

SLSA AGE MANAGERS

2017





HOUSE KEEPING

Timing

Facilities

Phones

Questions

Emergency exits and evacuation point



COURSE OVERVIEW

Course structure

Course outcomes

Assessment

TOPIC 1

Surf Life Saving Australia (SLSA)

By the end of this training session you will be able to:

- explain the history of SLS and its vision
- explain SLS core activities
- explain SLS values and code of conduct
- explain the role of Nippers in SLS.

ABOUT SURF LIFE SAVING

Surf Life Saving exists to save lives, create great Australians and build better communities.

Our core activities are:

- lifesaving and water safety
- member training and development
- surf sports
- community education and training
- Nipper activities.



HISTORY OF SURF LIFE SAVING (SLS)

- Beginning of surf bathing
- Impacts on beach culture
- Emergence of surf lifesaving
- Origins of SLS



VISION

SURF LIFE SAVING STRATEGIC PLAN

GOALS

- | | | | |
|---|------------------------------|--|--|
| 1. Extend lifesaving coverage to match community needs | 2. Develop our people | 3. Ensure a relevant & growing movement | 4. Engage the community to participate and donate |
|---|------------------------------|--|--|

STRATEGIES

- | | | | |
|--|--|--|---|
| 1.1: Optimise our resources to always be 'rescue ready'. | 2.1: Provide and promote the opportunities and pathways in SLS to motivate our Members. | 3.1: Protect, manage and promote the SLS brand to drive internal and external support. | 4.1: Promote and celebrate SLS positive contribution to Australian society. |
| 1.2: Apply evidence-based research to determine community water safety requirement. | 2.2: Provide ongoing leadership opportunities to our people. | 3.2: Utilise evidence-based research to inform development and implementation of safe practices. | 4.2: Promote SLS as an organisation in need. |
| 1.3: Enhance and integrate coastal risk management systems | 2.3: Provide efficient, relevant and flexible learning opportunities. | 3.3: Develop effective strategic, operational alignment across all levels. | 4.3: Provide opportunities and encourage community, corporate partners and stakeholders to actively participate in SLS. |
| 1.4: Promote SLISA as the Peak Coastal Safety Body. | 2.4: Develop our participation initiatives including surf sports. | 3.4: Ensuring sound environment practices at all levels. | 4.4: Grow revenue from corporate partners and government sectors. |
| 1.5: Incorporate SLS services into the local, state and national emergency management systems. | 2.5: Provide opportunities for our members to participate in activities including through ILS. | 3.5: Implement efficiencies across the movement. | 4.5: Proactively and transparently communicate how all funds raised are used. |
| 1.6: Support ILS development activities, particularly through the Asia-Pacific region. | | 3.6: Understand community expectations of involvement via engagement. | |

VALUES AND CODES OF CONDUCT

- General Code of Conduct
- Code of Conduct for Persons in Positions of Authority in dealing with Children or Young People

Integrity and respect

Teamwork

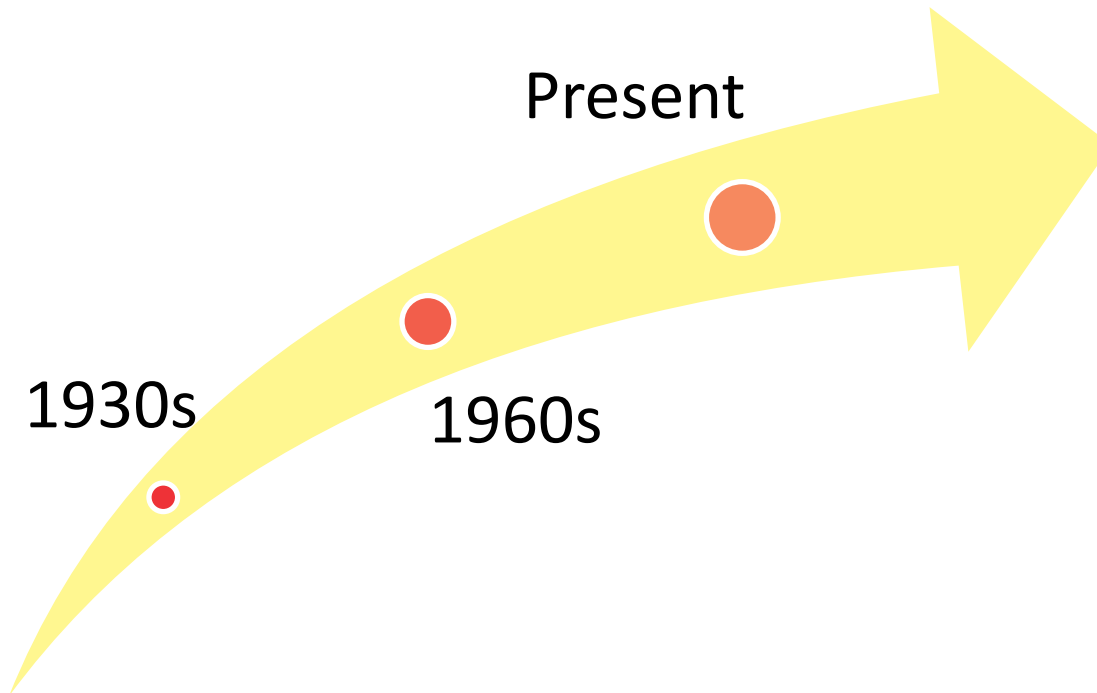
Fun and enjoyment

Excellence

NIPPERS IN SURF LIFE SAVING

Nippers: pre-adolescent SLS members.

The focus of Nippers has evolved as time has gone on.



TOPIC REVIEW

Let's review the learning outcomes for this topic:

- explain the history of SLS and its vision
- explain SLS core activities
- explain SLS values and code of conduct
- explain the role of Nippers in SLS.

What's next?

Topic 2 – The role of an age manager



TOPIC 2

The role of an age manager

By the end of this training session you will be able to:

- understand what is an age manager and their key responsibilities
- understand what is an age manager mentor and their key responsibilities
- understand your duty of care
- assist with Junior Preliminary Evaluations (JPE).



AGE MANAGERS

- Mentor Nippers
- Facilitate fun learning programs
- Encourage and develop young surf lifesavers
- Delivery of surf lifesaving knowledge and skills
- Create a fun and safe aquatic environment

Age Manager Responsibilities

Administer JDR resources

Provide instruction and impart knowledge

Embrace each Nippers' prior knowledge and unique learning style

AGE MANAGER MENTORS

An age manager mentor is an age manager with a minimum of three (3) years' experience.

It is recommended that age managers under 18 be supervised by an age manager mentor.





AGE MANAGER MENTORS

Age Manager Mentor Responsibilities

- Mentor age managers
- Instruct how to set up and pack up the beach
- Instruct how to teach the core surf skills
- Provide advice and guidance
- Assist to induct new age managers
- Present this face-to-face course option
- Conduct and endorse the on-the-beach technical and mentoring sessions
- Sign off on third-party form.

DUTY OF CARE

- Provide a safe environment
- Closely supervise activities
- Ensure required records are accurate and kept on hand
- Evaluate Nippers for injury and incapacity
- Warn Nippers, their parents and guardians of inherent risks associated with any activity
- Match Nippers according to age, height, weight, maturity, skill level and experience



JUNIOR PRELIMINARY EVALUATIONS (JPE)

Junior Preliminary Evaluations (JPE) are a risk management procedure to assess the swimming capabilities of Nippers.

U8-U14 includes a swim and a survival float which progresses in distance and time as Nippers grow older.

When should JPEs occur?

- Prior to or during the first week of a Nipper season
- Every Nipper must be evaluated before they can participate in water based activities

Where should evaluations occur?

- In a low-risk environment:
 - a swimming pool, or
 - shallow open water.

See Table 2.1 - Summary of SLISA age group evaluations and surf education awards (on page 13 of your learner guide)

WATER SAFETY

- Nipper : Water safety personnel
- 1:1 water safety ratio when completing JPE and until deemed competent as per JPE
- Maximum supervision ratio of 1:5
- SLSA Policy 1.01a
'Water Safety procedure'



WHO EVALUATES JPE

Club executive or their delegate.

A member who is delegated to assess JPE should:

- be proficient in Bronze Medallion or Surf Rescue Certificate
- have an understanding of Nipper evaluation requirements
- be familiar with the process of reasonable adjustment
- complete any paperwork required accurately and return in a timely manner
- ensure preliminary evaluation results are entered into SurfGuard by the appropriate club personnel.

TOPIC REVIEW

Let's review the learning outcomes for this topic:

- understand what is an age manager and their key responsibilities
- understand what is an age manager mentor and key responsibilities
- understand your duty of care
- assist with Junior Preliminary Evaluations (JPE).

What's next?

Topic 3 – Creating a safe environment

TOPIC 3

Creating a safe environment

By the end of this training session you will know how to:

- identify policies and guidelines relating to the role of an age manager
- plan for inclusion
- work with children under 18
- help safeguard children
- develop strategies for working with parents and guardians
- practice surf safety (rips and signals).



CREATING A SAFE ENVIRONMENT

A number of SLSA and state policies exist to provide all members with a safe environment.

- Policy 1.01a Water Safety procedure
- Policy 2.01 Sun Safety
- Policy 2.03 Occupational Health and Safety
- Policy 6.05 Member Protection Policy
- Policy 6.05 Member Protection – Appendices
- Policy 6.05 Member Protection – Report and Complaints Guideline
- Policy 6.15 Youth Policy

Accessing full copies of all national policies

1. Login to SLSA Members Portal
2. Library
3. Governance, Policies, Forms, SOP's and More
4. Policy
5. SLSA.

INCLUSION

Inclusion is about ensuring that your club caters for the range of backgrounds, cultures, ages and abilities of community members who may wish to participate in Surf Life Saving

C

Coaching style

H

How to keep score or win

A

Area of play environment

N

Number of players

G

Game rules

E

Equipment

I

Inclusion

T

Time



TOP TIPS ON BEING AN INCLUSIVE CLUB

- Provide a welcoming environment
- If you're not sure what someone is capable of just ask them!
- Celebrate diversity and share stories about its benefits
- Find out if you can adapt or modify activities to suit different needs
- Offer training or induction program for absolute beginners
- If communication is a barrier, try communicating via visual cues
- Make new members feel welcome by introducing them to other members in the club and invite them to social activities
- Try to speak clearly and avoid slang

SAFEGUARDING

- Children cannot stop child abuse. Adults can!
- The first step in stopping abuse is being aware of it
- Then act to prevent or stop it occurring
- The protection of children is everybody's responsibility
- SLS has a zero tolerance for any form of child abuse

Defining child abuse can help participants share a common understanding of what behaviour constitutes child abuse and can therefore help them act to prevent it occurring or to stop it when it occurs

What is child abuse?

There are four (4) broad types of child abuse:

1. physical
2. emotional/psychological
3. sexual
4. neglect.

WHERE DOES CHILD ABUSE OCCUR

- Child abuse is a complex problem affecting many thousands of children in Australia
- Child abuse can occur in the community and within the context of organisations that provide services to children and families. Child abuse is under-reported in both families and organisations
- The abuse of children by employees and participants of organisations has been an increasing concern in Australia
- While there are many factors that contribute to the likelihood of abuse occurring in organisations, organisations can take steps to protect children and young people in their care

THE CODE OF CONDUCT FOR DEALING WITH CHILDREN & YOUNG PEOPLE (CYP)



The Code of Conduct applies to everyone and covers various moral behaviours and guidelines for dealing with children and young people, such behaviours and expectations include:

- giving positive guidance
- adhering to role boundaries
- wearing uniform and identity card / pass / badge / WWCC
- using appropriate language and tone of voice
- supervising of CYP
- using electronic communications
- giving gifts to CYP
- photographing CYP
- having physical contact with CYP
- dealing with sexual misconduct and relationships
- organising overnight stays and sleeping arrangements for CYP
- assessing change room arrangements
- using, possessing or supplying alcohol or drugs
- transporting children.

☐ I have read and understood the Code of Conduct for Dealing with Children and Young People in Positions of Authority.

YOUR RESPONSIBILITIES IN PROTECTING CHILDREN FROM ABUSE

- You are responsible for and must be aware of your own actions and behaviour and use the SLSA Code of Conduct to guide your interactions with children
- It is critical to believe children when they tell you about their experiences of abuse or exploitation
- Reporting child abuse can be the first step in protecting a child from abuse. Failing to act can have devastating consequences for the child or young person
- Proof is not required to make a report to statutory authorities about child abuse
- It takes a lot of courage for a child or young person to disclose an incident of child abuse. Children rarely make up stories of abuse
- Children or young people who disclose abuse need to be treated in a sensitive and respectful manner

QUESTION 1

Rank these behaviours on the scale of positive to abusive.

A Surf club has its own Facebook page to which kids can become members. An age manager of the U13's Nippers tells his squad that he wants them to become friends with him on Facebook because it's easier to send them information. Some of them become friends with the age manager. Several team members explore the Facebook site, and discover some photos from a wild party that the age manager held with his friends. These photos show drunkenness and partial nudity.

Positive	Acceptable	Neutral	Inappropriate	Abusive
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

QUESTION 2

Rank these behaviours on the scale of positive to abusive.

The coach usually singles out the same girl when demonstrating rescue tube techniques. These demonstrations always involve some form of touching to demonstrate the skill, sometimes around the chest area. The girl feels uncomfortable, embarrassed and upset by this behaviour but says nothing because the coach is a woman.

Positive	Acceptable	Neutral	Inappropriate	Abusive
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

QUESTION 3

Rank these behaviours on the scale of positive to abusive.

An age manager arrives for Nippers and it is unseasonably cold and windy. The young Nippers arrive and are excited because the conditions are stormy and the parents don't seem to care about the cold weather. The age manager decides to run the usual activities and during the session several children are shivering and visibly cold. Two (2) days later the club is contacted by three (3) families advising their children have the flu after the Nippers session.

Positive	Acceptable	Neutral	Inappropriate	Abusive
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

WORKING WITH PARENTS AND GUARDIANS

What's the role of parents and guardians?

- Foster a supportive environment
- Establish clear communication channels with age managers
- Provide essential care
- Provide further education
- Add enthusiasm

What's in the brief at the start of the season?

- The aims and principles of the Junior Development Program
- How parents and guardians can positively support the program and assist with activities
- What parents and guardians can expect from age managers
- The season calendar

WORKING WITH PARENTS AND GUARDIANS

What should age managers do regularly?

- Hold quick briefings at the start
- Establish regular opportunities to discuss expectations and concerns
- Create opportunities to share important aspects of their culture or child's special needs
- Discuss how to support continued learning and skill development at home
- Email parents and guardians to share important information with them

How do you encourage parent participation?

Provide volunteer opportunities to encourage involvement and upskilling. For example:

- Complete SLSA courses
- Participate in social activities
- Become water safety personnel
- Help with food and water tents
- Help organise inter- and intra-club competitions
- Participate in branch carnivals.

INAPPROPRIATE PARENT BEHAVIOUR

- Arguing out loud
- Embarrassing and frightening Nippers by yelling aggressively about their mistakes
- Vocally pressuring Nippers with excessive instructions to do better and go harder
- Showing little enthusiasm towards their efforts and achievements



MANAGING INAPPROPRIATE PARENT BEHAVIOUR

- Listen more and talk less
- Attempt to understand the reason behind their behaviour
- Work out how to resolve the conflict or prevent it from reoccurring
- Know when to walk away
- Seek assistance from others
- Refer the matter to someone else





HOW TO DELIVER FEEDBACK

- B - Behaviour:** What is the inappropriate behaviour and when did it occur? (Be specific)

- I - Impact:** What was the impact of the behaviour (on Nippers and other members)?

