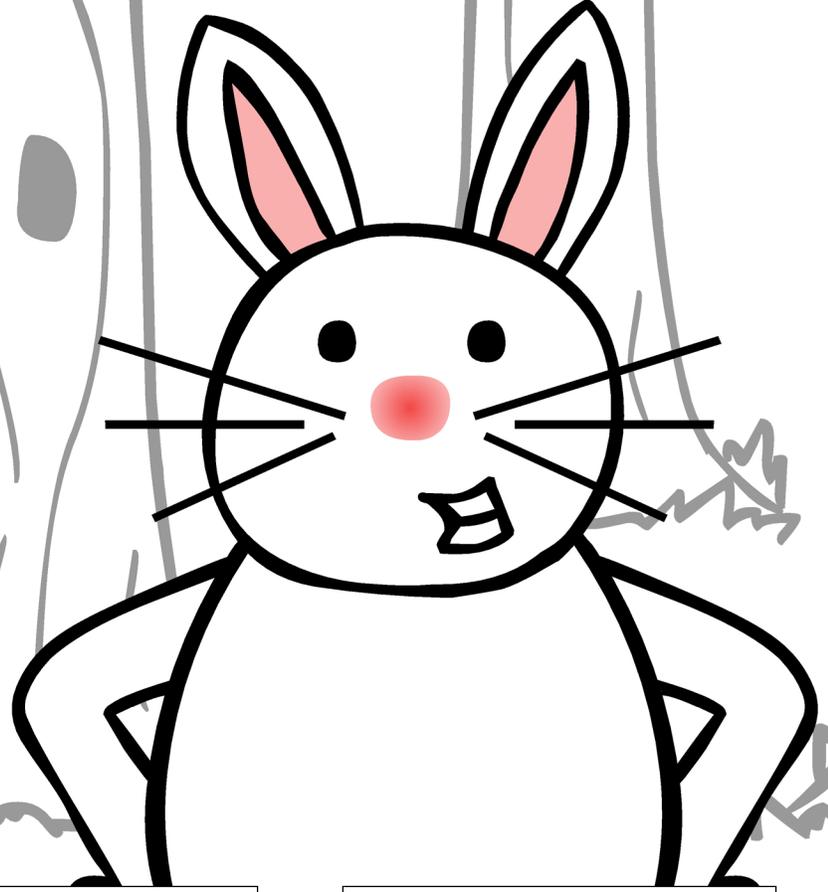
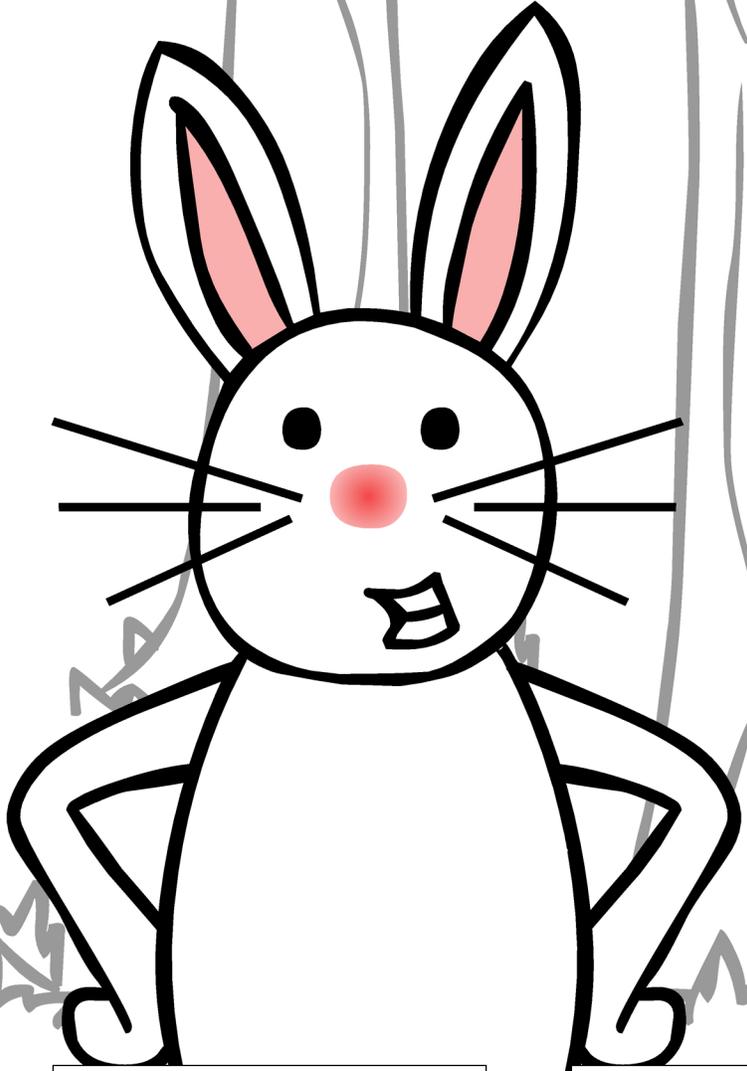




# eco-bunnies

environmentally-focused lesson plans



[eco-bunnies.com](http://eco-bunnies.com)



[getonboardnow.org](http://www.getonboardnow.org)

 travel for good™  
travelocity

Travelocity believes in educating travelers about being environmentally responsible, beginning with the youngest who seek new experiences around the world.

Below is a fun curriculum that can be used by teachers and parents to help educate children about activities and behaviors in which we can all participate that will positively impact the environment. The curriculum is geared for U.S. 2nd grade students, but please check back often as additional grade level activities will be provided over the next several weeks.

## **2<sup>nd</sup> Grade Curriculum**

- **Teacher Information** – an overview of the program and materials for classroom use
- **Parent/Guardian Information** – a note suitable for the teacher to send home with students explaining the curriculum/survey
- **Go Zero: Fact and Fiction** – an interesting list of facts and myths related to the concept of global warming
- **Eco-Bunnies Word Wizard** – an activity to use as an introduction to the entire unit as it provides a way for students to learn and understand the vocabulary used in the unit
- **My Home Energy Survey** – an activity for students and their parents/guardians that they can do at home to understand their energy consumption, its cost, and what steps they as a family can take to cut down on these costs and carbon emissions
- **Globe Book** – a fun activity that personalizes the steps the students can take to help the environment
- **Eco-Bunnies Maze** – students must find a way for the Eco-Bunnies to get to the trees so they can plant more trees to help “Zero Out” the carbon emissions they have created
- **Eco-Bunnies Cryptogram Activity** – an activity that has students matching pictures with letters in a secret code and using those letters to discover the secret message from the Eco-Bunnies
- **Video Quiz** – this activity is to be used after or during the time that the students are viewing the Eco-Bunnies video to help them zero in on key topics
- **Rainbow Sense** – this activity introduces an environmental story to the students and provides a fun opportunity to identify key language arts terms
- **Wise Word Search** – students search for their new vocabulary terms in this word search
- **Certificate** – to be given to each student upon completion of the curriculum in your classroom
- **Bibliography** – the list of sources used in this curriculum
- **About the Authors** – a short biography on each of the two authors of this curriculum, Dawn Warren and Jessica McDonald



**Be a Hero.....Go Zero  
(Teacher Information)**

# Global Warming.....Climate Change? Is it Real?

“Recycle and Reuse” are terms quite familiar to the elementary students of today. They were raised with these terms due to the education provided to their parents when they were in school. Mention carbon emissions and Global Warming and students become very quiet. These are the new environmental education terms for the 21<sup>st</sup> century.

In 1948, the Fresh Kills city dump in Staten Island, New York, was opened and soon became the world’s largest city dump. Even today, views from space looking back down at our fragile Earth provide us with a wake up call because the only man-made objects visible from space are the Great Wall of China and the Fresh Kills city dump in Staten Island. In 1965, our Federal government realized that garbage had become a major problem and finally enacted the Solid Waste Disposal Act, a call for the nation to find “better ways to deal with trash”. Twenty-two years later, after first viewing the city dump in Staten Island from space, the EPA (Environmental Protection Agency) was established and on April 22, 1970, the first Earth Day was declared introducing the concept of recycling to the general public. Today, although studies show that the level of recycling has leveled off because it no longer receives the attention it once did, it is still a vital part of our lives and future existence.

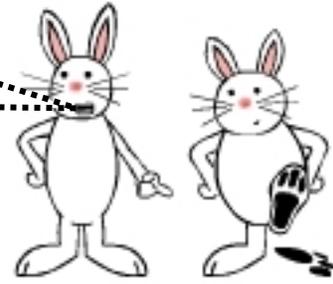
With all of the technological advances made in the past 50 years, another concern has been identified: Global Warming. Global warming is not new. It has been a major concern for the past 10 years. However, now one only has to turn on the news to hear stories of the realistic effects of global warming on our climate change. Crises, such as inhabited islands shrinking and encroaching coastlines due to rising sea levels and dramatic decreases in our bounty for food captured from the sea due to changes in water temperatures, are real. It would be a shame if we wasted another 50 years, before we begin to do something about this identified problem. This is our wake up call, as educated shareholders in our fragile Earth, to address a problem that we can do something about. It is a proven fact that, second only to parents, teachers have the most influence in the majority of children’s lives. Teaching the facts of global warming will inspire students to take action. Simply by teaching our children how they can offset their own carbon emissions (a major cause of global warming) and encouraging them to bring that knowledge home and share it with their families, we can begin to take positive steps towards decreasing global warming.

Travelocity, a Sabre Holdings company, has teamed with the Conservation Fund to be the first corporation to initiate a program that provides an opportunity for individuals to “offset carbon emissions” they use when traveling by air, automobile, and staying in hotels while on trips or vacations. The program is called “Go Zero.” (For more information on how to teach students to Zero Out! their carbon footprints, see the Eco-Bunnies video and additional information at the following link: [www.eco-bunnies.com](http://www.eco-bunnies.com) or [www.travelocity.com/gozero](http://www.travelocity.com/gozero))

In an effort to assist educators with bringing the global warming phenomenon to the forefront of their students’ education, Travelocity is now providing educational materials to teachers nationwide. These innovative, informative lessons are aligned with the National Education Standards. They provide background knowledge and facts to inform you and your students, as well as educational and fun activity sheets that can be printed and used in the classroom. Travelocity is also providing information on extended classroom projects and links to other sites that address global warming. Let’s provide our children the tools they need to make a difference in their future!

More information, teacher and student resources, and a bibliography can be found at [www.eco-bunnies.com](http://www.eco-bunnies.com) or [www.travelocity.com/gozero](http://www.travelocity.com/gozero).

**Energy Conservation  
Education begins at  
home....Be a family that  
“Goes Zero” together.**



Dear Parents/Guardians,

This second grade curriculum is aligned to U.S. national educational standards. An exciting element of those standards is the teaching of various types of natural resources used for energy, how they are created, and how we use those energies. One of the major types of energy that the world depends upon is fossil fuels, which provides us with petroleum oil, natural gas, coal, and unfortunately are a major cause of carbon dioxide pollution or carbon emissions. Carbon emissions are the number one cause of global warming. Our second grade curriculum also focuses on how environmental changes, such as global warming, affect the plants and creatures on Earth.

To compliment our studies on the formation, use of, and effects of using fossil fuels on Earth life, we will be looking at the facts of global warming and its consequences on climate change, how this affects the world we live in, and finally, energy conservation. The study of pollution, recycling, and energy conservation is relevant to students' lives today as it has been a big part of education in the past. Quite often, individuals feel that they are such a small part of the puzzle, that any efforts they make will be unseen or not effective. This is a false statement. Through education, getting students involved and understanding the reasoning and science behind the concerns of energy conservation, one by one, and as a team, we can make a difference.

Sabre Holdings is the first large corporation to address this problem by joining The Conservation Fund's *Go Zero* program. Through Travelocity, a Sabre Holdings company, the *Go Zero* program allows individuals to make contributions to “zero out” the carbon emissions that were created on their trip (airplane, automobile, or staying at a hotel with appliances that use electricity). All proceeds from contributions go directly to the planting of native trees which absorb and reduce carbon emission in the atmosphere, thus counteracting the effects of global warming. For more information, please go to: [www.travelocity.com/gozero](http://www.travelocity.com/gozero) or [www.conservationfund.org/](http://www.conservationfund.org/)

To better help the students understand this information and how it applies directly to them, we are providing your child with a home survey designed to inform them of the types of energy used in the home, the amount of energy used in the home, and how much that energy costs. In turn, we will look at ways to cut down on home energy use. The students will develop an energy saving plan so that they can be actively involved in this program. We will also be addressing the use of energy in our school, and ways to cut down on wasted energy here as well. This would be a great family project because it is a way for your child to see how as a team, we are stronger and can accomplish anything. The bonus for you will be a less expensive home energy bill, and your child will finally understand why you keep asking “Did you turn off the lights?”

Please contact me if you have any questions or concerns about this assignment. We appreciate your support in helping your child and family become more informed, responsible citizens today and in the future.

Sincerely,

More information, teacher and student resources, and a bibliography can be found at [www.eco-bunnies.com](http://www.eco-bunnies.com) or [www.travelocity.com/gozero](http://www.travelocity.com/gozero).



# Go Zero: Fact and Fiction

**Be a Hero.....Go Zero!**

 **Fact:** Temperatures, worldwide, have increased .5 – 1.0 degrees Fahrenheit since the last century.

 **Fact:** 2005 was the warmest year on record, followed by 1998.

 **Fact:** Floating ice in the Artic Ocean is on a steady melt down, thus causing sea levels to rise an average of 4 – 8 inches in the past century.

