

# Visiting a Swimming Pool

## Activity 1

View the 'Visiting a Swimming Pool' VR tour at <https://lsv.com.au/vr/>

LEVELS F – 2



### Key Learning

During this activity, students will begin to prepare for their trip to the local swimming pool by reflecting on past experiences and deciding which items they will need to pack.



### Resources

- Appendix A: *What's in my swimming bag?*



### Engage

Discuss students' prior experiences at the swimming pool:

- Have you ever been to a swimming pool?
- Who did you go with?
- What did you do while you were there?
- What did you take with you?
- Play memory game: Students sit in a circle. The first student says (for example) 'I went to the swimming pool and I took a towel.' The next student says (for example) 'I went to the swimming pool and I took a towel and a hat.' Continue around the circle with each student adding a new item to the list.



### Engage

- On the whiteboard draw a PMI (Plus, Minus, Interesting) chart. Ask students about their upcoming trip to the swimming pool:
- What are you looking forward to? (Plus)
- What are you nervous about? (Minus)
- What questions do you have? (Interesting)



### Curriculum

#### Writing

##### Creating texts

##### Foundation

- Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge ([VCELY160](#))

##### Level 1

- Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements ([VCELY194](#))

##### Level 2

- Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose ([VCELY230](#))

#### Speaking and Listening

##### Interacting with others

##### Foundation

- Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using interaction skills, including listening, while others speak ([VCELY174](#))

##### Level 1

- 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](#))

##### Level 2

- Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions through initiating topics, making positive statements, and voicing disagreement in an appropriate manner ([VCELY244](#))



## Explain

- Write the following list of items on the whiteboard (draw symbols if necessary to support early readers) and read the list together:
- Swimwear/bathers
- Sunscreen
- Bucket and spade
- Towel
- Ball
- Teddy
- Ask students to decide which of these items are essential and which are not. Encourage them to explain their decision.



## Elaborate

- Give each student a copy of Appendix A: *What's in my swimming bag?* Students write a list of what they need to pack for their upcoming trip to the swimming pool and then draw these items in the bag below.



## Evaluate

- Invite students to share the items they wrote in their list. Compile these into a list on the whiteboard. This list can then be referred to when preparing for the trip.

## References

Open Clipart, 2010. *School Bag*, <https://openclipart.org/detail/83317/school-bag> [viewed 24 March 2019]

## Appendix A What's in my swimming bag?

Write a list below of the important items that you will need to pack for your trip to the pool:

Now draw these items in your bag:

