



Energy savers

Time needed for activity 15 minutes plus

Location Outdoors or indoors

Context

This activity encourages learners to think about and discuss the many ways in which we each need to act as responsible citizens to save energy to help mitigate climate change.

Natural Resources Wales’ purpose is to pursue the sustainable management of natural resources in all of its work. This means looking after air, land, water, wildlife, plants and soil to improve Wales’ well-being, and provide a better future for everyone.

Curriculum for Wales

Humanities

- **What matters** – Informed, self-aware citizens engage with the challenges and opportunities that face humanity and are able to take considered and ethical action.

Language and Literacy

- **What matters** – Understanding languages is key to understanding the world around us.
- **What matters** – Expressing ourselves through languages is key to communication.

Science and Technology

- **What matters** – Being curious and searching for answers is essential to understanding and predicting phenomena.

Health and Well-being

- **What matters** – Our decision-making impacts on the quality of our lives and the lives of others.

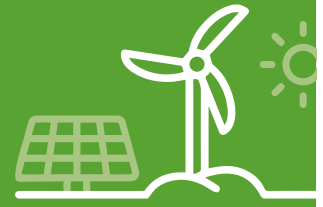
Objectives

Learners will be able to:

- use effective communication and persuasive language skills to share ideas and opinions on the most efficient way(s) to save energy.
- deepen their knowledge of energy saving methods in their, and their families, day to day lives.
- explore societal factors which influence how we use energy and consider the barriers to reducing our energy needs.

Resources and equipment

- Resource cards – Energy savers



What to do

The discussion cards describe different ways in which we can save energy. It is not necessary to use all the cards. Some can be chosen or left out to play with next time.

1. Introduce the activity by asking your learners to suggest why saving energy is important and discuss their ideas.
2. Ask them to read through the information on the cards and discuss their contents.
3. Explain that there are no right or wrong answers and that every opinion is valid.

This activity can be adapted and carried out in a variety of ways.

- a. Independently, in pairs or in small groups, learners should decide which card, in their opinion, shows the most important method to save energy and which card is the least important. Ask them to explain the reasoning behind their decision.
- b. Working in pairs or small groups, give each group 9 cards and ask them to sort them using diamond ranking. Your learners should arrange the cards into a diamond formation, with the most important card at the top, two cards in the 2nd row, three cards in the 3rd row (medium importance) two cards in the 4th row, and their lowest importance card at the bottom. As a group, they should work to reach a consensus and can move the cards around until they reach an order on which they all agree.
- c. In groups, only give one card per group. Each group can explain their card and make a case for where they feel they should be in the order of importance. Ask all the groups to work together to arrange themselves to stand in order of importance from most to least important. The different lines of groups can then be compared, and similarities and differences in their opinions can be discussed.
- d. Create a human bar chart/graph to illustrate how your learners have sorted the importance of the cards. Lay the cards on the ground and ask your learners to stand in front of their chosen card in straight lines to make the 'bars'. Depending on the outcome, discuss any factors involved in your learners making different choices. For example, did rurally based learners make different choices compared to inner city based learners?
- e. Sort the cards into ways your learners save energy themselves and what they are not able to do. This can be applied to home or school. Discuss the barriers that prevent further action.
- f. Ask each learner to choose one of the cards which is important to them and explain why. What can they do individually, to save energy. Ask each learner to choose one or more cards with ways in which they will try to save energy in the future. Your learners can calculate their own energy footprint from our [Activity plan - Carbon footprint](#), to help them work the amount of offsetting action they should consider.

Suggested key questions

- What do we need energy for?
- How can we save energy?
- Why is it important to save energy?
- What can you do to save energy?
- What stops you from saving more energy?



Adapting for different needs or abilities

More support

- Choose the most appropriate delivery method, from a to f, for your group.
- Remove some of the cards from the set.

More challenge

- Think of other ways in which we can save energy and write them on blank cards for other groups to sort.

Follow up activity/extension

Try out our:

- [Activity plan - Why is energy important](#)
- [Activity plan - 3 C's of climate change](#)
- [Activity plan - Trees or bogs carbon calculator](#)
- Use natural art to illustrate a way to save energy
- Create an action plan or design a poster to encourage other people to save energy

Additional Information

Find out more about Natural Resources Wales' work to address climate change at www.naturalresourceswales.gov.uk

[Natural Resources Wales/Climate change](#)

Looking for more learning resources, information and data?

Please contact: education@naturalresourceswales.gov.uk or go to <https://naturalresources.wales/learning>

Alternative format; large print or another language, please contact: enquiries@naturalresourceswales.gov.uk 0300 065 3000

