Surf Education
Nippers
Planning Guide
Introduction
There are numerous options for designing a Surf Education program for your club and there isn’t one clearly defined program that will be appropriate for each of Victoria’s 57 lifesaving clubs. Taking the time to carefully plan your program will greatly assist in the smooth running of the program and help those developing and organising it in future years. To assist clubs in exploring the different methods of coordinating a surf education program and to offer ideas and resources to support Junior Coordinators this guide has been developed. This resource can be used as a guide to creating or changing a program, as a supplement to SLSA’s Junior Development Resources and to assist program development in years to come.

Contents
Introduction .......................................................................................................................................................................................... 2
The Nippers Workforce .......................................................................................................................................................................... 3
Growing the program and its workforce ........................................................................................................................................ 4
Tips for getting Volunteers involved .................................................................................................................................................. 4
Nine Ways to positively engage parents at your club .................................................................................................................. 5
Handy Hints: .................................................................................................................................................................................. 5
Coordinating and managing your workforce ................................................................................................................................. 5
Nippers Volunteers Structure ....................................................................................................................................................... 6
   Figure 1 – Nippers Volunteer Organisational Chart .................................................................................................................. 6
Induction/Introduction of volunteers .................................................................................................................................................. 7
Organise your people before they arrive ......................................................................................................................................... 7
Recognition ................................................................................................................................................................................... 7
Good to keep in mind ................................................................................................................................................................. 7
Resources ..................................................................................................................................................................................... 8
Structuring a Nippers Program ..................................................................................................................................................... 9
   Duration ................................................................................................................................................................................... 9
      2-4 weeks (8-10 sessions) ..................................................................................................................................................... 9
      1 month + (10-16 sessions) .................................................................................................................................................. 9
   Frequency ................................................................................................................................................................................ 10
      1 session per week ............................................................................................................................................................ 10
      2-3 sessions per week ......................................................................................................................................................... 10
   Session length and timing of rotations .................................................................................................................................... 10
      4-6 x 15-20mins ............................................................................................................................................................. 10
      3 x 30mins ................................................................................................................................................................. 10
Programming Considerations ................................................................................................................................................... 11
   Methods of Engaging participants ........................................................................................................................................ 11
   Size of Groups ...................................................................................................................................................................... 11
   Weather and Beaches .......................................................................................................................................................... 12
   Communication .................................................................................................................................................................. 12

Life Saving Victoria

Nippers Planning Guide
The Nippers Workforce

Depending on the size of your program your club is going to rely on a group of volunteers to effectively and efficiently run the Surf Education Program. Some clubs find that the bigger the program is, the easier it gets due to the increased opportunity for volunteers in the form of parents and qualified older siblings. To begin with, your program is going to need the following positions filled, and then as the program grows, develops and more people are involved, then the workforce can gradually expand.

The Junior Coordinator:
The role of the Junior Coordinator is to coordinate all club junior and cadet activities. In this role it is important to foster and promote a message of inclusion for participation for all children. Overall the Junior Coordinator will develop and implement a Surf Education Program that will facilitate the transition of junior members into lifesaving, advanced awards, patrolling and other club activities.

It should be noted that one person does not need to run the entire program alone. There are many tasks that can be divided and delegated to other volunteers. For example, your club may like to include an Assistant Junior Coordinator and/or a Mentor Junior Coordinator to improve succession planning for the future endeavours of the program.

The Junior Coordinator may also need to represent the club as the nominated delegate for the Member and Leadership Development Council.

Water Safety:
Water Safety personnel play an integral role in the Surf Education Program and without them, participants could not enter the water. The role of the Water Safety is to look out for your child’s welfare, support and encourage them while in the water and should anything happen to them, be there to perform a rescue or to administer first aid.

To provide Water Safety at a Surf Education Program, your volunteers need to be proficient holding a Bronze Medallion or Surf Rescue Certificate. Water Safety personnel are generally made up of qualified parents, siblings, cadets and active patrollers of your club. They also include those with the qualifications and expertise to drive and crew an IRB. There also should be enough numbers to fulfil the required ratio of 1:5, Water safety to participants. Please refer to the SLSA Water Safety Policy and Procedure 1.1.
Age Managers:
The Age Manager has one of the most important roles with the Nipper Program. They are responsible for caring and nurturing future lifesavers. The role is to both help and develop our young people into lifesavers of the future and to provide that supportive environment in which they can learn and develop. To be qualified, a person must complete a short course either in person or online and have practical assessments signed off. To comply with SLSA policies, each club must have a ratio of 1:20 Age Managers to participants.

Some clubs have introduced the roles of Assistant Age Managers. These people assist the Age Manager and it is a nice way to ease a parent into being actively involved in their child’s nipper’s experience. It is also a good way for parents to learn from other parents and engage in their child’s lifesaving experience. Your club may also wish to consider using one male and one female where possible if there are two Age Managers and assistants per group.

Coaches/Activity Leaders:
The role of an activity leader or Coach in a Surf Education Program is to facilitate their sessions for Nippers with an awareness of the participant’s skill levels, prevailing weather conditions and achievable outcomes in a safe and welcoming environment.

Some clubs choose not to have or don’t have specialist coaches in areas and the Age Managers instruct at each activity station. However, your club may have existing coaches or cadets, parents or an older member who would like to train to be a coach in a specific area. You may even be able to recruit a parent/s who is a Nurse or Doctor to teach first aid! Don’t underestimate the value of using a cadet or younger active member to instruct some of these sessions either, as they often provide nippers with positive role models and aspire to following in their footsteps.

Growing the program and its workforce

The old saying many hands make light work, is also no exception in the case of running a Surf Education Program. Having a Junior Coordinator, Water Safety and Age Managers is just the start. There are numerous other roles to fill, and getting more people involved allows the clubs to build up the human resource infrastructure around the program to ensure its effectiveness and running efficiency.

Breaking roles in smaller jobs and tasks allows more people to get involved, gives more people a sense of responsibility, empowerment and belonging to your club. This is all important when building a culture for your program and will ultimately have a significant impact on the retention of your nippers and engaging their families in club life.

By adding in social events and barbeques after sessions, you are creating a family friendly fun atmosphere around the club that not only improves the culture and engages people, but can raise important funds for equipment, uniforms and day to day running of the programs. Building a positive, enriching, community focussed club culture will provide you with the building blocks to grow and sustain your program. Remember, these activities need people to run them, so try to involve as many people as possible so that too few people aren’t burdened by too many tasks, which will also reduce the likelihood of volunteer burn out. Please see Appendix A for example Position Descriptions of the roles listed.

Tips for getting Volunteers involved

Sometimes the hardest part in getting people involved in your Nippers program is getting them to take the first step. This is going to be easier if your club has created a positive inclusive environment where people are welcomed and everyone is encouraged to get involved. Sometimes the smallest of gestures goes a long way in making people feel valued, recognised and included. A comment you may consider insignificant may change a person’s perception or encourage them to become more actively involved, as you have acknowledged the contribution. Below are some handy hints of what you may like to try to include or consider when trying to get people involved in running or completing tasks for your program.
Nine Ways to positively engage parents at your club
Recommended by the Sports Community Website (Pallas 2014).

1. Create a clear communication strategy with parents
2. Ensure parents are fully informed about your club's policies and values
3. Define your club's goals and keep parents updated
4. Ensure there is clear communication with participants
5. Induct parents into your club's culture
6. Include parents in the responsibilities of running your club
7. Ensure there is a clear and open procedure for any concerns to be raised
8. Ensure parents are informed about expectations of behaviour and Code of Conduct
9. Allocate a Committee Member to follow up any issues


Handy Hints:
- Encourage everyone's involvement – parents, guardians, siblings, nippers
- Let people know exactly what they have to do – position descriptions are a great way to help this!
- Make tasks fun and promote the benefits of getting involved
- Keep it simple
- Be organised and have rosters and plans ready for your parents and helpers before the session starts
- Break down tasks so one person isn't overwhelmed with too much
- Ensure volunteers have someone to guide them and ask questions of, should they feel the need
- Make people feel welcome and included. Creating a sense of belonging and community within your program can go a long way to retaining families
- Have an induction process or session to introduce people to your club, the work involved and so they have some familiarity on their first day
- Recognising and valuing the efforts of all people involved in all roles and capacities
- Have a contact point for Nipper Volunteers on the day
- Be flexible in your approach to roles and how they are structured
- Specify time outlines required by tasks so volunteers know what they are in for
- Rotate positions to keep it interesting


Coordinating and managing your workforce

There are many things that can be prepared and organised prior to recruiting helpers for the Surf Education Program to make it easier throughout the duration of the program. A lot of these things may already exist in your club and may only need tweaking slightly to accommodate the program you want to deliver. Alternatively, these club resources and planning need only be done extensively once, then altered year on year, dependent on the size and structure of the program.
Nippers Volunteers Structure

Setting up a structure of how roles can be broken down and who is responsible for what is an effective way to break down the workload of running a program. It also allows people to start in a smaller role and see the pathway they can take should they be interested in increasing their involvement within the program or club. Setting the roles up in an organisation structure also outlines who should go to whom for help or assistance with a particular task. Please take time to look at the example Nipper Volunteer Structure and associated position descriptions. This can be simplified, roles joined, or further roles added dependent on the size of the program and the amount of volunteers. Figure 1 below is an example of how to structure the workforce to run an efficient nippers program.

Figure 1 – Nippers Volunteer Organisational Chart
Induction/Introduction of volunteers

Induction is the process whereby members are welcomed to the Club and given details about the position (where applicable), the daily operation of the Club and an introduction to key people within the Club. An effective induction process increases the chance of volunteer retention by reducing the stress placed upon new members. The induction or introduction may be formal or informal. It is important for members to feel valued and included in order to assimilate within the club and perform their roles to the best of their ability. Member induction may also exist as an introduction to further pathways within the club. To find out more about introducing new members, refer to Life Saving Victoria’s ‘Recruitment and Retention Guide’.

Organise your people before they arrive

Try to minimise the last minute rush and need for volunteers by preparing rosters and calendars. Know how many people are required for water safety, how many people needed to man the BBQ and how many Age Managers or Activity Facilitators your program requires. That way you can organise them in advance. This will also prepare your volunteers and they will be aware of their responsibilities and know what is expected of them before they begin. This also adds value to the way they conduct themselves, which will reflect in their facilitation and leadership of participants and increase the quality of your program.

Recognition

It is important to continually recognise the efforts of your Nippers workforce. Recognition stems from genuinely valuing the contributions of volunteers and members. Recognition adds to the feeling of being appreciated, identifies achievement and assists retention. Everyone deserves some form of recognition, even if it’s a simple ‘thank you’ for helping out.

Volunteers who feel recognised and rewarded for their efforts are more likely to be retained by their club. There are many ways in which you can recognise the efforts of your volunteers. Check out the Recruitment and Retention guide to find out more.

Good to keep in mind

In the environment we are in – weather, surf, volunteers of all ages, there needs to be a degree of flexibility in our approach to running Nipper programs and catering to a majority of people. Just as each child has their own learning style, each program volunteer will have their own teaching, or leading style and personality. At different times our volunteers are often called upon to make judgement calls. To ensure everyone is on the same page, respecting each other’s decisions, wanting to achieve the same goals and are all treated equally; it can help to set standards and expectations of behaviour for everyone. For further information and guidelines refer to the Code of Conduct and Member Protection Policies found in the resources section.

Resources
Member Protection and Working with Children Check

- Member Protection Policy
- Working with Children Check information (WWC Check)

Risk Assessment
- SLSA Risk Assessment Form

Water Safety Requirements
- Policy - Water Safety Policy and Procedures
- Event Risk App fill out a form 49 from SLSA to gain access
- Water Safety App fill out a form 49 from SLSA to gain access

Junior Awards and Evaluation
- Form - Junior Preliminary Evaluation and Award Summary Chart

SLSA Policies
- Youth policy
- Member Protection Policy

Age Managers
- Age Managers
- Age Manager FAQ
- Age Manager Record sheets and Worksheets

Life Saving Victoria
- Resources
- Sun Smart Guidelines
- Sun Safety Policy
- Parent Engagement Presentation
- Junior Parent Handbook
- Photography Policy
- LSV Club Policies
- Membership & Leadership Development Handbook

Forms
- Junior Development Resource Kit Order Form
- Surf Education Award Certificate Order Form
- Age Manager Certification Form
- Age Manager Re-Licence Form

Activity Resources
- LSV from Anywhere – Education – ‘Sink or Swim’ resources
- Angela’s Games Manual
- LSV Minor Games (Appendix F)
Structuring a Nippers Program

Once your club or Junior Coordinators have established a core Nippers workforce to run the program, the group can set about structuring the program. (Please note this can be done concurrently with organising the volunteers.) It may be useful to consider the following three points before jumping into making decisions. These may also be handy for those clubs reviewing their programs or looking to change and reinvigorate their program.

1. What are the aims of your clubs Surf Education Program?
   Consider: What do you want your nippers to achieve? What kind of culture do you want to build within the group? This may also include aims to do with purchasing new equipment, increasing membership, raising funds and the experience your club wants its junior members and their families to have.

2. What resources does the club have readily available?
   Consider: What equipment does the club have, how many people has the club got to fulfil roles to run a safe program without overstretching volunteers. How big is your beach and is it suitable to run a nippers program? Does your club’s facility have a learning area or can it accommodate an inclement weather back up plan?

3. Who are you catering your program for?
   Consider: Do most of your members live locally or are they only there for a few weeks over summer? Do you want to attract locals or those geographically dispersed and what is going to encourage these people to be part of your program? Do you want to cater for all ages from Under 6 to Under 14? Some clubs prefer to run separate under 14 (Surf Rescue Certificate) programs and some choose not to run Under 6 & 7 programs due to resources or environmental conditions.

Considering the above, there are a number of options to choose from to structure a program that will be best suited for your club. When making this decision, your club will also need to consider the duration and frequency of sessions. Below are some common examples of programs that currently run across Victoria.

Duration

Duration is the total length of time the overall program is actually going to run for. Lifesaving clubs tend to choose between two options, that being an intensive program or a program that runs for the majority of the lifesaving season, with some clubs running a hybrid of the two durations, by incorporating a ‘Competition Training’ program to run alongside the traditional Surf Education or ‘Nippers’ program.

2-4 weeks (8-10 sessions)
Programs run over a shorter duration are often designed to coincide with the influx of people coming to a holiday destination where the club may be situated. This allows the club the potential to increase their membership base and reach an expanded geographic audience. This duration of program is often referred to as an intensive or holiday program.

1 month + (10-16 sessions)
Programs that run for longer than a month will typically run once a week. This allows people to make a smaller commitment over a longer period of time, and continually draws people to being around the club for the duration of the season. By being more flexible this may be easier for parents and volunteers juggling multiple weekly commitments. Some clubs have found that they rarely will get the full quota of registered nippers turning up to every session across the 3 months. Some also find this a more relaxed and flexible model to work with.
Frequency

Frequency is the number of sessions occurring during a time period within the allocated duration.

1 session per week
Fewer sessions per week generally tends to lend itself to a longer duration program. This allows families and volunteers to structure normal day to day life around the program and the program becomes a place where members of the lifesaving community and guests meet weekly.

2-3 sessions per week
Increasing the frequency of sessions per week would be better suited to a shorter, more intensive program. By increasing the amount of sessions over a shorter duration, the participants are still able to learn the same amount as a longer program; it is just more intensive learning across two to four weeks.

Session length and timing of rotations
Typically, most Surf Education sessions will run for a total of 1-2 hours. Timing of activity rotations is going to be affected by a few elements important to the coordination of the Surf Education program. These include the number of volunteer helpers available as Water Safety, Age Managers, Activity Instructors or Coaches, available equipment, the weather, beach conditions, length of session and the number of participants. Here are a couple of common examples:

4-6 x 15-20mins
Faster rotations engage participants by keeping them busy and having them concentrate for a shorter period. They are often good for younger participants and in flat calm conditions within a two hour session.

3 x 30mins
This structure is most commonly used as a 1.5 hour session broken into 3 segments. It allows participants more time doing an activity. If the activity is longer, or there are more things to learn this is often good. Or perhaps there is a longer paddle or swim for the participants to complete. Keep in mind attention spans and ensure participants aren't standing around disengaged for long periods.

Flexibility is the key to the running any successful program, being adaptable and able to change scheduled programs to suit the conditions are necessary, particularly on open surf beaches.
Programming Considerations

There are many different ideas that could be included in the programming of the Surf Education Program. Listed below are some things to keep in mind and a few ideas to consider when developing your program; the list is endless so here a couple of things to help get you started!

Methods of Engaging participants

- Buddy Systems – Just like at primary school include some time in the session where an older nipper can ‘buddy up’ for an activity with the younger age groups. This provides the younger members with role models and someone to look up to and provides the older nippers with a sense of responsibility and gives them a taste of coaching and teaching skills to others. It only has to be 15 minutes!
- Introduce a new challenging aspect at each age group in the program. For example have sequential steps for each age group – something new that younger kids can see older kids doing. Structure the challenges in a way there is something new at each level. i.e. paddling a fibre glass board, using a new section of the beach, having a different piece of uniform or different activities. Make a point of it and make it noticeable so nippers look forward to the next age group the following year. If you make it something exciting for the nippers to look forward to, it can act as a method of encouraging them for next season! Just as at some clubs, cadets can’t wait to be old enough to go on Bronze camp!
- Remember to include flexibility into the program to cater for all children and all learning styles
- Smaller group size, shorter activity times and more rotations keeps children engaged and focussed on activity.
- Younger age groups are going to have a shorter attention span when concentrating on activities.
- Reinforce theory and lifesaving skills through surf activities and games. Not every theory lesson needs to be taught in a ‘classroom’ scenario. Reinforcement by repetition throughout the program can link lessons and emphasise key learning outcomes
- Develop your program so that it includes a broad range of activities – Nippers is more than just Surf Sports Events that are run on a weekly basis!!
- Taking away physical challenges may be a good way to include non-competitors and make your program more inclusive. Try instead using team games and relays where nippers work together to get everyone across the line.
- If you have participants who already know the content of your presentation, enable them to learn how to teach their friends. Having our nippers becoming influencers of their peers will help spread the water safety message and might even recruit some friends of friends to your program!

Size of Groups

Larger groups often mean participants spend more time sitting on the side lines, however having more smaller groups may require more volunteers which your club may not be able to provide above the minimum requirements for Water Safety, Age Managers and Activity Instructors. A classic example of the larger groups having more participants on the side lines is running a Flags activity. As participants go out, they are left to sit out, more often than not, bored, disengaged and growing in numbers. Not to mention this gives the participant little opportunity to practice and improve.

- Split relay groups into smaller teams so there is less standing around waiting for you turn
- Break larger groups into smaller sizes and have the same activity running side by side (if in this instance you have multiple age groups joined together to cater for a smaller sized program, encourage the older students to take responsibility to guide the younger participants or run part of the activity).
- If your club has smaller numbers in a particular age group you may need to join some age groups together. Participants can do the same activities but remember to have some distinctions between ages and groups to ensure the younger participants have something to look forward to moving into an older age group!
- Smaller groups – Have a session where the club encourages parent participation to boost numbers and encourage them to take up active involvement in their child’s development and lifesaving experience. You may even get some parents joining up!
Weather and Beaches

- Size of beach area
  - How much area does the beach have and how many activities and people can this cater for?
  - Does your program need to be split into 2 shifts so everyone has enough space. For example U6’s – U9’s from 9:00-10:30, and U10’s - U14’s from 10:30-12:00.
  - How will you position each activity to ensure smooth transitioning between activities?

- Conditions of Surf
  - Consider surf, wind and tide conditions? How likely it is this may impact your program? What is your back up option/s?
  - Consider numbers of water safety required in different conditions, which can increase ratios
  - Should the start of the program be at a different location to build skills prior to entering the surf?

- Inclement weather contingency plans
  - In order to know when to call an inclement weather program, you will need to be familiar with your local weather patterns and forecasts in order to evaluate, predict and change the program accordingly.
  - What areas does your club have to run activities if there is inclement weather conditions? Does this cater for the whole of the nipper groups? What kind of activities will you run? Or, if the session has to be shortened or cancelled how are you going to communicate with parents?
  - Register for LSV Education’s ‘Sink or Swim' program for some handy classroom activities for when the weather and conditions just won’t do: http://www.lsv-from-anywhere.com.au/education/programs.php
  - Know and understand your beach’s conditions and environment and how this is going to impact your Nipper Program, its participants and Volunteers.

Communication

Effective communication is integral to the success and culture of you club’s nipper program. You will need to consider how, when and what needs to be communicated to who, and what is the best method of reaching each of these people. To make this easier to follow, it may be helpful to come up with a strategy. Developing a strategy will also mean you can communicate along a chain of people, rather than having to contact everyone. Consider the different communication channels you have available:

- Emails
- Telephone
- Social Media
- Surfguard
- Club Notice Boards

Ensure parents, helpers and nippers are clear on where to find information and who to ask. This will make your job much easier, but remember also, communication is a two way process!
Equipment:
The equipment required for your clubs Nippers Program is going to be dependent on the size of program and the types of activities and games you would like the program to include. Obviously, equipment used for Water Safety and First Aid is going to be a must, along with rescue tubes and boards for rescue skills, however there is a certain degree of flexibility as long as the equipment is well maintained and complies with safety standards.

To ensure a quick set up and smooth transitioning between groups and activities it may help to allocate certain items of equipment to certain activities, or to specific Age Groups. For example, Fibre Glass nipper boards are only to be used in the older age groups water area. Another helpful idea is to allocate someone to be responsible for the maintenance and up keep of the equipment and/or to have people allocated specific equipment set up duties, as dictated by the Gear Steward to allow for a quick set up. See table below for example.

Table One: Equipment Set Up

<table>
<thead>
<tr>
<th>Equipment Task</th>
<th>Where is it stored</th>
<th>Allocated Group/Area</th>
<th>Person Responsible</th>
<th>How</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fibre Glass Boards</td>
<td>Gear Shed</td>
<td>U11-13 Water Area</td>
<td>Senior Board Coach</td>
<td>First group to carry boards</td>
<td>5 mins prior to start</td>
</tr>
<tr>
<td>Soft Boards</td>
<td>Gear Shed</td>
<td>Other ages water area</td>
<td>Board Coach</td>
<td>First group to carry boards</td>
<td>5 mins prior to start</td>
</tr>
<tr>
<td>Risk Assessment</td>
<td>Paperwork in folder</td>
<td>ALL</td>
<td>Junior Coordinator</td>
<td>Complete according to conditions</td>
<td>Prior to first session</td>
</tr>
<tr>
<td>Buoy Cans</td>
<td>Shed</td>
<td>Water Areas</td>
<td>Water Safety volunteers</td>
<td>ATV &amp; trailer</td>
<td>1 hour before first session</td>
</tr>
<tr>
<td>Rescue Equipment</td>
<td>Gear Shed</td>
<td>Water Areas</td>
<td>Water Safety volunteers</td>
<td>Complete according to conditions</td>
<td>Prior to first session</td>
</tr>
</tbody>
</table>

When planning and allocating equipment, the organising group or Junior Coordinator should keep in mind what equipment the club does not have and what equipment would be a valuable addition to the program. From here, you can start to research costs and look at what fundraising can be done to support the program as it grows into the future. There may also be equipment grants that your club is eligible for.
Before each session starts:
Have a timetable or running sheet and roster to work to. This may include a pre-session checklist to make sure everything is set up in time for the start of the session. Make sure anyone involved has a copy and is clear about their duties and what is expected of them. This is especially important for the first couple of sessions when you have new volunteers getting into the swing of things and needing to learn the ropes.

