



SLSA AGE MANAGERS





HOUSE KEEPING

Timing

Facilities

Phones

Questions

Emergency exits and evacuation point



COURSE OVERVIEW

Course structure

Course outcomes

Assessment



TOPIC 1

Surf Life Saving Australia (SLSA)

By the end of this training session you will be able to:

- explain the history of SLS and its vision
- explain SLS core activities
- explain SLS values and code of conduct
- explain the role of Nippers in SLS.



ABOUT SURF LIFE SAVING

Surf Life Saving exists to save lives, create great Australians and build better communities.

Our core activities are:

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



HISTORY OF SURF LIFE SAVING (SLS)

- Beginning of surf bathing
- Impacts on beach culture
- Emergence of surf lifesaving
- Origins of SLS





VISION

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

- 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

2: Develop and support our people

- 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

3: Grow and sustain our movement

- 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

4: Engage the community

- 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

How we will deliver:



VALUES AND CODES OF CONDUCT

- General Code of Conduct
- Code of Conduct for Persons in Positions of Authority in dealing with Children and Young People

Integrity and respect

Teamwork

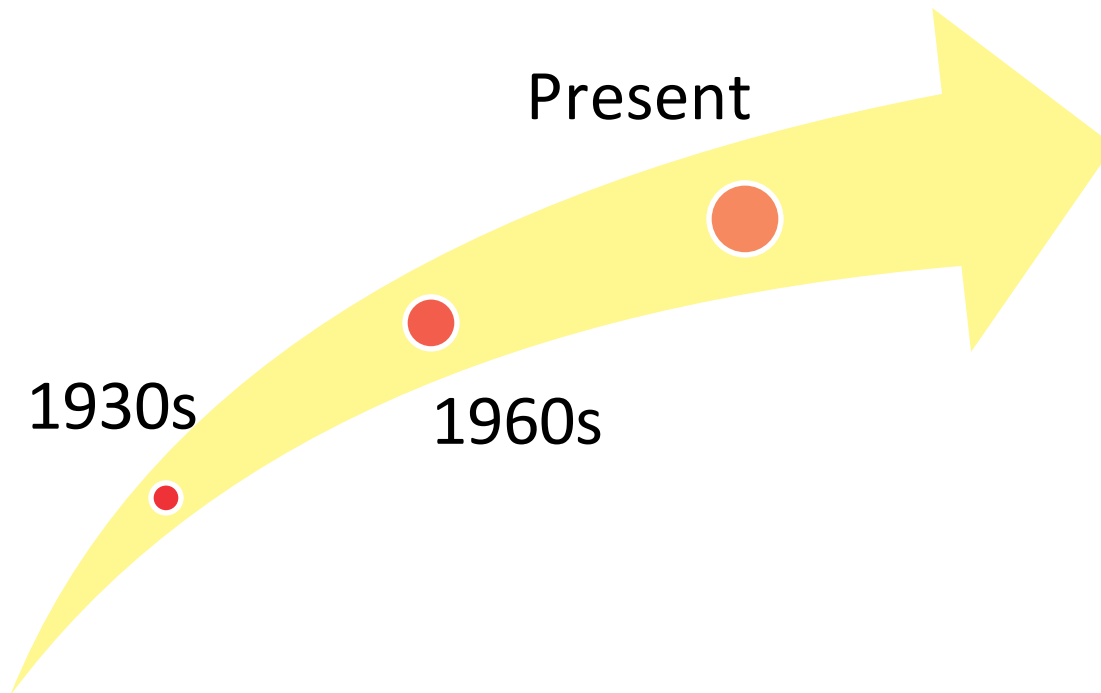
Fun and enjoyment

Excellence

NIPPERS IN SURF LIFE SAVING

Nippers: pre-adolescent SLS members.

The focus of Nippers has evolved as time has gone on.





TOPIC REVIEW

Let's review the learning outcomes for this topic:

- explain the history of SLS and its vision
- explain SLS core activities
- explain SLS values and code of conduct
- explain the role of Nippers in SLS.

What's next?

Topic 2 – The role of an age manager



TOPIC 2

The role of an age manager

By the end of this training session you will be able to:

- understand what is an age manager and their key responsibilities
- understand what is an age manager mentor and their key responsibilities
- understand your duty of care
- assist with Junior Preliminary Evaluations (JPE).



AGE MANAGERS

- Mentor Nippers
- Facilitate fun learning programs
- Encourage and develop young surf lifesavers
- Delivery of surf lifesaving knowledge and skills
- Create a fun and safe aquatic environment

Age Manager Responsibilities

Administer JDR resources

Provide instruction and impart knowledge

Embrace each Nippers' prior knowledge and unique learning style

AGE MANAGER MENTORS

An age manager mentor is a junior coordinator or active age manager with a minimum of three (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 MENTORS

Age Manager Mentor Responsibilities

- Mentor age managers
- Instruct how to set up and pack up the beach
- Instruct how to teach the core surf skills
- Provide advice and guidance
- Assist to induct new age managers
- Present this face-to-face course option
- Conduct and endorse the on-the-beach technical and mentoring sessions
- Sign off on third-party form.

DUTY OF CARE

- Provide a safe environment
- Closely supervise activities
- Ensure required records are accurate and kept on hand
- Evaluate Nippers for injury and incapacity
- Warn Nippers, their parents and guardians of inherent risks associated with any activity
- Match Nippers according to age, maturity, skill level and experience





JUNIOR PRELIMINARY EVALUATIONS (JPE)

Junior Preliminary Evaluations (JPE) are a risk management procedure to assess the swimming capabilities of Nippers.

U6-U14 includes an evaluation for flotation, submersion, and propulsion.

When should JPEs occur?

- Prior to or during the first week of a Nipper season
- Every Nipper must be evaluated before they can participate in water based activities

Where should evaluations occur?

- In a low-risk environment:
 - a swimming pool, or
 - shallow open water.

Summary of SLSA age group evaluations and surf education awards can be found in your learner guide

WATER SAFETY

- Nipper : Water safety personnel
- 1:1 water safety ratio when completing JPE and until deemed competent as per JPE
- Maximum supervision ratio of 1:5
- SLSA Policy 1.01a
'Water Safety procedure'





WHO EVALUATES JPE

Club executive or their delegate.

A member who is delegated to assess JPE should:

- be proficient in Bronze Medallion or Surf Rescue Certificate
- 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 officer.



TOPIC REVIEW

Let's review the learning outcomes for this topic:

- understand what is an age manager and their key responsibilities
- understand what is an age manager mentor and key responsibilities
- understand your duty of care
- assist with Junior Preliminary Evaluations (JPE).

What's next?

Topic 3 – Creating a safe environment



TOPIC 3

Creating a safe environment

By the end of this training session you will know how to:

- identify policies and guidelines relating to the role of an age manager
- plan for inclusion
- work with children under 18
- help safeguard children
- develop strategies for working with parents and guardians
- practice surf safety (rips and signals).



CREATING A SAFE ENVIRONMENT

A number of SLSA and state policies exist to provide all members with a safe environment.

- SLSA Policy 1.01a Water Safety procedure
- SLSA Policy 6.02 Privacy
- SLSA Policy 6.04 Child Safe Policy
- SLSA Policy 6.05 Member Protection Policy
- Marine Creatures Guidelines

Accessing full copies of all national policies

1. Login to SLSA Members Area
2. Document Library
3. 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

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



TOP TIPS ON BEING AN INCLUSIVE CLUB

- Provide a welcoming environment
- If you're not sure what someone is capable of just ask them!
- Celebrate diversity and share stories about its benefits
- Find out if you can adapt or modify activities to suit different needs
- Offer training or induction program for absolute beginners
- If communication is a barrier, try communicating via visual cues
- 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



SAFEGUARDING

- Children cannot stop child abuse. Adults can!
- The first step in stopping abuse is being aware of it
- Then act to prevent or stop it occurring
- The protection of children is everybody's responsibility
- SLS has a zero tolerance for any form of child abuse

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

What is child abuse?

There are four (4) broad types of child abuse:

1. physical
2. emotional/psychological
3. sexual
4. neglect.



WHERE DOES CHILD ABUSE OCCUR

- Child abuse is a complex problem affecting many thousands of children in Australia
- Child abuse can occur in the community and within the context of organisations that provide services to children and families. Child abuse is under-reported in both families and organisations
- The abuse of children by employees and participants of organisations has been an increasing concern in Australia
- 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

THE CODE OF CONDUCT FOR DEALING WITH CHILDREN & YOUNG PEOPLE (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 of CYP
- using electronic communications
- giving gifts to CYP
- photographing CYP
- having physical contact with CYP
- dealing with sexual misconduct and relationships
- organising overnight stays and sleeping arrangements for CYP
- assessing change room arrangements
- using, possessing or supplying alcohol or drugs
- transporting children.

I have read and understood the Code of Conduct for Dealing with Children and Young People in Positions of Authority.



YOUR RESPONSIBILITIES IN PROTECTING CHILDREN FROM 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
- 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



QUESTION 1

Rank these behaviours on the scale of positive to abusive.

A Surf club has its own Facebook page to which kids can become members. An age manager of the U13's Nippers tells his squad that he wants them to become friends with him on Facebook because it's easier to send them information. Some of them become friends with the age manager. Several team members explore the Facebook site, and discover some photos from a wild party that the age manager held with his friends. These photos show drunkenness and partial nudity.

Positive	Acceptable	Neutral	Inappropriate	Abusive
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



QUESTION 2

Rank these behaviours on the scale of positive to abusive.

The coach usually singles out the same girl when demonstrating rescue tube techniques. These demonstrations always involve some form of touching to demonstrate the skill, sometimes around the chest area. The girl feels uncomfortable, embarrassed and upset by this behaviour but says nothing because the coach is a woman.

Positive	Acceptable	Neutral	Inappropriate	Abusive
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



QUESTION 3

Rank these behaviours on the scale of positive to abusive.

An age manager arrives for Nippers and it is unseasonably cold and windy. The young Nippers arrive and are enthusiastic because the conditions are stormy and the parents don't seem to care about the cold weather. The age manager decides to run the usual activities and during the session several children are shivering and visibly cold. Two (2) days later the club is contacted by three (3) families advising their children have the flu after the Nippers session.

Positive	Acceptable	Neutral	Inappropriate	Abusive
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



WORKING WITH PARENTS AND GUARDIANS

What's the role of parents and guardians?

- Foster a supportive environment
- Establish clear communication channels with age managers
- Provide essential care
- Provide further education
- Add enthusiasm

What's in the brief at the start of the season?

- The aims and 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



WORKING WITH PARENTS AND GUARDIANS

What should age managers do regularly?

- Hold quick briefings at the start
- Establish regular opportunities to discuss expectations and concerns
- Create opportunities to share important aspects of their culture or child's special needs
- Discuss how to support continued learning and skill development at home
- Email parents and guardians to share important information with them

How do you encourage parent participation?

Provide volunteer opportunities to encourage involvement and upskilling.
For example:

- Complete SLSA courses
- 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.

INAPPROPRIATE PARENT BEHAVIOUR

- Arguing out loud
- Embarrassing and frightening Nippers by yelling aggressively about their mistakes
- Vocally pressuring Nippers with excessive instructions to do better and go harder
- Showing little enthusiasm towards their efforts and achievements



MANAGING INAPPROPRIATE PARENT BEHAVIOUR

- Listen more and talk less
- Attempt to understand the reason behind their behaviour
- Work out how to resolve the conflict or prevent it from reoccurring
- Know when to walk away
- Seek assistance from others
- Refer the matter to someone else





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)?

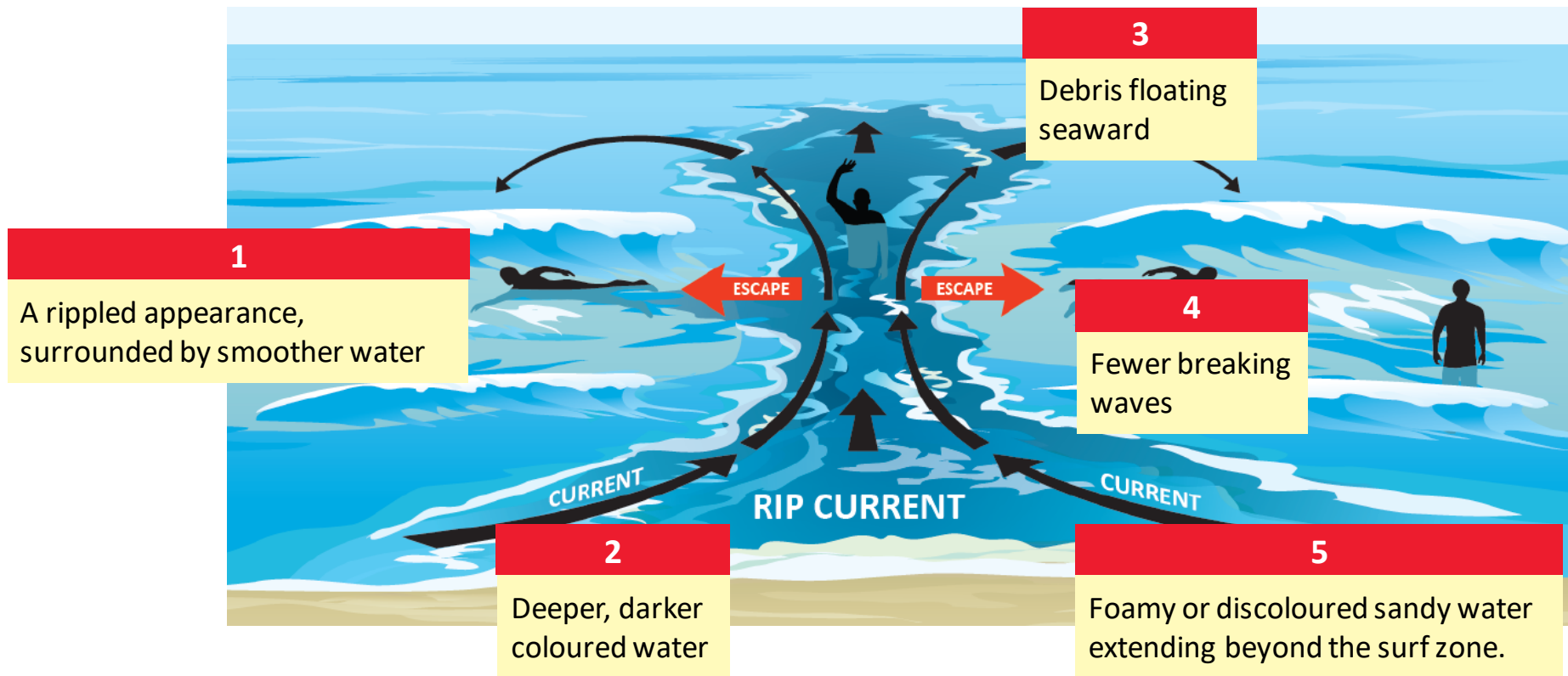
- O - Options:** What are three (3) options for alternative behaviour in future?

Check out the tips on the following websites:

<https://www.playbytherules.net.au/> and <http://www.ausport.gov.au>

SURF SAFETY: RIP CURRENTS

beachsafe.org.au





SURF SAFETY: SIGNALS

Main signals age managers should know:

- go to the right or to the left
- remain stationary
- pick up swimmers
- return to shore
- proceed further out to sea
- message not clear
- message understood
- assistance required
- emergency evacuation.

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





TOPIC REVIEW

Let's review the learning outcomes for this topic:

- identify policies and guidelines relating to the role of an age manager
- plan for inclusion
- work with children under 18
- help safeguard children and young people
- develop strategies for working with parents and guardians
- practice surf safety (rips and signals).

What's next?

Topic 4 – How children learn and grow



TOPIC 4

How children learn and grow

By the end of this training session you will know how to:

- overcome barriers to learning
- demonstrate a skill
- maintain engagement
- identify and discuss body changes
- promote positive body image
- plan for different stages of youth development
- plan for different phases of skill acquisition.

HOW NIPPERS LEARN

Discuss

Group discussion led by the age manager (learning by listening).

Demonstrate

Demonstrate the skill to the Nippers (learning by seeing).

Activity

An opportunity for Nippers to learn or practice while participating in an activity (learning by doing).



BARRIERS TO NIPPER LEARNING

- Boredom
- Motivation
- Age managers yelling
- Complexity
- Physical and/or learning difficulties
- Saying one thing but doing another
- Unsafe or inappropriate environment





HOW TO DEMONSTRATE

1. Prepare

- What resources and safety equipment are needed?
- Will I demonstrate the skill myself or coordinate the use of people who have more expertise?
- Will photographs or videos help demonstrate the skill?

