

Villa Del Rey Creative Sciences & Arts

Magnet School

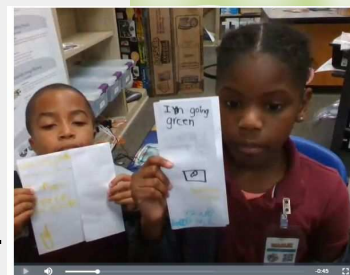
“I’m Going Green!”

Project Summary: After reading a book about conservation, our 2nd grade magnet students were inspired. **Their goal** was to help students and teachers at our school “**go green**” by conserving energy. Students identified problems of overuse around campus and determined reasonable solutions. They shared the solutions by making posters to put around campus, as well as created a video shown to the entire school.

December 2019 - February 2020

Advisors: Jeanne M. Gasperecz

Goals, Activities and Tasks



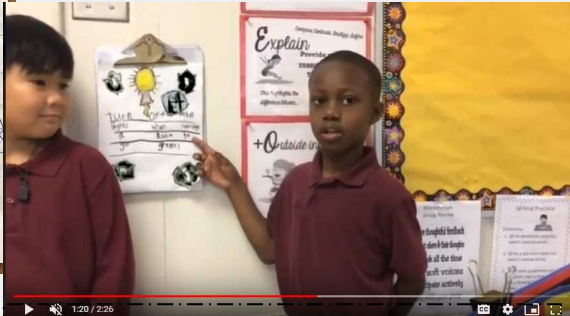
Students recorded their research in their eportfolio on SeeSaw

Activities and Tasks

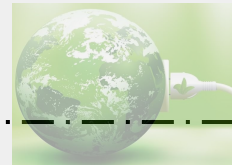
1. Students decided which area of conservation they wanted to focus on for their project - water, energy, or materials.
2. Students researched ways to go green and made brochures
3. Survey the campus and identify problems.
4. Students proposed solutions to the problems they identified and voted on which one to implement school-wide.
5. Students selected roles within their group to carry out.
6. Students created and displayed posters throughout campus.
7. Students produced a video using Green Screen technology and on-site recordings.
8. Video was shown to the entire school during an assembly.
9. Students surveyed teachers and students to gauge the results of their campaign.

Goals:

1. Learn what it means to “go green”
2. Learn how conservation is important to keep Earth healthy
3. Raise awareness of unnecessary energy usage
4. Decrease energy usage at school by students and teachers.



Clip from the video explaining posters around campus

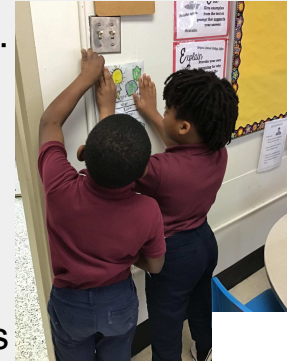


Problems	Possible Solutions
Stuff Lots of clothes in the Lost and Found.	• Make sign for the Lost and Found • Bring Lost and Found items to breezeway for students to look through
Water Students hold down the water fountain button and do not drink water.	• Drink water, then talk to your friends • Don't push the button if you are not drinking water • Put a sign
Energy Electricity People are leaving lights on when they leave a room.	• Turn off lights when you leave a room. • Make reminder notes • Include in video

Energy Content and Resources & Student Leadership

Energy Content and Resources:

1. *Miss Fox's Class Goes Green* by Eileen Spinelli
2. *A Day to Celebrate Earth* from ReadWorks.org
3. Snap Circuits Green Energy Collection
4. Interviews with teachers, custodial staff, and district leaders



2nd Grade PBL - I'm Going Green Job Assignments

Student Leadership:

1. 6 students were in the “Energy Group”
2. 2 students were writers in charge of writing the script
3. 2 students were actors responsible for acting out the script
4. 2 students were producers responsible for recording and editing the video using iPads, Do Ink Green Screen Software, and iMovie
5. All students were responsible for designing, creating, and hanging posters around school
6. All students participated in follow-up surveys

Job Descriptions

Producers -

- *Learn to use Do Ink app to create the video
- *Work with writers and actors to choose a background and any animation
- *Record and edit video using Do Ink app on iPad
- *Design and hang posters around school

Writers -

- *Write the script
- *Work with actors to get input on the script and the performance
- *Choose background and other animation needed to create the video
- *Design and hang posters around school

Actors -

- *Work with the writers on the script
- *Work with writers to select background, animation, and the performance
- *Act out the script to be recorded
- *Design and hang posters around school



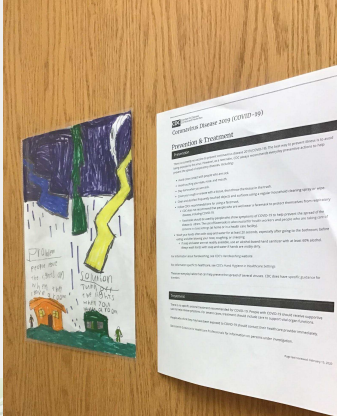
You need ALL of these things for your project to be complete.

Your video needs to...

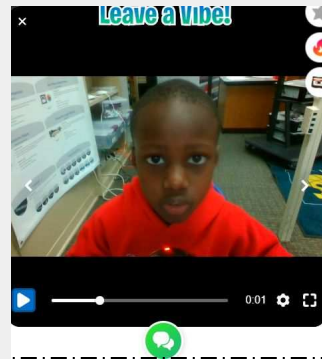
- Hook your viewer
- Show how to solve the problem
- Show the sign you made to remind them how to solve the problem
- Tell students when they can solve the problem
- End the video with a summary
- Introduce the problem (conclusion)
- Have one scene on location
- Have one background on the green screen

Evaluation

1. Evaluated problems and solutions with peer and school leader feedback.
2. Evaluated the script with peer feedback during table reads.
3. Evaluated the video with self, peer, and teacher checklists.
4. Evaluated effectiveness of the campaign with follow-up surveys.



Poster in faculty restroom



Practicing script on Flipgrid for peer feedback



Clip from the green screen portion of the video.