



# U6 Session Plan



## Induction








<b>Introduction</b>	Junior Surf Coordinator or Group Leaders to formally welcome all participants and whānau to the season		
<b>Section</b>		<b>Matrix link</b>	<b>Equipment</b>
<b>Knowledge</b>	Welcome and introduction of key people who are involved in the season (group leaders, club committee, surf lifeguards)		
<b>Dry Activities</b>	<ol style="list-style-type: none"> <li>Tour of the club and spaces. Ensure everyone knows where everything is, how to safely get in and out in an emergency evacuation. Highlight dangers, known hazards and no-go zones. Include key lifesaving equipment and AED access to empower all club members.</li> <li>Getting to know each other. Split up into season groups with group leaders. Short introduction activity, once adults have been introduced then over off health and safety session. Participants and group leaders set up icebreaker activities.</li> <li>Parent help and safety briefing. Junior Surf Coordinator and/ or water safety lead explain and demonstrate the following. <ul style="list-style-type: none"> <li>Safety ratios, in water helpers, surf lifeguards.</li> <li>SLS risk assessment process.</li> <li>Setting up a water area.</li> <li>How to signal for help and help someone in trouble. Reach/ throw rescues.</li> <li>Safeguarding children</li> <li>Peer support, wellbeing and Benestar.</li> <li>Training and development opportunities.</li> </ul> </li> </ol>	 <b>2. Group</b>	First aid AED – (Defibrillator) Trauma pack.  Surf Lifesaving Patrol flags Rescue board Tube and Fins
<b>Wet Activities</b>	Team Building activities including adults. <ul style="list-style-type: none"> <li>Obstacle courses.</li> <li>Tag games.</li> <li>Photo orienteering.</li> <li>Capture the flag/ ki o rahi.</li> <li>Slip and slide.</li> </ul> Could be a water-based activity.	 <b>3. Team</b>	Activity card.
<b>Recap</b>	Shared lunch and catch-up time. Invite back previous juniors and wider club to discuss journey and connect with junior surf participants.		

# U6 Session Plan



## Are we safe to swim








<b>Introduction</b>	This week we are learning about how we can use our swimming and floating skills to keep safe in the water. Including understanding where our progress is at, at the start of the season.
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Section		Matrix link	Equipment
<b>Knowledge</b>	Identify surf lifeguards and their equipment. <ul style="list-style-type: none"> <li>Patrol flags, rescue tube.</li> <li>Surf lifeguard uniform.</li> <li>How to signal for help.</li> </ul>	 <b>1. Know</b>	Role of a surf lifeguard.
<b>Dry Activities</b>	Play an instructions-based game and use surf safety knowledge as part of the game. <ul style="list-style-type: none"> <li>Lifeguards coming.</li> <li>Lifeguard says or similar.</li> </ul>	 <b>2. Group</b>	
<b>Wet Activities</b>	Floating <ul style="list-style-type: none"> <li>Practice safe entry and exit to water.</li> <li>Safe entry then moves in water to a place.</li> <li>Float with any 'floaty' object comfortably.</li> <li>Compare floating with different equipment.</li> <li>Signal for help while holding a floaty object.</li> </ul> Streamline <ul style="list-style-type: none"> <li>Practice streamline position standing then gliding from the edge in shallow water.</li> <li>Stuck in the mud in the pool.</li> <li>Hula hoops or other obstacle swimming.</li> </ul> Swim <ul style="list-style-type: none"> <li>Swim challenge, how far can you swim?</li> <li>Practice stopping and starting swimming in different depths like what happens when you catch waves.</li> </ul> Getting on and off boards and other floaty objects is also a good activity to practice for U6's.	 <b>1. Swim</b>   <b>4. Surf survival</b>   <b>1. Rescue</b>   <b>2. My safety</b>	Rescue Tubes. Hula Hoops. Pool Noodles. Assorted objects for floating with. Buckets. Balls.
<b>Recap</b>	How did it feel challenging yourself today? How do you feel when you learn new things? Do you have some goals for your swimming skills this season?	 <b>4. Hauora</b>	

