**Water Safety Lesson Plan 15 Float to Live - life saving techniques**

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| **Y5 WATER SAFETY – Lesson 15 Float to Live – life saving techniques** |  |
| **Walt: know what to do if we get into difficulty in the water**  **Wilf:**   * **understand what to do (think, float, breathe)** * **show best positions to use while waiting for help** * **know how to call for help** * **know what to do in a group** | **Teaching Points/ Resources**  **RNLI Respect the Water video** [**RNLI Respect the Water 2017 Video News Feature | RNLI**](https://rnli.org/news-and-media/2017/may/25/rnli-respect-the-water-2017-video-news-feature)  **Red Cross Whale Tales video ‘Think so you don’t Sink’** <https://www.redcross.org/take-a-class/teach-water-safety/whale-tales-resources>  **‘Life Saving Techniques’ pp**  **How to Save Your life in a Water Emergency sheets 1&2** |
| **Introduction – recap on all ways to avoid danger in the first place. Today’s lesson is about something we hope will never happen but could one day save your life.** |
| **Development activity - familiarisation** | |
| **Recap on Homer Simpson and Cold Water Shock. Use Life Saving Techniques pp. Watch RNLI Respect the Water video slide 3 (this is filmed in a swimming pool with an actor).** |  |
| **Main Activity** | |
| **Look at the various techniques we can use to help us in a water emergency. Try out starfish float, HELP, Huddle positions, one hand up for help, shout for help. In pairs, challenge each other to remember names and what to do. Use the ‘How to Save Your Life in an Emergency’ sheets to demonstrate understanding.** |  |
| **Observation task – What can I see?** | |
| **Have a look at your partner’s sheet. Is it the same/different to yours?** | **Ask the observer to look out for 2 things:**   1. **Are the positions correctly labelled?** 2. **What reasons has your partner given for taking the suggested action?**   **Share some observations.** |
| **Competition Time** | |
| **Watch Whale ‘Think so you don’t Sink’ video slide 5 pp. Use the questions created to test others.** |  |
| **Plenary** | |
| **Feedback on walt/wilf – thumbs for self-assessment. Next week: a real life story and a newspaper report.** | **Recap main points of lesson** |