negotiating surf (surf swimming techniques).



Coaching Points

DIVING UNDER WAVES

Dive deep under waves

If you can reach the bottom, grab hold of sand with hands

In deep water, do not use extra energy trying to reach the bottom; instead duck dive to just below the turbulence

Wait for the wave to pass and then push or kick to the surface (off the bottom if possible)

When you reach the surface, check ahead to locate the next wave and continue swimming out to sea



Activity 1

You don't need large surf to practice this skill.

Organise participants into small groups of about 10

Have the participants move out to waist deep water under the supervision of water safety personnel

On your instruction they can practice diving parallel to the beach for 15m – the focus should be on grabbing hold of the sand with their hands and kicking off the bottom.

Repeat this activity until all groups have the hang of it



Activity 2

Organise participants into small groups of about 10

Ensure the water safety personnel are placed throughout the surf

Send groups to swim out past the surf zone practicing their diving under waves

When they get out the back they can rest and return to shore

Mix this activity up by organising teams and conducting relays (other surf swimming skills will also come into play)



AGE MANAGER TIPS

If some participants are not as confident in the large surf as others set a shorter and safer course for them.



ASSUMED SKILLS

This lesson assumes participants have acquired previous skills from earlier awards: **Wading and dolphin-diving (Surf Aware 1, Lesson 10), Body surfing (Surf Aware 2, Lesson 10), Surf swimming techniques (Surf Safe 2, Lesson 12)**



LEARNING OUTCOMES

Develop a beach sprint arm and leg drive technique



PREPARATION

Marker cones



IMPORTANT

If you are not confident coaching the skills in this lesson bring in a surf sports athlete or coach to help deliver the lesson.



Coaching Points

BEACH SPRINT ARM AND LEG DRIVE

Point feet straight ahead and place them in a straight line

Maintain high knee lift

Bend elbows at 90 degrees

Hold hands slightly clenched

Swing hands to eye level on forward swing

Lean body slightly forward and relax arms, body, shoulders and head

Hold head steady in normal position looking 20–40 metres down the track



Demonstrate

Move to an area that has a hard surface (i.e. grass) and demonstrate a strong arm and leg drive technique while talking the participants through what you are demonstrating.



Activity 1

While on a hard surface ask participants to walk using the technique just learnt. Keep repeating the exercise increasing the speed each time.



Activity 2

Move to the beach and ask participants to repeat the exercises on the sand



Activity 3

As this lesson is on arm and leg DRIVE this is a good time to set up some beach sprints that require the participants to sprint as fast as they can over short distances.

Set up five lines 10 metres apart marked lines in the sand and by marker cones

The idea of this activity is to start the participants on one of the end lines and have them jog to the first line, when they get to the line they sprint as hard as they can to the next line, then jog to the next line and finish by sprinting to the last line.

This exercise will help participants focus on using arm and leg drive while sprinting between lines

In manageable groups have participants line up on the start line

Use 'Take your marks' – 'Get set' – 'Go!' to have participants practice their skills and really drive themselves off the mark each time.

Repeat for up to 10 times until the skills become second nature



AGE MANAGER TIPS

Repeat technique points during the exercise so they can remember them and adjust as necessary.



ASSUMED SKILLS

This lesson assumes participants have acquired previous skills from earlier awards: **Standing beach sprint starts (Surf Aware 1, Lesson 11), Basic beach sprint running technique (Surf Aware 2, Lesson 11), Crouching beach sprint starts and finishes (Surf Safe 2, Lesson 13)**



LEARNING OUTCOMES

Identify different beach flags race strategies



PREPARATION

Flags for game: Either (1) 4 different coloured flags, or (2) 4 different safe objects
Marker cones



IMPORTANT

If you are not confident coaching the skills in this lesson bring in a surf sports athlete or coach to help deliver the lesson.



Coaching Points

BEACH FLAGS BROKEN DOWN

Start

Speed in turn
Keep low throughout turn
Strong leg and arm action

Middle

Quick decisions need to be made on which flag you will go for
Quickly move in front of a competitor if possible
Keep a low body position in relation to your opponent

End

Keep eyes on flag
Dive with hands stretched right out
Grasp firmly and bring to body



Discuss

This lesson is designed to get participants thinking about how they compete in beach flags and why they do it. Discuss with the participants the simplicity of a beach flags race when it's broken down.

Question the participants on their beach flags strategy:

- Which flag do you usually go for?
- Why do you go for that flag?
- Which is the best flag to go for?



Activity 1

Set up a start and finish line using marker cones and lines in the sand
Explain the instructions for the game of 'Strategy Flags' to them.



Info Box

GAME INSTRUCTIONS: STRATEGY FLAGS

There will be eight participants in each group and eight flags every start
The flags will be in 4 different groups of 2 (by either colour or shape or object)
Each of the different flags has a different points value (i.e. 2 x white flags = 20 points, 2 x black = 15 points, 2 x blue = 10 points, 2 x green = 5 points)
The aim of the game is to be the first to reach 100 points exactly
You will need to think about what colour you want and then when you turn you will need to spot it and go for it quickly
First to reach 100 points exactly wins.
If you go over 100 points then the next round the value of your flag will be subtracted from your score (i.e. if you are on 105 you need to get a flag valued at 5 to win)
If you go below 100 then the next round your points will go up again and so forth.
Sort participants into groups of eight and have the first group line down on the start line
Have the rounds start on your commands 'Heads Down' and then 'Go'
Ensure the flags are moved into random positions every round.



AGE MANAGER TIPS

Use paint to colour code the flags or use other equipment such as tennis balls, soft plastic ducks etc



ASSUMED SKILLS

This lesson assumes participants have acquired previous skills from earlier awards: **Beach flags starting technique (Surf Aware 1, Lesson12), Beach flags diving technique (Surf Aware 2, Lesson 12)**

JUNIOR SURF SPORTS – COACHING POINTS



The Junior Development Resource identifies a number of lessons to teach specific junior surf skills at each age group that allows for skill progression through junior surf. These lessons ensure a junior receives instruction on each of the specific surf skills during their time as a junior.

During the junior surf season – on any given day – you may be required to teach a number of junior surf skills to your age group that are not provided for in the lesson plans for your age group. In this section you will find the complete simplified coaching points for every junior surf skill, however, there are no lesson plans here for the instruction of these lessons (these are found in their relevant Age Guide).

Please refer to the SLSA Junior Coaching Manual for further information on coaching junior surf skills including activities and games.



LAND BASED ACTIVITIES

Beach Sprint

Standing start (recommended for U8-U10 years)

- Toes on line
- Dig small starting blocks in the sand for both feet
- Body position leaning forward, weight on front foot
- Knees slightly bent
- On 'go' drive forward off front foot

Crouch Start (U11-U14 years)

- Take the 'on your mark' position
- Hand positions slightly more than shoulder width apart
- Thumb and forefingers (form a bridge) on start line
- Front foot approx 30cm back from start line
- On 'set' lift hips to slightly higher than the shoulder height, rotate shoulder forward and ensure weight is on the hands
- Eyes looking 20-30 centimetres down track for 'ready' position
- On 'go' explosive movement off front foot
- Keep low with head down for up to 10m
- Come to upright sprinting position

Running

- Point feet straight ahead and place them in a straight line
- Maintain high knee lift
- Bend elbows at 90 degrees
- Hold hands slightly clenched
- Swing hands to eye level on forward swing
- Lean body slightly forward and relax arms, body, shoulders and head
- Hold head steady in normal position looking 20-40m down the track

Finish

- Head back, lean forward from hip so chest crosses the line first
- Do not dive across line

Relay transitions

- The actual running style for relay races is the same as for Beach Sprint
- Incoming runner hold baton up early
- Outgoing runner to form a 'V' with hands and look through 'V' at the baton
- Focus only the baton, not on other teams or runners
- Incoming runner to keep slightly to one side of track on changeover
- Accelerate onto baton – try to take at top speed
- Outgoing runner to take baton in centre of track
- Take baton as close to the changeover line as possible

Beach Flags

Turning

- On 'go' keep turning foot on start line
- Keep head and shoulders low throughout turn
- Push backwards and upwards towards the flag
- Use vigorous arm and leg action

Running

- Keep a low body position
- Lean body forward
- Drive with arms and legs
- Quickly move in front of a competitor if possible

Diving for Flag

- Dive low for the flag
- Keep eyes on flag
- Have both hands extended
- Grasp flag firmly and bring to body

WATER BASED ACTIVITIES

Surf Swimming

Start

- Take note of water depth and any potholes etc
- Place preferred leg forward with toes on start line and dig toes into sand.
- Place other leg back to enable stability
- On 'go' drive back leg forward and commence run to waters edge

Run to Water

- Maximum speed to be maintained
- Maintain running technique through to ankle deep/mid calf depth and then commence wading

Wading

- Swing legs out and away from midline of body
- Maintain a high knees/thighs action to clear water
- Arms swing wide for balance and to drive legs
- Stance should be upright, not leaning forward

Dolphin Diving (Porpoising)

- Commence when water is too deep to wade
- Dive forward and into the water with arms together and out stretched
- Angle your dive 45 degrees towards the bottom and dig hands into sand to prevent being dragged backwards by wave
- Bring legs/feet forward to where hands are and drive/spring 45 degrees forward and upwards with hands/arms out stretched ready to repeat dolphin dive
- When water depth becomes too deep to continue dolphin diving, commence swimming

Negotiating the Surf

- Dive deep under large waves
- If you can reach bottom, grab hold of sand with hands
- Stay down for an extra couple of seconds to allow wave to pass.

Swimming to Buoys

- Life head up on the top of a swells and look forward when taking a breath to keep on course to buoys

Turning Buoys

- Look for inside turn if possible
- Maintain speed and stroke rate
- Try to stay clear of other competitor's arms and feet

Body Surfing

- Increase stroke rate to match swell
- Keep head down
- Keep body stiff with hands out in front
- Strong fast high kick
- To breathe take a single arm stroke with one hand out in front and breathe to side

Returning to Shore

- When on the top of a swell lift your head to take regular look forward to identify finish/shore landmark

Finish

- Keep your landmark in focus
- Swim until your hand touches the sand
- Stand, wade till you can run to finish
- Finish on feet

Board Paddling

Start

- Check water entry and exit areas for the best conditions and potential hazards
- Identify a landmark for finishing
- Toes on line, preferred foot forward slightly bent knee
- Extend back foot to comfortable position in a starting block
- Eyes looking forward for a clear water entry
- Board facing correct way
- Board held in preferred hand
- Board facing 90 degrees to start line
- If windy – slightly face board position into the wind

Carrying or Dragging Board to Water

- Keep head up and look towards water entry point
- If carrying board under arm
- Hold outer rail of board or use recess grip
- Keep parallel to sand
- If dragging board
- Hold front top handle
- Keep fin out of sand

Entry into the surf zone

- Run until water reaches knee depth
- Hold board away from legs
- Lift feet above water in 'wading' motion

Bunny Hopping

- At knee depth place board on water by extending arms
 - Hold rails of board with a hand on each side, thumbs on board deck and inside hand slightly forward of other hand
 - Hand/arms to be slightly in front of body
 - Have feet staggered with the outside leg in front
 - Push forward by extending arms and driving forward with the legs •
- in a bounding (hopping) motion
- Both feet should leave and enter the water at the same time
 - The board should take the weight of the body as both legs/feet clear the water.
 - Aim to land feet next to board
 - Keep repeating motion until too deep then commence paddling

Deep water entry

If carrying board under arm:

- When at knee depth, bend forward place board on water
- Drive forward with legs and dive onto the board to begin paddling

If dragging board :

- pull the board forward and dive onto it

Body position on board

Beginners:

- Chin slightly raised
- Feet in water (act as training wheels)
- Paddle in a slow freestyle action

Non beginners:

- Lay flat in centre of board,
- find 'sweet spot' for good trim
- Knees slightly apart
- Feet can be slightly raised
- Increase paddling stroke rating
- Kicking legs from the knees to increase arm rating
- The legs should not go past vertical position when kicking
- Kick the legs outwards so that they move in as circular path
- Paddle with alternate arms and legs

Paddling Through a Broken Wave

- Approach broken wave head on at 90 degrees
- Increase paddling speed
- Arch your back up before the broken wave reaches nose of board

- Reach out and take a stroke over the broken wave with one arm
- Resume normal paddling technique

Sit over broken wave

Just before foam hits:

- Go to a sitting position about $\frac{3}{4}$ of the way back on board
- Place legs over each side and hold the back handles with both hands
- Lean back and pull on the handles to raise the nose of the board

As the foam hits:

- Lean forward with your left arm outstretched and grab the left handle
- Push the front of the board down with your chest and left hand
- Start a stroke, so as to not get dragged backwards
- When balanced start paddling

Rolling a Broken Wave

- Move forward and grab front handles while lying along the board
- Roll the board over and hold on tight
- While under water keep the body parallel to the board and pull board forward and down as the foam hits
- After wave has passed turn the board back over
- Get back on board and quickly start paddling

To Buoys and Buoy Turning

- Keep first turning buoy in focus
- Try to get an inside position
- Maintain 'trim' and balance
- Try to secure the inside turn for buoy
- Paddle wide with outside arm
- Use inside foot in water to steer

Return to Shore

- Identify finishing land mark
- Increase stroke rate to get assistance from waves (runners)
- Move forward or back on the board to adjust trim to suit surf conditions
- To catch a runner, keep chin close to deck of board
- To prevent nose diving on runner, lift chest to lift nose of board

Wave Catching

- Look behind to note where swells are
- Increase board speed as swell/wave approaches
- When on the wave paddle for at least two more strokes
- Grab back handle and slide the body back enough to prevent nose diving
- If wave reforms, move forward to normal paddling position
- Keep feet apart for balance
- Steer board to best dismount area for run to finish

Dismount

- Stay on board till knee deep water or when your hand can just touch the sand to indicate shallow depth
- Keep eyes on strap/handle
- Grab front handle
- Stand and run to finish, dragging the board
- Finish on feet in control of board
- Remember finish is judged on chest, not the board

JUNIOR SURF SPORTS – EVENTS



The skills needed to compete in junior surf sports events are taught through specific lesson plans within the Age Guides depending on the age and level of skill progression. They can also be taught through your own lessons created using the Junior Surf Skills Coaching Points found in this Age Guide or the SLSA Junior Coaching Manual.

This section provides you with a summary of the following junior surf events and associated course layouts:

- Beach Sprint
- Beach Relay
- Beach Flags
- Wade Race
- Wade Relay
- Run-Swim-Run
- Surf Race
- Board
- Board Relay
- Board Rescue
- Ironman/Ironwoman
- Cameron Relay

You can use the event summaries to:

- Gain an understanding of each junior surf sports event
- Explain the race method and rules to your participants
- Explain the course layout to your participants
- Set up a course for training/competition
- Run a surf sports competition event

You can find more detailed information on course layouts, distances and event rules by referring to the SLSA Surf Sports Manual or for the most up-to-date version see the electronic version of this manual located at www.slsa.com.au.



