

**Suggested Pre-Field Trip Activities
for Light Energy at Wood Lake Nature Center**

Vocabulary

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|--------------------------|----------------------|
| • Solar energy | • Ultraviolet |
| • Spectrum | • Infrared |
| • Wavelength | • Transparent |
| • Reflected light | • Translucent |
| • Absorbed light | • Opaque |
| • Visible light | • Refract |
| • Invisible light | • Fossil fuel |
| | • Biofuel |

*Review vocabulary list.

*List and discuss a variety of ways we use the sun's energy (i.e. electricity, food, light).

*Have students draw or paint a colored spectrum with the appropriate wavelength corresponding to each color.

*Have students put a variety of objects in correct categories including; transparent, translucent and opaque.

*Discuss the main differences between fossil fuels and biofuels.

**Suggested Post-Field Trip Activities
for Light Energy at Wood Lake Nature Center**

*Review vocabulary list.

*Make solar ovens (use pizza box), and bake an apple or roast a hot dog. See www.solarnow.org/pizzabox.htm

*Experiment with different colors in the sunlight to see what colors absorb the most heat (using thermometers).

*Have students write a short paper about the benefits of solar energy on the environment.

*Create a Light Energy Jeopardy game that focuses on the understanding of vocabulary.

*Have students give short presentations in groups about the early, current, and future uses of both fossil and biofuels. Give each small group one topic to present (i.e. coal, wind, solar, geothermal, hydro, natural gas). Make sure they include information about the longevity of each material's use.

*Create a class chart with information about fossil fuels and biofuels comparing each one.

*Using library resources, have students further research the future of energy and technology.