



WWF

RESOURCE  
PACK

UK



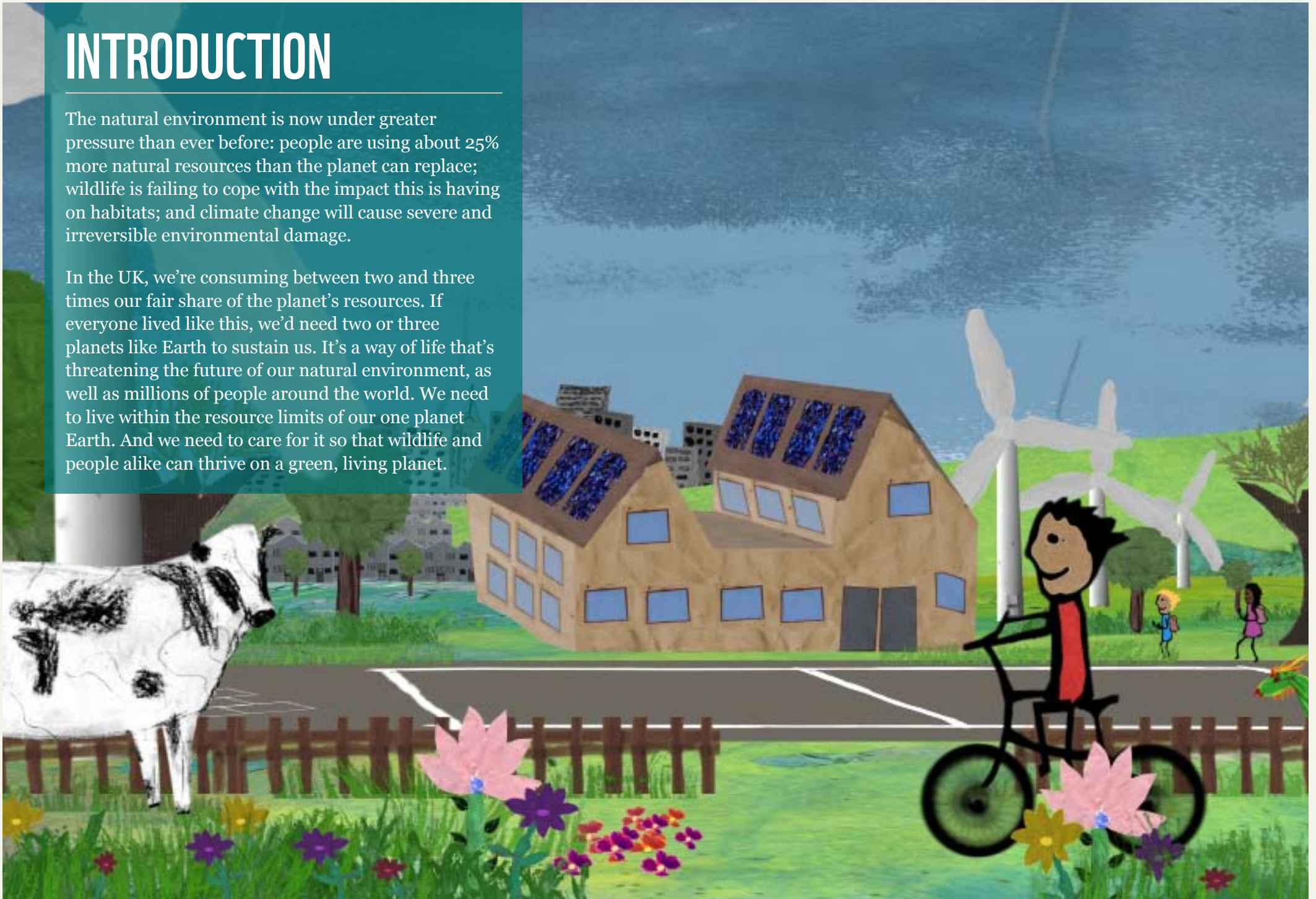
# ONE PLANET FUTURE

A resource pack for youth groups  
on WWF's work

# INTRODUCTION

The natural environment is now under greater pressure than ever before: people are using about 25% more natural resources than the planet can replace; wildlife is failing to cope with the impact this is having on habitats; and climate change will cause severe and irreversible environmental damage.

In the UK, we're consuming between two and three times our fair share of the planet's resources. If everyone lived like this, we'd need two or three planets like Earth to sustain us. It's a way of life that's threatening the future of our natural environment, as well as millions of people around the world. We need to live within the resource limits of our one planet Earth. And we need to care for it so that wildlife and people alike can thrive on a green, living planet.



# CONTENTS

---

<b>INTRODUCTION</b>	2
<b>WWF'S HISTORY</b>	4
<b>THE CHALLENGES</b>	4
<b>ONE PLANET FUTURE AND YOU</b>	4
<b>WHO IS THIS PACK FOR?</b>	4
<b>WHAT DOES IT CONTAIN?</b>	5
<b>ACTIVITIES USING THE FILM</b>	6
<b>GENERAL ACTIVITIES</b>	8
<b>SAFEGUARDING THE NATURAL WORLD</b>	17
Notes for leaders	17
Activities	17
<b>TACKLING CLIMATE CHANGE</b>	21
Notes for leaders	21
Activities	21
<b>CHANGING THE WAY WE LIVE - GROUP CHALLENGES</b>	26
<b>GLOSSARY</b>	32
<b>WWF WEBSITE LINKS</b>	34

# WWF'S HISTORY

---

We were established in 1961, in response to fears that habitat destruction and hunting would soon bring about the extinction of the world's most endangered species.

By the end of the 1970s, our work encompassed not only the conservation of wildlife and habitats, but also tackling the wider impacts of human activities on the environment.

In the 1980s, our work broadened to address the concept of sustainable development – living within the limits of the planet's natural resources without compromising the needs of future generations.



# THE CHALLENGES

---

We've identified three key environmental challenges that must be addressed: safeguarding the natural world, tackling climate change and changing the way we live.

We work with communities, schools, businesses and governments in the UK and around the world to meet these challenges. We're at the heart of efforts to create positive solutions for a more sustainable way of life.

# ONE PLANET FUTURE AND YOU

---

Your youth group can play a vital role in challenging children and young people to live more sustainably. You can do this by helping them to build understanding of environmental and sustainability issues, explore values and attitudes, and develop skills so that they can reduce their environmental impact now and become good environmental decision-makers in the future.

WWF needs children and young people to help safeguard our natural world.

# WHO IS THIS PACK FOR?

---

This pack is designed to be used by youth leaders with children and young people aged 6-14. Leaders need no particular knowledge or experience, and activities can be carried out with minimal resources. We've signposted whether the activities are suitable for older or younger children – or both.



# WHAT DOES IT CONTAIN?

---

This pack contains activities to introduce children and young people to the concept of a one planet future – a future in which people and nature thrive. It also introduces them to the challenges of safeguarding the natural world, tackling climate change and changing the way we live.

It's structured into four sections:

- Introducing WWF and the One Planet Future film
- Safeguarding the natural world
- Tackling climate change
- Changing the way we live

There are resource sheets for some activities throughout the pack. Some groups are keen to donate money to WWF, so you'll also find fundraising ideas accompanying this pack.

## The One Planet Future film

The film is an animation and can be played or downloaded at [www.green.tv/wwf\\_oneplanetfuture](http://www.green.tv/wwf_oneplanetfuture)  
Run time: 6:15 minutes.

It can also be played from the DVD attached to the printed version of this pack. For large groups use a computer, projector and screen. For smaller patrol groups, playing the film on a laptop will be just as good.

## How can we use the pack?

You can use the pack flexibly. Choose the activities that best suit your group and the time you have available – or ask the children and young people to decide for themselves. Each activity shows whether it's designed for older children (around 11-14), younger children (around 6-10) or for all ages.

To get the most from the pack, we'd suggest you try to show the One Planet Future film to your group, and try at least one activity per section to extend the awareness and understanding among your group.

You can use activities from this resource pack in any youth environment. Challenges can be carried out by a large group, small groups or individuals; at meetings, school or at home.

We've provided activity times to help you structure your sessions.

## HINT

---

Leaders will need to watch the film themselves first. You may wish to find out more about WWF and the issues by looking at [www.wwf.org.uk](http://www.wwf.org.uk)

# ACTIVITIES USING THE ONE PLANET FUTURE FILM



**Age range - Younger**

## Spot the animal

Identify animals and the habitats they live in

**Time – 10 mins**

## You'll need:

Flip chart or paper to record the responses

## What to do:

Play the film through and ask the young people in pairs to try and spot as many animals as they can. Ask each child to remember three animals that they've seen. At the end, have a brainstorm and collect a list of as many animals as the children can remember.



**Age range – all ages**

## Making a habitat frieze

Gain understanding of what wild animals need to survive

**Time – 30 mins**

## You'll need:

Large sheets of paper or card, pens, paints, materials and scissors

## What to do:

Talk with the group about the habitats and environments shown in the film. Look at the film again if necessary. Talk about rainforests, the sea, rivers, the Arctic, the countryside, which plants and trees the children could see, and what the colours were like. Talk about the city – the built environment – as well.

Divide the group into smaller groups and ask them to plan a section of a frieze showing different habitats like those on the film. Provide them with large sheets of paper and paints and create the sections of the frieze. Put the frieze up along a wall.

Your group can then draw themselves and put themselves on the frieze in the habitat that they like best. Alternatively, children can draw people and animals.





**Age range** – All Ages

**Rap**

**Time** – 10 mins

**You'll need:**

To play the film

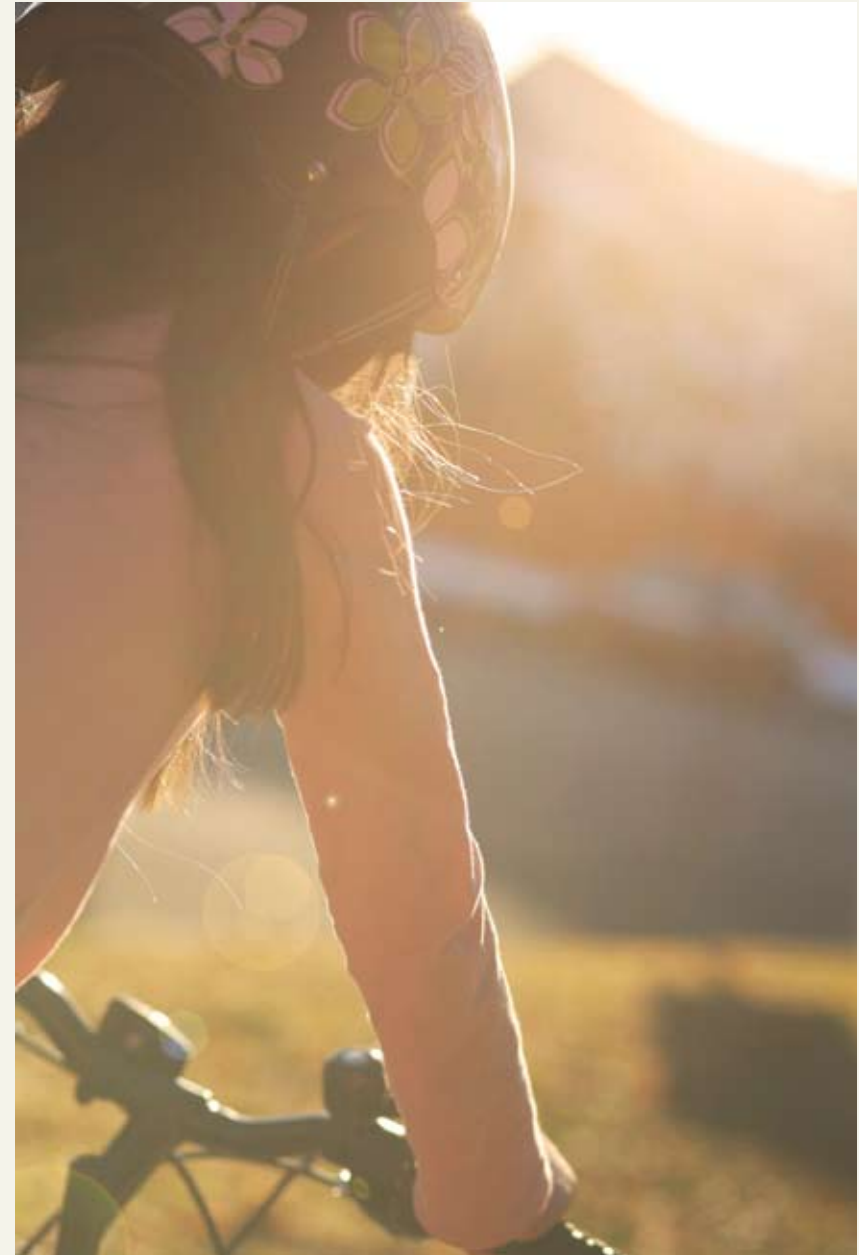
**What to do:**

Give the following brief.

In the film there's a short rap:

You're cycling to school, 'cos you think it's  
very cool  
and that driving's very sad, 'cos the  
consequence is bad  
so get out of your car  
'cos it's not very far  
and walk to your school

Ask pairs or groups to write their own energy-saving rap and then perform it to the group.



© GETTY IMAGES

# GENERAL ACTIVITIES

THE FOLLOWING ACTIVITIES DON'T REQUIRE CHILDREN TO HAVE SEEN THE FILM



**Age range - Younger**

## Polar bear masks

### Brief outline

Introduce polar bears and the habitat they live in



**Time – 20 mins**

### You'll need:

Polar bear picture, one photocopy of the polar bear mask from page 10 for each child, scissors, elastic or string, colouring pencils

### What to do:

Show the group the picture of the polar bear on page 9. Ask if anyone knows what it is. Ask where polar bears live. Wait for the answer 'the Arctic' or the 'North Pole'. Explain that the Arctic is at the top of the Earth, where it's very cold, and the polar bears live on the ice. They are kept warm by their thick layer of fat and dense fur.

Ask everyone to cut out a mask and colour it in. Attach string or elastic so they can wear them and pretend to be polar bears, walking around in the Arctic.



