



Lesson Plan #1

Swim to Survive®

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

HEALTH AND PHYSICAL EDUCATION, GRADES 1–8 (2019)

Healthy Living

D2. Making Healthy Choices

D2.2 Personal Safety and Injury Prevention

Social-Emotional Learning Skills

A1.6 Critical and Creative Thinking

LANGUAGE, GRADES 1–8 (2023)

Writing

D1. Developing and Organizing Content

D2.1 Producing Drafts

Media Literacy

C1. Knowledge About Texts

C2.3 Making Inferences

For the full text of the expectations above or other relevant curriculum expectations, please view the [Curriculum Documents](#) on the Ministry of Education website.

Learning Goals

At the end of this lesson, students will be able to:

- 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”.



Minds On

Whole Class – Brainstorm

- 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.

Think – Pair – Share

- 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).

Whole Class – Debrief

- Prompt students to think about the importance of adult supervision when taking part in certain activities.

Connections

Guiding Questions

“How do you stay safe when doing the physical activities you enjoy?”

“Why do you need adult supervision during many of these physical activities?”

Assessment

Assessment for Learning:

- Observation
- Anecdotal notes

Differentiated Instruction

- Provide visual prompts of children participating in physical activity safely.

Action!

Whole Class - Discussion

- 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.

Connections

Guiding Questions

“Why is this message important? Who is this message intended for?”

“What messages do we learn from the words in the poster and what messages are interpreted from the picture?”

“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?”

Differentiated Instruction

- Provide additional copies of the poster for students to examine and discuss in small groups.
- Provide extra time for processing the information.



Consolidation

Whole Class – Shared Writing Activity

- The teacher sets the context of the writing task by letting the class know they will be writing 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”.

Extensions:

- 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.

Connections

Guiding Questions

“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 ...’.”

“What can we tell other students that will help them think about their safety?”

Assessment

Assessment for Learning:

- The teacher listens to students’ rationale for their ideas on safe practices to assess their understanding of water safety.

Differentiated Instruction

- Use a mind map to record ideas prior to using the “Persuasive Letter Planner”.