

# WILD WORLD HEROES

CONNECTING WITH NATURE THROUGH THE POWER OF READING

TEACHER GUIDE



WORKING TOGETHER TO  
INSPIRE YOUNG  
READERS TO STAND UP  
FOR OUR PLANET

THE  
READING  
AGENCY



# INTRODUCTION

The Summer Reading Challenge takes place over the summer holidays throughout the UK. Run by The Reading Agency, and delivered with the support of the UK public library network, it is the UK's biggest free reading for pleasure promotion for primary-aged children.

The Challenge reaches over 700,000 families each year, motivates children to keep reading during the summer holidays, and helps them to maintain their reading skills and confidence. Available online and through public libraries, the Challenge provides fun reading for pleasure activities for all abilities and helps to prevent the summer reading 'dip' during the long break from school.

For 2021, WWF have partnered with the Reading Agency for **Wild World Heroes**, a nature-themed Summer Reading Challenge that will inspire children to engage with environmental issues.

Wild World Heroes invites children into the fictional neighbourhood of Wilderville, where six young explorers are on a mission to make their home a greener place for the people and animals living there. As they progress through the Challenge, children will help the Wild World Heroes take care of Wilderville by tackling real-world environmental issues, from plastic pollution and deforestation to wildlife decline and nature loss.

**[wildworldheroes.org.uk](http://wildworldheroes.org.uk)**





# USING THE SUMMER READING CHALLENGE AT SCHOOL

Although the Summer Reading Challenge takes place over the summer holidays there are lots of opportunities for teachers to involve the challenge in their teaching over the school summer term.

This year's **Wild World Heroes** theme provides an easy way to increase student's environmental literacy and awareness through cross-curricular reading, writing and art activities. Exploring nature through these subjects, rather than the traditional science and geography topics, gives students the opportunity to connect with wildlife and the environment creatively rather than purely objectively. This connection to nature increases the likelihood that students will care for our planet in the future as well as benefiting their own wellbeing.

In addition, the Summer Reading Challenge can contribute to the achievement of all students, including those with special educational needs, disadvantaged pupils and the most able:

- It keeps your students reading over the summer, ready for their return to school in the autumn, and supports the successful transition between year groups and key stages
- The Challenge encourages children to become more independent in their reading, boosting their confidence and self-esteem
- Children who take part in the Challenge are more enthusiastic about reading
- The Challenge offers a fun, free, flexible programme of activities that can bring families and communities together

This resource, written for teachers gives instruction on how to run activities to encourage your students to connect with nature through the power of reading and writing and to explore the biodiversity of their local green spaces. Printable worksheets can be found in the student activity pack.

- **ACTIVITY 1 - WILD WALK** – explore your local nature with our spotting sheets
- **ACTIVITY 2 - WILD WORLD WRITING** – write your own wild story inspired by nature
- **ACTIVITY 3 - WILD BOOK CRAFTING** – create a book made from recycled paper
- **ACTIVITY 4 - PAPER JOURNEY** – from trees to paper mills, where does our paper come from?
- **ACTIVITY 5 - BE A WILD HERO** – learn how to make your own bee hotel and bird feeder



# CURRICULUM LINKS – KEY STAGE 1 / FIRST LEVEL

## ENGLAND

**Science: Plants:** identify and name a variety of common wild and garden plants, including deciduous and evergreen tree.

**Animals including humans:** identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals; identify and name a variety of common animals that are carnivores, herbivores and omnivores.

**Everyday materials:** distinguish between an object and the material from which it is made, identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.

**Working scientifically:** observing closely, identifying and classifying, using their observations and ideas to suggest answers to questions, gathering and recording data to help in answering questions.

**English: Reading:** develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.

**Writing – composition:** writing narratives about personal experiences and those of others (real and fictional), writing for different purposes, planning or saying out loud what they are going to write about, writing down ideas and/or key words, including new vocabulary.

**Art and Design:** Use a range of materials creatively to design and make products, to use drawing to develop and share their ideas, experiences and imagination.

## SCOTLAND

**Sciences: Planet Earth:** I can sort living things into groups and explain my decisions SCN 1-01a.

**Materials:** I can take appropriate action to ensure conservation of materials and resources, considering the impact of my actions on the environment TCH 1-06a.

