

Table S1. Questions presented in the evaluation questionnaire, their corresponding ID letter and phrase used in Figure 4, and their answer options with respective score values. We explained to students that the questions only addressed wild animals, and stressed that farm animals, pets, and invertebrates were excluded. Answer options were assigned score values on an ordinal scale, with lower scores representing a lower level of awareness and regarded as being less conducive to faunal conservation.

Question	ID letter and phrase	Answer options and [score]
The animals that live in your community depend on plants	(A) Animals depend on plants	a) a lot [3]; b) little [2]; c) not at all [1]
Plants depend on animals	(B) Plants depend on animals	a) a lot [3]; b) little [2]; c) not at all [1]
Keeping wild animals as pets is good for these animals	(C) Wild animals as pets	a) yes [1]; b) no [3]; c) only for some [2]
It is advisable to kill wild animals that enter our homes	(D) Kill wild animals	a) all [1]; b) none [2]; c) some [2]
Taking care of plants and animals is important to protect the environment	(E) Protect plants and animals	a) yes [3]; b) no [1]; c) only plants [2]
Animals that eat fruits can disperse seeds and this is good for the plants	(F) Seed dispersal by animals	a) yes they do, and it is good for plants [3]; b) yes they do, and it is neither good nor bad for plants [2]; c) no they do not disperse seeds [1]
Most snakes are venomous	(G) Most snakes are venomous	a) yes [1]; b) no [3]; c) I do not know [2]
Snakes are useful for crops	(H) Snakes are good for crops	a) yes [3]; b) no [1]; some of them [2]
Snakes eat rodents	(I) Snakes eat rodents	a) yes [2]; no [1]; some of them [2]
Some birds are good for crops because they eat insects	(J) Some birds control pests	a) yes [3]; no [1]; I do not know [2]
Most bats eat blood	(K) Most bats eat blood	a) yes [1]; no [3]; I do not know [2]
Insects that damage plants can be eaten by some bat species	(L) Some bats control pests	a) yes [3]; no [1]; I do not know [2]
Some bats eat fruits and disperse the plant's seeds	(M) Some bats disperse seeds	a) yes [3]; no [1]; I do not know [2]
All birds feed on the nectar of flowers	(N) All birds eat nectar	a) yes [1]; no [2]; some of them [3]
Bats feed on the nectar of flowers	(O) Bats eat nectar	a) yes [2]; no [1]; some of them [3]
Animals that feed on flowers' nectar, take pollen from one flower to another, and this is important for the plants	(P) Pollination by animals	a) yes they do, and it is important for plants [3]; b) yes they do, but this is not important for plants [2]; c) no they do not take pollen [1]
I would like to see more wild animals	(Q) Like wild mammals	a) yes [3]; b) no [1]; c) it is the same to me [2]
Wild mammals are disappearing because:	(R) Threats to mammals	a) they are hunted [2]; b) the places where they live are disappearing [2]; c) both of the above [3]; d) they are not disappearing [1]
From the following list, mark all the answers that you think can help take care of the environment:	(S) Pro-environment actions	a) use of pesticides [-1]; b) organic crops [+1]; c) bird hunting [-1]; d) eliminating all insects [-1]; e) use of green fertilizer [+1]; f) using compost [+1] *

* In this question students could select as many options as they considered correct. The final score was obtained by adding the partial scores of the selected options.

Table S2. Parameter estimates of the ordinal logistic regression models adjusted to each question. Columns with the form “x|y” are the log-odds of “x” vs. “y” (where x and y are scores assigned to the answers; see Table S1), i.e., the likelihood of having a score ≤ x against having a score ≥ y. Positive values mean that scores ≤ x have higher probability, while negative values mean that scores ≥ y are more likely. Only question S had seven different alternative scores (-3 to 3), all others having three possible scores (1 to 3). Values in other columns provide a measure of the effect on these log-odds of changing from a basal level (Gender = Female, CP = No, Int. = pre-intervention) to an alternate level (Gender = Male, CP = Yes, Int. = post-intervention). CP = Community Program, Int. = Intervention.

Question	-3 -2	-2 -1	-1 0	0 1	1 2	2 3	Gender (M)	CP(Y)	Int.(post)	CP(Y) × Int.(post)
A.					-3.51***	1.2	0.55	0.25	1.45**	-0.57
B.					-1.69***	0.33	-0.19	-0.19	0.52	0.23
C.					-3.44***	0.38	0.54	-0.72	-0.54	1.83**
D.					-11.04**		-1.09	-0.71	2.66	20.09
E.					-9.97	-7.5	-0.55	0.77	0.62	20.24
F.					-2.01***	0.18	-0.4	1.97***	1.15*	-0.71
G.					3.05***	3.79***	0.52	1.97**	2.37***	-0.65
H.					-1.32*		0.23	-1.25	-0.16	1.43

Table S.2 (continued)

Question	-3 -2	-2 -1	-1 0	0 1	1 2	2 3	Gender (M)	CP(Y)	Int.(post)	CP(Y) × Int.(post)
I.					-8.68***		-0.1	0.86	6.78	-6.78
J.					-2.63***	-1.94**	-0.24	-0.41	-0.33	2.14*
K.					1.66***	2.53***	0.17	0.65	1.91***	0.51
L.					-1.56***	1.05**	0.81*	0.1	1.24**	0.15
M.					-0.51	1.52***	0.2	0.32	2.59***	0.27
N.					-1.43**	-0.9*	0.18	0.21	0.21	0.47
O.					-0.53	-0.02	0.33	-2.57***	0.51	2.87***
P.					-1.26**	-0.72	-0.71	0.52	0.75	2.51*
Q.					-3.66***	-2.14***	-0.03	-0.73	-1.04	2.77**

Table S.2 (continued)

Question	-3 -2	-2 -1	-1 0	0 1	1 2	2 3	Gender (M)	CP(Y)	Int.(post)	CP(Y) × Int.(post)
R.					-3.77***	3.14***	0.68	0.51	0.35	0.27
S.	-4.76***	-3.61***	-1*	-0.2	1.41***	2.96***	-0.05	2.21***	0.79	0.02