



AGE GUIDE

Surf Play 2



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Foreword

Thank you for making a commitment to being an Age Manager. You are taking on a role that is central to developing our junior surf lifesavers. Your contribution to help deliver this valuable learning opportunity to junior surf lifesavers is appreciated.

Junior development within surf lifesaving had its origins in the 1960s. Over time, these activities have grown and developed along with the changing surf lifesaving culture, changing community expectations, and changing expectations of members.

The one thing that has remained constant over that time has been the willingness of members to commit their time to training youth within SLSA.

The content and format of this second edition Junior Development Resource has been revised based on feedback, consultation and contribution from clubs and states.

It has been designed to deliver positive learning and experiential outcomes for every 5 – 13 year old who joins a surf life saving club. It incorporates three strands: knowledge, skills and competition. It emphasises fun, play and participation.

I commend it to you and wish you a rewarding and enjoyable season contributing to making Australia's beaches safe.

A handwritten signature in blue ink that reads "Kevin Larkins".

Yours in Surf Life Saving
Kevin Larkins
SLSA Director of Development
Surf Life Saving Australia

Responsibilities of Age Managers

An Age Manager takes responsibility for the care, safety, wellbeing and development of junior surf lifesavers in their care. That responsibility involves facilitating the development of surf lifesaving skills (movement skills, surf awareness, etc.) and personal skills (eg. confidence, teamwork, leadership, etc). Age Managers play a fundamental role in the delivery of a learning program that encourages and develops young surf lifesavers.

Each state has specific legal requirements and responsibilities for people working with youth under the age of 18 years. These requirements will be covered in state delivery of the Age Managers' Course.

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Sample Surf Play 2 Activities Program



Below is a sample Surf Play 2 Activities Program. Use this sample to run your Surf Play 2 program or use it as a guide to creating your own program.

Session	Estimated Time	Location	Activity
1	10min	Surf Club	Roll call and organisation
2	5min	Surf Club	Slip, Slop, Slap, Slurp Ensure all the participants are sunsmart and have a drink of water to begin the program of activities
3	10min	Beach	Warm up Have an assistant/helper take the participants on a short warm up run, include some stretches. While the participants are warming up meet with the parents and discuss the program for the day and how they can help.
4	15 – 25min	Surf Club / Beach	SURF KNOWLEDGE Surf Education Lesson Choose one of the following lessons from the Surf Play 2 Age Guide and deliver it to the participants: #1 My Beach Playground <i>Introduction to Surf Life Saving</i> #2 If I need help <i>Personal Safety</i> #3 An interesting mix <i>Ecosurf</i> #4 Slip, Slop, Slap and Slide <i>Sun Safety</i> #5 Danger Danger <i>Surf Conditions and Hazards</i> #6 At arms length <i>Surf Safety</i> #7 Beach patrol <i>Patrols</i>
5	5min	Surf Club / Beach	Slip, Slop, Slap, Slurp Ensure all the participants are still sunsmart and get them to have a drink of water before continuing on with the program If participants aren't dressed for the water get them to change.

How to read a lesson plan



Reading a Lesson Plan

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

The image shows a lesson plan page titled 'All a-board' for 'Surf Rescue 2 LESSON #8'. The page is annotated with callouts from the left and right sides:

- Lesson Name:** Points to the title 'All a-board'.
- Estimated Lesson Time and relevant Lesson Location symbols found here:** Points to the top header area containing a stop watch icon and a house icon.
- The main deliverable components of the lesson: Discuss/Demonstrate/Activity:** Points to the main content area containing sections like 'LEARNING OUTCOMES', 'PREPARATION', 'IMPORTANT', 'COACHING POINTS', and 'ACTIVITY 1'.
- Age Managers Tips:** Points to a section at the bottom of the main content area.
- Further Reference: Look here for where to go for further information:** Points to the 'Further References' section at the bottom of the page.
- Lesson Number:** Points to the lesson number '8' in the top right corner.
- Award Name:** Points to the 'SURF LIFE SAVING' logo in the top right corner.
- Lesson Outcomes (always first):** Points to the 'LEARNING OUTCOMES' section.
- Preparation (always second):** Points to the 'PREPARATION' section.
- Example of info Box or Coaching Points box:** Points to a yellow dashed box around the 'COACHING POINTS' section.
- Page number:** Points to the number '25' in the bottom right corner.

