

ENERGY NAVIGATOR WORKSHEET



Classrooms	We're doing it!	We will do it!	Notes & Comments
Are the lights off when not in use?			
Are unnecessary lights turned off?			
Are the curtains open to provide natural light?			
Are the computers off when not in use?			
Are the computer speakers off when not in use?			
Is the computer plugged into a power bar with a timer?			
Are tablets off when not in use?			
Is the Smartboard off when not in use?			
Are other appliances, such as a fan, turned off when not in use?			
Are windows closed when the heat is on?			

Gymnasium	We're doing it!	We will do it!	Notes & Comments
Are the lights off when not in use?			
Are the computers off when not in use?			

Is there anything using electricity that can be turned off when not in use?			
Are windows closed when the heat is on?			

Offices	We're doing it!	We will do it!	Notes & Comments
Are the lights off when not in use?			
Are the computers off when not in use?			
Are electronic devices turned off when not in use?			
Are windows closed when the heat is on?			

Teacher's Room	We're doing it!	We will do it!	Notes & Comments
Are the lights off when not in use?			
Are the computers off when not in use?			
Are electronic devices turned off when not in use?			
Are windows closed when the heat is on?			

Cafeteria	We're doing it!	We will do it!	Notes & Comments
Are the lights off when not in use?			
Are the appliances or vending machines off when not in use?			
Is there anything using electricity that can be turned off when not in use?			

Are windows closed when the heat is on?			
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Common Spaces (a space used by everyone in the school)	We're doing it!	We will do it!	Notes & Comments
Are unnecessary lights turned off?			
Are the appliances or vending machines turned off on evenings and weekends?			

Washrooms	We're doing it!	We will do it!	Notes & Comments
GIRL: Are the lights off when not in use?			
GIRL: Are taps leaking or toilets running?			
BOY: Are the lights off when not in use?			
BOY: Are taps leaking or toilets running?			

Library or Learning Commons	We're doing it!	We will do it!	Notes & Comments
Are the lights off when they are not needed?			
Are the curtains open to provide natural light?			
Are the computers off when not in use?			
Are electronic devices turned off when not in use?			
Are all electronic devices powered down/unplugged on the weekends?			

Follow Up:

Waste Identified	Suggested Action
LIGHTS:	Place a cling on the lights as a visual reminder to turn off the lights and only use lights that are needed.
CURTAINS OR BLINDS:	Talk about importance of using natural light during day and keeping heat in/out on weekends. Is there a routine that can be changed that would help save energy by using curtains or blinds?
TAPS & TOILETS:	Talk to the person responsible that there is a leaky tap or running toilet to waste less water.
ELECTRONICS LEFT ON:	Talk to the person responsible about the importance of conserving electricity & phantom power. Is there a routine that can be changed that would help save energy?
WINDOWS OPEN WHILE HEAT ON:	Talk to the building maintenance staff and let them know the heat may not be working properly. Keeping temperatures comfortable saves energy.



CURRICULUM LINKS

Competencies P-3

Citizenship: Learners are expected to contribute to the quality and sustainability of their environment, communities, and society. They analyze cultural, economic, environmental, and social issues, make decisions, judgment, solve problems, and act as stewards in a local, national, and global context

Competencies 4-6

Citizenship: Learners are expected to contribute to the quality and sustainability of their environment, communities, and society. They analyze cultural, economic, environmental and social issues, make decisions, judgment, solve problems, and act as stewards in a local, national and global context

Social Studies 1

- Learners will implement age-appropriate actions for responsible behaviour in caring for the environment.

Social Studies 2

- Learners will investigate how decisions are made as consumers.

Social Studies 4

- Learners will investigate the relationships between humans and the physical environment; Indicator: Question the impact that humans have on the environment (CZ, COM, CT, TF)

Science 4

Physical Science: Light

- Learners will investigate how light is used

Science 6

Physical Science: Electricity

Learners will evaluate renewable and non-renewable sources of energy; Indicator: Analyse impact of electrical energy consumption (CZ, COM, PCD, CT, TF)

CROSS-CURRICULAR LINKS

Competencies P-3

Critical Thinking: Learners are expected to analyze and evaluate evidence, arguments, and ideas using various types of reasoning and systems thinking to inquire, make decisions, and solve problems. They reflect critically on thinking processes.

Competencies 4-6

Critical Thinking: Learners are expected to analyze and evaluate evidence, arguments, and ideas using various types of reasoning and systems thinking to inquire, make decisions, and solve problems. They reflect critically on thinking processes.

Social Studies 1

- Learners will analyse the difference between needs and wants.

Social Studies 3

- Learners will investigate the rights and responsibilities of citizens in a democracy.

Social Studies 4

- Learners will investigate the relationships between humans and the physical environment

Social Studies 6

- Learners will compare sustainability practices between Canada and a selected country; Indicator: Investigate factors that influence sustainability practices. (CZ, COM, CI, CT, TF)

- Learners will implement age appropriate actions that demonstrate responsibility as global citizens.

Science 5

- Learners will investigate how weather impacts daily life.