

ANNEXURE 2: SCHOOLS

Partnering with the

Greenpop Foundation

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1. PROJECT OBJECTIVES AND SCOPE

During the 2018 Cape Town drought, many school learners of all ages were immersed in the new, and somewhat stressful, world of water awareness and conservation; a subject which will surely stay embedded in our minds for years to come. As a result, there is now a considerable amount of water- and conservation-related content in primary school subjects. However, the current CAPS curriculum is lacking information on groundwater and the responsible use and management of this resource. The objective of this project was to address this gap.

The Greenpop Foundation's groundwater awareness campaign (which ran from February 2021 to April 2022) had three primary components:

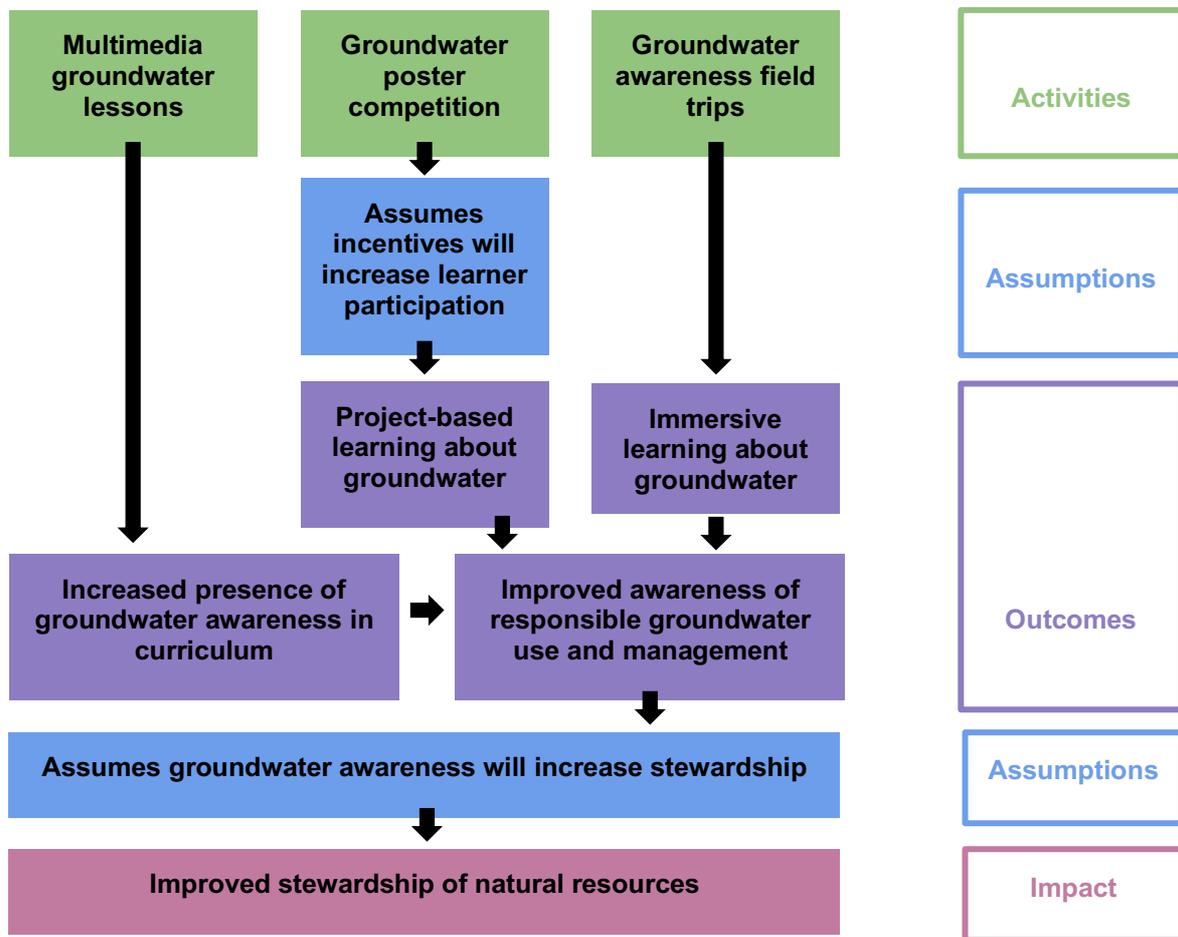
1. A tailor-made multimedia lesson to be delivered by primary school Life Orientation and Geography teachers during normal class time
2. An inter-school poster competition
3. A field trip and other prizes for learners submitting winning posters.

