

U11 Surf Safety 2

Activity 1 Safety Services

Time 60 minutes (2 units)

Objective To develop the participant's knowledge of safety and emergency services provided in the local area.

Learning Aspects

Ask the participants to list the types of emergency services available in Australia. Have them provide descriptions of each service. Examples are listed at the bottom of the next page.

Hand out a photocopy of the next page and ask the participants to complete it or you can read the questions and answer them as a group. Be sure to familiarise yourself with the questions and answers before conducting the lesson.

Note If possible, arrange a member of a local emergency services group to speak to the participants, be the "Special Guest" and answer any questions.

Activity Provide the group with scenarios to solve involving emergency services. Below are some examples.

A man has been caught in a rip 300m outside of the flags and is being dragged quickly out to sea. Service/s required: IRB, or Quad runner and Rescue Board.

A fishing boat about 2km from shore has overturned and 5 people are in the water. Service/s required: Telephone, Rescue Helicopter, IRB, and Medical Aid.

A young girl runs from the water with a red welt covering most of her arm and face. Service/s required: Medical Aid (Marine sting aid and doctor).

Outcome Participants should be able to identify and describe local emergency and safety services

True or False:

1. T 2.F 3.F 4.F 5.F 6.F 7.F 8.T 9.T 10.F

Examples of Emergency/Safety Services

Telephone – with an emergency contact phone number list attached.

2-way Radio

IRB & Offshore Rescue Boats(ORB) – to pick up people further out to sea.

Surf Rescue Vehicles (Quadrunner) – to move along the beach quickly.

Coast Guard – is the go-between for all clubs in that area. Can update clubs on conditions.

Medical Aid – includes Club First Aid Kit and all local doctors and hospitals.

Helicopter Rescue Services – for fast travel to hospitals for severe accidents.

Safety Services Work Sheet

1.How many Surf Life Saving Clubs are there in your local area?

2.Can you name some of them?

3.What other Water Safety Services are there?

TRUE or FALSE?

1. To rescue people, lifesavers have to be fit and confident swimmers.

True False

2. Most lifesavers get paid for patrolling the beach.

True False

3. The Surf Life Saving Australia safety flag is yellow on top and red on the bottom.

True False

4. You must be 10yrs old before you can join in SLSA activities.

True False

5. Lifesavers will only rescue you if you are in between the flags.

True False

6. Only males can become lifesavers.

True False

7. The red and yellow flags show the safest part of the beach for swimming.

True False

8. Lifesavers wear a uniform.

True False

9. Lifesavers never wear flippers.

True False

10. Lifesavers don't need to know about first aid.

True False

Activity 2 Emergency!

Time 60 minutes (2 units)

Objective To develop the participant's awareness of emergency procedures.

Learning Aspects

- This lesson will explain how to report an accident or emergency.
- Read and discuss the emergency procedures listed below.
- Explain the "3 P's" listed below.

Activity Split the group into two and allocate each group a scenario where each participant has a role. Roles include victim/s, rescuer/s and bystander/s. Have each group act out their scenario for the other group and then consider the way the group handled the proposed situation and what they may have missed. Then swap over. Take the group down to the beach and give them a "real-life" scenario to re-enact using the procedure below.

Outcome Participants should be able to demonstrate the proper emergency contact procedure.

Reporting an Accident/Emergency Procedure

1. Dial 000 (from a payphone or home phone – 112 from a mobile).
2. Report:

Who you are (eg: Jonny Smith).

Where you are calling from (eg: a mobile phone – the number is 0234 567 891 - on Blacksmiths Beach).

And the 3 P's.

Position/Place – the location of the accident is the most important piece of information to report. If you are unsure of the name of the street you are on, locate a landmark that is nearby. (eg: Nobbys Beach near the lighthouse).

People – how many people are involved in the accident. (eg: 5).

Problem – what has happened and how serious are the injuries. (eg: A boat has crashed into the breakwall and two men are bleeding from the head.)

**It is important to take a couple of seconds/minutes to collect your thoughts before calling 000. Things will happen a lot faster if you can give the operator all the information they require.

Activity 3 DR ABC

Time 60 minutes (2 units)

Objective To familiarise the participants with patient assessment procedures.

Learning Aspects

On the following page, is a brief run down on the basics of DRABC patient assessment. Familiarise yourself with it, and inquire from a senior member of your club if you have any queries.

Discuss as a group the procedure for DRABC. Go through basic patient assessment on a manikin or another adult, and then ask the participants to pair up and follow your lead. It is recommended that you only demonstrate on a manikin or another adult.

Ask the participants to practice placing their 'patient' in the recovery/lateral position, obtaining an open airway through maximum head tilt and using the correct pistol grip for jaw support. See diagrams below.

Note Introduce a lifesaver on patrol to assist you in explaining and demonstrating the basic patient assessment, DRABC. They may relay a story about how important learning DRABC is via a personal experience they've had or a fictional account of an incident.

Activity Split into groups of 3, where one person is the victim, and the other two are bystanders. Give each group a scenario (see next page for examples) and ask them to act it out. Use props if desired.

Outcome Participants should be able to demonstrate the procedure for patient assessment, ie: DRABC, as well as place a patient in the recovery/lateral position.

Safety Points

Ensure that children don't get too carried away, or start pushing on each other's chests. Explain that this is only ever used when a person's heart has stopped and that we won't be learning how to do it properly for a number of years, yet. Explain that DRABC is for patient care, so to be gentle when performing it on a person.

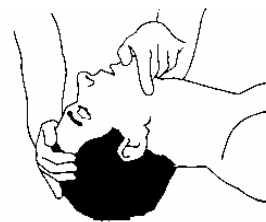
Lateral/Recovery Position



Maximum Head Tilt



Pistol Grip (Jaw Support)



DRABC

DRABC is used to assess the condition of a patient in an emergency situation. Follow the Flow Chart below step by step:

Danger – check for any dangers to you, the patient or any bystanders. Eg; electrical wires, near a road, etc.

Response – check for a response by taking both the patient's hands and

saying to them “squeeze my hands if you can hear me”. If there’s no response, place them into the recovery or lateral position on their side as shown in the diagram on the previous page.

Airways – check that the patient’s airways are clear by opening their mouth and looking for any obstructions. If there are obstructions, place 2 fingers in their mouth to remove it.

Breathing – look, listen and feel for breathing.** Look along their chest for rise and fall indicating breathing, listen to their mouth and feel with your cheek for air emitting from their mouth. If there is no sign of breathing, using maximum head tilt and pistol grip (as shown on previous page) give the patient 5 quick breaths in 10 seconds.

Circulation – check that the patient has a pulse by placing your first and middle finger on the patient’s neck, just below the ear and the jaw.

**For children of this age, it may not be necessary to progress past the Look, Listen and Feel for breathing stage. This will depend on the maturity of the group.

Possible Scenarios

Three friends are playing in a rock pool when one of them slips and falls, banging their head. The other two friends rush over to find their friend unconscious. What should they do?

A family has visited the beach on a hot, sunny day. Little Darcy is so excited to be at the beach, that she forgets to stop and have a drink. All of a sudden she felt quite exhausted and a bit dizzy. And then she fell to the ground, unconscious. What can Mum and Dad do?

Carrie, Robin and Marc decided to have a picnic. Carrie was chewing away on a lollie, when suddenly it got caught in her throat. Carrie couldn’t breathe and then everything went black. What can the boys do to help?

Activity 4 The Crouch Start

Time 60 minutes (2 units)

Objective To develop the participant's ability to start from a crouch start.

Learning Aspects

Draw a start line and ask the participants to take the basic 'crouch start' position on the sand (see diagram 4.2). Ask them to find where their feet dig into the sand and use this as a guide for where to dig their starting blocks. Check to see whether they are straight.

Practice "take your marks" (where they find a comfortable place to start, dig their blocks, etc) and "get set" (where they lean slightly forwards and lift their bottoms to maintain balance) commands, and repeat at least 3 times. Check the participants' balance, leg placements and weight distribution.

Repeat the above exercise, however instruct the participants to continue running for at least 15 seconds, swinging their arms and driving their legs to accelerate. Repeat at least 5 times.

Note Introduce an older member of the SLSC to be the 'Special Guest' and ask them to demonstrate the proper technique for starting in a crouch start. Ask them to assist in correcting the technique of the participants and observe the corrections made so that you may assist in the future.

Acti vity Run a number of sprint races, where each participant must start using the crouch start method. Handicap the races as necessary.

Outcome Participants should be able to practice and perform the elements of a crouch start.

The crouch start.

On the command "take your marks": Place your front foot a knee length behind the start line. Place your back foot a knee length behind your front foot ("knee-to-toe" foot placement).

On the command "get set": Keep your back steady and your eyes on the line. Raise your hips and legs higher than your shoulders and shift your weight slightly forward over your shoulders, keeping your arms straight and shoulder width apart.

On the command "Go!": Spring forward from the crouch position. As you move, swing your arms and drive your legs to go as fast as possible.



Activity 5 Diving for a Flag

Time 60 minutes (2 units)

Objective To develop the participants ability to dive for a flag.

Learning Aspects

Before undertaking in this activity, scour the proposed area for sharp objects such as sticks, glass, rocks, etc and remove for safety. Also make sure that the sand isn't too hard – rake if necessary.

Spread the participants out one arm length along a line and ask them to dive forwards onto the sand, landing with one shoulder on the ground – stress that they are not to dive full frontal. Repeat at least 3 times.

Repeat the above activity, however, place an equal number of 'flags' (batons/hose pieces) as there are participants, & spread evenly about 2m away, and have the group dive for their respective flag, still landing on their shoulders but with arms out stretched. Repeat at least 5 times.

Have the participants' dive forwards and drop one knee as they land, grabbing a flag. Repeat 3 or 4 times.

Note Introduce an older member of the SLSC to be the 'Special Guest' and ask them to demonstrate the proper techniques for diving for a flag.

Activity - Run a proper flags event (handicapped) where the participants must dive for a flag using either the shoulder dive or knee dive method. Eliminate 1 person each round.

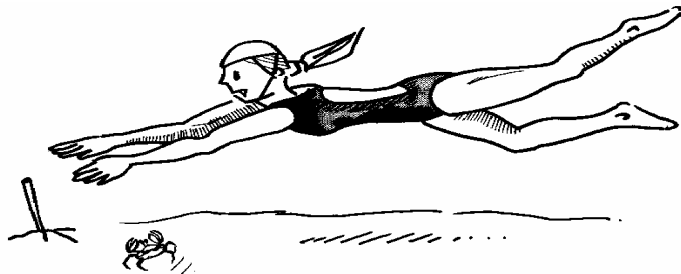
OR

- Play a dive relay game where the participants are 20m apart and run and dive to tag (on the hands) team members who are lying on the ground facing them.

Outcome Participants should be able to practice and perform a beach flag dive.

Safety Points

Ensure that children are well warmed up before participating and enquire from parents about any prior injuries, particularly shoulder related. Space participants no closer than 50cm. Explain safety measures to the group BEFORE beginning. Keep ice and a First Aid kit handy.



Activity 6 Dolphining

Time 60 minutes (2 units)

Objective To develop the participant's ability to dolphin in the water

Learning Aspects

- Dolphining is used to get through thigh to chest deep water quickly and efficiently, and can also be used when diving under waves. (Refer to diagram 4.4).
- Before allowing participants to dive into the water, have them walk into the water to check for any obstacles, rocks, holes, sandbanks etc which they may encounter.
- Have the participants stand in waist deep water parallel to shore, dive forward with arms out stretched, head down, then pushing off the bottom and diving forward again for at least 30m. Repeat at least 3 times.

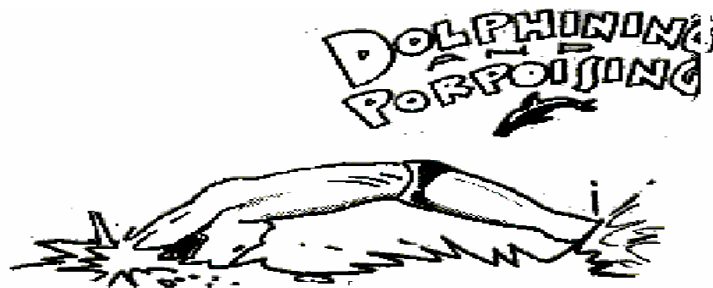
Note Introduce an older member of the SLSC to be the 'Special Guest' and ask them to demonstrate the proper techniques for dolphining.

