

Learn. Disrupt. Rebuild@HWDSB – Building a Community of Care
Module 1 – Physical Safety, Mental Health and Wellness

Lesson #2. - Let's Physically Distance by 2 Metres! (Primary)

Learning Goal: To estimate a distance of 2 metres and understand the importance of physical distancing at school and in the community.

Key Vocabulary:

Physical distancing- (also called “Social distancing,”) means keeping a safe space between yourself and other people who are not from your household. To practice social or physical distancing, stay at least 6 feet (about 2 arms’ length) from other people who are not from your household in both indoor and outdoor spaces. (<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/social-distancing.html>)

Non-Standard units of measurement- Nonstandard units of measurement are units of measurement that aren't typically used, such as a pencil, an arm, a toothpick, or a shoe. We can use just about anything as a **nonstandard unit of measurement**.

Curriculum Links:

Math

Specific Expectations:

[Grade 1 \(Measurement\)](#)

- use the metre as a benchmark for measuring length, and compare the metre with non-standard units

[Grade 2 \(Measurement\)](#)

- estimate and measure length, height, and distance, using standard units (i.e., centimetre, metre) and non-standard units

[Grade 3 \(Measurement\)](#)

- estimate, measure, and record length, height, and distance, using standard units

[Kindergarten \(Measurement\)](#)

- **15.7** use footsteps to discover the distance between objects

Prior Knowledge Required:

Students should have an understanding that different objects are used to measure length of and distance between objects.

Tools and Materials:

- YouTube Video from Canada.ca - [Physical Distancing: Keep 2 metres apart](#)
- Meter sticks to demonstrate 2 meters in continuous length
- string cut into 2 m pieces for each student
- Chart paper for anchor chart

Educator Pre-Reflection:

Before engaging in this lesson, consider/think about...

- Why is important to adapt physical distancing for the school?

Student Pre-Reflection:

Before you begin, think about...

- Where are some spaces in our community where we must remember physical distancing?

Provocation:

Watch the video - [Physical Distancing: Keep 2 metres apart](#) with the whole class.

Ask students if they have seen people in the last few months of the pandemic when they have been outside social distancing 2 metres apart. Allow students to share their responses, thoughts, concerns and wonderings about keeping two metres physical distance.

Learning Task/Activity:

Use 2 metre sticks to show students exactly what two metres look like. Laying the metre sticks on a desk or on the floor. Take the pre-cut strings for each student which have been measured to exactly 2 metres and demonstrate how they exactly match the 2 metre sticks. Explain to students that the metre sticks are “Standard tools of measurement” and the strings are “Non-standard tools of measurement.” On a chart paper with the title **Physical distancing- Measuring 2 metres** write standard and non-standard tools of measurement in two columns and draw the pictures of the metre sticks and the strings in the corresponding columns.

Ask students to take their non-standard tool of measurement (string) and measure other non-standard tools in the classroom that may be 2 metres in length.

Teacher prompt: Take your 2m length of string, and using your body, desk or chair, figure out how many of these items fit into 2 linear meters. (Anticipated response: almost 3 of me; xx number of chairs; about xx desks.) What challenges do you have trying to estimate how many items will create a distance of 2 metres? (Anticipated response: one piece of string, only one item to measure)

Give each student a sticky note so they may draw pictures of other non-standard tools of measurement they measured in the classroom which are about 2 metres. (Example: If they discover that 3 desks equal about 2 meters, they should draw 3 desk). Students will share their ideas with the class and post their sticky notes on the chart paper.

Consolidation:

Ask students to use their pre-cut strings to find a space within the classroom to maintain 2 metres of physical distance from each other. Join the class in the activity. Once everyone finds the position, explain that to prevent the spread of germs and to ensure everyone’s safety it is

necessary to make an effort in trying to remain 2 metres apart from classmates and teachers at all times.

Student/ Educator Post-Reflection:

The main idea I want to remember or take away from this lesson is...

My next step is...

I need to learn more about...

I am feeling...

Ideas for Going Deeper/Further Resources:

Students can create a poster to inform others about ways to ensure physical distancing of 2 metres.

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