

ENERGY U



Post-Visit Activities

Developed July 7, 2009



ENERGY U Post-Visit Activities

Activity 1: Energy Dogs (will need prior preparation)

Have students apply the knowledge they have gathered on energy for this activity. Students will need to work in groups of about 4 to 5 and materials will need to be collected before hand. Students can work together to make the cookers (make sure to print a copy of the instructions for each group) or they may be pre-made.

For original instructions, follow this link:

<http://www.eia.doe.gov/kids/classactivities/SolarCookingIntermediateActivity.pdf>

Materials:

For Each Group:

1 Pringles Potato Chip can
Scissors
1 8" x 4" Transparency Film
Tape

For Each Student:

1 Wooden Skewer
1 Hot Dog

Energy Dogs!!!

Directions:

1. Cut the Pringles can according to Diagram 1. Bend back flaps but do not remove because they will be used as reflectors for radiant energy.
2. With the transparency film, tape on the inside of the can to cover the opening that you made in step 1. Tape into place.
3. Make a small hole in both ends of the can (the metal and the lid). Then remove the lid.
4. Put hot dog onto the skewer and slide into the can, placing one end of the skewer through the hole you made in Step 3 of the metal end. Place the lid back on, sliding the other end of the skewer through the whole in the lid. Your cooker should now look like Diagram 2.
5. Place the cooker under direct sunlight, opening the flaps to reflect energy. Be aware of how long it takes to cook, on a cold day, it may take longer.

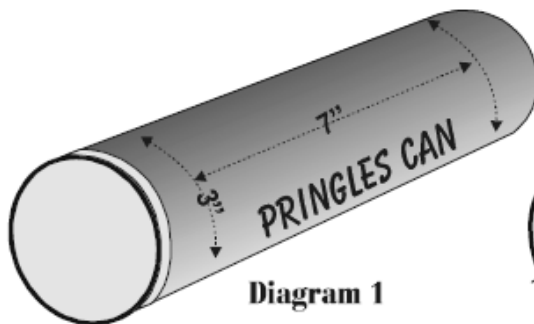


Diagram 1

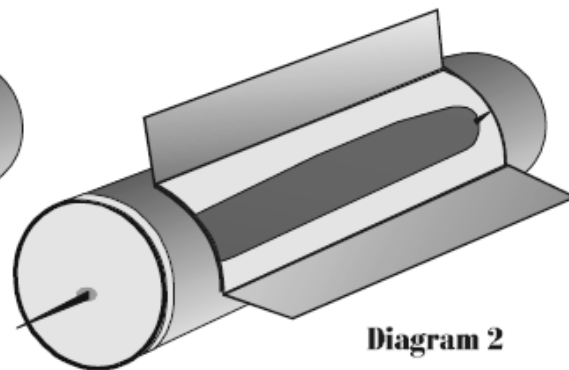


Diagram 2

Activity 2: Renewable Knowledge

The following activity will help students review concepts they have learned in class and from the demonstration. On little slips of paper, write down different concepts related to energy, for example, “The Sun is the source of most energy on the planet.” Cut the slips of paper in half and mix them up. Give each student a slip and have them go find the other half of their concept. This will allow the students to think critically about which concepts are related in order to find their correct matches.

When all the matches have been made, go around the room and review them. Have students read out their complete concept and ask the other students in the room if they think the concept is correct or incorrect (note: they must provide a reason).

Resources

http://education.jlab.org/jsat/powerpoint/0708_types_of_energy.ppt

<http://library.thinkquest.org/20331/types/>

http://glencoe.mcgraw-hill.com/sites/0078778360/student_view0/chapter5/section2/self-check_quiz-eng_.html

<http://www.masstech.org/cleanenergy/energy/whatisenergy.htm>

<http://student.britannica.com/lm/partner/studyguides/244/mainframes.html>