

# Environmental education in the classroom: pilot study in Cabo Verde suggests differing impacts on local knowledge and environmental attitudes

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SUPPLEMENTARY MATERIAL 1 Questionnaire in Portuguese – Original.

## QUESTIONÁRIO ATIVIDADES DE EDUCAÇÃO AMBIENTAL NAS ESCOLAS

Nome: \_\_\_\_\_  
 Idade: \_\_\_\_\_ Classe/ano: \_\_\_\_\_ Escola do (a): \_\_\_\_\_ M/F: \_\_\_\_\_  
 Lê atentamente as perguntas e responde com uma cruz (X) de entre as respostas seguintes, de acordo com a sua opinião.

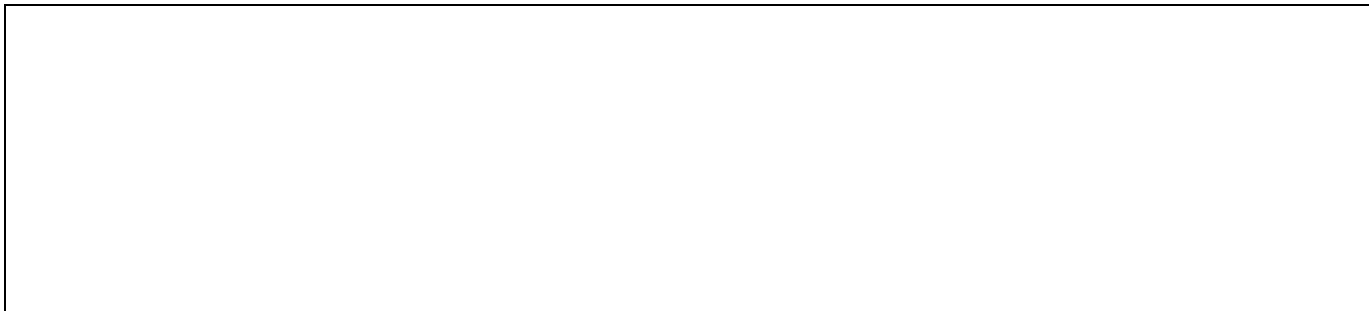
Perguntas	Respostas				
1. Você gosta de aulas de ciências?	1. Detesto	2. Não gosto	3. Mais ou menos	4. Gosto	5. Gosto muito
2. Você gostaria de ter mais aulas de ciências na escola?	1. Não, quero menos	2. Não, já está bom	3. Não sei	4. Sim, quero mais	5. Sim, quero muito mais
3. Você acha que ciência é chata?	1. Não! Gosto muito de ciências	2. Não	3. As vezes	4. Sim, é chata	5. Sim, muito chata
4. Você gosta de animais?	1. Detesto	2. Não gosto	3. Mais ou menos	4. Gosto	5. Gosto muito
5. Você gostaria de aprender mais sobre os animais?	1. Não, não quero	2. Não	3. Não sei	4. Sim	5. Sim, gostaria muito
6. Você gosta de olhar para animais diferentes em livros e na Televisão?	1. Detesto	2. Não gosto	3. Mais ou menos	4. Gosto	5. Gosto muito
7. Animais são importantes?	1. Não	2. Talvez	3. Não sei	4. Sim	5. Sim, muito importante
8. É importante proteger os animais em Cabo Verde?	1. Não é importante	2. Acho que não	3. Não sei	4. Acho que sim	5. Sim, é importante
9. Você sempre coloca seu lixo no contentor?	1. Não. Nunca	2. Não de vez enquanto	3. Mais ou menos	4. Normalmente, sim	5. Sim, sempre
10. Como você se sente ao ver lixo na rua ou na praia?	1. Muito feliz	2. Feliz	3. Nada a ver comigo	4. Triste	5. Muito triste
11. Você deita lixo no chão?	1. Não. Nunca	2. Não de vez enquanto	3. Mais ou menos	4. Normalmente, sim	5. Sim, sempre

12. Você gostaria de continuar a estudar ciências?	1.Não, nunca	2. Não	3. Não sei	4. Sim, gostaria	5. Sim, gostaria muito
13. Gostaria de trabalhar com o meio ambiente?	1.Não, nunca	2. Não	3. Não sei	4. Sim, gostaria	5. Sim, gostaria muito
14. Você gostaria um dia de ajudar a FMB (fundação) a proteger o meio ambiente?	1. Não, nunca	2. Não	3. Não sei	4. Sim	5.Sim, gostaria muito

1- Quais você acha são os maiores problemas ambientais no Maio?

2- O que podemos fazer para ajudar o meio ambiente todos os dias?

3- Quem você acha que é responsável por proteger o meio ambiente?



Obrigada pela vossa colaboração



SUPPLEMENTARY MATERIAL 2 Questionnaire in in English – Translated.

ENVIRONMENTAL EDUCATION SESSION IN SCHOOLS QUESTIONNAIRE

Name: \_\_\_\_\_

Age: \_\_\_\_\_ Class/year: \_\_\_\_\_ School: \_\_\_\_\_ M/F: \_\_\_\_\_

Carefully read the questions and mark a cross (X) in the following boxes that contain your response.  
Mark one cross per question.

Questions	Responses				
1. Do you like science lessons?	1. I hate them.	2. I don't like them.	3. I don't mind them.	4. I like them.	5. I love them.
2. Would you like to have more science lessons in school?	1. No, I want less.	2. No	3. I don't know.	4. Yes.	5. Yes, a lot more.
3. Do you find science boring?	1. No, I really like science.	2. No	3. Sometimes	4. Yes.	5. Yes, very boring.
4. Do you like animals?	1. I hate animals.	2. I don't like animals.	3. More or less.	4. I like animals.	5. I love animals.
5. Would you like to learn more about animals?	1. No, absolutely not.	2. Not really.	3. Not sure.	4. Yes.	5. Yes, I'd love to.
6. Do you like to see different types of animals on TV and in books?	1. I hate it.	2. I don't like it.	3. I don't mind.	4. Yes.	5. I love it.
7. Do you think animals are important?	1. Not at all.	2. Not really.	3. Not sure.	4. Yes	5. Yes, very important.
8. Is it importante to protect animals in Cabo Verde?	1. Not at all.	2. Not really.	3. Not sure.	4. Yes	5. Yes, very important.
9. Do you put your trash in the bin?	1. No, never.	2. Not really.	3. Sometimes.	4. Mostly yes.	5. Yes, always.
10. How do you feel when you see litter at the beach or in the streets?	1. Very happy.	2. Happy.	3. No different.	4. Sad.	5. Very sad.
11. Do you leave litter on the floor?	1. No, never.	2. Not really.	3. Sometimes.	4. Mostly yes.	5. Yes, always.
12. Would you like to continue to study science?	1. No, absolutely not.	2. Not really.	3. Not sure.	4. Yes.	5. Yes, I'd love to.
13. Would you like to work with the envionment one day?	1. No, absolutely not.	2. Not really.	3. Not sure.	4. Yes.	5. Yes, I'd love to.
14. Would you like to volunteer with Maio Biodiversity Foundation one day?	1. No, absolutely not.	2. Not really.	3. Not sure.	4. Yes.	5. Yes, I'd love to.

1- What do you think are the biggest environmental problems in Maio?

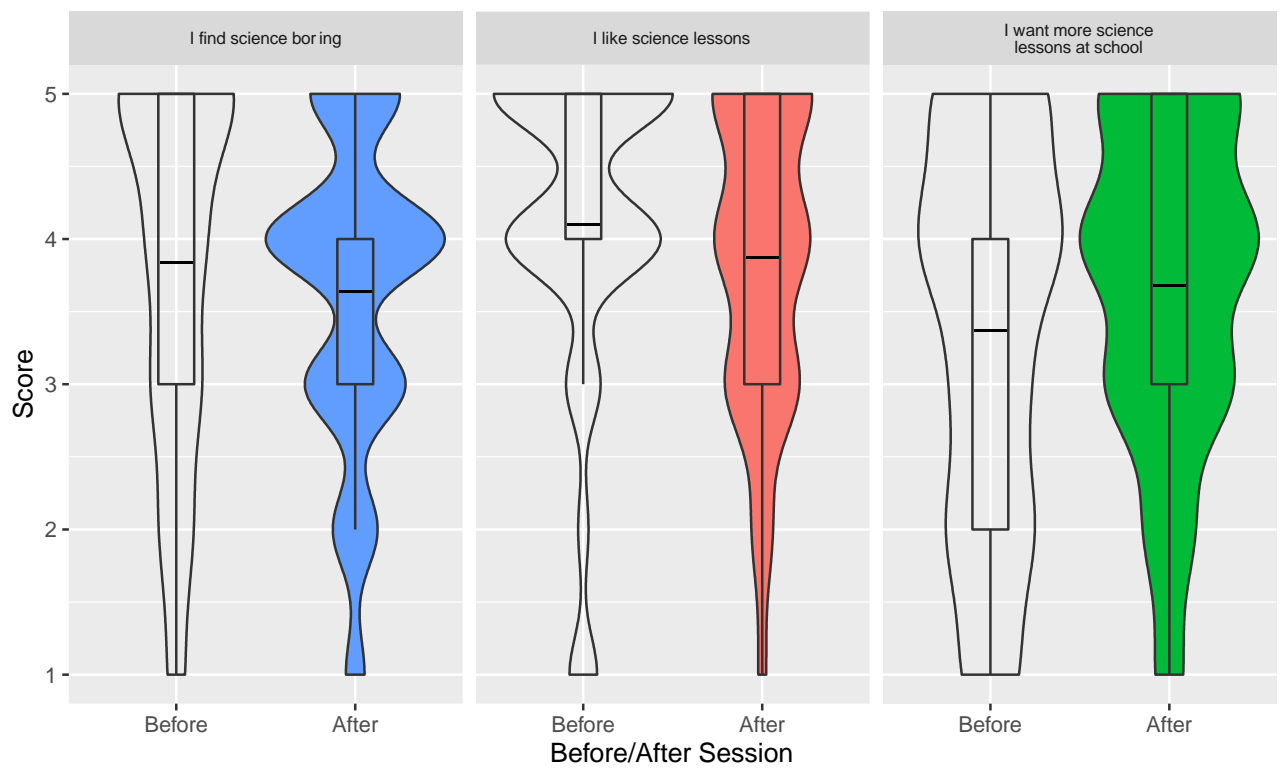
2- What can we do to help the environment?

3- Who do you think is responsible for helping the environment?

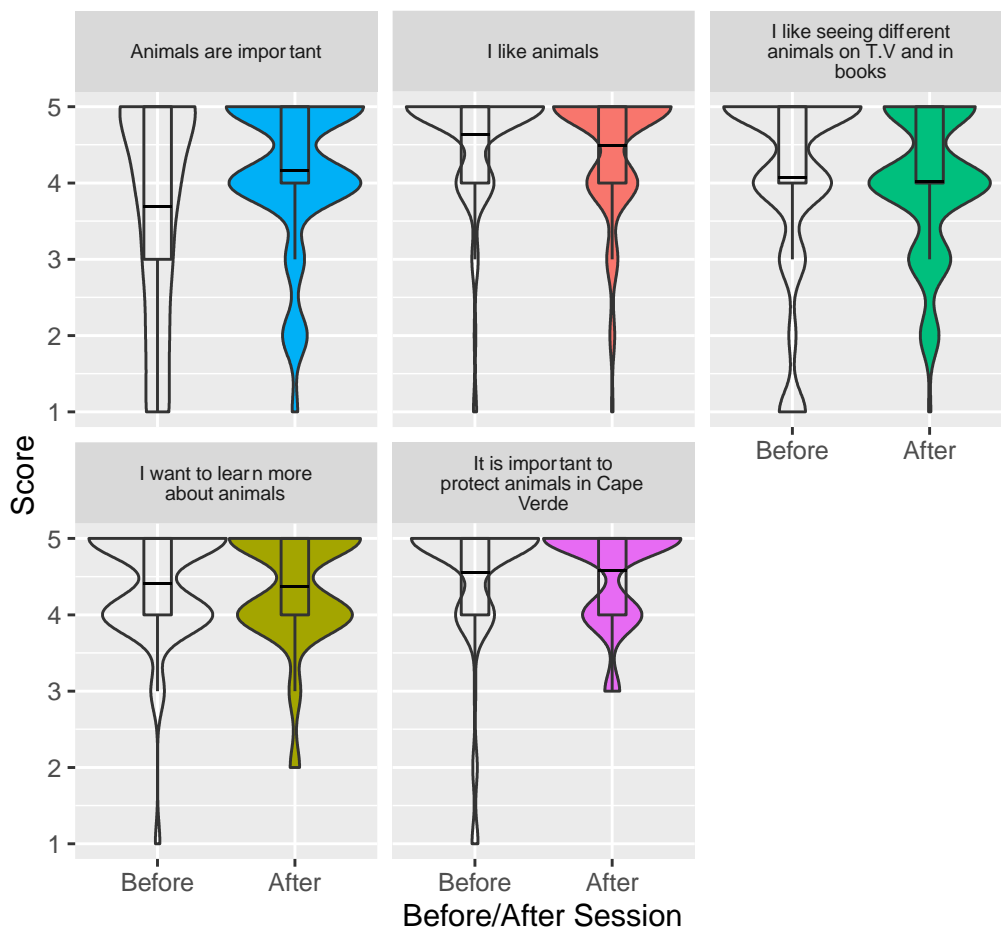
Thank you for your participation!



SUPPLEMENTARY FIG. 1 Student scores for each statement regarding “Science” before and after the educational intervention (see statistics in Table 1). The scores are plotted as violin plot distributions showing the density curves, overlaid with a box plot showing minimum, interquartile range, and maximum values. The means (middle dash) and outliers (black dots) are shown.



SUPPLEMENTARY FIG. 2 Student scores for each statement regarding “Animals” before and after the educational intervention (see statistics in Table 2). The scores are plotted as violin plot distributions showing the density curves, overlaid with a box plot showing minimum, interquartile range, and maximum values. The means (middle dash) and outliers (black dots) are shown.

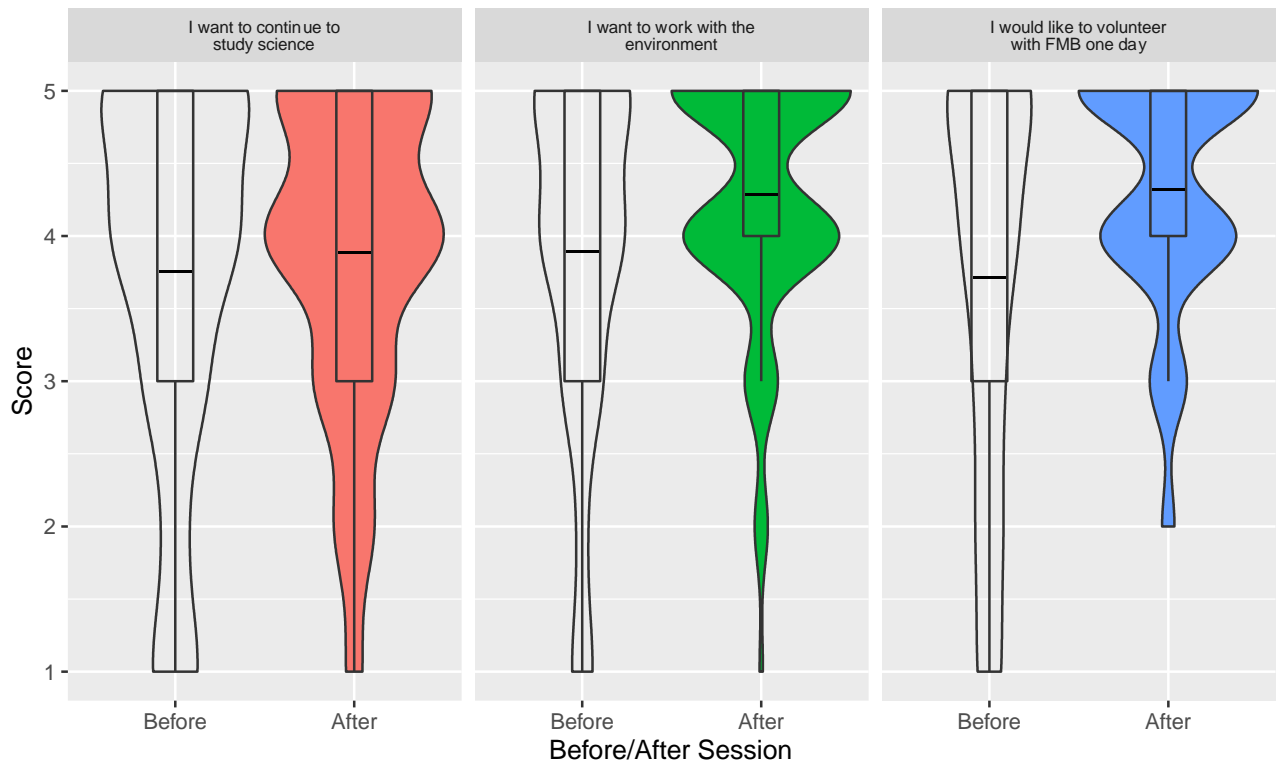


SUPPLEMENTARY FIG. 3 Student scores for each statement regarding “Litter” before and after the educational intervention (see statistics in Table 3). The scores are plotted as violin plot distributions showing the density curves, overlaid with a box plot showing minimum, interquartile range, and maximum values. The means (middle dash) and outliers (black dots) are shown.





SUPPLEMENTARY FIG. 4 Student scores for each statement regarding “Future aspirations” before and after the educational intervention (see statistics in Table 4). The scores are plotted as violin plot distributions showing the density curves, overlaid with a box plot showing minimum, interquartile range, and maximum values. The means (middle dash) and outliers (black dots) are shown.



SUPPLEMENTARY FIG. 5 Student scores for each statement regarding “Local environmental issues” before and after the educational intervention (see statistics in Table 5). The scores are plotted as violin plot distributions showing the density curves, overlaid with a box plot showing minimum, interquartile range, and maximum values. The means (middle dash) and outliers (black dots) are shown.

