

Lesson Approach Progression Step 2

Learning Objectives:

Welfare: Be mindful of any recent water-related incidents or fatalities.

- 1 To understand the dangers in and around water.
- 2 To understand how water can be dangerous and how we can be safe and have fun around it.

Practitioners may wish to refer to the [Progression Step 1](#) resources for differentiation. The activities below are flexible and practitioners may wish to amend them in line with delivery. Activities can be removed and used as homework or extension activities. All activities centre around the four-step Water Safety Code.

Equipment needed:

- Lesson approaches
- PowerPoint
- Audio for embedded videos

Curriculum for Wales links:

Health and Wellbeing

Our decision-making impacts on the quality of our lives and the lives of others.

- I can make decisions based on what I know
- I can recognise that my decisions can impact on me and others, both now and in the future
- I can identify and assess risks.

Developing physical health and well-being has lifelong benefits

- I can use and improve basic movement skills in familiar and unfamiliar situations. I can respond to prompts in imaginative and creative ways. I have the confidence and motivation to persevere when faced with physical challenges

- I can recognise some of the behaviours, conditions and situations that affect my physical health and well-being, and I know how to respond and get help in a safe way.

How we engage with social influences shapes who we are and affects our health and well-being

- I can change how I interact and behave in different situations with support.

Healthy relationships are fundamental to our well-being

- I can recognise when I feel safe in my relationships and I can communicate when I do not feel safe.

Humanities

Our natural world is diverse and dynamic, influenced by processes and human actions

- I can describe how people and the natural world may impact on each other.
- I can recognise the distinct physical features of places, environments and landscapes in my locality and in Wales, as well as in the wider world.

Key terms:

Some of the words in red may require explanation, depending on literacy levels.

Stop and Think

- Dangers
- Cold water
- Depth of water
- Weather
- Hidden hazards.

Stay Together

- Make sure an adult is with you at all times
- Keep within your depth
- Be prepared for a trip.

Float

- Emergency
- Floating
- Relax/Be calm
- Treading water (to be discussed if appropriate for this level).

Call 999 in an Emergency

- Call 999



Stop and Think



Stay Together



Float



**Call 999
in an Emergency**

Lesson Structure	Slide	Key Learning Actions	Background information	Additional information
Introduction slide (Learning intentions)	2	<p>Learning objectives for the session are:</p> <ul style="list-style-type: none"> • Discuss why water might be dangerous • Consider how I can keep myself and others safe when in or near water. 		
The Water Safety Code	3	<p>Water Safety Code</p> <p>Outline the Water Safety Code.</p> <p>Outline the Stop and Float activity:</p> <p>If the float icon from the Water Safety Code is top corner of slide (slides 3, 7 and 10), pupils should:</p> <ul style="list-style-type: none"> • lie down (if possible in classroom – stand if not) • extend their legs and arms to the side • head tipped back slightly. <p>Play video that shows how to float.</p>	<p>Float message:</p> <p>Float to Live</p> <p>Key reason for float message is to do this when you fall into the water unexpectedly or are struggling in water.</p> <ol style="list-style-type: none"> 1. Tilt your head back with your ears submerged under the water. 2. Try to breathe normally. 3. Move your hands to help you stay afloat. 4. Don't worry if your legs sink - we all float differently. 5. Spread your arms and legs. 	<p>Pupils lie down on the floor, with slow breathing and calming water music to begin the lesson.</p>
Key Terms and Words	4	<p>Key terms</p> <p>Introduce key terms and explain any challenging vocabulary.</p>	<p>Not all dangers are easy to see – water can be colder, deeper, faster than you think and there may be hidden dangers under the water.</p>	<p>You may wish to include these words in planning for literacy/spelling words of the week.</p>
Activity 1 (Starter)	5	<p>Begin open discussion about pupils' own experiences at the places depicted on the slide.</p> <p>Suggested questions to ask pupils:</p> <ul style="list-style-type: none"> • What can you tell me about the water in these pictures? • What do you enjoy doing in places like these? • What do we call these bodies of water? • Why would people go here? • What activities might people do here? 		<p>You may wish to discuss local bodies of water with the pupils.</p>

