

Climate Change Lesson 4 - Deforestation

Objectives

- Students will be introduced to global deforestation issues
- Students will make a piece of advocacy material (poster, brochure, video, podcast etc.) to raise awareness about deforestation
- Students will understand the different avenues in which they can create public awareness
- Students will understand format and structure of different environmental campaigns
- Students will develop an awareness of advertising techniques
- Students will have an understanding of demographics and target audiences
- Students will create an effective piece of material to raise awareness for deforestation and its effects

Vocabulary

- Biodiversity
- Clear cutting
- Exploitation
- Habitat
- Habitat fragmentation
- Land conversion
- Logging
- Partial cutting
- Protected areas
- Resource extraction
- Specie migration
- Sustainable land management

Materials

Classroom computer with Internet, art supplies (glue, scissors, colored paper, markers, glitter), magazine and newspaper campaigns and/or advertisement clippings

Warm Up

1. Show the class a photo of a clear-cut forest.

Discussion Questions:

- *What is this a photo of?*
- *Why do you think we do this?*
- *What kinds of things do we make out of trees?*
- *What do we do we do with the land?*



2. Go through the new or unfamiliar terms in the vocabulary list and ask the class to work in groups of two-three to write down their definitions.

Lesson

Using online resources, students will learn about the different causes of deforestation and the impact on forest biodiversity. Choose from the resources at the bottom of this page.

Assignment

1. Review and explore the attached resources for advocacy campaigns
 - Effective Advertising 101: <https://350.org/visuals/>
2. Discuss as a class what was effective and how campaigns differ between target demographics

Discussion Questions:

- *What feelings are used in effective campaigns?*
 - *What makes a bad campaign?*
 - *What are demographics?*
 - *How do you cater your ad to the appropriate demographic?*
3. Use attached resources and research to create an advocacy campaign on deforestation

Wrap-up

Have students present their material to the class. Ask students:

1. *What feelings are displayed in the campaign?*
2. *What are your demographics?*
3. *How did you specifically cater to your demographic audience?*

Resources

Deforestation:

[Planet Earth, Jungles and Seasonal Forests](#)

[Human Planet, Jungles: People of the Trees](#)

<https://www.livescience.com/27692-deforestation.html>

<http://www.nationalgeographic.com/environment/global-warming/deforestation/>

<http://www.rainforest-alliance.org/>

Advocacy campaign examples:

<https://polarbearsinternational.org/get-involved>

<https://350.org/visuals/>

<http://art.350.org/>

<https://peoplesclimate.org/>

<http://www.wwf.ca/>

