

LESSON FOCUS: Deforestation

Key stage	KS3 (Year 9)
Key concepts	1.2a, 1.3c
Key processes	2.1a, 2.2a, 2.3a, 2.3c
Range and content	3e
Curriculum opportunities	4a, 4b, 4c, 4g

PLTS:

Reflective learners, team workers and effective participators

FUNCTIONAL SKILLS:

Literacy - presentation skills

RESOURCES:

- Resource A - PowerPoint
- Resource B - Leaves
- Resource C - Information cards (cut up)
- Tree drawn on (brown) paper - no leaves
- Drawing pins

Ability to show PowerPoint

OBJECTIVES:

- I will find out what deforestation means.
- I will explore why 2011 is the 'international year of forests'.

OUTCOMES:

- I can explain what I could do to support the 'international year of forests'.
- I can appreciate why deforestation is relevant to my life.

Overview

Do your Year 9s know that 2011 is the 'international year of forests'? This creative lesson will shock your students. Had they realised that deforestation doesn't just affect people in far off lands?

Keywords

Carbon, carbon footprint, community, deforestation, destruction, environment, forest, fuel, green, international year of forests, rainforest, sustainability, tree, wood

Introduction (5 minutes)

- Share lesson objective and outcomes.

Starter (20 minutes)

Resources:

- Resources A, B, drawing pins and paper tree on noticeboard

Instructions:

- Explain that 2011 is the 'international year of forests'.
- Use the first slides of the PowerPoint to prompt a tree-drawing activity (each student draws a tree with at least five branches, then writes a use for trees on each branch).
- As per the PowerPoint, give each student two leaves (resource B). Ask each student to transfer a use for trees onto one leaf.
- Ask each student to read out his/her leaf then attach it to the class tree.

Main (25 minutes)

Resources:

- Resources A, B & C

Instructions:

Activity 1 (10 minutes)

- Give each student an information card from resource C (some students will have the same card).
- Ask the students to read their cards to themselves and to stand up.
- Read out the facts about deforestation from the PowerPoint. Ask each student to listen out for his or her own fact and to sit down when it is read out.

Activity 2 (15 minutes)

- Ask the students to make a circle of chairs, bringing their information cards with them.
- Establish circletime rules (only one person talks at a time, always give the speaker eye contact, etc).
- Invite the students to comment on what they have just learnt.
- Examples of good responses:
 - 'I hadn't really thought about trees being useful to the environment. I'd only thought of them as things you cut down to use for wood.'
 - 'I think companies should be forced to replant a tree for every tree they use.'
- Remove a chair from the circle.
- Explain that you will read out some statements (see below). Each student must stand up if they agree with the statement and swap places with someone else who has stood up. The aim is not to be left in the middle without a chair.
 - I already knew the fact on my card before this lesson.
 - The fact on my card is relevant to my life.
 - Deforestation affects all citizens, not just the people who live in rainforests.
 - I try to buy rainforest-friendly products.

Deforestation

- I think it's a good idea for 2011 to be the 'international year of forests'.

Plenary (10 minutes)

Resources:

- Resources A & B

Instructions:

- Once they are back in their seats, show the students the last slides of the PowerPoint.
- Ask the students to write down on their remaining leaf what they personally could do to support the 'international year of forests'.
- Invite students to feed back to the class.
- Examples of good responses:
 - 'I'm going to tell my parents about rainforest-friendly products so that we can look out for them in the supermarket.'
 - 'I could raise some money for the Rainforest Alliance at the next school council cake sale.'

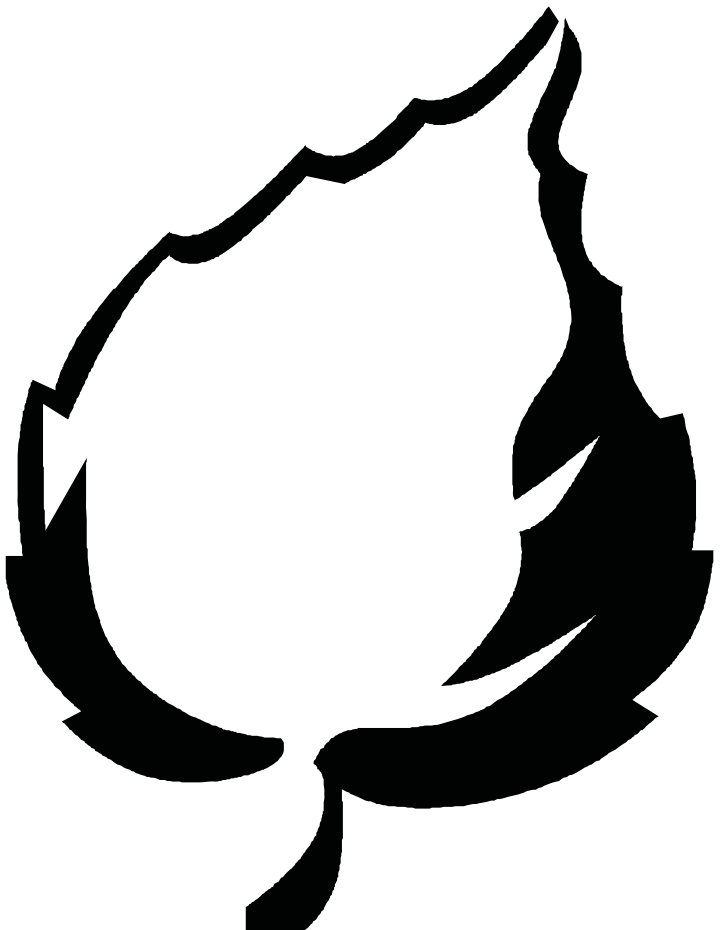
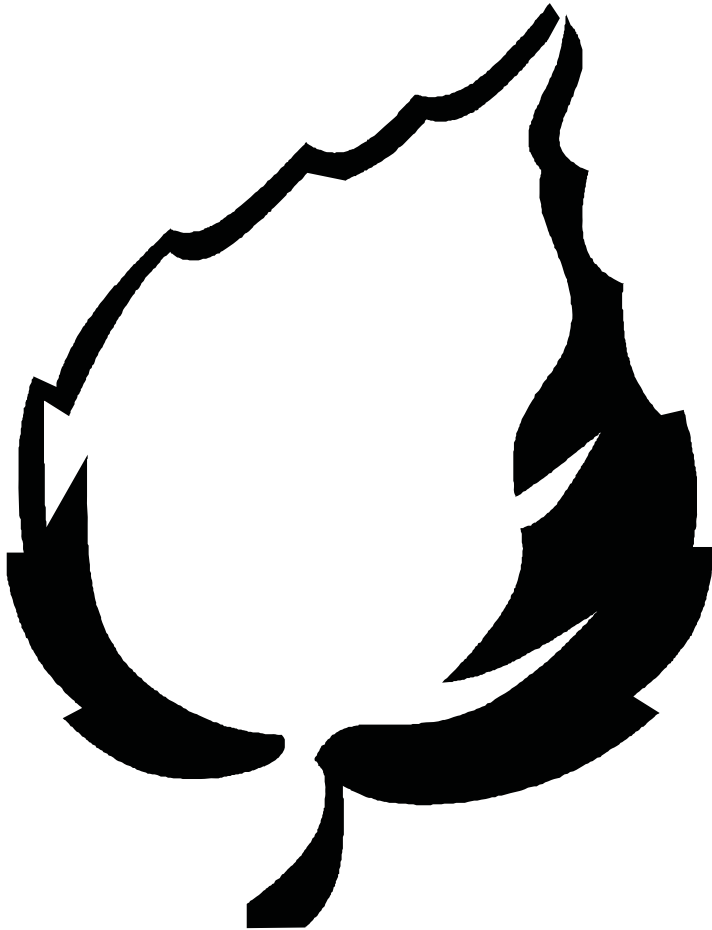
