

ROOKIE LIFEGUARD



PHYSICAL EDUCATION
ACTIVITY CARDS



ROYAL
LIFE SAVING
SOCIETY UK

COVID-19 RESTRICTIONS



These activities are physical activities and so by their very nature encourage pupils to move around and mix.

Please take note of the government's guidance for social distancing, at the time and amend any activities to still encourage whilst protecting pupils.

If you consider any activities to be unsafe for pupils, choose one of our other great activities.



WATER SAFETY CODE



ALWAYS FOLLOW THE WATER SAFETY CODE

Whenever you are around water:

STOP AND THINK

Look for the dangers. Always read the signs.

STAY TOGETHER

Never swim alone. Always go with friends or family.

In an emergency:

CALL 999 OR 112

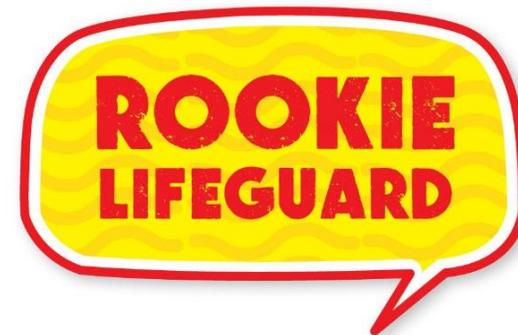
Phone 999 or 112 and shout for help.

FLOAT

If you fall in, float or swim on your back.



COPY THE LIFEGUARD



SET UP / EQUIPMENT

- Space for each pupil to move freely

DESCRIPTION

- Pupils are spread out in the activity area, making sure that each has sufficient room to move their arms and legs freely.
- All the pupils copy the movements of the instructor.
- For example: running on the spot, jumping jacks, knee lifts, tuck jumps, hips circling, swinging arms etc.

PROGRESSION / NOTES

- pupils take turns leading the group actions

Notes: Promote variety in movement, encourage pupils to perform different actions without repeats



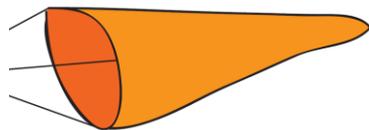
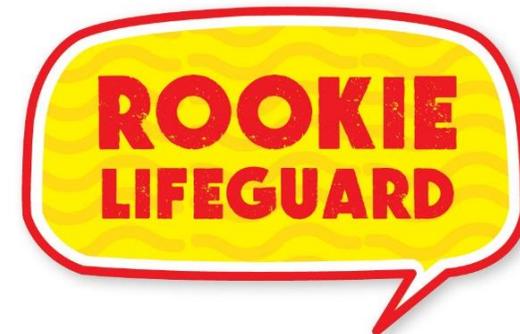
KNOW YOUR FLAGS

SET UP / EQUIPMENT

- Images of each of the flags area places around the edge of the activity area
- Cards with images of the four flags

DESCRIPTION

- Pupils are taken through / reminded of the meaning of the beach safety flags.
 - Red and Yellow – Lifeguarded area – safest place to swim, body board and use inflatables.
 - Black and white chequered - For surf boards, kayaks and other non powered craft.
 - Orange wind sock - Shows off shore winds so never use an inflatable when the sock is flying.
 - Red - Danger! Never go in the water when the red flag is up.
- The instructor calls out the colour of the flag and everyone runs to that flag.



PROGRESSION / NOTES

- Instructor calls out an activity or scenario and the pupils have to work out which flag should be flying

Notes: Remind the pupils not to run into each other and be careful of other objects in the area



SHARKS

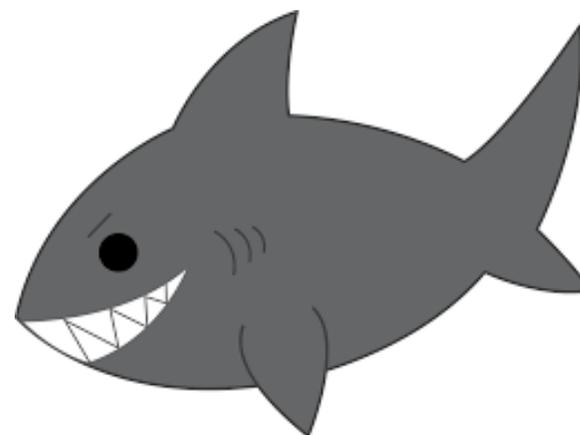
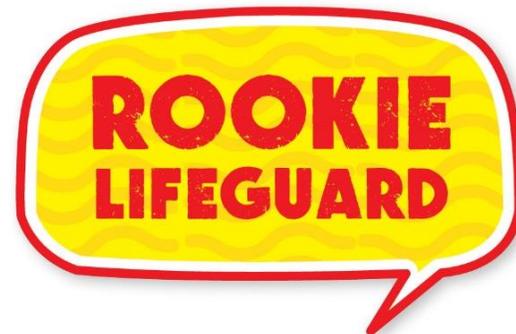
SET UP / EQUIPMENT

DESCRIPTION

- Have a set of hoops scattered about the floor, pupils move about the activity area 'swimming' (front crawl arms).
- When the teacher shouts "sharks", the children must get into hoops as quickly as possible (1 child to a hoop).
- Remove one hoop each time you shout "sharks", and ask the children to help when they are out to still make them feel part of it.
- Several large hoops (alternatively large mats).
- Hoops scattered around the activity area.

PROGRESSION / NOTES

- The 'stroke' can be changed with older children, e.g. front crawl / back stroke / running backwards.



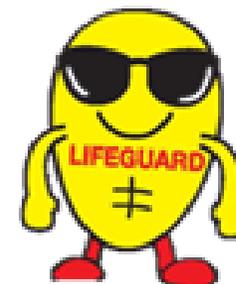
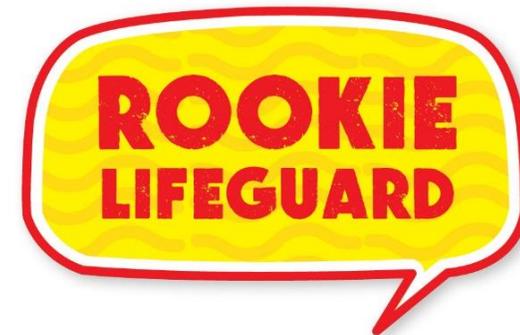
LIFEGUARD SAYS

SET UP / EQUIPMENT

- Activity area
- This is a progression from copy the lifeguard

DESCRIPTION

- If the leader says “Lifeguard says” before an action then students should follow command.
- If students do not hear “Lifeguard says” they do not follow command.
- Actions suggestions: Jumping, Stretching to touch toes without bending knees, Running on the spot, Push ups, Dancing on the spot, Rolling shoulders, Rotating arms, Wiggling hands Walking on the spot, Lifting legs, Balancing on one leg, Front crawl arms, Backstroke arm, Treading water on the spot, etc

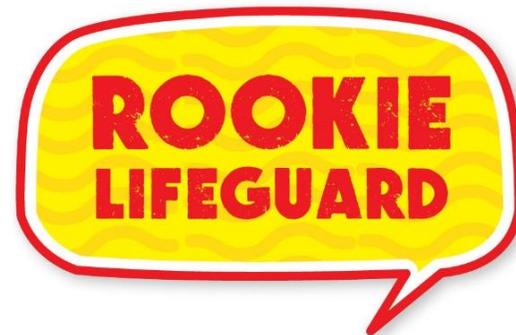


PROGRESSION / NOTES

- combine this game with know you flags.



BEANBAG BODY - PART FREEZE GAME



SET UP / EQUIPMENT

- Bean bags

DESCRIPTION

- Pupils begin by placing a beanbag anywhere in the playing area.
- They then begin to move around in the locomotor movement indicated by the instructor (e.g. walk, jump, gallop, shuffle, hop, front crawl etc.).
- When the leader says a body part, pupils must find a beanbag and place the indicated body-part on that beanbag as fast as they can.

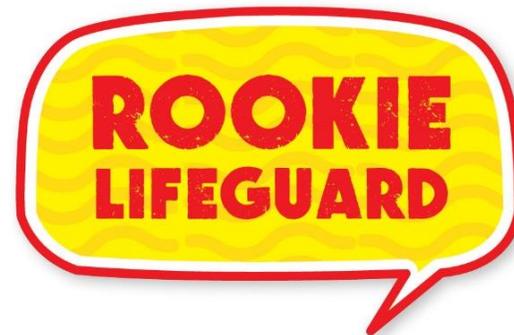


PROGRESSION / NOTES

Notes: Remind the pupils not to run into each other and be careful of other objects in the area.



SHADOWS



SET UP / EQUIPMENT

- Activity area

DESCRIPTION

- In pairs, one is the leader with their “shadow” starting behind them.
- The leader accelerates and decelerates and the shadow tries to keep a constant distance behind the leader.

PROGRESSION / NOTES

Notes: Remind the pupils not to run into each other and be careful of other objects in the area.



ROOKIE LIFEGUARD

LIFEGUARD FIT

- Four measurable activities to allow pupils to measure and develop their own performances.
 - **Run** – Pupils run a set distance as fast as they can (distance needs to be the same for each session). Another pupil times how long it takes them to complete the run. – If there are limited time pieces – a time can be set and distance measured or circuits counted.
 - **Balance** – Pupils stand on one leg and time how long they can hold it. – Progression pupils stand on one leg and extend the other behind them, dropping their chest.
 - **Sit ups** – Pupils count how many sit ups they can do in a set time (30 secs or 1 min)
 - **Reach stretch** – Pupils measure how far they can reach over a line.

Questions:

- How do you feel?
- Have you improved on last week?

Notes:

KS1 – Instructor to record results KS2 – Pupils to work in pairs and record their own results.



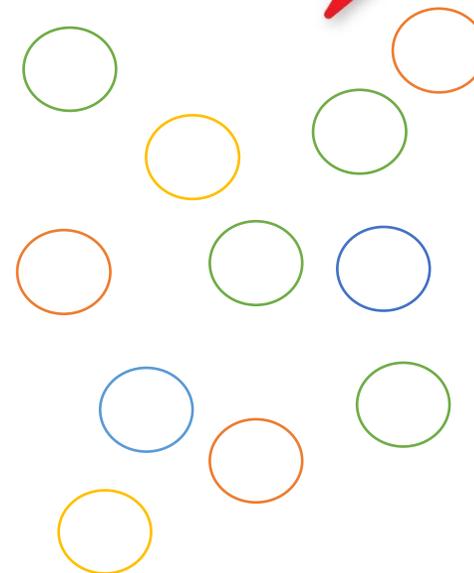
HIT THE HOOP

SET UP / EQUIPMENT

- Activity area, 10 hoops, 2 bean bags per pupil
- Hoops distributed on one side of the activity area

DESCRIPTION

- Begin with 10 hoops on the other side of the court.
- All students line up on designated line (with 2 beanbags each) and must try to throw beanbag into a hoop.
- Once a beanbag lands in hoop, the hoop is eliminated.
- See how long it takes to eliminate all the hoops.



PROGRESSION / NOTES

- Increase or decrease the number of hoops and the distance thrown in line with pupils abilities.
- Put pupils into group and race to have all the hoops removed first.
- Reduce size of targets.



