

## **Environmental Education Survey for Project WET/WILD: Results of Teacher and Student Responses in the State of North Dakota**

**Bureau of Educational Services and Applied Research; University of North Dakota; Grand Forks, ND**

**September 1992**

Random survey of all teachers and students in North Dakota (not just Project WILD trained).

Approximately one-third had received Project WILD training.

80% of teachers indicated that they had included some environmental education in their classrooms in the past year.

27% of teachers noted using Project WILD.

60% of teachers said their textbooks did not include environmental education.

75% of teachers indicated environmental education was not taught as a separate unit in their classrooms.

94% of teachers noted that it was important to them personally to teach environmental education.

Project WILD Activities most often listed: What's Wild?; Oh Deer; Animal Charades; What's That Habitat; -- other active activities were typically those that involve active participation by students.

Project WILD Aquatic activities most often used: Hooks and Ladders; Fashion a Fish; Plastic Jellyfish.

Teachers with WILD training were more likely to include environmental education, utilize Project WILD materials, and have a unit longer than those teachers with little or no environmental training.

Project WILD trained teachers used Project WILD materials more than non-trained teachers.

When responding to where they had learned about wild animals and the environment the highest response was classroom activities.

Students in grades 5-6 did not differ in knowledge based on their teacher's level of environmental education training. Students in grades 7+ performed better when their teacher was trained in environmental education.

Small increases in attitude and behavior from students whose teachers were environmental education trained. Overall the students in Project WILD classrooms do better than other students and this is especially true at grade 7+.