Activity Split the group into two even teams and place the 2 new groups about 30m apart parallel to shore in waist deep water. Have the first two competitors from one group dolphin dive under each other's legs towards the other group. Once they have mastered this, repeat the exercise without a partner practicing to dive continuously without standing up and stopping between surfacing and diving. Explain that this decreases their momentum. Continue until all participants have been through at least twice. Use a relay type format if desired.

Outcome Participants should be able to dolphin continuously through the water whenever the depth requires.

Safety Points

Ensure that children are well warmed up before participating and enquire from parents about any prior injuries. Check that the ocean floor is of suitable quality. Some participants may be hesitant to put their faces in the water so be patient. Also, make sure you remain close to shore in case one of the group needs assistance or becomes fatigued. Keep ice and a First Aid kit handy.



Activity 7 Swimming Onto Waves

Time 60 minutes (2 units)

Objective To develop the participant's ability to swim onto a wave.

Learning Aspects

Before allowing participants to dive into the water, have them walk into the water to check for any obstacles, rocks, holes, sandbanks etc which they may encounter.

Have the participants stand in waist deep water and dive on to a wave as it approaches, and feel the push of the waves. Encourage the group to keep their heads down, arms outstretched and faces in the water. Repeat for at least 5 minutes.

An experiment you can conduct with the participants to prove to them why you must keep your head down, is to get them to catch waves with their head up and then catch waves with it down and compare the distance gained with their heads down. It is also important to kick hard to gain and maintain speed.

Ask the participants to swim in front of an unbroken wave and feel the push as the wave comes past. Repeat 5 times.

Have them repeat the above exercise and as the wave approaches, increase the speed so that the participants can pull onto the wave. Repeat at least 5 times.

Repeat the above and try to ride the wave as far as possible. Repeat 5 times.

Note Introduce an older member of the SLSC to be the 'Special Guest' and ask them to demonstrate the proper techniques for swimming onto waves (bodysurfing).

Activity As a group, stand in knee to waist deep water. On command "Go!" (call this when a reasonable wave is approaching), everyone must swim towards shore and try to catch the wave to the beach, run up the beach to a marker, Eg: the red & yellow flags. Repeat until too tired.

Outcome Participants should be able to increase their swimming speed to pull onto waves.

Safety Points

Ensure that children are well warmed up before participating and enquire from parents about any prior injuries. Check that the ocean floor is of suitable quality. Some participants may be hesitant to put their faces in the water so be patient. Also, make sure you remain close to shore in case one of the group needs assistance or becomes fatigued. Keep ice and a First Aid kit handy.

Swimming Onto Waves

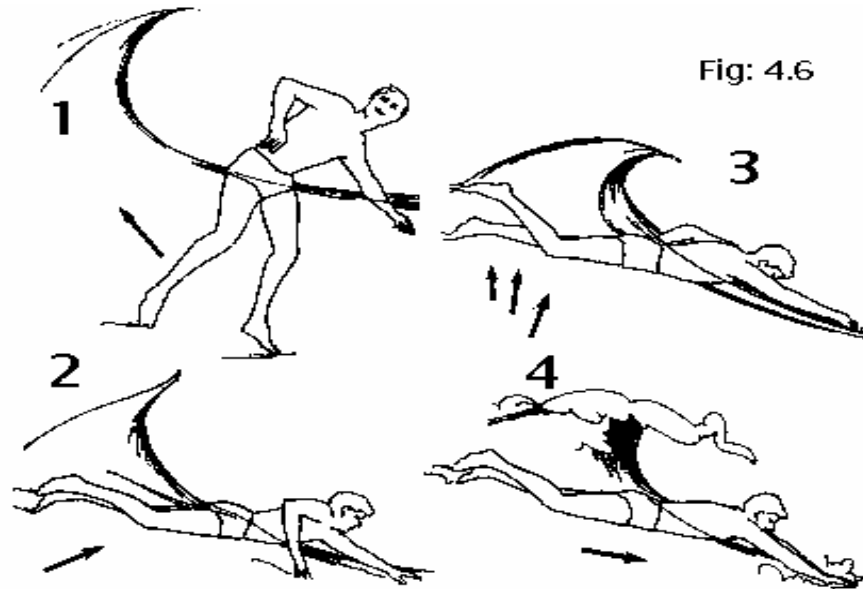
Swimming onto waves or 'Bodysurfing' is used to reach shore quickly using the waves as a means of travel.

Although it may take a lot of practice to perfect, it is a beneficial tool not only for lifesaving purposes, but also for recreational use.

Important Tips to Remember

- **Keep your head down!** Lifting your head causes you to fall off the back of the wave. Only lift it when it is necessary to take a breath and then team it with a swimming stroke to keep you on the wave.

- **Keep your body straight.** A rigid body replicates a surfboard and will stay on the wave a lot easier than a body which is limp.
- **Hold your arms out in front.** Not only does this assist in streamlining, but it is also a safety precaution in the case of you running into another person, a surfboard or rocks.
- **Kick hard!** Kicking vigorously causes the body to accelerate and lift towards the surface, and the faster you are going when the wave reaches you, the easier it is to catch.



Activity 8 Paddling in the Surf

Time 60 minutes (2 units)

Objective To develop the participants ability to paddle in the surf.

Learning Aspects

Ask the participants to lie on their boards and paddle 50m into the surf/waves or wind chop. Repeat at least 3 times.

Ask the participants to lie on their boards and paddle 50m in the same direction as the surf/waves or wind chop. Repeat at least 3 times.

Discuss where is the best place to lie on their boards for each of the above activities. (Going into the surf/waves or wind chop, you will find it faster to be a little further back on the board to prevent nose diving and to pop over waves easier, whereas going with the surf/waves or wind chop, it may be easier to position yourself a little closer [but not too close] to the front to make the most of the advantage of having the surf going your way).

Have the participants with and against the waves and wind chop to practice moving their body back and forth on the board to keep it balanced. Continue for about 5 minutes.

Note Introduce an older member of the SLSC to be the 'Special Guest' and ask them to demonstrate the proper techniques for paddling in the surf.

Activity Set a buoy approximately 60m out to sea (or just behind the break) and split the group into 2 teams of even abilities. On "Go!" have one person from each group paddle out around the buoy and back to shore, practicing moving their bodies on the board according to the conditions, and tag the next team member. Repeat until all participants have been through.

Outcome Participants should be able to paddle using the correct technique whilst changing their balance to suit the surf conditions.

Safety Points

Ensure that children are well warmed up before participating and enquire from parents about any prior injuries. Check that the surf is of suitable quality (not too dangerous). Also, make sure you remain close to shore in case one of the group needs assistance or becomes fatigued. Keep ice and a First Aid kit handy.

Activity 9 Buoy Turns

Time 60 minutes (2 units)

Objective To develop the participants ability to turn around a buoy whilst paddling a board

Learning Aspects

Allow the participants about 5-10 mins to rehearse their positioning on the board from last week's lesson as a warm up. During this time, you may set up the course outlined in diagram 4.7, on the next page.

Take the participants out into open water (behind the break) and ask them to practice buoy turns. Observe to gauge abilities. Diagram 4.6 on the following page will show the correct technique for turning a board.

Take the participants to the course and ask to pick a can and practice turning around it. Reverse the way they turn and see if both are similar, and ask them to practice turning as tightly and as close to the buoy as possible. Practice for a couple of minutes.

Allow the group to experiment with different methods for turning a board around buoys, including sitting up and pivoting and laying down using their hands. See examples on the following page.

Note Introduce an older member of the SLSC to be the 'Special Guest' and ask them to demonstrate the proper techniques for Buoy Turns.

Activity Set up the course outlined in diagram 4.7, or something similar, and ask the participants to complete it. Run handicapped races or time trials to let the group try and better their times, or give them challenges such as board rescue races around the course. It is up to you to use your imagination.

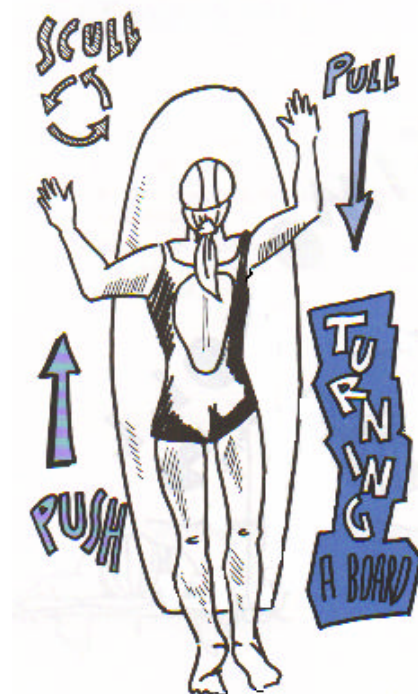
Outcome Participants should be able to practice and perform buoy turns on a board, maintaining balance and speed.