The Greenpop Foundation aimed to work with at least 20 schools for this campaign. At each school, we aimed to have the educational content delivered to at least 100 Grade 4–7 learners. As such, our overall reach goal was 2 000 learners at a minimum.

This project aimed to improve awareness of groundwater resources, and the responsible use and management of this resource amongst Grade 4-7 learners in Cape Town, by teaching students about this topic directly, incentivising engagement with information about groundwater resources and exposing students to experiences with these resources first-hand.

This approach engaged students during the subjects which dealt most directly with the topic (Life Skills / Life Orientation and Geography / Social Sciences), thereby capitalising on existing distribution frameworks and learning environments. The efficacy of the poster competition as a learning tool relied upon the highly acclaimed and proven structures of project-based learning, which sees the learner conducting most of the valuable learning through action and research as opposed to traditional teaching methods.

2. THEORY OF CHANGE: GREENPOP SCHOOL-BASED AWARENESS



3. KEY TARGET AUDIENCES AND ENGAGEMENT STRATEGIES

Due to the length and multi-faceted nature of this project, there were many audience groups in which groundwater awareness was created. Each audience group was taken into account in the design of this non-contact awareness-creating project. These audience groups are detailed below:

- **Primary school learners at schools in the broader Cape Town area**
As the project was focused on increasing groundwater awareness at schools, primary school learners between the age of 10 and 14 were the primary target group. These learners were challenged to create an informative poster portraying key information about groundwater protection and awareness. This audience group's groundwater awareness and knowledge creation came through their teachers, who were equipped with the project materials (animated videos and innovative lesson plans, see Appendix A) to inform and educate the learners on the basics of groundwater in the Cape context.
- **Teachers at primary schools in the broader Cape Town area**
As change-makers within schools, teachers form a part of one of the most important groups in society. Through this project, we aimed to inform and equip these teachers with the relevant information and educational material (see Appendix A) to expand groundwater education in schools. Our curriculum research beforehand illustrated the various avenues in which primary school teachers could include groundwater-related content in their annual teaching plans. Our research also revealed that groundwater is dealt with in the CAPS curriculum, but not extensively. Given the lack of groundwater education implementation in schools, we wanted to support teachers with the relevant material to bring groundwater awareness into their own classrooms. In addition, given the many challenges with Covid-19 throughout the project, we aimed to stick to a curriculum support strategy in which USB drives containing all the project and poster competition information were dropped off at all the participating schools.
- **Parents and community members**
Given the challenges of the Covid-19 pandemic, we wanted to be creative in our awareness-raising strategy and approach. The poster competition undertaken by the learners placed them in line to win an array of prizes, one of which included having their poster designed into a community billboard which would be streamed in various locations for two months. This aspect of the project positioned the learners as the creators of groundwater awareness within their school and community. It also allowed the awareness-raising audience to be extended to community members and the learners' parents.

4. PROJECT OUTCOMES

Given that the project took place during a global pandemic, the medium of learning resources and educational approach was structured around a non-contact intervention whereby the learners would access project material from their class teachers at school, thus not hindering the already-pressured school schedule and calendar.

The details of the outcomes are given in Table B.1.

The multimedia packs consisted of:

- **A 10–15-minute engaging and informative video** which relayed the important information pertaining to the Cape Aquifer and groundwater supply, structure and importance. (This video was designed and directed by Greenpop in association with videography partners.)
- **Three lesson plans** (including worksheets and other learning material) designed to be used in Life Science, Geography, or a general class (most likely in an eco-club).
- **A teacher information pack** containing important information pertaining to groundwater supply and importance. Included in this information is a series of additional resources and research leads which may supplement understanding and participation
- **A project brief** designed for the learners, which included:
 - An example of an informative poster
 - A template of a poster design with a few specifics required
 - A guiding rubric/framework to ensure that learners include all the necessary components of the project
 - Additional resources and information on groundwater and the aquifer structure and importance.

