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## curriculum links

### Grade 2:

- Health and Physical Education  
*Fundamental Movement Skills*
- Canada and World Connections  
*Features of Communities Around the World*



## overview

This activity is a timed relay race where students carry buckets of water through an obstacle course to experience what it is like for children on their water-fetching journeys in less privileged countries.

## grade 2 expectations

### Health and Physical Education Fundamental Movement Skills

#### Overall Expectations

- ◆ Perform basic movement skills required to participate in physical activities.
- ◆ Demonstrate the principals of movement

#### Specific Expectations

##### *Locomotion/Travelling Skills*

- ◆ Travel and change from one kind of motion to another.
- ◆ Travel in a variety of ways, changing pathways and directions (i.e. obstacle course)

##### *Stability Skills*

- ◆ Jump and land safely using take-off combinations of one or two feet.
- ◆ Balance on a variety of body parts on equipment/off (i.e. tires/grass)
- ◆ Transfer their body weight over low equipment in a variety of ways (obstacles throughout the course).





## Social Studies

### Canada and World Connections: Features of Communities Around the World

#### Overall Expectations

- demonstrate an understanding that the world is made up of countries, continents, and regions and that people's lifestyles may differ from country to country;
- explain how the environment affects people's lives and the ways in which their needs are met.

#### Specific Expectations

##### *Knowledge and Understanding*

- recognize that the world is made up of countries, continents, and regions, including Canada in the continent of North America;
- describe some similarities and differences in the ways communities around the world meet their needs;
- identify similarities and differences between their community and a community in another part of the world.

##### *Inquiry/Research and Communication Skills*

- ask questions to obtain information about communities around the world;
- interpret data and draw simple conclusions;
- use appropriate vocabulary to communicate the results of inquiries and observations about communities around the world.

##### *Application*

- compare how people living in different climates (e.g., near the poles and near the equator) meet their needs for food, shelter, clothing, and recreation.

## key terms

**Contaminant:** A substance introduced into the air, water, or soil that reduces its usefulness to humans and other organisms in nature (e.g. making water impure and unfit for consumption or use).

**Developing countries:** A country with a relatively low standard of living and a low level of industrialization.

**Groundwater:** Water found in spaces between soils particles underground.

**Well:** A hole drilled into the ground to extract water from underground.

