

CHIMPANZEE



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TEACHERS' NOTES

(WWW.FILMEDUCATION.ORG/CHIMPANZEE)

These notes aim to demonstrate how lessons inspired by the film '*Chimpanzee*' can inform a 3 -5 week project looking at ways in which an animal is suited to its environment (Science) as well as conservation issues on a global and local scale (Geography).

WHO ARE THESE RESOURCES AIMED AT?

The activities are aimed at pupils at Primary level, particularly those between the ages of 7-11.

EQUIPMENT NEEDED

You will need access to the Internet, plus the use of a printer to carry out all of the activities as those in the 'Tropical Classroom' section are in PDF format. We recommend that children work on the 'Food Chain' activity in pairs or small groups on computers. The competition can be completed as part of a field trip or homework activity. NB: the deadline for the competition is 23 MARCH 2013!

The 'Tropical Classroom' activity would be a great Art/ Design Technology focus for one or two afternoons.

BENEFITS OF USING FILM

'*Chimpanzee*' is a child-friendly documentary about the life of a baby chimpanzee in the African rainforest. It gives children a unique insight into the day-to-day life of a chimp and how he adapts to his environment. The clips and interactive activities will open up the curriculum to children of all academic ability and make the learning a real and lasting experience.

SCREENINGS

2013

SCIENCE

LIFE PROCESSES

Pupils should be taught:

- that the life processes common to humans and other animals include nutrition, movement, growth and reproduction
- that the life processes common to plants include growth, nutrition and reproduction
- to make links between life processes in familiar animals and plants and the environments in which they are found.

LIVING THINGS IN THEIR ENVIRONMENT

Pupils should be taught:

- about ways in which living things and the environment need protection

ADAPTATION

- about the different plants and animals found in different habitats
- how animals and plants in two different habitats are suited to their environment

FEEDING RELATIONSHIPS

- to use food chains to show feeding relationships in a habitat
- about how nearly all food chains start with a green plant

GEOGRAPHY

Knowledge and understanding of environmental change and sustainable development

Pupils should be taught to:

- recognise how people can improve the environment [for example, by reclaiming derelict land] or damage it [for example, by polluting a river], and how decisions about places and environments affect the future quality of people's lives
- recognise how and why people may seek to manage environments sustainably, and to identify opportunities for their own involvement [for example, taking part in a local conservation project]

The *Create a Poster for Earth Day* activity also touches on elements of Art, Design and Technology and Information Communication Technology.

EARTH DAY POSTER COMPETITION

ACTIVITY AND LEARNING OBJECTIVES

LO: recognise how people can improve the environment or damage it and how decisions about places and environments affect the future quality of people's lives

B. recognise how and why people may seek to manage environments sustainably, and to identify opportunities for their own involvement [for example, taking part in a local conservation project].

TIMESCALE

1x Topic and 1x Art lessons (3-4 hours in total) + Field Trip around local area or as homework activity (1 hour)

COMPETITION DEADLINE: 25 March 2013

OUTLINE

ALL: Study film poster and discuss design and layout. Conduct field trip in local area or around school looking for examples of nature (flora, fauna, insects or animals) that can be photographed, drawn or painted

EASY/MEDIUM: create a poster design in groups using images and colours and highlight the date of Earth Day (22 April 2013)

HARD: come up with a poster design and a tagline or annotations that give information about Earth Day including date (22 April 2013)

PLENARY: share posters and reflect on the importance of using them to spread the word about Earth Day

RESOURCES

- www.filmeducation.org/chimpanzee
- www.earthday.org
- Local natural environment
- Sketch books and pencils
- Cameras / digital devices
- Paper, pens, paints etc

OUTCOME

MUST: demonstrate knowledge of Earth Day - what it represents and when it is celebrated

SHOULD: create an eye-catching and informative poster design that shows the natural environment in its best light

COULD: include annotations and or a tagline to give information about Earth Day

FOOD CHAIN

ACTIVITY AND LEARNING OBJECTIVES

LO: Feeding relationships

- to use food chains to show feeding relationships in a habitat
- to understand that nearly all food chains start with a green plant

TIMESCALE

1 x Science lesson (2 hours)

OUTLINE

ALL: watch the film's trailer and discuss what we see of the animals eating in the jungle. What types of food do they eat and why? Discuss where our food comes from, and how all plants need a combination of water, soil and the sun to help it to grow. Outline the concept of the food chain: the sun at the start; the plant; the animal and then the predator. This is very clear in the rainforest.

EASY/MEDIUM: children write down what they had for breakfast and work out a food chain of the items eaten (e.g. wheat used to make bread for toasting / cereals etc.). Create a simple diagram showing the sun providing the energy for the plants to grow and then the humans eating the plants.

HARD: do the same, but using the terms: energy source (the sun); producer (plants) and the consumer (humans). Start talking about the concept of the predator – especially in terms of the rainforest. Oscar's mum disappears – could she have been hunted by a leopard? Where would the leopard be in the foodchain? Carry out the interactive activities.

PLENARY: in groups: children act as different parts of a food chain to demonstrate their newfound knowledge!

RESOURCES

- www.filmeducation.org/chimpanzee/food-chain.html
- The film's trailer: www.filmeducation.org/chimpanzee/index.html
- Children could bring in: their own breakfast diaries or food boxes

OUTCOME

MUST: describe a food chain in basic terms – the sun, a plant, animal / human

SHOULD: describe the food chain in terms of Oscar the chimpanzee's experiences

COULD: use the terms 'energy source'; 'producer'; 'consumer' and 'predator' to describe a food chain

TROPICAL CLASSROOM

ACTIVITY AND LEARNING OBJECTIVES

LO: recreate a chimpanzee's rainforest environment to learn about their habitat, their day-to-day living, eating, behaviour etc., and what elements of their environment need to be protected

TIMESCALE

A cross-curricular focus for one or two weeks:

- Literacy (3 – 5 lessons)
- Science (2 lessons)
- Geography (2 lessons)
- Art, Design and Technology (2 lessons)

OUTLINE

ALL: watch the film's trailer. In groups, on an A2 piece of paper, create a mind-map of the key features of a rainforest. Discuss how the classroom could be turned into a rainforest using the Teachers' Tip sheet. Work together to bring in / create elements of the display.

EASY/MEDIUM: use the leaf templates to create a wall/classroom display of a tropical rainforest

HARD: write facts on the leaves as a way of giving information about conservation issues.

PLENARY: once the display is finished, invite parents / a different class to come in to enjoy the rainforest experience. Children could use instruments to create the sounds of the rainforest (rainfall, animal cries etc.) whilst the visitors are in.

RESOURCES

- The film's trailer: www.filmeducation.org/chimpanzee/index.html
- Teachers' Tropical Classroom tips PDF
- Rainforest Leaf templates PDF
- <http://kids.nationalgeographic.co.uk/kids/games/actiongames/rainforest-rescue/>
- www.earthday.org/2013/resources.html#activity-resources
- <http://kids.mongabay.com/elementary/501.html>

OUTCOME

MUST: be able to talk about the main features of a rainforest

SHOULD: use terms such as 'canopy' and 'rainfall' to describe the features of rainforest

COULD: be aware of the need to protect and conserve the earth's rainforests and describe why forests are being destroyed and the effects on wildlife and climate