

The Climate Connection



Lesson plan

A new logo for the WWF

Endangered animals and wildlife conservation

Remote teaching lesson plan

Suitable for use with primary learners of English aged 9–12

CEFR level B1

#TheClimateConnection

www.britishcouncil.org/climate-connection

A new logo for the WWF

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 four endangered animals
- To select, make and present a new logo for the WWF

Age/level

Aged 9–12 years at CEFR level A2+

Time

65 minutes. This can be done over two lessons.

Materials

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

- an image of the WWF logo (the panda logo).

If sharing documents, you'll also need:

- student worksheet
- worksheet for fast finishers
- homework worksheet.

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
Before the lesson	<ul style="list-style-type: none"> Find out a bit more about endangered species: https://www.wwf.org.uk/learn/wildlife/endangered-animals
Introduction (10 minutes)	<ul style="list-style-type: none"> Display slide 2 of the presentation. Ask <i>What animal is this?</i> (the giant panda); <i>Where does it live?</i> (China) Ask learners to answer the questions on the slide (via chat or microphone). Elicit reasons why there aren't many pandas, e.g. People kill them; They don't have space to live; etc. Write learners' ideas on the board (or annotate onto presentation). Highlight the word 'endangered' and make sure that learners understand that this means they may not exist soon because there aren't many alive now. Check pronunciation: /ɛnˈdeɪn(d)ʒəd/ Elicit other endangered animals that they know and the reasons they may be endangered. Ask if anyone knows what the World Wildlife Fund for Nature (WWF) is. Elicit or explain that the WWF is a charity that protects endangered animals and that its logo is the panda. Explain that the WWF believes there are only 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! <p>Note: Pandas are officially 'threatened', which is not as serious as 'endangered'.)</p> <ul style="list-style-type: none"> Have learners draw a picture of a giant panda in their notebooks. You could ask them to copy the logo or find a photo. If they have cameras, you can ask a few learners to share their drawings.
1 Discuss the problem (5 minutes)	<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 or the slide. Explain that big, cute and furry animals often get a lot more help than other animals. Ask learners if they think that these animals are more important than other animals and find out why. Ask learners to use a 'hands up' or 'like' icon if they think we should help the smaller, less popular animals like we do the big ones. You could also use a poll with just Yes or No as the responses. Hopefully, they will say yes!



2 Reading for detail (10 minutes)	<ul style="list-style-type: none"> • Display slide 3 of the presentation. Ask learners to vote for which of these animals they want to know more about, using the chat or a poll. • Display slides 4 and 5. Ask learners to read quickly and to identify why each animal is endangered. You could also share the worksheet with the learners. You can do this by uploading it online before the lesson and then sharing the link to the file in the chat box. See instructions for sharing files from Google Drive.
3 Read about four animals – specific information (15 minutes)	<ul style="list-style-type: none"> • Display slide 6 of the presentation. • Ask learners to copy the table into their books, with four rows, one for each animal. • Display slide 4. Tell them to read about the lemur frog again and then complete row one of the table together, using their microphones or the chat. • Ask learners to read about the tree kangaroo and complete row two. Allow learners time to find the answers. Then check their answers and add them to the table on slide 6. • Display slide 5. Ask learners to complete their table about the coconut crab and axolotl. Elicit their answers and add them to the table.
4 Memory game (5 minutes)	<ul style="list-style-type: none"> • Do a quiz round to check how well the learners read the fact files. Ask the questions. Award a point to each learner who types the correct answer first in the chat box. Or ask learners to put their hands up and nominate them to answer. <ul style="list-style-type: none"> – How many animals are endangered because people are destroying trees? (2) – How many animals live in trees? (2) – 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 animal lives in only one place? (axolotl) – Which animal changes colour? (lemur frog) – Which animal lives closest to here? (your own answer) <p>This could be the end of lesson 1.</p>



5 Design a new logo for the WWF (15 minutes)	<ul style="list-style-type: none"> • Explain that the WWF 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 learners into 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 WWF bosses. The best logo, with the best reasons, will win the contract! • Explain how they can collaborate. You could use an online board, such as https://padlet.com/, which has a drawing tool, or put each team in a breakout room. Monitor breakout rooms, encouraging learners with their ideas.
6 Presentation (15 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 project!). Count the votes for each and announce the winner.
7 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. • There is also a homework worksheet about pandas.
8. OPTIONAL Lesson extension/ fast finishers Matching (10 minutes)	<ul style="list-style-type: none"> • Display slide 7 or share the worksheet. Tell learners to find all the animals hidden in the letters. Show them the first and 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 <i>The 'peacock spider' is a kind of spider.</i> Ask learners to guess how many kinds of spider there are on the planet. When all have guessed, congratulate the learner who got closest



	<p>to the figure (45,000!). Add <i>There are more than 90 different kinds of peacock spider!</i></p> <ul style="list-style-type: none"> If possible, have learners write the other animals hidden in the chain on the board or in the chat box. Show answers on slide 8. <p>(Answers: peacock spider, spider monkey, monkey lemur, lemur frog, frog fish, fish eagle, eagle owl, owl butterfly, butterfly fish)</p> <ul style="list-style-type: none"> 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).
<p>9. OPTIONAL Lesson extension/ fast finishers Comparisons</p> <p>(15 minutes)</p>	<ul style="list-style-type: none"> Point to the silhouette of the spider. Ask <i>Are spiders big or small?</i> (small); <i>Are they bigger or smaller than pandas?</i> (smaller). Point to 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 two or three more sentences comparing the panda to the animals on slide 7, using different adjectives. Then put learners in pairs in breakout rooms to write five of their own. Bring group together and ask pairs to share one sentence each, either via chat or using the microphone.
<p>TIP</p>	<p>Nominate different learners throughout the session to ensure they are involved in the lesson.</p>

Contributed by

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