

About the Environmental Review

Introduction

The Environmental review is step 2 of the seven steps method of Eco-Schools. The Review consists 10 scorecards, one for each of the 10 themes of Eco-Schools. Thanks to the scorecard the working group or any group of students can work independently to make an environmental review of their school. Based on the results the (working) group finds out which issues are sufficiently dealt with and what can be done better. Finally, the students present their results and findings in the regular meeting of the Eco-Schools team and/or for the management.

Content for the lessons

Students will find out what sustainability means in their own environment. This is done with the themes like waste, litter, energy, green etc.

Moreover they learn to develop the findings into activities to make the environment in and around school more sustainable for the school's community.

They also learn to present the results and their opinion. The findings are developed into activities and advice, so students learn to make and present the action plan as well.

Secondary education: all levels of secondary education

Preparation : 15–30 minutes

Time: 1 to 2,5 hours (it depends on the number of scorecards per student/group)

Learning content

In the Netherlands the Ministry of Education, Culture and Science is responsible for the key objectives for all the schools. School must meet these objectives. We translated these goals.

The Environmental review is in line with the following key objectives:

- ✦ Key objective 29: The student learns to acquire knowledge and gain insight into key concepts in the field of living and non-living nature, and learn to connect these key concepts to situations in everyday life.
- ✦ Key objective 30: The student learns that people, animals and plants interact with each other and their surroundings (environment), and that technological and scientific applications, the durable quality thereof can affect both positively and negatively.
- ✦ Key objective 31: The student learns partly by means of practical work to gain knowledge and understanding of processes in living and non-living nature and their relationship each other.
- ✦ Key objective 35: The student learns about taking care and learns to care for themselves, others and the environment, and how he can positively influence his own safety and safety of others in different living situations (home, school, work, entertainment, traffic).

- ✦ Key objective 42: The student learns via experience and recognizes in his own environment the effects of choices in the field of working and taking care, living and recreation, consuming and budgeting, traffic and the environment.

The next Key objectives are also connected to active and participative citizenship:

- ✦ Key objective 36: The student learns to ask meaningful questions about social issues and phenomena, and to take a reasoned position and defend it, and thereby respectfully react to criticism.
- ✦ Key objective 39: The student learns to do a simple investigation into a current social phenomenon and to present the results of the findings.

The key objectives *related to active and participative citizenship fit into the domain of participation:*

Lower Secondary School

Learning content	
Knowledge and understanding	<ol style="list-style-type: none"> 1. Participation 2. Recognize the benefits of participation
Skills	<ol style="list-style-type: none"> 1. Expert influence on decision-making within the group of students and adults 2. Participate in activities that are society oriented
Attitude	<ol style="list-style-type: none"> 1. Commitment and involvement with aspects of society
Experiences	
Inside Schools	Evaluate your own school ("ask the student") Participate in activities for society

Upper Secondary School

Learning content	
Knowledge and understanding	<ol style="list-style-type: none"> 1. Right of say/co-partnership
Skills	<ol style="list-style-type: none"> 1. Co-organize/initiate society oriented activities
Attitude	<ol style="list-style-type: none"> 1. Commitment and involvement in society 2. Responsibilities for parts of society (neighbourhood, environment, refugees, etc.)
Experiences	
Inside Schools	<ol style="list-style-type: none"> 1. Organizing society oriented action



Environmental Review Secondary Schools Teachers manual

Get started!

1. Read the cards and think in advance what can be done with the advice of the students. If necessary, make prior arrangements with management or those involved what can be done concretely to the recommendations. So you can adjust the expectations of the students. If there really is something done with the recommendations is this very stimulating for the students.
2. The scorecards include instructions for the students and the tasks can be performed independently or in groups. Students will have to walk through the school to the sustainability scan.
3. Students present their results in the working group and / or in the presence of the Director.
4. The Working Group completes the final score of each scorecard in Step 2 of the workbook.



Environmental Review Secondary Schools Communication

Instruction 1. Scorecard

Look how your school is doing on the theme - communication. Is something not clear? Ask the teacher or the concierge.

Discuss with each other if you think the scores of the school are excellent, just fine or not good.

If there are issues on this theme that are not on the scorecard, but you think they are important for the achievement of the school, please add them to the list.

- 1 – UNACCEPTABLE
- 2 – POOR
- 3 – SATISFACTORY
- 4 – GOOD
- 5 – EXCELLENT

What	1	2	3	4	5
1. At our school, it is visible that we take part in the Eco-Schools program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. All students are aware that our school is participating in the Eco-Schools program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Visitors are confronted that we participate in the Eco-Schools program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Students are active in creating and organizing stimulating and sensible actions at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The logo off Eco-Schools is at the website and social media of our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. At the website of our schools you can find pictures and/or videos of our Eco-Schools activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Our school is sharing ideas and experiences with other (Eco-) schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Our school has relations or contact with other (Eco-) schools abroad, for instance the USA, Great Britain of China.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. At school we have projects and/or project weeks on the issue of sustainability or on of the sustainability themes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. At school we do have our own presentation corner, panel or showcase where we spread the news about our efforts on sustainability and Eco-Schools (names of members of the team, photo's, Facebook page, energy monitor, tips etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. In the school policy there are goals set on sustainability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. As a school we do organize actions in the neighbourhood and together with our neighbours that live there or companies around our school, (for instance litter action, presentations, [charity] diners)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Our school is in contact with (local) media about the activities at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Our school is using social media to share the projects on sustainability we have.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Our school has an Eco-Code.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Total score					



Environmental Review Secondary Schools Communication

Instruction 2. Communication on sustainability

How is your school's communication about Eco-Schools? Give at least two examples.

Instruction 3. Conclusions

Look at the results of the scorecard. And answer the questions below. Together as group (ecoteam, class etc) talk about the results of all the ten themes and go to step two in the workbook of Eco-Schools.



At which parts the school is doing well?

At which parts the school can do better?

What can the Ecoteam do to reduce the problem for this theme?

Instruction 1. Scorecard



Environmental Review Secondary Schools

Energy

Look how your school is doing on the theme - energy. Is something not clear? Ask the teacher or the concierge.

Discuss with each other if you think the scores of the school are excellent, just fine or not good.

If there are issues on this theme that are not on the scorecard, but you think they are important for the achievement of the school, please add them to the list.

- 1 – UNACCEPTABLE
- 2 – POOR
- 3 – SATISFACTORY
- 4 – GOOD
- 5 – EXCELLENT

What	1	2	3	4	5
1. When we leave the classroom, the lights are switched off.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. In all the classrooms energy saving lights are used, for instance CFLs or LED.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. All windows have double glazing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. As we open the window the CV is switched off.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Computers are switched off when we are not using them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The Interactive whiteboard is switched off when we don't use it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. At the end of the day all the computers are switched off completely (not stand-by), for instance with a power strip with a red on/off button.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Exterior doors and interior doors close automatically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Our school has energy efficient appliances like refrigerators, air-conditioning and computers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Our school has radiator foil and weather striping installed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. In all areas the radiators have their own thermostat.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. After school hours, in the weekends and during holidays the heating is at a low level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Our schools (or we as ecoteam) is monitoring the data of electricity and gas frequently, at least every quarter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Our school is using green power.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Our school is producing energy itself, for instance by the use of solar panels.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Total score					

Instruction 2. Energy

Is Energy a problem at your school? And why?

Instruction 3. Conclusions

Look at the results of the scorecard. And answer the questions below. Together as group (ecoteam, class etc) talk about the results of all the ten themes and go to step two in the workbook of Eco-Schools.



At which parts is the school doing well?

At which parts can the school do better?

What can the Ecoteam do to reduce the problem for this theme?

Instruction 1. Scorecard

Look how your school is doing on the theme – food. Is something not clear? Ask the teacher or the concierge.

Discuss with each other if you think the scores of the school are excellent, just fine or not good.

If there are issues on this theme that are not on the scorecard, but you think it is important for the achievement of the school, please add them to the list.

1 – UNACCEPTABLE
 2 – POOR
 3 – SATISFACTORY
 4 – GOOD
 5 – EXCELLENT

What	1	2	3	4	5
1. The coffee or tea in the staff room is fair trade and/or organic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The food and drinks in the canteen are fair trade and/or organic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. In the canteen healthy food is sold, such as fruit or whole grain products.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. In the canteen unhealthy food is sold, such as chips, soda or filled cakes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. There are occasional vegetarian days in the canteen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The offer in the canteen is seasonal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The food offered is sourced locally as much as possible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Students and teachers use lunchboxes instead of plastic bags or aluminium foil.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Students and teachers do not throw food away.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Students can easily fill bottles with tap water.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Students and teachers are in favour of healthy eating in the canteen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. The canteen employee/caterer is in favour of a healthy school canteen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Our school (co-)determines what is sold in the cafeteria and vending machines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Students can participate in the selection of products sold in the canteen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. In lessons we pay attention to healthy and sustainable food.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Total score					

Instruction 2. Food

Is Food a problem at your school? And why?

Instruction 3. Conclusions

Look at the results of the scorecard. And answer the questions below. Together as group (ecoteam, class etc) talk about the results of all the ten themes and go to step two in the workbook of Eco-Schools.



At which parts is the school doing well?

At which parts can the school do better?

What can the Ecoteam do to reduce the problem for this theme?

Instruction 1. Scorecard

Look how your school is doing on the theme – Greenery. Is something not clear? Ask the teacher or the concierge.

Discuss with each other if you think the scores of the school are excellent, just fine or not good.

If there are issues on this theme that are not on the scorecard, but you think they are important for the achievement of the school, please add them to the list

1 – UNACCEPTABLE
 2 – POOR
 3 – SATISFACTORY
 4 – GOOD
 5 – EXCELLENT

What	1	2	3	4	5
1. Inside our school we have greenery, e.g. plants, inner garden or an aquarium.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The greenery inside the school are well maintained and make our school nicer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. In different subjects at school we pay attention to greenery/nature.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. At the playground we have plants, trees, bushes, a field or a pond.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The green areas around school are well maintained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Benches, pots etc. around school are made from natural or sustainable materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Students take part in the maintenance of the greenery at the playground.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Our school has a vegetable garden (at the playground or on the roof) or a green class room.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Students take part in the maintenance of the vegetable garden.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Students eat what they grow and harvest in the garden.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Our school has its own compost system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Our school does not use chemical pesticides or other chemicals against insects or weeds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Our school has a green roof (where plants grow).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Our school has relations with the local institute for Environmental Education or local Environmental NGOs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Our school is organizing 'green' excursions, like going in the woods, park, nature reserve, and national park.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Total score					

Instruction 2. Greenery

Is greenery a problem at your school? And why?

Instruction 3. Conclusions

Look at the results of the scorecard. And answer the questions below. Together as group (ecoteam, class, etc.) talk about the results of all the ten themes and go to step two in the workbook of Eco-Schools.



At which parts is the school doing well?

At which parts can the school do better?

What can the Ecoteam do to reduce the problem for this theme?

Instruction 1. Scorecard

Look how your school is doing on the theme hygiene. Is something not clear? Ask the teacher or the concierge.

Discuss with each other if you think the scores of the school are excellent, just fine or not good.

If there are issues on this theme that are not on the scorecard, but you think they are important for the achievement of the school, please add them to the list.

1 – UNACCEPTABLE
 2 – POOR
 3 – SATISFACTORY
 4 – GOOD
 5 – EXCELLENT

What	1	2	3	4	5
1. Our school building is clean.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. There are no mouldy spots in the school building, for instance on the walls and ceilings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. In our schools there is no dust.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Trash bags are replaced if they are full.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Our school has a smooth floor and no carpeting, so the floor can be cleaned easily.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. In our school there is enough clean air, because of a good ventilation system (the system and the maintenance of it) or by regular ventilation by opening the windows	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The cleaners use environmentally friendly cleaning products.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Unhygienic places, such as keyboards and doorknobs, get additional cleaning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Toilets are cleaned every day (at least once a day).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Students and teachers wash their hands after visiting the toilet.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. The toilets always have clean towels or a container (recycled) paper towels.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Students (and teachers) can buy sanitary napkins, tampons or condoms through a vending machine.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Food in the canteen is hygienically prepared and stored, for example according to HACCP standards. (Hazard Analysis and Critical Control Points)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Tables in the cafeteria/auditorium are cleaned after each break.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Pupils shower after sports lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Total score					

Instruction 2. Hygiene

Is hygiene a problem at your school? And why?

Instruction 3. Conclusions

Look at the results of the scorecard. And answer the questions below. Together as group (ecoteam, class, etc.) talk about the results of all the ten themes and go to step two in the workbook of Eco-Schools.

At which parts is the school doing well?

At which parts the school can do better?

What can the Ecoteam do to reduce the problem for this theme?



Instruction 1. Scorecard

Look how your school is doing on the theme - mobility. Is something not clear? Ask the teacher or the concierge.

Discuss with each other if you think the scores of the school are excellent, just fine or not good.

If there are issues on this theme that are not on the scorecard, but you think they are important for the achievement of the school, please add them to the list.

1 – UNACCEPTABLE
 2 – POOR
 3 – SATISFACTORY
 4 – GOOD
 5 – EXCELLENT

What	1	2	3	4	5
1. The traffic around our school is safe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Our school is well served by public transport.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. In our school departure times of public transport are presented.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Most students live close to the school (<10 km).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Many students (> 25%) walk or bike to school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Many students (>25%) are travelling by bus or tram to school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Few students (<25%) are on the scooter/mopeds to school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Very few students (<10%) travel by car to school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Most teachers arrive on foot, by bicycle or by public transport at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Our school has a parking for bicycles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Our school has a parking for scooters/mopeds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. The parking area is big enough for all the bicycles and scooters/mopeds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. The parking area for bicycles, scooters and mopeds is covered.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Our school has a charging point for electric scooters, bikes or cars.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. For excursions the school keeps into account the choice of means of transport or distance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Total score					

Instruction 2. Mobility

Is mobility a problem at your school? And Why?

Instruction 3. Conclusions

Look at the results of the scorecard. And answer the questions below. Together as group (ecoteam, class etc) talk about the results of all the ten themes and go to step two in the workbook of Eco-Schools.



At which parts is the school doing well?

At which parts can the school do better?

What can the Ecoteam do to reduce the problem for this theme?

Instruction 1. Scorecard

Look how your school is doing on the theme - safety. Is something not clear? Ask the teacher or the concierge.

Discuss with each other if you think the scores of the school are excellent, just fine or not good.

If there are issues on this theme that are not on the scorecard, but you think they are important for the achievement of the school, please add them to the list.

1 – UNACCEPTABLE
 2 – POOR
 3 – SATISFACTORY
 4 – GOOD
 5 – EXCELLENT

What	1	2	3	4	5
1. Students feel safe in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. At our school there are anti-bullying rules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. At school we have no quarrels or fights.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Students feel safe in the environment of our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. In the dark there is adequate lighting in the schoolyard, in the parking for bikes and at the entrance of our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. We know which teacher is the counsellor whom we can contact.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. In and around the school surveillance cameras are installed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Students with crutches or a wheelchair can easily move in and through school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. At school is always someone with a first aid diploma or emergency response degree.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Glass doors are fitted with safety glass.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. On the playground gritted with salt and sand when it freezes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Our school has fire alarms, fire extinguishers and fire hoses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Emergency exits are clearly marked.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. We know what to do in an emergency, such as when the fire alarm goes off.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Our school exercises 1x per year or more an evacuation of the building.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Total score					

Instruction 2. Safety

Is safety a problem at your school? And why?

Instruction 3. Conclusions

Look at the results of the scorecard. And answer the questions below. Together as group (ecoteam, class etc) talk about the results of all the ten themes and go to step two in the workbook of Eco-Schools.



At which parts the school is doing well?

At which parts the school can do better?

What can the Ecoteam do to reduce the problem for this theme?

Instruction 1. Scorecard

Look how your school is doing on the theme – school building and surroundings. Is something not clear? Ask the teacher or the concierge.

Discuss with each other if you think the scores of the school are fine, just okay or not good.

If there are issues on this theme that are not on the scorecard, but you think they are important for the achievement of the school, please add them to the list.

1 – UNACCEPTABLE
 2 – POOR
 3 – SATISFACTORY
 4 – GOOD
 5 – EXCELLENT

What	1	2	3	4	5
1. Our school building is well integrated with the street and neighbourhood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Our school building is well maintained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Our school building is created with environmental friendly materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Our school and playground are clean and without litter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Outside doors close automatically, for instance by a mechanical door closers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Inside doors close automatically, for instance by a mechanical door closers or sliding-doors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. In the class rooms there is enough day-light.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The temperature is well managed. It is not too cold or too warm.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Before or after the lessons the school building is used for other activities like courses and sports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Sometimes we have lessons outdoor, for instance at the playground or in the nearby neighbourhood of the school (other than excursions).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Our school has an outside classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. At school or around school there is no vandalism or graffiti.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. At the playground we have trees, bushes, and flowers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. In the neighbourhood of the school we have a green area, like a park, field or children's playground where we can go.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Our school is not located nearby a busy road.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Total score					

Instruction 2. School building and surroundings

Do we have a problem with the school building and the surroundings? And why?

