



TWO PANDAS,  
TOGETHER A  
BRIGHTER FUTURE  
IS POSSIBLE



# PROJECT PANDA



Fun learning activities inspired by two iconic pandas



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## OVERVIEW

WWF and DreamWorks Animation have teamed up ahead of the launch of “Kung Fu Panda 3” to explore all things panda. In these three standalone, curriculum-linked activities you and your class can celebrate these two iconic pandas joining forces to protect our planet.

The fun and engaging resources encourage and support pupils aged 7 to 11 to work scientifically, undertake a geographical enquiry and get creative.

Use them as a stimulus to generate creative ideas to enter our panda design competition – see below.

**PANDA POWER:** Introduces children to the WWF panda – and how the charity works to save endangered and vulnerable species and the places where they live – e.g. rivers, oceans, and forests. Pupils create digital montages to celebrate the awe and wonder of nature.

**PANDA PARADISE:** Explores Po’s panda paradise and the region of China where real giant pandas live. Pupils discover the climate and key features pandas need to survive, and get creative by designing their own panda paradise, drawing on what they’ve learnt.

**PROTECT PANDA:** Focuses on the panda itself by encouraging pupils to explore what these iconic species are really like; vital statistics, threats, key facts and figures, with some fun comparative content linked to Po in “Kung Fu Panda 3”. What threatens pandas and could kung fu really save them?

Each activity card contains curriculum-aligned activity ideas, links to online research and stimulus materials, and a research topic for further investigation. Pupils respond by creating digital, 2D and 3D artwork and posters.

## Curriculum links

### ENGLAND KS2

**Computing; Geography:** Locational knowledge, place knowledge, human and physical Geography; **English Language and Literacy;** **Physical Education; Science:** Working scientifically, plants, animals including humans; Art & Design

### NORTHERN IRELAND KS2

**The World Around Us;** Science and Technology interdependence, **Geography, place; Language and Literacy; Physical Education; The Arts**

### SCOTLAND CURRICULUM FOR EXCELLENCE P4-P7

**Technologies** ICT to enhance learning; **Social Studies** People, place and environment; **Languages; Health and Wellbeing:** Physical Wellbeing; **Sciences Planet Earth,** Biodiversity and interdependence; **Expressive Arts: Art and Design**

### Wales KS2 2015

**Information and Communication Technology; Geography:** Locating places, environments and patterns; **English; Physical Education; Science:** Interdependence; **Art & Design**

## Design a panda competition!

We’re inviting your pupils to get creative in our **PANDATASTIC** competition.

WWF works to protect forests, rivers, oceans and wildlife around the world and we’d like your pupils to use our panda template (see page xx) to capture what they love about these things and show us what part of our planet most awes them.

The winning design will be brought to life with the help of a community artist on a life-size panda sculpture which your school can keep!

The winning school will also win:

- £1,000 towards a green project in your school
- A WWF animal adoption of your choice

In addition we have copies of the first two “Kung Fu Panda” films for the winning pupil(s) and lots of fantastic runner-up prizes of “Kung Fu Panda 3” goody bags.

The competition closing date is 5pm on 5 February 2016. Visit our website [www.wwf.org.uk/kungfupanda3schoolresources](http://www.wwf.org.uk/kungfupanda3schoolresources) for more details, including Terms & Conditions.



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# PANDA POWER

## OVERVIEW

Celebrate the joint forces of two mighty pandas by exploring what makes them both so special. This activity gets behind the iconic WWF panda: what does it stand for as a symbol of all the work WWF does over the world to protect wildlife?

This activity will introduce the pupils to Sir Peter Scott who designed the logo and what it symbolises for the charity. They also look at the use of the panda as the main character in “Kung Fu Panda 3” and consider why from all the animal characters the panda was chosen.



## Get going

Show pupils the WWF Panda logo together with an image of Po from Kung Fu Panda 3” using slide 1 on the “Panda Power” PowerPoint. Ask:

Do they recognise the pandas? What do they mean to them? Why was the panda chosen over the thousands of other animals to represent the conservation work of WWF and as the unlikely hero in “Kung Fu Panda 3” who will fight to protect his friends, family and the place they call home? What do they have in common?

