



## Energy Efficiency

**Grade/Subject:** Earth & Space Science

**Strand/Standard ESS.4.4** Evaluate **design solutions** for a major global or local environmental problem based on one of Earth's systems. Define the problem, identify criteria and constraints, analyze available data on proposed solutions, and determine an optimal solution. Examples of major global or local problems could include water pollution or availability, air pollution, deforestation, or energy production. (ESS3.C, ETS1.A, ETS1.B, ETS1.C)

**Lesson Performance Expectations:** Students will understand the difference between conservation and energy efficiency. Students will discover the importance of energy use in their lives. Students will recognize the difference between behavioral and technological approaches to energy efficiency and conservation.

**Materials:**

- Student sheet per student
- Computer/projector
- Scratch paper or calculators

**Time:** 1 class period 45 minutes

**Teacher Background Information:**

- Almost everything we use today requires some kind of electrical **energy** to power it, but we can cut down on the amount of electricity we use if we learn to practice better efficiency and conservation.
- Electricity is measured in **kilowatt hours** (kWh). The kilowatt is named after James Watt, who invented the modern steam engine. Because the unit measure uses his name, the W is capitalized in the abbreviation kWh.
- Every month, **consumers** pay for electricity to be delivered to their homes and businesses, and they are charged based on the number of kWh used. This lesson allows students to calculate an estimate of their electricity usage. They will then discuss ways to more efficiently use electricity and calculate how much associated financial savings they may realize. Buying **energy efficient** products saves energy and can also help to conserve resources.
- In 2016 the entire state of Utah (residential, commercial, industrial, and transportation) used just over 810 trillion Btu ([EIA](#)). A Btu is known as a measurement called British Thermal Unit. It is defined as the amount of heat required to raise the temperature of one pound of water by one degree Fahrenheit. Over 164 trillion Btu of Utah's total Btu was from the residential sector. This is a lot of energy we are using in our daily lives at home. If we make energy wise choices when purchasing and using appliances we can save energy and money and reduce our emissions.

**Student Background Knowledge:** Students need to know that a kilowatt is the unit of measurement for electricity and that the electricity used in their homes is measured, usually on a device located on the outside of the home.

**Teacher Step by Step:** A 3-d lesson should insist students do the thinking. Provide time and space for the students to experience phenomenon and ask questions. The student sheet provided below provides guidance but is only an example of how students might respond.

1. **Phenomenon:** Many people don't even think about how their cell phone gets recharged when they plug it in. Where does that power come from? Show a video from this selection:  
<https://www.youtube.com/watch?v=20Vb6hLQSg> [https://www.youtube.com/watch?v=0zif9w\\_vqx0](https://www.youtube.com/watch?v=0zif9w_vqx0)
2. Give the students a chance to write down 3 questions they might have about where their energy comes from and how much do they use in a day.
3. Have students get into teams of 3 -4. Show the PowerPoint "[How much power does it take?](#)" or have students

guess how much power their devices use. The power point helps keep the guess in a range of possibilities. Students may want to discuss their answers with their group.

3. The students will now individually look into their own lives. What is the cost of energy they use in their homes? Have the students write down how many items are in their house. Next, they will need to calculate the price of using that energy.
4. Have a class discussion by having students share their calculations and how much does it cost.
5. Show these two videos and list energy saving tips:

[Energy Efficient Tips for Homes](#) (6:41 min)

[Utah's First Net Zero Community](#) (5:13 min)

#### Assessment of Student Learning.

1. What is energy efficiency? *Energy efficiency is the method of reducing energy consumption by using less energy to attain the same amount of useful output. (Using less energy to do the same thing)*
2. What are three examples to increase energy efficiency in your home? 1) *Newer appliances that use energy. Look for the Energy Star label.* 2) *Change your light bulbs to energy efficient ones.* 3) *Find better ways to heat your house. Ex. solar panels*
3. What are three examples of ways to save on energy use in your home? 1) *turn off items that use energy when nobody is using. Example: turning off lights when no one is in the room.* 2) *Use window shades instead of air conditioning.* 3) *Installing a programmable thermostat to adjust temperatures when you are not home.*
4. Explain the importance of energy efficiency and energy conservation to our world. *When you save energy you also save money and reduce emissions. This can result in less of an economic burden via energy bills and better air quality not just for your community but inside your home.*

#### Standardized Test Preparation:

##### Energy Efficiency

1. What is a kilowatt? Choose all that apply.
  - a. 1000 watts.\*
  - b. A measure of heat energy.
  - c. A measure of electric energy.\*
  - d. A measure of light energy.
2. What is one way you can save on energy use in your home?
  - a. Use fluorescent light bulbs.
  - b. Use LED light bulbs.
  - c. Turn off the lights.\*
  - d. Heat rooms with light.
3. What is one way you can make your home more energy efficient?
  - a. Use LED light bulbs.\*
  - b. Turn off the lights.
  - c. Shut doors and windows.
  - d. Reduce the number of times the refrigerator is opened.
4. What must most people do to reduce energy use in their homes?
  - a. Conserve energy.\*
  - b. Move to another home.

- c. Stop using appliances.
- d. Buy energy efficient devices.\*

**Extension of lesson and Career Connections:**

Homework connection: Have the students go home and make a list of the appliances they have in their homes. Go to [energy.utah.gov](http://energy.utah.gov) and let the students use the energy calculator to discover how much electricity their appliances use.

<https://www.energy.gov/energysaver/save-electricity-and-fuel/appliances-and-electronics/estimating-appliance-and-home>