**Social studies: People, place and environment:** I can consider ways of looking after my school or community and can encourage others to care for their environment SOC 1-08a.

**Literacy and English: Listening and talking/ Reading:** I regularly select and listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources. I regularly select subject, purpose, format and resources to create texts of my choice LIT 1-01a. I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others LIT 1-06a.

**Writing:** I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience LIT 1-20a. I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features LIT 1-24a. I am learning to use my notes and other types of writing to help me understand information and ideas, explore problems, generate and develop ideas or create new text LIT 1-25a.

**Technology: Craft, Design, Engineering and Graphics:** I can explore and experiment with sketching, manually or digitally, to represent ideas in different learning contexts TCH 1-11a.

## WALES

**Knowledge and Understanding of the World:**

**Range:** identify some animals and plants that live in the outdoor environment.

**Skills:** making observations and measurements and keeping records.

**Language, Literacy and Communication Skills**

**Reading:** read a range of suitable texts with increasing accuracy and fluency.

**Writing:** write in response to a variety of stimuli on subjects that are of interest or importance to them, including stories, poems, class activities and personal experiences, develop the use of a storyline within imaginative writing v refine the use of a storyline within imaginative writing v use a simple plan to support and organise writing, e.g. story boards, thinking maps.

**Art, Craft and Design:** explore and experiment with a variety of techniques and materials, design and make simple products and mechanisms.

## NORTHERN IRELAND

**The World Around Us: Interdependence:**

interdependence of people, plants, animals and place.

**Place:** how place influences plant and animal life, features of the immediate world and comparisons between places.

**Language and Literacy: Reading:** read, and be read to from a wide selection of poetry and prose, read with some independence for enjoyment and information.

**Writing:** understand and use a range of vocabulary by investigating and experimenting with language, for example, word games, riddles and rhymes, talk about and plan what they are going to write, write without prompting, making their own decisions about form and content, write for a variety of purposes and audiences.

**Arts:** look at a range of natural and man-made objects, visualise objects, environments, places and entities. Choose a favoured medium for the production of an image. Make drawings, paintings and three-dimensional objects.

# CURRICULUM LINKS – KEY STAGE 2 / SECOND LEVEL

## ENGLAND

**Science: Living things and their habitats:** recognise that living things can be grouped in a variety of ways, explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.

**Working scientifically:** gathering, recording, classifying and presenting data in a variety of ways to help in answering questions, recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.

**English: Reading:** develop positive attitudes to reading, and an understanding of what they read, by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

**Writing – composition:** plan their writing by: discussing and recording ideas. Draft and write by: organising paragraphs around a theme, in narratives, creating settings, characters and plot.

**Art:** Improve mastery of art and design techniques, including drawing.

## WALES

**Science: Skills:** opportunities to carry out different types of enquiry, e.g. pattern-seeking, exploring, classifying and identifying.

**Range: Interdependence of organisms:** Study through fieldwork, the plants and animals found in two contrasting local environments. **The Sustainable Earth:** Study how some materials are formed or produced.

**English Reading:** read continuous and non-continuous texts with fluency, accuracy, and enjoyment; respond to them orally and in writing.

**Writing:** write for different purposes and readers choosing words for variety and interest, use the characteristic features of simple continuous and non-continuous texts in their writing, using imagination where appropriate, choose and use words from an increasing range of imaginative vocabulary, use nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses in their writing.

**Art and Design: Skills:** select and record from: observation, experience, memory, imagination. Investigate the natural environment, the world of imagination using a variety of materials.

**Making:** design and make: two-dimensional images, three-dimensional objects and artefacts using a range of various materials for a variety of purposes.

## SCOTLAND

**Sciences: Planet Earth:** I can identify and classify examples of living things, past and present, to help me appreciate their diversity SCN 2-01a.

**Literacy and English: Listening and talking/**

**Reading:** I regularly select and listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources. I regularly select subject, purpose, format and resources to create texts of my choice LIT 2-01a. I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience LIT 2-06a.