# U6 Session Plan












## What can I do

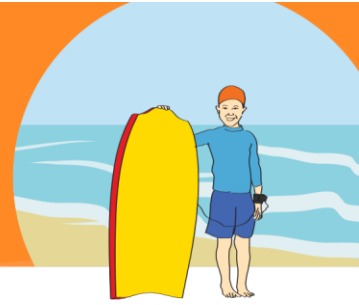
Introduction	This week we are working to understand where we are at with our skills, allowing our leaders and whānau to choose safe activities for us.	
Section	Matrix link	Equipment
<b>Knowledge</b>	Lifeguards refresh their swim, tube rescue, theory, and CPR every season checking they haven't forgotten, and to ensure they are up to date with their skills. Today is a chance for you to see what you can do and will help your group leader choose activities. <div data-bbox="1034 629 1233 745" style="text-align: center;">   <b>1. Swim</b> </div>	
<b>Dry Activities</b>	Fun warmup game(s) <ul style="list-style-type: none"> <li>▪ Group juggle.</li> <li>▪ Lifeguard says.</li> <li>▪ Sponge tag.</li> </ul> <div data-bbox="1034 819 1233 936" style="text-align: center;">   <b>2. Group</b> </div>	
<b>Wet Activities</b>	My Safety <ul style="list-style-type: none"> <li>▪ Stand in the water in signal for assistance.</li> <li>▪ Play stuck in the mud in the pool but use signal for assistance and high five the signal hand to release.</li> <li>▪ Try signalling for assistance while floating with or without assistance.</li> </ul> Swim <ul style="list-style-type: none"> <li>▪ Ask participants to swim as far as they can (any stroke) allowing stopping and standing up to breathe.</li> </ul> Surf negotiation <ul style="list-style-type: none"> <li>▪ Over, under, through challenge.</li> <li>▪ How far can you streamline?</li> <li>▪ Pick something up from off the bottom of pool.</li> </ul> Surf Survival <ul style="list-style-type: none"> <li>▪ Make a whirlpool and try floating in it.</li> <li>▪ Float challenge with an object.</li> <li>▪ Get on and off a paddle board.</li> </ul> <div data-bbox="1034 983 1233 1099" style="text-align: center;">   <b>2. My safety</b> </div> <div data-bbox="1034 1111 1233 1227" style="text-align: center;">   <b>1. Swim</b> </div> <div data-bbox="1034 1290 1233 1406" style="text-align: center;">   <b>3. Surf negotiation</b> </div> <div data-bbox="1034 1424 1233 1541" style="text-align: center;">   <b>4. Surf survival</b> </div>	Hula hoops Pool noodles Floatation equipment
<b>Recap</b>	Adult lead discussion about how participation in today's activities made everyone feel. What would they like to be able to do? How did it feel when you tried to go as far as you could? How do you feel about swimming? <div data-bbox="1034 1637 1233 1753" style="text-align: center;">   <b>4. Hauora</b> </div>	










## Teamwork makes the dream work

Introduction	Today's activities are focused on building our teamwork skills and connecting with the people in our group.		
Section	Matrix link	Equipment	
<b>Knowledge</b>	<p>A series of challenges to build team rapport and self-confidence.</p> <ul style="list-style-type: none"> <li>▪ Lifeguard says.</li> <li>▪ Red light, green light.</li> <li>▪ Hula hoop pass.</li> <li>▪ Sand sculpting.</li> </ul> <p>Review previous group contract and add any new ideas or create one if not previously done.</p>	 <b>2. Group</b>   <b>3. Team</b>	Activity card.
<b>Dry Activities</b>	<p>Introduce signalling for help and calling 111 if someone needs help.</p> <ul style="list-style-type: none"> <li>▪ Role play calling 111, describing where you are.</li> <li>▪ Play 'Lifeguard Says' to practice the signal for help.</li> </ul> <p>Running and surf negotiation skills practice using dry activities.</p> <ul style="list-style-type: none"> <li>▪ Relays.</li> <li>▪ Tag games.</li> <li>▪ Over hurdles, hoops, or obstacles.</li> <li>▪ Rob the nest.</li> <li>▪ Holey bucket or not a cup.</li> </ul>	 <b>1. Know</b>   <b>2. My safety</b>   <b>2. Run</b>	Photos. Posters.  Cones or markers. Hoops. Balls. Buckets. Sponges or cups.
<b>Wet Activities</b>	<p>Activities using surf negotiation skills.</p> <ul style="list-style-type: none"> <li>▪ Beached whales or sand grab.</li> <li>▪ Relays using wading and putting body under.</li> <li>▪ Tag games in the water.</li> <li>▪ Noodle surfing.</li> <li>▪ Obstacles in the water.</li> <li>▪ Floating with pool noodles or balls.</li> </ul> <p>Board- Practice running with body board, placing it on water, paddling and catching waves.</p> <ul style="list-style-type: none"> <li>▪ Relays.</li> <li>▪ Surfing challenges.</li> <li>▪ Guided discovery through demonstrating a skill then allowing participants opportunities to practice it at own pace in a set area.</li> </ul>	 <b>3. Surf negotiation</b>   <b>1. Swim</b>   <b>2. Board</b>	Pool noodles. Bodyboards.
<b>Recap</b>	<p>Discuss in pairs the following ideas.            What did it look like, sound like, feel like when we worked as a team today?</p>	 <b>4. Hauora</b>	

# U6 Session Plan









## The surf zone – ins and outs

Introduction	The focus of our session today is to develop confidence to go in the surf and choose the way we go over, under or through a wave.		
Section	Matrix link	Equipment	
<b>Knowledge</b>	Watch a video or look at a picture of a busy day at the beach. <ul style="list-style-type: none"> <li>Identify all the activities people are doing.</li> <li>Identify which activities are in the flagged area and which are out.</li> <li>Discuss how the waves can impact on your fun.</li> </ul>	 <b>1. Know</b>	Beach pictures or videos.
<b>Dry Activities</b>	Warmup <ul style="list-style-type: none"> <li>Red light, green light.</li> <li>Lifeguard says.</li> <li>Lifeguard is coming – four directions game.</li> </ul> Use a series of stations either as individuals or in relays to practice running, wading, dolphin diving body positions. <ul style="list-style-type: none"> <li>Speed ladder or human ladder.</li> <li>Small hurdles or cones.</li> <li>Tyre or hoops offset.</li> <li>Going through tunnels or under objects.</li> <li>Weaving through cones or markers.</li> <li>Obstacle course.</li> </ul>	 <b>2. Run</b>   <b>3. Surf negotiation</b>	Mini hurdles. Hoops. Cones. Speed ladder.
<b>Wet Activities</b>	Build confidence using a sequence of activities to develop surf negotiation skills running, wading, dolphin diving. <ul style="list-style-type: none"> <li>Holey bucket or not a cup.</li> <li>Wave smash or human chain.</li> <li>Beached whales or great sand grab.</li> <li>Weaving in and out of parents.</li> <li>Human ladder or beach flags in shallows.</li> <li>Over, under, through.</li> </ul> Self-rescue and floating skills in open water. <ul style="list-style-type: none"> <li>Hopping on and off a board in the wave zone.</li> <li>Catching broken waves.</li> <li>Pool noodle 'surfing'.</li> </ul>	 <b>3. Surf negotiation</b>   <b>1. Swim</b>   <b>3. Team</b>	Balls. Buckets. Pool noodles. Bodyboards.
<b>Recap</b>	Where should you swim at a beach with surf lifeguards? How can you identify a surf lifeguard? How did you find going over waves with a body board compared to dolphin diving under?	 <b>3. Experience</b>	



## Staying on top of the water

<b>Introduction</b>	Our focus today will be on increasing our confidence when catching waves on a bodyboard and body surfing. Being confident and knowing what to do in different waves means we can have more fun.		
<b>Section</b>	<b>Matrix link</b>	<b>Equipment</b>	
<b>Knowledge</b>	<p>Review signalling for assistance and calling 111.</p> <ul style="list-style-type: none"> <li>Ask group to demonstrate and role play in pairs calling 111.</li> </ul> <p>Introduce the first two of the 3 R's</p> <ul style="list-style-type: none"> <li>Relax and float on your back.</li> <li>Raise your arm to signal for help.</li> <li>Play 'lifeguard says'.</li> </ul>	 <b>1. Know</b>	Activity card.
<b>Dry Activities</b>	<p>Use activities that focus on participants exploring different foot and leg movements to change running technique.</p> <ul style="list-style-type: none"> <li>Mini hurdles or speed ladder.</li> <li>Human ladder or weaving.</li> <li>Running around different shapes of cones.</li> <li>Obstacle course with different skills.</li> <li>Modified beach flags.</li> </ul>	 <b>2. Run</b>	Cones or markers. Obstacles. Pool noodles.
<b>Wet Activities</b>	<p>Build confidence by getting progressively more immersed while practicing surf negotiation and surf survival skills.</p> <ul style="list-style-type: none"> <li>Beach flags into or out of the water.</li> <li>Holey bucket or not a cup.</li> <li>Tag games in the water.</li> <li>Diving over/ under or through hoops.</li> <li>In and outs or around/ through parent boundary.</li> <li>Pool noodle or rescue tube wave catching or floating.</li> </ul> <p>Board skills or practice.</p> <ul style="list-style-type: none"> <li>Getting on and off the board in shallow water, progress to getting on while running and gliding.</li> <li>Getting on and of the board in deeper water like recovering from a wipe out.</li> <li>Weaving board through a 'slalom course' of in-water supervisors.</li> <li>Ins and outs in the waves with a focus on getting over and catching waves with the best technique for the situation.</li> </ul>	 <b>4. Surf survival</b>   <b>3. Surf negotiation</b>   <b>1. Swim</b>   <b>2. Board</b>	Bodyboards. Pool noodles. Rescue tubes.
<b>Recap</b>	Act out the first two of the 3 R's in shallow water or on sand at the end of the session. Discuss the importance of holding on to any floatation device if in trouble.		










## How to look after myself and others

<b>Introduction</b>	Our focus this week is on communicating as part of keeping ourselves safe and identifying dangers. A key rule for surf lifeguards is to always consider their own safety before helping others.	
<b>Section</b>	<b>Matrix link</b>	<b>Equipment</b>
<b>Knowledge</b>	<p>Play a fun game based on communication skills. Share some ideas with the group around how we need to use our words and body language to communicate.</p> <ul style="list-style-type: none"> <li>Yes, lets.</li> <li>Line ups – with and without talking.</li> </ul> <p>Identifying dangers before going in the water.</p> <ul style="list-style-type: none"> <li>Brainstorm common dangers at the beach. Are these the same for everyone?</li> <li>Role play calling 111 and giving your location/ position and that a person needs help.</li> <li>What actions do you take to keep safe every day?</li> <li>How do we identify the safest place to swim on a beach with surf lifeguards?</li> </ul>	<p><a href="#">Surf Lifeguard manual communication section.</a></p>
<b>Dry Activities</b>	<p>Warmup with a communication heavy game.</p> <ul style="list-style-type: none"> <li>Red light, green light.</li> <li>What's the time Mr Wolf.</li> </ul> <p>Beach flags modifications</p> <ul style="list-style-type: none"> <li>Landmine flags or in and out of the water.</li> </ul> <p>Rescue skills.</p> <ul style="list-style-type: none"> <li>What other everyday objects can you float with?</li> </ul>	<p>Cones or markers. Floatation equipment. Beach flags or balls.</p>
<b>Wet Activities</b>	<p>Floating and rescue skills.</p> <ul style="list-style-type: none"> <li>Discuss, model and as a group observe the water before entering, then walk in feeling the current and searching for holes in sand.</li> <li>Floating with rescue tubes or pool noodles.</li> <li>Floating and practicing the 3 R's with 1:1 support.</li> <li>Lifeguard says game in the water.</li> </ul> <p>Foamie paddle board in flat water or body board.</p> <ul style="list-style-type: none"> <li>Practice falling off safely and climbing back on.</li> <li>Fall off then grab onto another floating object.</li> </ul>	<p>Rescue tubes. Pool noodles. Foamie paddle board or inflatable board if flat.</p>
<b>Recap</b>	Importance of calling 111 and holding on to any floatation if you are in trouble in the water.	

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## Surf is fun

Introduction	This week we are focused on applying our surf lifesaving skills to keep ourselves safe. We will have an opportunity to practice floating and signalling for help as well as board paddling in open water.	
Section	Matrix link	Equipment
<b>Knowledge</b> Dress up in surf lifeguard uniform and have an opportunity to ask questions with a uniformed lifeguard. Show the group essential patrol equipment and ask them to guess what lifeguards use it for. Role play. <ol style="list-style-type: none"> <li>Asking your friends to wait until your adult gets down to the water before going in.</li> <li>Telling your adult that you have drifted out of the flags and need to get back into them.</li> <li>Telling your friends or adult that you are feeling uncomfortable and want to go back in.</li> </ol>	 <b>2. My safety</b>	Patrol equipment.
<b>Dry Activities</b> Use one or more active communication activities to warm the group up physically and emotionally. <ul style="list-style-type: none"> <li>Mirroring movements or lifeguard says.</li> <li>Bump or chain tag</li> <li>Rob the nest.</li> <li>Lifeguard relays. Dress up in lifeguard uniform and carry equipment then swap gear to next person. Include adult helpers!</li> </ul>	 <b>1. Communicate</b>   <b>3. Lead</b>	Cones or markers. Lifeguard uniform. Rescue tubes. Fins.
<b>Wet Activities</b> Demonstrate, then practice surf negotiation skills including wading, dolphin diving, catching waves and floating. <ul style="list-style-type: none"> <li>Wave smash or human chain.</li> <li>Sand grab or beached whales for submersion.</li> <li>Relays using different skills for different parts.</li> <li>Water tag games.</li> <li>Over- under – through or hoops/ obstacles.</li> </ul> My safety and experience <ul style="list-style-type: none"> <li>Pair up 1:1 adult to participant.</li> <li>Adult works with participant to support them to float and signal for assistance in open water.</li> <li>Participants supported to try swimming in waves or open water.</li> <li>Free swim with 1:1 adults – fun.</li> </ul>	 <b>4. Surf survival</b>   <b>1. Swim</b>   <b>3. Surf negotiation</b>   <b>3. Experience</b>	Fins. PFD's.
<b>Recap</b>	What do adults need to know before taking you to the beach? How do we identify safe swim areas?	

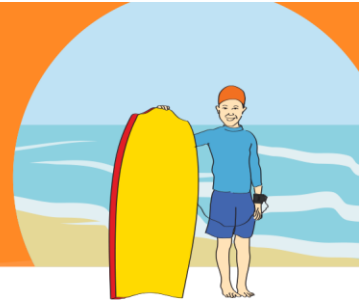


## Festival day








<b>Introduction</b>	The aim of today's session is to share our learning with participants from different clubs (this could be other surf lifesaving clubs, events or other water sports) and have fun.
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Section	Matrix link	Equipment
<b>Knowledge</b> Short quiz or problem-solving task focused on surf safety and getting to know the local area. <ul style="list-style-type: none"> <li>Photo orienteering.</li> <li>Question and answer task.</li> <li>Complete a puzzle type task.</li> </ul>	 <b>1. Know</b>	Activity dependent.
<b>Dry Activities</b> Warm up whole group using a fun and active game or series of games. Can engineer this to create teams for the rest of the day. Examples. <ul style="list-style-type: none"> <li>Red light/ green light.</li> <li>Lifeguard says.</li> <li>Giants, wizards, elves.</li> <li>Terminator tag.</li> </ul> Team challenge, create a series of activities for groups to complete that leads on to the next activity. Examples. <ul style="list-style-type: none"> <li>Make a stretcher.</li> <li>Carry a patient through an obstacle course.</li> <li>Solve a puzzle or riddle.</li> <li>Put on a lifeguard uniform.</li> <li>Run in and out of water, collecting water to fill something. Holey bucket, not a cup activity.</li> <li>Obstacles or slip and slide.</li> <li>Tie knots or make something.</li> <li>Rob the nest or team versions of beach flags.</li> </ul>	 <b>2. Run</b>  <b>3. Team</b>  <b>2. Group</b>	Activity dependent.
<b>Wet Activities</b> Depending on groups at festival day. Either have a series of opportunities to learn and improve surf negotiation, swim, and board skills. <ul style="list-style-type: none"> <li>Relays.</li> <li>Wave smash, over- under – through.</li> <li>Completion of challenges.</li> <li>Individual or team races.</li> </ul> Or if swapping with another water sport then teaching each how to paddle or catch waves using different craft.	 <b>3. Lead</b>  <b>3. Surf negotiation</b>	Activity dependent.
<b>Recap</b> Celebrate and identify things we saw or heard others do today that were good team members and supporters.		

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## In our neighbourhood

Introduction	Today we are learning about the environment at our beach and how we can look after it. This starts with leaving the beach as clean or cleaner than before we start.		
Section	Matrix link	Equipment	
<b>Knowledge</b>	Discuss how rubbish enters water when it isn't put into bins or recycled properly. Rubbish is blown by wind into drains, many drains go direct into streams/ rivers and beaches. Once the rubbish is in the ocean it will only leave there if it is removed by people or breaks down naturally. Plastic does not break down it just breaks up into smaller pieces.	 <p><b>4. Kaitiakitanga</b></p> <p><a href="#">Science learning hub website</a></p> <p><a href="#">Plastic pollution website</a></p>	
<b>Dry Activities</b>	<p>Rubbish collection activity.            This age group can work with adults in pairs or small groups on areas chosen by the group leader. This could include using shives to hunt for small pieces of rubbish in sand. Ensure close supervision so no rubbish is picked up that could be dangerous to participants.</p> <p>Finding our spot to swim.            Observe the beach with group. Where would they choose to swim and why. Do the waves break the same everywhere? Discuss how the group could check or find the safest place to swim? Who could help with this?</p>	 <p><b>4. Kaitiakitanga</b></p> <p> <b>2. My safety</b></p> <p>PPE.            Gloves.            Hand sanitiser.            Buckets.</p> <p>Cones or flags.</p>	
<b>Wet Activities</b>	<p>Tag games out of water then in shallow water to warmup.            Workshops style splitting into small groups to practice with 1:1 adults or surf lifeguards supporting.            Swim and surf negotiation.</p> <ul style="list-style-type: none"> <li>▪ Running in and out of water.</li> <li>▪ Wading in and out of waves.</li> <li>▪ Catching broken waves using streamline from standing.</li> <li>▪ Diving under waves.</li> <li>▪ Floating and recovering to standing.</li> </ul> <p>Board</p> <ul style="list-style-type: none"> <li>▪ Catching waves and going over waves.</li> <li>▪ Using different techniques to go out through waves.</li> </ul>	 <p><b>1. Swim</b></p>  <p><b>2. Board</b></p>  <p><b>3. Surf negotiation</b></p> <p>Bodyboards.            Pool noodles.</p>	
<b>Recap</b>	<p>Individual worksheets or verbally ask...            "When I do Junior Surf I....            -feel good going in the water. -enjoy seeing my friends.</p>	 <p><b>4. Hauora</b></p> <p>Worksheets.</p>	











