



AGE GUIDE

Surf Play 1



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

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Foreword

Thank you for making a commitment to being an Age Manager. You are taking on a role that is central to developing our junior surf lifesavers. Your contribution to help deliver this valuable learning opportunity to junior surf lifesavers is appreciated.

Junior development within surf lifesaving had its origins in the 1960s. Over time, these activities have grown and developed along with the changing surf lifesaving culture, changing community expectations, and changing expectations of members.

The one thing that has remained constant over that time has been the willingness of members to commit their time to training youth within SLSA.

The content and format of this second edition Junior Development Resource has been revised based on feedback, consultation and contribution from clubs and states.

It has been designed to deliver positive learning and experiential outcomes for every 5 – 13 year old who joins a surf life saving club. It incorporates three strands: knowledge, skills and competition. It emphasises fun, play and participation.

I commend it to you and wish you a rewarding and enjoyable season contributing to making Australia's beaches safe.

Yours in Surf Life Saving
Kevin Larkins
SLSA Director of Development
Surf Life Saving Australia

Responsibilities of Age Managers

An Age Manager takes responsibility for the care, safety, wellbeing and development of junior surf lifesavers in their care. That responsibility involves facilitating the development of surf lifesaving skills (movement skills, surf awareness, etc.) and personal skills (eg. confidence, teamwork, leadership, etc). Age Managers play a fundamental role in the delivery of a learning program that encourages and develops young surf lifesavers.

Each state has specific legal requirements and responsibilities for people working with youth under the age of 18 years. These requirements will be covered in state delivery of the Age Managers' Course.

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Sample Surf Play 1 Activities Program



Below is a sample Surf Play 1 Activities Program. Use this sample to run your Surf Play 1 program or use it as a guide to creating your own program.

Session	Estimated Time	Location	Activity
1	10min	Surf Club	Roll call and organisation
2	5min	Surf Club	Slip, Slop, Slap, Slurp Ensure all the participants are sunsmart and have a drink of water to begin the program of activities
3	10min	Beach	Warm up Have an assistant/helper take the participants on a short warm up run, include some stretches. While the participants are warming up meet with the parents and discuss the program for the day and how they can help.
4	15 – 25min	Surf Club / Beach	SURF KNOWLEDGE Surf Education Lesson Choose one of the following lessons from the Surf Play 1 Age Guide and deliver it to the participants: #1 My Beach Playground <i>Introduction to Surf Life Saving</i> #2 If I need help <i>Personal Safety</i> #3 Friend or foe? <i>Ecosurf</i> #4 Slip, Slop, Slap <i>Sun Safety</i> #5 Watching over you <i>Surf Safety</i> #6 I'm a lifesaver <i>Patrols</i>
5	5min	Surf Club / Beach	Slip, Slop, Slap, Slurp Ensure all the participants are still sunsmart and get them to have a drink of water before continuing on with the program. If participants aren't dressed for the water get them to change.
6	30min	Water	SHALLOW WATER ACTIVITIES Water Skills Lesson Choose one (or both) of the following lessons from the Surf Play 1 Age Guide and deliver it to the participants:

Sample Surf Play 1 Activities Program



Session	Estimated Time	Location	Activity
			<p>#7 Beached Whales <i>Water Confidence</i></p> <p>#8 Swinging legs <i>Wading</i></p> <p>Games Play shallow water games with the participants, i.e. Noodle under and over, Water tag etc</p>
7	5min	Beach	<p>Slip, Slop, Slap, Slurp Ensure all the participants are still sunsmart and get them to have a drink of water before continuing on with the program</p>
8	30min	Beach	<p>BEACH ACTIVITIES</p> <p>Beach Skills Lesson Choose one (or both) of the following lessons from the Surf Play 1 Age Guide and deliver it to the participants:</p> <p>#9 Beach fairies <i>Beach Flags</i></p> <p>#10 Land crabs <i>Beach Sprint</i></p> <p>Games Play beach games with the participants, i.e. Build a sandcastle, fireman's relay etc</p>
9	15min	Beach	<p>SURF PLAY GROUP ACTIVITY/GAME Get together all the participants from Surf Play 1 and Surf Play 2 and organise a large group game that also involves the parents. This will help bring both the participants and the parents together in one spot and ensure a smoother transition of participants back to their parents at the end of the program.</p>
10	10min	Surf Club	<p>Program Wrap up Call the roll to make sure everyone is accounted for and give out any final notices. Parents collect their children.</p>
TOTAL	2hours 25min		

How to read a lesson plan



Reading a Lesson Plan

Reading a lesson plan is easy. The example below shows you where to find everything you will need to use the lesson plan effectively.

