

SINK OR SWIM

FOUNDATION

LESSON PLAN TWO

The Ripple Effect

OVERVIEW

This lesson plan has been designed to find out what the students' relationship with water is and their understanding of different aquatic environments. Students will explore water in their home and the local area and understand that water has a variety of different uses. It is important that students understand to **CHECK IT'S OK TO SWIM** and to **LEARN THE CONDITIONS**.

WHAT YOU WILL NEED

- One large glass tank/fish bowl; or a clear plastic tub with water
- A variety of utensils including a ladle, measuring jug, whisk, straw
- Drawing materials
- Student to bring a picture of them with a friend/family member near or in any type of water (alternatively students could draw or find a picture)
- Recommended reading:

King Bidgood's in the Bathtub

Author- Audrey Wood, Illustrator- Don Wood

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Publisher- Houghton Mifflin Harcourt

LESSON TOPICS

1. What can we do with water?
2. My relationship with water
3. Backyard blitz

CURRICULUM CONNECTION

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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English*

Speaking and Listening - Literacy

Interacting with others

✓	Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others (VCELY210)
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Science*

Science Understanding

Biological Sciences

✓	Living things have a variety of external features and live in different places where their basic needs, including food, water and shelter, are met (VCSSU042)
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*Available for use: <http://victoriancurriculum.vcaa.vic.edu.au/overview/about>

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WHAT CAN WE DO WITH WATER?

20 MINUTES

Activity

1. Read a story to the students' which has water in the book (recommended reading: *King Bidgood's in the Bathtub*). During the story, ask the following questions:

- What is water?
- Where can we find water?
- Do we need water? Who needs water?
- Why do we need water?
- What do we use it for?
- What can we do with water?

2. Using the tub with water and utensils, demonstrate what we can do with water using the verbs listed below:

Find; Carry; Pour; Stir; Splash; Wet; Whip; Whisk; Blend; Spread; Tip; Tilt; Absorb; Mop; Slip; Blow; Shake; Push; Scull; Pull; Cup; Flick; Trail.

Differentiation

You may like to have the students come up and demonstrate each verb or brainstorm your own words using a mind map.

MY RELATIONSHIP WITH WATER

25 MINUTES

Activity

1. Show and Tell: Students share information about the picture they brought to class by describing – **Who; What; Where; When; Why; and Who again**. By identifying the last 'Who', students are reminded that they were not in or near water alone.

2. Class discussion: Where can we find water at our school, in the town, or on a family holiday? When have you got cold and shivery in the water? What did you do?

3. Water Walk: Take students for a walk around the school grounds and ask them to remember when they saw water. When you return to the classroom, write the list on the board and have students brainstorm three rules for their school when playing near water.

Differentiation

The lesson can be extended by asking students to bring in two photographs of the same aquatic environment taken two or more years apart. They can spot the differences.

For assessment purposes, student responses can be recorded on a tablet or mobile device.

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BACKYARD BLITZ

15 MINUTES

Content Information

- Make sure there is a grown up present whenever you are in or near water and that they can supervise you with full attention.
- Keep all containers empty and stored and out of reach of children when not in use i.e. empty mop bucket and paddling pool and store away
- Keep a lid on all outdoor containers to prevent them from collecting rainwater; keep animal water bowls away from play areas; cover drains; fill in large puddles in the driveway.
- Keep lids shut on toilets and washing machines when not in use – even if the washing machine is empty or the toilet door is closed.
- Keep pool fences and gates closed at all times. Do not leave toys floating on the pool as these attract young children who cannot swim; never leave things that small children can climb on beside the pool fence.
- Water and electricity do not mix. Do not hold an electrical item with wet hands or near water.

Activity

1. Right or Wrong? It is important to make our backyard a safe place. What type of water is in your backyard? Discuss what can be done to keep you safe near water in the backyard.

2. Students make a poster with two circles or two halves that show the **Wrong** thing to do and the **Right** thing or the **Safe** and the **Not Safe**.

For example: A child in a pool alone and a child in a pool with the parent; or a toilet with the lid open and a toilet with the lid shut.

Differentiation

After the activity, these pictures can be grouped and displayed in the classroom. Pictures might be first divided into: Water around the home; Water away from the home. They might then be divided into other categories such as drinking and washing water; water for recreation, water in our township and water in another region.

Copy the key understandings onto a blank piece of paper. Have students decorate by including drawings and take home to their parents to put on the fridge.

REPORTING COMMENTS

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

The student has participated in class discussion about water-based experiences.

The student has identified and described an activity in an aquatic environment or near a source of water.

The student has identified safety considerations and has contributed to class discussion.

The student has demonstrated understandings of water safety messages and strategies.