Beach Sprint

Age Group/Ability Level

- U8-U14 (7-13 years old)

Equipment

- Start/finish line marker poles
- Starting whistle
- Lane ropes are recommended

Starting Procedure

- On your mark = 'Ready'
- Get set = 'Set'
- Go = 'Whistle'

Safety requirements

- No more than 10 participants per race
- Clear track of any hazards (sharp shells etc)
- Ensure even beach area

Distance

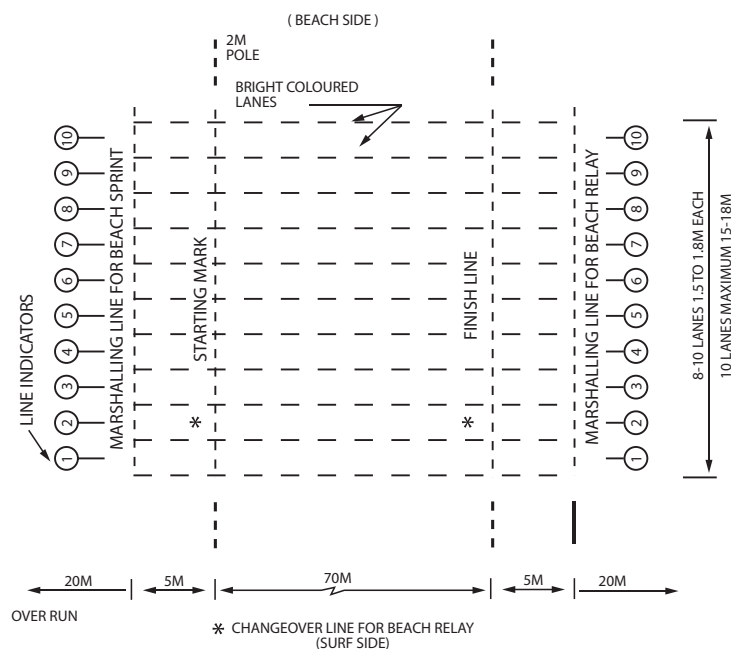
- Course length no longer than 70m

Judging

- Placing order over finish line
- Finish is judged on chest over line and on their feet
- Moving before 'go' command shall be considered a 'break' and a false start declared

Method

- Participants run from start line to finish line



Beach Relay

Age Group/Ability Level

- U8-U14 (7-13 years old)

Equipment

- Start/finish line marker poles
- 1 baton per team (300mm long/25mm diameter)
- Lane ropes are recommended

Starting Procedure

- On your mark = 'Ready'
- Get set = 'Set'
- Go = 'Whistle'

Safety requirements

- No more than 10 teams per race
- Clear track of any hazards (sharp shells etc)
- Ensure even beach area

Distance

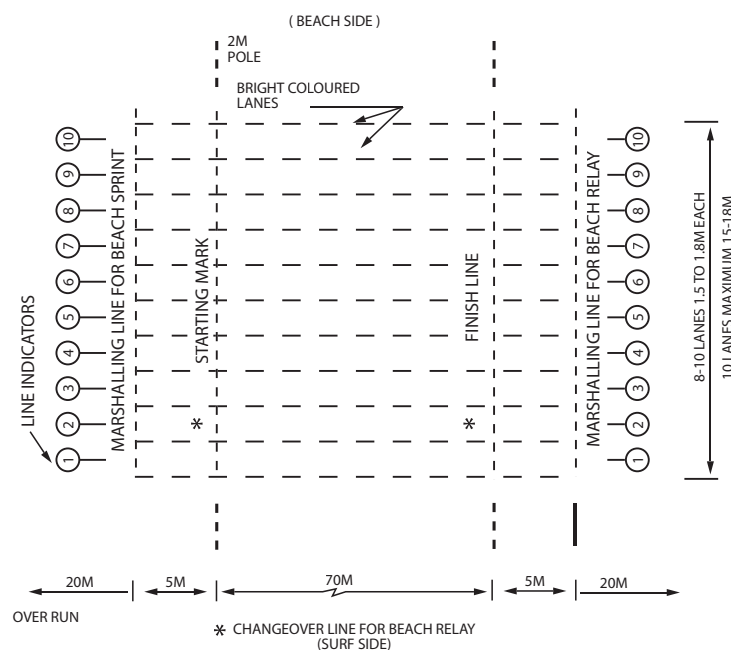
- Course length no longer than 70m

Judging

- Team of 4 with 2 members placed at either end of the track
- Baton must be handed over behind changeover line
- No part of body/hands to cross changeover line before baton has changed team
- Judges required at both ends to check changes
- Batons must be handed not thrown
- If baton dropped it can be picked up and team continues
- Finish is judged on chest of last runner over the finish line on their feet

Method

- Teams of four with two at each end
- Each member runs the course once and the race is finished when last member crosses finish line



Beach Flags

Age Group/Ability Level

- U8-U14 (7-13 years old)

Equipment

- Start/finish line marker poles
- Starting whistle
- Beach flags (300mm length/25mm diameter)

Starting Procedure

- On your mark = 'Competitors Ready'
- Get set = 'Heads down'
- Go = 'Whistle'

Safety requirements

- 10 participants per round (maximum 16)
- Clear arena of hazards (sharp shells etc)
- Ensure even beach area

Distance

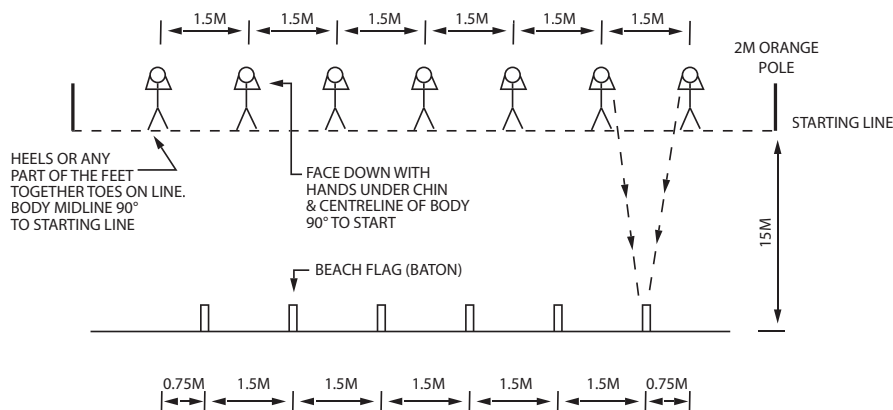
- Course distance 15m
- Flags are spaced 1.5m apart

Judging

- Chest must be flat on sand
- Dead heats are called and 2 participants will have 1 rerun
- No deliberate impedance of another participant is allowed

Method

- One less baton than participants
- Participants lie face down with toes on start line, heels together, and hands placed finger tips to wrist, with one on top of the other, with head up
- On the command 'heads down', chins are placed upon hands
- At the 'whistle' participants get to their feet, run and attempt to gain flag
- The participant that does not gain a flag is eliminated



Wade Race

Age group/Ability level

- U8 (7 years old)

Equipment

- Start Poles/ finish flags
- 3 Water Safety personnel to act as water markers
- Starting whistle

Starting Procedure

- On your mark = 'Ready'
- Get set = 'Set'
- Go = 'Whistle'

Safety Requirements

- Water Safety personnel at waist depth
- 16 participants per race (maximum)
- Head count participants at start and finish

Distance

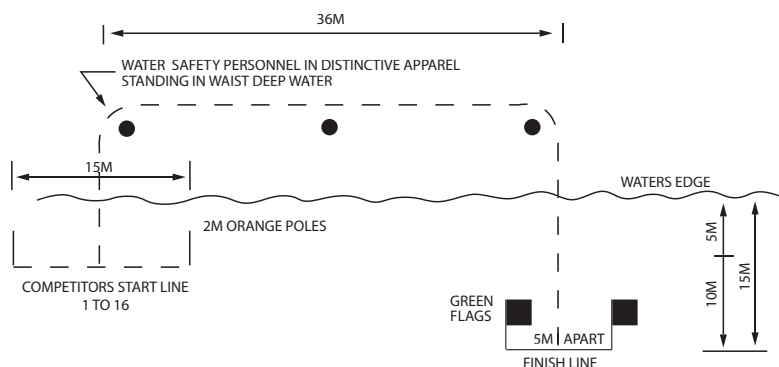
- Adjust course to suit ability/conditions
- Course no further than 15m from waters edge

Judging

- Participants must go around the outside of all water markers
- Final placing order judged on participant's chest

Method

- Participants on start line approx. 5m away from waterline
- Upon start participants wade, dive or swim around the water section of the course from left to right and return to shore to finishing line



Surf Race

Age Group/ Ability Level

- U9-U14 (8-13 years old)

Equipment

- Start poles/finish flags
- Full set of swim buoys (U11-U14)
- Two single buoys, 10m apart (U9-U10)
- Starting Whistle

Starting Procedure

- On your mark = 'Ready'
- Get set = 'Set'
- Go = 'Whistle'

Safety requirements

- 15 -20 Participants per race (maximum 32)
- Head count children at start and finish

Distance

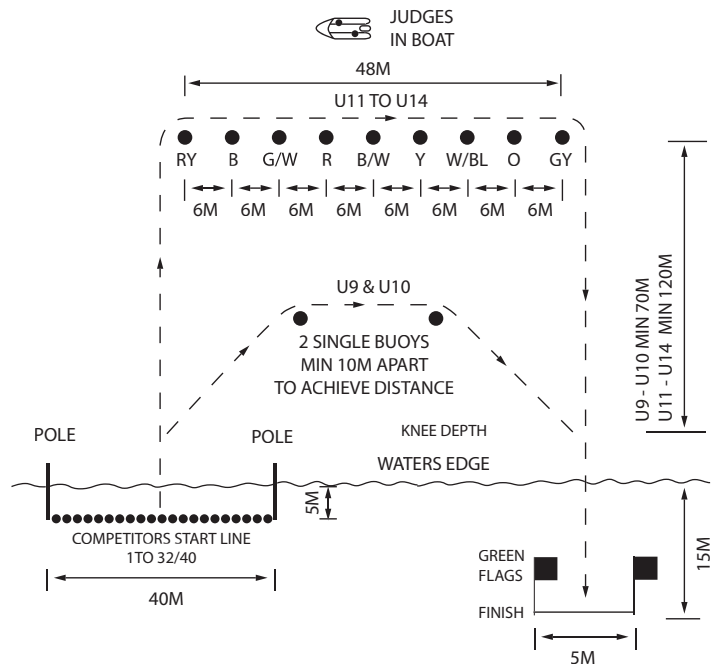
- U9-U10 - Minimum 70m
- U11-U14 - Minimum 120m

