

# Teachers' notes

## Using rainforests

**Curriculum links:** NC Science: SC1 1a; 2a, b, h, j; Sc2 1a, c; 4b; 5a–c, e  
QCA: Science Unit 4B – Habitats; Unit 6A – Interdependence and adaptation  
NC Geography: 1a, c, d; 2c, d; 3a–c, d; 5a, b; 6e  
QCA: Geography Unit 7 – Weather around the world; Unit 16 – What's in the news?



### ICT links:

- [www.tooter4kids.com/Rainforest/animals.html](http://www.tooter4kids.com/Rainforest/animals.html)
- [www.rainforestconcern.org/](http://www.rainforestconcern.org/)
- <http://passporttoknowledge.com/rainforest/>

### Activities Ages 7–9

**Learning objective:** to find out why it is important to look after rainforests.

**You will need:** a variety of foods/products that have originated from rainforests (Note: check for food allergies) such as: cinnamon, pineapple, coffee, rubber and chewing gum; paper and pens.

### 1. Precious plants

Display a variety of items from the list above and establish that all of these products come from plants. Discuss where these might grow. Encourage the children to consider factors such as temperature and rainfall. Explain that all the products that they can see are from equatorial rainforests.

### 2. Who lives here?

Use the **Poster**, as well as the internet, to introduce the children to rainforests. Provide each child with paper and pens and ask them to list some of the animals covered on the **Poster** and the products they have looked at. Challenge them to use reference books and the internet to add other plants and animals to their lists.

### 3. Save our rainforests

Discuss the children's findings for the 'Who lives here?' activity above and then explain how quickly rainforests are being destroyed. Encourage children to think about the impact that this has. Provide each child with paper

on which to make a poster. The main heading should be 'Without rainforests...' and include one animal and one product that would be lost. Children can draw these or find pictures to cut out and stick on.

### Activities Ages 9–11

**Learning objective:** to establish where rainforests occur in the world and to identify vertical layers of forest.

**You will need:** atlases; globes; **Photocopiable 4**, 'Rainforest cross section'; **Online photocopiable**, 'World map' (available from [www.scholastic.co.uk/juniored](http://www.scholastic.co.uk/juniored)).

### 1. Where in the world?

Show the children the fascinating creatures that live in rainforests and list the countries that they can be found in. Children can then work in pairs to locate these on an atlas. Compare the maps they have used with the blank map on **Online photocopiable**, 'World map'. Work as a whole class to locate various continents and shade in areas of rainforest appropriately.

### 2. Mapping it out

Ask the children whether they noticed any lines going across the maps they have used. Identify the equator and Tropics of Cancer and Capricorn and establish that the rainforest belt lies within the tropics. Show the children a globe and discuss where the equator and tropics are located on it. Draw on any previous scientific knowledge children may have of the Earth in space to ascertain what an equatorial climate is like and why. Explain that the temperature remains constant with little seasonal variation, and that day and night are always of equal length.

### 3. Researching rainforests

Use the information on **Photocopiable 1**, 'Rainforests' and additional sources to establish what a rainforest might look, feel, sound and smell like. Check that the children appreciate that a vast array of species depend on the trees to provide a habitat – and how important rainforests are on a global level. Provide the children with copies of **Photocopiable 4**, 'Rainforest cross section' and ask them to complete the worksheet. Challenge them to research plants and animals that could be found in each layer.