



# SAFETY HEROES

Year  
6

## ELECTRICITY & SAFETY UNIT LESSON BOOKLET

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Part of Energy Queensland

**Electricity is part of our everyday lives. We use it for lighting, air conditioning, computers, telephones and games.**

**You cannot always see it, but it's all around us**

Staying safe around electricity is everyone's responsibility. You should always watch out for yourself, your friends and your family.

This lesson book aligns with the Australian Curriculum: Science and some content descriptions for Technologies, Mathematics, Health and Physical Education and English. It provides opportunities for students to learn about electrical energy through a series of hands-on activities. These lessons are complemented by new STEM design challenges, a series of four interactive whiteboard lessons containing videos and embedded interactive activities to engage your students.

## **Acknowledgements**

This unit of work was developed by Ausgrid, Endeavour Energy and Essential Energy in collaboration with the Early Learning and Primary Directorate of the NSW Department of Education.

Ergon Energy and Energex have updated this resource to align with the teaching requirements of Queensland schools and teachers. The resource has been updated in 2024 to provide assessment recommendations, guidelines on content descriptions and linkages to the Australian Curriculum Version 9.

We acknowledge the following organisations for their advice and support.

- Queensland Department of Education
- Independent Schools Queensland
- Queensland Catholic Education Commission

The sections 'How to use a science journal' and 'How to organise a cooperative learning group' are sourced from the Australian Academy of Science *Primary Connections* series, and are reproduced with permission.

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# FOREWORD

## A safety message

As Electrical Safety Week marks its 10th year in Queensland, we are proud to continue offering the program to all schools in Queensland, to help educate students about how electricity works and how to behave safely around electricity and electrical equipment.

Safety is the number one priority for Ergon Energy and Energex – safety for our employees, our customers and the community.

As electrical service providers supplying electricity to customers right across Queensland, we're committed to educating the wider community about electrical safety.

While embedding safe habits at an early age is a smart investment for the future, our experience also shows that children can be fantastic advocates for messages around smarter ways to use electricity.

Feedback on campaigns we've run in the past around energy efficiency showed that primary school aged children are enthusiastic learners of such practical advice and are often keen to share their lessons at home with mum and dad.

The Electrical Safety Week concept and all supporting school materials were developed by Ausgrid in 2002 and we acknowledge their commitment to safety in sharing these resources with us to help keep the children in our communities safe.

To assist teachers who are supporting us in delivering these important safety messages, we have updated this Electricity and Safety Unit of Work for Year 6 to meet outcomes for the Australian Curriculum Version 9. This Lesson Book includes teachers' notes, student lesson plans, suggested assessment tasks, extension activities and interactive whiteboard lessons with embedded resources.

While engaging students in learning about how electricity works, how we use it and how everyone can stay safe in the home and near powerlines, the lessons will help teachers meet the requirements of the Australian Curriculum for Science and some content descriptions for Technologies, Mathematics, Health and Physical Education and English.

By working with teachers and schools we can encourage learning through scientific investigation. The purpose of this learning and our vision is that this helps ensure students stay safe around electricity for the rest of their lives.

The Safety Heroes team

# UNIT OVERVIEW

Lesson sequence	Overview
<b>1. What do we know about electricity?</b>	<ul style="list-style-type: none"><li>• A lesson to capture students' interest and determine what students know about electricity using a KWL chart.</li></ul>
<b>2. Electricity Safety</b>	<ul style="list-style-type: none"><li>• Informing students about electricity safety using online, interactive activities.</li><li>• Reinforce the importance of electricity safety.</li></ul>
<b>3. What is Energy?</b> <i>(Optional Lesson)</i>  STEM Design Challenge: Transferred Energy	<ul style="list-style-type: none"><li>• Brainstorm and discussion about what energy is and where it comes from.</li><li>• Design a balance arm scales that demonstrates transferred energy.</li></ul>
<b>4. Transforming Energy</b> <i>(Optional Lesson)</i>  STEM Design Challenge: Transformed Energy	<ul style="list-style-type: none"><li>• Providing a hands-on shared investigation of changing energy.</li><li>• Design a balloon rocket using knowledge of transformed energy.</li></ul>
<b>5. Electricity Generation and Transmission</b>	<ul style="list-style-type: none"><li>• A lesson to discuss and investigate the generation and movement of electricity.</li></ul>
<b>6. Exploring Electrical Circuits</b>   STEM Design Challenge: Circuit Design	<ul style="list-style-type: none"><li>• A lesson to provide opportunities to simulate electrical circuits.</li><li>• Providing a hands-on shared investigation of the creation of electrical circuits.</li><li>• Students apply their understanding of electrical circuits.</li><li>• Design a board game that incorporates an electrical circuit.</li></ul>
<b>7. Investigating Conductors and Insulators</b>  STEM Design Challenge: Energy Conductors	<ul style="list-style-type: none"><li>• A student-driven investigation to determine the materials that conduct electricity.</li><li>• Design a test of conductivity using knowledge of circuits, conductors and insulators.</li></ul>
<b>8. Investigating Series and Parallel Circuits</b>  STEM Design Challenge: Series and Parallel Circuits	<ul style="list-style-type: none"><li>• A lesson exploring electrical concepts.</li><li>• Design a safety vest that incorporates series and parallel circuits.</li></ul>
<b>9. Generating Electricity Investigation</b>	<ul style="list-style-type: none"><li>• Constructing circuits to observe the generation of electricity.</li></ul>
<b>10. Transforming Electricity Investigation</b>	<ul style="list-style-type: none"><li>• Students explore the transformation of electricity.</li></ul>
<b>11. Design Task</b>	<ul style="list-style-type: none"><li>• Students undertake a design and make task applying their understanding of electric circuits and electricity to satisfy a personal need.</li></ul>

# CONTENT DESCRIPTIONS

## Australian Curriculum: Science Content Descriptions

### Physical Sciences

Investigate the transfer and transformation of energy in electrical circuits, including the role of circuit components, insulators and conductors AC9S6U03.

### Nature and Development of Sciences

Examine why advances in science are often the result of collaboration or build on the work of others AC9S6H01.

### Use and Influence of Sciences

Investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions AC9S6H02.

### Science Inquiry

Pose investigable questions to identify patterns and test relationships and make reasoned predictions AC9S6I01.

Plan and conduct repeatable investigations to answer questions including, as appropriate, deciding the variables to be changed, measured and controlled in fair tests, describing potential risks, planning for the safe use of equipment and materials, and identifying required permissions to conduct investigations on Country/Place AC9S6I02.

Use equipment to observe, measure and record data with reasonable precision, using digital tools as appropriate AC9S6I03.

Construct and use appropriate representations, including tables, graphs and visual or physical models, to organise and process data and information and describe patterns, trends and relationships AC9S6I04.

Compare methods and findings with those of others, recognise possible sources of error, pose questions for further investigation and select evidence to draw reasoned conclusions AC9S6I05.

Write and create texts to communicate ideas and findings for specific purposes and audiences, including selection of language features, using digital tools as appropriate AC9S6I06.

## Australian Curriculum: Mathematics Content Descriptions

### Measurement

Convert between common metric units of length, mass and capacity; choose and use decimal representations of metric measurements relevant to the context of a problem AC9M6M01.

### Statistics

Plan and conduct statistical investigations by posing and refining questions or identifying a problem and collecting relevant data. Analyse and interpret the data and communicate findings within the context of the investigation AC9M6ST03.

### Probability

Conduct repeated chance experiments and run simulations with an increasing number of trials using digital tools. Compare observations with expected results and discuss the effect on variation of increasing the number of trials AC9M6P02.

## Australian Curriculum: Health and Physical Education Content Descriptions

### Making Healthy and Safe Choices

Investigate different sources and types of health information and how these apply to their own and others' health choices AC9HP6P09.

Analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities AC9HP6P10.

## Australian Curriculum: Technologies Content Descriptions

### **Design and Technologies – Engineering Principles and Systems:**

Explain how electrical energy can be transformed into movement, sound or light in a product or system AC9TDE6K02.

### **Design and Technologies: Materials and technology specialisations**

Explain how characteristics and properties of materials, systems, components, tools and equipment affect their use when producing designed solutions AC9TDE6K05.

### **Design and Technologies: Processes and production skills**

Investigate needs or opportunities for designing, and the materials, components, tools, equipment and processes needed to create designed solutions AC9TDE6P01.

Generate, iterate and communicate design ideas, decisions and processes using technical terms and graphical representation techniques, including using digital tools AC9TDE6P02.

Select and use suitable materials, components, tools, equipment and techniques to safely make designed solutions AC9TDE6P03.

Negotiate design criteria including sustainability to evaluate design ideas, processes and solutions AC9TDE6P04.

Develop project plans that include consideration of resources to individually and collaboratively make designed solutions AC9TDE6P05.

## Australian Curriculum: English Content Descriptions

Understand that language varies as levels of formality and social distance increase AC9E6LA01.

Identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning AC9E6LA07.

Use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions AC9E6LY02.

Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features AC9E6LY06.

Plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic-specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features AC9E6LY07.

Use phonic knowledge of common and less common grapheme-phoneme relationships to read and write increasingly complex words AC9E6LY08.

Use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words AC9E6LY09.

# 1 WHAT DO WE KNOW ABOUT ELECTRICITY?



## **TASK: To ascertain what we know about electricity**

A lesson to discuss what students currently know and understand about electricity. This is a great opportunity to **engage** students, elicit questions and find out what is currently known.

## **Teacher Background Information**

Electricity is simply the flow of electrons. It takes two things to make the electrons flow, something to push the electrons and a path for the electrons to travel along. The force that pushes electrons is called voltage and is measured in volts. The flow of electrons is called current and is measured in amperes which we call amps for short. This unit provides an opportunity to ascertain what students know about electricity, but also their ability to use relevant vocabulary accurately.

### **Curriculum Focus:**

#### **Science Inquiry**

Write and create texts to communicate ideas and findings for specific purposes and audiences, including selection of language features, using digital tools as appropriate AC9S6I06.

#### **English:**

Use phonic knowledge of common and less common grapheme-phoneme relationships to read and write increasingly complex words AC9E6LY08.

Use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words AC9E6LY09.

## **Assessment**

Diagnostic assessment of students' knowledge and understanding of electricity, and the vocabulary associated with electricity, and science inquiry is observed throughout this lesson.

### **Equipment**

- KWL sheets (1 for each group)
- Word cards (for word wall)
- Science journals

### **Activity Steps:**

- Explain to students that they are going to learn all about electricity, but first we will find out what they already know.
- Ask the students to think about what electricity is, where it comes from and how we use it.
- Form small groups and ask students to share and record what they know about electricity on a small KWL chart (know, what they want to know, learnt):
  - What do we know about electricity?
  - What do we want to find out about electricity?
  - What have we learnt about electricity? (Leave until the end of the unit).
- Have groups share their KWL charts with the class.
- Discuss the groups KWL charts then combine the students KWL charts to construct a large class KWL chart to display on the classroom wall.



- Start a word wall – identify and write all new or technical words on word cards and place them around the class KWL chart. Students will be able to refer to and add to the word wall throughout the duration of this unit of work. The word wall is an opportunity to focus on the English Content Descriptions.
  - Ask students to identify and list appliances that use energy in the classroom in their Science journals.
  - Walk around school to identify and add to lists, items that use energy.
- Return to the classroom and discuss the list of appliances.
  - List all the items that students have identified and group them according to the energy form they use.
  - What is the most common energy form used in our school? (Electricity).
  - Ask students to think about how many times they used electrical appliances yesterday, (battery powered or plugged into the wall) and put this information into a table in their Science journals

Appliance	Battery	Power Point	Number of times used

## Interactive Resources

Interactive whiteboard lesson 1

- Slide 2 – Video about electricity
- Slide 3 – KWL chart
- Slide 4 – Picture match activity



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# 1 KWL CHART

## Know, want, learnt

### What I know, what I want to know and what I learned

Teachers activate students' prior knowledge by asking them what they already know; then students (collaborating as a class unit or within small groups) set goals specifying what they want to learn; and after reading (or other experiences to provide input) students discuss what they have learned; students apply higher order thinking strategies which help them construct meaning from what they read and help them monitor their progress towards their goals. A worksheet is given to every student that includes columns for each of the activities

K What do I know about electricity	W What do I want to find out?	L What have I learnt?
<p><b>In addition to initial brainstorming and discussion activities, students could answer questions after watching the video excerpt included in interactive whiteboard lesson 1.</b></p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <li>Electricity travels along power lines.</li> <li>Electricity travels in circuits.</li> <li>Don't touch an electric dryer if it falls in the water.</li> <li>Don't put your finger in a power point.</li> <li>Don't go near fallen wires.</li> <li>Lots of appliances use electricity.</li> <li>Stay out of substations.</li> </ul>	<p><b>Possible questions to guide research.</b></p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <li>What is a circuit?</li> <li>What does series and parallel mean?</li> <li>Why can water conduct electricity?</li> <li>Are there alternative sources of power?</li> <li>What is a transformer?</li> <li>What should I do in an electrical emergency?</li> <li>Define an electrical emergency.</li> <li>What happens when you are electrocuted?</li> </ul>	<p><b>Completed as a class or by individual student.</b></p>

**K**

**What do I know about electricity**

**W**

**What do I want  
to find out?**

**L**

**What have I learnt?**

# 1 WORD WALL CARDS

(enlarge for display on wall)

appliance

insulation

investigation

ampere

cell

insulator

atom

kilowatt

power

battery

kinetic

renewable

circuit

lightning

resource

charge

magnet

series

chemical

magnetic

solar

meter

power point

mechanical

current

megawatt

consumption

**static**

**conductor**

**transmission**

**electric**

**nuclear**

**transformer**

**electron**

**turbine**

**transformation**

**energy**

**metabolic**

**observation**

**fuse**

**safety**

**hydroelectric**

**current**

**static**

**megawatt**

**generator**

**power**

**photovoltaic**

**voltage**

**parallel**

**wind turbine**

**potential**

**watt**

**prediction**

# 1 HOW TO USE A SCIENCE JOURNAL

Attachment - Reproduced from the Australian Academy of Science Primary Connections series with permission

A Science journal is a record of observations, experiences and reflections. It contains a series of dated, chronological entries. It may include written text, drawings, labelled diagrams, photographs, tables and graphs.

Using a Science journal provides an opportunity for students to be engaged in a real Science situation as they keep a record of their observations, ideas and thoughts about Science activities. The Science journal is a useful assessment tool. Frequent monitoring of students' journals will allow you to identify student alternative conceptions, find evidence of their understanding of the steps in the investigating and designing and making processes and see evidence of student learning for planning future learning activities in Science.

## Using a Science Journal

1. At the start of the year, or before starting a Science unit, provide each student with a notebook or exercise book for their Science journal, or use an electronic format. Tailor the type of journal to fit the needs of your classroom. Explain to students that they will use their journals to keep a record of their observations, ideas and thoughts about Science activities. Emphasise the importance of including drawings as well as written entries.
2. Use a large project book or A3 paper to make a class Science journal. This can be used at all stages to model journal entries. With younger students, the class Science journal may be used more frequently than individual journals and may take the place of individual journals.
3. Make time to use the Science journal. Provide opportunities for students to plan procedures and write their predictions before an activity, to make observations during an activity and reflect on them afterwards.
4. Provide guidelines in the form of questions and headings and facilitate discussion about recording strategies, for example, note-making, lists, tables, concept maps and mind maps. Use the class Science journal to show students how they can modify and improve their recording strategies.
5. In Science journal work, you may refer students to display charts, pictures, diagrams, word walls and phrases about the topic displayed around the classroom. Revisit and revise this material during the unit. Explore the vocabulary, visual texts and ideas that have developed from the Science unit and encourage students to use them in their Science journals.
6. Review entries in the Science journal regularly. Give positive feedback. Write questions or comments that will clarify a student's thinking and/or improve observation. When commenting on work-in-progress, use adhesive notes instead of writing in journals so that students can make the appropriate changes themselves.
7. Combine the use of resource sheets with journal entries. After students have pasted their completed resource sheets in their journal, they may like to add their own drawings and reflections.
8. Explore the importance of entries in the Science journal during the steps of each process. Demonstrate how the information in the journal will help students develop and clarify their learning.
9. Use the Science journal to assess student learning in Science. For example, during the hypothesising and predicting step, use journal entries for diagnostic assessment as you determine students' prior knowledge.

# 2 ELECTRICITY SAFETY



## **TASK: To inform students about electricity safety**

A lesson to **engage** students, elicit questions and lead discussions about electricity safety through online and interactive activities. Class activities will provide students with hands on experience to assist them with exploring the topic of electricity safety.

## **Teacher Background Information**

A USB containing interactive whiteboard lessons and activities can be requested by emailing:  
[safetyheroes@primarycommsgroup.com.au](mailto:safetyheroes@primarycommsgroup.com.au)

NB: There are several activities and online lessons. They can be referred to and taught concurrently throughout this electricity unit.

## **Curriculum Focus:**

### **Health and Physical Education**

Analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities AC9HP6P10.

### **Science**

Investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions AC9S6H02.

### **English**

Plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic-specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features AC9E6LY07.

## Assessment

- Formative assessment – monitoring students' learning and developing understanding via observation and providing feedback to extend learning.
- Summative assessment – via quiz at the conclusion of online activities.

### Equipment

- Butcher's paper
- Marker pens
- Safety quiz – photocopied back to back
- Interactive Whiteboard Lesson 2
- Interactive whiteboard

### Activity Steps:

- Lead a discussion about why we should be safe around electricity.
- Ask students to brainstorm situations that display unsafe electrical practices.
- Divide the class into groups and hand out paper and pens.
- Ask each group to list and illustrate as many unsafe situations as they can.
- Regroup the class and ask each group to present their findings.
- Explain to the students that they are going to become actors and will act out some of the scenarios that have been discussed

- Ask each group to choose a scenario to act out.

*For example:*

**Tommy:** "Let's take our balloon down to the substation and see if we can get it to spark."

**Johnny:** "I don't think that is such a good idea. You shouldn't muck around with electricity."

**Steven:** "Don't be such a wimp, Johnny. It sounds like fun."

**Johnny:** "It wouldn't be fun to get an electric shock. We should stay here and rub the balloons on our hair to make static electricity instead."

**Tommy:** "Okay, that sounds like fun too. Let's do that."

- When all students have had a turn of dramatising their scenes, begin the interactive whiteboard lessons and activities.
- At the completion of the interactive whiteboard activities, hand out the electricity safety quiz and ask the students to complete.

## Interactive Resources

Interactive whiteboard lesson 2

- Slides 2 to 3 – Electrical safety officer test
- Slides 4 to 15 – Videos and activities about electricity safety rules
- Slides 16 to 21 – Identifying dangerous situations
- Slides 22 to 24 – Knowing what to do in an electrical emergency
- Slides 25 to 33 – Electricity safety quiz

*Visit our website to access online resources*



# 2 ELECTRICITY SAFETY QUIZ

Name: \_\_\_\_\_

1. What is the emergency phone number in Australia?

- a) 111
- b) 222
- c) 000 (triple zero)

2. If someone is getting an electric shock inside a house, what is the first thing you should do?

- a) Pull them away
- b) Tell an adult- so they can turn off the main power switch
- c) Turn the power off at the power point

3. If there is a small electrical fire, you should get an adult to put it out. What do you think would be the best thing they could use to put out an electrical fire?

- a) Water
- b) Fire blanket
- c) Dry powder extinguisher

4. Why can a bird sit on a power line and not get an electric shock?

- a) They are electricity insulators
- b) They have no water in them
- c) They are only touching one wire and nothing else, so the electricity cannot make a circuit

5. If your ball should accidentally go into a substation you should:

- a) Carefully climb the fence to get it
- b) Stay away and tell an adult to contact the electricity authority
- c) Allow your friend to get it for you

6. What do you do if your toast gets stuck in the toaster?

- a) Turn off the toaster, unplug it and once it has cooled down, you can turn it upside down
- b) Get it out with a fork
- c) Turn it off and get it out with a knife

7. If you see a fallen power line across a footpath, you should:

- a) Stay at least 10 metres away from it and anything it may be touching
- b) Warn others and tell an adult
- c) Both of the above

8. Your sister is using a hair dryer next to a bath containing water, what should you do?

- a) Tell your sister it is dangerous and that she should not use her hair dryer near water.
- b) Walk away so you don't get hurt
- c) Tell her to be careful

9. Your friend asks you to play near the substation because it is a cool place. What should you do?

- a) Tell him it isn't safe and that he shouldn't go near it
- b) Go with him because you can learn a lot about electricity there
- c) Go with him but be careful

10. Why should you never fly your kite near overhead power lines?

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11. What can happen if you plug in too many appliances at one power point or power board?

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12. Why shouldn't you dig near underground power lines?

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13. What should you do with faulty appliances or appliances that have a damaged cord?

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14. Think of a dangerous electrical situation. Draw and label it in the box below.

A large, empty rectangular box with rounded corners, intended for a student to draw and label a dangerous electrical situation. The box is currently blank.

# 2 ELECTRICITY SAFETY QUIZ - ANSWERS

- 1. Answer is B.**  
Emergency phone number is triple zero (000).
- 2. Answer is B.**  
Tell an adult immediately, so they can turn off the main power switch. It is not recommended that students approach the meter box without adult supervision.
- 3. Answer is C.**  
Dry powder extinguisher. It is important to emphasise that water and water-based extinguishers should not be used because water is a conductor of electricity.
- 4. Answer is C.**  
When birds are only touching one wire and nothing else, the electricity cannot make a circuit.
- 5. Answer is B.**  
Students should stay away from the substation, warn others and tell an adult. Substations contain special equipment with invisible hazards. You don't even have to touch anything to get hurt. Just being too close to some substation equipment can be dangerous and may even kill you. The adult can call the electricity provider to see if they have an expert who can safely retrieve the ball.
- 6. Answer is A.**  
Turn off the toaster, unplug it and once it has cooled down, turn it upside down. Explain to students that metal is a conductor of electricity.
- 7. Answer is C.**  
Both of the above. Tell an adult and stay at least 10 metres away from the fallen power line and anything it may be touching. You may like to practically demonstrate the distance of 10 metres. i.e. ask a student to stand in the playground and represent a fallen power line. Ask the other students to stand at least 10 metres away from the student. The teacher can then measure 10 metres to see if the students have an accurate understanding of the distance.
- 8. Answer is A.**  
Tell your sister it is dangerous and that she should not use her hair dryer near water. If she wants to use the hair dryer in the bathroom, she should make sure the bath is empty. If not, she should move to another room where there is no water present.
- 9. Answer is A.**  
Tell your friend it isn't safe and that he shouldn't go near it.
- 10.** Live electricity can travel down the string and seriously hurt you. Electricity poles and wires are all around us. They can be above us, next to us, and even below us. Play in open spaces away from electricity poles, towers and power lines.
- 11.** Stacked power points with too many plugs connected to it can cause an electrical fire. Never stack power points. You should use a power board or have an extra power point installed by a licensed electrical contractor.
- 12.** If you hit an underground power line, you could be electrocuted and interrupt power to your suburb. Remember - before you or your family do any major digging in the yard, your parents should visit Before You Dig Australia [www.byda.com.au](http://www.byda.com.au) or download the free smartphone app to make sure there are no underground cables near your property.
- 13.** They should be disconnected at the power point and fixed or replaced by a licensed electrical contractor.
- 14.** Always be on the lookout for dangers in and around your home. This could be anything from a faulty electrical lead to a 'stacked' power point - one with too many plugs in it.  
These situations could be life threatening and a licensed electrical contractor should be called in to fix them.

# 3 WHAT IS ENERGY?



## **TASK: Identifying different forms of energy**

Discuss what energy is and where it comes from. The class activities will **engage** students, elicit questions and find out what is currently known.

## **Teacher Background Information**

Energy is the capacity or power to do work, such as the capacity to move an object (of a given mass) by the application of force. Energy can exist in a variety of forms, such as electrical, mechanical, chemical, thermal, or nuclear, and can be transformed from one form to another. It is measured by the amount of work done, usually in joules or watts. Energy cannot be created and cannot be destroyed but it can be transformed and transferred. This lesson develops students' understanding of energy as well as the process of Scientific Inquiry.

## **Curriculum Focus: Physical Sciences**

Investigate the transfer and transformation of energy in electrical circuits, including the role of circuit components, insulators and conductors AC9S6U03.

### **Science Inquiry**

Construct and use appropriate representations, including tables, graphs and visual or physical models, to organise and process data and information and describe patterns, trends and relationships AC9S6I04.

Compare methods and findings with those of others, recognise possible sources of error, pose questions for further investigation and select evidence to draw reasoned conclusions AC9S6I05.

**Write and create texts** to communicate ideas and findings for specific purposes and audiences, including selection of language features, using digital tools as appropriate AC9S6I06.

## Assessment

Diagnostic assessment of student's knowledge and understanding of energy is observed throughout this lesson. Give students opportunities to investigate, draw and interpret tables and graphs, discuss comparisons and write in their journal – simple paragraphs as response to questions. Ensure they can spell new words.

### Equipment

- Word cards (attachment to this lesson)
- Science journals

### Activity Steps:

- Have students sit in a circle.
- Review the discussion from lesson 1 to lead the students into a discussion about how important energy is to our everyday lives.
- Explain to the students that energy is the power that makes things work. To make energy you need an energy resource or fuel. The energy resource that gives our bodies energy is food.
- Place the word cards contained at the back of this lesson (sun, wind, food, petrol, water) on the floor in the centre of the circle.
- Explain to the students that each card represents an energy resource.
- Go around the circle and ask each student to think of something that uses one of these energy resources e.g. plants use energy from the sun to grow.
- Ask students to create a table in their Science journal and list the uses of each energy resource

Sun (Solar)	Food	Petrol	Wind	Water (Hydro)

- Explain to the students that different energy resources produce different types of energy. When we metabolise our food, we make stored chemical energy.
- Discuss the other types of energy that can be created. (mechanical, chemical, electrical)
- Have the students rub their hands together and then ask:
  - What type of energy did you use?
  - How did your hands feel?
  - (They used stored chemical energy to form mechanical energy which formed heat energy)
- It is important to stress to the students that energy is not created and cannot be destroyed, it is just changed from one form to another.

## Interactive Resources

Interactive whiteboard lesson 4

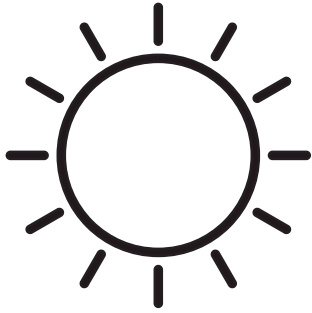
- Slide 2 – What is energy?
- Slide 3 – Energy resources table
- Slide 4 – Atoms and electrons
- Slide 5 – Diagram explaining keywords

*Visit our website to access online resources*

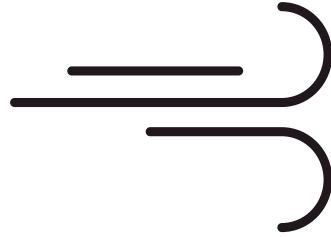
# 3 WORD CARDS

Attachment

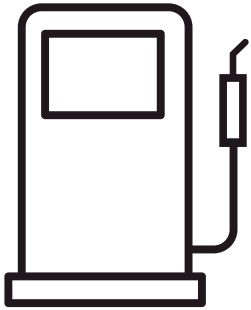
**sun**



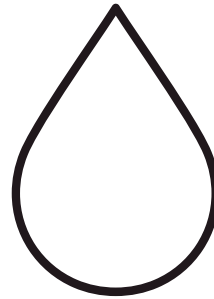
**wind**



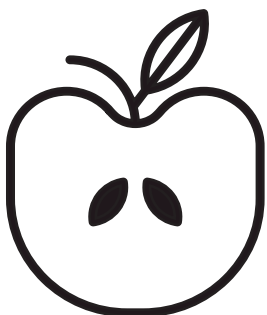
**petrol**



**water**



**food**



# 3 STEM DESIGN CHALLENGE -TRANSFERRED ENERGY



**TASK:** Work in a group to design a balance arm scales that demonstrates transferred energy.

## Curriculum Focus:

### Design and Technologies – Engineering Principles and Systems

Explain how electrical energy can be transformed into movement, sound or light in a product or system AC9TDE6K02.

### Design and Technologies: Materials and technology specialisations

Explain how characteristics and properties of materials, systems, components, tools and equipment affect their use when producing designed solutions AC9TDE6K05.

### Design and Technologies: Processes and production skills

Investigate needs or opportunities for designing, and the materials, components, tools, equipment and processes needed to create designed solutions AC9TDE6P01.

Generate, iterate and communicate design ideas, decisions and processes using technical terms and graphical representation techniques, including using digital tools AC9TDE6P02.

Select and use suitable materials, components, tools, equipment and techniques to safely make designed solutions AC9TDE6P03.

Negotiate design criteria including sustainability to evaluate design ideas, processes and solutions AC9TDE6P04.

Develop project plans that include consideration of resources to individually and collaboratively make designed solutions AC9TDE6P05.

## Science Inquiry

Use equipment to observe, measure and record data with reasonable precision, using digital tools as appropriate AC9S6I03.

## English

Identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning AC9E6LA07

## Materials Provided

- Coat hanger
- Ruler
- Hole punch
- Plastic cups
- Marbles
- String
- Sticky tape
- Masking tape
- Scissors
- Marking pen

(You may add materials of your own to this list)

## Success Criteria

- The balance arm scales must be fully functioning.
- You must include photos of the stages of your design.
- You must include instructions for using the balance arm scales.
- Complete and submit Planning Page.
- Complete and submit Explanation Page.
- Complete and submit Student Reflection Checklist.

# 3 PLANNING PAGE - TRANSFERRED ENERGY

Attachment

## Design Brief

Work in a group to design a balance arm scales that demonstrates transferred energy.

## Team members and roles

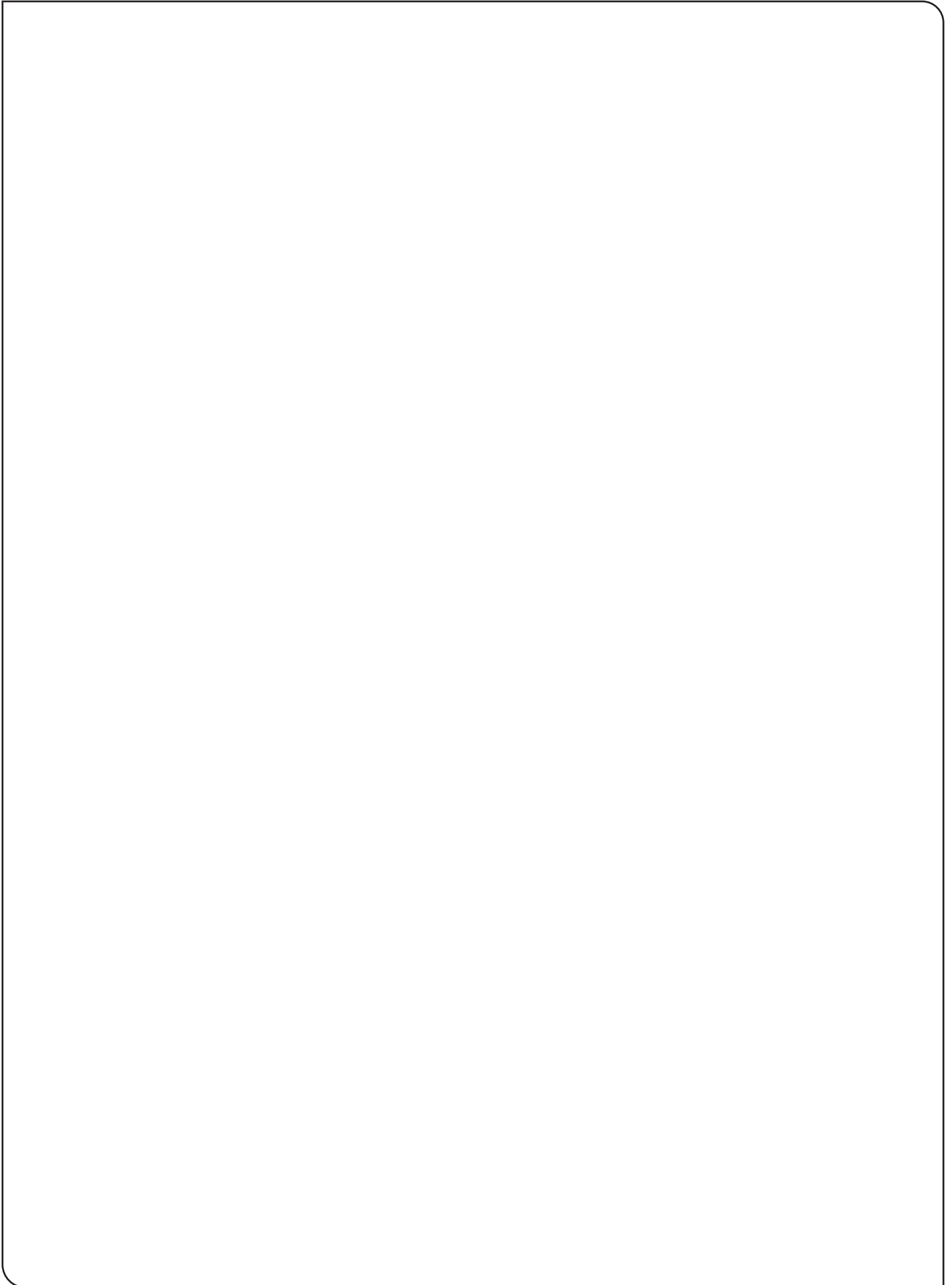
Name	Role

## Research Ideas (include websites your group used)



## Labelled design sketches

Attachment

A large, empty rectangular box with rounded corners, intended for drawing or sketching. The box is defined by a thin black border and occupies the majority of the page area below the header.

