

# U10

## AGE GUIDE

### Surf Safe 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.

## Acknowledgements

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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 Safe 1 - Award Summary	5
<b>LESSON PLANS</b>	
<b>1 Welcome to the family!</b> Introduction to Surf Life Saving	6
<b>2 You can talk</b> Personal Safety	7
<b>3 Water Conservation</b> Ecosurf	8
<b>4 That's sunsmart</b> Sun Safety	9
<b>5 You little ripper</b> Surf Conditions and Hazards	10
<b>6 Not a happy manikin</b> Resuscitation	11
<b>7 You want me where?</b> Signs and Signals	12
<b>8 Behave!</b> Rescue Techniques	13
<b>9 Hop-a-long</b> Board: Entering and Exiting the Surf	14
<b>10 Getting through it</b> Board: Negotiating the Surf	15
<b>11 Serious fun</b> Board: Board Rescue	16
<b>12 Baywatch style</b> Swim: Tube Rescue	17
<b>13 Your turn</b> Beach Sprint: Beach Relay	18
Junior Surf Sports – Coaching Points	19 - 21
Junior Surf Sports – Events	22 - 28

# 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.

The diagram shows a lesson plan page titled 'All a-board' with the following components and annotations:

- Lesson Name:** Points to the title 'All a-board'.
- Estimated Lesson Time and relevant Lesson Location symbols found here:** Points to the top left area containing icons for time and location.
- Lesson Number:** Points to the 'Surf Rescue 2 LESSON #8' label.
- Award Name:** Points to the 'Surf Life Saving Australia' 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 includes 'POSITIONING ON A BOARD' and 'PADDLING A BOARD'.
- The main deliverable components of the lesson: Discuss/Demonstrate/Activity:** Points to the 'ACTIVITY' section, which includes 'Demonstrate', 'Activity 1', 'Activity 2', and 'Activity 3'.
- 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 page 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



### Junior Preliminary Skills Evaluation

**Swim Distance:** 25m (freestyle)    **Survival Float:** 1½ minutes

Topic	Learning Outcomes
<b>Introduction to Surf Life Saving</b> Lesson: Welcome to the family!	Develop and understanding of surf life saving in Australia Identify the surf club as a welcoming place
<b>Personal Safety</b> Lesson: You can talk	Identify times when they might feel unsafe and can ask for help Identify adults at their surf club that can help them
<b>Ecosurf</b> Lesson: Water Conservation	Understand the natural water cycle and water collection methods Identify ways in which water usage can be reduced/recycled at the surf club
<b>Sun Safety</b> Lesson: That's sunsmart	Identify and demonstrate the sunsmart guidelines Understand the consequences of skin damage caused by sunburn
<b>Surf Conditions and Hazards</b> Lesson: You little ripper	Identify how rips are formed and what they look like Understand how to escape a rip
<b>Resuscitation</b> Lesson: Not a happy manikin	Understand the basic principles of resuscitation
<b>Signs and Signals</b> Lesson: You want me where?	Demonstrate the following signals: return to shore, proceed further out to sea, go left, go right and remain stationary
<b>Rescue Techniques</b> Lesson: Behave!	Recognise unsafe behaviours at the beach Identify the actions of a beach user in an unsafe situation Develop an understanding of preventative actions
<b>Board: Entering and Exiting the Surf</b> Lesson: Hop-a-long	Attempt or perform carrying and dragging a nipper board into the water Attempt or perform bunnyhopping a nipper board into the water
<b>Board: Negotiating the Surf</b> Lesson: Getting through it	Attempt or perform sitting over a wave on a nipper board Attempt or perform paddling through a wave on a nipper board
<b>Board: Board Rescue</b> Lesson: Serious fun	Recognise how body boards can be used to assist a distressed swimmer Demonstrate skills required to assist a distressed swimmer
<b>Swim: Tube Rescue</b> Lesson: Baywatch style	Recognise a rescue tube and what it is used for
<b>Beach Sprint: Beach Relay</b> Lesson: Your turn	Attempt or perform a beach relay baton change

# Welcome to the family!

Surf Safe 1 LESSON #1



## 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.





### LEARNING OUTCOMES

Identify times when they might feel unsafe and can ask for help  
Identify adults at their surf club that can help them



### PREPARATION

Worksheet: Personal Safety Networks  
Whiteboard and markers (optional)  
Butchers paper and pens (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

Find a quiet place in the surf club and arrange the participants into a semi-circle in front of you.

Ask each participant to introduce themselves and their nickname if they have one

Using the following conversation starters generate a discussion on feelings:

Can you think of a time when you didn't feel safe at the beach? When/why?

Why is it important to always feel safe?

Using the following conversation starters generate a discussion on why it is important to have adults you can trust around you all the time (i.e. a Personal Safety Network):

Who are people that can keep us safe?

At home (Mum & Dad, older brothers and sisters, caregivers etc)

At the beach (Lifesavers, mum & dad etc)

During the junior program (Water Safety Personnel, Age Managers etc)

When might you need to get help during the junior program and who would you talk to about it?

When they are feeling scared about doing an activity (Age Manager)

If they get caught in a rip (Water Safety Personnel)

If someone is bullying them (Age Manager, people in their personal safety network)

Provide the participants with words they can use when they talk to others, e.g.

"I am feeling a little scared about..."

"Can I talk to you about something..."



### Activity 1

Finish the lesson by having the participants complete the Personal Safety Network worksheet in their workbook or have them complete it at home with their parents.



### AGE MANAGER TIPS

Use this session to develop trust between you (the Age Manager) and the group members

Be accepting of what comes forward as part of the lesson so you will be seen as being a trust worthy person



## LEARNING OUTCOMES

Understand the natural water cycle and water collection methods  
Identify ways in which water usage can be reduced/recycled at the surf club



## PREPARATION

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



## Info Box

### WATER CYCLE

1. Rain, hail or snow falls
2. Some water is absorbed by plants or into the ground,
3. Water that is not absorbed enters creeks and streams that flow into the ocean,
4. Oceans heat up and the water evaporates and rises into the clouds,
5. Water is collected in clouds and moved via wind.
6. The cycle repeats itself.



## Discuss

Ask the participants if they know what the 'water cycle' is and how it works.

Using a whiteboard or butchers paper, write down the answers and draw a diagram of the water cycle.

Discuss the next few questions that relate to water and the surf club environment:

How does water play a role in a beach environment? (i.e. The sea is salt water, is the reason most people come to the beach)

How is water used in a surf club environment? (i.e. Showers, Washing down equipment, Drinking)

How can we limit the use of water from the mains supply? (i.e. Rooftop collection into storage tanks, Reduce our use of water)



## Activity 1

Form small groups of 3 or 4 participants and give each group a large piece of butchers paper and pens.

Armed with an understanding of the water cycle and water usage in the surf club give the groups 10min to draw a water cycle (flow chart) poster specific to their beach and surf club environment. Suggest it includes: Where water is collected from, where it falls, what it does, who uses it, where they use it etc.

After 10min ask one participant from each group to explain their poster (if there are too many groups just ask one or two groups)



## Discuss

Discuss ways in which we can reduce the amount of water we use while at the surf club (i.e. Short showers, not leaving the hose running, using a broom not a hose to clean outside, water flow restrictors etc)



## Activity 2

Conduct a surf club 'water audit' by taking the group on a tour of the club and stopping at different areas of water usage to discuss ways in which water is being excessively used and ways water usage could be restricted.

Areas of the club may include: Equipment washing down area, IRB flush tank, kitchen, bathroom (make sure no one is in it), collection tanks (if the club has them).



## LEARNING OUTCOMES

Identify and demonstrate the sunsmart guidelines  
Understand the consequences of skin damage caused by sunburn



## PREPARATION

Collect a range of posters and flyers from outside organisations like the Cancer Council – specific ones on skin cancer (melanoma) would be ideal.  
Whiteboard and markers (optional)  
Butchers paper and pens (optional)



## Discuss

Ask the participants to recall the Sunsmart guidelines (or state specific slogan)  
Slip, Slop, Slap, Wrap, Seek



## Activity 1

Using butchers paper or a whiteboard write one of the sunsmart guidelines in the middle in large letters, i.e. 'Slip'  
Ask the group to brainstorm all the things they need to think about with this guideline:

- 'Slip' = Long sleeve shirt, best if has a SPF rating etc..
- 'Slop' = need to re-apply sunscreen every two hours, use waterproof sunscreen if going in water etc.
- 'Slap' = wide brimmed, any hat better than none, protect ears etc.
- 'Wrap' = UV rated, large enough to cover eyes etc.
- 'Seek' = best way's to get out of sun, trees, inside etc
- 'Sunshine' = hottest between 11-3, play indoors during this time etc.

When the group has exhausted all options repeat the brainstorm for each of the other individual sunsmart guidelines.



## Discuss

Encourage the participants to talk about times they have been sunburnt, what happened when they were burnt (i.e. Can be painful, peeling and irritation etc)

Discuss with the participants how the worst consequence of getting sunburnt is getting skin cancer (melanoma).

- A dangerous form of cancer
- Shows up in deformed moles on your skin
- Won't necessarily get it where you have been burnt (i.e. could get it between toes)
- Getting burnt when you are young could mean getting melanoma when you are old

Discuss ways in which you can monitor skin cancer:

- Having your moles checked when you visit the doctor
- Getting a mole map (where pictures are taken of your moles and are used to assess and create a mole history)
- But the best form of monitoring skin cancer is prevention!



## AGE MANAGER TIPS

Find images of melanoma to assist with the discussion on skin cancer

# You little ripper

Surf Safe 1 LESSON #5



## LEARNING OUTCOMES

Identify how rips are formed and what they look like  
Understand how to escape a rip



## PREPARATION

Worksheet: Rips  
DVD demonstrating Rips (optional)  
Whiteboard and markers (optional)  
Butchers paper and pens (optional)



## Info Box

### How does a rip work?

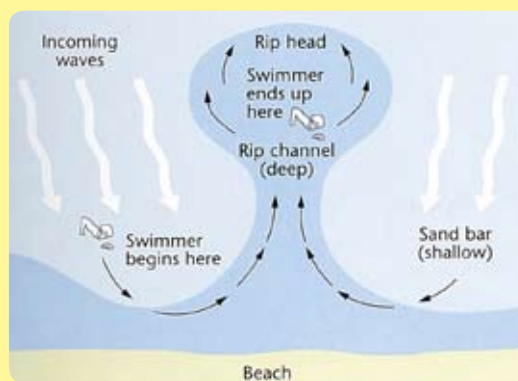
Water reaches the beach through waves which crash in the shallows. The water cannot stay on the beach so it has to go back out to sea. It is not able to go back through the waves so it finds a way out in a deeper part of the beach. Where the water is making its way out behind the waves is called a rip.

### What does a rip looks like?

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

### What to do if in a rip

Stay calm,  
Float with the rip  
Signal for 'assistance required' by raising one arm above their head and moving it side to side.



## Discuss

Discuss with participants how a rip works and what one looks like.



## Activity 1

If there is a clearly visible rip working at your beach take the participants to an elevated position where you can see the rip and point out the features.



## Discuss

Ask the group if they know what to do if caught in a rip, discuss the correct procedure.



## AGE MANAGER TIPS

Life savers could be used to help with scanning for rips

Further References: SLSA Training Manual



## LEARNING OUTCOMES

Understand the basic principles of resuscitation



## PREPARATION

Worksheet: DRABCD

Butchers paper and pens (optional)

Whiteboard and markers (optional)

Training manikin and cleaning supplies (enough for 1 between 4)



## IMPORTANT

If you are not confident with the principles resuscitation bring in a qualified trainer or lifesaver to help deliver the lesson.



### Info Box

#### DRABCD

D = Danger – Check for danger to yourself, bystanders and then patient

R = Response – Assess responsiveness (unresponsive then have someone call '000')

A = Airway – Open and clear airway

B = Breathing – Look, listen and feel for breathing

C = Compressions – Commence CPR

D = Defibrillation – Used if a trained operator is available



## Discuss

Give the participants a basic overview of DRABCD

Introduce the participants to the resuscitation training manikin (Little Annie)

Discuss why we use a training manikin (to practice resuscitation)

Discuss the different parts (chest, neck, head, removable face mask and lungs etc)



## Demonstrate

Demonstrate the two main parts of resuscitation practiced on a manikin:

Breathing using the face mask

Compressions on the chest



### Info Box

#### MINIMISING THE RISK OF INFECTION:

Make sure every participant has their own manikin mask and bag, or

Wash face masks in the recommended manner in between participants using them

Wash your hands before, during and after training sessions



## Discuss

Discuss how to minimise the risk of cross infection when sharing a manikin during training



## Activity 1

Break participants into groups of 3 or 4 and give each group a manikin.

Give the groups 10 minutes to take turns at experiencing a manikin, they can try breathing and compressions or try to complete the whole DRABCD procedure.



## Discuss

Finish the lesson by conducting a question and answer session if the participants have any questions on resuscitation.

Let the participants know that from the age of 10 they will be able to learn resuscitation and gain an award in it.



## AGE MANAGER TIPS

This lesson is not about teaching the exact resuscitation technique, it's about experiencing what it's all about.

# You want me where?

Surf Safe 1 LESSON #7



## LEARNING OUTCOMES

Demonstrate the following signals: return to shore, proceed further out to sea, go left, go right and remain stationary



## PREPARATION

Worksheet: Signals

Orange and Blue communication flags (optional)



## Discuss

Start the lesson by explaining why lifesavers use signals to communicate on the beach (to pass on messages over long distances where your voice cannot be heard)



## Activity 1

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

Return to shore – one arm held vertically above the head

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

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

Go to the right – one arm held out parallel to the ground

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



## Activity 2

Play a game of 'You want me where?' (like Simon Says).



## Info Box

### GAME INSTRUCTIONS: YOU WANT ME WHERE?

Participants stand facing you

You give a signal and the participants then follow the instructions of the signal:

Return to shore – Move towards you

Proceed further out to sea – Move away from you

Go to the left – Move to their left

Go to the right – Move to their right

Remain stationary – stop and stand still

Participants can also take turns being the signaler

This game can be played as a non-elimination or elimination game. If playing the elimination game, any participants who respond incorrectly or too slow sit out the rest of the game until a winner is found.

Ensure you have something for the eliminated participants to do until the game is finished.

Let the signaler use the orange and blue communication flags to experience them



## AGE MANAGER TIPS

You can play this game on any junior activities day to fill in time or to keep participants busy while not involved in an activity.



### LEARNING OUTCOMES

Recognise unsafe behaviours at the beach  
Identify the actions of a beach user in an unsafe situation  
Develop an understanding of preventative actions



### PREPARATION

Whiteboard and markers (optional)  
Butcher paper and markers (optional)



### Discuss

Ask the participants the following questions:

What do you think an unsafe behaviour is (behaviours that could hurt somebody)

Can you think of an unsafe behaviour at home or school? (putting hand under hot water, leaving an element on, hanging a towel over a heater etc)

Ask participants to describe some unsafe behaviours they have witnessed, then prompt for:

What the person could have done to prevent this unsafe behaviour

What the participant could have done to help

Bring the discussion to the beach environment by asking the participants to list unsafe behaviours at the beach, i.e.

Jumping off rocks

Fishing on rocks in large surf

Not swimming between the flags

Swimming in a rip

Swimming alone

Swimming out of their deep/ability

Being too tired to swim

Using examples provided by the participants discuss how you would go about identifying people that need assistance, i.e.

Washed off rocks and can't get back up

Swimmer has raised their arm for assistance

Swimmer is 'climbing the ladder'

Using examples provided discuss how these unsafe behaviours could be prevented.

Discuss and give an examples of lifesaving 'preventative actions' on a patrol (preventative actions are actions that a lifesaver takes to prevent or stop an emergency situation happening, i.e. stopping a swimmer entering a rip, picking up sharp objects from the sand, talking to a group of foreigners about beach safety etc).



### AGE MANAGER TIPS

Ask a lifesaver on patrol to help run this lesson.





## LEARNING OUTCOMES

Attempt or perform carrying and dragging a nipper board into the water  
Attempt or perform the bunny-hopping a nipper board into the water



## PREPARATION

Nipper Boards  
Water Safety Personnel (1:5)



## Important

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



## Coaching Points

### ENTERING THE WATER WITH A BOARD

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



## Demonstrate

Demonstrate how to carry and drag your board to the water.



## Activity 1

Give each participant a board and ask them to line up on the beach parallel to the water. (If you don't have enough boards for everyone ask participants to pair up and line up behind each other)

Draw a line in the sand about 15m down the beach.

For the first practice run ask the participants to pick up their board and run to the line and back carrying their board under their arm

For the second practice run ask the participants to run to the line and back dragging their board beside them Repeat this activity until the participants are used to these skills



## Coaching Points

### BUNNY-HOPPING

When at knee depth place board on water

Hold rails of board with a hand on each side

Place your hands a little in front of your body

Have your outside leg in front of your inside leg

Push the board forward as you hop with your legs

Both feet should leave and enter the water at the same time

Aim to land feet next to board

Keep going until you are too deep to hop, then start paddling



## Demonstrate

Demonstrate the bunny-hopping technique on the beach without a board, focus on feet being staggered and leaving the ground together.



## Activity 2

Ask the participants to practice bunny-hopping on the sand, organise similar to Activity 1.



## Activity 3

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



## AGE MANAGER TIPS

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



## ASSUMED SKILLS

This lesson assumes participants have acquired previous skills from earlier awards: Positioning on a board and basic paddling technique (Surf Aware 2, Lesson 10)





## LEARNING OUTCOMES

Attempt or perform sitting over a wave on a nipper board  
Attempt or perform paddling through a wave on a nipper board



## PREPARATION

Nipper Boards  
Water Safety Personnel (1:5)



## Important

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



## Coaching Points

### SITTING OVER A WAVE

Just before wave hits:

- Go to a sitting position about 2/3 of the way back on board
- Place one leg 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 wave 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 paddling again as soon as possible so you don't get dragged backwards



## Demonstrate

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



## Activity 1

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



## Coaching Points

### PADDLING THROUGH A BROKEN WAVE

- Paddle straight into the wave
- Increase paddling speed
- Arch your back up before the broken wave reaches the board
- Continue paddling over the broken wave with one arm
- Resume normal paddling



## Demonstrate

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



## Activity 2

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



## AGE MANAGER TIPS

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



## ASSUMED SKILLS

This lesson assumes participants have acquired previous skills from earlier awards: Positioning on a board and basic paddling technique (Surf Aware 2, Lesson 9), Entering the surf and bunny-hopping with a board (Surf Safe 1, Lesson 9)



### LEARNING OUTCOMES

Recognise how body boards can be used to assist a distressed swimmer  
Demonstrate skills required to assist a distressed swimmer



### 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 the surf conditions and safety considerations before entering the water.



### Discuss

Discuss with the participants when you might use a body board to assist a distressed swimmer (i.e. When you're already out in the water on a body board and you see someone in trouble)

Discuss the importance of a careful approach to a distressed swimmer:

- They will want to grab onto anything and could pull you under

- They might be panicking and not in control of their actions

Discuss what to do if the distressed swimmer grabs hold of you (head under the water, a distressed swimmer won't want to go underneath the water with you because they are trying to stay above the water)



### Demonstrate

Ask a participant to pretend to be a distressed swimmer while you are the body boarder.

Pretend to body board over to the distressed swimmer

When in voice range reassure the swimmer and let them know what you are going to do

When a safe distance away slide off your board and pass the board to the swimmer so they can take a hold of it

When they have hold of the body board signal for 'assistance required'



### Activity 1

Pair up the participants and give each pair a body board

Have each pair practice helping a distressed swimmer, like you did in your demonstration

Ensure everyone has a turn being the distressed swimmer and the rescuer



### Activity 2

Repeat Activity 1 in the water in an area close to shore and marked out by Water Safety Personnel.



### AGE MANAGER TIPS

Use water safety personnel to assist the participants in the water



### ASSUMED SKILLS

This lesson assumes participants have acquired previous skills from earlier awards: **Basic bodyboarding technique** (Surf Aware 1, Lesson 9)



### LEARNING OUTCOMES

Recognise a rescue tube and what it is used for



### PREPARATION

Rescue Tubes (enough for one between two participants)  
Water Safety Personnel (1:5)  
Marker cones



### Info Box

#### 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.



### Discuss

Using a Rescue Tube, discuss the parts of the tube and its role.

Discuss with the participants when a tube might be used and why (i.e. When on patrol/doing roving patrols, Used to conduct rescues)



### Activity 1

Let the participants experience the rescue tubes by giving them a few minutes to look and feel them.  
Encourage participants to practice clipping the rescue tube around a partner.



### Activity 2

Create teams of 4 for a relay and give each team a tube

Set up the relay on the beach with a start and finish line marked by cones

Explain the relay to the participants:

The first participant in each team starts with the tube on and runs to the next participant down the beach

When they get to the next participant they take off the strap and pass it over

The next participant runs back down the beach to the next participant and so on until the team is finished.

### Activity Extension

Repeat this by setting the relays up:

Parallel to the beach in ankle deep water

Parallel to the beach in knee deep water

Out to sea to waist depth (ensure you have Water Safety Personnel in the water)



### Activity 3

Still in teams of 4 each team selects a 'rescuer' who starts with the rescue tube

The 3 other participants are positioned at the other end of the track

The 'lifesaver' must rescue the 3 other participants in his team

They run with the rescue tube to their team and clip the first participant in the rescue tube

When clipped in they both run back to the start

The 'lifesaver' unclips the rescue tube and repeats the rescue until they have rescued all 3 participants.

**Safety tip:** Warn the participants of the brass clip so they don't go swinging it into someone.



### LEARNING OUTCOMES

Attempt or perform a beach relay baton change



### PREPARATION

Batons: Flag/Hose/Pipe etc  
Marker Cones



### IMPORTANT

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



### Coaching Points

#### BEACH RELAY BATON CHANGE

Incoming runner holds baton up early  
Outgoing runner forms a 'V' with hands and looks through 'V' at the baton  
Focus only the baton, not on other teams or runners  
Take baton as close to the changeover line as possible



### Demonstrate

Use a participant to help you with this demonstration  
Tell them you will talk them through the demonstration as it happens  
Demonstrate the baton change with the participant while you talk the participants through the technique



### Activity 1

Set up a beach sprint area approximately 30-40m long with cones on the start and finish line to mark the lanes for teams to stand behind.  
Divide the participants into an even number of teams so there is a minimum of 4 participants per team and allocate them to cones on the start and finish line.  
Ask the teams on the start line to pick a starter to remain on the start line while the others stand back 5m.  
Conduct a relay having all participants in the team run through once.  
Discuss any issues that you may have seen in the first exercise  
Repeat the relay 4 or 5 times  
Mix up the relays by making them skip, hop or jump etc  
Handicap teams that keep winning by making the distance of their track longer.



### AGE MANAGER TIPS

Keep mixing up the teams so that each participant gets a sense of winning



### ASSUMED SKILLS

This lesson assumes participants have acquired previous skills from earlier awards: **Standing beach sprint starts (Surf Aware 1, Lesson 11), Basic beach sprint running technique (Surf Aware 2, Lesson 11)**



# 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](http://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

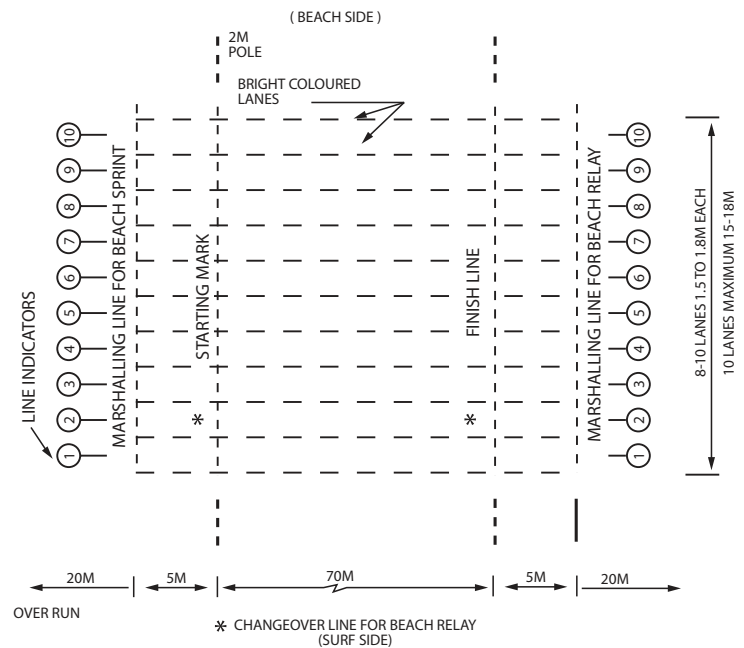
- Course length no longer than 70m

### 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

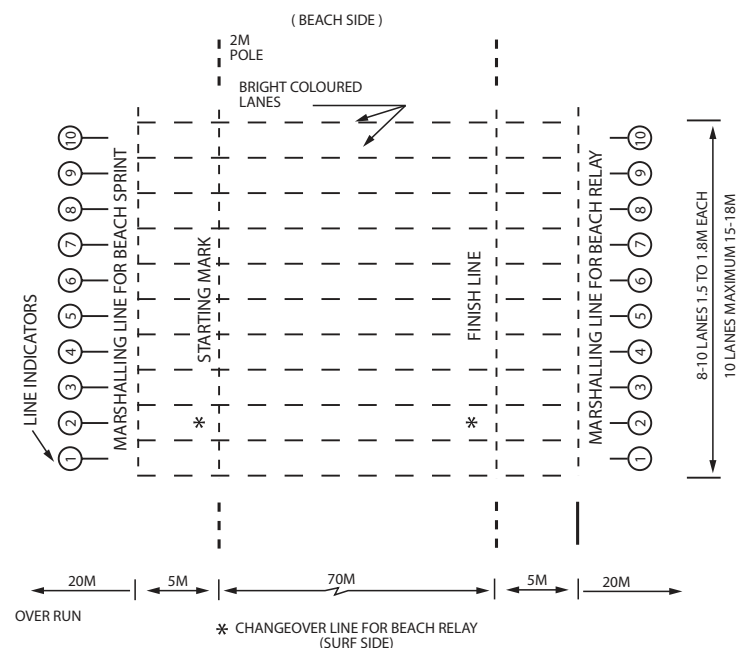
- Course length no longer than 70m

### 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

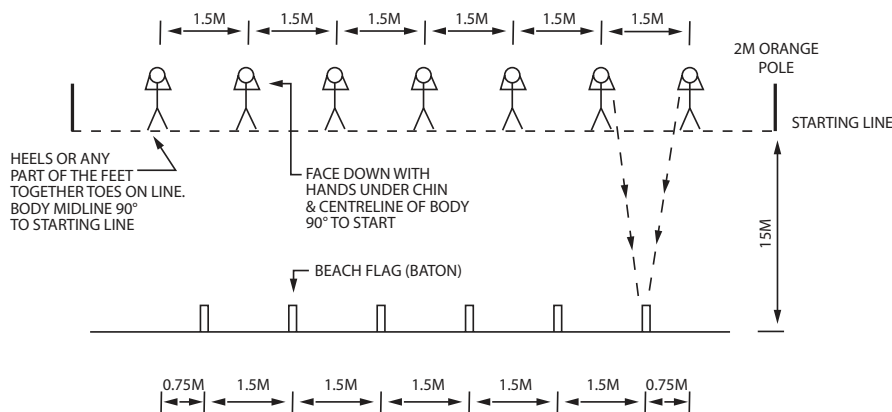
- Course distance 15m
- Flags are spaced 1.5m apart

### Judging

- Chest must be flat on sand
- Dead heats are called and 2 participants will have 1 rerun
- No deliberate impedance 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

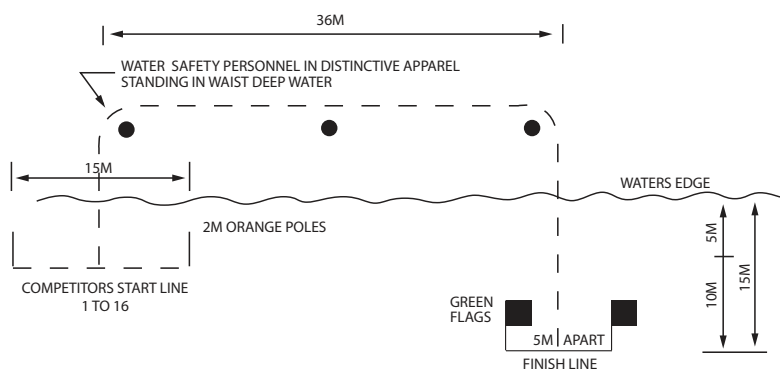
- Adjust course to suit ability/conditions
- Course no further than 15m from waters edge

### 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

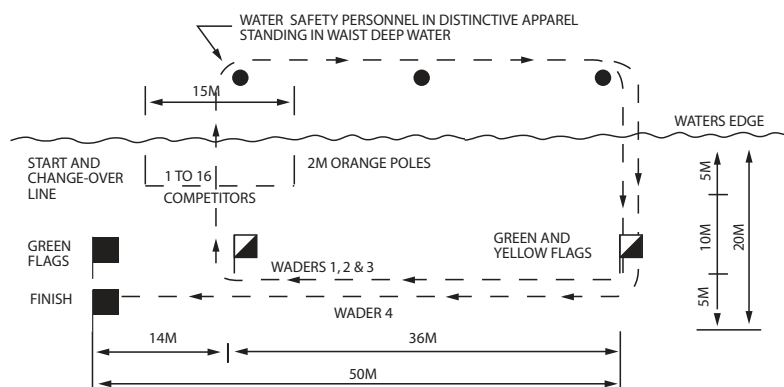
- Adjust course to suit ability/conditions
- Course no further than 15m from waters edge

### 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 line between the two finish flags
- 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

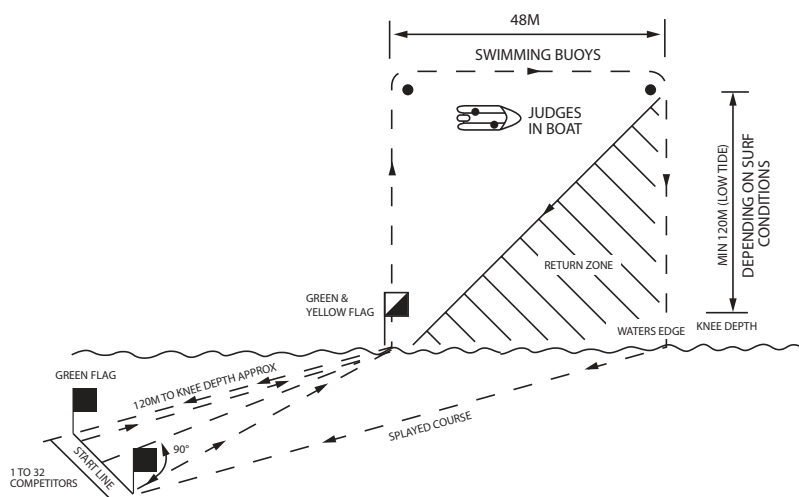
- Distance to swim buoys is 120m from knee depth (minimum)
- Minimum total swim distance is 288m

