

SAVING ELECTRICITY

Linguistic level: A1

INTRODUCTION

In this project, pupils work in groups and think about the different ways in which they can save electricity. They also reflect on the sources of renewable and non-renewable energy and discuss environmental issues that have an impact on their lives.

LEARNING OUTCOMES

Objectives specific to the content area

- Distinguish between items that use electricity and those that need batteries.
- Reflect on how we can save electricity.
- Think about how to reduce pollution.
- Become aware of global issues and of how humans impact the environment.

Key competences

- Ability to express and interpret concepts.
- Be capable of expressing facts.

Collaborative work

- Share relevant information with others.
- Express and comment on opinions in a respectful way..

LANGUAGE CONTENT AND COMMUNICATIVE OUTCOMES

Vocabulary

- **Energy:** *batteries, electricity, renewable, non-renewable*
- **Appliances:** *calculator, computer, hairdryer, heater, refrigerator, torch*
- **Energy-saving items:** *light bulbs*

Structures

- We get electricity from renewable and non-renewable energy sources.
- Saving electricity helps prevent water and air pollution.
- Saving electricity saves money.
- Turn off the lights when you leave a room.
- Use natural light when possible.
- Use energy-saving light bulbs.

Cognitive and thinking processes (including problem solving)

- Interpret information.
- Interact with the environment.

ASSESSMENT CRITERIA

- Demonstrate capacity to analyse information.
- Distinguish between ways of saving energy and ways of wasting energy.

ACTIVITY DEVELOPMENT

Materials you will need:

- Worksheet 1
- Pens, pencils, coloured pencils, felt-tip pens
- Realia or images: light bulb, energy-saving light bulb, batteries, items that need batteries and items that use electricity (optional)

Timing

- One 40-minute session

Instructions

Starting out

- Divide the class into two groups. One group brainstorm things that use electricity and the other things that use batteries.
- Ask pupils to think about how we can save energy/electricity at home and why it is important to do it.
- If possible, bring in some realia or images of things that use electricity (hairdryer, laptop ...) and things that use batteries (digital watch, torch ...).

Step-by-step instructions

- Read the sentences at the top of the page and ask pupils about the importance of saving energy. Explain that wasting electricity means that we are wasting energy and that wasting energy has an impact on the amount of pollution we produce.
- Explain to the pupils that they will be looking at ways to save energy to keep the world they live in cleaner, and greener.
- Read the sentences at the top of the page again. Discuss different sources of renewable and non-renewable energy with the class. Explain that non-renewable energy can 'run out' while renewable energy can be replaced.
- Elicit examples from the class of both types of energy (for example, renewable: wind, solar, water / non-renewable: oil, coal, natural gas)

Activity 1

- Talk to the class about things we use every day that require power/energy to work. If possible, show them something that works with batteries (for example, a torch) and something that works using electricity (for example, a hairdryer).
- Ask them to brainstorm things they use at school or at home that use batteries or electricity.
- Distribute Worksheet 1. Explain that they need to look at the pictures and to write the letter B if the things use batteries and to write the letter E if they use electricity. Check answers as a class.
- Remind pupils that it is important to recycle batteries appropriately. Has the school got a special bin to recycle batteries? If not, this could be something that the class could make/propose.

Activity 2

- Talk to the class about ways to save electricity at home. For example, ask if pupils tend to turn off the lights when they leave a room, or if they leave the fridge open for a long time when they want to get something to eat or drink.
- Read through the sentences with the class checking for understanding. Tell them to draw a happy face if the sentence reflects energy being saved and a sad face if the behaviour wastes energy. Check answers.

Activity 3

- If possible, show pupils a standard light bulb and an energy-saving light bulb. Explain the benefits of using energy-saving bulbs.
- Ask them to read the sentences and to write the words in the correct space. Check answers as a class.

Answer Key

- 1 E, E, B, B, E
- 2 Happy: turn off lights; open curtains to use natural light / Sad: leave refrigerator door open; turn on all the lights
- 3 Use energy-saving light bulbs; Turn off lights and heaters...

Extension activities

- **Energy savers! (PROJECT)** Ask pupils to think of different ways to save energy, not only electricity. This could also be extended into things like saving water. They can investigate ways to be 'greener' and discuss different ways to protect the environment and our natural resources. The information they gather can be displayed on a poster, PowerPoint presentation or bulletin board. Students may also choose to make signs to post at school or at home to remind others of how they can save electricity, water and energy.
- **Brainstorming.** Ask the class to call out ways to save energy in the classroom, for example, use natural light when possible, turn off lights when they go to the playground for the break, etc.
- **Thumbs up, thumbs down.** Say different things or show images of different things, for example, computer, key, hairdryer, umbrella. Ask pupils to put their thumbs up if the item uses electricity or thumbs down if they don't.
- **Energy in our area.** If there is an area with solar panels or wind turbines in the area where the pupils live, show photos or discuss how they help provide us with energy. Encourage the class to talk about what they know or have experienced in relation to those sources of energy.

Worksheet 1

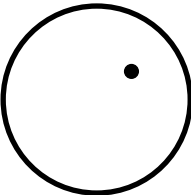
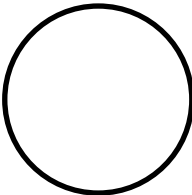
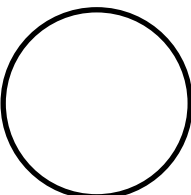
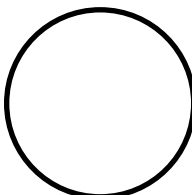
SAVING ELECTRICITY

We get electricity from renewable or non-renewable energy sources. Saving electricity helps prevent water and air pollution. Saving electricity saves money too!

1 Write B (Battery) or E (Electricity).

				
computer	hairdryer	torch	calculator	heater
.....

2 Draw a happy face [☺] next to the ways to save electricity and a sad face [☹] next to things that waste electricity.

Turn off the lights when you leave a room.		Leave the refrigerator door open when deciding what to eat.	
Turn on all the lights at home at the same time.		Open the curtains to use natural light when possible.	

3 Complete the sentences.

Turn off Use

..... energy saving light bulbs.



..... lights and heaters when you are not using them.