Symbols

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

SYMBOL	DESCRIPTION
	Stop Watch – Estimated time the lesson will take
	Surf Club – Lesson will be conducted inside the Surf Club
	Beach – Lesson will be conducted on the beach
	Water – Lesson will be conducted in the water
	Learning Outcomes – Participants should achieve these outcomes by the end of the lesson
	Preparation – What you will need to organise before the lesson to deliver the lesson effectively
	Discuss – Group discussion led by the Age Manager (learning by listening)
	Activity – An opportunity for participants to learn or practice while participating in an activity (learning by doing)
	Demonstrate – Demonstrate the skill to the participants (learning by seeing)
	Info Box– Helpful information to help you with the delivering the lesson
	Coaching Points – Helpful coaching points for teaching correct skill technique
	Important – Ensure you read this before beginning the lesson
	Age Manager Tips – Handy tips to help you during the lesson
	Assumed Skills – The lesson assumes participants have acquired previous skills from earlier lessons



Topic	Learning Outcomes
<p>Introduction to Surf Life Saving Lesson: My Beach Playground</p>	<p>Know their way around their surf club and beach Identify the junior activities boundaries</p>
<p>Personal Safety Lesson: If I need help</p>	<p>Understand basic safety practices: how to signal for help, importance of having an adult present when in the water, and staying with the group at all times.</p>
<p>Ecosurf Lesson: An interesting mix</p>	<p>Identify the variety of items that can be found on the beach Recognise the difference between natural items and rubbish on the beach</p>
<p>Sun Safety Lesson: Slip, Slop, Slap and Slide</p>	<p>Understand the meaning of slip, slop, slap, slide</p>
<p>Surf Conditions and Hazards Lesson: Danger Danger</p>	<p>Identify dangers at their beach</p>
<p>Surf Safety Lesson: At arms length</p>	<p>Identify the role of an adult while at the beach</p>
<p>Patrols Lesson: Beach patrol</p>	<p>Identify what a lifesaver does Identify the red and yellow patrol flags and what they mean Demonstrate the 'assistance required' signal</p>
<p>Wading Lesson: Walking over water</p>	<p>Enjoy wading in and out of the water Develop confidence in the water</p>
<p>Wading Lesson: In and out</p>	<p>Enjoy participating in a run-wade-run Develop confidence in the water</p>
<p>Beach Flags Lesson: It's mine!</p>	<p>Enjoy playing beach flags</p>
<p>Beach Sprint Lesson: In it together</p>	<p>Enjoy beach sprinting and participating in beach relays</p>



LEARNING OUTCOMES

Know their way around their surf club and beach

Identify the junior activities boundaries



PREPARATION

Ensure the surf club is available for a tour



Discuss

Sit the participants in a group

Welcome them to the surf club



Activity 1

Take the participants on a tour of the surf club – explain each area you visit.

Make sure the tour visits the following places:

Bathroom/Changing Rooms (remind participants that they should always ask their age manager to go the bathroom and then go with a friend)

First Aid Room (this is where people are looked after when they are injured)

Gear Shed (where all the rescue equipment is stored, show the participants a few items)

IRB Shed (an IRB is usually set up ready for rescues)



Activity 2

Take the participants for a walk along the beach

As you walk along the beach point out important features on your beach (i.e. rock features, patrol towers, pools etc)

If a patrol is operating then discuss the patrol flags and what the lifesavers are doing.

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



AGE MANAGER TIPS

If you are new to the club ask a longer serving member to help you with this lesson.

Invite the parents to accompany you on the tour

If you have a large group consider splitting the participants into smaller groups



LEARNING OUTCOMES

Understand basic safety practices: how to signal for help, importance of having an adult present when in the water, and staying with the group at all times.



PREPARATION

Check the water to identify the presence of any holes or gutters for reference during the session.
Have an adult parent/helper ready to walk through the hole/gutter during the demonstration below.



Discuss

Sit the group in a circle in a quiet, protected part of the beach.

Discuss the importance of staying with the group at all times. Do not wander off alone. Identify the group's coloured caps / rash tops.

Discuss the need to always have an adult present whenever you go into the water and to stay in shallow water.



Demonstrate

Discuss holes and gutters in the shallows.

If there is a hole or gutter in shallow water on the beach take the group to the water's edge and have an adult parent/helper walk through the hole/gutter



Discuss

Discuss how to signal for help if in the water (one hand held high above your head, with hand moving slowly side to side). Stand the group up and practice this signal.

Discuss the other signals that are important of the beach (ie. whistle blown by age manager or patrol member, siren sounded from the clubrooms).

Discuss when you may need help (i.e. unsure where to go, if you are hurt, if you feel afraid)

Discuss where you go to get help (i.e. age managers, lifesaver, orange cap water safety, patrol shelter, clubhouse)



AGE MANAGER TIPS

Keep your messages simple and clear, young children have a limited vocabulary and a short attention span

Reinforce the messages in this lesson at every opportunity during other sessions and activities



LEARNING OUTCOMES

- Identify the variety of items that can be found on the beach
- Recognise the difference between natural items and rubbish on the beach



PREPARATION

- Large rubbish bag



Activity 1

- Sit the participants in a group on the beach
- Tell them you are about to go for a walk along the beach and set some rules for the walk
 - Stay in a group (a good idea is to place a helper at the back of the group to look after the slower walkers)
 - Keep close so you can hear what is being talked about
 - Don't touch any animals you might find
 - Don't go in the water
- Take the participants on an eco-walk along the beach
- As you walk point out the interesting items you come across (items might include: seaweed, plastic items, dead sea animals, crabs, shells etc)
- Each time you find something discuss it by asking the following questions:
 - What is it?
 - Where did it come from? (i.e. the sea, beach, rock pools, humans etc)
 - Does it belong at the beach? (i.e. natural items most likely belong there, manmade items like rubbish don't)
 - Where should it be? (manmade items – rubbish – belong in the rubbish bin)
- Areas you might like to take the walk could be:
 - Along the high tide line (best place to find random things that have come in with the surf/tide)
 - Beside the sand dunes (don't have the group walk all over the sand dunes)
 - Over the rocks (Safety Tip: Discuss the dangers of walking over rocks before moving onto the rocks)
 - Around the outside of the surf club
- Ask the participants to put any rubbish they find along the beach into the rubbish bag



AGE MANAGER TIPS

- Encourage the participants to find interesting things of their own to talk about.



LEARNING OUTCOMES

Understand the meaning of slip, slop, slap, seek



PREPARATION

Sunscreen, wide brimmed hat, long sleeved shirt

Prepare flash cards with each of the sunsmart guidelines (Slip, Slop, Slap, Seek) and a picture to match



Discuss

Sit the participants in a group (if outside make sure you are under shade)

Ask the following questions:

What should we all do before going out into the sun? (put on sunscreen, wear a shirt, put on a hat etc)

How do we remember what to do before going out into the sun (they may have been introduced to sunsmart principles at school or during Surf Aware 1)

Discuss 'SLIP, SLOP and SLAP' (show the correct flash card to start each topic).

SLIP – Slip on a shirt, make it a long sleeved shirt, or rash shirt if going into the water

SLOP – Slop on some sunscreen, make sure you put it all over your body 15 minutes before you go into the sun, use SPF30 and waterproof

SLAP – Slap on a hat, make it a wide brimmed hat for maximum coverage

Ask the participants if they know what 'SEEK' might mean when we think about being sunsmart (staying under shade like a tree/umbrella/beach tent etc, stay indoors)

Sum up the four sunsmart messages by asking the participants to recall them out loud.



