

LESSON TOPIC:

How to save energy?

older
preschoolers
5-6 years old
Time
60 min.

OBJECTIVES IN LINE WITH THE CORE CURRICULUM

in the field of general education:

- the ability to observe facts, natural, social and economic phenomena, carry out experiments and trials, as well as the ability to formulate conclusions and observations;

CONTENT IN LINE WITH THE CURRICULUM:

- using acquired skills to solve problems and explore the world, taking care of own development and creating individual learning strategies.

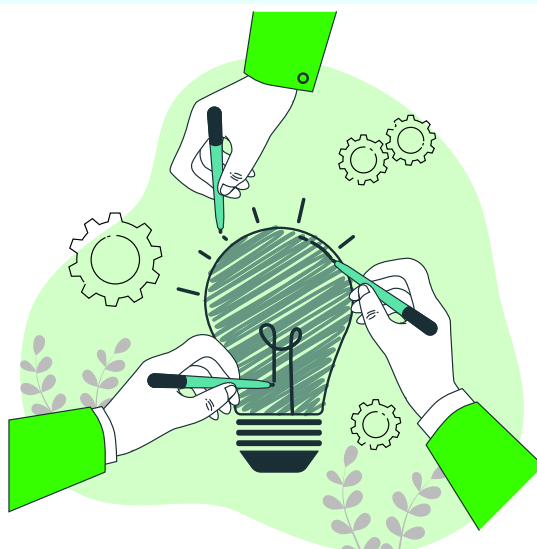
TEACHING AIDSE:

- worksheets, pictures showing electrical devices, string, paper, crayons

Before the lesson

PRELIMINARY PHASE:

- print out worksheets for students
- print out and cut out illustrations and photos depicting electrical devices



WHAT DO WE NEED ELECTRICITY FOR?

- This activity practises maintaining balance and helps children remember that electrical devices need a power source.

PART 1



1. Ask the children to sit on the carpet. Then show them pictures of a light bulb, an electric heater, a telephone and a refrigerator. **Ask the children what these items have in common** – they are very useful, but they all need electricity to work.
2. Ask the children to point out where the electrical sockets are in the room. Then ask them to stand next to the selected socket. **Be sure to remind them that they must not touch the electrical sockets.** Lay a string on the floor between the place next to the socket and the pictures so that it forms a winding line. This will be the path the children will have to walk along.
3. Ask the children to walk along the string, placing their feet exactly on it.

SPARK

- This task practises listening comprehension and the ability to select information from a text.

PART 2



Read the story to the children:

In a small yellow house at the end of the street lived a light bulb named Sparkle.

Sparkle lived in a lamp in the children's room. She was no ordinary light bulb – oh no! She had big, shiny eyes and could shine as bright as the sun on a summer day. Sparkle liked her room. There were colourful toys everywhere, a soft carpet and walls covered with stars. Sparkle liked it best when the children – Sophie and Jack – played together, and she shone her light on them so that they could see everything clearly.

But there was one thing Sparkle really didn't like.

„Why doesn't anyone turn me off when the children leave the room?!” she complained one day. „I shine and shine, and there's no one here! It's like someone left the tap running and walked away!” grumbled Sparkle.

„Wasting electricity is no joke! Electricity doesn't fall from the sky, you have to save it!” Suddenly, she had an idea: when Mum called the children for dinner, she would start blinking to remind them of herself!

When it was time for dinner, Sparkle started blinking, but unfortunately the children didn't notice it and ran out of the room without paying any attention to the light bulb. Sparkle became sad - so sad that her bright light dimmed. The pale light barely illuminated the room.

When the children returned to the room, they were very surprised.

„Maybe it's broken?” said Jack.

Then Sparkle sighed and replied quietly:

„I'm not broken, just very tired. I shine and shine in an empty room. I'm wasting electricity and I feel like I'm harming our planet. Could you please remember to turn me off when you leave the room?”

Sophie's eyes widened.

„Oh dear, we didn't mean to tire you out! We didn't know it was so important!”

„It's very important!” said Sparkle. „We need to save electricity. This makes the planet healthier, and your parents pay lower bills!

„But I don't like sitting in the dark,” muttered Jack.

„You got it wrong! I don't want you to never turn me on! I just want you to turn me off when you don't need me, for example, when you are not in the room.”

The children looked at each other and smiled broadly.

„We'll remember from now on! We promise!”

„Thank you!” replied Sparkle happily, so happily that she immediately lit up with a warm, bright light.

From then on, Sparkle was happy. She only shone when it was really needed. And she shone even more beautifully because she knew she was doing her bit to help the planet.

Jack and Sophie decided to draw a poster for the nursery so that other children would learn that they too could save energy.

Ask the children to describe in their own words what this story is about.

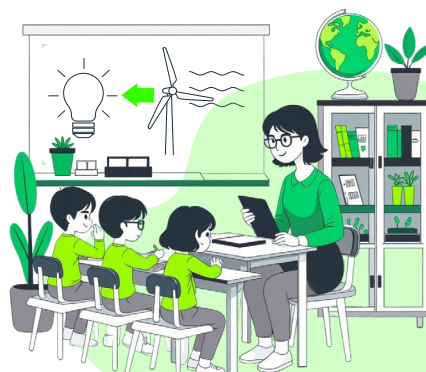
Additional questions:

- Why did Sparkle not like it when they left the light on?
- Why is it worth saving energy?

WHY IS IT WORTH SAVING ELECTRICITY?

- This task helps develop artistic skills and stimulate creativity.

PART 3



- **Refer to Sparkle's story.**

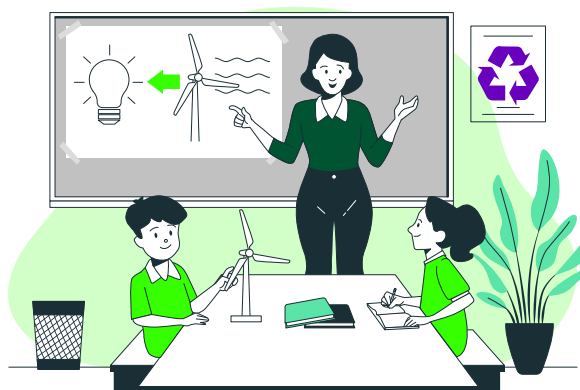
Ask the children if they know of other ways to save energy at home. Highlight good ideas.

- **Ask the children to make drawings on saving energy.**
- **Create an exhibition of drawings showing ways to save energy at home.**

TURN OFF THE LIGHTS

- This task helps develop reflexes and practises concentration.

PART 4



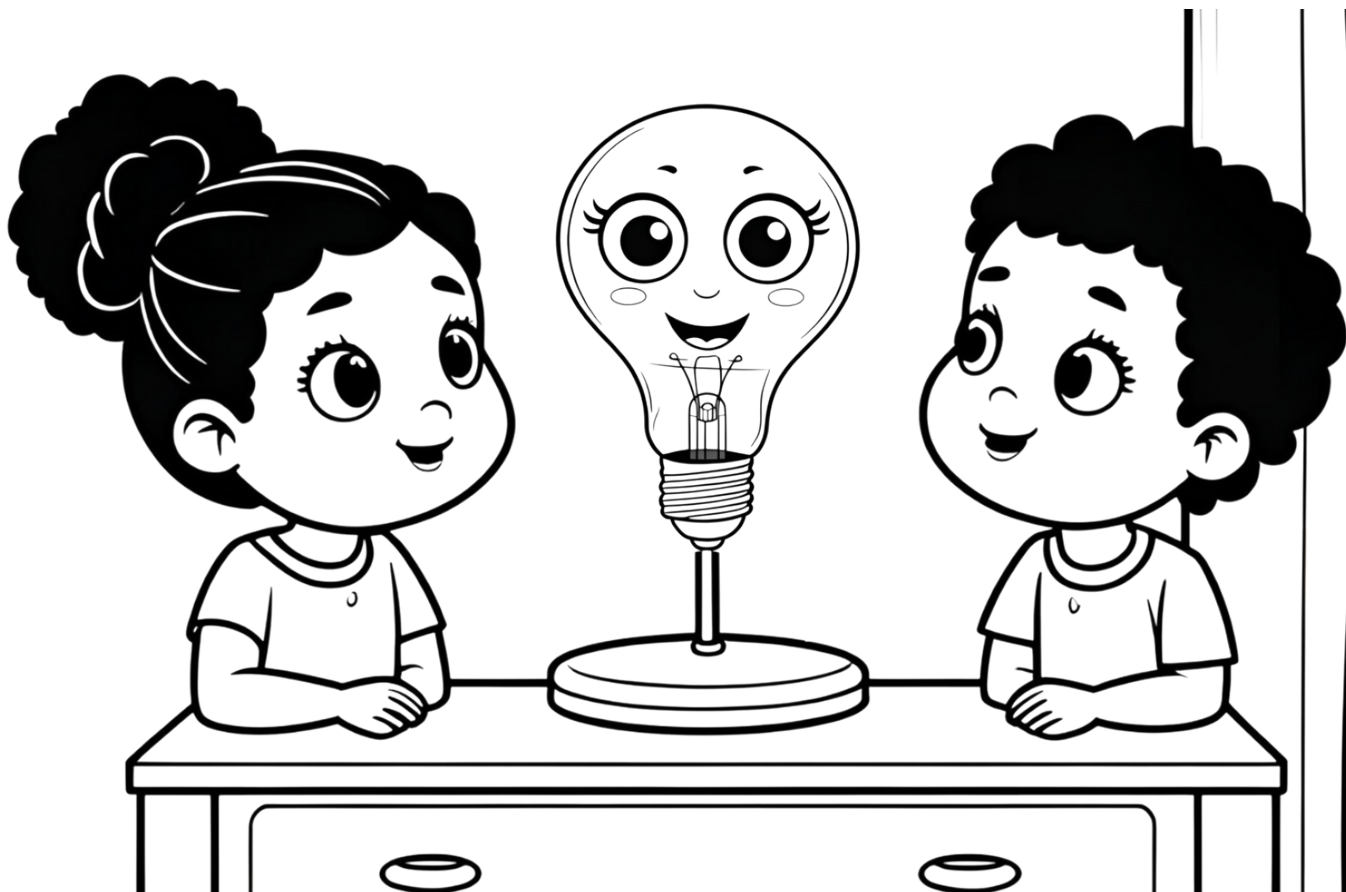
This activity requires a second teacher. You can also use music to make the game more fun.

- Ask the children to stand in the room so that everyone has some free space around them.
- Stick pieces of paper of the same colour onto the shirts of half of the children (or hand out sashes). These children will act as light bulbs.
- The rest of the children will participate in the game.
- When the second teacher is in the room, the children are tasked with „turning on” the light bulbs, i.e. the children who act as light bulbs. To do this, they must approach any light bulb as quickly as possible and turn it on, e.g. by touching their arms. The lit light bulb should raise its arms and move its hands. The light bulb cannot turn on (or off) by itself; another preschooler must do it. The children turn off the „light bulbs” by touching their arms, for example, and they lower their hands.
- When the teacher leaves the room, all the light bulbs should go out.
- Note: each child can turn each light bulb on or off only once, which means that the children have to change partners and find new ones as quickly as possible.
- The second teacher can enter and leave the room at any time so that the children have to watch him or her and react accordingly.

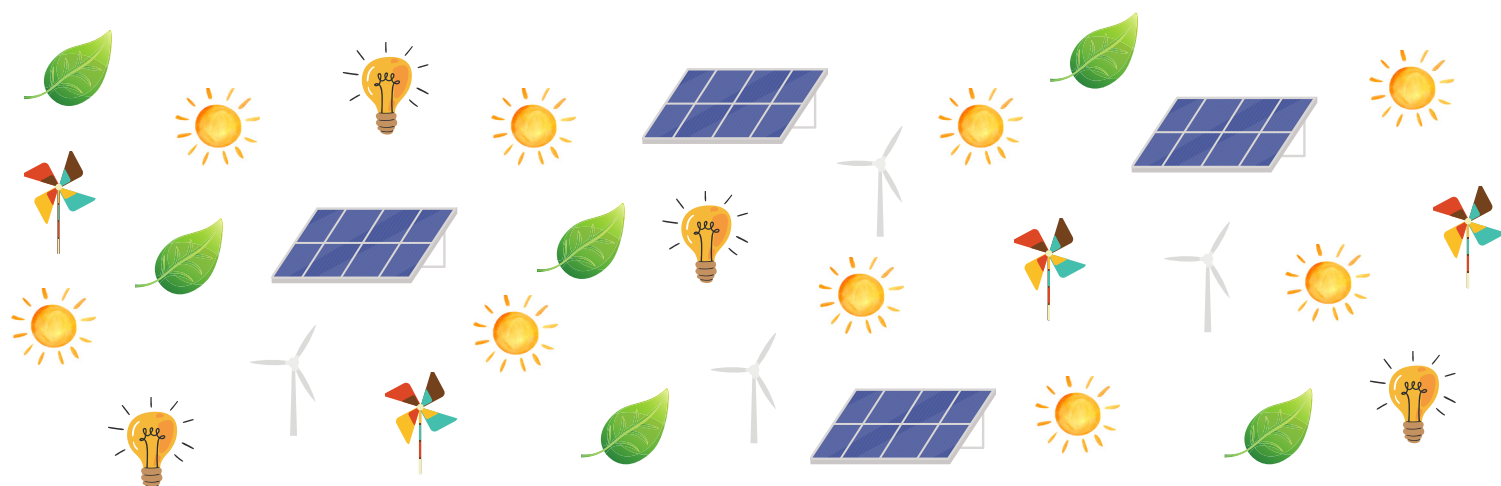
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How to save energy?

Colour the picture



Count the symbols and write their number in the boxes













Worksheet

How to save energy?

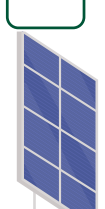
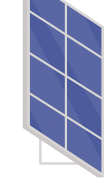
Next to each one, write the symbols depending on whether the behaviour is in line with the principles of saving energy.



Worksheet

How to save energy?

Insert the appropriate symbols in the empty boxes.



Carefully trace the light bulbs