2. Demonstrate

- normal speed
- slow speed
- break down into skill components
- focus on what to do
- engage lots of senses.

3. Practice

- Nippers need lots of time to practice
- observe a few times before correcting skill.

HOW TO DEMONSTRATE

4. Effective Feedback

- positive
- clear
- encouraging
- supportive
- constructive
- specific
- suggest two (2) to three (3) options
- lead through physically if necessary
- give immediately after, letting the Nipper try the skill a couple of times to maintain motivation.



MAINTAINING ENGAGEMENT

Ask yourself if the activity is:

- fun, safe and inclusive
- challenging and exciting
- interactive and collaborative
- allows for choice.

Ask Nippers:

- 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?



DISRUPTIVE CHILDREN

- Speak calmly
- Ask questions to find the cause
- Set behaviour expectations for future

Strategies

- Ignore the behaviour for a short period
- Ask them to demonstrate a skill
- Change the activity to one they like
- Ask them to help you set up equipment
- Parent or guardian involvement in activity



BODY CHANGES

- Children grow and develop both physically and mentally at different times
- Not necessarily age specific
- Group Nippers of similar experience and skill level
- Modify lessons
- Be aware of each child's mental needs





BODY IMAGE

Some things that can influence body image include:

- friends or family
- advertising
- cultural background.

Females

Tend to focus on losing weight

Males

Tend to focus on weight loss and/or becoming more muscular

Check out the tips on the following websites:

kidshelpline.com.au and raisingchildren.net.au



STAGES OF YOUTH DEVELOPMENT



RECREATIONAL PARTICIPATION
Should exist throughout each stage for Nippers to establish an ongoing interest in the recreational value of physical activity.

PLAY
Fun
Safe
Interaction



BROAD EXPERIENCES
Basic skills
Coordination
Fun



PROGRESSION
Skill development
Fun
Enjoyment



SPECIALISATION
Refining skills
Motor coordination
Focus



PHASES OF SKILL ACQUISITION

1. Cognitive phase (age 5 to 8 years)

Provide basic, specific instruction and effective feedback



2. Refining phase (age 9 to 12 years)

Use more questioning during this phase to encourage Nipper self-reflection



3. Accomplishment phase (age 13+ years)

Expand upon instructions and vary the practice conditions during this phase





TOPIC REVIEW

Let's review the learning outcomes for this topic:

- overcome barriers to learning
- demonstrate a skill
- maintain engagement
- identify and discuss body changes
- promote positive body image
- plan for different stages of youth development
- plan for different phases of skill acquisition.

What's next?

