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| ACTIVITY PLAN | | | | |
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| **Theme** | **Subtopic** | **Activity Title** |
| Global and Local Perspectives in Environmental Education | Environmental Policies and Regulations | Renewable Energy Incentives |

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| Introduction part (or activity overview) |
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| **Introduction part (or activity overview)** | The goal of this activity is to explore various renewable energy incentives used worldwide, understand their role in promoting sustainable energy solutions, and evaluate their effectiveness in enhancing renewable energy usage. This will help students grasp how policy instruments can drive the adoption of cleaner energy sources, thus contributing to environmental conservation and emission reduction. |
| **SETTING** | **Location**: Classroom equipped with computers and internet access.  **Educational Context**: Small group work (2-3 students per group). |

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| Materials Needed |
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| **Materials Needed** | Computers with internet access  Projector  Paper  Colored pens |

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| **Learning Outcomes** | Analyze different renewable energy incentives and their impact on promoting sustainable energy.  Prepare and present a detailed report on a specific renewable energy incentive, discussing its benefits and limitations.  Design a campaign to promote a renewable energy incentive that encourages the adoption of sustainable energy practices. |  |
| **Activity Contents** | Activity 1: Exploring Renewable Energy Incentives  Theoretical Part (Duration: 30 minutes):  Introduction to renewable energy incentives, which are policy measures designed to promote the adoption of renewable energy technologies. These may include tax credits, rebates, feed-in tariffs, and grants. The rationale behind these incentives includes promoting energy diversity, reducing greenhouse gas emissions, and fostering economic benefits through job creation in the renewable energy sector.  Task 1 (Duration: 45 minutes): Research and Analysis  Step 1: Each group selects a renewable energy incentive to study. They research online how the incentive is implemented, its financial structure, and its overall impact on renewable energy adoption.  Step 2: Each group prepares a comprehensive report that covers:  The type of renewable energy incentive (e.g., tax rebate, feed-in tariff)  The mechanism of the incentive  The effectiveness of the incentive in promoting renewable energy  Case studies or examples where the incentive has been successful  Step 3: Presentation of the reports to the class.  Task 2: Creative Campaign Design (Duration: 45 minutes)  Step 1: Campaign Conceptualization (15 minutes)  Each group spends time brainstorming ideas for their campaign. Consider the target audience, key messages, and the most effective media for the campaign (e.g., poster, digital advertisement, short video).  Decide on the format of the campaign. Options include:  Printed posters for local community centers or schools.  Digital advertisements for social media platforms.  Short informational videos for online distribution.  Step 2: Content Development (15 minutes)  Identify 2-3 key messages that are crucial to the incentive's promotion. For example, emphasizing the cost savings, environmental benefits, or ease of implementation.  Visual and Textual Content Creation: Develop the textual content that conveys the key messages clearly and succinctly. Create or select appropriate visual elements (images, graphs, icons) that enhance the message and attract attention.  Step 3: Production and Review (15 minutes)  Combine text and visuals to assemble the final campaign material. Use tools appropriate for the chosen medium (e.g., graphic design software for posters and digital ads, video editing software for videos).  Before finalizing the campaign, each group presents their draft to another group for feedback. This peer review focuses on the clarity of the message, the appeal of the visuals, and the overall impact of the campaign. |  |
| **Assessments** | Student's contribution to the work  Completeness of the report  Quality of the presentation  Creativity and effectiveness of the advertisement campaign |  |
| **Key Competences** | Communication competence  Cognitive competence  Digital competence  Cultural competence  Social, emotional, and healthy living competences  Creativity competence  Mathematical and analytical skills |  |
| **Connections with Eco STEAM** | Eco: Promotes sustainable energy solutions and environmental awareness.  Science: Understanding the science behind renewable energy technologies.  Technology: Utilizing digital tools to research and create promotional materials.  Engineering: Understanding the engineering principles of renewable energy systems.  Arts: Developing creative presentations and campaigns.  Math: Analyzing the economic impact and effectiveness of energy incentives. |  |
| **References** | - |  |
| **Notes** | The activity may span 2-3 sessions to allow adequate time for research, discussion, and creative output. |  |

Evaluation Table No. 1.

| **Evaluation Criteria** | **Points Available** | **Comments** |
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| **1. Creativity** | 10 | Assess the originality and creativity of the campaign. Did the students use unique and innovative approaches to attract their audience? |
| **2. Clarity of Message** | 10 | Evaluate how clearly the campaign communicates its key messages. Are the objectives of the renewable energy incentive clearly articulated? |
| **3. Persuasiveness** | 10 | Determine the persuasiveness of the campaign. Does it effectively convince the audience of the benefits and necessity of the energy incentive? |
| **4. Aesthetic Appeal** | 10 | Judge the visual appeal of the campaign. Is the design professional and visually engaging? |
| **5. Accuracy of Information** | 10 | Check for the accuracy and relevance of the information presented. Is the information factually correct and appropriately sourced? |
| **6. Audience Engagement** | 10 | Assess how well the campaign engages its target audience. Does it seem likely to capture and hold the audience's attention? |
| **7. Use of Medium** | 10 | Evaluate the effectiveness of the chosen medium. Was the medium appropriately chosen and utilized effectively for the campaign’s goals? |
| **8. Team Collaboration** | 10 | Rate the level of collaboration within the team. Did all team members contribute equally and effectively? |
| **9. Presentation to Class** | 10 | Assess the quality of the presentation when sharing the campaign with the class. Was the presentation clear, organized, and professional? |
| **10. Response to Feedback** | 10 | Evaluate how the group responded to peer feedback during the review phase. Were they receptive and did they make meaningful improvements? |

**Total Points:** 100