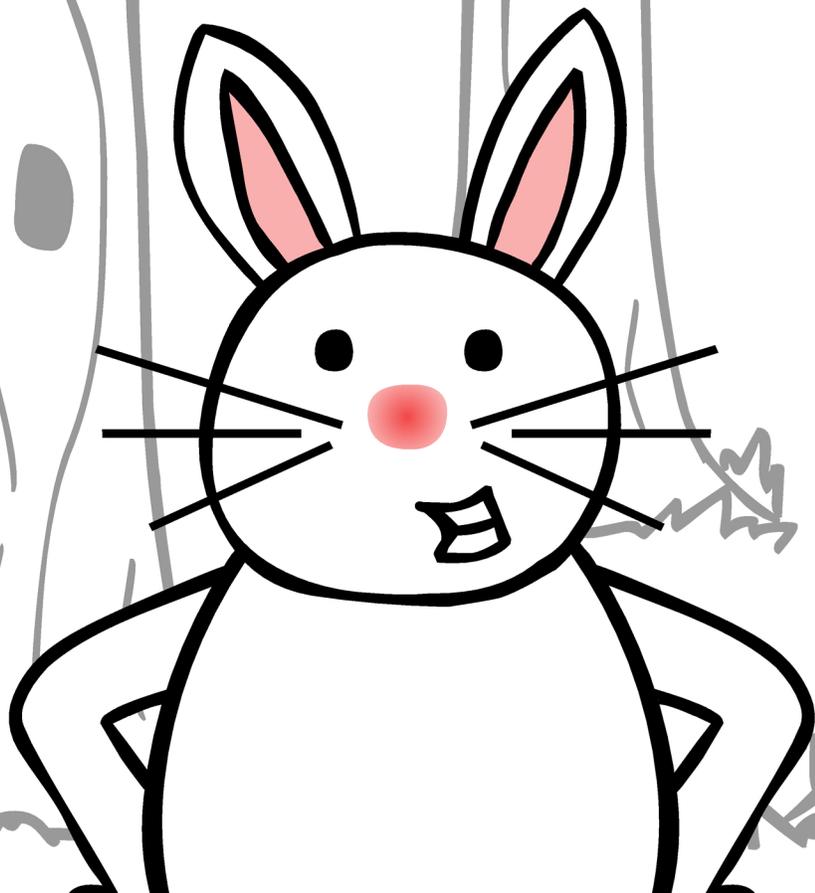
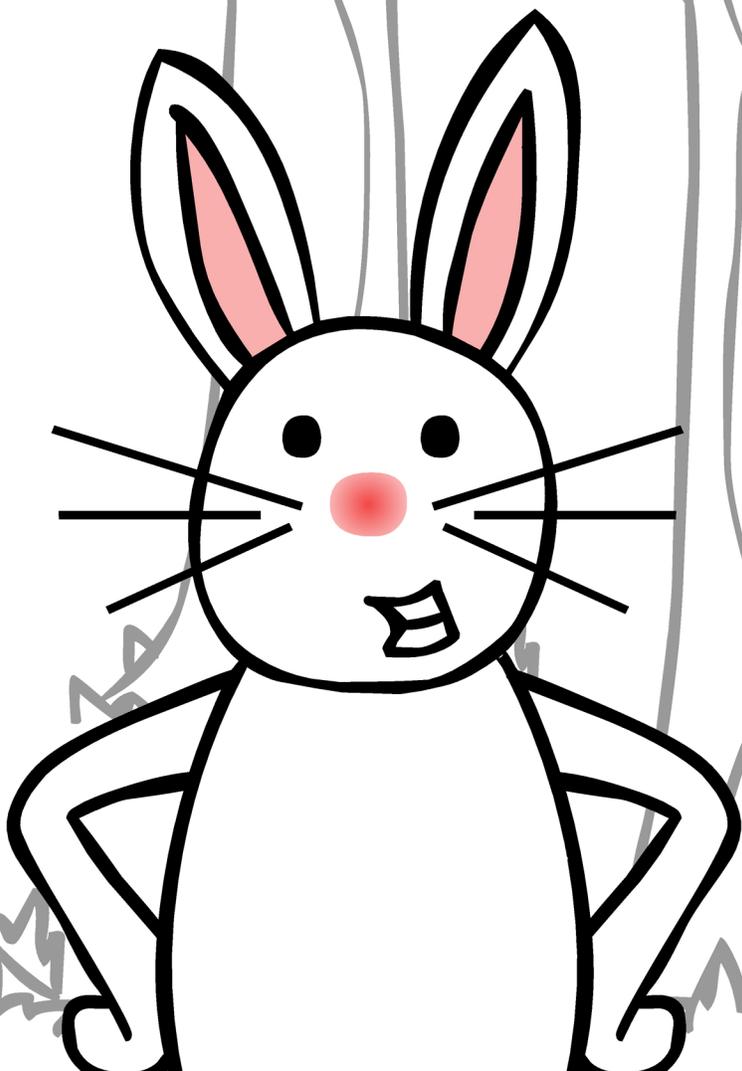




eco-bunnies

environmentally-focused lesson plans



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. Kindergarten students, but please check back often as additional grade level activities will be provided over the next several weeks.

Kindergarten 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
- **Energy Users Line Match** – After discussing with students what items use certain types of energy, teachers can use this activity to check for understanding. Students draw lines to match pictures to words, also reinforcing sounds.
- **Energy Creators Line Match** – After discussing with students how certain types of energy are created, teachers can use this activity to check for understanding. Students draw lines to match pictures to words, also reinforcing sounds.
- **Cross Out Pollution** – students cross out pictures of items that are not healthy for the world and cause pollution, put circles around items that are healthy for the world, and then color the healthy world pictures
- **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
- **Picture Pledge** – This pledge is sprinkled with pictures that will better help students understand what they are agreeing to do in the future to save energy. This pledge can be used after the survey.
- **Eco-Bunnies Acrostic Poem** – uses language arts in the form of a poem to reinforce the words for making the Earth a better place
- **Eco-Bunnies Classroom Collage** – students look through magazines to collect pictures that indicate good things for the Earth. The class works together to make the pictures into a classroom collage, and the teacher/students discuss what each picture means.
- **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
- **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

More information, teacher and student resources, and a bibliography can be found at www.eco-bunnies.com or www.travelocity.com/gozero



**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 21st 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, once again, to sit up and 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 links: www.eco-bunnies.com or 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 or www.travelocity.com/gozero.

Join the Eco-Bunnies! Be a Hero, and Go Zero!



Dear Parents/Guardians,

This Kindergarten curriculum is aligned to U.S. national educational standards. One major component of the Kindergarten curriculum is that the student knows that information and critical thinking are used in making decisions. Through the use of that information, students can discuss and justify the merits of their decisions and choices. As adults we all know that life is full of many choices, some we do not fully understand until we have life experiences in our pockets. Through this curriculum, we would like to enlighten your child to the choices they are making today, that can affect their future. That choice has to do with energy consumption and energy pollution.

We begin this curriculum by educating students on the 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. This curriculum will also focus on how environmental changes, such as global warming, affect the plants and creatures on Earth, including human life.

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 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 emissions in the atmosphere, thus counteracting the effects of global warming. For more information, please go to: 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 or 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

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.)

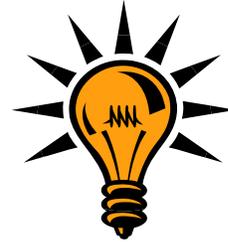
Fiction: As an individual, what I do will not really make that large of an impact.
(Fact: Home energy accounts for 21% of global warming pollution. Simply by turning off lights, insulating your home, run dishwashers only when full, use cold water to wash clothing, lower your thermostat a few degrees 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 or www.travelocity.com/gozero.

