

The Climate Connection



Lesson plan

A new logo for the World Wildlife Fund

Endangered animals and wildlife conservation

Remote teaching 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).
- the fact file reading text 'Unusual endangered animals' to share with students.

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)	<ul style="list-style-type: none"> • Display slide 2 of the class PowerPoint or PDF. • Tell learners to find all the animals hidden in the letters. Show them the first and write 'peacock' in the chat box. Ask learners to write the names in the chat box, 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 and write their guess in the chat box. 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 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.
2 Introduce the topic (5 minutes)	<ul style="list-style-type: none"> • Display slide 3 of the class PowerPoint or PDF. • Ask the following questions, either nominating students to speak (microphones on) or posting in the chat box (microphones off): '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: people kill them; they don't have space to live; etc. • Make sure that learners understand that 'endangered' means it is possible that an animal won't exist soon because there aren't many alive now. Elicit other endangered animals that they know and the reasons they may be endangered. • Display the World Wildlife Fund logo you have found online. 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. Explain that now there are more pandas than before (the World Wildlife Fund says there are now 1,864 pandas in the wild), so, in fact, pandas



	<p>aren't endangered any more! (They are officially 'threatened', which is not as serious as 'endangered'.)</p>
<p>3 Introduce adjectives (5 minutes)</p>	<ul style="list-style-type: none"> • Ask learners to draw a picture of a giant panda in their notebooks. You could ask them to copy the logo, the silhouette on the screen or find a photo. Invite students to show their pictures on their webcam. • Display slide 4 of the class PowerPoint or PDF. • Read out the adjectives and check understanding by eliciting different animals that can be described using each adjective, e.g. furry – cats, monkeys, etc. Ask learners to write five words to describe the giant panda around their picture. Nominate learners to answer: 'Pandas are ____.' • Show slide 5 of the class PowerPoint or PDF. Let learners check their answers. (Suggested answers: big, cute, furry, popular ... but not endangered!)
<p>4 Practise comparing animals (10 minutes)</p>	<ul style="list-style-type: none"> • Display slide 6 of the class PowerPoint or PDF. • Ask, 'Are peacock spiders big or small?' (small). 'Are they bigger or smaller than pandas?' (smaller). Read out the example sentence and review how to form comparatives if necessary, e.g. adding <i>-er</i> if short adjectives, <i>more + adjective</i> if longer, etc. • Elicit one or two more sentences comparing the panda to the animals in Activity 1, using different adjectives. Then put learners in pairs in breakout rooms to write five of their own. Suggest they write them on paper or type them into a separate Word document. • Visit breakout rooms, checking that learners are on task and helping where necessary. When most people have finished, bring everyone back into the main room and nominate learners to read out their sentences to the whole class.
<p>5 Discuss the problem (5 minutes)</p>	<ul style="list-style-type: none"> • Ask the class to guess which endangered animals on the planet get the most money and help from people. Write their ideas on the digital white 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!



6 Read about five animals – gist (5 minutes)

- **Optional:** You may decide to just read the article once.
- Display **slide 7** of the class PowerPoint or PDF and share the fact file PDF, 'Unusual endangered animals', with the learners. You can do this by uploading the fact file online before the lesson and then sharing the link to the file in the chat box. [See instructions for sharing files from Google Drive.](#)
- Ask students to open the file and explain that they are going to read about some less famous endangered animals. Ask them to read quickly and choose their favourite animal. Give them two minutes to read.
- 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!

7 Read about five animals – specific information (10 minutes)

- Display **slide 8** of the class PowerPoint or PDF.
- Ask learners to copy the table into their books, with five rows, one for each animal.
- Tell them to read the fact files again and complete the table. Discuss the missing information for the lemur frog with the class to make sure everyone understands the task.
- Check via webcam that students are on task and be available for them if they have questions.
- When most learners have finished, nominate learners to share their answers with the rest of the class.

8 Memory game (5 minutes)

- **Optional:** Do a quick 'fast type' round to check how well the learners read the fact files. Ask the questions. Award a point to each student who types the correct answer first in the chat box.
 - 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)



	<ul style="list-style-type: none"> - Which animal lives closest to here? (your own answer)
9 Design a new logo for the World Wildlife Fund (10 minutes)	<ul style="list-style-type: none"> • 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! • Explain how they can collaborate, using whatever shared drawing tool there is (e.g. have a student share a white board). Then put each team in a breakout room. Go around visiting the breakouts rooms, encouraging learners with their ideas.
10 Presentation (10 minutes)	<ul style="list-style-type: none"> • Have each team present their logo by sharing their screen with the whole 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 projects!). Count the votes for each and announce the winner.
11 Homework	<ul style="list-style-type: none"> • Using websites, learners could research and choose another endangered species and write a text similar to the fact file texts in the article. https://cites.org/eng https://wwf.org/ • Learners could find out about endangered animals and plants in their local area.

Contributed by

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