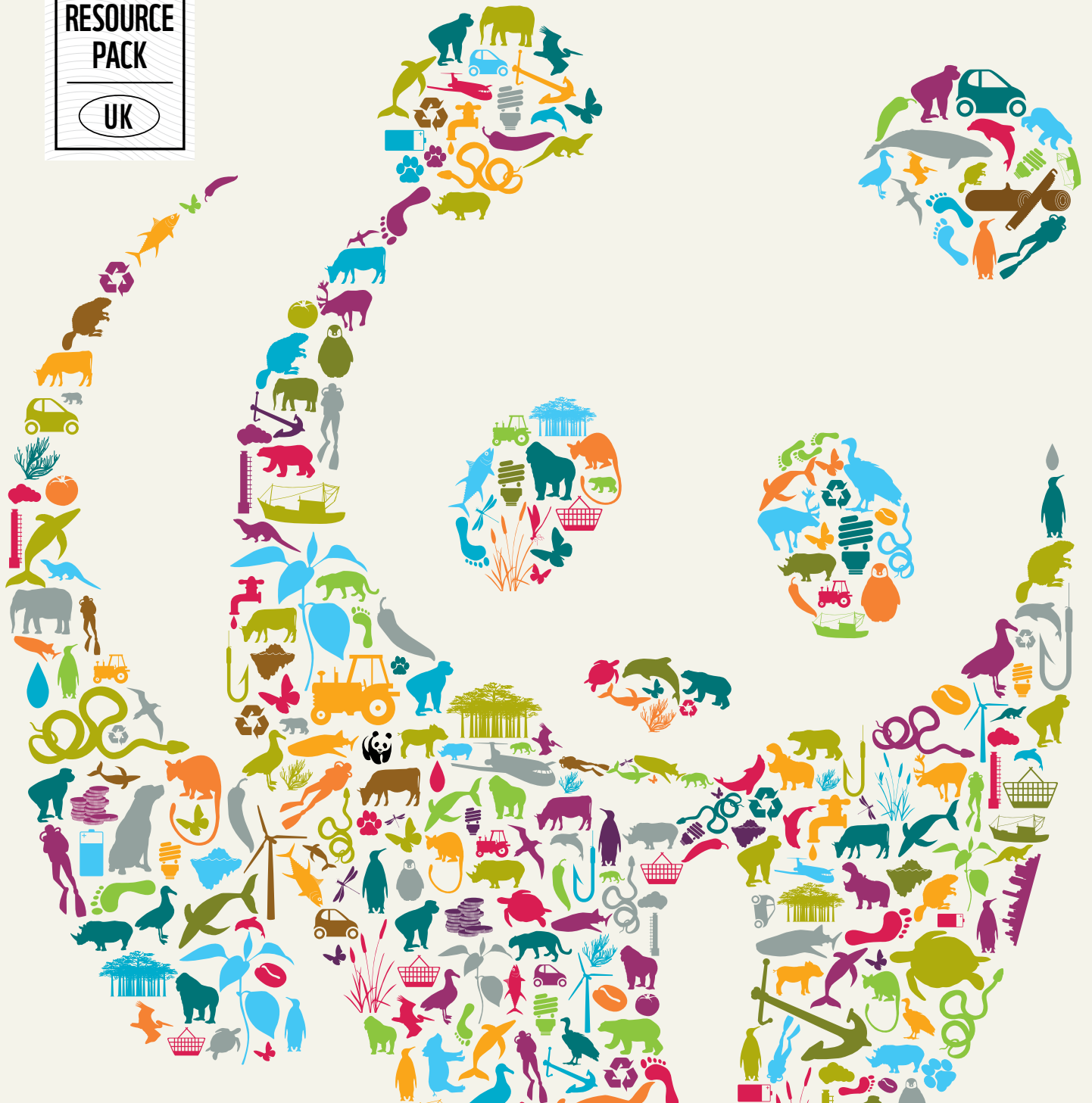




WWF

RESOURCE  
PACK

UK



# ONE PLANET FUTURE

A resource pack for primary schools  
on WWF's work

# FOREWORD

The natural environment is now under greater pressure than ever before: people are using about 25% more natural resources than the planet can replace; wildlife is failing to cope with the increasing demand for natural resources; and climate change will cause severe and irreversible environmental damage.

In the UK, we're consuming between two and three times our fair share of the planet's natural resources. If everyone lived like this, we'd need two to three planets like Earth to sustain us. It's a way of life that's threatening the future of our natural environment, as well as millions of people around the world. We need to live within the resource limits of our one planet Earth. And we need to care for it so that wildlife and people alike can thrive on a green, living planet. We call this a One Planet Future.



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# INTRODUCTION TO WWF AND OUR WORK WITH SCHOOLS

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## OUR HISTORY

WWF was established in 1961, in response to fears that habitat destruction and hunting would soon bring about the extinction of the world's most endangered species.

By the end of the 1970s, our work encompassed not only the conservation of wildlife and habitats, but also the wider implications of human activities on the environment.

In the 1980s, our work broadened to address the concept of sustainable development – living within the limits of the planet's natural resources without compromising the needs of future generations.

## THE CHALLENGES

WWF has identified three key environmental challenges that must be addressed if we are to secure a One Planet Future. These are:

- safeguarding the natural world
- tackling climate change
- changing the way we live.

We work with schools, communities, businesses and governments in the UK and around the world to meet these challenges. We're at the heart of efforts to create positive solutions for a more sustainable way of life.

## OUR SCHOOLS PROGRAMME

Schools play a vital role in preparing young people for the challenges and opportunities of living more sustainably. WWF's schools programme offers a range of opportunities to inspire schools to get involved with sustainability and the work of WWF.

It is about building understanding of environmental and sustainability issues, exploring values and attitudes, and developing skills so that young people can reduce their environmental impact now and become good environmental decision-makers in the future.

This pack is part of our schools programme and supports and enhances the One Planet Future film.

## OUR PARTNERSHIP WITH THE CADBURY FOUNDATION

The Cadbury Foundation is a registered charity and was established in 1935 to tackle emerging community issues and trends, predominantly in the United Kingdom. The Foundation focuses on building healthy, prosperous, educated and socially inclusive communities through investing in employability (education and enterprise), well-being and the environment.

## THE ONE PLANET FUTURE FILM

The film is an animation and can be played or downloaded at [www.green.tv/wwf\\_oneplanetfuture](http://www.green.tv/wwf_oneplanetfuture)

Run time: 6:15 minutes

Written, directed and produced by Richard Wilson. Featuring the voices of, and drawings by, the children from classes Y5H and Y5M of Our Lady of Muswell Catholic Primary School.

# ABOUT THIS PACK

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## WHY THIS PACK?

Many teachers and students are interested in WWF's work and schools often make requests for us to speak at assemblies and to make presentations. Unfortunately, our staff capacity does not allow for this. However, the One Planet Future film and the information and activities in this pack may be used to introduce WWF's work. It can stand in lieu of a WWF visit.

## WHO IS THIS PACK FOR?

This pack is designed to be used by a range of people in a school situation. No particular knowledge or experience is needed and the assemblies can be carried out with minimal resources. The pack can be used by teachers and teaching assistants, governors or parents and members of the community. The assemblies and activities are aimed at children from four to 11 and are separated into those suitable for 4-11 year olds and 7-11 year olds. However, it is worth glancing at the entire pack contents to choose the most appropriate material for your particular audience.

## WHAT DOES THIS PACK CONTAIN?

This pack contains assemblies and activities to support, enhance and provide follow-up to the One Planet Future animation film for primary schools. It is structured around a number of sections:

- Assemblies and activities for 4-7 year olds, with a focus on safeguarding the natural world and tackling climate change.
- Assemblies and activities for 7-11 year olds, again with a focus on safeguarding the natural world and tackling climate change.
- Activities and challenges for 4-11 year olds, with a focus on changing the way we live.

All these materials are backed by resource sheets and a glossary. As some schools are keen to donate money to WWF, you will also find fundraising ideas at the back of this pack.

## CURRICULUM LINKS

CURRICULUM LINKS CAN BE  
DOWNLOADED FROM:  
[WWF.ORG.UK/OPFPACK](http://WWF.ORG.UK/OPFPACK)

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## HOW COULD THE PACK BE USED?

The pack can be used flexibly. The whole pack does not need to be used – an assembly can be selected or other elements of the pack can stand alone. Presenters, teachers and others in the school community can choose an assembly or one or more activities to extend the understanding and awareness among children who are viewing the One Planet Future film. Activities from this resource pack can be used in lessons or clubs. Challenges can be carried out by a class or individuals, at school or at home.

# ASSEMBLY FOR AGES 4 TO 7

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## CREATING A ONE PLANET FUTURE

### Learning outcome

Students will understand that the planet is threatened by climate change, which we can all help to reduce by not wasting energy and resources. They will learn that WWF is working to safeguard the natural world.

### Preparation

Assembly leaders will need to watch the film themselves first. You may wish to find out more about WWF and the issues by looking at [www.wwf.org.uk](http://www.wwf.org.uk). Ideally the resources below should be prepared.

### Resources needed

- One Planet Future film downloaded onto a computer  
You can find the film at [www.green.tv/wwf\\_oneplanetfuture](http://www.green.tv/wwf_oneplanetfuture).  
It is best to download the film and run it on media player or similar to avoid problems of direct streaming. You then also have better control over pausing, rewinding etc. The film lasts for 6 minutes and 15 seconds.
- ICT – computer/projector and screen, whiteboard or interactive whiteboard  
You will need to run the One Planet Future film on a screen or interactive whiteboard.
- **Paper animal masks**  
Ideally you will also prepare masks and placards in advance, although it is possible to do the assembly without them. You will need masks for six to ten different animals, which can all be made from paper based on the template given in this pack on page 10 and on our website [www.wwf.org.uk/opfpack](http://www.wwf.org.uk/opfpack). The masks can be made by the children beforehand. Making masks can be a good follow-up activity as well. You could also use pictures of animals for children to hold, either cut out of magazines, downloaded and printed out or drawn by the children.
- **Placard/poster sheets featuring WWF with logo (panda and letters)**  
This could be made with four sheets of A4 stuck onto a large piece of cardboard from a cardboard box. Or you can use four separate pieces and ask four children to hold them up. The logo can be downloaded from [www.wwf.org.uk/opfpack](http://www.wwf.org.uk/opfpack) printed, and enlarged on a photocopier.

### Procedure

- Introduce yourself. Ask the children to put up their hands if they know where polar bears live. Wait for the answer 'the Arctic' or the 'North Pole'. Talk about how it's very cold and the polar bears live on the ice. They are kept warm by their thick fur.
- Do the children know what is happening to the ice at the North Pole? The ice is melting: there is less and less ice and more and more sea water; there is no land under the ice, just sea. The ice is melting as it's getting warmer at the North Pole.
- This is not good news for polar bears. They can swim, but not all the time. They depend upon the sea ice to hunt seals, their primary food source, and to travel around their range to find mates to breed but not to build dens on. They do this on more stable ground.
- Ask the children to put up their hands if they have heard of climate change. Well done, those who have. Explain that most scientists believe that the world's climate is changing because of the way that we humans are living. The Arctic ice is melting because of how we live our lives. But we can change this! And we are going to find out how.
- Tell the assembly that they are going to watch a short film made with the help of children. Run the One Planet Future film on a screen or interactive whiteboard.
- After the film ask the children to put up their hands if they spotted a polar bear in it. Lots of hands should go up – choose two to volunteer to come up to the front and pretend to be a polar bear and its baby. If preparation of masks or pictures has been possible, the children can put on a mask or hold a picture of a polar bear.
- Then ask the children to remember which animals they saw in the film and for volunteers to come up to the front as animals, choosing a different animal each time.
- Each child can wear a mask or hold a picture of their animal. Collect a group of six to ten animals and ask them to make their animal's noise if they are worried about the future. Then explain that we must keep the animals safe and keep the world healthy for animals and people like me and you.

*The film shows the following animals: bird-of-paradise, antelope, elephant, leopard, monkey, tiger, fish, seagull, panda, lion, rhino, gorilla, orang-utan, dolphin, whale, polar bear, dog, bumble-bee, woodpecker, worm, cow and chicken. Be inclusive if necessary, all animals need looking after!*



© FRITZ PÖL KING WWF



- To keep the world where we live beautiful, safe and healthy we need to look after nature and the planet – the trees, the seas, the rivers and the air. We need to not waste things like electricity and food. Using cars and electricity creates carbon dioxide, a gas that is making the Earth warm up and the climate change.
- We can do something about this. For instance, we can turn off lights if we do not need them. We can recycle our bottles. There are lots of things we can do together. Together we can make the future better for wild animals. Ask for some suggestions of other things we can do. Hands up!
- As you get suggestions (be inclusive!), ask each child to come out and hold hands to join up and make a circle around the animals at the front. When the circle is big enough and you have had enough suggestions, say that because everyone is joining in, the animals are safer (point out the circle), and nature and the planet now has a brighter future. On the count of three everyone can say a big 'hooray' or make their animal's noise.
- Then tell the assembly that the organisation that made the film is called WWF – hold up a big placard with the letters and the panda logo.
- Ask four children from the assembly to come to the front and make a W – the four children stand in a row and the two children in the middle make an arch, to look like a W. Then choose another four to make another arch in the shape of a W. Then choose one last child and ask them to stand along side the two W arches and put their arms out to the same side to make an F shape.
- Ask all the children to say together the letters – W – W – F. Explain that the organisation that made the film – WWF – is helping people to work together to look after the natural world, slow down climate change and change the way we live for the better. All the children in the circle and the animals up at the front can then file under the arches and sit down, followed by the 'letters' themselves.
- Finish off by saying that each of them can roar like a tiger if they are going to help keep the natural world safe for the future. One, two, three, roooaaaaarrrrr... Then ask a few more questions as appropriate to the age of the children. Are you going to recycle when you can? Are you going to try not to waste food? Are you going to pick up litter? Are you going to tell other people about making a brighter future for our planet? End with a final roar. Or if there is a need to quieten things down a bit, you can ask the children to pretend to be happy pandas chewing on bamboo plants. Wish them all the best for the future...

### Follow-up

Teachers/activity leaders and students can carry out some of the activities suggested in this resource and may wish to take up some of the challenges on pages 33-34.

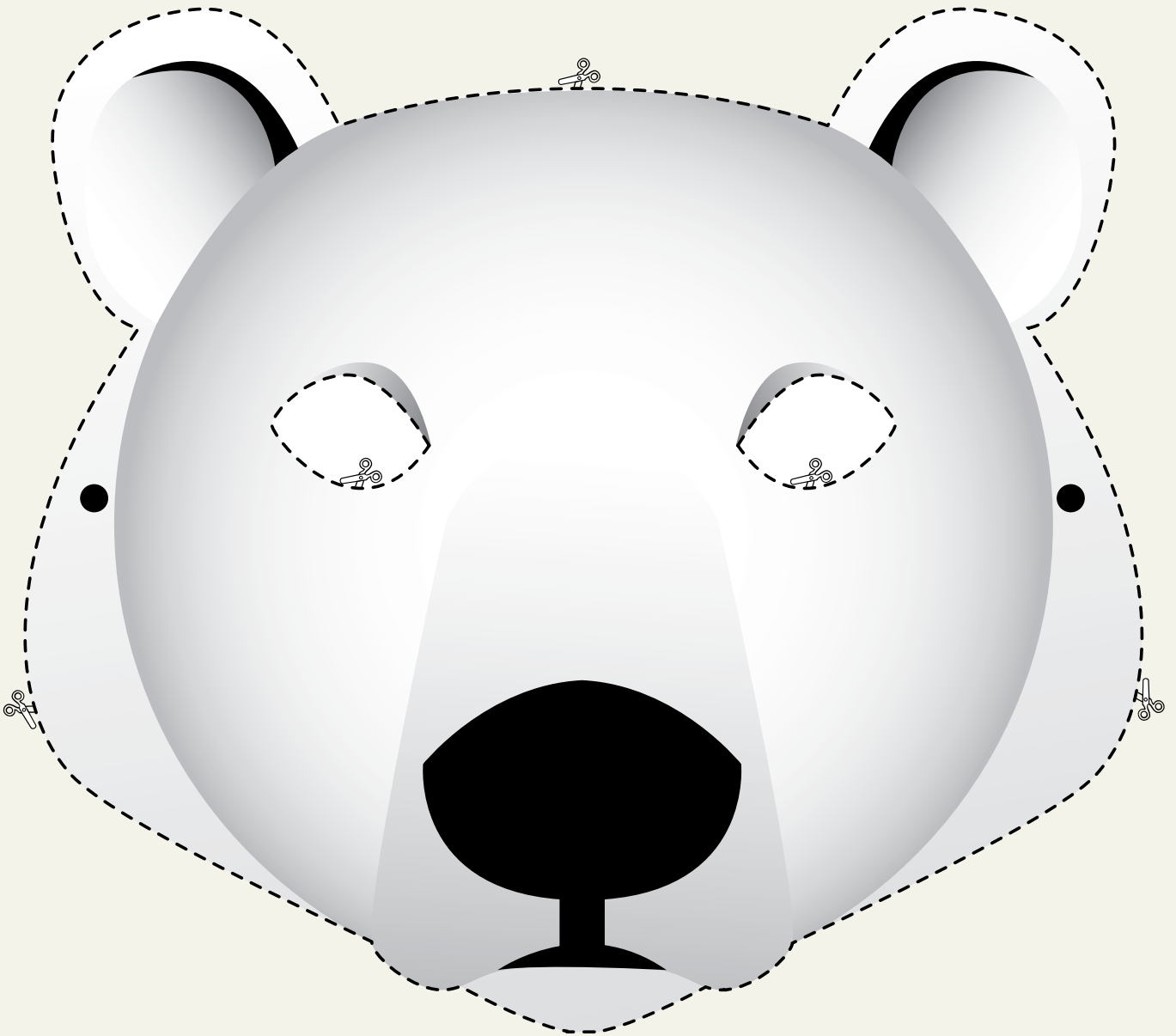
### Further links

There are additional ideas and resources at [www.wwf.org.uk/schools](http://www.wwf.org.uk/schools).



More masks are available on our website: [wwf.org.uk/opfpack](http://wwf.org.uk/opfpack)

# RESOURCE SHEET 1





# ACTIVITIES FOR THE CLASSROOM FOR AGES 4 TO 7

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## ACTIVITIES USING THE ONE PLANET FUTURE FILM

### Circle time

- Circle games value each child, helping them to gain confidence and express their feelings and opinions in a safe situation. Children should sit in a circle and each child should have an opportunity to speak uninterrupted by the others. It may help to have a 'magic microphone'. Only the child holding the chosen object or 'magic microphone' is allowed to speak. Each child might say one thing that makes the world wonderful, or what would make the world an even better place to live in, or what we could do to care for our surroundings.
- You could then ask each child to say one thing that they liked in the film, or remember or learned from the film, or that the film suggested we could do to use less energy and help stop climate change.

### Spot the animal

- Play the film through and ask the children in pairs to try and spot as many animals as they can. Ask each child to remember three animals that they have seen. At the end, have a brainstorm and collect a list of as many animals as the children can remember.
- Show the film again with the sound off and the class can name all the animals as the film plays. Discuss with the children what is meant by a habitat (see the glossary on page 36).
- Discuss with them the things that wild animals need to stay safe in their habitats – children might suggest the right food, a safe place to have their babies, no pollution – and how we can help safeguard habitats. This could lead onto the 'Talk like an animal' activity which follows.

### Talk like an animal

- Ask children to draw a picture of one of the wild animals shown in the film and to draw a speech bubble. Alternatively, you can use one of the picture stills from the film on pages 13-14 and enlarge/photocopy it or draw for the children an outline of an animal with a speech bubble.
- Discuss with the children what the animals might say to them, making sure their habitats were safe for the future. They could capture their ideas in the speech bubble. If you make a frieze (see overleaf) you could stick the animals on the frieze. You could then run the film again without the sound track and the children could speak as the animals.

### Retelling the story

- With the children's help, retell the story of the film in simple terms. You could enlarge the stills on pages 13-14 and use the phrases from the film on pages 22-23 to help you.
- Reinforce and make sure the children have understood the key points: safeguarding the natural world; tackling climate change; changing the way we live. If they are very young, they can recognise that it is important to do all we can to care for the Earth and keep it safe and healthy for people and animals.

### Continuing the story

- After you finish watching the film, perhaps following some of the activities above, you could discuss with the children what they think happens next in the story, and ask them to draw pictures to illustrate their ideas.

### Making a habitats frieze

- Talk with the children about the habitats and environments shown in the film. Look at the film again if necessary. Talk about the rainforest, the sea, the river, the Arctic, the countryside, which plants and trees the children could see, and what the colours were like. Talk about the city – the built environment – as well.
- Divide the children into groups and ask them to plan a section of a frieze showing different habitats like those on the film. Provide them with large sheets of paper and paints and create the sections of the frieze. Put the frieze up along a wall.
- The children can then draw themselves and put themselves on the frieze in the habitat that they like best. Alternatively, children can draw people and animals (or use those they have created in an earlier activity) and put them on the frieze in the habitat to which they think they are best suited.

### Using stills from the film

- Give groups of children photocopies of the stills from the film on pages 13-14 (without the text heading) and ask them to give each photo a caption. They could then cluster them into three groups and give each group a title of their choice.
- They can also use the pictures as a basis for telling or acting out a story.
- They could use the stills as a story board and write their own outline of a film to go with it, based on the film they have just seen.



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# RESOURCE SHEET 2

## KEY PICTURES FROM THE FILM

### WWF'S WORK

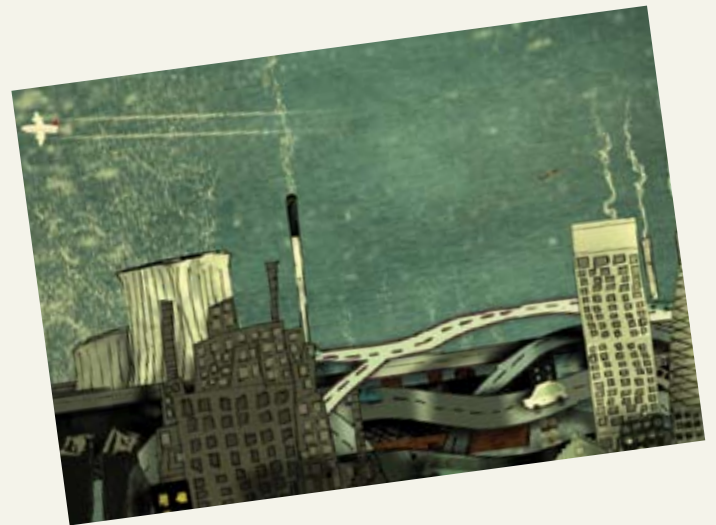


### SAFEGUARDING THE NATURAL WORLD



## KEY PICTURES FROM THE FILM

### TACKLING CLIMATE CHANGE



### CHANGING THE WAY WE LIVE





# ACTIVITIES FOCUS:

## SAFEGUARDING THE NATURAL WORLD

Globally, nearly a quarter of all mammal species and a third of amphibians are threatened with extinction.

The rapid destruction of forests – every year an area the size of England is lost – not only harms forest-dwelling wildlife but also adds to the growing danger of climate change. The increasing threat to some of the planet’s most important rivers, lakes and wetlands has been matched by a 37% decline in populations of freshwater wildlife between 1970 and 2008. And in the oceans, 7 million tonnes of fish caught are discarded each year. The threat to people and their livelihoods is, of course, of equal concern. For example, 2.7 billion people around the world live in areas that experience severe water shortages for at least one month a year. Around the world, WWF works with a wide range of partners in business, government and local communities to create sustainable solutions that take account of the needs of both people and nature.

### Starting point: pets

- Animals provide an engaging entry point for examining issues of safeguarding the natural world. A good starting point, particularly with younger children, is to talk about pets and what kind of surroundings they like and need. Children could bring in pictures of their pets and draw the outdoor surroundings (habitat) they might like.
- They might imagine a conversation between a cat and a big cat such as a tiger or lion and act it out with a friend. The class could then have a discussion about where tigers like to live, what they need in order to live their lives and how important it is that they are allowed to live in peace and raise their cubs.

### Imagine

“The icy sea water and frozen landscape that makes up the polar bear’s habitat is often blurred by blizzards of snow and whistling, freezing wind. Then the storm passes and the sky is a pure, startling blue and the uneven ice glitters with a thousand diamonds. Out of the green, blue and purple shadows wanders a mother polar bear with her baby.”

