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MAKE KA 210 Erasmus+ Project – Student Interest Questionnaire

Help us match you with the club that suits your interests best! Your answers will also guide your teachers in organizing fun and meaningful climate-related activities.

Name: _____

Age: _____

Class: _____

Which environmental topics are you most interested in? (Choose up to 3)

- ☐ Renewable energy (solar, wind, etc.)
- ☐ Reducing energy use (electricity, heating, devices)
- ☐ Recycling and creative reuse of materials
- ☐ Preventing food waste
- ☐ Water conservation
- ☐ Plastic pollution
- ☐ Healthy and sustainable eating
- ☐ Climate change and its effects
- ☐ Eco-friendly travel and transport

What kinds of activities do you enjoy most at school? (Choose up to 2)

- ☐ Science experiments
- ☐ Drawing, crafting, or designing posters
- ☐ Research and making presentations
- ☐ Group discussions and debates
- ☐ Outdoor activities and field trips
- ☐ Solving real-life problems
- ☐ Using computers and digital tools

Which club are you most interested in joining? (Select one)

- ☐ Energy Efficiency Club
- ☐ RRR (Recycle, Reduce, Reuse) Club
- ☐ Consuming Habits Club
- ☐ I'm not sure yet

Which of these do you already do in daily life? (Tick all that apply)

- ☐ Turn off lights/devices when not in use
- ☐ Take short showers to save water
- ☐ Recycle paper, plastic, or cans
- ☐ Walk or bike instead of using a car
- ☐ Bring your own water bottle or bag
- ☐ Avoid wasting food
- ☐ Plant trees or take care of plants
- ☐ Talk with family or friends about climate issues

How do you usually get to school?

- ☐ Walk
- ☐ Bike
- ☐ Public transport
- ☐ Car
- ☐ Other: _____

Do you like working:

- ☐ Alone
- ☐ In pairs
- ☐ In small groups
- ☐ In large groups

Would you be interested in joining:

- ☐ Online meetings with students from other countries
- ☐ Green campaigns at school or in your town
- ☐ Competitions about climate or environment
- ☐ Workshops with guest speakers or field trips

Would you like to take a leadership role in your club?

- ☐ Yes, I'd love to lead or help organize activities
- ☐ Maybe, if I get some support
- ☐ No, I prefer to be a helper or participant

How much do you know about climate change?

- ☐ A lot
- ☐ Some
- ☐ A little
- ☐ Nothing

Teacher's Guide for Evaluating Students' Interest Questionnaires

Purpose of the Evaluation

The goal of this evaluation is to:

- Place students in the Green Club (Energy Efficiency, RRR, or Consuming Habits) that best fits their interests and habits.
- Ensure clubs are balanced in terms of participation, diversity, and motivation.
- Identify students who show potential for leadership or who may need additional support.

What to Look For

Teachers should focus on the following key aspects from the questionnaire:

1. Topic preferences (Q1) – to identify student interests.
2. Club choice (Q3) – to respect student voice.
3. Daily habits and environmental actions (Q4) – to match students to club themes.
4. Leadership and participation willingness (Q8) – to form active, dynamic groups.
5. Learning style (Q2, Q6, Q7) – to assign roles and responsibilities within the club.

Sample Scoring Method

Question	Criteria	Scoring
Q1: Interests point per relevant match	Each topic selected corresponds to a club (max 3)	1
Q3: Club choice points	Student's self-selected club	2
Q4: Habits point each	Each habit matching a club's theme	1
Q8: Leadership	Yes = 2, Maybe = 1, No = 0	Used to guide roles

Sample Evaluation Grid for Teachers

Use the following table to record and interpret questionnaire results:

Student Name	Energy Efficiency Score	RRR Score	Consuming Habits Score	Chosen Club	Leadership Score	Recommended Club	Notes
Julia S.	6	2	3	Energy	2	Energy Efficiency	Strong match + leader
Tomas K.	3	6	2	RRR	0	RRR	Motivated recycler
Lara M.	2	2	5	Not Sure	1	Consuming Habits	Could support others
Alex R.	4	4	4	Energy	1	Energy Efficiency	Flexible, balanced
Esra D.	1	2	1	RRR	0	RRR	Needs motivation

Tips for Teachers

- If a student has equal scores for two clubs, consult their chosen club (Q3) or preferences in Q2, Q7.
- Use Q6 (group/solo preferences) to form balanced working groups within clubs.
- Use this data to assign club responsibilities: presenter, designer, researcher, coordinator, etc.
- Reassess club membership after a few weeks — allow students to switch if needed, as mentioned in the project.