### 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





## Board Relay

### Age Group/ Ability Level

- U9-U14 (8-13 years old)

### Equipment

- Start poles/finish flags
- 3 buoys
- 2 turning flags

### Starting Procedure

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

### Safety Requirements

- 16 teams per race (maximum)
- Head count participants at start and finish

### Distance

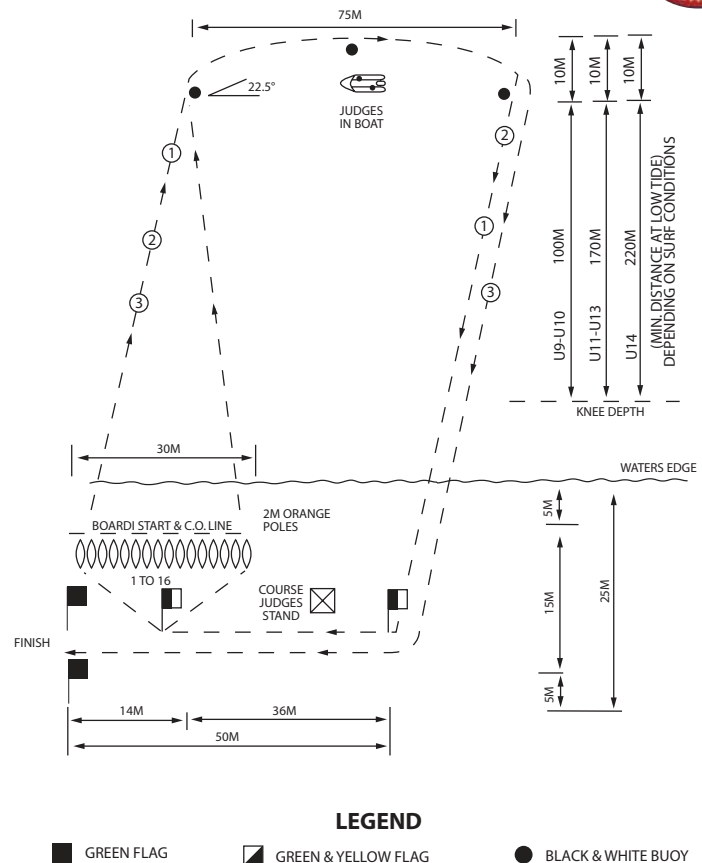
- U9 -U10 - minimum board distance is 227m
- U11-U13 - minimum board distance is 367m
- U14 - minimum board distance is 467m
- Apex buoy is placed another 10m further to sea for all distances

### Judging

- Placing order over finish line of final paddler (#3)
- Paddlers must go around outside all of the markers buoys
- Paddlers can lose board and swim remainder of the course after rounding last turning buoy
- Visible tags must be 'paddler to paddler' not 'paddler to equipment'

### Method

- Teams consist of 3 paddlers
- First paddler completes water course, leaves board at waters edge, runs around the two marker flags and tags paddler #2 on the shoreward side of the changeover line
- Paddler #2 repeats this process and tags paddler #3
- Paddler #3 completes water course, leaves board at waters edge and runs around first turning flag and finishes race by crossing finish line in contact with board
- The finish is judged on the chest of paddler #3, who must finish on their feet.



## Board Rescue

### Age Group/ Ability Level

- U11-U14 (10-13 years old)

### Equipment

- Start poles/finish flags
- Swim buoys (full set 9 buoys)
- Starting whistle

### Starting Procedure

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

### Safety requirements

- 9 teams per race (maximum)
- Head count children at start and finish

### Distance

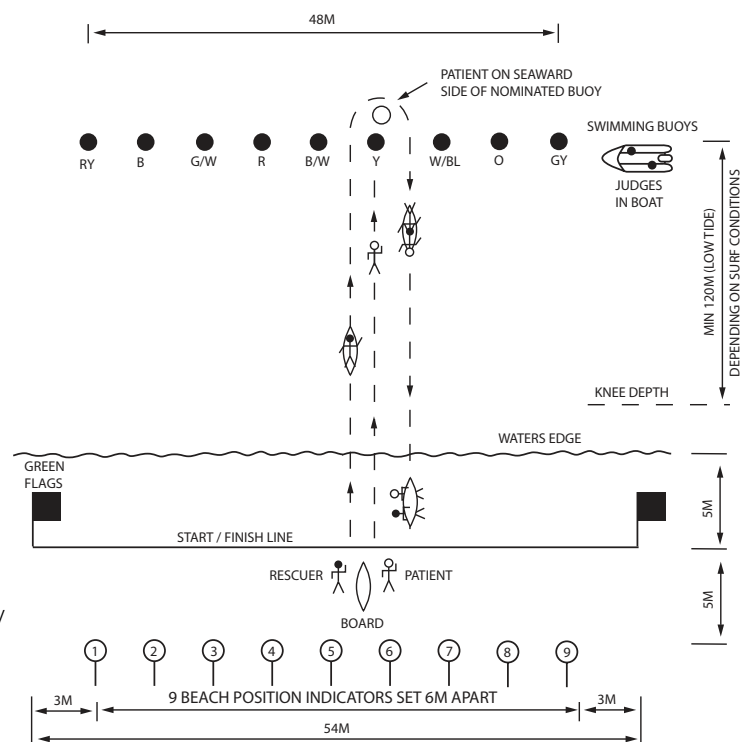
- Minimum swim and board distance is 240m

### Judging

- Paddlers must go from left to right around allocated buoy and be on the seaward side of the buoy when picking up swimmer
- Teams must finish between flags and in contact with the board
- Placing order over finish line

### Method

- Teams consist of 1 swimmer and 1 board paddler
- On start signal swimmers race to allocated buoy, and signal arrival by raising arm
- Board paddler begins at swimmers signal
- On reaching swimmer, paddler picks swimmer up ensuring that they are on the seaward side of the buoy and then rounds buoy from left to right
- Team jointly paddles back to shore and runs up beach to finish
- Paddler and swimmer finish between flags, both in contact with the board and on their feet



# 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

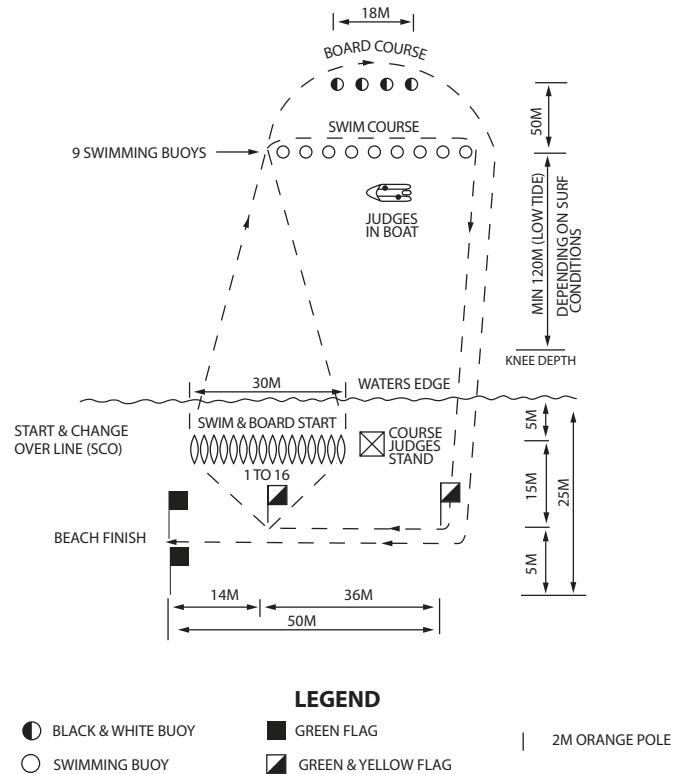
- Swim – minimum swim distance is 288m
- Board – minimum swim distance is 362m

## 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

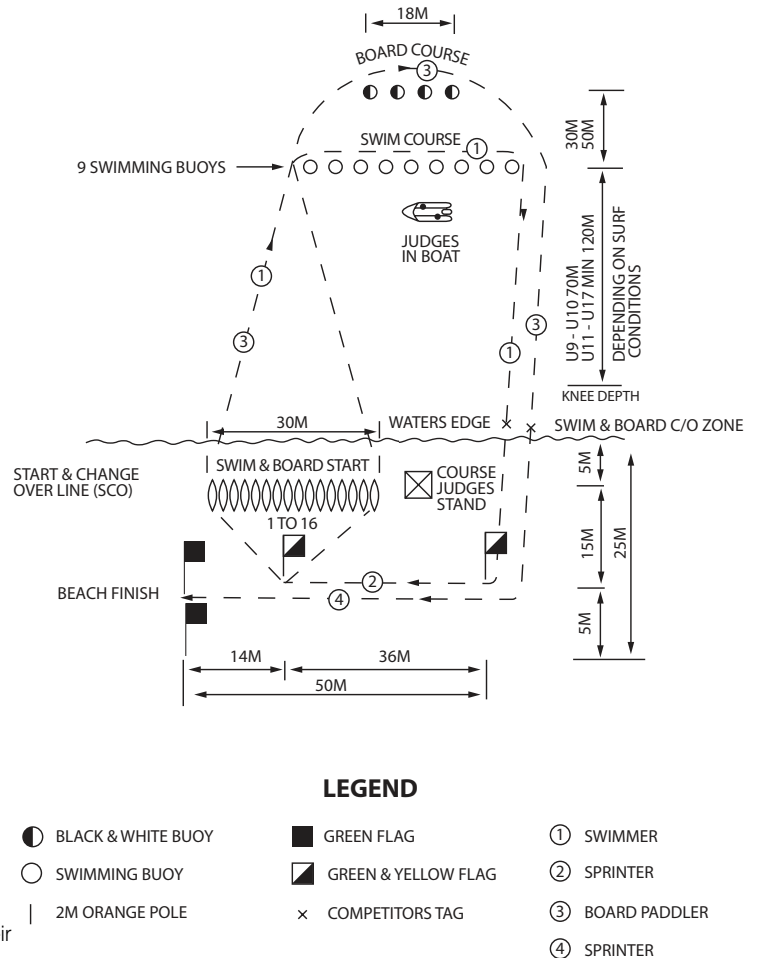
- U9-U10 – minimum swim distance is 188m
- U9-U10 – minimum board distance is 225m
- U11-U14 – minimum swim distance is 288m
- U11-U14 – minimum board distance is 362m

## 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



