

U13 Surf Smart 2

Activity 1 **What is Resuscitation?**

Time 60 minutes (2 units)

Objective To develop the participant's awareness of resuscitation and its' use on the beach.

Learning Aspects

Ask a lifesaver or qualified person to present this material unless you have proper knowledge of resuscitation.

Ask the participants what they think resuscitation is and what it is used for. Get a few different perceptions from the group.

What sort of people do you think might require Resuscitation? Under what circumstances? Eg: elderly people, heart attack victims, people on hot days who have received sun stroke or fainted, people who have lost a lot of blood or gone into shock, people in car accidents, etc.

Read and discuss the resuscitation flow chart and explain the various components of it. (See diagram 6.1 on the next page).

Discuss as a group the different rates and techniques used for adults, children and infants, as well as why they vary.

DO NOT go beyond EAR when teaching this age group, as injuries could occur if the participants accidentally push down on another person's chest. CPR will be learned later.

Note Introduce a Resuscitation accredited member of the SLSC to be the 'Special Guest' and ask them to demonstrate the proper technique for resuscitation.

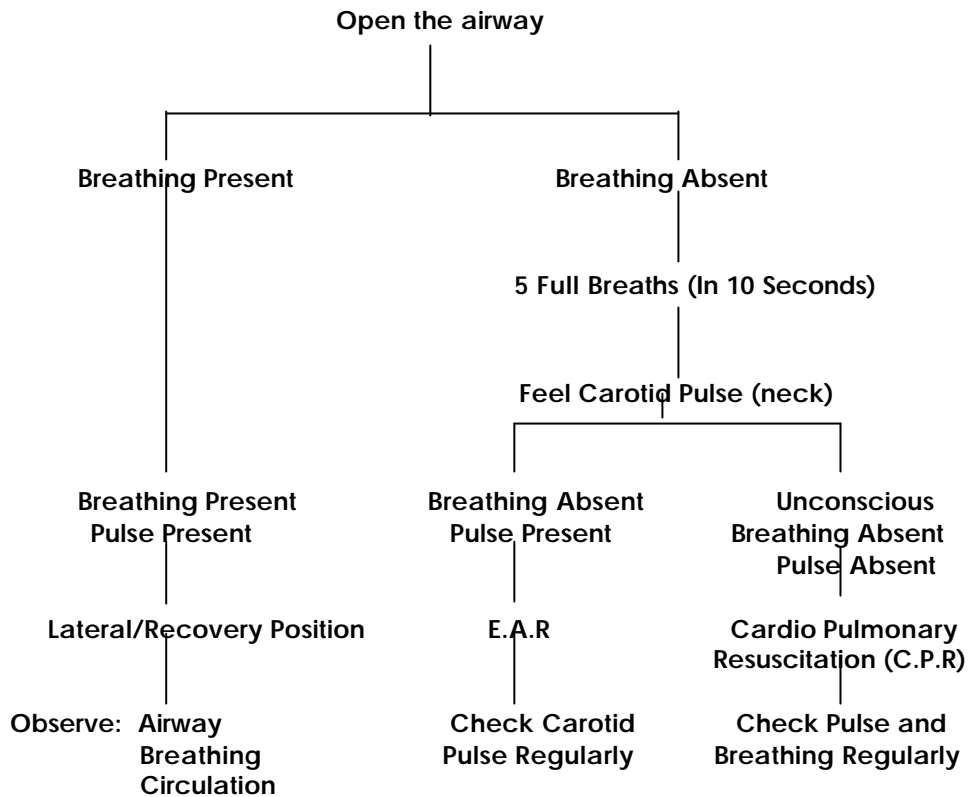
Activity Split the participants into groups of no more than 4 and ask them to assess one member of their group using the DRABC method (include aspects such as if one person needs help and there are 3 people there, should they all remain with the patient or should one go for help?). Switch around positions if time permits.

Outcome Participants should be able identify when resuscitation is appropriate and also be able to recite flow chart steps.

Safety Points

Don't introduce the participants to CPR at this age due to the fact that they may not have the maturity to understand the importance of it, nor the strength to conduct it properly.

DRABC Resuscitation Flow Chart
Unconscious Patient



Danger – check to see if there are any dangers near the patient that may affect you, the patient or any bystanders. If no danger, check for a response.

