

# Encourage Deep Thinking About Important Topics



**Persuade:** Non-renewable energy sources should be banned.

Title: \_\_\_\_\_

General statement: \_\_\_\_\_ Introduction: \_\_\_\_\_

Your Position: \_\_\_\_\_

Reasons for position: \_\_\_\_\_

**Paragraph Starters:**  
Firstly, Secondly,  
Finally, In conclusion,  
In summary  
\_\_\_\_\_

**Powerful/ strong words:**  
Absolutely definitely,  
strongly, essential,  
whole heartedly  
\_\_\_\_\_

Reason 1 & Example: \_\_\_\_\_

Reason 2 & Example: \_\_\_\_\_

Reason 3 & Example: \_\_\_\_\_

Conclusion: \_\_\_\_\_

© Teach to Dream

PDF  
and  
Google  
Slides

TEACH  
to  
DREAM

# Includes Student Worksheets & Digital Slides

**Think:** Brainstorm information about how we use energy in everyday life.

Why do we need energy?

**Think:** Brainstorm the process of how energy is made from solar panels. Number each step of the process.

Solar Power Energy

**Discuss:** Record the three most important ideas/ thoughts/ questions/ facts from your group's discussion.

If wind turbines last for approximately 25 years, are they still a better option?

Number 1:

Number 2:

**Action:** As a group write down some actions that people can take in an attention grabbing message, using only 140 letters!

Action

Action

Action

**RESEARCH**

What is the issue?

Why do we need renewable energy sources?  
How are they different from non-renewable?  
How is energy created around the world? (coal, gas, solar, wind, geothermal, etc)  
How do different energy sources impact on our environment?  
Can undeveloped nations afford to use/ transfer to renewable energy, how much will it cost?

**World Map Location**

Show on the map the types of renewable energy sources in different countries. Use a key to show each type (add in your own).

Key:

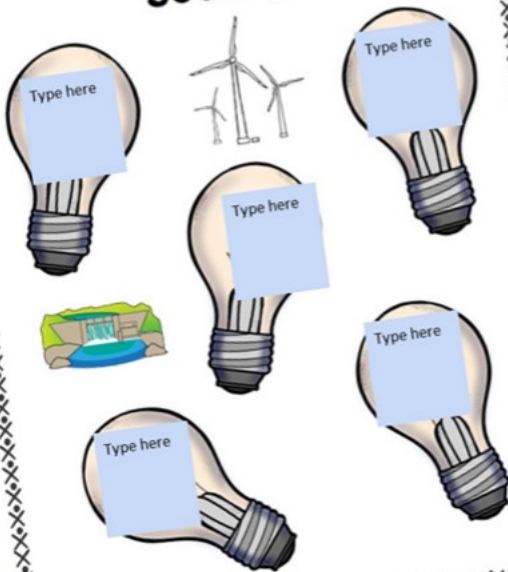
TEACH to DREAM

# Provide a solid understanding of the types of energy

## Think:

Come up with a range of ways sustainable energy positively impacts the world around us.

### How does sustainable energy help our society?



## Compare

Record a list of renewable and non-renewable energy sources.



### Renewable

Type here



### Non-Renewable

Type here

© Teach to Dream

TEACH  
to  
DREAM

# Stimulate Group Discussions

TEACH  
to  
DREAM

## Discuss

Discuss your point of view about the benefits of renewable energy compared to non-renewable sources.

## Think

Record your ideas about this topic.

Type here

## Pair

Share your ideas with a partner,

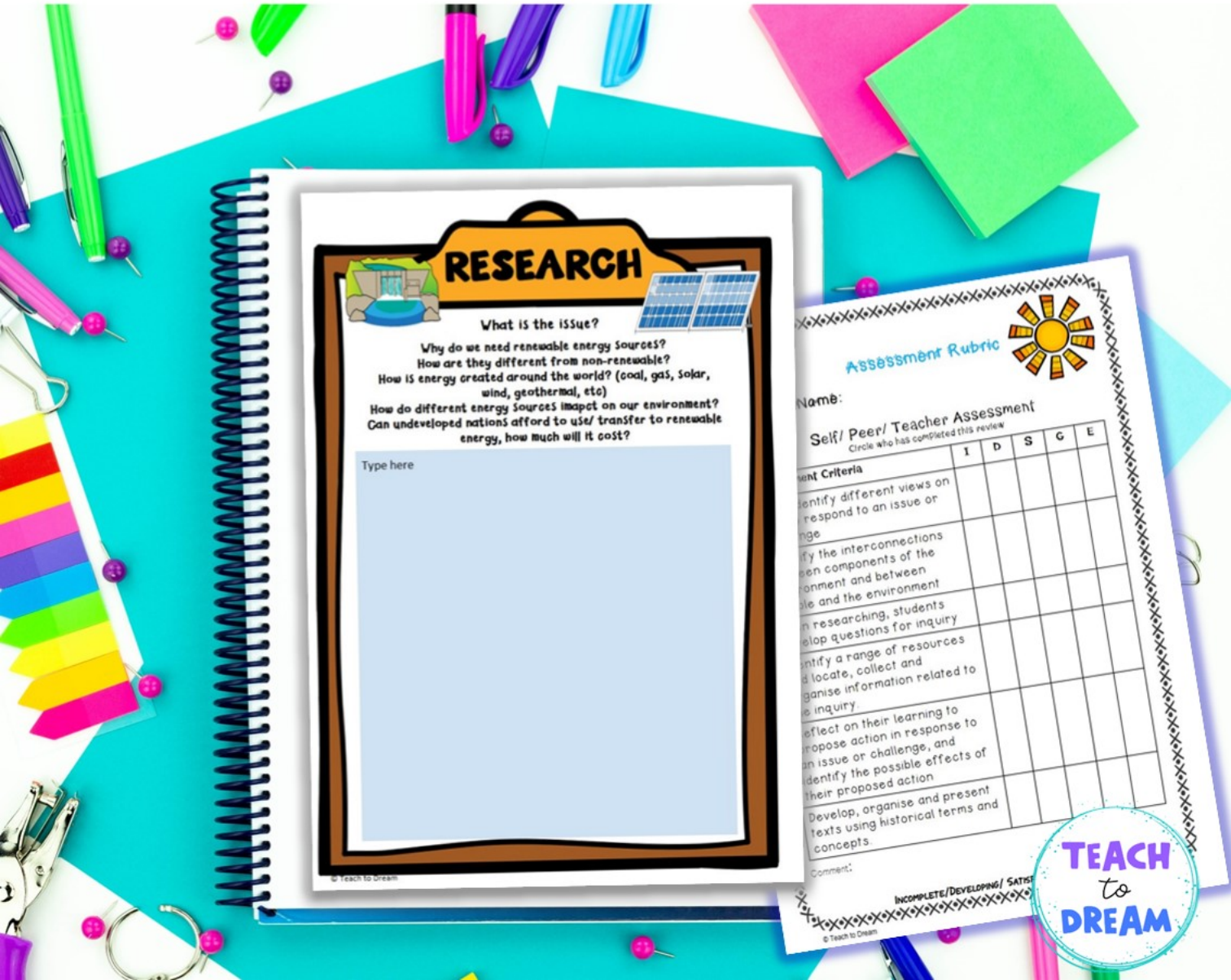
Type here

## Share

Share your ideas in a group. Write down the three most important pieces of information.

Type here

# Give students the Structure to Research



## RESEARCH

**What is the issue?**  
Why do we need renewable energy sources?  
How are they different from non-renewable?  
How is energy created around the world? (coal, gas, solar, wind, geothermal, etc)  
How do different energy sources impact on our environment?  
Can undeveloped nations afford to use/ transfer to renewable energy, how much will it cost?

Type here

## Assessment Rubric

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

Self/ Peer/ Teacher Assessment  
Circle who has completed this review

Assessment Criteria	I	D	S	C	E
Identify different views on and respond to an issue or range					
Identify the interconnections between components of the environment and between people and the environment					
When researching, students develop questions for inquiry					
Identify a range of resources and locate, collect and organise information related to the inquiry					
Reflect on their learning to propose action in response to an issue or challenge, and identify the possible effects of their proposed action					
Develop, organise and present texts using historical terms and concepts					

Comment: \_\_\_\_\_

INCOMPLETE/DEVELOPING/ SATISFIED



# Help Your Students see Worldwide Perspectives

## World Map Location



Show on the map the types of renewable energy sources in different countries. Use a key to show each type (add in your own).




Key:

- Windfarm
- Solar power
- Geothermal

## Think:

Brainstorm the process of how energy is made from solar panels. Number each step of the process.

## Solar Power Energy



Type here


Type here

Type here

Type here

Type here

Type here

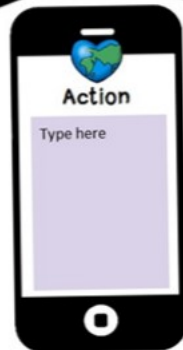


**TEACH to DREAM**

# Inspire Critical Thinking and Action

## Action:

As a group write down some actions that people can take in an attention grabbing message, using only 140 letters!



# Interested in More Year 4 HASS Resources?



TEACH to DREAM

Year 4 HASS BUNDLE

Australian Curriculum

HASS YEAR 4 History Unit

HASS YEAR 4 South America

RESEARCH PROJECT Renewable Energy

HASS YEAR 4 Africa

HASS YEAR 4 Sustainability

RESEARCH PROJECT Africa

RESEARCH PROJECT South America

HASS YEAR 4 Local Government

HASS YEAR 4 Renewable Energy

The advertisement features a central black banner with the text 'Year 4 HASS BUNDLE' in white and light blue. Above the banner is a collage of images: a 'TEACH to DREAM' logo, a sunset with acacia trees, a hand holding a globe, a solar panel, and a map of Australia. Below the banner are ten smaller resource thumbnails, each with a title and a 'PDF on Google Drive' icon. A blue arrow-shaped box on the left points to the text 'Australian Curriculum'.

Click to SAVE time & Money.