

SLSA Age Managers Course Presenters Guide



Table of Contents

About the Age Managers Course	3
Role as an Administrator	6
Role as an Instructor	7
Role as Facilitator	8
Workbook Suggested Answers	9
Certification	11
Third Party Form	12

About the Age Managers Course

The aim of the Age Manager Course is to provide new Age Managers with an entry level and a developmental program for people wishing to assist with the development of junior members, and, if desired, to pursue a career in surf life saving that can branch out from the role of an age manager.

Course Learning Outcome

- Understand the roles and responsibilities of the age manager
- Develop strategies to work with children, parents, coaches, officials and club administrators
- Manage risk in the beach safety environment
- Cater for physical, emotional and social development of juniors in their care
- Safely conduct training sessions, ensuring fun and participation through games and activities
- Utilise a range of communication, teaching and behaviour management strategies

Course Requirements

The Age Managers Course comprises of both on-the-beach and off-the-beach training. The learning program must be completed within a twelve (12) month period starting from the date of completion of the off-the-beach component of the course. The Age Managers Course includes the following;

- Off-the-beach training (workshop or online module)
- On-the-beach training (beach skills session)
- On-the-beach training (third party form)

Off-the-beach Training

The off-the-beach training provides the theory component of the course. This can be conducted as a face to face workshop or online.



About the Age Managers Course (continued)

Workshop

If you choose to conduct the training as a workshop you should use the Age Managers Course PowerPoint presentation. This provides the slides and some presenter's notes. It is recommended you familiarise yourself with the content and have the notes pages handy when presenting to ensure you are covering all the required content.

Some of the slides provide an opportunity to insert your own club or state specific details. Ensure you update these slides before presenting.

Workshop participants are required to complete a workbook. Time is allocated during the course for this to be completed. Suggested answers to workbook questions are provided in this Presenters Guide. These answers should be used as a guide only due to the open-ended nature of the questions.

The workshop is scheduled for delivery over 3 hours, inclusive of a 15min coffee break. You should consider setting up a resource expo for participants to look at during the break. This would include all resources relevant to Age Managers (JDR, Junior Skills and Coaching DVD, Skills Posters etc)

Some things to remember when preparing for the workshop:

- Ensure appropriate room for delivery
- Confirmation to participants (e.g. email)
- Data projector/laptop/screen
- PowerPoint (with club and state based changes included)
- Print Participant Workbooks
- Skills DVD, Flip chart
- JDR and Age Managers Guides
- Attendance sheet
- Organise tea and coffee etc
- Organise set-up of resource expo

Online Module

An online learning module is also available for participants to complete the off-the-beach training in their own time. It is very easy for participants to access using Lifesaving Online. Simply provide them with a copy of the instructions provided for completing the course online (see resource section below for more information).

As there are activities throughout the Age Managers Course online to test participants understanding of the content, participants do not need to complete a workbook.

Participant will however be required to sign a Code of Conduct and also have their Certification and Third Party forms completed and submitted. These forms are available in the Age Managers Course Online Participants Information which can be found in the resource section of the Age Managers Course Online. They are also available in this guide for you to print and supply to online participants during the on-the-beach training.

Ensure you provide participants with the details about the on-the-beach training including when and where the session will be held.

On-the-beach Training

The on-the-beach training provides the practical component of the course. As the name suggests, these sessions should be conducted on the beach.

Make sure you provide details about the skills session and mentoring sessions to both workshop and online course participants.

Beach Skills Session

The beach skills session provides an overview of core surf and beach skills. This session should be completed with the assistance of club coaches who can provide an overview of the particular nature of the beach/water conditions and the basic skills juniors need to develop. These include:

Sprint	Flags	Swim	Board
<ul style="list-style-type: none">• Difference to grass• Basic technique (feet, legs, arms, posture)• Starting• Finishing	<ul style="list-style-type: none">• Starting position• Up and run• Dive	<ul style="list-style-type: none">• Difference to pool• Wading• Stroke technique• Bearing• Final wade and run	<ul style="list-style-type: none">• Carrying and care• Start• Balance on board• Wave negotiation• Catching waves• Finish

About the Age Managers Course (continued)

Third Party Form

Participants' are required to work with an experienced Age Manager mentor in their club to complete the Third Party Report and have it signed off by an approved assessor/mentor. It is expected that all tasks required are completed over 6 hours on the beach under the guidance of an experienced Age Manager.

Once completed the form should be submitted to the course presenter or state office. Make sure you inform participants of the correct procedure for your club.

Resources

There are a number of resources available to assist you to deliver the course. All course specific resources can be found on the SLSA Secure Resource Library. Your club administrator will have access to this area of the SLSA website (www.sls.com.au). Age Managers Course Resources can be found in the following location: Club resources/Development Resources/Junior Development Resource Kit/Age Managers Resources.

