

To our teachers:

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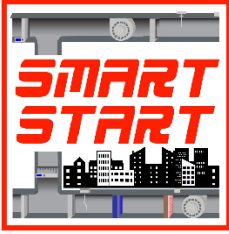
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	Lesson Title: COMMERCIAL BUILDING ENERGY SYSTEMS
	Grade level: High School / Technical College Length: 2-3 class hours, depending on coverage and emphasis
	Author: Scott Liddicoat, January, 2022 

Instructors Guide

Learning Objectives

What follows comes straight from the video script.

You're taking this virtual tour so you can understand

- *how big energy systems in a commercial building look,*
- *how they operate, and*
- *how they can be controlled so they run efficiently.*

Materials: Appliance(s) or device(s) for students to watch the lesson video.
A commercial building to consider...your school building may be a good example.

Lesson Dynamics:

The teaching tool for this lesson is plainly our Commercial Building Energy Systems video. Our video seeks to accomplish the objectives, above. It also summarizes much of what students have learned in previous lessons, and visually introduces them to much of what they'll learn in succeeding lessons.

The primary strength of the video is in teaching students with videography of the actual machinery and appliances involved in our lesson. This is incredibly important. Teachers seldom have access to this machinery and these appliances for reasons of student safety. In this video, students go through the doors and behind the scenes to see how commercial building energy systems work.

You will also find our video provides a lot of useful and important contextual information on BAS.

Lesson Delivery Suggestions / Tips:

There have to be many ways to use our video to teach this material. Students could perform the lesson self-paced and on their own. You could lead your students through the lesson by yourself. The assessment we've included could be completed in its entirety at the end of the lesson. It could be completed chapter by chapter while moving through the lesson.

A simple two day approach would be to lead students through the video on day one, stopping regularly for questions and to provide emphasis. Day two you could have students watch the video on their own, using it to answer the assessment questions. Two student viewings of our video would be good indeed.

Before students begin the lesson, place a generous sized copy of our Commercial Building Energy Systems drawing in front of them. Welcome them to write on the drawing. Make sure students have other note taking materials as well, especially writing utensils of assorted colors.

Inform your students how you plan to proceed with the lesson, and how you will assess them. We remind you that you are welcome to subtract from or add to our assessment. Of course, it may be completed in hard copy or copied and pasted into your favorite digital assessment program.

If available, you could have a knowledgeable building engineer or facilities person talk with your class at some point during the lesson.

In case it is not obvious, you might want to point out to your students the (in context) use of the color red to indicate heat or hot, and the (in context) use of the color blue to indicate cool or cold.