

# WORLD

AGE GUIDE

Surf Aware 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, reading '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.

## Acknowledgements

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# How to use this age guide



The Age Guide is designed to be a 'one stop shop' for an Age Manager to deliver the requirements for the specific junior age group award, i.e. Surf Aware 1. It has been designed to help guide both an experienced Age Manager and someone completely new to the role. The 4 main parts to the guide are: Award Summary, Lesson Plans, Junior Surf Sports – Coaching Points and Junior Surf Sports – Events.

## Age Summary

The Age Summary is a one page summary of the specific age group award, i.e. Surf Aware 1. It lists all the topics to be taught to the age group and the learning outcomes required for each of them.

Use the Age Summary to:

- Get an overview of all the learning outcomes for the award.
- Want to use your own lessons? Use it as a guide to the necessary learning outcomes for the season.
- Show or give to parents as a summary of what their child will learn as part of the award.

## Lesson Plans

Each lesson plan has been developed as a simple, practical and easy to understand way to deliver the learning outcomes for the particular topic. They are in a step by step format with content support and options for delivery where necessary.

Use the Lesson Plans to:

- Deliver lessons that satisfy the particular learning outcomes
- Deliver a lesson if you have little or no surf life saving knowledge
- Deliver a lesson if you haven't been able to prepare your own lesson

## Using a lesson plan

Using a lesson plan is as easy as 1, 2, 3, 4! Just follow these simple steps and you will be teaching in no time!

1. Read over the lesson plan to get a feeling of what is required during the lesson:
  - a. What learning outcomes will be taught
  - b. Where the lesson takes place
  - c. How long the lesson will take
  - d. What preparation is needed for the lesson
2. Decide whether you have the skills, knowledge and/or qualification to teach the lesson. If not then find someone who can help you deliver the lesson.
3. Check if the lesson has further references and use this source to gain further knowledge
4. When you're ready you can start the lesson!

## Junior Surf Sports – Coaching Points

In this section you will find the complete simplified coaching points for every junior surf skill, however, there are no lesson plans here for the instruction of these lessons (these are found in their relevant Age Guide).

Use the Junior Surf Sports – Coaching Points to:

- Get a full understanding of the correct technique for a whole skill set, i.e. All board skills as opposed to just one skill found in a lesson (e.g. paddling)
- Ensure you are teaching the correct surf skills technique when teaching surf skills beyond what the age group lessons provide for.

## Junior Surf Sports – Events

This section provides you with a summary of each of the junior surf events and their associated course layout.

Use the Junior Surf Sports – Events to:

- Gain an understanding of each junior surf sports event
- Explain the race method and rules to your participants
- Explain the course layout to your participants
- Set up a course for training/competition
- Run a competitive surf sports event

# How to read a lesson plan



## Reading a Lesson Plan

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

The diagram shows a lesson plan page for 'All a-board' with the following callouts:

- Lesson Name:** All a-board
- Lesson Number:** SurF Resue 2 LESSON 05
- Estimated Lesson Time and relevant Lesson Location symbols found here:** 00:30, Beach, Water
- The main deliverable components of the lesson: Discuss/Demonstrate/Activity:** Learning Outcomes, Preparation, Important, Coaching Points, Demonstrate, Retelling 1, Retelling 2, Retelling 3, See Reminders Tips
- Age Managers Tips:** (Callout pointing to the bottom of the page)
- Further Reference: Look here for where to go for further information:** Further References: SLSS Training Manual
- Award Name:** Ripper Boarding
- Lesson Outcomes (always first):** Absent or perform paddling on a ripper board
- Preparation (always second):** Ripper Boarding, Water Safety Personnel (1-5)
- Example of info Box or Coaching Points box:** Coaching Points (highlighted in yellow)
- Page number:** 25

## Symbols

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

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



### Junior Preliminary Skills Evaluation

**Swim Distance:** 25m (any stroke) **Survival Float:** 1 minute

Topic	Learning Outcomes
<p><b>Introduction to Surf Life Saving</b> Lesson: Welcome to the family!</p>	<p>Develops an understanding of surf life saving in Australia Identifies the surf club as a welcoming place</p>
<p><b>Personal Safety</b> Lesson: My High Five</p>	<p>Identify people in their own personal safety network that they can ask for help</p>
<p><b>Ecosurf</b> Lesson: Humans on the coast</p>	<p>Identify natural and man made objects in the beach environment Recognise the environmental impact they can have on the beach</p>
<p><b>Physical Health &amp; Wellbeing and Personal Safety</b> Lesson: Drink. Eat. Exercise.</p>	<p>Recognise the importance of hydration, nutrition and exercise as part of their participation in the junior program</p>
<p><b>Surf Conditions and Hazards</b> Lesson: An angry sea</p>	<p>Identify a surging, spilling and plunging wave Recognise the dangers swimmers can be exposed to with a changing tide.</p>
<p><b>Surf Safety</b> Lesson: F.L.A.G.S.</p>	<p>Identify the 5 beach safety tips using the F.L.A.G.S. acronym</p>
<p><b>First Aid</b> Lesson: Getting the right help</p>	<p>Recognise what an emergency situation is Describe when and how to dial '000' if an emergency situation is identified Describe the steps associated with calling '000'</p>
<p><b>Signs and Signals</b> Lesson: Signs of the times</p>	<p>Identify different safety signs on their beach and their meaning Understand the three different sign shapes and colours</p>
<p><b>Board: Paddling Technique</b> Lesson: All a-board</p>	<p>Attempt or perform positioning on a nipper board Attempt or perform paddling on a nipper board</p>
<p><b>Swim: Body Surfing</b> Lesson: Stiff as a board</p>	<p>Attempt or perform body surfing on a wave</p>
<p><b>Beach Sprint: Technique</b> Lesson: In a rush</p>	<p>Attempt or perform basic running technique on sand</p>
<p><b>Flags: Diving for Baton</b> Lesson: Diving for the precious</p>	<p>Attempt or perform diving for a beach flag</p>



## LEARNING OUTCOMES

Develop and understanding of surf life saving in Australia  
Identify the surf club as a welcoming place



## PREPARATION

Ensure the club is accessible for the club tour



## Discuss

Welcome all the participants and parents to the junior program and surf club.

Introduce (from those available) the main people involved in running the junior program or the club.

Discuss some of the history of surf life saving in Australia and in particular the history of your club - include any interesting facts you might know.



## Activity 1

Take your group of participants and parents on a tour of the surf club and surrounding environment.

