

# PRODUCTS



**TITLE:** Project “Energy”

**AGE GROUP:** 9-11

**DURATION:** Week.

**LEARNING OUTCOME:** Provide opportunities for learners to understand the nature, sources and uses of money.

**KEY CONCEPTS:** Cost. Financial obligations. Saving.

**MATERIALS NEEDED:** Worksheets.

**LESSON DESCRIPTION:**

## **Activity 1**

At the beginning of the activity, show students photos of modern and old home appliances. Ask students to try to name them. If students do not recognize them, display a photo of a modern version of that device with additional explanation.

Encourage discussion with following questions:

*Have you seen some of these appliances and where? If yes, describe it.*

After this introductory presentation, ask students to name known household appliances into the table provided for them. Students should come to a conclusion that are common features of these household appliances i.e. the use electricity, whether they are powered by electricity or a battery.

Split students into two groups. Encourage discussion with students on the topic of life without electricity. Ask students to look at the problem from other perspective or search for evidence.

## **Activity 2**

Before this activity, instruct students to collect the information in their households about which household appliances are the biggest consumers of electricity, what are the possibilities for additional savings in electricity consumption, what are the dangers of improper use of home appliances. Ask student to present their findings. Discuss with them all the questions they had to research.

Introduce students with the main topic: how to save electric energy which directly affect costs (finances) but also the environment.

Let students write independently how they can contribute to saving electricity. Discuss with them their answers.

After the discussion, present students with the following task. They need to follow over the next seven days how long they use their devices (cell phone, game console etc.). Let them record the data in a table.

Analyse the data and present it visually so that students can see how much time they spend with ICT.

### Activity 3

Give each student a worksheet with specific assignments given in the table. Ask student to seek parental assistance.

Ask students to list all appliances they have in their home that consume electricity and appliances that have batteries, but they should still be recharged.

Let students mark in blue the devices they are allowed to use on their own, and in red they mark devices they use under parental advisory. When discussing with parents, they should come up with suggestions how to save electricity in the household.

In the end, let them draw their favourite device, and they need to express themselves about their own storage and cleaning experience their favourite device.

In the meantime, the teacher will also research and fill out a school-related information sheet.

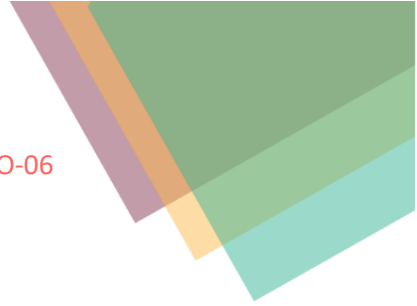
After all data is gathered, analyse the data with students, compare the data and conclude that both school and families have significant expenditures related to electricity.

Students can read their list with other students listing only those devices that no one has mentioned yet. Comment on which devices they are allowed to use and which are potentially dangerous devices.

Discuss with students their proposals how to reduce electricity costs in their household and in our school.

Encourage discussion with following questions:

***What measures can we take? Why does a teacher always turn off devices in the classroom? What could happen during the night/weekend if we left them on? What happens if there is no electricity for a long time?***

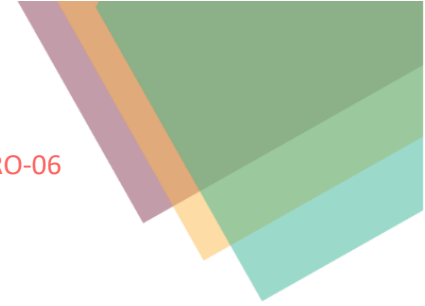


In the end, ask students about their favourite device, talk about what they use it for, what they use it most, how long they can use it. Also interesting will be the results of a leaflet survey, where they needed to think and state how they looked after their device. We also think about how we treat the devices at school, I will share with them the experiences of our school cleaners (what means they use, how they clean them, what to look out for, how we can take care of those devices - if there is time it can come and demonstrate , or I'll show it).



ACTIVITY 1 WORKSHEET

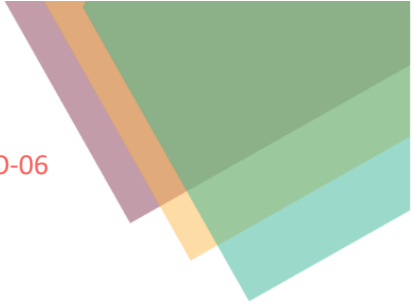
KITCHEN	HEATING/ COOLING	FUN AND COMMUNICATION	NEIGHRHOOD	OUTSIDE OF HOME



ACTIVITY 2 WORKSHEET

NAME OF DEVICE	MON	TUE	WED	THU	FRI	SAT	SUN





**ACTIVITY 3 WORKSHEET**

Every household consumes electricity. Electricity consumption is paid each month. Ask parents to give you information about the payment for electricity this month and one year ago.



PREVIOUS YEAR	THIS YEAR

List devices that consume electricity in your households or rechargeable batteries with your electricity energy. Mark in blue colour all devices that you can use on your own and in red those devices which needs parental assistance.

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How can household electricity be saved? Talk to your parents and list suggestions.

Draw your favourite device. Answer following questions: Should this device be stored? Do you need to clean it?