



for a living planet[®]

“In all things of Nature
there is something of
the marvellous.”

Aristotle, Philosopher and teacher
(384 BC – 322 BC)

“The most important task,
if we are to save
the Earth, is to educate.”

Sir Peter Scott, WWF founder
(1909 – 1989)

ONE PLANET[®]
SCHOOLS



Welcome to Learn

WWF's free termly poster resource for schools

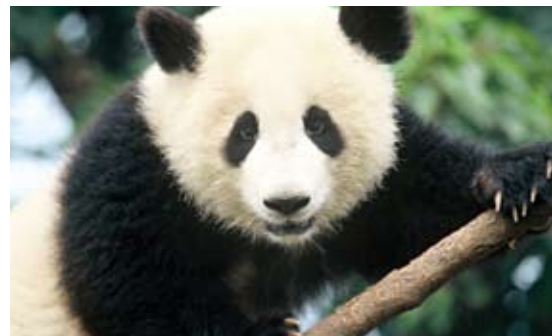
This edition of **Learn** looks at the work and history of WWF.

WWF was established in 1961 with the primary aim of safeguarding endangered species. Over the years, our work has evolved into three main focus areas: safeguarding the natural world (the focus of this issue of **Learn**), tackling climate change and changing the way we live. Future issues of **Learn** will focus on these other areas of WWF's work.

WWF-UK is at the heart of efforts to create the solutions that we need for a more sustainable way of life, striving for a One Planet Future where people and nature thrive within their fair share of the planet's natural resources.

Schools play a vital role in preparing young people for the challenges and opportunities of living more sustainably. WWF's One Planet Schools® programme offers a range of opportunities to inspire schools to get involved with sustainability.

The **In Focus** section provides more information about WWF's work. More information about WWF's One Planet Schools programme can be found at wwf.org.uk/oneplanetschools.



© Michel GUNTHER / WWF-Canon

INSIDE THIS ISSUE

- A2 full colour poster with inspirational quotations
- Questions to explore the poster image and quotations with pupils
- Starter activity ideas with links to further online activities
- 'In focus' – an insight into the history of WWF and its focus for the future

WWF Earth Hour – 28 March 2008

Join with schools across the UK as part of WWF's Earth Hour and send a powerful message to world leaders on the need to take action on climate change.

On Saturday, March 28, 2009 at 8.30pm, people around the world will turn off their lights for one hour, WWF's Earth Hour, to show their support for global action on climate change. Recent predictions show that climate change could lead to 30% of the world's species becoming extinct. It will also have major effects on the lifestyles and livelihoods of people living all around the world. We need a global deal to reduce emissions and keep global temperature rise below 2°C.

2009 is the year in which to get it right: Earth Hour is your chance to lend your voice.

WWF believes that schools have an important role to play in leading and championing action on climate change. Therefore, to support Earth Hour, WWF is producing a range of resources for schools which can be used for an 'Hour for the Earth event' in the days or weeks leading up to Earth Hour, including:

- A climate change information pack
- Earth Hour assembly material and classroom activities
- Earth Hour challenges for students.

Join with WWF and get your school involved.

Visit wwf.org.uk/earthhour/schools to register.

© WWF-UK, 2008. Written by John Spooner. Published by WWF-UK, Panda House, Weyside Park, Godalming, Surrey, GU7 1XR. WWF-UK charity registered in England number 1081247 and in Scotland number SC039593 and a company limited by guarantee registered in England number 4016725. VAT number 733 761821. Panda symbol © 1986 WWF World Wide Fund for Nature (formerly World Wildlife Fund). ® Registered trademark. Printed on 100 per cent post consumer waste recycled paper. Spring 2008. Poster image: © Bernard DE WETTER/WWF-Canon. One Planet Schools is a WWF registered trademark.



Save the Giant Panda

There are approximately 1,600 giant pandas left in the world. Imagine that you are making a short TV advert about saving the giant panda. Set your pupils a task to select two of the videos from the 'videos' section on the following website and write the commentary for the advert:

arkive.org/giant-panda/ailuropoda-melanoleuca/

How the panda got its markings

Read one of the *Just-so* stories by Rudyard Kipling to your pupils e.g. *The Elephant's Child*. Ask pupils to write their own story: 'How the pandas got their markings.' Look at the traditional Tibetan version of this story:

panda.org/about_wwf/where_we_work/asia_pacific/where/china/wwf_china_conservation/qinling/folklore/index.cfm

Compare the character of the panda in this story with that of the wolf in *Little Red Riding Hood* or the crocodile in *The Elephant's Child*. Discuss with pupils how folktales might influence the ways the people behave towards different species.

Fun and games

The following websites have a variety of activities that will appeal to younger pupils:

Quiz, online jigsaw, mask-making and more...

<http://nationalzoo.si.edu/Animals/GiantPandas/PandasForKids/default.cfm>

Can pandas really do Kung Fu?

panda.org/about_wwf/what_we_do/species/about_species/species_factsheets/giant_panda/kung_fu_panda/index.cfm

Do pandas like to play?

www.arkive.org/giant-panda/ailuropoda-melanoleuca/image-G39057.html?offset=0

Write the words 'giant panda' in Chinese lettering:

wwfint.org/about_wwf/where_we_work/asia_pacific/publications/index.cfm?uNewsID=84980



People and pandas

Ask pupils to research roles for a drama session using the following website e.g. hold a meeting between WWF and people living in an area that it wants to turn into a nature reserve.

panda.org/news_facts/successes/pandasuccess/solutions/people_and_pandas/index.cfm

Panda survey

Ask pupils to imagine that they are writing an article about the work of conservationists Li Xiang Feng and Yong Yan Ge for WWF Action: http://assets.wwf.org.uk/downloads/action_magazine_june2008.pdf

This magazine is sent to WWF members – the people who pay for the work that WWF carries out. Use the five Ws of journalism to guide your article: Who, What, When, Where and Why? www.panda.org/news_facts/newsroom/features/index.cfm?uNewsID=13621



Walking with pandas

The forests that make up the panda's habitat are often shrouded in heavy clouds or dense mists. Ask pupils to imagine they are walking through this landscape.

Ask them to describe the experience using words, art or music. Think about the scenery; what it feels like to be in the forest; the sounds; the wildlife... Use the 'Species related by – habitat' function on the following website to find out about the wildlife you might see:

arkive.org/giant-panda/ailuropoda-melanoleuca/

Education to save the Earth

Pupils should look at the following examples of WWF's work with young people and make notes about some of the messages in the work. Pupils should use the following headings to organise the messages: Safeguarding the natural world; Tackling climate change and Changing the way we live.

Animated film (UK):

green.tv/wwf_oneplanetfuture

Art (China):

panda.org/news_facts/successes/pandasuccess/solutions/people_and_pandas/education/index.cfm

Something of the marvellous

Ask pupils to find out about the life cycle of the following species. Does their 'marvellous' life cycle mean that they're destined to become extinct? What does 'interdependence' mean?

arkive.org/freshwater-pearl-mussel/margaritifera-margaritifera/biology.html
arkive.org/large-blue-butterfly/maculinea-arion/biology.html



Safeguarding the natural world

Encourage pupils to draw a mapping diagram to explore the ways that your school affects the natural world (e.g. consumption, waste, transport, water and energy use) and then create a plan that will reduce this impact.

What can I do? What can we do?

Encourage pupils to think about ways that they can take action, by looking at the suggestions on the WWF website:

wwf.org.uk/how_you_can_help/index.cfm

Espresso links

As you maybe aware, WWF has a partnership with Espresso Education. If you are a subscriber to Espresso, you can find WWF's Sustainability Module under the Geography 2 Channel.

The following links within Espresso will help complement and extend this issue of **Learn**.

Key Stage 1 – Watch and discuss the 'Twin pandas' video.

Key Stage 2 – Complete the Endangered Species learning path.

Learn Question time



Using the poster on the reverse as a stimulus, the following questions will allow pupils to explore a range of issues:

1. What can you see? What do you think the photographer was thinking when the photo was taken?
2. What do we know about this species? How could we find out more?
3. There are only about 1,600 giant pandas left in the world. Between 1974 and 1989, 50 per cent of panda habitat was lost – mainly due to agriculture, logging, mining and harvesting of medicinal herbs and bamboo. What do you think the future holds for this panda? How does this make you feel?
4. WWF and the Chinese Government have been working to protect the giant panda. Results from the most comprehensive survey of China's giant panda population in 2004 showed that there were 40 per cent more animals than were previously thought to exist. A network of nature reserves provides protection for around 60 per cent of the current panda population. Why do some people, governments and organisations like WWF believe that humans have a duty to save species that are threatened with extinction?
5. Protecting the panda often means that local people have to stop using the forests as they've done before e.g. harvesting bamboo or logging. What do you think these people feel about this? How might they be persuaded to support panda conservation?
6. People living in the same forests as the panda can burn up to 10,000 cubic metres of firewood per year for heating and cooking. How might this affect pandas? What could WWF do about this?
7. WWF focuses on three main areas for action: safeguarding the natural world; tackling climate change and changing the way we live. Whose interests should come first – people or wildlife?
8. Do people in countries like the UK have any right to tell people in China how they should deal with giant pandas and other wildlife?
9. Giant pandas are kept in zoos around the world. Do you think that zoos can help to protect endangered animals (e.g. by breeding animals that can be released into the wild) or should endangered animals be left in the wild?
10. What do scientists need to know if they're going to protect the giant panda species? How might they find this information?
11. Look at the quote: 'In all things of Nature there is something of the marvellous'. Giant pandas need to eat around 25 per cent of their own bodyweight in bamboo each day. A pair of breeding pandas needs a minimum area of around 30 km² to support them. Do these facts mean that giant pandas are 'marvellous' or do they just mean that they're destined to become extinct?
12. Look at the quote: 'The most important task, if we are to save the Earth, is to educate.' Who needs to be educated? What do they need to know? What's the best way for them to learn?

Interesting facts

Giant pandas are about 150 cm long from nose to rump, with a 10-15 cm tail. A large adult panda can weigh about 100-150 kg. They have the digestive system of a carnivore but feed almost exclusively on bamboo. They can spend up to 14 hours a day foraging and eating. Pandas give birth to two cubs, usually only one survives. Cubs stay with their mothers for about three years.

Half of all known plant species in China can be found in the forests where the giant pandas live. The giant panda shares its habitat with the clouded leopard, red panda, takin and the Wenxian knobby newt.

The giant panda was adopted as the WWF logo when the organisation was founded on 11 September 1961. WWF was created in response to fears that habitat destruction and hunting would soon bring about the extinction of the world's most endangered species.



The development of the WWF logo

By the end of the 1970s, the focus of WWF's work had broadened to encompass not only the conservation of wildlife and habitats, but also the wider implications of human activities on the environment.

In 1980 WWF's **World Conservation Strategy** warned that humanity had no future unless we took action to conserve nature and the world's natural resources. It also introduced the concept of sustainable development – living within the limits of the natural environment without compromising the needs of future generations.

The natural environment is now under greater pressure than ever before: people are using about 25 per cent more natural resources than the planet can replace; wildlife is failing to cope with the increasing demand for natural resources; and climate change will cause severe and irreversible environmental change.

In the UK, we're consuming three times our fair share of the planet's natural resources. If everyone lived like this, we'd need three planets like Earth to sustain us. It's a way of life that's threatening the future of our natural environment, as well millions of people around the world. There is only one planet Earth and we need to take much better care of it.

WWF works with schools, communities, businesses and governments in the UK and around the world to create the solutions that will create a One Planet Future where people and nature thrive within their fair share of the planet's natural resources.

WWF has identified three key environmental challenges that must be addressed if we are to secure the vision of a One Planet Future:

- Safeguarding the environment
- Tackling climate change
- Changing the way we live

Developing thinking skills

Wildlife conservation raises a number of issues that can be used to develop thinking skills. One approach is to present pupils with a controversial statement and an opportunity to think about their response. During this time they should be encouraged to discuss the statement with others, explore the statement from different viewpoints and research some of the information that might have informed the statement.

Pupils could respond to some of the following statements:

- Extinctions are a natural part of evolution. The giant panda is threatened by extinction simply because it's poorly adapted – it needs masses of bamboo (that it can't easily digest) and breeds far too slowly. We shouldn't try to stop the giant panda from becoming extinct.
- It's wrong to focus attention on the conservation of 'cute' species like pandas, gorillas and orang-orang-utans – we should be conserving habitats for all of the wildlife that live there.
- Endangered species like the tiger and giant panda don't just belong to the country where they live – they belong to the whole world. And the whole world should help to pay to conserve them.
- Keeping wildlife in zoos is totally wrong. It can't be justified under any circumstances.
- It doesn't matter how we live our lives – one person makes very little difference.