



SLSA Age Managers Learner Guide

v5.0 September 2021



Acknowledgements

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All resources developed by SLSA are reviewed regularly and updated as required. Feedback can be supplied through contacting SLSA using the details above.

Version 5.0 September 2021

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The SLSA Age Managers Course

The SLSA Age Managers course has been developed to assist you with your role as an age manager. It will allow you to develop a greater knowledge about how SLS operates, and provide you with the skills and knowledge to assist you in the successful coordination and delivery of the Nippers program.

Course outcomes

By the end of the course and successful completion of the practical requirements, you will be able to:

- understand the roles and responsibilities of the age manager and the age manager mentor
- develop strategies to work with children, parents and guardians, coaches, officials and club administrators
- manage risks in the beach environment
- cater for the physical, emotional and social development of Nippers in your care
- safely deliver lesson plans
- emphasise fun and participation through educational games and engaging activities
- utilise a range of communication, teaching and behaviour management strategies to help Nippers learn basic skills.

SLSA award entry requirements

To become a qualified SLS age manager, you must:

- be a minimum of 15 years old
- have completed the relevant state/territory legislation check(s) for working with children
- have completed the online Child Safe Awareness Course
- be a financial member of a club.

Process to become an age manager

- Contact your club's Junior Activities Committee. They will assign you an age manager mentor and outline course delivery options.
- Complete the online SLSA Age Managers course or attend a face-to-face SLSA Age Managers course presentation, which covers the theory component of this course.
- Present your age manager mentor with a copy of the online course completion certificate (if you completed online).
- If you have attended a face-to-face course, have age manager mentor sign off on your third-party form. They will collate and return all age manager documentation to your branch or state office.
- Undertake an on-the-beach technical session with an age manager mentor. This technical session can include time with a foundation coach.
- Undertake an on-the-beach mentoring session with an age manager mentor whilst conducting Nipper activities, until competent to deliver individually.

Skills maintenance

Age Managers are required to complete a proficiency every five years. A member is considered to be proficient:

- on completion of the Age Managers online course
- on completion of the Child Safe Awareness online course
- on completion hold the current working with children check or equivalent requirement for their state/territory

It is recommended that age manager award holders take part in an annual update session prior to the start of each Nipper season. The annual update session is a club level discussion led by their club's Junior Activities Committee, which covers the following topics:

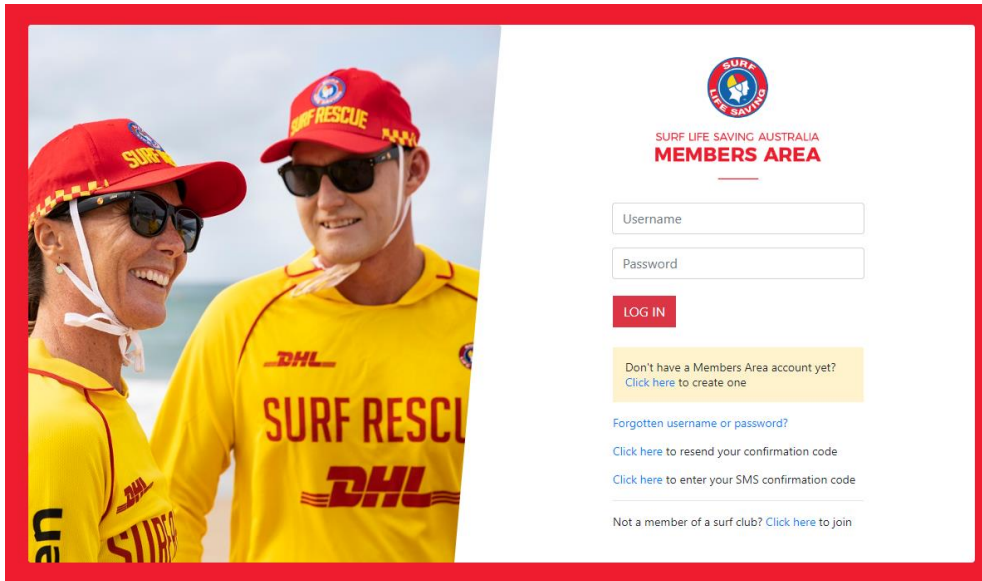
- updates (branch, club, SLSA, JDR)
- age manager responsibilities
- best practice sharing
- signals.

The information contained within each discussion topic may be distributed via email, face to face or various other online communication tools.

Online course access

To access the online option for this course, follow the steps below:

1. To start the course, you will need to have a Members Area account (Go to members.sls.com.au/ to login or set up an account).



2. Once logged in, select the 'eLearning' tab.

A screenshot of the Surf Life Saving Australia Members Area dashboard. The top navigation bar includes the SLSA logo, 'MEMBERS AREA', a user greeting 'Hi,' with a dropdown arrow, and icons for settings, currency, help, and share. The main navigation menu has 'Home', 'Memberships', 'Patrols', 'eLearning' (circled in red), 'News and Events', 'Document Library', 'History', and 'Forms'. Below the navigation, the 'Pending Renewals' section shows a notification to 'Renew membership for Test Vic Club' with a 'Renew' button. Three summary cards are displayed: 'Upcoming Patrols' (You have no upcoming patrols), 'Expiring Awards' (You have no expiring awards), and 'Patrol Hours' (0 patrol hours since 1 Jul 2021 and 0 competition hours since 1 Jan 2021).

3. Click on the 'Login to eLearning' button to proceed to the eLearning platform.

SLSA eLearning

If the below state/territory information is incorrect, please contact your [surf life saving club](#) before clicking the below login button to log into the eLearning system.

Our records show that you will be studying in state: **NSW**. If this is incorrect, please contact your organisation of membership.

[Login to eLearning](#)

Surf Life Saving Australia (SLSA) has a number of online courses available to support members in completing their SLSA awards in a more flexible manner. Currently online courses are available in the following streams: Aquatic Search and Rescue, Emergency Care, Beach Management and Powercraft. There are also Safety and Wellbeing, Skills Maintenance and Age Managers options available to be completed online.

The online courses available typically cover the theory components and are designed in many cases to be completed in conjunction with a course Learner Guide which you can access from the SLSA Members Area Library. In most cases you will also participate in practical training activities and assessments organised by your surf lifesaving club or SLS state/territory centre to achieve competency in the SLSA award.

An online version of the SLSA eLearning User Guide can be found within the [SLSA IT Helpdesk Online Help Library](#).

4. If logging in for the first time you will need to accept the Terms & Conditions, otherwise the Welcome Screen will appear

Welcome
LMS Level: Participant

Welcome to the Surf Life Saving eLearning system.

To enrol in a course, select 'Training Library' from the top right hand side of the menu. From here all of the modules which are available to you will be visible. Once you have enrolled in a course, you can then access this course from the 'My Training' page on the top right hand side of the menu.

[Need Help?](#)
Please email ithelp@slsa.asn.au or call us at the Helpdesk on 1300 724 006. Alternatively, please [click here](#) for the user guide if you are having any problems.

5. When agreed to the Terms & Conditions you will be taken to the Welcome page, select 'Training Library'

6. Select 'View courses' in the Age Managers from the course categories.

Logout

- Home
- Training Library**
- Training Event
- My Training
- Help

SLS - Coaching [VIEW COURSES](#)

SLS - Performance Sports Courses [VIEW COURSES](#)

SLS - Officiating [VIEW COURSES](#)

SLS - Safety and Wellbeing [VIEW COURSES](#)

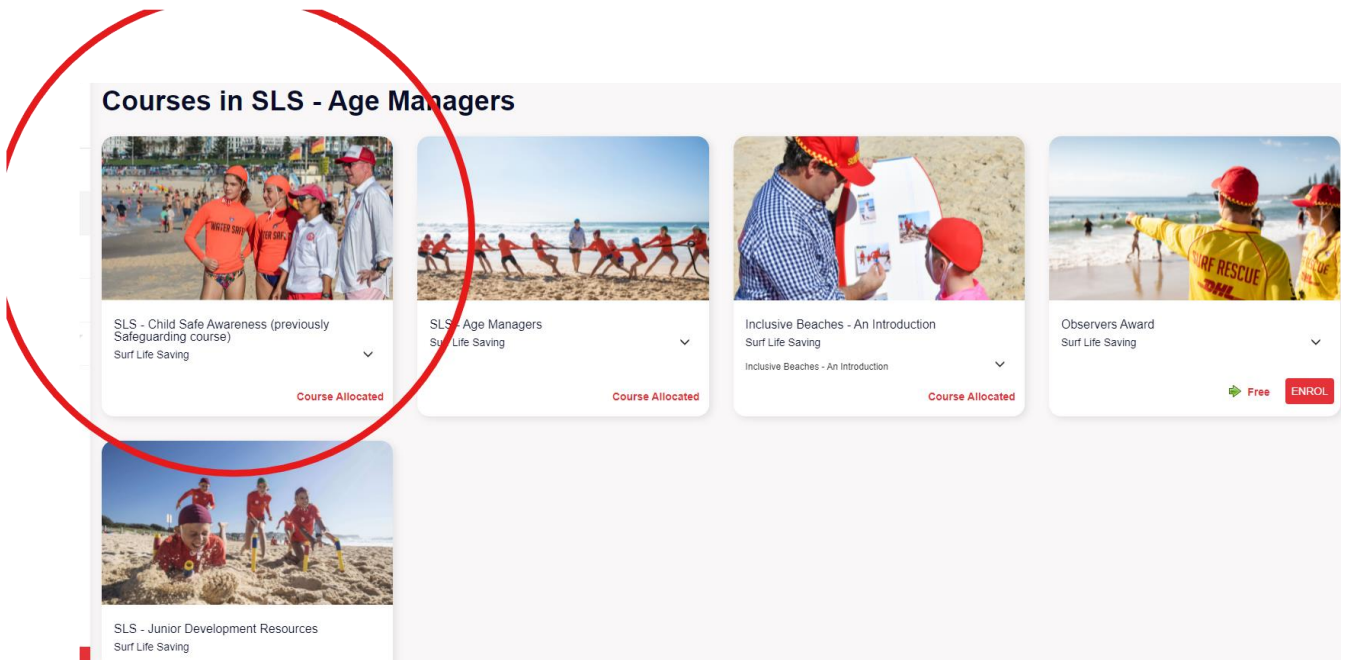
SLS - Age Managers [VIEW COURSES](#)

SLS - Surf Risk Rating [VIEW COURSES](#)

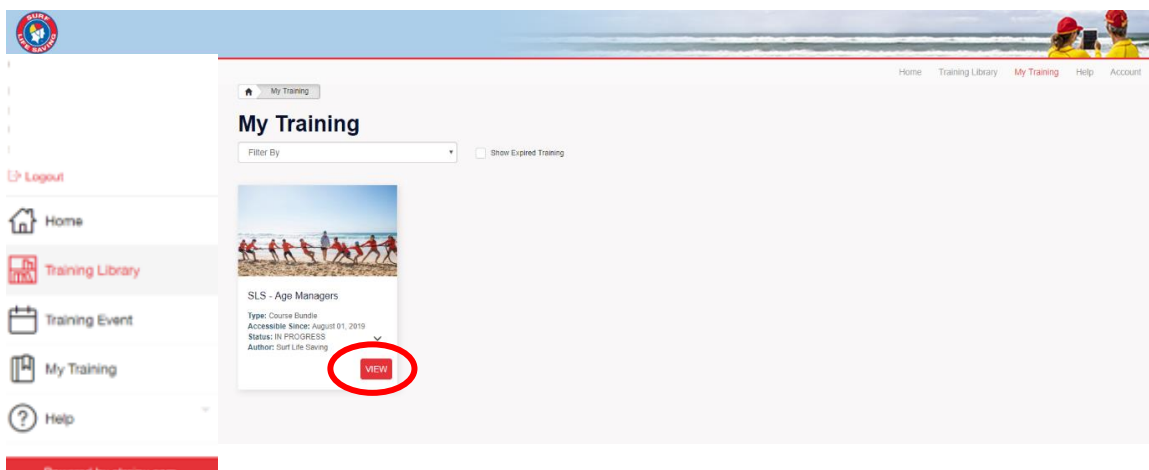
SLS - Radio [VIEW COURSES](#)

