

Be Water Smart

Understanding good safety practices through Critical Thinking and Media Literacy

LESSON OVERVIEW:

In this lesson, students will understand why they should swim with adult supervision and why swimming in areas supervised by lifeguards is a safe choice.

Curriculum Expectations	Learning Goals
<p>HEALTH AND PHYSICAL EDUCATION, GRADES 1–8 (2019)</p> <p><i>Healthy Living</i> (p. 148) D2. Making Healthy Choices – Personal Safety and Injury Prevention D2.2 Apply their understanding of good safety practices by developing safety guidelines for a variety of places and situations outside the classroom [Thinking]</p> <p><i>Social-Emotional Learning Skills</i> (p. 134) A1.6 Critical and Creative Thinking</p> <p>LANGUAGE, GRADES 1–8 (2006)</p> <p><i>Writing</i> (p. 70) 1. Developing and Organizing Content 1.2 Developing Ideas 1.3 Research 1.5 Organizing Ideas</p> <p><i>Media Literacy</i> (p. 73) 1. Understanding Media Texts 1.1 Purpose and Audience 1.2 Making Inferences / Interpreting Messages</p> <p>For the full text of the expectations above or other relevant curriculum expectations, please go to Curriculum Documents on the Ministry of Education’s website.</p>	<p>At the end of this lesson, students will be able to:</p> <ul style="list-style-type: none"> • Identify ways in which they can keep safe when doing different activities and understand why certain activities, like swimming, require adult supervision. • Analyze a simple media text to interpret the implied messages and develop ideas around safe practices as a result. • As a class, create a persuasive letter that convinces other students to “Be Water Smart”.

<p>Minds On</p> <p>Whole Class – Brainstorm</p> <ul style="list-style-type: none"> • Invite student to think about physical activities that they like to do outside of school (examples of student responses might include: riding a bike; playing lacrosse; ice skating; or swimming) and share their ideas with the class. You can set up a T-chart with the activities listed on one side. <p>Think – Pair – Share</p> <ul style="list-style-type: none"> • Ask students to think about ways in which they keep safe when doing these activities and then have them turn to an elbow partner and discuss their thinking. After a few minutes of discussion, ask students to share their ideas with the class. Write the safe practices beside the activities listed on the T-chart (e.g., Ride a bike – Wear a helmet; Hike through the woods – Wear proper shoes and tell someone where you are going). <p>Whole Class – Debrief</p> <ul style="list-style-type: none"> • Prompt students to think about the importance of adult supervision when taking part in certain activities. 	<p>Connections</p> <p>Guiding Questions</p> <p>“How do you stay safe when doing the physical activities you enjoy?”</p> <p>“Why do you need adult supervision during many of these physical activities?”</p> <p>Assessment</p> <p>Assessment <i>for</i> Learning:</p> <ul style="list-style-type: none"> • Observation • Anecdotal notes <p>Differentiated Instruction</p> <ul style="list-style-type: none"> • Provide visual prompts of children participating in physical activity safely.
<p>Action!</p> <p>Whole Class - Discussion</p> <ul style="list-style-type: none"> • Ask the class to look at the water safety poster provided, “Be Water Smart” (Appendix 1A), and discuss the purpose and the audience for the message. • Brainstorm with the class what other students will need to know to keep safe when near water or swimming. (Sample responses could include: learn how to swim and tread water; only swim when there is an adult watching; be careful near rivers and streams). Write the student responses on chart paper. 	<p>Connections</p> <p>Guiding Questions</p> <p>“Why is this message important? Who is this message intended for?”</p> <p>“What messages do we learn from the words in the poster and what messages are interpreted from the picture?”</p> <p>“Based on the information provided in the water safety poster, what would we tell other students that could help them be safer when swimming or near water?”</p> <p>Differentiated Instruction</p> <ul style="list-style-type: none"> • Provide additional copies of the poster for students to examine and discuss in small groups. • Provide extra time for processing the information.
<p>Consolidation</p> <p>Whole Class – Shared Writing Activity</p> <ul style="list-style-type: none"> • The teacher sets the context of the writing task by letting the class know they will be creating a letter that convinces other classes to “Be Water Smart”. • The teacher introduces the “Persuasive Letter Planner” (see Appendix 1B). • The teacher begins to create a letter (on chart paper or using computer technology) and collaborates with the students to create the content, using think-alouds and prompts. Students contribute ideas for reasons why other students should “Be Water Smart”. <p>Extensions:</p> <ul style="list-style-type: none"> • Students could work in small groups to create a persuasive letter for older or younger grades and discuss why and how these letters would look different from the letter they created as a class. 	<p>Connections</p> <p>Guiding Questions</p> <p>“If our message to other students is to Be Water Smart, what reasons could we use to convince them? For example, we could say: ‘You need to Be Water Smart because ...’.”</p> <p>“What can we tell other students that will help them think about their safety?”</p> <p>Assessment</p> <p>Assessment <i>for</i> Learning:</p> <ul style="list-style-type: none"> • The teacher listens to students’ rationale for their ideas on safe practices to assess their understanding of water safety. <p>Differentiated Instruction</p> <ul style="list-style-type: none"> • Use a mind map to record ideas prior to using the “Persuasive Letter Planner”.