



Travel tickets

In this activity, students will have to use tickets to “pay” for the energy they need to make trips throughout the school day.

By “paying” for energy every time they need to do something, students will become more aware of their daily energy use and the effect conservation could have on that use.

Background:

When we burn fossil fuels to power vehicles, heat homes, and produce electricity, we release greenhouse gases into the environment. Most people are unaware of how much energy they use during the day and how much is wasted due to inefficiency. Aside from Iceland, Canada has the worst record for energy efficiency in the developed world! *i*

Materials:

- 50 energy tickets per student

Time required:

- Preparation will take 30 to 45 minutes
- Activity can be done for one day or for several weeks!

Before you start:

- Copy the [ticket page](#) and cut out individual tickets. Remember to print the tickets on used or recycled paper.
- Have students put their names on each of their tickets.
- The activity can be carried out for as long as necessary to develop conservation strategies.

Step-by-step instructions:

1. Start with a brainstorming session. Have students think of places they go on an average school day (e.g. library, restroom, lunch, recess etc.).
2. Discuss the different sources and types of energy used to get places.
3. Hand-out the energy tickets and have the students initial them.
4. Every time a student gets up from their desk to take a trip they must pay with one energy ticket.
5. If a student runs out of tickets, they can no longer leave their seat (exceptions/loans can be made for restroom visits).
6. Create a class chart which clearly shows how many tickets each student uses each day and discuss the following:
 - Which students are using the most energy?
 - Which students are using the least energy?
 - Why or how are these students wasting/conserving energy?
 - What are some ways students could save energy at school?
7. Explain that students can accomplish more than one thing during a trip (e.g. go to the restroom, get a drink, throw garbage out, and sharpen pencil, all for one ticket – which would otherwise cost four!)



8. Before the activity is over, discuss the idea of an energy shortage (i.e. no more tickets for the class) and forewarn the class that there will not be enough tickets for the rest of the week
 - How will the class be affected by the shortage?
 - What can the class do about an energy shortage before it happens?

Moving forward:

- After completing the activity, discuss energy efficiency with students:
 - How did the “energy shortage” affect the amount of energy that was being used? How would an energy shortage impact their everyday lives?
 - If energy was being conserved, how did this affect the quality of life in the classroom?
 - How might decisions (made by officials) about energy use affect their standard of living and quality of life?
 - How can students be more energy efficient and conserve non-human energy at school?
- Perform an energy audit at your school to discover where energy is being wasted and to make your school more energy efficient.
- Explore alternative energy sources – build solar cookers, or start a Walking School Bus program.

Extensions and adaptations:

- Have older students pay tickets for only non-human energy use (e.g. if they want to turn on a computer, they pay one ticket; if they want to turn on the lights, they pay one ticket; all students automatically pay one ticket if the heat/air conditioning is on; if they were driven to school, they pay one ticket; etc.); additionally, you can return tickets to students if they turn-off the item when they are finished with it, or if they start walking to school.
- Younger students can write a story about “The Day the Energy Ran Out.”
- Students can mark each ticket according to what it was used for; at the end of each day the ticket uses can be graphed and conservation ideas for specific items can be discussed.



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