



**Scottish
Water**

Always serving Scotland

Safe!

First level

Description of module

Safety is a serious issue, and so it is hoped that teachers will do this module as part of any large project on water. The focus is on learning how to keep safe near water, and also on involving the children in ways of informing others.

Main experiences and outcomes

Expressive arts

I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances.

EXA 1-01a

Social studies

By exploring the ways in which we use and need rules, I can consider the meaning of rights and responsibilities and discuss those relevant to me.

SOC 1-17a

Health and wellbeing

I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.

HWB 1-16a

Technologies

By exploring and using technologies in the wider world, I can consider the ways in which they help.

TCH 1-01a

Literacy and English

Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose.

LIT 1-14a

Sciences

I have explored my senses and can discuss their reliability and limitations in responding to the environment.

SCN 1-12b



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Activity

Learning intentions

- Pupils develop an understanding of the dangers of playing on and near water, and learn ways to stay safe
- Pupils also learn about the dangers of swallowing dirty water

Success criterion

- Pupils can contribute to a group demonstration of dangers and actions to take

Suggestions for teachers

1 Researching

Some of the best materials are on the websites of Scottish Water, the Royal Society for the Prevention of Accidents (RoSPA) and the Royal National Lifeboat Institution (RNLI). Look at www.scottishwater.co.uk, www.rnli.org.uk and www.rosipa.com. Also see other relevant websites, e.g. national police and fire and rescue services websites. These provide a wealth of advice, including downloadable information and online games. In addition to pupil research using these sites, the following are some more structured suggestions.

Divide the class into groups, and ask each to research a particular topic, then report back to the rest of the class. Groups could be:

- beach safety
- canoeing
- ice dangers
- rescue squad
- rivers and reservoirs

Each group would be asked to come up with a poster to illustrate what to do or what not to do and why in each situation, or in the case of 'rescue squad' to research what emergency services could be on hand, how to contact them and what they might do. Perhaps do two separate posters – one campaign for summer and one for winter.

Even better would be to ask each group to produce a short play to do the same, and these could be presented at assembly as well as in the classroom. Hot-seating some of the characters afterwards would enhance children's involvement (sample questions: 'How did it feel when...?', 'Can you swim?', 'Why didn't you...?', 'Was your dog scared?')

2 Reading signs

Show children the signs on resource sheet 1 and discuss what they mean. Each child is then asked to design a sign that could warn of a danger or give advice as follows:

- Extremely cold water
- Slippery banks – easy to fall in, hard to climb out
- Dangers underwater – broken glass, shopping trolleys, rope, plants, currents
- Very deep water
- Fast currents
- Untreated water is not suitable for drinking
- Lifejackets must be worn when on a canoe
- Thin ice
- Don't go in the sea if there's a red flag flying





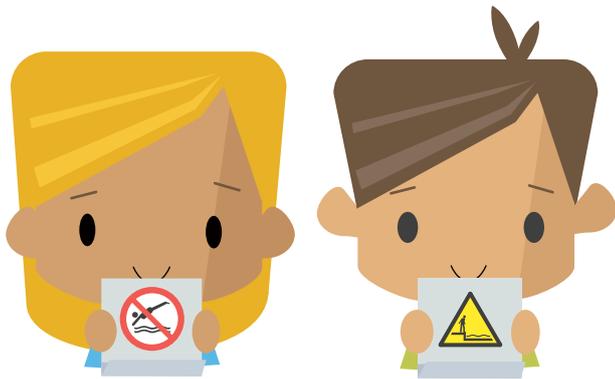
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Activity continued

Children could work individually or in groups, and explain their signs to the rest of the class afterwards. A display outside the class could be made, and under each could be a folded piece of card, with the meaning of the signs hidden; children in other classes could be challenged to guess what the signs mean, then peep under the card to find the answer.



3 Safety issues

Display resource sheet 2 and discuss the points. This is a good reinforcement and plenary activity in itself. This may be a good time to change the focus and put the safety issues into context. If the children are mature enough, discuss the reasons FOR playing in the outdoors and at the beach in particular, and then set up a debate. One side could argue 'We believe that the beach is a good place to play' and hopefully a consensus would emerge, with the children recognising that play in the outdoors is fun, educational and healthy, but safety does need to be considered. A follow up could be groups of children writing pros and cons on slips of paper and displaying these.

4 Big Bear

Younger children could be introduced to Big Bear. Big Bear has never been to the seaside before and needs some advice from the children about what to do. Children could write (or draw) their advice on 'stickies' or as a poster that Big Bear will put on his notice board – displayed in class - so that he won't forget! What to do, what not to do and the reasons why and why not.

DO NOT...
swim in the sea
on your own.

DO...
look out for the
special lifeguard
flags on the beach.





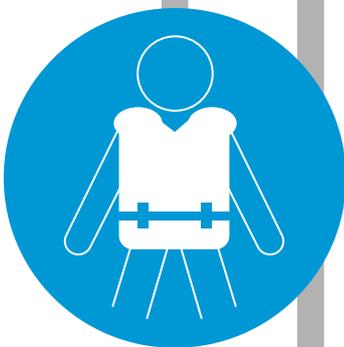
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Resource sheet 1

Signs warn you of danger and give you advice.

What do you think these signs mean?





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Resource sheet 2

The Water Safety Code

Spot the dangers!

Water may look safe, but it can be dangerous. Learn to spot and keep away from dangers. You may swim well in a warm indoor pool, but that does not mean that you will be able to swim in cold water.

The dangers of water include:

- Very cold temperatures
- Hidden currents
- It can be deep
- It is difficult to estimate depth
- There may be hidden rubbish like shopping trolleys or broken glass
- It can be difficult to get out (steep slimy banks)
- No lifeguards
- Water pollution may make you ill



Take safety advice!

Special flags and notices may warn you of danger. Know what the signs mean and do what they tell you.

Go together!

Children should always go with an adult, not by themselves. An adult can point out dangers or help if somebody gets into trouble.

Learn how to help!

You may be able to help yourself and others if you know what to do in an emergency. If you see someone in difficulty, tell somebody, preferably a Lifeguard if there is one nearby, or go to the nearest telephone, **dial 999**, ask for the **fire and rescue service** at inland water sites and the **Coastguard** at the beach.