



SURF LIFE SAVING
TASMANIA

2016/17

READY-SET-RESCUE

Information Pack



For more information, contact:

Leanne Johannesen | Education, Development & Surf Sports Manager
Surf Life Saving Tasmania
GPO Box 1745 | 16A Evans Street, Hobart, TAS 7000
E: ljohannesen@slst.asn.au

Program Information

You are invited to be part of Surf Life Saving Tasmania's READY-SET-RESCUE program in 2016/17!

Surf Life Saving Tasmania's READY-SET-RESCUE program comprises fun and educational activities that provide students with a practical approach to familiarising themselves with their local open water environments, including beaches, rivers, lakes, dams and pools throughout Tasmania. With a major emphasis on water safety, the program teaches and empowers students to use lifesaving skills. Many of whom may be experiencing surf life saving for the first time.

READY-SET-RESCUE is supported by the Tasmanian Department of Education Swimming and Water Safety Program, and has been developed in partnership with Lifesaving Victoria as our program also aligns to Lifesaving Victoria's Open Water Learning Experience (OWLE) program. READY-SET-RESCUE will be offered to all primary schools across Tasmania as part of the Australian Sports Commission (ASC) Sporting Schools Program from Term 1 2017, with greater promotion occurring in communities that are identified as 'at risk'.

This summer, your school and pupils is invited to have the chance to try their hand in a variety of events and compete against themselves, the ocean and in some cases other schools, in an environment that encourages participation to earn points for their teams. The competition will encompass activities of surf, craft, rescue and beach events. The event will take approximately 3.5 hours to complete from the initial team briefing, event demonstrations, the competition and presentation. The emphasis of the programme is participation and learning aquatic safety skills.

As with many of Surf Life Saving Tasmania's other programs in place, the READY-SET-RESCUE program works to develop the children and young people's confidence, team work, social and people skills. Whilst giving them the opportunity to create a new, fun and healthy sporting interest for life! Surf Life Saving Sport can offer that unique 'out of the box' activity for schools, which fits perfectly with the Department of Education strategies for health and wellbeing.

Surf Life Saving Tasmania will carry out risk management procedures prior to each event and take into account the weather, wave height, sea conditions, age of the group and other elements. In cases where conditions are deemed unsafe, the schools nominated contact will be notified in advance and event may be rescheduled for a more suitable time.

Program Options

- Full Day and Half Day programs
- Full Day and Half Day carnivals – also known as 'Primary School Surf League'
- Please see Appendix 1 for example program options and activity grids

READY-SET-RESCUE PERSONNEL

Qualifications

The minimum qualifications required to work as a casual SLST Community Education Instructor for READY-SET-RESCUE are:

- SLSA Bronze Medallion (Certificate II in Public Safety (Aquatic Rescue))
- SLSA Surf Sport Development Coach (NCAS)
- Current CPR (HLTAID001)
- Working with Vulnerable Children Check (WWVCC)

SLST Community Education Instructors will have attend a compulsory pre-season induction workshop prior to working on an Community Education programs. The workshop covers training in; risk management, program content, key messages, processes and systems.

Risk Management

SLST has developed a comprehensive Risk Management Framework which is implemented and reviewed on a continuous basis. All Community Education Instructors will be trained in line with SLSA's risk management processes, as well as being made aware of the Department of Education Procedures for planning Off Campus Activities (<https://www.education.tas.gov.au/documentcentre/Documents/Procedures-for-Planning-Off-Campus-Activities.pdf>) . Community Education Instructors will complete a pre-program risk assessment on the day.

General READY-SET-RESCUE Classroom/ School Safety Requirements

On occasion due to bad weather, an READY-SET-RESCUE program may be conducted in a school gym or the like. Requirements include:

- Assess the gym/classroom for possible risks and hazards, for example tripping hazards, slippery floors, small spaces and complete the Risk Assessment Template
- Emergency evacuation procedure for the venue you are delivering at

General READY-SET-RESCUE Briefing - Practical Safety Requirements

- No one goes deeper than the Instructor
- All students will stay within the designated area
- All students will be asked to listen to Instructor/whistle at all times
- Participants will be told what to do if they get into trouble (stay calm, float, raise hand to signal for help, call out 'help', use flotation aid)
- Safety message for each particular activity will be given (i.e. keep body board tether secured on wrist at all times)
- Students will be asked to not dig holes in sand
- Students and staff will be encouraged to SLIP, SLOP, SLAP and SLURP throughout the day

How to get involved

To be part of READY-SET-RESCUE, please complete this online Expression of Interest Form online by visiting <https://slst.wufoo.com/forms/community-education-expression-of-interest-form/> and to find out more information about any of our programs. We aim to get back in touch with you within 7 days of your enquiry. In the meantime, please email us at slst@slst.asn.au for more information.

Pupils will still be required to have obtained consent to attend prior to taking part in READY-SET-RESCUE. Schools may wish to use the 'READY-SET-RESCUE Participant Details and Consent Form' template if they do not already have their own standard school template. It is not necessary to hand in these forms on arrival.

Program Activities

The following descriptions are the activities included in the READY-SET-RESCUE program. Each activity is designed to be practical and participants should be physically active as much as possible. There are also warm –up, minor games and activity specific games detailed in Appendix 2.

Be Aware and Be Prepared

- Your students will gain knowledge to keep safe when in and around water, particularly open water environments. Practical strategies will be delivered, such as identifying dangers (i.e. rip currents) and reading key safety signs, and will ensure they have the tools to 'be aware and be prepared' before visiting their local waterway.

Everyday Lifesavers

- Your students will be given the skills and opportunity to be 'Everyday Lifesavers' with a variety of age-appropriate and engaging real life scenarios, as they learn the emergency response sequence, DRSABCD.

Survival Strategies (Half and Full Day):

- Wearing a lifejacket, and practicing important survival techniques including the huddle, the HELP position, as well as entering and exiting the water safely, are vital survival strategies your students can use if they find themselves in trouble in the water.

Rescue Strategies

- Rescue tubes, towels, ropes and even bike helmets, are all examples of rescue items your students will have an opportunity to practice using, which will enable them to make informed decisions if ever they are required to perform a rescue.

Nipper Boards

- This activity is very popular with students as they not only get to have fun catching waves, they will also learn how a nipper (or body) board is a flotation device and can be used to perform a rescue, giving your students the chance to be an 'Everyday Lifesaver'.

Beach Flags

- Running on sand is not as easy as it looks! Your students will learn the most effective way to do this and participate in a unique lifesaving sport which will provide your students with bragging rights if crowned the King or Queen of beach flags.

IronMan/IronWoman

- Ever thought about what it would be like to be an Ironman/Ironwoman competing at your local beach? This gives students the opportunity to work as a team and compete against fellow classmates whilst still learning lifesaving skills.

Note:

-  This symbol indicates activities that will involve participants getting into the water.
- All rotations are 20 minutes in duration
- Program cost is based on program option selection, location and participant numbers.

Program Costing

The cost of the SSP Ready-Set-Rescue program can vary based on the number of students and venue (surf verses non-surf beach) and existing qualified teaching staff in addition to assigned instructors that will influence water safety ratios (staff:student ratios). The following program costings are approximate and confirmed on an agreed needs basis and the option selected by the school;

1. Full day option – 10.15am to 1.45pm (3.5 hours)
2. Half day option – 10am to 12pm (2 hours)
3. Classroom Surf Ed – 3 to 4 x 45mins to 1 hour duration plus... *Full or Half day option*
4. Additional hours outside of schedule – Charged pro rata at full/ half day rate

Option	RRP	2017/18 Term 1 Trial Price (Subsidised by State Gov & SLST) Per student
Full day option 10.15am to 1.45pm (3.5 hours)	Non-Surf Beach - \$34-51 Surf Beach - \$43-81	\$22 \$22+ additional staff if required
Half day option 10am to 12pm (2 hours)	Non-Surf Beach - \$32-48 Surf Beach - \$41-77	\$19 \$19+ additional staff if required
Classroom Surf Ed	N/A	\$7.50 a session x 3-4 = \$30

3 to 4 x 45 mins to 1 hr duration		
Plus...Full day option		\$22
Plus...Half day option		\$19

- Minimum booking size – 30 students
- Determined by group size (the smaller the program, the more expensive), for example;
 - 20 students = \$31 per student
 - 10 students = \$62 per student
- Locations include;
 - Non-Surf Beach
 - **South** - Kingston, Bellerive, Howrah, Seven Mile, Lauderdale
 - **North** - Greens Beach
 - **North West** – Various
 - **East** – Raspin, Spring Beach
 - Surf Beach (*more water safety personnel required and different program outcomes achievable*)
 - **South** – Carlton Beach, Clifton Beach
 - **North** – Low Head
 - **North West** – Penguin
 - **East** - TBC

Additionally, if your school exceeds the minimum number of students it is likely that the cost per student will be reduced to reflect numbers. Again, a per student fee is confirmed on an agreed needs basis and the option selected by the school.

Activity – BE AWARE AND BE PREPARED (Year 3+)

Key Message – Be Aware and Be Prepared

<u>Theme</u>	<u>Key Learning Outcomes</u>	<u>Activities</u>	<u>Equipment</u>	<u>Teaching Tips</u>
Read the Signs Always check the local weather Check it's OK to Swim – Learn the Conditions Look before you leap	Identify the features of a sign Ability to locate a sign EPA/Water Quality/Algae/Storm Water Conditions change (Floods, weather)	<ol style="list-style-type: none"> 1. Instructor takes the participants to 'read the signs' located at the venue. 2. Explain the sign: What do they look like? Features? 3. Take students to water's edge and check water quality / conditions 	Laminated safety (prohibition, warning and regulatory) signs (if no sign at venue) Surf Ed Flip Chart (Beginner)	<ul style="list-style-type: none"> - Ensure to do a venue check of this area - Be in sight of Team Leader - Use laminated signs if no sign is at the venue
Never Swim Alone Swim at a Patrolled Beach (if possible)	Always go with a friend or family member when visiting the beach Identify people who can assist us Identify the red and yellow flags	<ol style="list-style-type: none"> 1. Using the students, set up the patrol scenario using the flags in tub. Explain the role of LSC's and encourage joining / getting involved. 2. Who will you find between the flags? Who can help you? Explain role of lifesaver and dress a student up with the patrol uniform. 	Community Education (Beach to Bush) Kit Surf Ed Flip Chart (Beginner)	<ul style="list-style-type: none"> - Activity should involve every participant - Have students identify the people they feel safe around. - Who do they take with them to the beach?
How to identify and avoid a rip current Other dangers at the beach	Identifying a rip current Features of a rip current Avoiding a rip current Calling for help (stay calm & float/raise one arm/yell loudly)	<ol style="list-style-type: none"> 1. Explain how to identify a rip and its features. How can you avoid a rip? 2. Simulate a rip – kids to become a rip. Demonstrate what to do if in trouble – lifesaver / no lifesaver 3. Other dangers at the beach – danger scavenger hunt & role play 	Rip Current Poster/ Corflute (a-frame) Dangers Cards Surf Ed Flip Chart (Beginner/ Intermediate)	<ul style="list-style-type: none"> - Always swim between the red and yellow flags to avoid a rip - Have students physically demonstrate a rip
Don't Drink and Drown (Upper Secondary/Adults Only)	Don't mix alcohol with aquatic activities Alcohol affects you swimming ability and your judgement Have a designated non-drinker who can respond in case of an emergency	<ol style="list-style-type: none"> 1. Discussion – Is this an issue? Have you seen this happen? In what settings did this occur? 2. What if? Why should we not drink? 	Surf Ed Flip Chart (Intermediate/ Advanced)	<ul style="list-style-type: none"> - This is more of a discussion and should not take too much time
Conclusion	Re-emphasise Key Message, Themes and Highlight the Key Learning Outcomes			

Activity – EVERYDAY LIFESAVER (Year 3 +)
Key Message – Be Aware and Be Prepared

<u>Theme</u>	<u>Key Learning Outcomes</u>	<u>Activities</u>	<u>Equipment</u>	<u>Teaching Tips</u>
Know what to do in an emergency situation (as a bystander/rescuer)	Understanding the importance of learning CPR Identifying dangers and removing safely Self-preservation – Who is the most important person in any emergency	<ol style="list-style-type: none"> 1. Set the scene - Partner participants up and establish roles. 2. Dangers – Instructor demonstrates checking for dangers while participants copy and then swap over roles. 	DRSABCD Poster	<ul style="list-style-type: none"> - If uneven, put participants in groups of 3 - Same gender partners / groups - Introduce scenarios sooner if necessary
	Difference between conscious and unconscious Getting a response from a patient	<ol style="list-style-type: none"> 1. Response – Instructor demonstrates how to get a response (COWS) while participants copy and then swap over roles. 	DRSABCD Poster	<ul style="list-style-type: none"> - You may like to change your patient to make it more engaging
	Send for Help – Calling triple Zero (000) What you need to know and say Getting help from Lifesavers/bystanders	<ol style="list-style-type: none"> 1. Send for Help – Instructor demonstrates a mock call to Triple Zero (000) while participants copy and then swap over roles. The call should be specific to the venue. 	Fake mobile phone (included in danger/props kit) DRSABCD Poster	<ul style="list-style-type: none"> - What if they don't know where they are? - Emphasis to stay on the phone and explain why - Explain / show where the location marker is.
	Checking a patients airways Establishing if a patient is breathing	<ol style="list-style-type: none"> 1. Airways and Breathing – Instructor demonstrates how to check a patient's airway and know if they are breathing while participants copy and then swap over roles. 	DRSABCD Poster	<ul style="list-style-type: none"> - A great example to support this is to have everyone look up and down and identify which is easier to breath.
	CPR - 30:2	<ol style="list-style-type: none"> 1. CPR – Instructor demonstrates CPR while all participants copy – do not do on partner. Time participants. 	Towels/jumpers/sand (as chest depth) DRSABCD Flipchart	<ul style="list-style-type: none"> - All participants should be doing the action - Watch for correct position
	Defibrillation	<ol style="list-style-type: none"> 1. Briefly explain and show participants the laminated defib card. 	Laminated Defib Card DRSABCD Poster	<ul style="list-style-type: none"> - Pass around for participants to have a look
	Scenarios	<ol style="list-style-type: none"> 1. Scenarios. Read out a scenario and place items from the dangers tub around patient to remove safely. 	Scenario cards DRSABCD Poster	<ul style="list-style-type: none"> - Provide feedback after each scenario
Conclusion	Recap DRSABCD and emphasise Key Message and Theme			

Activity – RESCUE STRATEGIES

Key Message – Be Aware and Be Prepared

<u>Theme</u>	<u>Key Learning Outcomes</u>	<u>Activities</u>	<u>Equipment</u>	<u>Teaching Tips</u>
Never Swim Alone Swim Between the Flags Know what to do in an emergency situation (as a bystander/rescuer) Know what to do in an emergency situation (as a patient)	Throw/reach rescue techniques Use of flotation aids in a rescue	<ol style="list-style-type: none"> 1. Have participants look around the venue and name items they could use to rescue a person (specific to venue) 2. Self-preservation – Who is most important? How can we look after us? When and why should we reach first? What could we do to avoid getting in the water? (reach, throw, row & tow) 	Rescue Kit – (Includes a variety of rescue & non-rescue items) Markers on Land (Boundary)	<ul style="list-style-type: none"> - Rescues should be specific to venue. Read comment below - Explain both swimming and non-swimming devices. YOU are the most important person
	Calling for help (Stay calm & float/raise one arm/yell loudly) Demonstrate rescue techniques using a range of flotation aids	<ol style="list-style-type: none"> 1. Demonstrate the technique of rescuing using a rescue tube / rope 2. Describe the defensive position (if applicable) and when/why used. 3. Participants to practice using a rescue tube / rope – this can be done on land or in the water first depending on group – swap over. Remember to keep the patient calm. 		Tubes: <ul style="list-style-type: none"> - Put strap across body prior to entering water (like a seatbelt) - Enter water and approach person (in a defensive position) - Instruct to put both arms over tube, hold across chest - Secure by clipping and swimming back to shore Ropes: <ul style="list-style-type: none"> - Coil evenly in large circles to avoid tangling - Secure one end under your foot and hold the other end - Throw to patient, instruct to comfortable position and kick
	Performing a rescue under pressure	<ol style="list-style-type: none"> 1. Rescue Scenario – Participants are given a scenario and a number of rescue items for them to select from. 		<ul style="list-style-type: none"> - Remind to use safely - Encourage team support - Keep in waist depth water
Conclusion	Re-emphasise Key Message, Themes and Highlight the Key Learning Outcomes			

