

**Title of Lesson Plan:** Water Safety & Emotions

**Grade Level(s):** K-5th

**Theme:** Water Safety SEL

**Date:** 3/27/2020

**Staff Name:** Andy Sanchez

**Time Allotted, Resources & Materials Needed (websites used)**

White Paper, Pencils, Classroom

<https://www.medicinenet.com/drowning/article.htm>

**\*Recommended books for this activity:**

**Set-Up/Environment (Location? Space needed?) :**

Classroom

**Common Core/School Day Alignment (at least 2):**

- \*
- \*

**HIGHLIGHT MINIMUM OF 2 YMCA FRAMEWORK REQUIREMENTS:**

1. Physical Activity (Daily)	4. Nutrition Education (2x/month)	7. Math & Literacy Integration (30 min. daily)
2. Arts Education (1x/week)	5. 21st Century Skill & STEM (2x/week)	8. Global Learning (1x/week)
3. Leadership, Assets, Character Development (1x/week)	6. College & Career Readiness (2x/month)	

**Learning Objective (Skills Learned & Knowledge I want youth to learn)- *Focused* :**

Students will learn about the connection between water and emotions.

## **Introduction to the Lesson - Sequence:**

Introduce: Water; where it's found (ex. Oceans, swimming pools, water bottles), what it's used for (ex. Drinking, watering plants and trees, water parks, water balloons)

Ask students: How they feel about water.

Explain to students that: All living things on earth need water to live but water can also be very dangerous if people aren't safe around it.

\*Drowning is defined by the World Health Organization (WHO) as "...the process of experiencing respiratory impairment from submersion or immersion in liquid."\*

\*Drowning can be classified dry or wet, depending whether the voice box (larynx) goes into spasm and water is allowed to enter the [lungs](#). Regardless of wet or dry, it does not change the treatment or outcome.\*

## **Learning Activities (What will I do to meet the above learning objectives)(how to)- Sequence/Active:**

Ask students to write down on a piece of paper what their favorite thing to do with water is.

Have students stand up and walk around/mingle in the class room for 15 seconds.

Have students find a partner.

Have the pair of students share what they wrote down.

Have students share with their partner how they feel about water.

Explain to students that: \*Drowning typically occurs silently, with only a few people able to wave their hands or call for help\*

\*Common locations of drowning include swimming pools, bathtubs, natural bodies of water, and buckets.\*

\*Efforts to prevent drowning include teaching children to swim, safe boating practices, and limiting or removing access to water such as by fencing pools.\*

\*Never go swimming alone\*

Ask students to share how they feel and think when they are swimming in a pool or when they are around large bodies of water.

**Ask:** What do you think your brain is telling you when you see a large amount of water in a swimming pool, beach or ocean?

Have students sit in a circle

Explain that circle time is :safe, confidential, supportive, unbiased.

\*create rules and boundaries of circle time\*

**Ask:** What are the negative/positive emotional connections you are making between water/swimming/drowning (have students write it down on a piece of paper. If a student is willing to share have them share).

Once a student/leader shares a personal story of emotional connection between water (ex. almost drowned).

- Leader/ student can provide insight/ emotional support (i.e I am sorry to hear that, How can we help, etc.)

Before ending circle time, Explain to students that circle time conversations remain in the classroom so that students are comfortable sharing.

**Check in questions "do they get it?" (Open ended questions) -**

**Active:**

What are the emotions everyone has?

Do you think being in water makes you feel emotions?

How does writing your emotions relate to this topic of water?

**Debrief and Reflection (Review Learning Objective) (Open ended questions) – *Explicit Learning:***

Why do you think some people love to go swimming?

What do you feel when you go to the beach?

Do you think it's safe to swim in the ocean?

What do you feel when you go to a water park?

How are emotions related to water?

**How Can I Expand & Extend!?! (Event, Speaker, Field Trip, Math, Literacy, etc):**

Do a water sinking activity.