

Waste Audit Data Worksheet – Classroom Waste

School _____ Date/Time _____

Calculating Total Weight

- Calculate the weight of waste by subtracting the weight of the empty container (2 lbs) from the weight of the full container.
- Record weight as pounds.

TOTAL number of bags of classroom waste: _____

RECYCLABLE MATERIALS		
MSW (Municipal Solid Waste) Materials Category	WEIGHT	
	Pounds	% of Total
Mixed Paper		
Aluminum & Steel		
Glass		
Plastics		

WASTE MATERIALS		
MSW (Municipal Solid Waste) Materials Category	WEIGHT	
	Pounds	% of Total
Food Scraps & Soiled Paper		
Waste: <ul style="list-style-type: none"> • non-recyclable plastics • Styrofoam • food packaging • Ziplocks / plastic bags • Etc. 		

TOTAL LBS. OF RECYCLABLES: _____

TOTAL LBS. OF WASTE: _____

Classroom Waste Audit Form (cont.)

A Closer Look at Classroom Waste:

1. Which MSW (Municipal Solid Waste) category **weighed the most** out of the total? _____
2. Which MSW category took up the **greatest volume** of the total? _____
3. Out of the Waste category, what was the **most common** type of trash? _____
4. What material(s) do you think would be the most important to focus efforts on reducing or recycling to decrease the amount of waste your school produces? _____

Ratios:

Total Weight of Recyclables ÷ (Total Weight of Recyclables + Waste)

Observations:

Student Quotes:

Waste Audit Data Worksheet – Outdoor/Cafeteria Waste

School _____ Date/Time _____

Calculating Total Weight

- Calculate the weight of waste by subtracting the weight of the empty container (2 lbs) from the weight of the full container.
- Record weight as pounds.

TOTAL number of bags of outdoor/cafeteria waste: _____

RECYCLABLE MATERIALS		
MSW (Municipal Solid Waste) Materials Category	WEIGHT	
	Pounds	% of Total
Mixed Paper		
Aluminum & Steel		
Glass		
Plastics		

WASTE MATERIALS		
MSW (Municipal Solid Waste) Materials Category	WEIGHT	
	Pounds	% of Total
Food Scraps & Soiled Paper		
Waste: <ul style="list-style-type: none"> • non-recyclable plastics • Styrofoam • food packaging • Ziplocks / plastic bags • Etc. 		

TOTAL LBS. OF RECYCLABLES: _____

TOTAL LBS. OF WASTE: _____

Outdoor/Cafeteria Waste Audit Form (cont.)

A Closer Look at Outdoor/Cafeteria Waste:

5. Which MSW (Municipal Solid Waste) category **weighed the most** out of the total? _____
6. Which MSW category took up the **greatest volume** of the total? _____
7. Out of the Waste category, what was the **most common** type of trash? _____
8. What material(s) do you think would be the most important to focus efforts on reducing or recycling to decrease the amount of waste your school produces? _____

Ratios:

Total Weight of Recyclables ÷ (Total Weight of Recyclables + Waste)

Observations:

Notes:

WRAPPING IT ALL UP!

TOTAL LBS. of CLASSROOM + OUTDOOR/CAFETERIA RECYCLABLES: _____

TOTAL LBS. of CLASSROOM + OUTDOOR/CAFETERIA WASTE: _____

Ratios:

Total Weight of ALL Recyclables ÷ (Total Weight of ALL Recyclables + Waste)



Dig Deeper, Challenge #1:

How can you use the above number to help you estimate the amount of recyclables your school throws away **each day**? The amount of trash each day?

* HINT: The average student produces a ½ lb. of trash each day! To find out the average amount of trash your entire school produces each day, simply multiply your school's population by .5 lbs: _____

How can you use your answer to help you estimate the amount of recyclables your school throws away **each year**? The amount of trash each year?

* HINT: How many days are in a school year?



Digging Deeper, Challenge #2:

How can you use the estimates above to calculate how many lbs. of CO2 emissions you produce each school year, by throwing away items that could have been recycled?

* HINT: Divide by 2.6 for total lbs. of CO2 emissions. *CO2 Emissions Equivalent factor determined from US EPA Waste Reduction Model (WARM)*



Dig Deeper, Challenge #3:

Check out the EPA's Greenhouse Gas Equivalencies Calculator and use your school's estimates to translate lbs. of CO2 emissions into tons of CO2 emissions, gallons of gasoline consumed, kilowatt-hours of electricity, etc.

<http://www.epa.gov/cleanenergy/energy-resources/calculator.html>

Converting numbers into more tangible measuring units will not only help you and your team learn how big a difference you can make, but will also help your campaign!