



# Rainforests

7-11 yrs

Ten rainforest activities using Oddizzi

## Activity

## Key skills

### Camouflaged critters

**Go to:**

*physical-features/ecosystems/rainforests/animals/*

Click through the slideshow of rainforest animals on this page and watch the short film about camouflaged animals: can your class spot the creatures playing hide and seek? Make a list of the different techniques that rainforest animals use to disguise themselves; how many can your class think of?

**Extension:** Some animals do want to be seen. They might be brightly-coloured, either to attract a mate or to ensure that, to their predators, they look too disgusting to eat. Others have markings that make them look scary. Find rainforest examples.

### Science

- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
- Identify and name a variety of plants and animals in their habitats.

### Pssst! Help Odd and Izzi – a writing challenge

**Go to:**

*physical-features/ecosystems/rainforests/*

Ask your class to suggest some new 'Secret Facts' about rainforests by reading through Oddizzi's pages about this biome and picking out the facts that intrigue or amaze them most.

### Geography

- Interpret a range of sources of geographic information.
- Describe and understand biomes and vegetation belts.

### Mapping the rainforest

**Go to:**

*physical-features/ecosystems/rainforests/world-rainforests/*

Use the Odd Pod (Oddizzi's map tool) to locate Oddizzi's four World Rainforests, found in Africa, Asia and the Americas. If you zoom in and out, can your class describe the locations of these famous forests? Where are they in relation to the Equator and the tropics?

**Extension:** Can children come up with a rule to describe where most rainforests are found across the world?

Check your answers using: *physical-features/ecosystems/rainforests/where-are-they/*

### Literacy

- Comprehension of non-fiction texts.

### Geography

- Use digital/computer mapping to locate countries and describe geographical features.
- Develop use of geographical knowledge, understanding and skills to enhance locational and place knowledge.
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.



### Get a sense of this layered place

**Go to:**

*physical-features/ecosystems/rainforests/rainforest-layers/*

Use the four short films of the rainforest that have been shot from different heights within this biome. You might go from the top, starting with: the emergent layer, then the canopy, the understory and the forest floor. What sort of plants and animals are found in each layer? How does the plant-life change here, from 'the top of the world' to the dark and dingy forest floor? Which animals make their home in the canopy and which live on the forest floor?

**Extension:** Can your class suggest reasons for differences between the layers of the rainforest? Hint: What do plants need to grow? Do these things vary between the layers?

### Geography

- Interpret a range of sources of geographical information
- Describe and understand key aspects of physical geography: biomes and vegetation belts.

### Science

- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
- Identify and name a variety of plants and animals in their habitats.

### What's the weather like today (and everyday)?

**Go to:**

*physical-features/ecosystems/rainforests/rainforest-climate*

Read about the typical rainforest climate (and get drenched in the film of a rainforest downpour). Ask your class to write a weather report for this place – they might suggest if an umbrella will be needed tomorrow and at what time!

### Geography

- Communicate geographical information in writing.
- Describe and understand climate zones, biomes and vegetation belts.

### Literacy

- Writing for a specific purpose or audience.

### Describe the pattern of deforestation

**Go to:**

*physical-features/ecosystems/rainforests/world-rainforests/amazon*

Use the Classroom Controls on the Odd Pod to turn on the Satellite View. Ask your class to look carefully at this view from space of deforestation within the Amazon. You'll need to zoom in a little. Can they describe the pattern they see? Sitting back-to-back, can children describe the pattern onscreen to a partner who can't see it but has a pencil to draw what is being described?

**Extension:** Can your class suggest reasons for this branch-like pattern?

### Geography

- Interpret a range of sources of geographical information.
- Use digital/computer mapping to locate countries and describe geographical features.
- Describe and understand key aspects of human geography, including land use and economic activity.

### Literacy

- Speaking and listening.



### Promote a rainforest project

**Go to:**

*physical-features/ecosystems/rainforests/world-rainforests*

Research a real rainforest using Oddizzi's World Rainforests pages. Make a book, film, slideshow or display to tell the rest of the school about your chosen rainforest. What makes it so unique, fascinating and useful?

### Geography

- Communicate geographical information in writing .
- Describe and understand biomes and vegetation belts.

### Literacy

- Comprehension of non-fiction texts.
- Writing for a specific purpose or audience.

### Argue for the Amazon

**Go to:**

*physical-features/ecosystems/rainforests/world-rainforests*

Watch a film narrated by a Brazilian ecologist as he travels by boat within the Amazon Rainforest. Why does he think this rainforest is important? Make a list of his reasons.

### Geography

- Interpret a range of sources of geographical information.
- Describe and understand biomes and vegetation belts.
- Describe and understand key aspects of human geography, including land use and economic activity.

### Tea for Toucan

**Go to:**

*physical features/ecosystems/rainforests/animals/*

Write a menu for a cafe in the rainforest. Investigate rainforest plants using Oddizzi's pages and then write a list of dishes for diners deep in the jungle. You might discuss with your class: will your customers be rainforest animals or people?

### Geography

- Communicate geographical information in writing.
- Describe and understand biomes and vegetation belts.

### Literacy

- Writing for a specific purpose or audience.

### Debate the future of a World Rainforest

**Go to:**

*physical-features/ecosystems/rainforests/world-rainforests/amazon-rainforest*

Run an imaginary debate in the Brazilian Amazon about an ancient tree: farmers and loggers want to fell it, but the native tribe along with a group of international tourists want to preserve it. Divide the class into groups to match these four roles and ask them to prepare a speech in defence of their point of view.

**Extension:** Afterwards, you might ask the class to write an open letter to the four different groups from the ancient tree!

### Geography

- Communicate geographical information in writing at length.
- Describe and understand key aspects of human geography, including land use and economic activity.

### Literacy

- Composition (articulating ideas and structuring them in speech and writing).
- Writing for a specific purpose or audience.
- Participate in discussions, presentations, performances, role play, improvisations and debates.