



U6

WOODSIDE  
NIPPERS  
PROGRAM

WOODSIDE NIPPERS



WESTERN  
AUSTRALIA



## GENERAL INFORMATION

# U6

[www.mybeach.com.au](http://www.mybeach.com.au)



## WOODSIDE NIPPERS

### Program

The U6 Woodside Nipper Education Program comprises of twelve 60 minute lessons. Ideally, six lessons should occur prior to Christmas and the other six post Christmas.



### 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 6's are required to demonstrate from a standing position in waist deep water, a front glide and a back or front float holding a buoyant aid, and recover to a secure position. 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 (NAA)

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 U6's the requirements are for every 5 Nippers there needs to be one Nipper Adult Assistant (NAA) in the water.



### Certificates and Individual outcomes

Your club will be provided with enough blank certificates to cover the Nippers in your U6 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.



## WESTERN AUSTRALIA



For all the latest, updated information please check [mybeach.com.au](http://mybeach.com.au)

# U6 OUTCOMES

## INDIVIDUAL SAFETY

The U6 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><b>1. IDENTIFY :</b> the surf club as a welcoming place</p>	<ul style="list-style-type: none"> <li>• Talk about the different streams within surf lifesaving e.g. Sport, lifesaving and education</li> <li>• Take participants on a guided tour through the club pointing out key parts of the club e.g. First aid room, patrol shelter etc.</li> </ul>
<p><b>2. UNDERSTAND :</b> the meaning slip, slop, slap, seek, slide Ask participants:</p>	<p>Q. Why do we need to take care out in the sun? A. So we don't get burnt and get skin cancer</p> <p>Q. What can we do before we go out into the sun? 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><b>3. RECOGNISE :</b> safety signs on the beach</p>	<ul style="list-style-type: none"> <li>• Walk participants up to the nearest safety sign at your local club</li> <li>• Explain all information on the sign and how to read safety signs located at beaches</li> </ul> <p>Q. What does a safety sign with a red circle and a cross through it mean? A. You cannot do this</p> <p>Q. What does a yellow diamond mean? A. Beware of danger</p>

	<p>Q. What does the blue square contain? A. This provides extra information</p> <p>Q. If there isn't a sign located at a particular beach, where should you go to ask for safety information? A. If there is a patrol on duty, ask the lifesavers</p>
<p><b>4. UNDERSTAND :</b> 5 important beach safety tips</p>	<ul style="list-style-type: none"> <li>• What are some important things to remember when you go to the beach? (Discuss each point and expand upon them)</li> </ul> <ol style="list-style-type: none"> <li>1. Swim between the Red and Yellow flags Q. Why do we do this? A. This is the safest part of the beach to swim, as determined by lifesavers</li> <li>2. Look and read the safety signs Q. What does it tell us? A. Information about the beach, any dangers present and weather conditions for the day</li> <li>3. Always swim with someone (parent, family member) Q. Why is it important? A. So they can help if you get into trouble</li> <li>4. What should you do in an emergency? When you're... Q. In the water? A. Stay calm and float with your hand raised to signal for help When you're... Q. On the beach? A. Find the patrol captain, parent, or club member to report what has happened</li> <li>5. Be SunSmart... Q. How can we be SunSmart? A. SLIP, SLOP, SLAP, SEEK, SLIDE</li> </ol>



## SURF AWARENESS

The U6 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><b>1. IDENTIFY :</b> what a lifesaver looks like</p> <p>Ask participants:</p>	<p>Q. What is a lifesaver? A. A volunteer who patrols the beach and provides community service</p> <p>Q. What does a lifesaver look like? A. They are dressed in red and yellow, they wear a red and yellow cap, carry a rescue tube etc.</p> <p>Q. Where might you find lifesavers? A. Patrol shelters and flags at your local beach (take participants for a walk having them identify each)</p>
<p><b>2. IDENTIFY :</b> the safest place to swim at the beach</p> <p>Ask participants:</p>	<p>Q. Where is the safest location to swim whilst at the beach? A. Between the red and yellow flags</p>
<p><b>3. UNDERSTAND :</b> basic safety practices</p> <p>Ask participants:</p>	<p>Q. Why is it important to stay with the group at all times? A. So that you don't get lost, or someone tries to coerce you to leave with them</p> <p>Q. What is the groups designated cap colour? A. Have participants call out their cap colour</p> <p>Q. Where do we meet each Sunday? A. Have participants call out their meeting location</p>

<p><b>4. RECOGNISE :</b> dangers at the beach</p> <p>Ask participants:</p>	<p>Q. What kind of dangers can we find at the beach? A. Rocks, reef, rips, waves, snakes etc.</p> <p>Q. What do lifesavers do to make us aware of dangers at the beach? A. Put up safety signs, set-up patrol flags etc.</p> <ul style="list-style-type: none"> <li>Take students for a walk along the beach and have them point out any visible dangers; and any visible safety signage</li> </ul>
<p><b>5. BASIC UNDERSTANDING :</b> that there are different kinds of waves</p> <p>Ask participants:</p>	<p>Q. What are the three different types of waves? A. 1. PLUNGING WAVE (curling face) – Very strong, breaks in shallow water, can push you to bottom, is dangerous and can cause spinal injuries 2. SPILLING WAVE (sloping face) – Best waves to play in, wave crumbles, a gentle wave suitable for learning 3. SURGING WAVE (sloping face) – Found around rock ledges and steep beaches, don't often break, but can knock you off your feet</p> <p>Q. Why it is important you never go in the water without an adult? A. If you get into trouble the adult can help you</p>
<p><b>6. BASIC UNDERSTANDING :</b> of rips</p> <p>Ask participants:</p>	<p>Q. Can anyone tell me what a rip is? A. Water flowing out to sea forming a strong current</p> <p>Q. How do you spot a rip? A. Deep, dark water that has sand and foam on the surface</p> <p>Q. What should you do if you get caught in a rip? A. Stay calm, float and raise your arm for help</p> <p>Q. What is the best way to avoid a rip? A. Swim between the flags</p>



## LIFESAVING

The U6 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. BASIC UNDERSTANDING : of signals

Demonstrate a few 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
- Now have participants stand in a large circle facing outward and call out signals with participants attempting to guess correctly

### 2. DEMONSTRATE : the use of a flotation aid

Ask participants:

- Float on bodyboard for set time (include assistance required signal)

## SURF SPORT SKILLS

1. Demonstrate confidence in shallow open water
2. Demonstrate confidence playing in waves
3. Demonstrate confidence wading in and out of the water
4. Demonstrate confidence in duck diving
5. Demonstrate confidence using a bodyboard in the surf
6. Demonstrate confidence paddling on a bodyboard
7. Participate in beach flags
8. Participate in beach sprinting and beach relays
9. Demonstrate confidence completing a run-wade-run
10. Demonstrate confidence in swimming activities
11. Participate in team games













**WESTERN AUSTRALIA**

# WOODSIDE NIPPERS

## U6 LESSON 01

### EQUIPMENT

- 4 x markers
- 2 x large poles

### PREPARATION

1. Assess beach conditions and adjust program as needed
2. Utilise water safety ratio of 1 : 5 NAA
3. If you are not confident demonstrating a particular aspect of the lesson, ask an athlete or coach within the club to assist

### INTRODUCTION (5 minutes)

- Introduce yourself and take attendance
- Explain what you will be doing for the day
- Encourage parent involvement and assistance

### DISCUSSION (20 minutes)

#### Introduction to Surf Life Saving

- Talk about the different streams within surf lifesaving e.g. sport, lifesaving and education
- Take participants on a guided tour through the club pointing out key parts of the club e.g. first aid room, patrol shelter etc.

### 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 e.g. 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 e.g. ask permission and take a buddy. Discuss what to do if approached by a stranger e.g. Yell and Tell – locate Safeguarding Officer.
- Each Nipper to be given a SLSWA Safeguarding Brochure

### SKILL DEVELOPMENT ACTIVITIES (15 minutes each)

#### ACTIVITY 1 – Beach Sprints

- Set up a start and finish line (40m apart)
- Take participants to start line and line them up in groups
- Run through 4 or 5 beach sprints
- Mix up beach sprint by including hopping race, crab crawling, running backwards, and skipping

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

#### ACTIVITY 2 – Wade Relay

- Explain and demonstrate the key wading skills
- Have participants practice technique on sand
- Break Nippers into teams or smaller groups
- Use two parents to hold poles in the water for Nippers to wade around
- Nippers are to run down to the water, along the waters edge around two poles 10-15m apart and out of the water not going beyond knee depth
- Nippers to run back to start line and tag their team member
- Continue until all team members have completed

#### Coaching Tips

- > Lift knees high
- > Swing legs out and away from body
- > Swing arms wide for balance

#### Questioning

- Q. Why do we need to lift our knees high, swing our legs high and keep our arms wide for balance?
- A. **To move quickly and efficiently through the water.**



**WESTERN  
AUSTRALIA**

**WOODSIDE NIPPERS**

# U6 LESSON 01

## **LESSON WRAP UP** (5 minutes)

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



**WESTERN AUSTRALIA**

# WOODSIDE NIPPERS

## U6 LESSON 02

### EQUIPMENT

- 12 x batons
- 4 x markers
- 2 x large poles

### PREPARATION

1. Assess beach conditions and adjust program as needed
2. Utilise water safety ratio of 1 : 5 NAA
3. If you are not confident demonstrating a particular aspect of the lesson, ask an athlete or coach within the club to assist

### INTRODUCTION (5 minutes)

- Introduce yourself and take attendance
- Explain what you will be doing for the day
- Encourage parent involvement and assistance

### DISCUSSION (10 minutes)

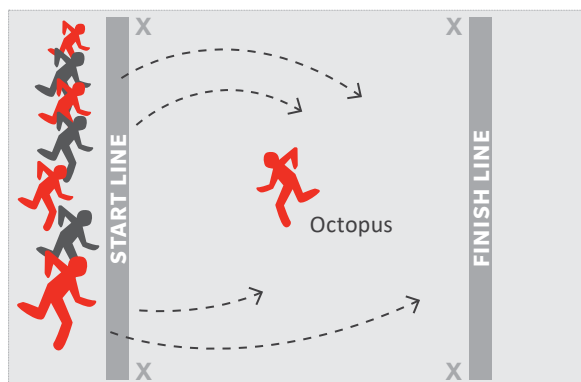
#### SunSmart

- Ask participants:
  - Q. Why do we need to take care out in the sun?
  - A. **So we don't get burnt and get skin cancer**
  - Q. What can we do before we go out into the sun?  
(Have some examples ready to put on as you explain)
  - A. **SLIP (on clothing), SLOP (on sunscreen), SLAP (on a hat), SEEK (shade), SLIDE (on sunglasses)**

### WARM-UP DRILL (10 minutes)

#### OCTOPUS

- Line up as per diagram
- The octopus shouts 'HUNGRY', everyone (the fish) tries to get to the other side
- The octopus tries to tag you
- Fish cannot go outside the square to get past
- If a fish is tagged, they must stand still where they were tagged
- Tagged fish become tentacles and can tag other fish if they run by, THEY MUST NOT MOVE



### SKILL DEVELOPMENT ACTIVITIES (15 minutes each)

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

#### ACTIVITY 1 – Beach Relay

- Ensure the beach track is set-up and free to be used (40m long)
- Explain and demonstrate a beach relay event
- Break participants up into teams of four
- Have two participants from each group head to the opposite end of the track, and other two participants to line up in their lane
- Use correct starters commands: 'competitors ready', 'set', 'go' or whistle
- Run the sprint relay
- Repeat, changing order of runners etc.

#### Coaching Tips

*Baton Changeover Technique*

- > Runner holds baton out in front, and by the base of the baton
- > Receiver forms a V with hands and lines up the baton
- > Changeover occurs, with both runners maintaining eye contact on the baton

#### Questioning

- Q. Why do we need to hold the baton at the base?
- A. **To make it easier for receiver to take**
- Q. Why should the receiver form a V with their hands?
- A. **Reduces the risk of dropping the baton**
- Q. Why is it important that both runners keep their eyes on the baton?
- A. **So they don't fumble or drop the baton during the changeover**



WESTERN  
AUSTRALIA

# WOODSIDE NIPPERS

## U6 LESSON 02

### SKILL DEVELOPMENT ACTIVITIES (15 minutes each)

#### ACTIVITY 2 – Wade Relay

- Break participants into teams of four
- Revise and demonstrate wading technique, as covered in week one (*Lesson 1, Page 1*)
- Use two parents to hold poles in the water for Nippers to wade around (15m apart)
- On starters command, first participant from each team must complete one lap of the wading course and tag the next member of their team
- Run through until all have had a chance to participate

#### Coaching Tips

- > Lift knees high
- > Swing legs out and away from body
- > Swing arms wide for balance

#### Questioning

- Q. Why do we need to lift our knees high, swing our legs high and keep our arms wide for balance?
- A. **To move quickly and efficiently through the water**

### LESSON WRAP UP (5 minutes)

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



**WESTERN AUSTRALIA**

# WOODSIDE NIPPERS

## U6 LESSON 03

### EQUIPMENT

- 1 x complete patrol uniform
- 20 x beach flags

### PREPARATION

1. Assess beach conditions and adjust program as needed
2. Utilise water safety ratio of 1 : 5 NAA
3. If you are not confident demonstrating a particular aspect of the lesson, ask an athlete or coach within the club to assist

### INTRODUCTION (5 minutes)

- Introduce yourself and take attendance
- Explain what you will be doing for the day
- Encourage parent involvement and assistance

### DISCUSSION (10 minutes)

#### Identifying Lifesavers

- Ask participants:
  - Q. What is a lifesaver?
  - A. **A volunteer who patrols the beach and provides community service**
  - Q. What does a lifesaver look like?
  - A. **They are dressed in red and yellow, they wear a red and yellow cap, carry a rescue tube etc.**

- SAFETY ACTIVITY – Have one participant dress up as a lifesaver – ensure you emphasise that a volunteer surf lifesaver wears all of these things
- Ask participants:
  - Q. Where is the safest location to swim whilst at the beach?
  - A. **Between the red and yellow flags**
  - Q. Where might you find lifesavers?
  - A. **Patrol shelters and flags at your local beach (take participants for a walk having them identify each)**

### WARM-UP DRILL (10 minutes)

#### DUCK DUCK GOOSE

- Participants sit in a large circle facing inward
- Pick one participant at random to act as the goose, they will go around the circle tapping each person on the head calling them a duck
- When participant calls someone a goose, that person must get up and chase the other participant around the circle
- If the person tagged does not catch the current goose, they take their place, if they catch them, then that person remains as the goose

### SKILL DEVELOPMENT ACTIVITIES (20 minutes each)

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

#### ACTIVITY 1 – Dolphin Diving

- Ensure participants are in waist deep water
- Have them line up parallel to the beach
- Instruct participants to place arms above head with hands on top of each other (explain that this position helps to brace head when diving underwater)
- Have participants practice diving under the water like this
- Once confident, break participants into groups and have two parents per group stand out in front with hula hoops that will be vertical
- Participants must dolphin dive through the hoops
- Run through until everyone has had a turn, then repeat 2 - 3 times

#### Coaching Tips

##### Dolphin Diving Technique

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

#### Questioning

- Q. Why do we need to dive as deeply as possible?
- A. **So the wave does not drag us backward**



**WESTERN  
AUSTRALIA**

# WOODSIDE NIPPERS

## U6 LESSON 03

### SKILL DEVELOPMENT ACTIVITIES (15 minutes each)

#### ACTIVITY 2 – Beach Flags

- Set up a flags arena (15m long) and place flags on the finish line (1 less than number of competitors each time)
- Explain and demonstrate basic starting technique
- Break into two groups if needed (e.g. males and females)
- Use correct starters commands:  
'competitors ready'  
'heads down'  
'go' or whistle
- On 'go' participants will get up, turn around and run to collect a flag
- Those people knocked out can help by calling the start and placing flags

#### Coaching Tips

- > Ensure your toes are on the line (you should be facing away from where the flags are)
- > Heels should be together
- > Imagine a clock, the participants elbows should be pointing toward 9 and 3
- > Wrists should be together
- > On heads down command, participants place chin on hands and wait for whistle

#### Questioning

Q. What signal do we have to wait for to start the race?

**A. The whistle from the starter**

### LESSON WRAP UP (5 minutes)

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



**WESTERN AUSTRALIA**

# WOODSIDE NIPPERS

## U6 LESSON 04

### EQUIPMENT

20 x tennis balls

4 x markers

6 x batons

### PREPARATION

1. Assess beach conditions and adjust program as needed
2. Utilise water safety ratio of 1 : 5 NAA
3. If you are not confident demonstrating a particular aspect of the lesson, ask an athlete or coach within the club to assist

### INTRODUCTION (5 minutes)

- Introduce yourself and take attendance
- Explain what you will be doing for the day
- Encourage parent involvement and assistance

### DISCUSSION (10 minutes)

#### Safety

- Ask participants:
  - Q. Why is it important to stay with the group at all times?
  - A. **So that you don't get lost, or someone tries to coerce you to leave with them**
  - Q. What is the groups designated cap colour?
  - A. **Have participants call out their cap colour**
  - Q. Where do we meet each Sunday?
  - A. **Have participants call out their meeting location**

### WATER FLAGS

- Draw a line in the sand approx 5m from the waters edge
- Participants start by laying stomach down on the beach facing away from the ocean
- Parents/non-participants will stand behind participants ready to throw tennis balls into the water
- Use correct starters commands:
  - 'competitors ready'
  - 'heads down'
  - 'go' or whistle
- Participants will get up, turn around and make their way to the water to acquire a tennis ball
- Participants who miss out can assist by throwing tennis balls
- Repeat until you have a winner

### SKILL DEVELOPMENT ACTIVITIES (15 minutes each)

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

#### ACTIVITY 1 – Beach Relay

- Ensure the beach track is set-up and free to be used (40m long)
- Explain and demonstrate running technique
- Break participants up into teams of four e.g. two boys, two girls
- Have two participants from each group head to the opposite end of the track, and other two participants to line up in their lane
- Use correct starters commands:
  - 'competitors ready'
  - 'set'
  - 'go' or whistle
- Run the sprint relay
- Repeat, changing order of runners etc.

#### Coaching Tips

##### Standing Start Technique

- > Toes on line
- > Dig small starting blocks in the sand for both feet, one slightly back from the other
- > Body position leaning forward, weight on front foot
- > Knees slightly bent and crouch down on 'set'
- > On 'go' drive off front foot





**WESTERN  
AUSTRALIA**

# WOODSIDE NIPPERS

## U6 LESSON 04

### SKILL DEVELOPMENT ACTIVITIES (15 minutes each)

#### ACTIVITY 2 – Dolphin Diving Relay

- Revise and demonstrate dolphin diving from previous lessons
- Break participants into teams of four and have a parent for each group stand in waist deep water in front of their respective group
- On 'go' participants will run into the water and dolphin dive, complete a lap around the adult, dolphin dive again then return back to shore to tag their next team member
- All participants will complete two times

#### Coaching Tips

##### *Dolphin Diving Technique*

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

### LESSON WRAP UP (5 minutes)

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



**WESTERN AUSTRALIA**

# WOODSIDE NIPPERS

## U6 LESSON 05

### EQUIPMENT

- 1 x bodyboard per person/pair
- 20 x beach flags
- 2 x buoys
- 5 x markers

### PREPARATION

1. Assess beach conditions and adjust program as needed
2. Utilise water safety ratio of 1 : 5 NAA
3. If you are not confident demonstrating a particular aspect of the lesson, ask an athlete or coach within the club to assist

### INTRODUCTION (5 minutes)

- Introduce yourself and take attendance
- Explain what you will be doing for the day
- Encourage parent involvement and assistance

### DISCUSSION (10 minutes)

#### Dangers at the Beach

- Ask participants:
  - Q. What kind of dangers can we find at the beach?
  - A. **Rocks, reef, rips, waves, snakes etc.**
  - Q. What do lifesavers do to make us aware of dangers at the beach?
  - A. **Put up safety signs, set-up patrol flags etc.**

- Take students for a walk along the beach and have them point out:
  - > Any visible dangers
  - > Any visible safety signage

### WARM-UP DRILL (10 minutes)

#### DUCK DUCK GOOSE

- Participants sit in a large circle facing inward
- Pick one participant at random to act as the goose, they will go around the circle tapping each person on the head calling them a duck
- When participant calls someone a goose, that person must get up and chase the other participant around the circle
- If the person tagged does not catch the current goose, they take their place, if they catch them, then that person remains as the goose

### SKILL DEVELOPMENT ACTIVITIES (15 minutes each)

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

#### ACTIVITY 1 – Bodyboard Race

- Have a course set-up ready for race (10m offshore and 15m wide)
- Explain and demonstrate correct positioning for paddling a bodyboard
- Have students practice on the sand
- Once competent, have participants practice in the white water
- Give participants about 5- 10 minutes and then call them in
- Break participants into teams and have them spread out along the start line
- Instruct that each team member must complete a lap of the course and tag their team member
- If time permits, repeat

#### Coaching Tips

##### *Paddling Technique*

- > Position yourself in the centre of the board
- > Paddle with freestyle arms
- > Never let go of the board

#### Questioning

- Q. Why do we need to make sure we are lying in the middle of the board?
- A. **So we don't nosedive the board, or slide off the back of the board**
- Q. Why should you never let go of the bodyboard?
- A. **If you get in to trouble the board can keep you afloat**



**WESTERN  
AUSTRALIA**

# WOODSIDE NIPPERS

## U6 LESSON 05

### SKILL DEVELOPMENT ACTIVITIES (15 minutes each)

#### ACTIVITY 2 – Beach Flags

- Set up a flags arena (15m long) and place flags on the finish line (1 less than number of competitors each time)
- Explain and demonstrate basic starting technique
- Break into two groups if needed (e.g. males and females)
- Use correct starters commands:  
'competitors ready'  
'heads down'  
'go' or whistle
- On 'go' participants will get up, turn around and run to collect a flag
- Those people knocked out can help by calling the start and placing flags

#### Coaching Tips

##### *Diving For Flag*

- > Don't dive too far out from the flag
- > Dive for a flag with both arms outstretched and hands in a V-shape
- > If a flag is missed, immediately look around to see if there is another one free

#### Questioning

Q. Why should we form a V with our hands when diving?

**A. So that we have a better chance of getting a flag**

Q. Why should we time our dive?

**A. So we don't dive early and miss the flag**

### LESSON WRAP UP (5 minutes)

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



**WESTERN AUSTRALIA**

# WOODSIDE NIPPERS

## U6 LESSON 06

### EQUIPMENT

- 20 x tennis balls
- 4 x markers
- 2 x large poles

### PREPARATION

1. Assess beach conditions and adjust program as needed
2. Utilise water safety ratio of 1 : 5 NAA
3. If you are not confident demonstrating a particular aspect of the lesson, ask an athlete or coach within the club to assist

### 3. SURGING WAVE (sloping face)

Found around rock ledges and steep beaches, don't often break, but can knock you off your feet

Q. Why it is important you never go into the water without an adult?

A. **If you get into trouble the adult can help you**

### WARM-UP DRILL (10 minutes)

#### WATER FLAGS

- Draw a line in the sand approx 5m from waters edge
- Participants start by laying stomach down on the beach facing away from the ocean
- Parents/non-participants will stand behind participants ready to throw tennis balls into the water
- Use correct starters commands:  
'competitors ready'  
'heads down'  
'go' or whistle
- Participants will get up, turn around and make their way to the water to acquire a tennis ball
- Participants who miss out can assist by throwing tennis balls
- Repeat until you have a winner

### SKILL DEVELOPMENT ACTIVITIES (15 minutes each)

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

#### ACTIVITY 1 – Run-Wade-Run

- Ensure a small run-wade-run course is set up and free to be used (this should consist of a 25m run, 25m wade, 25m run with two parents standing in the water as markers)
- Explain the course and have participants line up ready for a start
- Send participants off on 'go'
- Repeat if time permits

#### Coaching Tips

##### Wading

- > Lift knees high
- > Swing legs out and away from body
- > Swing arms wide for balance

#### Coaching Tips

##### Running

- > Keep your head upright and your back straight
- > Run on your toes
- > Match your arm swing to your strides (left arm – right leg, right arm – left leg)

### INTRODUCTION (5 minutes)

- Introduce yourself and take attendance
- Explain what you will be doing for the day
- Encourage parent involvement and assistance

### DISCUSSION (10 minutes)

#### Waves

- Ask participants:
  - Q. What are the three different types of waves?
- A. **1. PLUNGING WAVE (curling face)**  
Very strong, breaks in shallow water, can push you to bottom, is dangerous and can cause spinal injuries
- 2. SPILLING WAVE (sloping face)**  
Best waves to play in, wave crumbles, a gentle wave suitable for learning



**WESTERN  
AUSTRALIA**

# WOODSIDE NIPPERS

## U6 LESSON 06

### SKILL DEVELOPMENT ACTIVITIES (15 minutes each)

#### ACTIVITY 2 – Beach Sprints

- Ensure the beach track is set-up and free to be used (40m track)
- Take participants to start line and line them up in groups
- Have participants commence with a standing start
- Run through 4 or 5 beach sprints

#### Coaching Tips

##### Running

- > Keep your head upright and your back straight
- > Run on your toes
- > Match your arm swing to your strides (left arm – right leg, right arm – left leg)

#### Questioning

Q. How should we run on the sand?

A. **With head facing forward, back nice and straight, up on our toes with arms swinging in time with strides**

### LESSON WRAP UP (5 minutes)

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



WESTERN AUSTRALIA

# WOODSIDE NIPPERS

## U6 LESSON 07

### EQUIPMENT

- 1 x bodyboard per person/pair
- 20 x beach flags
- 4 x markers
- 2 x buoys

### PREPARATION

1. Assess beach conditions and adjust program as needed
2. Utilise water safety ratio of 1 : 5 NAA
3. If you are not confident demonstrating a particular aspect of the lesson, ask an athlete or coach within the club to assist

### INTRODUCTION (5 minutes)

- Introduce yourself and take attendance
- Explain what you will be doing for the day
- Encourage parent involvement and assistance

### DISCUSSION (10 minutes)

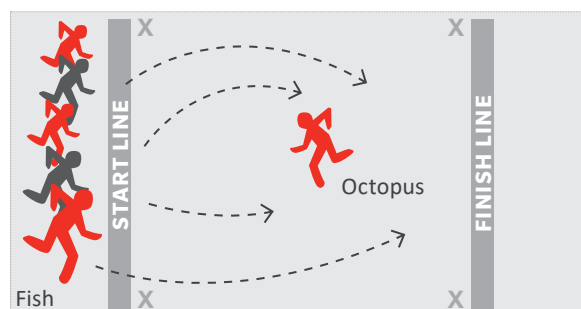
#### Revision

- Ways of being SunSmart
- How to identify lifesavers and safe places to swim
- Dangers at the beach
- Three types of waves

### WARM-UP DRILL (10 minutes)

#### OCTOPUS

- Line up as per diagram
- The octopus shouts 'HUNGRY', everyone tries to get to the other side
- The octopus tries to tag you
- Fish cannot go outside the square to get past
- If a fish is tagged, they must stand still where they were tagged
- Tagged fish become tentacles and can tag other fish if they run by, THEY MUST NOT MOVE



### SKILL DEVELOPMENT ACTIVITIES (15 minutes each)

*NOTE: If you have large numbers you can break the group up and do these activities on a rotation or simply run one after the other as a whole group. Alternatively, eliminating more than 1 at a time may enable more run throughs*

#### ACTIVITY 1 – Beach Flags

- Set up a flags arena (15m long) and place flags on the finish line (1 less than number of competitors each time)
- Explain and demonstrate basic starting technique
- Break into two groups if needed (e.g. males and females)
- Use correct starters commands: 'competitors ready', 'heads down', 'go' or whistle
- On 'go' participants will get up, turn around and run to collect a flag
- Those people knocked out can help by calling the start and placing flags

#### Coaching Tips

##### Jump Turns

- > Push off with arms like a fast push-up
- > Jump up fast in the air and start turning the body around to the finish line
- > Try and keep front foot as close to the line as possible

#### Questioning

- Q. Why do we need to push up as hard as we can?
- A. **To give ourselves enough room to turn and start running**



**WESTERN  
AUSTRALIA**

# WOODSIDE NIPPERS

## U6 LESSON 07

### SKILL DEVELOPMENT ACTIVITIES (15 minutes each)

#### ACTIVITY 2 – Wave Catching Basics

- Revise correct positioning on body board
- Explain to participants that when trying to catch a wave, they need to paddle as hard as they can, when they feel the wave pick them up, slide back on the board and hold onto the edge of the board (have parents in the water to assist)
- Never let go of the bodyboard, will help keep you afloat if you get in to trouble
- Break participants into pairs and let Nippers practice this is the whitewash for 5 - 10 minutes
- Once competent, have participants line up facing toward shore (inside the break)
- On your call, participants are to practice catching the waves (time your call to make it easy for participants)
- Nippers swap with their partner then repeat (paddle out, catch a wave back in on your call)

#### Coaching Tips

*Positioning On  
The Bodyboard*

- > Position yourself in the centre of the board
- > Paddle with freestyle arms

### LESSON WRAP UP (5 Minutes)

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



**WESTERN AUSTRALIA**

# WOODSIDE NIPPERS

## U6 LESSON 08

### EQUIPMENT

- 4 x markers
- 12 x pool noodles
- 4 x hula hoops
- 1 x tug-of-war rope
- 2 x buoys

### PREPARATION

1. Assess beach conditions and adjust program as needed
2. Utilise water safety ratio of 1 : 5 NAA
3. If you are not confident demonstrating a particular aspect of the lesson, ask an athlete or coach within the club to assist

### INTRODUCTION (5 minutes)

- Introduce yourself and take attendance
- Explain what you will be doing for the day
- Encourage parent involvement and assistance

### DISCUSSION (10 minutes)

#### Signage

- Walk participants up to the nearest safety sign located at your local club
- Explain all information on the sign and how to go about reading safety signs located at beaches
- Ask participants:
  - Q. What does a red circle with a cross through it mean?
  - A. **You cannot do this**

- Q. What does a yellow diamond mean?
- A. **Beware of danger**
- Q. What does the blue square contain?
- A. **This provides extra information**
- Q. If there isn't a sign located at a particular beach, where should you go to ask for safety information?
- A. **If there is a patrol on duty, ask the lifesavers**

### WARM-UP DRILL (10 minutes)

#### FILL THE BUCKET

- Break participants into teams
- Give each team one large bucket and one small bucket
- On 'go', one team member from each team must run down, fill up the small bucket, return and pour the water into the big bucket
- Continue this with every team member until the bucket is full
- If time permits, repeat

### SKILL DEVELOPMENT ACTIVITIES (15 minutes each)

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

#### ACTIVITY 1 – Surf Race

- Set up modified swim course just beyond standing depth of participants (approx 5-10m offshore and 15m wide)
- Break participants into manageable groups (8-10 Nippers)
- Nippers to swim around the two buoys and return to shore finishing between the flags
- If Nippers aren't confident swimmers allow them to swim with a pool noodle to assist
- Run groups one at a time and repeat if time permits

#### Coaching Tips

##### Swimming Technique

- > GLIDE – Keep body straight
- > Keep head down, hips up
- > Kick hard with feet
- > CATCH – Reach out in front with arms
- > PULL – Trace the lines of their body

#### Questioning

- Q. Why is it important we keep our head down?
- A. **So our legs don't sink and drag us down**
- Q. How should we be breathing during swimming?
- A. **Bilaterally**





**WESTERN  
AUSTRALIA**

# WOODSIDE NIPPERS

## U6 LESSON 08

### SKILL DEVELOPMENT ACTIVITIES (15 minutes each)

#### ACTIVITY 2 – Tug-Of-War

- Ensure tug-of-war rope is set-up and free to be used
- Break participants into two teams
- Have each team line up on either side of the tug-of-war rope
- Explain that on the count of three, participants are to commence tug-of-war
- The winning team is the side that pulls the flag on the rope past the marker
- Complete best of three

### LESSON WRAP UP (5 minutes)

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



**WESTERN AUSTRALIA**

# WOODSIDE NIPPERS

## U6 LESSON 09

### EQUIPMENT

- 6 x hula hoops
- 12 x pool noodles
- 6 x large poles
- 1 x bodyboard per person/pair
- 12 x batons
- 4 x markers
- 2 x buoys

### PREPARATION

1. Assess beach conditions and adjust program as needed
2. Utilise water safety ratio of 1 : 5 NAA
3. If you are not confident demonstrating a particular aspect of the lesson, ask an athlete or coach within the club to assist

### INTRODUCTION (5 minutes)

- Introduce yourself and take attendance
- Explain what you will be doing for the day
- Encourage parent involvement and assistance

### DISCUSSION (10 minutes)

#### Rips

- Q. Can anyone tell me what a rip is?  
**A. Water flowing out to sea forming a strong current**
- Q. How do you spot a rip?  
**A. Deep, dark water that has sand and foam on the surface**
- Q. What should you do if you get caught in a rip?  
**A. Stay calm, float and raise your arm for help**
- Q. What is the best way to avoid a rip?  
**A. Swim between the flags**

### OBSTACLE COURSE

- Construct an obstacle course
- Explain and demonstrate each obstacle before you start
- Line up participants behind first obstacle and have them run through each obstacle one after the other
- Parents to help direct Nippers through course
- Some obstacle ideas:

#### TUNNEL

Use pool noodles to construct arches for Nippers to crawl through, line up 6-8 of these in a row

#### HOOPS

Lay 6-8 hula hoops out in a row and have Nippers jump between them (doesn't have to be two feet at a time)

#### POLES

Stand 6-8 poles/flags up in the sand in a line and have Nippers weave between these

#### JUMP

Line up 6-8 pool noodles around 30cm apart, Nippers have to jump over each of these with two feet together

### SKILL DEVELOPMENT ACTIVITIES (15 minutes each)

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

#### ACTIVITY 1 – Bodyboard Relay

- Set up a mini board relay course (10 - 15 m offshore and 15m wide)
- Revise key skills for paddling a bodyboard and how to start
- Break participants into teams of three
- Have parents act as water safety
- Participants will spread out along start line
- On 'go' participants are to run into the water and complete a lap of the course
- When participants reach the shore they must run up around the marker and tag a team member
- Have teams complete two full laps

#### Coaching Tips

##### Starting

- > Stand with dominant foot on the line
- > Hold the bodyboard under your arm
- > On starters command, push off on front leg and run into the water

#### Questioning

- Q. Why do we need to hold the board not drag it?  
**A. To stop it flying around in the wind and hitting other people**



**WESTERN  
AUSTRALIA**

# WOODSIDE NIPPERS

## U6 LESSON 09

### SKILL DEVELOPMENT ACTIVITIES (15 minutes each)

#### ACTIVITY 2 – Beach Relay

- Ensure the beach track is set-up and free to be used
- Revise and demonstrate beach relay event
- Break participants up into teams of four
- Have two participants from each group head to the opposite end of the track, and other two participants to line up in their lane
- Use correct starters commands:  
'competitors ready'  
'set'  
'go' and whistle
- Run the sprint relay
- Repeat, changing order of runners etc.

#### Coaching Tips

##### *Baton Changeover Technique*

- > Runner holds baton out in front, and at the base
- > Receiver forms a V with hands and lines up the baton
- > Changeover occurs, with both runners maintaining eye contact on the baton

#### Questioning

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

**A. To make it easier for receiver to take**

Q. Why should the receiver form a V with their hands?

**A. Reduces the risk of dropping the baton**

Q. Why is it important that both runners keep their eyes on the baton?

**A. So they don't fumble or drop the baton during the changeover**

### LESSON WRAP UP (5 minutes)

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



**WESTERN AUSTRALIA**

# WOODSIDE NIPPERS

## U6 LESSON 10

### EQUIPMENT

- 2 x large poles
- 12 x pool noodles
- 20 x batons

### PREPARATION

1. Assess beach conditions and adjust program as needed
2. Utilise water safety ratio of 1 : 5 NAA
3. If you are not confident demonstrating a particular aspect of the lesson, ask an athlete or coach within the club to assist

### INTRODUCTION (5 minutes)

- Introduce yourself and take attendance
- Explain what you will be doing for the day
- Encourage parent involvement and assistance

### DISCUSSION (10 minutes)

#### Beach Safety Tips

- What are some important things to remember when you go to the beach? (Discuss and expand upon them)
- Swim between the Red and Yellow Flags
  - Q. Why do we do this?
  - A. **This is the safest part of the beach to swim, as determined by lifesavers**
- Look and read the safety signs
  - Q. What does it tell us?

#### A. Information about the beach, any dangers present, and weather conditions for the day

- Always swim with someone (parent, family member)
  - Q. Why is this important?
  - A. **So they can help if you get into trouble**
- What should you do in an emergency? When your...
  - Q. In the water?
  - A. **Stay calm and float with your hand raised to signal for help**
  - Q. On the beach?
  - A. **Find the patrol captain/parents/club member and report what has happened**
  - Q. How can we be Sun Smart?
  - A. **SLIP, SLOP, SLAP, SEEK, SLIDE**

### WARM-UP DRILL (10 minutes)

#### ROUND THE CIRCLE

- Have participants pair up
- One participant from the pair will sit in a big circle
- The other participant will walk around the outside of the circle
- When you call 'home', the participant walking around the circle must get back to their partner and sit in front of them
- The last pair to get back are eliminated
- Repeat and utilise different movement i.e. skipping, crab walking etc.

### SKILL DEVELOPMENT ACTIVITIES (15 minutes each)

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

#### ACTIVITY 1 – Run-Wade-Run

- Ensure a small run-wade-run course is set up and free to be used (this should consist of a 25m run, 25m wade, 25m run with two parents standing in the water as markers)
- Explain the course and have participants line up ready for a start
- Send participants off on 'go'
- Repeat if time permits

#### Coaching Tips

##### Wading

- > Lift knees high
- > Swing legs out and away from body
- > Swing arms wide for balance

#### Coaching Tips

##### Running

- > Keep your head upright and your back straight
- > Run on your toes
- > Match your arm swing to your strides (left arm – right leg, right arm – left leg)



**WESTERN  
AUSTRALIA**

# WOODSIDE NIPPERS

## U6 LESSON 10

### SKILL DEVELOPMENT ACTIVITIES (15 minutes each)

#### ACTIVITY 2 – Beach Relay

- Ensure the beach track is set-up and free to be used
- Revise and demonstrate beach relay event
- Break participants up into teams of four (two boys, two girls)
- Have two participants from each group head to the opposite end of the track, and other two participants to line up in their lane
- Use correct starters commands:  
'competitors ready'  
'set'  
'go' or whistle
- Run the sprint relay
- Repeat changing order of runners

### LESSON WRAP UP (5 minutes)

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



WESTERN AUSTRALIA

# WOODSIDE NIPPERS

## U6 LESSON 11

### EQUIPMENT

- 4 x markers
- 20 x batons
- 20 x beach flags

### PREPARATION

1. Assess beach conditions and adjust program as needed
2. Utilise water safety ratio of 1 : 5 NAA
3. If you are not confident demonstrating a particular aspect of the lesson, ask an athlete or coach within the club to assist

### INTRODUCTION (5 minutes)

- Introduce yourself and take attendance
- Explain what you will be doing for the day
- Encourage parent involvement and assistance

### DISCUSSION (10 minutes)

#### Signals

- Demonstrate a few 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
- Now have participants stand in a large circle facing outward and call out signals with participants attempting to guess correctly

### WARM-UP DRILL (10 minutes)

#### BEACH RELAY

- Ensure the beach track is set-up and free to be used (40m track)
- Revise and demonstrate beach relay event
- Break participants up into teams of four
- Have two participants from each group head to the opposite end of the track, and other two participants to line up in their lane
- Use correct starters commands:
  - 'competitors ready'
  - 'set'
  - 'go' or whistle
- Run the sprint relay; make each leg of the beach sprint relay different i.e. skipping hopping, two foot jumping etc.
- Repeat, changing order of runners

### SKILL DEVELOPMENT ACTIVITIES (20 minutes each)

*NOTE: If you have large numbers you can break the group up and do these activities on a rotation or simply run one after the other as a whole group. Alternatively, eliminating more than 1 at a time may enable more run throughs*

#### ACTIVITY 1 – Beach Flags

- Set up a flags arena (15m long) and place flags on the finish line (1 less than number of competitors each time)
- Explain and demonstrate basic starting technique
- Break into two groups if needed (e.g. males and females)
- Use correct starters commands:
  - 'competitors ready'
  - 'heads down'
  - 'go' or whistle
- On 'go' participants will get up, turn around and run to collect a flag
- Those people knocked out can help by calling the start and placing flags

#### Coaching Tips

##### How To Start

- > Ensure your toes are on the line (you should be facing away from where the flags are)
- > Heels should be together
- > Imagine a clock, the participants elbows should point towards 9 and 3
- > Wrists should be together
- > On heads down command, participants place chin on hands and wait for whistle

##### Jump Turns

- > Push off with arms like a fast push-up
- > Jump up fast in the air and start to turn the body around to the finish line
- > Try and keep front foot as close to the line as possible

##### Diving For Flag

- > Don't dive too far out from the flag
- > Dive for a flag with both arms outstretched and hands in a V-shape
- > If a flag is missed, immediately look around to see if there is another one free



**WESTERN  
AUSTRALIA**

# WOODSIDE NIPPERS

## U6 LESSON 11

### SKILL DEVELOPMENT ACTIVITIES (15 minutes each)

#### ACTIVITY 2 – Wade Relay

- Set-up modified swim course just beyond standing depth of participants (approx 5-10m offshore and 15m wide)
- Explain to participants that when they are old enough, they will need to do a run-swim-run similar to this for their bronze medallion
- Break Participants into teams and have them space out along start line
- Instruct participants that they must swim a lap of both swim cans whilst holding a pool noodle between their legs, make their way back to shore and then tag and hand over the noodle to their teammate
- Continue until all participants have completed two laps
- Repeat if time permits

#### Coaching Tips

- > Lift knees high
- > Swing legs out and away from body
- > Swing arms wide for balance

### LESSON WRAP UP (5 minutes)

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



WESTERN AUSTRALIA

# WOODSIDE NIPPERS

## U6 LESSON 12

### EQUIPMENT

- 4 x markers
- 1 x bodyboard per person

### PREPARATION

1. Assess beach conditions and adjust program as needed
2. Utilise water safety ratio of 1 : 5 NAA
3. If you are not confident demonstrating a particular aspect of the lesson, ask an athlete or coach within the club to assist

### INTRODUCTION (5 minutes)

- Introduce yourself and take attendance
- Explain what you will be doing for the day
- Encourage parent involvement and assistance

### DISCUSSION (10 minutes)

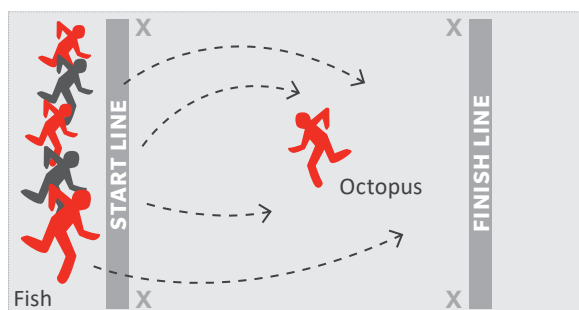
#### Revision

- Beach signage
- Rips
- Beach safety tips
- Signals

### WARM-UP DRILL (10 minutes)

#### OCTOPUS

- Line up as per diagram
- The octopus shouts 'HUNGRY', everyone tries to get to the other side
- The octopus tries to tag you
- Fish cannot go outside the square to get past
- If a fish is tagged, they must stand still where they were tagged
- Tagged fish become tentacles and can tag other fish if they run by, THEY MUST NOT MOVE



### SKILL DEVELOPMENT ACTIVITIES (15 minutes each)

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

#### ACTIVITY 1 – Dolphin Diving Relay

- Revise and demonstrate dolphin diving from previous lessons
- Break participants into teams of four
- Have two parents holding poles approx 15m apart in knee to waist deep water for Nippers
- On 'go' participants will run into the water, dolphin dive, around the two poles and return to shore
- Then they will run around two cones on the beach (15m apart) and tag their next team mate who will repeat the course

#### Coaching Tips

##### Dolphin Diving Technique

- > Dive forward and into the water with arms together and outstretched
- > Angle your dive 45 degrees towards the bottom and dig hands into the sand to prevent being dragged backwards by wave
- > Bring feet forward to where hands are and spring off at 45 degrees towards the surface with hands/arms outstretched ready to repeat the dolphin dive.





**WESTERN  
AUSTRALIA**

# WOODSIDE NIPPERS

## U6 LESSON 12

### SKILL DEVELOPMENT ACTIVITIES (15 minutes each)

#### ACTIVITY 2 – Bodyboard Relay

- Set up a mini board relay course (10- 15m offshore and 15m wide)
- Revise key skills for paddling a bodyboard and how to start with a board
- Break participants into teams of three
- Have parents act as water safety
- Participants will spread out along start line
- On 'go' participants are to run into the water and complete a lap of the course
- When participants reach the shore they must run up around the marker and tag a team member
- Have teams complete two full laps

#### Coaching Tips

##### *Finishing*

- > Keep paddling until you can see sand underneath the water or feel your hands touch
- > Then stand up and run across the line

#### Questioning

Q. Why should we wait until we can see the bottom or touch the sand while lying on the board before getting off?

A. **So we don't get off the board in water that is too deep to stand**

### LESSON WRAP UP (5 minutes)

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

