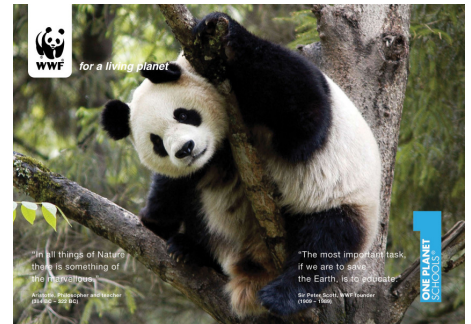




## Safeguarding the natural world activity

### Summary information

Age range:	5-16
Curriculum Links:	Art, ICT, PSHE/Citizenship
Time needed:	60 minutes
Group size:	Individual
Setting:	Indoors
Learning Cycle:	Building knowledge
Key vocabulary:	Conservation, natural world, nature.



### Sustainable learning outcomes:

- To develop awareness of the natural world
- To understand what we can do to safeguard the natural world

### Preparation

- Watch the One Planet Future film  
[www.green.tv/wwf\\_oneplanetfuture?set\\_location=en](http://www.green.tv/wwf_oneplanetfuture?set_location=en)

### Resources needed

- Art materials,
- paper,
- access to research materials.

### Procedure

#### Whole class

- Explain that WWF focuses on three key environmental challenges
  - safeguarding the natural world,
  - tackling climate change
  - changing the way we live.



- Brainstorm the meaning of ‘safeguarding the natural world’:
  - What is the natural world?
  - What threatens the natural world?
  - Why do we need to safeguard it?
  - How can we do this?

### **Individual work**

- Explain that mood boards are used in the design process. They often consist of a selection of images, ideas, notes, diagrams, objects which allow designers to explore ideas and communicate with other members of the team.
- Ask pupils to create a mood board based on the theme ‘safeguarding the natural world.’

### **Plenary**

- Invite pupils to share their work.
- Think about how the mood board might be developed into a finished piece of work (e.g. a collage, painting, webpage or poster).
- Think about any key messages that the work might be trying to convey – is the message obvious?
- How could it be enhanced?

### **Extension**

- Develop mood boards into a finished piece of work – on your own, with a partner or as a team.

### **Evaluation**

- Think about the phrase ‘safeguarding the natural world.’
- Make a list of key words or phrases that this phrase makes you think of.
- Look at the mood boards and make a note of anything that you associate with the things in your list (e.g. colour, texture, image or diagram).
- Discuss your findings with a partner.