

# **schools global footprint**

The Schools' Global Footprint helps you to calculate the amount of resources that you and your school use compared with what is available in the world. Do you use more than your fair share?

To work out your personal and your school's Ecological Footprint you'll need to use this **SCHOOLS GLOBAL FOOTPRINT WORKBOOK** to keep a record of what you use.

*Create your own **WORKBOOK** by using 'Save as' and saving a copy with your own name.*

The tables shown correspond to the ones on the pages of the website - but are there for you to save your own records.

Click the tabs below and add the figures you find out to **WASTE, WATER, FOOD, TRANSPORT, BUILDINGS and ENERGY.**

*Make sure you see the '**ACTION PLAN**' tables at the bottom of each of the sheets!*

Transfer your results to the Footprint Calculator when you reach each section

# WASTE

## Your personal waste footprint

Number of wheelie bins or bin sacks filled each week	
Total weekly weight (kg)	
Weight per year (kg)	
Number of people in house	
<b>TOTAL WASTE [kg/person/year]</b>	
<b>Total for incineration</b>	
<b>Total for landfill</b>	
<b>Total for recycling</b>	

## Your school waste footprint

	Weight per class / school per week (kg)	Weight per year (40 weeks)	Number of pupils	TOTAL WASTE [kg/person/year]	% incineration	% landfill	% recycling
Office paper							
Mixed paper							
Cardboard							
Cans							
Plastics							
Glass							
Aluminium foil							
Organic waste							
Residual waste							
Electronic waste							

## WASTE ACTION PLAN

	Possible Saving [kg/school/year]	Date to be completed by	Initials of person responsible
Is office paper saved for recycling?			
Are envelopes opened carefully for reuse?			
Is paper used on both sides before recycling?			
Are photocopies always backed?			
Are letters sent home using siblings list?			
Does the school have email addresses for families?			
Are copy documents kept on disk rather than on paper?			
Is scrap paper turned into useful notepads?			
Do school lunches avoid throw away materials?			
Does the school host or use recycling facilities?			
Does the school have compost bins?			
Are they regularly added to, turned and used?			
<b>POSSIBLE SAVING [ kg / school / year]</b>		<b>Use this value to calculate your target figure</b>	

# WATER

Your school water footprint						
	Meter reading	Litres of water used	Water per class / school per week (litres)	Water per year (40 weeks)	Number of pupils	TOTAL WATER [litres / school / year]
Week 1 Monday 10am						
Week 2 Monday 10am		Week 2 – Week 1 reading =				

WATER ACTION PLAN			
	Possible Saving [litres / school / year]	Date to be completed by	Initials of person responsible
Is water pressure enough but not too much?			
Are timed operation taps installed?			
Are low volume spray taps installed (in soft water areas)			
Have automatic urinal flush controls been fitted?			
Have low flush volume toilets been installed?			
Does the school have email addresses for families?			
If not have water hippos (bags that reduce the amount of water flushed been installed?)			
Does the school regularly read the water meter?			
Is rainwater collected for watering plants?			
Is rainwater diverted from the roof to top up the school pond or wetland??			
<b>POSSIBLE SAVING [ klitres / school / year]</b>		<b>Use this value to calculate your target figure</b>	

# FOOD

## Your personal food footprint

Day	Type of food eaten	Organic? (Yes/No)	Where bought from
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

## Your school food footprint

Type of food	Weight per class / school per week (kg)	Weight per year (40 weeks)	Number of pupils	TOTAL WEIGHT (kg/pupil/year)	Local (Yes or No?)	Organic (Yes or No?)
Confectionery						
Soft drinks						
Miscellaneous						
Beverages						
Cereal products						
Bread						
Fruit						
Vegetables						
Sugars and preserves						
Fats and oils						
Eggs						
Fish						
Meat						
Cheese						
Milk and cream						

## FOOD ACTION PLAN

	Possible Saving [kg/school/year]	Date to be completed by	Initials of person responsible
Does your school purchase local food?			
Can the food waste be composted?			
Is organic food available in the school?			
Do you learn about nutrition for a healthier and more			
<b>POSSIBLE SAVING [ kg / school / year]</b>		<b>Use this value to calculate your target figure</b>	

## TRANSPORT

### Your own transport footprint

	Distance to school (km)	Type of transport a.m	Type of transport p.m.
Monday		Choose a type from list	Choose a type from list
Tuesday		Choose a type from list	Choose a type from list
Wednesday		Choose a type from list	Choose a type from list
Thursday		Choose a type from list	Choose a type from list
Friday		Choose a type from list	Choose a type from list

### Your class or school transport footprint

Type of transport	Distance per class per week (km)	Distance per year (40 weeks)	Number of pupils	Distance [km/pupil/year]
Air travel - domestic				
Walking				
Bicycle				
Private hire bus				
Car				
Motorcycle/moped				
Van/lorry				
Other private (minibus etc)				
Local bus				
Taxi/minicab				
Ferry				

### TRANSPORT ACTION PLAN

	Possible Saving [km/school/year]	Date to be completed by	Initials of person responsible
Do staff and pupils mostly walk, cycle or take the bus to school?			
Do most cars bring two or more people to school?			
Does the school have dry, secure cycle storage?			
Does the school provide cycle instruction for pupils?			
If yes, does the cycle instruction include on-road training?			
Is there a network of safe routes to the school?			
If you have school vehicles, do they run on unleaded petrol, LPG or diesel?			
Does the school provide information on school travel policy and arrangements in its prospectus to new families?			
Does the school hold regular walk and cycle school events?			
<b>POSSIBLE SAVING [ km / school / year]</b>		<b>Use this value to calculate your target figure</b>	

# BUILDINGS

## Your school buildings footprint

Buildings [m <sup>2</sup> ]	Number of pupils	Square metres/pupil

## BUILDINGS ACTION PLAN

	Possible Saving	Date to be completed by	Initials of person responsible
Is there an opportunity to influence how a part of the school will be built or rebuilt?			
Can pupils and visitors to the school tell that the school cares about other living things and the environment from the outside?			
Have the school grounds been developed for their biological potential. Can more be done?			
Is there a local site accessible to the school for it to 'adopt' to monitor and manage for the long term?			
<b>POSSIBLE SAVING</b>		<b>Use this value to calculate your target figure</b>	

# ENERGY

## Your own energy footprint

Type of energy	Energy [kWh/year]	People in household	Total [kWh/person/year]
Electricity			
Oil			
Gas			

## Your school energy footprint

Type of energy	Energy used [kWh/year]	Number of pupils	Total [kWh/pupil/year]
Electricity			
Oil			
Gas			

## ENERGY ACTION PLAN

	Possible Saving [kWh/school/year]	Date to be completed by	Initials of person responsible
Does your school use any sources of renewable energy?			
Are hot taps free of drips?			
Are hot water taps and pipes properly insulated?			
Does the water heat up quickly when the tap is turned on?			
Is the water comfortably hot and, apart from kitchens and cleaners rooms, no hotter than 43°C?			
Are windows and doors free from draughts?			
Are there well fitting curtains or blinds at the windows?			
Are the curtains or blinds closed at night?			
Do all outside doors close automatically?			
Are windows and doors closed during cold weather?			
Are rooms carpeted to insulate solid floors and reduce draughts?			
Are shelves fitted above radiators to deflect warm air into the room?			
Are reflector panels fitted behind the radiators?			
Is there space around the radiator or hot air grill for good circulation?			
Are overhead projectors, computer monitors, photocopiers televisions and videos turned off when not in use?			
Do computer networks automatically switch to standby when not used?			
<b>POSSIBLE SAVING [ kWh / school / year ]</b>		<b>Use this value to calculate your target figure</b>	