



020 – Energy Saving Competition

Overview	
Intervention Type:	Behavioural & education
Target:	Organisation/ Team (Management, School staff & Students)
Intervention Frequency:	Annually
Intervention Duration:	At least 1 month but preferably 2 months

Cost	Effort	Reward
Low	Medium	High
ENERGE Rating		School Rating (School to complete)
★ ★ ★ ★ ★		★ ★ ★ ★ ★

Description of Intervention

The objective of the competition is for each team to reduce the energy usage in their homeroom. The school students will be divided into teams based on their designated homeroom. Each team will have a teacher as a representative in their team. The team will nominate and appoint an energy leader.

The energy leader is responsible for any issues arising amongst peers e.g. if they are unable to complete an energy-saving action or if some people aren't participating. The energy leader must communicate any issues which arise with the teacher in their team. The energy leader must ensure that they are keeping track of the progress (sensor/point system) awarded to their team. They must notify the class and teacher on the team's progress.

A weekly meeting will be scheduled in for each team so that they can track their progress and look for ways to improve their place on the leader board and reduce their energy usage.

Commented [ED1]: Provide a

Impact Measurement



The teams will quantify their energy usage via sensors, or they will use a point system that quantifies the amount rewarded for an energy efficient act

e.g. Switching off lights-1 point

Having a PE class outside so as to not use the lights in the gym- 3 points.

The team with the biggest reduction in energy usage or points accumulated over the intervention duration will win the competition. A viable prize will be decided which involves the whole team and motivates participants to win the competition.

Facilitators	Barriers
<p>ENERGE thermocards and indoor climate sensors/the ENERGE platform will assist with monitoring electricity and heating use in each homeroom.</p> <p>Student/staff can partake in short comfort surveys to identify personal comfort levels(ENERGE platform or ad-hoc enquiries can be used to complete the survey). This will allow student/ staff to make appropriate changes to improve energy efficiency.</p> <p>ENERGE Platform will provide a fortnightly email that posts the leader board alongside informative videos/ tips to improve the team's rank. Feedback is required as a response to these emails so that ENERGE can make advancements too.</p>	<p>Self-efficacy beliefs can cause disinterest in the competition.</p>

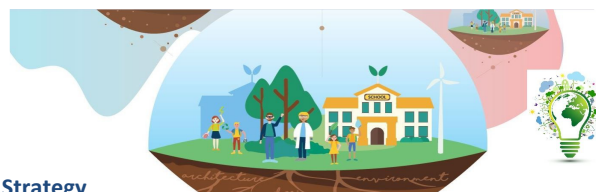
Intervention Process
<ol style="list-style-type: none"> 1. Begin the competition at an appropriate time based on the school intervention planner. E.g. February- April. Divide teams up based on their homeroom and designate a teacher to each team. 2. Appoint an energy leader within each team. Each team must keep track of their energy usage by utilising monitors/ point system (based on the ENERGE Platform). 3. The teacher needs to check in with their team once a week and discuss how they aim to successfully improve energy efficiency and they also must keep track of their actions and input their energy usage by the end of the week (See appendices attached).

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4. Team discusses their feedback in the classroom with their homeroom team and teacher. Teachers and energy leaders are posted the leader board via the ENERGE Platform every week alongside a tip/informative video on energy efficiency. During this time each week teams must come up with an action that will improve their rank in the leader board and improve their energy efficiency.
5. The email with the leader board will acquire a feedback area. The teacher must ask the students to input feedback on how the competition is held. Students can either communicate directly with the teacher and write feedback together or students can write feedback via their school emails during this time (if permitted).
6. Once the 2-month period is over, the team with the highest rank on the leader board will win the competition alongside a group prize.

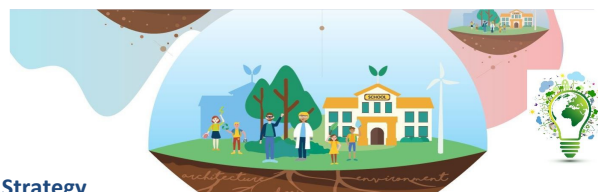
School Comments/Notes



Appendix 1 – Intervention 020 (Energy Saving Competition) – Tracker Sheet

Team Name: The Green Machine				
Date	Time	Action	Additional Notes	Points Awarded (According to ENERGE Platform)
21/02/14	14:30	Switch to LED bulbs	In Homeroom	5
23/02/14	13:00	Brought our own lunch to school		3
24/02/14	09:10	Students walk to school	Completed by team mates that it was applicable to.	3
28/02/14	11:00	Have PE outside		5

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Total Points Awarded:				16 points



Appendix 2 – Intervention 020 (Energy Saving Competition) – Tracker Sheet per team

Team Name: The Green Machines				
Date	Time	Energy Efficient Actions of the week	Kwh used per week (Sensor)	Progress (-/ + Kwh)
21/02/14	14:30	<ul style="list-style-type: none"> Put all laptops, IWB's and monitors on eco mode. Implemented 'switch it off' initiative for last person leaving the room 	30 kwh	-
28/02/14	13:45	<ul style="list-style-type: none"> Set classroom thermostat to a degree lower Rearrange classroom around windows- For light efficiency 	29.8 Kwh	-0.2 Kwh
07/03/14	14:10	<ul style="list-style-type: none"> Switch lights to LED 	28 Kwh	-1.8 Kwh

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Total Kwh:			87.8 Kwh	-2.1 Kwh