



Project part-financed by the European Union

School Checklist

SCHOOL CHECKLIST



FOR ENVIRONMENTAL AND PUBLIC HEALTH DIPLOMAS



Nynäshamns
Naturskola

THE PUBLIC ADMINISTRATION OF
ENVIRONMENT AND INFRASTRUCTURE

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Environmental Diplomas

This checklist, revised in May 2006, was designed by the Nature School which also supports schools in working with the checklist and is responsible for awarding diplomas.

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No-one can do everything,
but everyone can do something!

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Background

The local Agenda 21 of the eco-municipality of Nynäshamn stipulates that all administration and municipal companies are to have an environmental and public health plan. This is also reflected in the municipality's goals and budget. The purpose of the environmental and public health plans is to transform the high level goals of Agenda 21 into concrete and specific objectives that have a direct impact on activities and operations.

In May 2003, a new environmental and public health plan for the public administration of child-care and education was approved (see *Goals and Budget*, the eco-municipality of Nynäshamn). The current plan covers the period 2003 through 2006 and in order to facilitate environmental efforts, a checklist is to be produced for all units within the administration. The school checklist for environmental and public health diplomas is an example of such a list. Using it, schools can track their progress in the area of environment and public health, and quickly assess where improvement is needed.

Purpose of the Checklist

- It provides structure and direction to environmental efforts aimed at achieving goals set up in the environmental and public health plan for the public administration of child-care and education.
- It aides achieving the goals defined in the local school plan 2003-2006.
- It aides achieving the goals for grade 5 and 9 defined in the Curriculum for the compulsory school system (Lpo 94).
- It makes visible the fantastic environmental work already done and promotes further development by awarding the school a diploma.
- It can be used as a tool for defining goals, finding areas to improve, and creating an action plan.
- It groups items into areas, facilitating the division of responsibility.
- It can be used for group discussions and to focus individual efforts towards a common goal.
- It assists in the sharing of good examples and best practices that are often discovered or highlighted during the diploma assessment phase.
- It functions as a supplement to other educational activities by letting school personnel and pupils do hands-on work, converting knowledge into practice.
- It can be seen as a smorgasbord enabling each school to work with environmental issues in a way that fits them depending on interest and ability.

Outline of the Checklist

The checklist consists of eight areas containing a number of items that each give one point if completed. To receive a diploma, the school must achieve a certain number of points in each area. Diplomas come in three levels, each subsequent level requiring an increased number of points in each area. For the lowest level, the school is awarded a bronze diploma, for the medium level a silver diploma, and for the top level a gold diploma.

The levels have been named year 1, year 2, and year 3 to spur schools to improve continuously. However, there are no formal requirements on how quickly a certain level must be achieved. Some schools might be qualified for the year 1 (bronze) diploma from scratch while other must work hard to achieve it. Likewise, a four or five year plan might be the only feasible way to obtain the year 3 (gold) diploma.

In order for environmental efforts to progress, continuity and planning in advance are required. This means that when receiving the bronze diploma, work with achieving the objectives of the silver diploma should already be under way. If not, there is a risk of environmental efforts temporarily halting at each diploma level. Using the checklist, the school can avoid this problem through the early identification of areas of improvement to reach the next level.

The Environmental School

In review of Swedish schools, The Swedish National Agency for Education found that educational efforts on the environment on a broad scale are often lacking. To amend this, the government decided that schools prominent in the environmental area are to be awarded the title *School for Sustainable Development*. To earn this title, the school must meet certain requirements in *all* its operations.

Administration of the title is done by the Swedish National Agency for School Improvement. To them, an important objective for all schools is to develop the pupils' readiness for action in the area of sustainable development. Through combining theoretical knowledge and hands-on exercises, pupils develop qualities such as initiative, imagination, and creativity. This in turn increases the pupils' confidence and can aid taking responsible decisions.

A natural next step after working with this checklist is to start working to meet the requirements necessary to become a *School for Sustainable Development*.

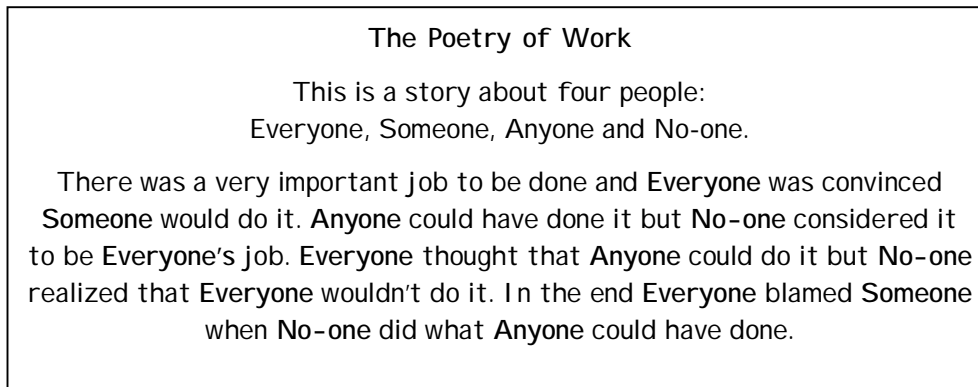
Responsibility and Influence of Pupils

Each year, environmental improvements suggested by pupils will be highlighted. A trophy will be awarded to the school which has implemented the best pupil suggestion.

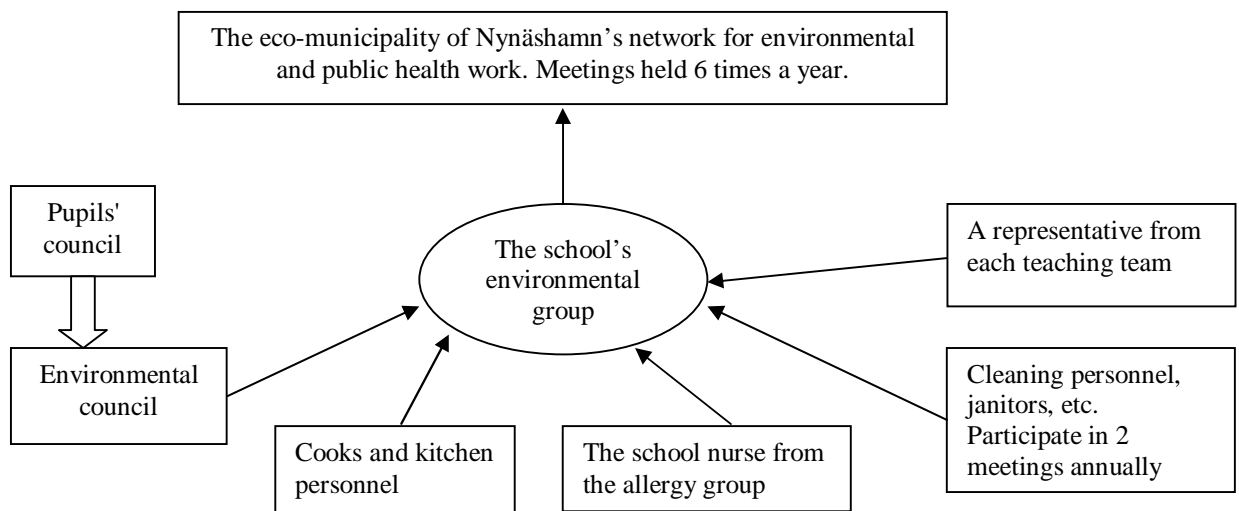
Applications	Schools wishing to participate in the diploma program can apply by contacting the Nature School.
Reporting	The checklist must be signed by the school's headmaster and environmental representative and handed in to the Nature School before April 30.
Assessment	The school's headmaster, environmental group, and personnel from the Nature School meet to go through the checklist and appended documentation. The main purpose of the assessment is to enable the Nature School to learn of good examples and best practices rather than to examine if all points on the checklist have in fact been achieved.
Diplomas	In autumn, diplomas are awarded to schools that attain the required number of points. A trophy is also awarded to the school which has implemented the best pupil suggestion on an environmental improvement.

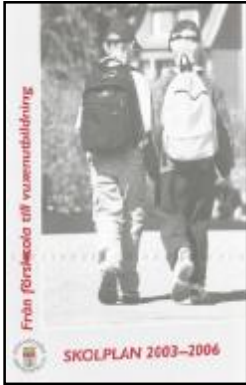
Responsibility for Environmental Work

It is important to delegate the responsibility for environmental efforts in order to avoid the obstacles outlined in The Poetry of Work below. A number of people will be needed to cover all areas in the checklist. For some areas it will be self-evident who is to be responsible, in other areas this might not be as clear cut. It is impossible for one single person to be responsible for all environmental work. There should, however, be one single person coordinating all efforts; preferably, this is the school's environmental representative.



Suggested organisational model





Education

Objective: Each preschool is to work actively with knowledge and awareness of environmental issues
(Local School Plan 2003-2006, the eco-municipality of Nynäshamn)

Excerpts from the Curriculum for the compulsory school system (Lpo 94)

1. FUNDAMENTAL VALUES AND TASKS OF THE SCHOOL

[*The task of the school*] It is important that education provides general perspectives. /.../ An environmental perspective provides them [*the pupils*] with opportunities not only to take responsibility for the environment in areas where they themselves can have a direct influence, but also to form a personal position with respect to global environmental issues. Teaching should illuminate how the functions of society and how our ways of living and working can best be adapted to create conditions for sustainable development (page 7).

2.1 NORMS AND VALUES

[*Goals to strive towards*] The school should strive to ensure that all pupils:

- show respect and care for the immediate environment as well as for the environment in a wider perspective (page 10).

2.2 KNOWLEDGE

[*Goals to attain in the compulsory school*] The school is responsible for ensuring that all pupils completing compulsory school:

- know the requirements for a good environment and understand basic ecological contexts (page 12).

2.8 RESPONSIBILITY OF THE SCHOOL HEAD

The schoolhead /.../ has specific responsibility for ensuring that:

- teaching in different subject areas is co-ordinated so that the pupils are provided with the opportunity of broadening their overall understanding of wider fields of knowledge (page 20).
- interdisciplinary areas of knowledge are integrated in the teaching of different subjects. Such areas cover, for example: **the environment**... (our emphasis) (page 20).

	Year 1	Year 2	Year 3
We annually revise the school's action plan which has clearly stated objectives for environmental work (see template in Appendix A). [compulsory]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school has an environmental group including the janitor, cleaners, school cooks, and a representative from each teaching team. [compulsory]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school has an environmental council, reporting to the student's council, consisting of students and a contact teacher (see suggested organisational model, page 5). [compulsory]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Environmental work, and thereby the environmental group and council, is actively supported by school management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We use themes to work with environmental issues in an interdisciplinary way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Theoretical knowledge of environmental issues and sustainable development is integrated with hands-on tasks within the school, on a local, and on a global level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Environmental work is done cooperatively, including all groups of personnel and, if possible, parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We investigate how our school affects the local environment. This research is used when drafting the action plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At least one pupil suggestion on environmental improvement is implemented each year (the Nature School annually awards a trophy for the best improvement suggested by a pupil).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We participate in at least one project of the WWF, the Swedish Society for Nature Conservation, Keep Sweden Tidy, Save the Children, or UNICEF.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We participate in an international project on environmental issues together with.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
One or several school classes work with the following projects (projects done in cooperation with the Public Administration of Environment and Infrastructure):			
• <i>Store Watchers</i> for grade 5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• <i>Car Care Watchers</i> for grade 9.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school has regular contacts with the municipality's Public Administration of Environment and Infrastructure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The school has a terrarium or an aquarium that can be used for educational purposes such as explaining ecological context.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We stimulate physical activity among pupils by integrating exercise into teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nature studies and other outdoor activities are used in education when applicable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The pupils participate in planning school activities and have genuine influence on their learning experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school has applied to the Swedish National Agency for Education to be entitled "Environmental School".	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school's environmental work is evaluated and revised annually.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School personnel are educated on the most important environmental problems and the principles of sustainable development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All teachers have didactical training in environmental issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is a plan for further education of personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are continuous efforts to enhance the physical and physiological health of pupils and personnel as well as to promote a healthy social environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school has achieved the five environmental goals in the Eco-schools programme, coordinated in Sweden by the Keep Sweden Tidy Foundation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(Visit www.hsr.se for more information. The Nature School will sponsor your participation fee when signing up)			
Other activities.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....			
	Total points obtained:		
	—	—	—
Maximum points available: 26	Diploma requirements:	11	16
		20	



Energy

Objective: Optimal Energy Consumption

(Environmental and Public Health Plan,
the Public Administration of Child-care and Education 2003-2006)

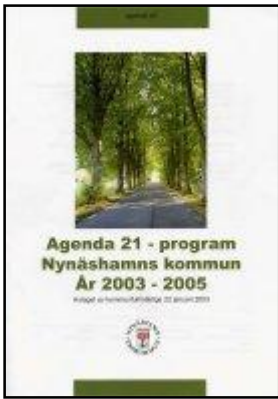
	Year 1	Year 2	Year 3
We use energy saving light bulbs where possible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We turn the off the lights in all rooms not at use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We have motion sensors that automatically control the lighting of inside and outdoor areas where necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We never set the indoor temperature to more than 20°C (for each degree you lower the temperature, the cost of heating is reduced by 5%).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The indoor temperature is further reduced during nights, weekends, and holidays.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Renewable energy sources are used for heating and electricity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pupils make wind turbines, solar cells, or other sustainable energy sources to power specific appliances such as aquarium pumps.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pupils learn about energy and energy saving.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other activities.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....			
Total points obtained:	—	—	—
Maximum points available: 9	3	4	5
Diploma requirements:			



Office and purchasing

Objective: Environmental concern in all purchasing
(Environmental and Public Health Plan,
the Public Administration of Child-care and Education 2003-2006)

	Year 1	Year 2	Year 3
We exclusively use environmentally friendly, refillable toners for copiers and printers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We buy paper folders instead of plastic folders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All computers have energy saving settings enabled.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We buy eco-labelled office material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We exclusively buy eco-labelled paper.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We make double-sided copies when possible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We consciously try to reduce our consumption of office material and goods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All personnel have been trained on how to use the copying machine in order to prevent superfluous, faulty copies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The blackboard or overhead projector is used for homework tests, etc instead of hand-outs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information is posted on the school's FirstClass homepage instead of using hand-outs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The unused side of single-sided printouts is used for drawing or taking notes (does not apply to documents containing sensitive information).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All personnel know how to set the printer to double sided output, the lowest ink usage, and black and white printing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other activities.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....			
Total points obtained:	—	—	—
Maximum points available: 13	Diploma requirements: 7	9	11



Water and Cleaning

Objective: Reduce wastewater discharge
(Agenda 21 Programme 2003-2005)

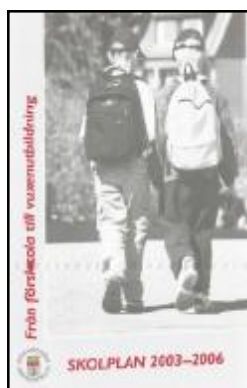
	Year 1	Year 2	Year 3
We have installed water saving taps (taps with built-in aerators).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We have installed water saving showers (showerheads with built-in aerators).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We have installed water saving toilets (provided the mains make this possible).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We use water experiments in education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We exclusively use environmentally friendly detergents and washing-up liquids.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We have adapted our cleaning methods, for instance by using the miracle rag, to avoid unnecessary use of chemicals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rainwater is used where possible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We consciously try to reduce the school's water consumption.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other activities.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....			
Total points obtained:	—	—	—
Maximum points available: 9	Diploma requirements: 4	5	7



Waste and Sewage

Objective: Minimize rubbish incineration and sustain a high quality level of sewage sludge
 (Environmental and Public Health Plan, the Public Administration of Child-care and Education 2003-2006)

	Year 1	Year 2	Year 3
We separate the following recyclable garbage:			
• Paper (e.g. news papers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Paper packaging (e.g. milk cartons)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Plastic packaging (e.g. ketchup bottles)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Glass	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Metal and scraps (e.g. porcelain, cans)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Fluorescent lamps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Batteries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Environmentally harmful waste (e.g. paint, thinner)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Electronics (e.g. radios, toasters, light bulbs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We have a hot compost for food scraps (either for educational purposes or for composting all food leftovers).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We have a garden compost (a cold compost for leaves & grass)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The pupils learn what may not be washed down the drain.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We use a minimum of environmentally harmful substances in education (e.g. in chemistry) and take care of remainders in an as environmentally friendly way as possible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other activities.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....			
Total points obtained:	—	—	—
Maximum points available: 14	9	10	11
Diploma requirements:			



The Schoolyard

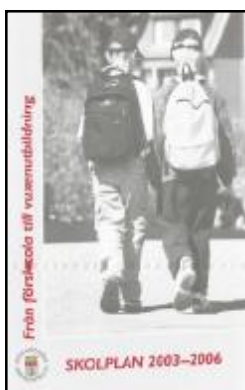
Objective: To increase physical activity and provide an outdoor environment that pupils enjoy
(Local School Plan 2003-2006, the eco-municipality of Nynäshamn)

	Year 1	Year 2	Year 3
Regular safety inspections are performed on the schoolyard.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The schoolyard is used in and for education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The schoolyard is used extensively in the schools efforts to promote health and physical activity among pupils.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The schoolyard offers calm places for contemplation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The schoolyard offers places that inspire play, recreation, creativeness, and physical activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We have a schoolyard group that actively works with developing the schoolyard.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We have a green schoolyards with:			
• Berry bushes, fruit trees, and vegetable / fruit gardens.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Bird tables and nesting boxes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• A barbeque area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Painted tarmac for educational purposes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• A ball court.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Green areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pupils spend their breaks outdoors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pupils work on improving the schoolyard at least once a year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other activities.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....			
Total points obtained:	—	—	—
Maximum points available: 15	7	9	11
Diploma requirements:			

School Buildings

Objective: All pupils and personnel are to feel comfortable in the school buildings

(Local School Plan 2003-2006, the eco-municipality of Nynäshamn)



	Year 1	Year 2	Year 3
Ventilation is regularly inspected to ensure classroom air quality.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are directions and regular check-ups to avoid harmful discharge from laminar flow hoods (clean benches), fans, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We use "internal control" in our working environment programme.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is an action plan for working environment issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Everyone has the opportunity to participate actively in forming the school's working environment policy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The indoor environment is aesthetically appealing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
An allergy inspection is performed at least every third year and an action plan is created outlining needed improvements. This action plan is to be appended to this checklist. The inspection can be done in cooperation with MSF. A checklist for an allergy inspection is available at www.nynashamn.se/natursko . [compulsory]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The pupils' safety representative participates in the working environment inspection and the allergy inspection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The pupils' safety representative and the pupils are supported by school management in all working environment efforts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The pupils, possibly supported by the pupils' safety representative, measure lighting, air quality, temperature (max 22°C), and sound level (max 85 dB or 30 dB for background noise) in the school's facilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pupils work actively to develop the school's indoor environment and make it more pleasant, e.g. through decoration or projects.			
Other activities.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....			
Total points obtained:	___	___	___
Maximum points available: 12	5	7	10
Diploma requirements:			

Meals



Objective: Improved Diet (Public Health Programme 2003-2005)

	Year 1	Year 2	Year 3
All food served is tasty and supports a well-balanced diet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disposable articles are only used when there are no alternatives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are routines to handle pupils with special dietary needs, e.g. pupils with allergies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We serve at least one KRAV-labelled meal a month (or equivalent eco-labelled meal).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We buy the following KRAV-labelled products:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We serve at least one vegetarian meal a week.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is a vegetarian alternative to every meal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The cafeteria sells the following KRAV-labelled products:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School meals are integrated into the school's educational and health promoting activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The dining hall is functional and comfortable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Both teachers and pupils understand the connection between life-style and health.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We try to reduce leftovers by:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other activities.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total points obtained:	—	—	—
Maximum points available: 13	6	7	10
Diploma requirements:			

Total number of points

Total points available: 110

	Year 1	Year 2	Year 3
Diploma requirements:	52	67	85

Information on energy and resource consumption:

	Year 1		Year 2		Year 3	
	usage	cost (SEK)	usage	cost (SEK)	usage	cost (SEK)
Electricity (kWh)						
Water (m ³)						
Oil (m ³)						
Copier paper						

Send the checklist to the Nature School no later than **April 30**.

On the basis of this checklist, we apply for an environmental diploma for our school.

Date: _____

Name of school

Signature, headmaster

Signature, environmental group representative

Links for inspiration

Homepages on the environment, sustainable development, and more:

http://lankskafferiet.skolverket.se	The Link Larder: a database of links approved by The Swedish National Agency for Education
www.skolverket.se/skolnet	The Swedish National Agency for Education's database with links on learning, etc.
www.lib.kth.se	The Royal Institute of Technology's library with good links to homepages on environmental issues.
www.viron.se	The Swedish Environmental Protection Agency.
www.miljobokhandeln.com	Books for sale.
www.agenda21forum.org	Swedish Agenda 21 portal.
www.hallbarasverige.gov.se	Government projects for sustainable development.
www.slu.se	The Swedish University of Agricultural Sciences.
www.rvf.se	The Swedish Association of Waste Management.
www.worldwatch.org	Great resource on global environmental problems.
www.nmc.a.se	The Swedish Association for Environmental Managers.
www.miljo.regeringen.se	The Ministry of Sustainable Development.
www.umr.se	The Youth Environmental Parliament: shows how you can affect political decisions.
www.slv.se	The National Food Administration.
www.scb.se	Statistics Sweden.
www.eea.dk	Environmental information from the EU.
www.novator.se/kretslopp	Kretslopp: a magazine on sustainable development.
www.naturskola.se	The Association of Nature Schools in Sweden
www.returpack.se	Returpack: responsible for the administration and deposit system for aluminium cans and PET bottles.
www.framtiden.skapas.nu	Free educational material aimed at grade 4-6.
www.ieh.se	The Swedish Institute for Ecological Sustainability.

Environmental Organisations on the Internet:

www.hsr.se	Keep Sweden Tidy
www.detnaturligasteget.se	The Natural Step
www.greenpeace.org	Greenpeace
www.snf.se	The Swedish Society for Nature Conservation
www.wwf.se	The World Wildlife Fund
www.faltbiologerna.se	Fältbiologerna: an independent national nature organisation for and by youth in Sweden.
www.mjv.se	Friends of the Earth
www.krav.se	KRAV: an eco-label.
www.miljomarkarna.org	Cooperation between the four eco-labels in Sweden.
www.svanen.nu	The Swan: an eco-label.

ACTION PLAN FOR**YEAR.....**

AREA OR ENVIRONMENTAL PROBLEM	GOAL	ACTIONS	PEOPLE RESPONSIBLE	DUE DATE	OUTCOME