Topic 5 – Junior Development Program



TOPIC 5

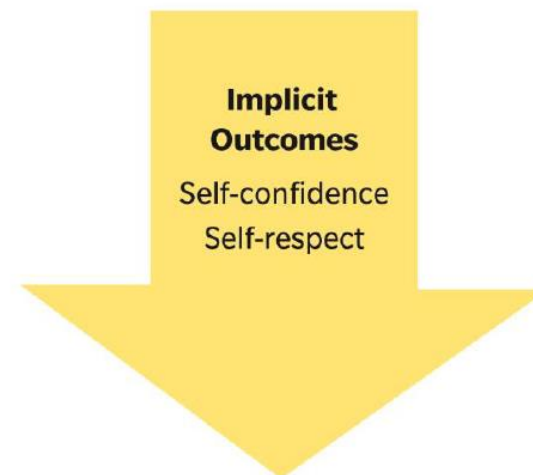
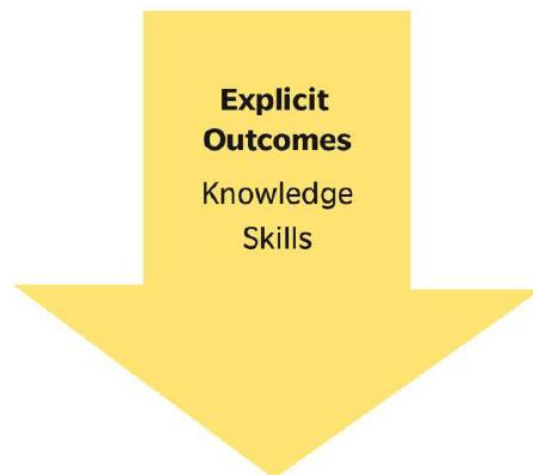
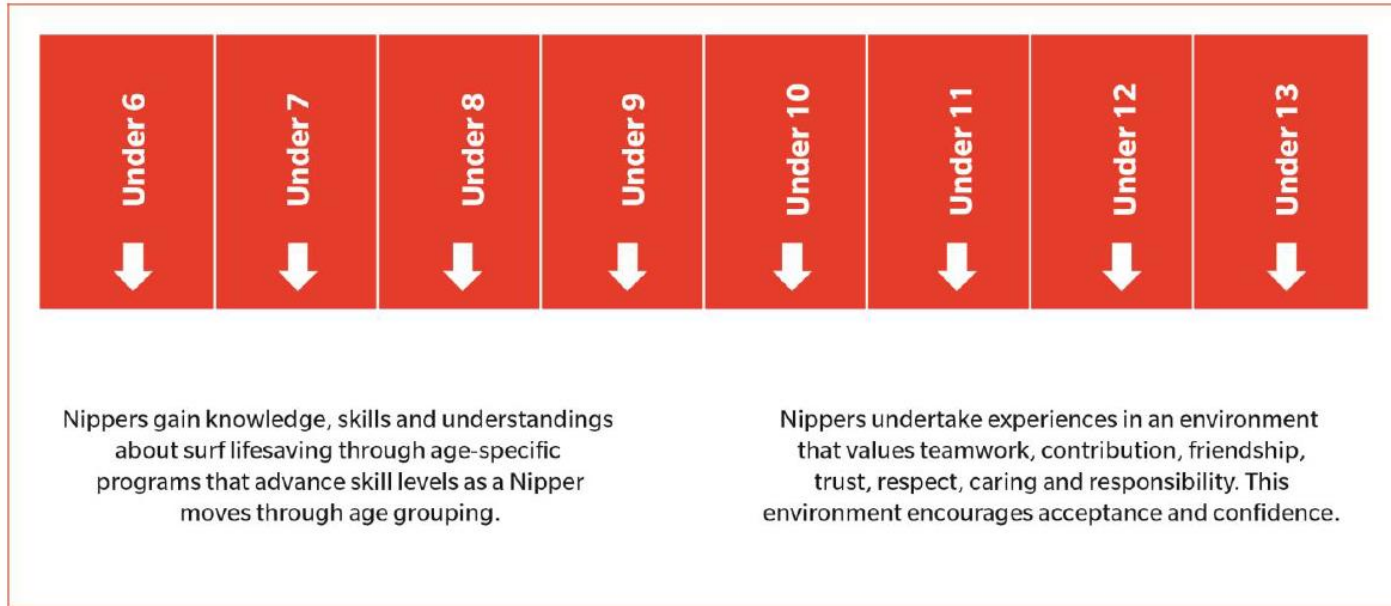
Junior Development Program

By the end of this training session you will know how to:

- Explain the Junior Development Framework
- Identify and explain the principles of the Junior Development Program.



JUNIOR DEVELOPMENT PROGRAM





PRINCIPLES

- Accepts direction
- Listening communication
- Verbal communication
- Interpersonal relationships
- Teamwork and cooperation
- Integrity and respect
- Care and compassion
- Leadership and initiative
- Physical development





TOPIC REVIEW

Let's review the learning outcomes for this topic:

- Explain the Junior Development Framework
- Identify and explain the principles of the Junior Development Program.

What's next?

Topic 6 – SLSA Junior Development Resource Kit (JDR)



TOPIC 6

SLSA Junior Development Resource Kit (JDR)

By the end of this training session you will know how to:

- Access the JDR
- Identify and use each component in the JDR
- Read and follow a lesson plan.



JUNIOR DEVELOPMENT RESOURCE KIT (JDR)

- Age guides
- Lesson plans
- Work sheets
- Preliminary Skills Document
- Foundation Skills Document
- Additional resources



AGE GUIDES

The three (3) main parts to an age guide are:

1. Lesson plans
2. Foundation Skills – Coaching Points
3. Junior Surf Sports – Events.





LESSON PLANS

Step 1

Read the lesson plan to prepare and plan

Step 2

Decide who is best to deliver that lesson

Step 3

Check references to further knowledge resources

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.