## Making choices

Introduction	This session develops our decision-making skills, we can use these to keep ourselves safe at the beach or decide which beach flag to aim for.		
Section	Matrix link	Equipment	
<b>Knowledge</b> Review the actions that individuals need to take to keep themselves safe from the sun. We can be responsible for keeping ourselves sunsmart. Use the New Zealand Cancer society model – SunSmart. <ul style="list-style-type: none"> <li>▪ Slip on clothing.</li> <li>▪ Slop on sunscreen.</li> <li>▪ Slap on a wide brimmed hat.</li> <li>▪ Wrap on sunglasses.</li> <li>▪ Slide into shade.</li> </ul>	 <b>1. Know</b>	<a href="#">SunSmart website</a>	
<b>Dry Activities</b> Decision making running games to practice change of direction, agility, and quick reactions. <ul style="list-style-type: none"> <li>▪ Rob the nest.</li> <li>▪ Rats and Rabbits.</li> <li>▪ Lifeguards coming – direction game.</li> </ul> Modified beach flags, with opportunities to try different skills and tactics. <ul style="list-style-type: none"> <li>▪ Team flags or nobody out points flags.</li> <li>▪ Landmine flags.</li> <li>▪ Up or down a hill.</li> <li>▪ Rats and Rabbits style.</li> </ul> Tube rescue practice. <ul style="list-style-type: none"> <li>• Mock rescues on land.</li> <li>• Running relays but tube rescue.</li> </ul>	 <b>2. Run</b>	Cones or markers. Balls. Beach flags.	
<b>Wet Activities</b> Tag games in the water <ul style="list-style-type: none"> <li>▪ Chain tag or noodle tag.</li> <li>▪ Stuck in the mud or seaweed.</li> <li>▪ Holey bucket or not a cup.</li> </ul> Surf negotiation practice <ul style="list-style-type: none"> <li>▪ Wave smash or sand grab or beached whales.</li> <li>▪ Lifeguard says.</li> <li>▪ Ins and outs relays.</li> <li>▪ Obstacle course if flat with hoops, splash zone, and diving under a board.</li> <li>▪ Board wave surfing or tag team surfing.</li> <li>▪ Board relays.</li> </ul>	 <b>3. Surf negotiation</b>  <b>1. Swim</b>  <b>2. Board</b>	Pool noodles. Obstacles. Bodyboard.	
<b>Recap</b>	Discussion about making choices to keep ourselves safe. We must work with our adults to make decisions about how to keep sun safe, where it is safe to swim and what equipment we need to be safe doing our activities.	 <b>2. Group</b>	



## End of season festival

<b>Introduction</b>	Choose a set of challenges, activities, and tasks to showcase the skills that your group have developed across the season. A mixture of participation, knowledge skills, surf lifesaving and lifesaving sports gives more people a chance to experience success.
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Section		Matrix link	Equipment
<b>Knowledge</b>	Quiz activity, create a short quiz that includes fun club type knowledge and surf safety. Individuals or teams.	 <b>1. Know</b>	
<b>Dry Activities</b>	Create a circuit or series of activities for individuals or groups to complete to challenge a range of skills. <ul style="list-style-type: none"> <li>▪ Running races.</li> <li>▪ Novelty relays like 3 legged.</li> <li>▪ Team or points beach flags.</li> <li>▪ Photo orienteering.</li> <li>▪ Beach flags.</li> <li>▪ Obstacle course.</li> <li>▪ Problem solving physical challenge type amazing race task.</li> <li>▪ Identifying patrol basic equipment including choosing a safe spot to swim.</li> <li>▪ Simple scenario to call 111.</li> </ul>	 <b>2. Run</b>   <b>4. Lifesaving sport</b>   <b>3. Team</b>	Obstacles. Cones or markers. Balls. Beach flags. Parent event officials.
<b>Wet Activities</b>	Series of activities that allow for participation and fun. <ul style="list-style-type: none"> <li>• Run swim run.</li> <li>▪ World wave or body surfing competition.</li> <li>▪ Run wade run.</li> <li>▪ Relays and novelty tasks.</li> <li>▪ Board races and relays.</li> <li>▪ In water tag games.</li> <li>▪ Relays.</li> <li>▪ Responding as a group to a scenario.</li> </ul>	 <b>3. Surf negotiation</b>   <b>1. Swim</b>   <b>2. Board</b>   <b>4. Lifesaving sport</b>	Parent and lifeguard in water support. Parent event officials. Body boards. Other craft or surf lifesaving resources as required.
<b>Recap</b>	Celebrate progress, participation, and excellence.		