**LESSON PLAN**

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| **SCHOOL** | Primary School Tone Pavček, Slovenia |
| **THEMATIC AREA** | Energy |
| **TEACHER** | Mojca Žefran |
| **SUBJECT** | Wind energy |
| **AGE GROUP**  (approximately) | 7 – 9 years |
| **TIME REQUIRED** | 90 minutes |
| **PLACE** | Classroom |
| **LESSON OBJECTIVES** | **Students:**   * explain how people make use of the wind * can plan, make and test wind-driven devices (a windmill and a wind cone) * develop the ability of practical work * learn how to make an anemometer |
| **LESSONS YOU CAN USE** | Ecology  Science  · |
| **CLASS ORGANISATION** | * Team work * Individual work |
| **MATERIALS** | Crayons, pictures (wind thematic), scissors, a string, paper, a computer, compass. |
| **ICT TOOLS** | Multimedia devices – interactive board |
| **PROCEDURE** | A teacher welcomes students and invites them to play the game.  A game.  Each student gets a piece of a puzzle, then they have to find the other students to form the group to build the whole picture, for example a windmill, an anemophily, a sailboat, etc.  They have to find out what all the photos have in common. The answer is the wind.    The teacher leads the conversation, asks questions:   * How does the wind come about? * What means of transport exploit the wind? (Sailboats, sailplanes, balloons) * What can the wind transmit? (The wind pollinates some plants and dissects their fruits.) * How does the nature exploit wind energy? (Anemophily, birds) * Which are other ways of taking advantage of the wind? (Eg: windmill, wind power generation.) * What are the benefits of such power plants? (Do not produce waste or hazardous substances that would put the environment at risk).     Make a product – an anemometer.  An anemometer is a device that is used to measure wind speed. There are many different types of anemometers suited for different environments, situations, and measurements.  Procedure  1. Take a sheet/ paper and make a drawing, after you make a roller.  2. Take the second sheet/ paper and cut it into stripes.  3. Stick the ribbons to the one part of the roller, one next to the other.  4. On the other side, make little holes and pull through the string and bind it.  5. It is an anemometer.    *In the playground.*   1. Take the compass and the map of the town. 2. Take the compass and find the north. 3. Take the anemometer and determine from where the wind is blowing.     The conclusion   * What have you learned today?   The students answer, describe, what they have found out about wind energy. |
| **EVALUATION** |  |
| **ATTACHEMENTS** |  |