

OUR PLANET

RESOURCE FOR UK PRIMARY
AND SECONDARY SCHOOLS

**"THERE CAN BE NO
GREATER LEGACY THAN
GIVING YOUNG PEOPLE
THE TOOLS THEY NEED TO
SAVE OUR PLANET."**

SIR DAVID ATTENBOROUGH



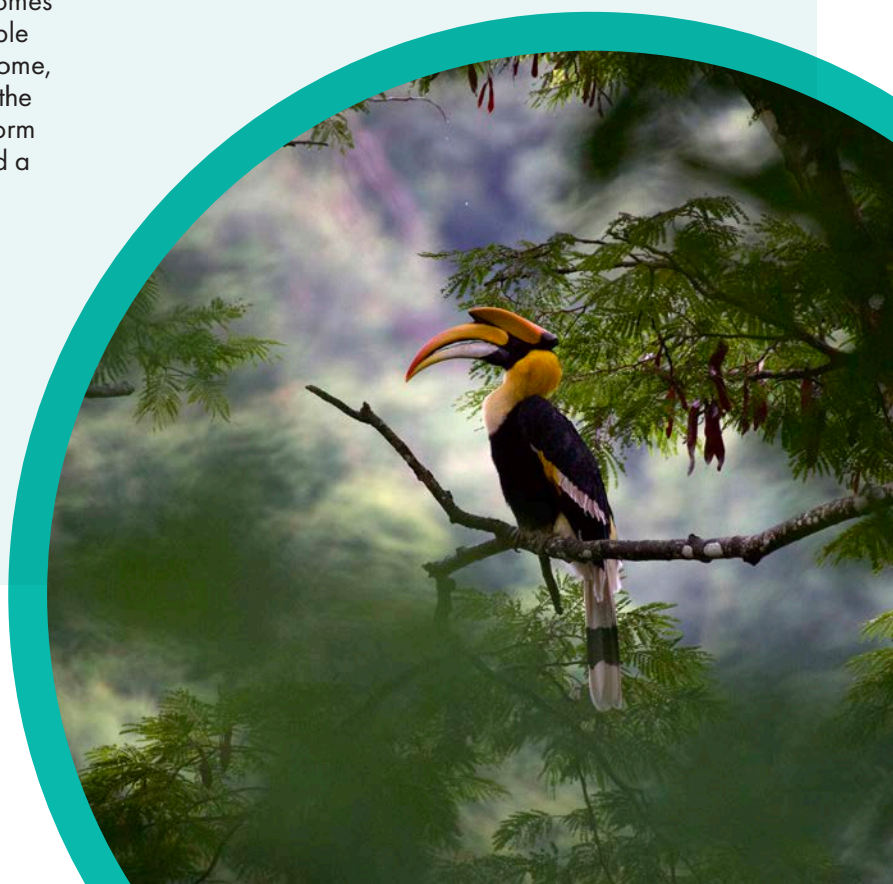
INTRODUCTION

Nature is vital – we can't survive without it. But our world is under threat like never before. Our Planet, a ground-breaking documentary series, produced in partnership by Netflix, WWF and Silverback Films, raises awareness of the world's rarest wildlife and most precious habitats, and the threats they face. It brings to life the splendour of the natural wonders that we risk losing if we don't act.

To accompany this eight-part documentary, WWF-UK has created ourplanet.com, which provides a wealth of free videos and interactive tools to inspire schools and young people to explore the Earth's major biomes and the challenges they face. Today's young people will be the stewards of our planet in the years to come, and the future of all life depends on them gaining the knowledge, skills and passion necessary to transform our relationship with the natural world and to build a more sustainable future.

ABOUT THIS RESOURCE

This educators' guide and accompanying presentations have been produced to encourage primary and secondary teachers in the UK to use the Our Planet content and tools in the context of the national curricula for England, Wales, Scotland and Northern Ireland. It is not necessary to have watched the series to be able to use the resource. The following five activities provide a range of classroom and outdoor learning opportunities to help young people build their knowledge and understanding of sustainability issues, explore their own values and attitudes and develop key skills so that they feel empowered to take action in shaping a brighter future for our planet.



CURRICULUM LINKS 7-11

England (KS2)

Science Plants and animals, living things and their habitats, evolution and inheritance; **Geography** Locational knowledge, place knowledge, human and physical geography, skills and fieldwork; **English** Spoken language; **Art & Design**.

Wales (KS2)

Science Interdependence; **Geography** Locating places, environments and patterns, understanding places, environments and processes; **English** Oracy; **Personal and Social Education** Sustainable development and global citizenship; **Art & Design**.

Scotland (Second Level)

Sciences: Planet Earth - Biodiversity and interdependence, processes of the planet, energy sources and sustainability; **Social studies** People, place and environment; **Languages** Literacy and English; **Expressive Arts** Art and design.

Northern Ireland (KS2)

The World around Us Interdependence, place, change over time; **Personal development and mutual understanding** Local and wider community; **Language and literacy;** **The Arts.**

CURRICULUM LINKS 11-14

England (KS3)

Science Biology - Interactions and interdependencies, genetics and evolution (Importance of maintaining biodiversity); Chemistry - Earth and atmosphere **Geography** Locational knowledge, place knowledge, human and physical geography, skills and fieldwork; **English** Spoken English. **Citizenship** Understanding of democracy, government and the rights and responsibilities of citizens.

Wales (KS3)

Science Interdependence of organisms and how human activity affects the global environment, sustainable Earth; **Geography** Locating places, environments and patterns, understanding places, environments and processes, geographical skills, knowledge and understanding; **English** Oracy; **Personal and social education** Sustainable development and global citizenship.

Scotland (Third Level)

Sciences Planet Earth - Biodiversity and interdependence, energy sources and sustainability, processes of the planet, Earth's materials; **Social Studies** People, place and environment, people in society, economy and business; **Literacy and English.**

Northern Ireland (KS3)

Environment and society Geography; **Science and technology** Science – Organisms, Earth and universe, contributors to the economy and the environment; **English with media education;** **Learning for life and work** Local and global citizenship.



OUR PLANET

ACTIVITY

1

OVERVIEW

Inspired by the Earthrise photograph, students explore their own attitudes towards our planet and reflect on how Earth is a closed system with finite resources and how changes made to this system can impact the whole planet.

Objectives

- To explore feelings and attitudes towards our planet
- To develop an understanding that Earth is a connected system with finite resources

Resources needed

- Photograph of [Earthrise](#)
- Prompts for discussion worksheet (see page 5 for primary and page 6 for secondary).

What to do

Show the Earthrise photograph and explain that astronaut William Anders took this amazing picture from lunar orbit on 24 December 1968, during the Apollo 8 mission. Using the questions below as prompts and working in pairs or small groups, encourage students to explore their own reactions to the picture. Share their perceptions with the whole class and discuss why Earthrise is seen as the most influential photograph ever taken. When William Anders photographed the blue sphere surrounded by dark space, it changed our perception of our planet, raising awareness of its fragility and finite resources.





OUR PLANET

PRIMARY SCHOOLS

ACTIVITY

1

1. What thoughts or feelings does the photo inspire in you? Write a list of words.

2. What features of planet Earth can you see from this distance? What can you not see?

3. If you were an alien visiting planet Earth and this was your first sight of our world, what would you think?

4. How do you think this photo, showing the Earth as a ball floating in space, changed how people thought about our planet?

5. We live on this ball of rock and water floating in space. It is the only place where we can find all the resources we need to survive - air, land, food and water. We now know that we are using up these resources faster than the planet can replace. If you could write a message in huge letters on the moon so that everyone on planet Earth could read it, what would it say?



OUR PLANET
NETFLIX





OUR PLANET

SECONDARY SCHOOLS

ACTIVITY

1

1. What thoughts or feelings does the photo inspire in you? Write a list of words.

2. Why do you think this image has been described as the most influential environmental photograph ever taken?

3. People knew that the Earth was round and floating in space long before this photo was taken. Why might it make a difference for us to see it with our own eyes?

4. Looking at the photo, list the ways that you think different parts of the planet might be connected and affect each other directly. Think about both natural processes and human activity.

5. Can you think of an image that might be taken now or in the future and have a similar impact in how it makes people feel about the planet?



EXPLORATION OF OUR PLANET

ACTIVITY
2

OVERVIEW

Through stunning videos and photographs, this activity takes your students on a deeper exploration of our planet's biomes, from rivers and lakes to oceans, forests, grasslands and our frozen world.

Objectives

- To understand the concept of a biome
- To learn more about the main biomes on Earth
- To develop an understanding of the key issues that affect the health of our planet

Resources needed

- WWF PowerPoint presentations: 'Our forests', 'Our grasslands', 'Our seas', 'Our freshwater' and 'Our frozen worlds'.

What to do

Choose a biome you would like to explore with your class depending on what fits with your topic or project – forests, grasslands, oceans, freshwater or the frozen worlds. Show the WWF presentation on your chosen biome to inspire your students and, as a class or in pairs, encourage them to discuss why this biome is important and the threats it faces. What resources do we use from this biome? What would Earth be like if this biome did not exist? What can we do to protect this biome? [The Our Planet globe](#) is a useful tool to help locate and explore the Earth's biomes.

BIOMES

Our planet is made up of large geographic areas called biomes. These are places that have a certain climate and types of living things. Major biomes include forests, grasslands, freshwater, oceans, deserts, tundra and the frozen worlds of the Arctic and Antarctica. The temperature, soil and the amount of water and light shape what life exists in a biome. Ecosystems are smaller areas of a biome where plants and animals interact with each other and their surroundings to survive. Each biome can contain many different ecosystems. For example, the ocean biome contains ecosystems such as coral reefs and kelp forests.



WHAT'S THE PROBLEM?

ACTIVITY
3

OVERVIEW

Through the use of Our Planet images, students are encouraged to explore issues raised in Activity 2 and make connections between the environmental, social, political and economic aspects of sustainable development.

Objectives

- To develop an understanding of some of the key issues that affect the health of our planet
- To develop an understanding of the concept of interdependence
- To develop critical thinking and enquiry skills

Resources needed

- Illustration of the biome you have chosen to explore (one copy per group)
- 'Development compass rose' tool, page 9 (one copy per group)

What to do

Working in pairs, students are given the illustration of the biome you are investigating and a copy of the development compass rose - a useful tool to help them identify the issues they want to explore and make connections. They ask relevant questions about their image – writing down one or two questions for each point of the compass. How might the questions from different points connect with each other? Encourage them to make connections between the environmental, social, political and economic elements represented on their image. Share their questions and ideas with the

whole class. Widen the discussion to how the biomes are connected to each other and how a change in one biome will affect the others. Like throwing a stone into a pond, the ripple effect of any changes touches every part of our planet.

A CONNECTED SYSTEM

The Our Planet materials (Netflix documentary series and ourplanet.com) provide many amazing examples of how different biomes are interconnected and affect each other. For example, desert dust storms are the source of minerals that fertilize distant forests. Several hundred million tonnes of dust rich in phosphorus are blown from the Sahara to the Atlantic Ocean each year. Much of it lands over the Amazon basin, where the forests are short of this essential nutrient for plant life. Tonnes of dust are also swept up from the desert into the sky to land in the oceans, providing nutrients for plankton to grow, an important source of food for fish, birds and other marine creatures.

THE DEVELOPMENT COMPASS ROSE

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

BIODIVERSITY ON YOUR DOORSTEP

ACTIVITY

4

OVERVIEW

This activity involves stepping out of the classroom and investigating your local woodland, park, river, pond, beach or the school grounds to discover the variety of life on your doorstep.

Objectives

- To experience nature first-hand
- To develop an understanding of the concept of biodiversity
- To find out about the variety of living things in your local area and how we can all help protect the natural environment

Resources needed

- Access to a local woodland, park, river, pond, beach or school grounds
- Seek app by iNaturalist (optional)

What to do

Invite your class to record the variety of living things (plants, animals and fungi) in your local area. They can design their own enquiry sheet and use the Seek app as well as photography, sketches or video to record their findings. Back in the classroom, ask students to work in pairs or small groups to create a map or presentation from their findings, identifying the areas that are especially important for wildlife and the ones that could be improved. Share and discuss with the whole class. What plants and animals did they encounter? Did they find anything they were not expecting to see? Or did they expect to find something that was not there? What does the habitat provide to enable those species to survive? 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? Discuss ways of

communicating their findings to the whole school and local community to encourage people to help improve the environment for wildlife.

BECOME CITIZEN SCIENTISTS!

Your class can take part in a citizen science programme to help scientists record local biodiversity using the Seek app by iNaturalist, from the rarest butterfly to the most common backyard weed. iNaturalist is a free global citizen science platform that allows you to record and share your observations from the natural world and to contribute to a global database of biodiversity: www.inaturalist.org

You can also set up a youth-led Local Action on Biodiversity (LAB) project to enable your students to play an active role in monitoring and improving their local biodiversity – see [Our Planet LAB](#).

WHAT IS BIODIVERSITY?

Biodiversity is a term that represents the total variety of all life on Earth. Explore what it means with your class using the [What is biodiversity? video](#) (3.04 min).

TAKE ACTION FOR YOUR WORLD

ACTIVITY
5

OVERVIEW

In this activity, students create their own campaign to inspire the whole school and wider community to take action and help protect the natural world.

Objectives

- To develop a sense that they can make a difference
- To find effective ways of communicating their views
- To develop teamwork skills

Resources needed

- WWF PowerPoint presentations - 'What can we do?' slide (see activity 2)
- [Sustainable Development Goals](#) (optional)

What to do

Encourage students to create their own campaign to inspire the whole school and wider community to take action, whether it is planting trees, saving energy, developing a wildlife friendly garden or reducing plastic use. Discuss with the class what they have learned through their investigation of the natural world and brainstorm ideas about actions they want to take. What are the issues that matter most to them? What can they do about it and how can they spread the word? The WWF PowerPoint presentation ('What can we do?' slide) for each biome can help to inspire them and define the scope of their campaign. Working in teams, students can create a visual board to outline their campaign ideas and present it to the class to vote for the best one. Discuss the importance of influencing decision makers for change and encourage them to think on a planetary scale!



