

Support Pack for Schools

Reconnect to

# YOUR PLANET

this Earth Hour



24 MARCH 2018 8:30PM

EARTH HOUR  
2018



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

60+  
EARTH HOUR





# WE ARE ALL CONNECTED

We all share one beautiful home, Earth, which provides us with everything we need: the water we drink, the food we eat, the materials to build our homes and the energy to power our lives. But today our planet faces a very uncertain future. Your pupils have a vital role to play in achieving a more sustainable world and, by taking part in WWF's Earth Hour, they can make a promise to protect it for future generations.

At **8.30pm** on **Saturday 24 March**, hundreds of millions of people across the world will be turning out their lights and coming together to celebrate Earth Hour. It's a time to show we care about the planet and a symbolic reminder that the future of our planet hangs in the balance.

But Earth Hour also shows that we can all do something to shape the future. As they join in activities for Earth Hour, your pupils will be joining the world's biggest grassroots movement for the environment. The big event may only last one hour, but young people will be taking action that will give our planet a brighter future. When millions act together change can really happen.

Make a promise to the planet and join us for Earth Hour 2018.  
Together we can change the future.

# EARTH HOUR 2017 HIGHLIGHTS

Last year, the tenth anniversary of Earth Hour, was the biggest ever.



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In a spectacular display of unity and action, hundreds of millions of people around the globe joined Earth Hour to celebrate our planet and promise to protect it.

Over 187 countries and territories, across seven continents, took part in Earth Hour. And over 3,000 landmarks and monuments – from the Sydney Opera House to the Eiffel Tower, from Buckingham Palace to Edinburgh Castle, and from Manchester’s Old Trafford to Caerphilly Castle – switched off their lights in a show of unity to protect our planet.

In the UK around 9 million people showed their support for climate action. Over 6,000 schools took part and organised events and activities for Earth Hour. Schools took part in a number of ways, including:

- turning off lights, electrical appliances, whiteboards and computer screens for an hour during the day;
- helping with a big beach clean;
- making Earth Hour posters to display in school;
- enjoying a dressing up day;
- holding a school event to promote awareness of climate change and habitat loss, and inviting the wider community and local press along.

This year even more people will be taking the opportunity to make a difference by joining Earth Hour. In one hour, millions of people across the world will be inspired to take further steps beyond Earth Hour and take actions to protect our brilliant planet.



# WHY SHOULD WE CARE ABOUT CLIMATE CHANGE?

We're facing the biggest environmental challenge our generation has ever seen. And we are seeing change at a pace we've never seen before.

Nearly 1 in 6 species are at risk of extinction from climate change. Their habitats, from our incredible oceans to our stunning forests, are being destroyed. Snow leopards, puffins, rhinos, elephants and polar bears are just some of the magnificent animals who share our world, who may struggle to survive the changes we're inflicting on the planet.

Over the past 150 years, we've changed the balance of our planet by living beyond our means. We've burnt huge amounts of fossil fuels (such as coal, oil and gas), bred huge populations of methane-producing livestock and cut down vast swathes of forests which would naturally absorb carbon dioxide from the air.

Climate change is why WWF is working to influence international governments to reduce emissions, conserve vital habitats and support developing countries as they cope with a changing climate. We want everyone to live a lower-carbon lifestyle through everyday initiatives like energy efficient buildings, better transport systems, sustainable diets and helping businesses reduce their emissions.



**NEARLY 1 IN 6 SPECIES  
ARE AT RISK OF  
EXTINCTION DUE TO  
CLIMATE CHANGE.**



# PROTECT OUR SPECIES

We are already seeing the effects of climate change. Natural weather patterns are changing, with more extreme events such as floods, forest fires, or drought. Crops are failing, and rising sea levels are threatening people's homes. Some experts believe that climate change will force 250 million people from their homes and lands by 2050.

Alongside humans, animals are facing huge threats due to climate change. It's thought that one in six species could become extinct due to climate change. As we look to the future, we must remember that the Earth does not just belong to us. Many of the most magnificent animals that share our world may not survive the changes that we are inflicting on our planet.



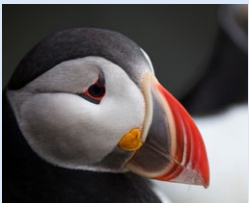
## TIGERS

Wild tiger numbers have dropped by more than 95% since the beginning of the 20th century. Rising sea levels are threatening the mangrove swamps in Bangladesh and the Indian Sundarbans where tigers live. Today there are as few as 3,900 tigers in the wild.