Resources include:

- Age Managers Course PowerPoint
- Age Managers Course Workbook
- Age Managers Course Online Participant Information
- How to Age Managers Online
- Age Managers Guide
- Age managers Course Forms

All policies referred to in the course can be found on the SLSA website (www.sls.com.au). These can be accessed by all members. All SLSA policies can be found Club and Member Resources/SLSA Policy and Award Criteria/SLSA Policies. You will need to refer to your state office websites for state specific policies.

Other resources that will help you in the delivery of this course include:

- Junior Development Resources Kit (JDR)
- Junior Coaching Manual
- Junior Coaching and Skills DVD
- Junior Skills Posters

Contact your state office about these or any other resources required to help you deliver the Age Managers Course.



Role as an Administrator

It is helpful to understand the tasks and responsibilities of the Age Manager Course Presenter within three broad roles. As administrator, you lead participants through the AMC training package. As instructor, you make sure participants understand the concepts and skills. As facilitator, you provide opportunities for participants to make discoveries and consider the application, of the concepts and skills in their club context.

Administrator

As administrator you are responsible for leading participants through the AMC.

To do this effectively, you need to:

- Give content overviews
- Provide clear and complete instructions
- Make bridges between modules
- Keep participants focussed
- Stay within time frames
- Distribute and collect materials
- Manage questions/differences about schedule, content and procedures

As a result of the above, participants will:

- Always know why they are undertaking activities
- Understand how the activities relate to and build on one another
- Feel good about the pace of the training session
- Have no difficulty understanding and following instructions

As a result, the session stays on track, is not rushed, and finishes on time.



Role as an Instructor

Instructor

As instructor, you make sure participants understand the concepts and know how to use the skills correctly.

To do this effectively, you need to:

- Present, explain and answer questions about concepts or skills
- Provide relevant examples to clarify learning points
- Ask questions to ensure participants understand the content
- Model skill use
- Provide balanced feedback and recognition to coach skill use
- Summarise key learning points

As a result of the above, participants will:

- Acquire course concepts and skills
- Give examples of the concepts and skills in their everyday experiences
- Ask questions when something is not clear
- Practice skills correctly
- Accept feedback from you and other participants
- Share the responsibility for their own learning
- Leave the training with a sense of accomplishment



Role as Facilitator

Facilitator

As facilitator, you guide participants in making discoveries, sharing experiences and feelings, and consider the on-the-beach application of the AMC concepts and skills.

To do this effectively, you need to:

- Ask application-related questions
- Foster the exchange of participant ideas, opinions and feelings about the concepts and skills
- Allow participants concerns to surface
- Guide productive discussions and allow participants to arrive at their own conclusions

As a result of the above, participants will:

- Express their true opinions or concerns about the training content and its application to the AM role
- Are challenged to think about things they have not already thought about
- Look forward to using the course concepts and skills on the beach
- Take what is useful to them from the session and apply it back in their club

Although there is one role that is more appropriate than another for particular effects at particular times during the training, there is no 'right' role at any given time. The effectiveness of your role depends upon what is to be achieved during an activity, or the appropriateness of a role in a particular situation.

Your ability to master all three roles of the AMC Presenter significantly increases your effectiveness in achieving the desired dynamics and interaction within the AMC group.



Workbook Suggested Answers

The following provide suggested answers for the Age Managers Course Workbook questions. Use these answers as a guideline only as many of the questions asked are open ended and may receive a variety of responses that may also be correct but not listed.

Role of Age Manager (Module 1)

1. Why do you want to become an Age Manager?

Answers may include the following word or terms

- Development of junior members
- Deliver a program
- Learn about the beach and staying safe
- Help junior members have fun

2. What are the four key skills you might need to be successful as an Age Manager?

- Take responsibility for the learning of the group
- Be a positive role model
- Ensure safety and wellbeing
- Development knowledge
- Work as part of a team
- Plan and prepare
- Instil enjoyment and fun

3. What does 'duty of care' mean?

- Provide a safe environment
- Plan activities
- Evaluate for injury
- Match children according to age, height, weight, maturity, skill level and experience
- Provide safe and proper equipment
- Closely supervise activity and minimise risk
- Develop clear rules
- Ensure accurate reports are kept

4. What qualities do you bring to the role of an Age Manager?

- Understand the surf / knowledge
- Passionate about surf lifesaving
- Caring and understanding
- Inclusive
- Fun and energetic

Creating a Safe Environment (Module 2)

1. Why is safety and wellbeing of junior members a key priority for an Age Manager?

- All members have the right to be safe within Surf Life Saving
- Junior members need additional assistance in staying safe
- Members are under our care as age managers – therefore our responsibility
- Need to ensure members are protected and safe at all times

2. What are the four key elements of the Age Manager's Code of Conduct?

- Respect the rights, dignity and worth of others
- Be fair, considerate and honest in dealing with others
- Make a commitment to providing quality service
- Maintain adhesion to SLSA's standards, rules, regulations, policies
- Demonstrate a high degree of individual responsibility
- Contribute to provision of a safe environment for all activities

Workbook Suggested Answers (continued)

Growth Development and Learning

1. What impact does the varying maturation (growth and development) level of juniors have on the activities provided by the Age Manager?

