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The EcoMystery Project:

Interactive Escape Rooms for Climate Crisis Awareness and Civic Engagement in School Education

WP2

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The EcoMystery Project: Interactive Escape Rooms for Climate Crisis Awareness and Civic Engagement in School Education

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1.Slovakia's National Survey

An important component of the NDR research involved a series of online questionnaires designed to capture the perspectives of teachers, students, and families on climate change education. In the Slovak sample, responses were collected from 36 schools across various regions of the country. A total of 39 teachers — 14 from primary schools, 25 from upper secondary schools or teaching at both levels — most with over 20 years of experience in STEM subjects, 105 students — 14 from primary schools (students 10-15 years old) and 91 from upper secondary schools (students 16-19 years old) and 40 parents or family members participated in the survey.

The following sections present the main findings, organized by target group and thematic area.

1. Teacher Questionnaire Findings

Current methods and efficacy

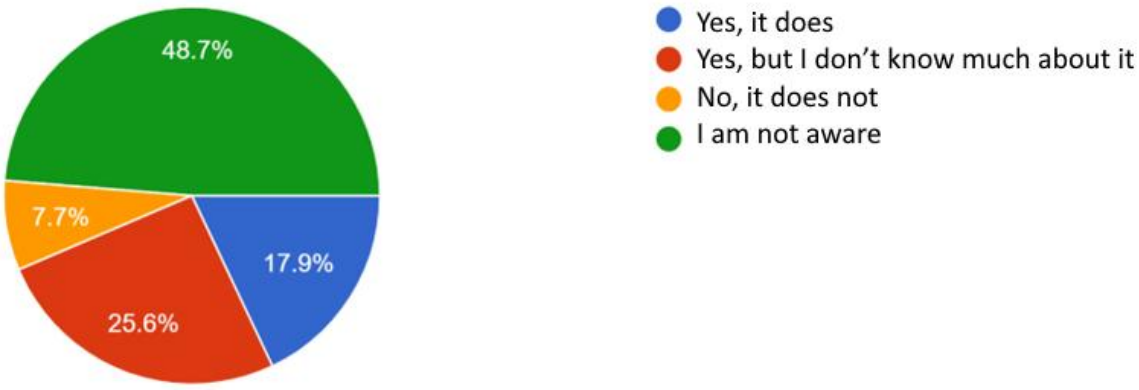
The integration of climate change topics into teaching varies significantly. Many teachers incorporate these themes through project-based learning, classroom discussions, presentations, and interdisciplinary activities. For example, some use real-life environmental case studies, while others embed climate topics into science experiments or civic education.

However, a notable portion of teachers, especially those in non-scientific disciplines, do not include climate education in their lessons at all. This is often due to perceived irrelevance to their subject or lack of institutional support.

When asked whether their school aligns with national climate education guidelines, responses were mixed. A significant number of teachers were unaware of any such guidelines, while others stated that their school does not follow them. Only a minority

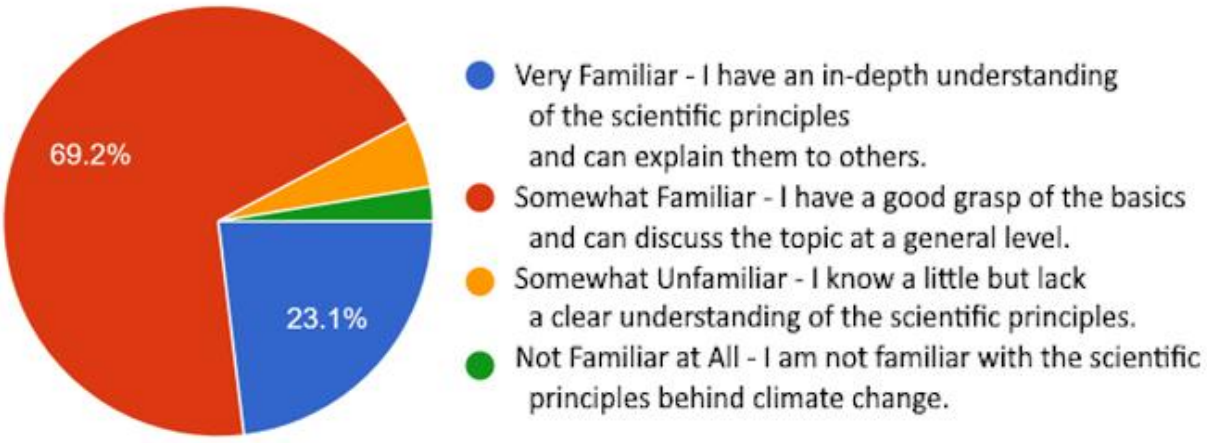
confirmed that their schools actively implement national directives on climate education.

Does your school align with the national legislation / directive about incorporating climate change education into the national educational framework?



Teachers were also asked to self-assess their understanding of climate science. Most teachers consider themselves at least somewhat familiar with climate change principles. The majority (27 respondents) described themselves as "Somewhat Familiar," while 9 identified as "Very Familiar." Only a few teachers reported lower levels of familiarity—2 indicated being "Somewhat Unfamiliar," and just 1 marked "Not Familiar at All." This suggests that while most educators have a basic understanding of climate change principles, fewer feel highly confident in their knowledge, indicating a potential need for further professional development or supporting resources.

How familiar are you with the scientific principles behind climate change (e.g. greenhouse effect, carbon cycle)?



Confidence in teaching climate topics was generally lower than knowledge levels. Many teachers expressed that they do not feel adequately prepared to teach these subjects and would benefit from additional training, workshops, and access to expert guidance. Only a small fraction felt fully confident in delivering climate education independently.

Most teachers (69%) believe that their methods are effective, which suggests a generally positive attitude toward their current teaching practices in this area. These teachers likely feel that their approaches are helping students understand the topic, engage with it meaningfully, or adopt more sustainable attitudes.

On the other hand, 10% of teachers feel that their methods are not effective. This indicates that there is a group of educators who may recognize limitations in their current strategies and could benefit from further training or access to better resources. Additionally, 3% of respondents reported that they do not know whether their methods are effective, as they are simply following the instructions given by their superiors. This highlights a lack of autonomy or confidence in assessing the impact of their teaching.

Notably, 18% of teachers stated that they do not include climate change education in their subject at all. This is a significant proportion and points to a potential gap in the

curriculum or in teachers' preparedness to address this topic, possibly due to a perceived lack of relevance to their subject area or insufficient support.

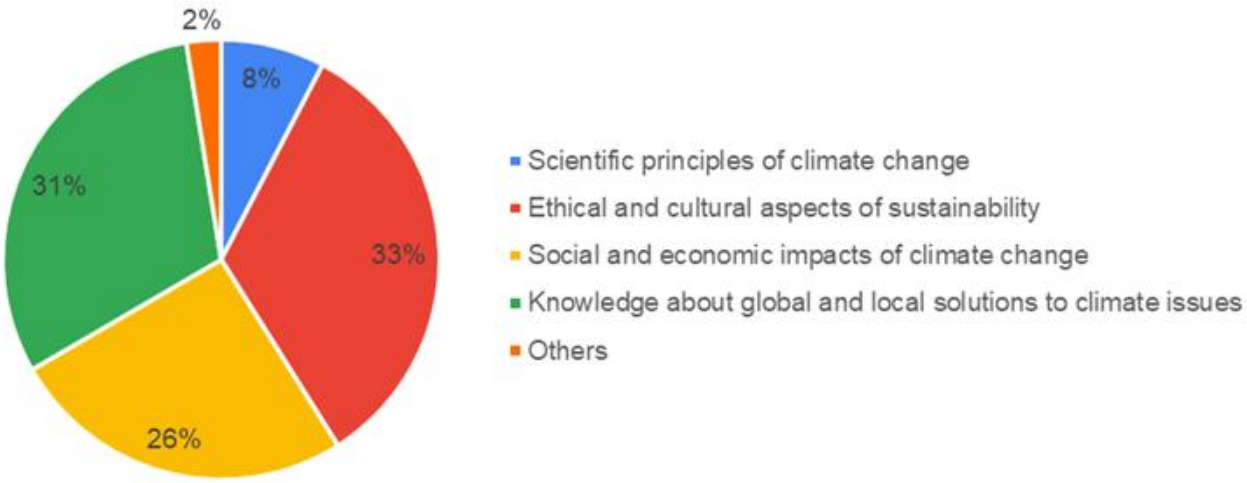
Do you think the methods you currently apply are effective?

