

# Be In Control

Grade

1

Topic: Energy  
Grade: 1  
Duration: 30 – 45 minutes

*Students will explore how they can modify their behaviour to save energy and sign an energy contract to signify their commitment to energy conservation.*

## **Curriculum Expectations**

- 1s48: Describe different uses of energy at home, at school, and in the community, and suggest ways in which energy can be conserved
- 1s51: Identify everyday uses of energy
- 1s57: Use appropriate vocabulary in describing their investigations, explorations, and observations
- 1s58: Record relevant observations, findings, and measurements using written language, drawings, concrete materials, and charts
- 1s60: Describe the different forms of energy used in a variety of everyday devices
- 1s61: Identify everyday devices that are controlled manually
- 1e1: Communicate ideas (thoughts, feelings, experiences) for specific purposes (e.g., write a letter to a friend describing a new pet)
- 1e42: Ask questions about their immediate environment and offer personal opinions

## **Background Information**

No matter how small it may seem, even one change in a student's use of energy can make a difference. Using a microwave instead of a conventional oven saves up to 50% of the energy costs. 40% of energy used at home is for heating and 20% is for lighting. Increasing awareness of the different ways we use energy makes it easier to find ways to conserve.

## **Accountability**

Teachers, parents and students need to be aware of sources of energy in the school and at home.

## **Teacher Notes**

1. Students brainstorm different ways to conserve energy.
2. Each student writes an energy contract with three commitments to saving energy for two weeks. It could begin: "I, [student's name], promise to conserve energy by doing the following". Leave a space for the student's name and date at the end. A parent signature would add to the authenticity. Possible ideas for contract:
  - Promise to turn off lights when no-one is in a room
  - Walk or ride a bike to school instead of being driven (or if you can't walk to school - take a bus or carpool instead)
  - Use a manual pencil sharpener instead of an electric one
3. Discuss results at the end of the two weeks. Were they successful? What was hard to do? What would they do differently next time?
4. If, after two weeks, they can master these behaviours, then consider adding another

contract with more.

### **Assessment**

Students become more aware of the control they have over power uses around them.

### **Home Extension**

Ask parents to write an energy contract as well. Brainstorm a list at school to help parents and students pick their targets for home use, including: use manual not electric can opener, don't leave television on, read books instead of watching television, don't keep refrigerator door open for long periods of time, etc. Discuss with parents what students can do for their contract. Parents could be asked to report on how well students are progressing.

### **Lesson Comments**

What similarities did your students find between energy savings at school and at home?

What did they promise to help conserve energy with?

What creative solutions did they come up with?