



Learning About Cold Water & Shock

Sharing knowledge of safety practices through Critical Thinking

LESSON OVERVIEW:

In this lesson, students will apply their understanding of safe behaviour in and around water to persuade others of safe practices.

Curriculum Connections

MATHEMATICS GRADES 1–8 (2020)

Mathematics

B1. Number Sense

HEALTH AND PHYSICAL EDUCATION GRADE 7 (2019)

Safety

B3. Safety

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

Through participation in this lesson, students will:

- Learn about the effects of cold water;
- Explore ways to prevent shock and drowning due to cold water;
- Understand how to deal with shock, including it's symptoms and treatment.

Directions

Before you begin, you will need the following:

- Most recent Canadian Drowning Report, Full Edition retrieved from <https://lifesaving.ca/public-education/drowning-research/national-drowning-report/>
- Most recent Ontario Drowning Report retrieved from <https://lifesaving.ca/public-education/drowning-research/national-drowning-report/>
- Masking Tape
- Computer and Projector
- Cold Water Bootcamp video retrieved from <https://www.youtube.com/watch?app=desktop&v=IERB21G8ND0>

Minds On

Exercise a):

Show students the following infographic: “Where?” of the most recent [Ontario Drowning Report](#).

Organize students into small groups and have each discuss what activities might have taken place in their chosen or given setting that led to these fatalities. Have each group share their findings with the rest of the class. (You may wish to use the “Place Mat” technique for this step.)

Exercise b):

“Sociometrics”: Have students line up shoulder to shoulder along a line (e.g., line on floor in classroom, hall or gym, or tape a line). Read the following statements (listed in *Connections*) and, after each, have students move to the right or left along the continuum of integers from -10 to +10, in accordance with their level of agreement or disagreement. Allow time between each statement for students to discuss why they made the decision they did and, as these conversations develop, encourage students to move along the continuum if they find their opinion is changing.

Connections

“Sociometrics” statements:

- “It’s ok to shallow dive into shallow water”
- “I always wear a lifejacket while boating”
- “I can’t drown in water waist deep”
- “It’s okay to have one drink and boat”
- “Swimming at night is just as safe as daytime”
- “I always swim with a buddy”
- “If you’re a good swimmer you can swim alone”

Action!

Show students [Cold Water Bootcamp video \(full version\)](#). Have each group focus on one of the nine participants.

After the film, have each group record the following about their choice or given participant:

- Symptoms or quality of their physical experience during and after their cold water immersion.
- Quality of their emotional experience (what they felt) during and after their cold water immersion.
- The difference between their experiences with and without a lifejacket.

As a class, discuss the effects of cold water on the body and mind.

Wrap-Up

Discuss the following as a whole class:

- Which Cold Water Bootcamp participant did you most identify with and why?
- Why are some people resistant to wearing lifejackets?
- What is the difference between treatment and prevention in terms of drowning?
- Is this video relevant to you and your friends?

Extension

Have students reflect on these questions as an individual journal entry OR have students write-in-role as their chosen character before and after their Cold Water Bootcamp experience. Doing this extension would meet Writing OE1.