Some clubs host a daily ‘Pre-Session’ briefing for volunteers to get together, anywhere from 10-20 minutes. This can be especially handy for volunteers delivering activities, who deal with the Nippers on a daily basis. It allows the volunteers to:
- Ensure everyone knows what is going on
- Can assist in problem solving
- Share and give feedback
- Discuss teaching methods and tips
- Alert volunteers of potential risks identified in Risk Assessment
- Ensure everyone knows what's going on and to answer any questions

A sample Pre-Program running sheet may look something like this:

<table>
<thead>
<tr>
<th>Table Two – Pre-Session Running Sheet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
</tr>
<tr>
<td>8:00</td>
</tr>
<tr>
<td>8:15</td>
</tr>
<tr>
<td>8:15</td>
</tr>
<tr>
<td>8:15</td>
</tr>
<tr>
<td>8:15</td>
</tr>
<tr>
<td>8:15</td>
</tr>
<tr>
<td>8:30</td>
</tr>
<tr>
<td>9:00am</td>
</tr>
<tr>
<td>9:00am</td>
</tr>
</tbody>
</table>

Remember:
- Structuring duration and frequency of sessions is going to be dependent on the capacity of your club to deliver the program and which structure is going to capture the greatest number of participants and be suitable to their needs. Think – what kind of program is going to work best for the people who are running it, is this going to get the number of participants we want?
- Less is often more – you want your nippers and volunteers finishing the program wanting more. If people are exhausted and burnt out by the end of the program they won’t want to return for the next season.
- Repetition is good for learning but too much repetition can become boring for participants. Try and implement small content or activity changes in each session to keep participants engaged. This is especially important for a longer duration program. Be creative!
Options for Extended Programs

Resuscitation and Basic Life Support Certificate
The ‘Resuscitation Certificate’ can be incorporated into your Nipper Program for the Under 11 to Under 13 Age groups. The purpose of the award is to help participants gain the knowledge and skills to deliver resuscitation at an incident scene. This can be used as an effective method of engaging participants and getting them excited about going on and completing their Surf Rescue Certificate or Bronze Medallion in future years. This course must be delivered by a qualified Training Officer and assessed by a qualified assessor. Participants will learn how to perform cardiopulmonary resuscitation (CPR) techniques. Options for delivery and basic single lessons are listed on the ‘Resuscitation’ lesson plans in the Surf Safe 2, Surf Smart 1 and Surf Smart 2 awards. Resources can be found here: [http://www.lifesavingvictoria.com.au/www/html/1863-course-resources.asp](http://www.lifesavingvictoria.com.au/www/html/1863-course-resources.asp)


For more information also refer to the M&LD Handbook.

Victoria Water Safety Certificate
If you club has time in its program it may wish to consider including the Victoria Water Safety Certificate into some of the sessions. The certificate provides a swimming and water safety skill foundation for children that will enable them to safely enjoy aquatic activities in a limited range of environments and reflects the level of skill recommended by the swimming and water safety industry for students exiting primary school.

Elements of the award are already included in your Nippers Program and further activities and knowledge can be added to the program to increase the awareness and skills or your participants. These include the following components: Water Safety Knowledge, Swim, Continuous Survival Sequence and Rescue Skills. For more information visit: [http://www.lifesavingvictoria.com.au/www/html/1319-victorian-water-safety-certificate.asp?intSiteID=1](http://www.lifesavingvictoria.com.au/www/html/1319-victorian-water-safety-certificate.asp?intSiteID=1)

Rivers, Dams, Lakes and Swimming Pools
Beaches and coastal waterways located within close proximity to our Life Saving Clubs only account for a small portion of Victoria’s Aquatic Environments. By including information in your program about Rivers, Creek, Lakes, Dams and Swimming Pools your club can aim to enhance the student’s knowledge and understanding of a range of aquatic environments and improve their capacity to make safer decisions around water for themselves, their families and peers. This will empower participants to be part of the drowning prevention movement, preventing dangerous situations, and accidents and drowning’s and giving them a broad, holistic knowledge base for been safe around aquatic environments. Register and log into Life Saving Victoria’s Education for Anywhere to access the resources for lesson plans and more information here: [http://www.lsv-from-anywhere.com.au/education/launch.php](http://www.lsv-from-anywhere.com.au/education/launch.php)
### SLSA Minimum Guidelines for each Age Group

The following table lists the consolidated minimum learning outcomes for each Nipper Age group as outlined in the SLSA Junior Development Resources.

