

# Dripville FM

## Lesson plan

Year levels: 4–6

Time: 90 minutes



Tap into water education

### Lesson overview

Students will understand the importance of water conservation and use ICT to produce a 30-second radio advertisement educating the community about saving water.

### Objectives:

- Understand the importance of water conservation and identify practical ways to save water in daily life.
- Develop a persuasive radio ad script that effectively communicates the need for water conservation.
- Use iPads or devices to record and edit a 30-second radio ad, incorporating sound effects to enhance the message.
- Collaborate in small groups to plan, write, and produce the radio ads, practising teamwork and communication skills.
- Reflect on the effectiveness of different water-saving messages and consider how these can be applied in everyday life.

### Materials:

- iPad/computer (1 per group)
- Apps for recording and editing audio (GarageBand, Voice Memos, etc.)

### Opening

#### Share with students the following provocation:

You live in a small town called Dripville, where the fresh water supply is running low. Because of the ongoing drought, water levels in the local lake and aquifer are both under strain.

The challenge is, not every Dripville community member knows about or understands the water level issue, and some are wasting a lot of water!

The Mayor of Dripville needs your help! The Mayor needs YOU to create a 30-second radio ad that will teach the people of Dripville how to save water. Your ad should grab attention and share useful tips that everyone in the town can easily follow. Remember, the future of Dripville could depend on how well your ad spreads the message about water conservation.

### Class discussion:

- How do you think daily life would change if we only had a small amount of water to use each day?
- What would be the hardest activities to change or give up?
- Why is water so important for the health of people, animals, and plants?
- What might happen to Dripville's environment and community if the water continues to run out?

### Activity:

Students should work in groups of 3 or 4 to create a script for a 30-second radio ad that includes:

- An attention-grabbing opening (e.g. "Did you know Dripville is running out of water?")
- Three water-saving tips ("Here's how YOU can help save Dripville's water...")
- A catchy closing statement or slogan ("Save water, save Dripville!")
- Clear, persuasive language
- At least one sound effect

Once they have completed their scripts, students can use their iPads to record and edit their advertisement. Encourage them to rehearse before recording to make sure they stay within the 30-second time limit and refine their language and performance. They can use an app such as GarageBand or Voice Memos.

Students can edit their recordings to ensure they are clear, engaging, and exactly 30 seconds long. They can create their own sound effects or find recordings on an app.



## Reflection

Play each group's advertisement for the class and have a discussion using the following prompts:

1. What did you learn about water conservation from these ads?"
2. Which water-saving tip do you think is the easiest for people to start doing right away? Why?
3. Did you hear any water-saving ideas you hadn't thought of before?
4. What challenges might people face when trying to save water? How can we help overcome those challenges?

## Support

Provide sentence starters or templates to help students struggling with writing the script.

For example:

- "Did you know that Dripville is facing a water emergency because..."
- "You can help save water by..."
- "Remember, every drop counts, so..."

## Extension

- Have students turn their radio ad into a video commercial, adding visuals and animations using video-editing software.
- Students can perform an ad or short sketch live. This is a great option if you don't have access to devices.

## Curriculum connections

Science	
Year 4	Living things depend on each other and the environment to survive ( <a href="#">ACSSU073</a> ) Science knowledge helps people to understand the effect of their actions ( <a href="#">ACSHE062</a> )
Year 6	The growth and survival of living things are affected by physical conditions of their environment ( <a href="#">ACSSU094</a> )
HASS (Geography)	
Year 4	The use and management of natural resources and waste, and the different views on how to do this sustainably ( <a href="#">ACHASSK090</a> )
Year 5	The environmental and human influences on the location and characteristics of a place and the management of spaces within them ( <a href="#">ACHASSK113</a> )
English	
Year 4	Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently ( <a href="#">ACELY1688</a> )
Year 5	Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes ( <a href="#">ACELY1796</a> )
Year 6	Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience ( <a href="#">ACELY1816</a> )