**Writing:** I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience LIT 2-20a. I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader LIT 2-24a. I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text LIT 2-25a.

**Technology: Craft, Design, Engineering and**

**Graphics:** I can use a range of graphic techniques, manually and digitally, to communicate ideas, concepts or products, experimenting with the use of shape, colour and texture to enhance my work TCH 2-11a.

## NORTHERN IRELAND

**The World Around Us: Interdependence:** how living things rely on each other within the natural world.

**Place:** how place influences the nature of life, features of, and variations in places, including vegetation and animal life.

**Language and Literacy: Reading:** participate in modelled, shared, paired and guided reading experiences, read, explore, understand and make use of a wide range of traditional and digital texts, engage in sustained, independent and silent reading for enjoyment and information, extend the range of their reading and develop their own preferences.

**Writing:** participate in modelled, shared, guided and independent writing, including composing on-screen, write for a variety of purposes and audiences, selecting, planning and using appropriate style and form.

**Arts:** Visualise experiences of the real world and imaginative worlds when talking about memories, reminiscences, fiction, fantasies and dreams, visualise, describe and sketch objects, environments, places and entities. Make drawings, paintings and three-dimensional objects using a range of techniques and approaches.



## ACTIVITY 1:

# WILD WALK!

1. Take a nature walk with your class through your school grounds, local park or green space and get students to use the Wild Spotter guide in our student activity pack or the Seek app (link to [www.wwf.org.uk/discover-nature-seek-app](http://www.wwf.org.uk/discover-nature-seek-app)) to identify some of the wildlife they find.
2. Get students to note down which different types of wildlife they find and count or tally up the total.
3. Students can draw a bar chart or pictogram to display their results.
4. Using their results students can answer the following questions:
  - How many different species did you find?
  - Which species did you find most of? Do you think there's any reason for this?
  - How do you think your results would have changed if you conducted your nature walk in a different season?
  - What was the most interesting species you found and why?



## SEEK APP

You can download the free Seek app by iNaturalist on a phone or tablet to unlock a whole world of nature on your doorstep! From bugs to trees and everything in between, Seek's smart image recognition technology will identify what you've found and encourage you to discover the hidden natural treasures in your local surroundings.

[www.wwf.org.uk/discover-nature-seek-app](http://www.wwf.org.uk/discover-nature-seek-app)

## ACTIVITY 2:

# WILD WORLD WRITING!

1. Get students to use the Wild World Story planner in the student activity pack to develop their nature story. If you completed the Wild Walk activity you could encourage students to include some of the wildlife and habitats they found in their stories.
2. As a whole class explore some interesting nature nouns, verbs, adjectives, fronted adverbials etc. on the board. Prompt students to think about where their story will be set, in a leafy woodland? A rushing river? A hot, tropical rainforest? Up a freezing-cold, snow-capped mountain?
3. Once students have completed their plans, they can decide on a title for their story (consider alliteration and/or rhyming words to make the title catchy and fun!) and write up their Wild World Stories including some illustrations.

ACTIVITY 2:  
WILD WORLD STORY PLANNING SHEET

<b>Wild Heroes (characters)</b> What do your Wild Heroes look like? Are they people, animals or something else altogether? What are their names? Where do they live?	
<b>Wild World (setting)</b> Where is your Wild World story going to be set? What can be seen, heard, smelt, felt?	
<b>Introduction</b> How do your Wild World story start? Who is there? What are they doing?	
<b>Build up</b> What happens next? Build up to the problem.	
<b>Problem</b> The high point of the story, lots of excitement and action!	
<b>Solution</b> How do your Wild Heroes deal with the problem? How does your story end?	
<b>Wild words</b> Note down some interesting nature words to use in your story.	Adjectives:  Powerful verbs: 



## ACTIVITY 3:

# WILD BOOK CRAFTING

### YOU WILL NEED:

- Old scrap paper
- Bowl with warm water
- Spoon to stir with
- Cornflour
- Sieve or colander
- Aluminium foil
- Some heavy books



### GOING DIGITAL

Students can create their own awesome digital book using Book Creator. They can design a book layout, type up their Wild World Story and include some wild graphics and illustrations!

