



# Renewable Energy Endurance Marathon

## Next Generation Science Standards

### NGSS Science and Engineering Practices:

- Asking questions and defining problems
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations and designing solutions
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

### NGSS Cross-cutting Concepts:

- Patterns
- Cause and effect
- Scale, proportion, and quantity
- Systems and system models
- Energy and matter
- Structure and function
- Stability and change

### NGSS Disciplinary Core Ideas:

- ESS3.C Human Impacts on Earth Systems
- ESS3.D Global Climate Change

## Initial Prep Time

Approx. 10 min. per apparatus

## Lesson Time

1 – 2 class periods, depending on number of types of car used

## Assembly Requirements

- Small Phillips-head screwdriver
- Scissors
- Distilled water
- Salt
- Hot plate or other heating element

### Materials (for each lab group):

- Horizon Electric Mobility Experiment Set
- Beaker or other container for holding salt water solution
- Stopwatch
- Meter stick



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## Lab Setup

- Before the lab starts, you should cut the silicon tubing and prepare the fuel cell as indicated in steps a- c of the “Hydrogen powered car” assembly instructions. This should take no more than a few minutes for each kit.
- The lab involves students building cars powered by different energy sources and seeing how fast each of them can travel 5 meters. Feel free to alter the distance, types and number of cars they build, or even have different groups make different cars as needed.
- If building the salt water battery car, you'll need a mixture of salt water (15mg salt per 25mL distilled H<sub>2</sub>O), heated to above 90°C (194°F). Each group will need 25mL of solution per activity.
- Lab includes small parts that can go missing easily. Set up a resource area for each lab table or for the entire class to minimize lost pieces.



## Safety

- Keep the fuel cells hydrated at all times. If the fuel cells dry out, they can become permanently damaged.
- Do not turn the hand crank generator counter-clockwise while connected to the supercapacitor: this can irreparably damage the supercapacitor.
- Safety goggles should be worn at all times.



## Notes on the Electric Mobility Experiment Set:

- After use, be sure to clean out the salt water battery with distilled water. Dry before storing.
- Solar cell may not provide enough power for the car without direct sunlight.
- The hand-crank generator is sturdy, but not indestructible. Two revolutions per second is enough to charge the supercapacitor; more than that is just running the risk of breaking the generator.



## Common Problems

- If your hydrogen fuel cell car stops moving while hydrogen is left in the tank, you may need to purge the gases by uncapping the tubes, then perform electrolysis for a few minutes to generate more hydrogen.
- If the salt water battery stops powering the car, the anode plate may need to be cleaned.



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## Goals

- ✓ Assemble multiple cars powered by renewable energy
- ✓ Alter the cars to increase their range
- ✓ Compare the pros and cons of different technologies



## Background

One of the biggest challenges to building a car powered by renewable energy is the issue of range. People have always had to refuel their cars to keep them moving, but it's something that no one wants to have to do every day or every couple of hours on a long trip, so cars need to have the ability to travel for hundreds of miles at a time.

Also, no one wants to buy a car that takes forever to refuel. Electric cars especially have suffered from this drawback: it takes more than half an hour to fully charge their batteries on a high-speed charging system, and many hours to do so on a regular household electric current.

There are many different options for powering cars with renewable energy, but range will always be a factor in most people's decision on whether or not to buy a particular car. So whatever the fuel of the future might be, cars that run on it will have to be able to run for a long time.

Here are some examples of technologies that could be used to power cars and how they work:

*Note: For each trial, have one member of your group stand at either end of the race track. Release the car from one end and have the person at the other end pick up the car and turn it around once it reaches them. Continue to do this until the car stops running and record your time and distance.*

- Solar panels – Change light to electricity to power an electric motor.
- Supercapacitors – Store electricity in a capacitor to power an electric motor.
- Fuel cells – Use hydrogen, split from oxygen in water, to generate an electric current and power a motor.
- Batteries – Store electricity chemically and use it to power an electric motor.
- Metal hydrides – Store hydrogen chemically and use it in a fuel cell to power an electric motor.

You may notice that many of these technologies seem very similar. At some point, they all have to turn a motor in order to get the car to move. However, the way in which they get the energy to do so is very different, and can result in a big difference in the amount of time that they can run.

During this activity, we will build cars powered by different technologies, modify them to try to increase their range, and determine which type of car can keep running for the longest time.



## Solar Car Procedure

1. You'll need the car frame, red and black wires, the solar panel, and the solar panel support to assemble the solar car.
2. Look at the top of the car frame to see where you should attach the solar panel support. Make sure the solar panel support fits securely onto the top of the frame.



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- Place the solar panel on top of the support.
- Connect the wires from the motor to the red and black plugs nearest to them on the front of the frame.
- Use the other red and black wires to connect the solar panel to the other plugs on the front of the frame.
- Make sure the car is in direct sunlight, and it should start to run.
- Use the stopwatch to time how long your car travels. Calculate distance by counting laps and multiplying by 5, then add on however many more meters your car traveled on its final lap. Repeat and record your results in the table below.

