



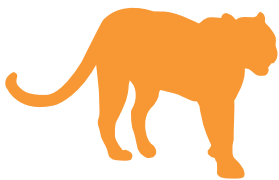
Primary  
5-11



# WEAR IT WILD

THROUGH THE EYES OF...

THE GRRRRRRREATEST SCHOOL DAY OF THE YEAR



# INTRODUCTION

From steamy tropical rainforests to dreamy English chalk streams; the world around us is a truly amazing place. It is packed full of wildlife, fabulous species and amazing habitats, all of which WWF seeks to protect.



However, wildlife populations worldwide have declined on average by 60% since 1970 – and we urgently need a united global effort to reduce humanity’s impact on the world. Shocking statistics such as this are the inspiration behind our UK wide fundraising event. We want as many people as possible to **Wear it Wild** to support our vital work and help us create a future in which people and nature thrive. Take part on **Friday 7 June 2019** – and use this pack to find out how!

## Go wild for your planet

We’d love your school to take part in **Wear it Wild!** How many pupils will dress tough like a tiger, get flashy like a flamingo or strut their stuff like a snow leopard on **Friday 7 June 2019?**

## Roar into action

- **Wear it Wild** is fundraising to protect some amazing wildlife and places – to help you we’ve produced this education pack for use with 5-11 year olds, that will support you to run a themed week, or provides a bank of activities to dip in and out of.
- Simply use in conjunction with our **species profile** fact files, select the cross curricular activities for your class’s age and stage, and ignite pupil’s curiosity.
- The differentiated activities explore some key focus species and the environments in which they live, and the **species profile** fact files allow you to take a look through the eyes of:

- |                            |                     |
|----------------------------|---------------------|
| - Adélie penguins          | - Mountain gorillas |
| - Amur leopards            | - Orang-utans       |
| - Black rhinos             | - Polar bears       |
| - Emperor penguins         | - River dolphins    |
| - Yangtze Finless porpoise | - Snow leopards     |
| - Giant pandas             | - Tigers            |
| - Javan rhinos             |                     |



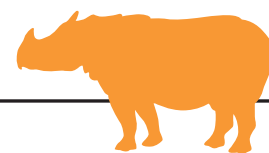
- Explore each ‘big question’ activity as a standalone investigation or in sequence to create an extended amazing wildlife themed cross-curricular project, as best suits your available timetable space. Where outcomes involve big displays or art projects, simply ignore the optional activities for a shorter more conventional lesson route.
- Get into the groove with our ‘Animal Grooves’ lesson plan where pupils mimic movements of their favourite species, see page 5.
- Get digitally creative to protect the wild with our Computing-linked lesson plan, see page 3.

## And then...

- Get pupils to come to school dressed as their favourite animal in return for a donation towards our work.
- Share your pupils’ work, responses and outfits with us at [wearitwild@wwf.org.uk](mailto:wearitwild@wwf.org.uk) as we’d love to see what you all get up to!
- Invite the whole school to a wild sports event - anyone for a penguin egg race? Get inspired with our sports day challenge, see page 32.

# PROTECT THE WILD Lesson Plan KS1 And KS2

Pupils employ technology in a positive way to research and present compelling information to spread the word for Wear it Wild!



## CURRICULUM LINKS

### England

**KS1 Computing:** Use technology purposefully to create, organise, store, manipulate and retrieve digital content

**KS2 Computing:** Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

### Northern Ireland

**KS1&2 The World Around Us; Science and Technology:** Finding, Selecting and Using Information

### Scotland

**Technologies:** ICT to enhance learning; I can access, retrieve and use information from electronic sources to support, enrich or extend learning in different contexts. (TCH 1-03b)

I can create, capture and manipulate sounds, text and images to communicate experiences, ideas and information in creative and engaging ways. (TCH 1-04b / TCH 2-04b)

### Wales

**KS2 Information Communication Technology;** Create and Communicate Information: 1. create and communicate information in the form of text, images and sound, using a range of ICT hardware and software, 2. create a range of presentations combining a variety of information and media.

## GETTING STARTED

Introduce/remind pupils of our key focus endangered species using the **species profile** fact files. Do they know or can they remember what they all are?

WWF works hard to protect our amazing planet, helping to ensure that animals can thrive in the natural environments to which they are adapted. **Wear it Wild** is a celebration of the work we do to protect species and their habitats. Together we can raise awareness, as sometimes it is hard to see how we can help animals that we have never seen and that live thousands of miles away in other parts of the world.

The digital world is a really good way to help share the awe and wonder of our planet and highlight the importance of protecting it. WWF uses pictures, posters, film, television, radio and social media to provide key information about why and how a species is threatened and to explain what people can do to help.

Explain that pupils are going to use the information and links in the **species profile** fact files to help WWF raise awareness about some incredible animals and the threats they face.

## KS1 ACTIVITY

Split pupils into mixed ability pairs or groups of three to research and collate key facts and images about one of the key focus endangered species.

Start groups off by providing them with the relevant **species profile** fact file for their chosen animal. Pupils use this together with secondary sources of information to display what they know and love about the species. They should present their information:

- as a digital poster – using images and facts in an appealing way
- as an ebook using Book Creator ([www.redjumper.net/bookcreator/](http://www.redjumper.net/bookcreator/)), supported with captions that celebrate their chosen species
- using Blabberize to lip sync to an image of their chosen animal, they can highlight their favourite facts about the animal - [blabberize.com](http://blabberize.com)

Pupil groups share and peer evaluate their work with the class.

## PROTECT THE WILD - continued

### KS2 ACTIVITY

Pupils work in mixed ability pairs or small groups of three or four using the **species profile** fact files for their chosen animal together with secondary sources of information to create a digital campaign or presentation which showcases:

1. the unique importance of their chosen species.
2. the key threat(s) to its survival.
3. either a call to action for how we can make a difference OR provides information about how WWF helps protect their selected species.

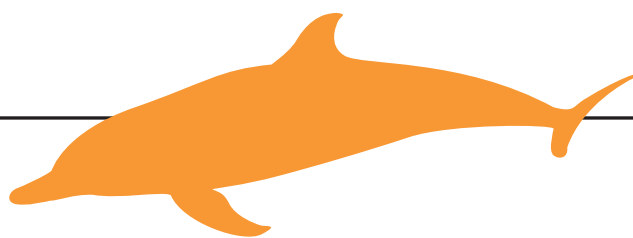
Pupils could even have a go at creating a flash conservation story to portray what they have learned about their chosen endangered species, its habitat and threats to its survival.

- Pupils begin by making a shoebox diorama of their chosen species' habitat ([www.wikihow.com/Make-a-Diorama](http://www.wikihow.com/Make-a-Diorama)) to use as a 3D background for their story.
- Pupils cut animal shapes from card and add tabs at the bottom or use plastic animals if available. Stick the characters into the set, placing modelling clay or blue tack on the tabs or feet.

- Using a digital camera or tablet, pupils take a series of photos of their conservation story scenario, ensuring that only the habitat background is visible. By gradually repositioning animals or changing scenery to reflect habitat loss pupils can create an animated story of their chosen species' conservation.
- When pupils are happy that they have sufficient images to tell their conservation story, upload them to a movie maker package such as iMovie and turn them into a short film.

N.B. If you can't access a movie maker package, pupils could film the story and move the characters as they film. Pupils could also use a free online animation package such as GoAnimate ([www.goanimate.com](http://www.goanimate.com)) to practise stop frame animation skills or create their conservation story.

Share and peer evaluate conservation stories. Criteria could include relevance of conservation story to chosen species, clarity of message and teamwork.



### WEAR IT WILD FUNDRAISING

Share pupils' posters, films and creativity with the wider school in an assembly to get the whole school engaged in **Wear it Wild**. Introduce or round off your assembly using WWF-UK's 'A day in the life' film [www.youtube.com/watch?v=7Dyb1--L5Cg](http://www.youtube.com/watch?v=7Dyb1--L5Cg). There's loads you can get the school involved in – why not take a look at our **Wear it Wild** fundraising guide for more ideas. [www.org.uk/wearitwild](http://www.org.uk/wearitwild)

Why not spread the word even wider by showing off your pupils' great creations! Send in pictures of their posters, and links to their films to us at [wearitwild@wwf.org.uk](mailto:wearitwild@wwf.org.uk). We'd love to see what you've been up to.



If your school is on twitter then use **#WearItWild** to let everyone know how you're celebrating **Wear it Wild** week in school!

# ANIMAL GROOVES Lesson Plan KS1 And KS2

Pupils investigate animal movements and behaviour and respond creatively using dance.  
This activity uses observation, empathy and assimilation to inspire creativity.

## CURRICULUM LINKS

### England

**KS1 Physical Education:** Perform dances using simple movement patterns

**KS1 Music:** experiment with, create, select and combine sounds using the inter-related dimensions of music

**KS2 Physical Education:** Perform dances using a range of movement patterns

**KS2 Music:** improvise and compose music for a range of purposes using the inter-related dimensions of music

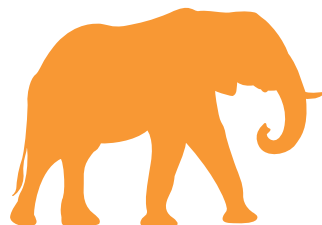
### Northern Ireland

**KS1 Physical Education; Dance:** use different parts of the body to explore personal and general space and to move using simple actions; create, practise, remember and perform simple movement sequences; develop their movements progressively individually and in pairs.

**KS1 The Arts; Music:** work creatively with sound by investigating, experimenting, selecting and combining sounds; listen and respond to their own and others' music-making, thinking and talking about sounds, effects and musical features in music that they create, perform or listen to.

**KS2 Physical Education; Dance:** progress from using simple movements and gestures, towards developing these into a structured, sequenced and co-ordinated set of movements using variables such as space, direction and speed; develop their movements progressively individually; in pairs; in trios; small groups; and larger groups.

