

Science Communication Article Analysis (2 articles) - Alexandra

1. Article information

a. Write out an appropriate citation for the paper. If this is an online article or resource, please include a link for me to easily access it. You will also record this in the Table of Resources.

adi Partners in Development (2024, June 5). *Youth Engagement in Water Conservation: Educating and Empowering the next Generation*. Adi Partners in Development.

<https://www.adi-international.org/youth-engagement-in-water-conservation/>

Add introduction new start

The purpose of this article is to inform and educate the public about the importance of water conservation, both now and for the future. Their information is presented in four sections, which are importance, empowerment, challenges, and the overall goal of their organization, ADI. They break down the information in an easy way for young people to understand and learn the importance of water conservation in education and the different aspects that go into educating children.

The writer wrote this article for an audience target is youth engagement in water conservation article was intended for the general public with easy explanation and grammar for all to understand what this organization and trying to tell in why the youth is so important when it come to water conservation they can make the most significant different in our future of water if we teach them about water conservation. The information in this article is positive, aiming to effect change, which is the overall goal of this organization.

The author describes the content clearly and simply to facilitate a better understanding of the Alternative Development Initiatives organization. First, they provide us with information on why we must connect and educate young people about water conservation. They provide us with numerous examples of ways to inform the young public, which include community programs, incorporating school curricula, and developing programs that promote engagement in water conservation education.

They see the potential in these young generations to make a difference in the sustainability of water. With that they also discuss the advantages that we could get if we combined and brought together youth and government. The combination of both could offer more opportunities for young people and kids to get exposure to rules and policy, and to learn how their community and government works within the environment and water conservation. The author also adds a small section to write and show that even though there are so many positive outcomes of taking the time and opportunity to prioritize young children to educate them. There are so many challenges that come with it as money and resources to build this program because a wall they have to work around and be understanding of, they tell prove that there are always positive ways to work with it and make come out of it.

The information the author wrote is informative, not biased as they provide evidence through the article. As to why it's important and other things that come with it as challenges and opportunity sections to briefly explain things that make it hard to pursue their goal to prioritize the generations to make changes and a sustainable future for all to come. They see the power of education and want to use it to provide background knowledge and sustainable habits for both kids and adults.

From this organization and its writer one thing that better helped me understand my group's question and goal was the word importance and empowering. Throughout the article they inform us of its importance. The part that mostly stuck out to me was their explanation of how these young generations are at the front of this or so new movement to change that will help inspire the planet to make change now and for the future and growing up to have a positive effect on the water conservation and sustainability of the planet. This is what inspires my group to find information to educate ourselves in the importance of water conservation as we grow up. The things that we are touched in the beginning of our education in elementary school is the basic fundamental foundation that builds our way of thinking and seeing things.

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Article 2 -

In this article, they focused their research on preschools in Australia and how they engage with the Water Aware Centre Program. In their study, they also focus on teachers' engagement in the program. What they want to see is teaching children about water conservation to make them aware of taking action in their everyday lives, including at home and at school. Their case study focused on long daycare, community preschools, and indigenous preschools. The schools they used for their research were located in northern New South Wales, Australia.

Their article is for the general public and informative, as they describe their research within the schools. A researcher from WACP wrote their paper. The schools they chose were in areas with water resource problems. Their program used many different approaches to learning and taught water conservation, including whole-service, real-life, and inquiry learning. Some of the methods they used throughout the program included interviews with teachers after the program to see whether they were still using the practices and teachings they had been taught. Another was a conversation with children, asking them questions about water conservation, which showed a positive impact on their interactions when describing it, and the kids now refer to themselves as “water watchers” to protect against water waste. After the program, they still maintained good water-conservation practices. Also, the teacher built new knowledge of water conservation with the kids and new ways of approaching teaching. The article doesn't seem biased; it's just informative that their overall research had a positive outcome, which was the goal of the program.

Finally, their program showed growth in sustainable water knowledge and awareness among kids in schools, as well as among their teachers, community, and homes. From this article i learn that when it comes to making kids more aware and taking action we need us tot use this form visible, actionable, and fun or interactive.

Melinda G. Miller, et al. “Learning about and Taking Action for the Environment: Child and Teacher Experiences in a Preschool Water Education Program.” *Children, Youth and Environments*, vol. 24, no. 3, 2014, pp. 43–57. *JSTOR*, <https://doi.org/10.7721/chilyoutenvi.24.3.0043>. Accessed 4 Nov. 2025.

Notes from the article

To Add

“Questions asked of the children included: What do you remember about the Water Aware Centre Program? What do you think the characters/ songs/ stories were saying about water? Do you look after water at your center? Tell me how? What about at home? Tell me what you do.” page 48

“Next, eight teachers (directors, teachers and teaching assistants) completed a qualitative survey about their understanding of the WACP and how they engaged pedagogically with the program. Survey questions included, for example: “What do you think is the main purpose of the Water Aware Centre Program?” “Have you changed any water conservation practices at the center as a result of the program?” and “Have you changed any water conservation practices at home as a result of the program?” Participants were asked to provide short-answer responses.” page 48

Data was collected 10 months after program had started
To see their were actually doing some of the practices and information they learned to used

Methods of analyzing information and gather data

“Miles and Huberman’s (1994) three-step analysis process. Step 1 was familiarization with the data through multiple readings. In Step 2, we undertook thematic analysis, a process of looking for patterns and then coding in relation to changes in knowledge, pedagogical approach, and the actions of teachers, children and the service as a whole. In Step 3, synthesis, we further investigated identified themes to clarify the categories, with this process informed by the data, literature about sustainability, and literature and theories about effective early childhood education pedagogies.” page 49

“findings are presented in terms of three broad themes: children’s learning and actions, teachers’ learning and actions, and whole-service actions for water conservation.” page 49

“Water watchers”

“Analysis of the survey data from the eight teachers surveyed identified that their participation in the WACP led to enhanced personal and professional knowledge about water and sustainability issues. In relation to personal learning, the following comment by one teacher is indicative.” page 50

- Research article 6

Van de Wetering, J., Leijten, P., Spitzer, J., & Thomaes, S. (2022). Does environmental education benefit environmental outcomes in children and adolescents? A meta-analysis. *Journal of Environmental Psychology*, 81, 101782. <https://doi.org/10.1016/j.jenvp.2022.101782>

In this article, four authors from different research areas came together to examine whether the education that kids and adolescents receive actually makes a difference for the environment. For this research, they mainly focus on environmental psychology, education, and youth development.

For this research, they gathered research for 5 decades from programs that used environmental education. The data they collected over the years came from 43 countries and 169 studies, involving about 176,007 participants. In the study, they examine behavior, attitudes, and knowledge. They also conducted research to learning what types of learning the kids were taught, whether it was group learning or outside exposure. Also, one of the most important factors was the kids ages. These things help the authors assess their hypothesis.

As a result of their research and the 169 studies, they found a positive outcome in the kids. Being exposed to environmental education improves many things, including their ecological knowledge related to climate issues, and also shows sustainable practices. The kids attitudes and behavior also improved. The evidence shows that environmental education does actually get students to take action in their environment, from recycling to water conservation; however, it's mostly the basics that they would like to be greater actions beyond the basics.

Finally, the researchers were able to gather information that supports their hypothesis that environmental education does, in fact, have a beneficial effect on the environment and kids overall. Still, there is a need for improvement in future research on the impact of environmental education. The author's future direction is to make more substantial changes in kids behavior beyond small ecological changes, and to clarify further what works better in environmental education programs, lessons, activities, and field trips.

One thing i learned from this article i better helps me understand my research in water conservation in young kids is look into the bigger picture which includes all types of different ways that progams work and kids ages, and from the lass what have teachers and research seen that works in really building environment knowledge that stays with the kids and will make a different from their way of think and influence a positive action for grater good of our environment and water.