



CIVICS AND CITIZENSHIP, GRADE 10 OPEN

Active Citizenship within the School Community: Energy Conservation Campaign

Overview

In this learning activity, students will develop active citizenship skills by designing, implementing, and participating in an energy conservation campaign. This learning activity will focus on energy conservation as an example. Students are welcome to select a different environmental action. Students will reflect on the success of the campaign and on their role as an active citizen.

Curriculum Links

- Overall Expectations – A1, B1, C1, C3
- Specific Expectations – A1.1, A1.5, B1.1, B1.2, B1.3, B1.4, C1.2, C1.3, C3.2, C3.3, C3.4

Concept of Political Thinking – Stability and Change, Objectives and Results

Citizenship Education – Active Participation, Attributes

Planning Notes

Prior Learning

Students should be familiar with the concepts of civic action, activism, and the common good. Students should be aware of environmental issues, such as climate change, pollution, and resource depletion. Students should be comfortable working in groups.

Materials

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| ■ Access to a computer/laptop or other device and internet connection | ■ Copies of <i>Planning an Environmental Action Campaign Worksheet</i> (Appendix 1) |
| ■ Projector and speakers | ■ Copies of <i>Environmental Action Campaign Exit Card</i> (Appendix 2) |
| ■ Markers | |
| ■ Chart paper | |

Recommended Class Time: 8-9 periods

- Planning – 2-3 periods
 - 1 period – discuss energy conservation, electricity consumption at school, explain the activity, and select an energy conservation campaign idea.
 - 1-2 periods – plan an energy conservation or environmental action campaign, assign roles, and seek permission.

- Implementation and Monitoring – 5 periods
 - 5 periods – implement an Action Plan for a Weeklong Environmental Action Campaign (table in Appendix 1), monitor the results of the campaign, check in with students regarding perceived barriers and successes, and analyze what parts of the campaign are working and why.
- Debrief – 1 period
 - 1 period – debrief the energy conservation or environmental action campaign, celebrate successes, share outcomes of the campaign with whole school community, and complete *Environmental Action Campaign Exit Card* (Appendix 2).

Student Tasks

1. Watch the Ontario Ministry of Energy’s video, [The Value of Conservation](#). Discuss the benefits of energy conservation and draw connections between electricity consumption in homes and electricity consumption at your school. Consider asking students the following questions:
 - What is energy conservation?
 - What might be a benefit of using fewer raw materials to make electricity?
 - Why might you care about electricity consumption in your home?
 - Why might you care about electricity consumption at school?
 - How does this video connect to your experience at school?
 - What is environmental responsibility?
 - What is your responsibility?
 - What energy conservation practices do you already participate in at home? How might you extend those practices into the school environment?
2. Take a moment to reflect on your discussion. Direct students to the idea that they can initiate change at their school. Consider asking students:
 - What changes might you like see in your school’s energy conservation practices?
 - How would you go about changing your school’s current energy conservation practices?
3. Share with students that they will be planning, implementing, and participating in a weeklong energy conservation campaign. Ask students, working in groups of 4 or 5, to brainstorm energy conservation campaign ideas. Distribute chart paper and markers. Inform student groups that they should be prepared to share one or two ideas with the class.
4. If needed you can jumpstart the group discussions by suggesting that students organize a school-wide lights-off campaign; a daily power hour; or a campaign around reducing standby electricity consumption at the school. Consider finding examples of successful energy conservation campaigns in the Ontario EcoSchools online community and sharing them with your students. Circulate, answer questions, and observe students at work (Assessment For Learning).

5. Ask that a representative from each group share one or two energy conservation campaign ideas with the class. Write all student ideas down on the board.
6. Narrow down the energy conservation campaign ideas. To this end, consider asking students the following questions:
 - When you consider the various energy conservation campaign ideas listed here, how would you rank them from easiest to most difficult to carry out?
 - Which option do you think would have the greatest impact?
 - How would you communicate the goals of each campaign to the wider school community? What 'hooks' would you use to generate interest and increase participation?
 - If you were to implement this course of action, what impact might it have on the school community?
7. Once you have consensus, begin planning the energy conservation campaign. Distribute copies of *Planning an Environmental Action Campaign Worksheet* (Appendix 1). Read through the worksheet with students and answer any questions related to the activity. Complete the worksheet as a class. Discuss the goal of the campaign, your communication strategy, how you will implement the campaign, potential barriers, and how you intend to measure success. This may take a couple periods. Remind students that it is essential to get the school's administration on board before initiating any part of the campaign. **Variation:** Invite students to break into smaller groups. Each group will take on one aspect of the campaign (communication, monitoring, etc.). Assign roles to each student, such as team leader, project coordinator, scribe, etc. Come together as a class and complete the *Planning an Environmental Action Campaign Worksheet* (Appendix 1).
8. Once the *Planning an Environmental Action Campaign Worksheet* (Appendix 1) is complete, create an oversized version of the Action Plan for a Weeklong Environmental Action Campaign (table in Appendix 1). Display the Action Plan prominently in the classroom.
9. Assist student in implementing their Action Plan and in monitoring the results of their energy conservation campaign. Check in often with students regarding perceived barriers and successes. Determine what is working, what isn't, and why. Continue to adjust the campaign delivery accordingly. This process may take several periods.
10. Once your campaign has drawn to a close, debrief the activity with students. Organize student desks in a manner conducive to class discussion. Have students share in an informal way their role in the energy conservation campaign and what major learning took place (Assessment For Learning). Consider asking students the following questions to facilitate the discussion:
 - What was your contribution to the energy conservation campaign?
 - What do you feel worked well? Why?
 - What could be improved in the future?
 - Why should we engage in environmental action?
 - What are some other ways you can contribute to the school community?
 - How might engaging in environmental action contribute to the common good?

11. Celebrate the success of your campaign with your students. Consider sharing the outcome of the campaign with the whole school community (e.g. posters, announcements, open thank-you letter posted in the cafeteria, etc.).
12. Before students leave for the day, distribute copies of the *Environmental Action Campaign Exit Card* (Appendix 2). Ask students to reflect on their participation in the campaign, the campaign itself, and whether or not the campaign was a success (Assessment As Learning).

Extension

- Repeat the campaign at a different time during the school year to see if the results change. Consider what was discussed during the debrief and implement suggested improvements to the campaign.
- Mentor a neighbouring school in the creation, implementation, and monitoring of a similar energy conservation campaign.

Appendices

Appendix 1 – *Planning an Environmental Action Campaign Worksheet*

Appendix 2 – *Environmental Action Campaign Exit Card*

NAME

DATE

Planning an Environmental Action Campaign Worksheet

Environmental issue being addressed _____

Campaign objectives

How do you intend to accomplish your objectives? List specific strategies.

What changes do you anticipate will result from specific strategies in your plan?

COMMUNICATION

Campaign name _____

How will you communicate your environmental message? What 'hooks' will you use to engage fellow students?

How will you get the word out and inspire participation in the environmental action campaign?

Planning an Environmental Action Campaign Worksheet

IMPLEMENTATION

Consider all that needs to be done, make a list, and assign names to specific tasks. Complete the Action Plan for a Weeklong Environmental Action Campaign below.

ACTION PLAN FOR A WEEKLONG ENVIRONMENTAL ACTION CAMPAIGN					
	Monday	Tuesday	Wednesday	Thursday	Friday
Actions (actions can be similar for multiple days)					
Indicators of success					
Who is responsible?					
Resources needed					
Results*					

**to be completed at the end of each day*

**PRINCIPAL'S
SIGNATURE**

MONITORING SUCCESS

How would you know if your environmental campaign is making a positive difference?

How will you track change at the school?

How will you let the school know if change is taking place?

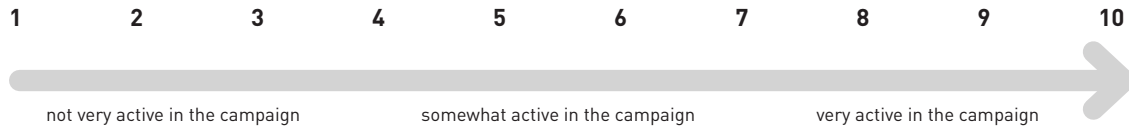
NAME

DATE

Environmental Action Campaign Exit Card



1. Circle the number that you feel best describes your participation in the campaign



In 30 words or less, name the aspects of the campaign you worked on

2. Circle the number that best describes your feelings about the overall campaign



3. Do you feel the campaign was a success?

- ☐ YES
☐ NO

In 30 words or less, explain your answer