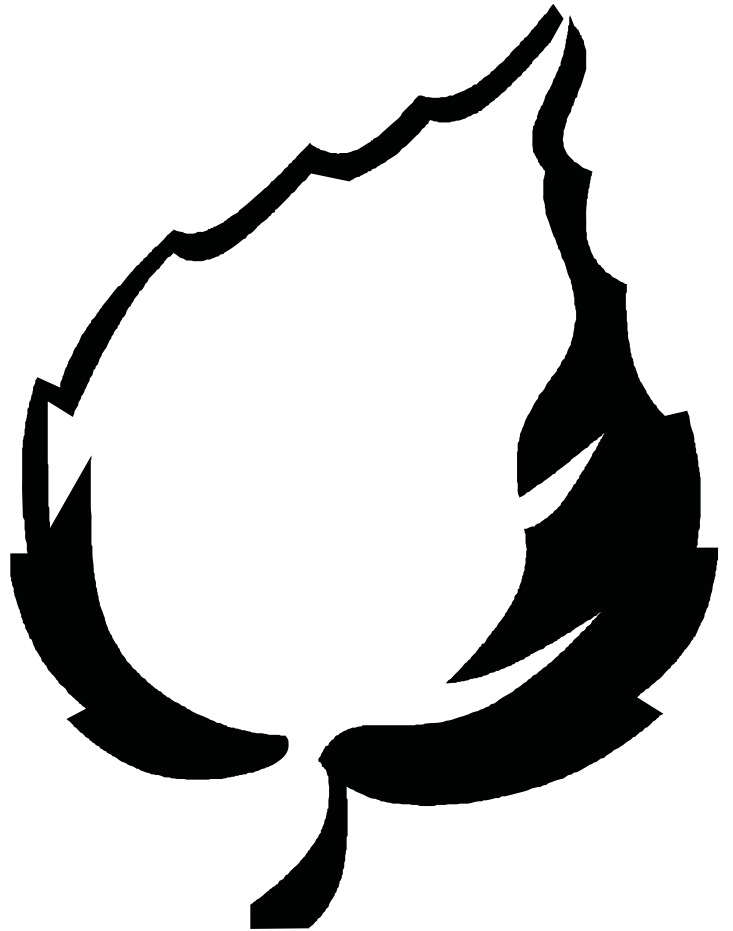
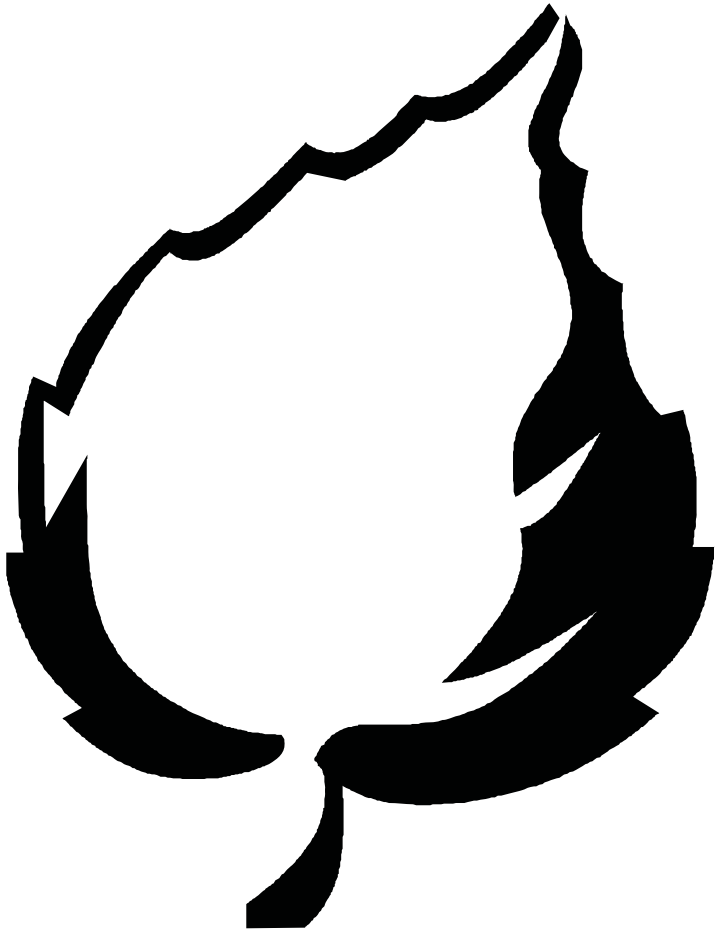
Attainment

