

The Effects of Documentaries about Wild Life on the Awareness of Environmental Protection of Chinese Primary School Students

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ABSTRACT

As far as is known, there are already countless studies around the world about how to help improve the willingness of citizens to protect the environment. However, the research focusing on whether the documentaries of wild life can enhance the individuals' awareness of environmental protection is still inadequate, which means there can be a research blank in this area. This paper aims to study the influence of environment documentaries on Chinese primary school students, and if the environment documentaries can raise their awareness of environmental protection. In this paper, the author presents a proposal, including the details of methodology, expected results, and data analysis on the degree of the influence on the awareness of the environmental protection of the students in the primary school. Besides, the author explains the selection of different documentaries in this experiment, the types of sampling in selecting the pupils, and the measurement and detailed design methods when conducting the experiment. One of the expected conclusions is that there is a large probability that pupils will realize the importance of protecting the environment because they have clearly understood the damage to the wild life and their habitats due to human activities by watching the related documentaries. However, it is still necessary for pupils to learn the accurate implementation method from their teachers, so that they can transform the awareness of environmental protection into the action in reality.

Keywords: Documentary, Environmental protection, Primary school education, Stratified sampling, Simple random sampling.

1. INTRODUCTION

With the development of globalization and industrialization, the natural environment of earth has been destroyed to some extent. Realizing this current situation, we should together, from now, strive to protect our homes of living, which requires the raise of the national awareness of environmental protection of each individual. Children in primary schools are experiencing a crucial period of cultivating the conception of the world, particularly the awareness of environmental protection [1]. Students in primary schools are not only the erector of future society, but also the master of future environment. Primary school environmental education is an important link related to the success of the whole environmental education. It has become an indispensable part to shape a generation of environmental awareness builders, especially an indispensable part of quality education work. In this case, the core of this consideration turns into the question about how to drastically enhance

the awareness of primary school students in this area. Therefore, it is necessary to consider whether watching the form of environmental protection documentaries can help pupils ignite the motivation of environmental protection.

This paper focuses on the proposal of the research plan exploring the impact of wildlife documentaries on the raise of awareness of environmental protection of Chinese primary school students [2]. The proposal in this paper will help explore the extent to which wildlife documentaries affect pupils' awareness of environmental protection.

2. METHODOLOGY

2.1 Sampling method

In order to complete the whole process successfully and maintain the validity as well as the reliability, the

author designs a series of detailed and careful plan for the experiment.

To begin with, the stratified sampling is used to select 600 students from 10 primary schools randomly selected in Haidian District in Beijing, with 60 students in each school [3]. Next, the method of simple random sampling is applied to pick 10 students in each grade. Then, mix them together and later divide them into 4 different groups and show them a documentary in different ways.

As for the setting of groups, each of them contains 150 students. The 150 students are randomly selected from six grades, which means 25 people from each grade. In this case, it can be ensured that most of them come from different primary schools. Besides, none of them would know what is going to be done with the other students in other groups, so as to ensure that they will not feel the psychological imbalance such as jealousy about why some of them could watch the documentary film but the others could not during the whole process of the test [4]. This measure can actually help avoid the situation of being backward or the unconscious decision of pupils to try their limit to do better when taking the questionnaires in the pretest and post-test.

2.2 Selection of documentaries used in experiments

In order to avoid the influence of the different type of documentaries, there is a need to select the documentaries for the test carefully. Considering about whether the wildlife documentaries can arise the awareness of environmental protection of Chinese primary school students, the works published in the form of documentary films such as commercial films and television works should be selected, rather the ones with clear educational significance [5].

For example, the documentary chosen should be the pure exhibition of the status of wildlife, such as the degree of damage to their habitats, the influence of the climate change on their biorhythm as well as the effects of human activities on their migrations. In other words, the documentary for the test should not include the guiding sentences like “by looking at this case, we can learn that everybody should save the water resources on the earth” after a section of the display of the wild animals.

The reason is that those sorts of documentaries obviously tell the necessity of protecting the environment and the related methods. What this paper tends to explore is that whether Chinese pupils can realize the necessity of protecting the environment by themselves after watching those works. Therefore, the documentary called “Perfect Planet” produced by BBC is chosen as the film for the test.

2.3 Experiment design

For the detailed way of conducting the experiment, the first step is to make and hand out some questionnaires to the subjects in different experimental groups. The next step is to interview the 10 headmasters of these students’ schools about their views on whether the generalization of wildlife documentaries can help increase pupils’ awareness of environmental protection [6].

Finally, the tests given to the different groups can be demonstrated in Figure 1. In this situation, the questionnaire can be taken as the pretest and post-test.

As shown in Figure 1, R refers to the random sampling, O means the questionnaire for subjects, and X represents the selected documentary.

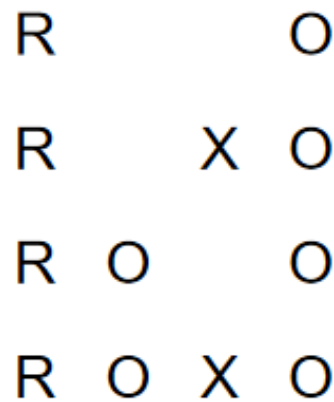


Figure 1 Random sampling experimental arrangement.

Two versions of questionnaire can be produced. One can be used as the pretest (shown as the “O” on the left of “X” in Figure 1). The other is for the post-test (shown as the “O” on the right of “X” in Figure 1). When it comes to the experiment, the first group will be given neither the pretest nor the opportunity of watching the documentary, only doing the second version of questionnaire. While for the second group, the selected documentary will be shown before the post-test. Comparing the group 1 with the group 2, it can be easily observed the effects the documentary has on the primary school students. However, it is uncertain about the actual situation of the students at the very beginning. So, the third group is set. The pretest as well as the post-test will be given to the students from the third group to see whether the documentary can have certain effect on the subjects. Also, this group can reconfirm the result from the previous two groups to see if the influence on pupils’ awareness of protecting the environment is truly made by appreciating the documentary instead of the other causes in the school. At Last, the fourth group will be given the complete process including the pretest, documentary as the measurement, and the post-test. Besides, by comparing group 4 with the group 2, the influence of the pretest on the result of the whole test can also be eliminated.

2.3.1 Questionnaire of pretest version

In this version, the questions in the questionnaire are simple without giving too much information about the main idea of the research and the documentary during this period. Because the influence of the pretest on the final result needs to be eliminated. This questionnaire is only used to acquire an understanding of the general situation of the students in those primary schools about the awareness to protect the environment. Therefore, the questions are all about the fundamental information of the students themselves and the past experiences of them such as the environmental protective activity they have taken part in or the related course they once had [7].

2.3.2 Questionnaire of post-test version

In this version, the questions in the questionnaire are relatively complex, abundant and varied because there is a need to have a better command to the awareness of the students in those primary schools to protect the environment as well as the difference among different groups after watching the documentary picked for them. Except the basic information mentioned above, it is necessary to add more questions about the details. Some of the typical problems are illustrated below, including the common mistakes children are easy to make. Students can choose the most appropriate choice to their real situation by selecting from five degrees, namely A to E. A for absolutely agree; B for agree; C for uncertain; D for disagree; E for absolutely disagree [8].

1. The rarer habitat of South African pyrene birds may be caused by one of my actions. If you agree, please write down one of the actions.
2. If I can buy less unnecessary clothes, the area of dessert will get smaller.
3. The water that has washed vegetables is too dirty, so we can directly pour it out.
4. Summer is very hot, so we can turn on the air conditioning early to cool the earth.
5. We have to use plastic bottles to hold water instead of thermos, because it's easy to carry.
6. Don't throw used plastic bags away, but wait until the next shopping for the products we buy.
7. If I can go to school by foot, cycling or carpooling, I can try not to take a private car.
8. My mother likes foxes, so I can use the simulated fox skin for my mother's birthday gift.
9. The cobra is very toxic, so whether it is endangered has little to do with me.
10. The sea is blue, so the blue paint can be discharged into the sea.

2.3.3 Interview to the headmasters

Three questions are designed to ask the 10 headmasters of primary schools this paper choose. The questions are mainly about the method and idea about environment education in the primary schools in current society.

- (1) What factors do you think can influence the awareness of environmental protection of the students in primary school?
- (2) Do you think the documentaries about nature should be introduced into the class for pupils? What are your explanations about this perspective of view?
- (3) What is your opinion on how people can help pupils to really carry out the action of protecting the environment in real world, rather than just understand the truth and principle after the environment related education is carried out in the school.

3. POSSIBLE RESULTS AND ANALYSIS

Situation (1): the documentary about wild life do have effects on the awareness of environmental protection of the students in Chinese primary schools.

In this case, more than 75% of pupils who have watched the documentary can perform "Perfectly" in the answer of the relationship between their daily action and the influence on the nature world in the post-test, while the others who have not watched that documentary do not make so much progress in the post-test.

Definition of "Perfectly": 60% of questions are in the correct range. The correct range does not include the selection of "uncertain".

Situation (2): the documentary about wild life have little effect on the awareness of environmental protection of the students in Chinese primary schools [9].

The emerge of this situation is in the level of a low possibility. However, there is also a need to take it into consideration. In this case, further research needs to be focused to explore the progressed way of producing the documentaries of wild life as an television program as well as introducing other methods to raise the awareness of environmental protection of pupils. What is more, it is also a choice to request the governments to publish some programs of advocating the protection of the environment as the compulsory watching or reading resources in the primary school. These programs can contain the sentences of significant guidance in protecting the earth. It means that the education of protecting the environment of pupils is better carried out by teaching directly, rather the rely of subtle influence of television art works like the documentaries of wild life.

4. CONCLUSION

The proposal in this paper focuses on the impact of nature documentaries on the environmental awareness of Chinese primary school students. The most possible result is expected to be that the majority of the students in Chinese primary schools can be successfully reminded the importance to protect the environment by appreciating the documentaries about wild life. However, they are not certain about what to do in details in their daily life so that they can make a difference to the earth. To solve this problem, governments are supposed to produce more watching and reading materials for pupils to study specific ways to protect the environment. Besides, teachers in school should also help students to cultivate the awareness as well as the good habit of protecting the environment, such as cyclic utilization of water resources [10].

The experimental design shows that the proposal has validity and reliability, but it still has some flaws. Objects for selection, for example, has its limitations. Considering the financial reasons, only the pupils in Beijing are selected as the research object, so the results will be more applicable to primary school students from super cities, for example, Shanghai, Guangzhou, Shenzhen and other places. Moreover, there is still a lack of support on the wide application when it comes to the nationwide pupils. Last but not least, this paper is in lack of the real data. Since the analysis work cannot be simulated now, more future research needs to be done.

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