



Water Safety – “Get Lifeguard Fit”

Description

Being able to identify the flags used at the beach is a really important water safety message. This lesson is also links physical education, whilst learning what the important flags mean. The pupils will also learn about where it is safe to swim at the beach too.

General Information

Session Focus/Theme - Water Safety	Recommend Key Stage / Ages - Key Stage 1 & 2 / 4-11 Years
Curriculum Subject Focus - Personal, Social, Health & Economic (PSHE)	Timing - 60 minutes

Preparation

- Resources - Bean bags, Hoops, Stopwatch, Beach Flag Posters, Measuring Tape.
- Teacher notes – The session should aim to help pupils understand the importance of the beach flags and their meaning, so they know where is safe to swim at the beach. The session will help to develop physical fitness and techniques.

Other Cross-curricular links

Physical Education – demonstrate basic movements including running and throwing. Developing balance, agility and coordination. Participation in team games, developing simple tactics for attacking and defending. Developing flexibility, strength, technique, control and balance. Comparing their performances with previous ones and demonstrating improvement.

Key Vocabulary

Water	Tide	Safety	Emergency	Float	Beach	Flags
Dangers	Sports	Lifeguard	Throw	Stretch	Windsock	Sprints





Key Message – KNOW WHAT THE BEACH FLAGS MEAN

Red Flag: No Swimming

Red and Yellow Flags: Swimming Zone

Black and White Chequered Flags: Sports Zone

Windsock: Tells us the direction and strength of the wind

Pupil Learning Objective

- I will have developed my aim and hand eye coordination
- I will know about the beach flags, and what they mean
- I will have participated in team games and developed team tactics

Teacher Expectations

By the end of the lesson pupils will;

Know...

They know a variety of exercise and training techniques.
What the beach flags mean.

Understand...

That it is important to be healthy and exercise regularly.
That the beach flags influence the activity on the beach.

Be able to...

Demonstrate a level of improvement in their own fitness.
Use the beach flags to find the safest place to swim at the beach.

Expected Progress

Pupils should be able to identify beach flags, know what they mean and be able to use this knowledge in a variety of different situations. Pupils should practice and develop their throwing, running and flexibility, taking measurements to monitor and demonstrate their improvement.

Introduction

Start with a simple warm up of stretches and explain that today the pupils are going to take part in some of the training techniques used by lifeguards on and around our beaches. Ask the class who has visited a beach (mention local examples if appropriate) and discuss why we have lifeguards at beaches; what role do they play. (They are there to keep us safe, give advice, and provide a rescue service, always listen to lifeguards).





Main Activity

What	How
<p>Challenge</p>	<p>Learn what the beach flags mean: Red Flag: No Swimming Red and Yellow Flags: Swimming Zone Black and White Chequered Flags: Sports Zone Windsock: Tells us the direction and strength of the wind</p> <p>Display a poster of each beach flag one at each corner of a hall, large space or outdoor area (such as a playground). Call out different situations, and ask the children to run to which flag would help them or give them the information they need.</p> <p>Red Flag: Very Big Waves / Strong currents / Not safe to swim</p> <p>Red and Yellow Flags: Body boarding / Safe to swim in / Lifeguards on duty / Swim between the flags</p> <p>Black and White Chequered Flags: Surfing / Water Sports / Not safe to swim</p> <p>Windsock: Strong wind / Wind blowing out to sea</p>
<p>Awesome Challenge</p>	<p>Lifeguard Fit Run: Pupils run a set distance (dependent on pupil ability, suggestion is 1020m) as fast as they can whilst another pupil records the time on a stopwatch. If there aren't enough stopwatches, the time can be fixed and the number of laps/lengths of the hall can be counted.</p> <p>Balance: Pupils stand on one leg and time how long they can hold it Progression: Pupils stand on one leg and extend the other behind them.</p> <p>Sit Ups: Pupils count how many sit ups they can do in a set time (dependent on pupil ability, suggestion is 30-60seconds)</p> <p>Reach Stretch: Pupils measure and record how far they can reach past their toes (or how far away they are)</p> <p>If this is a repeated activity, have they improved from last week? How do the pupils feel? Teacher or pupils can record their results to see if they improve next time.</p>



<p>Mega Challenge</p>	<p>Throwing Practice Explain that it is important that lifeguards can throw accurately to rescue equipment to those who need it</p> <p>Bean Bag Throw</p> <ul style="list-style-type: none"> - Place a hoop a few metres away from each group of pupils - Pupils take turns to throw a bean bag into the hoop - Progression: For those who regularly landing in the hoop, ask them to throw with their less dominant hand <p>Bean Bag Multi-Hoop Throw</p> <ul style="list-style-type: none"> - 3 hoops and 3 bean bags per pupil (or group of pupils) - Place the 3 target hoops in a line extending away from the throwing position - The first hoop is worth 5 points, the second is worth 10 points and the third is worth 20 points. - Each pupil in the group gets a set number of bean bags to throw. For every bean bag that lands completely in the hoop points are recorded and added to give a final score <p>Bean Bag Throw Relay</p> <ul style="list-style-type: none"> - Split the pupils into teams - 1 hoop per team, one bean bag per pupil - Each team has their hoop target set out a few metres in front of them - Each team member takes their turn to throw their bean bag into the hoop - If the bean bag missed the hoop they run, pick up the bean bag, return and try again <p>First team to get all their bean bags in their hoop wins</p>
<p>Colossal Challenge</p>	<p>Lifeguard Sprints Explain that this is an exercise that Beach Lifeguards do to practice getting into the water as quickly as possible</p> <ul style="list-style-type: none"> - Mark our a 10metre start/finish line - Group the pupils 1s and 2s <p>When you say go, from a variety of start positions, the 1s must run the 10metre track as quickly as possible. The it's 2s go.</p> <ul style="list-style-type: none"> - Standing start - Sitting facing the finish - Sitting facing away from the finish (jump up, turn and run) - Lying down on their tummy head facing towards the finish - Lying down on their tummy head facing away from the finish (jump up, turn and run) <p>Progression: If pupils are capable, increase the running distance to 12 or 15 metres.</p>





Plenary

Key Questions to discuss as a group:

- If you are out at the beach and someone suggests entering the water, what would you look for and what would you say to them if a) there is a red flag, b) there is a red and yellow flag c) there is no flag.
- Why is it important that lifeguards are physically fit? (prompt that they need to be able to carry out rescues)

Assessment for Learning

The pupils can be assessed through their participation in the variety of activities and demonstrating an improvement in their recorded measurements/results.

Home Learning

Encourage pupils to talk about with parents and any siblings about the Beach Flags so they can understand the importance of staying safe around the water.



