

U13

AGE GUIDE

Surf Smart 2



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789 Botany Road
Rosebery NSW 2018 Australia
Tel: + 61 2 9215 8000
Fax: + 61 2 9130 8312

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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: 150m (freestyle) **Survival Float:** 3 minute

| 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: For a reason Wellbeing Policy | Understand the basic principles of the SLISA Membership and |
| Ecosurf Lesson: A changing planet | Understand Global Warming and Climate Change Identify the impacts that Global Warming and Climate Change |
| have on surf life saving Physical Health & Wellbeing and Personal Safety Lesson: Barriers to bugs | Identify how to minimise the risk of cross infection when delivering first aid and resuscitation |
| Surf Safety Lesson: Count the tips | Identify and understand the 10 SLISA beach safety tips |
| The Human Body* Lesson: Body works | 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: Patched up | Identify the principles of DRSABCD Recognise and manage basic patient management techniques |
| Resuscitation** Lesson: Life is for living | Perform cardiopulmonary resuscitation (CPR) techniques |
| Interpersonal Communication Lesson: Make it known | Recognise the importance of communicating with beach users Identify ways to communicate with beach users |
| Patrols Lesson: All in this together | Identify volunteer and professional emergency services in the local area |
| Board: Event Lesson: Board race / Board rescue | Demonstrate board skills in a board race event Demonstrate board rescue skills in a board rescue event |
| Swim: Event Lesson: Surf Race / Run-Swim-Run | Demonstrate surf swimming skills in a surf race event Demonstrate surf swimming and beach running skills in a run-swim-run event |
| Swim: Tube Rescue Lesson: Rescue me | Attempt or perform swimming in surf with a rescue tube Attempt or perform a tube rescue for a swimmer in distress |
| Beach Sprint: Event Lesson: Beach Sprint / Beach Relay | Demonstrate beach sprinting skills in a beach sprint event Demonstrate beach sprinting skills in a beach relay event |
| Beach Flags: Event Lesson: Beach Flags | Demonstrate beach flags skills in a beach flags event |
| Multi Discipline: Event Lesson: Ironperson / Cameron Relay | Demonstrate beach running, surf swimming and board skills in an Ironman/Ironwoman event Demonstrate beach running or surf swimming or board skills in a cameron relay event |

* 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 and 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 the basic principles of the SLSA Membership and Wellbeing Policy



PREPARATION

Organise clubs Member Safety Officer or State SLSA representative to come and explain and discuss the policy to participants

Copies of the SLSA Member Safety and Wellbeing Policy

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

In a quiet place away from distractions sit participants down and discuss with them the Member Safety and Wellbeing Policy:

What is a policy? (A policy is a document or statement that guides behaviour)

What is the Member Safety and Wellbeing Policy? (A document that aims to look after and protect the members of SLSA)

What does it say? (It sets out the 'guidelines' for how we should act as a member of SLSA)

Why is it important? (So every member feels safe and enjoys their time in surf life saving)

What does it mean to the participants?

What does it mean to the parents?

What does it mean to the surf club?

Have participants ask questions and discuss any issues that may arise from the policy. Highlight the following points:

Protection for them and their friends (This is what the policy is all about)

Unacceptable behavior (Ask for examples)

Warning Signs (How do you know when you or someone else might be breaching this policy?)

Reporting (who and how to tell someone about a breach of the policy)

Discuss what constitutes a breach of the policy (that relates to junior members):

You act against this policy

You bring surf life saving and/or SLSA into disrepute

You discriminate against or harass any person

You victimise another person for reporting a complaint

You make a complaint you know to be untrue, mean or rude

Discuss the consequences of breaching the policy:

Making a verbal or written apology

Paying a fine

Being suspended or de-registered



AGE MANAGER TIPS

Encourage all participants to discuss their ideas

Give participants time to discuss choices as a group

Invite parents to participate in the lesson



LEARNING OUTCOMES

Understand Global Warming and Climate Change

Identify the impacts that Global Warming and Climate Change have on surf life saving



PREPARATION

4 or 5 Newspaper articles that refer to events that may have been triggered by climate change, i.e. a large flood

Whiteboard and markers (optional)

Butcher paper and markers (optional)



Discuss

Start by introducing the concepts of Global Warming and Climate Change:



Info Box

WHAT IS GLOBAL WARMING AND CLIMATE CHANGE?

Global Warming – An overall warming of the planet, based on average temperature over the entire surface.

Effects include: rising sea levels, glacier retreating, arctic shrinkage

Climate Change – Changes in regional climate characteristics, including temperature, humidity, rainfall, wind, and severe weather events



Discuss

Discuss the causes of Global Warming and Climate Change:



Info Box

CAUSES OF GLOBAL WARMING AND CLIMATE CHANGE

Response to external forces, including variations in its orbit around the Sun, changes in solar luminosity and volcanic eruptions etc

Atmospheric greenhouse gas concentrations (Most commonly known cause through media reporting)

Human activity generates excess greenhouse gases (like Carbon Dioxide), i.e. burning of fossil fuels, population growth, more cars/trucks on road, destruction of forests etc.



Activity 1

Introduce your newspaper articles on events that may have been triggered by climate change and/or global warming
Discuss these articles in relation to:

What causes them?

Is it a common event or random severe weather event?

What effect they have on people/society/communities etc?



Activity 2

Break the participants into small groups; give each group a piece of butchers paper and pens.

Assign an adult parent/helper to each group

Write up on a whiteboard/butchers paper the following questions:

How will rising sea levels impact our role as surf lifesavers? (The beach will get smaller or disappear, new beaches could be formed etc)

How will rising sea levels impact the surf clubs from which we operate? (The sea could reach the clubs and force the clubs to be relocated etc)

How will surf life saving need to adapt to a changing climate? (Look at the ways we operate, the kind of rescue support we might get involved in, i.e. helping in floods etc)

How can we best be prepared to play a role in extreme weather events as a surf lifesaver? (prepare for these events by meeting and discussing them, having equipment that can deal with extreme conditions etc)

Allow each group 10min to discuss these questions amongst themselves and prepare answers which they can then discuss with the group.



