



DO IT  
FOR YOUR  
PLANET

# AMAZING AMAZON



CREATE YOUR OWN NON FICTION  
BOOK ABOUT THE IMPORTANCE OF  
THE RAINFOREST

A RESOURCE FOR  
KEY STAGE 2



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## Resources

- A selection of non-fiction books
- Resource sheet: 'My favourite non-fiction book'

## Procedure

- Discuss the difference between a storybook and a non-fiction book.
- Ask young people to select and review their favourite non-fiction book, using the resource sheet. What is it about? What is so good about this book? How is the information presented? Is it funny or serious? Is the text easy to read? Are there any awesome facts?
- Invite young people to make a one-minute pitch about their book, as if they were selling it people their age.

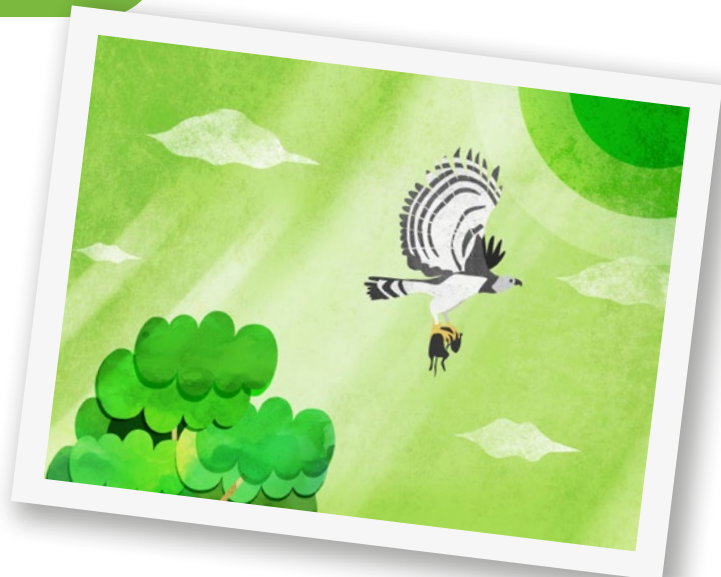
## ACTIVITY 1: BOOK REVIEW

### Objectives

- To review non-fiction books and identify the key elements of a successful book

### Curriculum

English





## ACTIVITY 2: CREATE YOUR OWN NON-FICTION BOOK

### Objectives

- To raise awareness of the rich variety of life in the rainforest and explore the impact of human activity
- To create a non-fiction book about the importance of the rainforest
- To encourage pupils to take action to protect the natural world

### Key skills

Creativity, communication and problem solving

### Curriculum

English, science, geography and computing

### Resources

- Access to the internet
- Amazing Amazon fact-files
- Pencils and paper
- Resource sheets 2 & 3
- Film:

### Procedure

In this creative and engaging activity, young people learn about the fascinating animals that live in the Amazon rainforest. Pupils then take on the role of intrepid explorers and create their own book about the importance of the rainforest.

#### Introduction to the Amazon

Where do rainforests grow? Ask young people to locate the equator on a world map or globe. Here, the climate is hot and humid and it is where rainforests grow. Now, research where the Amazon rainforest is located. It covers 9 countries and is the world's biggest rainforest.

#### Why are rainforests important?

A healthy Amazon is a good thing for wildlife - half of all species on Earth are found in tropical rainforests. The Amazon contains a third of those forests. A healthy Amazon is also good for people - valuable natural resources and crucial for controlling climate change. Ask young people to research some of the natural resources and products we get from the Amazon.

#### The Amazon in Danger

Why do the young people think rainforests are threatened? Think about the size of a football pitch and multiply that by three. That's how much Amazon rainforest is being cut down every minute of every day. Read the fact-file, 'The Amazon in Danger' to find out why this is happening.

### FILM

What can we do to help?

Show the short film about the Amazon to highlight how local people and organisations such as WWF are taking action to help protect the rainforest.

#### Resource sheet 2

Now ask young people to fill in Resource sheet 2 to consolidate what they have learnt. They can also use the internet to add to their research.

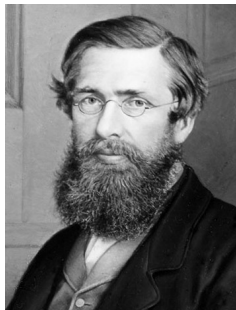






## ACTIVITY 2 CONTINUED

Alfred Russell Wallace was an explorer who travelled to the Amazon rainforest 300 years ago, discovered many species new to science and observed how the animals were so well adapted to life in the forest. He shared his discoveries by collecting specimens for museums and collectors, writing notes in his journal and drawing sketches.



Hear from author Christiane Dorion about her non-fiction book, "Darwin's rival: Alfred Russell Wallace".

[Watch the webinar](#)

Now ask young people to imagine they are a scientific explorer and have just come back from an expedition in the Amazon rainforest. They have been invited by WWF to share their experience and produce a book about the Amazon rainforest to tell others about their discoveries.

Use the Amazing Amazon fact-files to discover some of the species found in the Amazon rainforest.

[Download the fact-files](#)

Will you climb up to the tree tops where some trees are taller than a 25 storey building? Maybe you'll stay in the leafy canopy to find out more about sloths, monkeys and other animals that live there. There are lots of fruit and flowers to eat which means lots of animals live here. Maybe you'll crawl on the dark forest floor where there is hardly any sunlight to follow jaguars and tapirs or to investigate microscopic creatures hiding under dead leaves.

Choose your animal

- Ask young people to choose to focus on one animal to create a double page spread for a non-fiction book
- Using everything they have learnt so far and their chosen fact-file ask young people to fill out resource sheet 3 to help them decide what information they'd like to include on their page.

Get creative

Now that young people have completed their research and their plan they can create the book. Young people can create their double page spread on recycled paper or if you have a tablet available they could use an app such as Book Creator to create an e-book.

How do you create a good non-fiction book?

- Create a draft first and ask someone to proofread it for you
- Think about your audience; what will they enjoy?
- Use good questions
- Use your imagination and think of lots of different ways to describe your discoveries
- Include photos and sketches
- Include fun riddles
- Include Amazing facts
- Include pop-ups
- If you're making an e-book, add sounds or film footage
- Think about your use of font and colour
- Be inventive: write a diary, an article or a letter to another scientist.



## ACTIVITY 3: TAKE IT FURTHER

### Objectives

- To reinforce acquired knowledge and understanding of the impact of human activity on the environment
- To reinforce acquired knowledge and understanding of the importance of protecting the environment
- To share their learning with the wider community

### Curriculum

English, science and geography

### Procedure

- Discuss what young people have learned from their experience of creating a non-fiction book about the rainforest. Why are rainforests important? Why are they being cut down? What actions can we take to help protect them?
- Young people can further develop their non-fiction book to include more animals or create a new one on wildlife in their local wood or park.
- Encourage young people to share their book with friends and family or on social media.



Please share your work on Twitter or Facebook using the hashtag #LearnToLoveNature

## LINKS TO THE NATIONAL CURRICULUM

This resource aims to encourage pupils to explore the natural world, develop their understanding of sustainability issues and consider actions they can take to make a difference. The workshop also provides opportunities to help them meet core learning objectives for English, science, geography and computing.

### English

- Spoken language
- Comprehension
- Composition

### Science

- Animals
- Living things and their habitat
- Evolution and inheritance (adaptation)

### Geography

- Locational knowledge
- Place knowledge
- Human and physical geography

### Computing

- Effective use of technology to present information

## ABOUT WWF

WWF is the world's leading independent conservation organisation. With over 50 years' experience of working across the globe, our aim is to build a future in which people live in harmony with nature.



For a future where people and nature thrive | [wwf.org.uk](http://wwf.org.uk)

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# RESOURCE SHEET 1

## MY FAVOURITE NON-FICTION BOOK



Our names:

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Our favourite  
non-fiction book is:

.....

