



**WORLD
ENVIRONMENT
DAY**



“Too many people wanting more. Too few natural resources to keep up. It is clear to me that a radical global shift needs to occur and it will take every one of us to be informed and make smarter choices that don't max out our planet. I have faith in our youth to be better informed to turn this tide!”

Ian Somerhalder, UNEP
Goodwill Ambassador

Wild For Life!



Subject

Science, Social Studies

Learning Outcomes

- To understand the framework of the Global Goals for Sustainable Development
- To create an understanding on one global topic, the plight of endangered species.
- To explain the impact of technological development and growth in the human population on the living and non-living environment
- To explain how individual choices and actions can contribute to improving the environment
- To describe the range of interrelationships of humans with the living and non-living environment

Note: This lesson directly correlates with the Grade 4 Science Curriculum. It can be modified for use for with other grades.

Preparation

- This lesson and project is broken into 2 sessions, including a homework task. Plan to deliver session 1 on one day with a take home task, and session 2 shortly afterwards to complete the task. Read both the overview and the full lesson plan.
- If possible, prepare equipment to show the animation film depending on student's existing knowledge of the Global Goals
- Print off copies of Appendix 3 (Worksheet) and 4 (Poster) – enough for 1 per student and Appendix 5 – enough for 1 set per partnership.

2x40
mins

8-12
years



Lesson Plan Overview : Session 1 & Session 2

First Session

40
mins

Step 1. Watch last year's World's Largest Lesson animation as a reminder (or for the first time):
<https://vimeo.com/138852758>

Note: If students are already familiar with the Global Goals, skip steps 1 and 2 and go to step 3.

Step 2. Watch the new animation for The World's Largest Lesson this year:
<https://vimeo.com/174346143>

Step 3. Focus on Global Goals #14 Life Below Water and #15 Life on Land with a brief discussion and activity.

Step 4. Share facts and information about each of the kindred animals. Play a matching game to allow children to further explore each of the animals.

Step 5. Set the assignment: explain and give context for the task of taking a survey; discuss with students what the survey is going to determine; set students the task of completing the survey at home and returning to school with relevant facts and information based on their results.

Note. If you are not able to show the animations, Appendix 1 contains a picture of the Global Goals and Appendix 2 has the scripts that can be read. Conducting the lesson is possible without access to digital tools or resources.

Second Session

40
mins

Step 1. After students return to class having conducted their surveys, pair them up with another student and allow them to share their findings with each other.

Step 2. Have students complete the poster (Appendix 4) choosing the most powerful facts to include on their posters.

Step 3. Teacher to display posters on the walls of the classroom. Allow students to walk around the room and examine each of the posters. Encourage them to take note of the most powerful posters and what they learned about each of the endangered animals. Gather the class together to reflect on what they noticed/learned from the posters.

Step 4. Discuss and plan how we can pledge to positively contribute to Wildlife Conservation and the Global Goals.

Full Lesson Plan - Session One

Step 1. Introducing the Global Goals for Sustainable Development

7
mins

Show students the World's Largest Lesson 2015 animated film - Intro to the Global Goals.
www.globalgoals.org/worldslargestlesson

This will either introduce the Global Goals or serve as a good reminder of what they are and how we are all connected to them.

Note: There is a 3 minute cut down version of this film in English only at:
<https://vimeo.com/142124730>

If you aren't able to show the animation, briefly summarise the Global Goals using Appendix 1 explaining:

The Global Goals for Sustainable Development are a plan developed by the United Nations and agreed upon by all countries to work towards 2030 to:

- i. **Fight** global inequality.
- ii. **End** extreme poverty.
- iii. And **Respect** our planet.

Important Teaching Point

Students should clearly understand that there is a global plan for everyone no matter who they are or where they live, to find solutions to the most pressing issues for people and the planet.

All the Goals can be achieved through solidarity and mobilisation of every person. Throughout the lesson encourage students to discuss their thoughts, feelings, and reflections of how solidarity would accelerate Wildlife Conservation.

Step 2 : What Can We Do To Achieve the Goals?

4
mins

Show students the World's Largest Lesson 2016 new animated film - take action: invent, innovate, campaign www.globalgoals.org/worldslargestlesson

It is a 4 minute animated film looking at examples from around the world of young people using invention, innovation and campaigning to contribute to the ambition of the Global Goals

Note: If you are not able to show the film then read the script from the animation in Appendix 2.

Step 3: Focus on Goals 14 & 15 – Life Below Water / Life on Land

2
mins

Explain to students that the rest of the lesson will focus on two particular Goals:

Global Goal #14 – Life Below Water - Conserve and sustainably use the oceans, seas and marine resources for sustainable development

Global Goal #15 – Life on Land - Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

Share What You Know

5
mins

Ask students to sit in a circle. Introduce the following questions to the class. Allow them time to think on their own before sharing with a person sitting next to them. Call on pairs of students to share their thinking with the class.

You may wish to write down some of their ideas on a chart for reference.

1. Do you think animals are being killed illegally? Can you give an example that demonstrates this point?
 - For example:
 - Even though it is illegal, elephants are poached each year for their tusks.
 - Sea turtles are poached for their meat. Their shells are used to make jewelry.
2. What would the world be like if it was legal to kill all animals?
3. What difference do you think it might make to the world?
4. What difference do you think it might make to you?
5. Are there any reasons why killing animals would be beneficial?
6. Do you feel you can make a change in the world for more Wildlife Conservation?
7. Can you think of someone who is a role model for Wildlife Conservation?

Step 4: Kindred Animals Fact Matching Activity

Read the following facts to the students, and show them a picture of each animal which you can find at <https://wildfor.life>. Many of the children will already know something about the majority of these animals, though some may be new to them. (These facts look at one particular issue and solution of the Global Goals that is specific to Wildlife Conservation - Global Goals #14 and #15.)

There are various ways the following could be read depending on the class and the format.

1. Simply read the facts and ask students to recall what they have learned.
2. Pause between each fact and ask students to share other facts they know about the particular animal.

Read the following:

Illegal Trade in Wildlife is one of many threats to species, which include habitat loss due to land transformation for agriculture and development, human-wildlife conflict caused by animals and humans being pushed closer together as wild ranges disappear, climate change and overconsumption or unsustainable use. At the heart of illegal trade is the unsustainable demand for wildlife and wildlife products, which in turn motivates both opportunistic poaching and harvesting and organized crime. These species and many others need your help.

Elephant – Elephants are being poached in larger numbers for their ivory. In recent years, experts have estimated that as many as 100,000 elephants were killed between 2010 and 2012.

Pangolin – All eight species of pangolin are now globally threatened, with Asian species either Endangered or Critically Endangered.

Sea Turtle – Sea turtles are poached for their meat, their eggs are harvested unsustainably, and their shells are used for making jewelry and traditional crafts sold to tourists.

Tiger – Poaching is the leading threat to wild tigers. It is believed there are many medicinal benefits attached to the body parts particularly tiger bone.

Helmeted Hornbill – A combination of habitat loss, poaching and lack of law enforcement are deadly recipes for the helmeted hornbill. Jewelry and decorative ornaments made from their casque command a higher price than elephant ivory.

Orangutan – Illegally trafficked orangutans, and other ape species, can end up in zoos or as pets in private collections.

Rhino – About 96% of black rhinos were lost to large-scale poaching between 1970 and 1992, and although numbers have recovered since, today there are now just 4,800 black rhino individuals left in the wild.

Playing the Game

After reading and discussing all of the facts as a class, partner students with another member of the class. Each pair will need a set of activity cards to play the matching game (Appendix 5). For each kindred animal, the children must find the picture and fact that correlate. There are 7 kindred species animal pictures, 7 facts and 7 species cards. The game can be played as a team or students can work alone to see who can find the most matches in a given amount of time. Other variations include flipping the cards upside-down and trying to find a match. Remember there are three cards for each kindred species.

Step 5 : Homework – A fact finding mission!

This survey will help them and others become better informed on one specific species, the reasons it is endangered and how they can help.

Set the Context

Reinforce the ambition of the Global Goals by reading the following points from the details of Global Goals #14 and #15:

- a. Our leaders and the creators of the Global Goals decided the world needs:
 - i. to take urgent and significant action to reduce the degradation of natural habitats, halt the loss of biodiversity and, by 2020, protect and prevent the extinction of threatened species.
 - ii. to take urgent action to end poaching and trafficking of protected species of flora and fauna and address both demand and supply of illegal wildlife products.
 - iii. to effectively regulate harvesting and end overfishing, illegal, unreported and unregulated fishing and destructive fishing practices by 2020.

Set Quiz Task

1. Read the following description of the task.

We've explored some facts that demonstrate we are far from wildlife conservation becoming a reality in all parts of the world, and we've heard about how that fits with the Global Goals, specifically Global Goals #14 and #15.

The World's Largest Lesson, WildforLife, UNICEF, governments and all the organisations supporting the Global Goals believe that one thing that would make a difference is if all girls and boys grow up with an awareness of the problems affecting animals in their natural habitats and pledge to take a part in making a difference.

You might think that this is a problem that is too big for you to change on your own and that it requires effort from the government and large organizations around the world, but there are small things that each and every one of us can do to make a big difference.

The only way to create change is to know the facts – to know where these problems exist and thinking about what we can do to help.

2. Read the following quote.

"Together, let's make it our mission to help end the illegal trade in wildlife to bring species back from the brink and preserve our precious planet for the benefit of people and planet. The world signed up to new goals that commit us to take urgent action to end poaching of protected species. Together, we can be part of the success of Goal 15." - WildforLife

3. Direct children to the WildforLife website where they can take the quiz: <https://wildfor.life/quiz>
4. Hand out the Note Taking Worksheet (Appendix 3) and **ask them to write a paragraph about what WildForLife is and name the 4 UN Organisations (groups within the UN that have a specific focus) behind it.**
5. Explain to students that their job is to complete the quiz at home to discover their kindred species. They will also read some information online to learn more about the animal and gather ideas onto the worksheet to use in class the next day.

Note: To save time, students could complete the full task at home including the creation of their poster. They can involve their parents too.

Full Lesson Plan : Session Two

10
mins

This session focuses on completing posters and making a pledge to help wildlife conservation succeed as part of the Global Goals.

Note: Children may have completed their posters at home. If they did, skip Step 2.

Step 1 : Pair and Share

5
mins

Provide each student with a partner and allow them the chance to share their findings about their kindred animals. Encourage children to use their worksheet to guide the discussion: eg. What is the name of your kindred animal? Why are they are endangered? How are people trying to help?

(You may wish to demonstrate what a good discussion looks like with a highly capable student as a model for other students in the class.)

Note: If working in partnerships does not suit the needs of your students, you may complete the activity with the whole class, calling on a few children to share one or two of the most interesting facts they discovered about their kindred species.

Step 2 : Completing the Poster

15
mins

This is an opportunity for students to do some self-expression.

1. Provide each child in class with a poster (Appendix 4) and encourage them to use the facts and ideas from the worksheet, as well as their own knowledge, to create a poster to inform others about their kindred species. Children can express their ideas in a variety of ways that may include any/all of the following:
 - A picture of the animal
 - A list of general facts about the animal
 - A chart to show how the population has changed over time
 - An explanation to describe why/how the animal is endangered
 - Suggestions for how others can help
2. Once completed the teacher should display the posters on the walls of the classroom or in the school corridor. The teacher should hang a blank sheet of paper next to each poster. This will be used for student feedback.

Step 3 : Gallery Walk

10
mins

A Gallery Walk is a discussion technique which allows students to be actively engaged as they walk around the classroom. They are able to share ideas and respond to meaningful images in a fun and unique manner.

1. Students, individually or in small groups, rotate around the room and provide feedback to the creator of the work. Students are required to record one of the following:
 - One thing they like about the work
 - A question they have about the work
 - Something they found surprising
2. Students can write feedback on the paper posted next each work, or they can use different colored sticky notes to write their feedback and stick it around the outside of the student product.
3. After the students have finished the Gallery Walk, allow time for each student to reflect on the comments written about their poster. Ask students to share ideas they found interesting or unique and how the Gallery Walk has changed the way they think about these animals and how we can help.

Step 4 : Personal Pledge

10
mins

1. If you have the technology available, have students visit the WildforLife website. <https://wildfor.life/pledge> to view the suggested pledge and other pledges from people all over the world.
2. Discuss with the class what the pledge means. Ask them to talk to a partner if this pledge seems achievable and what they can do in order to fulfil the pledge. Share aloud or create a class chart of things the students come up with.

Note: For younger children the teacher may wish to lead a class conversation that helps translate the pledge into more child-friendly terms. E.g. – Sphere of influence becomes family and friends.

3. Ask the students to make a choice – either to make the pledge as written or create a unique pledge for how they can make a difference to help wildlife conservation. Encourage children to consider what they learned from the gallery walk to inform their pledge.
4. If you have access to the internet, students can make/post their pledge online.

Note: Students can post their pledge at home to save time or if internet access is not available.

As an extension, students can look up other people and organisations doing great things (see links below) in the field of supporting animal rights.

- WildforLife: <https://wildfor.life/learn>
- World Wildlife Fund: <http://www.worldwildlife.org/>
- Natural Resources Defense Council: <https://www.nrdc.org/>
- National Geographic for Kids: <http://www.ngkids.co.uk/>
- UNICEF: www.unicef.org/
- Ian Somerhalder Foundation: <http://www.isfoundation.com>



This lesson plan has been created to support teaching of the important work undertaken by **UNEP** (United Nations Environment Programme), **UNDP** (United Nations Development Programme), **UNODC** (United Nations Office of Drugs and Crime) and **CITES** (Convention on the International Trade in Endangered Species), contributing to the achievement of Global Goals 14 and 15. With thanks to **Michael Mogavero**.

Find out more at:

<https://wildfor.life/the-campaign> and <https://wildfor.life/learn>

Contact: Lisa Rolls, Campaign Manager Illegal Trade in Wildlife, UN Environment:

Lisa.Rolls@UNEP.org



The **Ian Somerhalder Foundation** aims to empower, educate and collaborate with people and projects to positively impact the planet and its creatures. Through its work and emphasis on the need for collaboration in response to interconnected global environmental problems, the ISF is actively contributing to the achievement of Global Goals 13, 14 and 15.

Find out more at:

<http://www.isfoundation.com/welcome> and <http://www.isfoundation.com/educators>



Celebrate World Environment Day on 5 June by teaching a World's Largest Lesson outdoors! Share a photo of your class and join us in creating the world's biggest nature photo album by tagging **#worldslargestlesson** and **#withnature**.

For more information visit: <http://worldenvironmentday.global/>

Take Action for the Global Goals



As an educator you have the power to channel students' positive energies and help them believe that they are not powerless, that change is possible, and that they can drive it.

Taking Action - Right Now:

- Students can **write** to their local government representative, and **tell** them why the Global Goals are so important to their future and **ask** them what action they are taking toward a specific Goal.
- Ask students to **summarise** what they have learned about the **#GlobalGoals** and share it with World's Largest Lesson on Twitter **@theworldslesson** or Facebook

Taking Action - Deeper Engagement:

For deeper learning and impact, students can also take part in **projects** to make change for the Goals in their local communities.

Visit the "**Take Action**" page on our website: www.globalgoals.org/worldslargestlesson and find organisations, resources and lesson packs to help you get started.



THE GLOBAL GOALS

For Sustainable Development



World's Largest Lesson Part: 2: What Can You Do?
Read Out This Script If You Are Unable To Show The
Animation

Hello.... Hello..... Are you there?

I was just saying that we have to use our creative superpowers to achieve the United Nations' Global Goals. But how?

Although the earth is just a tiny speck in space, it seems enormous to us when we're on it.

The Global Goals can seem huge too. But if you focus on fixing the things where you live you can make a big difference.

There are three ways you can help. You can invent, innovate and campaign.

So buckle up and let's take a lightning flight around the world to see what young people are doing already.

In the beautiful city of Istanbul we meet Elif, she's an inventor.

Like many big cities there's a lot of pollution in Istanbul.

Some caused by petroleum-based plastics. Elif wasn't happy about that and wondered what she could do. So she invented a new natural plastic made from banana skins.

