

## Teachers' Notes

The activities in this study guide are intended as starting points for a cross-curricular topic based on the film *The Wild Thornberrys Movie*. The activities are aimed at children at Key Stages 1 and 2 (Years 1 - 6). The learning activities seek to complement and extend the pleasure the children will have derived from a visit to the cinema whilst at the same time meeting some of the requirements of the curriculum. Each activity, however, has been designed so that they can be completed without having to see the film, although we strongly recommend a school trip to see this film to enhance aspects of Literacy, PSHE, Geography and Science. A curriculum grid can be found on the back of the covering letter enclosed with this study guide for **planning and record keeping**.

## Activity Sheet Format

- There are 11 activity sheets, split into 5 units, which can be photocopied and used in the classroom.
- Activity notes to help teachers with their planning can be found on page 1.
- At the top of each unit section, there are the objectives of the activities and the related subjects.
- Highlighted words can be found in the Glossary inside the back cover, which can be photocopied and given to each child.
- There is an extension/homework activity attached to each unit.
- Curriculum links for each unit can be found on the back of the covering letter enclosed with this study guide.
- Each unit ends with an activity which children can complete once they have seen the film.

## Synopsis

World-travelling documentary filmmakers Nigel and Marianne Thornberry have come to Africa with their family - precocious Eliza, rebellious Debbie and adopted wild child Donnie - to record a miraculous event. Once every few hundred years, as the moon obscures the sun, native legend has it that thousands of elephants emerge from the safety of the forest to watch the solar eclipse. But this time, as they stand exposed in this wide-open Congo valley, these magnificent creatures will be in grave danger. Evil poachers Sloan and Bree Blackburn plan to ambush the elephants for their rare ivory tusks...and they will not let humans or any other animals stand in their way.

One day, Eliza and her chimpanzee friend Darwin witness the poachers kidnapping a cheetah cub to the horror of its mother, Akela. Desperate to save the innocent cub, fearless Eliza grabs the rope ladder of the poachers' helicopter, and escapes injury when the poachers cut her loose only because her horrified family below manages to catch her on the roof of their customised recreational vehicle.

As a consequence of her recklessness, however, Eliza's grandmother, Cordelia Thornberry, convinces her parents that Eliza should be sent to a boarding school in London run by headmistress Mrs Fairgood. There, supposedly, Eliza won't be able to get into any trouble.

But Eliza is like a fish out of water at the boarding school. Miserable and feeling responsible for not saving the cub, she is desperate to go back to Africa when the same Shaman who gave her the gift of communicating to animals tells her in a dream that the cub is still alive! With the help of her roommate, Eliza finally manages to get a ticket to Africa, but upon her return, she discovers that the poachers have an even more wicked plan than she imagined.

What can one freckle-faced twelve-year-old with pigtails and braces do against this kind of evil? How will Eliza be able to warn the elephants if she suddenly loses her gift of communicating with animals?

**UK release date:** 7 February 2003

**Running time:** 1 hour, 25 minutes

**Certificate:** U

# Contents and Activity notes

Remember - the words in bold can be found in the glossary on the inside back cover

## UNIT 1 - PAGES 2 and 3 **THE WILD THORNBERRYS MOVIE - BEFORE YOU SEE THE FILM**

This activity asks children to brainstorm the themes and issues that are raised in *The Wild Thornberrys Movie* before they go to see it. There is also the opportunity for them to read about the characters and to consider what they already know about *The Wild Thornberrys*.

NB: Children will need access to the internet ([www.wildthornberrys.co.uk](http://www.wildthornberrys.co.uk)) to complete the questions.

## UNIT 2 - PAGES 4 and 5 **POSTER PUZZLE**

To complete this activity, each child will need a photocopy of the poster image on page 4 of this study guide. Children are asked to work in groups to identify visual clues about the story from the images, characters, fonts and layouts used in the poster. They will then be asked to write a short synopsis for the film using a list of key words.

## UNIT 3 - PAGES 6 and 7 **CREATURE CONVERSATIONS**

The main character of the film, Eliza has the ability to communicate with animals. This activity uses this idea as the inspiration for children to compile short sections of screenplays for conversations that they might have with animals from the Serengeti. To help children write their screenplays, download the Scriptwriting and Storyboarding resource by going to [www.filmeducation.org](http://www.filmeducation.org), clicking on Primary Resources, then on 'archive menu page', then on 'S' and then finally clicking on 'Scriptwriting and Storyboarding'.