LEARNING OUTCOMES

Identify how to minimise the risk of cross infection when delivering first aid and resuscitation



PREPARATION

Training manikin
Manikin masks
Cleaning supplies (cloth, hot soapy water)



IMPORTANT

For their own safety people training or administering first aid or resuscitation need to be aware of the dangers associated with cross-infection during this time.



Discuss

Ask the participants the following questions (write answers on a whiteboard/butchers paper):
What is an infectious disease is? (Is a disease that can be passed on from one person to another)
What are some infectious diseases you know of? (Hepatitis A/B/C, HIV/Aids, Meningococcal, Meningitis)
Ask the participants to brainstorm ways in which infectious diseases can spread:
Poor hand washing after using the bathroom then food contact
Treating a person with a bloody cut
Sharing water bottles
Sharing resuscitation manikins
Administering CPR



Discuss

Ask the participants to list ways in which they can keep first aid and resuscitation 'infection-free' (write answers on a whiteboard/butchers paper). Discussion should cover:
Mouth-to-mask resuscitation is recommended.
Always wear gloves
Wash your hands after being involved in a first aid or resuscitation
Get rid of disposable contaminated items such as ambulance personnel's syringes in appropriate containers.
Be especially wary of coming into contact with patient's blood or body fluids.



Info Box

MINIMISING INFECTION DURING RESUSCITATION TRAINING

Scrub in hot soapy water for two minutes
Rinse in water to remove soap residue
Dry carefully
Ensure you have you own manikin mask
Wash face masks in-between sessions
Wash your hands before, during and after training sessions.



Discuss

Discuss with participants the ways in which you can minimise the risks of infection while using a manikin for resuscitation training.



Demonstrate

Finish the lesson by demonstrating the correct cleaning of a manikin mask.

Count the tips

Surf Smart 2 LESSON #5



LEARNING OUTCOMES

Identify and understand the 10 SLISA beach safety tips



PREPARATION

Read through the Surf Safety Tips before the lesson to familiarise yourself with them

Whiteboard and markers (optional)

Butcher paper and markers (optional)



Discuss

Start by having the participants recall the F.L.A.G.S. acronym.

Write the first letter of each safety tip (i.e. 'F') on a whiteboard/butchers paper and ask the participants to recall the safety tip and what it means.



Info Box

SAFETY TIPS (F.L.A.G.S)

F – Find the flags and swim between them

The red and yellow flags mark the safest place to swim at the beach.

L – Look at the safety signs

They help you identify potential dangers and daily conditions at the beach.

A – Ask a surf lifesaver for some good advice

Surf conditions can change quickly so talk to a surf lifesaver or lifeguard before entering the water

G – Get a friend to swim with you

So you can look out for each other's safety and get help if needed. Children should always be supervised by an adult.

S – Stick your hand up for help

If you get into trouble in the water, stay calm, raise your arm to signal for help. Float with a current or rip - don't try and swim against it.



Discuss

Introduce the final five safety tips that focus on what beach users should 'never' do, discuss each one of these tips focusing on why they shouldn't be done:



Info Box

SAFETY TIPS (NEVER...)

Never swim at un-patrolled beaches

There is no guarantee someone is watching and can help you if you get into trouble

Never ever swim at night

You cannot see any dangers that may be present and no one will be able to see you if you get into trouble.

Never swim under the influence of alcohol

You do not have the same level of coordination and can make stupid choices regarding safety

Never run and dive into the water

You don't know what is under the water that you might land on, you may also trip over and hurt yourself while running in

Never swim directly after a meal

Your body will be focusing its energy on trying to digest your food and won't have the same energy levels to assist in the physical activity of swimming



Activity 1

Split the participants into 10 groups and assign an adult parent/helper to each group

Give each group a different tip to act out in a role play.

Give the groups 10 minutes to work on their role plays

Ask each group to act out their surf safety tip role play in front of the rest of the participants



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 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.

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

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 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 and/or Basic Emergency Care 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

Recognise the importance of communicating with beach users
Identify ways to communicate with beach users



PREPARATION

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



Discuss

Discuss the importance of delivering effective communication as a lifesaver to beach users.



Info Box

COMMUNICATING AS A LIFESAVER

As an organisation providing expert advice and service to the public, it is essential that surf lifesavers use effective communication to:

- Inform
- Educate
- Provide warnings
- Offer assistance
- Give advice



Discuss

Ask the participants to brainstorm the kind of messages that lifesavers could communicate to beach users (write answers on a whiteboard/butchers paper):

- Making the public feel welcome at your beach
- Advising the public as to who the Patrol Captain is that they can approach if they have questions etc.
- Advising the public of patrol times and club services
- Advising the public of current and forecasted conditions
- Advising the public of their proximity to a hazard or their breaching of a beach safety regulation

Ask the participants to discuss the different ways in which we can communicate with the public:

- Information boards
- PA Announcements
- Roving patrols/talking to the public



Activity 1

Split the participants into small groups
Give each group 10 minutes to develop a script (using what they have learnt during the lesson) that could be used to make a PA announcement to communicate with beach users
Have one member from each group read out the script in front of the group
As an special addition to this activity you could pick the best script and ask the patrol captain if it could be read out over the PA system while the group is at the beach



AGE MANAGER TIPS

Let the exercise be fun – give feedback with out being too critical.



LEARNING OUTCOMES

Identify volunteer and professional emergency services in the local area



PREPARATION

If you are unsure of the lifesaving/emergency equipment at the surf club ask an experienced member to give you a tour before you take the lesson



Discuss

Take your group to the location in your surf club where all the information on emergency services your club may need to access too is displayed.

