



U10

WOODSIDE
NIPPERS
PROGRAM

WOODSIDE NIPPERS



WESTERN
AUSTRALIA



GENERAL INFORMATION

U10

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WOODSIDE NIPPERS

Program

The U10 Woodside Nippers Education Program comprises of ten 2 hour lessons. Ideally, five lessons should occur prior to Christmas and the other five post Christmas. The remaining weeks should involve Surf Sports related activities such as Point Score Days, Intra and Inter Club Events and Club Championships.



Preliminary Evaluation

Prior to commencement of the Woodside Nippers Education Program all participants must undergo a Preliminary Evaluation. It is recommended that the Preliminary Evaluation be done at a pool setting.

Under 10's are required to demonstrate 25 metres of freestyle and a 90 second survival float. Should a Nipper not achieve the Preliminary Evaluation they should be restricted to beach activities only until such time as the Preliminary Evaluation is achieved.

Please record achievement of the Preliminary Evaluation on the checklist in this resource. Preliminary Evaluations must be entered into SurfGuard within a week of completion.



Safety Ratios (NSP)

For all water activities please ensure the correct water safety ratios are met as per SLSWA Procedure 1.

If you are unsure of the requirement please discuss with the Water Safety Supervisor (WSS) who is on duty.

Generally for U10's the requirements are for every 5 Nippers there needs to be one Nipper Safety Personnel (NSP) in the water with a rescue tube.

Nipper Safety Personnel are members who hold the Nipper Rescue Certificate (NRC) or higher e.g. SRC or Bronze.

Competition skills Evaluation

Those Nippers who wish to compete in water events at Nipper Carnivals, the SunSmart Country Championships and the SunSmart WA Nipper Championships are required to pass the Competition Skills Evaluation.

Under 10's are required to complete a 150 metre open water swim in less than 10 minutes. Please record achievement of the Competition Skills Evaluation on the checklist in this resource.

To be eligible to compete in water events at a Nipper Carnival, Competition Skills Evaluations must be entered into SurfGuard by the deadline detailed in the SLSWA Planning Calendar – available on the mybeach website.

Certificates and Individual outcomes

Your club will be provided with enough blank certificates to cover the Nippers in your U10 program. You will be required to tick boxes to show the outcomes that each individual Nipper has achieved over the season and present these at the end of the program on the date determined by your club.

It is highly recommended you use the checklist in this resource to monitor and record the progress of each individual Nipper. Only tick the boxes on the certificate that truly reflect what has been achieved.



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For all the latest, updated Carnival and Championship information please check mybeach.com.au



INDIVIDUAL SAFETY

The U10 Outcomes, and some suggested activities, are outlined below for ease of reference. It is recommended that these key outcomes are covered as detailed in the individual lesson plans, so they link with the appropriate skill activity.

<p>1. BECOME :</p> <p>familiar with the surf club environment and the opportunities it offers</p>	<ul style="list-style-type: none"> • Sit participants down and explain ways to be involved and the various roles the club performs • Take the participants (and parents) on a guided tour through the club pointing out the: first aid room, patrol tower, gear shed and any other equipment of interest (jet skis, boats, gym etc.) • Point out where equipment is stored (nipper boards) and where to wash equipment down etc. • Have Club Officers visit to explain their role in the club
<p>2. IDENTIFY :</p> <p>and demonstrate the SunSmart guidelines</p>	<p>Q. What are the SunSmart guidelines?</p> <p>A. SLIP (on clothing), SLOP (on sunscreen), SLAP (on a hat), SEEK (shade), SLIDE (on sunglasses) – (Have some examples of these ready to put on)</p>
<p>3. UNDERSTAND :</p> <p>the consequences of skin damage caused by sunburn</p>	<ul style="list-style-type: none"> • Ask participants to recall times they may have been sunburnt and what it was like • Discuss a consequence of sunburn is skin cancer

4. IDENTIFY :

different safety signs on the beach and their meaning

Ask and discuss:

Q. What kind of signs they may see at the beach?

A. No swimming, rocks, beach signage, lifeguard signs etc.

- Walk around and point out a few signs and explain what they mean. Point out the useful information that is on the sign and see if they know what the pictures mean.
- Three types of symbols on signs: **1. Red circle with a line crossed through it** – shows you what can't be done **2. Yellow diamond** – warns of danger **3. Blue Square** – will give extra information on patrol locations, disabled access etc.

5. RECOGNISE :

ways they can stay fit and healthy

Ask participants:

- Discuss how they can stay healthy
- Discuss healthy eating and drinking lots of water
- Stay active (sports, running, swimming, playing with your friends, playing outside, less TV)
- Warm ups and stretching

6. IDENTIFY :

the 5 beach safety tips using the F.L.A.G.S acronym

Revise and discuss:

- Revise and discuss the following beach safety with participants:
 - (F) Find the red and yellow flag and swim between them (safest place to swim, patrolled by lifesavers)
 - (L) Look out for safety signs (alert you to important information)
 - (A) Ask a lifesaver for some good advice (if you are unsure of dangers or conditions ask a lifesaver)
 - (G) Get a parent to swim with you (ensure someone will be there to look out for you)
 - (S) Stick your hand up for help (best way to attract attention)



SURF AWARENESS

The U10 Outcomes, and some suggested activities, are outlined below for ease of reference. It is recommended that these key outcomes are covered as detailed in the individual lesson plans, so they link with the appropriate skill activity.

<p>1. UNDERSTAND : what the red and yellow flags mean</p>	<ul style="list-style-type: none"> Using the red and yellow flag as a prop, discuss with the participants the role of the red and yellow flags – The flags represent the area patrolled by lifesavers and lifeguards, they mark the safest place to swim If a patrol is operating at the beach, find a spot where you can see the flagged area, start a discussion on what you can see: <p>Q. What dangers can be seen nearby? A. Rocks, rips, waves, surfers</p> <p>Q. Why are the flags where they are? A. Safest place on the beach</p> <p>Q. Where are the lifesavers located? A. Centre of the flags</p> <p>Q. Is everyone swimming in the flags? Why/Why not? A. Surfers should be outside the flags</p>	<p>3. UNDERSTANDING : of waves and effect of tides</p>	<p>Q. How can tides and wind effect waves? A. Tides create other dangers, expose sand banks and rocks, with low tide, waves may break on a shallow sandbank</p>
<p>2. EXPLAIN : the different types of waves and best precautions to take</p>	<p>Q. What are the three different types of waves?</p> <p>A. 1. PLUNGING WAVE (curling face) – Very strong, breaks in shallow water, can push you to bottom, is dangerous and can cause spinal injuries</p> <p>2. SPILLING WAVE (sloping face) – The best waves to play in, waves tumble down the front, a gentle wave, better for learning</p> <p>3. SURGING WAVE (sloping face) – Found around rock ledges and steep beaches, don't often break, but can knock you off your feet on the shoreline</p> <p>Q. What should you do when you're down at the beach?</p> <p>A. Observe the waves, ensure the conditions suit your ability, waves come in sets (pattern of small and big waves) so you must watch for a period of time, waves may look small (lulls) but bigger waves of the set may come</p>	<p>4. RECOGNISE : natural v's man-made</p>	<ul style="list-style-type: none"> Take participants for a walk along the beach and have them point out natural (seaweed, shells, fish, rocks) and man-made (rubbish, clothing) objects that they see at the beach
		<p>5. RECOGNISE : the environmental impact they can have on the beach</p>	<ul style="list-style-type: none"> Explain that the beach is a fragile environment with lots of animals and that all the rivers and drains flow into the ocean and all the world's oceans are connected, so any litter you drop eventually ends up in the ocean – We need to look after the environment and make sure we do the right things <p>Q. What are ways we can help look after the beach environment?</p> <p>A. Not litter, take all rubbish away with you or put it in the bin (some rubbish can last for a long time, plastic bottles 450 years, fishing line 600 years and animals can choke on or get tangled in the rubbish in the ocean. Stick to pathways, don't walk through the dunes or trample plants)</p>
		<p>6. IDENTIFY : how rips are formed, what they look like and how to escape a rip</p> <p>Ask participants:</p>	<p>Q. What is a rip? A. Water flowing out to sea forming a strong current which can drag swimmers out</p> <p>Q. How do you identify a rip? A. Deeper, dark water, less waves, sandy/foamy water in a mushroom shape behind the waves, debris floating seaward</p> <p>Q. What should you do if you get caught in a rip? A. Stay calm, float and raise your arm for help, swimming against a rip will make you more tired (Explain the best way to stay safe and avoid a rip is to swim between the flags and where there are lifesavers)</p> <ul style="list-style-type: none"> If there are any rips visible at your beach on the day, or during following lessons points these out to the Nippers



LIFESAVING

The U10 Outcomes, and some suggested activities, are outlined below for ease of reference. It is recommended that these key outcomes are covered as detailed in the individual lesson plans, so they link with the appropriate skill activity.

