

1.3 Forms of energy

Lesson outcomes

At the end of this activity students will be able to:

- identify energy forms in a photograph using appropriate scientific terms
- clearly label a photograph so that information about energy forms is clearly communicated to another person.

Equipment list

Each PAIR OF STUDENTS will need:

- magazine picture of reasonable size. You can ask students to bring their own magazine, but it is wise to keep a supply handy.
- scissors, glue, pens or pencils for labelling
- butchers' paper.

Things to consider

- you may need to hint if students miss less obvious energies: e.g. unless the picture is totally black, it includes light; is anything producing sound?
- if the picture contains any living thing, it will be using energy.
- if the picture contains plants, they will be absorbing sunlight.
- each student should have their own picture, but could work in small groups to complete the task.
- this activity could be started in class and completed as homework.

This activity could be used as **formative assessment** and repeated later in the unit, or a similar activity could be set as a final test.

Lesson plan

Step 1: Ask students to select a picture. It does not need to be action packed; a quiet scene will be full of energy examples. The picture should be glued in the centre of a piece of butcher paper.

Step 2: Ask students to clearly label every example of an energy phenomenon. The space on the paper around the image should be used. Labels should be large and clear.

Step 3: The images should be displayed around the room so the class can share their images and ideas.