Discuss these services:

Ensure children can locate phone numbers and know how to use the phone

Ask the participants why the surf club may need to use the emergency services listed.



Info Box

RESCUE SERVICES

Within Surf Life Saving – Surf Com, ORB's, JRB's, Surf Rescue Vehicles, Rescue Helicopter, Professional Lifeguards

Outside Surf Life Saving – Police, Ambulance, Fire Service, Local Council (i.e. For Dangerous Dogs), Coastal Patrol.



Activity 1

Take the participants on at our of the surf club to show them where emergency equipment is stored; include in the tour: Boards, Tubes, Flippers, Body boards, IRBs, Rescue Vehicles etc



Activity 2

The aim of this activity is to get children to understand how they can access help in an emergency.

Split the participants into three groups for a role play activity and assign an adult parent/helper to each group.

Give each group one of the following scenarios:

You are approached on the beach by an elderly man and woman who have been stung by a jellyfish. What do you do?

Four people are swept off rocks or are caught in a rip outside the patrol area and you are there and hear the calls for help. What do you do?

You are in the car park and you see a boy have a stack on his bike trying to jump a guard rail. He hits his head. What do you do?

A man has been badly bitten by a roaming dog on the beach, he has a large cut on his leg and the dog is still running around the beach terrorizing people. What do you do?

You notice about 500m out to sea a small yacht has capsized and after 15min has still not been able to right the yacht. What do you do?

Give the groups 5-10min to put together an answer to this scenario and have them act it out in front of the whole group. Each member of the group will need to participate in the role play



AGE MANAGER TIPS

Be mindful that participants at this age may have been around the club for 3-4 years and may already know a lot about the equipment already. Let the children tell you what they know and add some extras if you can if not leave it at that.

Board race / Board rescue

Surf Smart 2 LESSON #11



LEARNING OUTCOMES

Demonstrate board skills in a board race event
Demonstrate board rescue skills in a board rescue event



PREPARATION

Water Safety Personnel (1:5)
Set of swim buoys
3 x single buoys
Start poles/finish flags
Boards (approx 10)



IMPORTANT

This lesson is designed to give participants – some of whom may have never participated in an event before – an opportunity to experience a board race and board rescue race in a supporting environment. The focus should be on participants putting all their skills together to complete the event – not on winning the race.



Discuss

Discuss the surf conditions and safety considerations before entering the water.

Board Race

Have a board race course set up as per the layout specifications, see Junior Events section in the back of this Age Guide.



Discuss

Using the Junior Competition Events section in the back of this Age Guide, discuss with the participants the starting procedure, method, rules and judging of the board race.



Activity 1

Organise the participants into manageable groups (heats) ensuring each participant has a board.
Conduct board race heats as per the event specifications



Activity 2

Finish board racing with a fun 'Pair Paddling' race.
Same method as for board race, except participant's pair up and paddle around the course together on the same board.



Board Rescue Race

Discuss

Using the Junior Events section in the back of this Age Guide, discuss with the participants the starting procedure, method, rules and judging of the board rescue race.



Activity 3

Have a board rescue race course set up as per the layout specifications, see Junior Events section in the back of this Age Guide.

Organise the participants into pairs ensuring each pair has a board.
Conduct board rescue race heats as per the event specifications



Activity 4

Finish board rescue racing with a fun 'Reverse Board Rescue' race.
Similar to board rescue method except the order changes around so the board paddler paddles to the buoys first, and swimmer swims out second before both paddle back together.



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 9), Entering the surf and bunny-hopping with a board (Surf Safe 1, Lesson 9), Sitting over a wave and paddling through a wave (Surf Safe 1, Lesson 10), Exiting the water with a board (Surf Safe 2, Lesson 9), Catching a broken and un-broken wave (Surf Safe 2, Lesson 10), Rolling under a wave (Safe Smart 1, Lesson 11), Board rescue (Surf Smart 1, Lesson 12)**



LEARNING OUTCOMES

Demonstrate surf swimming skills in a surf race event
Demonstrate surf swimming and beach running skills in a run-swim-run event



PREPARATION

Water Safety Personnel (1:5)
Set of swim buoys
Turning flag
Starting whistle



IMPORTANT

This lesson is designed to give participants – some of whom may have never participated in an event before – an opportunity to experience a surf race in a supporting environment. The focus should be on participants putting all their skills together to complete the event – not on winning the race.



Discuss

Start the lesson by discussing the surf conditions and safety considerations before entering the water.

Surf Race

Have a surf race course set up as per the layout specifications, see Junior Events section in the back of this Age Guide.



Discuss

Using the Junior Competition Events section in the back of this Age Guide, discuss with the participants the starting procedure, method, rules and judging of the surf race.



Activity 1

Organise the participants into manageable groups (heats)
Conduct surf race heats as per the event specifications



Activity 2

Finish surf racing with a fun exercise 'Swimming in groups'
Similar method as a surf race: Ask a participant to pick a number between 4 and 8 – this is how many participants have to swim together. Participants all have to stay within 2m of each other and work as a team while swimming around the course. Explain that stronger swimmers need to help and encourage less competent swimmers.

Run-Swim-Run Race



Discuss

Using the Junior Competition Events section in the back of this Age Guide, discuss with the participants the starting procedure, method, rules and judging of the run-swim-run race.



Activity 3

Have a run-swim-run race course set up as per the layout specifications, see Junior Events section in the back of this Age Guide.
Organise the participants into manageable groups (heats)
Conduct run-swim-run race heats as per the event specifications about the equipment already. Let the children tell you what they know and add some extras if you can if not leave it at that.



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), Negotiating large waves (Surf Smart 1, Lesson 13)**



LEARNING OUTCOMES

Attempt or perform swimming in surf with a rescue tube
Attempt or perform a tube rescue for a swimmer in distress



PREPARATION

Rescue Tubes (enough for one between two participants)
Swim Buoys x 2

Swim Fins (optional)
Water Safety Personnel (1:5)



Discuss

Discuss the parts of a Rescue Tube and when it is used.



Info Box

RESCUE TUBE

Parts of the Rescue Tube

Tube shaft – is the main floatation device
Clip and ring – the clip connects to the ring at either ends of the tube to secure the patient
Rope and strap – used by the lifesaver to tow the patient in the tube.

When a Rescue Tube is used

When on patrol/doing roving patrols
To conduct rescues



Discuss

Start the lesson by discussing the surf conditions and safety considerations before entering the water.



Activity 1

Have water safety personnel set up a small swim course using swim buoys.
Organise the participants into small groups (as many groups as there are rescue tubes)
Give each group a rescue tube
Send out the first participant of each group to swim around the buoys and repeat till all participants in the group have had a turn



Discuss

Discuss with the participants the technique for conducting a Rescue Tube Rescue



Coaching Points

RESCUE TUBE RESCUE

Enter the water holding the tube under your arm and swim fins in the other hand
Run and wade to knee depth before throwing the tube to the side and putting your fins on
Observe your patient continually
Swim to you're within 2m of the patient and tell them what you are going to do
Push the tube towards the patient while reassuring them
Clip the patient into the tube and begin to swim back to the beach towing the patient
Anticipate waves and secure patient if possible.
Assist from the water.



Demonstrate

Chose a participant to help you with the demonstration
Using the participant as a patient conduct a simulated tube rescue on the beach



Activity 2

Ask the participants to pair up and give each pair a rescue tube.
Have the participants practice tube rescues on the beach



Activity 3

Conduct tube rescues in the water
Ensure water safety personnel are in place
Have one participant (the patient) from each pair swim out to sea and signal for assistance
The next participant in the pair (the rescuer) swims out to the patient and conducts a tube rescue returning to shore with the patient.
Have participants swap roles and repeat tube rescue



ASSUMED SKILLS

This lesson assumes participants have acquired previous skills from earlier awards. The assumed skills for this lesson are: **Wading and dolphin-diving (Surf Aware 2, Lesson 10), Body surfing (Surf Aware 1, Lesson 10), Surf swimming techniques (Surf Safe 2, Lesson 12), Negotiating large waves (Surf Smart 1, Lesson 13), Experiences a rescue tube (Surf Safe 1, Lesson 12)**

Beach Sprint / Beach Relay

Surf Smart 2 LESSON #14



LEARNING OUTCOMES

Demonstrate beach sprinting skills in a beach sprint event
Demonstrate beach sprinting skills in a beach relay event



PREPARATION

Start/finish line marker poles
Lane ropes (optional)
Starting whistle



IMPORTANT

This lesson is designed to give participants – some of whom may have never participated in an event before – an opportunity to experience a beach sprint and beach relay race in a supporting environment. The focus should be on participants putting all their skills together to complete the event – not on winning the race.

Beach Sprint Race



Discuss

Using the Junior Competition Events section in the back of this Age Guide, discuss with the participants the starting procedure, method, rules and judging of the beach sprint race.



Activity 1

Have a beach sprint race course set up as per the layout specifications, see Junior Events section in the back of this Age Guide.

Organise the participants into manageable heats

Conduct beach sprint race heats as per the event specifications

Repeat 3 or 4 times

Beach Relay Race



Have a beach relay race course set up as per the layout specifications, see Junior Events section in the back of this Age Guide.



Discuss

Using the Junior Events section in the back of this Age Guide, discuss with the participants the starting procedure, method, rules and judging of the beach relay race.



Activity 2

Organise the participants into teams of four

Conduct beach relay race heats as per the event specifications

Repeat 3 or 4 times

Activity 3

Finish beach relay racing with fun 'Acceleration' relay races.

Similar to beach relay, except change the starting position for each relay. Alternative options for starting are:

- Beach flags start
- Start on back, feet on start line
- Start on back, head on start line



AGE MANAGER TIPS

Create an exciting event by getting the participants not competing to cheer for the other participants



ASSUMED SKILLS

This lesson assumes participants have acquired previous skills from earlier awards. The assumed skills for this lesson are: **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), Arm and leg drive (Surf Smart 1, Lesson 14)**

Further References: SLISA Junior Coaching Manual



LEARNING OUTCOMES

Demonstrate beach flags skills in a beach flags event



PREPARATION

Start/finish line marker poles
Beach flags
Starting whistle



Discuss

Discuss the parts of a Rescue Tube and when it is used.



IMPORTANT

This lesson is designed to give participants – some of whom may have never participated in an event before – an opportunity to experience beach flags in a supporting environment. The focus should be on participants putting all their skills together to complete the event – not on winning.

Beach Flags

Have a beach relay race course set up as per the layout specifications, see Junior Events section in the back of this Age Guide.



Discuss

Using the Junior Competition Events section in the back of this Age Guide, discuss with the participants the starting procedure, method, rules and judging of beach flags.



Activity 1

Organise the participants into manageable heats
Conduct beach flags race heats as per the event specifications
Repeat event 3 or 4 times



Activity 2

Finish beach flags with a fun 'Water Flags'

- Draw a start line in the sand parallel to the water line about 20m up the beach
- Line the participants up along the start line, in the flags position, facing up the beach
- Throw tennis balls into the water (make sure there is one less ball than there is athletes)
- Conduct the beach flags competition as per normal competition, except the athletes have to run into the water and obtain a ball rather than run across the sand and obtain a flag



AGE MANAGER TIPS

Create an exciting event by getting the participants not competing to cheer for the other participants



ASSUMED SKILLS

This lesson assumes participants have acquired previous skills from earlier awards: **Beach flags starting technique (Surf Aware 1, Lesson 12), Beach flags diving technique (Surf Aware 2, lesson 12), Beach flags strategy (Surf Smart 1, Lesson 15).**



LEARNING OUTCOMES

Demonstrate beach running, surf swimming and board skills in an Ironman/Ironwoman event
Demonstrate beach running or surf swimming or board skills in a cameron relay event



PREPARATION

Water Safety Personnel (1:5)
Set of swim buoys
4 buoys (board)

2 x turning flags
Starting whistle



IMPORTANT

This lesson is designed to give participants – some of whom may have never participated in an event before – an opportunity to experience an ironman/Ironwoman race and cameron relay race in a supporting environment. The focus should be on participants putting all their skills together to complete the event – not on winning the race.



Discuss

Start the lesson by discussing the surf conditions and safety considerations before entering the water.

Junior Ironman/Ironwoman



Discuss

Using the Junior Competition Events section in the back of this Age Guide, discuss with the participants the starting procedure, method, rules and judging of the ironman/ironwoman race.



Activity 1

Have an ironman/ironwoman race course set up as per the layout specifications, see Junior Events section in the back of this Age Guide.
Organise the participants into manageable groups (heats)
Conduct ironman/ironwoman race heats as per the event specifications

Cameron Relay Race



Discuss

Using the Junior Competition Events section in the back of this Age Guide, discuss with the participants the starting procedure, method, rules and judging of the cameron relay race.



Activity 2

Have a cameron relay race course set up as per the layout specifications, see Junior Events section in the back of this Age Guide.
Organise the participants into manageable groups (heats)
Conduct cameron relay race heats as per the event specifications



ASSUMED SKILLS

This lesson assumes participants have acquired ALL previous surf sports skills from earlier awards.

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 run 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

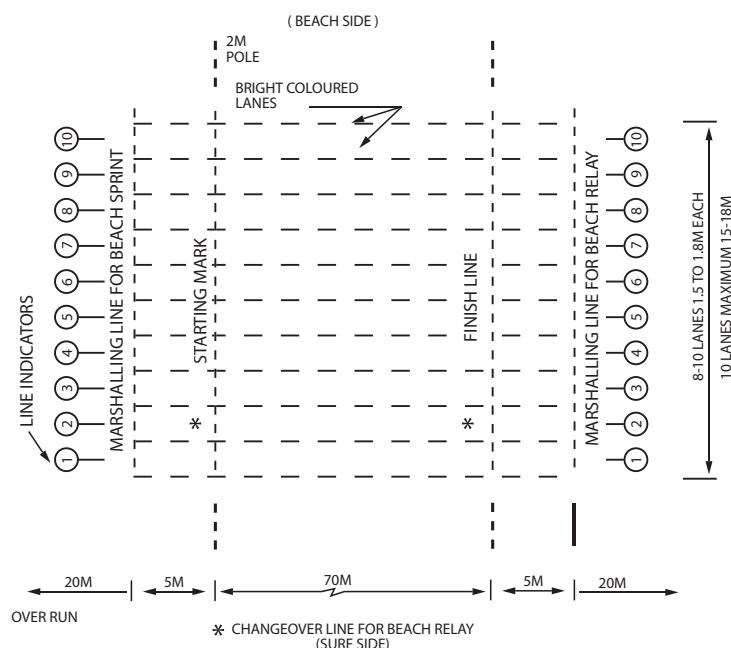
- Course length no longer than 70m

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

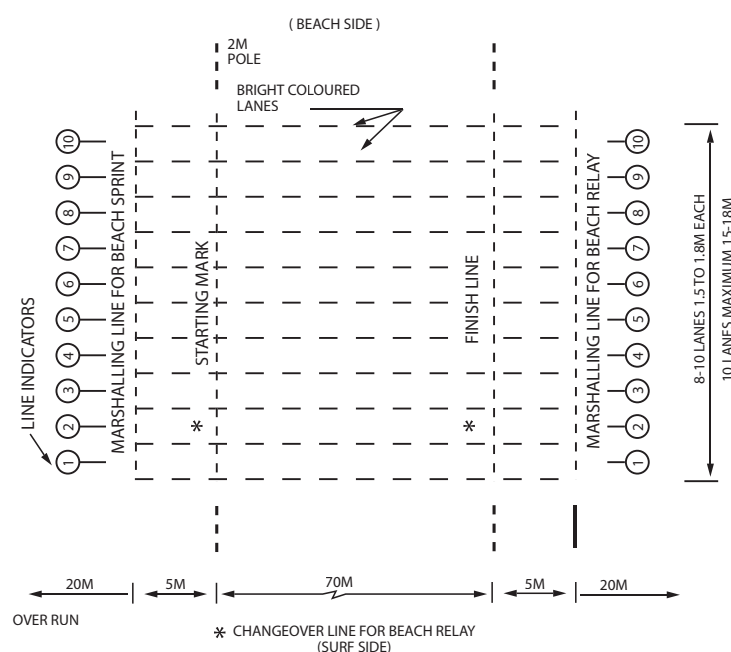
- Course length no longer than 70m

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

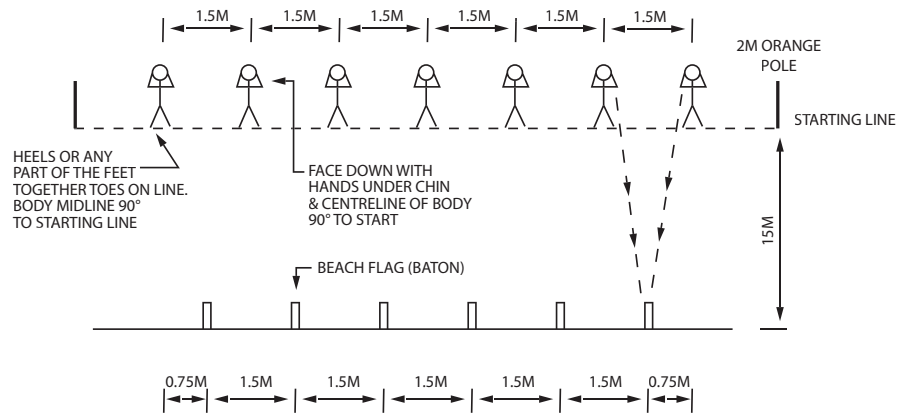
- Course distance 15m
- Flags are spaced 1.5m apart

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

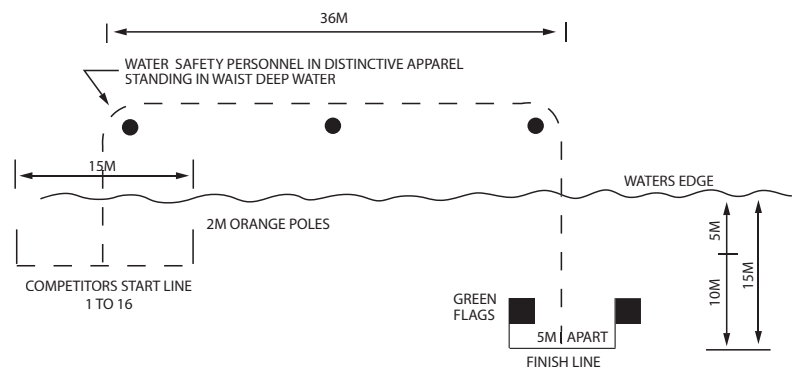
- Adjust course to suit ability/conditions
- Course no further than 15m from waters edge

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



Wade Relay Race

Age group/Ability level

- U8 (7 years old)

Equipment

- Start poles/finish flags
- 2 turning flags
- 3 Water Safety Personnel 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 teams per race (maximum)
- Head count participants at start and finish

Distance

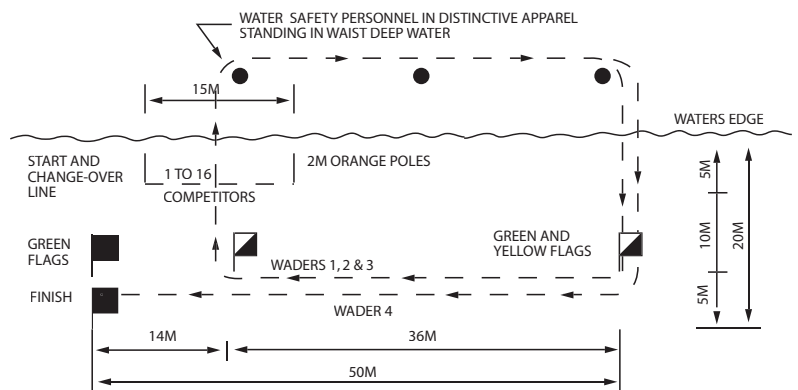
- Adjust course to suit ability/conditions
- Course no further than 15m from waters edge

Judging

- Participants must go around the outside of all water markers
- Visible tags to be made on shoreward side of changeover line
- Final placing order judged on participant's chest

Method

- 4 participants per team
- Wader #1 starts on line approx. 5m away from waterline
- Wader #1 enters the water, rounds the water markers, leaves the water, rounds the two turning flags and tags the next wader (#2) on the changeover line, this will be repeated for wader #2 tagging wader #3 When wader #3 tags the last participant (#4) they will repeat the process, but after rounding the first turning flag on beach will run to finish
- The finish is judged on the chest of the last wader (#4) crossing the finishing line on their feet



Run-Swim-Run

Age Group/Ability Level

- U11-U14

Equipment

- Start poles/finish flags
- Turning flag
- Minimum 2 swim buoys, 10m apart
- Starting whistle

Starting Procedure

- On your mark = 'Ready'
- Get set = 'Set'
- Go = 'Whistle'
- Safety requirements
- 15-20 participants per race (maximum 32)
- Head count participants at start and finish

Distance

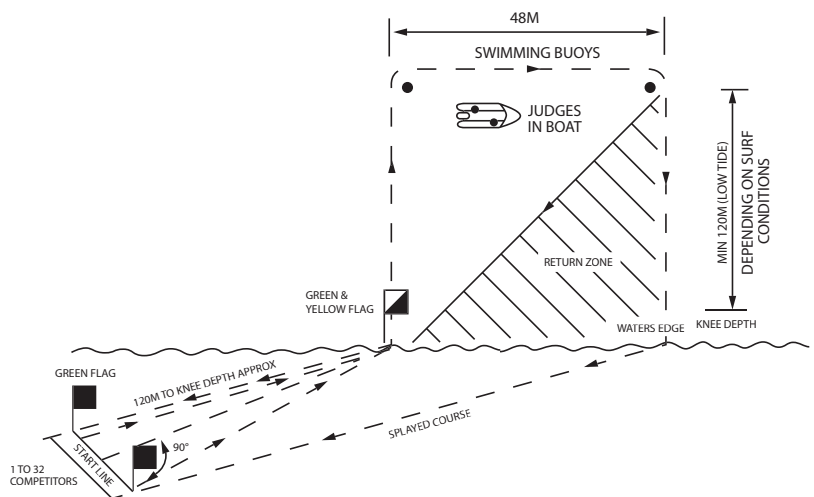
- Distance to swim buoys is 120m from knee depth (minimum)

Judging

- Participants must round all swimming buoys to the right
- Placing order over finish line
- The finish is judged on the chest of the participant crossing the finishing line on their feet

Method

- Participants line up on the start line
- On the starting signal participants run along the beach and round turning flag
- Participants then enter the water and swim around the 2 swim buoys
- On returning to shore participants round the turning flag and run through the two finish flags



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

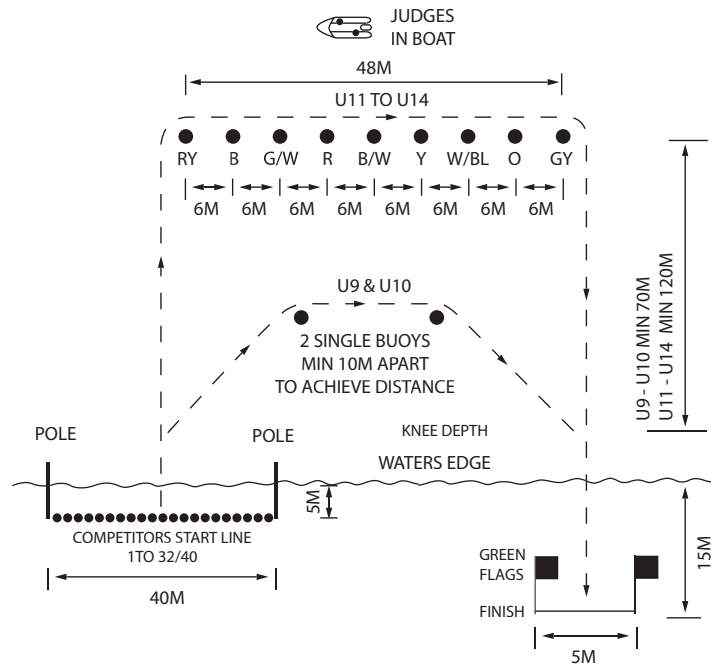
- U9-U10 - Minimum 70m
- U11-U14 - Minimum 120m

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

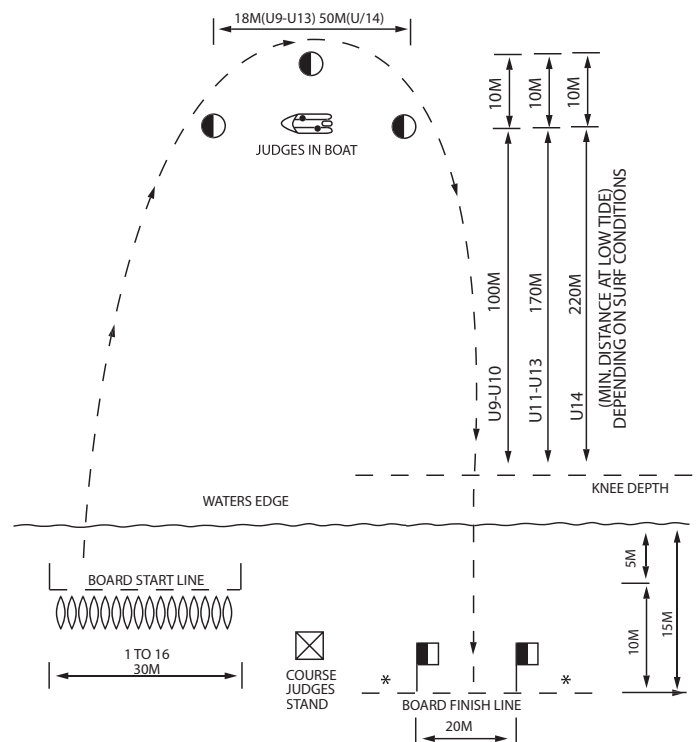
- U9-U10 - 100m
- U11-U13 - 170m
- U14 - 220m
- Apex buoy is placed another 10m further to sea for all distances

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

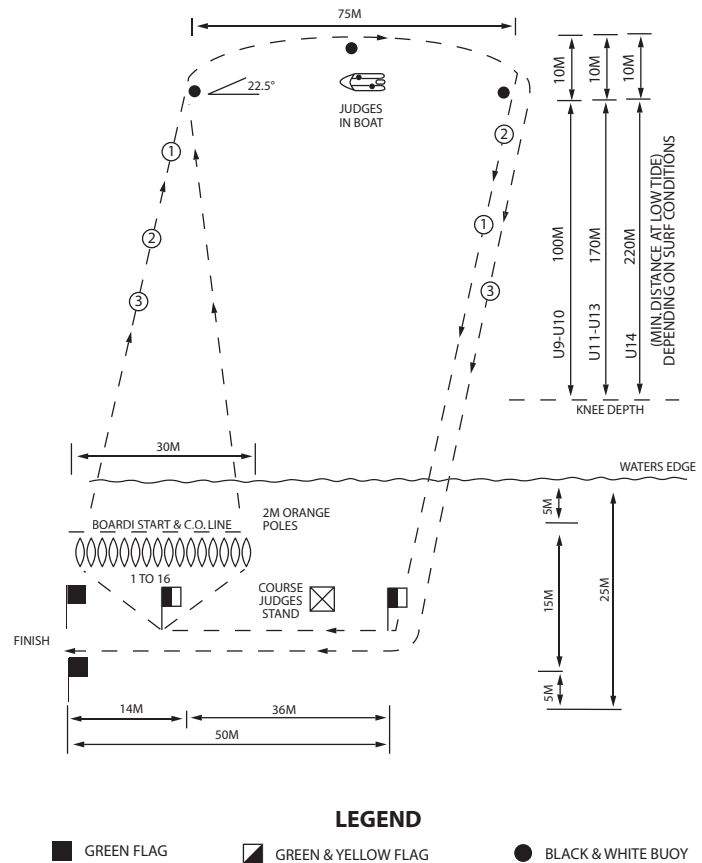
- U9 -U10 - 100m
- U11-U13 - 170m
- U14 - 220m
- Apex buoy is placed another 10m further to sea for all distances

Judging

- Placing order over finish line of final paddler (#3)
- Paddlers must go around outside all of the marker 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.



