



Case Study:

Behaviour Questionnaires – Evaluating behaviour change

Summary of project

The SEACS project is a cooperation project funded by Europe between local authorities in Devon, Dorset, Wiltshire and Cotes D’Armor and Lannion-Trégor in Brittany, France. It has developed a range of resources which can be used in schools to develop knowledge and understanding of energy issues.

Objectives of the project

The objectives of the SEACS project were to:

- Raise awareness of climate and energy issues
- Encourage long term behavioural changes regarding energy use.
- Learn from each other
- Test and share new or innovative methods
- Develop common tools

In order to deliver these objectives within schools, the SEACS project developed a range of curriculum resources including “before” and “after” behaviour questionnaires, for pupils to complete. It was trialled and tested by several participating schools.

Methodology

This resource was developed jointly by DARE (Devon Association for Renewable Energy), Devon County Council, Dorset County Council and Wiltshire Council.

The aim was to develop a tool that would enable schools to measure how effective their energy saving campaigns were at influencing the behaviour of pupils within their schools.

Pupils were asked to complete a questionnaire at the start of the project and at the end. Results would be compared to see if the number of desirable responses had increased during the period of the energy saving campaign.

2. How much money do you think your school usually spends on electricity in one year?

- Less than £10
- Between £10 and £500
- Between £500 and £1,000
- Between £1,000 and £5,000
- Between £5,000 and £10,000
- More than £10,000



Resource Overview

Questionnaires were developed for Key stages one, two and three which ask pupils for similar information but at a level that’s appropriate to their ability.

The questions within the KS1 questionnaire are all multiple choice, whereas those for the older pupils also include an open question section, allowing them to explain why they think: learning about climate change, renewable energy and saving energy is good or bad.

7. Do you agree with any of the sentences below? If so, why?

- Yes, I think that renewable energy (solar panels and wind turbines) is better for the environment than using fossil fuels (coal, oil and gas)!
Why do you think this?



The multiple choice section, among other questions asks pupils to self assess their knowledge about energy saving, consider the amount spent by their school on energy, select the best thing to do when leaving a room and name their eco group.

How were the resources used?

This resource was used differently by different schools, some choosing to survey the whole school, with others only choosing to survey one class or the eco group. Once the project had finished some schools compared the average responses from each year group while others compared individual pupil’s changes in response.

These questionnaires will support your team to ‘Monitor and Evaluate’ the impact of their work within school. Acting as a valuable tool in schools, where meter reading isn’t practical, as a way of providing evidence for awards such as Eco Schools.

Contact for further information

All curriculum resources are freely available on the SEACS website: www.seacs.info

