



SURF LIFE SAVING[®]
NEW ZEALAND



Surf Lifeguard Award

Instructor Lesson Plan Respond Classroom Session

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.



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| Lesson plan | Respond – Classroom session | |
| Manual section | Respond | |
| Learning objectives | <p>At the conclusion of this lesson, learners will be able to:</p> <ol style="list-style-type: none"> 1. Explain the advantages and limitations of the rescue equipment. 2. Understand different techniques for patient rescue. 3. Scan using the five minute scanning approach. 4. Recognise the signs of someone in distress. | |
| Resources required | <ul style="list-style-type: none"> • A3 paper • Images of equipment and techniques • Surf Lifeguard Award – Respond PowerPoint | |
| Total lesson time | 85 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> | |
| 10 minutes | <p>Whakawhanungatanga and responding Have images placed around the room of different pieces of equipment and techniques. In small groups, have each group rotate through the different images and discuss what they already know about that image. Have learners document their knowledge on A3 pieces of paper.</p> | <ul style="list-style-type: none"> • A3 paper • Images of equipment and techniques |
| 15 minutes | <p>Knowledge acquisition Take learners through the PowerPoint covering vital information in slides 3 on different equipment types.</p> <p>Allow learners to ask questions as required throughout the lesson.</p> <p>Rescue equipment activity Demonstrate to learners how to tie a rescue tube and how-to put-on surf fins. Have learners practice these techniques.</p> | <ul style="list-style-type: none"> • Surf Lifeguard Award – Respond PowerPoint • Rescue tube • Surf fins |



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| 15 minutes | <p>Knowledge acquisition Take learners through the PowerPoint covering vital information in slides 5-7 on tube rescue, tows and drags.</p> <p>Allow learners to ask questions as required throughout the lesson.</p> <p>Drags activity Split learners into small groups of at least three people. Have groups practice the single person and two person drag. As the instructor, walk around making sure the techniques being used are safe.</p> | |
| 10 minutes | <p>Knowledge acquisition Take learners through the PowerPoint covering vital information in slides 9 on carries.</p> <p>Allow learners to ask questions as required throughout the lesson.</p> <p>Carries activity Split learners into groups of at least three people. Have groups practice the two person carry and the two person alternative. As the instructor, walk around making sure the techniques being used are safe.</p> | |
| 15 minutes | <p>Knowledge acquisition Take learners through the PowerPoint covering vital information in slides 11-13 on different equipment types.</p> <p>Allow learners to ask questions as required throughout the lesson.</p> | |
| 10 minutes | <p>Knowledge acquisition Take learners through the PowerPoint covering vital information in slides 15 on recognizing signs of distress.</p> | |



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| | Allow learners to ask questions as required throughout the lesson. | |
| 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. | |