

SLSA Age Managers

Delivery and Assessment Guide

v2 September 2021



Acknowledgements

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All resources developed by SLSA are reviewed regularly and updated as required. Feedback can be supplied through contacting SLSA using the details above.

Version 2 September 2021

This resource has been reviews and amended by Life Saving Victoria effective 14/09/2021

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Things to Note

As part of its regularly scheduled review, the SLSA Age Managers course has been updated based upon member feedback and the recommendations of a state nominated Age Manager Working Group. The update has established a suite of resources that are in line with other SLSA Award resources, and consistent with the new SLSA document formatting.

The SLSA Age Managers course resources include:

- SLSA Age Managers Syllabus v2.0
- SLSA Age Managers Learner Guide v5.0
- SLSA Assessment Portfolio v2.0
- SLSA Age Managers Delivery and Assessment Guide v2.0
- SLSA Age Managers Online Course 2021
The course is divided into three (3) parts.
- SLSA Age Managers Course PowerPoint v4.0 September 2021

Notable changes to the course:

- a formal age manager mentor role has been introduced, to better support new and existing age managers. This has a three (3) year expiry
- members that complete the age managers course online will automatically receive the age managers award. Third party forms are only required for those completing the course face to face
- greater emphasis is placed on the age manager mentor to complete on-the-beach technical and mentoring session/s to ensure age managers are competent to deliver junior activities
- mentor sessions should continue to be scheduled to the age manager is deemed competent
- five (5) year expiry has been added to the age managers award
- the online Safeguarding Children and Young People Awareness course is now a prerequisite for the age manager course
- the third-party form is now electronic
- updates have been made to all supporting resources, with the most up to date information
- updates have been made to the online age managers course, with the most up to date information

Course Overview

Course outcomes

By the end of the course and successful completion of the practical requirements, you will be able to:

- understand the roles and responsibilities of the age manager and the age manager mentor
- develop strategies to work with children, parents and guardians, coaches, officials and club administrators
- manage risks in the beach environment
- cater for the physical, emotional and social development of Nippers in your care
- safely deliver lesson plans
- emphasise fun and participation through educational games and engaging activities
- utilise a range of communication, teaching and behaviour management strategies to help Nippers learn basic skills.

SLSA award entry requirements

To become a qualified SLS age manager, you must:

- be a minimum of 18 years old (**Victorian Requirement**)
- have completed the relevant state/territory legislation check(s) for working with children
- have completed the online Safeguarding Children and Young People awareness course
- be a financial member of a club.

Process to become an age manager

- Contact your club's Junior Activities Committee. They will assign you an age manager mentor and outline course delivery options.
- Complete the online SLSA Age Managers course or attend a face-to-face SLSA Age Managers course presentation, which covers the theory component of this course.
- If you have attended a face-to-face course, have age manager mentor sign off on your third-party form. They will collate and return all age manager documentation to your branch or state office.
- Present your age manager mentor with a copy of the online course completion certificate (if you completed online).
- Undertake an on-the-beach technical session with an age manager mentor. This technical session can include time with a foundation coach.
- Undertake an on-the-beach mentoring sessions with an age manager mentor whilst conducting Nipper activities, until competent to deliver individually.

What you need to run this course

To deliver this course you need the following:

- the SLSA Age Managers Learner Guide
- the SLSA Age Managers Assessment Portfolio
- this SLSA Age Managers Delivery and Assessment Guide
- Nipper Education Program Resource – as located at <https://lsv.com.au/clubs-members/nippers/junior-coordinators/>
- SLSA, state/branch and club policies
- computer (laptop)
- data projector and screen
- whiteboard/flipcharts
- a training room with adequate seating.

Course Administration Checklist

Use the checklist below to assist in preparing for your delivery of SLSA Age Managers course.

Steps	Tick when completed
Six weeks before delivering course	
Obtain and read the course materials and make a personal list of preparation required.	<input type="checkbox"/>
Book venue and catering arrangements for each separate session.	<input type="checkbox"/>
Book training resources and equipment for each separate session.	<input type="checkbox"/>
Promote course and organise participants.	<input type="checkbox"/>
Two weeks before delivering course	
Confirm participant numbers and send out joining instructions—see example on the next page.	<input type="checkbox"/>
Confirm bookings for venue, catering, training resources and equipment.	<input type="checkbox"/>
Obtain sufficient copies of participant materials for group size.	<input type="checkbox"/>
Organise copying of any additional handouts, documents or forms.	<input type="checkbox"/>
One week before delivering course	
Complete own preparation.	<input type="checkbox"/>
Day before delivering course	
Set up training room and equipment if possible, positioning training resources, materials and documentation.	<input type="checkbox"/>
Ring/email reminder to participants about start time and to check that all preparations listed in joining instructions have been completed.	<input type="checkbox"/>
First day of course	
Brief participants on training venue facilities, OH&S considerations and course administration.	<input type="checkbox"/>
Ensure participants sign attendance sheet.	<input type="checkbox"/>

Information for Participants

Below is sample material that you can use to promote the SLSA Age Managers course. This information can be use on flyers, posters, emails etc. Its purpose is to inform participants of the course requirement to aid them in making their decision to enrol in the course.

