THROUGH THE EYES OF...

Supporting WEAR IT WILD in the classroom

From steamy tropical rainforests to dreamy English chalk streams, the world around us is a truly amazing place. It is packed full of wildlife, fabulous species and amazing habitats; all of which WWF seeks to protect.

For nearly two decades, WWF's Living Planet Report has monitored the health of our planet. The newly released 10th edition of our flagship report shows that we urgently need a united global effort to reduce humanity's impact on the world. Its findings reveal that wildlife populations worldwide have declined by 52 per cent since 1970. This shocking statistic, and others like it, are the inspiration behind our new national fundraising event. We want as many people as possible to **Wear it Wild** to support our vital work and help us create a future in which people and nature thrive.

Go wild for your planet

We'd love your school to take part in **Wear it Wild**! How many pupils will dress tough like a tiger, get flashy like a flamingo or strut their stuff like a snow leopard on Friday 5 June - or any other day you choose?

Roar into action

- **Wear it Wild** is fundraising to protect some amazing species – to help you bring these to life in your classroom, we've produced this education pack. It will support you to run a themed week, or provides a bank of activities to dip in and out of.

- Simply use in conjunction with our **Species Profiles** fact files, select the cross curricula activities for your class's age and stage, and ignite pupil's curiosity.

- The differentiated activities explore 16 focus species and the environments in which they live, and the **Species Profiles** allow you to take a look through the eyes of:

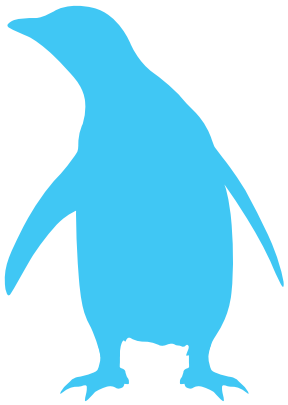
- Adélie penguins
- Amur leopards
- Black rhinos
- Chinstrap penguins
- Emperor penguins
- Finless porpoises
- Giant pandas
- Javan rhinos
- Maned sloths
- Mountain gorillas
- Orang-utans
- Polar bears
- Pygmy sloths
- River dolphins
- Snow leopards
- Tigers

- Explore each 'big question' activity as a standalone investigation or in sequence to create an extended endangered species themed cross-curricular project, as best suits your available timetable space. Where outcomes involve big displays or art projects, simply ignore the optional activities for a shorter more conventional lesson route.

And then...

- Get pupils to come to school dressed as their favourite animal in return for a donation towards our work.

- Share your pupils' work, responses and outfits with us at **wearitwild@wwf.org.uk**. We'd love to see what you all get up to!



THE 10 BIG QUESTIONS

QUESTION 1: WHAT DO YOU KNOW?

A fun introductory 'through the eyes of' activity, facilitating a closer look at a selection of animals using the Species Profiles to develop an in-depth understanding of the uniqueness of each

Getting started

- Use video links contained in the **Species Profiles** to introduce a selection of animals to your pupils.
- Look at their characteristics; what makes them unique? Talk about them; which do they like best? Why?
- Brainstorm a list of adjectives and adverbs to describe what each animal looks like, how it behaves and/or moves. Consider how we can use such similarities and differences to group and classify animals.

Guess my species

Age: 5-7

Subject links: PE - Drama - Expressive Arts

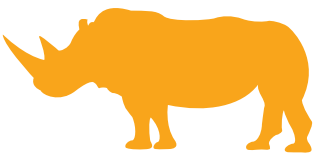
1. Support pupils to extend their exploration of the different species through role play and mime, using the brainstormed list of adjectives and adverbs to help them develop actions and movements for each.
2. On their own, in pairs or small groups, ask pupils to develop their mimes and moves to present back to the class or group. Can pupils guess which animal is being represented?
3. Finish the session by discussing similarities and differences between the animals and ourselves considering their appearance, movements and/or behaviour.
4. Why not capture your animal mimes on film? Share your best animal impressions with us at **wearitwild@wwf.org.uk.**

Classification challenge

Age: 7-11

Subject links: Science - The World Around Us

1. Put pupil focus on differentiating between species by playing a game of 'I'm thinking of an animal', either as a whole class or in small groups. Pupils will need to take turns to think of an animal from the list for everyone in the class or group to guess. To narrow down the choice guessers ask questions which can only be answered yes or no, using the brainstormed list of adjectives and adverbs to help eliminate animals from selection.
2. Move the game on and develop pupils' understanding of how a classification key works, using the 'Classification key' worksheet overleaf. (N.B. You could photocopy page 5 for pupils to use).
3. Ask pupils to work in pairs or small groups to create classification keys for one or more species, depending on their age and ability. (N.B. the more animals they choose from the list the harder the activity will be!)
4. When they've finished, ask them to swap classification keys with another pair or group to test if they work and allow peer evaluation.
5. As a class, discuss the similarities and differences found in producing the classification keys. Explain that classifying species helps us to better understand and appreciate the importance of each and every species, and using their similarities we can understand how they're related and what they need to survive.



