U11

AGE GUIDE
Surf Safe 2

SURF LIFE SAVING

Foreword

Thank you for making a commitment to being an Age Manager. You are taking on a role that is central to developing our junior surf lifesavers. Your contribution to help deliver this valuable learning opportunity to junior surf lifesavers is appreciated.

Junior development within surf lifesaving had its origins in the 1960s. Over time, these activities have grown and developed along with the changing surf lifesaving culture, changing community expectations, and changing expectations of members.

The one thing that has remained constant over that time has been the willingness of members to commit their time to training youth within SLSA.

The content and format of this second edition Junior Development Resource has been revised based on feedback, consultation and contribution from clubs and states.

It has been designed to deliver positive learning and experiential outcomes for every 5 – 13 year old who joins a surf life saving club. It incorporates three strands: knowledge, skills and competition. It emphasises fun, play and participation.

I commend it to you and wish you a rewarding and enjoyable season contributing to making Australia's beaches safe.

Yours in Surf Life Saving
Kevin Larkins
SLSA Director of Development
Surf Life Saving Australia

Responsibilities of Age Managers

An Age Manager takes responsibility for the care, safety, wellbeing and development of junior surf lifesavers in their care. That responsibility involves facilitating the development of surf lifesaving skills (movement skills, surf awareness, etc.) and personal skills (eg. confidence, teamwork, leadership, etc). Age Managers play a fundamental role in the delivery of a learning program that encourages and develops young surf lifesavers.

Each state has specific legal requirements and responsibilities for people working with youth under the age of 18 years. These requirements will be covered in state delivery of the Age Managers' Course.

Acknowledgements

Contents

How to use this guide

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

Age Summary

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

Use the Age Summary to:

• Get an overview of all the learning outcomes for the award.

• Want to use your own lessons? Use it as a guide to the necessary learning outcomes for the season.

• Show or give to parents as a summary of what their child will learn as part of the award.

Lesson Plans

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

Use the Lesson Plans to:

• Deliver lessons that satisfy the particular learning outcomes

• Deliver a lesson if you have little or no surf life saving knowledge

• Deliver a lesson if you haven't been able to prepare your own lesson

Using a lesson plan

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

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

Junior Surf Sports – Coaching Points

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

Use the Junior Surf Sports – Coaching Points to:

• Get a full understanding of the correct technique for a whole skill set, i.e. All board skills as opposed to just one skill found in a lesson (e.g. paddling)

• Ensure you are teaching the correct surf skills technique when teaching surf skills beyond what the age group lessons provide for.

Junior Surf Sports – Events

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

Use the Junior Surf Sports – Events to:

• Gain an understanding of each junior surf sports event

• Explain the race method and rules to your participants

• Explain the course layout to your participants

• Set up a course for training/competition

• Run a competitive surf sports event

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

Estimated Lesson Time and relevant Lesson Location symbols found here

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

Age Managers Tips

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

Lesson Number

Award Name

Lesson Outcomes (always first)

Preparation (always second)

Example of info Box or Coaching Points box

Page number

Symbols

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

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

Junior Preliminary Skills Evaluation

Swim Distance: 50m (freestyle)   **Survival Float:** 2 minutes

Topic	Learning Outcomes
Introduction to Surf Life Saving Lesson: Welcome to the family!	Develop and understanding of surf life saving in Australia Identify the surf club as a welcoming place
Personal Safety Lesson: Persistence pays upset or bullied	Identify the actions they can take when feeling frightened, lost, Recognise the importance of persisting when needing help
Ecosurf Lesson: Energy Conservation	Recognise the difference between renewable and non-renewable energy generation Identify ways in which electricity usage can be reduced in the surf club
Surf Conditions and Hazards Lesson: Risky business dangerous situations	Recognise 'at risk' people in a beach environment Identify actions that can be taken to help 'at risk' people avoid
First Aid Lesson: Here to help	Identify the principles of DRSABCD Recognise and manage patients suffering from cuts and abrasions, bleeding from the nose, sprained muscle ligaments and sunburn.
Resuscitation^ Lesson: The breath of life	Perform cardiopulmonary resuscitation (CPR) techniques
Signs and Signals Lesson: Sign language	Recognise the importance of beach safety signage Identify and understand safety signage on their beach
Board: Entering and Exiting the Surf Lesson: Up and out	Attempt or perform a dismount from a nipper board
Board: Catching Waves Lesson: The easy way in	Attempt or perform catching a wave on a nipper board
Board: Board Relay Lesson: Never board in a team	Attempt or perform a board relay race
Swim: Negotiating the Surf Lesson: I'm a fish!	Understand the techniques of surf swimming Demonstrate an ability to swim through surf, parallel to surf and back to shore
Beach Sprint: Starts and Finishes Lesson: Up and at em'	Attempt or perform a crouching beach sprint start Attempt or perform a beach sprint finish
Multi Discipline: Transitions Lesson: Round we go	Attempt or perform an ironman/woman race transitions Attempt or perform cameron relay race transitions

^ A Resuscitation Certificate is available for Resuscitation if delivered by a qualified trainer and participant meets qualification assessment standards.

Welcome to the family!

00:20

LEARNING OUTCOMES

Develop an understanding of surf life saving in Australia

Identifiy the surf club as a welcoming place

PREPARATION

Organise one or more lifesavers and some lifesaving equipment to show/demonstrate during the lesson.

Speak to the patrol captain before the lesson so that they are available to assist with your group.

Discuss

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

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

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

Activity 1

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

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

Discuss

Have a question and answer session about the history of surf life saving, junior program and the surf club.

AGE MANAGER TIPS

Make the tour exciting by letting the participants touch/experience some things along the way.

`00:20`

LEARNING OUTCOMES

Identify the actions they can take when feeling frightened, lost, upset or bullied

Recognise the importance of persisting when needing help

PREPARATION

No preparation needed.

IMPORTANT

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

Discuss

Talk to participants about the importance of having trusted people who you can talk to when you are feeling frightened, lost, upset or bullied.

Discuss "What if…" situations and ask participants to recognise if the action is safe or unsafe.

