Water Conservation

Data Jam

DESCRIPTION

Students expand on their action plan to help address the water issue they identified and depicted in their Water Conservation Data Jam Report.

GRADE LEVEL

6-12

OBJECTIVES

Students will:

- Compose a detailed action plan
- Put their plan into action by creating the product (e.g., prototype, model, graphic, public service announcement, etc.) they have planned
- Evaluate their product based on criteria and constraints described in the action plan

TIME

45 MINUTES

MATERIALS

- Turning a Plan Into Action Student Handout [1 per student]

PREPARATION

1. Make the Turning a Plan Into Action Student handout available to students. You can either make copies or give students access to the fillable PDF version.

PROCEDURES

1. In their Water Conservation Data Jam Report, students wrote a brief action plan to address a water issue identified from the dataset. In this lesson, they will take the powerful step of turning this action plan into action by expanding the plan and creating the product they have designed.
2. Students can make a model, prototype, artwork, song, poem, public service announcement, or any other solution they designed. This expansion of their solution should raise awareness, serve as a a call to action, change perceptions about water conservation, or affect change in some way.
3. Make sure students have access to the Turning a Plan Into Action Student handout.
4. Explain that this handout includes eight questions that will help students expand upon their action plan. Students will address:
   a. The problem they are trying to solve. This should be based on the data trend they identified in their Water Conservation Data Jam projects.
   b. The target audience they are trying to reach
   c. Other ways the problem has been solved by others
   d. Constraints or limiting factors to consider for their solution
   e. Measurable criteria that will indicate the success of the action
5. Students will create an action project and write a descriptive caption. Students will attach photos of prototypes or models, if applicable. Then they will test the solution, report on the test, and imagine how the solution could be changed if money and time were removed as constraints.
6. Spend the remainder of class time (and additional class time, if needed and available) working on action projects.
7. Refer to the Example Project for a complete example using rooftop rainwater harvesting as a possible solution to increasing residential water use.