SLSA Age Managers course

The SLSA Age Managers course has been developed to assist you with your role as an age manager. It will allow you to develop a greater knowledge about how SLS operates, and provide you with the skills and knowledge to assist you in the successful coordination and delivery of the Nipper program.

This course will be held:

Venue:

Dates:

Time:

SLSA award entry requirements:

To commence training for the SLSA Age Managers course participants must meet the follow award entry requirements:

- be minimum of 18 years old (**Victorian Requirement**)
- have completed the relevant state/territory legislation check(s) for working with children
- have completed the online Safeguarding Children and Awareness course
- be a financial member of a club.

Course duration: 3 contact hours

On beach training

Age managers will participate in a technical session and undertake mentoring sessions with an age manager mentor prior to delivering nipper activities sessions individually.

Contact details:

<<include contact details for further information/enrolment>>

Course Structure

Face-to-face:

Time: 3 hours

Breaks: Breaks as listed below

Topic/lesson plan	Time
Course introduction	10 minutes
Topic 1—Surf Life Saving Australia	10 minutes
Topic 2—The role of an age manager	30 minutes
Break	5 minutes
Topic 3—Creating a safe environment	15 minutes
Topic 4—How children learn and grow	20 minutes
Break	15 minutes
Topic 5—Nipper Education Program	15 minutes
Topic 6—Nipper Education Program Guide	20 minutes
Topic 7—Programming a Nipper season	30 minutes
Course conclusion	10 minutes

Online course:

Time: Self-paced

Online	Time
Part 1	
Topics 1-2	Self-paced
Part 2	
Topics 3-4	Self-paced
Part 3	
Topics 5-7	Self-paced

Course introduction

Time: 10 minutes

Breaks: No breaks recommended.

Topics to be covered

Introduction to course

- Welcome participants.
- Explain venue facilities.
- Explain housekeeping arrangements.
- Give an introduction to the course and assessment process.
- Give rationale for the course.
- Encourage participants to ask questions throughout the course.

Course overview

- Provide participants with SLSA Age Managers Learner Guide and Assessment Portfolios.
- Briefly run through program e.g., times, the topics to be covered, overall course outcomes.

Participant introductions

- Ask participants to introduce themselves—use an icebreaker of your choice or ask participants to introduce themselves—name, experience and expectations of the course, or ask participants to talk with and then introduce a partner.

Conclusion

- Reconfirm course outcomes.
 - Reiterate the importance of asking questions.
 - Brief participants on the next session.
-

Topic 1—Surf Life Saving Australia

Time: 10 minutes

Breaks: No breaks recommended.

Outcomes: By the end of this training session participants will be able to

- identify SLSA core activities
- understand expected behaviours of Surf Life Saving members.

Topics to be covered

Topic overview

Reiterate the scope of the session as introduced above.

Course overview

- Discuss the history of SLSA and its vision.
- Explain its core activities.
- Discuss its values and code of conduct.
- Discuss the role of Nippers in SLSA.

Topic 1—Review questions

Have participants answer the questions on page 6 of their assessment portfolio to review their understanding of this topic.

Conclusion

Review outcomes and foreshadow next topic.

Topic 2—The role of an age manager

Time: 30 minutes

Breaks: One five (5) minute break recommended.

Outcomes: By the end of this training session participants will be able to:

- understand the roles and responsibilities of the age manager
- understand the roles and responsibilities of the age manager mentor.

Topics to be covered

Topic overview

Reiterate the scope of the session as introduced above.

Body of session

- What is an age manager?
 - What are an age manager's key responsibilities?
 - What is an age manager mentor?
 - What are an age manager mentor's key responsibilities?
 - Explain duty of care.
 - Discuss junior preliminary evaluations
-

Topic 2—Review questions

Have participants answer the questions on pages 7 and 8 of their assessment portfolio to review their understanding of this topic.

Conclusion

Review outcomes and foreshadow next topic.

Break

5 minutes

Topic 3—Creating a safe environment

Time: 15 minutes

Breaks: No breaks recommended.

Outcomes: By the end of this training session participants will be able to:

- safely conduct training sessions emphasising fun and inclusive participation through games and activities
- develop strategies to work with children, parents and guardians, coaches, officials and club administrators
- manage risks in the beach environment.

Topics to be covered

Topic overview

Reiterate the scope of the session as introduced above.

Body of session

- Discuss policies and guidelines.
 - Explain inclusion.
 - Discuss working with children under 18.
 - Discuss safeguarding children.
 - Discuss working with parents and guardians.
 - Discuss surf safety (rips and signals).
-

Topic 3—Review questions

Have participants answer the questions on pages 9 and 10 of their assessment portfolio to review their understanding of this topic.

Conclusion

Review outcomes and foreshadow next topic.

Topic 4—How children learn and grow

Time: 20 minutes

Breaks: One fifteen (15) minute break recommended.

Outcomes: By the end of this training session participants will be able to:

- utilise a range of communication, teaching and behaviour management strategies to help Nippers learn basic skills.
- cater for the physical, emotional and social development of Nippers in your care.

