

## Notes for teachers

### OVERVIEW OF THE PACK

Water safety is a priority of the Canal & River Trust. This resource pack can be used for KS1 and KS2 pupils and provides ideas for teaching how to be safe near rivers and canals.

### NATIONAL CURRICULUM LINKS

The activities in this pack deliver against the non-statutory framework for PSHE:

- To equip pupils with understanding of risk.
- To have the knowledge and skills to make safe and informed decisions.

The pack also delivers against learning outcomes as stipulated by the PSHE Association in its recommended framework for schools:

	Hidden Dangers	Rescue Stations	Water Safety Game	Spot the Hazards
Understand risk	✓	✓		✓
Knowledge and skills to make informed decisions		✓	✓	✓
Learn rules and ways of keeping safe		✓	✓	✓
Differentiate between risk, hazard and danger	✓	✓		✓
Recognize, predict and assess risks in different situations	✓			✓

The pack also contains links to:

#### English:

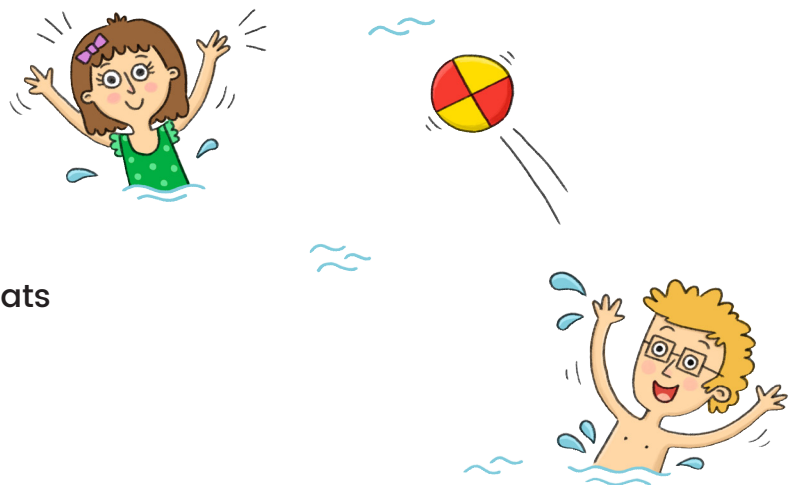
- Poetry
- Persuasive writing
- Writing about events
- Comprehension

#### Science

- Living things and their habitats
- Seasonal changes
- The water cycle.

#### Physical Education:

Swimming is a compulsory part of the national curriculum. Schools can sign up to Swim England's 'School Swimming Charter' to access lesson plans and resources, including certificates and badges to reward pupil progress.



## WATER SAFETY RESOURCES

- Visit our website for learning resources, games and challenges on water safety. <https://canalrivertrust.org.uk/explorers/water-safety>

## LEARNING OBJECTIVES

- Understand risk and to have the knowledge and skills to make safe and informed decisions.
- Learn rules and ways of keeping safe, including water safety.
- Differentiate between risk, hazard and danger and to recognise, predict and assess risks in different situations and how to manage them responsibly.

## SUCCESS CRITERIA

- Those working towards expected standards will know the water safety rules and messages.
- Those working at expected standards will be able to explain the water safety rules and messages to others.
- Those working at greater depth will be able to develop their own water safety rules and messages.

## PREPARATION

- A general introduction to water and knowledge of local rivers and canals.

## FOLLOW-UP

- A field trip to a local waterway.
- Visit our website to book a free visit [canalrivertrust.org.uk/explorers](https://canalrivertrust.org.uk/explorers)



## Additional information and discussion points on slides



### SLIDE 1 Key words

These words are intended as reminders for pupils as they work. They can be changed, or you can add your own words.

- **Year 1 & 2:** safe, care, careful, frost
- **Year 3 & 4:** safety, careful, special, accident, priority
- **Year 5 & 6:** community, accompany, curiosity, equipment, leisure, appreciate.

### SLIDE 2 Sensory words

These words support creative writing and for composing water safety advice and messages.

Pupils could add to these lists thinking about smell, sight, sound, touch and taste.

