



Project part-financed by the European Union

**Preschool
checklist**

PRESCHOOL CHECKLIST



FOR SUSTAINABLE DEVELOPMENT AND PUBLIC HEALTH DIPLOMAS



**Nynäshamns
Naturskola**

THE PUBLIC ADMINISTRATION OF
ENVIRONMENT AND INFRASTRUCTURE

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Environmental Diplomas

The efforts with school and preschool checklists for environmental and public health diplomas was initiated by Mats Wejdmark Nature school in October 2005.

For further information in a particular area of interests, please call:

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Sewage	<i>Jörgen Måhlgren</i>	Nynäshamn Wastewater Treatment Facility	+46(0)8-520 141 86
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No-one can do everything,
but everyone can do something!

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		Homepage: www.nynashamn.se/natursko			

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. The purpose of this 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 preschool checklist for environmental and public health diplomas is an example of such a list. Using it, preschools 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 makes visible the fantastic environmental work already done and promotes further development by awarding the preschool 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 preschool personnel and children do hands-on work, converting knowledge into practice.
- It can be seen as a smorgasbord enabling each preschool 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 preschool 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 preschool 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 preschools to improve continuously. However, there are no formal requirements on how quickly a certain level must be achieved. Some preschools 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 risk of environmental efforts temporarily halting at each diploma level.

- Applications** Preschools wishing to participate in the diploma program can apply by contacting the Nature School.
- Reporting** The checklist must be signed by the preschool’s headmaster and environmental representative and handed in to the Nature School before November 15.
- Assessment** The headmaster, environmental representative, 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** Diplomas are awarded to preschools that attain the required number of points.

Responsibility for Environmental Work

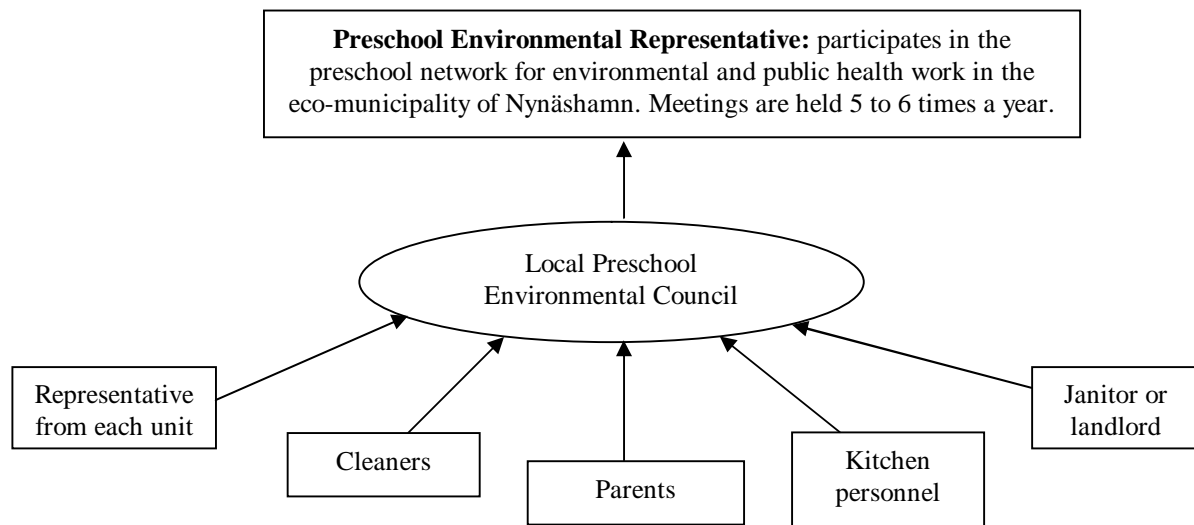
It is important to delegate the responsibility for environmental efforts in order to avoid the obstacles outlined in The Poetry of Work below. A number of people will be needed to cover all areas in the checklist. For some areas it will be self-evident who is to be responsible, in other areas this might 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 preschool’s environmental representative.

The Poetry of Work

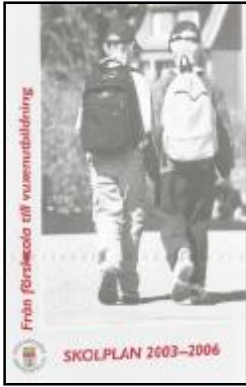
This is a story about four people:
Everyone, Someone, Anyone and No-one.

There was a very important job to be done and **Everyone** was convinced **Someone** would do it. **Anyone** could have done it but **No-one** considered it to be **Everyone’s** job. **Everyone** thought that **Anyone** could do it but **No-one** realized that **Everyone** wouldn’t do it. In the end **Everyone** blamed **Someone** when **No-one** did what **Anyone** could have done.

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)

Excerpt from the national preschool curriculum, Lpfö 98

1. BASIC VALUES AND MISSION OF THE PRESCHOOL

[*Mission of the preschool*] Preschools are to place great emphasis on the environment and on conservation issues. The pedagogical programme should encourage a positive attitude to ecological principles, encourage children to believe in the future, and work towards the development of each child's individual understanding of its own role in the cycle of nature. Preschools should encourage children's understanding of how the environment can be helped by changes in people's everyday lives, both at work and at home, both now and in the future (page 10, paragraph 6).

Using educational themes, children are allowed to learn in a multifaceted and coherent way (page 10, paragraph 2).

2.1 NORMS AND VALUES

[*Goals*] The preschool is to work towards each pupil developing:

- a respect for all living things and sense of responsibility for the local environment (page 10).

2.2 LEARNING AND PERSONAL DEVELOPMENT

[*Goals*] The preschool is to work towards each pupil developing:

- an understanding of his or her participation in the cycle of nature, an understanding of simple natural phenomena, and knowledge of plants and animals (page 13).

[*Guidelines*] Teachers and other preschool personnel are to give thee pupil an opportunity to understand how his or her own actions affect the environment (page 14).

	Year 1	Year 2	Year 3
We annually revise the preschool'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 environmental objectives, as stated in the action plan, are adhered to in all preschool activities. [compulsory]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We have an action plan outlining further education on environmental issues for preschool personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Year 1	Year 2	Year 3
Preschool education includes at least one nature and environmental educational theme per year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The children get to spend outdoor time in the forest, or some other nature area, at least once a week (irrespective of weather).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The children are out of doors for at least two hours a day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We have forest learning activities for children aged 5 to 6 years.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We have forest learning activities for children aged 3 to 4 years.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At least 50% of our full time personnel have attended further education of some kind on environmental issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All of our full time personnel have attended further education of some kind on environmental issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The children are provided nature experiences by.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The children learn about the environment and recycling by.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The children learn about plants and animals by.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We have a terrarium, aquarium, or other enclosed animals at our preschool (for educational purposes and for empathy training).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our preschool 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: 16	8	11	13
Diploma requirements:			



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"/>
Lights can be turned off and on for each room individually.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All school personnel have been informed on the importance of turning off lights in areas not at use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computers are set to automatic energy saving mode.	<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"/>
All windows are tightly sealed to prevent heat leakage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We teach the children energy saving 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: 10	5	7	9
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 do not use any disposable articles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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"/>
We do not use any environmentally harmful paint.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We buy eco-labelled disposable nappies and face flannels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We buy washable, reusable nappies.	<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"/>
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"/>
Instead of handing out printed information, we communicate messages orally, through notice boards, or by email.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Important information is communicated through weekly or monthly bulletins.	<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"/>
Children learn not to waste materials 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: 14

Diploma requirements:

7

9

11

Meals



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

	Year 1	Year 2	Year 3
We do not use any disposable articles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We avoid unnecessary packaging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We use refillable bottles for mustard, ketchup, jam, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We use washable table cloths instead of paper table cloths.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We have reduced the use of aluminium and plastic foil by.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....			
We serve one KRAV-labelled meal a month (or equivalent eco-labelled meal).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
By buy the following KRAV-labelled products:			
• Flower	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Meat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Potatoes, root vegetables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Coffee, tea	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Milk, yoghurt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Other.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our preschool is KRAV-certified.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(Visit www.krav.se or call +46(0)18-100 290 for more information)			
We serve at least one vegetarian meal a week.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We try to affect the person responsible for purchasing to buy locally grown produce when possible by.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....			

Each morning, as early as possible, we inform the kitchen exactly how many portions of food are needed that day.

We try to reduce leftovers by.....

.....

Allergic children are served specially prepared meals when necessary.

Salad and root vegetables are served with all meals.

All children eat lunch in presence of a grown-up and sit at the table for at least 20 minutes.

All kitchen personnel have attended further education of some kind on environmental issues.

Children (4-6 years) learn about the origin of the food they eat and how it is prepared by.....

.....

We increase the children's joy of eating by.....

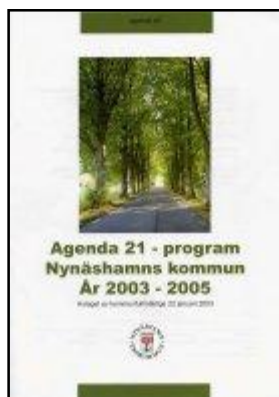
.....

Other activities.....

.....

Total points obtained: — — —

Maximum points available: 20 Diploma requirements: 9 13 16



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 toilets (provided the mains make this possible).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We work with a water educational theme each year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We use water from our rainwater basins for irrigation and water games.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All cleaning personnel have attended further education of some kind on environmental issues.	<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"/>
We only buy detergents and washing-up liquids with recyclable packaging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We have routines for evaluating the environmental impact of all purchases.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We have methods to avoid overdosing detergents and washing-up liquids.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dishwashers and laundry machines are only run when full.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The children do not rinse their plates under running water.	<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	5	8	11
Diploma requirements:			



Waste and Sewage

Objective: Minimize rubbish incineration and sustain a high quality level of sewage sludge

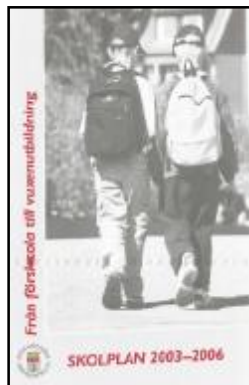
(Environmental and Public Health Plan, the Public Administration of Child-care and Education 2003-2006)

	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"/>
• 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"/>
• Electronics (e.g. radios, toasters, light bulbs)	<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"/>
Children participate in separating garbage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children participate in bringing garbage to the local recycling centre.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We have a garden compost (a cold compost).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We have a hot compost.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We have a bin for aerating material from the hot compost.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We have a worm compost.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The children participate in bringing rubbish to the compost.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The children participate in emptying the compost and using the earth for fertilization of flower beds, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The children learn how the compost works and how it is used.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The children do experiments on what will, and what will not, decay in the compost.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The children learn what may not be washed down the drain.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Only the content of garbage bins is emptied in order to reuse bin-liners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Empty packaging is returned to the manufacturer.	<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: 23	Diploma requirements:	14	17
		20	

The word resource came to English from the Latin *resurgere* that means to rise again.

The Schoolyard



Objective: To increase physical activity and provide an outdoor environment that children enjoy

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

Excerpt from the national preschool curriculum, Lpfö 98

1. BASIC VALUES AND MISSION OF THE PRESCHOOL

[Goals] The preschool is to offer an environment in which children feel safe and comfortable but that simultaneously is challenging and stimulates active play and learning. The preschool is to inspire children to explore the world (page 9, paragraph 5).

[Goals] Outdoor time should provide the possibility of both play and other activities in the schoolyard, in the forest, or in other nature areas (page 11).

2.2 DEVELOPMENT AND LEARNING

[Objectives] The preschool is to work towards each pupil developing (page 12 to 13):

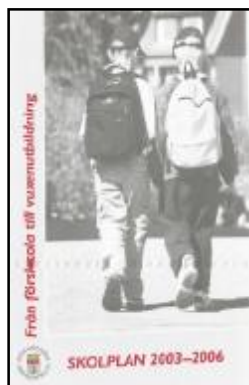
- his or her curiosity and the ability to play and learn...
- his or her mobility and spatial awareness...

	Year 1	Year 2	Year 3
Regular safety inspections are performed on the schoolyard (can be done in combination with working environment inspections or allergy inspections).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We have a green schoolyard that is suitable for outdoor play and games.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We have a green schoolyards with:			
• Berry bushes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Fruit trees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Vegetable or 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"/>
Our schoolyard has quiet places for contemplation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our schoolyard has shadowed areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our schoolyard has open areas for games involving many children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Our schoolyard has biological diversity (so that the children can follow the changing seasons).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our schoolyard has ropes for climbing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our schoolyard has swings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our schoolyard has a willow hut.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our schoolyard has sandboxes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our schoolyard has other outdoor toys.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....			
We avoid using artificial fertilizers and pesticides.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We compost our garden waste ourselves (we do not have it picked up and taken away).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We have a schoolyard group, consisting of preschool personnel and one parent from each unit, that works actively to improve the schoolyard.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We have a permanent campsite located off school premises where we, with the permission of the landowner, can make fire, build wind shelters, and build huts.	<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: 20	Diploma requirements:	10	14
			17

Those who think they have no time for exercise will sooner or later have to find time for illness.

Edward Stanley



School Buildings

Objective: All children and personnel are to feel comfortable in the preschool buildings

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

	Year 1	Year 2	Year 3
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A working environment inspection (safety inspection) is performed annually (see <i>Inspecting the working environment</i> , the Eco-municipality of Nynäshamn”, chapter 12).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We use environmentally friendly material when rebuilding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We inspected ventilation regularly and correct any problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carbon dioxide levels are measured regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Latest reading.....			
All rooms have windows that can be opened to let in fresh air.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All working areas are well lighted, i.e. reach recommended levels of lighting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All children and personnel have ergonomic chairs.	<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	4	5	7
Diploma requirements:			

Total number of points

Total points available: 125	Year 1	Year 2	Year 3
Diploma requirements:	62	84	104

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)						

Send the checklist to the Nature School no later than **November 15!**

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

Date: _____

Name of preschool

Signature, preschool headmaster

Signature, environmental representative

ACTION PLAN FORYEAR.....

AREA OR ENVIRONMENTAL PROBLEM	GOAL	ACTIONS	PEOPLE RESPONSIBLE	DUE DATE	OUTCOME