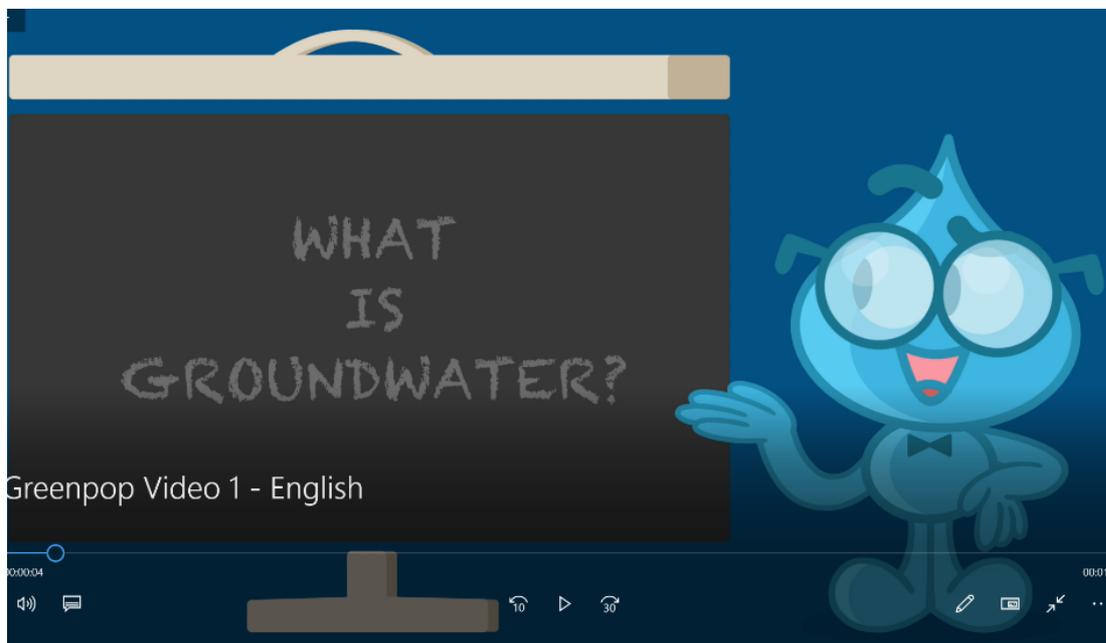


TABLE B.1: DETAILS OF OUTCOMES OF THE PROJECT

CONTRACTED OUTCOMES	DESCRIPTION	PLANNED ACTIVITIES	INDICATORS	MEANS OF VERIFICATION	TARGET	FINAL	DESCRIPTION OF COMPLETED ACTIVITIES
1. Create and distribute Multimedia Groundwater Lessons	Participating schools will be identified and provided with a project pack designed for both the teacher and the learners.	1.1 Reach out to potential schools and compile a list of participating schools, teachers, and learners. Create a WhatsApp group for teachers for ease of communication.	# of schools contacted directly	Project records	100	120	Outreach to schools took place via direct email to a network Greenpop had established over the years. We aimed to get 20 schools to participate but, due to pressures from Covid-19, only 13 schools were able to commit to the project.
	The project pack will include:		# of participating schools	Project records	20	13	Communication was upheld with the participating teachers via a WhatsApp group as this was the most efficient way to contact them.
	i) The multimedia groundwater awareness lessons		# of teachers in the WhatsApp group	Project records	20	13	
	ii) Lesson plans for teachers	1.2 Design and direct a 10–15-minute engaging and informative video that relays the important information pertaining to the Cape Aquifer and groundwater supply, structure and importance. Video will be available in English, Afrikaans and isiXhosa.	# of animated videos	Project records	3	3	Video 1 Link Some schools used distance learning so we opted for short animations as a medium for briefing and educating the learners. The videos and lesson plans were produced in English, Afrikaans and isiXhosa. All project materials have been submitted to WWF with this report.
iii) Information pack for teachers with more detailed information on groundwater	COVID-19 ALTERNATIVE: If schools are doing distance learning and it is not possible to show the full-length video in the classroom, we will design a series of shorter videos that can easily be shared digitally.						
		1.3 Develop 3 lesson plans (including worksheets and other learning material) designed to be	# of lesson plans	Project records	3	3	Lesson Plan Link 3 lesson plans were created to further

CONTRACTED OUTCOMES	DESCRIPTION	PLANNED ACTIVITIES	INDICATORS	MEANS OF VERIFICATION	TARGET	FINAL	DESCRIPTION OF COMPLETED ACTIVITIES
	iv) A project brief for the poster competition	used in Life Science, Geography, or a general class. Lesson plans will be available in English, Afrikaans and isiXhosa.					groundwater education in the classroom. Teachers can use the materials for years to come as it was strategically aligned to the CAPS curriculum, making the integration of the lessons relatively easy for teachers.
		1.4 Develop a teacher information pack containing important information pertaining to groundwater supply and its importance. Included in this information pack will be a series of additional resources and research leads which may supplement understanding and participation.	# of information packs developed	Project records	1	1	Teacher Information Pack (Appendix A) To brief the teachers and ensure they had sufficient information to teach the subject, we compiled an information pack (see hyperlink).
		1.5 Develop a project brief designed for the learners, which will include: i) An example of an informative poster ii) A template of a poster design with a few specifics required iii) A guiding rubric/framework to ensure that learners include all the necessary components of the project iv) Additional resources and information on groundwater and the aquifer structure and importance.	# of project briefs developed	Project records	1	1	Learner Information Pack (Appendix A) Learners were briefed via their information packs and the animations, which, together, laid out the brief for the poster competition. This information pack included sufficient groundwater-related information as well as guiding frameworks, examples and rubrics for the poster competition.
		1.6 Distribute project packs to participating schools either by email or in a physical pack.	# of schools receiving packs	Project records	20	13	Project resources were distributed by the Greenpop project coordinator in early June. Manual distributions were required as the main medium of sharing project resources was via USB drives.

CONTRACTED OUTCOMES	DESCRIPTION	PLANNED ACTIVITIES	INDICATORS	MEANS OF VERIFICATION	TARGET	FINAL	DESCRIPTION OF COMPLETED ACTIVITIES
		<p>1.7 Support teachers in delivering the lessons to their learners in the classroom.</p> <p>COVID-19 ALTERNATIVE: If teachers are unable to deliver the lessons to their learners in person due to distance learning for Covid-19, Greenpop will support them in delivering the lessons digitally using either their established distance-learning system or support on WhatsApp.</p>	<p># of teachers receiving project packs</p> <p># of learners receiving lessons</p>	<p>Project records</p> <p>Teacher reporting</p>	<p>20</p> <p>2 000</p>	<p>13</p> <p>2 568</p>	<p>Lessons could not be enforced to be taught due to stringent school schedules and pandemic-related pressures but where possible, the lessons were made easy to integrate because they were CAPS-aligned. As a result, all 13 schools were able to successfully teach the content to their learners and the total number of learners engaged was significantly higher than our target.</p>
2. Host an Inter- school Poster Competition	<p>Greenpop will run a groundwater awareness poster competition between 5 June and 5 July 2021.</p> <p>Learners will be invited to create informative posters which relay vital information pertaining to the importance, supply and use of groundwater in Cape Town.</p> <p>Posters can be submitted in hard-copy form or digitally, depending on the resource</p>	<p>2.1 Launch poster competition on World Environment Day. Distribute the project brief (developed in planned activity 1.4 above) to all participating teachers and learners.</p>					<p>The poster competition was launched to teachers via the WhatsApp group on 7 June 2021.</p> <p>In addition, we launched the competition to the general public via the Greenpop social media platforms (Instagram and Facebook) to encourage other schools to join.</p> <p>The poster competition ran from 7 June to 7 September 2021.</p>
		<p>2.2 Close entries, collect posters and submit them to judges.</p>	<p># of schools submitting posters</p> <p># of posters submitted</p>	<p>Poster database</p> <p>Poster database</p>	<p>20</p> <p>100</p>	<p>9</p> <p>110</p>	<p>The competition was initially meant to run for one month, but it ended up running for three. This was due to the fact that poster competition submissions were not compulsory, given the pressed schedules for schools during the Covid-19 pandemic.</p> <p>Hence, two extensions were given for the project to ensure widespread participation.</p> <p>In total 110 posters were submitted, many of which were completed by teams of learners.</p>

