



# ILLEGAL WILDLIFE TRADE: INVESTIGATIONS

A resource for secondary schools (11 to 14 year olds)

## INTRODUCTION

The illegal wildlife trade is a pressing global problem that has the potential to engage young people with sustainability and motivate them to take action for their world. **WWF's Living Planet Report 2018** shows that populations of fish, birds, mammals, amphibians and reptiles have declined on average by 60% in less than fifty years (between 1970 and 2014.) The main causes are loss of habitats and over-exploitation of species, including the illegal hunting of animals.

The illegal trade in endangered plants and animals – whether elephant ivory, rhino horn or animals captured as exotic pets – is a growing threat pushing thousands of species to the brink of extinction. Although many countries have strict laws to protect endangered wildlife from commercial trade, in some places it is still legal and in others, the laws are not well enforced.

**PRODUCED IN  
PARTNERSHIP  
WITH**



Department  
for Environment  
Food & Rural Affairs

This illegal trade has devastating effects not only on plants, animals and ecosystems across the world, but also on local communities. It fuels corruption, undermines economic development and brings instability into some of the world's poorest countries.

The aim of this resource is to encourage 11 to 14 year olds to find out more about the threats to wildlife from illegal trade and to explore some of the solutions to help fight it – from the use of sniffer dogs to the development of new technologies. Simple activities are provided to help students develop a better understanding of the issues, to formulate their own ideas and opinions and to reflect on how their own actions can help to protect the natural world.

The resource can be used as part of a focus week/ fortnight on sustainability to create momentum and involve the whole school community. It also provides many access points for students and teachers to engage with the illegal wildlife trade in individual lessons through different subject areas. Given constraints on the timetable, the activities are interlinked and can be undertaken in any order.

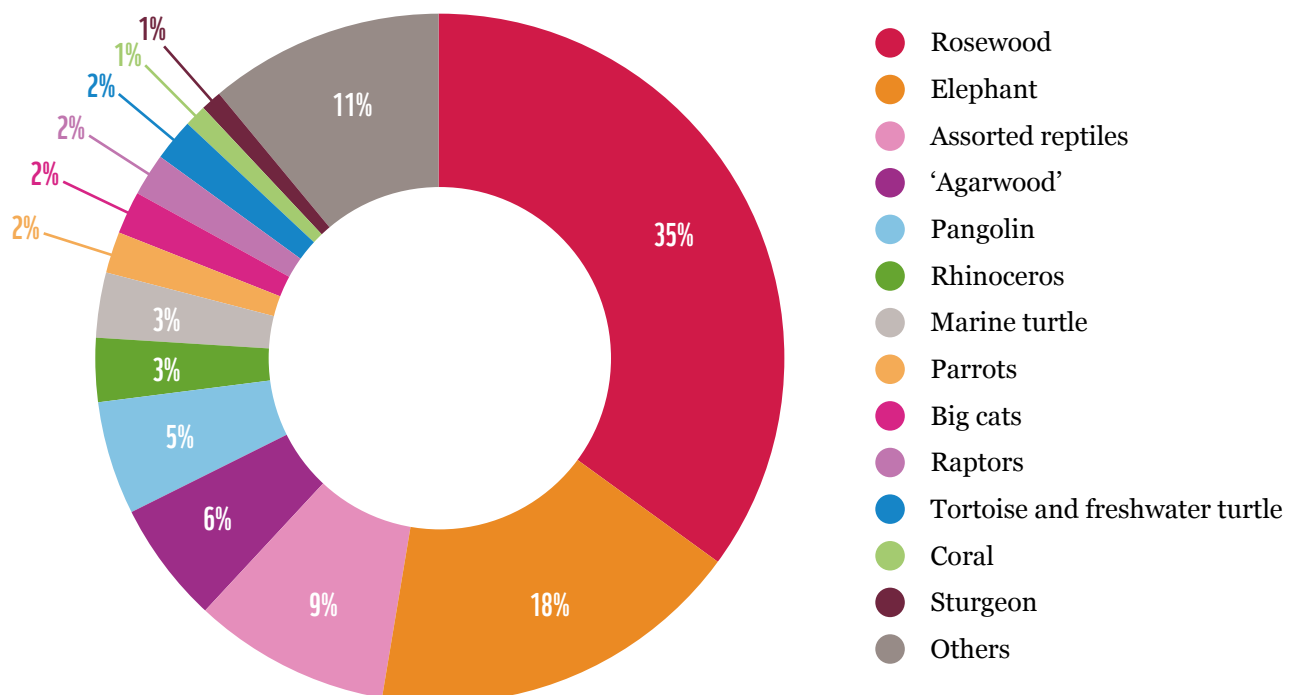


# What is the illegal wildlife trade?

Illegal wildlife trade means the selling or exchange of wild plants and animals that are at risk and protected by law. It involves live plants and animals (e.g. rare orchids or tropical birds) or products derived from them (e.g. jewellery, medicine, food or clothing).