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Author:

.....

Illustrator:

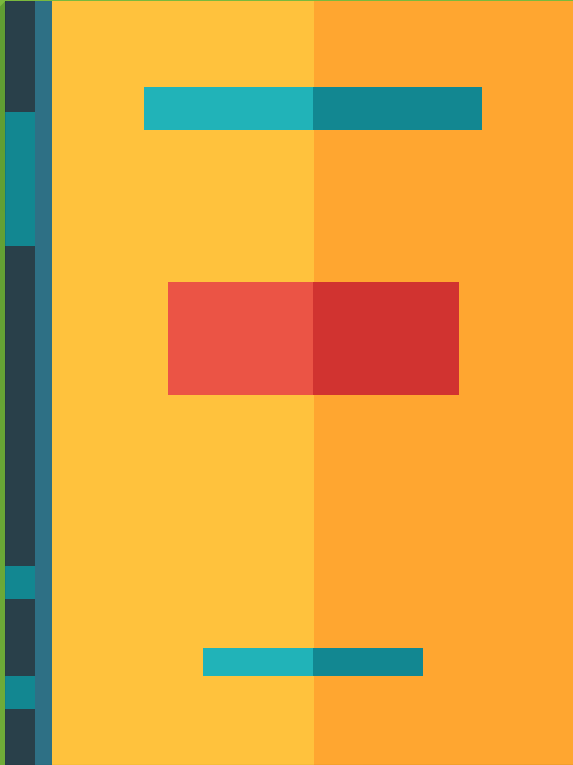
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Publisher:

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Date:

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What is the book about?:

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# RESOURCE SHEET 2

## DISCOVER THE AMAZON



Where is the Amazon rainforest?

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Why is the Amazon important?

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What is the climate like there?

(circle the correct answers)

- Hot
- Cold
- Rainy
- Snowy
- Humid
- Windy
- Sunny

What are the main threats to the Amazon?

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What do we get from the rainforest?

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What can we do to protect the Amazon?

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# The Amazing Amazon

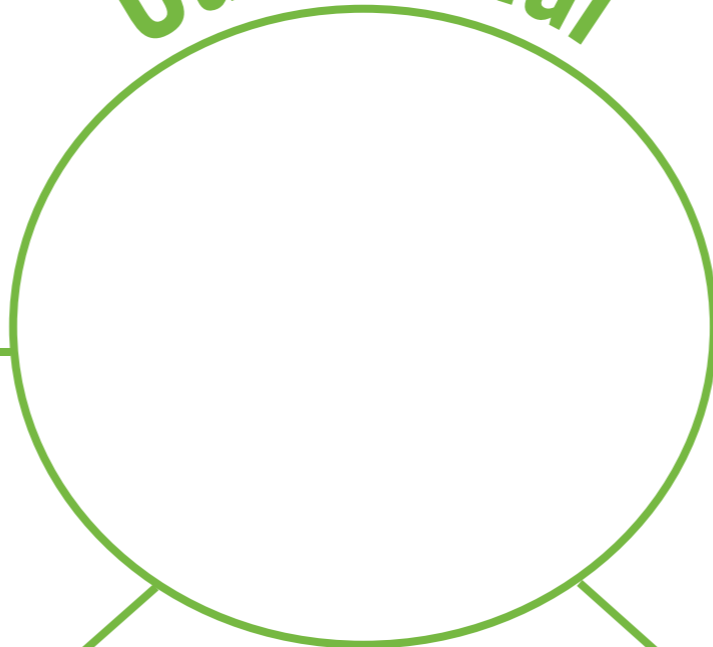
**How?**

**What?**

e.g. How does it get its food?  
How does it climb trees?  
How does it hide?

What does it eat?  
What useful features does it have to live in the forest?

*Our animal*



**Why?**

**What else?**

**Where?**

Why is it in danger?

Where does it live?

- Emergent
- Canopy
- Understorey
- Forest floor

