



Nipper Management User Guide

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Surf Life Saving Australia

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1. Overview

The Nipper module has been designed to have an administrative function in Surfguard and the ability for Age Managers & Assistants to manage their Nipper Age Group/s via their Members Area account using the new Nippers menu item.

Nippers will only display if they are

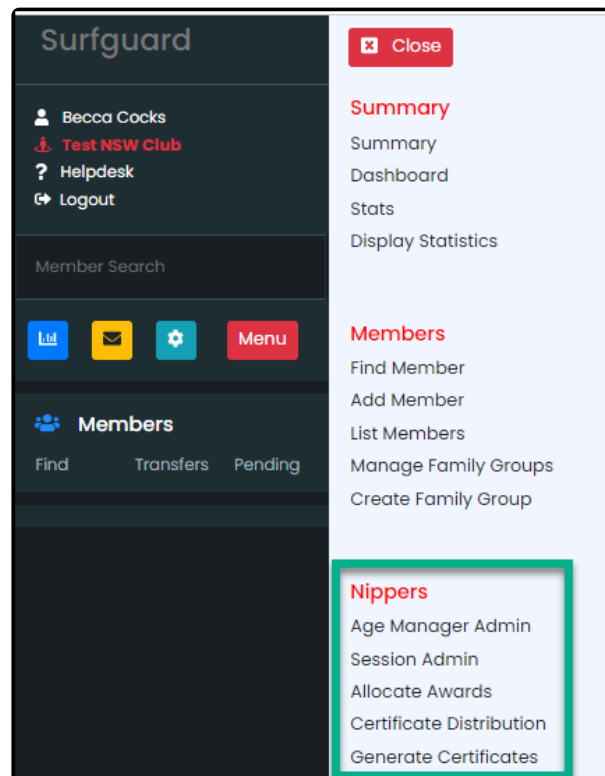
- Active for the current season
- In the sub-membership categories; Junior Activity Member (5-13years) or Cadet Member (13-15 years)
- Competition Age from U6-U14's

2. Surfguard Access & View

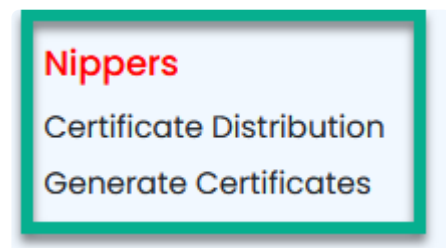
To access the Nipper Admin functions in Surfguard at any level of the organisation you will be required to have a specific Junior Coordinator permission group assigned to you in Surfguard. Once the permission groups is assigned a Surfguard User will be able to view the Nippers menu item/s via the **Menu** tab

NOTE: What can be viewed will depend on what level of the organisation you have access to.

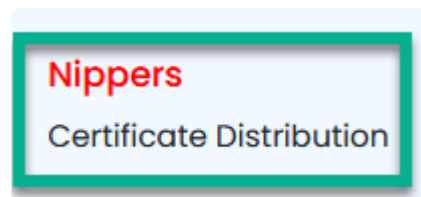
Club View



Branch & State View



National View







2.1 Club Level

At a club level there are 5 menu items that display:-

- [Age Manager Admin](#)
- [Session Admin](#)
- [Allocate Awards](#)
- [Certificate Distribution](#)
- [Generate Certificates](#)

2.1.1 Age Manager Admin

Age Managers @ Test NSW Club							
Age Manager	Award Expiry	Session Attendance ⓘ	Preliminary Assessment ⓘ	Competition Evaluation ⓘ	Surf Ed Award ⓘ	Age Group Access	Actions
Becca McTaggart	31/12/2027	Yes	Yes	Yes	Yes	Under 8	 
Rebecca Cooks	31/12/2027	Yes	No	No	No	Under 9	 
Total Records: 2							
<button>Add Age Manager</button>							


The Age Manager Admin screen enables a Club Administrator or JAC to view who has already been assigned as an Age Manager or Add an Additional Age Manager.

Note: Only members who hold a Proficient Age Manager or Age Manager Assistant award will display in the Member drop-down. They can be assigned 1 or multiple age groups to manage.

There are 4 permission that can be assigned to an Age Manager to perform when they login to their Members Area account.

- Ability to mark attendance for each session.
- Ability to approve Junior Activity Preliminary Evaluation
- Ability to approve Junior Activity Competition Evaluation
- Ability to approve Surf Education Award

To Add an Age Manager or Age Manager Assistant click **Add Age Manager**

Age Managers @ 							
Age Manager	Award Expiry	Session Attendance ⓘ	Preliminary Assessment ⓘ	Competition Evaluation ⓘ	Surf Ed Award ⓘ	Age Group Access	Actions
Total Records: 0							
<button>Add Age Manager</button>							

Member:

Age Managers must hold one of the following awards:

- Age Manager Course (Proficient)
- Age Manager Assistant (Proficient)

Permissions

Session Attendance ? ☐

Preliminary Assessment ? ☐

Competition Evaluation ? ☐

Surf Ed Award ? ☐

Age Group Access

Under 6 ☐

Under 7 ☐

Under 8 ☐

Under 9 ☐

Under 10 ☐

Under 11 ☐

Under 12 ☐

Under 13 ☐

Under 14 ☐

Create Reset Cancel

The screenshot below shows Age Managers that have been assigned different Permissions. The Club Administrator or JAC can Edit or Delete each profile.

Age Manager	Award Expiry	Session Attendance ?	Preliminary Assessment ?	Competition Evaluation ?	Surf Ed Award ?	Age Group Access	Actions
Becca McTaggart	31/12/2027	Yes	Yes	Yes	Yes	Under 8	
Rebecca Cooks	31/12/2027	Yes	No	No	No	Under 9	

Total Records: 2

Add Age Manager

2.1.2 Session Admin

Sessions need to be set up for each Age Group. There are several options to cater for the session requirements of different clubs. To setup up a new session select **Session Admin** from the Nipper menu items and click **New Session/s**

Date From:
To:
Season: 2023/2024
Age Group:
Location:

Season	Date	Start Time	End Time	Location	Age Group Access	Status	Actions
Total Records: 0							

New Session/s

In the screenshot below the club wants to have U6's & U7' sessions setup to commence on 07 May 2023 and end 04 June. The sessions will occur every Sunday from 8.00am to 9.00am at Clovelly Beach.

NOTE: in the example below an Age Manager/s assigned only to U6s will only see U6 Nipper sessions when they login to their Members Area Account.

The screenshot shows the 'Session' form with the following details:

- Session:** Date: 07/06/2023, Start Time: 08:00, End Time: 09:00, Location: Clovelly Beach.
- Recurring:** Frequency: Weekly, End Date: 04/06/2023, Interval: 1. Days of the Week: Sunday (checked).
- Age Group Access:** Select All, Unselect All. Under 6 (checked), Under 7 (checked), Under 8 (unchecked), Under 9 (unchecked), Under 10 (unchecked), Under 11 (unchecked), Under 12 (unchecked), Under 13 (unchecked), Under 14 (unchecked).

Buttons: Create, Reset, Cancel.

Frequency & Interval Options

The screenshot below indicates Frequency and Interval. If you select Weekly in the Frequency and put a 2 in the Interval field, a session will be created every second week.

The screenshot shows the 'Recurring' section with a dropdown menu for Frequency. The options are: Weekly (selected), None, Daily, Monthly, and Yearly. A yellow callout box highlights the 'Interval' field with the text: 'eg. Weekly Recurring Interval of 2 = once every 2 weeks'. The 'Session' and 'Age Group Access' sections are also visible.

2.1.3 Allocate Awards

There are 2 parts to the award allocation process in the Nipper App

Step 1 – Done in Members Area

Age Managers and Age Manager Assistants who are assigned the Permissions to approve Awards will mark Nippers as eligible for a specific award when they are in their Members Area account Awards

Step 2 – Done in Surfguard

The JAC or Club Administrator needs to select Allocate Awards and the default display will be to only see awards that have been approved by the Age Manager or Age Manager Assistant via their Members Area account. There are several filter options available: -

- First Name
- Last Name
- Age Group
- Season

Multi-select All Approved Awards

There is an option to multi-select all approved Preliminary, Competition and/or Surf Ed Awards by ticking the boxes in the highlighted section in the screenshot below. Scroll down and click Allocate Award(s).

Allocate Awards @ Test NSW Club

First Name:

Last Name:

Age Group:

Season:

2023/2024

Show approved only: ☒

Member ID	First Name	Last Name	Gender	Age Group	Sessions attended	<input checked="" type="checkbox"/> Preliminary Assessment Award	<input checked="" type="checkbox"/> Competition Evaluation Award	<input type="checkbox"/> Surf Ed Award
5860328	Sally	Candlelight	Female	Under 10	1/5	<input type="checkbox"/> Held	<input checked="" type="checkbox"/> Approved	<input type="checkbox"/> Held
5794282	Paddy	Clapper	Male	Under 10	2/5	<input checked="" type="checkbox"/> Approved	<input type="checkbox"/> Not eligible	<input type="checkbox"/> Approved
5859044	Maggie	McTaggart	Female	Under 10	2/5	<input checked="" type="checkbox"/> Approved	<input type="checkbox"/> Not eligible	<input type="checkbox"/> Approved
6059718	Molly	Moo	Female	Under 8	0/6	<input checked="" type="checkbox"/> Approved	<input type="checkbox"/> Not eligible	<input type="checkbox"/> Approved

Total Records: 4

Actions: [Allocate Award\(s\)](#)

A pop-up will display confirming the awards have been allocated and they will show in the members award list.

Award(s) Allocated

The award(s) have been successfully allocated!

Member	Award	Status
Cherlea M. [avatar]	Junior Activities Preliminary Evaluation Under 13	Allocated
Cherlea M. [avatar]	Surf Smart Two	Allocated Assigned to State for distribution

Note – if you allocated an award in Surfguard that should not have been allocated you will need to contact your State centre.

2.1.4 Certificate Distribution

At a club level, the Club Administrator and JACs will be able to see who is responsible for distributing the certificate and the format.

NOTE: the screen below is managed by State Centre

Surfguard

Bec Cocks

Test QLD Club

Helpdesk

Logout

Member Search

Certificate Distribution @ Test QLD Club

Organisation	Format	By Club	By Branch	By State	Actions
Test QLD Club	Printed	No	Yes	No	

2.1.5 Generate Certificates

If the Certificate Distribution screen shows that the Club is responsible for Printing or Emailing certificates

Filtering available at a club level is by:-

- Award
- Age Group
- Format

In the screenshot below

1. This option will display if there is more than one certificate ready for printing. Ticking the box at the top will select all.
2. Once you have selected at least one certificate to print the “Generate Certificates” option will activate

<input type="checkbox"/>	Generate By	Format	Award	Member	Age Group	Originating Organisation	Allocated	Actioned By
<input type="checkbox"/>	Surf Life Saving NSW	Printed	Surf Safe Two - U11	Lola Clovelly	Under 11	Test NSW Club	27/07/2023 15:34:43	
<input type="checkbox"/>	Surf Life Saving NSW	Printed	Surf Safe Two - U11	Sad Clapper	Under 11	Test NSW Club	27/07/2023 15:26:11	

Total Records: 2

2 Actions: [Generate Certificates](#) [Download CSV](#)

Once Generate Certificates is clicked, the following screen will display at a club level, the two options that you would select from are:-

- PDF-Blank Paper – for printing
- Email PDF to Members – for emailing

Select Format

Please select the format for the SLSA Certificate:

[\[PDF - Blank Paper\]](#)
[\[PDF - Preprinted Stationery\]](#)
[\[Email PDF to Members\]](#)
[\[Mail Merge\]](#)

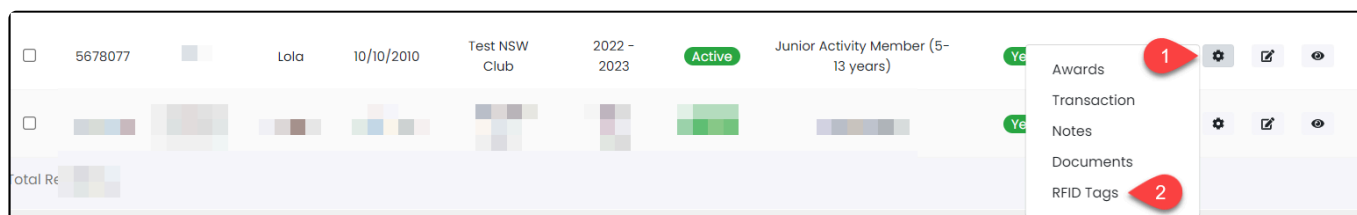
2.1.6 Assigning RFID Bands to Members

There are 2 ways you can assign an RFID band to a member in Surfguard

1. Manually enter the serial number of the RFID band into Surfguard.
2. Login to Surfguard on an **NFC-enabled Android device** and scan the band.

How to access the RFID field in Surfguard

- Go to find a member
- Next to the member listed click the Cog icon
- Select RFID Tag



In the image below the Surfguard User would be able to enter the serial number manually. Enter the serial number and click the + icon, repeat this process to add additional bands. Please ensure you click Save

A screenshot of the 'RFID Tags' modal form. The form has a title bar with a close button. Below the title bar is a large empty space. Then there is a text input field labeled 'RFID Tag Serial Number' with a blue '+' button to its right. Below this is a toggle switch labeled 'Use NFC scanner'. At the bottom right are 'Cancel' and 'Save' buttons.

In the image below:-

- the Surfguard User is adding a band using an NFC-enabled Android device. **NOTE:** Use NFC scanner is on
- has scanned a band that already belongs to a member, an option is available to relink the band to the new member.

RFID Tags

04:8f:d0:da:2d:12:90

×

☐ Confirm re-linking
This serial number currently belongs to Willow Adams

Tap RFID band to input

+

☒ Use NFC scanner

Cancel

Save

In the image below:-

- the Surfguard User is adding a band using an NFC-enabled Android device. **NOTE:** Use NFC scanner is on
- You cannot reassign this band to the member selected in Surfguard as the band is currently assigned to a member who is not in an organisation to which the Surfguard User currently has access.

RFID Tags

This Serial Number/RFID Band currently belongs to a member in another SLS organisation and cannot be linked to this member.

☒ Use NFC scanner

Cancel

Save

2.2 Branch Level

At a Branch level the only 2 Nipper App menu items to display are:-

1. Certificate Distribution

At a branch level, the Branch Administrator will be able to see who is responsible for distributing the certificate and the format.

NOTE: the screen below is managed by State Centre

SurfGuard		Certificate Distribution @ Test NSW Branch				
Rebecca Cocks Test NSW Branch Helpdesk Logout		Organisation	Format	By Club	By Branch	By State
		Test NSW Club	Printed	No	No	Yes

2. Generate Certificates

If the Certificate Distribution screen shows that the Branch is responsible for Printing or Emailing certificates

Filtering available at a branch level is by:-

- Club
- Award
- Age Group
- Format

In the screenshot below

1. This option will display if there is more than one certificate ready for printing. Ticking the box at the top will select all.
2. Once you have selected at least one certificate to print the “Generate Certificates” option will activate

<input type="checkbox"/>	Generate By	Format	Award	Member	Age Group	Originating Organisation	Allocated	Actioned By
<input type="checkbox"/>	Surf Life Saving NSW	Printed	Surf Safe Two - U11	Lola Clovelly	Under 11	Test NSW Club	27/07/2023 15:34:43	
<input type="checkbox"/>	Surf Life Saving NSW	Printed	Surf Safe Two - U11	Sad Clapper	Under 11	Test NSW Club	27/07/2023 15:26:11	

Total Records: 2

2 Actions: Generate Certificates Download CSV

Once Generate Certificates is clicked, the following screen will display at a Branch level, the two options that you would select from are:-

- PDF-Blank Paper – for printing
- Email PDF to Members – for emailing

Select Format

Please select the format for the SLSA Certificate:

[PDF - Blank Paper]

[PDF - Preprinted Stationery]

[Email PDF to Members]

[Mail Merge]

2.3 State Level

At a State level the only 2 Nipper App menu items to display are:-

1. Certificate Distribution

At a state level, the Surfguard administrator/s will be able to view & edit the page

Certificate Distribution @ Surf Life Saving NSW

Branch: Organisation: Format:

Organisation	Format	By Club	By Branch	By State	Actions
Batemans Bay		No	No	No	
Bermagui		No	No	No	

When editing a preference for a club the State will view the following dropdown options for who is responsible for distributing the certificate and what the format will be.

Organisation: Test NSW Club

Option:

Option: *

- None
- Certificates will be distributed by Club
- Certificates will be distributed by Branch
- Certificates will be distributed by State

Organisation: Test NSW Club

Option:

Option: *

- Printed
- Email

In this example the State has confirmed that the Branch will be responsible for distributing the Certificate and the format will be "Printed"

Certificate Distribution @ Surf Life Saving NSW

Branch: Organisation: Format:

Organisation	Format	By Club	By Branch	By State	Actions
Test NSW Club	Printed	No	Yes	No	

2. Generate Certificates

If the Certificate Distribution screen shows that the State is responsible for Printing or Emailing certificates

Filtering available at a State level is by:-

- Branch
- Club
- Award
- Age Group
- Format

In the screenshot below

1. This option will display if there is more than one certificate ready for printing. Ticking the box at the top will select all.
2. Once you have selected at least one certificate to print the "Generate Certificates" option will activate

Generate Certificates @

Branch

Test NSW Branch

Organisation

Test NSW Club

Award:

Age Group:

Format:

Also show printed:

☐

1

Generate By

Format

Award

Member

Age Group

Originating Organisation

Allocated

Actioned By

Surf Life Saving NSW

Printed

Surf Safe Two - U11

Lola Clovelly

Under 11

Test NSW Club

27/07/2023 15:34:43

Surf Life Saving NSW

Printed

Surf Safe Two - U11

Sad Clapper

Under 11

Test NSW Club

27/07/2023 15:26:11

Total Records: 2

2

Actions:

Generate Certificates

Download CSV

Once Generate Certificates is clicked, the following screen will display at a State level, select from the options provided

Select Format

Please select the format for the SL SA Certificate:

PDF - Blank Paper

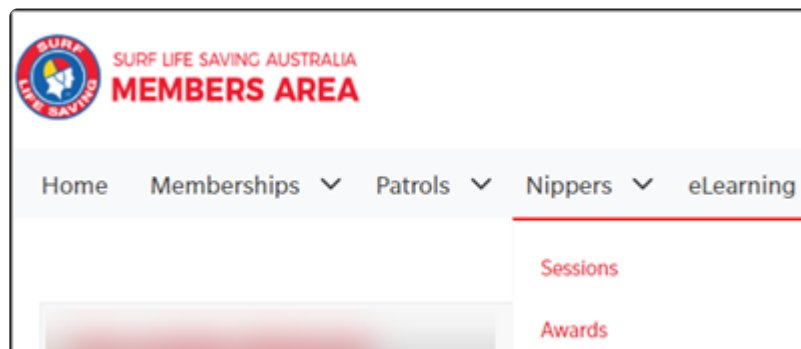
PDF - Preprinted Stationery

Email PDF to Members

Mail Merge

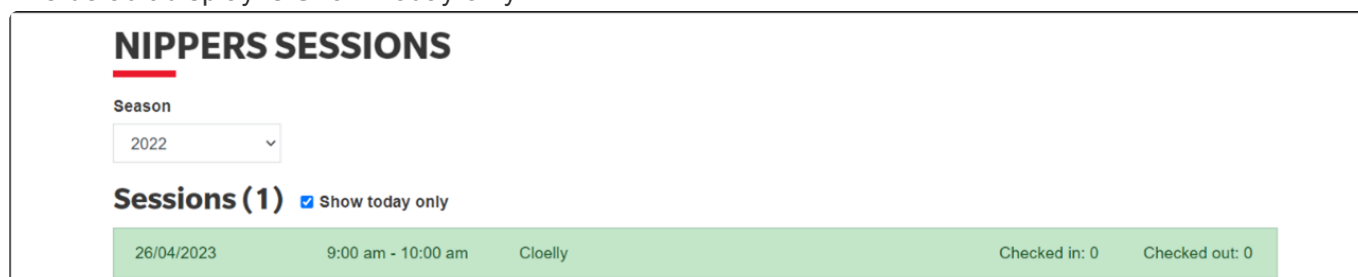
3. Members Area

Any Age Manager or Age Manager Assistant who is assigned Nipper Admin functions in Surfguard will see a new “Nipper” menu item when they sign into their Members Area account, <https://members.sls.com.au> with the option to select **Sessions and/or Awards** depending on the permissions assigned to them.

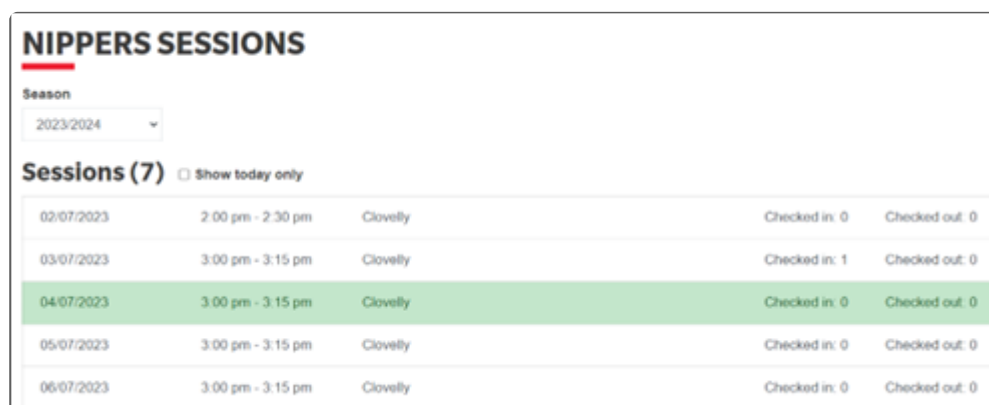


3.1 Sessions

The default display is Show Today only.



If you untick the box, all previous and future sessions will also show.



Select/Tap today's session and you will be able to perform any of the following tasks: –

1. Filter by First Name, Last Name, Season & Gender
2. Add group Notes – eg completed Topic 1 of Surf Education program
3. Show only checked in Nippers.

4. View total sessions attended by each Nipper.
5. Check-In Nippers by tapping the +
6. Check-Out Nippers by tapping the +
7. View Nippers Details including Emergency Contact Details
8. Add individual Nipper Notes – eg Sarah sprained her ankle doing flags today.

NIPPERS SESSION

Club Clovelly | Date 26/04/2023 | Time 9:00 am - 10:00 am | Location Clovelly | Is Open? Yes

← Under 7

First Name

Last Name

Season

All

Gender

All

Age group notes (0)

☐ Show only checked in

First Name	Last Name	Attended	Checked In	Checked Out	
Sarah	Test	1/7	+		<div>7</div> <div>Notes</div>
Haleene	Gaarga	1/7	+		<div>7</div> <div>Notes</div>
aladea	Greffeths	1/7	+		<div>7</div> <div>Notes</div>
eerare	Ra Paraz	0/7	+		<div>7</div> <div>Notes</div>
Lechlen	alevar	0/7	+		<div>7</div> <div>Notes</div>
Hervay	Kena	1/7	+		<div>7</div> <div>Notes</div>

The screenshot below shows information displayed when you click the information Icon (*7 *in the screenshot above) it includes Medical & Emergency Contact Details

Nipper

Member Details

Member ID
5 8

Age Group
Under 13

Name
Cherlea Welleem Maynall (Cherlea)

Gender
Male

Season
2023/2024

Registered Asthmatic
Yes

Medical Notes
This is a test to make sure the Medical Notes appear in the Nipper App

Emergency Contact Details

Name
Mr M elli

Relationship
Father

Home Address
60 34

Mobile Phone
04 3

You can edit Check-In and Check-Out times by tapping the edit icon next to each time. To check out Nippers you would tap the “plus icon” +

NIPPERS SESSION

Club Clovelly | Date 26/04/2023 | Time 9:00 am - 10:00 am | Location Clovelly | Is Open? Yes

← Under 7

First Name

Last Name

Season

Gender

Age group notes (0)

☒ Show only checked in

First Name	Last Name	Attended	Checked In	Checked Out	
Falex	Gragary	1/7	10:48 am	+	Notes
Lechlen	alevar	1/7	10:48 am	10:54 am	Notes
Peel	Baefart	1/7	10:48 am	+	Notes

Completely Remove Checked In & Checked Out Nipper Accidentally Marked as Attending

1. Tap the Edit icon.

← Under 9

First Name Last Name Season Gender Age group notes (0)

☐ Show only checked in

First Name	Last Name	Attended	Checked In	Checked Out	
emety	Feshar	1/3	+		i Notes
Cemaran	Scatt	2/3	10:31 am ✎	12:44 pm ✎	i Notes
Band	Mengen	2/3	10:31 am ✎	12:44 pm ✎	i Notes

2. Tap the Cross in the Check In time.

Check in - Cemaran Scatt ×

18/04/2023 10:31 ✕

3 Save Cancel

3. Click Save

☐ Show only checked in

First Name	Last Name	Attended	Checked In	Checked Out	
emety	Feshar	1/3	+		i Notes
Cemaran	Scatt	2/3	+		i Notes
Band	Mengen	2/3	10:31 am ✎	12:44 pm ✎	i Notes

4. The Nipper no longer shows as attending the session.

Editing Check In & Checked Out Times for Closed Sessions

Edits to the Checked In and Checked Out fields in a session can be made up until midnight on the day of the session. Edits required after the session date has passed can only be done once the JAC Administrator has re-opened the session in Surfguard.

The session in the screenshot below is for a passed date and you can see there is no ability to add/edit Check-In & Checked Out times.

NIPPERS SESSION

Club Clovelly | Date 25/04/2023 | Time 9:00 am - 10:00 am | Location Clovelly | Is Open? No

← Under 7

First Name Last Name Season Gender Age group notes (0)

☐ Show only checked in

First Name	Last Name	Attended	Checked In	Checked Out	
Sarah	Test	1/7	9:51 am	9:53 am	i Notes (1)
Haleene	Gaarga	1/7	9:51 am	9:53 am	i Notes
aladea	Greffeths	1/7	9:51 am	9:53 am	i Notes
eerare	Ra Paraz	0/7			i Notes

In Surfguard the JAC can go to the Nipper Sessions section, filter by Under 7's and the following screen will display, the session on the 25/04/2023 has a Status of Closed

Date From: To: Season: Age Group: Location: 🔍

Season	Date	Start Time	End Time	Location	Age Group Access	Status	Actions
2022/2023	25/04/2023	09:00	10:00	Clovelly	Under 7	Closed	📝 🔒 👤 🗑️
2022/2023	26/04/2023	09:00	10:00	Clovelly	Under 7	Open	📝 🔒 👤 🗑️
2022/2023	27/04/2023	15:00	16:00	Clovelly	Under 7	Scheduled	📝 👤 🗑️

The JAC would select the unlock icon and the session would Reopen.

Date From: To: Season: Age Group: Location: 🔍

Season	Date	Start Time	End Time	Location	Age Group Access	Status	Actions
2022/2023	25/04/2023	09:00	10:00	Clovelly	Under 7	Closed	📝 🔒 👤 🗑️

Date From: To: Season: Age Group: Location: 🔍

Season	Date	Start Time	End Time	Location	Age Group Access	Status	Actions
2022/2023	25/04/2023	09:00	10:00	Clovelly	Under 7	Reopened	📝 🔒 👤 🗑️

The session times can now be edited.

NOTE: if a Session is re-opened via Surfguard it will also need to be closed in Surfguard once the Nipper Age Manager or Assistant Age Manager have made the changes

NIPPERS SESSION

Club Clovelly | Date 25/04/2023 | Time 9:00 am - 10:00 am | Location Clovelly | Is Open? Yes

← Under 7

First Name
Last Name
Season
Gender

All
All

Age group notes (0)

☐ Show only checked in

First Name	Last Name	Attended	Checked In	Checked Out	
Sarah	Test	1/7	9:51 am	9:53 am	Notes (1)
Haleene	Gaarga	1/7	9:51 am	9:53 am	Notes
aladea	Greffeths	1/7	9:51 am	9:53 am	Notes
eerare	Ra Paraz	0/7	+		Notes

How Can I Tell if a Nipper Session in the Members Area is Open

Nipper sessions that are Open will display with a green background in the Members Area

NIPPERS SESSIONS

Season

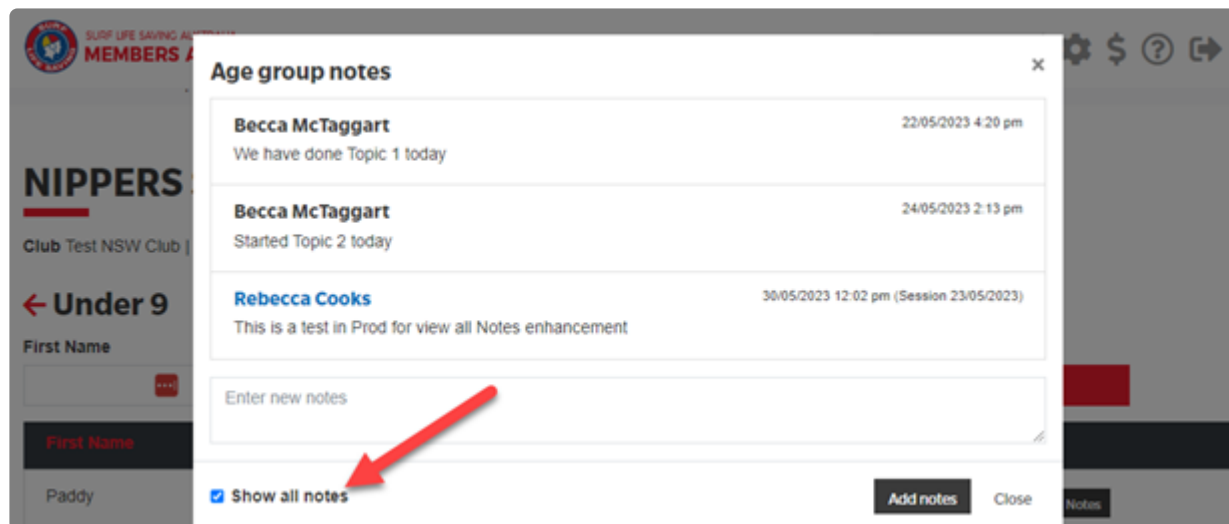
2022/2023

Sessions (7) ☐ Show today only

22/05/2023	2:00 pm - 3:00 pm	Test NSW Beach	Checked in: 3	Checked out: 1
23/05/2023	2:00 pm - 3:00 pm	Test NSW Beach	Checked in: 1	Checked out: 0
24/05/2023	2:00 pm - 3:00 pm	Test NSW Beach	Checked in: 2	Checked out: 2

Age Group & Individual Nipper Notes

For both types of notes the default display shows notes added by the member logged in. There is an option to 'Show all notes' and you will see notes added by any Age Manager or Age Manager Assistant for all session dates.



3.2 Awards

Approval in Members Area by Age Manager or Assistant Age Manager who have been assigned the permissions to approve

[There are 3 Award options in the Nipper App](#)

P: Junior Activity Preliminary Evaluation *_(this is a Proficiency)_*

C: Junior Activity Competition Evaluation *(this is a Proficiency)*

A: Surf Education Award *(is an Award, and a certificate is printed/emailed to members)*

This would be the view of Awards to approve for U6's & U7's as they don't do a Junior Activity Competition Evaluation

NIPPERS AWARDS				
First Name	Last Name	Gender		
<input type="text"/>	<input type="text"/>	All		<input type="button" value="Download"/>
First Name	Last Name	Attended	Awards	
Sarah	Test	<div><div></div></div> 3/7	<input type="button" value="P: Unapprove"/>	<input type="button" value="A: Held"/>
Haleene	Gaarga	<div><div></div></div> 3/7	<input type="button" value="P: Approve"/>	<input type="button" value="A: Held"/>
aladea	Greffeths	<div><div></div></div> 2/7	<input type="button" value="P: Held"/>	<input type="button" value="A: Approve"/>

This would be the view of Awards to approve for all other Age Groups as they do a Junior Activity Competition Evaluation

- **NOTE:**
- Competition Evaluation is only required to be done if the Nipper wants to compete.
- Competition Evaluation can only be Approved in the Members Area once the Junior Activity Preliminary Evaluation has been allocated by the JAC in SurfGuard

In the example below Amely Yaeng has been approved for her Junior Prelim, once it is allocated in Surfguard the status will show as **Held** and the Junior Activity Competition Evaluation will display as **Approve**

NIPPERS AWARDS

First Name Last Name Gender Download

First Name	Last Name	Attended	Awards
avea	Meller	0/3	P: Held C: Approve A: Held
amely	Yaeng	0/3	P: Unapprove C: Not eligible A: Held
aleze	Cettan	0/3	P: Approve C: Not eligible A: Approve

NOTE: If a user has been assigned multiple Age Groups, there is an Age Group filter.

NIPPERS AWARDS

Age Group First Name Last Name Gender Download

First Name	Last Name	Attended	Awards
Paddy	Clapper	2/5	P: Unapprove C: Not eligible A: Unapprove
Maggie	McTaggart	2/5	P: Unapprove C: Not eligible A: Unapprove
Sally	Candlelight	1/5	P: Held C: Unapprove A: Held

To approve an award, find the member and select/tap approve and a pop-up will display, select/tap Approve award.

Jashee Shremptan - Junior Activities Preliminary Evaluation Under 11

The candidate is eligible for the the award.

Approve award Close

Age Group First Name Last Name Gender Download

First Name	Last Name	Attended	Awards
Jashee	Shremptan	0/5	P: Approve C: Not eligible S: Approve

If you select the view icon you will be able to view all sessions scheduled, attendance times for each,

view a specific session and view any notes entered about the member.

NIPPERS AWARDS

First Name

Last Name

Gender

All

Download

First Name	Last Name	Attended	Awards
Sarah	Test	<div><div></div><div>1/7</div></div>	<div><div></div><div>P: Approve</div><div>S: Approve</div></div>
Haleene	Gaarga	<div><div></div><div>1/7</div></div>	<div><div></div><div>P: Approve</div><div>S: Approve</div></div>

Sessions - Angus Clapper

Date

Location

Checked In

Checked Out

04/07/2023 3:00 pm - 3:00 pm

test

05/07/2023 3:00 pm - 3:00 pm

test

06/07/2023 3:00 pm - 3:00 pm

test

3:30 pm

3:35 pm

26/07/2023 6:00 pm - 7:00 pm

Test Beach

6:35 pm

6:38 pm

If an Age Manager or Age Manager Assistant has not been given Award approval rights, they will get the following message when they try to approve an award.

MEMBERS

Home

Membership

NIPPERS

Jimbo Candlelight - Surf Aware Two - U9

The candidate is eligible for the the award.

Approve award

Close

First Name

Last Name

Gender

All

Download

First Name	Last Name	Attended	Awards
Maggie	McTaggart	<div><div></div><div>2/8</div></div>	<div><div></div><div>P: Held</div><div>C: Held</div><div>A: Held</div></div>
Jimbo	Candlelight	<div><div></div><div>2/8</div></div>	<div><div></div><div>P: Held</div><div>C: Held</div><div>A: Approve</div></div>

Prev

1

Next

You have not been assigned permission to process this

3.3 Check-In & Check-Out Using RFID Bands

An Age Manager or Age Manager Assistant who logs into the Members Area using an **NFC enabled**

Android device will be able to view the check-in/check-out option as per the image below

NIPPERS SESSION

Club Clovelly | Date 30/08/2023 | Time 12:00 pm - 4:00 pm | Location test | Is Open? Yes

← Under 13

First Name Last Name Season Gender

2023/2024 All

Age group notes (0)

☐ Show only checked in

First Name	Last Name	Attended	Checked In	Checked Out
alevar	Keng	0/22	+	Notes
Kelen	Feshar	4/22	+	Notes

The User will then have the option to select if the task is to Check-in or Check-out members. In the example below Check-in as been selected

RFID scanner

☒ Check in (0 checked in) ☐ Check out (0 checked out)

Tap RFID band to check in

First Name	Last Name	Attended	Checked In	Checked Out
alevar	Keng	0/22	+	Notes
Kelen	Feshar	4/22	+	Notes
Cherlea	Maynall	4/22	+	Notes
Willow	Adams	1/22	+	Notes

The first member has been checked in and the count has been updated to (1 checked in)

RFID scanner [Close]

☒ Check in (1 checked in) ☐ Check out (0 checked out)

Tap RFID band to check in

altan Revar Herres (altan)
5702047 - Under 13
 Member checked in successfully at 2:10 pm Remove

[Close]

First Name	Last Name	Attended	Checked In	Checked Out
alevar	Keng	0/22	+	[Info] Notes
Kelen	Feshar	4/22	+	[Info] Notes
Cherlea	Maynall	4/22	+	[Info] Notes
Willow	Adams	1/22	+	[Info] Notes

The person scanning the bands would then place the device over the next member to be checked in and the count would update to (2 checked in)

RFID scanner [Close]

☒ Check in (2 checked in) ☐ Check out (0 checked out)


Tap RFID band to check in

ereye a'Cannall
5859217 - Under 10
 Member checked in successfully at 2:10 pm Remove

[Close]


First Name	Last Name	Attended	Checked In	Checked Out
alevar	Keng	0/22	+	[Info] Notes
Kelen	Feshar	4/22	+	[Info] Notes
Cherlea	Maynall	4/22	+	[Info] Notes
Willow	Adams	1/22	+	[Info] Notes

Once all members have been scanned, click Close and the screen below will display all members who have been scanned in.



SURF LIFE SAVING AUSTRALIA

MEMBERS AREA



NIPPERS SESSION

Club Clovelly | Date 30/08/2023 | Time 12:00 pm - 4:00 pm | Location test | Is Open? Yes

← Under 13

SD

First Name

Last Name

Season





Gender

2023/2024

All

Age group notes (0)

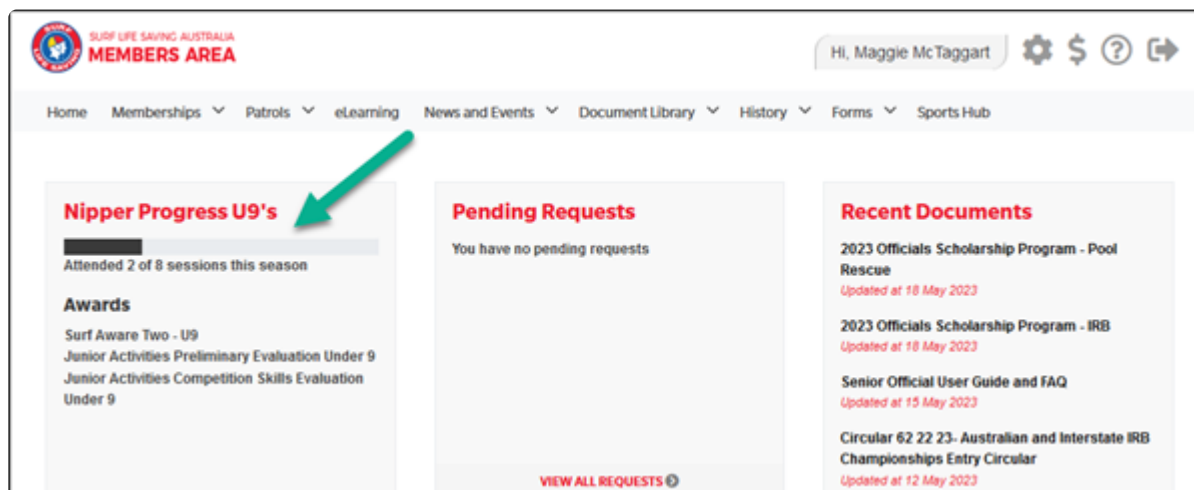
☐ Show only checked in

First Name	Last Name	Attended	Checked In	Checked Out	
alevar	Keng	0/22	+		<div><div>i</div><div>Notes</div></div>
Kelen	Feshar	4/22	+		<div><div>i</div><div>Notes</div></div>
Cherlea	Maynall	4/22	2:10 pm	<div><div></div><div>+</div></div>	<div><div>i</div><div>Notes</div></div>
Willow	Adams	1/22	2:10 pm	<div><div></div><div>+</div></div>	<div><div>i</div><div>Notes</div></div>
enaek	Beellat	0/22	+		<div><div>i</div><div>Notes</div></div>
Temsen	a'Here	0/22	2:10 pm	<div><div></div><div>+</div></div>	<div><div>i</div><div>Notes</div></div>
Banjemen	McLavea	0/22	+		<div><div>i</div><div>Notes</div></div>
Hertlay	Dexan-Haldan	0/22	+		<div><div>i</div><div>Notes</div></div>
altan	Herres	2/22	2:10 pm	<div><div></div><div>+</div></div>	<div><div>i</div><div>Notes</div></div>

4. Members Area – Nipper Widget

A nipper logged into their Members Area account can view their progress in the Nipper widget on the Home page. Detail include

- Session attendance
- Proficiencies & Awards completed.



5. Age Guides and Lesson Plans

This section contains the Age Guides, Lesson Plans and Learning Outcomes for delivering Nipper Education on the beach.

- [Stage 1](#)
- [Stage 2](#)
- [Stage 3](#)

Stage 1

- [Under 6](#)
- [Under 7](#)
- [Under 8](#)

Under 6

- [My beach play](#)
- [If I need help](#)
- [Friend or foe](#)
- [Slip, slop, slap, slide, wrap](#)
- [Watching over you](#)
- [I'm a lifesaver](#)
- [Beached whales](#)
- [Swinging legs](#)
- [Beach fairies](#)
- [Land crabs](#)

My beach playground

Lesson 1 – 25 minutes

Learning outcomes

- Know their way around their surf club and beach
- Identify the junior activities boundaries.

Preparation

- Ensure the surf club is available for a tour.

Discuss

- Sit the participants in a group
- Welcome them to the surf club.

Activity 1

- Take the participants on a tour of the surf club – explain each area you visit. Make sure the tour visits the following places:
 - Bathroom/Changing Rooms (remind participants that they should always ask their Age Manager to go the bathroom and then go with a friend).
 - First Aid Room (this is where people are looked after when they are injured).
 - Gear Shed (Where all the rescue equipment is stored, show the participants a few items)
 - IRB Shed (An IRB is usually set up ready for rescues).

Activity 2

- Take the participants for a walk along the beach.
- As you walk along the beach point out important features on your beach (i.e. rock features, patrol towers, pools etc) If a patrol is operating then discuss the patrol flags and what the lifesavers are doing.
- Finish the beach tour by setting the boundaries for junior activities around the surf club and on the beach.

AGE MANAGER TIPS

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

Invite the parents to accompany you on the tour.

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

If I need help

Lesson 2 – 25 minutes

Learning outcomes

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

Preparation

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

Discuss

- Sit the group in a circle in a quiet, protected part of the beach.
- Discuss the importance of staying with the group at all times. Do not wander off alone. Identify the group's coloured caps / rash tops.
- Discuss the need to always have an adult present whenever you go into the water and to stay in shallow water.

Demonstrate

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

Discuss

- Discuss how to signal for help if in the water (one hand held high above your head, with hand moving slowly side to side). Stand the group up and practice this signal.
- Discuss the other signals that are important on the beach (ie. whistle blown by age manager or patrol member, siren sounded from the clubrooms).
- Discuss when you may need help (i.e. unsure where to go, if you are hurt, if you feel afraid).
- Discuss where you go to get help (i.e. age managers, lifesaver, orange cap water safety, patrol shelter, clubhouse).

AGE MANAGER TIPS

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

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

Friend or foe?

Lesson 3 – 25 minutes

Learning outcomes

- Understand the types of animals that we share the beach with
- Identify dangerous animals at the beach

Preparation

Touch up on your knowledge of dangerous beach animals.

Discuss

- Generate a discussion regarding the types of sea animals we share the beach with by asking the following questions:
 - What types of animals/creatures do we share the beach with? (i.e. crabs, fish, whales, sharks, jellyfish, stingrays, sea urchin, sea snakes, stonefish etc).
 - How do these animals use the beach? (i.e. fish swim in the sea, crabs live in the rocks or under the sand).
- Discuss with the participants that some of these animals are dangerous to us because they have special ways of protecting themselves.
- Ask the participants 'which of these animals are dangerous to us?'
With each answer discuss:
 - Why they are dangerous to us.
 - What we can do to keep away from these dangerous animals.
- Ensure you cover the following animals:
 - Crabs – not usually dangerous but be careful.
 - Blue Ringed Octopus – poisonous, don't touch them.
 - Jelly Fish – sting you, don't touch them.
 - Sharks – dangerous, leave the water when a lifesaver tells you.

Activity

- Tell the participants you are about to go for a walk along the beach, set some rules for the walk:
 - Stay in a group (a good idea is to place a helper at the back of the group to look after the slower walkers).
 - Keep close so you can hear what is being talked about.
 - Don't touch any animals you might find.
 - Don't go in the water.
- Take the participants on a walk along the beach and try to find some of the animals you have talked about (it will be easier to find animals like crabs and fish, and a lot harder to find sharks and stingrays). If you come across any of the dangerous animals (i.e. jelly fish) discuss them with the group – but don't touch them.



AGE MANAGER TIPS

Use parents/helpers to manage the group on the beach walk.

Slip, slop, slap, slide, wrap

Lesson 4 – 20 minutes

Learning outcomes

- Understand the meaning of slip, slop, slap

Preparation

- Sunscreen, wide brimmed hat, long sleeved shirt.
- Prepare flash cards with each of the sunsmart guidelines (Slip, Slop, Slap) and a picture to match.

Discuss

- Sit the participants in a group (if you have to be outside make sure you are under shade). Ask the following questions:
 - Who likes playing in the sun?
 - Why is playing in the sun so much fun? (It's warm, you don't get wet etc).
 - What should we all do before going out into the sun? (put on sunscreen, wear a shirt, put on a hat etc).
- Ask the participants if they know a good way to remember what to do before going out into the sun (they may have been introduced to sunsmart principles at school).
- Show the participants the 'SLIP' flash card.
 - Ask the participants to describe what this means (Slip on a shirt)
- Show the participants the 'SLOP' flash card.
 - Ask the participants to describe what this means (Slop on some sunscreen)
- Show the participants the 'SLAP' flash card.
 - Ask the participants to describe what this means (Slap on a hat).

Activity

- Ask for a volunteer who would like to be dressed up as sunsmart. Have the volunteer stand at the front of the group and do the following :
 - Take the sunscreen and discuss it with the group (sunscreen needs to be applied before going into the sun, it should be SPF30 and waterproof).
 - Squeeze some into your hands and rub it onto the volunteer, all over their arms and legs and face.
 - Take the long sleeved shirt and discuss it with the group (the long sleeved shirt is best because it protects your arms from the sun).
 - Hand the shirt to the volunteer and have them put it on.
 - Take the wide brimmed hat and discuss it with the group (the wide brimmed hat is best because it protects your neck and ears and face).
 - Hand the hat to the volunteer and have them put it on. Finish the activity by asking the volunteer to parade his sunsmart costume like a runway model.

Activity Extension

- After the demonstration, get all of the participants to dress in a sunsmart manner (if not already) and put on sunscreen.

AGE MANAGER TIPS

Ensure your volunteer is happy to be up in front of the whole group.

Watching over you

Lesson 5 – 25 minutes

Learning outcomes

- Understand the role of an adult at the beach

Preparation

- No preparation needed.

Discuss

- Sit the participants in a group.
- Ask the participants the following questions to generate a discussion:
 - Who goes to the beach with you? (Mum, Dad, friends, brothers, sisters etc).
 - Why is it important to always be at the beach with an adult? (So they can look after you).
 - What should the adult do when they are at the beach with you? (They should always stay within arms reach of you in the water, keep you safe).

Activity

- Split participants into small groups.
- Ask the participants to create a picture on the sand that shows an adult looking after them at the beach.
- Participants can use sand and any items they find around the beach (seaweed, sticks, shells etc).
- Give the participants 15min to complete their beach scene
- After 15 minutes, get all the participants together and walk around each of the groups pictures discussing with them who the adult is and what they are doing.

AGE MANAGER TIPS

If given the opportunity participants can take a long time to create sand sculptures, keep an eye out on progress and hurry them up if taking too long.

I'm a lifesaver

Lesson 6 – 15 minutes

Learning outcomes

- Identify what a lifesaver looks like
- Identify the safest place to swim at the beach

Preparation

- A lifesaver uniform and equipment (shorts, long sleeved t-shirt, wide brimmed hat, cap, first aid bum bag, rescue tube, fins).

Discuss

- Sit the participants in a group in a quiet place,
- Ask the participants the following questions:
 - What is a lifesaver? (*A trained volunteer who patrols the beach*)
 - How do we know what a lifesaver looks like? (*They are dressed in red and yellow, they wear a red and yellow cap, they carry a tube etc*).
 - What does a lifesaver do? (*They patrol the beach, they save people etc*).
 - Where is the safest place to swim at a beach? (*Between the red and yellow flags*).

Activity

- Ask for a volunteer who would like to be dressed up as a lifesaver
 - Have the volunteer stand at the front of the group.
 - Take a piece of the lifesaver uniform and discuss the item with the group.
 - Hand the item to the volunteer and have them put it on.
 - Continue dressing up the volunteer until they are fully clothed as a lifesaver and have all the lifesaving accessories.

AGE MANAGER TIPS

Ensure your volunteer is happy to be up in front of the whole group.

Beached whales

Lesson 7 – 20 minutes

Learning outcomes

- Enjoy playing in the surf
- Develop confidence in the water

Preparation

- Water Safety Personnel (Recommended 1:1).

Discuss

- Sit the participants in a group on the beach facing out to sea.
- Discuss the water and surf by asking the following questions:
 - Who likes swimming in the sea? *(Note those that don't raise their hand so you can watch them later in the lesson).*
 - What is different about swimming in the sea, than swimming in the pool? *(The sea has salt water and waves, the pool has fresh water and no waves).*
 - Discuss what a participant should do if they are not enjoying being in the water. *(Tell an Age Manager, parent, helper, water safety personnel who will help you).*

Activity 1

- Take the participants on a short beach run to warm up.
- Snake the run into ankle deep water as you run around (but don't stop and go into the water).

Activity 2

- Line up the participants on the edge of the water facing out to sea.
- Get the participants to hold hands and walk into the water slowly.
- When in ankle deep water stop and tell the participants to jump the waves as they get to them, do this for ten or so waves.
- Tell the participants that on the count of 3 they need to sit down in the water.
- Once sitting down get the participants to roll over onto their stomachs.
- Get them to stay in that position until a number of waves have washed over their body.
- Ask the participants to stand and turn to face out to sea again.
- Walk further into the water until knee deep.
- Repeat activity (sit, roll over, have waves wash over them).



Pair up unconfident participants with water safety personnel.

Swinging legs

Lesson 8 – 20 minutes

Learning outcomes

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

Preparation

Water safety personnel (Recommended 1:1).

Activity 1

- Line up the participants on the beach.
- Ask the participants to show you how they run on the beach by running on the spot.
- Ask the participants the following questions:
 - Can you run in the water like this? (*not very well*).
 - Why can't you run in the water like this? (*because your legs will push against the water and make it hard*).
 - Ask the participants to show you how they could run in the water by doing it on the spot (*see if they made it hard*).

Demonstrate

- Demonstrate the correct technique for wading
- Swing legs out and away from body, high knees to clear water
- Swing arms wide for balance.

Discuss

- Discuss why we need to wade in the water
 - we need to wade because if we were to run in the water like we run on the beach it would be difficult because the water is hard to push our legs through.
 - by wading we get our legs up and over the water.

Activity 2

- Have water safety personnel ready at the waters edge.
- Get the participants to practice their wading technique on the spot on the sand.
- When they have the basic technique right ask them to follow you along the beach like 'follow the

leader' :

- Start on the sand.
- Snake down to the waters edge near the water safety personnel.
- Wade along in ankle deep water.
- Move back to the sand.
- Then move back to knee deep water and wade along .
- Continue snaking until you think participants have had enough.

AGE MANAGER TIPS

If you're not up for running all over the beach get a lifesaver or another adult to lead 'follow the leader'.

Beach fairies

Lesson 9 – 25 minutes

Learning outcomes

- Enjoy playing beach flags

Preparation

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

Discuss

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

Coaching points

- BASIC BEACH FLAGS INSTRUCTIONS
 1. There is a start and finish line.
 2. You will line up on the start line facing away from the finish line.
 3. You lie down on your stomach with your chin on your hands.
 4. On the finish line there are flags placed in the sand.
 5. When you hear 'Go' you can get up and turn around and run for a flag.
 6. When you get to the flag bend over and pick it up.

Demonstrate

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

Activity

- Set up a start and finish line using marker cones and lines in the sand (no more than 10m apart).
 1. Line the participants up on the start line facing away from the flags line (if you have a large group then create smaller lines behind each other).
 2. 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.
 3. Have the participants lay down facing away from the finish line, on their stomachs with their feet on the start line and hands tucked under their chin.
 4. On your command 'Go' the participants get up and race for a flag.
 5. Repeat the activity 3 or 4 times.



AGE MANAGER TIPS

You can use the participants to help with the flags by having them put their flag back in the sand after picking it up.

Land crabs

Lesson 10 – 25 minutes

Learning outcomes

- Enjoy beach sprinting and participating in beach relays

Preparation

- Marker Cones, Plastic cups.
- Ice-cream containers.
- Water Safety Personnel (Recommended 1:1).

Coaching points

BEACH SPRINT INSTRUCTIONS

- You will line up on the start line with one foot on the line and the other foot behind.

- When you hear the word 'Go' you start to run to the finish line at the other end of the track.

Activity 1

- Set up a start and finish line using marker cones and lines in the sand (no more than 20m apart).
- Explain the beach sprint instructions.
- Take the participants to the start line.
- Line the participants up along the start line in groups of about 8.
- Explain to the participants that on 'Go' they need to run to the finish line.
- Run through 4 or 5 beach sprints and then start to mix up the way they run:
 - Hopping race
 - Crawling like a crab
 - Running backwards
 - Skipping etc
 - Participants might also like to come up with their own ideas

Coaching points

CUP AND BUCKET RELAY INSTRUCTIONS

- The first runner will start with a plastic cup
- You run down to the water's edge and fill the cup up with water
- You then run back to your team trying not to spill any water
- When you get back you tip your water into the ice-cream container on the ground in front of your team
- When the water is all tipped out you pass the cup to the next person in your team
- They will then go and collect some water and so on
- The relay finishes when the ice-cream container has been filled

Activity 2

- Explain the Cup and Bucket Relay instructions.
- Split the participants up into groups of 4 or more.
- On 'Go', the first runner starts and the team completes the relay.

AGE MANAGER TIPS

Ensure there is water safety personnel at the water's edge during the relay activity.

Under 7

- [My beach playground](#)
- [An interesting mix](#)

- [At arms length](#)
- [Walking over water](#)
- [It's mine](#)
- [In it together](#)

My beach playground

Lesson 1 – 25 minutes

Learning outcomes

- Understand basic safety practices: how to signal for help, importance of having an adult present
- when in the water and staying with the group at all times.
- Know their way around their surf club and beach Identify the junior activities boundaries.
- Understand the meaning of slip, slop, slap, seek.

Preparation

- Ensure the surf club is available for a tour. Check the water to identify the presence of any holes or gutters for reference during the session.
- Have an adult parent/helper ready to walk through the hole/gutter during the demonstration below.
- Sunscreen, wide brimmed hat, long sleeved shirt.
- Prepare flash cards with each of the sunsmart guidelines (Slip, Slop, Slap, Seek) and a picture to match

Discuss

- Sit the group in a circle in a quiet, protected part of the beach.
- Sit the participants in a group, welcome them to the surf club.
- Discuss the importance of staying with the group at all times. Do not wander off alone.
- Identify the group's coloured caps/rash tops.
- Discuss the need to always have an adult present whenever you go into the water and to stay in shallow water.

Activity 1

- Take the participants on a tour of the surf club – explain each area you visit. Make sure the tour visits the following places:
 - Bathroom/Changing Rooms (remind participants that they should always ask their age manager to go the bathroom and then go with a friend).
 - First Aid Room (this is where people are looked after when they are injured).
 - Gear Shed (where all the rescue equipment is stored, show the participants a few items)
 - IRB Shed (an IRB is usually set up ready for rescues).* *

Activity 2

- Take the participants for a walk along the beach.
- As you walk along the beach point out important features on your beach (i.e. rock features, patrol towers, pools etc) If a patrol is operating then discuss the patrol flags and what the lifesavers are doing.
- Finish the beach tour by setting the boundaries for junior activities around the surf club and on the beach.

Demonstrate

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

Discuss

- Discuss how to signal for help if in the water (one hand held high above your head, with hand moving slowly side to side). Stand the group up and practice this signal.
- Discuss the other signals that are important of the beach (ie. whistle blown by age manager or patrol member, siren sounded from the clubrooms).
- Discuss when you may need help (i.e. unsure where to go, if you are hurt, if you feel afraid).
- Discuss where you go to get help (i.e. age managers, lifesaver, orange cap water safety, patrol shelter, clubhouse).

Discuss

- Sit the participants in a group (if outside make sure you are under shade).
- Ask the following questions:
 - What should we all do before going out into the sun? (put on sunscreen, wear a shirt, put on a hat etc).
 - How do we remember what to do before going out into the sun (they may have been introduced to sunsmart principles at school or during Surf Aware 1).

Discuss

- **'SLIP, SLOP and SLAP'** (show the correct flash card to start each topic).
 - **SLIP** – Slip on a shirt, make it a long sleeved shirt, or rash shirt if going into the water.
 - **SLOP** – Slop on some sunscreen, make sure you put it all over your body 15 minutes before you go into the sun, use SPF30+ and waterproof.
 - **SLAP** – Slap on a hat, make it a wide brimmed hat for maximum coverage.
- Ask the participants if they know what 'SEEK' might mean when we think about being sunsmart (staying under shade like a tree/umbrella/beach tent etc, stay indoors).
- Sum up the four sunsmart messages by asking the participants to recall them out loud.

Activity 3

- Split the participants into small groups.
- Ask them to come up with a short song that reminds us to be sunsmart.
- Suggest they might like to use the words Slip, Slop, Slap and Seek.
- Give the groups 10 minutes to produce their song.
- Give each group an opportunity to present their song in front of the rest of the participants

AGE MANAGER TIPS

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

Invite the parents to accompany you on the tour and If you have a large group, consider splitting the participants into smaller groups.

Keep your messages simple and clear and reinforce the messages in this lesson at every opportunity during other sessions and activities.

An interesting mix

Lesson 2 – 30 minutes

Learning outcomes

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

Preparation

- Large rubbish bag.
- Look around the beach for any obvious dangers you can point out to participants during your walk

Activity 1

- Sit the participants in a group on the beach.
 1. Tell them you are about to go for a walk along the beach and set some rules for the walk.
 2. Stay in a group (a good idea is to place a helper at the back of the group to look after the slower walkers).
 3. Keep close so you can hear what is being talked about.
 4. Don't touch any animals you might find.
 5. Don't go in the water.
 6. Take the participants on an eco-walk along the beach.
 7. As you walk point out the interesting items you come across (items might include: seaweed,

plastic items, dead sea animals, crabs, shells etc).

- Each time you find something discuss it by asking the following questions:
 1. What is it?
 2. Where did it come from? (i.e. the sea, beach, rock pools, humans etc).
 3. Does it belong at the beach? (i.e. natural items most likely belong there, man-made items like rubbish don't).
 4. Where should it be? (man-made items – rubbish – belong in the rubbish bin).
- Areas you might like to take the walk could be:
 1. Along the high tide line (best place to find random things that have come in with the surf/ tide).
 2. Beside the sand dunes (don't have the group walk all over the sand dunes).
 3. Over the rocks (Safety Tip: Discuss the dangers of walking over rocks before moving onto the rocks).
 4. Around the outside of the surf club.
- Ask the participants to put any rubbish they find along the beach into the rubbish bag.

Discuss

- Sit the participants in a group on the beach.
- Ask the participants the following questions to introduce dangers at the beach:
 - What is a danger? (something that can hurt us, not a good thing etc).
 - What kind of dangers can we find at the beach? (glass, holes in the sand, large waves, rips, sharp sticks etc).
 - What do lifesavers do to warn us of dangers and make the beach safer? (put up signs, talk to us, give us a safe place to swim between the flags)

Activity 2

- Tell the participants you are about to go for a walk along the beach and set some rules for the walk.
- Stay in a group (a good idea is to place a helper at the back of the group to look after the slower walkers).
- Keep close so you can hear what is being talked about.
- Don't go in the water.
- Take the participants on a walk along the beach.
- Point out dangers you find along the way and discuss them in relation to whether they are environmental, people or animal dangers.
- Ask the participants to point out any dangers they see and discuss why it is a danger.
- You can also point out any safety signage that is warning us of a danger (i.e. red and yellow flags, rip sign, exposed rocks sign etc)

AGE MANAGER TIPS

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

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

At arms length

Lesson 3 – 15 minutes

Learning outcomes

- Identify dangers at the beach
- Recognise the signs that they are in trouble in the water
- Demonstrate the signal for 'assistance required'

Preparation

- Two red and yellow patrol flags
- Rescue tube, patrol cap

Discuss

- Sit the participants in a group.
 - Ask the participants the following questions to generate a discussion: Who goes to the beach with you? (*Parents, friends, brothers, sisters etc*).
 - Why is it important to always be at the beach with an adult? (*So they can look after you, so they can play with you*).
 - What should the adult do when they are at the beach with you? (*They should always stay within arms reach of you in the water, to keep you safe*)

Activity 1

- In this activity give the participants beach safety scenarios and ask them to decide whether it was the '*right thing to do*' or the '*wrong thing to do*'.
Participants will decide whether it was *right* or *wrong* and show you their answer by raising their arms.
 - One arm up = right thing to do.
 - Two arms up = wrong thing to do.

After each scenario discuss the correct answer.

To start:

- Ask the participants to demonstrate a 'right thing to do' answer (they raise one arm).

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

Give the participants the following scenarios:

- Jimmy arrives at the beach with his parents on a really hot day and he can't wait to get in the water. Before his parents have set up he runs down to the water and jumps in for a swim. (Answer: *Wrong thing to do*).
- Sally is swimming with her parents when she decides to move along the beach a bit. Sally asks her parents to follow her and stay within arms reach. (Answer: *Right thing to do*).
- Mr. Smith is playing in the water with his son Matt. Mr. Smith decides to go and read his book so he leaves Matt swimming by himself and heads up the beach to read. (Answer: *Wrong thing to do*).
- Grant is building a sandcastle on the beach when a friend from school joins him. Grant and his friend get all sandy building their sandcastle so Grants friend suggests they go swimming to wash off. They both run into the water. (Answer: *Wrong thing to do*).
- Alison is heading down to the water with her mum, when she gets to the waters edge she decides the surf is too big for her and she doesn't want to go in. Alison tells her mum and they both stay out of the water. (Answer: *Right thing to do*)

Activity 2

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

Activity 3

- Ask for two volunteers who would like to be part of a demonstration
 - Have the volunteers stand at the front of the group.
 - Pick one volunteer to be the 'lifesaver' and one to be the 'patient'.
- Take the patrol cap and discuss what it is with the group (it is used to identify a lifesaver on the beach, especially when in the water).
- Hand the patrol cap to the 'lifesaver' volunteer and have them put it on.
- Take the rescue tube and discuss it's purpose (*it is used to perform rescues in the water; it floats and can be clipped around the patient to bring them back to shore*).
- Demonstrate how the rescue tube is clipped around a patient by clipping it around the second volunteer
- Hand the rescue tube to the 'lifesaver' volunteer.
- Set the 'lifesaver' to one side and the 'patient' to the other.
- Ask the 'patient' to pretend they are drowning in the water and to signal for assistance.
- The 'lifesaver' volunteer will pretend to swim the tube over to the 'patient' volunteer and clip them in and tow them back to safety. (You may have to help the 'lifesaver' clip up the tube)



AGE MANAGER TIPS

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

You are also able to make up your own scenarios that relate to your specific beach

Walking over water

Lesson 4 – 25 minutes

Learning outcomes

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

Preparation

- Water Safety Personnel (Recommended 1:1)

Activity 1

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

Discuss

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

Demonstrate

Demonstrate the correct technique for wading

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

Activity 2

Water safety personnel in the water at knee depth:

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

Activity 3

Water safety personnel in the water at knee depth:

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

Demonstrate

Ask the participants if they can remember how to wade from past lessons. Demonstrate the correct technique for wading to remind them:

- Swing legs out and away from body
- High knees to clear water.
- Swing arms wide for balance.
- Ask the participants to practice on the spot

Activity 4

Use the water safety personnel to create markers for the run-wade-run at knee depth.

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

Activity Extension

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



AGE MANAGER TIPS

Get the participants not running/wading to cheer on their friends.

Keep the course nice and short to begin with, if they are doing it easy then you can extend it.

It's mine

Lesson 5 – 25 minutes

Learning outcomes

- Enjoy playing beach flags

Preparation

- Marker cones
- Tennis balls
- Flags: (if you do not have beach flags, you can use a hose/flag/pipe/plastic tube etc)
- Water Safety Personnel (Recommended 1:1)

Discuss

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

Coaching Points

BASIC BEACH FLAGS INSTRUCTIONS

1. There is a start and finish line,
2. You will line up on the start line facing away from the finish line,
3. Lie down on your stomach with your chin on your hands, fingertips to wrists,
4. On the finish line there are flags placed in the sand,
5. When you hear 'Go,' jump up, turn around, and run for a flag.
6. When you get to the flag reach or bend over and pick it up

Demonstrate

If you have a helper or a participant who knows how to do beach flags, use them to demonstrate:

1. Set up a flag in the sand and walk 10 m away
2. Lie down on the sand facing away from the flag
3. Get up, turn around, head for the flag, and pick it up (talk the participants through this while it is

being demonstrated)

Activity 1

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

Activity 2

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

AGE MANAGER TIPS

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

In it together

Lesson 6 – 25 minutes

Learning outcomes

- Enjoy beach sprinting and participating in beach relays

Preparation

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

Activity 1

- Set up a start and finish line using marker cones and lines in the sand (no more than 25m apart),

- Explain the beach sprint instructions,
- Take the participants to the start line,
- Line the participants up along the start line in groups of about 8,
- Explain to the participants that on 'Go' they must run to the finish line,
- Run through 4 or 5 beach sprints and then start to mix up the way they run:
 - Hopping race
 - Crawling like a crab
 - Running backwards
 - Skipping etc.
 - Participants might also like to come up with their own ideas!

COACHING POINTS

BEACH RELAY INSTRUCTIONS

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

Demonstrate

- Explain the beach relay instructions,
- Select a participant to help you demonstrate the baton changeover technique.

Activity 2

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

AGE MANAGER TIPS

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

Under 8

- [Welcome to the family! Being sun smart](#)
- [Feeling safe at the beach & our beach environment](#)
- [Danger watch](#)
- [It's an emergency](#)

- [Small board, big fun](#)
- [I'm a dolphin](#)
- [Ready. Set. Go!](#)
- [Get off the ground](#)

Welcome to the family! Being sun smart

Lesson 1 – 20 minutes

Learning outcomes

- Develop an understanding of surf life saving in Australia
- Identify the surf club as a welcoming place
- Understand and demonstrate the sunsmart guidelines
- Understand what happens when they're not sunsmart

Preparation

- Ensure the club is accessible for the club tour.
- **Worksheet: Sunsmart**
- Pens/Pencils.
- Collect a range of posters and flyers from outside organisations like the Cancer Council.
- Prepare sunsmart items for dress up:
 - long sleeve shirt
 - sunscreen
 - wide brimmed hat
 - sunglasses
- Whiteboard and markers (optional).
- Butcher paper and markers (optional).

Discuss

- Introduce ***Slip, Slop, Slap and Wrap***
- Discuss with participants what they mean, with emphasis on the beach environment.
- 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.

SLIP, SLOP, SLAP AND WRAP

Slip – on a shirt

Slop – on some sunscreen

Slap – on a hat

Wrap – put on sunglasses to Australian Standards

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.

Discuss

- Discuss the consequences of what happens when no sun protection is used when in a beach environment.
 - You get burnt
 - Being burnt is not fun
 - It can cause cancer later in life

Activity 2

- Ask for a volunteer to help demonstrate being sunsmart.
- Dress them up in front of everyone in a sunsmart manner, one thing at a time.
- Ask the participants how we can make the volunteer sunsmart?

Activity 3

- Have the participants complete the 'sunsmart' worksheet.

AGE MANAGER TIPS

Always lead by example by using sun screen during the day and wearing the correct clothing to be Sunsmart.

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

Feeling safe at the beach & our beach environment

Lesson 2 – 25 minutes

Learning outcomes

- Identify what it means to feel safe
- Identify people to talk to if feeling unsafe at the beach
- Recognise the diverse human and marine communities that make up a beach ecosystem

Preparation

- Worksheet: Faces and Feelings (optional) Pens/pencils.
- Whiteboard and markers (optional)
- Butcher paper and markers (optional)

Discuss

- Start the lesson by talking about the different feelings that people experience and,
- Why they experience these feelings (*eg, sad, happy, scared, nervous etc.*)

Activity 1

- Use the 'Faces and Feelings worksheet' or your facial expressions as a discussion starter.
- Invite participants to give examples relating to these expressions of how they have felt in different circumstances away from the beach (*i.e. a frightened face might be an example of a participant scared to go into large surf*)

Discuss

- The types of things that we as lifesavers have at the beach to make people feel safe (*i.e. Red & Yellow flags*) or alone, (*a stranger starts talking to you, etc*)
- Invite participants to give examples of who they can speak to if they feel unsafe while at the beach (*i.e. Lifesaver, Age Manager*)
- Finish the lesson by asking if the participants have any further questions

Activity 2

- Take the participants on a walk along the beach.
- As you are walking, ask the following questions:
 - What sorts of things do we find at the beach? (*sand, sand dunes, water, shells, rocks, surf clubs, pools, flags, etc*).
 - Who uses the beach?
 - What type of animals can you find at the beach?

Discuss

Sit the participants down in a semi-circle on the sand and discuss the following:

- What do the sea/beach animals use the beach for?
- How can our actions endanger the animals at the beach (*pollution, leaving rubbish, picking up creatures, etc.*)
- Why is it important that we share the beach with the sea/beach animals? (*because they both have a right to be there, we need to look after those that can't always look after themselves, humans are much bigger than some marine creatures etc*)
- What will happen if we don't look after the sea/beach animals (*We could wipe out the creatures from our beach, it could affect the natural eco-system at the beach which can even affect humans, i.e. lack of fish to eat, algae blooms, overpopulation of stingers if their predators are wiped out etc*)

Activity 3

- Ask each participant to think of someone who uses the beach, it can either be a sea/beach animal or a human. (*crab, surfer*)
- Have the participants act as that beach user would. (*a crab would walk on 4 legs sideways, a surfer would pretend to ride wave*)
- Draw a line in the sand and nominate one side as the 'yes' side and the other as the 'no'.
- Ask the following questions to the group and have them move to the side that fits their beach-user
 - Do you use the beach for enjoyment?
 - Do you live at the beach every day?
 - Do you get your food from the beach?
 - Do you like to play in the sand?
 - Do you like to be wet all the time?Discuss a couple of participant's decisions when everyone has finished moving to their side, (i.e. Why did you choose that?)

AGE MANAGER TIPS

When conducting this lesson outside, you can point to different beach users during the lesson.

You could also go on a walk along the beach/rocks to find some marine creatures (but don't let the participants pick them up).

Approach other members from the club who may have experience dealing with this issue to help with the lesson

Danger watch

Lesson 3 – 30 minutes

Learning outcomes

- Identify dangers at the beach.
- Recognise the signs that they are in trouble in the water. Demonstrate the signal for 'assistance required'

Preparation

WORKSHEET: **RIPS**

- Whiteboard and markers (optional).
- Butcher paper and markers (optional).
- Find two lifesavers/water safety personnel to perform a water demonstration.

Discuss

- Generate a discussion around what are dangers?
- Direct the discussion specifically to what dangers are at the beach.
- Discuss some of the specific dangers on and around your beach and why they are dangerous, include things such as:
 - Driveways/roads nearby with cars.
 - Exposed rocky areas.
 - What dangerous things can be hiding under the sand Areas that have been prone to accidents.
 - Rips.
 - Large wave.

Activity 1

- Take the participants on a beach walk and ask them to point out any dangers they can see around the beach

Discuss

- Discuss the following questions:
- What types of trouble can you get into while swimming at the beach?
- What should you do if you get into trouble in the water?
 - Stay calm.
 - Raise your arm above your head and move from side to side to signal for help.
 - If in a rip/current: float with it – don't try to swim against it.
 - Wait for assistance.

Activity 2

- Pair up the participants and have them practice their '*assistance required*' signal on the beach, one person signalling and the other person '*pretending*' to swim to them and tell them they are safe now.

Demonstrate

- Instruct the lifesaver or water safety personnel to swim out in the water and demonstrate the difference between signalling for help and not signalling for help when in trouble.
 - Demo 1: Swimmer pretends to be in trouble without signalling. Discuss with the participants that it is harder to know the person needs help.
 - Demo 2: Swimmer pretends to be in trouble and signals for help. Discuss with the participants that it was easier to know that the person needed help

AGE MANAGER TIPS

The activity is only for fun, don't try to teach specific rescue skills like tube or board.

It's an emergency

Lesson 4 – 20 minutes

Learning outcomes

- Recognise what an emergency is
- Describe when and how to dial '000' if an emergency is identified
- Recognise the red and yellow flags
- Understand what the red and yellow flags mean

Preparation

- Whiteboard and markers (optional) Butcher paper and markers (optional).
- Worksheet: red and yellow flags (optional).
- Colouring-in pencils/pens etc (must have lots of red and yellow).
- A red and yellow patrol flag

Discuss

- Ask the participants what an emergency is and describe different types of emergencies, noting them down on a whiteboard/paper if available. (An emergency is a crisis (usually involving danger that requires fast action, i.e. a person is badly injured, a person has stopped breathing, fire etc_).
- Discuss the differences between what an emergency might look like in the water and out of the

water.

- Water: A swimmer in an emergency situation may be calling for help or 'climbing the ladder'.
- Beach: A person may have an injury where blood is visible or unconscious.
- 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 requires 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 requires emergency help and cannot call '000' themselves, then you can call '000'

Activity 1

- Create some real-life scenarios/role plays in groups of four.
- Participants in their group select 1 x drowning swimmer, 1 x child, 1 x adult, 1 x lifesaver.
- Example scenario:
 - You are at the beach when you see someone drowning in the water, you alert the adult you are with who then alerts a lifesaver who then calls '000'.
 - 'Drowning Swimmer' pretends to be drowning (climbing the ladder, out of breath) 'Child' notices the drowning swimmer and alerts the 'Adult' they are with.
 - The 'Adult' alerts the lifesaver.
 - The 'Lifesaver' calls '000'

Discuss

- Using a red and yellow flag as a prop, discuss with the participants the role of the red and yellow flags (*The flags represent the area patrolled by lifesavers and lifeguards. They mark the safest place to swim at the beach*)
- If a patrol is operating at the beach find a spot where you can see the flagged swimming area and start a discussion on what you can see:
 - What dangers are nearby?
 - Why are the flags where they are?
 - Where are the lifesavers located?
 - Is everyone swimming in the flags? Why/why not?

Activity 2

- Have the participants do one of the following:
 - Colour in the picture of the red and yellow flags on the worksheet. Create a sand sculpture of the red and yellow flags.

- Use different things found on the beach to create a red and yellow flags scene

AGE MANAGER TIPS

N/A

Small board, big fun

Lesson 5 – 40 minutes

Learning outcomes

- Attempt or perform catching a wave on a bodyboard

Preparation

- Bodyboards
- 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.

Discuss

- Teach the participants the following golden rules of bodyboarding

Coaching Points

POSITIONING

- You need to be lying in the centre of the board.
- Hold on to the bodyboard with both hands either over the front of the board or on the side near the front

Demonstrate

- Draw an outline of a body board on the sand or place a body board on the sand and use it to demonstrate the correct body positioning on the board.
- Discuss what will happen if you are too far forward or 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

- Organise the participants into a semi-circle and ask them to draw an outline of a bodyboard or lay on their bodyboard on the sand.
- Ask participants to position themselves on their board on the sand correctly.
- Walk around the semi-circle and check to see all participants are in the correct position, making adjustments as necessary

Coaching Points

CATCHING A WAVE

- Stand up holding the board on the sides near the top in two hands
- Look behind you for an oncoming wave
- Just before the wave hits you launch yourself forward and kick hard
- Keep the front of the board out of the water to prevent nose-diving. (*Can also be attempted in a paddling start which needs a big initial kick to catch wave*)

DEMONSTRATE

- Using a bodyboard, talk the participants through catching a wave

Activity 2

- 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
- Have some fun with the participants and see if they can perform the following skills:
 - Duck dive
 - 360
 - Wipe Out
 - Sitting on your board

Activity 3

- Line up participants with their body boards facing the beach
- Ensure they are all holding their bodyboards correctly
- 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.

AGE MANAGER TIPS

If you do not have enough boards get the participants to partner up – ensure you keep the non-participating group entertained.

Ask parent helpers or additional water safety officers to assist the participants with the

activities.

Be wary of plunging waves that could knock the participants around and possibly cause spinal injuries

I'm a dolphin

Lesson 6 – 30 minutes

Learning outcomes

- Attempt or perform wading and dolphin diving

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

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

Activity 1

- Line participants up on the sand (if you have a large group, then create smaller lines behind each other).
- Ask participants to walk, lifting knees high and swinging arms high to shoulder level.
- Repeat this skill in ankle-deep water.
- Move back to the sand and ask participants to walk, lifting knees high and swinging ankles out to the side of body.
- Repeat this skill in ankle-deep water.
- Repeat this skill in just below knee-deep water

Activity 2

- Practice wading skills in relays – moving along the water’s edge – in and out of the water, not going beyond knee-deep water

Coaching Points

DOLPHIN DIVING

- Commence when water is too deep to wade.
- Dive forward and into the water with arms together and out-stretched.
- Angle 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 outstretched ready to repeat dolphin dive.

Demonstrate

- Discuss with children the need to protect their heads when diving underwater.
- Ask them to practice by putting their head between their arms as their arms are outstretched in front of them

Activity 3

- Take the participants to waist-deep water and line up facing parallel to beach
- Ask them to get into the “arms out/dolphin diving” position.
- On your call, they should practice one dolphin dive returning to their feet
- Repeat this until they are confident and competent in dolphin diving

Activity 4

- Set up a relay where the participants will have to wade out and dolphin dive around water safety personnel before returning to shore to tag their teammate

AGE MANAGER TIPS

Use water safety officers as markers for relays.

Ready. Set. Go!

Lesson 7 – 30 minutes

Learning outcomes

- Attempt or perform a standing beach sprint start

Preparation

- Marker 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

STANDING BEACH SPRINT START

- Place one foot on the line and the other foot behind them.
- Dig the toes of the front foot into the sand for a better grip.
- Place the opposite arm forward to the leg that is in the front position.
- Knees slightly bent.
- On 'go' drive forward off the front foot.

Demonstrate

- Demonstrate the correct standing start technique

Activity 1

Set up an area for the lesson to be conducted.

1. Set up a start line using marker cones.
2. Line the participants up behind the start line (if you have a large group, then create smaller lines behind each other).
3. On the command '*take your marks*', participants take their position on the line.
4. Place one foot on the line and the other foot behind them.
5. Dig the toes of the front foot into the sand for a better grip.
6. Place the opposite arm forward to the leg that is in the front position.
7. On the command '*get set*' participants lean forward with arms ready and look towards the finish line.
8. On the command '*Go*' participants push off from their back foot and swing their arms hard and fast to help accelerate.
9. Repeat the starts ten (10) times.
10. Have participants try using a different foot forward to feel the difference and choose which leg

forward is
faster for them.

Activity 2

- Incorporate skills into games and relays to practice.



AGE MANAGER TIPS

Mix up the starting commands so that participants aren't always anticipating the start.

Try 'Take your marks. Get set. Show!' and mix in 'Blow' 'No' 'Toe' etc.

Have races and relays in different styles, e.g. skipping, jumping, crawling

Get off the ground

Lesson 8 – 30 minutes

Learning outcomes

- Attempt or perform beach flags starts

Preparation

- Marker Cones.
- SLSA Beach Flags, or
 - hose/flag/pipe/plastic tube etc.

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

FLAG STARTS

- 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.

Demonstrate

- Organise the participants into a semi-circle where they can see your demonstration.
- Demonstrate the correct technique for flag starts.

Activity 1

1. Set up a start and finish line using marker cones and lines in the sand (no more than 10m apart).
2. Line the participants up on the start line facing away from the flags line (if you have a large group, create smaller lines behind each other).
3. 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.
4. Have them lie down with their feet on the start line.
5. Once they are lying on the ground face down, both hands need to be placed palm down, on top of each other, under their chin and fingertips to wrists.
6. On your command of '*heads down*' the participant must place their chin down on their hands and push their heels together with straight legs.
7. On your command 'Go' participants get up and turn around as fast as they can and run towards the flags.
8. Repeat ten (10) times.

Activity Extension

Add variety to this activity by incorporating some or all of the following:

1. Set up the flags so that there is one less flag for the number of starters and create a competition.
2. Ensure you keep the eliminated participants entertained, e.g. *get them to cheer for those left competing, help with placing flags, or give starting commands.*
3. Make the start line parallel to the ocean and instruct the participants to run into the water and fetch a ball thrown in.
3. Use a flag start to get the group to move from one area of the beach to another.

AGE MANAGER TIPS

Mix up the starting commands so that participants aren't always anticipating the start.

Try '*Take your marks. Get set. Show!*' and mix in '*Blow*' '*No*' '*Toe*' etc.

Stage 2

- [Under 9](#)
- [Under 10](#)
- [Under 11](#)

Under 9

- [Welcome to the family!](#)
- [Humans on the coast](#)
- [Drink, eat, exercise](#)
- [An angry sea](#)
- [F.L.A.G.S.](#)
- [Getting the right help](#)
- [All a-board](#)
- [Stiff as a board](#)
- [In a rush](#)
- [Diving for the precious](#)

Welcome to the family!

Lesson 1 – 20 minutes

Learning outcomes

- Develop an understanding of surf life-saving in Australia
- Identify the surf club as a welcoming place
- Identify people in their own personal safety network that they can ask for help

Preparation

WORKSHEET: MY HIGH FIVE

Pens/pencils

IMPORTANT

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

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 lifesaving 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 participants to talk about what it feels like to be in an unsafe situation, *eg have you felt scared in the water or in a shopping centre before.*
- Discuss with participants the type of people they can trust to keep them safe, *ie. family friends, police, aunties and uncles, teachers.*
- Discuss the importance of creating personal safety networks and having people you can trust to ask for help, *eg 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 2

- 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

Discuss

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

AGE MANAGER TIPS

SLSA Member Protection Policy found at <https://sls.com.au/>

Humans on the coast

Lesson 2 – 30 minutes

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.
- Ask the participants to 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 cause to beachgoers? (i.e. 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

Lesson 3 – 30 minutes

Learning outcomes

- Recognise the importance of hydration, nutrition and exercise as part of 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 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 daily (*i.e. through sweating*).
- Ask each participant to talk about what they had to eat before coming to Nippers.
- Explain why we need to eat before exercising (*i.e. It gives you the sustained energy to last the whole lesson*).
- Discuss the need to rest between eating and exercising (*i.e. you need to let your food settle and your body process the food before exercising*).

Discuss

- Invite the participants to talk about 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 to prepare 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.

NOTE: do this lesson with a guest speaker, either a cadet member or Senior athlete of the club.

An angry sea

Lesson 4 – 20 minutes

Learning outcomes

- Identify 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 has less force and is 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's 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.

NOTE: Needs to be taught over more than one lesson so you can identify different wave types with different conditions – can be delivered in the following lessons as a quick 5 minute activity.

F.L.A.G.S.

Lesson 5 – 20 minutes

Learning outcomes

- Identify the (five) 5 beach safety tips using the F.L.A.G.S. acronym
- Identify different safety signs on their beach and their meaning
- Understand the three different sign shapes and colours

Preparation

- Whiteboard and markers (*optional*).
- Butchers paper and pens (*optional*).
- 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.

Discuss

- Introduce each of the five surf safety tips.
- Ask the participants what each surf safety tip means, and 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 lifesavers patrol it.

(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 while 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.

Activity 3

- 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 a line crossed through the 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 warning sign 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 way so people such as international visitors who speak different languages, holidaymakers, or people unfamiliar with the local beaches can all understand what they mean.

Activity 4

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

NOTE: complete this talk/lesson with the patrol team on duty.



Getting the right help

Lesson 6 – 15 minutes

Learning outcomes

1. Recognise what an emergency situation is
2. Describe when and how to dial '000' if an emergency situation is identified
3. Describe the steps associated with calling '000'

Preparation

Whiteboard and markers (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, tell the adult with you at the beach, they can then tell a lifesaver, who will then call '000'.
- If the adult you are with needs 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 needs 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.

Activity 1

AGE MANAGER TIPS

Content

All a-board

Lesson 7 – 40 minutes

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 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 position themselves on their board correctly.
- 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 the correct paddling technique on the board to the participants

Activity 2

- Ask participants to practice the correct paddling technique on their 'boards'.
- Walk around the semi-circle and check to see all participants demonstrate 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.

Stiff as a board

Lesson 8 – 40 minutes

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 the 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, 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, 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.

In a rush

Lesson 9 – 30 minutes

Learning outcomes

- Attempt or perform basic running technique on sand

Preparation

- Marker 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 the forward swing.
- Lean body slightly forward and relax arms, body, shoulders and head.
- Hold head steady in a 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 either walking and/or 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

Diving for the precious

Lesson 10 – 30 minutes

Learning outcomes

- Attempt or perform diving for a beach flag

Preparation

- Flags: hose/flag/pipe/plastic tube etc.
- Tennis balls, Marker Cones, Water bottles.

IMPORTANT

DIVING FINISHES

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

Demonstrate

- To start this lesson, demonstrate the correct beach flag diving 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, put the flag into the ground, and 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, then create smaller lines behind each other).
- Have a helper place a flag on the finish line for every participant lined up on the start line. The

helper will need to stay there and help for the whole lesson.

- Have participants get in the correct starting position.
- On your commands '*heads down*' and then '*go*' participants get up, turn around as fast as they can, 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 who have been eliminated entertained, e.g., get them to cheer for those left competing, help with placing flags, or give 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 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

Under 10

- [Welcome to the family and sun smarts](#)
- [Water conservation](#)
- [You little ripper](#)
- [Not a happy manikin](#)
- [You want me where?](#)
- [Behave!](#)
- [Hop-a-long](#)
- [Getting through it](#)
- [Serious fun](#)
- [Baywatch style](#)
- [Your turn](#)

Welcome to the family and sun smarts

Lesson 1 – 40 minutes

Learning outcomes

- Develop an understanding of surf life saving in Australia
- Identify the surf club as a welcoming place
- Identify times when they might feel unsafe and can ask for help
- Identify adults at their surf club who can help them
- Identify and demonstrate the SunSmart guidelines
- Understand the consequences of skin damage caused by sunburn

Preparation

- Ensure the club is accessible for the club tour.
- Worksheet: **Personal Safety Networks**.
 - Collect a range of (*ideally specific*) posters and flyers from outside organizations i.e., Cancer Council.
 - Whiteboard and markers (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., *a teacher, club captain, club president, police officer, etc.*

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.

- Find a quiet place in the surf club and arrange the participants into a semi-circle before you.
- Ask each participant to introduce themselves and their nickname if they have one.
- Using the following conversation starters generate a discussion on feelings:
 - Can you think of a time when you felt unsafe at the beach?
 - When/why?
 - Why is it important to always feel safe?
- Using the following conversation starters, generate a discussion on why it is important to have adults you can trust around you all the time (*i.e. a Personal Safety Network*):
- Who are the people that keep us safe?
 - At home (*parents, older brothers and sisters, caregivers etc.*)
 - At the beach (*lifesavers, parents etc.*).
 - During the junior program (*Water Safety Personnel, Age Managers etc.*).
- When might you need help during the junior program, and who would you talk to about it?
 - When they feel scared about an activity (Age Manager).
 - If they get caught in a rip (*Water Safety Personnel*).
 - If someone is bullying them (Age Manager, people in their personal safety network). Provide the participants with words they can use when they talk to others, e.g. *"I am feeling a little scared about...."* *"Can I talk to you about something..."*

Activity 2

- Finish the lesson by having the participants complete the Personal Safety Network worksheet in their workbook or have them complete it at home with their parents.

Discuss

- Ask the participants to recall the SunSmart guidelines (or state specific slogan)
 - *Slip, Slop, Slap, Wrap, Seek.*

Activity 3

Using butchers paper or a whiteboard write one of the SunSmart guidelines in the middle in large letters:

1. **'Slip'** = Ask the group to brainstorm all the things they need to think about with this guideline:
2. **'Slip'** = Long sleeve shirt, best if has an SPF rating etc.
3. **'Slop'** = need to re-apply sunscreen every two hours, use waterproof sunscreen if going in water, etc.
4. **'Slap'** = wide-brimmed, any hat better than none, protect ears etc.
5. **'Wrap'** = UV rated, large enough to cover eyes etc.
6. **'Seek'** = best ways to get out of sun, trees, inside etc.
7. **'Sunshine'** = hottest between 11-3, play indoors during this time etc.

When the group has exhausted all options repeat the brainstorm for each of the other individual SunSmart guidelines.

Discuss

- Encourage the participants to talk about times they have been sunburnt – what happened when they were burnt (*i.e. can be painful, peeling and irritation etc.*).

- Discuss with the participants how the worst consequence of sunburn is skin cancer (*melanoma*).
 - A dangerous form of cancer.
 - Shows up in deformed moles on your skin.
 - Won't necessarily get it where you have been burnt (*i.e. could get it between toes*).
 - Getting burnt when you are young could mean getting melanoma when you are old.
- Discuss ways in which you can monitor skin cancer:
 - Have your moles checked when you visit the doctor.
 - Getting a mole map (*where pictures are taken of your moles and are used to assess and create a mole history*).
 - But the best form of monitoring skin cancer is prevention!

✿ AGE MANAGER TIPS

Use this session to develop trust between you (the Age Manager) and the group members.

Be accepting of what comes forward as part of the lesson so you will be seen as being a trust worthy person.

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

Find images of melanoma to assist with the discussion on skin cancer.

Water conservation

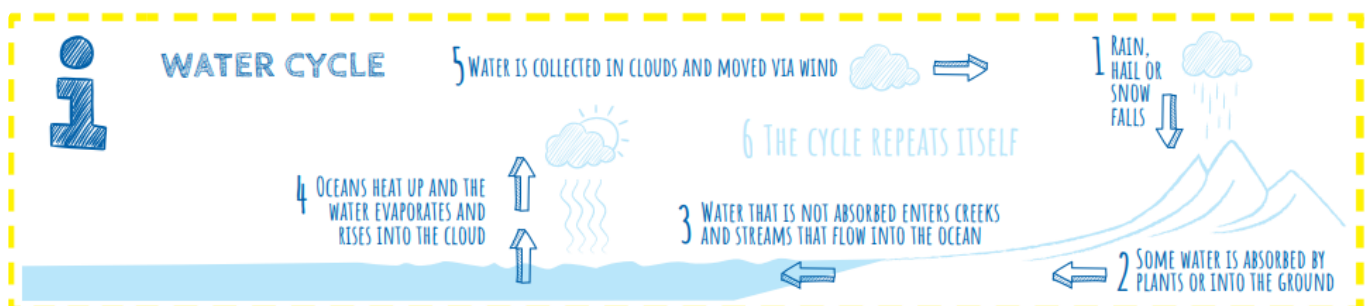
Lesson 2 – 30 minutes

Learning outcomes

- Understand the natural water cycle and water collection methods
- Identify ways in which water usage can be reduced/recycled at the surf club

Preparation

- Whiteboard and markers (optional)
- Butchers paper and pens (optional)



Discuss

- Ask the participants about the 'water cycle' and how it works.
- Using a whiteboard or butchers paper, write down the answers and draw a diagram of the water cycle.

Discuss the next few questions that relate to water and the surf club environment:

- How does water play a role in a beach environment? (i.e. *the sea is salt water, is the reason most people come to the beach*).
- How is water used in a surf club environment? (i.e. *showers, washing down equipment, drinking*).
- How can we limit the use of water from the main supply? (i.e. *rooftop collection into storage tanks, reduce our use of water*) .

Activity 1

- Form small groups of 3 or 4 participants and give each group a large piece of butchers paper and pens.
- Armed with an understanding of the water cycle and water usage in the surf club give the groups 10min to draw a water cycle (flow chart) poster specific to their beach and surf club environment.
- Suggest it includes: *Where water is collected from, where it falls, what it does, who uses it, where they use it etc.*
 - After 10min ask one participant from each group to explain their poster (if there are too many groups just ask one or two groups).

Discuss

- Discuss ways in which we can reduce the amount of water we use while at the surf club (i.e. *short showers, not leaving the hose running, using a broom not a hose to clean outside, water flow restrictors etc*).

Activity 2

- Conduct a surf club '**water audit**' by taking the group on a tour of the club and stopping at different areas of water usage to discuss how water is being excessively used and how water usage could be restricted.
- Areas of the club may include:
 - Equipment washing down area,
 - IRB flush tank,
 - Kitchen,
 - Bathroom (check first it's empty),
 - Collection tanks (if the club has them).



You little ripper

Lesson 3 – 15 minutes

Learning outcomes

- Identify how rips are formed and what they look like
- Understand how to escape a rip

Preparation

WORKSHEET: RIPS

- DVD demonstrating Rips (optional)
- Whiteboard and markers (optional)
- Butchers paper and pens (optional)



INFO BOX

HOW DOES A RIP WORK?

Water reaches the beach through waves which crash in the shallows. The water cannot stay on the beach so it has to go back out to sea. It is not able to go back through the waves so it finds a way out in a deeper part of the beach. Where the water is making its way out behind the waves is called a rip.

WHAT DOES A RIP LOOKS LIKE?

Discolored water or darker colour due to the water being deeper.
No waves breaking when there are waves breaking on either side.

WHAT TO DO IF IN A RIP

1. Stay calm,
2. Float with the rip
3. Signal for 'assistance required' by raising one arm above their head and moving it side to side.

Discuss

- Discuss with participants how a rip works and what one looks like.

Activity 1

- If there is a clearly visible rip working at your beach take the participants to an elevated position where you can see the rip and point out the features.

Discuss

- Ask the group if they know what to do if caught in a rip, discuss the correct procedure



AGE MANAGER TIPS

Life savers could be used to help with scanning for rips

Not a happy manikin

Lesson 4 – 30 minutes

- Understand the basic principles of resuscitation

Preparation

- Worksheet: DRSABCD.
- Butchers paper and pens (optional).
- Whiteboard and markers (optional).
- Training manikin and cleaning supplies (enough for 1 between 4).

IMPORTANT

- If you are not confident with the principles of resuscitation, bring in a qualified trainer or lifesaver to help deliver the lesson.



INFO BOX

DRSABCD

D = Danger – Check for danger to yourself, bystanders and then patient

R = Response – Assess responsiveness

S = Send – If unresponsive, send for help by calling Triple Zero (000)

A = Airway – Open and clear airway

B = Breathing – Look, listen and feel for breathing

C = Compressions – Commence CPR

D = Defibrillation – Used if a trained operator is available

Discuss

- Give the participants a basic overview of DRSABCD.
- Introduce the participants to the resuscitation training manikin (*Little Annie*)
- Why do we use a training manikin? (*to practice resuscitation*).
- Identify the different parts (chest, neck, head, removable face mask, lungs etc).

Demonstrate

Demonstrate the two main parts of resuscitation practised on a manikin:

- Breathing using the face mask
- Compressions on the chest.

MINIMISING THE RISK OF INFECTION:

- Make sure every participant has their own manikin mask and bag, or
- Wash face masks in the recommended manner in between participants using them wash your hands before, during and after training sessions.

Discuss

- Discuss how to minimise the risk of cross-infection when sharing a manikin during training.

Activity 1

- Break participants into groups of 3 or 4 and give each group a manikin.
- Give the groups 10 minutes to take turns experiencing a manikin, they can try breathing and compressions or try to complete the whole DRSABCD procedure.

Discuss

- Finish the lesson by conducting a question and answer session if the participants have any questions on resuscitation.
- Let the participants know that from the age of 10 they will be able to learn resuscitation and gain an award in it

**AGE MANAGER TIPS**

This lesson is not about teaching the exact resuscitation technique, it's about experiencing what it's all about.

You want me where?

Lesson 5 – 20 minutes

- Demonstrate the following signals:
 - return to shore
 - proceed further out to sea
 - go left, go right and remain stationary

Preparation

- Worksheet: Signals.
- Orange and blue communication flags (optional).

Discuss

- Start the lesson by explaining why lifesavers use signals to communicate on the beach (*to pass on messages over long distances where your voice cannot be heard*).

Activity 1

Demonstrate and explain the following signals and ask the participants to demonstrate them back to you:

- **Return to shore** – one arm held vertically above the head
- **Proceed further out to sea** – two hands held vertically above head
- **Go to the left** – one arm held out parallel to the ground
- **Go to the right** – one arm held out parallel to the ground
- **Remain stationary** – two arms held at arm's length, parallel to the ground

Activity 2

Play a game of '*You Want Me Where*' (like Simon Says)

GAME INSTRUCTIONS: YOU WANT ME WHERE?

- Participants stand facing you.
- You give a signal and the participants then follow the instructions of the signal:
- Return to shore – Move towards you.
- Proceed further out to sea – Move away from you
- Go to the left – Move to their left.
- Go to the right – Move to their right
- Remain stationary – stop and stand still.
- Participants can also take turns being the signaler.
- This game can be played as a non-elimination or elimination game. If playing the elimination game, any participants who respond incorrectly or too slow sit out the rest of the game until a winner is found.
- Ensure you have something for the eliminated participants to do until the game is finished. Let the signaler use the orange and blue communication flags to experience them.

AGE MANAGER TIPS

You can play this game on any junior activities day to fill in time or to keep participants busy while not involved in an activity.

Behave!

Lesson 6 – 30 minutes

- Recognise unsafe behaviours at the beach
- Identify the actions of a beach user in an unsafe situation
- Develop an understanding of preventative actions

Preparation

- Whiteboard and markers (optional)
- Butcher paper and markers (optional).

Discuss

Ask the participants the following questions:

- What do you think an unsafe behaviour is (*eg behaviors that could hurt somebody*)?
- Can you think of an unsafe behaviour at home or school? (*ie putting hand under hot water, leaving an element on, hanging a towel over a heater, etc.*)?
- Ask participants to describe some unsafe behaviours they have witnessed, then prompt for:
 - What the person could have done to prevent this unsafe behavior?
 - What the participant could have done to help?
- Bring the discussion to the beach environment by asking the participants to list unsafe behaviours at the beach, like:
 - Jumping off rocks
 - Fishing on rocks in large surf
 - Not swimming between the flags
 - Swimming in a rip
 - Swimming alone
 - Swimming out of their depth/ability
 - Being too tired to swim

Using examples provided by the participants, discuss how you would go about identifying people who need assistance, for example:

- Washed off rocks and can't get back up
- Swimmer has raised their arm for assistance
- Swimmer is '*climbing the ladder*'

Using examples provided discuss how these unsafe behaviors could be prevented.

Discuss

- Discuss and give examples of lifesaving '*preventative actions*' on a patrol (preventative actions are actions that a lifesaver takes to prevent or stop an emergency situation happening, i.e. stopping a swimmer entering a rip, picking up sharp objects from the sand, talking to a group of beach users about beach safety etc.).



AGE MANAGER TIPS

Ask a lifesaver on patrol to help run this lesson.

Hop-a-long

Lesson 7 – 40 minutes

Learning outcomes

- Attempt or perform carrying and dragging a nipper board into the water
- Attempt or perform bunny-hopping a nipper board into the water

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.
- Discuss the surf conditions and safety considerations before entering the water.

Coaching Points

ENTERING THE WATER WITH A BOARD

- 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.

Demonstrate

- Demonstrate how to carry and drag your board to the water.

Activity 1

1. Give each participant a board and ask them to line up on the beach parallel to the water. (If you don't have enough boards for everyone, ask participants to pair up and line up behind each other).
2. Draw a line in the sand about 15m down the beach.
3. For the first practice run, ask the participants to pick up their board and run to the line and back carrying their board under their arm.
4. For the second practice run, ask the participants to run to the line and back dragging their board beside them.
5. Repeat this activity until the participants are used to these skills.

Coaching Points

BUNNY-HOPPING

- When at knee depth place board on water
- Hold rails of board with a hand on each side.
- Place your hands a little in front of your body
- Have your outside leg in front of your inside leg.
- Push the board forward as you hop with your legs.
- Both feet should leave and enter the water at the same time
- Aim to land feet next to board.
- Keep going until you are too deep to hop, then start paddling.

Demonstrate

- Demonstrate the bunny-hopping technique on the beach without a board, focus on feet being staggered and leaving the ground together.

Activity 2

- Ask the participants to practice bunny-hopping on the sand. Organize similar to Activity 1.

Activity 3

- Have participants practice their skills in the water in an area close to shore and marked out by Water Safety Personnel.



AGE MANAGER TIPS

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

Getting through it

Lesson 8 – 40 minutes

Learning outcomes

- Attempt or perform sitting over a wave on a nipper board
- Attempt or perform paddling through a wave 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.

- Discuss the surf conditions and safety considerations before entering the water.

COACHING POINTS

SITTING OVER A WAVE

Just before wave hits:

- Go to a sitting position about 3/4 of the way back on board.
- Place one leg 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 wave 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 paddling again as soon as possible so you don't get dragged backwards.

Demonstrate

- Line up the participants on the waters edge and demonstrate how to sit over a wave.

Activity 1

- Have participants practice their skills in small waves in an area close to shore and marked out by Water Safety Personnel.

COACHING POINTS

PADDLING THROUGH A BROKEN WAVE

- Paddle straight into the wave
- Increase paddling speed.
- Arch your back up before the broken wave reaches the board
- Continue paddling over the broken wave with one arm
- Resume normal paddling.

Demonstrate

- Line up the participants on the waters edge and demonstrate how to sit over a wave.

Activity 2

- Have participants practice their skills in small waves in an area close to shore and marked out by Water Safety Personnel.



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

ASSUMED SKILLS

This lesson assumes participants have acquired previous skills from earlier awards: positioning on a board and basic paddling technique, entering the surf and bunny-hopping with a board.

Serious fun

Lesson 9 – 40 minutes

Learning outcomes

- Recognise how body boards can be used to assist a distressed swimmer
- Demonstrate skills required to assist a distressed swimmer

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.
- Discuss the surf conditions and safety considerations before entering the water.

Discuss

- When you might use a body board to assist a distressed swimmer (*i.e. when you're already out in the water on a body board and you see someone in trouble*).
- The importance of a careful approach to a distressed swimmer:
- They will want to grab onto anything and could pull you under, they might be panicking and not in control of their actions.
- What to do if the distressed swimmer grabs hold of you (*head under the water, a distressed swimmer won't want to go underneath the water with you because they are trying to stay above the water*).

Demonstrate

- Ask a participant to pretend to be a distressed swimmer while you are the body boarder.
- Pretend to body board over to the distressed swimmer.
- When in voice range reassure the swimmer and let them know what you are going to do.
- When a safe distance away slide off your board and pass the board to the swimmer so they can

take a hold of it.

- When they have hold of the body board signal for '*assistance required*'.

Activity 1

1. Pair up the participants and give each pair a body board.
2. Have each pair practice helping a distressed swimmer, same as the earlier demonstration.
3. Ensure everyone has a turn being the distressed swimmer and the rescuer.

Activity 2

1. Repeat Activity 1 in the water in an area close to shore and marked out by Water Safety Personnel.



AGE MANAGER TIPS

Use water safety personnel to assist the participants in the water.

ASSUMED SKILLS

This lesson assumes participants have acquired previous skills from earlier awards: basic bodyboarding technique.

Baywatch style

Lesson 10 – 40 minutes

Learning outcomes

- Recognise a rescue tube and what it is used for

Preparation



INFO BOX

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 – used by the lifesaver to tow the patient in the tube.

Discuss

- Using a rescue tube, discuss the parts of the tube and its role.
- Discuss with the participants when a tube might be used and why (*i.e. when on patrol/doing roving patrols, used to conduct rescues*).

Activity 1

- Let the participants experience the rescue tubes by giving them a few minutes to look and feel them.
- Encourage participants to practice clipping the rescue tube around a partner

Activity 2

- Create teams of 4 for a relay and give each team a tube.
- Set up the relay on the beach with a start and finish line marked by cones.
- Explain the relay to the participants:
 - The first participant in each team starts with the tube on and runs to the next participant down the beach.
 - When they get to the next participant they take off the strap and pass it over.
 - The next participant runs back down the beach to the next participant and so on until the team is finished.

EXTENSION ACTIVITY

- Repeat this by setting the relays up:
 - Parallel to the beach in ankle-deep water
 - Parallel to the beach in knee-deep water.
- Out to sea to waist depth (ensure you have Water Safety Personnel in the water).

Activity 3

1. Still in teams of 4 each team selects a 'rescuer' who starts with the rescue tube.
2. The 3 other participants are positioned at the other end of the track.
3. The 'lifesaver' must rescue the 3 other participants in his team.
4. They run with the rescue tube to their team and clip the first participant in the rescue tube
5. When clipped in they both run back to the start.
6. The 'lifesaver' unclips the rescue tube and repeats the rescue until they have rescued all 3 participants.

AGE MANAGER TIPS

Safety tip: Warn the participants of the brass clip so they don't go swinging it into others.

Your Turn

Lesson 11 – 30 minutes

Learning outcomes

- Attempt or perform a beach relay baton change

Preparation

- Batons: flag/hose/pipe etc
- Marker 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

BEACH RELAY BATON CHANGE

- Incoming runner holds baton up early
- Outgoing runner forms a 'V' with hands and looks through 'V' at the baton
- Focus only on the baton, not on other teams or competitors
- Take baton as close to the changeover line as possible

Demonstrate

- Use a participant to help you with this demonstration.
- Tell them you will talk them through the demonstration as it happens.
- Demonstrate the baton change with the participant while you talk the participants through the technique.

Activity 1

1. Set up a beach sprint area approximately 30-40 metres long with cones on the start and finish line to mark the lanes for teams to stand behind.
2. Divide the participants into an even number of teams so there is a minimum of 4 participants per team and allocate them to cones on the start and finish line.
3. Ask the teams on the start line to pick a starter to remain on the start line while the others stand back 5m.
4. Conduct a relay, having all participants in the team run through it once.
5. Discuss any issues that you may have seen in the first exercise.
6. Repeat the relay 4 or 5 times
7. Mix up the relays by making them skip, hop or jump etc.
8. Handicap teams that keep winning by making their track distance longer.



AGE MANAGER TIPS

Keep mixing up the teams so that each participant gets a sense of winning.

Under 11

- [Welcome to the family and safety signage](#)
- [Persistence pays](#)
- [Energy conservation](#)
- [Risky business](#)
- [Here to help](#)
- [The breath of life](#)
- [Up and out](#)
- [The easy way in](#)
- [Never board in a team](#)
- [I'm a fish](#)
- [Up and at 'em](#)
- [Round we go](#)

Welcome to the family and safety signage

Lesson 1 – 40 minutes

Learning outcomes

- Develop an understanding of surf life saving in Australia
- Identify the surf club as a welcoming place
- Recognise the importance of beach safety signage
- Identify and understand safety signage on their beach

Preparation

- Organise one or more lifesavers and some lifesaving equipment to show/demonstrate during the lesson.
- Speak to the patrol captain before the lesson so that they are available to assist with your group.

Worksheet: Signs of the times

- Take note of beach signage in and around your beach.

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 etc.

Discuss

- Start the lesson by discussing why signage is used at the beach (, *i.e. general beach users, tourists, people from non-English speaking backgrounds, environment, safety*).

Activity 2

- Get participants together and take them on a tour around the beach, looking for signage that provides the public with information, points out hazards or prohibited warnings etc.
- At each sign you find, discuss:
 - What the sign is designed to achieve (information, warning, instruction).
 - Whether the sign is effective or not, why?
 - The types of individual signage shown on the sign that could be placed along the beach and where they would be placed, *eg 'Rip' signs are placed in front of rips.*

Activity 3

- 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 etc.*



Persistence pays

Lesson 2 – 20 minutes

Learning outcomes

- Identify the actions they can take when feeling frightened, lost, upset or bullied
- Recognise the importance of persisting when needing help

Preparation

No preparation is needed.

IMPORTANT

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

Discuss

- Talk to participants about the importance of having trusted people who you can talk to when you are feeling frightened, lost, upset or bullied.
- Discuss “What if...” situations and ask participants to recognise if the action is safe or unsafe.
- Relate the content to the surf club environment, such as; ‘*What if you were really scared of the big surf and were being bullied to go out?*’
- Discuss with participants the following scenarios:
 - What if you told a person you trusted that you did not feel safe and nothing happened?
 - What if the person did not believe you?
 - What if the person was too busy to listen?
 - What if the person wasn’t there?
 - What if the person believed you and still did nothing?

Activity 1

Create a couple of role plays:

Participants are to split up into groups of 3 or 4. A role play scenario is given to each group.

Each group is allocated 10 minutes to address the scenario.

Allocate a parent/helper to each group to ensure they understand what they are doing and stay focused.

Role Play 1

Billy has/is been bullied at nippers and tries to talk to Bob but Bob doesn’t want to listen. Billy decides to talk to Caitlin and Caitlin listens. Caitlin is to listen to Billy and persist on finding out more information about him being bullied.

Role Play 2

Joe has hurt his leg while running on the beach. Zoe notices that he is hurt and persists in finding out as much information as to pass on to the age manager or a person in their safety network.



AGE MANAGER TIPS

Keep the lesson short and focused on beach/surf activities/situations to ensure relevance.

Be aware of the language being used and the actions of the participants.

Energy conservation

Lesson 3 – 20 minutes

Learning outcomes

- Recognise the difference between renewable and non-renewable energy generation
- Identify ways in which electricity usage can be reduced in the surf club

Preparation

- Whiteboard and markers (optional)
- Butcher paper and markers (optional)



INFO BOX

WHAT IS RENEWABLE AND NON-RENEWABLE ENERGY?

Renewable energy: Uses natural resources such as sunlight, wind, rain, tides and geothermal heat, which are found in nature and can always be found.

Non-renewable energy: Is energy taken from resources that will eventually run out, become too expensive or too environmentally damaging to get.

Discuss

- Ask the group to list renewable energy sources and non-renewable sources and write them on a whiteboard/butchers paper. If they are finding it hard to name any then you can add to the list.
- Be sure to describe each source as not all participants will understand what one participant might suggest.



INFO BOX

ENERGY SOURCES

Renewable: Solar power, wind power, hydroelectricity, biofuels for transportation.

Non-renewable: Coal, petroleum, diesel fuel, gasoline, natural gas, uranium ore (nuclear).

Discuss

- Discuss why it is important for the world to focus on reducing (or eliminating) non-renewable energy sources

Activity 1

- Form small groups of 3 or 4 participants and give each group a large piece of butcher's paper and pens.
- Write the following headings on a whiteboard/butcher paper for everyone to see and give each group 10 minutes to answer them:
 - Give examples of how non-renewable energy is being used these days.

- What type of energy sources is our surf club using?
- List all the things that use electricity at the surf club
- Draw an outline of the surf club and add the form of energy collection you think would work best at the club. Describe why you chose this technology.
- List ways in which we can reduce the amount of electricity used in our surf club

After 10min ask each group to present their answers to the rest of the participants

Activity 2

- Finish the lesson by conducting a surf club '*energy audit*' by taking the group on a club tour and stopping at different areas of electricity usage to discuss ways in which electricity is being wasted and how electricity usage could be reduced.
- Include things such as: *lights, radio's charging, kitchen appliances, water heating*, and any other things the participants may have listed in their groups

AGE MANAGER TIPS

Risky business

Lesson 4 – 40 minutes

Learning outcomes

- Recognise '*at risk*' people in a beach environment
- Identify actions that can be taken to help '*at risk*' people avoid dangerous situations
- Recognise the different types of interpersonal communication used in a beach environment
- Identify why interpersonal communication is an important skill for a lifesaver

Preparation

- Whiteboard and markers (optional)
- Butcher paper and markers (optional)

Discuss

- Start a discussion on what '*at risk*' beach users are.
- Discuss with participants the factors that affect different kinds of beach users and how these factors may cause harm



INFO BOX

AT RISK BEACH USERS

Age extremities: very young and very old people on the beach should always be observed carefully. Young children should be intercepted if they approach the water without adult supervision.

Overweight people: these people are often in poor physical condition.

Recent immigrants and tourists: people from countries where surf conditions may not be as rough should be kept under careful observation.

Unstable or intoxicated people: those whose behaviour patterns show lack of coordination should be viewed as possible candidates for rescue.

Float users: these people should be observed until the lifesaver is sure they are competent without floats.

People improperly dressed for the beach conditions: be wary of people who attempt to swim in clothing that is unsuitable for the surf, e.g. jeans.

Discuss

- Ask participants to recommend actions they could take to help avoid people getting into dangerous situations at their beach.
- Answers may include:
 - Use signage.
 - Talk to at-risk people.
 - Scanning surf conditions before entering the water
 - Preventative education (schools etc).



AGE MANAGER TIPS

Be mindful when discussing '*at risk beach users*' not to talk too loud or point out people on the beach.

Discuss

Start with a discussion on communication using the following starters:

- What are the different ways we communicate with each other?
 - Spoken/signals/signs, etc.
 - Do we communicate differently to different people? Why?
 - Friends/parents/teachers/etc.
- How do we communicate in a lifesaving environment?
 - Spoken/signals/signs/etc.
- Discuss with the participants some of the things that can make it hard to communicate properly using the following starters:
 - What are some things that might make it hard to communicate with someone? (*i.e. background noise, language ability, distance, etc.*).
- Why is it important to listen properly? (*i.e. so you can understand, so people trust you, so in a rescue scenario you know what to do, etc.*)

Activity 1

Split the participants into pairs.

- Have each participant tell their partner the following three things about themselves:
 - Name
 - Favourite movie and why.
 - Favourite thing to do on the weekend

When both participants in each pair have finished, get the whole group to listen while each participant introduces their partner, mentioning the three things they have learnt about them.

Activity 2

Conduct the following scenarios:

- Pair off the participants and get one person from each pair to group up around you.
- Make up a sentence and ask them to communicate it to their partner in one of the following techniques: -
 - Spoken nicely beside partner
 - Using hand signals
 - Spoken from 50 metres away
 - Spoken with another junior surf group doing their activities in the middle
 - Using hand signals with another junior surf group doing their activities in the middle

Finish the lesson by discussing the outcomes of the scenarios.

- Were any ways of communicating easier than the others? Why?
- What is the best way to communicate with somebody?
- How did it feel to be communicated to in some of the more difficult techniques?

AGE MANAGER TIPS

Place parents/helpers among the participants to keep an ear out for inappropriate language/hand signals.

Here to help

Lesson 5 – 45 minutes

Learning outcomes

- Identify the principles of DRSABCD
- Recognise and manage patients suffering from:

- Cuts and abrasions
- Bleeding from the nose
- Sprained muscle ligaments
- Sunburn

Preparation

- Whiteboard and markers (optional)
- First Aid equipment
- Butchers paper and markers (optional)
- Any injury props (if available)

IMPORTANT

If you are not confident instructing the skills in this lesson, bring in a qualified trainer or lifesaver to help deliver the lesson.



INFO BOX

DRSABCD

D = Danger – Check for danger to yourself, bystanders and then patient

R = Response – Assess responsiveness

S = Send – If unresponsive, send for help by calling Triple Zero (000)

A = Airway – Open and clear airway

B = Breathing – Look, listen and feel for breathing

C = Compressions – Commence CPR

D = Defibrillation – Used if a trained operator is available

Discuss

- Refresh the principles of DRSABCD



INFO BOX

Minimising the risk of infection:

Avoid direct contact with the blood and other body fluids of the person being treated.

For your own safety wear protective gloves for every case.

Keep First Aid rooms spotless and clean away any body fluids after treatment.

Dispose of contaminated supplies in the correct bins.

Discuss

- Discuss the need to protect yourself from cross-contamination when performing First Aid.

Activity 1

Discuss and demonstrate how to treat the following First Aid instances one at a time. After each demonstration, ask the participants to pair up and practice treating their partner.

- Cuts and Abrasions (*Clean/Control/Cover*).
- Bleeding from the nose (*Head forward/squeeze nostrils for up to 10 minutes*)
- Sprained muscle ligaments, i.e. sprained ankle (*R.I.C.E principle*)
- Sunburn (*Rest/Cool/Fluid*)

Activity 2

Split the participants into small groups and give each group a scenario to perform in a safe controlled environment.

Scenario 1: A beach user has tripped and fallen onto a piece of driftwood and cut their arm

Scenario 2: A beach user has presented themselves to you with a bleeding nose

Scenario 3: A swimmer exits the water and twists their ankle in a small hole

Scenario 4: A tourist has spent too long in the sun without sunscreen and has severe sunburn

- Use props to simulate injuries and to make the scenarios more realistic and fun.
- Set up simple scenarios.
- Ask participants to demonstrate how they would react to such a scenario and what first aid action they would take.
- Rotate the scenarios around the groups so all participants get a turn at practicing their skills.
- Lifesavers could be used to help with scanning for rips.

AGE MANAGER TIPS

Lifesaving competitors will be a great help with creating scenarios/injuries

The breath of life

Lesson 6 – 45 minutes

Learning outcomes

- Perform cardiopulmonary resuscitation (CPR) techniques

Preparation

- Qualified trainer or lifesaver.
- Whiteboard and markers (optional)
- Resuscitation training equipment and disinfectant.
- Butchers paper and markers (optional)
- Worksheet: DRSABCD Flowchart

Award Delivery Options

From the age of 10 a junior member in surf life saving can work towards obtaining a Resuscitation

Certificate. As an age manager you have two options for the delivery of resuscitation to your 10 year old participants:

Option 1 – Deliver a single lesson on Resuscitation (*lesson plan provided on this page*).

If you are qualified trainer or lifesaver the lesson would be delivered by you.

If you are not qualified you would need to find a qualified bronze lifesaver or trainer to deliver the lesson.

Option 2 – Guide your participants towards a Resuscitation Certificate through the season.

- Have a qualified trainer deliver an initial lesson on Resuscitation.
- During the season, conduct further lessons with your participants to practice the skills and knowledge learned in the initial session.
- When the participants are ready (*towards the end of the season*) arrange for a qualified assessor to conduct an assessment session.

IMPORTANT

- Have a qualified trainer or lifesaver deliver the lesson on resuscitation.
- The lesson should be delivered from the SLSA Training Manual as there is not enough room in this lesson plan to provide the necessary instruction.
- This lesson plan is a basic overview of what should be taught in a one-off resuscitation lesson – not to be used as a lesson for instructing for the resuscitation certificate.

Discuss

Have discussions on areas such as:-

- Hygiene – Minimising the risk of infection
- The Chain of Survival
- DRSABCD Flow Chart
- When to start CPR
- Rates for CPR

DEMONSTRATE

- Discuss and then demonstrate
- One person patient assessment
- Mouth-to-mouth and mouth-to-nose rescue breathing techniques as part of CPR Procedures for managing patients after CPR.

Activity 1

- Have participants get into small groups (*depending on the number of manikins you have available*) and practice resuscitation
- Provide scenarios to the groups to use as starting points for practising

Discuss

- Finish the lesson by getting together as a group and discussing any issues, thoughts and feelings that have come out of the session.



AGE MANAGER TIPS

Split this lesson into multiple lessons if you have large groups to make them more effective

Up and out

Lesson 7 – 30 minutes

Learning outcomes

- Attempt or perform a dismount from a nipper board

Preparation

- Nipper Boards Marker cones.
- 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.
- Discuss the surf conditions and safety considerations before entering the water.

COACHING POINTS

CONTROLLED DISMOUNT (BOARD RESCUE TECHNIQUE)

- Stay on board until knee depth water or when your hand can just touch the sand to indicate shallow depth.
- When shallow enough swing one foot over each side of the board and use them as brakes to help you come to a stop.
- Step off board and grab front handle to drag board out of water.

DEMONSTRATE

- In the water demonstrate how to do a controlled dismount from a board.

Activity 1

- Have participants practice their skills in the water in an area close to shore and marked out by

Water Safety Personnel.

COACHING POINTS

RACING 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.
- St and and run to finish, dragging the board
- Finish on feet in control of board

DEMONSTRATE

- In the water demonstrate how to do a controlled dismount from a board

Activity 2

- Have participants practice their skills in the water in an area close to shore and marked out by Water Safety Personnel.

Activity 3

- Set up a finish line on the beach 10 metres from the water's edge using marker cones.
- Take the participants out into deep water with their boards and line up facing the beach (*if you have a large group take one small group at a time*).
- Tell the participants that on 'Go' they are to race back to the beach and finish over the finish line between the marker cones.
- Repeat this 2 or 3 times.



AGE MANAGER TIPS

Ensure participants know which dismount is used for rescues and which is used for racing.

ASSUMED SKILLS

This lesson assumes participants have acquired previous skills from earlier awards:

- Positioning on a board and basic paddling technique;
- Entering the surf and bunny-hopping with a board;
- Sitting over a wave and paddling through a wave.

The easy way in

Lesson 8 – 15 minutes

Learning outcomes

- Attempt or perform catching a wave 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.
- Discuss the surf conditions and safety considerations before entering the water.

Coaching Points

CATCHING A WAVE

- Look behind to watch for waves.
- Increase your speed as wave approaches.
- When on the wave paddle for at least two more strokes.
- Grab hold of the back handle and slide your body back enough to prevent nose diving.
- Keep feet apart for balance.

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 technique for catching a wave while talking them through the steps.

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 position themselves on their board as if they were paddling.
- Talk the participants through catching a wave and ask them to demonstrate what they should do.
- Tell them that a wave is approaching (they need to paddle faster).
- Tell them that they are on the wave (they take 2 more strokes and then pretend to grab the back handles while sliding their body back on the board keeping their feet apart).
- Walk around the semi-circle and check to see all participants are in the correct position, making

adjustments as necessary.

Demonstrate

- Line up the participants on the water's edge and demonstrate how to catch a wave.

Activity 2

- Have participants practice their skills in small waves in an area close to shore and marked out by Water Safety Personnel.

Activity 3

- Finish the lesson by playing games such as '*party waves*' where everyone tries to catch the same wave.
- Mix this up by seeing who can make it furthest to shore on a wave.



AGE MANAGER TIPS

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

ASSUMED SKILLS

This lesson assumes participants have acquired previous skills from earlier awards:

- Positioning on a board and basic paddling technique.
- Entering the surf and bunny-hopping with a board.
- Sitting over a wave and paddling through a wave.

Never board in a team

Lesson 9 – 30 minutes

Learning outcomes

- Attempt or perform a board relay race

Preparation

- Nipper Boards.
- Water Safety Personnel (1:5).

COACHING POINTS

BOARD RELAY

- One board-paddler completes the course at a time.
- When returning to the beach the board-paddler must drag or carry the board up the beach towards the next board-paddler.
- The next board-paddler is waiting with their board.
- When the first board-paddler tags the next, they can enter the water.
- This is repeated for the next transition.

Discuss

- Introduce the principles of a board relay.
- Note: It is most likely you will only have enough boards for one per team.
- If this is the case then remind the participants that they will need to swap boards during the transition for this lesson.

Activity 1

- Divide the participants into teams of three or more and provide each team with a board.
- Line each team up facing the water with one water safety personnel per team as a marker 20m out to sea.
- Make sure each team is 5 metres apart so they do not run into each other.
- Explain to each participant that they need to go to the left of their water safety marker.
- Instruct participants to wait until tagged before their next teammate can go and encourage participants to do some bunny hops on their way out.
- Start the board relay when all the participants understand the activity and are ready
- Repeat the relay 2 or 3 times.

AGE MANAGER TIPS

Mix up the teams so everyone has a chance of being in a winning team.

ASSUMED SKILLS

This lesson is a progression of board skills through the junior development award program. It assumes participants have acquired previous skills from earlier awards. The assumed skills for this lesson are:

- Positioning on a board and basic paddling technique.
- Entering the surf and bunny-hopping with a board.
- Sitting over a wave and paddling through a wave.
- Exiting the water with a board. Catching a broken and un-broken wave.

I'm a fish

Lesson 10 – 30 minutes

Learning outcomes

- Understand the techniques of surf swimming.
- Demonstrate an ability to swim through surf, parallel to surf and back to shore.

Preparation

- Goggles (for participants if they have them)
- Swim buoys x 2.
- 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.
- Discuss the surf conditions and safety considerations before entering the water.

COACHING POINTS

SURF SWIMMING

- Heading out through surf – raise your head to look forward as you swim out through the surf so you can see the waves coming and know when to duck-dive the waves.
- Swimming parallel to the surf – breathe facing out to sea so you can see the waves coming.
- Returning to shore (not including bodysurfing) – find a reference point on shore to swim towards so you swim in the straightest line possible.

Discuss

- Discuss with the participants, the techniques for surf swimming.

Activity 1

- Ask the water safety personnel to set up a short swim course with the buoys situations inside the surf.
- Split the participants into groups of 5.
- Assign a water safety person to each group who will swim/paddle alongside them.
- Instruct the participants to practice these three techniques out in the surf by swimming out and around the buoys.
- Repeat this 4 times.

AGE MANAGER TIPS

Get the participants to focus on one of the 3 skills each time through the activity, then for the 4th time have them focus on all 3 skills to bring it all together.

ASSUMED SKILLS

This lesson assumes participants have acquired previous skills from earlier awards: wading, dolphin-diving and body surfing.

Up and at 'em

Lesson 11 – 30 minutes

Learning outcomes

- Attempt or perform a crouching beach sprint start.
- Attempt or perform a beach sprint finish.

Preparation

- Marker 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

CROUCHING STARTS

- Take the '*on your mark*' position.
- Hand positions slightly more than shoulder-width apart.
- Front foot approx 30cm back from start line.
- On '*set*' lift hips, rotate shoulder forward and ensure weight is on the hands.
- Eyes looking 20-30cm down.
- Track for '*ready*' position.
- On '*Go*' push off front foot.
- Keep low with head down for up to 10m.
- Come to upright sprinting position.

Demonstrate

- Demonstrate the crouching beach sprint start technique while discussing each of the steps.

Activity 1

- Start by setting up a beach sprint start line by drawing a line in the sand and marking it with cones.
- In manageable groups have participants line up on the start line.
- Use '*Take your marks*' – '*Get set*' – '*Go!*' to have participants practice their skills.
- Repeat for up to 10 times until the skills become second nature.

Coaching Points

FINISHES

- Keep head back looking past the finish line.
- Lean forward from hip so chest crosses the line first.
- Do not dive across line.

Demonstrate

- Demonstrate the beach sprint finish technique while discussing each of the steps.

Activity 2

- In manageable groups have participants line up 20m from the finish line (which was the start line for the first activity).
- Have participants practice their skills by finishing over the line.
- Repeat for up to 10 times until the skills become second nature.

Activity 3

- Set up another line 40m away from the practice line already in place.
- Split the participants up into groups of 8 for some beach sprint races.
- Line them up on the start line one group at a time.
- Start each group using '*Take your marks*' – '*Get set*' – '*Go!*'
- Repeat 3 or 4 times



ASSUMED SKILLS

This lesson assumes participants have acquired previous skills from earlier awards: standing beach sprint starts, basic beach sprint running technique.

Round we go

Lesson 12 – 60 minutes

Learning outcomes

- Attempt or perform an ironman/woman race transitions.
- Attempt or perform cameron relay race transitions.

Preparation

- Nipper Boards.
- Marker Cones.
- 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.
- Start the lesson by discussing the surf conditions and safety considerations before entering the water.

Discuss

- Explain the rules of the Ironman/Ironwoman event:
- 4 members per team (1 Swimmer, 2 Runners, 1 Board Paddler)
- Order of legs (swim and board) are drawn ballot – see Junior Competition Events section)

Coaching Points

JUNIOR IRONMAN/IRONWOMAN TRANSITION

- Set up the board on a sand mound with front handle pointing high.
- When you get to your board bend down and grab the front handle, drive off the sand and prepare for the entry into the water.

Demonstrate

- Demonstrate to the participants how to make a sand mound and pick up their board during a swim to board transition.

Activity 1

- Have participants practice setting up a mound and placing their board on it.
- Set up a line in the sand 10m away from the boards.
- Participants run to their boards pick them up and then run 10m further along the beach.

- Repeat this exercise until everyone has had plenty of practice.
- After a couple of repetitions encourage the participants to complete the transitions as fast as they can to get used to doing them at full pace in a race.

Coaching Points

CAMERON RELAY TRANSITIONS

- Tag is made with hand (*like giving a '5' to someone*).
- The receiving teammate must be behind their line.

Demonstrate

- Choose a participant to help with the demonstration.
- Demonstrate to the participants how to make the following transitions in a cameron relay:
 - Board Paddler to Runner (*Runner waits at waters edge for Board Paddler to reach them and make the tag*).
 - Runner to Swimmer (*Swimmer is waiting on start line with hand behind them, Runner makes the tag*).
 - Swimmer to Runner (*Swimmer wades to waters edge and makes the tag with the Runner*).
 - Runner to Board Paddler (*Board Paddler is waiting on start line holding board in one arm with other behind their back, Runner makes the tag*).

Activity 2

- Pair up the participants and give each pair a nipper board.
- Organise for them to practice one of the transitions at a time.



AGE MANAGER TIPS

This can be difficult for some juniors so please modify the course so that all participants can participate in the lesson.

ASSUMED SKILLS

This lesson assumes participants have acquired previous skills from earlier awards:

- Surf swimming wading, dolphin-diving, body surfing, surf swimming techniques.
- Board positioning on a board and basic paddling technique.
- Entering the surf and bunny-hopping with a board.
- Sitting over a wave and paddling through a wave.
- Exiting the water with a board.
- Catching a broken and un-broken wave.

Stage 3

- [Under 12](#)
- [Under 13](#)

Under 12

- [Welcome to the family](#)
- [Gail force and sun effects](#)
- [Life-smart](#)
- [Rip it up](#)
- [Skin and bones](#)
- [A helping hand](#)
- [Giving hope](#)
- [Sign me up and on patrol](#)
- [Off and under](#)
- [Ride with me](#)
- [The big stuff](#)
- [Hard and fast](#)
- [Hustle and bustle](#)

Welcome to the family

See the [U12 Age Guide – SLSA Members Area](#) for details.

Gail force and sun effects

See the [U12 Age Guide – SLSA Members Area](#) for details.

Life-smart

See the [U12 Age Guide – SLSA Members Area](#) for details.

Rip it up

See the [U12 Age Guide – SLSA Members Area](#) for details.

Skin and bones

See the [U12 Age Guide – SLSA Members Area](#) for details.

A helping hand

See the [U12 Age Guide – SLSA Members Area](#) for details.

Giving hope

See the [U12 Age Guide – SLSA Members Area](#) for details.

Sign me up and on patrol

See the [U12 Age Guide – SLSA Members Area](#) for details.

Off and under

See the [U12 Age Guide – SLSA Members Area](#) for details.

Ride with me

See the [U12 Age Guide – SLSA Members Area](#) for details.

The big stuff

See the [U12 Age Guide – SLSA Members Area](#) for details.

Hard and fast

See the [U12 Age Guide – SLSA Members Area](#) for details.

Hustle and bustle

See the [U12 Age Guide – SLSA Members Area](#) for details.

Under 13

- [Welcome to the family](#)
- [A changing planet](#)
- [Barriers to bugs](#)
- [Count the tips](#)
- [Body works](#)
- [Patched up](#)

- [Life is for living](#)
- [All in this together](#)
- [Board Race / Board Rescue](#)
- [Surf Race / Run-Swim-Run](#)
- [Rescue me](#)
- [Beach sprint / beach Relay](#)
- [Beach flags](#)
- [Iron person / Cameron relay](#)

Welcome to the family

See the [U13 Age Guide – SLSA Members Area](#) for details.

A changing planet

See the [U13 Age Guide – SLSA Members Area](#) for details.

Barriers to bugs

See the [U13 Age Guide – SLSA Members Area](#) for details.

Count the tips

See the [U13 Age Guide – SLSA Members Area](#) for details.

Body works

See the [U13 Age Guide – SLSA Members Area](#) for details.

Patched up

See the [U13 Age Guide – SLSA Members Area](#) for details.

Life is for living

See the [U13 Age Guide – SLSA Members Area](#) for details.

All in this together

See the [U13 Age Guide – SLSA Members Area](#) for details.

Board race / Board rescue

See the [U13 Age Guide – SLSA Members Area](#) for details.

Surf race / Run-Swim-Run

See the [U13 Age Guide – SLSA Members Area](#) for details.

Rescue me

See the [U13 Age Guide – SLSA Members Area](#) for details.

Beach sprint / Beach relay

See the [U13 Age Guide – SLSA Members Area](#) for details.

Beach flags

See the [U13 Age Guide – SLSA Members Area](#) for details.

Iron person / Cameron relay

See the [U13 Age Guide – SLSA Members Area](#) for details.

6. FAQ's

6.1 Do SLSA Release a Junior Activities Start of Season Document

SLSA publish a Bulletin each season called SLSA Junior Activities – Start of Season Information. The Bulletin provides information on:

- Junior Age Groups
- Conducting the Junior Activities Preliminary Evaluation
- Junior Activities Competiton Evaluation
- Age Manager Award
- Age Manager Assistant Award
- Age Manager Mentor
- FAQ's

To view the latest Bulletin [Click Here](#)

6.2 How Can I Provide Feedback on the Nipper App

All feedback should be sent to your State Centre.