

**Class:** Year 5

**Subject:** Water Safety (Seaside)

**National Curriculum Reference:** PSHE: 1a,1c,2a,2b,2e,3a,3e,3f,3g,4a,4b,5a,5d,5g,5h En 1:1a,2a,2c,3a,4a,4b,4c,8d,10c,11a 11b Geography: 1b,1c,1d,2a,2c,2d,2f,3a; Art:1c,2c,3a,3b

**Learning Objective:**

- Children to be made aware of the safe and unsafe activities at the seaside.
- Children to be made aware of the different flags found at the beach, and what they mean.

**Success Criteria:**

- Children will know how to remain safe at the seaside and also avoid possible dangerous activities.
- Children will know how to identify the different flags and understand what each one means.

**Introduction:**

- Inform your children that the UK has some beautiful beaches. There are lots of things to do and you can have a great deal of fun with your family and friends. Ask children to put their hands up if they have ever been to a beach. (You could provide a map of the UK ask children to put a map pin where they have been. This could be used as part of a wall display.)
- On wipe boards ask children to list all the activities that can be carried out at the seaside.
- Share their suggestions with the whole class.

**Teacher Led Activity 1:**

- Inform the children that although beaches are great places to enjoy themselves, they can also be potentially dangerous. Ask the children to list all the potential dangers that are associated with the seaside. These could include:
  - Tides, waves, jumping off rocks and cliffs, swimming without supervision, getting lost on the beach, using an inflatable when it is windy, swimming or surfing outside beach flag safety zones.
- At this stage provide children with pictures of the different beach flags. Do they recognise any of them? Do they know what they represent? Why would beaches need to have them?
- After a discussion provide children with the explanation for each flag and also where they could be situated on a beach.

**Independent Activity 1:**

- Provide the children, in groups, with a list of activities that could take place at the seaside. (This could include additional activities discussed at the beginning of the lesson.)
- On a sheet of A4 paper ask the children to divide the activities under the headings of **SAFE** or **DANGEROUS**. (Could some activities fit under both headings?)
- Bring the class back together and discuss their choices. Are there differences of opinion? Why? (Any misconceptions need to be addressed.)

**Independent Activity 2:**

- This activity reinforces the children's knowledge of the role of each flag. Each pupil will be given a picture of the 4 flags, and a definition (that has words missing), which they will need to complete. (There is an opportunity for the children to use a dictionary to research the words in more detail.)

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## Teacher Led Activity 2:

- Reinforce the message to the children that it is very important to have a great time on the beach. However, it is just as important to avoid any dangers.
- Write the word **SAFE** on the board and explain what it stands for.
  - **S** POT THE DANGERS
  - **A** LWAYS GO WITH A FRIEND OR ADULT
  - **F** IND AND FOLLOW THE SAFETY SIGNS AND FLAGS
  - **E** MERGENCY-PUT YOUR HAND UP AND SHOUT OR CALL 999/112

**IF YOU FOLLOW THESE YOU WILL HAVE FUN, AND BE SAFE!**

## Extension Activity

Children create a poster, flyer or promotional video highlighting how to be safe on the beach.

## Plenary/Review:

- How can the children assess whether an activity is safe or unsafe? When or how can a safe activity become unsafe?
- Children share with the class their work on how to stay safe on the beach.

## Resources:

- Pens
- Paper
- Images of beach flags and definitions
- Map of UK/Europe/World
- Wipe boards
- List of activities associated with the beach
- Beach flag activity
- Video (Optional)
- Camera (Optional)

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