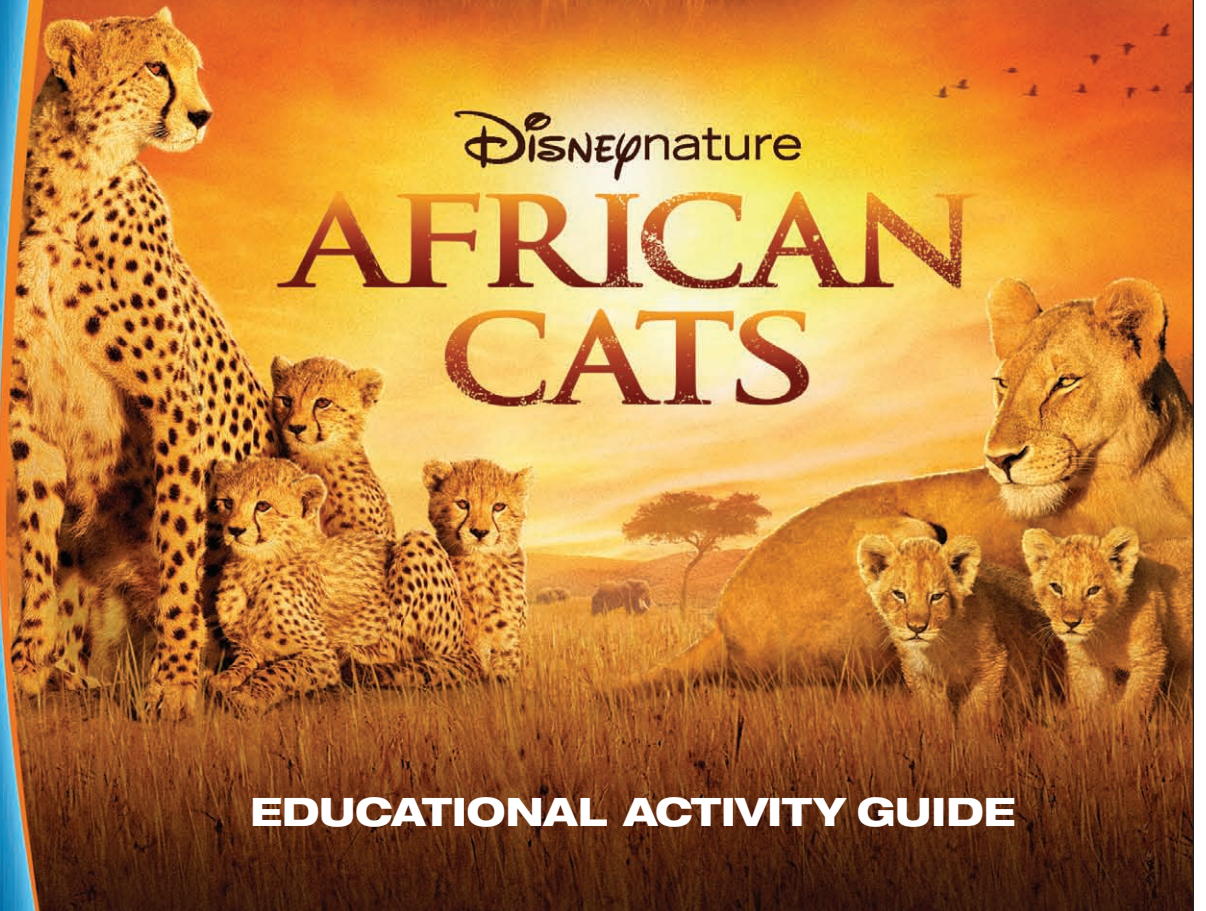


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# AFRICAN CATS

EDUCATIONAL ACTIVITY GUIDE



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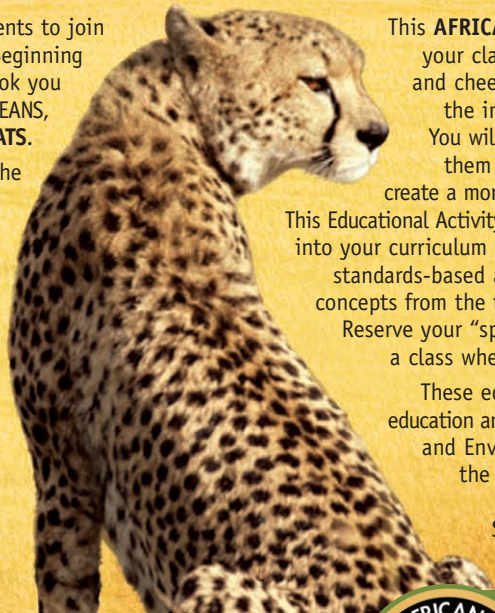
# AFRICAN CATS

## EDUCATIONAL ACTIVITY GUIDE

**Experience an epic true story unfold against the backdrop of the majestic African savanna as two families strive to make a home in the wildest place on earth.**

**D**isneynature is proud to invite you and your students to join an incredible adventure to the African savanna. Beginning **April 22, 2011**, Disneynature, the same studio that took you across the world with *EARTH* and under the surface with *OCEANS*, now takes you into the heart of Africa with **AFRICAN CATS**.

An epic true story set against the backdrop of one of the wildest places on Earth, **AFRICAN CATS** captures the real-life love, humor and determination of the majestic kings of the savanna. The story features Mara, an endearing lion cub who strives to grow up with her mother's strength, spirit and wisdom; Sita, a fearless cheetah and single mother of five mischievous newborns; and Fang, a proud leader of the pride who must defend his family from a once banished lion. Disneynature brings *THE LION KING* to life on the big screen in this True Life Adventure directed by Keith Scholey and Alastair Fothergill (*EARTH*). An awe-inspiring adventure blending family bonds with the power and cunning of the wild, **AFRICAN CATS** leaps into theatres on **Earth Day, April 22, 2011**.



This **AFRICAN CATS** Activity Guide introduces you and your class to the remarkable world of African lions and cheetahs — including their unique habitat and the important role they play in their ecosystem. You will learn about the challenges currently facing them and most importantly, what you can do to create a more positive future for these symbols of Africa.

This Educational Activity Guide will help you integrate **AFRICAN CATS** into your curriculum leading up to the film's release. It provides standards-based activities for grades 2-6 that introduce key concepts from the film and sets the stage for further learning. Reserve your "spot" today to see this epic film together as a class when it arrives in theatres on **April 22, 2011**.

These educational materials were developed by the education and science experts of Disney's Animal Programs and Environmental Initiatives, in cooperation with the National Science Teachers Association, and aligning to the National Science Education Standards and other recommendations from the National Academy of Sciences.

### Plus, Enjoy a Free Online Expanded Educator's Guide!

Further explore the wonder and beauty of **AFRICAN CATS** with our free downloadable Expanded Educator's Guide—with over 80 pages of lessons and activities—available at [www.disney.com/africancats](http://www.disney.com/africancats).

The guide introduces students to the following topics:

- Where do lions and cheetahs live and who are their neighbors?
- How are living things connected on the African savanna?
- What adaptations help lions and cheetahs survive on the savanna?
- How do lions and cheetahs spend their day?
- What tools and technology do researchers use to study African cats in the wild?
- What can you do to help protect African cats?

Interactive lessons and outdoor activities are integrated into the Expanded Educator's Guide, allowing you to immerse students in the world of **AFRICAN CATS** and bring the savanna to your classroom!



See **AFRICAN CATS** during opening week, and Disneynature will make a donation in your honor to protect lions and cheetahs and the land they call their home. To learn more, visit [www.disney.com/africancats](http://www.disney.com/africancats).



### Activity Guide Objectives

1. Increase student knowledge of the African savanna habitat and the animals that live there, including lions and cheetahs.
2. Enrich students' viewing of the Disneynature film **AFRICAN CATS** and inspire appreciation for the animals and African ecosystems.
3. Develop an understanding as to how living things are connected and why they are important on the African savanna.

### Alignment to Standards

ACTIVITY	National Science Education Standards for Grades 2-6
<b>Activity 1:</b> How does the African savanna compare to where I live?	<ul style="list-style-type: none"> <li>• Organisms &amp; Environments</li> <li>• Populations &amp; Ecosystems</li> <li>• Diversity &amp; Adaptations of Organisms</li> </ul>
<b>Activity 2:</b> What jobs do living things have on the savanna?	<ul style="list-style-type: none"> <li>• Characteristics of Organisms</li> <li>• Structure and Function in Living Systems</li> </ul>

**AFRICAN CATS**

**Call 1-888-DISNEY6 to reserve group tickets for your class!**

Schedule your class trip to **AFRICAN CATS** early so you and your class can further explore Africa, starting this Earth Day!





# HOW DOES THE AFRICAN SAVANNA COMPARE TO WHERE I LIVE?

Setting: **Outdoors & classroom** | Grade: **2–6** | Length of Activity: **1 hour** | Subjects: **Science, Language Arts, Art** | Staff: **One teacher or volunteer**

## DESCRIPTION

Students will explore a habitat near their school and create a story about the objects, plants, and animals found there. As a class, students will compare and contrast these environments to gain a better understanding of what a habitat is and what animals need to survive.

## OBJECTIVES

Through participation in this activity, students will:

- Understand the meaning of habitat.
- Determine what makes up at least three unique features of the African savanna.
- Write/tell stories about the African savanna habitat and a school yard habitat that include examples of how an animal or plant gets food, water, shelter, and a place to raise their young.
- Compare and contrast the African savanna to a habitat near their school.

## POSITIVE ACTIONS TO HELP AFRICAN CATS

See Disneynature’s **AFRICAN CATS** film to witness the amazing world of lions and cheetahs and learn more about the African savanna.

## MATERIALS

- Worksheet #1: *What’s in an African savanna?* – image of African savanna
- Optional: local field guides to help children identify objects they find near school

## SET UP

- Print copies of Worksheet #1: *What’s in an African savanna?* or create one large master copy to show students in the classroom.

## SAFE PRACTICES

Students will be exploring the outdoors in this activity. Be sure to have permission before taking the group outside and take into account any medical concerns before proceeding. Review any plants or animals of concern with students so they know what to avoid while outdoors (i.e. poison ivy, oak, or sumac).

## EDUCATOR’S BACKGROUND INFORMATION:

All animals, including humans, need a place to live where they can find food, water, shelter, and a place to raise their young. Scientists call this an animal’s habitat. While we humans can live in a variety of habitats, animals generally have more specific requirements based on their unique physical and behavioral adaptations. For instance, lion and cheetah requirements include: open spaces for hunting, a plentiful supply of prey, trees for shade, shelter, and protected areas among rocks and shrubs to raise their young.

## PROCEDURES:

1. Tell the class that the places where plants and animals live and where they find everything they need to survive is called the animal or plant’s habitat. Many **habitats** make up an **ecosystem**, which is the interaction of all living and non-living things in an area.
2. Have students individually make a quick list of as many living and non-living things as they can. Have students share their lists with the whole class and create a class list of living and non-living things.

### What kind of habitat is around our schoolyard?

1. The first habitat they will explore is right outside their classroom. Take students into the schoolyard. Ask students to collect one or two items from the schoolyard habitat that are already on the ground (such as leaves, twigs, or stones).
2. Regroup students and have them sit in a circle facing each other. Each student should hold the object they found in the school yard.
3. Use the objects each student found to compose a story about their schoolyard habitat. Their story should include examples of food, water, shelter, and a place for animals to raise their young. (4th-6th grade students can be broken into groups for this activity and then share their story with the whole class.)
  - a. The teacher should start the story by saying “Today, we explored our schoolyard. We found...”
  - b. Move clockwise in the circle, with each child using the object they found to add to the story.
  - c. Once the story comes full circle, the teacher should end the story by saying “Habitats can be anywhere! Today, we explored a habitat near our school. We can tell our friends about exploring this habitat! The End.”
4. After completing the story, ask students to leave their objects in the yard. Back in the classroom review the list of living and non-living things and see how many items from their original list were found in the schoolyard. Add items they found to the list.