Briefly explain the history of the logo using slide 2 from the Panda Power’ PowerPoint:

- The inspiration came from Chi-Chi: a giant panda that arrived at London Zoo in 1958. WWF’s founders wanted a symbol that could be recognised by people speaking any language – the big, furry animal with black-patched eyes stood out.
- Based on an artist’s sketches, Sir Peter Scott, one of the founders, drew the first logo, and said at the time: “We wanted an animal that is beautiful, is endangered, and one loved by many people in the world for its appealing qualities. We also wanted an animal that had an impact in black and white to save money on printing costs.”
- The black and white panda has since come to stand as a symbol for the conservation movement globally.

In groups allow pupils time to explore the different characters used in “Kung Fu Panda 3” - visit [www.dreamworks.com/kungfupanda/characters](http://www.dreamworks.com/kungfupanda/characters) - and discuss why pupils think the panda was chosen as the main character for the movie. Then compare their reasoning to WWF’s decision to use the panda as their logo.

### For more information visit:

- Why do we love pandas?  
[www.bbc.co.uk/news/world-12160538](http://www.bbc.co.uk/news/world-12160538)
- [wwf.org.uk/peterscott](http://wwf.org.uk/peterscott)
- [wwf.org.uk/history](http://wwf.org.uk/history)
- [wwf.org.uk/timeline](http://wwf.org.uk/timeline)





## Find out! What does WWF do?

Pupils use their introductory discussions to springboard their enquiry into the common purpose of Po and the WWF panda of protecting places and wildlife in danger.

Watch the WWF-UK 'A day in the Life' film [wwf.org.uk/adayinthelife](http://wwf.org.uk/adayinthelife) and ask pupils to think of words which they associate with WWF. These can either be displayed as a word wall or can be grouped into different word classes e.g. adjectives (caring, passionate); nouns (panda, wildlife); verbs (care, protect).

- [wwf.panda.org/what\\_we\\_do/](http://wwf.panda.org/what_we_do/)
- [wwf.org.uk/whatwedo](http://wwf.org.uk/whatwedo)
- [wwf.org.uk/howweare](http://wwf.org.uk/howweare)

Pupils choose an inspirational focus from nature, e.g. forests, rivers, wildlife or oceans, then research and collate relevant key facts, images and sounds using the below:

- the 'Panda Power' PowerPoint slides
- WWF's wild places – where we work:  
[wwf.org.uk/wherewework](http://wwf.org.uk/wherewework)
- Forests [wwf.org.uk/whereweworkforests](http://wwf.org.uk/whereweworkforests)
- Rivers [wwf.org.uk/riversandlakes](http://wwf.org.uk/riversandlakes)
- Wildlife [wwf.org.uk/wildlife](http://wwf.org.uk/wildlife)
- Oceans [wwf.org.uk/oceansandcoasts](http://wwf.org.uk/oceansandcoasts)



## Get creative!

Pupils combine their researched images and facts with the words from their word wall/word cluster conveying their awe and wonder to create emotive digital montages or slide show presentations. Where resources allow, pupils could also consider adding soundtracks or music.

Pupils prepare to showcase their work by giving it a title and deciding how they will explain their choice to others.

Pupils share and peer evaluate montages/slide shows.

## Take part - Competition entry

Pupils could draw on their montages and presentations to help them develop designs for our creative competition. We're inviting them to capture what they love about the forests, rivers, oceans and wildlife around the world that WWF works to protect. And we'll help the winner(s) use this design to decorate a life-size panda sculpture. There are some great prizes for your pupils and your school to be won, so check out page 8 of this pack and our dedicated web page at [wwf.org.uk/kungfupanda3schoolresources](http://wwf.org.uk/kungfupanda3schoolresources) for more information.





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# PANDA PARADISE

## OVERVIEW

“Kung Fu Panda 3” introduces the concept of a ‘panda paradise’, a sanctuary where pandas thrive, hidden in secret from the rest of the world. This activity gets pupils to research and consider what this would look like if created for real pandas.

Pupils explore the natural habitat of the panda and identify the key features of the select region in China where wild pandas live, using maps and an image bank to aid their research. Plus they investigate the growing conditions required for the panda’s favourite food; bamboo. Pupils use what they have learned to create and plan their own panda paradise – they can even use the ideas to enter our competition.

## Find out! What is a paradise for pandas?

Wild pandas live in dense bamboo forests found in the six isolated mountain ranges in south-western China, on the eastern edge of the Tibetan Plateau, in the provinces of Gansu, Shaanxi and Sichuan. Their home is a beautiful place where climate is generally damp, summers cool and snow is common in winter.

