

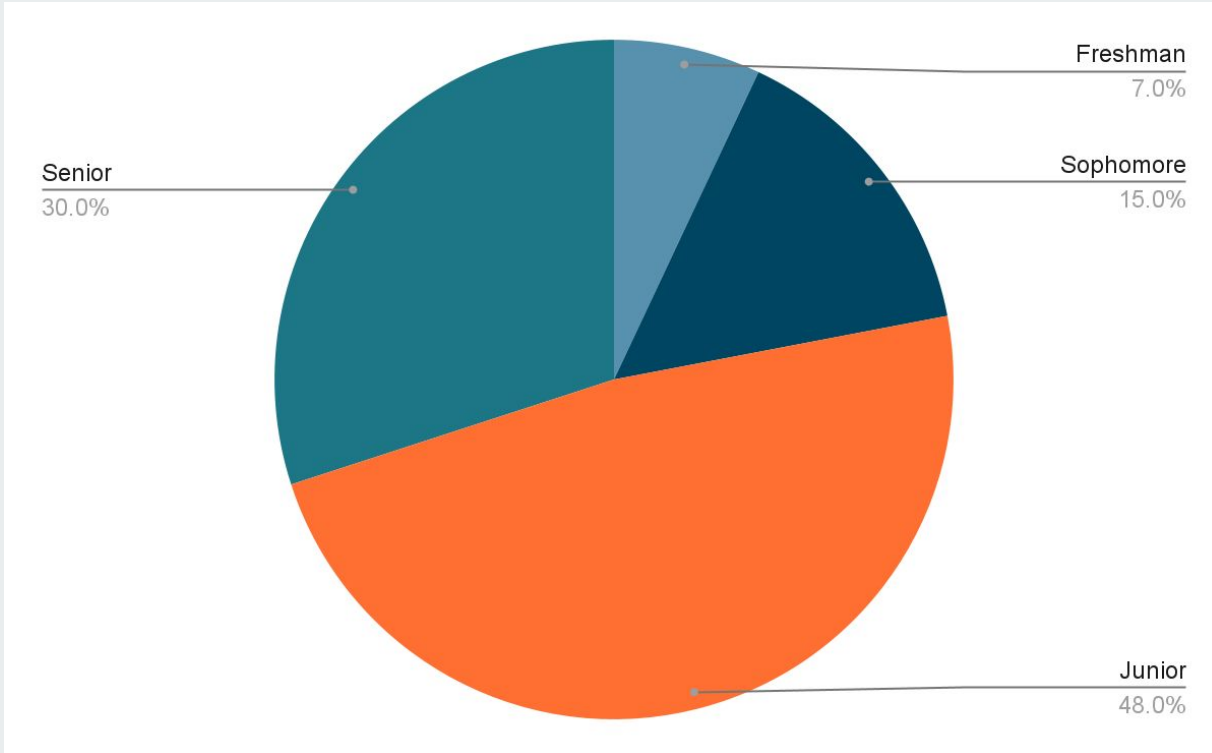


# Environmental Conservation Survey Analysis

NGREEC Group

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# Class Levels

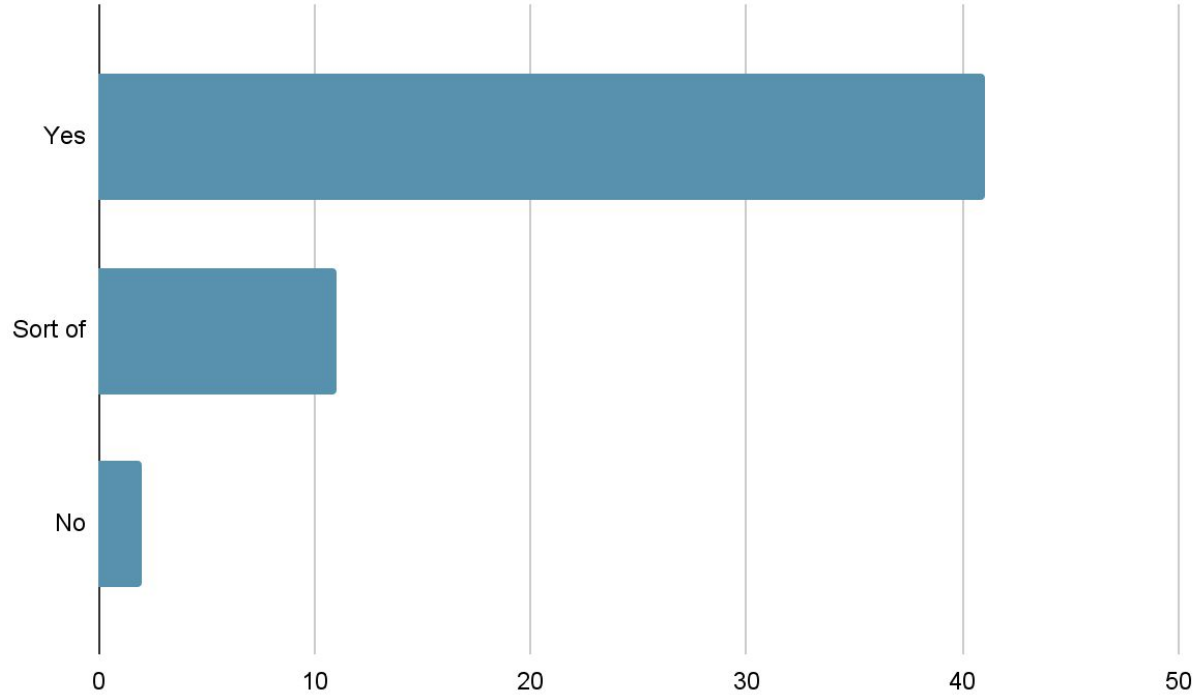



## What was the goal of this Survey?



Our goal of this survey was to understand the when communities become informed and learn about environmental conservation.

# Environmental Conservation Awareness



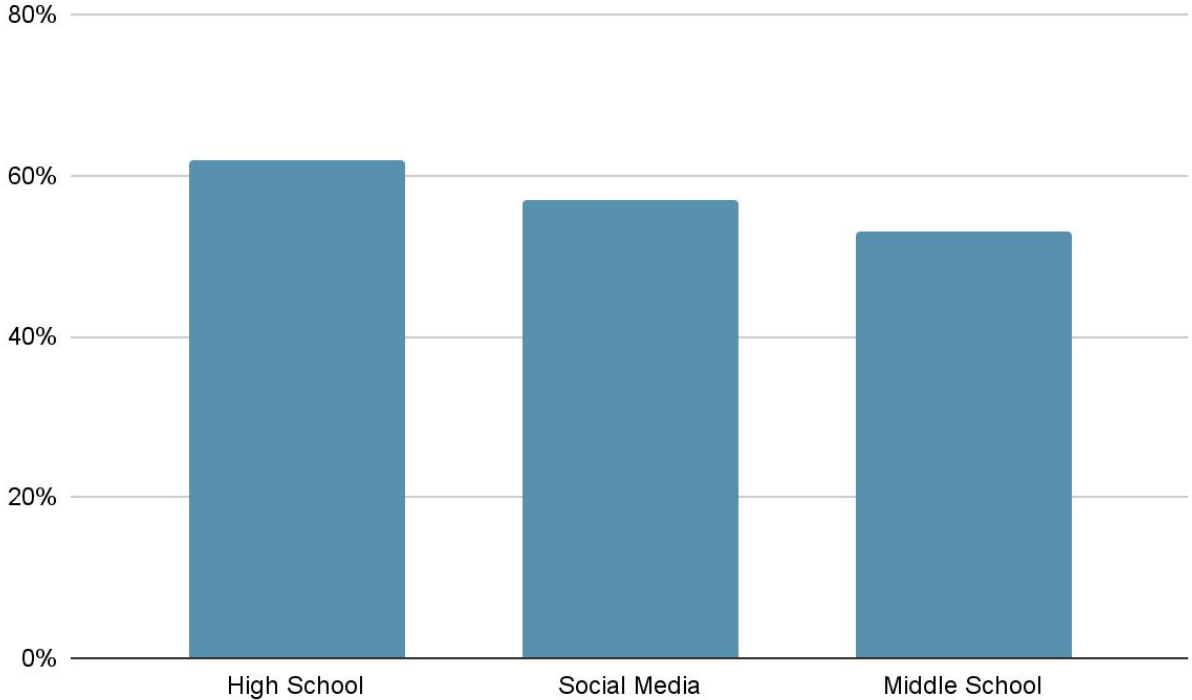


The data reveals that a significant proportion of respondents learned about environmental conservation through formal education, with 40% citing elementary school, 53% middle school, and 62% high school. However, it's notable that social media (57%) and other informal sources, such as television/books (47%) and news (47%), also played a substantial role in environmental education. Family influence (32%) was also a notable factor, highlighting the importance of interpersonal relationships in shaping environmental awareness. The data suggests that environmental education is a cumulative process, with respondents learning from a combination of formal and informal sources throughout their lives. Overall, the findings emphasize the need for a multi-faceted approach to environmental education, incorporating both traditional and non-traditional sources.

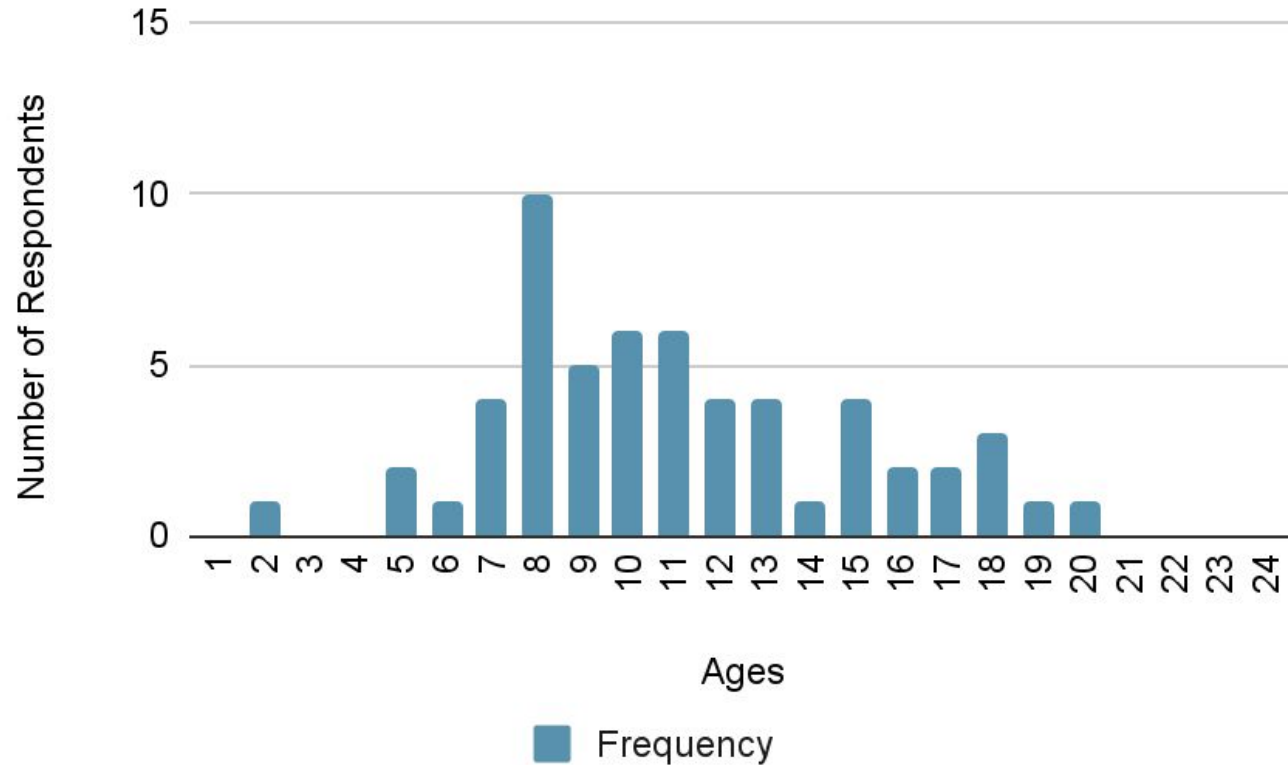


Before reading, did you know what Environmental Conservation was? We received 54 responses, and the results are interesting. These results suggest that most of us have some basic knowledge of Environmental Conservation, but there's still room for learning and growth. Let's explore this topic further.

# First Exposure to Environmental Conservation



# Age of First Exposure to Environmental Conservation








The majority of respondents first learned about environmental conservation during their elementary school years. In fact, 19% of respondents said they were 8 years old when they first learned about it. Another 11% said they were 10 years old, and 11% said they were 12 years old. Notably, the older age groups are significantly underrepresented, with only 2% or less of respondents reporting that they learned about environmental conservation at ages 19 and above. Similarly, very few respondents reported learning about it at a very young age, with 2% or less reporting ages under 3.

## How do they Relate?



The data on prior knowledge of environmental conservation shows that 76% of respondents already knew what it was, indicating a foundation for further learning. This foundation is likely built through formal education, as the data on sources of environmental conservation knowledge reveals that high school, middle school, and social media are the top sources. The data on when people first learn about environmental conservation suggests that elementary school years are a critical period for introduction to these concepts. These findings collectively emphasize the importance of formal education and early exposure to environmental conservation concepts. By understanding how and when people learn about environmental conservation, we can develop more effective strategies for promoting environmental awareness and education.

# Are you personally interested in environmental conservation?



We asked 54 respondents, "Are you personally interested in environmental conservation?" The results show a notable level of interest, with 62% of respondents (32 individuals) expressing a personal interest in environmental conservation. Another 38% (20 respondents) indicated they are somewhat interested. These findings indicate a strong interest in environmental conservation among the majority of respondents. This level of interest suggests a potential for engagement and action on environmental issues. Overall, the results demonstrate a promising foundation for promoting environmental conservation efforts.

# In your own words describe the core of Environmental Conservation



We asked 54 respondents to describe the core of environmental conservation in their own words. The responses yielded a set of recurring keywords, including protect, care, sustainability, conserve, and preserve. These words reveal a common understanding of environmental conservation as a proactive and protective approach to preserving the natural world. Overall, the responses suggest a shared value for responsible stewardship of the environment.

## Have you ever volunteered formally to help conserve the environment?



We asked 54 respondents if they had ever formally volunteered to help conserve the environment, such as with an environmental organization or community group. The results show that 24 respondents (44%) have formally volunteered for environmental conservation efforts. Conversely, 30 respondents (56%) reported that they have not formally volunteered for environmental conservation. This highlights a significant opportunity to engage more individuals in formal environmental volunteering efforts.

## Have you ever volunteered informally too help conserve the environment?



We asked 54 respondents if they had ever informally volunteered to help conserve the environment, such as picking up trash or implementing sustainable practices at home. The results show that 50 respondents (93%) have informally volunteered for environmental conservation efforts. Conversely, only 4 respondents (7%) reported that they have not informally volunteered for environmental conservation. This highlights a strong willingness among individuals to take personal action to support environmental conservation.

## How do they Relate?



The data on personal interest in environmental conservation (62% interested, 38% somewhat interested) sets the stage for understanding people's motivations and willingness to engage in environmental conservation efforts. The data on the core of environmental conservation (protect, care, sustainability, conserve, preserve) reveals a shared value for responsible stewardship of the environment, which aligns with the high level of personal interest in environmental conservation. However, the data on formal volunteering (44% have volunteered, 56% have not) highlights a gap between interest and formal action, suggesting that more efforts are needed to engage people in formal environmental conservation efforts. In contrast, the data on informal volunteering (93% have volunteered, 7% have not) shows a strong willingness among individuals to take personal action to support environmental conservation, which aligns with their stated interest and values.

## If you could change one thing about how we treat the environment, what would it be?



When asked what one thing they would change about how we treat the environment, 54 respondents provided insightful answers. Recurring keywords included "stop," "not," "littering," "dumping," "pollution," and "recycling." These responses highlight a strong desire to reduce harmful human impacts on the environment and promote more sustainable practices. Overall, the answers emphasize the need for collective action to protect the planet.



# If you could teach kids one thing about environmental conservation, what would it be?



When asked what one thing they would teach kids about environmental conservation, 54 respondents provided thoughtful answers. Recurring keywords included "care," "respect," "protect," "save," and "littering." These responses emphasize the importance of instilling values of responsibility, stewardship, and compassion for the environment in future generations. By teaching kids these essential principles, we can empower them to become environmentally conscious citizens.

## How do they Relate?



The two responses share a common goal of promoting environmental conservation and protecting the planet. Both highlight the importance of responsibility, with the first response emphasizing teaching kids to care for the environment and the second response stressing the need to stop harmful practices. The overlap in keywords, such as "littering", underscores the significance of addressing specific environmental issues. Together, the responses provide a comprehensive view of environmental conservation efforts, emphasizing both education and collective action.

# Did We Meet Our Goal?



We successfully met our goal, gaining a clearer understanding of environmental education through our survey. Specifically, we gathered valuable insights into what constitutes environmental education, the age at which respondents first learned about environmental conservation, and their personal level of interest in the topic.