Age Managers Course

3rd Edition 2012



Presenters details here

Name and Experience



Age Managers Award

- Today is the first part of a three-step accreditation process for Age Managers Award.
- The accreditation process involves:
 - 1. 3 hour face-to-face theory session(today)
 - 2 hour on-the-beach practical skills session (at Branch/State discretion)
 - third party club-based mentoring segment (approx 6 hours on the beach back in club with an experienced Age Manager)



Age Managers Guide





AMG pg 3 (Item 1.1.1)



Today's Program

- Introduction to Surf Life Saving
- Module 1– Role of Age Manager
- Module 2– Creating a Safe Environment
- Coffee break
- Module 3– Growth, Development and Learning
- Module 4 Age Manager in Action
- Overview of Junior Development Resource
- What happens now?
- Course evaluation



Introduction to Surf Life Saving





Surf Life Saving Mission

Why we exist.

To save lives, create great Australians and build better communities.

Who we are?

We are a can do movement. We are Australian for life.



AMG pg 7 (Item 1.1)

SLSA Core Activities









AMG pg 7 (Item1.1.3)

SLSA Membership

- 158,000 members
- 65,000 junior activity members
 (5-13yrs...38% of membership)
- Junior activity members are lifesavers in training, they are the future of our movement



Who's Who in Your Club

- Club Structure: President and Executive
- Where does your team sit within the club
- Lifesaving Education Surf Sports who are your contacts
- Have a read of your Club Constitution



Our Aim

- Deliver a safe environment including aquatic
- Develop future lifesavers
- Develop a positive, enriching and nurturing culture amongst all those on the beach
- Whole club ethos (Nippers, Youth & Seniors all working as one collective team)
- Involving your Community



- One of the aims of the Nippers program is to develop future patrolling members
- Ensure a one club approach to educating your members in skills and personal development
- Nippers are lifesavers in training

 Nippers is much more than just surf sports events that are run on a weekly basis - it has long term impacts on the Nippers...



Outcomes:

- Develop a positive culture of participation and fun
- Enriching, educational and community focused
- <u>ALL</u> Nippers deserve to have a enjoyable time
- Develop a well-balanced program with a broad range of activities to engage your members
- Your Nipper team (especially Age Managers) need to demonstrate a one club approach
- Include and engage your greatest resource your parents!



- The Major Team Players
- Age Managers:
 - Trained in SLSA Age Mgrs Course
 - Club Age Assistants Members and trained inhouse
- Water Safety Supervisor
 - Water Safety Team WS should know their skills
 - No one works on the beach with the young "lifesavers in training" unless a current SLSA financial member



Junior Development Objectives

- Provide best possible lifesaving experience for all juniors
- Provide opportunities through a variety of activities
- Ensure juniors are safe on our beaches
- Develop a team-based philosophy
- Promote social, emotional & physical development



AMG pg 9 (Item 1.2.3)

Who is a Surf Lifesaver?







AMG pg 11 (Item 2.1)

Nurture Surf Lifesavers?

- Surf Lifesavers operate in an environment that values contribution, friendship, trust, respect, caring and responsibility.
- To ensure Surf Lifesavers continue giving their time the environment must support:
 - ✓ Safety and Support
 - ✓ Caring and Camaraderie
 - ✓ Teamwork and Trust
 - ✓ Respect and Responsibility





The Role of the Age Manager



Junior Development Objectives Which one is your priority ??







AMG pg 9 (Item 1.2.3)

Age Managers Role Description

- **Care**, safety, **well being**, development of junior surf lifesavers.
- Facilitating the development of surf life saving and personal development skills (e.g. confidence)
- Playing a fundamental role in the delivery of a learning program encouraging /developing young surf lifesavers.
- You may not have all the skills and understandings in all program areas, however your role will be to seek out and utilise expertise within your club.



An Age Manager needs to...

