



# REPORTING ON OUR LIVING PLANET

## TEACHERS' PACK

### CONTENTS

Introduction

Links with the sustainable development goals

Activities

Competition

About WWF

Resource sheet

### EDUCATOR NOTES

Since 1998 the Living Planet Report, the world's leading science-based assessment of the health of our planet, has been tracking the state of global biodiversity. More than 50 experts from academia, policy, international development and conservation organisations have contributed to the Living Planet Report in 2018.

The report shows clearly that biodiversity is in serious decline around the world, and that the impact on humans as well as the natural world will be huge if this is not addressed in the next few years. The report concludes that in order to bring about the change that is needed in time to prevent environmental catastrophe, the world needs to come together around collective commitments that stop the destruction of nature and give it the support it needs to recover.

The global conversation about biodiversity loss will become increasingly loud over the next few years, especially in 2020 when global leaders will come together to discuss climate change, biodiversity and sustainable development. Big changes to the way we live may become necessary in order to protect and restore the natural world on which we all depend. Today's young people will ultimately be most affected by the decisions made today, and they will have an important role to play in saving our living planet through their actions and choices over the years to come.

In recognition of the fact that the conclusions of the Living Planet Report affect everyone in society, WWF has this year created a version for young people that will ensure they are not excluded from this global conversation about their future.

These notes, and the accompanying visual aids, provide ideas and inspiration for how you can bring the Living Planet Report into the classroom as a stand-alone topic, or as a focus for exercises and projects that explore and embed concepts relevant to a range of subjects. The report is written to be accessible to children as young as 8, but is suitable for older age groups. The activity ideas below are intended to be fun and informative for all ages.



## LINKS WITH THE SUSTAINABLE DEVELOPMENT GOALS

- By 2030 “Conserve and sustainably use the oceans, seas and marine resources.” (SDG 14) and “Sustainably manage forests, combat desertification, halt and reverse land degradation, halt biodiversity loss.” (SDG 15).
- Target 15.5: “Take urgent and significant action to reduce the degradation of natural habitats, halt the loss of biodiversity and protect and prevent the extinction of threatened species.”



The agreement to establish Sustainable Development Goals (SDGs) was one of the main outcomes of the United Nations Conference on Sustainable Development held in Rio de Janeiro in June 2012 (Rio+20). The SDGs were meant to unite world powers in action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity.

These 17 Goals build on the successes of the Millennium Development Goals, while including new areas such as climate change, economic inequality, innovation, sustainable consumption, peace and justice, among other priorities. The goals are interconnected – often the key to success on one will involve tackling issues more commonly associated with another.

Biodiversity is the critical foundation of the Earth's life support system on which the welfare of current and future generations depends. Humans depend on ecosystems services (the ‘services’ provided by nature such as cleaning the air and water) for many basic needs. This means that protecting the natural world is important to achieving all of the SDGs – not just 14 and 15.

- See all 17 goals in the accompanying visual resource, or by visiting [www.undp.org/content/undp/en/home/sustainable-development-goals.html](http://www.undp.org/content/undp/en/home/sustainable-development-goals.html)
- A free board game (aimed at children aged 8-10) can be downloaded here: <https://go-goals.org/>

## ACTIVITY 1 UNDERSTANDING THE SUSTAINABLE DEVELOPMENT GOALS

### CURRICULUM



English



Science

1. Discuss with the class what ‘services’ the natural world provides that people benefit from. Build up a list of suggestions and fill in any gaps.

More guidance: <https://www.wwf.se/source.php/1539893/Ecosystem-services-3.pdf>

2. Explain the background to the SDGs, and bring up the visual resource showing all 17.
3. Separate the class into small groups with one or a few SDGs each. Ask them to discuss how the health of the natural world may be affected by the achievement of that goal, and how achieving that goal may be affected by the natural world.
4. Report back and discuss.







## ACTIVITY 2

### ENDANGERED ANIMALS Pictionary

#### CURRICULUM



Science



Geography



Art

Through a fun game of Pictionary, explore with your class the concept of biodiversity and the main threats animals face. Pupils research an animal of their choice – where it lives, what it eats and the dangers it faces. In turn, they draw or mimic their animal and the class tries to guess what it is. Discuss the main threats to nature and wildlife.

Give copies of the Living Planet Report youth version and get the children to look at the double spread. Working in pairs, they select a detail to research further. The development compass rose is a useful tool to help them identify the issues, ask questions about the world around them and make connections. How might the questions from different points connect with each other? Discuss their findings and introduce the set of goals that have been agreed by most of the world's countries to stop the decline of the natural systems that support us and all other animals on the planet.

- Stimulate class discussion by watching the World's Largest Lesson part 1 film clip: <https://vimeo.com/138852758>
- Use the resource sheet, “The development compass rose”

## ACTIVITY 3

### BIODIVERSITY ON OUR DOORSTEP

#### CURRICULUM



Science



Geography

To develop a better understanding of the concept of biodiversity, encourage your class to explore and record the variety of living things (plants, animals and fungi) in your area – school grounds, local woodland, park or beach. You could use field notes, photography, sketches or video to record findings. You could even take part in a citizen science programme to help scientists record local biodiversity.

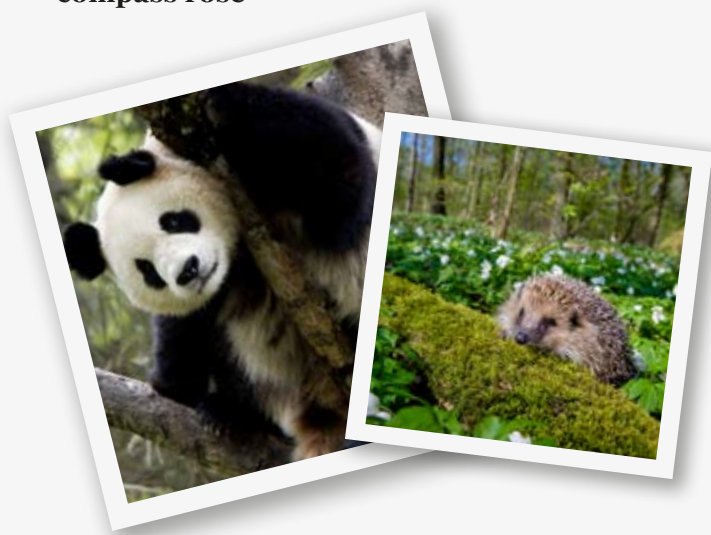
Did you find anything you were not expecting? Or did you expect to find something that was not there? What qualities does the habitat have that allow those species to live there? What can you do to help attract more wildlife in your area? What about planting to encourage bees and other pollinators, or creating new habitats and routes for wildlife around the school?

#### TAKING IT FURTHER

- Create a map (hand drawn or online using Googlemaps) with your records marked on it, and use this to identify the features of the area that are especially important for wildlife - and the places which could be improved.
- Communicate your findings to the whole school or to the wider community and encourage people to do what they can to improve the environment for wildlife.
- iNaturalist is a free global citizen science platform that allows you to identify and map your records while contributing to a global database of biodiversity: [www.inaturalist.org](http://www.inaturalist.org)

**Biodiversity:** The variety of living things and ecosystems in a particular place - whether it's a small area or the whole planet.

The Living Planet Report 2018 concludes that overall, living things and habitats are reducing in number.





## ACTIVITY 4 NEWS REPORT ON OUR LIVING PLANET

### CURRICULUM



English



Science



Computing



Drama

Using the findings of the Living Planet Report and WWF photo bank, invite pupils to produce a compelling news report to tell others about the state of our planet and the importance of protecting the variety of living things and ecosystems on Earth. They can present their final 'news bulletin' to the class or whole school, or record it on a tablet or audio recorder. Or pupils can report on a new species that has recently been discovered and what needs to be done to protect it.

- 'Astonish me!' is bound to capture their imagination. <https://www.youtube.com/watch?v=6hO5FFRykOA>
- Here are some top tips on how to be a great news reporter and presenter: <https://www.youtube.com/watch?v=2J5EUCiTtBQ>

## ACTIVITY 5 WHAT'S THE LINK BETWEEN ORANG-UTANS AND THE FOOD WE EAT?

### CURRICULUM



English



Science



Geography

The use of photographs is a good way of getting pupils to ask questions and make connections between the physical, social, economic and environmental aspects of sustainability. Working in small groups, pupils stick the photographs of orang-utan and food containing palm oil on a large sheet of paper and write down their own questions about each photograph (e.g. Where do orang-utans live? What do they eat? Are they in danger? Where does our food come from? What does it contain?) They are then encouraged to think about what the link between these photographs could be. Ask the groups to volunteer their ideas and then introduce the issue of palm oil production and impact on the rainforest. Other photographs linked to different sustainability issues could be combined for a similar activity.

An average family on a supermarket outing may not realize how many goods in their shopping baskets – from food to cosmetics – contain palm oil. Global production grew from 15 million tonnes in 1995 to around 63 million tonnes in 2015, making it the world's most produced, consumed and traded vegetable oil. The palm oil industry employs more than 5 million people in South East Asia alone. Yet, much of the oil palm's expansion has taken place in high biodiversity tropical forests. The conversion of these, and peat land, to palm oil plantations releases massive quantities of carbon dioxide, fuelling climate change, and destroys the habitat of species like orang-utans. Yet, palm oil doesn't have to be destructive. Consumers, businesses and governments have the power to insist palm oil is produced sustainably, without causing further loss of forests and biodiversity.

### TAKING IT FURTHER

- Design a poster campaign urging people to support sustainable palm oil, and try it out in the school community
- Use the resource sheet 'What's the link between orang-utans and the food we eat?'







## ACTIVITY 6

### START YOUR OWN CAMPAIGN!

#### CURRICULUM



English



Geography

Create your own campaign to encourage the whole school community to take action, whether it is planting trees, saving energy, developing a garden or reducing plastic use. Discuss with the class what they have learned from the Living Planet Report and brainstorm

ideas on actions they want to take. What are the key issues they want to address in their own community? What can they do and how can they spread the word? Using the cogwheel diagram from the Living Planet Report, discuss the importance of influencing decision makers for change. In groups, pupils then use the development compass rose to define the focus of their chosen campaign. Encourage them to link it to the UN sustainable development goals. They create a visual board and present it to the class to vote for the best idea. Who knows, you might even start a chain reaction that ends up changing the whole world!

- Watch the World Largest Lessons part 3 <https://vimeo.com/266852848> for inspiration.
- Use the resource sheet, “**The development compass rose**”

#### CAMPAIGN ACTION PLAN

##### VISION (WHY?)

- What changes do you want to see?
- Why is this important?

##### WHO?

- Who do you want to influence (Pupils in your school, other schools, the public, governments, businesses and decision makers)?
- Who might help you?

##### HOW?

How are you going to influence people (e.g. short video, posters, fundraising events, social media and use of sustainable development goals emojis, article in local magazine, local radio, work with WWF and other conservation organisations)?



## ACTIVITY 7

### INNOVATE AND DESIGN

#### CURRICULUM



Science



Design &  
Technology

Encourage pupils to get creative and explore how we can help achieving sustainable development through innovation and design. Biomimicry is an exciting way to inspire pupils to observe the natural world and to develop a creative approach to problem solving by looking at nature for sustainable solutions. 'Bio' means life and 'mimicry' means to imitate. It involves learning from nature to improve the design of products, processes and systems. For example, scientists are studying the patterns and functions of a leaf to try to make better solar panels and looking at how butterflies reflect light to produce vibrant colours. Take your class outdoors to instil in them a sense of curiosity and wonder about the natural world and look for amazing shapes and functions in nature that can inspire innovation. Encourage pupils to design their own invention inspired by nature to help address a social or environmental problem and to create a 3D or digital model of their product.

#### TAKING IT FURTHER

- In this short video, Janine Benyus, co-founder of the Biomimicry Institute, explains how we can learn from nature to create a healthier planet: <https://www.youtube.com/watch?v=FBUpnG1G4yQ>
- Young people around the world have come up with smart ideas to help the planet, <https://vimeo.com/178464378>, from inventing a way to clean up the ocean to making plastic from banana skins. Watch the World's Largest Lesson part 2 for inspiration – <https://www.ft.com/content/3d8c3ad8-59c8-11e6-8d05-4eaa66292c32>
- Boyan Slat, founder of the Ocean Clean-up-Boyan Slat

## ACTIVITY 8

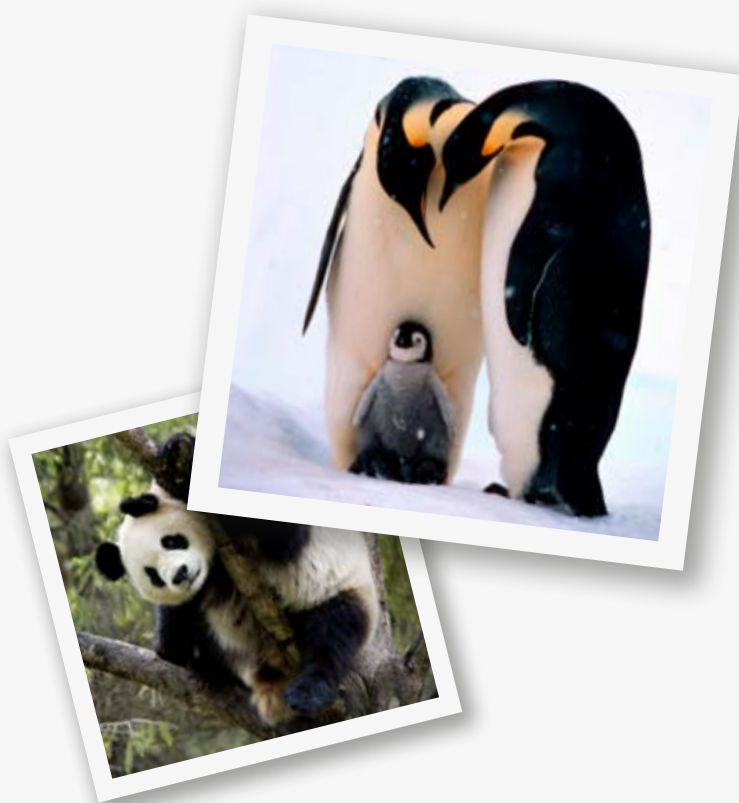
### 'OUR HOPES FOR THE FUTURE' TAPESTRY

#### CURRICULUM



Art

Inspired by the Living Planet Report, create a visual display to raise awareness of the importance of protecting biodiversity and to encourage children to express their own feelings towards the natural world. Each pupil picks a species affected by the issues in the report that they love and want to protect. They choose a medium of their choice (drawing, paint, charcoal, collage, stitching etc.) and create their own square of the tapestry to express their views and feelings.







## ACTIVITY 9

### THE LIVING PLANET DEBATE

#### CURRICULUM



English



Science



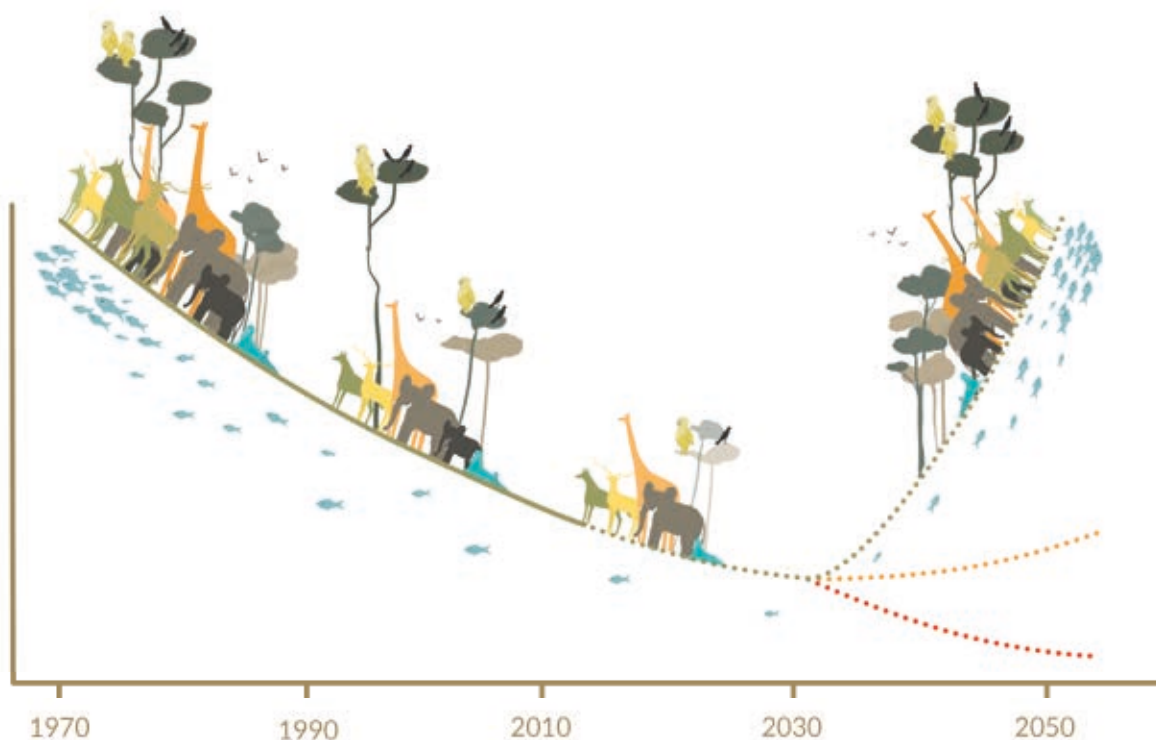
Geography

Envisaging change can help students to engage with sustainability issues, explore different perspectives and think more critically and creatively about the future. It can highlight ways in which their actions today can help shape a better future for people and nature.

1. Introduce the 'bending the curve' graph from the report, and discuss the three different possible future scenarios;
  - a. further decline of animal populations
  - b. false alarm (it will stay the same)
  - c. nature recovering thanks to global change.

Divide the class into three groups and give each group a scenario for the future. The groups research and develop their arguments and a representative from each team presents their viewpoint for 5 minutes, followed by a class vote on the most likely scenario for the future. Discuss with the class actions we can all take to help achieve global change.

#### BENDING THE CURVE





2. Allocate 'roles' to each class member, and debate the pros and cons of the big changes that might be needed from the perspective of your character. Give students time to research for their role, and encourage them to play the 'devil's advocate' to open up debate about solutions that they may agree with. They may need to invent some additional details about their character. At the end, characters

can make personal pledges to say what they would do differently, and you could hold a class vote on each proposal, and discuss the implications if the majority vote was followed in each case.

- Watch the World Largest Lessons part 3 for inspiration. <https://vimeo.com/266852848>

## CHARACTERS

World Leader  
Office worker  
Parent living in a city  
Intensive livestock farmer  
Large scale plant crop farmer  
Fisherman  
Mayor of a coastal town  
Restaurant owner  
Subsistence farmer in rural area  
Forestry worker  
Oil magnate  
Car manufacturer  
Birdwatcher  
Scuba diving instructor  
Stationery producer  
Fruit farmer  
Climate scientist  
Wildlife reserve ranger  
Biscuit producer  
Soft drink manufacturer  
House building company director  
Chicken farmer

## PROPOSALS

Worldwide reduction in meat and dairy consumption

Tax on environmental impact (carbon emissions / pollution / damage to wildlife populations)

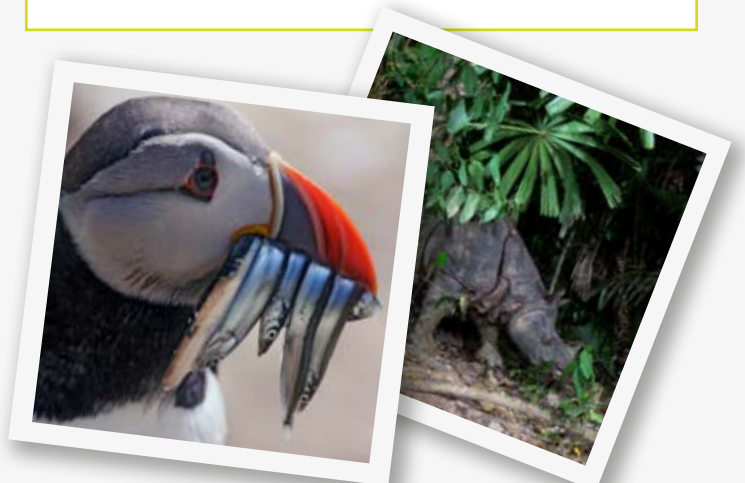
Large areas of ocean protected from fishing activity

Ban on production of all plastics

Unsustainable palm oil production made illegal

All remaining forests protected from further reduction in size (any trees taken must be replanted to avoid loss of forest)

Rewilding areas of countryside (no development, tree planting and reintroduction of large species such as wolves or lynx)







## ACTIVITY 10 ANIMAL POETRY

### CURRICULUM



English

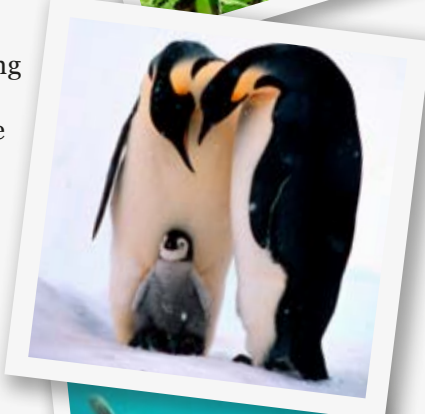


Science

Poetry is an excellent way to encourage young people to express themselves, synthesize information they have learned and use language creatively. Using key species from the WWF photo bank, brainstorm with the class words and phrases that best describe the animals as well as their feelings towards them, and build a word bank (e.g. majestic, daring, powerful, extraordinary, dangerous, beautiful etc.). Individually, pupils choose an animal of their choice and write their own poem.

Why is it in danger? What do we need to do to save it?  
What would we feel like if it were lost forever?

- Access free printable posters and an online showcase of school work inspired by The Lost Words – a book of spell poems celebrating wildlife and the natural world: The Lost words <https://www.johnmuirtrust.org/initiatives/the-lost-words>
- Download the WWF photo bank from [www.wwf.org.uk/LPRschoolresources](http://www.wwf.org.uk/LPRschoolresources)



## ACTIVITY 11 NATURAL CONNECTIONS

### CURRICULUM



Science



Use the resource sheet, “Natural connections”

This fun game shows how everything in an ecosystem is dependent on other things, and that the loss of one has knock-on effects.

Explain that an ecosystem is an interconnected web of living and non-living things. Print out one of the lists and cut into slips of paper, and allocate one to each student. Students sit in a circle. Take a ball of string and ask a student to hold the end and announce what part of the ecosystem they represent. Ask the group to put their hands up if they think they have any connection with that species or resource, and ask them to explain. If the group agree that there is a connection, the string is let out to them. You can go back to the first student in order to then connect others with the same element of the ecosystem, or always go on from the student who has just been connected to the web. Students should keep their strings taut.

When you run out of connections – or string – you can see and discuss the complexity of the web of connections within the ecosystem.

Next, consider a human impact on the ecosystem (eg farming / fishing / hunting / global warming) and ask students to put their hands up if they think they would be negatively affected. Decide which would be most affected and ask them to leave the circle, letting go of all the strings they hold.

As each student leaves, the web deteriorates further and it becomes clear how many other parts of the ecosystem would be affected by the loss.



# COMPETITION

## WIN A TRIP FOR THE ENTIRE CLASS TO GO AND SEE DOCTOR DOLITTLE, THE MUSICAL

We know young people care about our world. So to mark this special edition of the Living Planet Report, we're launching a poetry competition for pupils age 7-14 from schools across the UK. But hurry, the competition closes on Friday 30th November 2018. Using Activity 10 in this pack, we want your students to think about the species affected by the environmental issues highlighted in the report and write an illustrated poem about one of them – we've picked eight animals for your students to choose from. You can find out which ones we'd like you to write about in the competition guidance notes within the link below.

Winners will win a trip for their entire class to go and see Doctor DoLittle, The Musical, (showing



nationwide) an exclusive meet and greet with the cast and a puppet workshop at your school!

Please find the competition guidelines and an entry form at [wwf.org.uk/LPRschoolcomp](http://wwf.org.uk/LPRschoolcomp)

# GOOD LUCK!

## ABOUT WWF

WWF is the world's leading independent conservation organisation. With over 50 years' experience of working across the globe, our aim is to build a future in which people live in harmony with nature. We do this by working with governments, businesses and communities around the world. Schools are also vital partners in helping the next generation to connect with nature and develop the knowledge and skills to help build a more sustainable future. [wwf.org.uk/schools](http://wwf.org.uk/schools)

## FOR MORE INFORMATION

Please contact: **Lizzie Goldsbrough**  
Schools and Youth Visits Officer  
[LGoldsbrough@wwf.org.uk](mailto:LGoldsbrough@wwf.org.uk)  
01483 412221



For a future where people and nature thrive | [wwf.org.uk](http://wwf.org.uk)

© 1986 panda symbol and ® "WWF" Registered Trademark of WWF. WWF-UK registered charity (1081247) and in Scotland (SC039593). A company limited by guarantee (4016725)



# RESOURCE SHEET

## COMPASS ROSE

The development compass rose is a simple but powerful tool to raise questions that encourage critical thinking and make connections between different aspects of sustainable development. It helps make sense of situations, events and complex issues. The development compass rose can be used with your pupils to identify the issues that affect their local community and are relevant to their own lives. It encourages them to raise

questions and think critically about the world around them and can be applied to any environment, place or event. By asking questions, pupils make connections between the physical, social, political and economic perspectives of sustainable development. For example, they can see how economic decisions affect the natural environment, or how the social setting can influence who makes the decision.

1. Put together a selection of images that reflect your local community. Try to get a mix of images that show landscapes, built structures, local history, activities and people.
2. Working in pairs, pupils select an image and use the compass rose to raise questions about that image – one or two questions for each point of the compass. How might the questions from different points connect with each other? Give time for discussion.
3. Invite a few teams to share some of their questions and ideas with the class and widen the discussion. What is good about their local community? What changes would they like to see and why?
4. The questions generated by the class might be an interesting starting point for further enquiry.

### NATURAL

Questions about energy, air, water, soil, living things and their environment

### ECONOMIC

Questions about money, buying and selling, jobs and producing things



### WHO DECIDES?

Questions about who makes decisions, what choices there are, who benefits and who loses out

### SOCIAL

Questions about people, their relationships, culture, traditions and the way they live

Adapted from Tide- global learning



# RESOURCE SHEET

## WHAT'S THE LINK BETWEEN ORANG-UTANS AND THE FOOD WE EAT?





# RESOURCE SHEET

## NATURAL CONNECTIONS: AFRICAN GRASSLAND

LION



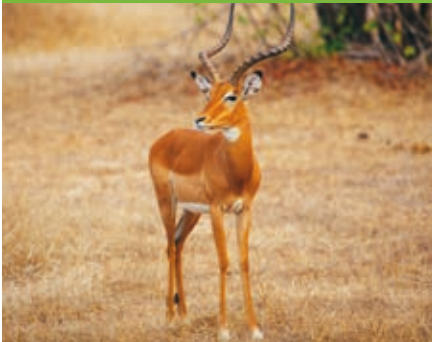
ZEBRA



WILDEBEAST



IMPALA



BABOON



ACACIA TREE



CHEETAH



LEOPARD



HUNTING DOG



GRASSES



TERMITES



GIRAFFE



# RESOURCE SHEET

## NATURAL CONNECTIONS: ANTARCTIC

ZOOPLANKTON



PHYTOPLANKTON



SEA ICE



KRILL



HUMPBACK WHALE



TOOTH FISH



SQUID



EMPEROR PENGUIN



CRABEATER SEAL



ADELIE PENGUIN



PETREL



KILLER WHALE



LEOPARD SEAL

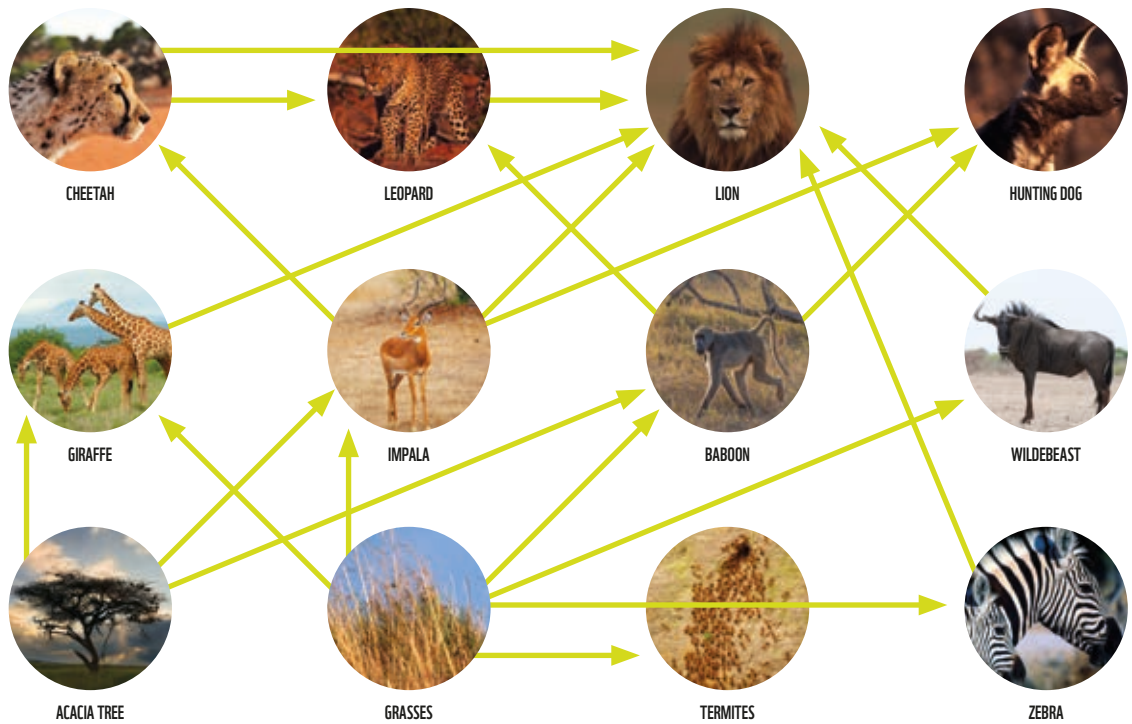




# RESOURCE SHEET

## NATURAL CONNECTIONS

### AFRICAN GRASSLAND



### ANTARCTICA

