



Water Safety Training Module

Introduction

This training module is designed to support trainers to run sessions for Girlguiding members on water safety in a Girlguiding context.

The module also enables candidates completing the Girlguiding Walking Scheme at all levels to complete their Water Safety training module.

Aims and objectives of this training module

Aims

To support leaders to feel confident and safe taking their groups on activities in and around water.

Objectives

By the end of the module, participants will have had the opportunity to:

1. discuss the Royal Society for the Prevention of Accidents (RoSPA) Water Safety Code and water safety in a Girlguiding context
2. identify hazards, including environmental hazards, associated with a variety of water environments
3. describe how to manage these hazards to enable groups to safely participate in activities in and around water
4. plan at least one activity in or around water, assessing the risks involved in this activity
5. demonstrate safe rescue techniques and emergency procedures
6. discuss first aid treatment relevant to water activities
7. discuss scenarios relating to water safety.

How to use this module

Content

This module should be followed exactly as it has been designed. This is because of the nature of the content; the risks involved in activities in and around water are something Girlguiding takes very seriously.

Following the module as it is designed will also ensure that Girlguiding Walking Scheme candidates will have completed their Water Safety module (see Appendix 1). This module can also form part of a longer training session or weekend with information specific to the Walking Scheme.

Duration

This module takes 4 hours. The module can be run as two adjacent sessions or split over a number of evenings. It is preferable for participants to complete Session 1 before attending Session 2.

Trainer's skills

To run this training module for members of Girlguiding you will need to have the following knowledge and/or qualifications.

- 1a. An appropriate Girlguiding appointment. This includes:
 - Trainers holding Water Safety Subject Matter Expert (Module 4 of the Trainer Qualification)
 - Trainers and Assessors for the Girlguiding Walking Scheme

- current Outdoor Activities Advisers with a specialisation in water activities and the requisite water safety knowledge and experience of training in Girlguiding.

OR

1b. An appropriate adult teaching qualification, combined with knowledge of the principles of Girlguiding and its aims, and an up-to-date water safety qualification with assessment from a recognised national association such as the Royal Life Saving Society UK (RLSS) or the Royal National Lifeboat Institution (RNLI).

AND

2. Up-to-date and working water safety knowledge that you can confidently relate to others. You must be able to respond to questions.

The above requirements can be fulfilled by two people working together.

Delivery

The module includes a training plan complete with activity instructions and printable templates such as activity cards and question sheets. There is also a hand-out that includes important information taken from *the Girlguiding website* and other Girlguiding guidance documents. Please provide a copy of the hand-out to all participants, whether as a printout on the day or emailed ahead of the session. If you email them, you will need to provide each participant with printed copies of pages 9 to 11 on the day.

You must ensure that you use the most current version of the module and hand-out in order to follow best practice in water safety. Check www.girlguiding.org.uk to make sure your version is up to date.

In addition to all the activities and information provided in this training module, trainers are expected to bring their own up-to-date knowledge and experience of water safety to answer questions and supplement the information provided in the hand-out.

The module will count towards the Water Safety module of the Girlguiding Walking Scheme as detailed in Appendix 1. As a Trainer on these sessions, you can sign off this syllabus in the Girlguiding Walking Scheme for participants, or by using the table provided in Appendix 1.

As with all training you must complete a risk assessment, taking into account the needs of all your participants, and make sure that you explain safety information, such as fire regulations, at the beginning of the session.

Owing to the nature of this training, Session 2 requires a practical element. For this reason this module has been designed with a group of 12 participants in mind. As with any training session, your planning should take the number of participants into account and, in this instance, allow more time for practical activities if you are working with a larger group.

Costs

These will include:

- hire of premises
- Trainer's expenses
- resources
- refreshments
- administration costs
- entrance and use of swimming pool if using, and any rescue equipment.



Training Plan

Before a training, all trainers should complete a Training Plan. The sample below is the minimum requirement for all trainings. You may wish to design your own form with additional information.

For more information, please refer to Chapter 3 of the online resource *Training*, available at www.girlguiding.org.uk.

Water Safety Session 1

County or Country/Region	Any County	Date	17 March 2016	Section	All sections
Can Rangers ie young leaders attend?	Yes	Time	6 - 8pm (2 hrs)	Expected numbers	12
Seen copy of information sent to participants?	Yes	Break allocated	Yes	Actual numbers	
Title of training session	Water Safety Session 1				
Facilities available	Unit meeting place, anytown. Has tables and chairs which can be moved into several different arrangements. Enough space to hold up to 12 participants. Kitchen facilities and toilets on-site; disabled access.				
Additional needs	Wheelchair access				
Key person to liaise with	Anne Smith	Email/Phone number	a.smith123@email.com 07712 345678		
Topics that the training organiser wants the session to cover	Where possible, relate to participants' roles and local opportunities.				
Do I need to evaluate the session or is there a form?	Trainer needs to evaluate the session.				
Budget for session	Confirm budget for the session.				

