

General Introduction: Brian

Prior Knowledge: Amanda

STUDENTS ARE DISCOVERING, CREATING, AND SHARING

Google It!

Check out <http://googleblog.blogspot.com/2010/04/make-your-own-search-story-video-in.html>.

Create an amazing Google Search Story using words connected to Sustainable Living. Upload your video to the YouTube channel. Master hints: green technology, waste management.

Presentation: We're using web-based tools that don't require manufacturing, packaging, or shipping.

Is Your Phone Smart Enough? Do You Know QR Codes

Identify examples of green tech, conservation, or sustainable living in your community. Describe each example on its own website, and then create a QR code linking to that website. Collect used paper from other classrooms and reuse it by printing your QR codes on the back. Post the QR codes for your classmates.

All About da WORDS!

Take yourself to www.visuwords.com. Start with the word "conservation." On your Super Paper-Saving Whiteboard, create a collage of words related to conservation, green technology, and sustainable living. Using the *document camera*, take a quick snapshot of your collage and post it in our Picasa Web Album.

Flash Me

Pick your passion: Sustainable living, Green Technology or Conservation. Then use the Google Flash Card templates to identify a Google tool that will allow you to discover three big ideas and conduct your research.

Three Big Things

Take the time to share your big ideas. Each group will create a presentation and share out big ideas with the class. The document camera will be used to capture student learning. Once everyone has "the big idea," each group will create a public service announcement using the IPEVO Point to View to show how we all can sustain our environment..

20% Time Projects: Change Your World

This is YOUR project, YOUR passion. Considering what you have read, watched, and discovered, how do you want to improve your world?

I'm giving you an outline to help you on your way, but don't be afraid to do your own thing!

In your school, home, neighborhood, or city, identify an area in need of more sustainable practices.

- Use the *camera* to document the weak area.
- Create a plan using sustainable living practices.
- Implement the plan.
- Document your solution.
- Create a video presentation and add it to the YouTube channel.
- Add your resources to the archive

Example Project:

Our group discovered that the school lawn required more than 100,000 gallons of water each year to maintain. Here in San Jose, we have had drought conditions for several years, and we're constantly worried about a water shortage. Our group researched alternatives that would allow us to use the area without using so much water, and we found an eco-friendly type of grass seed. After discussions with the Maintenance department and school board, our plan was implemented, saving 75,000 gallons of water per year.

Presentation:

-This one camera could be shared among all the students in your class, but at \$69, teachers could write a grant through DonorsChoose, CUE group, or local educational foundation to obtain a camera for each group of students.

Archive

Student-created work

Useful websites

Local contacts (This information will be helpful to next year's students!)

Presentation:

Chart total cost vs. savings..."We've just introduced disruptive technology for under a hundred bucks."

Track the cost of a web-based vs. traditional unit. "My initial investment is sustainable over time."

distributable around the world without cutting down a single tree.

Our 20% Project:

(Amanda)

Introduction: We have identified an inconsistency in our teaching. Teachers are preaching the message of sustainability, but throwing away forests of paper in the process. We have to consider whether the resources we consume in the classroom outweigh the benefits of learning about sustainable living.

Objective: Our teaching team will reduce the amount of resources consumed in our classrooms.

Plan: We will research the costs of traditional unit projects and compare them to the cost of a paperless unit.

Initial Thoughts: we know our current paperless project requires less than a \$100 investment. The whiteboard replaces 1 billion pieces of paper. The document camera allows us to capture it in the cloud - a 100% green environment. No paper will ever be crumpled up and thrown away.

(Craig)

Document Camera: \$79

Whiteboards: \$2.85 each, times 4 for a classroom = \$11.40

Markers: \$15.99 per dozen

When we move on, our cost investment is ZERO.

Box of paper (5000 pages), \$30 per box. A comprehensive high school with 2200 students made 3.5 million copies last year, or 700 boxes, at a cost of \$21,000 dollars. The same school spent around \$14,000 for the copy machine maintenance. That's a total of \$35,000 spent copying pages. How could that money have been used?

Many schools lack the technology resources and digital infrastructure to support a paperless classroom, but no new resources are required for the next unit. When a class moves on to the next traditional unit, the teacher has to make that many more copies all over again.