

SLSA Age Managers Guide

2nd Edition

A GUIDE TO ENRICHING THE LIVES OF JUNIOR MEMBERS THROUGH
THE DELIVERY OF SURF LIFE SAVING KNOWLEDGE AND SKILLS IN A
FUN AND SAFE AQUATIC ENVIRONMENT



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AND SKILLS IN A FUN AND SAFE AQUATIC ENVIRONMENT



FOREWORD

Thank you for taking the time to participate in the SLSA Age Managers' Course. Your commitment of time and effort to contribute to the development of young people in water safety programs on our beaches is valued.

Junior members (aged 5 –13 years) comprise greater than one third of the membership of Surf Life Saving Australia. There is no greater service any of us can make to our community than to contribute to the development of our children. As an age manager, you have demonstrated your commitment to give of your time to make your contribution.

The role of an age manager is significant. You will be helping young people develop a love of the beach and the water, whilst imparting a sense of fun and learning.

I commend the Age Managers' Course to you. It covers a wide field of awareness raising and understanding of development. As an age manager, you bring much experience in life to the role. The Age Managers' Course provides an 'across the board' template to enable age managers to complement their experience with understandings specific to working with children in a surf environment.

As parents, we entrust the education of our children to people of good will, good spirit, and good training. The Age Managers' Course covers the areas parents would expect of age managers working with their children.

The course will equip you with understandings and knowledge that will help you to confidently embark upon an enjoyable and rewarding experience as an age manager.

I wish you every success and enjoyment. Your contribution as an age manager will help make the beach a safer place for the juniors in your care, and in the longer term, contribute to safer beaches for all.

A handwritten signature in black ink, appearing to read 'John Fitzgerald'.

John Fitzgerald
Director of Development
Surf Life Saving Australia

ACKNOWLEDGEMENTS

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1.1.2 Core Activities

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1.1 SURF LIFE SAVING AUSTRALIA

1.1.1 Mission

SLSA's mission is to provide a safe beach and aquatic environment throughout Australia. Our driving force is to save lives in the water.

1.1.2 Core Activities

Surf Life Saving Australia (SLSA) is Australia's major water safety and rescue authority, and is the largest volunteer organisation of its kind in the country. Our core activities are:

- Lifesaving and water safety
- Member training and development
- Surf sports
- Community education and training

1.1.3 History

Australia's first volunteer surf life saving clubs appeared on Sydney's ocean beaches in 1907. By-laws which had banned bathing in daylight hours since the 1830s were gradually repealed between 1902 and 1905, in response to the increasing popularity of surf bathing, and a growing conviction that bathing in appropriate clothing was not an immoral act. The impact these changes had on local beach culture was swift - beachgoers entered the surf in rapidly escalating numbers. The surf was new to most surf bathers, and many could not swim, so with its increasing popularity, came more drowning and consequent attempts at rescue.

By the summer of 1906-07, the population of Sydney was obsessed with the question of the safety of the surf. It was in this environment that surf life saving clubs first emerged, their regular patrols a welcome relief to the concerns of the local authorities and nervous bathers alike. On 18 October 1907, a number of these clubs, along with other interested parties, came together to form the Surf Bathing Association of NSW (SBANSW), the organisation now known as SLSA. The purpose of the SBANSW was "to regulate and promote matters relative to surf bathing."

1.1.4 Services

SLSA is a volunteer organisation and the majority of our services are provided by surf lifesavers who complete surf patrols in their own time – usually a half-day patrol every 3 to 4 weeks. Our total membership of almost 140,000 is spread across 305 affiliated surf life saving clubs, as well as 50 'support operations' – (motorised rapid response units such as RWCs, JRBs and ORBs). Since the inception of surf life saving more than 530,000 lives have been saved. SLSA also provides paid lifeguard services on 250 beaches and other aquatic environments for local government and other land managers.

1.1.5 Strategies

The focus of SLSA's strategic management plan is to develop the capacity and capability of the surf life saving movement to ensure we can continue to deliver quality frontline services to meet the growing needs of beach visitors and our members. There are six strategic priorities which we will pursue to achieve our mission:

- Preventing deaths and injuries in the water
- Delivering our peak body responsibilities
- Leading a strong, viable national organisation
- Building frontline capacity and capability
- Contributing to a healthy nation
- Supporting SLSA's core objectives via enjoyable and entertaining surf sports

1.2 JUNIORS IN SURF LIFE SAVING

1.2.1 The past

In response to declining membership lists and deteriorating club life in the mid and late 1960's, many clubs launched recruitment campaigns aimed at a new category of member, pre-adolescents known as 'nippers'.

Clubs believed that nippers would graduate into active members and, with more sporting experience, improve their competitive profiles. Youth sections actually have a long history in the movement – Cottesloe recruited sub-juniors (juveniles) in the 1930's and a number of clubs followed suit in the 1950's – but the nipper program in the 1960's was far more extensive and actively encouraged by senior SLSA officials.

1.2.2 The present

These days junior activities continue to grow at such a rate that some clubs have even had to cap their numbers to be able to cope. The focus of juniors has changed over the last decade from what was a more competitive focus to more of a balance between lifesaving and competition.

Of SLSA's 150,000 members, approximately 57,000 are nippers (5-13 years). This equates to nearly 40% of our total membership and shows just how significant the junior movement is within surf life saving. The nippers of today are the future of surf life saving, and this is not lost on the thousands of volunteer age managers that provide support and instruction in junior programs during the summer.

1.2.3 Objectives for junior development in SLSA

- To provide the best possible lifesaving experience for all juniors with the view to encouraging long-term active participation.
- To provide opportunities for juniors to participate in and enjoy lifesaving and competition in an aquatic environment by offering a wide variety of activities suited to the skill and maturation levels of all juniors.
- To ensure the juniors are safe on Australia's beaches through the provision of surf safety education programs.
- To develop a team based philosophy encompassing leadership, camaraderie, teamwork, and fun.
- To promote social, emotional and physical growth and development in a healthy and safe environment.



SECTION 2: THE AGE MANAGER

2.0 IN THIS SECTION

2.1	Who is the Australian surf lifesaver?	2.3.2	Requirements of the age manager
2.2	The surf life saving environment	2.3.3	Responsibilities
2.3	The role of the age manager	2.4	Working with members under 18 years of age
2.3.1	Role description		

2.1 WHO IS THE AUSTRALIAN SURF LIFESAVER?

A surf lifesaver is a person who demonstrates the character, skill and service that epitomises the best of the Australian culture. Surf Lifesavers give their time as volunteers in the service of their communities. They are fit, skilled, team oriented and adaptable Australians.

The Australian surf lifesaver:

- Commits personal time and energy to maintain safe beaches
- Develops and maintains a high level of skill through ongoing training
- Provides leadership in maintaining volunteerism as a valued characteristic within Australian society
- Epitomises the strength and character of the Australian way of life

The surf lifesaver is an Australian icon. Each person who wears the red and yellow cap is a recipient and guardian of that heritage.

2.2 THE ENVIRONMENT TO NURTURE SURF LIFE SAVERS

What is the environment necessary to nurture and sustain these Australian lifesavers?

Surf lifesavers are nurtured in an environment that values contribution, friendship, trust, respect, caring and responsibility. This environment encourages acceptance and confidence.

The motivation for surf lifesavers to give freely of their time is to be found in surf life saving environments that support:

- Safety and Support
- Caring and Camaraderie
- Teamwork and Trust
- Respect and Responsibility

For surf lifesavers to venture into challenging waters in times of distress, they need to have faith and trust in themselves, and in the people around them.

2.3 THE ROLE OF THE AGE MANAGER

The age manager has one of the most important roles in surf life saving. You are responsible for caring for and nurturing the future Australian surf lifesavers. Your role is to both help develop our young people into the lifesavers of the future and to provide that supportive environment in which they can learn and develop.

2.3.1 Role Description

- An age manager is responsible for the care, safety, well being and development of the junior surf lifesaver.
- You are responsible for facilitating the development of surf lifesaving skills (movement skills, surf awareness, etc.) and personal skills (e.g. confidence, teamwork, leadership, etc).
- You will play a fundamental role in the delivery of a learning program that encourages and develops young surf lifesavers.
- Whilst you may not have all the skills and understandings in all areas of program delivery, your role will be to seek out and utilise expertise from within your club.

2.3.2 Requirements of the Age Manager

The age manager needs to demonstrate:

- A willingness to take the responsibility for the learning of a group
- An ability to provide a positive role model
- An ability to ensure the safety and wellbeing of the group
- A willingness to develop their own knowledge of surf lifesaving
- An undertaking to work as part of a team
- A willingness to take time to plan and prepare to ensure success
- An ability to instil enjoyment and fun in what they do



2.3.3 Duty of Care

As an age manager, you have a number of responsibilities to provide your participants with the utmost care – you owe them a 'duty of care' in regard to the following:

- Provide a safe environment – facilities, equipment, weather, sea conditions
- Activities must be adequately planned – failing to plan is planning to fail
- Children must be evaluated for injury and incapacity
- Children should not be mismatched – match not only according to age, but also to height, weight, maturity, skill level and experience
- Safe and proper equipment should be provided
- Children and parents must be warned of the inherent risks of the activity
- Activities must be closely supervised
- Age managers should know first aid – or have first aiders in attendance
- Develop clear written rules for practice and general conduct
- Ensure accurate records are kept – general and medical information and progress reports – and are on hand.

2.4 WORKING WITH MEMBERS UNDER 18 YEARS OF AGE

Members of SLSA who are under 18 years of age require special consideration by all involved in SLSA to ensure their safety and well-being.

Members who undertake the delivery or supervision of surf lifesaving activities for Under 18 members (e.g. age managers, team managers, coaches, trainers, assessors, officials, administrators, patrol captains) act under heightened responsibility. Such roles are responsible positions within SLSA and each person acting within those roles must adopt practices to minimise risk and to thus protect both the people they are working with, and themselves. It is important that risk minimisation measures be adopted to protect people in these roles from any misconceptions about their behaviour in performing their designated roles.

These practices are outlined in SLSA's Member Safety and Wellbeing policy which can be found at www.slsa.com.au. These measures include:

- (i) Maintain an open door policy when conducting briefings, meetings and assemblies of members. It is wise practice to ensure that two leaders are involved in each Under 18 activity. It is also advisable to invite all youth, parents, friends and other members to participate, particularly when conducting interviews, transporting youth and conducting excursions.
- (ii) All members should be treated with respect and dignity. This involves being ever mindful of language, tone of voice and body language when addressing a problem and ensuring that the problem is the focus, and not the person.
- (iii) Foster teamwork and group cohesion between adults and youth is important. Abusive and inappropriate behaviour must not be tolerated and should be dealt with immediately. Group practices should encourage the identification and addressing of inappropriate attitudes and behaviour by team members.
- (iv) Encourage the children and be mindful of each individual's capacities for surf lifesaving activities. Protect them from pressure to participate and perform.
- (v) Respect the children's privacy, and expect that they respect your privacy.
- (vi) Maintain your status as a ROLE MODEL to both the children and other adults. This will be achieved through being friendly, courteous and kind, whilst setting a good example in relation to dress, behaviour, language, etc.
- (vii) Be mindful that young people are experiencing changing life circumstance. Ensure that you do not respond inappropriately to any excessive attention seeking behaviour, physically, verbally or sexually, that may be exhibited by youth from time to time.