[bookcreator.com](http://bookcreator.com)

### Instructions

1. Tear some old scrap paper into little strips and put them into a bowl of warm water for a few hours, stirring every now and then.
2. Add a tablespoon of cornflour to help hold the paper together. If you wanted to you could add some food colouring to colour your paper as well.
3. Put the paper mush into a sieve or colander to drain out the extra water.
4. Spread your paper pulp onto a clean surface on top of some aluminium foil.
5. Add another layer of foil on top and flatten the paper with heavy items like books.
6. Let the paper dry overnight
7. Your recycled paper is now ready to use!

If you make more than one sheet of paper you can bind this into your own book.

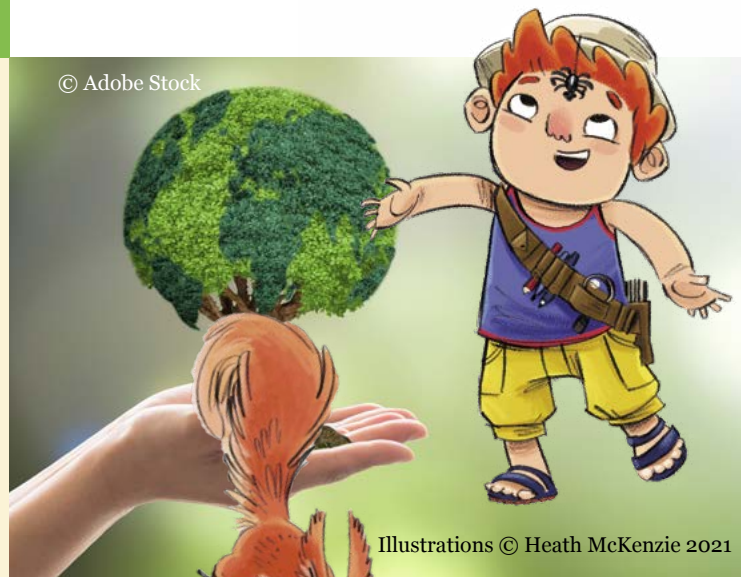
1. When your paper is dried use a hole punch to make two holes along one of the long sides of the paper – try to get these holes about 2cm away from the edge
2. Use some ribbon or string to bind your book together – make sure you don't pull it too tight otherwise you won't be able to open your book!
3. Once your book is finished you could use it to write up your Wild World Story! (Tip: it's best to use a pencil when writing on your recycled paper to prevent any ink running)

## ACTIVITY 4:

# PAPER JOURNEY

1. Students should read the text at the top of the Paper Journey activity in the student activity pack and answer the following questions:
  - Write down three different items made from paper.
  - Making paper means that we have to cut down trees. How might this affect wildlife?
  - How can we try and reduce the amount of paper we waste?
  - How can we make sure the paper we use comes from a **sustainable** source?
2. Students should cut out the sentences and arrange them in the correct order to show how paper is made

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### EXTRA:

Students can design a Forest Hero campaign to encourage people to think about their paper use at school and at home. Campaigns should encourage people not to waste any paper that could be reused, make sure waste paper is being recycled in the correct recycling bin and try to make sure that all the paper used at school has the FSC tick tree logo on it!





## ACTIVITY 5:

# BE A WILD HERO BUILD A BIRD FEEDER



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Providing food for birds is one of the most helpful things that we can do for our feathered friends. Why not build a bird feeder and put it up around your school or home to give your local birds a helping hand.

### YOU WILL NEED:

- Plastic bottle with lid – washed
- Scissors
- String
- Twigs or pencils
- Bird seed – e.g. sunflower seeds, millet, niger seed

### Instructions

1. Hold your plastic bottle upright (lid at the top) and using the scissors cut a hole (around the size of a penny), about 3 cm from the bottom. This will be the doorway of the feeder.
2. At the top of the bottle use the scissors to make two small holes, one on each side. Thread your string through the two holes – this will be used to hang up your feeder.
3. Use the scissors to pierce a small hole just under the doorway and repeat on the opposite side.
4. Poke your twig or pencil through the small holes under the doorway to create a perch for the birds.
5. Pour in your good quality bird seed into the bottle and put the lid back on
6. Your bird feeder is now ready to hang up around your school or home – just remember to keep it topped up!

