



How to save energy
Senior Phase (Grade 8) (CAPS)
Educator Guide
English Home Language

How to save energy

Energy Education

The demand for electricity is growing. An alternative to building new power stations to supply the increase in demand for electricity is to use what we have more efficiently (i.e. without wasting), one of the ways is to change the way we use electricity. Eskom's Integrated Demand Management (IDM) Energy Education programme motivates people to change the way they use electricity. Eskom has taken the approach of integrating energy education within the school curriculum.

The energy education programme is introduced in the Senior Phase so that learners can see energy-saving as integral to their lives and put it into practice as they grow. The activities are simple and can be adapted by the educator. The activities are within the context of the Curriculum and Assessment Policy Statement (CAPS) of the Department of Basic Education (DBE).

Note: The Eskom guides are in English. The educator will need to translate them into the Home Language.

Educators need to consult the Department of Education's CAPS policy guides for details on the skills, content and assessment within the relevant Phase and Grade.

Home Language

The **Home Language level** provides language proficiency that reflects the basic interpersonal communication skills required in social situations and the cognitive academic skills essential for learning across the curriculum. Emphasis is placed on teaching listening, speaking, reading and writing skills at this language level. This level also provides learners with a literary, aesthetic and imaginative ability that will provide them with the ability to recreate, imagine, and empower their understanding of the world they live in. However, the emphasis and the weighting of listening and speaking from Grade 7 onwards are lower than those of the reading and writing skills (CAPS, DoE, 2011, p13).

The language skills

The Home Language curriculum is packaged according to these skills (CAPS, DoE, 2011, p14):

- 1 Listening and Speaking
- 2 Reading and Viewing
- 3 Writing and Presenting
- 4 Language Structure and Convention

Language teaching approaches (CAPS, DoE, 2011, p14):

The approach to teaching language in these documents is text-based, communicative, integrated and process orientated. The **text-based approach** and the **communicative approach** are both dependent on continuous use and production of text.

The **text-based approach** explores how text works. The purpose of a text-based approach is to enable learners to be competent, confident and critical readers, writers, viewers and designers of text. It involves listening, reading, viewing and analysing text to understand how it is produced and what its effects are. Through this critical interaction, learners develop the ability to evaluate text. The text-based approach also involves producing different kinds of text for a particular purpose and audience. This approach is informed by an understanding of how text is constructed.

A **communicative approach** suggests that when learning a language, a learner should have a great deal of exposure to the target language and many opportunities to practise or produce the language to communicate in social or practical purposes. Learning a language should be carried over to the classroom where literacy skills for reading/viewing and writing/presenting are learned by doing a great deal of reading and learning to write by practicing to write.

Language teaching occurs in an integrated way, with the teacher modelling good practice and the learners practising the appropriate skills in groups before applying these skills on their own. The structure of each lesson should be one that engages the whole class before practising in groups and applying the new skill individually.

For the educator to take note:

- The energy-wise message is integral to all the activities.
- You may use the activities as they are.
- You can adapt or change the activities.
- You can use other resources where you see appropriate.
- Adapt the activities to suit the grade you teach.
- Adapt the activities according to the level of the learners (consider language or any other barriers).
- Share and discuss the activities with other educators in the same phase and grade.
- You can design your own activities that best suit the level of learners and grade you are teaching.
- Practice the energy-saving behaviour so you become an example of what is expected.
- Share your knowledge and practice on energy-wise education with everyone at school, at home and in the community.
- Saving energy means we don't have to produce so much, using our limited natural resources and limiting the amount of pollution we create, thus taking better care of our environment.

Thank you for taking care of our earth

Term 2/Term 3

Activity I has reference to the following extract from the CAPS policy document (DoE, 2011, p87/95).

Skills: Reading and Viewing

| GRADE 7 TERM 2 CONTENT | | | | |
|---------------------------|--|---|---|---|
| Weeks | Listening and Speaking | Reading and Viewing | Writing and Presenting | Language Structures and Conventions |
| 3-4 | <p>Listening and Speaking strategies</p> <ul style="list-style-type: none"> Indicate roles Speakers take turns Explain points and reach a consensus Use appropriate language, style and register <p>Debate</p> <ul style="list-style-type: none"> Indicate roles Learn text conventions Speakers take turns Explain points of view and reach a consensus Use appropriate language, style and register | <p>Library text like recorded television/radio/simulation forum</p> <ul style="list-style-type: none"> Key features of text Language use Format Role players <p>Reading process</p> <ul style="list-style-type: none"> Pre-reading (introduce text) During reading (features of text) Post-reading (answer questions, compare, contrast, evaluate) <p>Poetry</p> <ul style="list-style-type: none"> Key features of a poem The internal structure of a poem, figures of speech/imagery, rhyme, rhythm External structure of a poem, lines, words, stanzas Typography Figurative meaning Mood Theme and messages <p>Reading/viewing for comprehension (use written and/or visual text such as cartoons/strips)</p> <ul style="list-style-type: none"> Skimming Scanning Intensive reading Make inference (characters, setting, milieu, message) Infer meaning of unfamiliar words through your word attack skills Emotive language | <p>Write a dialogue</p> <p>Paragraph conventions</p> <ul style="list-style-type: none"> Format Introductory sentence Main and supporting ideas Order and cohesion Word choice and punctuation. Language conventions <p>Focus on the process of writing</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proofreading and presenting <p>Write a dialogue</p> | <p>Write a level of work:</p> <p>Finite verbs</p> <p>Sentence level: Simple present tense, simple past tense, emotive and manipulative use; sentence structure; negation; question form; direct and indirect speech</p> <p>Word meaning: Literal, synonyms, antonyms, homophones</p> <p>Punctuation and spelling: Spelling rules and conventions</p> |

- * Writing and presenting skills can also be integrated into this activity.
- * You can also integrate the language structure and convention for this activity.
- * A visual text (cartoon) has been used as the stimulus in this activity.
- * You can add more questions to those given.
- * Remember to emphasise the need to use energy wisely.

Activity I: Cartoon



- Separate learners in groups or pairs and give them about 10 minutes to discuss the cartoon.
- Class discussion: Ask the learners questions like – who are the characters in the cartoon?/Where is the scene taking place?/What are the main activities in the cartoon?/What message does the cartoon convey?
- After the class discussion give the learners the worksheet to complete on their own.
- Review the worksheet with the learners.

Study the cartoon carefully.

Discuss the cartoon with your friend and then answer the questions.



Questions:

1. What is the issue raised in the cartoon? [The need to use energy/electricity wisely].
2. What is the cartoonist's opinion on this issue? [That people are not taking the wise use of electricity seriously].
3. What tells you that the cartoonist is serious about the "issue"? [The caption and the words "breaking news" are bold and highlighted].
4. State whether you find the cartoon persuasive or not. [Read the learners responses].
5. Are there any speech or thought bubbles in the cartoon? Give a reason for your answer. [Thought bubbles – usually put in a cloud "call out"/the lady is thinking the words to herself].
6. What evidence do you find that this lady is not heading the Power Alert call to save energy. [She is justifying her unwise use of electricity by saying that she only has the lights on – she has three lights on at the same time in the same room].
7. How can the lady change her attitude? [Understand the need to save electricity – take the TV broadcast serious by observing her own behaviour. She can head the call to save energy, she can put off the unnecessary lights, she can take action when she sees the Power Alert switch off message instead of thinking that she does not have that many appliances on].
8. List some energy-saving tips that the lady could put in place to show that she is taking the television broadcast serious. [Use only one light in the room/switch off lights or appliances that are not used].
9. Explain possible consequences of not switching off appliances when asked to do so by a Power Alert message. [It could mean that the unwise use of electricity could result in a shortage in electricity].

Energy-saving

Term 2/Term 3

Activity 2 has reference to the following extract from the CAPS policy document (DoE, 2011, p87/95).

Skills: Reading and Viewing

| Weeks | Listening and Speaking | Reading and Viewing | Writing and Presenting | Language Structure and Conventions |
|-------|---|--|--|--|
| 3 - 4 | <p>Listening and Speaking strategies</p> <p>Forum/planning discussion</p> <ul style="list-style-type: none"> Indicate roles Speakers take turns Explain points and reach a consensus Use appropriate language, style and register <p>Debate</p> <ul style="list-style-type: none"> Indicate roles Learn text conventions Speakers take turns Explain points of view and reach consensus Use appropriate language, style and register | <p>Library text like recorded television/radio/simulation forum</p> <ul style="list-style-type: none"> Key features of the text Language use Format Role players <p>Reading process</p> <ul style="list-style-type: none"> Pre-reading (introduce text) During reading (features of text) Post-reading (answer questions, compare, contrast, evaluate) <p>Poetry</p> <ul style="list-style-type: none"> Key feature of poem Internal structure of a poem, figure of speech/imagery, rhyme, rhythm The external structure of a poem, lines, words, stanzas Typography Figurative meaning Mood Theme and messages <p>Reading/viewing for comprehensions (use written and/or visual text such as cartoons/strips)</p> <ul style="list-style-type: none"> Skimming Scanning Intensive reading Make inference (characters, setting, milieu, message) Infer meaning of unfamiliar words using your word attack skills Emotive language | <p>Write a dialogue</p> <p>Paragraph conventions</p> <ul style="list-style-type: none"> Format Introductory sentence Main and supporting ideas Order and cohesion Word choice and punctuation. Language conventions <p>Focus on the writing process</p> <ul style="list-style-type: none"> Planning Drafting Revision Editing Proofreading and presenting <p>Write a dialogue</p> | <p>Write a level work</p> <ul style="list-style-type: none"> Finite verbs Sentence level: Simple present tense, simple past tense, emotive and manipulative use; sentence structure; negation; question form, direct and indirect speech Word meaning: Literal, synonyms, antonyms, homophones Punctuation and spelling: Spelling rules and conventions |

- * Writing and presenting skills can also be integrated in this activity.
- * You can also integrate language structure and convention to this activity.
- * Visual text (cartoon) has been used as the stimulus in this activity.
- * You can add more questions to those given.
- * Remember to emphasise the need to use energy wisely.

Activity 2: Cartoon



Study the cartoon carefully.

Discuss the cartoon with your friend and then answer the questions.



Questions:

1. What is the main issue raised in the cartoon? [Today's generation is not using energy wisely].
2. What is the cartoonist's opinion on this issue? [That we need to go back to the practices our forefathers used by being very careful about how they used resources/soon we could run out of resources – “soon – with only ashes no coal”].
3. Which other issues are raised in the cartoon? [Today's generation seems to be interested only in technology/today's generation does not seem to care about the environment].
4. What shows you that the cartoonist is serious about the “issue”? [The newspaper headlines and the caption are in bold print].
5. Explain whether you find the cartoon persuasive or not. [Read responses from the learners].
6. Are there any speech or thought bubbles in the cartoon? Give a reason for your answer. [Speech bubbles – the characters are having a conversation/the “call outs” are made from solid lines].
7. Explain the meaning of “soon - only ashes... no coal” within the South African context? [The demand for electricity in South Africa is increasing – the continued unwise use of electricity could result in coal resources running out soon. Coal is used in the process of producing electricity – burnt coal is called ash].
8. List some energy-saving tips that today's generation could put into practice. [Head the Power Alert messages you see on television, switch off unnecessary lights or appliances, switch off the television if you are not watching it.....]

Power Alert: How it works in eight easy steps

