

What Do Adults Think About Wildlife?

Instructions: Thanks to your participation in the Candid Critters project, you and your classmates have been thinking a lot of about wildlife this year. But to help protect wildlife and their habitat, everyone has to contribute. Especially adults! **In this interview assignment, you'll be asking a parent, guardian, or another adult in your home a few questions to see what they think about wildlife.** You'll record their answers, then discuss them. Are their beliefs about nature and wildlife similar to yours? Are they different? Why do you think this might be? Talk about these things as you work through the interview.

First, write your initials of your name and your date of birth.
Then, indicate how the adult you're talking to is related to you.

What are your initials? _____

What is your birthday? Day: _____ Month: _____ Year: _____

Adult's Relationship to Student:
 Parent Grandparent Other (please specify): _____

Ask the adult you're talking with to answer the following questions. Record their answers on this sheet. Then discuss them. Talk about whether you agree or disagree, and why.

1. Does the adult disagree or agree with the following statements about nature?
(Circle ONE response for each item.)

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I enjoy being outside in nature	1	2	3	4	5
I think about how my actions affect the Earth	1	2	3	4	5

2. Does the adult disagree or agree with the following statements about wildlife?
(Circle ONE response for each item.)

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Wildlife populations should be used so that humans benefit	1	2	3	4	5
Wild animals should have rights similar to the rights of people	1	2	3	4	5
Hunting is a positive and humane activity	1	2	3	4	5
It is safe for people to live around wild animals.	1	2	3	4	5

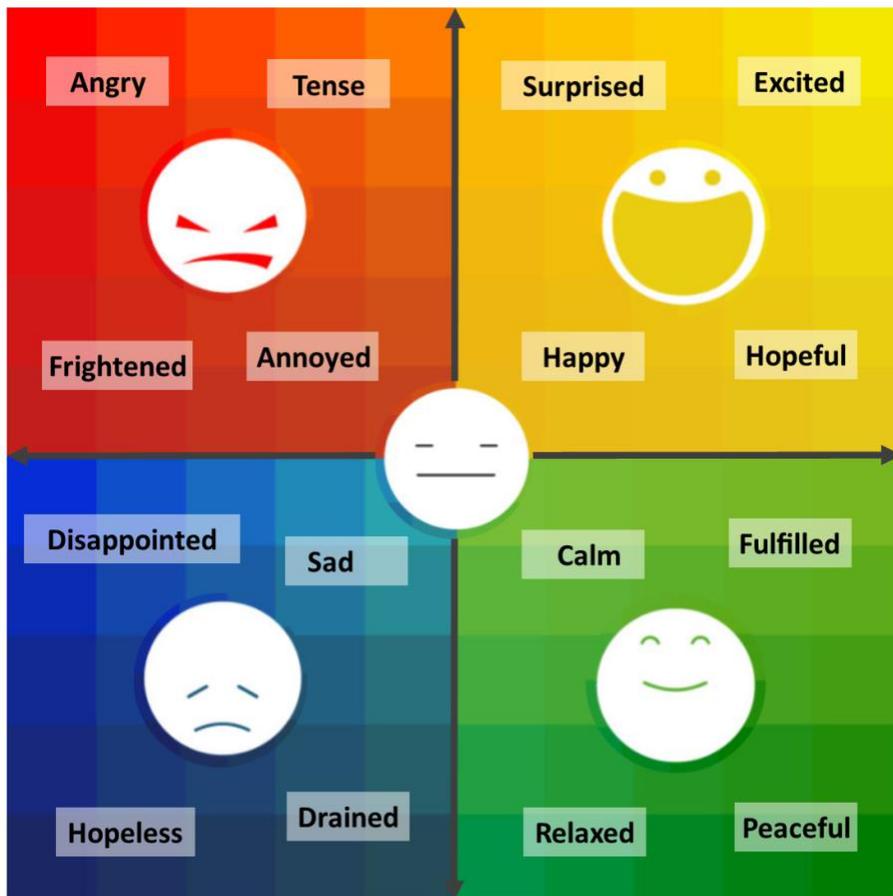
The next question uses a diagram called the Mood Meter to explore people's feelings about different wildlife species. The Mood Meter is a square divided into four areas - RED, BLUE, GREEN, and YELLOW - each representing a different set of feelings. These different feelings are grouped together based on how pleasant (or unpleasant) they make people feel and how strong (or weak) they are.

