



SEND - BASIC

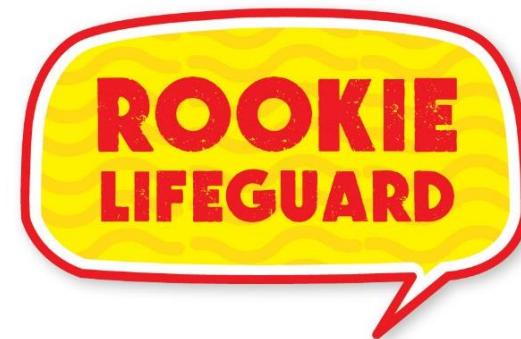
**PHYSICAL EDUCATION
ACTIVITY CARDS**

Royal Life Saving Society UK – www.rlss.org.uk



**ROYAL
LIFE SAVING
SOCIETY UK**

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



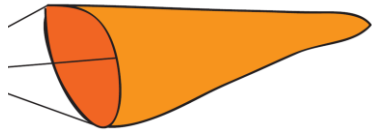
KNOW YOUR FLAGS

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

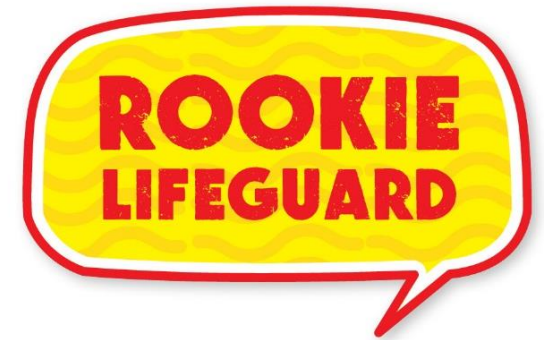
- Pupils are taken through / reminded of the meaning of the beach safety flags.
 - Red and Yellow – Lifeguarded area – safest place to swim, body board and use inflatables.
 - Black and white chequered - For surf boards, kayaks and other non powered craft.
 - Orange wind sock - Shows off shore winds 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

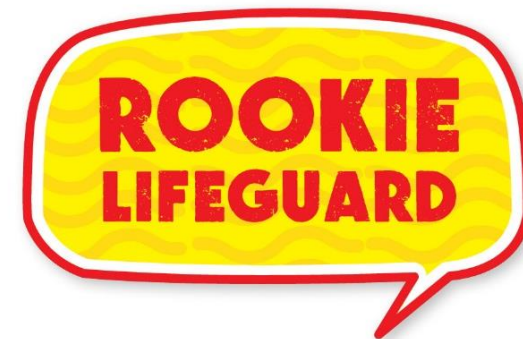
- Instructor calls out an activity or scenario and the pupils have to work out which flag should be flying

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



SHARKS

SET UP / EQUIPMENT



DESCRIPTION

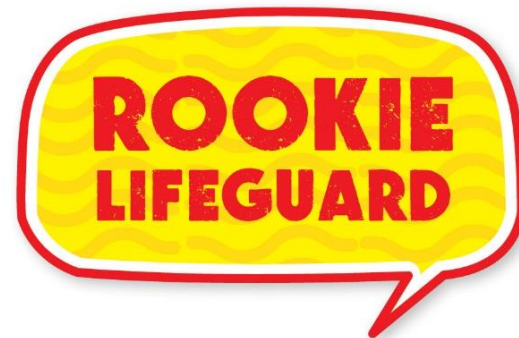
- Have a set of hoops scattered about the floor, pupils move about the activity area 'swimming' (front crawl arms).
- When the teacher shouts "sharks", the children must get into hoops as quickly as possible (2 children to a hoop).
- Remove one hoop each time you shout "sharks", and ask the children 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.



STAY WITH A FRIEND



SET UP / EQUIPMENT

- Activity area

DESCRIPTION

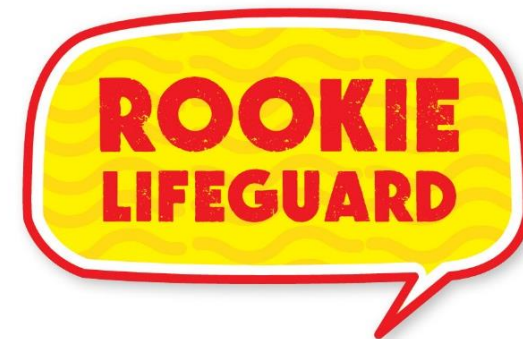
- Explain that it is much safer to stay with friends (or family) when you are going swimming. Group are put into pairs, one partner is "it" and tries to catch the other. Pairs can go anywhere in the defined activity area.

PROGRESSION / NOTES

Notes: Pupils need to be aware of each other and that they should not make contact with anybody.



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.



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

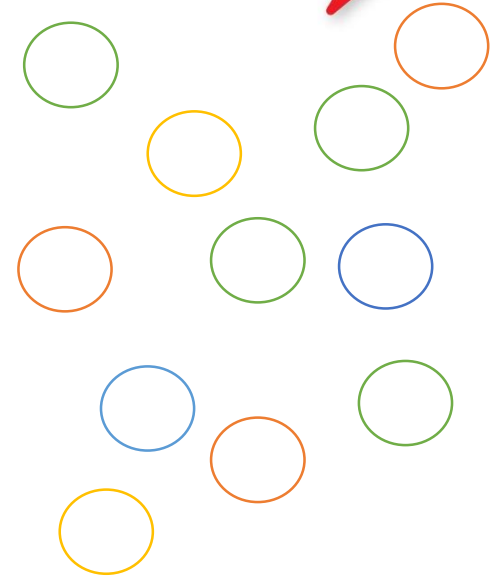
- Begin with 10 hoops on the other side of the court.
- All students line up on designated line (with 2 beanbags each) and must try to throw beanbag into a hoop.
- Once a beanbag lands in hoop, the hoop is eliminated.
- See how long it takes to eliminate all the hoops.



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.

**ROOKIE
LIFEGUARD**



**Skill
Development
THROWING**

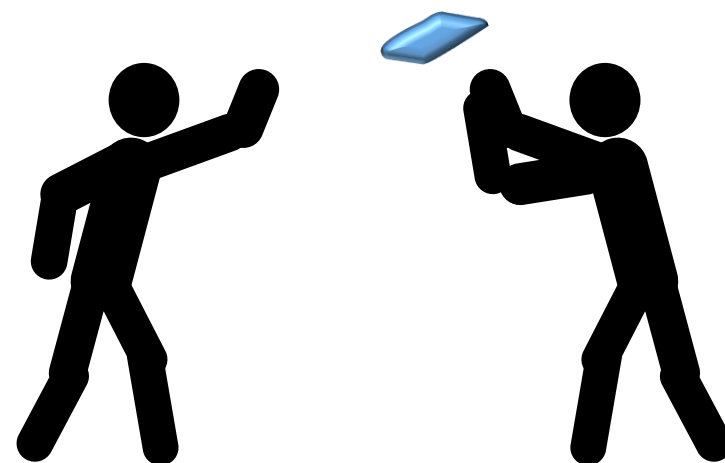
BEAN BAG THROW AND CATCH

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.



SKITTLES

SET UP / EQUIPMENT

- Nine cones per group, three balls per group

DESCRIPTION

- In pairs or groups pupils attempt to throw a ball, knocking down 9 cones (3 balls each pupil).
- One point for each cone knocked over (other suitable objects instead of cones can be used).
- After each pupil has their turn the cones are reset and the next member of the team has a go.
- The team / pair with the most points is the winner.



PROGRESSION / NOTES

- Extend the distance of the throw.
- Replace the ball for a rope.

**ROOKIE
LIFEGUARD**



**Skill
Development
THROWING**

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

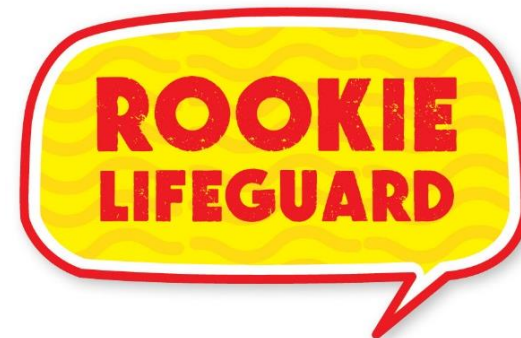
DESCRIPTION

- 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.

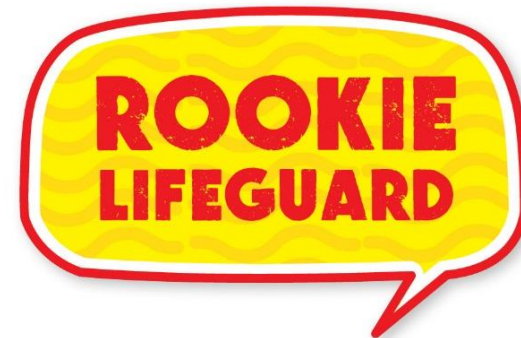


PROGRESSION / NOTES

- 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.



COOL DOWN



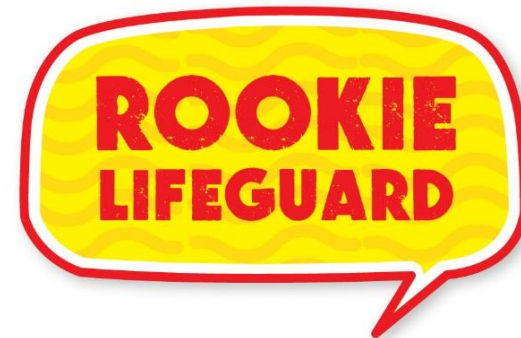
Circles in the sand

- 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 STORY



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.