

# Lesson Plan: Second Level

## Water Safety Code



**Stop and Think,  
Spot the Dangers**



**Stay Together,  
Stay Close**



**In an Emergency,  
Call 999**

### 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 **First Level 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 three-step **Water Safety Code**.


**Equipment needed:** Lesson plan, PowerPoint, audio for embedded videos.

**Optional equipment required:** Bowl/basin, cold water, ice, towel,

Lesson structure	Slide number	Key learning actions	Background information	Additional information
Learning objectives	2			
Word Bank	3	Refer to word bank on slide 2.		Some words may require further explanation.

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<b>Activity 1 (Starter)</b>	4	<b>Discussion</b> <ul style="list-style-type: none"> <li>Why is it important to be careful around water?</li> </ul>	<b>Key points for discussion:</b> <ul style="list-style-type: none"> <li>Depth</li> <li>Temperature</li> <li>Tides etc</li> <li>Hidden hazards (link to Water Safety Code)</li> </ul>	<b>Challenge Question:</b> What activities do you do that are in or near water?
<b>Activity 2</b> <b>Stop and Think, Spot the Dangers</b>	5	Pupils in four groups are assigned an image. Groups consider the following: <ul style="list-style-type: none"> <li>What potential dangers are there (seen and unseen)?</li> </ul> Groups provide feedback to the whole class.	<b>Key points for discussion:</b> <b>Image 1</b> Good that 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. Child shouldn't be unsupervised. <b>Image 2</b> Stay away from the edge. Wet leaves are slippery. Good that they are wearing appropriate clothing and staying together. Should observe safety signage and public rescue equipment. <b>Image 3</b> 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. <b>Image 4</b> Never walk on the ice – there is no way of knowing if it will hold your weight. Leave the football there. Good that family staying together and wearing appropriate clothing.	<b>Supporting material:</b> Print out the images with questions underneath for groups to work on.  Actions that could make scenes safer include family staying together, boy and dad reading the sign together etc).
<b>Activity 3</b> <b>Stay Together, Stay Close</b>	6	Lead 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.	<b>Key points pupils should consider:</b> <ul style="list-style-type: none"> <li>Weather forecast – appropriate clothing/food and drink.</li> <li>Items to bring (or not – never an inflatable to beach).</li> <li>Charged mobile phone.</li> <li>Staying together with friends/adult.</li> </ul>	<b>Supporting material:</b> Template to plan a trip phone, bag, people in a group, stay with an adult or with your group of friends, the right equipment.
<b>Summary of points so far</b>	7	<b>Show <a href="https://www.youtube.com/watch?v=LNtJmB7EK9g">youtube.com/watch?v=LNtJmB7EK9g</a></b> Summarise the first two points of the Water Safety Code: <ol style="list-style-type: none"> <li><b>Stop and Think, Spot the Dangers</b></li> <li><b>Stay Together, Stay Close</b></li> </ol>	Water Safety Code available here – <b><a href="https://www.education.gov.scot">Water Safety Code (education.gov.scot)</a></b> Key points from video: all of Scotland's water can be dangerously cold and lead to cold water shock. There could be hidden dangers underneath the water; stay together to be safer; float in a star shape if you fall in unexpectedly; call 999 in an emergency.	



Lesson structure	Slide number	Key learning actions	Background information	Additional information
<b>Activity 4</b> <b>Cold water shock</b>  <b>Optional Activity</b>	8	Pupils volunteer to take part in cold water activity – putting their hand into cold water (for 60 seconds). <ul style="list-style-type: none"> <li>How long do they think they will be able to keep their hand in for?</li> <li>How does it feel with your hand in the cold water and ice?</li> <li>Do they notice any changes? Is their hand becoming numb or a different colour?</li> <li>Write a word on a sheet of paper before cold water immersion and after cold water immersion, and note the difference.</li> </ul> <p><b>Discussion:</b> What does this activity tell us about very cold water?</p> <p><b>Discussion:</b> How would it feel (physically and emotionally) if your whole body was submerged in cold water?</p>	Activity is to illustrate the effects of cold water. Preference would be activity is undertaken by young people. Where not able to facilitate the activity, explore idea of cold water shock as highlighted in previous video. <p><b>Key points for discussion:</b></p> <ul style="list-style-type: none"> <li>Float (like a starfish): if you fall or end up in cold water.</li> <li>Instead of trying to swim, float on your back for 60 seconds.</li> <li>When you feel calm, call for help or swim to safety.</li> </ul>	
<b>Activity 5</b> <b>In an Emergency, Call 999</b>	9	Part 1: Refer to slide 9: <b>Card 1:</b> No call 999 <b>Card 2:</b> Call 999 <b>Card 3:</b> Call 999 <b>Card 4:</b> Call 999 	<p><b>Key points:</b></p> <p><b>Card 1:</b> Don't call 999. They should leave the ball and not enter the water.</p> <p><b>Card 2:</b> Call 999. They should not enter the water to try to help the dog.</p> <p><b>Card 3:</b> 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.</p> <p><b>Card 4:</b> 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.</p>	<p><b>Optional:</b> Create an advert warning of/highlighting the dangers of water.</p>
999 call	10	<p><b>Part 2:</b> Play mock 999 call (<a href="https://www.youtube.com/watch?v=Ma6z3Ve91qE">youtube.com/watch?v=Ma6z3Ve91qE</a>).</p> <p>Discussion around 999 call:</p> <ul style="list-style-type: none"> <li>Does the person calling 999 sound calm?</li> <li>Does the person calling 999 describe what has happened?</li> <li>Does the person calling 999 describe where they are?</li> <li>Do they stay with the person, but do not enter the water?</li> <li>What does the person say they will do next?</li> </ul>	<p><b>Key Messages:</b></p> <ul style="list-style-type: none"> <li>Call 999.</li> <li>Don't enter water.</li> <li>Stay with the person while emergency services arrive.</li> <li>In the meantime, try to reassure the person in the water.</li> <li>Use rescue equipment, if it is available, or throw something else that floats, like a ball.</li> </ul>	
'In An Emergency' recap slide	11	A slide that recaps the 'In an Emergency' messaging including float.	Recap all learning from activity 5. Pupils can practice 'Float to live' on the floor or standing up.	



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<b>Activity 6</b>	<b>12</b>	<b>Quiz:</b> 1. False 2. True 3. True 4. True 5. True 6. True 7. True		
<b>Plenary</b>				
<b>Summary and questions</b>	<b>13</b>	<b>3</b> Three things I learnt today. <b>2</b> Two things I can tell someone about water safety. <b>1</b> One question I still have.		