TAKE ACTION FOR YOUR WORLD

ACTIVITY
5

HERE ARE SOME IDEAS:

- Write personal pledges about actions to protect our planet and create a visual display
- Design your own photo challenge to raise awareness of sustainability issues and encourage people to take action
- Create a powerful infographic to convey your message – it could be hand drawn or produced digitally with a free tool such as www.easel.ly
- Join an existing project to protect your local woodland or river
- Launch a design challenge to solve an environmental problem (e.g. to reduce plastic in the ocean)
- Try to influence local businesses and leaders (e.g. by writing to them or inviting them to visit your school)

SUSTAINABLE DEVELOPMENT GOALS

Encourage your students to link their campaign to the Sustainable Development Goals (SDGs). Also known as the Global Goals, the SDGs are a universal call to action to end poverty, protect the planet and ensure all people enjoy peace and prosperity which have been agreed by most of the world's countries.

See all 17 goals at www.undp.org

[The Good Life Goals](#) provide everyday actions to help make the Sustainable Development Goals happen. They also include emojis that students can use in their campaign.

HOW TO SAVE OUR PLANET

The [How to save our planet video](#) (8.27 min) narrated by Sir David Attenborough, explains how humans have changed the world and provides clear steps on how we can take charge of our future. It can be used in secondary schools to inspire students and help them define the actions they want to take.



OUR PLANET
NETFLIX



OUR PLANET RESOURCES

You can access the following additional resources on the Our Planet website at <https://www.ourplanet.com/en/schools-and-youth/>

- **Reporting on our living planet**
A summary of WWF's Living Planet Report 2018 for young people, with facts and data about the current state of our planet and the urgent need for action to reverse the decline of wildlife.
- **Our Planet assembly pack**
A PowerPoint and guide for a teacher or student led presentation on the state of our planet and the path to a sustainable future (suitable for ages 7-16)
- **Classroom biome resource packs**
Five briefings, educator notes and worksheets for forests & jungles, seas, frozen worlds, freshwater and grasslands (suitable for ages 7-11)
- **Our Planet Futures Summit toolkit**
A toolkit for a workshop in which young people role play an international summit and seek to define a sustainable future for our planet (suitable for ages 11+)
- **Our Planet live**
A range of unique opportunities for live guest speakers, virtual field trips and international classroom collaborations associated with the topics of Our Planet (all ages)
- **Seek for Our Planet**
A special app for android and apple devices, created by iNaturalist and WWF to help budding naturalists to find and identify local wildlife. Earn in-app badges and participate in monthly global challenges.
- **Citizen Science for Our Planet**
Use iNaturalist app, or the offline recording tools to monitor biodiversity in your local area and initiate a biodiversity action plan to improve conditions for wildlife in your community.

For more information about the places, species and issues featured in Our Planet and interactive tools, go to [ourplanet.com](https://www.ourplanet.com). The website has two key sections that provide stimulating learning opportunities:

- A library of high quality videos for classroom inspiration and student-led research
- [Our Planet globe](#) a visual aid for interactive whiteboards which allows you to illustrate the locations of focus species and biomes, and the scale of impact of human behaviour on our planet over time

ABOUT WWF

WWF is one of the world's largest independent conservation organisations, active in nearly 100 countries. Our supporters – more than five million of them – are helping us to restore nature and to tackle the main causes of nature's decline, particularly the food system and climate change. We're fighting to ensure a world with thriving habitats and species, and to change hearts and minds so it becomes unacceptable to overuse our planet's resources.

INSPIRING THE NEXT GENERATION OF SUSTAINABILITY CHAMPIONS

We work with schools to help young people build their knowledge and understanding of the environmental challenges facing our planet and develop the skills to do something about them. Thousands of schools participate in our education programmes and we offer a wide range of curriculum-based resources and real-world activities to engage and inspire pupils, covering issues such as deforestation, climate change, plastic pollution and endangered species. Today's young people are the generation who will be most affected by these issues; our work with educators is part of our mission to build a brighter future for both people and nature. Find out about the free TES/WWF online course for primary teachers and leaders who want to put education for sustainable development at the heart of their school and inspire a new generation of sustainability champions.

www.tes.com/institute/wwf-cpd-course
www.wwf.org.uk/schools
[#ForYourWorld](https://twitter.com/ForYourWorld)

