



# AGE GUIDE

**STAGE 1**





# WELCOME TO THE FAMILY!

## BEING SUN SMART

LESSON 1 - 20 MINS



### LEARNING OUTCOMES

Develop an understanding of surf life saving in Australia Identify the surf club as a welcoming place

Understand and demonstrate the sunsmart guidelines

Understand what happens when they're not sunsmart



### PREPARATION

Ensure the club is accessible for the club tour.

**Worksheet: Sunsmart .**

Pens/Pencils.

Collect a range of posters and flyers from outside organisations like the Cancer Council.

Prepare sunsmart items for dress up: long sleeve shirt, sunscreen, wide brimmed hat, sunglasses.

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



### DISCUSS

Introduce **Slip, Slop, Slap and Wrap**

Discuss with participants what they mean, with emphasis on the beach environment.

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.



### INFO BOX

#### SLIP, SLOP, SLAP AND WRAP

**Slip** – on a shirt

**Slop** – on some sunscreen

**Slap** – on a hat

**Wrap** – put on sunglasses to Australian Standards



### ACTIVITY 1

1. Take your group of participants and parents on a tour of the surf club and surrounding environment.
2. 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.
3. 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.

# CONTINUED...



## DISCUSS

Discuss the consequences of what happens when no sun protection is used when in a beach environment.

- You get burnt
- Being burnt is not fun
- It can cause cancer later in life



## ACTIVITY 2

Ask for a volunteer to help demonstrate being sunsmart.

Dress them up in front of everyone in a sunsmart manner, one thing at a time.

Ask the participants how we can make the volunteer sunsmart?



## ACTIVITY 3

Have the participants complete the 'sunsmart' worksheet.

### AGE MANAGER TIPS

Always lead by example by using sun screen during the day and wearing the correct clothing to be Sunsmart. If you're not familiar with surf life saving history or the club organise a member who is able to help with this lesson.



# FEELING SAFE AT THE BEACH & OUR BEACH ENVIRONMENT

LESSON 2 - 25 MINS



## LEARNING OUTCOMES

Identify what it means to feel safe

Identify people to talk to if feeling unsafe at the beach

Recognise the diverse human and marine communities that make up a beach ecosystem



## PREPARATION

Worksheet: Faces and Feelings (optional) Pens/pencils.

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



## DISCUSS

Start the lesson by talking about the different feelings that people experience and why they experience these feelings (sad, happy, scared, nervous etc.).



## ACTIVITY 1

Use the 'Faces and Feelings worksheet' or your own facial expressions as a discussion starter.

Invite participants to give examples relating to these expressions of how they have felt in different circumstances away from the beach (i.e. a frightened face might be an example of a participant scared to go into large surf).



## DISCUSS

Discuss the following:

- The types of things that we as lifesavers have at the beach to make people feel safe (i.e. Red & Yellow flags) or alone, (a stranger starts talking to you, etc).
- Invite participants to give examples of who they can speak to if they feel unsafe while at the beach (i.e. Lifesaver, Age Manager).
- Finish the lesson by asking if the participants have any further questions.



## ACTIVITY 2

Take the participants on a walk along the beach, as you are walking ask the following questions:

- What sorts of things do we find at the beach? (sand, sand dunes, water, shells, rocks, surf clubs, pools, flags, etc.).
- Who uses the beach?
- What type of animals can you find at the beach?

# CONTINUED...



## DISCUSS

Sit the participants down in a semi circle on the sand and discuss the following:

- What do the sea/beach animals use the beach for?
- How can our actions endanger the animals at the beach (pollution, leaving rubbish, picking up creatures, etc.).
- Why is it important that we share the beach with the sea/beach animals? (because they both have a right to be there, we need to look after those that can't always look after themselves, humans are much bigger than some of the marine creatures etc).
- What will happen if we don't look after the sea/beach animals (We could wipe out the creatures from our beach, it could effect the natural eco-system at the beach which can even effect humans, i.e. lack of fish to eat, algae blooms, over population of stingers if their predators are wiped out etc).



## ACTIVITY 3

Ask each participant to think of someone who uses the beach, it can either be a sea/beach animal or a human. (i.e. crab, surfer).

