

Eco-Wonders I: Exploring Your Environment

Date: _____

• Group Evaluation Feedback Form

Eco-Wonders/Environmental Program / Activity: _____

- Check all that apply to program emphasis: _____ Science _____ Technology
 _____ Engineering _____ Math

Presenter / Volunteer(s) Name: _____

Number of Boys participating: _____ Number of Girls participating: _____

Grade level of youth participants: _____

Racial/Ethnicity Breakdowns: _____ White _____ African American _____ Hispanic
 _____ Asian _____ American Indian _____ Other

Instructions: Did the youth participating in the Environmental Education (Science, Technology, Engineering and Math) program change as a result of their experiences? Did they gain new knowledge and/or learn new skills? Do they now have more confidence with several important life skills such as critical thinking, decision-making, communication, teamwork, goal setting, and problem solving? And, as a result of this experience did the youth establish career goals/aspirations in a STEM related field?

For your use, the following evaluation has been prepared. Simply note the youth’s skill level prior to the program and after the program. Begin each indicator with “**Youth have the ability to _____.**”

1 – Always 2 – Often 3 – Sometimes 4 – Rarely 5 – Never

Life Skills – Overall Program/ Activity										
Youth have the ability to . . .	Before					After				
Make good decisions	1	2	3	4	5	1	2	3	4	5
Communicate with others	1	2	3	4	5	1	2	3	4	5
Set and achieve goals	1	2	3	4	5	1	2	3	4	5
Critically think through a situation/problem	1	2	3	4	5	1	2	3	4	5
Work as a team member	1	2	3	4	5	1	2	3	4	5
Develop ideas by gathering information	1	2	3	4	5	1	2	3	4	5
Environmental – Overall Program / Activity										
Youth have the ability to . . .	Before					After				
Say what plants need to live and grow	1	2	3	4	5	1	2	3	4	5
Use the scientific method to design an experiment	1	2	3	4	5	1	2	3	4	5
Define and build an ecosystem	1	2	3	4	5	1	2	3	4	5
Explain how the four elements of life interact with an ecosystem	1	2	3	4	5	1	2	3	4	5
Make air pollution collectors to look at materials in the air	1	2	3	4	5	1	2	3	4	5
Explain what a food chain and food web are	1	2	3	4	5	1	2	3	4	5
Define the words producer, consumer and decomposer	1	2	3	4	5	1	2	3	4	5
Explain how life is made up of complex interactions	1	2	3	4	5	1	2	3	4	5
Construct a food web	1	2	3	4	5	1	2	3	4	5
Use four of their senses to observe the natural world	1	2	3	4	5	1	2	3	4	5
Make connections between and among the things they see, hear, smell and touch	1	2	3	4	5	1	2	3	4	5
Turn Page Over										

Youth have the ability to . . .	Before	After
Make some instruments to measure the weather	1 2 3 4 5	1 2 3 4 5
Keep a weather log and note changes in the weather	1 2 3 4 5	1 2 3 4 5
Describe connections between the weather and people, plants and animals	1 2 3 4 5	1 2 3 4 5
The number of youth who. . . .	Number	
Aspire a career in a science related field of study <ul style="list-style-type: none"> • <i>For example: Veterinary Medicine, Engineering, Biology, Forestry, Bio-technology, Computers/IT, etc.</i> 		