



AGE GUIDE

STAGE 1





MY BEACH PLAYGROUND

LESSON 1 - 25 MINS

LEARNING OUTCOMES



Know their way around their surf club and beach

Identify the junior activities boundaries.



PREPARATION

Ensure the surf club is available for a tour.



DISCUSS

Sit the participants in a group Welcome them to the surf club.



ACTIVITY 1

Take the participants on a tour of the surf club – explain each area you visit. Make sure the tour visits the following places:

- Bathroom/Changing Rooms (remind participants that they should always ask their Age Manager to go to the bathroom and then go with a friend).
- First Aid Room (this is where people are looked after when they are injured).
- Gear Shed (Where all the rescue equipment is stored, show the participants a few items) IRB Shed (An IRB is usually set up ready for rescues).



ACTIVITY 2

1. Take the participants for a walk along the beach.
2. As you walk along the beach point out important features on your beach (i.e. rock features, patrol towers, pools etc) If a patrol is operating then discuss the patrol flags and what the lifesavers are doing.
3. Finish the beach tour by setting the boundaries for junior activities around the surf club and on the beach.

AGE MANAGER TIPS

If you are new to the club ask a longer serving member to help you with this lesson. Invite the parents to accompany you on the tour. If you have a large group consider splitting the participants into smaller groups.



IF I NEED HELP

LESSON 2 - 25 MINS



LEARNING OUTCOMES

Understand basic safety practices: how to signal for help, importance of having an adult present when in the water, and staying with the group at all times.



PREPARATION

Check the water to identify the presence of any holes or gutters for reference during the session. Have an adult parent/helper ready to walk through the hole/gutter during the demonstration below.



DISCUSS

Sit the group in a circle in a quiet, protected part of the beach.

Discuss the importance of staying with the group at all times. Do not wander off alone. Identify the group's coloured caps / rash tops.

Discuss the need to always have an adult present whenever you go into the water and to stay in shallow water.



DEMONSTRATE

Discuss holes and gutters in the shallows.

If there is a hole or gutter in shallow water on the beach take the group to the water's edge and have an adult parent/ helper walk through the hole/gutter.



DISCUSS

Discuss how to signal for help if in the water (one hand held high above your head, with hand moving slowly side to side). Stand the group up and practice this signal.

Discuss the other signals that are important on the beach (ie. whistle blown by age manager or patrol member, siren sounded from the clubrooms).

Discuss when you may need help (i.e. unsure where to go, if you are hurt, if you feel afraid).

Discuss where you go to get help (i.e. age managers, lifesaver, orange cap water safety, patrol shelter, clubhouse).

AGE MANAGER TIPS

Keep your messages simple and clear, young children have a limited vocabulary and a short attention span. Reinforce the messages in this lesson at every opportunity during other sessions.

FRIEND OR FOE?

LESSON 3 - 25 MINS



LEARNING OUTCOMES

Understand the types of animals that we share the beach with

Identify dangerous animals at the beach



PREPARATION

Touch up on your knowledge of dangerous beach animals.



DISCUSS

Generate a discussion regarding the types of sea animals we share the beach with by asking the following questions:

- What types of animals/creatures do we share the beach with? (i.e. crabs, fish, whales, sharks, jellyfish, stingrays, sea urchin, sea snakes, stonefish etc).
- How do these animals use the beach? (i.e. fish swim in the sea, crabs live in the rocks or under the sand).
- Discuss with the participants that some of these animals are dangerous to us because they have special ways of protecting themselves.
- Ask the participants 'which of these animals are dangerous to us?'

With each answer discuss:

- Why they are dangerous to us.
- What we can do to keep away from these dangerous animals.
- Ensure you cover the following animals:
 - Crabs – not usually dangerous, but be careful.
 - Blue Ringed Octopus – poisonous, don't touch them.
 - Jelly Fish – sting you, don't touch them.
 - Sharks – dangerous, leave the water when a lifesaver tells you.



ACTIVITY 1

Tell the participants you are about to go for a walk along the beach, set some rules for the walk:

- Stay in a group (a good idea is to place a helper at the back of the group to look after the slower walkers).
- Keep close so you can hear what is being talked about.
- Don't touch any animals you might find.
- Don't go in the water.

Take the participants on a walk along the beach and try to find some of the animals you have talked about (it will be easier to find animals like crabs and fish, and a lot harder to find sharks and stingrays). If you come across any of the dangerous animals (i.e. jelly fish) discuss them with the group – but don't touch them.

AGE MANAGER TIPS

Use parents/helpers to manage the group on the beach walk.



SLIP, SLOP, SLAP, SLIDE, WRAP

LESSON 4 - 20 MINS



LEARNING OUTCOMES

Understand the meaning of slip, slop, slap



PREPARATION

Sunscreen, wide brimmed hat, long sleeved shirt.

Prepare flash cards with each of the sunsmart guidelines (Slip, Slop, Slap) and a picture to match.



DISCUSS

Sit the participants in a group (if you have to be outside make sure you are under shade).

Ask the following questions:

- Who likes playing in the sun?
- Why is playing in the sun so much fun? (It's warm, you don't get wet etc).
- What should we all do before going out into the sun? (put on sunscreen, wear a shirt, put on a hat etc).

Ask the participants if they know a good way to remember what to do before going out into the sun (they may have been introduced to sunsmart principles at school).

Show the participants the 'SLIP' flash card.

Ask the participants to describe what this means (Slip on a shirt) Show the participants the 'SLOP' flash card.

Ask the participants to describe what this means (Slop on some sunscreen) Show the participants the 'SLAP' flash card.

Ask the participants to describe what this means (Slap on a hat).



ACTIVITY 1

Ask for a volunteer who would like to be dressed up as sunsmart.

Have the volunteer stand at the front of the group,

1. Take the sunscreen and discuss it with the group (sunscreen needs to be applied before going into the sun, it should be SPF30 and waterproof).
2. Squeeze some into your hands and rub it onto the volunteer, all over their arms and legs and face.
3. Take the long sleeved shirt and discuss it with the group (the long sleeved shirt is best because it protects your arms from the sun).
4. Hand the shirt to the volunteer and have them put it on.
5. Take the wide brimmed hat and discuss it with the group (the wide brimmed hat is best because it protects your neck and ears and face).
6. Hand the hat to the volunteer and have them put it on.

Finish the activity by asking the volunteer to parade his sunsmart costume like a runway model.



ACTIVITY EXTENSION

After the demonstration get all of the participants to dress in a sunsmart manner (if not already) and put on sunscreen.

AGE MANAGER TIPS

Ensure your volunteer is happy to be up in front of the whole group.

WATCHING OVER YOU

LESSON 5 - 25 MINS



LEARNING OUTCOMES

Understand the role of an adult at the beach



PREPARATION

No preparation needed.



DISCUSS

Sit the participants in a group.

Ask the participants the following questions to generate a discussion:

- Who goes to the beach with you? (Mum, Dad, friends, brothers, sisters etc).
- Why is it important to always be at the beach with an adult? (So they can look after you).
- What should the adult do when they are at the beach with you? (They should always stay within arms reach of you in the water, keep you safe).



ACTIVITY 1

Split participants into small groups.

Ask the participants to create a picture on the sand that shows an adult looking after them at the beach. Participants can use sand and any items they find around the beach (seaweed, sticks, shells etc). Give the participants 15min to complete their beach scene, after 15min get all the participants together and walk around each of the groups pictures discussing with them who the adult is and what they are doing.

AGE MANAGER TIPS

If given the opportunity participants can take a long time to create sand sculptures, keep an eye out on progress and hurry them up if taking too long.



I'M A LIFESAVER

LESSON 6 - 15 MINS



LEARNING OUTCOMES

Identify what a lifesaver looks like

Identify the safest place to swim at the beach



PREPARATION

A lifesaver uniform and equipment (shorts, long sleeved t-shirt, wide brimmed hat, cap, first aid bum bag, rescue tube, fins).



DISCUSS

Sit the participants in a group in a quiet place Ask the participants the following questions:

- What is a lifesaver? (A trained volunteer who patrols the beach).
- How do we know what a lifesaver looks like? (They are dressed in red and yellow, they wear a red and yellow cap, they carry a tube etc).
- What does a lifesaver do? (They patrol the beach, they save people etc).
- Where is the safest place to swim at a beach? (Between the red and yellow flags).



ACTIVITY

Ask for a volunteer who would like to be dressed up as a lifesaver Have the volunteer stand at the front of the group.

- Take a piece of the lifesaver uniform and discuss the item with the group.
- Hand the item to the volunteer and have them put it on.
- Continue dressing up the volunteer until they are fully clothed as a lifesaver and have all the lifesaving accessories.

AGE MANAGER TIPS

Ensure your volunteer is happy to be up in front of the whole group.



BEACHED WHALES

LESSON 7 - 20 MINS



LEARNING OUTCOMES

Enjoy playing in the surf Develop confidence in the water



PREPARATION

Water Safety Personnel (Recommended 1:1).



DISCUSS

Sit the participants in a group on the beach facing out to sea.

Discuss the water and surf by asking the following questions:

- Who likes swimming in the sea? (note those that don't raise their hand so you can watch them later in the lesson).
- What is different about swimming in the sea, than swimming in the pool? (The sea has salt water and waves, the pool has fresh water and no waves).
- Discuss what a participant should do if they are not enjoying being in the water. (tell an Age Manager, parent, helper, water safety personnel who will help you).



ACTIVITY 1

Take the participants on a short beach run to warm up.

Snake the run into ankle deep water as you run around (but don't stop and go into the water).



ACTIVITY 2

1. Line up the participants on the edge of the water facing out to sea.
2. Get the participants to hold hands and walk into the water slowly.
3. When in ankle deep water stop and tell the participants to jump the waves as they get to them, do this for ten or so waves.
4. Tell the participants that on the count of 3 they need to sit down in the water.
5. Once sitting down get the participants to roll over onto their stomachs.
6. Get them to stay in that position until a number of waves have washed over their body.
7. Ask the participants to stand and turn to face out to sea again.
8. Walk further into the water until knee deep.
9. Repeat activity (sit, roll over, have waves wash over them).