Response – hold the patient’s hands and say to them “squeeze my hands if you can hear me”. If no response, roll into the recovery position (side).

Airway – check and clear the airways from any foreign objects.

Recovery Position



Maximum Head Tilt



Pistol Grip/Jaw Support



Breathing – check for breathing by looking at their chest for rise and fall, listening for breath and feeling with your cheek for breath (look, listen & feel). At no sign of breathing, using maximum head tilt to keep airways open and a pistol grip on the jaw (see Fig 6.2), give 5 full breaths in 10 seconds.

Circulation – check for a pulse – preferably carotid (neck).

If there is a pulse, but no breathing, perform EAR (Expired Air Resuscitation) which is 1 full breath every 4 seconds (15 per minute) on an adult, 1 full breath every 3 seconds (20 per minute) on a child & 1 puff every 3 seconds on an infant. After the first minute, check for a pulse & then every 2 mins.

Activity 2 Introduction to Resuscitation

Time 60 minutes (2 units)

Objective To familiarise the participants with basic resuscitation principles and Expired Air Resuscitation (EAR).

Learning Aspects

Participants should be a minimum of 10 yrs of age before undertaking this part of the course.

Revise last weeks lesson including the Resuscitation Flow Chart and the rates and techniques for an adult, child and infant.

Ask the participants to practice placing a patient (another member of the group) in the recovery/lateral position (see fig: 6.1 on previous page) so that they are comfortable.

Have the participants practice on themselves finding their carotid (neck) pulse and radial (wrist) pulse. Then ask them to find it on someone else and see how much harder it is.

Have the participants practice performing pistol grip and maximum head tilt (see fig 6.2 on previous page) on himself or herself and also on a partner.

Hand out the sheet on the following page and ask the group to complete it.

Note Introduce a Resuscitation accredited member of the SLSC to be the 'Special Guest' and ask them to supervise and assist the participants in Resuscitation.

Activity Pair the participants up and ask them to follow instruction on how to perform basic DRABC patient assessment and EAR. If you can provide props to create scenarios as well (eg: eye shadow to make bruises, dress up clothes, etc), it is a good way for the group to learn how to identify people requiring Resuscitation/First Aid.

Outcome Participants should be able to practice and perform DRABC and EAR with assistance.

Safety Points

Don't introduce the participants to CPR at this age due to the fact that they may not have the maturity to understand the importance of it, nor the strength to conduct it properly.

Answers to DRABC and EAR Work sheet

1. True, False, False (1 every 3), False, True, True, False (cheek puffs)
2. Danger, Response, Airways, Breathing, Circulation
3. Patient Assessment
4. Expired Air Resuscitation
5. When the patient has a pulse but is not breathing

DRABC and EAR Worksheet

- | 1. True or False | T | F |
|---|---|---|
| ▪ DRABC is used to assess unconscious patients | • | • |
| ▪ If a person is breathing, they need EAR | • | • |
| ▪ The EAR rate for a child is 1 breath every 4 secs | • | • |
| ▪ A patient who is not breathing is dead | • | • |
| ▪ Maximum head tilt keeps the airways open | • | • |
| ▪ You can find a pulse on many parts of the body | • | • |
| ▪ An infant requires full breaths in EAR | • | • |

2. Please complete the following:

- D.....
- R.....
- A.....
- B.....
- C.....

3. What is DRABC used for?.....
.....

- 4. E.....
- A.....
- R.....

5. When is EAR used?
.....

Activity 3 EAR

Time 60 minutes (2 units)

Objective To enable the participants to demonstrate DRABC and EAR with minimum assistance.

Learning Aspects

Participants should be a minimum of 10yrs of age before undertaking this part of the course. You will require manikins for this lesson.

Revise last weeks lesson including the Resuscitation Flow Chart and the rates and techniques for an adult, child and infant.

Divide the participants into groups of 3, one group with each manikin – one person to perform EAR, one to count the breaths and one to observe. See below for “hygiene in the use of manikins”, as the participants will be sharing the manikins, this is very important. You may not have enough manikins for the entire group to participate, so have the remainder of the group demonstrate DRABC & EAR on each other.

Ask the participants to go through DRABC and EAR from start to finish, rotating through the roles.

Ensure that the participants practice proper jaw support (pistol grip), maximum head tilt to keep the airways open as well as correct patient care procedures (are gentle, not rough).