SECTION 3: CREATING A SAFE ENVIRONMENT

3.0 IN THIS SECTION

3.1	An environment to nurture and sustain our members	3.2.3	Grievance procedures
3.2	Policies and guidelines	3.2.4	Sun Safety Policy
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3.2.2.d	Age managers	3.3.1	Junior Skills Evaluation
3.2.2.e	Parents and carers	3.3.2	Junior Preliminary Competition Evaluation
3.2.2.f	Surf sports officials		

3.1 AN ENVIRONMENT TO NURTURE AND SUSTAIN OUR MEMBERS

The motivation for surf lifesavers to give freely of their time is to be found in surf life saving environments that support:

- Safety and Support
- Caring and Camaraderie
- Teamwork and Trust
- Respect and Responsibility
- One of the important roles that age managers have is to provide this safe and supportive environment for junior members.

3.2 POLICIES AND GUIDELINES

A number of SLSA and state policies exist to provide all members with a safe environment in which to participate. Some of the key policies are outlined below. Full copies of the national policies can be found on the SLSA website (www.slsa.com.au) or on your relevant state website for state policies.

3.2.1 Youth Policy (Policy 6.15)

SLSA's mission is to provide a safe beach and aquatic environment throughout Australia. This is achieved through a number of means including public education, provision of lifesaving services and the development of SLSA members.

Children have unique needs due to their social, emotional and physical developmental growth. Consequently, it is important that SLSA establishes an environment that nurtures these members and provides them with an opportunity to grow. The SLSA youth policy includes guidelines for the instruction in lifesaving, surf sports and development for members aged between 5 and 17 years.

3.2.2 Member Safety and Wellbeing Policy (Policy 6.5)

The Member Safety & Wellbeing Policy aims to ensure our core values, good reputation and positive behaviours and attitudes are maintained. It assists us in ensuring that every person involved in surf life saving is treated with respect and dignity, in a safe and supportive environment. The policy also ensures that everyone involved in surf life saving is aware of his or her legal and ethical rights and responsibilities.

The policy attachments provide the procedures that support our commitment to eliminating discrimination, harassment, child abuse and other forms of inappropriate behaviour from SLSA. As part of this commitment, SLSA will take disciplinary action against any person or organisation bound by this policy if they breach it.

3.2.2.a Child Protection Policy

The child protection policy statement is contained within the Member Safety and Wellbeing Policy. This is an important component of the policy as it provides SLSA's expectations regarding the protection of our young members. The policy statement is:

Every person and organisation bound by this policy must always place the safety and welfare of children above all other considerations.

SLSA acknowledges that its staff and volunteers provide a valuable contribution to the positive experiences of junior members. SLSA aims to ensure this continues and to protect the safety and welfare of its junior participants. Several measures will be used to achieve this such as:

- Prohibiting any form of abuse against children;
- Providing opportunities for our juniors to contribute to and provide feedback on our program development;
- Carefully selecting and screening people whose role requires them to work with children. (Screening procedures are outlined in Annexure 1 of this policy);
- Ensuring SLSA codes of conduct, particularly for roles associated with junior members, are promoted, enforced and reviewed;



- Providing procedures for raising concerns or complaints (SLSA complaints procedure is outlined in the SLSA regulations and relevant state documentation); and
- Providing education and/or information to those involved in surf life saving on child abuse and child protection.

Child abuse is a criminal offence. SLSA recommends that any child who is abused or anyone who reasonably suspects that a child has been or is being abused by someone within SLSA (and in some states, by someone outside of SLSA), to report it immediately to the police or relevant government agency (where law requires such reporting) or to the appointed official of the relevant surf life saving authority.

All allegations of child abuse will be dealt with promptly, seriously, sensitively and confidentially. A person will not be victimised for reporting an allegation of child abuse and the privacy of all persons concerned will be respected. SLSA procedures for handling allegations of child abuse are outlined in the SLSA Policy Statement on dealing with police investigations, criminal charges, guilty pleas and/or convictions (Policy 6.16).

If anyone bound by this policy reasonably suspects that a child is being abused by his or her parent/s, they are advised to contact the relevant government department for youth, family and community services in their state/territory.

3.2.2.b Working with children

A summary of the requirements that need to be met within the relevant legislation in relation to screening processes and working with children checks is set out in Annexure 1 of the Member Safety and Wellbeing Policy. These requirements are set out by each state government and are therefore different for members in different states. Specific requirements for your state can be found on the respective state surf life saving website.

3.2.2.c Codes of Conduct

SLSA requires every individual and organisation bound by the policy to:

- Respect the rights, dignity and worth of others
- Be fair, considerate and honest in all dealing with others, and be a positive role model
- Make a commitment to providing quality service
- Be aware of, and maintain an uncompromising adherence to SLSA's standards, rules, regulations and policies
- Demonstrate a high degree of individual responsibility especially when dealing with persons under 18 years of age
- Contribute to the provision of a safe environment for the conduct of all activities within surf life saving.

A number of role specific codes of conduct also exist. Individuals who fall into these categories are also bound by these role specific codes of conduct.

3.2.2.d Age managers

Age managers are responsible for the care, safety, wellbeing and development of the junior surf lifesaver. They are responsible for facilitating the development of surf lifesaving skills. Age managers play a fundamental role in the development of a learning program that encourages and develops young surf lifesavers.

A SLSA age manager (junior activities) will:

- Agree to abide by the code of conduct
- Be responsible for the overall safety and well-being of the group
- Be responsible for the group's learning
- Take time to plan and prepare the activities delivered to the group
- Foster a collaborative approach to the management of the group
- Instill enjoyment and fun in what they do
- Be a positive role model for surf lifesavers and SLSA

3.2.2.e Parents and carers

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

A Parent/Carer of an SLSA member will:

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

From time to time, age managers may need to deal with difficult parents who are being unsupportive, abusive, rude, etc. There are a number of tools available to assist age managers if they are having difficulties. One particularly well regarded website is www.playbytherules.net.au. Age managers are encouraged to access this website.

3.2.2.f Surf sports officials

Surf sports officials are responsible for the safe and fair conduct of surf sports events. It is important that surf sports officials recognise that young surf lifesavers have differing needs, and that the main emphasis of surf sports for youth is fun and developmental.

A surf sports official will:

- Agree to abide by the code of conduct
- Be responsible for matters concerning the development of surf lifesavers and the conduct of competitions
- Maintain a 'duty of care' towards others and an accountability for matters relating to training and competition
- Have a sound working knowledge of SLISA policies, rules and regulations
- Be impartial and accept the responsibility for all actions taken
- Ensure that any physical contact with others is;
 - (a) appropriate to the situation
 - (b) necessary for the persons skill development
- Provide a safe environment for training and competition
- Be a positive role model for surf lifesavers and SLISA

3.2.3 Grievance Procedures (Policy 6.6)

The SLISA Grievance Procedures explain what to do if you have a grievance about anything to do with surf life saving. A grievance means any type of problem, concern or complaint about your involvement or the environment you are involved in.

3.2.4 Sun Safety Policy (Policy 2.1)

Surf Life Saving Australia will ensure that all members who participate in Surf Life Saving Australia activities are both informed and protected against the harmful effects of the sun's ultraviolet radiation (UVR) whenever they are outdoors. Surf Life Saving Australia will promote to all parties a knowledge of the great importance of the need for protection from skin and eye damage caused by UVR. All members must participate in, and promote all sun safe policy suggestions.

3.2.5 Climate policies

A number of state policies exist that provide guidelines regarding the sorts of climate in which surf lifesaving activities can take place. This may include limiting activities during extremely hot weather or in cold water. These policies are specific to each state and, if applicable, can be found on your specific state surf life saving website.

3.2.6 Water safety requirements (Policy 1.1)

Only proficient Surf Rescue Certificate and Bronze Medallion qualified members are eligible to act as Water Safety Officers for any SLISA activities. Clubs are to ensure that all SLISA aquatic activities has water safety coverage commensurate with the activity and the number, experience and type of members involved in the activity.

Generally, the minimum requirement for water safety is 1 water safety officer to 5 children.

3.2.7 Activities for members Under 7

SLISA allows for members from 5 years of age (Under 6). Due to the special needs of this age group, SLISA has determined that the key focus for 5 (Under 6) and 6 (Under 7) year old junior activity be play, participation and fun. The following guidelines have also been established to ensure the safety of these young members:

- Beach activities should be undertaken that emphasise games and group activities
- Any water activities must be limited to shallow water near the water's edge
- No competition will be held for these age groups other than that involved in fun games.

3.2.8 Other Policies

SLISA and states have a range of other policies that you may need to access during the season including:

- Shark Safety
- Crocodile Safety
- Lightning
- Occupational Health and Safety
- Asthma
- Epilepsy policy
- Limiting and Permanent disability policy
- Communicable diseases policy

These and all other SLISA policies can be found on the SLISA website (www.slsa.com.au).



3.3 JUNIOR PRELIMINARY SKILLS ASSESSMENT

3.3.1 Junior Preliminary Skills Evaluation

Many activities that will be completed by children as part of junior activities will be conducted in the water. To ensure that all children have a suitable swimming ability to allow them to participate in these activities, SLSA has developed a Junior Preliminary Skills Evaluation for each age group.

Every junior member is required to participate in this evaluation, conducted by the club, prior to any junior water activity training or competition being undertaken. It includes a swim and a float which is progressively increased by age group.

Normally this would occur at the very first training session but if not this must be completed before any water activity is undertaken. The intent of this is to conduct an evaluation of each junior member's own swimming and water survival ability for the information of the member, parent and age manager. **Note:** It is not an assessment which if not completed competently precludes the child from becoming a member or continuing with junior surf education or training activities.

Conducting the evaluation

This evaluation should be conducted in a safe aquatic environment with a recommended 1:1 water safety ratio (participant to water safety personnel). A 1:1 water safety ratio is especially important for new members where clubs may not be familiar with the ability of the participant.

Following the evaluation

Any child that does not meet the required evaluation level will require a higher level of supervision when involved in water based activities at the discretion of the club. It is a requirement that these children remain in shallow water and based on a 1:1 ratio until the child is deemed competent in relation to the preliminary skills evaluation guidelines.

Any child that does complete the preliminary skills evaluation competently can progress to water based junior activities noting regular water safety 5:1 ratio requirements must be provided as per the junior water safety policy.

Using intra-club water activities for skills progression

Clubs are encourage to conduct intra-club swimming and board training and competition related events in a progressively challenging but safe environment regarding distances, water safety personnel and in relation to the abilities of their junior members.

This intra-club environment is where club's should really encourage their juniors to challenge their personal skills and abilities and progressively work towards competently completing the official carnival competition distance in swimming, board, multi-discipline and relay related events if they wish to pursue inter-club competition.

