

U18

AGE GUIDE

Surf Aware 1



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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.

A handwritten signature in black ink, which appears to read "John Fitzgerald".

Yours in Surf Life Saving
John Fitzgerald
SLSA Director of Development

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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Age Guide Editorial Panel: Andre Slade (SLSA National Development Officer), Andrew Skillern (Victoria), Ben Whibley (SLSA National Education Manager)

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Foreword / Responsibilities of Age Managers / Acknowledgements	1
Contents	2
How to use this age guide	3
How to read a lesson plan	4
Surf Aware 1 - Award Summary	5
LESSON PLANS	
1 Welcome to the family! Introduction to Surf Life Saving	6
2 Feeling safe at the beach Personal Safety	7
3 Our beach environment Ecosurf	8
4 Being Sunsmart Sun Safety	9
5 Hazard Watch Surf Conditions and Hazards	10
6 Stick your hand up Surf Safety	11
7 It's an emergency First Aid	12
8 It's all red and yellow Signs and Signals	13
9 Small board big fun Board: Paddling Technique	14
10 I'm a dolphin Swimming: Entering the Surf	15
11 Ready. Set. Go! Beach Sprint: Starts	16
12 Get off the ground Flags: Starts and Turns	17
Junior Surf Sports – Coaching Points	18 - 20
Junior Surf Sports – Events	21 - 27

How to use this age guide



The Age Guide is designed to be a 'one stop shop' for an Age Manager to deliver the requirements for the specific junior age group award, i.e. Surf Aware 1. It has been designed to help guide both an experienced Age Manager and someone completely new to the role. The 4 main parts to the guide are: Award Summary, Lesson Plans, Junior Surf Sports – Coaching Points and Junior Surf Sports – Events.

Age Summary

The Age Summary is a one page summary of the specific age group award, i.e. Surf Aware 1. It lists all the topics to be taught to the age group and the learning outcomes required for each of them.

Use the Age Summary to:

- Get an overview of all the learning outcomes for the award.
- Want to use your own lessons? Use it as a guide to the necessary learning outcomes for the season.
- Show or give to parents as a summary of what their child will learn as part of the award.

Lesson Plans

Each lesson plan has been developed as a simple, practical and easy to understand way to deliver the learning outcomes for the particular topic. They are in a step by step format with content support and options for delivery where necessary.

Use the Lesson Plans to:

- Deliver lessons that satisfy the particular learning outcomes
- Deliver a lesson if you have little or no surf life saving knowledge
- Deliver a lesson if you haven't been able to prepare your own lesson

Using a lesson plan

Using a lesson plan is as easy as 1, 2, 3, 4! Just follow these simple steps and you will be teaching in no time!

1. Read over the lesson plan to get a feeling of what is required during the lesson:
 - a. What learning outcomes will be taught
 - b. Where the lesson takes place
 - c. How long the lesson will take
 - d. What preparation is needed for the lesson
2. Decide whether you have the skills, knowledge and/or qualification to teach the lesson. If not then find someone who can help you deliver the lesson.
3. Check if the lesson has further references and use this source to gain further knowledge
4. When you're ready you can start the lesson!

Junior Surf Sports – Coaching Points

In this section you will find the complete simplified coaching points for every junior surf skill, however, there are no lesson plans here for the instruction of these lessons (these are found in their relevant Age Guide).

Use the Junior Surf Sports – Coaching Points to:

- Get a full understanding of the correct technique for a whole skill set, i.e. All board skills as opposed to just one skill found in a lesson (e.g. paddling)
- Ensure you are teaching the correct surf skills technique when teaching surf skills beyond what the age group lessons provide for.

Junior Surf Sports – Events

This section provides you with a summary of each of the junior surf events and their associated course layout.

Use the Junior Surf Sports – Events to:

- Gain an understanding of each junior surf sports event
- Explain the race method and rules to your participants
- Explain the course layout to your participants
- Set up a course for training/competition
- Run a competitive surf sports event

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.

Lesson Name

Lesson Number

Estimated Lesson Time and relevant Lesson Location symbols found here

Award Name

Lesson Outcomes (always first)

Preparation (always second)

The main deliverable components of the lesson: Discuss/Demonstrate/Activity

Example of info Box or Coaching Points box

Age Managers Tips

Further Reference: Look here for where to go for further information

Page number

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



Junior Preliminary Skills Evaluation

Swim Distance: 25m (any stroke) **Survival Float:** 1 minute

Topic	Learning Outcomes
Introduction to Surf Life Saving Lesson: Welcome to the family!	Develop and understanding of surf life saving in Australia Identify the surf club as a welcoming place
Personal Safety Lesson: Feeling safe at the beach	Identify what it means to feel safe Identify people to talk to if feeling unsafe at the beach
Ecosurf Lesson: Our beach environment	Recognise the diverse human and marine communities that make up a beach ecosystem
Sun Safety Lesson: Being Sunsmart	Understand and demonstrate the sunsmart guidelines Understand what happens when they're not sunsmart
Surf Conditions and Hazards Lesson: Hazard Watch	Identify dangers at the beach
Surf Safety Lesson: Stick your hand up	Recognise the signs that they are in trouble in the water Demonstrate the signal for 'assistance required'
First Aid Lesson: It's an emergency	Recognise what an emergency situation is Describe when and how to dial '000' if an emergency situation is identified
Signs and Signals Lesson: It's all red and yellow	Recognise the Red and Yellow flags Understand what the Red and Yellow flags mean
Board: Paddling Technique Lesson: Small board big fun	Attempt or perform catching a wave on a body board
Swimming: Entering the Surf Lesson: I'm a dolphin	Attempt or perform wading Attempt or perform dolphin-diving
Beach Sprint: Starts Lesson: Ready. Set. Go!	Attempt or perform a standing beach sprint start
Flags: Starts and Turns Lesson: Get off the ground	Attempt or perform beach flags starts



LEARNING OUTCOMES

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



PREPARATION

Ensure the club is accessible for the club tour



Discuss

Welcome all the participants and parents to the junior program and surf club.

Introduce (from those available) the main people involved in running the junior program or the club.

Discuss some of the history of surf life saving in Australia and in particular the history of your club - include any interesting facts you might know.



Activity 1

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

Point out areas of interest and importance at your Surf Club e.g. Showers/toilets, club hall, equipment shed, patrol room, IRB room, First Aid room etc.

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



Discuss

Ask the participants if they have any questions about the history of surf life saving, the junior program or the surf club and do your best to answer them.



AGE MANAGER TIPS

If you're not familiar with surf life saving history or the club organise a member who is able to help with this lesson.

Feeling safe at the beach

Surf Aware 1 LESSON #2



LEARNING OUTCOMES

Identify what it means to feel safe

Identify people to talk to if feeling unsafe at the beach



PREPARATION

Worksheet: Faces and Feelings (optional)

Pens/Pencils

Whiteboard and markers (optional)

Butcher paper and markers (optional)



Discuss

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



Activity 1

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

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



Discuss

Discuss the following:

The types of things that we as lifesavers have at the beach to make people feel safe (i.e. Red & Yellow flags.)

Why you should feel safe at the beach (i.e. Lifesavers on patrol, Flags etc)

When you might feel unsafe at the beach (i.e. the surf is really big and you don't want to go out, you find yourself alone, a stranger starts talking to you etc).

Invite participants to give examples of who they can speak to if they feel unsafe while at the beach (i.e. Lifesaver, Age Manager)

Finish the lesson by asking if the participants have any further questions.



AGE MANAGER TIPS

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



LEARNING OUTCOMES

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



PREPARATION

Whiteboard and markers (optional)

Butcher paper and markers (optional)



Activity 1

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

What sorts of things do we find at the beach? (Sand, sand dunes, water, shells, rocks, surf clubs, pools, flags, signage etc)

Who uses the beach? (People/public/children, lifesavers, surfers, fisherman etc)

What type of animals can you find at a beach? (Fish, crabs, dolphins, birds (seagulls), shellfish etc)



Discuss

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

What do the sea/beach animals use the beach for? (The same as humans: for food, for fun, and also as a home.

How can our actions endanger the animals at the beach? (by polluting the beach/water, leaving rubbish, picking up creatures, over-development etc)

Why is it important that we share the beach with the sea/beach animals? (Because they both have a right to be there, we need to look after those that can't always look after themselves, humans are much bigger than some of the marine creatures etc)

What will happen if we don't look after the sea/beach animals (We could wipe out the creatures from our beach, it could effect the natural eco-system at the beach which can even effect humans, i.e. lack of fish to eat, algae blooms, over population of stingers if their predators are wiped out etc)



Activity 2

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

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

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

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

Do you use the beach for enjoyment?

Do you live at the beach every day?

Do you get your food from the beach?

Do you like to play in the sand?

Do you like to be wet all the time?

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



AGE MANAGER TIPS

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

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



LEARNING OUTCOMES

Understand and demonstrate the sunsmart guidelines
Understand what happens when they're not sunsmart



PREPARATION

Worksheet: Sunsmart
Pens/Pencils
Collect a range of posters and flyers from outside organisations like the Cancer Council.
Prepare Sunsmart items for dress up: Long Sleeve Shirt, Sunscreen, Wide Brimmed Hat, Sunglasses.
Whiteboard and markers (optional)
Butcher paper and markers (optional)



Discuss

Introduce Slip, Slop, Slap and Wrap
Discuss with participants what they mean, with emphasis on the beach environment.



Info Box

SLIP, SLOP, SLAP AND WRAP

Slip – on a shirt
Slop – on some sunscreen
Slap – on a hat
Wrap – put on sunglasses to Australian Standards



Discuss

Discuss the consequences of what happens when no sun protection is used when in a beach environment.
You get burnt
Being burnt is not fun
It can cause cancer later in life



Activity 1

Ask for a volunteer to help demonstrate being sunsmart.
Dress them up in front of everyone in a Sunsmart manner, one thing at a time.
(Ask participants how we can make the volunteer sunsmart? ie, slip on a shirt, give volunteer a shirt to put on).



Activity 2

Have the participants complete the 'sunsmart' worksheet.



AGE MANAGER TIPS

Always lead by example by using sun screen during the day and wearing the correct clothing to be Sunsmart.
Ensure you pick a participant with an outgoing/strong personality to dress up.



LEARNING OUTCOMES

Identify dangers at the beach



PREPARATION

Worksheet: Rips

Whiteboard and markers (optional)

Butcher paper and markers (optional)



Discuss

Generate a discussion around 'what are dangers?'

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

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

- Driveways/roads nearby with cars

- Exposed rocky areas

- What dangerous things can be hiding under the sand

- Areas that have been prone to accidents

- Rips

- Large waves



Activity 1

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



AGE MANAGER TIPS

Ask parents/helpers to assist in group management.



LEARNING OUTCOMES

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



PREPARATION

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



Discuss

Discuss the following questions:

What types of trouble can you get into while swimming at the beach? (Getting too deep, swallowing too much water, being too tired, hurting themselves etc).

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

Stay calm

Raise your arm above your head and move from side to side to signal for help

If in a rip/current: float with it – don't try to swim against it.

Wait for assistance



Activity 1

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



Demonstrate

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

Demo 1: Swimmer pretends to be in trouble without signaling

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

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

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



AGE MANAGER TIPS

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



LEARNING OUTCOMES

Recognise what an emergency situation is

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



PREPARATION

Whiteboard and markers (optional)

Butcher paper and markers (optional)



Discuss

Ask the participants what an emergency is and describe different types of emergencies, noting them down on a whiteboard/paper if available. (An emergency is a sudden crisis (usually involving danger) that requires fast action, i.e. a person is badly injured, a person has stopped breathing, fire etc)

Discuss the differences between what an emergency might look like in the water and out of the water.

Water: A swimmer in an emergency situation may be calling for help or 'climbing the ladder'.

Beach: A person may have an injury where blood is visible or may be unconscious.

Explain the use of the '000' number in an emergency.

It will connect you straight to emergency services, i.e. Fire, Police, Ambulance

Explain when this number would be used at the beach

If you see an emergency, you tell the adult you are with at the beach, they can then tell a lifesaver who will then call '000'

If the adult you are with is in need of emergency help and cannot call '000' themselves then you tell a lifesaver who will then call '000'

Explain when this number would be used away from the beach

If you see an emergency, you tell the adult you are with, they can then call '000'

If the adult you are with is in need of emergency help and cannot call '000' themselves then you can call '000'



Activity 1

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

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

Example scenario:

You are at the beach when you see someone drowning in the water, you alert the adult you are with who then alerts a lifesaver who then calls '000'.

'Drowning Swimmer' pretends to be drowning (climbing the ladder, out of breath)

'Child' notices the drowning swimmer and alerts the 'Adult' they are with

The 'Adult' alerts the lifesaver

The 'Lifesaver' calls '000'



AGE MANAGER TIPS

Encourage parents to continue discussion on calling '000' with children in a home environment.



LEARNING OUTCOMES

Recognise the Red and Yellow flags
Understand what the Red and Yellow flags mean



PREPARATION

Worksheet: Red and Yellow Flags (optional)
Colouring-in pencils/pens etc (Must have lots of Red and Yellow)
A Red and Yellow flag



Discuss

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

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

What dangers can be seen nearby?

Why are the flags where they are?

Where are the lifesavers located?

Is everyone swimming in the flags? Why/Why not?



Activity 1

Have the participants do one of the following:

Colour-in the picture of the Red and Yellow flags on the worksheet

Create a sand sculpture of the Red and Yellow flags

Use different things found on the beach to create a Red and Yellow flags scene



LEARNING OUTCOMES

Attempt or perform catching a wave on a body board



PREPARATION

Body Boards

Water Safety Personnel (1:5)



IMPORTANT

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



Discuss

Teach the participants the following golden rules of body boarding.



Coaching Points POSITIONING

You need to be lying in the centre of the board

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



Demonstrate

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

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



Activity 1

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

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

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



Coaching Points CATCHING A WAVE

Stand up holding the board on the sides near the top in two hands

Look behind you for an oncoming wave

Just before the wave hits you launch yourself forward and kick hard

Keep the front of the board out of the water to prevent nose-diving

(Can also be attempted in a paddling start which needs a big initial kick to catch wave)



Demonstrate

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



Activity 2

Make your way down to knee depth water with participants and water safety officers

Ask the participants to get onto their board in the correct position.

Have some fun with the participants and see if they can perform the following skills:

Duck dive / 360 / Wipe Out / Sitting on your board



Activity 3

Line up participants with their body board facing the beach

Ensure they are all holding their body boards correctly

When you see a wave is about to reach the participants get them to bend over and push off with the wave

Repeat this until they get the idea and can do it themselves.



AGE MANAGER TIPS

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

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

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



LEARNING OUTCOMES

Attempt or perform wading and dolphin diving



PREPARATION

Water Safety Personnel (1:5)



IMPORTANT

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



Coaching Points

WADING

Swing legs out and away from midline of body
Maintain a high knees/thighs action to clear water
Arms swing wide for balance and to drive legs
Stance should be upright, not leaning forward



Activity 1

Line participants up on the sand (if you have a large group then create smaller lines behind each other)
Ask participants to walk lifting knees high and swinging arms high to shoulder level
Repeat this skill in ankle deep water
Move back to the sand and ask participants to walk lifting knees high and swinging ankles out to side of body
Repeat this skill in ankle deep water.
Repeat this skill again in just below knee deep water



Activity 2

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



Coaching Points

DOLPHIN DIVING

Commence when water is too deep to wade
Dive forward and into the water with arms together and out-stretched
Angle your dive 45 degrees towards the bottom and dig hands into sand to prevent being dragged backwards by wave
Bring legs/feet forward to where hands are and drive/spring 45 degrees forward and upwards with hands/arms out stretched ready to repeat dolphin dive



Demonstrate

Discuss with children the need to protect their head when diving under water.
Ask them to practice by putting their head between their arms as their arms are stretched out in front of them.



Activity 3

Take the participants to waist deep water and line up facing parallel to beach.
Ask them to get into the arms out dolphin diving position
On your call they should practice one dolphin dive returning to their feet
Repeat this until they are confident and competent in dolphin diving



Activity 4

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



AGE MANAGER TIPS

Use water safety officers as markers for relays.



LEARNING OUTCOMES

Attempt or perform a standing beach sprint start



PREPARATION

Marker cones



IMPORTANT

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



Coaching Points

STANDING BEACH SPRINT START

Place one foot on the line and the other foot behind them.

Dig the toes of the front foot into the sand for a better grip.

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

Knees slightly bent

On 'go' drive forward off front foot



Demonstrate

Demonstrate the correct standing start technique.



Activity 1

Set up an area for the lesson to be conducted.

Set up a start line using marker cones

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

On the command 'take your marks' participants take their position on the line

Place one foot on the line and the other foot behind them.

Dig the toes of the front foot into the sand for a better grip.

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

On the command 'get set' participants lean forward with arms ready and look towards the finish line.

On the command 'Go' participants push off from their back foot and start to swing their arms hard and fast to help accelerate.

Repeat the starts 10 times

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



Activity 2

Incorporate skills into games and relays to practice.



AGE MANAGER TIPS

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

Have races and relays in different styles, e.g. Skipping, Jumping, Crawling.



LEARNING OUTCOMES

Attempt or perform beach flags starts



PREPARATION

Marker Cones.

Flags: Hose/Flag/Pipe/Plastic Tube etc



IMPORTANT

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



Coaching Points

FLAG STARTS

On 'go' keep turning foot on start line

Keep head and shoulders low throughout turn

Push backwards and upwards towards the flag

Use vigorous arm and leg action



Demonstrate

Organise the participants into a semi circle where they can see your demonstration

Demonstrate the correct technique for flag starts.



Activity 1

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 them lay down with their feet on the start line.

Once they are lying on the ground face down, both hands need to be placed palm down, on top of each other, under their chin.

On your command of 'Heads down' the participant must place their chin down on their hands and push their heels together with straight legs.

On your command 'Go' participants get up and turn around as fast as they can and run towards the flags.

Repeat 10 times

Activity Extension

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

Set up the flags so that there is one less flag for the number of starters and create a competition. Ensure you keep those participants entertained that have been eliminated, e.g. get them to cheer for those left competing, help with placing flags or giving starting commands.

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

Use a flag start to get the group to move from one area of the beach to another.



AGE MANAGER TIPS

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

JUNIOR SURF SPORTS – COACHING POINTS



The Junior Development Resource identifies a number of lessons to teach specific junior surf skills at each age group that allows for skill progression through junior surf. These lessons ensure a junior receives instruction on each of the specific surf skills during their time as a junior.

During the junior surf season – on any given day – you may be required to teach a number of junior surf skills to your age group that are not provided for in the lesson plans for your age group. In this section you will find the complete simplified coaching points for every junior surf skill, however, there are no lesson plans here for the instruction of these lessons (these are found in their relevant Age Guide).

Please refer to the SLSA Junior Coaching Manual for further information on coaching junior surf skills including activities and games.



LAND BASED ACTIVITIES

Beach Sprint

Standing start (recommended for U8-U10 years)

- Toes on line
- Dig small starting blocks in the sand for both feet
- Body position leaning forward, weight on front foot
- Knees slightly bent
- On 'go' drive forward off front foot

Crouch Start (U11-U14 years)

- Take the 'on your mark' position
- Hand positions slightly more than shoulder width apart
- Thumb and forefingers (form a bridge) on start line
- Front foot approx 30cm back from start line
- On 'set' lift hips to slightly higher than the shoulder height, rotate shoulder forward and ensure weight is on the hands
- Eyes looking 20-30 centimetres down track for 'ready' position
- On 'go' explosive movement off front foot
- Keep low with head down for up to 10m
- Come to upright sprinting position

Running

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

Finish

- Head back, lean forward from hip so chest crosses the line first
- Do not dive across line

Relay transitions

- The actual running style for relay races is the same as for Beach Sprint
- Incoming runner hold baton up early
- Outgoing runner to form a 'V' with hands and look through 'V' at the baton
- Focus only the baton, not on other teams or runners
- Incoming runner to keep slightly to one side of track on changeover
- Accelerate onto baton – try to take at top speed
- Outgoing runner to take baton in centre of track
- Take baton as close to the changeover line as possible

Beach Flags

Turning

- On 'go' keep turning foot on start line
- Keep head and shoulders low throughout turn
- Push backwards and upwards towards the flag
- Use vigorous arm and leg action

Running

- Keep a low body position
- Lean body forward
- Drive with arms and legs
- Quickly move in front of a competitor if possible

Diving for Flag

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

WATER BASED ACTIVITIES

Surf Swimming

Start

- Take note of water depth and any potholes etc
- Place preferred leg forward with toes on start line and dig toes into sand.
- Place other leg back to enable stability
- On 'go' drive back leg forward and commence run to waters edge

Run to Water

- Maximum speed to be maintained
- Maintain running technique through to ankle deep/mid calf depth and then commence wading

Wading

- Swing legs out and away from midline of body
- Maintain a high knees/thighs action to clear water
- Arms swing wide for balance and to drive legs
- Stance should be upright, not leaning forward

Dolphin Diving (Porpoising)

- Commence when water is too deep to wade
- Dive forward and into the water with arms together and out stretched
- Angle your dive 45 degrees towards the bottom and dig hands into sand to prevent being dragged backwards by wave
- Bring legs/feet forward to where hands are and drive/spring 45 degrees forward and upwards with hands/arms out stretched ready to repeat dolphin dive
- When water depth becomes too deep to continue dolphin diving, commence swimming

Negotiating the Surf

- Dive deep under large waves
- If you can reach bottom, grab hold of sand with hands
- Stay down for an extra couple of seconds to allow wave to pass.

Swimming to Buoys

- Life head up on the top of a swells and look forward when taking a breath to keep on course to buoys

Turning Buoys

- Look for inside turn if possible
- Maintain speed and stroke rate
- Try to stay clear of other competitor's arms and feet

Body Surfing

- Increase stroke rate to match swell
- Keep head down
- Keep body stiff with hands out in front
- Strong fast high kick
- To breathe take a single arm stroke with one hand out in front and breathe to side

Returning to Shore

- When on the top of a swell lift your head to take regular look forward to identify finish/shore landmark

Finish

- Keep your landmark in focus
- Swim until your hand touches the sand
- Stand, wade till you can run to finish
- Finish on feet

Board Paddling

Start

- Check water entry and exit areas for the best conditions and potential hazards
- Identify a landmark for finishing
- Toes on line, preferred foot forward slightly bent knee
- Extend back foot to comfortable position in a starting block
- Eyes looking forward for a clear water entry
- Board facing correct way
- Board held in preferred hand
- Board facing 90 degrees to start line
- If windy – slightly face board position into the wind

Carrying or Dragging Board to Water

- Keep head up and look towards water entry point
- If carrying board under arm
- Hold outer rail of board or use recess grip
- Keep parallel to sand
- If dragging board
- Hold front top handle
- Keep fin out of sand

Entry into the surf zone

- Run until water reaches knee depth
- Hold board away from legs
- Lift feet above water in 'wading' motion

Bunny Hopping

- At knee depth place board on water by extending arms
- Hold rails of board with a hand on each side, thumbs on board deck and inside hand slightly forward of other hand
- Hand/arms to be slightly in front of body
- Have feet staggered with the outside leg in front
- Push forward by extending arms and driving forward with the legs in a bounding (hopping) motion
- Both feet should leave and enter the water at the same time
- The board should take the weight of the body as both legs/feet clear the water.
- Aim to land feet next to board
- Keep repeating motion until too deep then commence paddling

Deep water entry

If carrying board under arm:

- When at knee depth, bend forward place board on water
- Drive forward with legs and dive onto the board to begin paddling

If dragging board :

- pull the board forward and dive onto it

Body position on board

Beginners:

- Chin slightly raised
- Feet in water (act as training wheels)
- Paddle in a slow freestyle action

Non beginners:

- Lay flat in centre of board,
- find 'sweet spot' for good trim
- Knees slightly apart
- Feet can be slightly raised
- Increase paddling stroke rating
- Kicking legs from the knees to increase arm rating
- The legs should not go past vertical position when kicking
- Kick the legs outwards so that they move in as circular path
- Paddle with alternate arms and legs

Paddling Through a Broken Wave

- Approach broken wave head on at 90 degrees
- Increase paddling speed
- Arch your back up before the broken wave reaches nose of board

- Reach out and take a stroke over the broken wave with one arm
- Resume normal paddling technique

Sit over broken wave

Just before foam hits:

- Go to a sitting position about $\frac{3}{4}$ of the way back on board
- Place legs over each side and hold the back handles with both hands
- Lean back and pull on the handles to raise the nose of the board

As the foam hits:

- Lean forward with your left arm outstretched and grab the left handle
- Push the front of the board down with your chest and left hand
- Start a stroke, so as to not get dragged backwards
- When balanced start paddling

Rolling a Broken Wave

- Move forward and grab front handles while lying along the board
- Roll the board over and hold on tight
- While under water keep the 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 board and quickly start paddling

To Buoys and Buoy Turning

- Keep first turning buoy in focus
- Try to get an inside position
- Maintain 'trim' and balance
- Try to secure the inside turn for buoy
- Paddle wide with outside arm
- Use inside foot in water to steer

Return to Shore

- Identify finishing land mark
- Increase stroke rate to get assistance from waves (runners)
- Move forward or back on the board to adjust trim to suit surf conditions
- To catch a runner, keep chin close to deck of board
- To prevent nose diving on runner, lift chest to lift nose of board

Wave Catching

- Look behind to note where swells are
- Increase board speed as swell/wave approaches
- When on the wave paddle for at least two more strokes
- Grab back handle and slide the body back enough to prevent nose diving
- If wave reforms, move forward to normal paddling position
- Keep feet apart for balance
- Steer board to best dismount area for run to finish

Dismount

- Stay on board till knee deep water or when your hand can just touch the sand to indicate shallow depth
- Keep eyes on strap/handle
- Grab front handle
- Stand and run to finish, dragging the board
- Finish on feet in control of board
- Remember finish is judged on chest, not the board

JUNIOR SURF SPORTS – EVENTS



The skills needed to compete in junior surf sports events are taught through specific lesson plans within the Age Guides depending on the age and level of skill progression. They can also be taught through your own lessons created using the Junior Surf Skills Coaching Points found in this Age Guide or the SLSA Junior Coaching Manual.

This section provides you with a summary of the following junior surf events and associated course layouts:

- Beach Sprint
- Beach Relay
- Beach Flags
- Wade Race
- Wade Relay
- Run-Swim-Run
- Surf Race
- Board
- Board Relay
- Board Rescue
- Ironman/Ironwoman
- Cameron Relay

You can use the event summaries to:

- Gain an understanding of each junior surf sports event
- Explain the race method and rules to your participants
- Explain the course layout to your participants
- Set up a course for training/competition
- Run a surf sports competition event

You can find more detailed information on course layouts, distances and event rules by referring to the SLSA Surf Sports Manual or for the most up-to-date version see the electronic version of this manual located at www.slsa.com.au.



Beach Sprint

Age Group/Ability Level

- U8-U14 (7-13 years old)

Equipment

- Start/finish line marker poles
- Starting whistle
- Lane ropes are recommended

Starting Procedure

- On your mark = 'Ready'
- Get set = 'Set'
- Go = 'Whistle'

Safety requirements

- No more than 10 participants per race
- Clear track of any hazards (sharp shells etc)
- Ensure even beach area

Distance

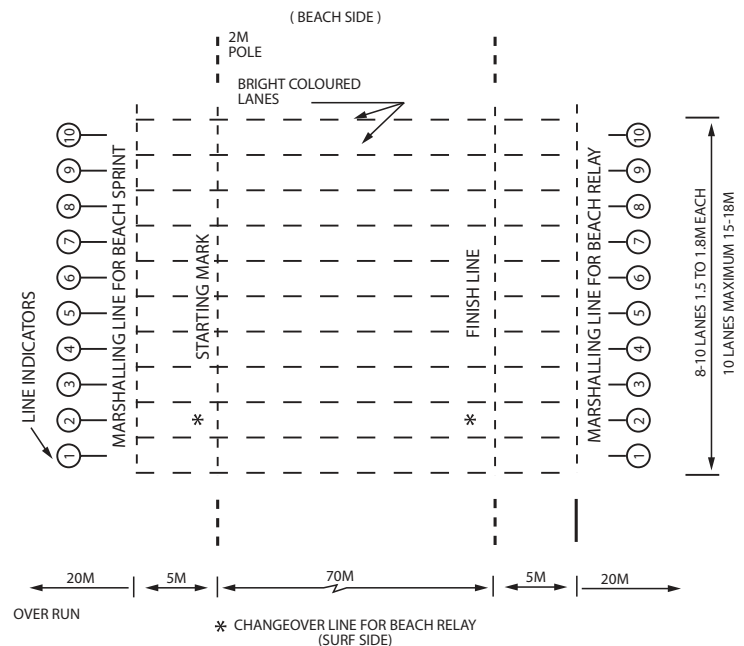
- Course length no longer than 70m

Judging

- Placing order over finish line
- Finish is judged on chest over line and on their feet
- Moving before 'go' command shall be considered a 'break' and a false start declared

Method

- Participants run from start line to finish line



Beach Relay

Age Group/Ability Level

- U8-U14 (7-13 years old)

Equipment

- Start/finish line marker poles
- 1 Baton per team (300mm long/25mm diameter)
- Lane ropes are recommended

Starting Procedure

- On your mark = 'Ready'
- Get set = 'Set'
- Go = 'Whistle'

Safety requirements

- No more than 10 teams per race
- Clear track of any hazards (sharp shells etc)
- Ensure even beach area

Distance

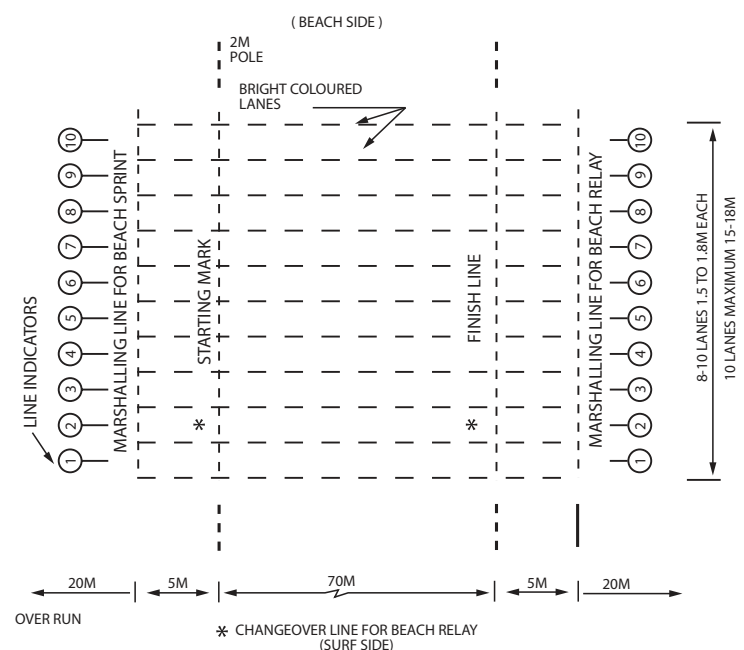
- Course length no longer than 70m

Judging

- Team of 4 with 2 members placed at either end of the track
- Baton must be handed over behind changeover line
- No part of body/hands to cross changeover line before baton has changed team
- Judges required at both ends to check changes
- Batons must be handed not thrown
- If baton dropped it can be picked up and team continues
- Finish is judged on chest of last runner over the finish line on their feet

Method

- Teams of four with two at each end
- Each member runs the course once and the race is finished when last member crosses finish line



Beach Flags

Age Group/Ability Level

- U8-U14 (7-13 years old)

Equipment

- Start/finish line marker poles
- Starting whistle
- Beach flags (300mm length/25mm diameter)

Starting Procedure

- On your mark = 'Competitors Ready'
- Get set = 'Heads down'
- Go = 'Whistle'

Safety requirements

- 10 participants per round (maximum 16)
- Clear arena of hazards (sharp shells etc)
- Ensure even beach area

Distance

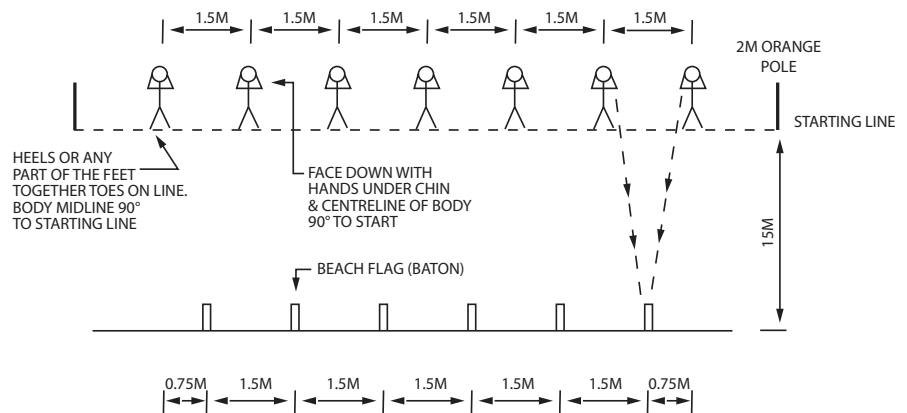
- Course distance 15m
- Flags are spaced 1.5m apart

Judging

- Chest must be flat on sand
- Dead heats are called and 2 participants will have 1 rerun
- No deliberate impediment of another participant is allowed

Method

- One less baton than participants
- Participants lie face down with toes on start line, heels together, and hands placed finger tips to wrist, with one on top of the other, with head up
- On the command 'heads down', chins are placed upon hands
- At the 'whistle' participants get to their feet, run and attempt to gain flag
- The participant that does not gain a flag is eliminated



Wade Race

Age group/Ability level

- U8 (7 years old)

Equipment

- Start Poles/ finish flags
- 3 Water Safety personnel to act as water markers
- Starting whistle

Starting Procedure

- On your mark = 'Ready'
- Get set = 'Set'
- Go = 'Whistle'

Safety Requirements

- Water Safety personnel at waist depth
- 16 participants per race (maximum)
- Head count participants at start and finish

Distance

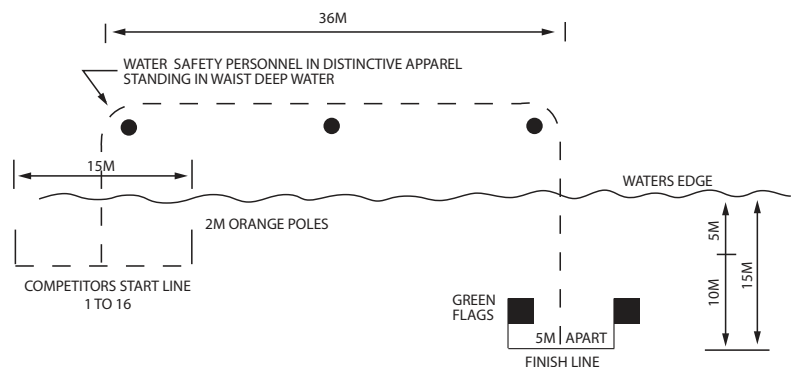
- Adjust course to suit ability/conditions
- Course no further than 15m from waters edge

Judging

- Participants must go around the outside of all water markers
- Final placing order judged on participant's chest

Method

- Participants on start line approx. 5m away from waterline
- Upon start participants wade, dive or swim around the water section of the course from left to right and return to shore to finishing line



Wade Relay Race

Age group/Ability level

- U8 (7 years old)

Equipment

- Start poles/finish flags
- 2 turning flags
- 3 Water Safety Personnel act as water markers
- Starting whistle

Starting Procedure

- On your mark = 'Ready'
- Get set = 'Set'
- Go = 'Whistle'

Safety Requirements

- Water Safety personnel at waist depth
- 16 teams per race (maximum)
- Head count participants at start and finish

Distance

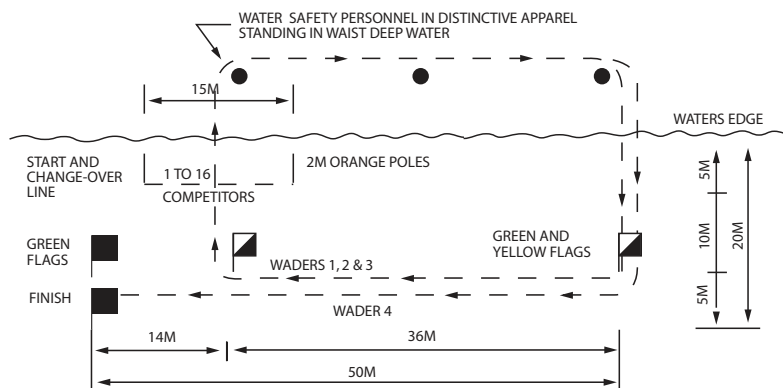
- Adjust course to suit ability/conditions
- Course no further than 15m from waters edge

Judging

- Participants must go around the outside of all water markers
- Visible tags to be made on shoreward side of changeover line
- Final placing order judged on participant's chest

Method

- 4 participants per team
- Wader #1 starts on line approx. 5m away from waterline
- Wader #1 enters the water, rounds the water markers, leaves the water, rounds the two turning flags and tags the next wader (#2) on the changeover line, this will be repeated for wader #2 tagging wader #3 When wader #3 tags the last participant (#4) they will repeat the process, but after rounding the first turning flag on beach will run to finish
- The finish is judged on the chest of the last wader (#4) crossing the finishing line on their feet



Run-Swim-Run

Age Group/Ability Level

- U11-U14

Equipment

- Start poles/finish flags
- Turning flag
- Minimum 2 swim buoys, 10m apart
- Starting whistle

Starting Procedure

- On your mark = 'Ready'
- Get set = 'Set'
- Go = 'Whistle'
- Safety requirements
- 15-20 participants per race (maximum 32)
- Head count participants at start and finish

Distance

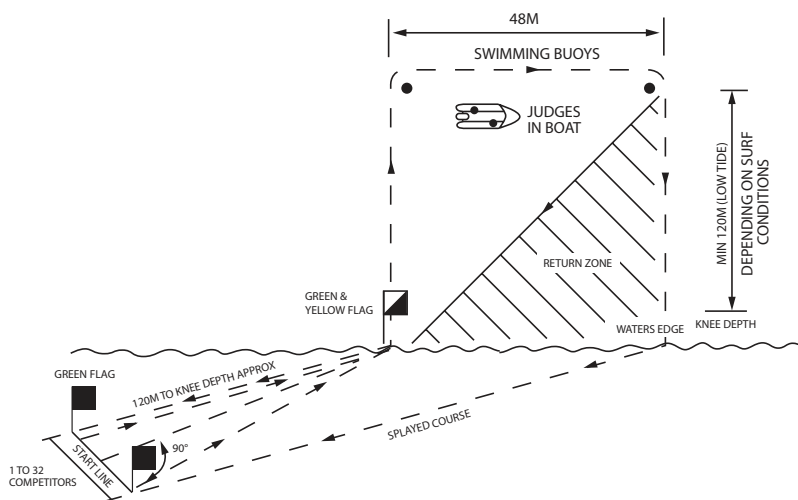
- Distance to swim buoys is 120m from knee depth (minimum)
- Minimum total swim distance is 288m

Judging

- Participants must round all swimming buoys to the right
- Placing order over finish line
- The finish is judged on the chest of the participant crossing the finishing line on their feet

Method

- Participants line up on the start line
- On the starting signal participants run along the beach and round turning flag
- Participants then enter the water and swim around the 2 swim buoys
- On returning to shore participants round the turning flag and run through the two finish flags



Ironman/Ironwoman Race

Age Group/ Ability Level

- U11-U14 (10-13 years old)

Equipment

- Start poles/finish flags
- 2 Turning flags
- Full set of swim buoys
- 4 buoys (board)
- Starting Whistle

Starting Procedure

- On your mark = 'Ready'
- Get set = 'Set'
- Go = 'Whistle'

Safety requirements

- 16 participants per race (maximum)
- Head count children at start and finish
- Handlers may be required to clear boards ASAP if board is first leg of event

Distance

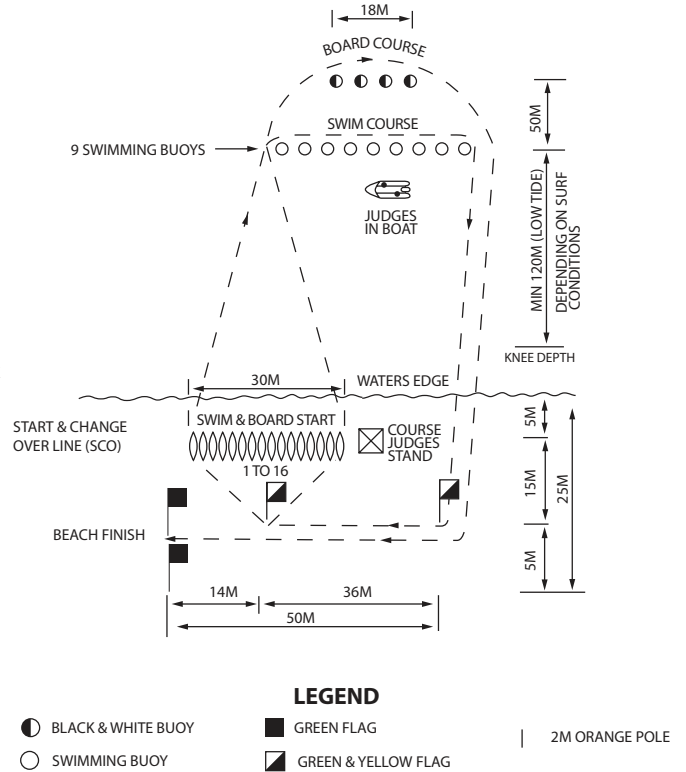
- Swim – minimum swim distance is 288m
- Board – minimum swim distance is 362m

Judging

- Participants must go around outside all buoys/markers
- Placing order over finish line

Method

- The order of legs (swim and board) shall be drawn by ballot
- The participants either swims or paddles around the swim or board buoys, returns to beach, runs around both turning flags
- Re-enters the water and completes the last leg by swim or board
- Leaves water, runs around first turning flag and runs to finish between the two finish flags
- The finish is judged on participant's chest and they must be on their feet when they cross the finish line



Cameron Relay

Age Group/ Ability Level

- U9-14 (8-13 years old)

Equipment

- Start poles/finish flags
- 2 Turning flags
- Full set of swim buoys
- 4 buoys (board)
- Starting Whistle

Starting Procedure

- On your mark = 'Ready'
- Get set = 'Set'
- Go = 'Whistle'

Safety requirements

- 16 Team (maximum) per race
- Head count participants in and out of water including start and finish
- Handlers will be required to clear boards from water ASAP

Distance

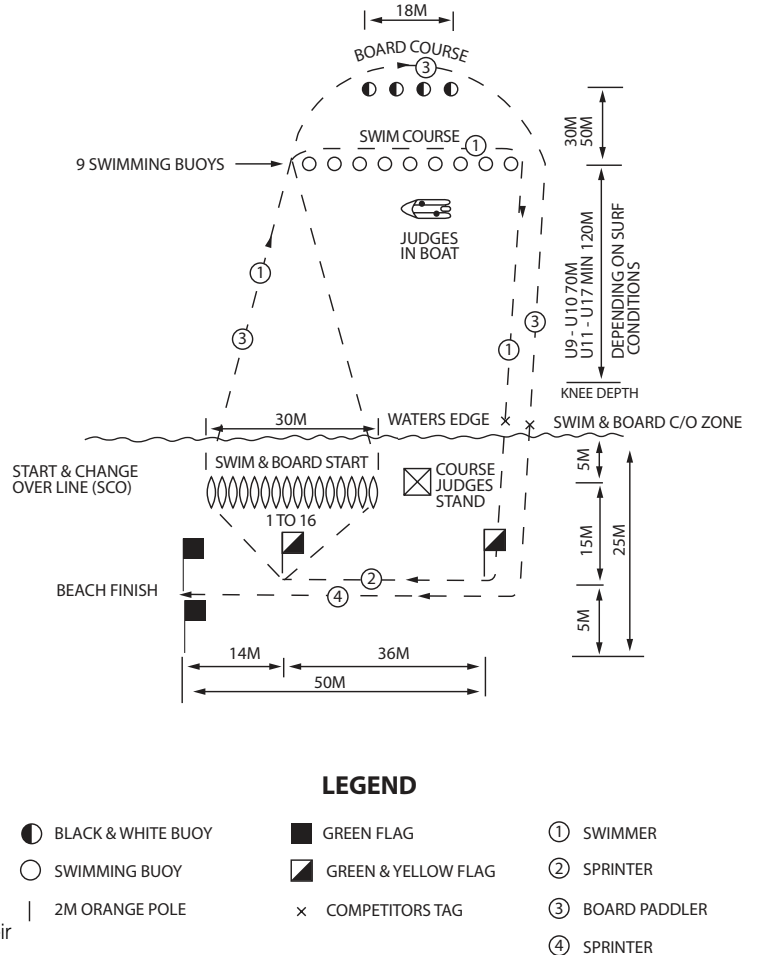
- U9-U10 – minimum swim distance is 188m
- U9-U10 – minimum board distance is 225m
- U11-U14 – minimum swim distance is 288m
- U11-U14 – minimum board distance is 362m

Judging

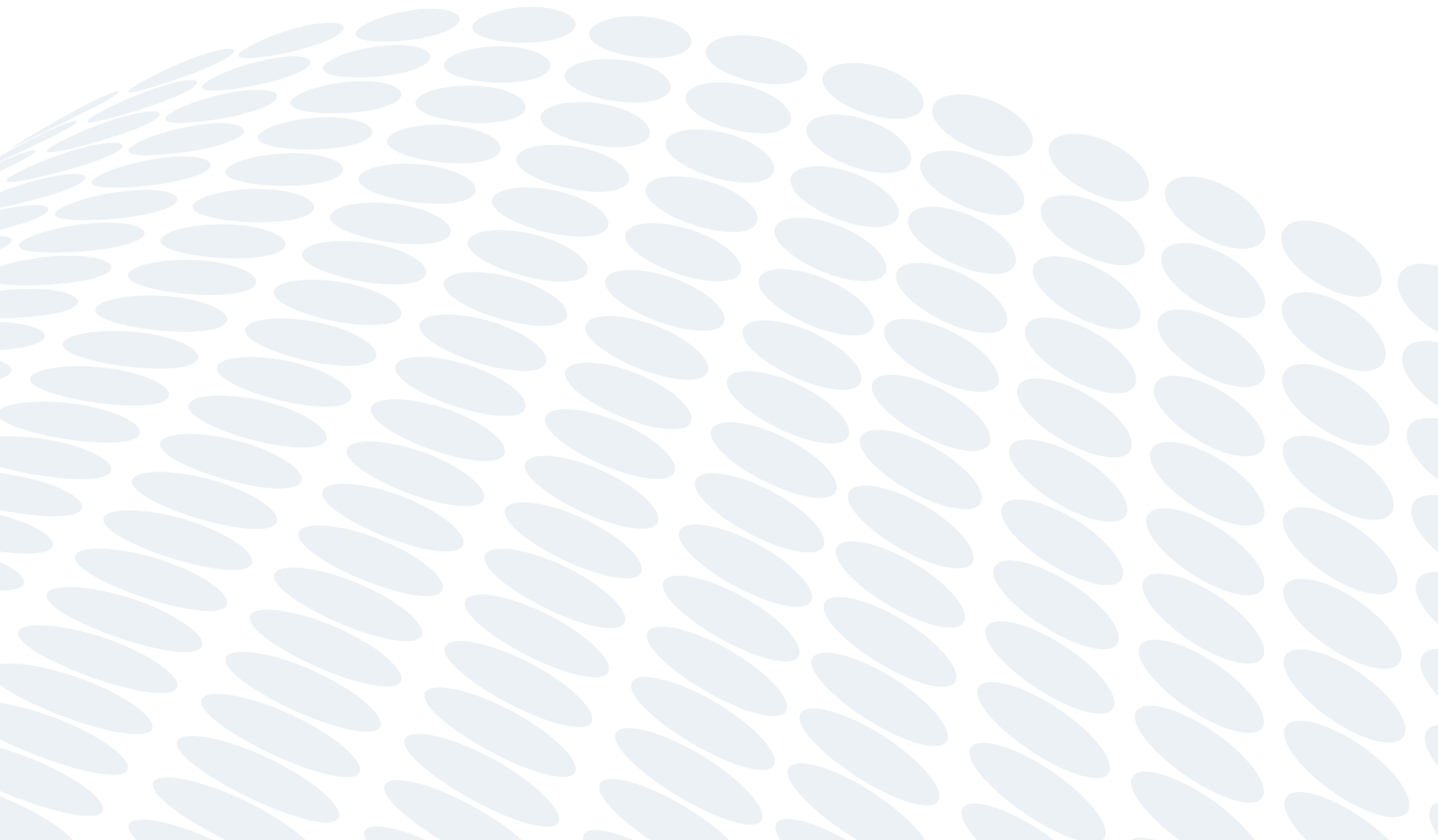
- Participants for swim and board legs must go around (outside) all buoys for their leg.
- Placing order over finish line.

Method

- 4 members per team (1 Swimmer, 2 Runners, 1 Board Paddler)
- The order of legs (swim and board) shall be drawn by ballot
- The swimmer completes the course from left to right around the swim buoys, and tags the first runner (#1) at the waters edge.
- The first runner runs up beach and around the two turning flags and tags the board paddler at the start/changeover line
- The board paddler proceeds around the four black and white buoys, returning to the beach, tags the 2nd runner at the waters edge
- The final (#2) runner runs up the beach around the turning flags and through the finish flags to complete the event
- The finish is judged on the chest of the last runner who must be on their feet when they cross the finish line



Notes



Notes