 **Fact:** After extensive research, scientists predict that global temperatures will rise 1 – 4 degrees Fahrenheit in the next 50 years: contributing to the rise in sea levels.

 **Fact:** The number one contributor to global warming is carbon emissions, which have increased dramatically in the past century (Industrial Revolution).

 **Fact:** The number one contributor to carbon emissions is the burning of fossil fuels.

 **Fact:** The United States produces 25% of the world's carbon emissions (from the burning of fossil fuels) in efforts to meet 85% of our country's energy needs.

 **Fact:** Most of the United States' population does not know what global warming is or the catastrophic effects it can and will cause.

 **Fact:** For more information on how to teach students how to Zero Out! their carbon footprints see the Eco-Bunnies video at the following link: [www.eco-bunnies.com](http://www.eco-bunnies.com)

**Fiction:** Global warming is a myth, and we really do not have anything to worry about.  
(Fact: Global warming is not a myth. There are already many events occurring that can be traced back to the climate change for which global warming is partially responsible.)

**Fiction:** Global warming and the climate change accompanying it is mainly caused by large corporations, so it is not my responsibility.  
(Fact: While it may be true that large corporations are responsible for a great deal of global warming, individuals can make a difference by making wiser decisions on appliances to purchase and the transportation you chose to use. Your energy efficient choices will, in turn, help shape the market for the corporations and they will better meet the needs of the Earth conscience consumer.)

**Fiction:** As an individual, what I do will not really make that large of an impact.  
(Fact: Home energy accounts for 21% of global warming pollution. Simply by turning off lights, insulating your home, run dishwashers only when full, use cold water to wash clothing, lower your thermostat a few degrees in the winter, raise it a few degrees in the summer, recycle and reuse, get involved in a program like *Go Zero* that zeros out the emissions you use in every day life, walking instead of driving short distances, car pooling, and buying energy-efficient light bulbs, you can do your part.)

More information, teacher and student resources, and a bibliography can be found at [www.eco-bunnies.com](http://www.eco-bunnies.com) or [www.travelocity.com/gozero](http://www.travelocity.com/gozero).

## Eco-Bunnies Word Wizard Game

Purpose: The purpose of this game is to teach the students vocabulary they need to know for the new environmentally-friendly unit in a fun way. This game is good to play as an introduction to the new unit.

Lesson: Introduce the students to the new unit by stating that they are going to play a game using the new vocabulary words that they are going to learn. Emphasize the importance of learning new vocabulary and how even adults are learning new words everyday. Words can be taken from your science book, the Travelocity.com website, the Conservationfund.com website or other resources.

Tell each student that they are going to become a *Word Wizard*. A *Word Wizard* is a person that is an expert on a particular word. Add that each child will then teach the rest of the class his/her new word and they may do so by acting the word out, drawing a picture to represent the word, talking about the word, or using volunteers to help teach the word.

Before beginning the game, print each word on a 3X5 card or on a slip of paper and place them in a brown bag. Have each student draw a vocabulary word from the bag. They are to keep their word a secret until they become the *Word Wizard*. Students will love drawing for their new word.

Once the word has been drawn, the student uses his/her science book, the Internet, or a dictionary to look up the meaning of the word. After learning what the word means, then he/she is to figure out the best way to teach the rest of the class the word.

More information, teacher and student resources, and a bibliography can be found at [www.eco-bunnies.com](http://www.eco-bunnies.com) or [www.travelocity.com/gozero](http://www.travelocity.com/gozero).

This is a good time for the teacher to talk briefly with each student about how they might teach his/her word to the class.

Before the students present their words, the teacher should also select a word and model how to teach the new word to the class. The teacher should then talk with the class about being a *Word Wizard* so the students are clear about the expectations for the game.

Have the volunteers that are ready to present go first. Then randomly pick the next *Word Wizard* using popsicle sticks labeled with the student's name, or another random method. The teacher can also make duplicate copies of the new vocabulary words to be randomly drawn. As the words are drawn, the student holding that word will go next.

Wrap-Up: After every student has presented..

- Talk about the words and why they are learning them.
- Ask the students which they remember the best and why.
- Make a class vocabulary chart that can remain posted during this environmental unit as a reference.