Judging

- Participants must go around outside of turning buoys
- Placing order over finish line
- Finish judged on participants chest across finish and be on their feet

Method

- Participants swim from left to right round course and return to shore and run to finish line



Board Race

Age Group/ Ability Level

- U9-U14 (8-13 years old)

Equipment

- Start poles/finish flags
- 3 buoys
- Starting whistle

Starting Procedure

- On your mark = 'Ready'
- Get set = 'Set'
- Go = 'Whistle'

Safety requirements

- 16 participants per race (maximum)
- Head count participants at start and finish

Distance

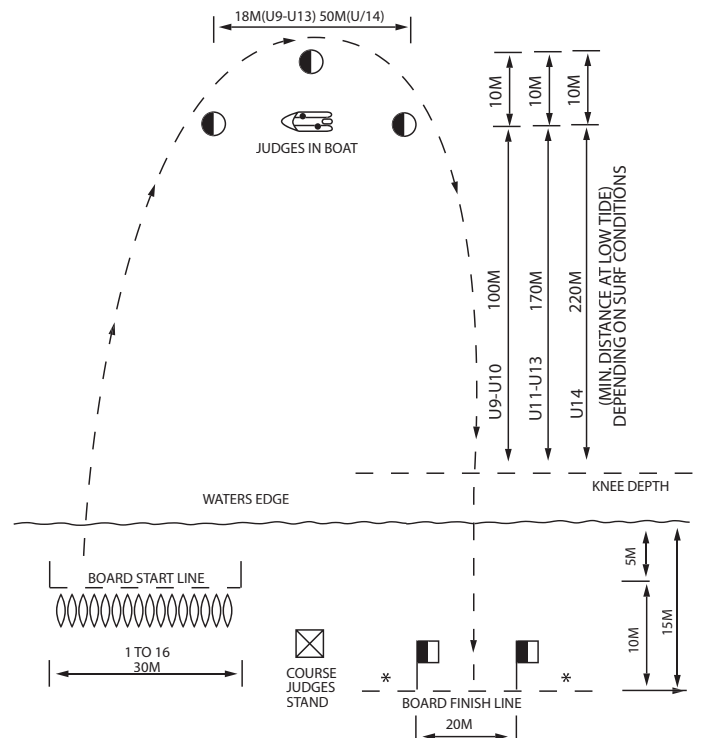
- U9 -U10 - 100m
- U11-U13 - 170m
- U14 - 220m
- Apex buoy is placed another 10m further to sea for all distances

Judging

- Placing order over finish line
- Participants must go around the outside of all marker buoys

Method

- Race starts approx 5m from waters edge
- Paddlers complete course from left to right outside of marker buoys and run up beach to finish maintaining contact with their board
- Finish is between two flags 20m apart and 15m from waters edge
- The finish is judged on the paddlers chest and they must be on their feet



LEGEND

- 2M ORANGE POLE
- BLACK & WHITE BUOYS
- BLACK & WHITE FLAG ON 4M POLE
- * FINISH FLAGS MOVED TO SUIT WIND CONDITIONS

Board Relay

Age Group/ Ability Level

- U9-U14 (8-13 years old)

Equipment

- Start poles/finish flags
- 3 buoys
- 2 turning flags

Starting Procedure

- On your mark = 'Ready'
- Get set = 'Set'
- Go = 'Whistle'

Safety requirements

- 16 teams per race (maximum)
- Head count participants at start and finish

Distance

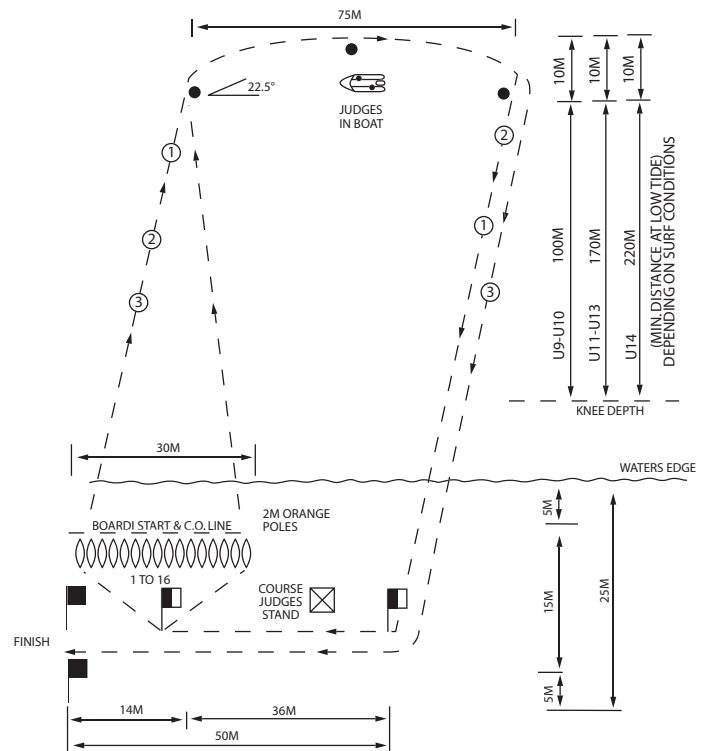
- U9 -U10 - 100m
- U11-U13 - 170m
- U14 - 220m
- Apex buoy is placed another 10m further to sea for all distances

