



### What's going on this week?

Brazil's indigenous people came together at COP26 earlier this month to share their message, that the world needs their expertise in protecting the Amazon rainforest. They have said they face increasing threats from loggers and miners. Their way of life is being threatened and huge areas of forest are being destroyed. It's thought that indigenous leaders in Latin America and the Caribbean protect around an eighth of all the carbon stored by tropical rainforests across the world.

#### Main question:

**Is the world a better place when we live a more natural life?**

#### Listen, think, share

- Look at this week's poster and talk about what we can see. Explain that the people in the poster are the Munduruku, an indigenous people who live in parts of Brazil. Most live entirely off the forests, savannas and rivers by a mixture of hunting, gathering and fishing. Many Munduruku are aware of how life is different in towns and cities, but do not want their lives to change. Why do you think it is important to them to keep their lives as they are?
- Read this week's question and share what we think is meant by a 'natural life'. Explain that the Munduruku, like many other indigenous groups, are mainly self-sufficient. Do we know what this means? Talk about the benefits of living self-sufficient lives. E.g. they grow plants for food and medicine and use them to build houses and make everyday objects. What are we dependent on in our lives? E.g. food, clothes, transport and technology. Are there areas where we are self-sufficient?
- Watch this week's useful video (link found overleaf). Talk about the journey to reach a village of the Munduruku, do you think it was an easy one? Talk about the lives of the Munduruku, how are they different from yours?
- Read the information found on the assembly resource. Share why you think representatives from the Munduruku made the very long journey to Glasgow. Do you think more should be done to protect their way of life?

#### Reflection

All of our lives are different. From the food we eat, to the technology we use and the homes we live in. Although there is no correct way to live, we must always remember that our actions and choices affect others and the world around us.



### KS1 Focus

#### Question:

**How is your life different to the Munduruku's?**  
**Listen, think, share**

- Think about your life. Describe some of the things you do in a typical week e.g., go to school, eat your meals, attend a club, go to the supermarket shopping, play with friends. Does everybody do the same things? Which things are different?
- Explain that there are many different people living in our world. Some people's lives might be similar to our own; others may be different.
- Look at resource 1, which shares some information about the Munduruku people. What do you think might be the similarities and differences between your life and the life of the Munduruku people?
- Think about how you get your food. Where does it come from? Do you buy it from a shop? How do you think the Munduruku people get their food? Explain that they farm, fish and gather.
- Make a list of some of the jobs we know people do e.g. teacher, shopkeeper, nurse, scientist, librarian, accountant. People get paid money for doing these jobs. How do Munduruku people make a living? Explain that they exchange latex for manufactured goods.
- Imagine you lived with the Munduruku. What do you think you would enjoy? What do you think you would miss about your own life?

#### Reflection

There are many people living in our world. Some have lives that are similar to our own, whilst others are very different. Learning about others can open our world and help us to respect different ways of life.



### KS2 Focus

#### Question:

**What people have chosen to shun technology and 'modern' life?**  
**Listen, think, share**

- Share the question. What do you think we mean by 'technology and modern life'? Explain that modern life is involving or relating to present times. Modern technology includes the machines people use to make life easier such as mobile phones, vacuum cleaners, dishwashers, cars.
- Do you think everyone chooses to use modern technology and lead a modern life? Do you know anybody who doesn't?
- Look at resource 2, where some people share how they choose to live their life in a less modern way. What technology do you rely on in your everyday life? What job does it do? How do you think it makes life easier? Can you think of an example of when modern technology might be harmful?
- Think about how your life might be different if you didn't use modern technology. How might your teacher show you what to do without using the interactive whiteboard? If you use a computer, phone or the TV to entertain you, what might you use instead? How would your clothes be cleaned?
- Discuss what powers our modern technology. Usually, we use electricity or battery power. The Amish do not use electricity. What do you think about this? How might your life be different without electricity?

#### Reflection

Technology is continuously developing and is often designed to do a job that makes life easier. We can choose how to live our lives and whether or not modern technology plays a part in it.



## KS2 Follow-up Ideas

**Option 1:** Ask the children to imagine they went to bed one evening and when they woke up, they discovered they were in the Amazon rainforest! Think about:

- What can you see, hear, smell?
- What can you touch? What does it feel like?
- How do you feel?
- What is your body doing? Is your heart pounding? Your breath quick and sharp?

Ask the children to use their ideas to write an Amazon rainforest description.

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**Option 2:** Watch the clip from Wallace and Gromit, The Wrong Trousers, using the link: [www.youtube.com/watch?v=6Ew8vc6RjfA](http://www.youtube.com/watch?v=6Ew8vc6RjfA)

- What technology did you see in use e.g. a machine for getting dressed, putting jam on toast?
- How did it make their life easier?

Ask the children to think about a piece of technology that does not yet exist that would make their lives easier or more enjoyable.

- What does it do?
- How does it work?
- What will you call it?

Ask the children to draw a sketch of their design, labelling each part and explaining how it works.



## KS1 Follow-up Ideas

**Option 1:** Explain that the Munduruku people live in part of the Amazon rainforest. The Amazon rainforest is also home to many different animals.

- Can you name any animals that you think might live in the Amazon rainforest?

Share a list of some animals who live in the Amazon rainforest e.g. jaguar, sloth, pink river dolphin, toucan, poison dart frog.

- Have you heard of any of these animals before?
- Can you describe them? How many legs do they have? What colour are they?

If the children haven't seen these animals before, encourage them to search for pictures of them using the internet or books. Alternatively, they can discover other animals that live in the Amazon rainforest. They can then draw a picture and write a sentence to describe their animal.

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**Option 2:** Ask the children to think about how the Munduruku people use natural resources in their lives e.g. growing plants for food and medicine and using them to build houses and make everyday objects. Explain that they are all going to create a picture using natural objects that can be found outside.

- What natural objects might we be able to find? Leaves, twigs, moss, pebbles?
- How could you use these objects to create a picture?
- How might you attach them to your paper/card?

Ask the children to explore the school grounds, collecting their natural objects and then create their picture!



## This Week's Useful Websites

This week's news story

<https://reut.rs/3ciujgM>

## This Week's Useful Videos

Journey to the Munduruku people (watch until 4.38)

[www.youtube.com/watch?v=tzeKoUHN\\_LO](http://www.youtube.com/watch?v=tzeKoUHN_LO)

## This Week's Virtual Assembly

[www.picture-news.co.uk/discuss](http://www.picture-news.co.uk/discuss)

## This Week's Useful Vocabulary

**Indigenous people** – the people who originally lived in a place.

The people in the poster are the Munduruku, an **indigenous people** who live in parts of Brazil.

**Expertise** – a special skill or knowledge in a particular field.

Brazil's indigenous people came together at COP26 earlier this month to share their message, that the world needs their **expertise** in protecting the Amazon rainforest.

**Self-sufficient** – able to produce or make everything that they need.

The Munduruku like many other indigenous groups, are mainly **self-sufficient**.

**Dependent** – to need someone or something in order to survive or succeed.

What are we **dependent** on in our lives?

**Representative** – a person who has been chosen to act or make decisions on behalf of another person or group of people.

Share why you think **representatives** from the Munduruku made the very long journey to Glasgow.

**Technology** – machinery or equipment developed from the application of scientific knowledge.

From the food we eat, to the **technology** we use and the homes we live in.