



AGE GUIDE

STAGE 2





WELCOME TO THE FAMILY & SAFETY SIGNAGE

LESSON 1 - 40 MINS



LEARNING OUTCOMES

**Develop an understanding of surf life saving in Australia Identify the surf club as a welcoming place
Recognise the importance of beach safety signage Identify and understand safety signage on
their beach**



PREPARATION

Organise one or more lifesavers and some lifesaving equipment to show/demonstrate during the lesson. Speak to the patrol captain before the lesson so that they are available to assist with your group.

Worksheet: Signs of the times

Take note of beach signage in and around your beach.



DISCUSS

Welcome all the participants and parents to the junior program and surf club.

Introduce (from those available) the main people involved in running the junior program or the club.

Discuss some of the history of surf life saving in Australia and in particular the history of your club - include any interesting facts you might know.



ACTIVITY 1

Take your group of participants and parents on a tour of the surf club and surrounding environment.

Point out areas of interest and importance at your surf club e.g. showers/toilets, club hall, equipment shed, patrol room etc.



DISCUSS

Start the lesson by discussing why signage is used at the beach (i.e. tourists, non-english, speaking beach users, environment, safety).



ACTIVITY 2

Get participants together and take them on a tour around the beach looking for signage which provides the public with information, points out hazards or prohibited warnings etc.

At each sign you find discuss:

What the sign is designed to achieve (information, warning, instruction).

Whether the sign is effective or not, why?

The types of individual signage showed on the sign that could be placed along the beach and where they would be placed:

'Rip' signs are placed in front of rips.

'Stinger' signs are placed on beach when stingers are present.



ACTIVITY 3

Take your group of participants and parents on a tour of the surf club and surrounding environment.

Point out areas of interest and importance at your surf club e.g. showers/toilets, club hall, equipment shed, patrol room etc.

PERSISTENCE PAYS

LESSON 2 - 20 MINS



LEARNING OUTCOMES

Identify the actions they can take when feeling frightened, lost, upset or bullied

Recognise the importance of persisting when needing help



PREPARATION

No preparation needed.



IMPORTANT

If you are not confident discussing the personal safety topics in this lesson, identify and bring in somebody who can help, i.e. teacher, club captain, club president, police officer etc.



DISCUSS

Talk to participants about the importance of having trusted people who you can talk to when you are feeling frightened, lost, upset or bullied.

Discuss "What if..." situations and ask participants to recognise if the action is safe or unsafe.

Relate the content back to the surf club environment, such as; 'What if you were really scared of the big surf and were being bullied to go out?'

Discuss with participants the following scenario:

- What if you told a person you trusted that you did not feel safe and nothing happened?
- What if the person did not believe you?
- What if the person was too busy to listen?
- What if the person wasn't there?
- What if the person believed you and still did nothing?



ACTIVITY 1

Create a couple of role plays:

Participants are to split up into groups of 3 or 4. A role play scenario is given to each group.

Each group is allocated a 10 minutes to address the scenario. Allocate a parent/helper to each group to ensure they understand what they are doing and stay focused.

Role Play 1

Billy has been bullied at nippers and tries to talk to Bob but Bob doesn't want to listen. Billy decides to talk to Caitlin and Caitlin listens. Caitlin is to listen to Billy and persist on finding out more information about him being bullied.

Role Play 2

Joe has hurt his leg while running on the beach. Zoe notices that he is hurt and persists in finding out as much information to pass onto the age manager or a person in their safety network.

AGE MANAGER TIPS

Keep the lesson short and focused on beach/surf activities/situations to ensure relevance. Be aware of the language being used and the actions of the participants.

ENERGY CONSERVATION

LESSON 3 - 20 MINS



LEARNING OUTCOMES

Recognise the difference between renewable and non-renewable energy generation Identify ways in which electricity usage can be reduced in the surf club



PREPARATION

Whiteboard and markers (optional) Butcher paper and markers (optional).



DISCUSS

Whiteboard and markers (optional). Butcher paper and markers (optional).



INFO BOX

WHAT IS RENEWABLE AND NON-RENEWABLE ENERGY?

Renewable energy: Uses natural resources such as sunlight, wind, rain, tides and geothermal heat, which are found in nature and can always be found.

Non-renewable energy: Is energy taken from resources that will eventually run out, become too expensive or too environmentally damaging to get.



DISCUSS

Ask the group to list renewable energy sources and non-renewable sources and write them on a whiteboard/butchers paper. If they are finding it hard to name any then you can add to the list. Be sure to describe each source as not all participants will understand what one participant might suggest.



INFO BOX

ENERGY SOURCES

Renewable: Solar power, wind power, hydroelectricity, biofuels for transportation.

Non-renewable: Coal, petroleum, diesel fuel, gasoline, natural gas, uranium ore (nuclear).



DISCUSS

Discuss why it is important for the world to focus on non-renewable energy.

CONTINUED...



ACTIVITY 1

Form small groups of 3 or 4 participants and give each group a large piece of butchers paper and pens. Write the following headings on a whiteboard/butchers paper for everyone to see and give each group 10 minutes to answer them:

Give examples of how non-renewable energy is being used these days.

What type of energy is our surf club being run on?

List all the things that use electricity at the surf club.

Draw an outline of the surf club and add the form of energy collection you think would work best at the club. Describe why you chose this technology.

List ways in which we can reduce the amount of electricity used in our surf club After 10min ask each group to present their answers to the rest of the participants.



ACTIVITY 2

Finish the lesson by conducting a surf club 'energy audit' by taking the group on a tour of the club and stopping at different areas of electricity usage to discuss ways in which electricity is being wasted and ways electricity usage could be reduced.

Include things such as: lights, radio's charging, kitchen appliances, water heating, and any other things the participants may have listed in their groups.

RISKY BUSINESS

LESSON 4 - 40 MINS



LEARNING OUTCOMES

Recognise 'at risk' people in a beach environment

Identify actions that can be taken to help 'at risk' people avoid dangerous situations

Recognise the different types of interpersonal communication used in a beach environment Identify why interpersonal communication is an important skill for a lifesaver



PREPARATION

Whiteboard and markers (optional) Butcher paper and markers (optional).



DISCUSS

Start a discussion on what 'at risk' beach users are.

Discuss with participants the factors that affect different kinds of beach users and how these factors may cause them harm.



INFO BOX

AT RISK BEACH USERS

Age extremities: very young and very old people on the beach should always be observed carefully. Young children should be intercepted if they approach the water without adult supervision.

Overweight people: these people are often in poor physical condition.

Recent immigrants and tourists: people from countries where surf conditions may not be as rough should be kept under careful observation.

Unstable or intoxicated people: those whose behaviour patterns show lack of coordination should be viewed as possible candidates for rescue.

Float users: these people should be observed until the lifesaver is sure they are competent without floats.

People improperly dressed for the beach conditions: be wary of people who attempt to swim in clothing that is unsuitable for the surf, e.g. jeans.



DISCUSS

Ask participants to recommend actions they could take to help avoid people get into dangerous situations at their beach. Answers may include:

Use signage.

Talk to at-risk people.

Scanning surf conditions before entering the water Preventative education (schools etc).

AGE MANAGER TIPS

Be mindful when discussing 'at risk beach users' not to talk too loud or point out people on the beach.

CONTINUED...



DISCUSS

Start with a discussion on communication using the following starters:

What are the different ways we communicate with each other?

Spoken/signals/signs, etc.

Do we communicate differently to different people? Why?

Friends/parents/teachers/etc.

How do we communicate in a lifesaving environment?

Spoken/signals/signs/etc.

Discuss with the participants some of the things that can make it hard to communicate properly using the following starters:

What are some things that might make it hard to communicate with someone? (i.e. background noise, language ability, distance, etc.).

Why is it important to listen properly? (i.e. so you can understand, so people trust you, so in a rescue scenario you know what to do, etc.).



ACTIVITY 1

Split the participants into pairs.

Have each participant tell their partner the following three things about themselves:

Name.

Favourite movie and why.

Favourite thing to do on the weekend.

When both participants in each pair have finished get the whole group to listen while each participant introduces their partner mentioning the three things they have learnt about them.



ACTIVITY 2

Conduct the following scenario's:

Pair off the participants and get one person from each pair to group up around you.

Make up a sentence and ask them to communicate it to their partner in one of the following techniques: -

- Spoken nicely beside partner

- Using hand signals

- Spoken from 50 metres away

- Spoken with another junior surf group doing their activities in the middle

- Using hand signals with another junior surf group doing their activities in the middle

Finish the lesson by discussing the outcomes of the scenario's.

Were any ways of communicating easier than the others? Why?

What is the best way to communicate with somebody?

How did it feel to be communicated to in some of the more difficult techniques?

AGE MANAGER TIPS

Place parents/helpers among the participants to keep an ear out for inappropriate language/hand signals.

HERE TO HELP

LESSON 5 - 45 MINS



LEARNING OUTCOMES

Identify the principles of DRSABCD

Recognise and manage patients suffering from cuts and abrasions, bleeding from the nose, sprained muscle ligaments and sunburn.



PREPARATION

Whiteboard and markers (optional)

First Aid equipment

Butcher paper and markers (optional)

Any injury props (if available)



IMPORTANT

If you are not confident instructing the skills in this lesson bring in a qualified trainer or lifesaver to help deliver the lesson.



INFO BOX

DRSABC

D = Danger – Check for danger to yourself or the patient

R = Response – Assess consciousness

S = Send – If unresponsive, Send for help by calling Triple Zero (000).

A = Airway – Open and clear airway

B = Breathing – Look, listen and feel for breathing

C = Compressions – Commence CPR

D = Defibrillation – Use ASAP if trained operator is available



DISCUSS

Refresh the principles of DRSABCD



INFO BOX

Minimising the risk of infection:

Avoid direct contact with the blood and other body fluids of the person being treated.

For your own safety wear protective gloves for every case.

Keep First Aid rooms spotless and clean away any body fluids after treatment.

Dispose of contaminated supplies in the correct bins.



DISCUSS

Discuss the need to protect yourself from cross contamination when performing First Aid.

CONTINUED...



ACTIVITY 1

Discuss and demonstrate how to treat the following First Aid instances one at a time.
After each demonstration ask the participants to pair up and practice treating their partner.

Cuts and Abrasions (Clean/Control/Cover).

Bleeding from the nose (Head forward/squeeze nostrils for up to 10 minutes)

Sprained muscle ligaments, i.e. sprained ankle (R.I.C.E principle)

Sunburn (Rest/Cool/Fluid)



ACTIVITY 2

Split the participants into small groups and give each group a scenario to perform in a safe controlled environment.

Scenario 1: A beach user has tripped and fallen onto a piece of driftwood and cut their arm

Scenario 2: A beach user has presented themselves to you with a bleeding nose

Scenario 3: A swimmer exits the water and twists their ankle in a small hole

Scenario 4: A tourist has spent too long in the sun without sunscreen and has severe sunburn Use props to simulate injuries and to make the scenarios more realistic and fun.

Set up simple scenarios.

Ask participants to demonstrate how they would react to such a scenario and what first aid action they would take. Rotate the scenario's around the groups so all participants get a turn at practicing their skills.

Life savers could be used to help with scanning for rips.

AGE MANAGER TIPS

Lifesaving competitors will be a great help with creating scenarios/injuries

THE BREATH OF LIFE

LESSON 6 - 45 MINS



LEARNING OUTCOMES

Perform cardiopulmonary resuscitation (CPR) techniques



PREPARATION

Qualified trainer or lifesaver.

Whiteboard and markers (optional) Resuscitation training equipment and disinfectant.

Butcher paper and markers (optional).

Worksheet: DRSABCD Flowchart.

AWARD DELIVERY OPTIONS

From the age of 10 a junior member in surf life saving can work towards obtaining a Resuscitation Certificate. As an age manager you have two options for the delivery of resuscitation to your 10 year old participants:

Option 1 – Deliver a single lesson on Resuscitation (lesson plan provided on this page).

If you are qualified trainer or lifesaver the lesson would be delivered by you. If you are not qualified you would need to find a qualified bronze lifesaver or trainer to deliver the lesson.

Option 2 – Guide your participants towards a Resuscitation Certificate through the season.

(A) Have a qualified trainer deliver an initial lesson on Resuscitation.

(B) During the season conduct further lessons with your participants, to practice the skills and knowledge learnt in the initial session.

(C) When the participants are ready (towards the end of the season) get a qualified assessor to conduct an assessment session.



IMPORTANT

Have a qualified trainer or lifesaver deliver the lesson on resuscitation.

The lesson should be delivered from the SLSA Training Manual as there is not enough room in this lesson plan to provide the necessary instruction.