The image shows a lesson plan page for 'All a-board' with several callouts pointing to specific features:

- Lesson Name:** Points to the title 'All a-board'.
- Estimated Lesson Time and relevant Lesson Location symbols found here:** Points to the top left icons (stopwatch, house, beach, water).
- Lesson Number:** Points to 'Surf Rescue 2 LESSON #8'.
- Award Name:** Points to the 'SURF LIFE SAVING' logo.
- Lesson Outcomes (always first):** Points to the 'LEARNING OUTCOMES' section.
- Preparation (always second):** Points to the 'PREPARATION' section.
- Example of info Box or Coaching Points box:** Points to the 'COACHING POINTS' section, which is highlighted with a dashed blue border.
- The main deliverable components of the lesson: Discuss/Demonstrate/Activity:** Points to the 'Demonstrate', 'Activating 1', 'Activating 2', and 'Activating 3' sections.
- Age Managers Tips:** Points to the 'AGE MANAGER TIPS' section.
- Further Reference: Look here for where to go for further information:** Points to the 'Further References' section.
- Page number:** Points to the number '25' at the bottom right.

Symbols

The lesson plans use symbols as an easy and visual way to interpret the lesson at a glance. Below are each of symbols and a short description of what they represent:

SYMBOL	DESCRIPTION
	Stop Watch – Estimated time the lesson will take
	Surf Club – Lesson will be conducted inside the Surf Club
	Beach – Lesson will be conducted on the Beach
	Water – Lesson will be conducted in the Water
	Learning Outcomes – Participants should achieve these outcomes by the end of the lesson
	Preparation – What you will need to organise before the lesson to deliver the lesson effectively
	Discuss – Group discussion led by the Age Manager (learning by listening)
	Activity – An opportunity for participants to learn or practice while participating in an activity (learning by doing)
	Demonstrate – Demonstrate the skill to the participants (learning by seeing)
	Info Box– Helpful information to help you with the delivering the lesson
	Coaching Points – Helpful coaching points for teaching correct skill technique
	Important – Ensure you read this before beginning the lesson
	Age Manager Tips – Handy tips to help you during the lesson
	Assumed Skills – The lesson assumes participants have acquired previous skills from earlier lessons



Topic	Learning Outcomes
<p>Introduction to Surf Life Saving Lesson: My Beach Playground</p>	<p>Know their way around their surf club and beach Identify the junior activities boundaries</p>
<p>Personal Safety Lesson: If I need help</p>	<p>Understand basic safety practices: how to signal for help, importance of having an adult present when in the water, and staying with the group at all times.</p>
<p>Ecosurf Lesson: Friend or foe?</p>	<p>Understand the types of animals that we share the beach with Identify dangerous animals at the beach</p>
<p>Sun Safety Lesson: Slip, Slop, Slap</p>	<p>Understand the meaning of slip, slop, slap</p>
<p>Surf Safety Lesson: Watching over you</p>	<p>Understand the role of an adult at the beach</p>
<p>Patrols Lesson: I'm a lifesaver</p>	<p>Identify what a lifesaver looks like Identify the safest place to swim at the beach</p>
<p>Water Confidence Lesson: Beached Whales</p>	<p>Enjoy playing in the surf Develop confidence in the water</p>
<p>Wading Lesson: Swinging legs</p>	<p>Enjoy wading in and out of the water Develop confidence in the water</p>
<p>Beach Flags Lesson: Beach fairies</p>	<p>Enjoy playing beach flags</p>
<p>Beach Sprints Lesson: Land crabs</p>	<p>Enjoy beach sprinting and participating in beach relays</p>



LEARNING OUTCOMES

Know their way around their surf club and beach

Identify the junior activities boundaries



PREPARATION

Ensure the surf club is available for a tour



Discuss

Sit the participants in a group

Welcome them to the surf club



Activity 1

Take the participants on a tour of the surf club – explain each area you visit.

Make sure the tour visits the following places:

Bathroom/Changing Rooms (remind participants that they should always ask their Age Manager to go the bathroom and then go with a friend)

First Aid Room (this is where people are looked after when they are injured)

Gear Shed (Where all the rescue equipment is stored, show the participants a few items)

IRB Shed (An IRB is usually set up ready for rescues)



Activity 2

Take the participants for a walk along the beach

As you walk along the beach point out important features on your beach (i.e. rock features, patrol towers, pools etc)

If a patrol is operating then discuss the patrol flags and what the lifesavers are doing.

Finish the beach tour by setting the boundaries for junior activities around the surf club and on the beach.



AGE MANAGER TIPS

If you are new to the club ask a longer serving member to help you with this lesson.

Invite the parents to accompany you on the tour

If you have a large group consider splitting the participants into smaller groups



LEARNING OUTCOMES

Understand basic safety practices: how to signal for help, importance of having an adult present when in the water, and staying with the group at all times.



PREPARATION

Check the water to identify the presence of any holes or gutters for reference during the session.

Have an adult parent/helper ready to walk through the hole/gutter during the demonstration below.



Discuss

Sit the group in a circle in a quiet, protected part of the beach.

Discuss the importance of staying with the group at all times. Do not wander off alone. Identify the group's coloured caps / rash tops.

Discuss the need to always have an adult present whenever you go into the water and to stay in shallow water.



Demonstrate

Discuss holes and gutters in the shallows.

If there is a hole or gutter in shallow water on the beach take the group to the water's edge and have an adult parent/helper walk through the hole/gutter



Discuss

Discuss how to signal for help if in the water (one hand held high above your head, with hand moving slowly side to side). Stand the group up and practice this signal.

Discuss the other signals that are important on the beach (ie. whistle blown by age manager or patrol member, siren sounded from the clubrooms).

Discuss when you may need help (i.e. unsure where to go, if you are hurt, if you feel afraid)

Discuss where you go to get help (i.e. age managers, lifesaver, orange cap water safety, patrol shelter, clubhouse)



AGE MANAGER TIPS

Keep your messages simple and clear, young children have a limited vocabulary and a short attention span.

Reinforce the messages in this lesson at every opportunity during other sessions.



LEARNING OUTCOMES

Understand the types of animals that we share the beach with
Identify dangerous animals at the beach



PREPARATION

Touch up on your knowledge of dangerous beach animals



Discuss

Generate a discussion regarding the types of sea animals we share the beach with by asking the following questions:

What types of animals/creatures do we share the beach with? (i.e. crabs, fish, whales, sharks, jellyfish, stingrays, sea urchin, sea snakes, stonefish etc)

How do these animals use the beach? (i.e. fish swim in the sea, crabs live in the rocks or under the sand)

Discuss with the participants that some of these animals are dangerous to us because they have special ways of protecting themselves.

Ask the participants 'which of these animals are dangerous to us?'

With each answer discuss:

Why they are dangerous to us

What we can do to keep away from these dangerous animals

Ensure you cover the following animals:

Crabs – not usually dangerous, but be careful

Blue Ringed Octopus – poisonous, don't touch them

Jelly Fish – sting you, don't touch them

Sharks – dangerous, leave the water when a lifesaver tells you



Activity 1

Tell the participants you are about to go for a walk along the beach, set some rules for the walk:

Stay in a group (a good idea is to place a helper at the back of the group to look after the slower walkers)

Keep close so you can hear what is being talked about

Don't touch any animals you might find

Don't go in the water

Take the participants on a walk along the beach

Try to find some of the animals you have talked about (it will be easier to find animals like crabs and fish, and a lot harder to find sharks and stingrays)

If you come across any of the dangerous animals (i.e. jelly fish) discuss them with the group – but don't touch them.



AGE MANAGER TIPS

Use parents/helpers to manage the group on the beach walk



LEARNING OUTCOMES

Understand the meaning of slip, slop, slap



PREPARATION

Sunscreen, wide brimmed hat, long sleeved shirt

Prepare flash cards with each of the sunsmart guidelines (Slip, Slop, Slap) and a picture to match



Discuss

Sit the participants in a group (if you have to be outside make sure you are under shade)

Ask the following questions:

Who likes playing in the sun?

Why is playing in the sun so much fun? (It's warm, you don't get wet etc)

What should we all do before going out into the sun? (put on sunscreen, wear a shirt, put on a hat etc)

Ask the participants if they know a good way to remember what to do before going out into the sun (they may have been introduced to sunsmart principles at school)

Show the participants the 'SLIP' flash card

Ask the participants to describe what this means (Slip on a shirt)

Show the participants the 'SLOP' flash card

Ask the participants to describe what this means (Slop on some sunscreen)

Show the participants the 'SLAP' flash card

Ask the participants to describe what this means (Slap on a hat)



Activity 1

Ask for a volunteer who would like to be dressed up as sunsmart

Have the volunteer stand at the front of the group

Take the sunscreen and discuss it with the group (sunscreen needs to be applied before going into the sun, it should be SPF30 and waterproof)

Squeeze some into your hands and rub it onto the volunteer, all over their arms and legs and face.

Take the long sleeved shirt and discuss it with the group (the long sleeved shirt is best because it protects your arms from the sun)

Hand the shirt to the volunteer and have them put it on

Take the wide brimmed hat and discuss it with the group (the wide brimmed hat is best because it protects your neck and ears and face)

Hand the hat to the volunteer and have them put it on

Finish the activity by asking the volunteer to parade his sunsmart costume like a runway model

Activity Extension

After the demonstration get all of the participants to dress in a sunsmart manner (if not already) and put on sunscreen.



AGE MANAGER TIPS

Ensure your volunteer is happy to be up in front of the whole group



LEARNING OUTCOMES

Understand the role of an adult at the beach



PREPARATION

No preparation needed



Discuss

Sit the participants in a group

Ask the participants the following questions to generate a discussion:

Who goes to the beach with you? (Mum, Dad, friends, brothers, sisters etc)

Why is it important to always be at the beach with an adult? (So they can look after you)

What should the adult do when they are at the beach with you? (They should always stay within arms reach of you in the water, keep you safe)



Activity 1

Split participants into small groups

Ask the participants to create a picture on the sand that shows an adult looking after them at the beach

Participants can use sand and any items they find around the beach (seaweed, sticks, shells etc)

Give the participants 15min to complete their beach scene

After 15min get all the participants together and walk around each of the groups pictures discussing with them who the adult is and what they are doing.



AGE MANAGER TIPS

If given the opportunity participants can take a long time to create sand sculptures, keep an eye out on progress and hurry them up if taking too long.



LEARNING OUTCOMES

Identify what a lifesaver looks like
Identify the safest place to swim at the beach



PREPARATION

A lifesaver uniform and equipment (shorts, long sleeved t-shirt, wide brimmed hat, cap, first aid bum bag, rescue tube, fins)



Discuss

Sit the participants in a group in a quiet place

Ask the participants the following questions:

What is a lifesaver? (A trained volunteer who patrols the beach)

How do we know what a lifesaver looks like? (They are dressed in red and yellow, they wear a red and yellow cap, they carry a tube etc)

What does a lifesaver do? (They patrol the beach, they save people etc)

Where is the safest place to swim at a beach? (Between the red and yellow flags)



Activity 1

Ask for a volunteer who would like to be dressed up as a lifesaver

Have the volunteer stand at the front of the group

Take a piece of the lifesaver uniform and discuss the item with the group

Hand the item to the volunteer and have them put it on

Continue dressing up the volunteer until they are fully clothed as a lifesaver and have all the lifesaving accessories.



AGE MANAGER TIPS

Ensure your volunteer is happy to be up in front of the whole group



LEARNING OUTCOMES

Enjoy playing in the surf
Develop confidence in the water



PREPARATION

Water Safety Personnel (Recommended 1:1)



Discuss

Sit the participants in a group on the beach facing out to sea

Discuss the water and surf by asking the following questions:

Who likes swimming in the sea? (note those that don't raise their hand so you can watch them later in the lesson)

What is different about swimming in the sea, than swimming in the pool? (The sea has salt water and waves, the pool has fresh water and no waves)

Discuss what a participant should do if they are not enjoying being in the water. (tell an Age Manager, parent, helper, water safety personnel who will help you)



Activity 1

Take the participants on a short beach run to warm up

Snake the run into ankle deep water as you run around (but don't stop and go into the water)



Activity 2

Line up the participants on the edge of the water facing out to sea

Get the participants to hold hands and walk into the water slowly

When in ankle deep water stop and tell the participants to jump the waves as they get to them, do this for ten or so waves.

