

Age Manager's Course

This course is
about teaching the
skill of having
FUN

Glossary

Age Manager	anybody who organises and assists with BASIC coaching and instructing of children.
Growth	The change in the size of a body system. e.g. Growth in the Skeletal System.
Maturation	The gradual progression of a child towards the mature adult stage.
Development	Improvement in the degree of competence in a variety of performance related areas. (<i>Better coaching, Advanced Coach's Manual. (1991). Pg 235</i>)
Growth Patterns	Every individual has their own growth pattern where the bodies systems (e.g. central nervous system or reproductive system) develop at different rates and times.
Motor Development	The development of ability to do basic skills to more complex skills.
Feedback	Information provided to someone about their performance.
Growth Spurts	A time when a child has rapid growth.
Cardiac Output	The amount of blood pumped each minute.
Stroke Volume	The amount of blood which is pumped by the heart with each beat.
Overuse Injuries	Injuries which occur due to repetition.
Over training	The state in which the body can not adapt to training stimulus and is in a run down condition.
SLSA	Surf Life Saving Australia (National body).

This Course has been developed utilising material from:

An introduction to children in Surf Life Saving. (1991): Surf Life Saving Australia. Brighton-le-Sands, NSW.

Better coaching, Advanced Coach's Manual. (1991). ed. F.S. Pyke: Australian Coaching Council Inc. ACT.

Beginning Coaching: Level 1 Coach's manual. (1990): Australian Coaching Council Inc. ACT.

Competition Manual. (1994). Surf Life Saving Australia. Brighton-le-Sands, NSW.

Kendall, Dr. D., Grebert, P., Tonkies, K., (1994). *Train the Trainer Course for Surf Life Saving.* ed. D. Armstrong: Surf Life Saving New South Wales Inc. Sydney.

National Junior Sport Policy – A Framework for Developing Junior Sport in Australia. (1994): National Junior Sport Working Party. Australian Sports Commission. ACT.

Surf Education Curriculum. (1995). Surf Life Saving Australia. Brighton-le-Sands, NSW.

The Junior Age Manager Course has been compiled by the National Development Officers, David Armstrong and Stuart Dutton.

June 1996 *Surf Education NSW* (MP – C:FILES/AGECOUR)

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(i) Introduction

The Junior Activities Age Manager's Course has been developed for those who manage, supervise and assists with basic coaching and instructing of children in surf lifesaving.

The course is not an accredited coaching or Training Office Certificate but basic knowledge and skills for coaches, instructors, managers and supervisors to coordinate, organise and implement fun for junior activity participants.

Information contained in this course is only a guide and may be superseded by SLSA or State/Branch Bulletins/Circulars. Age Managers should check annually in September with their Club Secretary on current Bulletins/Circulars.

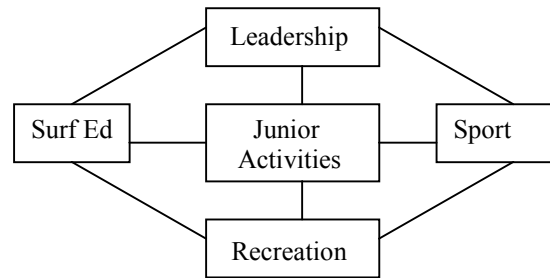
Aim

Remember, the aim of junior activities is to develop children in a fun atmosphere.

By doing this course, you will be able to achieve this and make a positive contribution towards their development.

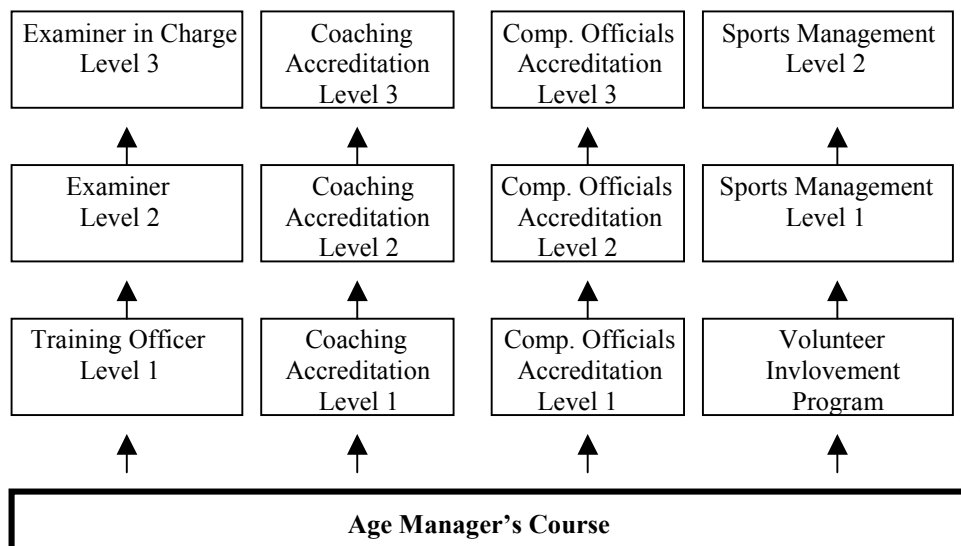
Key Learning Areas

Activities conducted in junior activities can be categorised into four key areas: Surf Ed, sport, leadership and recreation. This course will show you how to provide a balanced mix of the key areas to stimulate participation.



Refer to Designing a season Program on page 31

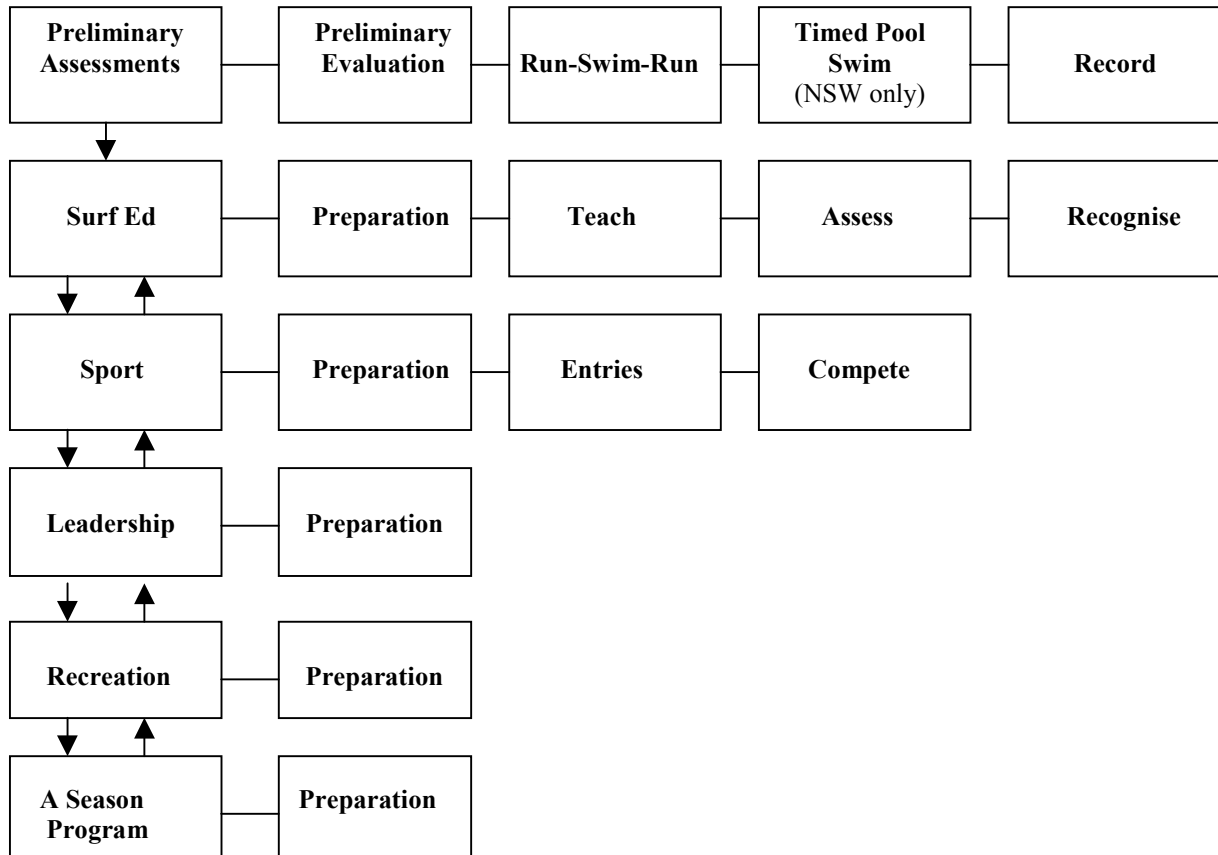
Career Path



(ii) Age Requirements: Flow Chart

Junior Activity participants are to:

- Complete Preliminary Assessments; [see page 15]
- Undertake a Surf Ed Award; [see page 16]
- Compete in carnivals, if they wish; [see page 27]
- Participate in a variety of leadership activities; [see page 29]
- Participate in a variety of recreational activities [see page 30]



(iii) Age Requirements: Summary

Note: This information may be superseded by subsequent SLSA or State Bulletins or Circulars and should be checked

Preliminary Assessments

Age Group	Preliminary Evaluation	Run-Swim-Run	Timed Pool Swim (NSW Only)	Surf Ed
Under 8	25 metre swim, (any stroke). 1 minute survival float.	Nil	Not Applicable	Surf Awareness 1
Under 9	25 metre swim, (any stroke). 1 minute survival float.	Run-Swim-Run (50m-50m-50m)	200m pool swim within 6 minutes	Surf Awareness 2
Under 10	25 metre swim, (freestyle). one and half minutes survival float	Run-Swim-Run (50m-50m-50m)	200m pool swim within 6 minutes	Surf Safety 1
Under 11	50 metre swim, (freestyle). 2 minutes survival float.	Run-Swim-Run (50m-100m-50m)	200m pool swim within 5 minutes	Surf Safety 2
Under 12	100 metre swim, (freestyle). 2 minute survival float.	Run-Swim-Run (50m-100m-50m)	200m pool swim within 5 minutes	Surf Smart 1
Under 13	150 metre swim, (freestyle). 3 minute survival float.	Run-Swim-Run (100m-100m-100m)	200m pool swim within 5 minutes	Surf Smart 2
Under 14	200 metre swim (freestyle, in less than 5 minutes). 3 minutes survival float	Run-Swim-Run (100m-100m-100m)	200m pool swim within 5 minutes	Surf Life Saving Certificate
Notes:	Preliminary evaluation is undertaken prior to commencing any junior activity training or competition.	R-S-R must be achieved before being eligible to compete. This is a proficiency requirement.	Every child who wishes to compete in water events at recognised carnivals must complete this assessment.	Every child must complete the relevant age Surf Education Award each year.

(iv) Job Description: Age Manager

As an Age Manager you are responsible for the supervision, well being and training of Junior Activities participants.

Your responsibility is to ensure the development of surf lifesaving skills (movement skills, surf awareness) and personal life skills (leadership, social interaction).

To be a good Age Manager you need to be:

- A good leader.
- Well organised.
- Enthusiastic.
- Have a sense of equality and fair play.
- Have a good sense of humor.
- A good communicator.
- Able to attend meetings.
- Able to manage people effectively
- Willing to learn new skills if necessary.
- Able to keep good records.

Age Managers will need the following equipment:

- A diary and/or personal organiser.
- A calendar of Club, Branch and State activities.
- A list of relevant Club contacts.
- A surf Life Saving Australia Competition Manual.
- A clipboard, whistle for Sunday morning activities.
- Access to water (fluids) for Sunday mornings.
- A "bum bag" to carry sun screen for junior activity participants.
- Shade.

Duties

The Age Manager is responsible for the management of their age group and will be expected to carry out the following duties.

- To supervise children and ensure their safety and well being at all junior activities events.
- To be responsible for instruction of basic movement patterns and basic surf lifesaving skills such as running, wading and catching waves.
- To act in a way which will positively influence the personality and social development of children.
- To record participation and results in activities conducted.
- To have a basic understanding of competition rules and regulations.
- To develop appropriate plans for others to follow in your absence.

Basic legal duties: Age Manager

- Warn participants of known dangers of the activity (particularly in relation to their known physical characteristics or problems).
- Properly instruct the activity.
- Properly supervise while conducting the activity.
- Avoid unnecessary dangerous manoeuvres or exercises.
- Ensure any equipment is safe and properly maintained.

(v) Fair Play Codes

Parent's Code

- Do not make an unwilling child participate in a sport.
- Children are involved in sport for their enjoyment, not yours.
- Encourage children to play by the rules.
- Encourage the effort being as important as the result.
- Work towards improving skills and sportsmanship.
- Do not yell or abuse a child for making a mistake. They are trying as hard as they can.
- Recognise and encourage good play or efforts.
- Do not publicly question an official's decision.
- Recognise the efforts of volunteer coaches.

Coach's Code

- Do not demand too much of children. They have other interests as well.
- Teach players that the rules are for their safety and should not be broken.
- Avoid encouraging and rewarding the talented players all the time. All the children deserve equal encouragement.
- Children play for fun. Don't take the fun out of sport by yelling if they make a mistake.
- Make sure all facilities are safe.
- Do not make young children over practice. Take age and maturity into account when designing training programs.
- Encourage respect for the opposition's ability and officials.
- Follow advice of a doctor or physiotherapist in relation to injuries. Set a good example.
- Keep up to date with all the latest coaching principles and methods.

Participant's/Player's Code

- Play to enjoy the sport.
- Follow the rules.
- Do not argue with referees decisions. The team captain or manager can ask necessary questions.
- Control your temper and be a good sport.
- Treat other players as you like to be treated.
- Remember it is your aim to have fun and improve your ability.
- Listen to your coach, team and mates.

Official's Code

- Modify the events and rules to suit the ability of the players.
- Do not over run the game and its enjoyment by over officiating.
- Always set a good example. Your behaviour must be exemplary as all players are watching you.
- Praise the players on good behaviour, sportsmanship and skill.
- Encourage the changing of rules to maintain fun and enjoyment.
- Remain up to date on all current rules and information relating to officiating.

Spectator's Code

- Children play for fun not for your enjoyment or satisfaction.
- Do not use bad language or yell at the participants, coaches or officials.
- Encourage and reward good performance by all participants.
- Do not yell at participants for making mistakes.
- Do not encourage violence.
- Do not criticise officials and their decisions.

Manager's Code

- Make sure opportunity for sports participation are available for all children.
- Ask children's opinion on planning and evaluation of activities.
- Ensure children's sport does not become spectator entertainment.
- Ensure that venues and equipment are of suitable safety standard to allow safe participation.
- Consider children's age and ability when determining training and competition times and duration for children.
- Encourage playing for the fun of it, not for the winning
- Distribute a code of ethics to coaches, spectators, parents, and participants.
- Always ensure adequate supervision by qualified people. Conduct clinics with the aim of improving coaches and officials ability in relation to coaching, officiating and fun in participation.

(vi) Junior Sport Development Model

Development stage	General Age Group	Development experiences	Comments
ONE	5 –7 years	<ul style="list-style-type: none"> • Spontaneous play and movement. • Coordinate skills. • Trying more complex tasks. • Informal games. • Minor games (1). 	The strong desire for general and physical activity during these years lays the foundation for future sport involvement. Emphasise enjoyment, and encourage the learning of basic physical skills.
TWO	8 – 10 years	<ul style="list-style-type: none"> • Coordination skills • Small group activities. • General skill development. • Modified sport (2). • Competitive sport: inter/intra school/club. 	Experience during these years should build upon the foundation laid earlier. In this stage, children accept the challenges of sport participation. Provide enjoyable opportunities for the development of positive social skills and a wide range of physical skills which can then be applied to specific sports.
THREE	11 - 12 years	<ul style="list-style-type: none"> • Specific skill development. • Modified sport (2). • Talent squads (3). • Sports/Lifesaving development programs/camps/exchanges. • Competitive sport: inter/intra school/club. 	Continue to offer opportunities in a wide range of physical activities, helping to develop interests and skills in particular sports. Maximise positive sporting experiences through co-operation with other schools and clubs. Programs at this stage should emphasize skill development and game appreciation. These programs may include coaching clinics, appropriate competition and educational excursions.
FOUR	13 – 19 years	<ul style="list-style-type: none"> • Specific skill development. • Modified sport (2) where appropriate. • Talent squads (3). • Development Camps (4). • Competitive sport: inter/intra school/club, branch, inter/intra state, international, social. • Leadership opportunities. 	Take account of general adolescent development as well as individual differences in ability and interest. Continue to co-operate with other schools and clubs in the provision of programs, to minimise duplication but still allow maximum participation opportunities. Educate participants about good sporting behaviour and provide excellent role models. Provide leadership development opportunities.

- 1) Minor games are small, structures activities that build basic skills.
- 2) Modified sports develop skills by allowing for the need and abilities of developing children.
- 3) Talent squads provide opportunities for talented players to develop their sporting potential. The focus should be on skill development leading to the adult game.
- 4) Development programs/camps provide for talented players to receive intensive instruction in a specific sport. These programs/camps could be at branch, state or interstate level.

(1) Growth & Development

Growth Patterns

Growth occurs in different body systems (skeletal system, neural system etc) at different times.

In early stages of the growth spurt, growing occurs mainly in the extremities and at later stages closer to the body. Height increases early in the growth spurt and happens largely due to growth in the long bones of the legs. (*Better coaching, Advanced Coach's manual. 1991. Pg 235*)

Weight growth spurts usually follow approximately six months behind height spurt. (*Better coaching, Advanced Coach's manual. 1991. Pg 236*)

The level of circulating hormones, nutritional status and psychological factors affect the growth of body systems. (*Better coaching, Advanced Coach's manual. 1991. Pg 236*)

Physiological Changes

Improvements in children's performance of endurance activity are partly due to increases in stroke volume and cardiac output which goes along with the growth in heart size. (*Better coaching, Advanced Coach's manual. 1991. Pg 236*)

After puberty the differences in endurance capability between males and females is largely due to increased concentrations of haemoglobin in boys. (*Better coaching, Advanced Coach's manual. 1991.*)

During growth spurts the continual changes in limb length and strength make it a difficult time for children to learn skills due to lack of coordination and timing with this new found limb length and strength.

Until a child stops growing you must be careful doing resistance training as you may do damage to the growth plates in the body.

Note: This does not mean you can not do resistance training with children. It should be light resistance and supervised at all times with the emphasis on teaching the skill and movement patterns.

Motor Skill Development

Basic motor skills are learnt during childhood in the form of walking, running, throwing, jumping and catching.

A wide range of skills should be taught to children when they are young and they should be taught specialised skills and movement patterns as they mature. For this reason modified sports have been developed to teach the basic skills, with specialisation coming when they mature and play the correct rules. These modified sports allow the children to do basic skills without worrying about tactics and complex skills.

Trends in Development

Children learn the basic skills and movement patterns first and progress to more complex and detailed skills and movements as they mature.

Development of abilities begins with the head and upper limbs and works down the body to the legs and feet.

The body's structures (muscles and bones) grow before the body's ability to use the structures. As an Age Manager you must be able to do a skill just because of their size. It may take time for them to develop the coordination and timing.

Development is unpredictable and goes in bursts. Different body systems, eg. limb length and strength, seem to develop at different rates.

Psycho Social Development

The experiences that an individual goes through in life develops their ideas and beliefs, i.e. personality.

As the Age Manager you are not only responsible for the skill development of the individual but for providing a good role model and influence for their personality development.

Developmental Tasks

At various ages throughout life certain tasks determine the future attitudes and actions of individuals in certain situations, eg. in middle childhood the Age Manager plays a major role in building up an individual's self confidence.

Likewise, the way an individual is taught a skill plays a large role in how they perform a skill at later stages. It is difficult to "un-learn" a bad skill or an incorrectly taught skill, later in life.

Safety

Safety is paramount in coaching and instructing children.

The training activities that an adult may cope with may injure a child, possibly permanently, due to the underdeveloped state of their body.

