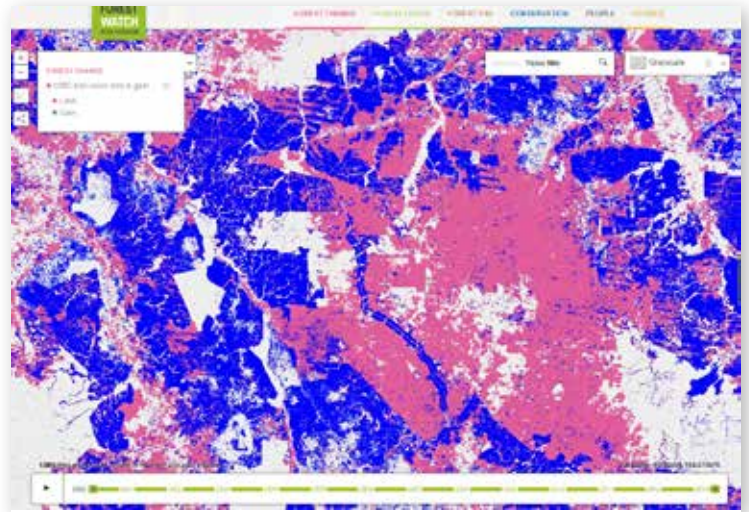


EXPLAIN: 60 MINUTES

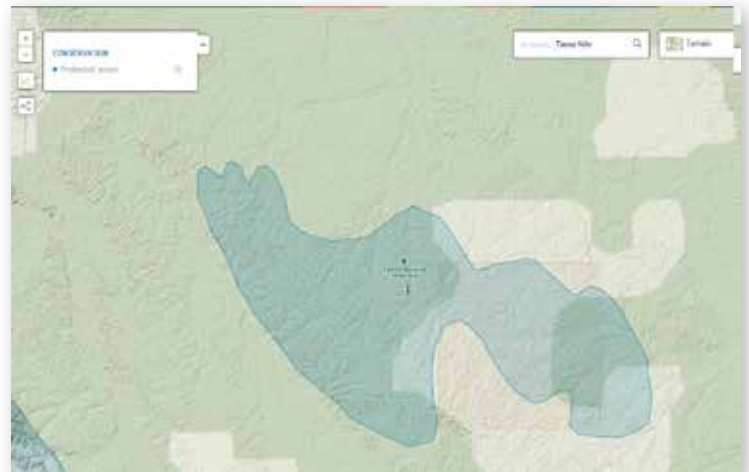
PART 1: 15 MINUTES

1. Distribute or post the Indonesian maps from page 12. We are going to focus on Tesso Nilo National Park, one of the areas Harrison Ford focused on during his work in Indonesia.
2. Explain to students that we are going to use Global Forest Watch, GFW to look more closely at Tesso Nilo National Park. Have them follow these directions:
 - a. Click on “Map” from the tabs across the top.
 - b. In the search box, in the upper right, type “Tesso Nilo” and click enter.
 - c. When your map locates Tesso Nilo it will automatically show Tree Cover Loss & Gain for Tesso Nilo and surrounding areas from 2000-2013.
 - d. Click the play icon across the bottom to show tree loss over the last 12 years. Ask: What can you observe about tree cover over the last 12 years?



PART 2: 45 MINUTES

- a. In the upper right have students change from “Gray Scale” to “Terrain”. Next click on “Forest Change”. Click “None”
- b. Click “Conservation” and choose “Protected”. Now students will see all of Tesso Nilo National Park. (If needed, use the plus and minus buttons to the left to zoom out if they do not see the park in its entirety.)
- c. Now have students go to “Forest Use” and click “Oil Palm”. Ask: What observations can you make about this image that includes both the protected boundaries of Tesso Nilo and the location of oil palm plantations? Students will notice there is some overlap and this should cause concern.
- d. Provide this information to students. This plantation that overlaps into the protected boundaries of Tesso Nilo National Park are owned by Wilmar. Wilmar is Asia’s leading agribusiness and controls 45% of the global production of and trade in oil palm. Wilmar also supplies that oil palm to Unilever in the U.S., which is the largest consumer of oil palm in the world.
- e. Have students go to the Unilever website, <http://www.unileverusa.com/>. Hover over “Brands In Action” across the top and click on “View Brands”. Have students count how many brands they have used or eaten either in the past or are currently in their homes.



f. Now hover over “Sustainable Living” across the top and click on “Sustainable Sourcing”. Students need to read the following sections:

- 1st text box on the page
- Our Perspective
- Our Sustainable Agriculture Code
- Sustainable Palm Oil
- Future Challenges (Side bar on the right)

g. Now have students go back to the Global Forest Watch site as we bring this to a close. If students have closed the page have them open it back up.

- Go to: Maps
- Search: Tesso Nilo
- Go to “Forest Change” and click “None”
- Go to “Conservation” and click “Protected”



This is where you want students to pick up. Have them go to “Forest Change” and click on the “i” next to “FORMA” so they remember what it means, detects areas where tree cover loss is likely to have recently occurred. Now have students choose the “FORMA” layer. Ask: What did you observe? What does this mean? Remind students this data reflects 2006 to 2014.

h. Have a discussion with the class. What are our options as consumers? What are our options as citizens, based on what we have learned from our analysis? Keep a flip chart of ideas or type them up on the SMART Board. Encourage students to follow through with their actions as long as they are safe and appropriate. We went to encourage responsible consumerism and citizenship. Although some students may be angry, provide positive channels for that anger or frustration. For example, students could contact Unilever for a more detailed explanation to their questions. Another avenue to channel frustration is by using our pocket book to voice our concerns.