Dense mists cling to the treetops all year round and winter snows don’t melt until June. Take a look back at some of the images from “Kung Fu Panda 3” and consider what time of year it is and if pupils think it is a paradise.

### Use the links below to find out more about the habitat of the giant panda:

- [wwf.panda.org/what\\_we\\_do/where\\_we\\_work/project/google\\_earth/](http://wwf.panda.org/what_we_do/where_we_work/project/google_earth/)  
N.B. Once you’ve downloaded Google Earth click the link to Giant panda habitats China to be prompted to open in GoogleEarth.
- [http://wwf.panda.org/what\\_we\\_do/endangered\\_species/giant\\_panda/panda/where\\_panda\\_lives\\_habitat/](http://wwf.panda.org/what_we_do/endangered_species/giant_panda/panda/where_panda_lives_habitat/)
- [wwf.panda.org/what\\_we\\_do/endangered\\_species/giant\\_panda/solutions/](http://wwf.panda.org/what_we_do/endangered_species/giant_panda/solutions/)
- [www.chinahighlights.com/giant-panda/habitat.htm](http://www.chinahighlights.com/giant-panda/habitat.htm)
- [www.chinahighlights.com/sichuan/](http://www.chinahighlights.com/sichuan/)
- [www.chinahighlights.com/chengdu/](http://www.chinahighlights.com/chengdu/)

### Further resources:

- *Giant Pandas* by Lynn M. Stone
- [ngkids.co.uk/places/country-fact-file-china](http://ngkids.co.uk/places/country-fact-file-china)

## Get going

View some of the images from “Kung Fu Panda 3” (scroll to the bottom of the page to ‘Gallery’) [www.dreamworks.com/kungfupanda/movies/kung-fu-panda-3](http://www.dreamworks.com/kungfupanda/movies/kung-fu-panda-3) What do pupils notice about the panda village and amazing scenery from the film? Ask pupils to name key features and discuss what the climate might be like.

Using a World map or globe, help pupils locate China in relation to the UK, then use the giant panda habitat map at [wwf.panda.org/what\\_we\\_do/endangered\\_species/giant\\_panda/panda/where\\_panda\\_lives\\_habitat/](http://wwf.panda.org/what_we_do/endangered_species/giant_panda/panda/where_panda_lives_habitat/) to discover exactly which regions of China wild pandas now call home.





## Get Growing!

Discuss what pupils already know about the giant panda's favourite food:

**bamboo.**

Use this clip to demonstrate how quickly bamboo grows: <https://www.youtube.com/watch?v=ppi4HJnI3-k>

Follow the advice and instructions given by the Royal Horticultural Society at [www.rhs.org.uk/advice/profile?PID=79](http://www.rhs.org.uk/advice/profile?PID=79) to grow your own bamboo. The plant finder [www.rhs.org.uk/plants/search-form](http://www.rhs.org.uk/plants/search-form) will help you source the right sort of bamboo for your growing conditions (some can spread and they can be quite vigorous!).

**Growing bamboo: Science investigation key questions:**

- What are the growing conditions required for bamboo? Do these differ from other plants you've investigated?
- What factors influence the rate of growth?
- What factors influence ultimate height?

Remember to water and measure regularly. Bamboo grows incredibly fast. Make sure you record changes in height and appearance of your bamboo.

Consider filming and photographing to record and diarise growth.

Find out more about the giant panda's diet: [wwf.panda.org/what\\_we\\_do/ endangered\\_species/giant\\_panda/panda/](http://wwf.panda.org/what_we_do/ endangered_species/giant_panda/panda/)

**Consider how you will use the mature bamboo in your school grounds.**

**Below are some ideas:**

- **Bamboo screening** – use live or cut bamboo to create different areas in your playground
- **Bamboo arch** – make arches within your grounds which can be used to support climbing plants for decoration or even linked together to create a feature
- **Bamboo tunnel** – create a bamboo tunnel as a grand entrance feature or just for games of hide and seek
- **Outdoor classroom** – build your own outdoor classroom using bamboo screening and arches to create a sheltered outdoor space
- **Panpipes** – use any off-cuts of mature bamboo to make and play panpipes. Glue three or more different lengths, side by side, aligned at the top edge. Bind together with wool, string or fabric. Blow across the top to create a unique sound.



