

Sadiq Public School



Distance Learning for K4

August-September 2020



Sadiq Public School

Do the right, fear no man

Distance Learning

July, 2020

Dear students and parents,

Assalam o aleikum.

Inshallah all of our students and their families are staying home, staying safe, and protecting themselves and their communities in this most unusual situation. We understand as well as anyone how difficult it is to be living in such a situation. If we all follow the government's very simple guidance the situation will improve very soon, as it has in many countries around the world, and our lives can get back to normal.

The Government has announced that Schools will likely be allowed to re-open on September 15th, 2020. Let me be clear – Sadiq Public School is planning for a full school year from September 15th 2020, i.e. with the appropriate number of school days to ensure our students complete their normal syllabuses well in time for their annual examinations without compromising too much on the remainder of our unique, holistic curriculum that includes sports, clubs, and community service – and self-discipline (doing the right thing at the right time).

After a considerable amount of thought and planning, after considering the many factors associated with distance learning including health and safety risks to children of being online for too long and unsupervised, costs of technology/devices/software, and the expected/likely outcomes, we have decided to offer a package of distance learning activities for students to do some school work. These activities are NOT intended to replace in-school, teacher-student learning activities and they are NOT compulsory for students to complete. The team of education experts at Sadiq Public School very strongly believe that education, i.e. meaningful learning, happens best when teachers and students interact, face to face, spontaneously.

This booklet has been prepared by a small team of subject teachers with help from the IT Department's staff. I am very grateful for their efforts!!

We also understand that the Sadiq Public School family is very diverse and what will work well for a K2 student living in Bahawalpur probably will not for a K2 student living in Quetta or a P6 student living in Karachi. This is a self-contained, age-specific package of learning material prepared by SPS teachers for SPS students. You will not need to use the internet and you will not need textbooks or any other material except a normal, lined school notes book (a separate one for each subject) which you will bring back to school when lessons resume. We decided to create an e-booklet so it can be published and distributed to students and parents without needing to be printed and sent by post/courier out of concern for our environment. (There is an interesting hypothesis that the coronavirus outbreak is due to deforestation.)

Everyone's health is the top concern right now. Learning some mathematics right now is less important than protecting your health and your family's health. Not just your physical health, but also your mental health. We understand that these last few and next few months have been and will be difficult. It is very normal for everyone to be feeling worried and anxious. In such times, it is important to recognise your anxiety, understand what is causing it, and learn how to manage it by being kind to yourself, patient with others, eating well, sleeping well, doing some physical activity (there's a whole section about this later in the booklet), and trying to maintain a positive outlook. The virus outbreak will pass. We will all return to our normal lives. Inshallah!

Be happy. Not because everything is good, but because you can see some good in everything.

Yours Sincerely,

Mr Peter Giddens

Principal

Contents

How to achieve academic success at Sadiq Public School

1. English Language
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How to achieve academic success at Sadiq Public School

Our approach to teaching and learning is based on the knowledge that learning only occurs when cognitive effort is generated to the extent that information is made into a long-term memory that can be readily recalled. We use traditional teaching methods informed by current research in education and pedagogical practices.

The Sadiq Public School approach is based on:

1. Teachers impart knowledge and skills using a variety of media - talking/lecturing, written notes and diagrams on a whiteboard, demonstrations, initiating practical activities for students to experience what is being learnt.
2. All lessons are taught on the assumption that as the course unfolds, students are creating their own class notes.
3. Students use one standard textbook for each subject; the book recommended by the School. Students possess and use one lined or gridded copy book per subject, into which class notes are created. (Thinner books with less pages are preferable, to minimise the weight being carried from lesson to lesson. If students require, additional copy books should be used - but always a separate book for separate subjects.
4. A student's class notes are created from a combination of teacher-guided media and student-created media.
5. The class notes should replicate/mirror the course outline and the textbook chapter headings so that students can clearly see that their class notes match the course and the examination.
6. Teachers will show students how to use note-taking/making techniques such as underlining, using different colours, diagrams, lists, boxes, etc.
7. In general, the first half of the copy book is for class notes and the second half, indicated with some form of marker is for practice activities, e.g. homework tasks, the questions at the end of a textbook chapter, etc.
8. Students MUST keep a complete and neatly presented set of class notes. If a student misses a lesson, it is his/her responsibility to add in missed work. This may be done by copying another student's copy book.
9. Frequently, teachers will check students' copy books for completion, neatness, accuracy, etc., and to write personalised / individualised feedback to students.
10. Occasional paper handouts may be trimmed and pasted neatly into a copy book, but this should be kept to a minimum because the act of writing/drawing the class notes into the copy book is the student's first step in learning the material being taught by the teacher. Pasting handouts into copy books teaches students how to use a glue stick and scissors; it does not teach a student anything about the material on the handout.

Writing class notes is the basis of our teaching and learning - but of course this is supported by other experiences such as demonstrations, practical activities, etc.

Examination preparation

In the weeks before examinations, students would typically use the class notes and text book to create a set of study notes by re-writing, often in short-hand/note form, using diagrams and mnemonics etc. Doing this reinforces and consolidates the student's class notes. Students would also complete the questions at the end of each chapter on their own. They would attend lessons and, under the teacher's supervision, complete individual exam questions from past papers, in such a way that the teacher 'unpacks' a question, clarifies the demands of the question, and students and teacher collectively create 'perfect' exam answers - all of which models how a student would take an examination, i.e. read the question, unpack the requirements of the question, clarify key terms/vocabulary in the question, pause, think, plan an answer, and then write an answer.

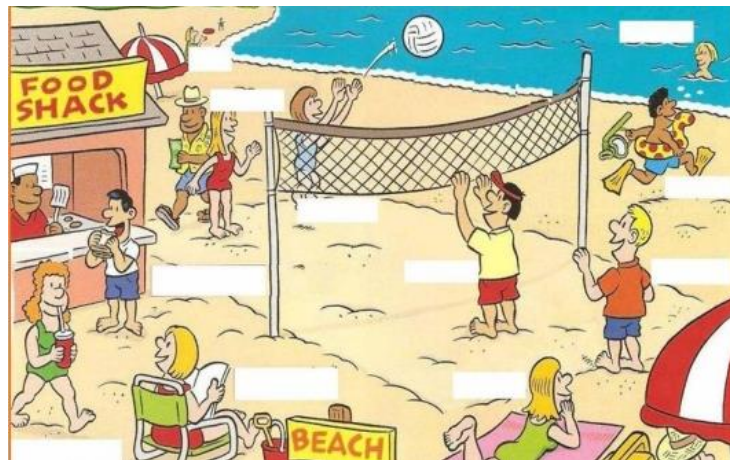
If you can, now is a good time to buy and prepare your notes books for each subject, ready for when you return to school.

You can use these notes books to write your answers/essays/responses to the activities in this booklet.

1. English Language

Creative Writing Tasks:

1. Describe the best gift that you ever received. What made it so special?.
2. Describe what you can do to show your grandparents how much you love them.
3. What five things would you want if you were stranded on an island?
4. Write stories using these starters
 - a. One evening, a wizard came to our door. He waved his wand, cast a spell and turned my dad into a
 - b. The lunch box jumped up and down on the table. There was no doubt that something inside my lunchbox was alive.....
5. Write an essay on the following topics:-
 - a. A great place to go
 - b. A friend in need is a friend indeed!
 - c. Our Earth
 - d. My favourite book
6. Describe these pictures in 3-4 sentences.



Vocabulary Tasks:

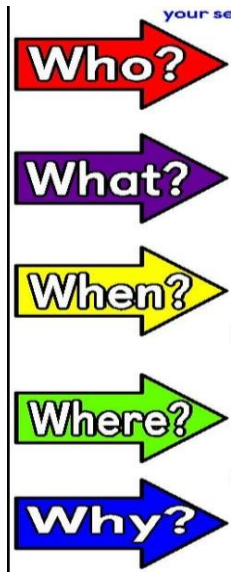
Task 1: Learn the spelling and the meaning of the following words with the help of a dictionary and write sentences using them. You can write sentences that use more than one of the words.

Task 2: Choose 50 words from the given list and write their antonyms (opposites).

impatient	bargain	refused	insisted	temperature	destroy
believe	chocolate	mallet	stared	opinion	hired
anxiously	delicious	hurriedly	wondered	necessarily	needed
adults	incredible	knocked	heaps	intelligent	description
puzzles	wonderful	angry	creeping	stuck	memory
frightened	problem	saucer	adventure	persuasive	expensive
dawn	glass	countryside	compare	invited	unforgettable
experience	cunning	clever	spacesuit	jackal	embarrassed
annoyed	rushed	unimaginable	locally	wanted	amazing
surface	cheaply	peered	unbeatable	greedy	pictures
sandcastle	decided	toddler	children	smiled	avenue
trouble	bottom	holidays	tomorrow	perfect	different
measles	sandwiches	statues	quarantine	understand	castle
arranged	free	enchanted	arrived	stricter	garden
picnic	disappointed	cave	together	magnificent	explore
teacher	meet	thread	spend	breakfast	clue

Grammar Tasks:

1. Design a wall hanging for your new classroom with Punctuation marks and how to use them correctly.
2. Practise an interesting sentence stretching activity by using 5 "w" questions in your notebook. (You should write 10 such sentences at least) (See the next page.)



A boy

A boy ate apples

A boy ate apples in the evening

A boy ate apples in the evening near the lake

A boy ate apples in the evening near the lake because he was hungry.

2. Urdu Language

سرگرمی نمبر 1:

کہانی نویسی

1- 'شیر اور چوہا' کے عنوان پر کہانی مکمل کریں۔



ایک دفعہ کا ذکر ہے کہ ایک اپنی کے باہر مزے کی سو رہا تھا کہیں سے ایک کھیلتا کودتا اس پر گیا شیر کی کھل گئی تو اس نے غصے سے چوہے کو اپنے کے نیچے دبا لیا اور دھمکی دی کہ وہ اسے کھا جائے گا۔ چوہے نے مانگی اور کبھی اس کی نیکی کا بدلہ دینے کا کیا۔ شیر نے اس کی بات سن کر حیرت سے اسے دیکھا اور اسے چھوڑ دیا۔ اتفاق سے کچھ عرصے بعد شیر ایک کے جال میں پھنس گیا۔ چوہے کا وہاں سے ہوا۔ شیر کو جال میں پھنسا دیکھ کر چوہے نے اپنے تیز دانتوں سے کاٹ دیا۔ شیر آزاد ہو گیا تو اس نے چوہے کا بہت ادا کیا۔

کہانی کا نتیجہ:

2 - 'فاختہ اور چیونٹی' کے عنوان پر کہانی مکمل کریں۔



ایک دن چیونٹی دریا کے کنارے پانی پی تھی۔ پاس ہی پر ایک فاختہ بیٹھی تھی۔ اچانک چیونٹی پانی میں گئی۔ اسنے کے لیے فاختہ کو پکارا۔ فاختہ نے ایک ندی میں پھینکا۔ چیونٹی پتے پر بیٹھ کر کنارے تک آگئی۔ اگلے دن ایک شکاری جنگل میں آیا۔ اس نے فاختہ کا کرنے کے

لئے نشانہ باندھا چیونٹی یہ سب رہی تھی اس نے شکاری کے پاؤں پر لیا۔ شکاری کا نشانہ گیا اور فاختر کی جان گئی تب سے چیونٹی اور فاختر دوست ہیں۔

نتیجہ:

سرگرمی نمبر 2:

مندرجہ ذیل الفاظ کے جملے لکھیں۔

احسان عزت حفاظت عبادت سلام جشن آزادی قدرت زندگی محنت آسمان ڈر خاموش چاند دستک کام وردی مقابلہ آبادی
زمین محبت پنجاب ادب امانت اندھیرے معافی

سرگرمی نمبر 4:

دنیے گنیے بے ترتیب حروف کو ترتیب دے کر الفاظ بنائیں۔

ر-ع-ب ا-ل-س
ل-ا-ج س-ر-ف
ش-ا-ت-ل د-س-پ-ن
ک-ا-ش-ی-ر ع-و-د-ہ
ن-ا-س-ح-ا کھ-ن-آ

سرگرمی نمبر 5:

دنیے الفاظ کے ہم آواز الفاظ لکھیں۔

بات
اب
شام
جال
غار
تاج
شان

3. Mathematics

Note: Attempt these tasks carefully.

Task 1: Complete the multiplication squares.

×	10	6	7	9
9	90	54		
8	80			
7				
6				

×	7	9	6	10
8				
7				
10				
9				

Task 2: Which is the best array for this value? $2 \times 8 =$ _____



Task 3: The answer of this expression $(6 \times 5) + (6 \times 2) =$ _____ is?

- a) 30 b) 12 c) 42

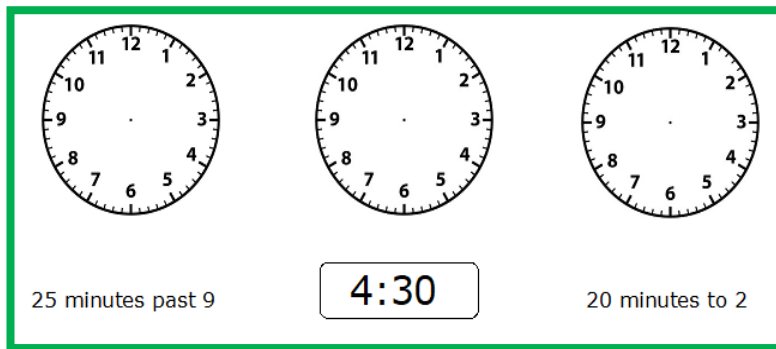
Task 4: What is the next number in sequence 15, 12, 9, 6, ____?

- a) 2 b) 3 c) 8

Task 5: Which set of numbers correctly shows all the multiples of 8?

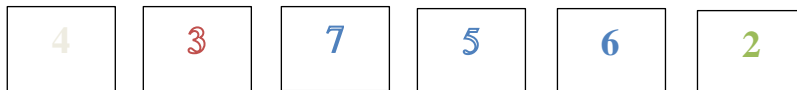
- a) 16, 24, 32 b) 12, 16, 20 c) 8, 12, 16

Task 6: Draw the minute and hour hand to show the following times.



Task 7: Ahmad has a few flash cards; he wants to make one even and one odd number.

Help him to make a 3 digit even and a four digit odd number.



- a) 3-digit even number b) 4-digit odd number:

Task 8: Write down how each number can be partitioned.

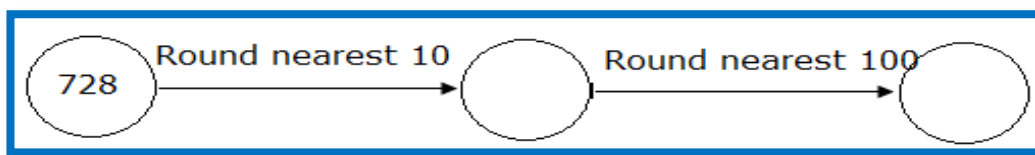
a) Four thousand eight hundred sixty seven

+ + +

b)

+ + +

Task 9: Complete the chain.



Task 10: Fill in the blanks of the following crossword puzzle.

64	÷	□	=	8	□	÷	□	+	2	=	27
÷	□				÷	□					
□	÷	□	=	2	□	÷	2	=	□		
=	□				=	□					
32	□		÷	□	=	9	□		=	□	
□											
□											
□											
□											

Task 11: A baker is baking muffins. Each tray has space for 8 muffins. The baker baked 76 muffins. How many full trays will he have?

Task 12: Write down 3 odd numbers that add up to 19?

Task 13: There are 52 people waiting to sit on a roller coaster ride. One car can take 6 people. How many cars will be needed to take all the people on the ride?

Task 14: Write these times using A.M. and P.M.

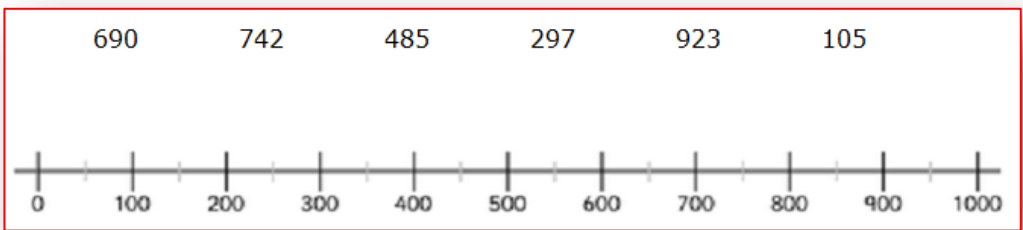
- a- 25 minutes past 8 in the morning
- b- Quarter past 10 at night
- c- Half past 6 in the morning
- d- 20 minutes to 1 in the afternoon
- e- 10 minutes past 7 in the evening

8:25 A.M.

Task 15: A zoo has two tigers, Zainab and Junaid. Zainab's weight is 345 pounds and Junaid's weight is 279 pounds. How much do Zainab and Junaid weigh in total?



Task 16: Mark the numbers in the correct order on the number line.



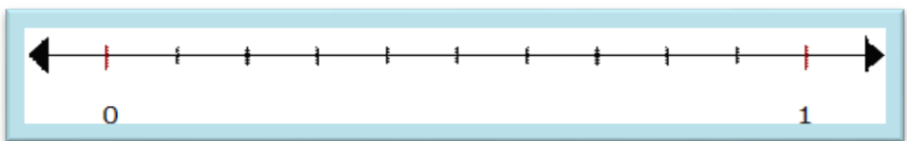
Task 17: Solve the following questions.

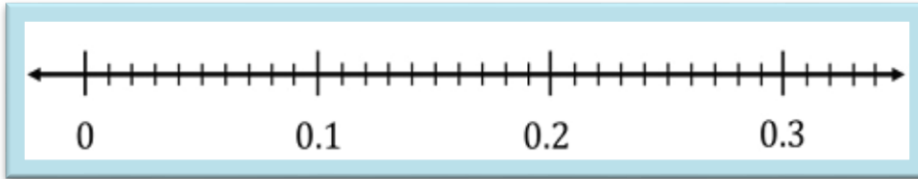
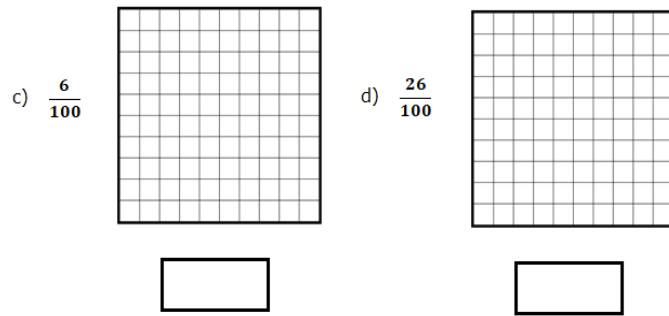
a) $456819 + 341270$ b) $752176 + 218315$ c) $320018 + 56884$ d) $991850 + 20311$ e) $751090 + 1635$	a) $25846 - 1202$ b) $58764 - 21703$ c) $37510 - 13881$ d) $70800 - 1478$ e) $989001 - 97500$	a) 148×20 b) 423×36 c) 110×41 d) 655×82 e) 452×90	a) $864 \div 2$ b) $288 \div 8$ c) $385 \div 6$ d) $4740 \div 5$ e) $18348 \div 4$
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Task 18: Shade each fraction and write it as decimal then mark it on the number- line.

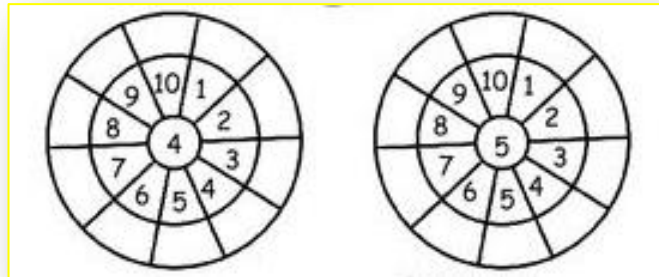
a) $\frac{8}{10}$

b) $\frac{3}{10}$



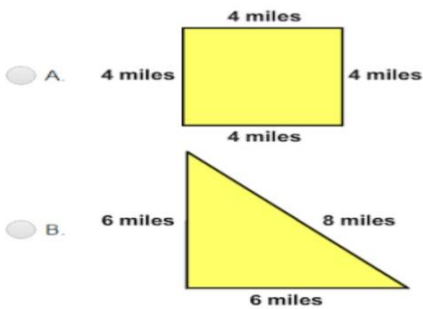


Task 19: Complete the multiplication targets.



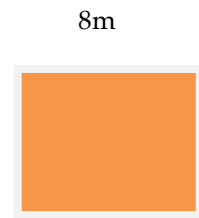
Task 20: Learn 2-times table to 12-times table.

Task 21: Out of the given figures, which one has the lesser perimeter?

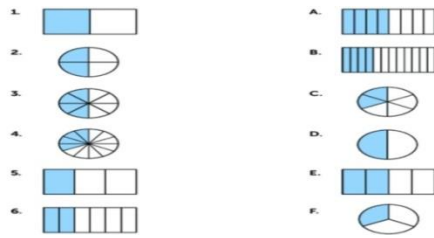


Task 22: How do you measure the area of this square?

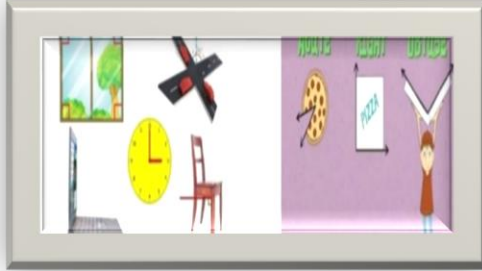
- a) $8m + 8m$ c) $8m + 8m + 8m + 8m$
 b) $8m \times 8m$ d) $8m \times 2$



Task 23: Draw a line to match the equivalent fractions.



Task 24: Make a list of real life objects showing different angles from your surroundings.



Task 25: Make a model of place value chart as shown and show a number 86431.



Task 26: How many right angles are there **inside** this shape?



4. Islamiat

- Recite and learn Allah's names by heart from 1 to 50.
- Recite and learn by heart the following surahs
 1. Surah Al-Qadr
 2. Surah Kafiron
- Recite and learn all Kalimas.

Written task:

- What is zakat?
- In what ways "Zakat" helps the poor and needy. Give two examples.



- What are the names of 4 famous angels and what are the important tasks assigned by Allah to them?
- Write names of any ten companions (Sahaba Karam) of the Holy Prophet (S.A.W).

5. Pakistan Studies

Task 1: Find out the meaning of the following terms from dictionary and write down in your booklet.

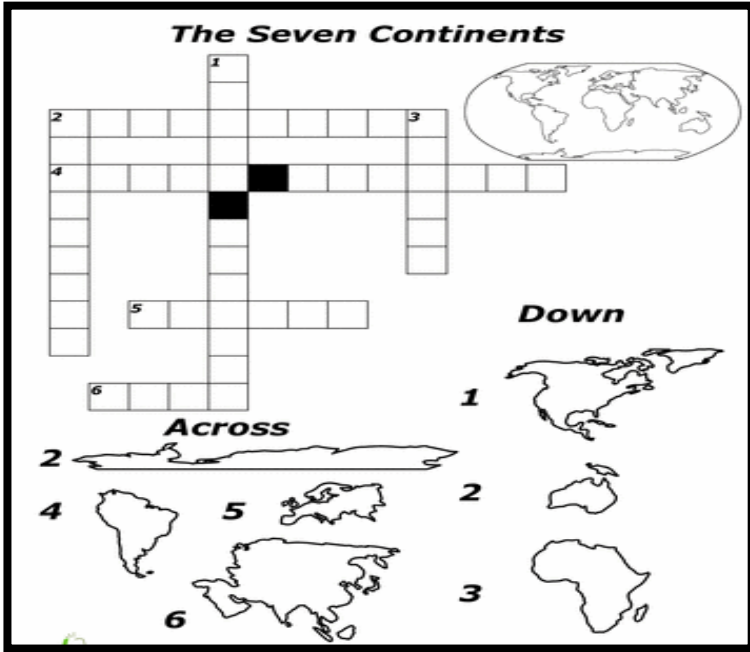
galaxy	satellite	planet	astronaut	Equator
continent	ocean	climate	weather	Border
landforms	longitude	latitude	civilisation	culture
population	census	Folk music	architecture	constitution

Task 2: Draw or paste a diagram of Solar System in your scrap book. Write a paragraph on it. Write two sentences about each planet of the Solar System.



Task 3: Draw (with a pencil & paper) a map of Pakistan – and on it, include as many as possible geographical features (in their correct places), e.g. Nanga Parbat, K2, Cholistan Desert, Karachi, Islamabad, Taxila, Indus River, Lake Khanpur, Mangla Dam, Tharparkar Desert...

Task 4: Complete the Continents crossword on the next page.



Task 5: Draw or paste pictures of all the seasons in Pakistan. Write a short paragraph about each season including basic information such as what does the weather feel like in that season and in which months does the season occur?



Task 6: Draw a map of your house.

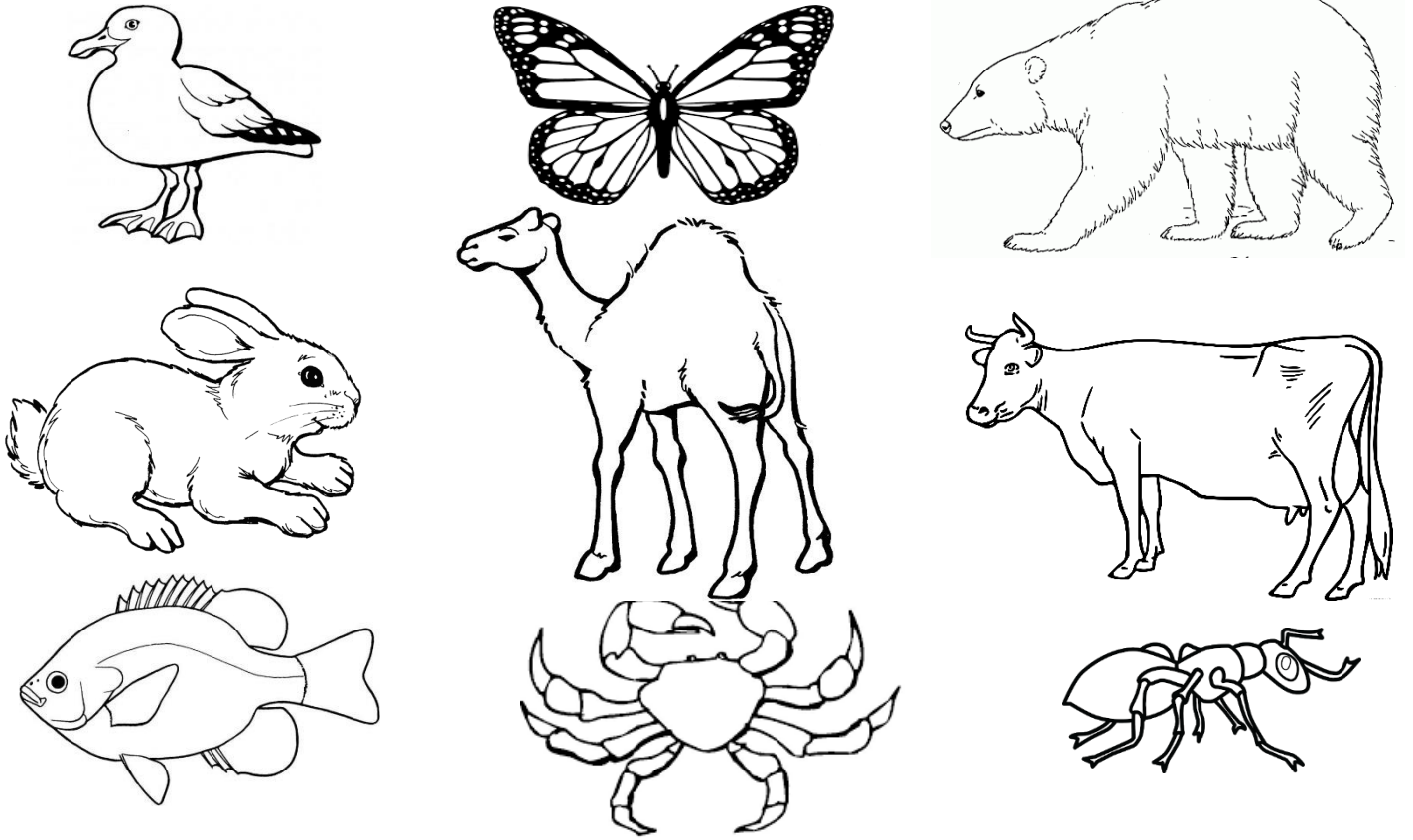
Task 7: Write a paragraph about the national flag of Pakistan and draw the flag of Pakistan and its neighbouring countries i.e. China, Afghanistan, Iran, and India.



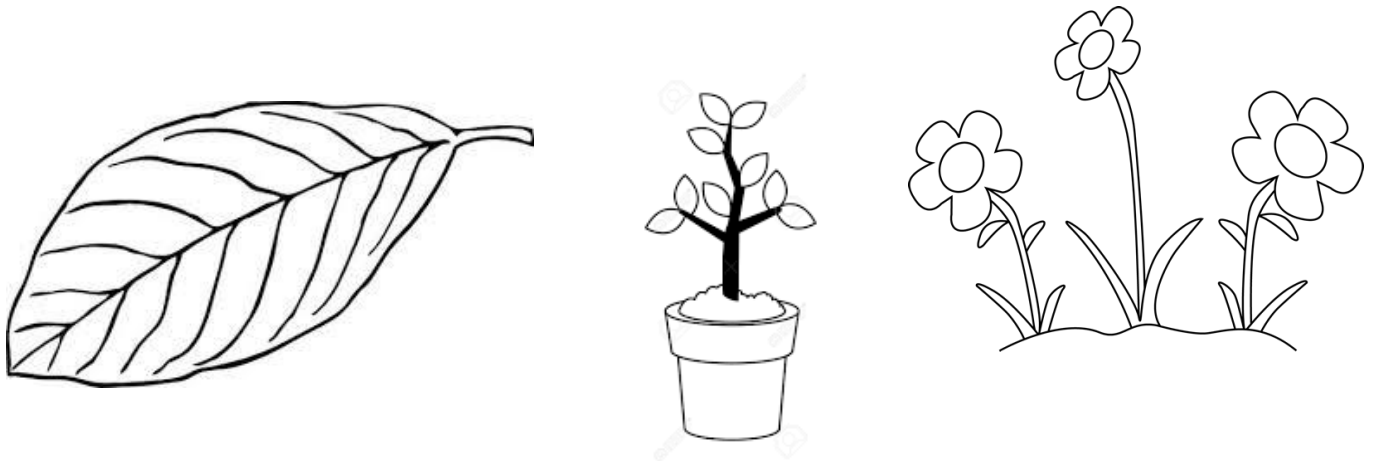
Task 8: Collect information about Pakistani culture and design a booklet containing rich information about people, languages spoken in Pakistan, national heroes, sports, poets, musical instruments, folk music, architecture, currency, landforms, famous places and national cuisines.

6. Science

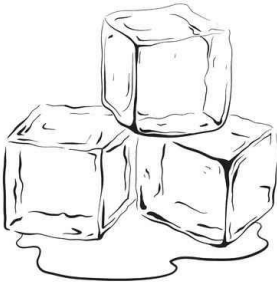
Task 1: A habitat is a place in the environment where an animal or plant lives. Draw or paste the pictures of the following animals and describe their habitats.



Task 2: Paste pictures of different types of plants, leaves and flowers found in your garden in your book.

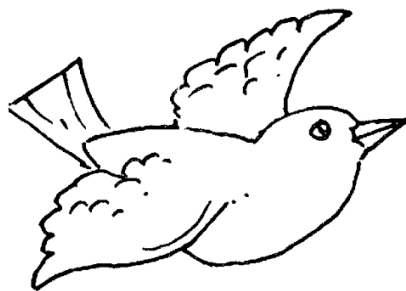
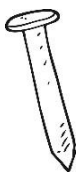
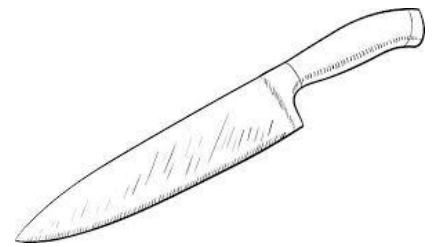
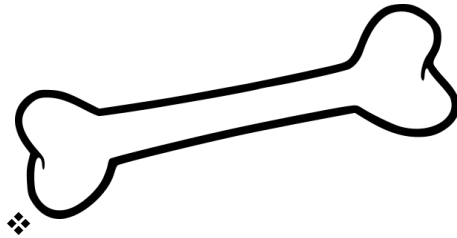


Task 3: Describe what you see in each of the three pictures. How are the pictures similar and how are they different?

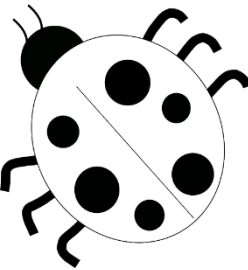
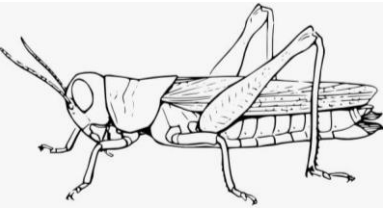

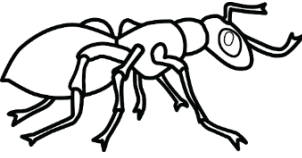


Task 4: Design a poster to show how the human activities lead to water pollution.

Task 5: A magnet is a piece of metal that can pull certain types of metal towards itself. The force of magnets, called magnetism, is a basic force of nature, like electricity and gravity. Identify which of these objects are magnetic and non-magnetic. Draw and colour pictures of magnetic and non-magnetic materials found at your home in your scrapbook.



Task 6: See these insects.

			
<p>ladybird</p>	<p>grasshopper</p>	<p>butterfly</p>	<p>ant</p>

- What do all these insects have in common?
- How are these insects different from one another?

Task 7: Write the following words in your book and explain what they mean. You should use an example.

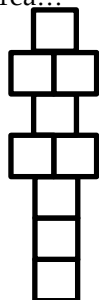
- heat
- cool
- dissolve
- not dissolve
- melt
- evaporate

Task 8: Draw or paste different animals with no skeleton and animals with an internal skeleton found in different regions in a scrapbook.

7. Sports

Sadiq Public School's curriculum is more than just academic subjects. This is one of the main ways that Sadiq Public School is so unique. We aim for all students to learn the value of team sports sportsmanship and good health through regular physical activity. You can learn some of these even while at home.

1. Choose 2-3 physical exercises and practice doing these every day. It may be press ups, step ups (walking up and down 3-4 stairs repeatedly), star-jumps, squats... You should do 2-3 of these every day for about 30 minutes every day. Early in the morning is probably better. You are aiming to make it a daily habit that you will still be doing when you're 50 years old. You can challenge yourself to do more each day or more in the 30 minute session. You can challenge your parents (but remember that they're very old and so be gentle with them).
2. Think of a skill-based physical activity that involves some coordination, such as juggling three balls or skipping rope. Now teach yourself how to do this. And when you're proficient, teach someone else. Why? Doing these things occupies your brain and that means you're not thinking about other things - so these activities become a good way to relax, distract your brain from things that are causing you stress (like exams!)
3. Ball games are good for reducing stress, and sneakily using up energy and so keeping you fit and healthy and helping you to sleep properly. If you have brothers and sisters at home you can ball games like mini-cricket, catching & throwing, bouncing a ball against a wall and catching it (who knows you may be selected as wicket-keeper for the 1st XI).
4. Hop-sotch. You might have to ask your parents how to play this. With chalk, draw a grid of 9 squares on a paved area...



Stand at the bottom of the grid. Each square has a number 1-9 in it (I can't draw the number with my computer, but you can with chalk.) Use a small stone and slide it first to the 1st square. Hopping, jump over the square with the stone in it, continue hopping up the grid in the correct order, turn around, hop back to the 2 square, bend down and pick up the stone (you're not to put your other foot on the ground otherwise it's too easy), and then back to the start. If you succeed, now slide the stone to the 2 square and hop away, and back, bend down pick up the stone, hop to the start... etc. If you miss the square with your stone, or you put your non-hopping foot down your turn has ended and the next player starts. Yes, parents can play too, but not your neighbours or your cousins who live in Lahore because they're staying home and staying safe. If you don't like my rules, make your own. But once you make the rules, no cheating.

8. Community service

Community service simply means serving our community – doing something to help the community. In the current situation we can all serve our community by staying at home / staying away from other people and washing our hands frequently with soap because when we do this we stop the virus being passed from one person to another. If we all do this, our whole community will be helped.

You can help the whole world's community by doing what you can to reduce plastic waste. You can do this by refusing plastic bags at shops. Make your own paper bags at home and take these to the shops and so not use plastic bags. Buy less (or even none) products that have plastic packaging. Glass can be recycled and so that's fine.

Bury biodegradable waste in your garden rather than send it by rubbish truck to a dump somewhere. Fruit, vegetable scraps, leftover food etc. will rot in your garden and so quickly convert back into soil and return nutrients to plants. Paper waste will do the same.

Turn off lights and other electricity-users when not needed and do not let water taps run needlessly.

Look for ways to help others. Practise saying, 'can I help you?' with family members and then helping will become part of who you are.

There is an interesting theory that the virus that has caused this current situation was passed to humans because animal habitats, especially forests, are being destroyed. Destroying forests, whether for the timber, for clearing land to use for agriculture, or simply to burn the wood as fuel, is called deforestation and it is the main cause of climate change. The next few pages will help you learn more about deforestation and its very bad effects on the planet and human life.

THERE IS ONLY ONE PLANET EARTH



Lesson 2. Deforestation

Deforestation is the removal of forest from land which is then converted to agricultural or urban use. Most deforestation occurs in tropical rainforests such as the Amazon Rainforest.

Between 2000 and 2012, about 890,000 square miles of forests around the world were cut down. Only about 2.4 million square miles of the Earth's original 6 million square miles of forest remains. An area about size of a football field is cleared from the Amazon rainforest every minute for agriculture.

Deforestation is a significant contributor to global warming because it is responsible for about 20% of all greenhouse gas emissions.

According to the UN's Food and Agriculture Organization, almost 80% of all deforestation is driven by agriculture. The UN Framework Convention on Climate Change says the primary cause of deforestation is agriculture.

Subsistence farming is responsible for almost half of all deforestation (48%), with commercial agriculture (32%; logging (14%), and fuel wood (5%) the other causes.

The EU is a major importer of agricultural products, such as palm oil, soy, and cocoa, products commonly associated with agricultural land that was recently forested land. EU countries are keen to reduce the impact of their commercial activities on forests and deforestation. France's government, for example, announced it will 'encourage every actor (producers, businesses, investors, and consumers), to change their practices in order to reduce deforestation.' The French government passed a law stating that palm oil is not considered a biofuel.

In 2008, the EU agreed to stop global forest cover loss by 2030. The UN declared a Sustainable Development Goal of ending deforestation by 2030.

Which countries are worst affected by deforestation?

South & Central America

Large areas of Brazil's share of the Amazon rainforest is being destroyed by illegal logging, exacerbated by government corruption. Deforestation in Peru's share of the Amazon rainforest is due to illegal logging and clearing forests for use as agricultural land. Bolivia's large soya industry and cattle-ranching are the country's main causes of deforestation and the Bolivian government is unlikely to risk the country's food security. Mexico's avocado industry is responsible for the loss of tropical and pine forests.

Asia Pacific

Indonesia's palm oil industry has driven destruction of its rainforest and also its wetlands, with more than 5000 square miles cut down annually to supply palm oil. More than 2000 square miles of Russia's vast forests are lost to wildfires annually. Logging and the palm oil industry account for about 1000 square miles of trees lost in Papua New Guinea annually.

Africa

In Sudan, about 500 square miles of trees are cut down every year to be used as household cooking fuel and heating, and for commercial production of steam-generated electricity. Just 6% of Nigeria's original forests remain because of trees being cut for household cooking fuel and heating.

While these countries are where deforestation is occurring the most, all countries are affected by deforestation because it is a significant factor in global warming and therefore climate change.

Activities

1. Write the following words into your book and then write an explanation of the word.

deforestation
 agricultural
 rainforest
 greenhouse gas
 primary cause
 subsistence farming
 logging
 fuel wood
 palm oil
 sustainable
 corruption
 food security

2. Explain why deforestation is a problem for our environment.

3. Explain which countries/regions are most affected by deforestation.

4. Describe the main causes of deforestation.

5. Research: Explain how cutting a tree down contributes to green house gas emissions and therefore global warming.

6. Create: Write a letter to Bolivia's President asking for Bolivia's government to please stop deforestation.

7. Critical thinking: Describe how might you check this article to be sure it is accurate.

8. Reflect: List at least three things you learnt about deforestation from this material.

9. List 3 questions related to information in this article to which you would like answers. Describe how could you find the answers to your questions and how you can be sure they are accurate.



THERE IS ONLY ONE PLANET EARTH

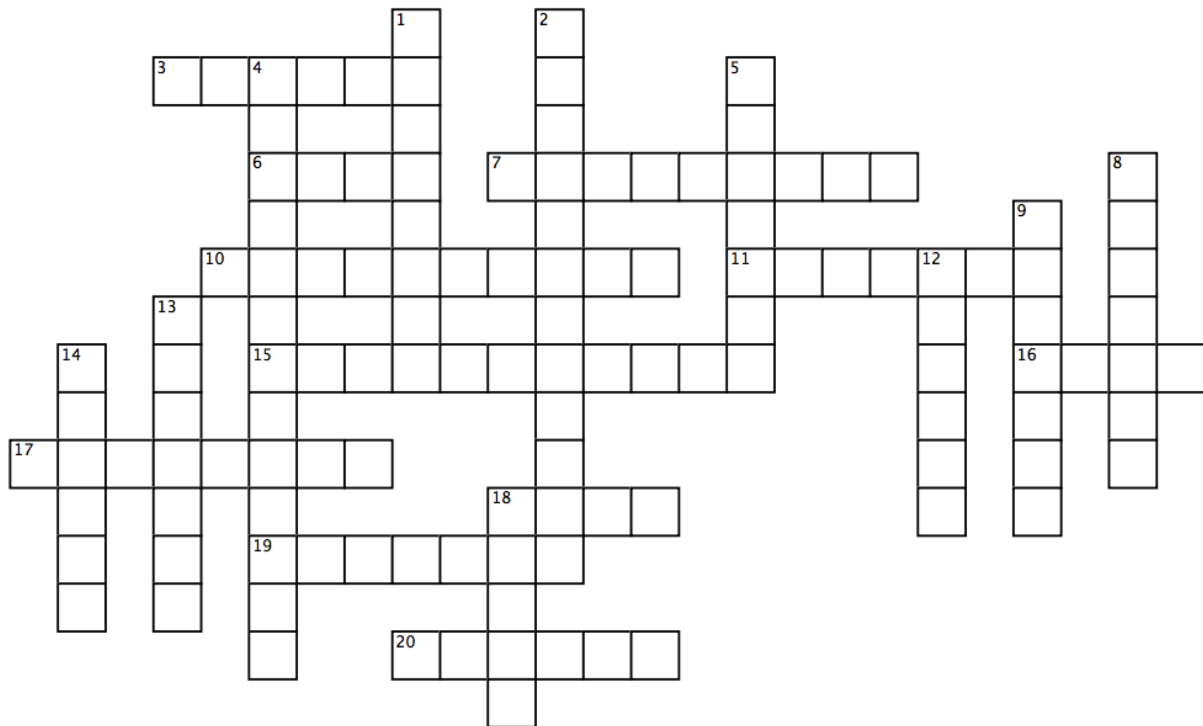
What can I do?

1. Learn more about the forests near where you live. Learn what plants and animals live in the forest. When you know about a forest, you will be more inclined to take care of it.
2. Ask your friends to visit a forest so they can learn about it. Is there anything you and your friends can do? Gathering plastic trash from the forest, for example.
3. Palm oil, soy, beef, and cocoa are the main agricultural products that are responsible for global deforestation. Use the internet to find out what products these ingredients are used to make, for example palm oil is used in the production of some low-quality chocolate and soap. Find out which companies use it and stop buying their products.
4. Write to the companies that use these products and tell them you have stopped buying their products because they are major causes of deforestation.
5. Use your social media accounts to tell your friends about deforestation, what its effects are, what causes it, and what they can do to help.
6. Send emails to government officials and tell them you do not want your country contributing to deforestation by buying these products.
7. Find a local organization that plants trees and help.
8. Grow seedlings and when they are big enough, plant them around your neighborhood. Encourage your teachers to start a program in your school in which students grow seedlings and plant them in an area that needs trees.



Deforestation 1

Answer the crossword using information from the article.



Across

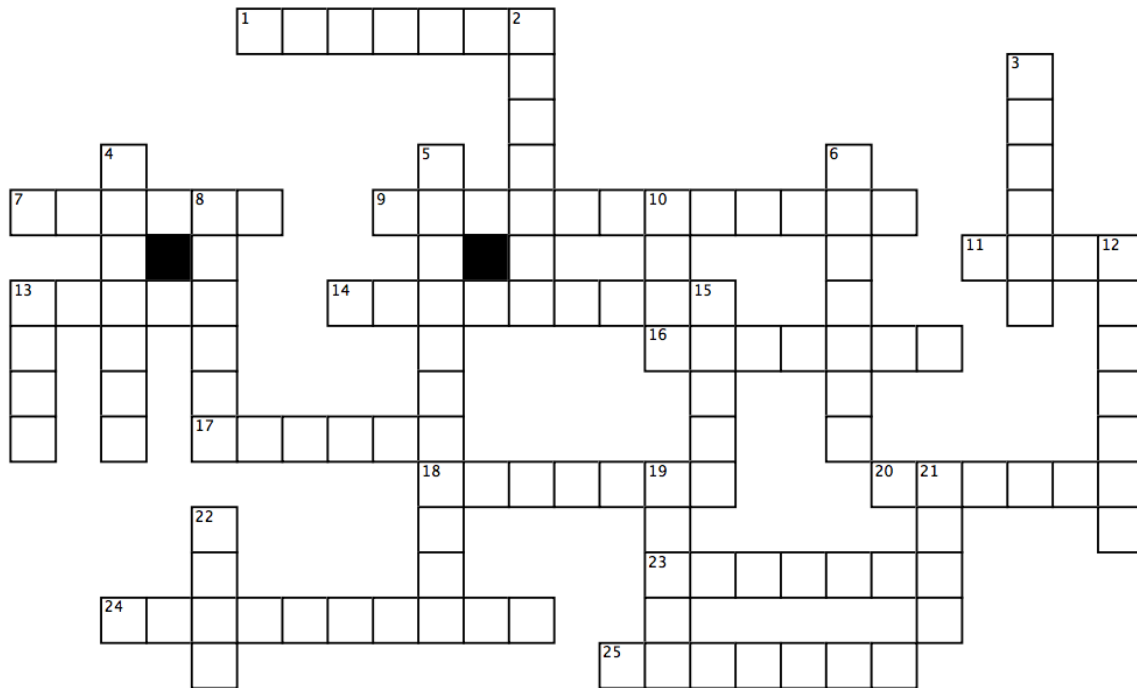
3. France’s government announced it will ‘encourage every actor (producers, businesses, investors, and consumers), to change their practices in order to _____ deforestation.’
6. In Sudan, trees are cut down to be used as household cooking _____ and heating, and for commercial production of steam-generated electricity.
7. More than 2000 square miles of Russia’s vast forests are lost to _____ annually.
10. Deforestation is responsible for about 20% of all _____ gas emissions.
11. Mexico’s _____ industry is responsible for the loss of tropical and pine forests.
15. _____ farming is responsible for almost half of all deforestation.
16. The UN declared a Sustainable Development _____ of ending deforestation by 2030.
17. An area about size of a _____ field is cleared from the Amazon rainforest every minute for agriculture.
18. The French government passed a law stating that _____ oil is not considered a biofuel.
19. Deforestation in Peru’s share of the Amazon rainforest is due to _____ logging and clearing forests for use as agricultural land.
20. Only about 2.4 million _____ miles of the Earth’s original 6 million _____ miles of forest remains.

Down

1. Indonesia’s palm oil industry has driven destruction of its rainforest and also its _____.
2. The EU is a major importer of _____ products, such as palm oil, soy, and cocoa.
4. _____ is the removal of forest from land which is then converted to agricultural or urban use.
5. All countries are affected by deforestation because it is a significant factor in global warming and therefore _____ change.
8. The _____ cause of deforestation is agriculture.
9. Large areas of Brazil’s share of the Amazon rainforest is being destroyed by illegal _____, exacerbated by government corruption.
12. Most deforestation occurs in tropical rainforests such as the _____ Rainforest.
13. Just 6% of Nigeria’s original forests remain because of trees being cut for household cooking fuel and _____.
14. Deforestation is a significant contributor to _____ warming.
18. Logging and the palm oil industry account for about 1000 square miles of trees lost in _____ New Guinea annually.

THERE IS ONLY ONE PLANET EARTH

Deforestation 2



Across

1. 80% of all land _____ and plants live in forests.
7. Forests absorb greenhouse gases that would otherwise fuel _____ warming.
9. Deforestation occurs because people clear forested land to make space for _____ activities such as cattle ranching.
11. Forests keep the _____ moist by blocking the sun and inhibiting evaporation.
13. Cutting down _____ releases carbon dioxide into the atmosphere.
14. Deforestation of tropical rainforests adds more carbon dioxide to the atmosphere than all cars' and trucks' _____.
16. Forests absorb carbon _____ and release oxygen.
17. _____ has the largest area of land deforested.
18. Most deforestation occurs in rainforests which are concentrated in the _____.
20. Deforestation results in more than 1.5 billion tons of _____ dioxide being released into the atmosphere every year.
23. Forests absorb and store carbon, so that when trees are cut down, the carbon is released into the atmosphere contributing to the greenhouse effect which causes global warming which causes _____ change.
24. If the current rate of deforestation continues, 100 years from now there will be no more _____.
25. Deforestation occurs because people take wood for household fuel and _____.

Down

2. Forests are home to millions of plant and animal _____.
3. The _____ rainforest is one of the Earth's most threatened forests.
4. _____ are one the main natural factors that regulate and determine the Earth's climate.
5. _____ is one of the most significant causes of deforestation.
6. Deforestation is the main cause of global _____ and therefore climate change.
8. Deforestation has a double effect: it releases carbon dioxide and there are less trees to _____ carbon dioxide.
10. Forests cover a large proportion of the world's _____ area, but large areas of forest are being lost each year.
12. Deforestation is caused by household fuel burning, agriculture, and unsustainable _____.
13. Deforestation is the loss of _____ cover, due to forests being cleared.
15. Forests are called 'carbon _____' because they trap or hold carbon.
19. Forests play a significant role in the water _____ by releasing water vapor into the atmosphere.
21. Although Brazil has lost the largest _____ of forest, Comoros has lost 50% of its forests.
22. Forests prevent _____ erosion.

