



AGE GUIDE

STAGE 3



WELCOME TO THE FAMILY

LESSON 1 - 40 MINS



LEARNING OUTCOMES

Develop an understanding of surf life saving in Australia

Identify the surf club as a welcoming place

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



PREPARATION

- Ensure the club is accessible for the club tour.
- Read and have with you the SLSA Member Safety and Wellbeing Policy.
- Organise for parents to be in attendance during session.
- Whiteboard and markers (optional).



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

1. Welcome all the participants and parents to the junior program and surf club.
2. Introduce (from those available) the main people involved in running the junior program or the club.
3. 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

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.

1. Start by explaining to participants and parents that a lifesaving club is a place where everyone should feel welcome and safe.
2. Discuss with participants the following parts of the Member Safety and Wellbeing Policy: Codes of conduct a. Rights and responsibilities b. Equality, Discrimination & Anti harassment.
3. Discuss with the participants these areas in relation to: a. What does the policy say? b. Why is it important? c. What does it mean for the participants? d. What does it mean for the parents? e. What does it mean for the surf club?

Ask the participants if they have any questions and discuss any issues that may arise from the policy. This is a good time to discuss any specific codes of conduct (or rules) that your surf club might have on top of this policy.

GAIL FORCE AND SUN EFFECTS

LESSON 2 - 15 MINS



LEARNING OUTCOMES

Understand how weather can effect both the beach environment and beach users

Identify natural and man-made causes of erosion and their impact of the beach environment

Identify the consequences of not being SunSmart

Identify what skin cancer is and what causes it



PREPARATION

Organise fact sheets on skin cancer (melanoma).

Organise a guest speaker from the Cancer Council or your local equivalent.

Whiteboard and markers (optional).



DISCUSS

Ask the following questions to generate a discussion on weather:

1. What is weather? (it's a description of what's happening with the air, sun, rain and wind at any given time).
2. What type of weather do we get in this part of the country?
3. What can the weather affect the role of lifesavers at the beach? (numbers of people i.e. sunny = more wet = less cold water, more chance of people getting cold; large waves, more dangerous; storms, put dangerous debris into the water etc).
4. How can we be prepared for different weather conditions? (sun protection, wet weather equipment, appropriate warning signage etc).



ACTIVITY 1

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

1. Are they heavy dumping waves?
2. Are they gentle spilling waves?

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

- Ask the participants to pick up a handful of sand and study it in detail in their hands.
- Ask them to describe what they find in the sand or what they think its made of? (may identify broken shells, crab fragments, purples fragments from barnacles etc).
- Have the participants open their fingers and let the sand drop to the beach. While they are doing this mention how easy sand is to move and manipulate on a beach (as easy as it is to falls through their fingers).

CONTINUED...



DISCUSS

Ask the participants the following questions:

1. What impact might waves have on the beach/dune environment? (heavy dumping waves – take/erode sand from the beach; gentle spilling waves – return the sand to the beach).
2. Can you see any signs of erosion on the beach? (look for eroded rock platforms or cliff faces, eroded dunes, areas of steep beach, etc).
3. Can you think of any other ways erosion can be caused? (wind shapes rocks and cliffs, etc.) human development, walking over dunes, etc).
4. What impact do humans have on the coast/sand dunes (tramping over them, weeds, car parks, buildings too close to beach etc).
5. Finish the lesson by discussing ways in which we can protect our coastline/sand dunes. (Don't walk over sand dunes, join a dune care group, fence off dunes, don't build so close to beach etc).



DISCUSS

Recall the SunSmart Guidelines - Slip, Slop, Slap, Wrap, Slide (or your state equivalent slogan).

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



INFO BOX

SKIN CANCER

1. What is skin cancer?

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

2. What is melanoma?

Form of skin cancer that starts from melanocytes skin cells. Can occur anywhere on the body, even between the toes. Grows quickly and if not treated can spread to lower skin cells and then carried to other parts of the body.

3. What causes melanoma?

Develop due to overexposure to UV radiation from the sun, related to short intense episodes of sunburn in childhood as well as long term exposure over a number of years. Each time unprotected skin is exposed to UV it changes the structure of the cells.

4. How common is melanoma?

Australia has the highest rate of skin cancer in the world. One in two Australians will develop some form of skin cancer during their lifetime. Melanoma is more common in people with fair complexions as their skin pigment offers less protection against UV radiation than people with darker skin (for example, Australian Aborigines and Torres Strait Islanders). Melanoma is diagnosed most often in older adults, but it also occurs in younger adults and occasionally in teenagers.