Knowledge gaps and teaching confidence

When asked which knowledge areas they consider most important for teaching students about climate change impacts, teachers most frequently selected ethical and cultural aspects of sustainability (33%) and knowledge about global and local solutions to climate issues (31%). These were followed by social and economic impacts of climate change. (26%).

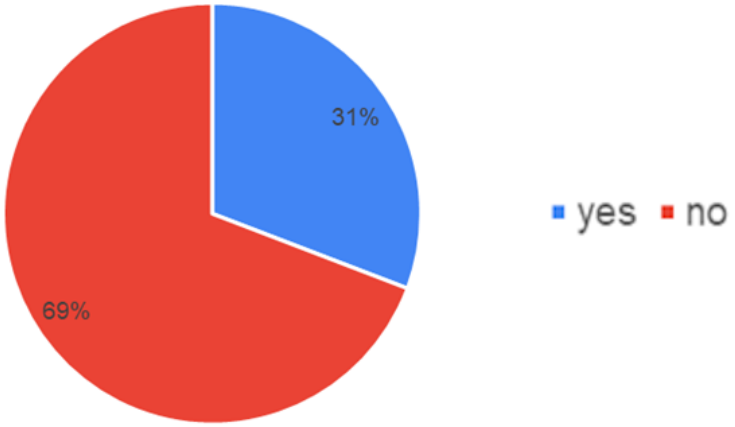
Among the open responses, one teacher emphasized the importance of critically addressing the economic dimensions of climate change. They suggested showing students how *"everything is driven by business – that for the sake of profit, businesspeople are often willing to break all rules."* This comment reinforces the relevance of including social, ethical, and economic aspects in climate education, as well as encouraging students to reflect on the broader systems that influence environmental outcomes.

Which of the following knowledge areas do you believe are most important for teaching climate change impacts to students?



Most teachers do not feel confident teaching the climate change themes they consider important—69% responded “no” when asked about their confidence in teaching these areas. Only 31% reported feeling confident. This gap suggests that, despite recognizing the relevance of climate education, many educators may lack the training, resources, or support needed to address these topics effectively. It highlights the need for targeted professional development and accessible teaching tools to help build their competence and confidence.

Are you confident in teaching in the areas you selected in the previous question?



Which of the following skills do you believe are most important for teaching climate change impacts and preparing students for responsible citizenship?

Identified gaps in pedagogical approaches and digital educational tools

The availability of teaching resources is highly uneven across schools. Some educators reported having access to interactive digital platforms, infographics, videos, and pre-prepared lesson plans. Others rely on self-created materials or general science textbooks that only briefly touch on climate issues. A recurring concern was the lack of inclusive and age-appropriate materials, especially for students with special educational needs. Teachers emphasized the need for localized content, hands-on

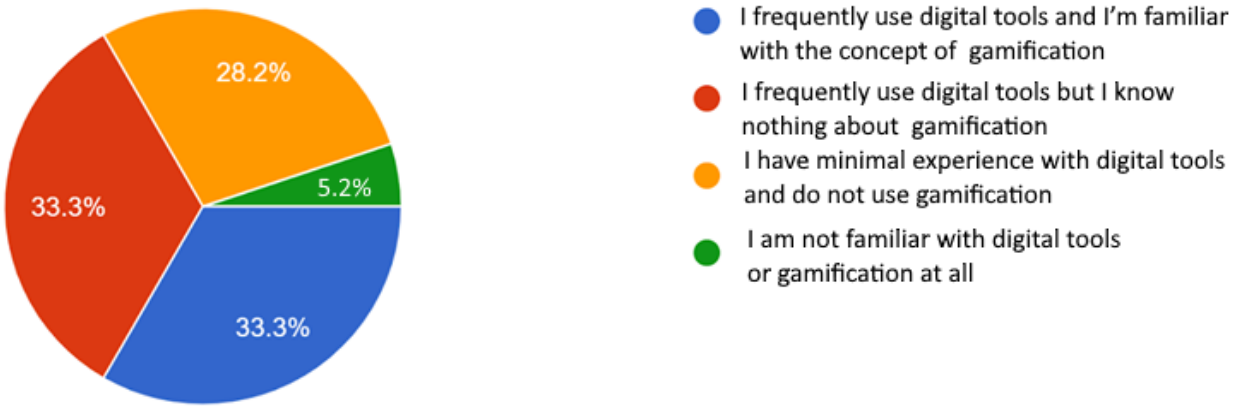
experiments, and visual aids that can engage students across different learning styles. Most important challenges (Q: If you are teaching climate change related topics in your educational program, what are the primary challenges you face?) when teaching on climate challenges appear to be: limited time available to cover the topic (76.9%), lack of professional training in teaching climate change (35.6%), misconceptions or skepticism from students or parents (30.8%), and difficulty engaging students with complex climate science concepts (23.1%). For the main barriers (Q: If you are teaching climate change related topics in your educational program, what are the primary barriers you face?) teachers stated: lack of appropriate teaching materials or resources (64.1%), curriculum constraints (46.2%), lack of professional development opportunities related to climate education (30.8%), difficulty addressing diverse student needs and learning styles (25.6%), and limited support or collaboration with parents or the community on environmental education (15.4%).

Teachers' perspectives on gamification and escape rooms for climate education

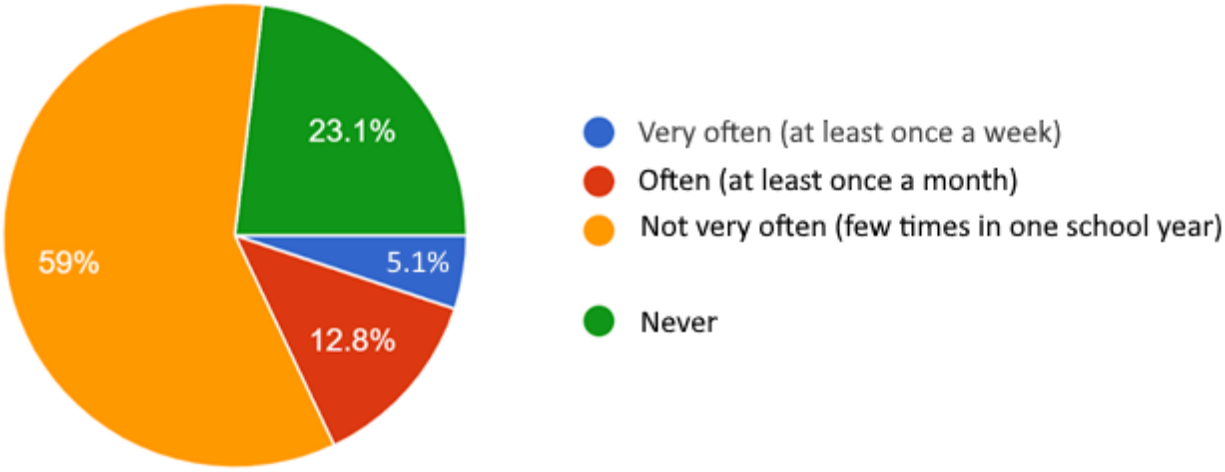
Digital tools are commonly used in classrooms, yet their application specifically within the context of climate education remains inconsistent. Many teachers incorporate digital elements such as online quizzes, interactive simulations, and multimedia presentations into their lessons. These tools are generally used to enhance engagement and provide visual or interactive support for complex topics.

However, the pedagogical approach known as gamification—where game-based elements are employed to foster learning—is still significantly underutilized. Although some educators are aware of gamified tools, only a small number report using them regularly in their teaching practice.

How familiar are you with digital tools and the concept of gamification?



Which of the following gamification-based teaching tools have you used or are familiar with?



The limited adoption of gamification can be attributed to several key barriers. A primary issue is the lack of adequate training on how to effectively implement these tools in a classroom setting. Many teachers are unfamiliar with the design principles behind educational games or unsure how to align them with curricular goals. Time constraints also play a major role; preparing and integrating gamified activities often requires more planning than traditional methods. Additionally, some schools face

technological limitations, such as insufficient access to devices or reliable internet, which further restricts the use of advanced digital tools. As a result, while the potential of gamification is recognized, its practical application in climate education remains sporadic and underdeveloped.

Institutional barriers and challenges in implementing climate change education

Teachers identified several systemic and pedagogical barriers that hinder the effective delivery of climate education. One of the most commonly mentioned obstacles is the limited time allocated within the school schedule, which makes it difficult to explore climate topics in sufficient depth. Another significant issue is the lack of appropriate teaching materials that are tailored to the developmental stages and learning needs of different age groups. The inherent complexity of climate science also poses a challenge, as educators often struggle to simplify intricate concepts for younger students without compromising scientific accuracy.

In addition to these pedagogical concerns, teachers frequently encounter misinformation and skepticism from both students and parents. This resistance is often fueled by content circulating on social media or shaped by broader political and cultural attitudes, which can undermine classroom efforts to present scientifically grounded information. Furthermore, many educators operate within rigid curricular frameworks that do not prioritize environmental education, limiting their flexibility to introduce or expand on climate-related content.

Compounding these issues is the insufficient availability of professional development opportunities specifically focused on climate literacy. Without access to targeted training, teachers may lack the confidence and up-to-date knowledge necessary to engage students effectively. These challenges are deeply interconnected: the absence of training contributes to low confidence, which in turn reduces the likelihood that teachers will integrate climate topics into their lessons, perpetuating a cycle of underrepresentation in the classroom.

2. Student Findings

Knowledge of climate change

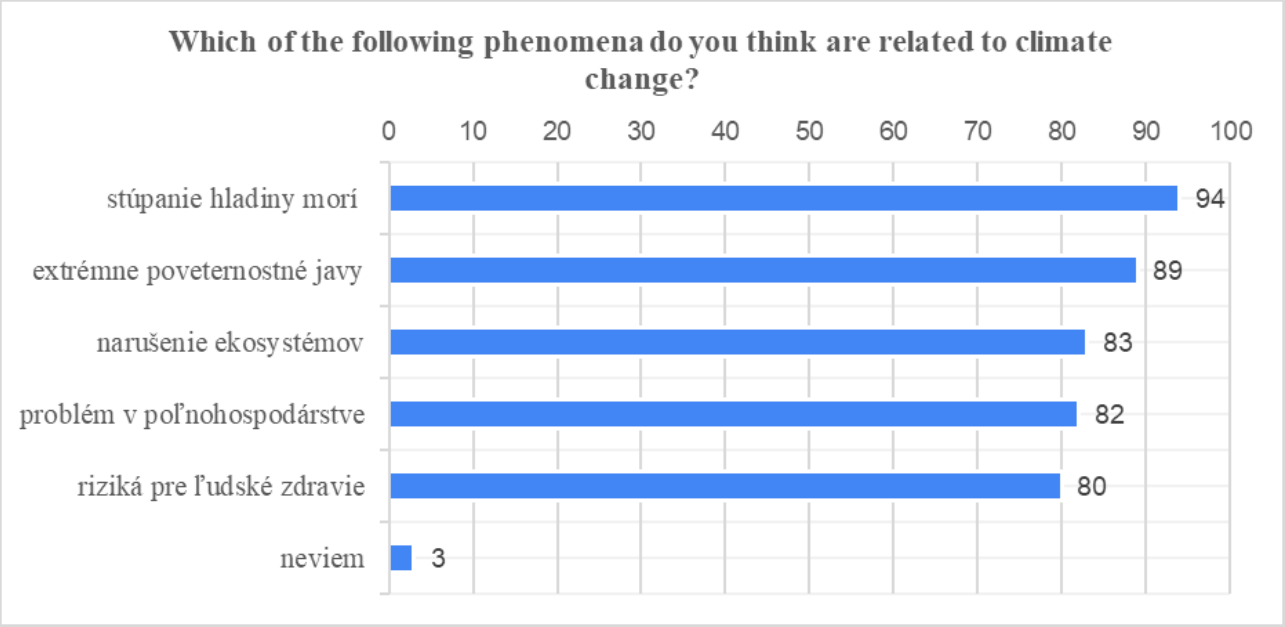
The survey aimed to explore students' understanding of climate change by asking them to describe the concept in their own words, identify related phenomena, and select what they believe are the primary causes. A total of 102 students participated in the questionnaire.

Students' understanding of climate change shows considerable variation in both focus and depth. When asked to describe what they understand by the term “climate change”, 39.2% students directly stated that the changing of climate (this was the most frequent category) which is essentially a restatement of the term itself. While this indicates awareness of the terminology, it also suggests limited conceptual understanding, as students may simply be repeating familiar words without a deeper grasp of the underlying processes. This type of response often reflects early-stage recognition or recall rather than comprehension. Beyond this, 32.4% of students referred to the global character of the problem, and 24.5% of students described it as a change in weather.

Additional interpretations included global warming (21.6%), changes in temperature (8%), human-induced change (7.8%), and extremes or fluctuations (6,9%). Some students referenced environmental effects like ecosystem changes (4,9%), melting glaciers or rising sea levels (1,9%), or deforestation (1%).

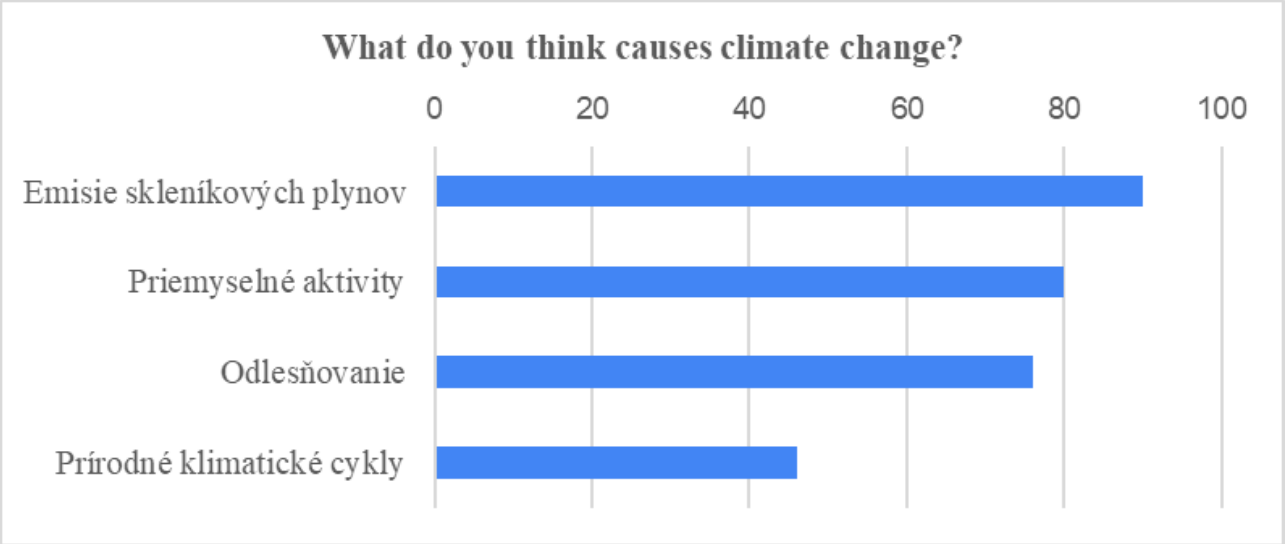
While many students focused on scientifically grounded aspects, a subset provided vague or symbolic responses. For example, two students used exclamations or emotional expressions, and another wrote “something with the climate.” Others gave answers such as “conditions nature cannot handle” or “problems,” without specifying what kind. These responses suggest limited conceptual clarity or difficulty articulating the issue. In total, 15 responses (14.7%) could be classified as vague, symbolic, or lacking substantive content.

In the multiple-choice question “Which of the following phenomena do you think are related to climate change?” students were asked to select all applicable items. The most frequent combination of responses included rising sea levels and extreme weather events, likely because these impacts are widely covered in media and easily visualized by students.



Most students selected multiple manifestations, with over 59% identifying all five provided options. This indicates a broad awareness of the issue's complexity. Students recognize that climate change is not a singular event but a multifaceted phenomenon affecting ecosystems, agriculture, and human health alike. An additional 15,7% of students selected four out of five, and just 4 students (3.9%) selected just one. Only 3 students (2.9%) selected "I don't know," indicating that nearly all respondents were able to connect climate change with tangible effects.

Students were also asked what they believe causes climate change. The question allowed for multiple selections and offered both human and natural explanations. Most students demonstrated a strong understanding of the anthropogenic nature of climate change.



The majority 88.2% identified greenhouse gas emissions as a primary cause. Similarly, 78.4% selected industrial activity, and 74.5% chose deforestation. These three causes, all related to human activity, were the most frequently cited, suggesting that students generally accept the scientific consensus on climate change.

Natural climate cycles were selected by 45.1%, showing that while students acknowledge natural variability, they largely do not see it as the sole explanation. In fact, only 4 students (3.9%) indicated that natural climate cycles are the only cause of

climate change. This small group, composed of three secondary school students and one from lower secondary level, may reflect a limited presence of climate skepticism or simply a lack of clarity on the scientific distinction between natural and human-induced change.

These findings indicate that most students are not only aware of climate change as a phenomenon, but also understand its root causes in terms of emissions, industrialization, and environmental degradation. This contrasts with their more variable responses to the definition of climate change itself, where some showed only partial understanding.

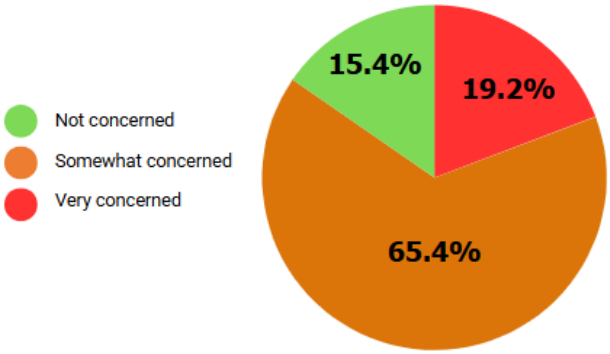
The data suggests that while conceptual clarity may vary when students describe climate change in their own words, they tend to be more confident and accurate when identifying specific causes from a structured list. This may point to a reliance on recognition rather than recall, and underlines the importance of reinforcing core climate science concepts through both content knowledge and applied learning.

Level of concern and mitigation actions

Students were asked how concerned they are about climate change and to what extent they engage in environmental protection, both through organized activities and personal actions at home.

When asked “How concerned are you about climate change?”, a majority of students expressed at least some degree of worry:

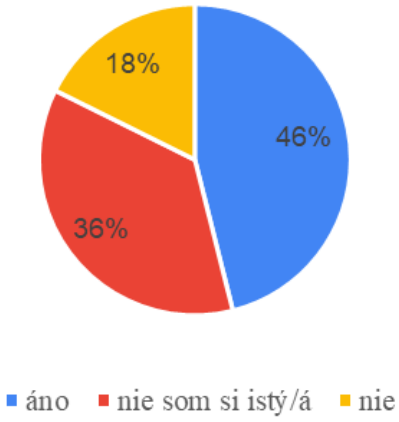
How concerned are you about climate change?



These results suggest that while climate change is a pressing issue for many students, the intensity of concern varies. Only 20% of students are in the “very concerned” category, which may reflect desensitization, limited understanding of the risks, or a perceived distance from direct impacts. Still, only a small group showed no concern at all, indicating that outright disengagement with the issue is rare.

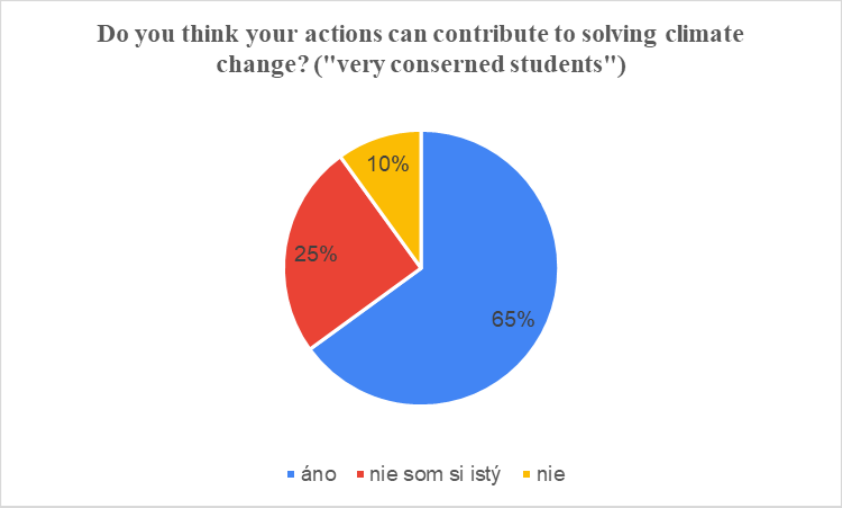
In addition to measuring concern and behavior, the questionnaire explored whether students believe that their individual actions can contribute to addressing climate change. This question provides insight into students’ sense of personal responsibility and agency factors that strongly influence long-term engagement with climate solutions.

Do you think your actions can contribute to solving climate change?



Although nearly half (46%) of the students believe their actions can make a difference, a significant portion (over one-third - 36%) remain uncertain. This hesitation may reflect doubts about the scale of individual influence, a lack of clear feedback on the results of their actions, or gaps in educational messaging about personal responsibility within systemic change. The fact that 17.6% do not believe their actions matter could suggest a sense of futility, possibly influenced by the perceived enormity of the climate crisis or limited opportunities for meaningful participation.

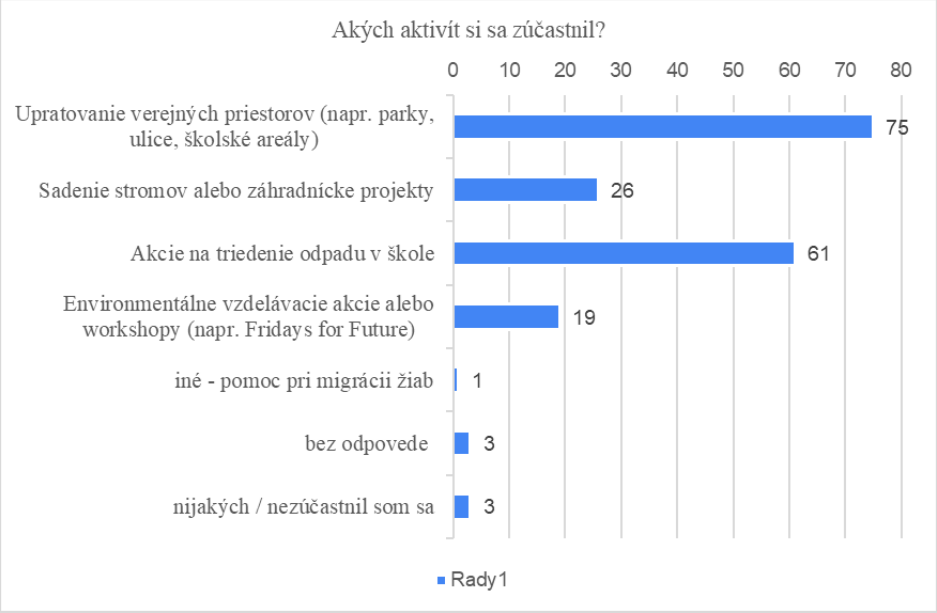
However, when we focus specifically on the 19% students who reported being “very concerned” about climate change, a different pattern emerges. Among this subgroup, 65% believe their actions can contribute to climate solutions. This suggests that a higher level of concern is associated with a stronger belief in personal responsibility and efficacy. Students who feel more emotionally engaged with the issue are also more likely to feel empowered to act.



In contrast, students who reported lower concern levels were more likely to express doubt or skepticism about the value of individual actions. This connection between emotional investment and perceived impact reinforces the importance of not only providing knowledge, but also fostering meaningful engagement through education that emphasizes agency, real-world relevance, and collective action.

This divergence within the student body points to an opportunity: strengthening the sense of connection between individual behavior and climate outcomes, especially among the “uncertain” majority could increase both motivation and action.

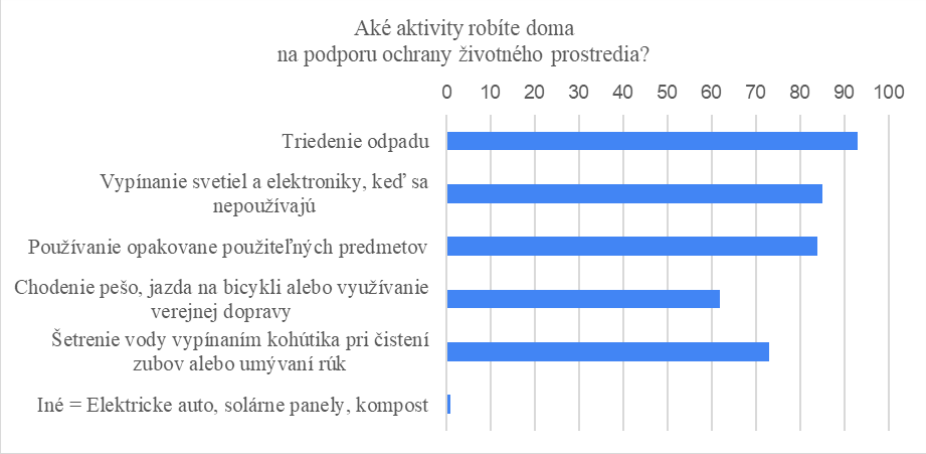
To assess how students put their beliefs into action, the questionnaire included a section on participation in organized environmental activities. These included both school-led and community-based efforts aimed at promoting sustainability. The most frequently combined activities were public cleanups and school-based waste sorting, suggesting that logistical simplicity and familiarity within the school context make these actions more accessible. Activities requiring external organization or more complex planning saw notably lower participation. The results indicate that students are most likely to participate in practical, hands-on activities that are supported institutionally.



Only 3 students (2.9%) reported no participation in any such activity, while another 3 gave no response. Notably, 3.9% of the students had engaged in all four types of activities, and 20.6% of the students participated in three. This demonstrates that while participation is not universal, many students have had hands-on experience with collective environmental actions.

These activities likely contribute to building students' sense of agency, although engagement drops when the activities require more time or coordination, such as organized campaigns or external events.

Students were also asked about sustainability practices in their everyday lives in this case at home. The most frequently combined behaviors were recycling and energy-saving, likely because they are easy to implement and commonly encouraged.



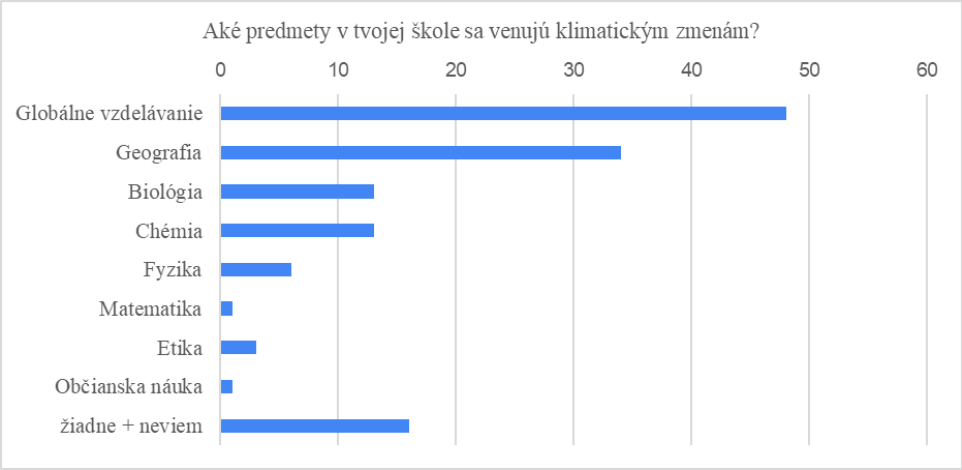
A large number of students (39.2%) reported doing all five listed actions, with another 29.4% engaging in four. Only one student (1%) reported doing none. These figures indicate strong participation in individual-level mitigation efforts, particularly those that are habitual or supported within households.

The high rate of home-based actions contrasts with the lower participation in organized environmental events, and mirrors the uncertainty many students expressed about the effectiveness of individual behavior. This may suggest a gap between awareness and empowerment, reinforcing the need for education that connects personal action with systemic outcomes.

Efficacy of current teaching methods

This section examines how students perceive climate change education in their school. Its presence across subjects, perceived effectiveness, preferred teaching methods, and their experiences with innovative approaches such as gamification.

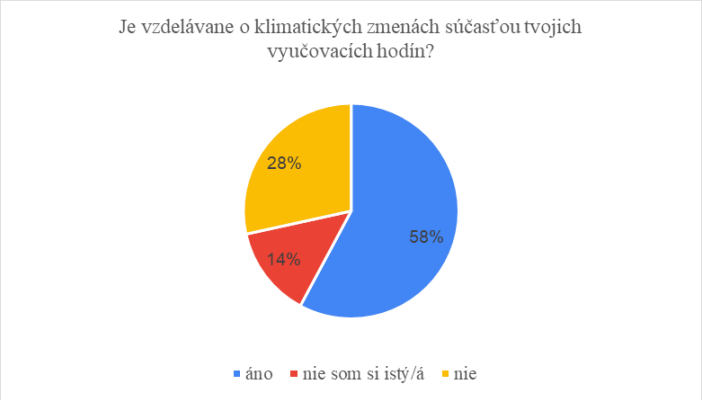
Students were first asked which school subjects address climate change. The responses reflect a broad but inconsistent distribution across disciplines.



While students most often identified Global Education and Geography, it is important to note that *Global Education* is a social science subject not included in the state-mandated national curriculum. This subject was specifically mentioned by students from two bilingual grammar schools, suggesting that the availability of climate-related content may depend heavily on the school's specific academic program rather than systemic curricular requirements.

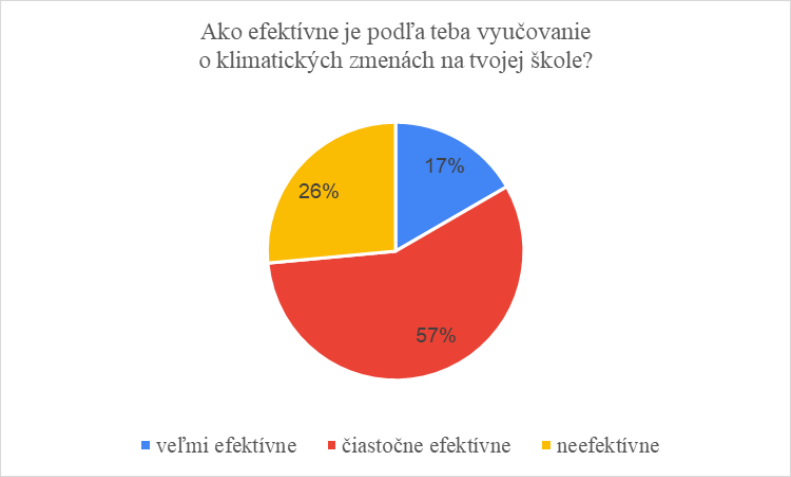
A notable portion of students (15%) either could not identify any subject covering climate change or stated that none did, pointing to uneven integration of the topic across schools and classrooms.

When asked more directly whether climate change is part of their regular lessons, responses were mixed.



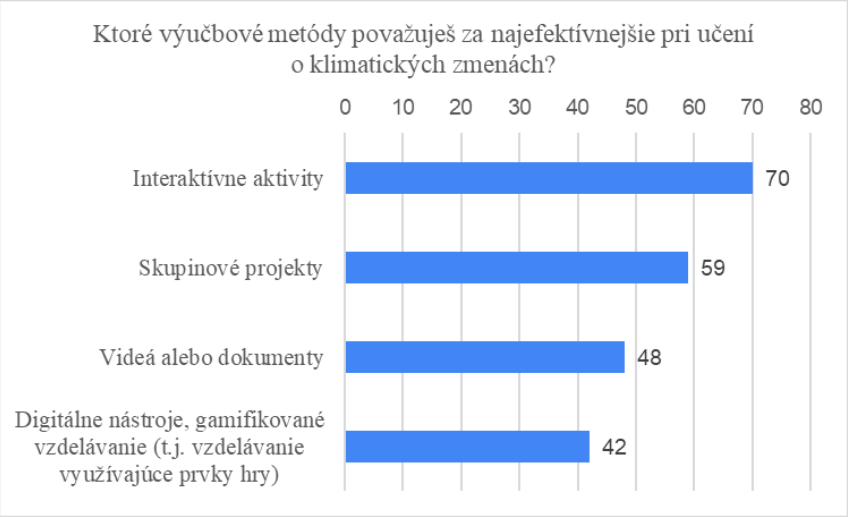
Although over half of the students confirmed that climate change is addressed in their classes, the remaining portion either denied this or expressed uncertainty, which is further suggesting inconsistencies in coverage or clarity about when and how the topic is introduced.

To better understand how students evaluate their learning experience, the survey asked how effective they consider current teaching on climate change.



While most students (57%) consider climate education at least somewhat effective, only a minority (17%) rate it as “very effective.” A notable 26% perceive it as not effective at all, which may reflect uninspiring teaching methods, lack of depth, or irregular integration of the topic. This range of perceptions points to a need for both content and pedagogical improvements to ensure students not only receive the information, but engage with it meaningfully.

Students were also invited to reflect on how climate change should be taught. The survey asked them to identify the teaching methods they consider most effective for learning about climate change. Their responses reveal a clear preference for methods that are interactive, collaborative, and grounded in real-world context.



The most frequent combination chosen was interactive activities paired with group work. Nearly 70% of students selecting the former and over half choosing the latter show that students respond best to collaborative, hands-on formats. These preferences suggest a strong demand for experiential, engaging methods that make the content feel relevant and dynamic. Only 2 students did not provide an answer.

