* Invite members of wider school community to help with our projects (time, expertise or money)
* Fundraising – Raffle to win an Easter Hamper (Fair Trade Chocolate)

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| BIODIVERSITY – Caring for and encouraging plant, animal and insect life | | | | |
| WHAT? | HOW? | WHEN? | WHO? | Monitoring and Evaluation |
| Audit of wildlife | Mark on a map current ‘hot spots’ in school grounds  Take photographs  Research key areas – identify minibeasts, birds and other animals  Results to be reported back to Eco warriors  Set up night time camera? | Identify an Eco Week during Spring Term | Everyone | How many bug hotels or log piles have been installed or maintained to encourage insect life in this academic year?  How many bird baths, feeders, houses, bat boxes or hedgehog homes have been installed or maintained this academic year?  Roughly how many m2 of natural habitats have been created or maintained – this might include meadows, wildflower areas of rewilding projects?  How many ponds or mini ponds have been installed or maintained?  How many young people have been involved in observing and recording nature?  How many young people have participated in or benefitted from Eco Schools Biodiversity Topic work? |
| Create nature areas to attract more species | Use a school map and identify areas to rewild;   * flower beds or recycled pots (plant or sow seeds) * bird feeders * bird, bat boxes, hedgehog home   School gardener, caretaker to help put these up  Identify good position for a mini wildlife pond using  large watertight container, old logs, bricks, rocks, pebbles, pond plants  Ask for contributions, buy or make required resources  Monitor increase in wildlife | Spring Term | School Council  School Gardener  School Caretaker  Adult Volunteers |
| Plant trees or contribute to a charity that plants trees nationally | Contributions of young saplings? (Local garden nursery?) | Spring Term | School Council  School Gardener  School Caretaker  Adult Volunteers |
| Research links across the curriculum and partnerships with Chester Zoo | Internet research  Making contact  Fundraising (Easter Hamper Raffle – Fair trade chocolate) | Spring Term | School Council |

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| SCHOOL GROUNDS – Enhancing where we work and play for nature and ourselves (See also Biodiversity) | | | | |
| WHAT? | HOW? | WHEN? | WHO? | Monitoring and Evaluation |
| Art Competition to produce painting, collage, model of wildlife to be found in our school grounds  Work with Gardening Club to promote planting and development of school grounds  Give each class a planting area to look after outside  Introduce Indoor plants for pupils to look after in each class or designated areas outside | To be judged by Eco Warriors with prizes for winning entries | Summer Term | All pupils | How many indoor planta have been introduced or maintained in this academic year?  How many outdoor plants have been introduced or maintained?  How many trees have members of your school planted this academic year?  How many hours has your Eco Committee spent outside on School Grounds Projects this academic year?  On average, how many hours of learning are held outdoors each week  How many young people have benefitted from improved school grounds and a renewed focus on outdoor education? |

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| LITTER – Reducing the amount of litter in our local area | | | | |
| WHAT? | HOW? | WHEN? | WHO? | Monitoring and Evaluation |
| Take part in Keep Britain Tidy Spring Clean to raise awareness of global litter | Litter Pick in school grounds and another area in the locality  Curriculum links on global litter supported by an assembly announcing winners of ‘anti-litter poster competition’ | Spring Term | All pupils | How many young people participated in our Great Big School Clean this academic year?  How many litter picks has your school arranged?  How many young people have participated in a litter pick?  How many bags of litter has your school collected during litter picks?  How many additional measures has your school taken to reduce litter in the local community (writing to the local council, introducing additional bins, creating anti-litter information in assemblies and newsletters?)  How many young people are more aware of litter related issues and less likely to litter as a result of this work? |