Instruction 3. Conclusions

Look at the results of the scorecard. And answer the questions below. Together as group (ecoteam, class etc) talk about the results of all the ten themes and go to step two in the workbook of Eco-Schools.



At which parts is the school doing well?

At which parts can the school do better?

What can the Ecoteam do to reduce the problem for this theme?

Instruction 1. Scorecard

Look how your school is doing on the theme – waste & litter. Is something not clear? Ask the teacher or the concierge.

Discuss with each other if you think the scores of the school are fine, just okay or not good.

If there are issues on this theme that are not on the scorecard, but you think they are important for the achievement of the school, please add them to the list.

- 1 – UNACCEPTABLE
- 2 – POOR
- 3 – SATISFACTORY
- 4 – GOOD
- 5 – EXCELLENT

What	1	2	3	4	5
1. In and around school there are enough bins for the waste/litter we throw away.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. At the playground and around there is no waste, litter or cigarette (butts) to be found.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Students clean regularly the school building and the playgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. In every classroom and canteen there are special bins for paper.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. At school there are special bins for plastics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. At school there are special bins for organic waste (waste of vegetables, fruits, food and flowers).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. At school there are special bins for batteries and hazardous waste (chemical).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Students and teachers throw their waste in the correct bins.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Our school uses recycled paper.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Our school is printing documents and educational material on both sides.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. The printer settings are standard ink-saving and paper-saving.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Paper towels and other paper disposables are made of recycled material.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Teachers use regular cups (a couple of times a day) instead of paper or plastic disposable cups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. The school has a policy for waste reduction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. To prevent waste as much as possible materials are re-used like cork, wood or tires for art lessons or a vegetable garden at the playgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Total score					

Instruction 2. Waste & Litter

Are waste and Litter a problem at your school? And why?

Instruction 3. Conclusions

Look at the results of the scorecard. And answer the questions below. Together as group (ecoteam, class etc) talk about the results of all the ten themes and go to step two in the workbook of Eco-Schools.



At which parts is the school doing well?

At which parts can the school do better?

What can the Ecoteam do to reduce the problem for this theme?

Instruction 1. Scorecard

Look how your school is doing on the theme – water. Is something not clear? Ask the teacher or the concierge.

Discuss with each other if you think the scores of the school are excellent, just fine or not good.

If there are issues on this theme that are not on the scorecard, but you think they are important for the achievement of the school, please add them to the list.

1 – UNACCEPTABLE
 2 – POOR
 3 – SATISFACTORY
 4 – GOOD
 5 – EXCELLENT

What	1	2	3	4	5
1. All the toilets have a start/stop button.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. All the water taps have a sensor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. In all water taps water saving methods (perlaters) are installed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. There are no leaking taps or flushing cistern.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Taps are closed during washing your hands, drinking etc. No water is spoiled this way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The appliances at school that use water are water saving, for instance the dishwasher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The showers at gymnastics have water saving shower heads.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. We collect rainwater from the roof, for instance in a rain barrel or directly in the ground. So no rainwater is flushing in the sewage system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Rainwater we collect from the roof is used, for instance for the school garden or flushing the toilets.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Students drink tap water and re-fill their water bottles with tap water instead of buying new bottles with mineral water.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. At school we have a water meter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. The data of the water meter are collected, at least four times a year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Sometimes we have an excursion related to water, like the water museum or the local water authority, pumping station or wastewater purification.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Students are helping to collect data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Our school has a policy for water saving.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Total score					

Instruction 2. Water

Do we have a problem with Water? And why?

Instruction 3. Conclusions

Look at the results of the scorecard. And answer the questions below. Together as group (ecoteam, class etc) talk about the results of all the ten themes and go to step two in the workbook of Eco-Schools.



At which parts is the school doing well?

At which parts can the school do better?

What can the Ecoteam do to reduce the problem for this theme?