

Water Safety – Lesson Plan



Approx. 30 pupils in a classroom based lesson, lesson duration 50 - 60 minutes.

Learning Outcomes: at the end of the lesson pupils will:

- Be able to identify the dangers in and around water
- Know the risks to your health
- Recognise peer pressure and develop strategies to avoid it
- Be able to help your friends and family stay safe

Total Timing	Activity	Alternatives
10 minutes	<p><u>Spot the Dangers.</u> (slides 2-5)</p> <p>Show young people the “Spot the dangers” images and invite them to suggest what the dangers are.</p> <p>Slide 6 contains a list of some dangers.</p>	<p>Print the four slides with “spot the dangers” images. Divide young people into four small groups and give each group an image.</p>
5 minutes	<p><u>Cold Shock.</u></p> <p>Discuss with young people the 5 points on slide 7 – the body’s response to jumping into cold water.</p> <p>Show young people the video clip (online) “Cold shock and Swimming Failure”. Ask young people for their thoughts on what it shows.</p>	
5 Minutes	<p>Slides 8-10 cover <u>Currents</u>, <u>Sickness</u> and <u>what lies beneath</u> and can be discuss with young people – asking young people what they think might be under water that could be a risk to them.</p>	
5 Mins	<p><u>Drowning</u> Discuss the definition of drowning and when to call 999. The video “Filling Up film” shows a young male describing his own experience of playing near water. As he speaks the screen fills with water.</p>	<p>Some young people may find the video upsetting. Use judgement in deciding whether to show the video to a group of young people.</p>
15 mins	<p><u>Risky Activities - tombstoning</u> Ask young people - what are the risks of tombstoning? Follow with two video clips about Tom – who was pressured by his friends into tombstoning with devastating consequences. Is it worth the risk? Discuss the impact of peer pressure on Tom. Would he have done it if his friends hadn’t encouraged him to?</p>	
5 mins	<p><u>Peer pressure</u> Ask students how</p>	

	<p>they might avoid peer pressure. It might be useful to give a few examples, e.g.:</p> <ul style="list-style-type: none"> - Lying about another commitment, such as babysitting or visiting a - Asking lots of questions to calm the situation - Calmly but firmly saying no <p>Write answers on the board</p>	<p>Alternatively, young people could write their ideas on post-its and put up for display.</p>
15 Mins	<ul style="list-style-type: none"> • Young people design and produce a poster covering one or more of the water safety messages in this presentation • The best posters will be used in future water safety campaigns 	<p>Posters can be e-mailed to education@esfrs.org or posted via the school courier.</p>

CSET Team
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When planning and presenting, ESFRS should provide opportunities for all pupils to learn, including boys and girls, pupils with special educational needs, pupils with disabilities, pupils from all social and cultural backgrounds, pupils of different ethnic groups including travellers, refugees and asylum seekers, and those from diverse linguistic backgrounds. ESFRS need to be aware that pupils bring to school different experiences, interests and strengths which will influence the way in which they learn. ESFRS should plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively.