

UWB

AGE GUIDE

Surf Smart 2



Name.....

Season.....

Surf Smart 2

Lesson Plans

Date activity completed

1. Introduction to Surf Life Saving

Welcome to the family!

Date __/__/__

2. Personal Safety

For a reason

Date __/__/__

3. Ecosurf

A changing planet

Date __/__/__

4. Physical Health & Wellbeing & Personal Safety

Barriers to bugs

Date __/__/__

5. Surf Safety

Count the tips

Date __/__/__

6. The Human Body*

Body Works

Date __/__/__

7. First Aid*

Patched up

Date __/__/__

8. Resuscitation *^

Life is for living

Date __/__/__

9. Interpersonal Communication

Make it known

Date __/__/__

10. Patrols

All in this together

Date __/__/__

11. Board: Event

Board race / Board rescue

Date __/__/__

12. Swim: Event

Surf Race / Run-Swim-Run

Date __/__/__

13. Swim: Tube Rescue

Rescue me

Date __/__/__

14. Beach Sprint: Event

Beach Sprint / Beach Relay

Date __/__/__

15. Beach Flags: Event

Beach Flags

Date __/__/__

16. Multi Discipline: Event

Iron-person / Cameron Relay

Date __/__/__

* A Basic Emergency Care Certificate is available for the combination of these topics if delivered by a qualified trainer and participant meets qualification assessment standards.

^ A Resuscitation is available if delivered by a qualified trainer and participant meets qualification assessment standards.

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Attendance Register

Attendance will be based on Sign-in Sheets, please ensure your nipper is signed in and out of every session even if arriving late. Surf Education Certificates will be presented to those Nipper's that attend a minimum of 10 sessions and have been signed off on each surf education activity shown above by their coach.

Dear Parents

Thank you for choosing to participate in Surf Life Saving activities. This resource has been designed to deliver a positive learning experience for all involved. We hope you enjoy using this resource and the new skills and knowledge that are a part of the education program for children registered in the Under 13 Age Group.

Age group requirements

All children who are registered in the Under 13 Age Group (in accordance with the Life Saving Victoria date range, 1st Oct to 30th Sept)) are required to take part in a Junior Preliminary Skills Evaluation being a swim distance of 150m (Freestyle) and a survival float of 3 minutes. This is to aid the safety of the child when participating in the activities of Surf Smart 2.

Children in the Under 13 Age Group are invited to compete in state competitions. To be eligible to compete in these competitions, your child will need to swim a minimum of 288m around a competition course in 9 minutes or less (continuous freestyle). This requirement can be completed at your club and must be under the direction of the club assessor.

Each child can work through this activity book during the season with their Coach.

Thank you,

Black Rock Life Saving Club

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Topic	Learning Outcomes
Introduction to Surf Life Saving Lesson: Welcome to the family!	Develop an understanding of surf life saving in Australia Identify the surf club as a welcoming place

Welcome to the Family!

Surf Life Saving has been providing a service to the community for over 100 years. During that time thousands of people have been rescued from the ocean or needed some form of first aid assistance.

Surf Lifesaving clubs are a place to learn the skills required to be a surf lifesaver and to socialize. The junior program will encourage our junior members to learn the new skills as they develop into young adults.

A tour of the surf club and beach environment will give you an idea of what equipment the club has and what it would be used for, where the toilet facilities and change rooms are situated and the safest part of the beach to swim. The tour may also include the introduction of committee members of your club.