Common injuries which occur children are:

- Overuse, ie. too much repetition of an action which is putting stress on bones or joints
- The body's system to regulate heat in children is not fully developed. For this reason they may have trouble in cold conditions where their high body surface area to mass ratio causes them to lose heat easily. Also in hot conditions their ability to sweat is limited

which may lead to heat illness at lower climatic temperatures than a developed adult.

- Children also need to be monitored for over-training. They play a lot of sports at school and in other activities so coaches/instructors and parents must keep assessing the amount of sport being played in order to prevent over-training and overuse injuries.

(2) Teaching Children

Learning involves a change in behaviour, i.e. a change in what a child knows, understands or can do.

It is important to remember that learning can take place with or without a coach/instructor but a coach/instructor needs learners for teaching to take place.

So coaching/instructing can be seen as ASSISTING a child to change behaviour.

Modified Sports

Children's sports often require modifications to make it possible and successful for them to play. Modifying activities encourages the playing and is often a safety factor as well due to physical changes in growth and development.

Ways to modify events in surf life saving are:

- Shortening races. (eg. sprints, surf races)
- Limiting craft being used. (eg. limiting use of fibreglass boards)
- Handicapping events.

Fitness

Participating in sport aids children's general fitness which assists flexibility, strength and cardiovascular fitness.

Fitness in children will develop during their day to day activities therefore, it is not necessary to concentrate on specific fitness sessions but rather on skills.

Injury

Common injuries for children involve the growth plates (epiphysial plates) of the long bones. If these plates are injured the growth of a child may be effected.

Before a child starts to play and also after an illness they should have a medical check to make sure that they are in condition to do so.

Intensity

Training for children should not be of a high intensity. A maximum of three sessions per week (including competition) should be done of no longer than one hour for 10 year olds and no longer than 1.5 hours for older children.

Individual Difference

The maturation rates of children vary drastically between similar ages and genders.

It is common to see the earlier developer (more mature) excelling at sport at young ages only to see the late developer (less mature) evolve into a even better sports person. It is for this reason that you must take into account individual differences when instructing or coaching children

Endurance Events

Long events are not recommended for children. Long events can result in overuse (repeating) injuries and/or dehydration.

The Australian Sports Medicine Federation recommends Under 12s should run no more than 10 kilometres. (*Beginning coaching: Level 1 Coach's Manual. 1991. Pg. 89*)

Exercises

Do not have children doing exercises that can injure the growth plates, ie. do not have them doing full squats or knee bends, bouncing stretches or exercises which predominantly use one side of the body. (*Beginning coaching: Level 1 Coach's Manual. 1991. Pg. 89*)

Weight Training

A resistance program correctly designed can be safe and improve a child's skills, muscle tone, self image and confidence.

The safest form of resistance training for children is using their body weight as the resistance. Any weight training that is done should be done with light weight only to develop lifting techniques.

Legal Responsibilities

- Provide a safe environment.
- Activities must be adequately planned.
- Athletes/children must be evaluated for injury and incapacity.
- Young athletes should not be mismatched.
- Safe and proper equipment should be supplied.
- Athletes must be warned of the inherent risks of the sport.
- Activities must be closely supervised.
- Coaches/instructors should know First Aid.
- Develop clear written rules for training and general conduct.
- Coaches/Instructors should keep adequate records.

(*Beginning coaching: Level 1 Coach's Manual. 1991. Pg. 138*)

About learners/learning

To assist you when coaching/instructing and to help make your lessons work, consideration should be given to the following items in the table.

Learning (coaching/instructing)	Learners (children)
<ul style="list-style-type: none">• Is active.• Involves presentation of new material.• Involves practice (doing).• Involves feedback (correction/praise).• Requires reinforcement (praise).• Is to be assessed.	<ul style="list-style-type: none">• Have individual styles in the way they learn.• May have reading, hearing or reasoning difficulties.• Have a wide range of previous skills and knowledge.• Need to be treated with respect and given POSITIVE expectations.• Need to be treated FAIRLY without discrimination regarding race, gender or any other personal factors.• Learn at different rates.

What do children tell adults about sport?

We want to have fun – so let us play the game to the best of our ability and play with our friends.

Don't yell at us all the time – Kids are always trying to do the skills so don't yell at them, try to encourage them.

Teach us new skills - we can't learn new skills if the equipment is too big or the game too complicated. Give us equipment we can use. Keep the game simple. If we learn our basic skills and rules well then we will be able to learn the skills and rules better and be better players when we are adults.

Teach us well – when we do too much at once then we can't remember it all. Tell us things a bit at a time so we can remember.

Let us all try – we are out here with our friends so let us all have a go. We come out to sit on the sand.

Help us – if we make mistakes don't yell at us or get angry. Everyone makes mistakes. What we need is for you to tell us what we did and how we can do better next time.

Make us feel good – even if we make mistakes we are still trying our best and so it would be nice, and make us feel good, if you thanked us for our effort – then corrected the mistake.

Give us variety – it is easy to get bored with an activity if we are bored we don't want to learn – we would rather go ride our bike or do something more exciting. If there are different types of activities each training session then we can practice, learn better and so want to stay and play.

It hurts – when we have an injury, let us come off...

We like to win but! – sure we like to win...but whether we win or not...we sure try our best.

Yes, but you don't! – we learn from your examples. If you stand on the sideline and yell at us and turn up late for training then why can't we yell and come late.

(Beginning coaching: Level 1 Coach's Manual. 1991. Pg. 90)

(3) Teaching a Skill

A skill is a complete sequence of a PRACTICAL ACTIVITY. It can be seen that almost everything that is done using some form of MOTION can be defined as a skill. A child learning a skill will progress through three stages:

Beginner – the skill has to be practiced and is usually difficult and takes a lot of concentration.

Intermediate – the skill becomes easier with timing and coordination developing, but still takes concentration.

Autonomous – the skill is done automatically, without needing much concentration.

Teaching a Skill

Demonstration

The demonstration of a skill involves four areas:

- Preparation
- Demonstration
- Children practice
- Feedback/Correction

Effective Feedback

(Beginning coaching: Level 1 Coach's Manual. 1991. Pg. 66)

If feedback is to be effective it must be:

Specific It should only concern the task that they have been doing.

Constructive When describing an error suggest possible remedies.

Immediate Skill performance will remain vivid to the child for a short time after performance, so feedback will be more specific if given soon after performance.

Clear It can be difficult for the child to understand which part of a skill you are talking about. This means you may need to use a video to slow it down and explain it to them.

Positive Try not to use negative feedback. Positive feedback is encouragement and will aid in performance.

Encouragement

During the learning of a skill a child may not progress as you may have thought. At these times it is important to be patient supportive and encouraging.