# 3 EXPLANATION PAGE - TRANSFERRED ENERGY

Attachment

Explain how your balance arm scales work using the correct terminology of transferred energy.

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Describe some of the challenges that your group faced when designing your balance arm scales.

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How did your group overcome these challenges?

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# 3 STUDENT REFLECTION CHECKLIST - TRANSFERRED ENERGY

	Yes	Some	No
<b>Planning Page</b>			
Roles of team members outlined			
Research outlined and websites included			
Labelled design sketch included			
<b>Explanation Page</b>			
Explanation of how balance arm scales work with correct terminology of transferred energy included			
Description of challenges included			
Explanation of how group overcame challenges included			
<b>Balance Arm Scales Production</b>			
Clear design instructions included			
Photos of production process included			
Balance arm scales well-made and sturdy			

# 4 TRANSFORMING ENERGY (OPTIONAL LESSON)



## **TASK: Identifying different forms of energy and how they can be changed**

An optional hands-on investigation to explore how energy can be changed

### **Teacher Background Information**

Energy can be found everywhere. There is potential energy in objects at rest and kinetic energy in objects that are moving. The molecules making up all matter contain a huge amount of energy.

Energy can travel in electromagnetic waves, such as heat, light, radio, and gamma rays. Our body uses stored chemical energy from our food. Energy is constantly flowing and changing form. If you take your stored chemical energy and rub your hands together, you make mechanical energy. Your hands heat up and the mechanical energy is turned into heat energy.

If we place a scooter at the top of a hill, it has the potential energy to roll down. If a boy jumps on the scooter and pushes off, the scooter will begin to roll, changing potential energy into kinetic energy.

The boy used stored chemical energy to push the scooter and mechanical energy to keep the scooter moving. The stored chemical energy came from a sausage he had just eaten. The sausage had stored chemical energy. That chemical energy entered the animal when it digested a plant and broke the bonds in its molecules. The plant made the molecules by using light energy from the sun. The sun's light energy came from electrons in its atoms lowering energy states, and releasing energy. The energy in the atoms came from the nuclear reactions in the heart of the sun.

So energy can change form. The energy we use every day has always been with us since the beginning of the universe and will always be with us. It cannot be destroyed, it just changes form. That is called the law of conservation of energy.

## Curriculum Focus:

### Design and Technologies – Engineering Principles and Systems:

Explain how electrical energy can be transformed into movement, sound or light in a product or system AC9TDE6K02.

### Physical Sciences

Investigate the transfer and transformation of energy in electrical circuits, including the role of circuit components, insulators and conductors AC9S6U03.

### Science Inquiry

Plan and conduct repeatable investigations to answer questions including, as appropriate, deciding the variables to be changed, measured and controlled in fair tests; describing potential risks; planning for the safe use of equipment and materials; and identifying required permissions to conduct investigations on Country/Place AC9S6I02.

Use equipment to observe, measure and record data with reasonable precision, using digital tools as appropriate AC9S6I03.

Compare methods and findings with those of others, recognise possible sources of error, pose questions for further investigation and select evidence to draw reasoned conclusions AC9S6I05.

Write and create texts to communicate ideas and findings for specific purposes and audiences, including selection of language features, using digital tools as appropriate AC9S6I06.

### English

Identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning AC9E6LA07.

Use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions AC9E6LY02.

Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features AC9E6LY06.

## Assessment

Diagnostic assessment of student's knowledge and understanding of energy is observed throughout this lesson. Give students multiple opportunities to explain, both orally and in writing, what they have understood about energy. Class and group discussions can be observed by the teacher to ensure students understandings are accurate.

### Equipment

- Balloons (1 for each group)
- Science journals
- Butcher's paper

### Activity Steps:

- Review previous lesson (What is energy?).
- Remind the students of the heat energy that was transformed when they rubbed their hands together.
- Divide the class into groups and ask each group to discuss examples of where energy is transformed from one type to another.
- Ask the groups to record their ideas on the butcher's paper.
- Have the groups re-join the class to discuss their ideas.
- Record the suggestions on one large class display.
- Divide the class into groups, assign roles (Chief Scientist, Safety Officer, Lab Technician, Science Journalist and Science Communicator) and hand out badges included at the end of this lesson.
- Explain to the students that they are going to carry out an investigation to determine whether a balloon has energy.
- Ask Lab Technicians to collect balloons.
- Ask the students to examine the balloon and decide whether in a deflated state the balloon has energy.
- Have the students inflate the balloon without tying the end closed.
- Ask the students if the inflated balloon has energy.
- Have the students release the balloon into the air and observe what happens.
- Does the balloon have energy? Has the energy changed?
- Now ask the students to inflate the balloon again and this time stretching the neck of the balloon while they release the air.

- Does the balloon have energy? Has the energy changed?
- Have the students write a science report (example attached at the back of this lesson) of their investigation in their Science journals.
- Ask the students to include a table of energy types in their report and annotated diagrams.

## Interactive Resources

Interactive whiteboard lesson 4

- Slide 6 - Interactive diagram of a car transforming energy
- Slide 7 - Interactive cloze passage
- Slides 8 to 9 - Find-a-word
- Slide 10 - Keyword match-up

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Balloon position	Type of energy
Deflated balloon	
Inflated balloon (stationary)	
Inflated balloon released	
Stretching neck	

# 4 HOW TO ORGANISE A COOPERATIVE LEARNING GROUP

Attachment - Reproduced from the Australian Academy of Science Primary Connections series with permission

## Introduction

Students need to be taught how to work cooperatively. They need to work together regularly to develop effective group learning skills.

The benefits of cooperative learning include:

- more effective learning – students learn more effectively when they work cooperatively than when they work individually or competitively, and also have a better attitude towards their school work.
- improved self-confidence – students tend to be more successful when working in groups and this builds their self-confidence.
- better classroom management – when students work in cooperative groups they take responsibility for managing much of the equipment.

## Structuring cooperative learning

Use the following ideas in planning cooperative learning with your class.

- Introduce group skills and group roles before starting the unit.
- Assign students to groups rather than allowing them to choose partners.
- Vary the composition of each group. Give students the opportunity to work with others who might have a different ability level, sex or cultural background.
- Keep groups together for two or more lessons so that students have enough time to learn to work together successfully.
- Keep a record of the students who have worked together as a group so that by the end of the year each student has worked with as many others as possible.

## Group roles

Students are assigned roles within their groups (see below). Each group member has a specific role, but all members share leadership responsibilities. Each member is accountable for the performance of the group and should be able to explain how the group obtained its results.

Students must therefore be concerned with the performance of all group members. It is important to rotate group jobs each time a group works together so that all students have an opportunity to perform different roles.

For this unit the groups consist of five students – Lab Technician, Science Communicator, Chief Scientist, Safety Officer and Science Journalist. Each member of the group wears a role badge. The badges make it easier for you to identify which role each student should have – and easier for the students to remember what they and their group mates should be doing. Use the template at the end of this Appendix to make role badges or create your own.

It is better to divide your students into groups of three as it is often difficult for students to work together in larger groups. If you cannot divide the class into groups of three, form two groups of two rather than a group of four.

### **Lab Technician**

The Lab Technician is responsible for collecting and returning the group's equipment. The Lab Technician also tells the teacher if any equipment is damaged or broken. All group members are responsible for clearing up after an activity and getting the equipment ready to return to the equipment table.

### **Science Communicator**

The Science Communicator is responsible for asking the teacher or another group's speaker for help. If the group cannot resolve a question or decide how to follow a procedure, the Science Communicator is the only person who may leave the group and seek help. The Science Communicator shares any information they obtain with group members.

### **Chief Scientist**

The Chief Scientist is responsible for making sure that the group understands the group investigation and helps group members focus on each step. The Chief Scientist is also responsible for offering encouragement and support. When the group has finished, the Chief Scientist helps group members check that they have accomplished the investigation successfully. The Chief Scientist provides guidance but is not the group leader.

### **Safety Officer**

The Safety Officer is responsible for making sure the group understands and follows the safe use of materials and equipment. The Safety Officer should be aware of all the electrical safety messages and ensure that the investigations are undertaken in a safe manner. By the end of the unit every student should have undertaken this role and be able to pass the safety test.

### **Science Journalist**

The science journalist is responsible for writing up the investigation and recording observations.

## **Group skills**

The use of cooperative groups focuses on social skills that will help students work together and communicate effectively.

Students will practice the following five group skills throughout the year:

- move into your groups quickly and quietly
- speak softly
- stay with your group
- take turns
- perform your role.

To help reinforce these skills, display enlarged copies of the group skills chart and the group roles chart (see the end of this attachment) in a prominent place in the classroom.

Even though the group skills seem simple, focus on one skill at a time. This will help you to monitor each group's use of the skill. Encourage students to use the skill by observing them as they work and providing them with feedback – this sends the message that working together effectively is important. Leave enough time at the end of cooperative activities to help groups assess their use of the skill.

## **Supporting equity**

In Science lessons there can be a tendency for boys to manipulate materials and girls to record results. Try to avoid traditional social stereotypes by encouraging all students, irrespective of their sex, to learn to the maximum of their potential. Cooperative learning encourages each student to participate in all aspects of group activities, including handling the equipment and taking intellectual risks.

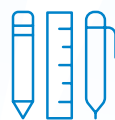
Observe students when they are working in their cooperative groups and ensure that both girls and boys are participating in the hands-on activities.



## Group skills

- 1** Move into your groups quickly and quietly
- 2** Speak softly
- 3** Stay with your group
- 4** Take turns
- 5** Perform your role

## Group roles



### Lab Technician

Collects and returns all materials the group needs.



### Science Communicator

Asks the teacher and other group speakers for help.



### Chief Scientist

Makes sure that the group understands the team investigation and completes each step.



### Safety Officer

Makes sure that the group understands and follows the safe use of materials and equipment.



### Science Journalist

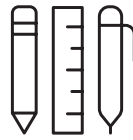
Writes up the investigation and records observations.



**Chief Scientist**



**Safety Officer**



**Lab Technician**



**Science Journalist**



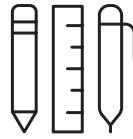
**Science Communication**



**Chief Scientist**



**Safety Officer**



**Lab Technician**



**Science Journalist**



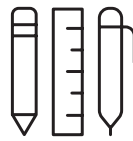
**Science Communication**



**Chief Scientist**



**Safety Officer**



**Lab Technician**



**Science Journalist**



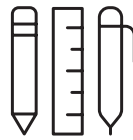
**Science Communication**



**Chief Scientist**



**Safety Officer**



**Lab Technician**



**Science Journalist**



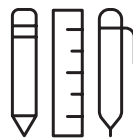
**Science Communication**



**Chief Scientist**



**Safety Officer**



**Lab Technician**



**Science Journalist**



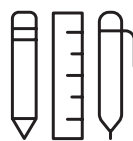
**Science Communication**



**Chief Scientist**



**Safety Officer**



**Lab Technician**



**Science Journalist**



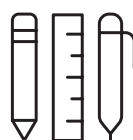
**Science Communication**



**Chief Scientist**



**Safety Officer**



**Lab Technician**



**Science Journalist**



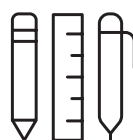
**Science Communication**



**Chief Scientist**



**Safety Officer**



**Lab Technician**



**Science Journalist**



**Science Communication**

# 4 EXAMPLE OF A SCIENCE REPORT

## Investigation

Does a balloon have energy?

## Prediction

The balloon does have energy when inflated.

## Equipment

- Balloon

## Method

1. Place the deflated balloon on a table and observe.
2. Inflate the balloon without tying the end closed.
3. Holding the end tight, observe the balloon.
4. Release the balloon into the air.
5. Observe the balloons movement.
6. Inflate the balloon again and stretch the neck of the balloon while releasing the air.
7. Record your observations.
8. Draw annotated diagrams of your investigation.

## Observation

1. The deflated balloon does not move.
2. The inflated balloon sways from side to side.
3. When released, the inflated balloon pushes through the air and then spirals to the ground.
4. When the neck of the inflated balloon is stretched, a high pitched sound is produced as the air is released.

## Results

1. The deflated balloon does not possess energy.
2. The inflated stationary balloon possesses potential energy.
3. When released the potential energy is transformed into kinetic energy.
4. When the neck of the balloon is stretched, potential energy is transformed into sound energy and kinetic energy.

## Conclusion

Inflated balloons do have energy and the energy can be transformed from potential to kinetic energy.

# 4 QUIZ - TYPES OF ENERGY

Name: \_\_\_\_\_

- When you travel by car or bus, energy is required to make the transport go.
- The energy for a car or a bus comes from petrol and a battery.
- The petrol stores chemical energy and the battery stores electrical energy.
- When something stores energy, it is said to have potential energy.
- When the potential energy is used to make movement it is said to have kinetic energy.
- When we start the car, the engine changes this chemical energy and electrical energy into different types of energy.
- When the engine starts we can hear it. This is sound energy.
- When we drive about, the car is moving. This is mechanical energy.
- When we switch on the headlamps, we can see light. This is light energy.
- After the car has been running for a while the bonnet becomes warm. This is heat energy. Heat energy is always produced when things work. Just like when you run about, you get hot.

3. What type of energy does petrol store?

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4. When things are working, what type of energy is always given off?

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5. If something stores energy, what type of energy does it have?

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## Answer the following questions in full sentences:

1. When something is moving, what type of energy is being used?

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2. What types of energy resources do cars use?

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6. What is required to make something go?

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# 4 CLOZE PASSAGE - TYPES OF ENERGY

Name: \_\_\_\_\_

## Types of Energy

When you travel by car or bus, \_\_\_\_\_ is required to make the transport \_\_\_\_\_. The energy for a car or a bus comes from \_\_\_\_\_ and a \_\_\_\_\_. The petrol stores \_\_\_\_\_ energy and the battery stores \_\_\_\_\_ energy. When something stores energy, it is said to have \_\_\_\_\_ energy. When the potential energy is used to make movement it is said to have \_\_\_\_\_ energy. When we \_\_\_\_\_ the car, the engine changes this chemical energy and electrical energy into different \_\_\_\_\_ of energy. When the engine starts we can hear it. This is \_\_\_\_\_ energy. When we drive about, the car is moving. This is \_\_\_\_\_ energy. When we switch on the headlamps, we can see light. This is \_\_\_\_\_ energy. After the car has been running for a while the bonnet becomes \_\_\_\_\_. This is heat energy. \_\_\_\_\_ energy is always produced when things work. Just like when you run about, you get \_\_\_\_\_.

petrol

energy

warm

potential

mechanical

Heat

hot

battery

chemical

kinetic

electrical

sound

types

light

start

go

# 4 STEM DESIGN CHALLENGE -TRANSFORMED ENERGY



**TASK:** Work in a group to design a balloon rocket using your knowledge of transformed energy.

## Materials provided

- Cardboard
- Balloon
- String
- Masking tape
- Scissors
- Cardboard tubes
- Straws
- Tape measure
- Marking pen

(You may add materials of your own to this list)

## Success criteria

- The balloon rocket must move.
- You must include photos of the stages of your design.
- You must include instructions for launching the rocket.
- Complete and submit Planning Page.
- Complete and submit Explanation Page.
- Complete and submit Student Reflection Checklist.

# 4 PLANNING PAGE - TRANSFORMED ENERGY

Attachment

## Design Brief

Work in a group to design a balloon rocket capable of being launched using your knowledge of transformed energy.

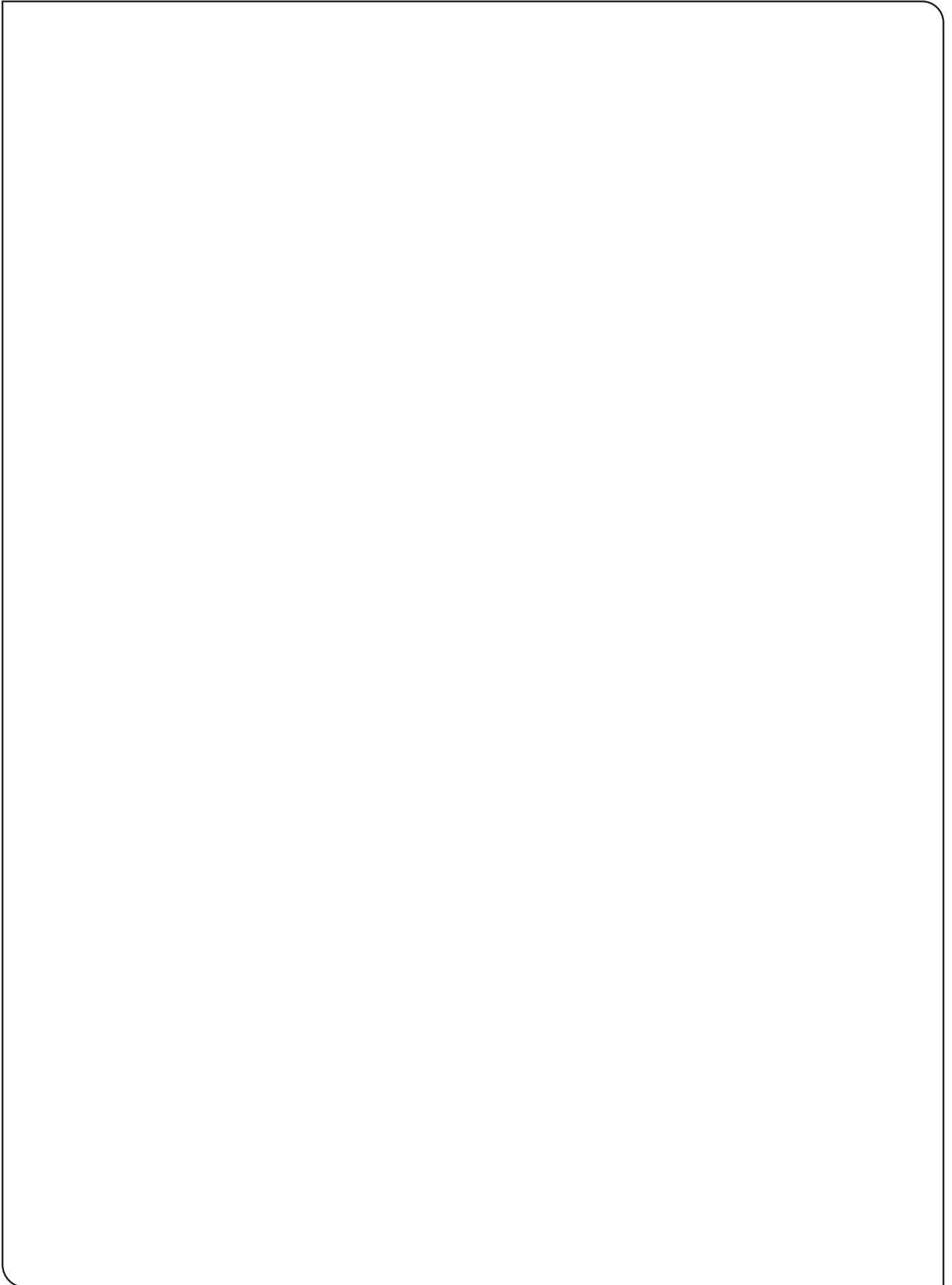
## Team members and roles

Name	Role

## Research Ideas (include websites your group used)

## Labelled design sketches

Attachment

A large, empty rectangular box with rounded corners, intended for drawing design sketches. The box is outlined in black and occupies most of the page area below the header.



# 4 EXPLANATION PAGE - TRANSFORMED ENERGY

Attachment

Explain how your balloon rocket works using the correct terminology of transformed energy.

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Describe some of the challenges that your group faced when designing your rocket.

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How did your group overcome these challenges?

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# 4 STUDENT REFLECTION CHECKLIST - TRANSFORMED ENERGY

Attachment

	Yes	Some	No
<b>Planning Page</b>			
Roles of team members outlined			
Research outlined and websites included			
Labelled design sketch included			
<b>Explanation Page</b>			
Explanation of how balloon rocket works with correct terminology of transformed energy included			
Description of challenges included			
Explanation of how group overcame challenges included			
<b>Balloon Rocket Production</b>			
Clear design instructions included			
Rocket launched			
Photos of production process included			
Balloon rocket well-made and sturdy			

# 5 ELECTRICITY GENERATION AND TRANSMISSION



## **TASK: To investigate how electricity is generated?**

A hands-on lesson to discuss and explore the generation and transportation of electricity.

### **Teacher Background Information**

The fundamental principles of electricity generation were discovered in the 1820's by British scientist Michael Faraday. He generated electricity by moving a loop of wire between the poles of a magnet. This method is still used today.

Modern power plants generate electricity in a variety of ways. It is most often generated by heat engines fuelled by burning fossil fuels or radioactive elements, but it can also be generated by water, wind, solar and geothermal power.

Power plants generate steam to power a turbine which spins a huge magnet inside a copper wire, producing electricity. The electricity flows from the power plant through wires to the transformer.

The transformer raises the voltage so it can travel long distances - it is raised as high as 500,000 volts in Australia.

The electric current then runs through the power lines to the substation transformer where pressure is lowered to between 11,000 and 132,000 volts. Electricity is then taken through the lines to a pole transformer and voltage is lowered again to between 240 and 415 volts. From here electricity comes into your home through a meter box. Wires take electricity around your home powering your lights and appliances.

### **Curriculum Focus:**

#### **Physical Sciences**

Investigate the transfer and transformation of energy in electrical circuits, including the role of circuit components, insulators and conductors AC9S6U03.

#### **Nature and Development of Sciences**

Examine why advances in science are often the result of collaboration or build on the work of others AC9S6H01.

#### **Design and Technologies - Engineering Principles and Systems**

Explain how electrical energy can be transformed into movement, sound or light in a product or system AC9TDE6K02.

#### **Design and Technologies: Materials and technology specialisations**

Explain how characteristics and properties of materials, systems, components, tools and equipment affect their use when producing designed solutions AC9TDE6K05.

## Assessment

Formative assessment – monitoring students’ learning and developing understanding via observation and providing feedback to extend learning. Give students opportunities to show that they can investigate and respond with theories about ‘how’ and ‘why’. Teachers might create an observation tool to assist them to make judgements about each student’s understanding.

## Equipment

- Power transmission cards (1 set per group)
- Hand generator
- Light bulb and connecting wires
- Science journals

## Activity Steps:

- Have students sit in a circle on the floor.
- Revise the information gathered in lesson 1 and ask the students where they think electricity comes from.
- Hand each group the power transmission word cards and ask them to sort them into their correct order.
- Encourage groups that are struggling to refer to the flash diagram on Slide 12 of interactive whiteboard lesson 1.
- Ask the students to return to the circle and discuss their results.
- Show the students the hand generator and explain that the magnet and copper wire inside is just like the generator in the power station. Your hand is providing the energy.
- Connect the light bulb to the hand generator and let the students generate electricity.
- Students draw an annotated drawing of the transmission grid, in their Science journals.
- Finally, take students through the interactive ‘energy cycle diagram’ located on Interactive Whiteboard Lesson 1.

## Interactive Resources

Interactive whiteboard lesson 4

- Slide 5 – Video on generating electricity
- Slides 6 to 9 – Electricity generation
- Slide 10 – Interactive diagram about energy cycle to home
- Slide 11 – Picture match activity
- Slide 12 – Transportation of electricity

*Visit our website to access online resources*

# 5 POWER TRANSMISSION CARDS

Attachment

## Power plant to the home

The cards are currently in order. Jumble them and hand a set to each group.

The steam is sent through pipes to the turbine, which is a big fan.  
(Mechanical energy)

When the magnet spins 3,000 times a minute the generator makes electricity.

Inside the power plant, coal, oil or gas is burned in a furnace which heats water in a big boiler to create steam. If the plant is hydro-electric, the potential energy stored in the water is used to drive the turbine.

The steam goes through the turbine blades making them spin 3,000 times in one minute.

Power stations put the fuel into a boiler and set fire to it.

The turbine is connected to the generator; this is a large magnet and lots of wire.

The fuel is burned to heat water and make steam.

The electricity generated at the power station is fed through transmission lines to zone substation transformers.

The electricity then travels along the distribution power lines to our homes, schools, hospitals, offices, factories, street lamps, traffic lights, cinemas, restaurants, fire stations and everything else that needs electricity to work.

It passes through an electricity meter that measures how much electricity your family uses.

The electricity travels through wires inside the walls to outlets and switches all over your house.

Big high-voltage transmission lines carry electricity to your city or suburb.

It passes through zone sub-stations, where the voltage is lowered, then to transformers which lower it again to make it safe to use in our homes.

It travels through smaller power lines to your house.

You can use the electricity to switch on lights, watch TV, listen to music and cook dinner!

# 6 EXPLORING ELECTRICAL CIRCUITS



## TASK A: Simulating open and closed circuits

A hands-on lesson where students will explore electrical circuits.

### Teacher Background Information

- Both ends of the battery must be connected to the light bulb before it will glow.
- Metal connection points are called terminals.
- The metal side of the light bulb is one terminal and the bottom is the other.
- The top of the cell is positive (+ve) and the bottom of the cell is negative (-ve).
- The light bulb has to be connected in two places to complete the circuit.
- For the light bulb to glow there has to be a closed circuit joining the battery and the light bulb. This is called an electric circuit.
- When there is a gap or break in the circuit the light will not glow. This is called an open circuit.

### Curriculum Focus:

#### Physical Sciences

Investigate the transfer and transformation of energy in electrical circuits, including the role of circuit components, insulators and conductors AC9S6U03.

#### Nature and Development of Sciences

Examine why advances in science are often the result of collaboration or build on the work of others AC9S6H01.

#### Science Inquiry

Use equipment to observe, measure and record data with reasonable precision, using digital tools as appropriate AC9S6I03.

Construct and use appropriate representations, including tables, graphs and visual or physical models, to organise and process data and information and describe patterns, trends and relationships AC9S6I04.

Compare methods and findings with those of others, recognise possible sources of error, pose questions for further investigation and select evidence to draw reasoned conclusions AC9S6I05.

Write and create texts to communicate ideas and findings for specific purposes and audiences, including selection of language features, using digital tools as appropriate AC9S6I06.

#### Design and Technologies – Engineering Principles and Systems

Explain how electrical energy can be transformed into movement, sound or light in a product or system AC9TDE6K02.

#### Design and Technologies: Materials and technology specialisations

Explain how characteristics and properties of materials, systems, components, tools and equipment affect their use when producing designed solutions AC9TDE6K05.

## Assessment

Formative assessment – monitoring students' learning and developing understanding via observation and providing feedback to extend learning. Students will need guided experiences to investigate and understand the meaning and purpose of a scientific investigation, and may need support to explain how electrical energy can be transformed.

### Equipment

- Chalk
- Small boxes
- Counters

### Activity Steps:

- Take the students into the playground and discuss what the students have learnt to date about circuits.
- Mark out a circuit in the playground using a chalk line and place a small obstacle along the circuit, e.g. a small box. Have one student stand near the obstacle.
- Ask several students to stand at regular intervals along the drawn circuit while the teacher stands opposite an obstacle with a bowl of counters.
- Have students walk along the circuit maintaining their distance from the person in front and jumping over the obstacle.
- As students jump over the obstacle, they should give a counter to the student standing near the obstacle.
- As students pass the teacher they each receive another counter.
- Continue the simulation until all the counters have been used by the students.
- Discuss the circuit activity.
- Identify the various representations of the activity such as the:
  - Chalk line representing wires.
  - Obstacle representing the light globe.
  - Teacher representing the battery.
  - Students representing electric current.
  - Counters represent the electrical energy.
- Discuss the function of each part of the circuit such as the wires to allow the flow of electric current, the battery which provides more energy to the electrons and the light globe that uses some of the energy.
- Simulate an open circuit by placing the students on the circuit and asking them to walk around it.
- Rub out a section of the chalk line. Once the circuit is open, students should stop walking around the circuit.
- Discuss the simulation. It is important that students develop an understanding that once a circuit is open, all electrons stop flowing.
- Simulate and discuss a short circuit by drawing a chalk line by-passing the light bulb (obstacle). Ask students to walk the circuit again using the easiest path.
- Discuss with students the easier path is a short circuit (electric current will follow the path of least resistance to return to their energy source).
- Discuss how this can be dangerous.
- Return to the classroom and ask students to draw annotated diagrams of open and closed circuits in their Science journals.
- Have students make notes of the new terminology and concepts in their Science journals, add to the KWL chart and word wall. This should include descriptions of open, closed and short circuits.





## TASK B: Making electrical circuits

A practical lesson for students to create and **explore** circuits. This lesson will provide hands on experience to investigate various ways of connecting a battery, bulb and wire.

### Assessment

Formative assessment - monitoring students' learning and developing understanding via observation and providing feedback to extend learning. The focus in this activity is on making judgements about whether the students understand what they are doing and learning, and that each has a role to play in contributing to the development of their knowledge and understanding. Ensure that each student is engaged and participating.

### Equipment

- Role badges from Lesson 4
- Each team member's Science journal
- 1.5 volt battery
- Light bulb
- 2 connecting wires

### Interactive Resources

Interactive whiteboard lesson 4

- Slide 13 - Video about electrical circuits
- Slide 14 - Components of a simple circuit
- Slide 15 - Quiz about circuits

*Visit our website to access online resources*

### Activity Steps:

- Ask the students to explain what makes a light bulb glow.
- Discuss the ideas put forward by the students.
- Explain that the students will explore these ideas in groups, using the equipment.
- Divide the class into groups, assign roles (Chief Scientist, Safety Officer, Lab Technician, Science Journalist and Science Communicator) and hand out badges.
- Ask Lab Technicians to collect equipment.
- Have students use the battery and ONE connecting wire to make the light bulb glow.
- Have Science Journalist record the investigation and draw and label a diagram showing how they connected the battery and light bulb.
  - Discuss where the wire connects to make the light bulb glow.
  - How many different ways were there to make the light bulb glow?
- Have students make the light bulb glow using TWO connecting wires.
- Discuss the methods used to make the light bulb glow; guide students' attention to the formation of circuit created by the battery, wires and light bulb.
- Ask students to copy the record made by the science journalist for their group into their Science journals.
- Class discussion:
  - Ask some students to present their observations to the class.
  - What circuits made the light bulb glow?
  - What did the circuits that made the light bulb glow have in common?
  - What did the circuits that didn't work, have in common? (Introduce the terms open and closed circuit).

# 6 STEM DESIGN CHALLENGE - CIRCUIT DESIGN



**TASK:** Work in a group to design a board game that incorporates an electrical circuit. You will be required to use your knowledge of circuits and how they work to design your game.

## Materials provided

- Cardboard
- Light bulb
- Insulating wire
- Masking tape
- Battery
- Scissors
- Aluminum foil

(You may add materials of your own to this list)

## Success criteria

- The game must include a circuit.
- It must be a game with electricity as the theme.
- Your game must include a minimum of 10 questions and answers about electricity as part of the game. These could be game cards or landing places on the board.
- You must include photos of the stages of your design.
- You must include instructions for playing the game.
- Complete and submit Planning Page.
- Complete and submit Explanation Page.
- Complete and submit Student Reflection Checklist.

# 6 PLANNING PAGE - CIRCUIT DESIGN

Attachment

## Design Brief

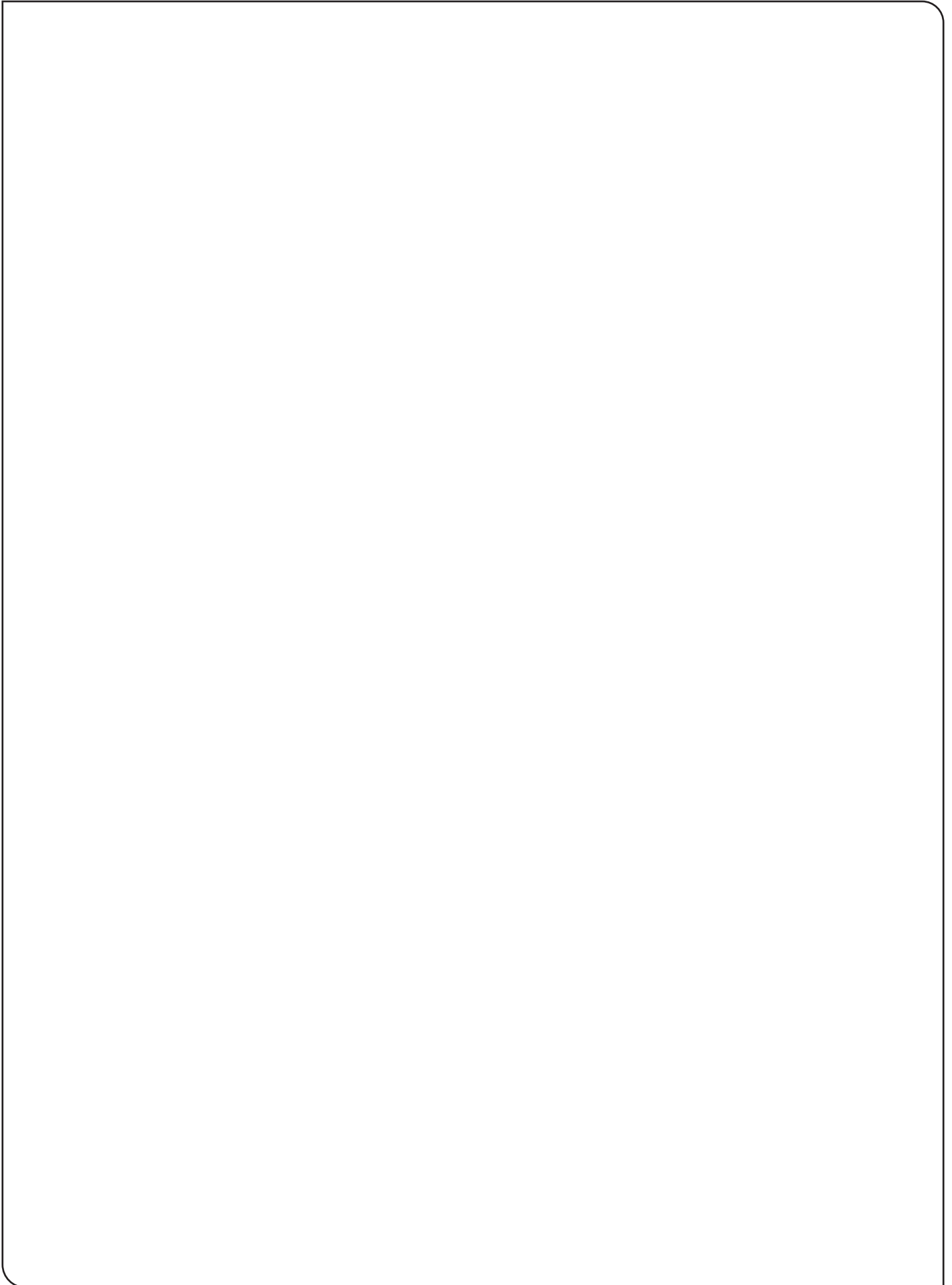
Work in a group to design a board game that incorporates an electrical circuit. You will be required to use your knowledge of circuits and how they work to design your game.

## Team members and roles

Name	Role

## Research Ideas (include websites your group used)

## Labelled design sketches

A large, empty rectangular box with rounded corners, intended for drawing and labeling design sketches. The box is defined by a thin black border and occupies the majority of the page below the header.

# 6 EXPLANATION PAGE - CIRCUIT DESIGN

Attachment

Explain how your game works using the correct terminology of electrical components.

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Describe some of the challenges that your group faced when designing the game.

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How did your group overcome these challenges?

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# 6 STUDENT REFLECTION CHECKLIST - CIRCUIT DESIGN

	Yes	Some	No
<b>Planning Page</b>			
Roles of team members outlined			
Research outlined and websites included			
Labelled design sketch included			
<b>Explanation Page</b>			
Explanation of how board game works with correct terminology of electrical components included			
Description of challenges included			
Explanation of how group overcame challenges included			
<b>Board Game Production</b>			
A minimum of 10 Q & A's included			
Questions were applicable			
Answers were correct			
A circuit was included			
Circuit works			
Clear instructions for playing the game included			
Photos of production process included			
Board game well-made and appealing to buyers			

# 7 INVESTIGATING CONDUCTORS AND INSULATORS



## **TASK: Identify materials that conduct electricity and insulate electricity**

A hands-on student driven investigation to **explore** and determine the materials that conduct electricity.

## **Teacher Background Information**

If electric current can easily flow through something, that something is referred to as a conductor. Most metals are considered conductors of electricity. Water is also a good conductor of electricity and that means so is the human body. Since our bodies are made up mostly of water, electricity can easily move through our bodies on its way to the ground. If an electrical current cannot easily pass through an object, that object is called an insulator. Most non-metallic items, like rubbers and plastics, are considered insulators. If a person comes in contact with electricity he/she will feel the electrical jolt immediately. Electric current flowing through your body can cause damage to your nerves and tissues, so it's important to be very careful around electricity. There is an opportunity in this lesson to link Science with Health & Physical Education in terms of an exploration of safety measures and how these are communicated through various media and health information.

## **Curriculum Focus:**

### **Physical Sciences**

Investigate the transfer and transformation of energy in electrical circuits, including the role of circuit components, insulators and conductors AC9S6U03.

### **Nature and Development of Sciences**

Examine why advances in science are often the result of collaboration or build on the work of others AC9S6H01.

### **Science Inquiry**

Use equipment to observe, measure and record data with reasonable precision, using digital tools as appropriate AC9S6I03.

Construct and use appropriate representations, including tables, graphs and visual or physical models, to organise and process data and information and describe patterns, trends and relationships AC9S6I04.

Compare methods and findings with those of others, recognise possible sources of error, pose questions for further investigation and select evidence to draw reasoned conclusions AC9S6I05.

Write and create texts to communicate ideas and findings for specific purposes and audiences, including selection of language features, using digital tools as appropriate AC9S6I06.

### **Design and Technologies – Engineering Principles and Systems:**

Explain how electrical energy can be transformed into movement, sound or light in a product or system AC9TDE6K02.

### **Design and Technologies: Materials and technology specialisations**

Explain how characteristics and properties of materials, systems, components, tools and equipment affect their use when producing designed solutions AC9TDE6K05.

## Health and Physical Education

### Making Healthy and Safe Choices

Investigate different sources and types of health information and how these apply to their own and others' health choices AC9HP6P09.

Analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities AC9HP6P10.

### Assessment

Formative assessment – monitoring students' learning and developing understanding via observation and providing feedback to extend learning. Teachers should not try to assess all aspects of the Content Descriptions presented here but work towards achieving a balance across the unit.

### Equipment

- Role badges used in Lesson 4
- Each team member's Science journal
- 1.5 volt battery
- Light bulb and lamp holder
- Multimeter (if available, but not essential for experiment)
- 3 connecting wires
- Variety of items for testing, e.g. paper-clips, aluminum foil, rubber band, string, texta, wooden ruler and other classroom items

### Activity Steps:

- Discuss with students how we know that electric current is flowing in a circuit.
- Ask students how they could test different materials for electrical conductivity.
  - Guide students to suggest constructing an open circuit that includes a battery, wires and a light bulb. The items being tested should then be used to complete the circuit. If the light glows, then the material is a conductor of electricity.
- Discuss with students:
  - The idea of a "fair test".
  - How can we ensure that the test is fair?
  - What variables must we keep the same? (length of wires, same battery, etc.)
  - How will we record our observations?
- Have students construct a table in their Science journal with a list of approximately ten objects in the left hand column. Have them predict conductivity. Example shown below:

Object	Material	Prediction: Will it conduct electricity? Yes/No	Does the light bulb glow?
Paper-clip	steel		
Plastic ruler	plastic		

- Divide class into groups, assign roles and hand out badges.
- Ask Lab Technicians to collect equipment.
- Ask each group to make a prediction about which materials will conduct electricity.
- Have students construct an open circuit.
- Ask students to test their circuit by using the object to complete the circuit. If the light globe glows then the object is a conductor of electricity. If the object did not allow the light to glow then it is an insulator.
- Have students test the provided objects. Ensure students record their observations.
- Have students present their findings to the class.
  - List the conductors and insulators.
  - Is there a pattern in the results?
  - Was the outcome different to their predictions?
  - Do the results support their prediction?
  - What difficulties did they experience when completing this investigation?
  - How could they improve this investigation?
- Have students suggest reasons why electrical wires are coated in plastic. Why should frayed electrical cords be replaced?
- Discuss:
  - Why is it useful to know which materials conduct electricity?
  - Will the human body conduct electricity? What injuries may happen to a person who has received an electric shock?

### Extension Activity

- Ask the students to design their own switch. The switch must be safe and able to be switched on and off repeatedly.
- In groups students draw a labelled diagram of their design.
- Students construct and present their designs to the class.
- Students discuss the safety features incorporated in their designs and how their design could be improved.

### Interactive Resources

Interactive whiteboard lesson 4

- Slide 2 – Virtual experiment on conductors and insulators
- Slide 3 – Crossword

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# 7 STEM DESIGN CHALLENGE - ENERGY CONDUCTORS



**TASK:** Work in a group to design a test of conductivity for the materials listed below. You must use your knowledge of circuits, conductors and insulators to design your test.

## Materials provided

- Straw
- Screw
- Scissors
- Ruler
- Eraser
- Cork
- Nail
- Key
- Pencil
- Spoon
- Pen
- Washer
- Button

(You may add materials of your own to this list)

## Success criteria

- The test must include a circuit.
- You must include clear design instructions for your test.
- You must present the results of your test as a scientific report.
- You must include a table of your results.
- You must include photos of the stages of your design.
- Complete and submit Planning Page.
- Complete and submit Explanation Page.
- Complete and submit Student Reflection Checklist.

# 7 PLANNING PAGE - ENERGY CONDUCTORS

Attachment

## Design Brief

Work in a group to design a test of conductivity for the materials you have been given. You must use your knowledge of circuits, conductors and insulators to design your test.

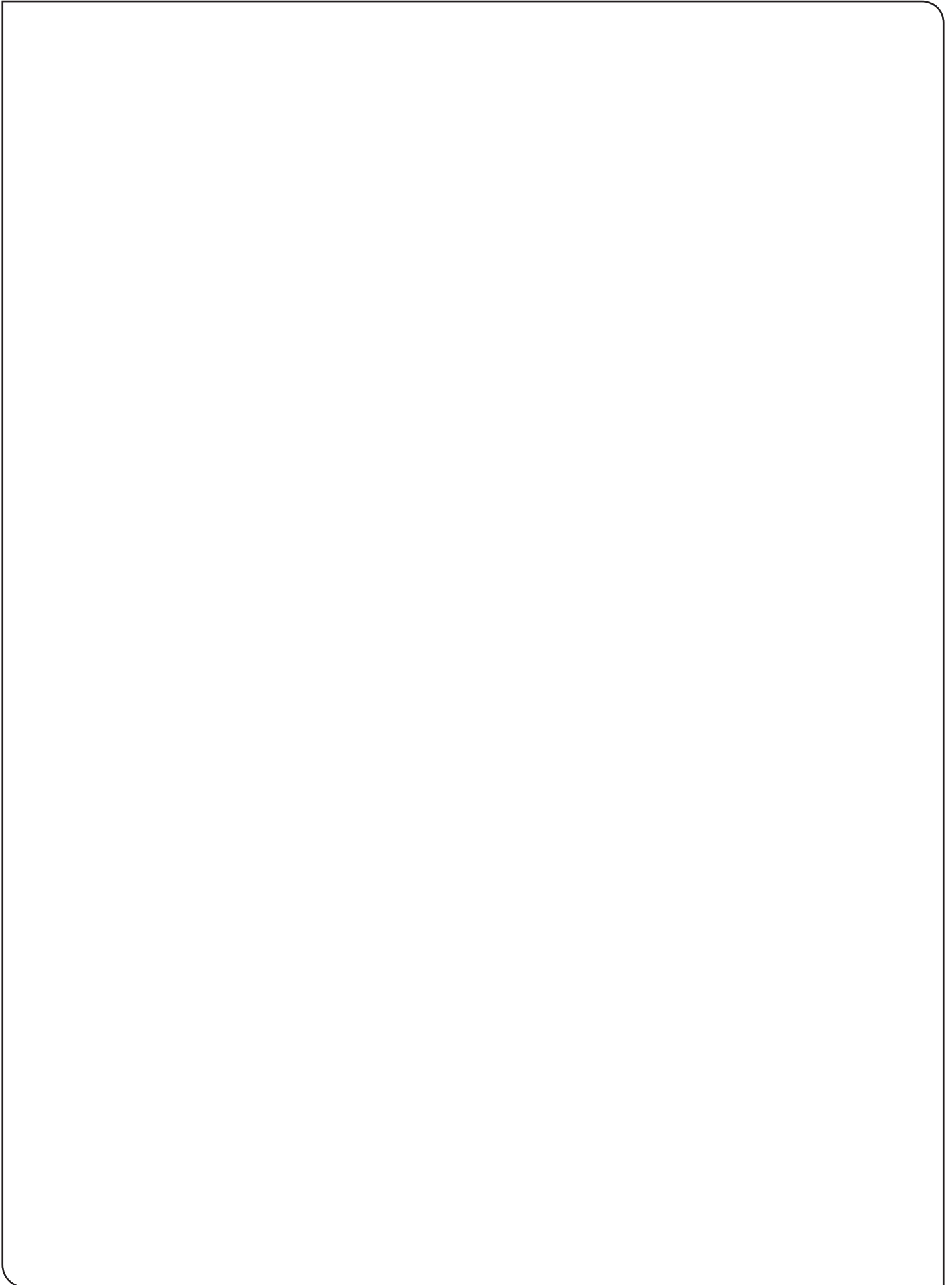
## Team members and roles

Name	Role

## Research Ideas (include websites your group used)

## Labelled design sketches

Attachment

A large, empty rectangular area with rounded corners, intended for drawing or sketching. The area is completely blank and occupies most of the page below the header.

# 7 EXPLANATION PAGE - ENERGY CONDUCTORS

Attachment

Explain how your test of conductivity works using the correct terminology of circuits, conductors and insulators.

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Describe some of the challenges that your group faced when designing and carrying out your test.

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How did your group overcome these challenges?

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# 7 STUDENT REFLECTION CHECKLIST - ENERGY CONDUCTORS

Attachment

	Yes	Some	No
<b>Planning Page</b>			
Roles of team members outlined			
Research outlined and websites included			
Labelled design sketch included			
<b>Explanation Page</b>			
Explanation of how test of conductivity works with correct terminology of circuits, conductors and insulators included			
Description of challenges included			
Explanation of how group overcame challenges included			
<b>Circuit Test Production</b>			
Clear design instructions included			
Test includes a circuit			
Photos of production process included			
Table of results included			
Scientific report well-written			

# 8 INVESTIGATING SERIES AND PARALLEL CIRCUITS



## TASK A: Creating a series circuit and a parallel circuit

A student driven, hands-on investigation to observe light bulbs connected in a series and parallel circuit. This lesson will **explain** and develop scientific explanations for observations.

### Curriculum Focus:

#### Physical Sciences

Investigate the transfer and transformation of energy in electrical circuits, including the role of circuit components, insulators and conductors AC9S6U03.

#### Science Inquiry

Use equipment to observe, measure and record data with reasonable precision, using digital tools as appropriate AC9S6I03.

Construct and use appropriate representations, including tables, graphs and visual or physical models, to organise and process data and information and describe patterns, trends and relationships AC9S6I04.

Compare methods and findings with those of others, recognise possible sources of error, pose questions for further investigation and select evidence to draw reasoned conclusions AC9S6I05.

Write and create texts to communicate ideas and findings for specific purposes and audiences, including selection of language features, using digital tools as appropriate AC9S6I06.

### Design and Technologies – Engineering Principles and Systems:

Explain how electrical energy can be transformed into movement, sound or light in a product or system AC9TDE6K02.

### Design and Technologies: Materials and technology specialisations

Explain how characteristics and properties of materials, systems, components, tools and equipment affect their use when producing designed solutions AC9TDE6K05.

### English

Identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning AC9E6LA07.

Use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions AC9E6LY02.

## Assessment

Formative assessment - monitoring students' learning and developing understanding via observation and providing feedback to extend learning.

### Equipment

- Role badges used in Lesson 4
- Each team member's Science journal
- 2 x 1.5 volt batteries
- 1 light bulb
- 2 connecting wires

### Activity Steps:

- Review previous session about exploring electrical circuits, refer to word wall and KWL chart.
- Ask the students what they know about series circuits and parallel circuits.
- Ask students what they think these terms could mean and what these circuits would look like.
- Students discuss and share what they would like to find out about series and parallel circuits and add to KWL chart.
- Divide the class into groups, assign roles (Chief Scientist, Safety Officer, Lab Technician, Science Journalist and Science Communicator) and hand out the role badges.
- Ask Lab Technicians to collect equipment.
- Students construct a closed circuit that includes 1 battery, 2 wires and a light bulb.
- Ask the students to place a dark coloured card behind the light bulb and observe its brightness.
- Students repeat step 1 using 2 batteries connected in series.



- Discuss with students what they observed and have students suggest explanations for their observations.
- Have students construct a closed circuit that includes 2 batteries set in parallel, 2 wires and a light bulb.
- Place a dark coloured card behind the light bulb and compare the brightness of the light bulb with the previous circuit.
- Ask students to place a third battery in parallel and compare the brightness of the light bulb.
- Discuss with the class:
  - Did the additional battery make the bulb glow brighter?
  - What do you think is happening to the flow of electrons in a series and parallel circuit?



## **TASK B: investigating the voltage in a series circuit and a parallel circuit**

A student driven, hands on investigation to determine the voltage in a series and parallel circuit. This lesson will explain and develop scientific explanations for observations

This task can be extended further by adding Mathematical calculations to consolidate student learning.

### **Curriculum Focus:**

#### **Physical Sciences**

Investigate the transfer and transformation of energy in electrical circuits, including the role of circuit components, insulators and conductors AC9S6U03.

#### **Science Inquiry**

Use equipment to observe, measure and record data with reasonable precision, using digital tools as appropriate AC9S6I03.

Construct and use appropriate representations, including tables, graphs and visual or physical models, to organise and process data and information and describe patterns, trends and relationships AC9S6I04.

Compare methods and findings with those of others, recognise possible sources of error, pose questions for further investigation and select evidence to draw reasoned conclusions AC9S6I05.

Write and create texts to communicate ideas and findings for specific purposes and audiences, including selection of language features, using digital tools as appropriate AC9S6I06.

#### **Design and Technologies – Engineering Principles and Systems:**

Explain how electrical energy can be transformed into movement, sound or light in a product or system AC9TDE6K02.

#### **Design and Technologies: Materials and technology specialisations**

Explain how characteristics and properties of materials, systems, components, tools and equipment affect their use when producing designed solutions AC9TDE6K05.

#### **English**

Identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning AC9E6LA07.

Use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions AC9E6LY02.

#### **Mathematics**

##### **Measurement**

Convert between common metric units of length, mass and capacity; choose and use decimal representations of metric measurements relevant to the context of a problem AC9M6M01.

##### **Statistics**

Plan and conduct statistical investigations by posing and refining questions or identifying a problem and collecting relevant data; analyse and interpret the data and communicate findings within the context of the investigation AC9M6ST03.

##### **Probability**

Conduct repeated chance experiments and run simulations with an increasing number of trials using digital tools; compare observations with expected results and discuss the effect on variation of increasing the number of trials AC9M6P02.



## Assessment

Formative assessment – monitoring students’ learning and developing understanding via observation and providing feedback to extend learning. Teachers might focus this task on the mathematical calculations (measuring) and asking students to represent their findings in a variety of formats (drawings, tables, etc). They may then be asked to explain how images, figures, tables, diagrams, and graphs contribute to meaning in written scientific texts.

## Equipment

- Role badges used in Lesson 4
- Each team member’s Science journal
- 2 x 1.5 volt battery
- Multimeter - a device to measure electric current and voltage

## Activity Steps:

- Review previous sessions (series and parallel circuits), refer to word wall and KWL chart.
- Ask the students what they know about the way electricity is measured.
- Introduce the term volts and discuss.
- Explain and demonstrate the use of the multimeter to the students.
- Have the students predict whether increasing the number of batteries will increase the voltage.
- Ask the students to conduct an investigation to test their prediction.
- Divide the class into groups, assign roles (Chief Scientist, Safety Officer, Lab Technician, Science Journalist and Science Communicator) and hand out the role badges.
- Ask Lab Technicians to collect equipment.
- Students reconstruct their series and parallel circuits, replacing the light bulb with the multimeter to complete the circuit.
- Students construct a table to record their observations in their Science Journals (sample below).

Type of circuit	Number of batteries	Multimeter reading (DCV)/(DCA)
Series	One battery	
	Two batteries	
	Three batteries	

- Using a multimeter students measure record and compare the voltage and amps of each circuit.
- Students construct a graph using the collected data.
- Discuss with students what type of graph would best represent the data in a way that best addresses their prediction.
- What labels must they include on the X and Y axes?
- Once students have constructed their charts discuss the results and construct a statement summarising what they have learnt about batteries set in series and parallel circuits. Add the statements to the KWL chart and any new words should be added to the word wall.

## Extension Activity

- Ask students to predict what may happen to the brightness of 2 bulbs if they were placed in series.
- Ask students to predict what may happen to the brightness of 2 bulbs if they were placed parallel.

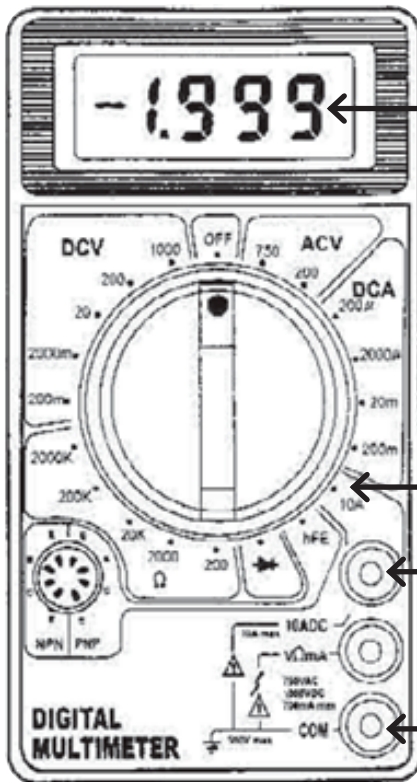
## Interactive Resources

Interactive whiteboard lesson 4

- Slide 5 – Virtual experiment on series and parallel circuits
- Slide 6 – Discussion about parallel circuits

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# 8 USING A MULTIMETER



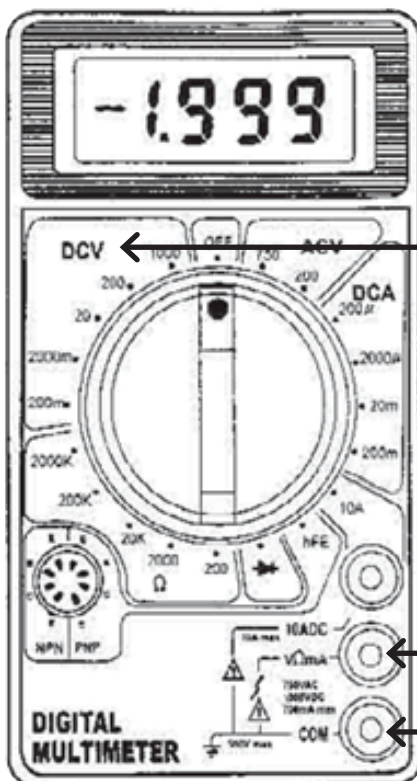
## Measuring electric current

The display is measuring in amps.

Turn the dial to 10A. Use the probes from the jack leads to complete the circuit. To measure electric current, all the electricity must pass through the meter so it must be connected in series.

Insert the red jack lead here. Make sure it is tight into the fitting.

Insert the black jack lead here.



## Measuring voltage

Turn the meter to the DCV quadrant depending on your voltage supply. Start at 20V then work down through the dial until you get a reading that makes sense on the display. Remember 2000 m is representing 2000 millivolts or 2V while 200 m is measuring 0.2V. Most batteries are 1.5V. It must be connected in parallel.

Connect the red jack here. Make sure it is tight into the fitting.

Connect the black jack here.

# 8

# STEM DESIGN CHALLENGE - SERIES AND PARALLEL CIRCUITS



**TASK:** Work in a group to design a safety vest for road workers to wear at night. Your vest must be reflective and include lights for maximum safety of the wearer. It must include both series and parallel circuits in its design.

## Materials provided

- Fabric, large sheets of strong paper, or strong garbage bags
- Masking tape
- Button batteries
- LED bulbs
- Copper tape
- Electrical tape
- Scissors
- Tape measure
- Marking pen

(You may add materials of your own to this list)

## Success criteria

- The vest must include a series circuit and a parallel circuit.
- It must be comfortable to wear.
- The circuits must include light bulbs as a safety feature.
- You must include photos of the stages of your design.
- Instructions for wearing the vest must be included.
- Complete and submit the Planning Page.
- Complete and submit the Explanation Page.
- Complete and submit Student Reflection Checklist.

# 8 PLANNING PAGE - SERIES AND PARALLEL CIRCUITS

## Design Brief

Work in a group to design a safety vest for road workers to wear at night. Your vest must be reflective and include lights for maximum safety of the wearer. It must include both series and parallel circuits in its design.

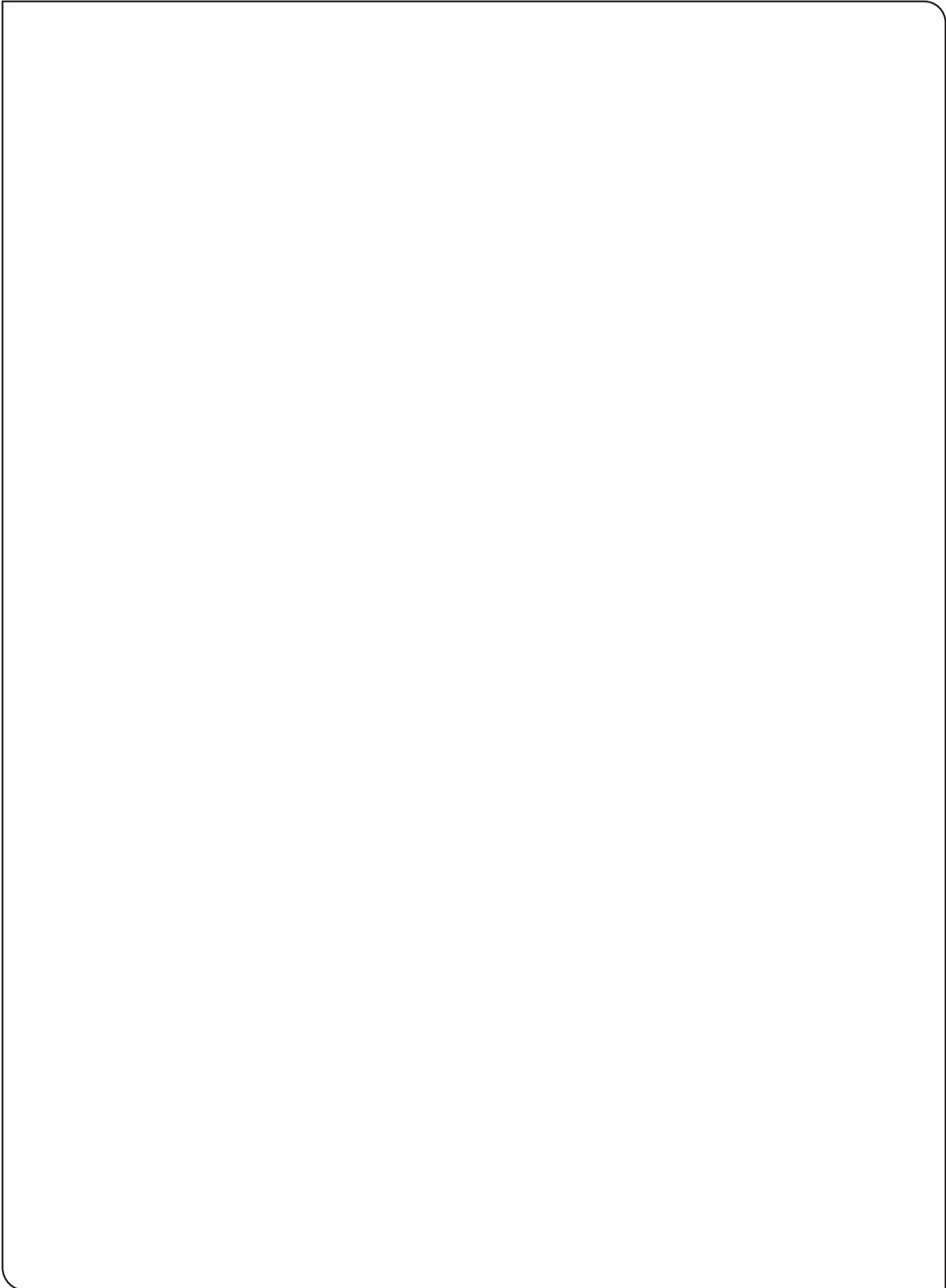
## Team members and roles

Name	Role

## Research Ideas (include websites your group used)

**Labelled design sketches**

Attachment



# **8 EXPLANATION PAGE - SERIES AND PARALLEL CIRCUITS**

**Explain how your safety vest works using the correct terminology of series and parallel circuits.**

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**Describe some of the challenges that your group faced when designing your safety vest.**

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**How did your group overcome these challenges?**

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# 8 STUDENT REFLECTION CHECKLIST - SERIES AND PARALLEL CIRCUITS

	Yes	Some	No
<b>Planning Page</b>			
Roles of team members outlined			
Research outlined and websites included			
Labelled design sketch included			
<b>Explanation Page</b>			
Explanation of how safety vest works with correct terminology of series and parallel circuits included			
Description of challenges included			
Explanation of how group overcame challenges included			
<b>Safety Vest Production</b>			
Clear instructions for wearing the vest included			
A series circuit is included			
A parallel circuit is included			
Photos of production process included			
Safety vest comfortable and well-made			
Light bulbs as a safety feature included			

# 9

# GENERATING ELECTRICITY INVESTIGATION



## **TASK: Constructing circuits to observe the generation of electricity**

A lesson that will **elaborate** on Lesson 5 (Electricity Generation and Transmission) by extending understanding to a new context or making connections to additional concepts.

### **Curriculum Focus:**

#### **Physical Sciences**

Investigate the transfer and transformation of energy in electrical circuits, including the role of circuit components, insulators and conductors AC9S6U03.

#### **Science Inquiry**

Use equipment to observe, measure and record data with reasonable precision, using digital tools as appropriate AC9S6I03.

Write and create texts to communicate ideas and findings for specific purposes and audiences, including selection of language features, using digital tools as appropriate AC9S6I06.

#### **Design and Technologies – Engineering Principles and Systems:**

Explain how electrical energy can be transformed into movement, sound or light in a product or system AC9TDE6K02.

#### **English**

Identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning AC9E6LA07.

Use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions AC9E6LY02.

Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features AC9E6LY06.

Plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic-specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features AC9E6LY07.

Use phonic knowledge of common and less common grapheme-phoneme relationships to read and write increasingly complex words AC9E6LY08.

Use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words AC9E6LY09.

#### **Mathematics**

##### **Measurement**

Convert between common metric units of length, mass and capacity; choose and use decimal representations of metric measurements relevant to the context of a problem AC9M6M01.

##### **Statistics**

Plan and conduct statistical investigations by posing and refining questions or identifying a problem and collecting relevant data; analyse and interpret the data and communicate findings within the context of the investigation AC9M6ST03.

##### **Probability**

Conduct repeated chance experiments and run simulations with an increasing number of trials using digital tools; compare observations with expected results and discuss the effect on variation of increasing the number of trials AC9M6P02.



## Assessment

Summative assessment of the science inquiry skills. Use the verbs at the beginning of the Content Descriptions to make judgements about what students know and can do. Check the relevant Achievement Standards as a guide to what is expected of students' performance.

### Equipment

Role badges handed out in Lesson 4 and Science journals

- 1.5 volt batteries
- Light bulb
- 2 connecting wires
- Electric motor
- Buzzer
- Hand-held electric generator

### Activity Steps:

- Review previous lessons on energy transformation.
- Discuss with students how electricity is produced.
- Lead the discussion to include electric generators, solar cells and chemical reactions.
- Ask students if they are aware of any other ways electricity is produced.
- Students discuss and share what they would like to find out about electricity production and add to KWL chart.
- Divide the class into groups, assign roles (Chief Scientist, Safety Officer, Lab Technician, Science Journalist and Science Communicator and hand out the role badges.
- Ask Lab Technicians to collect equipment.
- Allow students to explore the hand-held electric generator.
- Allow students to construct a variety of circuits with a light, motor or buzzer. Have students use the hand-held electric generator to supply electricity power to their circuits.
- Ask students to research one method of generating electricity.
- Construct a class summary of the various methods used to make an electric generator turn.
- Have students draw diagrams in their Science journal to show each form of generating electricity. Identify where the processes are the same and different.

## Optional activity

- Revise and discuss with students energy transfers. Discuss the energy transfers involved in the generation of electricity.
  - What form of energy is used to turn the generator?
  - What form of energy is used to turn the generator in a power station?
  - Identify sources such as:

### Coal burning:

chemical - heat - kinetic - electrical

### Hydro:

potential energy - kinetic energy - electrical

### Wind:

kinetic energy - electrical

### Nuclear:

nuclear - kinetic energy - electrical

### Solar:

light energy - electrical

### Battery:

chemical energy - electrical

# 10 TRANSFORMING ELECTRICITY INVESTIGATION



## TASK: Constructing circuits to observe the transformation of electricity

A lesson to **explain** the transformation of electricity by developing scientific explanations for observations.

### Teacher Background Information

Energy cannot be destroyed, but rather transformed, e.g. the sun's energy is used by plants to grow and produce fruit, humans then consume the fruit which can be used to maintain our body temperature and allows us to move, walk or run.

### Curriculum Focus: Physical Sciences

Investigate the transfer and transformation of energy in electrical circuits, including the role of circuit components, insulators and conductors AC9S6U03.

### Science Inquiry

Use equipment to observe, measure and record data with reasonable precision, using digital tools as appropriate AC9S6I03.

