

Part 1: Classroom Waste Investigation

Distribute to classrooms that are willing to complete this Waste Investigation. You can then pool all the results together in the end to make any recommendations or notice any waste trends in your school. Turn in to _____ by _____.

Classroom Number:			
Teacher's Name:			
Date of Investigation:			
Types of Waste	Mainly Recycled (Recorded by Mass)	Mainly Throw Away (Recorded by Mass)	Mainly Compostable (Recorded by Mass)
Mixed Paper			
Magazines, Catalogues			
Cardboard			
Newspaper			
Plastic			
Aluminum			
Other (Printer or Toner Cartridges, Yard Waste, Electronics, Fluorescent Light Bulbs, Metals, etc.)			
Facial Tissues/Paper Towels			
Food			
Other			
Other			
TOTALS			

What is the total combined weight of the waste being thrown away and recycled in your classroom? _____

If you assume that the average school is in session for 180 days, how much waste is your classroom creating in a school year? _____ (in kilograms and pounds)

What recommendations do you have for your Kansas Green Schools Green Team members about how to reduce the amount of waste you are throwing away and/or increase the amount of waste you are recycling?



Part 2: Whole School Waste Investigation

Green Team members investigate other areas of the school (offices, gymnasium, auditorium, library, athletic field, locker rooms, etc, except the cafeteria—use separate data sheet provided), collecting waste bins and analyzing contents by weight and whether they are mainly recycled or mainly thrown away. Record your data using this table. Once you have recorded the data from the other school areas, also use this table to include the classroom data you have collected from participating teachers:

Location	Mixed Paper	Magazines Catalogues	Cardboard	Newspaper	Plastic	Aluminum	Other (Printer or Toner Cartridges, Yard Waste, Electronics, Fluorescent Light Bulbs, Metals, etc.)
EXAMPLE: Main Office	1.2 kilograms Mainly Thrown Away	3.2 kilograms Mainly Thrown Away	.7 kilograms Mainly recycled	.5 kilograms Mainly Thrown Away	.09 kilograms Mainly Recycled	.05 kilograms Mainly Recycled	.01 kilograms (Styrofoam coffee cups) Mainly Thrown Away
EXAMPLE CLASSROOM DATA: Ms. Gonzalez's Rm	1.9 kilograms Mainly Thrown Away	0 kilograms	.5 kilograms Mainly recycled	0 kilograms	.01 kilograms Mainly Recycled	0 kilograms	.08 kilograms food waste Mainly Thrown Away
TOTALS:							

Does your school have any policies about when and how often trash can/bins are emptied?



Part 3: Cafeteria Waste Investigation

Date of Investigation:			
Time of Investigation:			
Types of Waste	Mainly Recycled (Recorded by Mass)	Mainly Throw Away (Recorded by Mass)	Mainly Composted (Recorded by Mass)
Mixed Paper			
Magazines, Catalogues			
Cardboard			
Newspaper			
Plastic			
Aluminum and Al containers			
Glass			
Styrofoam			
Fruit and Vegetable Waste			
Lunch Trays			
Other:			
Other:			
TOTALS			

Assuming that students are in school 180 days, how much food is wasted in a school year?

Does your school have any policies about food recovery of unused food suitable for reuse?
 (For more information, explore: <http://www.epa.gov/epawaste/conservation/materials/organics/food/index.htm>)

Develop a waste characterization or profile report for your school. Summarize the data your school's Green Team collected from classrooms, other areas of the school and the cafeteria. Include graphics, pictures and other visuals when appropriate. Highlight potential recommendations from classrooms and from the whole school analysis and develop a strategy to communicate this information to the school, parents and community, including school boards or district personnel.

Go Green Random Waste Classroom Audit

To encourage ongoing efforts, your KGS Green team may consider doing periodic random audits to determine how well classrooms are doing in being good energy conservationists. Your KGS Green team might also develop stickers, certificates or some other way of letting others know which classrooms are doing a great job!

GO GREEN RANDOM WASTE AUDIT	
Room:	
Date and Time:	
Is the classroom recycling?	Yes No
Did you find anything in the trash cans that could have been recycled?	Yes No
Were recycling containers located in convenient locations for students to use?	Yes No
Was recycling appropriately sorted?	Yes No
Did you find students reusing materials in the classroom?	Yes No If yes, what did you observe being reused? _____
Is there composting in the classroom?	Yes No
Was there anything else noteworthy you would like to mention:	
Comments:	Classroom Award for meeting standards? <input type="checkbox"/> Good But We Can Do Better <input type="checkbox"/> Doing Great! <input type="checkbox"/> Outstanding!
Auditors Signatures:	

Home Connections



Use this chart to analyze waste and recycling practices at home. Identify with a check which types of waste are found and the method of disposal. You can do many things at home to help the environment. To find out more visit: www.epa.gov/epahome/home.htm

Family Name:

Total Number of People in My Household:

Date of Investigation:

Types of Waste	Mainly Recycled	Mainly Thrown Away	Mainly Compostable	Taken to Household Hazardous Waste Collection Site	Ways to Make Improvements
Mixed Paper					
Magazines, Catalogues					
Cardboard					
Newspaper					
Plastic (#1 & #2)					
Plastics (other)					
Aluminum					
Glass					
Other (Printer Cartridges, Electronic Waste, etc.)					
Facial Tissues/Paper Towels					
Food Waste (fruit and vegetable)					
Batteries					
CFL's (compact fluorescent light bulbs***)					
Other:					

***Fluorescent light bulbs must be disposed of properly because they contain very small amounts of mercury. For more information go to <http://www.epa.gov/bulbrecycling>.