Lesson Structure	Slide	Key Learning Actions	Background information	Additional information
Activity 2 Stop and Think, AND Stay Together	6	<p>Safe and Unsafe Card Game</p> <p>Options:</p> <ol style="list-style-type: none"> 1. Discuss whether the pictures show safe or unsafe behaviour and why. Ask pupils to come up and tick (safe) or cross (unsafe) the images using a whiteboard marker (or post-it note). 2. Print out the cards and ask pupils to group them by 'safe' and 'unsafe'. 3. Print the cards out and put them around the classroom. Ask pupils to stand next to a card they think is safe or unsafe. They should be able to explain why they chose their card. 	<ul style="list-style-type: none"> • The water is colder, more powerful, and deeper than you think • There can also be hidden dangers which are hard to see • Spotting the dangers when you are near water and always staying with an adult can keep you safe. <p>Example: It's unsafe to jump off a pier, as you don't know what's under the water (which could injure you) or how deep it is (which could put you in danger of drowning).</p> <p>Guidance for practitioners</p> <p>Card 1: Unsafe</p> <ul style="list-style-type: none"> • Pupils should always be accompanied by an adult near water • Water is fast, deep, cold and powerful. <p>Card 2: Unsafe</p> <ul style="list-style-type: none"> • Never play or walk on ice • Stay away from the edge • Ice can break easily • Call 999 if someone is in danger on the ice or in the water • Deep and very cold water • Never go onto the ice to help someone else or an animal/pet. <p>Card 3: Safe</p> <ul style="list-style-type: none"> • Staying together can keep you safe • Always be prepared for an activity • It is important to bring the right equipment, including lifejacket and wetsuit. <p>Card 4: Safe</p> <ul style="list-style-type: none"> • The edge can be dangerous • Stay away from the edge • Staying together can keep you safe • Stay near an adult • Do not enter the water if your ball/toy falls in • Look for safety signage. 	<p>Extension activity</p> <ol style="list-style-type: none"> 1. Using the template, pupils can create their own 'safe' or 'unsafe' cards. 2. Pupils can draw a backpack (or have one printed out) and draw or write things they would bring for a safe and fun trip to the beach. Suggestions include sun cream, a jacket, wellies, water bottle, a picnic, bucket and spade. 3. The pupils could think of their own two possible solutions (for the scenarios) and then vote for what is the best option. 4. Pupils could act out the scenarios in groups.

Lesson Structure	Slide	Key Learning Actions	Background information	Additional information
Activity 3 Stop and Think, AND Stay Together	7	<p>How can we stay safe? Discuss ways in which pupils can stay safe in and around water. Key talking points may include:</p> <ul style="list-style-type: none"> • Stay close to an adult • What to bring with you (i.e. suitable clothing and equipment for the activity) • Check the weather forecast. Refer to the signs on the slide: ask if the pupils have seen any of these signs before. Can they tell you what they mean? 	<p>Explain that it is important to always stay together, stay close to an adult, when you are near water. Be prepared for a trip by checking the weather forecast, and by wearing the right clothing and the right equipment for the activity you are taking part in.</p> <ol style="list-style-type: none"> 1. No swimming. 2. No diving. 3. No surfing. 4. Beware – deep water. 5. Beware – shallow water. 6. Life jackets must be worn. <p>rospa.com/leisure-water-safety/water/advice/signs</p>	Extension activity Using the backpack template, pupils can 'pack' a bag for a trip to the beach or lake. Pupils can write or draw things in the bag they would take with them for a fun and safe trip.
Summary slide of first two messages	8	Summarise the first two steps of the Water Safety Code	Stop and Think Stay Together	
Activity 4 Call 999 In an Emergency	9-11	<p>Introduce concept cartoons This activity can be tailored to suit the ability of the class. These concept cartoon introduce the idea of whether scenarios requires emergency services or not – please refer to the four steps of the water safety code when discussing the cartoons</p>	<p>Cartoon 1: Not an emergency Key information:</p> <ul style="list-style-type: none"> • Do not enter water to get your ball (or a toy). You can always get a new ball • If a person is in the water and is struggling, call 999. Do not enter the water • Stay away from the edge and do not play close to water. <p>Cartoon 2: Emergency: Call 999 Key information:</p> <ul style="list-style-type: none"> • Call 999 – Ask the adult to call • Keep an eye on the person • Encourage them to float on their back and stay calm • Find something to help the person (a throwline, life ring or something that floats, like a football). <p>Cartoon 3: If the dog does not come back, or falls through the ice, call 999 Key information:</p> <ul style="list-style-type: none"> • Do not go onto the ice to help the dog, as the ice could break under you • Call 999 • Stay away from the edge. 	Pupils can create their own poster to tell people what to do when there is an emergency on or in water.

Lesson Structure	Slide	Key Learning Actions	Background information	Additional information
Activity 4 Call 999 In an Emergency	12	<p>What to do in an emergency in or near water.</p> <p>What to do in an emergency if:</p> <ul style="list-style-type: none"> • you find yourself in the water and need help • someone else is in the water and needs help. 		<p>Pupils can discuss what they need to say if they have to call 999 in an emergency.</p> <p>Explore the idea of staying calm, giving clear information about the emergency and the location</p>
Activity 5 Mini Quiz	13	<p>Mini quiz on topics covered.</p>	<p>Ask pupils to put their thumbs up if they agree with a statement or thumbs down if they disagree.</p> <p>“Going swimming in the sea can be fun if we remember the Water Safety Code” – Thumbs up</p> <p>“When near, in or around water, you should STOP and THINK” – Thumbs up</p> <p>“It’s ok to get in the water by yourself” – Thumbs down. – You should always stay together</p> <p>“If you get into trouble near water, remember to float” – Thumbs up</p> <p>“Call 999 in an emergency” – Thumbs up</p>	<p>Pupils lie down, with slow breathing and calming water music to end the lesson and reflect on what they’ve learnt.</p> <p>Pupils create their own water safety poster.</p>
Summary and questions	14	<p>Summarise the Water Safety Code.</p>	<p>Ask pupils if they have any questions.</p>	

Extension Resources

Interactive Lesson:

Oscar the Otter is a safety resource created by Swim England. It includes a lesson plan, video and activity sheets and is made available bilingually by Water Safety Wales and Swim Wales. It includes narration by a sign language interpreter.