



We aim to expand the European education area working on the objectives of the European Erasmus+ programme 2021-27 and the Erasmus plan of IES Huelin and its partner schools. We aim to modernise education by making it more inclusive, accesible, democratic, participatory, sustainable and digital.

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ACREDITACIÓN ERASMUS 2020-1-ES01-KA120-SCH-095069 2021/27



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PROYECTO 2021-1-ES01-KA121-SCH-12038

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## Environmental Review for Schools

Before beginning here is a little guidance:

- To calculate your score for each topic, simply count the number of yes answers you have for the topic. Mark each 'yes' answer with 1 point.
- The idea is that depending on the score of how many 'No' answers you have will determine which 3 topics you and your Eco-Committee would like to choose on your Action Plan.
- If you do not know the answer to a question, or are unable to find an answer, simply leave the question blank.
- We have included expansion questions, these are designed to prompt discussion and encourage an Eco-Committee to begin considering the environmental actions they will include in their Action Plan.
- Finally, if you score a low score on any of the topics, or overall, please do not worry, you have chosen to work to improve your school's environmental performance.

**Good Luck!**

| <b>Completed By:</b> |                   |
|----------------------|-------------------|
| <b>Name</b>          | <b>Year Group</b> |
|                      |                   |



## Biodiversity

| Questions  | Yes | No |
|--|-----|----|
| Does your school have any purpose-built insect habitats, these may include bug houses, log piles, rock piles or leaf piles?  |     |    |
| Does your school have bird houses, bat boxes, hedgehog homes or any other wildlife accommodation?  |     |    |
| Does your school provide bird (or any other animal) feeders and are these checked regularly to ensure there is always food for birds (or other animals to eat)?              |     |    |
| Does your school have any meadow, wildflower or rewilding areas to increase biodiversity in your school?   |     |    |
| Does your school have a pond, mini-ponds or any other wetland areas?   |     |    |
| Do students in your school participate in any biodiversity projects or programmes?   |     |    |
| Does your school ever fundraise for endangered animals or conservation projects?   |     |    |
| Approach 5 students or members of staff, can all five name a threat to our planet's biodiversity?  |     |    |
| Approach a teacher in your school (not the Eco-Coordinator or any geography teachers) have any of their lessons mentioned threats to biodiversity in the last twelve months? |     |    |
| Survey a class or form group, have more than half of the students planted a seed in their lifetime?  |     |    |
| <b>Total Score:</b>  |     |    |

### Expansion

WWF's Living Planet Report 2020 identified and ranked five major threats to Biodiversity:

1. Changes in land and sea use
2. Species overexploitation
3. Invasive species and disease
4. Pollution
5. Climate Change

For each threat, think of one, simple action your school could complete to combat each of these threats.

|                              |  |
|------------------------------|--|
| Changes in land and sea use  |  |
| Species overexploitation     |  |
| Invasive species and disease |  |
| Pollution                    |  |



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|                |  |
|----------------|--|
| Climate Change |  |
|----------------|--|

Comments:

### Energy

| Questions  | Yes | No |
|--|-----|----|
| Does your school appoint energy monitors who are responsible for checking lights and other electronic devices are turned off when not in use?  |     |    |
| Have students in your school ever completed an energy audit to determine areas your school is wasting energy and ways to reduce your school's energy use?                                |     |    |
| Does your school have any renewable energy sources (solar panels, wind turbine, heat pump, biomass boiler, etc.) or if not does it purchase its energy from a renewable energy provider? |     |    |
| Does your school have motion-sensor lights that turn off when not in use?  |     |    |
| Does your school have draught strips on windows and doors?   |     |    |
| Does your school provide information to students about how they can save energy at home?   |     |    |
| Has your school ever planned an energy-free day, energy-saving week or something similar?  |     |    |
| Approach 5 schoolmates, can all five tell you a way they try to save energy in school or at home?  |     |    |
| Find your school's site manager, does your school have a smart meter and are you allowed access to it?   |     |    |
| Visit three different classrooms during a break or lunchtime (when they are empty) are the lights and interactive boards switched off in every classroom?                                |     |    |

### Total Score:

### Expansion

Our energy use can be split into direct and indirect energy use. Direct energy use is the energy we use every day: lighting, heating, electrical devices etc. Indirect energy use is the energy needed to create resources we use every day such as school uniforms, books and equipment. For direct and indirect, think of one simple way your school could reduce its energy use.

|          |  |
|----------|--|
| Direct   |  |
| Indirect |  |



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Educa

Comments:

## Global Citizenship

| Questions   | Yes | No |
|---|-----|----|
| Has your school raised money for a charity or cause in the last twelve months?  |     |    |
| Was any of this money raised for environmental, wildlife or animal welfare charities?   |     |    |
| Has your school collected for a local foodbank or supported a local charity or organisation in any other way in the last twelve months?   |     |    |
| Have students in your school taken responsibility for planning and organising a charity fundraising event, or chosen which charity to support, in the last twelve months?   |     |    |
| Does your school celebrate different cultures and religions (e.g. do you celebrate different religious/cultural holidays or participate in events or festivities to honour any disadvantaged cultures or minorities)? |     |    |
| Has your school hosted a Fair Trade food or drink sale, a second-hand clothes sale, or any similar activity of fundraising for an important issue in the last twelve months?  |     |    |
| Approach three different teachers (not your Eco-Coordinator), can any of them name one of the 17 Sustainable Development Goals?   |     |    |
| Speak to staff members in the school canteen, do they use any Fair Trade Food items or local, seasonal and sustainable products?  |     |    |
| With permission, check the tea, coffee and biscuits in the staffroom, are any of them Fairtrade?  |     |    |
| Choose a class to survey, can any of the students tell you about an environmental issue they have read about or seen in the news in the previous week?  |     |    |
| <b>Total Score:</b>   |     |    |

### Expansion

The Sustainable Development Goals provide a blueprint for peace and prosperity for people and the planet, now and into the future. Discuss one way you could raise awareness of the Sustainable Development Goals in your school?



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Sustainable Development Goals

Comments:

## Healthy Living

### Questions

Yes

No

Does your school grow its own fruit, vegetables and herbs?

Does your school menu or food have plant-based options every day and are these options as appealing as meat-based options?

Does your school regularly have meat-free days, or termly meat-free weeks?

Do students in your school ever work with canteen staff to help plan new, healthy menu items?

Does your school ever distribute healthy recipe ideas (including plant-based recipes) for students and families to try at home?

Does your school canteen sell fruit, vegetables and nuts to snack on?

Does your school have a natural area, where students can feel calm, relax and focus on their mental-wellbeing?

Does your Eco-Committee have a suggestion box, so they can address environmental concerns and combat eco-anxiety?

Does your school discuss mental health issues and provide strategies, exercise and advice to manage them?

Choose a class to survey, do more than half of the class have a reusable water bottles in school with them at the time or survey?

**Total Score:**



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Departamento de Educación

### Expansion

Eating more plant-based foods is known to improve our health and switching to a plant-based diet has been described as the best way to limit your impact on planet Earth. What three changes would you make to promote plant-based options in your school canteen?

|   |  |
|---|--|
| 1 |  |
| 2 |  |
| 3 |  |

Comments:

### Litter

| Questions   | Yes | No |
|---|-----|----|
| Does your school own litter-picking equipment?  |     |    |
| Have students litter-picked within your school grounds in the last twelve months?   |     |    |
| Have students and staff from your school litter-picked in your local community in the last twelve months?   |     |    |
| Have members of your wider school community been invited to participate in a litter-pick organised by your school in the last twelve months (e.g. families, local businesses, council members, feeder schools, friends of groups etc.)? |     |    |
| Did your school participate in any recycling or environment projects or programmes during the previous academic year?   |     |    |
| Is your school generally litter-free (including the school perimeters)?   |     |    |
| Does your school have enough bins inside and outside the school building and are they regularly emptied (e.g. they don't overflow)?   |     |    |
| Have students in your school ever written to your local council, member of parliament or nearby businesses about issues relating to litter?   |     |    |



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Have students developed an anti-litter campaign for your school?

