

This tool can be used by teachers in schools, to gain insights into how students feel about their learning in the short course

**Name:** \_\_\_\_\_ **Teacher/Facilitator:** \_\_\_\_\_ **School:** \_\_\_\_\_

1. *Before the project:* Think about what you know about the statements in each of the boxes below. Score each of the statements on a scale between 0-5, depending on how much you agree . **0 = I totally disagree and 5 = I completely agree)**
2. Write one sentence to explain as many of the statements as you can.
3. Return this form to your teacher / facilitator to keep safe until the end of the project / school year.
4. *After the project:* Score your agreement now on the same statements and (optional) write one new sentence to explain as many of the statements as you can.

Before Score	KNOWLEDGE	After Score
	1.I am aware my everyday life and all sustainability issues are interconnected.	
	2. I understand the basics of climate science and can explain the following terms; Greenhouse Gas Emissions, Carbon sinks and Tipping Points.	
	3.I am aware of the root causes of <u>why</u> the world is unsustainable and unjust – the history, economic and/or political ideas that have made it so	
	4. I know different ways that people can participate in changing their society.	
	<b>ADD UP YOUR BEFORE AND AFTER SCORES</b>	
Before Score	ATTITUDES	After Score
	1.I think it is important to learn about climate change and issues of inequality in the world	
	2. I am aware of the range of feelings and emotions I may have about climate change and that these feelings and emotions may or may not motivate me to act.	
	3. I value and feel connected to the natural world.	
	4. I value and feel connected to a community (ie your local or online or cultural communities)	
	5. I feel motivated and empowered to act to create a more just and sustainable world.	
	<b>ADD UP YOUR BEFORE AND AFTER SCORES</b>	

Educators for Sustainability  
Sample Self-assessment tool for teachers to use with students

Before Score	SKILLS	After Score
	1. I am open to working together in a group with my peers in a respectful way, to share my opinions while encouraging others to share theirs.	
	2. I am confident sharing my understanding of (knowledge and attitudes about) climate change with others.	
	3. I can search for and identify trustworthy information on climate change issues by myself	
	4. I can confidently apply a range of skills to help to make the world more sustainable and just.	
	<i>ADD UP YOUR BEFORE AND AFTER SCORES</i>	

Before Score	ACTION	After Score
	1. I have ideas for how to live more sustainability, in my own life, community and the wider world.	
	2. I think about and change the way I live (i.e. the things I buy, use, eat) so that people and the planet are not negatively affected by my choices.	
	3. I act (take action) with others to address a root cause (a key problem) which I believe is driving the climate crisis.	
	4. I actively try to inspire and engage others in climate action.	
	<i>ADD UP YOUR BEFORE AND AFTER SCORES</i>	