

LIVING PLANET REPORT

STARTER ACTIVITIES



INSTRUCTIONS



1. Watch our Living Planet Report video

[Link: Living Planet Report 2026 | WWF](#)

2. Choose one of the starter activities to try with your class

ACTIVITY 1: DRAW THAT CREATURE



Step 1: Using a timer give students 30 seconds to draw one of the following animals:

Saiga, Vaquita, Shoebill, Coati

Step 2: Get students to hold up their drawings and choose the closest (images on following slides)

Step 3: Having looked at whichever image is the closest, give students a further 30 seconds to draw the animal.

Step 4: Reveal the corresponding animal on the following slides – is that what they expected?

SAIGA



SHOEBILL



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COATI



VAQUITA



* Vaquitas are critically endangered and so there are limited images of them in the wild! They look like small, short nosed dolphins.

ACTIVITY 2: BIODIVERSITY EMERGENCY



Step 1: Split students into groups. Assign each group one of the following ecosystems: **rainforest, coral reef, Antarctic sea ice, Himalayan mountains, African savannah** (images next slides)

Step 2: Show students potential risk cards (following slides)

Step 3: Ask students to spend 1 minute deciding which risk (or risks) could be affecting their habitat (risks might not be visible!)

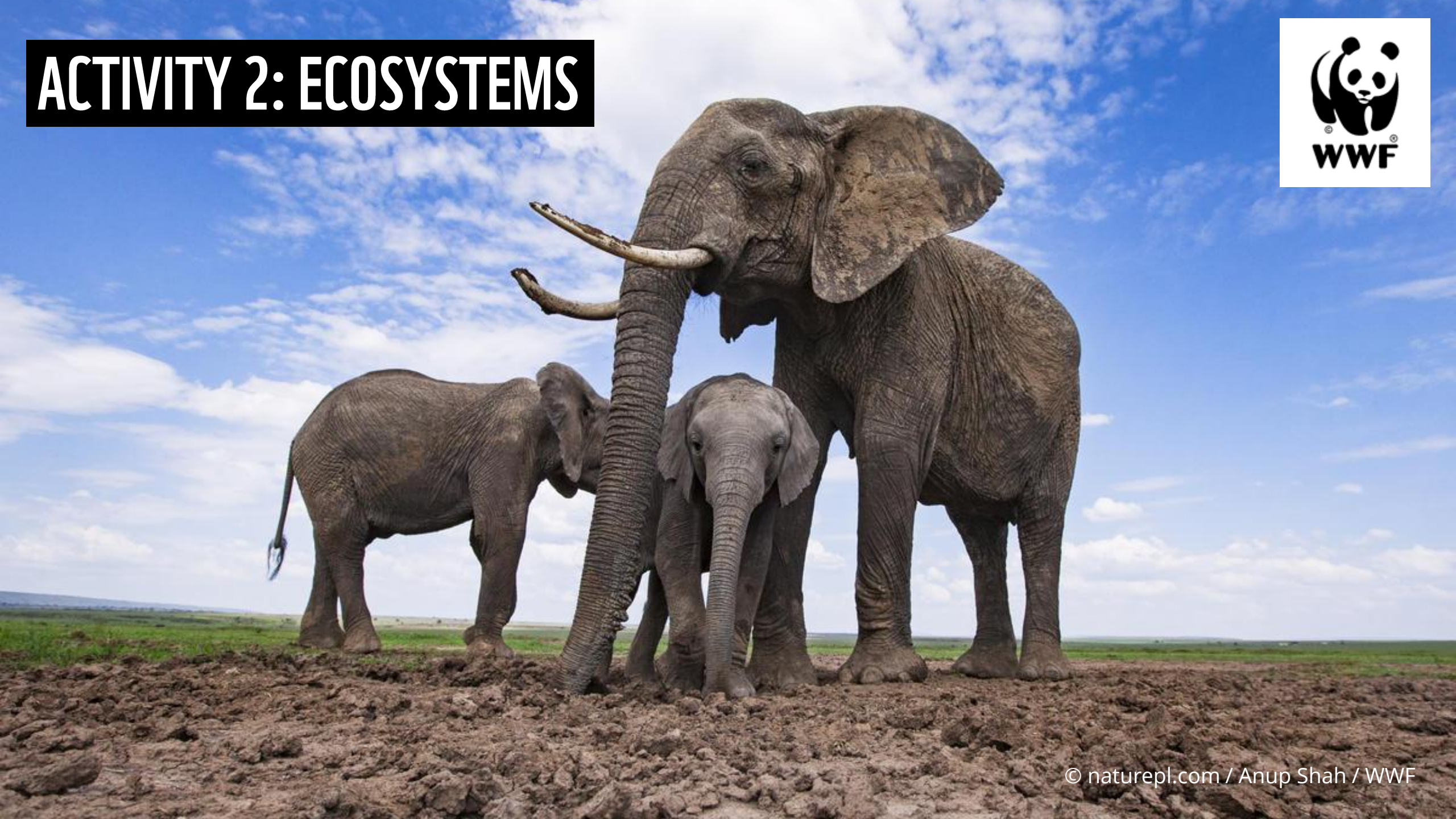
Step 4: Students nominate group member to feed back to the class.

Step 5: Discuss as a class how people, governments and businesses could help to address these biodiversity emergencies. Are there any complexities to the issues that need to be considered?

ACTIVITY 2: ECOSYSTEMS



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ACTIVITY 2: POTENTIAL RISKS



Overfishing

Deforestation

Plastic pollution

Increasing
temperatures

Urbanisation

Rising sea level

Human - wildlife conflict

More extreme
weather events

Habitat fragmentation

ACTIVITY 3: WHO AM I?



Step 1: Write animal names on post it notes or equivalent.

Step 2: Hand out one post it to each student face down.

Step 3: Ask students to stick post it to their forehead without looking at it.

Step 4: Students ask 'yes or no' questions to work out what their animal is. Optional – they can only ask one question per person they talk to.

Step 5: Assign different areas of the room/tables to be different ways that humans can restore habitats.

Step 6: Students now go to the area/table that they think their animal would benefit the most from. Ask a few students why they made their choice?

ACTIVITY 3: ANIMALS & WAYS OF RESOTRING NATURE



- Orangutan
- Tree frog
- Otter
- Tiger
- Green turtle
- Red squirrel
- Mountain gorilla
- Blue whale
- Lion
- Reef shark
- Sloth
- Jaguar
- Emperor penguin
- Snow leopard
- Manta ray
- Sea slug
- Red fox
- Polar bear
- Hedgehog
- Wood pigeon

- Reforestation (mass planting of trees)
- Reducing reliance on fossil fuels
- Clearing up ocean plastics
- Adding more marine conservation zones (overfishing is banned in these zones)

ACTIVITY 4: £100 MILLION CHALLENGE



Step 1: Give students a few minutes to decide how they are going to spend their money to help restore biodiversity.

Step 2: Students nominate group member to feed back to the class on their decisions.

Step 3: Introduce a biodiversity emergency e.g. major rainforest has just been destroyed or sea level temperatures have rapidly increased

Step 4: Give students 2 more minutes to see whether they want to adjust their spending.

Project	Cost
Reforestation of major rainforest	£60m
New marine conservation zones	£60m
Decrease reliance on fossil fuels	£70m
Encourage sustainable farming practices	£40m
Ban single use plastics	£20m
Ban pesticides	£30m

ACTIVITY 5: HEADLINES



Step 1: Teacher provides students with a short conservation success story to read (see next slide or choose your own). This could be read to the class and displayed on the board, or printed handouts.

Step 2: Give students a few minutes of thinking time to create a catchy title for the news article. This could be in table groups, pairs, or individually.

Step 3: Encourage students to share their ideas with class aloud or write them on the board.

ACTIVITY 5: HEADLINES

WWF works hand in hand with volunteers and local turtle monitors (Dau ni Vonu) to better understand and protect nesting sites and safeguard the hawksbill and green turtles that nest on Fiji's beaches. For the last four years, the team have set out on month long annual surveys across four of Fiji's turtles nesting beaches, gathering nesting, hatchling, DNA and threats data.

Although green turtles were downlisted from 'endangered' to 'least concern' globally in 2026, they remain locally endangered in Fiji, alongside critically endangered hawksbill turtles. The nesting monitoring team have recorded threats including beach erosion, storm surges and egg poaching.

The Dau ni Vonu's work has contributed to improving baseline knowledge of Fiji's marine turtle populations¹. The close partnership with local communities, traditional leaders, and resource custodians is reinforcing community stewardship and strengthening local ownership of marine turtle conservation efforts.

The nesting data is helping us to better understand the status of green and hawksbill turtles in Fiji. The team are still working on analysing this four-year dataset alongside in-water survey and satellite tracking datasets, but we have some preliminary insights. There are some mixed results, but these do include some positive signs. Green turtle nest numbers appear to have increased across 3 of the monitored sites and have shown around 93% hatchling success.

Although all monitored beaches were classified as low-density nesting sites, the study confirmed that Fiji continues to support important nesting populations of green and hawksbill turtles and provide good nesting conditions in community monitored areas.



Thanks to the success of the existing collaboration work with the Dau ni Vonu, in April 2026, the WWF team travelled to potential new community nesting monitoring sites in western Fiji. The sites were selected based on community knowledge and historical records of nesting activity. Although no active nests were found during the trip, there were promising signs. Tracks in the sand suggested a green turtle had visited one of the beaches to nest and communities openly shared their local ecological knowledge. The findings from this trip highlight the importance and possibility of potential future collaboration to better understand the nesting turtles of western Fiji's beaches.

2026 has given us reasons to be hopeful for the future of green and hawksbill turtles in Fiji and reminds us of the importance of continuing to protect them and their nesting beaches.

1. July 2026 TPR

ACTIVITY 5: POEM

Using the Living Planet Report video as inspiration, ask students to write a very short poem to highlight the idea that nature can bounce back when given the chance.