- Take **responsibility** for the learning
- Be a positive role model
- Ensure safety and wellbeing
- Develop knowledge
- Work as part of a team
- Plan and prepare
- Instill enjoyment and fun



AMG pg 12(Item 2.3.2)

Duty of Care

- Provide a safe environment
- Plan activities
- Evaluate for injury or incapacity
- Match children according to age, height, weight, maturity, skill level and experience
- Provide safe and proper equipment
- Closely supervise activities and minimise risk
- Develop clear rules
- Ensure accurate records are kept



AMG pg 12 (Item 2.3.3)

Working with Members Under 18

Special considerations

- Maintain an open door policy
- Treat all members with respect and dignity
- Foster teamwork and group cohesion amongst all ages
- Encourage children and be mindful of everyone's individual capabilities
- Respect children's privacy
- Be a ROLE MODEL at all times
- Meet state specific legislation



AMG pg 12 (Item 2.4)

Working Break



2 MINS

STRETCH

WORKBOOK





Creating a Safe Environment



Policies and Procedures

 SLSA and state policies exist to provide a safe environment for everyone.(See Section 3 - Age Managers Guide, SLSA website (<u>www.slsa.com.au</u>) or state website)

They include the Member Safety and Well Being Policy (Policy Number 6.5) incorporating:

- Child Protection Policy
- Working with Children (State specific requirements)
- Codes of Conduct (Parents and Officials Codes)



Policies and Procedures (continued)

- Youth Policy (Policy Number 6.15)
- Grievance Procedures (Policy Number 6.6)
- Sun Safety Policy (Policy Number 2.1)
- Water Safety Requirements (Policy Number 1.1)
- Photography Policy (Policy Number 6.18)



Member Code of Conduct

- Respect the rights, dignity and worth of others
- Be fair, considerate and honest in dealing with others
- Make a commitment to providing quality service
- Maintain adhesion to SLSA's standards, rules, regulations, policies
- Demonstrate a high degree of individual responsibility
- Contribute to provision of a safe environment for all activities



Age Managers Code Of Conduct

- Agree to abide by the code of conduct
- Be responsible for the group's safety and well-being
- Be responsible for the group's learning
- Take time to plan and prepare the activities delivered
- Foster a collaborative approach to group management
- Instil enjoyment and fun in what the children do
- Be a positive role model for surf lifesavers and SLSA



Working with Children in our State

- Child protection is a matter covered by state laws.
- Whilst the safety and welfare of children is the common consideration, the specifics of required practice vary across states.





AMG pg 16 (Item 3.2.2.b)

Summary

All SLSA members have the right

- To be safe
- To be **listened** to
- To be **respected**
- To privacy
- To be protected from abuse, discrimination or harassment (verbal, physical, racial or sexual) by other members or outside sources
- Every member is bound by these policies and your club will always place the safety and welfare of children above all other considerations.



Preliminary Skills Evaluation

- Many activities that juniors participate in will be conducted in the water
- To ensure that all children have a suitable swimming ability for water activities, a Preliminary Skills Evaluation is undertaken by all children in the U8 age group and above
- An SLSA Accredited, Coach, Official, Training Officer (SRC/Bronze) or Assessor (SRC/Bronze) must oversee all skill evaluations



Junior Competition Evaluation

- From the age of 8 (U9 and above) juniors can compete in inter-club water competition e.g. carnivals
- To participate in these activities children must complete a Junior Competition Evaluation
- Details of distances are in the Age Managers Guide.
- An SLSA Accredited, Coach, Official, Training Officer (SRC/Bronze) or Assessor (SRC/Bronze) must oversee all skill evaluations

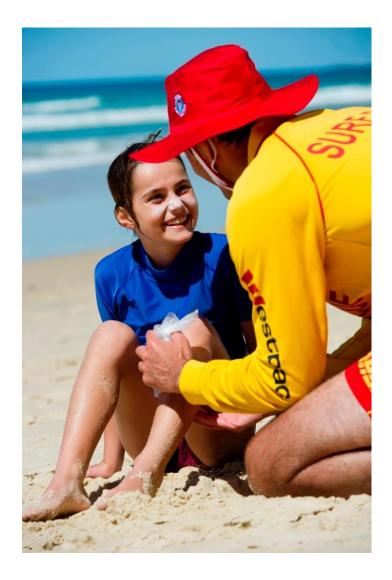


AMG pg 19 (Item 3.3.2)

Skills Evaluations and Awards

	Preliminary Skills Evaluation	Junior Competition Evaluation	Surf Award
Under 6	NA	NA	Surf Play 1
Under 7	NA	NA	Surf Play 2
Under 8	25 metre swim, (any stroke), 1 minute survival float	NA (this age group only competes in wades)	Surf Aware 1
Under 9	25 metre swim, (freestyle), 1 minute survival float	Minimum 150m open water swim (competition course as per competition manual)	Surf Aware 2
Under 10	25 metre swim, (freestyle), 1.5 minute survival float	Minimum 150m open water swim (competition course as per competition manual)	Surf Safe 1
Under 11	50 metre swim, (freestyle), 2 minute survival float	Minimum 288m open water swim (competition course as per competition manual)	Surf Safe 2
Under 12	100 metre swim, (freestyle), 2 minute survival float	Minimum 288m open water swim (competition course as per competition manual)	Surf Smart 1
Under 13	150 metre swim, (freestyle), 3 minute survival float	Minimum 288m open water swim (competition course as per competition manual)	Surf Smart 2
Under 14	200 metre swim, (freestyle, in less than 5 minutes), 3 minute survival float	Minimum 288m open water swim (competition course as per competition manual)	Surf Rescue Certifica
Assessor	An SLSA Age Manager, SLSA Coach, SLSA Official, SLSA Training Officer (SRC/Bronze) or SLSA Assessor (SRC/Bronze) must oversee all skill evaluations		Age Manager
Notes	Every junior member is required to participate in this evaluation, conducted by the club, prior to any junior water activity training or competition be undertaken. Any child that does not meet the required evaluation level will require a higher level of supervision when involved in water based activities at the discretion of the club.		Every child must comple an award each year prio to competing in branch o state championships.

First Aid / Emergency Procedures



Age Managers need to:

- •Have a basic understanding of simple first aid.
- •Be familiar with club emergency management procedures
- •Know who the first aid qualified personnel are on the beach
- •Be familiar with the medical needs of children in their care



Coffee & Working Break



15 MINS COFFEE STRETCH WORKBOOK





Growth, Development and Learning

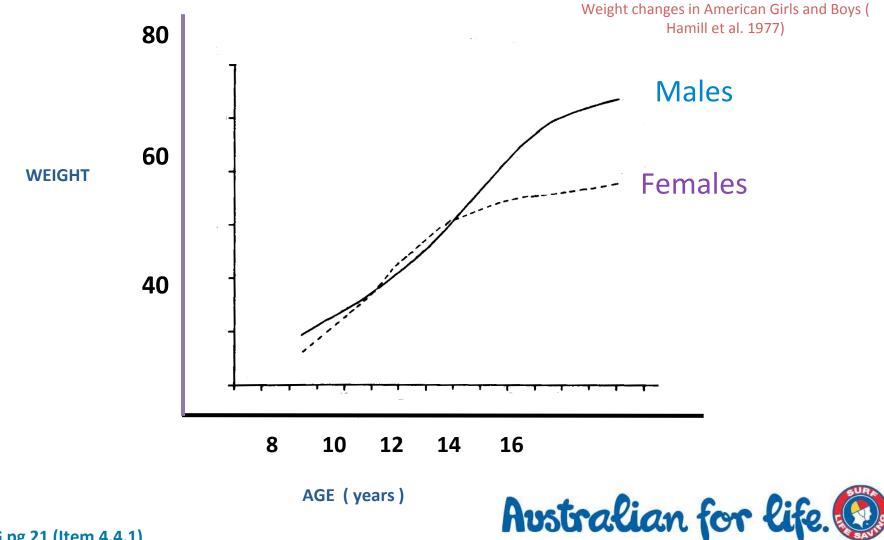


Growth and Development

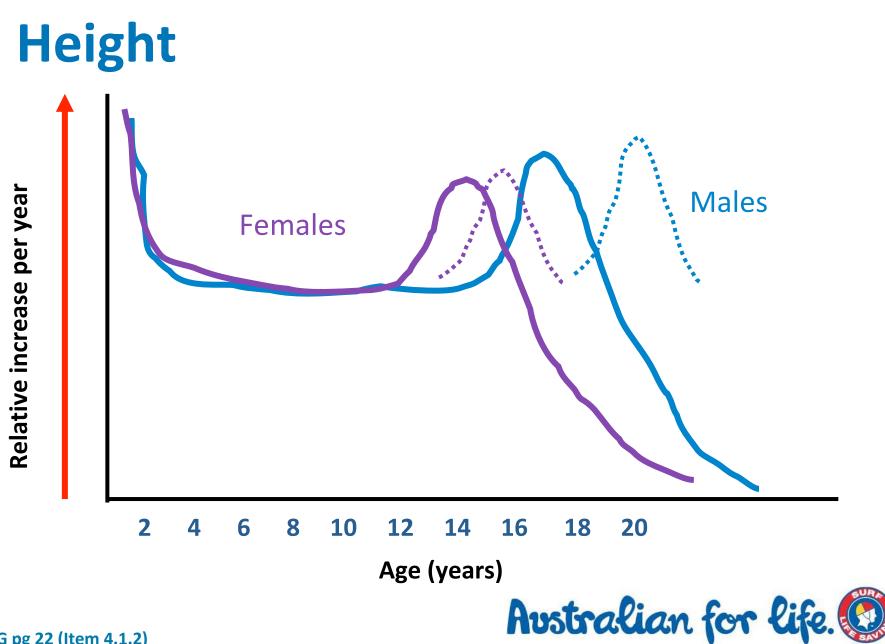
- All young people experience significant changes in growth and development at different times
- Recognition of individual needs is important and always needs to be considered
- SLS activities should be organised so that young people have a positive experience regardless of developmental status
- Activities should be focussed on fun and learning



Weight



AMG pg 21 (Item 4.4.1)



AMG pg 22 (Item 4.1.2)

Social and Emotional Development

- Will impact on confidence and enjoyment
- Will present with differing levels of social and emotional maturity across children
- The performance ethic of competition does not suit all children





Skill Development

Based on understandings of the developing child in a

sporting context, it is possible to discern five stages of skill

development

- 1. Play
- 2. Broad experiences
- 3. Progression
- 4. Specialisation
- 5. Recreational Participation





AMG pg22 (Item 4.2)

How Children Learn

Children generally use 3 major learning styles:

- Listening Learners: (auditory) learn best through talking things through and discussions.
- Seeing Learners: (visual) learn best with the use of pictures, diagrams etc.
- Touch/Experience Learners: (kinaesthetic) learn best with a hands-on approach.



Incorporating Learning Styles

The Junior Development Resource Kit 2nd Edition lesson plans are designed to incorporate each type of learning style



Discuss – group discussion led by Age Manager (learning by listening)

<u> </u>	
_	

Demonstrate – Demonstrate the skill to the participants (learning by seeing)



Activity – An opportunity for participants to learn while participating in an activity (learning by doing)



What are some barriers to learning?





Barriers to learning

- Boredom
- Motivation
- Force/aggressive
- Complexity
- Ambiguity or

contradictory statements

Disabilities

- Learning difficulties
- Inappropriate learning

environment



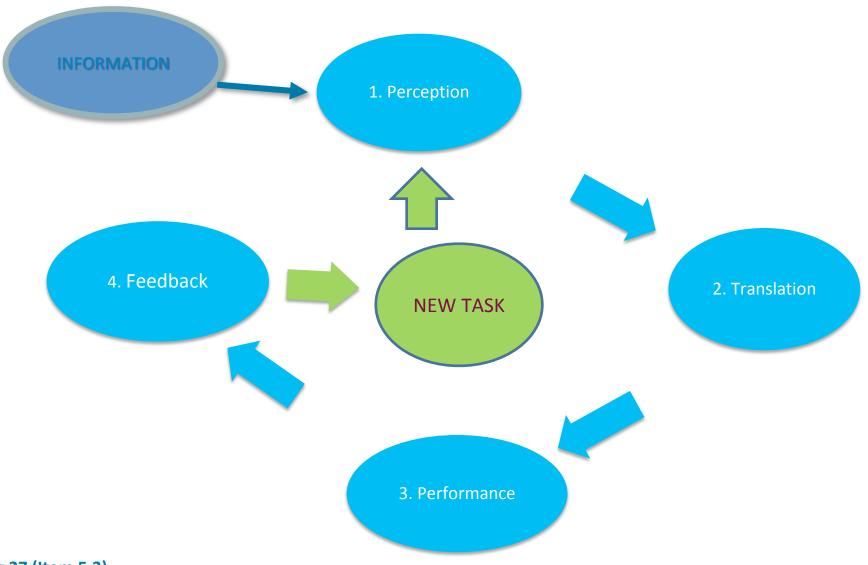
AMG pg 26 (Item 5.2.2)