Age 7-11

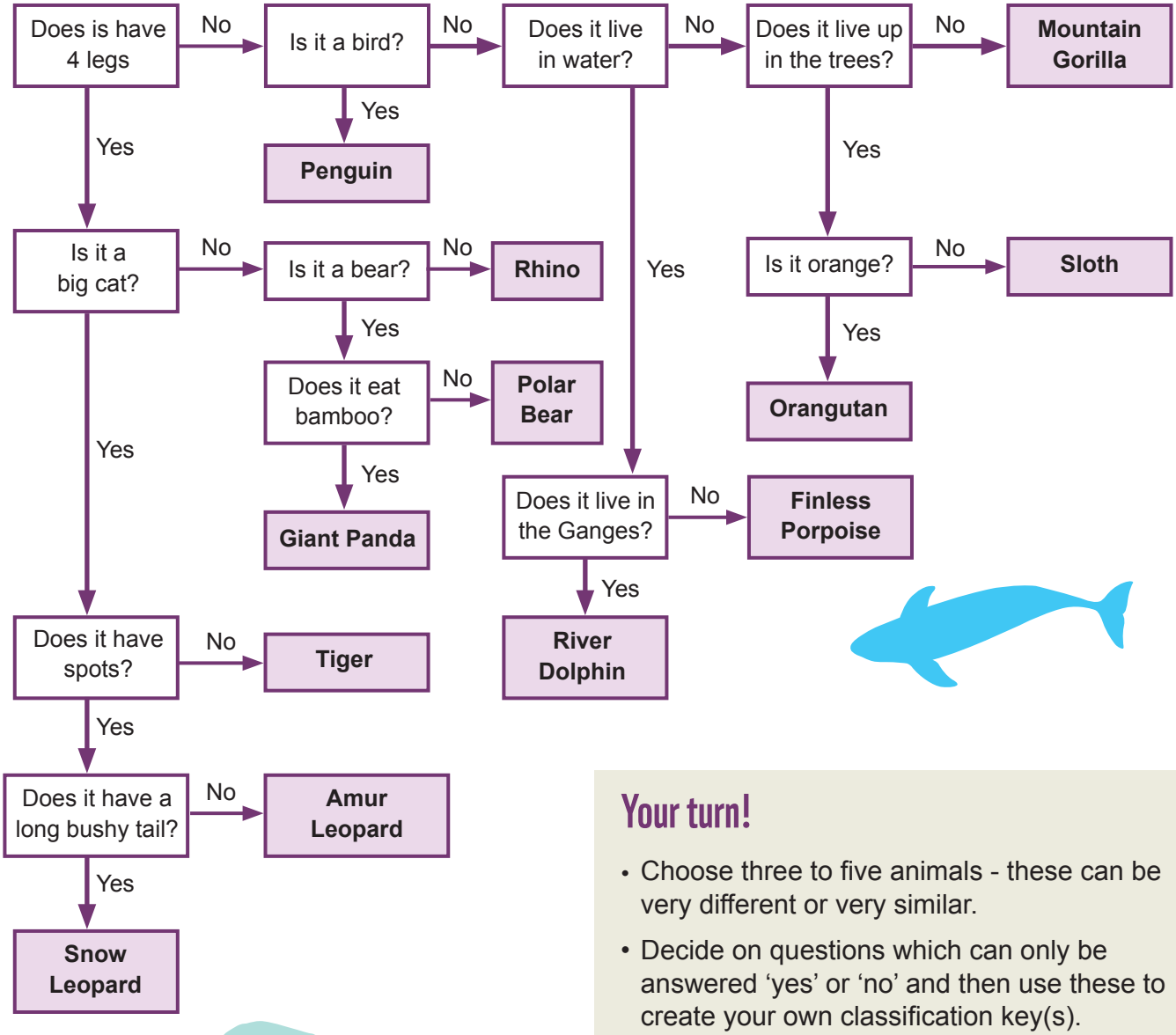
Worksheet: Classification key

The more features that are shared by the animals or plants in a group, the more precisely they can be classified.

All animals belong to the Animal Kingdom, within which they are grouped into invertebrates (without backbone) and vertebrates (with back bone). Vertebrates are further classed as mammals, fish, birds, amphibians and reptiles based on common characteristics.

All animals have a specific species type, a genus (animals with very similar features), and a family (a group of animals that share common features). Cats (felines) are a family of hunting animals, with flexible bodies, clawed feet and long tails. They are part of the Animal Kingdom, they are all vertebrates, mammals and carnivores. However this description could be any of the following genus; the tiger, the leopard or even your own pet cat! But how could we find out which?

Use the classification key below, which uses species' unique features to identify who's who, to identify all of the animals in the Species Profile fact files:



Your turn!

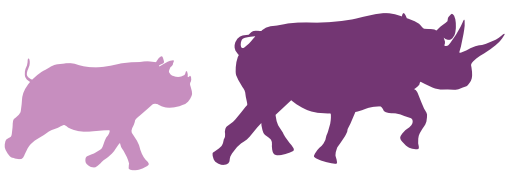
- Choose three to five animals - these can be very different or very similar.
- Decide on questions which can only be answered 'yes' or 'no' and then use these to create your own classification key(s).
  - Use the Species Profiles to come up with some really creative questions.
  - Consider using appearance, movement, behaviour, diet and location to support your classifications.

QUESTION 2: WHERE IN THE WORLD?

Geographical mapping activity providing background context to where animals featured in the Species Profiles live in relation to ourselves

Getting started

- Using the **Species Profiles** explore 'Where I live', looking at the online maps and habitat links to explore the key features of each of the species' homes.
- Using a world map or globe locate where each of the following continents and species are:
  - Europe – Your class
  - Asia – tiger, Amur leopard, giant panda, snow leopard, orang-utan, river dolphin, finless porpoise
  - Africa – mountain gorilla, black rhino,
  - Antarctica – chinstrap and Adélie penguin
  - Australia – Javan rhino, orang-utan
  - North America – polar bear, pygmy sloth
  - South America – maned sloth
- Brainstorm a list of physical features and characteristics for some or all of the species in each location.
- Talk about the different places; where would pupils like to visit/live? Why?



Postcards from around the world

Age: 5-7

Subject links: Geography - English - Art - Social Studies - The World Around Us

Top tip: You can run this activity without completing steps 1 and 2

1. Bring geographical mapping to life by creating the world within your classroom! Use display boards or corners of the classroom, cut out and place each of the seven continents (see templates in **Species Profiles**) in correct relationship to each other, to help pupils learn the associated names and map shapes.
2. Using the information available at **wwf.org.uk/where_we_work/** and other secondary sources, consider the key physical features which typify each animals' habitat and use artwork and props, including books, pictures, toys and of course our **Species Profiles** to decorate and populate each 'continent' to support pupils' knowledge and understanding of each location. If used as an extended project, pupils could map the origins of their favourite foods like chocolate and bananas or even their own pets.
3. Develop pupils' use of key vocabulary by using your brainstorm to create word walls or pyramids (if using tables) for each continent.
4. Finally, pupils choose the animal they'd most like to visit. They use what they've learned about the species and its home to design and write a postcard about their visit.

Animal weather reporters

Age: 7-11

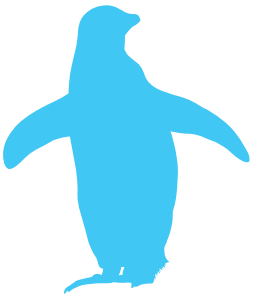
Subject links: Geography - English - Art - Social Studies - The World Around Us

Top tip: You can run this activity without completing steps 1 and 2

Resources: For each globe you will need a round balloon, 1 cup of flour, 2 cups of cold water, a tablespoon of salt, an old newspaper torn into strips, a sheet of blue tissue paper, cut-outs of the seven continents (see templates in **Species Profiles**), PVA glue, 1 red and 2 silver parcel ribbon spools. (N.B. to save time, as a temporary quick globe, pupils could just do step 2 on an inflated blue balloon).

1. Mix the 1 part flour to 2 parts water with a tablespoon of salt to create a runny glue for pupils to paste newspaper strips around a reasonably big inflated balloon (minimum 30cm diameter). Cover in 2-3 layers of newspaper. Whilst wet, add a single layer of blue tissue paper to cover the newspaper (don't worry if it crinkles up as this will be the oceans and seas). Leave to dry.
2. When dry, support pupils to add the continents, equator (red ribbon) and tropics of Cancer and Capricorn (silver ribbon) using PVA glue. Ask pupils to use the internet and secondary sources to research - **bbc.co.uk/education/clips/zr7hyrd** and **metoffice.gov.uk/media/pdf/4/d/Weather_and_climate_guide.pdf** are a great place to start.
3. Don't forget to add labels to each! You should also get pupils to use different coloured pencils to add a climate key showing temperature ranges – can they identify, shade and label each climate zone?

   We recommend:
   polar = leave unshaded
   temperate = green
   tropical = orange
   desert = red
4. Using what they have learned, ask pupils to identify the climate zones where the focus species live. In groups pupils then create a seasonal weather forecast for their favourite species.



QUESTION 3: WHAT DO YOU NEED?

Building on the 'Where in the world?' and 'What do you know?' activities, pupils expand their 'through the eyes of...' experience and explore who else is competing for the spaces and resources their chosen species need to survive, including food chains

Getting started

- Using the **Species Profiles** explore 'Where I live', looking at the online maps and habitat links to brainstorm a list of needs for various species.
- Look at their individual feeding details to find out what they like to eat and add to your list of needs.

Fold-up food chains

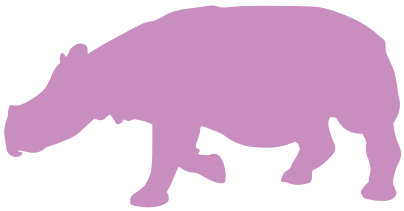
Age: 5-7

Subject links: Science - The World Around Us

Resources: Each pupil will need coloured 10cm squares of card (red for carnivore/secondary and tertiary consumers, green for herbivore/primary consumers and yellow for plants/producers who get their energy from the sun), a treasury tag to link them together and the use of a hole punch.

1. Introduce pupils to the idea that all the animals can be linked together by what they eat. What they eat depends on what type of animal they are and where they live. Most animals can be grouped as:
   – **Carnivores** – meat eating animals that eat other animals
   – **Herbivores** – plant eaters that graze and browse on grasses, leafy plants, fruits and seeds
   – **Omnivores** – animals that eat both meat and plants and fruits, just like us!
2. Using the information collated earlier, work together to categorise/add animals to each group.
3. Develop the concept of a food chain and explain that where an animal is in the food chain depends on how many animals (if any) the animal eats, and how many animals there are which will eat it. Introduce the terms below to help pupils organise their food chains:
   – Producers are an energy source which provides food for those above it in the food chain e.g. plants and trees. Trees and plants get most of their energy from the sun via a process called photosynthesis
   – Consumers get their energy from feeding on organisms below them in the food chain
   – Primary consumers are herbivores, they eat only plants
   – Secondary consumers are carnivores, they eat only meat
   – Tertiary consumers (predators) eat other secondary consumers
   – Omnivores eat both plants and animals and can therefore be both primary and secondary consumers
   – Decomposers are at the base of the food chain. They feed on dead plants and animals which make the nutrients for the producers.
4. Ask pupils to research their chosen animal and then using either pictures, drawings or words, create a simple fold-up (producer/primary consumer/secondary consumer) food chain to show where their animal is in the food chain. To do this, pupils should draw their producer on a yellow square, their primary consumer/herbivore on a green square and then any secondary or tertiary consumers on red squares.
5. When all sections are complete, they're ready to punch a hole through the centre of the cards and should use treasury tags to link them together, making sure the cards are facing up in the right order from red to green to yellow. Once threaded together cards can be folded so that only the top of the food chain can be seen, when released the chain will fold out from behind to reveal other consumers and producers in the chain.
6. Get pupils to share their fold-up food chains with their peers, remembering only to show the top square and encouraging others to guess who's hiding underneath, before releasing to reveal the chain.

Hint: Not all animals featured in the **Species Profiles** will have secondary consumers e.g. rhinos eat the grass, but nothing eats the rhino - and for the more able, some species also have tertiary consumers e.g. algae > fish > penguin > leopard seal > killer whale.



Conscience alley argument

Age: 7-11

Subject links: Science - English - The World Around Us

Top tip: You can run this activity without completing steps 1 and 2

1. Ask pupils to work in pairs to explore the human competition for the home or resources of just one of the animals featured in the **Species Profiles**. Ideally the human threat to all species will be researched and represented across the class.

2. Using the **Species Profiles**, prompt pupils to look at information under 'Where I live' for their given animal to create a list of reasons why their animal needs the space or resources found in that area. What human activity is also competing for this space?

3. Set up a conscience alley style activity where pairs of pupils present their findings back to the class who must consider the arguments presented.

4. Just like in the ordinary version of conscience alley, pupils listen to their 'conscience' before making a decision about whose need they think is greater – the species in question, or humans. The class can then vote accordingly.

QUESTION 4: WHAT'S ENDANGERED?

Maths activity designed to develop an understanding of the concept of 'endangered species'

Getting started

- The Living Planet Report is published every two years and the research findings make explicit the connections between species and spaces, people and places to help us understand how our well-being, economy, food security and social stability are dependent upon the Earth's resources and ecosystems.

- The Living Planet Index is the part of the report which measures more than 10,000 representative populations of animals, birds, reptiles, amphibians and fish, and the 2014 report shows a 52% overall decline since 1970.

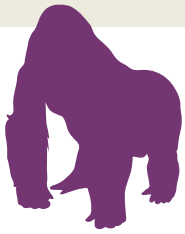
- 13 of the 16 focus species in this resource are classed as either vulnerable, endangered or critically endangered. For this exercise:

  – A **critically endangered** species is one whose numbers are so small (less than 250 adults in the wild) that it is at risk of extinction.

  – An **endangered** species is one whose numbers are small enough (less than 2,500 adults in the wild) to raise concern that it is at risk of becoming critically endangered.

  – A **vulnerable** species is one that, with numbers less than 10,000 adults in the wild, is likely to become endangered in the near future.

Note: IUCN Red List Criteria are used to determine extinction risk and set numerical thresholds for qualification for the categories – and are based on biological factors related to extinction risk and include rate of decline, population size, area of geographic distribution, and degree of population and distribution fragmentation.



Against the odds game

Age: 7-11

Subject links: Maths

Resources: Per group you will need 1 x six sided die, a collection of items to represent species e.g. multilink (as required) and sufficient photocopies of the species cards (see next page) for pupil groups as directed.

1. Split the class into six ability maths groups. Hand each pupil in every group 20 items and place a float of at least a further 20 in the middle of each table OR place a piece of paper and a pencil on each table, as best suits the age and maths ability of your groups.
2. Ask one group to follow the instructions on species card A (more able), two groups to follow the instructions on species card B and three groups to follow the instructions on species card C.
3. All pupils should take turns to roll the die within their group, and follow the instructions on their respective species cards for each number rolled. If they need to subtract species, they should add to the middle of the table. If the instruction requires them to take away more items than they have, then they are extinct and need to wait patiently for the game to restart.
4. Continue game play for 10 minutes before asking groups to total the number of items pupils have remaining (excluding the pool in the middle).
5. Collect scores from each group, recording them against the relevant species card to arrive at three totals (A, B and C). Then repeat the game.
6. Collect scores for the second time and then compare the results. Populations will have increased and decreased throughout the game and one species may even have been extinct. The impact of every loss is greater on species A than on species C, because there were less of A to start with. The game is governed by probability so the outcomes should vary each time you play.
7. Suggest that the animals in species A are at the top of their food chain and are reliant on the other two species for survival. Discuss what would happen if species A becomes extinct - the population of species B is likely to increase and in turn hunt species C to extinction. What would happen if species B becomes extinct? The population of C will increase until their overconsumption of food leads to their extinction etc.

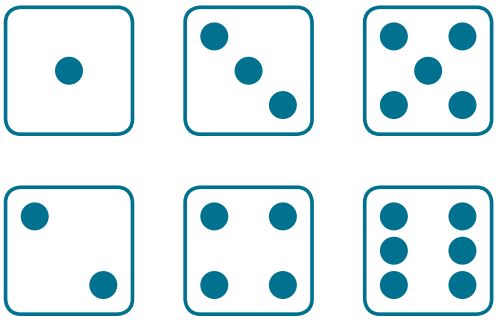
Age 7-11

Worksheet: Species cards

Take it in turns to roll the die within your group, and follow the instructions below for each number rolled.

