

Environmental Review

Guidance notes

This review has been designed as a starting point to give you ideas that you can take forward on your Eco-Schools Green Flag journey.

No component of this assessment is mandatory. Please feel free to change and adapt any of it to suit your individual setting.

You can complete each part in order, mix it up and change the order, or leave sections out, whatever works best for you.

The review is divided into three parts:

1. Activity to help you imagine your setting as the best it could be.
2. Review questions based around the Eco-Schools Topics.
3. Summary activity to bring your ideas together and write aims to take forward.

Please note, we have used the term ‘school’ throughout this review, but please feel free to change this term to one more specific to your setting as required.

If you have any questions about your Environmental Review, please contact us at ecoschools@keepsotlandbeautiful.org.

Step 1: Imagine your school...

This exercise is intended to help you to identify ideas for your Green Flag journey. Ask everyone to imagine your school as the best Eco-School it could be. What would it look like? What things are you already doing that contribute to what you imagine? What things could you do differently?

Based on your answers, make a list of any projects that would be good to work on during this Green Flag journey.

This can be used to help you write your aims, after you have completed the Environmental Review questions.

Our ideas to make our school the best Eco-School it can be

Step 2: Review questions

This part of the Environmental Review is intended to help you identify specific topics and areas to work on in this Green Flag journey.

In this section, go through the questions and fill in your answers. Please note that most questions refer to time spent in your school, unless otherwise specified.

The last question for each topic is an open question. Open questions are there to help generate more ideas for your aims and actions, but do not need to be completed if you prefer to stick to defined answer options..



Climate Action

As a school...

1. Do you learn about how our climate is changing?
2. Do you learn about how human actions are causing our climate to change?
3. Are you doing things to help with climate change in your school and at home?
4. What things are you doing in your school and at home to help with climate change?



Yes / lots



A bit / sometimes



Very little / No



Litter and Waste

1. Look around inside your building, how much litter can you see?
2. Look outside your building, how much litter can you see? (both inside your grounds and outside)

No litter



A little bit of litter



Litter in some places



Litter everywhere



As a school...

3. Do you only throw away things when they cannot be reused or repurposed in any way?
4. Do you recycle all recyclable waste that cannot be reused or repurposed?
5. When your school needs to buy things, do they choose sustainable options?
6. What things are you doing at school to produce less waste? (e.g. swaps shops (clothes, books etc.), reusing paper, waste-free snack days etc.)



Yes / lots



A few / sometimes



Very little / No



Biodiversity

As a school...

1. Do you learn about biodiversity and why it is important?
2. Do you learn about our native species and ecosystems?
3. Do you learn about how human actions are damaging biodiversity?
4. Do you get to spend time in nature?
5. Are you doing things to protect and enhance biodiversity?
6. Have you created spaces for nature in your school and community?
7. What things are you doing in your school and community to help protect and enhance biodiversity?



Yes / lots



A bit / sometimes



Very little / No



Energy

As a school...

1. Do you learn about where energy comes from?
2. Do you learn about the difference between renewable and non-renewable energy sources?
3. Do you learn about why we shouldn't waste energy?
4. Are you doing things to save energy, including saving electricity, heating and hot water?
5. What things are you doing in your school to save energy? (e.g. turn lights off, turn switches off, close curtains or doors to retain heating, etc.)



Yes / lots



A bit / sometimes



Very little / No



Food and the Environment

As a school...

1. Do you learn about how food is grown and produced?
2. Do you learn about the importance of soil health in growing food and how to keep soil healthy?
3. Do you have opportunities to grow, cook and try different foods?
4. Do you learn about how food production and food waste can affect the planet?
5. Can you make food choices that help the environment?
6. Are you doing things to have less waste from food?
7. What things are you doing at school to reduce the impact of your food on the environment?



Yes / lots



A bit / sometimes



Very little / No



Health and Wellbeing

As a school...

1. Do you learn about how to be healthy (mentally and physically)?
2. Does your school provide you with healthy options? (e.g. healthy food, water fountains, mindfulness activities, exercise activities, etc.)
3. Is your school a safe and friendly place for everyone?
4. Do you get to do lots of different activities in your school to keep you active and healthy?
5. What healthy options and activities does your school provide?



Yes / lots



A bit / sometimes



Very little / No



Global Citizenship

As a school...



Yes /
lots



A bit /
sometimes



Very little
/ No

1. Do you think and talk about what you value and what a good citizen looks like to you?
2. Do you learn about other cultures and ways of looking at the world?
3. Do you help people from your community or other parts of the world? (e.g. care home visits, collecting for food banks, fundraising for charities etc.)
4. Do you use your voices and actions to make your school and the world a better place for everyone in it?
5. Do you support organisations, groups and individuals to reduce inequalities and injustice?
6. What options and activities does your school provide to help you become active citizens? (e.g. fundraising, community work, campaigning for change, etc.)



School Grounds

As a school...



Yes /
lots



A bit /
sometimes



Very little
/ No

1. Does everyone have the opportunity to spend time outside?
2. How often do you get to be outside?
3. When you are outside, do you have lots of different things to do? (e.g. spaces to be quiet, spaces to have fun, spaces to grow things, etc.)
4. Do your school grounds offer lots of opportunities and spaces for you, your community and nature?
5. What would make your school grounds better?



Transport

As a school...



Yes /
lots



A bit /
sometimes



Very little
/ No

1. Do you learn how traffic fumes are harmful to us and the planet?
2. Are you doing things to protect your school from traffic fumes? (e.g., having a clean air plan in place, etc.)
3. Can you (fully or partly) walk, scoot or cycle safely to get to your school?
4. What things are you doing to protect your school from traffic fumes and make it easier to walk, scoot or cycle?



Water

As a school...



Yes /
lots



A bit /
sometimes



Very little
/ No

1. Do you learn how all life on our planet needs water to exist?
2. Do you learn about the water cycle and how water gets to your taps?
3. Do you learn about why we shouldn't waste or pollute water?
4. Are you doing things to help save water in your school?
5. Are you doing things to protect and enhance marine and freshwater habitats?
6. What things are you doing in your school to help protect and conserve water? (e.g. use less water, collect rain water, clean up around water, prevent pollution entering water, etc.)



Heritage

As a school...



Yes /
lots



A bit /
sometimes



Very little
/ No

1. Do you learn about what heritage is and what it means to you?
2. Do you have opportunities to explore local historic places?
3. Do you learn about the traditions and stories of all the people who make up your local community?
4. Do you learn about how climate change is affecting our heritage?
5. Are you doing things to celebrate and share your local heritage?
6. What things are you doing in your setting to share and celebrate your local heritage? (e.g. assembly on a local story, taking part in a local tradition, sharing old photographs)



General Eco-Schools



Yes /
lots



A bit /
sometimes



Very little
/ No

1. Do people in charge in your school listen to your Eco-Schools ideas and act on them?
2. Do you get to help plan your Eco-Schools work?
3. Does your Eco-Schools work make you feel positive about helping the environment and your community?

Step 3: Turning your ideas into aims

Well done on completing your Environmental Review.

You can now use your results to start writing your Action Plan. What ideas did you generate from the imagination activity at the start of the review? Are there any topics that stood out as having more reds / thumbs down? Are there any specific questions that stood out as ones that you would like to work on? Did the open questions give you any ideas? Are there any other Eco-Schools related projects that you want to work on during this journey?

Make a list of all the ideas you have for what to work on during this journey:

Next, prioritise which ideas and topics you want to work on most. For each idea you want to work on ask yourself: what is your intended goal? That is your aim. Now ask yourself, how you will make it happen? Those are your actions. Once you have written your aims and actions they can be copied into your Action Plan.

For example, if you have the idea to help with climate action in your school, your aim could be to reduce your impact on climate change as a school. Your actions could include planting trees to absorb carbon and create shade, reduce the amount of food waste you produce and turn electronic equipment off when it is not in use.

Remember that our mandatory topic is Climate Action, so you need to include this in your Action Plan.

Our aims and actions for this Green Flag journey are:

If you are not sure what to do for each topic, or would like some more ideas, you can refer to our [Eco-Schools topics pages](#) or email us at ecoschools@keepscotlandbeautiful.org.