### What is the African savanna and who lives there?

1. After learning about their schoolyard, bring in pictures from magazines of a savanna habitat and also use Activity Worksheet 1 to encourage students to explore the African savanna habitat. Ask students to classify the savanna as a type of habitat – they should take inferences from the savanna Activity Worksheet 1. Students should conclude that savannas are grasslands usually found in dry, hot climates.
2. Have students construct their own story about the savanna using the African savanna Activity Worksheet 1, just like they did for the schoolyard habitat. Students should include examples of food, water, shelter, and a place to raise young. (4th-6th grade students can work in either small groups or individually to create/write their story.)

## WRAP-UP:

After completing the story, encourage class discussion using the following questions:

1. Imagine you are an animal that lives on the savanna. What are some things you would need to survive? What if you were an animal living in the schoolyard? *Both would need food, water, shelter, and a place to raise young. These things would be different dependent on the habitat. For a cheetah on the savanna, food might be a gazelle, water might be a watering hole, and shelter and a den site might be bushes or a thicket. For an animal in the schoolyard, such as a squirrel, food might be tree nuts, water might be a puddle, shelter and a den site might be a tree.*
2. Would an animal that lives in your schoolyard habitat be well suited for life on the savanna? Why or why not? What else would it need to survive?
3. Describe in your own words the four requirements of any habitat. *Answers will vary but students should be able to define food, water, shelter, and a place to raise young.*
4. Explain how a habitat is different from an ecosystem. *A habitat is the place where an animal finds food, water, shelter, and a place to raise young. An ecosystem is the arrangement of all living and non-living things in an area and how they interact with each other. Ecosystems include plants, animals, fungi, microorganisms, soil, rocks, water, and air, and all the cycles that connect these. Habitats make up ecosystems.*
5. Have students predict what the savanna would look like in different seasons. What would happen to the living and non-living things in this habitat?

## OPTIONAL EXTENSIONS ACTIVITIES:

1. Get creative and turn your classroom into a savanna habitat! To evaluate students’ comprehension of the requirements of a habitat and what is found on the African savanna, have the class create a savanna habitat in the classroom. Get creative by decorating a bulletin board using butcher paper as a backdrop or mural. Then add African plants and animals to the scene. After watching the movie, see how many new plants and animals you can add to the mural.
2. Equip students with digital cameras to use as they explore their schoolyard habitat. Invite students to take pictures of objects they find and examples of the habitat requirements. Then, encourage students to create a digital story about the habitat using these images.

## EVALUATION:

1. After sharing their savanna stories, have students complete a T-sheet of similarities between the living and non-living parts of the African savanna and those in the school yard.
2. Ask students to list other questions they would like to know about the African savanna habitat. Make a class list of these questions and place them on a bulletin board or other easily seen place in the classroom. Put checks next to them as they are answered. These can be guides for future lessons, research, and the viewing of the movie.

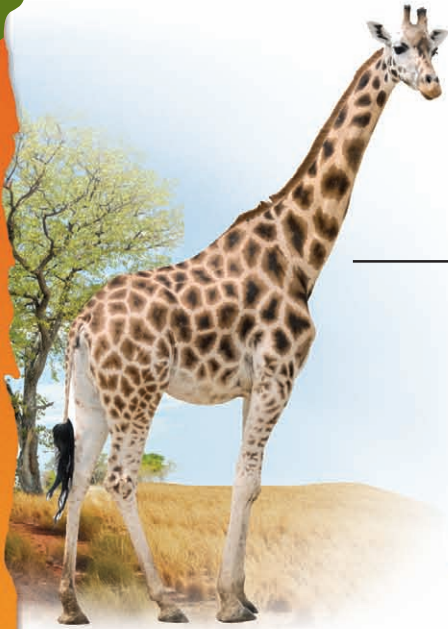
Want to further your classroom conservation work?  
Visit [Disney.com/planetchallenge](http://Disney.com/planetchallenge) TODAY!





