Lesson Plan #3

Swim to Survive®

Live Water Smart

Applying safety practices through Critical Thinking and Written Expression

LESSON OVERVIEW:

In this lesson, students will apply their understanding of water safety practices that will keep them safe within a variety of aquatic settings and they will be able to communicate the importance of the survival skills learned in the three in-water swimming lessons and the three in-classroom water safety lessons.

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

C2. Comprehension Strategies

C3.2 Making Inferences

Writing

D1. Developing Ideas and Organizing Content

D2. Creating Texts

D2.3 Voice

MATHEMATICS, GRADES 1-8 (2020)

Data

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.

Learning Goals

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

- Draw some conclusions about water safety practices, including the importance of wearing a lifejacket as one preventative strategy, by interpreting information in a graph.
- Independently create a persuasive postcard that demonstrates their ability to apply good water safety practices based on the knowledge and skills learned in the Swim to Survive® program.

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LIFESAVING SOCIETY
The Lifeguarding Experts

Minds On

Whole Class – Shared Reading: Interpreting Information and Applying Good Safety Practices

- As a class, read and interpret information from the graph "Top Five Aquatic Settings: Number of Canada-Wide Preventable Water-Related Deaths" (Appendix 3A). Focus on the importance of lifejackets when boating or for personal safety.

- Discuss safe practices that the students have learned, through the Swim to Survive® program, and can apply when in or around water (e.g., wearing a lifejacket, knowing how to tread water, being able to swim to safety, understanding when ice is safe). Generate a list of the knowledge and skills that students have learned.

- Brainstorm ideas about how the Swim to Survive® program has been important for everyone but helped each person differently depending on his or her prior knowledge and experiences (examples of student responses might include: "I knew how to swim in a pool but I learned new information about being safe in or around a lake"; "I never took swimming lessons so it was important for me to learn the skills in the in-water classes"). Create a list of what students felt was their most important learning.

Connections

Guiding Questions

"Looking at the graph 'Top Five Aquatic Settings: Number of Canada-Wide Preventable Water-Related Deaths', what might we interpret from the bars, numbers, and words used?"
"Given the information in this graph, what knowledge and skills have you learned, through the Swim to Survive® program, that will help you to apply safe practices in or around water?"
"If you were to pick something about the Swim to Survive® program that was most helpful for you, what would it be?"

Assessment

Assessment *for* Learning:

- Responses during whole group discussion.

Differentiated Instruction

- Provide opportunities for peer conferencing.
- Provide visual cues (e.g., pictures from the in-water lessons, graphs and posters from previous lessons, Swim to Survive® video).

Action!

Whole Class - Introduction to Summative Task

- Introduce the summative task of writing a postcard to a family member (using the Postcard Planner in Appendix 3B).

- Invite students to think about their most important learning from the Swim to Survive® program. Recommend that they use this idea as the "Point of View" for their postcard. To come up with reasons that support their point of view, suggest that students think about why the information and/or skills were important and how the program helped them to make safer choices.

- Indicate that the "Concluding Statement" for their postcard should tell their family what they would like to do in the future so they can continue to live water smart (examples of living water smart might include: taking more swimming lessons to be a better swimmer; learning how to be a lifeguard so they can help others; making sure they always have an adult supervising them when they are in or around water).

Connections

Guiding Questions

"Looking at the list of most important learning, what would you tell your family was the most important learning for you? Why are the information and/or skills important to you? How does this learning help you to make safer choices?"

Differentiated Instruction

- Provide opportunities for peer conferencing.
- Chunk the assignment into smaller tasks (i.e., have students write their point of view; then get teacher feedback and discuss their three reasons; then write their three reasons; and so on).
- Model how to create a web of ideas before using the Postcard Planner.

Consolidation

Independent Writing Activity

- Students create a postcard to send to a family member that identifies their most important learning, reasons why this learning is important, and how they will continue to live water smart.
- Students use the checklist to self-assess their work.
- Students use teacher feedback to revise their work and publish a final copy of their postcard.

Extensions:

- Students can draw, download, or use a personal photo for their postcard.
- Students could write their postcards in their first language to share with their family.

Connections

Guiding Questions:

"How might you use the checklist (Appendix 2D) to assess your work before handing it in to the teacher?"

Assessment

Assessment *of* Learning:

- The teacher assesses the students' ability to apply safe practices in and around water and their written communication skills using a rubric (see the sample rubric in Appendix 3C).

Differentiated Instruction

- Make an audio recording for the summative task.
- Provide opportunities for paired writing activities with peers.
- Allow students to use assistive technology for writing.