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

Lesson #2 – Physical Distancing (your school) Style! (Intermediate)	**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)

Standard units of measurement- A **standard unit of measurement** is a quantifiable language that helps everyone understand the association of the object with the **measurement** (such as metres, centimetres, millimetres in the metric system.)

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:

The Ontario Curriculum, Math 2020
Specific Expectations:
Grade 4- E2.2
use metric prefixes to describe the relative size of different metric units, and choose appropriate units and tools to measure length, mass, and capacity

Grade 5- E2.1
use appropriate metric units to estimate and measure length, area, mass, and capacity

Grade 6 E2.1
measure length, area, mass, and capacity using the appropriate metric units, and solve problems that require converting smaller units to larger ones and vice versa

Grade 7 E2.2
solve problems involving perimeter, area, and volume that require converting from one metric unit of measurement to another

The Ontario Curriculum, Language, Grades 4-8
Media Literacy, Overall expectations
2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;

4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

Prior Knowledge Required:

Students should have recognition of using both standard and non-standard units of measurement (grade 3) and`working knowledge of multiplication.

Tools and Materials:

- Measuring Tape or meter sticks to demonstrate 2 meters in continuous length
- string cut into 2 m pieces for each student
- Calculator
- Chart paper for anchor charts
- HWDSB health precaution signage about Physical Distancing
- Hamilton Public Health signage about Physical Distancing Hamilton Signs
- BLMs for provocation, activity and consolidation

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:

Show students the signage from HWDSB about physical distancing.

Prompt: what challenges might people have about understanding this sign? (Anticipated responses: how long is 2 meters actually? What if they don't have a measuring tape? The signs aren't scaled to look like 2 meters between people.)

Show students 2 m of string or use masking tape to tape a line of 2m on a wall, board of floor telling them that this string is 2m long. Each student should get a 2m length of string for the learning task.

Learning Task/Activity:

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 meters? (Anticipated response: one one piece of string, only one item to measure)

Show the Physical Distancing: Hamilton Style campaign poster that use non-standard measurement to help people visualize 2m.

Teacher prompt: How do you think the makers of this ad campaign knew that about 3 French bulldogs is 2 meters? (Anticipated response: lined up 3 dogs and measured; measured one dog and multiplied)

Teacher Prompt: (distribute physical distance challenge sheet 1) Everyone is going to get one sticky note and one 30cm ruler. It is your job to figure out how many sticky note would fit on a 2m line. But, you cannot get up or leave your seat to figure it out. What are some strategies you can use to complete your task?

On an anchor chart, list some of the strategies that students can use to solve the problem. Encourage strategies and not collect methods of how some students would solve the problem—they are to do that on their own.

Allow students to complete the problem individually. After some work time, ask some students to share how they figured out their answer with the class, in a modified Math congress.

Distribute Math challenge #2 BLM. Teacher prompt: read the instructions of the second math challenge and allow students time to complete their work.

Consolidation:

Students will take the calculations they complete in the 2nd math challenge and make a poster for social distancing on the 3rd BLM "Physical Distancing: (you school) style!" When they are complete, students can hang up the posters around the school and the community.

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 persuasive argument to convince others to physically distance.
- Students can create a community campaign to encourage physical distancing in the community.