

# Water Safety – Secondary

## Description

- This activity helps students learn how to reduce their chances of getting into danger in the water by identifying the hazards and understanding the risks for themselves.
- It teaches them how to plan for a trip to a waterside location and find the information they need.
- It also explores what happens to their bodies in cold water and what to do if they fall in unexpectedly – or if they see someone else in danger in the water

## Curriculum Links

- **Core theme 1: Health and wellbeing (Eng)**

**KS3** pupils should have opportunities to learn:

- ways of recognising and reducing risk, minimising harm and strategies for getting help in emergency and risky situations
- to perform basic first aid and life-saving skills, including cardio-pulmonary resuscitation (CPR)
- to understand and manage risk within the context of personal safety, especially accident prevention and road and cycle safety
- the personal and social risks and consequences of substance use and misuse, including the benefits of not drinking alcohol

**KS4** pupils should have opportunities to learn:

- how to find sources of emergency help and how to perform emergency first aid, including cardio-pulmonary resuscitation (CPR)
- about personal safety and protection, how to reduce risk and minimise harm in different settings (including social settings, the workplace, the street, on roads and during travel)
- the short and long-term consequences of substance use and misuse for the health and mental and emotional wellbeing of individuals, families and communities

## Pupil Learning Objective

- I'm developing confidence in my water safety knowledge when I'm alone (lower secondary)
- I'm learning to manage new water risks independently (upper secondary)

## Teacher Expectations

By the end of the lesson pupils will;

<b>Know...</b>  The four key water safety messages  Who can help you in difficulty near water	<b>Understand...</b>  Why it is important to stay together when at the beach  The float position	<b>Be able to...</b>  Identify potential hazards  Understand the effects of cold water on the human body
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## Learning Outcomes

- I know that to minimise my chances of getting into danger in the water I need to identify potential hazards
- I know the risks that water presents and my responsibilities to keep myself and those around me safe in and around the water
- I recognise the need for safety planning when taking a trip to a waterside location and am aware of how to access the information I need. I know to inform an adult about where I am going / when I will be back and to carry a mobile phone to call for help
- I understand the effects of cold water on your swimming ability and know how to stay safe
- If I fall into cold water, I know to float on my back until the effects of cold water shock have passed, then call for help and raise my hand to draw attention or swim to safety if I'm able to do so
- If someone else is in danger in the water I know to call 999/112 immediately and ask for the Coastguard or relevant emergency service

## General Information

<b>Session Focus / Theme – Water Safety</b>	<b>Recommended Age 11-16 year olds</b>
<b>Curriculum Focus – Personal, Social, Health &amp; Economic (PSHE) in England</b>	<b>Timings or duration of lesson - 10-15 minutes</b>

## Preparation

- Resources - <https://rnli.org/youth-education/education-resources/lower-secondary/challenge-passport>
- Teacher notes – This is a short active learning activity which allows the young person to focus on staying safe near water. Students should develop confidence in their water safety knowledge and learn to manage new water risks independently.

## Other Cross-curricular links

Pupils will also use skills in;

- English – Spoken language and comprehension.
- Geography – use basic geographical vocabulary to refer to:
  - i. key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
  - ii. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

## Key Vocabulary

- RNLI, Lifeboat, Hazard, Danger, Water, Together, Float, Emergency, Safe, Plan, Cold, Coastguard, Lifeguards, Sea, Rocks, Pier, Beach, Sand, Lakes, Rivers, Tides, Currents, Sun, Accident.
- Key Messages:

- **Stop & Think**

- What dangers can you see?

- **Stay Together**

- Don't be caught out on your own

- **FLOAT**

- If you fall in, stay calm and float to live

- **Call 999/112**

- Tell the emergency services where you are and don't enter the water

## Plenary

- Congratulate the group on having completed the RNLI workshop. Ask them to think about a time they have had a day out near water – can anyone think of how they would plan differently or try to spot the hazards?
- Remind the students that lots of fun takes place around water but it's important to be aware of the risks.

## Assessment for Learning

- The students can be assessed by their knowledge of the four key messages, who can help them if they are in difficulty near water, what the float position is and the effects that cold water has on the human body.

## Home Learning

- Tell the children that if they would like to know more about the work of the RNLI they can go on to the website to watch rescues and to improve their water safety skills.