



*for a living planet*<sup>®</sup>



“In the end we will  
conserve only what we  
love. We will love only  
what we understand.  
We will understand only  
what we are taught.”

Baba Dioum, Senegalese poet  
and environmentalist, 1937

**ONE PLANET  
SCHOOLS**



# Welcome to Learn

## WWF's free termly poster resource for schools

This edition of Learn focuses on making local-global connections.

It links to 'Global Dimension', one of the eight doorways identified in the National Framework for Sustainable Schools published by the Department for Children, Schools and Families. Global Dimension is also an important part of developing 'Responsible Citizens' as set out in the Curriculum for Excellence and is one of the topics identified by The Eco Schools Scotland Programme.

The featured species is the tiger – one of the most charismatic and evocative species on Earth; and one of the more dangerous. It is estimated that there are now only 4,000 tigers in the wild – numbers having fallen by 95% in the last century. The protection of this magnificent creature will require international cooperation, an understanding of the factors that threaten its existence and careful consideration of the needs of those people who live as its neighbours. See 'in focus' section for more information.



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### INSIDE THIS ISSUE

- A2 full colour poster with inspirational quotation
- Questions to explore the poster image and quotation with pupils
- Starter activity ideas with links to further online activities
- 'In focus' – an insight into the issues of global dimension and how it relates to school life

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## WWF-UK launches new schools programme – One Planet Schools

Over 250 teachers and guests attended WWF's annual conference for schools at the Central Hall Westminster recently. This partnership event was an important milestone in WWF's work with schools, marking the launch of our new One Planet Schools programme.

WWF's chief executive, David Nussbaum, hosted the event, sharing the platform with Jonathon Porritt who provided the keynote and Liz Jackson, WWF's newly appointed Head of Education. Premiered at the event was WWF's new film for young people which was

produced with children from Our Lady of Muswell Primary School and shows the history of WWF in a highly creative way. At the end of the conference, the participants were given a sneak preview of a new primary schools musical written for WWF.



Jonathon Porritt meets WWF's David Nussbaum

More information about WWF's One Planet Schools programme is available from Karen Gates or visit our new website [wwf.org.uk/oneplanetschools](http://wwf.org.uk/oneplanetschools).



# Learn Ideas for the classroom



## Tigers

Pupils can use the videos and information from the following websites and their own research to create a collage about tigers. Their collages could include maps, photos, facts, poems, sketches, eye-witness accounts, tigers from literature, newspaper reports, paintings...

[www.arkive.org/species/GES/mammals/Panthera\\_tigris/more\\_moving\\_images.html](http://www.arkive.org/species/GES/mammals/Panthera_tigris/more_moving_images.html)  
[www.panda.org/about\\_wwf/what\\_we\\_do/species/about\\_species/species\\_factsheets/tigers/tigers\\_population\\_distribution/index.cfm](http://www.panda.org/about_wwf/what_we_do/species/about_species/species_factsheets/tigers/tigers_population_distribution/index.cfm)

[www.tate.org.uk/modern/exhibitions/rousseau/lifeandtimes/page2.shtm](http://www.tate.org.uk/modern/exhibitions/rousseau/lifeandtimes/page2.shtm)  
[http://news.bbc.co.uk/1/hi/in\\_pictures/6404425.stm](http://news.bbc.co.uk/1/hi/in_pictures/6404425.stm)

## Big cats

Encourage pupils to make a Big Cats top trumps game using the information from the websites below. Children could decide on the numbers to award for categories such as camouflage, weight or speed.

[www.dkimages.com/discover/Home/Animals/Mammals/Carnivores/Families/Cats/Panthera-Group/index.html](http://www.dkimages.com/discover/Home/Animals/Mammals/Carnivores/Families/Cats/Panthera-Group/index.html)



## Threats to tigers

Ask pupils to write a short press release highlighting the links between the decline in tiger populations and some of the things we buy at shops and filling stations in the UK.

[www.panda.org/about\\_wwf/what\\_we\\_do/species/problems/habitat\\_loss\\_degradation/index.cfm](http://www.panda.org/about_wwf/what_we_do/species/problems/habitat_loss_degradation/index.cfm)  
[www.wwf.org.uk/core/about/scotland/sc\\_0000001319.asp](http://www.wwf.org.uk/core/about/scotland/sc_0000001319.asp)  
[www.foe.co.uk/campaigns/biodiversity/case\\_studies/palm\\_oil/](http://www.foe.co.uk/campaigns/biodiversity/case_studies/palm_oil/)  
[www.conbio.org/CIP/article81nic.cfm](http://www.conbio.org/CIP/article81nic.cfm)

## Biofuels: problems and solutions

Pupils could undertake some research on biofuels using the following websites. They should explore other problems and solutions and arrange them in some sort of sequence in a mind map.

