

Global Citizenship Food and Biodiversity Awareness Survey- Teacher Guide

Completing the survey

You will see that the first three questions are simple, behaviour-based questions. These ask whether students have grown their own food, eaten it or with it. This can relate to in school or at home.

The last two questions are knowledge based. We want to assess whether students are aware of the connections between food and biodiversity. For younger students, feel free to explain that Biodiversity means “all of the different kinds of living things”, if they are struggling to understand the questions.

Sample correct answers

Q4. Please name two ways that we need biodiversity to help us grow our food

- Bees pollinate many food crops
- Worms/beetles/fungi help to keep our soil healthy
- Ladybirds/hedgehogs/birds are a natural predator of pests that eat crops. They reduce the amount of damage done by pests.
- Trees help to reduce flooding on agricultural land and keep our water supply clean

Q5. Please name two ways that our food choices can harm biodiversity

- Some of the foods we eat have been grown using pesticides. Use of pesticides can harm many different kinds of wildlife
- Fertilisers can cause pollution in rivers
- Important habitats can be destroyed to produce food. Palm Oil production is a good example of this.
- Eating foods that have travelled from far away (especially if they can be produced closer to us) is harmful because lots of fossil fuels are produced during travel which causes climate change. This is harmful to biodiversity.
- Eating foods with lots of plastic packaging is harmful to biodiversity. Plastic takes lots of energy to produce and can cause pollution.



Global Citizenship Food and Biodiversity Awareness Survey – Individual Survey

The Class Teacher should photocopy this page, and then aid/ask each student to complete the survey below.

Please circle your answers

Question	Your Answers	
1. Have you grown food before?	Yes	No
2. Have you eaten food that you have grown?	Yes	No
3. Have you cooked with food that you have grown?	Yes	No
4. Please name <u>two</u> ways that we need biodiversity to help us grow our food	1.	2.
5. Please name <u>two</u> ways that our food choices could harm biodiversity	1.	2.

Global Citizenship Food and Biodiversity Awareness Survey – Whole Class Survey

The Class Teacher should compile the results from the Individual Survey, from each participant in their class (from the page above), onto this page and **return this page to the Green-Schools Coordinator.**

Class Name:	Totals
Total class or group size that took the survey (this should be results from whole class combined)	
1. How many people have grown their own food before?	
2. How many people have eaten food that they have grown?	
3. How many people have cooked with food they have grown?	
4. How many people can name <u>two</u> ways that we need biodiversity to help us grow our food?	
5. How many people can name <u>two</u> ways that our food choices could harm biodiversity?	



Global Citizenship Food and Biodiversity

Awareness Survey – School Results

The GS Coordinator should compile all Whole Class Survey results here, and use this to populate the Application Form, when applying for the Green-Flag

Date:	Number	Percentage
Total number of people who took the survey (this should be results from whole school combined)		100%
1. How many people have grown their own food before?		
2. How many people have eaten food that they have grown?		
3. How many people have cooked with food that they have grown?		
4. How many people can name <u>two</u> ways that we need biodiversity to help us grow our food?		
5. How many people can name <u>two</u> ways that our food choices could harm biodiversity?		