The intra-club environment is where age managers and water safety personnel are more likely to have a better understanding of each of their own members swimming or board paddling skill level, as opposed to an inter-club competition where water safety personnel may have no idea of who specifically to keep and eye on.

Preliminary Skills Evaluation

Age Group	Requirement
Under 6	Nil (shallow water activities only)
Under 7	Nil (shallow water activities only)
Under 8	25 metre swim, (any stroke) 1 minute survival float
Under 9	25 metre swim, (any stroke) 1 minute survival float
Under 10	25 metre swim, (freestyle) 1 1/2 minute survival float
Under 11	50 metre swim, (freestyle) 2 minute survival float
Under 12	100 metre swim, (freestyle) 2 minute survival float
Under 13	150 metre swim, (freestyle) 3 minute survival float
Under 14	200 metre swim, (freestyle, in less than 5 minutes) 3 minute survival float
Assessors	SLSA Age Manager, SLSA Level 1 Coach, SLSA Level 1 Official, SLSA Training Officer (SRC/Bronze) SLSA Assessor (SRC/Bronze)
Notes	Every junior member is required to participate in this evaluation, conducted by the club, prior to any junior water activity training or competition being undertaken.

3.3.2 Junior Competition Evaluation

From the age of 8 (Under 9) juniors can begin to compete in inter-club competition. To ensure that all junior members that wish to compete have the ability, strength and fitness standard to complete the course they must be able to complete the junior competition evaluation for their age group.

The junior competition evaluation is based on the swim distances as set out in the Surf Sports Manual for that age group and is a **minimum standard guideline** in the form of an open water swim. Individual states may have a higher standard for their competition evaluation. Contact the relevant state office for confirmation of the state specified junior competition evaluation.

Competition Skills Evaluation

Age Group	Requirement
Under 6	Nil (no competition)
Under 7	Nil (no competition)
Under 8	Nil (no water competition, except for wade which takes place in waist deep water)
Under 9	Minimum 150m open water swim (competition course as per competition manual)
Under 10	Minimum 150m open water swim (competition course as per competition manual)
Under 11	Minimum 288m open water swim (competition course as per competition manual)
Under 12	Minimum 288m open water swim (competition course as per competition manual)
Under 13	Minimum 288m open water swim (competition course as per competition manual)
Under 14	Minimum 288m open water swim (competition course as per competition manual)
Assessors	SLSA Age Manager, SLSA Level 1 Coach, SLSA Level 1 Official, SLSA Training Officer (SRC/Bronze) SLSA Assessor (SRC/Bronze)
Notes	The competition evaluation must be achieved before being eligible to compete. This is a minimum standard water proficiency requirement.



SECTION 4: GROWTH AND DEVELOPMENT

4.0 IN THIS SECTION

4.1 Growth patterns

4.1.1 Weight

4.1.2 Height

4.2 Skill development

4.1 GROWTH PATTERNS

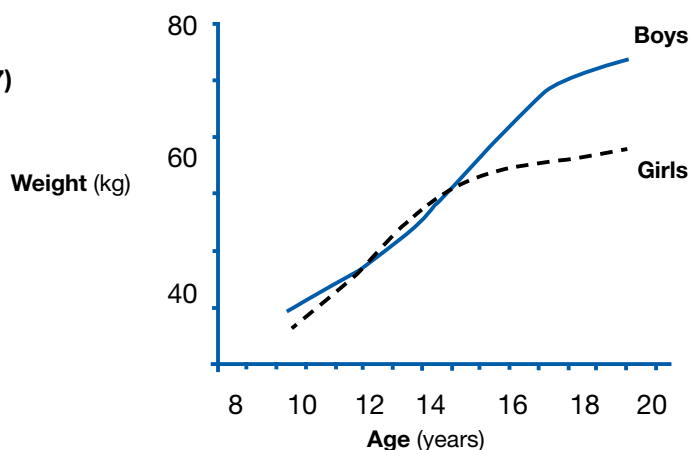
Young people experience significant changes in growth and development. Physical activity is required for normal growth and maturation. It is recognised that surf lifesaving programs play a vital role in developing not only the physical aspect but also the psychological, social and emotional attributes of young people. SLSA understands that whilst activity is crucial to a child's development, there are potentially harmful effects for young people participating in inappropriate activities, including overtraining.

SLSA recognises the uneven spread in growth and maturation in young people. Therefore, recognition of individual needs within chronological age groupings, including emotional or psychological maturity, needs to be considered when determining the developmental status of a young person.

Surf lifesaving activities should be organised so that young people have positive experiences regardless of developmental status and should be focussed on FUN and LEARNING. These learning opportunities should focus on personal improvement in both surf sports and surf lifesaving. Young people have differing learning needs, and these needs should be catered for throughout all youth programs.

4.1.1 Weight

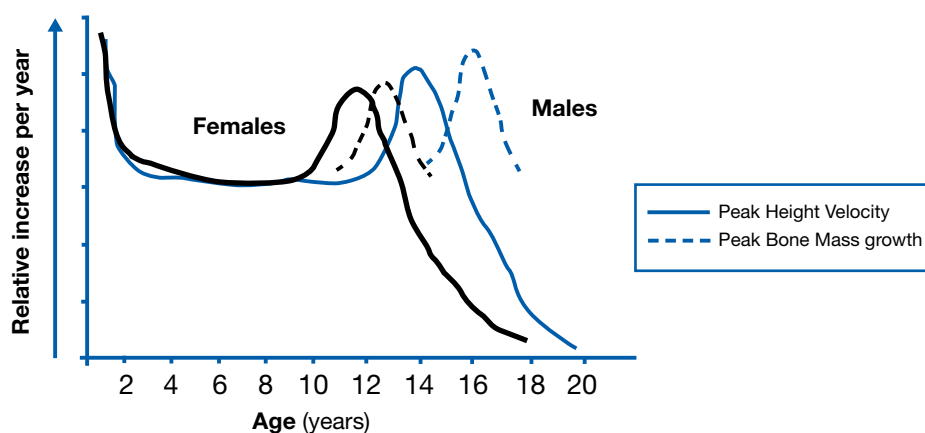
Weight changes in American Girls and Boys (Hamill et al. 1977)



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

4.1.2 Height

Peak Height Velocity & Peak Bone Mass Growth (Adapted from Tanner, 1978 & Kahn, 1999)



- Female height growth occurs very rapidly from 11-14 years
- Female bone mass growth is completed mostly within 12 months of the start of their growth cycle
- Males start growing in height rapidly from 13 until 16. Their bone mass growth takes another 2 years to be completed
- You must make sure that you compensate for this rapid growth and structuring of the bones and do not place the growing body under any stress that will damage them permanently while their bodies are in this very fragile state
- This is most evident as children are going through puberty. During puberty, children are learning to use their new bodies. Activities that they may have excelled in before (eg. running, wading, swimming), they may find difficult to do and they may seem uncoordinated. Age managers need to be aware of these changes and support the children as many of them may feel frustrated and/or embarrassed.

4.2 SKILL DEVELOPMENT

Generally sporting and teaching organisations emphasise the following stages in youth development:

Play

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

Broad experiences

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

- During the sampling years you need to focus youth development on learning Basic motor skills
- Children need to learn greater coordination
- Practice of the basic techniques associated with the activity need to be constantly repeated until they gain confidence doing the very fundamentals of the activity
- In these early years, focus should be on the acquisition of the skill, being mindful of the attention span that these young people have
- For girls, this period is generally considered to be between 8 (Surf Aware 2) and 12 (Surf Smart 2) years of age
- For boys, this period is generally between 8 (Surf Aware 2) and 13 (SRC) years of age
- Age Managers need to be mindful that until the age of 10, most acquired skills are rather 'unstable'. Up until this age, children are less able to use their current skills to develop more complex and new skills.

Progression

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

Specialisation

This is when some young people become more serious about their activity and are keen to refine their skills. A focus on positive experiences remains essential in the specialisation phase:

- During the specializing years you can then start to work on the more complex skills associated with the activity
- New and more technical aspects can be introduced which will lead to a greater refinement of the skill
- Between the ages of 10 (Surf Safe 2) and 12 (Surf Smart 2), children have an accelerated ability to acquire new skills
- 11 – 14 year olds achieve particularly high levels of motor coordination.

Recreational Participation

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

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

REMEMBER THAT DISRUPTION WILL OCCUR DUE TO PUBERTY AND ASSOCIATED FACTORS



SECTION 5: HOW CHILDREN LEARN

5.0 IN THIS SECTION

- | | | | |
|-------|--|-------|-----------------------------|
| 5.1 | Learning styles | 5.2.1 | Barriers to learning |
| 5.1.1 | The three learning styles | 5.2.2 | Successful learning factors |
| 5.1.2 | Incorporating learning styles into lessons | 5.2.3 | Difficult children |
| 5.2 | How children respond to instruction | 5.3 | Four phases of learning |

5.1 LEARNING STYLES

5.1.1 The three learning styles

The way a child prefers to learn is called his/her learning style. There is no right or wrong/good or bad learning style. It has nothing to do with intelligence or skills. It has everything to do with the way a person's brain works to learn and store information efficiently. Since everyone learns differently, understanding learning styles can help you become a better instructor.

Some experts say there are as many as seven different learning styles; but it's easier to narrow it down to three types of learning:

Listening learners (learning by listening)

They learn best through verbal lectures, discussions, talking things through and listening to what others have to say. Auditory learners interpret the underlying meanings of speech through listening to tone of voice, pitch, speed and other nuances. Written information may have little meaning until it is heard. These learners often benefit from reading text aloud.

Seeing learners (learning by seeing)

These learners need to see the instructor's body language and facial expression to fully understand the content of a lesson. They tend to prefer sitting at the front of the classroom to avoid visual obstructions (e.g. people's heads). They may think in pictures and learn best from visual displays including: diagrams, illustrations, videos, whiteboard/butchers paper and worksheets. If they are going to have to perform something they like to watch a demonstration first hand before they get onto the activity.

Touch / experience learners (learning by doing)

Tactile/Kinesthetic persons learn best through a hands-on approach, actively exploring the physical world around them. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration.

5.1.2 Incorporating learning styles into lessons

The junior development program lesson plans are designed to incorporate each type of learning within each lesson where possible. Although most of the lessons will incorporate all three learning styles there are some lessons that have not been able to include an activity due to the content. In these cases it is important you make these lessons as exciting as possible for participants.

The lessons are broken up into three areas of instruction: Discuss, Demonstrate, Activity. These areas of instruction are easy to identify by their symbols:



Discuss – group discussion led by the Age Manager (learning by listening)



Demonstrate – demonstrate the skill to the participants (learning by seeing)



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



Example: Delivering a Board Lesson

'Listening' Learners might:

- Find themselves at the front of the group listening to everything you say during DISCUSSIONS. They might be nervous about actually practicing board techniques.

'Seeing' Learners might:

- Pay less attention to trying to understand your explanations in the discussions and be very focused on your DEMONSTRATIONS so they can visualise first hand what to do.

'Doing' Learners might:

- See the boards and look out at the surf and can't wait to have a go - the discussion might be dull and boring to them until they get a chance to actually get on a board during an ACTIVITY.