Topics to be covered

Topic overview

Reiterate the scope of the session as introduced above.

Body of session

- Explain barriers to learning.
 - Discuss how to demonstrate.
 - Discuss maintaining engagement.
 - Discuss body changes.
 - Discuss body image.
 - Explain stages of youth development.
 - Explain phases of skill acquisition.
-

Topic 4—Review questions

Have participants answer the questions on pages 11 and 12 of their assessment portfolio to review their understanding of this topic.

Conclusion

Review outcomes and foreshadow next topic.

Topic 5—Junior Development Program

Time: 15 minutes

Breaks: No breaks recommended.

Outcomes: By the end of this training session participants will be able to:

- understand the key outcomes of SLSA’s Junior Development Program
- understand the principles reflected in SLSA’s Junior Development Program.

Topics to be covered

Topic overview

Reiterate the scope of the session as introduced above.

Body of session

- Discuss the Junior Development Framework.
 - Discuss the principles of the Junior Development Program.
-

Topic 5—Review questions

Have participants answer the questions on page 13 of their assessment portfolio to review their understanding of this topic.

Conclusion

Review outcomes and foreshadow next topic.

Topic 6—Nipper Education Resource Guide

Time: 20 minutes

Breaks: No breaks recommended.

Outcomes: By the end of this training session participants will be able to:

- know how to access the SLSA Junior Development Resource Kit on the SLSA Members Area
- identify Junior Development resources and explain their use.

Topics to be covered

Topic overview

Reiterate the scope of the session as introduced above.

Body of session

- Explain what is the Nipper Education Resource Guide and how to access it.
 - Discuss the guide.
 - Explain the learning outcomes
 - Explain how to use lesson plans.
 - Discuss coaching points.
 - Discuss certificates.
 - Discuss additional resources.
-

Topic 6—Review questions

Have participants answer the questions on pages 14 and 15 of their assessment portfolio to review their understanding of this topic.

Conclusion

Review outcomes and foreshadow next topic.

Topic 7—Programming a Nipper season

Time: 30 minutes

Breaks: No breaks recommended.

Outcomes: By the end of this training session participants will be able to:

- know what to consider when programming a Nipper season
- plan for wet weather activities
- promote continued involvement with SLS beyond the Junior Development Program.

Topics to be covered

Topic overview

Reiterate the scope of the session as introduced above.

Body of session

- What is a Nipper season?
 - Discuss considerations when programming a Nipper season.
 - Discuss programming for wet weather.
 - Discuss Nipper season calendar
 - Discuss programming for under 14s.
 - Discuss surf sport competitions.
-

Topic 7—Review questions

Have participants answer the questions on pages 16 and 17 of their assessment portfolio to review their understanding of this topic.

Conclusion

Review outcomes and foreshadow technical session.

Course conclusion

Time: 10 minutes

Breaks: No breaks recommended.

Topics to be covered

Course summary

- Summarise outcomes covered by topics.
-

Conclusion

- Reiterate the importance of teamwork and activities that are safe, fun and inclusive.
 - Brief participants on assessment requirements.
-

Technical Session

Tick off the core beach skills in the participant's assessment portfolio when you have provided the participant with strategies for Nippers to learn these skills under different weather and beach conditions. If the participant feels that we should change any aspect of this session to be fair, equitable or flexible, they should contact you immediately for you to attempt to make alternative arrangements. Upon completion of the technical session, guide the participant to complete the required on-the-beach mentoring sessions.

Technical session endorsement criteria

The below technical session endorsement criteria are included in the participant assessment portfolio.

Core beach skills
These are also listed in your age manager assessment portfolio
Beach flags
Starting position
Up and run
Diving for a beach flag
Beach sprints
Crouching beach sprint starts
Sand running technique
Beach sprint arm and leg drive
Finishing beach sprints
Swims
Wading
Surf swimming techniques
Dolphin-diving
Diving under large waves
Body boarding
Surf race
Run-swim-run
Rescue tubes
Boards
Carrying boards
Board care
Basic board positioning
Paddling
Entering and negotiating the surf on a board
Board dismounts
Catching waves on a board
Rolling under a wave on a board
Board race
Body boards to assist distressed swimmers
Board rescue
Relays
Beach relay baton changes
Board relay
Wade relay
Cameron relay transitions
Ironman/Ironwoman

On-the-Beach Mentoring Sessions

After age manager technical sessions have been completed and core skills achieved, age managers are required to undertake on-the-beach mentoring sessions with an age manager mentor whilst conducting nipper activities.

Age manager mentoring session/s must continue to be scheduled until age managers are deemed competent to deliver nipper activities individually.

Upon the satisfactory completion of their on-the-beach mentoring session/s, guide them on their future surf life saving options.

Age manager mentors must return their signed third-party form to their local branch or state office as applicable. They should also keep a copy for their records.

State contact details:

Surf Life Saving New South Wales

Phone: (02) 9471 8000

Postal Address: PO Box 307, Belrose NSW 2085

Email: info@surflifesaving.com.au

Surf Life Saving South Australia

Phone: (08) 8354 6900

Postal Address: PO Box 117, West Beach SA 5024

Email: surflifesaving@surflifesavingsa.com.au

Surf Life Saving Northern Territory

Phone: (08) 8985 6588

Postal Address: PO Box 96, Nightcliff NT 0814

Email: surf@lifesavingnt.com.au

Life Saving Victoria

Phone: (03) 9676 6900

Postal Address: PO Box 353, South Melbourne VIC 3205

Email: mail@lsv.com.au

Surf Life Saving Queensland

Phone: (07) 3846 8000

Postal Address: PO Box 3747, South Brisbane QLD 4101

Email: info@lifesaving.com.au

Surf Life Saving Western Australia

Phone: (08) 9207 6666

Postal Address: PO Box 700, Balcatta WA 6914

Email: mail@swwa.com.au

On-the-beach mentoring session criteria

Demonstrate awareness of beach set-up factors.
Know how to set up the beach.
Speak to patrol captain and/or water safety about surf and weather conditions.
Check you meet water safety requirements.
Communicate with other age managers.
Contribute to a safe environment.
Do hazard assessment walk.
Be aware of sun safety requirements.
Know the importance of shade & hydration.
Do equipment check.
Know emergency procedures (e.g., first aid, missing child).
Know signals.
Inform parents and children.
Give clear and concise instructions.
Speak to the group at commencement of the day.
Speak to the group at conclusion of the day.
Know club structure.
Know going to the toilet procedures.
Maintain accurate records.
Record the receiving/maintaining/returning of children.
Record head count regularly (especially after each water activity).
Record attendance after delivering each lesson in the record sheet.
Record if a Nipper has satisfied the learning outcomes.
Plan and deliver a learning activity.
Know what outcomes are important.
Plan for inclusion.
Know where to go for resources, ideas, activities.
Plan on the day (e.g., wet weather options).
Deliver a lesson plan.
Allow enough time for Nippers to practise
Collaborate with other age managers, coaches and/or trainers.
Maintain group engagement in activities.
Conduct engaging activity.
Emphasise fun.
Adapt or modify activities to suit different needs.
Encourage collaboration.
Allow for choice.
Provide effective feedback.
Challenge Nippers to think independently.
Encourage Nippers to compete against themselves.
Use Nippers' names.

Appendices

Appendix 1—Benchmark answers to review questions

The following information is to assist the age manager mentor delivering the SLSA Age Managers course when participants are answering the review questions asked in the age manager assessment portfolio.

Topic 1—Surf Life Saving Australia

Question 1.1

What are the five (5) core activities of the Surf Life Saving movement?

1. Lifesaving and water safety.
2. Member training and development.
3. Surf sports.
4. Community education and training.
5. Nipper activities.

Question 1.2

What are the key principles that drive conduct and behaviour which are common across SLSA?

- Integrity and respect.
- Teamwork.
- Fun and enjoyment.
- Excellence.

Topic 2—The role of an age manager

Question 2.1

What does 'duty of care' mean?

- Providing a safe environment.
- Evaluating Nippers for injury and incapacity.
- Matching Nippers according to age, height, weight, maturity, skill level and experience.
- Warning Nippers, their parents and guardians of inherent risks associated with any activity.
- Closely supervising activities.
- Ensuring accurate records are kept (general and medical information and progress reports) and that they are on hand.

Question 2.2

What is an age manager responsible for?

- The overall safety and wellbeing of their age group.
- Facilitating the development of surf lifesaving skills, e.g., movement and surf awareness skills.
- Facilitating the development of personal skills, e.g., confidence, teamwork, leadership.
- Taking time to plan, prepare and deliver lessons to their age group.
- Fostering a collaborative approach to the management of their age group.

Question 2.3

What is an age manager mentor responsible for?

- Assisting to induct new age managers while providing advice and guidance on delivering the Junior Development Program.
- Presenting the face-to-face SLSA Age Managers course option.
- Conducting the on-the-beach technical and mentoring sessions of the SLSA Age Managers course.
- Instructing SLSA Age Managers course participants how to set up and pack up the beach for Nipper activities as well as teaching the core surf skills within the SLSA Junior Development Program.
- Mentoring SLSA Age Managers course participants to facilitate learning and following the lesson plans within the age guides to run a Nipper program.
- Signing off on new age manager's third-party form.

Question 2.4

What are the Junior Preliminary Evaluations and when should they occur?

Junior Preliminary Evaluations are a risk management procedure to assess the swimming capabilities of Nippers and must be done as part of your club's duty of care. They should occur before or during the first week of a Nipper season.

Question 2.5

What is the maximum supervision ratio of Nippers to water safety?

A maximum supervision ratio of 1:5 applies as per SLSA Policy 1.01a 'Water Safety Procedures' to ensure the evaluations are conducted in a safe aquatic environment for returning members.

Topic 3—Creating a safe environment

Question 3.1

Name three (3) important SLSA policies that relate to juniors and briefly state why each is important.

- Policy 1.1a Water Safety Procedures.
- Policy 2.1 Sun Safety Policy.
- Policy 2.3 Occupational Health and Safety.
- Policy 6.05 Member Protection Policy.
- Policy 6.6 Grievance Procedures.
- Policy 6.15 Youth Policy.

Question 3.2

Complete the below acronym that can be used to plan for inclusion:

- C** Coaching style.
- H** How to keep score or win.
- A** Area of play environment.
- N** Number of players.
- G** Game rules.
- E** Equipment.
- I** Inclusion.
- T** Time.

Question 3.3

Complete the below acronym that can be used to deliver feedback:

- B** Behaviour What is the inappropriate behaviour and when did it occur? (be specific)
- I** Impact What was the impact of the behaviour (on Nippers and other members)?
- O** Options What are three (3) options for alternative behaviour in future?

Question 3.4

How can you encourage parent participation?

- Complete courses (e.g., Age Manager, Bronze Medallion or SRC).
- Participate in social activities.
- Become water safety personnel.
- Help with food and water tents.
- Help organise inter-club and intra-club competitions.
- Participate in branch carnivals.

Question 3.5

How can you react to inappropriate parent behaviour?

- Listen more.
- Talk less.
- Attempt to understand the reason behind behaviour.
- Work out how to resolve the conflict or prevent it from recurring.
- Know when to walk away.
- Seek assistance from others.
- Refer the matter to someone else.

Question 3.6

How would you handle this scenario?

Two 15-year-old girls make a verbal complaint to a lifeguard's supervisor. They say that the lifeguard, a 17-year-old boy, asked one of them to go into the disabled persons change room with him. He later came in and stood near them when they were getting changed. The girl will not make a written complaint and does not want to involve her parents. The 17-year-old lifeguard denies the allegation.

- a) Investigate
- b) Report/escalate**
- c) Dismiss

In this circumstance, the best way to handle this scenario is to escalate the verbal complaint to SLS and seek advice. If a formal report/complaint is not made, action by SLS can, and likely will, still be taken. SLS members are not child protection investigators and therefore not required to investigate to establish evidence and proof. You should however make a report to SLS and support the girls by reassuring them that they did the right thing by coming forward.

Question 3.7

Rank these behaviours on the scale of positive to abusive.

A surf club has its own Facebook page to which kids can become members. An age manager of the U13s Nippers tells his squad that he wants them to become friends with him on Facebook because it's easier to send them information. Some of them become friends with the age manager. Several team members explore the Facebook site, and discover some photos from a wild party that the age manager held with his friends. These photos show drunkenness and partial nudity.

Positive	Acceptable	Neutral	Inappropriate	Abusive
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The age manager has breached the code of conduct by allowing junior members to access his personal social media content. The age manager should avoid both granting access to his social media accounts and any communication directly with the children and young people. Where possible, he should send any communication to a children and young person through a parent or guardian, or at least copy the parent or guardian into all communication with the child/young person. SLS clubs often have a public social media page(s) and the age manager should always use this platform for communicating with children and young people.

Topic 4—How children learn and grow

Question 4.1

The Junior Development Program lesson plans are broken up into what three (3) areas of instruction?

1. Discussion.
2. Demonstration.
3. Activity.

Question 4.2

List three (3) barriers to learning and state a solution to overcome each barrier:

- Boredom.
- Motivation.
- Age managers yelling.
- Saying one thing but doing another.
- Complexity.
- Physical and/or learning difficulties.
- Environment.

Question 4.3

What are the four (4) key steps when facilitating learning and demonstrating skills?

1. Preparation
2. Demonstration
3. Practice
4. Feedback

Question 4.4

What elements of an activity help ensure maximum engagement of all participants?

- Fun.
- Safety.
- Building on a Nipper's prior knowledge.
- Inclusivity.
- Fostering excitement through discovery.
- Promoting group interaction.
- Encouraging collaboration.
- Allowing for choice.
- Supporting mastery of surf skills.

Question 4.5

How should you group Nippers for activities to accommodate for how children grow and develop?

You should group Nippers of similar height, weight and skill level for activities and competitions.

Question 4.6

How can you be a good role model for body image?

Reinforce positive, healthy messages around body image.

Question 4.7

What are the five (5) stages of youth development?

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

Question 4.8

What are the three (3) phases of skill acquisition?

1. Cognitive phase (age 5 to 8 years).
2. Refining phase (age 9 to 12 years).
3. Accomplishment phase (age 13+ years).

Topic 5—Junior Development Program

Question 5.1

What are the explicit outcomes in the Junior Development Program?

Skills and knowledge set out in each age guide's award summary.

Question 5.2

List three (3) examples of implicit outcomes that develop as a result of the supportive, fun and nurturing environments in which a program is run:

1. Self-confidence.
2. Self-respect.
3. Trust.

Question 5.3

List three (3) examples of the principles reflected in the SLSA's Junior Development Program and briefly describe what they are:

Accepts direction	The ability to accept direction from age managers, coaches, water safety and other Surf Life Saving club personnel is a core attribute that needs to be developed in any surf lifesaver.
Listening communication	The capacity to actively listen to instruction, advice and conversation is fundamental to a balanced and healthy lifestyle as well as an important part of participating in surf lifesaving.
Verbal communication	Appropriate and effective verbal communication among peers is a valuable skill that can mean the difference between successful and unsuccessful participation in surf lifesaving activities.
Interpersonal relationships	Forming interpersonal relationships is an important part of any young person's social development to understand what is and isn't a positive and appropriate relationship.
Teamwork and cooperation	Functioning as an effective member of a team is critical in the context of surf rescue so learning cooperation and teamwork during junior development is an important personal development.
Integrity and respect	Acting in accordance with moral and ethical principles underpins an individual's respect for the views of others and behaviour which treats others with consideration.
Care and compassion	The ability to care for the wellbeing of oneself and that of others is a trait the Junior Development Program seeks to instil in all Nippers for it is the foundation for the voluntary ethic core of surf lifesaving.
Leadership and initiative	The demonstration of initiative is the start of a leadership pathway that enhances our members' future. The capacity to solve problems and make decisions is central to the role of a surf lifesaver.
Physical development	Ensuring volunteer surf lifesavers are at a suitable level of physical capability is vital to ensuring safe beach and aquatic environments.

Topic 6—Nipper Education Resource Guide

Question 6.1

What are the four (4) main parts to the Nipper Education Resource?

1. Junior Coordinator Guide
2. Nipper Education
3. Nipper Skill Development
4. Nipper Games

Question 6.2

What should each lesson include?

- Preparation
- Equipment
- Introduction
- Warm up
- Nipper Education Lesson
- Nipper Skill Activities
- Lesson Wrap Up

Question 6.3

When can you tick/sign off a Nipper to receive a certificate?

If you have delivered a lesson that satisfies the learning outcomes and the participant has been actively involved in the lessons, then you can tick/sign them off to receive an end of season participation certificate

Topic 7—Programming a Nipper season

Question 7.1

What is the aim of the Nipper season calendar?

The aim of the Nipper season calendar is to ensure you have the right programming in place to deliver fun, friendly, engaging, and challenging sessions for all Nippers across the season. It helps all involved in the Nipper program to see what is coming up, and how they can assist.

Question 7.2

What does your club's Nipper season calendar include?

A club's Nipper season calendar includes Nipper carnivals, coach-led mid-week training sessions to support Nippers also involved in surf sports, and special events that deliver opportunities to all Nippers across the season.

Question 7.3

List some examples of wet weather topics and activities:

- Signals.
- Lifesaving skills videos.
- Health, fitness and nutrition.
- History of your surf club and club tour.
- CPR.
- Basic first aid.

Question 7.4

What activities can you encourage Under 14 members to conduct to promote continued involvement with Surf Life Saving beyond the Junior Development Program?

- Surf Rescue Certificate (SRC).
- Provide first aid certificate.
- Assisting younger Nippers.
- Water safety.

Question 7.5

What are the benefits of inter-club competitions and events?

Inter-club activities have many benefits for Nippers such as increasing their opportunities to learn and develop skills, boosting their motivation, and providing them social networking opportunities. They also benefit age managers with opportunities to share ideas and experiences while building stronger relationships between local clubs. Age managers and water safety personnel can also gain a better understanding of each of their own members' aquatic skill levels during intra-club competitions.

Question 7.6

What must a Nipper complete to compete in intra-club, inter-club, branch and state competitions?

Nippers must complete the Junior Competition Evaluation in addition to the appropriate surf education award for their age group in order to compete in intra-club, inter-club, branch and state competitions.

Appendix 2—Third-party endorsement form

This third-party endorsement is to be completed by an age manager mentor when the participant has completed a SLS Age Managers Course and on-beach practical training has been organised. Forms can be emailed to branch or state centres.

Participant details

First name	Surname
Date of birth	Club
Contact phone	
Contact email	

Age manager mentor checklist

Member has completed Age Managers Course	<input type="checkbox"/>
Membership is current	<input type="checkbox"/>
Member has completed the relevant state/territory legislation check(s) for working with children	<input type="checkbox"/>
Member has completed the online Safeguarding Children and Young People Awareness Course	<input type="checkbox"/>
Member is aware of where they can go for resources, support and further upskill opportunities	<input type="checkbox"/>

Age Manager Mentor has arranged for the following on-beach practical training

Completion of a technical training session (refer technical training checklist)	<input type="checkbox"/>
On beach mentoring and supervision of delivery of nipper activities (refer on beach mentoring session checklist)	<input type="checkbox"/>

Age Manager Mentor endorsement

This endorsement is to be signed when the participant has completed SLS Age Managers Course and on-beach practical training has been organised

First name	Surname
Contact phone	Club
Contact email	
Signature	Date

Appendix 3 — On-the-beach mentoring session endorsement criteria

The following activities must be completed at age manager mentor session/s and under the guidance of an age manager mentor. Each column is to be ticked by an age manager mentor when they feel confident that the participant can perform the activity competently.

