

National
Museum of
Scotland



Museum 2 Go

Rainforest

Rainforest

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Rainforest

1. How to use Museum2Go Rainforest

This box contains a collection of over 15 real objects that represent different aspects of life in the rainforest. You are free to carefully handle these items with your class.

The collection and these notes have been put together by pupils and staff from Park Primary School, Alloa working with staff from National Museums Scotland as part of the Museum2Go project. To find out more about Museum2Go please see our website and watch the film on the enclosed CD.

The resource is designed to be used to support a class topic on the Rainforest, Biodiversity or animals in general. The classroom activities in the notes hit a range of outcomes and experiences across the Curriculum for Excellence.

These notes are provided to support your teaching and give you ideas of how to use the objects with the class.

Each object comes with its own object card which you will find in section 3, where you can find out more info about how it was used. These cards can be given out to pupils for them to use in their own research.

Section 4 has details of five suggested activities you could do with your class or group using the objects in various ways across the Curriculum for Excellence and building various capacities.

Section 5 contains information on how to make the objects into a class exhibition for displaying to parents, other classes or simply groups within the class.

Section 6 is a feedback form which we require to be photocopied, filled in and posted back to the address given below after each school uses the resource. This helps us to track its use and make repairs to the items as necessary. We would love to hear how you have got on using this box! Have fun!

Good handling guide:

- Always hold the object with two hands, over a table.
- Where possible put something soft down, like foam or cardboard for the object to rest on.
- Only one person should touch a delicate object at once.

Contact Details:

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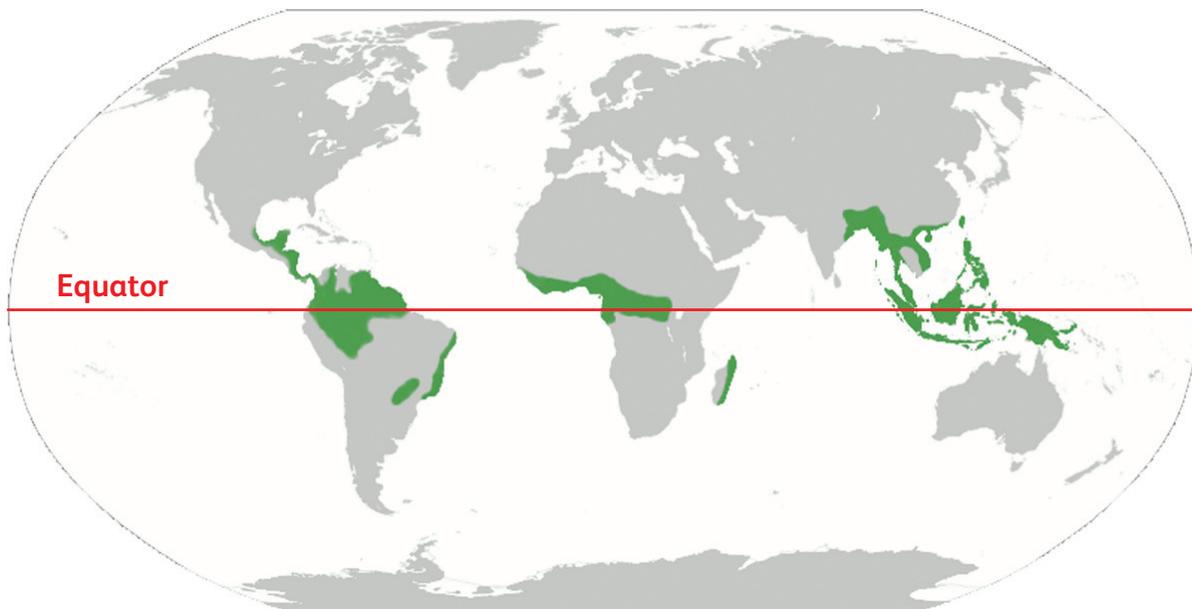
National Museum of Scotland

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Rainforest

2 Introduction to the Rainforest

Rainforests, otherwise known as Tropical Forests are found near the equator, in the areas marked dark green.



They are characterised by high rainfall, typically more than 170cm per year, average temperature is between 26°C and 28°C over the year.

Although they only cover 6% of the Earth's surface, they contain more than half of all plant and animal species. Two thirds of flowering plants are found in the rainforest. One quarter of medicines have been discovered in the rainforest.

This important habitat is under threat - they are disappearing at an alarming rate as we exploit them for hardwoods and other forest products. Rainforests are being flattened for agriculture, including oil palm plantations in south-east Asia, and beef and soya beans in south America. In Africa, logging roads enable people to illegally poach animals for bushmeat.

In a few regions people are taking a stand against this destruction. In 2006 in Sangamner, a town about 200km from Mumbai, 50,000 local people planted millions of seedlings and thousands of saplings to transform their arid region.

The project, known as the Dandakaranya Movement, was part of the United Nations Environment Programme campaign, launched in 2006, to plant a billion trees worldwide every year. This campaign was so successful that a new target was set for seven billion trees each year by 2009.

Rainforest

3.1 Tarantula



© National Museums Scotland



Tarantulas can be kept as pets as they take up very little space and are easy to care for.

Where do they live?

They are found in North America, South America, Africa and South Asia. They live in burrows on the forest floor.

Size: They can have a leg span of up to the size of a dinner plate!

Diet: Carnivorous - tarantulas eat mostly insects, but they also target bigger animals, including toads, frogs, and mice. One species, from South America is even able to prey upon small birds.

Special skills

It can flick hairs from its bottom into the face of predators to defend itself.

Other facts

There are over 800 species.

Tarantulas moult as they grow, shedding their external skeleton.

Tarantula venom is weaker than a bee's

They can live up to 30 years.

It has an exoskeleton and it can break if falling from a height.

See



Count the number of legs – the two legs at the top are actually arms!

Think



If you had an easily breakable skeleton where would you live- close to the ground or high in the trees?

Rainforest

3.2 Jungle Nymph



This insect has amazing camouflage – it looks just like a leaf.



© National Museums Scotland

Where do they live?

South East Asia tropical regions for example: Malaysia and Thailand. They live in among the leaves of rainforest trees.

Size: Males are approximately 9 cm, females are approximately 15 cm.

Diet: Herbivore. They eat mainly leaves from many different types of trees and bushes.

Special Skills

Most insects of this type, called phasmids, have a thorax that can shoot out a milky, smelly, corrosive liquid against predators. This comes in handy because they are too slow moving to have any other way to defend themselves.

Other facts

The female is bigger than the male

It is the heaviest insect in the world

The female does not fly

Average life span in the wild is one year

See



Notice the leaf shaped body, how many fake leaves can you count?

Think



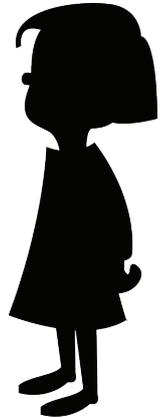
All insects have three parts to their bodies: the head, thorax and abdomen. Can you find these on the Jungle Nymph?

Rainforest

3.3 Giant Prickly Stick Insect



The males legs are so large and sharp that fishermen use them as fishing hooks in Papa New Guinea.



© National Museums Scotland

Where do they live?

It comes from the rainforest in New Guinea. This insect lives in shrubs, trees and under bark.

Size: Females 20cm long; Male up to 11cm

Weight: Up to 30g

Diet: Herbivore - They eat leaves and bramble.

Special Skills

If they are threatened, they will raise the back of their body, spread their hind legs as a warning before attacking.

Other facts

They only come out at night.

They live up to 2 years.

The males are smaller than the females.

Females have a point at the end of their body that looks like string but is really an egg laying tube.

See



Look at the insect's head. Does it look back-to-front to you?

Think



The jungle nymph is green and lives in the leaves? Why do you think this insect is brown?

Rainforest

3.4 Praying Mantis



After mating
female eats the
male!



© National Museums Scotland

Where do they live?

This one is from Indonesia, but they are found widely across the world in tropical and temperate regions.

Size: Size 1.2-15cm long

Diet: Predatory carnivores, they eat other insects.

Special Skills

They can turn their heads 180 degrees.

Other facts

Females lay hundreds of eggs in a sack each year and after they have hatched the female eats the male to protect her children and to provide her with energy.

Praying mantis have very quick reflexes.

They have sharp spikes on their legs, which are useful when catching prey.

See



Look at the various colours and markings on the body.

Think



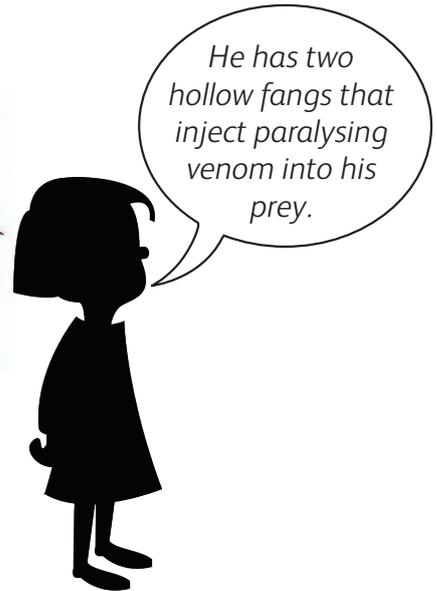
Why do you think the markings on the wings look like eyes?

Rainforest

3.5 Giant Centipede



© National Museums Scotland



Where do they live?

They live on the forest floor. This specimen is from Thailand, although they are common across South America and South East Asia.

Size: The amazonian species can grow up to 30cm long.

Diet: Carnivorous, mostly feeding on insects. Larger varieties can eat lizards, frogs, birds, mice and spiders.

Special Skills

They have been known to catch bats mid-flight by hanging from the roof of a cave! They have also been able to hunt and kill tarantulas.

Other facts

This animal has been around for 40 million years. Ancient varieties could grow up to 1m!

Bites are painful to humans, but not fatal.

Their bodies are made up of many segmented parts, each with a pair of legs.

Scolopendra gigantea, also known as the amazonian giant centipede, is the world's largest living centipede. It is a fast runner and good climber. Look it up on youtube to see.

See



Look at the fangs by the head, do they look sharp?

Think



What advantages are there in having a body in lots of segments?

Rainforest

3.6 Blue Morpho Butterfly

© National Museums Scotland



Where do they live?

Blue Morpho Butterflies live in Central and South America and some parts of Mexico. They live high in the canopy of the rainforest.

Size: Their wingspan can be up to 20cm

Diet: The blue morpho butterfly will generally eat rotting or fermenting fruit using its proboscis. They also eat leaves, sap and nectar from flowers.

Special Skills

Butterflies wings have been used to inspire super-efficient solar cells. These butterflies rest with their wings closed, showing only the brown side and helping them to blend in to their environment.

Other facts

They live for up to 4 years.

People have hunted the blue morpho butterfly for the blue colour of its wings. They use this pigment to make colourful makeup.

Some South American species are reportedly visible by the human eye up to one kilometre away.

See 

How the colours change as you look at the butterfly from different angles.

Think 

Butterflies are insects, with six legs and a three part body. Can you see all these parts?

Rainforest

3.7 Ocelot Fur



It is endangered because poachers hunt it for its beautiful skin and also people keep them as pets.



Where do they live?

They live all over South America and as far north as Mexico. They can adapt to human habitats and are sometimes found in the vicinity of villages or other settlements.

Size: 0.5m – 1m in length, without the tail, about twice the size of the average house cat.

Weight: 9 – 18kg

Diet: Carnivore - They eat rabbits, lizards, crabs, fish, frogs and turtles.

Special Skills

Unlike many cats, they do not avoid water and can swim very well.

Other facts

In the wild they live to be around 10, in captivity they can live as long as 17 years.

Their predators are bobcats, coyotes and humans.

The famous artist Salvador Dali had an ocelot called Babou as a pet.

The ocelot is a great climber and loves to rest in trees, sometimes with another ocelot for company.

Ocelots are protected in the United States and most other countries where they live.

They are largely nocturnal.

See



Look at the many colours on the coat, how many can you count?

Touch



Touch the soft fur; does it feel like other cats?

Think



Which part of the cat do you think this fur is from?

Rainforest

3.8 Leopard Fur



Leopards are graceful, powerful, very strong, big cats.

Where do they live?

They can be found in sub-Saharan Africa, India and China. They spend a lot of time in trees.

Size: Not counting the tail they are 1.3m to 1.9m long. The tail adds another 1.1m to 1.4m!

Diet: Carnivore, eating mainly small mammals.

Special Skills

Leopards are very at home in trees. They often hunt by pouncing on prey from above. After killing prey they drag them into trees to keep them safe from scavengers.

Other facts

Leopards have the protection status: Near Threatened. This means they are likely to be at risk of extinction in wild.

Their spotted coats allow them to blend in with leaves in the trees.

Leopards are strong swimmers and can eat fish or crabs.

See 

See the beautiful patterns on the fur. How does this help the leopard to camouflage?

Touch 

Feel the soft fur – does it feel like a cat?

Think 

Why do you think leopards are threatened?

Rainforest

3.9 Orangutan



An orangutan is a type of monkey that shares 97.65 percent of its genetic code with humans. They are endangered OH NO!!!!!!!!!!!!!!



Where do they live?

They are found in rainforests of Borneo and Sumatra, two islands in South East Asia.

Size: Adult males can grow up to 1.5m in height. Adult females can grow up to 1m in height.

Weight: They weigh up to 45kg.

Diet: They eat fruit, nectar, honey, bark, insects, and fungi. Sometimes they eat eggs, rats, birds. Their favourite food is durian which is also known as stinky fruit. It has a very pungent flavour and is covered in sharp spikes. Orangutans use their powerful jaws to crack it open.

Special Skills

Orangutans have been seen using objects as tools, for example rocks to break open tough fruit.

Other facts

They live to be 45 years or more.

Orangutan means "person of the forest".

They are critically endangered, which means there is an extremely high risk of extinction in the wild. There are three main reasons why:

Habitat destruction for farmland for palm oil plantations.

Illegal hunting for bush meat

Pet trade - baby orangutans are taken as pets, because they are cute and then killed or thrown out when they get too old.

Females first have babies 14-15 years old.

Pregnancy lasts 8.5 months.

Babies stay with their mother for 7-8 years.

National Museum of Scotland

See



Look at the shape of the skull, do you think it looks human?

Touch



Touch the sharp teeth. Orangutans have sharp teeth even though they mostly eat fruit.

Think



Do you think we should protect the orangutan? How could we do this?

Rainforest

3.10 Elephant Skin



Elephants need thick skin to hold together their mass because of their large inner pressure. If they didn't have thick skin they would burst!



Where do they live?

They live in Africa and India, mostly in grassland, but there is one species that lives in the rainforest in Africa.

Size: The african forest elephant is 2.5m tall, much smaller than its cousins in the savannah grasslands, who are up to 4m tall.

Diet: African forest elephant is a herbivore and commonly eats leaves, fruit, and bark.

Special Skills

Elephants use their flexible, muscular trunks for picking and eating leaves.

Other facts

The elephant has big ears and big tusks to help it fit in to its environment. The ears are used for cooling them down and the trunk for collecting food.

The skin can be 2.5cm – 3cm thick. It is grooved with a loose fitting appearance covered by coarse bristles.

Elephant's skin is sensitive to the sun, sometimes they throw mud on their backs to act as sunscreen.

Although the skin is very hard, it can be extremely prone to irritation from insect bites, mites living in skin folds.



Rainforest

3.11 Bengal Tiger



Bengal tigers are endangered because poachers hunt them for their bones and skins.

Where do they live?

Bengal tigers live in very small areas in India and Bangladesh, there are other types of tiger living in other places.

Size: Male tiger is 2.7m – 3.1m long and around 1m tall at the shoulder.

Diet: They are carnivores, eating other smaller animals.

Special Skills

Tigers have a flexible backbone which stretches out and folds up which makes their stride longer.

Other facts

Tigers have long legs for longer strides, helping them to run really fast for short distances as well as powerful limbs to capture prey..

They have a top speed of 61 – 70 km/h.

There are only 3200 tigers left in the wild and only 1400 bengal tigers.

Over many centuries Bengal tigers have become an important part of Indian tradition.

A hungry tiger can eat as much as 27kg of food in one day but they usually eat less.

Tigers use their coats as camouflage. No two tigers have exactly the same stripes

Tiger skin and bones is used in traditional Asian medicine, which puts them at great risk of being poached.

See



See the different holes on the skull, can you find where its brain was?

Touch



Feel the sharp teeth of the skull, imagine what it would be like if you had teeth like that.

Think



How big is a tiger's bite?

Rainforest

3.12 Vanilla Pods



You need vanilla pods, if there weren't any vanilla pods in the world you wouldn't be able to get ice cream!



Where do they grow?

The vanilla vine grows on a host tree in tropical forest regions.



© Henry Karczynski

Size: Vines can reach more than 30m and the bean pods are rarely longer than 30cm.

Did you know?

- Vanilla is the most popular flavour in the world
- The bean pod grows from a fertilised flower and is long, green and thin.
- When dried out the bean pods are dark brown and contain tiny black seeds.
- By the early 1800s vanilla pods were growing in botanical collections in Germany and France.
- Vanilla pods can't harm you or kill you unless you are allergic to them.

See



The bean pods are dried out for storing – why do you think this is?

Touch



Feel the rough woody surface, do you think this would taste nice as it is?

Think



Smell the vanilla pods. How many foods can you think of that contain Vanilla.

Rainforest

3.13 Coco Beans



Where do they grow?

Coco beans grow in cacao pods, on the cacao tree. The cacao tree grows in the shade of the understory in the rainforests of South America.

Did you know?

Coco beans are an important part of South American cultures.

Mayans made a ritual drink with ground cocoa beans mixed with water, black pepper, vanilla and spices. The drink was shared during betrothal and marriage ceremonies. This was one of the first links we know of between chocolate and romance.

See 

Do the beans look like other beans you would recognise?

Touch 

Feel the dried out surface of the beans. Why do they dry out the beans?

Think 

Smell the beans, do they smell nice?

Rainforest

3.14 Cinnamon Sticks



Where does it grow?

Cinnamon comes from the bark of the cinnamon tree. It is from Sri Lanka originally, but now grows in lots of places over South East Asia.

Did you know?

The word cinnamon comes from Greece.

Cinnamon is harvested from a tree which has been chopped down to allow new small branches to grow. These new branches are stripped of the outer bark to reveal the inner bark which is used as the spice.

See



Look at the curved shape of the cinnamon stick.

Touch



Scratch the woody surface and smell the wonderful aroma.

Think



What do you need to do to the stick so you can put cinnamon in your cakes?

Rainforest

3.15 Palm Oil



Your shampoo, your ice cream, your margarine, your lipstick – all contain palm oil. In fact the majority of supermarket products contain palm oil.



Where does it grow?

The palm tree is native to West Africa, but is now grown intensively in plantations in Indonesia, Malaysia and other Asian countries, as well as in Africa and Latin America.

Did you know?

Large areas of tropical forests have been cleared to make room for vast oil palm plantations – destroying critical habitat for many endangered species, including rhinos, elephants and tigers.

Palm oil has lots of other names to hide its use in products. Here are some of them to look out for: Palmate, Sodium Laureth Sulphate, Sodium Lauryl Sulphates, Stearic Acid, Elaeis Guineensis.

Palm oil is one of the only vegetable oils to contain saturated fat.

See 

The oil is solid at room temperature – making it a useful ingredient in margarine.

Think 

Could you live without the products that contain palm oil?

Rainforest

3.16 Mahogany



Mahogany is used for fine furniture and musical instruments, it takes years to grow.



Where do they live?

In the natural rainforest, Mahogany is a very large canopy tree, sometimes reaching over 45m in height, with trunks sometimes more than 2m in diameter.

Did you know?

Mahogany is generally straight grained, free of voids and pockets, making it a great material for furniture and musical instruments.

See



The wood is a beautiful colour.

Touch



Feel the weight of the wood, does it feel heavier or lighter than other woods you have held.

Think



How many things in your everyday life can you spot that are made from Mahogany?

Rainforest

4 Classroom Activities

4.1 Twenty Questions Quiz

The rainforest contains a huge variety of species of plants, animals and insects. This activity gives the children a chance to become an expert on one of the rainforest objects through their own independent research.

Learning Intention

We are learning about specific items from the rainforest.

We are learning to read and pick out important information.

We are learning to take notes.

We are learning to ask questions to find out more information.

Task

We will research a rainforest item using the internet and become an expert on that specific object. We will then answer questions about our object.

Success Criteria

I can read search for information about my object and select interesting information and take notes.

I can answer questions about my object with confidence.

CfE Capacities

Successful Learners: Use technology for learning, think independently.

Confident Individuals: Communication within the class, achieve success in different activities.

Effective Contributors: Taking part in communicating in different ways

CfE Outcomes

I can identify and classify examples of living things, past and present, to help me appreciate their diversity. I can relate physical and behavioural characteristics to their survival or extinction. **SCN 2-01a**

When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. **LIT 2-02a**

As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. **LIT 2-04a**

I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. **LIT 2-06a**

Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. **LIT 2-14a**

CFE Level

Stage 2

You will Need

Paper and a pencil, access to the internet.

Rainforest

Description

Lesson 1

- As a class, discuss any questions we would ask when trying to find out about something, display these questions so the children can see them.
- Place the names of the rainforest objects into a hat and allow the children to pick one out and keep it a secret from the rest of the class.
- Allow the children time to research their object using the questions provided during discussion as research points.

Lesson 2

- Children are allowed to ask 20 questions to try and find out which object the individual has researched. This can be done as a whole class lesson or in groups.

Extension

Create a fact sheet about your object.

Web Resources

www.kids.mongabay.com/

www.rainforest-alliance.org/

www.rainforestsos.org/

Rainforest

4.2 Indigenous People Collage

The people who live rainforests live very different lives to people in the UK. This activity allows the children to research for themselves to find out about the fascinating lives of these people.

Learning Intention

We are learning about the indigenous people of the rainforest.

We are learning to research using the internet and other texts and take relevant notes.

Task

We will research a specific indigenous group from the rainforest and take notes to complete a collage to represent our findings.

Success Criteria

I can read materials and take relevant notes.

I can use notes I have taken to write and document my findings in an attractive manner.

I can work with others.

CfE Capacities

Successful Learners: Use technology for learning, think independently.

Confident Individuals: Communication within the class, achieve success in different activities.

Responsible Citizens: I can participate within group work, understand different cultures.

Effective Contributors: Taking part in communicating in different ways.

CfE Outcomes

Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. **LIT 2-14a**

I can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate. **LIT 2-15a**

I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. **LIT 2-24a**

By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience.

LIT 2-26a

CFE Level

2

You will Need

Paper and a pencil, access to the internet and other resources e.g. books and printouts.

Rainforest

Description

- Divide the class into groups of 4-6. Ask each group to choose an indigenous group living in the rainforest area (Baka, Bagyeli, Batwa, Asháninka etc.)
- Using the internet and other available resources, find out:
 - Where they live.
 - What clothes they wear, including jewellery.
 - Their everyday activities.
 - Their diet.
 - The language they speak.
- What industrial activities pose a threat to them?
- List five ways in which indigenous peoples use the rainforest.
- Make a collage with pictures and descriptions with the information they have collected.

Extension

Create your own indigenous tribe.

Web Resources

www.kids.mongabay.com/

www.rainforest-alliance.org/

<http://www.rainforestsos.org/>

Rainforest

4.3 Rainforest Layers Diagram

The rainforest consists of several layers. Each layer has plants and animals which are adapted to the conditions found there.

Learning Intention

We are learning about the different layers of the rainforest and where the different animals and insects can be found.

Task

We will read and identify the different layers of the rainforest.

We will identify the different layers of the rainforest by cutting and sticking the descriptions.

We will identify where different animals can be found in the rainforest by drawing and labelling them on our picture.

Success Criteria

I can match the four main parts of the rainforest to their correct descriptions.

I can place the rainforest objects in the correct layer of the rainforest.

I can document my findings in a clear and attractive manner.

CfE Capacities

Successful Learners: Think and work independently.

Confident Individuals: Communication within the class, achieve success in different activities.

Effective Contributors: Taking part in communicating in different ways

CfE Outcomes

I can identify and classify examples of living things, past and present, to help me appreciate their diversity. I can relate physical and behavioural characteristics to their survival or extinction. **SCN 2-01a**

Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. **LIT 2-14a**

I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. **LIT 2-07a**

CFE Level

2

You will Need

A picture of the rainforest, descriptions of the four rainforest layers, scissors, glue, paper, pencils and rainforest objects.

Rainforest

Description

- Provide the children with a picture of the rainforest, on smartboard or print-out indicating the four layers and give them descriptions of the four different layers of the rainforest.
- Allow the children time to read the descriptions and cut them out placing them on the areas they think are correct.
- Discuss rainforest animals and insects as a class and identify where each of the animals might live and why.
- Take time to draw or cut and paste animals into the correct areas of the rainforest creating an eye-catching poster.

Extension

Write a paragraph about each of the rainforest layers identifying where the animals live and why.

Web Resources

www.kids.mongabay.com/

www.rainforest-alliance.org/

<http://www.rainforestsos.org/>

Rainforest

4.4 Food Chains

The tropical rainforest is the most complex ecosystem on earth. The relationships between its life forms can be illustrated by a food chain.

Learning Intention

We are learning to identify different rainforest animals and place them in the correct position in a food chain.

Task

We will create a food chain containing animals from the rainforest identifying how they work together to form an ecosystem.

Success Criteria

I can identify what different animals eat in the rainforest and develop a food chain showing this information.

CfE Capacities

Successful Learners: Think independently.

Confident Individuals: Communication within the class, achieve success in different activities.

Responsible Citizens: Evaluate environmental issues.

Effective Contributors: Taking part in communicating in different ways, create and develop.

CfE Outcomes

I can identify and classify examples of living things, past and present, to help me appreciate their diversity. I can relate physical and behavioural characteristics to their survival or extinction. **SCN 2-01a**

When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. **LIT 2-02a**

CFE Level

Stage 1 or 2*

You will Need

The rainforest animal objects or pictures of rainforest animals, paper and pencils, coloured pencils, pictures to cut and paste (for CfE stage 1).

Rainforest

Description

- Discuss food chains with the class and share some examples.
- Have the pupils identify some of the rainforest animals and discuss what they might eat and what might eat them.
- Provide the children with a set of cards identifying all the different animals in a food chain and have them cut and paste them into their own food chain. More able children could draw the animals and label them this differentiates between CfE levels 1 and 2.
- Create a class food chain with all the food chains created to form a display.

Extension

Look further at food chains identifying where plants, insects and the sun come into the cycle.

Web Resources

www.kids.mongabay.com/

www.rainforest-alliance.org/

Rainforest

4.5 Animal Drama

This activity allows the children to use their knowledge of rainforest items and movements to create their own dance.

Learning Intention

We are learning about the animals of the rainforest and how they move.

We are learning to listen to each other and follow instructions.

Task

We will look and listen to the animals of the rainforest and decide what movement we can use to imitate that animal.

Success Criteria

I can identify different animals from the rainforest.

I can take part in the lesson by providing movement ideas

I can move like different animals from the rainforest.

CfE Capacities

Successful Learners: Think creatively

Confident Individuals: Communication within the class, achieve success in different activities.

Responsible Citizens: Understanding risk in activities and working safely.

Effective Contributors: Taking part in communicating in different ways, work in partnership and teams.

CfE Outcomes

I enjoy creating short dance sequences, using travel, turn, jump, gesture, pause and fall, within safe practice. **EXA 1-08a**

Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance.

EXA 0-09a / EXA 1-09a / EXA 2-09a

I am becoming aware of different features of dance and can practise and perform steps, formations and short dance.

EXA 1-10a

When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. **LIT 1-02a**

CFE Level

1

You will Need

Sounds from the rainforest (<http://schools.rainforestsos.org/free-resources/rainforest-multimedia/rainforest-sounds>) and an open space.

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Description

- Share the different animals with the class using either pictures from the internet or the objects, allow children to identify the animals.
- Share the animal sounds with the children which can be found on <http://schools.rainforestsos.org/free-resources/rainforest-multimedia/rainforest-sounds> .
- Through discussion and demonstrations by the children identify how each animal might move.
- Play the sounds and move like the animals.

Extension

Using the movements developed by the children create a rainforest dance.

Web Resources

<http://schools.rainforestsos.org/free-resources/rainforest-multimedia/rainforest-sounds>

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5. Create Your Own Exhibition

This section is designed to help you put on your own exhibition, using the objects in this box, or any objects of your own which you have collected. It comprises an introduction, "Why do we put on Exhibitions?" which you can give to the class, using the powerpoint presentation on the CD. There is then a series of tasks, where the pupils take on the various roles in a museum to complete their own exhibitions. To do this you can divide the class into four groups and divide the objects between them. You may wish to keep similarly themed objects together, or split them up.

Notes for Introductory Powerpoint

Slide 1: title slide

Slide 2: Why do we put on exhibitions?

We put on exhibitions to show people old things, items they would not normally get to see and so that visitors can learn about different topics. For example looking at items from the Victorian days can help you learn about what life was like at this time. Or an exhibition about dinosaurs can help you learn what dinosaurs were like.

Slide 3: Who works at the museum?

- Curator – they are experts in their fields. For example we have curators of natural science, covering everything in the natural world, curators of World Cultures who know all about different cultures around the world and curators of Scotland and Europe.
- Exhibitions Officer – these people are responsible for organising and pulling together exhibitions. They work closely with curators and designers.
- Researcher – these people find and check facts to go into the exhibitions.
- Designers – take the information provided by the curators and researchers and make sure it is displayed properly.
- Marketing Officers – promote the exhibition to the public so that lots of people come to see it.
- Guides – help people as they are visiting the museum.

You will Need

- Introduction to museums and displays powerpoint, from enclosed CD, or downloadable from the National Museums Scotland website, www.nms.ac.uk/museum2go.
- Thick card or cardboard to make the display case (at least 75cm x 50cm)
- Shoe boxes or other smaller boxes to act as stands in display
- Material and coloured paper to cover boxes and make boxes look attractive
- Paper, pencils and pens for writing object cards, story panels and drawing pictures and maps.