Activity 1

Split the participants into small groups

Ask them to come up with a short song that reminds us to be sunsmart.

Suggest they might like to use the words Slip, Slop, Slap and Seek.

Give the groups 10 minutes to produce their song

Give each group an opportunity to present their song in front of the rest of the participants



AGE MANAGER TIPS

Assign a parent/helper to each group to help with preparing a song



LEARNING OUTCOMES

Identify dangers at their beach



PREPARATION

Look around the beach for any obvious dangers you can point out to participants during your walk



Discuss

Sit the participants in a group on the beach

Ask the participants the following questions to introduce dangers at the beach:

What is a danger? (something that can hurt us, not a good thing etc)

What kind of dangers can we find at the beach? (glass, holes in the sand, large waves, rips, sharp sticks etc)

What do lifesavers do to warn us of dangers and make the beach safer? (put up signs, talk to us, give us a safe place to swim between the flags)



Activity 1

Tell the participants you are about to go for a walk along the beach and set some rules for the walk

Stay in a group (a good idea is to place a helper at the back of the group to look after the slower walkers)

Keep close so you can hear what is being talked about

Don't go in the water

Take the participants on a walk along the beach

Point out dangers you find along the way and discuss them in relation to whether they are environmental, people or animal dangers.

Ask the participants to point out any dangers they see and discuss why it is a danger

You can also point out any safety signage that is warning us of a danger (i.e. red and yellow flags, rip sign, exposed rocks sign etc)



AGE MANAGER TIPS

Introduce the participants to a lifesaver on patrol and ask the lifesaver to discuss some of the day's dangers they have identified.



LEARNING OUTCOMES

Identify the role of an adult while at the beach



PREPARATION

No preparation needed



Discuss

Sit the participants in a group

Ask the participants the following questions to generate a discussion:

Who goes to the beach with you? (parents, friends, brothers, sisters etc)

Why is it important to always be at the beach with an adult? (so they can look after you, so they can play with you)

What should the adult do when they are at the beach with you? (they should always stay within arms reach of you in the water, keep you safe)



Activity 1

In this activity you will give the participants beach safety scenarios and ask them to decide whether it was the 'right thing to do' or the 'wrong thing to do'.

Participants will decide whether it was right or wrong and show you their answer by raising their arms.

One arm up = right thing to do

Two arms up = wrong thing to do

After each scenario discuss the correct answer

To start ask the participants to demonstrate a 'right thing to do' answer (they raise one arm)

Ask them to demonstrate the 'wrong thing to do' answer (they raise two arms)

Give the participants the following scenarios:

Jimmy arrives at the beach with his parents on a really hot day and he can't wait to get in the water. Before his parents have set up he runs down to the water and jumps in for a swim. (Answer: Wrong thing to do)

Sally is swimming with her parents when she decides she wants to move along the beach a bit. Sally asks her parents to follow her and stay within arms reach. (Answer: Right thing to do)

Mr. Smith is playing in the water with his son Matt. Mr. Smith decides he wants to go and read his book so he leaves Matt swimming by himself and heads up the beach to read. (Answer: Wrong thing to do)

Grant is building a sandcastle on the beach when a friend from school joins him. Grant and his friend get all sandy building their sandcastle so Grants friend suggests they go swimming to wash off. They both run into the water. (Answer: Wrong thing to do)

Alison is heading down to the water with her mum, when she gets to the waters edge she decides the surf is too big for her and she doesn't want to go in. Alison tells her mum and they both stay out of the water. (Answer: Right thing to do)



AGE MANAGER TIPS

Make up your own scenarios that relate to your specific beach.



LEARNING OUTCOMES

Identify what a lifesaver does
Identify the red and yellow patrol flags and what they mean
Demonstrate the 'assistance required' signal



PREPARATION

Two red and yellow patrol flags
Rescue tube
Patrol cap



Discuss

Set up the two patrol flags 5m apart in front of where you will sit the participants
Sit the participants in a group in front of the flags

Discuss with the participants:

What is a lifesaver? (A trained volunteer who patrols the beach)

How do we know what a lifesaver looks like? (They are dressed in red and yellow, they wear a red and yellow cap, they carry a tube etc)

What does a lifesaver do? (They patrol the beach, they save people etc)

Where is the safest place to swim at a beach? (between the red and yellow flags)

Ask the participants to point to the red and yellow flag you have setup, ask:

Who looks after the red and yellow flags? (Lifesavers)

If you get into trouble in the water how can you get a lifesaver to come and help you? (raise your arm and move slowly side to side)



Activity 1

Ask all the participants to show you the 'assistance required' signal (one hand held high above your head, with hand moving slowly side to side)



Activity 2

Ask for two volunteers who would like to be part of a demonstration

Have the volunteers stand at the front of the group

Pick one volunteer to be the 'lifesaver' and one to be the 'patient'

Take the patrol cap and discuss what it is with the group (it is used to identify a lifesaver on the beach, especially when in the water)

Hand the patrol cap to the 'lifesaver' volunteer and have them put it on

Take the rescue tube and discuss what it is with the group (it is used to perform rescues in the water, it floats and can be clipped around the patient to bring them back to shore)

Demonstrate how the rescue tube is clipped around a patient by clipping it around the second volunteer

Hand the rescue tube to the 'lifesaver' volunteer

Set the 'lifesaver' to one side and the 'patient' to the other.

Ask the 'patient' to pretend they are drowning in the water and to signal for assistance

The 'lifesaver' volunteer will pretend to swim the tube over to the 'patient' volunteer and clip them in and tow them back to safety. (You may have to help the 'lifesaver' clip up the tube)



AGE MANAGER TIPS

Ensure your volunteers are happy to be up in front of the whole group



LEARNING OUTCOMES

Enjoy wading in and out of the water
Develop confidence in the water



PREPARATION

Water Safety Personnel (Recommended 1:1)



Activity 1

Have water safety personnel in the water at knee depth
Line the participants up on the waters edge (if you have a large group create smaller lines behind each other)
Ask the participants to walk out into the water until they get to the water safety personnel then return to shore



Discuss

Ask the participants to describe the difficulty of walking through water.
Ask them if they know a better way to run through water? (someone will most likely suggest wading)
Discuss why we need to wade in the water (we need to wade because if we were to run in the water like we run on the beach it would be difficult because the water is hard to push our legs through, by wading we get our legs up and over the water)



Demonstrate

Demonstrate the correct technique for wading
Swing legs out and away from body
High knees to clear water
Swing arms wide for balance
Ask the participants to show you how to wade by doing it on the spot



Activity 2

Have water safety personnel in the water at knee depth
Line the participants up on the waters edge (if you have a large group create smaller lines behind each other)
Ask the participants to wade out into the water until they get to the water safety personnel then return to shore
Repeat this 3 or 4 times



Activity 3

Have water safety personnel in the water at knee depth
Take the participants out into knee depth water and line up facing the beach (if you have a large group take one small group at a time)
Tell the participants that on 'Go' they are to race back to the beach
Repeat this 2 or 3 times



AGE MANAGER TIPS

Encourage parents to cheer on the participants as they wade through the water



LEARNING OUTCOMES

Enjoy participating in a run-wade-run
Develop confidence in the water



PREPARATION

Water Safety Personnel (Recommended 1:1)



Demonstrate

Ask the participants if they can remember how to wade from past lessons
Demonstrate the correct technique for wading to remind them
 Swing legs out and away from body
 High knees to clear water
 Swing arms wide for balance
Ask the participants to practice on the spot.