- All young people experience significant changes in growth and development at different times
- Recognition of individual needs is important and always needs to be considered
- SLS activities should be organised so that young people have a positive experience regardless of development status
- Activities should be focussed on fun and learning

2. What are the five stages of skill development that children move through in their sporting development?

- Play
- Broad Experiences
- Progression
- Specialisation
- Recreational Participation

3. Why is understanding differences in learning styles important?

Many styles within a group- need to ensure all are catered for

- Listening Learners: (auditory) learn best through talking things through and discussions
- Seeing Learners: (visual) learn best with pictures, diagrams etc
- Touch/Experience Learners: (kinaesthetic) learn best with a hands-on approach

4. What phases do people go through to learn?

- Perception
- Translation
- Performance
- Feedback

Age Manager in Action (Module 4)

1. What are the four key steps when you are demonstrating skills? Why is it important to be aware of these steps?

- Preparation
- Demonstration
- Practice
- Feedback/Correction

Aware of these steps so that learning takes place, and does not get stopped due to lack of information or awareness at one of these steps.

2. What are the key features of effective communication?

- Clarity
- Conciseness
- Consistency

3. Harry & Rebecca tend to be disruptive in the group when they are not getting their own way. How could you respond to this behaviour to keep the group focused?

- Give child meaningful task within group
- Separate from group (with supervision)
- Remove child from the group (last resort only)

4. How do you see the third party club-based mentoring benefiting you in developing your skills as an Age Manager?

- Learning from an expert / experienced member
- Get personal feedback on ways to improve
- More credibility from others within the club
- Practical skills rather than just theory

Certification

Age Managers Course Certificate

This certificate serves as proof of completion of the Age Managers theory session and the on-the-beach practical session. You need to have both sessions signed off by your presenter/s.

NB: You need to forward this with your Third Party Form to your relevant branch/state office. You may like to keep a copy of this for your records.

Candidate's personal details

Name: _____

Club: _____

Phone: _____

Mobile: _____

Email: _____

Course presenter endorsement

I endorse that the above candidate has completed the off-the-beach training for the SLSA Age Managers Course.

Name: _____

Signature: _____

Date: _____

Telephone: _____

Email: _____

Theory course date: _____

Location: _____

Workshop completed

On-the-beach practical endorsement

I endorse that the above candidate has attended the on-the-beach practical segment for the Age Manager course.

Name: _____

Signature: _____

Date: _____

Telephone: _____

Email: _____

On-the-beach practical date: _____

Location: _____

Third Party Form

Name: _____ Club: _____

Address: _____ Postcode: _____

Phone: _____ Email: _____

DOB: _____

Financial Member Member Screening Theory Component Practical Beach Skills

I certify that the above details are accurate.

Candidate's Signature: _____ Date: _____

The following tasks must be completed under the guidance of an experienced Age Manager mentor. It is expected that they will be completed in the context of a 6 hour mentoring context on the beach with a group.

* Age Manager	^ Mentor	Task
		Demonstrate awareness of beach set up factors <ul style="list-style-type: none"> • How to set up the beach • "Who's who?" (water safety / AM identification, role of parents, patrol captain, official etc) • Conditions on the day
		Contribute to a safe environment for juniors <ul style="list-style-type: none"> • Hazard assessment walk • Sun safety requirements • Shade & hydration • Equipment check • Emergency procedures (eg First Aid, missing child)
		To parents and children <ul style="list-style-type: none"> • What to do on beach? • Speak to the group at commencement/conclusion of the day
		Initiate and maintain attendance sheet <ul style="list-style-type: none"> • Receiving / maintaining / returning children • Head count regularly (especially after each water activity) • Going to the toilet procedures
		Deliver a learning activity <ul style="list-style-type: none"> • What outcomes are important • Planning on the day
		Monitor group engagement in activities <ul style="list-style-type: none"> • Equity - everyone has different abilities • Conducted fun, interactive activity • Where to go for resources, ideas, activities • Provide for differing interests and active engagement

* First column to be ticked by age manager when he/she feels confident that they have completed this requirement.

^ Second column to be signed off and dated by the AM Mentor (third party) to signify that they are satisfied that the task has been completed at a satisfactory level.

Mentor (third party) Verification

Name: _____ Signature: _____ Date: _____

Mentor's AM Award Number: _____