Although many students selected two or more methods, only a small group showed broader pedagogical openness: 11 students (10.8%) selected all five main options. At the other end of the spectrum, 22 students (21.6%) selected only one method, indicating more narrow or possibly more strongly held preferences.

These findings reflect a strong student interest in learning approaches that are dynamic and engaging, and point to a growing expectation that schools should move beyond traditional lecture-based formats. Climate education that incorporates discussion, simulation, and media is more likely to be perceived as effective and relevant by students themselves.

Interestingly, digital and gamified tools were chosen by over 40% of respondents, yet many students reported limited exposure to these methods, as seen in the following questions.

Gamified learning

To explore whether students' preferences for modern teaching methods align with their actual experiences, the survey asked whether they had ever encountered escape rooms or other gamified learning activities in any school subject. Almost half (49%) stated that they had **not** experienced these methods at all, while another 23% said they did not know what such activities were. These responses reveal a clear gap between what students consider effective and what they have actually encountered in the classroom.

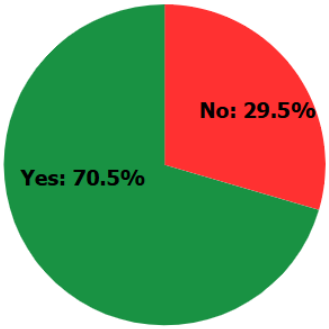
Among the 42 students who identified digital tools and gamification as effective methods, nearly half (48%) students stated that they had never experienced such approaches in class. In addition, 5 students admitted that they did not know what an escape room was, indicating a lack of familiarity with even the concept of gamification in education.

This mismatch between expectation and reality suggests that although students are highly receptive to game-based and interactive learning, schools have been slow to

implement such methods. While the tools are available and interest is evident, access remains limited. Introducing gamified elements could significantly enhance engagement, particularly if linked to topics like climate change that benefit from immersive, scenario-based learning.

When asked directly whether they would like to learn more about climate change through gamified methods, a strong majority responded positively.

Would you like to learn more about climate change if it was taught through gamified methods?



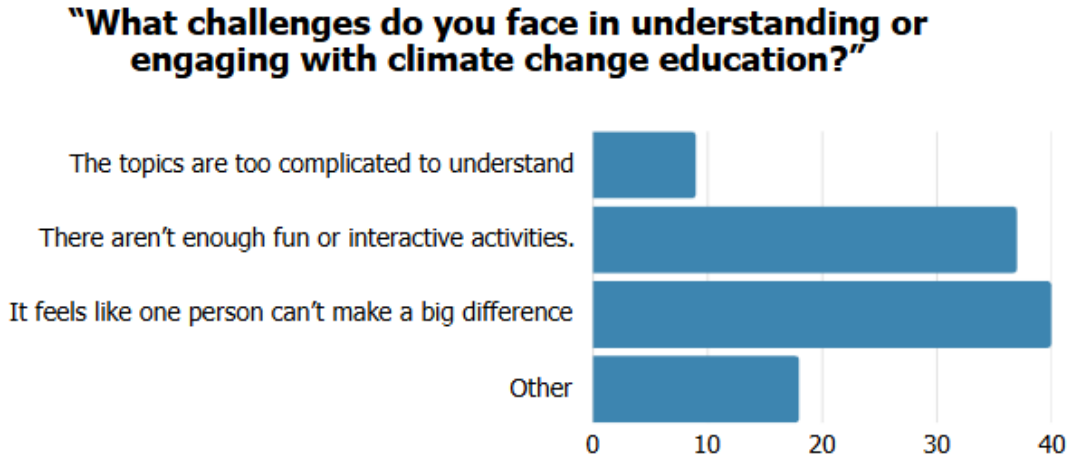
This level of interest confirms that gamification is not only a trendy concept, but a relevant and potentially powerful pedagogical tool in the eyes of students. With nearly 70% of respondents open to using games and simulations in climate education, schools have a clear mandate to explore more interactive and playful approaches.

These findings suggest that while gamified learning holds strong appeal for students, its presence in classrooms remains limited. Expanding access to these methods, especially in climate education, could not only boost engagement, but also bridge the gap between student interest and educational practice.

Challenges and recommendations for improving curriculum

The final part of the student survey explored perceived barriers to climate change education and asked students to reflect on how teaching could be improved.

When asked **"What challenges prevent you from understanding or engaging in climate change education?"**students cited a range of reasons.



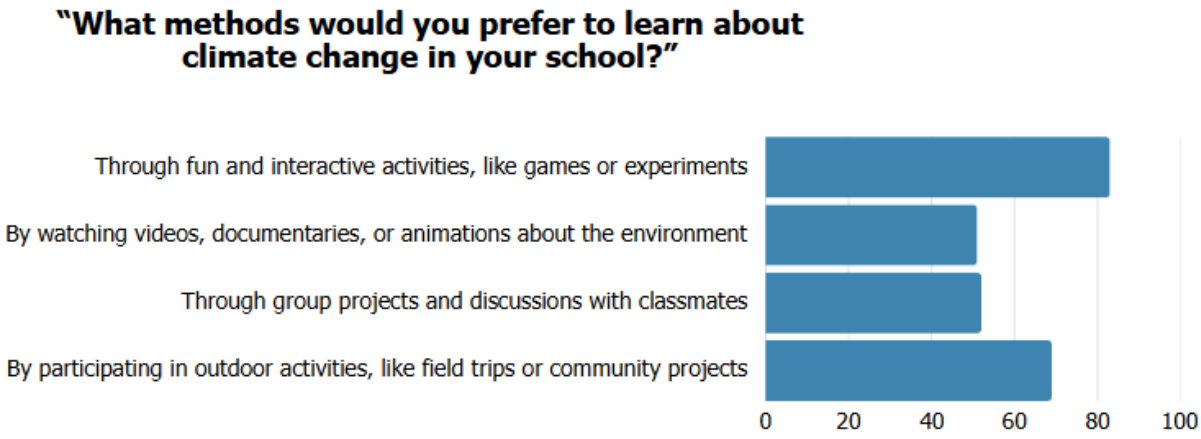
The most common barrier, selected by 40.2% of students, was the belief that "*individual actions do not make a big difference*". This reflects a common tension between awareness and perceived efficacy. Despite high levels of sustainable behavior as seen in previous questions, many students remain skeptical about its impact.

The second most reported issue, chosen by 36.3% of students, was the "*lack of entertaining or interactive activities*" related to the topic. This response suggests that students are open to learning about climate change but feel that current teaching formats are not sufficiently engaging or varied.

A smaller group (9.8%) said the "*topics were too difficult to understand*", which may point to the need for improved scaffolding, clearer explanations, or better contextualization, especially in interdisciplinary settings. In the "Other" category, some students noted time constraints or low motivation, while a few reported "*no barriers at all*", suggesting that they already feel well-supported.

These responses show that while some obstacles are related to content or method, others stem from mindset, time availability, or broader structural factors.

Students were also asked **"What methods would you prefer for learning about climate change at school?"** Their responses confirmed earlier findings: students strongly favor interactive, hands-on learning experiences.



The most preferred method was "fun and interactive activities, such as games or experiments", selected by 78.4%. This was followed by outdoor activities and community projects (e.g. excursions), chosen by 65.7%. Group discussions and peer collaboration were also valued (49%), along with multimedia content such as videos or animations (48%).

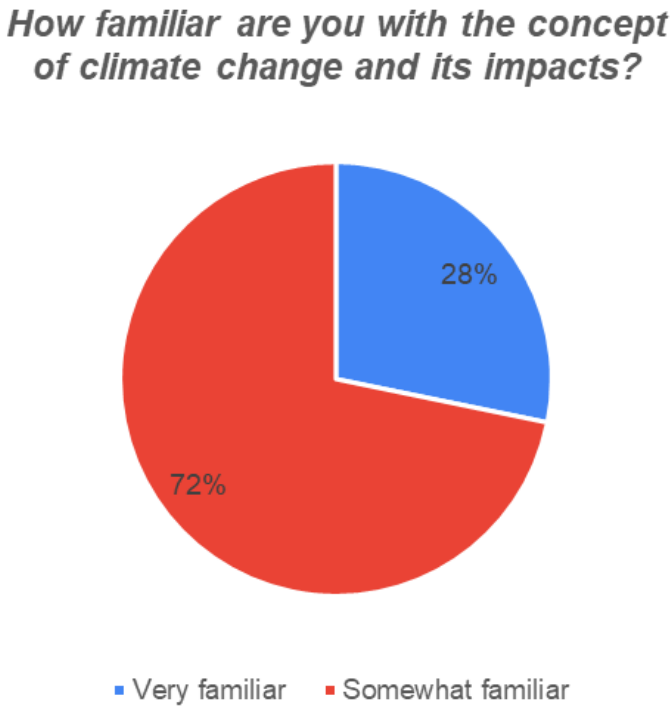
These preferences reinforce the idea that effective climate education should go beyond theoretical explanation and actively involve students in discovery, debate, and real-world problem solving. The emphasis on outdoor and experiential learning suggests a desire to connect abstract concepts to everyday life, while the popularity of gamified approaches reflects a broader generational shift in how students engage with complex topics.

The most common combinations included interactive activities paired with outdoor learning or group work, pointing to a consistent student preference for variety, social learning, and active involvement in the learning process.

3. Parents and Families Findings

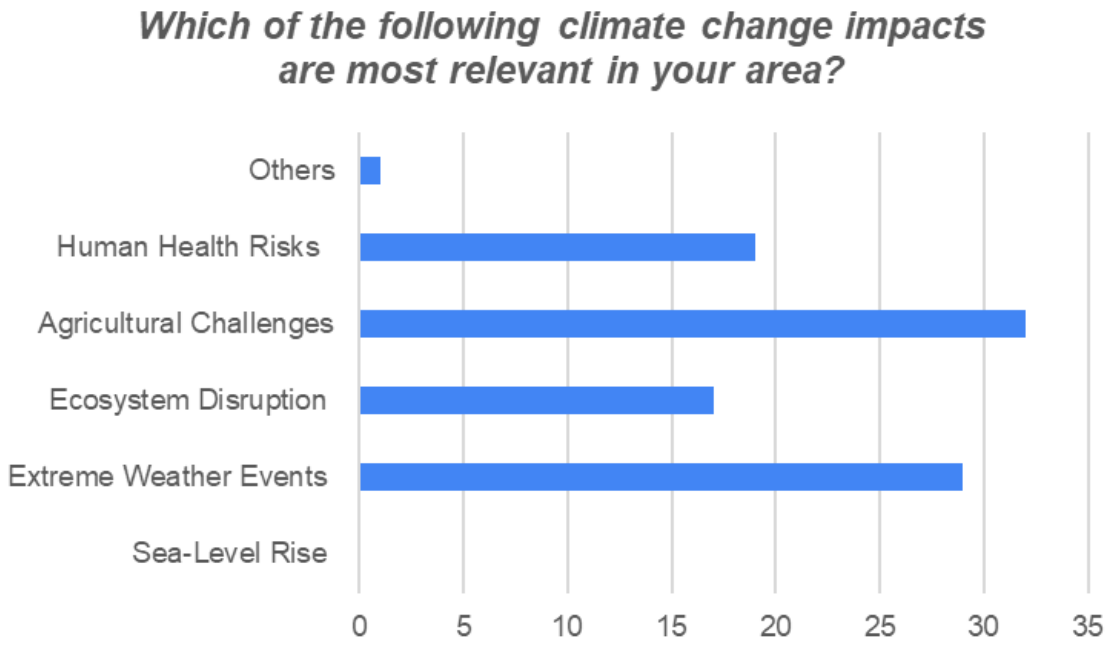
Climate change awareness

Parents who responded to the survey believe they have **at least a basic understanding of climate change**. None reported having "little or no knowledge" on the topic; 28% consider themselves "very familiar," and an additional 72% indicate they are "somewhat familiar."



When asked about specific climate change impacts relevant to their area, parents most frequently highlighted **agricultural challenges** (32 responses) and **extreme weather events** (29 responses). Human health risks and ecosystem disruption were also notable concerns, receiving 19 and 17 responses, respectively. Sea-level rise was not identified by any of the respondents, likely because they do not live near coastal areas. Additionally, one respondent provided their own answer, noting increased year-round temperatures as a relevant concern.

Most relevant climate change impacts in local area



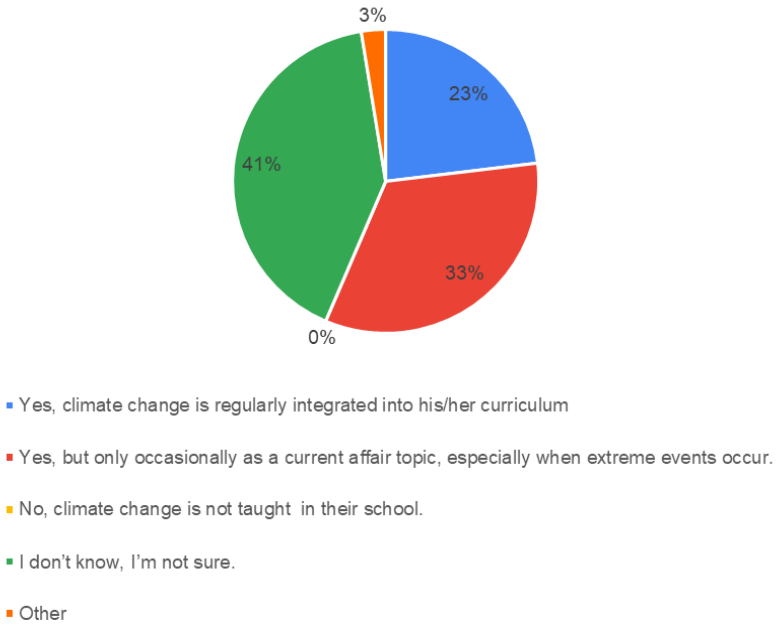
Efficacy of school climate education

Regarding climate change education at their children's schools, 23% of parents reported that the topic is regularly integrated into the curriculum. A larger group (33%) indicated **climate change is discussed occasionally, mainly as a current event occurs**. However, the **largest portion of respondents** (41%) **expressed uncertainty about whether climate change is covered at all**. One parent (3%) indicated that while the topic is regularly addressed, it lacks sufficient depth. Notably, no respondents claimed that climate change education is entirely absent from the curriculum.

When asked about the effectiveness of climate change education at their children's schools, **nearly half of the parents (46%) rated it as "somewhat effective,"** suggesting room for improvement. Only 15% considered it "very effective," indicating full satisfaction. A small minority (3%) felt climate education was "not effective at all." Interestingly, a significant group (36%) could not evaluate effectiveness because they were unsure if climate change education was even provided at their children's schools.

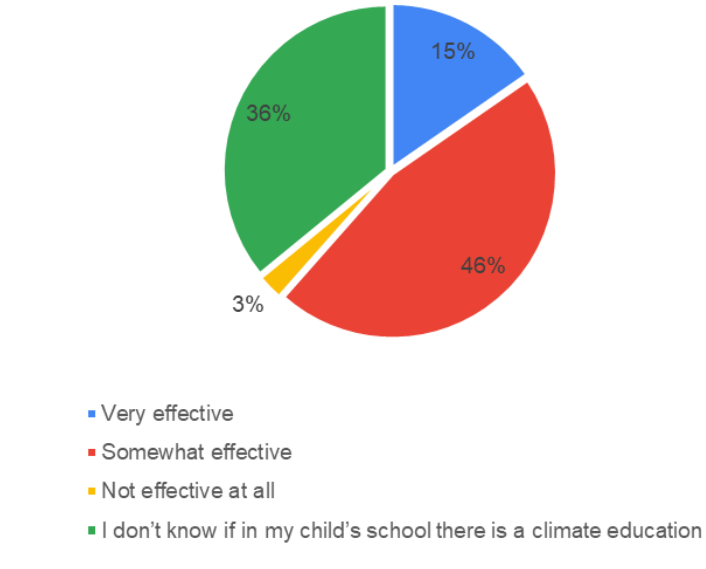
Climate change education in children's school

Does your child receive education on climate change at their school?