**Age range – All ages**

## Melting icebergs game

Musical chairs-style game to show what happens when climate change causes Arctic ice to melt



**Time – 10 mins**

### You'll need:

Newspaper ripped into pieces large enough to stand on – enough so there's one piece for each player – placed spaced out on the floor. Optional: polar bear masks

### What to do:

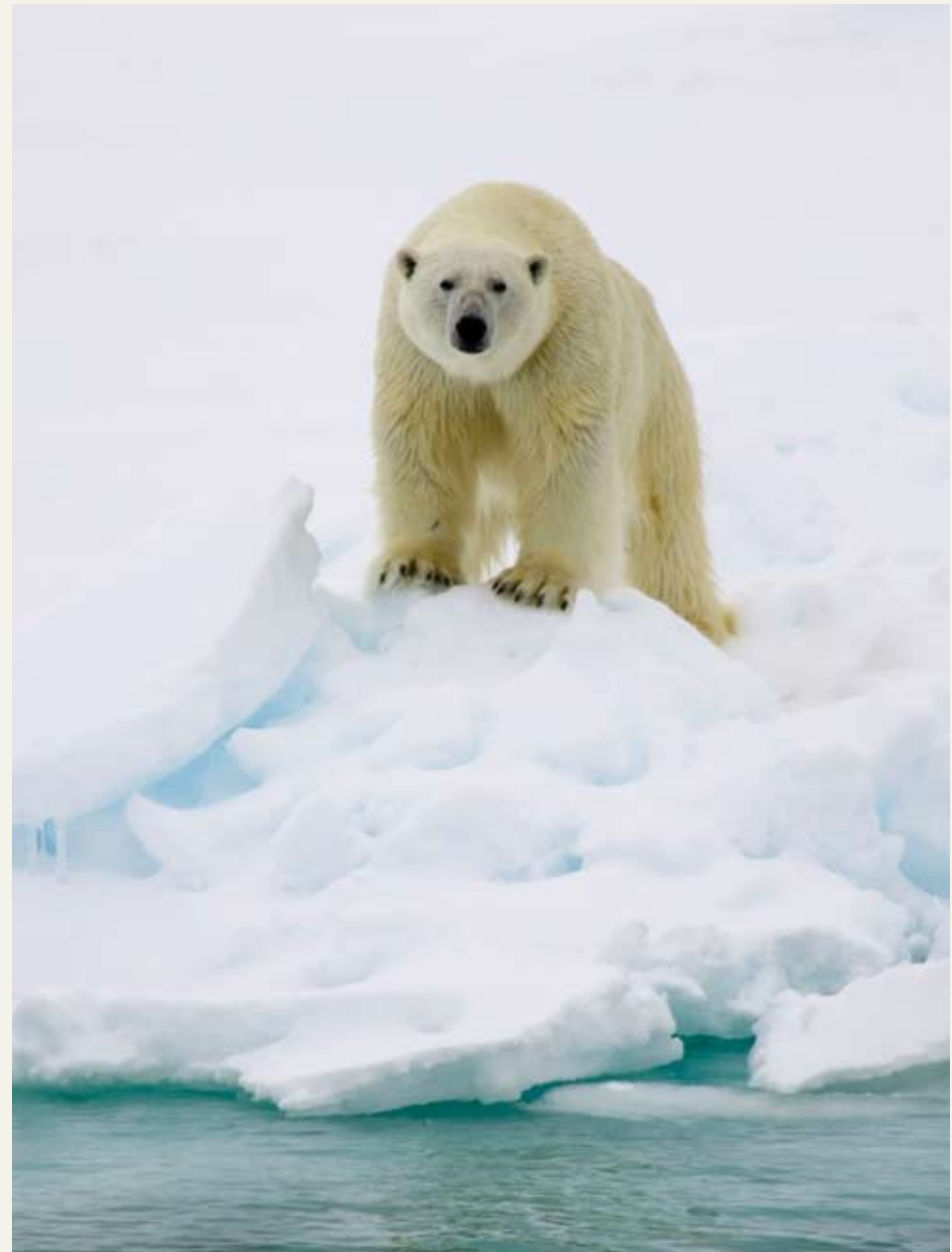
Explain that everyone is playing a polar bear. Wear your masks if you made them (ensuring everyone can see where they're running!). The group will run or walk around the room pretending to swim around in the cold water of the Arctic, where there are lots of floating icebergs. Each piece of newspaper is an iceberg. When the leader calls out:

- “polar bear's tired!” everyone should jump onto their nearest iceberg.
- “polar bear's swimming”, start swimming again.
- “climate's changing”, the leader should take away one iceberg per round, like musical chairs. Explain this means it's getting warmer in the Arctic and the icebergs are melting.



Polar bears that can't find an iceberg to jump on are out of the game. Only one polar bear at a time can stand on an iceberg. The winner is the last polar bear left!

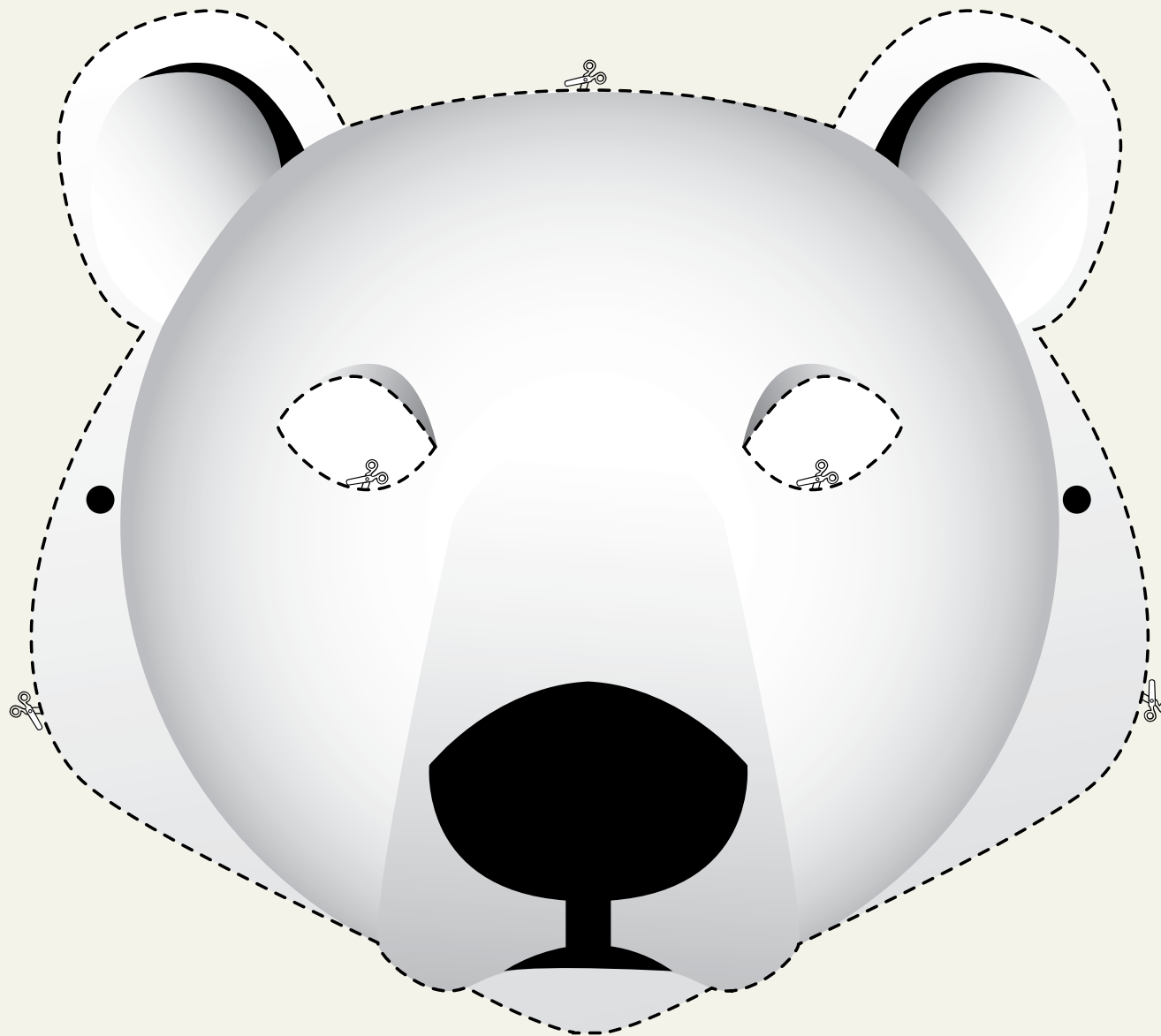
At the end of the game explain that the ice in the Arctic where polar bears live is starting to melt, which is not good news for polar bears. They can swim, but not all the time. They depend upon the sea ice to hunt seals and to travel around to find a mate. The melting ice is caused by climate change – the planet warming up because of the way we live our lives. This affects not just polar bears but lots of other kinds of animals, and people too, all over the world.

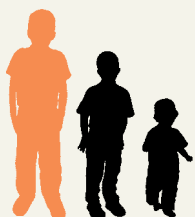


© SINDRE KINNERØD / WWF-CANON

# POLAR BEAR MASKS

---





### Age range - Older

#### Save our homes

Develop an understanding that each one of us can do something to help keep the world healthy and beautiful.

**Time – 10 mins**

#### You'll need:

A copy of the worksheet on page 13

#### What to do:

Complete the worksheet in small groups.

1. Explain that we all need to play our part in looking after our beautiful planet. Ask for examples:
  - recycle
  - don't waste food
  - pick up litter
  - turn off lights

We can also support WWF, which is helping people to work together to look after the natural world, slow down climate change, and change the way we live for the better.

2. Challenge your group to create some posters asking everyone to help to look after our beautiful planet by making changes in our daily lives.

Display the posters in a prominent place so others will see them.



### Age range – All ages

#### Rubbish relay

**Time – 20-25 mins**

#### You'll need:

Bins or buckets with signs on them saying 'reduce', 'reuse', 'recycle' or 'landfill'. And a bag of clean rubbish per team containing items that can be reduced, reused or recycled. Use as many real things as possible in your sacks, but you could also draw or write items on squares of card if it is difficult, dangerous or impractical to include the objects themselves.

#### Ideas:

**Reduce** – light bulb, computer, car, food packaging, bathtub of water

**Reuse** – shopping bags, clothes, paper printed on one side, grass cuttings

**Recycle** – glass bottle, newspaper, mobile phone, leftover food

#### What to do:

Tell everyone that WWF wants to make the future brighter – for animals and people – by encouraging everyone to do something to help. There are three things we can all do – reduce, reuse and recycle.

Give teams one sack each. Put the bins a distance away from the teams.



The game is a relay. The teams take out one item at a time from their sack. They need to decide together whether it should be reduced, reused, recycled or thrown away. Then one team member must run to the other end of the meeting place, throw it in a bin and come back. The first team to separate all their rubbish wins – unless they've put something into the landfill bin, in which case the second fastest team wins! If anything is in the landfill bin, work out together what could be done with it. If you have time, go through the bins together. If there are any differences of opinion on what could be done with some items, encourage discussion – lots of items could go in all three!

This list of eco-living tips could help:  
**[wwwf.org.uk/changehowyolive](http://wwwf.org.uk/changehowyolive)**



© SIMON RAWLES / WWF-CANON



# SAVE OUR HOMES

1. Read the descriptions in the light boxes and decide which human activity in the dark boxes contributes greenhouse gases to the environment.

Around half of all car journeys in the UK are less than 5 miles. Cold engines use fuel less efficiently and catalytic converters can take 5 miles to become effective.

When cows and other grazing animals eat, lots of methane is produced when they digest their food. They release this methane into the environment by burping and farting!

The world's rainforests are being destroyed at the rate of 13 million hectares per year. That's more than 35,000 football pitches every day! The main reasons for deforestation are to make space for cattle to graze, to grow crops or to sell the wood to be used in different products.

Electricity can often be wasted by leaving lights on when we leave a room, leaving the TV on standby or leaving your phone charger plugged in.

Most of the world's electricity is produced by burning coal. Coal is made of carbon so releases lots of carbon dioxide into the environment when it is burnt.

Nearly all of the world's motor vehicles are powered by petrol, a product which is obtained by distilling oil. It is made of hydrocarbons which release carbon dioxide into the atmosphere when they are burnt.

Trees absorb carbon dioxide from the atmosphere in order to grow and produce energy. If there are fewer trees then less carbon dioxide is removed from the atmosphere.

In many British households meat is eaten every day, and in some cases at every meal. The average British person consumes 50 grams of protein from meat every day.

2. Once you have joined the statements above, write a sentence explaining how you could help reduce the amount of greenhouse gases contributed in this way.

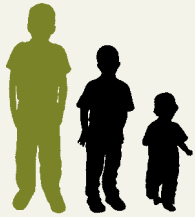
---

---

---

---





### Age range - Older

#### Convince me

Discuss big environmental issues and form opinions

**Time – 15 mins per issue**

#### You'll need:

Discussion topics written out, one per group

#### What to do:

Explain that we in the UK are consuming between two and three times our fair share of the planet's natural resources. If everyone lived like this, we'd need two or three planets like Earth to sustain us. But we only have one planet! WWF is campaigning to get everyone to live more sustainably. But making change happen is always controversial. In small groups or all together debate the following issues. Half should argue for, and the other half against. The rules are that no-one can speak over anyone else or make discussions personal.

'Cars should be banned'

'If some animals become extinct it won't be the end of the world'

'People who don't recycle should be fined'

'Wind farms spoil the countryside'



### Age range - Older

#### Quiz time

A fun way to find out about climate change and safeguarding the natural world

**Time – 20 mins**

#### You'll need:

Copies of the quiz on page 15

#### What to do:

Give out this quiz to individuals or groups to try. Read out the answers at the end or give them out – see page 16. Was everyone surprised by the answers?



© NATIONAL GEOGRAPHIC STOCK / JIM RICHARDSON / WWF

# QUIZ TIME

## Are the following statements true or false?

- |  |                                |
|--|--------------------------------|
| 1. This is not the first time that the world has experienced climate change.   | True <input type="checkbox"/>  |
|  | False <input type="checkbox"/> |
| 2. The climate change that's happening now is the first time that the world's climate has changed because of the activities of humans. | True <input type="checkbox"/>  |
|  | False <input type="checkbox"/> |
| 3. In the UK, we're consuming between two and three times our fair share of the planet's natural resources.                            | True <input type="checkbox"/>  |
|  | False <input type="checkbox"/> |
| 4. There are only 3,200 tigers left in the wild in the whole world.  | True <input type="checkbox"/>  |
|  | False <input type="checkbox"/> |
| 5. Forests contain as much as 90% of the world's land-based animal and plant life.   | True <input type="checkbox"/>  |
|  | False <input type="checkbox"/> |
| 6. Only half of the world's original forest cover remains and, of that, only one-tenth is protected.                                   | True <input type="checkbox"/>  |
|  | False <input type="checkbox"/> |
| 7. A quarter of the world's population do not have enough food.  | True <input type="checkbox"/>  |
|  | False <input type="checkbox"/> |
| 8. The UK's 26 million homes are responsible for 26% of UK carbon emissions.   | True <input type="checkbox"/>  |
|  | False <input type="checkbox"/> |
| 9. WWF, the world's leading environmental organisation, was founded in 1961. It is now active in over 100 countries.                   | True <input type="checkbox"/>  |
|  | False <input type="checkbox"/> |



© WWF-CANON / SIMON RAWLES





**Quiz answers: All the statements are true!**

- 1. TRUE** The world's climate has changed before. For example, 18,000 of years ago there was an ice age when the ice caps increased in size and there were glaciers covering some of what is now Scotland and northern England.
- 2. TRUE** Climate change now is happening because of the huge increase in the emissions of carbon dioxide resulting from our increased use of fossil fuels – coal, oil and natural gas. Find out more at [wwf.org.uk/climatechangeinfo](http://wwf.org.uk/climatechangeinfo)
- 3. TRUE** Globally, people are using about 25% more natural resources than the planet can replace. We face an 'ecological overshoot' that will have severe consequences for both people and nature unless we humans change the way we live. Find out more at [wwf.org.uk/waywelve](http://wwf.org.uk/waywelve)
- 4. TRUE** There are now only an estimated 3,200 tigers in the wild, mostly found in isolated pockets spread across increasingly fragmented forests stretching from India to north-eastern China and from the Russian Far East to Sumatra. Wild tiger numbers have fallen by about 95% over the past 100 years, and three subspecies – the Bali, Caspian and Javan – are extinct. Find out more at [wwf.org.uk/tigers](http://wwf.org.uk/tigers)
- 5. TRUE** Forests contain as much as 90% of the world's land-based animal and plant life. There is a huge amount of biodiversity in forests, which is just one of the reasons for conserving them. Forests also provide raw materials for food, shelter and fuel, essential for the 1.2 billion people who live in extreme poverty around the world. And forests benefit our environment by regulating the climate, water cycles and soil erosion. Find out more at [wwf.org.uk/forests](http://wwf.org.uk/forests)
- 6. TRUE** We are currently losing around 13 million hectares of forest each year, according to the Global Forest Resources Assessment. Forests are a key focus of WWF's global conservation work. Find out more at [wwf.org.uk/forests](http://wwf.org.uk/forests)
- 7. TRUE** A quarter of the world's population does not have enough food. If we are to achieve a One Planet Future where people and nature thrive together, we need to reconsider the types of food we eat in the UK and where and how our food is produced. Find out more at [wwf.org.uk/food](http://wwf.org.uk/food)
- 8. TRUE** The UK's 26 million homes currently have a huge impact on the environment, being responsible for 26% of UK carbon emissions. Over half of all the timber we use goes into our homes, and much of it is from unsustainable sources. In addition, the average person uses 150-180 litres of water each day and this figure is rising every year. Find out more at [wwf.org.uk/housing](http://wwf.org.uk/housing)
- 9. TRUE** WWF works around the world. The panda has always been on the famous logo since WWF was set up in 1961 although the way the panda looks has changed a bit over the years. Find out more at [wwf.org.uk/about\\_us](http://wwf.org.uk/about_us)

# SAFEGUARDING THE NATURAL WORLD

## NOTES FOR LEADERS

Globally, nearly a quarter of all mammal species and a third of amphibians are threatened with extinction. The demands made by human activities – such as agriculture, forestry, energy production, road building and poaching – are all having a serious impact. The rapid destruction of forests – every year an area the size of England is lost – not only harms forest-dwelling wildlife but also adds to the growing danger of climate change. The increasing threat to some of the planet’s most important rivers, lakes and wetlands has been matched by a 37% decline in freshwater wildlife between 1970 and 2008. And in the oceans, 7 million tonnes of fish are caught and then discarded each year. The threat to people and their livelihoods is, of course, of equal concern. For example, 2.7 billion people around the world live in areas that experience severe water shortages for at least one month a year.

Protecting the world’s species and their habitats lies at the heart of WWF’s mission to conserve the Earth’s biodiversity. It was the prime reason for establishing the organisation, in 1961. Today, WWF works around the world with a wide range of partners in local communities, business and government to create sustainable solutions that take account of the needs of both people and nature.



## ACTIVITIES

**Age range - Older**

### **Save our species**

Find out about different wild animals and creatively show what can be done to save them

**Time – 30 mins plus show-time**

### **You’ll need:**

Animal information sheet, paper or card, pens, pencils and any other creative materials you have

### **What to do:**

Give out one animal description from the animal information sheet per group of five or six. The groups can use all the resources available to them to produce a two-minute advert for the work of WWF using the information on their sheet. The leaders could form a panel, deciding which advert was the one that made them most want to support WWF.



# SAVE OUR SPECIES

## About tigers

The tiger is the largest of all cat species. There are now only an estimated 3,200 tigers and 450 Sumatran tigers in the world. It is important to protect these beautiful creatures, which are sometimes killed by people who can sell them for their skins and other body parts. Some people believe that tiger parts can be used to make effective medicines. Special guards help to keep the tigers safe from poachers who want to kill them and sell them secretly. Selling tigers is against the law. WWF is working to stop tiger killing and protect the tiger and its habitats.



© MARTIN HARVEY / WWF-CANON

## About giant pandas

The world's rarest bears – giant pandas – are peaceful and mostly vegetarian. There are around 1,600 giant pandas remaining in the wild. Their forest homes are disappearing due to the increase in the number of people in China competing for the same space to live in. Pandas now have to live in small areas of forest high in the mountains of south-central China. WWF is working with the Chinese government to help protect and re-connect areas of the forest so there's enough space for pandas to roam safely and enough bamboo for them to eat. Looking after the giant panda and its habitat will help the other species that live there, and will preserve this natural area for people too.



© BERNARD DE WETTER / WWF-CANON



# SAVE OUR SPECIES

## About polar bears

Polar bears are found in the Arctic landscapes of Canada, Greenland, Norway, Russia and Alaska. There are now only an estimated 20,000-25,000 polar bears in the wild. Polar bears rely on sea ice to hunt seals – their main food, but the sea ice is disappearing due to climate change. Some scientists predict that the Arctic could be ice free in the summer within a generation. As the sea ice melts the area is also opened up to shipping and oil exploration, adding the risk of pollution to the many threats the polar bear already faces.



© NATUREPL.COM / STEVEN KAZLOWSKI / WWF-CANON

## About orang-utans

Orang-utans are found only on the islands of Borneo and Sumatra. There are only around 62,000 orang-utans left in the wild. Orang-utans spend most of their time in the treetops. Their strong arms can span about 2 metres, which is greater than their height. Their reach allows them to swing through the rainforest trees, high up in the canopy, where they eat fruit and leaves. Their habitat, the forests where they live, are being cut down and destroyed for timber or to plant oil palm trees. These are the greatest threats that these amazing creatures face. There is less than 86,000km of orang-utan habitat remaining on Borneo. WWF is working to preserve forest areas and keep orang-utans safe.



© NATUREPL.COM ANUP SHAH / WWF-CANON

# SAVE OUR SPECIES

## About Asian elephants

The Asian elephant is generally smaller than the African elephant, with the average male measuring around 3 metres high and weighing up to 5 tonnes. Sometimes they are hunted for their ivory tusks, although this is against the law. Some wild Asian elephants still roam in tropical forests but there are far fewer than in the past, and they mostly live in small groups. It is difficult for them to move around freely looking for food as their habitats have been broken up by roads, villages and other human activity. This means that people and animals are coming into conflict more and more over living space and food. WWF is working to reduce conflict between people and elephants and improve the livelihoods of the people affected, as well as protecting the habitat of elephants.



© OLA JENNERSTEN / WWF-CANON

## About bottlenose dolphins

Bottlenose dolphins, like whales and porpoises, are intelligent and inquisitive mammals. Whales, dolphins and porpoises are powerful and important creatures in our oceans. Dolphin numbers have been severely reduced because of hunting, accidental capture in fishing nets, water pollution, and other human activities. Getting trapped and killed in fishing gear is the biggest threat to dolphins. WWF is working to educate people about this and to support changes in the law that will encourage better fishing practices.



© ANDREY NEKRASOV / WWF-CANON

# TACKLING CLIMATE CHANGE

## NOTES FOR LEADERS

Addressing climate change is central to protecting wild animals' habitats, protecting the diversity of species and reducing humanity's impact on the planet. Unless we stop average global temperatures from rising more than 1.5°C above the level recorded in pre-industrial times, we face a high risk of severe and irreversible changes in the planet's natural systems. The consequences of changing weather patterns, warming seas and melting ice will be devastating for people and nature.

To stay below 1.5°C, global greenhouse gas emissions must peak by 2015 and then fall by at least 80% by 2050. This can only be achieved by reducing the world's reliance on fossil fuels and preventing further destruction of tropical rainforests. WWF seeks cuts in emissions at a UK, EU and global level that prevent global temperatures rising dangerously.

### What is climate change?

The Earth's climate is driven by a continuous flow of energy from the sun. Heat energy from the sun passes through our atmosphere and warms the Earth's surface. As the temperature increases, the Earth sends heat energy (infrared radiation) back into the atmosphere. Some of this heat is absorbed by gases in the atmosphere, such as carbon dioxide (CO<sub>2</sub>). These gases, which are all naturally occurring, act as a blanket, trapping in the heat, keeping the Earth's average temperature at about 15°C: warm enough to sustain life for people, plants and animals. This is also sometimes called the greenhouse effect. Without these gases, the average temperature would be about -18°C... too cold for most life forms.

A natural carbon dioxide cycle keeps the amount of CO<sub>2</sub> in our atmosphere in balance. Decaying plants, volcanic eruptions and the respiration of animals release CO<sub>2</sub> into the atmosphere, where it stays for about 100 years. It is removed again from the atmosphere by photosynthesis in plants and by dissolution in water (for instance in the oceans). The amount of naturally produced CO<sub>2</sub> is almost perfectly balanced by the amount naturally removed. Even small changes caused by human activities can have a significant impact on this balance.



## ACTIVITIES

**Age range** – All ages

### **Making a model ice cap**

Find out what happens when polar ice melts

**Time** – 10 mins at the start of the session and 5 mins at the end

#### **You'll need:**

One transparent, flat-bottomed plastic container per group, flattish stones (to form islands), ice (could transport in a cool-bag), cold water, ruler

#### **What to do:**

Get into small groups and give each group a container, a few stones, ice and cold water.

Place the stones at the bottom of the containers and pour in a small amount of water, so the top of the stones rise higher than the water level. Now put some ice into the containers.

Explain that the stones are islands in the middle of the sea. The ice is an ice cap from the Arctic or Antarctic.

Ask the groups to measure the depth of the water and write it down or mark it on the container.

Leave the 'ice caps' somewhere warm – next to a radiator or in the sun – while you do your next activity.

Come back to the 'ice caps' after around 30 minutes and look at what's happened. The ice will have melted and the 'islands' should be flooded or very nearly, and the water level should have risen. Chat about what it would feel like for people and animals living on one of those islands.

Explain that using fossil fuels such as gas and oil – which are used to power our cars and heat our homes – releases gases into the atmosphere, which makes the Earth warm up. This causes ice at the poles to melt and the sea level to rise – with implications for people and wildlife. We can slow down the warming and the ice melt if we're careful about how much of everything we use – such as water, electricity, petrol and paper.





### Age range - Younger

#### Alphabet recycle

A fun way to think about how we can save our planet

Time – 15 mins

#### What to do:

This is a variation on the old game of 'I packed my bag'. Each child playing starts with the same phrase and adds an animal beginning with the next letter of the alphabet. So the first child says, 'I looked after the planet and saved an African elephant'; the second child says, 'I looked after the planet and saved an African elephant and a badger'; the third child says, 'I looked after the planet and saved an African elephant, a badger and a crocodile'.

- You can play it co-operatively so that children receive prompts from each other if they forget the alphabet list.
- Choose from other starter phrases like 'I looked after the planet and recycled/reused/composted a...' or 'I looked after the planet and made a difference by...'.

This list of eco-living tips could help provide ideas [wwf.org.uk/changehowyoulive](http://wwf.org.uk/changehowyoulive).



© RICHARD STONEHOUSE / WWF-UK





### **Age range - Older**

#### **Talk it over**

Make the voices of young people heard by those in power

#### **Time – 30 mins**

#### **You'll need:**

A large piece of paper, pens, chairs

#### **What to do:**

As well as acting to slow climate change as individuals, we can encourage others in our communities as well as the government to do what they can too. Young people should be listened to! Have a chat together or in small groups, and record everyone's thoughts on what individuals, communities like yours and government can do to reduce climate change.

#### **Some ideas:**

Individuals – walk instead of using the car.  
Turn out lights. Recycle.

Community – take the individual actions together for more impact. Campaign for better recycling facilities. Start a community food growing scheme.

Government – change policies. Develop more renewable energy sources. Improve public transport.

Ask for five volunteers – two to be interviewers and three to be interviewees, representing individuals (they could play themselves or one of

the leaders), communities (play a local figure if possible e.g. the head teacher), and government (play the prime minister). Set out chairs for them. Ask them to pretend they're in a TV or radio studio. The job of the interviewers is to challenge each interviewee to do something to reduce climate change. The interviewee should put forward their objections, and see if during the interview they can be convinced!

You can swap roles during the interviews, or have audience participation with 'Question Time' style questions.



**Age range** – All ages

**Fair's fair**

Find out about the inequality of carbon emissions, through biscuits!

**Time** – 30 mins for the biscuits and 10 mins for a chat

**What to do:**

Make the simple biscuit recipe below together, or bring in biscuits.

**You'll need:**

500g butter, softened

200g caster sugar

500g plain flour

2 teaspoons vanilla extract

Oven, preheated to 180°C or gas mark 4

Rolling pin

Biscuit cutters/glass

Baking tray

Cream together the butter and sugar until fluffy. Stir in the vanilla, then add flour and mix together. Roll out the mixture to about 1cm thickness, and use biscuit cutters or an upturned glass to make shapes. This recipe makes around 12 biscuits. Put onto a greased baking tin, and bake for 10 to 12 minutes. Make enough for one each.

When the biscuits are cool enough to eat, divide them into a 70:30 ratio on two plates. Put two people in one group, everyone else in a second group. Explain that the two people are going to eat the larger portion of biscuits, and the others will share the smaller portion between them all. Is everyone OK with that?

Explain that the two portions together show the carbon emissions from the world's 190 countries. Two-thirds of global emissions for 2009 originated from just ten countries, with the share of China and the United States for surpassing those of all others. Combined, these two countries alone produce 41% of world CO<sub>2</sub> emissions. Is this fair? What would be fair? WWF believes that the biggest carbon emitting countries should work even harder than the rest of the world to reduce their carbon emissions and slow down climate change. While you chat about what you think, share out the biscuits evenly.



# CHANGING THE WAY WE LIVE

## GROUP CHALLENGES

As well as learning about these issues, it's vital that we take action to safeguard the natural world and tackle climate change.

WWF puts pressure on government and industry to make the changes needed to alter our over-consuming lifestyles, and build a future where people and nature thrive within their fair share of the Earth's natural resources.

But we can all do something to make our daily lives more sustainable. There are some ideas on our website at [wwf.org.uk/changehowyoulive](http://wwf.org.uk/changehowyoulive)

## HINT

There are lots of ideas below to get your group started on making a difference. Will you rise to the challenge?

Before you start your chosen challenge, think about:

- What will success look like?
- Who will be responsible for what?
- How will you celebrate when you've completed your challenge?
- How will you keep up the good work?

# SOMETHING EVERYONE CAN DO TOGETHER

Give out the challenge sheets or go through the options together.

## Tell the world!

Spread the word about climate change and what can be done to help. Here are some ideas:

- Put on a performance for family and friends – you could use the panda finger puppets (page 29) for a 'small scale' show. You could use ideas from the activities you've been doing – for example, perform your 'Alphabet recycle', or show the interviews from 'Talk it over' or your advert from 'Save our species'.
- Give out the quiz from page 15 to friends and family, and give a prize to those who get the answers right. You could ask for a donation to WWF to enter the quiz.
- Make a display in a community space of the creative things you've been doing, to make everyone think of something they could do to combat climate change.
- Make posters to remind people to switch off lights and reduce, reuse and recycle. Put them up in your meeting place or at home.
- Make tiger door-hangers to hang on your doors at home, to remind your families why it's so important to reduce climate change. Use the sheet on page 30.

## Plant

Plant some vegetables, salad leaves or some mustard and cress in containers and keep track of their progress. Can you nurture your plants and finally eat them together? What are the advantages of growing our own vegetables?

## Reduce, reuse, recycle

Become a Green Unit or Group. Does your group always think about reducing, reusing and recycling? Work out a plan of what more you can all do together at your meetings, and on holidays or trips you go on.

## Individual challenges – children can take these home

Give out the challenge sheets on pages 26-28 go through the options together. You could record what everyone decides to do and plan in a feedback session for your next meeting.

## Tell two people...

Tell two people – it could be your parents – about all the activities you've been doing. You could watch the One Planet Future film together on Green TV at [www.green.tv/wwf\\_oneplanetfuture](http://www.green.tv/wwf_oneplanetfuture) and talk about it with them. Ask them what they'll do to make a change to their lifestyle – and keep an eye on them to make sure they do what they promised!

## Don't buy

Decide that you won't buy anything for a day (or a week!) to cut down on consumption that's using the Earth's resources.

## Reuse

Find a use for one thing that you were going to throw away. For example hold a 'swap session' to swap unwanted items with your friends.

## Recycle

Recycle something. Give something that you don't use anymore to someone else, if it is still usable.

Support your local charity shop as a unit or group.

## Reduce

Reduce the energy you use and walk round to your friend's house instead of asking your parents to drive you. Walk to school or your youth group one day. But check that it's OK with your parents.

Re-charging your mobile phone for just a couple of hours rather than overnight, turning off lights and washing clothes on cool washes all help to reduce your personal impact on our brilliant planet.

If you were to choose local goods with less processing and packaging, with less need for transport, this would save water fuel and natural resources. Consider if you really need to buy a new product: could you find what you need from an alternative source?

Drinking water from the tap saves; water, bottle manufacturing and plastics going to landfill. Find a refillable bottle and carry this with you, it will keep you healthy and save you money.



### Take part in WWF's Earth Hour – held in March each year

WWF's Earth Hour is a simple idea that's quickly turned into a global phenomenon: hundreds of millions of people turning their lights off for one hour, on the same night, all across the planet.

But it's not to save an hour's electricity. It's something much bigger. WWF's Earth Hour is about people coming together to put the focus on this brilliant world we all share – and how we need to protect it. Not just for an hour a year, but every day.

Earth Hour is also a celebration. It's always a night to remember – whether it's a special candlelit evening at home with friends or family, a night-time nature walk or a night out on the town watching the spectacular global switch-offs at landmarks like the Eiffel Tower, the Pyramids of Giza, Times Square or Sydney Opera House.

### And everyone's invited.

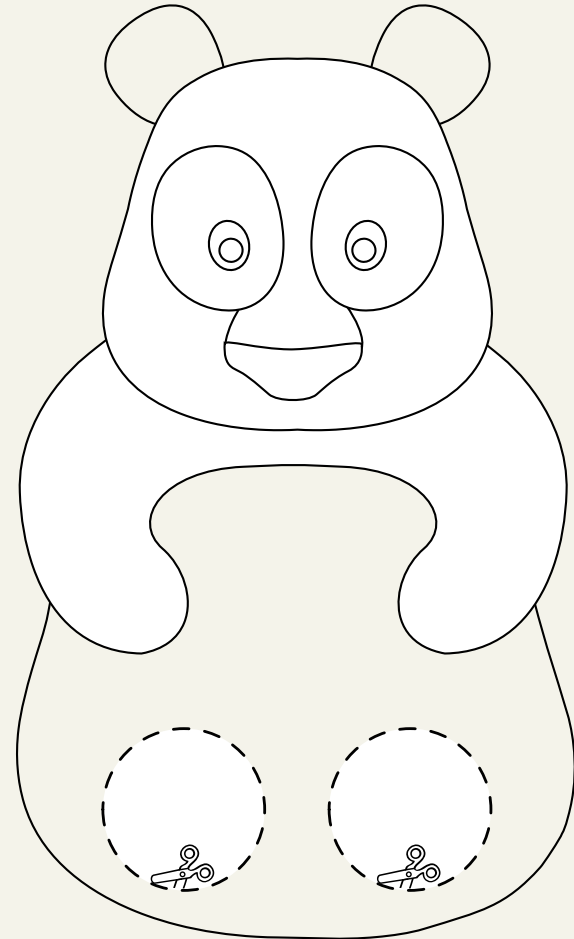
Find out more about this year's Earth Hour. To sign up to take part, and receive a free resource pack for youth groups and schools go to [wwf.org.uk/earthhour](http://wwf.org.uk/earthhour).



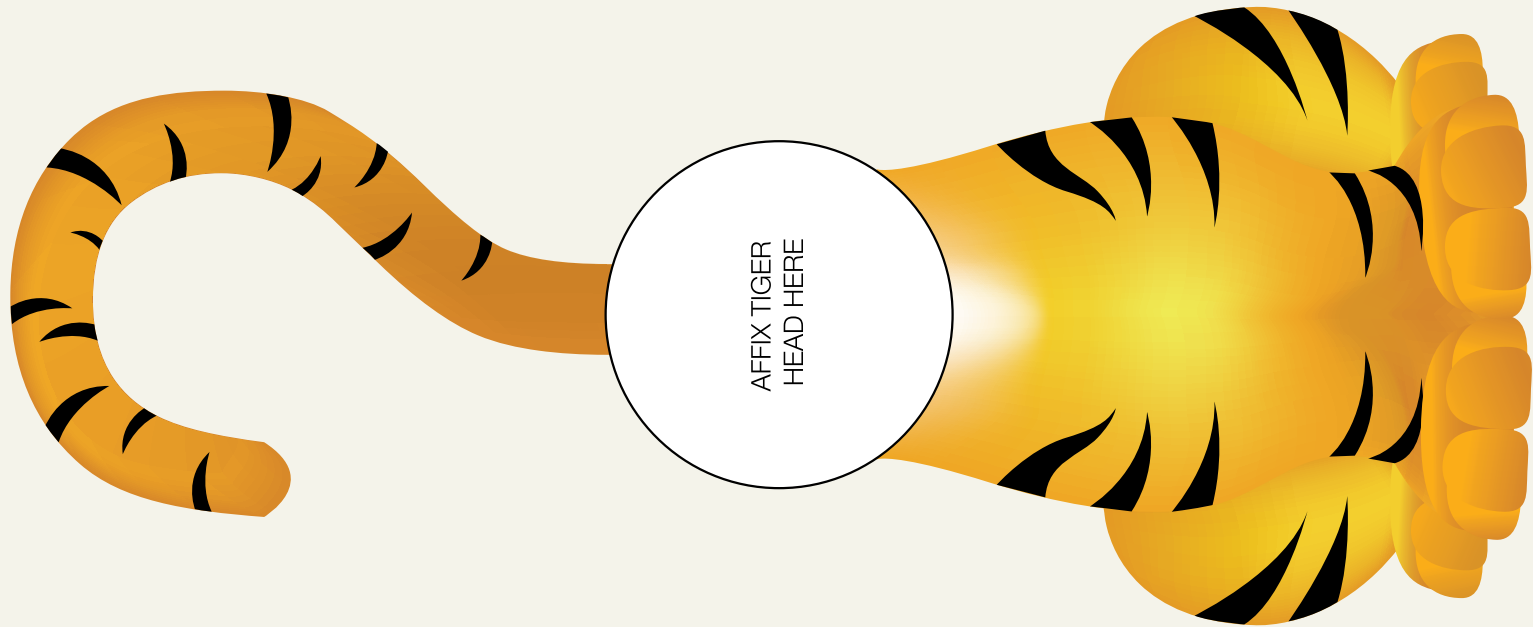
© CALLUM BENNETTS / MAVERICK PHOTO AGENCY



# PANDA FINGER PUPPETS



# TIGER DOOR HANGERS





# CHANGING THE WAY WE LIVE CHALLENGE SHEET

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Made sure I switched off the lights when I left any rooms.	Turned the TV off instead of leaving it on standby.					
Put my bottle in the recycling bin.	Took a shower instead of a bath to save water.					
Turned off the tap while I was brushing my teeth.						

Climate change is one of the biggest issues the world faces. But we can all do something about it by making some simple changes to our lives.

Use the table above to keep a diary of all the changes you make in a week and help to give the world a brighter future. We've made a few suggestions to get you started.

### Want to do more?

By working together we can achieve even more. So why not join up with your family or friends and pledge to make a difference.

### We pledge to...

---



---

Now return the completed form to your leader.

# GLOSSARY

---

**Arctic** – the area lying above 66.5 degrees North latitude. It includes the Arctic Ocean, and areas of North America, Russia, Greenland and northern Europe.

**Biofuel** – a fuel produced from dry organic matter or combustible oils produced by plants. Examples of biofuel include alcohol (from fermented sugar).

**Biodiversity** – the variety of life on Earth, reflected in the multitude of ecosystems and species, their processes and the way they interact, and the genetic variation within and among species.

**Carbon footprint** – a measure of the amount of carbon dioxide generated to support a person, organisation or nation over a given time.

**Clean energy industry** – an industry that produces little or no pollution.

**Climate** – average weather over a long period (usually 30 years or more) in a particular region.

**Climate change** – a phenomenon whereby the Earth's climate warms or cools over long periods of time. The term is now more commonly used to refer to the accelerated rate of change which most scientists agree is the result of human activities. The burning of fossil fuels, which interferes with the natural balance of gases in the atmosphere, is largely to blame. As a result, global temperatures are rising and we're seeing an increase in the frequency of extreme weather events.

**Ecosystem** – the living communities of an area, together with their non-living component.

**Environment** – all the factors (biological, chemical and physical) that affect an organism.

**Extinction** – the process by which an entire species dies out.

**Forest degradation** – reduction in forest quality caused by human activities.

**Fossil fuel** – fuel, such as coal, oil or gas, that is formed from the decomposition of animal and plant remains over millions of years.

**Global warming** – a gradual rise in the average surface temperature of the Earth.

**Greenhouse gases** – gases that contribute to the greenhouse effect: the accumulation of carbon dioxide, water vapour and other gases in the upper atmosphere insulates the Earth, which in turn prevents heat loss and increases atmospheric temperature.

**Habitat** – the place or type of site where a plant or animal naturally occurs.

**Indigenous people** – people from any ethnic group who inhabit a geographic region with which they have the earliest historical connection.

**Intergovernmental Panel on Climate Change** – a scientific body established in 1988 by the World Meteorological Organisation and the United Nations Environment Programme to provide information on climate change. It consists of over 2,000 climate scientists from over 150 countries.



**Kyoto Treaty** – a treaty to slow down climate change which was launched at the UN Earth Summit in 1992 in Rio de Janeiro, Brazil. The Kyoto Protocol was subsequently agreed in 1997 at an international conference on climate change held at Kyoto, Japan. The protocol includes binding emission targets for carbon dioxide, the main gas responsible for climate change. The treaty eventually came into force in February 2005.

**Pollution** – the presence of harmful substances in the environment, often put there by people.

**Renewable energy** – energy generated from sources that can be replaced or replenished, e.g. wind, wave, solar, tidal and geothermal.

**Species** – a group of organisms having common characteristics, formally recognised as distinct from other groups. The basic unit of biological classification.

**Sustainable development** – development that can be continued on an ongoing basis without depletion or damage of the planet on which we all depend. Sustainable development meets the needs of the present without compromising the ability of future generations to meet their own needs.

**Tropical rainforest** – a rainforest found near the equator, typically characterised by high rainfall, poor soil, and a high diversity of plant and animal species.



© WWF-CANON / SIMON RAWLES

# WWF WEBSITE LINKS

---

## **[wwf.org.uk/schools](http://wwf.org.uk/schools)**

Information about WWF resources for schools and youth.

## **[wwf.org.uk/what\\_we\\_do/working\\_with\\_schools\\_and\\_youth/resources](http://wwf.org.uk/what_we_do/working_with_schools_and_youth/resources)**

WWF's resources section for teachers and youth leaders. It includes resources and termly posters on a wide range of environmental and sustainable development issues, many of which can be downloaded.

## **[wwf.org.uk/livingplanetreport](http://wwf.org.uk/livingplanetreport)**

WWF International's biennial update on the state of the world's ecosystems.

## **[wwf.org.uk/climateinfopack](http://wwf.org.uk/climateinfopack)**

WWF-UK teacher information about climate change.

## **[wwf.org.uk/polarbeartracker](http://wwf.org.uk/polarbeartracker)**

WWF's polar bear tracking project – a good teaching link for climate change.

## **[wwf.org.uk/earthhour](http://wwf.org.uk/earthhour)**

Information about WWF's Earth Hour, our annual event when we ask people to turn off their lights to show support for global action to protect our planet.

## **Other useful website links**

### **[www.metoffice.gov.uk](http://www.metoffice.gov.uk)**

Tools and information on climate change.

### **[www.cwndesign.co.uk/funergy/game/index.html](http://www.cwndesign.co.uk/funergy/game/index.html)**

Children's energy game.

### **[www.eere.energy.gov/kids/smart\\_home.html](http://www.eere.energy.gov/kids/smart_home.html)**

Energy-saving activities and games for children. A site from the US, but relevant for children in the UK.





© NATUREPL.COM / ANUP SHAH / WWF-CANON

# WWF-UK in numbers

## 17,425

17,425 young people in UK youth groups took part in Earth Hour 2012 – our global lights-out event calling for action to protect the planet

## 40,000

40,000 members of GirlguidingUK took part in our Changing the World project in 2010

## 30 YRS

We've been leading the way in education for sustainability in the UK for 30 years

## >20,000

Over 20,000 young people took part in My True Nature – our 50th anniversary arts project



100%  
RECYCLED



#### 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](http://wwf.org.uk)

© WWF-UK, 2012 All rights reserved. The material in this document may be downloaded, printed and photocopied for educational purposes. No reproduction, copy or transmission of this material can otherwise be made without the prior written permission of WWF-UK.

Published by WWF-UK, Panda House, Weyside Park, Godalming, Surrey GU7 1XR. WWF-UK, a charity registered in England number 1081247 and in Scotland number SC039593 and company limited by guarantee, registered in England number 4016725. One Planet Schools is a WWF Registered Trade Mark. Panda symbol © 1986. WWF World Wide Fund for Nature (formerly World Wildlife Fund) ® Registered Trademark. VAT number 733 761821.