

## STARFISH MALAWI ENVIRONMENTAL REVIEW

School: MALDWA C.D.S-S

Date of Review:

06/05/13

Carried out by:

SG. KAOMBA

1	How serious is the problem of rubbish/litter in the school grounds	?
	Very serious, the place is a mess most of the time Not too bad but could be improved The grounds are more or less litter free	
2	Does your school have a clear anti-litter policy?	Yes 🗸 No
3	Are there litter bins inside the school buildings?	Yes V No
	How many of these are Full / Overflowing?	
	How many are about half full?	
	How many are less than a quarter full?	
4	Are there any areas inside the school buildings that are littered	
	where there are no litter bins?	Yes No
5	Are there enough litter bins in the school grounds?	Yes No
	How many of these are Full / Overflowing?	10
	How many are about half full?	3
	How many are less than a quarter full?	2
6	Are there any areas in the school grounds that are littered	
	where there are no bins?	Yes No
7	Are the bins generally:	
	Big enough?	Yes No
	Correct design? [holding litter in windy conditions]	Yes No
	Clean?	Yes No
Any '	further comments on Litter	

The students need to be encouraged to keep the the school surroundings clean all the time. and use the litter bins properly.

1	Does the school inc	lude education on healthier eating and	
	basic food/personal	I hygiene practice in the curriculum?	Yes No
2	Does the school hav	ve drinking water easily available?	Yes No
3	Does the school off	er all pupils a minimum of 2 hours physical	
	activity / week with	in and outside the curriculum?	Yes No
4	Does the school hav	ve a no smoking policy for staff?	Yes No
	[if yes is this followed	ed by all staff, parents and carers?]	Yes No
5	Are there green pla	nts growing in pots in any classrooms?	Yes No V
	[if Yes, in which clas	ssrooms – if all write ALL]	16 <u></u>
6	Do the school toilet	s have:	5-07
		Doors with locks	Yes No
		Toilet Paper	Yes No
		Water to wash hands	Yes No
		Paper Towels	Yes No 🗸

Any further comments on healthy living

The students should promote healthier eating and keep their bodies physically fit.

The surrounding kept clean.

The students are given an opportunity to participate in sporting activities football vollaball and netback.

1	Does the school have a wildlife or conservation area? [if Yes, is the area protected by fences or school rules or both?] [if Yes, are the children involved in looking after them?]	Yes No Yes No Yes No
2	Does the school have links with any local or national environmental organisations?	Yes No
	[if Yes, then list the organisations]	Yes No

Any further comments on Biodiversity

There is a need for the school to introduced to environment
to introduced to environment
- The school is in the process of
The Behool I's in the process of triding a fund for the conservation.
. The school has a woodlot.

1	What proportion [percentage] of the school gr	ounds are:
	Green playing field / Short Grass () % % Conservation or Wildlife area: 0 % Tarmac / Path / Roads: 0 % Conservation or Wildlife area: 0 % Conservation or William or William or William or William or William or William or Willia	Long Grass: 6% Woodland: 60% Seating: 5% Activity Play: 4%
2	What proportion [percentage] of the school bo	oundaries are:
	Hedges & Trees Wire or Railing	Open Ground
3	Does the school recycle garden or fruit/vegetak	ole waste in a composter or wormery?
		casionally
	Rarely Ne	ver S
4	Do you ever hold lessons outside?	Yes No
5	Have pupils looked into the heritage of the scho	ool grounds? Yes No
	ther comments on School Grounds	
	There is a need to improvement in the and wild life.	make conservation

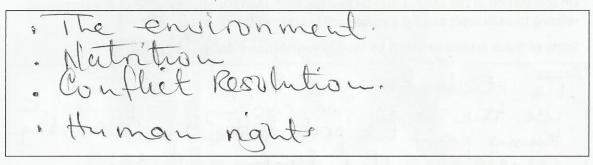
## **GLOBAL PERSPECTIVE**

6/9

	If so give examples:			
	Local Action	Local Effect		Global Effect
gr	size the surround	· Prevent infer	thous He	alth people
2	Of the Eco-Schools top have you explored how parts of the world?	cs that you may have loc these issues might be ap	oked at in the poproached in o	ast, ther Yes No
	If so please give examp	les:		
	Eco- Schools Top	c	Location(s	[s] looked at
3	Are the opportunities for maximized through the	or considering global env	ironmental issu	ATTENDED TO A TO
3	maximized through the	or considering global env curriculum? e of materials from other		Yes V No
3	maximized through the  Has the school made us help with this topic?	curriculum?	r organisations	Yes No l
	maximized through the  Has the school made us help with this topic?	curriculum? e of materials from other red other issues, such as	r organisations	Yes No l
	maximized through the  Has the school made us help with this topic?	curriculum? e of materials from other red other issues, such as	r organisations	Yes No
4	maximized through the  Has the school made us help with this topic?  Have the pupils conside	curriculum? e of materials from other red other issues, such as Human righ Fair Trade Conflict Res	organisations : ts and Ethics	Yes No
4	maximized through the Has the school made us help with this topic?  Have the pupils conside	curriculum?  e of materials from other  red other issues, such as  Human right  Fair Trade  Conflict Res  val Perspective	organisations  ts and Ethics olution	Yes No Yes No Yes No Yes No Yes No
4	maximized through the Has the school made us help with this topic?  Have the pupils conside	curriculum?  e of materials from other  red other issues, such as  Human righ  Fair Trade  Conflict Res  val Perspective	ts and Ethics	Yes No Yes No Yes No Yes No

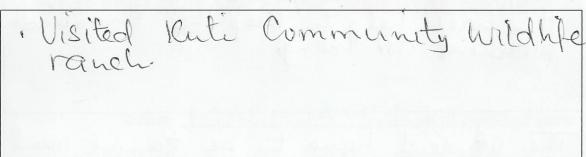
1 Do any of the issues considered in this environmental review feature in school assemblies?

If so then list those topics covered in the last term:



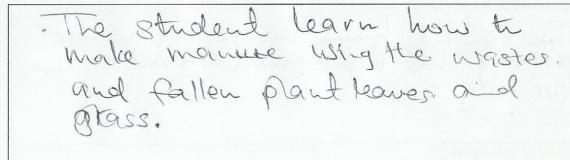
2 Are special environment-related lessons or visits undertaken by classes or groups eg paper making, visits to environmental venues etc?

If so then list those undertaken in the last term:



3 Are pupils involved with local waste, re-cycling or conservation projects outside school time or via links with schools abroad etc?

If so then list some examples:



On completion of the Environmental Review, fill in the following boxes with any comments relating to each topic and list possible actions that could be taken.

Some of these actions can then be used in your Action Plan.

use the trees for cooling, They need, to know how to prosted the trees Avoiding careless outing down of trees-

The litter has to be put in bins this will help to leep the surrounding pleasant for living.

Waste Minimisation / Recycling The student have to be taught about recycle, this will help to minimise the wasting of resources.

Supply and Usage of Water

The student have to use the water properly this will assist them to use

Any other comments