Write and create texts to communicate ideas and findings for specific purposes and audiences, including selection of language features, using digital tools as appropriate AC9S6I06.

### Design and Technologies - Engineering Principles and Systems:

Explain how electrical energy can be transformed into movement, sound or light in a product or system AC9TDE6K02.

### English

Identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning AC9E6LA07.

Use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions AC9E6LY02.

Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features AC9E6LY06.

Use phonic knowledge of common and less common grapheme-phoneme relationships to read and write increasingly complex words AC9E6LY08.

Use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words AC9E6LY09.

## Assessment

Formative assessment – monitoring students’ learning and developing understanding via observation and providing feedback to extend learning

### Equipment

- Role badges from Lesson 4
- Each team member’s Science journal
- 1.5 volt batteries
- Light bulb
- 2 connecting wires
- Electric motor
- Buzzer

### Activity Steps:

- Review previous sessions on circuits.
- Discuss with students the concept that energy cannot be destroyed.
- Ask students if they are aware of any other transformations of electricity.
- Students discuss and share what they would like to find out about the transformation of energy and add to KWL chart.
- Divide the class into groups, assign roles (Chief Scientist, Safety Officer, Lab Technician, Science Journalist and Science Communicator) and hand out the role badges.
- Ask Lab Technicians to collect equipment.
- Students construct a closed circuit that includes 1 battery, 2 wires and a light bulb.
- Ask students how they think electricity transformed in the light bulb? (Electricity is transformed to light making the light bulb glow and heat.)
- Ask students to lightly touch the light bulb.
- What can they feel? – Heat.

- Students draw and label a diagram of their circuit indicating the transformation of electricity.
- Students replace the light bulb in their circuit with a buzzer.
- How is the electricity transformed? (Electricity is transformed to sound and heat.)
- Students draw and label a diagram of their circuit indicating the transformation of electricity.
- Students replace the buzzer in their circuit with an electric motor.
- Ask how the electricity transformed.
- (Electricity is transformed to movement, sound and heat).
- Students draw and label a diagram of their circuit indicating the transformation of electricity.

## Interactive Resources

Interactive whiteboard lesson 4

- Slide 7 – Virtual experiment to explore transformation of electricity
- Slides 8 to 10 – Quiz to describe transformations of electricity

*Visit our website to access online resources*

# 10 ELECTRICITY QUIZ

Name: \_\_\_\_\_

1. Who invented the electric light bulb?

- a) Benjamin Franklin
- b) Thomas Edison
- c) Gough Whitlam

2. Which is a renewable energy source?

- a) Coal
- b) Solar
- c) Nuclear power

3. Which is a good conductor of electricity?

- a) Metal
- b) Human body
- c) Water
- d) All of the above

4. Which is a good insulator of electricity?

- a) Metal
- b) Water
- c) Plastic

5. Electricity is generated at a:

- a) Substation
- b) Transformer
- c) Power line
- d) Power station

6. How could your school reduce its electricity consumption?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. How could you help to conserve electricity usage at home?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. Why do houses have meter boxes?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9. Explain why energy cannot be destroyed.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10. What type of energy is stored energy?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

11. List 4 different types of energy.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

12. List 5 different energy resources.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

13. Describe what an electrical circuit is.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

14. Draw a closed electrical circuit in the box below

# 11 DESIGN TASK



**TASK: Students demonstrate understanding gained through a scientific investigation by resolving a design brief.**

A task for students to design and make a product that uses the 'transformation of electricity' as an essential feature of its design. The final phase provides an opportunity for students to **evaluate** and reflect on their own learning, new understandings and development of skills.

## Curriculum Focus:

### Physical Sciences

Investigate the transfer and transformation of energy in electrical circuits, including the role of circuit components, insulators and conductors AC9S6U03.

### Science Inquiry

Use equipment to observe, measure and record data with reasonable precision, using digital tools as appropriate AC9S6I03.

Write and create texts to communicate ideas and findings for specific purposes and audiences, including selection of language features, using digital tools as appropriate AC9S6I06.

### Design and Technologies – Engineering Principles and Systems:

Explain how electrical energy can be transformed into movement, sound or light in a product or system AC9TDE6K02..

### Design and Technologies: Processes and production skills

Generate, iterate and communicate design ideas, decisions and processes using technical terms and graphical representation techniques, including using digital tools AC9TDE6P02.

Select and use suitable materials, components, tools, equipment and techniques to safely make designed solutions AC9TDE6P03.

Negotiate design criteria including sustainability to evaluate design ideas, processes and solutions AC9TDE6P04.

Develop project plans that include consideration of resources to individually and collaboratively make designed solutions AC9TDE6P05.

## English

Identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning AC9E6LA07.

Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features AC9E6LY06.

Use phonic knowledge of common and less common grapheme-phoneme relationships to read and write increasingly complex words AC9E6LY08.

Use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words AC9E6LY09

## Assessment

Summative assessment of the science inquiry skills. This lesson also has opportunities to assess students' understanding and use of scientific and technical language and scientific reports by incorporating the English Content Descriptions. The Technologies Content Descriptions also afford an opportunity to develop the students' understanding of the design process, especially when working collaboratively with other students.

### Explore and define

Define purpose of the product, develop criteria and find out what is currently available

### Design brief

- Students design and make a product that transforms electricity and solves a personal need.
- Students should consider:
  - What products exist that address similar problems or needs? How do they work?
  - What resources are available to construct our product?
  - How will they test and evaluate their design solution?
  - How will they manage the time available to develop the product?
  - Is there a 'technical expert' who can provide assistance?
  - Are there electrical safety issues?

### Generate and develop ideas

- Students sketch initial ideas for their product and annotate their sketch to explain how the product works.
- Remind students to consider the circuit required to operate the product.
- Students identify the need addressed by the product or the system, and the energy transformations involved in its operation.
- Suggestions of problems which could be solved with the design of a product:
  - My little brother reads my diary.
  - Everyone barges into my room. I have no privacy.
  - I like reading in bed at night but the light disturbs my little sister.
  - We get very hot in our tree house.
  - The mosquitoes always bite me when I am in the garden.
  - How can I make a game that keeps my younger brother/sister amused?

### Produce Solutions

- Ensure that students understand that their product must be housed in a suitable casing. Discuss what functions the casing must perform, e.g. hold the circuit in place, hold the working parts, protect the product from dirt and damage, be easy to handle, be aesthetically pleasing and convey information about the operation of the product. Provide students with a wide range of materials that can be used to complete the product e.g. Paddle Pop sticks

Product	Need/Purpose	Electricity transformations
Home security alarm	Warn off intruders Dissuade intruders Protect people and property	Sensor (light/sound energy) > electrical energy > sound energy
Vacuum cleaner	Remove dust and dirt Remove dust mites that cause allergies	Electrical energy > mechanical energy
Stove	Heat or cook food	Electrical energy > heat energy
Solar garden lights	Provide lighting for paths Provide security Increase enjoyment of garden	Light energy > electrical energy > chemical energy (battery) > electrical energy > light energy

## Evaluate

- Ask students to evaluate the design against the design brief and consider the effectiveness of the process.
- Provide students with questions to be used when reflecting on their task.
  - What part of the task was most enjoyable?
  - What part of the task was least enjoyable?
  - What did you learn?
  - What part of the learning was most important? Why is it important?
  - If you were to undertake the task again, what would you do differently and why?

## OR students could:

- Review the sources of energy used to generate electricity.
  - Identify whether they are renewable or non-renewable.
  - Identify some of disadvantages of using the various energy forms.
  - Discuss ways we could reduce energy consumption around our school and home.
  - Discuss how electricity is measured in your home – meter.
- Have students compare energy efficient appliances at <https://calculator.energyrating.gov.au>
  - Have students modify their virtual home to reduce the amount of electricity used.
  - Discuss what appliance/s consume the most electricity in their home.
  - Identify some strategies they could use to reduce the consumption of electricity at school.
- Discuss or debate the issue – Why should we reduce the amount of electricity we use?

## Interactive Resources

Interactive whiteboard lesson 4

- Slide 13 – Generate and develop ideas
- Slide 14 – Explore and define
- Slides 15 to 16 – Examples of products that have an electrical circuit
- Slides 17 to 18 – Produce solutions and evaluate
- Slides 19 to 22 – Metering, meter safety and energy efficiency

*Visit our website to access online resources*

# GLOSSARY

<b>AC or alternating current</b>	Electric current which repeatedly changes its direction from negative to positive and back again. Alternating current is usually created by a mechanical means, such as a generator.
<b>Amp</b>	The Ampere or amp is a measure applied to the flow of electrons or flow of electric current.
<b>Atom</b>	Primary basis of all matter. It has a nucleus consisting of protons and neutrons surrounded by orbiting electrons.
<b>Battery</b>	A single electric cell for furnishing electric current or a group of such cells.
<b>Circuit</b>	The complete path or part of the path of an electric current.
<b>Charge</b>	The electrical property of electrons and protons that produces attraction and repulsion between them.
<b>Conductor</b>	In a conductor electric current can flow freely. Simply stated, most metals are good electrical conductors. Some non-metals (e.g. trees, wood) can also conduct electricity.
<b>Current</b>	The flow of electrons. Water flowing in a pipe is similar to an electric current. You need voltage to make the current flow, just like water pressure is needed to make the water flow. It's impossible to see an electric current, but it's there - and is used to run everything from a light to your CD player.
<b>DC or direct current</b>	Electric current is where the flow of electrons is always in the same direction. Direct current is most commonly found in portable appliances such as cameras, iPods and mobiles phones.
<b>Distribution lines</b>	The familiar 'poles and wires' that students can see down the street are part of the lower voltage distribution network that supplies electricity to customers.
<b>Distribution system</b>	The poles, wires, cables, substations and other equipment required to transport electricity from the transmission system to people's homes.
<b>Distribution network</b>	The overall network formed by the distribution system.
<b>Electron</b>	The basic particle that orbits the nucleus of an atom. It can be stimulated to movement by various forces like magnetism and has a negative charge.
<b>Energy</b>	The capacity to do work, or vigorous activity fuelled by various sources.
<b>Fuse</b>	A safety device with a metal wire or strip that will melt, breaking the electrical circuit when the current becomes too large.
<b>Generator</b>	A machine for producing electrical current. (See Turbine)
<b>Hydroelectricity</b>	In electrical generation, it is the use of the power from rushing water to push turbine blades, which turn shafts in generators that produce electricity.
<b>Insulator</b>	A material (such as plastic or glass) that does not permit electricity to pass through it readily.
<b>Kilowatt</b>	Equal to 1000 watts of electricity. It is a measure of electrical power.
<b>Kilowatt hour</b>	Measurement of electricity equal to one kilowatt of power produced or used in one hour.
<b>Kinetic energy</b>	The energy of an object in motion.
<b>Lightning</b>	The flash of light which accompanies a static electricity discharge between two clouds or between a cloud and the Earth during a thunderstorm.
<b>Magnet</b>	A piece of material that has the natural ability to attract iron.
<b>Magnetic field</b>	The area around a magnet that is influenced by the magnet.
<b>Mechanical energy</b>	The energy of motion used to perform work.



<b>Megawatt</b>	1,000,000 watts of power or 1,000 kilowatts.
<b>Meter (power/ electricity)</b>	A device which measures and records the production or consumption of electricity.
<b>Nuclear power</b>	The energy produced by splitting atoms (such as uranium) in a nuclear reactor. Not currently used in Australia.
<b>Ohm</b>	A unit of electrical resistance equal to that of a conductor in which a current of one amp is produced by a potential of one volt across its terminals.
<b>Photovoltaic cell</b>	A device where light energy is converted to electricity. Also known as a solar cell.
<b>Power point</b>	A hollow device which is used to connect a power source or an electrical device.
<b>Solar energy</b>	The use of energy that reaches the Earth from the Sun.
<b>Static electricity</b>	A type of electrical charge that can build up when two objects rub together. Friction removes some electrons from one object and deposits them on the other.
<b>Transmission lines</b>	High voltage lines that carry electricity in bulk from the power stations to the point where distributors like Ergon Energy take supply.
<b>Turbine</b>	A fan like device that is connected to the generator to assist in the production of electricity.
<b>Volt</b>	The volt is the unit of measure for electro-motive force required to pass one amp through resistance of one ohm.
<b>Watt</b>	A unit for measuring electric power, e.g. 1 horse power = 746 watts. One Kilowatt = 1,000 watts. One Megawatt = 1,000,000 watts.
<b>Wind turbine</b>	A machine that captures the energy of the wind and transfers the motion to a generator shaft.
<b>Zone substation</b>	Zone substations take the high-voltage electricity and convert it, via step down transformers, into lower voltage electricity for further distribution via poles, wires and underground networks.

# APPENDIX 1

# TEACHER BACKGROUND INFORMATION

## Physical phenomena Teacher notes

Excerpts from the Physical Phenomena Resource Unit on Supporting Science in the primary classroom CD ROM

## Basic conceptual ideas and understandings

### Forms of energy

Energy is noticed in different ways when change occurs (these ways, or effects, have been called forms of energy).

Forms of energy include heat/thermal, chemical, light, gravitational, sound, elastic, movement/ motion/kinetic, nuclear, gas and electrical.

Forms of energy that involve motion e.g. movement, heat and sound are examples of kinetic energy.

Some forms of energy are called potential (or stored) energy, e.g. chemical, elasticity, and gravitational. There is the potential for an energy transfer to occur. There really is no evidence of energy (transfer) present until a change occurs, e.g. a change in the height of an object or a change of state or a change in appearance as in a chemical reaction.

### Electricity

A battery is a source of potential electrical energy in a circuit and a battery creates a flow of current.

Batteries vary in their ability to provide energy. A stronger battery provides more energy to the circuit.

Electric current is associated with energy transfer in a circuit.

A circuit must be closed (complete) for an electric current to flow. There is the same amount of current in all parts of the circuit.

A switch in a circuit affects the flow of electricity in all parts of the circuit instantly. When open there is no current anywhere in the circuit; when closed there is current flowing everywhere at once.

The higher the voltage of a battery the greater the energy transferred to its circuit by the current. The energy supplied by the battery is transferred to the bulb, increasing its energy.

Generate, iterate and communicate design ideas, decisions and processes using technical terms and graphical representation techniques, including using digital tools AC9TDE6P02.

Select and use suitable materials, components, tools, equipment and techniques to safely make designed solutions AC9TDE6P03.

Negotiate design criteria including sustainability to evaluate design ideas, processes and solutions AC9TDE6P04.

Develop project plans that include consideration of resources to individually and collaboratively make designed solutions AC9TDE6P05.

# APPENDIX 2

# PROGRESSION OF STUDENTS' LEARNING

## Progression of students' learning

What do students, and in particular primary students (K-6), think about some of the ideas related to this strand and are there some with which primary students have difficulty?

It is not possible to say precisely what students of any age think about particular phenomena. However, there has been considerable research in the past 20 years that suggests how most learners think about phenomena and their associated explanations that help us to understand our world. What follows is an overview of what teachers might expect their classes to be thinking about the topics in this content strand, e.g. forms of energy and their uses in our lives. Some of your students will hold more acceptable scientific ideas than others.

Nursery learners (up to four years old) do not seem to recognise forms of energy, the transference of energy or that energy can be stored. They do, however, seem to appreciate that an action

is required to initiate movement, and suggest that they see movement (action) as the same as energy. They also see movement as associated with something being alive. Early Stage 1 learners could be similar.

Alternative (non-scientific) views about energy held by some primary-age learners would include the following:

### Energy (in general)

Students from the very youngest to those in upper secondary school (and probably beyond) tend most regularly to associate energy with living things. This tendency is reduced as students become older but will still be held by some secondary students.

Various alternative or limited views of energy are held by students. These include that energy is: stored in certain objects in order to cause things to happen, e.g. water to turn a water wheel; always linked with force and movement; a fuel; a fluid (that flows from one object to another); and an ingredient or a product (e.g. chemicals give off heat).

### Specific forms of energy

Some alternative (or limited) conceptions held by students about some of the specific forms of energy are:

#### Electricity

Most early learners do believe that in a circuit, batteries give something to the bulb. They may, however, have a unipolar idea of a battery (i.e. that only one end needs to be attached to the light bulb in a circuit). Also most upper-infants students are probably unable to suggest how a switch works in a circuit.

#### Circuit

Most students think of a circuit as a series of sequenced events (e.g. current flowing from the battery to the wire, to the light) rather than thinking of a circuit as a complete system.

#### Battery

Most students have little or no idea of voltage in a battery. Many see batteries as storing a certain amount of electricity.

#### Current and voltage

Current and energy are often confused. Voltage is sometimes thought of as the strength or force of the current; some students see voltage as the current.

#### Circuit components

Many upper-primary students do not seem aware that various circuit components, e.g. buzzer and a motor, can be connected in the same way.

