

**Basic Electricity**

* *Wiring of Computer room*
* *Adwaita Vartak*

*Open Education Resource*

**Productive task1:**

**Productive work chosen—**

**Electric wiring (as community service)**

**Activities to cover Social and environmental impact aspects ---**

**a)Age group of 8 to12 years---**

**Activity no I) Close your eyes and think for 1 min, what are the things which come to your mind when you say the word ‘Electricity’….**

**The teacher tells ‘OPEN’ after 1 min (time may vary depending on age of children),then asks each child to tell one word and other not to repeat the already told ones. On the board or a card sheet teacher draws arrows for diff aspects and clubs related words. The divergent map may be prepared in 30mins**

**Per capita Electricity} Electric Wiring**

**Consumption as index}----ELECTRICITY------Load shedding**

**Of DEVELOPMENT } I I I Conservation**

**POWER PLANTS Effects On Women’s lives**

**In each of this some details could be given as Teacher guide such as--------**

**\*Power Plants could be of diff. types such as Hydropower, Thermal or Nuclear and each type may affect the communities in diff ways, say displacement, pollution, radiation hazards causing genetic damage affecting future generations.**

**\*\*Women’s lives physical exertion is reduced and to some extent gender discrimination narrowed down in Engineering industry also in electronics and software products etc.**

**\*\*\*For conservation need and ways of reducing use of electricity such as i) reducing demand, ii)reducing wastage in transmission and by preventive maintenance, iii)Using more efficient alternatives like LED.**

**Activity no2) Enact (without speaking) and demonstrate what happens when ‘electric supply is suddenly off in school or at home in diff. times of your daily life….For this pairs of children or small groups of 3/4students(girls and boys)discuss for 3mins and enact a situation and then present to the class in 2mins each…So whole class of 40 into say 10 groups so in about one hour students have lot of Fun with self learning and cooperative learning.**

**b)12 years and above(7th and 8th class)----**

**Activity no 3) Group discussion---**

**Introduction……We have seen how our daily life is affected in different ways if we do not have electric supply even for short time. Life and livelihood of many people gets affected differently in various ways, some are benefitted but many are displaced or affected negatively. Let us think to understand how. We now split into 5 groups(about 8 in each group of boys and girls) and choose one of the topics for discussion.**

**The teacher may announce the topics and let students have their choice or have one member of each group pickup a folded paper with the topic written on it.You get 20to30mins for discussion. You choose one rapportier to take notes and present the outcome of your discussion when all assemble. You choose one group leader who makes sure that each one participates and speaks. It is not necessary that all members agree. The different view or opinion should also be expressed and listened too.**

**When all assemble each group gets 5mins to present. You may use card sheet to write your main points.**

**Suggested topics----i) Women and electricity use, ii) Load shedding, iii)Conserving is producing electricity and how do we achieve conservation. iv) Is per capita electricity consumption the Index of Development?, v)Is electricity a boon or curse?**

**N.B.---The teachers may select topics as per local relevance and add to this list.**

**Activity no.4) For class 8th, 9th or higher---Draw pictures, Collect Newspaper clippings, Write Poems/Essays or make Poster exhibition on one of the following topics….**

**i)Hydropower generation or Large Dams ----Advantages and effects on environment and society.**

**ii)Pollution by mining and thermal power plants.**

**iii)NO NUKES?/The ‘CLEAN NUCLEAR POWER’.**

**Activity no.5)Perform a skit on Why you are opposing the (LARGE) DAM or the Power plant….Discuss the issue within groups for 10mins,practice 20mins,present 10mins each group may be on the next day. You may prepare your ‘Property” as homework e.g.making placards with slogans.**

**Activity no.6)Decorations/celebrations-Is it Aesthetics or Marketization?----(To be done in groups of 6 to 8 members).**

**-Visit Shops selling decoration items and materials. Note prices for various items. Calculate how much one has to spend if you purchase material and assemble the item yourselves.**

**-If you have your class/school decorated for one day (/24hrs) by using electric gadgets, how much is the additional electricity bill? Who pays?**

**-What do you do with the material used after the event is over?**

**-What do you do with fused electric bulbs?**