



SURF LIFE SAVING®
NEW ZEALAND



In it for life

JUNIOR SURF

MANUAL



START.

Every lifeguard knows the powerful motivation of saving or protecting a life. It's a motivation that marks surf lifesaving as more than 'just something to do' at the weekend.

Surf Life Saving is an organisation of ordinary New Zealanders doing extraordinary things. Whether they're a lifeguard, instructor, coach, official or administrator, the time given is an investment in life whatever the level of involvement.

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INTRODUCTION.

PURPOSE

The SLSNZ Junior Surf programme is designed to enrich the lives of our young members through engaging activities and active participation, leading to the acquisition of personal, life saving and competition skills, in a safe aquatic environment.

The purpose of this Manual is to assist clubs, Junior Surf coordinators, parents and volunteers to deliver a successful Junior Surf Programme.

OBJECTIVES FOR JUNIOR SURF

1. To learn the skills required to gain the Surf Lifeguard Award.
2. To provide the best possible life saving experience for all juniors with the view to encouraging long-term active participation.
3. To provide opportunities for juniors to actively participate in and enjoy life saving and competition in an aquatic environment.
4. To ensure our junior member are safe on New Zealand's beaches through building knowledge and experiences in the Junior Surf programme.
5. To develop a team based philosophy encompassing leadership, camaraderie, teamwork, and fun.
6. To promote social, emotional and physical growth and development in a healthy and safe environment.



SECTION 1.

JUNIOR SURF PROGRAMME ROLES

The following is a suggested Junior Surf programme structure which can be altered to suit the number of participants in any Junior Surf programme.

JUNIOR SURF COORDINATOR


The Junior Surf Coordinator (JSC) has one of the most important roles in surf lifesaving. They are responsible for the care, safety, wellbeing and development of all junior Surf Lifeguards.

The Junior Surf Coordinator directly supervises Club Junior Surf personnel including parents and volunteers. They are also responsible for ensuring a safe environment has been created for all participants.

The Club Junior Surf Coordinator has functional relationships with:

- Club Chief Instructor
- Club Chairperson
- Club Lifesaving Coordinator
- Club Coach
- Relevant regional SLSNZ Staff
- Patrol Captain and Lifeguard Team

ROLE DESCRIPTION


- The JSC is responsible for facilitating the development of surf lifesaving skills (e.g. movement skills, surf awareness, etc.) and personal skills (e.g. confidence, teamwork, decision making, etc).
 - The JSC plays a fundamental role in the delivery of a learning programme that encourages and develops young Surf Lifeguards.
 - The JSC will be responsible for the planning and preparation of activities which will be delivered to the group.
 - The JSC is responsible for the care, safety, wellbeing and personal development of the junior Surf Lifeguards.
- 

REQUIREMENTS OF THE JUNIOR SURF COORDINATOR

- To maintain direct contact with the relevant regional SLSNZ staff throughout the season.
- To encourage club management to work closely with those operating the Junior Surf programme within their club.
- To make sure those operating the programme are fully aware of its aims i.e. encouragement, participation, enjoyment, learning of skills, surf awareness, water safety and basic life saving methods, with a view to fostering the development of club membership at all levels.
- To be a positive role model to other club members and Junior Surf members.
- To ensure the safety and wellbeing of the group at all times.
- To encourage parents to become involved in club activities outside the Junior Surf programme – both administrative and social.
- To be continually on the lookout for new and interesting ideas and activities to inject into beach programmes. (Boredom, particularly in the older age groups, is something we must always be aware of).
- To ensure there is a member on the beach that holds a current Surf Life Saving New Zealand Surf Lifeguard Award.
- To ensure the water safety ratio is a minimum of one adult to five children (1:5) and one qualified and refreshed Surf Lifeguard to twenty children (1:20).

DUTY OF CARE

The JSC has a number of responsibilities to provide participants with the utmost care – they owe a ‘duty of care’ in regard to the following:

- Provide a safe environment – facilities, equipment, weather, sea conditions.
 - Activities must be adequately planned – failing to plan is planning to fail.
 - Children must be evaluated for injury and incapacity.
- 

- Children should not be mismatched – match not only according to age, but also to height, weight, maturity, skill level and experience.
- Safe and proper equipment should be provided.
- Children and parents must be warned of the inherent risks of the activity.
- Activities must be closely supervised.
- JSC should know First Aid – or have first aiders in attendance.
- Develop clear written rules for practice and general conduct.
- Ensure accurate records are kept – general and medical information and progress reports – and are on hand.



GROUP LEADER / COACH

The Group Leader is responsible for on-the-day activities of the particular group to which they are assigned. They ensure the complete safety of those participating in their group and liaise with the Patrol Captain regarding lifeguard support in water events.

PARENTS / VOLUNTEERS

The role of parents / volunteers is critical to the young person's wellbeing and ongoing involvement. Supportive parents / volunteers provide essential care, education and enthusiasm. A challenge for parents is getting the right balance between disinterest and overbearing involvement and being able to read their child's changing support needs. Junior Surf Coordinators are encouraged to provide a full briefing to parents during the season outlining their expectations in relation to supporting the children and assisting with activities.

A parent / volunteer of a SLSNZ member will:

- Remember that their child participates in surf lifesaving for their own enjoyment.
- Focus on their child's efforts and performance rather than winning and losing.
- Show appreciation for good performance by all participants.
- Never ridicule or yell at their child or other children for making a mistake.
- Respect officials' decisions and teach their children to do likewise.
- Not physically or verbally abuse or harass anyone associated with the activities (eg. coach, official, coordinators, etc.)
- Be a positive role model for others.



SECTION 2.

CREATING A SAFE ENVIRONMENT

SLSNZ has a responsibility to ensure a safe environment for members and to provide protection from illness and/or injury. There is also a responsibility for all members of SLSNZ to ensure a safe environment for others. This section will give an overview of the basic ways SLSNZ protects its members, broadly as an organisation, and also specifically in the areas of lifesaving and sport. Guidelines of where responsibility becomes that of the club and the member are also shown.

KEEPING OUR JUNIOR LIFEGUARDS SAFE

SLSNZ recognises that every person involved in Surf Life Saving needs to be treated with respect and dignity, in a safe and supportive environment.

In order to protect junior members, SLSNZ at all levels needs to ensure:

- Safeguards comply with legal and educational requirements relating to the physical and psychological welfare of young people.
- Surf Life Saving Clubs meet their duty of care to participants.
- Young people are treated fairly in all aspects of surf lifesaving.
- All junior surf lifeguards experience a safe and nurturing environment.

It is the responsibility of all involved in delivering junior programs to ensure that they comply with SLSNZ requirements (SLSNZ has a number of policies and resources to assist members and clubs in maintaining a safe and nurturing environment).

MEMBER PROTECTION

People that are leading and assisting with Junior Surf programmes should have the appropriate qualifications and should follow the SLSNZ member protection guidelines. Further information on membership protection can be accessed through SLSNZ's website:

<http://www.surflifesaving.org.nz/organisation/about-us/management-documents/member-protection-toolbox/>

SLSNZ CODE OF CONDUCT

SLSNZ expects all members, supporters, coaches, advisors, staff and associates of SLSNZ to abide by a Code of Conduct that upholds the principles and values of the organisation.

Members should recognise that at all times they have a responsibility to a duty of care to all SLSNZ members.

Code of conduct general responsibilities:

- SLSNZ expects all members involved in events to co-operate to ensure a positive public image and to participate in a spirit of goodwill, respect, fair play and sportsmanship.
- SLSNZ expects all members to behave and operate within the Constitution, rules, regulations, policies and procedures of SLSNZ.
- Members shall at all times behave appropriately and avoid acting in any way that may bring disrepute or disgrace to SLSNZ, its stakeholders and sponsors. This applies to travelling to and from competitions, during competitions and at all related activities including social functions.
- Understand the possible consequences if you, or other members, breach this Code of Conduct.
- Immediately report any alleged breaches by SLSNZ members to the appropriate authority.

OTHER GUIDELINES AND POLICIES

People involved with the programmes should follow all relevant member regulations and competitions must follow the SLSNZ Surf Sport Competition Manual.



WATER SAFETY

GUIDELINES

Clubs are to ensure that all SLSNZ aquatic activities have water safety coverage sufficient for the activity and the number, experience and type of members involved in the activity.

To ensure the water safety ratio is a minimum of one adult to five children (1:5) and one qualified and refreshed Surf Lifeguard to twenty children (1:20).

1. The group should have at least one person who holds a current Surf Life Saving New Zealand Surf Lifeguard Award on the beach. They should have local surf knowledge and experience in a wider range of skills and situations that they will require when working with children.
2. If there is any doubt as to the size or danger of the surf, then water activities should not take place and should be substituted with land-based activities.
3. Swimming gear policy – club teams may wear lycra-based swimwear and/or lightweight, water-resistant shorts. If pockets are present, they must be self-draining and leg length is to be no longer than mid-thigh. Each junior member will need to be in their approved club swimwear and beanie and have a high visibility safety vest. 200m badges must be attached to the junior member's swimwear in order to meet this minimum safety requirement for events.
4. High visibility safety vests – as set out in the Surf Sport Competition Manual, it is mandatory for all competitors to wear high visibility vests in competition (excluding pool-based events). It is also highly recommended that all members wear high visibility vests in training or activities in open water.

Link to guidelines here: <http://www.surflifesaving.org.nz/clubhouse/gear-shed/slsnz-high-visibility-vests/>



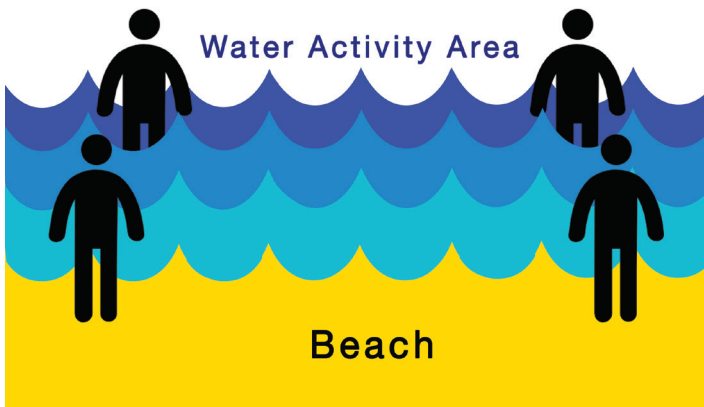
WATER SUPERVISION

Ratios of one adult to five children (1:5) must be adhered to at all times during water activities. Instuctors will need to ensure that adults accompany the junior members into the water and actively supervise.

All volunteers must be shown how to scan the water activity area for junior members who find themselves in trouble and how best to attract attention of the Junior Surf Coordinator or Group Leader if a junior member is in distress. Volunteers who are confident in the water should be given a perimeter role to ensure junior members don't drift outside the designated area.

It is essential for the Group Leader to brief volunteers of their role again prior to entering the water during water activities.

It is important the Junior Surf Coordinator or Group Leader carries out water activities appropriate to the surf and weather conditions. Water activities need to be set up with a number of volunteers who are confident and competent in the water. Below is a diagram showing what this would look like.



RISK MANAGEMENT SHEET



SURF LIFE SAVING
NEW ZEALAND

JUNIOR SURF DAILY THREAT ANALYSIS

NAME OF CLUB/VENUE:

DETAIL JUNIOR SURF COORDINATOR _____ HELPERS _____ LEVEL - AGE 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9-10 <input type="checkbox"/> 11-12 <input type="checkbox"/> 13-14 <input type="checkbox"/>	RATIO PARTICIPANT/ADULT RATIO FOR ACTIVITIES: LAND BASED children <input type="text"/> adults <input type="text"/> WATER BASED children <input type="text"/> adults <input type="text"/> SLSNZ CODE OF PRACTICE Land Based = 20:1 / Water Based = 5:1 NB. This ratio does not include instructors.
MEDICAL MEDICAL CONDITIONS PRESENT YES <input type="checkbox"/> NO <input type="checkbox"/> DESCRIPTION OF MEDICAL CONDITIONS: _____ _____ _____ SPECIAL NEEDS CONSIDERATION, STUDENT NAMES/ GROUP SUPERVISOR: _____ _____	
DATE <input type="text"/> Number of Children <input type="text"/> Number of Adults <input type="text"/>	

ENVIRONMENTAL CONDITIONS

WEATHER AM time <input type="text"/> burn time <input type="text"/> CONDITIONS: clear / cloudy / rain WIND DIRECTION: heavy / medium / light + onshore / offshore + continuous / intermittent FORECAST: fine / cloudy / rain / storm	WEATHER PM time <input type="text"/> burn time <input type="text"/> CONDITIONS: clear / cloudy / rain WIND DIRECTION: heavy / medium / light + onshore / offshore + continuous / intermittent FORECAST: fine / cloudy / rain / storm
BEACH AM time <input type="text"/> CIRCLE IF APPLICABLE: streams / rivers / stormwater outlet LEVEL: low / medium / high + debris / rubbish / pollution BEACH INSPECTED: activity areas clear YES <input type="checkbox"/> NO <input type="checkbox"/>	BEACH PM time <input type="text"/> CIRCLE IF APPLICABLE: streams / rivers / stormwater outlet LEVEL: low / medium / high + debris / rubbish / pollution BEACH INSPECTED: activity areas clear YES <input type="checkbox"/> NO <input type="checkbox"/>
SEA AM time <input type="text"/> TIDE: high / medium / low + incoming / outgoing SURF SIZE: <input type="text"/> metres SHORE BREAK: YES <input type="checkbox"/> NO <input type="checkbox"/> CONDITIONS: rips / holes / current + sea debris / pollution	SEA PM time <input type="text"/> TIDE: high / medium / low + incoming / outgoing SURF SIZE: <input type="text"/> metres SHORE BREAK: YES <input type="checkbox"/> NO <input type="checkbox"/> CONDITIONS: rips / holes / current + sea debris / pollution

RISK MANAGEMENT SHEET

■EQUIPMENT CONDITIONS

EQUIPMENT	CONDITION OF	HAZARD	HAZARD	MANAGEMENT OF HAZARDS
Internal		✓ yes	✗ no	
tv / video				
whiteboard / blackboard				
kitchen equipment				
lighting / power				
cleaning equipment				
first aid room				
External				
quad trailer				
flag standards				
Rescue Equipment				
IRB / tubes / fins				
whistles				
Teaching Equipment				
boogie boards				
tubes				
paddleboards				
first aid kits				

■EXTERNAL - PUBLIC RELATED

Do any other groups/individuals or animals enter into the activity zones at times? YES ☐ NO ☐

Management of Situation:

■ACTIVITY AREAS

Show total activity area in relation to clubhouse or delivery facility

AM	PM

OTHER COMMENTS:

SIGNED:	JUNIOR SURF COORDINATOR:
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SURF SAFETY AND INJURY PREVENTION

Many injuries in organised sport are easily preventable by the use of well organised programmes. Prevention depends on the clear understanding of requirements and potential hazards pertaining to a particular sport. The following factors should be considered:

INJURY TREATMENT


Encourage all coaches and instructors to attain recognised First Aid qualifications. Be proficient in cardiopulmonary resuscitation (CPR). It is important to adopt a common sense First Aid approach and establish priority actions:

1. Check for danger and assess the situation to guard against accidents and ensure safety of First Aider and patient.
2. Quickly assess for patient responsiveness to determine the level of consciousness talk by touch. If no response (i.e. unconscious):
 - i) Send for help, call 111 for an ambulance.
 - ii) Care for Airway, Breathing, Circulation (ABC).
 - iii) Place in recovery position.
 - iv) Treat victim while waiting for help.