No, seriously. It's cheap, easy to recycle and you can make it in your kitchen. And if you like banana desserts, you can't really lose. Unless you eat too much.

So let's talk about toilets. This is Rohit.

He lives in Bangalore in India. The population there is growing very quickly and so is all the, well, waste. A regular toilet uses 6 litres of water each time it's flushed. This is too much where water's scarce.

So Rohit invented a toilet that saves 50% of the water that ordinary toilets use. He called it the “Vacu-flush”. His invention won an International Science Prize and now he’s flushed with his own success, as it were.

Or you can be an innovator, be creative and think about how to improve the way we live. Take Urban Creators in North Philadelphia. This amazing group of teenagers reclaimed derelict land in a dangerous, run down neighborhood. They built a thriving farm where they grow fresh food and now supply hundreds of local homes and restaurants. Life Do Grow Farm has transformed the community and made it healthier and safer for everyone.

Speaking of health and safety, this is Nigeria, which has one of fastest growing populations in the world. And one of the youngest. Almost half of Nigerians are under 15. This is Team Charis a group of brilliant girls who are solving a big problem. Team Charis realized that in parts of Nigeria lots of people get sick because rubbish isn’t cleaned up properly. So they created Discardious – a phone app to report waste and have it taken away safely by eco friendly carts. See? Sometimes a healthier world is just one great idea away.

Or you can be a campaigner.

Melati and Isabel are sisters from Bali.

They’ve been on a mission to stop plastic bags from harming their beautiful island home. Millions of plastic bags end up in the ocean. They pollute the water and harm marine life. Or they’re burned and belch filthy chemicals into the air. Melati and Isabel decided enough was enough. They organized petitions and beach cleanups and now their efforts have convinced their governor to ban plastic bags in Bali by 2018.

Finally, let's go to Jordan.

This is Muzoon from Syria. She used to live in a refugee camp.

Many girls in the camp had to marry so young they had to give up their education.

Muzoon thought this was a big mistake and she has waged a campaign to convince parents to keep their daughters in school and not make them marry too young.

Muzoon knows that all girls have a right to a great education. And just look at what one educated girl can achieve with enough determination.

Young inventors, innovators and campaigners everywhere are changing the world for good. And so can you. The problems we face are huge. But so are your creative superpowers. You just need to care, get creative and collaborate. If we all do that, by 2030 we really can make the global goals a reality.

I'm just saying.

Ken Robinson, May 2016



Elephant

Pangolin

_____ are being poached in larger numbers for their ivory. In recent years, experts have estimated that as many as 100,000 elephants were killed between 2010 and 2012.

All eight species of _____ are now globally threatened, with Asian species either Endangered or Critically Endangered.



Sea Turtle

Orangutan

_____ are poached for their meat, their eggs are harvested unsustainably, and their shells are used for making jewelry and traditional crafts sold to tourists.

Illegally trafficked _____, and other ape species, can end up in zoos or as pets in private collections.



Tiger

Poaching is the leading threat to wild _____. It is believed there are many medicinal beliefs attached to the body parts particularly the bone.

Helmeted Hornbill

A combination of habitat loss, poaching and lack of law enforcement are deadly recipes for the _____. Jewelry and decorative ornaments made from their casque command a higher price than elephant ivory.



Rhino

About 96% of _____
were lost to poaching
between 1970 and
1992, and although
numbers have
recovered since, today
there are now just
4,800 individuals left in
the wild.

Name _____

Date _____

My Kindred Species

Directions: Take the quiz at <https://wildfor.life/quiz> to discover your kindred species. Read all of the information available to learn more about the species, why it is endangered and what is already being done to help. Use the space below to write down any facts and ideas about the animal you find interesting. You may also draw a picture of the animal. Feel free to explore other websites to learn even more!

- _____

- _____

- _____

- _____

Name _____

Date _____

My Kindred Species

Directions: Use the space below to design a poster for your kindred species. Use the facts and ideas from your worksheet, as well as your own knowledge, to create a poster to inform others. You can express your ideas in a variety of ways that may include any/all of the following:

- A picture of the animal
- A list of general facts about the animal
- A chart to show how the population has changed over time
- An explanation to describe why/how the animal is endangered
- Suggestions for how others can help