Have the participants act as that beach user would. (i.e. a crab would walk on 4 legs sideways, a surfer would pretend to ride wave.).

Draw a line in the sand and nominate one side as the 'yes' side and the other as the 'no'.

Ask the following questions to the group and have them move to the side that fits their beach-user

- Do you use the beach for enjoyment?
- Do you live at the beach every day?
- Do you get your food from the beach?
- Do you like to play in the sand?
- Do you like to be wet all the time?

Discuss a couple of participant's decisions when everyone has finished moving to their side, (i.e. Why did you choose that.

### AGE MANAGER TIPS

When conducting this lesson outside you can point to different beach-users during the lesson.

You could also go on a walk along the beach/rocks to find some marine creatures (but don't let the participants pick them up).

Approach other members from the club who may have experience dealing with this issue to help with the lesson.

# DANGER WATCH

LESSON 3 - 30 MINS



## LEARNING OUTCOMES

Identify dangers at the beach.

Recognise the signs that they are in trouble in the water Demonstrate the signal for 'assistance required'.



## PREPARATION

### WORKSHEET: RIPS

Whiteboard and markers (optional).

Butcher paper and markers (optional).

Find two lifesavers/water safety personnel to perform a water demonstration.



## DISCUSS

Generate a discussion around what are dangers?

Direct the discussion specifically to what dangers are at the beach?

Discuss some of the specific dangers on and around your beach and why they are dangerous, include things such as:

- Driveways/roads nearby with cars.
- Exposed rocky areas.
- What dangerous things can be hiding under the sand Areas that have been prone to accidents.
- Rips.
- Large wave.



## ACTIVITY 1

Take the participants on a beach walk and ask them to point out any dangers they can see around the beach.



## DISCUSS

Discuss the following questions:

What types of trouble can you get into while swimming at the beach?

What should you do if you get into trouble in the water?

- Stay calm.
- Raise your arm above your head and move from side to side to signal for help If in a rip/current: float with it – don't try to swim against it.
- Wait for assistance.

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## ACTIVITY 2

Pair up the participants and have them practice their 'assistance required' signal on the beach, one person signaling and the other person 'pretending' to swim to them and tell them they are safe now.



## DEMONSTRATE

Instruct the lifesaver or water safety personnel to swim out in the water and demonstrate the difference between signaling for help and not signaling for help when in trouble.

Demo 1: Swimmer pretends to be in trouble without signaling.

Discuss with the participants that it is harder to know the person needed help.

Demo 2: Swimmer pretends to be in trouble and signals for help.

Discuss with the participants that it was easier to know that the person needed help.

### AGE MANAGER TIPS

The activity is only for fun, don't try to teach the specific rescue skills like tube or board.



# ITS AN EMERGENCY

LESSON 4 - 20 MINS



## LEARNING OUTCOMES

Recognise what an emergency situation is

Describe when and how to dial '000' if an emergency situation is identified

Recognise the red and yellow flags

Understand what the red and yellow flags mean



## PREPARATION

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

Worksheet: red and yellow flags (optional).

Colouring-in pencils/pens etc (Must have lots of red and yellow).

A red and yellow patrol flag.



## DISCUSS

- Ask the participants what an emergency is and describe different types of emergencies, noting them down on a whiteboard/paper if available. (An emergency is a sudden crisis (usually involving danger) that requires fast action, i.e. a person is badly injured, a person has stopped breathing, fire etc).
- Discuss the differences between what an emergency might look like in the water and out of the water.
  - Water: A swimmer in an emergency situation may be calling for help or 'climbing the ladder'.
  - Beach: A person may have an injury where blood is visible or may be unconscious.
- Explain the use of the '000' number in an emergency.
  - It will connect you straight to emergency services, i.e. Fire, Police, Ambulance.
  - Explain when this number would be used at the beach.
    - If you see an emergency, you tell the adult you are with at the beach, they can then tell a lifesaver who will then call '000'.
    - If the adult you are with is in need of emergency help and cannot call '000' themselves then you tell a lifesaver who will then call '000'.
  - Explain when this number would be used away from the beach.
    - If you see an emergency, you tell the adult you are with, they can then call '000'.
    - If the adult you are with is in need of emergency help and cannot call '000' themselves then you can call '000'.



## ACTIVITY 1

Create some real life scenario's/role plays in groups of four.

Participants in their group select 1 x drowning swimmer, 1 x child, 1 x adult, 1 x lifesaver.

Example scenario:

- You are at the beach when you see someone drowning in the water, you alert the adult you are with who then alerts a lifesaver who then calls '000'.
- 'Drowning Swimmer' pretends to be drowning (climbing the ladder, out of breath) 'Child' notices the drowning swimmer and alerts the 'Adult' they are with.
- The 'Adult' alerts the lifesaver.
- The 'Lifesaver' calls '000'.



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## DISCUSS

Using a red and yellow flag as a prop, discuss with the participants the role of the red and yellow flags (The flags represent the area patrolled by lifesavers and lifeguards. They mark the safest place to swim at the beach.).

If a patrol is operating at the beach find a spot where you can see the flagged swimming area and start a discussion on what you can see:

- What dangers are nearby?
- Why are the flags where they are?
- Where are the lifesavers located?
- Is everyone swimming in the flags? Why/why not?



## ACTIVITY 2

Have the participants do one of the following:

- Colour-in the picture of the red and yellow flags on the worksheet Create a sand sculpture of the red and yellow flags.
- Use different things found on the beach to create a red and yellow flags scene.

# SMALL BOARD BIG FUN

LESSON 5 - 40 MINS



## LEARNING OUTCOMES

**Attempt or perform catching a wave on a body board**



## PREPARATION

Body 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

Teach the participants the following golden rules of body boarding.



## COACHING POINTS

### POSITIONING

You need to be lying in the centre of the board.

Hold on to the bodyboard with both hands either over the front of the board or on the side near the front.



## DEMONSTRATE

Draw an outline of a body board on the sand or place a body board on the sand and use it to demonstrate the correct body positioning on a the board.

Discuss what will happen if too far forward or back on a board (too far forward you will nose dive, too far back and you will find it hard to catch waves).



## ACTIVITY 1

Organise the participants into a semi circle and ask them to draw their own outline of a body board or lay on their body board on the sand.

Ask participants to correctly position themselves on their board on the sand.

Walk around the semi circle and check to see all participants are in the correct position, making adjustments as necessary.



## COACHING POINTS

### CATCHING A WAVE

- Stand up holding the board on the sides near the top in two hands Look behind you for an oncoming wave.
- Just before the wave hits you launch yourself forward and kick hard Keep the front of the board out of the water to prevent nose-diving. (Can also be attempted in a paddling start which needs a big initial kick to catch wave).

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## DEMONSTRATE

Using a body board talk the participants through catching a wave.



## ACTIVITY 2

Make your way down to knee depth water with participants and water safety officers Ask the participants to get onto their board in the correct position.

Have some fun with the participants and see if they can perform the following skills: Duck dive / 360 / Wipe Out / Sitting on your board.



## ACTIVITY 3

Line up participants with their body board facing the beach.

Ensure they are all holding their body boards correctly.

When you see a wave is about to reach the participants get them to bend over and push off with the wave Repeat this until they get the idea and can do it themselves.

### AGE MANAGER TIPS

If you do not have enough boards get the participants to partner up – ensure you keep the non-participating group entertained.

Ask parent helpers or additional water safety officers to assist the participants with the activities.

Be wary of plunging waves that could knock the participants around and possibly cause spinal injuries.

# IM A DOLPHIN

LESSON 6 - 30 MINS



## LEARNING OUTCOMES

Attempt or perform wading and dolphin diving



## 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.



## COACHING POINTS

### 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.



## ACTIVITY 1

Line participants up on the sand (if you have a large group then create smaller lines behind each other). Ask participants to walk lifting knees high and swinging arms high to shoulder level.

Repeat this skill in ankle deep water.

Move back to the sand and ask participants to walk lifting knees high and swinging ankles out to side of body Repeat this skill in ankle deep water.

Repeat this skill again in just below knee deep water.



## ACTIVITY 2

Practice wading skills in relays going along the waters edge and in and out of the water not going beyond knee deep water.



## COACHING POINTS

### DOLPHIN DIVING

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.



## DEMONSTRATE

Discuss with children the need to protect their head when diving under water.

Ask them to practice by putting their head between their arms as their arms are stretched out in front of them.

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## ACTIVITY 3

Take the participants to waist deep water and line up facing parallel to beach. Ask them to get into the arms out dolphin diving position.

On your call they should practice one dolphin dive returning to their feet. Repeat this until they are confident and competent in dolphin diving.

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## ACTIVITY 4

Set up a relay where the participants will have to wade out and dolphin dive around water safety personnel before returning to shore to tag their team mate.

### AGE MANAGER TIPS

Use water safety officers as markers for relays.

# READY. SET. GO!

LESSON 7 - 30 MINS



## LEARNING OUTCOMES

Attempt or perform a standing beach sprint start



## 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

### STANDING BEACH SPRINT START

Place one foot on the line and the other foot behind them. Dig the toes of the front foot into the sand for a better grip.

Place the opposite arm forward to the leg that is in the front position. Knees slightly bent.

On 'go' drive forward off front foot.



## DEMONSTRATE

Demonstrate the correct standing start technique.



## ACTIVITY 1

Set up an area for the lesson to be conducted.

1. Set up a start line using marker cones.
2. Line the participants up behind the start line (if you have a large group than create smaller lines behind each other).
3. On the command 'take your marks' participants take their position on the line .
4. Place one foot on the line and the other foot behind them.
5. Dig the toes of the front foot into the sand for a better grip.
6. Place the opposite arm forward to the leg that is in the front position.
7. On the command 'get set' participants lean forward with arms ready and look towards the finish line.
8. On the command 'go' participants push off from their back foot and start to swing their arms hard and fast to help accelerate.
9. Repeat the starts 10 times.

Have participants try using a different foot forward to feel the difference and choose which leg forward is faster for them.



## ACTIVITY 2

Incorporate skills into games and relays to practice.

### AGE MANAGER TIPS

Mix up the starting commands so that participants aren't always anticipating the start.

Try 'Take your marks. Get set. Show!' and mix in 'Blow' 'No' 'Toe' etc.

Have races and relays in different styles, e.g. skipping, jumping, crawling.

# GET OFF THE GROUND

LESSON 8 - 30 MINS



## LEARNING OUTCOMES

Attempt or perform beach flags starts



## PREPARATION

Marker Cones. Flags: hose/flag/pipe/plastic tube etc.



## 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

### FLAG STARTS

- 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.



## DEMONSTRATE

Organise the participants into a semi circle where they can see your demonstration. Demonstrate the correct technique for flag starts.



## ACTIVITY 1

1. Set up a start and finish line using marker cones and lines in the sand (no more than 10m apart).
2. Line the participants up on the start line facing away from the flags line (if you have a large group then create smaller lines behind each other).
3. Have a helper place a flag on the finish line for every participant lined up on the start line. The helper will need to stay there and help for the whole lesson.
4. Have them lay down with their feet on the start line.
5. Once they are lying on the ground face down, both hands need to be placed palm down, on top of each other, under their chin.
6. On your command of 'heads down' the participant must place their chin down on their hands and push their heels together with straight legs.
7. On your command 'go' participants get up and turn around as fast as they can and run towards the flags.
8. Repeat 10 times.



## ACTIVITY EXTENSION

Add variety to this activity by incorporating some or all of the following:

1. Set up the flags so that there is one less flag for the number of starters and create a competition. Ensure you keep those participants entertained that have been eliminated, e.g. get them to cheer for those left competing, help with placing flags or giving starting commands.
2. Make the start line parallel to the ocean and get the participants to run into the water and fetch a ball each that has been thrown in.
3. Use a flag start to get the group to move from one area of the beach to another.

**AGE MANAGER TIPS** Mix up the starting commands so that participants aren't always anticipating the start. Try 'Take your marks. Get set. Show!' and mix in 'Blow' 'No' 'Toe' etc.