The Climate Connection

Lesson plan

A new logo for the World Wildlife Fund

Endangered animals and wildlife conservation

Face-to-face lesson plan

Suitable for use with primary learners of English aged 9–11

CEFR level A2 and above

#TheClimateConnection
www.britishcouncil.org/climate-connection

A new logo for the World Wildlife Fund

Topic

Endangered animals and wildlife conservation

Aims

- To talk about endangered animals, especially lesser-known animals
- To compare animals using adjectives: cute, big, etc.
- To read about five endangered animals
- To choose, make and present a new logo for the World Wildlife Fund

Age/level

Primary learners aged 9–11 years at CEFR level A2 and above

Time

60–70 minutes approximately or two shorter lessons

Materials

The lesson plan and student material can be downloaded in PDF format. In addition, you will need:

- an image of the World Wildlife Fund logo (the panda logo).

Introduction

This lesson is part of a series of engaging lessons about the climate emergency and biodiversity loss. It explores different topics connected to the crisis.

In this lesson, learners will reflect on the importance of *all* animals, and look at how big, cute animals are over-represented in wildlife conservation efforts. They will read about five more unusual, endangered animals and choose one to replace the giant panda as the symbol of worldwide conservation.

Procedure

Stage	Instructions
1. **Warm-up** (10 minutes)	• Hand out the worksheet. Tell learners to find all the animals hidden in the letters. Show them the first and write 'peacock' on the board. Ask learners to point to the picture of the peacock (picture 4). Put learners in pairs and have them write the names in a list, numbered according to the pictures, e.g. 1 = fish. Answers: 1 fish, 2 butterfly, 3 eagle, 4 peacock, 5 monkey, 6 fish, 7 spider, 8 owl, 9 lemur, 10 frog • Learners will notice that there are two fish. Explain that there are more animals hidden in the letters! These animals have two words in their name. Use the first as an example. Say, 'The "peacock spider" is a kind of spider.' Ask learners to guess how many kinds of spider there are on the planet. When all learners have guessed, congratulate the student who got closest to the figure (45,000!). Add, 'There are more than 90 different kinds of peacock spider!' • Have learners write the other animals hidden in the chain on the board or in the chat box. (Answers: peacock spider, spider monkey, monkey lemur, lemur frog, frog fish, fish eagle, eagle owl, owl butterfly, butterfly fish) • Explain that the pictures are of these kinds of animal, i.e. the spider silhouette is of a peacock spider, not just any spider. Ask why they think it is called a peacock spider (its abdomen is like a peacock's tail).
2. **Introduce the topic** (10 minutes)	• Display the World Wildlife Fund logo. Ask, 'What animal is this?' (*the giant panda*); 'Where does it live?' (*China*); 'Are there lots of pandas?' (*No*). Elicit reasons why not and accept possible answers, e.g. *People kill them*; *They don't have space to live*; etc. Write learners' ideas on the board. Write *Pandas are endangered?* and make sure that learners understand that this means they may not exist soon because there aren't many alive now. Elicit other endangered animals that they know and the reasons they may be endangered. • Ask if anyone knows what the World Wildlife Fund is. If necessary, explain that the World Wildlife Fund is a charity that protects endangered animals and that its logo is the panda. Tell the learners that the World Wildlife Fund says there are 1,864 pandas in the wild.[1] Explain that there are now more pandas than before, so, in fact, **pandas aren't endangered** any more! (They are officially 'threatened', which is not as serious as 'endangered'.) • Have learners draw a picture of a giant panda in their notebooks. You could ask them to copy the logo or find a photo. • Point to the list of adjectives and check understanding by eliciting different animals that can be described using each adjective, e.g. *furry – cats*, *monkeys*,

etc.). Have learners circle five words to describe the giant panda. Nominate learners to answer: 'Pandas are ___.'

(Suggested answers: *big*, *cute*, *furry*, *popular* (but NOT *endangered*!)

3.	**Practise comparing animals (10 minutes)**	• Point to the silhouette of the peacock spider. Ask, 'Are peacock spiders big or small?' (*Small*); 'Are they bigger or smaller than pandas?' (*smaller*). Point to the example sentence and review how to form comparatives if necessary, e.g. adding *-er* if short adjectives, *more* + adjective if longer, etc.
		• Elicit two or three more sentences comparing the panda to the animals in Activity 1, using different adjectives. Then put learners in pairs to write five of their own.
		• Go around checking that learners are on task and helping where necessary. When most people have finished, nominate learners to read out their answers to the whole class.
4.	**Discuss the problem (5 minutes)**	• Ask the class to guess which endangered animals on the planet get the most money and help from people. Write their ideas on the board.
		• Explain that big, cute and furry animals often get a lot more help than other animals. Then ask learners if they think that these big animals are more important than other animals, and find out why. Ask for a show of hands of how many learners think we should help the smaller, less popular animals like we do the big ones. Hopefully, they will say yes!
5.	**Read about five animals – gist (5 minutes)**	• **Optional** (You may decide to just read the article once.)
		• Show the class the fact files 'Unusual endangered animals'. Explain that these are less famous endangered animals. Ask learners to read quickly and choose their favourite animal.
		• Hand out the fact files and tell them they have two minutes to read. Go around the room and check that the learners know what they should do and understand the language.
		• When they have finished, nominate a few learners to tell the class their favourites and to say why. Comment positively about any learners who choose the less 'cute and cuddly' animals!
6.	**Read about five animals – specific information (5 minutes)**	• Ask learners to copy the table in Activity 4 in their books with five rows, one for each animal.
		• Tell them to read the fact files again and complete the table. Complete the information about the lemur frog in front of the class to make sure everyone understands the task.
		• Monitor again, checking that everybody is on task, and helping with vocabulary.

	• When most learners have finished, nominate learners to share their answers with the rest of the class.
7. Memory game (5 minutes)	• **Optional**: Do a quick 'buzzer' round to check how well the learners read the fact files. Pretend to press a buzzer on your desk and make a suitable noise. Get the learners to check whether their imaginary buzzers are working.
	• Ask the questions. Award a point to the student who buzzes first and answers correctly.
	- How many animals are endangered because people are destroying trees? (3)
	- How many animals live in trees? (3)
	- Which animal can grow very old? (coconut crab)
	- Which animal is bigger than the tree kangaroo? (the coconut crab)
	- Which animal is the smallest? (lemur frog)
	- How many animals are eaten by people? (2)
	- Which animals live in only one place? (axolotl & Popa langur monkey)
	- Which animal changes colour? (lemur frog)
	- Which animal lives closest to here? (your own answer)
8. Design a new logo for the World Wildlife Fund (10 minutes)	• Explain that the World Wildlife Fund has decided to change its logo. It has had the panda for many years, and there is lots of money now to protect the panda. It is time for a new animal to represent the organisation!
	• Put students in pairs or small groups and explain that they are teams of designers who are competing for the contract. The Fund has asked them to create a new logo showing an endangered animal that isn't as famous as the panda. Explain that they must first of all agree on an animal and say why they have chosen it. Then they should draw the logo, which they will present to the World Wildlife Fund bosses. The best logo, with the best reasons, will win the contract!
	• Make sure each group has paper and pencils. Go around the teams, encouraging them with their ideas.
9. Presentation (10 minutes)	• Have each team present their logo to the class. Make sure each says why they chose it.
	• When all the teams have presented their logos, ask everyone to vote on their favourite with a show of hands (it can't be their own project!). Count the votes for each and announce the winner.

10. Homework	• Using websites, learners could research and choose another endangered species and write a text similar to the fact file texts in the article. Two websites are suggested below: https://cites.org/eng https://wwf.org/ • Learners could find out about endangered animals and plants in their local area.
References	1. 'The World Wildlife Fund says there are 1,864 pandas in the wild' https://www.worldwildlife.org/magazine/issues/spring-2017/articles/wild-pandas-get-a-boost--2

Lesson plan written by:

Daniel Barber