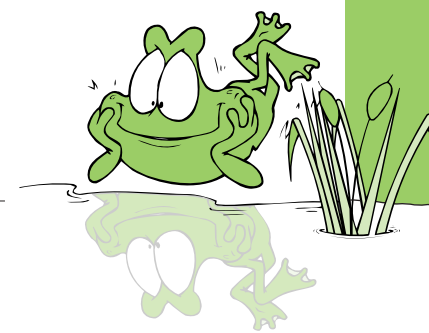




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What Is Urban Stormwater?



FOCUS

- What is urban stormwater?
- Why is urban stormwater an environmental concern?

OBJECTIVES

- Introduce background to this unit of work
- Discuss impacts of stormwater

BACKGROUND

Urban stormwater is water that runs off hard surfaces in urban environments. Stormwater has traditionally been piped away to reduce flooding and the spread of disease. This has directed pollution into natural waterways. Now councils are trying to reduce waterway pollution by educating the community about urban stormwater: the impacts; treatment options, and responsibilities.

NOTES

This activity is a crucial introduction to this topic.

LEARNING TASKS

The worksheet can form a part of students' stormwater booklets and be completed gradually as terms are introduced and discussed in various learning tasks.

1/ Hand out sheets for students to complete.

- Complete in small groups or as individual assignments.
- A Urban stormwater is water that runs off hard surfaces in towns.
- B Who is responsible for stormwater pollution? Everyone
- C Pollution can make fish and platypi sick.
- D Make sure schoolyard bins are lidded and emptied regularly.

2/ Review the answers to the comprehension activity.

- A Various examples are acceptable eg. Autumn leaves
- B Sweep up leaves and use them as compost.

3/ Discuss the following points with students

- Why did stormwater get piped out of towns?
- Why is this bad for waterways?
- What can we do to reduce stormwater pollution?
- What do we want to achieve during this unit?

CSF II LINKS

ENGLISH

- 4.1 Reading
- 4.3 Speaking & Listening

MATERIALS

- 'What is Urban Stormwater' Student Worksheet

EXTENSION

Find out what are the main types of stormwater pollutants found in your local waterways. Undertake a Waterwatch activity to discover what 'minibeasts' live in your waterways.

ASSESSMENT

Did students answer the comprehension questions accurately? Did they demonstrate an understanding of why urban stormwater is an environmental concern?



What Is Urban Stormwater? - Student Worksheet

Name: _____



What is urban stormwater?

Urban Stormwater is water that runs off hard surfaces in towns. This water collects pollution on the ground. Unlike sewerage, which is treated through the sewerage system, stormwater generally flows untreated, through a series of pipes and drains into our waterways.

Stormwater past and present

In the past, stormwater has regarded as a nuisance to be whisked away underground and out of sight as quickly as possible.

Urban stormwater is now being used for toilet flushing, car washing, irrigation of parks and gardens, fire extinguishing and wetlands.

Who is responsible for stormwater pollution?

Stormwater pollution can come from every home, business and public space so everyone is responsible.

What pollutes urban stormwater?

There are three main types of urban stormwater pollution:

Litter such as cigarette butts, cans, paper, glass, foil, polystyrene and plastics.

Chemical pollution such as detergents, oil, petrol, pesticides and fertilisers.

Organic pollution such as leaves, garden clippings, soil and animal droppings.



What effects does urban stormwater pollution have?

Stormwater pollution ends up in your waterways. Some pollution gets tangled around animals living in the water. Pollution may make fish and platypi sick. Weeds and pest animals then take over polluted waterways, killing native plants and animals.

What is being done to stop stormwater pollution?

Education campaigns are showing people how they can reduce stormwater pollution. Litter traps are being put on drains, and Councils are making sure new developments are 'stormwater sensitive'.

What can you do to help reduce stormwater pollution?

You can:

- Pick up after your dog.
- Put litter in the bin.
- Make sure schoolyard bins are lidded and emptied regularly.
- Sweep out gutters and driveways.
- Put leaves in the compost.
- Grow native plants.
- Wash the car on a lawn with a bucket.

Questions

Q1 Fill in the following blanks

A/ Urban stormwater is water that runs off hard _____ in towns.

B/ Who is responsible for stormwater pollution?
_____.

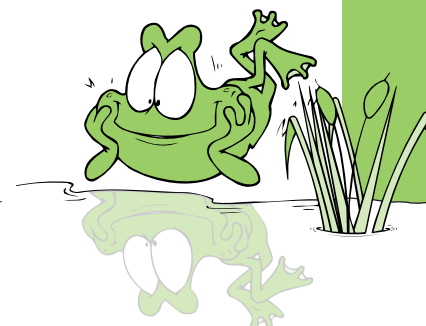
C/ Pollution can make fish and _____ sick.

D/ Make sure schoolyard bins are lidded and _____ regularly.

Q2

A/ Name one source of stormwater pollution around your home.

B/ Describe ways to reduce this pollution.



FOCUS

- What words are associated with stormwater issues?
- What is the meaning of the stormwater words?

OBJECTIVES

- Use a dictionary to locate words
- Define stormwater related terms in own words

BACKGROUND

The words listed on the following pages describe surfaces in urban environments, pollutant types, impacts and prevention measures. Most rainfall in an urban environment runs into a waterway. By reducing pollution of urban stormwater, we are reducing pollution of the environment. It is essential that students have an understanding of these key terms.

NOTES

This is a very flexible activity. Choose from the suggested learning tasks below according to your individual teaching style and student learning needs. You can add to the word list depending on student's understanding of the list provided.

LEARNING TASKS

The worksheet can form a part of students' stormwater booklets and be completed gradually as terms are introduced and discussed in various learning tasks.

1/ Hand out sheets for students to complete. Complete as a whole class activity or by small groups as a rotation activity in Literacy Block time.

- Locate terms and definitions in dictionaries.
- Students can copy definitions, articulated in own words or define using students own understanding of the words.

2/ Encourage students to use words on the list to construct sentences. This will demonstrate knowledge and application.

- To be more of an open-ended task, students could construct their own glossary with the freedom to choose the terms they wish to include.
- The activity can be conducted once in the week or several times to form an assessment tool to evaluate pre-existing knowledge and development of that knowledge.

4/ Put definitions onto large pieces of card to be displayed around the classroom.

CSF II LINKS

ENGLISH

- 4.1 Reading
- 4.3 Speaking & Listening

MATERIALS

- *'Stormwater Words'* Student Worksheet
- Dictionaries (optional)
- Butcher's paper or large pieces of card
- Markers

EXTENSION

Make an illustrated dictionary for display. Add these words to students word list and learn through the English activity *'Pizza Smart Spelling'*.

ASSESSMENT

Can students locate words in a dictionary efficiently, making use of guidewords? Did students apply vocabulary appropriately to practical situations? Did students increase their understanding of stormwater concepts?



Stormwater Words - Student Worksheet

Name: _____



Use a dictionary to define the following words.

• Catchment

• Council

• Deciduous

• Impervious

• Litter

• Nutrients

• Pollution

• Reduce

• Responsible

• Runoff

• Sediment

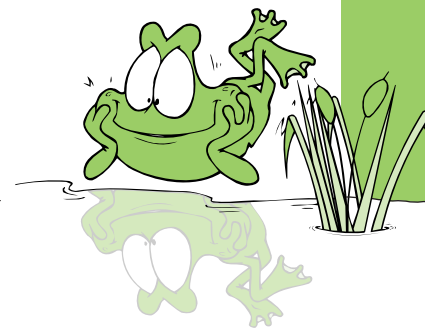
• Source

• Stormwater

• Urban

• Vegetation

• Waterways



Learning About Littering



FOCUS

- What are the littering attitudes and behaviours of people within the school community?

OBJECTIVES

- Construct a school community survey about littering
- Evaluate school community attitudes and behaviours

BACKGROUND

Litter has been an ongoing problem for schools and the community for decades. Schools have tried many strategies to deal with littering with varying degrees of success. Before a school can develop effective strategies, they need to know why members of the school community do or don't litter. The schoolyard is an area relevant to the lives of students where they can have a direct and immediate impact on stormwater pollution.

NOTES

This activity increases awareness of littering as a serious pollution issue, identifies littering attitudes and behaviours and instigates a plan for action. Please ensure students do not ask for personal details (Privacy Act). The intended use of the information must be made clear for all participants.

LEARNING TASKS

It would be advantageous to collect some surveys as examples and discuss the ways in which question phrasing can influence responses.

1/ Review survey examples with the class.

2/ Assist students to construct a survey for distribution to members of the school community.

- How often do they litter and where do they litter?
- What type of litter do they drop?
- Why do students litter?
- Do they believe littering is right or wrong?
- Do peers, trends, media etc influence students behaviour?
- How do they litter? Do they deliberately drop, throw and miss bins, or forget to pick up their litter?
- Do they care about their school and wider environment?
- Are they aware of where their litter ends up?

3/ Type / write up surveys, photocopy and conduct them with chosen classes. The distribution and completion of surveys will depend entirely on your school situation.

- You need to ask permission from participants.
- Will the surveyor conduct the survey or leave it with participants?
- Will questions require written answers or choices?

CSF II LINKS

ENGLISH

4.1 / 4.2 Speaking & Listening

4.1 / 4.2 Reading

4.2 / 4.3 / 4.4 Writing

MATHS

4.1 / 4.2 Chance & Data

MATERIALS

- Survey examples
- Black / Whiteboard for brainstorming
- Computers to type up surveys
- Clipboards and pens for surveying

EXTENSION

See the Maths activity '*The Low Down On Litter*', for ways to collate, display and interpret survey results and the SOSE activity '*Let's Do Something!*' to plan action.

ASSESSMENT

Did students contribute valuable ideas regarding desired information? Were they aware of techniques to maximise the effectiveness of surveys to gather that information?



FOCUS

- Which strategies assist students to learn their stormwater spelling words?

OBJECTIVES

- Apply a variety of strategies to learn spelling words
- Evaluate and identify preferred learning styles

BACKGROUND

This Urban Stormwater Program presents a range of concepts unfamiliar to students and the wider community. Assist students to identify which 'smart' are of greatest assistance to them. The North Central Catchment Management Authority organises learning opportunities based on this idea.

NOTES

The key terms used throughout the Urban Stormwater Program, see the English Activity 'Stormwater Words', can be used to form your students' spelling list. The variety of activities suggested may be completed during class time or as homework tasks.

LEARNING TASKS

- 1/ Work with students through a variety of the activity types described below to investigate which 'smart' they are.

Body Smart

Trace words on each other's backs or manipulate playdough to make words. Skip, jump or bounce a ball as you say letters, clap syllables, make letters with your body, write words in the air or sand.

Logic Smart

Make your own dictionary by listing words and their meanings, sort words into groups according to criteria eg. syllables, spelling rules, patterns.

Self Smart

Devise tricks to remember words, keep a journal, test yourself, study the look/sound of words and use imagination to remember them.

Music Smart

Sing your spelling words to a tune. Words with six letters can be sung to 'Happy Birthday', words with seven letters to 'Twinkle Twinkle'.

Word Smart

Break spelling words into syllables or patterns, look up meanings, create little sayings eg. to remember 'piece' you can say 'a piece of pie'.

People Smart

Play noughts and crosses or hangman using spelling word, have conversations with family where you speak by spelling out words.

Picture Smart

Make and illustrate a poster, paint words, type them on a computer, look for words inside words, display spelling words, jumble / unjumble words.

CSF II LINKS:

ENGLISH
4.3 Writing

MATERIALS

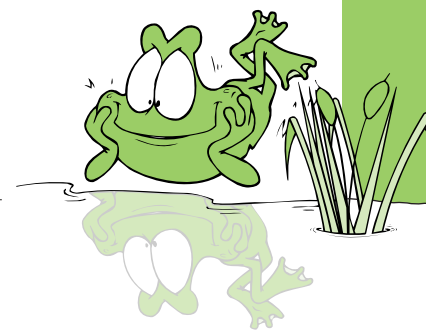
- This will vary depending on which 'smart' activity you are coordinating.

EXTENSION

Students describe which 'smart' they enjoyed most and which one they believed was of greatest assistance.

ASSESSMENT

Conduct a pre-test at the start of the program and a post-test at the end. How have student spelling results changed?



The Pollution Problem



FOCUS

- What are the main types of stormwater pollution?
- What are their sources, impacts and solutions?

OBJECTIVES

- Utilise an internet site to find and collate information
- Share findings with peers

BACKGROUND

A key component of urban stormwater management is whole of community involvement. As every person in an urban environment has an impact on stormwater, everyone should be involved in practices that reduce pollution. Further information can be found on the website below.

NOTES

The knowledge gained in this activity is an integral part of many other suggested activities presented in this resource package. Implementing it as an introductory activity will provide students with a grasp of stormwater issues.

LEARNING TASKS

- 1/ **As a whole class, small groups or individually, go to the website:**
<http://www.bendigo.vic.gov.au/stormwater>

Throughout the session, students will be investigating:

- Impacts of pollutants on water quality, plants and animals
- Sources of stormwater pollution within urban environments
- Strategies to reduce stormwater pollution and the damage caused

- 2/ **Students follow instructions on the worksheet, moving through the website via links to find the necessary information.**

- Students can complete the sheet as a comprehension / note-taking exercise. Alternatively, use this activity as a Jigsaw session, assigning certain pollutants to students. The 'experts' can then share their new-found knowledge with peers and act as 'teacher'.

- 3/ **If students wish to seek more information regarding prevention strategies they can open the following websites:**

www.epa.nsw.gov.au/stormwater/
www.watercare.net

CSF II LINKS

ENGLISH

- 4.1 / 4.4 Reading
- 4.1 / 4.3 Writing
- 4.1 / 4.2 Speaking & Listening

MATERIALS

- **Computers with internet access**
- **'The Pollution Problem' Student Worksheet** - enlarge to A3 size if more note-taking space is required
- **Pen / pencil**

EXTENSION

Students may choose to use the information gathered during this activity when designing and producing a brochure in the English activity '*Spread The Word*'.

ASSESSMENT

Could students locate and review information on the Internet? Were they able to interpret text containing some unfamiliar ideas and information? Did students use key words to write brief, succinct and accurate notes regarding stormwater pollution - its sources and impacts?



The Pollution Problem - Student Worksheet

Name: _____

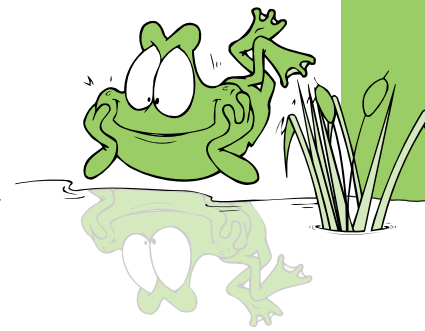


- 1 **ENTER** the address: <http://www.bendigo.vic.gov.au/stormwater>.
- 2 **CLICK** on the link, 'How Can You Help?'
- 3 **HOLD** the hand on 'Resident's Program' until the six sections are visible: Gardening, Pet Droppings, Washing your car, Litter, Waste Disposal and Building and Renovating.
- 4 **CLICK** on a topic and take notes using key words to fill in the table below.
- 5 **REPEAT** the two steps above to chose another topic.

Stormwater Pollutant	Impacts	Sources	Reduction strategies
Garden Clippings			
Nutrients			
Herbicides & Pesticides			
Salt			
Soil / Sediment			
Ecoli			
Oils			
Rubbish			
Paints and Batteries			

If you require more information about reduction strategies, try the following websites:

- ENTER** www.epa.nsw.gov.au/stormwater/
CLICK on 'What can we do?', 'What can we do at home?'
ENTER www.watercare.net
CLICK on the link, 'Things we can all do'



FOCUS

- How can building sites create stormwater pollution?
- How can stormwater pollution be prevented?

OBJECTIVES

- Read and comprehend a brochure
- Discuss and summarise stormwater issues

BACKGROUND

Building and construction sites are identified as a large source of stormwater pollution including soil, litter and building waste. The City of Greater Bendigo, the North Central Catchment Management Authority and EPA Victoria designed this brochure. It is sent to builders and renovators with their council permits and is available in selected hardware and supply stores.

NOTES

This activity can be implemented as a guided reading session with small groups or the whole class during your literacy block time. You may choose to use this activity as an introduction to the English activity 'Spread The Word', where students design their own brochure.

LEARNING TASKS

- 1/ Share the reading of the brochure between students, ask questions and discuss issues along the way. This option will depend on the reading ability of students and the teaching focus of your session.**
 - Alternately, encourage independent reading with recall and comprehension evaluated through questions and discussion.
- 2/ Provide students with ample time to familiarise themselves with the brochure, and then read and re-read all text including headings, subheadings, captions, bullet point summaries and contact details.**
- 3/ Pose questions that require a variety of thinking skills such as the recall of facts, analysis of issues or the synthesis of information presented.**
 - Alternatively, after a period of initial modeling allow students to direct discussion; asking questions of each other, seeking clarification of information or inquiring about personal opinions.
- 4/ Although this activity is designed to study the content of the brochure, a brief evaluation of the generic structure of the brochure could take place as a prelude to the activity, 'Spread The Word'.**

CSF II LINKS

ENGLISH

4.1 / 4.2 / 4.3 / 4.4 Writing

4.1 Speaking & Listening

SOSE

4.2 Geography

4.3 Economy & Society

MATERIALS

- **Urban Stormwater Brochures (in back of folder)**
- **'Crack Down On Construction' Discussion Points provided**

EXTENSION

Challenge students to collect brochures they see in their local community. Are there any common features? Which brochures are most effective? Why is this so?

ASSESSMENT

Could students identify and recall both explicit and implicit messages in the text? Were they able to identify main points and supporting details and summarise information?



Crack Down On Construction - Discussion Points

The following discussion points are suggested for the study of the brochure's content:

Front Section:

- Who is the target audience?
- What does the slogan indicate is the author's message?
- Can you predict the target region of the brochure by the picture? What clues are given?
- What do the terms 'marketability', 'wet weather performance' and 'public image' mean and why are those things important if you are building, renovating or developing land?

Green Section:

- What is the main message?
- What positive and encouraging message does the subheading provide?
- How does it make you feel?
- Choose one caption from around the illustration; explain to the group what it means and why you believe it is a good idea. How would that action prevent stormwater pollution?
- Lots of ideas are presented in this section. Where can you find a summary of them?
- What do the terms, 'sediment', 'stabilise', 'contractors', 'preserve', 'debris' and 'vegetated' mean?
- Can you explain any of the offsite impacts? How might those occur? How might each situation affect water quality, aquatic plants and animals and the people who use waterways?

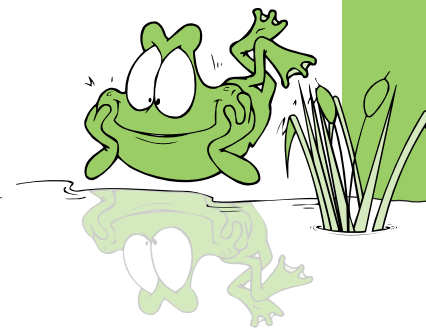


Blue Section - Completed Subdivision:

- Aside from individual blocks, how can subdivisions as a whole be 'stormwater friendly'?
- How would these features make a difference to water quality?
- What other hints are suggested? How would they make a difference?
- Why should we be concerned about future generations?
- Why are the Loddon and Murray Rivers mentioned when the waterway illustrated is just a small stream? How can one small waterway affect the water quality in larger streams and rivers?

Back Section:

- The slogan is reinforced twice here but on one occasion an important key term is added. What is it and why does it have such a powerful impact?
- Whose responsibility is it to keep urban stormwater clean? Why?
- How can the CSIRO offer assistance?
- You have some waste chemicals. Who would you ring to find out how and when they can be disposed of responsibly?
- You notice painters pouring paint down a side-entry pit. Who should you call and on what number?
- What role do sponsors play? Who are the sponsors of the Bendigo Urban Stormwater Program?
- If you wanted to find out more about this program, what could you do?
- The makers of this brochure have made an environmentally responsible decision in the way it has been produced. Can you find the small hint on this page?



FOCUS

- How much do I know about waste?
- How do I rate as a waste-wise person?

OBJECTIVES

- Use the Internet to browse a website about waste
- Test knowledge of waste through a quiz

BACKGROUND

The Gould League is Australia's leading environmental education organisation. The Gould League has been active for more than ninety years. The Gould League seeks to create on-the-ground measurable improvements to the environment. This website is a great resource for teachers and may instigate your interest in joining the Waste Wise Schools' Program - www.gould.edu.au

NOTES

This activity can be completed at any stage of the week as a whole class, in small groups or individually. It would serve well to gauge student knowledge before commencing Urban Stormwater Program activities or as an activity to conclude the unit and evaluate knowledge gained.

LEARNING TASKS

- 1/ Utilising a computer room, lead students to the website:
www.gould.edu.au
- 2/ Instruct students to follow the prompts on the worksheet, moving through the website via links to find the Great Garbage Quiz and the Waste Wise Quiz.
- 3/ Encourage students to complete the worksheet tasks at the appropriate times, listing Garbage Facts that they found interesting or did not know previously. They should also evaluate their Waste Wise behaviours.
- 4/ If time is available, encourage students to explore the suggested links to:
 - learn how to set up their own wormery
 - make a model garbage or compost bin
 - read an interview with a worm farmer
 - have fun with the Ollie Recycles page
 - find out more about how your school could become involved in the Waste Wise Schools' Program
- 5/ Coordinate an evaluation of the website with the students.

CSF II LINKS

The CSF encourages the increased use of information and communications technology to enhance teaching and learning programs.

MATERIALS

- Computers with Internet access
- 'Stormwater Surfing' Student Worksheet
- Pen / pencil

Note: All quiz answers are provided on the website during the activity.

EXTENSION

See the Extras Section 'Stormwater Survey' to test family and friends. Undertake one of the activities in the links section. Take your ideas to School Council. Get in touch with other schools involved in the Waste Wise Schools' Program and share ideas.

ASSESSMENT

Record students' quiz and survey results and their Waste Wise evaluations.



Stormwater Surfing - Student Worksheet

Name: _____



ENTER the address: www.gould.edu.au
CLICK on the link, 'Waste Wise Schools' Program'
SCROLL down and click on the link, 'Waste Wise For Kids'
LOOK for the heading, Waste Wise Activities
CLICK on the link, 'The Great Garbage Quiz'.

1/ **TEST** your knowledge of garbage by **CLICKING** on the bin. Read each question, consider the options and **CLICK** on the answer you believe is correct. **CLICK** on 'Next' when you're ready to continue.

2/ How many tries did it take you to complete the Great Garbage Quiz questions? _____

3/ **LIST** three facts that you found interesting or did not know before today:

- 1 _____
- 2 _____
- 3 _____

GO BACK to the list of activity choices
CLICK on the link, 'Waste Wise Quiz'
COMPLETE the survey by clicking in one Usually, Sometimes or Never
CLICK on 'Check Score'



4/ What was your score out of 30? _____

5/ **LIST** four things from the survey that you were able to say you usually do:

- | | |
|---------|---------|
| 1 _____ | 3 _____ |
| 2 _____ | 4 _____ |

6/ **LIST** four things that you said you never or only sometimes do and really should do:

- | | |
|---------|---------|
| 1 _____ | 3 _____ |
| 2 _____ | 4 _____ |

7/ **GO BACK** to the list of activity choices.
EXPLORE the links, 'Make a model garbage or compost bin', 'Set up your own wormery', 'Ollie Recycles' and 'An interview with Farmer Phil'.

8/ **SCROLL** down and **CLICK** on the link, 'About the Program' to find out how your school could become a Waste Wise School.



FOCUS

- If I were an object associated with the stormwater system, what experiences would I have?

OBJECTIVES

- Adopt the identity of a living or non-living thing
- Write a creative piece of fictional text whilst in role

BACKGROUND

One of the problems with urban stormwater is that the water and the pollution it carries are generally out of sight and out of mind. Stormwater moves through underground drains and discharges away from the source of the pollution. By highlighting the journey of the pollution, or the impacts downstream, the environmental impacts are no longer hidden.

NOTES

To immerse themselves in role and express what their character sees, hears, feels, smells and tastes, students will require quite a solid knowledge of stormwater issues. The Arts activity 'From Your Street To Your Creek' can provide a valuable model of this genre.

LEARNING TASKS

- 1/ Students should select a format in which to write a creative piece.**
 - A cartoon strip
 - A short story
- 2/ Students will take on the identity of a living or non-living thing and write an account of their experiences during one day.**

Character choices may include:

 - A piece of litter, an autumn leaf, paint or oil making their way to and through the stormwater system into a creek
 - A native plant, a noxious weed, a fish or a platypus living in a creek effected by polluted stormwater
- 3/ Discuss the use of the planning sheet and considering the five W's and the five Senses.**
- 4/ Students compose their creative pieces, paying particular attention to what will they see, hear, taste, smell and feel while in role.**
- 5/ Give students opportunities to share their work with others throughout the writing process, then revise and edit their pieces with a teacher or peer.**
- 6/ Review a format for publishing the students work and complete this final stage in the writing process.**

CSF II LINKS

ENGLISH

- 4.1 / 4.2 Writing
- 4.3 / 4.4 Writing

MATERIALS

- Writing materials
- Dictionaries and Thesaurus (optional)
- 'A Day In The Life Of...' Student Worksheet - enlarged to A3 size if required

EXTENSION

Published pieces could be: compiled into a class book and viewed by each class in the school; sent home and shared with parents; recorded onto audio tapes and donated to Junior School's listening posts; or printed in the school newsletter.

ASSESSMENT

How did students generate creative ideas, apply interesting vocabulary, use punctuation and use resources? What does their piece show about their knowledge of stormwater issues?



A Day in The Life Of... Student Worksheet

Name: _____

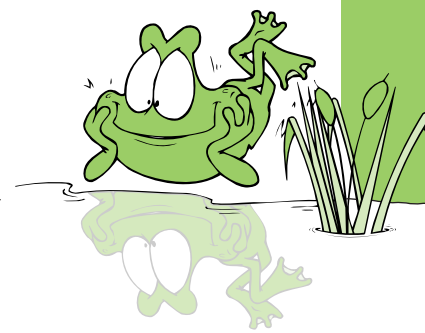


You are about to write a story about a stormwater character. You could be a piece of rubbish, a native animal, or a dog, just to name a few ideas. You need to think about what your character will be doing over one day.

Use the box below to write some ideas about your story

The main character in my story is (fill in) _____

What	
Where	
When	
Who	
Why	
See	
Hear	
Feel	
Smell	
Taste	



FOCUS

- What are the features of a brochure?
- What makes a brochure effective?

OBJECTIVES

- Study the generic structure of a brochure
- Design and construct a brochure

BACKGROUND

Part of an integrated stormwater management program includes production of education materials. These can include curriculum packages, fridge magnets, pens, and brochures. Brochures need to be effective, or else they may not be read and simply add to waste.

NOTES

This activity works well as a follow up to the English activity *'Crack Down On Construction'* as students will have had some experience in reading a brochure and thinking about its design.

LEARNING TASKS

- 1/ Conduct a 'Think, Pair, Share' session as a way of engaging students in the session and encouraging analysis of, and talk about, a variety of brochures:**
 - Provide time for students to scan and read the brochure
 - Students then share and discuss with peers and the class
- 2/ Lead a class discussion on features of the 'Urban Stormwater Brochure' using the Discussion Points provided.**
- 3/ Encourage students to take notes on the Brochure Features Web.**
- 4/ Brainstorm topics for student's brochure/s, target audiences and the design. Topics may include:**
 - Preventing stormwater pollution in the schoolyard or home
 - Targeting a specific type of pollution such as leaves or oil
- 5/ Students can construct their brochures. Students may use the Brochure Planning Web provided:**
 - What are my main messages? Will I use pictures?
 - How, where and what colours? Font style and size?

CSF II LINKS

ENGLISH

4.1 / 4.2 / 4.3 / 4.4 Reading
4.1 / 4.2 / 4.3 / 4.4 Writing

THE ARTS

4.1 / 4.2 Art

MATERIALS

- Urban Stormwater Brochures (see Resources)
- *'Spread The Word'* Discussion Points
- *'Spread The Word'* Student Worksheets
- Materials for brochure construction
- Computer (optional)

EXTENSION

Print copies of brochures and distribute among target audiences. Interview an audience to determine the brochure's impact.

ASSESSMENT

How does student's brochure's structure and features contribute to its impact? Is the message communicated clearly? How well are brochures tailored to the meet the target audience?



Spread The Word - Discussion Points

The following discussion points are suggested for the study of the brochure's generic structure:

Front Section:

- Why are slogans effective as communication tools?
- Is the target audience immediately obvious? How?
- What effect does the logo have? What does the logo symbolise and communicate?
- What impact does the illustration have on readers? What makes it an effective picture?
- What is the purpose of the text at the bottom of this section? How does it influence readers?

Blue Sections:

- How has colour coding been used? Why? Does it make a difference? How?
- Are the illustrations pleasant to look at and understand? Why?
- What is the purpose of the captions around each illustration? How are they written?
- Why are bullet points used? What benefits do they offer as opposed to text in sentences?
- What is the purpose of the points raised at the bottom of each section? Are they effective?

Green Section:

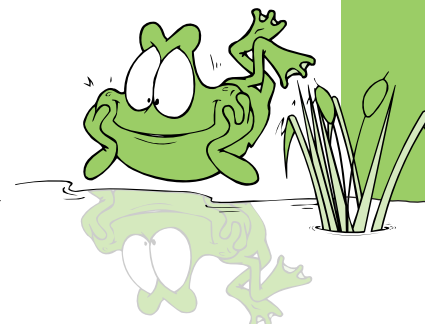
- The main message at the top of this section is an action statement. Why is it so powerful?
- What do you notice about the colour coding of captions around this illustration?
- Is there a pattern in the type of word often mentioned first in each caption?
- Why is a bird's-eye view a successful way of presenting illustrations?
- What feelings does the colour green evoke in readers?
- How is the message of reducing stormwater pollution relayed here?

Back Section:

- There is quite a lot of information in this section? What makes it less confronting?
- Why do you think the slogan and main message is repeated again here?
- Why are symbols such as the telephone used?
- Why is it important to give contact details?
- Is it a good idea to also mention the specific support those organisations can provide? Why?

Brochure In General:

- Why is the fold-out structure advantageous? Are there other possible layouts?
- How would this brochure best be distributed considering the target audience?
- How would the designers know if the brochure was successful? How could they find out?
- How would you feel if you received a copy of this brochure?
- Would you read it? Why? Would you consider taking action? Why?



Spread The Word - Student Worksheet

Name: _____



Write some notes about the features of the Urban Stormwater Brochure. What did you think about each section, was it eye catching, informative and clear to read? Are there things that were hard to read or understand or that could be improved?

TEXT

TARGET AUDIENCE

ILLUSTRATIOINS

LOGOS & SYMBOLS

HEADINGS & SLOGANS



COLOURS

GENERAL LAYOUT

CAPTIONS



Spread The Word - Student Worksheet

Name: _____



Write some ideas for your own stormwater brochure. How are you going to address each of the ideas below. What will make it a good brochure? Who is your audience, how will you attract the audience? What do you want to say and show?

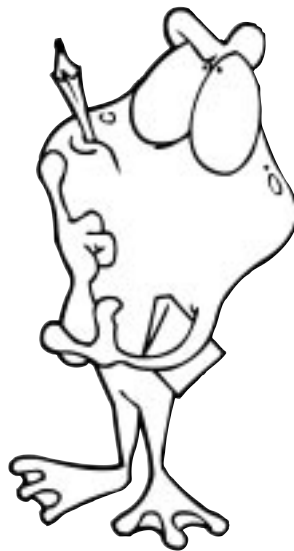
TEXT

TARGET AUDIENCE

ILLUSTRATIONS

LOGOS & SYMBOLS

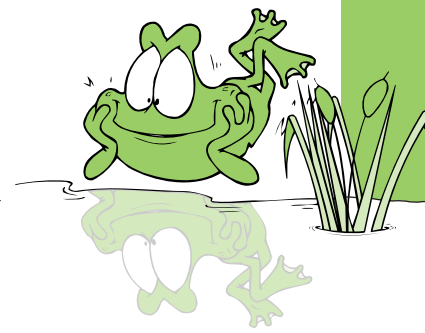
HEADINGS & SLOGANS



COLOURS

GENERAL LAYOUT

CAPTIONS



FOCUS

- Who is responsible for stormwater pollution?

OBJECTIVES

- Identify sources of pollution in the local area
- Write a letter expressing concern to the relevant body

BACKGROUND

By focusing on a particular pollutant type, students can make a difference to stormwater pollution. When constructing the letter make sure students focus on removing the pollution rather than 'persecuting' a store owner. This way a positive relationship can be formed. How can we work together?

NOTES

This activity sends an important message to students that they can reduce stormwater pollution in their own everyday actions, and they can also voice their concerns and opinions to local businesses, industries and council members to bring about change at a higher level.

LEARNING TASKS

- 1/ Discuss the stormwater pollution that is observed in your local environment, keeping in mind the various types students may have researched in the English activity, 'The Pollution Problem'.**
Can the source of this pollution be identified? Can it be prevented?
Is somebody responsible?
- 2/ View and discuss the letter example - reading and evaluating it's content and observing the structure required.**
- 3/ Students identify an issue relating to pollution of stormwater and identify a person, business, organisation that they could write to.**
- 4/ Students plan and write a draft in which they follow the generic structure required, expressing their concern and offering suggestions.**
 - Roadside litter such as milkshake cups might originate from a take away outlet.
 - Plastic bags in waterways may originate from a nearby supermarket.
 - Regular street sweeping by council might reduce debris in gutters.
 - A local handyman service might be leaving grass clippings behind. These could be added to compost.
- 5/ Conference with teacher or peers, with alterations made.**
 - Letters may be published and posted or emailed.

CSF II LINKS

ENGLISH

4.1 / 4.2 / 4.3 / 4.4 Writing

SOSE

4.1 / 4.3 Economy & Society

MATERIALS

- **'Take A Stand For Stormwater' Student Worksheet** - as a handout or on an overhead transparency
- **Materials for writing**
- **Computers** - with internet access if sending letters via e-mail

EXTENSION:

Keep a copy of letters and display them, along with replies, the school where parents / community members can witness your proactive approach. Debate a situation where an organisation might meet with community members.

ASSESSMENT:

Were students able to identify a local stormwater issue of concern? Did they write a letter according to the generic structure required and use appropriate vocabulary?



Take A Stand for Stormwater - Student Worksheet

21st May 2002

The Manager
So-Low Supermarket
45 East Street
LITTERVILLE VIC 3563

Dear Manager,

My name is Ben Do-good. I am eleven years old and attend Litterville Primary School as a Year Six student. I have been learning about Urban Stormwater and am writing to you regarding concerns I have about stormwater pollution in our area.

I live in North Road and enjoy riding my bike to Deep Creek. Lately I have noticed plastic bags with your supermarket's logo floating in the creek. I believe these bags are being blown or washed into our stormwater system and ending up in Deep Creek.

This rubbish makes the creek look terrible. The plastic bags will probably flow downstream to Greentown over the next few months, affecting their waterways. However, my greatest concern is for the animals that live in Deep Creek. Fish might become trapped in the plastic bags while looking for food.

I try to pick up rubbish whenever I can but the problem must be stopped at it's source - the supermarket. Perhaps you could encourage your shoppers to return their plastic bags to be reused a second time. You could also sell cloth bags and offer shoppers a discount every time they are used.

Thank you for your time. I would be very interested to discuss my ideas with you and look forward to hearing from you.

Yours sincerely,

Ben Do-good

Ben Do-good
12 North Road
LITTERVILLE VIC 3563
Ph. 03 54 999333



The date

The person you are writing to followed by their address

The person's title or name if you know it

Paragraph One: Introduce yourself and state why you are writing

Paragraph Two: Outline the problem

Paragraph Three: Explain why the situation is a problem

Paragraph Four: Suggest a solution or compromise

Politely thank the recipient for their time and request further contact

Close the letter sign your name and write it clearly below

Include your contact details to encourage a response

