



# AGE GUIDE

**STAGE 1**



# MY BEACH PLAYGROUND

LESSON 1 - 25 MINS



## LEARNING OUTCOMES

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

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

**Understand the meaning of slip, slop, slap, seek.**



## PREPARATION

Ensure the surf club is available for a tour. Check the water to identify the presence of any holes or gutters for reference during the session.

Have an adult parent/helper ready to walk through the hole/gutter during the demonstration below.

Sunscreen, wide brimmed hat, long sleeved shirt.

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



## DISCUSS

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

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

Discuss the importance of staying with the group at all times.

Do not wander off alone.

Identify the group's coloured caps/rash tops.

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



## ACTIVITY 1

Take the participants on a tour of the surf club – explain each area you visit. Make sure the tour visits the following places:

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

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

Gear Shed (where all the rescue equipment is stored, show the participants a few items) IRB Shed (an IRB is usually set up ready for rescues).



## ACTIVITY 2

Take the participants for a walk along the beach.

As you walk along the beach point out important features on your beach (i.e. rock features, patrol towers, pools etc) If a patrol is operating then discuss the patrol flags and what the lifesavers are doing.

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

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## DEMONSTRATE

Discuss holes and gutters in the shallows.

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



## DISCUSS

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



## DISCUSS

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

Ask the following questions:

- What should we all do before going out into the sun? (put on sunscreen, wear a shirt, put on a hat etc).
- How do we remember what to do before going out into the sun (they may have been introduced to sunsmart principles at school or during Surf Aware 1).



## DISCUSS

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



## ACTIVITY 1

Split the participants into small groups.

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

### AGE MANAGER TIPS

If you are new to the club ask a longer serving member to help you with this lesson. Invite the parents to accompany you on the tour and If you have a large group, consider splitting the participants into smaller groups.

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

# AN INTERESTING MIX

LESSON 2 - 30 MINS



## LEARNING OUTCOMES

Identify dangers at their beach

Identify the variety of items that can be found on the beach

Recognise the difference between natural items and rubbish on the beach



## PREPARATION

Large rubbish bag.

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



## ACTIVITY 1

Sit the participants in a group on the beach.

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

Each time you find something discuss it by asking the following questions:

1. What is it?
2. Where did it come from? (i.e. the sea, beach, rock pools, humans etc).
3. Does it belong at the beach? (i.e. natural items most likely belong there, man-made items like rubbish don't).
4. Where should it be? (man-made items – rubbish – belong in the rubbish bin).

Areas you might like to take the walk could be:

1. Along the high tide line (best place to find random things that have come in with the surf/tide).
2. Beside the sand dunes (don't have the group walk all over the sand dunes).
3. Over the rocks (Safety Tip: Discuss the dangers of walking over rocks before moving onto the rocks).
4. Around the outside of the surf club.

Ask the participants to put any rubbish they find along the beach into the rubbish bag.

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## DISCUSS

Sit the participants in a group on the beach.

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

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



## ACTIVITY 2

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

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

Keep close so you can hear what is being talked about.

Don't go in the water.

Take the participants on a walk along the beach.

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

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

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

### AGE MANAGER TIPS

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

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

# AT ARMS LENGTH

LESSON 3 - 15 MINS



## LEARNING OUTCOMES

Identify dangers at the beach

Recognise the signs that they are in trouble in the water

Demonstrate the signal for 'assistance required'



## PREPARATION

Two red and yellow patrol flags Rescue tube.

Patrol cap.



## DISCUSS

Sit the participants in a group.

Ask the participants the following questions to generate a discussion: Who goes to the beach with you? (Parents, friends, brothers, sisters etc).

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

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



## ACTIVITY 1

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

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

One arm up = right thing to do.

Two arms up = wrong thing to do.

After each scenario discuss the correct answer:

- To start ask the participants to demonstrate a 'right thing to do' answer (they raise one arm).
- Ask them to demonstrate the 'wrong thing to do' answer (they raise two arms).

Give the participants the following scenarios:

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

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## DISCUSS

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

Sit the participants in a group in front of the flags.

Discuss with the participants:

- What is a lifesaver? (A trained volunteer who patrols the beach).
- How do we know what a lifesaver looks like? (They are dressed in red and yellow, they wear a red and yellow cap, they carry a tube etc).
- What does a lifesaver do? (They patrol the beach, they save people etc).
- Where is the safest place to swim at a beach? (between the red and yellow flags) .
- Ask the participants to point to the red and yellow flag you have setup, ask:
- Who looks after the red and yellow flags? (Lifesavers).
- If you get into trouble in the water how can you get a lifesaver to come and help you? (raise your arm and move slowly side to side).



## ACTIVITY 2

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



## ACTIVITY 3

Ask for two volunteers who would like to be part of a demonstration Have the volunteers stand at the front of the group.

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

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

### AGE MANAGER TIPS

Ensure your volunteers are happy to be up in front of the whole group. You are also able to make up your own scenarios that relate to your specific beach.

# WALKING OVER WATER

LESSON 4 - 25 MINS



## LEARNING OUTCOMES

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



## PREPARATION

Water Safety Personnel (Recommended 1:1).



## ACTIVITY 1

Have water safety personnel in the water at knee depth.

Line the participants up on the waters edge (if you have a large group create smaller lines behind each other).

Ask the participants to walk out into the water until they get to the water safety personnel then return to shore.



## DISCUSS

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



## DEMONSTRATE

Demonstrate the correct technique for wading Swing legs out and away from body:

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



## ACTIVITY 2

Have water safety personnel in the water at knee depth:

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



## ACTIVITY 3

Have water safety personnel in the water at knee depth:

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



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## DEMONSTRATE

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

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



## ACTIVITY 4

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



## ACTIVITY EXTENSION

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

### AGE MANAGER TIPS

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

# IT'S MINE

LESSON 5 - 25 MINS



## LEARNING OUTCOMES

Enjoy playing beach flags



## PREPARATION

Marker cones.

Tennis balls.

Flags: (if you do not have beach flags, you can use a hose/flag/pipe/plastic tube etc.)

Water Safety Personnel (Recommended 1:1).



## DISCUSS

Sit the participants in a group on the beach.

Tell the participants they are about to play beach flags and discuss what beach flags is (it is a game to practice the speed and reaction needed by a lifesaver to respond to emergencies).

Introduce the basic beach flags instructions.



## COACHING POINTS

### BASIC BEACH FLAGS INSTRUCTIONS

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



## DEMONSTRATE

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

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



## ACTIVITY 1

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

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## ACTIVITY 2

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

### AGE MANAGER TIPS

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

# IN IT TOGETHER

LESSON 6 - 25 MINS



## LEARNING OUTCOMES

Enjoy beach sprinting and participating in beach relays



## PREPARATION

Marker Cones.

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



## ACTIVITY 1

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

Explain the beach sprint instructions.

Take the participants to the start line,

Line the participants up along the start line in groups of about 8,

Explain to the participants that on 'Go' they need to run to the finish line.

Run through 4 or 5 beach sprints and then start to mix up the way they run:

- Hopping race
- Crawling like a crab
- Running backwards
- Skipping etc.

Participants might also like to come up with their own ideas!



## COACHING POINTS

### BEACH RELAY INSTRUCTIONS

The first runner starts with the baton and runs towards their teammate at the other end of the track.

When the first runner gets to their teammate at the other end, they hold their baton at shoulder height for their teammate to take off them. The next runner runs with the baton back to their next teammate and so on.

The last runner finishes the relay.



## DEMONSTRATE

Explain the beach relay instructions.

Select a participant to help you demonstrate the baton change over technique.



## ACTIVITY 2

Explain the beach relay instructions.

Split the participants up into groups of 4 or more,

On 'Go' the first runner starts and the team completes the relay.

Repeat the relays mixing them up with different techniques as per the beach sprint.

### AGE MANAGER TIPS

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