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Theory</th>
<th>Beach</th>
<th>Water</th>
</tr>
</thead>
</table>
| Under 6   | - Understand the types of animals found at the beach and identify dangerous ones  
- Understand basic safety practices: how to signal for help, importance of having an adult present when in the water and staying with the group at all times.  
- Understand the meaning of slip, slop, slap (now known as SLIP, SLOP, SLAP, SEEK, SLIDE  
- Know their way around their surf club, beach and activities boundaries  
- Identify what a lifesaver looks like | - Enjoy playing beach flags, sprinting and participating in beach relays  
- Enjoy playing beach flags, sprinting and participating in beach relays  
- Identify the safest place to swim at the beach  
- Enjoy playing in the surf and developing confidence in the water |  |
| Under 7   | - Recognise the difference between natural items and rubbish on the beach  
- Demonstrate how to signal for help, understand importance of having an adult present when in the water, and staying with the group at all times.  
- Understand the meaning of slip, slop, slap, slide  
- Know their way around their surf club, beach and activities boundaries  
- Identify the Red and Yellow flags and what they mean | - Enjoy playing beach flags, sprinting and participating in beach relays  
- Develop confidence in the water  
- Enjoy participating in a run-wade-run |  |
| Under 8   | - Recognise the diverse human and marine communities that make up a beach ecosystem  
- Identify dangers at the beach and what it means to feel safe  
- Identify people to talk to if feeling unsafe at the beach  
- Understand what happens when they're not sun smart and demonstrate the Sun Smart guidelines  
- Develop an understanding of surf lifesaving in Australia  
- Identify the surf club as a welcoming place  
- Recognise what an emergency situation is and when and how to dial ‘000’ if identified  
- Recognise and understand what the Red and Yellow flags are  | - Attempt or perform a standing beach sprint start and beach flags starts  
- Attempt or perform basic running technique on sand and diving for a beach flag  
- Attempt or perform catching a wave on a body board, wading and dolphin-diving  | - Recognise the signs that they are in trouble in the water  
- Demonstrate the signal for ‘assistance required’  
- Attempt or perform catching a wave on a body board, wading and dolphin-diving |
| Under 9   | - Identify natural and man-made objects in the beach environment  
- Recognise the environmental impact they can have on the beach  
- Recognise the importance of Hydration, Nutrition and Exercise as part of their participation in the junior program  
- Identify the 5 beach safety tips using the F.L.A.G.S. acronym  
- Recognise what an emergency situation is and the steps associated with calling ‘000’  
- Identify and understand different safety signs on their beach and their meaning  | - Attempt or perform basic running technique on sand and diving for a beach flag  
- Identify a surging, spilling and plunging wave  
- Recognise the dangers swimmers can be exposed to with a changing tide.  
- Attempt or perform positioning on a nipper board, paddling on a nipper board and body surfing on a wave |  |
<table>
<thead>
<tr>
<th>Under 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Understand the natural water cycle and water collection methods</td>
</tr>
<tr>
<td>- Identify ways in which water usage can be reduced/recycled at the surf club</td>
</tr>
<tr>
<td>- Identify times when they might feel unsafe and can ask for help</td>
</tr>
<tr>
<td>- Identify adults at their surf club that can help them</td>
</tr>
<tr>
<td>- Identify and demonstrate the sun smart guidelines</td>
</tr>
<tr>
<td>- Develop an understanding of surf lifesaving in Australia</td>
</tr>
<tr>
<td>- Identify the surf club as a welcoming place</td>
</tr>
<tr>
<td>- Understand the consequences of skin damage caused by sunburn</td>
</tr>
<tr>
<td>- Understand the basic principles of resuscitation</td>
</tr>
<tr>
<td>- Demonstrate the following signals: return to shore, proceed further out to sea, go left, go right and remain stationary</td>
</tr>
<tr>
<td>- Recognise and identify unsafe actions and behaviours at the beach</td>
</tr>
<tr>
<td>- Develop an understanding of preventative actions</td>
</tr>
<tr>
<td>- Demonstrate skills required to assist a distressed swimmer</td>
</tr>
<tr>
<td>- Attempt or perform a beach relay baton change</td>
</tr>
<tr>
<td>- Identify how rips are formed and what they look like</td>
</tr>
<tr>
<td>- Understand how to escape a rip</td>
</tr>
<tr>
<td>- Attempt or perform bunny hopping a nipper board into the water</td>
</tr>
<tr>
<td>- Attempt or perform sitting over a wave on a nipper board</td>