Activity 1

Use the water safety personnel to create markers for the run-wade-run at knee depth
Give the participants the run-wade-run instructions
 They start by running to the water
 When they get to the water they will wade around the water safety personnel and head back to the beach
 When they get out of the water they run back to the finish
Send the participants off in groups of 5 to complete the course
Repeat this activity 3 or 4 times

Activity Extension

Participants can be instructed to crawl, jump or hop around the course
You can also turn the activity into a relay



AGE MANAGER TIPS

Get the participants not running/wading to cheer on their friends
Keep the course nice and short to begin with, if they are doing it easy then you can extend it



LEARNING OUTCOMES

Enjoy playing beach flags



PREPARATION

Marker cones.
Flags: hose/flag/pipe/plastic tube etc

Tennis balls
Water Safety Personnel (Recommended 1:1)



Discuss

Sit the participants in a group on the beach
Tell the participants they are about to play beach flags and discuss what beach flags is (it's a game to practice the speed and reaction needed by a lifesaver to respond to emergencies)
Introduce the basic beach flags instructions



Coaching Points

BASIC BEACH FLAGS INSTRUCTIONS

There is a start and finish line
You will line up on the start line facing away from the finish line
You lie down on your stomach with your chin on your hands
On the finish line there are flags placed in the sand
When you hear 'Go' you can get up and turn around and run for a flag
When you get to the flag bend over and pick it up



Demonstrate

If you have a helper or a participant who knows how to do beach flags then use them to demonstrate
Set up a flag in the sand and then walk 10 metres away from it
Lie down on the sand facing away from the flag
Get up, turn around, head for the flag and pick it up (talk the participants through this while it is being demonstrated)



Activity 1

Set up a start and finish line using marker cones and lines in the sand (no more than 10 metres apart)
Line the participants up on the start line facing away from the flags line (if you have a large group then create smaller lines behind each other)
Have a helper place a flag on the finish line for every participant lined up on the start line. The helper will need to stay there and help for the whole lesson.
Have the participants lay down with their feet on the start line and hands tucked under their chin
On you command 'Go' the participants get up and race for a flag.



Activity 2

Set up beach flags near the waters edge so the start line is 10m away from the water.
Line the participants up on the start line facing away from the water (if you have a large group then create smaller lines behind each other)
Have a helper place tennis balls in the water for every participant lined up on the start line. The helper will need to stay there and help for the whole lesson.
Have the participants lay down with their feet on the start line and hands tucked under their chin
On you command 'Go' the participants get up and race to the water for a tennis ball.



AGE MANAGER TIPS

For Activity 2, depending on the depth of the shallow water you can have more of them run in the water to make it really wet and fun



LEARNING OUTCOMES

Enjoys beach sprinting and participating in beach relays



PREPARATION

Marker Cones.
Batons: hose/flag/pipe/plastic tube etc



Coaching Points

BEACH SPRINT INSTRUCTIONS

You will line up on the start line with your toes on the line
When you hear the word 'Go' you start to run to the finish line at the other end of the track



Activity 1

Set up a start and finish line using marker cones and lines in the sand (no more than 25 metres apart)
Explain the beach sprint instructions
Take the participants to the start line
Line the participants up along the start line in groups of about 8
Explain to the participants that on 'Go' they need to run to the finish line
Run through 4 or 5 beach sprints and then start to mix up the way they run:
Hopping race
Crawling like a crab
Running backwards
Skipping etc
Participants might also like to come up with their own ideas



Coaching Points

BEACH RELAY INSTRUCTIONS

The first runner starts with the baton and runs towards their teammate at the other end of the track
When the first runner gets to their teammate at the other end they hold their baton at shoulder height for their teammate to take off them
The next runner runs with the baton back to their next teammate and so on
The last runner finishes the relay



Demonstrate

Explain the beach relay instructions.
Select a participant to help you demonstrate.
Demonstrate the baton change over technique



Activity 2

Explain the beach relay instructions
Split the participants up into groups of 4 or more
On 'Go' the first runner starts and the team completes the relay
Repeat the relays mixing them up with different techniques as per the beach sprint



AGE MANAGER TIPS

Try to pick even teams for the relays by watching the participants in the beach sprints



Notes



Notes



Notes



Notes

