



AGE GUIDE

STAGE 2





WELCOME TO THE FAMILY!

LESSON 1 - 20 MINS



LEARNING OUTCOMES

Develop and understanding of surf life saving in Australia

Identify the surf club as a welcoming place

Identify people in their own personal safety network that they can ask for help



PREPARATION

WORKSHEET: MY HIGH FIVE

Pens/pencils.



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, police officer etc.



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 participants to talk about what it feels like to be in an unsafe situation (i.e. have you felt scared in the water or in a shopping centre before).
- Discuss with participants the type of people that they can trust to keep them safe (i.e. family friends, police, aunties and uncles, teacher).
- Discuss the importance of creating personal safety networks and having people you can trust to ask for help. (You know the best people to talk to when you need help and you know these people will be able to help and keep you safe).



ACTIVITY 2

Ask participants to use the My High Five worksheet to trace their hand onto. On each of the fingers they need to identify someone they can trust (Most will identify Mum & Dad etc) Check what the participants are writing to ensure they are on the right track.



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

SLSA Member Safety and Wellbeing Policy found at www.slsa.com.au

HUMANS ON THE COAST

LESSON 2 - 30 MINS



LEARNING OUTCOMES

Identify natural and manmade objects in the beach environment

Recognise the environmental impact they can have on the beach



PREPARATION

Before the lesson collect a container of seashore items (3 x man-made, 3 x natural items).

Plastic buckets/ice-cream containers (enough for 1 between 3).

Plastic rubbish bags.



DISCUSS

Show participants the seashore items you have gathered from the beach. Ask participants to identify which items are natural or man made.

Discuss where the items may have come from and what happens to them as they move around in the water.

- Part of a sea creature (i.e. crabs shell).
- Begin to breakdown, become smoother.
- Have other sea-creatures attach themselves (i.e. Barnacles). Rubbish left behind by beach goers, dropped off boats etc.



ACTIVITY 1

Divide participants into small groups and give each group a bucket/container.

Have the participants collect 3 natural and 3 man-made items from the beach.

Safety Tip: Warn the participants not to pick up sharp objects, animals or jellyfish.

After 5 minutes bring the participants together and sort items into two piles – natural and man-made

Discuss the natural items the participants have found:

- Focus on obscure items (for fun).
- Is this the end of the life of this item?
 - Shells can become homes for crabs so we shouldn't take them from the beach.
 - Some items will break down and become part of nature's cycle.
- Discuss the man made items the participants have found:
 - What harm can these objects have on marine animals (i.e. plastic bags, plastic rings choking fish etc).
 - What harm can these objects have on the beach goers? (sharp objects can hurt people, etc.).
- Talk about where their items should go.
 - Man-made: either in the rubbish bin or recycling – and then have the participants put them in the right place.
 - Natural: have the participants put them back where they belong on the beach.



DISCUSS

Discuss other GOOD items on the beach.

- Identify specifically: safety signs, flags, sunscreen, sunglasses, umbrellas etc.
- Ask: why are these objects good to have on the beach (keep us safe).

Finish the lesson by discussing the following question: "What can we do while at the beach to reduce our environmental impact?"

AGE MANAGER TIPS

Make sure you set boundaries for the collection exercise to stop kids wondering off. The high tide line is a great place to hunt for objects. Ask parents/helpers to assist in group management.

DRINK EAT EXERCISE

LESSON 3 - 30 MINS



LEARNING OUTCOMES

Recognise the importance of hydration, nutrition and exercise as part of their participation in the junior program



PREPARATION

Collect posters regarding hydration, nutrition and exercise from your local or state sports association. Ensure all participants bring drink bottles to the session.



DISCUSS

Sit the participants in a circle so that everyone can see each other.

Go around the circle and ask each participant to tell the group what they have had to drink before the lesson. Discuss the following facts:

- Your body is made of 60% water.
- You lose water from your body every day (through sweating).

Ask each participant to talk about what they had to eat before coming to Nippers.

Explain why we need to eat before doing exercise (Gives you the sustained energy to last the whole lesson).

Discuss the need to rest between eating and exercising (you need to let your food settle and your body process the food before exercising).



DISCUSS

Invite the participants to talk about what other activities they do during the week to stay active.

Explain what the benefits of exercising are, (i.e. keeping fit so you don't get tired as fast, less chance of getting injuries etc).

Discuss the need to stretch before exercise/activities (i.e. warms up your muscles, gets the blood pumping around your muscles, prepares your body for the activities).

Ask all participants to fill up their water bottles and make their way down to the beach.



ACTIVITY 1

Take the participants for a beach run as a warm up.

To finish the lesson get the group to do some stretches and all drink some water together.

AGE MANAGER TIPS

Be sure to encourage carrying drink bottles around during junior activities.

Have a small snack (i.e. muesli bar) for the participants to eat before activity.

NOTE: do this lesson with a guest speaker, either a cadet member or Senior athlete of the club.



AN ANGRY SEA

LESSON 4 - 20 MINS



LEARNING OUTCOMES

Identify a surging, spilling and plunging wave

Recognise the dangers swimmers can be exposed to with a changing tide



PREPARATION

WORKSHEET: WAVES

Pens/pencils Pictures/photos of waves.



DISCUSS

Ensure each participant has the Waves Worksheet or use other pictures/photos to explain the difference between the following wave types:

Surging – never break but can knock you over and drag you into deep water.

Spilling – usually have less force and are good for body surfing.

Plunging – a larger wave that can dump you onto the bottom with great force.

Ask participants to identify which wave is safe and which would be dangerous and why.

Safe – spilling waves, they are more gentle and less powerful.

Dangerous – plunging waves, they can dump on you and cause neck injuries.

Explain how tides work (i.e. tides are on a 6 hour high/low pattern caused by the moon gravitational pull).

Explain how tides can have associated dangers (i.e. low tide can expose rocks, sandbars etc that cause different water current patterns).



ACTIVITY 1

Go for a walk along the beach looking at and discussing the wave types or other potential dangers in the area.

AGE MANAGER TIPS

Ask parents/helpers to assist in group management.

NOTE: Needs to be taught over more than one lesson so you can identify different wave types with different conditions – can be delivered in the following lessons as a quick 5 minute activity.

F.L.A.G.S.

LESSON 5 - 20 MINS



LEARNING OUTCOMES

Identify the 5 beach safety tips using the F.L.A.G.S. acronym

Identify different safety signs on their beach and their meaning

Understand the three different sign shapes and colours



PREPARATION

Worksheet: F.L.A.G.S Pens/Pencils

Whiteboard and markers (optional) Butchers paper and pens (optional).

Worksheet: Signs of the times Pens/pencils.

Before the lesson identify the safety signage on your beach and/or the safety signs used on patrol.



DISCUSS

Introduce each of the five surf safety tips.

Ask the participants what they think each surf safety tip means, discuss each in more detail.



INFO BOX

F.L.A.G.S Safety Tips

- (F) Find the red and yellow flags and swim between them – it's the safest place to swim because it is patrolled by lifesavers.
- (L) Look for safety signs – safety signs will alert you of any important information needed to make your time at the beach safer and more fun.
- (A) Ask a lifesaver for some good advice – approach a lifeguard on patrol and ask them if there are any dangers to look out for at the beach.
- (G) Get a parent to swim with you – Ask a parent to swim with you and look out for you during your time at the beach.
- (S) Stick your hand up for help – this is the best way to attract attention in the water.



ACTIVITY 1

Take the participants on a beach walk and point out the five F.L.A.G.S tips along the way.



ACTIVITY 2

Complete the F.L.A.G.S worksheet.



ACTIVITY 3

Ask the participants to point out the local safety signage at your beach.

Take the participants on a tour of the safety signage they have pointed out (and any others you know of) and discuss with them what they mean.

