

Writing a school water action plan

» Lesson overview

In the previous lesson, students conducted a school water audit and gathered firsthand data about those areas of the school that could reduce water wastage. In this lesson, students prepare a report for the school administration or environment committee, outlining priority areas for action to save water in the school as the formal assessment task for this unit.

» Lesson objectives

In this lesson, students:

- write conclusions and arguments that are supported by evidence
- write a persuasive report with a specific structure.

» Assessment opportunity

Students will plan a persuasive report as a component of the assessment for this unit. They will use the class results for the school water audit and their ideas and supporting evidence from their student journal. Students may also undertake additional research using the internet or the unit support materials.

Students will complete this task individually. They will prepare a report plan and, after conferencing their plan with the teacher, write a first draft, revise their draft and then complete a final version of their report.

» Equipment

For the class

- an enlarged copy or overhead transparency of the 'Student assessment task' sheet (Resource 1)
- an enlarged copy or overhead transparency of the 'Saving water at our school report plan (Assessment task)' (Resource 14)
- an enlarged copy or overhead transparency of the 'Guide to making judgements' (Resource 15)
- class chart showing the collated school water audit data
- butcher's paper or A3 sheet of paper to create a 'student-friendly' 'Guide to making judgements'
- the TWLH chart started in Lesson 2

For each student

- one copy of the 'Saving water at our school report plan (Assessment task)' (Resource 14)
- one copy of the 'Guide to making judgements' (Resource 15)
- student journal

» Lesson steps

1. Review the work done on the school water audit. Show students the enlarged copy of the 'Student assessment task' sheet (Resource 1) and the 'Saving water at our school report plan (Assessment task)' (Resource 14). Carefully explain how students will complete the task.
2. Explain that you will be using the 'Guide to making judgements' (Resource 15) to assess their plan and report. Show them the enlarged copy of the 'Guide to making judgements'; point out the assessable elements and how they can demonstrate their learning at each standard. As a class, create a student-friendly version of the table, written in the students' own words, on a chart for display in the classroom.
3. Conclude the unit by revisiting the TWLH chart for this unit. Ask students to suggest some final ideas and concepts for the 'what we Learned' column of the chart. Students can also reflect on those elements of the unit they enjoyed, those aspects of the unit that they did not enjoy, the new skills they learned, and their general insights about water management locally and in developing countries.

Students could choose to contribute to a water-related charity such as WaterAid Australia or Oxfam's 'Water for all' program. Information about these water charities can be found at:

- <www.wateraid.org/australia>
- <www.oxfam.org.uk/education/resources/water_for_all/>.

Resource 14

❖❖❖ 'Saving water at our school' report plan (Assessment task)

» 1. Priority areas for action

Using the class data from the school water audit, the water use survey and your personal observations, identify three priorities for action by the school environment committee. For each priority action, give the reasons for your choice.

Problems and solutions	
» Priority actions for the school	» Reasons for your choice
1	
2	
3	

» 2. Planning your school action plan report

The school environment committee has requested that you use the following format for your report.

- › Taking action: Explain each of the three priority areas for action and the reasons you chose them, using the data from the school water audit; include suggestions for implementing each action.
- › Recommendations: Write a concluding paragraph in which you restate the main points of your report and list the main recommendations.

Assessment task

Report plan for your persuasive report

Introduction: Explain the purpose of the report, what the problem is, and why it is important. Describe how you investigated the problem.

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Taking action: Explain each of the three priority areas for action and the reasons you chose them, using the data from the school's water audit; include suggestions for implementing each action.

Priority action 1

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Priority action 2

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Resource 15

••• Guide to making judgements—Drinkable water

Student.....

		Task-specific descriptors				
Assessable elements		A	B	C	D	E
Task-specific assessable elements Science <i>Knowledge and understanding</i> <i>Communicating</i> Explains why it is important to use water efficiently in the school.		Accurately explains why it is important to use water efficiently in the school.	Coherently explains why it is important to use water efficiently in the school.	Satisfactorily explains why it is important to use water efficiently in the school.	Superficially explains why it is important to use water efficiently in the school.	Rudimentary explanation about why it is important to use water efficiently in the school.
Studies of Society and Environment <i>Knowledge and understanding</i> <i>Investigating</i> <i>Communicating</i> Analyses school water use data and draws conclusions about priority areas for action to improve the efficiency of school water use. Reports on school water use and persuades an audience to adopt recommendations.		Analyses data proficiently and draws well-justified conclusions. Identifies three priority areas for action that show insight into the issue. Clearly and thoroughly communicates school water use using appropriate language. Thoroughly argues for the adoption of all recommendations.	Analyses data thoroughly and draws thoughtful conclusions. Identifies three logical priority areas for action. Effectively communicates school water use using appropriate language. Effectively argues for the adoption of all recommendations.	Analyses data competently and draws credible conclusions. Identifies three credible priority areas for action. Adequately communicates school water use using appropriate language. Argues for the adoption of recommendations.	Variable analysis of data and disjointed conclusions. Identifies priority areas for action. Communicates school water use. Argues for the adoption of some recommendations.	Minimal analysis of data and vague conclusions. Vague identification of priority areas for action. Rudimentary communication of school water use with some argument for the adoption of some recommendations.

Feedback.....