**KS2 The Arts; Music:** listen and respond to their own and others' music-making, thinking about, talking about and discussing a variety of characteristics within music that they create, perform or listen to.



### Scotland

**Health and Well-being; Physical Education: Movement Skills;** I am discovering ways that I can link actions and skills to create movement patterns and sequences. (HWB 1-21a)

I practise, consolidate and refine my skills to improve my performance. (HWB 2-22a)

**Expressive Arts; Music:** Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities. (EXA 1-18a / EXA 2-18a)

### Wales

**KS2 Physical Education; Creative Activities:** 2. recognise the principles of simple composition and choreography in order to use them to plan sequences and a range of movement patterns, 3. respond to a range of stimuli and accompaniment.

**KS2 Music; Composing:** 1. improvise, compose and arrange music, 2. explore, use, create, select and organize sounds for a musical purpose.

## GETTING STARTED

Use the video links (where available) contained in the **species profile** fact files to introduce a selection of animals to your pupils. Carefully examine and discuss the way each different animal moves and behaves.

Brainstorm a list of adjectives and adverbs which describe each animal's movements and/or behaviours.

How can pupils move their own bodies to mimic each animal? Have a discussion or even demonstration. Which animals move more like humans? Which is it hardest for us to emulate?

Explain that pupils are going to use what they know about the way these animals move and behave to create their own 'Animal Grooves' dance to celebrate **Wear it Wild!**

ANIMAL GROOVES - continued



KEY STAGE 1 ACTIVITY

Using the ideas generated as a class, create a story about one or more species to support pupils to sequence animal inspired dance moves.

Consider using:

- large exaggerated movements for animals like the rhino or the polar bear
- waddly, stiff, constricted movements for the penguin
- slinky, prowling, stretching moves for the leopard and the tiger
- rolling and sitting, floor work for the giant panda
- knuckle walking for the gorilla
- swinging and climbing actions for the orang-utan
- jumping and turning for the dolphins or porpoise.

When you've decided on your animal grooves, why not set it to music such as:

- Camille Saint-Saëns - 'The Carnival of the Animals' [www.youtube.com/watch?v=5LOFhskAYw](http://www.youtube.com/watch?v=5LOFhskAYw)
- The specially composed for children 'Harvest Moon Animal Parade' soundtrack [www.youtube.com/watch?v=47to-Qso0EI&list=PL2FA09DBE-F65FF495](http://www.youtube.com/watch?v=47to-Qso0EI&list=PL2FA09DBE-F65FF495)
- Alternatively, use percussion instruments, body parts and voice to devise and record your own animal sound tracks to accompany your performance. Play and listen to the different sounds animals in the **species profile** fact files make.

KEY STAGE 2 ACTIVITY

Using the ideas generated in class, pupils work in groups to create a dance sequence of linked movements inspired by their favourite species, which they practise to perform to others.

Use the following stimulus questions to support pupil group compositions:

- Which animal or animals will you choose?
- What movements will help the audience identify the animal or animals which inspired your performance?
- Will the group all perform the same grooves?
- How about setting up actions and reactions in the group to portray a wildlife scene? Could you even tell a story of an endangered species?
- Will your dance be mime, will it require music, or percussion instruments?
- How about using voices to record your own animal sound tracks to accompany your performance?  
N.B. Play and listen to the different sounds animals in the **species profile** fact files make to help you.

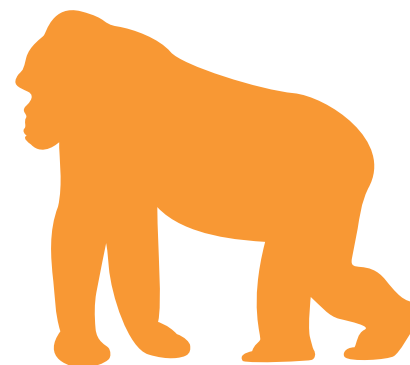
Pupil groups share and peer evaluate their performances with the class.

Criteria could include; creativity, quality of performance, teamwork and how well the dance relates to their chosen endangered species.

WEAR IT WILD FUNDRAISING

Supercharge your 'Animal Grooves' dances by using some of our **Wear it Wild** costume ideas ([www.wwf.org.uk/wearitwild](http://www.wwf.org.uk/wearitwild)) to bring the species to life! Why not hold a performance of the dance during **Wear it Wild** week and invite parents in?

Pupils could design posters, sell tickets and programmes and prepare wild snacks for an event to raise valuable funds to help WWF in its work to help protect our natural world.



# THE 10 BIG QUESTIONS

## QUESTION 1: WHAT DO YOU KNOW? 8

Introductory activity, facilitating a closer look at a selection of animals to develop an in-depth understanding of the uniqueness of each

- Guess my species (5-7) - PE - Drama
- Classification challenge (7-11) - Science

## QUESTION 2: WHERE IN THE WORLD? 10

Geographical mapping activity providing background context to where animals live in relation to ourselves

- Postcards from around the world (5-7) - Geography - English - Art
- Animal weather reports (7-11) - Geography - English - Art

## QUESTION 3: WHAT DO YOU NEED? 12

Pupils explore who else is competing for the spaces and resources species need to survive, including food chains

- Fold-up food chains (5-7) - Science
- Conscience alley argument (7-11) - Science - English

## QUESTION 4: WHAT'S ENDANGERED? 14

Maths activity designed to develop an understanding of the concept of 'endangered species'

- Against the odds game (5-7) - Maths
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## QUESTION 5: WHY ME? 18

Pupils learn about the threats to chosen species

- Needs investigation (5-7) - Science
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## QUESTION 6: WHERE ELSE COULD I LIVE? 20

Cross-curricular comparative activity exploring adaptation

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- Location, location, location! (7-11) - Science - Geography - English

## QUESTION 7: WHY SHOULD WE CARE? 24

Debate the importance of all species for maintaining nature's delicate balance

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- Everything matters (7-11) - English - Art

## QUESTION 8: WHAT CAN BE DONE? 25

Identify what needs to be done and campaign for change

- Let's protect pledge (5-7) - PSHE - Citizenship
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## QUESTION 9: WHAT HAVE YOU LEARNT? 25

Fun quizzes to test your knowledge

- Key Stage 1 quiz (5-7)
- Key Stage 2 quiz (7-11)

## QUESTION 10: WHO WILL YOU WEAR IT WILD FOR? 30

It's time to show your support and **Wear it Wild!**

- Wear it Wild masquerade (5-7) - Art - Design Technology
- Save me campaign (7-11) - Computers - PSHE



# QUESTION 1: WHAT DO YOU KNOW?

A fun introductory 'through the eyes of' activity, facilitating a closer look at a selection of animals using the species profile fact files to develop an in-depth understanding of the uniqueness of each

## Getting started



- Use video links (where available) contained in the **species profile** fact files to introduce a selection of animals to your pupils.
- Look at their characteristics; what makes them unique? Talk about them; which do they like best? Why?
- Brainstorm a list of adjectives and adverbs to describe what each animal looks like, how it behaves and/or moves. Consider how we can use such similarities and differences to group and classify animals.

## Guess my species

**Age:** 5-7

**Subject links:** PE - Drama - Expressive Arts

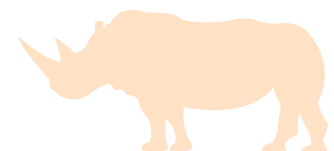
1. Support pupils to extend their exploration of the different species through role play and mime, using the brainstormed list of adjectives and adverbs to help them develop actions and movements for each.
2. On their own, in pairs or small groups, ask pupils to develop their mimes and moves to present back to the class or group. Can pupils guess which animal is being represented?
3. Finish the session by discussing similarities and differences between the animals and ourselves considering their appearance, movements and/or behaviour.
4. Why not capture your animal mimes on film? Share your best animal impressions with us at [wearitwild@wwf.org.uk](mailto:wearitwild@wwf.org.uk)

## Classification challenge

**Age:** 7-11

**Subject links:** Science - The World Around Us

1. Put pupil focus on differentiating between species by playing a game of 'I'm thinking of an animal', either as a whole class or in small groups. Pupils will need to take turns to think of an animal from the list for everyone in the class or group to guess. To narrow down the choice, guessers ask questions which can only be answered yes or no, using the brainstormed list of adjectives and adverbs to help eliminate animals from selection.
2. Move the game on and develop pupils' understanding of how a classification key works, using the 'Classification Key' worksheet overleaf. (N.B. You could photocopy page 9 for pupils to use.)
3. Ask pupils to work in pairs or small groups to create classification keys for one or more species, depending on their age and ability. (N.B. the more animals they choose from the list, the harder the activity will be!)
4. When they've finished, ask them to swap classification keys with another pair or group to test if they work and allow peer evaluation.
5. As a class, discuss the similarities and differences found in producing the classification keys. Explain that classifying species helps us to better understand and appreciate the importance of each and every species, and using their similarities we can understand how they're related and what they need to survive.



# Worksheet: Classification Key

The more features that are shared by the animals or plants in a group, the more precisely they can be classified.

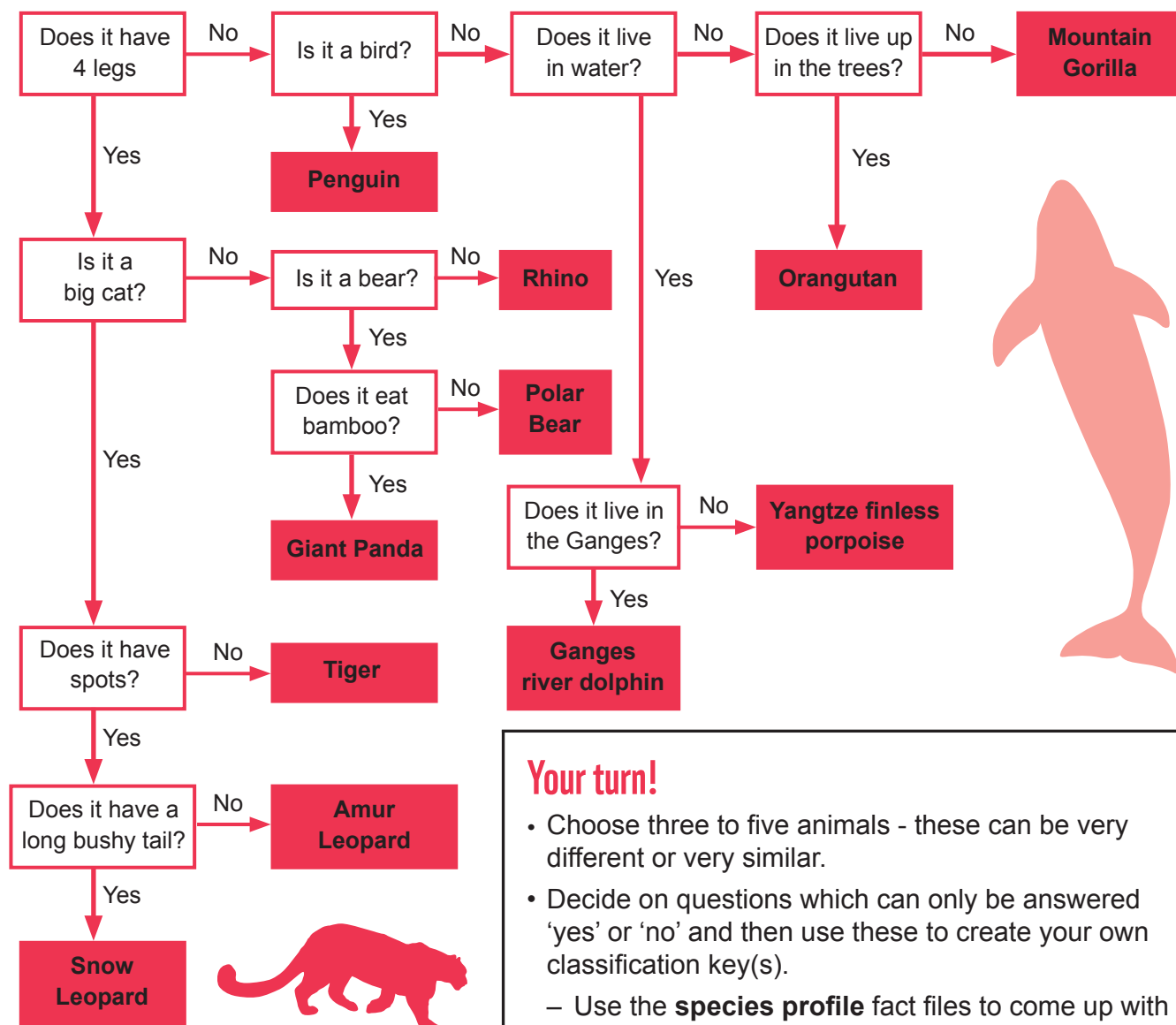
All animals belong to the Animal Kingdom, within which they are grouped into invertebrates (without backbone) and vertebrates (with back bone). Vertebrates are further classed as mammals, fish, birds, amphibians and reptiles based on common characteristics.

All animals have a specific species type, a genus (animals with very similar features), and a family (a group of animals that share common features). Cats (felines) are a family of hunting animals, with flexible bodies, clawed feet and long tails. They are part of the Animal Kingdom, they are all vertebrates, mammals and carnivores. However this description could be any of the following genus; the tiger, the leopard or even your own pet cat! But how could we find out which?

## Who's who?

The classification key below uses species' unique feature to identify who's who. Use the key to identify all the animals in the 'species profile' fact files.

### START HERE



### Your turn!

- Choose three to five animals - these can be very different or very similar.
- Decide on questions which can only be answered 'yes' or 'no' and then use these to create your own classification key(s).
  - Use the **species profile** fact files to come up with some really creative questions.
  - Consider using appearance, movement, behaviour, diet and location to support your classifications.

# QUESTION 2: WHERE IN THE WORLD?

Geographical mapping activity providing background context to where animals featured in the species profile fact files live in relation to ourselves



## Getting started

- Using the **species profile** fact files explore 'Where I live', looking at the online maps and habitat links to explore the key features of each of the species' homes.
- Using a world map or globe locate where each of the following continents and species are:
  - **Europe** – your class, polar bear
  - **Asia** – tiger, Amur leopard, giant panda, snow leopard, orang-utan, Ganges river dolphin, Yangtze finless porpoise, Javan rhino
  - **Africa** – mountain gorilla, black rhino
  - **Antarctica** – Emperor and Adélie penguins
  - **North America** – polar bear
- Brainstorm a list of physical features and characteristics for some or all of the species in each location.
- Talk about the different places; where would pupils like to visit/live? Why?

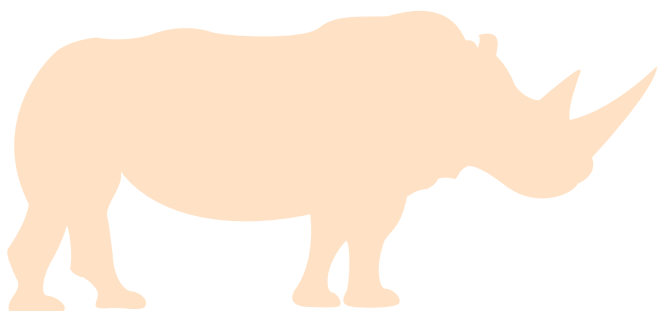
## Postcards from around the world

**Age:** 5-7

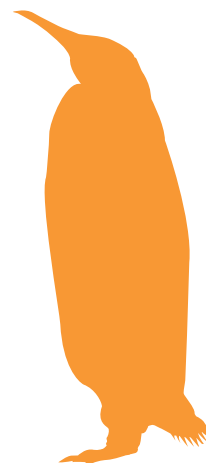
**Subject links:** Geography - English - Art - Social Studies - The World Around Us

**Top tip:** You can run this activity without completing steps 1 and 2

1. Bring geographical mapping to life by creating the world within your classroom! Use display boards or corners of the classroom, cut out and place each of the seven continents (see templates in **species profile** fact files) in correct relationship to each other, to help pupils learn the associated names and map shapes.
2. Using the information available at [www.wwf.org.uk/where-we-work](http://www.wwf.org.uk/where-we-work) and other secondary sources, consider the key physical features which typify each animals' habitat and use artwork and props, including books, pictures, toys and of course our **species profile** fact files to decorate and populate each 'continent' to support pupils' knowledge and understanding of each location. If used as an extended project, pupils could map the origins of their favourite foods like chocolate and bananas or even their own pets.
3. Develop pupils' use of key vocabulary by using your brainstorm to create word walls or pyramids (if using tables) for each continent.
4. Finally, pupils choose the animal they'd most like to visit. They use what they've learned about the species and its home to design and write a postcard about their visit.



## QUESTION 2: WHERE IN THE WORLD? (continued)



### Animal weather reports

**Age:** 7-11

**Subject links:** Geography - English - Art - Social Studies - The World Around Us

**Top tip:** You can run this activity without completing steps 1 and 2

**Resources:** For each globe you will need a round balloon, 1 cup of flour, 2 cups of cold water, a tablespoon of salt, an old newspaper torn into strips, a sheet of blue tissue paper, cut-outs of the seven continents (see templates in **species profile** fact files), PVA glue, 1 red and 2 silver parcel ribbon spools. (N.B. to save time, as a temporary quick globe, pupils could just do step 2 on an inflated blue balloon.)

1. Mix the 1 part flour to 2 parts water with a tablespoon of salt to create a runny glue for pupils to paste newspaper strips around a reasonably big inflated balloon (minimum 30cm diameter). Cover in 2-3 layers of newspaper. Whilst wet, add a single layer of blue tissue paper to cover the newspaper (don't worry if it crinkles up as this will be the oceans and seas). Leave to dry.
2. When dry, support pupils to add the continents, equator (red ribbon) and tropics of Cancer and Capricorn (silver ribbon) using PVA glue. Ask pupils to use the internet and secondary sources to research - [bbc.co.uk/education/clips/zr7hyrd](http://bbc.co.uk/education/clips/zr7hyrd) and <https://www.bbc.com/bitesize/guides/z2ntk7h/revision/3> are a great place to start.
3. Don't forget to add labels to each! You should also get pupils to use different coloured pencils to add a climate key showing temperature ranges – can they identify, shade and label each climate zone?

We recommend:

polar = leave unshaded

**temperate** = green

**tropical** = orange

**desert** = red

4. Using what they have learned, ask pupils to identify the climate zones where the focus species live. In groups pupils then create a seasonal weather forecast for their favourite species.



# QUESTION 3: WHAT DO YOU NEED?

Building on the 'Where in the world?' and 'What do you know?' activities, pupils expand their 'through the eyes of...' experience and explore who else is competing for the spaces and resources their chosen species need to survive, including food chains



## Getting started

- Using the **species profile** fact files explore 'Where I live', looking at the online maps and habitat links to brainstorm a list of needs for various species.
- Look at their individual feeding details to find out what they like to eat and add to your list of needs.

## Fold-up food chains

**Age:** 5-7

**Subject links:** Science - The World Around Us

**Resources:** Each pupil will need coloured 10cm squares of card (red for carnivore/secondary and tertiary consumers, green for herbivore/primary consumers and yellow for plants/producers who get their energy from the sun), a treasury tag to link them together and the use of a hole punch.

1. Introduce pupils to the idea that all the animals can be linked together by what they eat. What they eat depends on what type of animal they are and where they live. Most animals can be grouped as:
  - **Carnivores** – meat eating animals that eat other animals
  - **Herbivores** – plant eaters that graze and browse on grasses, leafy plants, fruits and seeds
  - **Omnivores** – animals that eat both meat and plants and fruits, just like us!
2. Using the information collated earlier, work together to categorise/add animals to each group.
3. Develop the concept of a food chain and explain that where an animal is in the food chain depends on how many animals (if any) the animal eats, and how many animals there are which will eat it. Introduce the terms below to help pupils organise their food chains:
  - Producers are an energy source which provides food for those above it in the food chain e.g. plants and trees. Trees and plants get most of their energy from the sun via a process called photosynthesis

- Consumers get their energy from feeding on organisms below them in the food chain
  - Primary consumers are herbivores, they eat only plants
  - Secondary consumers are carnivores, they eat only meat
  - Tertiary consumers (predators) eat other secondary consumers
  - Omnivores eat both plants and animals and can therefore be both primary and secondary consumers
  - Decomposers are at the base of the food chain. They feed on dead plants and animals which make the nutrients for the producers.
4. Ask pupils to research their chosen animal and then using either pictures, drawings or words, create a simple fold-up (producer/primary consumer/secondary consumer) food chain to show where their animal is in the food chain. To do this, pupils should draw their producer on a yellow square, their primary consumer/herbivore on a green square and then any secondary or tertiary consumers on red squares.
  5. When all sections are complete, they're ready to punch a hole through the centre of the cards and should use treasury tags to link them together, making sure the cards are facing up in the right order from red to green to yellow. Once threaded together cards can be folded so that only the top of the food chain can be seen, when released the chain will fold out from behind to reveal other consumers and producers in the chain.
  6. Get pupils to share their fold-up food chains with their peers, remembering only to show the top square and encouraging others to guess who's hiding underneath, before releasing to reveal the chain.

**Hint:** Not all animals featured in the **species profile** fact files will have secondary consumers e.g. rhinos eat the grass, but nothing eats the rhino - and for the more able, some species also have tertiary consumers e.g. algae > fish > penguin > leopard seal > killer whale.

## QUESTION 3: WHAT DO YOU NEED? (continued)

### Conscience alley argument

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**Age:** 7-11

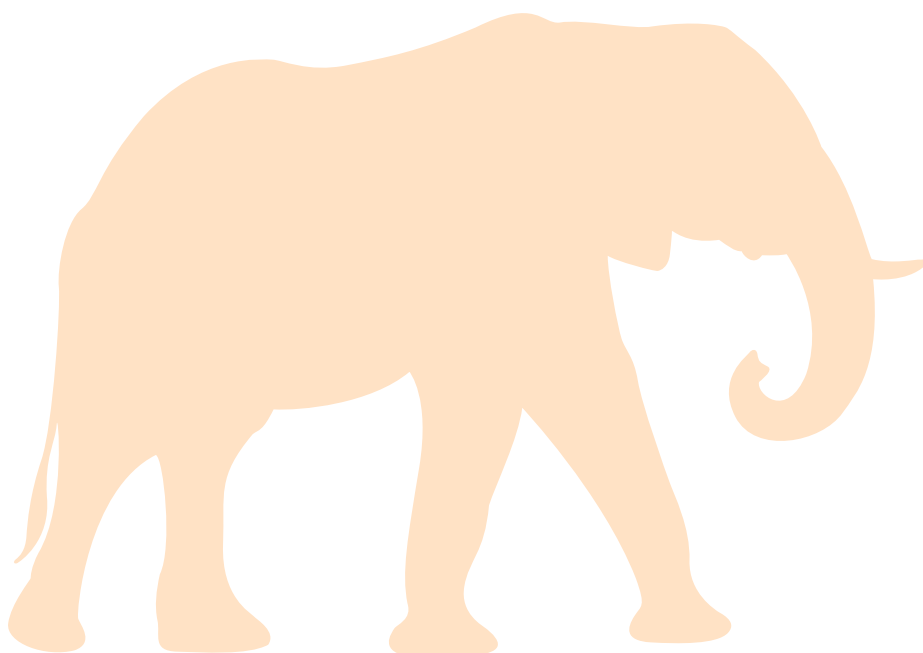
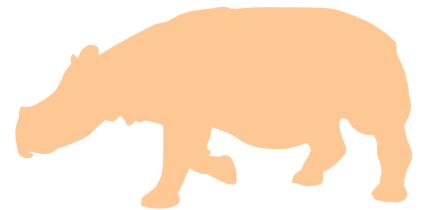
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**Subject links:** Science - English - The World Around Us

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**Top tip:** You can run this activity without completing steps 1 and 2

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1. Ask pupils to work in pairs to explore the human competition for the home or resources of just one of the animals featured in the **species profile** fact files. Ideally the human threat to all species will be researched and represented across the class.
2. Using the **species profile** fact files, prompt pupils to look at information under 'Where I live' for their given animal to create a list of reasons why their animal needs the space or resources found in that area. What human activity is also competing for this space?
3. Set up a conscience alley style activity where pairs of pupils present their findings back to the class who must consider the arguments presented.
4. Just like in the ordinary version of conscience alley, pupils listen to their 'conscience' before making a decision about whose need they think is greater – the species in question, or humans. The class can then vote accordingly.

# QUESTION 4: WHAT'S ENDANGERED?

Maths activity designed to develop an understanding of the concept of 'endangered species'

## Getting started

- The **Living Planet Report** is published every two years and the research findings make explicit the connections between species and spaces, people and places to help us understand how our well-being, economy, food security and social stability are dependent upon the Earth's resources and ecosystems.
- The Living Planet Index is the part of the report which measures more than 10,000 representative populations of animals, birds, reptiles, amphibians and fish, and the 2016 report shows a 60% overall decline since 1970.
- IUCN Red List Criteria are used to determine extinction risk and set the numerical thresholds by which a species qualifies for each category - least concern; near threatened; vulnerable; endangered; critically endangered; extinct in the wild; extinct. Vulnerable, endangered and critically endangered are the categories where species are classed as 'threatened with extinction'. The criteria are based on biological factors related to extinction risk and include rate of decline, population size, area of geographic distribution, and degree of population and distribution fragmentation.
- Some of the focus species in this resource are classed as either vulnerable, endangered or critically endangered.
  - A **critically endangered** species is one whose numbers are so small that it is at risk of extinction.
  - An **endangered** species is one whose numbers are small enough to raise concern that it is at risk of becoming critically endangered.
  - A **vulnerable** species is one that is likely to become endangered in the near future.

**Note:** For the 'Endangered news' activity on page 16, we've suggested number ranges for the different categories. However, please note these are only for the purpose of this exercise, and would ask that this is explained to pupils.

## Against the odds game

**Age:** 5-7

**Subject links:** Maths

**Resources:** Per group you will need 1 x six sided die, a collection of items to represent species (as required) and sufficient photocopies of the species cards (see next page) for pupil groups as directed.

1. Split the class into six ability maths groups. Hand each pupil in every group 20 items and place a float of at least a further 20 in the middle of each table OR place a piece of paper and a pencil on each table, as best suits the age and maths ability of your groups.
2. Ask one group to follow the instructions on species card A (more able), two groups to follow the instructions on species card B and three groups to follow the instructions on species card C.
3. All pupils should take turns to roll the die within their group, and follow the instructions on their respective species cards for each number rolled. If they need to subtract species, they should add to the middle of the table. If the instruction requires them to take away more items than they have, then they are extinct and need to wait patiently for the game to restart.
4. Continue game play for 10 minutes before asking groups to total the number of items pupils have remaining (excluding the pool in the middle).
5. Collect scores from each group, recording them against the relevant species card to arrive at three totals (A, B and C). Then repeat the game.
6. Collect scores for the second time and then compare the results. Populations will have increased and decreased throughout the game and one species may even have become extinct. The impact of every loss is greater on species A than on species C, because there were less of A to start with. The game is governed by probability so the outcomes should vary each time you play.
7. Suggest that the animals in species A are at the top of their food chain and are reliant on the other two species for survival. Discuss what would happen if species A becomes extinct - the population of species B is likely to increase and in turn hunt species C to extinction. What would happen if species B becomes extinct? The population of C will increase until their overconsumption of food leads to their extinction etc.

# Worksheet: Species Cards

Take it in turns to roll the die within your group,  
and follow the instructions below for each number rolled.

I am in species group \_\_\_\_\_

## A. If the number rolled is:



**add** that number to your total



**take away** that number from your total

## B. If the number rolled is:



**take away 1** from your total



**take away 4** from your total



**take away 2** from your total



**take away 5** from your total



**add 3** to your total



**add 6** to your total

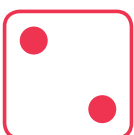
## C. If the number rolled is:



**add 1** to your total



**add 4** to your total



**add 2** to your total



**take away 5** from your total



**add 3** to your total



**take away 6** from your total

# QUESTION 5: WHY ME?

Pupils learn about the threats to chosen species



## Getting started

- We now know what it means to be endangered, but why are animals becoming endangered?
- Elicit what pupils think about why and how these animals are threatened, before exploring the threats to our focus species.

## Needs investigation

**Age:** 5-7

**Subject links:** Science - The World Around Us

1. Remind/introduce pupils to animals' basic needs as being; air, food, water, shelter and space to survive.
2. Investigate the idea that provided an animal has access to water and shelter, it is the food they eat that determines where they live.
3. Ask pupils to work in small groups and read the feeding section of selected **species profile** fact files to discover what each animal eats before looking at 'Where I live' to read about the habitat that provides this food.
4. Share groups' findings with the class. Use what you've discovered together with the status information provided in the **species profile** fact file, to explore how threats to food supplies and habitat loss are the two main reasons why these animals are endangered.
5. Working in pairs/small groups get pupils to create a needs and threats poster for one animal as follows:
  - Fold the required size of paper in half and draw a line across where the crease is to split the page.
  - Draw or glue a picture of your chosen animal in the centre.
  - Use one half to record your animal's needs and the other half to record threats to those needs using words, pictures or drawings, as appropriate to age and ability.
6. Use your posters to create a class display supporting this topic.
7. Please share a photo of your display/posters with us, send to [wearitwild@wwf.org.uk](mailto:wearitwild@wwf.org.uk)

## 'HIPPO' maps

**Age:** 7-11

**Subject links:** Science - Geography - The World Around Us

1. Show pupils the 2 x Tx2 tiger clips at [tigers.panda.org/tx2/](http://tigers.panda.org/tx2/) to demonstrate the impact of threats to the numbers of tigers.
2. Using information at [wwf.org.uk/wildlife/tigers/](http://wwf.org.uk/wildlife/tigers/) and in the tiger **species profile** fact file, demonstrate how to research each threat and record this using the 'HIPPO' map (see next page), where:

**H** = Habitat loss

**I** = Invasion of another species, which either threatens the existing species directly OR reduces the resources e.g. food supply/nesting areas for the original species

*Top tip:* See Adélie penguins for an example and remember to include humans!

**P** = Population – this could include the growth or decline e.g. as a result of competing with other animals which share the same habitat or food chain

**P** = Pollution of air, soil or water

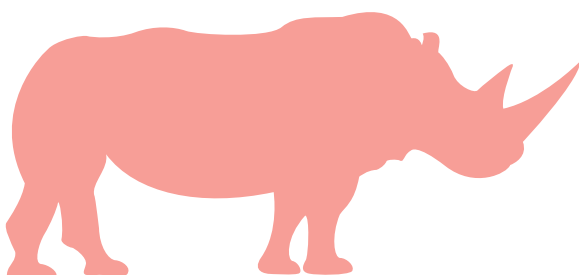
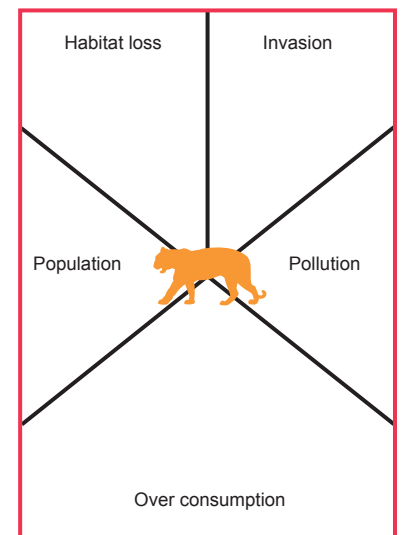
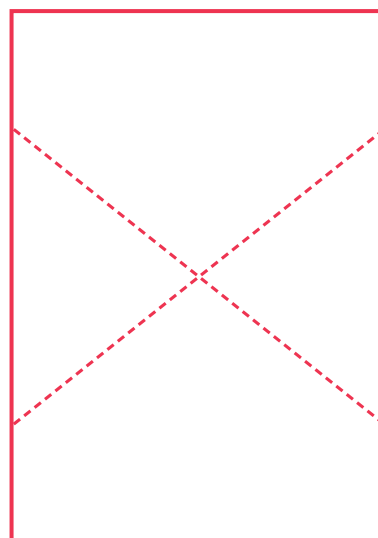
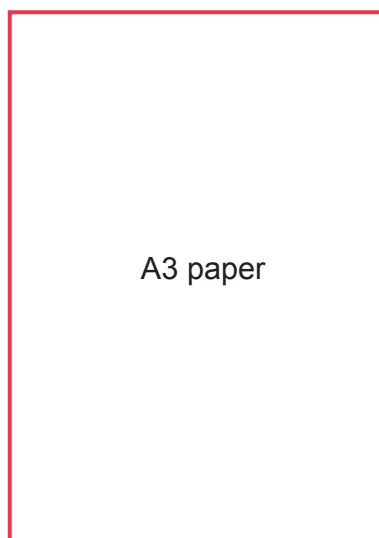
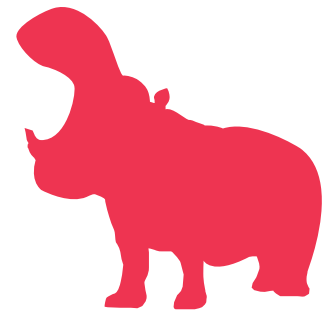
**O** = Over consumption e.g. over-fishing, hunting, farming, drilling for oil or precious minerals

3. Split pupils into mixed ability groups and give each group one of the following species to research using the **species profile** fact files and the information and hyperlinks under 'Status':
 

– Amur leopards	– Mountain gorillas
– Black rhinos	– Orang-utans
– Yangtze finless porpoises	– Polar bears
– Giant pandas	– Ganges river dolphins
– Javan rhinos	– Snow leopards
4. Ask pupils to record the key threats to their chosen species, using a 'HIPPO' map, recording their findings appropriately under each heading so they're prepared to present their research to the class.
5. Finish by summing up common threats to all the species you've researched.

# Worksheet: HIPPO map

1. Using an A3 sheet of paper, place it on the table in portrait orientation.
2. Fold the bottom left corner diagonally to the top right corner and press down to crease, open out, then repeat with the opposite corners. Unfold to reveal an X shape in the centre of the page.
3. With a ruler carefully draw along the creases and then draw a line from the middle of the top of the page, to the centre where the other lines intersect. You should have created five separate sections.
4. Draw or glue a picture of your chosen animal in the centre of the page.
5. Label the top two sections '**Habitat loss**' and '**Invasion**', the left and right middle sections '**Population**' and '**Pollution**' and the bottom one '**Over consumption**'.
6. Use each section appropriately to record the threats to given species. Remember, not all species will have something for every criteria.



# QUESTION 6: WHERE ELSE COULD I LIVE?

Cross-curricular comparative activity exploring adaptation

## Getting started

- There are 10 different world habitats, typified by their living and non-living features as well as their locations. Use the following descriptions together with maps, globes and displays from previous activities to introduce them to your class:
1. **Grassland** – Areas where the climate is too hot for trees yet moist enough not to become desert. Mainly found in North and South America, Eastern Europe and Asia.
  2. **Desert** – Deserts are places of extremes of temperature, sunshine and when it comes, rain is brief but torrential. Mainly found in the mid-latitudes between the tropics and the poles.
  3. **Tropical forest** – There are two main types of tropical forest, rainforests which are found near the equator and seasonal or monsoon forests found at the edge of the tropical belt.
  4. **Temperate forest** – These forests grow where there is a varied climate like in the UK.
  5. **Coniferous forest** – Conifers are the world's toughest trees - they remain green all year round. The Boreal forest is the largest forest on Earth and stretches across much of the far Northern Hemisphere.
  6. **Mountains** – The temperate zones' mountain ranges contain the highest peaks on Earth. In the Southern Hemisphere, mountains are smaller and more isolated.
  7. **Polar regions** – The Arctic and Antarctic are the coldest places on Earth. The Arctic is the North Pole and is a frozen ocean surrounded by land. Antarctica is the South Pole and is a vast area of land surrounded by an ocean. In the winter the seas around Antarctica freeze to form over 1,000 miles of pack ice.
  8. **Rivers and wetlands** – Lakes and rivers are found all over the world. They are highly changeable fresh water environments that sustain a huge variety of wildlife.



9. **Oceans and seas** – Oceans form the largest continuous habitat on Earth, but like the land include an under-sea landscape of vast flat plains, of mountains, volcanoes, cliffs and deep valleys, with a wide variation in temperature and light.
10. **Urban** – Urban environments are man-made, typified by our brick and concrete buildings and roads. Animals have had years to adapt to the Earth's natural habitats, but only a fraction of that time to adjust to life in towns and cities; despite this, animals are never far away even in the most built-up places.

*Top tip:* You may wish to simplify these for younger pupils to grassland, forest, mountain, poles, rivers, oceans and city.

- Use the **species profile** fact files to explore the hyperlinks under 'Where I live' to find out which of these habitats the animals listed call home.

## Habitat mix-ups

**Age:** 5-7

**Subject links:** Science - The World Around Us

N.B. This activity is best done after the 'Needs investigation' activity in response to Question 5 on page 18.

1. Remind pupils of each species using the video links provided in the profiles.
2. Using what they know about the different species, can they explore the alternative habitats presented overleaf for each animal, developing for and against arguments as to their suitability? Record on photocopies of the 'Habitat mix-ups' worksheet on the next page.
3. Use pupils' findings from their habitat mix-ups to introduce the idea of adaptation and suggest that where habitats are not extremes, animals will adapt to their surroundings in order to survive.

# Worksheet: Habitat Mix-ups

Look at each habitat listed below and decide whether it would be a good place for the animal you've chosen to live. Don't forget to explain why – use the **FOR** box to say what's good about the habitat and **AGAINST** to say what won't work.

I am a \_\_\_\_\_

I live in \_\_\_\_\_

## Could I live...

<p>in the grasslands?</p>	 <p>© Jeff Foott / WWF</p>		
<p>in the forest?</p>	 <p>© Mauri Rautkari / WWF</p>		
<p>in the mountains?</p>	 <p>© Martin Harvey / WWF</p>		
<p>at the poles?</p>	 <p>© Sylvia Rubli / WWF</p>		
<p>in or near a river?</p>	 <p>© Adam Oswell / WWF-Greater Mekong</p>		
<p>in the sea?</p>	 <p>© Michel Gunther / WWF</p>		
<p>with me?</p>	<p>Draw picture</p>		

## QUESTION 6: WHERE ELSE COULD I LIVE? (continued)

## Location, location, location!

Age: 7-11

**Subject links:** Science - Geography - English - The World Around Us

1. Get pupils to use the **species profile** fact files to investigate why it's all about location, by exploring the adaptations individual species have which make them best suited to their particular environment.
2. Split pupils into six groups and use the following enquiry starters to support their investigations:

## Bears

Bears live all over the world, but different species of bear are adapted to the different environments in which they live. Consider:

- How has the giant panda adapted to eating bamboo?
- How has the polar bear adapted to live in the Arctic?
- Which other species of bear have adapted to specific habitats?

Find out about some of the other bear species that need our help at:

[www.wwf.org.uk/wildlife/giant-pandas](http://www.wwf.org.uk/wildlife/giant-pandas)

[www.wwf.org.uk/wildlife/polar-bears](http://www.wwf.org.uk/wildlife/polar-bears)

[gowild.wwf.org.uk/regions/americas-fact-files/spectacled-bear](http://gowild.wwf.org.uk/regions/americas-fact-files/spectacled-bear)

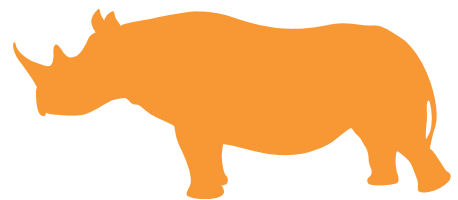
## Leopards

Leopards are the most widespread of all big cat species, they eat a wide variety of prey and occupy a range of habitats, from deserts and mountains to jungles and swamps. Consider:

- Comparing the snow leopard and the Amur leopard and how they're adapted to their very different environments
- What about the clouded leopard, how are they adapted to their environment?

Use the links below to find out more:

[http://www.wwf.org.uk/knowledge\\_hub/angered\\_species/clouded\\_leopard/](http://www.wwf.org.uk/knowledge_hub/angered_species/clouded_leopard/)



## Rhinoceros

There are five species of rhinoceros, all of which are endangered, three of them critically. They all live in the savannahs of Africa or the sub-tropical forests and swampy grasslands of Asia. Consider:

- Comparing the black rhino and the Javan rhino
- How are they adapted to suit their very different environments?

Research and compare the adaptations of the Sumatran, one-horned and white rhinoceros at

[www.panda.org/what\\_we\\_do/angered\\_species/rhinoceros/asian\\_rhinos/index.cfm](http://www.panda.org/what_we_do/angered_species/rhinoceros/asian_rhinos/index.cfm)

[www.panda.org/what\\_we\\_do/angered\\_species/rhinoceros/african\\_rhinos/index.cfm](http://www.panda.org/what_we_do/angered_species/rhinoceros/african_rhinos/index.cfm)

## Sloths

There are two different types of sloths (two-toed and three-toed), and six species:

- Pygmy three-toed sloth – Panama
- Maned sloth – Brazil
- Pale-throated sloth – South America
- Brown-throated sloth – South America
- Linnaeus's two-toed sloth – South America
- Hoffman's two-toed sloth – South America

They all live in South America with the exception of the pygmy three-toed sloth, which is only found in Panama (between North and South America). The two-toed species are slightly larger than the three-toed so how are they different and why do you think they have adapted?

Use the links below to find out:

[animals.nationalgeographic.com/animals/mammals/](http://animals.nationalgeographic.com/animals/mammals/)

[animals.nationalgeographic.com/animals/mammals/three-toed-sloth/](http://animals.nationalgeographic.com/animals/mammals/three-toed-sloth/)

## QUESTION 6: WHERE ELSE COULD I LIVE? (continued)

### Penguins

Penguins are a family of 17 to 19 species of birds that live primarily in the Southern Hemisphere. Research and compare the following species to see how they have adapted to their very different environments:

- **Adélie** penguins, like emperors, breed only on the Antarctic continent.
- **Chinstrap** breed on the Antarctic and sub-Antarctic Islands. They are particularly noisy penguins and are sometimes also called stonecracker penguins because of their piercing voices.
- **Little** penguins are found on the south coast of Australia and Tasmania (and a number of other Australian Islands) and on New Zealand and the Chatham Islands.
- **Emperor** penguins are one of the two species that are strictly Antarctic. Some emperors never set foot on dry land; most emperor rookeries are found on the Antarctic ice shelves. The male penguins incubate the eggs on their feet during the cold Antarctic winter.
- **African** penguins are found around the southern coast of South Africa. The African penguins suffer from oil spillages from ships passing around the Cape.
- **Galápagos** penguins live on the equator, they are the most northerly of all the penguins.

Use the links below to help:

[www.environment.nsw.gov.au/animals/TheLittlePenguin.htm](http://www.environment.nsw.gov.au/animals/TheLittlePenguin.htm)

[worldwildlife.org/species/galapagos-penguin](http://worldwildlife.org/species/galapagos-penguin)

[worldwildlife.org/species/penguin](http://worldwildlife.org/species/penguin)

[penguinworld.com/index.php](http://penguinworld.com/index.php)

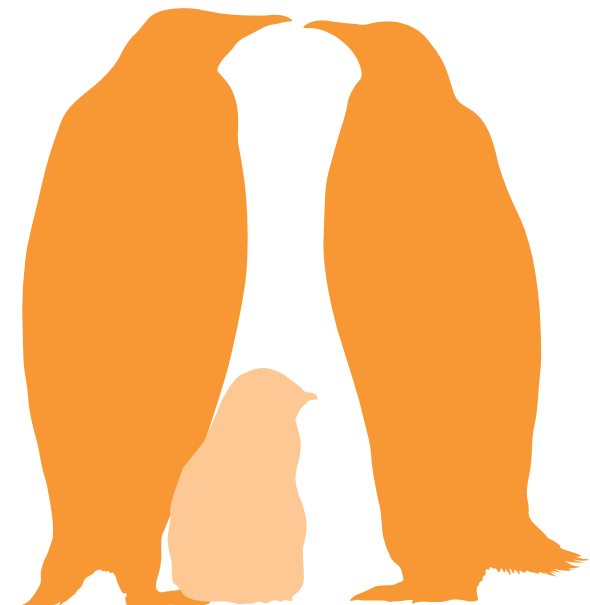
### Great apes

Great apes as a family includes orang-utans, gorillas, bonobos, chimpanzees and us! Some may say humans are masters of adaptation, as we have developed materials, infrastructures and technologies to allow us to live almost anywhere in the world. The rest of our great ape family, however, have adapted to their specific environments. Consider:

- How has the orang-utan adapted to living up in the trees?
- How has the gorilla adapted to living down on the ground?
- How do chimpanzees compare to gorillas and orang-utans?

Use the links below to find out:

[worldwildlife.org/species/chimpanzee](http://worldwildlife.org/species/chimpanzee)



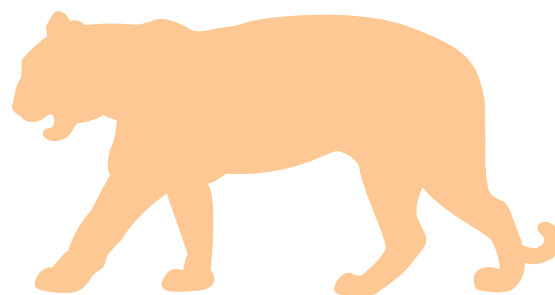
# QUESTION 7: WHY SHOULD WE CARE?

Creative activities which encourage pupils to consider the impact of losing species on the wider world

## Getting started

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- Show pupils the 'Astonish Me' film at [vimeo.com/27011376](https://vimeo.com/27011376) to focus their minds on the awe and wonder of our beautiful planet and emphasise the importance of protecting every living thing.
- Think about the animals they have explored through this resource, does one species matter more? Or are they all equally important?



## Rescue rap

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**Age:** 5-7

**Subject links:** Music

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1. Play and listen to the different sounds animals in the **species profile** fact files make – you can find them under 'Videos' – or at [wwf.org.uk/wildlife](http://wwf.org.uk/wildlife)
2. Consider ways in which pupils could emulate these sounds using percussion, instruments both recognised and improvised, body parts, voices and/or real sounds for splashing or crunching through undergrowth.
3. In pairs or small groups ask pupils to experiment with their ideas, focusing on the effects of changing the rhythm, tempo (speed) and or volume of their sounds.
4. Develop your 'Rescue Rap', by setting the rhythm and tempo and combining sounds as an endangered orchestra – gradually, starting with the quietest and building up to the point where everyone has joined in, then gradually losing individual sounds until everyone is silent.
5. Once pupils have got the idea introduce 'Rescue rap' lyrics. Start by introducing each sound, 'I am a \_\_\_\_\_ hear me \_\_\_\_\_' (e.g. I am a lion, hear me roar) either as it comes in or individually as an introduction to tune the listeners' ears to the individual sounds. Then add pupils' own lyrics – perhaps they could add a fact, say something about their habitat, or a threat to the species' survival. Consider an impactful finish to your rap to convey the importance of each and every animal and the need for us to save and protect them.

6. Once your performance is polished, perform it to a real audience to appreciate and evaluate.
7. Don't forget to send us sound bites of your performance – just email to [wearitwild@wwf.org.uk](mailto:wearitwild@wwf.org.uk)

## Everything matters

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**Age:** 7-11

**Subject links:** English - Art

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1. Ask pupils to choose either poetry or art to respond to the challenge of communicating 'Everything matters'
2. Consider using some or all of the following stimuli to spark pupils' creativity:
  - Henri Rousseau's paintings  
[nationalgallery.org.uk/paintings/henri-rousseau-surprised](http://nationalgallery.org.uk/paintings/henri-rousseau-surprised)
  - Andy Warhol's pop art  
[warhols.com/endangeredspecies.html](http://warhols.com/endangeredspecies.html)
  - A.E London's watercolours  
[aelondonstudio.com/](http://aelondonstudio.com/)
  - Rudyard Kipling's 'Just so' stories  
[gutenberg.org/files/2781/2781-h/2781-h.htm](http://gutenberg.org/files/2781/2781-h/2781-h.htm)
3. Discuss what pupils' work shows, and why the notion of 'Everything matters' is important.
4. Please share your poems or pictures by emailing copies to [wearitwild@wwf.org.uk](mailto:wearitwild@wwf.org.uk)

# QUESTION 8: WHAT CAN BE DONE?

Pupils explore ways in which they can make a difference

## Getting started

- Play the 'One Planet Future' film at [wwf.org.uk/get-involved/schools/resources/one-planet-future](http://wwf.org.uk/get-involved/schools/resources/one-planet-future) to introduce pupils to some of the ways they can make a difference.
- In response to the film clip, brainstorm a list of ways in which your pupils could make a difference and help the animals they have been learning about through this resource.

## Let's protect pledge

Age: 5-7

Subject links: PSHE - Citizenship

1. Discuss everyone's thoughts and ideas before focusing on three to five which are achievable by the class.
2. Use these to make a pledge to protect threatened species from extinction. Prompt everyone to sign this pledge which could be displayed in your classroom.
3. Can pupils decorate the pledge to bring what they've learnt to life for other people?
4. Please share your pledges with us – email them to [wearitwild@wwf.org.uk](mailto:wearitwild@wwf.org.uk)

## Make a change action plan

Age: 7-11

Subject links: PSHE - Citizenship

1. Pupils use the brainstormed ideas to:

Develop a fundraising initiative to raise money to adopt one or more WWF species via [support.wwf.org.uk](http://support.wwf.org.uk)

Or

Create an action plan to help one or more species by using and consuming sustainably sourced and Fairtrade products; reducing waste by reusing and recycling more or campaigning for better recycling facilities in your local community; walking or cycling to school, balancing their time on computers and game consoles with time spent outside.

2. Pupils vote for the idea they would most like to do and work together to achieve it.

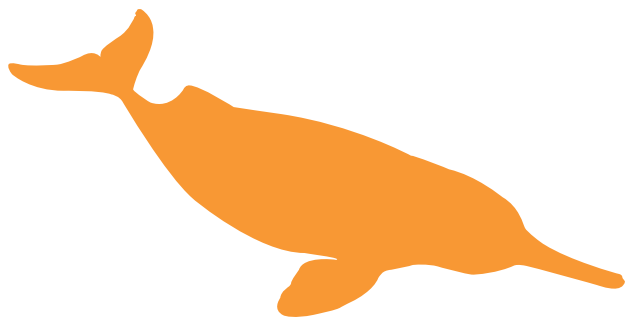
*Top tip:* If you're interested in helping to tackle climate change and encourage biodiversity, why not join our Green Ambassadors programme and find out more about how to make your school sustainable. Visit [wwf.org.uk/greenambassadors](http://wwf.org.uk/greenambassadors)

# QUESTION 9: WHAT HAVE YOU LEARNT?

Fun quizzes to test your knowledge

## Getting started

- Using the quiz questions on the following worksheets, see how much your pupils have learnt from their journey **Through the eyes of...**
- Simply hand out photocopies of the quiz worksheet for your age group and work through the questions!



# Worksheet: Quiz

Name \_\_\_\_\_

## 1. Give three different ways animals move

a) \_\_\_\_\_ b) \_\_\_\_\_ c) \_\_\_\_\_

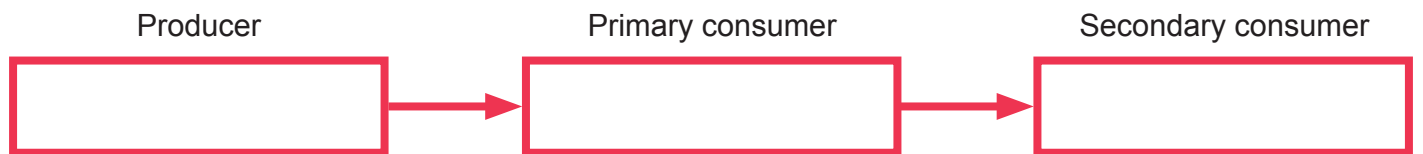
## 2. Circle the seven continents

Africa Caribbean Spain Australasia North America Asia  
South America China Europe Arctic Antarctica Amazon

## 3. Name an animal for each group

Carnivore = \_\_\_\_\_ Herbivore = \_\_\_\_\_ Omnivore = \_\_\_\_\_

## 4. Complete the boxes to make a food chain



## 5. Name the four things that animals need

1. \_\_\_\_\_ 2. \_\_\_\_\_  
3. \_\_\_\_\_ 4. \_\_\_\_\_

# Worksheet: Quiz

6. Name an animal that lives in:

The forest \_\_\_\_\_

The mountains \_\_\_\_\_

The polar regions \_\_\_\_\_

7. Name two endangered animals

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8. Name one thing that you could do to help endangered animals

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9. Draw your favourite animal

10. Why is this animal your favourite?

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# Worksheet: Quiz

Name \_\_\_\_\_

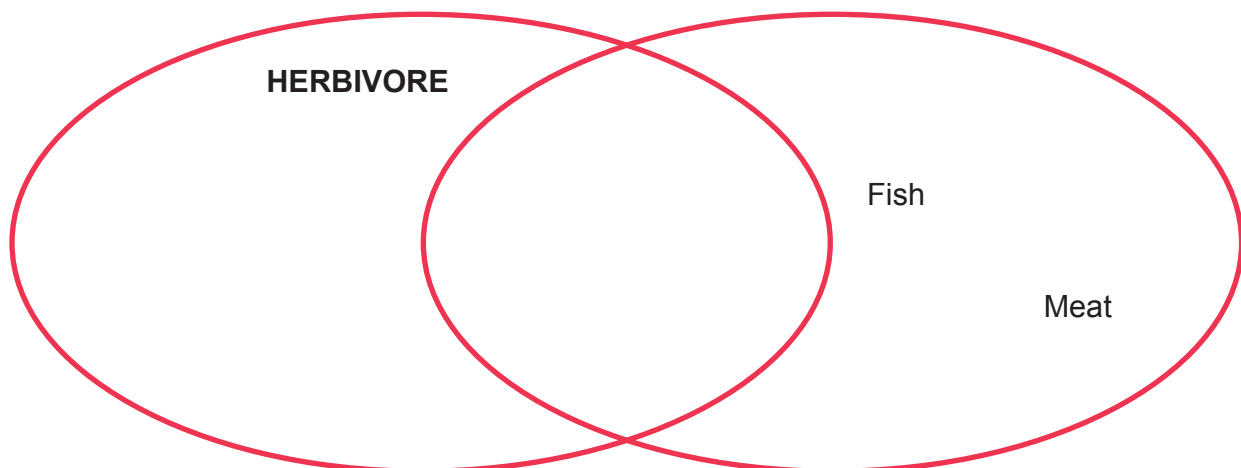
## 1. Use the space provided to draw a classification key for the following:

Gorilla, Penguin, Polar bear

## 2. Mark and label the poles, equator and tropics on the globe opposite:



## 3. Complete the Venn diagram



# Worksheet: Quiz

4. Name two threats to endangered species

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8. Name two things that you could do to help endangered animals

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5. Name three types of world habitat

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9. What did you enjoy most about this topic?

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6. Give two examples of how animals adapt to their habitat

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10. What is your favourite animal and why?

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7. Complete the sentence

Animals and their habitats are important because...

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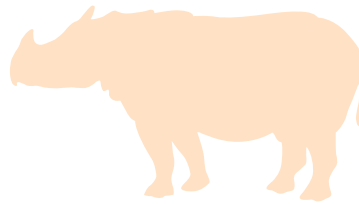
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# QUESTION 10: WHO WILL YOU WEAR IT WILD FOR?

It's time to show your support and Wear it Wild!

## Getting started

- Review the purpose of your **Through the eyes...** investigations and reflect on the importance of all species.
- Remind pupils of the chance to **Wear it Wild** and raise vital funds to help WWF protect the animals and habitats they've been learning about.



## Wear it wild masquerade

**Age:** 5-7

**Subject links:** Art - Design Technology

**For each mask you will need:** The correct template photocopied onto card and cut out, a drinking straw, staples/sticky tape or ribbon/string, PVA glue and a range of art materials to decorate.

1. Encourage pupils to pick one of the animals they'd like to make their own fun face mask of. Explain that they're now going to create their own masquerade eye masks for **Wear it Wild** using a template.
2. Hand out the 'Masquerade mask' worksheet, and explain pupils will need to personalise a mask to look like their chosen animal. Offer to help with cutting and gluing etc.
3. Support pupils as they decorate their eye masks using the available materials. Then using either staples or sticky tape, attach one end of the drinking straw to one side of the back of the mask, so that it can be held over the face in line with the pupil's eyes.

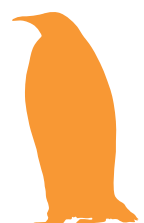
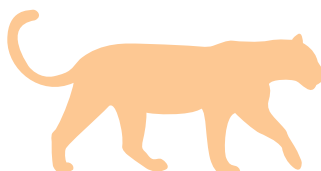
Alternatively, pupils could pierce the holes on the mask templates and thread string or ribbon through them so the masks can be tied on. This would keep the masks in place more easily if children are moving around.

