

COMMUNICATING ENERGY EFFICIENCY MESSAGES

Teacher-led Activity

In this activity, the students will analyse and create their own energy efficiency messages. They will learn that different types of texts are created for specific audiences and learn that language features are used for different purposes.

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COMMUNICATING ENERGY EFFICIENCY MESSAGES

1. INTENDED LEARNING OUTCOMES

The students will be able to:

- Identify and analyse the purposes of texts that communicate energy efficiency messages and the strategies used
- Identify the language features and effectiveness of the text
- Apply their understanding to develop their own texts to effectively communicate energy efficiency messages.

2. WHAT YOU NEED

A week before this activity, ask students to collect examples of texts communicating energy efficiency messages, such as:

- print texts
- audio or video texts (audio-visual)
- digital texts (websites).

3. FOCUS

Assemble the energy efficiency texts collected from the students and ask the students to sort them into types: print, audio-visual, digital. Ask the students questions like:

- Are there many energy efficiency messages in the public domain? If so, why do you think this is?
- Who is communicating these energy efficiency messages? Why?
- What are the science ideas in these energy efficiency messages?
- How easy to understand and accurate are the science ideas in these texts?

Choose one example of each text type and review the language features with the class

using the indicators in the **Text Analysis Rubric**¹ at the end of this activity. Ask the students questions like:

- Is the text effective at communicating the intended energy efficiency message?
- Which features of the language contribute to the effectiveness or ineffectiveness of the text?

4. MANAGING THE ACTIVITY

- Working as a class, have the students analyse one of the energy efficiency texts.
 - Ask them to identify the language features used and to discuss the effectiveness of the text in communicating energy efficiency messages.
 - Discuss how to score the effectiveness of a sample text, using the indicators in the **Text Analysis Rubric**.
- Divide the students into small groups. Ask each group to select one text to undertake a detailed review of its effectiveness, or ineffectiveness, using the **Text Analysis Rubric**.
- Have the students work as a whole class to compare the groups' selected texts and identify the texts that are the most effective and the least effective in communicating energy efficiency messages.
- Ask the students to work individually or in small groups to create their own text to communicate an energy efficiency message.

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- (v) Allow students to choose their text type: print, audio-visual or digital.
- (vi) Direct students to plan their approach using the **Text Analysis Rubric** and the text examples they have analysed.
- (vii) Have the students present their completed texts to the class, or in small groups.
- (viii) Have the students analyse the effectiveness of their own and other student's texts using the **Text Analysis Rubric**.

5. REFLECTION

Ask the students questions like:

- Which texts are the most effective in communicating energy efficiency messages? Why?
- Which texts are the least effective in communicating energy efficiency messages? Why?
- Are some text types and language features more effective than others for communicating energy efficiency messages to specific audiences?
- What guidelines would you give someone who wanted to communicate an effective energy efficiency message?

6. EXTENSION

- Ask students to research and communicate an energy efficiency message that is relevant to their school community using some of the strategies they have learned through this activity.
- Where relevant, ask students to develop a way to track the effectiveness and impact of their energy efficiency message.

7. SAFETY GUIDE

There are no safety guides for this activity.

8. ACTIVITY RESOURCES

Websites

- Teachers can find out more about how to communicate an energy efficiency message from the UK communication agency, Futerra:
<http://www.futerra.co.uk/>
- Teachers can visit the "Greener living: a quick guide" webpage, part of the UK Direct website:
http://www.direct.gov.uk/en/Environmentandgreenerliving/Greenerlivingaquickguide/DG_072885

¹A rubric is a scoring tool for subjective assessments.

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Text Analysis Rubric

TEXT _____

Text type (media)	
Text author	
Purpose	
Target audience	
Messages	
Science ideas	
Other 'big' ideas	
Language features	
Other features/notes	