Point out areas of interest and importance at your surf club e.g. showers/toilets, club hall, equipment shed, patrol room, IRB room, First Aid room etc.

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



## Discuss

Ask the participants if they have any questions about the history of surf life saving, the junior program or the surf club and do your best to answer them.



## AGE MANAGER TIPS

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



## LEARNING OUTCOMES

Identify people in their own personal safety network that they can ask for help



## PREPARATION

Worksheet: My High Five

Pens/pencils

Whiteboard and markers (optional)

Butchers paper and pens (optional)



## IMPORTANT

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



## Discuss

Ask participants to talk about what it feels like to be in an unsafe situation (i.e. have you felt scared in the water or in a shopping centre before)

Discuss with participants the type of people that they can trust to keep them safe (i.e. family friends, police, aunts and uncles, teacher)

Discuss the importance of creating personal safety networks and having people you can trust to ask for help. (You know the best people to talk to when you need help and you know these people will be able to help and keep you safe).



## Activity 1

Ask participants to use the My High Five worksheet to trace their hand onto.

On each of the fingers they need to identify someone they can trust (Most will identify Mum & Dad etc)

Check what the participants are writing to ensure they are on the right track.



## AGE MANAGER TIPS

SLSA Member Safety and Wellbeing Policy found at [www.slsa.com.au](http://www.slsa.com.au)



## LEARNING OUTCOMES

Identify natural and man made objects in the beach environment  
Recognise the environmental impact they can have on the beach



## PREPARATION

Before the lesson collect a container of seashore items (3 x man-made, 3 x natural items).  
Plastic buckets/ice-cream containers (enough for 1 between 3)  
Plastic rubbish bags



## Discuss

Show participants the seashore items you have gathered from the beach.  
Ask participants to identify which items are natural or man made.  
Discuss where the items may have come from and what happens to them as they move around in the water.  
Part of a sea creature (i.e. crabs shell)  
Begin to breakdown, become smoother  
Have other sea-creatures attach themselves (i.e. Barnacles)  
Rubbish left behind by beach goers, dropped off boats etc



## Activity 1

Divide participants into small groups and give each group a bucket/container  
Have the participants collect 3 natural and 3 man-made items from the beach  
Safety Tip: Warn the participants not to pick up sharp objects, animals or jellyfish  
After 5 minutes bring the participants together and sort items into two piles – natural and man-made  
Discuss the natural items the participants have found:  
Focus on obscure items (for fun)  
Is this the end of the life of this item?  
Shells can become homes for crabs so we shouldn't take them from the beach  
Some items will break down and become part of nature's cycle  
Discuss the man made items the participants have found:  
What harm can these objects have on marine animals (i.e. plastic bags, plastic rings choking fish etc)  
What harm can these objects have on beach goers? (sharp objects can hurt people etc)  
Talk about where their items should go  
Man-made: either in the rubbish bin or recycling – and then have the participants put them in the right place.  
Natural: have the participants put them back where they belong on the beach.



## Discuss

Discuss other GOOD items on the beach  
Identify specifically: safety signs, flags, sunscreen, sunglasses, umbrellas etc  
Ask: Why are these objects good to have on the beach? (Keep us safe)  
Finish the lesson by discussing the following question: "What can we do while at the beach to reduce our environmental impact?"



## AGE MANAGER TIPS

Make sure you set boundaries for the collection exercise to stop kids wondering off.  
The high tide line is a great place to hunt for objects.  
Ask parents/helpers to assist in group management.

# Drink Eat Exercise



## LEARNING OUTCOMES

Recognise the importance of hydration, nutrition and exercise as part of their participation in the junior program



## PREPARATION

Collect posters regarding hydration, nutrition and exercise from your local or state sports association.  
Ensure all participants bring drink bottles to the session



## Discuss

Sit the participants in a circle so that everyone can see each other.

Go around the circle and ask each participant to tell the group what they have had to drink before the lesson.

Discuss the following facts:

- Your body is made of 60% water

- You lose water from your body every day (through sweating)

Ask each participant to talk about what they had to eat before coming to Nippers.

Explain why we need to eat before doing exercise (Gives you the sustained energy to last the whole lesson)

Discuss the need to rest between eating and exercising (you need to let your food settle and your body process the food before exercising)



## Discuss

Invite the participants to talk about what other activities they do during the week to stay active.

Explain what the benefits of exercising are, (i.e. keeping fit so you don't get tired as fast, less chance of getting injuries etc)

Discuss the need to stretch before exercise/activities (i.e. warms up your muscles, gets the blood pumping around your muscles, prepares your body for the activities)

Ask all participants to fill up their water bottles and make their way down to the beach



## Activity 1

Take the participants for a beach run as a warm up

To finish the lesson get the group to do some stretches and all drink some water together.



## AGE MANAGER TIPS

Be sure to encourage carrying drink bottles around during junior activities.

Have a small snack (i.e. muesli bar) for the participants to eat before activity.



## LEARNING OUTCOMES

Identify a surging, spilling and plunging wave

Recognise the dangers swimmers can be exposed to with a changing tide.



## PREPARATION

Worksheet: Waves

Pens/pencils

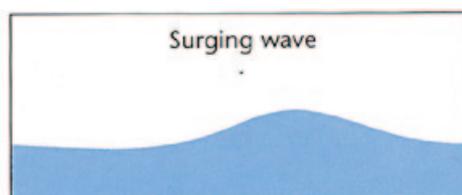
Pictures/photos of waves



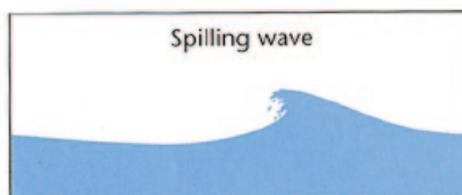
## Discuss

Ensure each participant has the Waves worksheet or use other pictures/photos to explain the difference between the following wave types

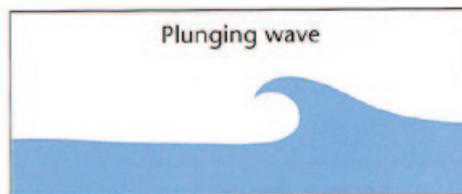
**Surging** – never break but can knock you over and drag you into deep water.



**Spilling** – usually have less force and are good for body surfing



**Plunging** – a larger wave that can dump you onto the bottom with great force.



Ask participants to identify which wave is safe and which would be dangerous and why.

Safe – spilling waves, they are more gentle and less powerful

Dangerous – plunging waves, they can dump on you and cause neck injuries

Explain how tides work (i.e. tides are on a 6 hour high/low pattern caused by the moon gravitational pull),

Explain how tides can have associated dangers (i.e. low tide can expose rocks, sandbars etc that cause different water current patterns).



## Activity 1

Go for a walk along the beach looking at and discussing the wave types or other potential dangers in the area.



## AGE MANAGER TIPS

Ask parents/helpers to assist in group management.



### LEARNING OUTCOMES

Identify the 5 beach safety tips using the F.L.A.G.S. acronym



### PREPARATION

Worksheet: F.L.A.G.S

Pens/Pencils

Whiteboard and markers (optional)

Butchers paper and pens (optional)



### Discuss

Introduce each of the five surf safety tips

Ask the participants what they think each surf safety tip means, discuss each in more detail.



### Info box

#### **F.L.A.G.S Safety Tips**

- (F) Find the red and yellow flags and swim between them – it's the safest place to swim because it is patrolled by lifesavers
- (L) Look for safety signs – safety signs will alert you of any important information needed to make your time at the beach safer and more fun
- (A) Ask a lifesaver for some good advice – approach a lifeguard on patrol and ask them if there are any dangers to look out for at the beach
- (G) Get a parent to swim with you – Ask a parent to swim with you and look out for you during your time at the beach
- (S) Stick your hand up for help – this is the best way to attract attention in the water.



### Activity 1

Take the participants on a beach walk and point out the five F.L.A.G.S tips along the way.



### Activity 2

Complete the F.L.A.G.S worksheet



## LEARNING OUTCOMES

Recognise what an emergency situation is

Describe when and how to dial '000' if an emergency situation is identified

Describe the steps associated with calling '000'



## PREPARATION

Whiteboard and markers (optional)

Butchers paper and pens (optional)



## Discuss

Discuss what an emergency is and how we identify one.

An emergency is a sudden crisis (usually involving danger) that requires fast action, i.e. a person is badly injured, a person has stopped breathing, fire etc

Write on the whiteboard or draw on the sand "DIAL 000" and explain to the participants the stages of reporting an emergency:

Explain the use of the '000' number in an emergency.

It will connect you straight to emergency services, i.e. Fire, Police, Ambulance

Explain when this number would be used at the beach

If you see an emergency, you tell the adult you are with at the beach, they can then tell a lifesaver who will then call '000'

If the adult you are with is in need of emergency help and cannot call '000' themselves then you tell a lifesaver who will then call '000'

Explain when this number would be used away from the beach

If you see an emergency, you tell the adult you are with, they can then call '000'

If the adult you are with is in need of emergency help and cannot call '000' themselves then you can call '000'

Explain what happens when a '000' call is made

The operator will ask whether you need police, fire or ambulance services.

You may be asked to provide details of where you are calling from

The operator will connect you to the relevant emergency service

The emergency service operator may ask questions like:

Who you are

Where you are

Why are you calling

What happened and what is being done

It is important to stay on the line – don't hang up.



## LEARNING OUTCOMES

Identify different safety signs on their beach and their meaning

Understand the three different sign shapes and colours



## PREPARATION

Worksheet: Signs of the times

Pens/pencils

Before the lesson identify the safety signage on your beach and/or the safety signs used on patrol.



## Activity 1

Ask the participants to point out the local safety signage at your beach

Take the participants on a tour of the safety signage they have pointed out (and any others you know of) and discuss with them what they mean.



## Info box

### Three Types of Signs

Red circle with line crossed through centre – This is an instruction sign that symbolises what can't be done and/or is a breach of safety procedures.

Yellow diamond with black border – This is a warning sign that warns of a particular danger/hazard. This activity is not advised.

Blue square – This is an information sign that informs of water safety features or locations for particular activities.



## Discuss

Explain to the participants why we use signs (we couldn't write safety messages everywhere in different styles or there would be confusion.)

Discuss the three types of signs

Signs are designed the same so people such as international visitors who speak different languages, holiday makers or people not familiar with the local beaches can all understand what they mean.



## Activity 2

Ask the participants to complete the 'Signs of the Times' worksheet



## LEARNING OUTCOMES

Attempt or perform positioning on a nipper board  
Attempt or perform paddling on a nipper board



## PREPARATION

Nipper Boards  
Water Safety Personnel (1:5)



## IMPORTANT

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



## Coaching Points

### POSITIONING ON A BOARD

Lying in the centre of the board. Chin slightly raised. Feet in water (act as training wheels)

### PADDLING A BOARD

Paddle in a slow freestyle action. Reach out past the nose of the board. Pull through along the board and exit hand when it is level with the hip



## Demonstrate

Draw the shape of a board in the sand or lay a board on the sand (digging a hole where the fin is so the board lies flat)

Demonstrate to the participants the correct body positioning on a the board

Demonstrate and discuss what will happen if too far forward or too far back on a board (too far forward you will nose dive, too far back and you will find it hard to catch waves)



## Activity 1

Position the participants in a semi circle and ask them to draw the shape of a board in the sand each with a board or lay a board on the sand (digging a hole where the fin is so the board lies flat)

Ask participants to correctly position themselves on their board.

Walk around the semi circle and check to see all participants are in the correct position, making adjustments as necessary.



## Demonstrate

Using your demonstration 'board' demonstrate to the participants the correct paddling technique on a the board



## Activity 2

Ask participants to practice the correct paddling technique on their 'boards'

Walk around the semi circle and check to see all participants are demonstrating the correct paddling technique, making adjustments as necessary.



## Activity 3

Make your way down to knee depth water with participants and water safety personnel

Ask the participants to get onto their board in the correct position.

Walk around the group and check the position of each of the participants.

Play some games such as:

- Who can balance on their board without falling off in 1 minute

- Have one participant lying on a board and a partner (or water safety personnel) holding the back of the board trying to shake them off.

Finish by getting the participants to practice their paddling in knee to hip depth water in an area determined by water safety personnel (at this level it is best to keep participants close to shore as they won't have the total skills needed to negotiate waves etc)

You can set up a course using the water safety personnel that the participants have to paddle around.



## AGE MANAGER TIPS

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

If you have parent helpers or additional water safety personnel ask them to assist by keeping participants balanced on the boards whilst in the water.



## LEARNING OUTCOMES

Attempt or perform body surfing on a wave



## PREPARATION

Water Safety Personnel (1:5)



## IMPORTANT

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



## Coaching Points

### BODY SURFING TECHNIQUE

Keep body stiff with hands out in front (above head)

Keep head down between arms

Strong fast kick

To breathe take a single arm stroke with one hand out in front and breathe to side



## Demonstrate

Demonstrate the correct body surfing technique for the participants to see



## Activity 1

Organise the participants into a semi circle.

Ask the participants to make their body as 'stiff as a board' in the correct body boarding technique



## Coaching Points

### CATCHING A WAVE BODY SURFING

Face the shore

Watch behind you for an approaching wave

Just before the wave hits you take a deep breath

Jump forward or swim hard to match the speed of the wave

Keep your body stiff and kick fast



## Discuss

Discuss the technique for catching a wave



## Activity 2

Take participants into waist deep water

Line up participants facing the beach

Ask the participants to get into their 'stiff as a board' position

When you see a wave is about to reach the participants get them to bend over and push off with the wave

Repeat this until they get the idea and can do it themselves



## Activity 3

If you have an advanced group of participants you can move into deeper water and try catching waves by swimming onto them.



## AGE MANAGER TIPS

Use the skills and expertise of your water safety personnel to help participants



## ASSUMED SKILLS

This lesson assumes participants have acquired previous skills from earlier awards: Wading and Dolphin-Diving (Surf Aware 1, Lesson 10)



### LEARNING OUTCOMES

Attempt or perform basic running technique on sand



### PREPARATION

Markers cones.



### IMPORTANT

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



### Coaching Points

#### RUNNING TECHNIQUE

Point feet straight ahead and place them in a straight line

Maintain high knee lift

Bend elbows at 90 degrees

Hold hands slightly clenched

Swing hands to eye level on forward swing

Lean body slightly forward and relax arms, body, shoulders and head

Hold head steady in normal position looking 20–40 metres down the track



### Demonstrate

Find an area that has a hard surface (i.e. grass outside the surf club)

Demonstrate the correct running technique (as per coaching points)



### Activity 1

Line participants up on the grass/hard surface

Position yourself 20 metres in front of the them

Ask participants to walk towards you lifting legs high and swinging arms high

Point out any incorrect technique and have them repeat going back the other way

Repeat the exercise but this time a bit faster.

Repeat again but this time running fast with a focus on leaning slightly forward and looking forward in a relaxed fashion (you may need to be 30 metres back this time)



### Activity 2

Move to the beach and do the same skills on the sand



### Activity 3

Skills can be practiced by playing games and setting up relays. Games and relays can be done walking and then done running.



### AGE MANAGER TIPS

Mix up the running technique with skipping, jumping, crawling etc or with funny games like 'run like an animal' where participants make up animals and have to run/walk like them.



### ASSUMED SKILLS

This lesson assumes participants have acquired previous skills from earlier awards: Standing Beach Sprint Starts (Surf Aware 1, Lesson 11)



## LEARNING OUTCOMES

Attempt or perform diving for a beach flag



## PREPARATION

Flags: hose/flag/pipe/plastic tube etc  
Marker Cones

Tennis balls  
Water bottles



## IMPORTANT

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



## Coaching Points

### DIVING FINISHES

Keep eyes on flag  
Have both hands extended  
Dive low for the flag  
Grasp flag firmly and bring to body



## Demonstrate

To start this lesson demonstrate the correct beach flags dive technique.



## Discuss

Discuss important safety tips:  
Always check the sand in a beach flags course for sharp objects  
Have water close by in case you get sand in your eye



## Activity 1

Line up the participants on the sand and give each of them a flag  
Ask them to walk 2 metres ahead and put the flag into the ground then return to their starting position  
On your command the participants can take a step and dive for the flag  
Repeat this exercise until they are confident in diving for the flag



## Activity 2

Set up a start and finish line using marker cones and lines in the sand  
Line the participants up on the start line facing away from the flags line (if you have a large group than 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 participants get in the correct starting position.  
On your commands 'heads down' and then 'go' participants get up and turn around as fast as they can and run towards the flags and practice diving for the baton.  
Repeat this until the participants get the hang of it.

## Activity Extension

Set up the flags so that there is one less flag for the number of starters and create a competition. Ensure you keep those participants entertained that have been eliminated, e.g. get them to cheer for those left competing, help with placing flags or giving starting commands.  
Make the start line parallel to the ocean and get the participants to run into the water and dive for a tennis ball each that has been thrown in.



## AGE MANAGER TIPS

Make sure the sand on the finish line is thoroughly checked for dangerous sticks etc  
Ensure participants have water bottles in case they get sand in their eyes



## ASSUMED SKILLS

This lesson assumes participants have acquired previous skills from earlier awards: Beach Flags Starting Technique (Surf Aware 1, Lesson 12)

# JUNIOR SURF SPORTS – COACHING POINTS



The Junior Development Resource identifies a number of lessons to teach specific junior surf skills at each age group that allows for skill progression through junior surf. These lessons ensure a junior receives instruction on each of the specific surf skills during their time as a junior.

During the junior surf season – on any given day – you may be required to teach a number of junior surf skills to your age group that are not provided for in the lesson plans for your age group. In this section you will find the complete simplified coaching points for every junior surf skill, however, there are no lesson plans here for the instruction of these lessons (these are found in their relevant Age Guide).

Please refer to the SLSA Junior Coaching Manual for further information on coaching junior surf skills including activities and games.



## LAND BASED ACTIVITIES

### Beach Sprint

#### Standing start (recommended for U8-U10 years)

- Toes on line
- Dig small starting blocks in the sand for both feet
- Body position leaning forward, weight on front foot
- Knees slightly bent
- On 'go' drive forward off front foot

#### Crouch Start (U11-U14 years)

- Take the 'on your mark' position
- Hand positions slightly more than shoulder width apart
- Thumb and forefingers (form a bridge) on start line
- Front foot approx 30cm back from start line
- On 'set' lift hips to slightly higher than the shoulder height, rotate shoulder forward and ensure weight is on the hands
- Eyes looking 20-30 centimetres down track for 'ready' position
- On 'go' explosive movement off front foot
- Keep low with head down for up to 10m
- Come to upright sprinting position

#### Running

- Point feet straight ahead and place them in a straight line
- Maintain high knee lift
- Bend elbows at 90 degrees
- Hold hands slightly clenched
- Swing hands to eye level on forward swing
- Lean body slightly forward and relax arms, body, shoulders and head
- Hold head steady in normal position looking 20–40m down the track

#### Finish

- Head back, lean forward from hip so chest crosses the line first
- Do not dive across line

### Relay transitions

- The actual running style for relay races is the same as for Beach Sprint
- Incoming runner hold baton up early
- Outgoing runner to form a 'V' with hands and look through 'V' at the baton
- Focus only the baton, not on other teams or runners
- Incoming runner to keep slightly to one side of track on changeover
- Accelerate onto baton – try to take at top speed
- Outgoing runner to take baton in centre of track
- Take baton as close to the changeover line as possible

### Beach Flags

#### Turning

- On 'go' keep turning foot on start line
- Keep head and shoulders low throughout turn
- Push backwards and upwards towards the flag
- Use vigorous arm and leg action

#### Running

- Keep a low body position
- Lean body forward
- Drive with arms and legs
- Quickly move in front of a competitor if possible

#### Diving for Flag

- Dive low for the flag
- Keep eyes on flag
- Have both hands extended
- Grasp flag firmly and bring to body

## WATER BASED ACTIVITIES

### Surf Swimming

#### Start

- Take note of water depth and any potholes etc
- Place preferred leg forward with toes on start line and dig toes into sand.
- Place other leg back to enable stability
- On 'go' drive back leg forward and commence run to waters edge

#### Run to Water

- Maximum speed to be maintained
- Maintain running technique through to ankle deep/mid calf depth and then commence wading

#### Wading

- Swing legs out and away from midline of body
- Maintain a high knees/thighs action to clear water
- Arms swing wide for balance and to drive legs
- Stance should be upright, not leaning forward

#### Dolphin Diving (Porpoising)

- Commence when water is too deep to wade
- Dive forward and into the water with arms together and out stretched
- Angle your dive 45 degrees towards the bottom and dig hands into sand to prevent being dragged backwards by wave
- Bring legs/feet forward to where hands are and drive/spring 45 degrees forward and upwards with hands/arms out stretched ready to repeat dolphin dive
- When water depth becomes too deep to continue dolphin diving, commence swimming

#### Negotiating the Surf

- Dive deep under large waves
- If you can reach bottom, grab hold of sand with hands
- Stay down for an extra couple of seconds to allow wave to pass.

#### Swimming to Buoys

- Life head up on the top of a swells and look forward when taking a breath to keep on course to buoys

#### Turning Buoys

- Look for inside run if possible
- Maintain speed and stroke rate
- Try to stay clear of other competitor's arms and feet

#### Body Surfing

- Increase stroke rate to match swell
- Keep head down
- Keep body stiff with hands out in front
- Strong fast high kick
- To breathe take a single arm stroke with one hand out in front and breathe to side

#### Returning to Shore

- When on the top of a swell lift your head to take regular look forward to identify finish/shore landmark

#### Finish

- Keep your landmark in focus
- Swim until your hand touches the sand
- Stand, wade till you can run to finish
- Finish on feet

## Board Paddling

### Start

- Check water entry and exit areas for the best conditions and potential hazards
- Identify a landmark for finishing
- Toes on line, preferred foot forward slightly bent knee
- Extend back foot to comfortable position in a starting block
- Eyes looking forward for a clear water entry
- Board facing correct way
- Board held in preferred hand
- Board facing 90 degrees to start line
- If windy – slightly face board position into the wind

### Carrying or Dragging Board to Water

- Keep head up and look towards water entry point
- If carrying board under arm
- Hold outer rail of board or use recess grip
- Keep parallel to sand
- If dragging board
- Hold front top handle
- Keep fin out of sand

### Entry into the surf zone

- Run until water reaches knee depth
- Hold board away from legs
- Lift feet above water in 'wading' motion

### Bunny Hopping

- At knee depth place board on water by extending arms
  - Hold rails of board with a hand on each side, thumbs on board deck and inside hand slightly forward of other hand
  - Hand/arms to be slightly in front of body
  - Have feet staggered with the outside leg in front
  - Push forward by extending arms and driving forward with the legs •
- in a bounding (hopping) motion
- Both feet should leave and enter the water at the same time
  - The board should take the weight of the body as both legs/feet clear the water.
  - Aim to land feet next to board
  - Keep repeating motion until too deep then commence paddling

### Deep water entry

If carrying board under arm:

- When at knee depth, bend forward place board on water
- Drive forward with legs and dive onto the board to begin paddling

If dragging board :

- pull the board forward and dive onto it

### Body position on board

Beginners:

- Chin slightly raised
- Feet in water (act as training wheels)
- Paddle in a slow freestyle action

Non beginners:

- Lay flat in centre of board,
- find 'sweet spot' for good trim
- Knees slightly apart
- Feet can be slightly raised
- Increase paddling stroke rating
- Kicking legs from the knees to increase arm rating
- The legs should not go past vertical position when kicking
- Kick the legs outwards so that they move in as circular path
- Paddle with alternate arms and legs

### Paddling Through a Broken Wave

- Approach broken wave head on at 90 degrees
- Increase paddling speed
- Arch your back up before the broken wave reaches nose of board

- Reach out and take a stroke over the broken wave with one arm
- Resume normal paddling technique

### Sit over broken wave

Just before foam hits:

- Go to a sitting position about  $\frac{3}{4}$  of the way back on board
- Place legs over each side and hold the back handles with both hands
- Lean back and pull on the handles to raise the nose of the board

As the foam hits:

- Lean forward with your left arm outstretched and grab the left handle
- Push the front of the board down with your chest and left hand
- Start a stroke, so as to not get dragged backwards
- When balanced start paddling

### Rolling a Broken Wave

- Move forward and grab front handles while lying along the board
- Roll the board over and hold on tight
- While under water keep the body parallel to the board and pull board forward and down as the foam hits
- After wave has passed turn the board back over
- Get back on board and quickly start paddling

### To Buoys and Buoy Turning

- Keep first turning buoy in focus
- Try to get an inside position
- Maintain 'trim' and balance
- Try to secure the inside turn for buoy
- Paddle wide with outside arm
- Use inside foot in water to steer

### Return to Shore

- Identify finishing land mark
- Increase stroke rate to get assistance from waves (runners)
- Move forward or back on the board to adjust trim to suit surf conditions
- To catch a runner, keep chin close to deck of board
- To prevent nose diving on runner, lift chest to lift nose of board

### Wave Catching

- Look behind to note where swells are
- Increase board speed as swell/wave approaches
- When on the wave paddle for at least two more strokes
- Grab back handle and slide the body back enough to prevent nose diving
- If wave reforms, move forward to normal paddling position
- Keep feet apart for balance
- Steer board to best dismount area for run to finish

### Dismount

- Stay on board till knee deep water or when your hand can just touch the sand to indicate shallow depth
- Keep eyes on strap/handle
- Grab front handle
- Stand and run to finish, dragging the board
- Finish on feet in control of board
- Remember finish is judged on chest, not the board

# JUNIOR SURF SPORTS – EVENTS



The skills needed to compete in junior surf sports events are taught through specific lesson plans within the Age Guides depending on the age and level of skill progression. They can also be taught through your own lessons created using the Junior Surf Skills Coaching Points found in this Age Guide or the SLSA Junior Coaching Manual.

This section provides you with a summary of the following junior surf events and associated course layouts:

- Beach Sprint
- Beach Relay
- Beach Flags
- Wade Race
- Wade Relay
- Run-Swim-Run
- Surf Race
- Board
- Board Relay
- Board Rescue
- Ironman/Ironwoman
- Cameron Relay

You can use the event summaries to:

- Gain an understanding of each junior surf sports event
- Explain the race method and rules to your participants
- Explain the course layout to your participants
- Set up a course for training/competition
- Run a surf sports competition event

You can find more detailed information on course layouts, distances and event rules by referring to the SLSA Surf Sports Manual or for the most up-to-date version see the electronic version of this manual located at [www.slsa.com.au](http://www.slsa.com.au).



# Beach Sprint

## Age Group/Ability Level

- U8-U14 (7-13 years old)

## Equipment

- Start/finish line marker poles
- Starting whistle
- Lane ropes are recommended

## Starting Procedure

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

## Safety requirements

- No more than 10 participants per race
- Clear track of any hazards (sharp shells etc)
- Ensure even beach area

## Distance

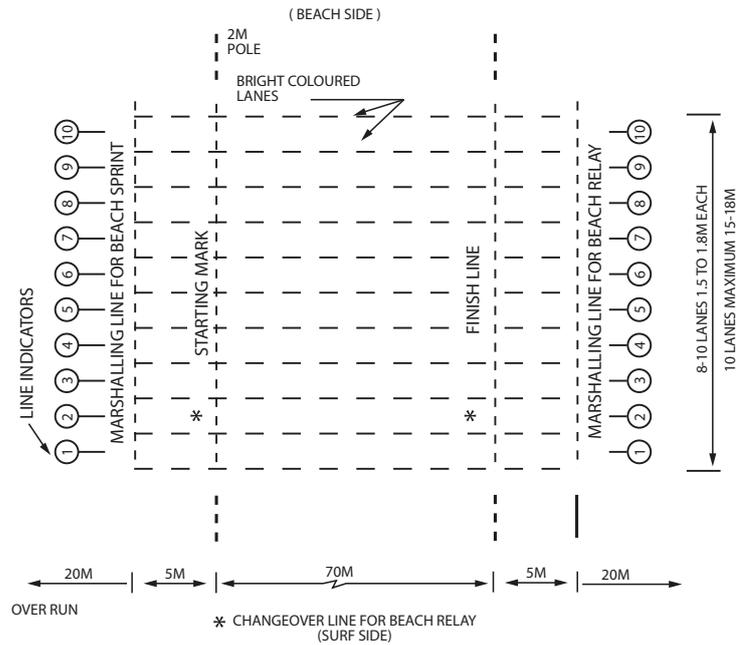
- Course length no longer than 70m

## Judging

- Placing order over finish line
- Finish is judged on chest over line and on their feet
- Moving before 'go' command shall be considered a 'break' and a false start declared

## Method

- Participants run from start line to finish line



# Beach Relay

## Age Group/Ability Level

- U8-U14 (7-13 years old)

## Equipment

- Start/finish line marker poles
- 1 Baton per team (300mm long/25mm diameter)
- Lane ropes are recommended

## Starting Procedure

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

## Safety requirements

- No more than 10 teams per race
- Clear track of any hazards (sharp shells etc)
- Ensure even beach area

## Distance

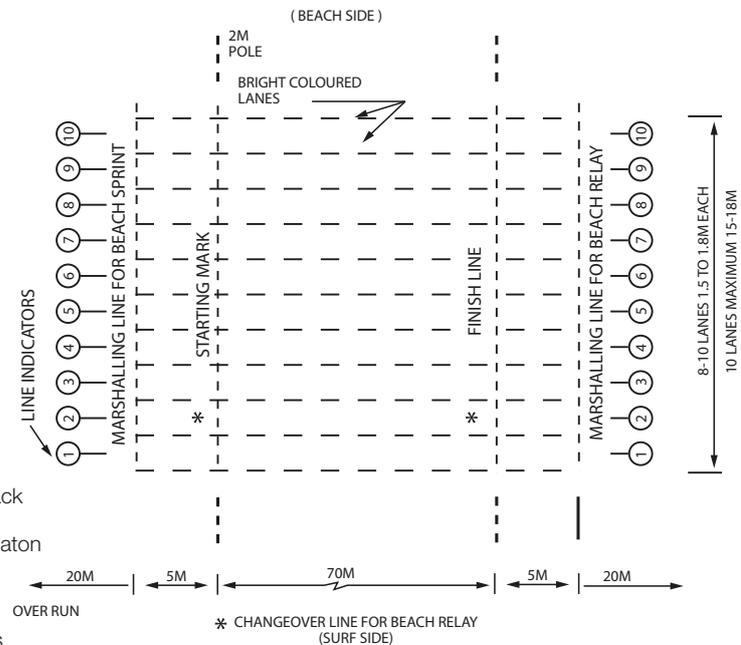
- Course length no longer than 70m

## Judging

- Team of 4 with 2 members placed at either end of the track
- Baton must be handed over behind changeover line
- No part of body/hands to cross changeover line before baton has changed team
- Judges required at both ends to check changes
- Batons must be handed not thrown
- If baton dropped it can be picked up and team continues
- Finish is judged on chest of last runner over the finish line on their feet

## Method

- Teams of four with two at each end
- Each member runs the course once and the race is finished when last member crosses finish line



## Beach Flags

### Age Group/Ability Level

- U8-U14 (7-13 years old)

### Equipment

- Start/finish line marker poles
- Starting whistle
- Beach flags (300mm length/25mm diameter)

### Starting Procedure

- On your mark = 'Competitors Ready'
- Get set = 'Heads down'
- Go = 'Whistle'

### Safety requirements

- 10 participants per round (maximum 16)
- Clear arena of hazards (sharp shells etc)
- Ensure even beach area

### Distance

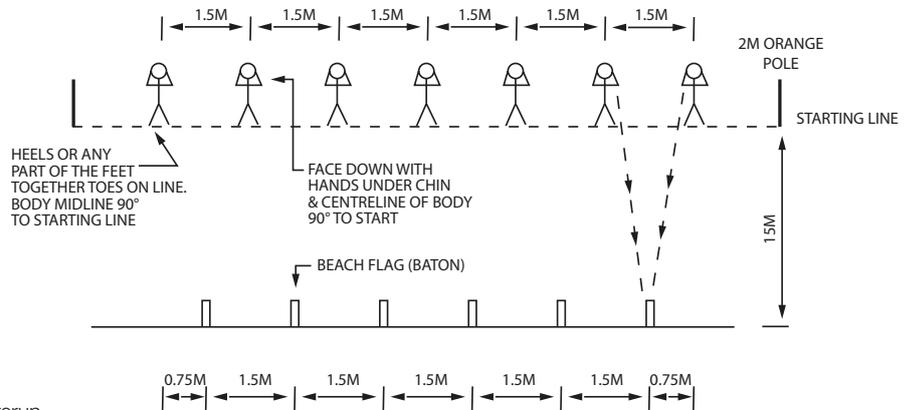
- Course distance 15m
- Flags are spaced 1.5m apart

### Judging

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

### Method

- One less baton than participants
- Participants lie face down with toes on start line, heels together, and hands placed finger tips to wrist, with one on top of the other, with head up
- On the command 'heads down', chins are placed upon hands
- At the 'whistle' participants get to their feet, run and attempt to gain flag
- The participant that does not gain a flag is eliminated



## Wade Race

### Age group/Ability level

- U8 (7 years old)

### Equipment

- Start Poles/ finish flags
- 3 Water Safety personnel to act as water markers
- Starting whistle

### Starting Procedure

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

### Safety Requirements

- Water Safety personnel at waist depth
- 16 participants per race (maximum)
- Head count participants at start and finish

### Distance

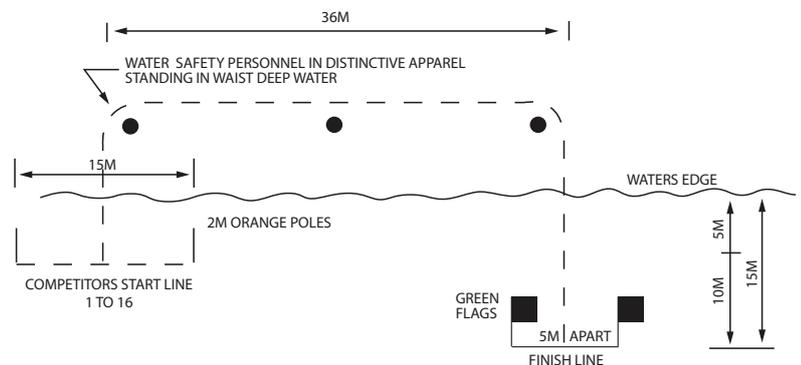
- Adjust course to suit ability/conditions
- Course no further than 15m from waters edge

### Judging

- Participants must go around the outside of all water markers
- Final placing order judged on participant's chest

### Method

- Participants on start line approx. 5m away from waterline
- Upon start participants wade, dive or swim around the water section of the course from left to right and return to shore to finishing line



## Wade Relay Race

### Age group/Ability level

- U8 (7 years old)

### Equipment

- Start poles/finish flags
- 2 turning flags
- 3 Water Safety Personnel act as water markers
- Starting whistle

### Starting Procedure

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

### Safety Requirements

- Water Safety personnel at waist depth
- 16 teams per race (maximum)
- Head count participants at start and finish

### Distance

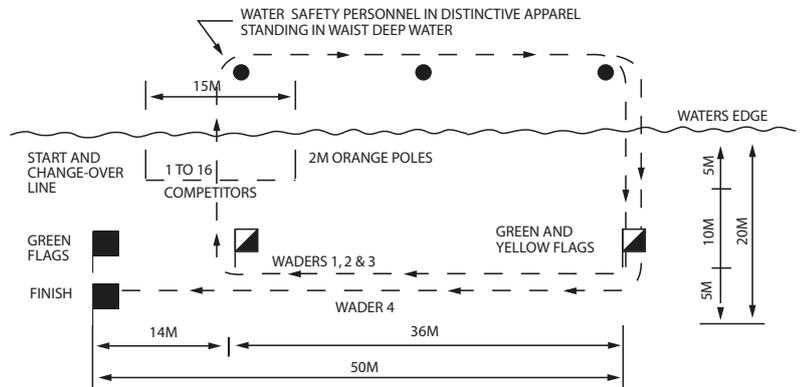
- Adjust course to suit ability/conditions
- Course no further than 15m from waters edge

### Judging

- Participants must go around the outside of all water markers
- Visible tags to be made on shoreward side of changeover line
- Final placing order judged on participant's chest

### Method

- 4 participants per team
- Wader #1 starts on line approx. 5m away from waterline
- Wader #1 enters the water, rounds the water markers, leaves the water, rounds the two turning flags and tags the next wader (#2) on the changeover line, this will be repeated for wader #2 tagging wader #3 When wader #3 tags the last participant (#4) they will repeat the process, but after rounding the first turning flag on beach will run to finish line between the two finish flags
- The finish is judged on the chest of the last wader (#4) crossing the finishing line on their feet



## Run-Swim-Run

### Age Group/Ability Level

- U11-U14

### Equipment

- Start poles/finish flags
- Turning flag
- Minimum 2 swim buoys, 10m apart
- Starting whistle

### Starting Procedure

- On your mark = 'Ready'
- Get set = 'Set'
- Go = 'Whistle'
- Safety requirements
- 15-20 participants per race (maximum 32)
- Head count participants at start and finish

### Distance

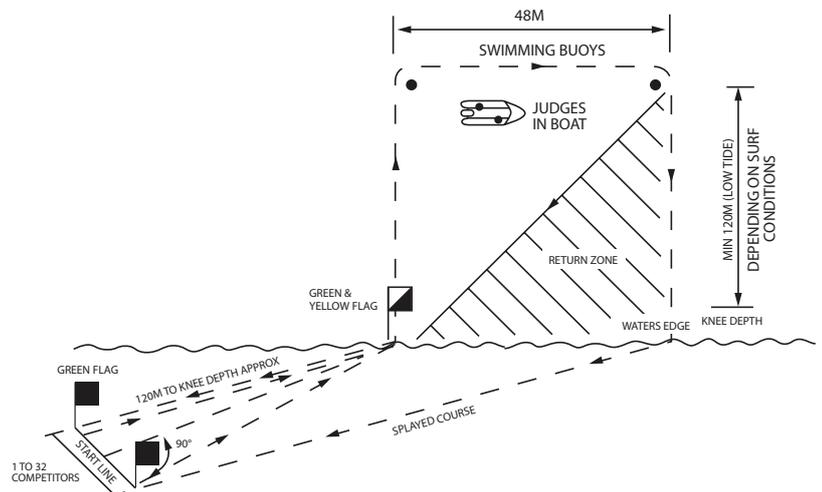
- Distance to swim buoys is 120m from knee depth (minimum)

### Judging

- Participants must round all swimming buoys to the right
- Placing order over finish line
- The finish is judged on the chest of the participant crossing the finishing line on their feet

### Method

- Participants line up on the start line
- On the starting signal participants run along the beach and round turning flag
- Participants then enter the water and swim around the 2 swim buoys
- On returning to shore participants round the turning flag and run through the two finish flags



# Surf Race

## Age Group/ Ability Level

- U9-U14 (8-13 years old)

## Equipment

- Start poles/finish flags
- Full set of swim buoys (U11-U14)
- Two single buoys, 10m apart (U9-U10)
- Starting Whistle

## Starting Procedure

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

## Safety requirements

- 15 -20 Participants per race (maximum 32)
- Head count children at start and finish

## Distance

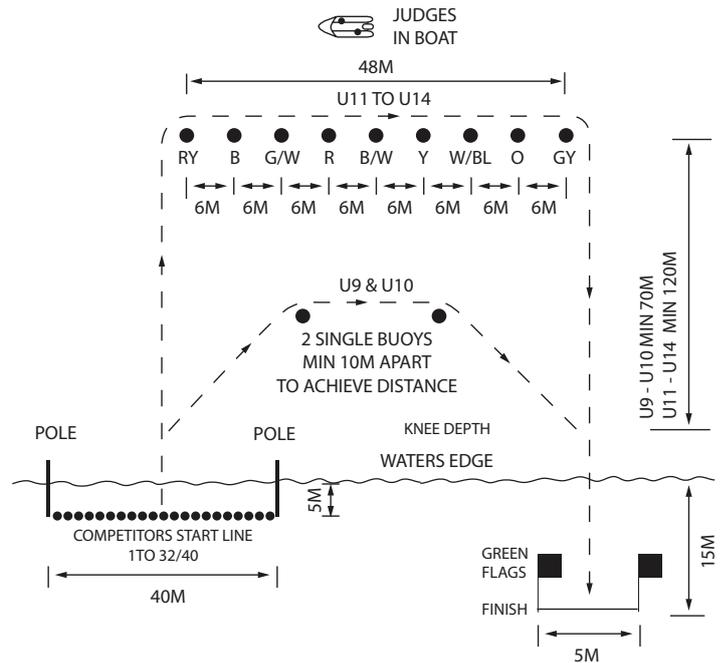
- U9-U10 - Minimum 70m
- U11-U14 - Minimum 120m

## Judging

- Participants must go around outside of turning buoys
- Placing order over finish line
- Finish judged on participants chest across finish and be on their feet

## Method

- Participants swim from left to right round course and return to shore and run to finish line



# Board Race

## Age Group/ Ability Level

- U9-U14 (8-13 years old)

## Equipment

- Start poles/finish flags
- 3 buoys
- Starting whistle

## Starting Procedure

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

## Safety requirements

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

## Distance

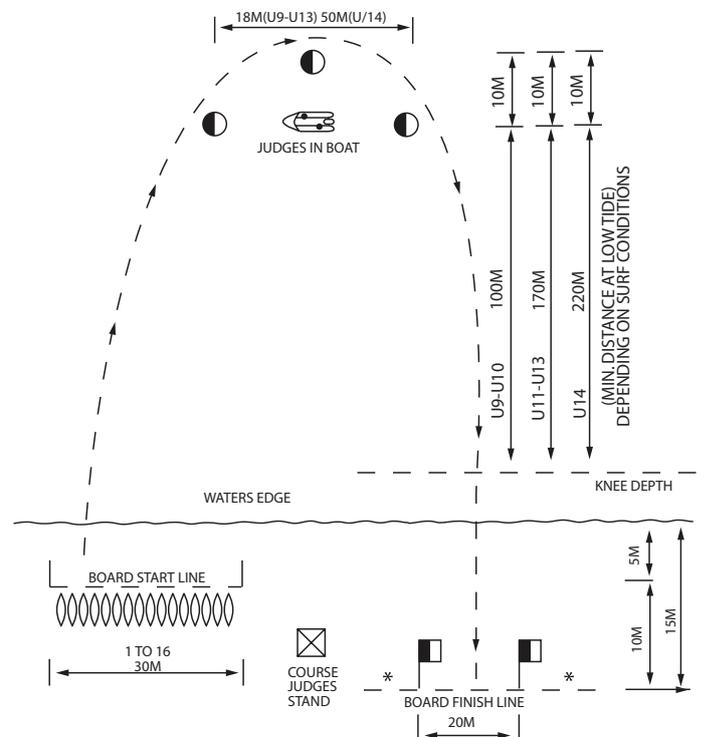
- U9 -U10 - 100m
- U11-U13 - 170m
- U14 - 220m
- Apex buoy is placed another 10m further to sea for all distances

## Judging

- Placing order over finish line
- Participants must go around the outside of all marker buoys

## Method

- Race starts approx 5m from waters edge
- Paddlers complete course from left to right outside of marker buoys and run up beach to finish maintaining contact with their board
- Finish is between two flags 20m apart and 15m from waters edge
- The finish is judged on the paddlers chest and they must be on their feet



## LEGEND

- 2M ORANGE POLE
- BLACK & WHITE BUOYS
- BLACK & WHITE FLAG ON 4M POLE
- \* FINISH FLAGS MOVED TO SUIT WIND CONDITIONS







# Notes



## Notes

