

U9 Surf Awareness 2

Activity 1 What Hazards may you find at the Beach?

Time 60 minutes (2 units)

Objective Develop a list of safe, unsafe beach and aquatic practices and behaviours.
Eg; 10 Surf Safety Hints.

Learning Aspects

Discuss SLIP, SLOP, SLAP, WRAP and what we can do to be Sun Smart. Discuss the harmful effects of the sun.

Attached is a copy of the SLSA Ten Surf Safety Hints. Photocopy and hand out to the group and discuss the various aspects of the sheet.

Identify and discuss examples of safe and unsafe behaviour the participants have seen when visiting the beach. Discuss why they were not safe.

Activity Photocopy the attached sheet and hand out to the participants. Allow them time to complete them and then ask them to either individually or in groups, design a "SunSmart" poster.

OR

Using a "Rob the Nest" type format, break the group into 3 and place two shirts, two bottles of sunscreen, two hats and two pairs of sun glasses in a pile in the middle. On "Go!", one person from each group runs into the centre and takes ONE item at a time and brings it back to his/her group. Another member of the group must start to put on the items one at a time. The person obtaining the items may pinch any their group is missing from another group whose 'wearer' is not wearing the item yet. The first person to be wearing all items (and holding the sunscreen bottle), their group wins.

Outcome Participants should be able to identify examples of sun protection and express an awareness of surf bathing practices and behaviours by describing safety practices. In particularly swimming between the flags and under supervision.

SLSA 10 SURF SAFETY HINTS

1. Always swim or surf at places patrolled by lifesavers or lifeguards.
2. Swim between the red and yellow flags. They mark the safer area to swim.
3. Always swim under supervision.
4. Read and obey the signs.
5. Don't swim directly after a meal.
6. Don't swim under the influence of alcohol or drugs.
7. If you are unsure of surf conditions, ask a lifesaver or lifeguard.
8. Never run and dive in the water. Even if you have checked before. Water conditions can change.

9. If you get into trouble in the water, don't panic. Raise your arm for help, float and wait for assistance.
10. Float with a current or undertow. Stay calm, don't try to swim against it. Signal for help and wait for assistance.

SLIP, SLOP, SLAP. WRAP – for Sun Safety!!!

SLIP on a shirt (long sleeves & collar).

SLOP on some sunscreen (15+ at least & reapply every 2 hours).

SLAP on a hat (with a wide brim or peak and a flap down the back).

WRAP on some sunglasses

Fill in the missing words.....

1. Always swim under
2. Don'tif you get into trouble.
3.the signs.
4. a while after before you swim.
5. Always swim between the&..... flags.
6. Only swim at beaches.
7. the water conditions before you swim.
8. If caught in a rip, your for help.

Use these words to fill in the blanks:

patrolled, red, supervision, check, read, eating, raise, yellow, wait,

Activity 2 Sprinting on the Sand**Time** 60 minutes (2 units)**Objective** To practice running, striding, sprinting and jumping on the sand.**Learning Aspects**

Before participants arrive set up an area on the sand that is 15m x 20m and away from the public.

After warming up, ask the group to lie on their bellies, and then get up and run 15m forwards. Repeat 3 times – once slow, concentrating on swinging their arms to eye level and then down to their waist, once medium pace, concentrating on high knee lift, and once fast, concentrating on speed. Repeat all 3 again.

Line the group up again. Perform a drill to encourage the participants to use high knee lift by asking them to run 20m slowly, with their hands held out at waist level and lifting their knees so that they slap their hands, keeping their back straight. Repeat 3 times.

Ensure that the participants land flat-footed when running on the sand as this lessens resistance from the sand.

Note Introduce an older member of the SLSC to be the 'Special Guest' and ask them to demonstrate the proper technique for running on the sand, including high knees, correct arm swing, landing flat footed and running fast.

Activity Set a relay course of 20m with half the group at each end. On "Go!" one participant from one end runs towards the participants at the opposing end and tags one, who then runs to the other end, etc until all participants have had a go. Repeat if desired.

Outcome Participants should be able to perform a basic sprint acceleration and striding technique

Safety Points

Ensure that the participants don't run into each other when running on the beach. Find out about any previous injuries from parents prior to lesson, and make sure you have ice and a First Aid kit on hand as a precaution.

Activity 3 Beach Flags**Time** 60 minutes (2 units)**Objective** To develop the participant's ability to complete the beach flags turn, run and diving.**Learning Aspects**

Before the participants arrive set up an area on the sand that is 15m x 20m and away from the public.

After warming up, ask the group to lie on their bellies, and then accelerate 15m forwards. Repeat 3 times.

Get the participants to practice flags turns without running 3 times.

Ask participants to perform flag turns, accelerating for 10m least 3 times.

Line participants up along a line facing away from a line of flags (the same number as there are participants). On "Go!" the group must turn and race towards the flags, then dive to get one. Explain that they may only take one. Repeat at least 3 times, concentrating on diving with arms out reached and eyes on the flag.

Note Introduce an older member of the SLSC to be the 'Special Guest' and ask them to demonstrate the proper technique for running, turning and diving for a flag.**Activity** Conduct a 'proper' flags event where all participants are on the line but one is eliminated each time until only one remains. This can be handicapped also, so that one person doesn't continuously win. When there are only two competitors remaining, make sure they shake hands and wish each other luck and again at the end to congratulate each other.**Outcome** Participants should be able to perform a beach flag turn and acceleration, and dive for a flag.**Safety Points**

Ensure that the participants don't run into each other when running on the beach and remember to stress good sportsmanship when competing, such as not hitting another person as well as congratulating whoever ends up with the final flag. Find out about any previous injuries from parents prior to lesson, and make sure you have ice and a First Aid kit on hand as a precaution.



Activity 4 Relays

Time 60 minutes (2 units)

Objective To develop the participant's basic relay running skills.

Learning Aspects

Before participants arrive, set up an area on the sand that is 50m x 20m and away from the public, and divide into a number of lanes along the 50m stretch. Allow a 10m run off area at each end.

After warming up, divide participants into groups of four and send two to each end of the course.

Ask runners to sprint from one end to the other and tag the hand of the next runner. Ensure that this tag relay is continued for 3 runs for each person.

Give the first leg runners a flag/baton and ask them to run at a moderate speed to the other end and hand the baton the next runners who will then repeat this activity. Again, allow 3 runs per participant.

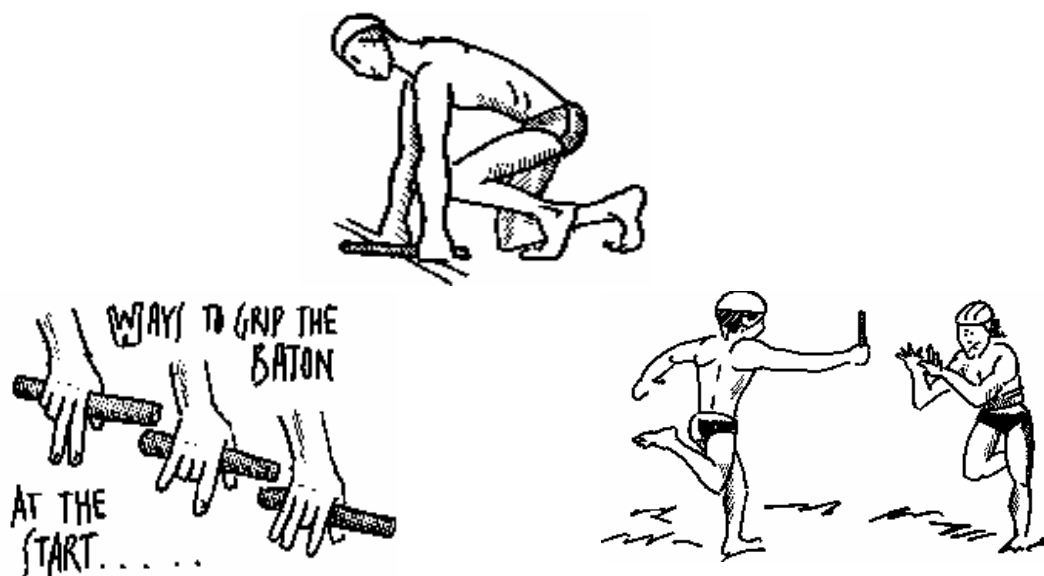
Note Introduce 2 or 3 older members of the SLSC to be the 'Special Guests' and ask them to demonstrate the proper technique for passing the baton in a relay, slowly at first and then at pace.

Activity Run a number of relays concentrating on the receiver holding their arms out straight and running 'onto' the baton – not standing still and waiting until it is handed to them. Handicap if required.

Outcome Participants should be able to perform sprint running in relays, and display basic baton changing skills.

Safety Points

Ensure that the participants don't run into each other when running on the beach. Stress that the baton is NOT a sword and is only to be used for relays. Find out about any previous injuries from parents prior to lesson, and make sure you have ice and a First Aid kit on hand as a precaution.



Activity 5 Dolphin Diving**Time** 60 minutes (2 units)**Objective** To develop ability and skills to dolphin dive safely and efficiently.**Learning Aspects**

These activities are in sequence.

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.

Ask participants to run forwards into knee-deep water and to try and continue out into waist deep water. Ask them to describe how difficult it is.

Ask participants to stand in waist deep water. Dive forwards into the water with arms out stretched, head down and grabbing the sand at the bottom. Get them to hold up the sand they have found. Repeat at least 5 times.

Ask participants to repeat the above, only instead of holding up the sand, when they grab the bottom, bring their feet to their hands and push off. 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 dolphin diving.**Activity** Split the group into two and place the 2 new groups about 30m apart parallel to shore in waist deep water. Have the first competitor from one group dolphin dive towards the other group, 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 dive under water, push off the bottom and return to the surface.**Safety Points**

Ensure that the area to be used is free of any obstacles, sandbanks and holes. Explain to the participants that they must never dive into shallow water, because they can be seriously injured. Remind them to keep their arms stretched out and head down, and if they hit the bottom before they expected to, do a forward roll. Find out about any previous injuries from parents prior to lesson, and make sure you have ice and a First Aid kit on hand as a precaution.

Activity 6 Wading**Time** 60 minutes (2 units)**Objective** To improve and refine the participant's wading ability.**Learning Aspects**

These activities are in sequence.

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.

Ask participants to walk forwards into knee to waist deep water and describe the difficulty. Explain that if they lift their legs clear of the water, there is less resistance and therefore it is easier. Ask them to try walking/running lifting their legs over the water.

Have the participants running in ankle deep water lifting their knees straight up for 30m. Repeat twice.

Have them run parallel to shore through knee deep water, lifting their knees and ankles wide of the body for 30m. Repeat 3 times.

Ask the participants to run in and out of the water, lifting knees and ankles wide of the body until the water is too deep to wade through. When the water gets too deep, reinforce last weeks lesson by getting them to do 2 dolphin dives out and then 2 more coming in before starting to wade again. 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 technique for wading.**Activity** This is a water game, requiring as many buckets and balls as there are players. Participants lie down facing up the beach. They are not allowed to turn around. Leaders throw balls out approximately 10m into the sea (one for each child). Call a flag start and the participants must turn around, wade/swim out to a ball, get the ball and wade/swim back. They must then run up the beach and put the ball in the bucket and lie down. Repeat as many times as you wish, handicapping if necessary.**Outcome** Participants should be able to run in and out of the water up to knee depth using the correct wading technique.**Safety Points**

Encourage children to show good sportsmanship, where they encourage each other and don't deliberately hit another person. Find out about any previous injuries from parents prior to lesson, and make sure you have ice and a First Aid kit on hand as a precaution.

Activity 7 Board Paddling Skills

Time 60 minutes (2 units)

Objective To improve and refine the participant's board paddling skills.

Learning Aspects

Ask the participants to practice paddling a board for 25m at a steady pace to improve rhythm and technique. Concentrate on high elbows, good reach and pulling through to their waist. Repeat 3 times.

Have them paddle against the wind and with the wind to see how it effects the way they paddle and their technique. If there is little wind, have them paddle with the surf or against the surf instead. Repeat 3 times.

Note Introduce an older member of the club to be the 'Special Guest' and ask them to demonstrate the proper paddling technique.

Activity Form 2 to 4 even teams and paddle in a relay for 25m each at a fast pace. Handicap if necessary. Run as many times as desired.

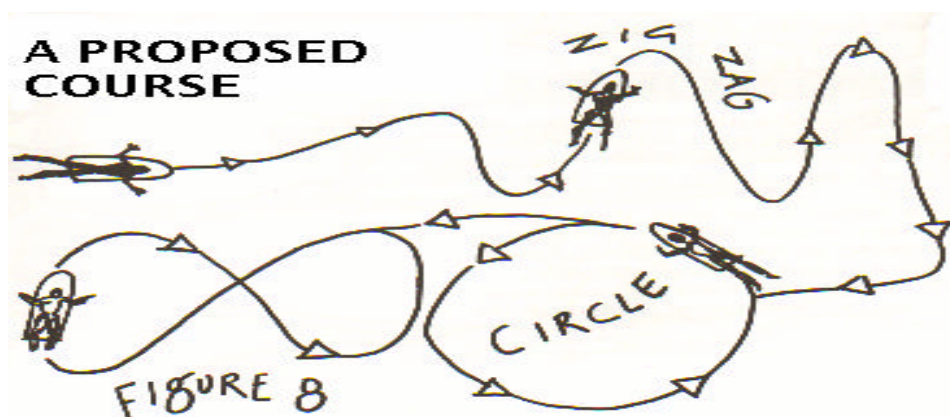
OR

Construct a course as set out below and allow the participants to practice their skills at turning and balancing their boards. Time if desired.

Outcome Participants should be able to perform a rhythmic paddling technique by pulling water.

Safety Points

Encourage children to show good sportsmanship, where they encourage each other and don't put one another down. Find out about any previous injuries from parents prior to lesson, and make sure you have ice and a First Aid kit on hand as a precaution.