AGE MANAGER TIPS

Pair up unconfident participants with water safety personnel.

SWINGING LEGS

LESSON 8 - 20 MINS



LEARNING OUTCOMES

Enjoy wading in and out of the water

Develop confidence in the water



PREPARATION

Water safety personnel (Recommended 1:1).



ACTIVITY 1

Line up the participants on the beach.

Ask the participants to show you how they run on the beach by running on the spot.

Ask the participants the following questions:

- Can you run in the water like this? (not very well).
- Why can't you run in the water like this? (because your legs will push against the water and make it hard).
- Ask the participants to show you how they could run in the water by doing it on the spot (see if they made it hard).



DEMONSTRATE

Demonstrate the correct technique for wading Swing legs out and away from body, high knees to clear water Swing arms wide for balance.



DISCUSS

Discuss why we need to wade in the water (we need to wade because if we were to run in the water like we run on the beach it would be difficult because the water is hard to push our legs through, by wading we get our legs up and over the water).



ACTIVITY 2

Have water safety personnel ready at the waters edge.

Get the participants to practice their wading technique on the spot on the sand.

When they have the basic technique right ask them to follow you along the beach like 'follow the leader'

1. Start on the sand.
2. Snake down to the waters edge near the water safety personnel.
3. Wade along in ankle deep water.
4. Move back to the sand.
5. Then move back to knee deep water and wade along .
6. Continue snaking until you think participants have had enough.

AGE MANAGER TIPS

If you're not up for running all over the beach get a lifesaver or another adult to lead 'follow the leader'.

BEACH FAIRIES

LESSON 9 - 25 MINS



LEARNING OUTCOMES

Enjoy playing beach flags



PREPARATION

Marker Cones.

Flags: hose/flag/pipe/plastic tube etc.



DISCUSS

Sit the participants in a group on the beach.

Tell the participants they are about to play beach flags and discuss what beach flags is (it's a game to practice the speed and reaction needed by a lifesaver to respond to emergencies).

Introduce the basic beach flags instructions.



COACHING POINTS

BASIC BEACH FLAGS INSTRUCTIONS

1. There is a start and finish line.
2. You will line up on the start line facing away from the finish line.
3. You lie down on your stomach with your chin on your hands.
4. On the finish line there are flags placed in the sand.
5. When you hear 'Go' you can get up and turn around and run for a flag.
6. When you get to the flag bend over and pick it up.



DEMONSTRATE

If you have a helper or a participant who knows how to do beach flags then use them to demonstrate.

1. Set up a flag in the sand and then walk 10m away from it.
2. Lie down on the sand on your stomach facing away from the flag.
3. Get up, turn around, head for the flag and pick it up (talk the participants through this while it is being demonstrated).



ACTIVITY 1

Set up a start and finish line using marker cones and lines in the sand (no more than 10m apart).

1. Line the participants up on the start line facing away from the flags line (if you have a large group then create smaller lines behind each other).
2. Have a helper place a flag on the finish line for every participant lined up on the start line. The helper will need to stay there and help for the whole lesson.
3. Have the participants lay down facing away from the finish line, on their stomachs with their feet on the start line and hands tucked under their chin.
4. On your command 'Go' the participants get up and race for a flag.
5. Repeat the activity 3 or 4 times.

AGE MANAGER TIPS

You can use the participants to help with the flags by having them put their flag back in the sand after picking it up.

LAND CRABS

LESSON 10 - 25 MINS



LEARNING OUTCOMES

Enjoy beach sprinting and participating in beach relays



PREPARATION

Marker Cones Plastic cups.

Ice-cream containers.

Water Safety Personnel (Recommended 1:1).



COACHING POINTS

BEACH SPRINT INSTRUCTIONS

You will line up on the start line with one foot on the line and the other foot behind.

When you hear the word 'Go' you start to run to the finish line at the other end of the track.



ACTIVITY 1

1. Set up a start and finish line using marker cones and lines in the sand (no more than 20m apart) .
2. Explain the beach sprint instructions.
3. Take the participants to the start line.
4. Line the participants up along the start line in groups of about 8.
5. Explain to the participants that on 'Go' they need to run to the finish line .
6. Run through 4 or 5 beach sprints and then start to mix up the way they run:
 - a. Hopping race
 - b. Crawling like a crab
 - c. Running backwards
 - d. Skipping etc
 - e. Participants might also like to come up with their own ideas



COACHING POINTS

CUP AND BUCKET RELAY INSTRUCTIONS

1. The first runner will start with a plastic cup
2. You run down to the waters edge and fill the cup up with water
3. You then run back to your team trying not to spill any water
4. When you get back you tip your water into the ice-cream container on the ground in front of your team
5. When the water is all tipped out you pass the cup to the next person in your team
6. They will then go and collect some water and so on
7. The relay finishes when the ice-cream container has been filled



ACTIVITY 2

Explain the Cup and Bucket Relay instructions. Split the participants up into groups of 4 or more. On 'Go' the first runner starts and the team completes the rela.

AGE MANAGER TIPS

Ensure there is water safety personnel at the waters edge during the relay activity.