Problem: Fossil fuels cause climate change ->  
Solution: Use biofuels instead of fossil fuels ->  
Problem: Farmers need land to grow biofuels ->  
Solution: Stop growing food crops, turn rainforest into farmland ->  
Problem:

[www.sciencemuseum.org.uk/antenna/algae/biofuels\\_now/index.asp](http://www.sciencemuseum.org.uk/antenna/algae/biofuels_now/index.asp)

**For easy access to these web links visit:**  
[www.wwf.org.uk/oneplanetschools](http://www.wwf.org.uk/oneplanetschools)



## Life in the 'Tigerlands'

Explain to pupils that Minah earns a living in the palm oil plantations of Indonesia where 110 million people live on less than £1 per day. Alia Begum earns £1 per month as a maid in the Sundarbans of India – home to 3.5 million people and 300 tigers. Last year more than 20 people were killed by tigers and leopards in the Terai region of Nepal and India. Tigers killed livestock worth over \$400,000 in the last decade in Terengganu, one of the poorest areas in Malaysia.

Hot seats: You are Head of WWF's Tiger Programme. Ask pupils what they would do for the people of the 'Tigerlands'?

## What do you think?

China banned all trade in tiger parts including the harvesting of tiger bones for traditional medicines in 1993. Chinese tiger farms produce about 1,000 tiger cubs per year. The owners say they lose money because they can't sell tiger parts and want the ban to be lifted. Tiger farm manager Wang Ligang – "If the ban really does protect wild tigers globally, then our losses are a big contribution to international wild tiger protection and we should be compensated by the international community."

Conscience Alley (see 'In focus' section): Encourage pupils to explore Wang Ligang's thinking about tigers.



## Eco-procurement

Encourage pupils to use WWF's Eco-procurement criteria to create an Eco-Purchasing Policy for your school and/or an information leaflet explaining the environmental impacts of some of the things we buy.

<http://shop.wwf.org.uk/PurchasingCriteria>

## Declaration

Create a 'Global Dimension Declaration' – a statement of intent that's been developed and accepted by your school community. Send a copy of your declaration to [kgates@wwf.org.uk](mailto:kgates@wwf.org.uk) and we will publish the best examples on our website.



## Global dimension

Ask pupils to reflect on the following:  
The global dimension of sustainability includes ...

Thinking about the global dimension of an issue is important because ...

This topic has helped me realise that...

In future I will ...

## Espresso links

### Key Stage 1 –

Search the Science News for films about tigers.

### Key Stage 2 –

Complete the Global Citizenship 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 related to tigers and global dimensions.

1. What do you think/feel/want to know when you look at this photo?
2. What do we know about tigers?
3. All six sub-species of tiger are endangered or critically endangered. Why are tigers threatened with extinction?
4. How would you feel if you lived in an area where tigers roamed freely? Should 'dangerous'\* animals like tigers, wolves, hippos and bears be allowed to live in the wild near humans? How can tigers and humans share the same habitat?
5. Tigers' territories will vary in size according to prey abundance. Males have larger territories than females but while they won't tolerate other males in their territory, they will allow the territories of female tigers to overlap with their own. How might this sort of information help conservationists? How do scientists discover this sort of information?
6. What do the following items have in common: chocolate, mayonnaise, sauces, margarine, biscuits, crisps, chips, soap, toothpaste, shampoo, lipstick and washing-up liquid?
7. What's the link between cars, climate change, tigers and the cost of food?
8. Poachers kill tigers and sell their bones to people who use them to make medicines for conditions such as rheumatism. Do you think tiger farms would help to protect wild tigers from poachers?
9. Should people in the UK try to influence the way that 'Tigerland' habitats are managed in other countries?
10. Schools have been asked to help their pupils to become 'globally aware.' What do you think this means? How can young people become globally aware?
11. Imagine that you live in the Sundarbans where fishermen and honey collectors are sometimes killed by tigers. What do you want 'globally aware' people to know about tigers and the lives of the people who share their habitat?
12. Look at the quote at the bottom of the poster.
  - What do you think it means?
  - What do we need to understand about tigers if we are going to be able to conserve them?
  - Will humans only conserve the wildlife that we 'love'? What will happen to species like the Torre's cave rat or the snail-eating coua?

\*In 2007, 22 people were killed by tigers, 100 killed by elephants and 990 killed by mosquitoes.

**Answers and interesting facts**

2. Tigers live in the wild in parts of India, Bangladesh, Bhutan, Myanmar, Nepal, Russia, Korea, China, Thailand, Lao PDR, Vietnam, Cambodia, Sumatra and Malaysia. Habitat needs to provide dense cover, access to water and prey. Tigers occupy 40% less habitat than estimated in 1995 (only 7% of historic range). Hunt mostly at night. They sneak up on their prey and then rush towards it at the last moment. Strong swimmers. They can leap 10 metres horizontally. 3. Three subspecies are already extinct (Bali, Caspian and Javan). Hunting for sport, or as pests, caused greatest decline up to 1930s. Habitat loss due to farming, development of villages and roads, and logging – fragmentation also means tiger populations become isolated. Loss of prey species means tigers attack nearby farm animals. Farmers kill tigers to protect farms and families. Poachers sell body parts: skins and teeth, bones and other parts for traditional medicines. 5. Tigers sometimes relocated. Smaller populations from habitat loss means greater inbreeding. 6. Discover into from radio-tracking and monitoring methods such as finding pugmarks (footprints), and camera trapping. 6. They all contain palm oil. Rainforests are destroyed to grow palm oil. 7. Biofuels are used in cars instead of fossil fuels. Habitat loss - land taken from rainforest to grow biofuels. Growing biofuels instead of food causes rising prices and hunger. 8. Tiger farms in China hold 5,000 tigers. Selling captive-bred products will only increase the demand and with wild products cheaper to obtain will cause extinction in the wild. 12. Both species are now extinct

## Global dimension

“By 2020 the Government would like all schools to be models of good global citizenship, enriching their educational mission with activities that improve the lives of people living in other parts of the world.”

**National Framework for Sustainable Schools, Department for Children, School and Families, 2007.**

“Every young person should be a Responsible Citizen with a commitment to participate responsibly in political, economic, social and cultural life and able to evaluate environmental, scientific and technological issues and develop informed, ethical views of complex issues.”

**Purposes of the Curriculum 3-18, Curriculum for Excellence, Scottish Executive, 2004.**

There's a global dimension to every aspect of our lives and communities. Things like air, water, health, climate, food and trade link us to people, species and habitats all over the world. Sustainability cannot be achieved in isolation.

The National Framework and the Curriculum for Excellence set out the need to develop a generation of globally aware citizens who'll be able to meet challenges such as global poverty, access to clean water and climate change. Schools are asked to respond by developing a “responsible, international outlook among young people, based upon an appreciation of their interdependence with other societies and the environment”. It is intended that “young people should leave school understanding the impacts of their personal values, choices and behaviour”. (National Framework for Sustainable Schools)

The National Framework uses three aspects of school life to focus efforts:

- **Curriculum** – Schools can use the curriculum to cultivate the knowledge, values and skills needed to act as globally aware citizens, and reinforce this through positive activities such as school partnerships and exchanges.
- **Campus** – Schools can review the extent to which their management and purchasing choices affect people and the environment globally, and establish policies that reflect their commitment to global citizenship.
- **Community** – Schools can use their communications, services, contracts and partnerships to promote respect for the well-being of other cultures, countries and the global environment among their stakeholders.

## Making the links

The conservation of species like the tiger is a complex issue with global dimensions. The tiger's survival is threatened: by things like the soap and biscuits we buy in our shops; by the biofuels we use in our cars; by taxidermy and traditional medicines; because of the beauty and value of its fur; and because of the danger that it presents to the people and farm animals that share the 'Tigerlands'. Understanding the needs, values and attitudes of the people living alongside the tiger in places like the Terai and the Sundarbans is crucial and should be accompanied by an increased awareness of the consequences of our own attitudes and behaviour.

The activities on this poster and on [wwwf.org.uk/oneplanetschools](http://wwwf.org.uk/oneplanetschools) encourage pupils to find out about the factors that threaten tigers and their habitats, and understand the links between these threats and their daily lives. Once pupils have developed this knowledge, a number of drama activities can be used to explore the values and attitudes of the people involved in the story of the tiger in different parts of the world. These drama activities include:

- **Meetings** – the teacher convenes a meeting in role (e.g. Head of Tiger Conservation Programme) and pupils assume roles (e.g. villagers in the Sundarbans).
- **Hot-seats** – role play activity in which someone assumes the role of a character (e.g. Poacher) and answers questions from other pupils.
- **Conscience alley** – pupils create two lines facing each other whilst one child in role (e.g. sick person) walks slowly along the line as they struggle to make a decision (e.g. Should I buy medicine made from tiger bones). The pupils in each line act as the conscience, voicing thoughts for and against. The pupil in role makes their decision when they reach the end of the line.
- **Freeze frame** – a group of pupils create a short drama which stops with a frozen scene (e.g. soap factory increases order for palm oil). Other pupils can explore the scene using:
  - i) **Thought tracking** – the other pupils suggest what the characters were, could or should have been thinking.
  - ii) **Flashbacks and flash forwards** – pupils can suggest the consequences of the events depicted in the scene or scroll back to look at different perspectives.
- **Forum theatre** – one group of pupils acts out a short scene from a drama (e.g. decision about allowing trade in captive-bred tiger bones?). The other pupils act as directors (e.g. by suggesting different lines of argument, facts or reasoning).