5.2 HOW CHILDREN RESPOND TO INSTRUCTION

Children will respond to learning in different ways based on the way they learn, how quickly they learn and their ability to engage in the topic. Do not expect to see an immediate adoption of your teaching.

5.2.1 Barriers to Learning

The following things should be avoided to enhance the children's ability to learn:

- *Boredom* - remember that the younger they are the shorter their attention span
- *Motivation* - a lack of motivation in some children may make it difficult to teach them
- *Force/Aggressive behaviors* will result in children losing respect for the instructor
- Ambiguity or contradictory statements or mixed messages (i.e. *saying one thing but doing another*)
- *Complexity* - Provide challenges within their level of capability
- *Disabilities* - Some adaptation of the lesson may be required to allow for the participation of children with physical and/or learning disabilities
- Some children have difficulties with *language, literacy and numeracy*
- If the *learning environment* is not appropriate (i.e. windy, cold, loud), children will find it difficult to learn

5.2.2 Successful Learning Factors

Some of the key factors for success include:

- Creating a *social environment* where the children have the ability to interact with each other informally, have fun and learn at the same time. *Games* are a good way to do this.
- *Compensate for the physical environment and the conditions* under which you are instructing. Threatening or hazardous environments can result in the child being fearful. Be supportive of the children you are instructing.
- *Consider all aspects of the emotional environment* that the child may be dealing with for example, socio economic mix, race, family circumstances and siblings
- *Set objectives* for the individual to ensure they have the *ability to achieve a goal*. This will naturally encourage them to extend themselves.
- You must *develop trust* with the children. This will help when you are getting them to try new things.

5.2.3 Difficult Children

In most instances, the children who are participating in surf lifesaving activities will be willing to learn. From time to time age managers may be faced with a difficult child who is not listening or who is being disruptive. When dealing with difficult children like this, age managers should consider the following:

- There may be reason(s) why a child acts in a disruptive manner (eg. has a learning difficulty and cannot understand; is upset and cannot concentrate; is feeling 'out of sorts'; is seeking attention in an inappropriate manner). Age Managers should be mindful of potential underlying reasons for disruptive behaviour.
- Ultimately, dealing with a difficult child effectively is a risk management issue. Difficult children may take your attention away from the rest of the group or do things that place themselves or the rest of the group at risk.

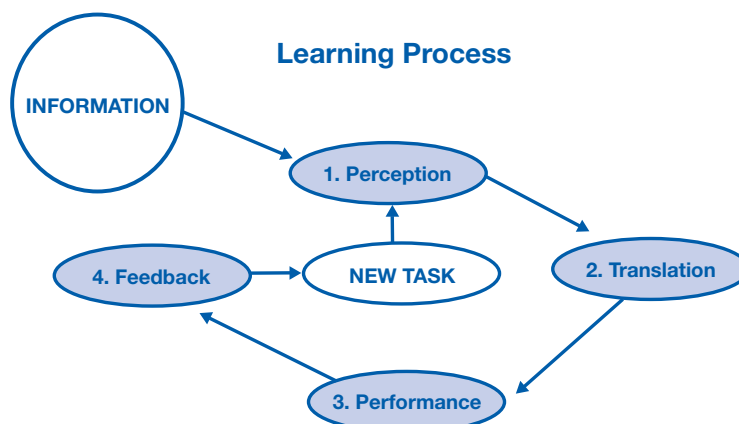
If a child is being difficult, age managers should firstly isolate the child from the rest of the group (with supervision) so that they are able to effectively look after the remainder of the group. If this difficult behaviour continues, the age manager may need to take further action to remove the child from the group all together. This last activity should be taken cautiously with advice from the club management. This should be a last resort only. In the great majority of situations, a child will be attentive when he/she is engaged in an activity that is meaningful to them, and that engages their interest.

5.3 FOUR PHASES OF LEARNING

There are 4 basic phases that a child moves through when they learn:

- Perception
- Translation
- Performance
- Feedback

It is a recurring process (continuous cycle) that can be instantaneous and in most cases occurs without a conscious effort or thought process.



Perception

This is where a child perceives what you are talking about. During this learning phase, the child is:

- *Trying* to determine what is happening.
- *Identifying* what is relevant to them.
- Determining *how* they fit in.

Translation

What the child perceives is the correct action is then translated in their mind into an action. During this phase, the child is asking themselves the following questions:

- *What* do I do?
- *When* will I do it?
- *How* will I do it?

Performance

After translating the action, the child puts this into action and performs the task. Depending on the skill, it may also involve some skill repetition and/or an opportunity to improve the way the skill is performed (i.e. a repetitive swimming stroke).

Feedback

In this step the instructor corrects the actions and then the person tries to put this new task into place. This allows the individual to assess how well they have performed the skill and what they have learnt. The individual would ask themselves questions such as:

- What did I *learn*?
- How do I *improve*?
- Did I *succeed*?

Example: Resuscitation

Perception

- There is a patient lying on the ground not moving. I know the techniques for patient assessment and resuscitation. I must assess whether this person is breathing or not and then perform CPR.

Translation

- What do I need to check for when assessing the patient? How will I assess it? When should I start resuscitation? How should I find the compression spot? How do I press the chest? How should I breathe?

Performance

- The patient has no signs of life. I perform CPR, pressing on the chest and breathing via mouth to mouth resuscitation. I repeat this cycle until assistance arrives.

Feedback

- Was my technique effective? Did I revive the patient?



SECTION 6: TEACHING TECHNIQUES

6.0 IN THIS SECTION

6.1	Things to consider when teaching children	6.4	Effective feedback
6.2	Demonstrating skills	6.5	Communication
6.3	Positioning when instructing		

6.1 THINGS TO CONSIDER WHEN TEACHING CHILDREN

Children are not little adults, so when you are teaching children you need to be aware that they have special needs because they learn differently to adults and they have bodies that work differently to adults. The following are some things that you should consider when teaching children:

- Children learn best when they participate in games activities that are modified to their developmental level without having all of the knowledge, skills or experience
- Games create a sense of ‘play by the rules’, which in turn encourages social as well as physical development
- Fitness levels of children will vary
- Training intensity – young people cannot train as much or as hard as adults
- Extreme weather exposure & body temperature regulation – children are more susceptible to heat and cold
- Resistance training should be kept to a minimum while children are growing
- Legal responsibilities
- Medical considerations
- Above all, have FUN

6.2 DEMONSTRATING SKILLS

Everybody has heard the old saying that a picture paints a thousand words. Demonstrating a new skill is a very important component of the teaching process when communicating with young children and Age Manager’s have to be aware of some helpful ‘rules’ when demonstrating.

There are four key steps that age managers should follow when teaching and demonstrating skills:

- Preparation
- Demonstration
- Practice
- Feedback/Correction

Preparation

The first step in demonstrating a skill is preparing how you anticipate demonstrating the skill. You don’t always have to do the demonstration yourself. Coordinate the use of people who have more expertise in the skill area you are teaching (such as a qualified trainer, surf sports athlete or coach). A change in demonstrators may create a different atmosphere for the children and you may learn valuable skills yourself which you can use. Photographs and videos are also other possible methods of teaching skills.

Demonstration

In this step highlight the main points of the skill by breaking the skill into separate components for the purpose of the demonstration. Keep your explanations simple and brief and try not to give the children more than 2 or 3 main points. Explain things fully as uncertainty can delay learning. Avoid pointing out things ‘not to do’ as this will only overload the learners. While performing this component ensure that as many senses as possible are used so that maximum learning is achieved.

Practice

After the demonstration children need time to practice the skill being taught to them. Let the children practice what you preach – new information stays with people for only a short period of time unless they are able to try the skill. Observe and correct the skill whenever necessary. It may be necessary to physically lead the person through the skill. It may be necessary to show a person the difference between what they are doing and what you want them to do – demonstrate the correct skill after you have shown them what they are doing.

Feedback/Correction

Be positive and supportive when you notice errors. Errors are a natural part of life so it is important for you to minimise the child’s fear of mistakes. Say things such as ‘Nice try Johnny. That was a really good wade but you could do better if you lifted your legs higher’. Let the person try the skill a couple of times before you correct any errors. If you are negative and pull people up instantaneously all the time, young people will lose motivation quickly.

6.3 POSITIONING WHEN INSTRUCTING

Your position is very important when delivering a lesson. Firstly both you and the group must be able to see each other clearly. Always face the group away from distractions such as the sun, crowd or other groups which will draw their attention away from what you are saying. The following are a number of ways you might organize your group when demonstrating skills to them:

- Semicircle
- Informal Formation
- Lines
- Use of the corner
- Wave or stagger wave formation

6.4 EFFECTIVE FEEDBACK

For skills to be conveyed successfully, effective feedback is an essential part of the process. Effective feedback should be:

- Positive
- Immediate
- Encouraging
- Constructive
- Clear
- Specific

Positive

Be positive in your remarks when communicating to the participants as this leads to encouragement and high motivation. Negative feedback may be required sometimes but it must always be reinforced with positive feedback otherwise motivation will be reduced.

Immediate

Skill performance will remain vivid for only a short period of time after performance. Feedback is required soon after the performance so they do not forget what they have done.

Encouraging

Your job is to be both supportive and you should encourage the participants whilst teaching them. Encourage them to make informed decisions. Everything may not go as you thought so it is up to you to be supportive and encouraging.

Constructive

When describing an error suggest possible remedies

Clear

If the participants are having difficulty in understanding the skill you are talking about it may be necessary to break the skill down into individual parts. This may even mean that you could use a video to slow it down and explain it to them. Ensure that your delivery is clear and to the point and does not add confusion.

Specific

Your feedback should only concern the task that they have been doing.