SLS - Autism [VIEW COURSES](#)

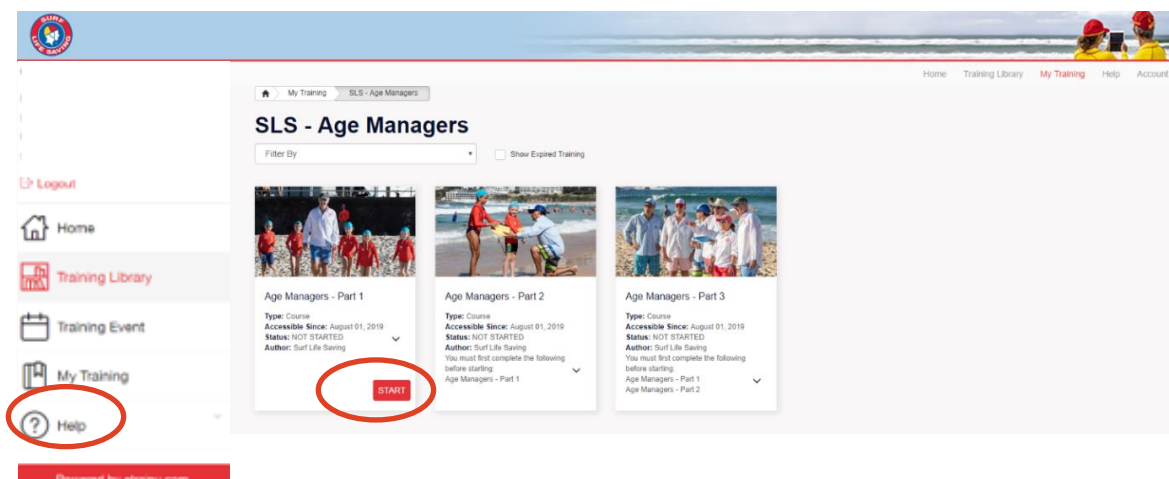
7. Select 'Enrol' on the Age Managers Course. Note - you will need to have complete the online Safeguarding Children and Awareness course as a prerequisite to access the Age Managers online models.



8. Now you are enrolled, this will take you to My Training, select 'View' on the SLS – Age Managers Course



9. There are three parts to the Age Manager course to complete, once ready select 'Start'



You can click on the 'Help' menu to view the SLS Help Desk support for the SLSA online courses as well as 'Submit a Request' for additional support.

Note

All three (3) parts need to be completed consecutively.

Parts will appear in red and be inaccessible until the previous part is completed.

Always allow pop-ups for this site.

As you navigate through the course you will notice that sometimes the next button will not be available. You will need to complete the activity on that screen and get the correct answer before you can progress.

Topic 1—Surf Life Saving Australia

Surf Life Saving Australia (SLSA) is Australia’s peak coastal water safety, drowning prevention and rescue authority, and is the largest volunteer organisation of its kind in Australia.

Why we exist

Surf Life Saving exists to save lives, create great Australians and build better communities. Australia has more than 11,500 beaches dispersed along 36,000 km of coastline that receive an estimated 100 million visitations annually. Despite significant advancements in technology, techniques and knowledge, people still drown on the coast in unacceptable numbers. Surf Life Saving exists to save lives, and we are committed to reducing the coastal drowning toll.



Core activities

The Surf Life Saving movement creates a safe environment on and off Australian beaches through a range of support operations. These operations include: 24/7 emergency response groups, rescue helicopter services, jet rescue boats, offshore rescue boats, jet-skis, surveillance systems, radio control, coordination centres and volunteer lifesaving services.

Our core activities are:

- lifesaving and water safety
- member training and development
- surf sports
- community education and training
- Nipper activities.



History

Australia’s first volunteer Surf Life Saving clubs appeared on Sydney’s ocean beaches in 1907. By-laws that had banned bathing in daylight hours since the 1830s were gradually repealed between 1902 and 1905 in response to the increasing popularity of surf bathing, and a growing conviction that bathing in appropriate clothing was not an immoral act. The impact these changes had on local beach culture was swift—beachgoers entered the surf in rapidly escalating numbers. The surf was new to most surf bathers, and many could not swim, so with its increasing popularity came more drownings and consequent attempts at rescue.

By the summer of 1906–07, the population of Sydney was obsessed with the safety of the surf. It was in this environment that Surf Life Saving clubs first emerged; their regular patrols a welcome relief to the concerns of the local authorities and nervous bathers alike. On 18 October 1907, a number of these clubs, along with other interested parties, came together to form the Surf Bathing Association of NSW (SBANSW), the organisation now known as SLSA. The purpose of the SBANSW was ‘to regulate and promote matters relative to surf bathing’.

SLS strategic vision

SLSA has developed a strategic plan that will guide the Surf Life Saving movement through to the year 2025. The focus of our 2025 Strategic Management Plan is to further build the capacity and capability of the movement to save lives, create great Australians and build better communities.

There are four (4) pillars of strategic intent we pursue to achieve our mission.

1. Save lives.
2. Develop and support our people.
3. Grow and sustain our movement.
4. Engage the community.

Surf Life Saving 2025 Strategic Plan



Vision: Zero preventable deaths in Australian waters.

Mission: We save lives, create great Australians and build better communities.

What we will do:

	1: Save Lives	2: Develop and support our people	3: Grow and sustain our movement	4: Engage the community
How we will deliver:	<ul style="list-style-type: none"> 1.1: Always being rescue ready 1.2: Maximizing safety between the flags 1.3: Working to reduce drowning and injury rates 1.4: Leading evidenced based research and innovation 1.5: Having industry best practice risk management systems 1.6: By leading and delivering as the peak coastal safety body 1.7 Supporting drowning prevention internationally, particularly in the Asia Pacific region 	<ul style="list-style-type: none"> 2.1: Providing and promoting engaging leadership and learning opportunities 2.2: Recognising and rewarding achievement and success 2.3: Developing and promoting great events 2.4: Growing a safety culture 2.5: Promoting the positive contribution of SLS volunteers 2.6: Provide accessible and diverse pathways for members within SLS 	<ul style="list-style-type: none"> 3.1: Protecting and enhancing the brand to drive internal and external support 3.2: Developing effective strategic and operational alignment across all levels of the organisation 3.3: Making it easier for volunteers, staff and the community to contribute to the movement 3.4: Ensuring, maintaining and promoting sound financial and governance practices 	<ul style="list-style-type: none"> 4.1: Increasing awareness of SLS's positive contribution to the community 4.3: Encouraging and providing opportunities for the community to engage with SLS 4.4: Being an inclusive organisation that promotes accessibility and diversity 4.5: Being actively engaged in reflecting community expectations particularly in the areas of environmental and sustainability issues

SLSA codes of conduct

The SLSA codes of conduct outline the expected behaviour for Surf Life Saving members, which should be followed at all times.

The General Code of Conduct

Relates to the interactions between members, participants and persons in positions of authority.

The code of conduct for interactions with children and young people (CYP) who take part in SLS programs, activities, services or events has been developed to help safeguard CYP.

SLSA Policy 6.05, 'Member Protection' contains the SLSA codes of conduct and can be viewed at any time within the SLSA Members Area (members.sls.com.au > Document Library > Governance/Policies).

Nippers in Surf Life Saving

The past

In response to declining membership lists and deteriorating club life in the mid and late 1960s, many clubs launched recruitment campaigns aimed at a new category of member, pre-adolescents known as 'Nippers'.

Clubs believed that Nippers would graduate into active members and, with more sporting experience, improve their competitive profiles. Youth sections have a long history in the movement—Cottesloe recruited sub-Nippers (juveniles) in the

1930s and a number of clubs followed suit in the 1950s. The Nipper program in the 1960s was far more extensive and actively encouraged by senior SLSA officials.

The present

Since the 1960s, the Nipper program has continued to grow and evolve into a popular Junior Development Program. The focus of Nippers has changed over the last decade from a more competitive focus to a balance between lifesaving education and skill development with elements of competition.

SLSA's 2019/20 Annual Report indicates around 40% of all club members are Nippers (5–13 years). This shows just how significant the junior movement is within Surf Life Saving. The Nippers of today are the future of Surf Life Saving, and this is not lost on the thousands of volunteer age managers who provide support and instruction in junior programs during the summer.



Topic 2—The Role of an Age Manager

What is an age manager?

Age managers use their experience and passion for youth development to mentor Nippers and facilitate fun learning programs that encourage and develop young surf lifesavers. Their goal is to enrich the lives of Nippers through the delivery of surf lifesaving knowledge and skills in a fun and safe aquatic environment.

Age managers:

- are responsible for the overall safety and wellbeing of their age group
- are responsible for facilitating the development of surf lifesaving skills, e.g., movement and surf awareness skills
- are responsible for facilitating the development of personal skills, e.g., confidence, teamwork, leadership
- take time to plan, prepare and deliver lessons to their age group
- foster a collaborative approach to the management of their age group.



Age manager key responsibilities

1. Administer JDR resources.

Note

SLSA Age Guide lesson plans take the guesswork out of what to do. They help ensure a consistent delivery of the Junior Development Program across clubs and are great for any substitute age manager stepping into your shoes during unforeseeable absences (e.g., sickness).

2. Provide instruction and impart knowledge.

Note

Discrete instruction provided on the side in an unobtrusive way creates an encouraging and supportive environment where Nippers can develop at their own pace. This approach helps build confidence and self-esteem as well as allows Nippers to receive more one-on-one support where needed.

3. Embrace each Nipper's prior knowledge and unique learning style.

Note

Feedback from Nippers will give a good indication of whether a game or activity is achieving the desired outcomes.

Tips

- Know who your key contacts are.
- Find out who might be helpful to support you as an age manager.
- Keep in regular contact with your support contacts.
- Ask your age manager mentor if you are not sure about things or need help.
- Ask your Junior Activities Committee about systems specific to your state/territory's office and your local branch.

What is an age manager mentor?

An age manager mentor is a person who is responsible for the training, mentoring and upskilling of new and existing age managers at a club.

They are the main connection to your branch or state office for all matters related to age managers. This includes recruitment and retention, training, on-beach mentoring and preseason briefings.

It is recommended that an age manager mentor be a junior activities coordinator or an active age manager with a minimum of 3 years 'experience, within the last five (5) years.

It is recommended that age managers under 18 be supervised by an age manager mentor.

Age manager mentor responsibilities:

- assist to induct new age managers while providing advice and guidance on delivering the Junior Development Program
- present the face-to-face SLSA Age Managers course option
- conduct and endorse the on-the-beach technical and mentoring sessions of the SLSA Age Managers course
- instruct SLSA Age Managers course participants how to set up and pack up the beach for Nipper activities, as well as teach the core surf skills within the SLSA Junior Development Program
- mentor SLSA Age Managers course participants to facilitate learning and follow the lesson plans within the SLSA Age Guides
- sign off on new age manager's third-party form.



Duty of care

As an age manager, you also have a number of responsibilities to provide your Nippers with the utmost care. You have a duty of care regarding the following:

- providing a safe environment
- evaluating Nippers for injury and incapacity
- matching Nippers according to age, height, weight, maturity, skill level and experience
- warning Nippers, their parents and guardians of inherent risks associated with any activity
- closely supervising activities
- ensuring required records are accurate and kept on hand.



Junior Preliminary Evaluations (JPE)

What are they?

Junior preliminary evaluations are a risk management procedure to assess the swimming capabilities of Nippers and must be done as part of your club's duty of care. They should occur prior to or during the first week of a Nipper season as every Nipper must be evaluated before they can participate in water based activities.

The evaluation for age groups U6 to U14 includes a floatation, submersion, propulsion and continuous skills sequence that progress as Nippers grow older. This evaluation should be conducted in a low-risk environment, such as a swimming pool or shallow open water.

It is recommended that all new Nippers be supported by a 1:1 water safety ratio when completing their evaluation. A maximum supervision ratio of 1:5 applies as per SLSA Policy 1.01a 'Water Safety Procedure' to ensure the evaluations are conducted in a safe aquatic environment for returning members.

Any Nipper that does not meet the required evaluation level for their age group will need a higher level of supervision when involved in water-based activities. It is a requirement that Nippers remain in a low-risk environment (swimming pool, shallow water) with a supervision ration of 1:1 until they are deemed competent in relation to the junior preliminary skills evaluation guidelines.

Who evaluates Nippers?

A club executive may nominate suitably qualified members to act as their delegate for the purpose of evaluating Nippers. Delegates should be selected based on their expertise in the age award being evaluated (e.g., age manager mentors, SLSA accredited trainers, assessors, facilitators and coaches).

A member who is delegated to assess Junior Preliminary Evaluations should:

- be proficient in SRC or Bronze Medallion
- have an understanding of Nipper evaluation requirements
- be familiar with the process of reasonable adjustment
- complete any paperwork required accurately and return in a timely manner
- ensure preliminary evaluation results are entered into SurfGuard by the appropriate club personnel.

The following table is a summary of SLSA age group evaluations and surf education awards.

More information about competition evaluations can be found in Topic 7 of this age manager learner guide.

STAGE ONE: UNDER 6, UNDER 7, UNDER 8

		U6	U7	U8
PRELIMINARY SKILLS	Floatation	Back or front float for minimum 5 seconds, recover to stand.		
	Submersion	Submerge to retrieve object from bottom of water with hands (e.g. dive ring).		
	Propulsion	Push and glide from wall (distance 1-2 metres) recover to stand.	Push and glide from wall, kick (distance 2-3 metres) recover to stand.	Swim on front any stroke (distance 20 metres) followed by swim underwater (distance 2-3 metres).
	Continuous skill sequence	Wade through water (distance 5 metres) float on back or front (5 Seconds) recover to stand, submerge to retrieve object from bottom of water with hands, recover to stand.		Swim on front through water any stroke 20 metres, followed by back or front float (5 seconds) followed by submerge to retrieve object from bottom of water with hands (do not recover to stand in between each task).
COMPETITION EVALUATION		N/A (no competition for this age group)		N/A (no water competition, except for wade which takes place in waist-deep water)
SURF EDUCATION AWARDS		Surf Play 1	Surf Play 2	Surf Aware 1

Table 2.1—Summary of SLSA age group evaluations and surf education awards U6 – U8

STAGE TWO: UNDER 9, UNDER 10, UNDER 11

		U9	U10	U11
PRELIMINARY SKILLS	Floatation	Front to back float or back to front float – 5 seconds each side. Tread water and/or sculling for minimum 1 minute.		Front to back float or back to front float – 5 seconds each side. Tread water and/or sculling for minimum 2
	Submersion	Submerge to retrieve object from bottom of water with hands (e.g. dive ring).		Submerge to perform forward or backward roll/somersault underwater, recover to surface, retrieve object from bottom of water with hands (e.g. dive ring).
	Propulsion	Survival stroke(s) breaststroke and/or sidestroke and/or back sculling for minimum 50 metres.		Swim on front through water any stroke for 25 metres followed by survival stroke(s) breaststroke and/or sidestroke and/or back sculling for minimum 50 metres.
	Continuous skill sequence	Swim on front through water using combination of breaststroke, sidestroke, freestyle for 50 metres, followed by tread water and/or sculling for minimum 1 minute, followed by submerge to retrieve object from bottom of water with hands (do not recover to stand in between each task).		Swim on front through water using combination of breaststroke, sidestroke, freestyle for 50 metres, followed by tread water and/or sculling for minimum 2 minutes, followed by submerge to retrieve object from bottom of water with hands (do not recover to stand in between each task).
COMPETITION EVALUATION		Minimum 150- metres open water swim (competition course as per competition manual)		Minimum 200- metres open water swim (competition course as per competition manual)
SURF EDUCATION AWARDS		Surf Aware 2	Surf Safe 1	Surf Safe 2

Table 2.2—Summary of SLSA age group evaluations and surf education awards U9 – U11

STAGE THREE: UNDER 12, UNDER 13, UNDER 14

		U12	U13	U14 (SRC)
PRELIMINARY SKILLS	Floatation	Front to back float or back to front float – 5 seconds each side. Tread water and/or sculling for minimum 3 minutes.		
	Submersion	Submerge to perform forward or backward roll/ somersault underwater, recover to surface, retrieve object from bottom of water with hands (e.g. dive ring).	Submerge to perform forward or backward roll/somersault underwater, do not recover to surface, retrieve object from bottom of water with hands (e.g. dive ring).	
	Propulsion	Swim on front through water any stroke for 100 metres followed by survival stroke(s) breaststroke and/or sidestroke for minimum 50 metres.	Swim on front through water any stroke for 100 metres followed by survival stroke(s) breaststroke and/or sidestroke for minimum 100 metres.	
	Continuous skill sequence	Swim on front through water using combination of breaststroke, sidestroke, freestyle for 100 metres, followed by tread water and/or sculling for minimum 3 minutes, followed by submerge to retrieve object from bottom of water with hands (do not recover to stand in between each task).	Swim on front through water using combination of breaststroke, sidestroke, freestyle for 200 metres, followed by tread water and/or sculling for minimum 3 minutes, followed by forward or backward roll/somersault underwater, recover to surface, followed by submerge to retrieve object from bottom of water with hands (do not recover to stand in between each task).	
COMPETITION EVALUATION		Minimum 200- metres open water swim (competition course as per competition manual)		
SURF EDUCATION AWARDS		Surf Smart 1	Surf Smart 2	Surf Rescue Certificate (SRC)

Table 2.3—Summary of SLSA age group evaluations and surf education awards U12 – U14

Topic 3—Creating a Safe Environment

As part of the Surf Life Saving community, each individual makes a commitment to actively encourage behaviours that promote a supportive and nurturing environment and contribute to our core purpose: 'To save lives, create great Australians and build better communities'.

This environment encourages acceptance and confidence. For surf lifesavers to venture into challenging waters in times of distress, they need to have faith and trust in themselves and in the people around them.

Policies and guidelines

A number of SLSA and state policies exist to provide all members with a safe environment in which to participate. It is highly recommended that you familiarise yourself with the key policies relating to your role as an age manager. The key policies are outlined below.

- Policy 1.01a Water Safety procedure
- Policy 6.05 Member Protection Policy
- Policy 6.21 Photography, Digital Recording and Images
- Marine Creatures Guidelines

SLSA and states have a range of other policies that you may need to access during the season. They cover topics including:

- asthma
- epilepsy
- limiting and permanent disability
- communicable diseases
- photography
- shark safety
- crocodile safety
- climate
- lightning
- eligibility to compete in SLSA competitions.

Full copies of the national policies can be found in the SLSA Members Area (> Document Library > Governance/Policies).

Inclusion

Inclusion is about ensuring that your club caters for the range of backgrounds, cultures, ages and abilities of community members who may wish to participate in Surf Life Saving. Being inclusive is about following best practice to ensure that everyone can get the most out of their experience.



Top tips for being an inclusive age manager

- Create a welcoming environment.
- If you're not sure what someone is capable of, just ask them!
- Celebrate diversity and highlight its benefits.
- Adapt or modify activities to suit different needs.
- Offer a training or induction program for absolute beginners.
- Try communicating via visual cues if communication is a barrier (e.g., language barrier or development delay).
- Make new members feel welcome by introducing them to other members in the club, and invite them to social activities.
- Try to speak clearly and avoid slang.

Planning for inclusion

The Australian Sports Commission recommends the acronym CHANGE IT as a guide to identifying activity elements that can be modified or adapted to suit different needs.

C	Coaching style
H	How to keep score or win
A	Area of play environment
N	Number of players
G	Game rules
E	Equipment
I	Inclusion
T	Time

You can find out more at the [Ausport website](#).

Working with children under 18

Members of SLSA who are under 18 years of age require special consideration to ensure their safety and wellbeing.

Members who undertake the delivery or supervision of surf lifesaving activities for under 18 members (e.g. age managers, coaches, trainers, assessors, officials, administrators, patrol captains) act within roles with heightened responsibility.

Each person in those roles must adopt practices to minimise the risk of any misconceptions about their behaviour in performing their designated roles, as well as protect the children they are working with.

These practices are outlined in SLSA's Child Safe Policy 6.04.



Safeguarding children and young people (CYP)

Why is there a need to protect children?

- All children have a right to grow up protected from harm.
- Child abuse is a complex problem affecting many thousands of children in Australia.
- Child abuse is under-reported in both families and organisations.
- Child abuse can occur in the community and within the context of organisations that provide services to children and families.
- The abuse of children by employees and participants of organisations has been an increasing concern in Australia.
- Children cannot stop child abuse. Adults can. The first step in stopping abuse is being aware of it.
- While there are many factors that contribute to the likelihood of abuse occurring in organisations, organisations can take steps to protect children and young people in their care.

What is child abuse?

- Child abuse takes many forms.
- There are four (4) broad types of child abuse: physical abuse, emotional/psychological abuse, sexual abuse and neglect. Witnessing violence, bullying, sibling abuse and peer abuse are generally included within these types but are sometimes considered as distinct types.
- Defining child abuse can help participants share a common understanding of what behaviour constitutes child abuse and can therefore help them act to prevent it occurring or to stop it when it occurs.

Understanding the code of conduct for dealing with CYP

The code of conduct applies to everyone and covers various moral behaviours and guidelines for dealing with children and young people, such behaviours and expectations include:

- giving positive guidance
- adhering to role boundaries
- wearing uniform and identity card/pass/badge/WWCC
- using appropriate language and tone of voice
- supervising children and young people
- using electronic communications
- giving gifts to children and young people
- photographing children and young people
- having physical contact with children and young people
- dealing with sexual misconduct and relationships
- organising overnight stays and sleeping arrangements for children and young people
- assessing change room arrangements
- using, possessing or supplying alcohol or drugs
- transporting children.

What are your responsibilities in protecting children from abuse?

SLS has a zero tolerance for any form of child abuse.

- You are responsible for and must be aware of your own actions and behaviour and use the SLSA code of conduct to guide your interactions with children.
- The protection of children is **everybody's responsibility**.
- It is critical to believe children when they tell you about their experiences of abuse or exploitation.
- Reporting child abuse can be the first step in protecting a child from abuse. Failing to act can have devastating consequences for the child or young person.
- Proof is not required to make a report to statutory authorities about child abuse.
- It takes a lot of courage for a child or young person to disclose an incident of child abuse. Children rarely make up stories of abuse.
- Children or young people who disclose abuse need to be treated in a sensitive and respectful manner.



Working with parents and guardians

The role of parents and guardians is critical to creating a healthy environment as well as the Nippers' overall wellbeing and ongoing involvement in Surf Life Saving. It is important for age managers to establish clear communication channels with parents and guardians using a variety of different communication methods. This helps foster an environment of supportive parents and guardians who provide essential care, further education and added enthusiasm to Nippers. It also helps foster positive relationships with Nipper parents and guardians, which will lead to a greater outcome for all involved.

Age managers are encouraged to provide a full briefing to parents and guardians at the start of the season. The briefing should outline:

- the aims of the Junior Development Program
- the principles of the Junior Development Program
- how parents and guardians can positively support the program and assist with activities
- what parents and guardians can expect from age managers
- the season calendar.



Age managers are also encouraged to:

- hold quick briefings at the start of each Nipper session to provide parents and guardians with an overview of the day's structure, lesson content, and how they can assist age managers maintain fun and engagement
- establish regular opportunities for parents and guardians to discuss their expectations and any concerns with their child
- create opportunities for parents and guardians to share important aspects of their culture or child's specific needs
- discuss how parents and guardians can support continued learning and skill development at home, e.g. by encouraging their child to compete against themselves, emphasising fun over winning
- get an email list of their Nipper group's parents and guardians to share important information with them.

Encouraging parent participation

Providing parents and guardians with a variety of volunteer opportunities is a great way to encourage their involvement with Surf Life Saving while also providing positive role models for Nippers. Age managers should promote ways parents and guardians can become involved in their club as well as upskill their qualifications.

For example, an age manager could encourage parents to:

- complete courses (e.g., Age Managers, Bronze Medallion or SRC)
- participate in social activities
- become water safety personnel
- help with food and water tents
- help organise inter- and intra-club competitions
- participate in branch carnivals.

Tips

Approach parents and guardians rather than waiting for them to volunteer.
Thank parents and guardians for their efforts.

Managing inappropriate parent behaviour

Sometimes the strong desire of parents and guardians to see their child shine on the beach causes them to argue out loud over Nipper performance, embarrass and frighten Nippers by yelling aggressively about their mistakes and vocally pressure Nippers with excessive instructions to do better and go harder. Other times, some parents and guardians withdraw

emotionally from their children by showing little enthusiasm towards their efforts and achievements. Occasionally this inappropriate and non-supportive behaviour is extended to the age manager, which has a profound negative impact on an age group and Nipper's participation and enjoyment.

Age managers can prevent inappropriate behaviour by building positive relationships with parents and guardians. Remember you have the choice in how you react to inappropriate behaviour.

You can:

- listen more
- talk less
- attempt to understand the reason behind their behaviour
- work out how to resolve the conflict or prevent it from recurring
- know when to walk away
- seek assistance from others
- refer the matter to someone else.

It is important for an age manager to highlight poor sideline behaviour and provide feedback to help achieve what is best for their child and the age group, which is letting kids have fun and do what they love.



How to deliver feedback:

- | | | |
|----------|-----------|--|
| B | Behaviour | What is the inappropriate behaviour and when did it occur? (be specific) |
| I | Impact | What was the impact of the behaviour (on Nippers and other members)? |
| O | Options | What are three (3) options for alternative behaviour in future? |

There are many good websites that contain up-to-date information and tools to assist age managers who may be having difficulties with inappropriate parent behaviour.

Below are two (2) examples that age managers are encouraged to access:

www.playbytherules.net.au

Check out their 'Let kids be kids' campaign.

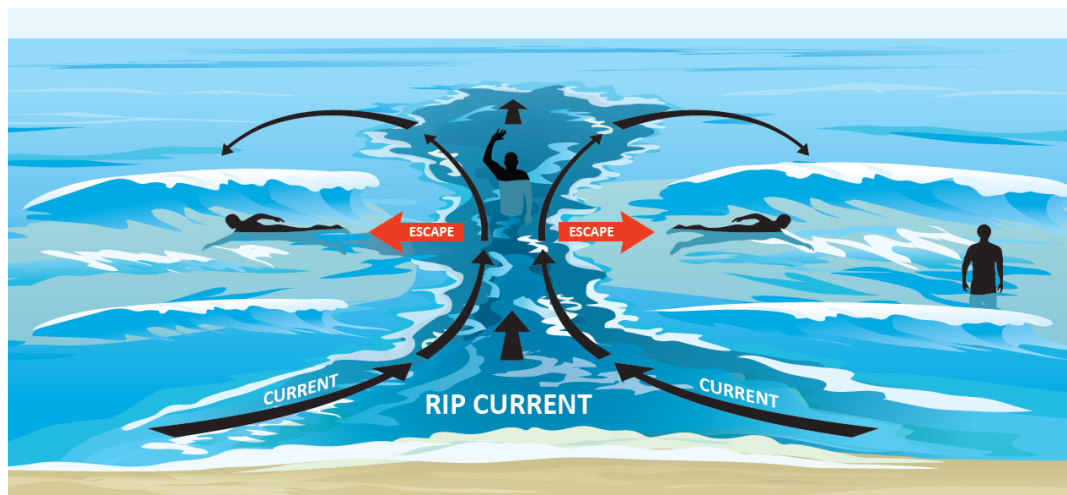
<http://www.ausport.gov.au/>

Check out the Australian Sports Commission's free online courses, in particular 'Community Coaching General Principles'.

Surf safety

Rip currents

Rip currents are deep channels in the surf zone that allow water to flow seawards from the shoreline through the surf zone. They contribute to the majority of surf zone drowning deaths each year. The best way to avoid a rip is to swim at a patrolled beach between the red and yellow flags.



Some common signs of a rip current:

1. deeper, darker coloured water
2. fewer breaking waves
3. a rippled appearance, surrounded by smoother water
4. debris floating seawards
5. foamy or discoloured sandy water extending beyond the surf zone.

The SLSA Beachsafe website (beachsafe.org.au) provides up-to-date and expert advice in many different languages about how to spot and how to survive a rip current. It also provides useful information about waves, marine creatures, surf skills and weather updates.

Signals

Signals are an essential part of surf life saving communications so it is important that you are aware of a few key ones. Signals are often used by age managers to communicate with water safety personnel and other lifesavers on patrol during Nipper activities.

All signals should be made distinctly and repeated until they are acknowledged, or until it is certain they have been understood.

The main signals age managers should be aware of are listed below. The number in brackets refers to the signals poster illustration number shown in Appendix 2.

- Go to the right or to the left (2)
- Remain stationary (3)
- Pick up swimmers (4)
- Return to shore (5)
- Proceed further out to sea (6)
- Message not clear (9)
- Message understood (10)
- Assistance required (11)
- Emergency evacuation alarm (13)

The mass rescue alarm is three (3) blasts of a siren.



Topic 4—How Children Learn and Grow

How Nippers learn

The Junior Development Program lesson plans are designed to incorporate different styles of learning, and are broken up into three (3) areas of instruction:

- 1. Discussion**
Group discussion led by the age manager (learning by listening).
- 2. Demonstration**
Demonstrate the skill to the participants (learning by seeing).
- 3. Activity**
An opportunity for participants to learn or practise while participating in an activity (learning by doing).



Lesson example—board training

Learning by listening

Some Nippers will be at the front of the group listening to everything you say during DISCUSSIONS, yet they might be nervous about actually practising board techniques.

Learning by seeing

Some Nippers pay less attention to your explanations, however will be very focused on your DEMONSTRATIONS so they can visualise firsthand what to do.

Learning by doing

Some Nippers will be impatient or appear bored until they get a chance to get on a board during an ACTIVITY.



Barriers to learning

Nippers will respond to instruction in different ways based on their learning styles, how quickly they learn and their ability to overcome learning barriers to engage in a topic.

Age managers should not expect to see an immediate adoption of their skills, yet they can avoid the following things to help enhance a Nipper's ability to learn:

- **Boredom**
The younger they are, the shorter their attention span. Think of a Nipper's age as the number of minutes they will pay attention.
- **Motivation**
A lack of motivation in some Nippers may make it difficult to teach them. Age managers should be aware that some Nippers will not be as motivated as their parents are for them to participate.
- **Age managers yelling**
Some Nippers will perceive yelling as forceful and aggressive, which can result in them losing respect for their age manager.
- **Saying one thing but doing another**
Ambiguity, contradictory statements or mixed messages confuse Nippers. Be consistent in your manner and message each week.
- **Complexity**
Nippers will often give up or misbehave if activities are made too difficult with challenges not within their level of capability.
- **Physical and/or learning difficulties**
Some adaptation of the lesson may be required to allow for Nippers with language, literacy and numeracy difficulties and/or physical disabilities.
- **Unsafe or inappropriate environment**
Children will find it difficult to learn if the environment is not safe or appropriate (e.g., windy, cold, loud).

How to demonstrate

Everybody has heard the old saying that *'a picture paints a thousand words'*. Demonstrating a new skill is a very important component of the training process when communicating with Nippers.

Age managers should follow four (4) key steps when facilitating learning and demonstrating skills:

1. Preparation

Prepare how to demonstrate the skill. Age managers should ask themselves:

- What resources and safety equipment are needed?
- Will I demonstrate the skill myself or coordinate the use of people who have more expertise in the skill to be taught (such as a qualified SLSA trainer or surf sports coach)?
- Will photographs or videos help demonstrate the skill (e.g., when I'm planning wet weather activities)?

It is important for age managers to prepare their learning area so that they and their group can see each other clearly, and their group faces away from distractions such as the sun, crowds or other age groups.



2. Demonstration

Demonstrate at normal speed, then slow speed before breaking the skill down further into separate components, which highlight the main points of the skill. Keep your explanations simple and brief by providing Nippers with no more than two (2) or three (3) main points at a time. Focus on 'what to do' instead of 'what not to do'. Ensure that Nippers engage as many of their senses as possible so that maximum learning is achieved.

Tips

- Non-verbal communication is important too. Try to keep your eye level at the group's eye level, e.g., kneel down if they are all sitting.
- Know and use your Nippers' names—they are probably written on their hats!

3. Practice

New information stays with people for only a short period unless they can try the skill. Nippers need lots of time to practise the skill demonstrated to be able to learn the skill and improve their confidence and performance. Observe and correct the skill with effective feedback after letting the Nipper try the skill a couple of times to maintain motivation.

4. Feedback

Errors are a natural part of life so it is important for you to minimise the Nipper's fear of mistakes by providing effective feedback. Be positive and supportive when you notice errors by saying things such as 'Nice try', 'That was really good, this time try ...' It may sometimes be necessary to physically lead a Nipper through the skill correction or show a Nipper the difference between what they are doing and what you want them to do.

Maintaining engagement

Age managers can help ensure maximum engagement of all participants, by asking themselves if the activity they are delivering:

- is fun
- is safe
- builds on a Nipper's prior knowledge
- is inclusive
- fosters excitement through discovery
- promotes group interaction
- encourages collaboration
- allows for choice
- supports mastery of surf skills
- challenges Nippers to think independently.



Tip

Below are some example questions to help maintain engagement.

What do you already know about ...?

What can you find out about ...?

How will you go about doing that?

What does your buddy think about your answer?

Providing effective feedback

Effective feedback is an essential part of any process, and just as important for Nippers learning core lifesaving skills. Always make sure you think about what you are going to say first before providing effective feedback.

Effective feedback is:

- **Positive**
Be positive in your remarks when communicating to the Nippers as this leads to encouragement and high motivation. Position negative feedback as an opportunity for growth and development. Make sure the Nipper feels comfortable with the feedback you provide.
- **Immediate**
Skill performance will remain vivid for only a short period of time after performance. Feedback is required soon after the performance so they do not forget what they have done. This means effective feedback also needs to be given frequently.
- **Encouraging**
Age managers should support and encourage Nippers to make informed decisions. Ask Nippers for their perspective to assist them in building their confidence as well as their surf skills.
- **Constructive**
When describing an error suggest possible remedies and alternate options to try. Put forward two (2) to three (3) suggestions to a Nipper rather than demands.
- **Clear**
Ensure that your delivery is clear and to the point so it does not create confusion. If a Nipper is having difficulty in understanding the skill you are talking about, it may be necessary to break the skill further down into individual parts. Videos are often very helpful in achieving this.
- **Specific**
Your feedback should concern only the task that they have been doing.

Disruptive children

An age manager should speak with a Nipper in a calm manner and ask questions to find any specific cause for their disruptive behaviour before setting expectations for future behaviour.

If the disruptive behaviour continues following your conversation with the Nipper, try some of the below strategies:

- ignore the behaviour for a short period (if safe to do so)
- try to involve the child by asking them to demonstrate a skill
- change the activity to one you know the child likes or excels at
- ask them to help you set up some equipment.

The last resort after trialling the above strategies is to calmly remove the Nipper from the group by having them stand with their parents or another age manager.

Tip

Get the disruptive Nipper's parents or guardian involved in the activity and you may find their behaviour improves!

Growth and development

Body changes

It is important for age managers to be aware that children grow and develop both physically and mentally at different times, and that these changes are not necessarily age specific.

As an age manager, you should group Nippers of similar height, weight and skill level for activities and competitions to accommodate for how children grow and develop.

Children's growth and development can be affected by a range of factors including:

- genetics
- nutrition
- illness
- environment.

Significant changes in growth and development are most evident as children are going through puberty. Nippers may become frustrated or embarrassed during this time as they often find it difficult to participate in activities they used to excel in (e.g., running, wading, swimming).

Age managers need to be aware of and support Nippers as they go through physical changes. They can do this by organising and modifying lessons or activities to ensure their Nippers continue to experience fun learning activities that are appropriate to their current physical abilities.

It is also important for age managers to be aware of each child's mental needs as they facilitate learning. For example, they may need to modify lessons or activities to accommodate potential body image issues their Nippers may have.

Body image

As children grow, they develop feelings and beliefs about their body, which have a great impact on their self-esteem. It is normal for young people to be aware of body image and to want to fit in.

Some things that can influence body image include:

- friends or family
- advertising
- cultural background.

Many females with body image problems tend to focus on losing weight, while males focus on weight loss and/or becoming more muscular.

Age managers need to be good role models through their conversations about height, weight and appearance by reinforcing positive, healthy messages around body image.

There are many good websites that contain up-to-date information and tools to assist age managers reinforce positive body image. Below are two (2) examples that age managers are encouraged to access:

kidshelpline.com.au

Check out their mental health tips and information on body image for children of all ages.

raisingchildren.net.au

Check out their pre-teen resources to support parents of children with body image issues.



Stages of youth development

As Nippers develop and mature, they require increasing levels of responsibility and self-determination in relation to expressing, negotiating and following their interests.

Generally sporting and teaching organisations emphasise the following stages in youth development that age managers are encouraged to keep in mind when planning Nipper activities:

1. Play

This is when children develop a love for physical activity and group interaction within an environment that is fun and safe to experiment.

2. Broad experiences

This is when children master basic skills; when there is an emphasis on fun. These are the sampling years with an interest in physical activity across a range of experiences, and age managers need to control their focus on basic motor skills to learn greater coordination. This stage usually occurs between the ages of 8 and 12 for females and between the ages of 8 and 13 for males. Encourage the repetitive practice of basic techniques associated with a particular skill to allow Nippers to gain confidence performing the fundamentals of various activities.

3. Progression

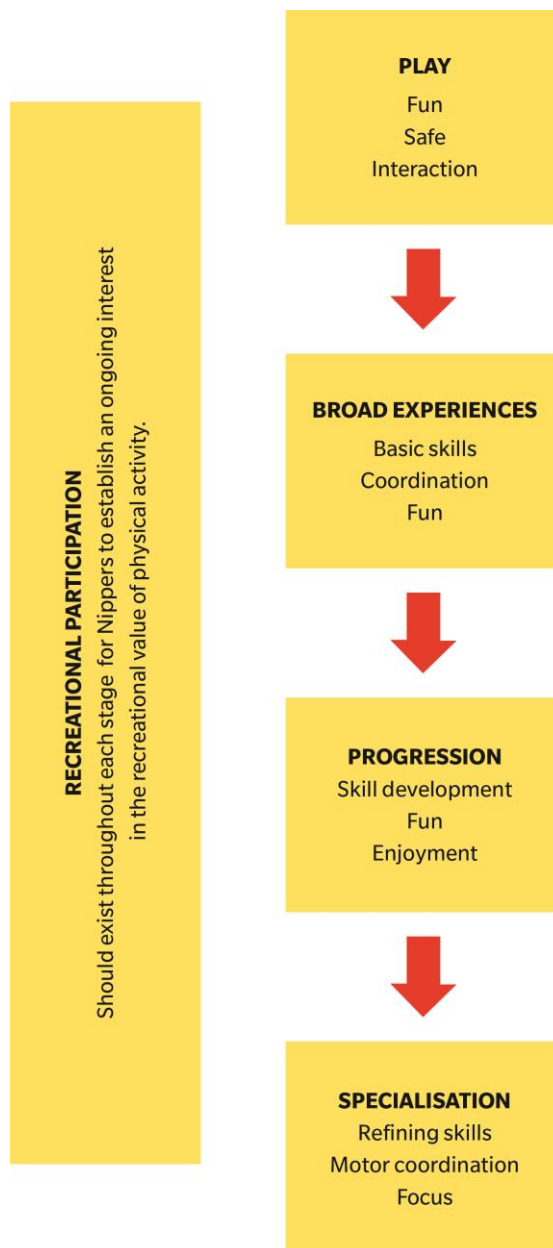
This is when a greater focus is placed on progressive skill development, but fun and enjoyment are still important. Age managers should focus on progressive skill development through fun, engaging and inclusive activities.

4. Specialisation

This is when adolescents become more serious about their favourite activity and are interested in refining their skills. The specialisation stage is when most young surf lifesavers find their niche within the Surf Life Saving organisation. During this phase, adolescents start to focus on more complex skills associated with an activity. New and more technical aspects of a skill can be introduced to lead to a greater refinement of the skill. A focus on fostering positive experiences remains essential in the specialisation phase.

5. Recreational participation

Recreational participation should exist throughout each of the above stages for Nippers to establish an ongoing interest in the recreational value of physical activity.



Phases of skill acquisition

Age managers should be aware that there are three (3) different phases associated with skill acquisition in young people. Most acquired skills are rather 'unstable' up until the age of ten (10) years as Nippers are less able to build upon their current skills to develop more complex and new skills.

1. Cognitive phase (age 5 to 8 years)

This is when Nippers are attempting to understand what a basic task is, e.g., how to lift their knees when wading in the surf. They are not always aware of what they are doing wrong, nor do they know how to correct their errors. Age managers are encouraged to provide basic, specific instruction and effective feedback to assist Nipper skill development during this phase.

2. Refining phase (age 9 to 12 years)

This is when Nippers are working to understand the fundamentals of the skill and can work towards improving it. They begin to make fewer errors and can detect some of their own mistakes. Age managers are encouraged to use more questioning during this phase to encourage Nipper self-reflection, e.g., What did you think you did well in the wade today?

3. Accomplishment phase (age 13+ years)

This is when a Nipper's skill is well learned. They can perform a skill automatically without having to focus on the execution, and they can detect then correct their own errors. Age managers are encouraged to expand upon their instructions and vary the practice conditions during this phase.



Topic 5—Junior Development Program

The Junior Development Program has been developed by learning and development experts to steadily develop the lifesaving, social and personal skills of Nippers over time.

The program contains explicit outcomes while also nurturing the development of the implicit outcomes through a variety of educational activities.

- Explicit outcomes (i.e., skills and knowledge)—set out each age guide’s award summary.
- Implicit outcomes (i.e., self-confidence, self-respect, trust)—develop as a result of the supportive, fun and nurturing environments in which a program is run.

The junior development framework

The junior development framework below provides a simplified view of the key outcomes to be achieved by Nippers participating in the Junior Development Program.

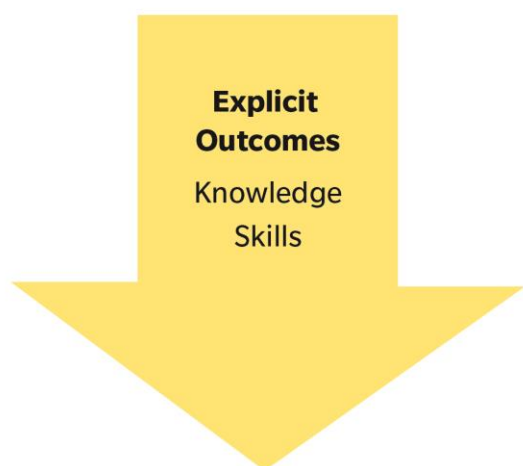
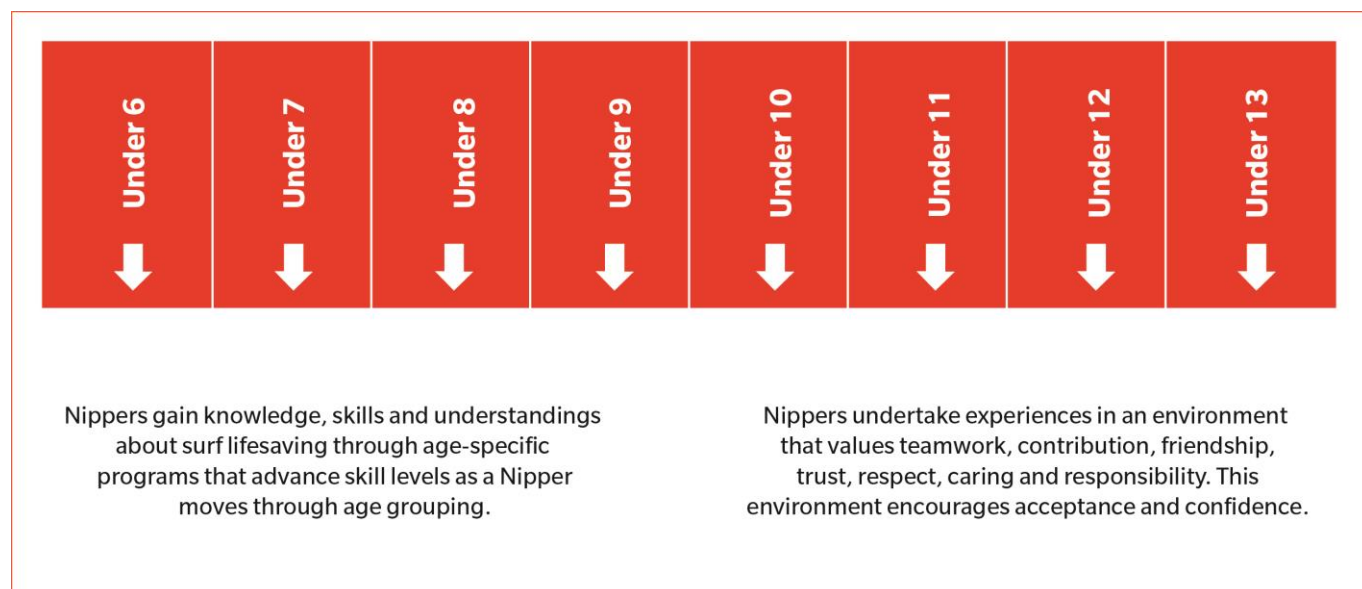


Figure 5.1—Key junior development framework outcomes

Principles

SLSA’s Junior Development Program reflects principles that apply to the personal development of Nippers in the surf lifesaving context. These development streams are apparent throughout the program in the make-up of the age guide lesson plans. Although these principles aren’t specifically taught during the program they are intrinsically learned as part of the delivery of the lesson plans.

Accepts direction	The ability to accept direction from age managers, coaches, water safety and other Surf Life Saving club personnel is a core attribute that needs to be developed in any surf lifesaver.
Listening communication	The capacity to actively listen to instruction, advice and conversation is fundamental to a balanced and healthy lifestyle as well as an important part of participating in surf lifesaving.
Verbal communication	Appropriate and effective verbal communication among peers is a valuable skill that can mean the difference between successful and unsuccessful participation in surf lifesaving activities.
Interpersonal relationships	Forming interpersonal relationships is an important part of any young person’s social development to understand what is and isn’t a positive and appropriate relationship.
Teamwork and cooperation	Functioning as an effective member of a team is critical in the context of surf rescue so learning cooperation and teamwork during junior development is an important personal development.
Integrity and respect	Acting in accordance with moral and ethical principles underpins an individual’s respect for the views of others and behaviour that treats others with consideration.
Care and compassion	The ability to care for the wellbeing of oneself and that of others is a trait the Junior Development Program seeks to instil in all Nippers for it is the foundation for the voluntary ethic core of surf lifesaving.
Leadership and initiative	The demonstration of initiative is the start of a leadership pathway that enhances our members’ future. The capacity to solve problems and make decisions is central to the role of a surf lifesaver.
Physical development	Ensuring volunteer surf lifesavers are at a suitable level of physical capability is vital to ensuring safe beach and aquatic environments.

Table 5.2—Junior Development Program principles

Topic 6—SLSA Junior Development Resource Kit (JDR)

The SLSA JDR comprises several resources for the effective delivery of the Junior Development Program. The resources take the stress out of planning and help reduce preparation time to assist age managers in delivering Nipper sessions each week. They have been developed by learning and development experts who take into consideration how children learn and grow. You can find the JDR kit on the SLSA Members Area (> Document Library > Nippers).

What's in the JDR

Age Guides

Contain the Junior Development Program learning outcomes and recommended lesson plans for each age group.

The three (3) main parts to the guide are:

1. Lesson plans
2. Foundation skills—coaching points
3. Junior Surf Sports—events.

Members can access lesson plans via the eLearning portal and save resources to their device. Alternatively, Age Managers may choose to print out individual sheets and lesson plans as required or have the Age Guide printed in a booklet. Some age managers laminate each of the lesson plans to make them more 'beach friendly'.

Lesson Plans

Each lesson plan has been developed as a simple, practical and easy way to deliver the learning outcomes for any topic within the Junior Development Program. They are in a step-by-step format with content support and wet weather options for delivery where necessary.

Lesson plans help you deliver a lesson:


- that satisfies the learning outcomes
- if you have little or no surf lifesaving knowledge
- without you having to prepare your own
- if you have been asked to step in at the last minute to replace a sick age manager.

Using a lesson plan

Just follow these three (3) simple steps and you will be training in no time!

1. Read over the lesson plan to get a feeling of what is required.
 - 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 (e.g., a coach, a qualified lifesaver, an age manager mentor).
3. Check if the lesson has further references and use these sources to gain further knowledge.

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



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



1 RAIN, SLEET 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 CLOUD
5 WATER IS COLLECTED IN CLOUDS AND MOVED BY 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

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).

Figure 6.2—SLSA Lesson plans

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

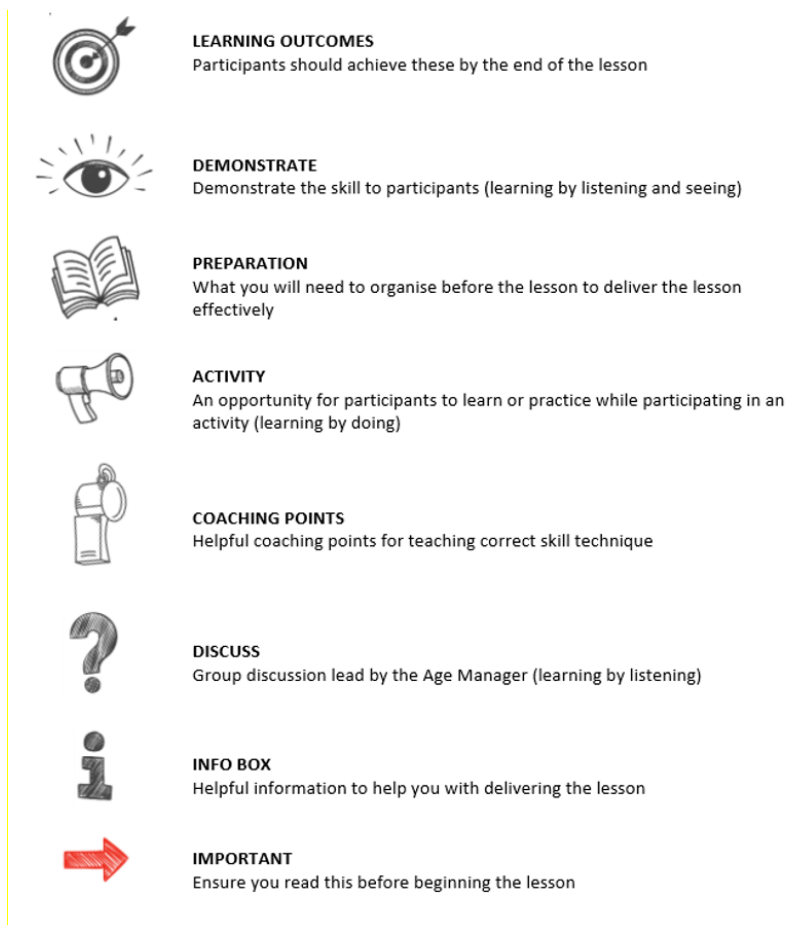


Figure 6.3—SLSA Lesson plan icons

Within the lessons that relate to the Junior Development Program awards, there are two (2) options for the delivery:

Option 1

Deliver a basic single lesson plan on a topic.

Option 2

Deliver this lesson as part of guiding Nippers through a through a Surf Rescue Certificate over the season.

- a. Have a qualified trainer deliver an initial lesson on the award topic.
- b. During the season conduct further lessons with your Nippers to practise the skills and knowledge learned in the initial session.
- c. When the Nippers are ready for assessment for the award (towards the end of the season) get a qualified assessor to conduct an assessment session.

If you choose to guide your Nippers through a certificate it is important to get in touch with your club chief instructor/training officer and discuss a program for the season. This will include setting dates for a qualified trainer to assist in lessons, ongoing support and setting assessment dates etc.

Foundation Skills—Coaching points

The JDR contains a Foundation Skills—Coaching Points section to assist SLSA accredited coaches teach specific skills to each age group.

The *SLSA Junior Coaching Manual* contains detailed information for age managers who want to learn more about coaching Nippers mid-week. It is located within the SLSA Members Area (> Document Library > Sports).

SLSA has a range of Coaching Manuals on all Surf Sports disciplines, which are available to download via the Members Area Document Library. Alternatively, if a member would like to work toward their formal coaching accreditation, consider enrolling in the SLSA Foundation Coach course. Contact your State/Territory for information.

Use the Foundation Skills Framework to:

- development tips, skill progressions and relevant activities; all of which can assist you to make great rescue ready lifesavers!
- Assist with developing lesson plans, adding more practical content to the sessions or to assist with coaching on the beach.

Surf Sports—Events

The JDR contains a Surf Sports—Events section with lesson plans to teach the skills needed to compete in junior surf sport events.



The banner features the title "JUNIOR SURF SPORTS - EVENTS" in large, blue, stylized letters. To the right is the SLSA logo, which includes a surfboard and the text "SURF LIFE SAVING". Below the title, there is a paragraph of text explaining that skills for these events are taught through lesson plans in Age Guides or through self-created lessons using the Foundation Skills Document. It then lists the following junior surf events and their associated course layouts:

BEACH SPRINT	WADE RELAY	BOARD RELAY
BEACH RELAY	RUN-SWIM-RUN	BOARD RESCUE
BEACH FLAGS	SURF RACE	IRONMAN/IRONWOMAN
WADE RACE	BOARD	CAMERON RELAY

This section provides you with a summary of junior surf events and their associated course layouts that age managers can use to:

- gain an understanding of each junior surf sports event
- explain the race method and rules to your Nippers
- explain the course layout to your Nippers
- set up a course for training/competition
- run a surf sports competition event.

The *SLSA Surf Sports Manual* contains detailed information for age managers who want to learn more about the SLSA competition events, general conditions and more. It is located within the SLSA Members Area (> Document Library > Sports).

Work Sheets

There are several work sheets available that assist in the delivery of some of the lesson plans. If a lesson plan includes a work sheet, it will state it in the 'Preparation section'. The use of these work sheets is optional.

- Print/photocopy an individual work sheet as you require them for a lesson.
- Print/photocopy all the individual work sheets for the award at the beginning of the season and keep them in a folder with your age guide for use when needed.

When can you tick/sign off a Nipper?

Learning outcomes are used to identify the topic content a Nipper should be exposed to during each of the lessons. The total learning outcomes for an age group make up the award.

If you have delivered a lesson that satisfies the learning outcomes and the Nipper has been actively involved in the lesson, only then can you tick/sign them off as achieving the learning outcome.

Certificates

There is a certificate for every age group, including Surf Play 1 & 2 that don't have awards attached to them. These are participation certificates—not competence certificates—and recognise the achievement of the Nipper having completed the requirements of the award.

The appearance of certificates may vary between states and some require them to be purchased to cover printing costs.

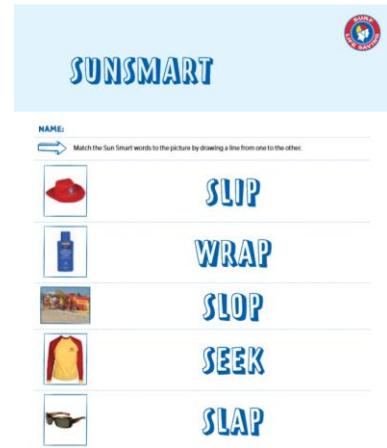


Figure 6.4—SLSA work sheets



Figure 6.7 – SLSA Certificates for age awards

Topic 7—Programming a Nipper Season

Programming a Nipper season is planning how each age award is to be delivered on a week-by-week basis to achieve the outcomes of the award. It involves selecting and sequencing lesson plans and activities from the JDR kit to achieve the outcomes outlined in each age groups award summary.

The JDR takes care of most of the programming for you. It contains age guides with a program of sequential lesson plans that plan weekly activities and:

- are appropriate for both the physical and mental abilities of the different age groups
- flow smoothly from one to the next
- achieve all learning outcomes
- have a variety of activities for increased Nipper engagement
- include both indoor and outdoor activities for various weather conditions.

When planning the Nipper season, age managers should also:

- plan enough time for Nippers to practise and experiment with activities
- consider the strengths and weaknesses of each Nipper and age groups as a whole
- discover what are the Nippers' motivations for participation
- provide leadership opportunities
- incorporate intra-club and inter-club activities
- consider the time restrictions of volunteer age managers
- consider how tasks can be delegated across several age managers
- consider contingency planning.



Programming for wet weather

Some days everyone needs to go inside due to poor weather, surf conditions or other environmental impacts.

Lesson plans in the JDR age guides contain many wet weather activity options for age managers to follow. How these lessons run will depend on the indoor space available, the resources at the surf club and the skill level of your group.

Below are a few examples of wet weather topics and activities:

- signals
- lifesaving skills videos
- health, fitness and nutrition
- history of your surf club and club tour
- CPR
- basic first aid.

Nipper season calendar

The Nipper season calendar is the deciding factor of what you do on the beach each Sunday and during the week.

The aim of the Nipper season calendar is to ensure you have the right programming in place to deliver fun, friendly, engaging, and challenging sessions for all Nippers across the season. It helps all involved in the Nipper program to see what is coming up, and how they can assist.

A club's Nipper season calendar will also need to include Nipper carnivals, coach-led mid-week training sessions to support Nippers also involved in surf sports, and special events that deliver opportunities to all Nippers across the season.

A number of examples exist on the Internet. See Appendix 3 for an example season calendar template that an age manager can use to work out their season plan. Age managers are encouraged to check with their club for the number of weeks in their season as these can vary.

When working out your club's weekly sessions, you will need to work cohesively with the other age managers at your club. See Appendix 4 for an example weekly program template at a club level.

Note

Weekly sessions should incorporate the lesson plans within the SLSA JDR age guides.

Programming for Under 14s

The Under 14 age group is the last year of structured Nipper activities and the first where Nippers can start participating in regular surf lifesaving activities—patrols, open carnivals, etc.

There are a range of activities that age managers should be encouraged to conduct for their Under 14 members to promote continued involvement with Surf Life Saving beyond the Junior Development Program.

Outlined below are some of the activities that Under 14 age managers may like to introduce to their members.

Surf Rescue Certificate (SRC)

The Surf Rescue Certificate is the introductory award for patrolling surf lifesavers and allows the recipient to take part in beach patrols.

A member must be 13 years of age to sit the assessment for this award, and most members under 14 years of age will complete this award as part of their regular Nipper activities.

This award can be completed in a number of ways:

- SRC training could take place during the regular Nipper activities time slot (e.g., Sunday morning)
- for those who turn 13 early in the year, training for the SRC may take place in the 'off-season'
- clubs may choose to run SRC training in a similar fashion to other awards. Theory sessions may be run on a weeknight, with practical sessions run on the weekend as part of the regular weekly activities.

Age managers can help encourage Nippers to become a patrolling lifesaver by organising time for their Nippers to speak with lifesavers about what it is like to be on patrol.

First aid certificate

Young people often don't know what to do if someone they knew was hurt, and many Under 14 Nippers say they would like to learn first aid skills. Some Surf Life Saving state offices are Registered Training Organisations (RTOs) that offer discounts to active surf club members wanting to participate in first aid and CPR courses.

Age managers can help encourage Nippers who do not meet the fitness requirements of the SRC to become an award member by coordinating the delivery of further emergency care training.



Assisting younger Nippers

Young people often look up to those who are older than them, particularly those who are close in age. Under 14 Nippers make good role models for other young Nippers and can be good training support for other age managers. As part of their regular weekly activities, some of the Under 14 members might help other age managers in delivering some lessons. This might be useful to some of the members who are completing their SRC training.

Water safety

One of the most important responsibilities of a club is to ensure there is enough water safety. Water safety personnel are qualified and proficient lifesavers (holding a SRC or above) who provide safety in the water with lifesaving equipment for Nippers, sports events and member training as required. You will see them on the beach in their orange high-visibility cap and rash shirt stating 'Water Safety' on the front and back for easy identification.

Once an Under 14 member has completed their SRC, they can be rostered on for some sessions of water safety.

Please refer to the SLSA Policy 1.1 'Water safety' and 'Water safety procedures' in the SLSA Members Area for further details (> Document Library > Governance/Policies).

Surf sport competitions



Surf Life Saving sport is a way for our lifesavers to showcase the skills and physical abilities required to save a life.

Age managers should be aware that some of their Nippers also take part in mid-week sports training programs with SLSA qualified coaches in order to progress their lifesaving skills and/or participate in surf sports.

Note

It is important to note which Nippers take part in additional mid-week sports training when matching Nipper skill level, height and weight for activities. Age managers should also keep in mind that not all Nippers are competitors.

Training events and competitions

Clubs are encouraged to conduct informal intra-club swimming and board training competitions and events to progressively challenge Nippers' skills and abilities. Age managers and water safety personnel can gain a better understanding of each of their own members' aquatic skill levels during intra-club competitions.

Clubs are also encouraged to host and attend inter-club competitions and events. Inter-club activities have many benefits for Nippers such as increasing their opportunities to learn and develop skills, boosting their motivation and providing them social networking opportunities. They also benefit age managers with opportunities to share ideas and experiences while building stronger relationships between local clubs.

Information on national and state carnivals and competitions can be found within the *SLSA Surf Sports Manual* on the Members Area (> Document Library > Sports). Prior to attending any large sporting event, it is recommended that age managers look at this manual, as well as familiarise themselves with the event specific safety operation manuals that are provided by the event's Safety Emergency Management Coordinator (SEMC) or the relevant competition/organising committee.

SLSA Policy 5.04 'Eligibility to compete in SLSA competition' covers all SLSA competition, including, but not limited to a competition which is referred to as a carnival, display, inter-club, or championship, and irrespective of when such a competition is held (> Document Library > Governance/Policies).

Junior Competition Evaluations (JCEs)

Nippers must complete the Junior Competition Evaluation in addition to the appropriate surf education award for their age group in order to compete in intra-club, inter-club, branch and state competitions.

The JCEs are based on the minimum swim competition distances set out in the *SLSA Surf Sports Manual*. They ensure Nippers have the ability, strength and fitness standards to compete in competitions.

More information on JCEs, including their assessor requirements, can be found within the *SLSA Surf Sports Manual* on the Members Area (> Document Library > Sports)

Assessment Information

Participants are required to take part in a technical session and undertake on-the-beach mentoring session/s with an age manager mentor in order to complete the SLSA Age Managers course. This section is for information only. All evidence should be collected in your SLSA Age Manager Assessment Portfolio.

During the technical session, an age manager mentor will tick off the core beach skills that they have provided you with and the strategies to teach Nippers under different weather and beach conditions. This technical session can include time with a foundation coach. See Appendix 6 in this age manager learner guide for more information on the core beach skills included in this technical session.

On-the-beach mentoring sessions include the demonstration of the following tasks:

- setting up a beach
- creating a safe environment
- informing parents and children
- maintaining accurate records
- planning and delivering a learning activity
- maintaining group engagement in activities.

Appendices

Appendix 1—Junior Development Program lesson content summary

Topic	Under 6	Under 7	Under 8	Under 9
Introduction to surf lifesaving	Our surf club and the beach	Our surf club and the beach	Surf lifesaving in Australia and the surf club environment	Surf lifesaving in Australia and the surf club environment
Personal safety and wellbeing	Basic safety practices during junior activities	Basic safety practices during junior activities	What it means to feel safe in a beach environment	What a 'personal safety network' is and the actions that can be taken to ask people for help
Ecosurf	The types of friendly and not so friendly animals that we share the beach with	The variety of items that can be found on a beach	The beach environment in which surf lifesavers operate; what makes up a beach and communities that they share the beach with	What is natural and man made on the beach and the impact humans (inc. lifesavers) have on the beach environment
--Sun safety	Sunsmart guidelines: Slip, Slop, Slap	Sunsmart guidelines: Slip, Slop, Slap, Wrap, Slide	Sunsmart guidelines and the dangers of exposure to the sun	
Physical health, fitness and personal safety				Preparing for physical activity at the beach
Surf conditions and hazards		Dangers at the beach	Identifying dangers in the beach environment	Waves, currents and tidal movements
Surf safety	The importance of having an adult with you at the beach	The role of an adult while with you at the beach		Suf Life Saving Australia's F-L-A-G-S beach safety tips
The human body				
First aid			Dialing '000'	The '000' procedure
Resuscitation				
Interpersonal communication				
Signs and signals			Recognition of red and yellow flags	Graphic communication and water safety signage
Preventive action			Knowing when they are in trouble in the surf and how to signal for assistance	
Patrolling	What a lifesaver looks like and the red and yellow flags	What a lifesaver looks like, the red and yellow flags and signalling for assistance		

* A child's age group is determined by their age as at 30 September of that year.

Topic	Under 10	Under 11	Under 12	Under 13
Introduction to surf	Surf lifesaving in Australia and the surf club environment	Surf lifesaving in Australia and the surf club environment	Surf lifesaving in Australia and the surf club environment	Surf lifesaving in Australia and the surf club environment
Personal safety and wellbeing	The ability to be able to talk about feelings and experiences in particular situations and identify the adults to talk to about these feelings	The actions that can be taken when feeling frightened, lost, upset or bullied and the skills to persist in telling people in their personal safety network until they are safe	Personal rights and responsibilities in relation to safety and wellbeing	The basic principles of the SLSA Member Safety and Wellbeing policy
Ecosurf	The water cycle and investigation into ways in which water usage can be reduced/recycled at the surf club	Renewable and non-renewable energy generation and investigation into how electricity usage can be reduced at the surf club	Marine weather and how coastal processes shape the beach	Global warming and climate change and the effect it has on surf lifesaving
Sun safety	Sunsmart guidelines and the consequences of skin damage		The damaging effects of the sun—skin cancer	
Physical health, fitness and personal safety			The type of behaviour that keeps lifesavers fit and healthy	Guarding against infectious diseases while performing lifesaving activities
Surf conditions and hazards	How rips are formed, what they look like and how to escape them	Identifying 'at-risk' people who visit the beach and the behaviour that can get them into trouble	The different types of rips, rip management and using rips in a positive lifesaving way	
Surf safety				Surf Life Saving Australia's ten surf safety tips
The human body			The body's circulatory system, skeletal system, spine, respiratory system and nervous system Award available: *Basic Emergency Care Certificate	The body's circulatory system, skeletal system, spine, respiratory system and nervous system Award available: *Basic Emergency Care Certificate
First aid		Basic patient management techniques	Basic patient management techniques Award available: *Basic Emergency Care Certificate	Basic patient management techniques Award available: *Basic Emergency Care Certificate
Resuscitation	DRSABCD process and training manikins	Cardiopulmonary resuscitation (CPR) techniques Award available: *Resuscitation Certificate	Cardiopulmonary resuscitation (CPR) techniques Awards available: *Resuscitation Certificate and Basic Emergency Care Certificate	Cardiopulmonary resuscitation (CPR) techniques Awards available: *Resuscitation Certificate and Basic Emergency Care Certificate
Interpersonal communication		The different types of interpersonal communication used in a beach environment		Effective communication with beach users in a patrolling environment
Signs and signals	Signals used by lifesavers in a patrolling environment	Signage as a major communication tool for informing the public of dangers at the beach	Signals used by lifesavers in a patrolling environment	
Preventive action	Identifying unsafe behaviours in a beach environment and how to prevent them			

Patrolling			Lifesaving beach patrols	Local network of emergency services including both volunteer and professional lifesaving services
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* These are individual awards that participants can obtain within the award with the correct qualified training.

Topic		Under 6	Under 7	Under 8	Under 9
Surf rescue board skills	Entering and exiting the surf				
	Paddling technique			Basic bodyboarding	Positioning on a board and basic board paddling
	Negotiating the surf				
	Catching waves				
	Board rescue				
	Board relay				
Beach sprint skills/surf swimming skills	Entering and exiting the surf	Experiencing the seas water, waves and basic wading	Basic wading skills and a run-wade-run	Wading and dolphin-diving	
	Negotiating the surf				
	Body surfing				Catching waves by body surfing
	Tube rescue				
	Starts and finishes		Basic beach sprint and beach relay	Standing beach sprint starts	
	Technique		Basic beach sprint and beach relay		Beach sprint running technique
Beach flags skills	Beach relay		Basic beach sprint and beach relay		
	Starts and turns	Basic beach flags	Basic beach flags	Beach flags starting technique	
	Strategy	Basic beach flags	Basic beach flags		
Multi	Diving for baton	Basic beach flags	Basic beach flags		Beach flags diving techniques
	Transitions				

Topic		Under 10	Under 11	Under 12	Under 9
Surf rescue board skills	Entering and exiting the surf	Running to the waterline with a board and bunny hopping beside, dismounting a board in the water	Controlled and racing dismounts from a board		Using all the board skills together in a board race and board rescue event

Surf swimming skills	Paddling technique				
	Negotiating the surf	Sitting over a wave and paddling through a wave on a board		Rolling under a wave on a board	
	Catching waves		Catching waves to the beach on a board		
	Board rescue	Using a bodyboard to provide assistance to a distressed swimmer		Conducting a board rescue in the surf	
	Board relay		Tags and transition techniques for a board relay race		
	Entering and exiting the surf				Using all the surf swimming skills together in a surf race event
	Negotiating the surf		Swimming techniques in the surf environment	Negotiating large waves	
	Body surfing				
	Tube rescue	Experiencing a tube rescue			Swimming with a rescue tube in surf and performing a tube rescue
	Beach sprint skills	Starts and finishes		Crouching beach sprint starts and finishing techniques	
Technique				Beach sprint arm and leg drive technique	Using all the skills together in a beach sprint and beach relay event
Beach relay		Baton change technique for a beach relay race			
Beach flags skills	Starts and turns				Using all the beach flags skills together in a beach flags event
	Strategy			Beach flags race strategy	
	Diving for baton				
Multi	Transitions		Junior Ironman/Ironwoman and Cameron Relay transition technique		Using all surf skills together in an Ironman/Ironwoman and Cameron Relay event

SIGNALS

PUBLIC SAFETY & AQUATIC RESCUE



1a. ATTRACT ATTENTION



1b. ATTRACT ATTENTION



2a. GO TO THE LEFT



2b. GO TO THE RIGHT



3. REMAIN STATIONARY



4. PICK UP SWIMMERS



5. RETURN TO SHORE



6. PROCEED FURTHER OUT TO SEA



7. PICK UP AND ADJUST BUOYS



8. INVESTIGATE SUBMERGED OBJECT



9. MESSAGE NOT CLEAR



10. MESSAGE UNDERSTOOD



11. ASSISTANCE REQUIRED



12. SHORE SIGNAL RECEIVED & UNDERSTOOD



13. EMERGENCY EVACUATION ALARM



14. SEARCH COMPLETED



15. BOAT WISHES TO RETURN TO SHORE



16. CODE 'X' - SUBMERGED PATIENT IS MISSING



17. ALL CLEAR/OK

Appendix 3—Season calendar templates

When working out your sessions, you will need to work cohesively with the other age managers at your club. Below is an example session template at a club level.

State:

Nipper group (U8, U9 etc.):

Club:

Club contact details:

Season:

Season commencing date:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	October				November				December			
Unit 1												
Unit 2												
Unit 3												
Unit 4												

SLSA recommends the following to be included in the calendar:

- list of age managers
- beach/BBQ set-up roster (as required)
- club email/website
- dates to remember
- JDC committee members
- general information.

Appendix 4—Weekly calendar templates

State:

Nipper group (U8, U9 etc.):

Club:

Club contact details:

Venue:

Week commencing date:

Age manager:

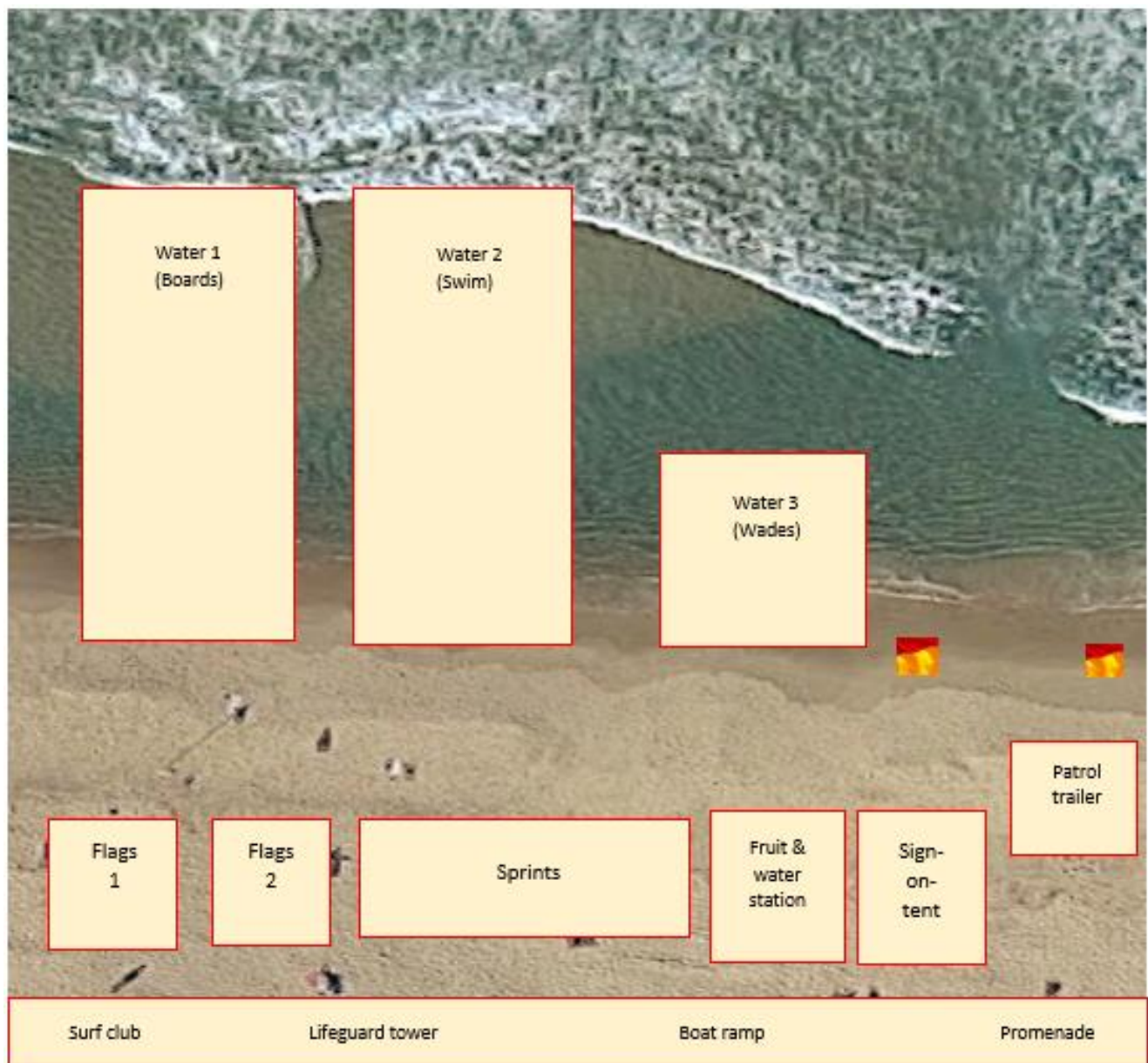
Age manager phone:

Session times:	U7s	U8s	U9s
2:00	Modified program	Surf education	Beach activities
2:40		Surf sports	Surf education
3:20		Beach activities	Surf sports

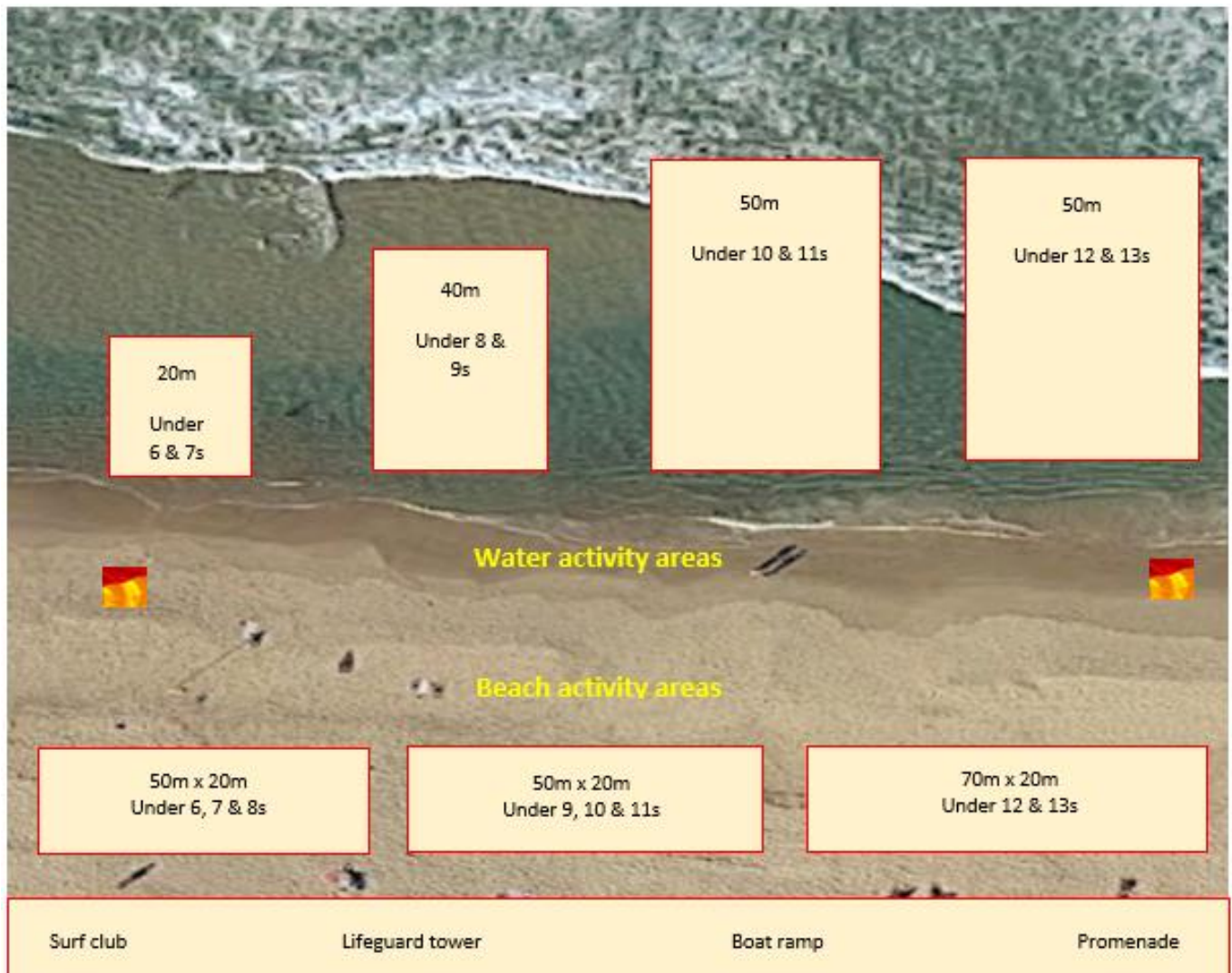
U10s	U11s	U12s	U13s
Surf sports	Surf education	Beach activities	Surf sports
Beach activities	Surf sports	Surf education	Beach activities
Surf education	Beach activities	Surf sports	Surf education

Appendix 5—Sample beach layouts

Sample 1



Sample 2



Appendix 6—On the Beach Technical Session

Below is a list of core beach skills included in the JDR lesson plans for Nippers up to the U13 age group. Above this age group, Nippers further develop the same skill sets in addition to those within Surf Rescue Certificate.

During your technical session with an age manager mentor, you will be provided with an overview of these skills, and strategies for Nippers to learn these skills under different weather and beach conditions.

You can seek out qualified SLSA foundation and development coaches at your club to assist you in teaching them to Nippers.

Core beach skills
These are also listed in your age manager assessment portfolio
Beach Flags
Starting position
Up and run
Diving for a beach flag
Beach Sprints
Crouching beach sprint starts
Sand running technique
Beach sprint arm and leg drive
Finishing beach sprints
Swims
Wading
Surf swimming techniques
Dolphin-diving
Diving under large waves
Body boarding
Surf race
Run-swim-run
Rescue tubes
Boards
Carrying boards
Board care
Basic board positioning
Paddling
Entering and negotiating the surf on a board
Board dismounts
Catching waves on a board
Rolling under a wave on a board
Board race
Body boards to assist distressed swimmers
Board rescue
Relays
Beach relay baton changes
Board relay
Wade relay
Cameron relay transitions
Ironman/Ironwoman

Appendix 7—Support roles

Surf Life Saving has something for everyone, regardless of whether you are a strong swimmer or not. During your time as an age manager, you will be involved in a range of activities that will give you some background into a variety of different support roles within Surf Life Saving, such as those outlined below.

More information on these roles and your opportunities to transition from one role to another can be found in the Participation Pathways menu on the SLSA website (www.sls.com.au).

Surf lifesaver

The surf lifesaver is an Australian icon. Each person who wears the red and yellow cap is a recipient and guardian of that heritage.

A surf lifesaver is a person who demonstrates the character, skill and service that epitomises the best of the Australian culture. Surf lifesavers give their time as volunteers in the service of their communities. They are fit, skilled, team oriented and adaptable.

A surf lifesaver:

- commits personal time and energy to maintain safe beaches
- develops and maintains a high level of skill through ongoing training
- provides leadership in maintaining volunteerism as a valued characteristic within Australian society
- epitomises the strength and character of the Australian way of life.

There are two (2) types of surf lifesavers.

1. Patrolling lifesaver

The Surf Rescue Certificate and Bronze Medallion (including the Certificate II in Public Safety) are the two (2) entry-level awards for someone who wishes to become a fully qualified patrolling lifesaver and/or water safety officer. These awards require an individual to have a good swimming ability as holders of these awards may be required to rescue individuals in a surf environment. These awards provide a range of skills including surf awareness, rescue skills, first aid and resuscitation.

2. Award member

There is the option to complete lifesaving awards other than the Bronze Medallion, such as first aid, resuscitation and radio awards. Members who hold these awards are still able to patrol the beach by providing these specific skills.

Trainer

Trainers teach members the skills and knowledge requirements for Surf Life Saving award accreditation but do not make assessment decisions. If you have enjoyed teaching the Nippers about lifesaving skills, then you may wish to consider becoming a trainer for other awards. To become a trainer, you are required to complete a trainer's course and need to hold the award that you are teaching. For example, if you wish to teach the First Aid Certificate, you must hold the First Aid Certificate yourself.

Assessor

Assessors are the people responsible for assessing members who have completed the requirements for Surf Life Saving awards. They cannot train and assess the same time. To become an assessor, you are required to complete an assessor's course and you need to hold the award that you are assessing.

Facilitator

A facilitator has completed both a trainer's course and assessor's course so that they are able to train and assess the same participants for any one course. They also hold the award that they are training and assessing. Members who wish to extend their skills in training and assessing may wish to do a full Certificate IV in Training and Assessment.

Coach

Coaches provide an important role in developing and improving the skills of members in surf sports. Coaches may choose to specialise in one discipline (e.g., beach sprinting) or choose to coach in a number of disciplines. Coaching accreditation comes in four (4) levels (Foundation Coach, Development Coach, Performance Coach, High Performance Coach). Foundation Coach's certification is the level most suited to new coaches at club level.

Official

Officials are members responsible for the conduct of surf sport events. There is a range of different roles undertaken by officials including referees, starters, judges, recorders, marshals, etc., across all of the surf sports disciplines. Accreditation for officials comes in three (3) levels (core, technical and senior).

Administrator

As with all volunteer clubs, strong administration is important in ensuring that the club operates effectively. If you are interested in the administration of the club, there is a range of different roles that you may be able to get involved with. These might include some specific roles for Nipper activities such as an Age Managers Coordinator or the Nipper Activities Chairperson. You may also like to play a responsibility specific role such as a treasurer or secretary. One day, you may like to become the Club President.

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