**🌡️ Post-Lesson Questionnaire: The Adventures of Temperature**

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**🧠 1. What is a temperature anomaly?**

* ☐ A weather forecast
* ☐ A sudden cold day
* ☐ A temperature that’s higher or lower than usual
* ☐ A regular temperature

**📈 2. Look at this line chart. The line goes up over time. What does that mean?**

* ☐ The Earth is getting cooler
* ☐ The Earth’s temperature is staying the same
* ☐ The Earth’s temperature is rising
* ☐ Nothing is changing

**🔥 3. What is one thing humans do that adds CO₂ to the air?**

* ☐ Plant trees
* ☐ Burn fossil fuels like coal, oil, or gas
* ☐ Drink water
* ☐ Ride bicycles

**🧊 4. Why do scientists care about temperature going up over time?**

*(Short answer)*

**👣 5. What is one thing YOU can do to help the Earth’s temperature stay balanced?**

*(Short answer)*

**🎨 6. Draw a simple picture or emoji that shows how Temperature felt before and after CO₂ levels went up.**

* **Before:** 😌
* **After:** 😰

*(Let students draw or circle expressions, or use their own)*

This questionnaire checks:

* **Knowledge of key terms** (Q1)
* **Chart reading skills** (Q2)
* **Causal understanding** of human behavior and CO₂ (Q3)
* **Conceptual understanding** of impact (Q4)
* **Empowerment and personal relevance** (Q5)
* **Creative and visual interpretation** (Q6)