























| Teacher Comparisons | Mean Posttest Score Difference | Std. Error | 95% CI      |             |
|---------------------|--------------------------------|------------|-------------|-------------|
|                     |                                |            | Lower Bound | Upper Bound |
| B vs. A             | -0.55*                         | 0.15       | -0.95       | -0.16       |
| C vs. A             | 0.52*                          | 0.17       | 0.08        | 0.97        |
| D vs. A             | 0.97*                          | 0.18       | 0.51        | 1.43        |
| C vs. B             | 1.08*                          | 0.17       | 0.64        | 1.51        |
| D vs. B             | 1.53*                          | 0.17       | 1.08        | 1.98        |
| D vs. C             | 0.45                           | 0.19       | -0.04       | 0.94        |

\*  $p < 0.05$

Table 3. Post-Hoc Tukey HSD Mean Comparisons for Teacher

| Code                | Description                                                                                                                             | Sample Student Work                                                                                                    |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| Moral               | The choice is justified by a sense that the human activity is right or wrong, and has an impact on other entities.                      | We choose littering because the animals could get killed by that.                                                      |
| Tradeoff            | The choice is justified by evaluating the ease/difficulty of implementing the activity and the level of impact the activity could have. | It is super simple to do, all you have to do is flip a switch, no lifestyle changes needed.                            |
| Science idea        | The choice is made by drawing on a normative or non-normative science idea held by the students.                                        | We chose this because we think this can affect global warming because trees soak up carbon dioxide and let out oxygen. |
| Personal Experience | The choice represents an activity that either the student or someone they know engages in.                                              | I chose it because I walk to school.                                                                                   |
| Personal Curiosity  | The choice is justified by describing it as interesting or the students have a general curiosity about the impact of the activity.      | We wanted to figure out the difference between driving to school and walking to school.                                |

Table 4. Choice Rationale Coding Scheme