This lesson plan is a basic overview of what should be taught in a one off resuscitation lesson – not to be used as a lesson for instructing for the resuscitation certificate.



DISCUSS

Have discussions on areas such as Hygiene – Minimising the risk of infection, The Chain of Survival, DRSABCD Flow Chart When to start CPR, Rates for CPR.



DEMONSTRATE

Discuss and then demonstrate One person patient assessment.

Mouth to mouth and mouth to nose rescue breathing techniques as part of CPR Procedures for managing patients after CPR.

CONTINUED...



ACTIVITY 1

Have participants get into small groups (depending on the number of manikins you have available) and practice resuscitation.

Provide scenarios to the groups to use as starting points for practicing.



DISCUSS

Finish the lesson by getting together as a group and discussing any issues, thoughts and feelings that have come out of the session.

AGE MANAGER TIPS

Split this lesson into multiple lessons if you have large groups to make them more effective.

UP AND OUT

LESSON 7 - 30 MINS



LEARNING OUTCOMES

Attempt or perform a dismount from a nipper board



PREPARATION

Nipper Boards Marker cones.

Water Safety Personnel (1:5).



IMPORTANT

If you are not confident coaching the skills in this lesson bring in a surf sports athlete or coach to help deliver the lesson. Discuss the surf conditions and safety considerations before entering the water.



COACHING POINTS

CONTROLLED DISMOUNT (BOARD RESCUE TECHNIQUE)

Stay on board until knee depth water or when your hand can just touch the sand to indicate shallow depth. When shallow enough swing one foot over each side of the board and use them as brakes to help you come to a stop. Step off board and grab front handle to drag board out of water.



DEMONSTRATE

In the water demonstrate how to do a controlled dismount from a board.



ACTIVITY 1

Have participants practice their skills in the water in an area close to shore and marked out by Water Safety Personnel.



COACHING POINTS

RACING DISMOUNT

Stay on board till knee deep water or when your hand can just touch the sand to indicate shallow depth. Keep eyes on strap/handle.

Grab front handle.

Stand and run to finish, dragging the board Finish on feet in control of board.



DEMONSTRATE

In the water demonstrate how to do a controlled dismount from a board.



ACTIVITY 2

Have participants practice their skills in the water in an area close to shore and marked out by Water Safety Personnel.

CONTINUED...



ACTIVITY 3

Set up a finish line on the beach 10 metres from the waters edge using marker cones.

Take the participants out into waist depth water with their boards and line up facing the beach (if you have a large group take one small group at a time).

Tell the participants that on 'Go' they are to race back to the beach and finish over the finish line between the marker cones.

Repeat this 2 or 3 times.

AGE MANAGER TIPS

Ensure participants know which dismount is used for rescues and which is used for racing.

ASSUMED SKILLS

This lesson assumes participants have acquired previous skills from earlier awards: Positioning on a board and basic paddling technique, Entering the surf and bunny-hopping with a board, Sitting over a wave and paddling through a wave.

THE EASY WAY IN

LESSON 8 - 15 MINS



LEARNING OUTCOMES

Attempt or perform catching a wave on a nipper board



PREPARATION

Nipper Boards

Water Safety Personnel (1:5)



IMPORTANT

If you are not confident coaching the skills in this lesson bring in a surf sports athlete or coach to help deliver the lesson. Discuss the surf conditions and safety considerations before entering the water.



COACHING POINTS

CATCHING A WAVE

Look behind to watch for waves.

Increase your speed as wave approaches.

When on the wave paddle for at least two more strokes.

Grab hold of the back handle and slide your body back enough to prevent nose diving. Keep feet apart for balance.



DEMONSTRATE

Draw the shape of a board in the sand or lay a board on the sand (digging a hole where the fin is so the board lies flat).

Demonstrate to the participants the correct body technique for catching a wave while talking them through the steps.



ACTIVITY 1

Position the participants in a semi circle and ask them to draw the shape of a board in the sand each with a board or lay a board on the sand (digging a hole where the fin is so the board lies flat).

Ask participants to position themselves on their board as if they were paddling.

Talk the participants through catching a wave and ask them to demonstrate what they should do. Tell them that a wave is approaching (they need to paddle faster).

Tell them that they are on the wave (they take 2 more strokes and then pretend to grab the back handles while sliding their body back on the board keeping their feet apart).

Walk around the semi circle and check to see all participants are in the correct position, making adjustments as necessary.



DEMONSTRATE

Line up the participants on the waters edge and demonstrate how to catch a wave.



ACTIVITY 2

Have participants practice their skills in small waves in an area close to shore and marked out by Water Safety Personnel.

CONTINUED...



ACTIVITY 3

Finish the lesson by playing games such as 'party waves' where everyone tries to catch the same wave. Mix this up by seeing who can make it furthest to shore on a wave.

AGE MANAGER TIPS

If you do not have enough boards get the participants to partner up.

ASSUMED SKILLS

This lesson assumes participants have acquired previous skills from earlier awards: Positioning on a board and basic paddling technique, Entering the surf and bunny-hopping with a board, Sitting over a wave and paddling through a wave.



NEVER BOARD IN A TEAM

LESSON 9 - 30 MINS



LEARNING OUTCOMES

Attempt or perform a board relay race



PREPARATION

Nipper Boards

Water Safety Personnel (1:5)



COACHING POINTS

BOARD RELAY

One board-paddler completes the course at a time.

When returning to the beach the board-paddler must drag or carry the board up the beach towards the next board-paddler.

The next board-paddler is waiting with their board.

When the first board-paddler tags the next they can enter the water This is repeated for the next transition.



DISCUSS

Introduce the principles of a board relay.

Note: It is most likely you will only have enough boards for one per team. If this is the case then remind the participants that they will need to swap boards during the transition for this lesson.



ACTIVITY 1

Divide the participants into teams of three or more and provide each team with a board.

Line each team up facing the water with one water safety personnel per team as a marker 20m out to sea. Make sure each team is 5 metres apart so they do not run into each other.

Explain to each of the participants that they need to go to the left of their water safety marker.

Instruct participants to wait until tagged before their next team mate can go and encourage participants to do some bunny hops on their way out.

Start the board relay when all the participants understand the activity and are ready Repeat the relay 2 or 3 times.

AGE MANAGER TIPS

Mix up the teams so everyone has a chance of being in a winning team.

ASSUMED SKILLS

This lesson is a progression of board skills through the junior development award program. It assumes participants have acquired previous skills from earlier awards. The assumed skills for this lesson are: positioning on a board and basic paddling technique, entering the surf and bunny-hopping with a board, sitting over a wave and paddling through a wave, exiting the water with a board, catching a broken and un-broken wave.

I'M A FISH

LESSON 10 - 30 MINS



LEARNING OUTCOMES

Understand the techniques of surf swimming

Demonstrate an ability to swim through surf, parallel to surf and back to shore



PREPARATION

Goggles (for participants if they have them) Swim buoys x 2.

Water Safety Personnel (1:5).



IMPORTANT

If you are not confident coaching the skills in this lesson bring in a surf sports athlete or coach to help deliver the lesson. Discuss the surf conditions and safety considerations before entering the water.



COACHING POINTS

SURF SWIMMING

Heading out through surf – raise your head to look forward as you swim out through the surf so you can see the waves coming and know when to duck-dive waves.

Swimming parallel to the surf – breathe facing out to sea so you can see the waves coming.

Returning to shore (not including bodysurfing) – find a reference point on shore to swim towards so you swim in the straightest line possible.



DISCUSS

Discuss with the participants the techniques for surf swimming.



ACTIVITY 1

Ask the water safety personnel to set up a short swim course with the buoys situations inside the surf
Split the participants into groups of 5.

Assign a water safety person to each group who will swim/paddle along side them.

Instruct the participants to practice these three techniques out in the surf by swimming out and around the buoys Repeat this 4 times.

AGE MANAGER TIPS

Get the participants to focus on one of the 3 skills each time through the activity, then for the 4th time have them focus on all 3 skills to bring it all together.

ASSUMED SKILLS

This lesson assumes participants have acquired previous skills from earlier awards: wading and dolphin-diving, body surfing.

UP AND AT 'EM

LESSON 11 - 30 MINS



LEARNING OUTCOMES

Attempt or perform a crouching beach sprint start Attempt or perform a beach sprint finish



PREPARATION

Marker Cones.



IMPORTANT

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



COACHING POINTS

CROUCHING STARTS

Take the 'on your mark' position.