Judging

- Placing order over finish line of final paddler (#3)
- Paddlers must go around outside all of the markers buoys
- Paddlers can lose board and swim remainder of the course after rounding last turning buoy
- Visible tags must be 'paddler to paddler' not 'paddler to equipment'

Method

- Teams consist of 3 paddlers
- First paddler completes water course, leaves board at waters edge, runs around the two marker flags and tags paddler #2 on the shoreward side of the changeover line
- Paddler #2 repeats this process and tags paddler #3
- Paddler #3 completes water course, leaves board at waters edge and runs around first turning flag and finishes race by crossing finish line in contact with board
- The finish is judged on the chest of paddler #3, who must finish on their feet.



LEGEND

- GREEN FLAG
- GREEN & YELLOW FLAG
- BLACK & WHITE BUOY

Board Rescue

Age Group/ Ability Level

- U11-U14 (10-13 years old)

Equipment

- Start poles/finish flags
- Swim buoys (full set 9 buoys)
- Starting whistle

Starting Procedure

- On your mark = 'Ready'
- Get set = 'Set'
- Go = 'Whistle'

Safety requirements

- 9 teams per race (maximum)
- Head count children at start and finish

Distance

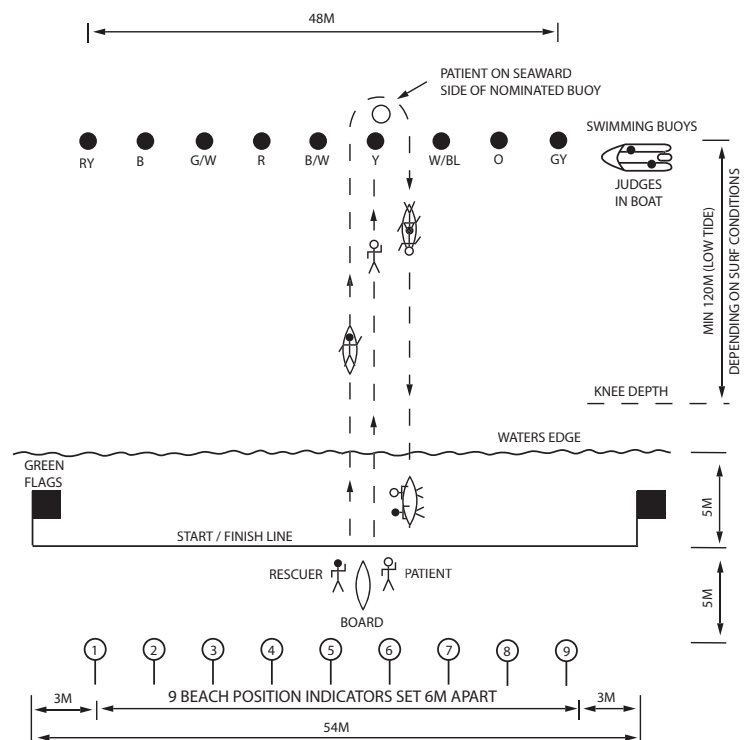
- 120m from knee depth (minimum)

Judging

- Paddlers must go from left to right around allocated buoy and be on the seaward side of the buoy when picking up swimmer
- Teams must finish between flags and in contact with the board
- Placing order over finish line

Method

- Teams consist of 1 swimmer and 1 board paddler
- On start signal swimmers race to allocated buoy, and signal arrival by raising arm
- Board paddler begins at swimmers signal
- On reaching swimmer, paddler picks swimmer up ensuring that they are on the seaward side of the buoy and then rounds buoy from left to right
- Team jointly paddles back to shore and runs up beach to finish
- Paddler and swimmer finish between flags, both in contact with the board and on their feet



Ironman/Ironwoman Race

Age Group/ Ability Level

- U11-U14 (10-13 years old)

Equipment

- Start poles/finish flags
- 2 Turning flags
- Full set of swim buoys
- 4 buoys (board)
- Starting Whistle

Starting Procedure

- On your mark = 'Ready'
- Get set = 'Set'
- Go = 'Whistle'

Safety requirements

- 16 participants per race (maximum)
- Head count children at start and finish
- Handlers may be required to clear boards ASAP if board is first leg of event

Distance

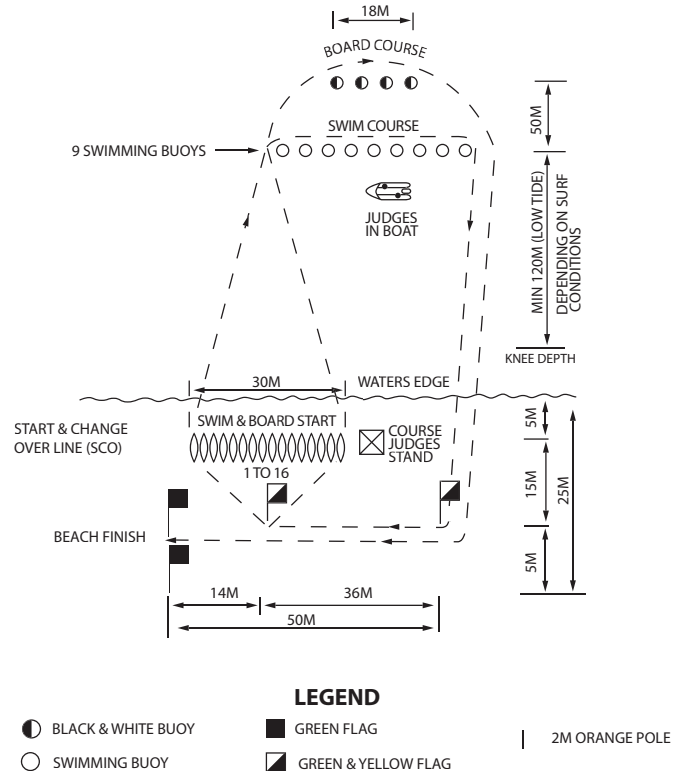
- Swim – 120m (min)
- Board – 170m (min)

Judging

- Participants must go around outside all buoys/markers
- Placing order over finish line

Method

- The order of legs (swim and board) shall be drawn by ballot
- The participants either swims or paddles around the swim or board buoys, returns to beach, runs around both turning flags
- Re-enters the water and completes the last leg by swim or board
- Leaves water, runs around first turning flag and runs to finish between the two finish flags
- The finish is judged on participant's chest and they must be on their feet when they cross the finish line



Cameron Relay

Age Group/ Ability Level

- U11-14 (10-13 years old)

Equipment

- Start poles/finish flags
- 2 Turning flags
- Full set of swim buoys
- 4 buoys (board)
- Starting Whistle

Starting Procedure

- On your mark = 'Ready'
- Get set = 'Set'
- Go = 'Whistle'

Safety requirements

- 16 Team (maximum) per race
- Head count participants in and out of water including start and finish
- Handlers will be required to clear boards from water ASAP

Distance

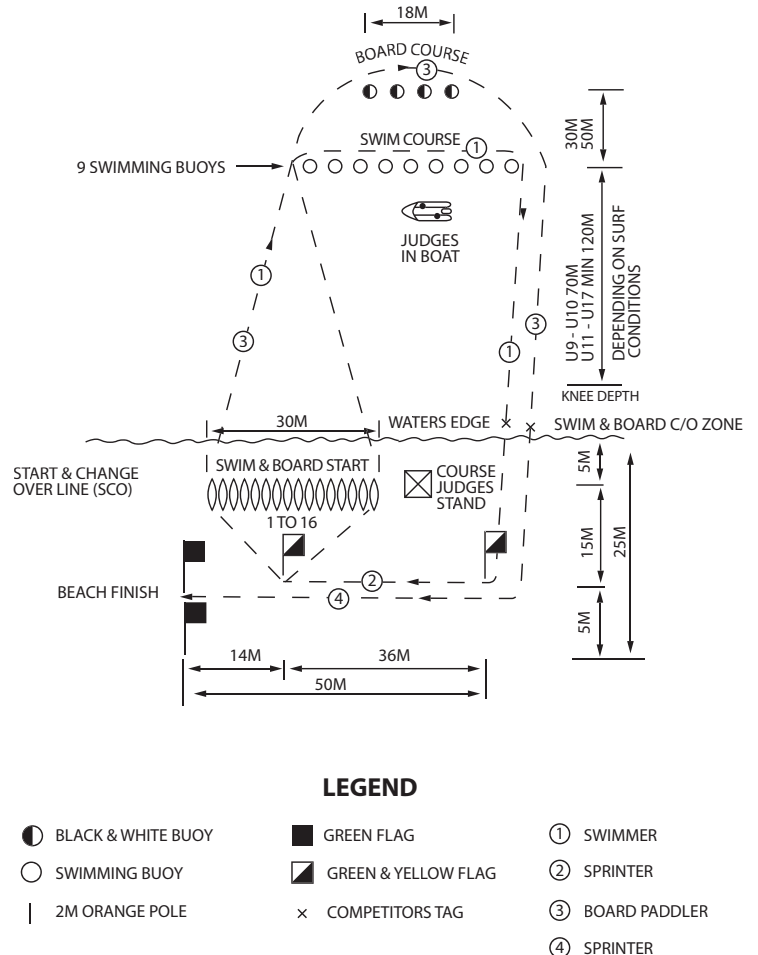
- Swim – 120m (min)
- Board – 170m (min)

Judging

- Participants for swim and board legs must go around (outside) all buoys for their leg.
- Placing order over finish line.

Method

- 4 members per team (1 Swimmer, 2 Runners, 1 Board Paddler)
- The order of legs (swim and board) shall be drawn by ballot
- The swimmer completes the course from left to right around the swim buoys, and tags the first runner (#1) at the waters edge.
- The first runner runs up beach and around the two turning flags and tags the board paddler at the start/changeover line
- The board paddler proceeds around the four black and white buoys, returning to the beach, tags the 2nd runner at the waters edge
- The final (#2) runner runs up the beach around the turning flags and through the finish flags to complete the event
- The finish is judged on the chest of the last runner who must be on their feet when they cross the finish line





Notes



Notes

