

Nova Scotia Climate Change Education Project: In-service Teachers

Q1: Informed consent: Please read the following statement and choose the appropriate button below to indicate whether you consent to participate in this study.

INFORMED CONSENT FORM

Project Title: Climate change knowledge and attitudes of Nova Scotia teachers: An assessment of educator readiness and needs

You are invited to take part in a research study being conducted by Jason Loxton, a graduate student at Dalhousie University. Your participation in this study is voluntary and you may withdraw from the study at any time. Your academic (or employment) performance evaluation will not be affected by whether or not you participate. The study is described below. This description tells you about the risks, inconvenience, or discomfort which you might experience. Participating in the study might not benefit you, but we might learn things that will benefit others. You should discuss any questions you have about this study with Jason Loxton.

Purpose of the study: The Nova Scotia government has set the goal of including climate change into the provinces K-12 education system. The goal of this study is help determine what teachers and teachers in training currently know about climate change, how climate change is or could be included in lesson plans, and what resources teachers need to help them teach climate change in their classrooms. This information will be used to guide efforts to increase support and create resources for Nova Scotia teachers.

Study design: This study uses a short, anonymous online questionnaire to collect information from teachers in Nova Scotia. The questionnaire consists of mostly short answer questions (multiple choice, T/F, etc.), as well as a couple of questions that invite participants to provide brief written responses. A summary of results from this study will be available to NS teacher education institutions and NS Education.

Who can participate in the study: You may participate in this study if you are currently a pre-service teacher at one of Nova Scotias teacher education institutions (Acadia, St. FX, CBU, or MSV).

Who will be conducting the research: Jason Loxton, a Ph.D student in Dalhousie Universitys Earth Sciences Department, and Jillian Baker, a certified NS elementary teacher, are the primary researchers on this project. Dr. Michael Bowen (MSV), Dr. Katarin MacLeod (St.FX), and Dr. Patrick Howard (CBU) are project partners.

What you will be asked to do: As a participant in this study, you will be asked to complete the online questionnaire. You are free to complete the questionnaire when and where you like, provided that you do not consult with anyone or any resources while completing the questionnaire. Completion of the questionnaire will require approximately 10 - 20 minutes of your time.

Possible risks and discomforts: Participants will be anonymous, and the information provided will not be used to judge personal teaching effectiveness. However, there is a slight chance that some participants may experience minor discomfort or anxiety while completing the questionnaire if they feel unhappy with their performance. To minimize this risk, participants have the option of skipping questions. Participants may also withdraw anytime before submitting the completed questionnaire.

Possible benefits: Participants may benefit from increases in teaching support (e.g., new Nova Scotia-specific climate change resources, professional development opportunities, etc.) to improve educator confidence when dealing with climate issues in the classroom. Your participation may also benefit students in the long-term by helping ensure that they will have access to quality climate change education. A summary of the results of the survey will be available to your school following the end of the study.

Compensation/reimbursement: You will not be compensated for your participation in this study. However, after you have completed the anonymous questionnaire you will have the option of entering a draw for a cash prize of \$500 a thank-you from the research team.

Confidentiality and anonymity: As a participant in this study, your responses will remain anonymous. The survey software will be set to full anonymity and will not record IP information. Email addresses provided for the cash lottery are not connected in any way to the questionnaire answers. Once the recipient of the cash prize is determined, all email addresses will be deleted. All completed questionnaires will be grouped together, and there will be no way for the researchers to retrieve the identity of individual respondents. Questionnaire data will be stored on a secure, password-protected Dalhousie University server. The data will only be used for the purposes stated in the research description.

Questions: If you have any questions about this study, please feel free to contact Jason Loxton by email at jason.loxton@dal.ca, or by phone at 902.217.4895.

Problems or concerns: If you have any difficulties with, or wish to voice concern about, any aspect of your participation in this study, you may contact Catherine Connors, Director, Research Ethics, Dalhousie University by email at ethics@dal.ca or by phone at 902.494.1462.

I, the research participant, have read the explanation about this study. I hereby consent to take part in this study. However, I realize that my participation is voluntary and that I am free to withdraw from the study at any time before I submit my questionnaire.

- Yes, I would like to participate No, I would not like to participate

Note: if you have answered/chosen item [1] in question 1, skip the following question

Q2: No problem. Thanks anyway!

Note: if you have answered/chosen item [2] in question 1, skip the following question

Q3: Choose your area of specialization:

- Elementary Secondary

Note: if you have answered/chosen item [2] in question 1, skip the following question

Note: if you have answered/chosen item [2] in question 3, skip the following question

Q4: Click the grade range where you have spent the majority of your time teaching:

- Pre-P-2 3-5 6-8

Note: if you have answered/chosen item [2] in question 1, skip the following question

Note: if you have answered/chosen item [1] in question 3, skip the following question

Q5: Choose your primary teaching subjects (click all that apply):

- | | | | |
|---|---|---|------------------------------------|
| <input type="checkbox"/> English | <input type="checkbox"/> French | <input type="checkbox"/> Mathematics | <input type="checkbox"/> Science |
| <input type="checkbox"/> Social Studies | <input type="checkbox"/> Physical Education | <input type="checkbox"/> Technology Education | <input type="checkbox"/> Fine Arts |
| <input type="checkbox"/> Other: | | | |

If you have chosen "other", please specify:

Note: if you have answered/chosen item [2] in question 1, skip the following question

Q6: Number of years of classroom teaching experience:

- Less than 5 5 to 10 Greater than 10

Note: if you have answered/chosen item [2] in question 1, skip the following question

Q7: Did you complete your Bachelor of Education in Nova Scotia?

- Yes No

Note: if you have answered/chosen item [2] in question 1, skip the following question

Note: if you have answered/chosen item [2] in question 7, skip the following question

Q8: Choose the institution where you completed your Bachelor of Education:

- Acadia Mount St. Vincent Cape Breton University St. Francis Xavier
 Other:

If you have chosen "other", please specify:

Note: if you have answered/chosen item [2] in question 1, skip the following question

Q9: Gender:

- Female Male Other No response

Note: if you have answered/chosen item [2] in question 1, skip the following question

Q10: What is your highest level of education?

- Bachelor's Master's Ph.D

Note: if you have answered/chosen item [2] in question 1, skip the following question

Q11: What was your undergraduate degree concentration?

- Science Social science Humanities Fine arts Engineering
 Business Other:

If you have chosen "other", please specify:

Note: if you have answered/chosen item [2] in question 1, skip the following question

Q12: If you had a secondary concentration, what was it?

- Science Social science Humanities
 Fine arts Engineering Business
 No secondary concentration Other:

If you have chosen "other", please specify:

In the following section you will be asked a few general science questions.

Note: if you have answered/chosen item [2] in question 1, skip the following question

Q13: The center of the Earth is very hot

True False

Note: if you have answered/chosen item [2] in question 1, skip the following question

Q14: All radioactivity is man-made

True False

Note: if you have answered/chosen item [2] in question 1, skip the following question

Q15: Lasers work by focusing sound waves

True False

Note: if you have answered/chosen item [2] in question 1, skip the following question

Q16: Electrons are smaller than atoms

True False

Note: if you have answered/chosen item [2] in question 1, skip the following question

Q17: The continents have been moving their location for millions of years and will continue to move

True False

Note: if you have answered/chosen item [2] in question 1, skip the following question

Q18: It is the father's gene that decides whether the baby is a boy or a girl

True False

Note: if you have answered/chosen item [2] in question 1, skip the following question

Q19: Antibiotics kill viruses as well as bacteria

True False

Note: if you have answered/chosen item [2] in question 1, skip the following question

Q20: Does the Earth go around the Sun, or does the Sun go around the Earth?

- Earth goes around Sun Sun goes around Earth

Note: if you have answered/chosen item [2] in question 1, skip the following question

Q21: A doctor tells a couple that their genetic makeup means that they've got one in four chances of having a child with an inherited illness. Does this mean that if their first child has the illness, the next three will not?

- Yes No

Note: if you have answered/chosen item [2] in question 1, skip the following question

Q22: Does this mean that each of the couple's children will have the same risk of suffering from the illness?

- Yes No

In the following section you will be asked a few questions about climate change.