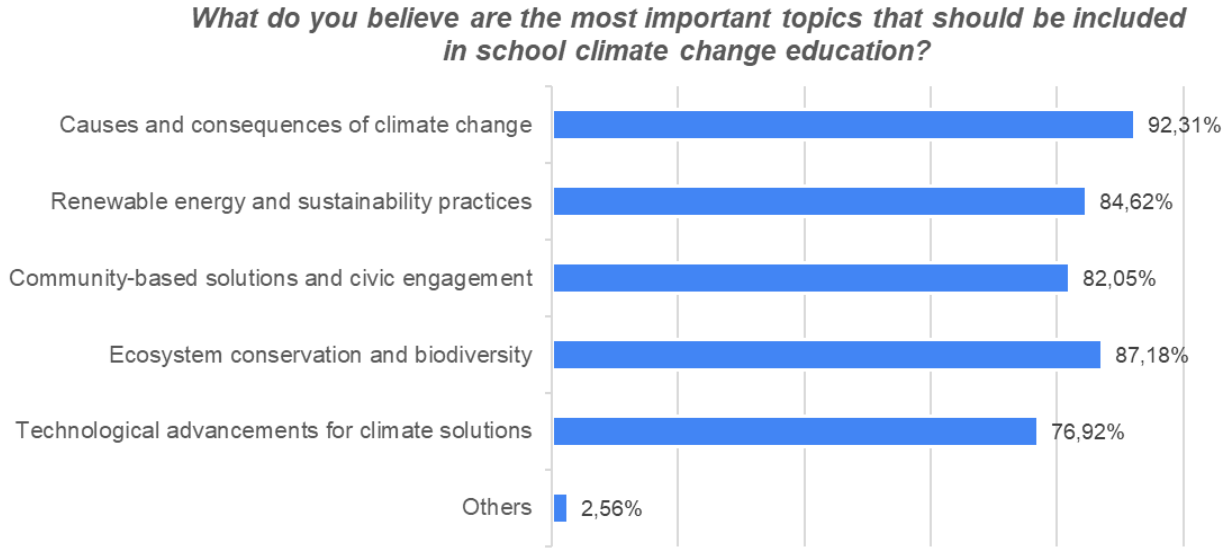
Efficacy of children's climate change education

How would you rate the effectiveness of climate change education in the school attended by your children?



When parents were asked to identify the most important topics that should be included in school climate change education, the vast majority (92.31%) highlighted the importance of teaching about the **causes and consequences of climate change**. Other highly prioritized topics included **ecosystem conservation and biodiversity** (87.18%), renewable energy and sustainability practices (84.62%), and community-based solutions with civic engagement (82.05%). Technological advancements for climate solutions were also recognized as significant by 76.92% of respondents. One respondent offered their own detailed proposal for a topic: *"Raising awareness that buying cheap or large quantities of goods also contributes to the climate crisis. Students need real-life examples—like, 'I don't need that T-shirt because it's poorly made at the expense of other people's living standards,' or explaining why it's better to buy something wooden rather than plastic."*

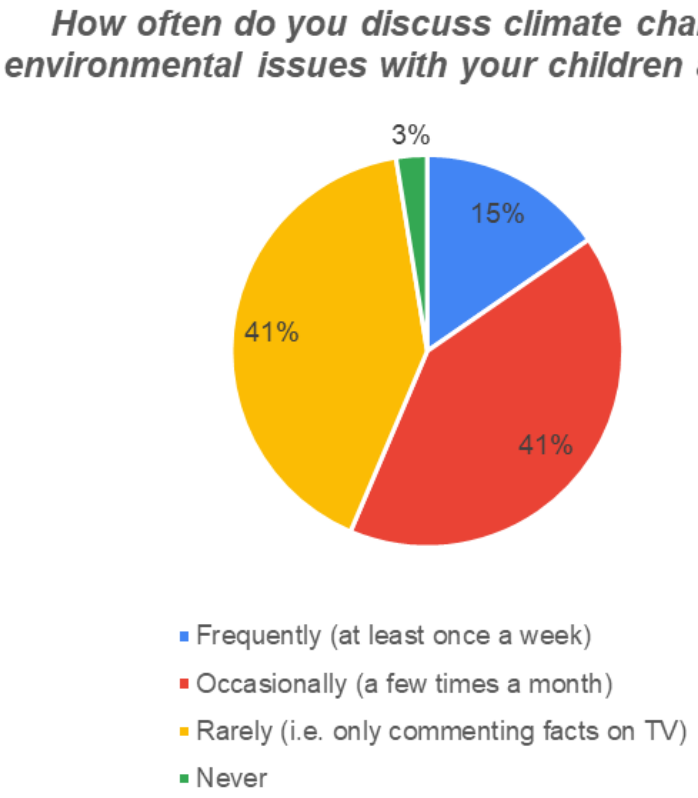
Most important topics that should be taught



How to support families in discussing climate change at home

When asked how often they discuss climate change or environmental issues with their children at home, **most parents reported discussing it occasionally** (41%) or **rarely** (41%). A smaller segment of respondents (15%) engages in frequent discussions, defined as at least once a week. Only a small minority (3%) stated that they never discuss these topics at home.

Frequency of climate change discussions at home



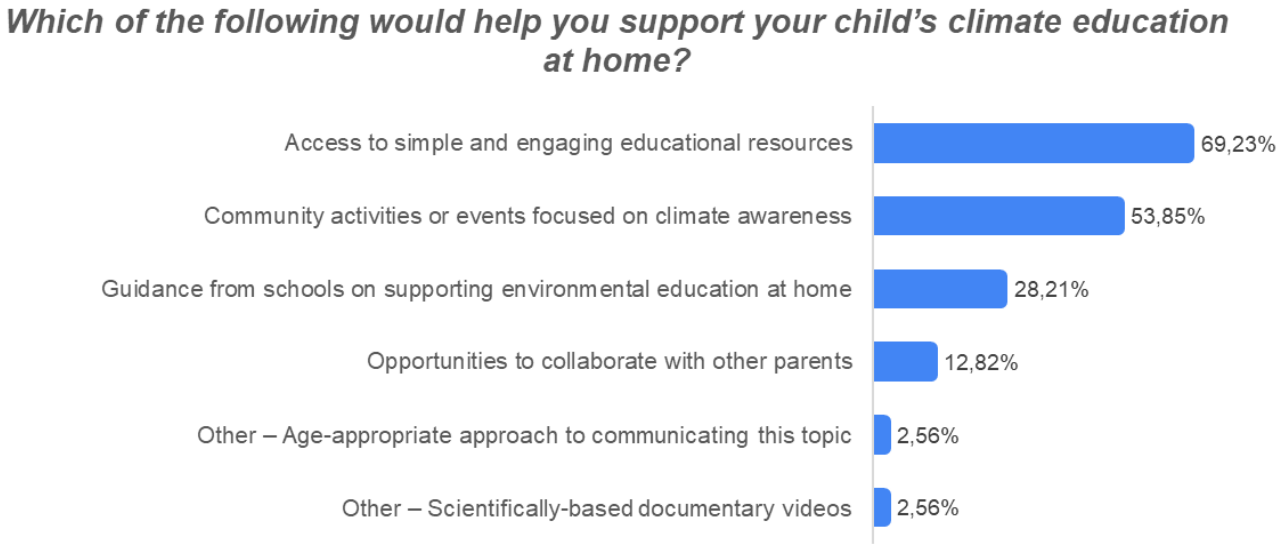
When asked about the challenges they face in supporting their child's understanding of climate change, the most frequently mentioned obstacles were **a lack of sufficient knowledge** to explain the topic effectively (30.77%) and **not having enough time to engage in related discussions or activities** (also 30.77%). Nearly a quarter of respondents (23.08%) reported **difficulty finding engaging and age-appropriate resources**. Some parents (12.82%) noted that their child shows limited interest in

climate or environmental issues, while only a small portion (2.56%) admitted to not being personally interested in the topic. Among the open-ended responses, 5.13% of parents shared that their child experiences stress or fear about the future and suffers from environmental anxiety. Moreover 15.38% of respondents stated they do not perceive or experience any difficulties related to this topic.

Challenges parents and families face when discussing climate change

When asked what would be most helpful in supporting their child's climate change education at home, the majority of respondents (69.23%) selected **access to simple and engaging educational materials**. More than half (53.85%) expressed interest in **community awareness activities and events**. About a third (28.21%) indicated they would benefit from school recommendations or guidance. A smaller group (12.82%) would appreciate opportunities to collaborate with other parents. Among the open-ended responses, there were suggestions for an age-appropriate approach to communication and the use of scientifically-based documentary videos.

Which of the following would help you support your child's climate education at home?



Main Findings from the Parents and Families Survey

- Parents report a generally good understanding of climate change, with none claiming little or no knowledge and many expressing interest in learning more to better support their children at home.
- Climate-related impacts most often observed by parents included: Agricultural challenges, Extreme weather events, Health risks and ecosystem disruption
- Parents view school-based climate education as present but limited in depth and visibility, with many unsure of its coverage and nearly half finding it only somewhat effective.
- Climate change is discussed at home occasionally or rarely in most families, with only a small number having frequent conversations.
- Main barriers to home discussions include lack of knowledge, time constraints, difficulty finding age-appropriate materials, and in some cases, children's anxiety or lack of interest.

- To better support climate learning at home, parents would welcome accessible educational materials, school guidance, community events, and collaboration with other families.

These findings emphasize the need to include family perspectives in the *Escape the Climate Crisis* coursework and learning platform, ensuring that learning is supported both in the classroom and at home.