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Slide 4 Look closely at this display what can you see in it?

- Objects
- Pictures
- Text – story panels
- Object labels (numbered section at the bottom, each object has a label attached)

Slide 5 For your exhibition how will you find out about the objects?

- By looking at them and sometimes doing tests on them.
- Doing research on the Internet.
- Ask experts.
- Books or other information.

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Activity 1: Become a curator

In this task you become the expert on your objects. You will have to research your object by; looking closely at it, reading the object card and having a good think. Afterwards then you have to make an object label.

An object label is a few lines about your object, usually saying what it is and something interesting about what it was used for or where it was found. This card will sit in front of your object or have a number on it which will match up to a number beside the object on display so that people know where to look to find out what it is.

Remember to be careful with your object – it could be very valuable. Hold it with two hands and always over a table.

Think about: what it is made from? And what it was used for?

Now write an object label

- Use the object card to find out some information about the object.
- Write it by hand
- Keep it short and simple
- Only write the facts

Activity 2: Write a story panel

A Story Panel introduces the theme of your exhibition. Why are you presenting these objects together? What story do these objects tell? Working in your group, do a mind map of what your story panel should include. Then one member of the group can write (or type) it out for display, while the others get on with the next task.

Activity 3: Become a design team

The design team has a few different roles which different members of the team can do in pairs or by themselves.

Illustrator: Draw a picture of your object. Draw a picture of your object being used. If it is incomplete why not draw the rest of it? Was it from a different country? You could draw a map of where it was found.

Case builder: Use thick card or cardboard to build a case. This can sit on top of a table for display and should be open at the front and top so that people can easily see the objects. It must be sturdy enough to protect the objects and attractive to show off the objects at their best.

3D Designer: As a group, arrange your objects in a case. You can use shoe boxes covered with material as stands to make small objects more obvious. Remember to make sure you can see all the objects. You also need to stick up your pictures and story panels, making sure it all looks nice together.

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Activity 4: Become a marketing officer

The Marketing Officer's job is to make sure people know about the exhibition. There are many ways to promote your exhibition.

- Posters
- Leaflets
- Newspaper advertisements
- Internet
- Television
- Invitations

Depending on how much time you have and who you would like to come to the exhibition you can do whichever of these suits best. Make sure everything you create has the following information on it:

- Name of Exhibition
- Brief info about the content
- Date
- Cost
- Location
- Contact details if people have more questions

Now you are all set to welcome people into your exhibition. On the day, your group can take on different roles in your own mini museum. Why not be a curator or tour guide and explain your exhibition to the visitors? Maybe you could be a security guard to protect the precious objects!

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Curriculum Links

Literacy & English

As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes. **LIT 2-04a**

As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate. **LIT 2-05a**

I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. **LIT 2-07a**

Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. **LIT 2-14a**

I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. **LIT 2-24a**

I can convey information, describe events, explain processes or combine ideas in different ways. **LIT 2-28a**

Expressive Arts

Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail. **EXA 2-04a**

I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem. **EXA 2-06a**

I can respond to the work of artists and designers by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others' work. **EXA 2-07a**

Social Studies

I can use primary and secondary sources selectively to research events in the past. **SOC 2-01a**

I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence. **SOC 2-06a**

People in society, economy and business

By experiencing the setting up and running of a business, I can collaborate in making choices relating to the different roles and responsibilities and have evaluated its success. **SOC 2-22a**

Technologies

During practical activities and design challenges, I can estimate and measure using appropriate instruments and units. **TCH 2-13a**

I can use drawing techniques, manually or electronically, to represent objects or ideas, enhancing them using effects such as light, shadow and textures. **TCH 2-15a**

Throughout my learning, I experiment with the use of colour to develop an awareness of the effects and impacts it can have. **TCH 2-15b**

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6 Feedback Form (please photocopy and return)

Please fill in this form to let us know how you got on using the box and send back to:

Museum2Go Rainforest
Learning and Programmes
National Museums Scotland
Chambers Street
Edinburgh
EH1 1JF

0131 247 4041
schools@nms.ac.uk

It is important that we receive a completed form from each group which uses this resource in order to track its condition and record user numbers. Thanks!

Contact Name	Ages and numbers of pupils who used it
Address of Group	
Email	
Telephone	

What did your group enjoy most about this resource? Why?

What did you group enjoy least? Why?

Do you have any suggestions for improvement?