6.5 EFFECTIVE COMMUNICATION

All people, but particularly children, require clear information if they are to learn properly. Age Managers should be aware of the 3 C's of communication when talking with children whether it is while teaching a skill or providing feedback. The 3 C's are:

Clarity

- Avoid talking down to the group
- Avoid ambiguous expressions
- Performance demonstrations must be correct and clearly visible to all students

Conciseness

- Try to give brief, positive instructions for the action to be performed
- Avoid lengthy instructions

Consistency

- Try to reflect a consistent, positive attitude in the language used
- Negative words such as 'bad' and 'poor' should be avoided



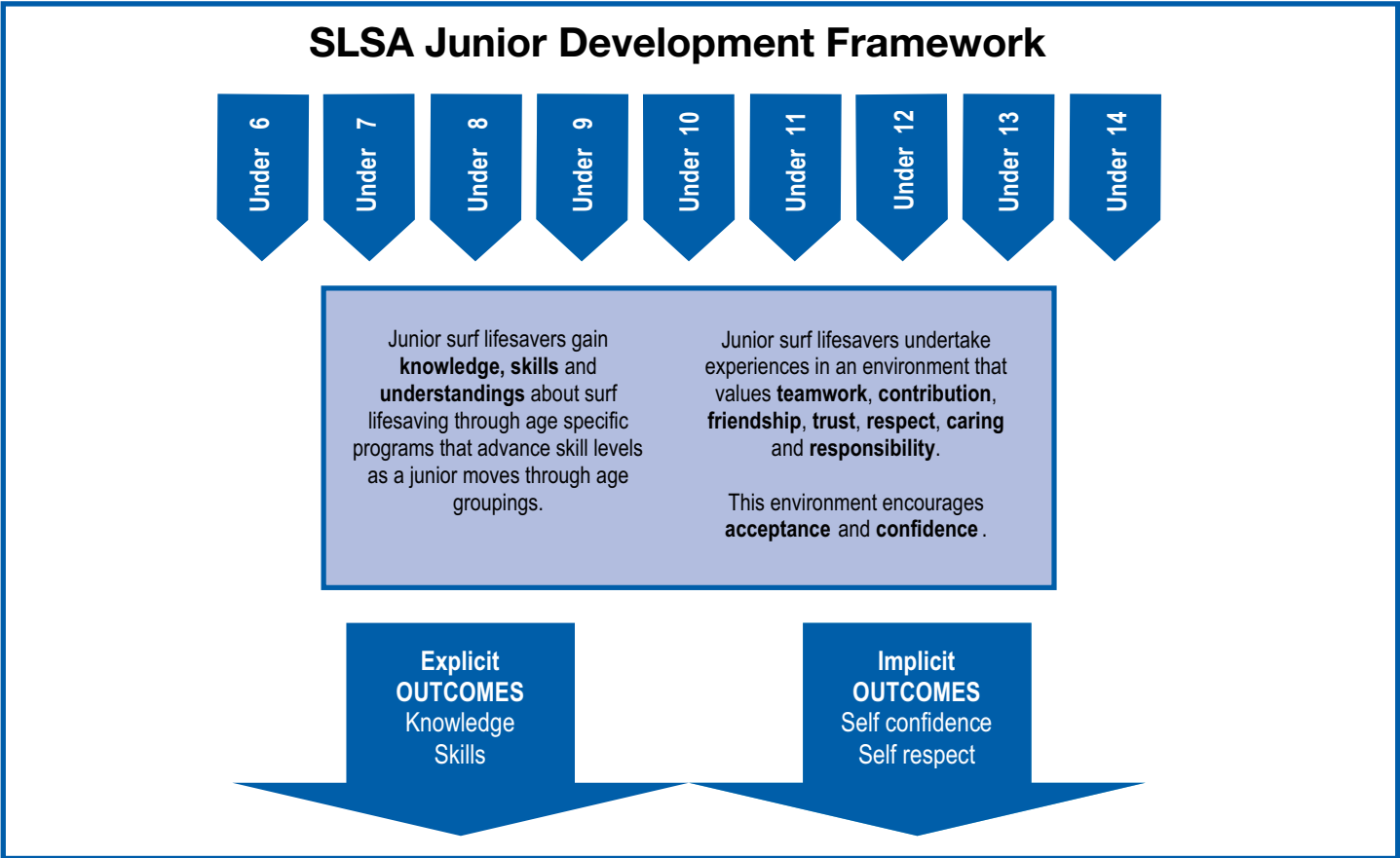
SECTION 7: SLSA JUNIOR DEVELOPMENT RESOURCE KIT

7.0	IN THIS SECTION	
7.1	Overview	
7.1.1	SLSA Junior Development Framework	7.9.3 Junior Surf Sports – Coaching Points
7.1.2	SLSA Junior Development Resource Kit	7.9.4 Junior Surf Sports – Events
7.2	The JDR process explained	7.9.5 Reading a lesson plan
7.3	Junior development program – lesson content	7.9.6 Symbols
7.4	Introduction to the junior development program	7.9.7 Using a lesson plan
7.5	Award breakdown	7.9.8 Options for using an age guide
7.6	Further junior award options	7.10 Worksheets
7.6.1	Options for delivery	7.10.1 Options for using a worksheet
7.6.2	Assessment	7.11 Recordsheets
7.6.3	Get the right qualified help	7.11.1 Options for using a recordsheet
7.7	Principles of junior activities and junior development	7.12 Certificates
7.8	Participation criteria	7.12.1 Options for using a certificate
7.9	Age Guides	7.13 Passport
7.9.1	Age Summary	7.13.1 Options for using a passport
7.9.2	Lesson Plans	7.14 Where to find junior development resources

7.1 OVERVIEW

7.1.1 SLSA Junior Development Framework
The Junior Development Framework has been designed to provide a simplified view of the key outcomes to be achieved by children participating in junior development programs. It emphasises that there are both explicit and implicit outcomes. The explicit outcomes (i.e. skills and knowledge) are well set out in the lesson structure and sequencing within the junior development resource. However, the implicit outcomes (i.e. self confidence, self respect, trust) are not taught as such, but develop as a result of the supportive and nurturing environments in which junior programs are run. Effective programs teach the explicit outcomes whilst nurturing the development of the implicit outcomes.

The Junior Development Framework emphasises the importance of both sets of outcomes.



7.1.2 SLSA Junior Development Resource Kit

The SLSA Junior Development Resource Kit comprises a number of resources for the effective delivery of the junior development program to participants.

There are a range of resources for the age manager and participant:

Age Managers Guide:

A comprehensive resource designed to prepare an age manager for their role.

Age Guides:

A 'one stop shop' for an age manager to deliver the requirements for the specific junior age group award, i.e. Surf Aware 1.

Recordsheets:

To record the participation of participants as they progress through the award.

Worksheets:

Used to assist with delivering some of the lessons.

Certificates:

Recognition of having participated in all the lessons, therefore gaining the award.

Surf Education Passport:

Charts a participant's progression through each lesson of each award.


SLSA Junior Development Resource Kit

Each resource covers all age groups/awards

Age Managers Guide

Surf Education Passport

 = For/completed by the junior

 = For use by the age manager

Each resource is age group/award specific and individual

Age Guides

Recordsheets

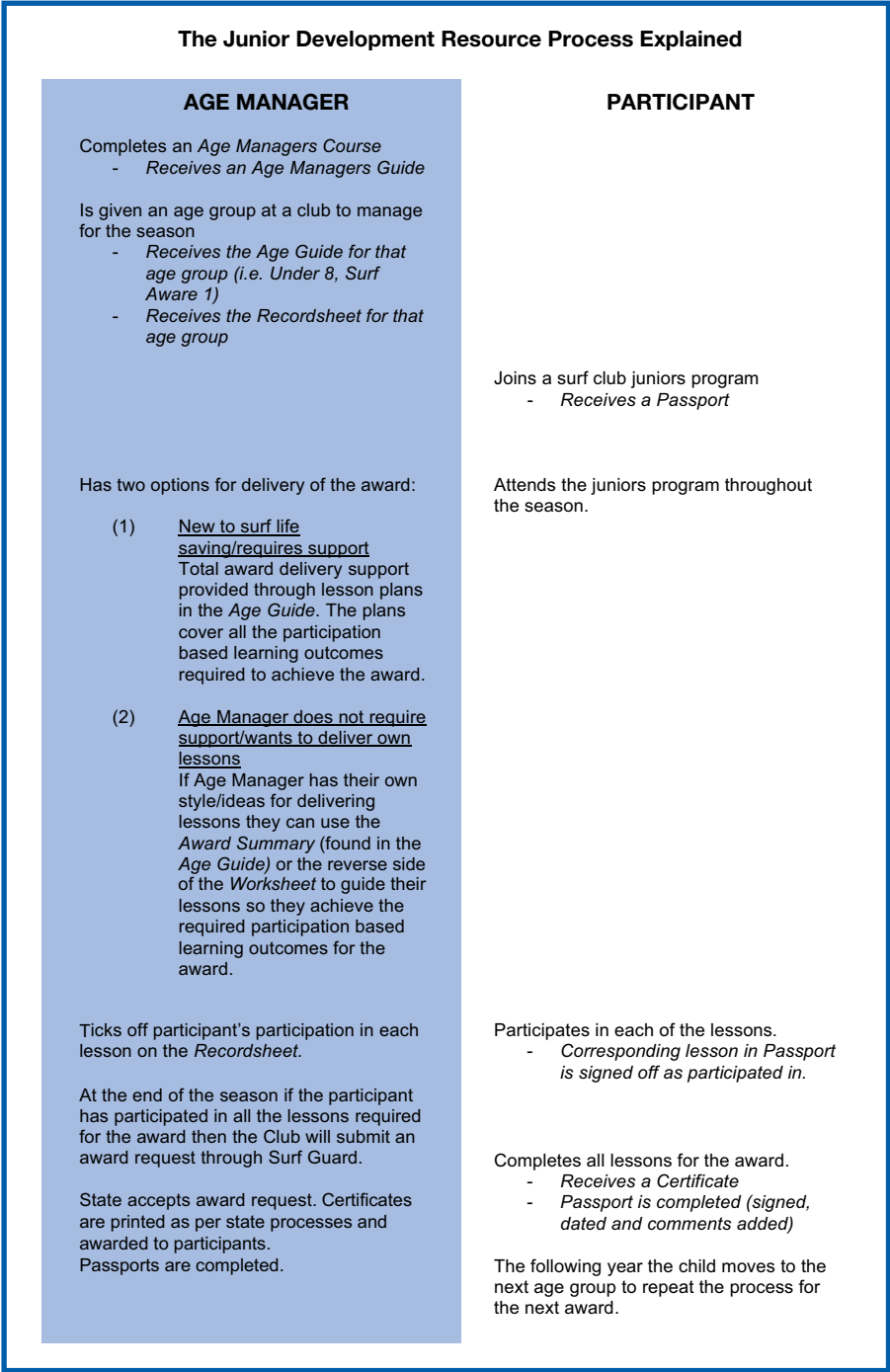
Worksheets

Certificates



7.2 THE JDR PROCESS EXPLAINED

The following diagram illustrates how the junior development resources are integrated into the junior development program by the age manager and participant concurrently



7.3 JUNIOR DEVELOPMENT PROGRAM – LESSON CONTENT

The content for the junior development program is based around the topics of instruction from the SLSA Training Manual and the SLSA Junior Coaching Manual as well as a number of other important areas of surf lifesaving education, personal safety and responsibility.

The topics for the junior development program comprise the following:

SLSA Training Manual

Physical Health & Fitness and Personal Safety
Surf Conditions and Hazards
The Human Body
First Aid
Resuscitation
Interpersonal Communication
Signs and Signals
Preventative Action
Patrolling

SLSA Junior Coaching Manual

Board Paddling
Surf Swimming
Beach Sprint
Beach Flags
Multi-discipline (Ironman/Ironwoman & Cameron Relay)

Education, Personal Safety and Responsibility

Introduction to Surf Life Saving
Personal Safety and Wellbeing
Ecosurf
Sun Safety
Surf Safety

The 'Junior Development Program – Lesson Content Summary' (see Appendix 1) outlines the content that is delivered to each age group for each topic in a lesson. This table can be used to see at a glance what content is being taught at each age group for each lesson.

