



# AGE GUIDE

**STAGE 2**





# WELCOME TO THE FAMILY AND SUN SMARTS

LESSON 1 - 40 MINS



## LEARNING OUTCOMES

Develop an understanding of surf life saving in Australia

Identify the surf club as a welcoming place

Identify times when they might feel unsafe and can ask for help

Identify adults at their surf club that can help them

Identify and demonstrate the SunSmart guidelines

Understand the consequences of skin damage caused by sunburn



## PREPARATION

Ensure the club is accessible for the club tour.

Worksheet: Personal Safety Networks .

Collect a range of (ideally specific) posters and flyers from outside organizations i.e., Cancer Council.

Whiteboard and markers (optional).



## IMPORTANT

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



## DISCUSS

- Welcome all the participants and parents to the junior program and surf club.
- Introduce (from those available) the main people involved in running the junior program or the club.
- Discuss some of the history of surf life saving in Australia and in particular the history of your club - include any interesting facts you might know.



## ACTIVITY 1

- 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.
- 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 the people that keep us safe?
  - At home (parents, older brothers and sisters, caregivers etc.)

# CONTINUED...

- At the beach (lifesavers, parents 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 2

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.



## DISCUSS

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



## ACTIVITY 3

Using butchers paper or a whiteboard write one of the SunSmart guidelines in the middle in large letters,

1. **'Slip'** Ask the group to brainstorm all the things they need to think about with this guideline:
2. **'Slip'** = Long sleeve shirt, best if has a SPF rating etc.
3. **'Slop'** = need to re-apply sunscreen every two hours, use waterproof sunscreen if going in water, etc.
4. **'Slap'** = wide brimmed, any hat better than none, protect ears etc.
5. **'Wrap'** = UV rated, large enough to cover eyes etc.
6. **'Seek'** = best ways to get out of sun, trees, inside etc.
7. **'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

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.

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

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

# WATER CONSERVATION

LESSON 2 - 30 MINS



## 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).



## WATER CYCLE

5 WATER IS COLLECTED IN CLOUDS AND MOVED VIA WIND

4 OCEANS HEAT UP AND THE WATER EVAPORATES AND RISES INTO THE CLOUD

3 WATER THAT IS NOT ABSORBED ENTERS CREEKS AND STREAMS THAT FLOW INTO THE OCEAN

6 THE CYCLE REPEATS ITSELF

1 RAIN, HAIL OR SNOW FALLS

2 SOME WATER IS ABSORBED BY PLANTS OR INTO THE GROUND



## 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

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).

# YOU LITTLE RIPPER

LESSON 3 - 15 MINS



## 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 or 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

1. Stay calm,
2. Float with the rip
3. 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

# NOT A HAPPY MANIKIN

LESSON 4 - 30 MINS



## LEARNING OUTCOMES

Understand the basic principles of resuscitation



## PREPARATION

Worksheet: DRSABCD.

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

### DRSABCD

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

**R = Response** – Assess responsiveness

**S = Send** – If unresponsive, send for help by calling Triple Zero (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 DRSABCD.
- 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.

### 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.

# CONTINUED...



## 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 DRSABCD 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?

LESSON 5 - 20 MINS



## 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)

### 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.

# BEHAVE!

LESSON 6 - 30 MINS



## 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 behavior is (behaviors that could hurt somebody)?*

*Can you think of an unsafe behavior 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 behaviors they have witnessed, then prompt for:

*What the person could have done to prevent this unsafe behavior?*

*What the participant could have done to help?*

Bring the discussion to the beach environment by asking the participants to list unsafe behaviors 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 depth/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 behaviors could be prevented.



## DISCUSS

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.

# HOP-A-LONG

LESSON 7 - 40 MINS



## 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

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).
2. Draw a line in the sand about 15m down the beach.
3. 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.
4. 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.

# CONTINUED...



## ACTIVITY 2

Ask the participants to practice bunny-hopping on the sand, organize 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.



# GETTING THROUGH IT

LESSON 8 - 40 MINS



## 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 3/4 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, entering the surf and bunny-hopping with a board.

# SERIOUS FUN

LESSON 9 - 40 MINS



## LEARNING OUTCOMES

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

Demonstrate skills required to assist a distressed swimmer



## 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.



## DISCUSS

- 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).
- 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.
- 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

1. Pair up the participants and give each pair a body board.
2. Have each pair practice helping a distressed swimmer, like you did in your demonstration.
3. 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.

# BAYWATCH STYLE

LESSON 10 - 40 MINS



## 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

1. Create teams of 4 for a relay and give each team a tube.
2. Set up the relay on the beach with a start and finish line marked by cones.
3. Explain the relay to the participants:
  - a. The first participant in each team starts with the tube on and runs to the next participant down the beach.
  - b. When they get to the next participant they take off the strap and pass it over.
  - c. The next participant runs back down the beach to the next participant and so on until the team is finished.

## EXTENSION ACTIVITY

1. Repeat this by setting the relays up: Parallel to the beach in ankle deep water Parallel to the beach in knee deep water.
2. Out to sea to waist depth (ensure you have Water Safety Personnel in the water).



## ACTIVITY 3

1. Still in teams of 4 each team selects a 'rescuer' who starts with the rescue tube.
  2. The 3 other participants are positioned at the other end of the track.
  3. The 'lifesaver' must rescue the 3 other participants in his team.
  4. 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.
  5. 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.

# YOUR TURN

LESSON 11 - 30 MINS



## 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

1. Set up a beach sprint area approximately 30-40 metre long with cones on the start and finish line to mark the lanes for teams to stand behind.
2. 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.
3. Ask the teams on the start line to pick a starter to remain on the start line while the others stand back 5m.
4. Conduct a relay having all participants in the team run through once.
5. Discuss any issues that you may have seen in the first exercise Repeat the relay 4 or 5 times
6. Mix up the relays by making them skip, hop or jump etc.
7. 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.