# Sample Word List

environment

global warming

climate

temperature

glacier

carbon dioxide

sea level

carbon

emissions

responsibility

waste

recycle

reuse

ecosystem

Earth

fossil fuels

pollution

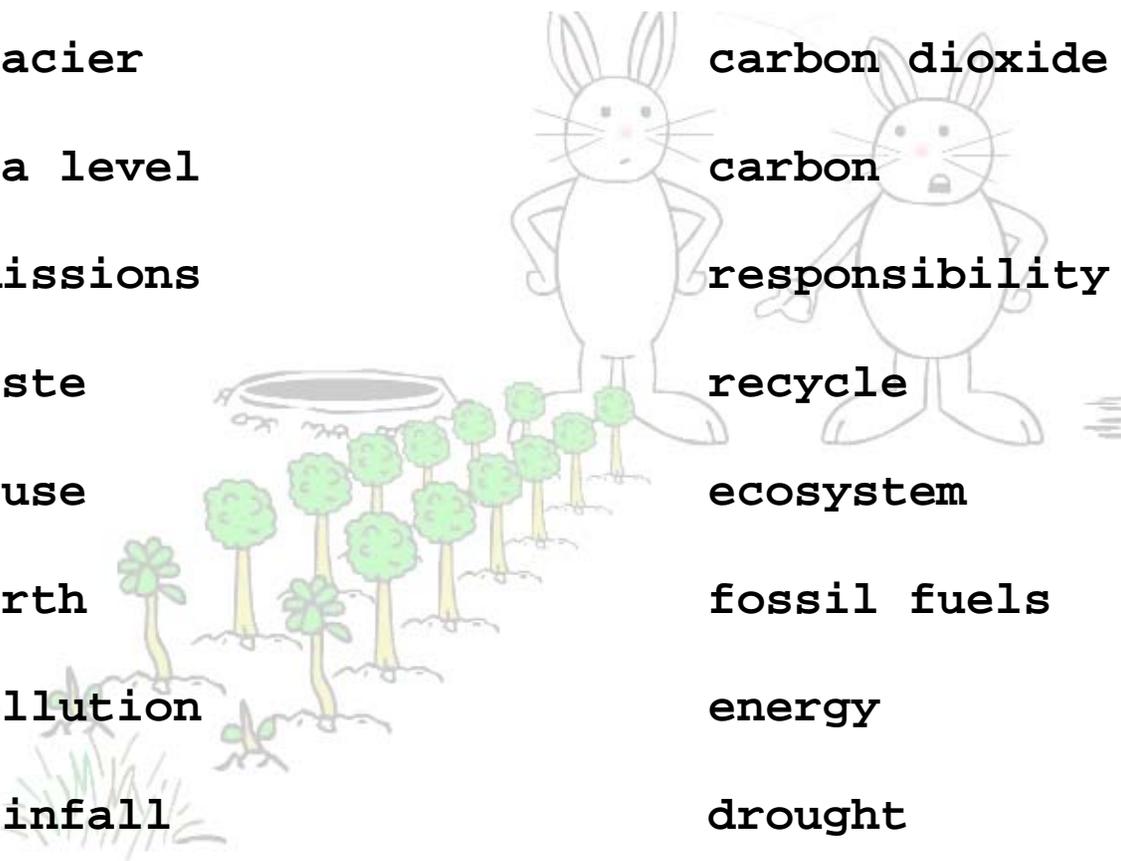
energy

rainfall

drought

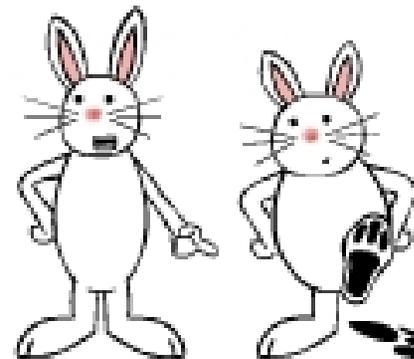
conserve

zero out



More information, teacher and student resources, and a bibliography can be found at [www.eco-bunnies.com](http://www.eco-bunnies.com) or [www.travelocity.com/gozero](http://www.travelocity.com/gozero).

# My Home Energy Survey



My name is \_\_\_\_\_

My address is \_\_\_\_\_, \_\_\_\_\_

I have \_\_\_\_\_ family members that live in my home every day.

\*\*\*This survey provides an approximate cost and amount of energy used based on U.S. rates in April 2007. Be aware that usage/cost will change depending on the seasons.

Electrical device and how much it costs to use this device per hour	How many hours per week my family uses this electrical device	This is how much it costs my family to run this electrical device per week Hours per week X cost	This is how much it costs my family to run this electrical device per year Cost per week X 52 weeks	Our family plan to help cut down on this cost and help to "Zero Out" carbon emissions it creates
Computer .01				
Dishwasher .10 per load				
Washing Machine .06 per load				
Dryer for clothes .65 per load				
Microwave Oven .16				
Wall/free standing oven .12				
Refrigerator .03				

More information, teacher and student resources, and a bibliography can be found at [www.eco-bunnies.com](http://www.eco-bunnies.com) or [www.travelocity.com/gozero](http://www.travelocity.com/gozero)

<b>Air Conditioner</b> Central: .18 Window: .11				
<b>Heating system (Electric)</b> avg. home: .29				
<b>Heating system (Gas)</b> avg. home: .14				
<b>Television or video game</b> player: .05				
<b>Outside Lights</b> .04 per hour per light				
<b>Bedroom Lights</b> .02 per hour per light				
<b>Kitchen Lights</b> .02 per hour per light				
<b>Living Room Lights</b> .02 per hour per light				
<b>Other Room Lights</b> .02 per hour per light				
<b>Other Room Lights</b> .02 per hour per light				
<b>Fans</b> Ceiling: .03 Standing: .06				

More information, teacher and student resources, and a bibliography can be found at [www.eco-bunnies.com](http://www.eco-bunnies.com) or [www.travelocity.com/gozero](http://www.travelocity.com/gozero)

# **“Be a Hero...Go Zero!”**

## **An Eco-Bunnies Globe Book**

**Purpose:** The objective of this lesson is to have the students create a personalized book about how he/she helps to save the Earth. The book is personalized to give the students ownership about the choices they make to better their own home, community, country, and their world.

This project should be done at the end of your unit about the environment as a cumulative project to review what the students have learned and how they will apply this new knowledge to their own lives.

**Lesson:** Review with the students what they have learned about the environment and discuss the things that they can do on a daily basis to make the world a better place to live. Write their ideas on the board or chart paper as they share their ideas. This will allow the students to go back to the board or paper as a reference or guide while making their books.

The books are formatted so that the kids can easily color their world and fill in the blanks with their ideas. Each globe can be cut out of the paper and stapled together or the students can punch a hole on the side of their pages so that they can keep the book together using yarn or a metal ring. A metal brad can be used as well to make a slide book.

When finished, have the students share their books with their peers in a whole group, small group, or partner setting. Also, the students can take the book home to share with their family. The class can also make an *Eco-Bunnies Globe Book* together by using the template from the website and then enlarge the template to be traced onto poster board. This book can be kept in the class library or can be donated to the school library.

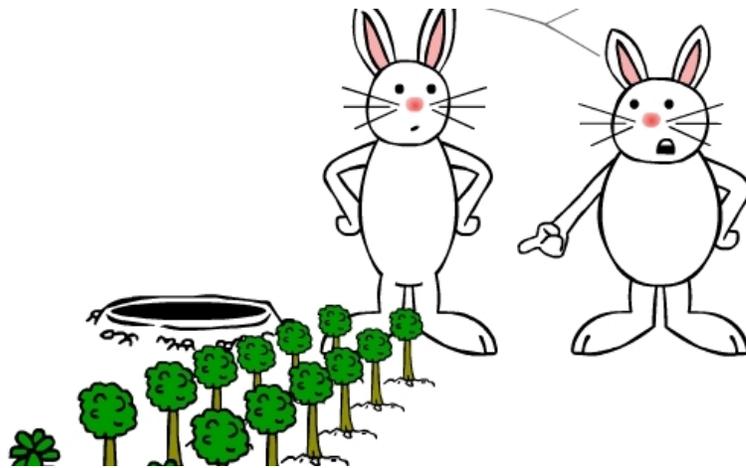
More information, teacher and student resources, and a bibliography can be found at [www.eco-bunnies.com](http://www.eco-bunnies.com) or [www.travelocity.com/gozero](http://www.travelocity.com/gozero).

**"Be a Hero...Go Zero!"**  
**An Eco-Bunnies Globe Book**  
*A story where you are the hero!*

**Student's Name**

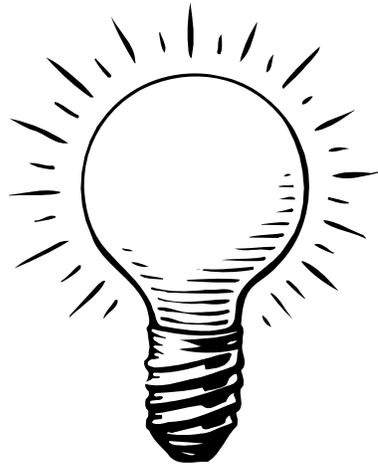
\_\_\_\_\_

helps save the world by  
planting trees.



**Cut the circles out and put together using staples, yarn, metal ring or a brad.**

helps save the world by  
turning off the lights  
when not in the room.



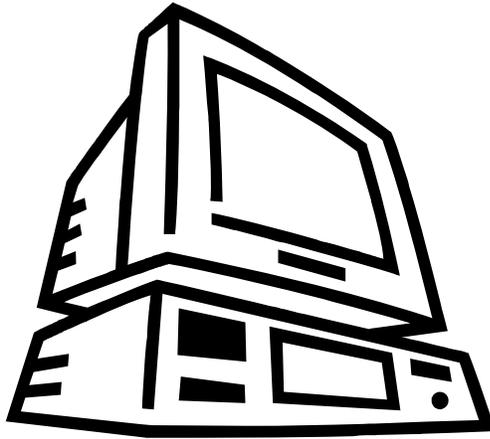
More information, teacher and student  
resources, and a bibliography can be found  
at [www.eco-bunnies.com](http://www.eco-bunnies.com) or  
[www.travelocity.com/gozero](http://www.travelocity.com/gozero).

helps save the world by  
turning off the water  
when brushing their  
teeth.



More information, teacher and student  
resources, and a bibliography can be found  
at [www.eco-bunnies.com](http://www.eco-bunnies.com) or  
[www.travelocity.com/gozero](http://www.travelocity.com/gozero).

helps save the world by  
turning off the  
computer when not in  
use.



More information, teacher and student  
resources, and a bibliography can be found  
at [www.eco-bunnies.com](http://www.eco-bunnies.com) or  
[www.travelocity.com/gozero](http://www.travelocity.com/gozero).

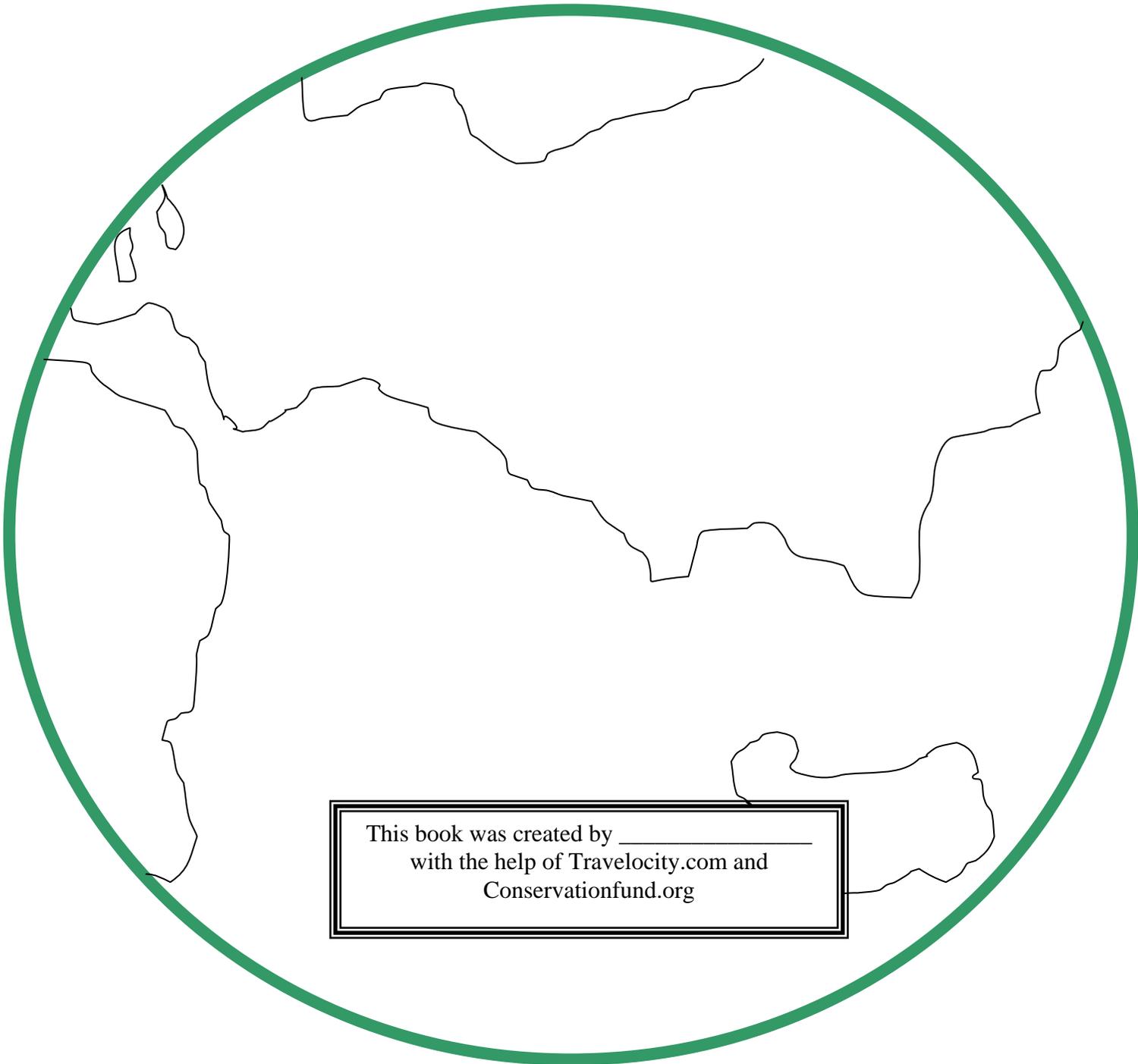
# Last Page of Book

helps save the world by  
making good choices!



More information, teacher and student resources, and a bibliography can be found at [www.eco-bunnies.com](http://www.eco-bunnies.com) or [www.travelocity.com/gozero](http://www.travelocity.com/gozero).

# Back of the Book



This book was created by \_\_\_\_\_  
with the help of [Travelocity.com](http://Travelocity.com) and  
[Conservationfund.org](http://Conservationfund.org)

More information, teacher and student resources, and a bibliography can be found at [www.eco-bunnies.com](http://www.eco-bunnies.com) or [www.travelocity.com/gozero](http://www.travelocity.com/gozero).

Students create their own page describing what they do to save the Earth. They can also draw on their globe.

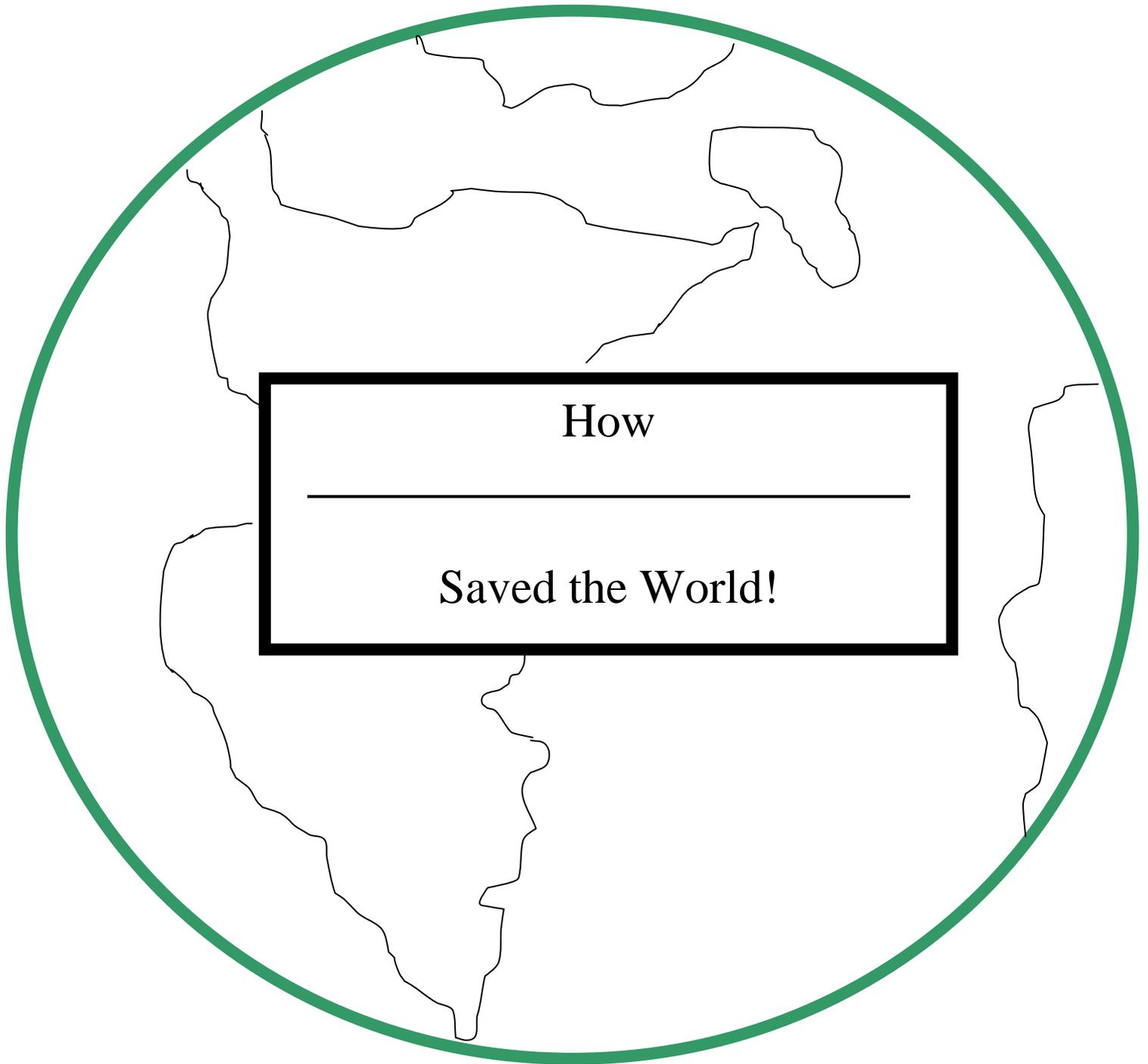
\_\_\_\_\_

helps save the world by

\_\_\_\_\_ .

More information, teacher and student resources, and a bibliography can be found at [www.eco-bunnies.com](http://www.eco-bunnies.com) or [www.travelocity.com/gozero](http://www.travelocity.com/gozero).

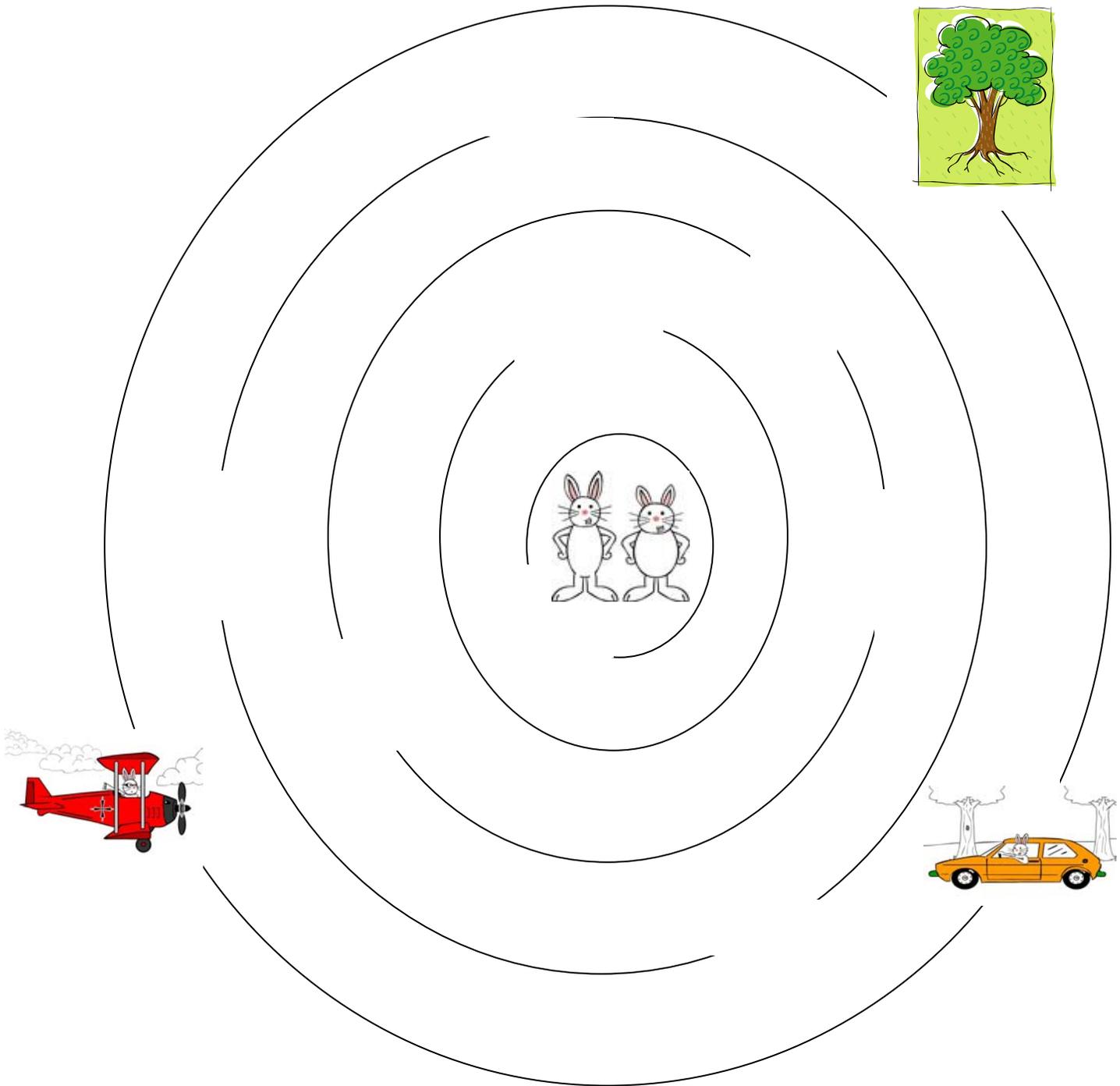
# Cover of the Book



More information, teacher and student resources, and a bibliography can be found at [www.eco-bunnies.com](http://www.eco-bunnies.com) or [www.travelocity.com/gozero](http://www.travelocity.com/gozero).

# Eco-Bunnies Maze

The Eco-Bunnies are looking for a way to “Zero Out” the carbon footprints they have made by flying in airplanes and driving in cars. In school, they learned how planting trees can help them do this. Help the bunnies find their way to the trees.



More information, teacher and student resources, and a bibliography can be found at [www.eco-bunnies.com](http://www.eco-bunnies.com) or [www.travelocity.com/gozero](http://www.travelocity.com/gozero).

# Eco-Bunnies Cryptogram

Use the chart below to decode the secret message from the Eco-Bunnies.

						
<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>H</b>	<b>L</b>
						
<b>O</b>	<b>R</b>	<b>P</b>	<b>U</b>	<b>N</b>	<b>T</b>	

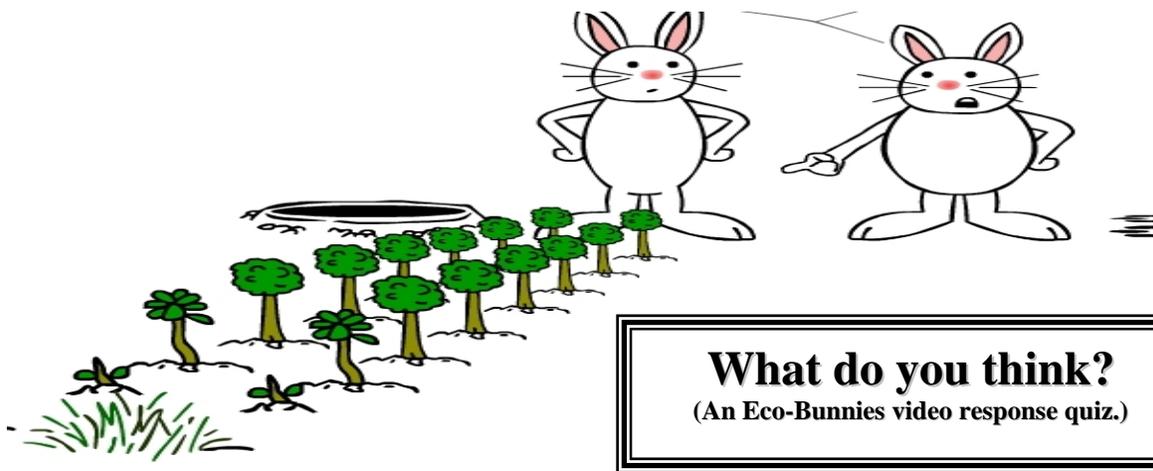
Write the letters below the matching symbol to find the secret message.

						
_____	_____	_____	_____	_____	_____	_____

					
_____	_____	_____	_____	_____	_____

						
_____	_____	_____	_____	_____	_____	_____

More information, teacher and student resources, and a bibliography can be found at [www.eco-bunnies.com](http://www.eco-bunnies.com) or [www.travelocity.com/gozero](http://www.travelocity.com/gozero).



**What do you think?**  
(An Eco-Bunnies video response quiz.)

1. Circle the color that is on the bottom of the bunny's foot at the beginning of the video.

White      Pink      Black      Red      Blue      Green

2. Circle what the Eco-Bunnies do to help the Earth.

The bunnies water the yard.

The bunnies plant trees.

The bunnies drive a car.

3. Circle the color that is on the bottom of the bunny's foot at the end of the video.

White      Pink      Black      Red      Blue      Green

4. Tell me one thing that you can do to help the Earth.

---

---

---

---

---

More information, teacher and student resources, and a bibliography can be found at [www.eco-bunnies.com](http://www.eco-bunnies.com) or [www.travelocity.com/gozero](http://www.travelocity.com/gozero).



## The Eco-Bunnies Need Your Help Making a Rainbow

Please help the Eco-Bunnies make a rainbow by coloring the words from the passage that use your 5 senses. You have to find all of the words that use the 5 senses in the story to make a rainbow.

### The Colors of the Rainbow

Sense of Touch Words= Red

Sense of Sound= Orange

Sense of Smell=Yellow

Sense of Sight=Green

Sense of Taste=Blue/Purple

### Examples of Words

**Touch words:** rough, smooth, sticky

**Sound words:** boom, eeeek, crash, clang

**Smell words:** stinky, aroma, sweet

**Sight:** pretty, ugly, blue, green

**Taste:** delicious, warm, oozy

More information, teacher and student resources, and a bibliography can be found at [www.eco-bunnies.com](http://www.eco-bunnies.com) or [www.travelocity.com/gozero](http://www.travelocity.com/gozero).

Please read the story and color the 5 Senses words.

### The Selfish Bunny

Written by Jessica McDonald

There once was a bunny that only cared about himself. He did not care about other bunnies or how he hurt the Earth. He woke up every morning in his comfortable, plush bed and hopped into the bathroom. Squeak! Squeak! He turned on the faucet to the sink and let the water run while he brushed his teeth. He then hopped to the kitchen to eat his carrot muffin and to watch TV, and he left all of the lights on everywhere he went.

He warmed the muffin and the smell of sweet carrots filled the room. He watched the news and then left for work as a carrot salesman. But he forgot to close the door on the microwave, to turn off the television, and to turn off all of

More information, teacher and student resources, and a bibliography can be found at [www.eco-bunnies.com](http://www.eco-bunnies.com) or [www.travelocity.com/gozero](http://www.travelocity.com/gozero).

the lights. His house was lit up bright as day!

The selfish bunny drove a huge car to the airport. He did not need that big car because he was the only one to ever ride in it. He hopped onto an airplane and flew across the world to sell his delicious carrots. When he got off of the airplane, something weird began to happen. He left a trail of black footprints...

What do you predict will happen next? Why was the selfish bunny leaving behind a trail of black footprints?

How was the bunny selfish? What could he do differently in his everyday routine to help the Earth? Did you help the Eco-Bunnies create a rainbow by coloring the 5 senses words?

## The Answer Key for The Selfish Bunny

### The Selfish Bunny

Written by Jessica McDonald

There once was a bunny that only cared about himself. He did not care about other bunnies or how he hurt the Earth. He woke up every morning in his comfortable, soft bed and hopped into the bathroom. Squeak! Squeak! He turned on the faucet to the sink and let the water run while he brushed his teeth. He then hopped to the kitchen to eat his carrot muffin and to watch TV and he left all of the lights on everywhere he went.

He warmed the muffin and the smell of sweet carrots filled the room. He watched the news and then left for work as a carrot salesman. But he forgot to close the door on the microwave, to turn off the television, and to turn off all of the lights. His house was lit up bright as day!

The selfish bunny drove a huge car to the airport. He did not need that big car because he was the only one to ever ride in it. He hopped onto an airplane and flew across the world to sell his delicious carrots. When he got off of the airplane, something weird began to happen. He left a trail of black footprints...

More information, teacher and student resources, and a bibliography can be found at [www.eco-bunnies.com](http://www.eco-bunnies.com) or [www.travelocity.com/gozero](http://www.travelocity.com/gozero)



# Word Search for the Wise

All of the energy related words below can be found within the puzzle.  
Words can be spelled going forward, backward, diagonally, up or down.  
Circle each word when you find it.

E N Z S L E U F L I S S O F E  
C O Q I B I S N O Y S Y R N E  
O B M R E P L A N T B B V I N  
S R A X M D U T U O X I N L A  
Y T E M P E R A T U R E S I L  
S C N D T L A G P O Z B Z B O  
T G T E L R C R N W I J N I I  
E E E O E G L M C I E R S S L  
M R P P S N E I S S I M E N A  
E G E E C N L Y S S A G S O C  
I E C X T M C N F J H Q Z P O  
T U U U O A Y M I W Q F C S A  
X W D G E F C N R E U S E E L  
E T E M I L E B C S S H H R Z  
U U R F R T R O D L R O W R Y

**Ecosystem**

**Environment**

**Reduce**

**Reuse**

**Recycle**

**Replant**

**Fossil fuels**

**Oil**

**Gas**

**Coal**

**Temperature**

**World**

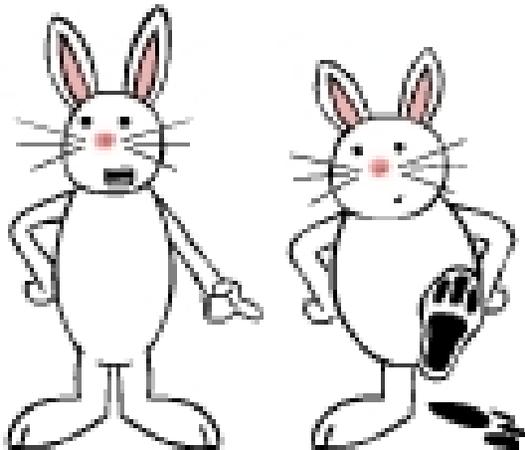
More information, teacher and student resources, and a bibliography can be found at [www.eco-bunnies.com](http://www.eco-bunnies.com) or [www.travelocity.com/gozero](http://www.travelocity.com/gozero).

# “Go Zero” Super

This certificate is awarded to

---

for completing Travelocity’s “Be a Hero....Go Zero” program. This educated citizen pledges to cut back on carbon emissions as well as zeroing out carbon footprints by always remembering the promises made in the pledge.



Thank you for your valuable contribution toward a healthier, cleaner Earth for future generations.

*The Conservation Fund*

---

*Travelocity’s Go Zero Program*

---

# Research Bibliography

1. The Conservation Fund  
<http://www.conservationfund.org>
2. Alliance to Save Energy  
<http://www.ase.org/section/audience/consumers/homecheckup/>
3. Energy Efficiency and Renewable Energy (U.S. Department of Energy)  
<http://www1.eere.energy.gov>
4. Energy Information Administration  
<http://www.eia.doe.gov>
5. The Carbon Fund  
<http://www.carbonfund.org/site/>
6. U. S. Environmental Protection Agency – Climate Change  
<http://epa.gov/climatechange/index.html>
7. Wikipedia: Global Warming  
[http://en.wikipedia.org/wiki/Global\\_warming](http://en.wikipedia.org/wiki/Global_warming)
8. Recycling Timeline  
<http://members.aol.com/Ramola15/timeline.html>
9. Greenpeace International  
<http://www.greenpeace.org/international/campaigns/climate-change>
10. Home Energy Saver Survey  
<http://hes3.lbl.gov/hes/hes.taf?f=top>
11. Keep America Beautiful, Inc.: Clean Sweep USA  
[http://www.kab.org/kids/landfill\\_intro.htm](http://www.kab.org/kids/landfill_intro.htm)
12. American Coal Foundation  
<http://www.eia.doe.gov/>
13. U.S. Department of Energy  
<http://www.teachcoal.org> and <http://energy.gov/energysources/fossilfuels.htm>
14. Wikipedia: Bacterium  
<http://help.com/wiki/Bacterium>

## About the Authors



**Dawn Marie Warren** has been in the educational field for sixteen years, teaching at the elementary, middle, and high school levels. She has been actively involved in curriculum writing as well as in developing and coordinating several programs for Texas school districts such as Camp Grady Spruce Environmental Program, Fidelity Outdoor Education Program, N.A.S.A. (Northwest ISD Space Association) Program, Northwest ISD Summer Science Blast Off!, Denton ISD's S.C.O.P.E. (Super Conducting Opportunities for Public Education) Program, and North Texas Elm Fork Environmental Center Programs.

Dawn is a Master Teacher for the Intel Teach to the Future Program, is a presenter/representative for PASCO Scientific in California and earned the NASA Education Certificate from the

National Aeronautics and Space Administration at Edwards Air Force Base in California.

Dawn has been awarded over 50 grants in her teaching career to assist in the development of programs for students. She is also a CASA representative for children involved in the CPS/foster system. She holds a Bachelor of Science in Interdisciplinary Studies and a Masters of Science in Science Education. Voted Teacher of the Year for Northwest ISD, she plans to continue her career in education as the rewards have been plentiful.

**Jessica McDonald**, a Midwestern State University graduate, has been in the education field for six years. She taught at the Exemplary McGaha Academy in Wichita Falls, Texas for five years and is currently teaching for Northwest ISD.



While teaching in Wichita Falls, she was named Teacher of the Year and was a recipient of the West Foundation Award twice. She also is an active member of TCTA (Texas Classroom Teachers Association) and has met with Texas Governor, Rick Perry, to discuss educational issues. Jessica has served on the Superintendent's Advisory Council in Wichita Falls, sponsored student council, played an active role in a district reading cadre, written curriculum for primary grades, member of the campus improvement committee, volunteered with struggling students after school, ESL (English as a Second Language) certified, and helped implement an environmental program entitled, "Globey" which taught students about recycling and how to beautify their surroundings.

Jessica truly enjoys teaching and learning daily with her students. Her goal is to incorporate innovative methods to try to excite kids about learning and making a positive impact on their community and their world.