

### **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**

<b>Lesson 1</b>		
<b>Lesson objective:</b> Audience will be engaged throughout program		
<b>Measuring objective:</b> 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
Classes with negative response: 1 Notes: Many technical difficulties in class with little participation	Classes with neutral response: 1 Notes:	Classes with positive response: 4 Notes: In many classes more than 3 questions asked. Not enough time to answer all question

<b>Lesson objective being measured:</b> Students will identify an animal as an individual, rather than as a species		
<b>Measuring objective:</b> Elicit a positive change in opinions from the first introduction of an invertebrate and then after the class has given that invertebrate a name		
<b>Relevant pre assessment question:</b> 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
Classes with negative response: 4 Notes: Many students show disgusted faces. Many comments saying they would run away or step on cockroaches if they saw them while out on a walk	Classes with neutral response: 3 Notes: Classes with mixed responses had some negative response students, mostly mixed with students excited to see the cockroach. Still mostly negative comments when they see the roach on a walk	Classes with positive response: 0 Notes:
<b>Relevant post assessment question:</b> 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
Classes with negative response: 4 Notes:	Classes with neutral response: 3 Notes:	Classes with positive response: 7 Notes: Every class noted they would feel happy to see the named cockroach. Some students said they would stay away from the cockroach. Many

		comments saying they would "help" cockroach
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**Lesson 2 Evaluation**

<b>Lesson objective:</b> Audience will be engaged throughout program		
<b>Measuring objective:</b> 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
Classes with negative response:0 Notes:	Classes with neutral response: 2 Notes: Some classes had trouble asking questions, but showed generally positive reactions	Classes with positive response: 5 Notes: In many classes more than 3 questions asked. Not enough time to answer all question

<b>Lesson objective being measured:</b> Students will model an animals perspective		
<b>Measuring objective:</b> Students will demonstrate what a snake would do in different scenarios		
<b>Relevant pre assessment question:</b> 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
Classes with negative response:1 Notes:	Classes with neutral response: Notes:	Classes with positive response: 6 Notes:
<b>Relevant post assessment question:</b> 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
Classes with negative response: Notes:	Classes with neutral response: 1 Notes:	Classes with positive response: 6 Notes:
<b>Notes:</b> Every class showed either a comparable association between how they would treat classmates or animals, or showed an improvement in treating classmates and response to treating animals.		

<b>Lesson objective being measured:</b> Students will identify what an animal needs to be comfortable and healthy
<b>Measuring objective:</b> Students will build an enrichment item with the appropriate needs for a given animal

<b>Relevant assessment question:</b> “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
Classes with negative response:0 Notes:	Classes with neutral response: 2 Notes:	Classes with positive response: 5 Notes:

### Lesson 3 Evaluation

<b>Lesson objective:</b> Audience will be engaged throughout program		
<b>Measuring objective:</b> 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
Classes with negative response:0 Notes:	Classes with neutral response: Notes:	Classes with positive response: 7 Notes: Students had a dedicated segment to ask questions at the end of this lesson. Every class asked at least 3 questions

<b>Lesson objective being measured:</b> Students will recognize emotions in animals that are similar to ours		
<b>Measuring objective:</b> Students will correctly identify animal emotions		
<b>Relevant pre assessment question:</b> 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
Classes with negative response:0 Notes:	Classes with neutral response: Notes:	Classes with positive response:7 Notes: Students were universally able to identify human emotions
<b>Relevant post assessment question:</b> 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
Classes with negative response:0 Notes:	Classes with neutral response: 1 Notes:	Classes with positive response: 6 Notes: Classes had generally positive responses or at least could justify their choice.

**Use of Empathy Best Practices**

<b>Behavior</b>	<b>Example</b>	<b>Evidence/notes</b>
1. Talks about emotional state	"They're calm right now"	Many comments about animal states during animal presentation. Most for the mammal, some for snakes, few for invertebrate. All invertebrate comments came after given a name.
2. Shows physical excitement for animal	Noticeable smiling/ excited movement	Lots of waving and facial expressions for every animal shown during program. Some negative facial expressions for the introduction to the snakes and invertebrates.
3. Speaks for/or greets animals	Waves, says hi, or talks to	Classes universally waved hello at animals when being introduced. Were mostly muted during introductions
4. Predicts animals emotions	"I think he is hungry"	During activity 2 and 4 students were specifically asked to predict animal emotions. Students would occasionally voice animal emotions unprompted, or when prompted to ask a question.
5. Compares themselves to animals	"I also get scared when meeting new people"	Not a lot of self-comparisons made. Many lessons focused on comparing animals to classmates or family. Some students made connections to how they treat classmates/family and how they treat their family
6. Express own emotions	"I am scared"	Many students stated they felt happy when meeting a named invertebrate, scared when meeting an unnamed invertebrate.
7. Uses pronouns/names of animals	"He" "She" "They" "Cheese"	No references to "it". Often "they" was used as a pronoun. Some misgendering of animals, typically defaulting to the gender of the student making the remark.
8. Draws comparisons between humans and animals	"I eat the same food that they do!"	Students made connections between animal experiences as well as how they would respond to animals in different scenarios
9. Connect animal's behavior and interpretation of animals experience	"Cheese is so calm like you said!"	Students stated they would help animals using the same thoughts/ideas as when they would help their fellow classmates.
10. Seeks info about animals (prompted)	Asks questions after being asked	Students often had prompted opportunities to ask questions about animals being observed
11. Seeks info about animals (unprompted)	Asks questions without being asked	There were less opportunities for unprompted questions about animals because students were muted by default. However, over the course of all 21 classes we had 6-8 unprompted questions about the animals
12. Wants to observe longer	Asks to see again; disappointed when animal put away	Many disappointed faces as animals were being put away. Animals were typically presented at the end of the programs