



*You need no background in wildlife or art to run this. The whole method is on these two pages.
If you read one line: ask the questions first, read the prompt exactly as written, then let them draw.
PRINTING: the questionnaire prints double-sided — questions on the front, drawing page on the back.
One sheet per child. Plus ONE class context sheet for you to fill in while they draw.*

Why the order matters

The one part that, if changed, makes the results unusable.

We are trying to find out what children already believe about the future of wildlife — not what they think their teacher wants to hear. If a lesson on endangered animals runs first, the drawings show that lesson rather than the child. If you mention that the project is about animals disappearing, children draw disappearance. So the sequence is fixed: questions first, prompt read word for word, no examples, and no discussion until every child has finished.

The lesson, minute by minute

0–5 min

Settle and explain

Tell the class they are helping with a project about the future, that it is not a test, that nothing is marked and no names go on the paper. Say clearly that anyone who would rather not take part can read or draw something else instead.

5–15 min

The questions

Hand out the questionnaire. Children work alone and quietly. Help with reading if asked, but never suggest an answer. Collect nothing yet.

15–17 min

Read the prompt

Read the prompt aloud twice, exactly as printed on the activity sheet, then stop talking.

17–55 min

Drawing

Children draw on the reverse of the sheet. Individual, quiet work. Answer questions only with the set replies. While they draw, fill in the one-page class context sheet — it takes two minutes and tells us what kind of classroom the drawings came from.

55–60 min

Collect

Check age and country are completed and no names appear. Thank the class. You may now tell them what the project is about — afterwards is exactly right.

Making it work for every child

The children whose views are least often recorded are the ones this matters most for.

- Emerging readers: read the questions aloud to the whole class, one at a time, and let them answer as you go.
- A child who says “I can’t draw”: stick figures and shapes are completely fine. We look at what is shown, never at skill.
- A child who finishes early may add to their picture or sit quietly. Don’t ask them to help others — it spreads ideas between drawings.
- A blank or nearly blank page is a real answer. Please send it in with the rest.



The rules every classroom follows

These mirror the protocol used in the original published study.

- Taking part is voluntary. A child may stop at any point, including part-way through, and is never asked why.
- The work is anonymous. No names, class lists or school ID numbers anywhere on the sheets.
- The head teacher approves the activity before it runs.
- No child's drawing is shown publicly without a guardian's permission.
- We never ask children for personal details, contact information or photographs of themselves.

If a drawing worries you — for example it suggests distress unrelated to wildlife — set it aside and follow your school's normal safeguarding procedure first. Send it to us only if that process says it is appropriate.

Sending the work back

1 Photograph or scan each drawing

Flat, in good daylight, with the whole sheet in frame. A phone camera is fine. One image per child, both sides if they wrote on the back.

2 Name the files simply

school-name_01.jpg, school-name_02.jpg and so on. The number keeps pages together; it is not linked to any child.

3 Send them to us

Upload or email the folder using the link on futurewithwildlife.com, together with a photo of your completed class context sheet. Tell us the school name, town and country.

4 We send your results back

Every drawing is analysed centrally using the same scheme as every other school, so classrooms stay comparable. Your school receives its own summary, and a pin on the map.

Questions teachers ask

How many children do I need?

Any number. One class is ideal; a small school sending twelve drawings is just as welcome.

Can I run it in my own language?

Yes. Translate the prompt as closely as you can and tell us which language you used. Ask us if you would like a prepared version made with a native speaker.

What if a child draws no animals at all?

That is an important answer, not a mistake. Send it in exactly as it is.

Do I need parental consent forms?

Use the family consent sheet if your school requires written permission. Many schools treat this as normal classwork under the head teacher's approval.

How does the art prize work?

The prize is for a SECOND drawing, made during the follow-up lesson once the class knows about the project. Never mention it before the first drawing — a child who knows a prize is at stake draws to win one. First drawing is evidence; the second is celebration.