Note Introduce a Resuscitation accredited member of the SLSC to be the ‘Special Guest’ and ask them to supervise and assist the participants in Resuscitation.

Activity In their groups of 3, ask the participants to invent a scenario involving DRABC (and EAR if they like). If you can provide props as well (eg: eye shadow to make bruises, dress up clothes, etc), it is a good way for the group to learn how to identify people requiring Resuscitation/First Aid.

Outcome Participants should be able to practice and perform DRABC and EAR with assistance.

Safety Points

Don’t introduce the participants to CPR at this age due to the fact that they may not have the maturity to understand the importance of it, nor the strength to conduct it properly.

Activity 4 Resuscitation Scenarios**Time** 60 minutes (2 units)**Objective** To enable the participants to demonstrate Emergency situations using DRABC, EAR and First Aid.**Learning Aspects**

Participants should be a minimum of 10yrs of age before undertaking this part of the course. You may require manikins for this lesson.

Divide the groups into even groups of no more than 5 where each group is a Beach Patrol.

Allocate each group a scenario where they have to combine their knowledge of First Aid, Resuscitation and emergency procedures to handle the problem. Examples include:

1. A person is walking along the beach when he cuts his foot. At the sight of his own blood, he immediately passes out.
2. A person is out swimming when her leg cramps up. As she tries to swim to shore she drifts outside the flags and is hit in the head with a surfboard, knocking her out.
3. A lady is running along the beach when she falls into a small hole and sprains her ankle. The pain is so great that she faints.

If you don't have the resources to run active or practical scenarios, run hypothetical scenarios where the participants work through the problems as a group detailing each step.

Note Introduce a Resuscitation accredited member of the SLSC to be the 'Special Guest' and ask them to supervise and assist the participants in Resuscitation.**Activity** Ask the participants to create their own scenario within their groups incorporating Emergency procedures, First Aid and Resuscitation. If you can provide props as well (eg: eye shadow to make bruises, dress up clothes, etc), it is a fun way for the group to learn how to identify people requiring Resuscitation/First Aid.**Outcome** Participants should be able to perform an activity that incorporates and demonstrates First Aid, EAR and DRABC techniques.**Safety Points**

Don't introduce the participants to CPR at this age due to the fact that they may not have the maturity to understand the importance of it, nor the strength to conduct it properly. If providing props, assess their child safe features before offering to children.

Activity 5 Rescue! Rescue! Rescue!**Time** 60 minutes (2 units)**Objective** To enable the participants to investigate the principles of rescue in a surf or other aquatic environment**Learning Aspects**

Discuss as a group the different types of rescue aids that lifesavers use.

Brainstorm as a group any other things that could be used to rescue people, including everyday objects such as a ball, rope, plastic bottle tied to a rope, etc.

Discuss the types of situations that people may find themselves in that requires rescuing. Not only at the beach, but anywhere.

If available, watch the "Lifesaver" video or "Surf Survival" video and discuss the various methods of rescue and the equipment used by the Lifesavers.

Address the 3 principles involved in rescuing – Prevention, Recognition and Rescue – see the next page for details.

Address how to approach a distressed person requiring rescuing and how to escape from them if they attempt to grab you, pulling you under. See the "Surf Survival" video for examples.

Note Introduce a Lifesaver or a member of the SLSC to be the 'Special Guest' and ask them to speak about the important principles of rescues.**Activity** Give the participants a number of possible scenarios involving a rescue and ask them what the most appropriate form of rescue equipment would be for each incident. Eg: a young boy floundering in white water 20m from shore (rescue tube), a surfer has lost his board 50-60m from shore and is not a strong swimmer (rescue board), a fishing boat has overturned with 3 men on board 400m from shore and one is caught under the boat (IRB), etc.**Outcome** Participants should be able to perform an activity that incorporates and demonstrates First Aid, EAR and DRABC techniques.**Safety Points**

If using rescue equipment as visual aids in this lesson, make sure that the participants are properly supervised when using it.

Principles Of Rescuing**Prevention**

The first rule of Surf Lifesaving is to understand preventative measures and actions that can be undertaken to avoid dangerous situations, emergencies, accidents and injuries to yourself or others. This includes where the flags are placed, what emergency equipment you have on the beach, what qualifications that patrol members have and that they are proficient, etc.

Recognition

Secondly, the rescuer must be able to recognise a dangerous situation or rescue when it occurs and be able to act appropriately and quickly. Eg: a rip has formed just inside the flagged area and is beginning to carry people out to sea. As a rescuer, always remember to consider danger to yourself and the danger to the person in difficulty before acting.

Rescue

The rescuer has to decide what method of rescue is most effective in any given situation, taking into consideration the suspected injury to the patient, the distance from the surf club or beach and

any obstacles such as dangerous dumping waves. This also includes using the most appropriate piece of rescue equipment. Rescues without equipment are not recommended.

Rescue Equipment includes:

Rescue Tube – the tube is used for the patient to grasp, and when towing, to float the patient.

Rescue Board – the board can be used to rescue conscious and unconscious patients, and the rescuer can perform resuscitation on the patient also using the board for floatation. IRB (Rubber Ducky) - can rescue people quickly and efficiently in most parts of the beach, and can carry up to about 6 people at once, if necessary.

Helicopters

Offshore Rescue Boats (ORB)

Jet Skis

Activity 6 Lifesaver

Time 60 minutes (2 units)

Objective To enable the participants to practice basic rescue techniques in a surf or other aquatic environment.

Learning Aspects

Revise as a group the different types of Rescue aids that lifesavers use.

Revise the Prevention/Recognition/Rescue principles outlined on the page prior.

Revise how to approach a distressed person requiring rescuing and how to escape from them if they attempt to grab you, pulling you under. Have an experienced and qualified Lifesaver demonstrate the various methods of rescue to the participants in a flat section of the ocean or in a nearby lake or swimming pool.

Have the participants practice (under qualified supervision) the different methods of rescue using various aids.

Note Introduce a Lifesaver or a member of the SLSC to be the 'Special Guest' and ask them to demonstrate the various methods of rescue.

Activity Split the Participants into groups, give them a number of possible scenarios involving a rescue and ask them to demonstrate using the proper equipment how they would go about performing the rescue.
Eg: a young boy floundering in white water 20m from shore (rescue tube), a surfer has lost his board 50-60m from shore and is not a strong swimmer (rescue board), a girl has been stung all over her arms about 40m from shore and cant lift her arms to swim (tube or board), etc. Don't have them actually go the distances, just use the most appropriate equipment.

Outcome Participants should be able to perform a simple rescue in a stable open water environment using some form of rescue aid.

Safety Points

If using rescue equipment as visual aids in this lesson, make sure that the participants are properly supervised when using it.

Activity 7 Fast Flags Turn**Time** 60 minutes (2 units)**Objective** To enhance the participants ability to turn quickly and efficiently in beach flags.**Learning Aspects**

Start with the Running Warm Up and follow with some basic stretches (stated at the back of this book) before starting.

Ask the participants to stand in a straight line shoulder to shoulder and ask them to react to a command, eg: clap, jump, swing their arms, drop to their bellies, stand up, etc. This will assist in speeding up their reaction time and reflexes. Practice this with their eyes open and closed. Repeat at least 5 times.

Get the participants lie on their bellies and on "Go!" have them jump up to their feet without turning. Repeat 3 times. Have them lie on their bellies and turn close to the front line at a slow speed, medium speed and fast speed. Repeat at least 3 times each. Practiced flag starters lift their knees and at the same time turn towards the flag, landing in a standing start position with their feet near the line.

Note Introduce an older member of the SLSC to be the 'Special Guest' and ask them to demonstrate the way to turn quickly in beach flags.

Activity Line the participants up staggered in a handicap format so that everyone has a chance and run some proper Beach Flags events.

Outcome Participants should be able to practice and perform the skills and drills to enable them to turn faster in beach flags.

Safety Points

- Check the area to be used is free of sticks or any other dangerous objects and rake if necessary. Ensure that the participants are well warmed up before partaking in any activity. Check with parents about any prior injuries beforehand and keep ice and a First Aid Kit handy.



Activity 8 Wave Catching**Time** 60 minutes (2 units)**Objective** To improve the participant's ability to stay on a wave after catching it.**Learning Aspects**

- Before venturing into the surf, ask the participants to assist you in checking the depth and the ocean floor quality such as sandbanks, potholes, gutters, etc.
- Before entering the water, ask the participants what they think is important to remember when catching a wave. (Head down, arms out in front, kick hard, and keep your body straight).
- Ask the group to swim in front of a wave, and as it approaches, increase the swimming speed so they can pull onto it. Then, keeping their head down, body straight and kicking hard, ride the wave towards shore. Repeat 5 times or for 5-10 minutes.
- Have the participants stand in waist deep water and as the wave hits, dive forward in front of the wave with arms outstretched, head down and kicking hard, and then ride the wave back to shore. Repeat 5 times or for 5-10 minutes.
- Give them 5 minutes to practice catching both broken and unbroken waves and then have them line up back on the beach ready for the next activity.

Note Introduce an older member of the SLSC to be the 'Special Guest' and ask them to demonstrate the way to catch various types of waves (broken/unbroken).**Activity** Take the group out to waist deep water and when a reasonable wave is approaching, call "Go!" and have all the participants catch the wave back to shore and race up the beach to level with the Red and Yellow flags. Repeat at least 4 times.**Outcome** Participants should be able to catch broken and unbroken waves and ride them towards shore.**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 9 Paddling with a Partner

Time 60 minutes (2 units)

Objective To teach the participants how to paddle with two people on a board.

Learning Aspects

Ask participants to find a partner and lie in tandem on a board on the sand with one on the board and the other between their legs.

Repeat the above in relatively flat water and try to balance the board. You will see the correct positioning in diagram 6.4.

Get the participants to paddle the board in sequence, with their right hands reaching out at the same time, left hands at the same time and so on. Practice doing this in flat water & in choppy water.

Have them paddle the board at varying speeds – slow, medium and fast, and taking turns being at the front and back.

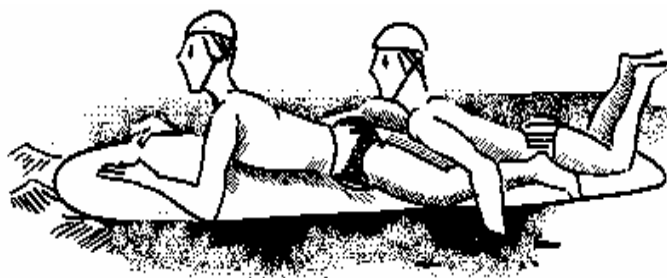
Note Introduce two older members of the SLSC to be the ‘Special Guests’ and ask them to demonstrate the proper technique for paddling a board with another person on it. If possible, try and arrange to have a number of parents or guardians to assist the group balancing on the board.

Activity Run a mini Board Rescue race where the participants pair up and one of each pair swims out to chest/shoulder depth water and raises their arm. This signals to their partner to paddle out and ‘rescue’ them. The pair then paddle back to shore together and run up the beach, both carrying the board. You may also run this as a relay, with each team tagging the next and so on.

Outcome Participants should be able to paddle a rescue board effectively with a partner at various speeds maintaining balance and timing.

Safety Points

Ensure that children are well warmed up before participating and enquire from parents about any prior injuries. 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 10 Off the Board and Finish!!!

Time 60 minutes (2 units)

Objective To develop the participant's ability to dismount and finish a board race.

Learning Aspects

Ask the participants to rehearse rolling under waves, and remounting.

Take the group into thigh deep water and ask them to mount and dismount the board. Repeat at least 3 times.

Let them ride some whitewash and dismount the board and repeat at least 3 times. Make sure that the group have already mastered wading, bunny hopping and know when to dismount their boards (before the fin digs into the sand.....)

Dismounting should occur where wading can commence in mid-calf deep water and a strong finish can be made. The hand should grip the strap which is opposite to the hand (eg: right hand – left strap), and a forceful jump off the board begins. The front foot is well forward to ensure that balance is maintained as wading begins.

Note Introduce two older members of the SLSC to be the 'Special Guests' and ask them to demonstrate the proper technique for dismounting their board and finishing. Ensure that you have adequate 'water safety' provided.

Activity Have the group line up parallel to shore approximately 60m from shore (or behind the break). With you on shore, signal the group "GO!" by holding your arm high and dropping it to your side. The participants will then paddle towards shore, possibly catch a wave and race up the beach to finish. Repeat as often as desired.

Outcome Participants should be able to practice and perform the skills to dismount a board and exit the water effectively.

Safety Points

Ensure that children are well warmed up before participating and enquire from parents about any prior injuries. 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.