

LESSON 2

Objective Students will be able to tell how electricity is distributed from the generating plant to homes, schools and other places.

Materials Needed
 Classroom Photocopies of Activity No. 4 and 5
 Teacher Background—Transporting Electricity
 Scissors
 Yarn or String
 Crayons

Procedure

- Using Teacher Background (Transporting Electricity), discuss with students that electricity must travel many miles from the generating plant before it reaches homes, schools and other places. In order to do this, several steps are necessary. Discuss each step and explain its importance.
- Distribute and have students complete Activity No. 4.
Have students compare and discuss models with classmates.
- Distribute and have students complete Activity No. 5.
Students may refer to "Power Facts" and Activity No. 4.

Additional Activities

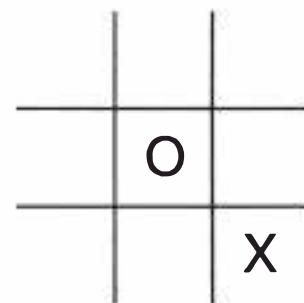
- Have students write a story about "A Day In The Life Of Elmer Electricity."
Where did he begin?
Vividly describe his travels.
What is it like traveling through those skinny wires?
Is he afraid of heights from the poles?
What is his favorite appliance? Why?
- Suggest that parents show students the electric meter at their homes. (Remind them to look, but do not touch.) Observe how the meter turns faster when more electricity is being used.
- Have 2 teams of students stand in lines at the chalkboard.
Write these words on the board.

TEAM I	TEAM II
substation	outlet
line worker	electricity
dangerous	safety
nuclear	voltage
uranium	hydroelectric plant
distribution lines	transmission lines
transformer	substation
meter	power plant

At the signal given by the teacher, the first student in each line reads the first word in the team's column. If the word is read cor-

rectly, it may be erased. Game continues in the form of a relay race which is completed when members of one team have erased all of their words. (These words also may be used for a spelling bee.)

- Write the following words on flashcards: transformer, voltage, insulator, conductor, hydro-electric plant, nuclear plant, fossil fuel plant, outlet, transmission lines, substations. Draw a tic tac toe game on the chalkboard as shown:



Divide class into X and O teams. Show the first student on the X team a word. If defined correctly, the student may draw an X in any square. Repeat procedure with O team using a different word. Continue until one team has made a straight line of X's or O's.