

Lesson Plan

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Programme of Study: YSBR	Year Group: 7-10	Date:
Knowledge, Skills and Understanding: Develop a good understanding of the process of becoming qualified, ensure prerequisites are understood (discuss time scale to achievement)	Grouping: 7-26	Duration: 1 hr
	Activity: Healthy Living – Becoming a Beach Ranger	

Learning Intentions:

To develop a better understanding of the process of becoming a lifeguard, link healthy living to physically demanding roles

Progression of Learning and Teaching: Key Teaching Points

Introduction:

- Allow the students to discuss whether or not they perceive a beach rangers job i.e. lifeguarding, to be difficult
- Give definitions of a lifeguards role
- Introduce the qualification standard to become a lifeguard i.e. certificate / tile / achievement

Activities and Experiences:

- Discuss prerequisites for lifeguard training
- Discuss with students the fitness standard expected, opportunities and development possibilities which can come with obtaining a lifeguarding qualification
- Allow the students to talk about whether or not they believe they can complete the initial prerequisites, discuss potential barriers and ways to overcome
- Incorporate videos of actual lifeguard training
- Ensure students understand benefits and risks, tie into stress management session
- Provide open-ended questions which allow students to consider/debate – i.e. link health, fitness, food, food miles where applicable
- Ensure link between lifeguarding, health and associated issues i.e. impact of food miles

Points to Remember: Key Learning & Teaching Strategies

Resources:

Contemporary news articles, youtube (relevant footage), internet searches

Key Vocabulary:

Qualification, standards

Key Questions:

What is the role of a beach ranger? How can I become a beach ranger?

Differentiation:

Group discussion, video footage, work-sheets/writing/colouring

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 to which they will use as their journal and be explicitly for them to put their YSBR paperwork into, which can then to 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. how to become a beach ranger quiz, self-perception test and wordsearch - 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, Literacy, Art and Design, KS3 Citizenship, Science, Personal, Social, Health and Economic (PSHE), Employability Skills

Success Criteria:

- Students are able to recall success criteria to achieving the NVBLQ qualification
- Students are able to discuss/debate using opinions and facts

Extra Notes: