



Teacher's Guide

Monday 2nd to Friday 6th of December



NEW SOUTH
WALES

The week at a glance



[Click here to download all the resources.](#)

beachsafetyhub.org.au/the-big-beach-week

Day	Theme	Activities
Monday ES1-S1 S2-S3	Water Safety & Waterways INLAND & COASTAL WATERWAYS	Learning about different bodies of water; investigating live cams from around NSW; discussing water safety scenarios.
Tuesday ES1-S1 S2-S3	Surf Lifesavers & Lifeguards	Learning about Lifesaver and Lifeguard roles and responsibilities; watching a livestream from our Lifesavers at the beach; writing a narrative.
Wednesday ES1-S1 S2-S3	Marine Creatures	Learning about rock pools and conducting marine creature research; watching a rock pool exploration video; comparing and contrasting marine creature profiles.
Thursday ES1-S1 S2 S3	Beach & Coastal Safety ENVIRONMENT & SUSTAINABILITY	Learning about hazards at the beach; going on a school treasure hunt; learning about our environment, risk taking and how to stay safe.
Friday Classroom Outdoor	Beach Fun Day!	Learning about sun safety and staying safe outdoors; creating a story, play or poster; taking part in beach and nipper games.



Livestreams with our Lifesavers

We have a number of Livestreams across the week for your classrooms to tune into. These Livestreams have been developed in line with the activities of the day to support increased engagement with your students.

Each Livestream goes for approximately 30 minutes.

All registered schools will receive a link to our Livestreams prior to the start of the Big Beach Week. Please link in a few minutes prior to the commencement time.

[Come and meet our Lifesavers!](#)

Date: Tuesday 3rd of December 2024

Time: 9.30am

In this livestream your students will get a real time opportunity to see into the world of a Surf Life Saving club and meet our patrolling Lifesavers & Lifeguards.



[Let's explore our coastal rock pools! \(video\)](#)

Date: Wednesday 4th of December 2024

Time: 9.30am

In this video we will take your students on a real time exploration of a rock pool and rock platform looking for rock pool creatures.



[Let's take a tour of our beach!](#)

Date: Thursday 5th of December 2024

Time: 9.30am

In this livestream your students will get a real time tour of a beach with a Lifesaver to learn about the hazards and dangers at the beach. This is a great way to mark the first day of summer!





Learning outcomes & key messages

Waterways & Waterway safety:

1. Dangers and hazards in different bodies of water
2. How to stay safe in different bodies of water and environments
3. Safe and unsafe actions and behaviours

Lifesavers & Lifeguards:

1. What is a Lifesaver and what do they do.
2. What is a Lifeguard and what do they do.
3. How do Lifesavers and Lifeguards keep us safe at the beach.
4. The importance of helping others and the benefit of volunteering.

Beach & Coastal Safety:

1. How to stay safe at the beach.
2. The five top beach safety messages – FLAGS
 - Find the red and yellow flags
 - Look for the beach safety signs
 - Ask a Lifesaver for help
 - Go swimming with a friend
 - Seek help if you're in trouble.
3. How to spot and escape a rip current.
4. Objects that sink and float
5. The dangers of risk-taking behaviours
6. How to have a sustainable & environmentally aware beach trip.

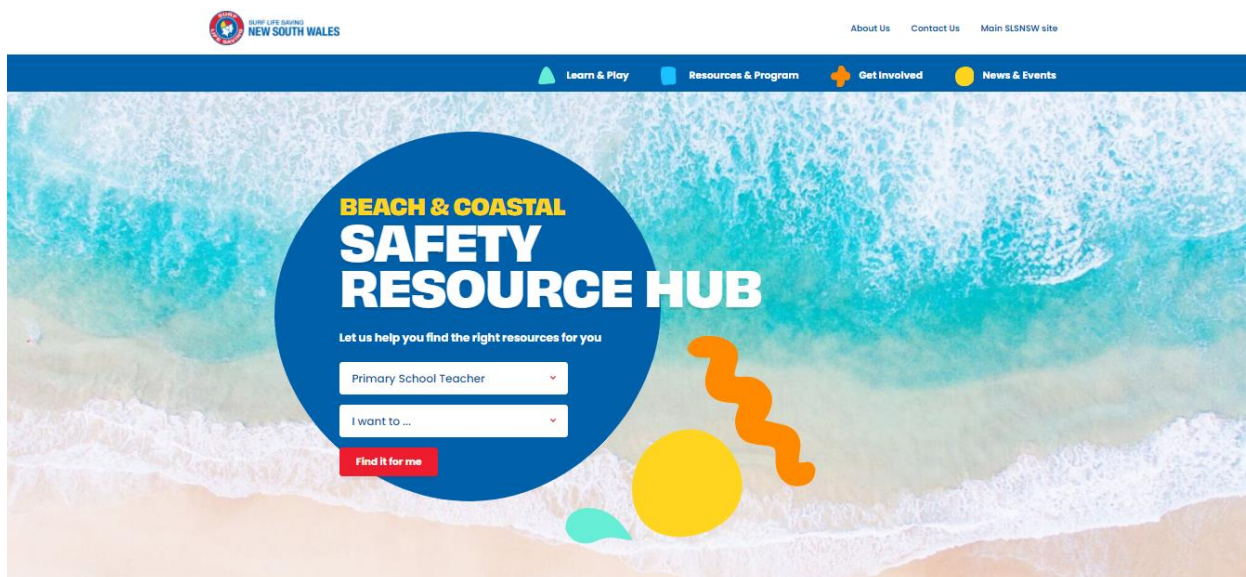
Marine creatures:

1. Diversity of marine life in varying aquatic environments
2. Environmental adaptations and features of marine life
3. Hazards and dangers at rock pools and on the beach
4. Comparing and contrasting living things

Beach fun day!

1. Sun safety and the dangers of sun burn
2. Keeping our communities safe

Beach & Coastal Safety Resource Hub



Explore our Beach & Coastal Safety Resource Hub... there is lots for you discover.

- [Primary Teaching Resources- Beach Safety Hub](#)
- [Secondary Teaching Resources - Beach Safety Hub](#)
- [Beach & Ocean Safety - Beach Safety Hub](#)
- [Rock Fishing Safety - Beach Safety Hub](#)
- [Learn & Play for Kids - Beach Safety Hub](#)
- [Surfer Safety - Beach Safety Hub](#)
- [On Patrol NSW School Newsletter - Beach Safety Hub](#)
- [Beach to Bush - Beach Safety Hub](#)

Monday

Water Safety & Waterways



Useful Links & Alternative activities

There are a number of beach, lake, river, dam and other water body Live cams available to view online. Here are some links to some that you can use as part of Monday's activity.

Useful links:

1. [Live Streaming Surfcams from Queensland, New South Wales, Victoria, South Australia and Western Australia | Swellnet](#)
2. [New South Wales Surf Report & Forecast - Map of New South Wales Surf Spots & Cams – Surfline](#)
3. [Webcams for coastal bars and alpine waters | NSW Government](#)
4. [All Web Cams — Anglers Alliance Tasmania](#)
5. [Our dams - WaterNSW](#)

Having trouble accessing inland waterway Live cams?

There are more Live cams of coastal areas than inland waterways – you can alternatively assign beach location via Live cams and then inland waterways to students to research via google maps where they can draw a picture of the area from a bird's eye view. They can then research that specific location online via the local council website or via Water NSW which is a great resource and includes its own maps as well. Some example inland waterways are below:

<https://www.watarnsw.com.au/supply/visit/bendeela-recreational-area>

<https://www.watarnsw.com.au/supply/visit/menindee-lakes>

<https://www.watarnsw.com.au/supply/visit/glenbawn-dam>

Monday

Water Safety & Waterways

(ES1-S1)



Resources Needed:

1. [Live cam explorer worksheet 1A](#)
2. [Where we love to swim worksheet](#)
3. Live cam links ([please see useful links page](#))
4. [Be Water Smart at Rivers and Lakes - YouTube](#)

Lesson Outline:

1. Begin with a classroom discussion –Where do you like to swim? What are the dangers? What do you do to be safe? What can help you to stay safe? Create a mind map on the board.
2. Provide each student with the [Where we love to swim worksheet](#) and allow them to complete either individually or in pairs.
3. Ask some students to present back to the class. This would be a good time to select a mix of swimming locations, e.g. lake, river, pool, beach etc.
4. Explain to the class that they are now going to view some Live cams of different bodies of water. Begin with a class discussion – What is a live cam? Why do we use them? How are they helpful? What can we learn? (You might like to view one as a class)
5. Provide each student with a [Live cam explorer worksheet 1A](#) to complete working in pairs or groups and assign them to a specific Live cam link.
6. Select pairs or groups to present their findings back to the class (We recommend selecting a mix of presentations to include different bodies of water).

