OVERVIEW

This lesson plan has been designed to give students a better understanding of water and how they can ensure they stay safe, including **WEARING A LIFEJACKET**. They will be able to describe a river and its features and identify that the water may not be clear and to always **LOOK BEFORE YOU LEAP**. Students will also learn to always go swimming with a friend and to **NEVER SWIM ALONE**.

WHAT YOU WILL NEED

- One large glass tank/fish tank or a large clear plastic tub
- Beakers or glass containers that will fit 3-6 objects
- Any objects that are heavy enough to sink (3-6 per beaker)
- Household plastic bucket and a pair of jeans or windcheater
- Scales, sticks, stones, small rocks, soil/mud

Recommended reading:

- *Mr Archimedes Bath*
  
  Author - Pamela Allen
  
  ISBN-13 - 9780207172854
  
  Publisher - Harper Collins Publishers PTY Ltd

- *Who Sank the Boat?*
  
  Author - Pamela Allen
  
  ISBN-13 - 9780143501992
  
  Publisher - Penguin Australia

LESSON TOPICS

1. Bath Time
2. Water – Clear or Not?
3. A River in the Classroom

CURRICULUM CONNECTION

**Health and Physical Education**

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<th>Physical, Social and Community Health</th>
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<tr>
<td><strong>Being healthy, safe and active</strong></td>
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<tr>
<td>✔ Recognise situations and opportunities to promote their own health, safety and wellbeing (VCHPEP074)</td>
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<td><strong>Contributing to healthy and active communities</strong></td>
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<td>✔ Explore actions that help make the classroom a healthy, safe and active place (VCHPEP078)</td>
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**Mathematics**

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<th>Statistics and Probability</th>
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<td><strong>Chance</strong></td>
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<tr>
<td>✔ Level 1 - Identify outcomes of familiar events involving chance and describe them using everyday language such as ‘will happen’, ‘won’t happen’ or ‘might happen’ (VCMSP100)</td>
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<tr>
<td>✔ Level 2 – Identify practical activities and everyday events that involve chance. Describe outcomes as ‘likely’ or ‘unlikely’ and identify some events as ‘certain’ or ‘impossible’ (VCMSP125)</td>
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BATH TIME
25 MINUTES

Content Information

Lifejackets are the most important piece of safety equipment on any recreational vessel. By definition, a lifejacket covers all types as long as it is within the standards.

For more information on lifejackets and the law, please visit the following websites:


Activity

1. Overflowing Beaker: You will need the heavy objects and beakers filled with water for this next activity.

   Recommended reading: Mr Archimedes Bath

   Predict: Have students predict what they think will happen when a beaker filled with water has heavy objects placed inside

   Observe: Students then observe what happens when you fill the beakers with water and place different objects in

   Explain: Students explain what they observed and why they think it happened.

2. Do our clothes get any heavier in water? You will need the items of clothing, the scales and the large glass tank or large plastic tub filled with water for this next activity.

   Recommended reading: Who Sank the Boat?

   Students feel items of clothing to get a sense of their weight. Weigh items on a set of scales and record data in a table.

   Predict: Have students predict what they think will happen when the items of clothing go in the water

   Observe: Submerge clothes in the water and repeat weighing

   Explain: Students explain what they observed and why they think it happened. Discuss the importance of Lifejackets.
YEARS 1 & 2

LESSON PLAN TWO

A River in the Classroom

Differentiation

Use different items to fill the beaker/container up e.g. rice, sticks and ice and have students explain what is happening. Is it different to water?

Students may like to draw a picture of an item which they think is of similar weight.

If you, a fellow colleague or a student have a lifejacket at home, ask them to bring it in to show the difference. It can also be used as a display.

WATER – CLEAR OR NOT
15 MINUTES

Activity

1. Describing the features of a river: Show a picture of two rivers. Students will observe and compare similarities and differences between the two rivers and visually represent their findings, with their teacher’s help, by using a Venn diagram.

Do rivers change? What if there was a drought or heavy rain? Refer back to the book for students to visualise.

2. What if you can’t see the bottom: As a whole class activity, use the glass tank and place clean stones, rocks and sticks in the clear water, having arranged the stones so that they form an uneven bed. Students to draw what they see.

Now add soil or mud until the water becomes so cloudy that the submerged stones and sticks can no longer be seen. Are the objects still there? How do we know? Students to draw what they see now. They can compare the two drawings and create their own safety messages.

Differentiation

Have students use their hands to check the conditions of the glass tank.

Use the word bank which the students have created and put it into the ‘Word Splash’ program. Which words are used more often?

Have students create a board game using questions/scenarios relating to rivers and river safety. For example, why should we Never Swim Alone?

A RIVER IN THE CLASSROOM
20 MINUTES

Activity

1. Creating a River in the Classroom: Students are guided by their teacher as they plan the shape and pathway of a river through their classroom.

Using understandings of flooding rivers and crumbling banks, students should consider how best to cross the river. They must plan a crossing, such as a bridge (representation of a bridge), that everyone must use when crossing the river.

The river can be made quite simply – using blocks; streamers; cloth; wool; cellophane; coloured card, or two lengths of rope – or it can be more elaborate and detailed, using papier-mâché or natural materials.
Differentiation

This can be extended to include making sand bags to prevent flooding and/or rescue scenarios.

REPORTING COMMENTS

The student was able to predict, observe and explain what would happen when heavy objects get placed in a beaker filled with water.

The student understands the importance of wearing a lifejacket when boating, kayaking, jet skiing and rock fishing. They can identify the features of a type one lifejacket.

The student recognises that objects in the murky water may not be seen and that you should always Look Before You Leap.

The student is able to name and describe the features and properties of rivers.

The student worked collaboratively with classmates on the 'River in the Classroom' task.