

Pictorial 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 ‘setting’ throughout this review, but please feel free to change this term to one more specific to your establishment as required.

There is also a glossary at the end to help you explain some concepts further.

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

Step 1: Imagine your setting...

This exercise is intended to help you to identify ideas for your Green Flag journey. Ask everyone to imagine your setting 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 setting 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 setting, unless otherwise specified.

The last question for each topic is an **optional** 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



Yes /
lots



A bit /
sometimes



Very little
/ No

1. Do you learn about our planet and how our usual weather is changing?

☐☐☐

2. Do you learn about some of the things we do that are making our usual weather change?

☐☐☐

3. Are you doing things to help the planet in your setting and at home?

☐☐☐

4. **Optional** - What things are you doing in your setting and at home to help the planet?



Litter and Waste

No
litter



A little bit
of litter



Litter in
some places



Litter
everywhere



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)

☐☐☐☐

Yes /
lots

☐

A few /
sometimes

☐

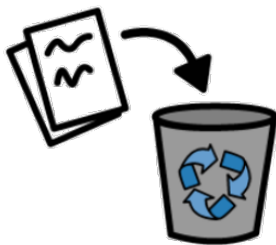
Very little
/ No

☐

3. Do you have different bins for different types of waste?



4. Do your bins have the right types of waste in them?

☐☐☐

5. **Optional** - What things are you doing in your setting to produce less waste? (e.g. clothes swaps, toy swaps, reusing paper, etc.)



Biodiversity



Yes /
lots



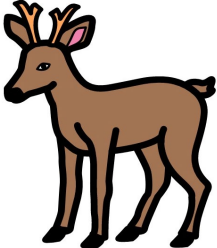
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sometimes



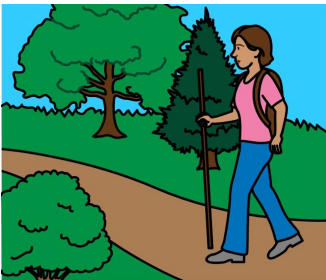
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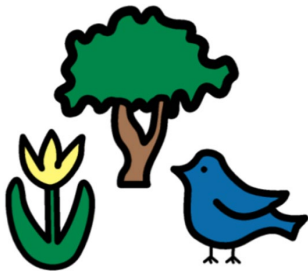
1. Do you learn about Scottish animals and plants?

☐☐☐

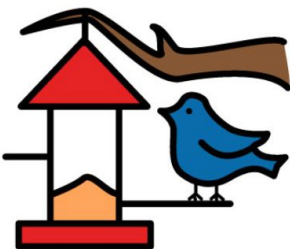
2. Do you get to spend time in nature?

☐☐☐

3. Do you learn about why nature is important?

☐☐☐

4. Are you doing things to help wildlife in your setting and at home?



5. **Optional** - What things are you doing in your setting and at home to help wildlife?



Energy



Yes /
lots



A bit /
sometimes



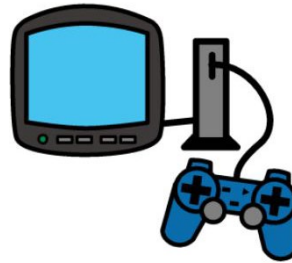
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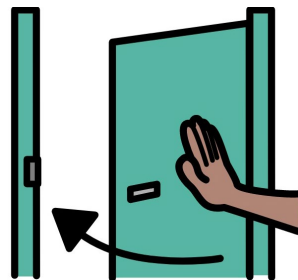
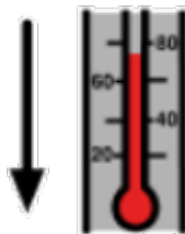
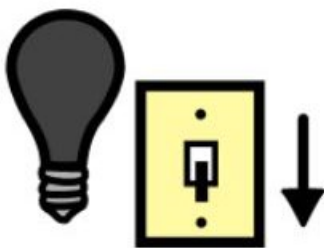
1. Do you learn about energy and where it comes from?



2. Do you learn about how we use energy in our lives every day?

☐☐☐

3. Are you doing things to help use less energy?

☐☐☐

4. **Optional** - What things are you doing in your setting to use less energy? (e.g. turn lights off, turn switches off, close curtains or doors to retain heating, etc.)



