

## Everyday Energy Interactions

### Directions:

Distribute one of the descriptions below to each pair of students. Students are to create energy maps that identify as completely as possible the:

- interaction(s)
- energy source(s)
- energy receiver(s)
- energy transfer(s)
- forms of energy
- increases and decreases of energy

Clarify that the interaction could involve multiple transfers; some of which may be difficult to observe or detect. Students should discuss what they know about these everyday interactions with their partner before making their maps.

Once pairs complete their energy maps, provide one red and one green marker.

Instruct students to underline in green “intended” or “desired” effects and underline in red “unintended” or “undesired” effects.

<b>Vacuuming cleaning dog hair off a carpet.</b>
<b>A neighbor playing a hand-held video game.</b>
<b>A hockey player skating across the ice.</b>
<b>A softball striking a bat.</b>
<b>Water being cooled by drinking fountain.</b>
<b>Scissors cutting out a coupon from the newspaper.</b>
<b>A cordless drill used to assemble a picnic table.</b>
<b>A basketball player running down the court to shoot a lay up.</b>
<b>A campfire toasting a marshmallow on a skewer.</b>
<b>A hair dryer used to dry hair.</b>
<b>Bread baking in the oven.</b>
<b>A person washing up using the hot water from a solar shower.</b>
<b>Jeans hanging on the clothesline.</b>
<b>A ball from a slingshot knocking down cans at a carnival game.</b>