



U13

**WOODSIDE
NIPPERS
PROGRAM**

lotterywest



WESTERN
AUSTRALIA

**WOODSIDE
NIPPERS**

Holden



WOODSIDE NIPPERS



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GENERAL INFORMATION

U13

www.mybeach.com.au



WOODSIDE NIPPERS

Program

The U13 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 Nipper Education Program all participants must undergo a Preliminary Evaluation. It is recommended that the Preliminary Evaluation be done at a pool setting.

Under 13's are required to demonstrate 150 metres of freestyle and a 3 minute 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 U13'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 13's are required to complete a 288 metre open water swim in less than 9 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 U13 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

U13 OUTCOMES

INDIVIDUAL SAFETY

The U13 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. BECOME:

familiar with the surf club environment and its opportunities

- Discuss ways to be involved and the various roles in the club e.g. patrols and competition
- Introduce them to the main people involved in running the junior program or the club (club coaches)
- Discuss additional training times for those interested
- Discuss competition requirements (skills evaluation)
- Take participants on a guided tour of the club e.g. first aid room, patrol tower, gear shed and any other equipment of interest (jet skis, boats gym etc.)
- Explain where equipment is located (boards) and care of these (washing down and putting away)

2. IDENTIFY :

the consequences of not being SunSmart

- Recall the SunSmart slogans (slip, slop, slap, seek, slide)
- Go over these with the Nippers and remind them every week to bring these things with them and apply sunscreen
- Discuss skin cancer using the information below:
 - Q. [What is skin cancer?](#)
 - A. The skin is made up of cells which can be cancerous when exposed to ultraviolet radiation (UV)

3. IDENTIFY:

what skin cancer is and what causes it

Ask participants:

- Discuss skin cancer using the information below:

Q. [What is skin cancer?](#)

A. The skin is made up of cells which can be cancerous when exposed to ultraviolet radiation (UV)

Q. [What is melanoma?](#)

A. It's a form of skin cancer, can occur anywhere on the body, even between your toes and can grow fast. If not treated it can spread to lower skin cells and be carried to other parts of the body

Q. [How common is melanoma?](#)

A. Australia has the highest rate of skin cancer in the world, one in two Australians will develop skin cancer during their lifetime and is more common in people with fair complexions as their skin pigment offers less protection against UV radiation than people with darker skin



SURF AWARENESS

The U13 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. UNDERSTANDING: waves and the effect of changing conditions

Q. What are the 3 different types of waves?

- A. **Plunging Wave** (curling face) – Very strong, breaks in shallow water, can push you to bottom, is dangerous and can cause spinal injuries
Spilling Wave (sloping face) – The best waves to play in, waves tumble down the front, a gentle wave, better for learning
Surging Wave (sloping face) – Around rock ledges & steep beaches, don't often break, can knock you off your feet on the shoreline

Q. What should you do when you're down at the beach?

- A. Watch the water, observe the waves, make sure the conditions suit your ability, waves come in sets (regular pattern of smaller & bigger waves) so you need to watch for a period of time, waves may look small (lulls) but then the bigger waves of the set may be coming

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, changing wind (after-noon sea breeze in summer) can increase waves and currents

2. UNDERSTAND: how weather can effect both beach users and the beach environment

Sit participants down and ask the following

- Generate a discussion on weather

Q. What is weather? A. It's a description of what's happening with the air, sun, rain and wind at any given time

Q. How can the weather affect the role of lifesavers at the beach?

- A. Numbers of people i.e. sunny-more, wet-less; cold water, hot conditions, storms-much more dangerous with lightning and waves; sea breeze, stronger currents and drift

3. IDENTIFY: the five beach safety tips using the F.L.A.G.S acronym

Q. What type of weather do we get in this part of Australia?

- A. Summer – hot days, windy afternoons

Q. How can we be prepared for different conditions?

- A. Check conditions before you go to the beach, assess before entering the water, sun protection, wet weather equipment, appropriate warning signage

- See if Nippers know any beach safety tips already – Suggest the way to remember them is with the **FLAGS** acronym:
Find the flags and swim between them (safest place)
Look at the safety signs (identify potential dangers, conditions)
Ask a surf lifesaver for advice (conditions can change quickly)
Get a friend to swim with you (look out for each other)
Stick your hand up for help (if in trouble, stay calm, raise your arm to signal for help)

4. IDENTIFY: the 4 different types of rip currents, how to manage rips in a beach environment and use them to assist in surf swimming and rescues

- **Discuss what a rip is and how they form:** Water that has come in to the beach in waves needs a way back out to sea, as the water moves out to sea it creates a trench that channels the water
 - **How to spot a rip:** Darker colour due to the water being deeper, no waves breaking where there are waves breaking either side
 - **Discuss inshore drift, holes and feeder currents and how they add to the dangers of the rip currents:** They are found near rips feeding water into it, strong currents can drag you into the rip
 - Discuss different types of rips:
Permanent – Remains in the same spot for many years (headland)
Fixed – Long established hole/gully, lasts for months
Flash – Temporary, due to large surf build up in a short time
Travelling – Moves along the beach
- Q. How you could use rips in a positive way?** A. Can use it to swim out through the surf fast, and it can also be helpful if performing a rescue or wanting to get out through the surf in a race

U13 OUTCOMES

LIFESAVING

1. UNDERSTANDING: of how to set up a patrol and the equipment used

Take the Nippers to the patrol tent for this discussion (try involve the patrol captain or patrolling member)

- Explain how the patrol is set up each day and discuss what types of things that happen: Roving patrol, rescues, first aid
- Show Nippers the important equipment used on patrol

2. RECOGNISE: emergency situations and how to respond and...

3. KNOWLEDGE: of DRSABCD principles

Ask participants:

Q. What is an emergency situation and describe different types?

A. A sudden crisis (usually involving danger) that requires fast action, i.e. person is badly injured, stopped breathing, fire etc.

Q. Can they think of some incidents that happen at the beach?

A. Drowning, snake bite, heat stroke, heart attack

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

A. Follow the DRSABCD principles (discuss these principles)

- Explain the use of '000' in an emergency – It will connect you to emergency services: fire, police, ambulance. If you see something, tell an adult or a lifesaver who will then call 000

4. EXPLAIN: basic first aid for beach injuries

Treatments for some common injuries:

1. **Severe bleeding** – Lay patient down with feet raised, apply firm direct pressure to stop bleeding
2. **Nose bleeds** – Apply pressure over the soft part of the nostrils and have the patient sit up and lean forward

3. **Burns** – Cooled by running cold water over it for 20 mins

4. **Soft tissue injuries** (sprains & strains) –

RICE: Rest, Ice, Compression, Elevation

5. **Stingers** – Wash with warm water & if welts appear apply ice

6. **Snake bites** – Patient should move as little as possible, call an ambulance and apply a pressure bandage to the limb

5. UNDERSTAND: the basic principles of resuscitation and...

6. IDENTIFY: how to minimise the risk of cross infection when delivering first aid

Ask participants:

Q. What does CPR stands for ? A. Cardiopulmonary resuscitation

Q. What is the first thing you do when you find someone in trouble? A. DRSABCD

Q. When should you perform CPR?

A. When a patient is unresponsive and not breathing

Q. What are the rates for CPR? A. 30 compressions to 2 breaths

Q. How can you protect yourself when performing CPR?

A. Use a face mask or breathe through a shirt

- After a demonstration give Nippers a chance to practice on a manikin (if possible) in groups of three

7. DEMONSTRATE: a knowledge of signals

Revise and demonstrate the following signals:

- Return to shore, Proceed further out to sea, Go left, Go right, Remain stationary, Assistance required
- Discuss the importance of using signals to attract attention, to get help and as part of day to day lifesaving activities

- Form students into a large circle facing outwards and as you call out signals have students demonstrate them

8. RECOGNISE: importance of communication with beach users ...

9. IDENTIFY: ways to communicate with them

Discuss with participants:

- The importance of delivering effective communication as a lifesaver to beach users – As an organisation providing expert advice and service to the public, it is essential that surf lifesavers use effective communication to: Inform, educate, provide warnings, offer assistance, and give advice
- Ask Nippers to brainstorm the kinds of messages that lifesavers could communicate to beach users:
 1. Making the public feel welcome
 2. Advising the public of patrol times and club services
 3. Advising of current and forecast conditions
 4. Advising of proximity to a hazard or their breaching of a beach safety regulation
- Discuss how you can communicate: PA, information boards, roving patrols

10. DEMONSTRATE AND RECORD: treatment of a typical first aid injury dealt with by a patrol

- In groups Nippers complete a scenario involving a typical injury encountered by a patrol (e.g. bleeding, sting, dislocation, fracture, heart attach) Group to complete an incident report as if they were on patrol.
- Please refer to appendix for incident report form

U13 OUTCOMES

SURF SPORT SKILLS

The U13 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 | 21. Demonstrate technique diving for a flag |
| 2. Complete an Ironman/Ironwomen Race | 22. Identify different beach flags race strategies |
| 3. Complete a 1km Beach Run | 23. Demonstrate knowledge of a board rescue event |
| 4. Demonstrate wading and porpoising skills | 24. Demonstrate patient pickup technique |
| 5. Demonstrate surf stroke technique | 25. Demonstrate paddling technique with a patient |
| 6. Demonstrate start and finish techniques | 26. Demonstrate swimming in surf with a rescue tube |
| 7. Demonstrate body surfing techniques | 27. Demonstrate a tube rescue |
| 8. Demonstrate ability to negotiate the surf | 28. Participate in team event and activities |
| 9. Identify race strategies for a surf race | 29. Demonstrate changeover technique in beach relay |
| 10. Demonstrate a crouching beach sprint start | 30. Demonstrate tagging technique in Board and Cameron Relay |
| 11. Demonstrate running technique | |
| 12. Demonstrate knowledge of phases of a sprint race | |
| 13. Demonstrate positioning and paddling technique | |
| 14. Demonstrate board start | |
| 15. Demonstrate wave catching technique | |
| 16. Demonstrate skills paddling through a broken wave, rolling and popping on a board | |
| 17. Demonstrate bunny hopping technique with a board | |
| 18. Demonstrate can turn technique | |
| 19. Demonstrate dismount technique | |
| 20. Demonstrate pivot turn technique | |



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Preliminary Evaluation																					
Competition Evaluation																					
INDIVIDUAL SAFETY																					
Be familiar with the surf club environment and opportunities																					
Identify the consequences of not being SunSmart																					
Identify what skin cancer / causes																					
SURF AWARENESS																					
Understand waves and the effects of changing conditions																					
Understand how weather can effect both the beach environment and beach users																					
Identify the 5 beach safety tips using the F.L.A.G.S acronym																					
Identify the four different types of rip currents																					
Identify how to manage rips in an beach environment																					
Identify how to use rip currents to assist in surf swimming & rescues																					
LIFESAVING																					
Understanding of how to set up a patrol and equipment used																					
Recognise emergency situations and how to respond																					
Knowledge of DRSABCD principles																					

U13 OUTCOMES



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LIFESAVING

Explain first aid for beach injuries

Know principles of resuscitation

Identify how to minimise the risk of cross infection when delivering first aid and resuscitation

Demonstrate knowledge of signals

Recognise the importance of communication with beach users

Identify ways to communicate with beach users

Demonstrate & record treatment of a first aid injury dealt with by a patrol

SURF SPORT SKILLS

Complete a Run-Swim-Run

Complete Ironman/Ironwomen Race

Complete a 1km Beach Run

Demonstrate wading/porpoising

Demonstrate surf stroke tech.

Demonstrate start & finish tech.

Demonstrate body surfing tech.

Ability to negotiate the surf

Identify race strategies for surf race

Demonstrate a crouching sprint start

Demonstrate running technique

Demonstrate knowledge of phases of a sprint race

SURF RACE

SPRINT

U13 OUTCOMES



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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 tech. diving for a flag

Identify different beach flags race strategies

Demonstrate knowledge of a board rescue event

Demonstrate patient pickup tech.

Demonstrate paddling technique with a patient

Demonstrate swimming in surf with a rescue tube

Demonstrate a tube rescue

Participate in team events and activities

Demonstrate changeover technique in beach relay

Demonstrate tagging technique in Board and Cameron Relay

BOARD RACE

FLAGS

BOARD RESCUE

TUBE

TEAM EVENTS

U13 OUTCOMES



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U13 OUTCOMES



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LIFESAVING

Explain first aid for beach injuries

Know principles of resuscitation

Identify how to minimise the risk of cross infection when delivering first aid and resuscitation

Demonstrate knowledge of signals

Recognise the importance of communication with beach users

Identify ways to communicate with beach users

Demonstrate & record treatment of a first aid injury dealt with by a patrol

SURF SPORT SKILLS

Complete a Run-Swim-Run

Complete Ironman/Ironwomen Race

Complete a 1km Beach Run

Demonstrate wading/porpoising

Demonstrate surf stroke tech.

Demonstrate start & finish tech.

Demonstrate body surfing tech.

Ability to negotiate the surf

Identify race strategies for surf race

Demonstrate a crouching sprint start

Demonstrate running technique

Demonstrate knowledge of phases of a sprint race

SURF RACE

SPRINT

U13 OUTCOMES



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SURF SPORT SKILLS																																	
BOARD RACE	Demonstrate positioning and paddling technique																																
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U13 OUTCOMES



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INCIDENT FORM

U13 INCIDENT REPORT APPENDIX

Date : Time : Location:

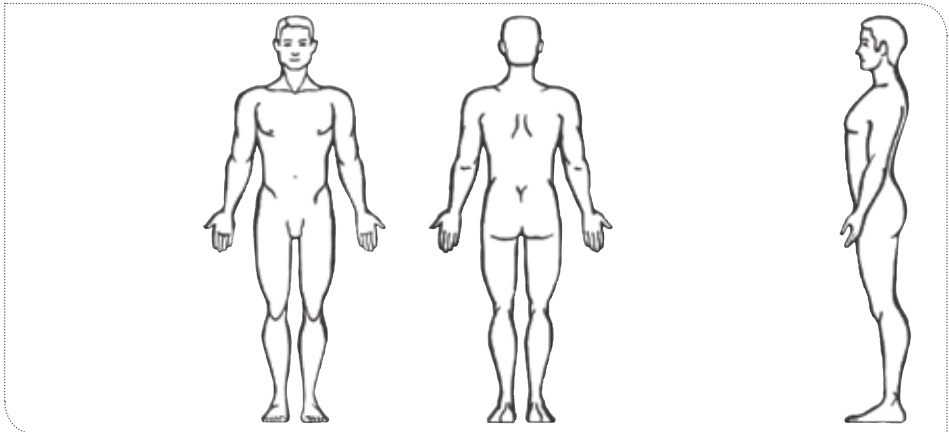
Name of Victim : Date of Birth : Gender :

Address : Suburb : Postcode :

Nature of injury : How the injury occurred :

ASSESSMENT

- Abrasion
 - Burn
 - Deformity
 - Fracture
 - Haemorrhage
 - Laceration
 - Pain
 - Rigidity
 - Swelling
 - Tenderness
 - CPR/Resuscitation
 - Other (list)
-



Other observations : Treatment given:

Were the following contacted : Comments:

Ambulance :

Police :

Parents/Carer :

Other :

Name of First Aider : Date : Time :

Signature :



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WOODSIDE NIPPERS

U13 LESSON 01

EQUIPMENT

- 6 - 8 x volleyballs
- 8 x markers
- 5 x buoys
- 4 x turning/finishing flags
- 1 x boards per person/pair
- 8 x batons

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 (30 minutes)

Introduction to Surf Life Saving

- Discuss ways to be involved and the various roles in the club e.g., patrols and competition
- Can complete SRC this season, required to be able to compete up
- Introduce them to the main people involved in running the junior program/club (club coaches etc.)
- Discuss additional training times for those interested
- Discuss competition requirements

- 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. Discuss FLAGS acronym

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 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

WARM-UP DRILL (5 minutes)

Warm Up Run & Stretches

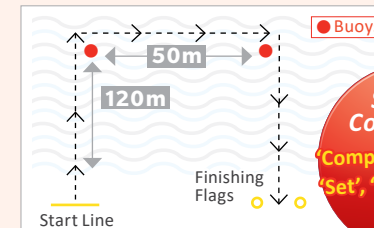
- Take participants for a run on the beach (approx. 300m)
- Form a circle and do a series of stretches as a group

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 – Surf Race

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



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

Coaching Tips

Stroke

- > Maintain a streamlined position
- > Do not let bottom and legs drop down
- > Maintain a steady head position looking forwards and downwards
- > Body should be allowed to roll freely from side to side with each stroke
- > Look forward every few strokes to look for the buoys/finishing flags

Questioning

- Q. How is ocean swimming different to the pool?
- A. **Conditions are always changing (wind, waves, sand banks, currents) and you have to adapt to these**

SKILL DEVELOPMENT ACTIVITIES (20 minutes per activity)

ACTIVITY 2 – Board Race

- Revise and demonstrate start and paddling technique
- Break the Nippers up into manageable groups e.g., males and females
- Run the next heat/group after the first one finishes

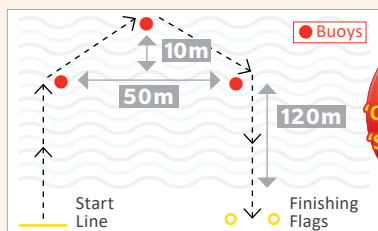
Coaching Tips – Starting

- > Check water entry/exit for best conditions and potential hazards
- > Toes on the line, preferred foot forward slightly bent knee
- > Extend back foot to comfortable position
- > Board facing forward, parallel to sand, resting on hip and held in preferred hand
- > If windy- slightly face board position into the wind
- > 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 forward direction jumping on the board in a lying position
- > Start paddling immediately

Questioning

Q. What is correct positioning and paddling technique on a board?

A. Lay in centre of board, knees slightly apart, freestyle motion with arms, kicking legs in time with arms



ACTIVITY 3 – Beach Sprints

- Revise and demonstrate crouch starts
- Break participants up into manageable heats e.g., males and females
- Conduct beach sprint heats and repeat 3 - 4 times so everyone has had multiple turns

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. How can a crouch start be of benefit in a race?

A. Allows better drive and a quicker response time

CULMINATION GAME (15 minutes)

Board Relay

- Divide participants up into teams of three
- Explain how the race works and revise tagging technique and collection of boards
- Repeat if time permits and switch up the order of paddlers

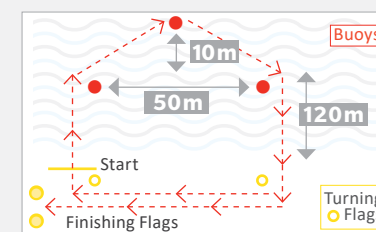
Coaching Tips

- > 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 two flags and tag the next paddler waiting on the start line
- > Last paddler runs between the finishing flags

Questioning

Q. What 2 things should you remember to do in a board relay?

1. Grab your teammates board as they finish paddling, allows them to have a quicker transition from paddling to running
2. Tag properly, make sure you tag your teammate clearly and on their back



LESSON WRAP UP (5 minutes)

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



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WOODSIDE NIPPERS

U13 LESSON 02

EQUIPMENT

- 3 x buoys
- 4 x turning/finishing flags
- 1 x board per person/pair
- 6 x volleyballs
- 8 x batons
- 20 x beach 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), 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)

SunSmart

- Recall the SunSmart slogans (slip, slop, slap, seek, slide)
- Go over these with the Nippers and remind them every week to bring these things with them and apply sunscreen
- Discuss skin cancer using the information below:

Q. What is skin cancer?

A. The skin is made up of cells which can be cancerous when exposed to ultraviolet radiation (UV)

Q. What is melanoma?

A. It's a form of skin cancer, can occur anywhere on the body, even between your toes and can grow fast. If not treated it can spread to lower skin cells and be carried to other parts of the body

Q. How common is melanoma?

A. Australia has the highest rate of skin cancer in the world, 1 in 2 Australians will develop skin cancer during their lifetime and is more common in people with fair complexions as their skin pigment offers less protection against UV radiation than people with darker skin

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)

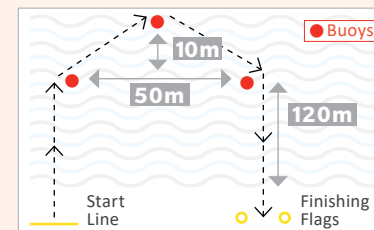
- Divide the group into groups of 6-8 people
- Have participants line up
- On 'Go' leader throws ball to first person in line, that person places ball on the ground and runs a full lap around their team.
- When they get back to their position, they pass ball back to leader and sit down
- Leader will then throw the ball to the next in line
- Run through until all completed

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 finish technique
- Break the Nippers up into manageable groups, e.g. males and females
- Run the next heat/group after the first one finishes



Coaching Tips

- > Sprint hard at the end to get ahead of any waves
- > Push up and off the board jumping to one side into a running stance
- > As you jump off grab the handle on the side you jump off and run up the beach across the line
- > Remember the finish is judged on the chest not on the board

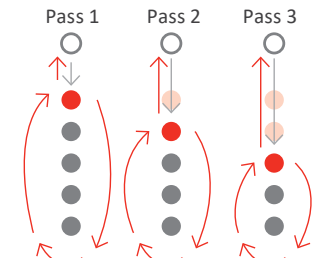
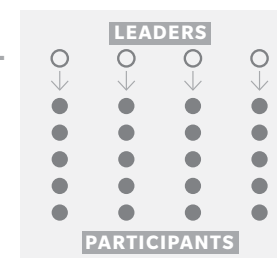
Questioning

Q. Why do you not want to get off too early?

A. Water may be too deep it will slow you down

LEADER BALL WARM-UP

- Teams of 6-8 people line up with their leaders



SKILL DEVELOPMENT ACTIVITIES (20 minutes per activity)

ACTIVITY 2 – Run-Swim-Run

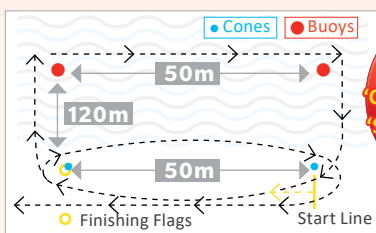
- Encourage participants to make use of wading and dolphin diving skills in the race
- Start Nippers at one end of the beach; have them run two laps along the beach (around the flags) then into the water
- They must then swim around two buoys in the water then run back around the flags (two laps), then finish between the flags
- Break participants up into groups if needed so you have a manageable group in the water

Coaching Tips – Wading

- > 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

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



ACTIVITY 3 – Beach Flags

- Explain and demonstrate basic starting technique
- 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

- > Participants lay down facing away from the arena
- > Feet together on the start line, heels together
- > 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)

Beach Relay

- Revise the baton changeover technique
- Set up a small 10m course and have participants practice handing over the baton a few times
- Break into teams of four and spread them out across the start line
- Have runner 2-4 wait for the changeover 5m behind the line
- Send half of each team down each end
- Repeat and mix it up doing different things e.g. skipping, crawling, sidestepping etc.
- Switch team order and repeat

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
- > As the incoming runner is 5m away from the start line, awaiting runner should start jogging forward to exchange the baton

Questioning

Q. Why is it important the outgoing runner waits back from the start line?

A. Allows for an area for the changeover to take place as it must occur behind the start line. It also allows room for outgoing runner to get moving

LESSON WRAP UP (10 minutes)

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



WESTERN AUSTRALIA

WOODSIDE NIPPERS

U13 LESSON 03

EQUIPMENT

- 4 x cones
- 1 x board per person/pair
- 3 x buoys
- 1 x rescue tube per person/pair
- 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) 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)

Patrol Tent Visit

- Take the Nippers to the patrol tent for this discussion (try involve the patrol captain or patrolling member)
 - Explain how the patrol is set up each day
 - Show Nippers the important equipment used on patrol
 - Discuss what types of things happen on patrol
- Roving patrol, rescues, first aid**

- What are the most fun parts of being on patrol?
Helping people, staying fit, spending time with friends
- Have participants ask the patrol captain any questions they may have

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 THROUGHS (10 minutes)

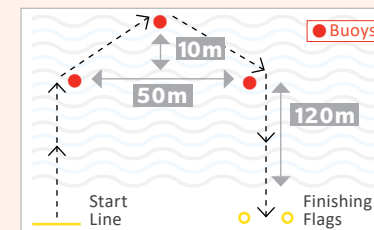
- Have participants conduct run throughs in an area 10 x 20m, exercises to include: high knees, butt kicks, side-side, grapevine, backwards running, lunges etc.
- Have participants pair up and complete a game of knee-taps and push-up wars

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 wave catching and finishing skills
- Break the Nippers up into manageable groups e.g. males and females
- Run next heat/group after the first one finishes



Coaching Tips

Wave Catching

- > Look behind to note where the waves are
- > Increase board speed as swell/wave approaches
- > 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 correct positioning on the board important?
- A. **Allows you to move faster and more efficiently through the water, less chance of nosediving or falling off through surf**

SKILL DEVELOPMENT ACTIVITIES (20 minutes per activity)

ACTIVITY 2 – Beach Sprints

- Revise and demonstrate running technique
- Take participants to start line and line them up in groups of eight
- Repeat 4-5 times

Coaching Tips

- > Run in a straight line on toes rather than flat footed
- > Maintain high knee lift
- > Bend elbows at 90 degrees
- > Hold hands lightly clenched or open
- > Swing hands to eye level on forward swing
- > Lean body slightly forward, relax arms, body, shoulders & head
- > Hold head steady in normal position looking 20 - 40m down the track

Questioning

Q. Why is arm movement so important in beach sprinting?

A. **Help with sprint to propel the body forward and assist legs**

ACTIVITY 3 – Surf Race

- Revise some start and finish 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 – 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'

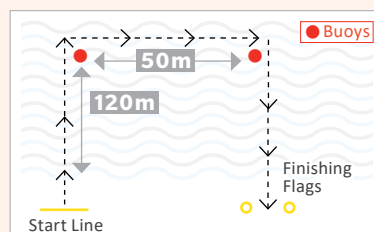
Finish

- > 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 always check the water before a race?

A. **Beach conditions are always changing with wind, waves and currents, holes can move or develop. Ensures you know when to run and wade and reduces the chance of injury falling into a hole/trough**



CULMINATION GAME (20 minutes)

Tube Race

- Point out the parts of a rescue tube: Tube-flotation device, clip and ring to secure the patient, rope and strap used by the lifesaver to tow the patient
- Revise and demonstrate how to put on a rescue tube
- You can run nine pairs at once (the number of cans on the stringline) or with a larger group have them swim out in line with two buoys

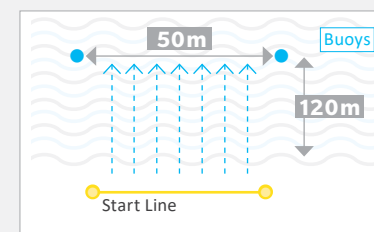
Coaching Tips

- > Students start on a line facing away from the beach
- > On 'go' they run up the beach (5m), grab the tube and put it on as they run to the water, swim out to their designated can, throw one arm over the top and wave the other hand in the air (if no can simply raise arm)
- > Race finishes at the can then swimmers can return to shore

Questioning

Q. How to you wear a rescue tube?

A. **Pull the end of the belt so it unwinds, place the belt over your head and under one arm like a sash, carry the tube until you reach the water**



LESSON WRAP UP (10 minutes)

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



WESTERN AUSTRALIA

WOODSIDE NIPPERS

U13 LESSON 04

EQUIPMENT

- 6 x volleyballs
- 8 x cones
- 3 x buoys
- 4 x turning/finishing flags
- 20 x beach flags
- 1 x board per person/pair
- 1 x stringline (optional)

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 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)

Recognising Emergency Situations & How to Respond (DRSABCD)

- D - Check for **danger** to yourself, bystanders and the patient
- R - Check for **response** by talk and touch
- S - If unresponsive, **send** for help by calling 000
- A - Open **airway** and ensure it's clear – If not, roll patient onto their side and clear the airway

- B - Check **breathing**, if patient is not breathing or breathing is not normal commence CPR
 - C - Start **CPR**, give 30 compressions and 2 rescue breaths – If unwilling or unable to perform rescue breaths just continue chest compressions
 - D - **Defibrillation** : Attach an automated external defibrillator as soon as it is available and follow the prompts
- Ask the Nippers what things they can do to minimise the risk of infection when dealing with first aid/CPR e.g. wear gloves, use a CPR mask, breath through a t-shirt

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

DODGEBALL (10 minutes)

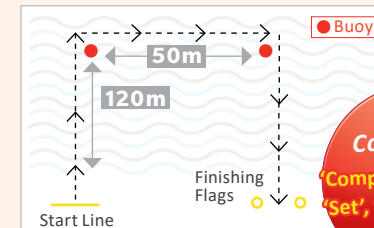
- Draw 4 lines, 20m apart and divide the players into two teams, they must remain in their team zones
- Dodgeballs start between each team zone
- Players must lie down in flag position, at the end of their zone, facing away from the middle of the game
- On the whistle, players can jump up and collect balls
- They must be back inside their team zone before they can throw the dodgeball
- Players are out if they are hit below the waist inside their team zone and can only return to the game if their teammate catches a dodgeball on the full
- The team wins when all opposing players are out

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 skills for getting out through surf
- 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



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

Coaching Tips *Negotiating the Surf*

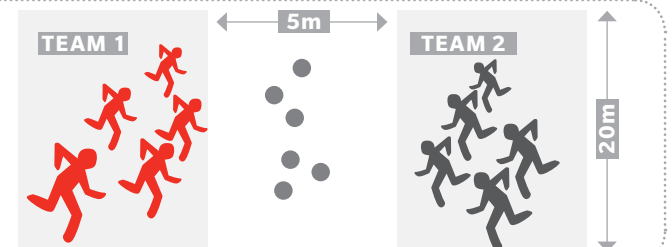
- > Wade for as long as you can until waist depth
- > At waist depth dolphin until it is deep enough to swim
- > Dive deep under large waves (hands above head)
- > If you can reach the bottom grab hold with hands
- > Wait until the wave has passed before resurfacing

Questioning

- Q. Why is it important to dive deep under waves and grab the sand if possible?
- A. Prevents you being washed back by waves and you can push of the sand bank to move forward

DODGEBALL WARM-UP

- Dodge balls start between team zones



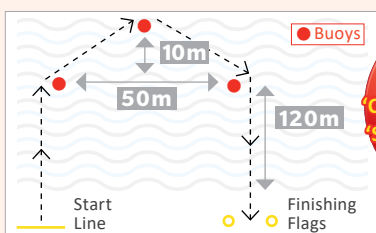
SKILL DEVELOPMENT ACTIVITIES (20 minutes per activity)

ACTIVITY 2 – Board Race

- Revise and demonstrate some surf skills
- Give participants 5 - 10 minutes to practice with their partner (or individually) taking turns to paddle out and catch a wave 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

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



ACTIVITY 3 – Beach Flags

- Revise diving technique
- 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 and lean towards one side
- > Keep eyes on flag
- > Have both hands extended
- > Grasp firmly and bring to body

Questioning

- Q. Why is it important to dive with both hands?
A. **Less chance of injuring a shoulder than if you dive with one arm**
- Q. Why should you lean to one side?
A. **Stops you getting winded**

CULMINATION GAME (20 minutes)

Board Rescue

- Split participants into pairs (1 swimmer and 1 board paddler)
- Instruct how the race works and the basic technique required
- In their pairs, allow 5 minutes for them to practice paddling with two people on the board, provide assistance and correct
- Once competent run board rescue races in heats until every pair has a turn
- For those that are waiting for their turn, have them watch and see what works/doesn't work for those paddling
- If you have large numbers, run races out in line with two buoys rather than to a certain buoy so you can run more teams at once

Coaching Tips

- > Each team is designated a buoy, only nine teams at any time
- > On 'go', swimmer swims out to their designated can, placing one arm over the buoy and the other straight up in the air (if no can simply raise arm), signaling to the board paddler
- > On signal, board paddler leaves the beach to pick them up
- > Board paddler paddles behind the buoy, the swimmer climbs on
- > Once both people are on the board, make your way over the string line and back to shore
- > Both paddlers must be holding the board as they cross the line
- > Front paddler to be as far forward on the board as possible without the nose sinking with legs slightly apart
- > Back paddler to lay half way up the front paddler with legs apart to help with balance
- > Both paddlers to paddle as normal and in time with each other
- > You may need to move back coming through the surf zone with the extra weight on the board

LESSON WRAP UP (10 minutes)

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



WESTERN AUSTRALIA

WOODSIDE NIPPERS

U13 LESSON 05

EQUIPMENT

- 1 x soccer ball
- 8 x cones
- 3 x buoys
- 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 buoys in the water
5. Set up manikins

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 (5 minutes)

Signals

- Discuss the importance of using signals to attract attention, get help and as part of day to day lifesaving activities
- Revise and demonstrate the following 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
 - Message understood** > One arm held stationary above head and cut away quickly
 - Assistance required** > One arm waved above the head, closed fist
 - Message not clear; repeat** > One flag waved to and fro above the head (straight arm)
 - Pick up swimmers** > One flag waved in a circular motion above head and other flag held parallel in direction of swimmer
- Form students into a large circle facing outwards and as you call out signals have students demonstrate them

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

BEACH SOCCER (10 minutes)

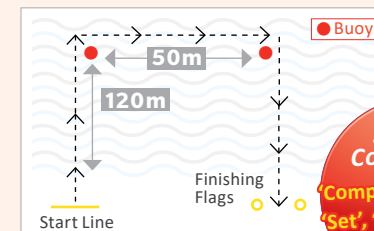
- Mark out the four corners of the soccer field using markers with two spare at each ending marking out the goals
- Divide the group into two teams
- Have one team wear their fluoro singlets and one team not, to differentiate
- Play until one team scores three goals

SKILL DEVELOPMENT ACTIVITIES (15 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 body surfing technique
- Give participants 5 - 10 minutes to practice this technique if waves are suitable, assist as required
- 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



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

Coaching Tips

- > Head should be kept down with hands held out in front while kicking legs hard
- > You should only lift your head to the side to breathe and should not be lifted forward or held up
- > A single arm stroke can be used as a side breath is taken, then return both hands in front with head down and kicking hard with legs in a streamlined position

