

## Lesson Plan

### Rescue Training

**Book:** *Combat Rescues*

**Series:** Rescues in Focus

**Level:** Beacon

### Objective

To help students understand the focus and training required to be a combat rescuer, and to build familiarity with words signaling spatial and temporal relationships.

### Supplies

- *Combat Rescues* book
- Outdoor playground
- Stopwatch

### Before the Activity

Plan a specific route through the playground. Create a short description of these steps, using spatial and temporal phrases to explain the order, similar to the following example:

- Start by going across the monkey bars.
- Next, run across the bridge.
- Then, climb down the ladder.
- Climb back up the ladder.
- After that, walk to the slide and slide down.
- Finally, wave your arm toward the next student in line.

### Activity

Read *Combat Rescues* out loud as a class, choosing a different student to read each sentence. Combat rescues are hard work. They require a lot of training. Rescuers practice each task many times. They learn to do the steps in order, and they make sure to complete them very quickly. Only the very best trainees get to be part of the special forces unit.

Today, students will be trainees. Bring the class to the playground and have the students form a single-file line. Explain that you will give a set of instructions for moving through the playground. Students should listen very carefully for words and phrases telling them where to go for each step, as well as the order the steps go in. When you say GO, the first student in line should try to complete the actions as fast as possible. As soon as that student is finished, say GO again and have the next student start.

**Evaluation**

Use the stopwatch to time each student. The students with the five fastest times get to be special forces operatives.

**Standards**

This lesson may be used to address the Common Core State Standards' language standards, grade 3 (L 3.6).