



## STARFISH MALAWI ENVIRONMENTAL REVIEW

School: THAS 4 F.P

Date of Review: 17/03/2014

Carried out by: TEACHERS / #1 TEACHER -



# LITTER

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- 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 ☐ 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?

\_\_\_\_\_

How many are about half full?

Two

How many are less than a quarter full?

\_\_\_\_\_

- 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



## HEALTHY LIVING

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- 1 Does the school include education on healthier eating and basic food/personal hygiene practice in the curriculum? Yes ☒ No ☐
- 2 Does the school have drinking water easily available? Yes ☐ No ☒
- 3 Does the school offer all pupils a minimum of 2 hours physical activity / week within and outside the curriculum? Yes ☒ No ☐
- 4 Does the school have a no smoking policy for staff?  
[if yes is this followed by all staff, parents and carers?] Yes ☒ No ☐  
Yes ☒ No ☐
- 5 Are there green plants growing in pots in any classrooms?  
[if Yes, in which classrooms – if all write ALL] Yes ☐ No ☒  
NONE
- 6 Do the school toilets have:
- |                     |   |
|---------------------|---|
| Doors with locks    | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| Toilet Paper        | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |
| Water to wash hands | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |
| Paper Towels        | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |

Any further comments on healthy living

The healthy living at our school  
Thasa is good only that we need to  
improve in other areas especially  
on rubbish pits there is a need to add  
on top of the already existing, the  
other area to improve is on hand  
washing facilities because at present  
we are having few, and at the  
moment the school is constructing  
more two permanent toilets  
in order to meet with the ratio of  
of the pupils.



## BIODIVERSITY

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- 1 Does the school have a wildlife or conservation area?

Yes ☐ No ☒

[if Yes, is the area protected by fences or school rules or both?]

Yes ☐ No ☒

[if Yes, are the children involved in looking after them?]

Yes ☐ No ☒

- 2 Does the school have links with any local or national environmental organisations?

Yes ☒ No ☐

[if Yes, then list the organisations]

① Total land care

Yes ☒ No ☐

Any further comments on Biodiversity

The school doesn't have enough biodiversity programmes therefore we are looking for more environmental organisations to assist us so that we can plant more trees, flowers, fruit trees and many more.



# SCHOOL GROUNDS

5/9

- 1 What proportion [percentage] of the school grounds are:

Green playing field / Short Grass:	<u>40%</u>	Long Grass:	<u>60%</u>
Conservation or Wildlife area:	<u>60%</u>	Woodland:	<u>40%</u>
Tarmac / Path / Roads:	<u>90%</u>	Seating:	<u>10%</u>
Flower / Vegetable Beds:	<u>          </u>	Activity Play:	<u>          </u>
Other:	<u>          </u>		

- 2 What proportion [percentage] of the school boundaries are:

Hedges & Trees 70% Wire or Railing 0% Open Ground 30%

- 3 Does the school recycle garden or fruit/vegetable waste in a composter or wormery?

Always ☐

Occasionally ☐

Rarely ☐

Never ☒

- 4 Do you ever hold lessons outside?

Yes ☒ No ☐

- 5 Have pupils looked into the heritage of the school grounds?

Yes ☒ No ☐

Any further comments on School Grounds

Thasa school is lucky enough because the school grounds are big since they don't interact with other institutions. We have a football ground, a netball ground and other small grounds on which pupils play other games such as volleyball. The grounds are well looked after by pupils and teachers.



## GLOBAL PERSPECTIVE

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- 1 Do pupils consider how actions taken within the school affect people and the environment locally and globally?

Yes ☒ No ☐

If so give examples:

Local Action	Local Effect	Global Effect
Charcoal burning	Bare grounds which leads to soil erosion	Global warming
Drought	Shortage of water	Hunger in most parts.
Floods	Outbreak of common diseases	Appopulation of people.

- 2 Of the Eco-Schools topics that you may have looked at in the past, have you explored how these issues might be approached in other parts of the world?

Yes ☒ No ☐

If so please give examples:

Eco- Schools Topic	Location[s] looked at
Early Missionaries <sup>to</sup> central Africa	Origins of these Missionaries
Geography (World climates)	Pupils learn world climates of the world eg Europe

- 3 Are the opportunities for considering global environmental issues maximized through the curriculum?

Yes ☒ No ☐

Has the school made use of materials from other organisations to help with this topic?

Yes ☒ No ☐

- 4 Have the pupils considered other issues, such as:

Human rights and Ethics

Yes ☒ No ☐

Fair Trade

Yes ☐ No ☒

Conflict Resolution

Yes ☒ No ☐

Any further comments on Global Perspective

Global perspective is very essential in many areas because many countries. Pupils learn and exchange topics which make people know more about what is happening in most parts of the world.



# PUPIL PARTICIPATION

7/9

- 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:

The topics were:  
① Soil conservation in Agriculture  
② Water pollution  
③ Soil decomposition

- 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:

There was only one visit lesson undertaken.  
- Animals living both on water and on land (Science) they visited a near by river Awangwa.

- 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:

Pupils were involved with local waste-recycling projects via links with Etchingham in UK  
They have also re-cycled or conserved projects with Chikwawa School within our zone.



## Comments / Notes for Action

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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.

Energy	Energy is useful to everyone, The environment around Thasa school is being running out since local people use fire wood, charcoal for their domestic purposes which will result in desertification. We as a school we have set up a woodlot so that Pupils should plant trees to replace those cut down.
Litter	- Disposing of <sup>a lot</sup> litter, anyhow is dangerous hence can cause <sup>to</sup> diseases such as cholera so we need to keep our rubbish pits, bins always clean. We also need to bury and burn all residues if filled up to avoid the breeding of flies and other insects.
Waste Minimisation / Recycling	- In order to minimise of waste recycling we have set up a club for pupils which will always look into wastes by decomposing them. So after that these decomposed wastes can be used as organic fertiliser to planted crops.
Supply and Usage of Water	- As everyone is aware that, water is life. At present our school is having shortage of water because the borehole we have is used by a number of local families around. So we have asked well wishers to assist with other borehole. But as a school we have planned to dig up a dam near the school.
Any other comments	- As a school in ten years to come we want Thasa school have a good place to live in and free from any other danger in terms of the outbreak of common diseases which are preventable can be preventable.