



WEAR IT WILD

VENTURE TEACHER TOOLKIT

WEAR IT WILD FOR A DAY. LOVE WILDLIFE FOREVER.



OVERVIEW

The world around us is a truly amazing place. But did you know that the world's wildlife populations have declined by 68% since 1970? Or that a quarter of all mammal species and over 40% of amphibians are threatened with extinction? It's a worry to know that wildlife populations are decreasing at such an alarming rate, and that vital habitats are disappearing, but we don't have to sit back and watch it happen. **Wear it Wild** is your chance to be part of WWF's UK-wide event to help our planet.

Connect your students to wildlife and join the WWF event planners. **Wear it Wild** fundraising events will be held up and down the UK, with hundreds of schools taking part. How your school decides to get involved is really up to you and your students - the more creative, fun and wild, the better!

This **Wear it Wild venture pack** has been designed to bring out your students' wild side in the form of wildlife-savvy venturers' on a mission to raise funds. This pack is all they need to go on an exciting fundraising challenge to design and implement their own unique **Wear it Wild** fundraising event.

As well as raising crucial funds for WWF's conservation work, they'll be developing a whole host of life skills essential to the world of work and school-based values, including:

- Communication
- Decision making
- Innovation
- Evaluation
- Team work
- Organisation
- Personal effectiveness
- Problem solving



3-STEP GUIDE

This **Wear it Wild venture pack** contains a 3-step guide to equip and challenge students to generate ideas, organise and run a successful **Wear it Wild** fundraising event.

Will your pupils organise a **Wear it Wild** animal inspired fashion show, hold a **Wear it Wild** 'chores-auction', or design a **Wear it Wild** school sports competition of their own? Whatever fantastic ideas they come up with, it's guaranteed to unearth the wildest day of your school year.

There are a number of challenges for students to work through in each venture, as follows:

Venture 1 – Get Creative!

Skills development: enterprise, innovation, risk, communication, decision making, business acumen and economic understanding.

Contents include:

- **Creative apes crib sheet** – a great tool and top tips for generating ideas and brainstorming (pdf)
- **Wild venture dice** – ideas generation game (pdf)
- **Do-good decision maker** – tried and tested method for making the right call (pdf)
- **Wild ideas strike plan** – students start developing their ideas into a plan of action (pdf)

Venture 2 – Get Planning!

Skills development: research, problem solving, communication, organisation, financial capability, team working and self-management.

Contents include:

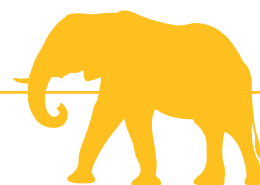
- **Perfect pride top tips** – just like a pride of lions, every team should aim to follow some simple rules for success (pdf)
- **Turbocharge it!** – keeping costs low and profits high (pdf)
- **Wear it Wild event planner** – a key steps guide for a truly wild venture (pdf)

Venture 3 – Get to it!

Skills development: problem solving, communication, action planning, promotion and time management.

Contents include:

- **Panda pointers: successful event promotion** (pdf)
- **Jungle chatter** – Plan what communications you want to share, when and where for maximum reach and exposure (pdf)
- **Native press ad** – generate some local buzz in your area (pdf)
- **Hoot, bellow and howl** – sharing your **Wear it Wild** success story (pdf)



EVALUATION

After each venture, where time allows, encourage students to reflect on the skills they have used and how well they think they performed as an individual, using the **Self-evaluation sheet**. The skillsets are represented by species that have already mastered the art – can the student teams and their members work as efficiently as a pride of lions, innovate like orang-utans and problem-solve like elephants?

Post-event, challenge teams to complete the **Learning after sheet** to discuss and record as a team how well they think they performed. Reflection and self-evaluation are vital life skills, which take time to develop. Much like their species counterparts, learning these valuable skills will help them thrive in later life.



For added fun, you may want to suggest that student's keep video diaries of how they get on during their **Wear it Wild** fundraising venture – which may also spark memories that will help when it comes to the evaluation sheets.

GETTING STARTED

Before your students start 'getting creative', you could introduce them to WWF by showing them the video 'A day in the life of...' (<https://vimeo.com/20873820>) and explore some of the challenges that the world's animals are facing. Visit the WWF website (www.wwf.org.uk/what_we_do/) for key stats, posters and other resources.

Discuss the video and statistics with your class. Explain what WWF does, and set pupils the challenge of creating their own **Wear it Wild** fundraising adventure.

BEING GREEN

Most templates can be used electronically – please encourage your students to do so. However, if there are some templates that you'd like to print, please do so as efficiently as possible, such as printing on both sides and using recycled paper.



Venture 1 – Get Creative!

Split students into mixed ability teams of 4 to 6 and display the pdfs for them to use for each challenge.

Once in teams, get them energised by challenging them to come up with their own team name with a wild animal theme, they could even brand themselves based on that animal. The more creative and fun the better!

1.

Provide teams with sufficient time to generate a range of ideas for discussion and development. Use the first two pdf's to support and encourage innovative thinking:

Creative apes crib sheet

Top tips and lively quick-fire activities for teams to kick-start their ideas generation and think without limits.

