

# Trend Task: Endangered Animals

Approach: One to one

Year: 4 & 8

Focus: Identifying reasons for animals being endangered and suggesting ways and reasons to help them

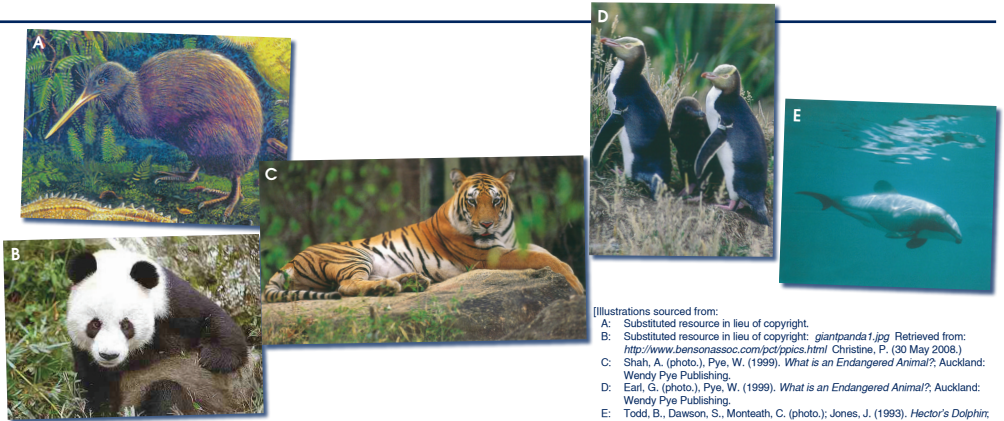
Resources: 5 pictures (A,B,C,D,E)

## Questions / instructions:

This activity is about endangered animals. Animals are endangered if there are very few of them left in the world.

### Show pictures.

Have a look at these pictures of some endangered animals. There is a kiwi, a panda, a tiger, a yellow-eyed penguin and a Hector's dolphin.

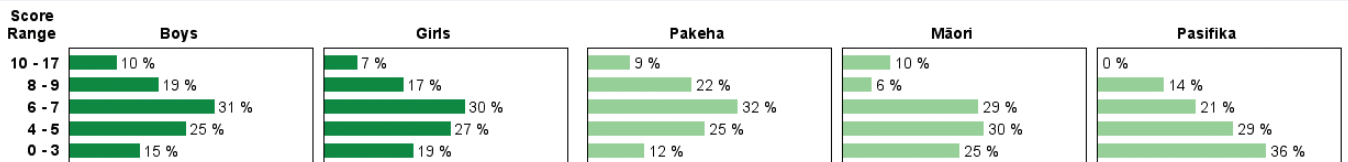


[Illustrations sourced from:  
 A: Substituted resource in lieu of copyright.  
 B: Substituted resource in lieu of copyright: giantpanda1.jpg Retrieved from: <http://www.bensonassoc.com/pct/ppics.html> Christine, P. (30 May 2008.)  
 C: Shah, A. (photo.), Pye, W. (1999). What is an Endangered Animal?, Auckland: Wendy Pye Publishing.  
 D: Earl, G. (photo.), Pye, W. (1999). What is an Endangered Animal?, Auckland: Wendy Pye Publishing.  
 E: Todd, B., Dawson, S., Monteath, C. (photo.), Jones, J. (1993). Hector's Dolphin, Auckland: Heinemann.]

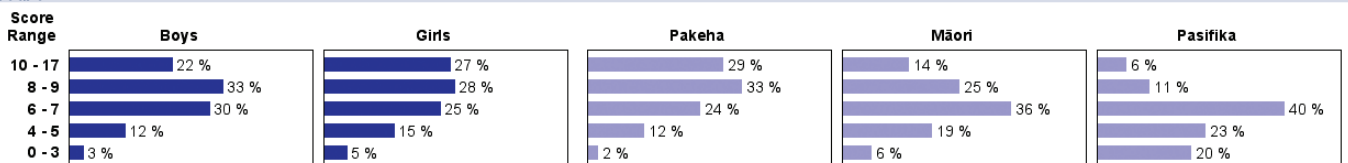
Question	% response 2007 ('03)		Valid ideas:	% response 2007 ('03)		
	year 4	year 8		year 4	year 8	
1. What can cause an animal to become endangered? <i>PROMPTS: Can you explain that more? Can you think of any other reasons?</i>						
hunting/killing/fishing by people	71 (68)	81 (78)	two or more, well explained	13 (9)	25 (23)	
predation by other animals	53 (41)	63 (54)	two or more, but little explanation	31 (27)	41 (40)	
loss of or change in habitat	19 (16)	39 (35)	one, well explained	16 (19)	15 (17)	
reduced availability of needed/ preferred food	21 (20)	33 (23)	one but little explanation	33 (34)	18 (18)	
natural disaster (e.g. fire)	2 (4)	4 (4)	any other response	7 (11)	1 (2)	
fishing lines/nets or traps (unintended/accidental)	11 (7)	14 (14)				
disease	5 (5)	6 (7)	3. Do you think people should try and save endangered animals?	17 (21)	30 (32)	
pollution	13 (4)	32 (24)	4. Why do you think that?	51 (49)	47 (41)	
people breaking laws/regulations	6 (10)	21 (21)	<b>Strength of agreement and argument:</b>	28 (26)	21 (23)	
breeding restrictions	5 (5)	8 (10)	yes, strongly stated and well argued	4 (4)	2 (4)	
			yes, strongly stated but not well argued			
			yes, moderately stated/argued			
			no			
			<b>Total score:</b>	10-17	9 (6)	25 (20)
				8-9	18 (14)	30 (27)
				6-7	30 (29)	27 (31)
				4-5	26 (33)	14 (13)
				0-3	17 (18)	4 (9)

## Subgroup Analyses:

### Year 4



### Year 8



## Commentary:

Students were much more aware of human or animal predation than effects of habitat changes. There was a particularly large performance difference between year 8 Pakeha and Pasifika students.