### SLIDE 3 It can happen to anyone....

- Reading the story aloud is a good starting point on the dangers of water, particularly rivers and canals. Even the strongest of us, including good swimmers, can get into trouble.
- Pupils could write three pieces of advice for the baby elephant. All ideas should be shared around the class and displayed to refer to later.
- You could compare pupils' advice to that of the RoSPA Water Safety Code (slide 4).

### SLIDE 4 RoSPA Water Safety Code

- The order of the keywords can be changed or you can add your own words. For younger pupils do this in groups or with adult support.
- Emphasize Canal & River Trust SAFE message on slide 5 which complements the RoSPA Water Safety Code.

### SLIDE 6/7 Spot the hidden dangers!

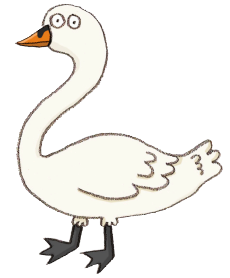
Pupils need to understand that even though the water may look tempting on a beautiful day, there may be many hidden dangers. Can you spot some of the hazards?

#### Rivers:

- Slippery rocks
- Glass, tin cans, sharp objects under the surface
- Fallen branches and thick weeds in the water
- Fast flowing, deep, and very cold water.

### Canals:

- Sharp objects under the surface
  - Fast flowing water when locks are in operation
  - Slippery towpath
  - Attack by swans
  - Underwater machinery e.g. sluices
  - Unpleasant diseases and infections e.g. Weil's Disease
- Emphasize the **Stay Away From the Edge** message.



### SLIDE 8/9 Dangers A-Z

- Ask pupils to complete the worksheet as a homework activity or in pairs in class.
- Invite pupils to play 'verbal tennis' in which they stand in pairs facing each other and take it in turns to name as many dangers as they can as quickly as they can. Each danger can only be named once. The last person to speak 'wins'.

### SLIDE 10 Danger ranger

Complete this as a whole class activity using the interactive whiteboard.

- Pupils could identify the hazards and ensure that they are clear why they are potentially dangerous.
- You could discuss what is needed to make the hazards safe. Pupils could make a list of all the changes required.

Answers could include:

- Child running off because the parents have become distracted
- Children playing too near the water's edge
- Child swimming in the canal
- Children sitting on the edge of a bridge
- Children swinging from a tree over the canal
- Child about to dive into a lock with strong currents and very deep water
- A weir with fast running water
- Fisherman with a long pole which can trip people up
- Objects in the water which may be sharp or trap your feet
- Cyclist very close to the edge
- You should emphasise the '**Stay Away From the Edge**' message.

### SLIDE 13 Don't go alone

Reinforce the message of never being in or around water alone as there would be no one to help you if you got into trouble. Sometimes, pupils may wish to be alone and you could explore why this may be so and how they might be feeling in these circumstances.

- Encourage pupils to write a poem imagining they are on a river or canal bank by themselves with an emphasis on sensory words and descriptions.
- Compare pupils' poems to *The River* by Valerie Bloom on slide 14/15.

## SLIDE 14/15 *The River* by Valerie Bloom

- Read *The River* by Valerie Bloom aloud to the class and discuss the meaning of the poem. Focus on how the poem is romantic until the final verse which suggests that a river can be dangerous and 'gobble you up'.
- Pupils could change each of the underlined words and rewrite the final verse. Pupils may wish to illustrate the poem.
- Through writing pupils should show that they have a clear understanding of the changeability of water/river conditions, and the dangers even when water seems still, calm and warm.

## SLIDE 16 Learn how to help

- Use examples of dog owners getting into trouble whilst trying to save their dog in the river or canal, and how quite often the dog is able to get out of trouble on its own.
- Using the RoSPA information on this slide, ask pupils to draw a cartoon strip highlighting the key safety points.
- In groups of three, encourage pupils to act out a short scene of what should happen when someone falls into the water.

## SLIDE 17 My water safety tips

- Ask pupils to complete the worksheet as a homework activity or in small groups in class. Give pupils the opportunity to share their answers with the rest of the class.

