

EU Lesson Plan Template

Title of Lesson Plan: Going Green with Danish Windfarms

Grades: 6

Students will study Denmark's commitment to wind power as a source of alternative energy---and the role that these efforts play in the European Union's Plan for Sustainable Development.

Time: 60 minutes

Objectives:

1. Students will be able to identify ways that people in Europe have changed or adapted to their environments to meet their needs.
2. Students will be able to name several tools and technologies that humans have used to adapt to where they live.
3. Students will judge the importance of the European Union's Plan for Sustainable Development.

Materials Needed:

1. A live Internet connection.
2. EU Sustainable Development Portal:
http://ec.europa.eu/sustainable/welcome/index_en.htm
3. Video Blog on Danish Windfarms:
<http://guysread.typepad.com/getlost/2007/09/going-green-wit.html>
4. Handout titled "Going Green with Danish Windfarms." (attached)

Directions:

1. Explain to students that the countries of the European Union work together on a broad range of issues that influence life in each member state. One of these issues is protecting the environment. The EU's environmental plan is called The Plan for Sustainable Development.
2. Display the mission of the EU's Plan for Sustainable Development: "To meet the needs of the present without compromising the ability of future generations to meet their needs."
3. Have students brainstorm the kinds of actions that the European Union would have to take to accomplish this mission. *Possible answers include starting a recycling program, protecting open spaces, reducing pollution and cutting back on the use of fossil fuels like oil and coal.*
4. After generating a class list of possible actions, have students rank these actions in order from most important to least important. Ask students to defend their rankings.
5. Explain that Denmark--a European Union member state since 1973--has chosen to place a particular emphasis on developing alternative energy sources as a way to "meet the needs of the present without compromising the ability of future generations to meet their needs." As a nation, almost 25% of its electricity is

- generated by wind farms which can be found across the countryside and off of their coastline.
6. This is appropriate for Denmark---a flat nation that sits on a peninsula and has a substantial amount of wind.
 7. Hand out copies of the "Going Green with Danish Windfarms" worksheet. Have students work in small groups to complete the worksheet while exploring the "Going Green with Danish Windfarms" video blog. (This can be done in a computer lab, as a whole class, or as a station activity depending on access to computers in your classroom.)
 8. Review answers as a whole class.

Assessment: Post the following three statements horizontally across your classroom's whiteboard:

"Denmark is doing a horrible job meeting the mission of the EU's Sustainable Development Plan."

"Denmark is doing an average job meeting the mission of the EU's Sustainable Development Plan."

"Denmark is doing a perfect job meeting the mission of the EU's Sustainable Development Plan."

Then, ask students to stand in front of the sign that best describes their feelings about Denmark's efforts to use windfarms as a source of renewable energy. Have several students explain the position that they've taken to the class. Finally, have students write a paragraph defending their position on the line.

Extension: Ask students to explore the efforts of other EU member nations to meet the mission of the Sustainable Development Plan. Then, have students compare these efforts to work being done in the United States to protect the environment for future generations. Consider asking students to complete a Venn diagram showing similarities and differences between efforts in the EU and efforts in the US.

Educational Content Standards:

This lesson matches up with the following North Carolina social studies standards for sixth grade:

3.01: Identify ways in which people of selected areas in South America and Europe have used, altered, and adapted to their environments in order to meet their needs, and evaluate the impact of their actions on the development of cultures and regions.

3.03 Examine the development and use of tools and technologies and assess their influence on the human ability to use, modify, or adapt to their environment.

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Going Green with Danish Wind farms

Student Name: _____

Work with a partner to answer the following questions while exploring the video blog on Danish wind farms. Be sure to investigate each of the links that are embedded in the blog entry!

1. Why are wind farms a form of energy that "works" for Denmark? Would wind farms be a valuable source of energy for residents in your hometown? Why or why not?

2. What are some of the unique challenges of using wind power as a source of energy?

3. What are some of the unique rewards of using wind power as a source of energy?

4. What is the most interesting fact that you've learned about Danish wind farms?

5. Do you think that the United States is doing a good job "meet the needs of the present without compromising the ability of future generations to meet their needs?" Why or why not?