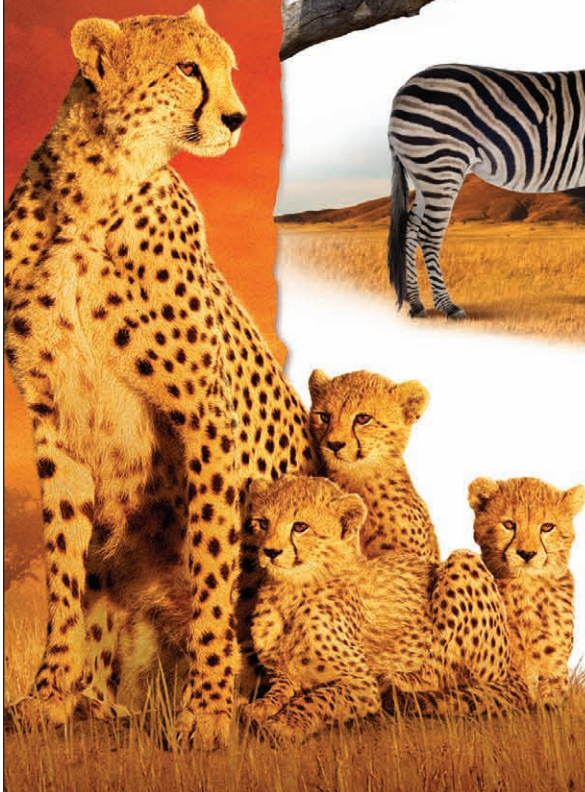
# What's in an African savanna?

Use this worksheet in class, or take it home and quiz your family on names of the animals on the African savanna! Then, go see the new Disney nature film **AFRICAN CATS** to learn more.



## Cheetahs

can reach speeds of up to 60 miles per hour in just 3 seconds!



Disney nature  
**AFRICAN  
CATS**

**IN THEATRES EARTH DAY 4.22.11**  
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# WHAT JOBS DO LIVING THINGS HAVE ON THE SAVANNA?

Setting: Classroom | Grade: 2-6 | Length of Activity: 30 min. | Subjects: Science, Language Arts, Art | Staff: One teacher or volunteer

## DESCRIPTION

This activity will introduce students to African cats and their neighbors. Students will participate in a matching game to learn about the types of animals that live on the savanna and the roles these animals play in the savanna habitat.

## OBJECTIVES

Through participation in this activity students will:

- Describe at least three organisms that live on the African savanna.
- Examine the different roles or jobs of organisms on the savanna.

## POSITIVE ACTIONS TO HELP AFRICAN CATS

See Disneynature's **AFRICAN CATS** film to witness the amazing world of lions and cheetahs and learn more about the African savanna.

## MATERIALS

- Worksheet #2: *What jobs do living things have on the savanna?*

## SET UP

- Make copies of Worksheet #2: *What jobs do living things have on the savanna?* for each student.

## EDUCATOR'S BACKGROUND INFORMATION:

The African savanna is a complex ecosystem with an amazing diversity of wildlife. Every organism on the savanna plays an important role in shaping the environment and every organism is connected. The African savanna is ruled by top predators such as lions and cheetahs, and these predators help maintain gazelle and antelope populations. Elephants knock down trees, clear grasses, and dig watering holes for other animals to use. Light grazers such as warthogs trim grasses to help new plants grow. Dung beetles help recycle animal waste, returning essential nutrients back into the ecosystem. Hyenas and vultures feed on carrion, helping to keep the savanna clean. Termites build mounds as homes that become as hard as concrete. Termite mounds serve as lookouts, scratching posts, and hiding spots for a variety of animals. Each of these animals has an important role to play – the loss of even one of these organisms could greatly impact the entire ecosystem. Ultimately, balance is crucial to maintaining flourishing life on the savanna.

For more on the wildlife of the African savanna, download the complete Educator's Guide at [www.disneynature.com/africancats](http://www.disneynature.com/africancats).

## PROCEDURES:

1. Let's take a close look at the variety of animals living on the African savanna. These animals share this habitat with lions and cheetahs. As a class, brainstorm examples of animals that live on the African savanna. (Create a list on the board that you can come back to after the lesson is complete). Encourage them to think about small animals too – like termites, beetles, snakes, and lizards.
2. Distribute Worksheet #2 and a pencil, pen, or marker to each student.
3. Tell students you (the teacher) will read nine animal clues that include the job each animal has on the savanna. As you read each clue, students should write the number of the clue next to the animal's picture on the worksheet.
4. Below is a list of the animal clues to share with the class:
  - (1) My long legs and thin body make me built for speed, and I keep the number of animals on the savanna balanced. (*cheetah*)
  - (2) My strong shoulders and legs make me a powerful hunter, I keep the number of animals on the savanna balanced, and my roar can be heard five miles away. (*lion*)
  - (3) My long nose is full of thousands of muscles. It is the ultimate tool! I use it to pick up food, tear down trees, move logs, clear paths, and dig holes. (*elephant*)
  - (4) My cheek pouches store my favorite foods for later. I especially love to eat fruit! Seeds from the fruit pass in my dung (poop) and eventually grow new trees. (*venet monkey*)
  - (5) My bright colors warn other males not to enter my territory. I mostly eat insects, helping to keep the bug population balanced. (*agama lizard*)
  - (6) My long legs and small body can help me outrun even the fastest predators. I eat short grass, keeping it trimmed so new grass can grow. (*gazelle*)
  - (7) My long neck is perfect for reaching the tops of trees. I trim the leaves so new ones can grow. I am sometimes food for lions. (*giraffe*)
  - (8) My strong sense of smell and powerful legs help me find dung (poop) and roll it into a ball. I lay my eggs in the dung ball and bury it underground. I help clean up animal waste and keep the savanna clean. (*dung beetle*)

- (9) My strong beak can break through the tough hide of carcasses. My important role as a scavenger keeps the savanna free from bacteria and other germs. (*lappet faced vulture*)
  - (10) My special cells allow me to absorb food. Many plants and animals depend on me because I break down rotting plant and animal material. I help return nutrients back into the environment. (*fungus*)
  - (11) My roots are strong, I can grow in all types of dirt, and I don't need much water. I make my own energy and am a popular food for most animals on the savanna. (*grasses*)
  - (12) My roots are shallow and I don't require a lot of water. I make my own energy. My leaves, branches, flowers, and seeds are a favorite food for many animals. (*Acacia tree*)
5. After students have completed the activity, review their worksheets to see if they have assigned each job to the correct animal.
  6. For older students (grades 4-6), encourage them to group each animal by its role. Write the categories **producer**, **consumer**, and **scavenger/decomposer** on the board. Review these terms with students, and then have them place each of the organisms into one of these categories. Ask students to use evidence from the clues to support their decisions.

## WRAP UP:

Assess students' comprehension of the lesson by encouraging class discussion. Use the following discussion starters to guide you:

### Questions for Grades 2-3:

1. Create an argument for why each of these living things is important in the savanna habitat. *Students' answers will vary but should include the role each living thing has in the habitat and how they are connected to other organisms.*
2. Predict what would happen if one of these animals was removed from the savanna. *Students should conclude that removing even one of these organisms would change the rest of the savanna habitat.*

### Questions for Grades 4-6:

1. Describe the importance of each of these categories (producers, consumers, scavengers/decomposers). *Students' answers will vary, but they should conclude that all roles are equally important in a habitat.*
2. Explain in your own words the role of producers, consumers, scavengers, and decomposers in a habitat. *Producers create energy, consumers use energy from producers, scavengers and decomposers return energy back into the environment.*

## EXTENSIONS:

After completing this activity and viewing the film, create a worksheet that encourages students to identify the roles of wildlife featured in Disneynature's new film **AFRICAN CATS**. Compare and contrast the roles discussed in this activity with the ones depicted in the film.

