



Conservation v Efficiency

Grade: 5th

Objective:

The purpose of this activity is to provide a better understanding of conservation and efficiency practices.

Materials:

Classroom

Chalkboard

Terms:

Efficiency

Conservation

Energy

Carbon

Climate change

Procedure:

1. On the chalkboard, draw two columns with the headings “energy efficiency” and “energy conservation.”
2. Ask the class the following questions:
 - “What does it mean to conserve?” (To use less of something.)
 - “What are some things you or your family use less of, or conserve? (Fuel for the car, water, electricity, etc.)
 - “How do we use energy in our homes?” (We use energy for cooking, heating/cooling air, heating water, powering appliances, lights, and electronics.)
 - “What does energy conservation mean?” (Energy conservation is the reduction or elimination of unnecessary energy use.)
 - “What does energy efficient mean?” (Less energy is used to do the same amount or more work.)
3. Ask the class to give examples of energy efficiency and energy conservation. You can start them out by saying, using a CFL is energy efficient, while turning off the lights is conserving energy. Write student responses under the headings in their respective columns. Have students think about conservation and efficiency within the context of their own lives and within their homes