



STARFISH MALAWI ENVIRONMENTAL REVIEW

School: MKANAKHOTI F.P.

Date of Review: 18th February, 2014.

Carried out by: All members of staff
and learners.

LITTER

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?

4

How many are about half full?

2

How many are less than a quarter full?

2

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?

6

How many are about half full?

2

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

-Litter makes the school premises untidy hence the places where litter lies do not look attractive. If the litter can be left without collecting it, the litter may attract vector of various diseases such as flies and the like. In the other hand, this can be used as manure in the crop fields if collected. The crops can do well since the soil fertility improves which may increase the crop yields.

HEALTHY LIVING

- 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

- 6 Do the school toilets have:
- | | |
|---------------------|---|
| Doors with locks | Yes <input checked="" type="checkbox"/> No <input 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 place for a healthy living is good for healthy bodies of people. If a school is being cared, it looks clean, attractive to people visiting it. As a result, learners also can learn better and continue with their education. If a school has got no enough toilets, definitely, that school becomes a place breeding of disease vectors like mosquitoes that transmit malaria and also flies, which spread cholera as well as dysentery.

BIODIVERSITY

4/9

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]

Yes No

Any further comments on Biodiversity

Our school has got a wood lot that is planted to blue gum, guinea and Keisher trees. These trees are looked after by learners as well as teachers. We take care of them by clearing in the wood lot as soon as the grass grows tall. There is no link with any organisation as of now. But just soon we need to be linked to any organisation so that our trees are properly cared and protected.

SCHOOL GROUNDS

5/9

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

Green playing field / Short Grass:	<u>30%</u>	Long Grass:	<u>10%</u>
Conservation or Wildlife area:	<u>-</u>	Woodland:	<u>25%</u>
Tarmac / Path / Roads:	<u>3%</u>	Seating:	<u>2%</u>
Flower / Vegetable Beds:	<u>18%</u>	Activity Play:	<u>20%</u>
Other:	<u>-</u>		

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

Hedges & Trees 35% Wire or Railing - Open Ground 65%

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

Our school grounds have been demarcated according to the activities. Some portions are used for playing like: Foot and net ball pitches, playing grounds like doing various activities or games. Some portions have been planted with trees, flowers, hedges while others are used as paths.

GLOBAL PERSPECTIVE

6/9

- 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
Cutting of trees	soil erosion	drought.
Setting bush fire	soil erosion	gullies.

- 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
Litter	school grounds.
Recycling of litter	school grounds.
Water	bove hole.

- 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

When trees are cut down carelessly, this may result to drought. This can be so because trees help in rain formation in the sense that wind does not blow heavily where there are trees. So the clouds stop and rain is formed there.

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:

Water and litter. These topics were taught last term in Social and Environmental Sciences in Stds 3, 4, 5 as well as six seven and eight. Learners learnt the importance of cleaning the school grounds and use of water.

- 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:

The topic in Std 8 in Science and Technology. In the topic learners learnt about how paper can be recycled especially those papers that were thrown away as waste.

- 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 in the collection of waste around the school premises where litters were found. And these litters were being put in litter bags. After being filled up, they were put in rubbish pits to rot or decompose and turn into manure.

Comments / Notes for Action

8/9

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

It is the action of doing work. If you do any action or work, you need to have energy. This energy can be used in different activities like; for a car to move, it needs energy. We use wood to give heat and light. Now, for wood energy to continue, some more trees must be planted.

Litter: It is a waste material that just lies on the ground. This litter can be cleared by picking it so that the place looks tidy and attractive. Then the very same litter when collected and put together, decomposes and turn into humus.

Waste Minimisation / Recycling

Recycling of Paper can be done through the collection of waste papers that have been thrown away. Then these papers can be processed and made into papers that can be used.

Supply and Usage of Water

- Water is essential to every living thing. It is used for growing crops.
- It is used for drinking by people and animals. This water can be found in rivers, lakes, dams and boreholes. So it should be properly used and taken care of no pollution!

Any other comments

All the above comments are important since they help to take care of our environment. As we all know that the environment is important to all living things including people.