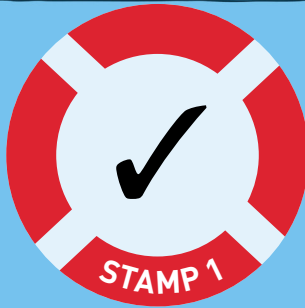


UPPER
PRIMARY
AGE: 7-11

INTRODUCTION

DELIVERY



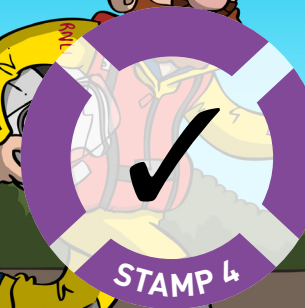
STOP AND THINK



STAY TOGETHER



FLOAT



CALL 999/112



ACTIVITY: WATER SAFETY PASSPORT 2

LEARNING OUTCOME:

1

To understand the four key messages (Stop and Think, Stay Together, Float and Call 999/112).
Details inside.

Time: 30-45 mins | Format: Assembly or classroom activity | Maximum participation: Whole school

INTRODUCTION



RESOURCES REQUIRED

- ✓ RNLI Water Safety Passport
- ✓ “Planning props” e.g. sun cream, sun hat etc.

LOW TECH OPTION

- ✓ Print out of Spot the dangers slides



The RNLI Water Safety Passport allows children to collect virtual stamps as they gather important water safety knowledge based on the RNLI’s four key messages; Stop and think, Stay together, Float and Call 999/112.

A range of activities have been put together to add to the children’s existing water safety knowledge and to allow them to become more familiar with the four key safety messages.

This guidance document provides some delivery ideas and a loose script that can be used to ensure the children get the most out of the RNLI Water Safety Passport.

LEARNING OUTCOMES

- I know that to minimise my chances of getting into danger in the water I need to identify potential hazards
- I know that it is safer to enter the water when I am with an adult and I know my responsibilities as an individual and in a group when around water
- If I fall into cold water, I know to float on my back until I have controlled my breathing, then call for help and raise my hand to draw attention or swim to safety if I’m able to do so
- I know how to respond if I see someone in danger in the water – either use my mobile phone or ask an adult to call 999/112 immediately
- I am familiar with the work of the RNLI and their volunteers in providing lifeboat services and seasonal lifeguards

DELIVERY

ABOUT THE RNLI

- Open up the RNLI Upper Primary Water Safety Passport and tell the children that they are going to be learning some important messages about staying safe when they are near water. In fact, there are four main safety messages that are all on the screen. By the end of the workshop the children will have completed four different water safety challenges. Each time they pass a challenge they will pick up a virtual stamp that will appear on the screen.
- Move on to the next slide and tell the children that all of this information has been put together by the RNLI: the charity that saves lives at sea. You might want to ask for a few volunteers to read out sections of the text about the RNLI. It's important to highlight the fact that the RNLI also make rescues from other bodies of water- ask for the children to put their hands up to suggest other bodies of water where the RNLI provide rescue services i.e. rivers/ lakes etc children may also suggest canals/reservoirs/ponds etc.

STOP AND THINK

- So on to the first challenge! Will the children manage to pick up their first stamp?
- Before moving on to the next slide ask the children to put on their detective glasses (they only need to mime this). The first challenge is to spot potential dangers and safer behaviour near the water.
- Tell the children that they have got 30 seconds to spot as many hazards/dangers as they can. If they can spot some people being safety heroes too, then even better!
- After 30 seconds ask the children to raise their hands if they have a danger they would like to share with everyone. Take several answers. Refer to the list below if needed.
- Move onto the next slide and ask the children if any of them spotted some safer behaviours. Remind the children that the beach is a really fun place to go as long as they remember to keep their eyes peeled for potential dangers.
- Celebrate with the children and click in the middle of Stamp 1, they have just earned their first stamp!

CONTINUED →





DELIVERY

STAY TOGETHER

- Onto the second challenge. Tell the children that this one is all about good planning. One of the most important rules about being around water is planning to stay together with your parents/carers or teachers. On top of staying together it's important to plan sensibly for a day out near water.
- Bring up the slide with the four different locations 1) A very hot sunny day at the beach, 2) A wet and rainy walk by a quarry 3) A very windy spring day at the beach 4) A day bodyboarding at the beach ask for four volunteers who will be travelling to each destination.
- Then show the children the planning props and ask who can help the children plan for their trips. Start with the child about to spend a hot sunny day at the beach, ask the children what they will need to have a fun and safe day there. You may want to take a funny approach and give them a waterproof jacket – ask the children will they need this? If not ...what else will they need on their trip?
- Go through each of the different destinations- props can be shared across destinations too!
- Once each destination has been planned for move onto the next slide.
- Review the planning list all together – ask the children who can remember the water safety rule? **Stay Together**
- Celebrate with the children and ask them to raise their hands if they will make sure they always plan their trips to the water in the future? Click in the middle of Stamp 2.



CONTINUED →



DELIVERY

FLOAT

In around half of coastal fatalities the person did not intend on entering the water.



- Onto the third challenge. Tell the children that the RNLI spend a lot of time rescuing people from water – and that many of the people they rescue never expected to get wet! Over the years the RNLI has built up a lot of knowledge about what to do if you fall into cold water unexpectedly. It can cause something called cold water shock.
- Tell the children that one of the things that can help is floating as soon as you fall into the water. In a moment the children will have an opportunity to practise the best position to float in. Before getting to that everyone is going to try and learn a little bit more about just how cold water can be.
- Play Colder or Hotter
- Show the children the different items on the screen they are going to have to try and guess the order from coldest to hottest.
- Ask the children which item they think is the coldest (fridge 5 degrees). Then go through the next items i.e. So, is a swimming pool colder or hotter than a fridge? Thumbs up for hotter, thumbs down for colder?
- For your information average temperatures are provided in Celsius:
 - Body temperature 37 degrees
 - Warm bath 37 degrees
 - Swimming pool 30 degrees
 - Reservoir in May 12 degrees
 - Lowestoft beach in March 8.5 degrees
 - Please research the temperature of a local water site to share with the group.
 - Fridge 5 degrees

CONTINUED →

DELIVERY

FLOAT (CONTINUED)

Why not practice the float position standing up in your learning space or at the next time you are at the swimming pool.

- Encourage the children to consider how cold it is inside a fridge....our beaches in March aren't much warmer! To make this more relevant, find out the temperature of water nearest to the school, for example, a beach, river or lake
- Move on to the next slide and ask for a volunteer to come to the front. Explain that when people fall into cold water their body can go into shock. Our first instinct is to swim really quickly and gasp for breath. Share the fact that the best thing you can do is to float and the best position is to float on your back and stretch out your arms and legs. Floating sometimes looks like a star shape. Ask your volunteer to get into a star shape – demonstrate how the neck should be slightly tilted upwards to allow for easy breathing. Float until you have controlled your breathing and are calm. Then raise your arm and shout for help or swim to safety if you can.
- Celebrate with the children and ask them to raise their hands if they will share the information about **float** with someone else so they know what to do if they fall into cold water? Click in the middle of Stamp 3.

CALL 999/112

- Onto the final challenge!
- Tell the children that it's really important to call 999/112 as quickly as possible in an emergency situation. The next challenge is work out if you think you should call 999/112 or not. Remind the children what an emergency situation is: It is when someone is seriously ill, injured or their life is at risk.
- Ask for a volunteer to read out the first scenario:
 - 1) You and your friend have gone for a walk along a river near your house. You are throwing a football to each other. The football falls in and the ball is near the edge. Your friend says they are going to get into the water to fetch the ball.

CONTINUED →



DELIVERY

CALL 999/112 (CONTINUED)

Ask the children to put their thumbs up if they think they should call 999/112 or to put their thumbs down if they think it's best not to.

This is not an emergency situation although if the friend does try to get into the water it could turn into one. The best course of action is to persuade your friend not to get into the river but to let an adult know what has happened.

- 2) You are on holiday with your family and some friends. You have been spending time building a bridge over some fast-moving water that leads down to the sea. The bridge is made from bits of old wood you have found. As a child is testing the bridge it breaks and they are plunged into the water which is deep and moving quickly.

Ask the children to put their thumbs up if they think they should call 999/112 or to put their thumbs down if they think it's best not to.

*This scenario is more serious. We know that the water is deep, quick moving and leads down to the sea. This child's life could be in danger. It's important to call for help immediately and to **call 999/112**. The children could reassure their friend that help is on its way and to look to see if there are any floatation aids they can throw into the water to help the child to float.*

PLENARY

- Upon completion of all activities, passport certificates can be personalised for each child, printed out and sent home with children as a record of their achievement.

[rnli.org/youth-education/education-resources/upper-primary-certificate](https://www.rnli.org/youth-education/education-resources/upper-primary-certificate)

- Congratulate the children on having worked through all four challenges

CONTINUED →



DELIVERY

PLENARY (CONTINUED)

- Ask the children to turn to the person next to them – how many safety messages can they remember?
As a group recap on the main messages.
- Ask for a show of hands, how many of the children feel as if they have learnt more about water safety today? You may want to ask some children about what they are going to do with their new safety knowledge i.e. share it with family/friend/always look for hazards before engaging in an activity near water etc. (this information can be used for evaluation purposes)
- Remind the children that lots of fun takes place around water but it's important to be aware of the risks.
- Tell the children that if they would like to know more about the work of the RNLI that they can go on to the website to watch rescues and to improve their water safety skills.

DIFFERENTIATION

- Some children may need extra support with some of the tasks and may need more time to absorb the safety messages. Children can have the opportunity to look at the RNLI website to review safety messages at a later date.
- Mixed ability pairings can be used to support discussion points.