</tr>
<tr>
<td>- Attempt or perform paddling through a wave on a nipper board</td>
</tr>
<tr>
<td>- Recognise how body boards can be used to assist a distressed swimmer</td>
</tr>
<tr>
<td>- Recognise a rescue tube and what it is used for</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Under 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Recognise the difference between renewable and non-renewable energy generation</td>
</tr>
<tr>
<td>- Identify ways in which electricity usage can be reduced in the surf club</td>
</tr>
<tr>
<td>- Identify the actions they can take when feeling frightened, lost, upset or bullied</td>
</tr>
<tr>
<td>- Recognise the importance of persisting when needing help</td>
</tr>
<tr>
<td>- Develop an understanding of surf lifesaving in Australia</td>
</tr>
<tr>
<td>- Identify the surf club as a welcoming place</td>
</tr>
<tr>
<td>- Recognise ‘at risk’ people in a beach environment</td>
</tr>
<tr>
<td>- Identify actions that can be taken to help ‘at risk’ people avoid dangerous situations</td>
</tr>
<tr>
<td>- Identify the principles of DRABCD</td>
</tr>
<tr>
<td>- Recognise and manage patients suffering from cuts and abrasions, bleeding from the nose, sprained muscle ligaments and sunburn.</td>
</tr>
<tr>
<td>- Perform cardiopulmonary resuscitation (CPR) techniques</td>
</tr>
<tr>
<td>- Recognise the importance of beach safety signage</td>
</tr>
<tr>
<td>- Attempt or perform a crouching beach sprint start and beach sprint finish</td>
</tr>
<tr>
<td>- Attempt or perform an iron and Cameron relay race transitions</td>
</tr>
<tr>
<td>- Attempt or perform a dismount from a nipper board and perform catching a wave on a nipper board</td>
</tr>
<tr>
<td>- Attempt or perform a board relay race</td>
</tr>
<tr>
<td>- Understand the techniques of surf swimming</td>
</tr>
<tr>
<td>- Demonstrate an ability to swim through surf, parallel to surf and back to shore</td>
</tr>
<tr>
<td>Under 12</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>- Understand how weather can effect both the beach environment and beach users</td>
</tr>
<tr>
<td>- Identify natural and man-made causes of erosion and their impact of the beach environment</td>
</tr>
<tr>
<td>- Recognise that staying fit and healthy is important as a lifesaver</td>
</tr>
<tr>
<td>- Identify what skin cancer is and what causes it</td>
</tr>
<tr>
<td>- Develop an understanding of surf lifesaving in Australia and your rights and responsibilities as a member of SLSA</td>
</tr>
<tr>
<td>- Identify the role of the body’s circular system, skeletal system, respiratory system and nervous system.</td>
</tr>
<tr>
<td>- Understand how the body’s major organ systems relate to First Aid scenarios</td>
</tr>
<tr>
<td>- Identify how to manage patients suffering from cramping, fainting and shock.</td>
</tr>
<tr>
<td>- Perform cardiopulmonary resuscitation (CPR) techniques</td>
</tr>
<tr>
<td>- Demonstrate the following signals: message understood; attract attention; message not clear, repeat; pick up swimmers</td>
</tr>
<tr>
<td>- Identify the role of a beach patrol and role of lifesavers during a patrol</td>
</tr>
<tr>
<td>- Recognise how a board can be used to secure and support a conscious patient</td>
</tr>
<tr>
<td>- Demonstrate the skills required to secure and support a conscious patient</td>
</tr>
<tr>
<td>- Develop a beach sprint arm and leg drive technique</td>
</tr>
<tr>
<td>- Identify different beach flags race strategies</td>
</tr>
<tr>
<td>- Identify the four different types of rip currents</td>
</tr>
<tr>
<td>- Identify how to manage rips in a beach environment</td>
</tr>
<tr>
<td>- Identify how to use rip currents to assist in surf swimming and rescues</td>
</tr>
<tr>
<td>- Attempt or perform rolling under a wave on a board</td>
</tr>
<tr>
<td>- Attempt or perform diving under waves</td>
</tr>
</tbody>
</table>
**Where to go for further Assistance**
Contact your Volunteer Support Officer to find out which volunteers will be available to assist you most effectively with the type of program you are intending to run.

To find your Volunteer Support Officer please follow the link below:

**List of Appendices**
- Appendix A  Position Descriptions for running Nippers
- Appendix B  Intensive Program example
- Appendix C  Extended Program example
- Appendix D  Beach set out example
- Appendix E  Sample Gear List
- Appendix F  LSV Minor Games

**References**

*Thank you to the following people for their contributions and assistance developing this resource:*

- Julian Meagher
- Angela Malan
- Yvette Costello
- Namoi Madigan
- Brett Irvine
- Clarke Martin
- Julia O’Shaughnessy
- Justine Kiely-Scott
- Kirstin Charlesworth
- Teagan Thom
- Jason Close
- Justine Birchall
- Megan Goldsworthy
- Pamela Mowat