Relate the content back to the surf club environment, such as; 'What if you were really scared of the big surf and were being bullied to go out?'

Discuss with participants the following scenario:

What if you told a person you trusted that you did not feel safe and nothing happened?

What if the person did not believe you?

What if the person was too busy to listen?

What if the person wasn't there?

What if the person believed you and still did nothing?

Activity 1

Create a couple of role plays:

Participants are to split up into groups of 3 or 4.

A role play scenario is given to each group.

Each group is allocated a 10 minutes to address the scenario

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

Role Play 1

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

Role Play 2

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

AGE MANAGER TIPS

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

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

Further References: SLSA Member Safety and Wellbeing Policy found at www.slsa.com.au

LEARNING OUTCOMES

Recognise the difference between renewable and non-renewable energy generation

Identify ways in which electricity usage can be reduced in the surf club

PREPARATION

Whiteboard and markers (optional)

Butcher paper and markers (optional)

Discuss

Ask the group if they know what the difference between 'renewable' and 'non-renewable' energy is?

Info Box

WHAT IS RENEWABLE AND NON-RENEWABLE ENERGY?

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

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

Discuss

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

Info Box

ENERGY SOURCES

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

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

Discuss

Discuss why it is important for the world to focus on non-renewable energy.

Activity 1

Form small groups of 3 or 4 participants and give each group a large piece of butchers paper and pens.

Write the following headings on a whiteboard/butchers paper for everyone to see and give each group 10 minutes to answer them:

Give examples of how non-renewable energy is being used these days

What type of energy is our surf club being run on?

List all the things that use electricity at the surf club.

Draw an outline of the surf club and add the form of energy collection you think would work best at the club. Describe why you chose this technology.

List ways in which we can reduce the amount of electricity used in our surf club

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

Activity 2

Finish the lesson by conducting a surf club 'energy audit' by taking the group on a tour of the club and stopping at different areas of electricity usage to discuss ways in which electricity is being wasted and ways electricity usage could be reduced.

Include things such as: lights, radio's charging, kitchen appliances, water heating, and any other things the participants may have listed in their groups.

`00:20`

LEARNING OUTCOMES

Recognise 'at risk' people in a beach environment

Identify actions that can be taken to help 'at risk' people avoid dangerous situations

PREPARATION

Whiteboard and markers (optional)

Butcher paper and markers (optional)

Discuss

Start a discussion on what 'at risk' beach users are.

Discuss with participants the factors that affect different kinds of beach users and how these factors may cause them harm.

Info Box

At Risk Beach Users

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

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

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

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

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

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

Discuss

Ask participants to recommend actions they could take to help avoid people get into dangerous situations at their beach. Answers may include:

Use signage

Talk to at-risk people

Scanning surf conditions before entering the water

Preventative education (schools etc)

AGE MANAGER TIPS

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

Further References: SLSA Training Manual

LEARNING OUTCOMES

Identify the principles of DRSABCD
Recognise and manage patients suffering from cuts and abrasions, bleeding from the nose, sprained muscle ligaments and sunburn.

PREPARATION

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

IMPORTANT

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

Info Box

DRSABC
D = Danger – Check for danger to yourself or the patient
R = Response – Assess consciousness
S = Send – If unresponsive, Send for help by calling Triple Zero (000).
A = Airway – Open and clear airway
B = Breathing – Look, listen and feel for breathing
C = Compressions – Commence CPR
D = Defibrillation - Use ASAP if trained operator is available

Discuss

Refresh the principles of DRSABCD

Info Box

Minimising the risk of infection:
Avoid direct contact with the blood and other body fluids of the person being treated.
For your own safety wear protective gloves for every case
Keep First Aid rooms spotless and clean away any body fluids after treatment
Dispose of contaminated supplies in the correct bins

Discuss

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

Activity 1

Discuss and demonstrate how to treat the following First Aid instances one at a time.
After each demonstration ask the participants to pair up and practice treating their partner.
Cuts and Abrasions (Clean/Control/Cover)
Bleeding from the nose (Head forward/squeeze nostrils for up to 10 minutes)
Sprained muscle ligaments, i.e. sprained ankle (R.I.C.E principle)
Sunburn (Rest/Cool/Fluid)

Activity 2

Split the participants into small groups and give each group a scenario to perform in a safe controlled environment.
Scenario 1: A beach user has tripped and fallen onto a piece of driftwood and cut their arm
Scenario 2: A beach user has presented themselves to you with a bleeding nose
Scenario 3: A swimmer exits the water and twists their ankle in a small hole
Scenario 4: A tourist has spent too long in the sun without sunscreen and has severe sunburn
Use props to simulate injuries and to make the scenarios more realistic and fun.
Set up simple scenarios.
Ask participants to demonstrate how they would react to such a scenario and what first aid action they would take.
Rotate the scenario's around the groups so all participants get a turn at practicing their skills.
Life savers culd be used to help with scanning for rips

AGE MANAGER TIPS

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

Further References: SLSA Training Manual

`00:45`

LEARNING OUTCOMES
Perform cardiopulmonary resuscitation (CPR) techniques

PREPARATION
Qualified trainer or lifesaver
Resuscitation training equipment and disinfectant
Worksheet: DRSABCD Flowchart

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

Award Delivery Options
From the age of 10 a junior member in surf life saving can work towards obtaining a Resuscitation Certificate. As an age manager you have two options for the delivery of resuscitation to your 10 year old participants:

Option 1 – Deliver a single lesson on Resuscitation (lesson plan provided on this page)
If you are qualified trainer or lifesaver the lesson would be delivered by you. If you are not qualified you would need to find a qualified bronze lifesaver or trainer to deliver the lesson.

Option 2 – Guide your participants towards a Resuscitation Certificate through the season
(A) Have a qualified trainer deliver an initial lesson on Resuscitation
(B) During the season conduct further lessons with your participants to practice the skills and knowledge learnt in the initial session
(C) When the participants are ready (towards the end of the season) get a qualified assessor to conduct an assessment session.

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

Discuss
Have discussions on areas such as
Hygiene – Minimising the risk of infection
The Chain of Survival
DRSABCD Flow Chart
When to start CPR
Rates for CPR

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

Activity 1
Have participants get into small groups (depending on the number of manikins you have available) and practice
Resuscitation
Provide scenarios to the groups to use as starting points for practicing

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

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

Further References: SLSA Training Manual

LEARNING OUTCOMES

Recognise the different types of interpersonal communication used in a beach environment
Identify why interpersonal communication is an important skill for a lifesaver

PREPARATION

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

Discuss

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

Activity 1

Split the participants into pairs.
Have each participant tell their partner the following three things about themselves:
  Name
  Favourite movie and why
  Favourite thing to do on the weekend
  When both participants in each pair have finished get the whole group to listen while each participant
  introduces their partner mentioning the three things they have learnt about them.

Activity 2

Conduct the following scenario's
Pair off the participants and get one person from each pair to group up around you.
Make up a sentence and ask them to communicate it to their partner in one of the following techniques:
Spoken nicely beside partner
Using hand signals
Spoken from 50 metres away
Spoken with another junior surf group doing their activities in the middle
Using hand signals with another junior surf group doing their activities in the middle
Finish the lesson by discussing the outcomes of the scenario's
Were any ways of communicating easier than the others? Why?
What is the best way to communicate with somebody?
How did it feel to be communicated to in some of the more difficult techniques?

AGE MANAGER TIPS

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

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LEARNING OUTCOMES

Recognise the importance of beach safety signage
Identify and understand safety signage on their beach

PREPARATION

Worksheet: Signs of the times
Take note of beach signage in and around your beach

Discuss

Start the lesson by discussing why signage is used at the beach (i.e. tourists, non-english, speaking beach users, environment, safety)

Activity 1

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

Activity 2

Have the participants complete the 'Safety Signage' worksheet in their workbook. (This can be done during the lesson or afterwards at home depending on your preference.)

Further References: SLSA Training Manual

Up and out

Surf Safe 2 LESSON #9

`00:30`

LEARNING OUTCOMES

Attempt or perform a dismount from a nipper board

PREPARATION

Nipper Boards
Marker cones
Water Safety Personnel (1:5)

IMPORTANT

If you are not confident coaching the skills in this lesson bring in a surf sports athlete or coach to help deliver the lesson. Discuss the surf conditions and safety considerations before entering the water.

Coaching Points
CONTROLLED DISMOUNT (BOARD RESCUE TECHNIQUE)

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

Demonstrate

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

Activity 1

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

Coaching Points
RACING DISMOUNT

Stay on board till knee deep water or when your hand can just touch the sand to indicate shallow depth
Keep eyes on strap/handle
Grab front handle
Stand and run to finish, dragging the board
Finish on feet in control of board

Demonstrate

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

Activity 2

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

Activity 3

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

AGE MANAGER TIPS

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

ASSUMED SKILLS

This lesson assumes participants have acquired previous skills from earlier awards: **Positioning on a board and basic paddling technique (Surf Aware 2, Lesson 10), Entering the surf and bunny-hopping with a board (Surf Safe 1, Lesson 10), Sitting over a wave and paddling through a wave (Surf Safe 1, Lesson 10)**

Further References: SLSA Junior Coaching Manual.

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The easy way in

Surf Safe 2 LESSON #10

00:30

LEARNING OUTCOMES
Attempt or perform catching a wave on a nipper board

PREPARATION
Nipper Boards
Water Safety Personnel (1:5)

IMPORTANT
If you are not confident coaching the skills in this lesson bring in a surf sports athlete or coach to help deliver the lesson. Discuss the surf conditions and safety considerations before entering the water.

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

Demonstrate
Draw the shape of a board in the sand or lay a board on the sand (digging a hole where the fin is so the board lies flat)
Demonstrate to the participants the correct body technique for catching a wave while talking them through the steps

Activity 1
Position the participants in a semi circle and ask them to draw the shape of a board in the sand each with a board or lay a board on the sand (digging a hole where the fin is so the board lies flat)
Ask participants to position themselves on their board as if they were paddling.
Talk the participants through catching a wave and ask them to demonstrate what they should do.
Tell them that a wave is approaching (they need to paddle faster)
Tell them that they are on the wave (they take 2 more strokes and then pretend to grab the back handles while sliding their body back on the board keeping their feet apart)
Walk around the semi circle and check to see all participants are in the correct position, making adjustments as necessary.

Demonstrate
Line up the participants on the waters edge and demonstrate how to catch a wave.

Activity 2
Have participants practice their skills in small waves in an area close to shore and marked out by Water Safety Personnel.

Activity 3
Finish the lesson by playing games such as 'party waves' where everyone tries to catch the same wave. Mix this up by seeing who can make it furthest to shore on a wave.

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

ASSUMED SKILLS
This lesson assumes participants have acquired previous skills from earlier awards: **Positioning on a board and basic paddling technique (Surf Aware 2, Lesson 10), Entering the surf and bunny-hopping with a board (Surf Safe 1, Lesson 10), Sitting over a wave and paddling through a wave (Surf Safe 1, Lesson 10)**

Further References: SLSA Junior Coaching Manual

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LEARNING OUTCOMES
Attempt or perform a board relay race

PREPARATION
Nipper Boards
Water Safety Personnel (1:5)

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

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

Activity 1
Divide the participants into teams of three or more and provide each team with a board
Line each team up facing the water with one water safety personnel per team as a marker 20m out to sea
Make sure each team is 5 metres apart so they do not run into each other
Explain to each of the participants that they need to go to the left of their water safety marker
Instruct participants to wait until tagged before their next team mate can go and encourage participants to do some bunny hops on their way out
Start the board relay when all the participants understand the activity and are ready
Repeat the relay 2 or 3 times

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

ASSUMED SKILLS
This lesson is a progression of board skills through the junior development award program. It assumes participants have acquired previous skills from earlier awards. The assumed skills for this lesson are: Positioning on a board and basic paddling technique (Surf Aware 2, Lesson 10), Entering the surf and bunny-hopping with a board (Surf Safe 1, Lesson 10), Sitting over a wave and paddling through a wave (Surf Safe 1, Lesson 10), Exiting the water with a board (Surf Safe 2, Lesson 10), Catching a broken and un-broken wave (Surf Safe 2, Lesson 11)

Further References: SLSA Training Manual

`00:30`

LEARNING OUTCOMES

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

PREPARATION

Goggles (for participants if they have them)
Swim buoys x 2
Water Safety Personnel (1:5)

IMPORTANT

If you are not confident coaching the skills in this lesson bring in a surf sports athlete or coach to help deliver the lesson. Discuss the surf conditions and safety considerations before entering the water.

Coaching Points
SURF SWIMMING

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

Discuss

Discuss with the participants the techniques for surf swimming.

Activity 1

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

AGE MANAGER TIPS

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

ASSUMED SKILLS

This lesson assumes participants have acquired previous skills from earlier awards: **Wading and dolphin-diving (Surf Aware 1, Lesson 10), Body surfing (Surf Aware 1, Lesson 11)**

Further References: SLSA Junior Coaching Manual

00:30

LEARNING OUTCOMES
Attempt or perform a crouching beach sprint start
Attempt or perform a beach sprint finish

PREPARATION
Marker Cones

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

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

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

Activity 1
Start by setting up a beach sprint start line by drawing a line in the sand and marking it with cones.
In manageable groups have participants line up on the start line
Use 'Takes your marks' – 'Get set' – 'Go!' to have participants practice their skills.
Repeat for up to 10 times until the skills become second nature

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

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

Activity 2
In manageable groups have participants line up 20m from the finish line (which was the start line for the first activity)
Have participants practice their skills by finishing over the line
Repeat for up to 10 times until the skills become second nature

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

ASSUMED SKILLS
This lesson assumes participants have acquired previous skills from earlier awards: **Standing beach sprint starts (Surf Aware 1, Lesson 11), Basic beach sprint running technique (Surf Aware 2, Lesson 12)**

Further References: SLSA Junior Coaching Manual

00:60

LEARNING OUTCOMES
Attempt or perform an ironman/woman race transitions
Attempt or perform cameron relay race transitions

PREPARATION
Nipper Boards   Marker Cones   Water Safety Personnel (1:5)

IMPORTANT
If you are not confident coaching the skills in this lesson bring in a surf sports athlete or coach to help deliver the lesson. Start the lesson by discussing the surf conditions and safety considerations before entering the water.

Discuss
Explain the rules of the Ironman/Ironwoman event: 4 members per team (1 Swimmer, 2 Runners, 1 Board Paddler), the order of legs (swim and board) are drawn ballot – see Junior Competition Events section in the back of this Age Guide.

Coaching Points
JUNIOR IRONMAN/IRONWOMAN TRANSITION
Set up the board on a sand mound with front handle pointing high
When you get to your board bend down and grab the front handle
Drive off the sand and prepare for the entry to the water

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

Activity 1
Have participants practice setting up a mound and placing their board on it.
Set up a line in the sand 10m away from the boards
Participants run to their boards pick them up and then run 10m further along the beach.
Repeat this exercise until everyone has had plenty of practice
After a couple of repetitions encourage the participants to complete the transitions as fast as they can to get used to doing them at full pace in a race

Coaching Points
CAMERON RELAY TRANSITIONS
Tag is made with hand (like giving a '5' to someone)
The receiving team mate must be behind their line

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

Activity 2
Pair up the participants and give each pair a nipper board
Organise for them to practice one of the transitions at a time.

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

ASSUMED SKILLS
This lesson assumes participants have acquired previous skills from earlier awards: **Surf Swimming Wading and dolphin-diving (Surf Aware 1, Lesson 10), Body surfing (Surf Aware 1, Lesson 11), Surf swimming techniques (Surf Safe 2, Lesson 13) Board Positioning on a board and basic paddling technique (Surf Aware 2, Lesson 10), Entering the surf and bunny-hopping with a board (Surf Safe 1, Lesson 10), Sitting over a wave and paddling through a wave (Surf Safe 1, Lesson 10), Exiting the water with a board (Surf Safe 2, Lesson 10), Catching a broken and un-broken wave (Surf Safe 2, Lesson 11)**

JUNIOR SURF SPORTS – COACHING POINTS

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

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

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

LAND BASED ACTIVITIES

Beach Sprint

Standing start (recommended for U8-U10 years)
- Toes on line
- Dig small starting blocks in the sand for both feet
- Body position leaning forward, weight on front foot
- Knees slightly bent
- On 'go' drive forward off front foot

Crouch Start (U11-U14 years)
- Take the 'on your mark' position
- Hand positions slightly more than shoulder width apart
- Thumb and forefingers (form a bridge) on start line
- Front foot approx 30cm back from start line
- On 'set' lift hips to slightly higher than the shoulder height, rotate shoulder forward and ensure weight is on the hands
- Eyes looking 20-30 centimetres down track for 'ready' position
- On 'go' explosive movement off front foot
- Keep low with head down for up to 10m
- Come to upright sprinting position

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

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

Relay transitions

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

Beach Flags

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

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

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

WATER BASED ACTIVITIES

Surf Swimming

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

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

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

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

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

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

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

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

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

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

Board Paddling

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

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

Entry into the surf zone
- Run until water reaches knee depth
- Hold board away from legs
- Lift feet above water in 'wading' motion

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

Deep water entry
If carrying board under arm:
- When at knee depth, bend forward place board on water
- Drive forward with legs and dive onto the board to begin paddling
If dragging board :
- pull the board forward and dive onto it

Body position on board
Beginners:
- Chin slightly raised
- Feet in water (act as training wheels)
- Paddle in a slow freestyle action
Non beginners:
- Lay flat in centre of board,
- find 'sweet spot' for good trim
- Knees slightly apart
- Feet can be slightly raised
- Increase paddling stroke rating
- Kicking legs from the knees to increase arm rating
- The legs should not go past vertical position when kicking
- Kick the legs outwards so that they move in as circular path
- Paddle with alternate arms and legs

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

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

Sit over broken wave
Just before foam hits:
- Go to a sitting position about ¾ of the way back on board
- Place legs over each side and hold the back handles with both hands
- Lean back and pull on the handles to raise the nose of the board
As the foam hits:
- Lean forward with your left arm outstretched and grab the left handle
- Push the front of the board down with your chest and left hand
- Start a stroke, so as to not get dragged backwards
- When balanced start paddling

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

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

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

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

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

JUNIOR SURF SPORTS – EVENTS

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

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

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

You can use the event summaries to:

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

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

Beach Sprint

Age Group/Ability Level
- U8-U14 (7-13 years old)

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

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

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

Distance
- Course length no longer than 70m

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

Method
- Participants run from start line to finish line

Beach Relay

Age Group/Ability Level
- U8-U14 (7-13 years old)

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

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

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

Distance
- Course length no longer than 70m

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

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

Beach Flags

Age Group/Ability Level
• U8-U14 (7-13 years old)

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

Starting Procedure
• On your mark   = 'Competitors Ready'
• Get set   = 'Heads down'
• Go   = 'Whistle'

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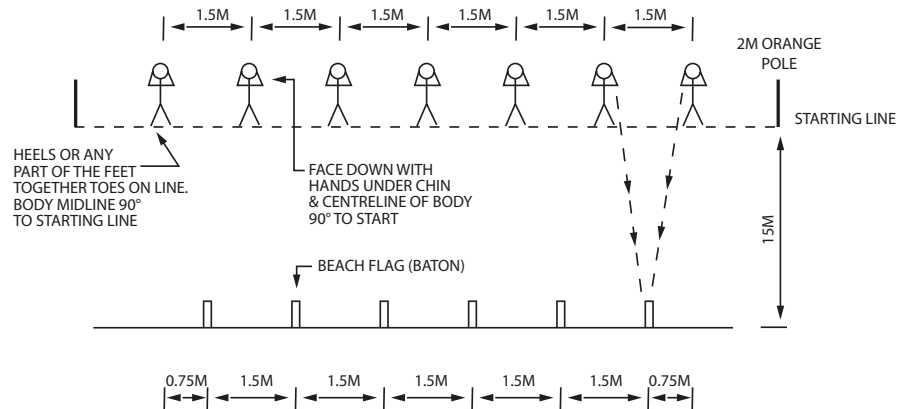• Ensure even beach area

Distance
• Course distance 15m
• Flags are spaced 1.5m apart

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

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

Wade Race

Age group/Ability level

• U8 (7 years old)

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

Starting Procedure
• On your mark   = 'Ready'
• Get set   = 'Set'
• Go   = 'Whistle'

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

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

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

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

Wade Relay Race

Age group/Ability level
• U8 (7 years old)

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

Starting Procedure
• On your mark = 'Ready'
• Get set   = 'Set'
• Go   = 'Whistle'

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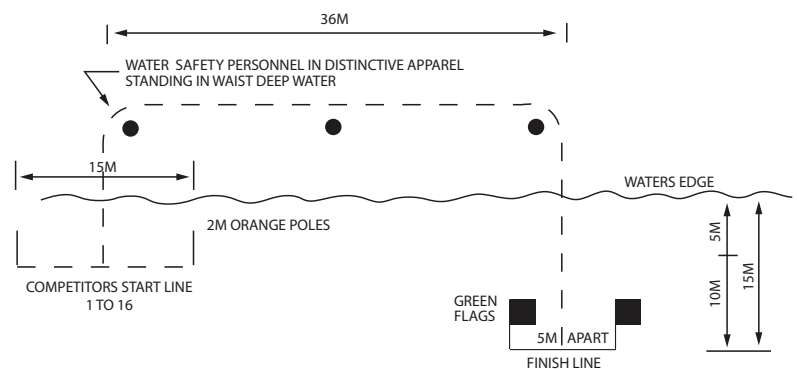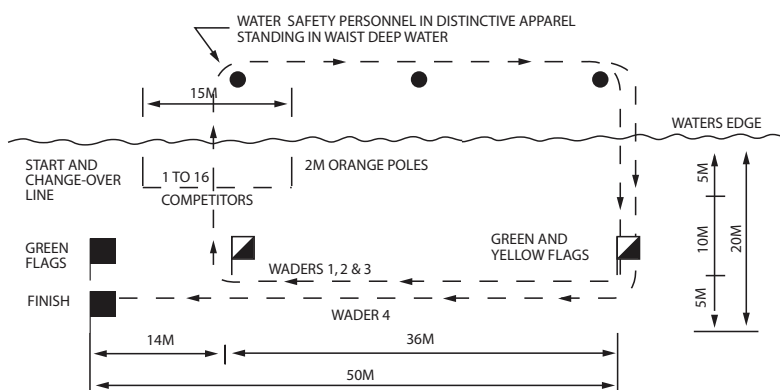• Head count participants at start and finish

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

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

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

Run-Swim-Run

Age Group/Ability Level
• U11-U14

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

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

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

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

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

Surf Race

Age Group/ Ability Level
- U9-U14 (8-13 years old)