Name of Age Manager

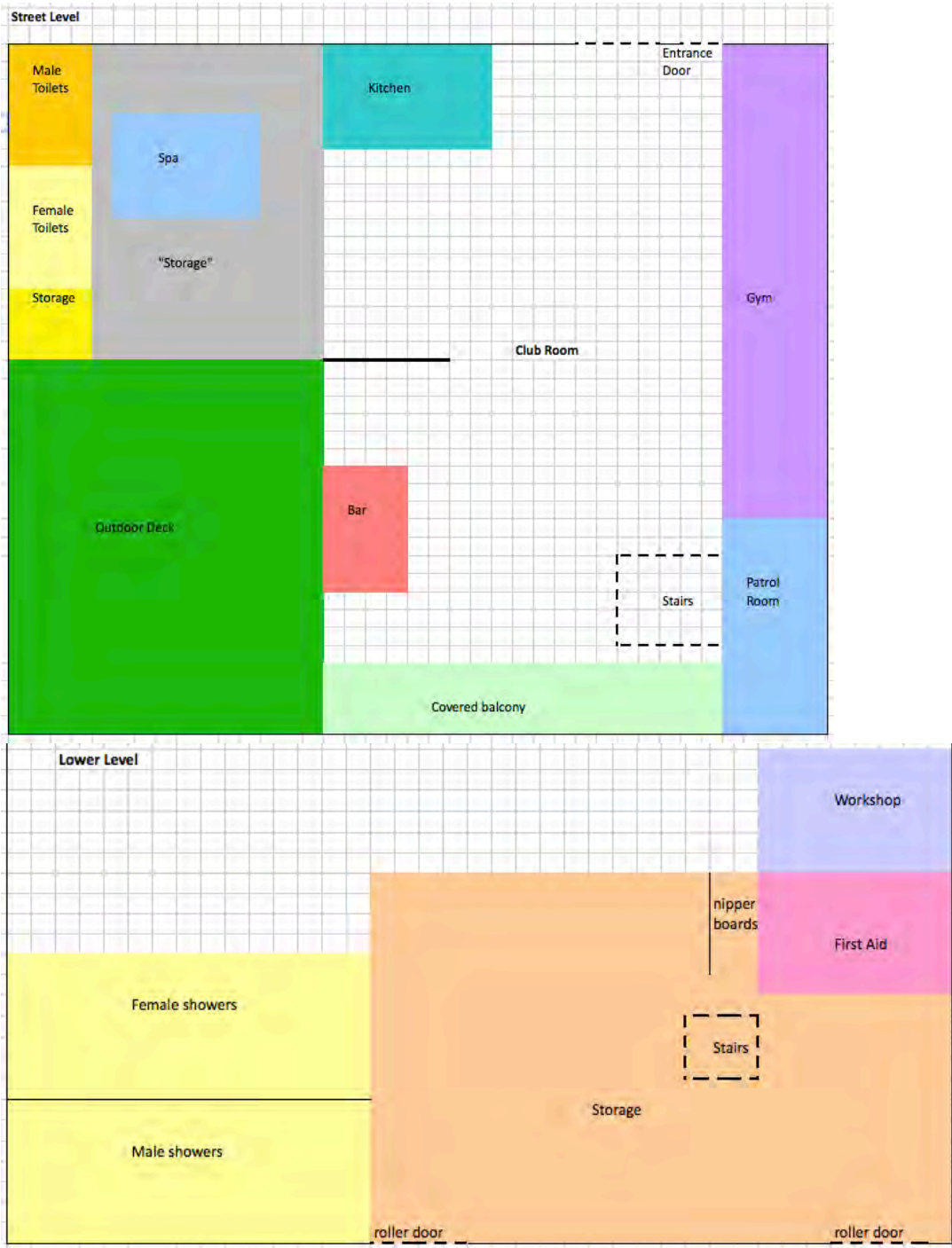
Name of Junior Coordinator

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Nippers are not to use the stairs by themselves for safety reason.

The access ramp at the side of the club should be used to access the beach at all times.

Nippers are not permitted in the Gym area.



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Topic	Learning Outcomes
Personal Safety Lesson: For a reason	Understand the basic principles of the SLSA Membership and Wellbeing Policy

Looking After You

Discuss with your Coach the meaning of the Member Safety & Wellbeing Policy, including;

- Codes of Conduct,
- Rights and responsibilities,
- Equality, Discrimination & Anti Harassment
- Consequences of breaching the policy

Describe the actions you will take to demonstrate your acceptance of the responsibilities you have under the SLSA Member Safety & Wellbeing Policy.

Showing Respect to other members	
Keep yourself safe	
Comply with all requirements of the SLSA Member Safety and Wellbeing Policy	
Make yourself aware of the Policy and the standards of conduct within the policy	
Cooperating to provide a safe, harassment/discrimination /abuse free environment	
Understand the possible Consequences of breaching the policy	

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Topic	Learning Outcomes
Ecosurf Lesson: A changing planet	Understand Global Warming and Climate Change. Identify the impacts that Global Warming and Climate Change have on surf life saving

A Changing Planet

Global Warming – An overall warming of the planet, based on average temperature over the entire surface. Effects include; rising sea levels, glacier retreating, arctic shrinkage.



Climate Change – Changes in regional climate characteristics, including temperature, humidity, rainfall, wind and severe weather events.

We can help our planet by decreasing pollution such as using our car less, using less electricity, turning off electrical appliances when not in use, using water wisely.

Predictions from the Australian Government (www.climatechangeinaustralia.gov.au) for the Southern Australia region in which we live include:

- Average temperatures will continue to increase
- More hot days and less frosty days
- Decreasing rainfall overall but when it does rain it is more likely to be extreme
- Sea level will continue to rise
- High risk of fire due to the extreme weather

How will rising sea levels impact our role as surf lifesavers?

How will rising sea levels impact the surf clubs from which we operate?

How will surf lifesaving need to adapt to a changing climate?

How can we best be prepared to play a role in extreme weather events as a surf lifesaver?

List four ways in which you can help decrease pollution.

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Topic	Learning Outcomes
Physical Health & Wellbeing and Personal Safety Lesson: Barrier to bugs	Identify how to minimise the risk of cross infection when delivering first aid and resuscitation

Barrier to Bugs



When training in first aid or administering first aid it is important to protect yourself from cross infection. Coming into contact with blood or saliva from another person can give germs an opportunity to spread to the first aider via cuts and via mouth to mouth resuscitation.

What is an infectious disease?

List some infectious diseases that you know of.

List 4 ways in which infectious diseases can be spread?

List 4 ways in which you can help protect yourself against infection while performing first aid / CPR / resuscitation.

