

Water Safety Awareness Activities

1. Create a map of the neighbourhood. Mark down all areas that are susceptible to flooding or that are spring flood danger areas. Make sure you draw all rivers, lakes, ponds, dams, creeks, etc. Have students place a house marker on the map where their house is and discuss the dangers associated with living near bodies of water.

2. Have students work independently or in pairs to create an awareness poster for their community members which outline the dangers of living near bodies of water – pay special attention to flooding in the spring time.

3. Compose a flood safety song and dance for the class.

4. Create short skits for the class to perform that outline the dangers associated with swollen rivers, creeks and ditches.

5. Have students create short poems about the dangers associated with playing near open water.

6. Have students bring in current event clippings from the newspaper, online journals, or just a written reflection of a news story from the TV that are relevant to spring water. Have students present their story and ask them questions about the article that encourage critical thinking on the issue.

7. Write an awareness letter as a class to a younger class that outlines the dangers of playing near open water and reasons why they should avoid those areas.

8. Create a water safety awareness trivia game or water safety BINGO.

9. Have a series of winter/spring activity scenes and have students determine what is wrong with the photo.

Example: Scenario would be a group of children playing hockey on an outdoor rink. An area of the rink has cracks in the ice. The students should be able to identify that playing on this rink is unsafe because there are cracks in the ice, which tells them that the ice is not thick enough to play on and may break under their weight.

10. Prepare a bucket of cold water with ice cubes in it. Have students record on a piece of paper an estimate of how long they could keep their hands in the ice cold water before having to remove them. Have students place their hand in the ice water for as long as they can and time it with a stopwatch. How close was their estimate to the length of time their hand was actually in the water? Discuss that in many cases, most of your body would be submerged. Discuss the physical implications of being in ice cold water for long periods of time.

11. Provide a picture of a winter/spring activity scenario. Have students create a story about the picture that includes characters, problem, resolution, and setting.