Example

Age Group: Under 11 (Surf Safe 2)
Topic: First Aid
Lesson Content: Basic patient management techniques

7.4 INTRODUCTION TO THE JUNIOR DEVELOPMENT PROGRAM

The junior development program is designed to ensure children from the ages of 5 to 12 have fun at the beach while participating in lessons that will pathway them to becoming a lifesaver – what we like to call 'Serious Fun'.

The specially designed program pathways knowledge and skills learning outcomes through lessons that are tailored to each of the age groups; ensuring the content is relevant, in line with lifesaving and surf sports most up to date training standards and most of all exciting!

Each age group has its own individual set of lessons – between 10 and 16 depending on the age group.

The table below outlines the award pathway for a junior member in surf life saving. The program pathways learning towards the Surf Rescue Certificate which members can begin training towards from the age of 13.

SLSA Junior Development Program – Award Pathway

AGE GROUP [^]	AGE	AWARD	NUMBER OF LESSONS
Under 6	5	Nil (Surf Play 1)	10
Under 7	6	Nil (Surf Play 2)	11
Under 8	7	Surf Aware 1	12
Under 9	8	Surf Aware 2	12
Under 10	9	Surf Safe 1	13
Under 11	10	Surf Safe 2	16
Under 12	11	Surf Smart 1	16

[^] A child's age group is determined by their age as at 30 September of that year.



7.5 AWARD BREAKDOWN

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

Surf Play 1 & 2

Surf Play is the program designed for the most junior members (Under 6's and Under 7's). There is no award for Surf Play – the focus is on play, participation and fun. Activities and games will be the focus of the sessions with a number of simple beach safety and awareness lessons available such as: basic safety practices during activities, what makes up a beach environment, sunsmart guidelines, the importance of having an adult with them at the beach, what a lifesaver is and what they do, wading, breach sprinting and beach flags.

Surf Aware 1

Surf Aware 1 is the first of the junior development awards. The focus is on understanding, identifying and demonstrating sunsmart guidelines and dangers that relate to themselves, as well as what it means to feel safe. They learn to recognise whether they are, or someone else is, in an emergency situation and how to get help. Ecosurf discusses the beach environment and communities surf lifesavers operate in. Surf sports skills focus on; bodyboarding, wading, dolphin-diving, beach sprint starts and beach flags starts.

Surf Aware 2

Surf Aware 2 builds on Surf Aware 1. Personal Safety Networks are introduced so participants are comfortable asking for help; Ecosurf talks about the impact surf lifesavers can have on the beach. Safety of self steps up a gear by introducing safety tips and the ability to identify hazardous surf conditions. As an U9, participants can begin to use a nipper board, so basic board positioning and paddling is introduced. Other surf sports skills focus on; body surfing, sand running technique and diving for a beach flag.

Surf Safe 1

The first of the Surf Safe awards Surf Safe 1 begins to get a little more specific in its lessons introducing a number of new topics. Participants will identify adults at the surf clubs they can ask to help them, in Ecosurf they focus on water conservation and in sun safety the spotlight is on the consequences of skin damage. Participants learn about rips, recognising unsafe behaviours and relating these areas to preventative actions. Resuscitation is introduced for the first time with an opportunity to experience CPR on a manikin. Rescue techniques are also introduced for the first time as participants learn to use body boards to assist distressed swimmers and experience rescue tubes. Surf sports skills focus on; entering and negotiating the surf on a board and beach relay baton changes.

Surf Safe 2

Surf Safe 2 takes a significant step up in the level of content. As U11's they have the ability to learn more technical aspects of lifesaving and are able to be more physical in surf sports skills. Participants are encouraged to persist when needing help and Ecosurf gets into energy conservation. There is a strong focus on recognising 'at risk' people and recognising and managing patients suffering from a range of basic first aid cases. As a 10 year old participants can learn how to perform CPR and there is an opportunity to work towards a Resuscitation Certificate. There is also a strong section on communication both interpersonal and through beach signage. There is a significant percentage of surf sports skills which focus on; board dismounts, catching waves on a board, board relay, surf swimming techniques, crouching beach sprint starts and ironman/ironwoman and cameron relay transitions.

Surf Smart 1

Surf Smart 1 continues similar to Surf Safe 2. Participants begin to learn about their rights and responsibilities as a member of SLISA, the Ecosurf lesson looks at how weather impacts on the beach environment. Personal health & wellbeing and sun safety is focused on skin cancer and staying fit and healthy respectively. The role of patrols is first introduced to this award as is the managing rips and using them to assist in rescues. As an 11 year old, participants can work towards a Basic Emergency Care Certificate (as well as a Resuscitation Certificate). This certificate comprises of lessons in the human body, complete basic first aid and resuscitation. Some more signals are introduced that compliment the first set previously learnt. Previous board skills come into play as participants learn how to conduct a board rescue. The focus of surf sports skills is to complete all the skills in each skill set and includes; rolling under a wave on a board, diving under large waves, beach sprint arm and leg drive and beach flags race strategies.

Surf Smart 2

The last of the junior development awards, Surf Smart 2 looks to wrap up the skills and knowledge learnt in all the previous awards. Participants learn about what the SLISA Member Safety and Wellbeing Policy is, and in Ecosurf they tackle the issues of Global Warming and Climate Change and how they will impact on surf life saving. Surf Safety is wrapped up into the 10 Surf Safety Tips, Communication focuses on the importance of communicating with beach users, Patrols identifies other professional emergency services and participants will experience performing a tube rescue. Participants can work towards a Basic Emergency Care Certificate (as well as a Resuscitation Certificate). This certificate comprises of lessons in the human body, complete basic first aid and resuscitation. The focus of surf sports skills is on bringing all the skills learnt in previous awards together to participate in an event for each of the disciplines: board race, board rescue, surf race, run-swim-run, beach sprint, beach relay, beach flags, ironman/ironwoman and cameron relay.

7.6 FURTHER JUNIOR AWARD OPTIONS

As a junior there are two other individual awards that can also be gained at various ages, these are a Resuscitation Certificate and a Basic Emergency Care Certificate – see table below.

Junior Award Options within the Junior Development Program

AGE GROUP [^]	AGE	AWARD
Under 11	10	Resuscitation Certificate
Under 12	11	Resuscitation Certificate Basic Emergency Care Certificate
Under 13	12	Resuscitation Certificate Basic Emergency Care Certificate

[^] A child's age group is determined by their age as at 30 September of that year.

Resuscitation Certificate

Participants will learn how to perform cardiopulmonary resuscitation (CPR) techniques. Options for delivery and basic single lessons are listed on the 'Resuscitation' lesson plans in the Surf Safe 2, Surf Smart 1 and Surf Smart 2 awards.

Basic Emergency Care Certificate

Participants will learn basic anatomy and physiology, how to identify basic patient management techniques and how to perform cardiopulmonary resuscitation (CPR) techniques. Options for delivery and basic single lessons are listed in the 'Human Body', 'First Aid' and 'Resuscitation' lesson plans in the Surf Smart 1 and Surf Smart 2 awards.

7.6.1 Options for delivery

These awards can be gained by incorporating the training into the junior development program. Within the lessons that relate to these awards there are two options for the delivery:

Option 1 – Deliver a basic single lesson on the topic (a lesson plan is provided to deliver this)

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 – Deliver this lesson as part of guiding your participants through a Resuscitation Certificate and/or Basic Emergency Care Certificate through the season

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

Note 1: In the U12 and U13 age group some participants may have already obtained their Resuscitation Certificate the previous season. These participants will not need to redo full award training, however, they will need to complete a resuscitation proficiency to keep their award current. You can use these participants to help out with the training throughout the season. This repetition is also relevant to the Basic Emergency Care Certificate in the U13 age group.

7.6.2 Assessment

Participants will be formally assessed on these certificates (unlike junior awards that are participation based). The participant must satisfy the majority of the assessors that they are competent in all learning outcomes by:

- Written or oral assessment
- Performance of skills
- Simulation of rescue scenarios

For these awards to remain current participants must perform an annual proficiency check.

7.6.3 Get the right qualified help

If you choose to guide your participants through a certificate it is important to get in touch with your club chief instructor/training officer and discuss a program for the season. This will include setting dates for a qualified trainer to assist in lessons, ongoing support and setting assessment dates etc.



7.7 PRINCIPLES OF JUNIOR ACTIVITIES AND JUNIOR DEVELOPMENT

SLSA's Junior Development Program reflects principles which apply to the personal development of juniors in the surf lifesaving context. These development streams are apparent throughout the program in the makeup of the lessons. Although these principles aren't specifically taught during the program they are intrinsically learnt as part of the delivery of the lessons.

Accepts Direction

The ability to accept direction from age managers, instructors, leaders and other surf life saving club personnel is a core attribute that needs to be developed in any surf lifesaver.

Listening Communication

The capacity to listen to instruction, advice and conversation is fundamental to a balanced and healthy lifestyle and an important part of participating in surf lifesaving.

Verbal Communication

Appropriate and effective verbal communication among peers is a valuable skill that can mean the difference between successful and unsuccessful participation in surf lifesaving activities.

Interpersonal Relationships

Forming interpersonal relationships is an important part of any young person's social development, as is understanding what is, and what is not, a positive and appropriate relationship.

Teamwork and Cooperation

Functioning as an effective member of a team is critical in the context of surf rescue so learning cooperation and teamwork during junior development is an important personal development.

Integrity and Respect

Acting in accordance with moral and ethical principles underpins an individual's respect for the views of others and behaviour which treats others with consideration.

Care and Compassion

The ability to care for the wellbeing of oneself and that of others is a trait the junior development program seeks to instil in all junior members for it is the foundation for the voluntary ethic core to surf lifesaving.

Leadership and Initiative

The demonstration of initiative is the start of a leadership pathway that enhances our member's future.

Problem Solving and Decision Making The capacity to solve problems and make decisions is central to the role of a surf lifesaver.

Physical Development

Ensuring volunteer surf lifesavers are at a suitable level of physical capability is vital to ensuring safe beach and aquatic environments.

7.8 PARTICIPATION CRITERIA

Learning outcomes are used to identify the topic content a participant should be exposed to during each of the lessons. The total learning outcomes for an age group make up the award. The junior development program is based on participatory evaluation and not assessed on competence; this means a participant must only be actively involved in the lesson to be ticked off for that lesson. **Strict assessment of the learning outcomes is not necessary – lessons should have a participatory focus rather than a competence focus.**

How do you know when you can tick off a participant?

If you have delivered a lesson that satisfies the learning outcomes and the participant has been actively involved in the lesson then you can tick them off.