Safety Points

Ensure that children are well warmed up before participating and enquire from parents about any prior injuries. Also, make sure you remain fairly close to shore in case one of the group needs assistance or becomes fatigued. Keep ice and a First Aid kit handy.

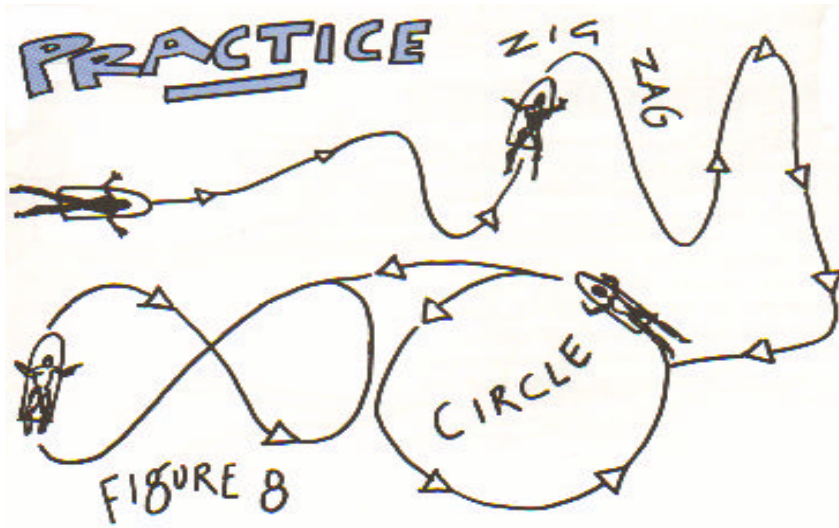
Balancing and Turning a Board

- When turning a board, you must make it pivot from a central position, which can be at the middle or the back of the board. You can either:
- Throw your legs over the sides (straddle the board), to balance your weight and stabilise the board using your legs in an egg beater type kick to turn it or,
- Use your arms as paddles, turning the board either clockwise or anti-clockwise depending on the direction you wish to go.



Turning Practice

Set a course similar to that below where the participants must try to turn their board in a zig zag fashion, a circle and a figure 8 concentrating on balancing and using the proper turning technique.



Activity 10 Catching Waves

Time 60 minutes (2 units)

Objective To improve the participant's ability to paddle onto waves.

Learning Aspects

On the sand, ask the participants to lie on their boards and pretend to paddle. When you call "Wave Approaching!" they must speed up their rating and then when you call "Wave!" they must push themselves to the back of the board using either the straps or the sides of the board. Practice variations for a couple of minutes.

Have the participants paddle out to sea and catch a wave back to shore. Repeat at least 4 times. Ask parents/guardians to assist you in helping the participants get onto the waves.

Ask the group to repeat the above exercise, however, when they reach the shore they must sprint 15 metres up the beach to a 'finish line'. Encourage to run all they way. Repeat 8 times.

Note Introduce an older member of the SLSC to be the 'Special Guest' and ask them to demonstrate the proper techniques for catching waves on a board.

Activity Divide the group into even teams of even abilities and set a buoy about 50m from shore or behind the break. In a relay, ask them to paddle out around the marker buoy and catch a wave back to shore to tag the next member of their team. Mix up teams if necessary and repeat.

Outcome Participants should be able to catch waves consistently and ride them to the beach.

Safety Points

Ensure that children are well warmed up before participating and enquire from parents about any prior injuries. Ask any parents/guardians (ensure they have filled in a Child Protection Declaration form) to assist you in water safety and make sure you remain fairly close to shore in case one of the group needs assistance or becomes fatigued. Keep ice and a First Aid kit handy.

Tips for Catching Waves

To catch a wave, it is necessary to keep paddling ahead of it until it can be felt picking the board up and propelling it forwards.

As the board goes over the face of the wave, it may be necessary for the rider to shift backwards, to prevent it from nose diving.