CONTRACTED OUTCOMES	DESCRIPTION	PLANNED ACTIVITIES	INDICATORS	MEANS OF VERIFICATION	TARGET	FINAL	DESCRIPTION OF COMPLETED ACTIVITIES
	availability at each school.	2.3 Select all winners.					<p>A panel of judges consisting of members from Greenpop, WWF South Africa and the Royal Danish Embassy to South Africa judged the poster submissions in early September to decide the winner.</p> <p>Submitted posters were judged on the following criteria: quality of information, creativity in presenting the information, and inclusion of various perspectives and research.</p>
		2.4 Announce 40 school-level winners who will be invited to attend a groundwater field trip.					School point-of-contacts were informed directly as to the performance of their students' posters.
		2.5 Announce overall winning learner, school and teacher.					For the general public, Greenpop and WWF South Africa used social media platforms to share the winning posters and images of the prize handover.
		2.6 Distribute an educational tablet and WWF South Africa merchandise to the overall winning learner.	# of tablets distributed	Project records	1	1	Prizes were handed over in late September to Kannemeyer Primary School and Lami-ah Solomons.
		2.7 Distribute an interactive whiteboard to the teacher of the overall winning learner.	# of whiteboards distributed	Project records	1	1	An Interactive Parrot Whiteboard was distributed to Kannemeyer Primary School in late September 2021.
		2.8 Distribute R10 000 cash prize to the school of the overall winning learner.	# of cash prizes distributed	Project records	1	1	Kannemeyer Primary School was awarded their cash prize in early October 2021.
		2.9 Translate the winning poster into a billboard design which will be showcased on a billboard in their community to further raise	# of billboards designed	Project records	1	2	Winning poster from the competition was turned into 2 video billboard designs. These were flighted for 2 months at 33 Tractor Billboard screens in various locations and towns around the Western

CONTRACTED OUTCOMES	DESCRIPTION	PLANNED ACTIVITIES	INDICATORS	MEANS OF VERIFICATION	TARGET	FINAL	DESCRIPTION OF COMPLETED ACTIVITIES
		awareness about groundwater issues.	# of billboard locations	Flight Records	1	33	Cape. It played 156 833 times in February and 324 869 times in March 2022. The billboards will continue to run in April 2022 at the same locations.

3. Host a field trip for learners submitting winning posters	Learners who designed the top 2 posters from each school will receive an opportunity to attend a field trip organised by Greenpop. The field trip will provide a practical experience for the learners to link their conceptual understanding of groundwater to the real world situation.	3.1 Organise a field trip for 40 learners (2 from each school) and 20 teachers/chaperones (1 from each school) to the Newlands Spring, Steenbras Dam & Cape Aquifer site, or the Camissa Tunnels (or similar).	# students attending field trip	Fieldtrip roster	40	30	This opportunity was afforded to the top-performing learners in the poster competition from each school. Numbers of learners attending were slightly lower than expected due to extended pressures felt by schools due to the Covid-19 pandemic. This was largely a time-related challenge for many schools who couldn't commit to a field trip for a few learners. Hence, a few other top-performing poster groups from other schools joined in their place.	
		COVID-19 ALTERNATIVE: Should COVID-19 restrictions be intensified, several field trips with smaller groups could be arranged or a virtual field trip may be a sufficient replacement.	# of teachers attending field trip	Fieldtrip roster	20	5		
			3.2 Conduct reflection activity with learners.	# of learners completing activity	Project records	40		0
			# of teachers submitting questionnaire	Teacher survey	0	7		

4. Conduct project evaluation, reporting and communication	Greenpop will measure the impact of this project using comprehensive monitoring and evaluation tools, provide feedback to WWF South Africa and funders to allow for learning and adaptation, and compile a programme report.	4.1. Undertake project impact measurement through assessment of poster content, reflection after the field trip and from direct engagement with teachers.					See Section 5 below for the results of the poster assessment and Section 6 for the results of the teacher feedback questionnaire.
		4.2 Provide feedback of learnings impact and reflection at bi-monthly operational monitoring meetings.	# of meetings attended	Project records	7	7	'Implementer' meetings were informative and constructive in setting the framework for the project to happen. Reflections on our specific project were given, which included constructive conversations, presentations and feedback sessions. See Section 8 below for feedback on the monitoring, evaluation and learning process.
		4.3 Attend WWF South Africa's half-yearly public feedback sessions.	# of meetings attended	Project records	3	3	These meetings were attended by Damien Hewitt. They were informative and well structured and provided a great framework for the project to be adjusted and reflected on.
		4.4 Compile programme report.					This Annexure is the programme report.