Successful Learning Factors

- Creating a fun social environment
- Compensate for the physical environment
- Consider emotional issues of the child.
- Set challenge objectives for the individual
- Develop trust with children.



Four Phases of Learning



AMG pg 27 (Item 5.3)

Working Break



2 MINS

STRETCH

WORKBOOK





Age Manager in Action



Things to Consider When Teaching Children

- Deliberate play through games
- Fitness levels/ physical ability
- Training intensity
- Extreme weather & body temperation
- Resistance training should be minin
- Duty of care
- Medical considerations
- Above all.... have fun





Demonstrating skills

- 1. Preparation
- 2. Demonstration
- 3. Practice
- 4. Feedback/Correctio





n

What are some of the elements of providing effective feedback?





Providing Effective Feedback

- Positive
- Immediate
- Encouraging
- Constructive
- Clear
- Specific



AMG pg 30 (Item 6.4)

Effective Communication

Remember 3 Cs:

- 1. Clarity
- 2. Conciseness
- 3. Consistency





AMG pg 31 (Item 6.5)

What are some of the reasons children may exhibit unacceptable behaviour?





Unacceptable Behaviour

- Attention seeking
- Learning difficulties
- Disruption in personal life
- Health considerations
- Not interested



AMG pg 26 (Item 5.2.3)

How can we manage unacceptable behaviour?





Managing Unacceptable Behaviour

- Give child meaningful task within group
- Separate from group (with supervision)
- Remove child from the group (last resort only)



AMG pg 26 (Item 5.2.3)

Junior Development Resource



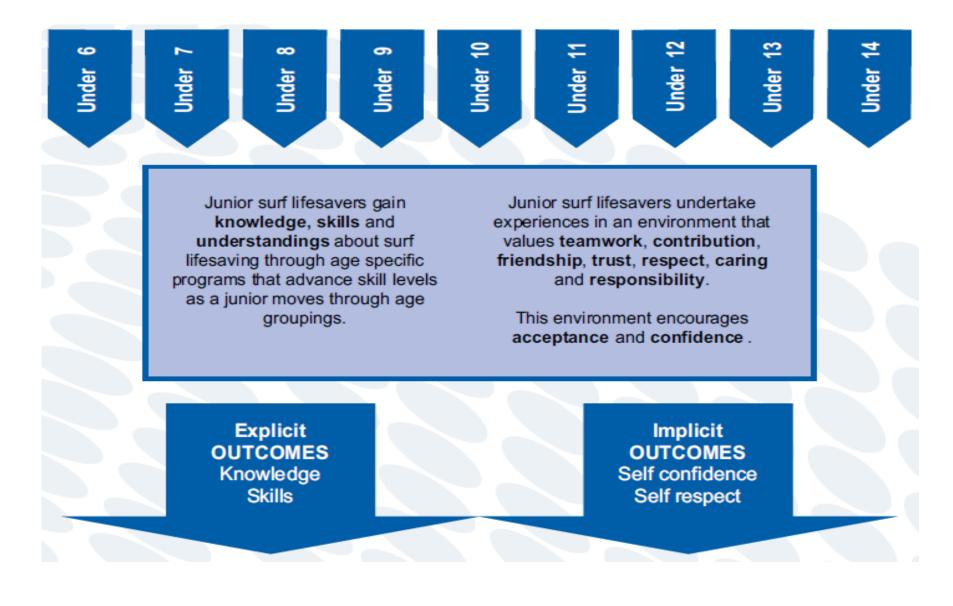
Junior Development Resource

- Caters for ages 5 to 12
- Encourages fun at the beach
- Focuses on participation
- Develops knowledge and skills
- Promotes relevance and balance
- Provides a set of lessons





