CARING FOR THE ENVIRONMENT

ENERGY: HERE COMES THE SUN...
SKILLS LAB 3

OBJECTIVES-METHOD

- Game that requires free space (arrange desks in U shape to make room)
- Slideshow Presentation (secondary education)
- Speaker Notes for presentation (secondary)
- Slideshow Presentation (primary education)
- Speaker Notes for presentation (primary)
- Presentation of Energy Communities
- Design solution in pairs

SKILLS

- Critical thinking
- Team work
- Sense of justice, integrity
- Empathy

TILL NEXT TIME

Students pay attention during all their lessons, trying to identify

LINK TO PREVIOUS ACTIVITIES

5' • REVIEW
Students are asked to recall the key aspects of the two previous lessons.

AND THE TREASURE IS YOURS!

15' • HANDS-ON ACTIVITY • CRITICAL THINKING
The students stand -evenly spaced- in a circle. The teacher shows them the bag containing about 25 colored straws or bottle caps. Let's assume that this is a treasure. The teacher empties the bag in the middle of the circle. What will happen? Usually, all the students will rush to get as many items as they can. Some get more, some get less, some get nothing. What considerations does this raise in relation to natural resources and especially energy resources?

The teacher collects the straws or caps and puts them in the bag again. This time he/she leaves a straw (or cap) in front of each student. How are they distributed now? What thoughts does this option raise about the situation we currently face with energy resources, energy needs and energy justice? What is the role of attitudes and lifestyles? What is the role of science and technology?

The discussion unfolds in the circle with the teacher raising the issues at hand, listening to opinions, highlighting points of agreement and disagreement, dilemmas and contradictions. We are not looking for closed answers. We raise questions and reflect upon them.

45'

PRESENTATION, STRAWS/CAPS

IN PLENARY & IN PAIRS

connections to the subjects of “Climate Crisis" and "Energy" and take notes. For example: Is there a chapter in History without any...hidden energy?

CLIMATE JUSTICE

25’ • WORKING IN PAIRS

The students sit next to their last partner and listen to the presentation. Afterwards they engage in a discussion and enrich the glossary with climate justice concepts.

So, how equitably are energy resources allocated in the world, country, city, neighborhood? Can students think of any other effort made in another sector to share natural resources equitably (e.g. crop irrigation with an equitable system of water distribution in villages in the old days)? Can they imagine -in pairs- or even design an equitable system of sharing energy between the school and other schools in the neighborhood?

A LITTLE EXTRA SOMETHING

15’ • PRESENTATION

If you would like to delve deeper into the topic of the energy communities addressed in the presentation, you can show your students the dedicated presentation “Energy Communities” and discuss with them the possibility of proposing something similar to the Municipality.