

Lesson Plan

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| Programme of Study: YSBR | Year Group: 7-10 KS3/KS4 | Date: |
| Knowledge, Skills and Understanding: To better understand the beach/marine environment (i.e. flags, waves, rip currents), ability to recognise potential dangers, life-saving skills, and how to stay safe. | Grouping: 7-26 | Duration: 1 hr |
| | Activity: Beach Safety | |
| Learning Intentions: To develop a good understanding of beach safety, linking it to potential career opportunities i.e. beach lifeguard/ranger, surf instructor, RNLI. | | |
| Progression of Learning and Teaching: Key Teaching Points | Points to Remember: Key Learning & Teaching Strategies | |
| Introduction: <ul style="list-style-type: none"> Introduce the YSBR project and what the next 5 sessions comprise of Allow students to talk about their engagement with the beach/marine environment Present different lifeguard beach flags and encourage students to define their meanings | Resources: Beach safety quiz, beach safety poster, 'spot the dangers' sheet, YouTube (relevant footage), internet searches Key Vocabulary: Beach safety Key Questions: What are the dangers associated with the beach/marine environment? How can we stay safe at the beach? | |
| Activities and Experiences: <ul style="list-style-type: none"> Discuss with students the dangers of the ocean i.e. rip currents, and how to identify/escape one Discuss the changing tides of the ocean and factors that contribute to a significant amount of RNLI rescues i.e. getting cut off by the tide Discuss factors that influence wave size and power, identifying the difference between a tidal wave and a tsunami - give examples and incorporate videos for deeper insight Ask students how they would react in an emergency situation, give them a scenario and allow them to discuss how they would ensure safety Explore the benefits of the marine environment and ensure students comprehend that although there are dangers associated with the sea, once understood it can become a fun playground - incorporate video of surf school to demonstrate Ensure link between stress, job roles/work environment and health | Differentiation: Group discussion, scenario setting, video footage, work-sheets/writing/colouring, reading and experiencing (group breathing exercise) Assessment Methods: Student led journal entry | |

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Conclusion/Plenary:

At the end of the session students should be given a personal folder for which they will use as their journal and be explicitly for them to put their YSBR paperwork into, which can then be checked by the teacher. The end of the session should be used to allow the students to re-cap the session using some form of written quiz or self-reflection sheet, allowing time for creativity should however be prioritised, as long as it directly relates to the topic i.e. beach safety quiz, beach safety poster, 'spot the dangers' sheet – Time management is key to ensuring there is enough time at the end of each session to re-cap and engage in creative learning, which crucially informs future learning

Evaluation/Next Steps:

Cross Curricular Links:

(KS3) Group discussion / debate; English; Maths; ICT; Employability skills; Art and Design; Geography: knowledge of diverse places, people, resources and natural and human environments; Personal, Social, Health and Economic (PSHE): health and wellbeing, living in the wider world; Science: develop understanding of the nature

Success Criteria:

- Students are able to recall the meanings of beach flags, identify risks on the beach as well as in the ocean (increased awareness) thereby reducing their chances of getting into danger
- Recognise potential benefits and job opportunities that can be obtained from the marine environment

Extra Notes: