

Classroom Audit – Energy

Room # _____

Name: _____

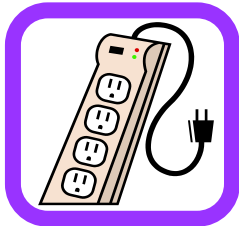
Date: _____

Teacher: _____

Circle One.

Initial Audit Follow-up Audit

ENERGY ~ Vampires



It takes energy to power computers, televisions, and other electronics. Can you think of any other devices in your classroom that use energy?

Some devices use energy even when they are turned off. These devices are sometimes called “energy vampires.” We may be able to save energy if we unplug these electronics when we are not using them. A quick way to do this is to plug appliances into a power strip that we can turn off, which is like unplugging them.



List the electronic devices you see in the classroom. Next, find out whether each device is left on in “active” mode overnight, put to “sleep,” or turned completely “off.” Look at the table below and ask your teacher about these modes. If devices are plugged into a power strip, find out if the power strips are turned off at the end of the day.

COMMON OPERATING MODES FOR ELECTRIC DEVICES

MODE	
Active	Device is on and being used. (Example: a DVD player playing a movie.)
Sleep/Standby	Device is in low-power mode. (Example: DVD player is on but not playing a movie.)
Off	Device is turned off but still plugged in and ready for action. (Example: DVD player is turned off but could be turned on by remote control.)
Power Strip/ Unplugged	Device is plugged into a power strip, which is turned off at the end of the day. (Example: DVD player is receiving NO power.)

CLASSROOM AUDIT

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
Teacher: _____

Circle One.

Initial Audit

Follow-up Audit

How many devices are left in each mode at the end of the day?

Device	How Many?	Active	Sleep/ Standby	Off	Power Strip
Desktop Computer 					
Laptop Computer 					
Tablet 					
 Computer monitor, flat screen (LCD)					
 Printer					
Speakers 					
Smartboard 					
LCD Projector 					
Coffee Maker 					
Personal Microwave 					
Personal Mini-Refrigerator 					

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ELECTRICITY ~ Classroom Lighting

We use electricity to light our classrooms and homes. We can find ways to use less electricity for lighting if we know what types of lights we use and when we use them. Look at how many light bulbs turn on when you turn on the switch in your classroom. Next, ask the school janitor to help you find the amount of electricity (in watts) each bulb uses. Then talk with your teacher to see how many hours the lights are on each day.

These are some types of lights you may find in the classroom.



**Overhead
Fluorescent**



Incandescent Bulb



**Compact Fluorescent
(CFL) Bulb**

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Switch	How many bulbs turn on per switch?	How much electricity does each bulb use (in watts)?	How many hours is it turned on each day?
1			Before Action ____ After Action ____
2			Before Action ____ After Action ____
3			Before Action ____ After Action ____
4			Before Action ____ After Action ____
5			Before Action ____ After Action ____

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HEATING

1. Is there a thermostat we can change in the classroom or main office?	Yes No
2. If so, to what temperature is it set?	_____ Warm Weather _____ Cold Weather
3. Do you try to keep your classrooms windows or doors shut in the winter?	Yes No
4. How is the school heated?	_____ Electricity _____ Fuel oil _____ Natural gas

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TRANSPORTATION ~ Getting to and from school

We can travel to and from school in many ways. We can walk, ride a bike, drive a car, or take the bus. Most cars and busses use fuel made from oil which pollutes the air. We use our own energy to walk or ride a bike, so walking or riding a bike does not use oil and does not create pollution.



Ask your teacher how he or she gets to and from school. Next, find out how far your teacher travels to and from school each day. If your teacher drives, ask him or her how many miles their car travels per gallon of gas. If they don't know, ask them to look it up at

www.fueleconomy.gov.



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Initial Audit

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CATEGORY	
1. How does your teacher get to and from school? (Circle all that apply)	drive alone carpool bus walk bike
2. How far does your teacher travel to and from school each day?	_____ miles
3. How many days a week does your teacher use each type of transportation?	_____ drive alone _____ carpool _____ walk or bike _____ bus
4. If your teacher drives or carools, how far can they drive on one gallon of fuel?	_____ miles per gallon (mpg)
5. If your teacher carools, how many people total ride in the car?	_____ people
6. What is the average number of days per week that teachers walk or bike to school?	_____ days

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Initial Audit Follow-up Audit

CATEGORY	
1. How do most students get to and from school? (Circle all that apply)	drive alone carpool bus walk bike
2. Average distance most students travel to and from school each day?	_____ miles
3. How many days a week do student use each type of transportation?	_____ drive alone _____ carpool _____ walk or bike _____ bus
4. If students drive or carpool, how far can they drive on one gallon of fuel per average?	_____ miles per gallon (mpg)
5. If student carools, how many people total ride in the car?	_____ people
6. What is the average number of days per week that students walk or bike to school?	_____ days

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Initial Audit Follow-up Audit

SOLID WASTE ~ trash, paper, plastic bottles, cups

Each day we throw lots of things away. We can reduce waste by recycling more and buying less stuff, or buying things that will last. We can use both sides of a piece of paper and use reusable containers to pack our lunches to reduce waste. Can you think of other ways to reduce waste?

CATEGORY	
1. How many full bins of garbage does the classroom fill each week?	_____ full bins
2. How much does a full bin of garbage weigh? (Weigh a full bin and subtract the weight of the bin when it is empty.)	_____ pounds

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Initial Audit **Follow-up Audit**

Do you know how much garbage your class throws away each week?

Let's find out! Count how many full bins of garbage your class throws



away each week. Weigh a full bin of garbage and record the weight. Next, ask your teacher what materials your class recycles. Then, find out about the paper your class uses and about the beverage containers your teacher uses.

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Circle One.
Initial Audit Follow-up Audit

CATEGORY	
1. Does the classroom recycle? (Circle one.)	yes no
2. What is recycled in the classroom? (Circle all that apply.)	paper plastic aluminum cans glass
3. How much paper does your classroom use per week (in reams)?	_____ reams of paper
4. How much of the paper is made from recycled material?	_____ 0 % _____ 30 % _____ 100%
5. Are both sides of the paper used?	yes no
6. If the teacher drinks bottled water/soda, how many plastic water bottles does he or she use each week? 	_____ bottles
7. Does the teacher recycle the empty water bottles or throw them away most of the time?	recycle throw-away
8. If the teacher drinks other beverages, does he or she use a reusable mug or disposable cups? 	reusable mug disposable cups
9. How many disposable cups does he or she use in a week?	_____ cups

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SOLID WASTE ~ food waste

Each day in the school cafeteria, half-eaten food is thrown away. One way to reduce food waste is to make kids aware of how much food is thrown out after lunch in the cafeteria. Another is to learn more about what happens when food scraps are composted. Can you think of other ways to reduce food waste?

Do you know how much food waste your class throws away each week? Let's find out! After lunch, count how many full bins of garbage your



class throws for a week. Estimate how much of each bin contains food waste (don't include trash like milk cartons and food wrappings). Weigh a full bin of garbage and record the weight. Work with your teacher to estimate the amount and weight of the food waste.

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CATEGORY	
1. Estimate how much of each garbage bin in the cafeteria is filled with food waste.	_____ % of food waste in bins
2. How much does a full bin of garbage weigh? (Weigh a full bin and subtract the weight of the bin when it is empty.)	_____ pounds