1. DEMONSTRATE : a knowledge of signals

Demonstrate signals to participants
Have participants demonstrate signals

- **Return to shore** > Arm straight up
- **Proceed further out to sea** > Two arms straight up
- **Go left** > Left arm raised horizontally
- **Go right** > Right arm raised horizontally
- **Remain stationary** > Both arms raised horizontally
- **Assistance required**
> One arm waved above the head, closed fist
- Have participants stand in a circle facing outwards and have them demonstrate signals on your command

2. KNOW : how to respond to an emergency (DRSABCD)

Ask participants:

- Q. **What is an emergency situation and describe different types of emergencies?** A. A sudden crisis (usually involving danger) that requires fast action, i.e. a person is badly injured, stopped breathing, fire etc.
- Q. **Think of some incidents that may happen at the beach?**
A. Drowning, snake bite, heat stroke, heart attack

Q. What do they do if they come across an emergency situation?

- A. Follow the DRSABCD principles (discuss these principles)
- D** Danger: Check for danger (yourself, bystanders and the patient)
- R** Response: Assess responsiveness
- S** Send for help: If unresponsive call '000'
- A** Airways: Open and clear airway
- B** Breathing: Look, listen and feel for breathing
- C** Compressions: Commence CPR
- D** Defibrillation: Used by a trained operator

- Explain the use of '000' number in an emergency
It will connect you straight to emergency services: fire, police, ambulance
- Explain use of this number at the beach – If you see some -thing, tell an adult or a lifesaver who will then call 000

3. RECOGNISE : unsafe behaviours at the beach and develop an understanding of preventative actions

Ask participants:

- Q. What an unsafe behaviour is?
A. An action that could hurt you or somebody else
- Q. What are some behaviours that may be dangerous at home or at school? e.g. Putting your hand under a hot water, leaving a towel on a heater, climbing trees etc.
- **Now ask participants to identify some behaviours which may be dangerous at the beach**, i.e. Jumping off rocks/groins, fishing on rocks in large surf, not swimming between the flags, swimming alone, being too tired to swim

- **Using the examples, they provide, discuss how you would identify people that need assistance** – some examples could be; Washed off rocks and can't get back up, swimmer has raised arm for assistance, swimmer is 'climbing the ladder'
- Discuss how some of these incidents could have been prevented and discuss how lifesavers perform preventative actions on patrol, talking to people before a situation happens

4. IDENTIFY : dangerous animals in the beach environment and demonstrate basic first aid

Ask participants:

- Name some dangerous animals they might find at the beach (blue ringed octopus, snakes, jellyfish, sharks, crabs)
- Q. **Does anyone know some basic first aid if you get in trouble with one of these?**
- **Blue Ringed Octopus** – Blue rings are not always visible, are often pale brown/yellow with rings appearing when threatened, don't touch as they are very poisonous
 - **Jellyfish** – Tentacles will sting you, wash with warm water to stop pain, ice if blisters appear later
 - **Crabs** – Not dangerous but if you try to pick them up they can grab you with their claw, if you get bitten apply ice
 - **Snakes** – Found in the dunes, on tracks or near rocks behind the beach, poisonous, don't touch or go near them. Unless you are still near the snake, do not move the patient, apply a pressure bandage and call an ambulance 000

U10 OUTCOMES

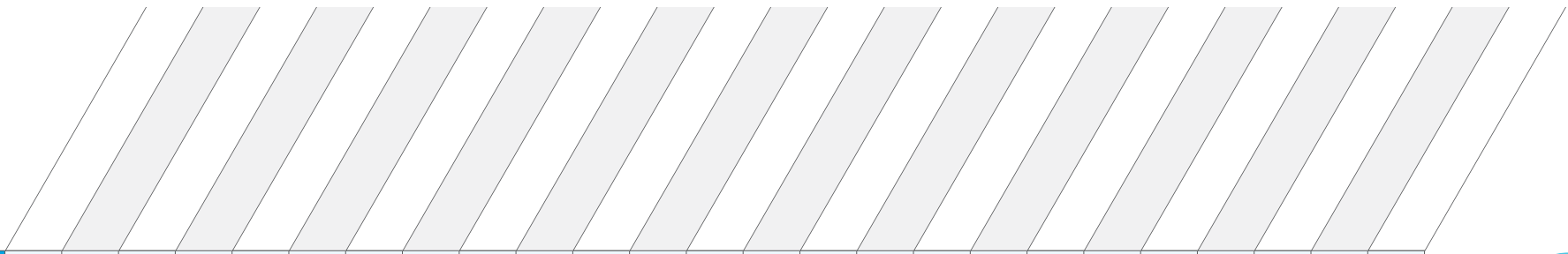
SURF SPORT SKILLS

The U10 Outcomes, and some suggested activities, are outlined below for ease of reference. It is recommended that these key outcomes are covered as detailed in the individual lesson plans, so they link with the appropriate skill activity.

1. Complete a Run-Swim-Run
2. Demonstrate wading and porpoising skills
3. Demonstrate surf stroke technique
4. Demonstrate start and finish techniques
5. Demonstrate body surfing techniques
6. Demonstrate ability to negotiate the surf
7. Demonstrate a crouching beach sprint start
8. Demonstrate running technique
9. Demonstrate positioning and paddling technique
10. Demonstrate board start
11. Demonstrate wave catching technique
12. Demonstrate skills paddling through a broken wave, rolling and popping on a board
13. Demonstrate bunny hopping technique with a board
14. Demonstrate can turn technique
15. Demonstrate dismount technique
16. Demonstrate pivot turn technique
17. Demonstrate technique diving for a flag
18. Participate in team event and activities
19. Demonstrate changeover technique in beach relay
20. Demonstrate tagging technique in Board and Cameron Relay



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SURF SPORT SKILLS

Demonstrate positioning and paddling technique

Demonstrate board start

Demonstrate wave catching tech.

Demonstrate skills paddling through a broken wave, rolling and popping on a board

Demonstrate bunny hopping technique with a board

Demonstrate can turn technique

Demonstrate dismount technique

Demonstrate pivot turn technique

Demonstrate technique diving for a flag

Participate in team events and activities

Demonstrate changeover technique in beach relay

Demonstrate tagging technique in Board and Cameron Relay

BOARD RACE

FLAGS

TEAM EVENTS

U10 OUTCOMES



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LIFESAVING	
Demonstrate knowledge of signals	
Know how to respond to an emergency (DRSABCD)	
Recognise unsafe behaviours at the beach and develop an understanding of preventative actions	
Identify dangerous animals in the beach environment and demonstrate basic first aid treatment for these	
SURF SPORT SKILLS	
Complete a Run-Swim-Run	
Demonstrate wading and porpoising skills	
Demonstrate surf stroke tech.	
Demonstrate start & finish tech.	
Demonstrate body surfing tech.	
Demonstrate ability to negotiate the surf	
Demonstrate a crouching beach sprint start	
Demonstrate running technique	

SURF RACE

SPRINT

U10 OUTCOMES



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WOODSIDE NIPPERS

U10 LESSON 01

EQUIPMENT

- 2 x poles
- 4 x hula hoops
- 30 x tennis balls
- 2 x finishing flags
- 2 x buoys
- 20 x beach flags
- 8 x batons
- 4 x cones

PREPARATION

1. Assess the beach conditions and change program as needed
2. Utilise water safety ratio 1 : 5
3. If you aren't confident coaching the technique aspects of this lesson bring in a coach or athlete to help
4. Set up a sprint track (70m), an area for beach flags (15m) and buoys are set in the water

INTRODUCTION (5 minutes)

- Introduce yourself and take attendance
- Brief intro of activities you will be doing for the day
- Encourage parent involvement and assistance

DISCUSSION (25 minutes)

Introduction to Surf Life Saving

- Sit participants down and explain ways to be involved and the various roles the club performs
- Take the participants (and parents) on a guided tour through the club pointing out the: first aid room, patrol tower, gear shed and any other equipment of interest
- Point out where equipment is stored (nipper boards) and where to wash equipment down etc.

- Discuss the role of the red and yellow flags
- If a patrol is operating at the beach, find a spot where you can see the flagged area and start a discussion on what you can see

SAFEGUARDING

- During the first lesson all groups are to have a discussion on safeguarding with Nippers and parents
- Parents need to be made aware of SLSWA Commitment to Safeguarding, SLSA Codes of Conduct and introduced to members they can discuss issues with eg. Club President, Junior Director, MPIO or Safeguarding Officers
- Discuss with the children being SMART is being safe - Safety Means Always Recognise Trouble
- Introduce Safeguarding Officers to children and display how they can be identified - these are people you can go to should someone make you feel uncomfortable
- Discuss with Nippers and parents signing in and out procedures and procedures for leaving the group eg ask permission and take a buddy. Discuss what to do if approached by a stranger eg Yell and Tell -locate Safeguarding Officer
- Each Nipper to be given a SLSWA Safeguarding Brochure

WARM-UP DRILL (5 minutes)

Warm Up Run & Stretches

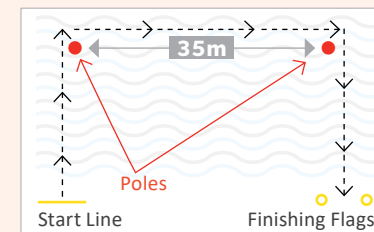
- Take participants for a run on the beach (approx. 300m)
- Form a circle and do a series of stretches as a group

SKILL DEVELOPMENT ACTIVITIES (20 minutes each)

NOTE: If you have large numbers you can break the group up and do these activities on rotation or simply run one after the other as a whole group

ACTIVITY 1 - Wade Race

- Revise and demonstrate wading skills
- Have participants practice technique on sand
- Break participants into smaller groups
- Participants are to wade out around two poles held in the water by parents (knee to waist deep for Nippers)
- Finish on the beach between the flags/cones



Coaching Tips

- > Clear the knee from the water at the side so the thigh is horizontal to the water
- > Swing the leg around to the front keeping the thigh horizontal to the water
- > When the leg comes around the front, throw the foot out and place it onto the sand ready for the other leg to repeat
- > Swing arms in time with legs

Questioning

- Q. What is the benefit of wading for as long as possible?
- A. **Faster way of moving through the water, quicker than swimming**

SKILL DEVELOPMENT ACTIVITIES (20 minutes per activity)

ACTIVITY 2 - Surf Race

- Revise some basic surf stroke technique
- Break the participants up into groups (e.g. male and female)
- On 'go' participants race around the buoys and back into the beach to finish between the flags/cones
- Run the next group after the first one finishes

Coaching Tips - Stroke

- > Keep body flat in the water, don't let feet drop
- > Strong freestyle arms, reaching forward, pulling down along your body and kicking hard with legs
- > Look forward every few strokes to look for the turning can/finishing flags

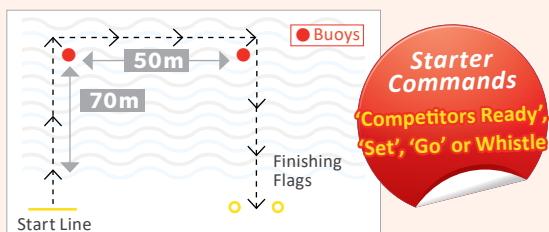
Questioning

Q. Why should you look forward every few strokes?

A. Make sure you are swimming straight and are on course with the buoys and finishing flags

Q. What is something else important to do to stay on course?

A. Line up something behind the finish line which is easier to see, a tree, building or tent may be easier to see from the water than the flags. Also check the colour of the flags and buoys before the race



ACTIVITY 3 - Beach Flags

- Place flags on the finish line (1 less than number of competitors each time)
- Explain and demonstrate basic starting technique
- If possible, run two arenas and break participants into groups (e.g. male / female)
- Participants will get up, turn around and run to collect a flag
- Those people knocked out can help by calling the start and setting flags
- Starters commands are 'competitors ready', 'heads down', 'go' or whistle

Coaching Tips

- > Participants lay down facing away from the arena
- > Feet together on the start line
- > Wrists together and elbows extended
- > On 'competitors ready' maintain starting position (heads up)
- > On 'heads down' place chin on hands
- > On the whistle push up and turn

CULMINATION GAME (20 minutes)

Sprint Relay

- Explain and demonstrate the baton holding technique and changeover
- Break participants up into teams of four and spread them out across the start line
- Have Nippers wait for the changeover 5m behind the start
- Send half of each team down each end
- Repeat 4-5 times and mix up the last 1-2 doing different things e.g. skipping, crawling, sidestepping etc.
- Starters commands are 'competitors ready', 'set', 'go' or whistle

Coaching Tips

- > Runner holds the base of baton out in front
- > Receiver forms a V with thumbs and fingers to changeover (both hands)
- > Changeover occurs, receiving runner should keep their eyes on the baton
- > Both runners to keep slightly to one side of the track on changeover
- > Baton must be exchanged behind the start line

Questioning

Q. Why do we need to ensure we hold the baton at the base?

A. To ensure smooth transition

Q. Why should the receiver form a V with their thumbs and fingers?

A. Easier to receive baton

Q. Why is it important that the receiving runner keeps their eye on the baton?

A. So they don't drop or fumble the transition

LESSON WRAP UP (5 minutes)

- Head count of participants
- Revise discussion topics
- Summarise and question participants on skills learnt
- Have participants carry up and wash off equipment
- Parents collect children



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WOODSIDE NIPPERS

U10 LESSON 02

EQUIPMENT

- 1 x board per person/pair
- 3 x buoys
- 4 x turning/finishing flags
- 4 x cones

PREPARATION

1. Assess the beach conditions and change program as needed
2. Utilise water safety ratio 1 : 5
3. If you aren't confident coaching the technique aspects of this lesson bring in a coach or athlete to help
4. Set up a sprint track (70m), an area for beach flags (15m) and buoys are set in the water

INTRODUCTION (5 minutes)

- Introduce yourself and take attendance
- Brief intro of activities you will be doing for the day
- Encourage parent involvement and assistance

DISCUSSION (10 minutes)

Signals

- Demonstrate a few signals to participants
 - Return to shore** > Arm straight up
 - Proceed further out to sea** > Two arms straight up
 - Go left** > Left arm raised horizontally
 - Go right** > Right arm raised horizontally
 - Remain stationary** > Both arms raised horizontally
 - Assistance Required** >
 - One arm waved above head, fist closed**

- Have participants stand in a circle facing outwards and have them demonstrate signals on your command, run through each 2-3 times until familiar

WARM-UP DRILL (15 minutes)

Warm Up Run & Stretches (5 minutes)

- Take participants for a run on the beach (approx. 300m)
- Form a circle and run through a series of stretches as a group

DYNAMIC RUN-THROUGHS (10 minutes)

- Have participants conduct run throughs in an area 10 x 20m, exercises to include: high knees, butt kicks, side-side, grapevine, backwards running, lunges etc.
- Have participants pair up and complete a game of knee-taps and push-up wars

SKILL DEVELOPMENT ACTIVITIES (20 minutes each)

NOTE: If you have large numbers you can break the group up and do these activities on rotation or simply run one after the other as a whole group

ACTIVITY 1 - Board Race

- Revise and demonstrate positioning and paddling technique
- Have the participants practice this in pairs on the beach
- Give students 5-10 minutes to practice with their partner (or individually) taking turns to paddle along the shore
- Provide advice and assistance as required
- Once competent, break the participants up into groups
- Have them paddle out around three buoys and return to shore (repeat)

Coaching Tips

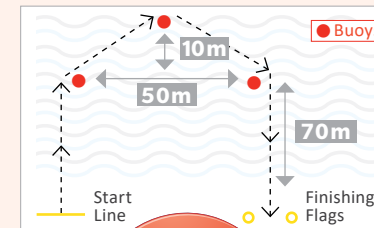
Positioning and Paddling

- > Position yourself in the centre of the board, knees slightly apart
- > If struggling lay with feet off to the side for balance
- > Paddle with freestyle arms reaching as far forward as you can
- > If stable, kick legs from the knees to increase arm rating
- > Legs should not go past vertical position, kick outwards so they move in a circular path

Questioning

Q. What is the reason for kicking your legs in time with your stroke?

A. Helps with momentum and balance



Starter Commands
 'Competitors Ready',
 'Set', 'Go' or Whistle

SKILL DEVELOPMENT ACTIVITIES (20 minutes per activity)

ACTIVITY 2 - Surf Race

- Revise some basic start and finish skills
- Break the participants up into groups (e.g. male and female)
- On 'go' participants race around the buoys and back into the beach to finish between the flags/cones
- Run the next group after the first one finishes

Coaching Tips - Start

- > Take note of water depth and any potholes etc.
- > Place preferred leg forward with toes on the start line and dig toes into sand
- > Place other leg back to enable stability
- > Run hard in to the water on 'go'

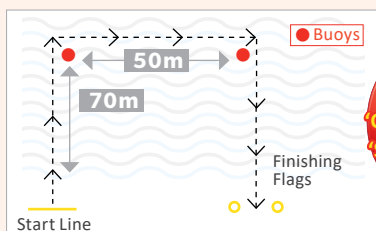
Finish

- > Keep landmark in focus
- > Swim until your hand touches the sand, don't try to stand up too early (wade and dolphin where you can)
- > Run hard across the finish line

Questioning

Q. Why should you check the water before you run in?

A. To look for any potholes, troughs or dangers



ACTIVITY 3 - Beach Sprints

- Explain and demonstrate correct starting position
- Spread participants out and have them practice digging foot holes and setting up for a crouch start, help as required
- Take participants to start line and line them up in groups of eight
- Repeat 4 - 5 times and last 1 - 2 mix it up doing different things e.g. skipping, crawling, sidestepping etc.
- Starters commands; 'competitors ready', 'set', 'go' or whistle

Coaching Tips - Crouch Start

- > On 'competitors ready' take this position
- > Hands positioned slightly more than shoulder width apart
- > Thumb and forefingers (form a bridge) on the start line
- > Front foot approx 30cm back from the start line
- > On 'set' lift hips to slightly higher than the shoulder height, rotate weight forward and ensure weight is on the hands
- > Eyes looking down
- > On 'go' drive forward on front foot

Questioning

Q. What are some important things to remember when setting up for a crouch start?

A. Do not dig the holes for your feet too deep, dig the sand out towards the track so the back of the blocks is flat and clear excess sand away

CULMINATION GAME (20 minutes)

Board Relay

- Divide into teams of three, explain how the race works emphasising tagging technique and collection of boards
- Race is around three buoys in the water and cones/flags on the beach
- Repeat if time permits and switch up the order of paddlers

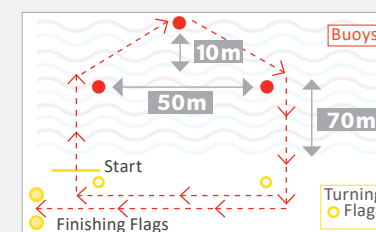
Coaching Tips - Race

- > Each paddler starts on the line and paddles around three buoys
- > When they reach the shoreline, the paddler will drop the board, run around the flags and tag the next paddler waiting on the start line
- > Each person in the team must help out by collecting their teammates boards, e.g. last paddler grabs first paddlers board
- > Last paddler runs between the finishing flags

Questioning

Q. Why is it important to tag each other on the back?

A. Less chance of missing than if you tag with hands, also so officials can easily see the tag and you won't get disqualified



"Make sure you tag each other on the back"

LESSON WRAP UP (5 minutes)

- Head count of participants
- Revise discussion topics
- Summarise and question participants on skills learnt
- Have participants carry up and wash off equipment
- Parents collect children



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WOODSIDE NIPPERS

U10 LESSON 03

EQUIPMENT

- 3 x buoys
- 4 x finishing/turning flags
- 20 x beach flags
- 8 x volleyballs
- 4 x cones
- 2 x poles
- 1 x board per person/pair

PREPARATION

1. Assess the beach conditions and change program as needed
2. Utilise water safety ratio 1 : 5
3. If you aren't confident coaching the technique aspects of this lesson bring in a coach or athlete to help
4. Set up an area for flags (15m) and ensure buoys are set in the water

INTRODUCTION (5 minutes)

- Introduce yourself and take attendance
- Brief intro of activities you will be doing for the day
- Encourage parent involvement and assistance

DISCUSSION (10 minutes)

SunSmart

- Ask the participants to recall the SunSmart guidelines

Slip (on clothing-long sleeved shirt), Slop (on sunscreen- re-apply every 2 hours), Slap (on a hat, wide brimmed), Seek (shade –trees/tent), Slide (on sunglasses)

- Ask participants to recall times they may have been sunburnt and what it was like?

Can be painful, peeling and irritated, dehydrated/tired

- Discuss a consequence of sunburn is skin cancer:

Melanoma - Doesn't just occur where you get burnt, can come up anywhere, often look like moles on your skin, gets worse with age, very important to protect your skin when you are young

WARM-UP DRILL (15 minutes)

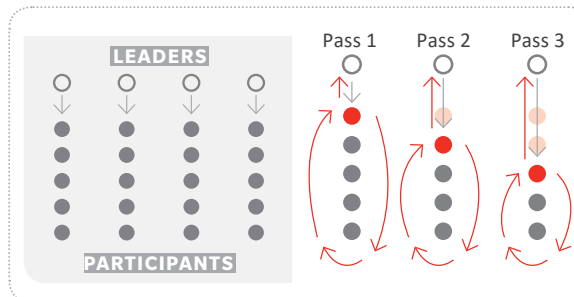
Warm Up Run & Stretches (5 minutes)

- Take participants for a run on the beach (approx. 300m)
- Form a circle and do a series of stretches as a group

LEADER BALL (10 minutes)

- Divide Nippers into groups of 6-8 and line them up
- On 'go' leader throws ball to first person in line, who places ball on the ground and runs a full lap around their team, in their start position, they pass the ball back to the leader and sit down
- Leader will then throw the ball to the next person in line
- Run through until all completed

LEADER BALL - WARM-UP



SKILL DEVELOPMENT ACTIVITIES (20 minutes each)

NOTE: If you have large numbers you can break the group up and do these activities on rotation or simply run one after the other as a whole group

ACTIVITY 1 - Run-Swim-Run

- Revise and demonstrate dolphining technique
- Give participants 5 minutes to practice this technique along the shoreline/sandbank
- Start participants at one end of the beach; have them run around a cone and into the water
- They must then swim around two buoys in the water and then run back along the beach
- Break participants up into groups if needed so you have a manageable group in the water

Coaching Tips

Dolphin Diving

- > Dive into water with arms together and outstretched
- > Angle dive 45 degrees towards the bottom and dig hands into the sand
- > Bring feet forward to where hands are and spring off at 45 degrees towards surface with arms outstretched ready to repeat dolphin dive

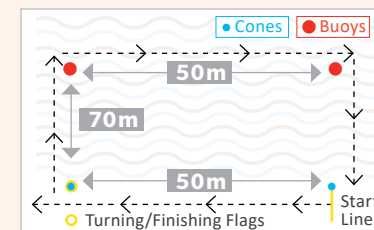
Questioning

Q. Why is it important to always keep your arms above your head when diving?

A. **To help protect your neck, stop you hitting the sandbank**

Q. When should you dolphin dive?

A. **When too deep to wade but still less than waist deep so it can be faster than swimming**



SKILL DEVELOPMENT ACTIVITIES (20 minutes per activity)

ACTIVITY 2 - Board Race

- Revise and demonstrate start technique
- Have the participants practice this in pairs on the beach
- Give students 5 - 10 minutes to practice with their partner (or individually) taking turns to practice starts from the beach (few strokes then return to shore), provide advice as required
- Once competent, break the Nippers up into groups and have them paddle out around three buoys and return to shore
- Repeat

Coaching Tips - Start

- > Check water entry and exit for best conditions and any hazards
- > Toes on the line, preferred foot forward slightly bent knee
- > Extend back foot to comfortable position
- > Board facing correct way, turn slightly into the wind
- > Carry board under your arm holding the outer rail
- > Can drag by holding front handle, but attempt carry if possible
- > Run into knee deep water
- > In one motion throw the board forward and grab both rails towards the front
- > Using your feet push off the sand in a forward direction jumping on the board in a lying position, start paddling

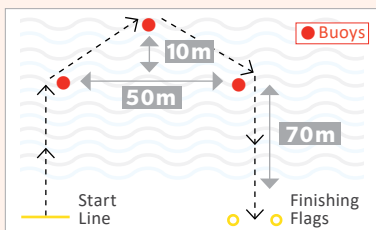
Questioning

Q. Why is it better to carry the board than drag?

A. **Must faster, less resistance and quicker to jump on once you reach the water**

Q. When is it better to drag?

A. **If it is really windy it may be easier to drag**



ACTIVITY 3 - Beach Flags

- Explain and demonstrate pivot turning technique
- Spread participants out and have them practice the pivot turn on the spot
- If possible, run two arenas and break participants into groups (e.g. male/female)
- Place flags on the finish line (1 less than number of competitors each time)
- Participants will get up, turn around and run to collect a flag
- Those people knocked out can help by calling the start and setting flags
- Starters commands are 'competitors ready', 'heads down', 'go' or whistle

Coaching Tips - Pivot Turns

- > Push up with arms like a fast push up
- > Spin on knee/s to turn toward the finish line
- > Twist body with the turn and get arms ready to propel forward
- > Try to keep front foot as close to the start line as you can
- > Accelerate low and hard from the crouch start position
- > Keep head and body low

Questioning

Q. Why is it important to stay low through the turn?

A. **Wastes time standing upright, need to stay relatively low to get the flag**

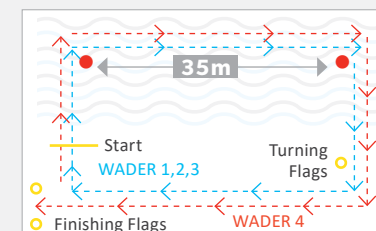
CULMINATION GAME (20 minutes)

Wade Relay

- Revise wading and tagging technique
- Break participants into teams or smaller groups
- Participants wade around two poles held in the water by parents (knee to waist deep water for Nippers) then finish between the flags/cones
- Participants to run back to start line and tag team member

Coaching Tips

- > Clear the knee from the water at the side so the thigh is horizontal to the water
- > Swing the leg around to the front keeping the thigh horizontal to the water
- > When the leg comes around the front, throw the foot out and place onto the sand ready for the other leg to repeat
- > Swing arms in time with legs



LESSON WRAP UP (5 minutes)

- Head count of participants
- Revise discussion topics
- Summarise and question participants on skills learnt
- Have participants carry up and wash off equipment
- Parents collect children



WESTERN AUSTRALIA

WOODSIDE NIPPERS

U10 LESSON 04

EQUIPMENT

- 1 x volleyball
- 4 x cones
- 1 x board per person/pair
- 3 x buoys
- 20 x beach flags
- 8 x batons

PREPARATION

1. Assess the beach conditions and change program as needed
2. Utilise water safety ratio 1 : 5
3. If you aren't confident coaching the technique aspects of this lesson bring in a coach or athlete to help
4. Set up a sprint track (40m), an area for flags (15m) and ensure buoys are in the water

INTRODUCTION (5 minutes)

- Introduce yourself and take attendance
- Brief intro of activities you will be doing for the day
- Encourage parent involvement and assistance

DISCUSSION (10 minutes)

It's An Emergency

- Ask the participants what an emergency situation is and describe different types of emergencies?
A sudden crisis (usually involving danger) that requires fast action, i.e. a person is badly injured, stopped breathing, fire etc.
- Ask participants to think of some incidents that may happen at the beach?
Drowning, snake bite, heat stroke, heart attack

- What should they do if they come across an emergency situation? **Follow the DRSABCD principles (discuss these)**
- D Danger** : Check for danger to yourself, bystanders and the patient
- R Response** : Assess responsiveness
- S Send for help** : If unresponsive call '000'
- A Airways** : Open and clear airway
- B Breathing** : Look, listen and feel for breathing
- C Compressions** : Commence CPR
- D Defibrillation** : Used by a trained operator
- Explain the use of '000' number in an emergency - **It will connect you straight to emergency services: fire, police, ambulance**
- Explain use of this number at the beach - If you see something, tell an adult or a lifesaver who will then call '000'

WARM-UP DRILL (15 minutes)

Warm Up Run & Stretches (5 minutes)

- Take participants for a run on the beach (approx. 300m)
- Form a circle and do a series of stretches as a group

NEWCOMB BALL (10 minutes)

- Two teams face off, mark out a 20 x 20m square with each team spread out over half the square
- Teams throw the volleyball to the opposite team, who have to attempt to catch it
- If it is not caught whoever was attempting to catch it or is closest to where it lands, moves to the other team
- Continue until you say or there is no one left on one team

SKILL DEVELOPMENT ACTIVITIES (20 minutes each)

NOTE: If you have large numbers you can break the group up and do these activities on rotation or simply run one after the other as a whole group

ACTIVITY 1 - Board Race

- Revise and demonstrate wave catching technique
- Have the participants practice this in pairs on the beach
- Give students 5 - 10 minutes to practice with their partner (or individually) taking turns to paddle and catch whitewash
- Provide advice and assistance as required
- Once competent, break the participants up into groups
- Have them paddle out around three buoys and return to shore
- Repeat

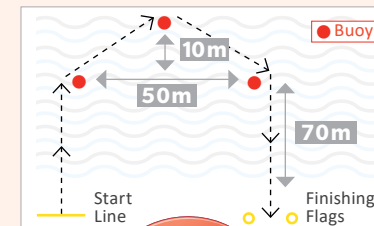
Coaching Tips

Wave Catching

- > Look behind to note where the waves are
- > Increase board speed as swell/wave approaches
- > When on the wave paddle for at least two more strokes
- > Once on the wave slide back on the board
- > Keep feet apart for balance and steering
- > If the wave starts to die off slide forward on the board again

Questioning

- Q. Why is it important to slide back on the board?
- A. **Will stop you from nose diving and using your legs and body weight, it will give you more control over the board, can angle towards the finish flags on the shore**



SKILL DEVELOPMENT ACTIVITIES (20 minutes per activity)

ACTIVITY 2 - Ironman/woman

- Give a brief explanation of the course and the order (swim-run-board-run)
- Depending on numbers, break Nippers in to two groups, male and female and have them complete an ironman/woman

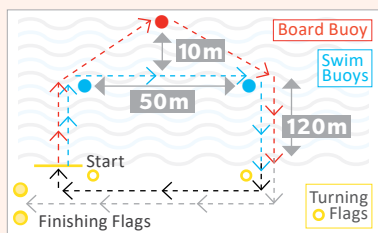
Coaching Tips

- > The race involves a swim (around two buoys), a run transition, a board paddle (around three buoys) and a run to finish
- > Order of the swim and board can change and is drawn randomly at carnivals
- > The second group, while they're not racing, can help out the first group by grabbing their boards on the waters edge and vice versa for the second group

Questioning

Q. What's one important thing to remember in an iron race?

A. **You must go around all buoys on each leg**



ACTIVITY 3 - Beach Flags

- Place flags on the finish line (1 less than number of competitors each time)
- Explain and demonstrate diving technique
- In groups give participants 5 minutes to practice this skill
- If possible, run two arenas and break participants into groups (e.g. male/female)
- Participants will get up, turn around and run to collect a flag
- Those people knocked out can help by calling the start and setting flags
- Starters commands 'competitors ready', 'heads down', 'go' or whistle

Coaching Tips - Diving For Flag

- > Dive low for the flag, leaning to one side
- > Keep eyes on flag
- > Have both hands extended
- > Grasp firmly and bring to body

Questioning

- Q. Why is it important to remember to dive with both arms?
- A. **It helps protect your shoulder, more likely to get injured diving with one arm, also better to grab the flag with two hands so no one can take it from you**

CULMINATION GAME (20 minutes)

Beach Relay

- Revise the baton changeover and transition technique
- Run relays on a shorter track this lesson (40m) to allow for more relays and to focus on changeovers
- Break participants up into teams of four and spread them out across the start line
- Have Nippers wait for the changeover 5m behind the start
- Send half of each team down each end
- Repeat and mix it up doing different things e.g. skipping, crawling, sidestepping
- Switch team order and repeat
- Starters commands; 'competitors ready', 'set', 'go' or whistle

Coaching Tips

- > Runner holds the base of baton out in front
- > Receiver forms a V with thumbs and fingers to changeover (both hands)
- > Changeover occurs, both runners should keep their eyes on the baton
- > Both runners to keep slightly to one side of the track on changeover
- > Baton must be exchanged behind the start line

Questioning

- Q. Why should you move over to the side coming into transition?
- A. **To allow room for your teammate to start running**

LESSON WRAP UP (5 minutes)

- Head count of participants
- Revise discussion topics
- Summarise and question participants on skills learnt
- Have participants carry up and wash off equipment
- Parents collect children



WESTERN AUSTRALIA

WOODSIDE NIPPERS

U10 LESSON 05

EQUIPMENT

- 2 x poles
- 3 x buoys
- 4 x cones
- 4 x turning/ finishing flags
- 1 x board per person/pair

PREPARATION

1. Assess beach conditions and change program as needed
2. Utilise water safety ratio 1:5
3. If you aren't confident coaching the technique aspects of this lesson bring in a coach or athlete to help deliver the lesson
4. Set up a sprint track (70m) and ensure buoys are set in the water

INTRODUCTION (5 minutes)

- Introduce yourself and take attendance
- Brief intro of activities you will be doing for the day
- Encourage parent involvement and assistance

DISCUSSION (10 minutes)

Danger

- Ask participants what an unsafe behaviour is?
An action that could hurt you or somebody else
- Ask participants to mention some behaviours that may be dangerous at home or at school?
Putting your hand under a hot water, leaving a towel on a heater, climbing trees

- Now ask participants to identify some behaviours which may be dangerous at the beach
Jumping off rocks/groins, fishing on rocks in large surf, not swimming between the flags, swimming alone, being too tired to swim
- Using the examples they provide discuss how you would identify people that need assistance
Washed off rocks and can't get back up, swimmer has raised arm for assistance, swimmer is 'climbing the ladder'
- Discuss how some of these incidents could have been prevented and discuss how lifesavers perform preventative actions on patrol, talking to people before a situation happens

WARM-UP DRILL (15 minutes)

Warm Up Run & Stretches (5 minutes)

- Take participants for a run on the beach (approx. 300m)
- Form a circle and run through a series of stretches as a group

DYNAMIC RUN THROUGHGS (10 minutes)

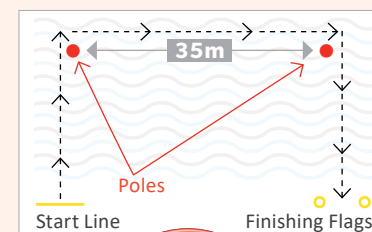
- Have participants conduct run throughs in an area 10 x 20m, exercises to include: high knees, butt kicks, side-side, grapevine, backwards running, lunges etc.
- Have participants pair up and complete a game of knee-taps and push-up wars

SKILL DEVELOPMENT ACTIVITIES (20 minutes each)

NOTE: If you have large numbers you can break the group up and do these activities on rotation or simply run one after the other as a whole group

ACTIVITY 1 - Wade Race

- Revise and demonstrate wading skills
- Break participants into smaller groups
- Participants are to wade out around two poles in the water (held by parents), finishing on the beach between the flags/cones
- Repeat



Starter Commands
'Competitors Ready', 'Set', 'Go' or Whistle

Coaching Tips

- > Clear knee from the water at the side so the thigh is horizontal to the water
- > Swing the leg around to the front keeping the thigh horizontal to the water
- > When the leg comes around the front, throw the foot out and place onto the sand ready for other leg to repeat
- > Arms should be bent at 90 degrees at the elbow and swing around horizontal to the water in a circular motion with legs

SKILL DEVELOPMENT ACTIVITIES (20 minutes per activity)

ACTIVITY 2 - Surf Race

- Revise and demonstrate techniques getting out through the waves
- Give participants 5 minutes to practice diving under the waves correctly
- Break the participants up into groups (e.g. male and female)
- On 'go' participants race around the buoys and back into the beach to finish between the flags/cones
- Run the next group after the first one finishes

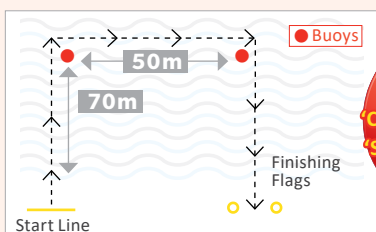
Coaching Tips - Negotiating the Surf

- > Wade for as long as you can until waist depth
- > At waist depth dolphin until it is deep enough to swim
- > Dive deep under large waves (hands above head)
- > If you can reach the bottom grab hold with hands
- > Wait until the wave has passed before resurfacing

Questioning

Q. Why is it helpful to hold the sand when diving under?

A. Can stop you being washed back by the waves



ACTIVITY 3 - Beach Sprints

- Revise and demonstrate finishing technique
- Take participants to start line and line them up in groups of eight
- Repeat 4-5 times and mix up the last 1-2 by doing different things e.g. skipping, crawling, sidestepping etc.
- Starters commands are 'competitors ready', 'set', 'go' or whistle

Coaching Tips

- > Drive through to the finish line, don't stop on the line
- > Hold form until the finish line
- > Lean forward (not too far) and thrust chest in a lunge over the last 2-3m propelling the body forward when close to the finish
- > Keep eyes on the finish line and swing arms

Questioning

Q. Why should you stay upright and hold your form through the finish?

A. Dropping your head will cause you to lose technique and slow down

CULMINATION GAME (20 minutes)

Board Relay

- Divide participants into teams of three, explain how the race works and revise tagging technique and collection of boards
- Set up a course using three buoys in the water and cones/flags on the beach
- Repeat if time permits and switch up the order of paddlers

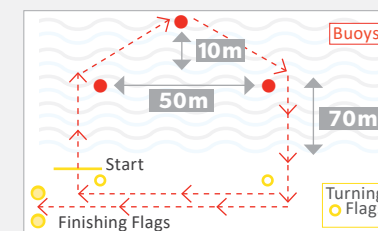
Coaching Tips - Race

- > Each paddler starts on the line and paddles out around three buoys, when they reach the shoreline, the paddler will drop the board, run around the flags and tag the next paddler waiting on the start line
- > Each person in the team must help out by collecting their teammates boards e.g. last paddler grabs first paddlers board
- > Last paddler runs between the finishing flags
- > Make sure you tag each other on the back

Questioning

Q. Why is it important to grab each other's boards?

A. To make sure they don't hit anyone or get in other people's way. Your team mate can also get off the board quicker and start running



LESSON WRAP UP (5 minutes)

- Head count of participants, then revise discussion topics
- Summarise and question participants on skills learnt
- Have participants carry up and wash off equipment
- Parents collect children



WESTERN AUSTRALIA

U10 LESSON 06

EQUIPMENT

- 6-8 x hoops
- 6-8 x cones
- 6-8 x poles
- 6-8 x pool noodles
- 1 x board per person/pair
- 3 x buoys
- 2 x turning/finishing flags
- 20 x beach flags

PREPARATION

1. Assess beach conditions and change program as needed
2. Utilise water safety ratio 1:5
3. If you aren't confident coaching the technique aspects of this lesson bring in a coach or athlete to help deliver the lesson
4. Set up an area for flags (15m) and ensure buoys are set in the water

INTRODUCTION (5 minutes)

- Introduce yourself and take attendance
- Brief intro of activities you will be doing for the day
- Encourage parent involvement and assistance

DISCUSSION (10 minutes)

Waves

- Q. What are the three different types of waves?
1. **PLUNGING WAVE (curling face)** - Very strong waves, break in shallow water and can push you to the bottom, can be dangerous and cause spinal injuries
 2. **SPILLING WAVE (sloping face)** - The best waves to play in, waves tumble down the front, a gentle wave, better for learning

3. **SURGING WAVE (sloping face)** - Found on rock ledges and steep beaches, often don't break, but can knock you off your feet on the shoreline
- Q. What should you do when you're down at the beach?
- A. **Observe the waves, ensure the conditions suit your ability, waves come in sets (pattern of small and big waves) so you must watch for a period of time, waves may look small (lulls) but bigger waves of the set may come**
- Q. How can tides and wind effect waves?
- A. **Tides create other dangers, expose sand banks and rocks, with low tide, waves may break on a shallow sandbank**

WARM-UP DRILL (15 minutes)

Warm Up Run & Stretches (5 minutes)

- Take participants for a run on the beach (approx. 300m)
- Form a circle and run through a series of stretches as a group

DYNAMIC RUN THROUGHS (10 minutes)

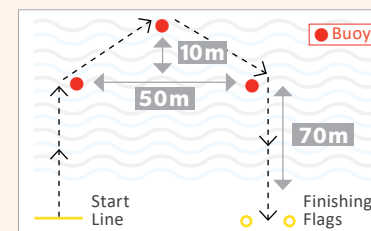
- Have participants conduct run throughs in an area 10 x 20m, exercises to include: high knees, butt kicks, side-side, grapevine, backwards running, lunges etc.
- Have participants pair up and complete a game of knee-taps and push-up wars

SKILL DEVELOPMENT ACTIVITIES (20 minutes each)

NOTE: If you have large numbers you can break the group up and do these activities on rotation or simply run one after the other as a whole group

ACTIVITY 1 - Board Race

- Revise and demonstrate technique to get through the surf
- Have the participants practice this in pairs on the beach
- Give students 5-10 minutes to practice with their partner (or individually) taking turns to paddle out through surf and catch the whitewash back to shore
- Provide advice and assistance as required
- Once competent, break the participants up into groups
- Have them paddle out around three buoys and return to shore
- Repeat



Coaching Tips

Paddling Through a Broken Wave

- > Approach wave head on and increase paddling speed
- > Arch your back before the broken wave reaches the nose of board
- > Reach out and take a stroke over the wave with one arm, then resume paddling

Rolling a Broken Wave

- > Reach forward and grab front handles while lying on the board, then roll the board over and hold tight
- > After the wave has passed, turn the board back over, get back on & start paddling

Questioning

- Q. When should you roll a wave versus paddling through a wave?
- A. **A smaller broken wave you should be able to paddle over it, for bigger waves rolling is the better option**

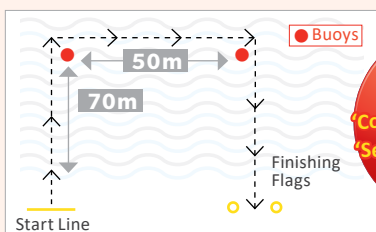
SKILL DEVELOPMENT ACTIVITIES (20 minutes per activity)

ACTIVITY 2 - Surf Race

- Revise body surfing techniques from Lesson 4
- Break the participants up into groups (e.g. male and female)
- On 'go' participants race around the buoys and back into the beach to finish between the flags/cones
- Run the next group after the first one finishes

Coaching Tips

- > Push of the sandbank with the whitewash
- > Keep body stiff with hands out in front above your head
- > Strong fast high kick
- > Lift your head to the side if you need to breathe, not forward
- > You can do a single arm stroke as you breathe to help keep you on the wave



ACTIVITY 3 - Beach Flags

- Revise pivot turn and place flags on the finish line (1 less than number of competitors each time)
- If possible, run two arenas and break participants into groups (e.g. male/female)
- Participants will get up, turn around and run to collect a flag
- Those people out can help by calling the start and setting flags
- Starters commands are 'competitors ready', 'heads down', 'go' or whistle

Coaching Tips - Pivot Turns

- > Push up with arms like a fast push up
- > Spin on knee/s to turn toward the finish line
- > Twist body with the turn and get arms ready to propel you forward
- > Try to keep front foot as close to the start line as you can
- > Accelerate low and hard from the crouch start position
- > Keep head and body low

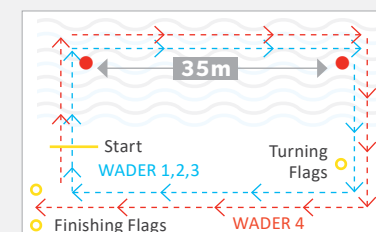
CULMINATION GAME (20 minutes)

Wade Relay

- Revise and demonstrate wading skills and starting technique
- Break participants into teams of four
- Participants are to run down to the water, along the water's edge around two poles (held by parents) and out of the water
- Participants then run around two cones/flags back to start line to tag next team member
- Last person will run and finish between the flags/cones

Coaching Tips

- > Clear the knee from the water at the side so the thigh is horizontal to the water
- > Swing the leg around to the front keeping the thigh horizontal to the water
- > When the leg comes around the front throw the foot out and place onto the sand ready for the other leg to repeat
- > Arms should be bent at around 90 degrees at the elbow and swing around horizontal to the water in a circular motion with legs
- > Tag clearly on your team mates back at changeovers



LESSON WRAP UP (5 minutes)

- Head count of participants
- Revise discussion topics
- Summarise and question participants on skills learnt
- Have participants carry up and wash off equipment
- Parents collect children



WESTERN AUSTRALIA

WOODSIDE NIPPERS

U10 LESSON 07

EQUIPMENT

- 2 x buoys
- 2 x poles
- 20 x beach flags
- 8 x batons
- 4 x cones
- 2 x finishing flags

PREPARATION

1. Assess beach conditions and change program as needed
2. Utilise water safety ratio 1:5
3. If you aren't confident coaching the technique aspects of this lesson bring in a coach or athlete to help deliver the lesson
4. Set up a sprint track (70m), an area for flags (15m) and ensure buoys are set in the water

INTRODUCTION (5 minutes)

- Introduce yourself and take attendance
- Brief intro of activities you will be doing for the day
- Encourage parent involvement and assistance

DISCUSSION (10 minutes)

Safety Signage

- Ask the participants what kind of signs they may see at the beach: (no swimming, rocks, beach signage, lifeguard signs etc.)
- Walk around and point out a few signs and explain what they mean
- Point out the useful information that is on the sign and see they know what the pictures mean

- Three types of symbols on signs:

Red circle with a line crossed through it - Shows you what can't be done

Yellow diamond - Warning of a danger

Blue Square - Extra information on patrol locations, disabled access etc.

WARM-UP DRILL (15 minutes)

Warm Up Run & Stretches (5 minutes)

- Take participants for a run on the beach (approx. 300m)
- Form a circle and run through a series of stretches as a group

CATERPILLAR IN THE WATER (10 minutes)

- Break participants into teams of 6-10 people
- Line them up in their teams in the water with about 1m between each person
- On the command, participants at the back have to zigzag in and out of their team members and take the position at the front of the line
- Once that person reaches the front of the line, the next person at the back goes
- When the participant who started has returned to the back the team has completed the caterpillar

SKILL DEVELOPMENT ACTIVITIES (20 minutes each)

NOTE: If you have large numbers you can break the group up and do these activities on rotation or simply run one after the other as a whole group

ACTIVITY 1 - Surf Race

- Revise some basic surf stroke and finish techniques
- Break the participants up into groups (e.g. male and female)
- On 'go' participants race around the buoys and back into the beach to finish between the flags/cones
- Run the next group after the first one finishes

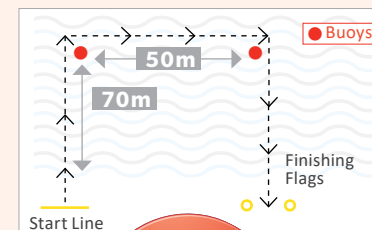
Coaching Tips

Stroke

- > Keep body flat in the water
- > Strong freestyle arms, reaching forward and pulling down along side your body
- > Kick hard with legs
- > Look forward every few strokes to look for the turning can/finishing flags

Finish

- > Keep your landmark in focus
- > Swim until your hand touches the sand then dolphin dive and wade until you can run
- > Run across the finish line



SKILL DEVELOPMENT ACTIVITIES (20 minutes per activity)

ACTIVITY 2 - Ironman/woman

- Give a brief explanation of the course and the order (swim-run-board-run)
- Depending on numbers, break Nippers in to two groups, male and female and have them complete an ironman/woman

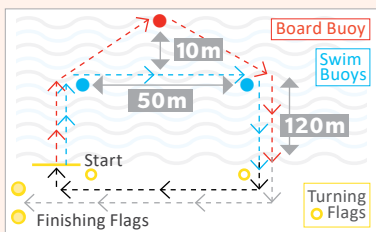
Coaching Tips

- > The race involves a swim (around two buoys), a run transition, a board paddle (around three buoys) and a run to finish
- > Order of the swim and board can change and is drawn randomly at carnivals
- > The second group, while they're not racing, can help out the first group by grabbing their boards on the waters edge and vice versa for the second group

Questioning

Q. What's one important thing to remember in an iron race?

A. You must go around all buoys on each leg



ACTIVITY 3 - Beach Flags

- Revise technique diving for a flag for them to focus on this lesson
- Place flags on the finish line (1 less than number of competitors each time)
- If possible, run two arenas and break participants into groups (e.g. male/female)
- Participants will get up, turn around and run to collect a flag
- Those people knocked out can help by calling the start and setting flags
- Starters commands are 'competitors ready', 'heads down', 'go' or whistle

Coaching Tips - Diving for Flag

- > Dive low for the flag, leaning towards one side
- > Keep eyes on flag
- > Have both hands extended
- > Grasp firmly and bring to body

CULMINATION GAME (20 minutes)

Beach Relay

- Expand on changeover technique
- Break participants up into teams of four and spread them out across the start line
- Send half of each team down each end
- Have Nippers wait for the changeover 5m behind the start
- Switch team order and repeat
- Repeat 4-5 times and last 1-2 times mix it up doing different things e.g. skipping, crawling, sidestepping etc.
- Starters commands; 'competitors ready', 'set', 'go' or whistle

Coaching Tips

- > Runner waiting should start approximately 5m behind the start line
- > Make sure both runners (incoming and outgoing) stick to opposite sides of the track for changeover
- > Once the incoming runner is 5m away from the start line outgoing runner should start jogging towards them with arms outstretched to receive baton forming a V shape with both hands
- > You must exchange the baton behind the start line each time
- > Once baton is exchanged pump arms and legs to increase speed

LESSON WRAP UP (5 minutes)

- Head count of participants
- Revise discussion topics
- Summarise and question participants on skills learnt
- Have participants carry up and wash off equipment
- Parents collect children



WESTERN AUSTRALIA

WOODSIDE NIPPERS

U10 LESSON 08

EQUIPMENT

- 1 x board per person/pair
- 3 x buoys
- 4 x turning/finishing flags
- 4 x cones
- 8 x volley balls

PREPARATION

1. Assess beach conditions and change program as needed
2. Utilise water safety ratio 1:5
3. If you aren't confident coaching the technique aspects of this lesson bring in a coach or athlete to help deliver the lesson
4. Set up a sprint track (70m) and ensure buoys are set in the water

INTRODUCTION (5 minutes)

- Introduce yourself and take attendance
- Brief intro of activities you will be doing for the day
- Encourage parent involvement and assistance

DISCUSSION (10 minutes)

Rips

- Sit participants down and ask if any of them have an idea what a rip is?
Water flowing out to sea forming a strong current which can drag swimmers out
- Ask if they know how to identify a rip?
Deeper, dark water, less waves, sandy/foamy water in a mushroom shape behind the waves, debris floating seaward

- Ask if they know what they should do if they are in a rip?
Stay calm, float and raise your arm for help, swimming against a rip will make you more tired
- Explain the best way to stay safe and avoid a rip is to swim between the flags and where there are lifesavers
- If there are any rips visible at your beach on the day, or during following lessons points these out to the Nippers

WARM-UP DRILL (15 minutes)

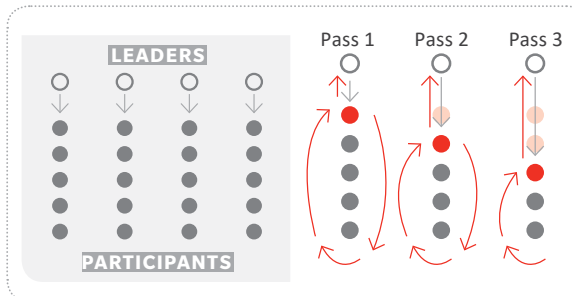
Warm Up Run & Stretches (5 minutes)

- Take participants for a run on the beach (approx. 300m)
- Form a circle and do a series of stretches as a group

LEADER BALL (10 minutes)

- Divide Nippers into groups of 6-8 and line them up
- On 'go' leader throws ball to first person in line, who places ball on the ground and runs a full lap around their team, in their start position, they pass the ball back to the leader and sit down
- Leader will then throw the ball to the next person in line - run through until all completed

LEADER BALL - WARM-UP

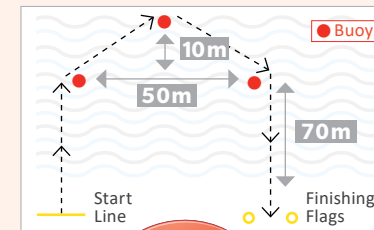


SKILL DEVELOPMENT ACTIVITIES (20 minutes each)

NOTE: If you have large numbers you can break the group up and do these activities on rotation or simply run one after the other as a whole group

ACTIVITY 1 - Board Race

- Explain and demonstrate the bunny hopping technique
- Have the participants practice this in pairs on the beach
- Give students 5 - 10 minutes to practice with their partner (or individually) taking turns to paddle and catch whitewash
- Provide advice and assistance as required
- Once competent, break the participants up into groups
- Have them paddle out around three buoys and return to shore
- Repeat



Starter Commands
'Competitors Ready',
'Set', 'Go' or Whistle

Coaching Tips

Bunny Hopping

- > Hands are positioned on the sides of the board with the thumbs on the deck and fingers on the rails
- > Paddlers legs are staggered with the outside leg forward and moved in a synchronised manner driving off the bottom with a bounding motion
- > After driving with legs, all weight should be on the arms and shoulders to allowing both legs to fully clear the water

Questioning

- Q. When is bunny hopping used?
- A. **Along a sand bank that is too deep to run at top speed and too shallow to paddle**

SKILL DEVELOPMENT ACTIVITIES (20 minutes per activity)

ACTIVITY 2 - Surf Race

- Revise body surfing technique
- For the first 5 - 10 minutes have a 'king of the wave' competition
- All participants to line up inside the wave zone and on your call will catch a wave in to shore
- The person who catches the wave the furthest wins, repeat
- Break the participants up into groups (e.g. male and female)
- On 'go' participants race around the buoys and back into the beach to finish between the flags/cones
- Run the next group after the first one finishes

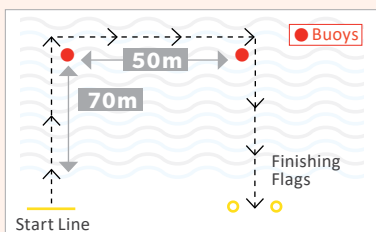
Coaching Tips

- > Push of the sandbank with the whitewash
- > Keep body stiff with hands out in front above your head
- > Strong fast high kick

Questioning

Q. How can you make sure you stay on the wave for as long as possible?

A. Kick hard, keep your body stiff and straight, try to hold your breath and keep your head down



ACTIVITY 3 - Beach Sprints

- Revise some race techniques
- Take participants to start line and line them up in groups of eight
- Repeat 4 - 5 times and mix up the last 1 - 2 by doing different things e.g. skipping, crawling, sidestepping etc.
- Starters commands; 'competitors ready', 'set', 'go' or whistle

Coaching Tips

- > Accelerate from a low to high striding position
- > Keep head down the first 10 - 20m before focussing on the finish line
- > Pump arms as quickly and forcefully as possible to help you move faster
- > Sprint past the finish line, do not stop too early

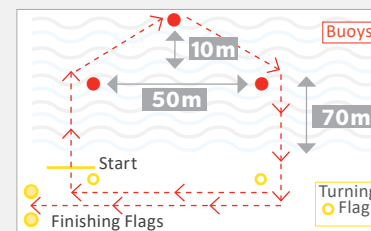
CULMINATION GAME (20 minutes)

Board Relay

- Divide participants up into teams of three
- Explain how the race works and emphasise tagging technique and collection of boards
- Race is around three buoys in the water and cones / flags on the beach
- Repeat if time permits and switch up the order

Coaching Tips - Race

- > Each paddler starts on the line and paddles around the three buoys
- > When they reach the shoreline, the paddler will drop the board, run around two flags and tag the next paddler waiting on the start line
- > Each person in the team must help out by collecting their teammates boards, e.g. last paddler grabs first paddlers board
- > Last paddler runs between the finishing flags
- > Make sure you tag each other on the back



LESSON WRAP UP (5 minutes)

- Head count of participants
- Revise discussion topics
- Summarise and question participants on skills learnt
- Have participants carry up and wash off equipment
- Parents collect children



WESTERN AUSTRALIA

WOODSIDE NIPPERS

U10 LESSON 09

EQUIPMENT

- 3 x buoys
- 1 x board per person/pair
- 4 x turning/finishing flags
- 4 x cones

PREPARATION

1. Assess beach conditions and change program as needed
2. Utilise water safety ratio 1:5
3. If you aren't confident coaching the technique aspects of this lesson bring in a coach or athlete to help deliver the lesson
4. Set up a sprint track (70m) and ensure buoys are set up in the water

INTRODUCTION (5 minutes)

- Introduce yourself and take attendance
- Brief intro of activities you will be doing for the day
- Encourage parent involvement and assistance

DISCUSSION (10 minutes)

Dangerous Animals and First Aid

- Ask participants to name some dangerous animals they might find at the beach (blue-ringed octopus, snakes, jellyfish, sharks, crabs)
- Q. Does anyone know some basic first aid if you get in to trouble with one of these?

BLUE RINGED OCTOPUS - Blue rings may not always be visible, are often pale brown/yellow with rings appearing when threatened, do not touch they are very poisonous –extremely poisonous, do not touch, if you do seek help immediately from an adult or lifeguard or call 000

JELLYFISH - Can sting you, can hurt for a while, wash off stings with warm water, ice if welts appear

CRABS - Not usually dangerous but if you try to pick them up they can grab you with their claw, if you get bitten apply ice

SNAKES - Found in the dunes, on tracks or near rocks behind the beach, poisonous, do not touch or go near them. Unless you are still near the snake, do not move the patient, apply a pressure bandage and call an ambulance '000'

WARM-UP DRILL (15 minutes)

Warm Up Run & Stretches (5 minutes)

- Take participants for a run on the beach (approx. 300m)
- Form a circle and do a series of stretches as a group

DYNAMIC RUN THROUGHGS (10 minutes)

- Have participants conduct run throughs in an area 10x20m, exercises to include: high knees, butt kicks, side-side, grapevine, backwards running, lunges etc.
- Have participants pair up and complete a game of knee-taps and push-up wars

SKILL DEVELOPMENT ACTIVITIES (20 minutes each)

NOTE: If you have large numbers you can break the group up and do these activities on rotation or simply run one after the other as a whole group

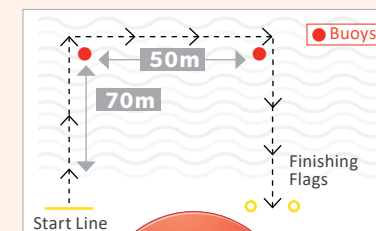
ACTIVITY 1 - Surf Race

- Revise porpoising technique and encourage Nippers to use this skill during surf races
- Break the participants up into groups (e.g. male and female)
- On 'go' participants race around the buoys and back into the beach to finish between the flags/cones
- Run the next group after the first one finishes

Coaching Tips

Dolphin Diving

- > Dive into the water with arms together and outstretched
- > Angle dive 45 degrees towards the bottom and dig hands into the sand
- > Bring feet forward to where hands are and spring off at 45 degrees towards surface with arms outstretched ready to repeat dolphin dive



Starter Commands
'Competitors Ready', 'Set', 'Go' or Whistle

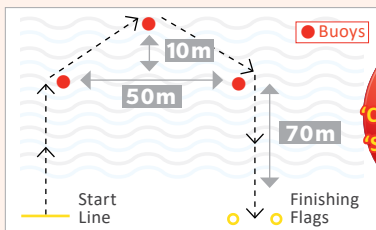
SKILL DEVELOPMENT ACTIVITIES (20 minutes per activity)

ACTIVITY 2 - Board Race

- Explain and demonstrate can turns
- Give students 5-10 minutes to practice with their partner (or individually) taking turns to paddle and catch whitewash
- Break the participants up in to groups
- Have them paddle out around three buoys and return to shore
- Repeat

Coaching Tips

- > The turning strokes are away from the board in a circular motion with the right arm back and left arm forward
- > Two turning strokes are usually enough
- > Drop the inside foot in the water to assist



ACTIVITY 3 - Beach Sprints

- Take participants to start line and line them up in groups of eight
- Repeat 4-5 times and mix up the last 1-2 by doing different things e.g. skipping, crawling, sidestepping etc.
- Starters commands; 'competitors ready', 'set', 'go' or whistle

Coaching Tips

- > On 'set' crouch down ready to push forward on 'go' or the whistle
- > Accelerate from a low to high striding position
- > Keep head down for first 10m then look towards the finish
- > Pump arms as quickly and hard as possible to aid legs in gaining speed
- > Maintain stride through middle of race then try another burst of effort towards the finish running through the finish

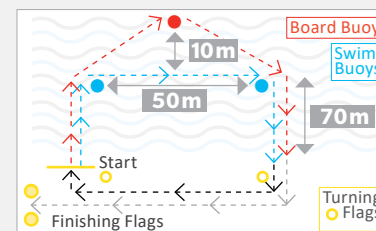
CULMINATION GAME (20 minutes)

Cameron Relay - Swim-Run-Board-Run

- Break participants into teams of four (2 runners, 1 swimmer, 1 paddler)
- Order is swim-run-board-run
- Race is around buoys in the water and cones/flags on the beach
- Explain how the race works and tagging technique
- Repeat if time permits and have participants switch what they did e.g. runners switch to swimming/paddling and vice versa

Coaching Tips - Race

- > Swimmer races left to right around the two swim buoys and tags the first runner on the waters edge
- > First runner runs up the beach, around two turning flags and tags the paddler at the start line
- > Board paddler proceeds around three buoys then tags the second runner at the waters edge
- > Last runner proceeds up the beach around the turning flags and through the finish flags
- > Make sure you tag each other on the back



LESSON WRAP UP (5 minutes)

- Head count of participants, then revise discussion topics
- Summarise and question participants on skills learnt
- Have participants carry up and wash off equipment
- Parents collect children



WESTERN AUSTRALIA

WOODSIDE NIPPERS

U10 LESSON 10

EQUIPMENT

- 1 x rope
- 3 x buoys
- 2 x poles
- 4 x cones
- 1 x board per person/pair
- 4 x turning/finishing flags

PREPARATION

1. Assess beach conditions and change program as needed
2. Utilise water safety ratio 1:5
3. If you aren't confident coaching the technique aspects of this lesson bring in a coach or athlete to help deliver the lesson
4. Set up a sprint track (70m) and ensure buoys are set in the water

INTRODUCTION (5 minutes)

- Introduce yourself and take attendance
- Brief intro of activities you will be doing for the day
- Encourage parent involvement and assistance

DISCUSSION (10 minutes)

F.L.A.G.S - Safety Tips

- Revise and discuss the following beach safety tips with participants:
 - (F) - Find the red and yellow flag and swim between them (safest place to swim, patrolled by lifesavers)
 - (L) - Look out for safety signs (alert you to important information)

- (A) - Ask a lifesaver for some good advice (if you are unsure of dangers or conditions ask a lifesaver)
- (G) - Get a parent to swim with you (ensure someone will be there to look out for you)
- (S) - Stick your hand up for help (this is the best way to attract attention)

WARM-UP DRILL (15 minutes)

Warm Up Run & Stretches (5 minutes)

- Take participants for a run on the beach (approx. 300m)
- Form a circle and do a series of stretches as a group

TUG-OF-WAR (10 minutes)

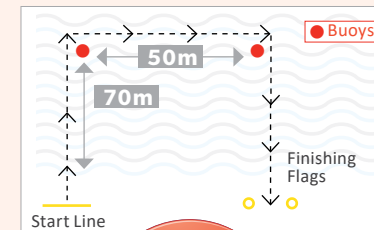
- Break participants up in to 2 - 4 teams
- Use markers to make the centre point and a point an even distance off each side as a mark for the team to reach
- Run a few rounds of tug-of-war alternating different teams against each other

SKILL DEVELOPMENT ACTIVITIES (20 minutes each)

NOTE: If you have large numbers you can break the group up and do these activities on rotation or simply run one after the other as a whole group

ACTIVITY 1 - Surf Race

- Revise start and finish tips
- Break the participants up into groups (e.g. male and female)
- On 'go' participants race around the buoys and back into the beach to finish between the flags/cones
- Run next group after the first one finishes



Coaching Tips

Start

- > Take note of water depth and any potholes etc.
- > Place preferred leg forward with toes on the start line and dig toes into sand
- > Place other leg back to enable stability
- > Run hard in to the water on 'go'

Finish

- > Keep landmark in focus
- > Swim until your hand touches the sand, don't try to stand up too early (wade and dolphin where you can)
- > Run hard across the finish line

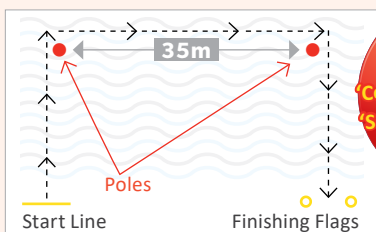
SKILL DEVELOPMENT ACTIVITIES (20 minutes per activity)

ACTIVITY 2 - Wade Race

- Break participants into smaller groups
- Participants are to wade out around two poles held in the water by parents (knee to waist deep for Nippers)
- Finish on the beach between the flags/cones

Coaching Tips

- > Clear the knee from the water at the side so the thigh is horizontal to the water
- > Swing the leg around to the front keeping the thigh horizontal to the water
- > When the leg comes around the front throw the foot out and place onto the sand ready for the other leg to repeat
- > Arms should be bent at around 90 degrees at the elbow and swing around horizontal to the water in a circular motion with legs



ACTIVITY 3 - Beach Flags

- Take participants to start line and line them up in groups of eight
- Repeat 4 - 5 times and mix up the last 1 - 2 by doing different things e.g. skipping, crawling, sidestepping etc.
- Starters commands are 'competitors ready', 'set', 'go' or whistle

Coaching Tips

- > Participants lay down facing away from the arena
- > Feet together on the start line
- > Wrists together and elbows extended
- > On 'competitors ready' maintain starting position (heads up)
- > On 'heads down' place chin on hands
- > On the whistle push up and turn

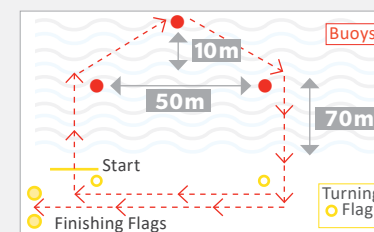
CULMINATION GAME (20 minutes)

Board Relay

- Divide participants up into teams of three
- Explain how the race works, emphasise tagging technique and collection of boards
- Race is around three buoys in the water and cones/flags on the beach
- Repeat if time permits and switch up the order

Coaching Tips - Race

- > Each paddler starts on the line and goes out around two buoys
- > At the shoreline, the paddler will drop the board, run around two flags and tag the next paddler waiting on the start line
- > Each person in the team must help out by collecting their teammates boards, e.g. last paddler grabs first paddlers board
- > Last paddler runs between the finishing flags
- > Make sure you tag each other on the back



LESSON WRAP UP (5 minutes)

- Head count of participants
- Revise discussion topics
- Summarise and question participants on skills learnt
- Have participants carry up and wash off equipment
- Parents collect children