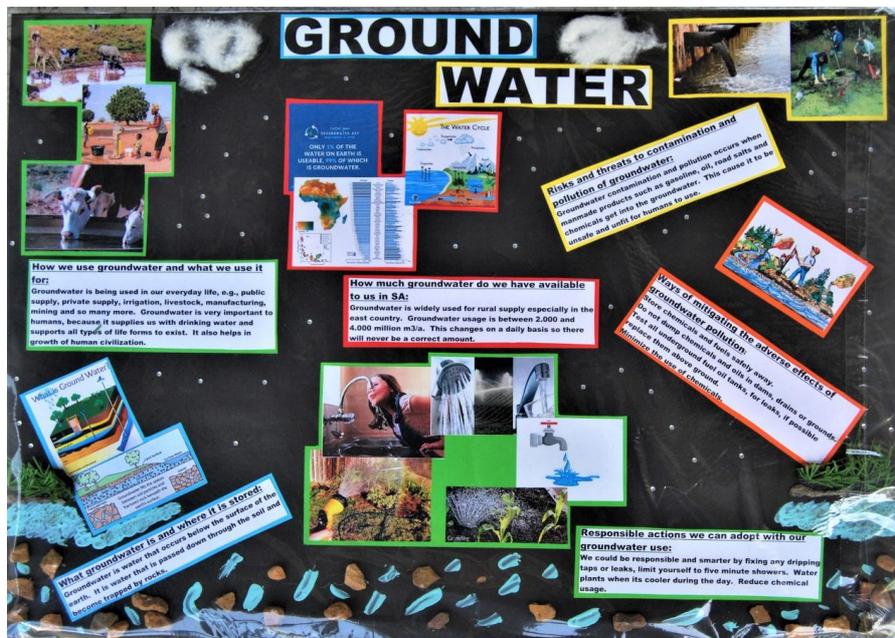
5. Distribute materials to WWF South Africa	Greenpop will provide WWF South Africa with all materials developed and assist in distributing these materials.	5.1 Provide electronic copies to WWF South Africa of all materials.					All materials were shared with WWF South Africa (mnel@wwf.org.za and KSchacht@wwf.org.za) via WeTransfer on 21 June 2021.
		5.2 Support in setting up material presentation and distribution events beyond the Western Cape, should the opportunity arise.					Greenpop has taken various opportunities to promote this project, as they have arisen. On 17 June 2021, Damien Hewitt and Zoe Gauld-Angelucci from Greenpop met with Kirsty Carden from the University of Cape Town regarding her Pathways to Water Resilient South African Cities (PaWS) project together with colleagues from the University of Copenhagen. We explained the Table Mountain Strategic Water Source Partnership and discussed ways in which we might be able to collaborate. On 7 September 2021, Damien Hewitt met with Klaudia Schachtschneider (WWF) and members from the Western Cape Education Department regarding the expansion of the groundwater lesson plans into the curriculum.

5. IMPACT: AWARENESS THROUGH EDUCATION

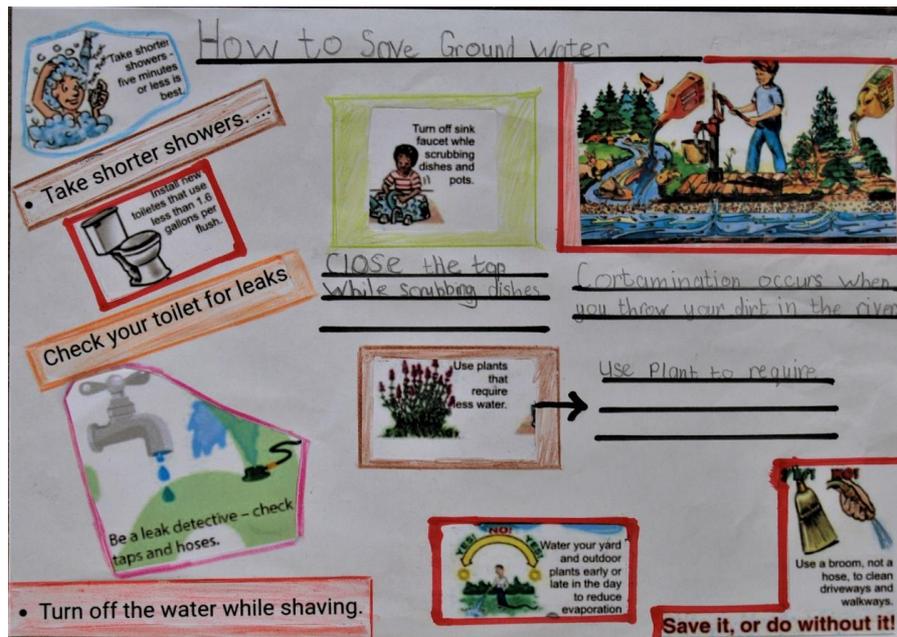
Given the fact that the project was focused on “awareness through education”, the obvious impact revealed itself in the products of the poster competition – the posters. These posters demonstrate the educational impact that the lesson material and the project had on the learners who, along with their teachers, had very little to no knowledge of groundwater prior to the project.

The posters were judged according to a variety of criteria. These included *awareness of the topic, research conducted, poster creativity and organisation, use of visuals and the use of correct grammar*. The judging panel maintained these criteria throughout the judging process. Each category was marked accordingly, giving an aggregate mark based on each of the individual category scores. Of the 110 posters submitted, 55 received scores of 50% (30/60) or above.

These are some of the top-performing posters in which you can see evidence of learning and impact. These were the two top posters.



The winning poster designed by Lami-ah Solomons, Grade 5, Kannemeyer Primary School.



A poster designed by Ganaan Petersen, Advance Edukos Foundation.

6. IMPACT: TEACHER FEEDBACK

Teachers formed an integral component of this project as they were the main disseminators of the information in their classes. Throughout the project, a group of 14 teachers guided the awareness material through their classes. Given the busy schedule and tightly pressed school days due to Covid-19, the teachers demonstrated their dedication to this necessary and valuable education.

At the end of the project, we distributed a teacher feedback questionnaire to gather the reflections and experiences of the teachers participating in the project. A total of seven teachers completed this questionnaire. This feedback, as well as feedback from the WhatsApp group, can be summarised as follows:

Feedback on animated videos

In general, the teachers found the animated videos to be informative and interesting and a source of inspiration and excitement. The fact that the videos were inclusive (in that they were provided in Cape Town's three major languages) was identified as being particularly positive.

"Interesting graphics, clear and appropriate."

"The videos were user-friendly, interesting to watch and provided lots of information."

"Animated videos were superb as they cater for learners speaking different languages. Some learners learn through seeing (visual learners) and these videos assisted them a lot."

“[My learners were] excited and interested [in the videos. It] was a wow factor as they weren't aware of water under the ground and that is spring water.”

“[My learners] enjoyed [the videos] and learnt a lot from them, hence they could come up with the kind of posters that they made.”

“[My learners] were inspired, enthused and responded amazingly [to the videos], as can be seen in the number of [competition] entries we received.”

Feedback on lesson plans, teacher information packs and poster briefs

Teachers also gave very positive feedback on the lesson plans, information packs and poster briefs that were provided:

“[The information packs were] well researched, well resourced and hit the sweet spot.”

“Well set up and prepped, to the point, good examples and lesson plans, I loved it.”

“[The lesson plans] were very useful because without them we could not have reached where we were in the competition.”

“Every aspect was very educational and spot on.”

Feedback on the field trip

The teachers specifically identified the field trip as a highlight for their learners, which brought the subject of groundwater within view and engaged all their senses:

“Our kids had a splendid time. Not only was the excursion insightful and educational, but it was the first time for all of them to be exposed to this learning. This whole journey with your organisation expanded their thinking in terms of their social lives too. They are more aware of litter and they often use the different words that they were not familiar with before. The lunch was unexpected too, each of them took home some for the siblings and parents. Thank you for including them in your competition and for the opportunity to be included in the excursion. We appreciate and value the impact you have made.”

“The field trip was good, exciting and very informative!”

“May I on the onset, commend you, and the team for an extremely well planned, well run and well-executed excursion. The communication prior, during and even after the event was brilliant. Thank you so much. May I on behalf of our learners and our teacher, thank you most sincerely for everything you have done. On the day itself, my teacher reports, based on the

conversations she has had with the learners, that the entire day was a learning experience. Based on their feedback, they expressed the notion that normally when you go out on an excursion, there is lots of learning, but a lot of sightseeing; this one, according to them, was more than that. All their senses were fully engaged, as they moved amongst the trees, green plants and especially the canopy. To them, the day was not only memorable but an exponential learning experience.”

General feedback

The teacher feedback received on this project was overwhelmingly positive and no notable shortcomings of the project design and implementation were identified.

Teachers rated the relevance of the content surrounding the poster competition as 4.7 out of 5 for themselves and their learners. Additionally, all the teachers responding to our questionnaire indicated that they would continue to use the educational content in coming years and that they would like to participate in the project again next year, should it continue.

In particular, teachers identified the following as benefits of teaching groundwater content to their learners with the support of this project:

“[My learners] appreciate water more and got a clear understanding of what happened in 2018.”

“Learners are informed of a topic that they did not necessarily previously have much knowledge about.”

“The informative videos broadened [my learners’] knowledge and understanding of water conservation.”

“It benefited [my learners] a lot as they are now cognisant of the importance of water. They are now aware of the fact that water needs to be used sparingly and make use of groundwater or a borehole.”

“This project was truly fantastic. From Kannemeyer Primary School we would like to thank Damien, the Greenpop team as well as WWF South Africa and the Royal Danish Embassy for the opportunity to participate.”

“This project made groundwater a reality to my students, who didn’t know anything about it before. Projects like these are important to the future of our environment.”

For the full responses to the teacher feedback questionnaire, see [this spreadsheet](#).

7. LESSONS LEARNED

Being a part of such a holistically developed partnership and project afforded us the opportunity to critically engage and learn about groundwater from many different perspectives. These perspectives positively fuelled and contributed to the design and implementation of the educational elements of the project, which sought to bring this critical topic to schools. Given the context of the broader Table Mountain Strategic Water Source Partnership, as well as the awareness element of this project, here are the main lessons learned from Greenpop's perspective.

- **Groundwater is not sufficiently included in the CAPS curriculum for learners in Grade 4–7 to create widespread awareness**

The topic of groundwater is briefly touched on in primary schools and then revisited again in Geography in high school, which is an elected subject. Even though it is a very contextual topic at schools and will always best apply to the subjects of Social Sciences and Geography, groundwater will form an integral part of every citizen's future. Hence, the curriculum engagement is insufficient should we want to spread further and more immediate awareness and create a basic understanding of groundwater resources among the broader population.

- **Existing levels of groundwater awareness are very low, but easily transformed through awareness interventions**

Throughout the project and through engagements with each teacher beforehand, it was strikingly obvious that awareness and knowledge of groundwater was very low. Many teachers, students and learners were completely unaware of the topic of groundwater. The biggest "lightbulb" moments came with the mentioning of a borehole, but even then, one had to explain how the borehole gets its water and where it comes from.

- **Schools are resilient and vital hubs for awareness**

This project revealed the resilience of schools given the turbulent external climate. Through communicating and engaging with various schools and teachers during the pandemic, it was eye-opening to see how hard schools had to work over the past few years to overcome many challenges. This voluntary project could easily have been turned down by more schools and teachers, but resilient and eager schools undertook the project and commenced their groundwater awareness journeys in spite of the unusual and challenging circumstances. These schools, and all the people involved, were the inspiration for the project in the first place.

8. COMMENTS ON THE MONITORING, EVALUATION AND LEARNING (MEL) PROCESS

Having had a fair amount of exposure to MEL processes in past projects, one always has an idea of the outcome and the aims of the process. However, with each project with its unique nature the MEL process unfolds in a different way.

This particular MEL process was highly valuable due to its personal touch. Sue Soal and Jessica Wilson from the MEL team, as well as the steering committee, were fantastic to work

with. In particular, the personal emphasis that Sue and Jess brought was fantastic and created a productive setting for the MEL process.

The structure of the meetings and regular check-ins from both the MEL team and the steering committee were valuable assets throughout the project. It made for easy and structured reflection and adjustments on the project.

9. GENERAL REMARKS AND SUGGESTIONS

- A. This project was very well received by the schools that participated, with most requesting that this be an annual campaign. Given that the materials have now been developed, we would like to suggest that this request be considered. By approaching businesses reliant on consistent groundwater supplies, it may be possible to get corporate sponsorship to keep the campaign running on an annual basis.
- B. While we did enjoy engaging with the other organisations that formed part of the Table Mountain Water Source Partnership, our specific project was largely carried out in isolation. This was partially due to the fact that Covid-19 limited our interactions with the other partner organisations. However, as our work was very focused on the school context, it was not negatively impacted by the limited nature of the collaboration.

10. APPENDICES

The appendices listed below can be accessed from the Appendices landing page: www.wwf.org.za/annexures/table_mountain_water_source_area_partnership

<p>APPENDIX A Grade 4 Groundwater Lesson: Aquifers Grade 5 Groundwater Lesson: Digging deep – Wells Grade 5 Groundwater Lesson: Protecting our precious resource WWF GAC 2021: Learner Information Pack (English) WWF GAC 2021: Teacher Information Pack (English)</p>	<p>APPENDIX B Blog: Learners at Greenpoint Urban Park Video billboards: Feedback summary</p>
<p>APPENDIX C Poster list and evaluation process School posters: Judging context</p>	