Activity 8 Introduction to Bunny Hopping

Time 60 minutes (2 units)

Objective To develop the participants ability to bunny hop with their boards.

Learning Aspects

Ask participants to stand in knee-deep water, holding a board with hands positioned near the middle and push the board back and forth 20 times.

Have the participants hold the board as above and jump, lifting their knees up high and making sure their feet and legs completely clear the water. Make sure they concentrate on getting their balance right so that they don't tip the board too far to one side. Repeat at least 5 times.

Ask participants to stand as above and jump forward about 2m with the board, lifting their knees high. Repeat at least 5 times.

Ask participants to do as above but when they complete the jump, to continue to hop/jump forward for 30m. Repeat 6 times.

Note Introduce an older member of the SLSC to be the 'Special Guest' and ask them to demonstrate the proper technique for bunny hopping, concentrating on NOT stopping in between jumps.

Activity If possible, identify a variety of conditions on the beach, including sandbanks, steep floors, gutters, whitewater and still water. Ask the participants to practice the skill in all of these conditions.

OR

Incorporate the skill into a relay type format where two or more teams can 'compete' against each other. Instead of the winning team being the first finished, give points to the team who are using the proper technique, have a good style, are using teamwork, etc.

Outcome Participants should be able to use the bunny hopping technique to assist in pushing the board through shallow waters.

Safety Points

Ensure that the children are able to balance their weight when holding onto the board before moving onto the next skill. Find out about any previous injuries from parents prior to lesson, and make sure you have ice and a First Aid kit on hand as a precaution.

Activity 9 Paddling onto a Wave**Time** 60 minutes (2 units)**Objective** To develop the participants ability to catch a wave on a board.**Learning Aspects**

Ask participants to stand with boards in waist deep water. When a wave comes they should get on their boards and let the wave pick them up. Repeat at least 5 times.

Ask the participants to do as above but slide to the back of the board when the wave picks them up. Repeat at least 5 times. You may let the participants 'learn for themselves' that it is necessary to move back on their boards to prevent nosediving through trial and error, or just let them know how it is done.

Have the participant's paddle ahead of an incoming unbroken wave until they can feel that it is picking them up and propelling them forward. As the board goes over the face of the wave, ask them to shift their weight back to stop the board nosediving and ride the wave to the beach. Repeat as many times as desired.

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

Activity If the group are content to practice catching waves for the rest of the lesson, allow them to do so with you assisting them with actually pulling onto the waves and moving back on their boards. If they would like to partake in an activity, revise last week's lesson on bunny hopping and ask 2 volunteers (parents) to stand out in knee to waist deep water, splitting the group into 2 teams. On command "Go!", send one from each team into the water where they must bunny hop to the person in the water and when they reach them, turn and catch a wave back to shore. The 'marker person' may assist if needed. They then tag the next person.

Outcome Participants should be able to paddle onto a wave and ride the wave to the beach.

Safety Points

Ensure that the children are able shift their weight to the back of the board before moving onto the next skill. Find out about any previous injuries from parents prior to lesson, and make sure you have ice and a First Aid kit on hand as a precaution.

Activity 10 Popping a Wave**Time** 60 minutes (2 units)**Objective** To develop participants ability to 'pop' over broken waves.**Learning Aspects**

Ask participants to stand in knee-deep water straddling their boards. As broken waves come in, ask the participants to lean back on their boards, holding the front or back straps of the board for balance. As the wave passes, ask the participants to throw their weight forward back onto the board. Repeat at least 10 times or until they have a good grasp of the skill.

Once the participants have an understanding of the motion of the skill, advance the group out to waist deep water, have them straddle their board and repeat the above skill 10 times again.

When you feel that they are ready, ask the participants to paddle out into the water practicing "popping" any waves they encounter upon the way. 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 technique for popping waves, showing how important weight distribution is to prevent flipping the board backwards.

Activity If the group are content to continue practicing their popping technique paddling through the surf, allow them to do so. If not, conduct an activity where by they can practice the skills they have learned over the past few weeks in the form of a relay. Set 2 cans just behind the break of the waves and divide the group into two. The course will be to run into the water with their boards, bunny hop up to waist deep water then paddle out to their respective cans, popping any waves they encounter along the way. Once they reach the can, they turn and paddle towards shore, paddling onto any waves they come across and riding it to the beach. They tag the next person and so on.

Outcome Participants should be able to use the wave popping technique to assist in getting out through the surf.

Safety Points

Ensure that the children are able to distribute their weight when popping a wave before moving onto the next skill. Find out about any previous injuries from parents prior to lesson, and make sure you have ice and a First Aid kit on hand as a precaution.