

School control card for the Team

"Electrical devices and machinery"

Electricity in Greece is generated by a large proportion (69.1%) by burning lignite, a type of coal, which is a cheap but extremely polluting fossil fuel. 20.2% of electricity is produced from petroleum and 10.1% from water. In the 1980s, power plants in Greece produced 66% of the total amount of sulfur dioxide released in our country. Think about how much pollution we would 'save' if we drastically reduced our electricity consumption.

So your mission is to find and then "exterminate" the enemies! That is, the reasons for the unnecessary use of electricity for the various electrical appliances in your school.

First find a name for your team! Then discuss how to organize your research. Talk to everyone in the group and share your ideas. Someone records them and then you discuss them and make an action plan. Think about whether you want to ask some great help. persons or bodies. You will need to take some interviews and inspect your school thoroughly!

The following questions and research steps can help you organize your mission.

Armed with paper and pencils and a camera to record your findings.

Familiarize yourself with the power unit and collect data on your electrical appliances and their consumption. It's easy. You find how many watts each device is. In an hour of operation, the number of boats is transferred to it. One eye of the kitchen, eg 15 cm in diameter, is 1000 W, so it consumes 1000 Wh in one hour. Build a pyramid with the most energy-efficient devices at the base and the least energy-efficient at the top.

1. Check to see if all appliances and machinery are properly maintained. Do any of them need replacement? Are any of them useless?

2. Investigate the eco-certification and energy efficiency labels of electrical appliances and machinery. What does everyone say? How many of these badges are on your school's equipment and machines? Locate the indication that a refrigerator does not deplete the ozone. Is this badge in your school refrigerator? Investigate the signal or indication of energy adequacy of new computers, air conditioners and other machinery. Is this an indication on your school's computers?

3. At the end of the day and week, are computers, printers, photocopiers and other equipment shut down or left on a "stand by" basis?

Calculate how much energy the school would save if it replaced the computers with new energy-saving computers.