

# Alliance to Save Energy's Green Schools Program

## High School Lesson Plans

By Terry Blanke, Eisenhower High School  
Rialto Unified School District, California

**Title:** Conservation for the Ages

**Subjects:** English and Technology

**Grades:** 9-12

### **Brief Description**

Students will learn about various types of energy and the need to conserve energy, write a children's story about saving energy and apply their knowledge by reading their energy books to elementary students.

### **Objectives**

- Students research conservation using the Internet
- Students become familiar with different types of conservation
- Students write in a persuasive prose
- Students use appropriate technology tools to develop their book
- Students communicate orally and visually to support their view to a selected audience

**Materials Needed** (May vary due to student's selection of topic and how they wish to create their project)

- Internet access
- Word-processing software
- Spreadsheet software
- Presentation software
- Construction paper
- Drawing paper
- Glue
- Markers, colored pencils and/or crayons

### **Lesson Plan**

- Before starting the project, contact a local elementary school and make arrangements to take the students to that school to read the finished energy books to the elementary students. Suggest notifying district officials and local newspaper for coverage of the event.
- The teacher will introduce conservation and brainstorm what students know about the topic, including how they use, waste and conserve energy themselves. Have the students record the responses into a Word file for future reference.

- Students will do an Internet research on energy conservation. The information is reported back to the class the next day. Choose areas of energy conservation (electricity, gas, water, etc.) and have students choose one area for a detailed research paper. The paper should include the energy source, how it is used, who is responsible for its conservation, if and how it is being conserved, and special groups that promote energy conservation.
- Students write a children's book on their energy conservation topic. The book should be created using presentation software. There should be a minimum of 10 pages. Most of the book should be in black and white with only a little color to add interest, not saturate the page and use up the colored ink cartridge. Allow one week for creating the book. After all the books are complete, take a field trip to the elementary school and read one-on-one with the students.
- Donate the books to the elementary classroom.
- Lead a reflection discussion to identify what the students thought were the strengths and weaknesses of the project.

### **Source**

A team of teachers at my school developed this project and nothing was used from another source.

### **Case Study**

- Many students do not know there are different areas for conservation and that it is never too young to begin practicing conservation. We the English Composition, American Literature and Technology teachers brainstormed and came up with this project. We wanted the students to know and practice energy conservation as well as promote energy conservation.
- A local elementary school teacher was contacted and arrangements were made for the high school students to visit the elementary classroom and read the energy conservation books to two kindergarten classes during the week of Dr. Seuss's Birthday. The kindergarten teachers were thrilled.
- The English Composition teacher did not have a lot of time to give to this project and her students divided into groups and did group books. The American Literature teacher had each student work individually. Both methods worked well. The books were created in the Technology class.
- The students had a great deal of fun publishing their books. The creativity the students applied was awesome. One book took the shape of a water drop while another book was made from a gift bag supporting the theme "paper or plastic." Some students asked and got approval to use non-technical tools to develop their story in order to use more color.
- The day we went to read to the kindergarten students was unbelievable. Upon arrival the word spread throughout the school and office that "Big Buddies" had come to read to them. (Only the teacher knew we were coming) The principal, assistant principal, reading specialist, other teachers, and a city council representative on campus all came down to see what was happening. They took lots of pictures and fussed because they didn't have anyone from the district

publicity office or the local newspaper to cover the event. Everyone agreed it was a worthy project and asked if we would repeat it again next year.

Funding for this lesson was provided by **California ratepayers under the auspices of the California Public Utilities Commission.**