



SURF LIFE SAVING[®]
NEW ZEALAND



Surf Lifeguard Award

Instructor Lesson Plan Communicate - Verbally

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	Effective communication
Manual section	Communicate verbally
Learning objectives	At the conclusion of this lesson, learners will be able to: 1. Describe how to communicate effectively. 2. Demonstrate correct communication techniques using a radio-system.
Online learning	Online learning covers: <ul style="list-style-type: none">• Communication methods• Verbal and non-verbal communication• Incidents and emergency communication• Signalling Flags• Signs Radio communications module covers: <ul style="list-style-type: none">• Radio basics• Networks – VHF, UHF, Digital, channels etc• Types of radios• Surf Comm• Radio transmissions• Prowords• Call signs• Protocols
Resources required	<ul style="list-style-type: none">• Rope• Blindfold• Surf Lifeguard Award – Communicate verbally PowerPoint• Pen• Paper• Pre-drawn or printed images• A4 paper• Whiteboard• Whiteboard markers
Total lesson time	55 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>	
15 minutes	<p>Whakawhanungatanga and effective communication Brief learners on the rope activity. Note this activity requires at least 5 learners to complete. Each learner will take a turn at being leader. The leader should stand to the side and be blindfolded. The rope is to be placed all tangled up in the middle of a room or outside area. Four members of the team will grab a random piece of rope. It is the leader's job to communicate with members of the team to straighten the rope into a large square.</p> <p>After each leader, discuss with learners the positives and improvement areas for the communication between leader and team.</p>	<ul style="list-style-type: none"> • Rope • Blindfold
20 minutes	<p>Knowledge acquisition Take learners through the PowerPoint covering vital information in slides 3-4 on effective communication skills.</p> <p>Allow learners to ask questions as required throughout the lesson.</p> <p>Effective communication activity Split learners into pairs. Have the pair sit back to back. Hand one person in the pair an image. Make sure the other person has a pen and paper – this person cannot see the image that has been handed to the first person. Using effective communication skills, have the first person describe to the other person how to draw the image they have in their hand. Once images are drawn, have each pair analyse how their communication was and the outcome of the image drawing.</p>	<ul style="list-style-type: none"> • Surf Lifeguard Award – Communicate Verbally PowerPoint • Pen • Paper • Pre-drawn or printed images
10 minutes	<p>Knowledge acquisition</p>	<ul style="list-style-type: none"> • A4 paper – 1 piece per learner • Whiteboard



	<p>Take learners through the PowerPoint covering vital information in slides 6-8 on listening skills and barriers to communication.</p> <p>Allow learners to ask questions as required throughout the lesson.</p> <p>Listening and perceptions</p> <p>Hand each person a piece of paper. Each person should close their eyes. Tell learners that they will be given a set of instructions and they need to follow the instructions but they are not allowed to look at what others are doing and they are not allowed to ask questions of the instructor. Give a set of instructions for example:</p> <ul style="list-style-type: none">• Fold the paper in half• Next fold it in half again• Rip a piece off in the corner of the paper• Fold the paper a quarter again <p>Keep giving instructions to learners and increase the pace of which the instructions are being given.</p> <p>Once you have completed the activity, have learners discuss the importance of active listening and being able to have a two way conversation. Discuss how there were many different perspectives when given the same set of instructions and discuss the implications of this in the surf lifeguard role. Have learners brainstorm how this could be reduced.</p>	<ul style="list-style-type: none">• Whiteboard markers
5 minutes	<p>Conclusion</p> <p>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>	