

# SINK OR SWIM

## FOUNDATION

## LESSON PLAN ONE

### Water Drums

## OVERVIEW

This lesson plan has been designed to teach students about the properties of water and dangers of rivers through The Baka Tribes-People. Students will learn that rivers are important to people all over the world including The Baka people and to take care around rivers as they can be dangerous. It is important that students **NEVER SWIM ALONE** and know to always ask an adult if it's safe to swim and to make sure an adult is always watching them.

## WHAT YOU WILL NEED

- Sealed plastic drink bottles ½ filled with water (One per student)
- Three or more stemmed wine glasses
- Metal spoon, fork or plastic / wooden chopstick
- Large jug filled with water
- Drawing materials
- Computer/projector to play music & video links
- Search 'African Water Drumming Traditional' - [www.youtube.com](http://www.youtube.com)

## LESSON TOPICS

1. Describing Water Properties
2. Playing with Water
3. Never Swim Alone
4. Highs and Lows

## CURRICULUM CONNECTIONS

### Health and Physical Education\*

#### Physical, Social and Community Health

*Being healthy, safe and active*

✓	Identify people and demonstrate protective behaviors that help keep themselves safe and healthy (VCHPEP059)
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*Contributing to healthy and active communities*

✓	Identify actions that promote health, safety and wellbeing (VCHPEP062)
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### The Arts\* - Music

#### Music Practices

✓	Sing and play instruments to improvise, compose and practice a repertoire of chants, songs and rhymes, including songs used by cultural groups in the community (VCAMUM022)
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#### Respond and Interpret

✓	Respond to music, communicating their preferences and discussing where and why people make and perform music (VCAMUR024)
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\*Available for use: <http://victoriancurriculum.vcaa.vic.edu.au/overview/about>

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## DESCRIBING WATER PROPERTIES

5 MINUTES

### Activity

1. Ask students the following questions:

- What is water?
- Where can we find water?
- When do we hear water?
- How does it sound; look; feel; smell; taste?
- Can water move or be moved?

2. Students respond with words; vocal or percussive sounds, and gesture.

### Differentiation

For assessment purposes, teachers can scribe students' oral explanations or use a tablet/mobile device to record them. Teachers can plot the continuum of students' comprehension.

## PLAYING WITH WATER

20 MINUTES

### Content Information

The Baka Tribes-People visit the Congo Basin of the Central African Republic to bathe and wash clothes. They often sing as they wash and use the surface of a river to create music; they drum rhythms on the water with their cupped hands; together, they play like an orchestra or band with each person playing a different rhythmic pattern.

### Activity

1. Play audio/video: Liquindi - Baka women water drumming; and water drums by Baka, Pygmies.

2. Distribute sealed plastic drink bottles  $\frac{1}{2}$  filled with water. Ask students to shake their bottles to get the water to move in different ways. The way objects move depend on a variety of factors. What do they observe?

3. Replay the music as students shake and splash in accompaniment, expressing the rhythm through their bodies. Ask students to describe how they feel after shaking their bottles and playing along with the water drums.

4. Whole class activity: Students form a circle and shake bottles together.

### Differentiation

In two, three, four, or five groups, students can be conducted like an orchestra. Each group is signaled to take their turn to shake their bottles.

## NEVER SWIM ALONE

20 MINUTES

### Content Information

Rivers have dangers – tree stumps and branches we cannot see; strong fast flowing water; slippery rocks; slippery mud; **Always Look Before You Leap** and ask an adult to test depth and safety first. If it is okay to paddle, enter the water with an adult; stepping in; feet first; slowly.

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#### Activity

1. Play video: African water drumming, traditional – Interpretation
2. Ask students the following questions:
  - **What** did you notice about the Baka people in the water? (They were never in the water alone)
  - **Why** is it good to go to the river with other people – adults and grown-ups?
  - **What** dangers might we find around rivers?
  - **Who** in your family could watch you near water?
  - **How** would we know if it was safe for us to go into the water?
3. What safe water looks like? Students create a drawing that shows them doing an activity in or near the river. Students must ensure a grown-up are watching them. They can assess how difficult they think it will be to draw this and reflect on the experience after drawing (metacognition).

#### Differentiation

Mural: Drawings can all be made on one length of butcher's paper. A river can be drawn along the paper and children can sit on either side of the river to do their drawings.

## HIGHS AND LOWS

15 MINUTES

#### Activity

1. Predicting what might happen: Add more water to the student's bottle and ask them to predict whether the sound will be higher or lower. Tap to find out. Continue to remove or add more water and tap.
2. Using three wine glasses fill each with different levels of water. Each student is invited to play a little tune to accompany **Never Swim Alone**.

#### Differentiation

Water can also be used to wet the rim of the glass to create a hum or ringing sound.

## REPORTING COMMENTS

The student has used language to describe water properties, thereby linking oral language to their understanding

The student has attempted to replicate the rhythms and sound patterns of the Baka river community.

The student has described what they have observed about the movement of the water inside the bottle.

The student has identified people in their family who can help them to stay safe.

The student has made predictions and tested them.

The student has created their own music for a given purpose.