Food and the Environment



Yes /
lots

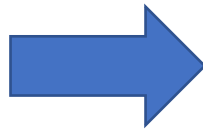
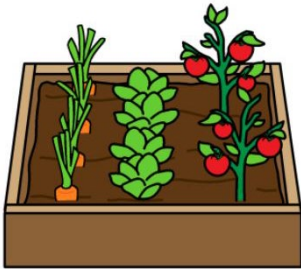


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sometimes

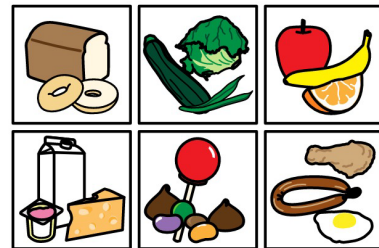
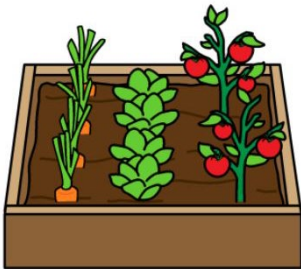


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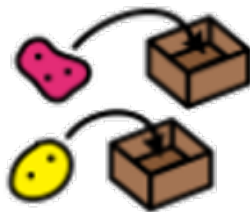
1. Do you learn about where your food comes from?

☐☐☐

2. Do you have opportunities in your setting to grow, cook and try different foods?

☐☐☐

3. Are you doing things to have less waste from food and packaging?

☐☐☐

4. **Optional** - What things are you doing to have less waste from food and packaging?



Health and Wellbeing



Yes /
lots

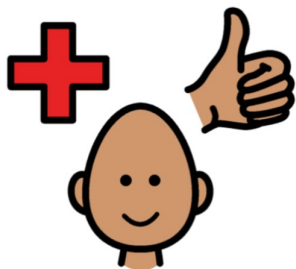


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sometimes

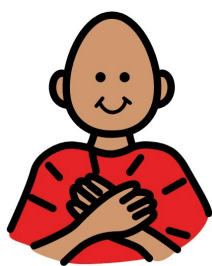


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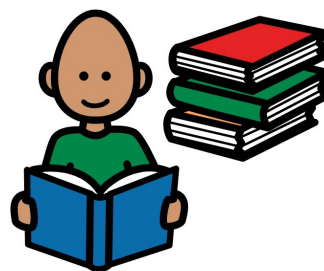
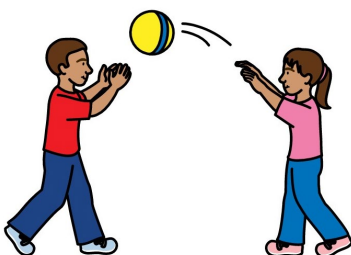
1. Do you learn about how to be healthy?

☐☐☐

2. Is your setting a happy place to be?

☐☐☐

3. Can you do lots of different activities in your setting?

☐☐☐

4. **Optional** - What activities do you enjoy doing at your setting?



Global Citizenship



Yes /
lots



A bit /
sometimes

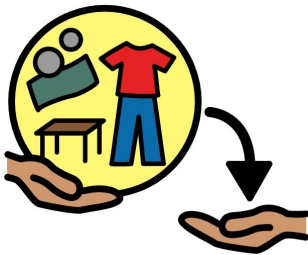


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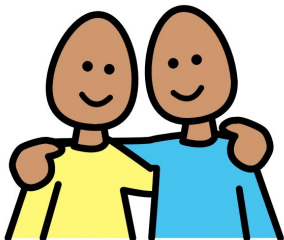
1. Do you learn about people from other parts of the world?

☐☐☐

2. 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.)

☐☐☐

3. Do you help look after each other at your setting and at home?

☐☐☐

4. **Optional** - What are you doing to help other people?



School Grounds



Yes /
lots

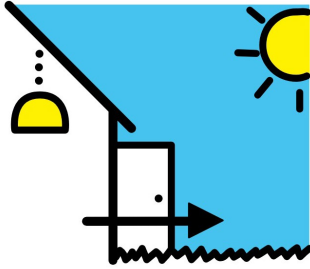


A bit /
sometimes

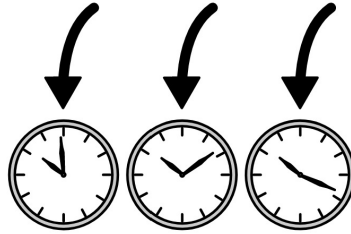
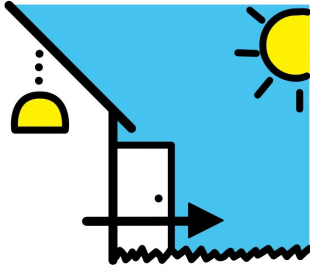


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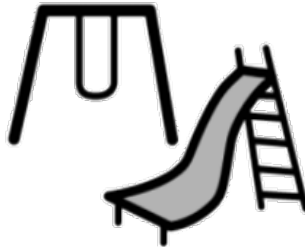
1. Does everyone have the opportunity to go outside?

