

Lifestyle Campaigns

Energy



Worksheets Energy Campaigns



There are 7 possible Energy Campaigns to complete. Each campaign is made up of a pre-audit campaign and a post-campaign activity.

The *pre-campaign audit* activity generates information that will help in setting measurable objectives and establishes a baseline to determine the success of the campaigns. The *post-campaign* audit activity will demonstrate the success of your efforts.

Resources have been provided to help you in completing, tracking, and evaluating your progress through the energy lifestyle campaign audits. These include:

1. Energy Campaign Status Checklist
2. Energy Campaign Notes Page
3. Energy Campaign Worksheets

Energy Campaign Notes

Lights Off

Turn it off – Computer Equipment

Bike to School

Turn it off – electrical devices

Carpooling and Ridesharing

Tree-Planting

Turn it off – Office Equipment

Worksheet Energy Campaign



Lights Off

Pre-Campaign Audit

Survey Questions

Ask a number of students and staff the following questions and summarize their responses in the spaces provided.

1. If a room is unoccupied when you leave, do you turn the lights off?

Number of **Yes** Responses

Number of **No** Responses

Why or why not?

2. What could be done to make it easier for you to remember to turn the lights off when leaving a room?

Monitoring

Photocopy the monitoring chart on in **Appendix A** of this document and complete the pre-campaign monitoring as follows: choose one time during the school day (e.g. noon hour, during classes, recess or after school) to check at least 10 different rooms. (Be sure to check classrooms, restrooms, the gym, staff offices, storage closets, etc.)

Post-Campaign Audit

Survey Questions

Ask a number of students and staff the following questions and summarize their responses in the spaces provided.

1. Were you aware of the "lights off" campaign?

Number of **Yes** responses

Number of **No** responses

2. What activities did you like or dislike during this campaign?

Liked: _____

Disliked: _____

3. What type of reminders would assist you in continuing to turn the lights off?

Monitoring

Photocopy the monitoring chart in **Appendix A** of this document and complete the post-campaign monitoring as follows: go back to the rooms you checked during the pre-campaign audit and fill in the chart located in Appendix A of this document.

Worksheet
Energy Campaign **#2**

Bike to School

The fall or the spring would be the best time of the year to do this audit.

Background Questions

Check with administrative staff to answer these questions:

- 1. How many students attend your school?
- 2. How many staff are there in your school?

Pre-Campaign Audit

Survey Questions

Ask a number of students and staff the following questions. Summarize the answers in the space below.

- 1. Do you think there are enough bicycle racks at the school?

Number of **Yes** responses Number of **No** responses

- 2. How secure do you feel about bringing your bike to school?

- 3. What could be done to make riding your bike to school more convenient?

Monitoring

Select a day to survey the number of bikes stored in bike racks and around the school.
Answer the questions below:

1. What are the temperature and weather conditions outside?

2. How many bikes are stored in bike racks today?

Post-Campaign Audit

Survey Questions

Ask a number of students and staff the following questions. Summarize the answers in the space below.

2. Were you aware of the "bike to school" campaign?

Number of **Yes** responses

Number of **No** responses

3. What activities did you like or dislike during the campaign?

Liked: _____

Disliked: _____

4. What types of reminders would assist you in continuing to ride your bike to school?

Monitoring

Select a day when the weather is similar to the day you completed the pre-campaign audit of the bike racks. Survey the number of bikes stored in bike racks and around the school, and answer the questions below:

1. What are the temperature and weather conditions outside?

2. How many bikes are stored in bike racks today?

Worksheet Energy Campaign



Carpooling and Ridesharing

Background Questions

Check with administrative staff to answer these questions:

1. How many students attend your school?
2. How many staff work at the school?
3. How many students ride the bus to the school?

Pre-Campaign Audit

Survey Questions

Ask a number of students/parents and staff the following questions. Summarize the answers in the space below:

1. Do you carpool or rideshare with other staff or parents?

Number of **Yes** responses

Number of **No** responses

2. What things make it difficult to carpool/rideshare?

3. What could be done to make carpooling or ridesharing easier?

Monitoring

Select a day to survey the number of cars that drop people off in the morning or pick them up in the afternoon. On the same day, count the number of cars parked in the staff and student parking lots. (Do not count visitor parking stalls.) Answer the questions below:

1. What are the temperature and weather conditions?
2. How many cars are parked in the school parking lots?
3. What time did you count the cars dropping off or picking up people?
4. How many cars dropped people off or picked them up at that time?

Post-Campaign Audit

Survey Questions

Ask a number of students/parents and staff the following questions. Summarize the answers in the space below:

1. Were you aware of the "carpool/rideshare" campaign?

Number of **Yes** responses

Number of **No** responses

3. What activities did you like or dislike during the campaign?

Liked: _____

Disliked: _____

3. What types of reminders would assist you to continue to carpool or rideshare?

Monitoring

Select a day when the weather is similar to the day you completed the pre-campaign audit of the number of cars dropping people off or picking them up. Survey the number of cars that drop people off in the morning or pick them up in the afternoon.

On the same day, count the number of cars parked in the staff and student parking lots. (Do not count *visitor parking* stalls.) Answer the questions below:

1. What are the temperature and weather conditions? -----

2. How many cars are parked in the school parking lots?

3. What time did you count the cars dropping off or picking up people? -----

4. How many cars dropped people off or picked them up at that time?

Worksheet Energy Campaign

#4

Turn it off – Office Equipment

This audit includes equipment in the school office such as photocopiers, fax machines, computers, monitors, laser, ink-jet and dot matrix printers and laminators.

Pre-Campaign Audit

Survey Questions

Ask a number of office and teaching staff the following questions. Summarize the answers in the space below:

1. When you are finished using equipment, do you remember to turn it off or turn on the energy saving switch?

Number of **Yes** responses

Number of **No** responses

2. Is the equipment shut off at the end of the day or is it left running at all times?

Number of **Yes** responses

Number of **No** responses

3. If computers and monitors are not being used for more than one-half hour, are they turned off?

Number of **Yes** responses

Number of **No** responses

4. What would make it easier for you to remember to turn on the standby switch on photocopiers?

5. What would make it easier for you to turn off equipment at the end of the day?

6. What would make it easier for computers and monitors to be turned off when not in use for lengthy periods?

Monitoring

Photocopy the monitoring chart in **Appendix B** to complete the pre-campaign monitoring. Go through the school, especially the administrative offices, and look for office equipment that is turned on. Find out who turned it on or is using it, and get his/her help to answer the questions on the chart below.

Post-Campaign Audit

Survey Questions

Ask a number of office and teaching staff the following questions. Summarize the answers in the space below:

1. Were you aware of the "turn it off – office equipment" campaign?

Number of **Yes** responses

Number of **No** responses

2. What activities did you like or dislike during the campaign?

Liked: _____

Disliked: _____

3. What types of reminders would help you remember to turn off office equipment when not in use?

Monitoring

Photocopy the monitoring chart in **Appendix B** to complete the post-campaign monitoring. Return to the same rooms that you checked for the pre-campaign audit and check the office equipment again. Answer the questions on the chart below.

Worksheet Energy Campaign

#5

Turn it off – Computer Equipment

This audit includes computer equipment (hard drives, monitors, printers) around the school. Computers in the school office are covered in Campaign 4.

Background Questions

Check with administrative staff or computer teachers to answer this question:

1. Is there a school policy regarding turning off computers? If yes, what is it and why?

Pre-campaign Audit

Survey Questions

Ask a number of students and staff the following questions. Summarize the answers in the space below:

1. When you are finished using a computer, do you turn it off? Why or why not?

Number of **Yes** responses

Number of **No** responses

2. What would make it easier for you to remember to turn off computers or monitors when not in use?

Monitoring

Photocopy the monitoring chart **Appendix C** to complete the pre-campaign monitoring. Go through the school and look for computers that are turned on. Find out who turned it on or is using it and get his/her help to answer the questions on the chart.

