



Introducing
ENERGY and
PEOPLE

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Learning Objectives

Identify habitats, activities, and animals that people value.

Learn that others value things differently.

Learn to respect each other's values.

Explore where different energy sources "live."

Process Skills Used in this Lesson

Be able to identify several energy sources.

Be able to determine where each needs to be in order to be effective (e.g., windmills need to be where there is a lot of wind).

Understand values affected by each energy source.

Classroom Activity

Instructional Strategy

1. Write a list of 20 things on the board that someone might value such as whales, snakes, view of the mountains, desert open space, view of the ocean, birds, water quality, quiet, etc.
2. Have students pick out their top five and write them down on a piece of paper.
3. Have several students share what they wrote and why. Ask students to consider what types of activities they like to do in the mountains, desert, and beach.
4. Talk about the fact that each of them value these items differently and that we need to respect each others values.

Energy Tradeoffs

Talk about the different ways to get energy and show pictures. Include pictures of windmills, offshore oil and gas platforms, nuclear power plants, coastal wave energy plants, hydroelectric dams, solar panel farms.

Discuss where each energy source "lives" and how it might affect the different values. For example, windmills "live" where it is windy and affect things in the air in windy areas like birds, mountain habitats, and views.

Wave energy plants have to "live" along the coast and affect things like marine life, water, beach space, wetlands. Offshore oil and gas platforms "live" in the ocean and affect things such as fishing, whales, and ocean views. Hydroelectric dams affect things in the rivers such as fish, lakes, water skiing. Solar plants "live" in sunny areas affecting open desert space, snakes, offroad racing.

Discuss why it is important to conserve energy.



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