Tell the participants that on the count of 3 they need to sit down in the water

Once sitting down get the participants to roll over onto their stomachs

Get them to stay in that position until a number of waves have washed over their body

Ask the participants to stand and turn to face out to sea again

Walk further into the water until knee deep

Repeat activity (sit, roll over, have waves wash over them)



AGE MANAGER TIPS

Pair up unconfident participants with water safety personnel



LEARNING OUTCOMES

Enjoy wading in and out of the water
Develop confidence in the water



PREPARATION

Water safety personnel (Recommended 1:1)



Activity 1

Line up the participants on the beach

Ask the participants to show you how they run on the beach by running on the spot

Ask the participants the following questions:

Can you run in the water like this? (not very well)

Why can't you run in the water like this? (because your legs will push against the water and make it hard)

Ask the participants to show you how they could run in the water by doing it on the spot (see if they made it hard)



Demonstrate

Demonstrate the correct technique for wading

Swing legs out and away from body

High knees to clear water

Swing arms wide for balance



Discuss

Discuss why we need to wade in the water (we need to wade because if we were to run in the water like we run on the beach it would be difficult because the water is hard to push our legs through, by wading we get our legs up and over the water)



Activity 2

Have water safety personnel ready at the waters edge

Get the participants to practice their wading technique on the spot on the sand

When they have the basic technique right ask them to follow you along the beach like 'follow the leader'

Start on the sand

Snake down to the waters edge near the water safety personnel

Wade along in ankle deep water

Move back to the sand

Then move back to knee deep water and wade along

Continue snaking until you think participants have had enough.



AGE MANAGER TIPS

If you're not up for running all over the beach get a lifesaver or another adult to lead 'follow the leader'



LEARNING OUTCOMES

Enjoy playing beach flags



PREPARATION

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



Discuss

Sit the participants in a group on the beach

Tell the participants they are about to play beach flags and discuss what beach flags is (it's a game to practice the speed and reaction needed by a lifesaver to respond to emergencies)

Introduce the basic beach flags instructions



Coaching Points

BASIC BEACH FLAGS INSTRUCTIONS

There is a start and finish line

You will line up on the start line facing away from the finish line

You lie down on your stomach with your chin on your hands

On the finish line there are flags placed in the sand

When you hear 'Go' you can get up and turn around and run for a flag

When you get to the flag bend over and pick it up



Demonstrate

If you have a helper or a participant who knows how to do beach flags then use them to demonstrate

Set up a flag in the sand and then walk 10m away from it

Lie down on the sand on your stomach facing away from the flag

Get up, turn around, head for the flag and pick it up (talk the participants through this while it is being demonstrated)



Activity 1

Set up a start and finish line using marker cones and lines in the sand (no more than 10m apart)

Line the participants up on the start line facing away from the flags line (if you have a large group then create smaller lines behind each other)

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 the participants lay down facing away from the finish line, on their stomachs with their feet on the start line and hands tucked under their chin

On your command 'Go' the participants get up and race for a flag.

Repeat the activity 3 or 4 times.



AGE MANAGER TIPS

You can use the participants to help with the flags by having them put their flag back in the sand after picking it up.



LEARNING OUTCOMES

Enjoy beach sprinting and participating in beach relays



PREPARATION

Marker Cones

Plastic cups

Ice-cream containers

Water Safety Personnel (Recommended 1:1)



Coaching Points

BEACH SPRINT INSTRUCTIONS

You will line up on the start line with one foot on the line and the other foot behind

When you hear the word 'Go' you start to run to the finish line at the other end of the track



Activity 1

Set up a start and finish line using marker cones and lines in the sand (no more than 20m apart)

Explain the beach sprint instructions

Take the participants to the start line

Line the participants up along the start line in groups of about 8

Explain to the participants that on 'Go' they need to run to the finish line

Run through 4 or 5 beach sprints and then start to mix up the way they run:

- Hopping race

- Crawling like a crab

- Running backwards

- Skipping etc

Participants might also like to come up with their own ideas



Coaching Points

CUP AND BUCKET RELAY INSTRUCTIONS

The first runner will start with a plastic cup

You run down to the waters edge and fill the cup up with water

You then run back to your team trying not to spill any water

When you get back you tip your water into the ice-cream container on the ground in front of your team

When the water is all tipped out you pass the cup to the next person in your team

They will then go and collect some water and so on

The relay finishes when the ice-cream container has been filled



Activity 2

Explain the Cup and Bucket Relay instructions

Split the participants up into groups of 4 or more

On 'Go' the first runner starts and the team completes the relay



AGE MANAGER TIPS

Ensure there is water safety personnel at the waters edge during the relay activity



Notes

