

## Razing the rainforest

### Lesson Plan

#### Lesson1: Razing the rainforest – sources of deforestation

<b>Aim</b>	To investigate different sources of deforestation
<b>Objectives</b>	<ul style="list-style-type: none"> <li>To identify different sources of deforestation</li> <li>To investigate the reasons for deforestation</li> <li>To draw tentative conclusions about the effects of deforestation</li> </ul>
<b>Starter 10 mins</b>	<p>Students work in five groups and mind map the different sources of deforestation. They should start by identifying and naming the different sources and then extend their ideas to include a description of each activity and why it occurs.</p> <p>Student ideas should be collated and, as a class, the five main sources of deforestation should be identified. <i>NB the final top five should include, subsistence farming, commercial logging, infrastructure development, commercial agriculture and cattle ranching.</i></p>
<b>Main 35 mins total  (20mins)</b>	<p>The teacher assigns each group a deforestation source as identified in the starter activity and together the students research this source. Their research should build on their mind map and include a <b>detailed description of the source, example locations, why the activity takes place and the consequences of the activity.</b></p> <p>The groups should use the suggested resources (<b>see below</b>) and any other classroom resources to support their ideas. Data/facts and figures can be used as supporting evidence.</p> <p>Using a large sheet of sugar paper, students then summarise their ideas in bullet points under the following headings:</p> <ul style="list-style-type: none"> <li>The source of deforestation</li> <li>Why it occurs</li> <li>Where it occurs</li> <li>The consequences.</li> </ul> <p>The pieces of sugar paper are stuck on the walls around the classroom. This part of the task should take approximately 20 minutes.</p>
<b>(15mins)</b>	<p><b>Be the expert</b></p> <p>Students now have the opportunity to 'be the expert'. Each group stands next to their sheet of ideas. From each group (depending on the size of the group) two students will leave and join the group to their right. The students who wrote on the sugar paper are the 'experts' and have three minutes to teach the new students, who have arrived to join the group, about the source of deforestation they have investigated. At the end of three minutes, the 'experts' move one group to the right and leave the students who originally joined them to become the new 'experts' of that source. The new experts then teach a different group of students using the sugar paper sheet to guide them, and this three minute change over continues until all the students have visited all the groups. Correct and precise peer teaching is the key to this activity and the teacher will need to circulate constantly to make sure that information does not become 'watered down'. The activity should last for approximately 15 minutes.</p>
<b>Plenary 15 mins</b>	<p>Working in their original groups, students summarise all the information they have gathered about the five main sources of deforestation. The class should discuss each one and students given the opportunity to supplement their notes. Students are then asked which source has the most impact and encouraged to justify their answers.</p>

## Resources

[Sources of deforestation suitable for all five groups](#) Mongabay.com

[Sources and effects of deforestation](#)

[Information for the group investigating cattle ranching](#) News article The Independent

[Information on how cattle ranching & commercial farming are leading to deforestation](#)  
World rainforest movement

[Map showing forest loss](#) Worldmapper

[Forests 'facing a testing time](#) News article BBC