**GOING, GOING, ...**

**IN BRIEF**
By marking a graphic model of rain forest loss, students will be able to represent the extent and rate of rain forest destruction.

**MATERIALS**
- Clock with second hand
- Colored pencils or transparent markers—1 set per group of four students
- Disappearing Rain Forest—1 copy per group of four students—See page 18
- Marker (dark)—1 per group of four students
- Rain forest sounds audiocassette (optional)—See Bibliography, page 34

**BACKGROUND**
Estimates of the number of acres of rain forest destroyed each year are usually given in thousands of acres, or in terms like “an area the size of Nebraska.” This activity makes abstract descriptions like these more concrete.

**DIRECTIONS**
1. Give each group of students a copy of Disappearing Rain Forest and explain that it represents only a part of the world’s remaining rain forests. Tell them that each square represents one acre. Distribute colored pencils or markers to each group and instruct them to color in the plants and animals in their individual picture with light, transparent colors that allow the grid squares to show through.

2. Explain that some organizations estimate that at least 50 acres of rain forest, about 50 football fields, is destroyed every minute. Explain that each group will have one minute to eliminate 50 squares with a marker. Suggest that they plan a basic strategy before starting.

3. Play rain forest sounds from an audiocassette tape as background (optional). Direct students to begin marking any 50 squares when you tell them to start.

4. Pass out the dark-colored markers and give the signal to begin blocking out any 50 squares for 60 seconds. Repeat the procedure five times. You may wish to gradually turn down the volume as you proceed. At the end of this activity 1/3 of the sheet should be filled.

5. Direct students to display all of the sheets together and discuss how this activity models ongoing rain forest destruction. Include these points:
   a. the rate is the same;
   b. the destruction continues after the activity is over;
   c. destroying one part affects other parts.
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TAKING IT FURTHER

1. If 50 squares on this graphic represent 50 acres, how many sheets would you need to represent the original eight million acres of rain forest? How long would it take to destroy the remaining four million acres of rain forest if they are destroyed at the same rate?

2. Most animals in tropical rain forests need large areas of undisturbed rain forest to survive. Leaving a large number of small areas does not work as well, even if the acreage is the same. Take a sheet of plain graph paper and pretend it represents an overhead view of a rain forest, like you would see on a map. What do you think is the best strategy for cutting out 50 acres of rain forest at a time if you want to have the least impact on these animals? How would connecting corridors help?
DISAPPEARING RAIN FOREST