Lesson Plan #2

Swim to Survive®

Act Right On or Near Ice

Applying good ice safety practices by Analysing and Interpreting a variety of texts

LESSON OVERVIEW:

In this lesson, students will continue to build on their understanding of safe practices in a variety of aquatic settings. They will learn about the importance of determining the quality and thickness of ice before venturing on it as well as how to prepare for an unexpected fall through the ice.

Curriculum Expectations

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

Healthy Living

D2. Making Healthy Choices – Personal Safety and Injury Prevention

Social-Emotional Learning Skills

A1.6 Critical and Creative Thinking

LANGUAGE, GRADES 1–8 (2023)

Reading

C1. Knowledge About Texts
C2. Comprehension Strategies
C3.2 Making Inferences
C3.3 Analysing Texts

Writing

D1. Developing and Organizing Content

MATHEMATICS, GRADES 1-8 (2020)

Data Management

D1. Data Literacy

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

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LIFESAVING SOCIETY
The Lifeguarding Experts

Curriculum Expectations & Learning Goals

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

- Explain why it is important to make safe choices around a variety of water sources throughout the year.
- Understand how to apply safe practices when on or near ice by reading, analysing, and interpreting information from a variety of texts.
- As a small group, create a persuasive letter that encourages other school community members to apply good safety practices when on or near ice.

Minds On

Whole Class – Shared Reading: Analysing and Interpreting Information

- As a class, analyse the graph "Time of Year: Number of Preventable Water-Related Deaths in Canada"(Appendix 2A). Discuss possible reasons why the data look this way. Focus on ideas that explain why drownings happening in the Winter/Spring might be related to variations in the ice.

- Share the **"Ice Thickness Poster"**. Interpret the information on the poster to generate a list of safe practices when on or near ice (examples of student responses might include: ice must be 12 cm thick to support a snowmobile; the ice should be clear and hard).

Connections

Guiding Questions

"What does the information provided in the 'Time of Year' graph tell us about drownings in Canada?"
"Looking at the graph, what do we learn from the title, numbers, and bars?"
"Looking at the 'Ice Thickness Poster', what might we interpret from the pictures, numbers, and words used?
What questions do you still have about safe practices when on or near ice?"

Assessment

Assessment *for* Learning:

- Responses during whole group discussion.

Differentiated Instruction

- Provide opportunities for peer conferencing.

Action!

Whole Class - Introduction to Vocabulary and Read-Aloud

- Introduce vocabulary from the story "Don't Break the Ice" by matching the word cards and definitions (Appendix 2B copied, cut, and separated prior to the activity) and read the story (Appendix 2C) to the whole group.

- Invite students to share their learning from the story by adding new ideas to the list (started in "Minds On") of safe practices when on or near ice (students might add ideas such as: do not go on ice that is near moving water; if you fall through the ice, do not panic, pull yourself forward on your stomach).

Connections

Guiding Questions

"What would you do, if you were in this situation?"
"What safety practices did you learn about when listening to the story 'Don't Break the Ice'?"

Differentiated Instruction

- Provide opportunities for students to brainstorm the word definitions prior to the matching activity.
- Provide copies of the story for individuals to follow as you read.

Consolidation

Shared Writing Activity – Developing Ideas

- In small groups, students use the information gathered from a variety texts (the graph, poster, and story) to brainstorm an important message for their school community regarding ice safety (e.g., "Check the ice before you go on it"; "Stay away from thin ice"). Then, the groups list reasons why this message is important for others to know (e.g., "If you fall through the ice you can drown"; "The ice needs to be 10 cm thick before you walk on it").

Whole Group – Co-creating Criteria

- The teacher selects one or two groups to share their message and list of reasons. Then, using the "Persuasive Letter Planner" (Appendix 1B), the class generates a list of criteria for small groups to use when writing a persuasive letter about safe practices (see sample criteria in Appendix 2D).

Shared Writing Activity – Organizing Ideas

- Using their message and their list of important reasons, each group writes a persuasive letter for the school newsletter that will help other members of the school community (i.e., students and their families) think about their safety around the ice. Groups use the criteria generated in the previous whole-group activity as a checklist for their work.

- The groups compare their letters with the criteria provided and the teacher provides descriptive feedback for the groups to help them review and revise their work.

Connections

Guiding Questions:

"Based on the information that you learned today, what message would you share with other members of our school community that will help them think about their safety around ice?"
"Thinking about your message, list reasons why your message is important for others to know."

Assessment

Assessment *as* Learning:

- The By reviewing the selected small group messages and listed reasons as well as their knowledge of a persuasive letter format, the class co-creates the criteria for a persuasive letter about safe practices that can be used as a checklist (see sample criteria in Appendix 2D).

Assessment *for* Learning:

- Using the co-created criteria, the teacher provides feedback to each group regarding the effectiveness of their persuasive letter.

Differentiated Instruction

- Make an audio recording of the story for review.
- Provide a brainstorming web for developing ideas.
- Assign roles within small groups (e.g., each group can have a Recorder, Reporter, Reader, and Material Manager).