

# Value Activity 3

**Value** Health Education

**Objective** To help students recognize the importance of swimming pool safety.

**Vocabulary** *accident, sunburn, sunscreen*

**Preparation** Make copies of Worksheet 3 (1 per student).

## Wrap-up

### What's the rule?

Ask students to choose and memorize one rule and to keep it to themselves. Divide the class into two groups and invite a volunteer from each to the front to act out a potentially dangerous situation for their team to say the corresponding rule. Continue until most rules have been represented and guessed.

## Warm-up

### Pool Poll

Ask students how many of them prefer swimming in a pool to the sea. Have a show of hands and ask a volunteer to tally the results on the board. Continue the process with the following questions:

*How many of you go swimming more than twice a month?*

*How many of you can swim 100 meters? How many of you can stay underwater for one minute? How many of you have ever had a swimming accident?*

### 1 Mark (✓) the potentially dangerous situations.

If any students answered yes to the last question from the *Warm-up*, invite them to explain what happened. If not, explain that there are many factors that can contribute to an unsafe pool environment and that it is important to take them seriously. Elicit ideas of what students think can cause accidents in and around swimming pools. Accept any reasonable answers.

Hand out copies of Worksheet 3 (see *Preparation*) and direct students' attention to the activity. Have students look at the picture and describe it. Help with unfamiliar vocabulary by writing it on the board. Then invite students to put a check in the box of each situation that they think is potentially dangerous. Divide the class into pairs and have them compare answers and discuss what could make each situation dangerous.

Go through each situation as a class and encourage students to express why they think it could be a dangerous situation or not.

### 2 Write pool rules.

Have students turn over their worksheets and ask them to remember as many examples of potentially dangerous pool situations as they can. Tell students that they are going to make their own pool rules, based on what they have learned and any other ideas of their own. Divide the class into pairs to write their lists. Monitor and help students with vocabulary where necessary.

Elicit students' rules and write them on the board. Make sure you have at least five Do's and five Don'ts.