DISCUSS

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



ACTIVITY 2

1. Ask the participants if they have any stories about sunburn and skin cancer that they would like to share with the group.
2. Use these stories to highlight the impact of skin cancer on the lives of people and draw the stories back to the SunSmart Guidelines.

LIFE-SMART

LESSON 3 - 25 MINS



LEARNING OUTCOMES

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



PREPARATION

Worksheet: Food Pyramid.

Whiteboard and markers (optional).



IMPORTANT

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



DISCUSS

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

Ensure you focus on the following:

Nutrition

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

Warm up/down and Stretching

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

Regular exercise

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



ACTIVITY 1

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

RIP IT UP

LESSON 4 - 30 MINS



LEARNING OUTCOMES

Identify the four different types of rip currents Identify how to manage rips in a beach environment

Identify how to use rip currents to assist in surf swimming and rescues



PREPARATION

Picture/poster of a rip.

Whiteboard and markers (optional).

Water safety personnel (1:5).

Life jackets.



DISCUSS

Discuss what a rip is by starting with how they are formed:

- Water that has come to the beach in waves needs a way back out to sea, as the water moves out to sea it creates a trench that channels the water.

Explain each of the below factors to help identify a rip:

- Darker colour due to the water being deeper.
- No waves breaking when there are waves breaking on either side.

Discuss inshore drifts:

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



INFO BOX

DIFFERENT TYPES OF RIPS

Permanent – remains in same spot for many years.

Fixed – long established hole/gully, last for months.

Flash – temporary, maybe due to large surf build up in short time.

Traveling – moves along the beach.



DISCUSS

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



DISCUSS

Ask the group if they know when a rip can be used in a positive way. Can use it to swim out through the surf fast.

Handy if needing to perform a fast rescue. Remind the participants that if using a rip to conduct a rescue then they shouldn't try swimming the patient back to shore – instead they should signal for assistance.

CONTINUED...



ACTIVITY 1

Do you have the required amount of water safety personnel (1:5), a competent group, life jackets and a working rip on the beach? If so:

1. Have each participant wear a lifejacket (if you only have a small amount of life jackets you can split the participants into smaller groups).
2. Take your group to the edge of the rip.
3. Explain you are going to enter the rip and float out to sea or to the 'head' of the rip.
4. Once out the back you can try a short swim against the rip to see how hard it is.
5. Then swim parallel to the beach and catch a wave to the shore.
6. Finish by discussing the experience.

AGE MANAGER TIPS

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

SKIN AND BONES

LESSON 5 - 20 MINS



LEARNING OUTCOMES

Identify the role of the body's circulatory 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).

AWARD DELIVERY OPTIONS

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

1. Option 1 – Deliver a basic single lesson on Anatomy and Physiology (lesson plan provided on this page).
2. Option 2 – Deliver this lesson as part of guiding your participants through a Basic Emergency Care Certificate through the season.
 - Have a qualified trainer deliver an initial lesson on Anatomy and Physiology.
 - During the season conduct further lessons with your participants to work on the knowledge learnt in the initial session.
 - 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.



DISCUSS

Discuss the following human body organ systems.

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).

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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

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:

ACTIVITY/NOTE:

Do a board race – discuss what muscles were used while paddling – skeletal system.

Do a sprint race – measure heart rate before and after – talk about oxygen levels – circulatory system, respiratory system.

Nervous system – lack of oxygen while racing harder to make decisions in the surf.

Link to not going in the surf alone – with head knock and concussion.

A HELPING HAND

LESSON 6 - 30 MINS



LEARNING OUTCOMES

Identify the principles of DRSABCD

Recognise and manage basic patient management techniques



PREPARATION

Whiteboard 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.

- Have a qualified trainer deliver an initial lesson on Basic First Aid.
- During the season conduct further lessons with your participants to practice the skills and knowledge learnt in the initial session.
- 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.



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

Hygiene – Minimising the risk of infection.

DRSABCD Flow Chart.

CONTINUED...



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 1

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

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.



GIVING HOPE

LESSON 7 - 60 MINS



LEARNING OUTCOMES

Perform cardiopulmonary resuscitation (CPR) techniques



PREPARATION

Qualified trainer or lifesaver.
Whiteboard and markers (optional).
Resuscitation training equipment and disinfectant.
Worksheet: DRSABCD Flowchart.

AWARD DELIVERY OPTIONS

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

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

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

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

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

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

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



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.

CONTINUED...



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.

SIGN ME UP & ON PATROL

LESSON 8 - 30 MINS



LEARNING OUTCOMES

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

Identify the role of a beach patrol

Identify the role of lifesavers during a patrol



PREPARATION

Orange and blue communication flags (optional).

Water Safety Personnel (1:5).

Organise this lesson to occur when a patrol is setting up.



DISCUSS

Start the lesson by recalling and having the participants demonstrate the following signals: Return to shore – one arm held vertically above the head.

Proceed further out to sea – two hands held vertically above head.

Go to the left – one arm held out parallel to the ground.

Go to the right - one arm held out parallel to the ground.

Remain stationary – two arms held at arm's length, parallel to the ground.



ACTIVITY 1

Play a quick game of 'you want me where?' – non-elimination.

Game instructions:

You want me where?

1. Participants stand facing you.
2. You give a signal and the participants then follow the instructions of the signal:
 - a. Return to shore – Move towards you.
 - b. Proceed further out to sea – Move away from you.
 - c. Go to the left – Move to their left.
 - d. Go to the right – Move to their right.
 - e. Remain stationary – stop and stand still.



ACTIVITY 2

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

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

CONTINUED...



ACTIVITY 3

1. Ask the participants to pair up and carry out the following activity under the watch of water safety personnel. Remind the participants that the signaler and receiver both need to use message understood when necessary.
2. Have one partner to stand at waters edge (who will be the receiver) and one partner (the signaler) to stand facing their partner 10m up the beach.
3. Ask the signaler to instruct the receiver using the following signals:
 - a. Attract attention of partner.
 - b. Send partner out into knee deep water .
 - c. Ask the receiver to reply.
 - d. The message is not clear .
 - e. Ask the signaler to send partner out into knee deep water.
 - f. (When receivers are in knee deep water) Send partner to the left.
 - g. Send partner further out to sea.
 - h. (When receivers are in knee deep water) Send partner to the right. Partner to return to shore.
 - i. Once the first partner has completed the exercise have them swap positions.

AGE MANAGER TIPS

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

ASSUMED KNOWLEDGE

This lesson assumes participants have acquired previous knowledge from earlier awards: Signals.



ACTIVITY 4

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

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

- When do patrols occur?
- What happens before the patrol begins?
- What equipment is used on a patrol and why?
- Show the participants this equipment .
- What types of things happen on a patrol?
- What are the most fun parts of being on patrol?

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

AGE MANAGER TIPS

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

OFF AND UNDER

LESSON 9 - 40 MINS



LEARNING OUTCOMES

Attempt or perform rolling under a wave on a board



PREPARATION

Nipper Boards.

Water Safety Personnel (1:5).



IMPORTANT

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



COACHING POINTS

ROLLING UNDER A WAVE ON A BOARD

As wave approaches move forward and grab front handles while lying along the board Just before the wave hits roll the board over and hold on tight.

While under water keep your body parallel to the board and pull board forward and down as the foam hits After wave has passed turn the board back over.

Get back on the board and quickly start paddling.



DEMONSTRATE

Draw the shape of a board in the sand.

Demonstrate to the participants the technique for rolling a board while talking them through the steps.

When you get to the part where you roll over you will just pretend to have the board come over top of you etc This demonstration can be fun when the participants start getting all sandy.



ACTIVITY 1

Position the participants in a semi circle and ask them to draw the shape of a board in the sand Ask participants to position themselves on their board as if they were paddling.

Talk the participants through rolling a wave and ask them to demonstrate what they should do. Tell them that a wave is approaching (they need to move forward on the board).

Tell them that the wave is about to hit them (they roll over holding the board).

Tell them the wave has passed them (they roll the board back over, get back on and start paddling again).



ACTIVITY 2

Turn the first activity into a game.

Have the participants start by pretending to paddle their board When you say 'WAVE' they need to roll over onto their backs When you say 'BOARD' they roll over and start paddling again.

Start by calling them out slowly, then speed it up so they are rolling all over the place.



DEMONSTRATE

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

CONTINUED...



ACTIVITY 3

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

AGE MANAGER TIPS

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

ASSUMED SKILLS

This lesson assumes participants have acquired previous skills from earlier awards: positioning on a board and basic paddling technique, entering the surf and bunny-hopping with a board, sitting over a wave and paddling through a wave, exiting the water with a board, catching a broken and un-broken wave.

RIDE WITH ME

LESSON 10 - 40 MINS



LEARNING OUTCOMES

Recognise how a board can be used to secure and support a conscious patient

Demonstrate the skills required to secure and support a conscious patient



PREPARATION

Nipper Boards (1 between 2).

Water Safety Personnel (1:5).



IMPORTANT

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



COACHING POINTS

BOARD RESCUE BASIC STEPS

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



DEMONSTRATE

Take the participants into knee deep water accompanied by water safety personnel.

Choose a confident participant to help with the demonstration.

