

# Hazelwood Integrated Primary School's Energy Case Study

## 1. Why did you choose this particular project?

We carried out an environmental audit and discovered that most classes were leaving their lights/projectors/whiteboards on when not in use. It was the most obvious aspect to work on. We also found that our energy bills were very high, even at night time.



## 2. Did you integrate it in to the curriculum? How?

We investigated types of energy in Science. P4 made models of the journey of electricity with power stations and pylons. P7 learned about renewable energy and made solar-powered cars. P5 and P7 made graphs to show the difference in electricity costs and consumption between last year and the year before. KS1 classes made posters in Art to encourage pupils to save energy. P6 wrote information leaflets on energy and how to save it during Literacy lessons.

## 3. Did you encounter any problems and, if so, how did you overcome them?

Any savings we made, whilst impressive, were small-scale. We were unable last year to participate in a big energy project e.g. changing to light sensors in classrooms. We just didn't have the budget for that.

## 4. How did you encourage pupil participation? How did they have ownership of the project?

The student council were the ones who carried out the environmental review so they were the ones who decided on the topic of energy. At subsequent meetings they decided how to tackle the topic: carrying out energy audits around the school once a fortnight (which the student council were in charge of doing); a reward chart to monitor which classes were the best at turning off the lights etc... and a wall of shame display for teachers who weren't turning off their lights!! Each class then had 2 energy monitors: one to ensure the computers were switched off and one to ensure that the lights were all off. They wore special badges and had a tick chart to record when they had turned things off. Certificates were given out every fortnight in Assembly for energy-saving class of the fortnight and at the end of the year the best class won a prize.

## 5. How did pupils/whole school benefit form this project?

All the children enjoyed participating in the Eco-Schools project. This was evident through their work, ideas, parents' comments and their attitude and enthusiasm for energy-saving class of the fortnight assemblies. Children throughout the school, including the Nursery, could tell adults visiting the school what we were doing and why we were doing it. Many parents commented on how their child/children would bring home the information they had learned about saving energy and put it into practice at home.

We were awarded the Eco-Schools Green Flag at the end of last year.

**6. Did you receive any support from parents, staff or outside agencies? Did you have to source any funding?**

We received support from Homebase, Lidl, Tesco and The Bag Lady for other aspects of the Eco-Schools project. We did in-school project-based work so that we didn't have to source funding. Parents were very helpful with our gardening projects and our Cash for Clobber work.

**7. Is there any advice you could offer to schools embarking on a similar project?**

Try to arrange it so that each year group is responsible for some aspect of the topic and allow them to gather the evidence and present it to their student council reps. for their year group. The student council should also be given as much responsibility as possible.

**8. Has doing this project driven other Eco-Schools ideas? What are your future plans regarding Eco-Schools?**

Yes, as we have made links with outside agencies and other schools we have thought of new ideas and ways of broadening our work on our topics. We will continue to work on energy and on two other topics. If possible, it would be nice to source some funding to install light sensors or solar panels. Next year we will add another topic to our portfolio.