## Protect me campaign

**Age:** 7-11

**Subject links:** Computers - PSHE

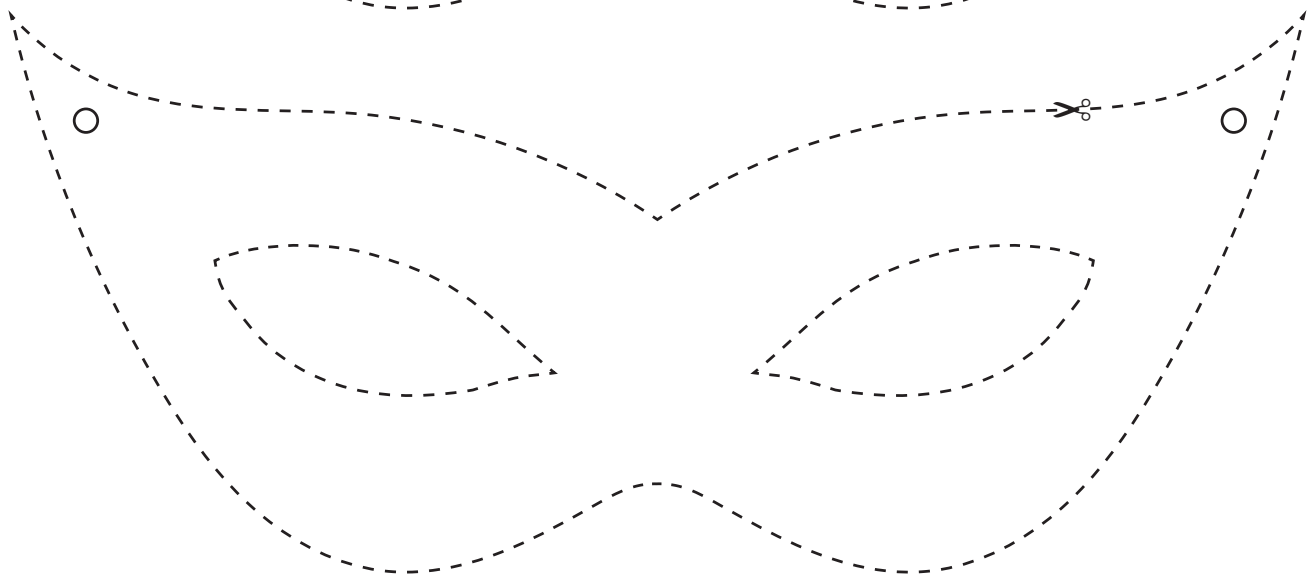
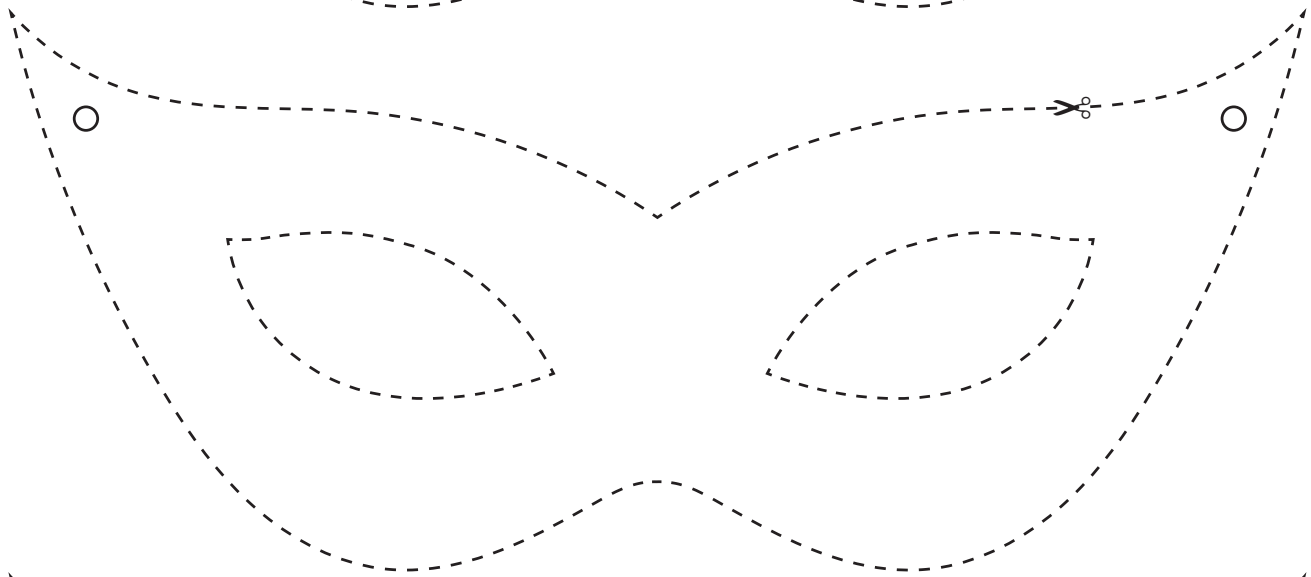
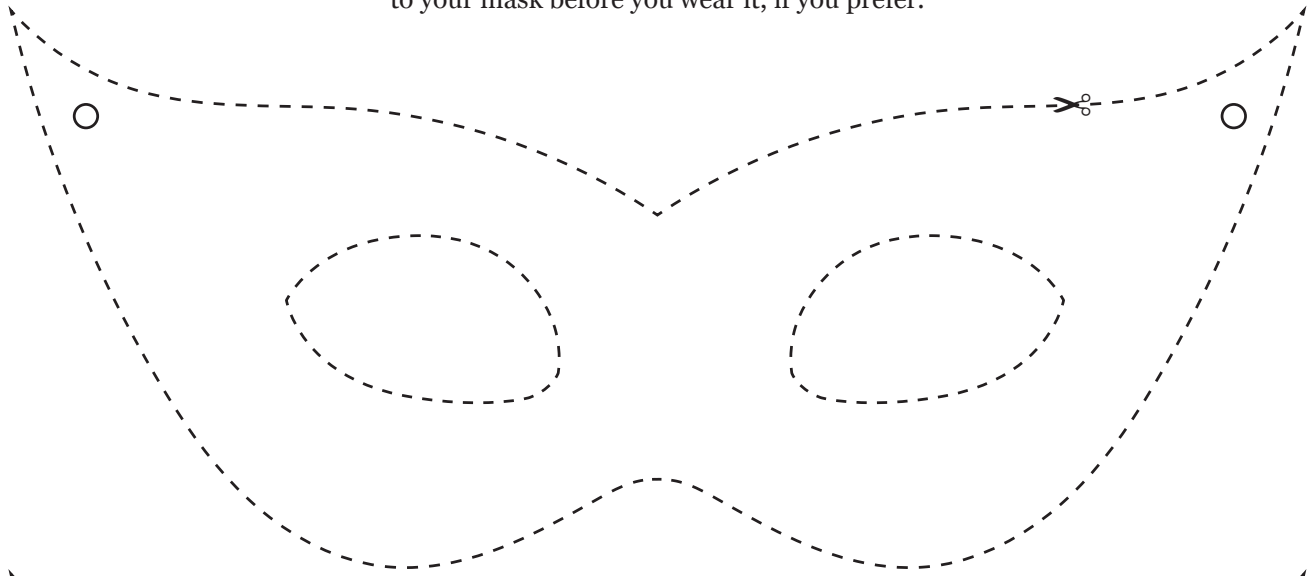
1. In pairs or small groups get pupils to use what they've learnt to choose and showcase their favourite animal using posters and or multimedia to celebrate its unique characteristics.
2. Support pupils to develop their own 'Protect me' campaign slogans to add purpose to their showcases.



# Worksheet: Masquerade masks

Colour me in, cut me out and wear me as you roar like a lion or strut your stuff like a snow leopard.

**Tip:** Ask your teacher to help affix ribbon or string ties to your mask before you wear it, if you prefer.



# WHOLE SCHOOL EVENTS/SPORTS DAY

Put the fun into fundraising with these wild ideas for involving more of the school in your **Wear it Wild** celebrations! Here are some innovative sports challenges and animal-themed activities that everyone can get involved with. Perhaps pupils can get sponsored to complete as many as they can?

You could even go one step further and bring the wild to your sports day this year. Invite parents and governors to take part by wearing it wild in animal onesies and masks to the sports event – and don't forget the wild snacks and refreshments stall to raise funds for WWF! How about a wild parents' race this year – we'd love to see some pictures – send them to [wearitwild@wwf.org.uk](mailto:wearitwild@wwf.org.uk)

## ANIMAL SPORTS FACTS!

Most of the animals you're supporting for **Wear it Wild** will have skills and abilities which help them survive in the wild. How do you measure up against these wild creatures?

- A tiger's leap can be over 5 metres long – so it could leap straight over a car!
- Cheetahs are speedy cats – they can reach speeds of 75 mph, about the same as what you do on the motorway.
- Jaguars usually travel up to 10km a night when hunting – what a prowl.
- Bottlenose dolphins are usually slow swimmers, travelling at about 2 mph, but can reach speeds of over 30 mph for brief periods.

### **Tiger crawl:**

Crawl as low to the ground as possible under a number of poles set progressively lower.

### **Rhino charge:**

Take part individually in a timed 50m sprint or compete against others as a race.

### **Leopard leaps:**

How far can you jump from a set starting point with or without a run up?

### **Dolphin hoop race:**

Participants must run a set distance lined with hoops. When they reach a hoop they pick it up and pass it over their head and step through to continue to the next one.

### **Mountain gorillas bean bag relay:**

Move along on your feet and knuckles carrying a bean bag like a baby on your back. This can either be run between two points or a relay race.

### **Orang-utan challenge:**

A challenge to get from one point to another without touching the ground. A risk assessed course could be set up using PE equipment such as benches, mats, beams, horse and ropes.

### **Porpoise keepy-uppies:**

How long can you keep a balloon/air filled beach ball in the air before it drops?

### **Penguin egg race:**

Waddle a set distance with a ball balanced between your feet.

### **Sloths:**

How long can you stay completely still or hang upside down?

### **Polar bear seal hunt:**

The classic cat and mouse parachute game with an Arctic twist! Take it in turns to be the seal (sliding underneath the parachute) and the polar bear (crawling on top). Everyone else should keep the parachute moving to conceal the seal.

**Panda's chop stick challenge:** Pick up and transfer small items e.g. beads or pegs from one container to another using chop sticks. How many can you do in a minute?

# WEAR IT WILD TEAM

## Any questions? Contact the team!

**call:** 01483 426333

**email:** [wearitwild@wwf.org.uk](mailto:wearitwild@wwf.org.uk)

**post:** Wear it Wild Team, WWF-UK, The Living Planet Centre,  
Rufford House, Brewery Road, Woking, Surrey GU21 4LL

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

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