

Energy Poetry

Session 1

TIME

90 min.
including
break



Art of learning

THEME
22



WARM-UP: FREEWRITING

This will happen:	Individual freewriting from word prompts.
Materials needed:	Post-It Notes, notebook and pen for everyone (not a pencil and rubber).
Preparations in advance:	
Preparations in the space:	
The space looks like this:	A table to write on/a space that is comfortable to write in.

GUIDANCE:

1. Say one word, and the students write the first thing (word) that comes to mind on a Post-It. For example, the prompt word 'mother'.
2. Collect the Post-Its and read them under the heading 'mother'. Recognise differences and highlight the fact that everyone sees and thinks differently which is a positive thing. This theme is all about embracing unique ideas and different views and letting them out in their writing.

Explain that it was a practice and now they will do the real warm-up.

Create a small 2-minute physical warm-up sequence that warms up the senses, head, shoulders, hands and finally fingers, and which ends with a focus on writing. The same sequence is repeated in the warm-up for each session.

The students must now write what comes to mind when they hear a specific word (like 'mother'). Again, this is about embracing unique ideas, letting our own ideas flow and embracing our own differences.

What is written by any of the students must **not** be evaluated or corrected – whether it is right or wrong is irrelevant. This is why the students must write with a pen! It is important to stress that if they can't think of anything to write, then they can doodle on their paper or write and – and – and until they think of something to write. When everyone has a notebook and pen and they are focused then begin!

1. Say an energy related word, for example, 'sun' or 'wind'.
2. Let the students write for up to 2 minutes (but observe the group and take cues from them about when to stop). Give a time warning when they need to finish.
3. Ask everyone to read through their own work.
4. Then they all put their work away. No one else should read what they have written.

REFLECTION: OUT-THE-DOOR REFLECTION

This will happen:	On their way out of the door, the students write words that summarise the theme.
Materials needed:	Sticky notes (two for each student) and something to write with.
Preparations in advance:	
Preparations in the space:	
The space looks like this:	

GUIDANCE:

Give any other messages first, and finish with this.

1. Give each student two sticky notes and something to write with.
2. On one sticky note, they should write one word that has something to do with energy, and on the other, one word that has nothing to do with energy.
3. After the students finish, they stick their sticky notes on/by the door on their way out.

NOTES

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MAIN ACTIVITY: ENERGY CAFE, TEACHING OURSELVES

This will happen:	In groups, students learn to make energy-powered models using video instructions.
Materials needed:	Equipment to make the models. See the separate list of what is needed for each model in T2201 Equipment List (resource bank). Digital tablet (placed upright) for each group.
Preparations in advance:	Ensure that all materials are available and that videos are ready (they can be downloaded onto the tablets or the links ready to go).
Preparations in the space:	Set up a table for each group (preferably with space between them) with a digital tablet with a video of the group's model. Create a 'resources table' where everything all the groups need can be found.
The space looks like this:	Group tables/workshop setup.

GUIDANCE:

1. Divide the students into groups (2-4 in each group). The same groups are retained for Sessions 1 and 2. Ensure that there is an even number of groups and that the groups can be paired with another group making a different model from their group in Session 2.
2. Each group finds a table. On the digital table is a video giving instructions on how to make an energy-powered model. Choose from the selection below but ensure that different groups work on different models.
 - (1) Making a balloon helicopter: <https://www.youtube.com/watch?v=NKxd3haCFX0> (wind energy)
 - (2) Making glow sticks: <https://www.youtube.com/watch?v=UGSrimrtBQI> (electrical energy)
 - (3) Making a catapult: <https://www.youtube.com/watch?v=T1-ZVOLmuiY> (movement energy)
 - (4) Making air cushion balloon craft: <https://www.youtube.com/watch?v=UDj6PCvMT6Y> (air)
 - (5) Cork boat: <https://www.youtube.com/watch?v=gNc0r-Occlk> (wind energy)

youtube.com (1)



youtube.com (2)



youtube.com (3)



youtube.com (4)



youtube.com (5)



3. The groups watch the video, find the resources they need (from the resources table) and learn how to make their model. The groups should work on their own as much as possible and the adults should only offer support when really needed.
4. Explain that in Session 2 their group will: a) teach another group how to make their model item and b) explain what kind of energy source their model item is powered by. Give them time to plan this. Ask them what their group has to think about in order to teach this? How can their group collaborate on this task? What should their group practise now? What can their group prepare now? State that the video is not available in Session 2 and that they must teach the other group without it.
5. If there is time, get the groups to do a test-build without the video to ensure that they can do it, make up a 'resources kit' for the group in Session 2, and practise explaining how to build the model item without instructions.
6. Tidy up. Put the models and any 'resources kits' away.

Possible extension: The adults should not touch any of the equipment or materials, only the students can. If necessary, the adult can explain, using words or body language.

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