

Method of Evaluation

The evaluation is split into two sections. A measure of change in opinion in both lessons, and a record of positive interactions recorded with students.

Each lesson has pre and post questions built into the lesson. The first part of the evaluation measures a change in response between those two questions. Responses are evaluated on a negative, neutral, or positive scale based on the indicated texts. These evaluations are intended to measure a change in perception over time.

The second part of the evaluation is intended to measure audience's use of empathy best practices in their interactions with the facilitator. Evaluation will be based around tallying instances of students expressing empathy towards animals in the program. Notes should also be taken to create a narrative of students expressing empathy over the course of both lessons.

Lesson 1 Evaluation

Lesson Objective: Audience will be engaged throughout program		
Measuring Objective: Have at least 2-3 questions asked during each lesson		
Negative response	Neutral response	Positive response
Class asks no questions during the lesson	Class asks 1-2 questions during the lesson or questions irrelevant to subject of lesson	Class asks 2-3 questions during the lesson

Tally:

Lesson objective being measured: Students will identify an animal as an individual, rather than as a species		
Measuring objective: Elicit a positive change in opinions from the first introduction of an invertebrate and then after the class has given that invertebrate a name		
Relevant pre assessment question: 3) Activity 1 c) i) What feelings does this animal make you feel? What do you think it looks like where this animal lives? What would you do if you saw this animal while you were out for a walk?		
Negative response	Neutral response	Positive response
Class responses show a primarily negative opinion of the invertebrate	Class responses show a primarily neutral or mixed opinion of the invertebrate	Class responses show a primarily positive opinion of the invertebrate
Relevant post assessment question: 3) Activity 1 h) Ask the class i) What feelings does this animal make you feel? What do you think it looks like where this animal lives? What would you do if you saw this animal while you were out for a walk?		
Negative response	Neutral response	Positive response
Class responses show a primarily negative opinion of the invertebrate	Class responses show a primarily neutral or mixed opinion of the invertebrate	Class responses show a primarily positive opinion of the invertebrate

Opening Question Responses:

Follow Up Question Responses:

Lesson 2 Evaluation

Lesson objective: Audience will be engaged throughout program		
Measuring objective: Have at least 2-3 questions asked during each lesson		
Negative response	Neutral response	Positive response
Class asks no questions during the lesson	Class asks 1-2 questions during the lesson or questions irrelevant to subject of lesson	Class asks 2-3 questions during the lesson

Tally:

Lesson objective being measured: Students will model an animals perspective		
Measuring objective: Students will demonstrate what a snake would do in different scenarios		
Relevant pre assessment question: 3) Activity 3 b) Ask the class: i-iii		
Negative response	Neutral response	Positive response
Students only give positive reactions to 1 scenario or give no positive responses	Students do not respond or give mixed responses to scenarios	Students identify positive reactions to 2-3 scenarios
Relevant post assessment question: 3) Activity 3 e) Ask the class: i-iii		
Negative response	Neutral response	Positive response
Students only give positive reactions to 1 scenario or give no positive responses	Students do not respond or give mixed responses to scenarios	Students identify positive reactions to 2-3 scenarios

Opening Question Responses:

Follow Up Question Responses:

Lesson objective being measured: Students will identify what an animal needs to be comfortable and healthy		
Measuring objective: Students will build an enrichment item with the appropriate needs for a given animal		
Relevant pre assessment question: 4) Activity 2 b) "" i) Ask the class (2) "What are some things we give to animals to make them happy?"		
Negative response	Neutral response	Positive response
Class response indicates a poor understanding of animal needs	Class response gives mixed answers or unsure of answer	Class response indicates positive understanding of animal needs
Relevant post assessment question: "What would our animal do with this?"; "Do you think our animal would like this?"		
Negative response	Neutral response	Positive response
Class response indicates a poor understanding of specific animal needs	Class response gives mixed answers or unsure of answer	Class response indicates positive understanding of specific animal needs

Opening Question Response:

Follow Up Question Responses:

Lesson 3 Evaluation

Lesson objective: Audience will be engaged throughout program		
Measuring objective: Have at least 2-3 questions asked during each lesson		
Negative response	Neutral response	Positive response
Class asks no questions during the lesson	Class asks 1-2 questions during the lesson or questions irrelevant to subject of lesson	Class asks 2-3 questions during the lesson

Tally:

Lesson objective being measured: Students will recognize emotions in animals that are similar to ours		
Measuring objective: Students will correctly identify animal emotions		
Relevant pre assessment question: 4) Activity 4 c) Practice identifying emotions i-iii		
Negative response	Neutral response	Positive response
Students are able to correctly identify 0-4 human emotions	Students are able to correctly identify 5-8 human emotions	Students are able to correctly identify 9-12 human emotions
Relevant post assessment question: 4) Activity 4 d) Animal Emotion cards iii) Show animal emotion PowerPoints (2) Debrief each emotion (a) What is the animal doing that made you choose that emotion?		
Negative response	Neutral response	Positive response
Students are able to correctly identify 0-4 animal emotions Or justify their reasoning for choosing their choice of 0-4 animal emotions	Students are able to correctly identify 5-8 animal emotions Or justify their reasoning for choosing their choice of 5-8 animal emotions	Students are able to correctly identify 9-12 animal emotions Or justify their reasoning for choosing their choice of 9-12 animal emotions

Opening Question Responses:

Follow Up Question Responses: