



AGE GUIDE

STAGE 3





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

Understand the basic principles of the SLSA Membership and Wellbeing Policy



PREPARATION

- Ensure the club is accessible for the club tour.
- 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).



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

- 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

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

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

1. What is a policy? (a policy is a document or statement that guides behavior).
2. What is the member safety and wellbeing policy? (A document that aims to look after and protect the members of SLSA).
3. What does it say? (it sets out the 'guidelines' for how we should act as a member of SLSA).
4. Why is it important? (so every member feels safe and enjoys their time in surf life saving).
5. What does it mean to the participants?
6. What does it mean to the parents?
7. What does it mean to the surf club?

CONTINUED...



DISCUSS

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

1. Protection for them and their friends (This is what the policy is all about).
2. Unacceptable behavior (Ask for examples).
3. Warning signs (how do you know when you or someone else might be breaching this policy?).
4. Reporting (who and how to tell someone about a breach of the policy) (that relates to junior members):
 - a. You act against this policy.
 - b. You bring surf life saving and/or SLSA into disrepute. You discriminate against or harass any person.
 - c. You victimise another person for reporting a complain.
 - d. You make a complaint you know to be untrue, mean or rude.
5. Discuss the consequences of breaching the policy:
 - a. Making a verbal or written apology.
 - b. Paying a fine.
 - c. 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.

A CHANGING PLANET

LESSON 2 - 20 MINS



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).



DISCUSS

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

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

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

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

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:
 - a. What causes them?
 - b. Is it a common event or random severe weather event?
 - c. What effect they have on people/society/communities, etc.?
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.
3. Write up on a whiteboard/butchers paper the following questions:
 - a. How will rising seas levels impact our role as surf lifesavers? (the beach will get smaller or disappear, new beached could be formed, etc).
 - b. How will rising sea levels impact the surf clubs from which we operate? (the sea could reach the clubs and force the clubs to relocate, etc).
 - c. 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).
 - d. 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.

BARRIERS TO BUGS

LESSON 3 - 15 MINS



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

2. Ask the participants the following questions (write answers on a whiteboard/butchers paper):
 - a. What is an infectious disease? (is a disease that can be passed on from one person to another).
 - b. 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.

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

LESSON 4 - 60 MINS



LEARNING OUTCOMES

Identify and understand the 10 SLSA beach safety tips

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



PREPARATION

Picture/poster of a rip.

Whiteboard and markers (optional).

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



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 - do not 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:

CONTINUED...



INFO BOX

SAFETY TIPS (NEVER...)

1. Never swim at un-patrolled beaches.
2. There is no guarantee someone is watching and can help you if you get into trouble.
3. 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.*
4. Never swim under the influence of alcohol. *You do not have the same level of coordination and can make stupid choices regarding safety.*
5. Never run and dive into the water. *You do not know what is under the water that you might land on, you may also trip over and hurt yourself while running in.*
6. 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.



DISCUSS

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

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:

1. Inform Educate.
2. Provide warnings.
3. Offer assistance.
4. 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.

AGE MANAGER TIPS

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

BODY WORKS

LESSON 5 - 20 MINS



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).

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.

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.



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:

- What are you doing when you breathe into a patient? (providing air into the lungs).
- What color blood will be present if you cut an artery (bright red blood due to the high oxygen content).

PATCHED UP

LESSON 6 - 15 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.

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.



LIFE IS FOR LIVING

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:

1. One person patient assessment.
2. Mouth to mouth and mouth to nose rescue breathing techniques as part of CPR.
3. 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.

ALL IN THIS TOGETHER

LESSON 8 - 30 MINS



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.

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 a tour 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:

1. You are approached on the beach by an elderly man and woman who have been stung by a jellyfish. What do you do?
2. 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?
3. 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?
4. 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?
5. 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

LESSON 9 - 60 MINS



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.



DEMONSTRATE

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.



DISCUSS

BOARD RESCUE RACE

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.

CONTINUED...



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 lessons:

- 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.
 - Rolling under a wave.
 - Board rescue.

SURF RACE / RUN-SWIM-RUN

LESSON 10 - 40 MINS



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.



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.



DISCUSS - RUN-SWIM-RUN RACE

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.

CONTINUED...



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.
 - Body surfing.
 - Surf swimming techniques.



RESCUE ME

LESSON 11 - 60 MINS



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 Fins (optional).
Swim Buoys x 2.
Water Safety Personnel (1:5).



DISCUSS

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

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

1. Have water safety personnel set up a small swim course using swim buoys.
2. Organise the participants into small groups (as many groups as there are rescue tubes).
3. Give each group a rescue tube.
4. 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.

CONTINUED...



COACHING POINTS

RESCUE TUBE RESCUE

1. Enter the water holding the tube under your arm and swim fins in the other hand.
2. Run and wade to knee depth before throwing the tube to the side and putting your fins on.
3. Observe your patient continually.
4. Swim to you're within 2m of the patient and tell them what you are going to do .
5. Push the tube towards the patient while reassuring them.
6. Clip the patient into the tube and begin to swim back to the beach towing the patient.
7. Anticipate waves and secure patient if possible.
8. 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

1. Conduct tube rescues in the water.
2. Ensure water safety personnel are in place.
3. Have one participant (the patient) from each pair swim out to sea and signal for assistance.
4. The next participant in the pair (the rescuer) swims out to the patient and conducts a tube rescue returning to shore with the patient.
5. 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.
 - Body surfing.
- Surf swimming techniques.
- Negotiating large waves.
- Experiences a rescue tube.

BEACH SPRINT / BEACH RELAY

LESSON 12 - 40 MINS



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.



DISCUSS - BEACH SPRINT RACE

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

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

BEACH RELAY RACE: Have a beach relay race course set up as per the layout specifications.



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

1. Organise the participants into teams of four.
2. Conduct beach relay race heats as per the event specifications.
3. Repeat 3 or 4 times.

CONTINUED...



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:

1. Beach flags start.
2. Start on back, feet on start line.
3. 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.
- Basic beach sprint running technique.
- Crouching beach sprint starts and finishes.
 - Arm and leg drive.

BEACH FLAGS

LESSON 13 - 40 MINS



LEARNING OUTCOMES

Demonstrate beach flags skills in a beach flags event



PREPARATION

Start/finish line marker poles.

Beach flags.

Starting whistle.



IMPORTANT

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

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.



DISCUSS

Have a beach relay race course set up as per the layout specifications.

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

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



ACTIVITY 2

1. Finish beach flags with a fun 'Water Flags'.
2. Draw a start line in the sand parallel to the water line about 20m up the beach.
3. Line the participants up along the start line, in the flags position, facing up the beach.
4. Throw tennis balls into the water (make sure there is one less ball than there is athletes).
5. 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.
- Beach flags diving technique.
- Beach flags strategy.



IRON PERSON / CAMERON RELAY

LESSON 14 - 60 MINS



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).

2 x turning flags.

Set of swim buoys.

Starting whistle 4 buoys (board).



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.



DISCUSS

JUNIOR IRONMAN/IRONWOMAN

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

1. Have an ironman/ironwoman race course set up as per the layout specifications.
2. Organise the participants into manageable groups (heats).
3. Conduct ironman/ironwoman race heats as per the event specifications.



DISCUSS

CAMERON RELAY RACE

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

1. Have a Cameron Relay race course set up as per the layout specifications.
2. Organise the participants into manageable groups (heats).
3. Conduct Cameron Relay race heats as per the event specifications.

AGE MANAGER TIPS

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