



# Level 1 Assistant Coach

## TRAINING COURSE

Candidate Name: \_\_\_\_\_

SLSGB Membership Number: \_\_\_\_\_

Course Date: \_\_\_\_\_

Course Tutor: \_\_\_\_\_

I can confirm that all evidence provided within this workbook is my own:

Candidate Signature: \_\_\_\_\_

Date: \_\_\_\_\_



<b>Course Introduction</b>	<b>3</b>	<b>5. POLICIES FOR COACHES</b>	<b>20</b>
<b>1. THE LEVEL 1 COACHES REMIT</b>	<b>6</b>	SLSGB Code of Conduct	20
Supervision	6	SLSGB National Safety Guide	20
Participants	6	SLSGB Coaching and Training Safety Toolkit	20
Introductory Core Skills	7	Duty of Care	20
Coach and Volunteer Code of Conduct	7	SLSGB Fair Play Code	20
Roles and Responsibilities	8	SLSGB Equal Opportunities Policy	21
Support and Assistance	9	Insurance	21
<b>2. COACHING PERFORMANCE</b>	<b>10</b>	<b>6. SAFEGUARDING &amp; PROTECTING CHILDREN AND VULNERABLE ADULTS</b>	<b>22</b>
Planning	10	Safeguarding Training	22
Questioning	11	Confidential Information	23
Duty of Care	12	Taking Photographs or Video of Children	24
Observing your Participants	13	<b>7. COACHING SLSGB AWARDS</b>	<b>25</b>
<b>3. SAFETY AND WELFARE</b>	<b>14</b>	Sports Development	25
Safety Procedures and Policies	14	<b>8. COACHING GAMES</b>	<b>26</b>
Overview on Safety in Sessions	14	<b>9. ASSESSMENT</b>	<b>31</b>
Identifying and Assessing Potential Hazards	14	Coaching Session Plan	32
Control Measures	15	Coach Assessment & Action Plan	33
Equipment	18	<b>10. NEXT STEPS</b>	<b>34</b>
<b>4. PREPARING PARTICIPANTS FOR SESSIONS</b>	<b>19</b>	<b>11. TUTOR SIGN OFF</b>	<b>35</b>



# COURSE INTRODUCTION

- ▶ The qualifications in our Sports Development Pathways have been designed to meet the needs of our coaches and vitally our members at the appropriate level.
- ▶ Assessments have been integrated into the courses where appropriate to meet the needs of our coaches.
- ▶ The coach tutors, assessors and verifiers are fully trained and accredited to deliver the best quality course and learning environment.
- ▶ This creates clearer coach pathways with increased opportunities for personal and career development.

## COURSE AIMS

This award will provide the learner with an introduction to the knowledge, skills and understanding of safe and ethical coaching principles in a Surf Life Saving Environment. It will equip the learner with the knowledge and skills needed to actively support a more senior coach (Level 2 or equivalent) in the delivery of pre-prepared sessions within a Surf Life Saving Environment.

## COURSE LEARNING OUTCOMES

1. Demonstrate an understanding and knowledge of the roles, responsibilities, skills and techniques of a Surf Life Saving Sports coach and how to apply them whilst working under the supervision of a more experienced coach.
2. Explain the principles of coaching and demonstrate how to prepare and maintain an equitable and safe coaching environment.
3. Demonstrate the principles of preparing, delivering and evaluating coaching session, including the preparation of equipment, facilities and participants, and supporting participant behaviour and performance.
4. Demonstrate an understanding of basic guidelines of safeguarding and to provide children and young people with the best possible experience and opportunities in Surf Life Saving.
5. Demonstrate an understanding of the basic principles of good practice as set out by the SLSGB National Safety Guide.

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## THE ROLE OF THE LEVEL 1 COACH

**Assist higher qualified coaches, delivering aspects of coaching sessions, normally under direct supervision.**



By successfully completing a Level 1 coaching qualification, coaches will complete the following units of competency;

Unit Title	Unit Aim	How will it be completed?
<b>SLSGB Safeguarding</b>	This unit has been designed to raise awareness and introduce basic guidelines of safeguarding to all members of the club and SLSGB.	Myagi Online Learning Environment
<b>SLSGB Duty of Care</b>	This unit has been designed to raise awareness and introduce your duty of care as a Level 1 Assistant Coach.	Myagi Online Learning Environment
<b>SLSGB Introduction to Coaching</b>	The purpose of this unit is to develop a learners understanding and knowledge of the roles, responsibilities, skills and techniques of a Surf Life Saving Sports coach and how to apply them whilst working under the supervision of a more experienced coach.	On the course
<b>SLSGB Coaching Fundamentals</b>	The purpose of this unit is to enable the learner to understand the principles of coaching. It also develops the learner's knowledge of how to establish and maintain an equitable and safe coaching environment.	On the course
<b>SLSGB Preparing, Delivering and Evaluating planned coaching sessions</b>	The purpose of this unit is give learners the knowledge and skills to understand the principles of preparing, delivering and evaluating coaching sessions, including the preparation of equipment, facilities and participants, and supporting participant behaviour and performance.	On the course

## HOW TO USE THIS WORKBOOK

This workbook will help you to gather and present the appropriate evidence and helps you to understand what this award is about. This evidence may take the form of coaching session plans, written tasks or feedback from Tutors.

This workbook will enable you to record your details and the Tutor to confirm your progress through this award. Please ensure you complete all details in full. The Tutor of your course will sign off each aspect as you progress, when all of the units have been completed and signed off by your Tutor, this workbook should be kept intact in case the Tutor needs to refer to it, or if a quality assurance visit takes place and your attendance on the course needs to be evidenced.

## PRE-REQUISITES

- ▶ Be a current member of SLSGB and a minimum of 16 years of age on the date of assessment
- ▶ Must agree to adhere to SLSGB policies and procedures

## HOW WILL YOU BE ASSESSED?

The assessment for this course is Trainer Assessed; there is no formal assessment day for the Level 1 Assistant Coach award; however you will be assessed through a variety of methods as follows;

- ▶ Verbal questioning
- ▶ Coaching activities
- ▶ Observation
- ▶ Evaluation of course performance
- ▶ Online tests
- ▶ Completion of Level 1 Coach Training Course written activities

The work you produce when completing these tasks should be recorded in this workbook. If you have been successful in the assessments and are over 16 years of age, you will be signed off as an SLSGB Level 1 Assistant Coach.

**Your Coach Tutor may not ask you to work through all activities within this workbook. Your Coach Tutor has the skills and knowledge to use a variety of assessment methods to justify their assessment decisions.**



**During the SLSGB Level 1 Assistant Coach Award you should be able to:**

- ▶ Demonstrate safe and ethical coaching practice
- ▶ Demonstrate an understanding of the underlying FUNdamental principles of Surf Life Saving techniques
- ▶ Display a basic understanding of Surf Life Saving techniques and disciplines
- ▶ Develop an understanding of how to coach an individual as well as surf Life Saving disciplines
- ▶ Develop an awareness of how coaching can help to develop personal transferrable skills
- ▶ Develop an activity that encourages repetition of a Surf Life Saving technique
- ▶ Demonstrate a variety of questioning techniques during a coaching activity

**YOUR ZONE USE THIS SPACE TO NOTE DOWN YOUR IDEAS AND THOUGHTS**





# 1 THE LEVEL 1 COACHES REMIT



The Level 1 qualification is suitable for these coaching roles:

- ▶ Assist in delivering taster sessions
- ▶ Running training sessions (Where no coaching is taking place e.g. taking a group out for a board paddle)
- ▶ Coaching introductory core skills
- ▶ Coaching in sheltered and very sheltered water conditions

## SUPERVISION

When you finish your Level 1 qualification and start coaching you should have direct supervision, help, guidance and support from someone more qualified, such as an SLSGB Level 2 Coach or Trainer Assessor. As you progress and gain more experience it may be suitable for you to start working without direct supervision, but there should still be support available during your sessions.

The person responsible for coaching should identify suitable venues and conditions for the coaching sessions, provide specific guidelines and make sure you have an induction to any site-specific procedures. This would often be considered suitable if you were running regular sessions of a similar nature.

Depending on the risk management strategies you may need to have extra training or qualifications to 'top-up' your skills to suit the discipline specific delivery you will be doing. For example; Ski Coaching, Board Coaching, Surf Swim Coaching, first aid training, or extra safety and rescue training.

SLSGB also acknowledge that you may have the skills to assist coaches in other situations. This will depend on your experience, skills, technical knowledge, the venue, the participants, and your personal interests. Your supervising coach remains responsible for the coaching session and for setting boundaries for your input. They must themselves be suitably qualified and this should all be catered into your risk assessments.

## PARTICIPANTS

The Level 1 coach is trained to coach nippers, youth and adults within the Surf Life Saving environment under supervision, including:

- ▶ Introducing and supporting participants in their first experiences of the sport
- ▶ Developing performance in the basic skills (see overleaf)
- ▶ Coaching participants with individual technical, tactical, physical and psychological needs



## INTRODUCTORY CORE SKILLS

Level 1 coaches are trained to lead activities that help to develop the core surf life saving techniques and skills as well as organising activities that help to develop transferrable personal skills such as communication, team work, problem solving and leadership.

### SLSGB FUNDamentals;

**ABCs** - Agility, balance, co-ordination

**RJTs** - Running, jumping, throwing and strength

**KGBs** - Kinaesthetic, gliding, buoyancy and striking with an object

**CKs** - Catching, kicking and striking with the body

**Basic Ocean** (Board, Surf Swim and Ski), Pool and Beach Activities

Use coaching games and team activities wherever possible.



## COACH AND VOLUNTEER CODE OF CONDUCT

The essence of good ethical conduct and practice is summarised below.

### All volunteers must:

- ✓ Consider the well-being and safety of participants before the development of performance.
- ✓ Develop an appropriate working relationship with participants, based on mutual trust and respect
- ✓ Make sure all activities are appropriate to the age, ability and experience of those taking part
- ✓ Promote the positive aspects of the sport (e.g. fair play)
- ✓ Display consistently high standards of behaviour and appearance
- ✓ Follow all guidelines laid down by the National Governing Body and the Club
- ✓ Hold appropriate valid qualifications and insurance cover
- ✓ Never exert undue influence over performers to obtain personal benefit or reward
- ✓ Never condone rule violations, rough play or the use of prohibited substances
- ✓ Encourage and guide participants to accept responsibility for their own performance and behaviour
- ✓ Encourage participants to value their performances and not just results

## ROLES AND RESPONSIBILITIES

When working as part of a team of volunteers we must still be aware of our levels of responsibility.

Before accepting a role as a Level 1 Assistant Coach within a Surf Life Saving Club, what skills and qualities do you think would be needed?

# SKILLS



# QUALITIES



## SUPPORT AND ASSISTANCE

As a Level 1 coach you should have support and guidance to make sure that your planned activities set you up to deliver a safe and enjoyable session, within a positive learning environment. This support will make sure that your session plan is suitable for the group you are working with, the venue/s used, and your own abilities.

Checks should be made by the Level 2 Coach or Trainer Assessor to make sure the technical content of your session is correct and suitable for the group, and that you have covered all the aspects that you need to. Support can come in a variety of forms;

- ▶ Specific training
- ▶ Having support on the water
- ▶ Mentoring
- ▶ Working with others
- ▶ Receiving feedback on your coaching from more experienced coaches

- ▶ Observing more experienced coaches
- ▶ Informal discussions with other coaches
- ▶ Access to up-to-date resources books, video etc.
- ▶ Opportunities to discuss plans with the person responsible for your coaching sessions
- ▶ Access to Continuous Professional Development Opportunities (CPD)

When you are working out in the field it is important to check the details of your session plans; as you become more familiar with the session you are running this support will often decrease. It is important to make sure that you are proactive in asking for support when planning a session that has elements that are new to you. For example, if you are teaching a different age range to normal (e.g. Nippers instead of youth), or the session has a different focus to what you are used to e.g. an event training, rather than a skills session.



## PLANNING

Although your Level 2 Lead coach may have planned all aspects of the session, you may be asked to plan an element of the session whether it is a warm up activity or part of the main content.

In order to be able to do this well, we may have to be able to interpret the AIM of the session as set by the lead coach.

The aim of a session is the target that you want your participants to achieve by the end of the session. Here is an example can you think of three more...

### Example: To demonstrate effective wading and dolphin diving

1.

2.

3.

In pairs, choose or design a game or activity that would help to meet the session aim highlighted.

#### 1. To experiment with a variety of wading techniques

#### 2. To develop board turning techniques

#### 3. To find the most suitable pop up and turn technique (flags)

## QUESTIONING

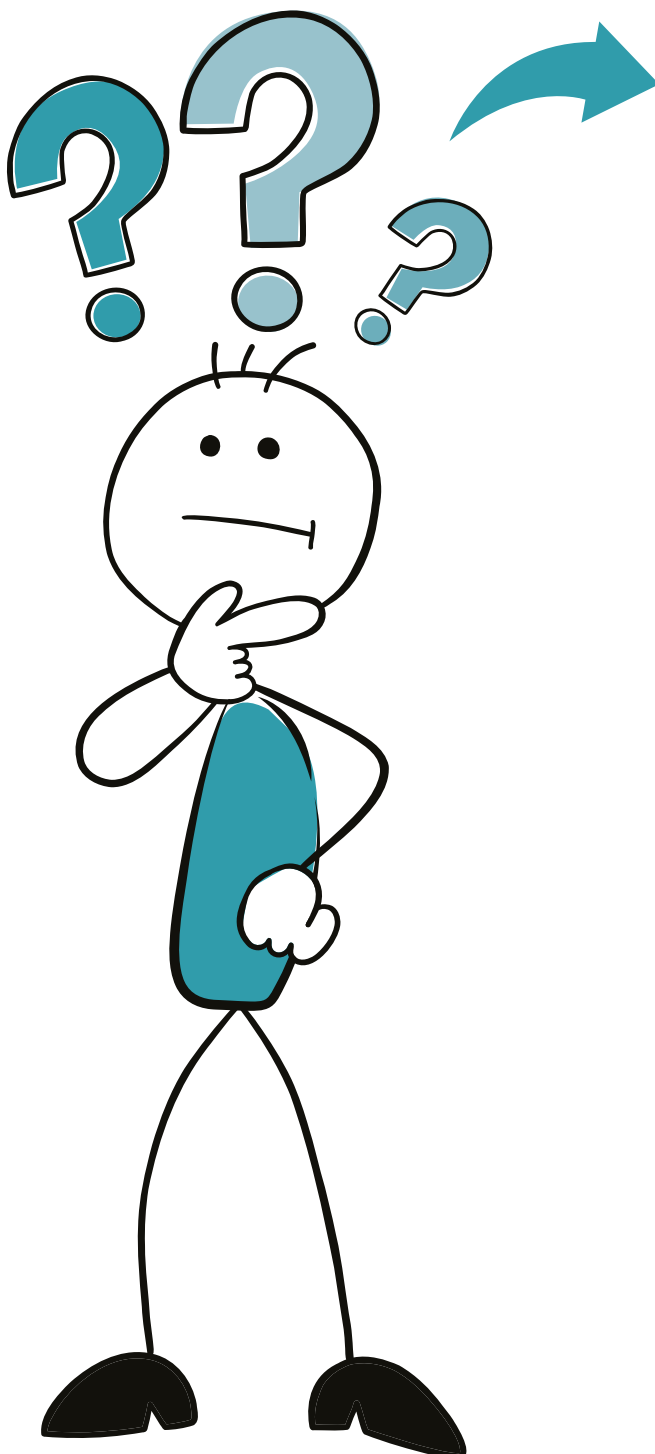
When our activity is up and running, we now have opportunities to offer feedback to each one of our participants.

Remember, it is important to give everyone our support at regular points throughout the session.

Our feedback needs to be positive but can also be challenging. The use of open questions is a vital tool in our coaching methods.

Questioning techniques is also a skill that requires regular practice.

**To help, write some useful questions that you can use during your coaching sessions...**



*Example: Did anybody notice what participant A did differently to participant B*



## DUTY OF CARE

Some responsibilities rest on all of our shoulders, so it is vitally important for us to understand our roles and also the actions that we should take in different circumstances.

Below is a list of scenarios. Complete by writing the actions that you would take in these circumstances.

1. One of your designated Lifeguards goes off every now and then to surf a wave on their rescue board?

2. You notice that one of your regular participants is behaving differently and you are concerned?

3. A couple of your participants are behaving in a disruptive manner.

4. One of your participants has suffered a head injury after colliding with another participant.



## OBSERVING YOUR PARTICIPANTS

### Age Groups

In 'Nipper' age group caters for the athletes' size and experience with an emphasis more on fun and learning. The Youth age groups are more competitive but with just as much focus on participation.

The Seniors (Open) age group is usually the most competitive, where outstanding athletes are created.

While the Masters category allows new and existing sport competitors an opportunity to continue to participate in the sport. Lifesaving sport athletes compete in the following age categories;

### Life Saving Sport Athletes compete in the following groups:

- ▶ Nipper (age 7 – 12)
- ▶ Youth (age 13 – 17)
- ▶ Seniors Open (age 16+)
- ▶ Master (age 30+)

The experiences a newcomer has in the sport, really do shape their future. It is important for coaches to recognise their own limitations, and to seek guidance from more qualified coaches to make sure they are giving their participants the best chance within the sport. It is also important that coaches are aware of opportunities available to participants (e.g. events), so they can guide participants in the right direction. What surf lifesaving disciplines have you taken part in and at what level, and how did they help your development?

### 1. FUNdamental Activities

The aim of FUNdamental activities is to develop generic movement skills through structured fun activities and games, approximately twice a week. These skills for development fit into the first base building block on the lifesaver pathway (see section 5 of this workbook).

These activities are aimed at 6-9 year olds with the core components being focussed on FUNdamental development that involved improving 'physical literacy':

Complete the following table for the components of FUNdamentals

ABCs	
RJTs	
KGBs	
CKs	



It is important to take account of any health and safety rules at the planning stage of the coaching process.

Our responsibilities as Level 1 Coaches include:

- a. Following safety procedures and policies
- b. Identifying and assessing potential hazards
- c. Putting in place suitable control measures
- d. Taking the correct action to deal with any problems that arise
- e. Reporting problems that we encounter

## SAFETY PROCEDURES AND POLICIES

All Coaches should aim to promote good practice in coaching and deliver sessions that are safe, effective, enjoyable and challenging for all participants. They should have an awareness of health and safety issues that should be considered when conducting coaching and training. Coaches may also sometimes be used to assist Surf Life Saving clubs and Commercial Centres in the development of their own health and safety policies and normal operating procedures.

All Coaches are required to establish safety of themselves and participants as the key priority when coaching. Each Coach or Trainer that regularly conducts activities with groups or provides individual coaching or training prescription should produce their own health and safety/ risk assessment policies while taking into account SLSGB's good practice recommendations (refer to the National Safety Guide which can be downloaded from the SLSGB document store).

## OVERVIEW ON SAFETY IN SESSIONS

The actual number of qualified persons required will be determined based on risk assessment completed by a competent person, immediately prior to training or coaching session commencing. For all aspects of training, coaching or competition activity in on open water and beach environment, safety cover must be provided by the organisers to a minimum standard as determined by a risk assessment. Risk Assessments (RA) should always be documented and include a time and date. Risk assessments should be retained for a period as determined by your local Environment Health Officer, which may vary from area to area. Where an incident occurs the RA should be kept in accordance with NGB Rules. They should also be available for inspection by any authorised party. The NGB Accident/Incident Investigation and reporting policy should also be complied with.

## IDENTIFYING AND ASSESSING POTENTIAL HAZARDS

The Surf Lifesaving environment is dynamic and ever changing and not all hazards can be foreseen, we therefore need to continually monitor our environment identifying and assessing potential hazards. This analytical risk assessment should occur as soon as we arrive at our training venue, and continue until we are finished. This process involves identifying potential hazards and assessing the risk they present. We need to look for hazards that may affect ourselves, colleagues, participants, or anyone else close by, so we can then put in place suitable control measures.

POLICIES SHOULD BE IN WRITING AND ALL PEOPLE ASSISTING WITH THE COACHING ACTIVITY MUST BE FULLY AWARE OF THE DOCUMENTS AND HOW TO IMPLEMENT, AS NECESSARY.





HAZARDS?	
Can you give some examples of the types of hazards you are likely to encounter:	
Hazards in the beach environment	<i>e.g. rocks</i>
Hazards on the water	<i>e.g. pollution</i>
Hazards around the club site	<i>e.g. slippery steps</i>
Faults and hazards with equipment	<i>e.g. A faulty Peterson tube</i>

## CONTROL MEASURES

In most situations we have the training or experience to enable us to deal with problems correctly. Sometimes however we may be faced with a problem that we don't feel qualified or able to deal with, it is then important to seek further support.

The control measures that we put in place may include things like:

- ▶ Coaches and participants wear specific clothing: Adequate wetsuits will help keep participants at the right temperature; this will vary depending on what type of activity they are doing and the weather conditions. High visibility rash vests can help to identify members of your group and distinguish who the coaches in the session are.
- ▶ Providing specific instructions to participants e.g.:
  - ▶ Set boundaries where participants are allowed to go
  - ▶ Coach safe lifting and handling techniques
- ▶ Provide specific instructions on how an activity should be performed





How would you report accidents, injuries and illnesses if they happened whilst someone was in your care?

A large empty rectangular box for writing the answer to the question above.



**How would you deal with these problems spotted when you arrived for a coaching session?**

Would you report the problem, and if so, to who?

Problem	Action	Reporting
You notice a participant has been issued a racing board and the straps are all broken		
There is a gang of boys throwing stones off the cliff where you were going to do a board paddle		
The Sea is rougher than normal, it is unusually brown and has lots of debris floating around		
You notice a participant you know have never seen before already taking part in another session		
Check that you have identified the problems that are appropriate for you to deal with yourself, and those where you should have sought assistance. How do you decide?		

**Check that you have identified the problems that are appropriate for you to deal with yourself, and those where you should have sought assistance. How do you decide?**

**What are the key things to cover in your safety brief for a group of Nippers getting on the water for the first time? Consider your previous assessment of potential hazards:**





## EQUIPMENT

It is important that you can recognise when essential items of equipment are not in good working order, and take the necessary action as a result. If a piece of equipment is damaged or broken, has weak spot/s, or is being used incorrectly this can have serious safety issues.

Coaches should continually be on the lookout for such problems and make sure any damaged items are not used. Clubs should have procedures for making sure that such equipment is taken out of circulation as soon as a problem is spotted to make sure that it isn't used accidentally.

**What is the procedure if you find a broken or damaged piece of equipment?**

**It is important to do visual checks on equipment to make sure that it is in good working order and suitably fitted, identify a few key times when this may be done:**

### DISCIPLINE SPECIFIC HAZARDS

Identify the equipment used and the typical faults/hazards associated with one Surf Life Saving discipline e.g. Surf swim, board paddle, surf ski, pool

Discipline	Equipment used	Typical hazards/faults

## SUMMARY

Providing a safe environment for our participants is one of the most critical parts of the coach's job. For Level 1 coaches it is important to make sure safety is thoroughly considered at the planning stage.

This ensures enough time and support is given to spot problems and to decide what to do, with direct consultation with a Level 2 Coach or Trainer Assessor.



To make sure that participants are ready for coaching sessions we need to make sure that we have prepared them physically and mentally.

Reflecting on effective warm-ups that you have been involved in, describe what was done, and outline why it is important:		
	Ideas for activity and content	Why is this element of the warm up important?
Raise the heart rate		
Mobilise joints		
Discipline specific warm up		
Psychological warm up		

## DO YOU INCLUDE EACH OF THESE ASPECTS IN YOUR WARM-UPS?

**MAKE SURE THEY ARE RELEVANT TO THE ACTIVITIES YOU ARE GOING TO BE DOING**

SLSGB COACHES HAVE A NUMBER OF RESPONSIBILITIES TO MAKE SURE THE PARTICIPANTS IN THEIR CARE CAN ENJOY THE SPORT, ARE TREATED FAIRLY AND ARE PROTECTED FROM FORESEEABLE HARM.

When coaches register for an SLSGB coaching course they sign to say they have agreed to follow these policies. Level 1 coaches normally work within a supportive environment, with someone else having overall responsibility for surf lifesaving safety.

However, an awareness of the general topic areas and the ability to know where to find more information are both important for the Level 1 coach. We will outline each area to highlight what it means to our coaches:

## SLSGB CODE OF CONDUCT

The Code of Conduct is an expression of the spirit in which it is expected members will conduct themselves on a personal and professional basis. It is not meant to suppress individuality but should reflect the ethos of our Association through the actions of its members. However, as with any code of conduct, serious and flagrant breaches will result in action being taken against offenders. The Code of Conduct prescribes the standards, which the Disciplinary Committee may take into account when considering the conduct of a member; but so that the committee shall not be prevented from considering other matters. Any member contravening any section of the Code of Conduct may be liable to disciplinary action, which could result in expulsion from SLSGB.

## SLSGB NATIONAL SAFETY GUIDE

This Guide has been developed to promote good practice in coaching and training that is safe, effective, enjoyable and challenging for surf sport and life saving industry training and coaching. The guide aims to provide guidance to Coaches, Trainers and Leaders regarding health and safety issues that should be considered when conducting coaching and training in surf and ocean environments. They also may be used to assist clubs and Commercial Centres in the development of their own health and safety policies and normal operating procedures. These Guidelines are to be used in conjunction with the supporting 'Coaching & Training Safety Toolkit' available when becoming qualified as a coach or trainer in the surf.

## SLSGB COACHING AND TRAINING SAFETY TOOLKIT

This guide includes all of the relevant tools that you will need as an SLSGB Coach to operate coaching sessions safely. This guide includes templates of the following documents; Participant Medical and Emergency Details, Incident Support Contact Check List, Participant Details Sample, Participant Attendance Register, Physical Activity Readiness Questionnaire (PAR-Q), SLSGB Analytical Risk Assessment, Risk Assessment, NOPs & EAPs, Equipment: Specific Safety Considerations, Accident Report Form

## DUTY OF CARE

Duty of Care is the duty that rests upon an individual or organisation to make sure that all reasonable steps are taken to ensure the safety of others. We all have a duty of care to everyone we come into contact with or have an effect on, this responsibility increases as we take on more responsible roles such as being a coach. It also increases in specialist environments if we have a greater level of knowledge or ability than those around us. Duty of Care is a legal commitment to being responsible. It is not something that we can choose, to avoid by writing disclaimers, or something we can duck out of.

## SLSGB FAIR PLAY CODE

Fair play is defined as much more than playing within the rules. It incorporates the concepts of friendships, respecting others and always playing within the right spirit. Fair play is defined as a way of thinking, not just a way of behaving. It incorporates issues concerned with the elimination of cheating, gamesmanship, doping, violence (both physical and verbal), exploitation, unequal opportunities, excessive commercialisation and corruption. Fair play is an essential and central part of successful promotion, development and involvement in sport. Through fair play, the individual, the sports organisations and society as a whole all win. We all have responsibility to promote: Fair play - The winning way.

Fair play applies to both on line and off line behaviour and conduct, and to all members within the organisation.

## **SLSGB EQUAL OPPORTUNITIES POLICY**

Surf Life Saving GB is committed to incorporating equal opportunities into all aspects of its work. Members and employees are expected to ensure that no one suffers discrimination, abuse or harassment on the grounds of race, sex, disability, marital status, religious beliefs, sexual orientation or class.

## **INSURANCE**

If a coach fails to meet their duty of care and someone becomes injured or suffers loss or damage, they can make a claim against the coach. Coaches are covered under SLSGB insurance through their membership (as long as your club or ATC is affiliated to SLSGB).

**YOUR ZONE USE THIS SPACE TO NOTE DOWN YOUR IDEAS AND THOUGHTS**



# SAFEGUARDING & PROTECTING CHILDREN AND VULNERABLE ADULTS



THE 'SLSGB SAFEGUARDING CHILDREN AND YOUNG PEOPLE POLICY' OUTLINES THE RESPONSIBILITY WE HAVE TOWARDS PROTECTING CHILDREN AND VULNERABLE ADULTS FROM ABUSE.

All SLSGB coaches have a statutory responsibility to safeguard children and young people in their care. To provide children with the best possible experience and opportunities in Surf Life Saving, everyone must operate within an accepted ethical framework, which includes the SLSGB Equity Policy, Code of Conduct and Fair Play Code. The purpose of this policy aims to ensure children and young people have appropriate safety and protection whilst in the care of the organisation and allow all staff/volunteers to make informed and confident responses to specific child protection issues. It is not always easy to distinguish poor practise from abuse. It is not the responsibility of SLSGB representatives to decide whether or not abuse has taken place.

**Which statement below best describes why it is important to safeguard children and vulnerable adults?** (Place a  against the correct statement)

Children and vulnerable adults are more susceptible to abuse from others	<input type="checkbox"/>
Children are more open to abuse from others; vulnerable adults are OK because they are over the age of 18	<input type="checkbox"/>
It's not important to a coach; it is someone else's responsibility	<input type="checkbox"/>

## SAFEGUARDING TRAINING

SLSGB asks all individuals involved with children or with particular responsibilities in Surf Lifesaving to undertake safeguarding training. As part of this requirement all coaches must complete the following;

- ▶ Successful completion of the SLSGB Safeguarding Unit and test via our online learning environment and have this recorded on their membership record.
- ▶ DBS (Disclosure and Barring Service) Checks - There are legal requirements for people who have regular contact with children and adults at risk to meet the disclosure rules of their home country. For further support please refer to the SLSGB safeguarding policy or discuss with the Safeguarding Officer at your club or the SLSGB Safeguarding Manager.

### Safeguarding

Describe some good coaching practice specifically for working with children or vulnerable adults: one example has been provided for you

*Keep others informed of any concerns raised or identified*

*Why is it important to follow the correct procedures when working with children and vulnerable adults?*

### Types of abuse

For each type of abuse, list some of the possible signs that you should look for:

Sexual	
Physical	
Emotional	
Neglect	
Bullying	

**If a child or vulnerable adult came to you to report abuse, which of the following would you do? (more than one answer is available)**

Advise them to seek advice from a government authority	
Nothing, it is someone else's responsibility	
Take down details and report them to the Club Safeguarding Officer	
Take direct action with the person abusing the child or vulnerable adult	

**CONFIDENTIAL INFORMATION**

It is reasonable to assume that at some point you may have access to confidential information about your participants. Being in a position of responsibility, you have a duty to handle this information discretely and sensitively.

**Confidential Information**

List the kind of information that might be considered confidential?

The Data Protection Act (1998) is a piece of legislation that applies when personal data is stored on a computer or in a structured manual filing system. Providers of Surf Lifesaving activity should be aware of the act and someone in a position of responsibility should make sure that the procedures relating to the collection, storage, use, and destruction of personal information are appropriate. You may see data protection notices or consent statements on forms where personal information is collected. These state things such as how the information is going to be used, who may have access to it, and may have an option for the individual to opt out if they wish.

Personal information may be collected in a number of ways, for example:

- ▶ SLSGB Membership application form
- ▶ Physical Activity Readiness Questionnaire
- ▶ Course booking form
- ▶ Event entry form
- ▶ Parental consent form
- ▶ Medical declaration
- ▶ Taking photographs and/or video

**Identify types of confidential information a Surf Life Saving Coach may come across:**

Consider these rules to make sure that personal information is treated correctly:

- ▶ Only relevant, necessary, and accurate information is held
- ▶ Information is only be used for the purposes stated
- ▶ Information is kept for a suitable length of time, not kept longer than needed
- ▶ Information is stored securely (e.g. in a locked cupboard, or password protected on computer)
- ▶ Information is disposed of securely (e.g. shredded)
- ▶ Information is not passed on, or put on public display without consent unless it is to someone who has a right to know

**Activity – Medical Information**

You see on a medical form that a participant in your group has severe asthma, how would you make sure this information is treated correctly:

**TAKING PHOTOGRAPHS OR VIDEO OF CHILDREN**

If someone in a photograph or video can be recognised it is important to make sure the parent/guardian and the young person have granted their consent if it is to be published (e.g. on the web, in a newsletter or magazine). In cases where you are celebrating the achievement of a young person it can be alright to name the child, but contact details must never be published. It is also important to make sure the children are suitably dressed.

Often coaches want to celebrate the success of their participants, and promote achievements by publishing photographs and/or videos online. If you want to do this here is some good practice advice:

- ▶ Make sure the parent/guardian/young person has granted consent
- ▶ Make sure everyone is suitably dressed
- ▶ Don't include personal information other than their name
- ▶ Check with someone more qualified that it is OK and if there is anything else that should be done

**YOUR ZONE USE THIS SPACE TO NOTE DOWN YOUR IDEAS AND THOUGHTS**

Once you are qualified as a Level 1 Assistant Coach you will be able to assist Level 2 Lead Coaches with the delivery of a number of SLSGB Awards. These awards are split into pathways and the pathway that you will be able to get involved in is the ‘sports development pathway’ as well as some awards in the ‘Rescue, Safety and First Aid’ Pathways. These awards help individuals develop specific fitness, skill, tactical, and mental requirements within Surf Life Saving environments.

Ultimately, the skills developed may allow participants to test their skills in competition, to provide water safety functions or purely use them in lifelong ‘surf safe’ participation. Below is an overview of some of the awards that you will be able to assist with delivering;

## SPORTS DEVELOPMENT

### SLSGB Nipper Pathway

These awards aim to help Nippers be safe in the surf and develop their personal water skills for surf lifesaving sessions or events, demonstrating competency in surf swimming and board paddling.

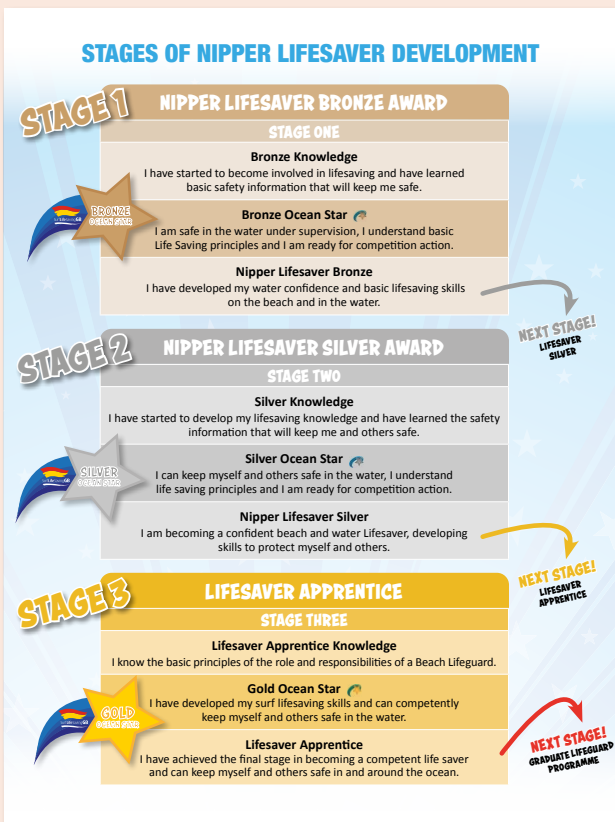
The three step model reinforce the Surf Life Saving Foundations for young participants, beginning with personal safety and getting to know your club through to more advanced lifesaving skills.

