

GLOBAL COMPETENCIES

Global citizenship and sustainability
Learning to learn/self-awareness and
self-direction

INITIATIVE HIGHLIGHT

Healthy Schools
Mental Health and Well-Being

MATERIALS

Paper
Pencils
Lifesaving Society - [Drowning Report
Infographic 2019](#)

PLUNGE! AQUATIC CENTRE

Secondary Level

Suitable for: PPL, PAQ, PAF, PAI, PAD

ACTIVITY DESCRIPTION

Plunge! is the ultimate four-season water adventure featuring indoor and outdoor swimming pools, indoor water playground, hot tubs, rope swings, docks and water slides. Students can create their own water games utilizing the various elements in the facility. Plunge! accommodates swimmers of all ages and levels, with Certified Life Guards on site to ensure a safe and fun environment for all students.

CURRICULUM CONNECTIONS

[Health & Physical Education](#)



Ontario
Curriculum



A3. Demonstrate responsibility for their own safety and the safety of others as they participate in physical activities (A3.1)

BEFORE YOU GO

Learning Goal

Students will learn about personal safety, injury prevention, making healthy choices, and connections for healthy living when participating in water activities.

Minds On Activity

- Provide students with a copy of the Life Saving Society [Drowning Report Infographic 2019](#).
- Ask students to create and complete a See, Think, Wonder chart after reviewing the handout. Allow 10 minutes for students to record their thinking.

What do you see?	What do you think about what you see?	What does it make you wonder?

- Ask students to share and discuss their thinking with an elbow partner.

Action Activity

- Post the following statement at the front of the room:
 - *Learning about taking risks is a natural part of youth development.*
- Ask students to form a line from one side of the room to the other based on how they feel about this statement – from ‘strongly agree’ to ‘strongly disagree’ and the full continuum between.
- Once the line is formed, ask students to fold the line in half, so that those at the strongly agree end move to the strongly disagree end until all students have been paired.
- Once in pairs, ask students to discuss the statement and why they placed themselves where they did along the continuum.
- After the initial conversation, create groups of 4 students and ask them to discuss the following questions:
 - *Why is it important to learn about risks and make safe decisions?*
 - *What might influence someone to engage in behaviour that involves a risk of harm to themselves and others?*
 - *What are some things that can help you make safer decisions?*

WHILE YOU ARE THERE

At Blue Mountain Resort

- Students will participate in a variety of indoor and outdoor water activities including swimming, use of rope swings, water slides and more.

ONCE YOU GET BACK

Consolidation Activity

- Engage the class in a discussion of risks associated with water activities using the following guiding questions:
 - *Can you identify some risks associated with water activities?*
 - *What are some examples of things you did to stay safe while at the Plunge! Aquatic Centre?*
 - *What are some examples of things the staff did to help you stay safe while at the Plunge! Aquatic Centre?*
 - *Do you think it is important to know how to swim? Why or Why not?*
 - *What other important physical skills are necessary to stay safe throughout your life?*