## Lions

live in groups called prides. A pride can include as many as 40 lions!





# What jobs do living things have on the savanna?

As your teacher reads the clues out loud, put the number of the clue next to the organism you think it is best describing.



Clue #:

Acacia tree



Clue #:

Cheetah



Clue #:

Agama lizard



Clue #:

Vervet monkey



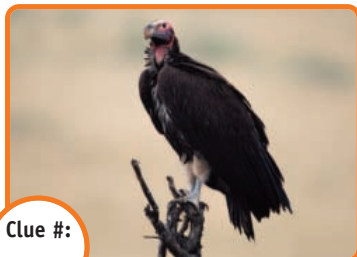
Clue #:

Dung beetle



Clue #:

Elephant



Clue #:

Lappet faced vulture



Clue #:

Thomson's gazelle



Clue #:

Lion



Clue #:

Fungus



Clue #:

Grass



Clue #:

Giraffe

## Savanna

Thriving savanna ecosystems are only found on the continents of South America, Africa, and Australia.



Disney nature  
**AFRICAN  
CATS**

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# What's your AFRICAN CATS IQ?

ACTIVITY  
TO TAKE  
HOME

Bring home the African Savanna Habitat worksheet and the questions below to test your families' AFRICAN CATS IQ:

Dear Parent/Guardian,

DisneyNature is proud to invite you and your family to join an incredible adventure to the African savanna. Beginning **April 22, 2011**, DisneyNature, the same studio that took you across the world with EARTH and under the surface with OCEANS, now takes you into the heart of Africa with **AFRICAN CATS**.

An epic true story set against the backdrop of one of the wildest places on Earth, **AFRICAN CATS** captures the real-life love, humor and determination of the majestic kings of the savanna. The story features Mara, an endearing lion cub who strives to grow up with her mother's strength, spirit and wisdom; Sita, a fearless cheetah and single mother of five mischievous newborns; and Fang, a proud leader of the pride who must defend his family from a once banished lion. Directed by Keith Scholey and Alastair Fothergill (EARTH), the next DisneyNature True Life Adventure bringing THE LION KING to life can only be experienced on the big screen.

Below, you'll find a family activity to test your **AFRICAN CATS** IQ. Don't be surprised if your child knows many of the answers! Start your **AFRICAN CATS** adventure now at [www.disney.com/africancats](http://www.disney.com/africancats).

Sincerely,

\_\_\_\_\_  
(Teacher's Signature)

## Fill in the blanks below to test your AFRICAN CATS IQ!

- 1 What four elements make up a habitat? \_\_\_\_\_  
\_\_\_\_\_
- 2 What is the name of the habitat where lions and cheetahs live? \_\_\_\_\_
- 3 Why are lions and cheetahs important? \_\_\_\_\_
- 4 What makes up an ecosystem? \_\_\_\_\_
- 5 What other animals call the African savanna home? (Name at least 2) \_\_\_\_\_
- 6 What role do giraffes, warthogs, zebras, and gazelles have on the savanna?  
\_\_\_\_\_
- 7 What role do monkeys have on the savanna? \_\_\_\_\_
- 8 What is the role of vultures on the savanna? \_\_\_\_\_
- 9 What type of plant covers most of the savanna habitat? \_\_\_\_\_
- 10 What is one thing we can do to help protect lions, cheetahs, and their African savanna neighbors?  
\_\_\_\_\_

**ANSWER KEY:** 1. Food, water, shelter, place to raise young. 2. African savanna. 3. They help keep other animal groups balanced. 4. Habitats so animals do not get sick. 5. They are bulldozers - they knock down trees, clear paths, and dig watering holes. 6. They are gardeners - they keep grasses trimmed so new grass can grow. 7. They eat fruit, helping to spread seeds and plant new trees. 8. They are gardeners - they keep grasses trimmed so new grass can grow. 9. Grass. 10. Learn more about lions and cheetahs by seeing the new DisneyNature film **AFRICAN CATS**.

DisneyNature  
**AFRICAN  
CATS**

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