Learning

The method of learning a skill involves:

- Being INTRODUCED to the skill.
- Getting to know HOW TO DO the skill.
- TRYING OUT the skill.
- FEEDBACK on the level of accomplishment.
- APPLYING the skill

Structure of a skill lesson

The order in demonstrating a skill in your lesson is:

- Demonstrate at normal speed.
- Demonstrate again slowly, emphasising each step.
- Ask the children to describe verbally each step.
- Children perform skill under instruction.
- Direct children to practice.
- Give children feedback/correction.
- Revise with a demonstration.

Task analysis of a skill (needed for a skill lesson)

- Analyse the skill to know what to do and how long it will take to teach.
- Do the task yourself.
- List the key points in sequence.
- Check the task breakdown.

(4) Preliminary Assessments

For safety and development reasons, Junior Activity participants shall successfully complete preliminary assessments consisting of:

- A preliminary evaluation (swim and float) before entering the surf.
- A Run-Swim-Run before competing at carnivals.
- A timed pool swim before competing in “water events” at carnivals (NSW only).

Note: this information may be superseded by subsequent SLSA or State Bulletins or Circulars and should be checked.

Preliminary Evaluation (Swim and Float)

As junior activities are conducted predominantly in an aquatic environment, all junior members must achieve the minimum standards of survival before they can commence their award or be eligible for competition. The preliminary evaluation is to be conducted in a flat sea or enclosed water.

Preliminary evaluation is to be undertaken prior to commencing any junior activity training or competition and shall consist of the following:

Age	Swim	Survival Float
Under 8	25 metre swim (any stroke)	1 min. survival float
Under 9	25 metre swim (any stroke)	1 min. survival float
Under 10	25 metre swim (freestyle)	1.5 min. Survival float
Under 11	50 metre swim (freestyle)	2 min. survival float
Under 12	100 metre swim (freestyle)	2 min survival float
Under 13	150 metre swim (freestyle)	3 min survival float
Under 14	200 metre swim (freestyle, in less than 5 minutes)	3 min. survival float

The preliminary evaluation may be supervised by a club official.

Run-Swim-Run

To maintain safety in the surf, the minimum requirements for children wishing to compete in junior activities at carnivals will be a Run-Swim-Run based on the following:

Age	Run-Swim-Run
Under 8	Nil
Under 9	Run-Swim-Run (50m-50m-50m)
Under 10	Run-Swim-Run (50m-50m-50m)
Under 11	Run-Swim-Run (50m-100m-50m)
Under 12	Run-Swim-Run (50m-100m-50m)
Under 13	Run-Swim-Run (100m-100m-100m)
Under 14	Run-Swim-Run (100m-100m-100m)

The Run-Swim-Run may be supervised by a club official. All junior activity members should be encouraged and given every assistance to successfully complete the run-swim-run.

Timed Pool Swim (NSW only)

All children wishing to compete in water events at carnivals shall complete the following pool swims within the times stipulated

Age	Swim	Time Limit
Under 8	Nil	
Under 9	200m pool swim	6 minutes
Under 10	200m pool swim	6 minutes
Under 11	200m pool swim	5 minutes
Under 12	200m pool swim	5 minutes
Under 13	200m pool swim	5 minutes
Under 14	200m pool swim	5 minutes

The pool swims may be supervised by a Club Official. The preliminary evaluation will not be required if the pool swim has already been completed.

Documentation/Record

The Proficiency Test Book (Form No. 90) is used for all Junior Activity members who have completed their Preliminary Evaluation or Timed Pool Swim and Run-Swim-Run.

(5) Surf Ed

Surf Ed is surf lifesaving's program designed for all children aged between 7 and 12 whether they are in school or surf lifesaving.

The preliminary purpose of Surf Ed is to develop children's abilities to recognise a safe beach zone or aquatic environment and to enhance their ability to safely recreate.

The secondary purpose is to provide opportunities for fun, learning new skills and developing a concept of recreation and sport. (*Surf Education Curriculum. (1995). Surf Life Saving Australia. Brighton-le-Sands, NSW*)

Surf Ed involves:

- Training/presentation of material
- Participation and assessment of competency
- Recognition

Training/presentation of material

The Surf Ed Curriculum contains learning outcomes for each group. It is these learning outcomes which are to be achieved. [See next page – Program Summary].

To assist in the implementation of Surf Ed, a number of resources have been developed to assist the learning process. Age Managers should have access to:

- **Surf Education Instructor's Guide**
60 x 45 minute lesson plans and teacher hints for all six stages of the surf education program.
- **The Name of the Game is Surf Lifesaving**
Contains the latest in theory, skill and practice activities for surf lifesaving. The Aussie Sport

publication is suitable for instructors or participants with no surf experience.

Also, to assist in delivering the program other resources such as videos and posters can be utilised. These include:

- **Lifesaver video**
Featuring stars from 'Home and Away' this 15 minutes VHS video covers surf awareness, beach signs, surf lifesavers and beach hazards.
- **Patrolling Lifesaver video**
This 20 minute video provides an awareness of surf patrolling.
- **Surf Ed. 1 computer disk**
Interactive 3.5 inch IBM compatible floppy disk. Allows participants to work through various animated fields relating to rips and waves.
- **Surf Education activity books**
Surf Awareness: Suitable for 7-8 year olds.
Surf Safety: Suitable for 9-10 year olds.
Surf Smart: Suitable for 11-12 year olds.
- **Surf Education Certificates**
Surf Awareness 1
Surf Awareness 2
Surf Safety 1
Surf Safety 2
Surf Smart 1
Surf Smart 2

