



## Lesson Plan #3

### Live Water Smart

Sharing knowledge of safety practices through Critical Thinking and Written Expression

#### 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

##### LANGUAGE, GRADES 1–8 (2023)

###### **Writing**

D1. Developing Ideas and Organizing Content

D2.5 Revision

D2.6 Editing and Proofreading

D3. Publishing, Presenting and Reflecting

###### **Media Literacy**

C1. Knowledge About Texts

C3. Critical Thinking in Literacy

D1. Developing Ideas and Organizing Content

D2. Creating Texts

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:

- Apply previous learning about cold water, shock and drowning prevention;
- Communicate how these issues affect them and their peer group;
- Extend their understanding of these issues in order to promote drowning prevention among their peer group.

## Minds On

Using the writing process, have students work in pairs or small groups to create one or more of the following:

- A letter
- A poster
- A TV commercial (final video version not necessary)
- A skit or scene from a play
- A newspaper article
- A blog entry
- A banner advertisement

The focus of this is for students to persuade their friends or peer group to engage in safe behaviour in and around water and to equip them with the knowledge and skills to do so.

Have each pairing or group share their creation with the rest of the class.

## Connections

SE1.1 Explain how various media texts address their intended purpose and audience.

SE3.2 Identify an appropriate form to suit the specific purpose and audience for a media text they plan to create.

SE3.4 Produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques.

## Assessment

### Assessment as Learning:

- Writing conferences

### Assessment of Learning:

- Teacher evaluation

## Differentiated Instruction

- Individual choice of final product

## Action!

Have students evaluate one another's texts by answering the following questions:

- What was their particular intended message?
- Was this media text effective? Why or why not?
- How might this text change if it were for a different demographic (e.g., men, young children, parents)?

## Connections

SE1.3 Evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts

## Differentiated Instruction

- Provide a checklist or table to record information.

## Consolidation

Discuss the following as a whole class:

- Which student-created media texts were most effective?
- Explain: What have I learned about drowning and water safety?
- How will I apply what I have learned to my own life?
- What do I still hope to learn with regard to water safety and drowning?

## **Connections**

SE1.4 Explain why different audiences (e.g., with respect to gender, age, nationality, ability/disability income level) might have different responses to a variety

## **Assessment**

Assessment *for* Learning:

- The teacher assesses the student's ability to apply safe practices in and around water.