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

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

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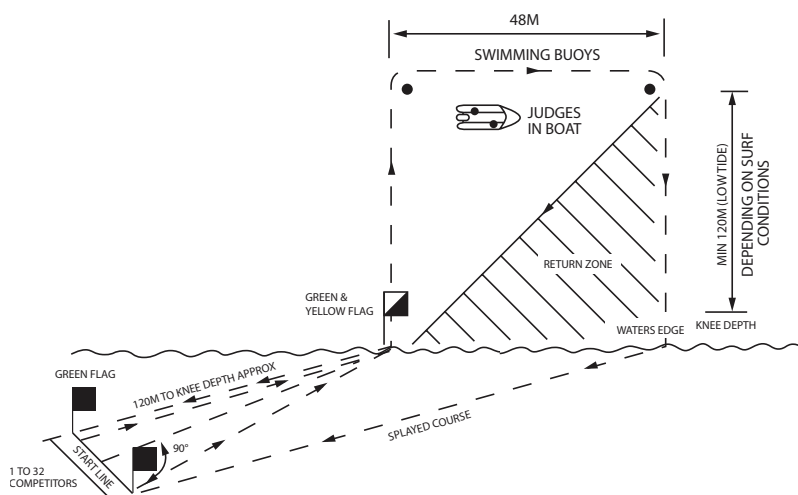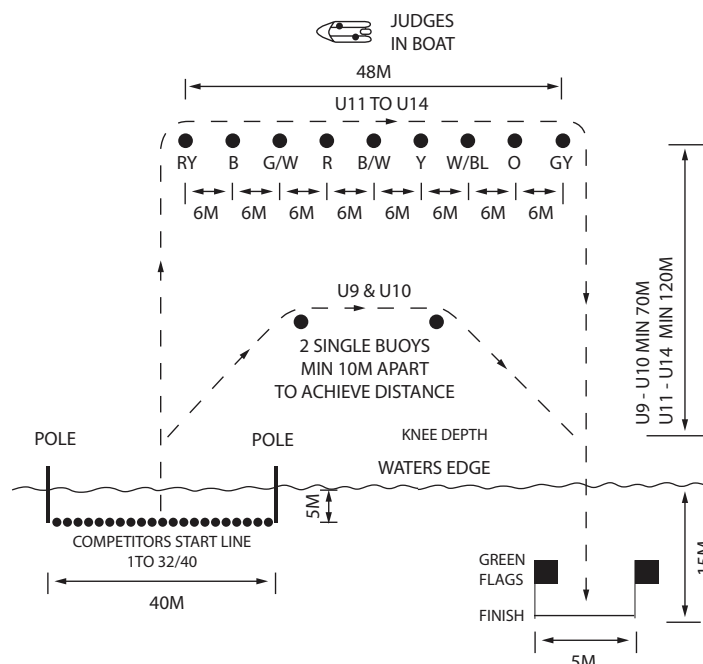- Head count children at start and finish

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

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

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

JUDGES IN BOAT

48M

U11 TO U14

RY   B   G/W   R   B/W   Y   W/BL   O   GY

6M 6M 6M 6M 6M 6M 6M 6M

U9 & U10

2 SINGLE BUOYS MIN 10M APART TO ACHIEVE DISTANCE

POLE   POLE

KNEE DEPTH

WATERS EDGE

U9 - U10 MIN 70M
U11 - U14 MIN 120M

5M

COMPETITORS START LINE
1 TO 32/40

40M

GREEN FLAGS

FINISH

15M

5M

Board Race

Age Group/ Ability Level
- U9-U14 (8-13 years old)

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

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

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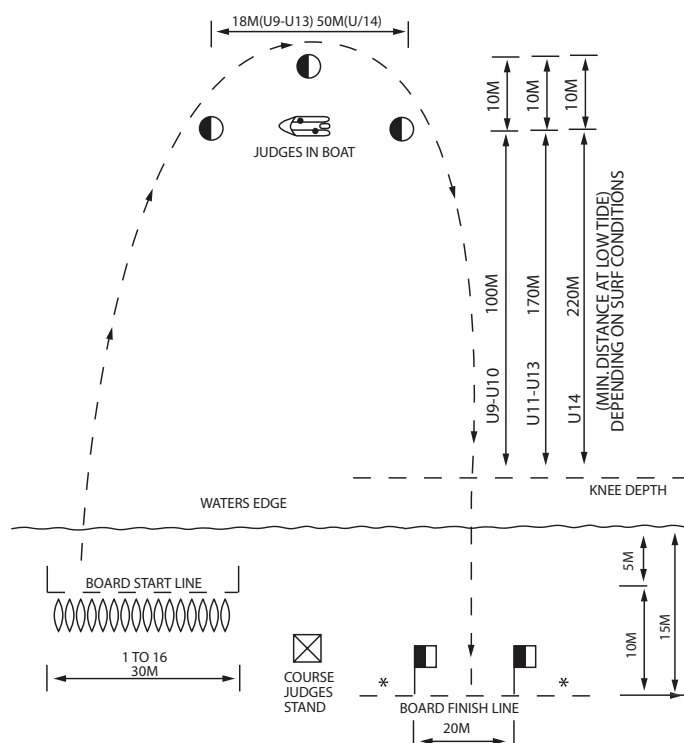- Head count participants at start and finish

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

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

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

18M(U9-U13) 50M(U/14)

JUDGES IN BOAT

10M 10M 10M

100M 170M 220M

U9-U10   U11-U13   U14   (MIN. DISTANCE AT LOW TIDE) DEPENDING ON SURF CONDITIONS

WATERS EDGE   KNEE DEPTH

BOARD START LINE

1 TO 16
30M

COURSE JUDGES STAND

*   BOARD FINISH LINE   *
       20M

5M
10M
15M

LEGEND

| 2M ORANGE POLE

◖ BLACK & WHITE BUOYS

▮ BLACK & WHITE FLAG ON 4M POLE

* FINISH FLAGS MOVED TO SUIT WIND CONDITIONS

Board Relay

Age Group/ Ability Level
- U9-U14 (8-13 years old)

Equipment
- Start poles/finish flags
- 3 buoys
- 2 turning flags

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

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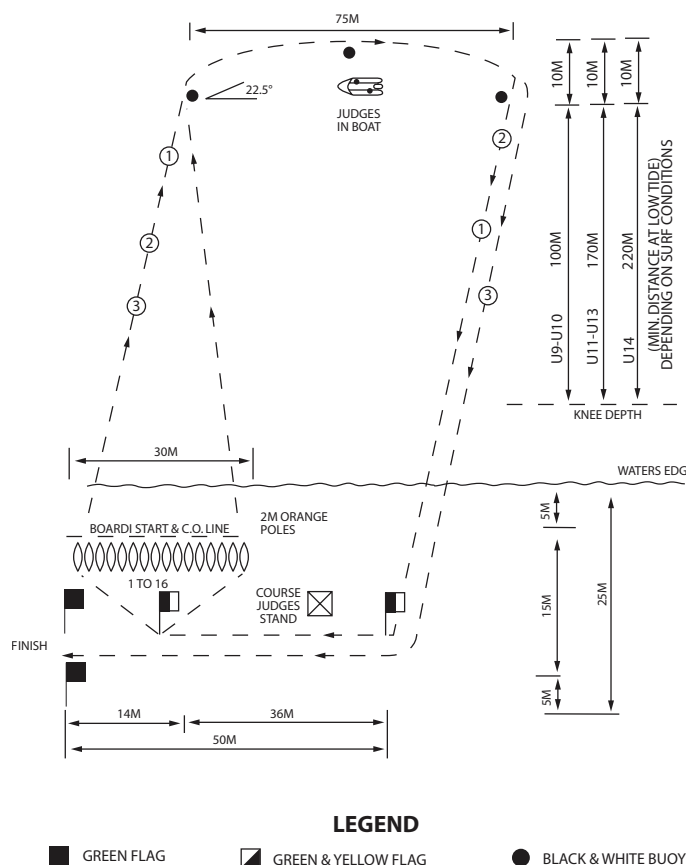- Head count participants at start and finish