Module	Surf Ed Curriculum	Unit	Lesson No.	Duration
Surf Awareness 1 (under 8)	<ul style="list-style-type: none"> Develop an understanding of who goes to aquatic venues and what they do there. Develop an awareness of SLSA, and what surf lifesavers do and who can be a surf lifesaver. Understand and develop introductory running, swimming and paddling skills in a surf or aquatic environment. 	Aqua Study 1	1	45 mins
		Surf Lifesaving	2	45 mins
		Aussie Surf 1	3 to 10	45 mins each
Surf Awareness 2 (Under 9)	<ul style="list-style-type: none"> Develop basic beach, ocean and aquatic sense. Develop a basic awareness of the various hazards in the beach or aquatic environment. Expand their understanding and development of running, swimming and paddling skills in a surf or aquatic environment. 	Surf Sense 1	11	45 mins
		Eco Surf 1	12	45 mins
		Aussie Surf 2	13 to 20	45 mins each
Surf Safety 1 (Under 10)	<ul style="list-style-type: none"> Develop an awareness of usage trends and activities at local aquatic venues. Develop an awareness and knowledge of the safety services in the local area. Further develop their awareness and knowledge of the surf zone and other aquatic characteristics. Develop running, wading, dolphining, swimming, paddling and surfing skills in a stable to moderate surf or aquatic environment. 	Eco Surf 2	21	45 mins
		Surf Sense 2	22	45 mins
		Aqua Study 2	23	45 mins
Surf Safety 2 (Under 11)	<ul style="list-style-type: none"> Develop an awareness of self survival concepts in the surf or aquatic environments. Be introduced to basic airway management techniques and initial first aid procedures. Expand running, wading, dolphining, swimming, paddling and surfing skills in a stable to moderate surf or aquatic environment. 	Aussie Surf 3	24 to 30	45 mins each
		Safety Services 1	31	45 mins
		Intro. to First Aid	32 & 33	45 mins each
		Aussie Surf 4	34 to 40	45 mins each
Surf Smart 1 (Under 12)	<ul style="list-style-type: none"> Develop an enhanced understanding of surf lifesaver and the functions of lifesaving services. Develop an enhanced knowledge of the physical characteristics of surf zones and other aquatic environments. Develop an awareness of basic rescue skills and activities. Enhance running, wading, dolphining, swimming, paddling, and surfing skills in a stable to moderate surf or aquatic environment. 	Safety Services 2	41	45 mins
		Eco Surf 3	42	45 mins
		Aqua Study 3	43	45 mins
		Aussie Surf 5	44 to 46	45 mins each
Surf Smart 2 (Under 13)	<ul style="list-style-type: none"> Develop an understanding of the principles of first aid. Develop basic knowledge of resuscitation skills. Develop introductory rescue skills in aided or unaided approaches. Develop a basic aquatic safety plan. Enhance running, wading, dolphining, swimming, paddling and surfing skills in a stable to moderate surf or aquatic environment. 	First Aid	47 & 48	45 mins each
		Resuscitation	49 to 52	45 mins each
		Surf Sense 3	53 & 54	45 mins each
		Aussie Surf 6	55 o 60	45 mins each
Surf Life Saving Certificate (Under 14)	Refer to SLSA Training Manual			

Participation and assessment of competency

Participation in the program can be achieved by scheduling lessons:

- Throughout the year or;
- Over a weekend.

The Surf Ed: Assessor’s Worksheet (below) duplicates the learning outcomes and assessment criteria form each age group from the Surf Ed curriculum.

These learning outcomes are achieved when each child successfully completes each of the

assessment criteria outlined in the respective age worksheet.

The assessment criteria is similar to a checklist; when a child has shown competency in the task, mark them off and move onto the next assessment criteria till all assessment criteria have been achieved on the worksheet.

Assessment is completed by recommended assessors, indicated on the Surf Ed: Assessor’s Worksheets. The recommended assessor judge whether each child has competently achieved the assessment criteria. Photocopy the Surf Ed: Assessor’s Worksheet for further use on the beach.

Example

Surf Life Saving

Surf Ed: Assessor’s Worksheet

- This worksheet is designed to assist assessors of Surf Ed modules (It is not compulsory to use)
- Once participants have successfully completed all assessment criteria listed in this worksheet, transfer their names to the Surf Ed Assessment Summary Form so achievement certificates can be issued.

Club: *Wombat SLSC*

Surf Awareness 1: Under 8s

Learning outcomes

In Surf Awareness 1 participants will:

- * Develop an understanding of who goes to aquatic venues and what they do there.
- * Develop an awareness of SLSA, and what surf lifesavers do and who can be a surf lifesaver.
- * Understand and develop introductory running, swimming and paddling skills in a surf or aquatic environment.

What has to be achieved.

Suggested assessors	Recommended Assessors	Assessment Criteria						
	Age Manager/Patrol Member	1.1 List the users at local surf or aquatic venues.						
	Age Manager/Patrol Member	1.2 Identify the recreational activities commonly undertaken at beach and aquatic environments						
Task to be completed	Age Manager/Patrol Member	2.1 Discuss the role of SLSA clubs and patrolling lifesavers and lifeguards.						
Initial once child has completed task competently								

						Kate Honey	Name
						12/4/84	DOB
						DA	
						DA	
							KH

Recognition

Once all assessment criteria have been successfully achieved, transfer these names to the Surf Ed: Summary Assessment Form and send to the respective person in each State for certificates.

A child who joins a club as an U/11 is fast tracked through the content of the U/8, U/9 and U/10 material. They do not receive certificates for U/8, U/9 and U/10, only the U/11 certificate. This is applicable to any age from when the child joins.

Example The U/8s Age Manager has to teach participants on the people who use the beach and the activities they do there. This is a **learning outcome** of the

Surf Ed curriculum, highlighted in the **Surf Ed: Assessor's Worksheet** and listed as **Assessment Criteria 1.1 and 1.2**.

To achieve this, the Age Manager will use **Lesson 1** of the **Surf Education Instructors Guide**.

Once the lesson is completed, the assessor will place their initial against the successful participant's name on the Surf Ed: Assessor's Worksheet. Once all Assessment Criteria have been achieved, the names are transferred to the **Surf Ed: Assessment Summary Form**. This form is used to indicate certificate

(6) Sport

A good sporting experience will lead to children:

- Acquiring skills.
- Enjoyment.
- Longer involvement in sport.

Adults associated with sport are responsible for making sure that children have a positive experience. If children do not have positive experiences it can lead to drop out and poor performance of skills.

Sport is played for fun, to meet friends and learn skills. These ideas will be successful if it is remembered it is children playing the sport and they play to children's levels and abilities.

Water Safety

- A Water Safety Officer must hold the minimum of a Surf Life Saving Certificate and be proficient.
- At least 50% of Water Safety Officers must hold a minimum Surf Life Saving Certificate (CPR endorsed).
- Water Safety Offices must wear an orange cap.

For more details refer to your State's current Bulletin/Circular.

Type	Equipment	Ratio	
		Water Safety Officers	Children in Water
Club Days, Carnivals	50% of water Safety Officers on a Rescue Board	1	5
Mid week training	100% on a rescue board	1 (bronze Medallion)	5

Age

SLSA competitions are conducted between ages Under 8 to Under 14 in one year age groupings.

To determine the age, a common birth date as at midnight on the 30th September each year is used, eg. age 8 at midnight on the 30th September competes as an Under 9.

In individual events a member cannot compete out of their age group. In teams events (except for board rescue and all age relays) one younger competitor can compete up an age to make up the team. Members can compete in Under 16 events after gaining the Surf Life Saving Certificate at 13.

Dress

- All costumes must be uniform for team events
Note: No JAC competitor shall be discriminated against for wearing swim costumes either with or without some form of proficiency badge. Eg. if a team of four has three competitors with costumes with an 'S' (or 'P') badge and the remaining competitor does not, the team shall not be disqualified on the grounds of uniformity of costume – commonsense should prevail.
- Caps must be securely fixed on the head at the finish of a race
- Where a club enters more than one surf team in a race, the caps must have distinguishing numbers or letters. If they don't, competitors must have numbers or letters marked clearly on the upper arm.