# APPENDIX 3

# DESIGNING AND MAKING

## Designing and making

Technology education: more than computers

Students today live in a world of unprecedented technological change. Being technologically capable is no longer about knowing a prescribed set of technical skills or processes but about being adaptable, creative, innovative and risk-taking, and being able to apply learning from one situation to a new or different context or setting.

### What is technology?

Technology is about know-how and know-why. Know-how is created and applied through processes of designing and producing or making. Know-why is created through processes of investigating.

Technology is more than the objects created by technological processes such as computers, tools and other equipment. An important part of technology involves human values, skills, knowledge, techniques and processes.

Technology is concerned with the purposeful and creative use of resources in an effort to meet perceived needs or goals.

Technology education aims to develop know-how and know-why through students learning to apply a design process to design and make solutions to identified needs and opportunities.

### What is design?

Design can be used as both a noun and a verb. Design (verb) can be defined as the systematic process of creating and implementing ideas to solve identified needs or opportunities. Design involves analysing needs, exploring and generating ideas, evaluating alternatives, and managing ideas to a workable solution. Design (noun) can be defined as the outcome of a systematic process of designing.

Design is future oriented and involves students being proactive about how things can be done differently. Design is not about predetermined solutions and there is rarely, if ever, a single correct solution. Design is about making compromises and considered choices between competing needs, values, ideas and options. Most importantly design is about asking questions and testing ideas.

Design is an effective process for developing students' capacity to be creative, innovative, critical thinkers and effective communicators.

### What is making?

Making (verb) can be defined as the systematic process of planning and implementing a predetermined solution.

Making involves exploring and evaluating available resources, including materials and equipment, practicing techniques, and managing resources to a completed quality product or system.

Making is an effective process for developing students' capacity to learn and refine specific techniques and manage actions to successful completion.

Typically, in technology education the process of designing and making results in a product, service, system or environment; or a part of a product, service, system or environment.

### How can we assist students to design effectively?

A design process attempts to describe the way designers typically work to create and produce effective solutions. There are a vast array of diagrams such as cycles and models that attempt to represent the design process.

Regardless of the way the design process is represented, the process is not lock-step and will vary when applied in each design situation.

When teaching students to design, the teacher takes the role of facilitator, typically guiding and structuring student work through posing questions for students to explore, generate and test ideas, regenerate and retest ideas, until a solution is reached. Knowing the types of question a designer might ask is important.

Over a stage students should experience a number of design tasks. From task to task it is important that the learning focus of the design task varies

## Planning a design task

Here are some tips for planning a design task.

1. Identify the outcomes on which you want to focus student learning. For example, the outcomes may be designing and making and the built environment.
2. Identify the stage at which students are working and what these learning outcomes would look like.
3. Choose a design task that best enables you to focus on the selected outcomes and big ideas.
4. Choose authentic design tasks that students will find relevant, engaging and significant in their lives. For example, a teacher had to address designing and making and the built environment in the programmed Science, and Technology unit of work. At the time the SRC and P&C had been requesting sheltered play areas, so the class decided together to design and model a weather protection structure for a part of the playground.
5. The more you can choose a design task with which students already have a lot of experience, the more effectively students will be able to explore the task, identify the needs of the users and establish sound criteria for judging the effectiveness of the final solution.
6. Remember it is not that the design task should be suited to Early Stage 1 or Stage 3 students. In the example of the shade structure above, students from K-12, university students studying architecture and professional architects and engineers would be challenged by this task. The expectations about the sophistication of the response and the complexity of the considerations and the assessment criteria would, however, vary.
7. Not all aspects of the design process need to be open ended for students. There are many questions that can be considered in a design process. What parts of the design process do you want to leave open for the student to work through in detail and what parts will be closed or teacher directed so that students can move through them more directly? The answer to this question relates to tips 2 and 3 above. Be clear about what you want student learning to focus upon and allocate teaching time accordingly.
8. Allow sufficient teaching time in your program to enable the students to have clearly established criteria for success for the design solution. How will I know that my solution is successful or not? Try doing this as a class or group brainstorming activity, then work together to negotiate priorities. Try to limit the number of success criteria to one or two in Early Stage 1 and perhaps have three or four criteria by Stage 3. For example, the success criteria for Early Stage 1 might focus on the ability to provide shade to students at lunch time, whereas by Stage 3 students might also be considering budget, local council building requirements and the use of environmentally sustainable materials.
9. Once your students have clearly established success criteria, all their decision-making should refer back to the negotiated success criteria. For example, an Early Stage 1 student asks: Should we use this material or that one for the shade cover? The teacher could reply: Which one will give better shade protection and how do you know that?
10. When students are learning a new skill they require explicit teaching, so initially the skill will need to be modelled, then practiced and guided before students will be capable of working independently.
11. Safety is always an important consideration for the teacher. Use risk management processes to identify and control risks.
12. Designing is time consuming. Allow sufficient time for students to test, refine and retest their ideas repeatedly if you want them to achieve a quality solution. A task that occurs as a one-off activity, such as design a flag in a lesson, will require little design skill and is probably more a colouring-in activity than a design task. Students need to revisit their ideas over time to design effectively. Rather than doing many design tasks, do fewer in greater depth over the stage.

# APPENDIX 4

## QUESTIONS TO GUIDE DESIGNING & MAKING TASKS

Questioning techniques are important for assisting students to become creative, critical, innovative and enterprising as they engage with the design and make process.

Asking questions is a skill that teachers will continue to refine throughout their teaching, adapting according to the learning area or the task. Questions should not be limited to closed questions that require only a simple answer, but be more open ended to allow a wide range of ideas to be generated and explored.

There are many models that can be used. One example is Fran Peavey's strategic questioning. She refers to 'short lever' questions that restrict options and assume solutions and hard truths and 'long lever' questions that create options, question assumptions and allow for the free flowing of ideas.

The design and make model below has questions added to help guide students through the process. Some will be questions for the teacher and others for the students.

### Exploring the task

Find out what are the requirements of the users, develop criteria and find out what is currently available

#### The need or opportunity

- Is there a product, a system or an environment that is not doing its job effectively?
- Can we think of ways to do it better? (Cheaper, stronger, more attractive etc.)
- Is there something we can use in a new way or for a different purpose?
- Is there a need that has no practical solution?

#### The user

- Who will use the design?
- How will they use the design?
- What qualities (aesthetic) will the design need for the user to appreciate it?

#### The client

- Who has requested the design? Why?
- What will the design have to do to meet the client's requirements? (Functional and aesthetic.)

#### Resources

- What is the budget?
- How much time is available?
- What other resources are available? (Skilled people, information, materials, processes, equipment etc.)

#### Social and environmental considerations

- Who else might the design affect? How?
- Is there an environmental impact?
- Are there laws, rules or regulations that you need to consider?

#### Criteria for success

- What will the design have to do to be successful?
- What are the essential success criteria and which are desirable?
- What is the priority order for the success criteria?

#### Defining the task

- How can we bring all these considerations together into a clear and concise statement of the design task or design brief?

# Generating ideas and realising solutions

Explore and refine options, decide upon a design option, choose resources and equipment to plan and produce the design

## Generating ideas

- What design solutions exist that address similar needs, problems or opportunities?
- What are the advantages and disadvantages of these solutions?
- What creative thinking techniques can we use to generate new ideas?
- What ideas can we come up with?

## Representing ideas

- What techniques can we use to represent ideas (sketching, story-boarding, drawing, modelling, flowcharts, diagrams etc.)?
- Who is the audience (me or others) and what is the purpose of the representations (rough ideas, resolving ideas, presenting ideas etc.)?
- Which techniques can we use to represent ideas as they become more resolved?
- How can we improve skills in representing ideas?

## Investigating resources

- What materials, processes, equipment, etc. could be used for the design?
- What resources are available?
- What are the performance properties of the design?
- What risks (safety, cost, environmental) are associated with using the materials, processes, equipment, etc.?
- How can we test the suitability of the materials, processes, equipment?
- How can we improve our skills in using the materials, processes, equipment, etc. proficiently and safely?
- If we are unable to use the materials, processes, equipment, etc., can someone else help?
- Which materials, processes, equipment, etc. will we choose and how do they relate to the success criteria?

## Resolving ideas

- What are the advantages and disadvantages of each idea in relation to the success criteria?
- Have we considered the long-term (social and environmental) as well as the short-term (money, time, appearance) consequences of the design?
- What do the client and user think?
- What design idea/s will we choose and why?
- Will the chosen design meet the success criteria? (Essential? Desirable?)
- Do we need any further modifications to the design?

## Finalising the proposal

- Do we know exactly what is involved in producing the design?
- Do we need to further detail the design? (Technical construction drawings, pattern pieces, layout, storyboarding, flowcharts, models.)
- What equipment and material are required?
- How much will it cost?
- What is the step-by-step sequence that will need to occur to produce the design?
- Do we have the skills needed to do each step or will we need more time to practice?
- How long is each step likely to take?
- Who is responsible for each step?
- Do our proposed time plan and budget meet the success criteria?
- Will modifications be required?

## Managing safety risks

- What safety risks can we identify? (User capability and behaviour, materials, equipment, facility, teacher expertise.)
- Where can we find sound advice?
- How can we eliminate or control the risks?
- If the risks cannot be controlled, how will we modify the design?

## Managing production

- Have the necessary information, materials and equipment been acquired?
- Is the equipment set up safely and working effectively?
- How will we (and who will) manage storage and equipment maintenance issues?
- Do we need particular skills to be modelled (demonstrated) or reviewed with us or are we able to proceed independently?
- Do we need an expert to supervise our work?
- Is the production proceeding according to time plan and budget?
- Is the quality of production work appropriate to the success criteria?
- What modifications do we need to make to the planned design and production?

## Evaluating products and processes

Evaluates success of the design against the criteria and considers effectiveness of the process

### Evaluating throughout the design process

- Is there a product, a system or an environment that is not doing its job effectively?
- Is there a need that has no practical solution?
- What will the design have to do to meet the user's requirements?
- What will the design have to do to meet the client's requirements?
- Who else might the design affect? How?
- Is there an environmental impact?
- What will the design have to do to be successful?
- What design solutions exist that address similar needs, problems or opportunities?
- How can we improve skills?
- What risks (safety, cost, environmental) are associated with using the materials, processes, equipment, etc.?
- What are the advantages and disadvantages of each idea in relation to the success criteria?
- Have we considered the long-term (social and environmental) as well as the short-term (money, time, appearance) consequences of the design?
- Will the chosen design meet the success criteria?
- What modifications do we need to make?
- Do our proposed time plan and budget meet the success criteria?
- What safety risks can we identify?
- Is the quality of production work appropriate to the success criteria?

(Note - these questions are a sample selected from the preceding Exploring, Generating and Using sections.)

## Reflecting on learning after the design process

### Design solution

- What did we produce as a result of the design process?
- Does it work for the client and user? Do they like it?
- In what ways did our design solution achieve each success criteria?
- What aspects of the design solution did not achieve the success criterion?
- How would we do it differently next time?

### Design process

- What was the design process we used?
- How could the design process be improved?
- Was our documentation processes helpful? Why or why not?
- Did we meet the requirements of the design task? Why or why not?
- What skills did I gain or further develop?
- Did the group work well as a team?

### Learning outcomes

- Which outcomes were we focusing on?
- How well have I progressed towards achieving each outcome?
- What experiences do I need to improve in my progress?



This edition of the Year 6 Safety Heroes Booklet provides teachers with the Content Descriptions for Science, English, Technologies, Mathematics and Health & Physical Education to assist teachers to focus the lessons and situate them within the wider framework of the Australian Curriculum, Version 9. This allows teachers to construct their lessons in an integrated way or teach and assess the content and skills separately.

Both the Science learning area and the Technologies learning area specifically address electricity, while English and Mathematics Content Descriptions have been included to afford teachers the opportunity to expand the lesson activities to develop students' numeracy, mathematical operations and their use of language and literacy.

Teachers will notice that many of the Content Descriptions are repeated in the section Curriculum Focus. This reminds teachers of the Curriculum Focus and provides an opportunity for students to have multiple opportunities to consolidate their knowledge, understanding and skills.

The Science Inquiry skills are a constant feature that gives students an understanding and hands-on experience in the process of scientific inquiry.

When working through the lessons remember that not each Content Description needs to be used or have equal weight. Teachers should decide the principal focus of a lesson or series of tasks. Teachers should aim for a balance to ensure that the content is adequately covered.

The following Content Description Checklist will help you to track the coverage of the Content Descriptions across the unit.

## Content Description Check List

<i>I have provided opportunities for students to engage with the following Content Descriptions throughout this unit.</i>	Tick	When
<p><b>Physical Sciences</b> Investigate the transfer and transformation of energy in electrical circuits, including the role of circuit components, insulators and conductors AC9S6U03</p>		
<p><b>Nature and Development of Sciences</b> Examine why advances in science are often the result of collaboration or build on the work of others AC9S6H01</p>		
<p><b>Use and Influence of Sciences</b> Investigate how scientific knowledge is used by individuals and communities to identify problems, consider responses and make decisions AC9S6H02</p>		
<p><b>Science Inquiry</b> (a) Pose investigable questions to identify patterns and test relationships and make reasoned predictions AC9S6I01</p> <p>(b) Plan and conduct repeatable investigations to answer questions including, as appropriate, deciding the variables to be changed, measured and controlled in fair tests; describing potential risks; planning for the safe use of equipment and materials; and identifying required permissions to conduct investigations on Country/Place AC9S6I02</p> <p>(c) Use equipment to observe, measure and record data with reasonable precision, using digital tools as appropriate AC9S6I03</p> <p>(d) Construct and use appropriate representations, including tables, graphs and visual or physical models, to organise and process data and information and describe patterns, trends and relationships AC9S6I04</p> <p>(e) Compare methods and findings with those of others, recognise possible sources of error, pose questions for further investigation and select evidence to draw reasoned conclusions AC9S6I05</p> <p>(f) Write and create texts to communicate ideas and findings for specific purposes and audiences, including selection of language features, using digital tools as appropriate AC9S6I06</p>		

## **Mathematics**

### **Measurement**

Convert between common metric units of length, mass and capacity; choose and use decimal representations of metric measurements relevant to the context of a problem AC9M6M01

### **Statistics**

Plan and conduct statistical investigations by posing and refining questions or identifying a problem and collecting relevant data; analyse and interpret the data and communicate findings within the context of the investigation AC9M6ST03

### **Probability**

Conduct repeated chance experiments and run simulations with an increasing number of trials using digital tools; compare observations with expected results and discuss the effect on variation of increasing the number of trials AC9M6P02

## **Technologies**

### **Design and Technologies - Engineering Principles and Systems**

Explain how electrical energy can be transformed into movement, sound or light in a product or system AC9TDE6K02

### **Design and Technologies: Materials and technology specialisations**

Explain how characteristics and properties of materials, systems, components, tools and equipment affect their use when producing designed solutions AC9TDE6K05

### **Design and Technologies: Processes and production skills**

(a) Investigate needs or opportunities for designing, and the materials, components, tools, equipment and processes needed to create designed solutions AC9TDE6P01

(b) Generate, iterate and communicate design ideas, decisions and processes using technical terms and graphical representation techniques, including using digital tools AC9TDE6P02

(c) Select and use suitable materials, components, tools, equipment and techniques to safely make designed solutions AC9TDE6P03

(d) Negotiate design criteria including sustainability to evaluate design ideas, processes and solutions AC9TDE6P04

(e) Develop project plans that include consideration of resources to individually and collaboratively make designed solutions AC9TDE6P05

## **English**

Understand that language varies as levels of formality and social distance increase AC9E6LA01

Identify and explain how images, figures, tables, diagrams, maps and graphs contribute to meaning AC9E6LA07

Use interaction skills and awareness of formality when paraphrasing, questioning, clarifying and interrogating ideas, developing and supporting arguments, and sharing and evaluating information, experiences and opinions AC9E6LY02

Plan, create, edit and publish written and multimodal texts whose purposes may be imaginative, informative and persuasive, using paragraphs, a variety of complex sentences, expanded verb groups, tense, topic-specific and vivid vocabulary, punctuation, spelling and visual features AC9E6LY06

Plan, create, rehearse and deliver spoken and multimodal presentations that include information, arguments and details that develop a theme or idea, organising ideas using precise topic-specific and technical vocabulary, pitch, tone, pace, volume, and visual and digital features AC9E6LY07

Use phonic knowledge of common and less common grapheme-phoneme relationships to read and write increasingly complex words AC9E6LY08

Use knowledge of known words, word origins including some Latin and Greek roots, base words, prefixes, suffixes, letter patterns and spelling generalisations to spell new words including technical words AC9E6LY09

## **Health and Physical Education**

Investigate different sources and types of health information and how these apply to their own and others' health choices AC9HP6P09

Analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities AC9HP6P10



# STAY SAFE

**For more electrical  
safety information visit:**

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