

# Biodiversity Awareness Survey

## Introduction

The aim of the Biodiversity Awareness Survey is to identify the initial levels of awareness regarding Biodiversity. Your survey should be used as benchmark against which future monitoring can be compared. Therefore, it is a good idea to make sure that the survey is repeatable, in other words, you could look at your monitoring as a number of 'mini' reviews.

## Teacher Survey Guidelines

The Biodiversity Awareness Survey includes a number of general questions relating to biodiversity which you will need to answer in the application form. Feel free to come up with a more extensive set of questions as part of your review process.

Discuss the proposed questions in class and take into account the age and ability of the user. Survey as many students and staff as possible to get a clear picture. For very large schools, randomly select students/classes/years.

It is recommended that Secondary Schools survey all years and National Schools survey from 2<sup>nd</sup> to 6<sup>th</sup> class. For National Schools looking to survey the junior classes use some images of native Irish flora and fauna and see what % of students are able to identify the species correctly.

**Step 1:** Print off copies of the Biodiversity Awareness Survey  
(Be eco-friendly! Save paper, print two surveys per sheet if possible)

**Step 2:** Distribute the survey sheets among the students – be sure to inform students that this is not an 'Exam' or 'Test'! Students do not have to include their name on the sheet.

### Step 3:

**Option A:** Depending on age and ability give the students a certain length of time to answer all questions before returning the survey sheet.

**Option B:** Use the Biodiversity PowerPoint presentation in the 'Resources' section of the Biodiversity Green-Schools page to help work through the set of questions. There are three presentations available: 'Biodiversity Seminar Presentation', 'Biodiversity theme – a guide for National Schools', Biodiversity theme – a guide for Secondary Schools'.

([www.greenschoolsireland.org](http://www.greenschoolsireland.org))

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As you work your way through the slides, you can get the students to write their answers down before moving on to the next question. For example, on one of the slides it asks 'What does the term biodiversity mean?' Before moving on to the next slide, give the students some time to write down their answer (or leave it blank if they do not know the answer). Make sure students are aware that they should not adjust or change what they have written down as you move on to the next slide. The next slide(s) will explain what the term biodiversity means.

Progresses through the presentation in the same way, asking the students to answer the remaining three questions as you go.

**Step 4:** Collect all survey sheets from the students (& staff)

**Step 5:** Assign a working group or specific class to correct and collate the results from the survey.

For secondary schools, a student led working group or specific class (e.g. maths) with the supervision of the class teacher/coordinator could collate the results and display in the form of a bar graph.

For national schools, it is recommended that a teacher/coordinator corrects the survey sheets. Once the sheets have been corrected and totals have been gathered for each question, students from the senior classes could create a graph displaying the results from the survey.

## NOTES FOR CORRECTING SURVEYS

If you are unsure of the correct answers to any of the questions please refer to the Biodiversity pages on the Green-Schools website or the Green-Schools Biodiversity Handbook.

### Q2.

If the answer is not entirely accurate use your own judgement, for example, look at the two sample answers given below:

### Q2. What does 'biodiversity' mean?

Looking after the environment

## Q2. What does 'biodiversity' mean?

Birds and trees

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The first answer could be marked as being  while the second answer could be marked as being .

### Q3, 4 & 5

Three (or more) correct examples

Two (or less) correct examples

### National Schools

Two correct examples and one almost correct

(See page 3 of the B. Handbook for a list of reasons why biodiversity is so important and a list of threats)

Once you have corrected all the survey sheets, add up the total number of correct answers for each question. Depending on the number of students and staff surveyed you can now calculate the % of students and staff that were able to answer each question correctly.

Once you have completed the surveys and calculated the results from Year 1, be sure to display your results in the form of a graph/chart on your Green-Schools notice board. You could also enter your results into the Biodiversity application form.

You will need to return to the same list of questions at a later stage, or in Year 2, as part of the Monitoring & Evaluating, to see if levels of awareness have improved. Below is a sample graph showing the % increase in levels of awareness regarding biodiversity between Year 1 and Year 2.

Sample graph showing % increase in level of awareness between Year 1 & Year 2

