



Energy Campaign 11

TURN DOWN THE THERMOSTAT (Ugly Sweater Day)

Turning down the heat by only a few degrees can reduce green house gas (GHG's) emissions and save money.

Pre Campaign Audit

1. How many students and staff are at your school?
2. Check a few different rooms in the school. Record at what temperature thermostats are set.

Ask a number of students and staff the following questions.

3. Are you usually warm or cold during the day?
4. What temperature do you/your family keep your home during the day?
5. Does your family turn down the heat at night or when no one is home?
6. Do you own an ugly sweater? 😊

Post Campaign Audit

Ask a number of students and staff the following questions.

1. Were you cold the day the heat was turned down?
2. What activities did you like or dislike during the campaign?
3. Will you continue to wear a sweater so heat can be kept down?

Turn Down The Thermostat (Ugly Sweater Day)

Ideas for Campaigns

1. Create posters- "Ugly Sweater Day" or "Who Has the Ugliest Sweater Contest"
2. Create announcements and newsletter items on the contest, the day's events and on why the school wants to turn down the heat.
3. Research green house gas emissions and how reducing energy use makes a difference. (Every GJ of natural gas used by the school produces 50kgCO₂)
4. Make it a regular event at your school, and add up how many green house gases have been reduced over the school year.
5. Ask for donations of gently used sweaters to give to children who don't have warm clothes.



ADDITIONAL RESOURCES

- Lifestyle Campaign Action Plan Worksheet
<http://environmentalsociety.ca/main/docs/LifestyleCampaignActionPlanWorksheet.pdf>
- For tips on how to save energy use in your home:
http://www.saskenergy.com/saving_energy/tips.asp
- The following site includes a variety of calculators including a home heating system cost calculator:
<http://www.ecoaction.gc.ca/tools-outils-eng.cfm>

Curriculum Connections

<p>Kindergarten Science: Outcome: FEK.1 Examine the effects of physical forces, magnetic forces, light energy, sound energy, and heat energy, on objects in their environment.</p> <p>Social Studies: Outcome: RWK.2 Develop and demonstrate stewardship of the environment in daily actions, in an effort to promote balance and harmony.</p>
<p>Grade 1 Science: Outcome: DS1.2 Inquire into the way in which plants, animals, and humans adapt to daily and seasonal changes by changing their appearance, behaviour, and/or location.</p>
<p>Grade 2 Social Studies: Outcome: RW2.3 Contribute to initiating and guiding change in local and global communities regarding environmental, social, and economic sustainability. Health Education: Outcome: USC2.4 Examine social and personal meanings of “respect” and establish ways to show respect for self, persons, living things, possessions, and the environment.</p>
<p>Grade 4 Social Studies: Outcome: RW4.1 Analyze the strategies Saskatchewan people have developed to meet the challenges presented by the natural environment.</p>
<p>Grade 5 Social Studies: Outcome: RW5.1 Explain the importance of sustainable management of the environment to Canada’s future.</p>
<p>Grade 7 Science: Outcome: HT7.1 Assess the impact of past and current heating and cooling technologies related to food, clothing, and shelter on self, society, and the environment.</p>
<p>Grade 8 Health Education: Outcome: USC8.6 Examine and assess the concept of sustainability from many perspectives, and develop an understanding of its implications for the well-being of self, others, and the environment.</p>
<p>Grade 10 Science: SE1 Outcomes: Explore cultural perspectives on sustainability. WD5 Identify consequences of global climate change</p>
<p>Design 10,20,30 Construction Module 19.5 To be aware of the economic and environmental advantages of a well insulated structure</p>