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

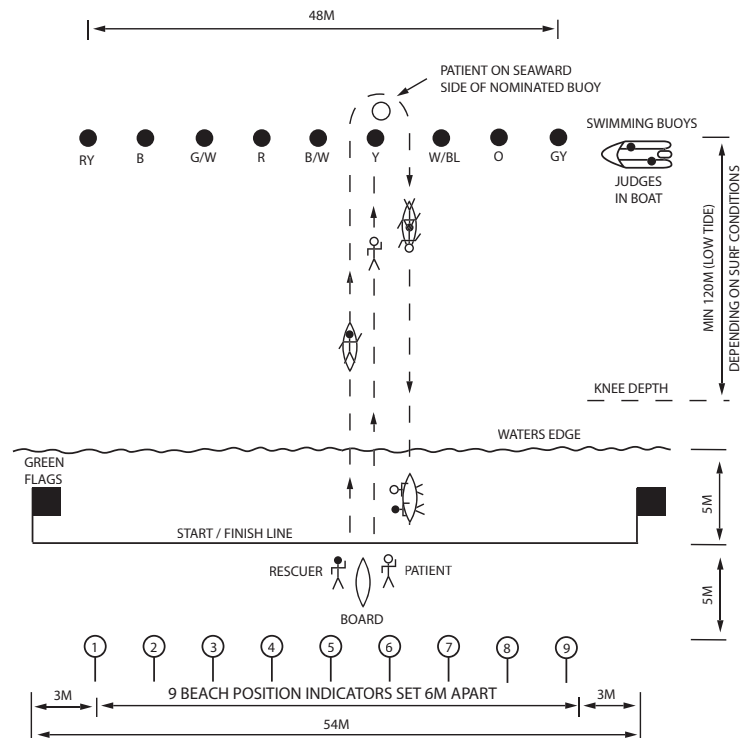
- 120m from knee depth (minimum)

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

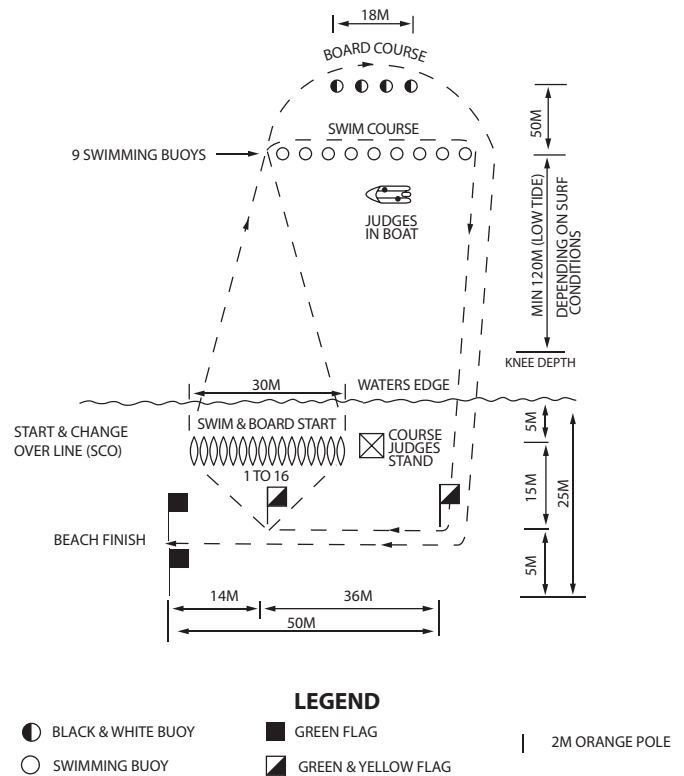
- Swim – 120m (min)
- Board – 170m (min)

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

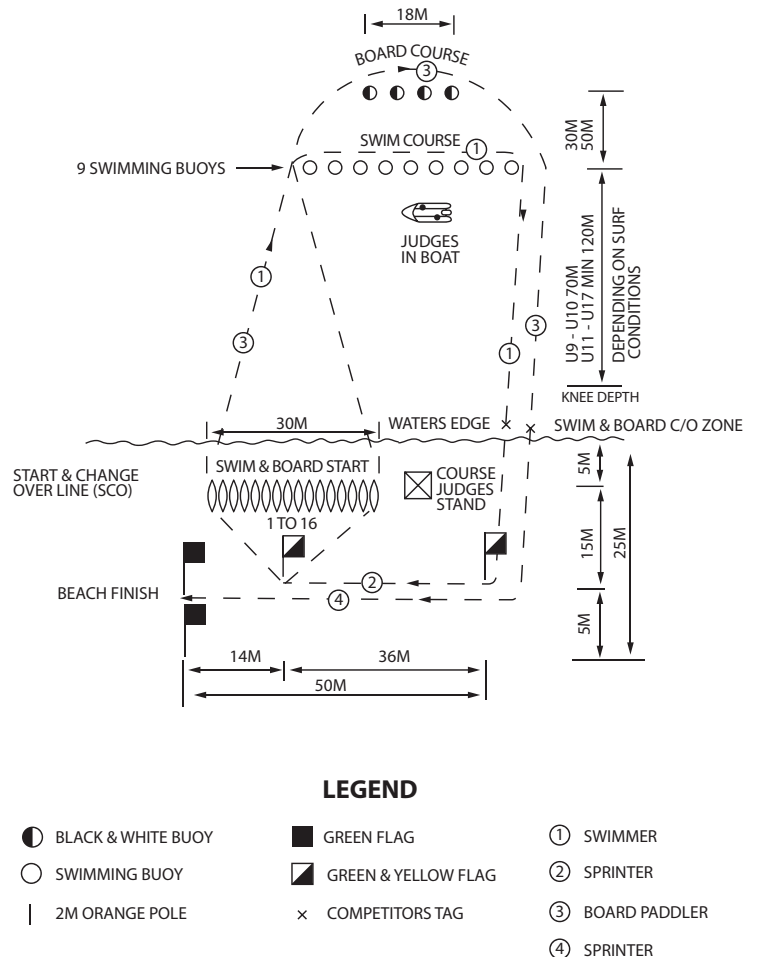
- Swim – 120m (min)
- Board – 170m (min)

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