## Get Creative!

Using what they have learned pupils design their own panda paradise for Po and his panda friends and create either:

- a 2D design with captions and labels
- or
- a 3D diorama scene with a detailed map of each area

Each design should include an explanation of how their design meets the needs of the giant panda.

**Pupils share and peer evaluate their designs.**

## Take part - Competition entry

Pupils could draw on their 2D designs or 3D diorama scenes to help them develop entries for our creative competition. We're inviting them to capture what they love about the forests, rivers, oceans and wildlife around the world that WWF works to protect. And we'll help the winner(s) use this design to decorate a life-size panda sculpture. There are some great prizes for your pupils and your school to be won, so check out page 8 of this pack and our dedicated web page at [wwf.org.uk/kungfupanda3schoolresources](http://wwf.org.uk/kungfupanda3schoolresources) for more information.



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# PROTECT PANDA

## OVERVIEW

Pupils are introduced to the character Po from “Kung Fu Panda 3”. Using film clips pupils consider his characteristics then investigate and compare these to real panda characteristics. Pupils watch film footage of real panda behaviour and movement, use primary and secondary sources of information to research real pandas to consider if a real giant panda could do Kung Fu and whether this would help protect them from extinction. Pupils use the factual information found to help form and present their own opinion and response.

## Get going

Watch some footage of giant pandas at: [www.arkive.org/giant-panda/ailuropoda-melanoleuca/videos.html](http://www.arkive.org/giant-panda/ailuropoda-melanoleuca/videos.html) and discuss what the giant panda is like – how does it move and behave?

Now introduce the lovable, hilarious Po: [www.dreamworks.com/kungfupanda/videos/kung-fu-panda-3-teaser-trailer](http://www.dreamworks.com/kungfupanda/videos/kung-fu-panda-3-teaser-trailer)

Compare and contrast the two examples and brainstorm a list of key similarities and differences.

Ask pupils what most appeals to them about pandas. Why are they so unique? How would they respond if pandas were to become extinct?



## Find out! Could kung fu help real pandas?

Pupils investigate why giant pandas are endangered using the resource sheet ‘Threats to pandas’ and the links below.

- [wwf.panda.org/what\\_we\\_do/endangered\\_species/giant\\_panda/problems/](http://wwf.panda.org/what_we_do/endangered_species/giant_panda/problems/)
- [wwf.org.uk/giantpanda](http://wwf.org.uk/giantpanda)
- [iucnredlist.org/details/712/0](http://iucnredlist.org/details/712/0)

Read about some of the ways WWF is working to protect pandas – [wwf.org.uk/giantpanda](http://wwf.org.uk/giantpanda) Ask pupils, could Kung Fu really help protect pandas? Challenge pupils to consider how pandas can be protected in the real world. Share some of pupils’ most innovative ideas as a group.

## Get creative!

Pupils share their research findings and consider ways in which they could help protect the giant panda. Using what they’ve learned pupils create artwork to raise awareness of the threats to giant pandas and/or pledge their support for their conservation and protection. Consider using black and white juxtaposed with vibrant colours, or real images and cartoon illustrations. Use the panda paw template to create individual designs, create a Panda paw or give a thumbs up to pandas!

Pupils share and peer evaluate their artwork.



## Get Active!

Many kung fu moves are inspired by animals. The five basics are:

**Tiger** – Chinese king of the beasts; bold, fierce with claws that rip and tear. Doing the tiger in kung fu is said to strengthen bones

**Leopard** – smooth, sleek and fierce; smaller than the tiger but stronger and faster. Doing the leopard in kung fu is said to strengthen muscles

**Crane** - beautiful and perfectly balanced; represents long life. Doing the crane in kung fu is said to improve balance, concentration and endurance

**Snake** - never shows fear or anger; strikes with lightning speed and deadly poison when threatened. Doing the snake in kung fu is said to improve self-control and inner energy

**Dragon** - associated with water the mythical Chinese dragon is sudden, surprising; appearing and disappearing. Doing the dragon in kung fu is said to develop inner spirit

Praying mantis and monkey are also kung fu moves but giant panda certainly isn't! Watch the "Kung Fu Panda 3" trailer again at

[www.dreamworks.com/kungfupanda/videos/kung-fu-panda-3-teaser-trailer](http://www.dreamworks.com/kungfupanda/videos/kung-fu-panda-3-teaser-trailer) and discuss with pupils how the animators have related some of the characters to kung fu animals.

### Have a go!

Use the links below to help your pupils learn some kung fu stances and their uses (NB these web pages contain advertising content so you'll need to set the films up ready to start and show in full screen mode):

**The crane:** [www.howcast.com/videos/507093-how-to-do-the-crane-stance-shaolin-kung-fu/](http://www.howcast.com/videos/507093-how-to-do-the-crane-stance-shaolin-kung-fu/)

**The horse:** [www.howcast.com/videos/507094-how-to-do-the-horse-stance-shaolin-kung-fu/](http://www.howcast.com/videos/507094-how-to-do-the-horse-stance-shaolin-kung-fu/)

**The cat:** [www.howcast.com/videos/507095-how-to-do-the-empty-stance-shaolin-kung-fu/](http://www.howcast.com/videos/507095-how-to-do-the-empty-stance-shaolin-kung-fu/) This next clip shows the kung fu fight moves for the five basic animals; the tiger, dragon, leopard, snake and crane <http://www.howcast.com/videos/507089-5-animals-of-kung-fu-shaolin-kung-fu/> and explains how they relate to each animal.

Why not allow pupils time in their next PE session to practice and combine some of the amazing kung fu moves they've learned?

## Take part - Competition entry

Pupils could draw on this activity to help them develop designs for our creative competition. We're inviting them to capture what they love about the forests, rivers, oceans and wildlife around the world that WWF works to protect.

And we'll help the winner(s) use this design to decorate a life-size panda sculpture. There are some great prizes for your pupils and your school to be won, so check out page 8 of this pack and our dedicated web page at [wwf.org.uk/kungfupanda3schoolresources](http://wwf.org.uk/kungfupanda3schoolresources) for more information.





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# DESIGN A PANDA

## COMPETITION ENTRY FORM

Closing date - 5 February 2016

Name: \_\_\_\_\_

Age: \_\_\_\_\_

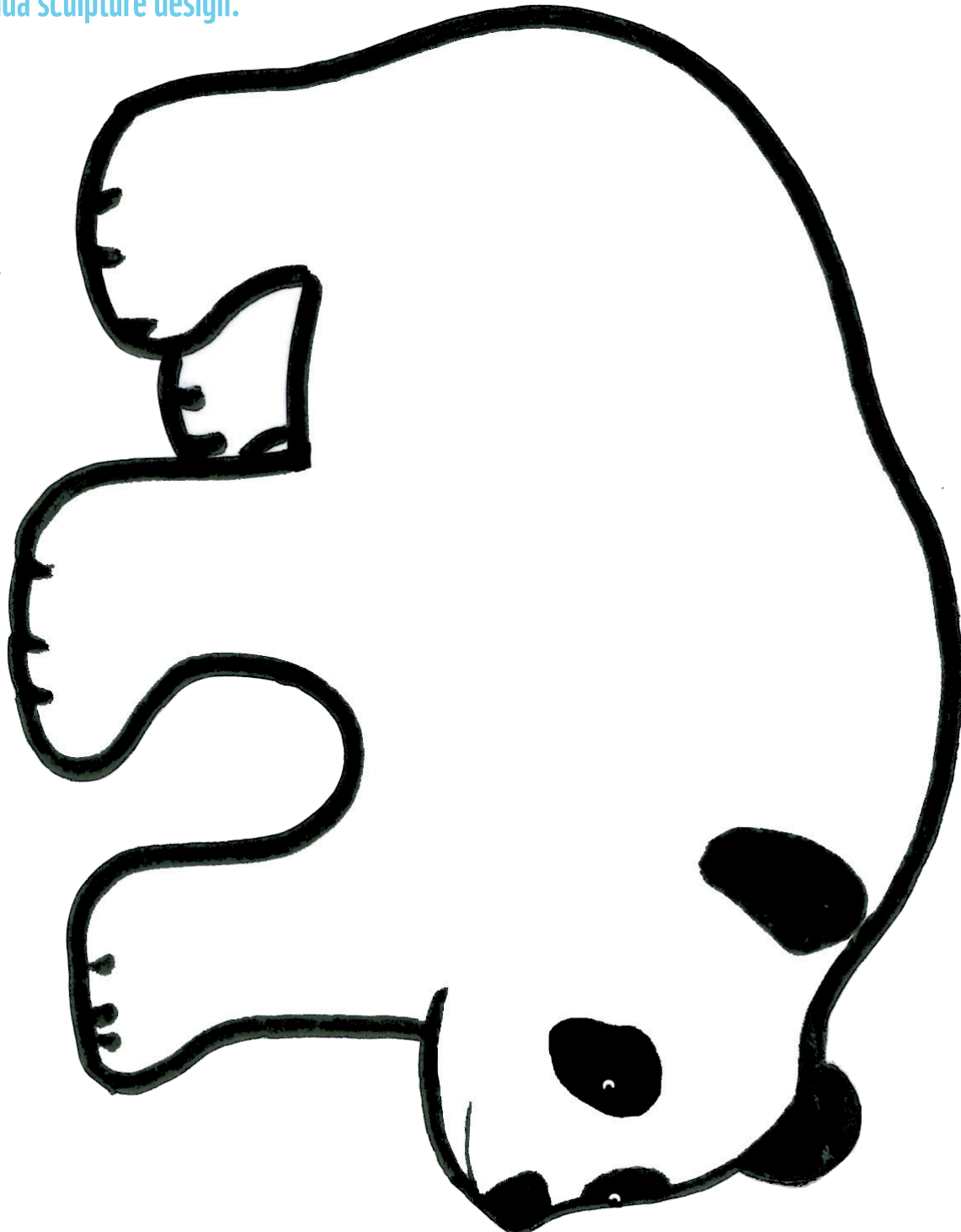
School: \_\_\_\_\_

Class: \_\_\_\_\_

School contact details: \_\_\_\_\_

Teacher name: \_\_\_\_\_

### My panda sculpture design:



**Teachers:** Please send completed entries to Design a Panda competition, Schools & Youth team, WWF-UK, The Living Planet Centre, Rufford House, Brewery Road, Woking, Surrey GU21 4LL. We will accept entries both on the template (which you can enlarge) or on separate A4/A3 sheets of paper as long as the completed entry template is attached – see [wwf.org.uk/kungfupanda3schoolresources](http://wwf.org.uk/kungfupanda3schoolresources) for more details. You can also scan your entry template and send to [schools@wwf.org.uk](mailto:schools@wwf.org.uk) but remember to put 'Design a Panda' competition as your subject line. Please tick to confirm you agree to our Terms & Conditions available at [wwf.org.uk/kungfupanda3schoolresources](http://wwf.org.uk/kungfupanda3schoolresources)



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# PANDA PAW TEMPLATE

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# PROTECT PANDA - THREATS TO PANDAS

## OVERVIEW

Giant pandas are one of our most endangered species with fewer than 2,000 left in the wild. They were once widespread throughout southern and eastern China and now they populate just a handful of isolated areas: [wwf.panda.org/what\\_we\\_do/endangered\\_species/giant\\_panda/panda/where\\_panda\\_lives\\_habitat/](http://wwf.panda.org/what_we_do/endangered_species/giant_panda/panda/where_panda_lives_habitat/)

## SPECIALISED DIET

- Pandas depend on bamboo as their primary food source but every 30-120 years, bamboo flowers and then subsequently dies, which reduces its availability. During massive bamboo flowering events, pandas need to disperse to new areas to forage – but they're hard to find

## HUMAN DISTURBANCE

- Humans interfere with pandas' habitats to harvest bamboo, collect firewood and gather herbs for use in medicine

## TOURISM

- Heavy tourist traffic and over development is causing a high level of disturbance

## HABITAT LOSS

- The panda's habitat has been lost due to large areas of China's natural forests being cleared for agriculture, timber, and firewood to meet the needs of China's growing human population. This has resulted in panda populations decreasing in size and becoming confined and isolated to high mountain ridges
- This habitat loss also affects other species such as red pandas, Asiatic black bears, golden snub-nosed monkey, takin and crested ibis
- Their habitat has been fragmented by large scale infrastructure development such as mining, dam and hydropower facilities, roads and railways.
- The panda's habitat is also important for the livelihoods of local people, who use it for food, income, fuel for cooking and heating, and medicine. It's also important for other people across the country.

## CLIMATE CHANGE

- Average temperatures are rising and it's predicted that habitat suitable for pandas will move to higher elevations.



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