



**Kent** Fire &  
Rescue Service

# Water Safety Lesson Plan

## Description

Kent Fire and Rescue Service are committed to working alongside our partners the Royal Life Saving Society (RLSS) and the Royal National Lifeboat Institution (RNLI) to educate children and young people on the dangers of being around inland water.

This presentation is designed to highlight the hazard in and around the water, the vital role the fire service play for inland water rescue, as well as educating and signposting to our Make The Right Call campaign, which advises who to call if you see someone in trouble in inland water.

## General Information

Lesson Focus

Water Safety  
Awareness

Recommended Key Stage

KS2

Curriculum Focus

PSHE - Personal Safety and  
Managing Risk

Timings

30-45 minutes

## Preparation

We encourage teachers to not tell the children the presentation is from the fire service. This is to accurately assess their understanding of who to call for inland water emergencies.

Resource - 'Water Safety - KS2' Powerpoint Presentation

Note: Enable 'edit' and enable 'content' for embedded videos to work.

## Learning Objectives

- To be able to identify the emergency services for water rescue
- To be aware of common hazards in the water
- To understand the water safety code

## Introduction

This lesson will be delivered by a class teacher/teaching assistant as a PSHE lesson. The presentation explains how the fire service can help with inland water rescues and important water safety messages such as The Water Safety Code and Float to Live.

## PowerPoint Presentation

**Title Slide/Slide 2** - Introduction and Session Objectives

### **Slide 3 - 'The Beach'**

**Ask** the students if they have been to the beach and discuss the things to see and do. **Discuss** some possible dangers at the beach. **Knowledge check** the students if they know who to ask for when calling 999 for coastal water emergencies. Answer revealed on slide 4.

### **Slide 4 - 'The Coastguard'**

**Explain** to the children that you call 999 and ask for the coastguard if anyone is in trouble anywhere along the coastline.

**Ask** the students if they have seen an RNLI boat before. Do they know what colours appear on a lifeboat?

**Ask** the students if they know what a life jacket does and how can it keep them safe.

Get the students to **think** who can help with inland water emergencies. Assess answers and progress to slide 5.

### Slide 5 - 'Know what inland water is'

**Discuss** examples of what the students think inland water is.

**Knowledge check** against coastal water example.

### Slide 6 - 'Inland water'

**Discuss** the examples of inland water provided and ask students if they visit any of these places.

**Recall** the question on slide 4 and reveal the answer of the fire service. Ask the students if they already knew this.

**Ask** the students if they know what the word '**specialist**' means in relation to the help the fire service can provide.

**Teacher may draw attention to the firefighter wearing something different, before being explained on the next slide.**

### Slide 7 - 'How we can help'

**Explain** how the water rescue team wear protective clothing which keeps them safe in water. Use the information on the slide to **explain** the main parts of PPE worn. **Play embedded video.**

### Slide 8 - 'How we can help' - 2 videos

**(Teacher to explain information points first, before playing each video).**

**Equipment video - Explain** that the water rescue team also have special equipment to help them rescue people in the water. **Discuss** points on the slide.

**Throw line video - Explain** how a throw line has a flotation device attached to it, so when someone holds onto it in the water it can help them stay afloat and allows the rescuer to pull them to safety.

**(optional) A PE lesson plan to practise the throw line technique is available on our website.**

### Slide 9 - "Hazards"

**Remind** students to 'make the right call' (There is a link to our make the right call campaign video attached to the logo)

Using information on the slide, **explain** the importance of staying away from the waters' edge as there are many hazards hidden underwater.

**Ask** the students if they know what a hazard is. **Discuss** the definition and **assess** knowledge by **asking** the students if they can think of a hazard.

**Reveal** water safety signs and **ask** students if they recognise the signs, what they mean and where they have seen them.

### Slide 10 - "Common hazards in the water"

**Explain** that not all hazards are easy to see and some can be hidden.

**(When you click on the slide, parts of the water will disappear revealing a hidden hazard)**

**Discuss** each hidden hazard and **why** it can be dangerous or cause harm. **Reassure** students of the importance of being safe around water.

**Ask** and **discuss** with students - What can you do to be safe around water?

### Slide 11 - "Make the right choice"

**Explain** to the students that they know how to 'make the right call'. Now it's time to '**make the right choice**'.

**Introduce the activity**

## Slide 12- Slide 17 - “Make the right choice”

The following slides are a scenario based activity. **Read** out each scenario and the options A, B and C. **Discuss** each option and reveal the answer. **Emphasise** why the other options are not safe and the possible consequences of those options.

After each scenario there are safety tips. **Discuss** the information before moving onto the next scenario.

## Slide 18 - “Cold water shock”

**Explain** how the average temperature of open water in the UK is **12 degrees** which is referred to as **cold water**.

**Using the information on the slide explain how cold water shock affects the body.**

**Explain** sometimes **cold water** can be used for recovery and rehabilitation purposes, meaning your body expects the cold temperature and reacts differently. However if you fall into **cold water** unexpectedly your body’s instincts kick in which can lead to **cold water shock**.

## Slide 16 - “Water Safety Code”

**Introduce** the water safety code - This is an important set of instructions that students should follow when they are near water.

**Discuss** each step.

**(optional)** The link attached at the bottom of the slide links to a video by RLSS explaining the water safety code in more depth.

## Slide 17 - “Float to Live” (RNLI campaign)

**Referring back to the water safety code - float**

Using the information on the slide, **explain** each point and why it is important to float if you get into trouble in the water.

### Slide 18 - “How to Float”

(Teacher to explain points before showing the video.)

Using steps 1-5 on the slide, **explain** how to float in water

**(optional)** A PE lesson plan to practise the floating technique is available on our website.

### Slide 19 - Slide 25 - “Water safety quiz”

**Introduce** the water safety quiz. **Explain** that each question is related to what the students have just learnt. **Assess** the learning by answers given.

### Slide 26 - “Final slide”

**Summarise** the learning that has taken place. **Remind** students to be safe around water.

Scan the QR code to access our water safety resources for continued learning.

## Plenary

Assess knowledge and retention through the water safety quiz.

Additional question prompts:

- What number do you call in an emergency?
- Why should you float?
- What equipment do the fire service use to rescue people in water?
- What is a hazard?

## Assessment for Learning

- Students will be able to confidently identify the emergency services for water rescue, including who to call based on inland or coastal water.
- Students will be aware of common hazards in water and can identify the hazards.
- Students will understand the water safety code and why it is important.