7.9 AGE GUIDES

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

7.9.1 Age Summary

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

Use the Age Summary to:

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

7.9.2 Lesson Plans

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

Use the Lesson Plans to:

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

7.9.3 Junior Surf Sports – Coaching Points

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

Use the Junior Surf Sports – Coaching Points to:

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

7.9.4 Junior Surf Sports – Events

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

Use the Junior Surf Sports – Events to:

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

7.9.5 Reading a Lesson Plan

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

Lesson Name

Lesson Number

Estimated Lesson Time and relevant Lesson Location symbols found here

Award Name

Lesson Outcomes (always first)

Preparation (always second)

The main deliverable components of the lesson: Discuss/Demonstrate/Activity

Example of info Box or Coaching Points box

Age Managers Tips

Further Reference: Look here for where to go for further information

Page number

7.9.6 Symbols

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

SYMBOL

DESCRIPTION



Stop Watch – Estimated time the lesson will take

Surf Club – Lesson will be conducted inside the Surf Club

Beach – Lesson will be conducted on the Beach

Water – Lesson will be conducted in the Water

Learning Outcomes – Participants should achieve these outcomes by the end of the lesson

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

Discuss – Group discussion led by the Age Manager (learning by listening)

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

Demonstrate – Demonstrate the skill to the participants (learning by seeing)

Info Box– Helpful information to help you with the delivering the lesson

Coaching Points – Helpful coaching points for teaching correct skill technique

Important – Ensure you read this before beginning the lesson

Age Manager Tips – Handy tips to help you during the lesson

Assumed Skills – The lesson assumes participants have acquired previous skills from earlier lessons

7.9.7 Using a lesson plan

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

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

7.9.8 Options for using an Age Guide

- Print out as individual sheets as you require them
- Laminate each of the lesson plans to make them more 'beach friendly'
- Print the individual sheets out and put into a folder/clear file
- Have the Age Guide printed in a booklet

7.10 WORKSHEETS

There are a number of worksheets available that assist in the delivery of some of the lessons. The use of these worksheets is optional and if a lesson includes a worksheet then it will state it in the 'Preparation' section of the lesson plan. How you choose to use these is up to you.

You may wish to incorporate them into the lesson as you deliver the lesson, or
You may wish to give them to the participants to complete at home.

7.10.1 Options for using a Worksheet:

- Print/photocopy an individual worksheet for each participant as you require them for a lesson
- Print/photocopy all the individual worksheets for the award at the beginning of the season and keep them in a folder with your Age Guide for use when needed



7.11 RECORDSHEETS

Recordsheets are for recording the participation of each child in the lessons required for the award throughout the season. Once you have delivered the lesson you need to ensure you tick off every participant's attendance. It is important to remember that a participant need only actively participate in the lesson to satisfy the requirements of the lesson outcomes.

7.11.1 Options for using a Recordsheet:

- Print out as many individual sheets as you require to fit all the names of your participants
- Keep in a folder with your Age Guide
- Laminate each of the Recordsheets to make them more 'beach friendly', use a marker to tick off participation

7.12 CERTIFICATES

There is a certificate for every age group, including Surf Play 1 & 2 that don't have awards attached to them. These are participation certificates – not competence certificates – and recognise the achievement of the participant having completed the requirements of the award. State offices will process these certificates once a club has submitted the 'assessment request' through Surf Guard, and send them to clubs for presentation.

7.12.1 Options for using a Certificate:

- If you finish the requirements for the award before the end of the season, process the awards so they are available to be handed out on the last day of junior activities
- Award the Certificates at your annual club prize giving function.

7.13 PASSPORT

The passport is designed to chart a participant's progression through each lesson of each award. The participant holds on to the passport through their time as a junior to create a record of achievement through the age groups.

Every time a child participates in a lesson the age manager can tick/sign off that lesson in the passport for the participant to be able show their parents/caregivers what they have done that session.

As an age manager you will use the Recordsheet to keep the master record of every participant's participation.

7.13.1 Options for using a Passport:

- Let the participants look after their own Passport and bring it along each week to be signed off as they participate in a lesson.
- Keep hold of all of the participants Passports, sign them off each week along with your Recordsheet and give them back to participants at the end of the season.

7.14 WHERE TO FIND JUNIOR DEVELOPMENT RESOURCES

Every resource within the Junior Development Resource Kit is available in electronic PDF format in the Secure Resource Library on the SLSA website. Junior development resources are located in the secure resources library to protect SLSA's intellectual property from the public and to create a more efficient means of sharing documents.

To locate these resources go to www.slsa.com.au – find and click on the 'Secure Resource Library' link in the Quick Links area – this will take you to a secure login page.

To access these resources you will need a User Account with a login and password. Every club has a generic User Account for use by all members within the club; this can be obtained from your club committee/administrator.

Once in the secure area, click on the following folders to find the resources you require: Club Resources – Development – Junior Development Resource Kit.



SECTION 8: UNDER 14's

8.0	IN THIS SECTION	
8.1	Overview	8.3.2 Surf Sports skills and events
8.2	The Surf Rescue Certificate	8.3.3 Support to other nippers
8.3	Weekly activities – A transition	8.3.4 Introduction to other areas of the club
8.3.1	Lifesaving awards and duties	

8.1 OVERVIEW

The Under 14 age group is perhaps the most important age group for juniors. It is the last year of structured junior activities and the first where the junior can start to participate in regular surf lifesaving activities – patrols, open carnivals, etc.

The role of the age manager becomes even more important for an Under 14. In the past, age managers have needed to look after the children in their care. While an Under 14 age manager still has a certain duty of care, it is also important that they start to introduce the junior to life without structured weekly activities.

8.2 THE SURF RESCUE CERTIFICATE

Up until the Under 14's, the Junior Development Resource kit provides age managers with lesson plans on the minimum skill requirements to be taught at each level. These lessons cover all areas of surf lifesaving including surf awareness, first aid, resuscitation and surf sports skills. The lessons have been mapped to a skills matrix that provides a pathway for a junior member to learn all of the essential skills to become an active surf lifesaver.

A number of the skills and knowledge lessons provide a learning pathway towards the Surf Rescue Certificate (SRC). This is the introductory award for patrolling surf lifesavers and allows the recipient to take part in beach patrols. A member must be 13 years of age to sit the examination for this award. Completion of this award is a minimum requirement for participation in surf sports competition as an Under 15 (and in some instances as an Under 14).

Most Under 14 members will complete this award as part of their regular junior activities. This might be done in a number of ways:

- SRC training could take place during the regular junior activities time slot (eg. Sunday morning).
- For those who turn 13 early in the year, training for the SRC (particularly the theory components) may take place in the winter 'off-season'.
- Clubs may choose to run SRC training in a similar fashion to other awards. Theory sessions may be run on a weeknight, with practical sessions run on the weekend either as part of the regular weekly activities or at another time.

8.3 WEEKLY ACTIVITIES – A TRANSITION

Under 14 activities aren't just about obtaining the SRC. There are a range of activities that Under 14 age managers should be encouraged to conduct for their members. The most important part of this year, is to provide a transition for these young members towards the less structured surf life saving activities beyond juniors. Outlined below are some of the activities that Under 14 age managers may like to introduce their members to.

8.3.1 Lifesaving awards and duties

The minimum requirement to complete full patrols is the Surf Rescue Certificate. Some members may not be able to complete the SRC because they are unable to complete the swimming requirements. This does not mean that the individual can't patrol. A range of other awards are available for children who can't swim such as the resuscitation certificate. A member who has this award is still able to patrol but doesn't undertake rescue duties.

Following their training, all SRC holders are required to complete some patrolling duties. These are important for the junior to utilize the skills that they have learnt, and it is also important for those who wish to compete in open carnivals.

Age Managers should encourage their members to complete their patrol obligations. Perhaps, one activity that the age manager might run is to join in with the patrol with the whole group to show them what a patrol is like. Alternatively, the age manager might choose to run a patrol scenario and allow the members in the group to work as a team in completing some patrolling duties.

8.3.2 Surf sports skills and events

For many junior members who have been involved for a number of years, they will be familiar with most of the surf sports skills. Some newer members may be unfamiliar with some of these skills, and it would be worthwhile to assist these new members with the skills. Tips for all relevant surf sports skills can be found at the back of each of the Age Guides and can also be found on the SLSA website (www.slsa.com.au).

One particular skill that is new for an Under 14 who wishes to compete in surf sports is paddling a Malibu board. Up until this age, juniors paddle a short board. Developing the skills to paddle and maneuver these longer boards is important for both ongoing lifesaving and surf sports activities. Perhaps one of the club coaches could assist in running some skill lessons on Malibu boards. Remember, all Under 14 Surf Sports events that contain a board race component (i.e. Board Race, Ironman, etc.) will require the use of a Malibu board.

There are a range of different Surf Sports opportunities for people beyond juniors that may or may not have been available to the children before. These events include:

- Swimming
- Belt Racing
- R&R
- Board Paddling
- Board Riding
- Ski Paddling (training and competition can be started at 15 years of age)
- Multi-Discipline events
- Beach sprinting
- Boat Rowing (training and competition can be started at 16 years of age)
- Lifesaving events

As part of the regular activities, the age manager might choose to introduce some of these activities to their group. They could do this by introducing them to the section captain within the club or to one or two of the athletes. As part of this activity, the children may be introduced to the regular training sessions that are run in each of the disciplines.

8.3.3 Support to other nippers

Young children often look up to those that are older than them, particularly those that are close in age. Under 14 juniors make good role models for other young juniors and can be a good training support for other age managers. As part of their regular weekly activities, some of the Under 14 members might help other age managers in delivering some of the skills and knowledge lessons. This might be useful to some of the members who are completing their SRC training.

One of the most important areas of the club is to ensure there is enough water safety for the children's activities. Once the Under 14 member has completed their SRC, you may roster them on for some sessions of water safety.

8.3.4 Introduction to other areas of the club

Beyond the junior activities, there are a range of different activities that members can be involved in. These include:

- Club lifesaving duties
- Support Operations (Offshore/Jet Rescue Boats, Jet Ski's, etc).
- Training and Assessing
- Surf Sports competition
- Surf Sports coaching
- Surf Sports officiating
- Administration

For many of these activities, the members may need to be a little older than 13, however the age manager may like to introduce the Under 14's to these activities so that they are aware of the numerous things they can get involved with.

For those members who wish to become involved in surf sports competition, there is regular activities that they are able to get involved with such as weekly training, surf sports competitions, etc. For those members who do not want to participate in sport but want to be involved in lifesaving duties, administration, etc, they may find it difficult to maintain some interest/enthusiasm because there is not as much regular interaction. Age Managers may be able to assist in a number of ways including:

- Running some regular activities to provide some interaction between Under 14 members and other members. These may include social activities, club based sporting events, lifesaving demonstrations, etc.
- Working with the young member to find their particular areas of interest and introducing them to an influential member within the club that might be able to assist and mentor the young member.

SECTION 9 – PROGRAMMING JUNIOR ACTIVITIES

9.0 IN THIS SECTION

- 9.1 A change of direction
- 9.2 The right balance

9.1 A CHANGE OF DIRECTION

In the past many clubs have tended to heavily focus junior activities on surf sports, choosing to deliver a surf sports events based program rather than giving juniors a balanced mix of surf education which includes surf sports skills. A surf sports events based program can place too much emphasis on participating in competitive events and not on the basics of skill technique. Skill development is what's most important for juniors at the early stages of their learning.

Surf Lifesaving is a great activity to keep people fit and healthy, but not all juniors are gifted sportspeople. Clubs should keep this in mind when developing and delivering their weekly program. A program that is skills orientated provides all children with an opportunity to participate regardless of their current skill/knowledge level.

Often the age managers responsible for delivering the program don't come from a surf sports coaching background and are therefore unable to teach correct techniques. As a result, juniors often take part in an unstructured learning program that doesn't ensure correct instruction in surf skills. The flow on effect of this type of program is that juniors develop bad habits in their technique. If they then join a coaching program outside of nippers the coaches have to spend time trying to fix the incorrect technique – which can be a difficult task for the junior.

While clubs have previously been delivering 'Surf Education' in various degrees, it has tended to be a 'side act' to the main surf sports events of junior activities. While it is important to include surf sports events, they need to be balanced out with lessons that work on developing the core skills in each of the disciplines.

9.2 THE RIGHT BALANCE

Creating a junior activities day with the right balance of activities is crucial to the success of the junior development program. As an Age Manager you need to ensure there is variety in your sessions that keeps participants interested, excited and most importantly wanting to come back the following week.

Juniors activities days should incorporate lessons from all areas of the junior development program. The junior development program has been designed as an easy to use guide that assists clubs in achieving this. The lessons that have been written all fit into a learning skills matrix that provides a skills pathway for all of the essential surf lifesaving skills. A child that completes every year of junior activities should have participated in lessons across all of the skills groupings.

In order to ensure the children participate in a weekly program with plenty of variety, age managers should ensure that they deliver lessons across a range of different skill groups. This will keep the children interested and ensure that each week is not just a repetition of the last.



SECTION 10 – FUTURE INVOLVEMENT

10.0 IN THIS SECTION

10.1 Beyond an age manager

10.1 BEYOND AN AGE MANAGER

So you've just become an age manager – great stuff! This means you've agreed to make a significant commitment to surf life saving through the development of our young surf lifesavers. For many people this will be your first involvement with the organisation, and it will no doubt be an enjoyable experience.

Surf lifesaving has something for everyone, regardless of whether you are a strong swimmer or not. During your time as an age manager, you will be involved in a range of activities that will give you some background into a variety of different roles within surf lifesaving. Some of you may wish to become further involved in some of these activities. If this is the case, speak to someone at your club and ask them how to get involved. Outlined below are some of the other important roles that you could play within surf lifesaving:

Patrolling Lifesaver

The Surf Rescue Certificate and Bronze Medallion (including the Certificate II in Public Safety) are the two entry level awards for someone who wishes to become a fully qualified patrolling lifesaver and/or water safety officer. These awards require an individual to have a reasonable swimming ability as holders of these awards may be required to rescue individuals in the sea. These awards provide a range of skills including surf awareness, rescue skills, first aid and resuscitation.

Award Lifesaver

For those members who are not strong swimmers but who still want to patrol the beach, are able to complete lifesaving awards which do not include a swimming component. Such awards include First Aid, Resuscitation and Radio awards. Members who hold these awards are still able to patrol the beach by providing specific skills.

Trainer

If you have enjoyed teaching the children about lifesaving skills, then you may wish to consider becoming a trainer for other awards. Trainers are required to complete a trainer's course and they need to hold the award that they are training. For example, if you wish to train the First Aid certificate, you must hold the First Aid Certificate yourself.

Assessor

Assessors are the people responsible for assessing that people have completed the requirement for surf life saving awards. To become an assessor, you are required to complete an assessor's course and they need to hold the award that they are assessing.

Members who wish to extend their skills in training and assessing may wish to do a full Certificate IV in Training and Assessment (TAA40104).

Coach

Coaches provide an important role in developing and improving the skills of members in surf sports. Coaches may choose to specialise in one discipline (e.g. beach sprinting) or choose to coach in a number of disciplines. Coaching accreditation comes in three levels (Level 1, Level 2, Level 3). Level 1 coach's accreditation is the level most suited to new coaches at club level.

Official

Officials are those people responsible for the conduct of surf sport events. There are a range of different roles undertaken by officials including referees, starters, judges, recorders, marshals, etc across all of the surf sports disciplines. Again, Officials accreditation comes in three levels (Level 1, Level 2, Level 3). New officials will need to complete a Level 1 Officials accreditation.

Administrator

As with all volunteer clubs, strong administration is important in ensuring that the club operates effectively. If you are interested in the administration of the club, there are a range of different roles that you may be able to get involved with. These might include some specific roles for junior activities such as an Age Managers coordinator or the Junior Activities chairperson. You may also like to play a responsibility specific role such as a treasurer or secretary. One day, you may like to become the club president.



APPENDIX 1

JUNIOR DEVELOPMENT PROGRAM - LESSON CONTENT SUMMARY				
TOPIC	SURF PLAY 1	SURF PLAY 2	SURF AWARE 1	SURF AWARE 2
	UNDER 6^ (5 y/o)	UNDER 7^ (6 y/o)	UNDER 8^ (7 y/o)	UNDER 9^ (8 y/o)
Introduction to Surf life saving	Our surf club and beach	Our surf club and beach	Surf life saving in Australia and the surf club environment	Surf life saving in Australia and the surf club environment
Personal Safety and Wellbeing	Basic safety practices during junior activities	Basic safety practices during junior activities	What it means to feel safe in a beach environment	What a Personal Safety Network is and the actions that can be taken to ask people for help
Ecosurf	The types of friendly and not so friendly animals that we share the beach with	The variety of items that can be found on a beach	The beach environment in which surf lifesavers operate, what makes up a beach and communities that they share the beach with	What is natural and man made on the beach and the impact humans (incl. surf lifesavers) have on the beach environment
Sun Safety	Sunsmart guidelines: Slip, Slop, Slap	Sunsmart guidelines: Slip, Slop, Slap, Wrap, Slide	Sunsmart guidelines and the dangers of exposure to the sun	
Physical Health, Fitness and Personal Safety				Preparing for physical activity at the beach
Surf Conditions and Hazards		Dangers at the beach	Identifying dangers in the beach environment	Waves, currents and tidal movements
Surf Safety	The importance of having an adult with you at the beach	The role of an adult while with you at the beach		Surf Life Saving Australia's F-L-A-G-S beach safety tips
The Human Body				
First Aid			Dialing '000'	The '000' procedure
Resuscitation				
Interpersonal Communication				
Signs and Signals			Recognition of red and Yellow flags.	Graphic communication and water safety signage
Preventative Action			Knowing when they are in trouble in the surf and how to signal for assistance	
Patrolling	What a lifesaver looks like and the red and yellow flags.	What a lifesaver does, the red and yellow flags and signaling for assistance.		

* These are individual awards that participants can obtain within the award with the correct qualified training.

APPENDIX 1

JUNIOR DEVELOPMENT PROGRAM - LESSON CONTENT SUMMARY

	SURF SAFE 1	SURF SAFE 2	SURF SMART 1	SURF SMART 2
	UNDER 10 [^] (9 y/o)	UNDER 11 [^] (10 y/o)	UNDER 12 [^] (11 y/o)	UNDER 13 [^] (12 y/o)
SURF RESCUE BOARD SKILLS	Running to the waterline with a board and bunny hopping beside a board in the water	Controlled and racing dismounts from a board		Uses all the board skills together in a board race and board rescue event
	Sitting over a wave and paddling through a wave on a board		Rolling under a wave on a board.	
		Catching waves to the beach on a board		
	Using a bodyboard to provide assistance to a distressed swimmer		Conducting a board rescue in the surf.	
		Tags and transition techniques for a board relay race		
SURF SWIMMING SKILLS				Uses all the surf swimming skills together in a surf race event
		Swimming techniques in the surf environment	Negotiating large waves	
	Experiencing a rescue tube			Swimming with a rescue tube in surf and performing a rescue tube rescue.
BEACH SPRINT SKILLS		Crouching beach sprint starts and finishing technique		Uses all the skills together in a beach sprint and beach relay event.
			Beach sprint arm and leg drive techniques	
	Baton change technique for a beach relay race			
BEACH FLAGS SKILLS				Uses all the beach flags skills together in a beach flags event
			Beach flags race strategy	
MULTI-DICIPLINE		Junior Ironman/woman and Cameron Relay transition technique		Uses all surf skills together in an Ironman/Ironwoman and cameron relay event

[^] A child's age group is determined by their age as at 30 September of that year.



APPENDIX

JUNIOR DEVELOPMENT PROGRAM - LESSON CONTENT SUMMARY

TOPIC	SURF PLAY 1	SURF PLAY 2	SURF AWARE 1	SURF AWARE 2
	UNDER 6^ (5 y/o)	UNDER 7^ (6 y/o)	UNDER 8^ (7 y/o)	UNDER 9^ (8 y/o)
SURF RESCUE BOARD SKILLS	Entering and Exiting the Surf			
	Paddling Technique		Basic bodyboarding	Positioning on a board and basic board paddling
	Negotiating the Surf			
	Catching Waves			
	Board Rescue			
	Board Relay			
SURF SWIMMING SKILLS	Entering and Exiting the Surf	Experiencing the sea water, waves and basic wading	Basic wading skills and a run-wade-run	Wading and dolphin-diving
	Negotiating the Surf			
	Body Surfing			Catching waves by body surfing
	Tube Rescue			
BEACH SPRINT SKILLS	Starts & Finishes		Standing beach sprint starts	
	Technique		Basic beach sprint and beach relays	Beach sprint running technique
	Beach Relay			
BEACH FLAGS SKILLS	Starts & Turns		Beach flags starting technique	
	Strategy	Basic beach flags	Basic beach flags	
	Diving for Baton			Beach flags diving techniques
MULTI-DICIPLINE	Transitions			

APPENDIX

JUNIOR DEVELOPMENT PROGRAM - LESSON CONTENT SUMMARY

	SURF SAFE 1	SURF SAFE 2	SURF SMART 1	SURF SMART 2
	UNDER 10^ (9 y/o)	UNDER 11^ (10 y/o)	UNDER 12^ (11 y/o)	UNDER 13^ (12 y/o)
SURF RESCUE BOARD SKILLS	Running to the waterline with a board and bunny hopping beside a board in the water	Controlled and racing dismounts from a board		Uses all the board skills together in a board race and board rescue event
	Sitting over a wave and paddling through a wave on a board		Rolling under a wave on a board.	
		Catching waves to the beach on a board		
	Using a bodyboard to provide assistance to a distressed swimmer		Conducting a board rescue in the surf.	
		Tags and transition techniques for a board relay race		
SURF SWIMMING SKILLS				Uses all the surf swimming skills together in a surf race event
		Swimming techniques in the surf environment	Negotiating large waves	
	Experiencing a rescue tube			Swimming with a rescue tube in surf and performing a rescue tube rescue.
BEACH SPRINT SKILLS		Crouching beach sprint starts and finishing technique		Uses all the skills together in a beach sprint and beach relay event.
			Beach sprint arm and leg drive techniques	
	Baton change technique for a beach relay race			
BEACH FLAGS SKILLS				Uses all the beach flags skills together in a beach flags event
			Beach flags race strategy	
MULTI-DICIPLINE		Junior Ironman/woman and Cameron Relay transition technique		Uses all surf skills together in an Ironman/Ironwoman and cameron relay event



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