Post-Campaign Audit

Survey Questions

Ask a number of students and staff the following questions. Summarize the answers in the space below:

1. Were you aware of the "turn it off – computer equipment" campaign?

Number of **Yes** responses

Number of **No** responses

2. What activities did you like or dislike during the campaign?

Liked: _____

Disliked: _____

3. What types of reminders would help you remember to turn off computer equipment when not in use?

Monitoring

Photocopy the monitoring in **Appendix C** to complete the post-campaign monitoring. Return to the same rooms that you checked for the pre-campaign audit and check the computers again. Make sure you return at approximately the same time that you did the pre-campaign audit. Answer the questions on the chart.

Worksheet Energy Campaign



Turn it off – Electrical Devices

This audit includes equipment such as coffee makers, kettles, space heaters, radios and televisions.

Pre-Campaign Audit

Survey Questions

Ask a number of office and teaching staff the following questions. Summarize the answers in the spaces below:

1. Are coffee makers, kettles, space heaters, radios, televisions and other electrical devices turned off when not in use?

Number of **Yes** responses

Number of **No** responses

2. Are specific staff members responsible for turning off electrical devices in the staff room? If yes, who is responsible for turning them off?

3. What would make it easier for you to turn off electrical devices when not in use?

Monitoring

Photocopy the monitoring chart in **Appendix D** to complete the pre-campaign monitoring. Go through the school and look for electrical devices that are turned on. Find out who turned it on or is using it, and get his/her help to answer the questions on the chart.

Post-Campaign Audit

Survey Questions

Ask a number of office and teaching staff the following questions. Summarize the answers in the space below:

1. Were you aware of the "turn it off – electrical devices" campaign?

Number of **Yes** responses

Number of **No** responses

2. What activities did you like or dislike during the campaign?

Liked: _____

Disliked: _____

3. What types of reminders would help you remember to turn off electrical devices when not in use?

Monitoring

Photocopy the monitoring chart in **Appendix D** to complete the post-campaign monitoring. Return to the same room that you checked for the pre-campaign audit and check the electrical devices again. Answer the questions on the chart.

**Worksheet
Energy Campaign**



Tree-Planting

Background Questions

You may have to contact a local greenhouse, garden center or horticultural expert to help you answer these questions:

1. What types of deciduous trees make good shade trees, are fast growing and are suitable for growing in your area ?

2. What types of coniferous trees provide good protection from cold winter winds, are fast growing and are suitable for growing in your area?

Pre-Campaign Audit

Survey Questions

Ask a number of students and staff the following question. Summarize the answers in the spaces below:

1. Where would you like to see additional trees planted? What types of trees?

Monitoring

Count the trees in your school yard. If necessary, have someone help you identify the type of tree and indicate their location. Answer the questions below:

1. How many deciduous trees are planted on the south and west sides of the buildings?

2. Do these trees provide shade to help keep the buildings cool during warm weather?

3. How many coniferous trees are planted on the north side of the buildings?

4. Do these trees protect the buildings from cold north winds?

5. How many other trees are planted in the school yard?

Post-Audit Campaign

Survey Questions

Ask a number of office and teaching staff the following questions. Summarize the answers in the space below:

1. Were you aware of the "tree-planting" campaign?

Number of **Yes** responses

Number of **No** responses

2. What activities did you like or dislike during the campaign?

Liked: _____

Disliked: _____

3. Are additional trees still required? If yes, where and why?

Monitoring

Count the trees in your school yard. If necessary, have someone help you identify the type of trees and indicate the location. Answer the questions below:

1. How many deciduous trees were planted on the south and west sides of the buildings?

2. Do these trees provide shade to help keep the buildings cool during warm weather?

3. How many coniferous trees were planted on the north side of the buildings?

4. Do these trees protect the buildings from cold north winds?

5. How many other trees were planted in the school yard?