### Bronze, Silver and Gold Surf Safety and First Aid Awards

These awards are for competent swimmers to work towards becoming potential lifesavers and gain awareness of the beach environment. The award is to encourage personal Life Saving skills and provide stepping stones towards becoming a professional Beach Lifeguard and enhancing surf safety competencies.

### Age 8-14 years

Junior First Aid and Beach Awareness





## ADAPTED DODGEBALL

Can be played on the beach, in shallow water or in a swimming pool with the lane ropes removed

<b>Technique practiced</b>	Water confidence, dolphin diving, wading, problem solving, creative thinking, communication
<b>Equipment</b>	2/4 suitable balls for throwing
<b>Area</b>	An area large enough for the number of participants to run/dive/wade safely without it being too large for people not to get hit by the balls
<b>Rules</b>	<ul style="list-style-type: none"> <li>▶ Split into two teams, both teams start at water's edge</li> <li>▶ Balls start in the water</li> <li>▶ On the whistle all players enter the water to collect a ball or to get away from the throwers. Team members work together to hit as many of the opposition as possible and to avoid being hit</li> <li>▶ When hit (even if they catch the ball), the player must stand still with arms out. They can return to the game if another player swims between their legs.</li> <li>▶ Game continues until everyone on one team has been hit or until a set time is up.</li> </ul>
<b>Safety Points</b>	Collisions, diving in shallow water, being hit in the face with a ball,
<b>Coaching points / Questions / Challenges</b>	

## BUCKET HEAD

<b>Technique practiced</b>	Carrying a casualty, teamwork, leadership, communication
<b>Equipment</b>	1 x Rescue board per team, buckets
<b>Area</b>	Area dependant on size of the group. Can be played in shallow water on to the beach or on land
<b>Rules</b>	<ul style="list-style-type: none"> <li>▶ Mark out the area which will make up the obstacle course</li> <li>▶ Teams start by making sand castles or obstacles randomly around the marked out area.</li> <li>▶ When ready, split the group into teams of 5 or 7. Each team starts with one rescue board and a couple of buckets at one edge of the obstacle course</li> <li>▶ On the start command, teams must build 3-5 sand castles on the deck of the board and fill another bucket with water which must be placed at the head end of the board</li> <li>▶ Once in place, the team must pick up the board and carefully manoeuvre through the obstacle course to the other end of the course</li> <li>▶ The team whose bucket contains the most water and whose sand castles on the board with the least damage win the challenge</li> </ul>
<b>Adaptations</b>	<ul style="list-style-type: none"> <li>▶ One person from each team must lead by taking control of the "head" (bucket filled with water) and keep it still throughout the exercise</li> <li>▶ Use buckets with holes drilled into the sides to replicate hand placement on the head of a casualty with suspected spinal injury.</li> <li>▶ Leader must now try to stop water from leaking out of the holes whilst commanding the team</li> <li>▶ Add scenarios such as "stopped breathing" or "action for vomit"</li> </ul>
<b>Safety Points</b>	Trip hazards, (do not allow participants to dig deep holes as obstacles), collisions, poor lifting and carrying techniques, dropping the board.
<b>Coaching points / Questions / Challenges</b>	<i>Allow different people to lead Speed v care</i>

## CAPTURE THE FLAG

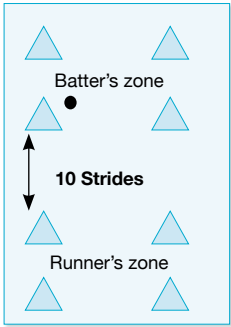
<b>Technique practiced</b>	Sea swimming/wading/dolphin diving/board handling/beach running/team work/communication/ creative thinking
<b>Equipment</b>	1 x rescue board per team, 1 x rescue tube per team, rash vests to identify the two teams
<b>Area</b>	<div style="border: 1px solid #ccc; padding: 5px; display: inline-block; width: 80%;"> <p>An area large enough for the number of participants to put their team plans into action. Bases with flag (rescue tube) at each end of the area.</p> </div> <p>Can be played on land, in shallow water or in deeper water, either swimming or on boards if conditions are suitable.</p>
<b>Rules</b>	<ul style="list-style-type: none"> <li>▶ Bases with rescue tubes are located outside of the playing area. Only attackers can go in here to collect the flag</li> <li>▶ Game starts with teams on their base line.</li> <li>▶ On the start whistle, teams have to stop the opposition from getting their flag by tagging the attackers. When tagged, attacker must return to their start line.</li> <li>▶ Attackers try to get the opposition's flag and carry it back to their own base to win the game.</li> <li>▶ After a game has been won or if stalemate, give the teams recovery time and an opportunity to discuss a plan of action.</li> <li>▶ If playing in water, another flotation device can be given to each team. This can be used to rescue a team mate after they have been tagged instead of having to return to the start line. (Encourage tagged players to signal and call for help) this player then becomes their teams rescuer and must look to pass on the device to others who have been caught.</li> </ul>
<b>Safety Points</b>	Participants getting tired, collisions, pulling back on the rescue tube when someone is swimming with it, diving in shallow water.
<b>Coaching points / Questions / Challenges</b>	

## CHAIN TAG

<b>Technique practiced</b>	Team work, Communication, speed, agility
<b>Equipment</b>	Cones to mark out an area on the beach/land
<b>Area</b>	<div style="border: 1px solid #ccc; padding: 5px; display: inline-block; width: 80%;"> <p>Any size area suitable for the size of the group.</p> </div> <p>Can be played on land, in shallow water.</p>
<b>Rules</b>	<ul style="list-style-type: none"> <li>▶ Start with one/two chasers stood at one corner of the area.</li> <li>▶ Everyone else should be inside the game area, moving to find themselves some space. On "go" or whistle blast, chaser enters the area to tag the runners.</li> <li>▶ Once tagged, the runner becomes a chaser and must link up with the first chaser.</li> <li>▶ Chasers can split once a group of 5 have been formed. Continue until there is only one remaining.</li> </ul>
<b>Adaptations</b>	Chain Bulldogs
<b>Safety Points</b>	Trip hazards, collisions, uneven ground
<b>Coaching points / Questions / Challenges</b>	



