

Year 6

Lesson 6

Being a Watersaver at school

Unit 3

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Learning objectives

Students will be able to:

- Understand how to develop and implement an education or awareness campaign.
- Tailor information to the needs of different target groups.
- Develop presentation and communication skills.

Learning outcomes

Outcomes Subject	Strand & Content Descriptors
Science	Science as a Human Endeavour <ul style="list-style-type: none"> • Scientific knowledge is used to inform personal and community decisions (ACSHE220)
Mathematics	Measurement and Geometry <ul style="list-style-type: none"> • Convert between common metric units of length, mass and capacity (ACMMG136) • Connect volume and capacity and their units of capacity (ACMMG138)
English	Literacy <ul style="list-style-type: none"> • Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708) • Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709) • Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710) • Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714) • Use a range of software, including word processing programs, learning new functions as required to create texts (ACELY1717)

Important questions

- Who are the target audiences of the campaign? How can I tailor information specific to the target audiences?
- What is the goal/s of our water conservation campaign?
- How can we present information that is memorable and instructive?



Background information – a school water conservation action plan

Awareness campaigns, associated with issues such as safe driving and anti-littering, have been used to inform and encourage behaviour change.

Awareness campaigns have a number of common requirements or features:

- Define the campaign: what are we trying to achieve and why?
- Identify the target audience: consider which groups use water in the schools and how they use it?
- Define roles for campaign team: public relations, researcher, visual and graphic artist and marketing.
- Produce campaign material: slogans, logos and posters.
- Selling the message: signs, newsletters, plays and displays.
- Administration: get the support of the principal.
- Planning and implementation: what is the best way to launch the program? Any follow up strategies?

Further explanation and ideas for your campaign are included in **Activity sheet 17 ‘Developing a school water conservation action plan’**

Lesson plan – developing a school water conservation action plan

Background information and **Activity Sheet 17 ‘Developing a school water conservation action plan’** provide useful advice on planning and implementing a conservation plan. Information collected during water audits will provide key targets.

However, engaging students in analysing techniques used in similar or familiar campaigns will provide useful understanding and impetus for your campaign.

In small groups, students identify information or marketing campaigns that they recall and list the key aspects of the campaign.

Alternatively show students examples of campaigns (such as those for skin cancer prevention or energy saving) and ask them to record memorable or important devices used – such as jingles or slogans; characters or graphic effects and how these delivered important information or advice.

Using this understanding, in conjunction with specific campaign information such as the targets and the target audiences, students develop campaign literature and collateral using various multi-modal applications and techniques.

Presentations associated with key campaign messages should be rehearsed and refined prior to delivery to ensure they deliver effectively for the target audience.



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Resource requirements

- Activity sheet 17 'Developing a school water conservation action plan'.
- Data gathered from the lessons 'School water audit'.
- Student self evaluation sheet 2.