On average, more than 100,000 pangolins, 20,000 elephants, 1,000 rhinos and 100 tigers are killed each year due to the illegal wildlife trade.

Share of type of wildlife among total seizures 2005 – 2014.



Source: UNDOC. 2016 World wildlife crime report. Trafficking in protected species.

See: [https://www.unodc.org/documents/data-and-analysis/wildlife/World\\_Wildlife\\_Crime\\_Report\\_2016\\_final.pdf](https://www.unodc.org/documents/data-and-analysis/wildlife/World_Wildlife_Crime_Report_2016_final.pdf)





© WWF / James Morgan

## Activities

### ACTIVITY

# 1

#### **What is the illegal wildlife trade?**

An interactive quiz to explore why some plant and animal species are at risk from the illegal wildlife trade and where the hotspots are across the world.

### ACTIVITY

# 2

#### **What's the problem?**

An activity using photos to encourage students to raise questions and explore the connections between the environmental, social, political and economic aspects of the illegal trafficking of wildlife.

### ACTIVITY

# 4

#### **Holiday souvenirs**

Taking on the role of officials tackling the illegal trade in wildlife, students inspect a range of holiday souvenirs and produce a leaflet or an article to raise awareness of the negative impact of buying wildlife products.

### ACTIVITY

# 3

#### **Breaking the chain**

Through a debate, students find out who is involved in the illegal wildlife trade and explore possible solutions to help break the chain.

### ACTIVITY

# 5

#### **Make your voice count**

Students create powerful infographics or posters to promote awareness in the school community of the negative impact of the illegal wildlife trade.

### ACTIVITY

# 6

#### **Take action for your world**

Use of persuasive skills to create a campaign and inspire the whole school community to take action to help protect biodiversity, locally and globally.

## ACTIVITY

## 1

# What is the illegal wildlife trade?

## Subject areas

Biology/Geography

## Overview

Through an interactive quiz based on facts, photos and short films, students explore what illegal wildlife trade means and why it poses a serious threat to many endangered plant and animal species across the world.

## Objectives

- To learn what illegal wildlife trade means and why some species are at risk of extinction
- To explore where wildlife is illegally taken for trade
- To understand the impact of illegal wildlife trade on biodiversity

## What you need

- **‘Illegal wildlife trade’ world map**
- **‘What is the illegal wildlife trade?’ quiz and answers**
- Resource sheet: ‘Illegal wildlife trade quiz’ (one per team)
- Resource sheet: ‘Illegal wildlife trade quiz answers’
- Resource sheet: ‘Wildlife at risk’



© naturepl.com /  
Roland Seire / WWF

## What to do

- Divide the class into teams and give each team a copy of the quiz. Run through the questions on the PowerPoint, giving them time to answer on their quiz sheet.
- Then go through the questions with the class to check their answers (see answer sheet below).
- Using the world map, hold a class discussion on how illegal trade is decimating wildlife across the world. What does trade mean? Why do people trade endangered animals and plants? Which species are most threatened? Where are the hotspots for wildlife trade? Bring the focus back to the students. How is the illegal wildlife trade relevant to them? (For example, whether it happens in our own country, the importance of maintaining biodiversity for wildlife and for people, how this trade funds organised crime.)
- Back in their teams, encourage students to consider how the illegal wildlife trade affects biodiversity and why this is a problem – see questions to prompt discussion below. Students write down their ideas, with periodic peer-sharing for support.
- Using the resource sheet ‘Wildlife at risk’, they then research one of the animals or plants on the map and create a profile for this species as a PowerPoint slide or factsheet. These can be displayed around the school to raise awareness and get people talking about illegal wildlife trade.





## The impact of the illegal wildlife trade on biodiversity

### Questions to prompt discussion:

How does the illegal wildlife trade affect biodiversity in the places from which the wild plants and animals are taken?

- How does poaching affect the numbers of the target species? (reduced numbers and possible extinction)
- How might the illegal wildlife trade affect ecosystems? (taking away or killing animals that have important roles in their ecosystems – e.g. elephants spreading seeds in their dung or digging water for other animals.)

How does the illegal wildlife trade affect biodiversity in the places where wild plants and animals end up?

- If living organisms are released into the wild in their destination countries, how might this affect biodiversity? (Animals that are illegally traded may be sold as pets. If these become unwanted they may be released into an existing ecosystem and have a negative impact on biodiversity. Invasive species can compete with native species for resources, predate on them or spread diseases that were not present in the environment.)

**Biodiversity:**  
the variety of  
living things on  
Earth and within  
an ecosystem.

### Stopping the illegal wildlife trade



# Resource sheet: Illegal wildlife trade quiz

1. Watch the film and name five animals affected by illegal trade.

---



---



---



---



---



© Adam Oswell / WWF

6. What percentage of tigers have been lost in the last century?

☐ 12% ☐ 45% ☐ 74% ☐ 95%



© Brent Stron / Getty Images / WWF-UK

7. How many rhinos are poached on average each year?

☐ Around 150 ☐ Around 600  
☐ Around 1,000 ☐ Around 5,400



© naturepl.com / Roland Schütz / WWF

8. How many pangolins have been snatched and killed in the last decade?

☐ Around 1,500 ☐ Around 5,400  
☐ Around 225,000 ☐ Around 1 million

2. This animal is the most heavily trafficked wild mammal in the world. Can you guess what it is?



☐ Crocodile ☐ Python  
☐ Pangolin ☐ Anteater

3. The illegal wildlife trade doesn't affect wild plants. It only affects animals.

☐ True ☐ False

**Watch the film and listen for numbers to help you answer the following questions.**

4. How many animal species have been found to be in illegal wildlife trade across the world?

☐ Around 25 ☐ Around 700  
☐ Around 2,400 ☐ Around 7,000

5. How many African elephants are killed by poachers on average every day?

☐ 10 ☐ 18  
☐ 35 ☐ 55



© Martin Harvey / WWF



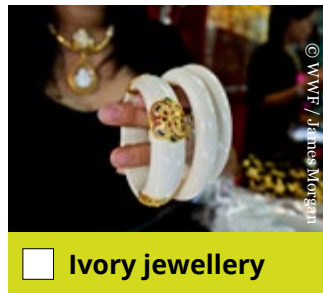
# Resource sheet: Illegal wildlife trade quiz

9. What is the illegal wildlife trade estimated to be worth a year?

- ☐ Around £55 million    ☐ Around £150 million  
☐ Around £15 billion    ☐ Around £55 billion

**Continue to answer the questions based on what you know.**

10. Which product is illegal to buy as a holiday souvenir? You can tick more than one product.



11. More African elephants are being killed than are being born.

- ☐ True    ☐ False

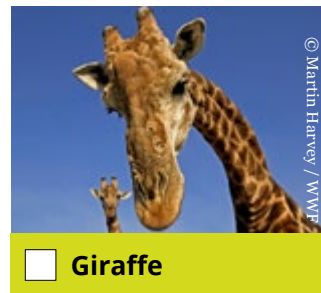
12. How many tigers are left in the wild?

- ☐ Around 500  
☐ Around 3,900  
☐ Around 9,500  
☐ Around 40,000



© naturepl.com / Francois Savigny / WWF

13. Which of these animals is captured to make traditional medicine?



14. Which animal is captured for its scent gland to make perfume and traditional medicine?



15. All wildlife trade is illegal.

- ☐ True    ☐ False

# Resource sheet: Illegal wildlife trade quiz answers

1. Watch the film and name five animals affected by illegal trade.

**POSSIBLE ANSWERS:** Elephant, tiger, rhino, jaguar, snow leopard, pangolin, marine turtle, macaw, orangutan, shark

---

2. This animal is the most heavily trafficked wild mammal in the world. Can you guess what it is?

**ANSWER: Pangolin**

**FACT:** *On average one pangolin is snatched from the wild every five minutes. Pangolins are trafficked primarily to China and Vietnam where their meat is considered a delicacy and their scales are used in traditional medicine.*