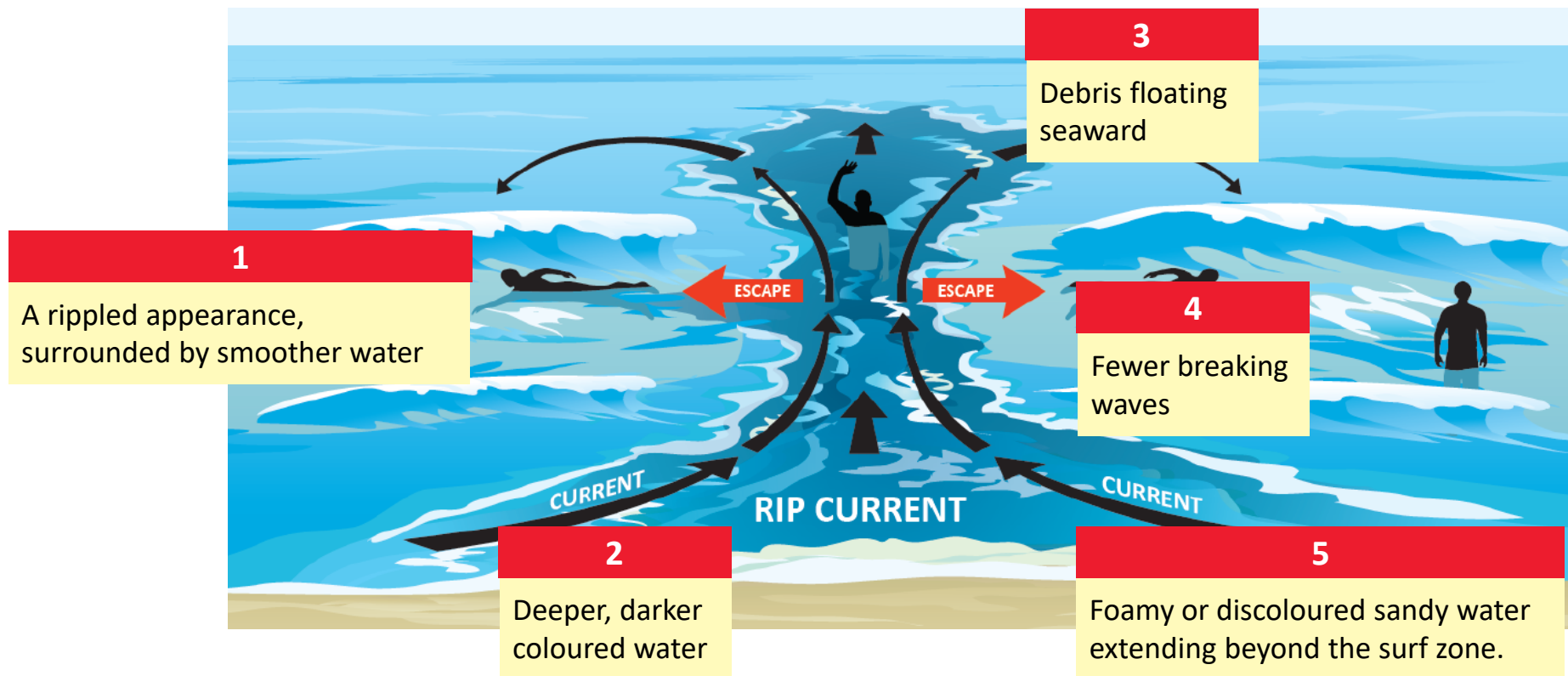
- O - Options:** What are three (3) options for alternative behaviour in future?

Check out the tips on the following websites:

<https://www.playbytherules.net.au/> and <http://www.ausport.gov.au>

SURF SAFETY: RIP CURRENTS

beachsafe.org.au



SURF SAFETY: SIGNALS

Main signals age managers should know:

- go to the right or to the left
- remain stationary
- pick up swimmers
- return to shore
- proceed further out to sea
- message not clear
- message understood
- assistance required
- emergency evacuation.

The mass rescue alarm is three (3) blasts of a siren.



TOPIC REVIEW

Let's review the learning outcomes for this topic:

- identify policies and guidelines relating to the role of an age manager
- plan for inclusion
- work with children under 18
- help safeguard children
- develop strategies for working with parents and guardians
- practice surf safety (rips and signals).

What's next?

Topic 4 – How children learn and grow

TOPIC 4

How children learn and grow

By the end of this training session you will know how to:

- overcome barriers to learning
- demonstrate a skill
- maintain engagement
- identify and discuss body changes
- promote positive body image
- plan for different stages of youth development
- plan for different phases of skill acquisition.

HOW NIPPERS LEARN

Discuss

Group discussion led by the age manager (learning by listening).

Demonstrate

Demonstrate the skill to the Nippers (learning by seeing).

Activity

An opportunity for Nippers to learn or practice while participating in an activity (learning by doing).



BARRIERS TO NIPPER LEARNING

- Boredom
- Motivation
- Age managers yelling
- Complexity
- Physical and/or learning difficulties
- Saying one thing but doing another
- Unsafe or inappropriate environment



HOW TO DEMONSTRATE

1. Prepare

- What resources and safety equipment are needed?
- Will I demonstrate the skill myself or coordinate the use of people who have more expertise?
- Will photographs or videos help demonstrate the skill?

2. Demonstrate

- normal speed
- slow speed
- break down into skill components
- focus on what to do
- engage lots of senses.

3. Practice

- Nippers need lots of time to practice
- observe a few times before correcting skill.

HOW TO DEMONSTRATE

4. Effective Feedback

- positive
- clear
- encouraging
- supportive
- constructive
- specific
- suggest two (2) to three (3) options
- lead through physically if necessary
- give immediately after, letting the Nipper try the skill a couple of times to maintain motivation.



MAINTAINING ENGAGEMENT

Ask yourself if the activity is:

- fun, safe and inclusive
- challenging and exciting
- interactive and collaborative
- allows for choice.

Ask Nippers:

- What do you already know about...?
- What can you find out about....?
- How will you go about doing that?
- What does your buddy think about your answer?



DISRUPTIVE CHILDREN

- Speak calmly
- Ask questions to find the cause
- Set behaviour expectations for future

Strategies

- Ignore the behaviour for a short period
- Ask them to demonstrate a skill
- Change the activity to one they like
- Ask them to help you set up equipment
- Parent or guardian involvement in activity



BODY CHANGES

- Children grow and develop both physically and mentally at different times
- Not necessarily age specific
- Group Nippers of similar height, weight and skill level
- Modify lessons
- Be aware of each child's mental needs



BODY IMAGE

Some things that can influence body image include:

- friends or family
- advertising
- cultural background.

Females

Tend to focus on losing weight

Males

Tend to focus on weight loss and/or becoming more muscular

Check out the tips on the following websites:

kidshelpline.com.au and raisingchildren.net.au

STAGES OF YOUTH DEVELOPMENT



RECREATIONAL PARTICIPATION
Should exist throughout each stage for Nippers to establish an ongoing interest in the recreational value of physical activity.

PLAY

Fun
Safe
Interaction



BROAD EXPERIENCES

Basic skills
Coordination
Fun



PROGRESSION

Skill development
Fun
Enjoyment



SPECIALISATION

Refining skills
Motor coordination
Focus

PHASES OF SKILL ACQUISITION

1. Cognitive phase (age 5 to 8 years)

Provide basic, specific instruction and effective feedback



2. Refining phase (age 9 to 12 years)

Use more questioning during this phase to encourage Nipper self-reflection



3. Accomplishment phase (age 13+ years)

Expand upon instructions and vary the practice conditions during this phase



TOPIC REVIEW

Let's review the learning outcomes for this topic:

- overcome barriers to learning
- demonstrate a skill
- maintain engagement
- identify and discuss body changes
- promote positive body image
- plan for different stages of youth development
- plan for different phases of skill acquisition.

What's next?

Topic 5 – Junior Development Program



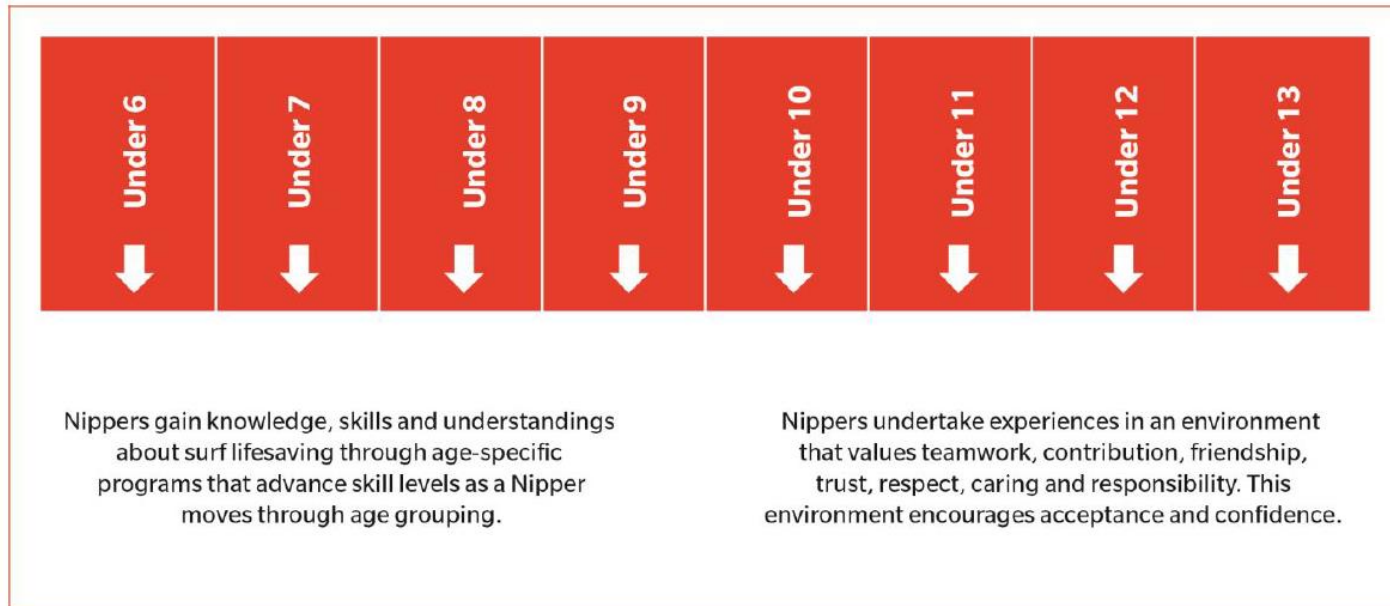
TOPIC 5

Junior Development Program

By the end of this training session you will know how to:

- explain the Junior Development Framework
- identify and explain the principles of the Junior Development Program.

JUNIOR DEVELOPMENT PROGRAM



PRINCIPLES

- Accepts direction
- Listening communication
- Verbal communication
- Interpersonal relationships
- Teamwork and cooperation
- Integrity and respect
- Care and compassion
- Leadership and initiative
- Physical development





TOPIC REVIEW

Let's review the learning outcomes for this topic:

- explain the Junior Development Framework
- identify and explain the principles of the Junior Development Program.

What's next?

Topic 6 – SLSA Junior Development Resource Kit (JDR)



TOPIC 6

SLSA Junior Development Resource Kit (JDR)

By the end of this training session you will know how to:

- access the JDR
- identify and use each component in the JDR
- read and follow a lesson plan.



JUNIOR DEVELOPMENT RESOURCE KIT (JDR)

- The Age Managers Learner Guide
- Age guides
- Award summary
- Lesson plans
- Work sheets
- Record sheets
- Surf education passport
- Additional resources



AGE MANAGERS LEARNER GUIDE

- A guide through the knowledge expectations and requirements of being an age manager
- Covers all topics included in this course
- Contains templates to assist age managers



AGE GUIDES

The four (4) main parts to an age guide are:

1. Award summary
2. Lesson plans
3. Nipper surf sports – coaching points
4. Nipper surf sports – events.





AWARD SUMMARY

A one (1) page summary of the specific age group award.

- Overview of each award's learning outcomes
- Shows parents what their child will learn
- Guide for creating your own lesson plans

Award Summary

Surf Aware 1, U8



Junior Preliminary Skills Evaluation

Swim Distance: 25m (any stroke) Survival Float: 1 minute

Topic	Learning Outcomes
Introduction to Surf Life Saving Lesson: Welcome to the family!	Develop an understanding of surf life saving in Australia Identify the surf club as a welcoming place
Personal Safety Lesson: Feeling safe at the beach	Identify what it means to feel safe Identify people to talk to if feeling unsafe at the beach
Ecosurf Lesson: Our beach environment	Recognise the diverse human and marine communities that make up a beach ecosystem
Sun Safety Lesson: Being Sunsmart	Understand and demonstrate the sunsmart guidelines Understand what happens when they're not sunsmart
Surf Conditions and Hazards Lesson: Hazard Watch	Identify dangers at the beach
Surf Safety Lesson: Stick your hand up	Recognise the signs that they are in trouble in the water Demonstrate the signal for 'assistance required'
First Aid Lesson: It's an emergency	Recognise what an emergency situation is Describe when and how to dial '000' if an emergency situation is identified
Signs and Signals Lesson: It's all red and yellow	Recognise the Red and Yellow flags Understand what the Red and Yellow flags mean
Board: Paddling Technique Lesson: Small board big fun	Attempt or perform catching a wave on a body board
Swimming: Entering the Surf Lesson: I'm a dolphin	Attempt or perform wading Attempt or perform dolphin-diving
Beach Sprint: Starts Lesson: Ready, Set, Go!	Attempt or perform a standing beach sprint start
Flags: Starts and Turns Lesson: Get off the ground	Attempt or perform beach flags starts

LESSON PLANS

Step 1

Read the lesson plan to prepare and plan

Step 2

Decide who is best to deliver that lesson

Step 3

Check references to further knowledge resources

Lesson plans help you deliver a lesson:

- that satisfies the learning outcomes
- if you have little or no surf lifesaving knowledge
- without you having to prepare your own
- if you have been asked to step in at the last minute to replace a sick age manager.

LESSON PLAN SECTIONS

All a-board

SURF Rescue 2 LESSON #8

LEARNING OUTCOMES

Attempt or perform positioning on a ripper board
Attempt or perform paddling on a ripper board

PREPARATION

Nipper Boards
Water Safety Personnel (1:5)

IMPORTANT

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

Coaching Points

POSITIONING ON A BOARD

Lying in the centre of the board. Chin slightly raised. Feet in water (act as training wheels)

PADDLING A BOARD

Paddle in a slow freestyle action. Reach out past the nose of the board. Pull through along the board and exit hand when it is level with the hip.

Demonstrate

Draw the shape of a board in the sand or lay a board on the sand (digging a hole where the fin is so the board lies flat)
Demonstrate to the participants the correct body positioning on a the board
Demonstrate and discuss what will happen if too far forward or too far back on a board (too far forward you will nose dive, too far back and you will find it hard to catch waves)

Activity 1

Position the participants in a semi circle and ask them to draw the shape of a board in the sand each with a board or lay a board on the sand (digging a hole where the fin is so the board lies flat)
Ask participants to correctly position themselves on their board.
Walk around the semi circle and check to see all participants are in the correct position, making adjustments as necessary.

Demonstrate

Using your demonstration 'board' demonstrate to the participants the correct paddling technique on a the board

Activity 2

Ask participants to practice the correct paddling technique on their 'boards'
Walk around the semi circle and check to see all participants are demonstrating the correct paddling technique, making adjustments as necessary.

Activity 3

Make your way down to knee depth water with participants and water safety personnel
Ask the participants to get onto their board in the correct position.
Walk around the group and check the position of each of the participants.
Play some games such as:
Who can balance on their board without falling off in 1 minute
Have one participant lying on a board and a partner (or water safety personnel) holding the back of the board trying to shake them off.
Finish by getting the participants to practice their paddling in knee to hip depth water in an area determined by water safety personnel (at this level it is best to keep participants close to shore as they won't have the total skills needed to negotiate waves etc)
You can set up a course using the water safety personnel that the participants have to paddle around.

AGE MANAGER TIPS

If you do not have enough boards get the participants to partner up.
If you have parent helpers or additional water safety personnel ask them to assist by keeping participants balanced on the boards whilst in the water.

Further References: SLSA Training Manual

Lesson Name

Lesson Number

Award Name

Lesson Outcomes (always first)

Preparation (always second)

Example of info Box or Coaching Points box

Page number















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 PLAN SYMBOLS

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



LESSON PLAN DELIVERY OPTIONS

Option 1

Deliver a basic single lesson plan on a topic.

Option 2

Deliver this lesson as part of guiding Nippers through a Surf Rescue Certificate and/or Provide first aid certificate over the season.



SURF SPORTS – COACHING POINTS

Each age guide in the JDR contains a Surf Sports – Coaching Points section.

- Assist SLSA accredited coaches teach specific surf skills to each age group
- Get a full understanding of the correct technique for a whole skill set



The SLSA sport coaching resources contain more information:
Members Portal > Library > Sport > Coach Education > SLSA > Sport Coaching Resources.

SURF SPORTS – EVENTS

Each age guide in the JDR contains a Surf Sports – Coaching Events section.

- A summary of junior surf events and their associated course layouts
- Lesson plans to teach the skills needed to compete in junior surf sport events



The *SLISA Surf Sports Manual* contains more detailed information:

SLISA Members Portal > Library > Sport > Manuals and Technical Rules > SLISA > Surf Sports Manual

WORK SHEETS

If a lesson plan includes a work sheet, it will state it in the **‘Preparation section’**.

- Print/photocopy
- Optional
- Use when needed

Sun Smart

Name: _____

Match the Sun Smart Words to the Picture by drawing a line from one to the other.



SLIP



Wrap



SLOP



SEEK



SLAP



RECORD SHEETS

- Master attendance record
- Participatory evaluation
- Records achievement of learning outcomes

A Nipper must be actively involved in a lesson to be ticked off for that lesson

[illegible]




SURF EDUCATION PASSPORT

A resource for Nippers and parents that charts a Nipper's progression through each lesson of each award.

When can you tick/sign off a Nipper?



When you have delivered a lesson that satisfies the learning outcomes and the Nipper has been actively involved in the lesson.



SURF AWARE 1 Under 8


JUNIOR PRELIMINARY SKILLS EVALUATION

Every junior member is required to participate in this evaluation prior to any junior water activity training or competition being undertaken. The outcome of this evaluation will determine the level of supervision required for the child.

	Swim Distance	25m (any stroke)	Date Completed: _____	Signature: _____
	Survival Float	1 minute	Date Completed: _____	Signature: _____

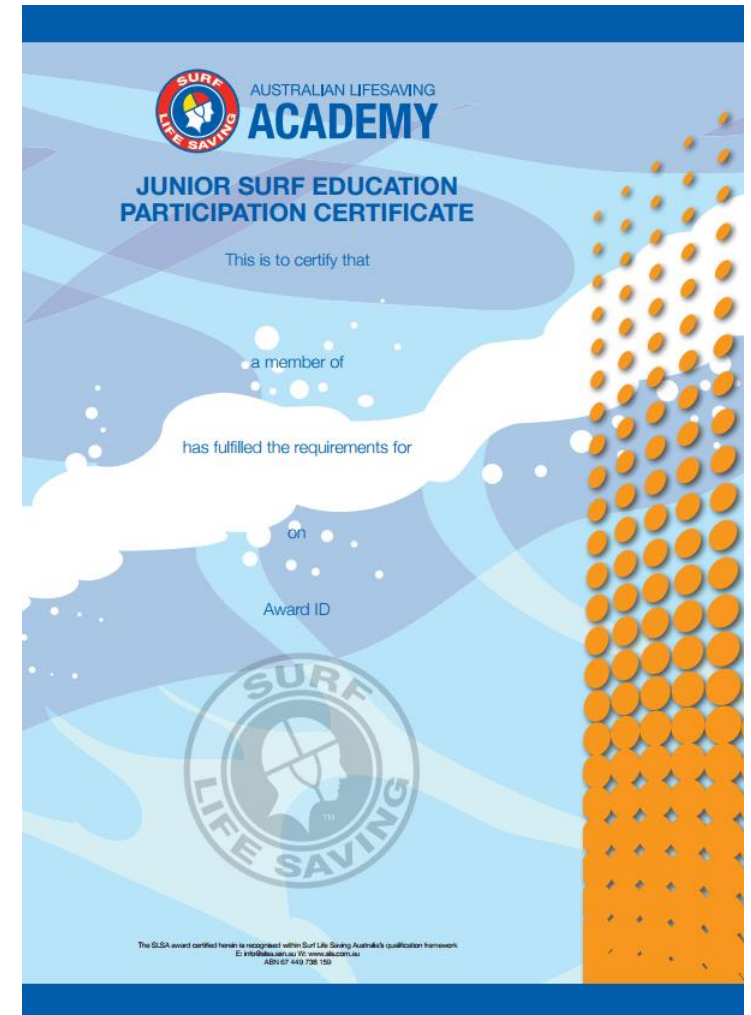
JUNIOR DEVELOPMENT			
Lesson	Key Learning's	Participation Date	Signature
Welcome to the family! Introduction to Surf Life Saving	Develop and understanding of surf life saving in Australia Identify the surf club as a welcoming place		
Feeling safe at the beach Personal Safety	Identify what it means to feel safe Identify people to talk to if feeling unsafe at the beach		
Our beach environment Ecosurf	Recognise the diverse human and marine communities that make up a beach ecosystem		
Being Sunsmart Sun Safety	Understand and demonstrate the sunsmart guidelines Understand what happens when they're not sunsmart		
Hazard Watch Surf Conditions and Hazards	Identify dangers at the beach		
Stick your hand up Surf Safety	Recognise the signs that they are in trouble in the water Demonstrate the signal for 'assistance required'		
It's an emergency First Aid	Recognise what an emergency situation is Describe when and how to dial '000' if an emergency situation is identified		
It's all red and yellow Signs and Signals	Recognise the Red and Yellow flags Understand what the Red and Yellow flags mean		
Small board big fun Board: Paddling Technique	Attempt or perform catching a wave on a body board		
I'm a dolphin Swimming: Entering the Surf	Attempt or perform wading Attempt or perform dolphin-diving		
Ready, Set, Go! Beach Sprint: Starts	Attempt or perform a standing beach sprint start		
Get off the ground Flags: Starts and Turns	Attempt or perform beach flags starts		

COMMENTS: _____

AWARD COMPLETED 
Signature: _____ Date: _____

CERTIFICATES

- Award completion recognition
- Different for every age group/award
- Participation certificates
- Requested through SurfGuard
- Processed and printed by state offices
- Awarded on presentation night
- Appearance may vary between states





■ ADDITIONAL RESOURCES

1. SLSA Members Portal (login)
2. Library
3. Education/Training
4. Member
5. SLSA
6. JDR Resources
7. Surf Ed Junior Development Resources.

Ask your club's Junior Activities Committee or contact your state centre for more information about the JDR.

TOPIC REVIEW

Let's review the learning outcomes for this topic:

- access the JDR
- identify and use each component in the JDR
- read and follow a lesson plan.

What's next?

Topic 7 – Programming a Nipper season

TOPIC 7

Programming a Nipper season

By the end of this training session you will know how to:

- show consideration when programming a Nipper season
- plan for wet weather
- assist with creating a Nipper season calendar
- program for under 14s
- program surf sport competitions into a Nipper season.



PROGRAMMING A NIPPER SEASON

Planning how each age award is to be delivered on a week-by-week basis to achieve the outcomes of the award.

The JDR contains age guides with a program of sequential lesson plans that help plan weekly activities and:

- are appropriate for both the physical and mental abilities of the different age groups
- flow smoothly from one to the next
- achieve all learning outcomes
- have a variety of activities for increased Nipper engagement
- include both indoor and outdoor activities for various weather conditions.

NIPPER SEASON PLANNING

- Time – practice, experiment
- Strengths and weaknesses
- Nippers' motivations
- Leadership opportunities
- Intra-club and inter-club activities
- Delegation of tasks - volunteer availability and workload
- Contingency planning



WET WEATHER ACTIVITIES

Below are a few examples of wet weather topics and activities:

- signals
- lifesaving skills videos
- health, fitness and nutrition
- history of your surf club and club tour
- CPR
- basic first aid.



NIPPER SEASON CALENDAR

- Templates in your SLSA Age Managers Learner Guide
- Check with your club for the number of weeks in your season
- Work cohesively with the other age managers at your club
- Incorporate the lesson plans within the SLSA age guides
- Include Nipper carnivals, coach-led mid-week training sessions include special events
- Examples from other SLS clubs can be found on the internet



PROGRAMMING FOR UNDER 14S

- Surf Rescue Certificate (SRC)
- Provide first aid certificate
- Assisting younger Nippers
- Water safety personnel

Age managers can help encourage Nippers to become a patrolling lifesaver by organising time for their Nippers to speak with lifesavers about what it is like to be on patrol.



SURF SPORT COMPETITIONS

- Mid-week training with SLSA accredited coaches
- Intra-club
- Inter-club
- Benefits both Nippers and age managers

Note which Nippers do mid-week sports training when grouping for activities, and keep in mind that not all Nippers are competitors.



JUNIOR COMPETITION EVALUATION

- Must complete in addition to surf education award to compete in intra-club, inter-club, branch and state competitions
- Based on the minimum swim competition distances set out in the *SLSA Surf Sports Manual*
- SLSA Policy 5.04 'Eligibility to compete in SLSA competition'



SURF SPORT COMPETITIONS AND CARNIVALS

- Read *SLSA Surf Sports Manual* on the Members Portal before attending
- Event specific safety operation manuals





TOPIC REVIEW

Let's review the learning outcomes for this topic:

- show consideration when programming a Nipper season
- plan for wet weather
- assist with creating a Nipper season calendar
- program for under 14s
- program surf sport competitions into a Nipper season.

What's next?

Assessment



ASSESSMENT

Complete your assessment portfolio with an age manager mentor

Technical session

On-the-beach mentor session 1

On-the-beach mentor session 2

Third-party form



THANK YOU