☐☐☐

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 play, spaces to grow things, etc.)

☐☐☐

4. **Optional** - What would make your outside space better?



Transport



Yes /
lots

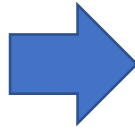


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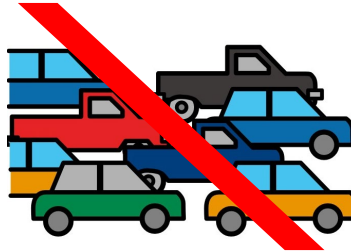
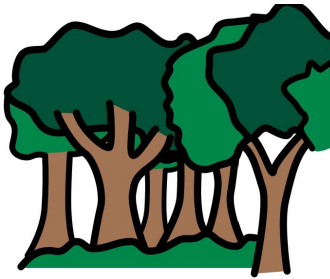


Very little
/ No

1. Do you learn how traffic fumes are bad for us and the planet?

☐☐☐

2. Are you doing things to protect your setting from traffic fumes?

☐☐☐

3. Can you (fully or partly) walk, scoot or cycle safely to get to your setting?

☐☐☐

4. **Optional** - What things are you doing in your setting to make it easier to walk, scoot or cycle?



Water



Yes /
lots

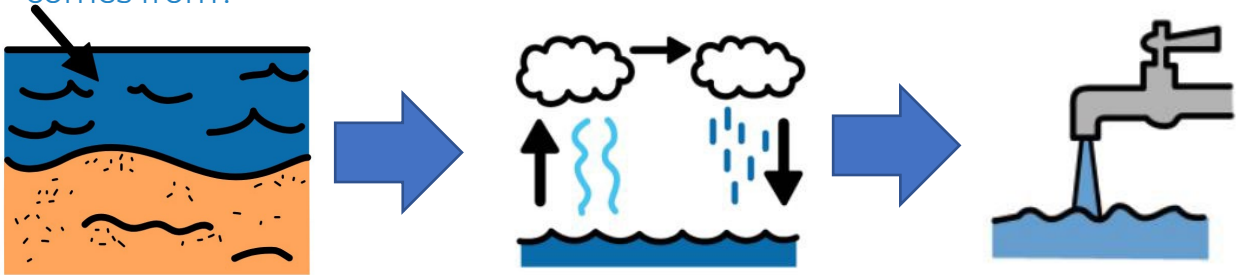


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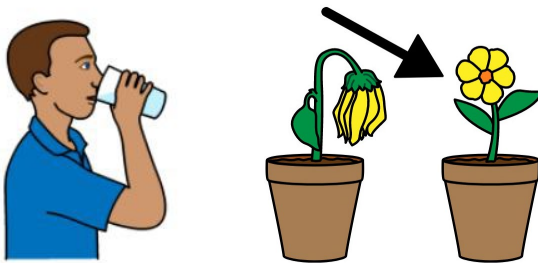


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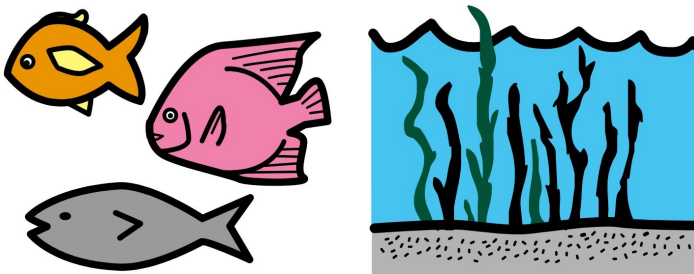
1. Do you learn about water and where it comes from?

☐☐☐

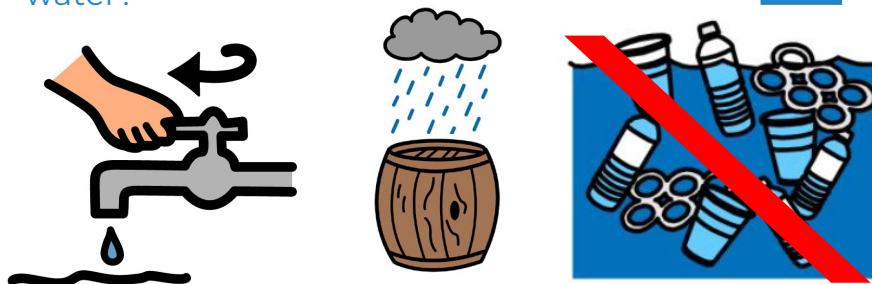
2. Do you learn how all animals and plants need water to live, including you?

☐☐☐

3. Do you learn how water is a home for many animals and plants?

☐☐☐

4. Are you doing things to help look after water?

☐☐☐

5. **Optional** - What things are you doing in your setting to look after water? (e.g. close taps, collect rain water, not throw things into water, etc.)



Heritage



Yes /
lots

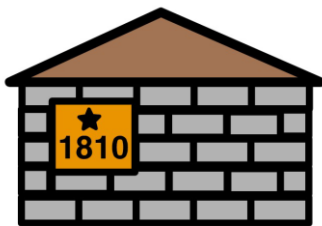


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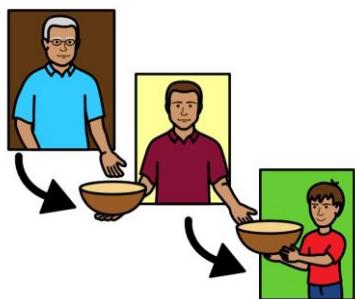


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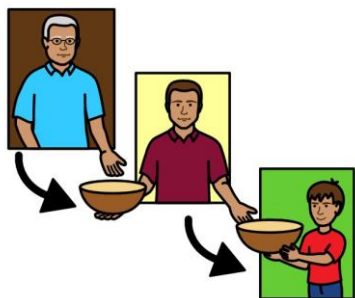
1. Do you have opportunities to explore local historic places?

☐☐☐

2. Do you get to take part in traditional games and activities? (e.g. singing traditional songs, cooking, visiting local nursing homes, playing traditional games)

☐☐☐

3. Are you doing things to celebrate and share your local heritage?

☐☐☐

4. **Optional** - 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

☐

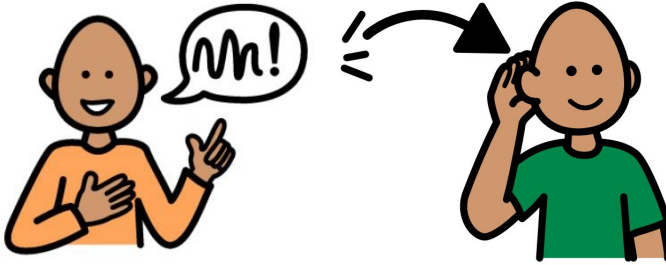
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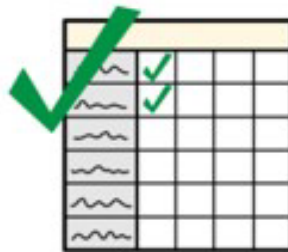
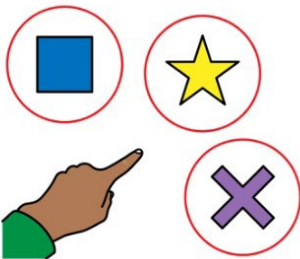
Very little
/ No

☐

1. Do adults listen to your Eco-Schools ideas?



2. Do you get to help plan your Eco-Schools work?

☐☐☐

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.

Glossary

Biodiversity

All the different animals and plants living on planet earth.

Climate

The weather in an area / region over long periods of time (usually more than 30 years).

Community

People who live near you or who you share something with.

Energy

Power used to make light, heat or make machines work.

Heritage

Heritage is all around us. It is the people, places, objects and traditions that help us to understand who we are and where we come from.

Litter

Waste in the wrong place. Items that have been thrown away, but not into a bin.

Nature

The parts of the world not made by people, including plants, animals, mountains and rivers.

Setting

Your school or nursery.

Waste

Something that is thrown away, including things that are not useful or not wanted anymore. Some of these items could still be used but are thrown away anyway.