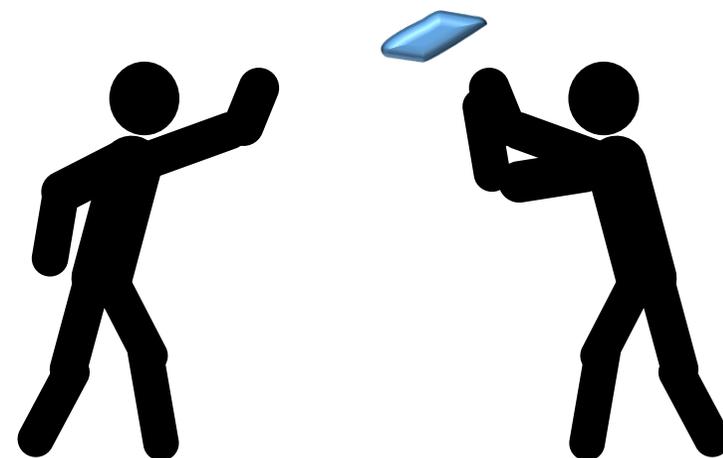
BEAN BAG THROW AND CATCH

SET UP / EQUIPMENT

- Beanbags (one per pair)

DESCRIPTION

- In pairs or small groups pupils throw a bean bag to each other.
- Slowly increasing the distance the bag needs to be thrown.

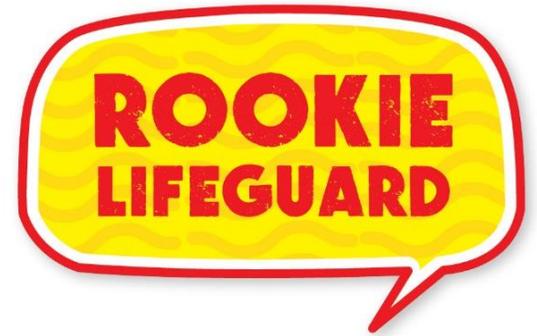


PROGRESSION / NOTES

- the bag can only be thrown over arm or can only be thrown under arm.
- Increase the distance between pairs.



BEAN BAG HOOP THROW



SET UP / EQUIPMENT

- One hoop per group
- At least one bean bag each

DESCRIPTION

- Place a hoop a few metres away from each group of pupils.
- Pupils take turns in throwing a bean bag into the hoop.

Throw line

Target



PROGRESSION / NOTES

- move the hoop further away from the group.
- Individual for those who are regularly landing in the hoop, ask them to throw with their less dominant hand.



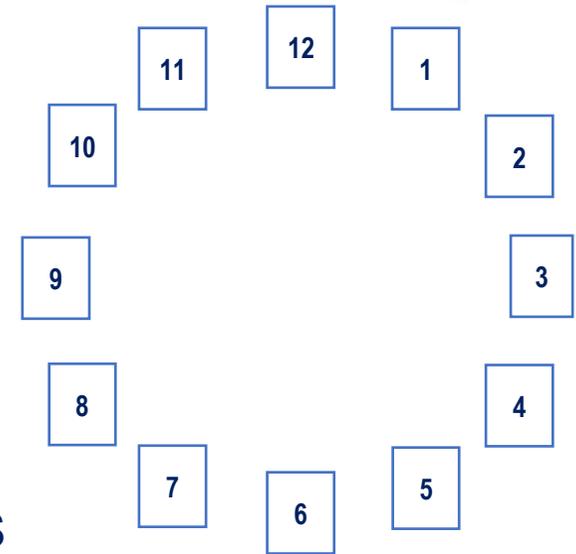
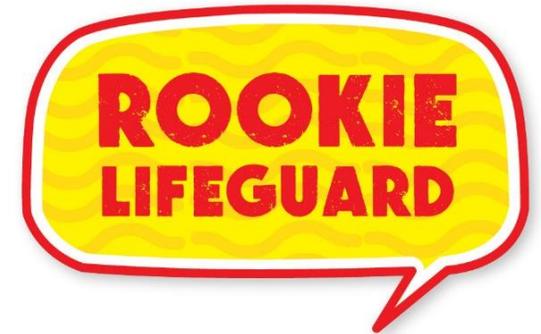
AROUND THE CLOCK

SET UP / EQUIPMENT

- Number Cards (1 to 12 on pieces of paper), bean bags
- Set up a clock face (or a face per group) using the number cards

DESCRIPTION

- This activity really focuses on throwing accuracy.
- Pupils stand behind the throw line and throw three beanbags at the clock.
- Points are awarded based on which is the closest number.



PROGRESSION / NOTES

- Progressions: Increase the distance thrown.
- Points are only awarded if the bean bag is touching the number card.
- Set up a darts board instead of a clock face.



FOLLOW THE LEADER



SET UP / EQUIPMENT

- Activity area

DESCRIPTION

- Mark out the activity area and chose a leader.
- Leader jogs aaround the activity area changing their pace and using the whole space.

PROGRESSION / NOTES

- The leader can change the type of movement, i.e. hooping, jumping, flapping arms, swimming strokes i.e. front crawl



SPRINTS



SET UP / EQUIPMENT

- Large activity area
- 10-metres measured and marked by cones or markers

DESCRIPTION

- Working in pairs, each pupil takes a turn of running as fast as they can for 10-meters from a standing start.
- After the first of the pair has completed their sprint the second completes theirs.
- The distance can then be increased to 15-metres, then to 20-metres or decreased based on space available.

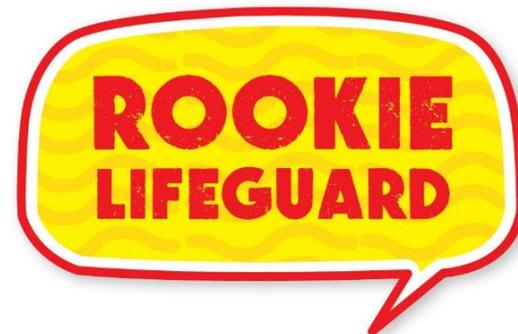
PROGRESSION / NOTES

- Watching member of the pair (the one not running) provides feedback on technique.

Notes: Can start with jogging and build up to a sprint.



SPRINTING STARTS



SET UP / EQUIPMENT

- Large activity area.
- 10-metres measured and marked by cones or markers

DESCRIPTION

- Pupils start a 10-metre sprint from a variety of start positions.
- Standing start.
- Sitting facing finish.
- Sitting facing start.
- Lying down on stomach head towards finish.
- Lying down on stomach head towards start.

PROGRESSION / NOTES



ROB THE NEST

SET UP / EQUIPMENT

- Four hoops are placed in a large square (at least 5 meters) with 6 bean bags in the middle

DESCRIPTION

- Pupils are in four teams, sitting behind their “nest” in a line.
- On go, the first in each line runs to gather an egg (a bean bag) and put it in their nest.
- Once this is done they join the back of the line in behind their nest.
- On the next signal, the second in line runs to gather an egg, either from the middle or from other nests and places it in their own nest.
- This continues until one team has three eggs in their nest or until time is up.
- Only one egg can be moved at a time.

PROGRESSION / NOTES

Note: Highlight the importance of not running into each other.

**ROOKIE
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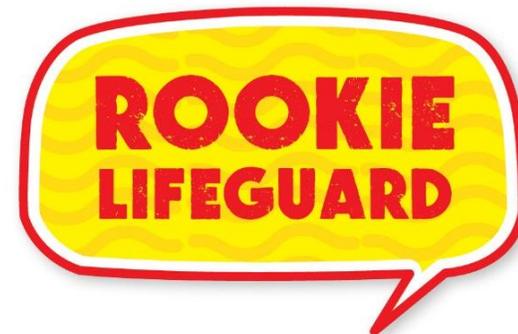
SUN SAFETY RELAY

SET UP / EQUIPMENT

- Sun Safety Cards
- The sun safety cards (a set for each team) are piled up at the end of the activity area.
- The pupils are split into teams and lined up behind a start line

DESCRIPTION

- The instructor calls out an item that helps to protect from the sun and the first in the line goes to collect the card and returns it to their team.
- The instructor continues to call out objects until they are all collected.



PROGRESSION / NOTES

- The sun protection cards spread out around the edge of the activity area. Each team has to collect a full bag of sun protection equipment.
- Only one team member can be running and can only bring back one item. If the team already has the item, it needs to be returned before the next team member can go.



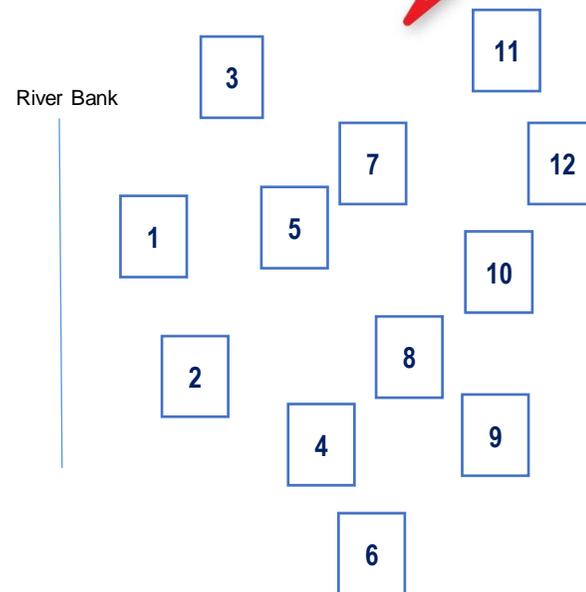
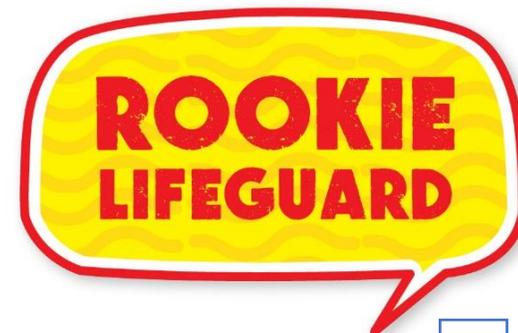
SAVE THE MOST

SET UP / EQUIPMENT

- Number Cards
- The number cards are distributed around the activity area (highest numbers furthest away), with a line (river bank) which cannot be crossed on one side

DESCRIPTION

- Each team (or group) have a variety of equipment to “save” as many number cards as they can in the time limit. Equipment can include anything such as old clothes skipping ropes and sticks (hockey sticks), team have to work together to reach as far as they can. Points removed if the line is crossed.

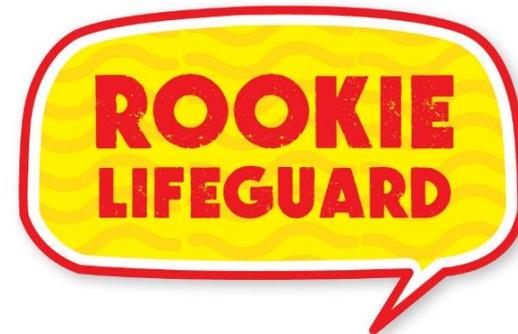


PROGRESSION / NOTES

- Instead of a line representing a river bank have a bench.



COOL DOWN



Circles in the sand

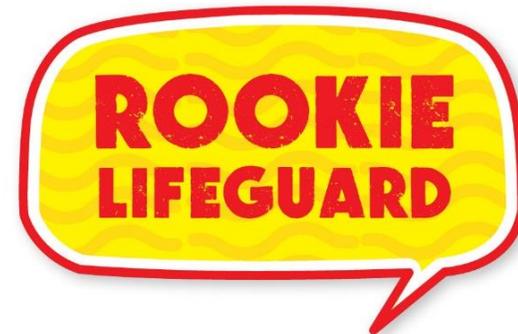
- The whole group move around the activity area drawing big circles with their feet, like they are trying to draw a circle in the sand. The tide comes and washes all the circles away so they need to be redrawn.
- Change the shape being drawn, Super slow motion, all the pupils have to draw circles as slowly as they can.

Name in the sand

- An extension to circles in the sand. The whole group move around the activity area writing their name like they are trying to write their name in the sand:
 - Left hand
 - Right hand
 - Left foot
 - Right foot
- Instead of names, use the word of the week or words from the water safety code, Super slow motion, all the pupils have to write as slowly as they can.



COOL DOWN

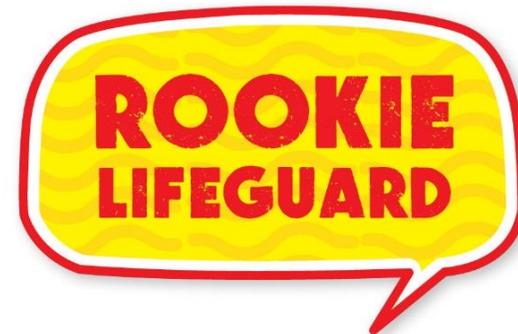


Danger Stretches

- Similar to “Simon Says”
- IF a slippery river bank is dangerous, THEN touch the floor
- IF you should go swimming on your own, THEN jump up and down 5 times
- If the statement is true (ex. IF swimming is good for you, THEN jump 5 times) then you do it. If the statement is not true (ex IF you should ignore signs, THEN jump 5 times) don't do it!



COOL DOWN



Water Safety Stretches

- Long stretch, wide stretch, small/curled stretch.
- Hold for as long as it take to call out the Water Safety Code.
- Finish lying on the floor. Relax arms, back, legs and head. Close eyes if you like.
- Pupils take turns choosing the stretch.

Whenever you are around water:

STOP AND THINK

Look for the dangers. Always read the signs.

STAY TOGETHER

Never swim alone. Always go with friends or family.

In an emergency:

CALL 999 OR 112

Phone 999 or 112 and shout for help.

FLOAT

If you fall in, float or swim on your back.



COOL DOWN STORY

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Tell pupils a story to which they will perform the actions:

Example:

We were on the beach 'walking' around looking for shells. Suddenly I came across a lovely shiny white shell so I 'reached down low' to pick it up. I 'ran' over to show my friend but I couldn't find her so I kept 'running and running'. I spotted some sand dunes and 'climbed' right to the very top but I still couldn't see her. Maybe she went for a swim I thought? I 'skipped' all the way to the shore and 'walked' along to see if I could spot her. I thought I could see her ahead so I 'jogged with high knees' to get through the water. It was her. She was a little deeper than I thought but not too deep so I swam a little to reach her as it was a safe place to do so. I found her and showed her my beautiful shell. We swam back to shore, waded through the water to get back to the sand. We shook ourselves off to get a bit dryer and decided to write our names in the sand using our feet, one after the other. We felt tired and both stretched and yawned so we decided to return to our towels for a little sit down.



CUES FOR FUNDAMENTAL MOVEMENT SKILLS - RUNNING

ROOKIE LIFEGUARD

When teaching children the fundamental movement skills, it is important as a leader, to encourage and teach the children these skills by using what we call “kid-friendly” language. These are cues that are short, to the point, and understandable to a child. The following are examples of cues that could be used to assist in your teaching:

- Bend your arms and move your elbows straight back like you are trying to elbow a “lion” behind you
- Hands move from hip to lip
- Pretend you’re holding a crisp in your hand
- Be tall; stretch your tummy; pretend a string is pulling you up from the top of your head stretching you up
- Keep your eyes looking straight ahead
- Smile, giggly cheeks
- Knees up, toes up
- Opposite arm, opposite leg



Skill
Development
RUNNING

CUES FOR FUNDAMENTAL MOVEMENT SKILLS - THROWING

ROOKIE LIFEGUARD

When teaching children the fundamental movement skills, it is important as a leader, to encourage and teach the children these skills by using what we call “kid-friendly” language. These are cues that are short, to the point, and understandable to a child. The following are examples of cues that could be used to assist in your teaching:

- Point to your target
- Bring throwing shoulder back like Robin Hood drawing an arrow
- Bring hand back behind your head like you're preparing to High-5 someone
- Rotate your body like you're going to spin
- Point your elbow forward (lead with elbow pointing forward)
- Step forward with the foot OPPOSITE the throwing arm you use
- Follow through by letting your arm come across your body



Skill
Development
THROWING