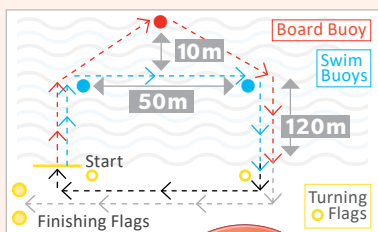
Questioning

- Q. What can happen if you lift your head while body your surfing?
- A. **You will lose speed & drop off the back of the wave**
- Q. How can you prevent this?
- A. **Hold your breath as long as you can, breath to the side if you need and do a single arm stroke to keep you moving**

SKILL DEVELOPMENT ACTIVITIES (15 minutes each)

ACTIVITY 2 – Ironman/woman

- Give a brief explanation of the course and the order (board-run-swim-run)
- The race involves a swim (around two buoys), a run transition, a board paddle (around three buoys) and a run to finish
- Explain skills to use through transitions, the order of the swim and board can change and is drawn randomly at carnivals
- Depending on numbers, break into two groups, male and female
- 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



Coaching Tips

- > By running hard through the transitions you can make up a lot of ground on people or get ahead
- > In both the swim and the board, line up landmarks to help you spot the flags and stay on course
- > In the swim make use of wading/dolphin diving across the sand bank
- > On the board, ensure you do not jump off too early
- > Push off the board with both hands on the rails, land in a running stance and start running/wading
- > The board is left for your handler to collect on the waters edge

Questioning

- Q. What do you need to do before an iron race?
- A. **Have all equipment (goggles, cap, board, hi-vis singlet), pick a handler to grab your equipment, check start/finish point for holes and make sure you know the order and course**

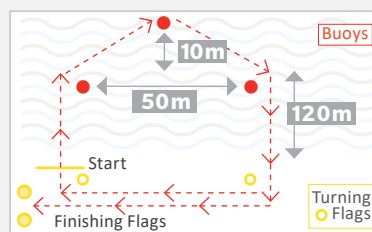
CULMINATION GAME (15 minutes)

Board Relay

- Divide participants up into teams of three
- Explain how the race works and revise tagging technique and collection of boards
- Repeat if time permits and switch up the order of paddlers

Coaching Tips

- > 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 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 (45 minutes)

CPR

- Conduct this lesson in the club or on a grassed area
- Ask Nippers the following question and discuss:
 - Q. Do you know what CPR stands for?
 - A. **Cardiopulmonary resuscitation**
 - Q. What is the first thing you do when you find someone in trouble?
 - A. **DRSABCD**
 - Q. When should you perform CPR?
 - A. **When a patient is unresponsive and not breathing**
 - Q. What are the rates for CPR?
 - A. **30 : 2, 30 compressions to 2 breaths**
 - Q. How can you protect yourself when performing CPR (Cardiopulmonary resuscitation)?
 - A. **Use a face mask or breathe through a shirt**
- Demonstrate Recovery Position and give Nippers a chance to have a practice
- Do a demonstration on a manikin and give Nippers a chance to have a practice on a manikin working in pairs or groups of three/four
- Time Nippers for a period of 2 minutes

LESSON WRAP UP (5 minutes)

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



WESTERN AUSTRALIA

WOODSIDE NIPPERS

U13 LESSON 06

EQUIPMENT

- 1 x rope
- 5 x cones
- 1 x rescue tube per pair
- 20 x beach flags
- 1 x board per team
- 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), 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)

Communication

- Discuss the importance of delivering effective communication as a lifesaver to beach users
- As an organisation providing expert advice and service to the public, it is essential that surf lifesavers use effective communication to:
 - Inform, educate, provide warnings, offer assistance, and give advice**

- Ask Nippers to brainstorm the kinds of messages that lifesavers could communicate to beach users:
 - **Making the public feel welcome**
 - **Advising the public of patrol times and club services**
 - **Advising of current and forecast conditions**
 - **Advising of proximity to a hazard or their breaching of a beach safety regulation**
- Discuss how you can communicate:
 - PA, information boards, roving patrols**

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 into 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 (15 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 – Tube Rescue

- Revise and demonstrate how to do a tube rescue
- Choose a Nipper to demonstrate with you on the beach
- Divide Nippers into pairs each with a tube (each pair is designated a colour buoy if using stringline)
- Pairs to practice this technique on the beach
- Once competent run a race out in line with the buoys
- Repeat so both Nippers have a turn at being a 'patient' and a 'rescuer'
- If using a proper stringline you may have to run heats (only nine pairs can be run at a time)

Questioning

Q. How do you wear a rescue tube?

A. Pull the end of the belt so it unwinds, place the belt over your head and under one arm like a sash, carry the tube until you reach the water

Coaching Tips

- > First swimmer (patient) swims out to their can, puts one arm over the can and other arm straight up in the air (if no stringline patient can just wave arm for assistance when in line with buoys)
- > On this signal the second swimmer (rescuer) runs into the water with the tube under their arm, release once you can no longer wade
- > Once behind the cans, stop 2m from the patient and pass them the tube to hold then clip it up (patient assists by pulling tube together and leaning forward so rescuer can do up the clip)
- > Once the patient is secure proceed back to shore, rescuer towing the patient
- > Patient can assist by kicking their legs

SKILL DEVELOPMENT (15 minutes)

ACTIVITY 2 – Beach Sprints

- Revise crouch starts
- Take participants to start line and line them up in groups of eight
- Repeat 4-5 times

Coaching Tips

- > 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



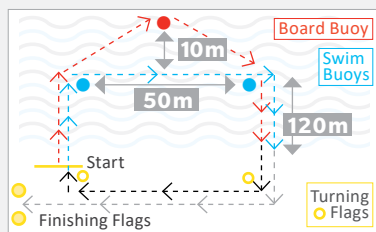
CULMINATION GAME (15 minutes)

Cameron Relay – Board-Run-Swim-Run

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

Coaching Tips

- > Paddler races from left to right around the three buoys and tags the first runner on the waters edge
- > First runner runs up the beach, around the turning flags and tags the swimmer at the start/changeover line
- > Swimmer proceeds around the two buoys then returning to the beach tagging the second runner at the waters edge who runs up the beach around the turning flags and through the finish flags
- > Make sure you tag each other on the back and above the water line



LESSON (35 minutes)

Interview

- In groups Nippers complete a scenario involving a typical injury encountered by a patrol (eg bleeding, sting, dislocation, fracture, heart attach). Group to complete an incident report as if they were on patrol.
- Please refer to appendices for incident report form

LESSON WRAP UP (10 minutes)

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



WESTERN AUSTRALIA

WOODSIDE NIPPERS

U13 LESSON 07

EQUIPMENT

- 8 x volleyballs
- 4 x turning/finishing flags
- 3 x buoys
- 1 x board per person/pair
- 8 x batons
- 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 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)

Weather Conditions

- Sit the participants down for this discussion
- Ask the following questions to generate a discussion on weather:
 - Q. What is weather?
 - A. **It's a description of what's happening with the air, sun, rain and wind at any given time**
 - Q. What type of weather do we get in this part of Australia?

A. Summer – hot days, windy afternoons

Q. How can the weather affect the role of lifesavers at the beach?

A. **Numbers of people i.e. sunny-more, wet- less; cold water, hot conditions, storms-much more dangerous with lightning and waves; sea breeze - stronger currents and drift**

Q. How can we be prepared for different conditions?

A. **Check conditions before you go to the beach, assess before entering the water, sun protection, wet weather equipment, appropriate warning signage**

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

WATER UNDER AND OVERS (10 minutes)

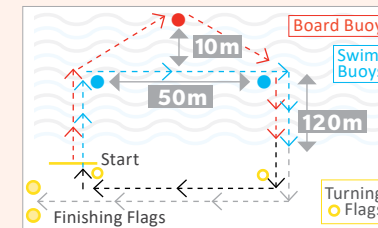
- Divide the group into groups of 6-8 people
- Line the teams up in waist deep water out from the beach and give each team a ball (volleyball/soccer ball)
- On 'go', the person at the start of the line passes the ball under their legs; the second person takes the ball and passes it over their head
- Continue this under and over action until the ball reaches the last person who will wade to the front of the line and start the action again
- The game ends once everyone is back in the original position

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 – Ironman/woman

- Give a brief explanation of the course and the order (swim-run-board-run)
- Depending on numbers, break participants 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 (between the flags)
- > 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 second group

SKILL DEVELOPMENT ACTIVITIES (20 minutes per activity)

ACTIVITY 2 – Board Rescue

- Split participants into pairs (1 swimmer and 1 board paddler)
- Explain and demonstrate the best pick up method
- Allow 5 minutes for Nippers to practice this technique
- Run board rescue races in heats until every pair has had a turn
- For those that are waiting for their turn, have them watch and see what works/doesn't work for those paddling
- If you have large numbers and to decrease waiting time have swimmers swim out in line with two buoys rather than to a certain can then you are able to run more teams at once

Coaching Tips

- > Swimmer should sit a few metres off the back of the buoys
- > Board paddler stops just before patient and starts to spin the board around
- > As the paddler does this the swimmer ducks under the board as its spun and helps push it around with their hand
- > Once turned around, the swimmer climbs onto the board, either front or back whichever works best with their partner
- > Once you are both on the board and balanced start paddling

ACTIVITY 3 – Beach Relay

- Revise the baton changeover and transition 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 runners 2-4 wait for the changeover 5m behind the start line
- Repeat and switch team order

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
- > As the incoming runner is 5m away from the start line, awaiting runner should start jogging forward to exchange the baton

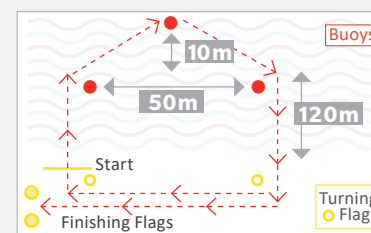
CULMINATION GAME (20 minutes)

Board Relay

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

Coaching Tips

- > 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 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



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

LESSON WRAP UP (10 minutes)

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



WESTERN AUSTRALIA

WOODSIDE NIPPERS

U13 LESSON 08

EQUIPMENT

- 4 x cones
- 1 x volleyball
- 4 x turning /finishing flags
- 3 x buoys
- 8 x batons

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), markers for the 1km run 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)

Rips

- Discuss what a rip is and how they form:
 - Water that has come in to the beach in waves needs a way back out to sea, as the water moves out to sea it creates a trench that channels the water**
- How to spot a rip:
 - **Darker colour due to the water being deeper**
 - **No waves breaking where there are waves breaking either side**

- Discuss inshore drift, holes and feeder currents and how they add to the dangers of the rip currents
 - They are found near rips feeding water into it, strong currents can drag you into the rip**
- Discuss different types of rips:
 - Permanent** – Remains in the same spot for many years (near groin, headland)
 - Fixed** – Long established hole/gully, lasts for months
 - Flash** – Temporary, maybe due to large surf build up in a short time
 - Travelling** – Moves along the beach
- Ask Nippers how you could use rips in a positive way:
 - **Can use it to swim out through the surf fast**
 - **Helpful if performing a rescue or wanting to get out through the surf in a race**

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 volleyball is not caught whoever was attempting to catch it or is closest to where it lands, moves to the other team
- Play continues until instructor says 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 – 1Km Run

- Set up a marker 500m down the beach which they can run around (or 250m and run two laps)
- Have Nippers running up on soft sand
- Explain to the Nippers that this is a race which is run a carnival, states and nationals
- Run this race with the whole group at one time

Coaching Tips

- > It is a long race make sure you pace yourself and are sufficiently warmed up and stretched before racing
- > Run in a straight line on toes rather than flat footed
- > Bend elbows at 90 degrees
- > Hold hands lightly clenched or open
- > Swing hands to eye level on forward swing

Questioning

- Q. What should you always remember when competing in a longer race?
- A. **Pace yourself, have a strong start (first lap), set into a solid pace (middle) and last lap push harder to the finish line**



SKILL DEVELOPMENT ACTIVITIES (20 minutes per activity)

ACTIVITY 2 – Board Race

- Revise and demonstrate bunny hopping skills
- Give participants 5 - 10 minutes to practice with their partner (or individually) taking turns to paddle out and catch a wave 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

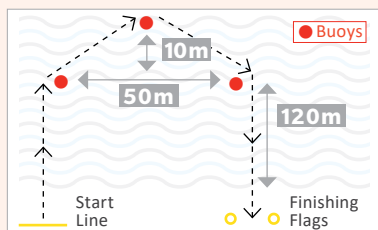
Coaching Tips – Bunny Hopping

- > 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 are moved in a synchronised manner driving off the bottom on a bounding motion
- > After driving with legs, all weight should be on the arms and shoulders allowing both legs to fully clear the water

Questioning

Q. When is bunny hopping useful?

A. To move across a sand bank where it is too deep to run - also in shallow water it can be quicker than paddling, especially through as 'dead zone' when coming back in



ACTIVITY 3 – Surf Race

- Discuss creating a race plan
- 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

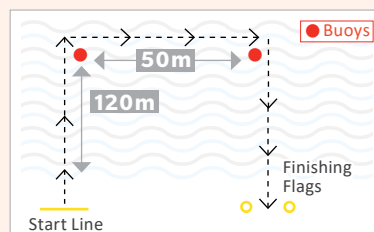
Coaching Tips – Improve Your Race

- > Check for any potholes, sand banks, troughs etc so you don't trip and you know where to run/wade/dolphin
- > Check both the entry and exit spots
- > Look for land marks to help you keep on course
- > Watch the water to take note of any rips, currents, water movement, test this out in a warm up or by watching previous races

Questioning

Q. Why is it important to do this before every race?

A. Every location is different and conditions can change throughout the day including wind, waves and currents



CULMINATION GAME (20 minutes)

Beach Relay

- 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
- Starters commands are '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 (10 minutes)

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



WESTERN AUSTRALIA

WOODSIDE NIPPERS

U13 LESSON 09

EQUIPMENT

- 6 x volleyballs
- 8 x cones
- 3 x buoys
- 4 x turning/finishing flags
- 1 x board per person/pair
- 20 x beach flags
- 1 x stringline (optional)
- rope

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. If you are not a qualified lifesaver (bronze medallion or Senior First Aid) find someone at the club who can help instruct the First Aid component of this lesson
5. Set up an area for flags (15m) 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)

First Aid

- What is first aid? **The immediate or emergency assistance given to people suffering from illness or injury**

- How can you protect yourself when performing first aid?
Avoid direct contact with blood or any bodily fluids by wearing gloves
- What's the first step before assessing a patient?
DRSABCD
- Treatments for some common injuries:
Severe bleeding – Lay the patient down with feet raised and apply firm direct pressure to top the bleeding
Nose bleeds – Apply pressure over the soft part of the nostrils and have the patient sit up and lean forward
Burns – Cooled by running cold water over it for 20 mins
Soft tissue injuries (sprains & strains) – **RICE**: Rest, Ice, Compression, Elevation, (referral to minimise bleeding and swelling)
Stingers – wash off with warm water and if welts appear apply ice
Snake bites – Patient should move as little as possible, call an ambulance and apply a pressure bandage (firm and even) to the bitten limb and immobilise

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)

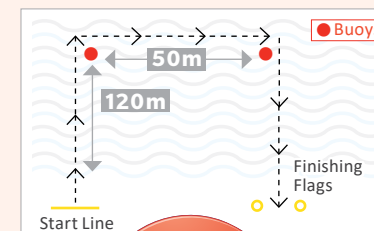
- Break Nippers up in to 2 - 4 teams, use markers to make the centre point and a point an even distance off each side as a mark for the team to reach
- Run a few rounds of tug-of-war alternating different teams against each other

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

- 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



Questioning

- Q. What are important things to check before a surf race?
- A. **Entry and exit points, sandbanks/troughs, watch for currents and rips and use landmarks to identify finish line**

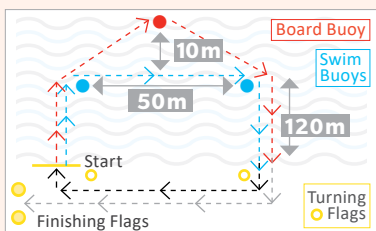
SKILL DEVELOPMENT ACTIVITIES (20 minutes per activity)

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



ACTIVITY 3 – Beach Flags

- 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

- > 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

Questioning

Q. How can you get disqualified in flags?

A. False starting, and obstructing another competitor

CULMINATION GAME (20 minutes)

Board Rescue

- Split participants into pairs (1 swimmer and 1 board paddler)
- Run board rescue races in heats until every pair has had a turn
- For those that are waiting for their turn, have them watch and see what works/doesn't work for those paddling
- If you have large numbers have swimmers swim race out in line with two buoys rather than to a certain buoy so you are able to run more teams at once

Coaching Tips

- > Each team is designated a buoy, only nine teams can participate at any time
- > On 'go', swimmer swims out to their designated buoy placing one arm over the buoy and the other straight up in the air (if no buoy simply raise arm)
- > Once the swimmer arrives at the buoy and signals, the board paddler leaves the beach to pick them up
- > Board paddler paddles behind the can, the swimmer climbs on
- > Once both people are on the board they can make their way over the string line and back to shore
- > Both paddlers must be holding the board as they cross the line
- > Front paddler to be as far forward on the board as possible without the nose sinking with legs slightly apart
- > Back paddler to lay half way up the front paddler with legs apart to help with balance
- > Both paddlers to paddle as normal and in time with each other

LESSON WRAP UP (10 minutes)

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



WESTERN AUSTRALIA

WOODSIDE NIPPERS

U13 LESSON 10

EQUIPMENT

- 4 x cones
- 3 x buoys
- 1 x stringline (optional)
- 1 x board per 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 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)

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. **Watch the water, observe the waves, make sure the conditions suit your ability, waves come in sets (regular pattern of smaller and bigger waves) so you need to watch for a period of time, waves may look small (lulls) but then the bigger waves of the set may be coming**
- 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, changing wind (afternoon sea breeze in summer) can increase waves and currents**

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

RELAY SWITCH UP (10 minutes)

- Mark out a small relay course on the beach (approx 20 - 30m long) and break Nippers in to teams of 4 - 6
- Run the relay through a couple of times each time changing what they have to do (e.g. high knees, skipping, crawling, running backwards, running sideways etc.)
- As an alternative have them run through the relay continuously then have them change what they are doing on your call

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 – Beach Sprints

- Take participants to start line and line them up in groups of eight
- Repeat 4 - 5 times



Coaching Tips

- > Allow Nippers time to set up correctly on the start line and dig blocks
- > 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

SKILL DEVELOPMENT ACTIVITIES (20 minutes per activity)

ACTIVITY 2 – Board Rescue

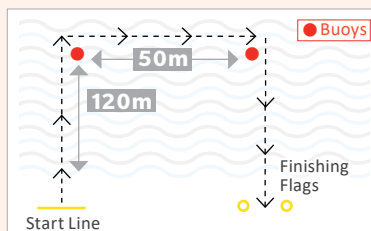
- Split participants into pairs (1 swimmer and 1 board paddler)
- Run board rescue races in heats until every pair has had a turn
- For those that are waiting for their turn, have them watch and see what works/doesn't work for those paddling
- Run races nine pairs at a time (if using stringline) otherwise race in line with buoys

Coaching Tips

- > On 'go', swimmer swims out to their designated buoy placing one arm over the buoy and the other straight up in the air (if no buoy simply raise arm)
- > Once the swimmer arrives at the buoy and signals, the board paddler leaves the beach to pick them up
- > Board paddler paddles behind the can, swimmer climbs on
- > Once both people are on the board they can make their way over the string line and back to shore
- > Both paddlers must be holding the board as they run across the line
- > Front paddler to be as far forward on the board as possible without the nose sinking with legs slightly apart
- > Back paddler to lay half way up the front paddler with legs apart to help with balance
- > Both paddlers to paddle as normal and in time with each other

ACTIVITY 3 – Surf Race

- 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



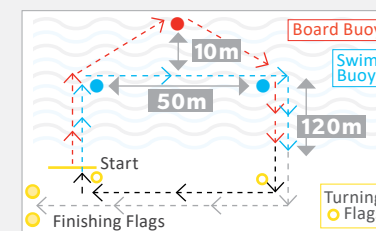
CULMINATION GAME (20 minutes)

Cameron Relay – Board-Run-Swim-Run

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

Coaching Tips

- > Paddler races from left to right around the three buoys and tags the first runner on the waters edge
- > First runner runs up the beach, around the turning flags and tags the swimmer at the start/changeover line
- > Swimmer proceeds around the two buoys then returning to the beach tagging the second runner at the waters edge who runs up the beach around the turning flags and through the finish flags
- > Make sure you tag each other on the back and above the water line



LESSON WRAP UP (10 minutes)

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

