Tropical Rainforests – The Tropical Rainforest Ecosystem

**ABC ME screening details: Tuesday 28 April**, 2020 at 1:55pm

This episode can also be viewed on [ABC iView](https://iview.abc.net.au/show/tropical-rainforests) after the scheduled screening time.

**Key learning areas:** Geography

**Level:** secondary

**About:** Our drone takes you on a visual journey through the extraordinary biodiversity of the Amazon rainforest. This episode provides examples of adaptation, stratification & competition - from the forest floor way up to the canopy.

## Before the episode

1. How do tropical rainforests function?
2. How do people’s worldviews (such as people who live in the tropical rainforests, tourists, scientists, conservationists) affect their attitudes to, and use of, tropical rainforests?
3. What are the causes and consequences of change in tropical rainforests and how can this change be managed?
4. Why is an understanding of environmental processes and interconnections essential for sustainable management of tropical rainforests?

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## During the episode

1. You are a note catcher for this documentary. Complete the following table as your watch the documentary. Your notes will assist you in completing the next activity.

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Section | Name | Vocab | Animals (fauna) | Community Individuals | What makes this area special | Management (including jobs) | Issue of sustainability |
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## After the episode

1. **Environmental experts -**The Australian Government’s Department of Environment has commissioned you to research and provide a multimedia report on the plight of the tropical rainforests of South America.

The multimedia presentation can include the use of:

* a PowerPoint Presentation or Prezi, or similar
* pictures/diagrams from the internet
* word documents
* a web page design

Your report is to include:

* a line drawing that depicts two major landscape features found within the tropical rainforest
* a brief (ten lines each) explanation of the existence and development of each of the features in the line drawing
* an outline of the importance of flora and fauna water to the tropical rainforest (maximum one page).

1. **Community meeting -** government officials from the Department of Environment will be visiting the tropical rainforest in the documentary to meet a number of communities and to learn about the interactions between the people and the environments. They will be meeting you!

Choose a community or specific person (individual) that lives in, or relies on, the tropical rainforest. Research the community or individual by answering the following questions, from their point of view:

* How does the environment influence your life?
* How do you use the environment?
* How has this use changed over the past decade?
* What have you done to influence this change?
  + What have been the (short and long term) consequences of this environmental change?
  + What do you believe are the governments’ responsibilities to the community and the environment?
  + What have been the responses to this environmental change thus far, and at a variety of scales, including worldviews?
  + What strategies are there for future sustainable interactions between the people and this environment?

**Follow up activity:** **Environmental management -** What are the causes and consequences of change in tropical rainforests and how can this change be managed? The Australian government has asked for more information about how the tropical rainforest shown on the documentary has been/are managed.Research this, reference and summarise the threats/change over time to the tropical rainforest, and include any significant management strategies currently being employed.

## NSW teacher notes

This is an optional standalone resource that could supplement student learning. The activities align with syllabus outcomes across stages and can be modified to meet the needs of your students. Students can complete the activities while learning at home and in the classroom. All activities can be completed without access to the internet or a device. Teachers could collect student work to offer feedback and as evidence of learning.

### Learning intentions

* Students are able to accurately identify and describe the features of a rainforest and its use to the community.
* Students are able to explain the concept of sustainable management and its importance in maintaining biodiversity over time.

### NSW Geography K-10 Syllabus outcomes

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| --- | --- |
| Stage 4 | Stage 5 |
| **GE4-1** locates and describes the diverse features and characteristics of a range of places and environments | **GE5-1** explains the diverse features and characteristics of a range of places and environments |
| **GE4-2** describes processes and influences that form and transform places and environments | **GE5-2** explains processes and influences that form and transform places and environments |
| **GE4-3** explains how interactions and connections between people, places and environments result in change | **GE5-3** analyses the effect of interactions and connections between people, places and environments |
| **GE4-4** examines perspectives of people and organisations on a range of geographical issues | **GE5-4** accounts for perspectives of people and organisations on a range of geographical issues |
| **GE4-5** discusses management of places and environments for their sustainability | **GE5-5** assesses management strategies for places and environments for their sustainability |

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