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1.0 INTRODUCTION

Hello my name is Kara. I went on a research course with potential plus UK and Children’s Research Centre at the Open University, Milton Keynes in April 2013. It was all about carrying out research projects, after the course we had to choose a theme to do our project about and I choose to do mine about endangered animals and I was trying to find out what young people know about endangered animals. After doing this project I have drawn up a conclusion about what I found out. The results were very interesting and I was quite surprised at what I found!

I chose to do my research about endangered animals because I felt strongly about this subject and threatened species, I don’t think that enough people know about them. The objective of my research project was to see if young people knew about endangered animals so by interviewing volunteers from different classes using the same questions I tried to find out how much girls in my school know about them.

2.0 METHOD

I did this project in my school which is girls only. First of all I told people in grade 6 how I had been on the course with Potential Plus and my teachers told Senior School students about my project. I asked people if they wanted to volunteer and then all the volunteers names were put into a hat by grade. By picking names out of a hat, at random I choose three people from each grade from grade six to grade nine.

I chose a guinea pig, again by the method of the hat, from year six. I prepared 11 questions and 1 handout for my volunteers to answer in individual interviews.

All of my volunteers were asked to fill out a consent form – see Appendix A, so that I would have their permission through informed consent for the interviews. I interviewed them and then gave them nicknames which were interview A to interview L to ensure anonymity. The interviewees signed to say that they were Ok with me recording them and that they understood that their answers to the questions would not be used anywhere else and that the recordings were going to be destroyed once they were typed up. I did all this to make sure my research was ethical and fair.

I came up with lots of questions and then my helper assisted me shorten the list and choose those which were not leading and the most helpful to collect my data. I decided to give the interviewees a questionnaire to see whether or not they knew which animals were endangered in the world and which were not. There were ten animals chosen, 5 were endangered and 5 were not. I got the endangered information from WWF (World Wildlife Fund) Species list ¹, the other 5 were from a range of species. I added pictures because even if they did not know the animals name they might know their picture. At the end there was
a question which asked which one of these animals (in the list) was believed to be the most endangered animal in the world.

I had one extra person from grade six who was my guinea pig. I had a pilot so that I could make sure that everything went OK and that the interviews would run smoothly when I did them for real. This pilot helped me and showed me that I had made some good choices and that my questions were OK and ethical. Everything ran smoothly with the pilot and I did not have to change anything for my real interviews because I had put a lot of thought into my questions and how the interviews would be done.

All together I had to interview thirteen people including the pilot. I read from a sheet, which had all of my questions on it (this made sure that I asked everyone the same questions). I recorded all of my interviews and they were typed up from the recorder and I had to examine the data and code the data.

To examine and code the data I cut out all the answers and then I put them into plastic wallets according to which question they were. Then I got out each individual answer from the wallet, read it carefully and then I put it into a group which I thought that question should be coded into. For some it was easy because they were quantitative ie Yes, No, Don't Know answers. But for others because they were qualitative it was more difficult because there was a detailed answer.

For example in Question 11 – “Could you tell me why?” – a follow up to Question 10 – “have my questions inspired you to find out more about endangered animals” I coded the answers in this way:-

<table>
<thead>
<tr>
<th><strong>Group A</strong> = Because I didn’t know much</th>
</tr>
</thead>
<tbody>
<tr>
<td>Included answers:</td>
</tr>
<tr>
<td>“I didn’t know much and now I want to”, “because I don’t know much, I don’t know much and I want to”, “I’m going to hit the computer tonight” “because most of them on the quiz I didn’t know”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Group B</strong> = Because I’m interested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Included answers:</td>
</tr>
<tr>
<td>“Because I want to do something to help endangered animals and help them’, “because I want to find out what animals are endangered as well’, “if I was a zoo keeper I would save this animal its inspired me”.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Group C</strong> = Because I love animals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Included answers:</td>
</tr>
<tr>
<td>“Want to go home tonight and watch baby polar bears”, “because I’m going to adopt a snow leopard”, “amazing creatures that shouldn’t be dying”.</td>
</tr>
</tbody>
</table>

I have drawn up my conclusions over the following pages about what and how much young people know about endangered animals.
3.0 RESULTS

Question 1 – Answer

Do you know what Endangered means when people talk about animals being Endangered?

- 7 understood
- 2 sort of knew
- 3 did not know

Question 2 – Answer

Do you understand the reasons why some animals are Endangered?

- 5 Loss of habitat
- 5 Hunted/Poaching
- 2 Don't Know

I found this quite surprising that nearly ½ the people I asked were not sure why some animals were endangered. I thought people would know more because there are a lot of adverts and tv programmes.
Question 3 - Answer

Why do you think some animals are endangered?

People
Natural Predators
Hunted
Loss of habitat
Don’t Know

When I asked question 3 I got a lot more detailed answers than the question that I previously asked so by asking this question I got just a little more information.

Question 4 - Answer

Which endangered animal would you save if you could?

2 interviewees did not choose an animal but instead they said that they would choose the one that would have the most impact if it was lost or the one that was the most endangered so that we would have time to save the rest of the endangered species.
**Question 5 – Answer**

I came up with these categories because these words would have come into their answer somewhere so it seemed like a suitable choice for summarizing their answers.

![Bar Chart](image)

**Question 6 – Answer**

This is a follow up question to 4 to see whether their answers might have been affected if it was their favourite animal. My conclusion is that 7 people out of the 11 chose their favourite animal, I thought that this would happen.

![Pie Chart](image)
Question 7 - Answer

I'd like to know what you think about animals being killed for body parts of skin?

- Not acceptable: 11
- Maybe OK: 1

Question 8 - Answer

Are there any circumstances when you think it would be OK to kill an endangered animal?

- Never OK: 7
- if sick: 1
- if danger to people: 1
- maybe: 2
Question 9 – Answer

What’s your opinion on what's being done to protect endangered species?

I came up with these categories myself when coding the data as I thought they matched the answers that people had given me. Some of their answers were really detailed so coding them made it easier to analyse and understand.

Question 10 - Answer

Have my questions inspired you to find out more about Endangered animals?
Question 11 - Answer

This is a follow up to question 10, to find out why they gave that answer.

Could you tell me why?

<table>
<thead>
<tr>
<th>Reason</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>because I didn't know much</td>
<td>3</td>
</tr>
<tr>
<td>because I'm interested</td>
<td>4</td>
</tr>
<tr>
<td>because I love animals</td>
<td>5</td>
</tr>
</tbody>
</table>

Question 12 – Quiz

I choose to do a quiz sheet about endangered animals which the interviewees completed. On the sheet were 10 animals, they weren’t told how many were endangered on it and they had to decide which, if any, were. The final question was asking which one of the list did they think was the most endangered animal in the world, the correct answer was the Amur Leopard.

There were mixed results of answers to the question which on the list did they think most endangered. Answers were broken down as follows:-

<table>
<thead>
<tr>
<th>Animal</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amur Leopard</td>
<td>4</td>
</tr>
<tr>
<td>Mountain Gorilla</td>
<td>3</td>
</tr>
<tr>
<td>Hawksbill turtle</td>
<td>1</td>
</tr>
<tr>
<td>Oceanic Dolphin</td>
<td>2</td>
</tr>
<tr>
<td>Chinese Giant Salamander</td>
<td>2</td>
</tr>
</tbody>
</table>

Every animal had at least 2 persons thinking it was endangered this makes me think that my interviewees did not know as much as they thought they knew.
This table shows the number of people who said they were ENDANGERED but the right hand column animals are actually not endangered at all.

<table>
<thead>
<tr>
<th>Number who said endangered</th>
<th>Actually Endangered</th>
<th>Number who said endangered</th>
<th>Not Endangered</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Amur Leopard - <em>Panthera pardus orientalis</em></td>
<td>5</td>
<td>Red Fox - <em>Vulpes vulpes</em></td>
</tr>
<tr>
<td></td>
<td><img src="image1" alt="Amur Leopard" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Sumatran Orangutan - <em>Pongo abelii</em></td>
<td>5</td>
<td>Oceanic dolphin - Delphinidae</td>
</tr>
<tr>
<td></td>
<td><img src="image2" alt="Sumatran Orangutan" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Chinese giant salamander - <em>Andrias davidianus</em></td>
<td>7</td>
<td>Gray Wolf - <em>Canis lupus</em></td>
</tr>
<tr>
<td></td>
<td><img src="image3" alt="Chinese giant salamander" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Hawksbill Turtle - <em>Eretmochelys imbricate</em></td>
<td>6</td>
<td>Eastern gray squirrel - <em>Sciurus carolinensis</em></td>
</tr>
<tr>
<td></td>
<td><img src="image4" alt="Hawksbill Turtle" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Mountain Gorilla - <em>Gorilla beringei beringei</em></td>
<td>6</td>
<td>European badger - <em>Meles meles</em></td>
</tr>
<tr>
<td></td>
<td><img src="image5" alt="Mountain Gorilla" /></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4.0 Final Conclusion

My conclusion from my research is that I do not think young people know enough about endangered animals. Like on Question 2 where nearly half the people I asked did not understand and did not know the reasons why some animals are endangered.

I was very surprised that somebody said that they would save a ladybird out of all the endangered animals in the world, this surprised me because it is an insect and it’s not endangered.

I think it was interesting that everybody said that they were going to find out more about endangered animals because at the beginning somebody said that they used to research it as a kid, so I thought they might have said no. I also thought that some people might not be interested in that subject but the answer that kept on popping up was “your questions have really inspired me to find out more about endangered animals, thank you for this quiz”.

I think Schools should put endangered animals in the curriculum of science and that our future generation should be taught about endangered animals because if the results that I got are similar up and down the country then our children’s children will only be able to see old pictures and videos and stories about extinct animals such as the Amur Leopard, Sumatran Orangutan and the Chinese Giant Salamander, not forgetting the Mountain Gorilla.

Thank you for reading my report.

Kara Burgess

August 2013

Appendices

Appendix A – Informed Consent Form Example

References

i Species List – WWF - Worldwildlife.org/species/directory
Endangered Species Research Project

Appendix A – Informed Consent Form

My Research Project

In April I went on a 2 day residential course with Children's Research Centre at the Open University, Milton Keynes. It was all about carrying out research projects and now I am doing a project about ‘Endangered Animals’ and Dr Sue Bucknall who wrote 'Children as Researchers in Primary Schools: Choice, Voice and Participation' is helping me, as this is the first time I have done any research. I chose to do my research about endangered animals because I feel strongly about this subject and threatened species, I don’t think that enough people know about them.

The objective of my research project is to see if young people know about endangered animals so by interviewing volunteers from different classes using the same questions I will be trying to find out how much girls in my school know about them.

Kara Burgess

Consent to take part in my interview

Thank you for agreeing to take part in this interview. Please read the form below and sign it if you are still happy for me to interview you.

- I have agreed to take part in this interview which is about endangered species.
- I understand that the interview should last no longer than 15 minutes.
- I understand that I do not have to take part if I do not want to.
- I understand that I can stop the interview if I want to or ask for a break if I need one.
- I am happy for Kara Burgess to record the interview.
- I understand that my real name, the name of my school and its location will not be used when Kara Burgess writes about or talks about her research so no-one will know the information I give came from me.
- I understand that Kara Burgess will keep the recording of this interview and a written copy of it only for as long as she needs them and that they will then be destroyed.

Name:

Signature:

Date:

Please give your signed form to me before we start the interview.