If you were on patrol and came across syringes or needles how would you dispose of them and what would you be wearing on your hands



Minimising Infection during Resuscitation Training

- Scrub in hot soapy water for 2 minutes
- Rinse in water to remove soap residue
- Dry carefully
- Ensure you have your own manikin mask
- Wash face masks in-between sessions
- Wash your hands before, during and after training sessions

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Topic	Learning Outcomes
Surf Safety Lesson: Count the tips	Identify and understand the 10 SLSA beach safety tips

Count the Tips

Complete this acronym

F.L.A.G.S	
F	the Flags and swim between them – they mark the safest area
L	at the safety signs – they identify potential dangers
A	a surf lifesaver for some good advice – surf conditions can change quickly
G	a friend to swim with you – so you can look out for each other
S	your hand up for help – stay calm, float with the current

Safety Tips (NEVER.....)

- 1). NEVER swim at un-patrolled beaches

WHY?

- 2). NEVER swim at night

WHY?

- 3). NEVER swim under the influence of alcohol

WHY?

- 4). NEVER run and dive into the water

WHY?

- 5). NEVER swim directly after a meal

WHY?

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FLAGS

What colour flag indicates that the beach is closed?

What colour flag indicates the area where board riding and surfing is not permitted?

What colour flag indicates that there are potential hazards in the water?

What coloured flag indicates EMERGENCY EVACUATION – leave the water immediately?

Beach Safety Questions

What are indicators of a Rip current?

What should you do if caught in a rip?

What can an outgoing tide cause, list 3 things

- 1)
- 2)
- 3)

Name the 3 types of waves

1)

These waves break suddenly and can knock you over and throw you to the bottom with great force.

2)

These waves have white water tumbling down the face of the wave, they usually have less force and can be the most enjoyable.

3)

These waves may never break as the water below them is very deep, they occur in rocky areas around cliff faces. They can be very dangerous.

Know your beach before your leave – check the **Beach Safe App** for tide times, beach and surf warnings and conditions.

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Drink. Eat. Exercise

It is vital for lifesavers to maintain a high level of fitness.

Performing a rescue not only involves knowledge and expertise, but also requires endurance and fitness. Regular physical activity is a positive way to improve health and fitness, as is a healthy diet.

The training you do as a nipper will help you become fitter and stronger but only if you are getting all the nutrients you need for Energy, Growth and Recovery. Every time you train your muscles use **Energy** from their fuel stores, this is called Glycogen. To make **Glycogen** you need plenty of **healthy Carbohydrates** and plenty of **Water**. **Protein** helps your muscles **recover** and **grow**.

Did you know that there isn't enough time to turn your pre exercise snack into glycogen. Generally it takes around 24 hours to refill your glycogen stores so it's what you ate yesterday that really matters!

If you eat the right amount of protein, good fats and good carbohydrates your body will have plenty of glycogen to fuel your muscles for the next days exercise.

Here are some tips to stay healthy:

- Eat a healthy breakfast every morning
- Drinks lots of water throughout the day
- Snack on fruits and vegetables if you get hungry
- Try to eat 2 portions of fruit and 5 portions of vegetables every day
- Try to do at least 30 minutes of exercise every day

Superfoods help: regulate your metabolism, protect vital organs from toxins, reduce inflammation, prevent heart diseases and cancer, promote your digestive health.

Can you label the Superfoods shown in the picture below and then try to include them in your regular diet! Here's a few names to get you started; Goji Berries, Lentils, Wild Salmon, Chia Seeds



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Topic	Learning Outcomes
The Human Body Lesson: Skin & Bones	Identify the role of the body's circulatory system, skeletal system, respiratory system and nervous system. Understand how the body's major organ systems relate to First Aid scenarios

Skin & Bone

*Use the bolded letters in the text to fill in the answers for the diagram.

The Skeletal System

The skeletal system consists of a rigid framework of bones called the skeleton. The skeleton supports the rest of the body and provides **protection for important organs**. The skeleton consists of:

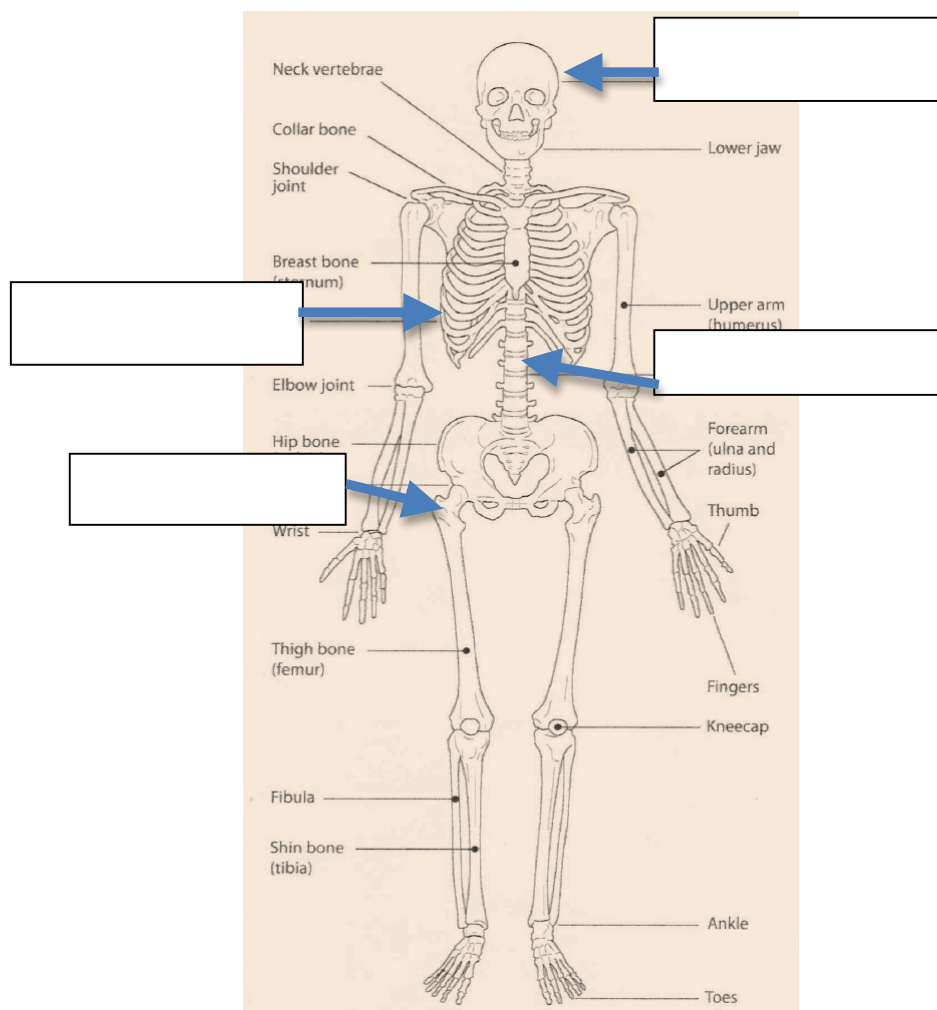
Skull-encloses and protects the brain. Incorporates the lower jaw.

Backbone or Vertebral Column-encloses and protects the spinal cord.

Rib Cage-protects the lungs and heart

Upper Limb bones-arms

Pelvis and Lower limb bones-Hips, thigh bones, shinbones.



Surf Smart 2

SKIN AND BONES

*Use the bolded letters in the text to fill in the answers for the diagram.

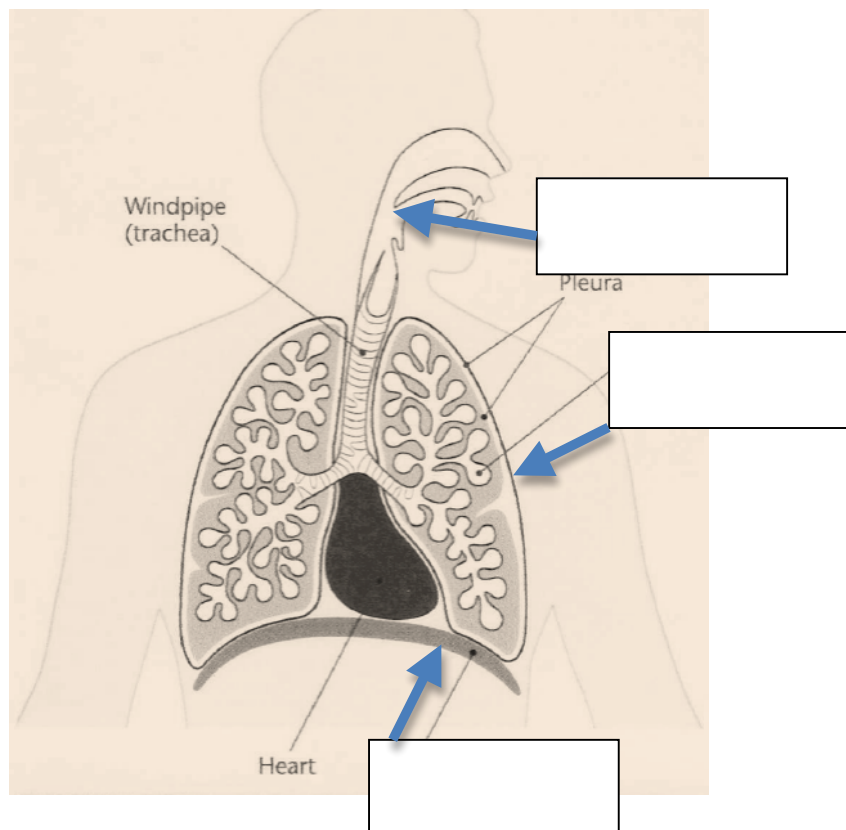
The Respiratory System

The respiratory system consists of the airway and the lungs through which we breathe in oxygen and out carbon dioxide.

Airway- consists of mouth, nose, and trachea (windpipe).

We breathe in and out through our mouth and nose. When we breathe in the air travels down the trachea and into the bronchioles inside the lungs.

Lungs- The lower part of the respiratory system consists of two lungs, one on the right and one on the left of the body, which are joined to the upper airway by the windpipe (trachea). The lungs fill most of the chest cavity, which is separated from the abdomen by a large sheet of muscle known as the diaphragm. The lungs are spongy, elastic organs consisting of the bronchial tubes, air sacs (alveoli sacs) and blood vessels. When we breathe in, air moves into the lungs. Oxygen is then transferred to the blood in the air sacs of the lungs and carbon dioxide is removed. The gases transfer from the air sacs to the blood flowing through the capillaries by the process known as diffusion. Carbon Dioxide is a waste product of metabolism (burning off the body's energy systems). When we breathe out (expire) the carbon dioxide is expelled.



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SKIN AND BONES

*Use the bolded letters in the text to fill in the answers for the diagram.

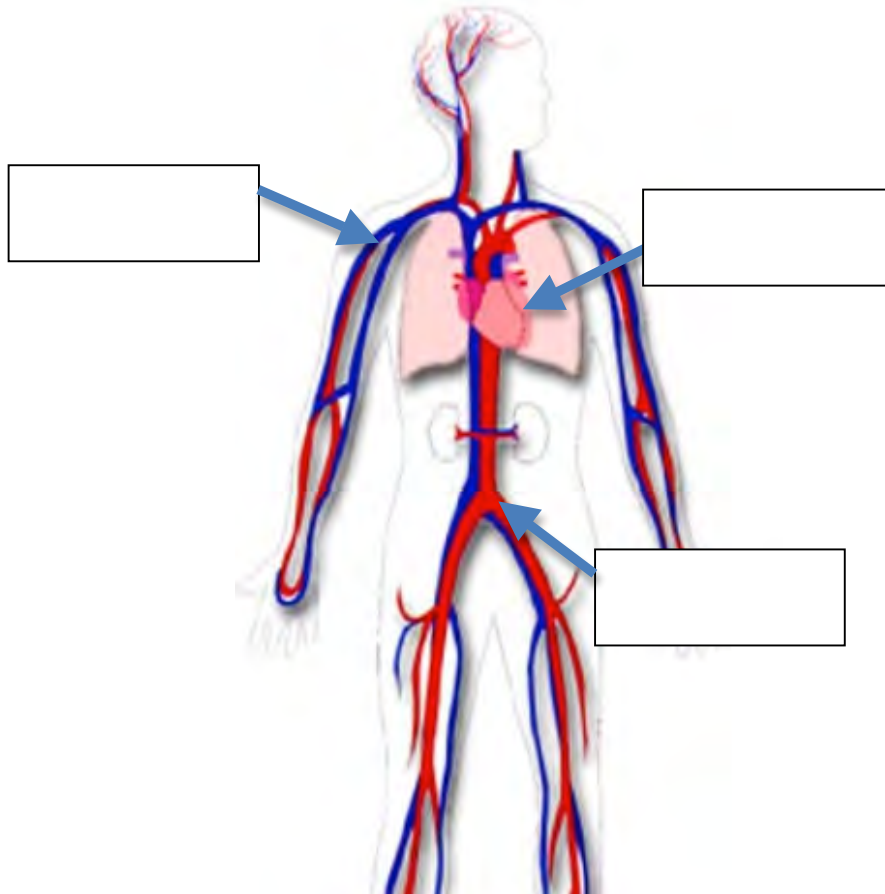
The Circulatory System

The circulatory system moves **blood around the body**. The main components of this system are the heart and blood vessel – the arteries, veins and capillaries. The circulation of blood is caused by the ‘pumping’ action of the heart. The heart is a muscular pump that has four chambers and is about the size of a clenched fist. It’s purpose is to feed all of the organs within the body fresh oxygenated blood via the arteries and remove old carbon dioxide blood back to the heart via the veins.

Arteries – carry oxygenate blood away from the heart under high pressure and is a bright scarlet colour (red).

Veins – carry carbon dioxide blood back to the heart, moves under low pressure and is dark red in colour (blue).

Capillaries – are tiny vessels that link the ends of the smallest veins with the smallest arteries. If cut, blood weeps out under no pressure and is a bright red colour (eg. Nose bleed).



