

Abstract

The aim of this study was to investigate how lower secondary school students perceive the use of toxic substances against animals through a questionnaire survey and a teaching session. Students completed the first questionnaire before the teaching session and the second one after the lesson. Some questions were repeated in both questionnaires to track changes in students' thinking. The first part of the study describes the historical use of toxic substances in the region from the second half of the 19th century to the 21st century. Furthermore, national curriculum frameworks (RVP) and school-specific curricula (ŠVP) were analyzed to identify how toxic substances are addressed in expected learning outcomes and teaching content. A list of the schools visited was then compiled. Subsequent chapters outline the methodological procedures used for categorizing the collected responses, calculating statistical measures, and presenting the data in graphical and percentage formats, accompanied by commentary and interpretation of the results. The findings revealed that students hold diverse opinions on the use of poisons. Approximately 16% of respondents changed their views after the lesson. The teaching session led to a partial shift in students' perceptions of poison use, with around 33% of students reporting indirect encounter with toxic substances.

Keywords

Poison; pupils; questionnaire survey; environmental crime; history