

Lesson Plan:

Third/Fourth Level



water safety
Scotland

Learning objectives

- 1 To develop an understanding of the dangers of water, including the effects of cold water shock.
- 2 To develop an understanding of the preventative measures that can keep you and others safe.

Estimated delivery time: 50 minutes

Equipment needed: Screen, audio, timer, pen and paper, bucket or bowl, cold water (ice cubes, if possible), towel.

Water Safety Code



**Stop and Think,
Spot the Dangers**






**Stay Together,
Stay Close**



**In an Emergency,
Call 999**

Lesson structure	Slide number	Timings	Practitioner actions	Pupil activities	Challenge questions
Activity 1 (Starter)	2	5 minutes	<p>Introduce starter activity: in a pair or group, pupils will choose a picture and discuss the following questions:</p> <ol style="list-style-type: none"> a) What do you see? b) Do you ever visit a place like this? Where is it? c) Do you feel safe there? d) What might the dangers be? <p>Encourage pupils to answer the challenge questions.</p> <p>See 'Challenges' column for additional challenge questions to encourage critical thinking.</p> <p>Tip: Using local knowledge (beaches, rivers, canals, lochs) will help pupils place water safety into a more meaningful context.</p>	In pairs or groups, pupils choose one of the pictures. They then discuss the questions and prepare to feed back to the class.	<p>What are the differences between swimming in a pool and in the sea?</p> <p>Additional challenge questions:</p> <ul style="list-style-type: none"> • Why are some hazards not visible or clear to see? What are they? • Why can water be dangerous?

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Activity 2 Stop and Think, Spot the Dangers  Stop and Think, Spot the Dangers	3	5–10 minutes	<p>Read out the statement: “I never take risks around water.” Explain that pupils will be asked to justify their answer. They need to decide what number best represents their view (1 = totally agree, 10 = totally disagree).</p> <p>Pupils should have 30 seconds’ thinking time before moving round the class to agree or disagree with the statement. The position they choose in the class reflects their opinion.</p> <p>You will need space in the classroom: pupils will stand near you if they agree, and far away if they disagree. Choose pupils for responses based on this to get a wide variety of opinion. Ask pupils to justify their answer. Options: use post-it notes and a continuum on the board.</p> <p>Ask: would any of their answers change based on what they’ve heard from other pupils? Pupils can change their position in the room if needed.</p> <p>See ‘Challenge’ column to encourage critical thinking.</p>	<p>Pupils take 30 seconds to think about their response. They can write this down to form their answer. They need to have a justification, including an example.</p> <p>Pupils then position themselves in the room, depending on their answer. If they are far away from the teacher, they totally disagree with the statement. If they are standing closer to the teacher, they are more likely to agree with the statement.</p> <p>Pupils will feed back and think about their peers’ answers.</p>	<ul style="list-style-type: none"> • Can you think of a time you felt pressured to take a risk? • What would you do if someone encouraged you to act dangerously near water (for example, jump off a pier when you don’t know how deep the water is or if there could be hidden dangers underneath)?
Activity 3 Stay Together, Stay Close  Stay Together, Stay Close	4	10 minutes	<p>The second step in the WSS code is Stay Together, Stay Close.</p> <p>Introduce activity 3: in a pair or group, the pupils will choose scenario A or B (at the bottom of the screen). They will have 3 minutes to discuss the questions in the top left box. They will then feed back to the class.</p> <ol style="list-style-type: none"> 1. What dangers could there be? 2. Are all dangers easy to see? 3. What could you do to stay safe? 4. What would you bring with you? 	<p>In a pair or group, choose scenario A or B then discuss the questions in the top left box. Be prepared to feedback.</p>	<ul style="list-style-type: none"> • What safety advice would you give to someone younger? • Why does staying close to a parent/guardian/responsible adult, or in a group, make you safer? • What is the significance of the cafe in scenario B? (going to get help)
Video 1 In an Emergency, Call 999  In an Emergency, Call 999	5	5 minutes	<p>Before playing the video clip, issue a safety warning: this video, although not a true story, is sadly based on tragedies that have occurred across Scotland.</p> <p>Also before playing the video, ask a couple of pupils to read aloud the questions on the screen. Ask them to think about these questions while they watch the clip.</p> <p>After playing the clip, ask if anyone has any thoughts on the video, or can answer the questions.</p> <p>Emphasise that, in an emergency, the first action to take is to:</p> <ul style="list-style-type: none"> • Call 999 (ask for the Coastguard if by the sea/coast. Ask for the Scottish Fire and Rescue Service if you are inland). • Never attempt to enter the water to help someone. 	<p>Pupils will read aloud the questions, watch the video, and think about and answer the questions.</p>	<ul style="list-style-type: none"> • Why should you never go into the water to help someone? • He thought it was safe to go in: what dangers could he not see?



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Activity 4 Cold water shock: cold water investigation	6	10 minutes	<p>Explain that we will now be doing an investigation into cold water shock. You'll need two volunteers, a bucket or bowl, cold water (or icecubes), a towel (or something to dry hands), pen and paper.</p> <p>Ask volunteers to write their names on a piece of paper. Then, ask them to place their hand (the hand they write with) into the water.</p> <p>Ask the class how long they estimate they can keep their hand in for. How long does the child estimate they can keep their hand in for? (Start a timer.)</p> <p>Ask the volunteers how it feels, what sensations they are feeling. Then ask them how they'd feel if their whole body was in the water. What emotions might you feel? Would you feel scared, disorientated? Ask them what they would do in that scenario?</p> <p>The same volunteers then need to write their name on a piece of paper and explain if it felt different. Was it difficult to do? Were their hands shaking? Why might that be?</p>	<p>Two pupils will be involved in the activity; however, the whole class is expected to contribute to the discussion.</p> <p>Two pupils will write their names on a piece of paper. They will then each place one of their hands into the water. The pupils will estimate how long they can keep their hands in. The volunteers will describe how it feels and if there is any change to movement.</p> <p>They will then answer the questions the teachers ask them (see column to the left).</p> <p>When they take their hands out (after a minute or so) they should dry their hands and write their names again. Are there any changes? Was it difficult or was there a change in ease of writing?</p>	
Cold water shock	7	5 minutes	<p>Run through slide 8: this shows the effects of cold water shock on the body (and mind). This runs from short term (0-3 minutes), medium term (3-30 minutes) to long term (30+ minutes).</p> <p>Anything below 15°C is defined as cold water and can seriously affect your breathing and movement, so the risk in Scotland is significant most of the year.</p> <p>Average UK and Ireland sea temperatures are around 12°C.</p>	<p>Pupils to read the board and see the impact of cold water shock on the body.</p>	<ul style="list-style-type: none"> • Is anyone surprised by this order? • What would you do to calm yourself down? • How could calming down increase your chance of survival? • How could floating save your life?
Video 2 Float to Live	8	5 minutes	<p>Before playing the video, ask the pupils to think about the two questions on the screen. Play the video and discuss the questions. Then, if possible, ask the pupils to lie on the floor (or stand) to demonstrate floating. See information below:</p> <p>Instead of panicking and trying to swim, float on your back for 60 seconds. If there's space, ask the pupils to 'float' on their backs on the floor. Act like a 'starfish' – legs and arms out, moving arms in the water slowly. This will help calm you down, get your body used to the temperature of the water and give you time to think. After 60 seconds, either try to swim to something (shore, something that floats) or shout for help (count down from three and ask pupils to put one hand in the air, waving, and shouting 'help' loudly).</p> <p>Encourage pupils to use the local pool to practice floating.</p>	<p>Pupils to think about the three questions:</p> <ul style="list-style-type: none"> • How would your body feel? • What emotions might you feel? • How would you react? <p>Pupils watch the video, answer the questions, and then practice 'floating' in the classroom. This can be done either by listening to the teacher's instructions and lying on the floor, or standing.</p>	<p>How could floating have helped the boy in the previous video?</p>



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Activity 5 Returning to the initial images Plenary	9	5 minutes	<p>Ask pupils to look at the screen and return to the first images we viewed after the lesson (these can be found on slide 9.) Would their answers change based on what they know now?</p> <p>This is an independent activity to gauge progress.</p> <p>Discuss the following questions:</p> <p>What dangers might there be?</p> <p>If you saw someone in trouble, what would you do?</p> <p>If you found yourself in water unexpectedly, what would you do?</p> <p>How could you have fun safely here?</p> <p>We want to encourage young people to enjoy water safely, in a responsible manner. Examples of this: swim in their local pool, visit these locations with a parent/guardian/responsible adult or group. Stay away from the edge. Take up a new activity that is run by a professional (canoeing, kayaking etc.).</p> <p>See the Water Safety Scotland website for more on partner organisations that provide information on regulated and accredited activities.</p>	<p>Pupils return to the image they examined at the start of the lesson. They will think about the questions and whether they would answer them differently now.</p> <p>Pupils feed back to the class.</p>	
Summary and questions	10	Under 5 minutes	<p>Summarise the 3-step code:</p> <ul style="list-style-type: none"> • Stop and Think, Spot the Dangers • Stay Together, Stay Close • In an Emergency, Call 999 <p>Take any questions pupils have.</p>		<p>To gauge understanding, ask:</p> <ul style="list-style-type: none"> • Why should you never attempt to enter the water to help someone? • Who do you call in an emergency? • Who do you ask for when at the beach? At a loch? • Which three things can you do to stay safe near water? • Why can some dangers be hidden? • If you fall into cold water, what should you do? • Which three pieces of advice would you give someone about water safety?