**Water Safety Lesson Plan 4 Shout and Signal Rescues – Drama/PE Teamwork Practical**

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| **Y5 WATER SAFETY - Lesson 4 Shout and Signal Rescues – Drama Practical** |  |
| **Walt: shout, signal and react in an emergency** **Wilf:** * **assertive (bossy) behaviour**
* **clear instructions with a loud voice**
* **show ways to get casualty’s attention**
* **use non-verbal communication to help casualty**
* **carry out an accurate throw rescue**
 | **Teaching Points/ Resources****Cones****Shout and Signal Pp** **Practical assessment sheet****Role play scripts****Noodles/sticks,****Floats, balls, bottles, skipping ropes, long ropes/throw bag + markers or hoops to aim at** |
| **Introduction – recap on work covered on understanding dangers in and near water** **Key questions:*** **would you get in the canal to help a friend who has fallen in? (No)**
* **even if you were a really good swimmer? (No)**
* **would you ever get in the water? (No)**
* **what could you find/use to help with a rescue? (objects that float/signs/emergency numbers)**
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| **Development activity - familiarisation**  |
| **Set scene: walking along side canal. Friend falls in. Demo with one child. Call name. Look at me. Let them know they have been seen and someone is trying to help so they don’t give up. Now I can give the next instruction. What if not looking/panicking – try waving arms, jumping up and down, shouting. Once got attention, need to give instructions. Stay calm. I can help you. Kick your legs. Come towards me. It’s shallower here. I can also use non-verbal communication: thumbs up, show kicking legs using hands.**  |  |
| **Main Activity** |
| **Pairs + 2 cones. Place distance apart opposite partner. A sits by cone. B shouts name, jumps to get attention, give instructions, use non-verbal communication. Use script to help/look for improvisation. Swap.** **Look at throw rescues. How can you make the throw more accurate, try different techniques. Is water moving? Important to throw upstream of casualty. Accuracy of throws. Discuss useful objects eg maybe a rescue ring nearby. It is important at this stage that children understand that a safe self-rescue will be covered later in the SOW (lesson 13). Their main role in the above scenario is to avoid falling in themselves.**  | **Peer assessment on effectiveness and safety of other pairs’ rescues** |
| **Observation task – What can I see?**  |
| **Select WAGOLLs. Discuss 2 stars and a wish.**  | **Ask the observers to** 1. **Create a checklist**
2. **Try out improved rescue**
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| **Competition Time**  |
| **How many useful objects can they think of to assist a rescue.**  |  |
| **Plenary** |
| **Feedback on walt/wilf – thumbs for self-assessment****Next week: Look at more Throw and Reach rescues.**  | **Recap main points of lesson** |