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INFO BOX

Three Types of Signs

- Red circle with line crossed through centre – This is an instruction sign that symbolises what can't be done and/or is a breach of safety procedures.
- Yellow diamond with black border – This is a warning sign that warns of a particular danger/hazard. This activity is not advised.
- Blue square – This is an information sign that informs of water safety features or locations for particular activities.



DISCUSS

- Explain to the participants why we use signs (we couldn't write safety messages everywhere in different styles or there would be confusion).
- Discuss the three types of signs.
- Signs are designed the same so people such as international visitors who speak different languages, holiday makers or people not familiar with the local beaches can all understand what they mean.



ACTIVITY 4

Ask the participants to complete the 'Signs of the Times' worksheet.

NOTE: complete this talk/lesson with the patrol team on duty.



GETTING THE RIGHT HELP

LESSON 6 - 15 MINS



LEARNING OUTCOMES

1. Recognise what an emergency situation is
2. Describe when and how to dial '000' if an emergency situation is identified
3. Describe the steps associated with calling '000'



PREPARATION

Whiteboard and markers (optional).



DISCUSS

Discuss what an emergency is and how we identify one.

- 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.
- White on the whiteboard or draw on the sand "DIAL 000" and explain to the participants the stages of reporting an emergency: 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'.

Explain what happens when a '000' call is made.

- The operator will ask whether you need police, fire or ambulance services. You may be asked to provide details of where you are calling from.
- The operator will connect you to the relevant emergency service. The emergency service operator may ask questions like: Who you are, Where you are, Why are you calling...

What happened and what is being done

- It is important to stay on the line – don't hang up.

ALL A-BOARD

LESSON 7 - 40 MINS



LEARNING OUTCOMES

Attempt or perform positioning on a nipper board

Attempt or perform paddling on a nipper board



PREPARATION

Nipper Boards, Water Safety Personnel (1:5).



IMPORTANT

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



COACHING POINTS

POSITIONING ON A BOARD

Lying in the centre of the board. Chin slightly raised. Feet in water (act as training wheels).

PADDLING A BOARD

Paddle in a slow freestyle action. Reach out past the nose of the board. Pull through along the board and exit hand when it is level with the hip.



DEMONSTRATE

1. Draw the shape of a board in the sand or lay a board on the sand (digging a hole where the fin is so the board lies flat).
2. Demonstrate to the participants the correct body positioning on a the board.
3. Demonstrate and discuss what will happen if too far forward or too far 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

- Position the participants in a semi circle and ask them to draw the shape of a board in the sand each with a board or lay a board on the sand (digging a hole where the fin is so the board lies flat).
- Ask participants to correctly position themselves on their board.
- Walk around the semi circle and check to see all participants are in the correct position, making adjustments as necessary.



DEMONSTRATE

Using your demonstration 'board' demonstrate to the participants the correct paddling technique on a the board.

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ACTIVITY 2

- Ask participants to practice the correct paddling technique on their 'boards'.
- Walk around the semi circle and check to see all participants are demonstrating the correct paddling technique, making adjustments as necessary.



ACTIVITY 3

- Make your way down to knee depth water with participants and water safety personnel.
- Ask the participants to get onto their board in the correct position.
- Walk around the group and check the position of each of the participants.
- Play some games such as:
 - Who can balance on their board without falling off in 1 minute.
 - Have one participant lying on a board and a partner (or water safety personnel) holding the back of the board trying to shake them off.
 - Finish by getting the participants to practice their paddling in knee to hip depth water in an area determined by water safety personnel (at this level it is best to keep participants close to shore as they won't have the total skills needed to negotiate waves etc).
 - You can set up a course using the water safety personnel that the participants have to paddle around.

AGE MANAGER TIPS

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

If you have parent helpers or additional water safety personnel ask them to assist by keeping participants balanced on the boards whilst in the water.

STIFF AS A BOARD

LESSON 8 - 40 MINS



LEARNING OUTCOMES

Attempt or perform body surfing on a wave



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

BODY SURFING TECHNIQUE

- Keep body stiff with hands out in front (above head).
- Keep head down between arms.
- Strong fast kick.
- To breathe take a single arm stroke with one hand out in front and breathe to side.



DEMONSTRATE

Demonstrate the correct body surfing technique for the participants to see.



ACTIVITY 1

Organise the participants into a semi circle.

Ask the participants to make their body as 'stiff as a board' in the correct body boarding technique.



COACHING POINTS

CATCHING A WAVE BODY SURFING

- Face the shore.
- Watch behind you for an approaching wave.
- Just before the wave hits you take a deep breath.
- Jump forward or swim hard to match the speed of the wave.
- Keep your body stiff and kick fast.



DISCUSS

Discuss the technique for catching a wave.

CONTINUED...



ACTIVITY 2

- Take participants into waist deep water.
- Line up participants facing the beach.
- Ask the participants to get into their 'stiff as a board' position.
- 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.



ACTIVITY 3

If you have an advanced group of participants you can move into deeper water and try catching waves by swimming onto them.

AGE MANAGER TIPS

Use the skills and expertise of your water safety personnel to help participants.

ASSUMED SKILLS

This lesson assumes participants have acquired previous skills from earlier awards: Wading and Dolphin-Diving.

IN A RUSH

LESSON 9 - 30 MINS



LEARNING OUTCOMES

Attempt or perform basic running technique on sand



PREPARATION

Markers 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

RUNNING TECHNIQUE

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



DEMONSTRATE

Find an area that has a hard surface (i.e. grass outside the surf club). Demonstrate the correct running technique (as per coaching points).



ACTIVITY 1

- Line participants up on the grass/hard surface .
- Position yourself 20 metres in front of the them.
- Ask participants to walk towards you lifting legs high and swinging arms high.
- Point out any incorrect technique and have them repeat going back the other way.
- Repeat the exercise but this time a bit faster.
- Repeat again but this time running fast with a focus on leaning slightly forward and looking forward in a relaxed fashion (you may need to be 30 metres back this time).



ACTIVITY 2

Move to the beach and do the same skills on the sand.



ACTIVITY 3

Skills can be practiced by playing games and setting up relays. Games and relays can be done walking and then done running.

AGE MANAGER TIPS

Mix up the running technique with skipping, jumping, crawling etc or with funny games like 'run like an animal' where participants make up animals and have to run/walk like them.

ASSUMED SKILLS

This lesson assumes participants have acquired previous skills from earlier awards: Standing Beach Sprint Starts

DIVING FOR THE PRECIOUS

LESSON 10 - 30 MINS



LEARNING OUTCOMES

Attempt or perform diving for a beach flag



PREPARATION

Flags: hose/flag/pipe/plastic tube etc.
Tennis balls, Marker Cones, Water bottles.



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

DIVING FINISHES

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



DEMONSTRATE

To start this lesson demonstrate the correct beach flags dive technique.



DISCUSS

Discuss important safety tips:

Always check the sand in a beach flags course for sharp objects.
Have water close by in case you get sand in your eye.



ACTIVITY 1

- Line up the participants on the sand and give each of them a flag.
- Ask them to walk 2 metres ahead and put the flag into the ground then return to their starting position.
- On your command the participants can take a step and dive for the flag.
- Repeat this exercise until they are confident in diving for the flag.



ACTIVITY 2

- Set up a start and finish line using marker cones and lines in the sand.
- Line the participants up on the start line facing away from the flags line (if you have a large group than create smaller lines behind each other).
- 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.
- Have participants get in the correct starting position.
- On your commands 'heads down' and then 'go' participants get up and turn around as fast as they can and run towards the flags and practice diving for the baton.
- Repeat this until the participants get the hang of it.

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ACTIVITY EXTENSION

- 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.
- Make the start line parallel to the ocean and get the participants to run into the water and dive for a tennis ball each that has been thrown in.

AGE MANAGER TIPS

Make sure the sand on the finish line is thoroughly checked for dangerous sticks etc.
Ensure participants have water bottles in case they get sand in their eyes.

ASSUMED SKILLS

This lesson assumes participants have acquired previous skills from earlier awards: Beach Flags Starting Technique.