Hand positions slightly more than shoulder width apart Front foot approx 30cm back from start line.

On 'set' lift hips, rotate shoulder forward and ensure weight is on the hands Eyes looking 20-30cm down track for 'ready' position.

On 'Go' push off front foot.

Keep low with head down for up to 10m Come to upright sprinting position.



DEMONSTRATE

Demonstrate the crouching beach sprint start technique while discussing each of the steps.



ACTIVITY 1

Start by setting up a beach sprint start line by drawing a line in the sand and marking it with cones. In manageable groups have participants line up on the start line.

Use 'Takes your marks' – 'Get set' – 'Go!' to have participants practice their skills. Repeat for up to 10 times until the skills become second nature.



COACHING POINTS

FINISHES

Keep head back looking past the finish line.

Lean forward from hip so chest crosses the line first Do not dive across line.



DEMONSTRATE

Demonstrate the beach sprint finish technique while discussing each of the steps.

CONTINUED...



ACTIVITY 2

In manageable groups have participants line up 20m from the finish line (which was the start line for the first activity). Have participants practice their skills by finishing over the line.

Repeat for up to 10 times until the skills become second nature.



ACTIVITY 3

Set up another line 40m away from the practice line already in place. Split the participants up into groups of 8 for some beach sprint races. Line them up on the start line one group at a time.

Start each group using 'Takes your marks' – 'Get set' – 'Go!' Repeat 3 or 4 times.

ASSUMED SKILLS

This lesson assumes participants have acquired previous skills from earlier awards: Standing beach sprint starts, basic beach sprint running technique.

ROUND WE GO

LESSON 12 - 60 MINS



LEARNING OUTCOMES

Attempt or perform an ironman/woman race transitions Attempt or perform cameron relay race transitions



PREPARATION

Nipper Boards, Marker Cones, Water Safety Personnel (1:5).



IMPORTANT

If you are not confident coaching the skills in this lesson bring in a surf sports athlete or coach to help deliver the lesson. Start the lesson by discussing the surf conditions and safety considerations before entering the water.



DISCUSS

Explain the rules of the Ironman/Ironwoman event: 4 members per team (1 Swimmer, 2 Runners, 1 Board Paddler), the order of legs (swim and board) are drawn ballot – see Junior Competition Events section in the back of this Age Guide.



COACHING POINTS

JUNIOR IRONMAN/IRONWOMAN TRANSITION

Set up the board on a sand mound with front handle pointing high. When you get to your board bend down and grab the front handle drive off the sand and prepare for the entry to the water.



DEMONSTRATE

Demonstrate to the participants how to make a sand mound and pick up their board during a swim to board transition.



ACTIVITY 1

Have participants practice setting up a mound and placing their board on it. Set up a line in the sand 10m away from the boards.

Participants run to their boards pick them up and then run 10m further along the beach. Repeat this exercise until everyone has had plenty of practice.

After a couple of repetitions encourage the participants to complete the transitions as fast as they can to get used to doing them at full pace in a race.



COACHING POINTS

CAMERON RELAY TRANSITIONS

Tag is made with hand (like giving a '5' to someone). The receiving team mate must be behind their line.

CONTINUED...



DEMONSTRATE

Choose a participant to help with the demonstration.

Demonstrate to the participants how to make the following transitions in a cameron relay:

Board Paddler to Runner (Runner waits at waters edge for Board Paddler to reach them and make the tag). Runner to Swimmer (Swimmer is waiting on start line with hand behind them, Runner makes the tag). Swimmer to Runner (Swimmer wades to waters edge and makes the tag with the Runner).

Runner to Board Paddler (Board Paddler is waiting on start line holding board in one arm with other behind their back, Runner makes the tag).

ACTIVITY 2

Pair up the participants and give each pair a nipper board Organise for them to practice one of the transitions at a time.

AGE MANAGER TIPS

This can be difficult for some juniors so please modify the course so that all participants can participate in the lesson

ASSUMED SKILLS

This lesson assumes participants have acquired previous skills from earlier awards: Surf swimming wading and dolphin-diving, body surfing, surf swimming techniques, board positioning on a board and basic paddling technique, entering the surf and bunny-hopping with a board, sitting over a wave and paddling through a wave, exiting the water with a board, catching a broken and un-broken wave.