Energy Users Line Match

Draw a line to the word that matches the picture.
Discuss with your teacher and parents how these items use energy.

Airplane



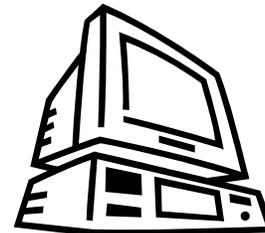
Computer



iPod



Lightbulb



Car



More information, teacher and student resources, and a bibliography can be found at www.eco-bunnies.com or www.travelocity.com/gozero .

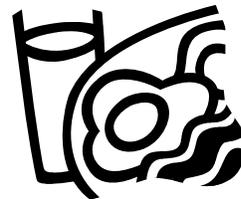
Energy Creators Line Match

Draw a line to the word that matches the picture.
Discuss with your teacher and parents how these items create energy.

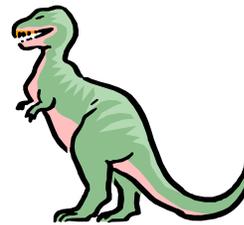
Water



Wind



Sun



Dinosaurs



Food



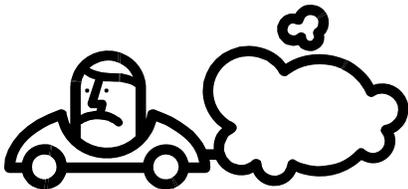
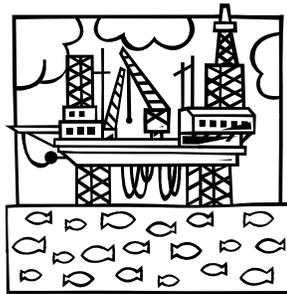
More information, teacher and student resources, and a bibliography can be found at www.eco-bunnies.com or www.travelocity.com/gozero.

Cross Out Pollution

Put an X on the pictures below that cause pollution or are harmful to the Earth.

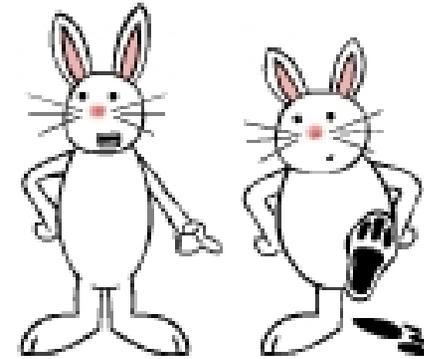
Circle the pictures that show good things to do for the Earth.

Color all pictures that show good things to do for the Earth.



More information, teacher and student resources, and a bibliography can be found at www.eco-bunnies.com or 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.

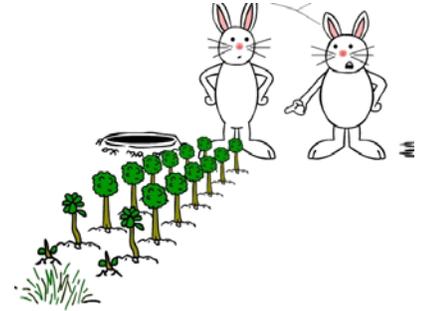
Electrical device and how much it costs to use this device per hour	How many hours per week my family uses this electrical device	This is how much it costs my family to run this electrical device per week Hours per week X cost	This is how much it costs my family to run this electrical device per year 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 or www.travelocity.com/gozero.

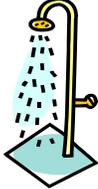
Air Conditioner Central: .18 Window: .11				
Heating system (Electric) avg. home: .29				
Heating system (Gas) avg. home: .14				
Television or video game player: .05				
Outside Lights .04 per hour per light				
Bedroom Lights .02 per hour per light				
Kitchen Lights .02 per hour per light				
Living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

More information, teacher and student resources, and a bibliography can be found at www.eco-bunnies.com or www.travelocity.com/gozero.

“Be a Hero... Go Zero” Pledge



1. I will turn off  ,  and the  .

2. I will take shorter  .

3. I will ride my  or  more often.

4. I will close the  door quickly after choosing my food.

5. I will close  when the air conditioning or heater is on in my home.

6. I will cut down on watching TV and computer games, and will spend more time



outside.



Your name

Date

Eco-Bunnies Class

Acrostic Activity

Purpose: To familiarize students with words that relate to a particular topic such as the environment.

Materials: You will need a large piece of paper, tape, and markers.

Activity: Have the whole class meet together in a circle on the floor. This is like a “Circle Time” activity in which the class works together to learn a concept or to create a project together.

Explain to the students that they will be creating an “Acrostic Poem” today. An “Acrostic Poem” is a type of poem that uses a word like Earth, Eco-Bunnies, Water, or Weather. The word is written up and down and then the students think of words that begin with that certain letter. Usually the words are about the same topic as the main word. For example:

*E*nvironment

*A*ir

*R*ecycle

*T*hink about the Earth

*H*elp the Earth by reusing, recycling, and reducing our trash

Have the students select one of the following words to make an *acrostic poem*: Earth, Environment, Water, Ecosystem, Animals, Eco-Bunnies or Weather. Explain what the words mean.

Tape the large piece of the paper on your chalkboard or whatever is available to you. Then write the students' selected word vertically on the left side of the paper. Have the students think of words that begin with the letters of the selected word.

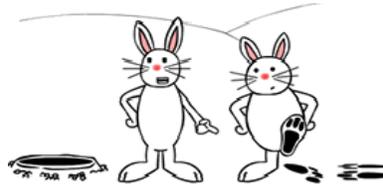
You will probably have students that will say their own name or other unrelated words. Gently remind them that the words that they share need to be related to the selected word.

Once completed, let the students draw related pictures on the poster and color them. They can also sign their own names to personalize the classroom poster.

Leave the poster hanging in the room while you are completing your Earth-friendly unit. Have the students practice reading the poem daily to practice their reading fluency. Also, students normally enjoy reading what they have created because they have ownership of the poster, rather than reading a teacher-generated poster or a poster purchased at the store.

More information, teacher and student resources, and a bibliography can be found at www.eco-bunnies.com or www.travelocity.com/gozero

"Be a Hero...Go Zero!"



Eco-Bunnies Classroom Collage

Purpose: Students will be able to identify through picture recognition how we can help the Earth.

Activity: The teacher has collected magazines from parents, co-workers, and his/her own collection to bring into the classroom. The magazines have pictures that are age appropriate.

The teacher will introduce the lesson by asking the students, "What does it mean to help someone?" Then the teacher will ask the students, "How can we help the Earth?" "Do any of your families do things at home to help the Earth?"

After having the discussion with the class, share with the students that they will be looking for pictures in magazines that show adults, animals, or kids helping the Earth. A picture of someone turning off the water would be a good example. Ask the students what pictures they might find in the magazines.

More information, teacher and student resources, and a bibliography can be found at www.eco-bunnies.com or www.travelocity.com/gozero.

Share with the students that they will be creating a collage. Show the students a collage that the teacher has already created to allow the students to understand the expectation the teacher has for this project. Share with the students that they are looking for pictures to cut out and then glue onto a piece of paper.

When the students are finished creating their collage, have the students share their "masterpiece" with the rest of the class and explain the reasoning behind their picture selection. Display the students' work on the classroom walls or in the hallway. (This activity can be done in small groups too.)

Webster.com's Definition of a Collage:

Pronunciation: k&-'läzh, kO-, kO-

Function: *noun*

Etymology: French, literally, gluing, from *coller* to glue, from *colle* glue, from Vulgar Latin **colla*, from Greek *kolla*

1 a : an artistic composition made of various materials (as paper, cloth, or wood) glued on a surface **b** : a creative work that resembles such a composition in incorporating various materials or elements

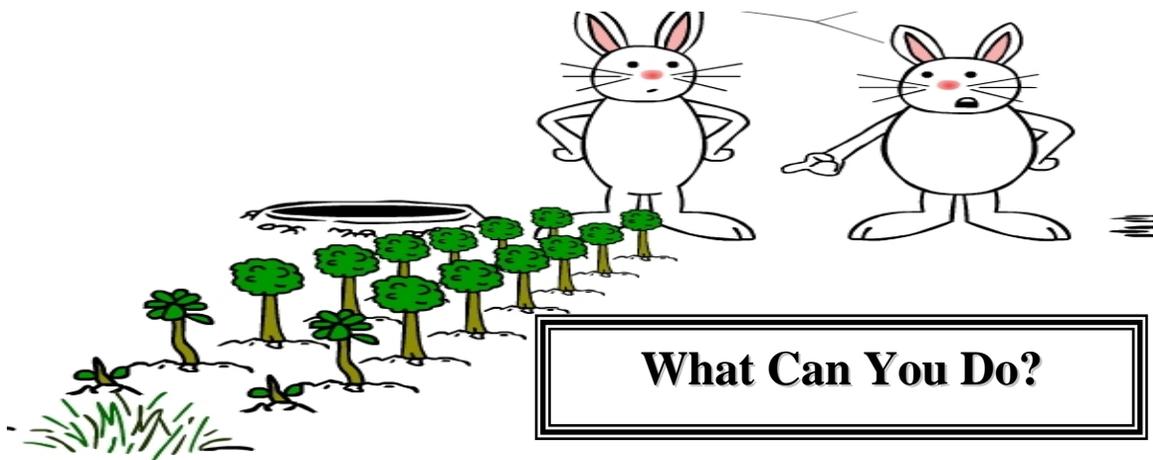


Example of a Remembrance Collage

Courtesy of

http://www.firelands.bgsu.edu/arts/ccct/media/images/caryl_collage-00.jpg

More information, teacher and student resources, and a bibliography can be found at www.eco-bunnies.com or www.travelocity.com/gozero .



Directions: The teacher will read each question and the students will respond on their own "What do you think?" paper.

1. Circle the picture that shows what the Eco-Bunnies did to help the bunny's black footprints disappear?



2. In the box below, draw a picture of something you can do to help the Earth.



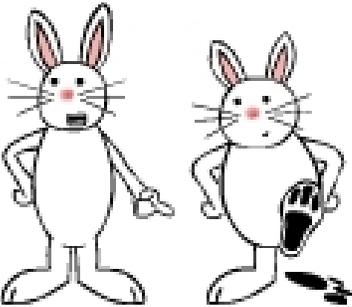
More information, teacher and student resources, and a bibliography can be found at www.eco-bunnies.com or www.travelocity.com/gozero.

I am an Eco-Bunny Zero Hero

This award is presented to

for completing Travelocity's "Be a Hero...Go Zero" program. This educated citizen promises to always do his/her best to help make the world a better place for humans, animals, and plants to live.

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



The Conservation Fund _____

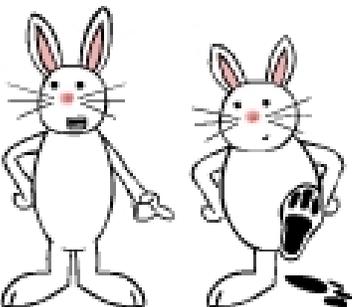
Travelocity's Go Zero Program _____

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



The Conservation Fund _____

Travelocity's Go Zero Program _____

Research Bibliography

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<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>
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<http://www.carbonfund.org/site/>
6. U. S. Environmental Protection Agency – Climate Change
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7. Wikipedia: Global Warming
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11. Keep America Beautiful, Inc.: Clean Sweep USA
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12. American Coal Foundation
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13. U.S. Department of Energy
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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.