

# School Energy Users

## Materials:

*List of Users and Ways to Conserve*, page XX

7 *School Area Shapes*, pages XX – XX

*School Area Labels*, page XX (optional)

## Getting Ready:

Make copies of the *List of Users and Ways to Conserve* sheet so there is one sheet for every two students. Copy the *School Area Shapes* on the back side of those sheets – a different shape on each sheet. NOTE: for groups larger than 14, you can either create new school area shapes or use the ones provided more than once. Cut the sheets in half so you have a shape on one side and either space to list “energy users” or space to “list ways to conserve energy” on the other side. Mix up the half sheets.

Create an answer key using one set of the 7 *School Area Shapes* and the *School Area Labels* (optional). Print the *School Area Labels* on 1” x 4” labels. Apply the labels to the shapes – you decide which shape represents which school area. If you choose not to use the provided labels, you may hand write the school areas of your choice on your set of school area shapes (see *Suggested School Areas*).

## Procedure

Hand out a half sheet to each student and ask them to find their matching shape. Their match must have a different “list” on the other side of their half sheet – do not allow two students with the same shape that both have to list “energy users” to partner up. Once a match is made, have students look at the answer key to determine which school area their shape represents. Then have students work together and complete both lists. Encourage creativity. Ask each group to share their school space, energy users, and ways to conserve energy in that space. Ask other students if they can add to the list, either energy users or ways to conserve energy.

## Modification

Divide students into small groups of at least two people. Assign an area of the school to each group (see *Suggested School Areas*). Ask students to list as many “energy users” found in that space. After groups have had time to list all the energy users they can think of, ask them to list ways teachers/students can conserve energy in that space. Finish the activity as instructed above.

## Suggested School Areas

General Classroom	Cafeteria	Hallways
Kitchen	Gymnasium	Offices
Auditorium	Locker Rooms	Library/IMC
Pool	Chemistry/Biology Labs	Parking Lot
Machine Shop	Family and Consumer Education Classroom	School Grounds

## Extension

Have students type up their lists and use them to develop an energy action plan. See the “Energy Action Plan” activity on page XXX.



# School Energy Users

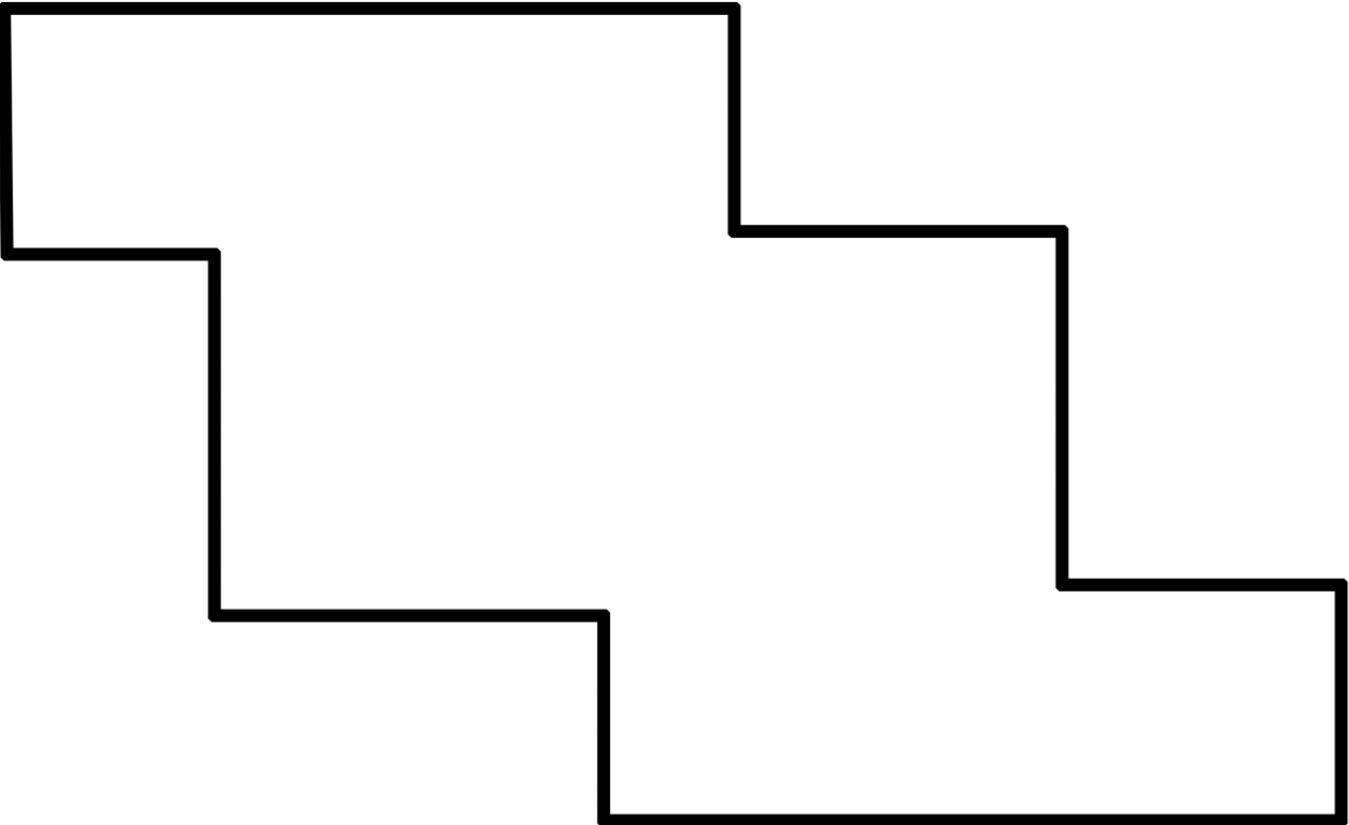
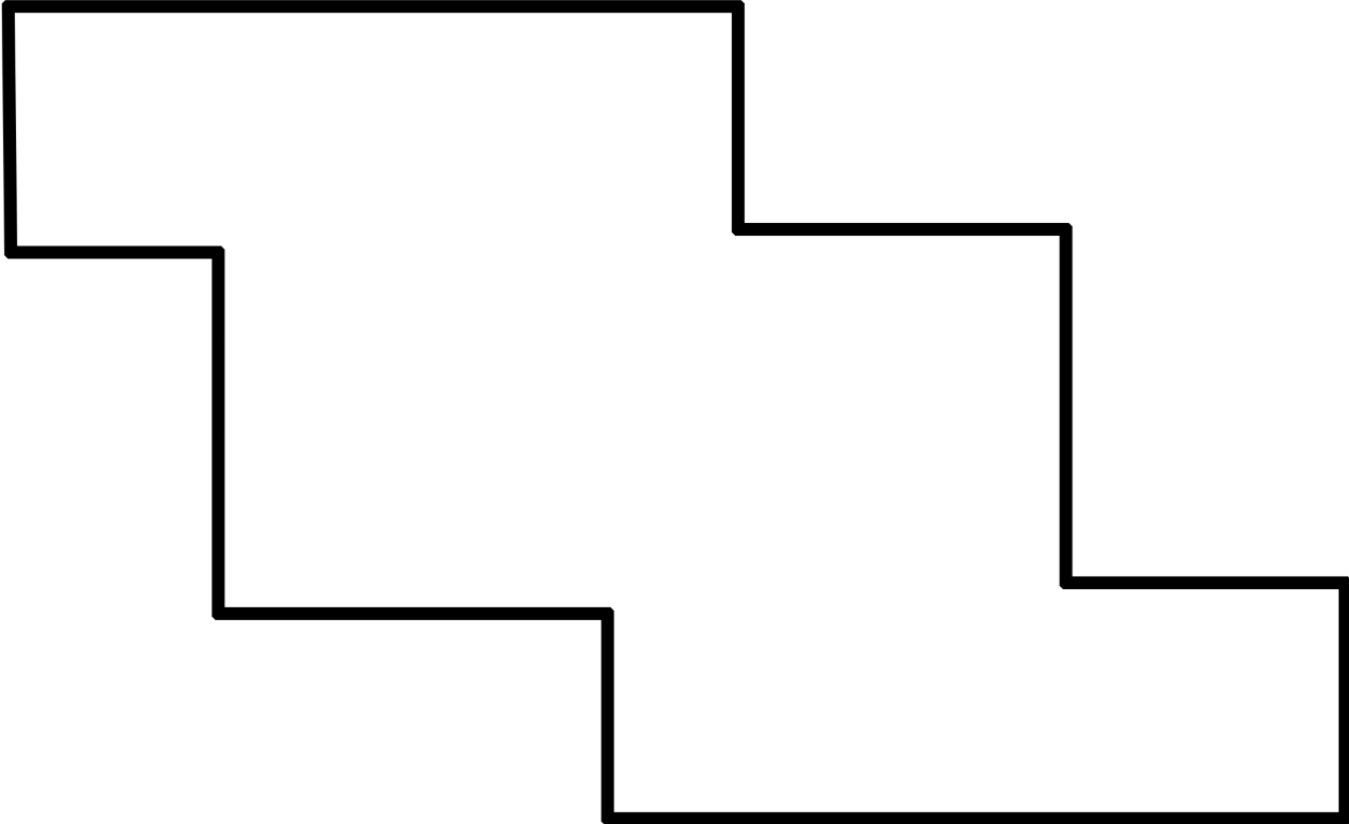
**List “energy users” commonly found in this space**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**List ways teachers & students can conserve energy in this space**

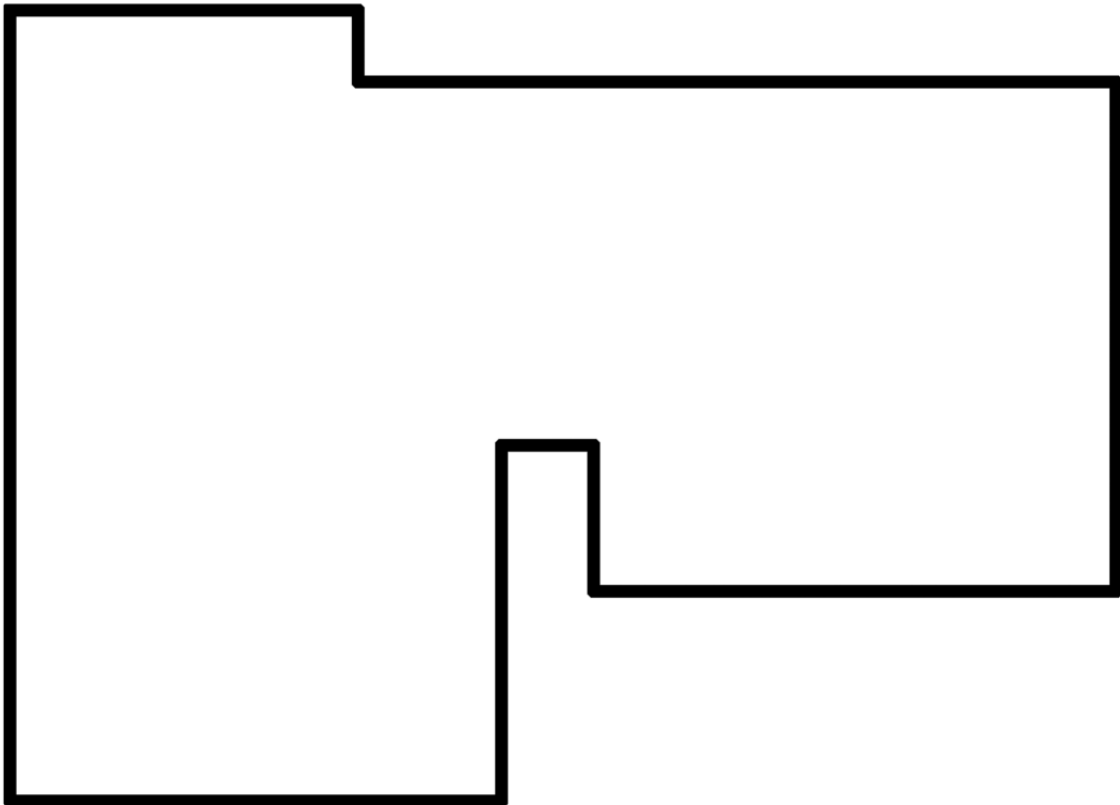
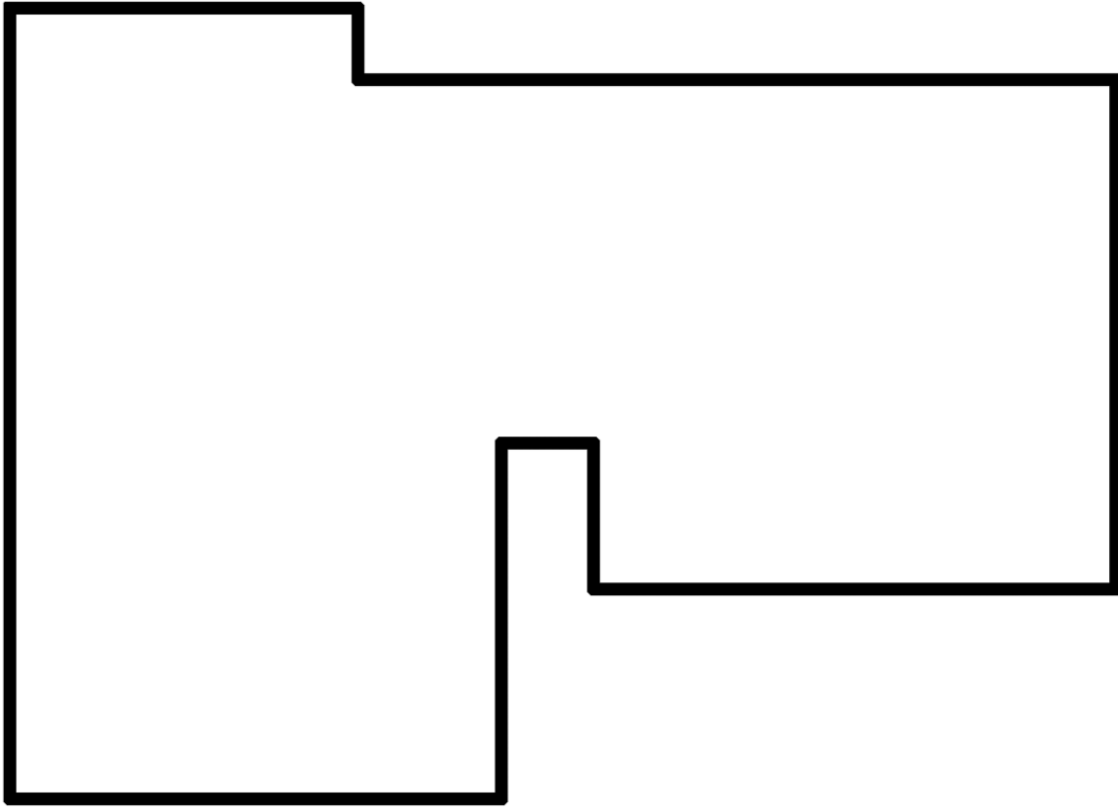
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

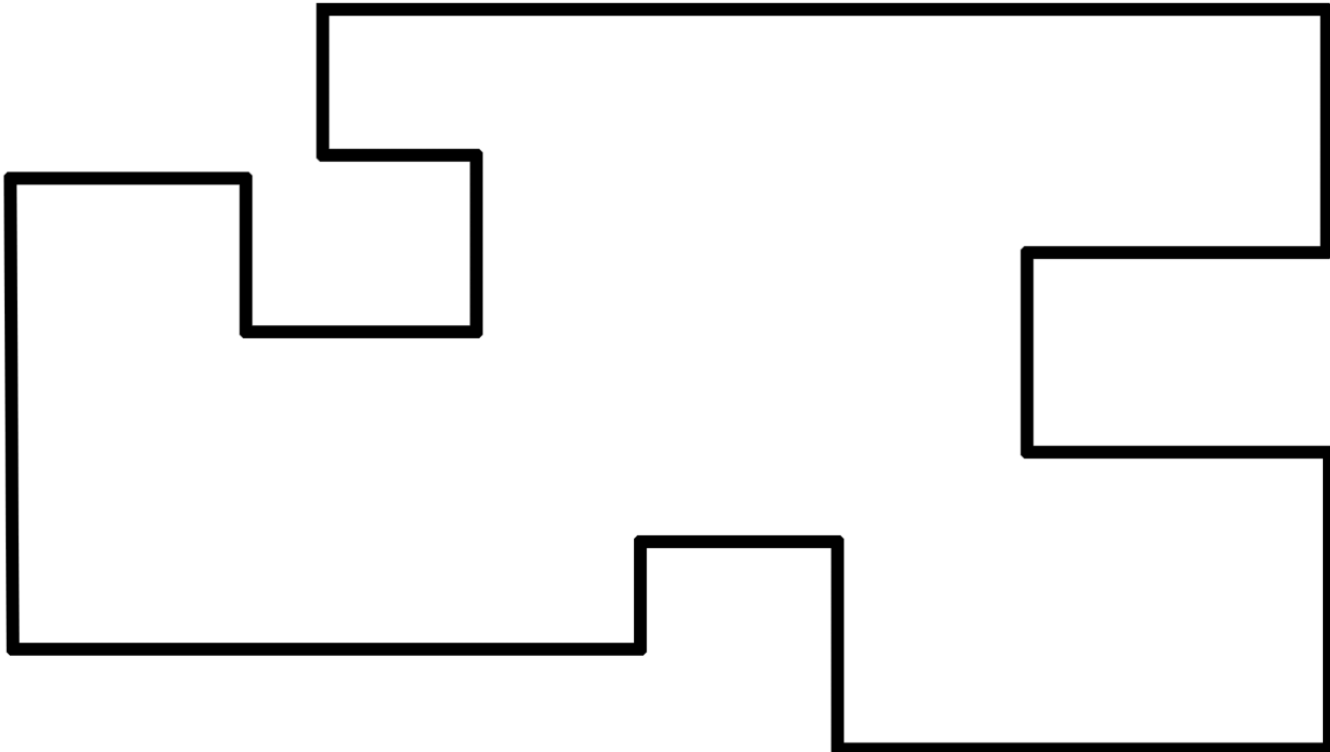
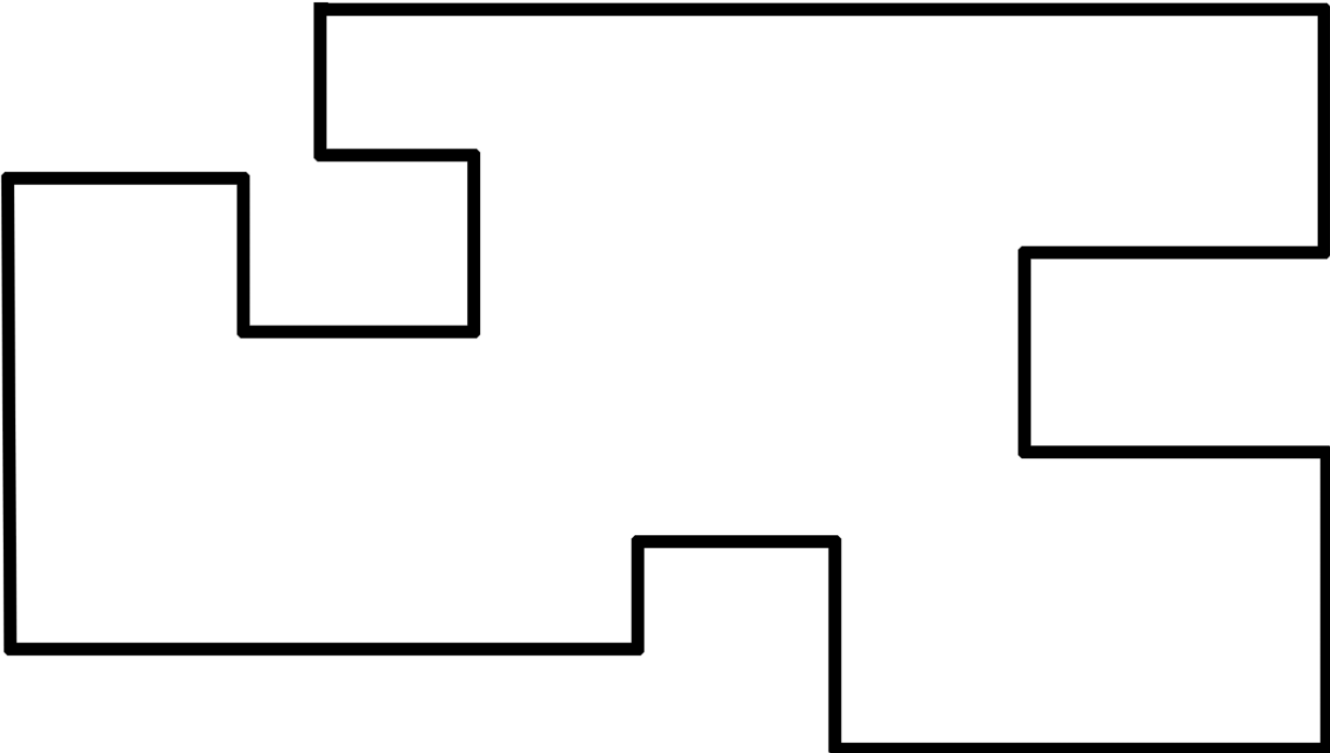






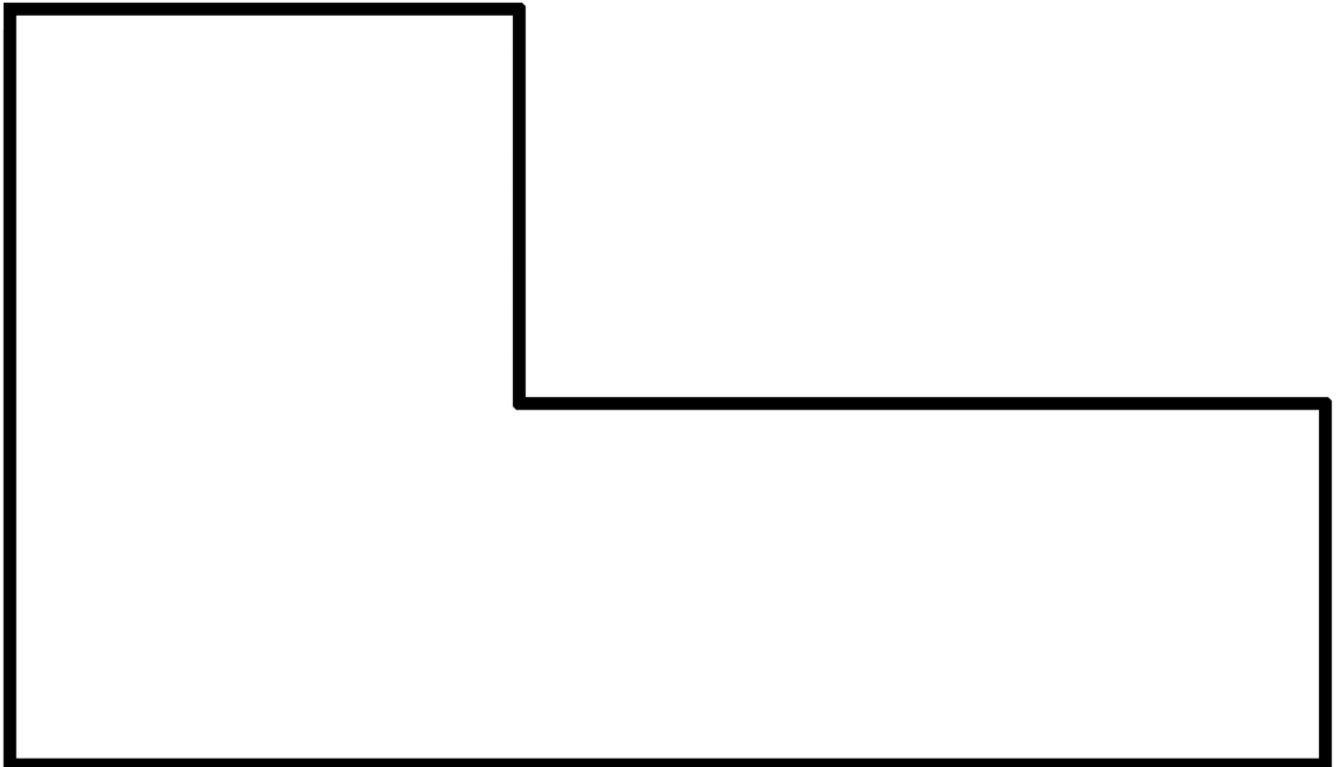
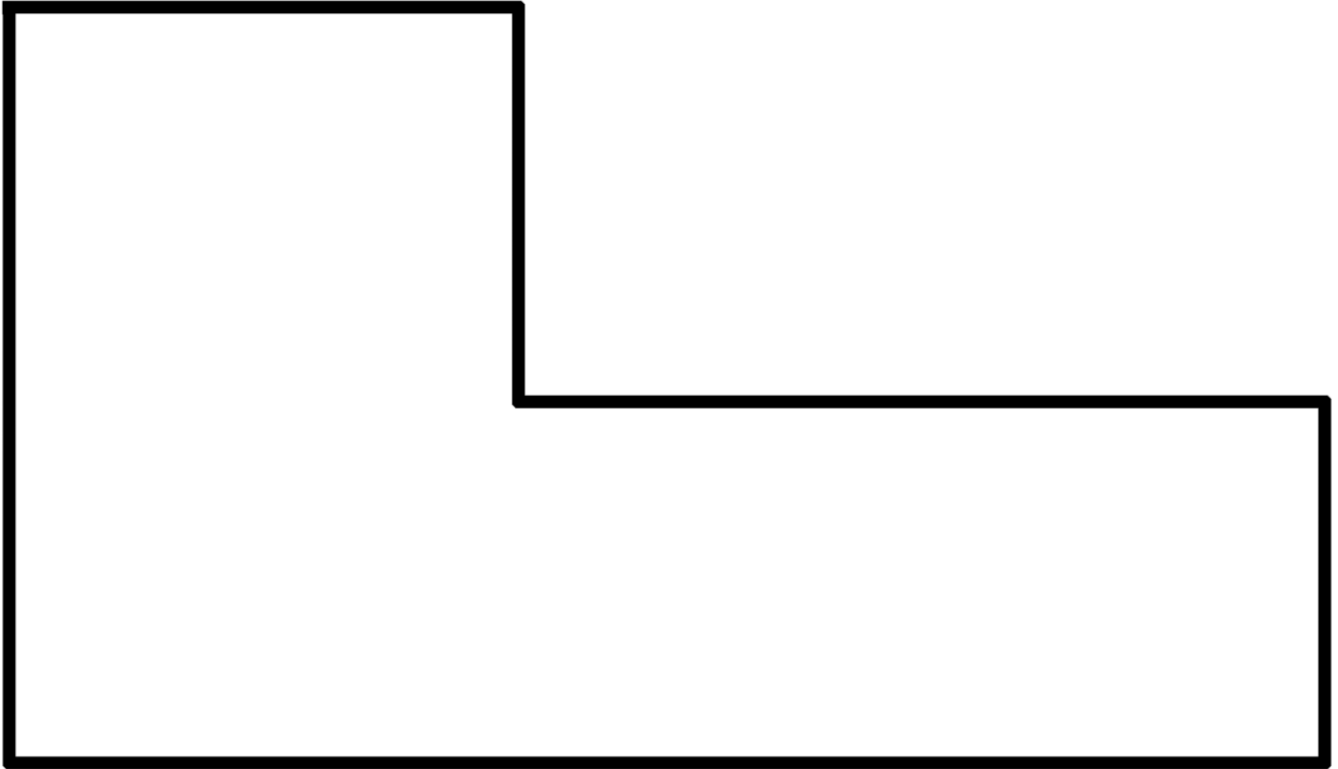
# School Area Shapes

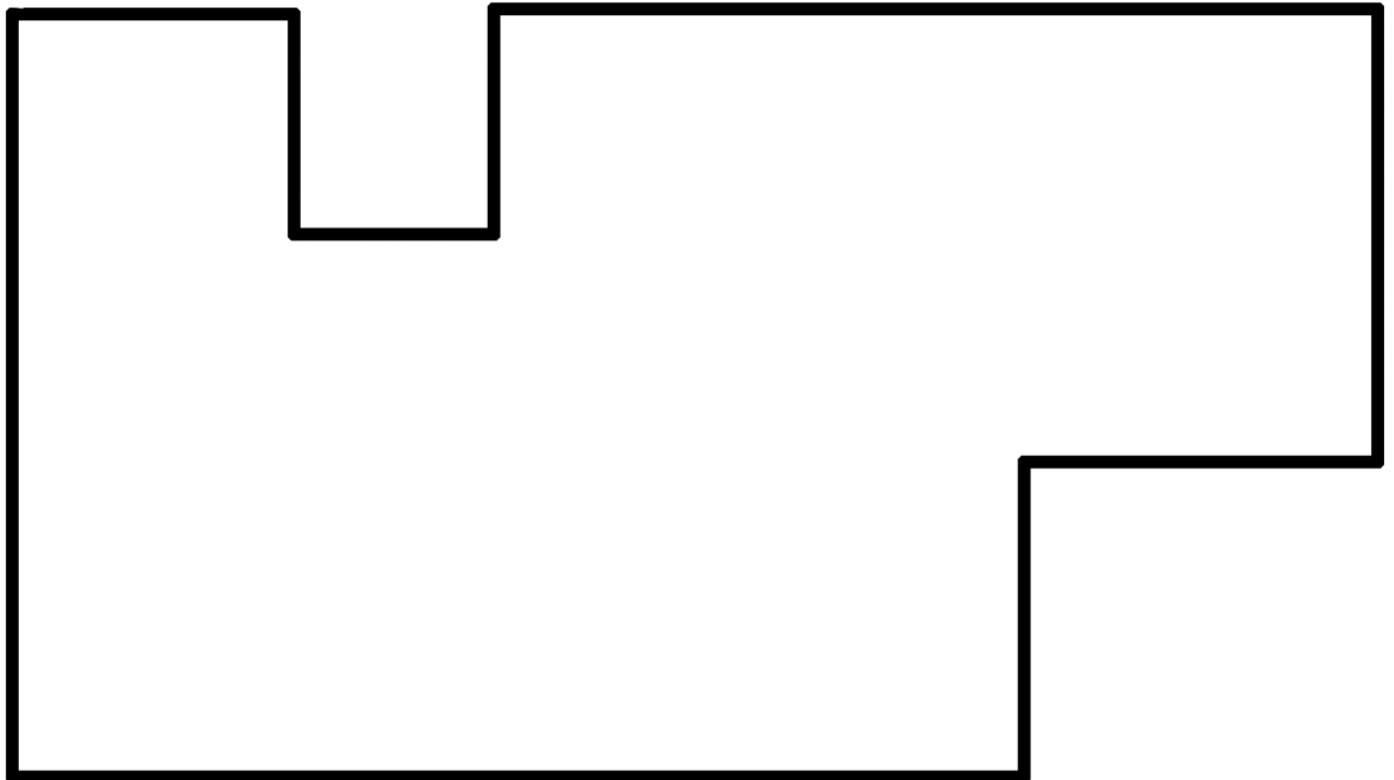
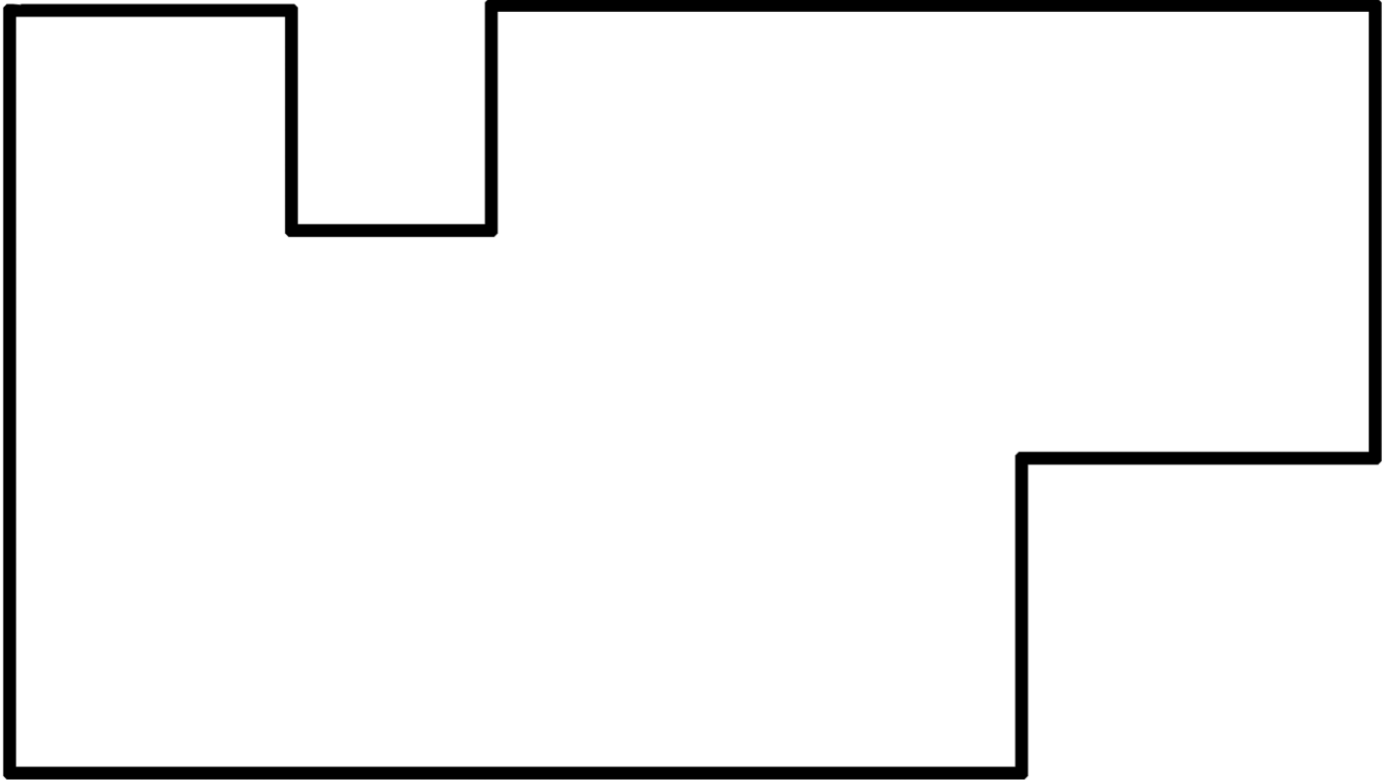






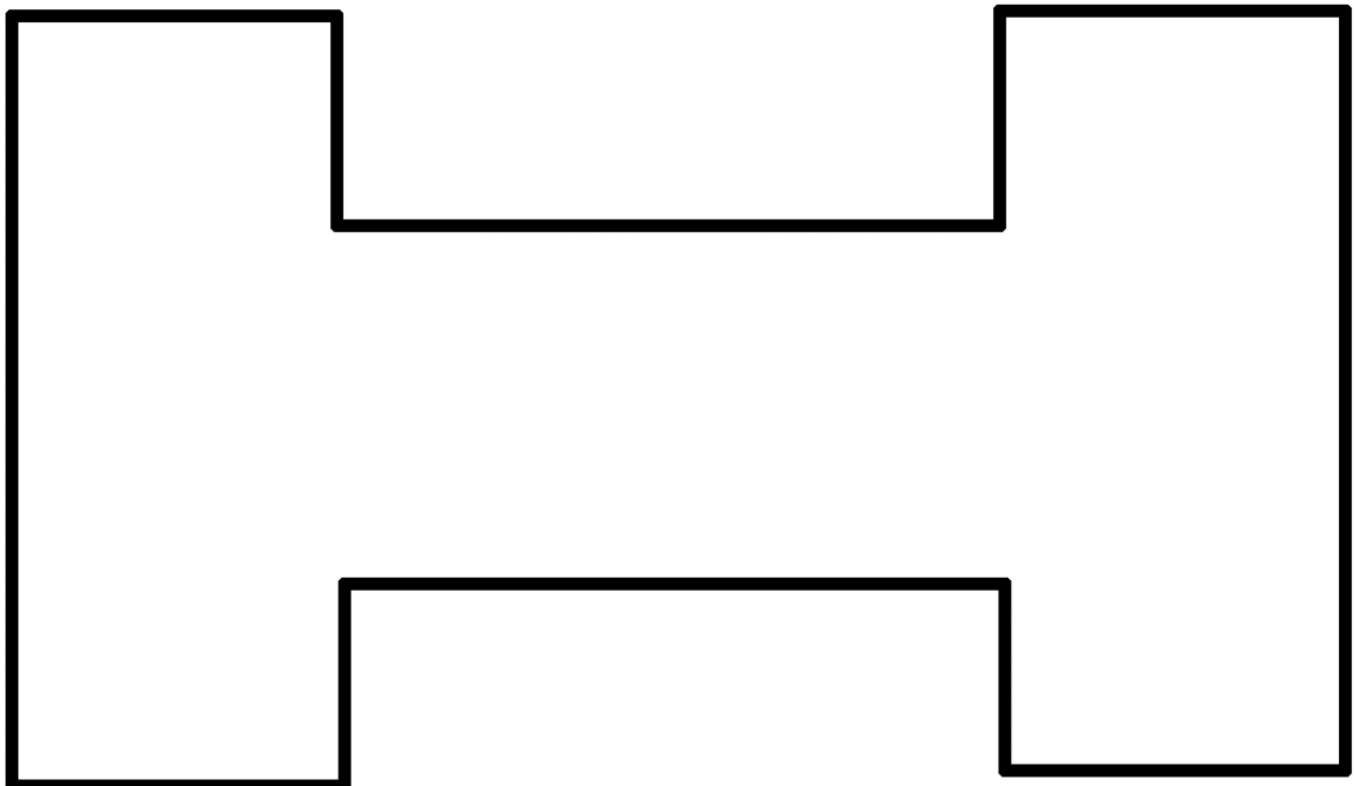
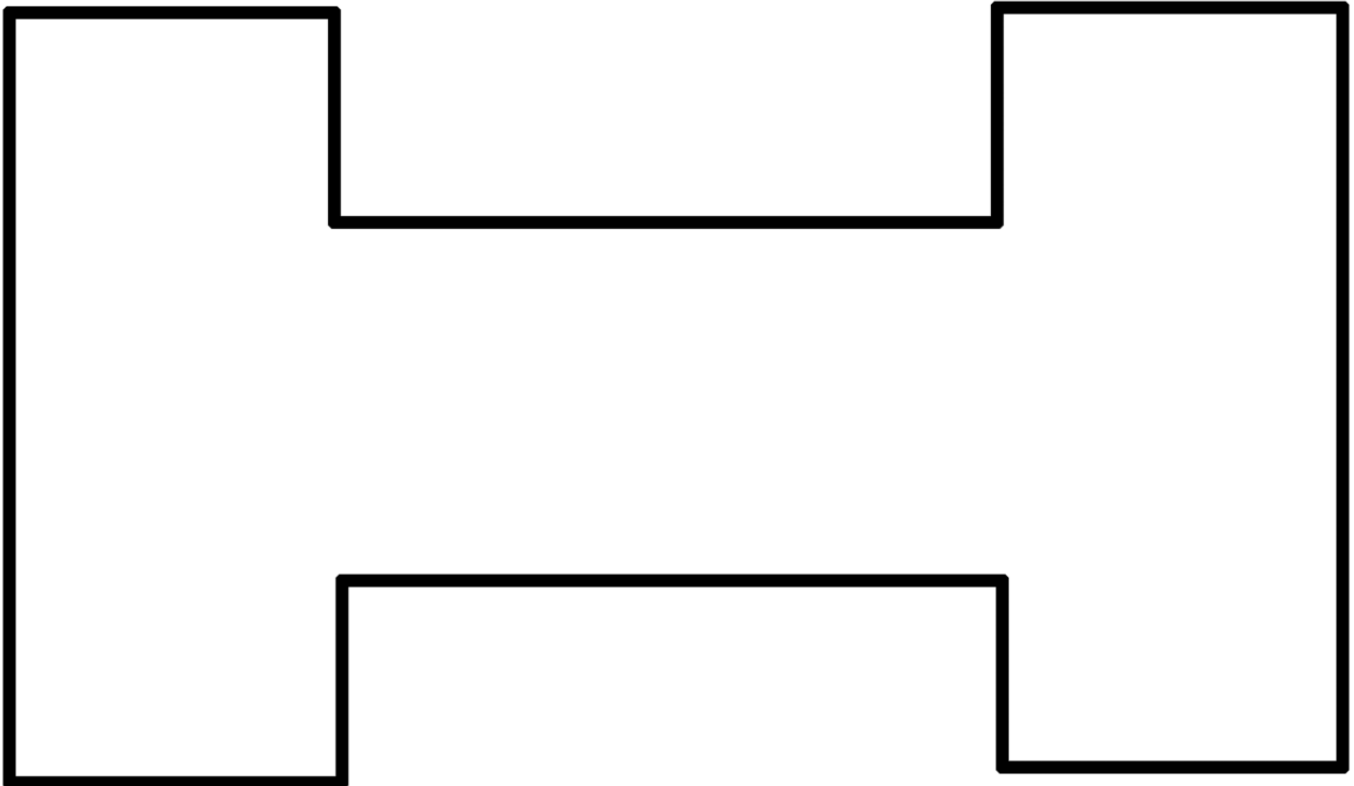
# School Area Shapes

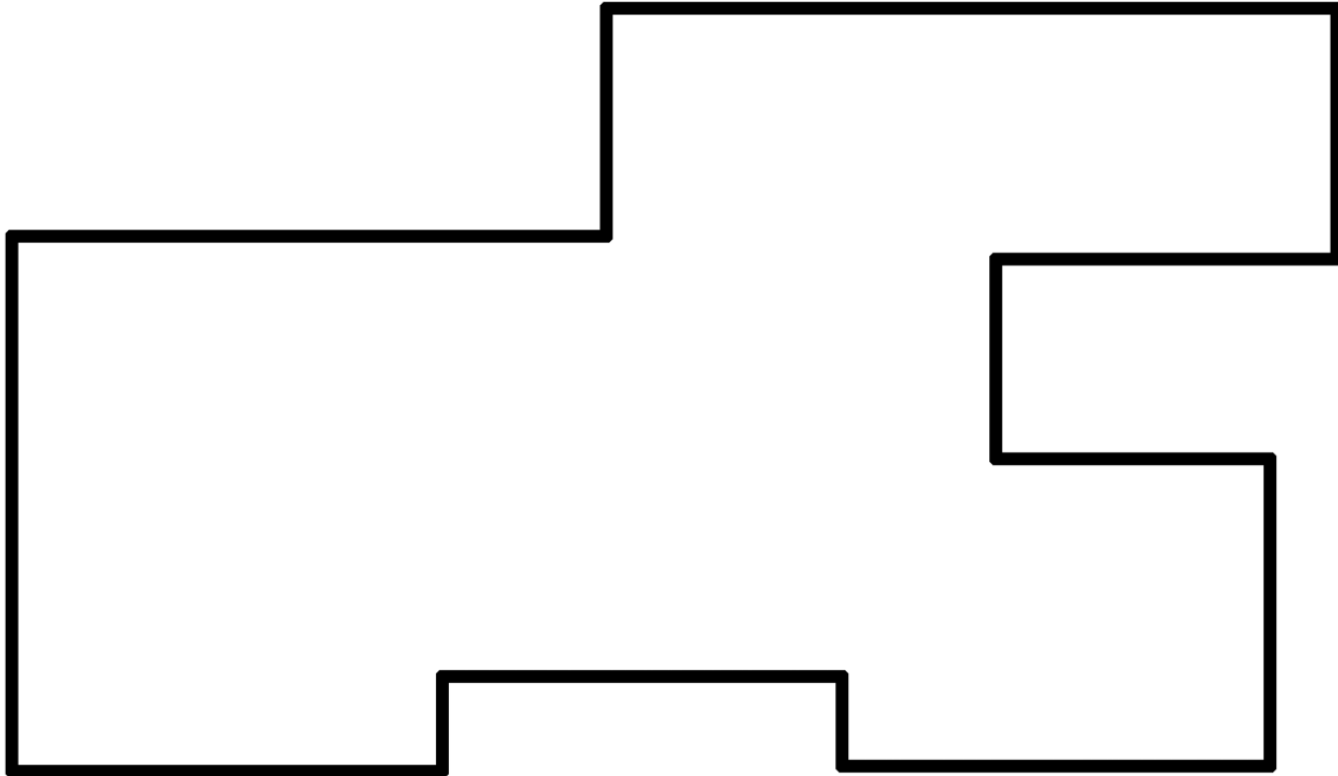
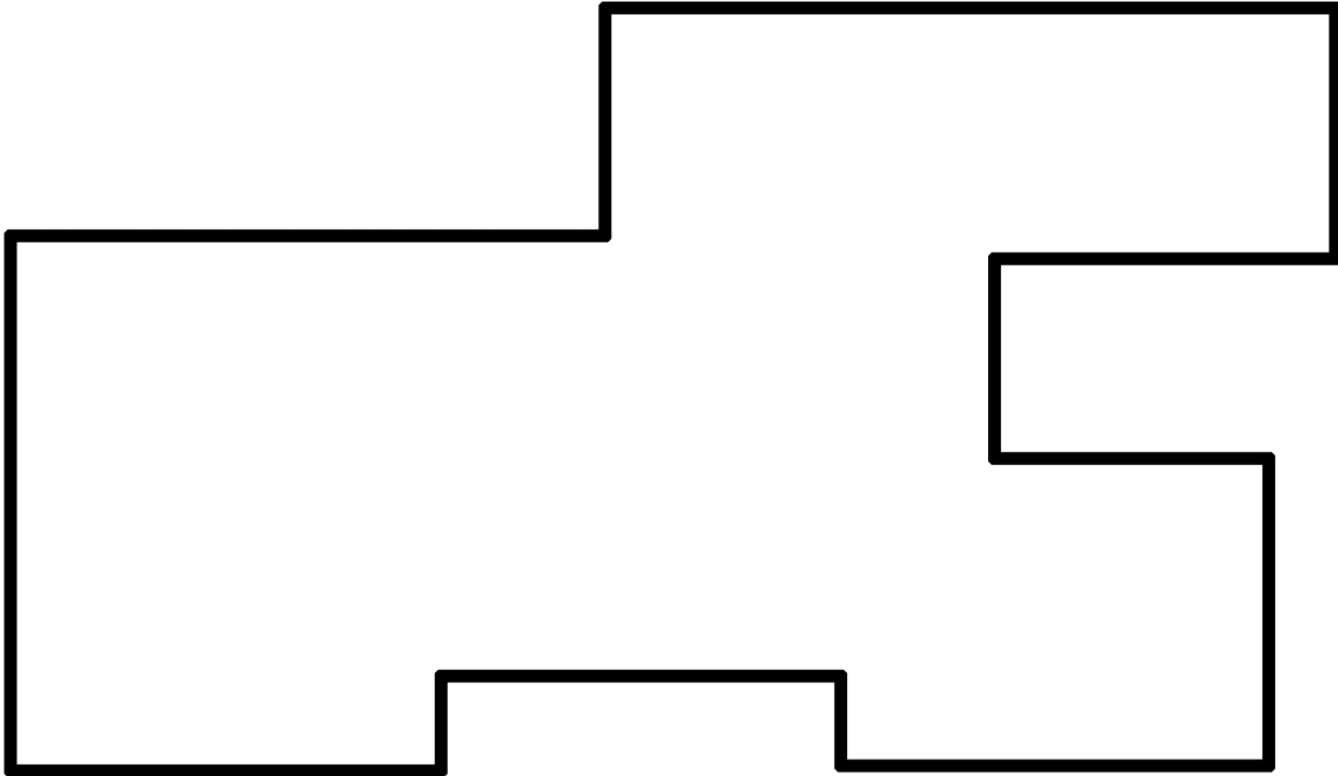






# School Area Shapes







## Labels of Spaces

**POOL**

**CAFETERIA/KITCHEN**

**GYMNASIUM**

**MACHINE SHOP**

**LIBRARY/IMC**

**CHEM/BIOLOGY LAB**

**SCHOOL GROUNDS**