

# Lesson Plan: Senior Phase

## Learning objectives

- 1 To understand how to predict, assess and manage risk in different water environments.
- 2 To understand strategies that will keep me (and others) safe in and around water.



**Estimated delivery time:** 50 minutes



**Equipment needed:** Screen, audio, a timer, paper, pens, post-it notes or Menti Metre, Show me boards, scenario cards (printed out).

Note: The video on Slide 6 contains content that some pupils may find distressing. It is advised that an adult watches this prior to showing pupils. An alternative activity is available



Lesson structure	Slide number	Timings	Practitioner actions	Pupil activities	Challenge questions
<b>Activity 1 (Starter)</b>	2	5 minutes	<p>Introduce the starter activity by reading out the statement: "I am only responsible for myself when near water." 1 = totally agree, 10 = totally disagree.</p> <p>(Have the continuum on the board alongside an image of water.) Amend depending on the medium which is being used (e.g. <b>Menti Meter</b>, show me boards, or allow pupils move round the room to scale).</p> <p>Pupils need to think about the statement and then write down on a post-it note the number that reflects their point of view. They need to be prepared to explain their choice, so should be encouraged to write down some ideas next to their number.</p> <p>Choose a few post-it notes from the continuum (vary from 1 to 10) and ask pupils for more information as to why they chose that number. Ask them to explain their view.</p> <p>See 'Challenge questions' column for additional challenge questions to encourage critical thinking.</p> <p><b>Tip:</b> By using local knowledge (beaches, rivers, canals, lochs), this will help pupils place water safety into a more meaningful context.</p>	<p>Pupils read the statement and think about which number best represents their point of view.</p> <p>On the post-it note, they should write their name and the number that reflects their opinion.</p> <p>Then, when asked to come up to the board, they should place their post-it note on the continuum.</p>	<ul style="list-style-type: none"> <li>• What physical dangers does open water pose?</li> <li>• Are there any specific challenges in relation to Scotland's waters?</li> </ul>

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<b>Activity 2</b> <b>Stop and Think, Spot the Dangers</b>  <b>Stop and Think, Spot the Dangers</b>	3	5 minutes	Slide displaying core facts about water safety (Stop and Think, Spot the Dangers): <ul style="list-style-type: none"> <li>• Water is colder than you think</li> <li>• Water is deeper than you think</li> <li>• Water is faster moving than you think, and can be powerful</li> <li>• The edge can be unstable and dangerous</li> <li>• There can be hidden dangers</li> </ul> Ask the young people to think of a local body of water: in pairs or groups discuss where it is, what dangers there might be – are all of them visible? Do you think you/people behave safely there?	Pupils to think about a local body of water. In pairs or groups, discuss where it is and what dangers there might be.	<ul style="list-style-type: none"> <li>• Can you think of situations where people would be in and around the water in Scotland?</li> <li>• What do you think are the key challenge in relation to water safety?</li> <li>• Are there any specific behaviours children and young people may display in or around water?</li> </ul>
<b>Activity 3</b> <b>“Conversations”</b> <b>Stop and Think, Spot the Dangers</b>  <b>Stop and Think, Spot the Dangers</b>	4	10 minutes	The first step of the Water Safety Code is to: Stop and Think, Spot the Dangers. This activity will get us to think about how we behave in and around water. Encourage honest conversations. Place pupils into groups, with one discussion question per group. Ask the pupils to choose a scribe to take some brief notes and a spokesperson to feed back to the class. After sufficient time has passed for the discussion to develop, one or two pupils from each group rotate to a different group, and the other group members remain where they are. Once in their new group, they will discuss a different but related question, and may also share some of the key points from their last group's conversations. For the next rotation, choose pupils who have not previously moved groups. Give pupils 2 minutes for each discussion question before being asked to move round. Proceed for 4 or 5 rotations. Ask for feedback from the spokesperson from each group. Ask them to read out the question and summarise some of the main points that arose. Questions for groups (to be given out on paper or written on the board): <ol style="list-style-type: none"> <li>1. Think of a local body of water (a loch, river, reservoir, pier or beach). Do you think it's safe there? What dangers could there be? Hint: not all dangers are easy to see.</li> <li>2. Think of a local body of water (a loch, river, reservoir, pier or beach). Do you think people behave safely there? What sort of risks do people take? Hint: some risks or dangers are not obvious.</li> <li>3. I never take risks around water. Do you agree with the statement?</li> <li>4. What is a risk? Why do people take risks?</li> <li>5. I feel confident in my ability to say no if someone encourages me to do something risky in or around water. Discuss.</li> </ol> <b>Information to offer groups:</b> Hazards to consider when in water may include: coming into contact with obscured objects such as trolleys and debris, strong currents and others using the water, water temperature, deep water and so on. <b>You may want to consider:</b> How did the conversation change? Did anyone change their opinion/answer based on new information? Were there disagreements in the groups and, if so, what were they about? See 'Challenge questions' column to encourage further discussion.	The group reflects on and discusses the question they have posed to them. Pupils decide who will take notes and who will be the spokesperson. Pupils take time to discuss the question. Scribe can take brief notes. After a period of time, two pupils from each group rotate round to the next group. After rotations are complete, the spokesperson should read aloud the question to the class and summarise the main points that were made.	<ul style="list-style-type: none"> <li>• Can you think of why someone may feel pressured to take a risk in relation to water?</li> <li>• Are people aware of the dangers posed by Scotland waters?</li> <li>• To what extent do you think people take account of water safety in Scotland?</li> <li>• Why do you think people take risks?</li> </ul>

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<b>Activity 4</b> <b>Stay Together, Stay Close</b> 	5	10 minutes	<p>The second step in the Water Safety Code is <b>Stay Together, Stay Close</b>.</p> <p>Introduce activity 3: Read out the statement:</p> <p>I feel confident in challenging dangerous behaviour around water.</p> <p>Ask pupils to reflect on their response before positioning themselves in the room depending on their answer (one side of room agrees with the statement, the other disagrees). From that spot, From where they are standing, the pupils can take turns defending their positions.</p> <p>Options to use menti meter, show me boards, Jamboard.</p> <p>At the end of the activity, remind pupils that it is important to <b>Stay Together, Stay Close</b>:</p> <ul style="list-style-type: none"> <li>• Stay close to a family member or group of friends</li> <li>• Plan your activity: check the weather and bring the necessary equipment</li> <li>• Find a safe place to go</li> <li>• Always tell someone where you're going and when you'll be back</li> <li>• Bring a phone (in a waterproof pouch if needed)</li> </ul>	<p>Pupils reflect on the statement and then position themselves in the room, depending on what their opinion is.</p> <p>This could also be done on the board using a continuum and post-it notes, menti meter, show me boards or Jamboard.</p>	<ul style="list-style-type: none"> <li>• What are the specific challenges for young children?</li> <li>• How does the water safety message need to be adapted?</li> </ul>
<b>Video 1</b> <b>In an Emergency, Call 999</b> 	6	5 minutes	<p>Note: Option to either play the video (please view prior to delivery in a class) or provide an overview of the steps to take in an emergency near or in the water.</p> <p><b>Video Option:</b></p> <p>Before playing the video clip, issue a safety warning: this video, although not a true story, is sadly very similar to tragedies that have occurred across Scotland.</p> <p>Read aloud the questions on the screen. Ask pupils to think about the 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 <b>Call 999</b></p> <p><b>Never</b> attempt to enter the water to help someone.</p> <p><b>Alternative option:</b></p> <p>Outline the steps to take in an emergency:</p> <ol style="list-style-type: none"> <li>1. Call 999</li> <li>2. Calmly explain the situation to the operator, including where you are, what state the casualty is in.</li> <li>3. Keep an eye on the person in the water – reassure them that help is coming and try to encourage them to float on their back.</li> <li>4. If possible, find something near you that you could use to help (life saving equipment, or a rope, branch, or anything that floats, for example, a football).</li> </ol>	<p>Pupils will think about the questions while watching the video and answer the questions once they have finished watching it.</p>	<ul style="list-style-type: none"> <li>• Would you have entered the water?</li> <li>• What could you have said to prevent him entering the water?</li> <li>• Why is it important to never enter the water to help someone?</li> <li>• What are the appropriate steps to take if someone gets into trouble in the water?</li> </ul>



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<b>Activity 5</b> <b>Scenarios:</b> <b>In an</b> <b>Emergency,</b> <b>Call 999</b>	7-8	10 minutes	<p>Do you know what is the appropriate action to take in an emergency? Emergency situations can be very difficult; however, you need to know how to act calmly and respond appropriately.</p> <p><b>Activity 5 Part A</b></p> <p>There are 4 scenarios. Pupils should be in groups of 4 to 6. There should be a designated scribe and spokesperson for each group. Pupils will study the scenario and discuss the following:</p> <p><b>A) 1.</b> What happened? <b>2.</b> Who was there? <b>3.</b> What were the hazards? <b>4.</b> How could they have stayed safe? <b>5.</b> Did they stay together in this scenario? <b>6.</b> What could they have done differently to have changed the outcome? <b>7.</b> What should happen next in the scenario?</p> <p>Remind them of the key messages to help with answering the questions:</p> <ul style="list-style-type: none"> <li>• Stop and Think, Spot the Dangers</li> <li>• Stay Together, Stay Close</li> <li>• In an Emergency, Call 999.</li> </ul> <p><b>B)</b> The pupils will then take the cards and order them to reflect what they believe was the most appropriate way to react to the emergency.</p> <p><b>Scenario 1: The party</b></p> <p>It's a dark winters evening and you're at a friend's birthday party. You've arrived with 4 friends, most of them are keen to be there, except one friend who seems quieter than usual. The venue is a village hall close to the local harbour. Later in the evening you notice that the friend you'd been concerned about must have wandered off or left earlier, so you head outside to see if they're around. You hear a noise from near the harbour and go down to investigate. You see someone thrashing around in the water.</p> <p><b>Scenario 2: Pier Jumping</b></p> <p>It's a warm summer's day and you and a friend are down at the pier. There are other groups there, sitting by the pier. A couple of them have been in the water. Your friend encourages you to jump off the pier; it doesn't look very high and he says he's done it before. Someone from another group shouts across that it's safe to jump. You're hesitant because you're not sure what's in the water and it's hard to tell how deep it is.</p> <p><b>Scenario 3: Football by the river</b></p> <p>It's late afternoon on an autumn evening. It's beginning to get dark, and you're kicking a football around with two friends next to a river. There are no streetlights. A friend kicks the ball and it shoots behind you and goes into the river. One of your friends tries to get the ball back by using a stick. However, they slip and fall in, and disappear under the water. When they emerge, they are panicking and thrashing about in the water.</p> <p><b>Scenario 4: Cooling off</b></p> <p>It's a hot summer's day and you are with a friend at a local loch. There are others swimming in groups further down the shoreline and a couple of families on the beach. You want to cool off so you jump straight into the water. The water is a lot colder than you thought it would be and your body reacts to this in shock. You are a good swimmer but find yourself very tense and struggle to maintain your breathing as normal. Your friend is on the beach.</p> <p>After the activity is finished, remind the pupils that by stopping to think, and spotting the dangers (including those that are hidden), and staying together, they could have avoided harm.</p> <p>In any emergency, if you see someone who needs help:</p> <ol style="list-style-type: none"> <li>1. Call 999 and ask for help. Calmly describe where you are, what's happened and how the casualty is.</li> <li>2. Never enter the water to help the person.</li> <li>3. While you wait for the emergency service, keep an eye on the person in the water, shout to them, and encourage them to calm down and float on their back.</li> <li>4. Try to find something to help them: this could be a life-ring or another piece of rescue equipment, or a rope, branch, tying clothes together, or using anything that floats (a football, for example).</li> </ol> <p>Activity 5 Part B) Groups feedback and opportunity to reflect on the other scenarios.</p>	<p>Pupils are in groups of 4 to 6 and are given a scenario.</p> <p>They should assign a scribe and someone to feed back the group's ideas.</p> <p>They need to study the case study and, as a group, answer the questions.</p> <p>They should refer to the key messages to help with this.</p> <p>Once they have answered all the questions, they should provide feedback to the class by:</p> <ol style="list-style-type: none"> <li>1. Describing the scenario.</li> <li>2. Answering the questions.</li> </ol> <p>Other groups can provide their opinions on the scenario.</p>	<p>In your scenario:</p> <ul style="list-style-type: none"> <li>• Were the individuals prepared for the water?</li> <li>• Which dangers did they not anticipate?</li> </ul>



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<b>Cold water shock</b> <b>Video 2</b> <b>Toni Shaw on Cold Water Shock</b>	9-10	5 minutes	<p>Run through slide 9: this shows the effects of cold water shock on the body (and mind). The effects are short term (0-3 minutes), medium term (3-30 minutes) and 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>The average sea temperature around the UK and Ireland is 12°C.</p> <p>Play video.</p> <p>If you find yourself in water and in trouble, fight the urge to swim and instead float on your back (legs relaxed, head up). Try to calm down by regulating your breathing. Do this for 60 seconds, which will give you time to adjust to the temperature of the water and then decide to either swim to shore or grab something that floats, or shout for help very loudly, with one hand in the air waving to attract attention.</p> <p>If you have a surfboard or bodyboard, don't become separated from it. Hold onto it.</p>	Pupils to read the board and see the impact of cold water shock on the body.	<ul style="list-style-type: none"> <li>• Is anyone surprised by this order?</li> <li>• What would you do to calm yourself down?</li> <li>• How could calming down increase your chance of survival?</li> </ul>
<b>Summary and questions</b>	11	Under 5 minutes	<p>Summarise the 3-step code:</p> <ul style="list-style-type: none"> <li>• Stop and Think, Spot the Dangers</li> <li>• Stay Together, Stay Close</li> <li>• In an Emergency, Call 999</li> </ul> <p>Take any questions pupils have.</p>		<p>To gauge understanding, ask:</p> <ul style="list-style-type: none"> <li>• Why should you never attempt to enter the water to help someone?</li> <li>• What is the first action you should take in an emergency?</li> <li>• If you find yourself struggling in water, what is the best course of action to take?</li> <li>• What are the main dangers associated with water?</li> </ul>