Q23: How knowledgeable do you consider yourself about climate change:

- | | | |
|---|-------------------------|-------------------------|
| <input type="radio"/> 1 (Very little knowledge) | <input type="radio"/> 2 | <input type="radio"/> 3 |
| <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> 6 |
| <input type="radio"/> 7 | <input type="radio"/> 8 | <input type="radio"/> 9 |
| <input type="radio"/> 10 (Very knowledgeable) | | |

Q24: How concerned are you personally about climate change?

- | | | | |
|--|---|-------------------------|-------------------------|
| <input type="radio"/> 1 (Not at all concerned) | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 |
| <input type="radio"/> 5 | <input type="radio"/> 6 | <input type="radio"/> 7 | <input type="radio"/> 8 |
| <input type="radio"/> 9 | <input type="radio"/> 10 (Very concerned) | | |

Note: if you have answered/chosen item [2] in question 1, skip the following question

Q25: As a result of climate change, temperatures in Earth's northern and polar regions will increase:

- More than the global average will Less than the global average will

Note: if you have answered/chosen item [2] in question 1, skip the following question

Q26: How certain are you about your answer to the question above?

- | | | | |
|--|---|-------------------------|-------------------------|
| <input type="radio"/> 1 (Very uncertain) | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 |
| <input type="radio"/> 5 | <input type="radio"/> 6 | <input type="radio"/> 7 | <input type="radio"/> 8 |
| <input type="radio"/> 9 | <input type="radio"/> 10 (Very certain) | | |

Note: if you have answered/chosen item [2] in question 1, skip the following question

Q27: The thinning of the ozone layer:

- Has contributed significantly to the greenhouse effect
- Has not contributed significantly to the greenhouse effect

Note: if you have answered/chosen item [2] in question 1, skip the following question

Q28: How certain are you about your answer to the question above?

- 1 (Very uncertain)
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10 (Very certain)

Note: if you have answered/chosen item [2] in question 1, skip the following question

Q29: The greenhouse gas methane is produced:

- Both by agricultural activities and fossil fuel use
- Primarily by burning fossil fuels

Note: if you have answered/chosen item [2] in question 1, skip the following question

Q30: How certain are you about your answer to the question above?

- 1 (Very uncertain)
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10 (Very certain)

Note: if you have answered/chosen item [2] in question 1, skip the following question

Q31: The idea that global average temperatures are increasing, and that humans are mostly responsible for that warming is supported by:

- Less than half of all climate scientists
- About half of all climate scientists
- Almost all climate scientists

Note: if you have answered/chosen item [2] in question 1, skip the following question

Q32: How certain are you about your answer to the question above?

- 1 (Very uncertain)
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10 (Very certain)

Note: if you have answered/chosen item [2] in question 1, skip the following question

Q33: If the world's rate of production of greenhouse gases was stabilized at today's rate, Earth's average temperature would:

- Level off at 1°C higher than it is at present
- Continue to rise by several degrees more this century

Note: if you have answered/chosen item [2] in question 1, skip the following question

Q34: How certain are you about your answer to the question above?

- | | | | |
|--|---|-------------------------|-------------------------|
| <input type="radio"/> 1 (Very uncertain) | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 |
| <input type="radio"/> 5 | <input type="radio"/> 6 | <input type="radio"/> 7 | <input type="radio"/> 8 |
| <input type="radio"/> 9 | <input type="radio"/> 10 (Very certain) | | |

Note: if you have answered/chosen item [2] in question 1, skip the following question

Q35: Earth's oceans and forests:

- Continually exchange carbon dioxide with the atmosphere
- Interact very little with carbon dioxide from the atmosphere

Note: if you have answered/chosen item [2] in question 1, skip the following question

Q36: How certain are you about your answer to the question above?

- | | | | |
|--|---|-------------------------|-------------------------|
| <input type="radio"/> 1 (Very uncertain) | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 |
| <input type="radio"/> 5 | <input type="radio"/> 6 | <input type="radio"/> 7 | <input type="radio"/> 8 |
| <input type="radio"/> 9 | <input type="radio"/> 10 (Very certain) | | |

Note: if you have answered/chosen item [2] in question 1, skip the following question

Q37: For most countries in the world:

- The economic benefits of climate change will outweigh the costs
- The costs of climate change will outweigh the economic benefits

Note: if you have answered/chosen item [2] in question 1, skip the following question

Q38: How certain are you about your answer to the question above?

- | | | | |
|--|---|-------------------------|-------------------------|
| <input type="radio"/> 1 (Very uncertain) | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 |
| <input type="radio"/> 5 | <input type="radio"/> 6 | <input type="radio"/> 7 | <input type="radio"/> 8 |
| <input type="radio"/> 9 | <input type="radio"/> 10 (Very certain) | | |

Note: if you have answered/chosen item [2] in question 1, skip the following question

Q39: The greenhouse effect:

- Is a natural phenomenon, but is enhanced by greenhouse gases released by human behaviour
- Is solely the result of human behaviour (there would be no greenhouse effect if humans didn't exist)

Note: if you have answered/chosen item [2] in question 1, skip the following question

Q40: How certain are you about your answer to the question above?

- 1 (Very uncertain)
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10 (Very certain)

Note: if you have answered/chosen item [2] in question 1, skip the following question

Q41: Climate and weather:

- Mean the same thing
- Mean different things

Note: if you have answered/chosen item [2] in question 1, skip the following question

Q42: How certain are you about your answer to the question above?

- 1 (Very uncertain)
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10 (Very certain)

Note: if you have answered/chosen item [2] in question 1, skip the following question

Q43: Below average temperatures next winter would be evidence that climate change is not happening:

- True
- False

Note: if you have answered/chosen item [2] in question 1, skip the following question

Q44: How certain are you about your answer to the question above?

- 1 (Very uncertain)
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10 (Very certain)

Note: if you have answered/chosen item [2] in question 1, skip the following question

Q45: Which of the following are responsible for sea-level rise associated with climate change? (Choose all that apply)

- Melting of the world's glaciers Melting of sea ice in the Arctic Ocean
 Sea water increasing in volume as it gets warmer Melting of ice caps on Greenland and Antarctica

Note: if you have answered/chosen item [2] in question 1, skip the following question

Q46: How certain are you about your answer to the question above?

- 1 (Very uncertain) 2 3 4
 5 6 7 8
 9 10 (Very certain)

Note: if you have answered/chosen item [2] in question 1, skip the following question

Q47: Which of the following are likely direct consequences of climate change? (Choose all that apply)

- More extreme weather events More skin cancer Increased acid rain
 More earthquakes None of the above

Note: if you have answered/chosen item [2] in question 1, skip the following question

Q48: How certain are you about your answer to the question above?

- 1 (Very uncertain) 2 3 4
 5 6 7 8
 9 10 (Very certain)

Note: if you have answered/chosen item [2] in question 1, skip the following question

Q49: How much do each of the following contribute to present day climate change?

	Not at all	Very little	Moderately	Considerably
Pollution of rivers and lakes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Radioactive waste from nuclear power plants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Burning coal and other fossil fuels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Holes in the ozone layer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Littering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Methane produced by farm animals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CFCs released by aerosol cans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deforestation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

More sunlight reaching the Earth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Note: if you have answered/chosen item [2] in question 1, skip the following question

Q50: How certain are you about your answer to the question above?

<input type="radio"/> 1 (Very uncertain)	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8
<input type="radio"/> 9	<input type="radio"/> 10 (Very certain)		

The following section will ask you about what you think about climate change and climate change education.

Note: if you have answered/chosen item [2] in question 1, skip the following question

Q51: Indicate the extent to which you agree with the following.

	Strongly disagree	Somewhat disagree	Neutral/ uncertain	Somewhat agree	Strongly agree
Individual actions, such as walking instead of driving or turning down your thermostat, can significantly reduce greenhouse gas emissions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Government-led actions are effective and necessary in responding to climate change, e.g., regulations limiting emissions from vehicles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Businesses and consumers can decide themselves how best to deal with climate change (without government interference).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Money would be better spent on researching new technologies than trying to change human behaviour.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Money would be better spent on adapting to climate change, rather than trying to reduce greenhouse gas emissions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Note: if you have answered/chosen item [2] in question 1, skip the following question

Q52: How important do you think the following actions are as part of the response to climate change?

	1 (Not at all important)	2	3	4	5 (Very important)
Walking, biking, or using other forms of active transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recycling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planting more trees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hanging dry your clothes and washing with cold water	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Buying local products	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Turning down heat in homes and offices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using less water	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Switching to organic food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Installing energy efficient appliances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating community adaptation plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cleaning up polluted lakes and rivers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Renovating your home to make it more energy efficient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educating people about climate change impacts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Helping workers in affected industries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reducing the amount of time watching TV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Protecting species at risk	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Note: if you have answered/chosen item [2] in question 1, skip the following question

Q53: Where do you get your information about climate change? (Click all that apply)

- Books
- TV news
- Newspapers and magazines
- Blogs
- Talk radio
- Personal communication
- University classes
- Professional development
- Websites (e.g., Wikipedia), excluding gov't. and university sites
- Documentaries
- Official government communications
- NGOs and environmental organizations
- Other:

If you have chosen "other", please specify:

Note: if you have answered/chosen item [2] in question 1, skip the following question

Q54: How important do you think it is that Nova Scotia students learn about climate change in school?

- 1 (Not at all important)
- 2
- 3
- 4
- 5 (Very important)

Note: if you have answered/chosen item [2] in question 1, skip the following question

Q55: Do you teach about or discuss climate change with your students?

- Yes, formal lessons
- Yes, informal discussions
- I do not plan to teach about climate change

Note: if you have answered/chosen item [2] in question 1, skip the following question

Note: if you have answered/chosen item [3] in question 55, skip the following question

Q56: Do any of the following limit the amount of time that you spend teaching about climate change? (Click all that apply.)

- I do not feel comfortable enough in my knowledge of climate change
- The science is too unsettled to teach right now
- I worry climate change might scare students
- I worry about negative feedback from parents
- I worry about negative feedback from other teachers/school administrators
- I worry about negative feedback from students
- It is not part of the curricula
- I have little time to devote to the topic
- I don't have access to lesson plans or support material
- It is not relevant to the classes I teach
- Other (Explain):

If you have chosen "other", please specify:

Note: if you have answered/chosen item [2] in question 1, skip the following question

Note: if you have answered/chosen item [1, 2] in question 55, skip the following question

Q57: Why don't you teach about climate change? (Choose all that apply)

- I do not feel comfortable enough in my knowledge of climate change
- The science is too unsettled to teach right now
- I worry climate change might scare students
- I worry about negative feedback from parents
- I worry about negative feedback from other teachers/school administrators
- I worry about negative feedback from students
- It is not part of the curricula
- I do not have time
- I don't have access to lesson plans or support material
- It is not relevant to the classes I teach
- Other (Explain):

If you have chosen "other", please specify:

Note: if you have answered/chosen item [2] in question 1, skip the following question

Q58: Which classes do you think are appropriate places to teach about climate change in Nova Scotia schools? (Choose all that apply)

- Social studies Mathematics Science Geography History
 Language arts Visual arts Other:

If you have chosen "other", please specify:

Note: if you have answered/chosen item [2] in question 1, skip the following question

Q59: A small number of vocal scientists remain skeptical about whether human-caused climate change is happening or poses any risk. Do you think that their perspective should be included in lessons?

- Yes. Their views are valid and their arguments should be heard.
 Yes. But only as an exercise in critical thinking.
 No. Climate change instruction should only involve consensus science.

Note: if you have answered/chosen item [2] in question 1, skip the following question

Q60: Rank how useful access to the following would be in terms of helping integrate climate change into your teaching?

	Not useful 1	2	3	4	Very Useful 5
Pre-made climate change-specific lesson plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Web-based student activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Web-based teacher resources, e.g., tutorials or background information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Print-based teacher resources, e.g., tutorials or background information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Climate change-specific professional development opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Qualified guest speakers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A guide to existing teaching resources



Note: if you have answered/chosen item [2] in question 1, skip the following question

Q61: Are there any additional resources not included in the previous question that would be useful in helping integrate climate change into your classroom now or in the future?

Note: if you have answered/chosen item [2] in question 1, skip the following question

Q62: That's it. Thanks so much for your participation!After you hit 'finish' you will be directed to a separate link where you can enter the draw for \$500.

If you have any comments you would like to make, please feel free to use the space below. Thank you very much for your time!