- Ask the children to shut their eyes and imagine they are walking through this landscape. You can add more details and/or play some suitable music. Let the children imagine the scene.
- Encourage them to describe the experience using words, art or music, individually or in groups. Ask them to think about the scenery; what it feels like to be on the ice-cap; the sounds; the cold... They should express this creatively.

You can follow this up with some research into polar bears at [wwf.org.uk/polarbear](http://wwf.org.uk/polarbear) and you may like to look at the WWF-Canon polar bear tracker at [wwf.org.uk/polarbeartracker](http://wwf.org.uk/polarbeartracker).

# ACTIVITIES FOCUS:

## TACKLING CLIMATE CHANGE

Addressing climate change is central to protecting biodiversity and reducing humanity's impact on the planet.

Unless we stop average global temperatures from rising more than 1.5°C above the level recorded in pre-industrial times, we face a high risk of severe and irreversible changes in the planet's natural systems. The consequences of changing weather patterns, warming seas and melting ice will be devastating for people and nature.

To stay below 1.5°C, global greenhouse gas emissions must peak by 2015 and then fall by at least 80% before 2050. This can only be done by reducing the world's reliance on fossil fuels and preventing further destruction of tropical rainforests.

WWF seeks cuts in emissions at a UK, EU and global level that prevent global temperatures rising dangerously.

### Making a model ice-cap

- Choose a large plastic container with a fairly large flat bottom and sides that are not too high. If it is transparent, so much the better. An unused sand tray could be very suitable, or a plastic carry-box could make a smaller version. Put some flattish stones (or something that won't float in water) into the container to form 'islands'. In the centre put a big pile of ice which you can bring in a cold-box or have handy in the staff-room fridge. Put some suitable small plastic animals and people on the 'ice-cap' and on the islands. Put about a centimetre of water into the plastic container.
- Let the children measure the depth of the water as soon as you have the water and ice in. Encourage the children to be patient and check the 'ice-cap' at hourly intervals and describe what is happening.
- Wait until all the ice has melted. Let the children measure what has happened to the depth of the water. The children should observe what has happened to the ice-cap and the 'islands' and what has happened to the people and animals.
- Discuss this with the children and talk about the parallels with the polar ice-caps and what is happening in the Arctic. Explain simply that using fossil fuels such as oil and gas – which are used to power our cars and heat our homes – release gases into the atmosphere, which makes the Earth warm up. This causes ice at the poles to melt and the sea level to rise – with implications for people and wildlife.
- Explain that we can slow down the warming and the ice melt if we are careful about how much of everything we use – water, electricity, petrol, paper.

### Alphabet recycle

- This is a variation on the old game of 'I packed my bag'. Each child playing starts with the same phrase and adds an animal beginning with a letter of the alphabet in alphabetical order. So the first child says, 'I looked after the planet and saved an African elephant'; the second child says, 'I looked after the planet and saved an African elephant and a badger'; the third child says, 'I looked after the planet and saved an African elephant, a badger and a crocodile'.
- You can play it co-operatively so that children receive prompts from each other if they forget the alphabet list.
- Choose from starter phrases such as the above or 'I looked after the planet and recycled/reused/composted a ...' or 'I looked after the planet and made a difference by...'

# ASSEMBLY FOR AGES 7 TO 11

## CREATING A ONE PLANET FUTURE

### Learning outcome

Students will understand that the planet is threatened by climate change, which we can all help to reduce by not wasting energy and resources. They will learn that WWF is working to safeguard the natural world.

### Preparation

Assembly leaders will need to watch the film themselves first. You may wish to find out more about WWF and the issues by looking at [wwf.org.uk](http://wwf.org.uk). Ideally the resources below should be prepared.

### Resources needed

- **'One Planet Future' film downloaded onto a computer**  
You can find the film at [www.green.tv/wwf\\_oneplanetfuture](http://www.green.tv/wwf_oneplanetfuture). It is best to download the film and run it on a mediaplayer to avoid problems of direct streaming. You also then have better control over pausing, rewinding etc. The film lasts for 6 minutes and 15 seconds.
- **ICT – computer/projector and screen, whiteboard or interactive whiteboard** You will need to run the One Planet Future film on a screen, whiteboard or interactive whiteboard.
- **Bag of 'rubbish'** You will need to prepare a bag or sack of clean 'rubbish' containing about 10 items that could be reduced (plastic packaging), reused (a clean piece of tinfoil), or recycled (a used piece of paper or cardboard).
- **Signs** Large signs saying REDUCE and REUSE and RECYCLE.
- **A large sheet** or slide or whiteboard with the words of the rap on page 19.

### Procedure

- Introduce yourself. Ask the children to put up their hands if they know where polar bears live. Wait for the answer 'the Arctic' or the 'North Pole'. Talk about how it's very cold and the polar bears live on the ice. They are kept warm by their thick fur.
- Do the children know what is happening to the ice at the North Pole? The ice is melting; there is less and less ice and more and more sea water; there is no land under the ice, just sea. The ice is melting as it's getting warmer at the North Pole.
- This is not good news for polar bears. They can swim, but not all the time. They depend upon the sea ice to hunt seals, their primary food source, and to travel around their range to find mates to breed but not to build dens on. They do this on more stable ground.
- Ask the children to put up their hands if they have heard of climate change. Well done, those who have. Explain that the world's climate is changing because of the way that we humans are living. Climate change now is happening because of the huge increase in the emissions of carbon dioxide due to our greatly increased use of fossil fuels – coal, oil and natural gas. The North Pole ice is melting because of how we live our lives. But we can change this! And we are going to find out how.
- Tell the assembly that they are going to watch a short film made with the help of children. Run the One Planet Future film on a screen or interactive whiteboard.
- After the film tell the assembly that you are going to describe an animal and that you want them to try and guess what it is. When they think they know, they should put up their hand but not call out the answer.

- Say: “there are only about 1,600 of these animals left in the wild. Between the early 1970s and the late 1990s populations declined by around 50%, due to mainly habitat loss and poaching. These animals are about 150 centimetres long from nose to rump, with a 10-15cm tail. A large adult can weigh about 100 to 150kg. They can spend over 13 hours a day feeding. The female animals often give birth to two cubs, usually only one survives. Cubs stay with their mothers for about three years. Half of all known plant species in China can be found in the forests where the animals live. What do you think this animal is?”
- By now, there should be plenty of hands up. Wait for the right answer – panda or giant panda.
- Ask if anyone knows which organisation has a giant panda on its logo. If anyone replies World Wildlife Fund, or World Wide Fund for Nature, explain that now the organisation just uses the initials WWF. Ask if anyone knows what WWF does? Take a couple of answers and say that WWF believes in a future where people and nature thrive and that it's a charity which works to ensure that happens.
- Ask the assembly what they think the future holds for the panda and the polar bear? Take a couple of answers. If they are gloomy, say that we can take action now to change things for the future.
- Ask the assembly if they can remember some things from the film that we can do to ensure that we use fewer of the Earth's resources and that we cut down on waste. Invite some answers.
- One of the things we can do is to reduce, reuse and recycle. Produce your big bag or sack of rubbish and say that you are going to have a look and see what has been thrown away and whether it could be reduced, reused or recycled. Ask for three volunteers to come up and hold up a sign saying reduce, reuse or recycle. They should then stand in three separate places.



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- Ask for other volunteers to come up and have a lucky dip (reassure them that there won't be anything that wouldn't be safe to touch). As children come up and pick something out of the bag, ask them to take it to one of the three areas – reduce, reuse or recycle – and say why they have taken it there.
- If children are uncertain, you can give them some direction. Add your own comments if necessary. You might suggest that plastic packaging need not have been used in the first place and could go to the reduce area, for example.
- After all the items have been taken out and allocated, thank the volunteers and ask them to sit down.
- Ask the assembly what the benefits of 'reduce, reuse, recycle' are and take answers which you can reinforce yourself.
- To end up, you could remind the assembly of the words of the rap in the film (put up as a slide or on a flip chart) and ask everyone to join in with the rap after three – one, two, three...

**You're cycling to school cos you think it's very cool  
and that driving's very sad cos the consequence is bad  
so get out of your car  
cos it's not very far  
and walk to your school**

If you can organise it so that you can play the section of the rap from the film again, you could ask everyone to join in as it plays.

Alternatively, you can get everyone to join in with 'What are we going to do?' All: 'Reduce!'. 'What are we going to do?' All: 'Reuse!'. 'What are we going to do?' All: 'Recycle!' "Hooray!!"

#### Follow-up

Teachers/activity leaders and students can carry out some of the activities suggested in this resource pack and may wish to take up some of the challenges on the sheets on pages 33 and 34.

#### Further links

There are additional ideas and resources, including details of a fantastic musical that can be performed by schools, [wwf.org.uk/schools](http://wwf.org.uk/schools)



# ACTIVITIES FOR THE CLASSROOM FOR AGES 7 TO 11

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## ACTIVITIES USING THE ONE PLANET FUTURE FILM

### Presentation

- One class or group of students shows the film to another class or group – they may be younger students. The presenting class or group plans an introduction and follow-up to the film. They could make an oral presentation, put key points on a PowerPoint or flipchart, have a question and answer session with a panel, dress up for the occasion (as animals or arctic travellers, for example), or invite a special speaker or listener.

### Rap

In the film there is a short rap which goes:

**You're cycling to school cos you think it's very cool  
and that driving's very sad cos the consequence is bad  
so get out of your car  
cos it's not very far  
and walk to your school**

Ask pairs or groups of children to write their own 'reduce, reuse, recycle' rap and then perform it to the class.

### Using stills and phrases from the film

- Give groups of children photocopies of Resource sheets 2 (pages 13-14) and 3 (pages 22-23) – the stills and key phrases from the film (without the text heading). Ask them to match each photo to a key phrase from the film, and then relate it to one of the four sections: WWF's work, safeguarding the natural world, tackling climate change, changing the way we live.
- They could then try reordering the stills and phrases to make a new storyboard version of the film. Alternatively they could use the phrases and draw their own pictures to go with them, or put their own captions or commentary to the stills from the film.

### Retelling the story

- Rerun the film. Then ask groups of students to try and retell the story in their own words by rewriting the script for the film. They can use the key phrases to help them.
- Rerun the film with the sound off and ask groups of students to read their scripts as the film runs. Did the class think the scripts captured the key points?

### Tell the story backwards

- Ask groups of students to imagine they are living hundreds of years in the future and have to tell the story of the 21st century. They should set the scene in the present and then go back in time imagining what has led up to their present scenario. They could present this as a PowerPoint.



### Looking into the future

- Groups of students can continue the story of the film into the future, perhaps presenting two different endings: one that shows what happens if people work together to slow down climate change and one that shows what happens if climate change continues at the present pace. These could be presented as PowerPoints and shown to the class, who can decide which of all the futures shown is the most preferable one.

### Word bingo

- Give groups of children photocopies of the key phrases from the film on pages 22-23. Ask the children to put a big cross on the square containing a phrase when they hear it in the film. The first group to hear all the phrases shouts out 'bingo'.
- Carry on running the film. Then run the film again and confirm when the phrases occur. This is a good way to ensure that the children have really listened to what is being said.

### One – Planet – Future charade

- The whole class or children in groups can play charades using words and phrases from the film on pages 22-23. You can start them off by using the phrase 'One Planet Future'.
- At the end discuss what the phrase One Planet Future means and why WWF might have chosen it to sum up their messages.

### Debates

- Hold a class debate on an issue arising from the film. Choose a controversial topic such as 'Cars should be banned' or 'If some animals become extinct it won't be the end of the world'.

### Act it out

- The class could act out the story of the film, making animal and other costumes out of recycled materials.

### Class charter

- Having watched the film, the class could draw up a class charter of what they will do to ensure a safe future for the planet. They could work in groups and then present their ideas before agreeing on the six points that they as a class want to include in their charter.
- Remind the class that it is better if they keep it fairly simple and choose things that they will actually be able to do and keep to. For example, they might choose to say that they will agree always to switch out the light if they are the last one to leave the classroom.

### Quiz

- Ask the children to do the quiz (see Resource sheet 4 on page 24) in pairs or groups, and then go over the answers. Did any of the answers surprise them? Why?
- They could then do the quiz with another class or make up their own quiz having done some research on the WWF website, [www.wwf.org.uk](http://www.wwf.org.uk)



# RESOURCE SHEET 3

## KEY PHRASES FROM THE FILM

### WWF'S WORK

"A small group of people set up an organisation called WWF"

"Others soon joined in and together they set out to outlaw this crazy business"

"Working with partners and supporters"

"The future looked brighter"

"Help build a One Planet Future and help create a healthier world"

### SAFEGUARDING THE NATURAL WORLD

"There was a time, a long time ago, when animals of every kind wandered freely"

"One by one, creatures began to vanish"

"Animals' homes were being destroyed, seas overfished, rivers polluted"

"Reserves were set up where animals could live safely"

"Numbers of rhinos, tigers, gorillas and pandas began to recover"



## TACKLING CLIMATE CHANGE

“We are producing more and more CO<sub>2</sub> when we ...produce electricity or power planes and cars”

“The latest threat is called climate change”

“Climate change is caused by greenhouse gases such as carbon dioxide (CO<sub>2</sub>)”

“We are not thinking about how this will affect future generations”

“We can start by reducing the energy we use”

## CHANGING THE WAY WE LIVE

“The good news is there is lots we can do to reduce CO<sub>2</sub>!”

“We could even suggest new ways to connect with nature in our school”

“Find out how you can help build a One Planet Future”

“It needs everyone’s help!”

“How we live our lives affects people and wildlife all around the world”



# RESOURCE SHEET 4

## QUIZ TIME!

Are the following statements true or false?

Please tick box

- 1 This is not the first time that the world has experienced climate change. True   
False
- 2 The climate change happening now is the first time that the world's climate has changed because of the activities of humans. True   
False
- 3 In the UK, we're consuming between two and three times our fair share of the planet's natural resources. True   
False
- 4 There are only 3,200 tigers left in the wild in the whole world. True   
False
- 5 Forests contain as much as 90% of the world's land-based animal and plant life. True   
False
- 6 Only half of the world's original forest cover remains and, of that, only one-tenth is protected. True   
False
- 7 A quarter of the world's population do not have enough food. True   
False
- 8 The UK's 26 million homes are responsible for 26% of UK carbon emissions. True   
False
- 9 WWF, the world's leading independent conservation organisation, was founded in 1961. It is now active in over 100 countries. True   
False

## QUIZ ANSWERS

All the statements are true!

### 1. TRUE

The world's climate has changed before. For example, millions of years ago there was an ice age when the ice caps increased in size and there were glaciers covering some of what is now Scotland and northern England.

### 2. TRUE

Climate change now is happening because of the huge increase in the emissions of carbon dioxide because of greatly increased use of fossil fuels – coal, oil and natural gas. Find out more at [wwf.org.uk/climatechangeinfo](http://wwf.org.uk/climatechangeinfo)

### 3. TRUE

Globally, people are using about 25% more natural resources than the planet can replace. We face an 'ecological overshoot' that will have severe consequences for both people and nature unless some of us change the way we live. Find out more at [wwf.org.uk/waywelive](http://wwf.org.uk/waywelive)

### 4. TRUE

There are now only an estimated 3,200 tigers in the wild, mostly found in isolated pockets spread across increasingly fragmented forests stretching from India to north-eastern China and from the Russian Far East to Sumatra. Wild tiger numbers have fallen by about 95% over the past 100 years, and three subspecies – the Bali, Caspian and Javan – are extinct. Find out more at [wwf.org.uk/tigers](http://wwf.org.uk/tigers)

### 5. TRUE

Forests contain as much as 90% of the world's land-based animal and plant life. There is a huge amount of biodiversity in forests which is just one of the reasons for conserving them. Forests also provide raw materials for food, shelter and fuel, essential for the 1.2 billion people who live in extreme poverty around the world. And forests benefit our environment by regulating the climate, water cycles and soil erosion. Find out more at [wwf.org.uk/forests](http://wwf.org.uk/forests)

### 6. TRUE

We are currently losing around 13 million hectares of forest each year, according to the Global Forest Resources Assessment. Forests are a key focus of WWF's global conservation work. Find out more at [wwf.org.uk/forests](http://wwf.org.uk/forests)

### 7. TRUE

A quarter of the world's population does not have enough food. If we are to achieve a One Planet Future where people and nature thrive together, we need to reconsider the types of food we eat in the UK and where and how our food is produced. Find out more at [wwf.org.uk/food](http://wwf.org.uk/food)

### 8. TRUE

The UK's 26 million homes currently have a huge impact on the environment, being responsible for 26% of UK carbon emissions. Over half of all the timber we use goes into our homes, and much of it is from unsustainable sources. In addition, the average person uses 150-180 litres of water each day and this figure is rising every year. Find out more at [wwf.org.uk/housing](http://wwf.org.uk/housing)

### 9. TRUE

WWF works around the world. The panda has always been the famous logo since WWF was set up in 1961 although the way the panda looks has changed a bit over the years. Find out more at [wwf.org.uk/what\\_we\\_do/about\\_us](http://wwf.org.uk/what_we_do/about_us).

# ACTIVITIES FOCUS:

## SAFEGUARDING THE NATURAL WORLD

### Wildlife – animals and their habitats

With nearly a quarter of all mammal species and a third of amphibians threatened with extinction, there's an urgent need to safeguard wildlife and the places in which they live.

The growing and unsustainable demand by people for natural resources is at the heart of the problem. The demands made by human activities – such as agriculture, forestry, energy production, road building and poaching – are all having a serious impact. Protecting the world's species and their habitats lies at the heart of WWF's mission to conserve the Earth's biodiversity and was the prime reason for the organisation being established in 1961. While important in their own right, species are also critical for maintaining the fundamental balance of ecosystems.

### Activities using the wildlife information on Resource sheet 5, pages 28-29

- Using the same format as the cards on Resource sheet 5, write some short information pieces about other endangered animals such as the Adelie penguin, the hawksbill turtle, the Amur leopard and the rhinoceros. Explain how WWF is working to protect them. Helpful information about different wildlife and their habitats and a short video can be found at [wwf.org.uk/wildlife](http://wwf.org.uk/wildlife).
- Using the same format as the cards on Resource sheet 5, write an information piece about people.
- Divide the class into 10 groups. Each group has a different animal and must produce a poster and make a short presentation or drama about their animal and why it is special. They should include sentences that begin, 'One special fact about this animal is...'; 'One way in which this animal is being threatened is...'; 'One way WWF is working to protect this animal is...'
- Students do some research in pairs on endangered species. They can look at [wwf.org.uk/wildlife](http://wwf.org.uk/wildlife) or each pupil can have one animal's information from the Resource sheet and add to it.
- Divide the class into two teams. A volunteer from one team chooses an endangered animal and the other team has to guess which animal it is by asking not more than 10 questions. The volunteer is only allowed to answer yes or no. If the team asks 'Are you an x?' (a specific animal) and the answer is no, the team loses three points. If the answer is correct they get one point. Teams then swap. The first team to collect 10 points wins.
- Guess who I am... Ask for volunteers in pairs to act out an endangered animal silently – the others must guess which animal it is. Then ask the volunteer playing the role of the animal to say why it is endangered and what can be done to protect it.

- Divide the class into six groups. Ideally groups of students should be able to work round a computer for this task. Each group should have information about six animals – you can use the Resource sheet on pages 28 and 29 or information at [www.wwf.org.uk/wildlife](http://www.wwf.org.uk/wildlife). They must write a narrative to go with the One Planet Future film, as though spoken by the different animals.
- The best procedure would be to watch the film with the sound turned on and then watch it again with the sound turned off. Groups can then develop a script for the film, as if narrated by the animals, and practise talking the parts through as the film rolls. Ask for volunteer groups to present the film to the class, talking the script as the film plays.

### Local and global

- Ask students in groups to draw a mental map or mapping diagram on a large piece of paper (e.g. flipchart paper) to explore the ways that their school affects the natural world immediately around the school (e.g. what the school buys, what food is eaten, waste, transport, water and energy use). They should try and show around the edge of the diagram any global impacts that this may have.
- Each group should then choose one specific impact and have a go at creating a plan that will reduce this impact. Encourage students to think about ways that they can take action. They may be able to look at the suggestions on the WWF website: [www.wwf.org.uk/changehowyoulive](http://www.wwf.org.uk/changehowyoulive). Each group should then present their plan to the class.



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# RESOURCE SHEET 5

## KEY POINTS ABOUT ENDANGERED ANIMALS



### ABOUT GIANT PANDAS

The world's rarest bears – giant pandas – are peaceful and mostly vegetarian. There are around 1,600 giant pandas remaining in the wild. Their forest

homes are disappearing due to the increase in the number of people in China competing for the same space in live in. Pandas now have to live in small areas of forest high in the mountains of south-central China. WWF is working with the Chinese government to help protect and re-connect areas of the forest so there's enough space for pandas to roam safely and enough bamboo for them to eat. Looking after the giant panda and its habitat will help the other species that live there and will preserve this natural area for people too.

### ABOUT POLAR BEARS



Polar bears are found in the Arctic landscapes of Canada, Greenland, Norway, Russia and Alaska. There are now only an estimated 20,000-25,000 polar bears in the wild. Polar bears rely on sea ice to hunt seals - their main food. But the sea ice is disappearing due to climate change.

Some scientists predict that the Arctic could be ice free in the summer within a generation. As the sea ice melts the area is also opened up to shipping and oil exploration, adding the risk of pollution to the many threats the polar bear already faces.



### ABOUT TIGERS

The tiger is the largest of all cat species. There are now only an estimated 3,200 tigers in the wild and there are only 450 Sumatran tigers left in the wild. It is

important to protect these beautiful creatures, which are sometimes killed by people who can sell them for their skins and other body parts. Some people believe that medicines can be made from tigers. Special guards help keep the tigers safe from poachers who want to kill them and sell them secretly. Selling tigers is against the law. WWF is working to stop tiger killing and protect the tiger and its habitats.



## ABOUT BOTTLENOSE DOLPHINS

Bottlenose dolphins, like whales and porpoises, are intelligent and inquisitive mammals. Whales, dolphins, and porpoises are powerful and important creatures in our oceans. Dolphin numbers had been severely reduced because of hunting, accidental capture in fishing nets, water pollution, and other human activities. Getting trapped and killed in fishing gear is the biggest threat to dolphins. WWF is working to educate people about this and to support changes in the law that will encourage better fishing practices.



## ABOUT ORANG-UTANS

Orang-utans are found only on the islands of Borneo and Sumatra. There are only around 62,000 orang-utans left in the wild.

Orang-utans spend most of their time in the treetops. Their strong arms can span about 2 metres, which is greater than their height. Their reach allows them to swing through the rainforest trees, high up in the canopy, where they eat fruit and leaves. Their habitat, the forests where they live, are being cut down and destroyed for timber or to plant oil palm trees. These are the greatest threats that these amazing creatures face. There is less than 86,000km of orang-utan habitat remaining on Borneo. WWF is working to preserve forest areas and keep orang-utans safe.

## ABOUT ASIAN ELEPHANTS



The Asian elephant is generally smaller than the African elephant, with the average male measuring around 3 metres high and weighing up to 5 tonnes.

Sometimes they are hunted for their ivory tusks, although this is against the law. Some wild Asian elephants still roam in tropical forests but there are far fewer than in the past and they mostly live in small groups. It is difficult for them to move around freely looking for food as their habitats have been broken up by roads, villages and other human activity. This means that people and animals are coming into conflict more and more over living space and food. WWF is working to reduce conflict between people and elephants and improve the livelihoods of the people affected, as well as protecting the habitat of elephants.

# ACTIVITIES FOCUS:

## TACKLING CLIMATE CHANGE

The Earth's climate is driven by a continuous flow of energy from the sun. Heat energy from the sun passes through our atmosphere and warms the Earth's surface.

As the temperature increases, the Earth sends heat energy (infrared radiation) back into the atmosphere. Some of this heat is absorbed by gases in the atmosphere, such as carbon dioxide (CO<sub>2</sub>). These gases, which are all naturally occurring, act as a blanket, trapping in the heat and preventing it from being reflected too far from the Earth. They keep the Earth's average temperature at about 15°C: warm enough to sustain life for humans, plants and animals.

Without these gases, the average temperature would be about -18°C... too cold for most life forms. This natural warming effect is also sometimes called the greenhouse effect.

A natural carbon dioxide cycle keeps the amount of CO<sub>2</sub> in our atmosphere in balance. Decaying plants, volcanic eruptions and the respiration of animals release natural CO<sub>2</sub> into the atmosphere, where it stays for about 100 years. It is removed again from the atmosphere by photosynthesis in plants and by dissolution in water (for instance in the oceans). The amount of naturally produced CO<sub>2</sub> is almost perfectly balanced by the amount naturally removed.

Even small changes caused by human activities can have a significant impact on this balance.

### Debating climate change

- On the issue of combating climate change, the Bangladeshi Environment Minister has said: "For you in the West, it is a lifestyle change, for us it is a matter of life and death." Ask groups to discuss if they agree or disagree. Why? Groups should then do a presentation to the class to put across their point of view.
- Ask the students to draw three concentric circles and put themselves in the middle, people they know in the next circle, then on the outside ring, government. Start brainstorming ideas for what they can do at each level to reduce climate change.
- The following prompts might help stimulate discussion of some ways that they can help reduce climate change:
  1. By reducing their carbon footprint (see glossary) individually, for example by walking and turning off lights.
  2. By persuading those around them to do the same and taking action as a community.
  3. By campaigning to make governments and world leaders listen to young people and eventually change policy, for example by moving to electric cars.



### How to make your school more sustainable

- Say: “Imagine a school where everyone cares – about themselves, each other, and about the planet; now and in the future. Now imagine a school where this caring touches everything it does – what and how students learn; how the school manages its physical environment and resources; how staff and students relate to each other; how they work with their local community; and how they reach out to the wider world.”
- Divide the students into groups. Ask the students to divide a large sheet of paper into two. On one half they should draw a school in the year 2050, in a world where climate change has accelerated and temperatures have risen over 2°C, making a huge impact on the planet. On the other half they should draw a school in the year 2050 in a world where climate change has been significantly slowed and where everyone cares about themselves, about each other and the planet.
- Display the drawings and ask students which school they would most like to attend. What needs to happen for that school to become a reality?

### Dividing up the cake – is it fair?

- Bring in a large round cake. In front of the class cut the cake so there's a 60:40 split. Divide the class into two groups – one or two in one group, the rest in the second group. Tell the class that the group of one or two is going to share the big bit of cake and the rest of the class will share the smaller bit. Is that fair? OK, so what would be fairer? Invite answers.
- Ask students if they know or can guess how many countries there are in the world. Answers vary for political reasons but it is about 190. Explain that the cake divisions show carbon emissions from the world's countries split into two groups.
- Ask them to guess how many countries are responsible for the bigger slice of emissions. The G8 countries (Canada, France, Germany, Italy, Japan, Russia, the United Kingdom and the United States) are responsible for 62% of the CO<sub>2</sub> accumulated in the Earth's atmosphere. So only eight countries have had more impact on climate change than the other 180 countries. This is what the cake slices represent. Is this fair?
- WWF supports the view that industrialised countries have the responsibility to begin the process of CO<sub>2</sub> emission reductions because:
  - o their emissions per person are many times higher than those of developing countries;
  - o they have the finance and the technologies to kick-start energy-saving and clean energy industries;
  - o they are historically the largest CO<sub>2</sub> emitters, and currently among the largest emitters.
- Bearing this in mind, invite students to work out a fairer deal for the world's poorer countries on tackling climate change? Distribute the cake as students come up with ideas for a fairer deal to ensure that climate change is slowed and that as few of the Earth's resources as possible are wasted.

# ACTIVITIES FOR AGES 4 TO 11

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## CHANGING THE WAY WE LIVE

It is important that we learn about the natural world and climate change. But it's also vital that we take action to safeguard the natural world and tackle climate change.

In order to do that we need to change the way that people, particularly in the Western world, live their lives. If everyone in the world lived like we do in the UK, we'd need far more than one planet to support us: between two and three planet Earths, in fact. It's a way of life that's threatening the future of our natural environment, as well millions of people around the world.

WWF puts pressure on government and industry to make the changes needed to alter our over-consuming lifestyles, and build a One Planet Future where people and nature thrive within their fair share of the Earth's natural resources. There are simple steps we can each take to make our daily lives more sustainable.

There are some ideas about how we can make changes in our lives on the WWF website at [wwf.org.uk/changehowyoulive](http://wwf.org.uk/changehowyoulive) and students will probably have some ideas too.

We've suggested some activities on pages 33-34 that you can use to encourage action for change. You should choose which are suitable for the age group you are working with, making adaptations as necessary.

### **Rise to the challenge – class challenge**

- You may like to suggest that the class carry out one or more of the class challenges on page 33. Talk with the class about how you will decide if they have completed the challenge satisfactorily. Alternatively, they might like to suggest their own challenges. Talk about responsibilities and how to ensure that everyone is involved.
- Plan carefully with the students what will happen, who will be responsible for what, when it will happen and how the success will be measured.
- Discuss with the students what reward might be appropriate if the class rises to the challenges.

### **Rise to the challenge – individual challenge**

- Students may like to carry out individual challenges at home, perhaps over a week, and then report back on their achievements. Discuss with the students what reward might be appropriate for those that rise to their challenges.
- There are some suggestions for challenges on the Resource sheet on page 34 but students can add their own.



# CLASS CHALLENGE SHEET

Please enlarge to A3 size

Challenge	When?	What	Why?	How did we feel?
<p><b>WWF's Earth Hour</b></p> <p>In March, WWF's Earth Hour takes place. At 8.30pm, millions of people around the world will turn off their lights for one hour to show their support for the brilliant world we all share – and put the focus on how we need to protect it.</p> <p>Earth Hour's not just about the hour though, but every day. You don't need to wait for March; instead taking part any time of the year in your school! Arrange for an hour when no electricity is used in the classroom by turning off your lights and computers. Or why not get your class recycling more or eating local food?</p> <p>Find out more at <a href="http://earthhour.wwf.org.uk">earthhour.wwf.org.uk</a></p>				
<p><b>Paperless day</b></p> <p>The class could try to have one day when they don't use any paper at all. What alternatives are there? Could they use the chalkboard or whiteboard? They could use computers, but are there disadvantages?</p>				
<p><b>Posters</b></p> <p>The class could make some posters to put up around the school to remind people to switch off lights and reduce, reuse and recycle. They could produce information posters about the effects of climate change and the work of WWF.</p>				
<p><b>Plant</b></p> <p>The class could plant some vegetables, salad leaves or some mustard and cress in containers and keep track of their progress. Can they nurture the plants and finally eat them with a special class snack? What are the advantages of growing our own vegetables?</p>				
<p><b>Reduce, reuse, recycle</b></p> <p>The class could audit what they recycle at present and increase what they recycle or encourage another class to do some recycling.</p>				



# TAKE-HOME CHALLENGE SHEET

Please enlarge to A3 size

Challenge	When?	What	Why?	How did we feel?
<p><b>WWF's Earth Hour</b></p> <p>In March, WWF's Earth Hour takes place. At 8.30pm, millions of people around the world will turn off their lights for one hour to show their support for the brilliant world we all share – and put the focus on how we need to protect it.</p> <p>Earth Hour's not just about the hour though, but every day. You don't need to wait for March; instead taking part any time of the year with your family! Arrange for there to be an hour at home when no electricity is used in the house. Turn off the lights and computers and don't use phones or iPods (check with your parents/ carers first). Also decide how you would like to spend the hour – maybe the family could go out for a walk or perhaps have a board game evening by candlelight!</p> <p>Find out more: <a href="http://earthhour.wwf.org.uk">earthhour.wwf.org.uk</a></p>				
<p><b>Tell two people...</b></p> <p>Tell two people – it could be your parents – about the One Planet Future film you saw, then watch it with them on Green TV at <a href="http://www.green.tv/wwf_oneplanetfuture">www.green.tv/wwf_oneplanetfuture</a> and talk about it with them. Ask them what they will do to make a change to their lifestyle.</p>				
<p><b>Don't buy</b></p> <p>Decide that you won't buy anything for a day (or a week!) to cut down on consumption that is using the Earth's resources.</p>				
<p><b>Reuse</b></p> <p>Find a use for one thing that you were going to throw away.</p>				
<p><b>Recycle</b></p> <p>Recycle something – give something that you don't use anymore to someone else, if it is still usable.</p>				
<p><b>Walk</b></p> <p>Walk round to your friend's house instead of asking your parents to drive you. Walk to school one day. But check that it is OK with your parents.</p>				

# FUNDRAISING IDEAS

Many schools like to donate money to support WWF's work. Here are some fundraising ideas that you can use. The ideas are intended to be fun and also to have a link to the issues that WWF is concerned about.

## ACTIVITIES AND THEMED DAYS

- School councils or a class could organise a fundraising 'fun afternoon' with many different activities on an animal theme including face painting to represent animals, pin the tail on the tiger, bunny-hop race, guess the name of the (toy) animal, obstacle race 'in the jungle', animal walk-a-likes, photo-gallery: match the pet with the owner. You will need to work out an acceptable 'pay per go' rate with your students.
- Choose a theme for a fundraising or mufti day. Dress all in green to signify a commitment to sustainability or all dress in black and white like pandas, wear traditional costumes from around the world, dress like an animal or wear 'ears'... the choice is huge.
- Hold a 'hunt for loose change'; ask students to collect coins in a recycled container (a large sweet jar would be good) in their classroom. Prepare money-estimating and counting tasks for the final count. You could also have a competition to guess how much money is in the jar. The prize could be a furry animal toy that is no longer wanted by its owner, reminding everyone to reuse or recycle!
- Make some Arctic cakes using white icing to make polar ice-caps populated with plastic or marzipan polar bears in ice caves! Have a competition for who can make the best Arctic cake!
- Get students to decorate plant pots made from empty yogurt pots, tins and jars. Fill some with small plants and seedlings grown by the class from seeds, or grow mustard and cress on layers of kitchen paper in recycled plastic trays and then organise a sale.
- Organise a jumble sale and/or clothes exchange at your school – a great opportunity to reduce, re-use and recycle! For each clothing exchange, a small donation can be given by both parties.
- Exercise keeps us healthy, so organise a sponsored exercise class during lunch break – run like a leopard, jump like a kangaroo, keep your balance like an orang-utan, stretch like a tiger, and relax like a panda.

## GETTING NOTICED

Remember, the more people that get to know about your event, the more successful it will be! Word of mouth is often the best method of attracting publicity, so tell as many friends, family and colleagues as possible about your plans. WWF has a range of promotional posters and invites to help you which can be downloaded from [wwf.org.uk/events](http://wwf.org.uk/events)

## HITTING THE HEADLINES

Why not put together a press release for your local paper or community newsletter? Note down the essential details, and mention what makes it newsworthy. Always state that the funds raised will go towards WWF, the global conservation organisation.

## AFTER YOUR EVENT

Please download the paying-in form from [wwf.org.uk/events](http://wwf.org.uk/events) and return it along with any cheques or postal orders made payable to WWF. Please do not send cash in the post. Many thanks!

# GLOSSARY

**Arctic** – the area lying above 66.5 degrees North latitude. It includes the Arctic Ocean, and areas of North America, Russia, Greenland and northern Europe.

**Biofuel** – a fuel produced from dry organic matter or combustible oils produced by plants. Examples of biofuel include alcohol (from fermented sugar).

**Biodiversity** – the variety of life on Earth, reflected in the multitude of ecosystems and species, their processes and the way they interact, and the genetic variation within and among species.

**Carbon footprint** – A measure of the amount of carbon dioxide generated to support a person, organisation or nation over a given time.

**Clean energy industry** – an industry that produces little or no pollution.

**Climate** – average weather over a long period (usually 30 years or more) in a particular region.

**Climate change** – a phenomenon whereby the Earth's climate warms or cools over long periods of time. The term is now more commonly used to refer to the accelerated rate of change which most scientists agree is the result of human activities. The burning of fossil fuels, which interferes with the natural balance of gases in the atmosphere, is largely to blame. As a result, global temperatures are rising and we are seeing an increase in extreme weather events.

**Ecosystem** – the living communities of an area, together with their non-living component.

**Environment** – all the factors (biological, chemical and physical) that affect an organism.

**Extinction** – an entire species dies out.

**Forest degradation** – reduction in forest quality caused by human activities.

**Fossil fuel** – fuel, such as coal, oil or gas, that is formed from the decomposition of animal and plant remains over millions of years.

**Global warming** – a gradual rise in the average surface temperature of the Earth.

**Greenhouse gases** – gases that contribute to the greenhouse effect: the accumulation of carbon dioxide, water vapour and other gases in the upper atmosphere insulates the Earth, which in turn prevents heat loss and increases atmospheric temperature.

**Habitat** – the place or type of site where a plant or animal naturally occurs.

**Indigenous people** – people from any ethnic group who inhabit a geographic region with which they have the earliest historical connection.

**Intergovernmental Panel on Climate Change** – a scientific body established in 1988 by the World Meteorological Organisation and the United Nations Environment Programme to provide information on climate change. It consists of over 2,000 climate scientists from over 150 countries.

**Kyoto Treaty** – a treaty to slow down climate change which was launched at the UN Earth Summit in 1992 in Rio de Janeiro, Brazil. The Kyoto Protocol was subsequently agreed in 1997 at an international conference on climate change held in Kyoto, Japan. The Protocol includes binding emission targets for carbon dioxide, the main gas responsible for climate change. The treaty eventually came into force in February 2005.

**Pollution** – the presence of harmful substances in the environment, often put there by people.

**Renewable energy** – energy generated from sources that can be replaced or replenished, e.g. wind, wave, solar, tidal and geothermal.

**Species** – a group of organisms having common characteristics, formally recognised as distinct from other groups: the basic unit of biological classification.

**Sustainable development** – development that can be continued on an ongoing basis without depletion or damage of the planet on which we all depend. Sustainable development meets the needs of the present without compromising the ability of future generations to meet their own needs.

**Tropical rainforest** – a rainforest found near the equator, typically characterised by high rainfall, poor soil, and a high diversity of plant and animal species.

# RESOURCES & WEBSITE LINKS

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## WWF WEBSITE LINKS

### [www.wwf.org.uk/oneplanetschools](http://www.wwf.org.uk/oneplanetschools)

Information on One Planet Schools and how WWF works with schools.

### [www.wwf.org.uk/schoolsresources](http://www.wwf.org.uk/schoolsresources)

WWF's resources section for teachers and students. It includes resources and termly posters on a wide range of environment and sustainable development issues, many of which can be downloaded.

### [www.wwf.org.uk/livingplanetreport](http://www.wwf.org.uk/livingplanetreport)

WWF International's biennial update on the state of the world's ecosystems.

### [www.wwf.org.uk/schoolassemblies](http://www.wwf.org.uk/schoolassemblies)

Assembly ideas focused on sustainability issues.

### [www.wwf.org.uk/climateinfopack](http://www.wwf.org.uk/climateinfopack)

WWF-UK teacher information on climate change.

### [www.wwf.org.uk/polarbeartracker](http://www.wwf.org.uk/polarbeartracker)

WWF's polar bear tracking project – a good teaching link for climate change.

### [www.wwf.org.uk/earthhour](http://www.wwf.org.uk/earthhour)

Information on WWF's Earth Hour, when we ask millions of people around the world to switch off their lights to show support for our brilliant world and need to protect it.

## OTHER USEFUL WEBSITE LINKS

### [www.metoffice.gov.uk](http://www.metoffice.gov.uk)

Tools and information on climate change.

### [www.wmnet.org.uk/22.cfm](http://www.wmnet.org.uk/22.cfm)

Climate change information and resources for schools.

### [https://www.education.gov.uk/publications/standard/\\_arc\\_SOP/Page18/DFES-00369-2007](https://www.education.gov.uk/publications/standard/_arc_SOP/Page18/DFES-00369-2007)

Energy and water saving tips for schools from DCSF.

### [www.eere.energy.gov/kids/smart\\_home.html](http://www.eere.energy.gov/kids/smart_home.html)

Energy saving activities and games for children. A site from the USA, but relevant for children in the UK.

### [www.ltscotland.org.uk/schoolsglobalfootprint](http://www.ltscotland.org.uk/schoolsglobalfootprint)

Calculate your school's global footprint on Learning and Teaching Scotland's website



# WWF-UK in numbers

100%  
RECYCLED



## 3,500

Every year over 3,500 schools take part in WWF's Earth Hour

## 2,500

Over 2,500 schools registered for our Sky Rainforest Rescue Schools Challenge, run in partnership with Sky and Global Action Plan



## 1,500

Within two months of launch, over 1,500 schools signed up to our WWF and BT Green Ambassadors Scheme which puts young people in the lead on sustainability in their schools

## 12,000

Over 12,000 schools regularly receive our termly newsletter and poster resource, "Learn"



#### Why we are here

To stop the degradation of the planet's natural environment and to build a future in which humans live in harmony with nature.

[www.wwf.org.uk](http://www.wwf.org.uk)

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