



Water Safety Lesson Plan

Overview

KFRS not only fight fires – we also carry out inland water rescues from lakes, canals and rivers. It's an important part of our work and we're committed to ensuring everyone in Kent is equipped with the information they need to stay safe around water. Our newly developed water safety resources educate students on the dangers of inland water, by promoting safer behaviours and skills to mitigate risk. Through discussion and reflection, students will explore how to identify dangers, make sensible choices, and respond appropriately around inland water. The lesson has a clear focus on our FEEL strategy which will help students develop confidence in recognising unsafe behaviour, managing peer pressure, modelling the correct behaviour and taking responsibility for their own and others' safety.

Resources

"Water Safety – Secondary schools" PowerPoint presentation

Curriculum Focus

Health and wellbeing – managing risk, first aid, personal safety.

Living in the wider world – laws, consequences, and responsibilities.

Relationships – peer influence, respect for others

Geography – landscapes and human environment interaction

Introduction

The session can be delivered in one single lesson, or divided across multiple sessions, where students are encouraged to shape their learning and lead by example.

This lesson is designed for teachers to deliver within a classroom environment and can be adapted to smaller groups. Teachers are to progress through the PowerPoint slides by selecting a numbered box, encouraging students to take the lead on learning by demonstrating positive behaviour, debating and challenging.

Homepage

(Slide 1-4) – Explain to the students that it's important to understand how to keep themselves and others safe around bodies of water.

It's important to understand who is impacted and strategies that can be used to prevent water emergencies, which are on the rise in Kent and predominantly impacting young people.

Inland water

Approx. **20 – 30 mins**

(Slide 5) – Explain to the students that the topic is about inland water. This may be a term that they have rarely used or heard and it's important they are asked to think about what inland water is.

(Slide 6) – Breakdown each learning objective and encourage the students to reflect on the key words.

(Slide 7-8) – Explain to students that there are **two types** of open water in the UK – **coastal and inland water**. Explain to students that Kent's coastline **stretches 350 miles** (click to show visual) and emphasise how much of Kent is surrounded by coastal water. Ask the students who they think keeps beaches and coastlines safe and prevents water emergencies. (click to show visual).

Click to reveal **inland water**. Ask students if they know what **inland water** is (click to show visual). Explain to the students that knowing who can help with **inland water emergencies** is also important. This question is revisited at a later stage and students are encouraged to think about this question.

(Slide 9) – Explain to the students that they know what coastal water is and ask the students if they can give examples of **inland water**. Click to reveal the definition of inland water, followed by some visual examples. **Note:** click each picture to reveal correct name. This is important for students to know.

Ask the students about inland water they're aware of. We'd like teachers and educators to collate answers and inform us of any areas of interest where students may attend that is not safe or monitored. Please email any concerns or areas of interest to - educationresource@kent.fire-uk.org

(Slide 10) – Explain to the students that the map highlights some **key areas** in Kent where there are some large bodies of **inland water**, as well as some areas in which **water emergencies** have occurred. Ask students to look at the map and think about why people enter the water in these areas. **Note:** There are no right or wrong answers, but refer back to the coastline being monitored by the RNLI to highlight an increased risk.

(Slide 11 – 15) – Explain to the students that there are a number of **dangers** both in and around **inland water**. Explain to the students these **dangers** are not always visible or obvious. Go through each of the **4** highlighted **dangers** and discuss with students allowing them to lead the discussion when appropriate. Additionally, teachers and educators may choose to conduct some hands-on experiments:

Inland water (continued)

Below the surface – fill a large container up with water, add some dark food colouring and place objects below the surface. Ask students if they feel comfortable putting their hand in. Talk about why some students may be hesitant to do so, and equally challenge those who want to do it impulsively.

Temperature – Ensure the water is approx. 12 degrees or lower to demonstrate how cold it could be, highlighting the dangers of sudden exposure to cold water without being prepared for it.

Current – An underwater pump (used for aquariums) can be placed in the container, pumping water below the surface. Students will see a calm surface but feel a current if they were to feel near the bottom.

Unsupervised – ask the students who they think they should call when there's inland water emergencies. Click to reveal answer and explain to students this will be discussed in more detail in the next section/session.

(Slide 16) – Click to reveal each question in the recap, encouraging students to think back to what they have learnt. Assess and evaluate knowledge to determine if the lesson objectives have been achieved. The home button will return you to the homepage of the presentation.

Kent Fire and Rescue Service

Approx. **20 mins**

(Slide 17) – Explain to the students that the topic is about Kent Fire and Rescue Service and how they can assist with **inland water emergencies**.

(Slide 18) – Breakdown each learning objective and encourage the students to reflect on the key words.

(Slide 19) – Provide a brief overview of the fire service, explaining to the students that Firefighters are multiskilled **trained professionals**. Click to reveal some examples of what the fire service do.

(Slide 20) – Explain to the students that Kent have **57 stations** across the county. Click to reveal the **specialist stations** that are trained to attend inland water emergencies.

(Slide 21) – Explain to the students that firefighters have **specialist clothing and equipment** to help when attending water emergencies. Go through each piece of equipment and allow the students to discuss further. **Note:** The video plays automatically and can be replayed if necessary.

(Slide 22) – Explain to the students that it's important that they know **who to call** if there is an **inland water emergency**. Click on the play button to play the video promoting our **'make the right call'** campaign. Following the video, click each icon to reveal some questions for students to answer.

(Slide 23) – Click to reveal each question in the recap, encouraging students to think back to what they have learnt. Assess and evaluate knowledge to determine if the lesson objectives have been achieved.

Water Safety

Approx. **20 – 30 mins**

(Slide 24) – Explain to the students that the topic is about the importance of keeping yourself and others safe around water.

(Slide 25) – Breakdown each learning objective and encourage the students to reflect on the key words.

(Slide 26) – Explain to the students the **water safety code** is an important set of instructions, designed to keep people safe around all bodies of water. Click to reveal each of the **4** points of the **water safety code** and discuss, allowing students to lead, giving their thoughts on what each point means.

(Slide 27– 32)– Explain the importance of being aware of the environment and to follow the **instructions or warnings** of any **signs** in the area. Click to start making your way around the wheel, encouraging the children to guess the meaning of the signs. Each click will reveal a sign, then it's meaning with a further click.

Shallow water – the depth of water may not be obvious, potentially causing injury if someone was to jump in.

Deep water – Similar to shallow water, the depth may not be obvious with deep water posing further risks.

No swimming – swimming is not permitted at any time.

Strong currents – strong currents on the surface of the water can be obvious, but even the strongest of swimmers will struggle with strong under-currents.

No diving (or jumping) – Entering the water is risky, but jumping or diving in head first increases the level of risk.

Polluted water – contaminants and chemicals could cause harm or irritation to the body if touched or consumed. **Note:** the yellow triangle with the exclamation mark can be used to warn of other dangers or hazards.

Ask the students if they can think of any **potential consequences** if they choose to **ignore** these signs. Discuss whether they think it's safe to enter or go near water even if they don't see any **signs**. Encourage the students to think back to **hazards** around **inland water** (slide 15-19).

(Slide 33) – Explain to the students that one of the biggest **consequences** when entering the water (both intentionally or unintentionally) is **cold water shock**. Explain to the students that jumping into water on a hot day could be dangerous and along with all the physical risks (litter, reeds, chemical waste, strong currents etc) could have serious **consequences**.

(Slide 34 – 37) – Explain to the students that the RNLI have introduced some simple **advice and actions** to take should someone fall into water. Explain to the students that they may have seen an advert for **Float to Live** before some films play in the cinema. Explain to the students that **everyone floats differently** but it's important to have this knowledge in case they see someone struggling in the water.

(Slide 38) – Explain to students that even though there are areas around **inland water** that encourages people to sit, play and socialise, it's still important to be aware of the **risks** and have an understanding of what they can do to help someone in **trouble in the water**, all whilst keeping themselves safe. Ask students if they can recall **hazards** previously discussed. Ask students how they might feel if they see someone struggling in the water.

(Slide 39-41) – Explain that the current message to help someone in the water is to **Phone, Float and Throw**. Click to reveal information relating to each point, encouraging students to have the confidence to do something rather than nothing at all. Emphasise the importance of not entering the water themselves. A video link is also available to demonstrate how to use accessible **flotation devices** available to members of the public around **inland water**.

(Slide 42) – Click to reveal each question in the recap, encouraging students to think back to what they have learnt. Assess and evaluate knowledge to determine if the lesson objectives have been achieved.

FEEL Strategy

Approx. **20 mins**

(Slide 43) – Explain to students how it's important they recognise if a situation they find themselves in doesn't **feel right or safe** – even if the risks are not obvious. This can be referred to or recognised as a **gut feeling**. Teachers to be advised that the aim is to model the correct behaviour amongst peers.

(Slide 44) – Breakdown each learning objective and encourage students to reflect on the key words.

(Slide 45) – Ask the students (in groups or pairs) to spend 30 seconds to think about what a **risk** is. Ask the class to feedback their answers. Click to reveal the correct definition. Ask the students to think of a **risky situation** and what makes it **risky**.

(Slide 46) – Explain to the students how everyone is faced with a number of **decisions** and **choices** to make each day. Acknowledge how events and social situations may require more attention to making the **correct choice**. Ask the students to think about each scenario and in their groups/pairs, discuss what the risk is and possible **consequences**. Allow students to feedback answers. Teachers to evaluate their understanding of the word **consequence** before revealing on slide 51.

(Slide 47) – Encourage students to think of what **consequence** means and provide an example to their groups or pairs. Spend 1 minute on this activity. Click to reveal the definition of a **consequence** and reflect on the examples students provided. Ask the students to think about how they can **prevent** risking serious injury or harm to themselves or others.

(Slide 48-49) – Reflect on answers and ask the students to consider Kent Fire and Rescue's **FEEL strategy**. Reference the term 'following your gut' and explain to students that the strategy is about thinking how something makes you feel. Click to reveal each letter, representing a different stage in our strategy.

(Slide 50) – Explain to the students that the following case study requires them to think about how the situation would make them **FEEL**. The key words from **FEEL** are presented at the top to remind them. Click to reveal each stage in the scenario and read it to the students. Encourage the students to challenge and debate points presented by each other, encouraging them to implement **FEEL** when possible. Click to progress to the next stage in the scenario.

(Slide 51) – Teachers to be advised this slide breaks down each point further to support various levels of understanding within the classroom. Encourage students to use this strategy in each stage of the scenario. Click to summarise our example. Teachers may wish to ask students to write down our example of **FEEL** before progressing.

(Slide 52) – Encourage the students to consider how the situation has made them **FEEL** up until this point and ask them what they would do next. Click to reveal a summary of the correct behaviour and focus on the last point – **leave**.

FEEL Strategy (continued)

(Slide 53) – Ask students to think about the positives of leaving a situation they feel puts themselves at **risk**. Acknowledge how **peer pressure** can make leaving difficult, so it's important to have an **excuse**. Ask the students in groups or pairs to give examples of **excuses** they would feel comfortable saying. Example – I have to go, my Mum is calling. I have to go, I have football/dance practice. Encourage students to add their **excuses** to the notes app on their phones when appropriate.

(Slide 54) – Recap key points from the session. Teachers to assess and evaluate knowledge to determine if the lesson objectives have been achieved.

(Slide 55) – Teachers and educators play a vital role in collecting intel and data from students around areas which are a cause for concern. As water safety incidents are on the rise, we kindly ask that if you notice a pattern, trend or area in which you feel students are attending frequently, then please let us know via the following email address – educationresource@kent.fire-uk.org

Assessment for Learning

- Students will be able to confidently recognise risky situations and know how to use our **FEEL strategy** to keep themselves and others' safe.
- Students will understand the role of the Fire Service and how the **specialist water rescue teams** respond to water emergencies.
- Students will be able to confidently think of **excuses** to leave risky situations.
- Students will be able to identify points of the **water safety code** and understand the **consequences** of not being safe and considerate around water.
- Students will understand the importance of **'Make the right call'**, being encouraged to **call 999** in the event of a water emergency.
- Students will understand the **hazards** and **risks** related to inland water.