- **RED feelings:** angry, scared, etc. (unpleasant and strong)
- **BLUE feelings:** sad, disappointed, etc. (unpleasant and weak)
- **GREEN feelings:** calm relaxed, etc., (pleasant and weak)
- **YELLOW feelings:** happy, excited, etc. (pleasant and strong)

The Mood Meter below shows a range of possible feelings, including words and facial expressions that help describe feelings in certain areas of the diagram. Using the letter codes below, please **write letter labels (B, C, D, or R) to indicate the one place on the diagram that best describes how THE ADULT YOU'RE TALKING TO would feel if they saw the following animals near your home.** [For example, if seeing a bear makes them sad, write a B near the word "sad" on the diagram.]

3. How would the adult feel if they saw...

- a BEAR near your home? (label point with a B on the diagram below)
- a COYOTE near your home? (label point with a C on the diagram below)
- a DEER near your home? (label point with a D on the diagram below)
- a RACCOON near your home? (label point with an R on the diagram below)



Over the past few weeks, you have been participating in Candid Critters. Maybe you've been talking to your parents/guardians about this project. Maybe you haven't. Either way, that's okay. Take a minute now to ask them what they know about Candid Critters.

4. Has the adult done any of the following things related to Candid Critters?

(Check ALL that apply.)

- Heard about the Candid Critters project (before today)
- Talked to you (their child) about Candid Critters (before today)
- Seen photos taken by a Candid Critters camera

Now, both of you should take a minute to answer the following questions. **First, you'll answer it yourself. Then you'll ask the adult you're talking with to answer.** Record both responses below and discuss your answers.

5. Have your views and your parent/guardians views about wildlife and nature changed at all during the time you've been participating in Candid Critters? Please take a second to record if (and how) these views have changed below. Have they decreased, stayed the same, or increased? **For each item, circle two numbers. One that describes changes for you (the student), and one that describes changes for the adult you're talking to.**

(Circle TWO responses for each item: one for you and one for your parent/guardian.)

	Did YOU change?			Did YOUR PARENT or GUARDIAN change?		
	Decreased	Stayed the same	Increased	Decreased	Stayed the same	Increased
My knowledge about wildlife	-1	0	+1	-1	0	+1
My positive feelings about wildlife	-1	0	+1	-1	0	+1
My emotional connection to wildlife	-1	0	+1	-1	0	+1
My desire to protect wildlife	-1	0	+1	-1	0	+1
My desire to spend time outdoors in nature	-1	0	+1	-1	0	+1

Finally, **ask the adult** you're talking with to answer the following questions about themselves. Record their answers below.

6. What is the adult's gender?

- Male
- Female
- Other

7. What is the adult's race/ethnicity? (Check ALL that apply.)

- White
- Hispanic or Latino
- Black or African American
- Asian
- American Indian or Alaska Native
- Middle Eastern or North African
- Native Hawaiian or Other Pacific Islander
- Other (please specify): _____

8. What year was the adult born? _____

9. Where was the adult born?

City _____ State _____ Country _____

10. What is the highest level of education the adult has completed?

(Mark ONE response below.)

- Some high school
- High school or GED
- Some college or technical school
- Associate's or Bachelor's degree (B.A, B.S., etc.)
- Graduate or professional degree (M.S., M.B.A., M.D., J.D., Ph.D., etc.)

Thanks for conducting this interview. Hopefully you and your parent/guardian learned something about each other and your views of wildlife during the conversation.

Please double check to make sure all answers have been recorded and that your initials and date of birth are listed at the top of this sheet. **Turn the completed sheet in to your teacher when you are finished.**