Events

Surf Race	U/9 to U/14
Surf Teams	U/9 & U/10 [Junior] U/11 to U/14 [Senior]
Wading Race	U/8
Wading Relay	U/8
Ironman/Ironwoman	U/11 to U/14
Cameron Relay	U/11 & U/12 [Junior] U/13 & U/14 [Senior]
Board Rescue	U/11 & U/12 [Junior] U/13 & U/14 [Senior]
Beach Sprint	U/8 to U/14
Beach Relay	U/8 to U/14
All Age Beach Relay	U/8 to U/14
Beach Flags	U/8 to U/14
March Past	
Board Race	U/9 to U/14
Board Relay	U/9 to U/14
2 Person R&R	U/10 to U/13
5 person R&R	U/12, U/13, U/14

Beach Position

The number one position is the furthest to the left as you face the water and nearest to the water for beach events.

Setting Courses

Courses should be measured from knee deep water at low tide. But distances may vary depending on conditions and safety.

Protests

- a) No protest will be accepted which is a direct challenge to a finish judge's decision.
- b) To protest against the conditions an event is to be held in, (eg. an uneven or unfair sand bank) a verbal protest to the sectional referee must be made before the event.
- c) To protest against a competitor, team or official's decision must be made within 5 minutes of the end of a race or announcement of the results to the sectional referee. Within 15 minutes of the protest being verbally lodged it must be logged in writing.
- d) The carnival referee or sectional referee may deal with the protest immediately or pass it on to the Dispute Committee.
- e) if a decision is made by the referee or sectional referee there is a right to challenge it with the Disputes Committee. Such appeals must be given to the convener of Disputes Committee within 15 minutes of the original protest decision.
- f) Video and other electronic equipment can be used to help decide a protest or dispute.
- g) The decision of the Disputes Committee is final.

Carnival Entries

The Carnival Entry Form is used when a club wishes to attend or compete at a carnival.

There are two copies; one to Club/Branch conducting the carnival, the other is retained by the entering Club. They are used for checking proficient members as well as for insurance purposes.

A form must be completed for all carnivals in Open and Junior Competition. (i.e. Senior/Junior, IRB, Champion Patrol)

If a club wishes to compete outside of their Branch/state, they must seek permission from their own Branch/State.

Both State Open and Junior state Championships have separate entry forms.

(7) Leadership

Leadership comes in a number of shapes and forms.

It could be from 13 and 14 year olds assisting the running of the Under 7 and 8 activities to younger children learning to appreciate the care of equipment and respect for the club.

This section utilizes principles from the Aussie Sport Leaders program, which will provide leadership opportunities for Junior Activities.

Aussie Sports Leaders

The Aussie Sports Leaders program develops confidence, self esteem and organisational skills in children.

Leadership activities should contain one of the following:

- Leadership training
- Practical experience
- Recognition

The activities should provide the opportunity to gain “life skills” which encourages interaction between leaders and participants, and provides an option for future participation in surf lifesaving.

Aussie sports Leaders provides another avenue for involvement for children who are not motivated by competition and physical activity but have an interest in surf lifesaving and its activities.

This develops a grounding in organising social events, officiating, involvement in committees, general leadership, conducting surf lifesaving activities, or instructing surf lifesaving.

Leadership examples

- Train children to officiate as a beach flag starter, Marshall or water judge on club days and have them (under supervision) run younger age groups activities.
- Educate children to conduct meetings and then allow them to run a junior committee which can report to the Junior Activities Committee. This provides training and experience in skills such as conducting meetings, taking minutes, reporting and responsibility.

The Aussie Sport Leaders program can be operated in various ways:

- Officiating
- Organising a picnic/social activities
- House competition
- Assistance in conducting sporting/lifesaving activities
- Modified sports expo
- Motor coordination program
- Peer support
- Public relations
- Fitness activities
- Junior committees
- Repairing equipment
- Water safety

Recognition

Recognition provided through positive reinforcement is an important part of the Aussie Sports Leaders program

Aussie sports will supply each leader with

1. A leadership badge
2. A sports leaders folder
3. A sports leaders certificate

Leaders can be recognised in numerous ways.

These include:

- Acknowledgement in club newsletters.
- Letter of appreciation and thanks.
- Presentation of awards at presentation nights.
- Conducting social events in honor of leaders.
- Provide letters of reference for leaders.
- Promoting leaders in the media

Successful types of participants in the Aussie sports Leaders program are individuals with commitment, enthusiasm, maturity, ability to communicate, patience, tolerance, organisational skills, reliability, good role models, interested in surf lifesaving.

Age managers may choose to target children for the program who they feel may benefit from extra responsibility and experience.

Contact your Department of Sport and Recreation in your State for further information.

(8) Recreation

There is more than just surf lifesaving when visiting the beach.

The beach is one of Australia's most valuable natural assets and people should be encouraged to enjoy all it offers. So, as part of your junior activities include some of the following suggestions to provide VARIETY to your sessions.

Beach Activities

Equipment Needed

Touch football	Football, whistle 10 witches hats
Body Board Instruction	Expert body boarder, body boards
Body Board Competition	Body boards, coloured singlets, buoy
Volley Ball	Volley ball, net, 4 witches hats
Beach Cricket	Tennis ball, cricket bat, stumps
Treasure Hunts	Prizes
Pillow Fights	Pole, two pillows
Board Riding Instruction	Expert board rider, surfboards
Board Riding Competition	Surf boards, coloured singlets, buoy
IRB Familiarisation	IRB, driver, crew
Body Surfing	
Sand Sculpting	

Social Activities

Equipment Needed

Barbecues	Barbecue, food
Visits by Sporting Celebrities	Willing celebrities
Video Nights	Venue, television, video recorder
Host a Murder Party	Host a murder game
Talent Quests	Microphone

(9) Designing a Season Program

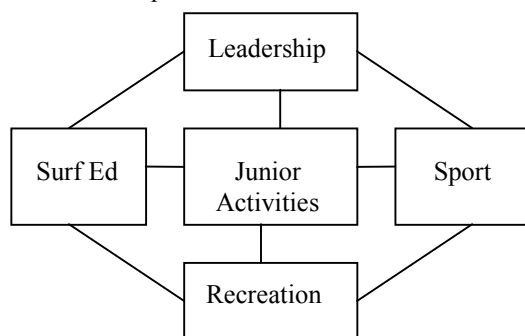
Designing a program structure (grid) helps to see the overall picture of the season in terms of what is compulsory/essential and what is important but not able to be included due to time constraints. Variations are endless.

Factors to consider

- Time constraints versus unlimited time.
- Previous knowledge versus no knowledge.
- Mature versus immature.
- Variety versus boredom.

Areas

Activities in Junior Activities generally fall into four topic areas.