Illustrations © Heath McKenzie 2021



# BUILD A BUG HOTEL

Leaves, straw, bamboo, twigs and old pots... these are the things that bugs, bees and spiders absolutely love! Why not help to look after these amazing creatures by building them their very own bug hotel around your school or home?

### YOU WILL NEED:

- Bricks
- Pallets or strips of wood
- For the filling, any of the following: egg boxes, ceramic plant pots, plastic containers, plastic drain-pipe, bits of old wood, logs drilled with different sized holes, leaves, twigs, pinecones, straw, stones, old bamboo canes.



### Instructions

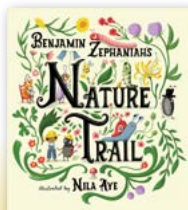
1. Find a level place for your bug hotel – lots of minibeasts like to live in cool and damp conditions so near a shady hedge, wall or tree is a good spot!
2. Use your pallets or your bricks and wood to create a layered tower structure with spaces in between each layer.
3. Fill the spaces with your different materials. You can use different materials to create smaller habitats for different bugs for example you can use straw which is good for small invertebrates to burrow in and have a safe environment to hibernate, or you could fill a length of drain-pipe with bamboo canes to create a wonderful habitat for bees.
4. Once most of the spaces are filled in you can use loose leaves, bark and pine cones to fill in some of the smaller gaps.
5. Carry on until you have made your hotel as high as you want, then cover with something waterproof e.g. bricks or roofing tiles to give your bug hotel a waterproof roof.
6. Once your bug hotel is finished, you could plant some wildflowers around it. They'll not only look beautiful, but will provide food for bees, butterflies and other flying insects that will be attracted to your habitat.



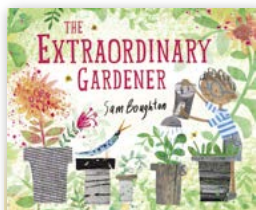
# WILD READING RECOMMENDATIONS

We've got some reading recommendations for your classes and many more can be found as part of the Wild World Heroes Book Collection <https://summerreadingchallenge.org.uk/wild-world-heroes-bc-landing>

## Key Stage 1 / 1st Level



**Nature Trail**  
by Benjamin Zephaniah



**The Extraordinary Gardener** by Sam Boughton



**Into the Wild**  
by Robert Vescio



**Omar, The Bees and Me** by Helen Mortimer



**Look What I Found in the Woods** by Moira Butterfield

## Key Stage 2 / 2nd Level



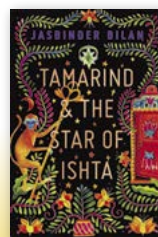
**A Poem for Every Summer Day** by Allie Esiri



**Guardians of Our Planet** by Clive Gifford



**Jungledrop** by Abi Elphinstone



**Tamarind & the Star of Ishta** by Jasbinder Bilan



**My Name Is River** by Emma Rea

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## Resources from WWF

WWF Live Lessons and Webinars: Wild World Heroes <https://www.wwf.org.uk/get-involved/schools/summer-reading-challenge>

Schools newsletter sign up <https://www.wwf.org.uk/get-involved/schools#register>

Learn To Love Nature - themed content that encourages young people to connect with nature and learn more about our amazing planet. <https://www.wwf.org.uk/learn/love-nature>

Future Visions - share your vision of life in the future, when balance with nature is restored. <https://www.wwf.org.uk/get-involved/schools/future-visions>

Education for a Sustainable Planet – teacher course on how to embed sustainability as a whole school approach <https://education.microsoft.com/en-us/learningPath/19416e8e>

Let's Go Zero – join UK schools taking on climate change <https://letsgozero.org/>

## Resources from the Reading Agency

Wild Word Heroes Schools Zone <https://summerreadingchallenge.org.uk/school-zone-src>

Wild World Heroes Book Collection <https://summerreadingchallenge.org.uk/wild-world-heroes-bc-landing>

Teacher's Reading Challenge <https://teachersreadingchallenge.org.uk/>



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