Lesson Approach Progression Step 3

diogelwch dŵr Cymru water safety Wales

Llywodraeth Cymru Welsh Government

Learning Objectives:

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

1. **Discuss possible dangers in or near water.**
2. **Consider how I can keep myself and others safe when in or near water.**

Practitioners may wish to refer to the Progression Step 2 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 Approach
- ☑ Powerpoint
- ☑ Audio for embedded videos
- ☑ Bowl/basin
- ☑ Cold water
- ☑ Ice
- ☑ Towel

Curriculum for Wales links:

Health and Wellbeing

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

- I can identify and assess risks, and I can take steps to reduce them
- I can make considered decisions, taking into account available information, including past experiences
- I can recognise that some decisions I make will have a long-term impact on my life and the lives of others.

Developing physical health and well-being has lifelong benefits

- I can describe the behaviours, conditions and situations that affect my physical health and well-being, and I know how to respond to and/or manage these in order to actively reduce the risk of harm to myself
- I can develop and apply a range of skills in familiar, unfamiliar and changing situations, exploring space creatively in response to a variety of stimuli. I can motivate myself to engage confidently in regular physical activity and sport, and am aware of my own progress.

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

- I can interact pro-socially in different groups and situations.

Healthy relationships are fundamental to our well-being

- I can reflect on the characteristics of safe relationships and I can seek support when needed.

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Humanities

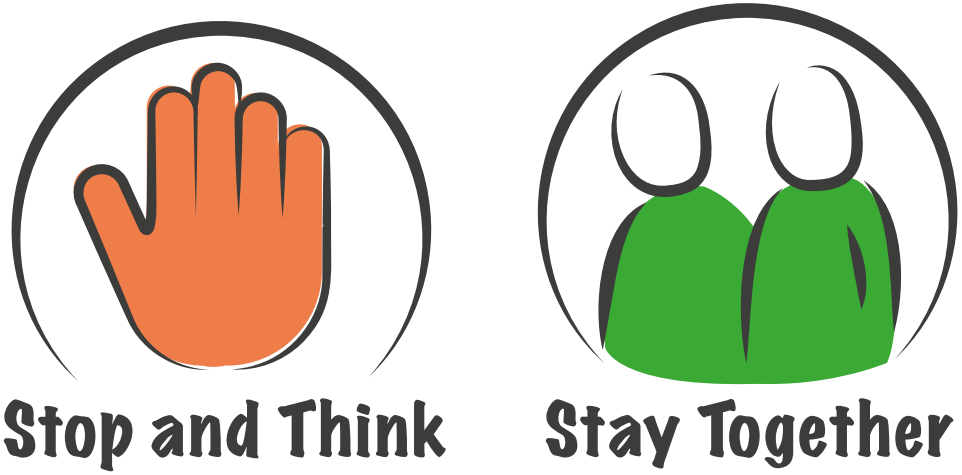
Our natural world is diverse and dynamic, influenced by processes and human actions

- I can describe and give simple explanations about the impact of human actions on the natural world in the past and present
- I can locate and give simple explanations for the distinctive features of places, spaces and landforms in my locality and in Wales, as well as in the wider world.

Science and Technology

The world around us is full of living things which depend on each other for survival

- I can identify the threats to the development and health of organisms and recognise some natural defences, preventions and treatments
- I can describe the features of organisms and recognise how they allow them to live, grow and reproduce for survival in their environment.



Lesson Structure	Slide	Key Learning Actions	Background information	Additional information
Introduction slide (Learning intentions)	**2**	Learning objectives for the session are: • Discuss why water might be dangerous • Consider how I can keep myself and others safe when in or near water.		
The Water Safety Code **The Water Safety Code/Word bank**	**3**	**Water Safety Code** Outline the Water Safety Code. **Word bank** Refer to word bank on slide 2.	**Stop and Think** When you're by the water, ask yourself: • Is it a safe place to swim and is there a lifeguard? • How deep is it? • What dangers could be under the surface? • At the beach, have you asked the lifeguards for advice? **Stay Together** Family and friends can help in an emergency • Always go with someone else • Tell someone where you're going and when you'll be back • Carry a phone to call for help. **Float** If you get into trouble in the water, FLOAT until you feel calm. • Practise floating the next time you're at the swimming pool. **Call 999** You can help if someone else is in trouble. Once you've called 999 to get help … • Stay back from the edge and don't go in the water • Look for something you can throw to help them float – like a lifering or a football • Shout to them to stay calm and float on their back.	Some words may require further explanation.
Activity 1 (Starter)	**4**	**Discussion** Why is it important to be careful around water?	**Key points for discussion: (link to Water Safety Code)** • Depth – The water can be deeper than it looks • Temperature – Even on a summer's day, the water can be cold • Tides – Tides make the sea rise and fall, meaning you can become trapped if you are not careful • Currents/ Waves – Even water that appears calm can have powerful currents, making it hard to swim in • Hidden hazards – What dangers could be below the surface?	**Challenge Question:** What activities do you do that are in or near water?

Activity 2 **Stop and Think**	**5**	Pupils in four groups are assigned an image. Groups consider the following: • What potential dangers are there (seen and unseen)? Groups provide feedback to the whole class.	**Key points for discussion:** **Image 1** Good that the family is together, observing signage and prepared for the weather and day ahead. Inflatables should never be used at the beach – wind could easily blow the inflatable and child out to sea. The child shouldn't be unsupervised. **Image 2** Stay away from the edge. Wet leaves are slippery. It is good that they are wearing appropriate clothing and staying together. It is important to observe safety signage and public rescue equipment. **Image 3** Dangerous to walk on pier on a windy day. Stay well away from the edge. Dog should be on lead. Good that appropriate clothing is worn. **Image 4** Never walk on the ice – there is no way of knowing if it will hold your weight. Leave the football there. It is good that family are staying together and wearing appropriate clothing.	**Supporting material:** Use the printable images with questions underneath for groups to work on. Actions that could make scenes safer include the family staying together, boy and dad reading the sign together etc)
Activity 3 **Stay Together**	**6**	Lead a discussion exploring why it is safer to stay together/not be alone when in or near water. Each group looks at a different image from the previous task and plans a day out at that type of location, considering water safety using the template provided.	**Key points pupils should consider:** • Weather forecast – appropriate clothing/food and drink • Items to bring (or not – never an inflatable to beach) • Charged mobile phone • Staying together with friends/adult.	**Supporting material:** Template to plan a trip - phone, bag, people in a group, stay with an adult or with your group of friends, the right equipment.
Summary of points so far	**7**	Summarise the first two points of the Water Safety Code: **1. Stop and Think** **2. Stay Together**	**Summary** Stop and Think, Stay Together Stop and Think - When you are by the water ask yourself? (please see above text from Slide 3 section and repeat that for Stop and Think and Stay Together)	

Activity 4 Cold Water Shock	**8**	Pupils volunteer to take part in cold water activity – putting their hand into cold water (for 60 seconds). • How long do they think they will be able to keep their hand in for? • How does it feel with your hand in the cold water and ice? • Do they notice any changes? Is their hand becoming numb or a different colour? • Write a word on a sheet of paper before cold water immersion and after cold water immersion, and note the difference. **Discussion:** What does this activity tell us about very cold water? **Discussion:** How would it feel (physically and emotionally) if your whole body was submerged in cold water?	Activity is to illustrate the effects of cold water. Where it is not able to facilitate the activity, explore idea of cold water shock as highlighted in previous video. **Key points for discussion:** • Float: if you fall or end up in cold water • Instead of trying to swim, float on your back for 60 seconds • When you feel calm, call for help or swim to safety.	***Optional:*** *Explain the scientific cause of the body becoming cold: Cold water removes the heat from your hand, your body reacts by restricting blood flow to your hand to keep the rest of your body warm, this is an automatic response.*
Activity 5 Float	**9**	Play the video which shows how to float: If space allows: ask Pupils to lie on their backs in the classroom. Ask them to put their arms and legs out and tilt their heads back. Tell them they must do this anytime they feel uncomfortable in water. Activity can also be completed standing up if space allows.	**Key points for discussion/practice** 1. Tilt your head back 2. Relax 3. Move your hands 4. Its ok if your legs sink 5. Spread your arms and legs.	Pupils should do this if they fall in or feel uncomfortable in water. Link back to the cold hand activity – This is what they should do if they fall into water.
Activity 6 Call 999 In an Emergency – Part one	**10**	**Part 1:** Refer to slide 9: **Card 1:** No call 999 **Card 2:** Call 999 **Card 3:** Call 999 **Card 4:** Call 999 **Optional:** Create an advert warning of/highlighting the dangers of water.	**Key points:** **Card 1:** Don't call 999. They should leave the ball and not enter the water. **Card 2:** Call 999. They should not enter the water to try to help the dog. **Card 3:** Call 999. Don't enter water. Encourage them to float on their back and find something to help (anything buoyant) while they wait for emergency services. **Card 4:** Call 999. Don't enter the water. Inform pupils they will not get in trouble for calling 999. (Remind them to never make a prank call). Never enter the water.	***Optional:*** *Create an advert warning of/highlighting the dangers of water.*

Call 999 In an Emergency – Part two	**11**	**Part 2:** Play mock 999 call Discussion around 999 call: • Does the person calling 999 sound calm? • Does the person calling 999 describe what has happened? • Does the person calling 999 describe where they are? • Do they stay with the person, but do not enter the water? • What does the person say they will do next?	**Key Messages:** • Call 999 • Don't enter water • Stay with the person while emergency services arrive • In the meantime, try to reassure the person in the water • Use rescue equipment, if it is available, or throw something else that floats, like a ball.	
Summary of points so far	**12**	Summarise the last points of the Water Safety Code: **3. Float** **4. Call 999, In An Emergency**	Recap all learning from activity 6. Pupils can practice 'Float to live' on the floor or standing up.	
True or False	**13**	**Quiz:** Get the group to do the True or False quiz.	**Answers to the quiz:** 1. False 2. True 3. True 4. True 5. True 6. True 7. True	
Reflection	**14**	**3** Three things I learnt today. **2** Two things I can tell someone about water safety. **1** One question I still have.		
Summary	**15**	Summarise the Water Safety Code: **1.** Stop and Think **2.** Stay Together **3.** Float **4.** Call 999		