Note: If the patient is unconscious or injured in a situation where head, neck or spinal injury is possible, ensure that they are not moved until expert help arrives, except in extreme situations where further injury may occur (e.g. in fire or flood).

FLUID REPLACEMENT AND SUN PROTECTION

Always have cold water on hand during the sessions, enough for all the participants. Encourage them to drink before they go out in the sun, during the session and after the session. Sweet fruits are a good alternative for children. Remember, thirst is a poor indicator of dehydration.



The body is in need of fluid long before it feels thirsty. Below is a guide for an average 10 year old:

- 40 minutes prior to a session – 150 to 250mls of water.
- During session (every 15 minutes) – 75 to 100mls of water.
- After event – 200mls of water or sweet fruits. Ensure that the participants have adequate sun protection, including hat, sunscreen, and a shirt on if they have fair skin or if it is a very hot day. Provide adequate shade options for all participants.

FIRST AID REQUIREMENTS

Suggested minimum First Aid kit contents:

- 1 x emergency blanket
 - 2 x melolite 100x75mm
 - 2 x combine dressing 200x200mm
 - 2 x 900x1300 triangular bandages
 - 6 x safety pins
 - 6 x 30ml saline
 - 4 x disposable gloves in bag
 - 1 x notepad and pencil
 - 1 x stainless scissors
 - 3 x plastic bags
 - 2 x combined dressing 20x100mm
 - 12 x AWC (steri) strips 30x40mm
 - 2 x 100mmx1.5m crepe bandage
 - 2 x 150mmx1.5m crepe bandage
 - 1 x small torch
 - 1 x clothing shears
 - 3 x protective gloves
 - 2 x sterile gauze 75x75mm
 - 1 x 5m roll 25mm tape
 - 1 x resuscitation face shield
 - 1 x first aid pamphlet
 - 1 x eye pad
- 

INJURY		TREATMENT	PREVENTION
Cuts from glass, shells, sticks etc		Apply direct pressure, elevate the wound if possible, monitor airway breathing and circulation.	Clear the beach area before beach games. If necessary wear shoes.
Cuts from sharp edges & screws on boards & equipment		Apply direct pressure, elevate the wound if possible, monitor airway breathing and circulation.	Check all equipment is safe to use before and after use. Round off any sharp fins or skegs. Complete craft repairs before use.
Sunburn		Cold shower, rest in a cool shaded place, give fluid by mouth, if serious seek medical assistance.	Cover up – shade, hats, sunblock, sunglasses.
Hyperthermia (heat)		Move to a cool place, remove excess clothing, sponge with water, give water to drink, monitor ABC's, watch for signs of shock.	Provide shade/shelter.
Hypothermia (cold)		Remove from cold environment, keep horizontal, remove wet clothing, insulate from the cold, monitor airway, breathing and circulation, watch for signs of shock.	Use clothing between events, protect from wind chill. Use wetsuit vests if available. Vary activities according to prevailing weather.
Sprains/strain		Rest – stop exercise Ice – use an ice pack on the area Compression – use a compression bandage on the area Elevation – raise the injury to reduce swelling Diagnosis – see a doctor for a diagnosis	If necessary, provide beach or inside activities. Use suitable sized equipment. Pair students according to size. Ensure adequate participation area. Check holes on beach and in water.
Broken bones/dislocations		Prevent movement, immobilise limb, monitor airway, breathing and circulation, watch for signs of shock, seek medical assistance.	
Cramp		Stretch the cramping area.	Ensure an adequate warm-up. Warm clothing.
Stings		Remove the sting using tweezers ensuring venom sac is not squeezed, assess for allergic reactions.	Ensure adequate clothing if bees/wasps are prevalent.
Jellyfish stings		Bluebottle: remove tentacles place sting area in hot water (not hot enough to burn, ensure to check it first); or use ice if no hot water is available. Other jellyfish: remove tentacles, do not rinse with fresh water, apply ice packs. Seek medical attention if pain is not relieved.	Stay out of water if required.
Sand in eyes		Prevent from rubbing affected eye, flush with clean cold water, blinking rapidly may also assist, do not remove if stuck in part of the eye, seek medical assistance if unable to remove or object is imbedded.	Brief group on grass area. Establish rules of 'no sand throwing'. Ensure adequate first aid kit is available.
Drowning		Danger, Responsiveness, Send for help, Airway, Breathing, CPR, Defibrillation	Set up safe swimming and activity area with liaison from lifeguard. Ensure adequate instructors are in the water with rescue tubes. Know the capabilities of your entire group before you enter the water. Non-swimmers need only work in waist deep water. Count swimmers in and out of the water.
Asthma (induced by cold water and exercise)		Sit the person in a comfortable position, assist them in 'puffing' on their inhaler, if breathing doesn't improve seek medical help, monitor ABC's.	Ensure all asthmatics have their own medication.
Rashes from boards		Many rashes just a while and get better on their own, antihistamines can also be used. If rash persists seek medical assistance.	Wash boards with fresh water. Apply Vaseline after use. Wax boards.
Knocks from board, waves or other students		Ice injury to reduce swelling.	Wear wetsuit vests or rash shirts if available.
Over-use injuries		Rest if pain persists and seek diagnosis.	Teach students the correct skills for each activity. Group students with others of their own size. Use correct sized equipment. Identify errors in technique early. It is important to match techniques and equipment to a child's physical development rather than age. Monitor techniques and progress. Ensure students have adequate fitness levels for related activity.

SECTION 3.

GROWTH AND DEVELOPMENT

Young people experience significant changes and physical activity is required for normal growth and development. It is recognised that Surf Life Saving programmes play a vital role in developing not only the physical aspect but also the psychological, social and emotional attributes of young people.

SLSNZ recognises the variation in growth, development and maturity in young people. Recognition of individual needs within different age groupings, including emotional or psychological maturity, needs to be considered when determining the developmental status of a young person.

WEIGHT

- Males have a relatively constant weight gain up until they are about 18 years of age.
- Females rapidly gain weight between 10 and 14 and then very little additional weight is gained.
- You need to be very conscious of this with females as they will be very conscious of their weight.


HEIGHT

- Female height growth occurs very rapidly from 11-14 years.
- Males start growing in height rapidly from 13 until 16. Their bone mass growth takes another two years to be completed.
- You must make sure that you compensate for this rapid growth and structuring of the bones and do not place the growing body under any stress that will damage them permanently while their bodies are in this very fragile state.
- This is most evident as children are going through puberty. During puberty, children are learning to use their new bodies. Activities that they may have excelled in before (eg. running, wading, swimming), they may find difficult to do and they may seem uncoordinated.
- Coordinators need to be aware of these changes and support the children as many of them may feel frustrated and / or embarrassed.

SKILL DEVELOPMENT

It is important to understand that young people have different learning needs and these needs should be catered for throughout all junior programmes.

Surf Life Saving activities should be organised so that young people have positive experiences regardless of developmental status. They should be focused on learning skills and on personal improvement in both Surf Sports and Surf Life Saving.




These stages are particularly relevant to Surf Lifeguards in that there are a variety of different opportunities available and hence a broader number of skills to develop. The specialisation stage is important as a young Surf Lifeguard finds their niche within the organisation.

PLAY

Children develop a love for physical activity and group interaction in a context that lets them have fun whilst experimenting within the experiential environment and group context.

BROAD EXPERIENCES

Young people master basic skills with the emphasis being on fun. These are the sampling years when children are getting interested in physical activity across a range of experiences.

- During the sampling years you need to focus youth development on learning basic fundamental movement skills.
 - Children need to learn greater coordination.
 - Practice of the basic techniques associated with the activity need to be constantly repeated until they gain confidence doing the very fundamentals of the activity.
 - In these early years focus should be on the acquisition of the skill, being mindful of the attention span that these young people have.
 - For girls, this period is generally considered to be between 8 and 12 years of age.
 - For boys, this period is generally between 8 and 13 years of age.
 - Junior Surf Coordinators need to be mindful that until the age of 10, most acquired skills are rather 'unstable'. Up until this age, children are less able to use their current skills to develop more complex and new skills.
- 

PROGRESSION

Where a greater focus is placed on skill development but fun and enjoyment are still important.

SPECIALISATION

Some young people become more serious about their activity and are keen to refine their skills. (A focus on positive experiences remains essential in the specialisation phase).

- During the specialising years you can then start to work on the more complex skills associated with the activity.
- New and more technical aspects can be introduced which will lead to a greater refinement of the skill.
- Between the ages of 10 and 12 children have an increased ability to acquire new skills. Children aged between 11 and 14 achieve particularly high levels of motor coordination.

PARTICIPATION

This should exist throughout each of the above stages where youth establish ongoing interest in the recreational value of physical activity.

FUNDAMENTAL SKILL DEVELOPMENT

SLSNZ has embedded fundamental movement skills into the delivery of the Junior Surf programme to permit them to competently and confidently play different games and sports throughout the varying stages of a child's development. Please refer to <http://www.sportnz.org.nz> for more information.



SECTION 4.

JUNIOR SURF FRAMEWORK

The Junior Surf programme framework has been designed for members to see the key stages and progressions. The table outlines the award pathway for a junior member in Surf Life Saving. The programme guides learning towards the Surf Lifeguard Award which members can begin training for from the age of 13.

JUNIOR SURF PROGRAMME FRAMEWORK

SKILLS AND KNOWLEDGE FRAMEWORK						
Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7
7 Year Olds	8 Year Olds	9 Year Olds	10 Year Olds	11 Year Olds	12 Year Olds	13 Year Olds
<ul style="list-style-type: none"> - Recall and follow basic beach safety information - Recall the three key surf safe messages 	<ul style="list-style-type: none"> - Recall and follow basic surf & beach safety information - Recall the five surf safe messages - Sun Smart terms - Explain how to identify a rip 	<ul style="list-style-type: none"> - Recall and follow ten key surf safe rules - Recall three ways a lifeguard uses to rescue a patient - Apply surf awareness - Communicate in the beach environment 	<ul style="list-style-type: none"> - Follow all surf safe rules - Recall wave types - Identify the features of a rip and what it looks like - Describe surf conditions and hazards 	<ul style="list-style-type: none"> - Follow all surf safe rules - Recall three types of rips and why dumping waves are dangerous - Describe surf conditions and hazards - Recall how lifeguards communicate on the beach 	<ul style="list-style-type: none"> - Follow all surf safe rules - Recall basic first aid / emergency care - Apply surf awareness and self-rescue skills - Communicate in the beach environment - Demonstrate understanding of all lifeguard rescue procedures - Describe surf conditions and hazards 	<ul style="list-style-type: none"> - Complete Surf Lifeguard Award workbook - Complete all Rookie Surf Lifeguard Log Book Modules - Demonstrate knowledge of DRABCD and demonstrate the assessment of a patient from D (Danger) to A (Airway) then placing the patient into the recovery position. - Complete 4 beach patrols
<ul style="list-style-type: none"> - Survival Float For 20 seconds 	<ul style="list-style-type: none"> - Survival Float for 30 seconds. - Tread water for 30 seconds. 	<ul style="list-style-type: none"> - Tread water for 1 minute 	<ul style="list-style-type: none"> - Tread water for 1 minute 	<ul style="list-style-type: none"> - Tread water for 2 minutes, assistance required 	<ul style="list-style-type: none"> - Tread water for 2 minutes without assistance 	
<ul style="list-style-type: none"> - 25 metre swim in shallow, moving water in the pool and ocean - Glide onto a wave from standing position 	<ul style="list-style-type: none"> - 50 metre swim in shallow, moving water - Bodysurfing catching a wave, stroke on wave 	<ul style="list-style-type: none"> - 100 metre swim in pool or open water - Bodysurfing catching a wave, stroke on wave 	<ul style="list-style-type: none"> - 200 metre swim in pool within 7 minutes or 200 metre ocean water swim - Bodysurfing, swimming to catch a wave - Swim with tube, fins and patient 	<ul style="list-style-type: none"> - 200 metre swim in pool within 5 minutes or 200 metre open water swim - Signal for help (alert Patrol Captain before doing) - Bodysurfing, swimming to catch a wave - Swim with tube, fins and patient pickup 	<ul style="list-style-type: none"> - 200 metre swim in pool within 4.5 minutes - Tow a patient in a rescue tube a minimum distance of 30 metres. The rescuer must wear flippers 	<ul style="list-style-type: none"> - 200 metre swim in pool within 4.5 minutes - Tow a patient in a rescue tube a minimum distance of 30 metres, The rescuer must wear flippers - Perform a Tube Rescue
<ul style="list-style-type: none"> - Wading and negotiating the waves in & out in knee depth water - Wade-run-wade 	<ul style="list-style-type: none"> - Wading in & out, correct technique in knee depth water 	<ul style="list-style-type: none"> - Wade, dolphin dive to waist depth, swim 	<ul style="list-style-type: none"> - Dive under wave, pushing off the bottom 	<ul style="list-style-type: none"> - Diving under waves, 5 dolphin dives 		
<ul style="list-style-type: none"> - Dolphin or Duck Dives under waves 	<ul style="list-style-type: none"> - Run, Swim or Dolphin Dive, Run 30m x50m x30m - Negotiating waves in & out 	<ul style="list-style-type: none"> - Run, Swim, Run 50m x 75m x 50m - Negotiating waves in & out 	<ul style="list-style-type: none"> - Run, Swim, Run 50m x 100m x 50m 	<ul style="list-style-type: none"> - Run, Swim, Run 100m x 200m x 100m 	<ul style="list-style-type: none"> - Run, Swim, Run 100m x 200m x 100m within 7 minutes 	<ul style="list-style-type: none"> - Run, Swim, Run in the ocean 100m x 200m x 100m within 5 minutes
<ul style="list-style-type: none"> - Paddling a body board, catching a wave using a leash 	<ul style="list-style-type: none"> - Lying down & paddling a body board, negotiating waves in & out 	<ul style="list-style-type: none"> - Achieving three different techniques on a board 	<ul style="list-style-type: none"> - Board paddling, kneeling, negotiating, surf, turning, catching a wave and holding on - Paddling with a 	<ul style="list-style-type: none"> - Board catching unbroken wave, turning around buoy, punching through white water, recovering from 		<ul style="list-style-type: none"> - Perform a board rescue

[illegible]

SECTION 5.

AWARD STRUCTURE

The Junior Surf programme is designed to ensure children from the ages of 7 to 13 have enjoyment at the beach while participating in lessons that will lead them to becoming a qualified lifeguard.

The table below outlines the award pathway for a junior member in Surf Life Saving. The programme guides learning towards the Surf Lifeguard Award which members can begin training for from the age of 13.

AWARD BREAKDOWN

Each award within the Junior Surf programme is different in its makeup. Although some of the topics are taught in every award, there are some topics that only appear in awards in certain age groups. Consideration has been given to the level of difficulty in the content for an age group, aligning content with awards. Below is a short summary of the content you will find in each of the awards:

LEVEL ONE (7 YEAR OLDS)

- Pool swim 25 metres.
- Open water swim 25 metres.
- Survival float for 20 seconds.
- Wading and negotiating the waves in and out.
- Demonstrate being confident in the waves.
- Diving under a wave.
- Gliding onto a wave from standing position.
- Run wade run 25m x 50m x 25m.
- Body board using leash, catching a wave, paddling.

Theory questions

1. Describe how a Surf Lifeguard keeps them safe at the beach?
By scanning the beach and water, watching over them and setting the flags in a safe spot.
2. Explain where it is safe for them to swim at the beach?
It is safe for them to swim between the flags.
3. When you go to the beach, who should you take with you and how far away from them should you be if in the water?
An adult and at arms length.
4. What is the signal for 'help' when in the water?
Raise one arm straight above their head.
5. Name the three key surf safe messages.
Swim between the flags, have an adult watch over you, listen to the

advice from Surf Lifeguards, never swim or surf alone, if in doubt stay out, be sunsmart, learn to recognise rip currents, always use correct and safe equipment, never swim when tired or cold, consider other surf users.

6. Where will you find lifeguards at the beach?
Patrol tower and down the beach by the flags.

LEVEL TWO (8 YEAR OLDS)

- Pool swim 50 metres.
- Open water swim 50 metres.
- Wading with correct technique.
- Negotiating waves in and out.
- Survival float for 30 seconds.
- Body surfing catching a wave, stroke on wave.
- Tread water 30 seconds.
- Run swim or dolphin dive run 30m x 50m x 30m.
- Paddling lying down, negotiating waves in and out.

Theory Questions

1. If you are in doubt about the sea conditions, what should you do?
Stay out and keep away from the water's edge.
2. What are the first five surf safe messages?
Swim between the flags, have an adult watch over you, listen to the advice from Surf Lifeguards, never swim or surf alone, if in doubt stay out, be sunsmart, learn to recognise rip currents, always use correct and safe equipment, never swim when tired or cold, consider other surf users.
3. What does Slip, Slop, Slap and Wrap stand for?
Slip on protective clothes and into the shade, Slop on sunscreen, Slap on a hat and Wrap on some Sunnies.
4. What are two things you should always keep in mind when body boarding? Be aware of other surf users and use correct equipment.
5. How would you identify a rip current?
Calm patches in surf with waves breaking each side, rippled or criss-crossed water, discoloured or foamy water, a trench or hole.

6. If using club equipment what should you do when you are finished?
Wash the equipment down and put them away.

LEVEL THREE (9 YEAR OLDS)

- Pool swim 100 metres.
- Open water swim up to 100 metres.
- Diving under a wave.
- Wade, dolphin diving to waist depth, swim.
- Body surfing, on a wave, stroking on wave.
- Tread water 1 minute .
- Run swim run 50m x 75m x 50m.
- Achieving three of the following on a board: surfing along a wave with fins, going over the top of a wave on the way out, going under a wave, Eskimo Roll.

Theory questions

1. What are the 10 surf safe messages?
Swim between the flags, have an adult watch over you, listen to the advice from Surf Lifeguards, never swim or surf alone, if in doubt stay out, be sunsmart, learn to recognise rip currents, always use correct and safe equipment, never swim when tired or cold, consider other surf users.
2. What is the Surf Lifeguard's role in rescuing a patient?
To save a person in trouble.
3. Can you name three pieces of lifeguard equipment?
Rescue Tube, IRB (Inflatable Rescue Boat), Rescue Board.
4. What do the letters IRB stand for?
Inflatable Rescue Boat.
5. Is it a good idea to go swimming if you are tired and cold?
No because... (Children explain)
6. How do you escape from a rip current?
The swimmer should ride the current out from the beach until the current weakens, then swim parallel to the shore for 30-40 metres before returning to shore.

LEVEL FOUR (10 YEAR OLDS)

- Pool swim 200 metres in 7 minutes.
- Ocean water swim 200 metres.
- Swim with a tube, fins and patient.
- Diving under wave, pushing off the bottom.
- Body surfing, swimming to catch a wave.
- Tread water 1 minute.
- Run swim run 50m x 100m x 50m.
- Board paddling, kneeling, negotiating surf, turning, catching a wave, and holding on, paddling with a patient.
- Paddling with two on board.


Theory questions

1. Name three different types of waves.
Spilling, Dumper, Shorebreak and Surging Wave.
2. Name two features that identify a rip.
All of these are correct: Calm patches in surf with waves breaking on each side, rippled or criss-crossed water, discoloured or foamy water, Adjacent sand bars, trench or hole.
3. What causes waves?
Wind and storms at sea form pressure differences on the ocean surface and contribute to the creation of swells. The undulations travel thousands of miles and gather together to form swells.
4. What rescue equipment does a Surf Lifeguard use?
Rescue Tube and Surf Fins, Rescue Board, IRB and in some places Rescue Water Craft.
5. What causes a hole and why do we need to be aware of them?
The formation of holes is related to surf conditions and rip currents, however holes can still be present once both surf and rips have gone. Swimmers can be swept into an inshore hole by the backwash of water returning down the face of the beach.

LEVEL FIVE (11 YEAR OLDS)

- Pool swim 200 metres in 5 minutes (and / or)
- Ocean water swim 200 metres.
- Diving under wave, 5 dolphin dives.
- Body surfing, swimming to catch a wave.
- Hand up for 30 seconds to signal for help – notify Patrol Captain before doing.
- Swim with tube, fins and patient following a patient pick up.
- Tread water 2 minutes, assistance required.
- Run swim run 100m x 200m x 100m.
- Board catching unbroken wave, turning around buoy, punching through white water, recovering from falling off your board.
- Controlling your board and changing direction.
- Paddle two to a board.
- Pick up a patient on a board.

Theory questions

1. Why are dumping waves dangerous?
This wave breaks with tremendous force and can easily throw a swimmer to the bottom. It usually occurs where there is a steep incline of the sea floor causing the wave height to increase quickly and dump.
 2. Describe three out of the four different types of rips?
Permanent rip currents, fixed rip currents, flash rip currents and travelling rip currents.
 3. What are two special ways lifeguards use to communicate with each other?
Walkie talkie or radio and signals.
 4. What piece of rescue equipment must Surf Lifeguards always have quick access to when on patrol?
Rescue Tube and fins.
- 

LEVEL SIX (12 YEAR OLDS)

- Prerequisite – Level 5 Award.
- 200 metre pool swim in 4.5 minutes.
- Run swim run in the ocean (100m run including the wade, 200m swim, 100m run) in 7 minutes.
- Tow a patient in a rescue tube a minimum distance of 30 metres. The rescuer must wear fins.

Theory questions

1. What is the best method to escape from a rip?
The swimmer should ride the current out from the beach until the current weakens, then swim parallel to the shore for 30-40 metres before returning to shore. If in trouble: Float on your back, raise your hand, wait until the rip stops moving before swimming.
2. How should you remove sand from your eye?
Flush eye with clean, cold water until sand comes out.
3. How would you treat a beachgoer for severe sunburn?
Cold compress, cold shower, rest in a cold and shaded place, give fluids by mouth. If serious, seek medical advice.
4. What should lifeguards have with them at all times?
Radio and Rescue Tube and fins holding or near by.
5. What does DRSABCD stand for?
Danger, Responsiveness, Send for Help, Airway, Breathing, Chest Compressions (CPR), Defibrillation.
6. If a person goes missing on the beach what should the Surf Lifeguard do? Obtain as much information as possible about the missing person, keep the missing person with you, alert the Patrol Captain.

ROOKIE LIFEGUARD AWARD LEVEL SEVEN (13 YEAR OLDS)

- 200 metre pool swim in under 4 minutes 30 seconds.
- Run swim run in the ocean (100m run including the wade, 100m swim, 100m run) in under 5 minutes.
- Tow a patient in a Rescue Tube a minimum distance of 30 metres. The rescuer must wear fins.
- Perform Tube Rescue and Board Rescue at a beach setting (not pool).
- Attend four patrols (no less than 12 hours in total).
- Demonstrate basic CPR.
- Complete all Rookie Lifeguard log book modules.

Module 1	Health, Sun Smart & Conservation
Module 2	Surf & Swimming Skills
Module 3	Role of a Surf Lifeguard and Patrolling
Module 4	Signals, Flags & Radio Operations
Module 5	Rescue, Releases & Tube Rescue
Module 6	First Aid & Emergency Care
Module 7	Primary Survey & CPR
Module 8	Practical Surf Skills <ul style="list-style-type: none">- Safety Check- Surf Swim with Fins- Body Board with Fins- Rescue Board
Module 9	Patrol Equipment and Clubhouse
Module 10	Surf Life Saving Club Structure and Culture

Examiner is to be an appointed club member – this person must be a qualified and refreshed lifeguard.

For more information on the Rookie Lifeguard Programme:

<http://www.surflifesaving.org.nz/education/member-education/life-guard-education/rookie-lifeguard-programme/>

SECTION 6.

200M SAFETY BADGE

All junior members who wish to use foam or fibre-glass paddleboards and/or swim beyond waist depth must pass their 200m safety test. This is a mandatory safety requirement which demonstrates that junior members are confident in the ocean and capable of returning to shore if they are separated from their equipment. Junior members must have the badge fixed to their togs or beanie and they must also wear their high visibility safety vest.

200M SAFETY BADGE

- Instructors must ensure that all children using foam or fibre-glass paddle-boards have completed the requirements for their safety award.
- This is a mandatory safety requirement.
- It is the club's responsibility to ensure the 200m Safety Badge is loaded into the PAM database.

Candidates must swim 200 metres (using any stroke) in either the ocean or pool. Following the 200 metre swim, candidates will be expected to tread water for 1 minute. This 1 minute of treading water is included within the total time allocation. The pool swim is 8 minutes total with swim to be completed within 7 minutes and the ocean swim is 10 minutes with swim to be completed within 9 minutes. It is expected that candidates will demonstrate they are confident in the ocean and are capable of returning to shore if they are separated from their equipment. The examiner is an appointed club member. This person must be a qualified and refreshed lifeguard. Time allocation: 8 minutes pool, 10 minutes sea is a realistic time limit for the above test, which involves survival skills (treading water) and fitness (200m swim).

Note: The above requirements will need to be re-tested annually.



SECTION 7.

JUNIOR SURF COMPETITION

All activities should focus on fun and participation, and courses on both land and water should be set in such a way that the majority of the participants can complete the event in safety, taking into account the age of the participants and surf conditions. During these activities a strong emphasis should be placed on the educational aspects and encouragement can be given to the less confident participants to complete the event. In selected team activities where the strong participants are picked, then rules and regulations governing the activities should be strictly adhered to.

JUNIOR SURF COMPETITION

All Under 8's to Under 14's are eligible to enter Junior Surf carnivals. Once they have successfully attained their 200m Safety Badge they are able to take part in a greater range of events.

WHY DO IT?

- Great for your child's surf skills, surf confidence and fitness.
- Participation in grass roots local events at local clubs.
- Children get to make new friends and be part of a club team across all age levels and they get to meet children from other clubs.
- Parents can develop their skills as Surf Officials, Team Managers and Coaches.

WHO CAN PARTICIPATE?

- All children can participate. No one needs to "qualify" to attend a carnival. It is very different to a regular Junior Surf club day with races being run and a lot more people attending.
- Children without a 200m Safety Badge can only participate in Beach Sprint, Beach Flags, Beach Relay, Run Wade Run, Modified Diamond Race, Boogie Board Race and Boogie Board Relay. Once children have their 200m Safety Badge they are able to participate in a greater range of beach and water events.
- However it should be noted that the 200m Safety Badge is the minimum standard and allows children to primarily learn and develop new skills. Having a 200m Safety Badge does not mean that children are automatically ready to participate in a "racing" situation.

WHAT ARE THE CARNIVAL EVENTS?

Events are generally classified as beach or water. Only at the championship carnivals will all events be run. As children get older, the race courses get longer.



JUNIOR SURF COMPETITION

THE DIFFERENCE BETWEEN A PARTICIPATION CARNIVAL AND A COMPETITION CARNIVAL

A participation carnival is about children having an opportunity to try the events out. There are only heats at these events.

A competition carnival has heats which progress through to finals. Children's places will be recorded and results collated.

HOW DOES A CARNIVAL WORK?

Parents / caregivers will be told by your club what time you need to arrive.

There is usually a programme of events, but no times are allocated for events as these may change due to surf/weather conditions. Events usually run in the order listed on the programme, although again, this can change depending on the conditions. There are often different areas designated for different age groups, so you will need to find your designated area. Your club will usually have a tent set up for you. Children will be marshalled prior to the event which means they need to line up and be sorted into heats then wait for their event.

WHAT TO WEAR?

Each junior member will need to be in their approved club swimwear and beanie and have a high visibility safety vest. 200m badges must be attached to the junior member's swimwear or beanie in order to meet this minimum safety requirement for events.



TIPS FOR ATTENDING CARNIVALS

1. Arrive early as parking is sometimes a challenge.
2. Be prepared to be flexible and adaptable as scheduling of events is often quite fluid depending on conditions.
3. Have plenty of sunscreen as your children will be spending lots of time out in the sun.
4. Make sure you also bring warm clothing as young children can get very cold between races.
5. Bring a chair – there can be lots of sitting around.
6. Have plenty of food. Small snacks to eat between races are very handy.
7. Have lots of water.
8. Be respectful of those giving up their time to help officiate and run the event.
9. Enjoy the experience!



SECTION 8.

PLANNING AND DELIVERY

The manner in which sessions are planned and delivered will influence a member's overall performance. The effective use of teaching resources and different approaches will help enhance the quality of the sessions offered.

PLANNING OF THE PROGRAMME

Planning the delivery of Junior Surf sessions is important in establishing a culture of learning and ongoing development within each Surf Life Saving Club. Planning needs to occur at a whole-of-club and individual level to maximize the integration of the Junior Surf programme.

THINGS TO CONSIDER WHEN TEACHING

Children have very different needs to adults; particularly when their physical, mental, social and technical development is taken into account. It is important that junior members are exposed to a high-quality experience that's designed to meet their needs. This will be their first experience of practicing and competing in surf lifesaving in an organised environment. This can be the deciding factor for whether surf lifesaving becomes part of their life. This is why it is critical that the playing experience is fun and exciting right from the start, and is sustained throughout the programme.

The key to providing a high-quality experience is understanding the stage of development children are at and how they see the world. This is how we can create a positive coaching and playing environment as our juniors progress through the levels. Remember, we are developing the person not just the athlete.

Children will respond to learning in different ways based on the way they learn, how quickly they learn and their ability to engage in the topic. The following are some things that you should consider when teaching children:


- Children learn best when they participate in games.
- Activities that are modified to their developmental level without having all of the knowledge, skills or experience.



- Games create a sense of 'play by the rules', which in turn encourages social as well as physical development.
- Fitness levels of children will vary.
- The younger they are, the shorter their attention span.
- Set objectives for the individual to ensure they have the ability to achieve a goal. This will naturally encourage them to extend themselves.
- Develop trust with children. This will help when you are asking them to try new things.
- If the learning environment is not appropriate, (i.e. windy, cold, loud), children will find it difficult to learn. It is important to remember that children are more susceptible to heat and cold than adults.
- Training intensity – young people cannot train as much or as hard as adults.
- Resistance training should be kept to a minimum while children are growing.
- Legal responsibilities.
- Medical considerations.
- Above all, be engaged and enjoy the experience of learning.

DEMONSTRATION OF A SKILL OR ACTIVITY

It is important to highlight the main points of the skill by breaking the skill into separate components for the purpose of the demonstration. Keep your explanations simple and brief and try not to give the children more than two or three main points. Explain things fully as uncertainty can delay learning. Avoid pointing out things 'not to do' as this will only overload the learners. While performing this component ensure that as many senses as possible are used so that maximum learning is achieved.



CHALLENGING CHILDREN

In most instances, the children who are participating in surf lifesaving activities will be willing to learn. From time to time coordinators or volunteers may be faced with a challenging child who is not listening or who is being disruptive.

When dealing with challenging children like this the instructor should consider the following:

- There may be reason(s) why a child acts in a disruptive manner (eg. has a learning difficulty and cannot understand; is upset and cannot concentrate; is feeling 'out of sorts'; is seeking attention in an inappropriate manner). Instructors should be mindful of potential underlying reasons for disruptive behaviour.
- Ultimately, dealing with a challenging child effectively is a risk management issue. Challenging children may take your attention away from others.
- Consider the rest of the group or do things that place themselves or the rest of the group at risk.
- If a child is being challenging, instructors should firstly isolate the child from the rest of the group (with supervision) so that they are able to effectively look after the remainder of the group. If this difficult behaviour continues, the instructor may need to take further action to remove the child from the group all together.
- This last activity should be taken cautiously with advice from the club management. This should be a last resort only. In the great majority of situations, a child will be attentive when he /she is engaged in an activity that is meaningful to them and engages their interest.



A WELL PLANNED SESSION

The aim is to encourage all children to enjoy the experience, participate safely and develop skills and confidence in surf lifesaving through the spirit of fair play.

Coordinators need to carefully plan for the day's training activities to ensure that not only are the juniors practicing skills and are engaged, but also the programme activities are varied from week to week.

A carefully planned session increases the coach's or group leader's confidence and this effort will rub off and help motivate participants. Making sure that there is enough equipment available for the number of participants is often underestimated as a motivating factor. Nothing bores or frustrates young people more than waiting in long lines or watching the more talented athletes dominate the equipment.



We have provided some sample session plans on the following pages to show you how you could structure a session with a particular age group.



SECTION 9.

JUNIOR SURF SESSION PLANS

The Junior Surf programme has been developed to assist clubs, coordinators and coaches to manage risk, conduct and successfully deliver junior surf sessions.



EXAMPLE PLAN A

7, 8 & 9 YEARS OLD

Beach Based Skills

LEARNING OUTCOMES

1. Being aware of the beach environment.
2. Recognise 'dangers in the sea'. Identify wave types and rips.
3. Demonstrate the skills associated with beach flags and sprints.
4. Demonstrate jumping, wading and dolphin diving skills
5. Demonstrate interpersonal skills while participating in the activities.

WARM UP

Activity / Game

Caterpillar - Activity Card 1 and/or

Cat and Mouse - Activity Card 2

Stretching

- Stretch - concentrate on arm and leg muscles.

EQUIPMENT

- Whistle.
- Activity Cards - 1, 2, 5, 6, 11, 12.
- Pens, photocopies or questions set up.
- Cones - section flat sandy or grass area.
- Flags (1 per person).
- Water Safety Personnel (1:5).
- Bouys x 4 (20m x 20m apart).

DISCUSS

Ask the following questions in a circle:

- What is a danger?
- What kind of dangers can we find at the beach?
- What do lifeguards do to warn us of the dangers and to make the beach safer?
- Look and discuss the surf conditions and safety considerations before entering the water.

ACTIVITY ONE - THE ENVIRONMENT

POINTING OUT THE DANGERS

Teaching Points

- Question juniors on their current knowledge. Refer to the questions asked in the 'Discuss' box.
- Explain in basic terms what the main dangers are both on the beach and in the water.
- Show and discuss the different wave types from page 22 of the Lifeguard Manual.

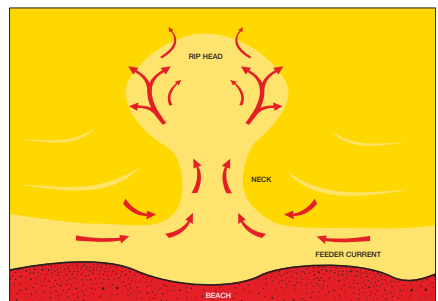
Equipment

Make a series of questions to suit your needs.

DIFFERENT WAVE TYPES

Teaching Points

- Show and discuss the different wave types from page 22 of the Lifeguard Manual.
- Discuss and show how to identify a rip.



ACTIVITY TWO - BEACH BASED

BEACH FLAGS

Teaching Points

- Use large, bright-coloured tubing as in the Beach Relay. If practising on a field use tennis balls and stop to pick up instead of diving. Be sure to check the sand for bits of glass, sticks, pebbles etc. In all the practices there should be the same number of batons as students. When turning and sprinting:
- Keep a low body position.
- Lean body forward.
- Drive with arms and legs.
- If diving for the flag: Keep eyes on the flag and keep arms extended.

Skill Development

Start and Turn

- Lie down – show students how to lie down with toes on the line, elbows pointing out to sides with hands together and chin resting on hands.
- Lift up, bring one hand down close to the body on the ground, turn head and lift body off the sand.
- Lift and turn in one movement.

Activity / Game

Catch me if you can - Activity Card 5 and / or
Back to Back Flags - Activity Card 6

ACTIVITY TWO - SWIM BASED

JUMPING, WADING AND DIVING

Teaching Points

- Jumping - keep knees high, jump in a forward motion over the wave, swing arms for forward momentum.
- Wading - maintain high knees / thighs action to clear water, legs swing out and away from midline, arms swing wide for balance and to drive legs. Stance should be upright not leaning forward.
- As water depth increases it is beneficial to lean body to side to assist with leg lift (i.e. if lifting right leg - lean upper body to left).
- As water depth increases it may be necessary to swing arms higher to assist momentum.
- Once water depth is too deep to lift legs clear of water and/or forward momentum is diminishing it may be necessary to commence dolphin diving.
- Dolphin diving (porpoising) - start around waist depth, dive forward into the water with arms together and outstretched (dolphin motion). Angle your dive 45 degrees towards the bottom and dig hands

into sand (this will prevent being dragged backwards by the wave). Bring legs / feet forward to where hands are and drive / spring 45 degrees forward and upwards with hands/arms outstretched ready to repeat dolphin dive.

- When water becomes too deep commence swimming.
- When diving under large waves, its important to dive down early and stay down for an extra couple of seconds prior to pushing back up to the surface, as this stops the risk of being caught in white water or back wash of the wave.
- Diagrams of skills - Activity Card 4 and 5

Activity / Game

- Practise these skills individually or in small groups in a supervised space to give junior members a basic understanding of each step. Each group could be arranged into ability to help them refine their technique.

Bucket Relays - Activity Card 12

Wading Bull Rush - Activity Card 11

WARM DOWN

- Stretch in a circle and reflect on the session and then help to pack up equipment.



EXAMPLE PLAN B

10 & 11 YEARS OLD

Body surfing & Surf Swimming Skills

LEARNING OUTCOMES

1. Demonstrate body surfing skills.
2. Understand the techniques required for swimming in surf.
3. Demonstrate the ability to swim through surf, parallel to surf and back into shore.
4. Demonstrate listening communication skills.
5. Apply surf awareness.
6. Gain basic knowledge of Tube Rescue.

WARM UP

Start

- A quiet jog along the beach to warm up.
- Stretch - concentrate on arm and leg muscles.

Equipment

Flat sandy or grass surface 4 x cones

Activity / Game

Rob the Nest - Back of Activity Card 5

ACTIVITY ONE - SWIM BASED

BODYSURFING SKILLS

Teaching Points

NOTE: Instructors may have to push young participants onto the waves.

- Head must be kept down.
- Body straight.
- Arms held straight out in front.
- The dive forward should be made as the wave hits the buttocks.
- Feet should kick.
- Use a flutterboard and fins at any stage to help development.

Equipment

Buoys, Safety Vests, Beanies, Goggles

EQUIPMENT

- Whistle.
- Activity Cards - 5, 16, 14, 18, 24, 11.
- Cones - section flat sandy or grass area.
- Water Safety Personnel (1:5).
- Rescue Tube (1:2 or 1:3 if possible).
- Buoys x 4 (20m x 20m apart).
- Goggles, Togs, Safety Vests, Beanies.

DISCUSS

- Look and discuss the surf conditions and safety considerations before entering the water.
- Explain and identify a rip - refer to the Lifeguard Manual page 23 and 24.
- Ask questions on their current knowledge of how to perform a Tube Rescue and what skills they might need to learn or refine.

Skill Development

Standing in knee to waist depth water, experiment with the following:

- Dive forward before the wave hits.
- Dive forward after the wave hits

Experiment swimming for the wave:

- Before the wave reaches
- After the wave has passed
- Lifting the head as momentum increases
- Swimming faster as the wave peaks with head down.

Activity / Game

Beach Whales - Activity Card 16

Body Surf Flags - Activity Card - 14

ACTIVITY TWO - SWIM BASED

SURF SWIMMING

Teaching Points

- Heading out through surf - raise your head look forward as you swim out through the surf so you can see the waves coming and know when to dive under waves.
- Swimming parallel to the surf - breathe facing out to sea so you can see the waves coming.
- Returning to shore (not including body surfing) - find a reference point on shore to swim towards so you swim in the straightest line possible.
- Discuss the surf conditions and safety considerations before entering the water.

Equipment

Bouys, Safety Vests, Beanies, Goggles, Togs

Activity / Game

Fish and Seagulls - Activity Card 18

INTRODUCE TUBE RESCUE

Teaching Points

- Explain that the Rescue Tube is a device offering a non-contact method of rescue for a conscious or unconscious victim.
- More than one-quarter of rescues in New Zealand are completed with the Rescue Tube.
- Tube shaft - is the main floatation device.
- Clip and ring - the clip connects to the ring at either ends of the tube to secure the patient.
- Rope and strap - is used by the lifeguard to

tow the patient in the tube.

Equipment

Markers, Safety Vests, Beanies, Goggles, Togs, Rescue Tubes (1:2).

Skill Development

- Show the students how to wrap up the rescue tube by tying the rope around the tube and tucking in half of the strap. This is important so that the tube is always ready to use for a rescue and it doesn't tangle up. Have students pull their straps to test their wrapping of the tubes. Retie the tubes.
- Demonstrate the Tube Rescue. Show how to put the strap on leaving the breathing side clear. Explain how to talk to the victim.
- Swim with patients in the Rescue Tube. Swim as normal with patients on their backs. The patient can assist by tilting head back and kicking. Change over so both parties get to be the rescuer
- On the land have students standing approximately 20 metres apart. Have the victims show the 'Help' signal (one arm held straight above the head) and rescuers run to rescue them. At 10 metres return to patient and drag using one-person drag. Lay patient in recovery position parallel to the waves.

Activity / Game

Baywatch Style - Activity Card 24

WARM DOWN

- Wading Bull Rush - Activity Card 11 or slow jog along the beach.
- Stretch in a circle and reflect on the session - Ask the group questions like: What skills did you learn today? What went well? What do you need to continue to work on? Any other comments.



EXAMPLE PLAN C

12 & 13 YEARS OLD

Board Rescue & Board Roll Skills

LEARNING OUTCOMES

1. Attempt or perform rolling under a wave on a board.
2. Recognise how a board can be used to secure and support a conscious patient.
3. Demonstrate the skills required to secure and support a conscious patient.
4. Demonstrate working as part of a group.
5. Apply effective communication skills.

WARM UP

Start

- A quiet jog along the beach to warm up.
- Stretch - concentrate on arm and leg muscles.

Equipment

Flat sandy or grass surface 4 x cones

Activity / Game

Stuck in the Mud - Activity Card 3

ACTIVITY ONE - BOARD BASED

BOARD RESCUE SKILLS

Teaching Points

- Patient care is important at all times and rescuers must take special care not to 'lose' their patients off their boards.
- The roll-on technique is very easy to use with other surf craft such as skis, surf boards and sail boards.
- In all rescues we assume there is a conscious but tired patient.

Equipment

Paddle Boards, Safety Vests, Beanies,

Skill Development

1. Demonstrate on land.

EQUIPMENT

- Whistle.
- Activity Cards - 3, 31, 30, 32.
- Cones - section flat sandy or grass area.
- Water Safety Personnel (1:5).
- Paddle Boards (1:2 or 1:3 if possible).
- Buoys x 4 (20m x 20m apart).

DISCUSS

- Look and discuss the surf conditions and safety considerations before entering the water.
- Ask questions on their current knowledge of how to perform a board rescue and what skills they might need to learn or refine.
- Organise junior members into groups.

2. Paddle to your patient, stop on the shore side and straddle the board towards the stern. Instruct the patient to take hold of the hand grips and assist them to mount the board. Once in a balanced position lie on top of the patients legs and paddle.
3. With students in waist depth water work in pairs and practise the boarding technique. Swap over and repeat.
4. Perform the whole rescue with special attention to care of the patient. Swap over.
5. Competition tip - when catching a wave move to the back of the board.

Activity / Game

Board Rescue Relay - Activity Card 31

ACTIVITY TWO - BOARD BASED

BOARD ROLL

Teaching Points

- The initial roll must be completed before the wave hits.
- Grip both straps and pull upside down. The body should hang under the board vertically.
- One hand should release the strap and grasp the rail to assist in throwing the board over.
- While under water keep the body parallel to the board and pull board forward and down as the foam hits.
- The remount should be performed in one movement.
- Once remounted take several strokes while positioning the body.

Skill Development

1. In flat water practise the following separately:
 - Roll over underneath the board.
 - Remount the board.
 - Begin paddling.
2. In flat water practise the rollover and remount in one movement at a slower speed.
3. In flat water practise the rollover and remount at a faster speed.
4. Practise the rollover and remount within the break.

Activity / Game

Roll Over Relay - Activity Card 30 and / or
Team Board Relay - Activity Card 32

WARM DOWN

- 5 minute paddle, 3 body waves.
- Stretch in a circle and reflect on the session - Ask the group questions like: What skills did you learn today? What went well? What do you need to continue to work on? Any other comments.

NEXT SESSION

Please write comments here on what you plan to do next session. It is important to refine skills learned today before moving onto a new topic.



EXAMPLE PLAN F TEMPLATE

LEARNING OUTCOMES

EQUIPMENT

WARM UP
Start

Equipment

Activity / Game

ACTIVITY ONE -

BOARD RESCUE SKILLS
Teaching Points

DISCUSS

Skill Development

Equipment

Activity / Game



ACTIVITY TWO - BASED
BOARD ROLL
Teaching Points

Skill Development

Activity / Game

WARM DOWN

- Stretch in a circle and reflect on the session – Ask the group questions like: What skills did you learn today? What went well? What do you need to continue to work on? Any other comments.

NEXT SESSION

Please write comments here on what you plan to do next session. It is important to refine skills learned today before moving onto a new topic.