## POLAR BEARS

Polar bears are our planet's largest land-based carnivores. The Arctic has been warming at approximately twice the global rate since the 1980s. As the Arctic sea ice melts, the breeding and hunting grounds that polar bears need are shrinking. Sometimes bears have to swim for up to 9 days to find sea ice.



## PUFFINS

Many bird species are unable to adapt to changing weather patterns and food availability, leading to a 90% fall in some bird populations. The iconic puffin is now on the UK Red List of birds that are most at risk of extinction. In the far north of Scotland, the sand eels on which puffins feed are becoming much scarcer, due to climate change.



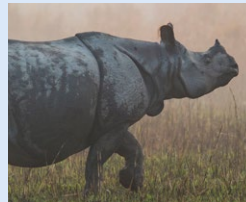
## ELEPHANTS

Around 90% of African elephants have been lost in the last century, mainly because they are hunted for their ivory. Elephants can drink up to 225 litres of fresh water a day so changing weather patterns, due to climate change mean they have to travel further in search of water, moving outside the areas which protect them from poachers.



## SNOW LEOPARDS

Global warming in the Himalayas is happening three times faster than the global average. As temperatures rise, the treelines move higher up the mountains. The habitat of the snow leopard is shrinking, and it is becoming harder for them to catch their prey.



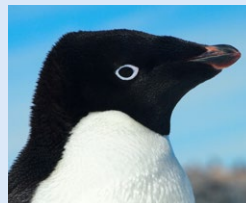
## ASIAN RHINOS

Greater one-horned rhinos live on the floodplain grasslands in northern India and Nepal. They rely on the monsoon rains to replenish the vegetation that they feed on. Changing weather patterns mean that the rain is less reliable, bringing droughts or floods.



## MARINE TURTLES

Marine turtles are very sensitive to temperature changes which affect their successful breeding. The sex of turtles is determined by the temperature of the sand the eggs are laid in. Higher sand temperatures produce more females and cooler sand temperatures produce more males. Predicted increases in temperature, linked to climate change, could skew sex ratios in future and endanger the future populations. Rising sea levels also threatens turtle nesting beaches.



## ADÉLIE PENGUINS

Climate change has reduced sea ice cover in the Antarctic by around 40% since the early 1980s. This affects the breeding of krill (tiny shrimp-like animals) which Adélie penguins depend on as one of their main food sources. Adélie penguin populations could decline by around 46% by 2099 due to climate change.

# CLASSROOM ACTIVITIES

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Young people today are vital to protecting our planet, both now and in the future. This resource contains plenty of engaging activities to help you build your pupils' understanding of key environmental issues and encourage them to see themselves as part of an interconnected world with a key role to play in building a thriving and sustainable future.

All activities are linked to UK curricula and they can be adapted for use with different ages and abilities. You can use them to take a cross-curricular approach over several weeks in the lead up to Earth Hour or as standalone sessions. Some activities can also be linked to a particular unit of work that you may be undertaking in the months beyond Earth Hour.

## CURRICULUM LINKS

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### AGES 7-11

#### England KS2

Art and Design; English Writing Composition Spoken English Articulating and justifying answers, arguments and opinions, participating in discussions, considering and evaluating different viewpoints; Science Living things and their Habitats; Geography Human and physical geography.

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#### Northern Ireland KS2

The Arts; English with Media Education; The World Around Us Interdependence, movement and energy, place, change over time; Personal and Mutual Understanding; citizenship, education for sustainable development.

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#### Scotland Curriculum for Excellence P4-P7

Art; Literacy and English (listening and talking, writing); Sciences Planet Earth - Biodiversity and interdependence, energy sources and sustainability; Social Studies People, place and environment.

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**Wales KS2** Art and Design Understanding, investigating and making; English Oracy Developing and presenting information and ideas; Geography Understanding places, environments and processes; Science Interdependence of organisms, the sustainable Earth; Personal and Social Education Sustainable development and global citizenship.

### AGES 11-14

#### England KS3

Art and Design; Developing creativity and ideas; English Writing for a wide range of purposes, Spoken English Giving short speeches and presentations, expressing ideas; Science Biology Interactions and interdependencies Relationships in an ecosystem, Genetics and Evolution; Geography Human and physical geography; Citizenship Developing research skills, debating and evaluating viewpoints, presenting reasoned arguments, taking informed action.

