



Climate Change

Sustainability Audit



This guide will help you actively observe your surroundings by zooming in on Climate Change in your school grounds. Go out, explore, investigate and start your Eco-School actions!



EXPLORE CLIMATE CHANGE WITH ECO-SCHOOLS

Weather is what we experience day to day, while climate is the pattern of weather over a long time. Global warming is raising Earth's average temperature, which is driving climate change. This can affect people's lives, health, and the ways communities work. Mitigation means reducing greenhouse gas emissions to slow climate change. Adaptation means preparing for changes that are already happening, like heatwaves, heavy rain, or storms, by protecting nature, homes, and important infrastructure.



Your Eco-Committee can choose to focus on the theme Climate Change, or explore several themes at once. Forming sub-groups within the committee ensures continuity, with each group taking responsibility for a specific theme and developing expertise over time. Use the Eco-Schools Seven Steps to explore and weave the theme throughout every part of your school.

SOME QUESTIONS TO GET YOU STARTED...

Understanding Climate Change

- How have changing weather patterns impacted our neighbourhood or city?
- What visible effects of climate change are we observing in our local environment?

Everyday Activities and Climate Change

- How are our daily activities, both at school and home, contributing to climate change, and what actions can we take to reduce our carbon footprint further?

Extreme Weather Events and Impact

- What practices or plans do we have at school to prepare for and respond to extreme weather events?
- What extreme weather events have affected our school or community recently, and how have these events impacted us?
- How are local weather patterns being influenced by climate change, can we spot any trends over time?



Challenge assumptions, slow down, and really observe your surroundings. Your school has its own unique challenges and solutions that only sharp, curious minds will discover. Record what you see - notes, sketches, photos, or simple counts - at different times and seasons.

Ask critical questions: *What's here? What's missing? Why is it like this? What could change?* Use these insights to understand the current situation and move towards high-impact actions for Climate Change at your school.



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Questions	Your Answers	Reflections/Observations
Weather		
Have you noticed any changes in the weather or seasons?		
What kinds of extreme weather or environmental problems have been experienced in your area?		
Which places around your school seem most affected by weather or temperature changes?		
What areas are hotter or cooler than others (e.g., shaded vs. paved areas)? Why do you think that is?		
Where do you notice signs of erosion, dried-up soil, or damaged plants after storms or heatwaves?		
How many days has your school closed due to extreme weather conditions?		
Energy		
How much does your school rely on natural heating and natural cooling?		
Observe the lighting in your school: how much do you rely on natural light and how much do you rely on artificial lighting?		
Does your school have any water-saving installations?		



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Questions	Your Answers	Reflections/Observations
Do you have any motion sensors in your school?		
Have you been involved or consulted in the process of adding energy-saving elements in your school? If yes, to what degree? <input type="checkbox"/> Never <input type="checkbox"/> Rarely <input type="checkbox"/> Sometimes <input type="checkbox"/> Very often <input type="checkbox"/> Always		
Transport		
How do people around in your area? <input type="checkbox"/> walking <input type="checkbox"/> cycling <input type="checkbox"/> cars <input type="checkbox"/> bus <input type="checkbox"/> train <input type="checkbox"/> other		
Are there bike paths, pavements, or public transport options that make low-carbon travel easier?		
Environment		
Can you notice any visible pollution (e.g., air, water or litter)? If yes, where is it coming from?		
How many posters, stories, or videos about the environment or climate do you see around your school or in class?		
What is your school's current carbon footprint? Use the WWF calculator to answer this question: (WWF Footprint Calculator).		



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Questions	Your Answers	Reflections/Observations
Community Are there any community projects (gardens, clean-ups, tree-planting, recycling drives) aimed at responding to climate change? <input type="checkbox"/> gardens <input type="checkbox"/> clean-ups <input type="checkbox"/> tree-planting <input type="checkbox"/> recycling drives Who leads them?		
Have you spoken to someone elderly about how the temperatures have changed over the years? (Yes/No). If yes, what was the most interesting or surprising thing they shared?		
How many community climate action initiatives has your school participated in?		
Does your school organise awareness events or climate champion programmes? How many?		
Eco-Anxiety How often do learners express worry, hopelessness, or stress about climate change?		
What support is available for eco-anxiety (trusted adults, counselling routes, peer support), and do learners know how to access it?		



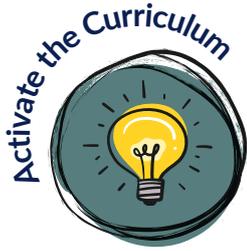
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Your questions

Questions	Your Answers	Reflections/Observations

Choosing *Climate Change* as a key theme for action?

Follow these next Eco-Schools steps...



What knowledge or skills do you still need to start putting your ideas into action? Take some time to identify what's missing and discuss it within your Eco-Committee. Then, reach out to your teachers and tell them what you'd like to learn more about, whether it's consequences of extreme weather conditions, how to reduce global warming or understanding weather patterns over years. Together, you can build the knowledge and confidence needed to start real change!



Use what you've learned from your lessons, your Eco-Schools activities, and your own observations, to take the next big step: taking action! Work together to turn your ideas into real change by creating an Action Plan for Climate Change. Mobilise your Eco-Committee, teachers, school staff, parents, and the wider community to help you reach your goals. You could:



ensure efficiency of energy



support environmental-friendly transport



introduce circular economy



communicate with other countries about climate change

Whatever actions you choose, make sure they are realistic, measurable, and long-lasting, so your Eco-Committee's work continues to grow year after year.



Monitor your actions to see the difference you have made! Use your Action Plan to check what's changed in your school and community. Have you recorded seasonal changes? Are more people aware of global warming? You could compare before-and-after temperature records, count extreme weather events, or note how many people joined your activities. Measuring your impact helps you celebrate success and plan even better actions for the future!



Make sure the whole school and local community are part of your Climate Change journey. Share your findings and actions through assemblies, newsletters, posters, or social media. Invite teachers, students, parents, and local experts to join activities or share their knowledge. By including different perspectives and experiences, your Eco-Committee will build stronger, more creative solutions that last.