Framework



AMG pg 33 (Item 7.1.1)

Award Pathway

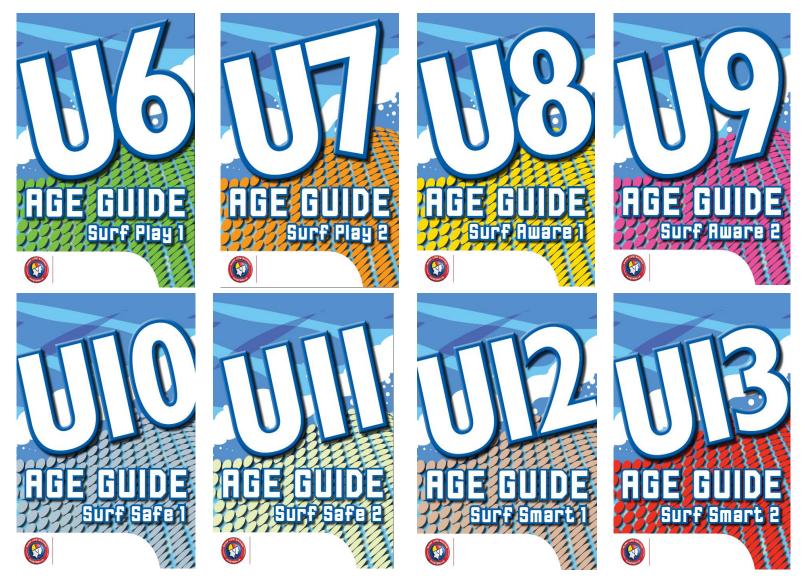
The program pathways learning towards the Surf Rescue Certificate which members can begin training towards from the age of 13.

Age Group	Age	Award	Number of Lessons
Under 6	5	Nil (Surf Play 1)	10
Under 7	6	Nil (Surf Play 2)	11
Under 8	7	Surf Aware 1	12
Under 9	8	Surf Aware 2	12
Under 10	9	Surf Safe 1	13
Under 11	10	Surf Safe 2	14
Under 12	11	Surf Smart 1	16
Under 13	12	Surf Smart 2	16

Resources - Age Managers Guide



Resources - Age Guides



AMG pg 36 (Item 7.5)

Resources – Recordsheet

RECORDSHEET											SURF I	IWARE	1 - Uni	der B	C	A.
Age Manager:	I	Prelin Evalu	linary ation					T	iopica/	Lesson					100	TR/
Duex		25m Swim (any stroke)	1 Minute survival float	Introduction to Surf Life Saving* Lesson#1:Welcome to the family!	Personal Safe ty Lesson #2: Feeling safe at the beach	Ecosurf Lesson #3: Our beach environment	Sun Safe ty* Lesson #4: Being Sunsmart	Surf Conditions and Hazards* Lesson #5: Hazard Watch	Surf Safety* Lesson #6: Stick your hand up	First Aid⁺ Lesson#7: t\s an emergency	Signs and Signats* Lesson#8: it's all red and yellow	Board: Pad ding Technique Lesson #9: Small board big fun	Swimming: Entering the Surf Lesson#10: I'm a dolphin	Be ach Sprint: Starts Lesson #11: Ready. Set. Gol	Flags: Starts and Turns Lesson #12 Get off the ground	Completed (C) - Did Not Complete (DND)
	Date:	11	1.1	1.1	11	1.1	1.1	1.1	11	1.1	1.1	1.1	1.1	1.1	11	11
Participant Name																
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*Compulsory

Junior Development Resource End Ed

Participation Criteria

REC EVENC For detailed leasen plane that deliver the learning outcomes for each reportenium of for this award as a the relevant Age Outcat. The Age Outcat is delayed be a "are one top therp" for an Age Manager to deliver the requirements for the specific junior age group award.

PRELIMINARY EVALUATION This assessment must be completed satisfactorily by each participant before beginning any junior activity training or competition.

PRATICIPATION CRITERIA

PRATICIPATION CHTERN Learning outcomes are used to identify the topic content a participant should be exposed to during their lesson. The total learning outcomes for an age group make up the award. Strict assessment of these learning outcomes in not necessary – leasons should have a participatory focus rather than a competence focus. How do I know when I can tick off a participant?

If you have delivered a lesson that satisfies the learning outcomes and the participant has been actively involved in the lesson then you can tick them off.

LEARNING DUTCOMES The following learning outcomes will need to be delivered for this award for each of the topics. Lesson delivery content is also supplied.

Introduction to Surf Life Saving esson #1: Wel

Develop an understanding of surf life saving in Australia - Welcome to the Junior Program - SLSA and Surf Club History Identify the surf club as a welcoming place - Surf Club Tour

Personal Safety Lesson #2: Feeling safe at the beach

MPCHTANT: If you are not confident discussing the personal safety topics in this lesson, identify and bring in somebody who can help, i.e. teacher, club capital, inclub president, police officer etc.

Identify what it means to feel safe Feelings that people experience
 What makes the beach safe
 Identify people to talk to if feeling unsafe at the beach
 - Who you can talk to Ecosurf Lesson #3: Our beach environment

Recognise the diverse human and marine communities that make up a beach ecosystem - Beach exploration walk - People/animala we share the beach with - Importance of looking after all beach users (people/animals)

Sun Safety Lesson #4: Being Sunsmart

Understand and demonstrate the sunsmart guidelines - Slip, Slop, Slap, Wrap Understand what happens when they're not sunsmart - Consequences of not being sunsmart

Surf Conditions and Hazards Lesson #5: Hazard Watch

Surf Safety Lesson #6: Stick your hand up

Recognise the signs that they are in trouble in the water - The types of trouble you can get into Demonstrate the signal for 'assistance required' - Practice the 'assistance required' signal

First Aid Lesson #7: It's an emergency

Recognise what an emergency situation is - What are emergencies in and out of water Describe when and how to dial 4000⁷ # an emergency situation is identified - Tell an adult/lifesaver who then calls '000'

Recognise the Red and Yellow flags - Lock at a real set of Red and Yellow flags Understand what the Red and Yellow flags mean - What they are used for



Board: Paddling Technique*

Attempt or perform catching a wave on a body board Attemptor perform settching a wave on a body board - You need to be lying in the centre of the board - Hold on to the bodyboard with both hands either over the front of the board or on the side next the Incn. Stand up holding the board on the sides next the top in two hands - Lock behing up of an encompting wave - Just before the wave hits you surch yourself forward and kick hard - Man before the board out of the water to prevent nose-diving

Swimming: Entering the Surf* Lesson #10: I'm a dolphin

Attempt or perform wading - Swing legs out and away from midline of body - Swing legs out and away from midline of body
 - Maintain a high kneek/high action to clear water
 - Arms swing wide for balance and to drive legs
 - Sance should be upright, not leaning forward
 Atterngt or perform dolphin-diving
 - Commence when water is too deep to wade
 - Dive forward and into the water with arms together and outstretched - Angle your dive 45 degrees towards the bottom and dig hands into sand to prevent being dragged backwards by wave - Bring legalect Ioward to where hands are and drive/spring 45 degrees forward and upwards with hands/arms out stretched ready to repeat doiphin dree stretched Beach Sprint: Starts* Lesson #11: Ready. Set. Go!

Attempt or perform a standing beach sprint start

 Toes on line
 Body position leaning forward, weig
 Knees slightly bent
 On 'go' drive forward off front foot ition leaning forward, weight on front foot

Flags: Starts and Turns* Lesson #12: Get off the ground

Attempt or perform beach flags starts - On 'go' keep turning foot on start line
 - Keep head and shoulders low throughout turn
 - Push backwards and upwards towards the flag
 - Use vigorous arm and leg action

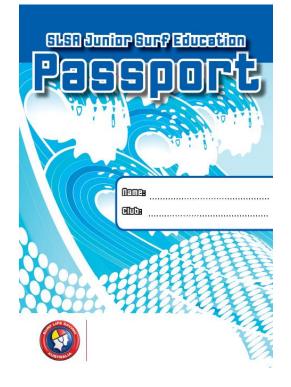
* IMPORTANT: If you are not confident coaching the skills in these surf skills based lessons bring in a surf sports athlete or coach to help deliver the lesson. Discuss the surf conditions and safety considerations before entering the water. All water based activiti should be supervised by Water Safety Personnel at a ratio of 1:5

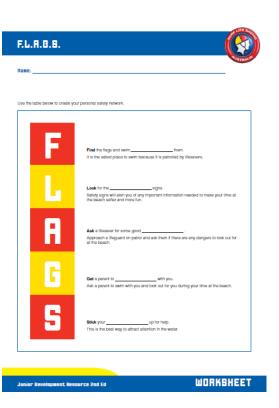
AMG pg 41 (Item 7.1.1)

Junior Development Resource End Ed

RECORD SHEET

Resources for the Participants



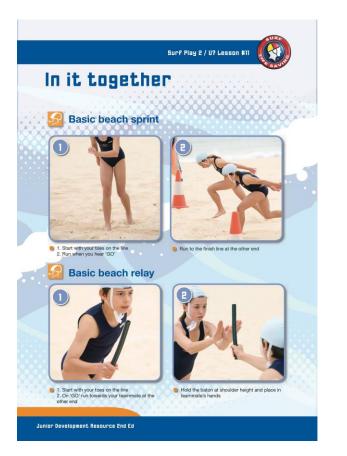




AMG pg 41(Items 7.10, 7.12 & 7.13)

Skill Development

The skills resources have been designed to assist you to demonstrate the skills lessons in the JDR.





Participation Criteria

- Learning outcomes are used to identify the topic content a participant should be exposed to during each of the lessons.
- Total learning outcomes for an age group make up the award.
- Junior Development Program is based on participatory evaluation and not assessed on competence



Further Junior Award Options

• There are two other individual awards that can also be gained at various ages, these are a Resuscitation Certificate and a Basic Emergency Care Certificate

AGE GROUP^	AGE	AWARD
Under 11	10	Resuscitation Certificate
Under 12	11	Resuscitation Certificate Basic Emergency Care Certificate
Under 13	12	Resuscitation Certificate Basic Emergency Care Certificate

What happens now?

AGE MANAGER ACCREDITATION PROCESS

3 hour face-to-face workshop

2 hour on-the-beach practical skills session

Third party club-based mentoring

Submit attendance sheets and third party form to relevant state officer for processing of award

- 1. Completed once workbook has been signed
- 2. Make sure you get attendance sheet signed today
- 1. To be arranged by state / branch
- 2. Experienced lifesavers with proficient Bronze Medallion are exempted from this session
- 1. 6 hours on the beach back in club with experienced Age Manager
- 2. Third Party Form signed by mentor

On-the-Beach Practical Skills Session

- 2 hour on-the-beach practical skills session conducted at branch/state discretion
- Purpose is to give some practical skilling for Age Managers who have no previous experience in surf life saving
- This is one of the three components to Age Manager accreditation



Third Party Validation

*Age Manager	^Facilitator	Task
		Demonstrate awareness of beach set up factors
		-How to set up the beach
		- "Who's who?" (water safety/ AM identification, role of parents, patrol captain, official etc)
		-Conditions on the day
		Contribute to a safe environment for juniors
		-Hazard assessment walk
		-Sun Safety requirements
		-Shade & Hydration
		-Equipment check
		-Emergency procedures (eg First Aid, missing child)
		Set-up assembly area and communicate information to parents and children
		-What to do on beach?
		-Speak to the group at commencement/conclusion of the day
		Initiate and maintain attendance sheet
		-receiving/ maintaining/ returning children
		-Head count regularly (especially after each water safety)
		Going to the toilet procedures
		Deliver a learning activity
		-What outcomes are important
		Planning on the day
		Monitor group engagement in activities
		-Equity- everyone has different abilities
		Conducted fun, interactive activity
		Where to go for resources, ideas, activities
		-Provide for differing interests and active engagement

*First column to be ticked by Age Manager when he/she feels confident that they have completed this requirement ^Second column to be signed off and dated by the AM Mentor (third party) to signify that they are satisfied that the task has been completed at a satisfactory level.

Course Evaluation



Thank you!

...for playing an integral role within your club to enrich the lives of our youth and to ensure a strong future for Surf Life Saving