## UNIT 4 - PAGES 8 and 9 **SERENGETI SOUNDS**

This activity focuses on the African rhythms and music that can be heard throughout *The Wild Thornberrys Movie*. Children are asked to create their own piece of music for the film - taking their inspiration from the African drums and wild beats of the Serengeti.

## UNIT 5 - PAGES 10, 11 and 12 **WWF - THE GLOBAL ENVIRONMENT NETWORK and THE WILD THORNBERRYS**

*The Wild Thornberrys Movie* has strong links with WWF because of its conservation themes.



WWF's goal is to conserve endangered species, protect endangered habitats, and address global threats to the planet by seeking sustainable solutions for the benefit of people and nature.

Of particular concern to WWF is the illegal trade in wildlife, which has pushed species such as tigers and rhinos to the verge of extinction and continues to pose a major threat to many others. Every year, hundreds of millions of plants and animals are traded illegally, with a turnover of billions of pounds. With over one million items seized by HM Customs between 1996 and 2000, the UK is a major centre for this trade. Although the laws governing our borders are strong, once within the country, there is a maximum prison sentence of just two years for buying and selling endangered species - hardly a deterrent, given the huge profits that can be made by the criminals. This is why WWF launched its Wildlife Trade Campaign in 2002 ([www.wwf.org.uk/wildlifetrade](http://www.wwf.org.uk/wildlifetrade)), with the specific aims of increasing the maximum sentence for illegal wildlife trade in the UK from two to five years imprisonment; and issuing sentencing guidelines to magistrates and judges on the appropriate penalties for wildlife crime.

WWF believes that education has a key role to play in helping people to understand these issues and has worked in formal education for over 20 years. Its aim is to integrate sustainable development and citizenship issues into the curriculum to help develop informed and responsible citizens of the future. That is why WWF works with schools and provides teachers with printed and online resources as well as classroom ready activities. Many of these resources are available from WWF's education website ([www.wwflearning.co.uk](http://www.wwflearning.co.uk)). A major landmark in our work in education was the introduction of education for sustainable development into the overall aims of the National Curriculum in England in January 2000.

## COMPETITION - PAGES 11 and 12



To win £500 worth of books for the school, courtesy of Simon and Schuster publishers ([www.simonandschuster.co.uk](http://www.simonandschuster.co.uk)), plus for the chance for your class to adopt an animal thanks to the WWF ([www.wwf.org.uk](http://www.wwf.org.uk)) turn to pages 11 and 12.

The winners must make their selections from the Spring 2003 Simon and Schuster Catalogue. While every effort will be made to supply the first choice of books, alternative choices may be requested as stock levels of particular titles can't be guaranteed.

NB: No profits will be made from this competition.

### COMPETITION TERMS AND CONDITIONS:

This competition is open to all primary schools in the UK. All entries must be received by the 7th March 2003. Details of the winners will be published on Film Education's website. Entry into this competition allows Film Education permission to use the winners' name (and their school name) for publicity purposes. There will be no cash alternative to the prizes awarded. The judges' decision is final and no correspondence will be entered into. We regret that we cannot return the entries. This competition is open to all primary pupils except for the relatives of employees of Film Education, Nickelodeon and United International Pictures.

# The Wild Thornberrys Movie

Remember - the words in bold can be found in the glossary on the inside back cover

## Unit 1 (A)

### BEFORE YOU SEE THE FILM

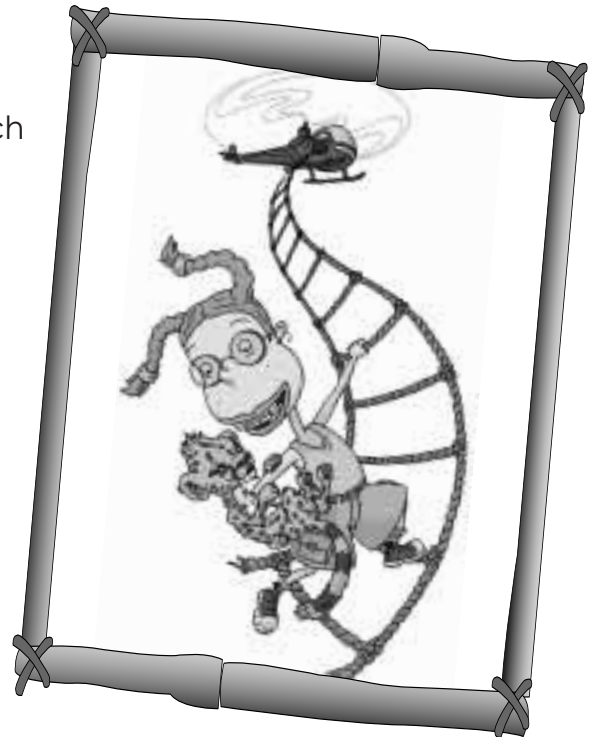
#### Objectives/Subject links:

- to initiate a discussion about the film and its themes and issues (English: Speaking and Listening/PSHE)
- to understand how important characters are in stories (Literacy)
- to use adjectives to describe characters (Literacy)

Before you go and see *The Wild Thornberrys Movie*, go to [www.wildthornberrys.co.uk](http://www.wildthornberrys.co.uk) to find out as much as you can about the film.

### QUESTIONS

- What do you think the film is about?
- Had you heard of *The Wild Thornberrys* before you knew about the film? If so, what do you know about them?
- Who are the main **characters**?
- Which **animals** are in the film?
- Where is the film set?



### EXTENSION/HOMEWORK ACTIVITY

The Thornberry **family** are special because they travel the world making **documentaries** about **wildlife**.

Every **family** is special in some way. How is your **family** special? Write a story about an imagined adventure that your **family** could have, inspired by *The Wild Thornberrys!*



# The Wild Thornberrys Movie

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## Unit 1 (B)

### BEFORE YOU SEE THE FILM Find out about the characters!

#### ACTIVITY

Go to the section of the website [www.wildthornberrys.co.uk](http://www.wildthornberrys.co.uk) which describes the **characters**. With a partner, read about each **character**, then match the names to the pictures of the **characters** below. Under each picture, write down three describing words that sum up their **personalities**.

Eliza Thornberry	Darwin	Nigel Thornberry
Marianne Thornberry	Donnie	Debbie Thornberry
Cordelia Thornberry	Sarah	



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#### AFTER YOU HAVE SEEN THE FILM:

Who was your favourite character and why?

# Poster Puzzle

Remember - the words in bold can be found in the glossary on the inside back cover

## Unit 2 (A)

### Objectives/Subject links:

- to understand that film poster images give us clues about the type of story being told (Art and Design/Literacy)
- to decipher between the different tools of visual literacy (image, colour, placement) (Art and Design/Literacy)
- to write a synopsis for the film given the visual clues and a list of key words (Literacy)

Film posters are used as a way of introducing the movie to people who might not have heard of it yet. This means that they are full of **visual** clues about the type of story that is being told in the film. What can you tell about *The Wild Thornberrys Movie* from its poster?

Study the poster from *The Wild Thornberrys Movie* (below), then answer the questions on page 5.



# Poster Puzzle

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## Unit 2 (B)

You need the poster on page 4 to answer the following questions.

Work in pairs. Write your answers down in sentences.

- 1 Who is in the poster?
- 2 What are they doing?
- 3 What are they looking at?
- 4 Where are they?
- 5 How do you think they are feeling?  
How do they feel about each other?
- 6 What can you see in the background of the picture?
- 7 What type of story do you think this film is telling from what you can see in the poster? Is it a funny story, an adventure story or a scary story?
- 8 Who do you think the poster is aimed at? Children or adults? Why?

### SYNOPSIS ACTIVITY

A **synopsis** is a short piece of information that tells you what the film is about. Write a **synopsis** for the film based on what you can see in the poster. Use these key words to help you:

nature	family	wildlife
peaceful	jungle	lush
endangered	landscape	majestic
explore	respect	habitat
	humans	animals

### EXTENSION/ HOMEWORK ACTIVITY

The **tag line** for this movie is 'You don't need extraordinary powers to do extraordinary things.' Make up three more tag lines using the words in the 'Synopsis Activity' box.

### AFTER YOU HAVE SEEN THE FILM

What did you think was the best part of the film? Turn that bit into a poster image for *The Wild Thornberrys Movie*. What do you think the message of the film is?

# Creature Conversations

Remember - the words in bold can be found in the glossary on the inside back cover

## Unit 3 (A)

### Objectives/Subject links:

- to find out about the animals of the African Serengeti plains (Literacy/Geography)
- to compile fact files using the internet as a source of information (ICT/Literacy/Science)
- to write short screenplays (Literacy)

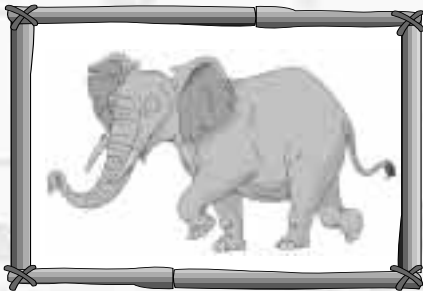
*The Wild Thornberrys Movie* is set in the African Serengeti plains where rhinos, elephants, gorillas, cheetahs, zebras and leopards live.

Eliza, the heroine of the film, is very lucky because she can speak to the **animals** and she can understand what they say!

## ACTIVITY

Here are some of the **animals** that Eliza can **communicate** with. Create a fact file for each one by filling in the gaps next to the pictures. Use these websites to help you:

[www.worldwildlife.org](http://www.worldwildlife.org)   [www.123spot.com](http://www.123spot.com)   [www.nationalgeographic.com/ngkids](http://www.nationalgeographic.com/ngkids)  
[www.yahooligans.com/content/animals](http://www.yahooligans.com/content/animals)   [www.savethechimp.org](http://www.savethechimp.org)



### AFRICAN ELEPHANT

Weight: \_\_\_\_\_

Height: \_\_\_\_\_

Life span: \_\_\_\_\_

Status: \_\_\_\_\_



### CHEETAH

Size: \_\_\_\_\_

Weight: \_\_\_\_\_

Life span: \_\_\_\_\_

Status: \_\_\_\_\_



### CHIMP

Habitat: \_\_\_\_\_

Food: \_\_\_\_\_

Life span: \_\_\_\_\_

Status: \_\_\_\_\_

What dangers do these animals face from nature and from **human** actions?



# Creature Conversations

Remember - the words in bold can be found in the glossary on the inside back cover

## Unit 3 (B)

In *The Wild Thornberrys Movie*, Eliza has lots of **conversations** with animals. Can you imagine what it would be like to be able to talk to animals? What would you ask them? What would they say to you? What might a local person say to the **animals**? Would they want to save them, like Eliza? If not, why? What might a **poacher** say to the **animals**?

### ACTIVITY

Choose one of the **animals** that you researched on page 6 and pretend that you can **communicate** with them. Think about what you would say to each other.

On a separate piece of paper, write down a **draft** conversation between you and your new **animal** friend.

When you have finished your **draft conversation**, turn it into a film script.

Another word for a film script is '**screenplay**' - which is like a play script, but written especially for films. It means you have to think about where the camera is all the time whilst you are writing the words. Your teacher will be able to give you help with writing the **screenplay**.

NB: Teachers - see page 1 for details on writing screenplays.

### EXTENSION/HOMEWORK

Imagine that you have been asked to make your **screenplay** into a real film. What would the film be called? What would happen in it? Write a story plan for your film about you talking to **animals** using the following headings:

- Where is the story set?
- Who is in it?
- What happens?
- How does it end?
- What is the title of your film?

If you have time, write the story of your film, and then change the story into a **screenplay**.

### AFTER YOU HAVE SEEN THE FILM

Who is Eliza's best **animal** friend? Draw them together.



# Serengeti Sounds

Remember - the words in bold can be found in the glossary on the inside back cover

## Unit 4 (A)

### Objectives/Subject links:

- to explore African music and culture, taking inspiration from the *Wild Thornberrys Movie* and its website (Music/ICT)
- to make a musical instrument from objects around the school (Art and Design/Technology/Music)
- to create a piece of African music, using the film as inspiration (Music/Drama)



The **soundtrack** to *The Wild Thornberrys Movie* is full of African beats and **rhythms**. You can sample the **soundtrack** by going to [www.wildthornberrys.co.uk](http://www.wildthornberrys.co.uk)

**Rhythm** is very important in African music and **culture** because Africans link emotions with sound. When an African hears a drum beat, they can also feel the **rhythm** in their bodies. The best African drummers are said to lose themselves in the **rhythm**. This is why so much African music is based around the beat of a drum. The music of *The Wild Thornberrys Movie* uses drums and **animal** noises to create the sound of the Serengeti. If you listen carefully whilst you are watching, you can hear squawking, barking, **braying**, trumpeting, growling, howling and roaring!

## ACTIVITY

Make your own African drum!

To complete the activity on page 9, everybody will need their own African drum.

To make one, all you need is a **cylinder** shaped object (any size) and some material. Stretch the material over one end of the **cylinder** and secure it using sticky tape or elastic bands.

Do the different sized drums make different noises?

Experiment by playing your drums one at a time.

Which ones make high noises? Which ones make low noises?



# Serengeti Sounds

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## Unit 4 (B)

### MAKE YOUR OWN THE WILD THORNBERRYS MOVIE MUSIC!

You are going to create your own piece of African-inspired music for *The Wild Thornberrys Movie* using the drums that you made on page 8 and your own voices.

Work in groups of three or four.

- 1 Each one of you will need your drum and each one of you will need to choose an **animal** sound that you will copy for the music. For example, one of you could be an elephant, one of you could be a cheetah and one of you could be a chimp. Take turns practising your **animal** sound.
- 2 Now use your drum to copy the sound of the **animals** feet as they are walking. So, if you are an elephant, your drum beat will be slow. If you are a cheetah, your drum beat will be fast! Take it in turns to practice your **animal rhythms**.
- 3 Start your piece of music by beating a heartbeat sound ('ba-boom') four times together. Then, take it in turns to do your **animal** cry once, then, your **animal rhythm** and then your **animal** cry again. Your last **animal** cry is the signal for the next person in the group to do their **animal** cry, then their **animal** rhythm and so on.
- 4 When everyone has performed their own **animal** music, everyone in the group should play together (the noisy bit!), then you should all finish together with four more heartbeat **rhythms** on your drums.

Perform your **composition** to the rest of the class, then put them all together.

You have finished your piece of music for *The Wild Thornberrys Movie*!

### EXTENSION/HOMEWORK

Work out how you could write your musical **composition** down so that you can practice it. Make up **symbols** that show the different sounds and **rhythms**. Display them in the classroom.

### AFTER YOU HAVE SEEN THE FILM

Which was your favourite song? Go to the website [www.wildthornberrys.co.uk](http://www.wildthornberrys.co.uk) to remind yourself. Try to note down the **rhythm** using the **symbols** that you made up for your piece of music.

# WWF - the global environment network and The Wild Thornberrys

Remember - the words in bold can be found in the glossary on the inside back cover

## Unit 5 (A)



### Objectives/Subject links

- to find out about the connection between WWF and the The Wild Thornberrys (Literacy)
- to learn about WWF's work in Africa (Geography/Science)
- to find out about poaching and endangered species and to learn what can be done about it (Geography/Science/Literacy)



WWF are pleased to be associated with the *The Wild Thornberrys Movie* as it will make children, parents and teachers **aware** of African **wildlife** and the need to help **threatened species** and their **habitats**.



Like the Thornberrys, WWF works to protect the world's **endangered species** from **poachers** and other threats to **nature** such as **habitat** destruction.

### ACTIVITY

Take a look at 'Crime and Punishment', WWF's **archived** internet **debate**, featuring **role-play** discussions between a **poacher**, **park ranger**, **wildlife merchant**, **tourist**, **customs officer** and **magistrate**.

It can be found at <http://www.wwflearning.co.uk/debates>.



### EXTENSION/HOMEWORK ACTIVITY

Work through the other downloadable classroom activities on the **Wildlife Trade Campaign** by going to [www.wwflearning.co.uk/activities](http://www.wwflearning.co.uk/activities)



### AFTER YOU HAVE SEEN THE FILM

List the ways in which Eliza manages to help African **wildlife**.



# The Wild Thornberrys Movie Story competition!

Remember - the words in bold can be found in the glossary on the inside back cover

## Unit 5 (B)

# COMPETITION!

Three lucky schools have the opportunity to win some fantastic prizes!

The publishers Simon and Schuster are giving away £500 worth of books for the winning school and £250 each for two runners-up.

On top of that, the three winning schools will also receive a WWF 'adopt an animal' scheme for their school for a year. The winning entrant and the two runners-up will also receive a set of *The Wild Thornberry Movie* tie-in books to keep for themselves!



## HOW TO ENTER

Read the following **extract** taken from *The Wild Thornberrys Movie* novel, then write the next episode of the story. You can make up the story, as long as you use the **characters** from the film (see page 3). Your story must not be more than 400 words and the winners will be the most original and interesting stories. Please note: 'Tally' is a cheetah cub.