---

3. The illegal wildlife trade doesn't affect wild plants. It only affects animals.

**ANSWER: False**

**FACT:** *About 40% of wildlife seized from illegal trade between 2005 and 2014 was timber (rosewood and agarwood).*

---

4. How many animal species have been found to be in illegal wildlife trade across the world?

**ANSWER: Around 7,000**

---

5. How many African elephants are killed by poachers on average every day?

**ANSWER: 55**

**FACT:** *Around 20,000 African elephants are being killed every year for their ivory – that's around 55 every day!*

---

6. What percentage of tigers have been lost in the last century?

**ANSWER: 95%**

**FACT:** *This is due to the illegal wildlife trade and loss of habitats.*

---

7. How many rhinos are poached on average each year?

**ANSWER: Around 1,000**

**FACT:** *On average, 3 rhinos are poached each day.*

---

8. How many pangolins have been snatched and killed in the last decade?

**ANSWER: Around 1 million**

---

9. What is the illegal wildlife trade estimated to be worth a year?

**ANSWER: Around £15 billion**

---

10. Which product is illegal to buy as a holiday souvenir? You can tick more than one product.

**ANSWERS: Ivory jewellery, tiger skin, exotic pet**

---

11. More African elephants are being killed than are being born.

**ANSWER: True**

---

12. How many tigers are left in the wild?

**ANSWER: Around 3,900**

---

13. Which of these animals is captured to make traditional medicine?

**ANSWER: Tiger**

**FACT:** *Tigers are killed for their skins, and for their bones which are used in traditional medicine.*

---

14. Which animal is captured for its scent gland to make perfume and traditional medicine?

**ANSWER: Musk deer**

**FACT:** *Musk is one of the most valuable natural products in the animal kingdom and can be worth three times more than its weight in gold.*

---

15. All wildlife trade is illegal.

**ANSWER: False**

**FACT:** *Wild plants and animals from thousands of species are caught or harvested from the wild to be sold legally as food, pets, ornamental plants, leather and medicine. Wildlife trade becomes a problem when it threatens the survival of species in the wild.*

---



# Resource sheet: Wildlife at risk

Research one animal or plant threatened by the illegal wildlife trade and create a factsheet for your species.

Name of your plant or animal

Where are these found in the world?



Why are they traded illegally?

## African elephants

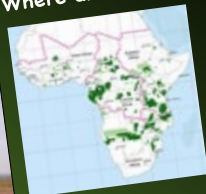
© naturepl.com / Anup Shah / WWF



**Why are they traded illegally?**  
African elephants are being killed for their ivory to make ornaments and jewellery.

**! Conservation status (IUCN)**  
**Vulnerable**

Where are they found?



**Three reasons we should care:**

- Elephants create clearings in wooded areas, which allow new plants to grow and other species to flourish.
- They disperse plant seeds.
- We have a responsibility to care for wildlife.

Three reasons why we should care:

When you have completed your factsheet **you could create a poster or a slide.**



## ACTIVITY

## 2

## What's the problem?

### Subject area

Geography

### Overview

Through the use of photographs, students are encouraged to raise questions and make connections between the environmental, social, political and economic aspects of the illegal wildlife trade.

### Objectives

- To develop an understanding of why there is an illegal trade in wildlife and how it impacts on animals, people and the environment
- To develop critical thinking and enquiry skills through the use of photographs

### What you need

- Resource sheet: 'Illegal wildlife trade photo bank'
- Resource sheet: 'Development compass rose'

### What to do

- The development compass rose is a useful tool to help students identify the issues, ask questions about the world around them and make connections. Working in pairs, students select an image from the resource sheet 'Illegal wildlife trade photo bank' (e.g. herd of elephants, ivory objects, a ranger at work, sniffer dog, ship and containers, and pangolin). Using the resource sheet 'Development compass rose', they identify relevant questions about the image for each point of the compass. How might the questions from different points connect with each other?

- Students can peer-share ideas, leading into a broader class discussion. Encourage them to make connections between the environmental, social, political and economic aspects of the illegal trade in wildlife. Why do people trade wildlife (e.g. money, use in traditional medicine, food as a delicacy, exotic pets etc.)? Why is the wildlife trade a problem for plants, animals and ecosystems? What role does culture play in supporting wildlife trade (e.g. demand for ivory ornaments and jewellery in Asia)? What role does economy play? How do our choices as consumers affect wild animals and plants?
- The questions and ideas generated by the students might be an interesting starting point for further enquiry on wildlife and conservation.

#### NATURAL

**Where** are elephants found in the world?

**What** do elephants need to survive? What do they eat?

#### ECONOMIC

**Why** are elephants hunted for their tusks?

**Why** do people want to buy things made from ivory?



#### WHO DECIDES?

**Who** makes decisions to help protect elephants?

**How** can we stop people from buying ivory products?

#### SOCIAL

**How** can elephants be dangerous to people?

**Why** do people kill elephants?



## Resource sheet: Illegal wildlife trade photo bank





## Resource sheet: Illegal wildlife trade photo bank





## Resource sheet: Illegal wildlife trade photo bank



## Resource sheet: Development compass rose

### NATURAL

Questions about energy, air, water, soil, living things and their environment

### ECONOMIC

Questions about money, buying and selling, jobs and producing things



### WHO DECIDES?

Questions about who makes decisions, what choices there are, who benefits and who loses out

### SOCIAL

Questions about people, their relationships, culture, traditions and the way they live

Adapted from Tide~ global learning





## ACTIVITY

# 3

## Breaking the chain

### Subject area

Spoken language

### Overview

Through a debate, students find out more about who is involved in the illegal wildlife trade and research different solutions to help break the chain, from the use of sniffer dogs to the development of new technologies.

### Objectives

- To learn more about the factors that drive the illegal wildlife trade and who is involved
- To think critically about the illegal wildlife trade from different perspectives and explore solutions
- To develop language and presentation skills

### What you need

- Post-it notes (one per student)
- Resource sheet: 'Who's responsible?'
- Resource sheet: 'How to break the chain'

### What to do

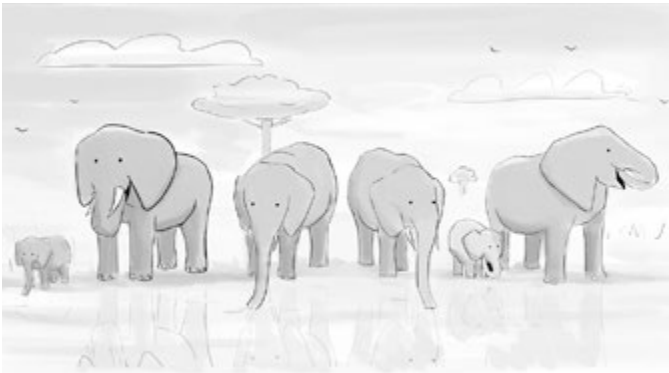
- Start by exploring an everyday ethical dilemma to help students understand the concept of supply and demand and explore different viewpoints (e.g. Is it right or wrong ...that professional footballers earn so much money? ...to keep chickens in battery

The Convention on International Trade in Endangered Species of Wild Fauna and Flora (CITES) is an international agreement between governments which was set up to ensure that international trade in wild animals and plants does not threaten their survival. CITES controls the trade of about 35,000 plant and animal species, which are grouped into three lists (titled Appendices I, II, and III) depending on how much protection they need. The first list includes the most highly endangered animals and plants. Trade in these species or their parts is banned except in rare situations. Membership of CITES is voluntary – 183 countries out of more than 190 worldwide are currently signatories. All member countries must pass laws to make sure the CITES rules are followed within their national boundaries. (Source: CITES)

farms? ...to produce single-use plastic items? ...to run a website where people download music/videos for free without the artist's permission?). Each student writes a brief answer on a Post-it note – right/wrong and why – and sticks it on the board.

- Share and discuss their answers. Is the overall view that it is right or wrong? If so, who's responsible (e.g. footballers, farmers, manufacturers, sellers, consumers)? Link this critical thinking back to the illegal wildlife trade. Is it right to take plants and animals illegally from the wild for trade and why?
- In pairs or small groups, ask students to discuss the questions on the resource sheet 'Who's responsible?'. Encourage them to see that all parts of this chain are interdependent, from poachers, to smugglers, dealers and consumers – without any one link, the whole chain would break.
- Ask students to imagine they have been invited to participate in a global conference on illegal wildlife trade. Their government has committed additional funding to fight the illegal trade and is inviting proposals. Each team selects or is given one solution from the resource sheet 'How to break the chain'. They prepare their arguments and choose who they want to represent in the debate (e.g. environmental NGO, ranger, scientist or business leader). One representative from each team presents a pitch (up to 2 minutes) to persuade others, followed by a class debate. Which two options should be supported as priorities to help break the trade chain? Students vote on their preferred two ideas.

## Resource sheet: 'Who's responsible?'



1. What is happening in these images?
2. Who is involved in the illegal wildlife trade?
3. Why do people buy illegal wildlife products?
4. How is the illegal wildlife trade relevant to us?
5. Can you think of any possible solutions that would help break the chain?





## Resource sheet: 'How to break the chain'

**Increase the number of wildlife rangers and give them more training and resources (e.g. clothing, all-terrain vehicles, camera traps, night-vision goggles)**

**Stop the demand!  
Encourage people to stop buying wildlife products from threatened species**

**Use of technology and science to detect poachers and trafficking of wildlife products (e.g. DNA tracking, thermal sensors, satellite images, drones)**

**Create more national parks to protect wildlife**

**Tackle illegal wildlife trade on the web**

**Encourage people to use alternatives to wildlife products such as traditional medicine containing animal parts or bags made from animal skin.**

**Work with shops and small businesses to stop selling illegally sourced live wild animals and products made from animal parts**

**Undercover investigation to identify the routes used by wildlife smugglers**



© WWF / James Morgan

## ACTIVITY

# 4

## Holiday souvenirs

### Subject areas

English/ Design & technology

### Overview

Taking on the role of officials tackling the illegal wildlife trade, students inspect a range of holiday souvenirs and produce a tourist leaflet or an article to raise awareness of the negative impact of buying wildlife products.

### Objectives

- To learn more about why animals are captured for trade
- To raise awareness of how our choices as consumers can have a negative impact on wildlife and the environment
- To explore ways to tackle the illegal wildlife trade

### What you need

- WWF film 'Sniffer dogs'
- Resource sheet: 'Holiday souvenirs'
- 'Holiday souvenirs answer sheet'

### What to do

- Using the WWF short film, introduce the important role of sniffer dogs in detecting wildlife products such as ivory and rhino horn.
- Invite students to take on the role of officials tackling the illegal wildlife trade and inspect a range of holiday souvenirs shown on photocards on the resource sheet 'Holiday souvenirs'. Which products should they avoid buying and why? (see 'Holiday souvenirs answer sheet').
- Hold a class discussion around these objects. What would happen if the demand for these products stopped? How can our choices as consumers affect wildlife?
- In pairs, students can produce a tourist leaflet or an article for an in-flight magazine, travel agent or the travel section of a newspaper to inform travellers why they should avoid buying illegal wildlife products. Other ideas might be to design a complimentary bookmark for air passengers or a logo to certify that products are not connected with the illegal wildlife trade.
- Each student could analyse the work of two or three of their classmates, suggesting how each work might dissuade people from purchasing wildlife products while on holiday.



© WWF / James Morgan



© Michel Gunther / WWF



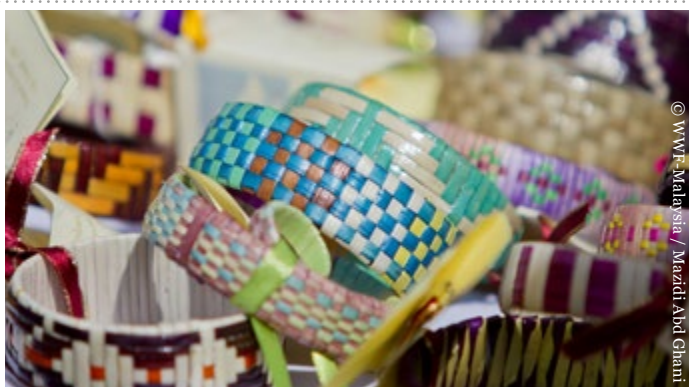
## Resource sheet: Holiday souvenirs



Traditional medicine containing tiger bones and rhino horn



Local pottery



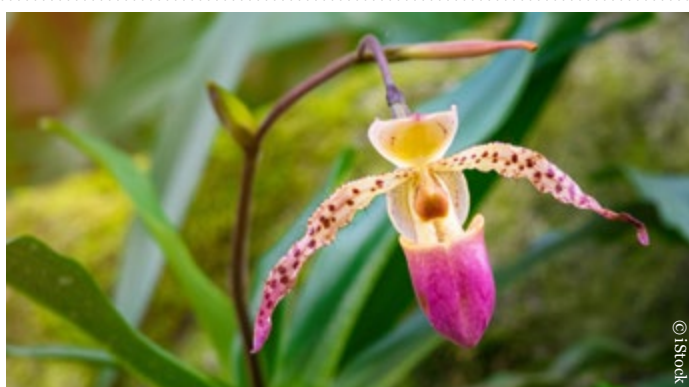
Bracelet



Clothing made from reptile skin



Woollen jumper



Rare wild orchid



Shawl made from the fur of the endangered Tibetan antelope



Straw basket



## Resource sheet: Holiday souvenirs



Ivory ornament



Coral jewellery



Live reptile



Bag made from recycled plastic



Tortoiseshell jewellery



Musical instrument made from sustainable wood



Giraffe carved from sustainable wood



Tiger skin



## Holiday souvenirs answer sheet







© Edward Parker / WWF



## Make your voice count

### Subject areas

Maths/Design & technology

### Overview

Using facts, numbers and graphs, students create powerful infographics or posters to raise awareness of the impact of illegal trade on wildlife, ecosystems and people.

### Objectives

- To communicate key issues about the illegal wildlife trade in numbers
- To explore creative and engaging ways of communicating data
- To convey their views and message through a visual medium

### What you need

- WWF PowerPoint 'Illegal wildlife trade in graphs and numbers'
- Resource sheet: 'Top tips on how to create an infographic'



© WWF / James Morgan

### What to do

- Introduce the graph 'Reverse the decline in biodiversity' (WWF PowerPoint, slide 1) and discuss the three possible scenarios – further decline of animal populations, false alarm (It will stay the same) and nature recovering due to global change. How can we raise awareness to help conserve biodiversity?
- Then show the infographic example to the class (WWF PowerPoint, slide 2). What makes an infographic effective? Identify attributes and collate these ideas.
- In teams, students discuss and agree on the key message they want to communicate and why. They then gather data and facts to support their message and create powerful infographics to raise awareness of the impact of illegal wildlife trade on animals, people and the environment. This can be done as a poster or digitally on a computer or tablet. See resource sheet 'Top tips on how to create an infographic'. These could be displayed around the school or shared via social media.



# Resource sheet: Top tips on how to create an infographic

An infographic (information graphic) presents information in a graphic or visual format. Through images, colours, graphs and short text, infographics tell a visual story or raise awareness of an issue in a way that helps viewers to grasp information quickly and remember it.



## Here are some top tips to help you create your own infographic.

- First, identify your purpose and audience. What do you want to communicate and why? Who are you creating the infographic for?
- Then formulate your key message.
- Gather data and facts that support the story you want to tell, making sure you use reliable sources.
- Write short pieces of text and create visuals (sketches and graphs) to illustrate your data.
- Decide on a good headline or title.
- Choose a layout that works best to convey your story (e.g. divided into sections, two columns, S-curve layout) and font, styles and sizes that are easy to read.
- Use a coordinated colour scheme, selecting bolder colours to make some information stand out and make sure you leave enough white space so it isn't too busy.



© Brent Stirton / Getty Images / WWF-UK

ACTIVITY

6

## Take action for your world

### Subject areas

English/Geography

### Overview

In this activity, students create their own campaign to inspire the whole school community to take action and help protect biodiversity.



© Brent Stirton / Getty Images / WWF-UK



© Jonathan Caramanus / Green Renaissance / WWF-UK

### Objectives

- To develop a sense that we can all make a difference in the world
- To raise awareness in the whole school community of the illegal wildlife trade

### What you need

- WWF PowerPoint '**Reporting on our Living Planet**' [Slide 1 'Illegal wildlife trade' world map; Slide 2 'Living Planet Report 2018'; Slide 3 'Reverse the decline in biodiversity' graph; Slide 4 'Small changes, big actions' and Slide 5 WWF 'Fight for your world' advert]
- Resource sheet: 'Our campaign action plan'
- A large piece of card (size A3) and markers for each team

### What to do

- Use the WWF PowerPoint to inspire your class and discuss what actions we can all take to help stop the decline in biodiversity.
- Students can start their own campaign to spread the word and inspire others to help stop the illegal wildlife trade. Or they can focus on other causes of loss in biodiversity (e.g. loss and degradation of habitats, pollution or climate change).
- Encourage them to link their campaign to the sustainable development goals (see below), which have been agreed by most of the world's countries to stop the decline of the natural systems that support us and all other living things on the planet.
- Working in teams, students can create a visual board to outline their campaign ideas and present it to the class to vote for the best one.





The Sustainable Development Goals (SDGs), also known as the global goals, are a universal call to action to end poverty, protect the planet and ensure all people enjoy peace and prosperity. These 17 goals build on the Millennium Development Goals, while including new areas such as economic inequality, sustainable consumption, peace and justice and tackling climate change, among other priorities. The goals are interconnected – often the key to success in one will involve tackling issues more commonly associated with another. Protecting the natural world is essential to achieve not only goals 14 and 15, but all of them.

### Links with the Sustainable Development Goals

- By 2030 ‘Conserve and sustainably use the oceans, seas and marine resources.’ (SDG 14) and ‘Sustainably manage forests, combat desertification, halt and reverse land degradation, halt biodiversity loss.’ (SDG 15).
- Target 15.5: ‘Take urgent and significant action to reduce the degradation of natural habitats, halt the loss of biodiversity and protect and prevent the extinction of threatened species.’



See all 17 goals at [www.undp.org/content/undp/en/home/sustainable-development-goals.html](http://www.undp.org/content/undp/en/home/sustainable-development-goals.html)

For inspiration, watch the World Largest Lessons part 1 [<https://vimeo.com/138852758>].