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

Judging
- Placing order over finish line of final paddler (#3)
- Paddlers must go around outside all of the markers buoys
- Paddlers can lose board and swim remainder of the course after rounding last turning buoy
- Visible tags must be 'paddler to paddler' not 'paddler to equipment'

Method
- Teams consist of 3 paddlers
- First paddler completes water course, leaves board at waters edge, runs around the two marker flags and tags paddler #2 on the shoreward side of the changeover line
- Paddler #2 repeats this process and tags paddler #3
- Paddler #3 completes water course, leaves board at waters edge and runs around first turning flag and finishes race by crossing finish line in contact with board
- The finish is judged on the chest of paddler #3, who must finish on their feet.

LEGEND

GREEN FLAG	GREEN & YELLOW FLAG	BLACK & WHITE BUOY

Board Rescue

Age Group/ Ability Level
- U11-U14 (10-13 years old)

Equipment
- Start poles/finish flags
- Swim buoys (full set 9 buoys)
- Starting whistle

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

Safety requirements
- 9 teams per race (maximum)
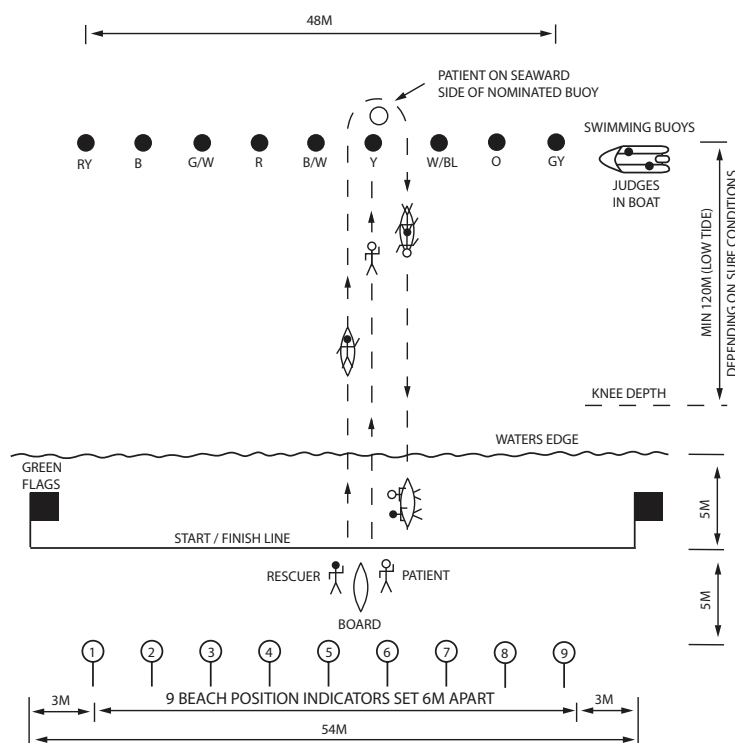- Head count children at start and finish

Distance
- 120m from knee depth (minimum)

Judging
- Paddlers must go from left to right around allocated buoy and be on the seaward side of the buoy when picking up swimmer
- Teams must finish between flags and in contact with the board
- Placing order over finish line

Method
- Teams consist of 1 swimmer and 1 board paddler
- On start signal swimmers race to allocated buoy, and signal arrival by raising arm
- Board paddler begins at swimmers signal
- On reaching swimmer, paddler picks swimmer up ensuring that they are on the seaward side of the buoy and then rounds buoy from left to right
- Team jointly paddles back to shore and runs up beach to finish
- Paddler and swimmer finish between flags, both in contact with the board and on their feet

Ironman/Ironwoman Race

Age Group/ Ability Level
• U11-U14 (10-13 years old)

Equipment
• Start poles/finish flags
• 2 Turning flags
• Full set of swim buoys
• 4 buoys (board)
• Starting Whistle

Starting Procedure
• On your mark = 'Ready'
• Get set = 'Set'
• Go = 'Whistle'

Safety requirements
• 16 participants per race (maximum)
• Head count children at start and finish
• Handlers may be required to clear boards ASAP if board is first leg of event
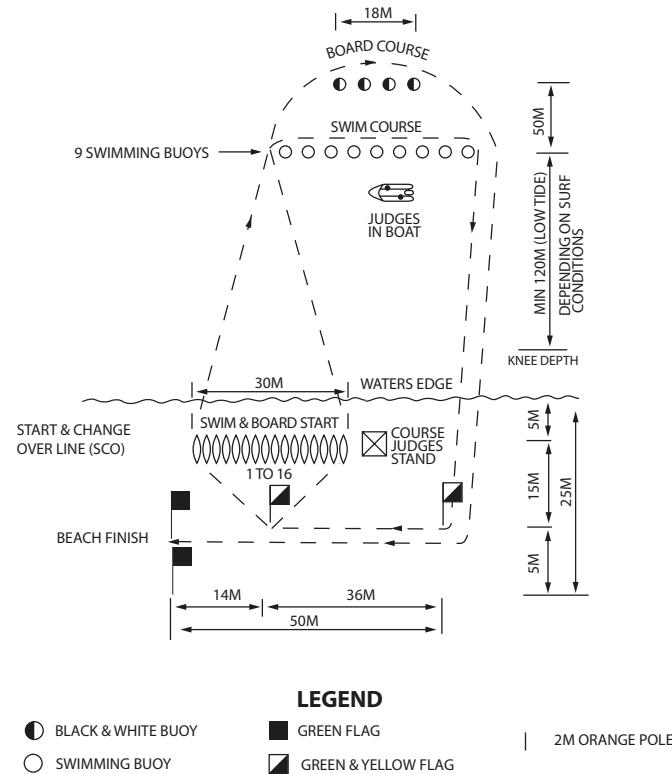
Distance
• Swim – 120m (min)
• Board – 170m (min)