Extract from *The Wild Thornberrys Movie - A Novelisation*. Chapter 2

Bap-bap-bap!

Eliza looked around, confused, as the sound of the gunshots sliced through the air. Darwin and the cheetah cubs circled her in panic. Then another sound grew - whomp-whomp-whomp - whirring like a giant mechanical insect.

The lights of a helicopter washed over them.

"Run!" Eliza yelled.

She and her friends scattered beneath the chopper's churning blades.

But not Tally. Bathed in the spotlight, he froze in fear as the helicopter bore down on him.

Eliza glanced back over her shoulder as she ran, and she saw a rope ladder drop down from the helicopter. Then a man began to climb down. What's he doing? Eliza wondered.

Holding tightly to the rope ladder with one hand, the man reached down towards the ground with the other...

(Simon and Schuster publishers, £4.99, [www.simonandschuster.co.uk](http://www.simonandschuster.co.uk))

# The Wild Thornberrys Movie Story

Remember - the words in bold can be found in the glossary on the inside back cover

## Unit 5 (B)

### COMPETITION (continued)!

When you have finished your entries, write your name, teacher's name, school address and age on the back and send them to:

The Wild Thornberrys Movie competition

Film Education, 21 - 22 Poland St, London W1V 3DD



#### THE WINNER

Thanks to Simon and Schuster publishers, the winners will get to choose £500 worth of books for their school from the Simon and Schuster Spring 2003 catalogue\*.

The winning school will also get the opportunity for the class to adopt a panda for a year from WWF. As well as the adoption certificate, the class will also receive a cuddly panda toy, a great **endangered species** wallchart as well as regular updates on WWF panda projects.

\*Visit [www.simonandschuster.co.uk](http://www.simonandschuster.co.uk) for a taste of some of the books you could win!



#### THE TWO RUNNERS-UP

Two runners-up will get to choose £250 worth of books for their school from the Simon and Schuster catalogue. Each school will also get the opportunity for the class to adopt an orangutan or rhino for a year, courtesy of the WWF.

#### INFORMATION ABOUT WWF'S ANIMAL ADOPTIONS

Adopting an **endangered species** from WWF is a great way to raise money to help protect **wildlife** and their **habitats**. The winning schools will receive an adoption certificate, a print of their adopted animal and regular updates about their **animal** and other WWF projects around the world.



# Glossary

## Unit 5 (C)

**animals** - living things that are not humans

**archived** - stored web pages

**aware** - knowing about something

**braying** - the noise horses or donkeys make

**campaign** - serious activities with a purpose

**characters** - the people and animals in a story

**communicate** - to share information

**composition** - putting something together

**conversations** - talking

**culture** - the way people live

**customs officer** - the people who stop illegal goods from coming into and leaving the country

**cylinder** - a solid object with straight sides and circular ends

**debate** - to talk about or discuss a subject

**documentaries** - films made up of facts about a subject

**draft** - a rough version

**endangered** - to cause danger to something

**episode** - section or scene

**explore** - to travel to somewhere so that you can find out about it

**extract** - a short section

**family** - parents and their children

**habitat** - the place where animals or humans live

**humans** - men, women, boys and girls

**jungle** - land overgrown with tangled plants

**landscape** - land scenery in a picture or in life

**life span** - the amount of time something lives

**lush** - green plants that grow thickly

**magistrate** - a person who makes decisions in law courts

**majestic** - awesome, big and strong

**nature** - the world's plants and living things

**park ranger** - a person whose job it is to look after parks

**peaceful** - not noisy or loud

**personalities** - people's own unique qualities

**poachers** - people who kill wild animals so that they can illegally sell them

**respect** - when you admire someone or something

**rhythm** - the pattern of beats in a piece of music

**role play** - taking it in turns to act or speak

**sample** - try

**screenplay** - like a play, but written for films

**solutions** - answers

**soundtrack** - the music for a film

**species** - different types of animals

**status** - how something is

**study** - learn about or look at carefully

**symbols** - a mark or sign with a special meaning

**synopsis** - a short piece of writing that sums up the story of a film

**tag line** - the line of words that you usually see on a film poster which sums the film up

**threatened** - when something is in danger

**tourist** - someone who is visiting a place or a country

**trade** - buying and selling things

**visual** - things that we see

**wildlife** - wild animals

**wildlife merchant** - people who buy and sell wildlife

