

Appendix A
Sample of Environmental Education Activity
Evaluation Form

NOTES

- Please note that the sample below is **for reference only**. Teachers are encouraged to develop their own evaluation forms tailored to the specific objectives and themes of their environmental education activities or programmes.
- This sample evaluation form is intended to support teachers in assessing the effectiveness of environmental education activities. It demonstrates a commonly used method—**pre- and post-activity questionnaires**.
- Various methods can be used to evaluate the effectiveness of environmental education activities, including questionnaires, focus groups, interviews, drawings, and observations. Teachers should select and adapt the method(s) that best suit the objectives, age group, and context of their programmes.
- This sample aims to assess students' environmental literacy, including changes in **knowledge** (statements 1–4), **attitudes** (statements 5–7), and **behaviours or intended behaviours** (statements 8 and beyond) before and after participation.
- Using the same set of questions for both pre- and post-activity assessments enables meaningful comparisons and facilitates the evaluation of learning outcomes and programme impact. Usually, more questions are included in the post-activity assessment to gather students' overall feedback and additional suggestions regarding the activity.
- It is recommended that the post-activity questionnaire be completed within one week after the activity to ensure the relevance and accuracy of the evaluation.
- Where appropriate, educators may also include the following components:
 - Students' awareness and perception of sustainability issues
 - Personal reflections on their learning experience
- This sample is suitable for primary and secondary school students, with an environmental education activity themed around "The Importance of Biodiversity." Pre-schools may refer to certain questions and make appropriate adjustments (e.g. simplifying the use of language, conducting verbal assessments).

More reference on evaluation of environmental education:

[*North American Association for Environmental Education \(NAAEE\) – About the Evaluation Archive*](#)

[NAME OF ENVIRONMENTAL EDUCATION ACTIVITY]

STUDENT FEEDBACK FORM

Student name: _____

Class (No.): _____ ()

Date of Activity: _____

Pre-activity Questionnaire

[Part A - Please complete this page before the activity starts.]

Please read each statement below and choose the option that best indicates what you think.

(put a '✓' in the appropriate box)

Knowledge:

1. Biodiversity refers to the variety of living organisms on Earth and the diversity of their habitats. ☐ True ☐ False ☐ Don't know
2. Humans can survive on Earth without relying on biodiversity. ☐ True ☐ False ☐ Don't know
3. Supporting local agriculture helps protect biodiversity. ☐ True ☐ False ☐ Don't know
4. Are there any nature reserves in Hong Kong? Please give examples. _____

Attitude:

5. I think protecting biodiversity is very important. ☐ Mostly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Mostly disagree
6. If I find out a species is endangered, I will feel concerned. ☐ Mostly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Mostly disagree
7. I believe I can contribute to protecting biodiversity. ☐ Mostly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Mostly disagree

Behaviour / Intended Behaviour:

8. When you see someone damaging the natural environment, what will you do? _____
9. In my daily life, I take actions to protect the environment. ☐ Yes, I: _____
☐ No

Post-activity Questionnaire

[Part B - Please complete this page after the activity.]

Please read each statement below and choose the option that best indicates what you think.

(put a '✓' in the appropriate box)

Knowledge:

1. Biodiversity refers to the variety of living organisms on Earth and the diversity of their habitats. ☐ True ☐ False ☐ Don't know
2. Humans can survive on Earth without relying on biodiversity. ☐ True ☐ False ☐ Don't know
3. Supporting local agriculture helps protect biodiversity. ☐ True ☐ False ☐ Don't know
4. Are there any nature reserves in Hong Kong? Please give examples. _____

Attitude:

5. I think protecting biodiversity is very important. ☐ Mostly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Mostly disagree
6. If I find out that a species is endangered, I will feel concerned. ☐ Mostly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Mostly disagree
7. I believe I can contribute to protecting biodiversity. ☐ Mostly agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Mostly disagree

Behaviour / Intended behaviour:

8. When you see someone damaging the natural environment, what will you do? _____
9. In my daily life, I take actions to protect the environment. ☐ Yes, I: _____
☐ No
10. I am willing to participate in biodiversity-related activities organised by the school in the future. ☐ Will ☐ Will not ☐ Under consideration

11. Please draw a picture that represents your ideal version of nature in the space below.



12. Looking back on this activity, what impressed you the most or made you think deeply? What are your key takeaways or reflections?
(You may consider: Which part was the most memorable or challenging? What did you enjoy or find surprising? What new ideas or questions came up in your mind? How might this learning experience influence your views on biodiversity?)
