



WORLD WATER DAY: CREATE A MEDIA CAMPAIGN

Science and Technology/Language, Grade 8

Source: Adapted from learning activities created by the Peel EcoSchools Writing Team, made possible by support from The Region of Peel and Toronto and Region Conservation.

DESCRIPTION

In this learning activity students will explore water conservation and the impact that human activity has on natural resources. Students will investigate the positive and negative consequences of these interactions. They will design a media campaign to raise awareness about the importance of conserving water and other natural resources. This activity can be taught over the course of two weeks or extended to allow students to implement the campaign they design.

CONNECTIONS TO ONTARIO ECOSCHOOLS

- **School Ground Greening:** Actively engage students in the care of the natural environment and encourage outdoor teaching and learning.
- **Curriculum:** Create lessons that allow students to learn in, about, and for environment.
- **Environmental Stewardship:** Applicable if a whole school campaign is created and implemented as a result of this lesson.

CURRICULUM LINKS - SCIENCE AND TECHNOLOGY/LANGUAGE, GRADE 8

OE = Overall Expectation

Science and Technology *Understanding Earth and Space Systems: Water Systems (2007)*

- OE1. assess the impact of human activities and technologies on the sustainability of water resources;
- OE2. investigate factors that affect local water quality

Language Media Literacy (2006)

- OE3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
- OE4. 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

Specific Expectations: 3.1, 3.2, 3.3, 3.4, 4.1

PLANNING NOTES

Background Information

World Water day is held annually on March 22 to advocate for the **sustainable** management of **freshwater resources**. **Conservation** campaigns are crucial methods of raising awareness about important environmental issues and how they impact our daily lives. Effective campaigns incorporate key media components, including creative **slogans, marketing** initiatives that target specific audiences, and easy access to important information.

Key Terms

The following terms can all be found in bold in the paragraph above. They include: sustainable, freshwater resources, conservation, slogan, marketing and audience.

Prior Learning

Students should understand basic media strategies including target audience and the techniques used by companies to address certain age groups.

Materials

- computer
- chart paper
- dot stickers
- campaign design materials

Suggested Books And Websites

Books

- *Ryan and Jimmy: And the Well in Africa that Brought Them Together* – Herb Shoveller
- *One Well: The Story of Water on Earth* – Rochelle Strauss

- *Every Last Drop: Bringing Water Home* – Michelle Mulder

Websites

- *Ryan's Well Foundation*
- *Yellow Fish Road*
- *Walk for Water*
- *WaterCan*
- *The Great Gulp* (Peel Region campaign)

Learning Skills & Work Habits

Research skills, collaboration, critical thinking

TEACHING/LEARNING STRATEGIES

Minds On

- 1. Whole Class:** Display a selection of websites that support freshwater conservation campaigns/ NGOs (see Suggested Websites section) and ask students to identify the main message in each one.
- 2. Individual Exploration:** Invite all students to select one freshwater conservation campaign/NGO to explore in-depth using the following questions as guidelines:
 - What specific issue is the campaign addressing?
 - Who is the target audience? How do you know?
 - What different types of support does the campaign use to reach its target audience?
 - Did the campaign appeal to you? Why?
 - Is the campaign successful? How do you know?
- 3. Whole Class:** As a class, create a chart that addresses all of the above questions and ask students to share their responses with the class. Complete the chart so everyone has access to the information and move on to a discussion about what makes an effective campaign. Combine student ideas in to a list of campaign criteria.

Action!

- 4. Group Work:** Using the criteria outlined by the class, students will work in pairs/small groups to design their own freshwater sustainability campaign. All campaigns must include a key message/purpose and have a target audience. Students can add various components including:
 - slogan
 - campaign poster
 - informational material (brochure, infographic, article)
 - promotional material (t-shirt, stickers, etc.)
 - advertising material (for television/radio/newspaper)
 - online marketing strategy
 - event plan

Consolidation

- 5. Whole Class:** After designing their campaign, each pair or group will display their materials in the classroom for a gallery walk. All students will have the opportunity to walk around the room and visit the other campaigns. Encourage them to write down any questions they have and facilitate a Q&A after they view all the campaigns.

6. Individual Exploration: Once all students have viewed and discussed the various campaigns, distribute dot stickers and ask them to place their dot next to the campaign that stood out to them

(you can allow students to use three dots for three votes if your class is larger in size). The campaign with the most dots can present their campaign idea to the school EcoTeam.

DIFFERENTIATED INSTRUCTION

This learning activity can be adapted to meet a variety of learning styles and specific needs. For example, students can use assistive technology to research a campaign/NGO and can select a campaign from the class list or do additional research to find their own.

The campaign design activity is open-ended and allows for students to select what works for them. The campaign criteria can also be modified and/or directly supported by teachers.

ASSESSMENT OPPORTUNITIES

Anecdotal evidence can be collected throughout the learning activity to identify gaps in knowledge or misconceptions to ensure that they are addressed. Student understanding can be monitored and assessed

using the campaign criteria generated by the class. Students can also help create a rubric to assess the quality of their campaigns and the effectiveness of their presentation.

EXTENSION ACTIVITIES

Campaign in Action: As a class, partner with the school EcoTeam to implement the winning campaign. Make changes and adjustments to meet the needs of the school and design/use a basic monitoring and evaluation tool to assess the campaign's effectiveness.

Beyond the School: Consider partnering with other community schools or local organizations to extend your World Water Day campaign. Students can visit the interested schools/organizations and present their campaign materials. They can help implement the campaign and/or bring back ideas from those schools/organizations to use at their school.

Beyond Water: Apply similar campaign research and design principles to another environmental issue. Students can choose a topic that interests them and relate it to a school-wide celebration, i.e. Earth Day. Include activities for the whole school to participate in.

