



Government of **Western Australia**
Department of **Education**

SWIMMING AND WATER SAFETY PROGRAM

STAGES 1 – 14 INTERM

&

STAGES 1 – 15 VACSWIM

SURF CENTRE SUPPLEMENT

(Instructor reference only)

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References:

- (1) Surf Survival Instructors Guide (Surf Life Saving Australia)
- (2) Surf Education Instructor's Guide (Surf Life Saving Australia)
- (3) Swimming Instructor Handbook and Guidelines
- (4) Public Safety and Aquatic Rescue (PSAR) 33rd edition (2009)
- (5) Public Safety and Aquatic Rescue (PSAR) 34th edition (revised July 2016)

This booklet has been printed for Swimming and Water Safety instructors only.

It is to be used to assist with the delivery of Stages 1 - 14 in the Interm surf centre programs and Stages 1 - 15 in the VacSwim surf centre programs.

NOTE: There is no requirement to provide this booklet to students.

SKILLS AND MUST SEE REQUIREMENTS

STAGE 1 (Beginner)

- | | | |
|---|--|---|
| 1 | Enter water safely
(Shallow, safe exit) | <ul style="list-style-type: none">• Confident and safe entry• Confident and safe exit |
| 2 | Exhale in water
(Face in, eyes open) | <ul style="list-style-type: none">• Relaxed and confident exhalation |
| 3 | Submerge
(Waist deep) | <ul style="list-style-type: none">• Relaxed and confident exhalation |
| 4 | Face Float
(Horizontal body position) | <ul style="list-style-type: none">• Face in water exhaling• Arms extended (not necessarily in front)• Recovery to a standing position |
| 5 | Kick 3m on front
(Face in, with board) | <ul style="list-style-type: none">• Face in water, exhaling• Arms extended, holding board• Flutter kick without excessive knee bend |

SURF SAFETY KNOWLEDGE

It is important that the following information be discussed at the beginning of each lesson:

- prevailing weather and surf conditions;
- define your teaching area, e.g. landmarks, flags;
- safe entry and exit from water;
- understand and demonstrate assistance required;
- sun protection – be ‘Sun Smart’ and 5 steps: Slip–Slop–Slap–Seek–Slide (Cancer Council WA).

SURF SURVIVAL SEQUENCE

- Candidates should display confidence in entering and exiting the water.
- Demonstrate assistance required.

SURF SAFETY KNOWLEDGE

- Knowledge of the dangers which may exist on the water line, e.g. inshore holes, troughs, backwash, currents.
- Never swim alone, always swim with an adult.

STAGE 2 (Surf Discovery)

- | | | |
|----|---|--|
| 6 | Glide forward, kick and recover
(Waist deep (minimum distance 2 metres)) | <ul style="list-style-type: none"> • Arms extended, near horizontal body position • Face in water, exhaling • Flutter kick without excessive knee bend |
| 7 | Back float
(With board) | <ul style="list-style-type: none"> • Horizontal body position • Board on chest |
| 8 | Swim 5m freestyle
(Face submerged and exhaling) | <ul style="list-style-type: none"> • Near horizontal body position • Flutter kick • Face in water, exhaling • Arm recovery clear of water • Face in water, exhaling |
| 9 | Catch wave/wash
(Extension, with board) | <ul style="list-style-type: none"> • With board |
| 10 | Kick 5m on back
(Waist deep with board) | <ul style="list-style-type: none"> • Near horizontal body position • Flutter without excessive knee bend |
| 11 | Scull/tread water
(Chest deep) | <ul style="list-style-type: none"> • Effective sculling • Alternative leg action • Ability to gain some support |

SURF SAFETY KNOWLEDGE

It is important that that the following information be discussed at the beginning of each lesson:

- prevailing weather and surf conditions;
- define your teaching area, e.g. landmarks, flags;
- safe entry and exit from water;
- understand and demonstrate assistance required;
- sun protection – be ‘Sun Smart’ and Slip–Slop–Slap–Seek–Slide (Cancer Council WA).

SURF SURVIVAL SEQUENCE

- Wade into the water and duck under a wave/wash.
- Use a flotation aid, e.g. catch “the wash” into shore.

SURF SAFETY KNOWLEDGE

- Recognise what are
 - waves (various types);
 - sandbanks/inshore holes;
 - side current; *and*
 - rips.
- Identify lifesaving personnel, e.g. lifeguards and lifesavers on patrol.
- Identify the patrol flags and know why to swim between the flag.
- Never swim alone, always swim with an adult.
- Recognise a person in difficulty and call for help - UNDERSTAND YOUR LIMITATIONS.

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STAGE 3 (Preliminary)

- | | |
|--|---|
| 12 Swim 8m freestyle
(Breathing) | <ul style="list-style-type: none"> • Near horizontal body position • Arm recovery clear of water • Regular breathing pattern |
| 13 Glide backward, kick and recover
(No set distance) | <ul style="list-style-type: none"> • Near horizontal body position • Flutter kick without excessive knee bend • Arms by side |
| 14 Swim 5m breaststroke leg action
(On back with board) | <ul style="list-style-type: none"> • Circular movement of feet • Visible attempt to turn toes out |
| 15 Duck under water
(Extension) | <ul style="list-style-type: none"> • Completely submerge • Confident recovery to a standing position |
| 16 Submerge, recover and tread water
(Chest deep to deep water) | <ul style="list-style-type: none"> • Chest to deep water • Effective leg and arm action • Confidence in gaining support |

SURF SAFETY KNOWLEDGE

It is important that the following information be discussed at the beginning of each lesson:

- prevailing weather and surf conditions;
- define your teaching area, e.g. landmarks, flags;
- safe entry and exit from water;
- understand and demonstrate assistance required;
- sun protection – Be ‘Sun Smart’ and Slip–Slop–Slap–Seek–Slide (Cancer Council WA).

SURF SURVIVAL SEQUENCE

- Wade into the water and duck or dive if applicable, under a wave/wash.
- Support the body in an upright position.
- Grasp a flotation aid and float for 30 seconds.
- Kick into shore.

SURF SAFETY KNOWLEDGE

- Understand the beach safety symbols:
 - beach closed
 - swimming prohibited.
 - surfboard riding prohibited.
 - beware stingers.
- Never swim alone, always swim with an adult.
- Recognise a person in difficulty and call for help – UNDERSTAND YOUR LIMITATIONS.

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STAGE 4 (Surf Introduction)

- | | |
|---|--|
| <p>17 Swim 10m freestyle
(Breathing. Deep water)</p> | <ul style="list-style-type: none"> • Near horizontal body position • Effective propulsion • Regular breathing pattern |
| <p>18 Swim 5m backstroke
(Horizontal body position)</p> | <ul style="list-style-type: none"> • Near horizontal body position • Straight arm recovery • Regular leg action |
| <p>19 Swim 10m survival backstroke
(Horizontal body position)</p> | <ul style="list-style-type: none"> • Circular leg action • Toes turned out |
| <p>20 Catch waves to shore
(Extension. Body surf)</p> | <ul style="list-style-type: none"> • Broken wave/wash • Without board |
| <p>21 Scull/tread water for 15 seconds
(Deep water)</p> | <ul style="list-style-type: none"> • Near horizontal body position • Feet clear of bottom • Confidence |

SURF SAFETY KNOWLEDGE

It is important that the following information be discussed at the beginning of each lesson:

- prevailing weather and surf conditions;
- define your teaching area, e.g. landmarks, flags;
- safe entry and exit from water;
- understand and demonstrate assistance required;
- sun protection – be ‘Sun Smart’ and Slip–Slop–Slap–Seek–Slide (Cancer Council WA).

SURF SURVIVAL SEQUENCE

- Wade and duck under wave.
- Move beyond wash, swim and tread water for a total of 30 seconds.
- Catch, if practical, a wave back to shore.

SURF SAFETY KNOWLEDGE

- Know and recognise how:
 - rips
 - waves
 - currents are formed.
- Recognise a person in difficulty and call for help – UNDERSTAND YOUR LIMITATIONS.

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STAGE 5 (Surf Sense)

- | | |
|--|--|
| 22 Swim 15m freestyle
(Regular breathing) | <ul style="list-style-type: none"> • Near horizontal body position • Effective propulsion • Regular breathing pattern |
| 23 Swim 10m backstroke
(Catch up acceptable) | <ul style="list-style-type: none"> • Near horizontal body position • Regular and effective leg action • Straight arm recovery |
| 24 Swim 10m breaststroke
(Symmetrical leg action) | <ul style="list-style-type: none"> • Symmetrical leg action • Toes turned out • Sculling hand action |
| 25 Demonstrate a surface dive
(Chest deep) | <ul style="list-style-type: none"> • Breaststroke approach • Head first • Near vertical descent |

SURF SAFETY KNOWLEDGE

It is important that the following information be discussed at the beginning of each lesson:

- prevailing weather and surf conditions;
- define your teaching area, e.g. landmarks, flags;
- safe entry and exit from water;
- understand and demonstrate assistance required;
- sun protection – be ‘Sun Smart’ and Slip–Slop–Slap–Seek–Slide (Cancer Council WA).

SURF SURVIVAL SEQUENCE

- Negotiate surf beyond the break, e.g. wade, duck dive, porpoise.
- Tread water for 30 seconds, keeping face above water.
- Return to shore using the appropriate surf skills, e.g. catch a wave, and/or porpoise.

SURF SAFETY KNOWLEDGE

- Identify the three types of waves.
- Know how waves are formed.
- Understand the concept of a ‘backwash’.
- Understand the need to ensure personal safety when assisting others.
- Recognise a person in difficulty and call for help – UNDERSTAND YOUR OWN LIMITATIONS.

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STAGE 6 (Junior)

- | | |
|---|--|
| 26 Swim 25m freestyle
(Proficient technique) | <ul style="list-style-type: none"> • Effective propulsion • Regular breathing pattern • Confidence in completing distance |
| 27 Swim 15m backstroke
(Proficient technique) | <ul style="list-style-type: none"> • Near horizontal body position • Regular leg action • Correct hand entry |
| 28 Swim 15m survival backstroke
(Symmetrical leg action) | <ul style="list-style-type: none"> • Effective leg action • Toes turned out • Confidence in completing distance |
| 29 Swim 15m breaststroke
(Proficient technique) | <ul style="list-style-type: none"> • Face in water • Effective leg action • Sculling hand action |
| 30 Dive under a broken wave
(Basic. Waist deep) | <ul style="list-style-type: none"> • Negotiate the surf zone |
| 31 Run 50m, Swim 25m freestyle,
Run 50m | <ul style="list-style-type: none"> • Continuous |

SURF SAFETY KNOWLEDGE

It is important that the following information be discussed at the beginning of each lesson:

- prevailing weather and surf conditions;
- define your teaching area, e.g. landmarks, flags;
- safe entry and exit from water;
- understand and demonstrate assistance required;
- sun protection – be 'Sun Smart'; and Slip–Slop–Slap–Seek–Slide (Cancer Council WA)

SURF SURVIVAL SEQUENCE

- Negotiate surf beyond the break, e.g. wade, duck dive, porpoise.
- Swim slowly for three minutes using two recognised survival strokes, keeping the arms below the surface.
- Return to shore using appropriate surf skills, e.g. catch a wave, and/or porpoise).

SURF SAFETY KNOWLEDGE

- Beach patrol
- Beach signs
- Beach formation/waves

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STAGE 7 (Intermediate)

- | | |
|--|--|
| 32 Swim 50m freestyle
(Proficient technique) | <ul style="list-style-type: none"> • Effective propulsion • Regular breathing pattern • Confidence in completing distance |
| 33 Swim 25m backstroke
(Or survival backstroke) | <ul style="list-style-type: none"> • Near horizontal body position • Effective propulsion • Confidence in completing distance |
| 34 Swim 25m breaststroke
(Proficient technique) | <ul style="list-style-type: none"> • Symmetrical leg action • Toes turned out • Correct timing |
| 35 Demonstrate eggbeater kick
(Water polo kick) | <ul style="list-style-type: none"> • Alternate leg action • Effective support |
| 36 Run 100m, Swim 50m freestyle,
Run 100m | <ul style="list-style-type: none"> • Continuous performance • Confidence in completing distance |

SURF SAFETY KNOWLEDGE

It is important that the following information be discussed at the beginning of each lesson:

- prevailing weather and surf conditions;
- define your teaching area, e.g. landmarks, flags;
- safe entry and exit from water;
- understand and demonstrate assistance required;
- sun protection – be ‘Sun Smart’ and Slip–Slop–Slap–Seek–Slide (Cancer Council WA).

SURF SURVIVAL SEQUENCE

- Confidently negotiate surf beyond the break, e.g. wade, duck dive, porpoise.
- Swim slowly for four minutes using two recognised survival strokes, keeping arms below the surface.
- Return to shore using appropriate surf skills, e.g. catch a wave, and/or porpoise.

SURF SAFETY KNOWLEDGE

- Cramp
- Nose bleeds
- Minor marine stings
- Bleeding, Compression, Immobilisation, Elevation

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STAGE 8 (Surf Wise)

- | | |
|---|---|
| 37 Swim 100m freestyle
Proficient technique | <ul style="list-style-type: none"> • Continuous • Confidence in completing distance |
| 38 Swim 50m survival breaststroke
Proficient technique | <ul style="list-style-type: none"> • Symmetrical leg action • Correct timing • Confidence in completing distance |
| 39 Swim 50m survival backstroke
Proficient technique | <ul style="list-style-type: none"> • Effective leg action • Effective arm action • Confidence in completing distance |
| 40 Swim 25m sidestroke
Scissor kick required | <ul style="list-style-type: none"> • Near horizontal body position • Scissor kick • Alternating arm action |
| 41 Catch a wave
Extension | |
| 42 Run 100m, Swim 100m freestyle,
Run 100m | <ul style="list-style-type: none"> • Continuous performance • Confidence in completing distance |

SURF SAFETY KNOWLEDGE

It is important that the following information be discussed at the beginning of each lesson:

- prevailing weather and surf conditions;
- define your teaching area, e.g. landmarks, flags;
- safe entry and exit from water;
- understand and demonstrate assistance required;
- sun protection – be ‘Sun Smart’ and Slip–Slop–Slap–Seek–Slide (Cancer Council WA).

SURF SURVIVAL SEQUENCE

- Confidently negotiate surf beyond the break, e.g. wade, duck dive, porpoise.
- Tread water for two minutes then swim slowly for three minutes using three recognised survival strokes, keeping the arms below the surface, changing after each minute to another stroke.
- Return to shore using appropriate surf skills, e.g. catch a wave, and/or porpoise.

FIRST AID

- Recovery position

SURF SAFETY KNOWLEDGE

- Revise material covered in stages 1 to 7

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p68-69	52

STAGE 9 (Senior)

- 43 Continuous Swim 200m
100m freestyle, 25m backstroke or survival backstroke, 50m breaststroke, 25 sidestroke
- Continuous swim
 - Confidence in completing distance
 - Two strokes to be fluent

Basic principles of **Cardio pulmonary resuscitation (CPR)**

- 44 Run 100m, Swim 100m freestyle, Run 100m
- Continuous performance
 - Confidence in completing distance

SURF SAFETY KNOWLEDGE

It is important that the following information be discussed at the beginning of each lesson:

- prevailing weather and surf conditions;
- define your teaching area, e.g. landmarks, flags;
- safe entry and exit from water;
- understand and demonstrate assistance required;
- sun protection – be 'Sun Smart' and Slip–Slop–Slap–Seek–Slide (Cancer Council WA).

NON-CONTACT RESCUE

Assessment of an emergency:

- Think before acting.
- Consider the ability of the rescuer.
- Plan of action (**self-preservation**).
- Assistance available.
- Selection of rescue aids.

Having assessed the emergency, candidates should have knowledge of:

- **“Shallow Water”** (non-contact rescue, rescuer able to stand)
 - Negotiate surf, wade to and offer an aid to the patient.
 - Pull and/or instruct patient to a position of safety (patient need not necessarily be in front of rescuer, can be to side depending on conditions).
- **Defensive Position and Reverse** (refer to the following page)
 - Safe distance from person in difficulty.
- **“Accompanied Rescue”** (non-contact rescue, deep water)
 - Negotiate the surf quickly and confidently keeping the patient in sight.
 - Reassure the patient during the approach.
 - Keep a safe distance, adopt the defensive position and pass a flotation aid.
 - Accompany the patient to safety while keeping a safe distance from them.

IT IS **VITAL** THAT STUDENTS ARE WARNED TO **KEEP A SAFE DISTANCE FROM SWIMMERS IN DIFFICULTY** – ASSISTED RESCUES ARE NOT TO BE TAUGHT AT THIS LEVEL.

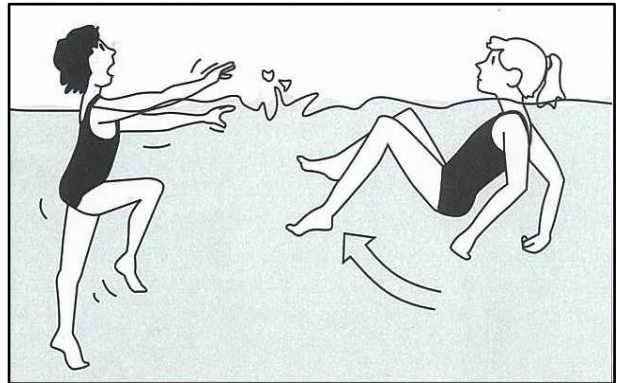
Defensive Position ①

When – approaching all people in difficulty who are conscious. A defensive position will allow the lifesaver to make a final assessment from a safe position.

How –

From a swimming position:

- maintain a safe distance from the person in difficulty;
- tuck the legs rapidly under the body; and
- push the legs forward.



The Reverse ②

When – the person in difficulty attempts to grasp the rescuer.

How –

- tuck the legs rapidly under the body and push them forward as in the defensive position;
- kick away vigorously; and
- re-adopt the defensive position.

STAGE 10

	34 th ed	33 rd ed
<p>Discuss personal safety issues and concerns at water venues</p> <ul style="list-style-type: none"> • Sun Protection (Cancer Council WA) - slip, slop, slap, seek, slide (<i>Public Safety and Aquatic Rescue</i>) • Swimming with others • Understanding own competency in relation to the environment 	p14-15	15
<p>Recognise and understand the role of SLSA clubs, patrolling lifesavers and lifeguards</p> <ul style="list-style-type: none"> • Employed and volunteer personnel • Provide a safe beach through assessment of conditions and monitoring of swimming areas • Prevent drowning through education, support, guidance and rescues 	p x-xiii	x-xiii
<p>Identify SLSA patrol flags and their purpose</p> <ul style="list-style-type: none"> • Why the yellow and red 		xiii
<p>Identify different safety signs on the beach and their meaning</p> <ul style="list-style-type: none"> • Effective communication • Graphic Communication • Examples of Australian Standard symbols • Students should be able to look at a number of signs and interpret the message e.g. swimming prohibited, body boards prohibited, diving prohibited, beware of stingers 	p118 p122 p123	110 115 116
<p>Identify surf conditions and hazards</p> <ul style="list-style-type: none"> • Students should be able to list environmental hazards and human / social hazards which may occur at the beach • In addition students should be able to discuss how to recognise and avoid some of these hazards • Beach types and hazard ratings • Surf Awareness (<i>Surf Survival Instructors Guide p10</i>) 	p32-34 p18-34	23-24
<p>Recognise and respond to an emergency situation: locating and gaining assistance</p> <p>In a simulated emergency situation on land the student should be able to;</p> <ul style="list-style-type: none"> • Recognise there may be an emergency • Check for dangers to – themselves, bystanders, the casualty • Check for response from the casualty and determine if conscious or not • Place an unconscious casualty in the recovery position • Identify a source for assistance, communicate the situation to a qualified first aid provider. • Patient Assessment & Care (<i>Surf Survival Instructors Guide p12</i>) 	p58 p60-61 p57	44 44 45, 52

<p>Basic beach flag techniques: sprint and dive</p> <ul style="list-style-type: none"> • Beach running (<i>Surf Ed. Instructor's Guide p14</i>) • Sprinting on the Sand (<i>Surf Ed. Instructor's Guide p33, 34</i>) • Diving for a Flag (<i>Surf Ed. Instructor's Guide p77</i>) 		
<p>Basic entry and exit skills: wading, porpoising</p> <ul style="list-style-type: none"> • Surf Negotiation skills theory • Dolphining (<i>Surf Ed. Instructor's Guide p39, 79</i>) 	p37-40	26
	p38	26
<p>Dive under a small wave</p> <ul style="list-style-type: none"> • Surf Negotiation skills theory – small wave • Diving under the water (<i>Surf Ed. Instructor's Guide p21</i>) 	p38	26
	p38	
<p>Basic wave riding: body surfing</p> <ul style="list-style-type: none"> • Body surfing techniques • Surf Skills and Fitness (<i>Surf Survival Instructors Guide p24</i>) 	p40	27
<p>Board paddling: entry skills, balancing, paddling and turning skills in a stable surf</p> <ul style="list-style-type: none"> • Entering the water & Paddling 	p41-45	28-31
<p>Demonstrate a high level of self-preservation when performing shallow water accompanied rescues: reach, wade</p> <ul style="list-style-type: none"> • Perform reach and wade rescues with NO physical contact with the patient • Perform rescues with suitable rescue aids (buoyant devices that can be given to the patient without contact) • Demonstrate an understanding of the importance of verbal communication & reassurance • Demonstrate an awareness of the need to obtain assistance from a bystander or call for assistance from a qualified first aider 		
<p>1 minute clothed survival swim and float</p> <ul style="list-style-type: none"> • Swim a combination of survival strokes, float and scull while clothed in swimwear, shorts and t-shirt • How to float & scull 		
	p37	24
<p>100m continuous swim</p> <ul style="list-style-type: none"> • Proficiently swim 100m in mild surf conditions without stopping • Demonstrate effective use of all swimming strokes (excluding butterfly) • Refer to <i>Swimming Instructor Handbook and Guidelines</i> for “must sees” relevant to stage 9 		
<p>Run 50 metres, swim 100 metres, run 50 metres</p> <ul style="list-style-type: none"> • Run 50m on firm sand, enter water swim to a safe point preferably just out of depth, swim freestyle 100m parallel to the shore, safely exit and run another 50m on firm sand. • The swim is preferred to be performed as a continuous swim around markers set 50m apart, running parallel to the shore. This is to keep swimmers in close vicinity to the teacher supervising. This strategy is to be used when there is NO strong current to swim against. • If a there is a strong current the swim is to be conducted in the direction of the 		

current with participants swimming 100m parallel to the shore.

STAGE 11

	34 th ed	33 rd ed
<p>Discuss safety issues concerned with recreational activities at the beach and identify safety services provided at surf venues</p> <ul style="list-style-type: none"> • Students should be able to discuss safety concerns when; boating, surfing, fishing, socialising on the beach • Students should be able to nominate relevant emergency and volunteer agencies who can assist in water based activities & emergencies 		
<p>Describe the formation of waves, types of rips and currents and methods to escape</p> <ul style="list-style-type: none"> • Wave formation (<i>Surf Survival Instructors Guide p10</i>) • Wave types (<i>Surf Survival Instructors Guide p10</i>) • Negotiating waves • Rip currents • Escaping rips • Inshore currents & holes 	<p>p18-21</p> <p>p22</p> <p>p25-31</p> <p>p31</p>	<p>18</p> <p>19</p> <p>20</p> <p>21</p> <p>22</p>
<p>Understand and perform basic surf lifesaving signals</p> <ul style="list-style-type: none"> • Beach to Water Signals 	p125-126	119-120
<p>Recognise and respond to an emergency situation: self-preservation In a simulated emergency situation on land the student should be able to;</p> <ul style="list-style-type: none"> • Recognise there may be an emergency • Check for dangers to – themselves, bystanders, the casualty • Check for response from the casualty and determine if conscious or not • Place an unconscious casualty in the recovery position • Identify a source for assistance, communicate the situation to a qualified first aid provider. • Patient Assessment & Care • Introduction to Rescue (<i>Surf Survival Instructors Guide p26</i>) • Essential steps to aquatic rescue 	<p>p58</p> <p>p60-61</p> <p>p57-70</p> <p>p140</p>	<p>44</p> <p>44</p> <p>45, 52</p> <p>42-54</p> <p>124</p>
<p>Understand the basic principles of resuscitation</p> <ul style="list-style-type: none"> • Chain of survival • Resuscitation chart • 4 concepts of lifesaving practice 	<p>p56</p> <p>p140</p>	<p>42</p> <p>124</p>
<p>Intermediate beach flag techniques: stride, sprint, dive</p> <ul style="list-style-type: none"> • Sprinting on the Sand (<i>Surf Ed. Instructor's Guide p33, 34</i>) • Beach Flags and turns (<i>Surf Ed. Instructor's Guide p17</i>) • Diving for a Flag (<i>Surf Ed. Instructor's Guide p77</i>) 		
<p>Display an ability to change direction while running on the sand or grass</p> <ul style="list-style-type: none"> • Beach Flags and turns (<i>Surf Ed. Instructor's Guide p17</i>) • Floating over the sand (<i>Surf Ed. Instructor's Guide p95-96</i>) 		

Perform intermediate entry and exit skills: wading, dolphining and swimming utilising waves and currents <ul style="list-style-type: none"> • Surf Negotiation skills theory • Wading (<i>Surf Ed. Instructor's Guide p19, 59</i>) • Dolphining (<i>Surf Ed. Instructor's Guide p39, 79</i>) 	p37	26
	p38	26
	p38	26
Dive under a medium wave or set of waves <ul style="list-style-type: none"> • Surf Negotiation skills theory – medium to large broken wave 	p37	26
Body surfing: ability to read and catch a wave <ul style="list-style-type: none"> • Body surfing techniques • Surf Skills and Fitness (<i>Surf Survival Instructors Guide p24</i>) • Students should be able to make good decisions about which waves to catch (either in relation to safety or best for transport back to the shore) and be able to time when to catch them for greatest distance 	p40	27
Board paddling: entry skills in moderate surf, sitting over a wave, paddle through a wave, ride a wave <ul style="list-style-type: none"> • Catching waves on a board • Catch and Pull (<i>Surf Ed. Instructor's Guide p47</i>) 	p44	31
Demonstrate a high level of self-preservation when performing deep water accompanied rescue: demonstrate clear communication, accurate provision of flotation device <ul style="list-style-type: none"> • Perform deep water accompanied rescues with NO physical contact with the patient • Perform rescues with suitable rescue aids (buoyant devices that can be given to the patient without contact) • Demonstrate use of the defensive position when approaching the casualty to provide the flotation aid • Demonstrate an understanding of the importance of verbal communication & reassurance • Provide the flotation aid with accuracy to minimise distress of casualty and danger to self • Demonstrate an awareness of the need to obtain assistance from a bystander or call for assistance from a qualified first aider 		
Demonstrate and understand self-preservation using H.E.L.P and huddle positions <ul style="list-style-type: none"> • Refer to Royal Life Saving Manual • HELP = Heat Escape Lessening Posture (or Position) • Students should be able to explain both positions and the reason for their use as well as demonstrate the positions in the water 	p103-104	84
1 ½ minute clothed survival swim and float <ul style="list-style-type: none"> • Swim a combination of survival strokes, float and scull while clothed in swimwear, shorts and t-shirt • How to float & scull 	p37	24

<p>150m continuous swim</p> <ul style="list-style-type: none"> • Proficiently swim 150m in mild surf conditions without stopping • Demonstrate effective use of all swimming strokes (excluding butterfly) • Refer to <i>Swimming Instructor Handbook and Guidelines</i> for “must sees” relevant to stage 9 		
<p>Run 100 metres, swim 100 metres, run 100 metres</p> <ul style="list-style-type: none"> • Run 100m on firm sand, enter water swim to a safe point preferably just out of depth, swim freestyle 100m parallel to the shore, safely exit and run another 100m on firm sand • The swim is preferred to be performed as a continuous swim around markers set 50m apart, running parallel to the shore. This is to keep swimmers in close vicinity to the supervising teacher. This strategy is to be used when there is NO strong current to swim against • If a there is a strong current the swim is to be conducted in the direction of the current with participants swimming 100m parallel to the shore • The runs are to be performed between two markers set at 50m apart 		

STAGE 12

	34 th ed	33 rd ed
<p>Discuss safety and environmental issues associated with recreational activities at the beach and how to minimise harm</p> <ul style="list-style-type: none"> • Students should be able to discuss safety concerns when; boating, surfing, fishing, socialising on the beach • Students should be able to discuss environmental concerns with boating & fishing • Students should be able to suggest practical ways to minimise harm to themselves, their friends and the environment 		
<p>Identify the characteristics and the effects of tides, sandbars, rips, backwash and undertows</p> <ul style="list-style-type: none"> • Surf Awareness 	p18-34	18-24
<p>Understand and perform a range of surf lifesaving signals</p> <ul style="list-style-type: none"> • Beach to Water & Water to Beach Signals 	p125-128	119-121
<p>Identify the elements of the patient assessment procedure: specifically DRABCD</p> <ul style="list-style-type: none"> • Principles of management DRSABCD 	p57, 89	43, 73
<p>Practice placing a patient in the lateral/recovery position</p> <ul style="list-style-type: none"> • Place an unconscious casualty in the recovery position • Body check, secondary assessment • Students should be able to explain the purpose of the steps taken in placing a casualty in the recovery position 	p60-61	45, 52
	p91-92	74
<p>Basic first aid; management of stings, sunburn, bleeding, sprains</p> <ul style="list-style-type: none"> • Introduction to First Aid (<i>Surf Survival Instructors Guide p20</i>) • Bleeding • Soft tissue injuries 		
	p93-94	75-76
	p107-108	87
<p>Intermediate running techniques: striding, sprint starts and finishes</p> <ul style="list-style-type: none"> • Sprinting on the Sand (<i>Surf Ed. Instructor's Guide p33, 34</i>) • Beach Flags and turns (<i>Surf Ed. Instructor's Guide p17 - 18</i>) • Diving for a Flag (<i>Surf Ed. Instructor's Guide p77 - 78</i>) • Floating over the sand (<i>Surf Ed. Instructor's Guide p95 - 96</i>) 		
<p>Perform intermediate entry and exit skills: wading, dolphining and swimming utilising waves and currents</p> <ul style="list-style-type: none"> • Surf Negotiation skills theory • Wading (<i>Surf Ed. Instructor's Guide p19, 59</i>) • Dolphining (<i>Surf Ed. Instructor's Guide p39, 79</i>) 	p37	26
	p38	
	p38	
<p>Dive under a set of waves</p> <ul style="list-style-type: none"> • Surf Negotiation skills theory – medium to large broken wave 	p38	26