Trial	Time (sec):	Laps:	Distance (m):	Observations:
1				
2				
3				



### Fuel Cell Procedure

- You'll need red and black wires, the fuel cell, battery pack, H<sub>2</sub> and O<sub>2</sub> cylinders, two lengths of tubing, and a syringe to assemble the fuel cell.
- Insert the cylinders into the frame of the car. Fill them with about 40 mL of distilled water.
- Uncap the tube on the O<sub>2</sub> side of the fuel cell.
- Fill the syringe with distilled water and fill the fuel cell using the syringe.
- Replace the cap on the O<sub>2</sub> tube.
- Insert the fuel cell into the frame of the car in front of the cylinders. Attach the H<sub>2</sub> and O<sub>2</sub> sides of the fuel cell to the H<sub>2</sub> and O<sub>2</sub> cylinders with the longer tubes, which will prevent the hydrogen and oxygen gases from escaping.
- Connect the battery pack to the fuel cell using the red and black plugs, then turn on the battery pack. You should see the fuel cell start to generate hydrogen and oxygen gas.
- Once you see bubbles start to escape the H<sub>2</sub> cylinder, turn off and disconnect the battery pack.
- Connect the loose red and black wires to the fan or LEDs to start generating electricity.
- Use the stopwatch to time how long your car travels. Calculate distance by counting laps and multiplying by 5, then add on however many more meters your car traveled on its final lap. Repeat and record your results in the table below.



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Trial	Time (sec):	Observations:
1		
2		
3		



## Salt Water Battery Procedure

1. You'll need red and black wires, the salt water battery (white bottom and blue top), syringe, and a graduated cylinder to assemble the salt water battery.
2. Get salt water solution from your teacher and put it in the graduated cylinder. Make sure to get at least 25mL. And be careful, it's hot!
3. Using the syringe, transfer 15mL of the salt water solution into the bottom of your battery.
4. Snap the blue top of the battery onto the white bottom.
5. Attach one red wire to two red plugs on the left and right sides of the battery at the back.
6. Connect the wires from the motor to the red and black plugs nearest to them on the front of the frame.
7. Connect the loose wires from the battery to the other plugs on the front of the frame.
8. Use the stopwatch to time how long your car travels. Calculate distance by counting laps and multiplying by 5, then add on however many more meters your car traveled on its final lap. Repeat and record your results in the table below.
9. When you're finished with the salt water battery, rinse the top and bottom with distilled water.

Trial	Time (sec):	Observations:
1		
2		
3		



## Supercapacitor Procedure

1. You'll need red and black wires, the capacitor, and the hand-crank generator to use the supercapacitor.
2. Connect the capacitor to the hand-crank generator using the set of red and black wires.
3. Gently turn the hand-crank clockwise to generate current and charge the capacitor. Charge the capacitor for at least 60 seconds.
4. Disconnect the hand-crank generator from the capacitor and connect the capacitor to the plugs on the



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front of the frame. Secure the capacitor in the middle of the frame.

5. Connect the wires from the motor to the red and black plugs nearest to them on the front of the frame.
6. Use the stopwatch to time how long your car travels. Calculate distance by counting laps and multiplying by 5, then add on however many more meters your car traveled on its final lap. Repeat and record your results in the table below.

Trial	Time (sec):	Observations:
1		
2		
3		



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## Experimentation

- Choose two or three technologies that traveled the farthest. Discuss with your group ways you could improve the car to make each of them go even farther. Write down your best ideas here:

Light Color:	Observations:
	1. 2. 3.
	1. 2. 3.
	1. 2. 3.

- Now build your car using each technology and try the ideas you thought of to see what happens to the car's speed. Record what you changed, how you changed it, and the results below:

Technology:	Changed What?:	Changed How?:	Time (sec):	Distance (m):



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## Analysis

1. Make a scientific claim about what you observed while racing your cars.

**Claim should reference the car's performance and its source of power.**

*Example: "The salt water battery provides the best range for the car."*

2. What evidence do you have to back up your scientific claim?

**Evidence should cite data in Observations and/or Experimentation sections.**

*Example: "Our longest time for running the car was 18 minutes 35 seconds, when we changed the concentration of salt in the salt water battery during our experiments."*

3. What reasoning did you use to support your claim?

**Reasoning can draw from Background section and/or other materials used in class.**

*Example: "When the car is running for a longer time, it has a farther range."*

4. Design an experiment that would test whether the surface the car runs on affects its range. Describe your experiment below:

**There are many possible answers, but students should describe what they would change about the surface, explain how they think it could change the car's range, and have clear control and experimental groups in their description.**



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## Conclusions

1. What would be the biggest drawback to using the technology that ran for the longest time in a full-sized car? What makes this problem the biggest drawback?

There are numerous possible acceptable answers depending on the technology chosen: size, slow speeds, lack of resources, and more. Regardless of what they choose, students should be able to explain why the drawback they chose is such a major issue.

2. What is a possible way that you could overcome this drawback?

Again, there are many acceptable answers, which will depend upon the technology chosen and the particular drawback described above. Students should be able to weigh the possibilities of overcoming it and suggest a plausible solution, though it need not be one known to work in real life.

3. Do you think the technology that ran for the longest time would be the most practical solution for a renewable energy source to power a full-sized car? Why or why not?

Students could answer “Yes” or “No” so long as they can back up their response with data from their experiments or information they know about the way that this technology and/or the other technologies they experimented with would work on a full-sized car.

4. Could a combination of these technologies perform with even better range? Describe a possible combination below that you think might work.

Any combination is acceptable as long as students are able to describe what aspects of that combination make it likely to perform better than either tech on its own.