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**Recommended Age:** Yr. 9 to Yr. 11

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**Activity Description:**

This session will be facilitated at the Tathra Surf Life Saving Club. Qualified local life savers will introduce the students to the features of the club, the rescue equipment, and give a firsthand insight into how a beach patrol works. The students will be taught how to identify ocean dangers and how to look after themselves and others in the surf. The surf survival program aims to reduce the risks in the aquatic environment and extend each participant's knowledge and understanding of surf survival skills, hazard awareness, basic first aid and rescue techniques. The students will practise rescue scenarios on the beach, and surf fitness in the form of run, swim, runs/ocean missions and soft sand flag races.

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**Equipment Required:**

Rescue tubes

Rescue boards

Body boards

Hose flags

Yellow flags

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**Number of Coastlife Staff Required:**

25 students = 1

50 students = 2

75 students = 3

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**Duration of Activity (provide breakdown if necessary):**

2 to 3 hrs

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**Suitable Location/Setting:**

- Tathra Beach
  - Pambula Beach
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**Safety Considerations:**

Water safety ratios are 1:10 in the surf. This is reduced if conditions are rough.

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**Program Delivery**

- Welcome group outside the SLSC
- Provide a SLSC tour – explain how patrol groups work, beach setup, lifesavers v's lifeguards, first aid equipment, rescue equipment, SLSC alarms
- Conduct a question & answer session using the whiteboard so the students are encouraged to decide on the correct answer together. Or split the students into 3 groups and give them the test to go through and complete in these groups. Then come together and ask each group to present their answers to everyone else. This exercise should prompt group discussion/debate and give opportunities for the instructors to add relevant stories/examples and deliver extended knowledge.

**Surf Awareness**

1. Waves are generally formed by:

- a) Volcanoes            b) Wind                    c) Earthquakes            d) Continental Drift

2. Name and describe the three types of waves.

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

3. What are the identifying features of a rip?

4. How should the following person get out of a rip?

a) a strong swimmer \_\_\_\_\_

b) a weak swimmer \_\_\_\_\_

5. What are the benefits of rips for surfers?

### Surf Survival

6. Before entering the water, what are some key hazards to consider?

7. Name the following signals (message):

a) one arm up (in water) \_\_\_\_\_

b) one arm up (on land) \_\_\_\_\_

c) 2 arms up in the water \_\_\_\_\_

8. Name two benefits of wearing a wetsuit whilst surfing:

a) \_\_\_\_\_

b) \_\_\_\_\_

9. Choose two major don'ts when wiping out (circle your two choices):

a) don't dive into the water

b) don't fall in front of your board

c) don't fall into deep water

d) don't fall off the back of your board

e) don't fall towards the shore

10. If wiping out in shallow water, how would you try to land?

### Surfing First Aid

6. Name 3 common beach hazards and explain how you would avoid/treat them.

a) \_\_\_\_\_

\_\_\_\_\_

b) \_\_\_\_\_

\_\_\_\_\_

c) \_\_\_\_\_

\_\_\_\_\_

7. How can you tell when a swimmer requires assistance?

8. Complete the following:

D  
a  
n  
g  
e  
r

R

S

A

B

C

D

9. When conducting a water rescue (single surfboard) and the patient is unconscious, what is the first thing you should do?

10. As you make your way to the surf, you meet a friend who has just returned from the surf. She complains of a bad wipeout and a sore neck. Explain what you would immediately do?

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### Practical Components

1. Firstly assess the beach and conditions as a group. Ask the group to identify fixed and temporary dangers.
2. Ask the group to choose where they would set up the patrolled area if they were on duty.
3. Flag races to warm up and pump up the group
4. Demonstrate a tube rescue and a board rescue (G board &/or body board).
5. Split the group in two, and each instructor will run scenarios with the different equipment. Students will swap over.
6. Put the students through an "Ocean Mission" – explain that this is what lifeguards must do to stay proficient. Adjust the mission to suit the group – can be a run – swim-run, or run-swim-run-paddle-run. Add in extra challenges like swimming with a tube, if the group needs to be tested further. Performance indicators include demonstrated skills in negotiating and riding the surf, continuous (no stopping) physical activity and a recorded time for comparison with other candidates.
7. Free time or body boarding/surfing competition

*Lifeguard Mission (ocean swim, beach run, rescue board paddle and beach run over a set M shape course commencing with 600m swim, followed by 800m beach run, followed by 600m rescue board paddle and concluding with a 800m beach run) demonstrating ability to read and use surf conditions effectively as well as demonstrating fitness in an ocean and beach environment. An overall time is recorded for comparison with other candidates and standards associated with surf conditions on the assessment day.*

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Debrief then farewell

Debrief Points

- Importance of site assessment on arrival at the beach. Take time to read the surf and assess the potential dangers.
- Value of rescue techniques so you can help others