<p>Board paddling: safe surf entry, paddle and catch wave, controlled rescue dismount</p> <ul style="list-style-type: none"> • Catch and Pull (<i>Surf Ed. Instructor's Guide p28</i>) • Buoy Turns (<i>Surf Ed. Instructor's Guide p73</i>) 		
<p>Board relay: demonstrate controlled handling and manoeuvring of the board</p> <ul style="list-style-type: none"> • Buoy Turns (<i>Surf Ed. Instructor's Guide p73</i>) • Off the board and finish (<i>Surf Ed. Instructor's Guide p127</i>) 		
<p>Body board rescue of a conscious swimmer</p> <ul style="list-style-type: none"> • Getting out the Back (<i>Surf Survival Instructors Guide p32</i>) • Board Rescues 	p151-155	136-141
<p>Tube rescue of a conscious swimmer: entry, self-preservation, exit</p> <ul style="list-style-type: none"> • Tube rescue techniques 	p148-150	132-135
<p>1 ½ minute clothed survival swim and float</p> <ul style="list-style-type: none"> • Swim a combination of survival strokes, float and scull while clothed in swimwear, shorts and light weight long sleeved shirt. • How to float & scull 	p37	24
<p>200m continuous swim</p> <ul style="list-style-type: none"> • Proficiently swim 200m in mild surf conditions without stopping. • Demonstrate effective use of all swimming strokes (excluding butterfly) • Refer to <i>Swimming Instructor Handbook and Guidelines</i> for “must sees” relevant to stage 9. 		
<p>Run 100 metres, swim 150 metres, run 100 metres</p> <ul style="list-style-type: none"> • Run 100m on firm sand, enter water swim to a safe point preferably just out of depth, swim freestyle 150m parallel to the shore, safely exit and run another 100m on firm sand. • The swim is preferred to be performed as a continuous swim around markers set 50m apart, running parallel to the shore. This is to keep swimmers in close vicinity to the supervising teacher. This strategy is to be used when there is NO strong current to swim against. • If a there is a strong current the swim is to be conducted in the direction of the current with participants swimming 150m parallel to the shore. • The runs are to be performed between two markers set at 50m apart. 		

STAGE 13

	34 th ed	33 rd ed
<p>Discuss safety and environmental issues associated with recreational activities at the beach and how to minimise harm</p> <ul style="list-style-type: none"> • Students should be able to discuss safety concerns when; boating, surfing, fishing, socialising on the beach. • Students should be able to discuss environmental concerns with boating & fishing. • Students should be able to suggest practical ways to minimise harm to themselves, their friends and the environment. 		
<p>Identify and discuss gutters, littoral currents, sweeps, wind swells and ground swells and their effects</p> <ul style="list-style-type: none"> • Surf Awareness (<i>Surf Survival Instructors Guide p10</i>) 	p18-34	18-24
<p>Recall types of rips and the method for swimming out of a rip, current, fast flowing river and safety exiting other aquatic environments</p> <ul style="list-style-type: none"> • Rip currents • Escaping rips • Inshore currents & holes • Refer also to Royal Life Saving Manual 	p25-31	20-21
	p31	21
		22
<p>Understand and perform a wide range of surf lifesaving signals</p> <ul style="list-style-type: none"> • Beach to Water, Water to Beach & Tower Signals 	p125-128	119-121
<p>Recognise and respond to an emergency situation: demonstrating DRABCD In a simulated emergency situation on land the student should be able to;</p> <ul style="list-style-type: none"> • Recognise there may be an emergency • Check for dangers to – themselves, bystanders, the casualty • Check for response from the casualty and determine if conscious or not • Place an unconscious casualty in the recovery position • Identify a source for assistance, communicate the situation to a qualified first aid provider. • Assess the patient • Perform CPR on a non-breathing patient • Patient Assessment & Care • Introduction to Rescue (<i>Surf Survival Instructors Guide p26</i>) • Essential steps to aquatic rescue 		
		44
	p58	44
	p60-61	45, 52
	p57-69	42-54
	p140	124
<p>Perform cardiopulmonary resuscitation (CPR) techniques</p> <ul style="list-style-type: none"> • Airway • Breathing • Compression & Defibrillation • Recovery 	p59-63	46-47
	p63-64	48-49
	p64-80	50-51
	p68-69	52
<p>Basic first aid: management of asthma, fainting, shock</p> <ul style="list-style-type: none"> • Shock 	p95	77

<ul style="list-style-type: none"> Fainting 	p99	80-81
Intermediate running techniques: striding, sprint starts and finishes, flag race strategies <ul style="list-style-type: none"> Fast Flags Turns (<i>Surf Ed. Instructor's Guide p121</i>) Diving for a Flag (<i>Surf Ed. Instructor's Guide p77</i>) Floating over the sand (<i>Surf Ed. Instructor's Guide p95 - 96</i>) 		
Perform advanced entry and exit skills with and without the use of flotation devices: wading, dolphining and swimming utilising waves and currents <ul style="list-style-type: none"> Surf Negotiation skills theory Wading (<i>Surf Ed. Instructor's Guide p19, 59</i>) Dolphining (<i>Surf Ed. Instructor's Guide p39, 79</i>) 	p37	26
	p38	26
	p38	26
Deep dive under a wave and negotiate a set of waves <ul style="list-style-type: none"> Surf Negotiation skills theory – Large surf, deeper water 	p38	27
Perform advanced board paddling or riding skills: specifically balancing, turning, duck diving, paddling and wave riding <ul style="list-style-type: none"> Catch and Pull (<i>Surf Ed. Instructor's Guide p47</i>) Buoy Turns (<i>Surf Ed. Instructor's Guide p85</i>) Off the board and finish (<i>Surf Ed. Instructor's Guide p127</i>) 		
Board rescue of a conscious swimmer: secure and support on the board <ul style="list-style-type: none"> Paddling with a Patient Paddling with a Partner (<i>Surf Ed. Instructor's Guide p125</i>) 	p45	31
Tube rescues: conscious swimmer, injured swimmer <ul style="list-style-type: none"> Tube rescues 	p148-150	132-135
2 minute clothed survival swim and float <ul style="list-style-type: none"> Swim a combination of survival strokes, float and scull while clothed in swimwear, shorts and light weight long sleeved shirt. 		
250m continuous swim <ul style="list-style-type: none"> Proficiently swim 250m in mild surf conditions without stopping. Demonstrate effective use of all swimming strokes (excluding butterfly) Refer to <i>Swimming Instructor Handbook and Guidelines</i> for “must sees” relevant to stage 9. 		
Run 150 metres, swim 150 metres, run 150 metres <ul style="list-style-type: none"> Run 150m on firm sand, enter water swim to a safe point preferably just out of depth, swim freestyle 150m parallel to the shore, safely exit and run another 150m on firm sand. The swim is preferred to be performed as a continuous swim around markers set 50m apart, running parallel to the shore. This is to keep swimmers in close vicinity to the supervising teacher. This strategy is to be used when there is NO strong current to swim against. If a there is a strong current the swim is to be conducted in the direction of the current with participants swimming 150m parallel to the shore. The runs are to be performed between two markers set at 50m apart 		

STAGE 14

	34 th ed	33 rd ed
Discuss the principles of performing rescues <ul style="list-style-type: none"> • <i>Surf Survival Instructors Guide p25-26)</i> 	p140-146	124-129
Discuss when to use search and rescue patterns and participate in a simulation of a search pattern performed on sand or in shallow water. <ul style="list-style-type: none"> • Refer to Royal Life Saving Manual 		
Understand and perform a wide range of surf lifesaving signals in a real life scenario <ul style="list-style-type: none"> • Beach to Water, Water to Beach & Tower Signals 	p125-128	119-121
Recognise and respond to an emergency situation: demonstrating DRABCD and resuscitation In a simulated emergency situation on land the student should be able to;		
<ul style="list-style-type: none"> • Recognise there may be an emergency 		
<ul style="list-style-type: none"> • Check for dangers to – themselves, bystanders, the casualty 		44
<ul style="list-style-type: none"> • Check for response from the casualty and determine if conscious or not 	p58	44
<ul style="list-style-type: none"> • Place an unconscious casualty in the recovery position 	p60-61	45, 52
<ul style="list-style-type: none"> • Identify a source for assistance, communicate the situation to a qualified first aid provider. 		
<ul style="list-style-type: none"> • Assess the patient 		
<ul style="list-style-type: none"> • Perform CPR on a non-breathing patient 		
<ul style="list-style-type: none"> • Patient Assessment & Care (<i>Surf Survival Instructors Guide p12)</i> 		
<ul style="list-style-type: none"> • Introduction to Rescue (<i>Surf Survival Instructors Guide p26)</i> 		
<ul style="list-style-type: none"> • Essential steps to aquatic rescue 	p140	124
Perform cardiopulmonary resuscitation (CPR) techniques		
<ul style="list-style-type: none"> • Airway 	p59-63	46-47
<ul style="list-style-type: none"> • Breathing 	p63-64	48-49
<ul style="list-style-type: none"> • Compression & Defibrillation 	p64-80	50-51
<ul style="list-style-type: none"> • Recovery 	p68-69	52
<ul style="list-style-type: none"> • Students should be able to perform mouth to nose and mouth to mask in additions to mouth to mouth. 		
<ul style="list-style-type: none"> • Students should be able to discuss the benefits of 2 person CPR 		
<ul style="list-style-type: none"> • Students should be able to discuss the differences when performing CPR on Infants 		
First aid: signs, symptoms and management of bleeding, asthma, hypothermia, heat exhaustion, bites and stings (RICE)		
<ul style="list-style-type: none"> • RICER 	p107-108	88
<ul style="list-style-type: none"> • Temperature related illness 	p102-104	84-85
<ul style="list-style-type: none"> • Bites and Stings 	p108-115	90-98
Participation in beach events: sprint, flags, multi-discipline		

<p>Perform advanced entry and exit skills with and without the use of improvised rescue devices: wading, dolphining and swimming utilising waves and currents</p> <ul style="list-style-type: none"> • Surf Negotiation skills theory 	p37	26
<p>Demonstrate defence techniques: reverse, leg block, escape from front grasp</p> <ul style="list-style-type: none"> • Releases and Escapes • Refer also to Royal Life Saving Manual 	p146	25
<p>Perform advanced board paddling or riding skills: specifically balancing, turning, duck diving, rolling, paddling and wave riding</p> <ul style="list-style-type: none"> • Catch and Pull (<i>Surf Ed. Instructor's Guide p47</i>) • Buoy Turns (<i>Surf Ed. Instructor's Guide p85</i>) • Off the board and finish (<i>Surf Ed. Instructor's Guide p127</i>) 		
<p>Board rescue of a conscious swimmer: secure and support on the board, paddle, seek assistance</p> <ul style="list-style-type: none"> • Board Rescue 	p151	136
<p>Board rescue of an unconscious swimmer: secure and support on the board, paddle</p> <ul style="list-style-type: none"> • Board Rescue 	p152-153	137
<p>Tube rescues: conscious swimmer, injured swimmer, unconscious patient</p> <ul style="list-style-type: none"> • Tube Rescue 	p148-150	132-135
<p>2 minute clothed survival swim and float</p> <ul style="list-style-type: none"> • Swim a combination of survival strokes, float and scull while clothed in swimwear, long pants and light weight long sleeved shirt. 		
<p>300m continuous swim</p> <ul style="list-style-type: none"> • Proficiently swim 300m in mild surf conditions without stopping. • Demonstrate effective use of all swimming strokes (excluding butterfly) • Refer to <i>Swimming Instructor Handbook and Guidelines</i> for "must sees" relevant to stage 9. 		
<p>Run 150 metres, swim 200 metres, run 150 metres</p> <ul style="list-style-type: none"> • Run 150m on firm sand, enter water swim to a safe point preferably just out of depth, swim freestyle 200m parallel to the shore, safely exit and run another 150m on firm sand. • The swim is preferred to be performed as a continuous swim around markers set 50m or 100 m apart, running parallel to the shore. This is to keep swimmers in close vicinity to the supervising teacher. This strategy is to be used when there is NO strong current to swim against. • If a there is a strong current the swim is to be conducted in the direction of the current with participants swimming 200m parallel to the shore. • The runs are to be performed between two markers set 50m apart. 		

STAGE 15

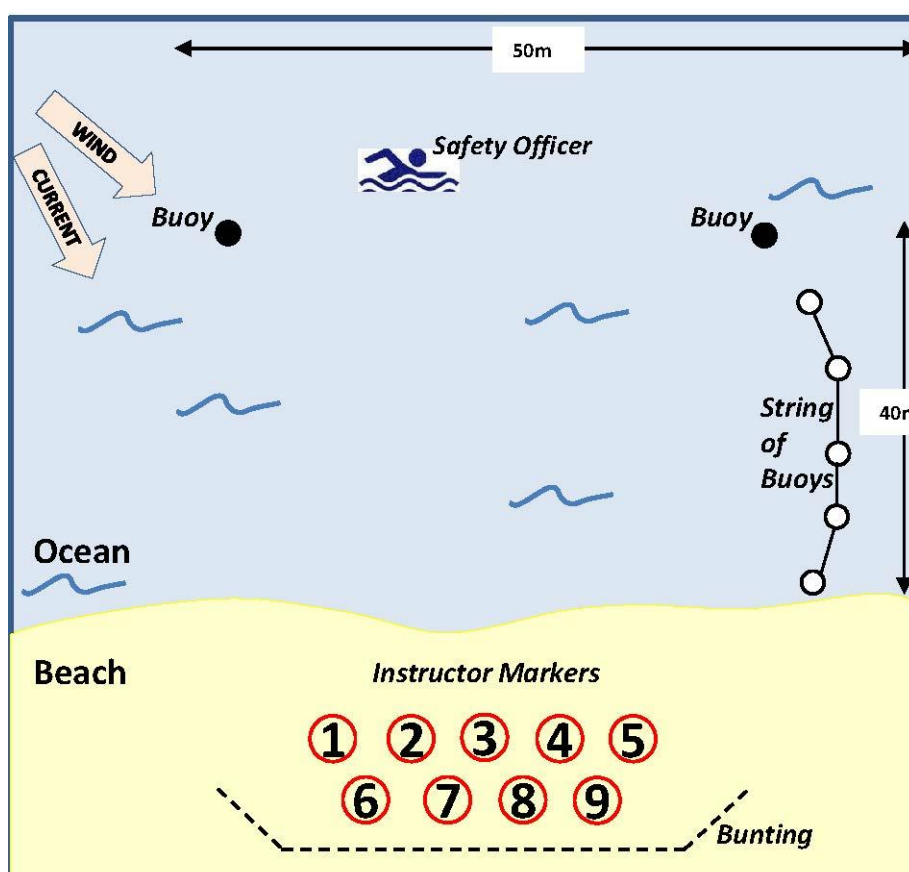
(Please note that Surf Stage 15 is only offered during VacSwim classes.)

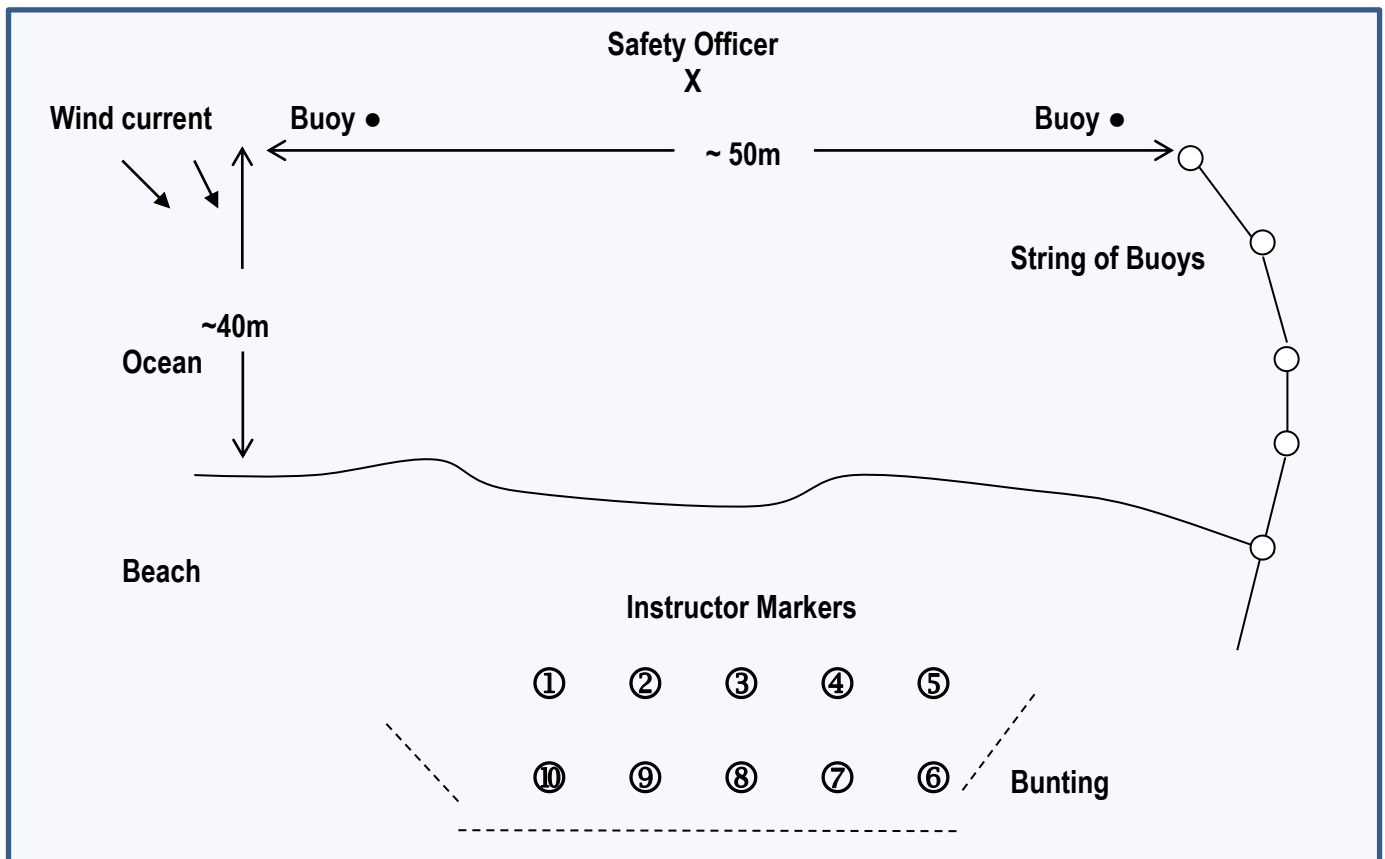
	34 th ed	33 rd ed
Discuss the principles of performing rescues <ul style="list-style-type: none"> Rescues – Prevention, Recognition, Rescue, Recovery 	p140-155	124-130
Discuss when to use search and rescue patterns and take an active role in a simulation of a search pattern performed on sand or in shallow water. <ul style="list-style-type: none"> Refer to Royal Life Saving Manual 		
Understand and perform a wide range of surf lifesaving signals in a variety of scenarios <ul style="list-style-type: none"> Beach to Water, Water to Beach & Tower Signals 	p124-128	119-121
Recognise and respond to an emergency situation: demonstrating DRABCD, resuscitation and after care	p57, 89	43, 73
Perform cardiopulmonary resuscitation (CPR) techniques In a simulated emergency situation on land the student should be able to; <ul style="list-style-type: none"> Recognise there may be an emergency Check for dangers to – themselves, bystanders, the casualty Check for response from the casualty and determine if conscious or not Place an unconscious casualty in the recovery position Identify a source for assistance, communicate the situation to a qualified first aid provider Assess the patient Perform CPR on a non-breathing patient Perform secondary check on a recovered patient Patient Assessment & Care (<i>Surf Survival Instructors Guide pg; 12</i>) Introduction to Rescue (<i>Surf Survival Instructors Guide pg; 26</i>) Essential steps to aquatic rescue 		
		p44
	p58	p44
	p60-61	45, 52
	p91-92	74
	p57, 89	
	p140	124
First aid: recognise situations where spinal injuries may occur and discuss and demonstrate appropriate spine management. <ul style="list-style-type: none"> Spinal Injuries 	p100-102	81-83
Participation in beach events; Sprint, flags, multi-discipline		
Perform advanced entry and exit skills with and without the use of flotation devices; wading, dolphining and swimming utilising waves and currents <ul style="list-style-type: none"> Surf Negotiation skills theory 	p18-45	26-27
Demonstrate defence techniques: reverse, leg block, block using an aid, escape from front grasp, escape from rear grasp <ul style="list-style-type: none"> Releases and Escapes 	p145-146	25

<p>Perform advanced board paddling or riding skills: specifically balancing, turning, duck diving, rolling, paddling and wave riding</p> <ul style="list-style-type: none"> • Catch and Pull (<i>Surf Ed. Instructor's Guide p47</i>) • Buoy Turns (<i>Surf Ed. Instructor's Guide p85</i>) • Off the board and finish (<i>Surf Ed. Instructor's Guide p127</i>) 		
<p>Board rescue of a conscious swimmer: secure and support on the board, paddle, seek assistance</p> <ul style="list-style-type: none"> • Board Rescue 	p151	136
<p>Board rescue of an unconscious swimmer: secure and support on the board, paddle, seek assistance</p> <ul style="list-style-type: none"> • Single Surfer Rescue (<i>Surf Survival Instructors Guide p28 - 29</i>) • Board Rescue 	p152-153	137
<p>Tube rescues: conscious swimmer, injured swimmer, unconscious patient, seek assistance</p> <ul style="list-style-type: none"> • Tube Rescue 	p148-150	132-135
<p>3 minute clothed survival swim and float</p> <ul style="list-style-type: none"> • Swim a combination of survival strokes, float and scull while clothed in swimwear, long pants and long sleeved shirt. 		
<p>300m continuous swim</p> <ul style="list-style-type: none"> • Proficiently swim 100m in surf conditions without stopping. • Demonstrate effective use of all swimming strokes (excluding butterfly) • Refer to <i>Swimming Instructor Handbook and Guidelines</i> for "must sees" relevant to stage 9. 		
<p>Run 200 metres, swim 200 metres, run 200 metres</p> <ul style="list-style-type: none"> • Run 200m on firm sand, enter water swim to a safe point preferably just out of depth, swim freestyle 200m parallel to the shore safely exit and run another 200m on firm sand. • The swim is preferred to be performed as a continuous swim around markers set 50m or 100 m apart, running parallel to the shore. This is to keep swimmers in close vicinity to the supervising teacher. This strategy is to be used when there is NO strong current to swim against. • If a there is a strong current the swim is to be conducted in the direction of the current with participants swimming 200m parallel to the shore. • The runs are to be performed between two markers set at a maximum of 100m apart. 		

