

Activity 5 - WE-LAB - Energy Around the World

Activity Description/Overview

Energy and water are intrinsically linked through the water-energy nexus. Producing energy requires water, while treating and delivering potable (drinking) water requires large amounts of energy. For example, a person uses four times more water in energy consumed by watching TV and turning on lights than by direct water use like taking a shower or washing dishes. Students may be familiar with how energy (and therefore water) is used in the United States, but what about around the world? Countries use many energy resources at different levels of consumption depending on the climate, available resources, level of industrialization, economic status, and culture. In this activity students will be introduced to different ways that people in other countries produce and consume energy by providing information about a sample of countries throughout the world.

Research

This activity is retrieved from www.need.org, which provides all the background information needed to complete it. Begin by having students get a basic understanding of the different types of energy, consumption, and efficiency by looking over this guide: <http://www.need.org/files/curriculum/guides/Intermediate%20Energy%20Infobook.pdf>

There is more information than you could possibly need, so you can decide on your own or with your students what is the most important information to review. Then read over the 'Energy Around the World' activity found here: <http://www.need.org/files/curriculum/guides/Energy%20around%20the%20World.pdf> and prepare accordingly.



Take Action

- Students complete the activity detailed in the link above.
- Each student will be assigned a different country, then students will be grouped by continent.
- Students will give a short presentation on their countries energy profile. As well as short group presentations on their continents energy profile. Identifying the sources of energy and possible uses for each, explaining how countries use energy differently, citing possible reasons for differences (like geography, finances, availability, culture, politics, etc.).
- The teacher or Green Team leader will initiate the activity by presenting on Antarctica, Australia, and finally the United States' energy profile. These presentations will show students how they should present, and provide them with information to compare their country to.
- Give students time to research and gather their country and continent information, using the profiles provided in the activity as well as outside resources as needed.
- Create presentations to give to the class or school.
- Be sure to discuss how water and energy use are connected, as well as ways to conserve water and energy, not just in the U.S. but in other countries. Are there ways to conserve in the U.S. that are not as practical in other countries? And vice-versa?

Results

Submit the following items to the program coordinator:

- Monthly challenge submission form describing your students experience with researching the energy profiles of other countries
- Pictures or video of the students presenting and copies of the text or Power Point slides