



# **DROWNING – IT’S UP TO YOU**

## **Educator Delivery Guide**

The ‘Drowning – It’s Up to You’ video presentation is designed to present the most essential drowning prevention messages for the secondary school age range, whilst also providing time for facilitated conversation around the topics in the video.

The aided conversation provides students with the opportunity to engage with and explore the subject of drowning and water safety.

To run the video presentation:

1. Prepare the group by explaining how the presentation will work. Check if any students may already have had a bad experience with drowning, who may not wish to take part in some aspects of the activity. Warn the students that section 3 shows real-life incidents (including a dislocated ankle) which they may not wish to watch.
2. Play the video, pausing at the end of each section when the pause sign appears on the screen. Facilitate the conversation with the pupils using the questions provided as a prompt. Encourage the students to discuss and share their thoughts about drowning as much as they can.
3. After completing the presentation please complete the very short evaluation form at [www.rlss.org.uk/school-education-evaluation](http://www.rlss.org.uk/school-education-evaluation). This will help us to understand how many students are learning about water safety, and to improve our resources in the future.



Video Presentation	Optional Facilitated Activity (at the end of each section)
<p><b>Section 1 – Introduction</b></p> <p>This section includes:</p> <ul style="list-style-type: none"> <li>• The scale of drowning in the UK and Ireland</li> <li>• The location of drownings</li> <li>• Definition of ‘inland water sites’</li> <li>• That 80% of people who drown are male</li> </ul>	<p><b>Why do People drown?</b></p> <p>Ask the group to come up with ideas and scenarios of what types of activities may lead to drowning. The aim is to develop a discussion and get the group thinking about the topic, so there are no right or wrong answers.</p> <ul style="list-style-type: none"> <li>• What sort of situations result in people being in the water?</li> <li>• Why would someone who can swim drown?</li> <li>• Why do you think so many more males drown than females?</li> </ul>
<p><b>Section 2 – Cold Water</b></p> <p>This section includes:</p> <ul style="list-style-type: none"> <li>• The need to make decisions about your own safety before entering water</li> <li>• The hidden dangers of cold water</li> <li>• The affect cold water has on your body, and how this can lead to drowning</li> </ul>	<p><b>Cold Water</b></p> <p>Hold a discussion based around the following questions:</p> <ul style="list-style-type: none"> <li>• Who has been so cold that they haven’t been able to use their hands properly, like trying to put a key in a lock or tie their shoe laces after a PE lesson outside on a really cold day? What did it feel like?</li> <li>• If that feeling spread to your arms and legs, how do you think that would feel (emotionally and physically) if you were trying to use them to stay at the surface of the water?</li> <li>• If you were in the water, whether intentionally or even if you just fell in, and these effects started happening to you, how would you try to get out? Think about what could happen if you try to get out too quickly and splash water around your mouth whilst you are hyperventilating (breathing is out of control). Come up with an action sequence that you would follow if you found yourself in this situation.</li> </ul> <p><i>Guide the students conversations towards something like:</i></p> <ol style="list-style-type: none"> <li>1. <i>Keep your mouth clear of the water, try to control your breathing</i></li> <li>2. <i>Once your breathing is under reasonable control, get out as soon as you can</i></li> <li>3. <i>If you can’t get out, keep calling for help and try to keep warm</i></li> </ol> <p>Extra information for the students: If you are stuck in the water you can reduce the amount of heat you lose by keeping your arms against your sides and holding your legs tightly against each other.</p>



Video Presentation	Optional Facilitated Activity (at the end of each section)
<p><b>Section 3 – Tombstoning and Jumping In</b></p> <p>This section includes:</p> <ul style="list-style-type: none"> <li>• The danger of injury from tombstoning and jumping in</li> <li>• Real-life examples of young people making poor decisions and facing the consequences</li> <li>• How the emergency services may not be able to access all water sites</li> </ul>	<p><b>Tombstoning and Jumping In</b></p> <p>Hold a discussion based around the following questions:</p> <ul style="list-style-type: none"> <li>• Why do you think people go jumping into the water from cliffs, bridges, quarries, and docks? <i>Along with ‘fun’, ‘to cool off’ and all of the other positive reasons that pupils come up with, also guide them towards discussing peer pressure.</i></li> <li>• Who can remember what one of the first effects on your body cold water is, and how might that cause a problem if you are still under the water after jumping in when that reaction happens? <i>If needed, guide the students towards discussing what would happen if someone started gasping for breath whilst they were still under the water, or splashing at the surface.</i></li> <li>• If you were with a group of friends and someone suggested going jumping in the water somewhere, what do you think you would say to your friends?</li> <li>• Do you think that you have the skills to rescue and resuscitate a friend if they started drowning?</li> </ul>
<p><b>Section 4 – Who’s Left Behind?</b></p> <p>This section includes:</p> <ul style="list-style-type: none"> <li>• Time to reflect that when taking a risk, you also risk the future of your family and friends</li> </ul>	<p><b>Who’s Left Behind?</b></p> <p>Hold a discussion based around the following questions:</p> <ul style="list-style-type: none"> <li>• How do you think you would feel if you were swimming with one of your friends (somewhere you shouldn’t be), and one of them drowned?</li> <li>• You’re not expected to answer this out loud, but think about what effect you drowning would have on your family and friends.</li> </ul>
<p><b>Section 5 – Safe doesn’t mean boring</b></p> <p>This section includes:</p> <ul style="list-style-type: none"> <li>• Examples of how you can enjoy the water, including adrenalin sports, without taking unnecessary risks</li> </ul>	<p><b>Section 5 – Safe doesn’t mean boring</b></p> <p>Discuss any final thoughts with the students, and thank them for taking part in the discussions.</p>

**Thank you for facilitating this activity for RLSS UK.**