



# ENERGY CONSERVATION

## BASELINE AUDIT, GRADES 3-5

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Consider contacting local, regional or state non-profits, energy providers, and district facilities staff for assistance conducting your audit. Their involvement is a great way to connect to the community, inspire students and demonstrate career possibilities while sharing resource expertise.

Invite parents and community members to participate in the auditing process. Depending on the grade level, student support will be needed to complete the mathematical calculations. This experience is a great way to build community.

### **DASHBOARD METRIC**

By how much has our school reduced its energy use in kWh?

### **SURVEY**

**Before starting the Energy audit or going further, survey your students. Record the average response.**

- On a scale from 1-10, 10 being the most important and 1 being the least important, how important is it to know the difference between good energy conserving habits and bad energy saving habits? \_\_\_\_\_
- How I use energy can have positive and negative impacts on the environment? \_\_\_\_\_



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**TABLE 1. ENERGY SOURCES AND EFFICIENCY**

1. Who is our school's or district's energy provider?	
2. Does any of the school district's energy come from nonrenewable energy sources? If yes, which source(s).  <input type="checkbox"/> solar <input type="checkbox"/> wind  <input type="checkbox"/> hydro <input type="checkbox"/> geothermal  other: _____	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. Is the equipment used for heating and cooling the school certified Energy Star?	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Unsure
4. Are the school's appliances certified Energy Star? (i.e. dishwashers, water fountains, pumps, ovens, etc.)	<input type="checkbox"/> Yes <input type="checkbox"/> Partially <input type="checkbox"/> No <input type="checkbox"/> Unsure
5. As events are planned at school, is energy use considered when deciding which rooms or parts of the building to use?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure
6. How much electricity does your school use in a month or quarter?	<input type="text"/> kWh   <input type="checkbox"/> unable to access
7. What was the cost of electricity at your school in a month or a quarter?	\$ <input type="text"/>   <input type="checkbox"/> unable to access
8. Looking at exterior windows, are any windows cracked?	<input type="checkbox"/> Yes <input type="checkbox"/> No
9. Looking at the exterior windows, do any seals around the windows appear to be broken or missing?	<input type="checkbox"/> Yes <input type="checkbox"/> No
10. Looking at the exterior doors, do the seals and framing seem to be tight and keeping air from escaping?	<input type="checkbox"/> Yes <input type="checkbox"/> No



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**Think about the following questions as you summarize the data in Table 1.**

1. Did teams/students find any of the collected data surprising? Explain.
2. Did teams/students have difficulty accessing specific information? Explain.
3. What ideas or actions do the teams/classes have about addressing issues found while collecting data?



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## TABLE 2. CLASSROOM LIGHTING

Use the handout, *Energy Conservation Calculating Kilowatts, Cost and CO<sub>2</sub>*. Refer to the data collected from the class/team worksheets and after analysis write in your final results in the table below.

1. How many rooms at the school were audited?	_____
2. What are the average watts used by a classroom during the school day?	_____ watts Divide by 1000 to convert to kilowatts _____ kilowatts
3. Taking all the audited rooms into account, what are the average number of hours lights are left on in the classroom? This excludes, lamps and hanging lights.	_____ hours per day
4. What are the average kilowatt hours (kWh) used by all the classrooms audited?	_____ kWh
5. What is the total cost for lighting in all the audited rooms for one day?	\$_____

### Think about the following questions as you summarize the data in Table 2.

1. Was the class/team surprised by the results related to classroom lighting? Explain.
2. What are the class's/team's initial thoughts on how to improve energy use related to classroom lighting?



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## TABLE 3. ENERGY VAMPIRES

An energy vampire is a device that uses energy even when they are turned off.

Active	Device is on and being used.
Sleep/Standby	Device is in low-power mode.
Off	Device is turned off but still plugged in and ready for action.
Power strip	Device is plugged into a power strip, which should be turned off if it is the end of the day.
Unplugged	If you are checking before or after school, the device should be unplugged, either from the wall or if it is plugged into a power strip the strip should be switched off. Take into consideration that some appliances, such as a mini-frig have to remain plugged in. Never unplug a device or appliance without direction from a permission.

Choose from any of the devices below and/or choose your own devices to add to the vampire list below. Consider using a kill-o-watt meter to learn more about the amount energy used by devices even when the device is off, but plugged in. While it may not be much over the course of the day, each day, hour after hour adds up.



desktop computer (conventional/old school screen)	computer monitor (flat screen)	laptop computer
printer	DVD/VCR player	projector
document camera	SMART board	fish/reptile tank filter and lights
microwave	lamp(s)	refrigerator
diffuser/salt lamp/scent warmer	fan(s)	air pump/compressor
speakers	electronic music equipment (amps, sound systems, radio)	



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Total number of rooms audited. \_\_\_\_\_

Time of day rooms were audited. \_\_\_\_\_ before school \_\_\_\_\_ after school \_\_\_\_\_ during recess/lunch \_\_\_\_\_ varied

Device/Appliance	How many total?	Plugged into wall	Plugged into power strip	Active	Sleep/standby	Off	Unplugged
Example: coffee maker	5	1	4	2		3	1

If there are more devices/appliance to report, please add them to the last page or upload a separate document.

**Think about the following questions as you summarize the information in Table 3.**

1. Based on the data collected do the teams/classes feel energy vampires are a problem? Explain.
2. What questions do the teams/classes have related to the collected data in Table 3?
3. What suggestions do the teams/classes have for making improvements?

**Continue to the next page.**

