

Teacher's background information

Communicate

It is becoming increasingly recognised that it is vital in education to have students communicate with each other, their teacher and those outside of the classroom.

Communicate provides students with this opportunity by enabling them to communicate their energy saving findings, experiences and data to others in a creative and fun way.

They can do this after completing Calculate by telling the story about how much *could* be saved. Alternatively, students can complete Calculate and Conserve and tell the story of how much they *actually* saved.

In Communicate, students will:

- utilise information and skills learnt in previous sections of the Home Energy Project
- take an active role in their own learning
- understand the processes behind developing and producing a presentation
- develop skills and gain experience in presenting to an audience.

Activity and assignment

Communicate consists of one section with an activity that can be completed over two class lessons (at a minimum). It has strong connections to the curriculum framework (see pages 6–11) and provides an excellent opportunity to work across curricula.

Communicate also provides a variety of ideas for presentations that can be used as inspiration (see presentation ideas, page 65).

Section	Objective
Section 10 Planning your presentation	To reinforce the concepts learnt in previous sections of the Home Energy Project. To develop creative ways of communicating energy saving ideas to the community. To learn useful communication skills.

Presentation team

Students can complete Communicate alone (the individual student may want to focus on their own energy team's experiences), as a pair, in groups (perhaps other students will have similar points they want to communicate) or as a whole class (they may wish to communicate their overall experiences and findings).

Teachers will need to decide in which ways they would like students to complete this activity. Be sure to inform students of their options at the commencement of Activity 10.

Audiences for presentations

Students will need to decide who their audience will be. The teacher should assist students to do this by explaining how to select the appropriate audience. The choice will be based on the time available, content of the students' presentation and any other individual and/or school circumstances.

The options are endless. Some schools may have already established programs with the wider community, enabling them to quickly and easily identify a suitable and willing audience.

Some additional suggestions for potential audiences are:

- parents or the energy team
- the local primary school
- students, families and friends at the school's speech night
- community organisations
- the local council
- senior citizens
- Probus, Rotary or Apex Clubs.

As energy conservation is generally considered an important issue it should not be difficult to interest local papers, radio and television stations in coming to the school to do stories on students engaged in innovative activities. Such projects can offer great rewards for students' efforts. Thus, while students' activities around energy conservation are a great way to get students working together on a common goal, they are also potentially newsworthy.

The participation awards

The participation awards provide teachers, students and schools with an opportunity to showcase their Communicate presentations and participate in regional competitions that give them the chance to receive substantial awards.

For further information refer to page 12.

Activity 10

Planning your presentation

Communicate

Section 10

Thrilled about the savings you can make on energy, money and greenhouse gas emissions in **1 year**? Don't keep it a secret! Tell as many people as possible how you did it.

Remember: small behavioural changes in the home can lead to significant savings in energy, money and greenhouse gas emissions.

Energy conservation is easy when you know how.

Aims

- To develop a presentation plan using the energy savings information gained from completing Calculate and/or Conserve.
- To develop and deliver a creative, effective and original presentation.

Students need

- Energy journal
- Results calculated in Activity 5, *Pooling class data* or Activity 9B, *Pooling class results*

For the teacher

- Explain to students the different stages involved in developing a presentation plan and work through the questions asked in the presentation plan.
- Discuss with students the different presentation team options. If students are working in pairs or groups they can work together to complete the presentation plan.
- Provide students with a timeframe for the presentation. Include a timeline for research, writing and completing the presentation. Students will need this before starting their presentation plan.
- As an option, when students have developed their presentation plan, it may be beneficial for them to discuss the contents of it with their energy team and obtain their feedback.

Action plan

1. As a class, discuss what a presentation plan is and what you think it involves. In your own words, write a definition.

2. When developing a presentation plan there are many things you will need to consider. Read the following information, and then complete the presentation plan.

What are you going to communicate?

Using your results from **Calculate** and/or **Conserve**, have a think about what it is you want to tell others. Make a list of the points.

Some suggestions

- Details about your energy savings ideas, what you did and how you involved your energy team
- Key results of your individual savings and/or the overall class savings
- Analysis of your findings
- Stories from Conserve

Remember to use your energy journal for inspiration.



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Target audience

Thinking about the points you want to communicate, who do you think would benefit the most from hearing what you have to say?

Some suggestions

- Your classmates
- Another class at your school
- Other schools in your area
- A local community group
- The local newspaper, radio or television station

Presentation style

Your method can be quick and simple, a cartoon or a succinct slogan.

Alternatively, it could be a film involving large numbers of people, or it can be something in between.

Read the presentation ideas and develop a list of the best methods for communicating your points.



3. As a class discuss your different presentation plans. Ask for feedback and, if necessary, alter your presentation plan.
4. Ensure that your teacher approves your presentation plan before progressing.
5. Now it's time to research and develop your presentation. Be mindful of the deadlines given to you by your teacher. Be sure to ask for help if you need it. Good luck!

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Presentation plan

Name: _____

Details of presentation

1. What am I going to communicate?

2. Who will be involved in my presentation team?

3. How am I going to show my audience what I have learnt? What will be the best presentation style to select? Include reason(s) why you have selected that presentation style.

4. What resources will I need to complete my research?

5. What props will I need?

6. What assistance will I need?

7. How long will the presentation be?

Audience

8. Who is my target audience? Give reason(s) why you selected that particular audience.

 9. Where will I give my presentation?

 10. How am I going to inform my audience of the presentation, what it is about and when it will be held?

 11. Will I practise the presentation? If so, who will it be in front of?

- #### Timelines/deadlines
12. What is my deadline for writing/filming the presentation?

 13. When will I practise my presentation?

 14. When will I give my presentation?

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Communicate Section 10

Presentation ideas

The following information provides a variety of ideas for **Communicate** presentations.

- **Newsletter**

You may want to produce a special newsletter, such as *Energy Newsletter*, that contains stories, poems, photographs, images or cartoons contributed by students and their energy team (possible headline: 'My energy team saved 2 tonnes!').

You may prefer to contribute an article to the school newsletter (or other accessible community newsletters).

- **Article for local paper**

Write an article about your energy saving ideas for the local paper or encourage the paper to send a journalist to the school to write up a story and perhaps visit some of your homes for interviews about your energy team's involvement in the project. Make sure the school and your energy team are agreed before approaching the local paper. If you are planning a presentation to local community groups invite the local paper and, if there is one, perhaps the local radio station as well (make sure that the community group is agreeable first).

- **Web page**

Developing your own school energy website gives you the opportunity to share your energy saving ideas with other schools and the wider community. In order to share ideas you could compare your results with those of other schools that have undertaken the Home Energy Project and with other associated websites.

This would work well in a group project with the page design, artwork and editorial being carried out by different students.

- **PowerPoint presentation**

Develop a PowerPoint presentation to visually present your results. The calculations could be clearly displayed and the implications of the results explained. This would be suitable for an individual or a group project.

- **Poetry or song**

You may want to write poems or songs based on your experiences (refer to your energy journal) or you could parody a popular poem or song by replacing the lyrics (words) with an energy conservation theme. Perhaps you could search for poetry about energy conservation and sustainability issues and present one of these as a public speaking exercise.

- **Story**

Writing a story can be an individual or a group project. You may like to write about:

- how you learnt to save energy, money and greenhouse gases and what effect the collective savings had
- how your energy team responded to the project, what were the highlights and the lowlights of the project
- global warming and its possible effects, which lends itself very well to futuristic stories and science fiction (it could perhaps be written as a short story or as a proposal for a film script).

- **Photography**

An exhibition of photographs could be undertaken for display at the school and/or elsewhere in the community.

Themes could include your energy team's involvement, for example, members of the energy team recording their energy use, a sibling turning off a light switch as they leave the room, a parent putting on another jumper while someone else is turning the heating off.

Using your imagination you could portray the amount of greenhouse gases your energy team could save, that is, a photograph of two cars driving along the road with an accompanying caption that reads, 'Our energy team will save 8.56 tonnes of CO₂ per year, which is the equivalent of two cars' emissions, by reducing our heating costs.'

- **Cartoons**

Cartoons are a very popular form of comment on the human condition. Try to capture some aspect(s) of your energy team's attempts to conserve energy in a cartoon. Refer to your energy journal for inspiration. Observe the work of some of Australia's leading cartoonists, such as Michael Leunig, Ron Tandberg and Bruce Petty. Develop your own style or try to produce a cartoon in the style of one of them.

- **Poster**

A poster is a great way of getting a message across. Make it large and colourful and use it to display your class energy saving results.

- **Postcards**

You could design a series of postcards that display different energy saving ideas.

- **Banner**

Ask your Art teacher about making a banner. This could be a group project. You might be permitted to display your banner outside the school to let everybody know that you are an energy efficient school.

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- **Painting or collage**

Use your results for inspiration to make a painting or collage. For inspiration you could cut out pictures, words and diagrams from magazines, newspapers, brochures, etc. You may like to find some books in the library from which you could photocopy or recreate the artwork. (Ask your teacher if you need to acknowledge the source.)

- **Model**

Using scrap materials, such as cardboard, polystyrene, packaging, etc, make a model of your house before the implementation of energy saving improvements. Then make a model of your house with the energy saving improvements.

You may prefer to make a model of the most energy efficient house you can think of.



- **Board game**

Devise a board game based on Snakes and Ladders. Example: The Home Energy Game.

Some suggestions:

'You have installed a AAA-rated water efficient shower rose, saving up to 1 kg of greenhouse gases for every five minutes you shower. Move ahead six spaces.'

'You turned up your thermostat to 22°C and increased the heating bill by approximately 15 per cent. Move back four spaces.'

- **Quiz**

Devise an energy conservation quiz. Make some cards of two different colours – one colour for questions and one colour for answers. Each student writes a question and an answer on the appropriate cards. The cards are collected and the questions placed in one pile, the answers in another. The objective of the game is to successfully match the questions and answers.

- **Drama**

The topic lends itself well to dramatic production.

Ask some teachers to help you write and produce a class production based on your energy saving experiences. All students could be involved – as actors, writers or concept developers, set and costume designers, sound effects or stage management.

- **Music**

If you have some musicians in your class or school, you could work together to create an energy musical. Use original music or find appropriate music.

You may even prefer to create a dance, such as the energy conservation rap.

- **Video production**

Arrange to borrow the school video or digital camera and make a video. Organise the class so that everyone has a role on the production team – a director, writers, sound recordist, camerapeople, set designers, properties manager, costume designers, makeup artists, actors, interviewers, etc. You could produce a current affairs style program or a science fiction show. You could use real-life actors and/or animated characters.

- **Audio production**

Arrange to borrow a tape recorder and produce a radio program about your energy project. It may be along the lines of ABC Radio National's, The Science Show or Ockham's Razor, or 3RRR's Einstein A Go-Go.

- **Debate**

Choose an energy related topic that could be a question or an argumentative statement. Divide into two groups – one for, the other against. You may want to ask your teacher to be the moderator.

- **Jingle**

Try making up some jingles similar in style to television or radio advertisements.

You might like to organise a competition and have students from another class judge the best jingle.

- **Raffle**

To let the community know of your school's commitment to household energy conservation organise a raffle of an energy efficient (6 star rating) appliance, such as a washing machine or a refrigerator. See if your team can get a local business to donate the appliance.