



# Do You Really Need It?

Students will examine items in their lives that use energy and classify them as a need or a want.



## Learning outcomes

By the end of this activity, students:

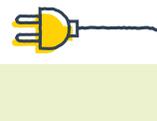
- ✓ will understand the difference between a need and a want
- ✓ will have explored and incorporated energy-reduction strategies in their lives

There is only **ONE** option for this challenge.

Please complete the activity by having students give up one item that uses energy in the home, classroom or school for an entire school day, and then reflecting on the experience.

## Important

Please respect all school and governmental guidelines and restrictions surrounding COVID-19. Review the 2021 CDC COVID-19 policy [here](#). This challenge does NOT require students to participate in an in-person setting.





# Do You Really Need It?

## Activity

Give up one electronic device in your home, classroom or school for an entire school day and reflect on the experience

## Materials

The Do You Really Need It? worksheet (attached).

## Proof to be submitted

Copies of completed Do You Really Need It? worksheet or photos of students journal entries.

## Activity

Distribute the Do You Really Need It? Worksheet to students in class or at home and ask them to list as many items as they can think of in their environment that require energy. Teachers can also encourage students to write their notes in their journal. Compile a list as a class, noting the items that are listed most frequently. Next, introduce the concept of needs and wants, and divide the list into things that are essential and things that are a privilege. Ask students to determine which items in the “want” or “privilege” category use the most energy.

As a class, decide on one or a few energy-consuming items to give up for a day. The following day, go without this item. At the end of the school day, have students reflect on how easy or difficult it was to go without this item. Could they give it up again with relative ease?

## Take it home

Ask students to share with their family what they have learned about smart mobility habits and the presentation they designed. Have them make a list of how they can improve their mobility habits with their family and share with the class. Encourage them to share their list (with permission) on social media using #EnergyDietChallenge with @Energy\_Lit.



### Teacher tip

This is a great activity to start the Classroom Energy Diet Challenge, as it helps students think about how they use energy in their everyday lives. It's also a great way to get the family involved!





# Do You Really Need It?

Name \_\_\_\_\_

Date \_\_\_\_\_

## Worksheet

Things I use everyday that require energy, and time spent using them:

What I use	How long I use it

**Need (essential)**

---

**Want (privilege)**

---

To save energy I will give up using \_\_\_\_\_ for the next day because \_\_\_\_\_  
 \_\_\_\_\_ . Instead , I will \_\_\_\_\_ .





# **Do You Really Need It?**

**Examples from previous years of how this challenge can be completed:**

## **Example 1**

The Duchek Dragons completed this challenge by spending the whole school day with no lights on!

## **Example 2**

The Beatty Fleming Sr. Public School class 804 completed this activity by having students give up something at home. The students bravely gave up their phones!



**Classroom Energy Diet Challenge**



**Energydiet.ca**