Demonstrate a board rescue by following the board rescue basic steps.



ACTIVITY 1

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

AGE MANAGER TIPS

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

CONTINUED...

ASSUMED SKILLS

This lesson assumes participants have acquired previous skills from earlier awards:

- Positioning on a board and basic paddling technique.
- Entering the surf and bunny-hopping with a board.
- Sitting over a wave and paddling through a wave.
 - Exiting the water with a board.
- Catching a broken and un-broken wave.

THE BIG STUFF

LESSON 11 - 30 MINS



LEARNING OUTCOMES

Attempt or perform diving under waves



PREPARATION

Water Safety Personnel (1:5).



IMPORTANT

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



DISCUSS

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



COACHING POINTS

DIVING UNDER WAVES

Dive deep under waves.

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

In deep water, do not use extra energy trying to reach the bottom; instead duck dive to just below the turbulence. Wait for the wave to pass and then push or kick to the surface (off the bottom if possible).

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



ACTIVITY 1

You don't need large surf to practice this skill. Organise participants into small groups of about 10.

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

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

Repeat this activity until all groups have the hang of it.



ACTIVITY 2

Organise participants into small groups of about 10.

Ensure the water safety personnel are placed throughout the surf.

Send groups to swim out past the surf zone practicing their diving under waves. When they get out the back they can rest and return to shore.

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

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

ASSUMED SKILLS This lesson assumes participants have acquired previous skills from earlier awards:

- Wading and dolphin-diving
- Body surfing
- Surf swimming techniques.

HARD AND FAST

LESSON 12 - 30 MINS



LEARNING OUTCOMES

Develop a beach sprint arm and leg drive technique



PREPARATION

Marker cones.



IMPORTANT

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



COACHING POINTS

BEACH SPRINT ARM AND LEG DRIVE

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



DEMONSTRATE

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



ACTIVITY 1

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



ACTIVITY 2

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

CONTINUED...



ACTIVITY 3

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

1. Set up five lines 10 metres apart marked lines in the sand and by marker cones.
2. The idea of this activity is to start the participants on one of the end lines and have them jog to the first line, when they get to the line they sprint as hard as they can to the next line, then jog to the next line and finish by sprinting to the last line.
3. This exercise will help participants focus on using arm and leg drive while sprinting between lines In manageable groups have participants line up on the start line.
4. Use 'Take your marks' – 'Get set' – 'Go!' to have participants practice their skills and really drive themselves off the mark each time.
5. Repeat for up to 10 times until the skills become second nature.

AGE MANAGER TIPS

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

ASSUMED SKILLS

This lesson assumes participants have acquired previous skills from earlier awards: Standing beach sprint starts, Basic beach sprint running technique, Crouching beach sprint starts and finishes.

HUSTLE AND BUSTLE

LESSON 13 - 30 MINS



LEARNING OUTCOMES

Identify different beach flags race strategies



PREPARATION

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



IMPORTANT

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



COACHING POINTS

BEACH FLAGS BROKEN DOWN

Start

Speed in turn.

Keep low throughout turn.

Strong leg and arm action.

End

Keep eyes on flag.

Dive with hands stretched right out.

Grasp firmly and bring to body.

Middle

Quick decisions need to be made on which flag you will go for.

Quickly move in front of a competitor if possible.

Keep a low body position in relation to your opponent.



DISCUSS

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

Question the participants on their beach flags strategy:

Which flag do you usually go for?

Why do you go for that flag?

Which is the best flag to go for?



ACTIVITY 1

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

CONTINUED...



INFO BOX

GAME INSTRUCTIONS: STRATEGY FLAGS

There will be eight participants in each group and eight flags every start.

The flags will be in 4 different groups of 2 (by either colour or shape or object).

Each of the different flags has a different points value (i.e. 2x white flags = 20 points, 2 x black flags = 15 points, 2 x blue flags = 10 points, 2 x green flags = 5 points).

The aim of the game is to be the first to reach 100 points exactly.

You will need to think about what colour you want and then when you turn you will need to spot it and go for it quickly.

First to reach 100 points exactly wins.

If you go over 100 points then the next round the value of your flag will be subtracted from your score (i.e. if you are on 105 you need to get a flag valued at 5 to win).

If you go below 100 then the next round your points will go up again and so forth.

Sort participants into groups of eight and have the first group line down on the start line. Have the rounds start on your commands 'Heads Down' and then 'Go'.

Ensure the flags are moved into random positions every round.

AGE MANAGER TIPS

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

ASSUMED SKILLS

This lesson assumes participants have acquired previous skills from earlier awards:

- Beach flags starting technique
- Beach flags diving technique.