Activity – SURVIVAL STRATEGIES				
Key Message – Be Aware and Be Prepared				
<u>Theme</u>	<u>Key Learning Outcomes</u>	<u>Activities</u>	<u>Equipment</u>	<u>Teaching Tips</u>
Never Swim Alone	Features (Type & Purpose) and when to wear a Lifejacket	<ol style="list-style-type: none"> 1. Explain the purpose and show the difference between a Lifejacket type 1 and 2? 2. When do we wear a Lifejacket? (Refer to Lifejacket information sheet and teaching tips). 	Lifejackets Markers on Land (Boundary)	<ul style="list-style-type: none"> - A Lifejacket can save a life Crafts (Boats, kayaks, canoes) - Your craft is a flotation aid. Stay with it. - Identifying your craft by putting your name and address on it
Wear a Lifejacket	How to put a Lifejacket on and entering the water safely	<ol style="list-style-type: none"> 1. Participants put a lifejacket on. 2. Demonstrate how to enter the water safely (SWD/depth etc.) with their Lifejacket on. 3. Trust your lifejacket – Participants to familiarise themselves with a lifejacket i.e. Float, try sit down 		<ul style="list-style-type: none"> - Zip, clip and gently pull - When taking off and putting on a Lifejacket on in the water, ensure they can stand up - Emphasise the time it took, and how 30 seconds could save a life
Entering and Exiting the Water Safely	Huddle Position How to best conserve energy and keep warm (in a group)	<ol style="list-style-type: none"> 1. Set the Scene – You’re on a party boat & everyone is dancing including the captain (nominate this person). The boat crashes so participants must enter the water safely. 2. Get participants in to a huddle and explain why. Participant’s number off and a person goes missing. Explain what to do and where they should go. 		<ul style="list-style-type: none"> - The middle of the huddle is the warmest place. Who and when do you put someone there? - The group should go to the missing person together - Make up a song together as you may be waiting for a while
Get the Skills	Identify the HELP Position How to best conserve energy and keep warm (as an individual)	<ol style="list-style-type: none"> 1. Explain and demonstrate the HELP position. When is this used? 2. Participants to practice. 		<ul style="list-style-type: none"> - HELP stands for; Heat – Escape – Lessening – Position
Stay with your Craft	Exiting the water safely	<ol style="list-style-type: none"> 1. Ask participants the best way to exit 		<ul style="list-style-type: none"> - Consider slippery banks etc.
Identify your Boat – Put a name and address on it				
Conclusion	Re-emphasise Key Message, Themes and Highlight the Key Learning Outcomes			

Activity – BEACH FLAGS

Key Message – Be Aware and Be Prepared

<i>Theme</i>	<i>Key Learning Outcomes</i>	<i>Activities</i>	<i>Equipment</i>	<i>Teaching Tips</i>
Never Swim Alone Swim Between the Flags	Understanding of Beach Flags as Lifesaving Event Running and movement on sand (familiarisation)	<p>1. Explain the purpose of the beach flag event. Discuss the safety considerations including safely diving, no pushing and stay within the area.</p> <p>2. Warm up – Run throughs of high knees, skip, side step, 50-90%.</p>	Flags (Hose Pieces) Markers Cones (If not available, draw boundary in sand)	<ul style="list-style-type: none"> - Australia wide competition - The sprint between start and finish is 20m - There is always one less flag than participant - Race is repeated until there is a winner
	Beach flag start and sprinting on sand	<p>1. Rips and Rocks – Partner participants and have them stand opposite each other in the centre of the area with arms distance apart. Explain that one line will be called rips, the other rocks. If rocks is called out, they must turn and get to their area end before their partner catches them – the opposite if rips is called out.</p> <p>2. Beach Sprint Start – introduce and break down heads up/down. Do not include flags yet.</p>		<ul style="list-style-type: none"> - Stay in designated area - Rake the area if necessary - Encourage participants to pump arms fast when sprinting - Lie on stomach, heads facing away from flags, toes on line, ankles together, elbows out - One hand on top of other; chin above hands - Starting command is ‘heads down’ then go - Use both hands to push off, stand up and turn to sprint
	Flag retrieval	<p>1. Demonstrate the dive and how to do it safely - participants to practice.</p> <p>2. Once confident the participants can perform a dive safely, practice from the start of the event. Ensure a flag for everyone to get the hang of it.</p>		<ul style="list-style-type: none"> - Dive a couple of meters from the flag - Dive with 2 arms forward, reaching for the flag - Pull the flag in close to your body and don’t let go - No pushing/shoving
	Beach flag competition – Land	<p>1. Divide participants into small groups for safety. Remove one flag every round so that participants are eliminated until there is one winner.</p>		<ul style="list-style-type: none"> - Can break in to gender - Use the participants who are out to set up/replace flags, encourage, cheer and judge
Conclusion	Re-emphasise Key Message, Themes and Highlight the Key Learning Outcomes			

Activity – NIPPER BOARDS

Key Message – Be Aware and Be Prepared

<u>Theme</u>	<u>Key Learning Outcomes</u>	<u>Activities</u>	<u>Equipment</u>	<u>Teaching Tips</u>
Never Swim Alone Swim Between the Flags Know what to do in an emergency situation (as a bystander/rescuer)	Safe Board Paddling Use of flotation aids in a rescue	1. Explain the equipment and how to use safely. What other equipment is similar to a nipper board (Surfboard)? Where should we swim with a board?	Nipper Boards Markers on Land (Boundary)	- Remind participants of what to do if they get into trouble - Identify that it can also be used in a rescue
	Effectively paddle on a Nipper Board Turning in the water	1. Demonstrate the technique of paddling and turning on the land. 2. Participants to practice the technique of paddling and turning on the land. (Emphasise the need for balance and have participants dig a hole for fin before lying on board)		- On stomach, back arched and hips wide & central, chin between handles - Arms similar to freestyle; Cupped hand and dig deep - Bend legs if well balanced and kick in air in rhythm with arms - Turning; increase stroke
	Approaching the water safely Awareness of conditions i.e. choppy Paddling Skills Turning in the Water Straddling the board	1. Demonstrate how to enter the water safely. Have participants walk out and practice paddling and turning. Encourage all to straddle the board.		- Hold board in front and to the side of the body - Push over waves (arms slightly bent) taking force - If a big wave approaches, hold onto board tightly and roll
	Duck Dive Catching Waves (Beach Venue Only)	1. Explain & demonstrate a duck dive and how to catch waves. Ensure to explain how to avoid nose diving. 2. Participants to practice.		- Push board down under wave - Once wave has passed, pop up out other side - Paddle & kick hard when wave approaches - Hold on & bring board up
	Practicing board paddling skills	1. Nipper Board Follow the Leader / circle & practice going out and returning to shore – catching waves		- N/A
	Using a body board in a rescue	1. Explain and demonstrate. How would you help someone? Practice and complete a Board Rescue		- Remind what to do if in trouble - Keep shore side of patient
Conclusion	Re-emphasise Key Message, Themes and Highlight the Key Learning Outcomes			

Activity – IRONMAN / IRONWOMAN				
Key Message – Be Aware and Be Prepared				
<u>Theme</u>	<u>Key Learning Outcomes</u>	<u>Activities</u>	<u>Equipment</u>	<u>Teaching Tips</u>
	Understanding of the Ironman/woman as a Lifesaving Event	<ol style="list-style-type: none"> 1. Give the students the background information on the event. 2. Remind participants of teaching tips from previous lesson plans if applicable <p>*Note: If this is the participants first activity, make sure you go through safety for each item of equipment</p>		<ul style="list-style-type: none"> - Ironman/Ironwoman is a National Lifesaving Event - Safety requirements
Never Swim Alone Swim Between the Flags	Race/Challenge using a variety of key learning outcomes from previous activities if applicable or using available equipment	<ol style="list-style-type: none"> 1. Explain the rules of the event and the course outline. 2. This can be done as individuals or teams. <p>*Individual Course example (Equipment dependant): Run around beach marker and back towards water. SWD out to instructor and run around marker once completed. Pick up nipper board and paddle out to instructor again. Once back at shore, return to the marker to finish.</p> <p>*Group Course Example (Equipment dependant): Give a different activity to each person in the team i.e. 1 – Runs around marker, 2 – SWD out to instructor, 3 – paddles out on nipper board, 4 – puts on a Lifejacket etc. Each team to tag next person</p>	(Any equipment available) Body Boards Rescue Kit Lifejackets Nipper Boards Markers on Land (Boundary)	<ul style="list-style-type: none"> - Instructor starts in the water and is always the furthest point - Signals when to start - Can be modified to suit abilities and equipment available
Conclusion	Re-emphasise Key Message, Themes and Highlight the Key Learning Outcomes			

Appendix 1 - READY-SET-RESCUE Program (Full Day)

The day will run as detailed in the Event Program below. The order of events will be confirmed prior to the event commencing, however a draft schedule gives a guide for your information. The SLST Team Leader (Instructor in charge) (provided by Surf Life Saving Tasmania) reserves the right to add, delete or change any of the events on the day of competition if safety, weather conditions, time or other considerations warrant. All teachers will be notified of event changes.

Rotation Times	Group 1	Group 2	Group 3
10:15am-10:30am	Introduction		
10:30am-10:50am	Be Aware and Be Prepared	Be Aware and Be Prepared	Be Aware and Be Prepared
10:50am-11:10am	Survival Strategies	Rescue Strategies	Everyday Lifesaver
11:10am-11:30am	Everyday Lifesaver	Survival Strategies	Rescue Strategies
11:30am-11:40am	BREAK – Emphasise the importance of hydration, nutrition and exercise		
11:40am-12:00pm	Rescue Strategies	Everyday Lifesaver	Survival Strategies
12:00pm-12:20pm	Nipper Boards & Relays	Beach Flags Competition	Ironman/ Ironwoman Relays
12:20pm-12:40pm	Ironman/ Ironwoman Relays	Nipper Boards & Relays	Beach Flags Competition
12:40pm-1:00pm	LUNCH - Emphasise the importance of hydration, nutrition and exercise		
1:00pm-1:20pm	Beach Flags Competition	Ironman/ Ironwoman	Nipper Boards & Relays
1:20pm-1:40pm	Aquathon – Whole School Relay		
1:40pm-1:45pm	CONCLUSION		

Appendix 2 - Warm-Up & Minor Games

The following activities consist of various games that could be used as warm-up activities or as alternative activities if required (i.e. when the surf is too dangerous to enter or there are weather restrictions)

General Games

1) SHARKS AND SAVERS

Area: Open sand or grass area

Skills: Speed, agility and teamwork

Equipment: Cones or flags, sashes

Description:

- Mark out an area with cones (depending on the number of students)
 - Make sure it has been cleared of all debris
 - Depending on the size of the group, designate one or more participants as 'it' (sharks)
 - All other students are to find a partner (savers)
 - Each person must link their arms with their partner. Participants must remain linked at all times.
 - If participants are tagged by a shark or their link has broken, they must face each other and place both hands together to make a bridge
 - To become free, another linked pair can run under their bridge
 - There are a few different options to conclude the game: The game continues until all pairs have been tagged (can take a very long time) or a time limit can be put in place at the start and once the time is up, the number of captured pairs are counted.
 - Encourage pairs to work together to free each other (i.e. be aware of sharks)
- * Modifications: Change the number of people 'it', increase/decrease area

2) HOSPITAL TIGGY

Area: Open sand or grass area

Skill: Speed, agility

Equipment: Cones or flags

Description:

- Mark out an area with cones
- Make sure it has been cleared of all debris
- Depending on the size of the group, designate one or more participants as 'it'
- When a participant gets tagged, they must grab their elbow with their hand as if they have an injury and run like this
- They can still stay in the game
- When they get tagged a second time, they must grab their knee, with the hand of the injured elbow, and run around like this
- When they get tagged a third time they must lie down and play dead
- Game is played until there is one person left who is crowned the 'winner'

3) LIFESAVER TIGGY

Area: Open sand or grass area

- Can be played in waist deep water to encourage participants to use wading skills

Skill: Speed and agility

Equipment: Cones or flags

Description:

- Mark out an area with cones
- Make sure it has been cleared of all debris
- Depending on the size of the group, designate one or more participants as 'it'.
- When a participant is tagged they must stand with one hand shading their eyes, the other hand on their hip, and their legs shoulder width apart.
- To be freed and allowed back into the game, another participant must tag the persons foot.

4) OCTOPUS

Area: Open sand or grass area

Skill: General Information. Discuss octopus and jelly fish. *Find out how much information the participants know and briefly discuss the dangers and what you should do if you are stung etc.*

Equipment: Cones or flags

Description:

- Set up a designated area with cones
- Nominate 1-2 participants to be 'it'
- They will stand in the designated area. The rest of the participants stand outside the designated area
- Their aim is to run from one side to the other with out being 'tagged'
- If the participants are tagged they become seaweed and must stand still using only their arms to try to 'tag' other participants as they run past

5) RIPS AND ROCKS

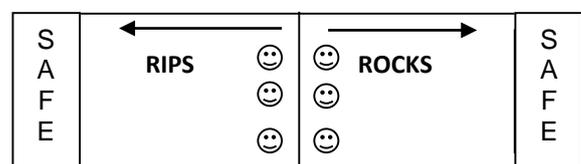
Area: Open sand or grass area

Skill: Speed, agility, change of direction, environmental dangers

Equipment: Cones

Description:

- Mark out a rectangle with cones, including a half-way point (refer to picture)
- Have students get into pairs and stand opposite each other at the half way line (arm distance apart)
- Nominate one side to be RIPS, and the other side to be ROCKS
- Instructor calls out either RIPS or ROCKS
- If 'RIPS' is called out, those students turn and try to make it to their safe line without the ROCKS tagging them. If ROCKS is called out, they try to make it to their safe point without the RIPS tagging them
- Participants come back to the centre and the game continues. They can keep their own tally to find a winner in their pairs



* Modifications: Call out different environmental words starting with 'R' to trick them i.e. Rubbish. Change the 2 words to 'S' words i.e. Sun and Sand. Use this game to look at Animal and People Dangers e.g. Sharks and Stingrays etc.

6) SUN SALAD

Area: Open sand or grass area

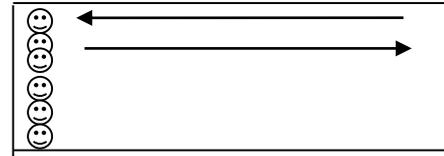
Skill: Speed, Sun safety

Equipment: Cones

Description:

- Mark out a rectangle with cones
- Participants to start at one end of the area. Give each person a different Sun Smart word: Slip, Slop, Slap, Seek or Slide
- Instructor calls out a word and the people given that word need to run to the other end of the area and back. The last 3 participants need to do 5 star jumps.
- If 'Sun Salad' is called out, all students run to the other end of the area and back.

* Modifications: Call out different words to trick them. Use this game to look at DRSABCD



7) LETTER SAND SCULPTING

Area: Open sand or grass area

Skill: Teamwork, what students know or have learnt

Equipment: Designated areas for each group

Description:

- Divide students into groups of 2-4 and designate an area for participants to use
- Groups will be given a letter, and have to come up with a sand sculpture/diagram which represents that letter
- It may be what they already knew, or something they may have learnt during the program: e.g. F: Flags, D: Dangers etc. Set a time limit of about 5-10mins

8) BUCKET RELAYS

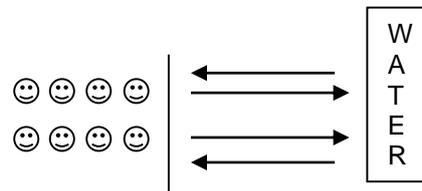
Area: Open sand or grass area

Skill: Speed, agility, teamwork

Equipment: Cones, buckets with & without holes

Description:

- Get participants into even teams and standing in a straight line facing the water
- On 'Go', the person at the front of the line runs to the water with the bucket with holes, fills it up and tries to bring as much water back to their team to put into the bucket with no holes.
- The next person in line then repeats
- You could either have participants keep going until the bucket the first bucket is completely full or everyone has a turn and the winning team is the one with the most water



9) ANIMAL STEAL

Area: Open sand or grass area

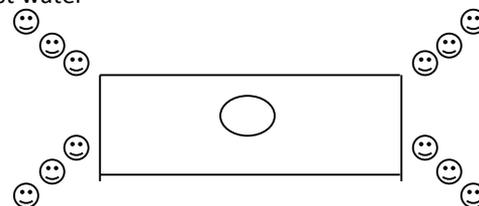
Skill: Teamwork, speed, strategy

Equipment: Hula Hoops, animal beanbags

Description:

- Divide participants into 4 even groups and place in each corner of the designated area
- Place animal beanbags in the centre. One at a time, a person from each group runs to the centre, collects ONE beanbag and places it in their teams' hoop (draw a circle). Next person does the same
- This continues until all beanbags have been taken. Participants can then, one at a time, go to other groups and steal a beanbag and return to their group. They have 1-3 minutes to do this
- The group with the most beanbags win.

* Modification: Add point value to different beanbags; Safe animals earn more points, and dangerous less



10) SURVIVOR

Area: Open sand or grass area

Skill: Speed, agility

Equipment: Sashes (if available)

Description:

- Nominate 1-2 people to be 'IT'. All other participants to stand in designated area with a sash in their pocket
- Once a person is tagged they then join the taggers and become 'IT'. They need to place their sash on to show this. The game continues until there is only one person standing who is the winner
- * Modification: Have more or less students 'IT' or time how long it takes to tag everyone

11) ROCK, BRIDGE, TREE (EXTENSION SWD)

Area: Open sand or grass area, water

Skill: SWD

Equipment: N/A

Description:

- Participants are put in teams of 4. 1st participant runs to water's edge and crouches down like a rock.
- 2nd participant runs, leap frogs over rock and wades out to knee deep water, they stand and bend forward like a bridge,
- 3rd participant leap frogs over rock and wades out to knee deep and dolphins under bridge to chest (or other safe depth) water and stands like a tree.
- 4th participant leap frogs over rock and wades out to knee deep and dolphins under bridge and swims around the tree, then back under bridge over rock and back to start.
- One at a time, each participant, starting with the tree (in reverse order) head back to the start.
- Swap over and repeat if necessary

Activity Specific Games

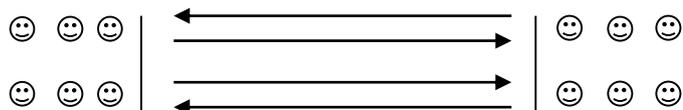
12) ROPE THROW

Skill: Rescues, Calling for help, Distance and Accuracy.

Equipment: Long ropes
Cones
Hula Hoops (if none, draw a circle in the sand/dirt)

Description:

- Participants stand behind cones, with the person at the front of each line in the designated hula hoop/circle. The person at the front of the line will then coil the rope and throw it to the person opposite in their team with neither person stepping outside the designated area.
- Once the rope has been successfully thrown to the person opposite, they return to the back of the line, with the opposite person repeating the process. Participants continue to do this until everyone has had a turn. Teams must be sitting down to win.
- When rescuing a victim it is important that the rescuer can throw the rope far enough and accurately to them.



13) LIFEJACKET CHALLENGE

Skill: Learning how to wear and put on a Lifejacket

Equipment: Lifejackets & Cones

Description:

- Have participants standing in two lines opposite each other about 10 – 20 meters apart with a lifejacket on the ground in front of them

- When the leader blows the whistle the first participant will put on the lifejacket (zip/clip/gently pull), run to the half way mark, complete 5 burpees (jump up and go into a push up) and then give to their group member opposite them. Once they get there they have to take off the lifejacket and give it to the next person who will put it on etc.
- Keep going until all the members in the team have had a go. First team sitting down will win
- * Modifications- Change burpees to push ups/sit ups, lunge, skip, hop or squat jump to other side etc.

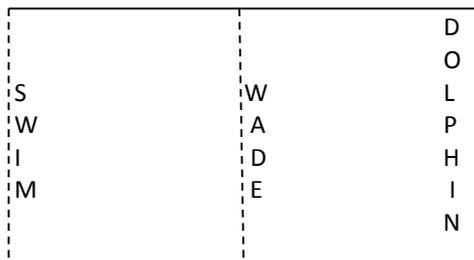
14) SWIM, WADE, DOLPHIN

Area: Open sand or grass area

Skill: Understanding the swim, wade, dolphin

Description:

- Mark out a rectangle with cones, including a half-way point and designate a word to each dotted line



- Participants start at a designated line and, on command, an order is called out i.e. Wade. Students go to that line
- If Wade is called out, students must run with the wade action to get to that line
- If Swim is called out, students must run to line and lie on stomach doing the swimming motion in the sand
- If Dolphin is called out, students must jump to line, mimicking the jump off the ocean floor
- No students 'go out' in this game. The last 3 people back do 5 star jumps and return to the game.
- Modifications: Just run to designated lines, add more commands

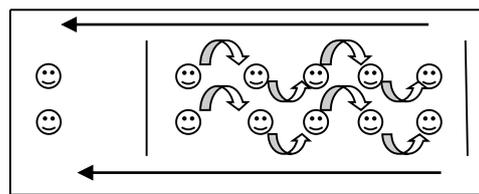
15) RESCUE TUBE TUNNEL BALL

Area: Open sand or grass area

Skill: Learning how to use a rescue tube

Equipment: Cones, hula hoops, rescue tube

Description:



- Divide the students up into teams of roughly 6-8 people or depending on the number of rescue tubes
- Participants are to spread out between the 2 lines on the diagram (roughly 10-15m)
- One person is to stand facing their team in the hula hoop/circle in sand
- The person in the front of the line should have the rescue tube
- On 'Go', the person at the front of the line turns to the right to give the student behind the rescue tube. That person then turns to the left and gives it to the student behind them. This continues until it reaches the back of the line
- The last person in the line runs with the rescue tube outside their team to the person standing in the circle. The person in the circle must successfully put the rescue tube on the person and then remove and take to the front of their teams' line. The person who just had the rescue tube put on waits in the circle until the next person comes.
- This continues until everyone in the group has put the rescue tube on and participants are sitting down

16) FITTEST LIFESAVER

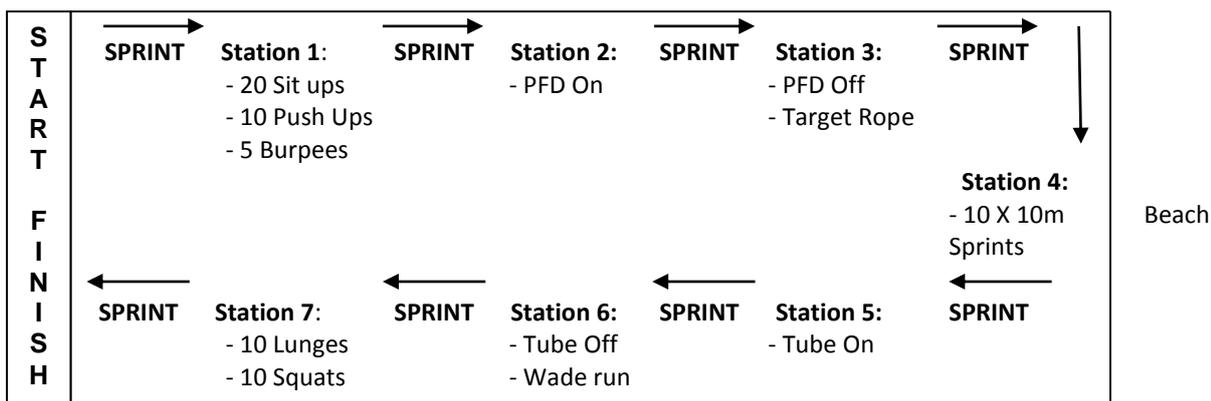
Area: Open sand or grass area

Skill: Speed, agility, change of direction, all skills in rotations

Equipment: Cones, PFD's, rope, rescue tubes, beach flags

Description:

- Set out cones for each station/activity
- Refer to diagram and station details below
- Station 1: Participants complete 20 sit ups, 10 push ups and 5 burpees in any order
- Station 2: Participants place the PFD correctly on and run to station 3
- Station 3: Participants remove PFD, coil the rescue rope and aim to hit target (continue until successful)
- Station 4: Participants lie on stomach and run 10m, turn and lay back on stomach and repeat 10 times
- Station 5: Participants put on rescue tube and run to station 6
- Station 6: Participants remove rescue tube and wade to station 7
- Station 7: Participants complete 10 lunges and squats and then sprint to the finish line



* Modification: Include other items such as nipper/body boards, ropes etc.

17) BODY BOARD SAYS

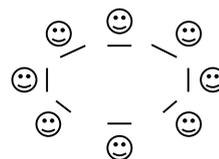
Area: Open sand or grass area

Skill: Change of direction, nipper board skills

Equipment: Body boards

Description:

- Participants stand in a circle with their Body Board in front holding the board with 2 hands (Ensure circle is big enough so board does not 'Hit' anyone and leave even space between each person)
- Instructor gives one of the following commands- Turn Left, Turn Right or Turn Round
- Turn left: Participants move left and grab board on their left side before it touches the ground
- Turn Right: Participants move right and grab board on their right side before it touches the ground
- Turn Around: Participants turn around and grab their own board again before it touches the ground
- If a person does not get the board before it hits the ground, they are out of the game. (Participant shouldn't be out doing nothing. Have them be a judge or complete star jumps, sit ups etc.)
- Game continues until there is one winner. Re-iterate skills used when body boarding i.e. turning

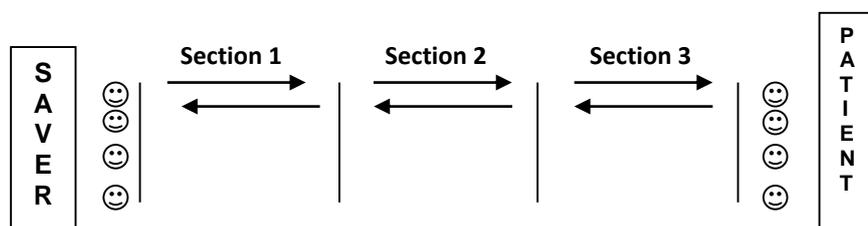


18) NIPPER BOARD RESCUE RACE

Area: Open sand or grass area

Skill: Speed, board rescue

Equipment: Cones, nipper boards



Description:

** Safety: Ensure that every time the nipper board is placed on the ground and a participant hops on, that a hole is dug to avoid any damage or alternatively, have participants pre dig the holes in each section (make sure participants look out for the holes to avoid injuries)*

- Place participants in pairs and nominate one to be a patient and other to be a lifesaver.
- Area is divided into 3 sections, with the lifesaver up one end, and the patient the other.

Getting to the patient-

- Section 1: The lifesaver runs to the end of section 1 with the board.
- Section 2: Lifesavers place the board on the sand, straddle the board and reassure patient, Pick up board and run to section 3.
- Section 3: The Lifesaver hops onto the board like they would in the water and must complete the following: 10 complete strokes, 3 left turn strokes, 3 right turn strokes & bob head down and count out loud to 3 to mimic going under wave (duck dive)
- Lifesaver then high fives the patient and reassures

Getting patient to safety-

- Section 3: The Lifesaver, on the shore side of the patient, guides the person to section 3 and places on front of nipper board. Lifesaver gets on the back of board (between patients legs) and completes 20 full strokes and then mimic catching a wave in with the patient by both lifting body up to avoid nose diving. Encourage patient to safely get off board. Leave board in Section 3 and run with the patient to Section 2.
- Section 2: Both the patient and lifesaver commando crawl on the sand to Section 1. (This may represent the difficulty of rescuing a person)
- Section 1: The lifesaver and patient get up and run to the end of section 1. The first team back is the winner.
- Ensure each participant has a turn at being the Lifesaver and Patient.

* Modification: If group have completed the DRSABCD rotation, incorporate that at the end of the rescue.

*Break each skill up individually before you do a complete run through of the race.

Appendix 3 – READY-SET-RESCUE Program Equipment

SLST Education, State Office staff will bring with them equipment requirements for each specific program.

General Equipment – provided by SLST

- Trailer + Trailer Connector, padlock and key (if applicable)
- Rescue Kit (rescue tubes + ropes, noodles, kickboards, umbrellas, bike helmet, esky, fishing rod, cricket set and spare beach games equipment)
- Marker Cones
- Rescue Board
- Signage and feather flags
- Lifejackets
- Nipper Boards
- Sit-on-top kayaks, with tethering device
- Body Boards (with tether)
- Beach Flags
- Surf Ed Flipcharts
- Shade Shelter (3x3 tent)
- Dangers props kit

Community Education (Beach to Bush) Kit

- Program Manuals & Risk Management documents
- Sunscreen (Sensitive and Normal)
- Whistle (Spare)
- First Aid Kits
- Pair of Fins (if applicable)
- Lifesaver Uniform – shirt, short, patrol cap, wide brim hat, thongs
- Red and yellow flags
- Red flag (danger)
- Beach Safety Signage
- Giveaways – e.g. magnets, business cards, tattoos, flyers
- Whiteboard markers, chalk
- Rips Poster
- DRSABCD Poster
- Surf Ed Flip Chart (Beginner, Intermediate or Advanced)
- Program specific brochure e.g. Beach to Bush Brochure
- Rescue Tube
- Pen/ Pencil

Resources

- Participant giveaways (if available, e.g. Beach to Bush Brochure)

Appendix 4 – READY-SET-RESCUE Participant Checklist

Please ensure all participants have fully completed and necessary Consent Forms, as required by your school, prior to arrival at the beach.

It is extremely important that Surf Life Saving Tasmania is made aware of any medical conditions or disabilities that may affect the young person's ability to take part in the Surf League. This **must** be disclosed at the time booking. Participants should bring any medications with them on the day and the supervising teacher(s) should keep hold of these and have available to participants if required.

Please ensure that all participants are equipped with the following items on the day;

- Personal sun protection; sun cream/ hat/ block/ zink and sunglasses
- Towel
- Swimming Costume/ Bikini to be worn underneath wetsuit
- Water/ Sports Drink
- Food (for after session)
- Registration and Future Contact Form
- Wetsuit (depending on water conditions to be determined by SLST)
- Participant Details and Consent Form (if not already handed into school)
- Medication
- Spare clothes (in case it gets cold)

Schools are encouraged to supply adequate shade and shelter to their pupils.

To be provided by Surf Life Saving Tasmania;

- Fluro lycra vest – this is to worn by each team member during warm up activities and competition
- Rescue Tubes
- Batons
- Marker buoys
- Flags
- Surf Rescue boards
- Safety equipment
- Plus anything else to adequately conduct the events

Surf Life Saving Tasmania do not take responsibility for loss of personal belongings. Therefore, we advise all participants to leave any valuables at home. As with any form of physical activity, please avoid wearing jewellery that could cause harm to themselves and other participants, and/ the equipment.