PRACTICAL HINTS FOR TEACHING IN THE SURF

- Enjoyment is a key ingredient of every lesson. Always show a happy face and enjoyment of being at the beach.
- Safety is your greatest responsibility. You must carry out all possible safety measures at all times during all lessons!
- Remember the primary objective is teaching children HOW TO SWIM, just like at the pool. In addition we have to teach children to manage and understand the beach environment.
- Know the centre and prevailing conditions, e.g. inshore holes, side draft, sandbanks, wave type, rips and marine animals. Note, check these conditions EACH DAY before the commencement of classes and discuss with students.
- Be prepared for the conditions. Wear appropriate clothing, e.g. wetsuit, and have a spare towel.
- Be prepared for changes in weather and prepare flexible lesson plans.
- Keep your own skills and knowledge up to date and maintain surf qualifications.
- There are no barriers and no walls at the beach. At best there may be a groyne or line of floats. There are lots of variables at the beach making it more difficult to maintain class organisation than at the pool.
- Ensure that class activities are conducted within the centre 'boundaries'. For example:





- The assembly area on the beach should be defined and pegged so that students know where to meet before the lesson and from where you will dismiss your class at the conclusion of the lesson.
- Define your teaching area so that all class members are aware of the boundaries. If necessary set imaginary markers and align with landmarks on the shore. Go to the same spot every day and keep to the same routine.
- If you need to work outside the defined area, ensure that your supervisor and/or deputy are aware and if necessary provide additional assistance.
- Pair class members for safety and incorporate number checks into your lesson plan, i.e. regular head counts. Every student must have a surf cap on for identification.
- **The instructor is the first person in the water and the last person out.**
- Position yourself so that you can see all class members at all times. Where appropriate, keep the class between you and the shoreline. Avoid, whenever possible, having your back to the surf and there should not be any children behind you. Put the child who needs help in the last wave of swimmers so the rest of the class is in sight.
- Keep swimmers close together and allow the group to work at the pace set by the majority of the class or, if appropriate, the pace of the slowest member of the class.
- When instructing students in deep water instructors should have a rescue aid with them, e.g. rescue board, foamie, rescue tube or kickboards.
- For deep water swims, instructor must have a flotation device. The Water Safety Officer, Deputy or Supervisor should be out in the water first with the instructor following the students out.
- The class should NOT be in deep water for the whole lesson as it can be very tiring. Becoming tired in open water has greater safety implications than at the pool. Allow children lots of rest standing in shallow water in between deep water swims. Be aware that even the 'upper' stages need stroke work in shallow water.

- In 'upper' stages the strokes should be checked over shorter distances from time to time to monitor proficiency rather than always performing long distance swims.
- Distance swims should be completed as a series of continuous repetitions parallel to shore, e.g. a 150m swim can be completed as three x 50m repetitions rather than 75m out and 75m back to shore.
- Allow for the current when entering and exiting the water and point this out to the children. If swimming WITH the current you can increase the distance a little and decrease it when swimming AGAINST the current.
- The Run Swim Run is swum WITH the current and the stroke is freestyle.
- Lifting the head in freestyle may be due to waves. At the beach swimmers should be taught to look forward occasionally to check where they are. Surf clubs teach their swimmers to look around, usually forward, for this reason.
- Students should be taught to swim over, or duck or dive under, waves and not to stop for them.
- Groups performing a Run Swim Run should not swim through lower stage groups.
- Remember to do continuous assessment. When skills are achieved, tick them off on your class sheet at the end of the lesson.
- Be mindful of other beach users, e.g. children spraying sand over the public.
- Watch your children ON the beach as closely as you do in the water.
- Communicate with your centre supervisor and fellow teaching staff to ensure that they are always aware of your intentions and can provide assistance where appropriate.
- The 'MUST SEES' for swimming skills are the same as at the pool however the distances are shorter. If a student passes a stage at the beach they enrol in the next stage at the beach and pool and vice versa.

Note - some of the information outlined above is of a general nature and staff may have to develop specific guidelines for certain situations.

FUN AND GAMES ACTIVITIES FOR BEACH LESSONS

Knees Up:

Students wade/run in knee deep water lifting their knees and kicking their heels up to the side. This is a good warm up activity and an important part of the Run Swim Run.

Beach Flags (Modified)

Students lie parallel to the water's edge in beach flags ready position (on stomach with chin resting on back of hands) and race into the water towards instructor who is standing in the water (depth varying with ability of students). Children use a combination of running, wading, 'porpoising', dolphining and swimming (these can be introduced in stages). After a few days the instructor can progressively move deeper (using rescue tube or paddling board) and handicap the students according to ability.

Porpoising/Dolphining

Students practise 'porpoising' in waist-deep water parallel to the beach.

Sandgropers

This teaches students how to duck under waves and hold onto the sand (to avoid being 'dumped' by wave). Evidence of holding on to the sand is in the amount of sand they pick up and pile onto the instructor's kickboard. The team that covers the kickboard first wins. Head-first and feet-first surface dives can also be introduced here.

Wade Relay

Teams race against each other using a combination of wading and dolphining on an 8m course that is waist/knee deep parallel to the beach. This is good for the end of the lesson as long as the teams are not so big that there is a lot of waiting time.

Board Relay

As above but paddle on 'foamies' - more suitable for stages 9 and above.

Water Bag Throw

Each pair of students has a plastic zip-lock bag filled with water and sealed. Throw to partner increasing distance with every successful throw until bag is dropped or bursts.

Hoop Shuttle

Four or five students per hoop, all holding onto the hoop. All students run into knee deep water and drop off one person. The rest of the team runs back up to the marker on the beach and then runs back into the water and drops off another team member. When all are 'dropped off', reverse order and pick up the first team member and then the second, third etc. until all of the team are back on the beach.

Sea Sponge

Using large (carwash size) sponge, teams of students line up perpendicular to the water's edge. The student closest to the water dips the sponge in the water and throws it to next person along line until it reaches the last person who squeezes the water that is left into a container. This person then runs into the water and dips the sponge and the line moves up towards the container. The first team to fill their container up to specified mark wins. This could also be done like tunnel ball, or 'under and over' with smaller children.

Kick-Board Catchy

All students stand on their kick-boards on the sand except one. This student walks around circle and names each student duck, duck etc.....until he names one 'goose' – the goose has to race the 'it' student around the circle and beat him to the spare kick-board.

Surf Safety Signals

Students in knee to waist deep water, instructor on shoreline signals 'come to shore' (one arm up) 'move out', (two arms up) 'move left' or 'move right' etc.....getting progressively faster. A signal for 'Stop' (hold both arms out at shoulder height) can also be included.

Partner Relays

Instructor to be in knee deep water (deeper for more competent students), children in pairs onshore. On 'Go' one student from each pair runs around instructor and tags partner on shore who then runs around instructor.

