



SURF LIFE SAVING[®]
NEW ZEALAND



Surf Lifeguard Award

Instructor Lesson Plan Prevent

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	Patrols and reporting	
Manual section	Prevent	
Learning objectives	<p>At the conclusion of this lesson, learners will be able to:</p> <ol style="list-style-type: none"> 1. Identify and perform key responsibilities of a Surf Lifeguard on a patrol. 2. Discuss the purpose and use of National Standard Operating Procedures and Club/service operating procedures. 3. Complete required paperwork and reports expected of the Surf Lifeguard while on patrol. 	
Online learning	<p>Online learning covers:</p> <ul style="list-style-type: none"> • Proactive lifeguarding • Lifeguarding principles • NSOPS/CSOPs • Report familiarization • Patrolling 	
Resources required	<ul style="list-style-type: none"> • Personal electronic device • Internet access • Kahoot quiz • Bingo cards • Counters • Surf Lifeguard Award – Prevent PowerPoint • Reporting scenarios • Patient report form • Incident report form • Patrol captain’s report form • IRB operations log • RWC operations log • Post-it notes • Beach setup activity 	
Total lesson time	80 minutes	
Duration	Activity	Additional resources
5 minutes	<p>Introduction Introduce the lesson to learners. Discuss with learners the focus on this lesson and how the session will run.</p>	



<p>10 minutes</p>	<p>Recap and whakawhanungatanga – current knowledge If in the same groups as the prevent session, whakawhanungatanga and recap can be done at the same time. Have learners get into pairs or small groups depending on class size. Have learners come up with a team name for their team/group. Have one learner of each group pull out their smartphone, computer or tablet. Have learners go to their internet browser and navigate to kahoot.io. Using the kahoot quiz using these access details _____ have the quiz up. Learners will put the quiz ID in and their team name. Let learners know that the quiz is based on quick and correct answers. Play the quiz. Take notice of any areas where learners struggle and make sure these points are covered in your session. Congratulate the winning team.</p> <p>If you do not have internet access – this can be turned into a bingo game where learners are given the bingo sheet and place a counter as they answer the question before any other group.</p>	<ul style="list-style-type: none"> • Personal devices • Internet access • Kahoot quiz • Bingo boards • Counters
<p>10 minutes</p>	<p>Knowledge acquisition Take learners through the PowerPoint covering vital information in slides 4-6 on proactive lifeguarding and acting appropriately.</p> <p>Allow learners to ask questions as required throughout the lesson.</p>	<ul style="list-style-type: none"> • Surf Lifeguard Award – Prevent PowerPoint
<p>20 minutes</p>	<p>Knowledge acquisition Take learners through the PowerPoint covering vital information in slides 7-11 on reporting.</p>	<ul style="list-style-type: none"> • Surf Lifeguard Award – Prevent PowerPoint • Reporting scenarios



	<p>Allow learners to ask questions as required throughout the lesson.</p> <p>Reporting scenarios In pairs or small groups, depending on class size, using the reporting scenarios case studies, have learners identify the appropriate report. If time, have learners complete the required reports.</p> <p>As the instructor, move around the groups to provide advice and assistance with report completing.</p>	<ul style="list-style-type: none"> • Patient report form • Incident report form • Patrol captain's report form • IRB operations log • RWC operations log
10 minutes	<p>Knowledge acquisition Take learners through the PowerPoint covering vital information in slide 13 on emergency services.</p> <p>Allow learners to ask questions as required throughout the lesson.</p> <p>Emergency services activity On post-it notes have each learner write each emergency service available. Verbally provide the group with some situations. Have learners hold up the correct emergency service post-it. Scan the room for answers and discuss as required.</p>	<ul style="list-style-type: none"> • Post-it notes • Surf Lifeguard Award – Prevent PowerPoint
20 minutes	<p>Patrols – tabletop exercise As a group, using the beach setup activity, have learners place the components on the beach as if they were setting up for a patrol.</p> <p>You may also create your own activity and make this beach specific to your beach as appropriate. Be available to answer learner questions and provide guidance where appropriate. Provide discussion once learners have completed the task.</p>	<ul style="list-style-type: none"> • Beach setup activity • Components of beach set-up • Typical patrol day card set



	Once the beach is set up, using the typical patrol day card set to lay out at which time of day each task is performed.	
5 minutes	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. Allow learners time to ask any questions they may have.	



Lesson Plan		Roles and Responsibilities
Manual Section		Prevent
Learning objectives		At the conclusion of this lesson candidates will be able to: 1. Identify and describe the roles and responsibilities of a Surf Lifeguard
Resources required		<ul style="list-style-type: none"> • Well lit, clean and well ventilated working environment • Table and chairs – enough for each participant • Whiteboard and pens • Paper and pens/pencils • SLSNZ Surf Lifeguard Manuals – one for each participant • A positive attitude! • Candidate workbook
Total lesson time		81 minutes
Key tasks every lesson <ul style="list-style-type: none"> ◦ Set up room or other venue appropriately ◦ Ensure all resources are set out and available to each participant ◦ Introductions (if required) ◦ Discuss plan and aims/objectives for the session ◦ Work through reinforcement activities from previous session ◦ Conduct session – include skills/tasks ◦ Discuss plans for next session 		
Duration	Activity	Additional resources
1 min	Learning outcomes for this lesson: 1. Identify and describe the roles and responsibilities of a Surf Lifeguard	
5 min	What are the roles and responsibilities of a Surf Lifeguard <ul style="list-style-type: none"> • DISCUSS the roles and responsibilities of a Surf Lifeguard with the candidates, what does this mean we can and can't do? • ASK What does Proactive Lifeguarding mean to you? • Using the manual as a reference, DISCUSS Proactive Lifeguarding • Candidates to answer question 1-2 	



		WB page 9
5 min	<p>Patrol uniform</p> <ul style="list-style-type: none"> • ASK What is the patrol uniform made up of? • SHOW group examples of appropriate patrolling uniform • ASK Why do Surf Lifeguards wear uniform? • Using the manual as a reference, DISCUSS with the group the importance of the lifeguard uniform • Use other organizations and emergency services as examples e.g. Pool Lifeguard, the Police etc. • REFER back to health and safety lesson – sun protection and hygiene (clean uniform etc.) 	<ul style="list-style-type: none"> • Example of a patrol uniform – top, shorts, jacket and hat (if available)
5 min	<p>Public relations and crowd control</p> <ul style="list-style-type: none"> • ASK Why is it important to establish good public relations? • DISCUSS with the group the importance of establishing a good relationship with the public • ASK why is it important to control the public on crowded beaches or during an incident? • DISCUSS why it is important to effectively manage crowds. List ideas on whiteboard. Refer to manual if necessary • Candidates to answer roles and responsibilities questions 3-5, Uniform, public relations and crowd control 	WB page 9
10 min	<p>Patrol Methods, NSOP, CSOP</p> <ul style="list-style-type: none"> • Ask what the 3 basic principles of surf lifeguarding are: Prevention; Recognition and Rescue • EXPLAIN CSOPs and NSOPs • Discuss what will be in them and why they are important • Candidate answer question 6-7 of the workbook 	<ul style="list-style-type: none"> • WB page 9-10



<p>10 min</p>	<p>Reports</p> <ul style="list-style-type: none"> • What are the report forms that need to be filled out? • DISCUSS each form • ASK candidates what is the importance of correct documentation? • DISCUSS with group the importance of completing the documentation correctly, such as evidence on drowning and incident stats, funding etc. • DISCUSS the report form definitions. Reference manual • Split into PAIRS, candidates will make up incidents, take turns FILLING OUT INCIDENT REPORT FORM, Swap forms with another pair to check for mistakes • Discuss new Surf Patrol App and how it works with/instead of paper forms • ASK <ul style="list-style-type: none"> ○ What is PAM? ○ What are the 2 parts it consists of? ○ Who can access it? ○ What is the member portal? ○ How do you access online learning? • Candidates to answer questions 8-9 	<ul style="list-style-type: none"> • Examples of report forms – PC, Incident forms and IRB and RWC Log <p>WB page 10</p>
<p>5 min</p>	<p>All-terrain vehicles</p> <ul style="list-style-type: none"> • If you are able to access an ATV take group down to VIEW where it is stored and explain who is in charge of it • Using the manual as a reference, DISCUSS with group the main responsibilities and operating policies for ATV use • Candidates to answer roles and responsibilities questions 10-11, using rescue vehicles 	<ul style="list-style-type: none"> • Access to patrol equipment and rescue vehicles (if available) <p>WB page 10-11</p>
<p>15 min</p>	<p>Incident management</p> <ul style="list-style-type: none"> • ASK as a lifeguard what would you do if there was one of the following incidents at or near your beach: <ol style="list-style-type: none"> 1. Fallen rock climber 	



	<p>2. Car crash</p> <ul style="list-style-type: none"> Refer back to CPR lesson – Send for help, ASK when would you send for help? DISCUSS with the group the process involved when the listed incidents occur What other incidents may occur? What should be done? (Refer to everything already covered, forms, notification flowchart etc.) 	
5 min	<p>Emergency services</p> <ul style="list-style-type: none"> DISCUSS with group the processes for calling for emergency assistance CLASS to IDENTIFY who lifeguards call and when/why they would call LIST these groups on whiteboard and use manual as a reference Emphasize the use of the emergency services phone index and where it is located in their club 	<ul style="list-style-type: none"> Emergency services phone index
5 min	<p>Patrolling roles</p> <ul style="list-style-type: none"> Split into SMALL GROUPS (3-4) Each GROUP is given a role form the manual, and is to write a brief job description (half a page) of what they think might be expected of that person Use manual as reference EACH GROUP to REPORT back and write main features on whiteboard 	
20 min	<p>Typical patrolling day</p> <ul style="list-style-type: none"> DISCUSS meanings behind 'preventative actions' and 'safety interventions' – refer to reports and reference manual As a CLASS (if possible) practice setting up a patrol (do not put the flags up): Start to finish Assign roles as per the patrolling roles activity Prior to Patrol – Gathering info, Set Up, Flagged area etc. During the day – PA's, SI's, Prior to end of patrol End of Patrol – Close down 	<ul style="list-style-type: none"> Patrol Equipment – Flags, tubes, signage (if available), other rescue equipment, radios, PC and incident forms, etc.



	<ul style="list-style-type: none">• Once the group has completed all the tasks, and packed up equipment, debrief what was done, what they could have done better and what was done well	
10 min	<p>Search and rescue operations</p> <ul style="list-style-type: none">• ASK what do you think are the key things that should be done, or information that should be taken, if there is a missing person?• Refer back to public relations and crowd control• DISCUSS with group the tasks involved in search and rescue. Write the list of questions to ask an informant on the white board and in small groups (3-4) take turns to role play a situation• DISCUSS other possible situations, if the person is not located – who to contact etc.• Discuss “missing person” surf lifeguard tasks• Refer to emergency services• Candidates to answer question 12-14, missing persons	WB page 11