

Video summary	Before watching the video	During the video
<p>Liz Bonnin introduces a video clip in which Simon Reeve explores deforestation in Paraguay to create arable farmland.</p> <p>Simon Reeves examines the extent of deforestation in Paraguay over the last 50 years and the reasons for it - primarily the change of land use to arable farming and the planting of a single crop: soy. He is shown the unique ecosystem of the Atlantic Forest before explaining how important soy has become to the economy of Paraguay.</p> <p>The film highlights the tension between conserving natural resources and developing the economy.</p>	<p>Using online maps, locate Paraguay and the Atlantic Forest. The Mbaracayú Reserve could also be located to give context to the clip.</p> <p>Discuss with students why they think deforestation happens. Students could make a list to see if any of those causes of deforestation appear in the clip.</p> <p>Introduce key terms such as:</p> <p>Cash crops: Crops that are planted to be sold.</p> <p>Deforestation: The cutting down of trees.</p> <p>Export: Sending goods to another country for sale.</p> <p>Herbicides: A substance that is toxic to plants, it is used to destroy unwanted vegetation.</p> <p>Biofuels: A fuel made from living matter such as plants and algae.</p>	<p>You may wish to stop at relevant points during this short film to pose questions and check understanding or wait until the end. Useful questions might include:</p> <ul style="list-style-type: none"> • What is the crop being grown and what is it used for? • What has happened to the size of the Atlantic Forest? • What types of animals can be found there? • Why is deforestation happening? • What is the problem with herbicides? • Why does Diego think biofuels not as environmentally friendly as they seem?
After watching		
<p>After watching the clip, discuss with students the causes of deforestation they saw in the clip. What reasons were given for deforestation? Did any of the reasons seem fair?</p>		

Split the class into two groups for a debate. Half the class should focus on the growing of soy to develop the economy in Paraguay and the other half should focus on replanting the rainforest to protect it for future generations. Further research will be needed for this activity and it will give students the opportunity to understand the social, economic and environmental impacts of deforestation as well as why some countries allow deforestation to happen.

Students should present their findings to the other half of the class and prepare to stand up for their side of the argument. This could also be completed as a silent debate using large sheets of paper with students writing their arguments onto the paper and replying to the comments of others.

Curriculum notes	Where next?	Links
<p><i>This topic appears in Geography at KS3 (Hydrology) and KS4 / GCSE (Rivers and water) in England, Wales and Northern Ireland and National 4/5 in Scotland.</i></p>	<p>This is a good opportunity to use GIS to explore the extents of deforestation on forests around the world, not just in Paraguay.</p> <p>Students can use satellite imagery to find areas of deforestation and complete further research into why it is happening, for example: cattle ranching or the planting of oil palms.</p>	<p>Tropical rainforests guide: https://www.bbc.co.uk/bitesize/articles/zppthcw</p> <p>Tropical rainforests (GCSE): https://www.bbc.co.uk/bitesize/guides/zx8n39q/revision/1</p>