

Preparatory to year 2 design and technologies

Designing a Waterwise poster

Australian Curriculum links: Foundation to Year 2 Design and Technologies

Identify how people design and produce familiar products, services and environments and consider sustainability to meet personal and local community needs (ACTDEK001)

Sustainability cross-curriculum priority

In this lesson sequence, students draw on their understanding about water to design, produce and evaluate a persuasive poster to promote water-saving behaviours. It is best used as a culminating activity following activities such as conducting a home or school water audit or a guest visit from the local Council water staff. These posters can be displayed in prominent places in the school and in the wider community.

Equipment

For each student

- paper for a draft of the poster
- A3 paper for the published copy of the poster
- art supplies
- two copies of the poster evaluation sheet (Resource 1)

For the class

- an enlarged copy of the poster design brief e.g. 'Design a persuasive poster to inform our school community about how to use water wisely and the reasons why we need to use water wisely'

Preparation


Source some posters that promote behaviour change. For instance, the posters could promote energy saving, recycling, road or bike safety. The main idea of the posters should be easily understood by the students.

Source appropriate examples of Waterwise posters or similar posters promoting positive behaviours such as [Whizzy's water saving tips](#) from the Queensland Government.

Activity steps

1. Discuss how students could inform others about the need to save water and the reasons for saving water.
2. Show the design brief to students and read through it with them. Discuss the language features of a persuasive poster, including an opening statement, visuals that might include images and diagrams, reasons, and actions that people can take to reduce water usage.
3. Display a commercial poster. Explain that students will evaluate some posters to help them learn the characteristics of a good poster. Display an enlarged copy of the 'Poster evaluation sheet' (Resource 1). Explain the terms and the decision-making process used. For example, you could ask questions such as:
 - How would you rate it?
 - Why are you choosing this rating?



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4. Display examples of Waterwise posters and highlight the key design features of these posters.
 5. Ask students to suggest places where the posters can be displayed, give reasons for their suggestions and identify the intended audience. For example, the intended audience could be younger students, teachers, parents, community members or a combination of these people.
 6. Discuss with students how the text needs to be appropriate for the audience. Identify the locations for the posters and list the names of students who will be creating the posters for each place. Students prepare draft versions of their posters.
 7. Students evaluate their draft poster designs using the 'Poster evaluation sheet' (Resource 1) and make changes to their draft design, if required. They create their final posters.
 8. Arrange to display the posters in the classroom, school or community.

Resource 1 Poster evaluation sheet

→ Poster evaluation sheet

Name:		Date:		
Title of poster				
Main idea of 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:				

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