



Texas School for the Blind and Visually Impaired

Instructional Resources Library

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Super Science Session 2: Energy

Age(s) / Grade Level(s): Elementary

Subject(s): Science

Length of time: 45–60 minutes

TEKS or IEP Goals

112.16.2 The student uses scientific practices during laboratory and outdoor investigations. The student is expected to:

- (A) describe, plan, and implement simple experimental investigations testing one variable.
- (B) ask well defined questions, formulate testable hypotheses, and select and use appropriate equipment and technology.
- (C) collect and record information using detailed observations and accurate measuring.
- (D) analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence.
- (E) demonstrate that repeated investigations may increase the reliability of results.
- (F) communicate valid conclusions in both written and verbal forms; and

112.16.6 The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems. The student is expected to:

- (A) explore the uses of energy, including mechanical, light, thermal, electrical, and sound energy.

Objective(s)

Students will:

1. Increase knowledge related to various forms of energy
2. Increase knowledge related to the structure of an atom
3. Increase ability to follow the scientific method

Materials/Accommodations Needed (consider students who are Emergent Bilingual)

- Popsicle sticks
- Rubber bands
- Spoons

“Super Science Session 2: Energy”

Updated: December, 2025 | Instructional Resource Library

Page 1 of 2

- Pom Poms or Jingle Bells (to follow sound)

Lesson/Activity Sequence

Welcome students and ask: Would you rather ride on a super high and twisty roller coaster or be catapulted into a body of water?

Explain to students we will be discussing mechanical energy today and ask what they know about mechanical energy or if they can provide examples of mechanical energy. Ask them to tell what they know about simple machines.

Watch [video on potential/kinetic energy](https://www.youtube.com/watch?v=n_8EzYYfInk) (https://www.youtube.com/watch?v=n_8EzYYfInk).

Students will build catapults using following directions:

1. Make a stack of popsicle sticks and rubber band them together on each end.
2. Take two additional popsicle sticks and stack them together. Rubber band them together on just one end.
3. Pull the two popsicle sticks slightly apart and place the larger stack of popsicle sticks in between them.
4. Rubber band the stack of popsicle sticks to just the upper popsicle stick.
5. Rubber band a spoon to the upper popsicle stick.
6. Place a pom pom or jingle bell onto the spoon.
7. Hold the catapult with one hand and use the other hand to pull the spoon down. Release the spoon to launch your bell.

Ask students about their observations.

- When did the catapult have potential energy?
- When did it have kinetic energy?
- What type of simple machine did we build to make the catapult?
- How do you think you would build the catapult differently?
- What other objects do you think would work better for launching?

How Will I Assess Student Progress?

Students answering questions and final quiz.

General Notes/Comments/Reflections After Lesson

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Next Steps/Lesson

Super Science Session 3

“Super Science Session 2: Energy”

Updated: December, 2025 | Instructional Resource Library

Page 2 of 2