

# ELECTRIC LUNCH ACTIVITY



Students will investigate how electricity plays a role in their everyday choices and activities. This activity is all about having students understand how much electricity plays a role in their food consumption and lunches.

## **Instructions:**

Have students pair off. On a piece of paper have each pair make a list of every item they have or had for lunch. Include all food items as well as any wrappers or packaging.

Have the students share their lists with the class or other students. As a group discuss how many steps you think are involved in making each item, transporting it and storing it. Try to be as specific as possible. If warranted, feel free to draw a flow chart on the board.

Put a star beside any steps that might use electricity directly or indirectly. Example of indirect electricity usage could be the electricity used for the kitchen lights while making your sandwich.

Count up the stars you put beside the flow chart steps. This is your total “electric lunch score”. Have students compare lunch scores with each other and brainstorm ways they can reduce their number of stars.

This activity can be used for grades ranging from 3-8 however, there are direct curriculum links to the Grade 6 Science outcomes.

## **Direct Curriculum Links**

### Competencies P-3

Citizenship: Learners are expected to contribute to the quality and sustainability of their environment, communities, and society. They analyze cultural, economic, environmental, and social issues, make decisions, judgment, solve problems, and act as stewards in a local, national, and global context

### Competencies 4-6

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### Social Studies 1

Outcome 2: Students will take age-appropriate action to practise responsible behaviour in caring for the environment

#### Social Studies 2

Outcome 4: Students will demonstrate an understanding of sustainable development and its importance to communities (local)

#### Social Studies 4

Outcome 4: Students will examine the relationship between humans and the physical environment

#### Social Studies 6

- Learners will implement age appropriate actions that demonstrate responsibility as global citizens; Indicator: Analyze various perspectives on a position in relation to a local/national/international issue. (CZ, COM, CT, PCD, TF)

#### Social Studies 8

##### Unit Four: Citizenship

8.4.1 take age-appropriate actions that demonstrate the rights and responsibilities of citizenship (local, national, and global)

#### Science 6

##### Electricity

Outcome 2: Students will explain how renewable and non-renewable electricity is generated and its local and global environmental impacts. Indicator - Investigate actions that lead to reducing electrical energy consumption in the environment

#### Science 9

##### Electricity, Energy, and the Environment

- Students will explain how renewable and non-renewable electricity is generated and its local and global environmental impacts
- make informed decisions and propose a course of action on science, technology, and social issues, including human and environmental needs for electricity and energy (113-9, 113-13)

#### Food and Nutrition 8

##### Unit 3: the Food Consumer

3.3 identify environmental issues related to the production and consumption of food

##### Unit 5: Nova Scotia Food Products and Related Industry

5.2 recognize the benefits of selecting locally grown/produced food

### **Cross Curricular Links**

#### Technology Education 9

##### Module 2: Energy Engineering

2.4 Students will explain how renewable and non-renewable electricity is generated and its local and global environmental impacts