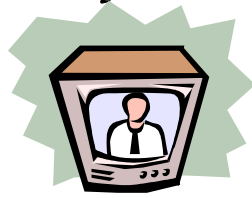


Personal energy use

This activity is designed to help us think about how we use energy resources and the impact this has on others.

For one day (24 hours), record in a table all the ways in which you have 'used' energy resources.



Here is an incomplete example:

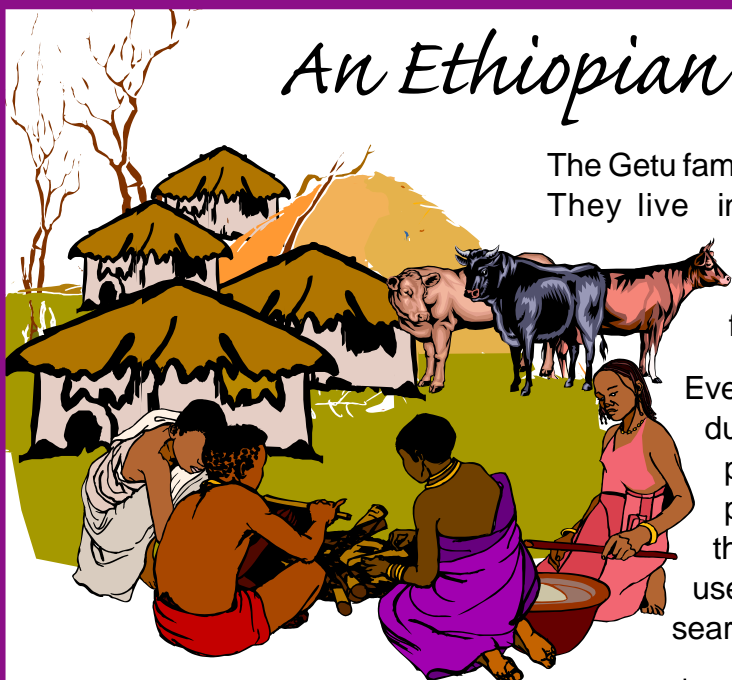
Time	Activity	Energy used	Energy resource	Need	Comments
7.30am	Washing	Heating water	Natural gas/ Fuel for electricity		Only need hot water for a short time
8.20am	Journey to school	Fuel for bus/car 'Food' for walking	Oil Crops, plants, animals		
etc					
4.0pm	Used mobile phone	Electricity	Batteries		
etc					
7.0 – 9.0pm	Watched TV/ used computer in warm room	Electricity	Fuel for electricity		

In the *Need* column, show whether you think this use of energy resources is essential – put a tick for those activities which you think you *must* do.

- Record any comments you have about using energy resources in this way in the **Comments** column.
- Compare your use of energy resources with the rest of the class.
- Are there any common features?
- Are there any differences?
- How does our use of energy resources compare with other countries?

Zenebu Getu

An Ethiopian woman at work



The Getu family have to cope with famine and drought. They live in small, circular wooden houses with straw roofs. They rely on their cattle and other animals like chickens and sheep for much of their living.

Every morning Zenebu collects fresh cattle dung and mixes it with straw to form a paste. Some of the paste is used to plaster the walls of the house. The rest of the paste is allowed to dry and is then used for fuel. Sometimes the family searches the fields for dry dung.

Much of Zenebu's time is taken up with working with dung. She also looks after her children and makes coffee for the men. Coffee is an important crop in Ethiopia – it is the country where the first wild coffee plants grew.

The Getu family is lucky. There is a well just one mile's walk away, so they can get a supply of water, even if they have to be very careful how they use such a precious resource.

Over 80% of the people living in the Ethiopian countryside do not have a safe supply of drinking water.

The Getu family makes a lot of use of cattle dung because wood is in short supply. Wood has been used as a fuel for generations, but now many areas of Ethiopia are deforested as a result.

Adapted from *The Material World, A global family portrait* by Peter Menzel, Sierra Club Books, San Francisco, 1995 (www.sierraclub.org/books).

Discussion questions

- Energy use can damage the environment. From the article, find out one way in which the Ethiopian environment has been damaged by human energy use.
 - Cattle play a vital part in the energy supply for Zenebu's family, for heating, cooking and food. Draw a diagram to show how the family's energy supply comes originally from the Sun. Can this be a sustainable energy supply?
 - Major towns in Ethiopia have a fairly reliable electricity supply, but this does not extend to most of the country.
- Why might solar power (generated when sunlight falls on solar cells) be a good way of powering fridges, televisions and computers in rural areas?
- How might the lack of an electricity supply make the lives of Zenebu's children different from your own? Suggest why they do not make use of solar power.
 - Look around you. Has the area where you live been deforested? In what ways has energy consumption by previous generations damaged the environment?

Energy use – the big picture

The questions below are for your group to discuss. When you have noted down your ideas, be ready to compare them with those of other groups.

- What uses of energy resources could you not do without?
- What uses of energy resources are 'luxuries'?
- Do you think the people in your school should reduce the amount of energy resources they use? Explain why you think that.
- What would YOU be prepared to do to reduce the amount of energy resources you use?



A school energy policy

Try to devise a responsible energy policy for the school. This might include promoting use of renewable energy resources, having rules about energy use and working with the local community to share actions and responsibilities.

How could a school energy policy be made to work? How would you deal with people who don't agree with it or won't stick to it? (This might include you!)

A world energy policy

How can we use energy resources fairly? What can we realistically do to help **sustainable development** in this country, and in countries like Ethiopia?

Compare the way we use energy in the UK with energy use in the USA and in a less-developed country like Ethiopia.

Should we hope for all the world's population to live at the same standard as the UK or the USA?