Approach three students and ask them to list three reasons litter is bad. Did they all mention at least one of the following reasons: it harms wildlife, costs money to clear or can pose a threat to humans.

## Total Score:

### Expansion

Which area is generally the most littered in your school grounds – why do you think this area particularly suffers from litter and can you consider two simple solutions to resolve this issue?

Area

1

2

Comments:

### Marine

#### Questions

Yes

No

Has your school banned balloon releases and glitter?

Has your school placed a ban on any other types of single-use plastics?

Over the past twelve months, has your school made an effort to reduce its use of any other types of single-use plastics (items it is impossible to ban entirely)?

Has your school organised and completed a beach, river or canal clean in the last twelve months?

In the past twelve months, has your school planned any events to raise funds for, or awareness of, marine life conservation?

Has your school ever used artwork or sculpture to highlight how single-use plastics can threaten marine life?





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|  |  |  |
|--|--|--|
| Speak to your school canteen staff, have they got a policy on only selling sustainably caught fish?              |  |  |
| Speak to your art and design department, have they stopped purchasing single-use plastics to be used in lessons? |  |  |
| Speak to a member of your school's site team, do they use environmentally-friendly cleaning products?            |  |  |
| Speak to a member of your school's grounds maintenance team, do they avoid using pesticides and weed killers?    |  |  |

## Total Score:

### Expansion

In 30 years' time it is estimated the weight of plastic in our oceans will exceed the weight of fish. Discuss plastic use in your school, can you think of three single-use plastic items your school could dramatically decrease its use of?

|   |  |
|---|--|
| 1 |  |
| 2 |  |
| 3 |  |

Comments:

Large empty box for providing comments on the expansion questions.

## School Grounds

| Questions  | Yes | No |
|--|-----|----|
| Does each classroom in your school have an indoor plant that students take responsibility for looking after?   |     |    |
| In the past twelve months, have any students taken responsibility for introducing, or looking after, any outdoor plants in your school grounds?  |     |    |
| Are any of these plants (inside or outside) planted in recycled containers?  |     |    |
| Has your school planted any trees in the last twelve months (this might be in your school grounds, local community or through donating to a charity that plants trees nationally or globally)? |     |    |



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|   |  |            |           |
|---|--|------------|-----------|
| Does your school have an outdoor learning area?   |  |            |           |
| Does your school have a green roof?   |  |            |           |
| Does your school have a gardening club or offer gardening lessons?  |  |            |           |
| Does your school have an outdoor area to eat lunch (and are there bins nearby)?   |  |            |           |
| Are students given a voice to suggest changes and improvements to your school grounds?  |  |            |           |
| Approach three teachers (not including the Eco-Coordinator or PE teachers), have all three taught a lesson outside (or plan to) this academic year?   |  |            |           |
| <b>Total Score:</b>   |  |            |           |
| <b>Expansion</b>  |  |            |           |
| Your school Grounds can have a positive or negative impact on our planet – increased greenery can improve Biodiversity and drainage, whereas increased asphalt can cause flooding and higher temperatures in your local community. Identify three ways you could improve your school grounds for students and nature. |  |            |           |
| 1   |  |            |           |
| 2   |  |            |           |
| 3   |  |            |           |
| Comments:   |  |            |           |
|   |  |            |           |
| <b>Transport</b>  |  |            |           |
| <b>Questions</b>  |  | <b>Yes</b> | <b>No</b> |
| Does your school have a safe, dry storage space for bicycles?   |  |            |           |
| In the past twelve months has your school participated in a walk to school week or any other similar campaign?  |  |            |           |



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|  |  |  |
|--|--|--|
| Does your school have a park 'n' stride scheme to prevent congestion around the school gates during morning drop-offs?   |  |  |
| Does your school have a staff car sharing scheme?  |  |  |
| Does your school have a hedge, trees or other vegetation around the school boundary to prevent air pollution in your school grounds?                                 |  |  |
| Does your school provide training for cycling safely to school?  |  |  |
| Are the roads around your school safe, do you have traffic lights, reduced speed limits, speed bumps, width restrictions or anything similar?                        |  |  |
| Has your school ever developed and delivered a student-led anti-idling campaign in your school?  |  |  |
| Choose a class to survey, do more than 50% of the class walk, cycle or use public transport to get to school?  |  |  |
| Survey your school's staffroom during a break or lunchtime, do more than 50% of school staff currently present walk, cycle or use public transport to get to school? |  |  |

## Total Score:

### Expansion

A generation ago more than 70% of students walked to school, now that figure is less than half. Transport is an area where schools can act on air pollution, health and climate change whilst demonstrating forward-thinking leadership to their school community... and studies also show students who walk or cycle to school tend to be more focused!

Can you highlight three ways you could encourage your schoolmates to walk or cycle to school? If your geographical location (or any other reason) makes walking or cycling to school difficult, can you consider three different ways you could work on the Transport topic despite this?

|   |  |
|---|--|
| 1 |  |
| 2 |  |
| 3 |  |

Comments:

Empty space for comments.

### Waste

| Questions | Yes | No |
|-----------|-----|----|
|-----------|-----|----|



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|  |  |  |
|--|--|--|
| Are students in your school involved in recycling your school's waste, for example they might take responsibility for emptying recycling bins or creating signs signalling how to correctly recycle? |  |  |
| Does your school recycle any difficult-to-recycle items like batteries, crisp packets, bottle tops or writing instruments?   |  |  |
| Is your school's food waste composted and, when possible, is this compost used within your school grounds?   |  |  |
| Does your school ever teach students or their families correct recycling practices in your school or local area?   |  |  |
| In the past twelve months has your school organised a second-hand clothes sale (this might include a uniform swap, or prom dress sale)?  |  |  |
| Does your school have any permanent swapping schemes (this might include stationery, school bags or books)?  |  |  |
| Approach three students or members of staff, can all of them name the 5R's (refuse, reduce, reuse, repair, recycle)?   |  |  |
| Have students worked with school canteen staff to identify ways to reduce food waste in the past twelve months?  |  |  |
| Do you know who is responsible for collecting and recycling your school's waste?   |  |  |
| Speak to your school's site or office manager, does your school recycle electronic waste?  |  |  |

## Total Score:

### Expansion

Paper typically amounts to at least a quarter of all school waste. Schools use up to one million sheets per year and spend € 60,000 on photocopying.

Can you think of three ideas to **reduce** the amount of paper used in your school?

|   |  |
|---|--|
| 1 |  |
| 2 |  |
| 3 |  |

Comments:



### Water

| Questions  | Yes | No |
|--|-----|----|
| Does your school have a water-butt?  |     |    |
| Does your school have any of the following water-saving devices: reduced flush toilets, water hippos, tap inserts, flush controls, self-closing taps?  |     |    |
| In the last twelve months, has your school been in touch with your water supplier to visit their sites or invite them to deliver a talk in your school?  |     |    |
| Do students in your school get taught, or given information about, how to save water in their day-to-day lives?  |     |    |
| Has your school ever fundraised for water-based charities?   |     |    |
| Have student's (or your school's site manager) checked your school for water leaks in the past six months and have any identified leaks been fixed?  |     |    |
| Approach five different students, have any of them been taught about issues surrounding the availability of clean water in other countries during the last twelve months?  |     |    |
| Speak to your school's canteen staff, do they dispose of cooking fats responsibly?   |     |    |
| Find your school's site manager, will they agree to show you the school's water meter?   |     |    |
| Choose a class to survey, have less than 50% of the class bought an item of clothing that could be classified as 'fast fashion' (rapid and cheap production of trend replication and low-quality materials, e.g. Primark ) in the last six months? |     |    |
| <b>Total Score:</b>  |     |    |

### Expansion

We use water both directly and indirectly. On average a person directly uses 142 litres of water per day this includes things like taps, toilets, urinals and showers. If you include indirect water (needed to create the products we use on a daily basis) our daily water consumption is 3,400 litres!

Can you decide on three actions students in your school could take to reduce their indirect water footprint in school or at home?

|   |  |
|---|--|
| 1 |  |
| 2 |  |
| 3 |  |



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Comments:

## Total Score For All topics:

Things we are doing well:

Things we could improve:



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Other notes:

Empty rectangular box for additional notes.