

POST-TEST QUESTIONS

Collecting pre- and post-test data allows for reliable measurements of a student's change attributable to the learning about challenges affecting our environment. The post-test contains all of the questions from the pre-test with the addition of the following 20 'motivation' questions. Together, these are designed to further assess 'impact' of the curriculum.

MOTIVATION: (Circle all that apply)

- I believe that the pollinators in the most peril are; honey bees, butterflies, native bees, other pollinators that don't seem to get much press
- I believe people who can help pollinators most are; farmers, landscape managers, pest control professionals, politicians, educators, educated community citizens
- I would see myself getting more involved in pollinator protection if I; had more time, was older, was more passionate about it, really believed it was an issue, truly felt I could make a difference, I don't see myself getting involved
- I have discussed pollinator decline issues with a; farmer, producer, friend, relative, peer, others in my community, have not discussed with others
- I have taught or discussed the role pollinators play in human food production to/with; a farmer, producer, friend, relative, peer, others, have not taught others
- I have discussed how lawn mowing frequency affects pollinator resources with a; neighbor, landscape manager, friend, relative, peer, others in my community, have not discussed with others
- I believe the biggest threats to pollinators survival are; habitat loss, absence of pollinator friendly plants, global warming, environmental contamination, pesticide mis-use, lack of governmental regulations, other threats to pollinators
- I believe that citizens (including myself) can help; reduce habitat loss, increase pollinator friendly plants, reduce global warming, reduce environmental contamination, reduce pesticide mis-use, improve governmental regulations that favor pollinator survival, private citizens cannot help
- I have encouraged the following people to use less pesticides. farmers, producers, exterminators, relatives, landscape managers, have not encouraged others
- I have (or have plans to) assist pollinators by; constructing a native bee box, providing a water source, improving pollinator habitat, planting native wildflowers, recruiting others to join the effort, I do not have plans to assist pollinators
- My personal efforts to make a positive impact in pollinator survival makes me feel; confident, empowered, doubtful, optimistic
- I have researched ways that I can help preserve pollinators in; my own yard, our public community, our agricultural area, our state, our nation, our world, I have not researched ways I can help
- I have thought about pollinator protection as I have; purchased or consumed food, visited a park, observed road side plantings, observed agriculture, watched insects, I do not think about pollinator protection
- I have considered or made plans to construct a pollinator; water source, native bee box, garden, written article, no spray zone, I have made no plans

- Learning about pollinator protection; got my attention, kept my interest, piqued my curiosity, appealed to me, was boring, is a lost cause
- I found that learning about pollinators and their protection was; valuable, new, useful, important, relevant, over-rated
- When I make efforts to protect pollinators I feel; stimulated to do more, satisfied that I have assisted, a sense of accomplishment, rewarded, proud, no different, frustrated that others are not helping
- When it comes to actually protecting pollinators I am; unclear, empowered, doubtful, certain, confident, hopeful, non-interested
- I am most motivated to act in social issues because of my; school teachers, parents, peers, leaders in the community, friends, relatives, own conscience
- When I consider pollinator decline I am mostly; worried, saddened, helpless, angry, surprised, committed to help, indifferent