**The Good Life Goals** provide everyday actions to help make the Sustainable Development Goals happen. It also includes emojis to help you spread the word on social media.

<https://sdghub.com/goodlifegoals/>

# Resource sheet: Campaign action plan

## What?

What is your key message?

---

---

What changes do you want to see?

---

---

## Why? (Your vision)

Why is this important?

---

---

---

---

---

## Who?

Who do you want to influence (students in your school, other schools, the public, governments, businesses and government leaders)?

---

---

Who might help you?

---

---

## How?

How are you going to influence people (e.g. short video, posters, fundraising events, social media, article in local magazine, local radio, work with WWF and other conservation organisations)?

---

---



## About WWF

WWF is one of the world's largest independent conservation organisations, active in nearly 100 countries. Our supporters – more than five million of them – are helping us to restore nature and to tackle the main causes of nature's decline, particularly the food system and climate change. We're fighting to ensure a world with thriving habitats and species, and to change hearts and minds so it becomes unacceptable to overuse our planet's resources.

WWF works with TRAFFIC - the wildlife trade monitoring network, governments and local communities on four key areas to tackle the illegal wildlife trade:

**Poaching** – Supporting teams of rangers on the ground who protect elephants and other animals from poaching.

**Buying** – Promoting initiatives that change consumer behaviour and reduce demand for illegal wildlife products.

**Trafficking** – Exposing and closing key hotspots and routes where ivory and other illegal wildlife products are being traded.

**Governments** – Putting pressure on governments to improve and enforce their regulations to make it possible to end the illegal wildlife trade.

---

## Inspiring the next generation of sustainability champions

We work with schools to help young people build their knowledge and understanding of the environmental challenges facing our planet and develop the skills to do something about them. Thousands of schools participate in our education programmes and we offer a wide range of curriculum-based resources and real-world activities to engage and inspire pupils, covering issues such as deforestation, climate change, plastics and endangered species. Today's young people are the generation who will be most affected by these issues; our work with educators is part of our mission to build a brighter future for both people and nature.

Find out about the free TES/WWF online course for primary teachers and leaders who want to put education for sustainable development at the heart of their school and inspire a new generation of sustainability champions.

[www.tes.com/institute/wwf-cpd-course](http://www.tes.com/institute/wwf-cpd-course)  
[wwf.org.uk/schools](http://wwf.org.uk/schools)  
**#ForYourWorld**

## About Defra

This pack was funded by Defra as part of their commitment to tackle the illegal wildlife trade. The UK is at the forefront of international efforts to protect endangered species from unsustainable and illegal trade. In October 2018 the UK government hosted an international conference about the illegal wildlife trade. It brought together global leaders to help eradicate illegal wildlife trade and better protect the world's most iconic species from the threat of extinction. More than 70 countries attended the conference, with representatives from more than 400 charities, conservation groups and business. The UK is investing more than £36 million between 2014 and 2021 to take action to counter the illegal wildlife trade, including work to reduce demand, strengthen enforcement, ensure effective legal frameworks and develop sustainable livelihoods.

---

## Tale2Tail

Defra are also funding resources produced by Tale2Tail. Tale2Tail's mission is to educate and inspire children in order to end demand for the illegal wildlife trade. Their free education packs, downloadable from [www.tale2tail.org](http://www.tale2tail.org), offer over 20 hours of lessons from amazing illustrators, photographers and storytellers. They include tips from the world's best wildlife photographer, David Yarrow; a masterclass for children on how to draw animals by Axel Scheffler, the award-winning illustrator of the Gruffalo; and a gripping adventure story by author Zella where children discover an ivory smuggling ring.

---

## Conservation Crisis by Tunza Games

A fun new educational board game and game app that challenges players to take control of a wildlife reserve and save an endangered species. Designed and tested by conservation experts, the game is based on the real-life challenges of protecting wildlife, providing players with a unique insight into the sector; players must work with local communities to gain their support, employ rangers to stop poaching for the illegal wildlife trade, and build tourist lodges to raise funds for their conservation work. Suitable for anyone aged 7 to 70, all purchases of the game support real-life conservation projects. The app is available on both Apple and Android stores and the board game is on sale in late 2019. For further information and to request free copies for use in schools, please visit [www.tunzagames.com](http://www.tunzagames.com)



For a future where people and nature thrive | [wwf.org.uk](http://wwf.org.uk)

© 1986 panda symbol and ® "WWF" Registered Trademark of WWF. WWF-UK registered charity (1081247) and in Scotland (SC039593). A company limited by guarantee (4016725)