



SURF LIFE SAVING
NEW ZEALAND



Surf Lifeguard Award

Instructor Lesson Plan Prepare

Updated: September 2023

In it for life



Lesson plan notes

These lesson plans and activities are a guide only. You do not have to stick to these plans or these activities.

You may run the sessions in full or break them down into smaller sessions to suit your set up. You may add, substitute or take activities out as required. These are intended to guide your session to appeal to many learner preferences and provide a positive learner environment.

We encourage your creativity – create new activities, try new things and let us know your thoughts and ideas.

Sharing of ideas and resources is encouraged so all members of Surf Lifesaving New Zealand can benefit from your creativity, knowledge and skills in the instruction space



Lesson plan	Risk management	
Manual section	Prepare	
Learning objectives	<p>At the conclusion of this lesson, learners will be able to:</p> <ol style="list-style-type: none"> 1. Identify health and safety issues relevant to Surf Lifesaving members. 2. Apply the SAFER model to regular surf lifeguard tasks and duties. 3. Identify supports available to the Surf Lifeguard to maintain good wellbeing. 4. Differentiate the roles and responsibilities of Surf Lifeguards and Clubs. 	
Online learning	<p>Online learning covers:</p> <ul style="list-style-type: none"> • SAFER model • Risk management in practice • Risks and associated measures to reduce risk. • Support available 	
Resources required	<ul style="list-style-type: none"> • Whiteboard • Whiteboard markers • A3 pieces of paper • Small post-it notes • Pens • Surf Lifeguard Award – Prepare PowerPoint • Beach setup PowerPoint or handout • Flag stands • IRB • Case studies 	
Total lesson time	75 + minutes	
Duration	Activity	Additional resources
5 minutes	<p>Introduction</p> <p>Introduce the lesson to learners. Discuss with learners the focus on this lesson and how the session will run.</p>	
10 minutes	<p>Whakawhanaungatanga</p> <p>Given that this is the first lesson under the Surf Lifeguard Award, spend some time getting to know learners and having learners getting to know one another.</p>	<ul style="list-style-type: none"> • Whiteboard • Whiteboard markers



	<p>Have learners introduce themselves using a similar format to below:</p> <ol style="list-style-type: none"> 1. Name and where you are from? 2. What you do outside of SLSNZ? 3. What you enjoy doing in your spare time? 4. Something interesting about yourself? 5. One thing they want to learn or comprehend further during the lesson? 	
15 minutes	<p>Recap – current knowledge Place three large post-it notes (or A3 pieces of paper) on the wall. Each paper should be titled one of the following:</p> <ul style="list-style-type: none"> • Risk management • Personal risk • Member wellbeing and support <p>Have each learner take a different coloured pen and some small post it notes. Have learners write down everything they remember about the online learning (if completed) and place them on the wall under the appropriate heading.</p> <p>Once learners have posted a few notes, discuss each point with the learners. Ensure to identify any gaps in knowledge. Make sure to fill these gaps during the lesson.</p> <p>If online learning has already been completed, adapt the activity accordingly.</p>	<ul style="list-style-type: none"> • Large post-it notes or A3 pieces of paper • Small post-it notes • Pens
15 minutes	<p>Knowledge acquisition Take learners through the PowerPoint covering vital information in slides 4-5 on SAFER and risk management and complete an activity in relation to SAFER/Risk management.</p> <p>Allow learners to ask questions as required throughout the lesson.</p> <p>SAFER / Risk management activity</p>	<ul style="list-style-type: none"> • Surf Lifeguard Award – Prepare PowerPoint • Whiteboard • Whiteboard markers <p>Alternative</p> <ul style="list-style-type: none"> • Beach set up PowerPoint or handouts



	<p>First have learners look around their environment. Have learners identify the hazards that they can see. Write these hazards on the whiteboard.</p> <p>Next have learners identify the risks associated with these hazards and how they would take action to fix or reduce the risk.</p> <p>Next take learners down to the beach (if available). Have learners look around that environment and identify the hazards. Then have learners discuss how they could reduce or fix the risks associated with these hazards.</p> <p>If you have a large class – this work could be done in small groups instead of one big group.</p> <p>Alternative Use the beach set up PowerPoint or handout to discuss the eight steps of risk management for each beach image provided.</p>	
15 minutes	<p>Knowledge acquisition Take learners through the PowerPoint covering vital information in slides 7-8 on personal risk and wellbeing and complete an activity in relation to this.</p> <p>Allow learners to ask questions as required throughout the lesson.</p> <p>Personal risk activity Talk learners through the key points of safe lifting techniques. Demonstrate how to lift the flag stands. Next have learners take turns safely lifting the flag stands. Give learners direction on their lifting technique as required.</p> <p>If available, then take learners out to lift a fully set-up IRB. Have learners work together to safely lift the IRB and move it</p>	<ul style="list-style-type: none"> • Flag stands • IRB (if available) • Other equipment requiring lifting in the club environment



	<p>a short distance. If an IRB is not available, have learners safely lift other objects around the surf club. Where possible ensure the safe lifting of an object that requires communication with another learner.</p>	
15 minutes	<p>Wellbeing and support activity Split learners into pairs or small groups and give each a example scenario. In a large group give each learner a different scenario, in smaller groups you may be able to have each group do each case study.</p> <p>Have learners read through the scenerio you have handed out. Ask learners:</p> <ol style="list-style-type: none"> 1. What would they do to maintain their own wellbeing in this situation? 2. What other supports might be available in this situation? 3. How would they access any further supports? <p>Discuss each groups thoughts and suggestions as a group.</p> <p>Be mindful that learners should be encouraged to contribute what they feel comfortable. Personal wellbeing strategies may be personal and some learners may not be willing to share.</p>	<ul style="list-style-type: none"> • Case studies • Pens • Paper
15 minutes	<p>Workbook Have learners complete the 'Prepare' section of the workbook. Allow learners to ask clarifying questions as required.</p>	
5 minutes	<p>Conclusion Summarise with learners the learning from the session. Ensure you inform learners of the next session and pre-learning that is required to be completed prior to attending.</p> <p>Allow learners time to ask any questions they may have.</p>	