

Save the School, Convince the Board: Scene 1

Students standing in the hallway catching up since summer break.

Deandre: Hey how was summer?

Joshua: Man it was hot! I got all the hotties at PRISM.

Deandre: For real! (eyes wide in disbelief)

*Joshua was the scrawniest kid on the hall last year and hadn't changed that much
Just then Jennifer walks down the hall and winks at Joshua.*

Joshua: What up J? (winking his eye)

Jennifer: *(smiling and with a soft giggle)* Nothing just saying hi.

Joshua: This year is going to be on fire! I'm doing all the trips and dances this year.

Tall, skinny girl with glasses walks up with a smirk on her face.

Nicole: No you're not because this school is shutting down!

Joshua, Jennifer, Deandre: What!?!?!?

Nicole: My aunt's hair dresser sister is on the PTSA board and she said that it cost too much to keep the school open. The District Board of Education is going to close the school by Thanksgiving.

Bell rings and the three students move towards their ELT class in shocked disbelief

Dr. Unk: Good morning and welcome back. Hey wake up and walk it out, summer is over.

Joshua, Deandre and Jennifer waving their hands wildly trying to get Dr. Unk's attention. Dr. Unk points to Joshua.

Joshua: Dr. Unk is the school going to close down?

Dr. Unk: Well the school can't afford to pay our monthly energy bills so the PTSA has recommended that the school be closed.

Deandre: What's going to happen to us? I don't want to go to another school. Why doesn't the school have any money?

Entire class grumbling and looks to Dr. Unk for answers.

Dr. Unk: Well nothing has been decided as yet, but if you really don't want the school to close you have to do something about it. The District Board of Education will be listening to opposing views at its September meeting.

*Students looked at each other grumbling no one is going to listen to us.
A single hand rises into the air.*

Anna: Dr. Unk if we came up with a plan to lower energy use could we save the school?

Dr. Unk: If you can create a plan or system that would lower energy costs at school significantly you may be able to convince the board to keep the school open. I would be willing to help you with your research for this project.

Box chart

<p>Action plan How will I get my information</p>		
<p>Questions/Learning Issues I wonder/want to ask or I need to look up/learn more....</p>		
<p>Facts I read that....</p>		

Convince the Board, Save the School!

Names of group members: _____

Energy source: _____

We will be creating: _____

The goal of creating this product is to: _____

The learning issues/questions that we have in order to complete this product are (*if you have more than 10 learning issues, please use the back of the paper*):

1) Learning issue: _____

2) Learning issue: _____

3) Learning issue: _____

4) Learning issue: _____

5) Learning issue: _____

6) Learning issue: _____

7) Learning issue: _____

8) Learning issue: _____

9) Learning issue: _____

10) Learning issue: _____

Learning issues worksheet

1) Learning issue: _____

What I found out about this learning issue: _____

Where I found my information: _____

2) Learning issue: _____

What I found out about this learning issue: _____

Where I found my information: _____

3) Learning issue: _____

What I found out about this learning issue: _____

Where I found my information: _____

4) Learning issue: _____

What I found out about this learning issue: _____

Where I found my information: _____

Assignments

Energy Type	Task	Product
Water	Reduce the cost of annual water bill through water conservation	Informational flyer geared towards students and school board.
Energy Type	Task	Product
Natural Gas	Find a way to make the school more efficient in its natural gas use.	Poster board presenting the schools' current use of natural gas and your more efficient and economical ideas on how the school should use their natural gas.
Energy Type	Task	Product
Solar	Increase the use of solar energy within the school	An infomercial from a national solar company who wants to sell and install solar panels to reduce the schools energy cost
Energy Type	Task	Product
Electricity	Reduce the cost of electricity through faculty, staff and student involvement	Create a campaign and pep rally program to inform the entire school on ways that electricity use can be decreased.
Energy Type	Task	Product
Nuclear	Introduce nuclear energy as alternative source of energy	Power point presentation comparing the cost and environmental effects of nuclear powered electricity to fossil fuel powered electricity.

Self/Peer Evaluation

Individual

Name _____

Period _____

Scale 1-10 (1 = low, 10 = high)

1. I participated in the group _____
2. I completed my portion of the assignment _____
3. I listened to my group members suggestions _____
4. I learned information about energy sources _____

Group

Answer questions 1-3 for each of your group members

Scale 1-10 (1 = low, 10 = high)

Name	Score Q1 – Participation	Score Q2 – Complete assignment	Score Q3 – Listen to suggestions

How would you rate this activity overall _____

Would you like to do another activity like this again _____

Rubric

Categories	Score	1	2	3
Group participation		Self/peer and facilitator evaluation with average score of 1-3	Self/peer and facilitator evaluation with average score of 4-6	Self/peer and facilitator evaluation with average score of 7-10
Box chart		1 section complete with 1-2 points per section	2-3 sections complete with 2-3 points per section	4 sections complete with 4-5 points per section
Product		A poor argument, with less than 5 pieces of accurate factual data using less than 5 minutes of presentation time And using the wrong medium.	A good argument, with 5-7 pieces of accurate factual data using 6- 8 minutes of presentation time And correct medium	Persuasive argument, with 7-10 pieces of accurate factual data using the entire 10 minute presentation time And correct medium.
Reference selection		Few references are properly cited & web source used has no completed evaluation forms	Some references are properly cited & web source used has a completed evaluation form for at least 3	All references are properly cited & each web source used has a completed evaluation form
Presentation performance		Not entertaining, poor voice projection and no eye contact	Somewhat entertaining, good voice projection and some eye contact	Entertaining, excellent voice projection and eye contact

Name: _____

Web address you are evaluating: http://_____

Name/Title of the site: _____

Accuracy/Authority	Yes	No
Do you know who wrote the page? Do they provide a real name?		
Is there a way to contact the author, not webmaster? (email or mailing address)		
Is the person qualified to write this document? Do you know their qualifications/ education/ expertise/ credentials?		
Do you know what institution publishes this document and is that institution valid? (.edu, .gov, .org, .net)		

Objectivity	Yes	No
Do you know the goals/ objectives of the website and are those met?		
Is the information detailed enough?		
Does it provide information for and against? Or provide alternative explanations?		
Is this an advertisement for a product?		

Currency	Yes	No
Do you know when this document was created?		
Do you know when the document was last updated? Is this recent (in last 5 years)		
Are the links up-to-date?		

Do you feel that this is a credible website to use for your research? Yes No

Name: _____

Web address you are evaluating: http://_____

Name/Title of the site: _____

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Is the person qualified to write this document? Do you know their qualifications/ education/ expertise/ credentials?		
Do you know what institution publishes this document and is that institution valid? (.edu, .gov, .org, .net)		

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