



Alice Holt Forest Rainforest Trail Resources for Primary School Teachers

This resource contains suggestions for activities to enhance and extend the learning of pupils visiting the trail. It focuses on the contrasts between English (and other temperate) forests and the Amazon. Some of the suggestions assume that pupils have some prior knowledge of the Amazon. Some of the activities can be done prior to the visit, others while following the trail, and some need to be done as follow up at school or as homework. This resource includes learning activities for children and students in Key Stage 1 and Key Stage 2. Towards the end of the Key Stage 2 sections there are some more challenging activities which are intended for more able pupils.

Internet references:

The Sky Rainforest Rescue Campaign <https://rainforestrescue.sky.com>

The Amazon Rainforest Trail at Alice Holt Forest

<https://rainforestrescue.sky.com> <https://rainforestrescue.sky.com/what-you-can-do/activities-in-your-area/discovery-trail-alice-holt>

Information on forests in the UK, educational opportunities and learning resources

www.forestry.gov.uk

www.forestry.gov.uk/england-learning

Climate change information and resources

www.forestry.gov.uk/england-learning and click on '***Forests for the Future***' and '***Climate change information pack***' in the right hand column. Forests for the Future has been created for upper primary students but contains some useful information which can be adapted for younger pupils.

Board 1

Both Key Stages

Why are all forests important?

Depth and detail of response should increase with each key stage. Answers should include reference to at least some of the following:

Timber resources, wildlife habitats, recreation for people, jobs and economic benefits.

Why, in particular, are rainforests important?

Depth and detail of response should increase with each key stage. Answers should include reference to at least some of the following as well as some of the answers above:

animal habitats, homes and livelihood for indigenous people, mitigation of climate change effects, forest products, medicinal plants, scientific knowledge, undiscovered species of plants and animals, importance of global biodiversity.

Board 2

Key Stage 1

Listen to the sounds around you. Count the sounds on your fingers as you listen. Describe what you hear.

Imitate the sounds heard on the board and the sounds heard when listening in the forest.

Have a look around you for signs of animals and see if you can find some minibeasts on the forest floor and in the trees?

Choose one of the Amazon animals and one British animal. Move around like your animal.

Make a 'sculpture' of a cheetah or a fox or a minibeast using leaves, sticks etc. from the forest floor.

Find out as much as you can about an Amazon animal. Use the internet and books. Draw pictures and make models using a range of materials.

Key Stage 2

Listen to the sounds in the forest around you and create a sound map for the things you hear. Use symbols on your map to represent what you hear and draw them on the map to indicate where the sound came from, in front, beside or behind you.

Describe the sounds you heard using plenty of adverbs and adjectives.

Find out as much as you can about an Amazon animal. Is it threatened? If so, in what way is it threatened and why?

Name as many threatened Amazon animals as you can. Explain why animals are threatened in the Amazon.

Find out how many animals in Britain are threatened. In what ways are they threatened? Name some of them and find out more about one.

What signs of animals in Alice Holt Forest can you see? You won't see most of the animals but you might see evidence that they're here e.g. droppings, feathers, damaged bark..... Can you say which animals left the signs? Did you see any minibeasts (invertebrates)?

Make a 'sculpture' of a forest animal (including minibeasts) using sticks, leaves etc. from the forest floor.

List 15 Amazon plants and animals and classify them according to whether they are Primary Producers, Primary Consumers, Secondary or Tertiary Consumers.

Explain ways in which the animals you've listed are adapted to living in the Amazon. Give some examples of British woodland animals and their adaptations.

Consider the effects of deforestation on the flora and fauna of the rainforest. Find out about examples of deforestation in other parts of the world.

What effect would deforestation in Britain have on wildlife?...on people?

(Yr.6 only) Find out what is meant by the terms ecosystem, community and niche. How do these terms apply to the plants and animals you've listed?

Board 3

Key Stage 1

Find out who owns Alice Holt Forest (all of us. FC manages the forest, and several others, for us. It's a place for growing trees to make things from wood and we plant more trees to replace them—tree farmers. It's a place for people to come and have fun and for some people to work and it's a place for wildlife to live).

No-one lives in Alice Holt Forest. Some people live on the edge of it. Find out about the people who live in the Amazon rainforest. Where do they get their food? What are their houses like? What work do they do?

The Amazon is a really long river and really big and wide with lots of creatures living in it and plants growing by its banks. Visit a river or stream near you and find out what animals and plants live there.

Why are huge areas of the Amazon being cut down? What do you think should happen?

Key Stage 2

Find out how big the Amazon Forest is. How many British Isles would fit into it?

How long is the longest river in England? Which one is it? How much longer is the Amazon?

Who owns Alice Holt Forest and the other forests managed by the Forestry Commission? Collectively these forests are known as the Public Forest Estate. That should give you a clue!

Find out who owns the Amazon forest. Is it more than one person? Is it companies? Is it the indigenous people? Is all of it actually owned by anyone?

Why are huge areas of rainforest being cut down and not replanted? Who's fault is it? Should it be stopped?

How have indigenous peoples been affected by deforestation and subsequent land uses in the Amazon? (socially, economically, emotionally including loss of traditional livelihood and homes). Is there any evidence is there to suggest they've been able to adapt to changes successfully? Should traditional ways of life be protected? If so, how can this be achieved?

Board 4

Key Stage 1

Is Alice Holt Forest simply a place to come and have a day out? What else is the forest for?

Can you remember the names of the animals on the second board? What animals can you spot on this board? Can you name them? There are thousands of different animals in the Amazon forest.

Can you spot any animals in the forest around you? Most of them are out of sight. Do you know why? (nocturnal, crepuscular, shy, too small, too high in the trees...)

Are there any signs of animals here? What can you find? (give suggestions e.g. pine cones nibbled by squirrels, paw prints, feathers, animal droppings, fur. Can you name some animals that live in this forest? Will there be jaguars here?

What jobs do you think people might do in Alice Holt Forest? Remember there are trees, a café, cycle hire, trails and playgrounds.

Key Stage 2

As Key Stage 1 as appropriate according to age and ability plus the following:

Consider how animals living in the Amazon rainforest and animals in temperate forests like Alice Holt are adapted to their habitats and lifestyles (include communities and niches for the more able pupils). Study in detail the adaptations of four animals from each type of forest. Choose one from the forest floor or underground, one from the canopy, one from a zone between these and one from an aquatic environment (pond, stream or river).

How will climate change affect the animals and plants in the forest?

How will cutting down rainforests affect climate change?

Consider how plants are adapted to the conditions in which they live. Choose four from the Amazon rainforest and four from temperate forests. For each region choose one from the forest floor, one from the canopy, one from a zone between these and one from an aquatic environment (pond, stream or river).

How does the biodiversity of the Amazon Rainforest compare with that of temperate forests? To what extent has man's intervention influenced this? Is man's intervention needed to increase the biodiversity of either or both of these forest types and reverse any decline in this or should humans just leave forests to grow naturally? (For UK forests consider the implications for people's health and well being associated with visiting forests. For the Amazon consider the implication for the indigenous population and the economy)

Investigate the role of climate change in the future of forests in the Amazon basin and in temperate regions. How will it affect trees and other plants and the animals that depend upon them? How will deforestation affect the rate and effects of climate change on the world?

Board 5

Key Stage 1

How many things from the Amazon rainforest which people can eat or use can you count on the board? Do you know of any useful things that grow in Alice Holt Forest and other forests in England?

Did you know that some plants make good medicines? We probably don't even know about some of them and if the rainforest is destroyed we'll never know. Think of an illness or injury and collect a few leaves from the forest around you. Don't eat them but use your imagination to think how they might be used to cure the illness or injury e.g. cook and eat, boil and make a medicine from the liquid, rub onto a cut...)

Key Stage 2

Look at the forest products shown on the board. Can you think of any other products that come from trees in this country and around the world? What products come from trees in British forests?

Find out what timber from different species of tree and trees of different sizes is used e.g. small sized softwood is often used to make paper, pinewood is used for day to day furniture, oak for more expensive durable products. Species to consider include beech, oak, pine, Douglas fir.

Use the internet and books to find out how the following British forest plants were used in the past as medicines (and some of them still today): Willow, St. John's Wort, Selfheal, Woundwort, Dock leaves. What medicinal plants do we know of that come from the rainforest?

Think of an illness or injury and collect a few leaves from the forest around you. Don't eat them but use your imagination to think how they might be used to cure the illness or injury e.g. cook and eat, boil and make a medicine from the liquid, rub onto a cut...)

How does the way the rainforest is managed differ from the way Alice Holt and the other forests managed by the Forestry Commission differ e.g. what happens after trees are cut down?

Why is it important when buying timber products to buy things with the FSC logo on them?

Compare and contrast products and production methods in the Amazon rainforest with those in temperate forests. Describe the nature and importance of three rainforest products and explain whether or not they are being produced sustainably.

What are the economic arguments for and against production of timber and other products from the rainforests? What do you think? Does the developed world need these products?

What do you think about the production of soya, palm oil and beef on deforested land within the Amazon rainforest?

To finish **Key Stage 1**

What have you discovered about the Amazon rainforest on this trail? What do you like best about it? Do you think it's important that it isn't all cut down?

WWF and Sky are working hard to make sure there will always be an Amazon rainforest by telling people about it and having people working there to help it survive. How could you help look after it? (e.g. raising money to pay for projects, telling others about the rainforests).

What have you discovered about Alice Holt forest? What do you like best about it? What should the Forestry Commission do to make Alice Holt an even better forest?

Key Stage 2

As for Key Stage 1 plus:

Have your opinions of rainforests and temperate forests changed in any way since you started the trail and your investigations? If so, in what ways?

WWF and Sky are working hard to make sure there will always be an Amazon rainforest by telling people about it and having people working there to help it survive. Do you want the rainforests to survive? What can you do to help? What **will** you do?