

UPPER  
PRIMARY

AGE: 7-11



STOP AND THINK



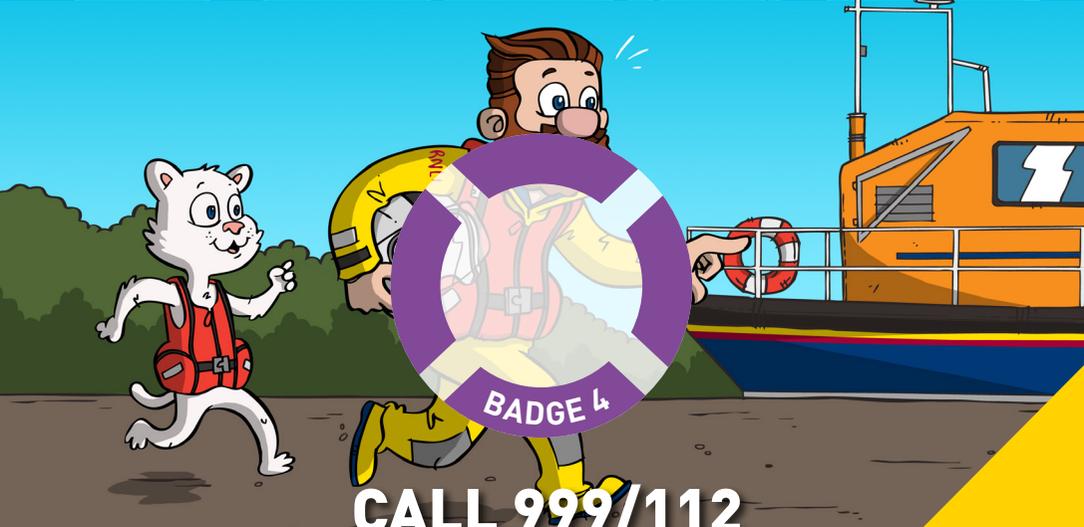
STAY TOGETHER



FLOAT



CALL 999/112



# ACTIVITY: SPOT THE DANGERS

LEARNING OUTCOME:

1

I know that to minimise my chances of getting into danger in the water I need to identify potential hazards

# INTRODUCTION

This activity encourages children to work together in identifying and describing a series of hazards depicted in a water-side illustration. Illustrations have been provided to represent coastal and inland waterways so you can work with the image that is most relevant to your group and location.



## RESOURCES REQUIRED

- ✓ Spot the dangers worksheet
- ✓ Spot the dangers hazard list
- ✓ Spot the dangers slides

## LOW TECH OPTION

- ✓ Print out of Spot the dangers slides
- ✓ Whiteboard pens

## DELIVERY

- In advance of the session, print out copies of the Spot the dangers worksheet and hazard list. If possible, worksheets should be laminated so that children's markings can be wiped clean after the session and re-used with future groups.
- Divide the group into pairs and provide each pairing with a copy of the relevant Spot the dangers worksheet and hazard list.
- Working together, give children 10-15 minutes to identify any hazards they can find. Those that they detect should be numbered on the illustration and listed and explained on the Spot the dangers hazard list. The hazard list worksheet also asks children to explain how the hazards they have identified can be made safer. The first example has been completed for them.
- Once the assigned time is up, discuss the hazards as a class. Nominate one pair / group at a time to share one of the hazards they have found and explain how they think the hazard could be made safer.
- For each hazard spotted, link this back to the four key RNLI messages:
  1. Stop and think / Spot the dangers
  2. Stay together
  3. Float
  4. Call 999/112
- Many key safety messages can be covered using this worksheet as a starting point. For instance, FLOAT (for those in trouble in the water), call 999/112 (for the by standers on the beach) and stay together (to avoid getting lost like the boy on the beach).

## DIFFERENTIATION

- This activity can be simplified by just asking children to identify the hazards only. Those that are found can be discussed as a group rather than written and remedied on the worksheet.
- Mixed ability pairings can be used to help facilitate differentiation.
- Make this more challenging by asking children to find more hazards in less time