Wild venture dice

This quick and easy random suggestion game will give teams a species themed focus and approach to inspire a wide range of wild ideas. These ideas should then be recorded using the table provided. Teams can have one or many species as their focus if they want to.

2.

Do-good decision maker

Using the **Do-good decision maker** teams can analyse and evaluate the ideas they developed in their idea generation session, with a view to agreeing on one fundraising event idea.

3.

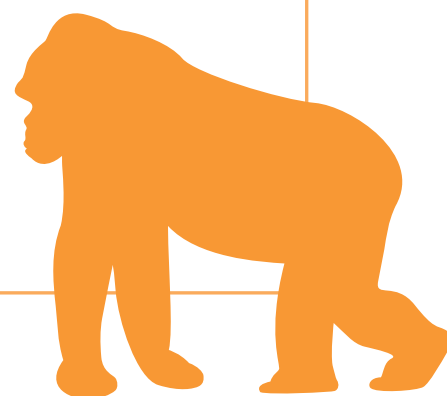
Wild ideas strike plan

Teams use the **Wild ideas strike plan** to develop their best **Wear it Wild** idea following their decision.

4.

Self-evaluation sheet

Encourage students to evaluate their performance at the end of this venture by using the **Self-evaluation sheet**. For those that have made video diaries of their venture so far watch them back as part of the evaluation exercise.



Venture 2 – Get Planning!

Students continue to work in their mixed ability teams of 4 to 6. Encourage them to quickly check back through their work in venture 1, then display the pdfs for this venture.

1.	<p>Perfect pride top tips</p> <p>Once students have reflected on venture 1 and reviewed their evaluations, discuss any discrepancies in their 'learning after' evaluations. Using the Perfect pride top tips pdf, teams can identify any areas they need to improve on in order to become a pride to be reckoned with.</p>
2.	<p>Turbocharge it!</p> <p>Using Turbocharge it! teams should start to consider how many people may be attending; how much their idea would cost to implement; and what prices they would then need to set in order to maximise their fundraising profits. To make it greener and more cost-effective, teams should consider how recycling any materials can give an added dimension to their big plans.</p>
3.	<p>Wear it Wild event planner</p> <p>Having made a decision as to the type of Wear it Wild fundraising event they would like to run, with a good idea of how to maximise the fundraising, student teams should use the Wear it Wild event planner, to organise their Wear it Wild event.</p>
4.	<p>Self-evaluation</p> <p>Encourage self-evaluation again, this time they could consider whether their performance has improved in the areas identified at the start of the activity.</p>



Venture 3 – Get to it!

Students continue to work in their teams. In this venture they will use the resources provided to decide how to promote their event, and shout about their success post-event.

1.

Promotional resources

Having decided on their **Wear it Wild** fundraising activity, get teams using **Panda pointers: successful event promotion** and **Jungle chatter** to consider how and where they will promote their **Wear it Wild** event. A **Native press ad** template is also provided, should they wish to invite the local press to cover their event.

2.

Hoot, bellow and howl

Following the grand-finale of their event, the final pdf **Hoot, bellow and howl** prompts students for their final reflection and evaluation, whilst encouraging them to share their event success with contributors/ participants and, of course, WWF.

3.

‘Learning after’ sheet

Finally teams should complete the **‘Learning after’ sheet** where they’ll get a chance to discuss what they’ve learned, what went well and what they might do differently next time.





RAISING FUNDS BY WEARING IT WILD

Whatever kind of **Wear it Wild** event your students choose to undertake, remember to add a really wild twist! Log on to wwf.org.uk/wearitwild for a whole range of ideas for giving your fundraising event a **Wear It Wild** makeover.

Don't forget to share your pics with us using **#WearItWild** or send to wearitwild@wwf.org.uk

After your event, please send us the money you've raised. You can do this by completing the paying in form on the back of the letter in your fundraising guide or download a copy at wwf.org.uk/wearitwild

Please send the paying in form with a cheque made payable to WWF-UK to WWF-UK, The Living Planet Centre, Rufford House, Brewery Road, Woking, Surrey GU21 4LL

CURRICULUM LINKS

England 2014 KS3 & 4:

Citizenship; develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood; the functions and uses of money, the importance and practice of budgeting, and managing risk.

English; use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas; Writing

PSHE: Economic wellbeing and financial capability

Wales 2015 KS3 & 4:

English, Oracy; Presenting information and ideas, collaboration and discussion;

Writing; Organising ideas and information

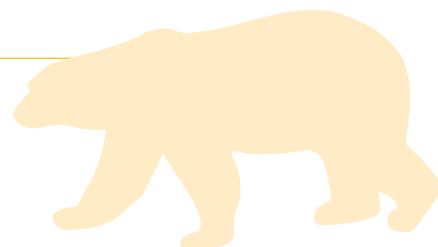
Maths; Using Number Skills, Manage Money

Scotland Curriculum for Excellence S1 to S3:

Responsibilities for All: Health and Wellbeing; Social Wellbeing, Planning for Choices and Changes, Literacy; Listening and Talking, Writing, Numeracy; Number and Number Processes, Money

Northern Ireland KS3 & 4:

Learning for Life and Work; Employability, Local and Global Citizenship, Personal Development



WEAR IT WILD TEAM

Any questions? Contact the team!

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