

Lesson Plan

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Programme of Study: YSBR	Year Group: 7-10 KS3/KS4	Date:
Knowledge, Skills and Understanding: Knowledge of the varied communication types, understanding of the significance of effective communication in the workplace and how to apply this, knowledge of the RNLI.	Grouping: 7-26	Duration: 1 hr
	Activity: Communication	
Learning Intentions: To develop effective communication skills and a better understanding of surf rescue and the work carried out by the RNLI		
Progression of Learning and Teaching: Key Teaching Points	Points to Remember: Key Learning & Teaching Strategies	
Introduction: <ul style="list-style-type: none"> • Ask students what/if they know about the RNLI • Introduce the RNLI – who they are and what they do • Ask what is communication, why we communicate, what tools can be used to communicate and identify barriers to learning • Explain how communication is important in everyday life / the workplace 	Resources: Interview questions, RNLI colouring sheets, communication/RNLI quiz Key Vocabulary: Communication, RNLI, Employability Key Questions: What type of communicator are you? Who are the RNLI?	
Activities and Experiences: <ul style="list-style-type: none"> • Discuss the roles and significance of the RNLI • Show students video footage of a rescue story to help students learn about safe decision-making around beaches and the water • Explore peer pressure and discuss what ‘tombstoning’ is – include video footage • Allow students to discuss the footage in groups and come to a conclusion • Ensure students are aware of the consequences of bad decision-making • Allow students to discuss the definitions of communication and why we need to be heard and understood • Use a range of media to communicate and use appropriate language and information to avoid miscommunication of message 	Differentiation: Group discussion, team work, scenario setting, video footage, work-sheets/writing/colouring, reading 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. RNLI/communication quiz, RNLI colouring sheets– 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: talking and listening with confidence, in different contexts and adapt messages in response to the listener; Art and Design, Science, Personal, Social, Health and Economic (PSHE): self-esteem, delivery and acceptance of helpful feedback; KS3 Citizenship: communicate ideas to others and acknowledge different viewpoints. Extra-curriculum links: The Five Pillars of: High Expectations, Choice & Commitment, Power to lead, Inquisitiveness, Independence, Perseverance, Team Work

Success Criteria:

- Students are able to recall different modes of communication, identify what type of communicator they are and apply effective communication in the workplace
- Increased awareness of the role of the RNLI and job opportunities that can be obtained from the marine environment

Extra Notes: