

Social Ecological Research: Questions for teachers

Aim: How can children and young people develop abilities to deal with global environmental problems like climate change?

Questions about school environment: (personal dates will not be published!)

Surname, First Name: _____ Address: _____

School: _____ Tel./Fax: _____

Province: _____ Email: _____

(a) Description of the Region

1. General Information

- Megacity (_____Inhabitants) small town (_____Inhabitants)
 City (_____Inhabitants) Village (_____Inhabitants)

2. Description (Development situation, industrialisation, infrastructure...):

(b) Description of the School

1. General Information

- Primary school (1st -4 or 6st) boarding school (_____% of pupils intern)
 Elementary school (1st-9st)
 Secondary school (4st/6st -9st/10st) Number of:
 High school (11st – 12/13st)) _____ pupils/students
 Half day school _____ teachers
 Whole day school _____ students per class

2. Description (school profile, focus, special factors...):

3. Which subjects are taught by specialist teachers?

- Physics Chemistry Biology
 Geography Economy and politics History and Social studies
 Arts others _____

4. Material situation (books and others) for the following subjects:

Subject	very good	Good	average	rather bad	bad
Physics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chemistry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Biology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Geography	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Economy and politics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
History and social studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(c) Description of the Situation of the Teachers

1. Economic situation (compared with the average income in your country): self assessment:

- | | |
|---|--|
| <input type="checkbox"/> bad | <input type="checkbox"/> not sufficient |
| <input type="checkbox"/> average | <input type="checkbox"/> sufficient |
| <input type="checkbox"/> good | <input type="checkbox"/> satisfactory |
| <input type="checkbox"/> no additional income necessary | <input type="checkbox"/> additional income necessary |

2. Description of personal interests:

- I am a specialist teacher for _____
- I teach all/many subjects.

3. Special interests: _____

4. Why do you teach/do trainings/take part in projects on environmental issues?

- | | |
|---|---|
| <input type="checkbox"/> Interest in environmental education and climate protection | <input type="checkbox"/> Because my school takes part |
| <input type="checkbox"/> Interest in science | <input type="checkbox"/> Just by chance |
| <input type="checkbox"/> Other reasons ... | |

(d) Description of the situation of pupils/students

1. Economic situation (compared with average situation in your country):

- | | |
|----------------------------------|---|
| <input type="checkbox"/> bad | <input type="checkbox"/> not sufficient |
| <input type="checkbox"/> average | <input type="checkbox"/> sufficient |
| <input type="checkbox"/> good | <input type="checkbox"/> satisfactory |

2. Description of the interests of your pupils/students:

- | | |
|---|--|
| <input type="checkbox"/> school | <input type="checkbox"/> personal appearance and clothes |
| <input type="checkbox"/> their own future | <input type="checkbox"/> family |
| <input type="checkbox"/> sports | <input type="checkbox"/> friendship |

3. Description of any other special interests of your pupils/students (e.g. culture, environment...):

4. What did your pupils/students know about environment and climate protection?:

<input type="checkbox"/> very much	<input type="checkbox"/> much	<input type="checkbox"/> average	<input type="checkbox"/> not much	<input type="checkbox"/> nothing
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(d) Description of the lessons

Which action-oriented methods and media do you use in your lessons?

Do you involve your pupils/students in the planning of your lessons...

...regarding the selection and set up of the contents of the lessons:

<input type="checkbox"/> not at all	<input type="checkbox"/> rarely	<input type="checkbox"/> sometimes	<input type="checkbox"/> regularly	<input type="checkbox"/> often
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For example: _____

...regarding the selection of teaching methods:

<input type="checkbox"/> not at all	<input type="checkbox"/> rarely	<input type="checkbox"/> sometimes	<input type="checkbox"/> regularly	<input type="checkbox"/> often
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For example: _____

...regarding the selection of media used:

<input type="checkbox"/> not at all	<input type="checkbox"/> rarely	<input type="checkbox"/> sometimes	<input type="checkbox"/> regularly	<input type="checkbox"/> often
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How often do you use other methods to activate pupils/students:

<input type="checkbox"/> not at all	<input type="checkbox"/> rarely	<input type="checkbox"/> sometimes	<input type="checkbox"/> regularly	<input type="checkbox"/> often
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For example: _____