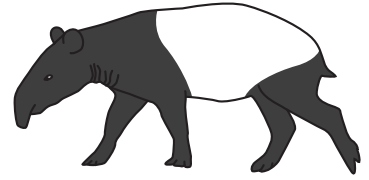


# SUPPORTING NOTES FOR PRESENTATION:

## THE IMPACT OF DEFORESTATION ON ANIMALS AND PLANTS IN THE RAINFOREST



**Slide 1:** Title page

**Slide 2:** Introduce the learning objective. Explain to the children that they will be exploring the impact of deforestation on an animal from Borneo or Malaysia, in South-east Asia. They will be using the knowledge gained about deforestation in the previous lesson along with fact files about specific endangered animals to write about how deforestation affects a specific endangered animal.

**Slide 3:** Can you give an example(s) of how deforestation affects animals?

Encourage the children to read one or two Chester Zoo fact files about endangered animals. The children should choose an animal to write about. Demonstrate how to use the fact file about this specific animal and the information on the class mind map created in the previous lesson to write down how the chosen rainforest animal is affected by deforestation.

N.B. The children should use their own mind maps from the previous lesson: 'The reason why deforestation occurs and its impact.' (The mind map may have been written on the worksheet: 'The reasons for and against deforestation').

Introduce the differentiation for the activity. (See above).

**Slide 4:** Show this slide as an example outcome. The children will be drawing a picture of their animal in the centre of the page. Around the outside, show how the animal itself can explain how it is affected using different points in speech bubbles. These can be specifically taken from:

- the fact file e.g.

'I need the rainforest for camouflage since I have brown fur and white stripes and spots. Without camouflage my predators can spot me!'

- knowledge learned in the previous session relating to deforestation e.g.

'There will not be as much rain. Plants and animals like me may not have enough water to survive.'

Refer back to how they will work, as shown on the previous slide:

All: Use information learned about deforestation and the fact card to support your work.

\* You may plan your writing in pairs.

\*\*\*If possible, use further research about your chosen wild animal.

Introduce the success criteria.

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**Slide 5:** Following the activity, refer to the learning objective and success criteria.

The children could share their writing with another child or pair of children. Ask the children:

‘How does deforestation specifically affect the animal?’

The children should feedback what they have learned from someone else’s work.

Ask differentiated questions related to the children’s own work e.g.:

‘How does deforestation affect the animal you researched?’

‘How did you include your general knowledge about deforestation to explain the effect of deforestation on this animal?’

‘How could the situation be improved for the animal?’

‘What information did you learn from other sources (not the fact files)?’

**Slide 6:** Show some of the major animals that are endangered in South-east Asia and also in South America (in the Amazon rainforest).

**Slide 7:** Re-inforce the importance of sustainable farming that only uses land previously deforested. Explain how sustainable oil palm plantations have wildlife corridors (of rainforest) that enable animals to pass through plantations to connect to other regions of rainforest.