Aim	To support leaders to feel confident and safe taking their groups on activities in and around water.
Objectives	By the end of the module, participants will have had the opportunity to: <ol style="list-style-type: none"> 1. discuss RoSPA's Water Safety Code and water safety in a Girlguiding context 2. identify hazards, including environmental hazards, associated with a variety of water environments 3. describe how to manage these hazards to enable groups to safely participate in activities in and around water.

Time	Activity	Training method	Resources needed	Objective number	Comments
5 mins	Introduction and domestic arrangements	Introduction	Flipchart - Aims and objectives.		Introduction and session objectives - ask about any additional objectives to focus discussion around some activities.
10 mins	Myths and facts - water safety Use five or six true or false statements.	Game	True or false statements (Appendix 2).	1	Game to establish prior knowledge and to expose some preconceptions about water safety risks.
15 mins	The Water Safety Code Discussion on water safety in Girlguiding context. Discussion of the Water Safety Code.	Group discussion	Water Safety Code (in participant hand-out). Additional information on drowning and water safety if needed (Appendix 3). See 'Useful links' in participant hand-out.	1	Discussion to introduce water safety and its importance in Girlguiding contexts. Ensure statistics are up to date. See activity notes to ensure all discussion points are covered.
20 mins	Water environments Participants discuss hazards of different water environments using pictures.	Group discussion	Pictures of different water environments (Appendix 4).	1, 2, 3	Discussion to start exploring the different hazards associated with a variety of water environments. Ensure common and unusual hazards are covered.
20 mins	Environmental hazards Presentation about environmental hazards. Participants answer questions using factsheet template.	Talk Factsheet compilation	Information about environmental hazards (Appendix 5 and hand-out).	2, 3	Activity to develop and demonstrate knowledge of environmental hazards in and around water relevant to Girlguiding water activities. Can be tailored to local geographical possibilities and examples.
Break					

Time	Activity	Training method	Resources needed	Objective number	Comments
10 mins	Name that flag Card match of flags and signs participants may see at the beach and/or open water areas.	Card sort	Pictures of different flags and signs (Appendix 6A). Flags and signs (pages 8 and 9 of participant hand-out).	2	Answer any queries and clearly outline what each sign means and where you might find it.
5 mins	Water activities Make a list of as many activities as possible that take place in and around water in Girlguiding.	Brainstorm	Paper and pens. Flipchart.	3	Opportunity for participants to explore the scope of activities in and around water in Girlguiding and find out about other participants' experience.
30 mins	Guidance on safe water activities Activity 1 - participants find guidance and information sources for different activities. Activity 2 - talk to introduce best practice for planning safe activities. Activity 3 - brief discussion on how to involve young members in this process.	Small group discussion Talk Group discussion	Information from <i>the Girlguiding website</i> about water activities. Young member programme resources on water safety. List of useful links in the participant hand-out. Collated list of activities in and around water from earlier activity.	2, 3	The list of activities in and around water does not need to be exhaustive.
5 mins	Feedback and closing Check that questions have been answered.	Discussion Form	Feedback forms.		Ask participants to complete a feedback form.

Session 1: Activities

Myths and facts

This is a quick exercise to help the trainer gauge participants' prior knowledge.

Duration

10 minutes

Resources

- True or false statements (Appendix 2)

Purpose

To create an open and energised environment that encourages participation, and to expose some water safety myths.

Instructions

This is a simple true or false exercise.

- Ask the participants to stand in the middle of the room. Designate one side of the room as 'true' and the other as 'false'; the middle of the room should be designated 'not sure'.
- Choose five or six statements to read out loud and ask the participants to move to the part of the room that corresponds to their response.
- When they have made their decision, discuss the correct answer.
- You can adapt this activity depending on the size of the group and the room you are using. For example, in a smaller room you could ask participants to stand for 'true', sit for 'false', and raise their hand for 'not sure'.

The Water Safety Code

Duration

15 minutes

Resources

- The Royal Society for the Prevention of Accidents (RoSPA) Water Safety Code (in participant hand-out)
- Additional information on drowning and water safety if needed (Appendix 3, plus see 'Useful links' in participant hand-out)

Purpose

For participants to understand the Water Safety Code and facts about drowning.

Instructions

- Facilitate a group discussion on the importance of water safety in general as well as in a Girlguiding context, including:
 - group supervision
 - drowning statistics
 - the importance of risk management and steps to facilitate adventure in your unit's programme.
- Introduce the Water Safety Code, and get participants to discuss:
 - why the four aspects are important
 - how it might look in practice in their local area
 - how they could use the code with young members.

Hazards

Different water environments

Duration

20 minutes

Resources

- Pictures of different water environments (Appendix 4)

Purpose

For participants to start exploring the different hazards associated with a variety of water environments.

Instructions

- Distribute the pictures of different water environments
- Participants discuss the following in small groups.
 - What activities might you be doing in these environments?
 - What potential hazards do you need to be aware of in these environments?
 - What would you want to discuss with or brief the girls about beforehand?

Discussion of hazards needs to include:

- edges and banks of bodies of water
- currents
- waves
- cold water
- unknown depths
- hidden and submerged objects as hazards
- tides
- locks.

(Write these on a flipchart if participants need prompting.)

- Ask participants to turn over each picture.
 - How does this image change the hazards you would think about?
 - Would you need to consider additional things?
 - What are the emergency actions you would take in response?
- Discuss less common hazards in these situations, including
 - bogs
 - ice
 - mudflats.
- Bring the group together and get them to provide feedback.

Environmental hazards

Duration

20 minutes

Resources

- Information on different environmental hazards in and around water
- Table of environmental hazards (Appendix 5)
- Environmental hazards table in participant hand-out

Purpose

For participants to develop and demonstrate knowledge of environmental hazards in and around the water relevant to Girlguiding water activities.

Instructions

- Trainer provides detailed information (from Appendix 5 and other sources) on the following in the form of a presentation and/or paper resources (supported by basic information in the participant hand-out).
 - Giant hogweed.
 - Blue-green algae.
 - Weil's disease.
 - Wildlife hazards (including jellyfish and weever fish).
- Verbally or using the table in the hand-out, participants answer the following questions for each of the hazards listed above.
 1. Where are you likely to find it?
 2. What does it look like?
 3. What is the result of coming into contact with it?
 4. What action should be taken for someone affected?
- Discuss animal droppings, pollutants, and any other local considerations.
- Girlguiding's Walking Scheme requires participants to provide a factsheet on environmental hazards; participants can use the one produced through this activity or develop their own format.

Planning safe water activities (1)

Name that flag

Duration

10 minutes

Resources

- Pictures and definitions of different flags and signs regularly seen at the beach or open water areas (Appendix 6A)
- Flags and signs (participant hand-out)

Purpose

For participants to develop and demonstrate knowledge of different flags and signs at the beach and other open water environments.

Instructions

- Participants write definitions of flags and signs next to the correct picture.
- Trainer answers any queries and outlines clearly what each sign means and where you might find it.
- If you have enough time, ask participants to identify the example signs.

Water activities

Duration

5 minutes

Resources

- Paper and pens
- Flipchart

Purpose

For participants to explore the scope of activities that Girlguiding members can do in and around the water.

Instructions

- Give the participants two minutes to think of as many different activities as they can that Girlguiding members can do in and around the water. Ask participants to call out ideas and collate a list of activities on a flipchart.
- Ask participants to share briefly which activities they have done themselves, or with Girlguiding groups.

Guidance on safe water activities

Duration

30 minutes

Resources

- Information from *the Girlguiding website* about water activities
- Young member programme resources on water safety (see list in participant hand-out)
- List of useful links in the participant hand-out
- Collated list of activities in and around water from earlier activity. The list does not need to be exhaustive, but ensure it includes swimming in both swimming pools and open water, visiting the beach, and walking in different levels of countryside

Purpose

For participants to discuss sources of further guidance and support around water activities.

Instructions

Activity 1

- Ask participants to get into small groups or pairs, and ask them to find relevant guidance and information that would support them in planning water activities from the list, either from *the Girlguiding website*, or other sources from the 'Useful links' section.

Activity 2

- Introduce the whole group to the best practice for running activities and ten top tips for risk assessing activities, including the best practice flowchart from *the Girlguiding website*, and facilitate a group discussion on how this can be used in a water context.

Activity 3

- Ask participants to briefly discuss how to involve young members in safe planning or water activities and managing risks, and signpost to relevant core programme for each section.



Water Safety Session 2

County or Country/Region	Any County	Date	24 March 2016	Section	All sections
Can Rangers ie young leaders attend?	Yes	Time	6 - 8pm (2 hrs)	Expected numbers	12
Seen copy of information sent to participants?	Yes	Break allocated	Yes	Actual numbers	
Title of training session	Water Safety Session 2				
Facilities available	Unit meeting place, anytown. Has tables and chairs which can be moved into several different arrangements. Enough space to hold up to 12 participants. Kitchen facilities and toilets on-site; disabled access. Open space big enough to simulate land-based water rescue techniques, or swimming pool where available.				
Additional needs	Wheelchair access				
Key person to liaise with	Anne Smith	Email/Phone number	a.smith123@email.com 07712 345678		
Topics that the training organiser wants the session to cover	Where possible, relate to participants' roles and local geographic opportunities.				
Do I need to evaluate the session or is there a form?	Trainer needs to evaluate the session.				
Budget for session	Confirm budget for the session.				

Aim	To support leaders to feel confident and safe taking their groups on activities in and around water.
Objectives	By the end of the module, participants will have had the opportunity to: <ol style="list-style-type: none"> 4. plan at least one activity in or around water, assessing the risks involved in this activity 5. demonstrate safe rescue techniques and emergency procedures 6. discuss first aid treatment relevant to water activities 7. discuss scenarios relating to water safety.

Time	Activity	Training method	Resources needed	Objective number	Comments
5 mins	Introduction and domestic arrangements	Introduction	Flipchart - Aims and objectives.		Introduction and session objectives - ask about any additional objectives to focus discussion around some activities.
10 mins	What flag where Participants match flags and signs to scenarios and discuss their relevance.	Small group discussion with scenarios	Table of flags and signs (in hand-out). Table of different activities and scenarios where flags and signs would be relevant (Appendix 6 A and B).	4	Participants can repeat the card sort activity from Session 1 for revision if needed.
25 mins	Planning safe water activities Participants plan a water activity in pairs, including consideration of the risks involved and how they would manage them. Group share ideas and make suggestions.	Partner discussion and planning Group discussion	Guidance on water activities from <i>the Girlguiding website</i> . Information on youth programme on water safety and water activities. Risk assessment template.	4	When choosing an activity participants should consider: ⌘ which section they lead ⌘ geography ⌘ personal learning objectives ⌘ trying something new.
25 mins	Land-based rescue techniques Explain and demonstrate different land-based rescue techniques, and when they would be appropriate. Group discussion of appropriate use. Participants try out techniques themselves.	Demonstration Group discussion Practice	Clearly marked areas of simulated land and water, or swimming pool. Variety of reaching and throwing aids. Volunteers happy to demonstrate. Additional hand-outs showing techniques (optional).	5	This can be carried out in a swimming pool or simulated water setting. Ensure all participants have an opportunity to try out techniques even if they don't volunteer to be rescued. Discuss other emergency procedures, what could be available in terms of throwing aids etc.

Time	Activity	Training method	Resources needed	Objective number	Comments
10 min	Rescue relay Participants work in two teams to rescue each person from the water using different rescue techniques.	Water/simulation game	Clearly marked areas of simulated land and water, or swimming pool. Variety of reaching and throwing aids.	5	Ask participants to link first aid knowledge to examples covered in Sessions 1 and 2 if relevant. Signpost to further training, especially First Response in discussion of CPR.
Break					
15 mins	First aid Talk and discussion on hypothermia and other water-related first aid.	Talk Group discussion	Local information on further training.	6	Participants can repeat the card sort activity from Session 1 for revision if needed.
25 mins	Water safety scenarios Participants discuss water safety scenarios in small groups.	Small group discussion on scenarios	Water safety scenarios (Appendix 7). Information from <i>the Girlguiding website</i> on water activities and hazards.	7	Opportunity for participants to apply knowledge learnt in both Sessions 1 and 2. Select scenarios relevant to group and individuals' aims and objectives, including 'scenarios to review learning' and 'take it further'. Add new scenarios or ones the group has provided according to need. Ensure there is time to answer any outstanding questions and review learning.
5 mins	Feedback and closing Ensure all questions have been answered	Discussion Form	Feedback forms.		Ask participants to complete a feedback form.

Session 2 Activities

What flag where?

Duration

10 minutes

Purpose

For participants to develop and demonstrate knowledge of different flags and signs at the beach and other open water environments.

Resources

- Table of flags and signs in hand-out (Appendix 6A)
- List of different activities and scenarios where flags and signs would be relevant (Appendix 6B)

Instructions

- Participants work through a list of activities and situations in pairs or small groups, deciding which flags and signs they would look for.
- Participants discuss:
 - why they feel the flag or sign is relevant
 - what their actions would be.
- Group re-forms to discuss any matters that arise and answer questions.

Planning safe water activities (2)

Duration

25 minutes

Resources:

- Guidance on water activities from *the Girlguiding website*
- Information about Girlguiding programme covering water safety, and water activities
- Risk assessment template

Purpose:

To practise planning safe activities in and around the water.

Instructions:

- Ask participants to get into pairs and identify an activity in or around water that is relevant to their section, geographical possibilities, and aims and objectives for the training. Encourage them to think outside their comfort zones rather than choosing an activity they have run before or feel confident doing.
- Participants plan this activity in their pairs, including consideration of the risks involved and how to manage them.
- Come together as a group to share ideas and plans, and make suggestions.
- Explain the range of risk assessments and that they have just done one.
- Introduce the risk assessment template as an option for participants to record their assessments on if they don't have their own format. Briefly discuss how Girlguiding programmes on water safety and water activities (eg Brownie Water safety badge) could be incorporated into water activities.

Land-based rescue techniques

The following two activities can be carried out in a swimming pool so that participants are able to see the techniques in action and practise them.

Alternatively, trainers can simulate a water setting and rescue techniques on dry land.

This could be achieved by:

- areas clearly marked out as land and water on the floor of a room or area of ground, and the people in need of rescue either standing up or lying down
- using a raised platform or steep bank as land and the floor or lower ground as water.

Duration

25 minutes

Resources

- Clearly marked areas of simulated land and water, or a swimming pool
- Variety of reaching and throwing aids
- Volunteers happy to demonstrate
- Additional resources showing techniques (optional - see 'Useful links' in participant hand-out)

Purpose

Participants to learn about, discuss and practise land-based rescue techniques and their safe application.

Instructions

- Explain different land-based rescue techniques and when they would be appropriate, including:
 - shout and signal
 - throwing
 - reaching rescue
 - rope rescue.
- Using willing volunteers, demonstrate each technique, drawing attention to safe practice and the risks of employing each one.
- Facilitate a group discussion of different situations where these techniques might need to be employed.
- Ask participants to take turns trying out different techniques.

Rescue relay

Duration

10 minutes

Resources

- Clearly marked areas of simulated land and water, or swimming pool
- Variety of reaching and throwing aids

Purpose

To practise land-based water rescue techniques.

Instructions

- Ask the participants to divide into two teams.
- Explain that all participants bar one from each team must be in the water. Each team member takes it in turns to rescue someone from the water, starting with the person on 'dry land', using different rescue techniques.

First Aid

Duration

15 minutes

Resources

- Local information on further training

Purpose

To learn and discuss first aid relevant to water safety.

Instructions

- Ask the participants to name areas of first aid knowledge and skills that would be relevant to water safety situations and hazards that have been discussed during the training.
- Introduce the definition of hypothermia, its causes, symptoms and treatment.
- Facilitate a group discussion, and answer questions and concerns about other relevant first aid issues, including
 - near drowning
 - cold water immersion
 - environmental hazards.

Water safety scenarios

Duration

25 minutes

Resources

- Water safety scenarios (Appendix 7)
- Information from *the Girlguiding website* about water activities and hazards

Purpose

Participants have the opportunity to apply their newly developed water safety knowledge to a variety of water scenarios that they may encounter in their Girlguiding role.

Instructions

- Ask the participants to form small groups.
- Distribute a range of water safety scenarios that would be relevant to the participants, including ones from 'Scenarios to review learning' and 'Take it further'. Add additional scenarios according to needs.
- Ask participants to discuss the scenarios and answer the three given questions.
- Bring the groups back together to discuss their scenarios and actions, and answer outstanding questions.

Appendix 1

(Appendix 4 of Girlguiding’s Walking Scheme)

Element 1

Demonstrate knowledge of water safety out and about.

<i>How do I achieve this?</i>	Method of assessment	Date	Signature(s)
i) Identify and manage common potential dangers near water.	i)		
ii) Explain the dangers of walking near inland waters, such as streams, rivers, canals, lakes, ponds and near coastal waters.	ii)		
iii) Explain how to supervise groups to minimise dangers.	iii)		
iv) Describe the emergency actions for the above problems.	iv)		

Element 2

Identify and manage less common potential dangers near water.

<i>How do I achieve this?</i>	Method of assessment	Date	Signature(s)
i) Explain the dangers of walking near bogs, quicksand, mud flats and ice.	i)		
ii) Describe the emergency actions for the above hazards.	ii)		

Element 3

Demonstrate awareness of environmental factors on or near water.

<i>How do I achieve this?</i>	Method of assessment	Date	Signature(s)
i) Obtain information on giant hogweed, blue-green algae, animal droppings, pollutants (eg chemical or sewage), Weil's disease.	i)		
ii) Compile a fact sheet covering the main causes, signs and symptoms resulting from contact with these.	ii)		

Element 4

Demonstrate knowledge of rescue techniques.

<i>How do I achieve this?</i>	Method of assessment	Date	Signature(s)
i) Explain the Water Safety Code.	i)		
ii) Demonstrate reaching techniques with aids.	ii)		
iv) Explain the limitations and hazards of the above techniques.	iii)		
v) Explain the dangers of getting in the water yourself.	iv)		
iii) Demonstrate throwing techniques.	v)		

Helpful notes

i) The Water Safety Code is available at www.rospace.com.

Once a candidate proves that they have completed both Sessions 1 and 2, they have fulfilled the criteria for the Water Safety module of Girlguiding's Walking Scheme.

Appendix 2

Myths and facts quiz

Statements in italics are notes for trainers to explain the basis behind myth/fact.

Statement	True/false
Children aged between one and two are at particular risk of drowning in ponds. <i>- Girlguiding does not work with those at the most risk.¹</i>	True
Children begin to understand the concept of danger between the age of four and five. <i>- Even Rainbows have started to develop the concept of danger.¹</i>	True
Water activities account for the highest number of reported accidents in Girlguiding. <i>- Winter sports have the highest reported accidents.²</i>	False
You should never swim at a beach where a chequered black and white flag is displayed. ³	True
The majority of the 400 people who drown in the UK each year are children and young people. <i>- Only 40 of them are children and young people.⁴</i>	False
You should urinate on jellyfish stings to make them stop hurting. <i>- This is unlikely to help and may make it feel worse.⁵</i>	False
Females are disproportionately represented in drowning statistics worldwide. <i>- More males than females drown.⁶</i>	False
Drowning is the leading cause of death worldwide for children aged 5 to 14. <i>- It is the fourth leading cause of death.⁶</i>	False
Southend is the RNLI's busiest lifeboat station. <i>- 142 launches in 2013 at their busiest coastal station.⁷</i>	True
Over 90% of the population live within 2 miles of a waterway. ⁸	True
As more people do water activities, the number of people drowning increases proportionally. <i>- Even though greater numbers of people participate in water activities, the rate of drowning has not gone up.⁹</i>	False

¹ RoSPA, Water Safety Information: Pond Dipping (2008): www.rospace.com/leisuresafety/Info/WaterSafety/pond-dipping.pdf

² Risk assessments for adventurous activities: search www.girlguiding.org.uk for risk assessments

³ RNLI, At the beach: <http://rnl.org/safety/respect-the-water/activities/Pages/at-the-beach.aspx>

⁴ Drowning Prevention Week, Safety tips: <http://drowningpreventionweek.org.uk/about/safety-tips/>

⁵ NHS Jellyfish stings and other sea creature stings - treatment: www.nhs.uk/Conditions/Stings-marine-creatures/Pages/Treatment.aspx

⁶ WHO > Water Sanitation Health: Water-related Diseases: www.who.int/water_sanitation_health/diseases/drowning/en/

⁷ RNLI, About the RNLI: Review of the year 2013: <http://rnl.org/aboutus/aboutthernli/Pages/review-of-the-year.aspx>

⁸ River Access Campaign: <http://www.riversaccess.org/pages/pv.asp?p=rac20>

⁹ International Life Saving Federation > Drowning facts and figures: <http://ilsf.org/content/drowning-facts-and-figures>

Appendix 3

Drowning statistics

- On average, 400 people drown each year in the UK.
- 40+ of these are children and young people.
- It is estimated that for every death by drowning there are 300 near misses.¹

Ensure these facts are current, and find more to use from the following resources.

Royal Life Saving Society UK

www.rlss.org.uk

Drowning Prevention Week

<http://drowningpreventionweek.org.uk>

World Health Organisation information on drowning

www.who.int/water_sanitation_health/diseases/drowning/en

Royal Society for the Prevention of Accidents

www.rosipa.com/leisuresafety/adviceandinformation/watersafety

¹ Drowning Prevention Week: <http://drowningpreventionweek.org.uk/about/safety-tips/>

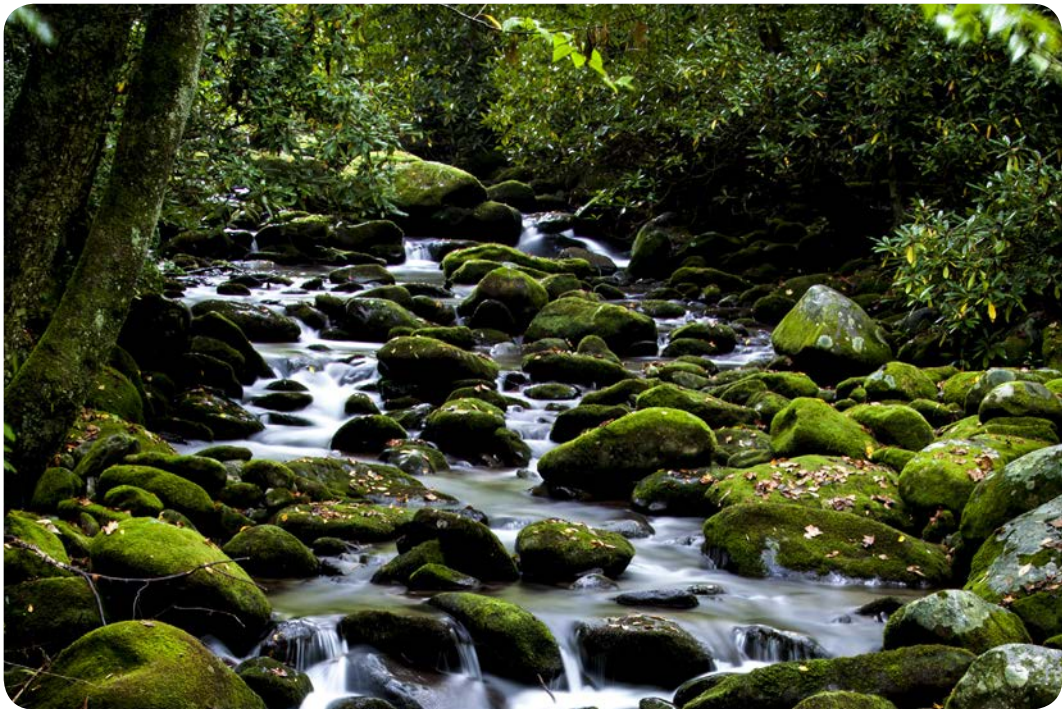
Appendix 4 – Water environments

Print the following six pages double-sided or attach each image type together. Whether you laminate them to use for each training, or print them for each participant, is your choice.

You can use your own photos (including of local places) in addition or instead. Make sure you have at least one of each type of water environment.



River 1



Stream 1



River 2



Stream 2



Canal 1



Lake 1



Canal 2



Lake 2



Pond 1



Sea 1



Pond 2



Sea 2

Appendix 5









Environmental hazards - Trainers' notes only

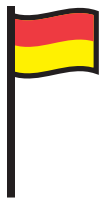

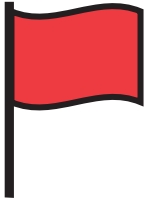
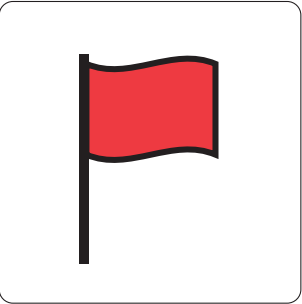

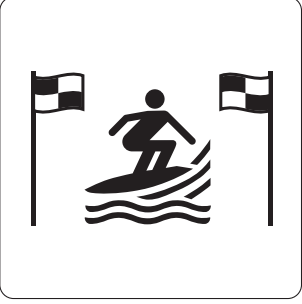
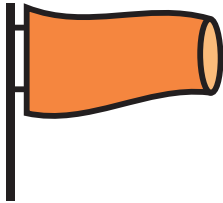
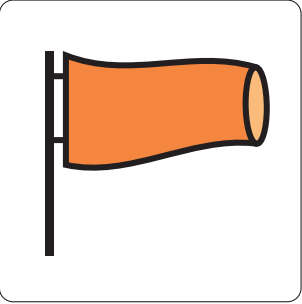
Hazard	Where are you likely to find it?	What does it look like?	What is the result of coming into contact with it?	What action should be taken for someone affected?
Blue-green algae	In freshwater and marine environments (lakes, canals, ponds, sea etc).	Clumps of green flakes, greenish bundles, or brown dots. Blooms can look green, blue-green or blackish brown and produce scum foam.	The toxins can cause a rash and eye irritation after skin contact, and vomiting, diarrhoea, fever and muscle and joint pain if swallowed.	Immediately rinse off in clean water if possible. Seek medical attention and say that you do water sports and think there may be a risk of blue-green algae.
Giant hogweed	Primarily river banks but can be seen in parks, cemeteries, and wasteland.	It resembles cow parsley but is much bigger: growing up to 16 feet with a very thick stem and large leaves and flowers.	All parts of the plant contain toxic sap which blisters the skin and makes it very sensitive to sunlight.	Wash affected area with soap and cold water then cover it and keep away from sunlight for at least 48 hrs. Rinse eyes immediately if they come into contact with sap.
Leptospirosis	In water-ponds, lakes, rivers etc.	Cannot be seen by the naked eye: is a bacteria carried by animals. It can enter through broken skin or via eyes, nose, or mouth.	Incubation is 2-12 days. Symptoms are usually flu-like and last 2-3 days. It can develop into Weil's disease, which is more serious and requires medical attention.	Go to the doctor and say that you do water sports and think there may be a risk of Leptospirosis.
Jellyfish	In the sea sometimes close to shore. Can be washed up on the beach.	Mushroom-shaped with long, thin tentacles on underside of bodies.	Painful sting. DO NOT rinse with fresh water as can activate more stingers. DO NOT rub affected area.	Lightly spray affected area with sea water and apply ice or cold compress if you can. Remove stingers by rinsing with sea water or drawing edge of credit card across them - DO NOT use tweezers.
Weever fish	Buried in the sand on the sea bed, often near shore.	Small mottled brown fish with venomous spines on its back.	Very painful sting.	Place affected area in water as hot as can be tolerated for 15 mins (venom deactivated by heat). Seek medical advice.

Appendix 6A

Flags and signs

Print this out for each participant, or display the information on a projector once they have completed the Flags and signs activity in their hand-outs.

Definition	Sign	Examples
<p>A Prohibition sign tells you not to do something.</p>		
<p>A Warning sign tells you about a hazard.</p>		
<p>Information signs give you general information such as where to find something.</p>		
<p>Mandatory signs tell you something you must do.</p>		

Definition	Sign	How they appear on a beach information sign
Red and yellow flags mean that lifeguards are on patrol. You should swim only between these flags.		
Red flags mean it is dangerous to swim and you should not go into the water.		
Black and white flags mark areas for surf boards. These areas are not safe for swimmers.		
An orange windsock indicates offshore or strong wind conditions. You should never use inflatables when this is flying.		

Appendix 6B

Signs and flags list of activities

You plan to go swimming at a lifeguarded beach.
Girls want to go bodyboarding at the beach.
Other Leaders want to know if they can bring inflatables to use at the beach on a residential.
A surf lesson at the beach.
Out and about with the girls, you find a lake that looks great for paddling/swimming.
Brownies are keen to go rock pooling at the beach.
Guides are larking around on the edge of a weir that has a pool attached.

Appendix 7

Water safety scenarios

For each scenario, consider the following questions.

- What would be your water safety concerns in these situations?
- How would you respond/proceed in these situations?
- Where could you get support or more information?

Scenarios to review learning

- A group of the older Guides in your unit are planning a walk for the unit one evening in the summer. They want to walk along the river near the locks and weir and ask you where they are allowed to walk.
- You have taken the Brownies paddling at the beach on a day with changeable weather. It was bright and sunny earlier on and the girls did lots of splashing while paddling. However, it has turned windy and they are all very cold and miserable.
- A group of Rangers are planning their Duke of Edinburgh's Award expedition. They are not keen on walking and instead want to plan a canoeing trip.
- You are at the beach with a group of older Guides. They ask if they can walk along a stretch of the sea wall between two coves. You don't know the tide times or how far the tide comes in along this stretch.
- You are walking along a river that has a slippery bank. A group of girls are messing around at the back of the group, and one of them slips down the bank and into the river. Another one screams and jumps down the bank to rescue her.
- You are preparing a planned gorge-walking activity with an instructor from an outdoors centre with a group of Guides. When you arrive at the stream it looks really dirty and polluted.

Take it further

- After a Pow-wow with your Brownies, you have pond-dipping planned as an activity in your spring programme. However, you and the other leaders are concerned about two of your Brownies who have learning disabilities - they struggle to understand danger in the same way as the other Brownies when out and about. The country park where you planned to do the pond-dipping has a fairly deep pond and you are concerned about how to manage the group at the water's edge.

- While on a day trip with Rainbows at a park, you supervise the girls paddling in a shallow lake. One of the girls has never done this before, and when some fish swim near her feet, she begins to have a panic attack.

- You are out walking with a group of Guides, and had planned to cross a river with stepping stones. However, when you arrive, the river level is too high and the stepping stones are submerged.

- You take your Brownie unit on an evening treasure hunt around your local town. The route another Leader has planned involves walking along the canal in the dark.

- The Guides have suggested sailing as an activity, and you know that the local water centre runs taster sessions for groups. You are concerned for the following reasons:
 - some of the Guides are not strong swimmers
 - two of your leadership team cannot swim
 - there is a Guide in your unit with mobility issues and you want to ensure that she has equal opportunity to participate in the activities.

- You take your Brownies to a local swimming pool at the weekend. When you arrive, there is a large inflatable course set up in the main pool. The girls are really keen to have a go.
 - Would your answer to the above question be the same in the following instances?
 - Rangers who want to go banana-boating in the sea on an international trip.
 - A group of Brownies and Guides who want to go on pedalos on a lake in your local country park.

Participant feedback form

Name of the trainer.....

Title of session.....

Date..... Location.....

Please take a few moments to consider the questions and give your views, to help us improve.
Thank you.

Question	Please circle the most applicable answer			
Did you enjoy this session?	No - not at all	Some of it	Yes - most of it	Yes - all of it
Were the aim and objectives of the session met?	No - not at all	Partially	Mostly	Yes - fully
To what extent was the content of the training relevant to your role in guiding?	Not relevant	Partly relevant	Relevant	Very relevant
Do you feel you would be able to apply what you have learned today in your guiding role?	None of it applies to my guiding role	I would be able to apply some of it	I would be able to apply most of it	I would be able to apply all of it
When do you expect to use what you have learned today?	Never	Need more time to think about how and when	Probably in the next few months	As soon as possible
Could the trainer have done anything further to help your learning today?	Yes Please state how:		No	