



## Mud and Sand Safety

### Introduction

Introduce yourself and go through any housekeeping.

Explain how you want the learners to engage in the session and set ground rules –

- cameras should be off
- microphones should be put on mute unless asked to 'unmute'.
- Only the teacher should use the chat function to
  - highlight good responses/valid points
  - summarise a common consensus with their group
  - ask any questions

**Own Notes:**

## Introduction

Think of the situation and  
follow the guidelines.

Make the right choice – look after yourselves,  
everyone else and Lancashire!

### Introduction to virtual session – Coronavirus (Covid-19)

Explain that we would normally visit to do the session but under the circumstances it isn't possible at the moment.

Remind them that if we want to get 'back to normal' as soon as possible we all have to do our bit for each other.

Stress that –

"If you are allowed to go out, or when you can, remember to follow the Coronavirus guidelines. This is everyone's responsibility, including yours".

Taking into account the audience and situation at the time, where appropriate, reinforce and expand on this at relevant parts of the presentation.

**Own Notes:**

## What we will talk about

### By the end of today's session you will:

- Be aware of the dangers associated with mud and sand
- Develop an understanding of tidal movements and how you can become cut off on the beach and even further inland on a river
- Know what to do if you or someone else gets stuck

### What we will talk about (Objectives)

Read out the objectives from the slide. Do not go into too much detail as the themes will be expanded on during the presentation.

As the session develops, if appropriate, try to refer to local hazards and places where incidents may have occurred. In effect, this can be wherever you get sand, mud and water - beaches, rivers, reservoirs, lakes.

### Own Notes:

## Having fun

- Playing on the beach
- Paddling or swimming in the sea and/or rivers
- Walking and playing with dogs
- Fishing

### Having fun

Refer to the fun part of playing on the beach and/or rivers.

Ask the learners to think about other activities that could be done at these places.

If possible the teacher can enter any responses into the chat function.

Expand on any examples given as appropriate.

**Own Notes:**

## Dangers

- Soft mud or sand with no noticeable differences/tell-tale signs
- Areas of danger can move from tide-to-tide or day-to-day
- You can get stuck a long way from shore
- Tidal movement - this can easily creep up on you
- If you do get stuck the more you move about the deeper you could sink

### Dangers

For each of the statements use the information below to go through the dangers, referring to local examples where possible and as sensitively as the situation demands.

#### **Soft mud or sand with no noticeable differences/tell-tale signs**

Mud and sand mixed with water can cause what is often referred to as 'quicksand' and it is very difficult to see danger areas. There are not always noticeable signs to tell you that the area where you are about to walk is dangerous.

#### **Areas of danger can move from tide-to-tide or day-to-day**

In a coastal bay or wherever the water is tidal, including rivers near the coast, dangers will move from tide to tide, day to day. One day you might have felt safe and the mud/sand appeared stable however this does not mean it will be the same the following day. It can become very dangerous in terms of the underfoot conditions.

#### **You can get stuck a long way from shore**

It is quite easy to lose track of time and distance when walking on the beach and you may end up a long way from the promenade or land. This makes it difficult for you to

be heard if you are alone and difficult to be seen by others.

### **Tidal movement - this can easily creep up on you**

Tides come in quickly. Due to the contours of the beach you may be stood on the sand and think you are safe, but if you are not vigilant the tidal water can move around, trapping you.

However, you do not have to be too far from shore for the mud or sand to be dangerous. Explain to the learners that some rivers are tidal a long way from the coast and that the height of the water also changes with the height of the tide. This means it is possible to be cut off on 'islands' that are exposed and easily reached at low tide but that quickly become surrounded and covered at high tide. These can even be found running through built up areas, such as

- River Lune in Lancaster
- River Ribble running through Preston
- River Wyre on the Fylde coast around the Fleetwood area

### **If you do get stuck the more you move about the deeper you could sink**

You may have been on the beach before and your feet have sunk into the wet sand. Some areas of the beach are particularly dangerous and you would begin to sink very quickly – moving around once your feet have become stuck can make the situation worse. In no time at all you could be up to your knees or waist and unable to free yourself.

Stress that it is highly unlikely you would sink completely, however the danger is that you would become stuck and the tide would come in, potentially rising up over you.

### **Own Notes:**

## Stuck on the beach



### **“Stuck on the beach” - Film of someone getting into difficulty on a beach (4:04 mins)**

**Only give very brief details before starting the film** e.g. The film begins by showing a girl walking on the beach using her phone.

#### **Synopsis**

The film begins by showing a girl walking on the beach using her phone. As the action progresses she becomes so distracted by the phone call she does not realise that she has walked into a dangerous area. She then stands still for a while as she continues to talk and begins to sink.

She begins to panic and though she can tell the person on the other end of the phone what is happening she is panicking so much that she cannot give or explain her exact position. Her phone then stops working and she throws it down in desperation and out of reach.

She shouts for help but at first, even though she is not that far from the shore, she is unable to attract help. Eventually, as the situation develops someone does hear and see her and they are able to raise the alarm.

The Emergency Services arrive just in time as the tide is beginning to come in. She is

incredibly shaken up by the whole experience and is very lucky!

**Click to start film**

**Own Notes:**





## **Film of someone getting into difficulty on a beach**

Film showing a girl walking on the beach using her phone and getting stuck in the sand.

She becomes so distracted by the phone call she does not realise that she has walked into a dangerous area. She then stands still for a while as she continues to talk and begins to sink.

She begins to panic and though she can tell the person on the other end of the phone what is happening she is panicking so much that she cannot give or explain her exact position. Her phone then stops working and she throws it down in desperation and out of reach.

She shouts for help but at first, even though she is not that far from the shore, she is unable to attract help. Eventually, as the situation develops someone does hear and see her and they are able to raise the alarm.

The Emergency Services arrive just in time as the tide is beginning to come in. She is incredibly shaken up by the whole experience and is very lucky!

**Own Notes:**

## Real life incident



### **Real life incident at Morecambe Bay (Slide 1/5)**

This is a real life incident that happened in Morecambe Bay. The boy had gone out onto the mud and became stuck. He had not actually gone that far out!

At the same time local crews from Bay Search and Rescue and the Fire and Rescue Service were practising mud and sand rescue techniques as part of an exercise and fortunately were on hand to rescue him. They were also being filmed for a local news programme.

**Own Notes:**

## Real life incident



### Real life incident at Morecambe Bay (Slide 2/5)

The image shows the boy looking exhausted. He is being supported by the rescuers who are kneeling down to spread their weight on the wet sand.

Although the sun is shining the boy just has normal clothes on which will have become wet, cold and heavy. He may be developing hypothermia.

**Own Notes:**

## Real life incident



### Real life incident at Morecambe Bay (Slide 3/5)

For anyone stuck it will take many trained personnel with specialist equipment to be able to attempt a rescue. It also puts them at risk.

**Own Notes:**

## Real life incident



### **Real life incident at Morecambe Bay (Slide 4/5)**

If you look closely you can see the water is in the shape of a horse shoe because of the tides and currents. This has the potential to make the situation a whole lot worse and reduces the amount of time available for rescue.

The image also shows that even though the boy hadn't gone too far out he had got himself into serious difficulties.

#### **Own Notes:**

## Real life incident

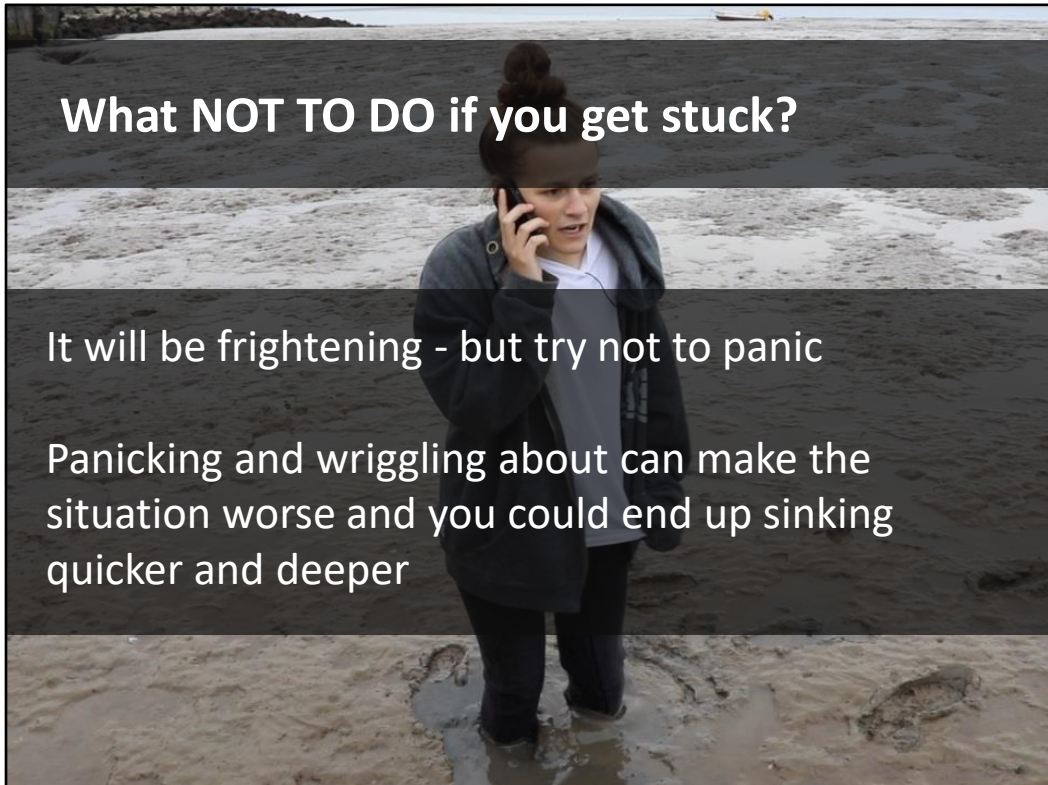


### **Real life incident at Morecambe Bay (Slide 5/5)**

This boy was very lucky to have the Emergency Services close by. If this had not been the case, it could have ended very sadly.

Stress to the learners not to let it be them!

**Own Notes:**



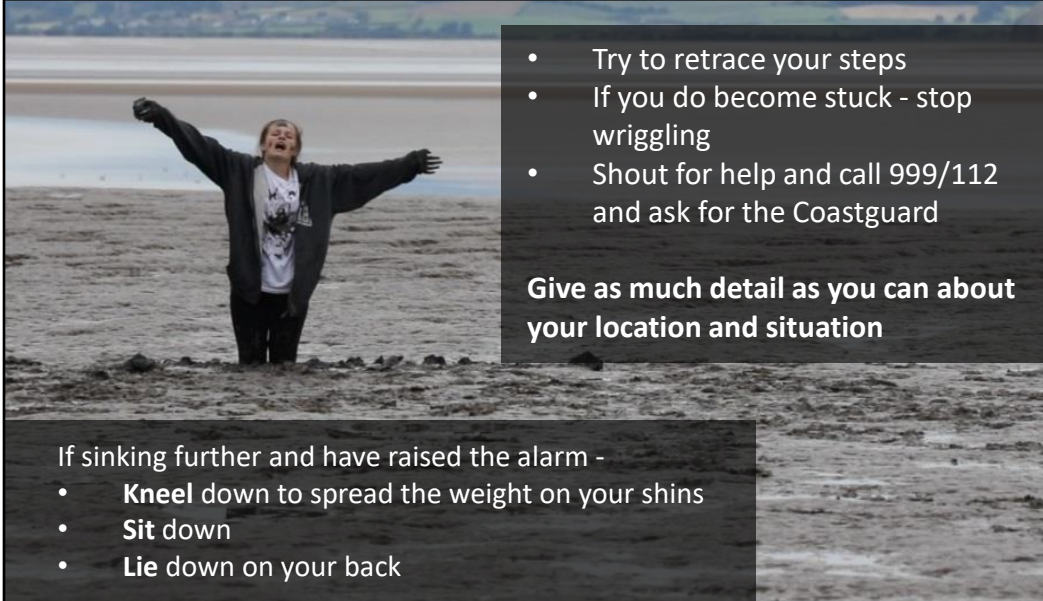
### **What NOT TO DO if you get stuck?**

Getting stuck in mud or sand is likely to be one of the most frightening things that could ever happen to you.

The golden rule is - not to panic. Panicking and wriggling about can make the situation worse and you could end up sinking quicker and deeper.

**Own Notes:**

## What TO DO if you get stuck?



- Try to retrace your steps
- If you do become stuck - stop wriggling
- Shout for help and call 999/112 and ask for the Coastguard

**Give as much detail as you can about your location and situation**

If sinking further and have raised the alarm -

- **Kneel** down to spread the weight on your shins
- **Sit** down
- **Lie** down on your back

## What TO DO if you get stuck?

As soon as you feel you might be starting to sink try to walk backwards to retrace your steps - the sand/mud should be firm enough for you to walk back to safety.

If you do become stuck - stop wriggling

Shout for help and call 999/112 if you can – ask for the Coastguard and give as much detail as you can about your location and situation

Make yourself visible - wave your arms about

If sinking further and waiting for help to arrive -

**Kneel down** to spread the weight on your shins

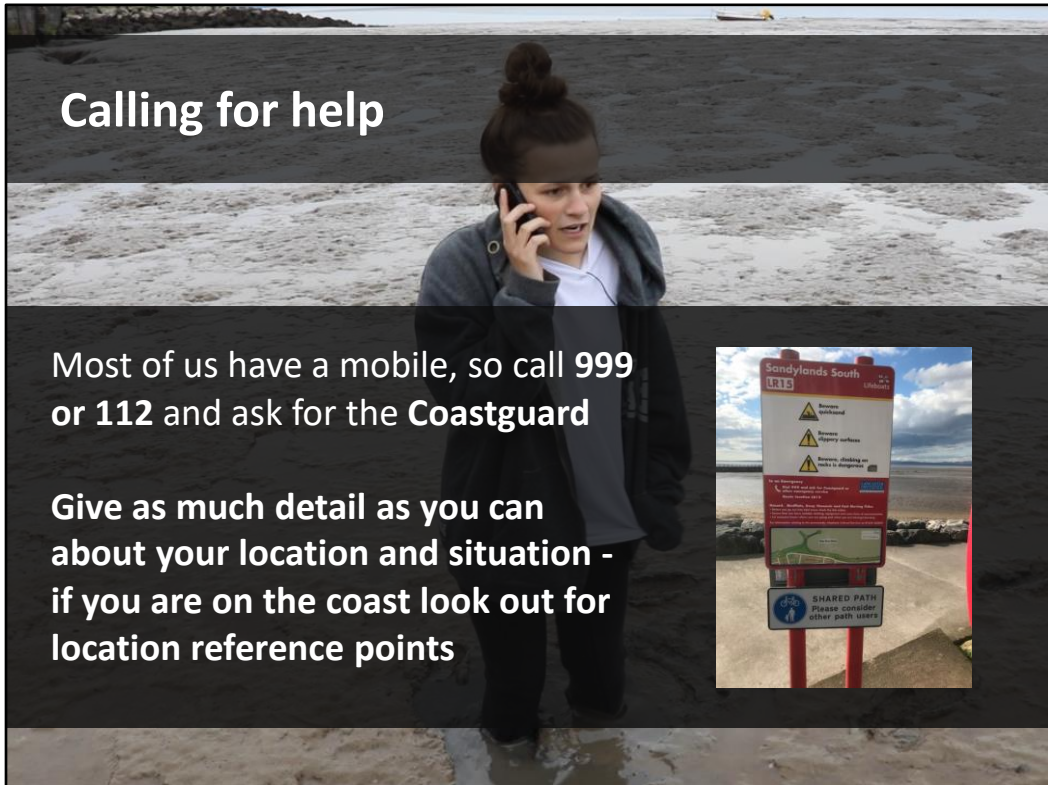
If that fails, **sit down**

If that fails, **lie down** as flat as you can on your back - this will help spread your weight as you are almost in a 'floating position'

If the Emergency Services have been called and in the meantime you become free and make your way back to safety, wait for them in a safe and visible location to confirm you were the one in trouble and enable them to 'stand down' and be available for other emergencies.

**Own Notes:**



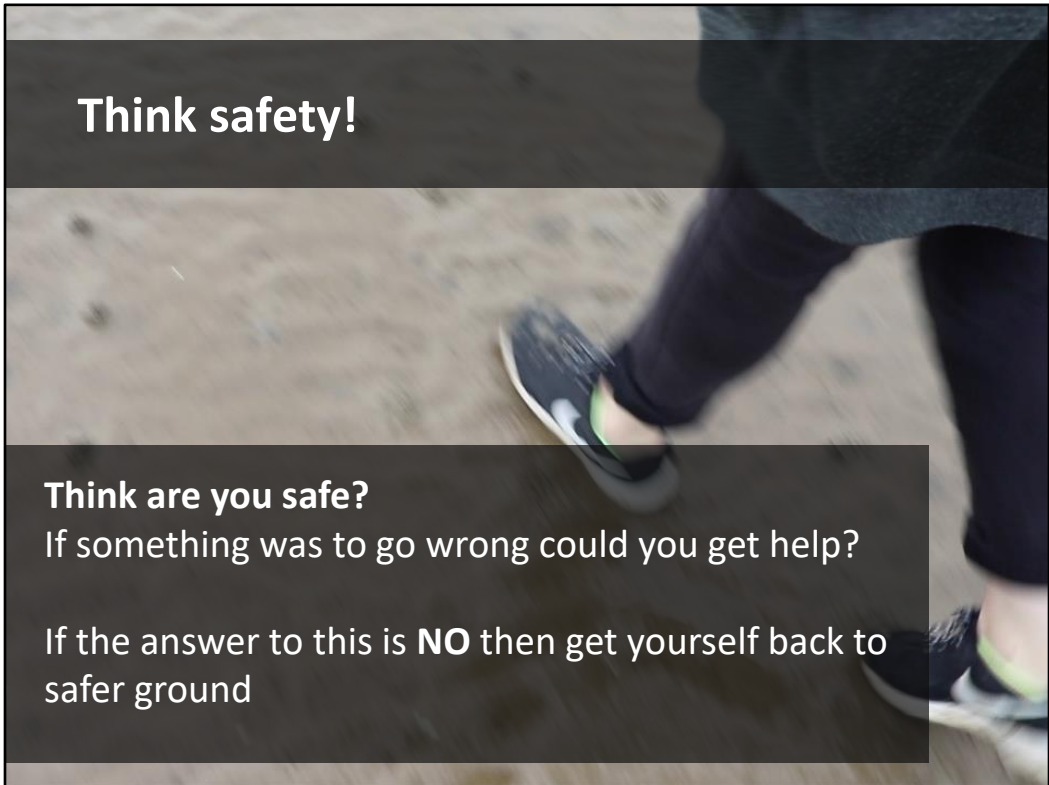


## Calling for help

Ensure the learners know what number to call (999 or 112) if they, or someone else, gets into difficulty. Stress that they should ask for the Coastguard and give as much information about the location and problem as they can.

One of the pictures shows a “Location Reference Point”, which can be found along the coast. They have a code that can be given to the call handler to identify the exact location – this one is LR15. Giving this will help the Emergency Services get to the scene of the incident as soon as possible.

### Own Notes:



## Think safety!

Stress the following points -

Think are you safe?

If something was to go wrong could you get help?

If the answer to this is **NO** then get yourself back to safer ground.

**Own Notes:**

## Summary

### Remember:

- Be aware of the dangers associated with mud and sand
- Tidal areas are very dangerous, both coastal and rivers - you can easily get into difficulty
- What to do if you or someone else gets stuck

**If in any doubt - keep away!**

## Summary

Summarise the session with reference to the objectives of the session. Click to bring up each point in turn.

### **Be aware of the dangers associated with mud and sand**

Mud and sand mixed with water can cause what is often referred to as 'quicksand' and it is very difficult to see danger areas. There are not always noticeable signs to tell you that the area you are about to walk in is dangerous.

### **Tidal areas are very dangerous and you can easily get into difficulty**

Make sure the learners have an understanding of the dangers of tidal movements and how easy it is to become cut off, both on the beach and in the tidal areas of rivers. The lower parts of rivers (near the coast) are tidal, even inland near towns and cities.

In Morecambe Bay, for example, the tide comes in at speed and the water may come in from behind without you being aware, which has the potential to cut you off. Areas of the Bay, which may have been safe the day before, could change significantly during each tidal movement and become very dangerous in terms of the underfoot conditions.

Stress the importance of knowing the types of places where incidents may occur – wherever you get sand, mud and water, such as beaches, rivers, reservoirs and lakes. Try to ensure the learners are aware of local dangers.

### **What to do if you or someone else gets stuck**

Go through what not to do and what to do.

As soon as you feel you might be starting to sink try to walk backwards to retrace your steps

If you do become stuck - don't panic and stop wriggling

Shout for help and call 999/112 if you can - give as much detail as you can about your location and situation

Make yourself visible - wave your arms about

If sinking further and waiting for help to arrive -

Kneel down to spread the weight on your shins

If that fails, sit down

If that fails, lie as flat as you can on your back - this will help spread your weight as you are almost in a 'floating position'

**If in any doubt - keep away!**

**Own Notes:**

## Any questions?



### **Any questions?**

Follow up any appropriate questions/comments in the chat function.

There may be examples of experiences the learners have had or have heard about - it may have been them who became stuck or they may have been involved in getting help.

If this happens try to avoid referring to names and do not dwell on something that could become particularly upsetting.

Remind the learners about the current Coronavirus situation and guidelines

### **Own Notes:**