

Summer Safety KS2 Session 1 - Supporting Information

We have produced a series of video lesson plans to support delivery of the Summer Safety Sessions.

PLEASE NOTE - This video lesson plan should be used to support the delivery of a lesson facilitated by a member of staff.

How to use the video as part of a lesson / discussion

When playing the video you will see the following pause symbol at key points in the video.



You should pause the video at this point and complete the activity stated in the video.

For this lesson the questions to discuss are:

1st Pause - We are going to stop the video now and ask you to discuss and come up with your own meaning of risk. There is no right or wrong answer, we just want you to talk about what you think it means. Let's discuss it now.

- Facilitate a discussion with pupils, you may want to complete this as a small group work activity.

Key elements/prompts for facilitator to cover:

- It is likely that pupils will focus on the negative aspects of risk.
- Try and encourage students to think about risk as a positive and negative thing and provide examples of each.
- Encourage pupils to try and come up with a definition of what they think risk is.

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2nd Pause - So we have talked about how it's the bad/negative risks we need to think about, but what might they be? Try and think about risks that might happen during the summer holidays as well. Let's discuss this now.

- Run the activity as a short whole group discussion and list the negative risks on the board.

Key elements/prompts for facilitator to cover:

- Allow pupils to come up with as many negative risks as they can think of.
- This will also provide a good understanding of the knowledge and understanding of pupils.

In relation to specific risks in the summer:

- May be in contact with older peers more than normal.
- People tend to congregate in the same areas such as parks and beaches, this can increase the risk of certain incidents and behaviours.
- Cover risks that are very relevant to the summer e.g. risks related to water.

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3rd Pause - We would like you to talk about this, think about how our bodies might alert us to something that's risky.

- Would you get a feeling in your body?
- What do you think these feelings may be?
- What do they feel like?

Do you get these feelings when you do other things? Like riding a bike fast or watching a scary film.

- Conduct as a group discussion with pupils.

Key elements/prompts for facilitator to cover:

- Try and keep the conversation quite general on the feelings that may be present as this is covered in more depth in the next session.
- Ask pupils what it feels like when they do something like riding a bike really fast or watching a scary film.
- Cover that our bodies do have a system for telling us when we are unsafe or in a risky situation.

End of Video

The video ends by saying your teacher will now finish the session with you.

- You should encourage students to talk about the information presented in the video.
- Ask for any final clarifications or questions.