

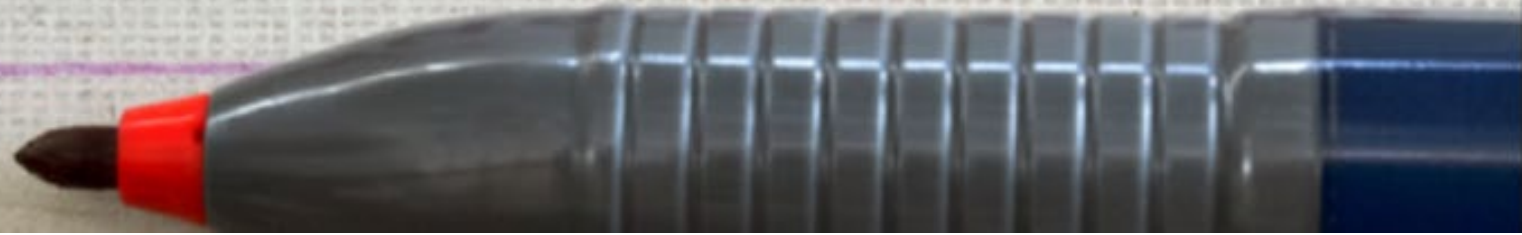
Year 8 PBL

Geography/Mathematics

Water in the world



- Introduction:



Welcome to your first PBL task for the year.

This assessment is based on the learning you have and will complete this term.

So far you have studied

- **Geography** – Water in the world, Water processes, Water scarcity
- **Mathematics** – Data collection, Statistics, Graphing,

Water in the World

In **HSIE** you have looked at water, including different forms and uses, access, water scarcity and causes/effects.

In this task you will research water scarcity in a country of choice and consider ways to sustainably manage water.

You will monitor your family's water usage for a week and compare it to the results of the people in your group too, using **mathematical** concepts to represent your data

Your team will devise specific targets/actions to reduce water usage on a personal level and also create an innovate national water management strategy.



Water in the world

- 4-5 per group
- Create and deliver an informative and interesting online digital resource
 - Google Slides
 - Prezi
 - Canva
 - Brochure
 - Booklet
 - Newspaper
 - Website
- Digital resource will include research, surveys, data, solutions and prototypes for water scarcity in a country of choice.





To do list

?

Pre task:

- **Success criteria activity**
- **Get into groups of 4-5**
- **Choose your country**

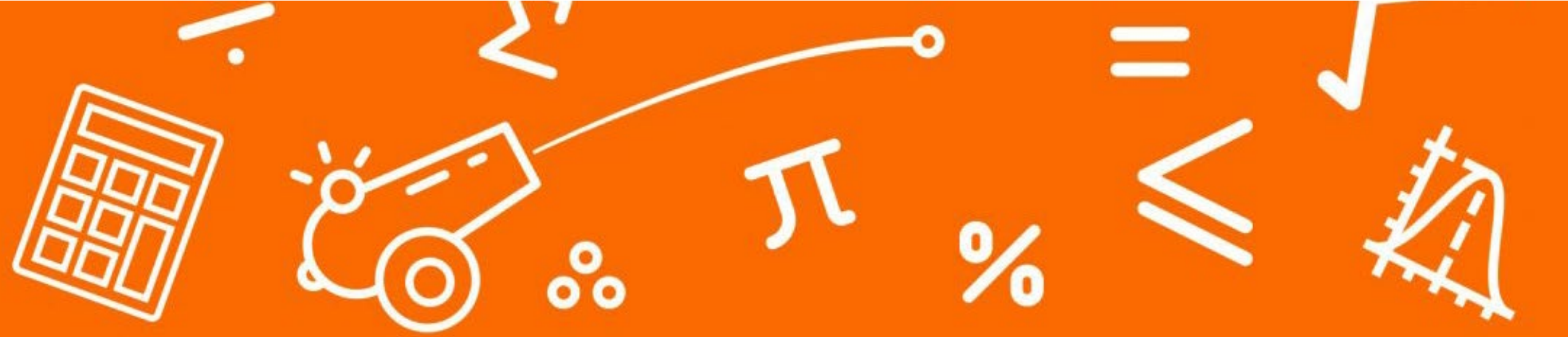
During task: (In more detail on your notification...)

1. **Brainstorm your need-to-know questions**
2. **Research water scarcity**
3. **Proper a National Strategy (Team Action)**
4. **Collect and record individual data**
5. **Data analysis, comparison and graph construction**
6. **Goal setting**
7. **Showcase**

Post Task

- **Self and peer reflection document**
- **Report comment template**





There is some
maths
involved...
remember to
include it in
your digital
resource

1. Collect individual data

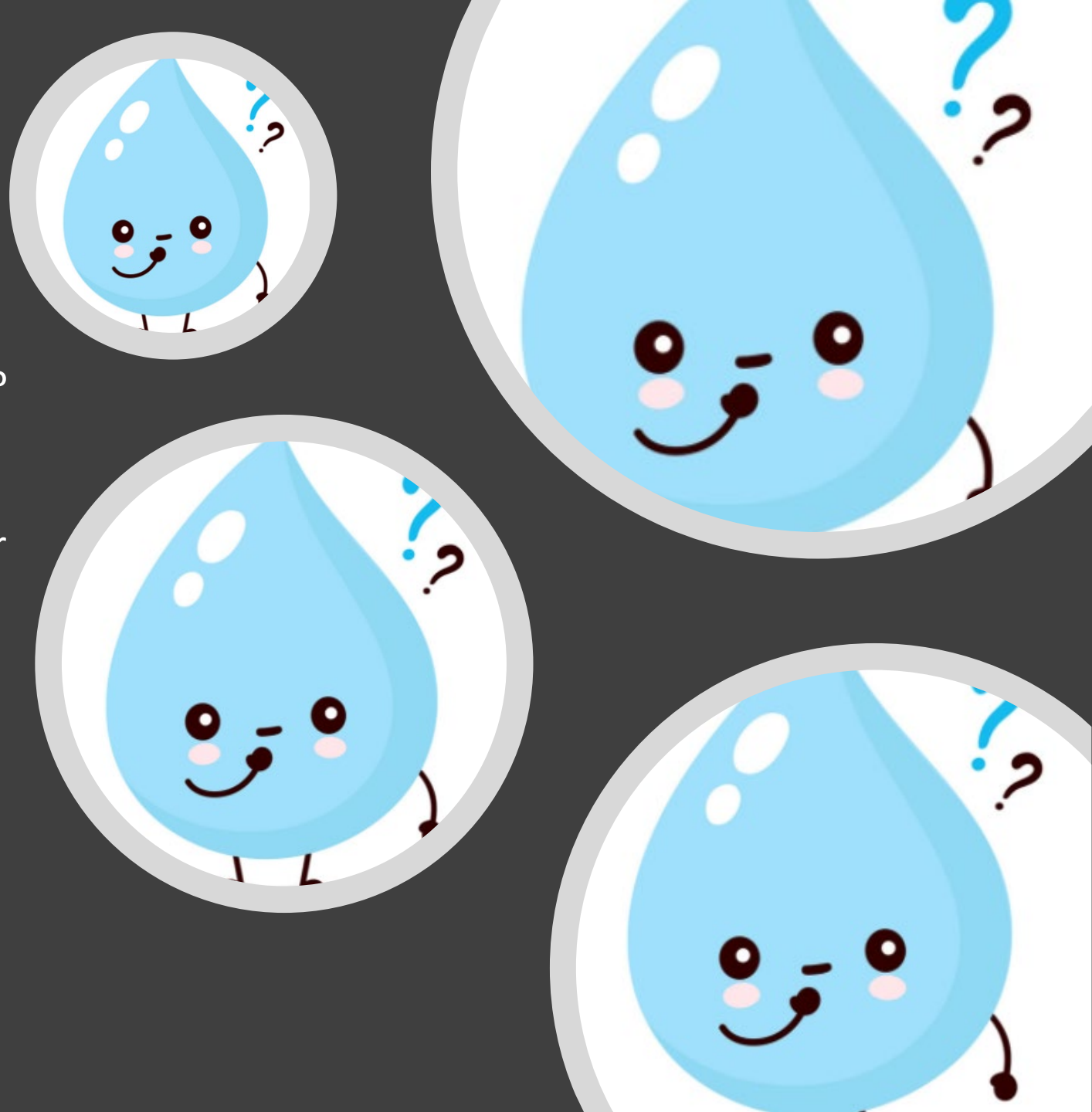
- Each group member will collect data on their own family's water use for **ONE WEEK**.
 - Including information on: washing hands, showering, brushing teeth, flushing the toilet. cooking, washing dishes and clothes etc
- This will be done by completing the table attached at the end of the document.

2. Data analysis and graph construction

- Using a bar graph and pie chart, students will graph by hand their individual family data
- Using a scatter graph, students graph by hand the collective team data.
- Use a stem and leaf diagram to compare water use between males and females

Supporting Questions

- What is water scarcity?
- What are the causes of water scarcity?
- How widespread is water scarcity in your chosen country?
- Who is impacted most by water scarcity and how?
- How do natural and human processes influence the distribution and availability of water as a resource?
- What effect does the uneven distribution of water resources have on people, places and environments?
- How do we, as individuals, use water?
- How can we track our water usage?
- What is the best way to represent data on water usage?
- What are some strategies to reduce excessive water usage at home?
- What approaches can be used to sustainably manage water resources and reduce water scarcity on a national level?





Code

u2rhjsn

Product Submission

1. Complete the team strategy document and submit on the PBL G/C
2. Complete the success criteria activity and submit to the PBL G/C
3. Submit your online digital resource to the PBL G/C
4. Complete the self and peer evaluation and submit to the PBL G/C
5. Complete the report comment template and submit to the PBL G/C



Marking

- Marking criteria can be found on the final page of the task
- The task is worth 20 marks
- Weightings 40% HSIE and 10% maths



COLLABORATION	Mark	SELF							
Fully understands what is required Consistently motivates others Exerts a calming influence on stressful scenarios Contributes equally and encourages other group members to do the same Sees the strengths in others and utilises these appropriately Open to new ideas and willing to modify their own Negotiates role allocation Reliable and dependable	5								
Understands most of what is required Generally motivates others Remains calm and deals with stressful scenarios Contributes equally and hopes other group members will do the same Recognises the strengths in others Open to new ideas Negotiates role allocation Reliable and dependable	4								
Understands some of what is required and seeks clarification Does not seek to motivate others Remains calm Contributes equally Focuses on their own strengths Open to new ideas Accepts role allocation Generally reliable and dependable	3								
Understands little of what is required but seeks clarification Not self-motivated Allows stress to hinder their own and group performance Does not contribute equally and allows others to do most of the work Doubts their own strengths and abilities Has difficulty accepting new ideas and points of view Resists role allocation Unreliable	2								
Understands little of what is required, seeks no clarification Undermines the motivation of others Creates stress in difficult situations Makes little contribution and relies on others to do the work Fails to see the strengths in themselves and others Is judgemental and critical of new ideas Resists role allocation unreliable	1								

- You will be asked to reflect on the contributions that you and other group members have made
- You need to honestly and maturely assess the group performance.
- The reflection asks you to consider three key areas:

Collaboration Communication Time Management



This is a
COLLABORATIVE TASK

- You should work with each other, bounce ideas off each other and give and receive feedback.
- Its not a task that you throw together the night before

Good luck =)