

Year 4 geography, years 3 and 4 design and technologies

Designing a Waterwise poster-

Australian Curriculum links:

Year 4 Geography

Knowledge and Understanding

The use and management of natural resources and waste, and the different views on how to do this sustainably (ACHASSK090)

Years 3 and 4 Design and Technologies

Recognise the role of people in design and technologies occupations and explore factors, including sustainability that impact on the design of products, services and environments to meet community needs (ACTDEK010)

Sustainability cross-curriculum priority

In this lesson sequence, students create a poster to communicate key messages about using water sustainably and ways to conserve water. These posters can be displayed around the school or the community. Alternatively, the most effective could be used in a calendar to be distributed throughout the local community.

Equipment

For the class

- an enlarged copy of a poster to evaluate, such as [Whizzy's water saving tips](#) from the Queensland Government
- an enlarged copy of the 'poster evaluation sheet' (resource 1)
- an enlarged copy of the 'poster guidelines' (resource 4)
- digital cameras

For each student

- one copy of the 'poster evaluation sheet' (resource 1)
- one copy of the 'Technology design process' (resource 2)
- one copy of the 'Poster information planning sheet' (resource 3)
- a large sheet of paper/A2 piece of cardboard
- art supplies

Lesson steps

Investigating

1. Draw a mind map on the board and ask students to share ideas about what they know about water waste and conservation.
2. Introduce a poster such as 'Whizzy's water saving tips' and highlight important elements of design that are evident on the poster. For example,

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Design

- Text can be easily read from a distance of two metres.
- Images and drawings clearly express the main ideas for the poster.
- Text and images stand out and are arranged in a balanced way on the poster.

Context

- The information used is important.
 - Text and images express an idea and purpose.
 - Text and images suit a particular audience.
3. Ask students what they think the 'Whizzy's water saving tips' poster is about and evaluate it as a class using the 'Poster evaluation sheet' (resource 1).
 4. Explain that they are going to create their own poster to communicate key messages about using water sustainably and ways in which we can conserve water. These posters could then be displayed around the school, the community or could feature in a class Waterwise calendar.
 5. Give students some time to research posters that communicate key messages about water conservation and the environment, whether you give them some homework time to do this, or some time to search the Internet for relevant materials. Suggest trying search terms such as 'use water wisely' or 'save energy' to look for online images of posters.

Ideation

6. Display the 'Technology design process' (Resource 2) and discuss the design phases, explaining any unfamiliar elements.
7. Ask students to think about how water is used in schools, home and in the community and ways in which we can conserve it. Students complete their copy of the 'Technology design process sheet'.
8. Students then complete the 'Poster information planning sheet' (Resource 3).
9. Students draw a detailed draft of their actual poster, either in their journal or on a blank piece of paper.
10. Allow time for students to conference with the teacher, checking through the 'Poster evaluation sheet' (Resource 1), to ensure that all elements are covered. Students may need to complete a second or third draft before moving on to complete their final copy.

Production

11. Read through the 'Poster guidelines' (Resource 4) with students. You could rewrite the guidelines in the form of a checklist and project this on an electronic whiteboard. Step students through each stage, ensuring that they consider neatness and audience appeal at all times.
12. Referring to their completed 'Poster information planning sheet' (Resource 3), students create their posters.
13. When students have completed their poster, ask them to go through the 'Poster evaluation sheet' ensuring that they have met all of the requirements. Allow them time to make small modifications where necessary.

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14. Ask students to glue their evaluation sheets to the back of their posters for future reference or marking.
 15. Students take photos of their posters to keep a digital version for future use.
 16. Students present their posters to the rest of the class, explaining their thought processes and how they communicated the water saving message effectively.
 17. Display completed posters around the classroom, school or community.
 18. Display the following reflection questions and ask students to record their reflections on their poster design in their journals.
 - In what ways was your poster design successful?
 - In what ways was your poster design unsuccessful?
 - How could you change your design for a more successful / appealing result?
 - What parts of your poster design do you think would appeal to other class members and why?
 - Other than your own poster, which is your favourite poster design in the class? Why is it your favourite? What is it in particular that appeals to you (e.g. colour, words, pictures, message)?

Optional:

- The presentation of the poster could be used as a speaking assessment if appropriate.
- As this poster is part of an advertising campaign you may like to compose a jingle to go along with it.

Resource 1 Poster evaluation sheet

→ Poster evaluation sheet

Name:		Date:		
Title of poster				
Main idea of poster				
Parts of a poster		Ratings (please tick the best match)		
		Yes	Partly	No
Design	Text: Text can easily be read from 2 metres.			
	Image: Images clearly express the main idea for the poster.			
	Space: Text and images stand out and are arranged in a balanced way on the page.			
Content	Information:			
	1. The information used is important.			
	2. Text and images express an idea and purpose.			
		3. Text and images suit a particular audience		
Comments:				

Name:		Date:		
Title of poster				
Main idea of poster				
Parts of a poster		Ratings (please tick the best match)		
		Yes	Partly	No
Design	Text: Text can easily be read from 2 metres.			
	Image: Images clearly express the main idea for the poster.			
	Space: Text and images stand out and are arranged in a balanced way on the page.			
Content	Information:			
	1. The information used is important.			
	2. Text and images express an idea and purpose.			
		3. Text and images suit a particular audience		
Comments:				

Resource 2 Technology design process

Name:

Stage and Steps	Check Box
PHASE ONE: <i>Investigation</i> (Examine, analyse, gather, research)	
<p>1. Look at several posters that have been used to communicate an important message about the environment. Your teacher will give you one example to start with. It is your job then to see if you can find any more either at home or on the Internet.</p> <p>What posters did you look at?</p> <p>Write down any observations made that could improve your own design:</p>	
<p>2. Think about the message that your poster is trying to communicate. Choose a 'catchy phrase' about water conservation, or create one of your own.</p> <p>Write your catchy phrase here:</p>	
<p>3. Think about the focus of your poster and how the design is going to reflect your message and appeal to your target audience.</p> <p>Who is your target audience?</p> <p>Write about your poster design here:</p>	
PHASE TWO: <i>Ideation</i> (Generating, communicating, planning, and designing)	
<p>1. Use the 'Poster design guidelines' and the 'Poster information planning' sheets to help you put your ideas into action!</p>	
<p>2. Use a blank piece of paper/a page in your sustainability journal to draw and label a diagram of your poster. This diagram should include details about pictures, fonts (if creating electronically), text to insert, colours, formatting etc.</p>	
<p>3. Have a meeting with your teacher about your design. Discuss any possible changes or improvements to your design. If changes are going to be made, a new labelled diagram will need to be done before creating a good copy.</p>	
<p>4. Go through the 'Poster evaluation' sheet with your teacher to make sure that all criteria are met.</p>	
PHASE THREE: <i>Production</i> (Creating, developing, managing, making)	
<p>1. Create the poster using your design, making sure that you include all of the elements listed in the design.</p>	
<p>2. Take a photo of your poster and print out a small copy to glue in your sustainability journal.</p>	
PHASE FOUR: <i>Evaluation</i> (Testing, judging, reflecting, comparing)	
<p>1. Describe your poster and how you created it for a specific audience to the rest of the class.</p>	
<p>2. Complete the 'Poster evaluation' sheet and glue it on the back of the poster.</p>	

Resource 3 Poster information planning sheet

(poster title/ main idea/ catchy phrase—think about how this will be presented)

(information)

(pictures)

Resource 4 Poster guidelines

Task:

You are to make a poster that communicates key messages about sustainability.

Stage One Borders

- Select a plain piece of cardboard and design a border—borders are the frame that sets off your work so it must be neat.
- Use a ruler to draw your border—a border should not be too thin or too thick. The width of a ruler is a good size.
- You may leave your border plain (*plain border*), or you may decorate it with stripes, spots etc. (*decorated border*), colour it in (*block border*), or use theme drawings (*thematic border*.)

Frame your poster with a groovy border

Stage Two Title

- The title is very important so rule guide lines with a light pencil to help keep it neat.
- The width of a ruler is a good guide for Capital Letters.
- Poster titles are usually written in capital letters.
- Underline your title twice.
- Make sure your title suits your topic.
- A title may be placed at the top of a page, the middle of a page or the bottom of a page but it should be centred.
- You may choose to use normal printing, or feature printing such as bubble printing.

Give your poster a good title...

Stage Three Layout

- Posters usually have no more than four or five sections.
- Each section should have a sub-heading e.g., Characteristics

Make sure your poster is not cluttered

- Sub-headings should be half the size of titles and underlined only once.
- Each section should have an illustration (drawing, photograph or cut-out) and no more than a paragraph of information.
- Information should be fact not opinion.
- Do not use personal pronouns.
- Make sure your information matches your sub-heading.
- Check to see that your poster looks neat and not too jumbled up!

Stage Four Create

- Begin your poster using the plan you have chosen.
- Remember to use guidelines in light pencil to keep your writing neat.
- Information should be half the size of your sub-heading.
- Do one section at a time and take time to do it neatly and check it thoroughly.
- Illustrations should have a simple caption to link them to the information they are illustrating.

Make sure your poster is neat and appealing