Level 1	I can ask questions about rainforests if someone mentions the topic.
Level 2	I can discuss in simple terms what is unfair about deforestation.
Level 3	I can begin to acknowledge other people's viewpoints about deforestation.
Level 4	I can make informed contributions to discussions about deforestation.
Level 5	I can describe how rights and interests conflict in terms of deforestation.
Level 6	I can present a persuasive argument for supporting the 'international year of forests'.
Level 7	I can evaluate the impact of buying rainforest-friendly products.
Level 8	I can question the way in which governments act in relation to deforestation.
Exceptional performance	I can create coherent arguments to persuade my school to adapt the way it operates in relation to deforestation.

Recommended links

- www.rainforest-alliance.org
- www.un.org/esa/forests/2011/2011.html
- www.worldagroforestry.org/campaigns/international_year_of_forests
- http://en.wikipedia.org/wiki/International_Year_of_Forests

RESOURCE B



RESOURCE C

<p>Rainforests used to cover 14% of our planet's land surface. Now, they cover 6%.</p>	<p>Tropical rainforest the same size as England and Wales combined is destroyed every year.</p>
<p>Africa has 30% of the world's rainforests, and South America has 45%.</p>	<p>The Amazon rainforest is the largest in the world.</p>
<p>Rainforests act as giant reservoirs of moisture and warmth. They release water throughout the year and meet the needs of 40% of farmers in the developing world.</p>	<p>Rainforests are home to an estimated 50 million people.</p>
<p>Rainforests are the most diverse ecosystems on the planet (they contain more species of plants and animals than all the earth's other ecosystems combined).</p>	<p>Some rainforests have survived for at least 70 million years.</p>
<p>One in four products from British pharmacies contain an active ingredient from a rainforest.</p>	<p>Fewer than 1% of tropical trees and plants have been tested by scientists (because there are so many types).</p>
<p>Tropical deforestation is the second largest cause of climate change.</p>	<p>Destroying rainforests has a bigger effect on carbon emissions than transport pollution does.</p>
<p>An immediate effect of deforestation is the washing away of soil in monsoon season (this is because tree roots are no longer anchoring the ground).</p>	<p>When rainforests are destroyed, animals move or die and so the land becomes infertile.</p>

DEFORESTATION: LESSON OBJECTIVES AND OUTCOMES

OBJECTIVES:

- I will find out what deforestation means.
- I will explore why 2011 is the 'international year of forests'.

OUTCOMES:

- I can explain what I could do to support the 'international year of forests'.
- I can appreciate why deforestation is relevant to my life.

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STARTER - task 1

- Sketch a tree with at least five branches (a quick sketch that fills a page).
- On each branch, write down a use for trees (a reason why trees are important).
- These ideas will be collated on a class tree.

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STARTER - task 2

- You will each get two leaf outlines to write on.
- Leave one leaf on your desk.
- On the other leaf, write down a use for trees (a reason why trees are important).
- Your leaf will be attached to the class tree.

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MAIN

- Read your card and stand up.
- Do not share what is on your card with anyone.
- Listen to the facts about trees and deforestation.
- When your fact is read out, sit down.

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FACTS

- Rainforests used to cover 14% of our planet's land surface. Now, they cover 6%.
- Tropical rainforest the same size as England and Wales combined is destroyed every year.
- Africa has 30% of the world's rainforests, and South America has 45%.

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FACTS

- The Amazon rainforest is the largest in the world.
- Rainforests act as giant reservoirs of moisture and warmth. They release water throughout the year and meet the needs of 40% of farmers in the developing world.
- Rainforests are home to an estimated 50 million people.

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FACTS

- Rainforests are the most diverse ecosystems on the planet (they contain more species of plants and animals than all the earth's other ecosystems combined).
- Some rainforests have survived for at least 70 million years.

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FACTS

- One in four products from British pharmacies contain an active ingredient from a rainforest.
- Fewer than 1% of tropical trees and plants have been tested by scientists (because there are so many types).

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FACTS

- Tropical deforestation is the second largest cause of climate change.
- Destroying rainforests has a bigger effect on carbon emissions than transport pollution does.

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FACTS

- An immediate effect of deforestation is the washing away of soil in monsoon season (this is because tree roots are no longer anchoring the ground).
- When rainforests are destroyed, animals move or die and so the land becomes infertile.

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PLENARY - THE FUTURE

- Laws are changing around the world to stop mass deforestation.
- Rainforest communities are sometimes provided with lawyers to help with land disputes.
- Citizens living in rainforests need increased help from other people in their country.

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PLENARY - THE FUTURE

- Why don't you encourage people you know to buy Rainforest Alliance products? Look on www.rainforest-alliance.org
- Do businesses near you replant trees that they use?
- Can you tell a family member about deforestation?
- Do you know anyone who boycotts companies that support deforestation?

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PLENARY

- On your remaining leaf, write down what you personally could do to help stop deforestation.
- Explain your idea to the class.

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