WELCOME TO THE FAMILY
AND SUN SMARTS
LESSON 1 - 40 MINS



LESSON PLAN SECTIONS

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



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).

LESSON PLAN SYMBOLS



LEARNING OUTCOMES

Participants should achieve these by the end of the lesson



DEMONSTRATE

Demonstrate the skill to participants (learning by listening and seeing)



PREPARATION

What you will need to organise before the lesson to deliver the lesson effectively



ACTIVITY

An opportunity for participants to learn or practice while participating in an activity (learning by doing)



COACHING POINTS

Helpful coaching points for teaching correct skill technique



DISCUSS

Group discussion lead by the Age Manager (learning by listening)



INFO BOX

Helpful information to help you with delivering the lesson



IMPORTANT

Ensure you read this before beginning the lesson



LESSON PLAN DELIVERY OPTIONS

Option 1

Deliver a basic single lesson plan on a topic.

Option 2

Deliver this lesson as part of guiding Nippers through a Surf Rescue Certificate and/or Provide first aid certificate over the season.



FOUNDATION SKILLS – COACHING POINTS

The Foundation Skills Framework encompasses

- Teaching points, development tips, skill progressions and relevant activities; all of which can assist you to make great rescue ready lifesavers!
- Age Managers and teachers can utilise this document to assist with developing lesson plans, adding more practical content to their sessions or to assist with coaching on the beach.

To view the Foundation Skills Document, visit the JDR course on the eLearning Platform, or download the PDF from the SLSA Members Area
Members Area > Document Library > Search: Junior Development Resources



SURF SPORTS – EVENTS

The Junior Surf Sports – Events section contains:

- A summary of junior surf events and their associated course layouts



JUNIOR SURF SPORTS - EVENTS

The skills needed to compete in junior surf sports events are taught through specific lesson plans within the Age Guides depending on the age and level of skill progression. They can also be taught through your own lessons created using the Foundation Skills Document. This document will provide you with a summary of the following junior surf events and 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

Please ensure you reference the SLSA Surf Sports Manual for further information on course and event descriptions and their associated rules and guidelines.

The Surf Sports Manual (SSM) can be downloaded via the SLSA Publications App or in PDF format via the Members Area:

Members Area > Document Library > Search: Surf Sports Manual (SSM)



WORK SHEETS

If a lesson plan includes a work sheet, it will state it in the **‘Preparation section’**.

- Print/photocopy
- Optional
- Use when needed



NAME: _____



Match the Sun Smart words to the picture by drawing a line from one to the other.