Did the participant perform the following activities competently?	Tick for yes
Demonstrate awareness of beach set-up factors.	
Set up the beach.	<input type="checkbox"/>
Speak to patrol captain and/or water safety about surf and weather conditions.	<input type="checkbox"/>
Meet water safety requirements.	<input type="checkbox"/>
Communicate with other age managers.	<input type="checkbox"/>
Contribute to a safe environment.	
Do hazard assessment walk.	<input type="checkbox"/>
Know sun safety requirements.	<input type="checkbox"/>
Check shade & hydration.	<input type="checkbox"/>
Check equipment.	<input type="checkbox"/>
Know emergency procedures (e.g., first aid, missing child).	<input type="checkbox"/>
Know signals.	<input type="checkbox"/>
Inform parents and children.	
Give clear and concise instructions.	<input type="checkbox"/>
Speak to the group at commencement of the day.	<input type="checkbox"/>
Speak to the group at conclusion of the day.	<input type="checkbox"/>
Know club structure.	<input type="checkbox"/>
Know going to the toilet procedures.	<input type="checkbox"/>
Maintain accurate records.	
Receiving/maintaining/returning children.	<input type="checkbox"/>
Record head count regularly (especially after each water activity).	<input type="checkbox"/>
Record attendance after delivering each lesson in the record sheet.	<input type="checkbox"/>
Record if a Nipper has satisfied the learning outcomes in their surf education passport.	<input type="checkbox"/>
Plan and deliver a learning activity.	
Know what outcomes are important.	<input type="checkbox"/>
Plan for inclusion.	<input type="checkbox"/>
Know where to go for resources, ideas, activities.	<input type="checkbox"/>
Plan on the day (e.g., wet weather options).	<input type="checkbox"/>
Deliver lesson plan	<input type="checkbox"/>
Allow enough time for Nippers to practise.	<input type="checkbox"/>
Collaborate with other age managers, coaches and/or trainers.	<input type="checkbox"/>
Maintain group engagement in activities.	
Conduct engaging activity.	<input type="checkbox"/>
Emphasise fun.	<input type="checkbox"/>
Adapt or modify activities to suit different needs.	<input type="checkbox"/>
Encourage collaboration.	<input type="checkbox"/>
Allow for choice.	<input type="checkbox"/>
Provide effective feedback.	<input type="checkbox"/>
Challenge Nippers to think independently.	<input type="checkbox"/>
Encourage Nippers to compete against themselves.	<input type="checkbox"/>
Use Nippers' names.	<input type="checkbox"/>

SIGNALS

PUBLIC SAFETY & AQUATIC RESCUE



1a. ATTRACT ATTENTION



1b. ATTRACT ATTENTION



2a. GO TO THE LEFT



2b. GO TO THE RIGHT



3. REMAIN STATIONARY



4. PICK UP SWIMMERS



5. RETURN TO SHORE



6. PROCEED FURTHER OUT TO SEA



7. PICK UP AND ADJUST BUOYS



8. INVESTIGATE SUBMERGED OBJECT



9. MESSAGE NOT CLEAR



10. MESSAGE UNDERSTOOD



11. ASSISTANCE REQUIRED



12. SHORE SIGNAL RECEIVED & UNDERSTOOD



13. EMERGENCY EVACUATION ALARM



14. SEARCH COMPLETED



15. BOAT WISHES TO RETURN TO SHORE



16. CODE 'X' - SUBMERGED PATIENT IS MISSING



17. ALL CLEAR/OK

Appendix 5—Season calendar templates

When working out your sessions, you will need to work cohesively with the other age managers at your club. Below is an example weekly session template at a club level.

State:

Nipper group (U8, U9 etc.):

Club:

Club contact details:

Season:

Season commencing date:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	October				November				December			
Unit 1												
Unit 2												
Unit 3												
Unit 4												

SLSA recommends the following be included in the calendar:

- list of age managers
- beach/BBQ set up roster (as required)
- club email/website
- dates to remember
- Junior Activity Committee members
- general information.

Appendix 6—Weekly calendar template

State:

Nipper group (U8, U9 etc.):

Club:

Club contact details:

Venue:

Week commencing date:

Age manager:

Age manager phone:

Session times:	U7s	U8s	U9s
2:00	Modified program	Surf education	Beach activities
2:40		Surf sports	Surf education
3:20		Beach activities	Surf sports

U10s	U11s	U12s	U13s
Surf sports	Surf education	Beach activities	Surf sports
Beach activities	Surf sports	Surf education	Beach activities
Surf education	Beach activities	Surf sports	Surf education

Appendix 7—Support roles

Surf Life Saving has something for everyone, regardless of whether you are a strong swimmer or not. During your time as an age manager, you will be involved in a range of activities that will give you some background into a variety of different support roles within Surf Life Saving, such as those outlined below.

More information on these roles and your opportunities to transition from one role to another can be found in the Participation Pathways menu on the SLSA website (www.sls.com.au).

Surf lifesaver

The surf lifesaver is an Australian icon. Each person who wears the red and yellow cap is a recipient and guardian of that heritage.

A surf lifesaver is a person who demonstrates the character, skill and service that epitomises the best of the Australian culture. Surf lifesavers give their time as volunteers in the service of their communities. They are fit, skilled, team oriented and adaptable.

A surf lifesaver:

- commits personal time and energy to maintain safe beaches
- develops and maintains a high level of skill through ongoing training
- provides leadership in maintaining volunteerism as a valued characteristic within Australian society
- epitomises the strength and character of the Australian way of life.

There are two (2) types of surf lifesavers.

1) **Patrolling lifesaver**

The Surf Rescue Certificate and Bronze Medallion are the two (2) entry-level awards for someone who wishes to become a fully qualified patrolling lifesaver and/or water safety officer. These awards require an individual to have a good swimming ability as holders of these awards may be required to rescue individuals in a surf environment. These awards provide a range of skills including surf awareness, rescue skills, first aid and resuscitation.

2) **Award member**

There is the option to complete lifesaving awards other than the Bronze Medallion, such as first aid, resuscitation and radio awards. Members who hold these awards are still able to patrol the beach by providing these specific skills.

Trainer

Trainers teach members the skills and knowledge requirements for Surf Life Saving award accreditation but do not make assessment decisions. If you have enjoyed teaching the Nippers about lifesaving skills, then you may wish to consider becoming a trainer for other awards. To become a trainer, you are required to complete a trainer's course and need to hold the award that you are teaching. For example, if you wish to teach the First Aid Certificate, you must hold the First Aid Certificate yourself.

Assessor

Assessors are the people responsible for assessing members who have completed the requirements for Surf Life Saving awards. They cannot train and assess the same time. To become an assessor, you are required to complete an assessor's course and you need to hold the award that you are assessing.

Facilitator

A facilitator has completed both a trainer's course and assessor's course so that they are able to train and assess the same participants for any one course. They also hold the award that they are training and assessing. Members who wish to extend their skills in training and assessing may wish to do a full Certificate IV in Training and Assessment.

Coach

Coaches provide an important role in developing and improving the skills of members in surf sports. Coaches may choose to specialise in one discipline (e.g., beach sprinting) or choose to coach in a number of disciplines. Coaching accreditation comes in four (4) levels (Foundation Coach, Development Coach, Performance Coach, High Performance Coach). Foundation Coach's certification is the level most suited to new coaches at club level.

Official

Officials are members responsible for the conduct of surf sport events. There is a range of different roles undertaken by officials including referees, starters, judges, recorders, marshals, etc., across all of the surf sports disciplines. Accreditation for officials comes in three (3) levels (core, technical and senior).

Administrator

As with all volunteer clubs, strong administration is important in ensuring that the club operates effectively. If you are interested in the administration of the club, there is a range of different roles that you may be able to get involved with. These might include some specific roles for Nipper activities such as an Age Managers Coordinator or the Nipper Activities Chairperson. You may also like to play a responsibility specific role such as a treasurer or secretary. One day, you may like to become the Club President.

Appendix 7—Skills maintenance

Age Managers are required to complete a proficiency every five years. A member is considered to be proficient:

- On completion of the Age Managers online course
- On completion of the Safeguarding Children and Young People Awareness online course
- On completion hold the current working with children check or equivalent requirement for their state/territory

It is recommended that age manager award holders take part in an annual update session prior to the start of each Nipper season.

The annual update session is a club level discussion led by their club's Junior Activities Committee, which covers the following topics:

- updates (branch, club, SLSA, JDR)
- age manager responsibilities
- best practice sharing
- signals.

The information contained within each discussion topic may be distributed via email, face to face or various other online communication tools.

Below are examples of discussion points for each topic covered in an annual update session for age managers.

Updates provided by branch or state offices to the club's Junior Activities Committee

- Nipper surf education
- Content
- Time frames
- Participation requirements
- Award entry
- Junior Development Resource Kit
- SLSA Age Manager Course
- Rescue techniques
- CPR
- First aid
- SLSA policies (e.g., Member Protection, Water Safety, Sun Safety, Youth Policy)
- Junior preliminary evaluations—processes and procedures
- Role of age manager and age manager mentor
- Competition evaluations—processes and procedures
- Branch contacts
- Role of coaches

Responsibilities

- Current relevant state legislation check
- Financial member status
- Risk assessments (paper and SLSA app)
- Familiarity with SLSA age guide
- Support role responsibilities (water safety, coaches, patrol captains)

Best practice sharing

- Using the SLSA Junior Development Resource Kit
- Delivering a lesson plan
- Planning for inclusion
- Engaging parents
- Providing feedback
- Running fun, engaging activities
- Participating in inter-club competitions
- Working with coaches for skill demonstrations
- Planning around surf sport events that can take some children out of the programmed Nipper lessons
- Communication tools

Signals

- Message understood, all clear
- Remain stationary
- Message not clear, repeat
- Assistance required
- Return to shore
- Go to the right or to the left
- Pick up swimmers
- Proceed further out to sea
- Mass rescue
- Emergency evacuation

Suggested club-specific points of discussions:

- Update on club contacts and structure
- What to do when sick
- Pathways for age managers
- Pathways for U14s
- Patrol captain and beach management scenarios that may affect running Nippers
- The season ahead (save the date)
- What went well last season
- Solutions for any issues faced last season
- Communication tools

Clubs can choose to incorporate role-playing with scenarios as part of best practice sharing.

For example:

- Role-play a scenario involving a missing child
- Role-play providing feedback to a Nipper displaying inappropriate behaviour
- Role-play providing feedback to a parent displaying inappropriate behaviour.

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