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#### Northern Ireland Curriculum Objectives KS3

The Arts; English with Media Education; Science and Technology; Environment and Society, Developing pupils as contributors to the economy and the environment; Learning for Life and Work, Democracy and active participation; Education for Sustainable Development.

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#### Scotland Curriculum for Excellence S1 – S3

Art; Literacy and English; Listening and talking, writing; Sciences, Planet Earth - Biodiversity and interdependence, energy sources and sustainability; Social Studies People, place and environment.

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**Wales KS3** Art and Design, Understanding, investigating and making; English Oracy, Developing and presenting information and ideas; Geography, Understanding places, environments and processes; Science, Interdependence of organisms, the sustainable Earth; Personal and Social Education, Sustainable development and global citizenship.



# ACTIVITY 1:

## A PROMISE TO THE PLANET AGES 7-11



This activity encourages pupils to make the links between their own actions and the future of our planet. After thinking about the ways in which they are able to enjoy the 'great outdoors' they make a promise to take one step to protect the Earth.

### LEARNING OUTCOMES

- Pupils will reflect on the enjoyment and opportunity that outdoor activities offer
- Pupils will understand that we can all take action to reduce the effects of climate change

### RESOURCES NEEDED

- Post-it notes
- Climate change video – you can find this at: [www.youtube.com/watch?v=gEvmwNoMYEg](https://www.youtube.com/watch?v=gEvmwNoMYEg)  
The film lasts 1.16 minutes.
- Leaf template – download from [wwwf.org.uk/ehschoolsresources](http://wwwf.org.uk/ehschoolsresources)
- Drawing or painting materials

### WHAT TO DO

Begin by encouraging pupils to reflect on the things that they most enjoy doing in the great outdoors. Together draw up a list of places where they go to spend time outside. These may include the garden or a local park, the journey to school, the school playground or an allotment, the seaside or camping, a visit to a city farm or an area of local woodland.

Now ask pupils, in groups of 4, to think about what they love doing outdoors – splashing in rain puddles, rolling down grassy slopes, observing animals, pond-dipping, planting seeds, climbing trees, following streams, searching for tadpoles. Ask them to write down every idea on post-it notes and put them up so that the whole class can see them.

Once pupils have had time to look at everyone's ideas, come back together as a class and discuss the things that our planet gives us to enjoy and wonder at. Explain how important it is that we protect the Earth so that future generations can enjoy the same things that we do.

Show pupils the video and discuss what children understand by climate change. Explain that many of the things we do every day use fossil fuels such as oil, natural gas and coal. When we burn fossil fuels carbon dioxide is released into the atmosphere, causing climate change.

As the video says, climate change hurts us all. But luckily we can all do something about it. We have the knowledge and the technology to reduce our impact on our precious planet. Ask pupils to think of ways in which they can use less energy and live more sustainably. Ideas might include: walking or cycling to school, using less water, saying no to plastic bags, eating foods that are in season or locally grown (or even growing your own food), saving on electricity by not leaving the TV or computer on standby, recycling more, wearing extra layers and turning down the heating.

Now ask pupils to decorate a leaf, using the leaf template provided. They should then make a promise to the planet, writing down one change that they will make in their life to reduce their impact on the planet, for example, walking to school or using a reusable water bottle rather than plastic disposable ones. Display the leaves on a tree in the school grounds if the weather is good, or on branches brought into the school hall to create an Earth Hour display.



Share a photo of your display with us; we'd love to see it! Send to [schools@wwf.org.uk](mailto:schools@wwf.org.uk) or tweet them #EarthHourUK

# ACTIVITY 2:

## CONSERVATION CAMPAIGN AGES 7-11

In this activity pupils find out about different endangered animal species and create conservation campaign material. It is best if this activity takes place over several lessons. The results of the pupils' work could be showcased in the lead up to Earth Hour to encourage families and the wider community to be involved in turning out the lights at home and making a promise to the planet.

### LEARNING OUTCOMES

- Pupils will understand that climate change, pollution and over-consumption affects people, wildlife and places
- Pupils will develop their group work skills
- Pupils will explore environmental issues through a visual and creative approach

### RESOURCES NEEDED

- Species fact sheets – download from [wwf.org.uk/ehschoolsresources](http://wwf.org.uk/ehschoolsresources)
- A range of creative materials, depending on the focus of the groups (see below)
- Researching animal species template – download from [wwf.org.uk/ehschoolsresources](http://wwf.org.uk/ehschoolsresources)

### WHAT TO DO

Discuss with the class the terms 'endangered' and 'critically endangered'. What do they think these terms mean? Can they name any species under threat? What threats are these animals facing? Using the information on page 5, outline how some endangered animals may not survive the changes that humans are making to the planet.

Divide the class into groups of four pupils and introduce them to the Species fact sheets. Explain that they are going to choose one endangered species and create conservation campaign material to tell others about the animal. They should research the animal together and agree on what makes their species special and what particular threats it faces. Remind them that a key section of their material needs to tell people what they can do to make a difference to the animal's future.

You can allow groups to choose the format of their campaign material, or you may prefer to focus on one approach that links to ongoing classroom work, such as persuasive writing. Ideas for materials might include: leaflets and fact files, songs, poetry, posters, t-shirt designs, games, or drama performances.

When groups have completed their projects you could make a display for the whole school or pupils could present their work in an Earth Hour assembly. An Earth Hour assembly presentation is available to download from [wwf.org.uk/ehschoolsresources](http://wwf.org.uk/ehschoolsresources)





# ACTIVITY 3:

## GET THE MESSAGE ACROSS AGES 11-14

This activity allows pupils to communicate their thoughts, ideas and feelings on climate change by creating a collage in small groups. Like Activity 2, it is best if this takes place over several lessons.

### LEARNING OUTCOMES

- Pupils will explore the issue of climate change through a visual and creative approach
- Pupils will develop their groupwork skills

### RESOURCES NEEDED

- A selection of magazines, newspapers, leaflets, brochures and online photos – these will need to be collected in advance
- A range of craft materials: sticky shapes, coloured papers, textiles etc
- A roll of wallpaper or large sheets of sugar paper
- Marker pens, paints, scissors, glue

### WHAT TO DO

Divide the class into groups of four to six pupils and explain how, as well as creating collages the groups are going to be focusing on how they can work together most effectively. Earth Hour brings together millions of people around the world in one action and change really happens when people work together. Ask pupils to assign different roles to the members of their group, for example: resource manager, time keeper, facilitator, harmoniser (to create a positive team atmosphere and make sure everyone's voice is heard), observer, or reporter.

Explain to the class that they will be working together to create a large collage on the theme of climate change. They should think of one key message or phrase that they want to convey in their collage. How will they present this? Remind them that it's also important that the collages tell others that they have an important role to play in combatting climate change.

As the pupils produce their collages, encourage them to reflect on how their group is working together. Give them the opportunity to resolve any issues themselves. Once the work has been completed, ask the reporters from each group to present their collages to the rest of the class, explaining why they chose certain images, words or clippings.

As a class think about which collages conveyed the messages most effectively and why. Did pupils consider their overall design fully before they started out or did it change through the process? Make sure you allow time for pupils to discuss what was rewarding and challenging about working in their groups. Did they enjoy their role? What would they choose next time? What have they learnt from working in their groups?



EARTH HOUR BRINGS TOGETHER MILLIONS OF PEOPLE  
AROUND THE WORLD IN ONE ACTION AND CHANGE  
REALLY HAPPENS WHEN PEOPLE WORK TOGETHER.

# ACTIVITY 4:

## BACK TO THE FUTURE AGES 11-14

This activity allows pupils to communicate their thoughts, ideas and feelings on climate change by creating a collage in small groups. Like Activity 2, it is best if this takes place over several lessons.

### LEARNING OUTCOMES

- Pupils will reflect on what steps can be taken to combat climate change
- Pupils will be encouraged to take practical action in their own lives

### RESOURCES NEEDED

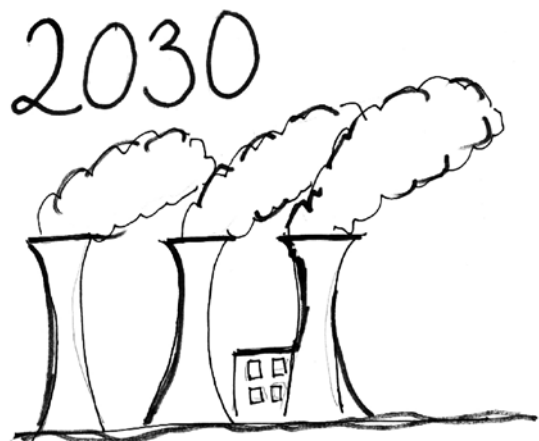
- Climate change video, *Our Future*, produced by the United Nations: [www.youtube.com/watch?v=8YQIaOldDU8](http://www.youtube.com/watch?v=8YQIaOldDU8)  
This video lasts 3.37 minutes.
- Drawing materials and paper

### WHAT TO DO

Ask pupils to imagine that decision makers today responded to the millions of people calling for action on climate change through Earth Hour 2018. They are now living 50 years in the future, in the year 2068. Climate change due to human activity is a thing of the past. In pairs, ask pupils to talk about what will be different in this imagined future. What energy will people be using? How will people travel from place to place? What will the weather be like? How will farming have changed? And what about the plant and animal species that share our world?