I am in species group _____

A. If the number rolled is:



add that number to your total

take away that number from your total

B. If the number rolled is:

take away 1 from your total

take away 2 from your total

add 3 to your total

take away 4 from your total

take away 5 from your total

add 6 to your total

C. If the number rolled is:

add 1 to your total

add 2 to your total

add 3 to your total

add 4 to your total

take away 5 from your total

take away 6 from your total

Endangered news

Age: 7-11

Subject links: Maths - English

1. Share the graphs and tables on the next page with pupils.

2. Use the following maths questions to check their understanding of the data.

According to Figure 1:

- How many species are classed as endangered?
- How many more river dolphins are there than finless porpoise?
- Which animal is least vulnerable?
- If the target is to double the number of wild tigers by 2022, how many more tigers do we need? What is the total target number of tigers?
- How many more giant pandas are needed to change their status from endangered to vulnerable?
- How many mountain gorillas do we need to lose for their status to change from endangered to critically endangered?

In **Figure 2**, which species is nearest extinction?

According to Figure 3:

- In which two years did the number of different mammals classified as critically endangered remain the same?
- In which two years did the number of different mammals classified as endangered remain the same?
- In which two years did the number of different mammals classified as vulnerable remain the same?
- What does the data shown tell us about endangered mammals?

3. Ask pupils to use the data provided, together with their chosen **Species Profile** to create a news report about one or more endangered species. Get them to think about the headline, story, facts and where they can point readers to find out more.

4. We'd love to see some of your news stories!
Please email them to **wearitwild@wwf.org.uk.**

Age 7-11

Worksheet: Conservation status

Key:

Critically endangered
populations =
< 250 adults
in the wild

Endangered
populations =
250 to 2,500 adults
in the wild

Vulnerable
populations =
2,500 to 10,000 adults
in the wild

FIGURE 1.

Vulnerable and endangered populations

(data from Species Profiles)

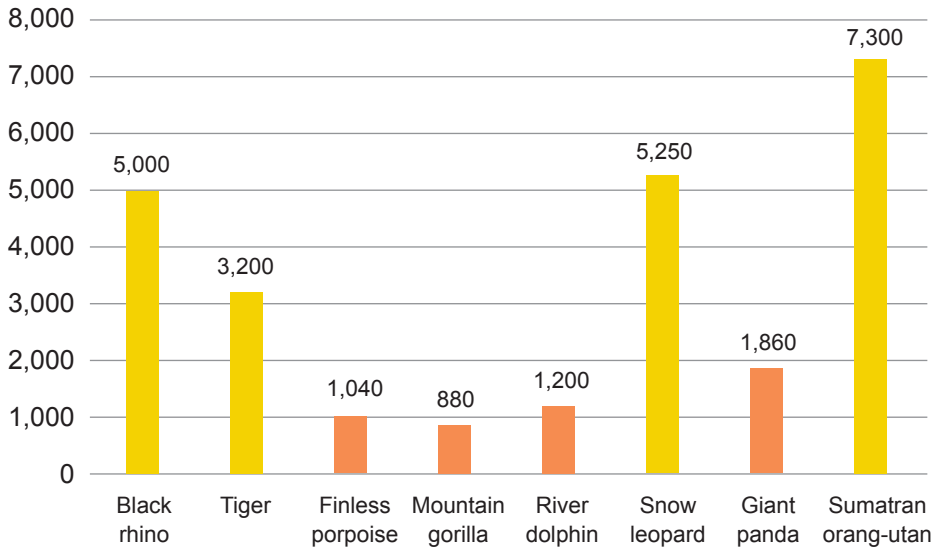


FIGURE 2.

Critically endangered populations

(data from Species Profiles)

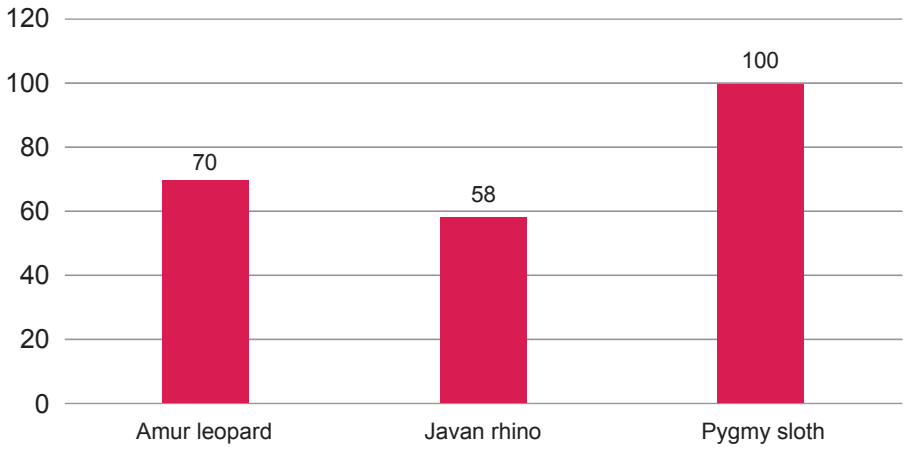
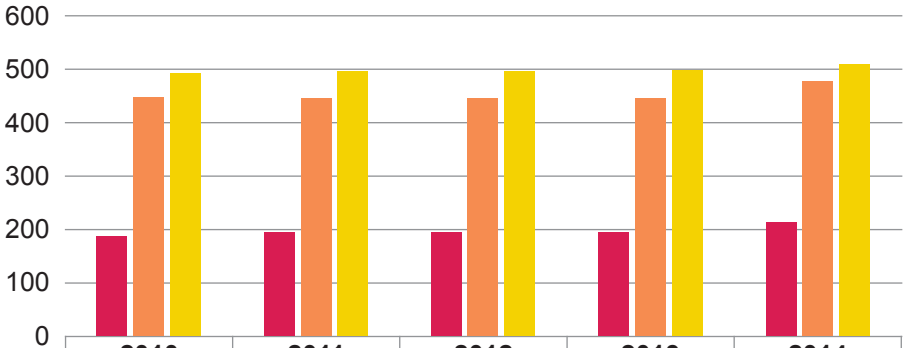


FIGURE 3.

Numbers of endangered mammal species

(source IUCN Red List)



	2010	2011	2012	2013	2014
Critically endangered	188	194	196	196	213
Endangered	450	447	446	447	477
Vulnerable	493	497	497	500	509

QUESTION 5: WHY ME?

Pupils learn about the threats to chosen species

Getting started

- We now know what it means to be endangered, but why are animals becoming endangered?
- Elicit what pupils think about why and how these animals are threatened, before exploring the threats to our focus species.

Needs investigation

Age: 5-7

Subject links: Science - The World Around Us

1. Remind/introduce pupils to animals' basic needs as being; air, food, water, shelter and space to survive.
2. Investigate the idea that provided an animal has access to water and shelter, it is the food they eat that determines where they live.
3. Ask pupils to work in small groups and read the feeding section of selected **Species Profiles** to discover what each animal eats before looking at 'Where I live' to read about the habitat that provides this food.
4. Share groups' findings with the class. Use what you've discovered together with the status information provided in the **Species Profile**, to explore how threats to food supplies and habitat loss are the two main reasons why these animals are endangered.
5. Working in pairs/small groups get pupils to create a needs and threats poster for one animal as follows:
   - Fold the required size of paper in half and draw a line across where the crease is to split the page.
   - Draw or glue a picture of your chosen animal in the centre.
   - Use one half to record your animal's needs and the other half to record threats to those needs using words, pictures or drawings, as appropriate to age and ability.
6. Use your posters to create a class display supporting this topic.
7. Please share a photo of your display/posters to **wearitwild@wwf.org.uk**.

'HIPPO' maps

Age: 7-11

Subject links: Science - Geography - The World Around Us

1. Show pupils the 2 x tiger clips at **tigers.panda.org/tx2/** to demonstrate the impact of threats to the numbers of tigers.
2. Using information at **wwf.org.uk/wildlife/tigers/** and in the tiger **Species Profile**, demonstrate how to research each threat and record this using the 'HIPPO' map (see next page), where:

   H = Habitat loss

   I = Invasion of another species, which either threatens the existing species directly OR reduces the resources e.g. food supply/nesting areas for the original species

   Top tip: See Adélie and chinstrap penguins for an example and remember to include humans!

   P = Population – this could include the growth or decline e.g. as a result of competing with other animals which share the same habitat or food chain

   P = Pollution of air, soil or water

   O = Over consumption e.g. over-fishing, hunting, farming, drilling for oil or precious minerals
3. Split pupils into mixed ability groups and give each group one of the following species to research using the **Species Profiles** and the information and hyperlinks under 'Status':
   - Amur leopards
   - Black rhinos
   - Finless porpoises
   - Giant pandas
   - Javan rhinos
   - Mountain gorillas
   - Orang-utans
   - Polar bears
   - River dolphins
   - Snow leopards
4. Ask pupils to record the key threats to their chosen species, using a 'HIPPO' map, recording their findings appropriately under each heading so they're prepared to present their research to the class.
5. Finish by summing up common threats to all the species you've researched.

Age 7-11

Worksheet: HIPPO map

1. Using an A3 sheet of paper, place it on the table in portrait orientation.

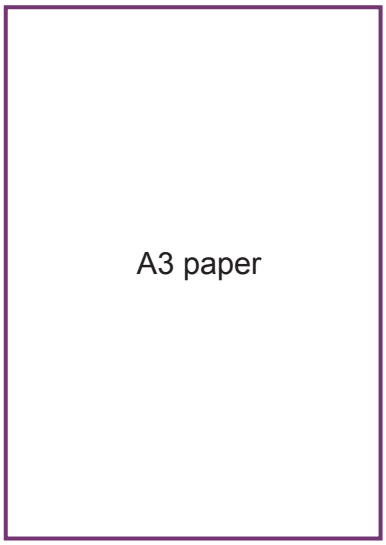
2. Fold the bottom left corner diagonally to the top right corner and press down to crease, open out, then repeat with the opposite corners. Unfold to reveal an X shape in the centre of the page.

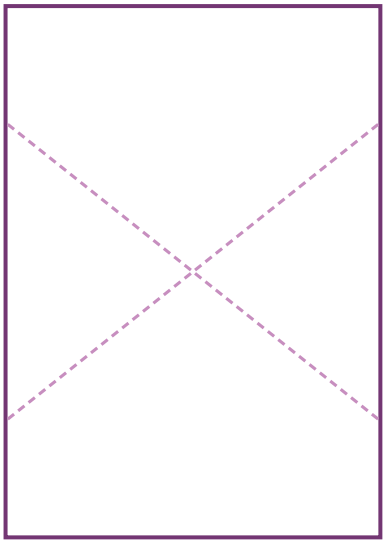
3. With a ruler carefully draw along the creases and then draw a line from the middle of the top of the page, to the centre where the other lines intersect. You should have created five separate sections.

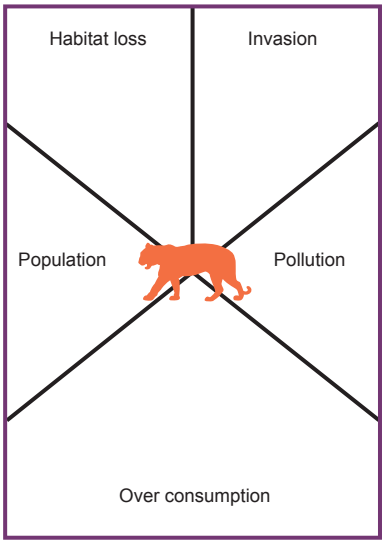
4. Draw or glue a picture of your chosen animal in the centre of the page.

5. Label the top two sections '**Habitat loss**' and '**Invasion**', the left and right middle sections '**Population**' and '**Pollution**' and the bottom one '**Over consumption**'.

6. Use each section appropriately to record the threats to given species. Remember, not all species will have something for every criteria.







QUESTION 6: WHERE ELSE COULD I LIVE?

Cross-curricular comparative activity exploring adaptation

Getting started

- There are 10 different world habitats, typified by their living and non-living features as well as their locations. Use the following descriptions together with maps, globes and displays from previous activities to introduce them to your class:

1. **Grassland** – Areas where the climate is too hot for trees yet moist enough not to become desert. Mainly found in North and South America, Eastern Europe and Asia
2. **Desert** – Deserts are places of extremes of temperature, sunshine and when it comes, rain is brief but torrential. Mainly found in the mid-latitudes between the tropics and the poles
3. **Tropical forest** – There are two main types of tropical forest, rainforests which are found near the equator and seasonal or monsoon forests found at the edge of the tropical belt.
4. **Temperate forest** – These forests grow where there is a varied climate like in the UK.
5. **Coniferous forest** – Conifers are the world's toughest trees - they remain green all year round. The Boreal forest is the largest forest on Earth and stretches across much of the far Northern Hemisphere.
6. **Mountains** – The temperate zones' mountain ranges contain the highest peaks on Earth. In the Southern Hemisphere, mountains are smaller and more isolated.
7. **Polar regions** – The Arctic and Antarctic are the coldest places on Earth. The Arctic is the North Pole and is a frozen ocean surrounded by land. Antarctica is the South Pole and is a vast area of land surrounded by an ocean. In the winter the seas around Antarctica freeze to form over 1,000 miles of pack ice.
8. **Rivers and wetlands** – Lakes and rivers are found all over the world. They are highly changeable fresh water environments that sustain a huge variety of wildlife.
9. **Oceans and seas** – Oceans form the largest continuous habitat on Earth, but like the land include an under-sea landscape of vast flat plains, of mountains, volcanoes, cliffs and deep valleys, with a wide variation in temperature and light.
10. **Urban** – Urban environments are man-made, typified by our brick and concrete buildings and roads. Animals have had years to adapt to the Earth's natural habitats, but only a fraction of that time to adjust to life in towns and cities; despite this, animals are never far away even in the most built-up places.

Top tip: You may wish to simplify these for younger pupils to grassland, forest, mountain, poles, rivers, oceans and city.

- Use the **Species Profiles** to explore the hyperlinks under 'Where I live' to find out which of these habitats the animals listed call home.

Habitat mix-ups

Age: 5-7

Subject links: Science - The World Around Us

N.B. This activity is best done after the 'Needs investigation' activity in response to Question 5 above.

1. Remind pupils of each species using the video links provided in the profiles.
2. Using what they know about the different species, can they explore the alternative habitats presented overleaf for each animal, developing for and against arguments as to their suitability? Record on photocopies of the 'Habitat mix-ups' worksheet on the next page.
3. Use pupils' findings from their habitat mix-ups to introduce the idea of adaptation and suggest that where habitats are not extremes, animals will adapt to their surroundings in order to survive. Use the **Species Profiles** of the snow leopard and the Amur leopard to identify some of these adaptations.

Age 5-7

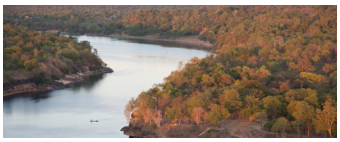
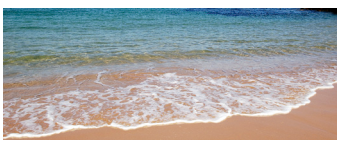
Worksheet: Habitat mix-ups

Look at each habitat listed below and decide whether it would be a good place for the animal you've chosen to live. Don't forget to explain why – use the **FOR** box to say what's good about the habitat and **AGAINST** to say what won't work.

I am a _____

I live in _____

Could I live...

HABITAT		FOR	AGAINST
in the grasslands?	 © Jeff Foott / WWF		
in the forest?	 © Mauri Rautkari / WWF		
in the mountains?	 © Martin Harvey / WWF		
at the poles?	 © Sylvia Rubli / WWF		
in or near a river?	 © Adam Oswell / WWF-Greater Mekong		
in the sea?	 © Michel Gunther / WWF		
with me?	Draw picture		

Location, location, location

Age: 7-11

Subject links: Science - Geography - Science – English - The World Around Us

1. Get pupils to use the **Species Profiles** to investigate why it's all about location, by exploring the adaptations individual species have which make them best suited to their particular environment.
2. Split pupils into six groups and use the following enquiry starters to support their investigations:

Bears

Bears live all over the world, but different species of bear are adapted to the different environments in which they live. Consider:

– How has the giant panda adapted to eating bamboo?

– How has the polar bear adapted to live in the Arctic?

– Which other species of bear have adapted to specific habitats?

Find out about some of the other bear species that need our help at:

wwf.org.uk/wildlife/giant_panda/

wwf.org.uk/wildlife/polar_bear/

gowild.wwf.org.uk/regions/americas-fact-files/spectacled-bear

Leopards

Leopards are the most widespread of all big cat species, they eat a wide variety of prey and occupy a range of habitats, from deserts and mountains to jungles and swamps. Consider:

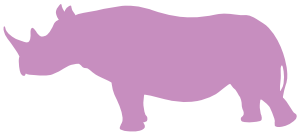
– Comparing the snow leopard and the Amur leopard and how they're adapted to their very different environments

– What about the clouded leopard or the jaguar, how are they adapted to their environments?

Use the links below to find out more:

wwf.org.uk/oneplanetchallenge/downloads/food_clouded_leopard_fact_sheet.pdf

wwf.org.uk/wildlife/jaguars



Rhinoceros

There are five species of rhinoceros, all of which are endangered, three of them critically. They all live in the savannahs of Africa or the sub-tropical forests and swampy grasslands of Asia. Consider:

– Comparing the black rhino and the Javan rhino

– How are they adapted to suit their very different environments?

Research and compare the adaptations of the Sumatran, one-horned and white rhinoceros at

wwf.org.uk/wildlife/asian_rhino__/

wwf.org.uk/wildlife/african_rhino/

Sloths

There are two different types of sloths (two-toed and three-toed), and six species:

– Pygmy three-toed sloth – critically endangered - Panama

– Maned sloth – vulnerable - Brazil

– Pale-throated sloth – South America

– Brown-throated sloth – South America

– Linnaeus's two-toed sloth – South America

– Hoffman's two-toed sloth – South America

They all live with in South America with the exception of the pygmy three-toed sloth, which is only found in Panama (between North and South America). The two-toed species are slightly larger than the tree-toed so how are they different and why do you think they have adapted?

Use the links below to find out:

animals.nationalgeographic.com/animals/mammals/

animals.nationalgeographic.com/animals/mammals/three-toed-sloth/

Penguins

Penguins are a family of 17 to 19 species of birds that live primarily in the Southern Hemisphere. Research and compare the following species to see how they have adapted to their very different environments:

– **Adélie** penguins, like emperors, breed only on the Antarctic continent.

– **Chinstrap** breed on Antarctic and sub-Antarctic Islands. They are particularly noisy penguins and are sometimes also called stonecracker penguins because of their piercing voices.

– **Little** penguins are found on the south coast of Australia and Tasmania (and a number of other Australian Islands) and on New Zealand and the Chatham Islands.

– **Emperor** penguins are one of the two species that are strictly Antarctic. Some emperors never set foot on dry land; most emperor rookeries are found on the Antarctic ice shelves. The male penguins incubate the eggs on their feet during the cold Antarctic winter.

– **African** penguins are found around the southern coast of South Africa. The African penguins suffer from oil spillages from ships passing around the Cape.

– **Galápagos** penguins live on the equator, they are the most northerly of all the penguins.

Use the links below to help:

environment.nsw.gov.au/animals/theLittlePenguin.htm

bbc.co.uk/nature/life/Emperor_Penguin

bbc.co.uk/nature/life/African_Penguin

worldwildlife.org/species/galapagos-penguin

worldwildlife.org/species/penguin

penguinworld.com/index.php

Great apes

Great apes as a family includes orang-utans, gorillas, chimpanzees and us! Some may say humans are masters of adaptation, as we have developed materials, infrastructures and technologies to allow us to live almost anywhere in the world. The rest of our great ape family, however, have adapted to their specific environments. Consider:

– How has the orang-utan adapted to living up in the trees?

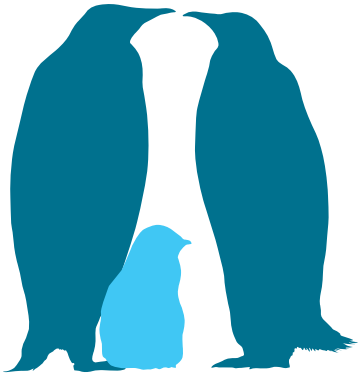
– How has the gorilla adapted to living down on the ground?

– How do chimpanzees compare to gorillas and orang-utans?

Use the links below to find out:

gowild.wwf.org.uk/regions/africa-fact-files/chimpanzee?_ga=1.144508661.1980947081.1414682865

worldwildlife.org/species/chimpanzee

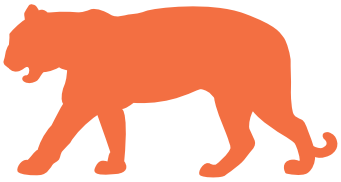


QUESTION 7: WHY SHOULD WE CARE?

Creative activities which encourage pupils to consider the impact of losing species on the wider world

Getting started

- Show pupils the 'Astonish Me' film at **vimeo.com/27011376** to focus their minds on the awe and wonder of our beautiful planet and emphasise the importance of protecting every living thing.
- Think about the animals they have explored through this resource, does one species matter more? Or are they all equally important?



Rescue rap

Age: 5-7

Subject links: Music

1. Play and listen to the different sounds animals in the **Species Profiles** make – you can find them under 'Videos'.
2. Consider ways in which pupils could emulate these sounds using percussion, instruments both recognised and improvised, body parts, voices and/or real sounds for splashing or crunching through undergrowth.
3. In pairs or small groups ask pupils to experiment with their ideas, focusing on the effects of changing the rhythm, tempo (speed) and or volume of their sounds.
4. Develop your 'Rescue rap', by setting the rhythm and tempo and combining sounds as an endangered orchestra - gradually, starting with the quietest and building up to the point where everyone has joined in, then gradually losing individual sounds until everyone is silent.
5. Once pupils have got the idea introduce 'Rescue rap' lyrics. Start by introducing each sound, 'I am a _____ hear me_____' (e.g. I am a lion, hear me roar) either as it comes in or individually as an introduction to tune the listeners' ears to the individual sounds. Then add pupils' own lyrics - perhaps they could add a fact, say something about their habitat, or a threat to the species' survival. Consider an impactful finish to your rap to convey the importance of each and every animal and the need for us to save and protect them.
6. Once your performance is polished, preform it to a real audience to appreciate and evaluate.
7. Don't forget to send us sound bites of your performance – just email to **wearitwild@wwf.org.uk**.

Everything matters

Age: 7-11

Subject links: English - Art

1. Ask pupils to choose either poetry or art to respond to the challenge of communicating 'Everything matters'
2. Consider using some or all of the following stimuli to spark pupils' creativity:

   Henri Rousseau's paintings
   nationalgallery.org.uk/paintings/henri-rousseau-surprised

   Andy Warhol's pop art
   warhols.com/endangeredspecies.html

   A.E London's watercolours
   aelondonstudio.com/

   Rudyard Kipling's 'Just so' stories
   gutenberg.org/files/2781/2781-h/2781-h.htm
3. Discuss what pupils' work shows, and why the notion of 'Everything matters' is important.
4. Please share your poems or pictures by emailing copies to **wearitwild@wwf.org.uk**.

QUESTION 8: WHAT CAN BE DONE?

Pupils explore ways in which they can make a difference

Getting started

- Play the 'One Planet Future' film at **green.tv/videos/wwf_oneplanetfuture/** to introduce pupils to some of the ways they can make a difference.
- In response to the film clip, brainstorm a list of ways in which your pupils could make a difference and help the animals they have been learning about through this resource.

Let's protect pledge

Age: 5-7

Subject links: PSHE - Citizenship

1. Discuss everyone's thoughts and ideas before focusing on three to five which are achievable by the class.
2. Use these to make a pledge to help protect vulnerable and endangered species from extinction. Prompt everyone to sign this pledge which could be displayed in your classroom.
3. Can pupils decorate the pledge to bring what they've learnt to life for other people?
4. Please share your pledges with us – email them to **wearitwild@wwf.org.uk**.

Make a change action plan

Age: 7-11

Subject links: PSHE - Citizenship

1. Pupils use the brainstormed ideas to:

   Develop a fundraising initiative to raise money to adopt one or more WWF species via **support.wwf.org.uk**

   Or

   Create an action plan to help one or more species by using and consuming sustainably sourced and Fairtrade products; reducing waste by reusing and recycling more or campaigning for better recycling facilities in your local community; walking or cycling to school, balancing their time on computers and game consoles with time spent outside.
2. Pupils vote for the idea they would most like to do and work together to achieve it.

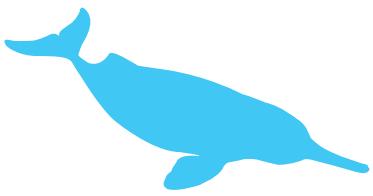
Top tip: If you're interested in helping to tackle climate change and encourage biodiversity, why not join our Green Ambassadors programme and find out more about how to make your school sustainable with our characters Brick and Leafy? Find out more at **wwf.org.uk/greenambassadors**

QUESTION 9: WHAT HAVE YOU LEARNT?

Fun quizzes to test your knowledge

Getting started

- Using the quiz questions on the following worksheets, see how much your pupils have learnt from their journey **Through the eyes of...**
- Simply hand out photocopies of the quiz worksheet for your age group and work through the questions!



Age 5-7

Worksheet: Quiz

Name_____

1. Give three different ways animals move

a)_____ b)_____ c)_____

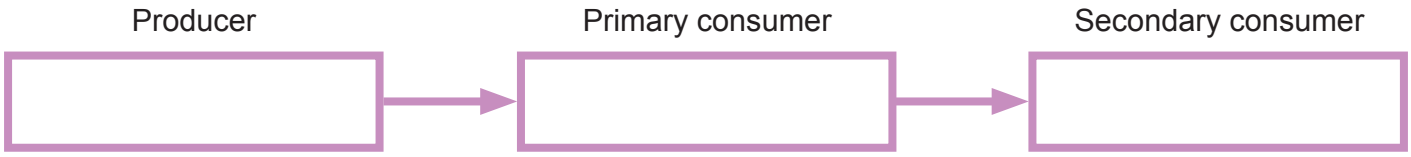
2. Circle the seven continents

Africa	Caribbean	Spain	Australia	North America	Asia
South America	China	Europe	Arctic	Antarctica	Amazon

3. Name an animal for each group

Carnivore =_____ Herbivore =_____ Omnivore =_____

4. Complete the boxes to make a food chain



5. Name the four things that animals need

1._____ 2._____

3._____ 4._____

Age 5-7

Worksheet: Quiz

6. Name an animal that lives in:

The forest _____

The mountain _____

The polar regions _____

7. Name two endangered animals

_____

_____

8. Name one thing that you could do to help endangered animals

_____

9. Draw your favourite animal

10. Why is this animal your favourite?

_____

_____

_____

Age 7-11

Worksheet: Quiz

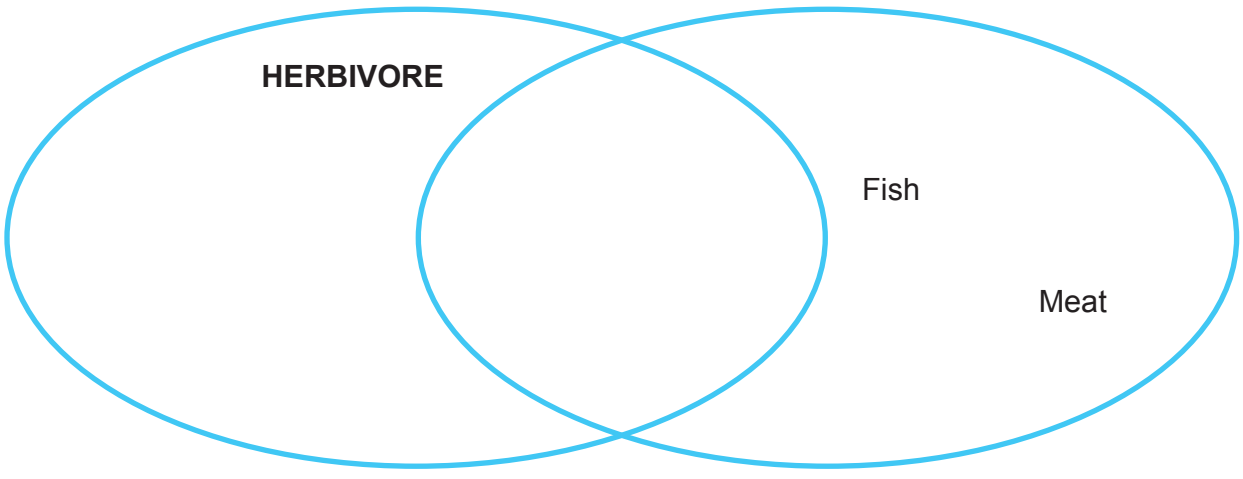
Name_____

1. Use the space provided to draw a classification key for the following:

Gorilla, Penguin, Polar bear

2. Mark and label the poles, equator and tropics on the globe opposite:

3. Complete the Venn diagram



Age 7-11

Worksheet: Quiz

4. Name two threats to endangered species

5. Name three types of world habitat

6. Give two examples of how animals adapt to their habitat

7. Complete the sentence

Animals and their habitats are important because...

8. Name two things that you could do to help endangered animals

9. What did you enjoy most about this topic?

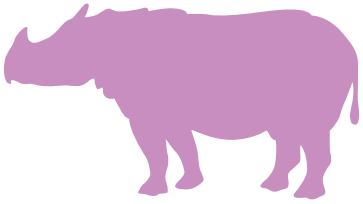
10. What is your favourite animal and why?

QUESTION 10:
WHO WILL YOU WEAR IT WILD FOR?

It's time to show your support and Wear it Wild!

Getting started

- Review the purpose of your **Through the eyes...** investigations and reflect on the importance of all species.
- Remind pupils of the chance to **Wear it Wild** and raise vital funds to help WWF protect the animals and habitats they've been learning about.



Wear it wild masquerade

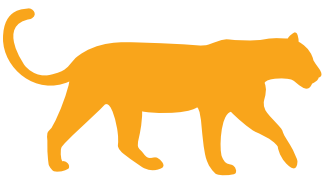
Age: 5-7

Subject links: Art - Design Technology

For each mask you will need: The correct template photocopied onto card and cut out, a drinking straw, staples/sticky tape or ribbon/string, PVA glue and a range of art materials to decorate.

1. Ask pupils to consider which animal featured in the **Species Profiles** they would most like to be. Explain that they're now going to create their own masquerade eye masks for **Wear it Wild** using a templates.
2. Hand out the 'Masquerade mask' worksheet, and offer help with cutting and gluing etc.
3. Support pupils as they decorate their eye masks using the available materials. Then using either staples or sticky tape, attach one end of the drinking straw to one side of the back of the mask, so that it can be held over the face in line with the pupil's eyes.

   Alternatively, pupils could pierce the holes on the mask templates and thread string or ribbon through them so the masks can be tied on. This would keep the masks in place more easily if children are moving around.

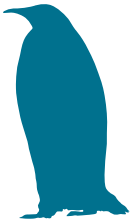


Save me campaign

Age: 7-11

Subject links: Computers - PSHE

1. In pairs or small groups get pupils to use what they've learnt to choose and showcase their favourite animal using posters and or multimedia to celebrate its unique characteristics.
2. Support pupils to develop their own 'Save me' campaign slogans to add purpose to their showcases.

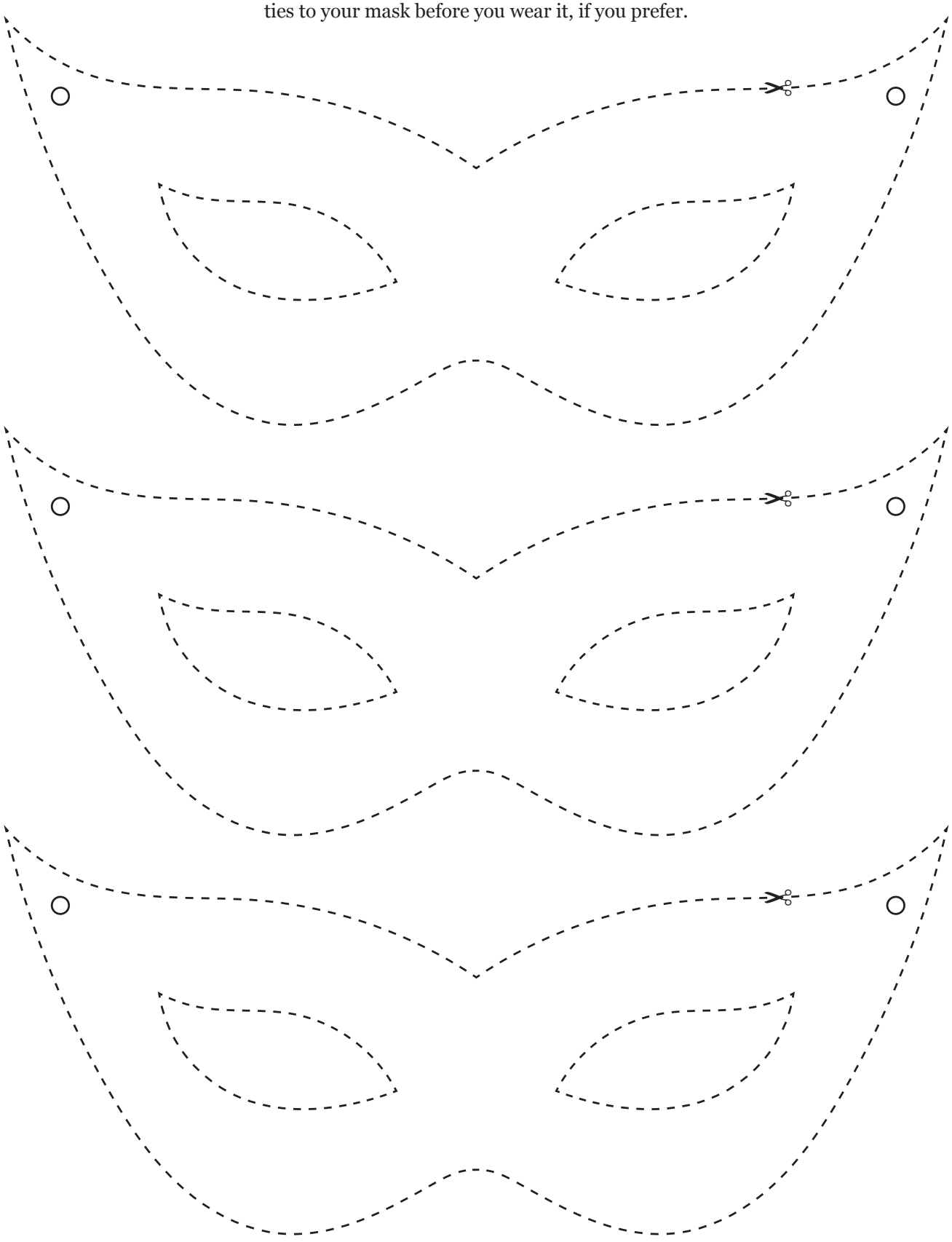


Age 5-7

Worksheet: Masquerade masks

Colour me in, cut me out and wear me as you roar like a lion or strut your stuff like a snow leopard.

Tip: Ask your teacher to help affix ribbon or string ties to your mask before you wear it, if you prefer.



WEAR IT WILD TEAM

Any questions? Contact the team!

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Why we are here

To stop the degradation of the planet's natural environment and to build a future in which humans live in harmony with nature.

wwf.org.uk