## MULTI TEAM "CROUNDERS"

<b>Technique practiced</b>	Relay change overs, running on sand, creative thinking
<b>Equipment</b>	Large soft ball (volley ball)
<b>Area</b>	 <p>All other participants to spread out and work together as fielders to restrict runs.</p>
<b>Rules</b>	<ul style="list-style-type: none"> <li>▶ Split group into teams of 3/4.</li> <li>▶ Each team to take it in turns batting with the team with most completed change overs winning the game.</li> <li>▶ Start with two people in batters zone, one will be the first batter and will have the ball and baton.</li> <li>▶ Player with the ball throws the ball into the air so that they can hit it themselves with their clenched fist.</li> <li>▶ Batter runs and exchanges baton with the first runner in the other box.</li> <li>▶ Run between the four players until the ball has been returned to the batter's box. Next player with the baton hits the ball and game continues.</li> <li>▶ Each team hits the ball for a pre-determined number of times before teams swap round. (if a player is caught, the team has 5 runs deducted)</li> <li>▶ Before next team bats, give all teams 30 seconds to decide their tactics.</li> </ul>
<b>Safety Points</b>	Collisions, trips and falls
<b>Coaching points</b>	

## FETCH

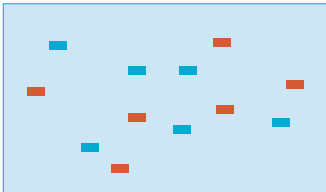
<b>Technique practiced</b>	Water entry, wading, dolphin dives, sea swimming, sighting, confidence, sighting and scanning
<b>Equipment</b>	Tennis balls and tennis rackets
<b>Area</b>	Use safety team to mark out an area from the beach out to a depth suitable for the age of the participants and the conditions.
<b>Rules</b>	<ul style="list-style-type: none"> <li>▶ Split into small teams of similar ability. 1 x ball, 1 x racket per team.</li> <li>▶ Participants start on the beach</li> <li>▶ Coach or volunteer hits the ball into the sea for each of the teams. As soon as it hits the water the team of 3 race in to collect the ball. The participant who returns with the ball wins that race.</li> <li>▶ Continue as many times as required.</li> <li>▶ Teams can be changed so that all winners are put into teams with other winners to increase competition.</li> </ul>
<b>Adaptations</b>	Start in flag position, coach stands further back up the beach so that participants have a chance to get to their feet and observe the flight of the ball before it lands. Race starts as soon as they hear the ball being hit.
<b>Safety Points</b>	Sea/surf conditions, collisions, fighting
<b>Coaching points</b>	



## POOL/FLAT WATER CASUALTY TREASURE GRAB

<b>Technique practiced</b>	Treading water
<b>Equipment</b>	Rescue tubes/noodles/Nipper boards
<b>Area</b>	Pool without lane ropes Can also be played in flat sea conditions providing safe areas for rest are available
<b>Rules</b>	<ul style="list-style-type: none"> <li>▶ One participants starts in each corner of the pool (or at any designated bases) All other participants to tread water or float in the middle of the pool</li> <li>▶ On the start signal, the participants at the bases swim into the middle to “collect” a “casualty” by tagging them. Both return to the base together</li> <li>▶ Once back at base, the person who was rescued returns to the centre of the pool to collect another “casualty”</li> <li>▶ Game continues until all casualties have been rescued</li> <li>▶ Opportunities for teams to steal casualties from other teams can be allowed for a set period of time once all casualties from the middle have been recovered</li> </ul>
<b>Safety Points</b>	Collisions, fatigue, being kicked
<b>Coaching points / Questions / Challenges</b>	

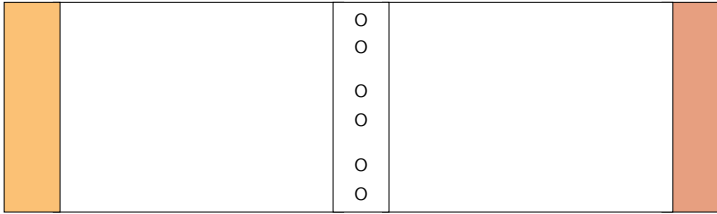
## GAME MUTATION – THIS GAME IS A MIX OF TAG RUGBY, NETBALL AND HANDBALL

<b>Technique practiced</b>	Team work, Communication, Creative Thinking
<b>Equipment</b>	1 or 2 footballs/rugby balls/volleyballs depending on size of the group. Cones to mark out the area and score lines
<b>Area</b>	Can be played on the beach or on grass
<b>Rules</b>	<div style="display: flex; align-items: flex-start;">  <div style="margin-left: 20px;"> <p>■ Players</p> <ul style="list-style-type: none"> <li>▶ Split group in to two even teams</li> <li>▶ All players stay inside the marked out area</li> <li>▶ Two end lines are nominated as the score lines. One for each team</li> </ul> </div> </div> <ul style="list-style-type: none"> <li>▶ Teams aim to score points by carrying the ball across the oppositions score line</li> <li>▶ Players can throw the ball to team mates in any direction</li> <li>▶ Players can run even when they have the ball</li> <li>▶ Once the player holding the ball has been tagged, they must stand still and throw/pass the ball to a team mate.</li> <li>▶ Points are scored when a player carries the ball across the score line</li> <li>▶ Game restarts with the ball being given to the team who has just conceded a point.</li> <li>▶ Continue for a set period or until a team has scored a set number of points first.</li> </ul>
<b>Adaptations</b>	Can be played on land or in shallow water Adapt to play in flat water with teams on Nipper boards More balls can be added if there is a large group playing
<b>Safety Points</b>	Run/jump over legs not head or body, tripping. Protect eyes from sand
<b>Coaching points / Questions / Challenges</b>	





## THE HUNGER GAMES

<b>Technique practiced</b>	Wading/ water entry, team work, leadership, communication, creative/critical thinking, problem solving Can be played in shallow/deeper water and on boards
<b>Equipment</b>	Cones/balls (“o” objects)
<b>Area</b>	<p>Beach area suitable for size and ability level of the group.</p> 
<b>Rules</b>	<ul style="list-style-type: none"> <li>▶ Split group into two teams (Red and Orange)</li> <li>▶ All players start in their end zones</li> <li>▶ On “go” teams race to the middle to pick up as many objects as possible and return them to their end zones (base)</li> <li>▶ Teams try to steal items from the opposition end zone and return them to their own end zone (base)</li> <li>▶ Anyone carrying an object can be tagged, when this happens they must drop the item on the floor and return to their own base before they can return to the game</li> <li>▶ Only players carrying an item can be tagged</li> <li>▶ Game continues for a pre-determined time.</li> </ul>
<b>Adaptations</b>	Use balls and play in the water to develop wading/dolphin diving/board paddling
<b>Safety Points</b>	Uneven surface, rocks, inshore holes, collisions, objects in the sand
<b>Coaching points</b>	<p><i>How can you protect team mates carrying an object?</i></p> <p><i>How can you protect the objects in your end zone?</i></p>

## GRAND NATIONAL

**This game can be a lot of fun if the participants are encouraged to “gallop” around the track**

<b>Technique practiced</b>	Bunny hopping, confidence, technical competence
<b>Equipment</b>	Anything that can be used as a hurdles/obstacles
<b>Area</b>	Any size track / circuit with a mix of obstacles
<b>Rules</b>	<ul style="list-style-type: none"> <li>▶ Split group into even teams of 3 or 4 max</li> <li>▶ In relay format, teams to race around the marked out track in a galloping horse style, jumping the hurdles as they get to them.</li> <li>▶ Add a board to carry if suitable.</li> </ul>
<b>Safety Points</b>	Uneven surfaces, tripping over hurdles
<b>Coaching points</b>	



IT'S IMMENSELY SATISFYING TO INTRODUCE PEOPLE TO A NEW SPORT AND TO COACH THEM THROUGH THEIR EARLY EXPERIENCES. SURF LIFE SAVING SPORT COACHES DO AN IMPORTANT JOB IN OPENING UP THE ADVENTUROUS WORLD OF ALL ASPECTS OF SURF LIFE SAVING SPORT.

The Tutors on the course want to see that you have the capability to work with young people and are able to adopt a suitable approach to coaching practical skills to people at different stages of development. There is no formal assessment on your Level 1 Coaching Courses however you will be assessed using a variety of methods during the duration of the course. This will include;

- ▶ Question and Answer
- ▶ Observation of coaching
- ▶ Contributions to classroom discussions
- ▶ Online Test Results

- ▶ Completion of workbook
- ▶ Formative assessment of your coaching practice

You are required to complete two online tests on our online learning platform 'Myagi' prior to attendance of the course, you need to ensure that you course Tutor has seen evidence of your results. Use the space below to record your online test scores;

Online Test	Date Completed	Result
<b>Safeguarding</b>		
<b>Aquatic Safety Management</b>		



IT'S IMMENSELY SATISFYING TO INTRODUCE PEOPLE TO A NEW SPORT AND TO COACH THEM THROUGH THEIR EARLY EXPERIENCES.

# COACHING SESSION PLAN



<b>Date:</b>	<b>Group Ability:</b> <i>Novice/Competent/Unknown/Mixed</i>	<b>Equipment Needed:</b>
<b>Venue:</b>	<b>Group Age:</b> <i>Nippers/Youth/Masters/Mixed</i>	
<b>Session Duration:</b>		
<b>Session Aim:</b>		
<b>Warm Up:</b>	<b>Main Set:</b>	<b>Coaching Points:</b> <i>Maximum of 3 points</i>
<b>Cool Down:</b>		<b>Self-review:</b> <i>(Key points from session, what worked and what did not/modifications for next session, etc.)</i>
<b>Notes:</b>		

## COACH ASSESSMENT & ACTION PLAN

Based on your self-analysis, summarise your strengths and areas for improvement, identify at least one coaching goal to improve your coaching practice and create an Action plan to achieve your goal.

### Summary of your coaching strengths and areas for improvement

Strengths	Areas for Improvement
1	A
2	B
3	C
Long-term coaching goal	

Personal Action Plan						
Areas to be improved	How will I achieve this	Who can help?	Helpful Resources?	Planned completion	Actual Completion	Comments



## AFTER YOUR LEVEL 1 COACHING COURSE

We sincerely hope that your experience on our Level 1 Assistant Coaching course has been an enjoyable and successful one. At the end of the course:

- ▶ Your tutor will advise you on the day if you have been successful in all aspects of the course assessment.
- ▶ If you have not been successful, we will advise you on what actions need to be addressed in order for you to complete this qualification.
- ▶ Your course certificate will be sent to you electronically from SLSGB. If you need any additional evidence relating to your qualification other than your certificate then please contact [mail@sls.gb.org.uk](mailto:mail@sls.gb.org.uk)

Your award will be valid for an initial 2 year period, depending on the role you have within SLSGB, you will need to take part in a minimum amount of CPD activities each year in order to retain your Registered Coach status. CPD is the process of continually updating and improving your knowledge and skills throughout your professional life. Typically it takes place through some form of training or learning activity, and is standard practice for members of professional organisations. The CPD requirement must be completed within the CPD year, and you should be able to evidence that it is relevant to the role you take on for SLSGB. You can take part in SLSGB CPD activities or activities offered by other organisations.

## HOW MUCH CPD DO I NEED TO DO ON AN ANNUAL BASIS?

The SLSGB standards require you to keep a legible record of your CPD through MIS or on the SLSGB CPD form (downloadable from the website) the requirements for SLSGB roles are stated below:

- ▶ Level 1 and 2 Coaches – Must have coached a minimum of 10 hours of Surf Life Saving activity

In addition to this you can record a range of activities from training courses to work-based skill development, and reading relevant to your field of practice. You should reflect on and record how each CPD task has helped you to develop or improve the quality of your practice, and submit your records to the regional EQA on attendance at your proficiency test.

If you do not maintain validity of your award then your award will be snoozed until CPD has been received. If you allow this to happen over a long period of time you will be required to RPL to the Level 1 Coach award again with a small administration fee.



During the Level 1 Assistant Coaching Course I have used a variety of techniques to assess the knowledge of the practical and theoretical elements of the criteria and am satisfied that:

.....

has met the criteria and competency standards required by SLSGB to undertake the role of an SLSGB Level 1 Assistant Coach.

**Tutor Name:**

.....

**Tutor Signature:**

.....

Tutor Feedback (If applicable):

**Recommended Next Steps (please tick those that apply to the coaching candidate)**

Work in partnership with more qualified coaches

Deliver more activities within coaching sessions

Increase knowledge of Surf Life Saving disciplines

Observe other coaches in action identifying their strengths

Look at enrolling on a Level 2 Coaching Course

Develop your communication skills further

Other: .....

Other: .....

Other: .....

**CONGRATULATIONS ON COMPLETING YOUR LEVEL 1 COACHING COURSE, SLSGB HOPE YOU HAVE ENJOYED IT**

**HAPPY COACHING!**



# LEVEL 1 ASSISTANT COACH - COACHING LOG



Date	Duration	Location	Pool/Beach/Water	Topic	Lead coach	Lead Coach signature

**Congratulations! After completing enough coaching activities to fill this table, you have met the SLSGB requirements for our level 1 coach programme. Next step, make sure you submit your coaching hours as part of your CPD requirements.**



Date	Duration	Location	Pool/Beach/Water	Topic	Lead coach	Lead Coach signature
<b>Location Coach Review - Strengths</b>				<b>Coach Review- Future Development</b>		

# PERSONAL COACH DEVELOPMENT

Use this section to record anything that you have done that has helped to develop coaching ideas or personal development. (this can then be used as further CPD evidence).

Date	Duration	Activity Title	Outline of content	Benefits gained
Example 1 05/03/16	1hr	Swim coaching	Observed elite swim coach leading a one to one coaching session.	Excellent use of visualisation to help athlete to understand rotation. Excellent progressive activities.
Example 2 12/04/16	20 mins	Grouping friends	Sports coach UK article on benefits of grouping friends together.	Assess motivation for attending. Social participants are there for their friends, greater benefits are gained by keeping friendship groups together.



**NOTES USE THIS SPACE TO WRITE YOUR OWN NOTES**





**Surf Life Saving GB**

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