

WATER SAFETY

Pre-Visit Activity

Activity	A Water Safety K-W-L Chart
Adapted From	Content Area Reading, An Integrated Approach
Setting	Classroom, Park Visit, Classroom
Duration	40 minutes of classroom time + the park visit
Subject Areas	Health, Language
Skills	Questioning, Writing, Identifying sentence types
Grade Level	2-3



Objectives:

Students will be able to:

1. brainstorm at least ten questions about water safety
2. write their questions on a K-W-L chart
3. record their answers after questioning a park ranger

WV-IGOs:

Language arts - 2.99, 2.106, 3.58, 3.65

Health - 2.6, 3.6

VOCABULARY

To be determined by students

MATERIALS

1. a copy of the K-W-L Chart for every student
2. Resource Page — Water Safety Tips
3. chart paper
4. pencils/markers

BACKGROUND

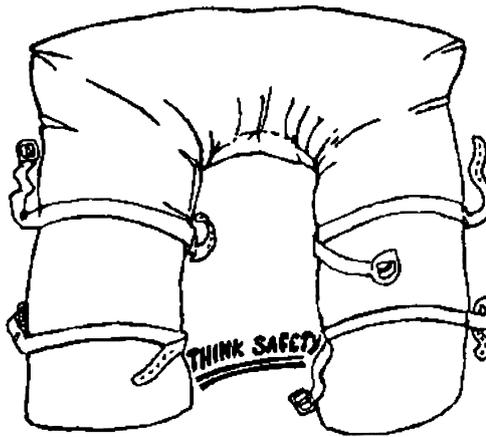
The K-W-L lesson originally was developed to encourage the active reading of expository text. The strategy has been modified to encourage active questioning and listening during the students' visit to the New River Gorge. The strategy will use three types of information: K — What we know (before our visit); W — What we want to find out (during our visit, questions); and L — What we learned (from our visit).

This activity will be completed in three parts. The pre-visit portion of the activity will be to assess what the students know and to develop questions about water safety that they would like answers to. The in-park visit and ranger program will help students learn more about water safety along the New River and answer some of the questions that students have. The post-visit portion of the activity will allow students to record the answers to their questions and review what they have learned about water safety.

PROCEDURES

1. Give each student a copy of the K-W-L Chart.
2. On chart paper create a K-W-L Chart that is large enough to be viewed by the entire class.





PROCEDURES *Continued*

3. Ask the class: "What do you know about water safety?" Write some of the responses on your class-size chart under the column "K." Continue to brainstorm with the students. Ask them: "What rules do you know or follow when playing, swimming, fishing, or boating in or on water?" Students should write their individual responses on their papers.
4. Discuss the completed column "K" on the charts. Emphasize that telling (declarative) sentences end with a period.
5. Tell the students that they will be taking a field trip to the New River Gorge where a park ranger will present a program to them on water safety. To develop a clear purpose for visiting the park, ask the students: "What do we want to learn about water safety?" Have students write their own questions on their individual charts in Column "W." Remind students that questions (interrogative sentences) end with a question mark. Discuss and share this section of the chart.
6. Record at least ten of the questions that the students developed on the class chart. These will be the ones that students will ask during the class visit to the park.
7. After the park visit, the students should write what they learned about water safety in the "L" column of the chart. Discuss their charts. Go over the ten questions that were specifically asked at the park and record the answer to each in column "W."

EVALUATION

The information on the students' charts can be written into paragraphs and formatted into a short report.

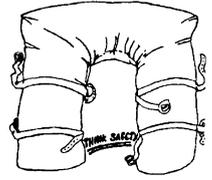
EXTENSION

Students can do further research on water safety and report their findings to the class. Thank you notes could be written to park personnel, and each student could tell what they learned on their field trip.



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K - W - L Chart



What we already know about water safety.

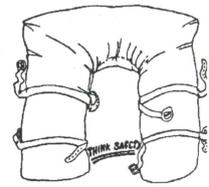
What we want to learn about water safety.

What we learned about water safety.



WATER SAFETY

Resource Page — Water Safety Tips



General

1. Always wear a Coast Guard-approved PFD when boating, fishing, or playing on or in the river.
2. Alcohol and water activities do not mix; alcohol affects your swimming, boating, and fishing skills.
3. Be aware of local weather conditions; water conducts electricity, so get off or out of the water during an electrical storm.
4. If a water emergency happens, call 911 or the local emergency number.
5. To help someone in the water, reach with or throw something to the person; swimming to them may endanger your life.
6. Never call for help around the water unless you need it.

Boating/rafting

1. Learn how to swim.
2. Always wear a Coast Guard-approved PFD.
3. Do not overload the boat or raft.
4. Check water levels before getting on the river.
5. Tell someone where you are going and when to expect you to return.
6. Never boat alone.
7. If rafting, have a float plan and leave copies with family, friends, or local law enforcement.
8. If you fall out, never try to stand up; your foot might get caught between two rocks and the current can push you under.

Swimming

1. Learn to swim.
2. Never swim alone; always swim with a buddy.
3. Do not swim without adult supervision.
4. Swim only in designated swimming areas.
5. Know your swimming abilities; don't do more than you are physically able to do.
6. Do not swim or dive into unknown or murky water.
7. Horseplay around or in the water is dangerous.
8. Wear foot protection when swimming where debris and rocks lie on the bottom.
9. Select a place to swim that has good water quality; water pollution can cause health problems.
10. If you are a beginning or weak swimmer, wear a life jacket.
11. If you get cramps or become tired while swimming, come out of the water or float to relax and rest your muscles.

Fishing

1. Always wear a Coast Guard-approved PFD.
2. Never wade in above your knees; the current may sweep you off your feet.
3. Check water levels before getting out in the river.
4. Fish with a buddy; it's safer and more enjoyable.