Show the video and ask pupils how they feel about this vision of the future. Now, in groups of four, ask them to consider the factors that led to action on climate change in the imagined years since 2018. Each pupil should illustrate one of their group's ideas with a cartoon drawing and a caption. For example, see opposite. Other ideas could include: laws are passed to limit climate change, people use wind and solar energy rather than fossil fuels, fewer of the earth's resources are wasted as people reuse and recycle waste, clean transport becomes a reality.

Once all the cartoons have been completed, they should be displayed around the room as a timeline. Ask pupils to circulate and look at all the ideas. As a class discuss the pupils' work. What do they consider were the most important factors which led to the change? Which actions were taken by individuals and which by governments? Do pupils feel that 50 years is a reasonable time to achieve such changes? Why or why not? Finally reflect on how pupils feel about taking action themselves. Remind them that small positive actions can have far-reaching consequences and we can all play a part in protecting our planet.



Fossil fuels were no longer burned to create energy.



Share a photo of your cartoons and captions with us; we'd love to see them! Send to [schools@wwf.org.uk](mailto:schools@wwf.org.uk) or tweet them #EarthHourUK



# ACTIVITY 5:

## REPORTING ON THE FUTURE AND EXCITING FIRST NEWS COMPETITION! AGES 7-14

This year, WWF is teaming up with First News to spread the word about the actions we can all take to protect our planet.

We're on the lookout for two junior reporters and by entering our exciting competition, your pupils could find themselves presenting two news bulletins that will be hosted on First News Live!

- A dystopian bulletin about how the world, and specifically animals, will suffer if it heats up by 2°C
- An alternative positive bulletin looking at renewable energy, electric cars and how we have turned around the problems of the planet and saved species by keeping the temperature down.

Facing the Future reporters will be speaking out about the most important issue facing our planet today. Their reports will reach over 2 million young people around the world, a powerful voice for action to protect our planet.

For full details about the competition and how to enter, along with the competition Terms and Conditions go to [wwf.org.uk/ehschoolsresources](http://wwf.org.uk/ehschoolsresources)

This activity, which comes in two parts, gives pupils a starting point for becoming a Facing the Future reporter. It might be helpful if they have already had the opportunity to explore some of the other activities in this resource.

This activity should be spread over several lessons. Teachers of pupils aged 11 - 14 will find it useful to link this activity to Activity 4.

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### LEARNING OUTCOMES

- Pupils will build their understanding of climate change
- Pupils will practise writing for a purpose
- Pupils will develop their groupwork skills
- Further option: Pupils will use digital skills to make their own film

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### RESOURCES NEEDED

#### Ages 7 – 11

- Facing the Future photo stuck in the middle of a large sheet of sugar paper' download photo from [wwf.org.uk/ehschoolsresources](http://wwf.org.uk/ehschoolsresources) – one copy to be given to each group of four to six pupils
- I Don't Get It explainer [www.first.news/climatechange](http://www.first.news/climatechange)
- Optional: digital equipment and/or iPads if making a film

#### Ages 11 – 14

- Facing the Future photo sheet –one copy for each group of four to six students – download from [wwf.org.uk/ehschoolsresources](http://wwf.org.uk/ehschoolsresources)
- Large sheets of sugar paper
- Scissors and glue
- Different colour felt tip pens
- I Don't Get It explainer [www.first.news/climatechange](http://www.first.news/climatechange)
- Optional: digital equipment and/or ipads if making a film

## ACTIVITY 5:

# WHAT TO DO - PART 1



### AGES 7-11

Divide the class into groups of four to six pupils. Ask pupils to discuss what is happening in the photo. They should write thought bubbles for the children on the paper around the photo. Pupils are likely to come up with a range of

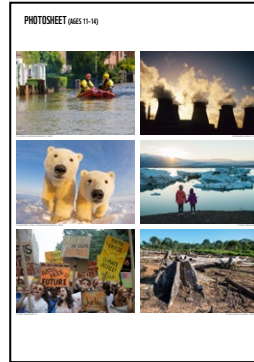
different ideas; encourage them to write these all down, without rejecting any.

