

POTENTIAL PLUS: THE NEXT LEVEL

WEDS LUNCHTIMES (Mrs Place, English Block)

OR

WEDS AFTERSCHOOL (Miss Wisbey, Media Room)

So.....

you've studied the effort that goes into the creation of a piece of paper....

....now the real work begins

Your mission... should you choose to accept it...

PHASE 1: JAN/FEB

INDEPENDENT RESEARCH – INPAIRS IN EACH DEPARTMENT (including canteen, reprographics, offices):

How much is spent on paper?

How is paper used?

How much paper is wasted?

PHASE 2: MARCH/APRIL

How else do we waste energy in school? Who checks the lights are off? Who turns the computers off? How much does it cost to run a PC all night? Are projectors left on? How much does THAT cost? Are windows left open with the heating on? What do we spend on our energy bills in school? What percentage of this represents the school budget?

PHASE 3: MAY

Present research findings using web-based media and as many different interactive and multi-media mediums you can find – e.g pintrest, prezi, embedded video, Scibd, spicynodes, voki etc.....

PHASE 4.....JUNE

Devise ways we can reduce the school's carbon footprint and SAVE MONEY – add findings to website

FINAL PHASE....JULY

Convert web-site to engaging interactive presentation. Present findings to governors. Tour different school's / institutions in the county / country / WORLD with devised presentation offering money saving ethical answers for others.







POTENTIALPLUS Churchdown Inspired

SKILLS MAPPING:

- **3.2. Talent Development**. Students with gifts and talents become more competent in multiple talent areas and across dimensions of learning.
- 3.4. Instructional Strategies. Students with gifts and talents become independent investigators.
- **3.5. Culturally Relevant Curriculum**. Students with gifts and talents develop knowledge and skills for living and being productive in a multicultural, diverse, and global society.
- **4.1. Personal Competence.** Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.
- **4.2. Social Competence**. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.
- **4.3. Leadership**. Students with gifts and talents demonstrate personal and social responsibility and leadership skills.
- **4.4. Communication Competence**. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills and creative expression. They display fluency with technologies that support effective communication.

