



Water Safety – “Introducing the Water Safety Code”

Description

Being able to identify some of the dangers associated with water in various locations, means that pupils will be able to understand the importance of swimming where there is supervision. This lesson will also enable the pupils to understand how to respond safely in an emergency situation.

General Information

Session Focus/Theme - Water Safety	Recommend Key Stage / Age - 5 – 8 Years
Curriculum Subject Focus - Personal, Social, Health & Economic (PSHE)	Timings or Duration of Lesson - 30 minutes

Preparation

- Resources – Water Safety Code video, Water Safety Code Poster, Beach Flag Posters.
- Teacher notes – The session should aim to help pupils understand risk and be aware of water, include questions of how to stay safe around water and how to respond in an emergency situation.

Other Cross-curricular links

English – Verbal discussions and communication of ideas showing reasoning.

Physical Education – (optional) using physical activity (running) to reinforce classroom learning.

Art and Design – including creativity and use of materials to convey a message whilst designing a Beach Flag Poster.

Key Vocabulary

Water	Swimming	Beach	Safety	Cold	Emergency	Swim
Dangers	Flags	Sports	Currents	Inflatables	Deep	Lifeguards
Float	999	Wind Sock				





Key Message – STOP AND THINK

Key Message – STAY TOGETHER

Key Message – FLOAT

Key Message – IN AN EMERGENCY CALL 999/112

Pupil Learning Objective

- I will know how to look for dangers around water
- I will know about the dangers of entering water without parental or lifeguard supervision
- I will know about the beach flags, and what they mean
- I will know how to respond safely in an emergency situation
- I will start to develop decision making and managing personal safety

Teacher Expectations

By the end of the lesson pupils will;

Know...

To look for dangers around the water
What the beach flags Mean.

Understand...

That the water is always moving and may have hidden dangers
That the beach flags influence the activity on the beach.

Be able to...

Identify some of the dangers of swimming at the beach.
Use the beach flags to find the safest place to swim at the beach.

Expected Progress

Pupils should be able to identify some of the dangers associated with water in various locations and understand the importance of swimming where there is supervision. They should know what the beach flags and be able to use this knowledge in a variety of different situations. Pupils should be able to respond safely in an emergency situation.

Introduction

Introduce the activity by asking who has come into contact with water that morning or over the weekend. (Answers can be prompted if necessary and might include brushing teeth, bathing or showering, swimming lessons or visiting an outdoor location with water, e.g. a beach, lake or river, think about local examples). Explain that we are going to look at how to stay safe when around water and introduce the Water Safety Code video.





Main Activity

What	How
<p>Challenge</p>	<p>Play the Water Safety Code video. Once finished talk through the following questions with the children:</p> <ul style="list-style-type: none"> • Stop and Think: Explain that it is important to spot the dangers for any water they find. Look for the dangers and plan activity near water. Ask for some examples of why water might be unsafe (Answers might include depth of the water, currents, cold water, hidden objects) • Why is it important to go to water locations with an adult or where there is a lifeguard? (They are there to help in an emergency) • In an emergency explain the importance of calling 999/112 as soon as possible to get help from the emergency services. Highlight that they should not go into the water and put themselves in danger • What action should they ask their friend to take while emergency help arrives? (they should ask him to float on his back, like a starfish, with arms and legs extended and looking up at the sky. This keeps his airway clear of the water and allows him to breathe easier)
<p>Awesome Challenge</p>	<p>Recap what the beach flags mean: Red Flag: No Swimming Red and Yellow Flags: Swimming Zone Black and White Chequered Flags: Sports Zone Windsock: Tells us the direction and strength of the wind</p> <p>Display a poster of each flag in different corners of the classroom. Call out different situations, and ask the children to point to which flag would help them or give them the information they need.</p> <p>Red Flag: Very Big Waves / Strong currents / Not safe to swim</p> <p>Red and Yellow Flags: Body boarding / Safe to swim in / Lifeguards on duty / Swim between the flags</p> <p>Black and White Chequered Flags: Surfing / Water Sports / Not safe to swim /</p> <p>Windsock: Strong wind / Wind blowing out to sea /</p>





<p>Mega Challenge</p>	<p>Alternative delivery: Display the beach flags one at each corner of a hall, large space or outdoor area (such as a playground). Shout out scenarios for each flag in turn, with children running to each of the flags as relevant. This activity can be extended to include actions to represent the water safety code, which when shouted, the children should stop and perform the corresponding action:</p> <table border="1" data-bbox="459 533 1460 846"> <thead> <tr> <th>Code</th> <th>Response (shout)</th> <th>Action</th> </tr> </thead> <tbody> <tr> <td>Stop and Think</td> <td>"Dangers"</td> <td>Hand above the eyes, stretching left and right, looking for dangers</td> </tr> <tr> <td>Stay Together</td> <td>"Friend"</td> <td>Find a partner, sit feet to feet with knees slightly bent, hold hands and gently stretch back and forward</td> </tr> <tr> <td>Call 999 or 112</td> <td>"HELP"</td> <td>Get help, jog to each corner of the hall and then back to the middle</td> </tr> <tr> <td>Float</td> <td>"Float"</td> <td>Find a space on the floor, lay on your back and spread your arms and legs like a starfish</td> </tr> </tbody> </table>	Code	Response (shout)	Action	Stop and Think	"Dangers"	Hand above the eyes, stretching left and right, looking for dangers	Stay Together	"Friend"	Find a partner, sit feet to feet with knees slightly bent, hold hands and gently stretch back and forward	Call 999 or 112	"HELP"	Get help, jog to each corner of the hall and then back to the middle	Float	"Float"	Find a space on the floor, lay on your back and spread your arms and legs like a starfish
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<p>Colossal Challenge</p>	<p>Create a poster explaining what the beach flags mean for a display</p>															

Plenary

Key Questions to discuss as a group:

- What might be dangerous at the beach?
- Why is it important to stay together?
- Why should we make sure there is supervision where we swim?
- If you are out at the beach and someone and they suggest entering the water, what would you look for and what would you say to them if a) there is a red flag, b) there is a red and yellow flag c) there is no flag

Assessment for Learning

The pupils can be assessed through recording their answers during discussions, through their understanding during the beach flags session (whether classroom based or using physical activity) and through the content of their poster.

Home Learning

Encourage pupils to talk about with parents and any siblings about the Water Safety Code and Beach Flags so they can understand the importance of staying safe around the water.



