OUTDOOR OUTREACH



SURF MANUAL

Revised: 9/11/17 - Programs RM Committee

Table of Contents

Our Mission **2**
- Our Vision 2
- Our Core Values 2
- Outdoor Outreach Program Model 2

Introduction **3**
- Objective 3
- Why Surfing? 3

Surf Trip Staffing **4**
- Instructor Qualifications 4

Trip Logistics **4**

Instructor Roles and Responsibilities **6**
- Senior Surfing Instructor (S1) 6
- Assistant Instructor with CDL - (participant pick-up) 7
- Assistant Instructor & New Instructors in Training (AI/AI2/NIT) 8
- Volunteers 8

Surfing Lesson Plan **9**
- Introduction, Name Game, Rules & Boundaries 9
- Stretching & Energizer 10
- Ocean Safety 11
- Ground School 12
- Wetsuit and Surfboard Fitting 13
- In-Water Instruction 14

Risk Management & Emergency Protocols **16**
- Risk Management Practices 17
- Group Management Recommendations 18
- Emergency Protocols 19

Our Mission

To connect youth to the transformative power of the outdoors.

Our Vision

Youth everywhere will be inspired by the outdoors to play, learn, serve, and share.

Our Core Values

POSITIVITY - We believe in building on the inherent strengths that youth already possess.

CHOICE - We ensure that participation in our programs is always by choice and presented in a fun, safe and non-confrontational environment.

RESPECT - We believe in always showing respect for ourselves, for other people and for the environment in our words and our actions.

AUTHENTICITY - We believe in caring for youth without agenda.

POSSIBILITY - We believe in the powerful and positive effect that being in a new, outdoor environment can have on an individual.

EXCELLENCE - We set the highest standards for quality and safety in everything we do.

PASSION - We believe in sharing what we are passionate about, encouraging positive attitudes and having fun!

Outdoor Outreach Program Model

The Outdoor Outreach Program Model ensures that our core values are alive in all aspects of our programming. The program model is the DNA of our organization. In our core field program operations this is manifested in 4 critical areas.

1. **The technical skills to effectively and safely instruct program participants in specific outdoor activities.**
2. **The creation of a fun, passionate, joy filled environment that allows youth to play learn, serve, and share.**
3. **The ability to meet the specific needs of each individual youth and ensure every participant has an amazing experience.**
4. **The presence to manage a dynamic group environment.**

Introduction

Welcome to Outdoor Outreach and the OO Surfing Program!

Outdoor Outreach programs provide a basis for future learning. Many participants will most likely be having their first experience with surfing. Instructors must be aware of how we manage introducing them to this new experience. This lesson will shape participants' ideas, judgment and perception of the sport of surfing. OO instructors must have the skills and knowledge necessary to provide a safe and fun surfing experience for our participants.

First and foremost, you are responsible for ensuring that participants have a safe, fun and amazing experience that supports the "play, learn, serve share" model!

Objective

The purpose of this manual is to outline the way Outdoor Outreach manages its surf program. It is intended to inform Field Instructors on their role and responsibilities when preparing and implementing a surf trip and to be used when training instructors to meet OO standards. All instructors should be familiar and knowledgeable on the topics discussed in this manual. If there is ever any doubt, seek clarification before proceeding.

"Sound decisions depend on understanding why a technique is effective and how it deals with risk, rather than putting simple faith in the rules handed down from an arbitrary leader."
(Powers & Cheek. 2000. NOLS Climbing Instructor Notebook. National Outdoor Leadership School)

Why Surfing?

The ocean is an integral part of Outdoor Outreach programs. It is an environment where many will first encounter marine ecosystems and interact with one of California's most treasured resources. Introducing participants to the coast and facilitating them catching their first wave can provide a profound sense of joy and possibility. Beyond being fun, Outdoor Outreach Instructors and Leadership Education and Adventure Development Students (LEADS) can create a positive learning environment for participants that promotes growth through overcoming challenges and safely pushing comfort zones. Finally, a deepened sense of understanding and appreciation of the ocean and what it has to offer can contribute to participants feeling engaged as responsible environmental stewards and advocates of coastal access and conservation.

"My passion for surfing started about a year ago, an activity that I never thought I would be doing. Living in Southeast San Diego, no one really imagines someone from that area doing [that] activity...What I discovered from surfing is that it's an activity that anyone can do and that lack of coastal access shouldn't suppress the activities of anyone living in California.
- Lawrence Vallejos, 2017 LEAD Student

"Surfing brought me the perspective that we are going into an environment that doesn't belong to us. There are other creatures out there in the ocean that bring us the perspective of a place outside of ourselves."
- Ariel Stevens, 2016 LEAD graduate and OO Instructor

Surf Trip Staffing

Surf trips require at minimum 1 Senior Instructor and at least 3-4 Assistant Instructors. This will ensure there is participant to staff ratio of 3:1 for the activity.

Instructor Qualifications

In order to run successful surf trips all Surf instructors must have:

- **Current First Aid and CPR certifications (at minimum).**
- **Senior instructors must have current Wilderness First Aid Certifications (at minimum).**
- **Have extensive surfing experience and/or have completed an OO Surf training within 1 year of working on a surf trip**
- **Have the proven ability to lead and manage a dynamic group environment.**
- **Have the necessary skills and capabilities to proficiently execute all components of a surf trip.**

Trip Logistics

At the office:

- **Gather Trip Binder, Sunscreen, check out 1st Aid kit and Camera.**
- **Check medical forms for concerns such as allergies, asthma, and other pre-existing issues.**

Pre trip group talk:

- **Check in with Instructors how they are doing and any personal needs/issues to be aware of as a staff team**
- **Review the day's agenda.**
- **Discuss any medical issues.**
- **Cover any specific details about the partner going on the day's trip (When was their last trip? Where? Were there any problems and how to avoid them this time, specific gear/food for this partner, if you remember the kids, is there anyone that requires special attention?…).**
- **Address any environmental concerns (Weather, tides, levels of water pollution etc…)**
- **Delegate roles for the day concerning trip log checklist and Lesson Plan (gear, food, intro lesson, lunch, photographer, breakdown).**
- **Assign Medic, Incident Commander, and Group Manager for the day.**

Before leaving the office:

- **Van pre-trip inspection.**
- **Load Van with gear and food.**

Checklists

The use of trip checklists is vital to ensure that all necessary equipment and food is packed prior to leaving the office and instructors know their roles for the day. Check each gear item off as it is loaded into the van. One instructor should be responsible to double check each item on the list. Only take food listed on the checklist, keeping in mind the other programs running that week.

- **Surf Senior Instructor (S1)**
- **Surf Equipment**
- **Surf Participant Van**
- **Food**

Loading/ unloading

All Surfboards live in the back storage area on a rack that can easily be moved to load and unload.

Instructors must always keep safety as a priority when loading and unloading boards on top of the van.Instructors are required to wear appropriate closed-toed shoes in order to load and unload boards on top of the van, and all surf equipment and food while on land. Whenever possible boards should be loaded inside the van to eliminate the need for an instructor to stand on top of the van. When loading boards on top of a van, the instructor on top should not step outside of the rack railing. A second instructor should use a ladder to assist strapping down the boards to ensure safety. Instructors are required to wear appropriate closed-toed shoes in order to load and unload boards on top of the van, and all surf equipment and food.

The preferred method for unloading surfboards is from the side of the van with the help of at least one other instructor. Boards should not be left leaning on the side of the van as this increase the chance of sustaining damage to the boards and the vans.

Wetsuits

Wetsuits must be properly cleaned and taken care of after each trip. There are two dunk tanks that are used in order to clean/sanitize each wetsuit.

- **Dunk Tank #1 is utilized to rinse off wetsuits from saltwater and sand with fresh water.**
- **Dunk Tank #2 is utilized to sanitize the wet suit with a combination of fresh water and cleaning solution.**

Once the wetsuits have gone through the dunk process, they need to be hung on a metal wetsuit hanger (two suits per hanger) and placed on the drying rack. Ensure that both drip catch containers are placed underneath the wetsuits to prevent water damage to the storage walls.

Rash Guards and Other Equipment

All rash guards need to go through the same dunk process. Utilize the white hangers to hang the suits on the same rack as the wetsuits. Towels, swimsuits and any other wet items need to be hung to dry and have the fan blowing on them. All other equipment needs to be placed back on its labeled shelf.

Damaged Equipment

Any equipment that needs to be repaired or replaced must be properly tagged and explained in a detailed note under the Logistics Concern tab in the Trip Log at the end of the trip.

Instructor Roles and Responsibilities

Senior Surfing Instructor (S1)

- **Call the Program Operations Manager or Coordinator prior to the trip to make sure you have all necessary information pertinent to the trip.**
- **Call the volunteers the day of the trip to go over trip details and their roles and responsibilities for the day.**
- **Review the trip log and waivers for the day as well as any medical issues.**
- **Lead a pre-trip group talk about the day, addressing any concerns, going over the day's agenda and covering any specific details about the partner going on the day's trip if possible. Details include: when was their last trip, where was the trip, were there any problems and how to avoid them this time, specific gear/food for this partner, if you remember the kids, is there anyone that require special attention, etc...**
- **Check in with Instructors overall well being then delegate roles for the day concerning packing the gear, the food, who will be the Medic, Incident Command, and Group manager for the day as well as lesson delivery, site break down, and degear plan.**
- **Visually and verbally confirm with responsible party that the gear and food checklist has been completed.**
- **Drive instructor team to the beach.**
- **Check in with Lifeguards upon arrival and find out about any pertinent information and where they'd like for us to set up. If no lifeguard is present, assess currents and other users at the beach, then select best area on beach to set up surf site for the day.**
- **Supervise the beach set up and ensure that all appropriate equipment makes it to the beach (1st aid kit, waivers, personal belongings, equipment and food).**
- **Welcome the volunteers and discuss their roles and responsibilities for the day**
- **When participants arrive, assume leadership of the group and facilitate a group introduction, site safety, and setting rules and boundaries for the day.**
- **Take complete ownership of the lesson plan and its execution and delegate lessons to other instructors to lead at your discretion.**
- **Lead Ocean Safety talk and Co-Lead Ground School.**
- **Pair up participants with instructors.**
- **Monitor participant safety throughout the day including, medical conditions (ie. asthma), food, and water intake.**
- **Assess objective hazards during the day and making changes if necessary.**
- **Supervise/evaluate/give feedback to staff and volunteers throughout the day.**

At the end of day:

- **Supervise break down of at the trip site in a timely manner.**
- **Make sure the Breakdown Plan is being followed.**
- **Collect OO equipment students may have borrowed.**
- **Say goodbye to the participants.**
- **Thank the volunteers.**
- **Check all areas of beach and parking lot utilized for forgotten items.**
- **Drive back to office.**
- **Gas up the van.**
- **Clean the van.**
- **Lead and help degear, ensuring all equipment has been properly cleaned and returned to where it lives.**
- **Conduct instructor wrap up and fill out the trip log.**
- **If there were any injuries during the trip turn in incident & witness reports, as well as corresponding pictures**

documenting the injury.
- **Go home and rest.**
- **Call the Program Operations Manager after the trip and discuss pertinent trip information and highlights included(takes about 3 minutes).**

Assistant Instructor with CDL - (participant pick-up)

- **Review the trip log and waivers for the day as well as any medical issues.**
- **Participate in a pre-trip group talk about the day and addressing any concerns, going over the day's agenda and assigning roles for the day.**
- **Go over the Kids P/U checklist and leave with the appropriate gear/food.**
- **Arrive at P/U location on time.**
- **Meet and greet participants with a positive attitude which will set the tone for the day.**
- **Welcome participants , collect and thoroughly review waivers. Looking specifically for Parent Signatures, Medical information, Allergy information and Emergency Contact info.**
    - **If a student does not have a complete waiver, they cannot attend the trip. Instruct them to complete their waiver and come on any future trips.**
- **Contact S1 with final numbers of students and partner staff.**
- **Communicate participant medical info and other important and helpful information regarding participants to S1 after arriving to the trip location.**
- **Follow the day's Lesson Plan.**
- **Help monitor kids safety throughout the day as well as food and water intake.**

At the end of day:
- **Follow the Breakdown Plan as it was decided in the pre-trip meeting.**
- **Thank the volunteers.**
- **Drive the participants back to the P/U Location.**
- **Have students check the van for forgotten items before getting out of the van.**
- **Collect OO equipment students may have borrowed (ie, water bottles, towels, visors, etc)**
- **Say goodbye to participants**
- **Refuel the van if the gas tank is ¾ full or less.**
- **Clean van out thoroughly, wash water bottles, and return borrowed items to their designated locations.**
- **Participate in instructor wrap up, giving thoughtful and specific feedback.**
- **Go home and rest.**

Assistant Instructor & New Instructors in Training (AI/AI2/NIT)

Assistant Instructors and NITs will be supervised by the Senior Instructors and will also:

- **Participate in morning pre-trip talk.**
- **Fulfill assigned duty regarding gear and food.**
- **Help with setup of gear at the site.**
- **Welcome volunteers.**
- **Welcome participants.**
- **Follow the day's Lesson Plan.**
- **Fulfill any duties assigned for intro, lessons, lunch, etc.**
- **Instruct proper surfing techniques to assigned participants.**

At the end of day:

- **Follow the Breakdown Plan, as previously decided by the instructor team.**
- **Participate in group wrap-up: highlights, shout-outs, etc.**
- **Thank the volunteers.**
- **Say goodbye to the participants.**
- **Put gear away in the appropriate location.**
- **Participate in instructor wrap up, giving thoughtful and specific feedback.**
- **Go home and rest.**

Volunteers

Volunteers will be supervised by the Senior Instructors and aided by the Assistant Instructors and will also:

- **Meet Instructors at location/beach**
- **Discuss their role and the plan for the day with Senior Instructor.**
- **Help with the beach set up if it has not already been completed.**
- **Welcome participants.**
- **Follow the day's Lesson Plan.**
- **Instruct proper surfing techniques to assigned participants, with the supervision of OO instructors.**
- **Engage with participants in a friendly and appropriate manner.**

At the end of day:

- **Follow the Breakdown Plan, as previously decided by the instructor team.**
- **Participate in the group wrap-up: highlights, shout-outs, etc.**
- **Say goodbye to the participants.**
- **Say goodbye to staff.**
- **Go home and rest.**

Surfing Lesson Plan

Introduction, Name Game, Rules & Boundaries

Why is this important?

- **Establishes a tone for the day**
- **Sets goals and expectations for a fun and safe experience**
- **Clearly lays out rules & boundaries for good risk management**

Key Points

- **Greet Participants - Greeting the participants is an important part of the day! It sets a tone for the trip, opens the door for relationship building and provides an opportunity to make an initial assessment of participants' comfort level and needs**
- **Name Game - Pick an icebreaker that is both fun and short and will help leaders connect with the participants and get to know their names**
    - **Example 1: "Say your name and your favorite food, animal, etc."**
    - **Example 2: "Memory" 1st person says name, 2nd person repeats 1st person's name and then says his or her name, 3rd person repeats 2nd and 1st person's name and so on …**
- **Trip Overview - Share a general goal for the day and basic overview so participants know what to expect throughout the day**
- **Rules & Boundaries**
    - **"4 R's" - respect self, others, equipment & environment (LNT)**
    - **"Rule of 3" - groups of 3 with one instructor when leaving boundaries for (emphasize communication)**
    - **"Challenge by Choice" - instructors will respect a participant's choice regarding his or her level of participation in the activity**
    - **Site boundaries - general area near the canopy - personal belongings should be kept together in a designated location. Participant's may not enter the water without an instructor. (More specific water boundaries will be covered in the Ocean Safety Lesson.)**
    - **Bathroom - location and procedure (varies based on site)**
    - **Sun protection - teach the importance of applying sunscreen for ALL participants regardless of skin color and regardless of cloud cover, hats, rashguards, shade**
    - **Hydration - drink a cup before you get in, before and during lunch, before cleanup. This will prevent dehydration which makes people tired and agitated!**

Teaching Tips

- **This lesson is best delivered in a circle. Strive to keep it concise, fun, and interactive. Avoid distractions and establish "buy-in" to keep participants from tuning out.**

Stretching & Energizer

Why is this important?

- **Get's group moving and interacting**
- **Helps minimize muscle injuries in the water**
- **Models good exercise habits**

Key Points

- **Energizer Game - Depending on the group and trip timing it might make sense to play a game before getting into lessons. Play is often the most effective way to get the participants moving and interacting. There are many games that could work. Get creative! Here are just a few suggestions:**
    - **Seaweed tag**
    - **Blob tag**
    - **Seagull Run**
    - **Evolution**
    - **Ninja**

- **Basic Stretch Circle - Circle up on the sand and spend 5 - 10 minutes stretching major muscle groups, explaining why stretching is important, and what muscles are being stretched. Here is a basic outline you could follow:**
    - **Neck roll**
    - **Shoulder circles**
    - **Arm circles**
    - **Triceps side stretch**
    - **Touch your toes**
    - **Butterflies**
    - **One leg over the other back stretch**
    - **Any other additions or favorite stretches**

- **Variation Stretch Circle - Have students take turns choosing a stretch for the group.**

Teaching Tips

- **Keep this part of the day concise, fun, and interactive.**
- **Choose a game that is appropriate to your group's age and energy level**
- **Creatively engage students who aren't participating**

Ocean Safety

Why is this important?

- **Teaches participants about hazards they might encounter in the ocean and how to safely manage themselves for the activity**
- **Reduces fear of unlikely hazards and increases confidence in the ocean**

Key Points

- **Boundaries - Establish South and North markers (flags, tents, lifeguard towers). While in the water do not go deeper than your instructor. Stay in site boundaries on the beach.**
- **Rip Currents - Called Rips for short, Rip Currents are channels of water that pull out to sea. Show participants in the sand how waves roll in and then rips pull back out in a circular motion. If you get stuck in one, swim parallel to the shore until you are out. If you try to swim back to shore you won't get anywhere and you will get very tired.**
- **Longshore Current - Longshore currents are a flow of water along the beach pushing North or South. Demonstrate in the sand. Use boundary markers to stay oriented. If you get too far down the beach, it is best to exit the water and walk back.**
- **Sharks - If sharks are mentioned let participants know that sharks rarely come close to the shore and attacks are very rare.**
- **Sting Rays - Sting rays are flatfish that bury themselves in the sand. Draw one in the sand to help students visualize. The stinger is a defense mechanism they use if you step on them. Use the stingray shuffle to warn stingrays that you are coming. Demonstrate the shuffle with participants. If you get stung, tell an instructor.**
- **Jelly Fish - Jellyfish are blobs of jelly that have tentacles that sting if they touch your skin. They look like a plastic bag and just float around in the water. They are usually purple or clear. We wear wetsuits and those protect us from getting stung. If you see one, do not touch it. If you get stung, tell an instructor. We do not have dangerous ones locally, but they are still to be left alone.**
- **Humans - There are your friends, instructors, other surfer, and other swimmers in the water with you. Be aware of the space around you so you don't get hit and others don't get hit by you. Walk out next to surfers, never right in front of one. Do not let go of your board if you can help it. Watch out for surf boards and warn others of yours.**
- **Surf Boards - The boards with a leash have a swinging radius of at least 16 feet (demonstrate) use both hands to manage your board. Do not use leash to drag the board to protect others, our gear and your fingers. Watch fins when surfing in so you don't break them off. Carry board straight, nose facing the ocean. Show them how if they carry board parallel to shore a wave could knock them over. Step off board, do not dive off board. Protect head when coming out of the water.**
- **Self-Care - Drink at least 3 cups of water today. The sun and water can cause you to burn so wear sunscreen and reapply at lunch.**

Teaching Tips

- **Have participants sit at the ends of their surfboards in a tight half-circle to increase attention**
- **Ask reflective questions to get participants involved and assess understanding**

Ground School

Why is this important?

- **Introduces participants to the fundamental skills of surfing. Practicing good technique on the land is an important first step to catching waves and standing up in the water**

Key Points

- **<u>Anatomy of the Board</u> - Point out nose, tail, rails, deck, stringer (piece of wood that runs lengthwise down the middle of the board to give it strength), bottom, fins, and leash**
- **<u>Goofy or Regular</u> - Some people prefer to ride with their left foot forward "Regular Stance" while others prefer to ride with their right foot forward "Goofy Stance." If you don't know which stance is more natural for you, stand with your feet together and slowly fall forward. The foot you step out with to catch yourself with is most often the foot you want to put in front while surfing.**
- **<u>Surf Position</u> - It is helpful to demonstrate proper surf stance at the beginning of the lesson so participants have a goal in mind when learning the pop-up. Place back foot on the deck just over the fins perpendicular to the stringer. Place front foot a little more than shoulder length apart in line with the back foot at a 45 degree angle to the stringer. Bend your knees, keeping head up and back straight for balance. Look over your front shoulder where you want to go. Avoid bending at the hips (we call this "booty surfing").**
- **<u>Paddle Position</u> - This is the position surfers use when paddling and catching waves. Lie down (only in soft sand so fins don't break) on center of the board so your weight is evenly distributed, push your body back so your toes touch the tail. We call this the "toe check," and it helps prevent the surfboard from nose-diving when you go to catch a wave. Keep your chin up and look forward.**
- **<u>Paddling</u> - This is how we move the board on the water. Arch your back and keep your head up. Cup your fingers like spoons and use big, strong strokes to propel the board forward. When paddling out into waves, it is helpful to gain some speed. When you meet a wave coming at you grab the rails of the board and push your chest up. This will help you get through more easily and keep from getting knocked off your board.**
- **<u>Catching Waves</u> - Imagine catching a wave is like merging onto the freeway, you need some speed in order to make the merge. Make sure the nose of the board is pointed directly at the beach. Start paddling before the wave reaches you. As soon as you feel the board moving with the wave, give two more paddle strokes and pop up!**
- **<u>Pop-Up</u> - The pop-up is a single motion skill that requires repetition and practice to master. Place your palms flat on the deck of the board back by your rib cage so your arms look like chicken wings, keep looking forward, push up and arch your back so you are in cobra position, use the momentum of this push to pop up in one quick single motion by swinging your front foot forward into a lunge and bringing your back foot into position underneath you, plant your feet flat, ensure your hips and feet are in line with the stringer and stand up into surfing position. There are two stable positions, laying down and standing up. The quicker you go between those positions the better. Practice the pop up together several times. Once participants pop up, tell them to freeze and look their feet.** *Instructors should be assisting participants with their pop-ups and offering suggestions until the entire group has the basic motion down.*

Teaching Tips

- **<u>Pop-Up alternatives</u> - If participant is having trouble "popping" up quickly, have them go slow and speed up gradually. If they do not have the strength to lift themselves up they can practice back foot technique and as last resort, can try one knee on the board, then stand up. This can be taught while in the water.**

Wetsuit and Surfboard Fitting

Why is this important?

- **Wetsuits keep us warm and protected from the water, sun and animals like jellyfish. They also provide buoyancy so we float better. It's hard to enjoy surfing when you are cold!**
- **Choosing the right surfboard makes a big difference on a participant's ability to catch waves, stand up, and safely manage the board in the surf**

Key Points

- **WETSUITS**
  - **Sizing - We have everything from Extra Small to XXXL, if you don't know your size, the instructors will help you pick the right size. Wetsuits should fit snuggly to your body.**
  - **Wetsuit Anatomy - Have wetsuit ready to demonstrate. Most wetsuits are inside out so reach through arms and legs to and pull them right side out. Two types of wetsuits- zippers and top/neck entry. Zipper goes in the back, top entry goes over your head. Knee pads and logo go in front. Wetsuits are designed to hold water against your body and your body heat will warm up the water, keeping you warm.**
  - **Putting on the Wetsuit - Reach inside one leg and gather it up in your hand a put your foot through, pull the leg up so the knee pads are over the knees, do the same with the other leg, pull thighs up so that the legs of the wetsuit are smooth, then pull over the torso and put one are at a time. Zip up the back and Velcro the neck. Or pull neck gasket overhead and Velcro shut. Watch your long hair with Velcro. Wetsuit will feel tight but not restrictive and will loosen in the water.**
  - **Rash Guards - Wetsuits are optional and highly recommended. Rash guards are mandatory for easy identification in the water.**
  - **Removing and Returning Rash Guards and Wetsuits - There will be an empty red tub at the end of the day where you will put your rash guards and wetsuits. Before you put your wet items in the tub, you must rinse them in the ocean. To remove your wetsuit, unzip or remove neck gasket, pull down and roll off one arm at a time and then legs, leave suit inside out, rinse, put in bin.**
  - **NOTE - With larger participants, grab the XXL or XXXL and specifically hand it to them. Giving them a size that is too small can compromise emotional safety.**

- **SURFBOARDS**
  - **9' Stormblade - Big, wide, and buoyant! These boards are ideal for larger participants and first time surfers who are able to manage them. The width makes them very easy to stand up on, but difficult to paddle for smaller participants.**
  - **8' Stormblade - Shorter, lighter, and more manageable than the 9' version, these are an overall better option for smaller participants who have demonstrated they can do the pop up on land**
  - **Wavestorm - Shorter, thinner, more maneuverable. This is a good option for participants who have surfed a few times and demonstrated they can handle a board on their own.**

In-Water Instruction

Why is this important?

- **This is the fun part of the day! Instructors will be there to assist, teach, encourage, and celebrate participants while in the water.**
- **The ocean is a powerful and dynamic environment. Instructors must understand the individual participant's experience and needs in order to facilitate a positive experience while also maintaining self-care and overall group awareness.**

Key Points

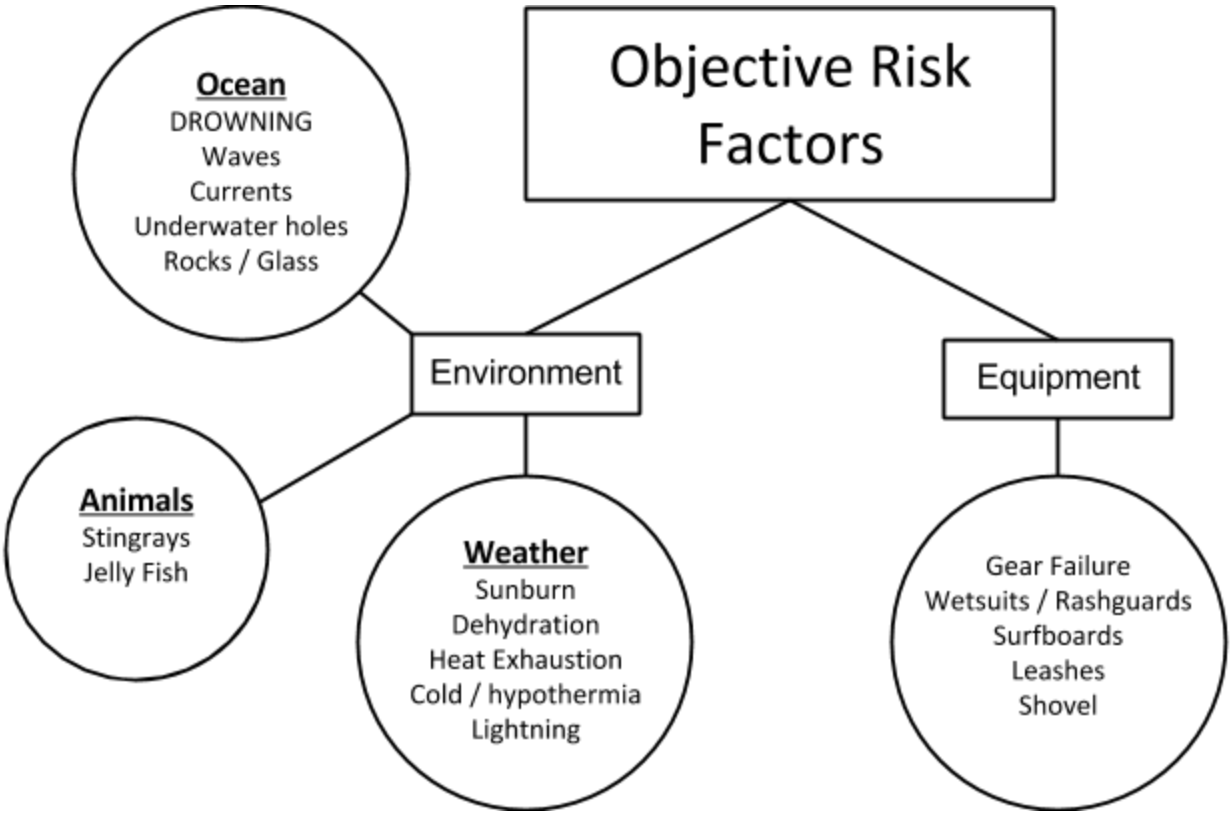
- **Pairing up - participants should be paired up with each other and with instructors / volunteers based on skill and comfort level in the water. First time surfers or participants with fears of the ocean should be given more one-on-one attention from an experienced instructor. Participants with past experience and demonstrated competency controlling their board can be paired up in groups of three or four.**
- **Gear Check - Ensure participant has put on sunscreen, the wetsuit on correctly, is wearing a rashguard, make sure you as an instructor are wearing a rashguard, they have chosen a board length appropriate for their weight (see surfboard fitting lesson), and the board has a leash.**
- **Carrying the Board - Help participant carrying the board if they are small or instruct them to grab their leash, pick the board up with the handle, and walk to the water's edge.**
- **Entering the water - Practice the pop-up some more if need be, and instruct them to put the leash on their back foot. Remind them of the stingray shuffle and how to carry a board. Choose an uncrowded area inside the boundaries to walk out.**
- **Positioning in the water - Find a spot at least 10 ft. from another group of surfers to start the in water lesson. If the participant is nervous, walk out to knee deep to start and gradually go deeper. If participant is more confident, walk or push them out into deeper water. Stay within standing water to start the day.**
- **Setting Up - Inform the participant of what is going to happen next. Identify a good wave, turn the board around and if participant is not on the board instruct them to lie down and center themselves on the board while you hold the board steady. Make sure the board is pointed straight, never in front of you. Once they have toe checked and they are balanced on the board, grab the board with both hands, one on the rail one on the tail, gather the leash by folding it up in the hand (check for knots) that will be holding the rail to ensure you don't get caught in it, wait for the wave to approach, and count to 3 out loud so the participant knows the wave is coming. When the wave is right behind you say "THREE" and push the board by taking a few steps and pushing with your whole body. Let go of board and leash as it pulls out of your hands from momentum. Once they are in the wave yell out to pop up.**
- **Celebration - If the participant pops up celebrate! Yell, wave, dance, smile, give them a thumbs up, a high five, knuckles, anything to congratulate them. Then setup again.**
- **Returning Back to Instructor - Before participant walks back out to you readjust your position to ensure proper spacing and that the longshore current didn't push you out of boundaries. You can walk back in and assist the participant if they need it. Otherwise encourage participants to hold the board with both hands and shuffle/paddle back out to you. Keep going! Ask Senior if you need any assistance or you are switching groups.**

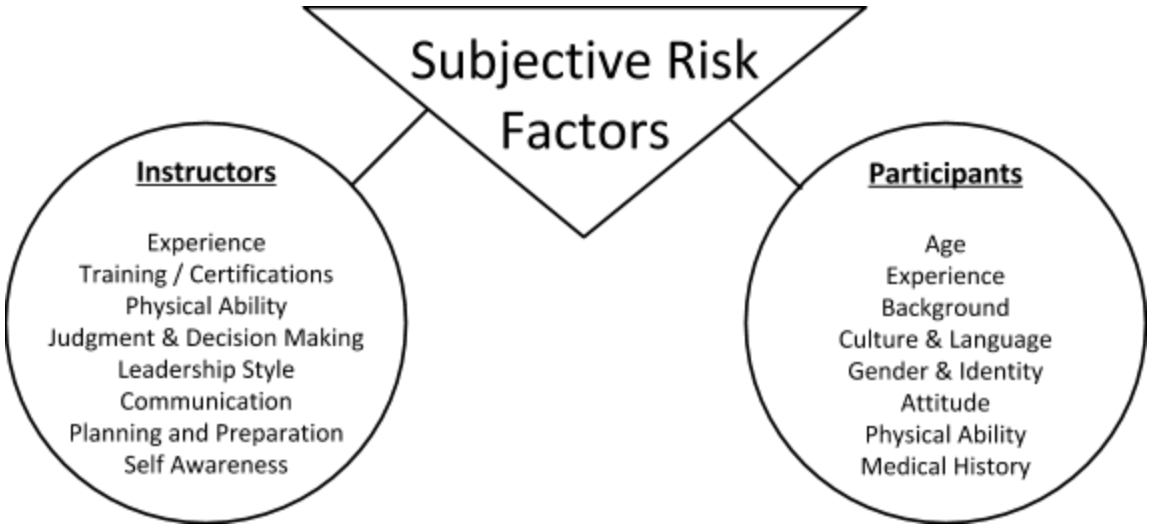
Teaching Tips

- **Leash Awareness - before pushing a participant into the wave check to make sure the leash is not tangled around your arm or leg. One tip is to fold up the leash and hold it in the same hand that is stabilizing the back of the board.**
- **Common Mistakes - If the participant does not stand up or falls, coach them on how to adjust their technique. Falling backward could be no bend in the knee, nose dive (pearling) could be too far forward on the board, slipping off could be they just need more practice. Watch them and assess. Remind them of "Belly, Toe check, chicken wings, pop up, surf position"**
- **Steep Waves - If a wave is steep, push down on the board with all your weight as you push them into the wave. You can even ride on the back of the board if you are comfortable with this. The weight will help flatten the board out in the wave so they don't nose dive.**
- **Waves to avoid - small waves with no power, double waves, offset waves, steep set waves with high likelihood of wipeout**

Risk Management & Emergency Protocols

Like all water sports, surfing has large inherent risks. It's important that all OO instructors possess an awareness of how to mitigate unnecessary risks and minimize risks in the field without taking too much away from the amazing experience participants have while surfing. Managing risk involves using good judgement to make sound decisions in a dynamic environment. This section contains a general overview of common risk factors on surf trips as well as recommendations for risk management. Additionally you will find the OO Emergency plan detailed step by step on what to do if you are faced with some common injuries while surfing and also for emergency situations at the beach.





Risk Management Practices

- **Site Selection: As soon as you arrive at the location, observe the surf conditions -- wave size, wind strength and direction, other groups and beach users, tide changes, longshore current, signs of rip currents and underwater holes or channels.**

- **Communicate with Lifeguards: Whenever possible, check-in with the lifeguard on duty. Give them basic information about the group and ask them about any known beach hazards**

- **Frontload Safety Information: Providing clear direction around safety prior to engaging in the activity is one of the most basic and effective ways to manage a group.**

- **Establish Boundaries: Set clear boundaries to make sure the group stays together both on the beach and in the land.**

- **Observe the "Rule of 3": participants must communicate before leaving the established boundaries and only if they are in a group of 3 with at least one adult / instructor. Unless there is an emergency situation requiring this rule to be broken, it is not acceptable for a participant to be left alone with 1 instructor or for participants to be left alone without adult supervision.**

- **Participant & Instructor Rash Guards: Participants and instructors are required to wear the appropriately colored rash guard for clear identification in the water**

- **Ratios: Instructors must not exceed a 3:1 student to instructor ratio in the water while surfing or a 5:2 student to instructor ratio in the water while swimming or bodyboarding (lifeguard on duty + 1 instructor)**

Group Management Recommendations

- **The Land Manager: If possible, when the group transitions into the water, ask a volunteer or partner staff to stay on land and act as "land manager" while the group surfs. The land manager's role is to keep an eye on any items the group has left on land, take photos, and most importantly manage participants who discontinue surfing or prefer to stay on the beach. Partner staff and volunteers often lack the training and experience of OO surf instructors and can sometimes be more helpful on land than in the water.**

- **The Floater: If possible with the number of participants and staff, one instructor should be assigned to be a "floater." In order to have a "floater" there needs to be enough instructors that there is a participant to instructor ratio of 3:1 in the water not including the floater. The floater is ideally the Senior Instructor on the trip. The role of the floater is to keep an eye on time management, possible risks, and to serve as a support system for instructors and their participants. The floater isn't assigned any participants so that they are free to focus on the "big picture" and help instructors or participants if issues arise.**

- **Keep an eye on the Currents: Watch for any signs of rip tide before sending students into the water. If a rip current area is identified, participant and instructor groups should be instructed to stay away from that area. The Land Manager should continue to monitor the water for rip currents as they keep an eye on the movement of groups in the water. If the land manager or another instructor notices that the groups are drifting outside of the predetermined boundaries in the water, the groups should be instructed to exit the water and re-enter the water again in an area that is well within the boundaries.**

- **Group Spacing and Surf Etiquette: As much as possible instructors in the water should avoid other surf groups to minimize collisions. However, it is important to keep the group together within designated boundaries for the sake of communication. This will become especially important in the event of emergency but also as instructors coordinate sending participants into waves.**

Emergency Protocols

In the event that an injury is minor (minor sting, minor sprain, etc.), the instructor assigned as the medic will administer first aid while the group manager manages the rest of the group. The affected participant should be kept calm and comfortable. An instructor should remain with the injured participant until they are able to return to the rest of the group.

In the event that an injury is more severe (possible dry drowning, severe stingray sting, etc.) an instructor or volunteer should be sent to seek immediate assistance from a lifeguard. The medic will stay with the participant and assist while the group manager manages the rest of the group. The instructor assigned to incident command (if available) will make phone calls to the appropriate number below.

Communication in a Life/Limb Emergency or Property-threatening emergency
DO THIS FIRST:

1. **Try the park-specific emergency numbers (refer to Local Emergency Resource Guide)**
2. **If no park-specific numbers exist, call 911**
3. **If 911 does not work, check through below list for an appropriate number.**

In ALL Emergency Situations, after care has been secured:

1. **Work your way down the phone tree, calling each number three times in succession.**

   1) Program Operations Manager
   2) Outdoor Outreach Office - 619.238.5790
   3) Director of Operations
   4) Executive Director

2. **If no one answers the three phone calls, wait 15 minutes, and move on to next person.**
3. **Director of Operations is your contact for Media Relations (in the case of a large incident)**

If the incident ends participation in the activity, an incident and witness report should be completed. Take clear photos of any wounds or injuries when it is convenient.