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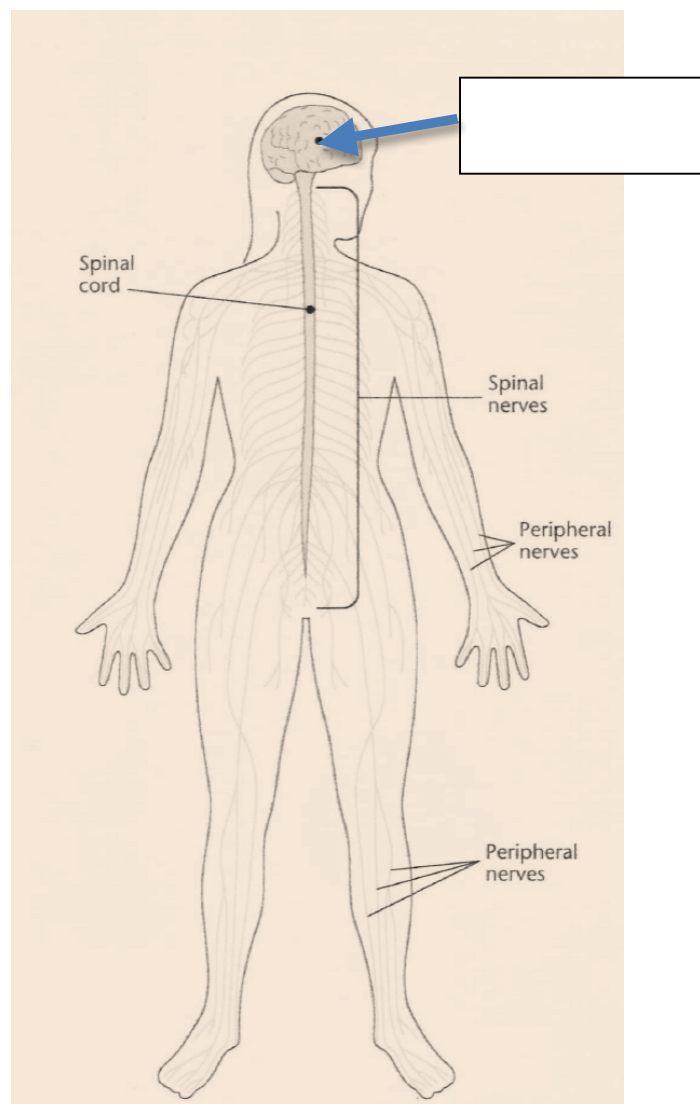
SKIN AND BONES

*Use the bolded letters in the text to fill in the answers for the diagram.

The Nervous System

The **brain**, through the spinal cord and nerves, **controls** every part of the body. The brain sends messages which control the heartbeat, the movement of the muscles of breathing and all other body functions.

The brain requires a continuous supply of oxygen in order to function. Cells of the brain can be damaged if they are starved of oxygen for more than a few minutes – the body may still be able to live even with some damaged brain cells.



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Skin & Bones

Identify the role of the body's circular system, skeletal system, respiratory system and nervous system.

Understand how the body's major organ systems relate to First Aid scenarios

What does the Circulatory system do?
What is the role of the Skeletal system?
What does the Respiratory system do?
What is the role of the Nervous system?
In an emergency which is the most important part of the body to keep <u>pumping</u> in order to keep the body alive?
Which is most severe; a cut vein, a cut artery or a cut capillary?
If a person has a blocked airway, what can they not do?
Where in the body is the heart?
What does blood carry around the body?
What colour is blood in an artery?

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Topic	Learning Outcomes
First Aid LESSON: Patched Up	Identify the principles of DRSABCD Recognise and manage basic patient management techniques

Here to Help

First aid treatment for CUTS and abrasions

1. Always protect yourself from cross contamination (via blood and fluid) by wearing protective gloves.
2. Clean the wound with water or sterile saline
3. Control bleeding with pressure if required.
4. Cover with sterile non-stick dressing, securing it with a firm bandage or adhesive dressing.



What is sterile saline?

First aid treatment for NOSE BLEEDS

1. Have the patient sit up and lean forward to avoid blood flowing down the throat.
2. Apply pressure over the soft part of the nostrils, below the bridge of the nose.
3. Have the patient rest and remain seated for at least 10 minutes. On a hot day or after exercise, it might be necessary to maintain pressure for at least 20 minutes.
4. If bleeding continues for more than 20 minutes, seek medical assistance.

Pretend your partner has a nose bleed and your must treat them!

First aid treatment for FAINTING

1. lay the patient flat, with a pillow
2. Keep head level with heart and raise legs
3. Place unconscious patients in lateral position (i.e, on their side in the recovery position)

Pretend your partner has fainted (your coach will tell you if they are unconscious or conscious) put them in the correct position.

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First aid treatment for **SPRAINS** and **STRAINS**.

RICER is the basic treatment for soft tissue injuries and should be used by the first aider in the first 48 to 72 hours of injury.

Rest: Have the injured person sit or lie down with the injured part supported carefully. Do not allow the patient to move the injured area.

Ice: Use ice or cold pack to cool the affected area. Apply ice packs (covered by a towel or clothing) or cold compresses for 5 – 15 minutes. Repeat as required to reduce the swelling and pain.

Compression: Wrap a compression bandage around the injured area. This will help support it and reduce movement and swelling at the site of injury. Check circulation is present beyond the bandage to ensure it is not too tight.

Elevation: Raise the injured area above the level of the patient's heart, if possible. This will reduce swelling, bleeding and blood flow to the area and will help relieve pain.

Refer: Refer to an appropriate health care professional for definitive diagnosis and continuing management.

Acronym: **H.A.R.M** –

No Heat: applying heat to an injury increases bleeding

No Alcohol: alcohol increases bleeding and swelling

No Running: exercise increases blood flow to the injured area

No Massage: massage or heat rubs increases swelling and bleeding

Treat your partner for a sprain!

First aid treatment for **CRAMPS**

1. Continue to gently stretch the cramped muscle.
2. Drink plenty of fluids to rehydrate the body: cold drinks if the cramp is caused by heat and warm drinks if it is caused by cold.

Suggest and demonstrate some stretches for various cramps!

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First aid treatment for SHOCK

SHOCK can be life-threatening,

Signs & Symptoms – list 3 more

Faintness / dizziness

Rapid breathing

Cold, clammy skin

1. Follow DRSABCD and manage injuries
2. Reassure the patient
3. Raise the patient's legs (unless fractured or a snake bite)
4. Treat injury
5. Loosen tight clothing
6. Keep warm with a blanket
7. Small sips of water
8. Monitor breathing, pulse, skin colour
9. Place patient in the recovery position

First aid treatment for SUNBURN

1. The patient should rest in a cool place.
2. Cool the sunburn with cool water for up to 20 minutes.
3. Give the patient fluids by mouth.

Discuss the signs/symptoms and management of **Hypothermia** and **Heat Stroke**

Hypothermia (cold induced)

Heat Stroke

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First aid treatment of MARINE ENVENOMATION

i **Definition of Marine Envenomation:** sting from a jellyfish, or introduction of a marine venom by puncture wound from fish barbs (eg stingrays, stonefish), other barbs (eg cone shell, sea urchin) or bites (eg sea snakes, blue-ringed octopus).

Treatment:

1. follow DRSABC
2. reassure the patient
3. remain with the patient and send others for help

Heat – stops pain by penetrating spines, it does not destroy any venom – place affected area in hot water for 20 minutes (check temperature so as not to scald patient)

Cold Packs or Ice – apply cold pack (covered in a cloth) for 10-20 minutes to reduce pain after rinsing remaining tentacles off with seawater

Tropical Australia – vinegar used for a minimum of 30 seconds prevents further stinging from tentacles that may remain on the skin (eg box jellyfish sting)

Pressure Immobilisation Technique (PIT) – bandaging is used to compress veins and lymphatic vessels in bite area, reducing absorption of venom

What treatment to use when:

Hot Water	Vinegar	PIT	Seawater / Ice
Bluebottle (Physalia)	Fire Jelly (Morbakla)	Blue ringed Octopus	Hair Jellyfish
Stonefish	Box Jellyfish (Chironex)	Venomous snakes including Sea Snake	Blubber
Stingray		Funnel web spider	Jimble
Sea Urchin		Cone Shell	

At Black Rock beach what injuries are you most likely to come across and how would you treat them?

- 1).
- 2).
- 3).

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Topic	Learning Outcomes
Resuscitation Lesson: Life is for Living	Perform cardiopulmonary resuscitation (CPR) techniques

Life is for Living








What do the letters stand for? Enter the word in the box.

Demonstrate the position your body, arms and hands should be in to perform CPR.

How many times do you pump the heart before giving how many breathes? ____/____

Resuscitation Chart

This CPR poster replaces the information presented on page 43 of the manual

D		<input style="width: 100%; height: 30px;" type="text"/>	Check for D anger to Yourself, the Patient and Bystanders.
R		<input style="width: 100%; height: 30px;" type="text"/>	Check for R esponse by talk and touch.
S		<input style="width: 100%; height: 30px;" type="text"/>	If unresponsive, S end for help by calling Triple Zero (000).
A		<input style="width: 100%; height: 30px;" type="text"/>	If not, roll patient onto their side and clear the airway.
B		<input style="width: 100%; height: 30px;" type="text"/>	If patient is not breathing or breathing is not normal, commence CPR.
C		<input style="width: 100%; height: 30px;" type="text"/>	Give 30 Chest Compressions followed by 2 rescue breaths. If unwilling or unable to perform rescue breaths continue chest compressions. *For drowning, give 2 initial rescue breaths before starting compressions.
D		<input style="width: 100%; height: 30px;" type="text"/>	Attach an Automated External Defibrillator (AED) as soon as it is available and follow its prompts.

Continue CPR until:

- The patient responds or begins breathing normally
- It is impossible to continue (e.g. exhaustion)
- A health care professional arrives and takes over CPR
- A health care professional directs that CPR be ceased

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Topic	Learning Outcomes
Interpersonal Communication Lesson: Make it known	Recognise the importance of communicating with beach users. Identify ways to communicate with beach users

Make it Known

As an organisation providing expert advice and service to the public, it is essential that surf lifesavers use effective communication to:

- Inform
- Educate
- Provide Warnings
- Offer Assistance
- Give Advice

One way to inform the public of beach conditions are signs and information boards. What would you put on an information board about Black Rock Beach?

List some websites or apps that you could use to find current conditions:

How else could you communicate important information to the public on the beach

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Signs

Choose two beaches and make a note of their safety warnings using websites/apps.

_____, VIC
General Beach Hazard Rating is?

Hazards are:

Draw Symbol

 This means

Draw Symbol

 This means

Draw Symbol

 This means

_____, VIC
General Beach Hazard Rating is?

Hazards are:

Draw Symbol

 This means

Hazards are:

Draw Symbol

 This means

Draw Symbol











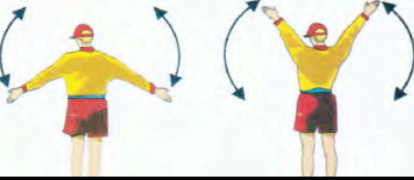
 This means

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Signals

Signals are a way of communication between lifeguards, what do these signals indicate?

BEACH TO WATER SIGNALS
(Images show hand signals, use signal flags when available)

		
<input type="text"/>	<input type="text"/>	<input type="text"/>
		
<input type="text"/>	<input type="text"/>	
		
<input type="text"/>	<input type="text"/>	
		
<input type="text"/>	<input type="text"/>	
		
<input type="text"/>	<input type="text"/>	

Surf Smart 2

Topic	Learning Outcomes
Patrols Lesson: All in this together	Identify volunteer and professional emergency services in the local area

On Patrol



RESCUE SERVICES

Within Surf Life Saving

Surf Com, ORB's, JRB's, Surf Rescue Vehicles, Rescue Helicopter, Professional Lifeguards.

Outside Surf Life Saving

Police, Ambulance, Fire Service, local Council (id for dangerous dogs), Coastal Patrol

If the Patrol Captain is available to talk to, ask about the use of the radio with Surf Com and how lifesavers might use other rescue services.

Scenarios to discuss as a group – don't forget to make relevant notes!

1). You are approached on the beach by an elderly man and woman who have been stung by a jellyfish.

What do you do?

2). Four people are swept off rocks or are caught in a rip outside of the patrol area.

What do you do?

3). A man has been badly bitten by a roaming dog on the beach, he has a large cut on his leg and the dog is still running around the beach terrorizing people.

What do you do?

4). You notice about 500m out to sea a small yacht has capsized and after 15 minutes has still not been able to right the yacht.

What do you do?

5). You are in the car park and you see a boy have a stack on his bike trying to jump a guard rail. He hits his head.

What do you do?

Surf Smart 2

Practical Lessons, held on the beach

Warm up

- To increase body temperature and blood flow to muscles
- To prepare the musculoskeletal system for exercise
- To reduce muscle injury

Warm down

- To help remove waste products
- To reduce muscle stiffness
- To improve recovery between bouts of activity

Group to take turns in leading a warm-up – use chart below as a guide

Neck		Arms, Shoulders, Wrists			
1. Neck Flexion and Extension Stretch (Forward then back)	2. Neck and Lateral Flexion Stretch (One side then the other)	3. Elbow Stretch (Point to wrist)	4. Shoulder Stretch (Heads of bow parallel to ground)	5. Finger Stretch at 120° (Back fingers at post)	6. Shoulder Rotator Stretch (Lunging down, pull up with the top arm then down with the other)
Back					
7. Triceps Stretch (Pull elbow across and down)	8. Thoracic Extension Stretch (Reach forward with arms, push chest towards floor, arch back down, backside behind knees)	9. Lateral Flexion Stretch (One side then the other, push palms across as you bend)	10. Lumbar Extension and Abdominal Stretch (Be gentle if you have a sore back)	11. Lumbar Flexion Stretch (Be gentle if you have a sore back)	
Hamstrings		Groin			
12. Lumbar Rotation Stretch (Raise legs, sit on one side, pull the other side, spine in and back, stomach muscles at the same time do not hold breath)	13. Hamstring Stretch (Squeeze knee with knees slightly apart, then pull knee straight up behind knees, point chest forward)	14. Hamstring Stretch (Straighten leg, with foot pointed, with foot pulled back towards the knee)	15. Adductor Stretch (Push down with the bow of knee, very gently down back it all day!)	16. Adductor Stretch (Don't lose contact with the wall, keep it steady on both knees, keep stretched by straight)	
Gluteals		Quadriceps and Hip Flexors		Calves	
17. Gluteal Stretch (pull knee and lower leg towards opposite shoulder)	18. Gluteal and Lumbar Rotation Stretch	19. Quadriceps Stretch (Keep pelvis on floor)	20. Quadriceps Stretch	21. Hip Flexor Stretch (Keep back straight, tuck bottom under, lunge forward on front leg)	22. Gastrocnemius Stretch (Keep knee straight and heel down, feet facing forward)
	23. Soleus Stretch (Knee bent over rear foot, feet facing forward)				

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Topic	Learning Outcomes
Board: Event Lesson: Board Race / Board Rescue	Demonstrate board skills in a board race event. Demonstrate board rescue skills in a board rescue event

Topic	Learning Outcomes
Swim: Event Lesson: Surf Race / Run-Swim-Run	Demonstrate surf swimming skills in a surf race event Demonstrate surf swimming and beach running skills in a run-swim-run event

Topic	Learning Outcomes
Swim: Tube Rescue Lesson: Rescue Me	Attempt or perform swimming in surf with a rescue tube Attempt or perform a tube rescue for a swimmer in distress

Topic	Learning Outcomes
Beach Sprint: Event Lesson: Beach Sprint / Beach Relay	Demonstrate beach sprinting skills in a beach sprint event Demonstrate beach sprinting skills in a beach relay event

Topic	Learning Outcomes
Beach Flags: Event Lesson: Beach Flags	Demonstrate beach flags skills in a beach flags event

Topic	Learning Outcomes
Multi Discipline: Event Lesson: Iron-person / Cameron Relay	Demonstrate beach running, surf swimming and board skills in an Iron man/women event Demonstrate beach running or surf swimming or board skills in a AquaCameron relay event