Checklist R	oom Te	mper	atures	LET US HAVE A LOOK
School:				INTO THE ENERGY PROBLEMS OF OUR
	ls):			
Taker of the minutes:				
Tutor of the group (name	, position):			
Dialogue partner (name,	position):			
Date:				
rooms should be included hall, and the cafeteria. Ea	d, for example clach room should to by choosing the	ass rooms, be measur e rooms wh	corridors, prep ed at four differ ere you want to	measure and enter these into the first
1 Measuring metho	od			
Have someone explain to	you how the the	ermometer	works and ans	wer the following questions:
a) Which measuring dev	vice was used (e	xact model	of thermomete	r)?
b) How long do you have				result?
2 External tempera	atures			
Measure the external ten		schoolyard	before each me	easuring run:
Measuring run	Date/time	-		emperature (°C)
1				
2				
3				
4				
3 Ventilation How is the school ventila	ted? Have a lool	k from the s	choolyard or re	emember your experiences.
Windows are always		0	-	itensely after each lesson O
No ventilation at all		0		ntilation system O
Nemans.				

4 Room temperature/room climate

If possible measure the temperatures in the different rooms at four different times: in the early morning before class, in the middle of the morning during class, in the afternoon at the end of the lessons and in the evening when the rooms are not in use.

Measure at three different workplaces Measure at three different desks in the row along the wall, write down the results on a peace of paper. If you have finished the three measurements calculate the means and enter it into the checklist.

Be considerate when walking through the school! If possible take pictures that are in line with your topic!

Enter here the day and time when	n you took the re	oom temperature:
Measuring run 1: on the	from	until
Measuring run 2: on the	from	until
Measuring run 3: on the	from	until
Magazina run 4: an tha	from	until

Room (no., name)				C)	Use of the room	Remarks (1) room is too cold
	1	2	3	4	(1) used (2) unused	 (2) room is too warm (3) temperature is all right (4) there is a draught (5) bad air (6) air is too humid (7) air is too dry (8) windows are constantly open (9) doors are constantly open

5 Evaluation and presentation

Demonstrate your results clearly in graphs. Think well which type of graph might be suitable.

How warm are the different rooms? Compare your measuring results for the measuring run in the morning to those temperatures which are sensible for schools *during the period of use*.

 Classrooms, other rooms (all rooms, where people are sitting, learning or working for a longer time): 	
Corridors, depending on their use:	12-15°C
Toilets:	15°C
Work rooms, depending on the physical activity:	18°C
• Gyms:	17°C
Changing rooms:	22°C



How do the room temperatures change when there is no class? Compare the temperatures of the different measuring runs between separate rooms!

Also compare your notes with the group heat energy and particularly compare your measuring results to the answers to their question 3.

Now try to evaluate your measuring and arithmetic results! Justify your assessment in such a way that teachers and pupils understand it!

It is good	It is not good

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Discuss what we could do better! Justify your suggestions!
Think about how you would like to present your results to other pupils and teachers!
Do a comic for example on the topic "heat day in December" or elaborate a flyer together with the group heat energy in which you publish the best energy-saving tips for your fellow students, teachers and parents. You can also prepare a paper; think carefully about whom you want to address and what you want to achieve.
Now get ready to present your results!

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