

Lesson Plan:

First Level

Learning intentions

- 1 Discuss why water might be dangerous.
- 2 Consider how I can keep myself and other people safe when in or near water.

Practitioners may wish to refer to the Early Level and Second Level resources for differentiation.

The activities below are flexible and practitioners can 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, Optional: safe/unsafe cards and safe card template, concept cartoon print-outs.

Key terms:

Stop and Think, Spot the Dangers

Cold water

Dangers

Depth of water

Weather

Stay Together, Stay Close

Make sure an adult is with you at all times

Be **prepared** for a trip

In an Emergency, Call 999

Emergency

Call 999

Shout for help

Float (like a starfish)

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

Water Safety Code



**Stop and Think,
Spot the Dangers**






**Stay Together,
Stay Close**







**In an Emergency,
Call 999**



Lesson structure	Slide number	Key learning actions	Background information	Additional information
Introduction slide (Learning intentions)	2	Outline learning intentions.		

Lesson structure	Slide number	Key learning actions	Background information	Additional information
The Water Safety Code and the 'Spot the Starfish' activity 	3	Water Safety Code Outline the Water Safety Code . Outline the Spot the Starfish activity: If there is a starfish in top corner of slide (slides 2, 9 and 14), pupils should: <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. 	Starfish/Float message: Float to Live Key reason for float message is to do this when you fall into the water unexpectedly or are struggling in water. <ul style="list-style-type: none"> Pupils encouraged to float on their backs if they fall into water. Do not attempt to swim; instead, float. Float on your back with arms and legs extended. Try to calm down and breathe normally. Gently use your hands to help keep your head above water. 	Pupils lie down on the floor in a starfish pose, with slow breathing and calming water music to begin the lesson.
Key terms and words	4	Key terms Introduce key terms and explain any challenging vocabulary.	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	You may wish to include these words in planning for literacy/spelling words of the week.
Activity 1 (Starter)	5	Begin open discussion about pupils' own experiences at the places depicted on the slide. Suggested questions to ask pupils: <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? 		You may wish to discuss local bodies of water with the pupils. Link with Campus Police Officer to identify hot spots and local areas of risk.

Lesson structure	Slide number	Key learning actions	Background information	Additional information
<p>Activity 2</p> <p>Stop and Think, Spot the Dangers</p> <p>AND</p> <p>Stay Together, Stay Close</p>  <p>Stop and Think, Spot the Dangers</p>  <p>Stay Together, Stay Close</p>	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"> • Never play or walk on ice • Stay away from the edge • Ice can break easily • Deep and very cold water • Call 999 if someone is in danger on the ice or in the water • Never go onto the ice to help someone else or an animal/pet <p>Card 2: 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 3: Safe</p> <ul style="list-style-type: none"> • Always be prepared for an activity • It is important to bring the right equipment, including lifejacket and wetsuit • Staying together, staying close can keep you safe <p>Card 4: Safe</p> <ul style="list-style-type: none"> • Stay away from the edge • The edge can be dangerous • Staying together, staying close 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 number	Key learning actions	Background information	Additional information
<p>Activity 3</p> <p>Stop and Think, Spot the Dangers AND Stay Together, Stay Close</p>  	7	<p>How can we stay safe?</p> <p>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. <p>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> 	<p>Explain that it is important to always stay together, stay close to an adult, when you are near water.</p> <p>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 running 4. Beware – deep water 5. Beware – thin ice 6. Life jackets must be worn <p>www.rospa.com/leisure-water-safety/water/advice/signs</p>	<p>Extension activity</p> <p>Using the backpack template, pupils can 'pack' a bag for a trip to the beach or loch. Pupils can write or draw things in the bag they would take with them for a fun and safe trip.</p>
<p>Summary slide of first two messages</p>	8	<p>Summarise the first two steps of the water safety Code</p>		
<p>Activity 4</p> <p>In an Emergency, Call 999</p>  <p>In an Emergency, Call 999</p>	9-11	<p>Introduce concept cartoons</p> <p>This activity can be tailored to suit the ability of the class.</p> <p>These concept cartoon introduce the idea of whether scenarios requires emergency services or not – please refer to the three steps of the water safety code when discussing the cartoons.</p>	<p>Cartoon 1: Not an emergency</p> <p>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</p> <p>Key information:</p> <ul style="list-style-type: none"> • Call 999 • 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) • The family are staying away from the edge, which is safe <p>Cartoon 3: If the dog does not come back, or falls through the ice, call 999</p> <p>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 	<p>Pupils can create their own poster to tell people what to do when there is an emergency on or in water.</p>

Lesson Plan: First Level

Lesson structure	Slide number	Key learning actions	Background information	Additional information
Activity 5 In an Emergency, Call 999  <small>In an Emergency, Call 999</small>	12	What to do in an emergency in or near water. What to do in an emergency if: <ul style="list-style-type: none"> • you find yourself in the water and need help. • someone else is in the water and needs help. 		Pupils can discuss what they need to say if they have to call 999 in an emergency. Explore the idea of staying calm, giving clear information about the emergency and the location.
Activity 6 Plenary	13	Mini quiz on topics covered.		Pupils lie down in starfish pose, with slow breathing and calming water music to end the lesson and reflect on what they've learnt. Pupils create their own water safety poster.
Summary and questions	14	Summarise the Water Safety Code. Water Safety Code – 1st level – YouTube	Ask pupils if they have any questions.	