SLIP



WRAP



SLOP



SEEK

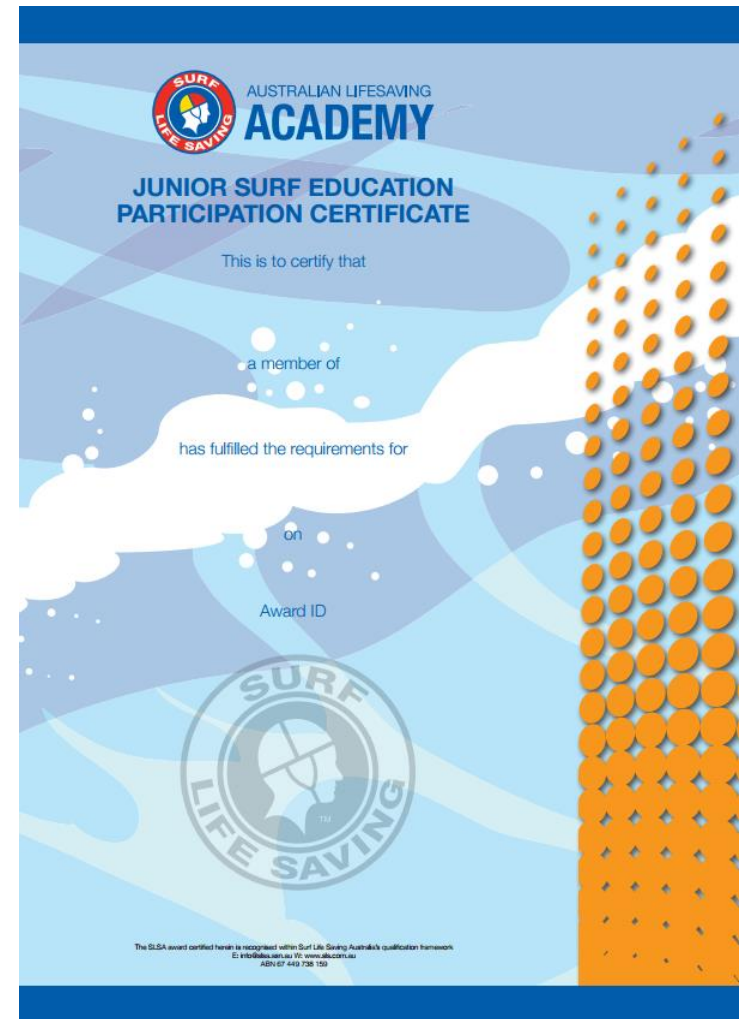


SLAP



CERTIFICATES

- Award completion recognition
- Different for every age group/award
- Participation certificates
- Requested through SurfGuard
- Processed and printed by state offices
- Awarded on presentation night
- Appearance may vary between states





■ ADDITIONAL RESOURCES

1. SLSA Members Area (login)
2. Document Library
3. Category: Nippers
4. Search: Junior Development Resources

Ask your club's Junior Activities Committee or contact your State/Territory for more information.



TOPIC REVIEW

Let's review the learning outcomes for this topic:

- Access the JDR
- Identify and use each component in the JDR
- Read and follow a lesson plan.

What's next?

Topic 7 – Programming a Nipper season



TOPIC 7

Programming a Nipper season

By the end of this training session you will know how to:

- show consideration when programming a Nipper season
- plan for wet weather
- assist with creating a Nipper season calendar
- program for under 14s
- program surf sport competitions into a Nipper season.



PROGRAMMING A NIPPER SEASON

Planning how each age award is to be delivered on a week-by-week basis to achieve the outcomes of the award.

The JDR contains age guides with a program of sequential lesson plans that help 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.



NIPPER SEASON PLANNING

- Time – practice, experiment
- Strengths and weaknesses
- Nippers' motivations
- Leadership opportunities
- Intra-club and inter-club activities
- Delegation of tasks - volunteer availability and workload
- Contingency planning





WET WEATHER ACTIVITIES

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

- Templates in your SLSA Age Managers Learner Guide
- Check with your club for the number of weeks in your season
- Work cohesively with the other age managers at your club
- Incorporate the lesson plans within the SLSA age guides
- Include Nipper carnivals, coach-led mid-week training sessions include special events
- Examples from other SLS clubs can be found on the internet



PROGRAMMING FOR UNDER 14S

- Surf Rescue Certificate (SRC)
- Provide first aid certificate
- Assisting younger Nippers
- Water safety personnel

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.



SURF SPORT COMPETITIONS

- Mid-week training with SLSA accredited coaches
- Intra-club
- Inter-club
- Benefits both Nippers and age managers

Note which Nippers do mid-week sports training when grouping for activities, and keep in mind that not all Nippers are competitors.



JUNIOR COMPETITION EVALUATION

- Must complete in addition to surf education award to compete in intra-club, inter-club, branch and state competitions
- Based on the minimum swim competition distances set out in the *SLSA Surf Sports Manual*
- SLSA Policy 5.04 'Eligibility to compete in SLSA competition'



SURF SPORT COMPETITIONS AND CARNIVALS

- Read *SLSA Surf Sports Manual* on the Members Portal before attending
- Event specific safety operation manuals





TOPIC REVIEW

Let's review the learning outcomes for this topic:

- show consideration when programming a Nipper season
- plan for wet weather
- assist with creating a Nipper season calendar
- program for under 14s
- program surf sport competitions into a Nipper season.

What's next?

On-the-beach practical training



ON-THE-BEACH PRACTICAL TRAINING

Complete your assessment portfolio with an age manager mentor

Complete third – party form

On-the-beach technical session

On-the-beach mentor session/s



THANK YOU