Judging
• Participants must go around outside all buoys/markers
• Placing order over finish line

Method
• The order of legs (swim and board) shall be drawn by ballot
• The participants either swims or paddles around the swim or board buoys, returns to beach, runs around both turning flags
• Re-enters the water and completes the last leg by swim or board
• Leaves water, runs around first turning flag and runs to finish between the two finish flags
• The finish is judged on participant's chest and they must be on their feet when they cross the finish line

18M
BOARD COURSE
SWIM COURSE
9 SWIMMING BUOYS
JUDGES IN BOAT
50M
MIN 120M (LOW TIDE) DEPENDING ON SURF CONDITIONS
KNEE DEPTH
WATERS EDGE
30M
START & CHANGE OVER LINE (SCO)
SWIM & BOARD START
1 TO 16
COURSE JUDGES STAND
5M
15M
25M
5M
BEACH FINISH
14M
36M
50M

LEGEND
◐ BLACK & WHITE BUOY   ■ GREEN FLAG | 2M ORANGE POLE
○ SWIMMING BUOY   ◪ GREEN & YELLOW FLAG

Cameron Relay

Age Group/ Ability Level
• U11-14 (10-13 years old)

Equipment
• Start poles/finish flags
• 2 Turning flags
• Full set of swim buoys
• 4 buoys (board)
• Starting Whistle

Starting Procedure
• On your mark = 'Ready'
• Get set = 'Set'
• Go = 'Whistle

Safety requirements
• 16 Team (maximum) per race
• Head count participants in and out of water including start and finish
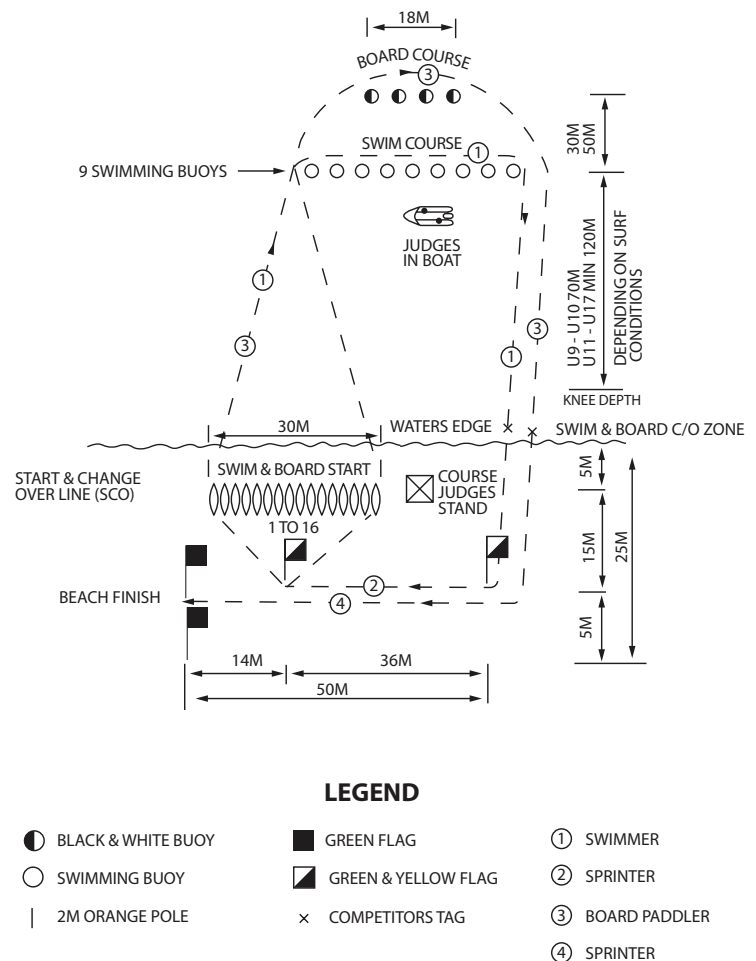• Handlers will be required to clear boards from water ASAP

Distance
• Swim – 120m (min)
• Board – 170m (min)

Judging
• Participants for swim and board legs must go around (outside) all buoys for their leg.
• Placing order over finish line.

Method
• 4 members per team (1 Swimmer, 2 Runners, 1 Board Paddler)
• The order of legs (swim and board) shall be drawn by ballot
• The swimmer completes the course from left to right around the swim buoys, and tags the first runner (#1) at the waters edge.
• The first runner runs up beach and around the two turning flags and tags the board paddler at the start/changeover line
• The board paddler proceeds around the four black and white buoys, returning to the beach, tags the 2nd runner at the waters edge
• The final (#2) runner runs up the beach around the turning flags and through the finish flags to complete the event
• The finish is judged on the chest of the last runner who must be on their feet when they cross the finish line

18M
BOARD COURSE
③
SWIM COURSE ①
9 SWIMMING BUOYS
JUDGES IN BOAT
30M 50M
U9 – U10 70M U11 – U17 MIN 120M DEPENDING ON SURF CONDITIONS
KNEE DEPTH
①
③
③
①
WATERS EDGE
SWIM & BOARD C/O ZONE
30M
START & CHANGE OVER LINE (SCO)
SWIM & BOARD START
1 TO 16
COURSE JUDGES STAND
5M
15M
25M
5M
②
④
BEACH FINISH
14M
36M
50M

LEGEND
◐ BLACK & WHITE BUOY   ■ GREEN FLAG   ① SWIMMER
○ SWIMMING BUOY   ◪ GREEN & YELLOW FLAG ② SPRINTER
| 2M ORANGE POLE   × COMPETITORS TAG   ③ BOARD PADDLER
                                                     ④ SPRINTER

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