Additional or Alternative Activity: In groups ask students to create a role play at a lake, river, pool or beach of a day out swimming with their family and friends. Ask students to include a safety message in their role play to show the class an unsafe action versus a safer action. To begin this activity, you can watch the following video with the class and discuss the safe and unsafe actions that occurred in each scenario. [Be Water Smart at Rivers and Lakes - YouTube](#)

Monday

Water Safety & Waterways

(S2-S3)



Resources Needed:

1. [Live cam explorer worksheet 1B](#)
2. [Live cam explorer worksheet 2](#)
3. Live cam links ([please see useful links page](#))
4. [Water safety scenarios worksheet](#)

Lesson Outline:

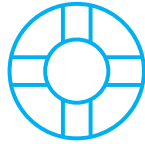
1. Begin with a classroom discussion –Where do you like to swim? What are the dangers? What do you do to be safe? What can help you to stay safe? Create a mind map on the board.
2. Explain to the class that they are now going to view some Live cams of different bodies of water. Begin with a class discussion – What is a live cam? Why do we use them? How are they helpful? What can we learn? (You might like to view one as a class)
3. Provide each student with a [Live cam explorer worksheet 1B](#) to complete working in pairs and assign them to a specific Live cam link. (You might want to talk through some of the questions as a class)
4. Select pairs or groups to present their findings back to the class (we recommend selecting a mix of presentations to include different bodies of water).
 - a) Provide each student with [Live cam explorer worksheet 2](#) and explain to the class that each pair will now work with other pairs to compare and contrast the waterbody that they viewed with others. Each pair will first need to complete the column Location 1 with the details they have of their own Live cam location.
 - b) Once each student has completed the table on page 1, they can then answer the questions on page 2 either individually or in pairs.
5. Select students to present their findings back to the class.
6. You might like to additionally discuss with the class how we can assess the safety of our environment and specifically a place to swim to help highlight the things that they learnt in this session.

Additional or Alternative Activity: Working in groups, assign students with a water safety scenario from the Water safety scenarios worksheet. Students can then read through the scenario and together complete or discuss the questions provided. Groups can create a roleplay to present to the class to highlight the scenario and the best and safest strategy to help the person in trouble.

Tuesday

Surf Lifesavers & Lifeguards

(ES1-S1)



Resources Needed:

1. [Lifesavers & Lifeguards worksheet](#)
2. [A day in the life of a lifesaver - Australia Plus – YouTube](#)
3. [ALS NSW Lifeguard | A Day In The Life – YouTube](#)

Lesson Outline:

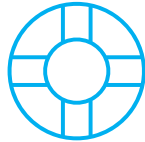
1. Explain to the class that today they will be learning about lifesavers and lifeguards.
2. Provide each student with a Lifesavers & Lifeguards worksheet and ask them to fill in the first box by writing down all the things they know about lifesavers and lifeguards.
3. Ask students to put their hands up to see how many things they could write down – “Who came up with more than 5 things they know?”. Ask some students to share some of the things they wrote down with the class.
4. Now have students complete the second box to identify some things that they would like to know or would be interested to learn about lifesavers and lifeguards.
5. Ask some students to share some of their questions with the class.
6. Join our Livestream or watch the two videos [A Day in the life of a lifeguard](#) with the class.
7. Ask the class if some of their questions were answered. Some students might like to share something they learnt.
8. Have the students complete the final box of their worksheet to identify things that they learnt about Lifesavers and Lifeguards.

Additional or Alternative Activity: Watch the video of Finbar, [A day in the life of a Lifesaver](#), with the class and together discuss the ways he describes the experience of being a Lifesaver. Ask each student to think of something that they love to do as much as Finbar and provide them with the tools to either video, draw, paint or write about it.

Tuesday

Surf Lifesavers & Lifeguards

(S2-S3)



Resources Needed:

1. [Lifesavers & Lifeguards worksheet](#)
2. [A day in the life of a lifesaver - Australia Plus – YouTube](#)
3. [ALS NSW Lifeguard | A Day In The Life – YouTube](#)
4. [What is a surf lifesaver? - YouTube](#)

Lesson Outline:

1. Explain to the class that today they will be learning about lifesavers and lifeguards.
2. Provide each student with a Lifesavers & Lifeguards worksheet and ask them to fill in the first box by writing down all the things they know about lifesavers and lifeguards.
3. Ask students to put their hands up to see how many things they could write down – “Who came up with more than 5 things they know?”. Ask students to share some of the things they wrote down with the class.
4. Have the students complete the second box to identify some things that they would like to know or would be interested to learn about lifesavers and lifeguards.
5. Ask some students to share some of their questions with the class.
6. Join our Livestream or watch the two videos [Be a Lifeguard](#) and [What is a surf lifesaver?](#) with the class.
7. Ask the class if some of their questions were answered. Some students might like to share something they learnt.
8. Have the students complete the final box of their worksheet to identify things that they learnt about Lifesavers and Lifeguards.

Additional or Alternative Activity: Watch the video of Finbar, [A day in the life of a Lifesaver](#), with the class and together discuss the ways he describes the experience of being a Lifesaver. Watch the video again and ask students to write down all the similes, metaphors and examples of alliteration and onomatopoeia they hear. Have students write their own paragraph about something that they love to do using similar narrative techniques.

Wednesday

Marine Creatures

(ES1-S1)



Resources Needed:

1. [Rock pools worksheet](#)
2. [Marine creatures profile cut-outs](#)
3. [Marine creatures profile worksheet](#)
4. [Rock Pool Marine Life – YouTube](#)
5. [Seashell artist worksheet](#)
6. Seashells

Lesson Outline:

1. Explain to the class that today they will be learning about rock pools and marine creatures.
2. Provide each student with a [Rock pools worksheet](#) and ask them to individually complete the first box to highlight what they already know about rock pools. Ask for some students to share what they know.
3. Now ask the students to complete the second box and write down what they would like to know. Ask for some students to share their questions.
4. Watch the [Rock Pool Marine Life](#) video with the class. Ask students to write down at least three things that they learnt. Ask for some students to share something that they learnt about rock pools.
5. Give each student a [Marine creatures profile worksheet](#) and provide each student with access to one of the [Marine creatures profile cut-outs](#).
6. Review and discuss the worksheet questions together and provide research instructions to students. (For ES1 this activity can be done in pairs)
7. (S1) Ask students to share their findings with the classroom – you could even ask students to prepare a presentation or poster on their creature.
8. (ES1) Provide class with seashells and allow students the opportunity to hold and view the seashells. Ask students to draw some of the shells and label their features.

Use this lesson as an opportunity to engage your students in learning about the ocean. How can you bring the ocean to life in your classroom? Maybe you might like to create an ocean mural? Maybe your students could create their own ocean costumes and dress up to create an ocean themed play?



Wednesday

Marine Creatures

(S2-S3)



Resources Needed:

1. [Rock pools worksheet](#)
2. [Marine creatures profile cut-outs](#)
3. [Martine creatures profile worksheet](#)
4. [Rock Pool Marine Life - YouTube](#)

Lesson Outline:

1. Explain to the class that today they will be learning about rock pools and marine creatures.
2. Provide each student with a [Rock pools worksheet](#) and ask them to individually complete the first box to highlight what they already know about rock pools. Ask for some students to share what they know.
3. Now ask the students to complete the second box and write down what they would like to know. Ask for some students to share their questions.
4. Watch the [Rock Pool Marine Life – YouTube](#) video with the class. Ask students to write down at least three things that they learnt. Ask for some students to share something that they learnt about rock pools.
5. Give each student a [Martine creatures profile worksheet](#) and provide each student with access to one of the [Marine creatures profile cut-outs](#).
6. Review and discuss the worksheet questions together and provide research instructions to students.
7. Once students have completed the worksheet, assign each student to a group and in groups ask them to compare and contrast the creatures that they each have to identify similarities and differences. Ask students to think about why these similarities and differences exist and how they help them to survive in their environment.

Use this lesson as an opportunity to engage your students in learning about the ocean. How can you bring the ocean to life in your classroom? Maybe you might like to create an ocean mural? Maybe your students could create their own ocean costumes and dress up to create an ocean themed play?



Thursday Beach & Coastal Safety (ES1-S1)



Resources Needed:

1. [Scavenger hunt worksheet](#)
2. [Scavenger hunt worksheet \(print friendly\)](#)
3. [Top Five Beach Safety Tips | Nippers – YouTube](#)

Lesson Outline:

1. Explain to the class that today they are celebrating National Water Safety Day which falls on the 1st day of summer every year (December 1). If your students are celebrating by wearing red and yellow [discuss the significance of the colours red and yellow](#).
2. Continue with a classroom discussion: How can we stay safe at the beach? What sorts of dangers might exist there? Would anyone like to share an experience at the beach?
3. Watch the [Top five beach safety tips](#) video with the class and then go through the FLAGS acronym together – see if they can remember it!
4. Explain to the students that they are now going to go on a treasure hunt around the school (pairs or groups). Provide students with instructions on where they can and cannot go.
5. Provide students with the [Scavenger hunt worksheet](#). You might like to go through each item to make sure they understand what they are looking for.
6. Once the students have had enough time to complete the first two pages and find the items, bring the class back together to discuss what they found (you can have students tally up the number of items to see who found the most and provide them with a prize).
7. Students can then complete the remaining questions either individually, in their pairs or as a class.
8. If students complete the worksheet in pairs or individually, ask students to present their answers to select questions back to the class and discuss with other students to find similar and different responses.

Additional or Alternative Activity: Sink or Float? Fill a large container with water and gather objects to test. Students can vote if the item will sink or float prior to testing. Discuss why different objects might sink or float. (You might like to test some of the items they listed in the treasure hunt). Next place students into groups and give them the challenge to design and create something that will float on water. Make sure you discuss what worked, what didn't work and why. How could this translate to items that help keep us afloat in the water?

Thursday

Beach & Coastal

Safety

(S2)



Resources Needed:

1. [Scavenger hunt worksheet \(print friendly\)](#)
2. [Environment & Sustainability Worksheet](#)
3. [Ocean Plastic Pollution](#)
4. [Top Five Beach Safety Tips | Nippers - YouTube](#)
5. [How to Spot and Get Out of a Rip | Nippers - YouTube](#)
6. [How to be Eco-friendly at the beach](#)

Lesson Outline:

1. Explain to the class that today they are celebrating National Water Safety Day which falls on the 1st day of summer every year (December 1). If your students are celebrating by wearing red and yellow discuss the significance of the colours red and yellow.
2. Continue with a classroom discussion; How can we stay safe at the beach? What sorts of dangers might exist there? Would anyone like to share an experience at the beach?
3. Watch the [Top five beach safety tips](#) video with the class and then go through the FLAGS acronym together – see if they can remember it!
4. *OPTIONAL:* Watch the [How to spot and get out of a rip](#) video with the classroom. Discuss with the class what they learnt from the video and what a rip may look like and what to do if they ever got caught in one. Remind students that the safest way to avoid a rip current is by swimming between the red and yellow flags.
5. Explain to the students that they are now going to go on a treasure hunt around the school (pairs or groups). Provide students with instructions on where they can and cannot go.
6. Provide students with the Scavenger hunt worksheet. You might like to go through each item to make sure they understand what they are looking for.
7. Once the students have had enough time to complete the first two pages and find the items, bring the class back together to discuss what they found (you can have students tally up the number of items to see who found the most and provide them with a prize).
8. Students can then complete the remaining questions either individually, in their pairs or as a class.
9. If students complete the worksheet in pairs or individually, ask students to present their answers to select questions back to the class and discuss with other students to find similar and different responses.
10. Discuss the impacts litter can have on the beach. Learn more about [ocean plastic pollution](#) and have them complete the [Environment & Sustainability Worksheet](#).

Additional Activity: Sink or Float? Fill a large container with water and gather objects to test. Students can vote if the item will sink or float prior to testing. Discuss why different objects might sink or float. (You might like to test some of the items they listed in the treasure hunt). Next place students into groups and give them the challenge to design and create something that will float on water. As an extra challenge ask students to create something that will not only float but that can also hold the most weight of all the floating creations in the classroom. Make sure you discuss what worked, what didn't work and why. How could this translate to items that help keep us afloat in the water?

Thursday Beach & Coastal Safety

(S3)



Resources Needed:

1. [Scavenger hunt worksheet \(print friendly\)](#)
2. [Environment & Sustainability Worksheet](#)
3. [Top Five Beach Safety Tips | Nippers - YouTube](#)
4. [How to Spot and Get Out of a Rip | Nippers - YouTube](#)
5. [How to be Eco-friendly at the beach](#)
6. [Last Stop: The Ocean](#)
7. [Lets keep our beaches clean](#)

Lesson Outline:

1. Explain to the class that today they are celebrating National Water Safety Day which falls on the 1st day of summer every year (December 1). If your students are celebrating by wearing red and yellow [discuss the significance of the colours red and yellow](#).
2. Continue with a classroom discussion; How can we stay safe at the beach? What sorts of dangers might exist there? Would anyone like to share an experience at the beach?
3. Watch the [Top five beach safety tips](#) video with the class and then go through the FLAGS acronym together – see if they can remember it!
4. *OPTIONAL:* Watch the [How to spot and get out of a rip](#) video with the classroom. Discuss with the class what they learnt from the video and what a rip may look like and what to do if they ever got caught in one. Remind students that the safest way to avoid a rip current is by swimming between the red and yellow flags.
5. Explain to the students that they are now going to go on a treasure hunt around the school (pairs or groups). Provide students with instructions on where they can and cannot go.
6. Provide students with the Scavenger hunt worksheet. You might like to go through each item to make sure they understand what they are looking for.
7. Once the students have had enough time to complete the first two pages and find the items, bring the class back together to discuss what they found (you can have students tally up the number of items to see who found the most and provide them with a prize).
8. Students can then complete the remaining questions either individually, in their pairs or as a class.
9. If students complete the worksheet in pairs or individually, ask students to present their answers to select questions back to the class and discuss with other students to find similar and different responses.
10. Discuss the impacts litter can have on the beach and have them complete the [Environment & Sustainability Worksheet](#). Share the [Lets Keep Our Beaches & Oceans Clean](#) poster with your students and watch the [Last Stop: The Ocean](#)

Additional Activity: Watch and then complete the corresponding worksheet or select an activity from one of the following BTN stories:

- [Beach Safety App - Classroom - BTN \(abc.net.au\)](#) [Drowning Danger - Classroom - BTN \(abc.net.au\)](#)

Friday Beach Fun Day Classroom Activities



Activity 1: Writing a narrative or creating a poster (ES1-S1)

You will need:

- [Narrative story planner worksheet](#) (Keeping safe in the sun outdoors)
- [Poster planner](#) (Keeping safe in the sun outdoors)

Lesson plan:

- Watch the video [George The Sun Safe Superstar - Book Animation – YouTube](#) with the class.
- Discuss the story about George; What sorts of things did George do to stay safe from the sun? What did the 5 s's stand for?
- Provide students with either the [Narrative story planner worksheet](#) OR the [Poster planner worksheet](#).
- Explain to students that they will now be using those worksheet to draft and prepare either a narrative or a poster which must have a key safety message for being outdoors. This message does not have to be about the sun or sun safety but must be related to enjoying the outdoors, e.g., water safety, sport safety, bush walking etc.
- You could continue this activity by asking students to use their completed worksheets to create an actual poster or narrative to share with the class.

Activity 2: BTN Sunburn video and activities (S2-S3)

You will need:

- Access to watch [Too Many Kids Going To Hospital Because of Sunburn - Behind the News – YouTube](#) as a classroom
- [BTN Worksheet sunburn-statistics-teacher-resource-\(pdf\)-data.pdf \(abc.net.au\)](#)

Lesson plan:

- Watch the [BTN video](#) as a class.
- Discuss the video with the class using the worksheet focus questions.
- Select an activity or activities from the [BTN worksheet](#) for the class to complete.

Friday Beach Fun Day



Preparing for play outdoors

Let's get ready together!

Educating your students about sun safety for the great outdoors is a vital component of sun safety. We recommend practicing the application of sunscreen as a class to make sure that your students understand how much sunscreen is needed, how to apply to all parts of their skin that is visible and how long prior to going outside they need to apply.

For more information on proper sunscreen application visit:

<https://www.sunsmart.com.au/protect-your-skin/slop-on-sunscreen>

How much sunscreen do I need?

A fun activity that you might like to make available to your classroom to take part in is the [online sunscreen calculator](#) from Sun Smart. This calculator can provide a fun and engaging way for your students to learn about sun safety and sunscreen application.

SUN SMART

Sunscreen Calculator

How to apply sunscreen:
For maximum protection, use SPF 30+ or higher broad spectrum sunscreen with a hat, sunglasses, clothing and shade.

Reapply every 2 hours or more frequently after swimming or working up a sweat.

Use the sunscreen calculator to find out how much you need to apply

Get Started

The screenshot shows the landing page of the Sun Smart sunscreen calculator. It features the Sun Smart logo at the top right, a sun icon, and a bottle of 'Everyday 30+' sunscreen. The background is a beach scene with waves and a blue sky.

SUN SMART

Sunscreen Calculator

Enter your gender, height and weight

Height cm

Weight kg

Next

The screenshot shows the input form of the Sun Smart sunscreen calculator. It has the Sun Smart logo and a sun icon at the top. Below the title, it asks for gender, height, and weight, with radio buttons for 'Male' and 'Female', and text input fields for 'cm' and 'kg'. A 'Next' button is at the bottom. The background is a beach scene.

Friday Beach Fun Day Outdoor Activities



Activity 1: Fish, fish, shark! (ES1)

Instructions:

- Students sit in a large circle facing inwards
- Pick one student at random to act as the shark
- The shark will go around the circle tapping each person on the head calling them a fish
- When the student calls someone shark, that person must get up and chase the other Nipper around the circle before they take their space in the circle
- If the student tagged does not catch the current shark, they take their place as the new shark but if they catch them, then that person remains as the shark for another round

Activity 2: Sharks, Swimmers and Savers (S1-S3)

You will need:

- Markers or cones
- Bib or vest (for SHARKS and SAVERS)

Instructions:

- Mark out an area with cones to show the space between the flags.
- Depending on the size of the group, designate one or more students as SHARKS and one or more students as SAVERS.
- All other students are to find a partner. These pairs are the SWIMMERS.
- Each SWIMMER must link their arms with their partner and must remain linked at all times (Never go swimming alone!)
- If SWIMMERS are tagged by a SHARK or their line is broken – they must stand back-to-back with their feet apart and raise one arm in the air to flag the SAVER.
- If they go outside the flagged area they are out and must sit on the sidelines. (Always swim between the red and yellow flags)
- To become 'free' the SAVER must crawl through their legs.
- If a SAVER is tagged by a shark, then all SWIMMERS with their arms raised are out.
- The game is concluded by a time limit.

Friday Beach Fun Day Outdoor Activities



Activity 3: Nipper Flags (All ages)

What you will need:

- Flags or markers (that can be pushed into the ground)
- Soft grassy area
- Cones (to mark out the start line)
- Whistle to signal the start

Instructions:

- Divide nippers into groups.
- Setup markers/flags at the finish line (You will need half the number as that in each group)
- One group at a time, nippers lie down in a row on their stomach facing away from the markers with their hands under their head.
- When the whistle blows nippers must jump up as fast as they can and race to grab the flag/marker.
- The nippers who managed to grab a flag/marker progress to the next round.
- Rounds are repeated until each group has a winner. The winner of each group then plays in the finals round.

To see the game being played: [NSW State Nippers 2012 - U10's Male Flags - YouTube](#)

Activity 4: Set up an obstacle course (All ages)

Ideas for course:

- Lay 6-8 hula hoops out in a row and have students jump between them.
- Stand 6-8 poles/flags up in the grass in a line and have students weave between them.
- Line up 6-8 pool noodles or ropes/poles around 30cm apart, students have to jump over these with two feet together.
- Set up an area using cones which they have to crawl across.

Activity 5: Tug of War (All ages)

One of the most classic beach games can also be played on the grass. Maybe try a teachers versus students round!



How did we do?
We would love your
feedback!

At Surf Life Saving NSW our aim is to prevent drownings and non-fatal incidents on our coastlines. A core component of this is prevention. Programs like the Big Beach Week play a vital role in preventing such incidents and ensuring that all of our communities can enjoy our coastline safely. To make sure we are on the right track and to ensure we can continue to deliver programs like this we would like to ask for 5 minutes of your time to provide us with feedback.

[To complete the feedback form please click here.](#)