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**Energy awareness
Lesson 6: Energy presentations**

Students review all their findings from previous lessons and create a presentation which they could give to the rest of their class, year group, school leadership, parents or governors.

**Learning objectives**

* Demonstrate an understanding of factors affecting the reliability of data collection.
* Show how data can be analysed to drive decisions to encourage behaviour change.
* Explain how problems were approached and the skills used.
* Present complex information in a way that's appropriate to the audience.

**You will need**

Downloadable resources:

* Lesson slides
* Lesson plan

Other resources:

* Student work from previous lesson

**Introduction**

Recap learning from previous lessons (slide 3), which could include:

* Global goal 13 on climate action and why it's relevant to
* Energy use at school and how data can be used to make decisions and drive change in behaviours
* How to plan the collection of good data and why this is important
* How to calculate energy use in kWh and cost
* Collecting and processing data and visualising it to make it easier to interpret
* Making suggestions for reducing energy use based on the information collected and how this can drive behaviour change, help people to save money and reduce our impact on climate change

**Create a presentation of findings**

Invite students in small groups to review their findings from the previous lessons and create a presentation which they could give to the rest of their class, year group, school leadership, parents or governors.

This could cover:

* how they used technology to collect good data
* how they have used their computing knowledge, data handling, mathematics and science skills
* how they made inferences about behaviour from that data
* suggestions about changing behaviour
* how much energy and money could be saved by changing behaviour, changing lighting types or energy providers
* what impact this could have on climate change

Recap with students how they can consider their audience when planning their presentations and good practice for slideshows if appropriate – i.e. keep words on screen to a minimum and rehearse the spoken part of the presentation (slide 4).

**Giving presentations**

Invite students to give their presentations to their chosen audience. If you wish, other students could evaluate them as they do so and give appropriate feedback. You could award prizes for different presentations (e.g best presentation of data, most persuasive presentation etc).

**Differentiation**

Support

* Students could work with carefully selected, supportive partners for group work.
* Students could be assigned roles within their groups that play to their strengths. e.g. written work, design, public speaking

Stretch & challenge

* Students could research alternative energy suppliers and sustainable energy sources
* They could add projections about possible savings in money and carbon footprints that could be made
* They could evaluate their own contribution to the tasks and how they might improve these in the future.

**Opportunities for assessment**

Informal or formal assessment of presentations (slide 5). E.g.

* Did the presentation reflect the skills gained in this unit?
* Did it communicate numerical data findings clearly and give appropriate suggestions for behaviour change?
* Was it appropriate to its audience?
* Was the presentation delivered effectively?