

LOWER SECONDARY

AGE: 11-14



STOP AND THINK



STAY TOGETHER



FLOAT



CALL 999/112

RESCUE SCENE

LEARNING OUTCOME:

1

I am aware of the dangers around different bodies of water and know what to do to keep myself and others safe.
I can make safe decisions and know how to help those in my care / friendship group stay safe / make safer choices.



INTRODUCTION

The Rescue scene interactive has been designed for students to work individually or with a partner to play detective and investigate the details of a rescue scene based on a real life story. They should use the interactive evidence boxes on the screen to piece together what they think happened in the lead up to the image.

RESOURCES REQUIRED

- ✓ Rescue scene interactive slides
- ✓ Rescue scene incident report sheet

LOW TECH OPTION

- ✓ Print out of scene image
- ✓ Print out of clues sheet

DELIVERY

- Ensure all students have access to a laptop or computer to view the scene.
- Working individually or in small groups, students should explore the scene and gather information to piece together what they think happened.
- There are 5 clues to find with information that is key to an incident report e.g. statement from the casualty, the weather report from the day etc.

OPTIONAL EXTRA INFORMATION TO SHARE WITH GROUP TO ADD TO THEIR INVESTIGATION:

- Sean was separated from his friends with the tide rising around him.
- He knew he needed to try to climb higher but slipped and cut his hand.
- Sean's friends had alerted the emergency services when they realised he couldn't climb up to join them but because of bad signal it was hard for the operator to understand how many young people were in danger and whether they were all together.

DELIVERY

- Once they have collected the evidence they need, they should write up their report using the Rescue scene incident report sheet.
- Discuss findings in a class de-brief to piece together the whole story. Get them to consider how Sean and his friends ended up in that situation.
- Once the group has gathered all of the information you may want to initiate a conversation about how the rescue could have been averted. The groups should focus on planning – how could the individual have avoided getting stranded? For example, effective planning and checking the tide forecasts, ensuring they didn't get separated from the group and dressing appropriately for a visit to the caverns. When the group were planning they should also have told an adult where they were going and when they expected to be back. They did the right thing in carrying a mobile phone so they could call the emergency services.
- 478 RNLI lifeboats launched to walkers and runners in the UK and Ireland in 2016. (WaID UK) Coastal walking is a very safe activity most of the time, but slips and falls from walking and running are the biggest cause of death on our coastlines. So, before your next visit, check out our safety tips here [RNLI.org/safety/choose-your-activity/coastal-walking](https://www.rnli.org/safety/choose-your-activity/coastal-walking)
- At the end of the session remind the group of the four key water safety messages and discuss which ones were covered in this activity.

DIFFERENTIATION

- To aid differentiation, place students in mixed ability pairs.
- At the close of the activity, ask students to write down what they have understood from the activity on a post-it note so that you are able to assess student's learning from the session.
- Nominate a volunteer from each group / pair to visit another group to find additional information to help with the task. They can negotiate with other groups to conduct an information exchange.