

# Lèirmheas Àrainneachdail

## Nòtaichean Stiùiridh

Bha an lèirmheas seo air a chruthachadh gus beachdan a thoirt dhuibh airson tòiseachadh leis an t-slighe gus Duais nam Bratach Uaine Eag-Sgoiltean fhaighinn.

Chan eil co-phàirt sam bith den measadh seo riatanach. Faodaidh sibh pàirt sam bith atharrachadh airson an suidheachadh agaibh fhèin.

Faodaidh sibh gach pàirt a dhèanamh ann an òrdugh, ann an òrdugh eadar-dhealaichte, no pàirtean a sheachnadh uile gu lèir nam biodh sin nas fhèarr dhuibh.

Tha an lèirmheas seo ann an trì pàirtean:

1. Gnìomh a chuidicheas le bhith a' smaoinneachadh air cho math 's a b' urrainn dhan sgoil agaibh a bhith.
2. Ceistean meòrachail mu Chuspairean Eag-Sgoiltean.
3. Gnìomh gus ur cuideachadh le bhith a' cruinneachadh na beachdan agaibh agus a' sgrìobhadh amasan.

**Tha sinn a' cleachdadh am facal 'sgoil' tron lèirmheas seo, ach atharraich an teirm seo gu facal nas fhèarr airson an suidheachadh agaibh ma tha sibh ag iarraidh.**

Ma tha ceistean agaibh mun Lèirmheas Àrainneachdail agaibh, cuir fios thugainn aig: [ecoschools@keepscotlandbeautiful.org](mailto:ecoschools@keepscotlandbeautiful.org).

## Ceum 1: Saoil an sgoil agad...

Tha an eacarsaich seo ann gus ur cuideachadh le beachdan airson an t-slighe agaibh gus Bratach Uaine fhaighinn. Faighnich a h-uile duine smaoineachadh air dè cho math as urrainn an sgoil agaibh a bhith. Cò ris a bhiodh e coltach? Dè na rudan a tha sibh a' dèanamh mu thràth? Dè seòrsa rudan as urrainn dhuibh a dhèanamh eadar-dhealaichte?

Dèan liosta stèidhichte air na freagairtean agaibh air pròiseactan a bhiodh math dhuibh air an t-slighe agaibh gus Bratach Uaine fhaighinn..

Faodhaidh sibh seo a chleachdadh airson amasan a sgrìobhadh às dèidh na ceistean seo a dhèanamh.

### Ar beachdan gus an sgoil againn a dhèanamh mar an Eag-Sgoil às fhèarr.

## Ceum 2: Ceistean meòrachaidh

Tha am pàirt seo den Lèirmheas Àrainneachdail ann airson ur cuideachadh le bhith a' tagh cuspairean agus rudan a bhith ag obair air gus Bratach Uaine fhaighinn.

San earran seo, dèan na ceistean agus lean a-steach ur freagairtean. Bidh a' mhòr-chuid de na ceistean mun ùine agaibh san sgoil, mura h-eil e ag ràdh rudeigin eile.

Bidh a' cheist aig deireadh gach cuspair na ceist meòrachaidh. Tha ceistean meòrachaidh ann gus beachdan a bhrosnachadh ceangailte ris na h-amasan agus gnìomhan agaibh, ach chan fheum sibh gan dèanamh mura h-eil sibh ag iarraidh.





## 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.)



## 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 topic ideas lists. These can be found on our [Eco-Schools topics pages](#).