The importance of each topic area can be set by weighting the learning value in each age group. This can be seen by designing a grid.

Designing a grid

Considerations

Type	Is the topic area to be theory or practically coached/instructed?
Proportion	Is each topic area of equal importance in each age group?
Weighting	Is the program to allocate equal weighting to each area in terms of time/value in each age group?
Standard	How will the minimum competence or standards be determined for each age group?

By gridding you can plan out your season. So, if organisers are to sick, or absent due to other reasons another Age Manager or parent may pick up the plans and carry out the lessons without disruption.

Once the importance of the topic areas have been decided, calculation of hours, development of lesson plans and a seasons program can be finalised.

See the following pages for the steps to designing a season program.

Example: Steps to Designing a Season Program

Step 1

Use a grid to decide what is important by giving a percentage weighting for each main area. (If it is not important do not spend much time on it.)

	Surf Ed	Sport	Leadership	Recreation
Under 8	40%	10%	10%	40%
Under 9	30%	20%	10%	40%

Step 2

Refer to a calendar to ascertain total available hours for the season. Include carnivals and other special activities in total hours.

20 Weekends @ 2 hours (9am – 11am) = 40 hours.

Step 3

Calculate percentage into hours.

Under 8s were weighted to spend 40% of their total hours doing lifesaving. In step 2 we know there are 40 total hours available

$$\frac{40\% \times 40 \text{ hours}}{100} = 16 \text{ hours available for lifesaving}$$

	Surf Ed	Sport	Leadership	Recreation
Under 8	16 hours	4 hours	4 hours	16 hours
Under 9	12 hours	8 hours	4 hours	16 hours

Work out each topic area for each age group.

Step 4

Age Managers design lesson plans to meet hours for each area.

The Under 8s will require:

16 hours of lifesaving lesson plans.
4 hours of sport lesson plans.
4 hours of leadership lesson plans.
16 hours of recreation lesson plans.

Which equates to 40 hours of lessons (teaching and activities).

Step 5

Insert lesson plans into season program taking into account hours available.

Week	Under 8	Under 9	Under 10
8/10/95	Registration Induction	Registration Induction	Registration Induction
15/10/95	Recreation Lesson 1	Sport Lesson 16	Surf Ed lesson 11
22/10/95	Sport Point Score	Sport Point Score	Sport Point Score

Grid

	Surf Ed	Sport	Leadership	Recreation	Total %
Under 7					100%
Under 8					100%
Under 9					100%
Under 10					100%
Under 11					100%
Under 12					100%
Under 13					100%
Under 14					100%

	Surf Ed	Sport	Leadership	Recreation	Hours
Under 7					
Under 8					
Under 9					
Under 10					
Under 11					
Under 12					
Under 13					
Under 14					

Season Program

Week	Under 8	Under 9	Under 10	Under 11	Under 12	Under 13	Under 14
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							

Sample: 6 Weekly Program

Week	Under 8	Under 9	Under 10	Under 11	Under 12	Under 13	Under 14
1	Preliminary Assessment Surf Ed: Lesson 2 BBQ	Preliminary Assessment Surf Ed: Lesson 11 BBQ	Preliminary Assessment Surf Ed: Lesson 21 BBQ	Preliminary Assessment Surf Ed: Lesson 31 BBQ	Preliminary Assessment Surf Ed: Lesson 41 BBQ	Preliminary Assessment Surf Ed: Lesson 49 BBQ	Preliminary Assessment SLSC Training BBQ
2	Surf Ed: Lesson 1 Surf Ed: Lesson 6 Wade Relay Recreation (sand Sculpting)	Surf Ed: Lesson 12 Surf Ed: Lesson 13 Recreation (Body Board instruction)	Surf Ed: Lesson 22 Surf Ed: Lesson 26 Recreation (Body Surfing)	Surf Ed: Lesson 32 Surf Ed: Lesson 33 Swim, Board, Beach Races	Surf Ed: Lesson 42 Surf Ed: Lesson 44 Aussie Sports Leaders Assist U9	Surf Ed: Lesson 50 Surf Ed: Lesson 57 Swim, Board, Beach Races	SLSC Training Aussie Sports Leaders: Assist U10
3	Surf Ed: Lesson 3 Surf Ed: Lesson 7 Beach Sprint Relay	Surf Ed: Lesson 15 Surf Ed: Lesson 16 Swim, Board Beach Races	Surf Ed: Lesson 23 Surf Ed: Lesson 25 Cameron Relay	Surf Ed: Lesson 34 Surf Ed: Lesson 36 Recreation (Beach Soccer)	Surf Ed: Lesson 43 Surf Ed: Lesson 45 Swim, Board, Beach Relay Recreation (Beach Cricket)	Surf Ed: Lesson 51 Surf Ed: Lesson 55 Surf Ed: Lesson 58 Aussie Sports Leaders Assist U 9	SLSC Training Recreation (Beach Volleybally)
4	Surf Ed: Lesson 4 Surf Ed: Lesson 5 Wade & Sprint Relay	Surf Ed: Lesson 14 Surf Ed: Lesson 18 Recreation: (Body Surfing)	Surf Ed: Lesson 24 Surf Ed: Lesson 2 Swim, Board, Beach Races Recreation: (Beach Soccer)	Surf Ed: Lesson 35 Surf Ed: Lesson 38 Swim, Board, Beach Races Board, Flags, Sprint Relat	Surf Ed: Lesson 46 Surf Ed: Lesson 47 Flags, Swim, Board Recreation: (IRB familiarisation)	Surf Ed: Lesson 52 Surf Ed: Lesson 59 Recreation: (Touch Football)	SLSC Training Aussie Sports Leaders Assist U10
5	Surf Ed: Lesson 8 Surf Ed: Lesson 9 Recreation: (Treasure Hunt)	Surf Ed: Lesson 17 Surf Ed: Lesson 19 Cameron Relay	Surf Ed: Lesson 27 Surf Ed: Lesson 29 Board, Sprint, Board Rescue	Surf Ed: Lesson 37 Surf Ed: Lesson 39 Board Rescue Recreation: (Beach Cricket)	Surf Ed: Lesson 48 Aussie Sports Leaders Assist U8	Surf Ed: Lesson 53 Surf Ed: Lesson 56 Surf Ed: Lesson 60	SLSC Training Swim, Board, Beach Races
6	Surf Ed: Lesson 10 Board Relay Recreation: (Body Surfing)	Surf Ed: Lesson 20 Swim, Board, Beach Races	Surf Ed: Lesson 30 Cameron Relay Recreation: (Body Board instruction)	Surf Ed: Lesson 40 Swim, Board, Beach Races	Board Rescue Patients for rescue scenario	Surf Ed: Lesson 54 Rescue Scenarios	SLSC Training Aussie Sports Leaders: Assist U8

Club point score/championship days and interclub carnivals are to be inserted.