Pin the sheets up around the classroom and ask pupils, in pairs, to move around and consider each one. Come back together and encourage pupils to share their thoughts. Discuss the messages that the photo conveys. What view of the future does it give; positive, negative or neutral? Explain that this image was chosen to represent the Facing the Future news reports. Why might this photo have been chosen?

In pairs, ask pupils to think of a caption for the photo and again, compare what pupils have written.

#### Extension

In pairs, pupils could write a conversation that the two children in the photo might be having and perform their dialogues for the rest of the class.



### AGES 11-14

Print out the photo sheet so that you have one copy for each group of pupils. Ask students to cut out the photos and stick them on a large sheet of paper, leaving space between each one.

Now ask pupils to write their reactions, observations, and comments around the photos, noting them down in one colour felt tip pen. With another colour felt tip, they should write down the links between the different photos, drawing in arrows where they can. For example: rainforest destruction leads to global warming. This means that animal habitats are changing. Species such as polar bears are threatened.

Pin the sheets up around the classroom and give pupils the opportunity to look at the work of other groups. Then ask them, in pairs, to choose just one of the six photos that they think can best be used to inspire people to protect the planet. Ask them to come up with a caption for the photo.

Come back together and compare pupils' choices of photo and captions. Was one photo chosen more often than others? How easy was it for each pair to agree on a photo? Make sure you allow time to explore students' feelings around the photos and environmental challenges. It is important that they do not see themselves as being powerless in the face of such an important issue – in fact, taking part in Earth Hour will be an important step in making a real difference to our planet.



## ACTIVITY 5:

# WHAT TO DO - PART 2

### AGES 7-14

Now introduce students to the main task. Begin by watching the I Don't Get It explainer [www.first.news/climatechange](http://www.first.news/climatechange) which introduces the issues. Encourage pupils to take some notes while they watch. Then, in their groups, ask pupils to discuss the film and sum up its key message in one sentence.

Explain how the world today is at a crossroads and we are faced with a choice. Either we take no action on climate change and our planet warms up by 2°C or we take positive steps to protect our planet and climate change becomes a threat of the past. As a class draw two mind maps to represent these alternative futures.

Ask pupils to imagine that they are going to present a news bulletin which takes place in the future. They should choose which of the two alternative futures they would like to focus on and, in their groups, create a short news bulletin discussing climate change. Pupils can create an individual written or video blog to enter into the Facing the Future Reporters competition and they may find that their bulletin is presented around the world. Written reports should be no longer than 150 words and video reports no longer than 60 seconds. Full details about the competition and the competition Terms and Conditions can be found at [www.wwf.org.uk/ehschoolsresources](http://www.wwf.org.uk/ehschoolsresources)

### HINTS AND TIPS

Please see links below for some great tips from First News

**10 top tips for writing a newspaper report**

**10 tips for introducing newspapers into classroom reading**

**10 filming tips**



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# TAKING EARTH HOUR FURTHER

Earth Hour lasts just 60 minutes, but we are sure that your pupils will want to take it beyond the hour.

Encourage them to get their families and friends involved in Earth Hour – to turn out the lights at home and make a promise for the planet.

In school, they could create leaflets and posters to tell people about the event and the promise they have made, or invite parents and the local community in to an Earth Hour assembly.

At home, they could enjoy spending Earth Hour with their families and friends doing some star gazing, going for walks in the darkness, telling stories or singing songs round a fire or just listening in silence and wonder to the sounds of the great outdoors.

Making an occasion of Earth Hour could be an important step to shaping a brighter future for our planet and there has never been a more important time to take that first step.

## TELL US ABOUT IT!

Share your Earth Hour stories with us; we'd love to hear them. Send them to **[schools@wwf.org.uk](mailto:schools@wwf.org.uk)** or tweet them **#EarthHourUK**

### SAMPLE TWEET

[School name] we're taking part #EarthHourUK on Saturday 24 March 2018, are you? @wwf\_uk

#### **Share your Earth Hour promises with us:**

In England, @wwf\_uk and #EarthHourUK

In Scotland, @WWFScotland and #EarthHourScotland

In Wales, @WWFCymru and #EarthHourWales or #AwrDdaear



# NEED MORE HELP?

If you have any questions, ideas or want to share your plans with us, we'd love to hear from you. Contact the schools team: [schools@wwf.org.uk](mailto:schools@wwf.org.uk)

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



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