

Class-based

# WATER SAFETY LESSONS



AGES 3-5

# Pre School Water Safety

## Session 1: The Water Safety Code



### DESCRIPTION

First of four water safety sessions, designed to introduce children to the Water Safety Code. This session provides a class-based general introduction to the four points of the Water Safety Code.

### GENERAL INFORMATION

**Recommended Age Range:** 3-5 year-olds

**Curriculum Subject Focus:** Health & Wellbeing: Keeping safe

### PREPARATION

**Resources:** IWB; RLSS UK's 'Water Safety Animated Cartoon' resource accompanying this pack; pictures of different bodies of water for discussion; the Water Safety Code printed off for classroom display.

### KEY VOCABULARY

Water Safety Code, stop and think, stay together, float, call 999, river, canal, pool, pond, lake, bath, paddling pool, sea, seaside, ocean, water, danger, safe, unsafe, lifeguard, signs, flags.

### KEY MESSAGE

Learn the Water Safety Code.

### OBJECTIVE(S)

I will learn there are dangers in and around water and that the Water Safety Code can help keep me safe.

### OUTCOMES

**KNOW...** that there are different bodies of water and they can be dangerous.

**UNDERSTAND...** that the Water Safety Code can help keep us safe.

**BE ABLE TO...** think and talk about the dangers around water and how to keep safe.



### CURRICULAR LINKS

- **England:** PSED: Listening, attention and understanding ELG; Speaking ELG
- **Wales:** Wellbeing: Communication, Exploration
- **Scotland:** Health and Wellbeing: Physical Wellbeing Early level
- **Northern Ireland:** PD&MU Foundation
- **Eire:** Myself – safety and protection – Infants

# Pre School Water Safety

## Session 1: The Water Safety Code



### INTRODUCTION

- Ask the children if they have ever been to the seaside / swimming pool / water park etc– discuss smells, sights and sounds. Use appropriate pictures to consolidate word to image.
- Water can be dangerous – how can we keep safe in these places? Lead discussion towards ‘rules’ for keeping safe around water = the Water Safety Code.

### MAIN ACTIVITY

Use the animated cartoon provided to facilitate discussion around water safety and the Water Safety Code.

### PLENARY

- What different types of water are there?
- Who can remember the points of the Water Safety Code?
- How can we keep safe around water?

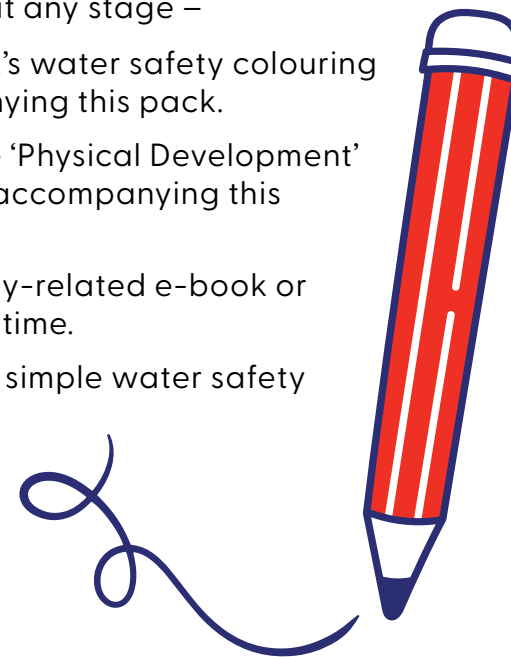
### ASSESSMENT FOR LEARNING

Through outcome and through discussion (whole class, talk partner pairs, individual).

### EXTENSION ACTIVITIES

These can be done at any stage –

- Hand out RLSS UK’s water safety colouring sheets accompanying this pack.
- Work through the ‘Physical Development’ activity sessions accompanying this pack.
- Use a water safety-related e-book or big book at story time.
- Learn or create a simple water safety song.



For more resources and advice  
visit [www.rlss.org.uk](http://www.rlss.org.uk)

# Pre School Water Safety

## Session 2: Safe or Unsafe?



### DESCRIPTION

Second of four water safety sessions, designed to introduce children to the Water Safety Code. This session asks the children to consider whether a scene is safe or unsafe and give reasons for their choices.

### GENERAL INFORMATION

**Recommended Age Range:** 3-5 year-olds

**Curriculum Subject Focus:** Health & Wellbeing: Keeping safe

### PREPARATION

**Resources:** IWB; RLSS UK's 'Safe or Unsafe? Activity Cards' accompanying this pack.

### KEY VOCABULARY

Water Safety Code, stop and think, stay together, float, call 999, safe, unsafe, river, canal, pool, pond, lake, bath, paddling pool, sea, seaside, water, danger, dangerous, signs, flags, ball.

### KEY MESSAGE

Safe or Unsafe?

### OBJECTIVE(S)

I will learn how to recognise dangers around water and know what to do to stay safe.

### OUTCOMES

**KNOW...** How to keep safe around different bodies of water.

**UNDERSTAND...** That all bodies of water can be dangerous.

**BE ABLE TO...** Spot dangers and say what they can do to keep safe.



### CURRICULAR LINKS

- **England:** PSED: Listening, attention and understanding ELG; Speaking ELG
- **Wales:** Wellbeing: Communication, Exploration
- **Scotland:** Health and Wellbeing: Physical Wellbeing Early level
- **Northern Ireland:** PD&MU Foundation
- **Eire:** Myself – safety and protection – Infants

# Pre School Water Safety

## Session 2: **Safe or Unsafe?**



### INTRODUCTION

Recap briefly on the Water Safety Code and tell the children that today we will look at some pictures to decide if the people in them are being safe or unsafe.

### MAIN ACTIVITY

Display the 'Safe or Unsafe?' activity cards on the IWB. These can also be printed off for one-to-one or small group work.

For general discussion, take each scene in turn. Ask the children to identify the body of the water and discuss what is happening in the scene. Are the people being safe or unsafe? Are some being safe and some not being safe?

Work through each scene as time allows.

### PLENARY

Use one of the scenes to gauge acquired knowledge: what is happening in the scene? Are the people being safe /unsafe? What could we say to them to keep them safe?

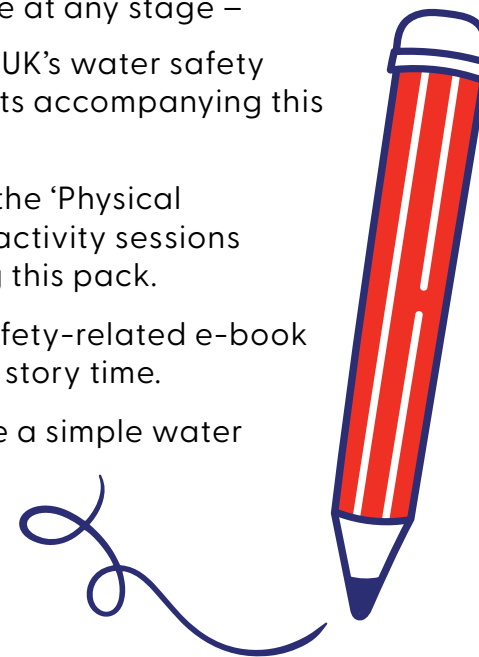
### ASSESSMENT FOR LEARNING

Through outcome and through discussion (whole class, talk partner pairs, individual).

### EXTENSION ACTIVITIES

These can be done at any stage –

- Hand out RLSS UK's water safety colouring sheets accompanying this pack.
- Work through the 'Physical Development' activity sessions accompanying this pack.
- Use a water safety-related e-book or big book at story time.
- Learn or create a simple water safety song.



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# Pre School Water Safety

## Session 3: Sink or Float?



### DESCRIPTION

Third of four water safety sessions, designed to introduce children to the Water Safety Code. This session introduces the concepts of floating and sinking and should be accompanied by practical experimentation.

### GENERAL INFORMATION

**Recommended Age Range:** 3-5 year-olds

**Curriculum Subject Focus:** Science

### PREPARATION

**Resources:** IWB; RLSS UK's 'Sink or Float' flashcards accompanying this pack; a selection of objects that either sink or float to match those on the flashcards; water troughs / large containers; water.

### KEY VOCABULARY

Water Safety Code, stop and think, stay together, float, call 999, sink, float, safe, unsafe.

### KEY MESSAGE

Sink or float?

### OBJECTIVE(S)

I will learn the concepts of sinking and floating and understand the importance of floatation devices.

### OUTCOMES

**KNOW...** That some objects sink and others float.

**UNDERSTAND...** That objects that float can help me in water.

**BE ABLE TO...** Suggest some objects that might help us float in water.



### CURRICULAR LINKS

- **England:** Understanding the World – The Natural World
- **Wales:** Science & Technology: Matter and the way it behaves
- **Scotland:** Materials: properties and uses of substances
- **Northern Ireland:** The World Around Us – Foundation Stage
- **Eire:** Science, Materials – Infants



# Pre School Water Safety

## Session 3: Sink or Float?

### INTRODUCTION

Show 2 different objects: one that will sink and one that will float. Make sure they are significantly different in size and shape (children may think a larger object will sink because it is larger, so find a large one that floats). Discuss the terms floating and sinking – use a large bowl to illustrate the concept and repeat for other pairs of objects.

### MAIN ACTIVITY

**Part 1:** Display the flashcards on the IWB and lead a discussion on whether the children think they will sink or float by creating a 'sorting' page. Alternatively, print off the cards, cut them up and use them in small group work to sort into float / sink piles. This can be done in the classroom with A4 picture sets or in the hall / outside with individual pictures at A4 size. Having sorted, record the choices (take a pic of choices / keep on IWB).

**Part 2:** Test our theories of floating or sinking. Having sorted the flashcards into float or sink, children can then test their theories with the real objects in the water trough / container provided. Allow children to revise their ideas.

### PLENARY

Which of our objects could help us float if we find ourselves in water? Have we ever used anything to help us float in the swimming pool / paddling pool etc?

### ASSESSMENT FOR LEARNING

Through outcome and through discussion (whole class, talk partner pairs, individual). Take photos for evidence.

### EXTENSION ACTIVITIES

These can be done at any stage –

- Work through the 'Physical Development' activity sessions accompanying this pack.
- Hand out RLSS UK's water safety colouring sheets accompanying this pack.
- Use a water safety-related e-book or big book at story time.
- Learn or create a simple water safety song.



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# Pre School Water Safety

## Session 4: Beach Flags



### DESCRIPTION

Fourth of four water safety sessions, designed to introduce children to the Water Safety Code. This session introduces the beach flags and their meanings.

### GENERAL INFORMATION

**Recommended Age Range:** 3-5 year-olds

**Curriculum Subject Focus:** Health and Wellbeing – keeping safe

### PREPARATION

**Resources:** IWB; RLSS UK's 'Beach Flag' flashcards accompanying this pack; access to RNLI's 'Seaside Safety Song' – [The RNLI's Seaside Safety Song](#).

### KEY VOCABULARY

Water Safety Code, stop and think, stay together, float, call 999, sea, seaside, ocean, beach, water, danger, safe, unsafe, lifeguard, signs, flags.

### KEY MESSAGE

Know the beach flag meanings.

### OBJECTIVE(S)

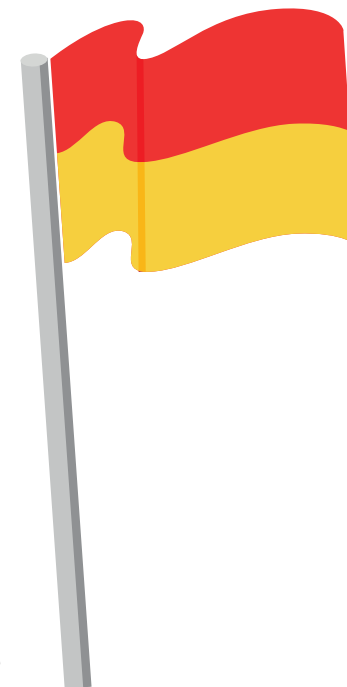
I will learn what the beach flags mean and know where it is safe to swim at the seaside.

### OUTCOMES

**KNOW...** That there are special flags at the beach that help us keep safe.

**UNDERSTAND...** That the flags have different meanings.

**BE ABLE TO...** Use beach flags to recognise where it is safe / unsafe to swim.



### CURRICULAR LINKS

- **England:** PSED: Listening, attention and understanding ELG; Speaking ELG
- **Wales:** Wellbeing: Communication, Exploration
- **Scotland:** Health and Wellbeing: Physical Wellbeing Early level
- **Northern Ireland:** PD&MU Foundation
- **Eire:** Myself – safety and protection – Infants



# Pre School Water Safety

## Session 4: Beach Flags



### INTRODUCTION

Ask the children if they have ever been to the seaside. What did they see? Did anyone go in the water? How did they know where it was safe to go in the water? Most children will say their parents keep them safe (re-emphasise keeping together at this stage) then point out that there are people and special flags at some beaches that can show us where it is safe / unsafe.

### MAIN ACTIVITY

#### Activity 1

Display the different beach flags on the IWB and discuss each one in turn.

Once these have been discussed, either:

- Print off and display in a hall or outside space where children run to the appropriate flag when called.
- Print off individual flags for children to wave when called out.

#### Activity 2

State that there are people at the beach called lifeguards who can help us to keep safe. Play and learn the RNLI's 'Seaside Safety Song,' pointing out the colours of the lifeguards' clothing and any other key features.



### PLENARY

- Show different flags and ask for meaning.
- What does a lifeguard do?
- What colour clothes does a lifeguard wear?

### ASSESSMENT FOR LEARNING

Through outcome and through discussion (whole class, talk partner pairs, individual).

### EXTENSION ACTIVITIES

These can be done at any stage –

- Hand out RLSS UK's water safety colouring sheets accompanying this pack.
- Work through the 'Physical Development' activity sessions accompanying this pack.
- Use a water safety-related e-book or big book at story time.
- Learn or create a simple water safety song.



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