

**BULLFROG FILMS PRESENTS**



**ANA  
IN THE  
RAINFOREST**

**PRODUCED BY  
LAURA HELLER  
FRAMELINE PRODUCTIONS**

**11 minutes  
grades K-6**

***TEACHER'S GUIDE***

Guide written by Wendy Anderson and Fran Gray,  
Edited by Helen Holcomb

# ANA IN THE RAINFOREST

11 minutes, grades K-6

*For a class report on the rainforest, Ana had hoped to exhibit her pet iguana, Lizzie. The plan is upset when Lizzie gets sick.*

*In an animated dream, Ana is transported to the tropical rainforest where she finds a cure for Lizzie, and learns a lot more about the rainforest along the way.*

## Synopsis

Ana's room reflects her fascination with rainforest flora and fauna; it is filled with a tropical aquarium, exotic bird replicas, plants, and, best of all, Lizzie, her pet iguana. Ana tells Lizzie all about the importance of the rainforest as she packs her knapsack with samples of its products for her school project the next day.

But Lizzie isn't feeling well. She turns away from the lettuce Ana offers her and droops. As thunder and lightning signal a storm outside, Ana worries about her pet and the star of her presentation. She muses, "I'll bet the rainforest would have something to make you better."

Suddenly she finds herself in very different surroundings. She looks wonderingly at a forest full of animals, insects, frogs, turtles, caterpillars, twisting vines and trees. Ana realizes when she spots a sloth, that they must be in a rainforest.

She watches a snake eat a frog and a bird catch an insect. Nothing goes to waste here. She sets out on a search for something to cure Lizzie, who is still obviously unwell. A climb up a tree brings her to bright sunlight where birds of many kinds fly above the canopy, and butterflies sip nectar. When she returns to the rainforest floor, a boy offers her some berries to cure Lizzie.

Suddenly the sound of power saws, axes and bulldozers rudely shatters the quiet paradise. As Ana cries out to stop the destruction, she awakens from her dream in her own room and finds Lizzie nestled in a hamper ready for her trip to school. Then she sees the rainforest berries in her hand. Perhaps it wasn't a dream. As she offers the berries to Lizzie, she hopes that they will cure her pet.

## General Objectives

1. To recognize the need to conserve the rainforest.
2. To stimulate interest in reading and writing about the rainforest.
3. To expand students' knowledge of rainforests and animals.
4. To increase awareness of video production techniques such as animation and live action.
5. To increase awareness of the abundant diversity of life in the rainforest and the interconnectedness of all life.

*Because of the variety of ways you can use this video, it could be viewed several times.*

## Before Viewing the Program

1. Have students discuss their current impressions of tropical rainforests. What kinds of plants and animals live there? How would native peoples live? Why do they think that tropical rainforests are important?
2. Have students locate the world's tropical rainforest on a map or globe. (Tropical rainforests are found in a band circling the equator between the Tropics of Cancer and Capricorn. In the U.S., tropical rainforests are found in Hawaii, Puerto Rico, the U.S. Virgin Islands and American Samoa.)

## After Viewing the Video

1. Ask students to write words which describe their feelings when they looked at Ana's room, when they went with her to the rainforest, and when they heard the axes, saws and bulldozers.
2. Like the beans that Ana receives, many tropical rainforest plants have medicinal values. The National Cancer Institute has identified 3000 plants as having anticancer properties; 70% of these originate in tropical rainforests. To date, fewer than 2% of tropical rainforest plants have been tested for their medicinal value. Have students learn more about the medicines that they take and where they come from. (Cortisone and quinine were originally derived from tropical rainforest plants.)
3. Have students learn about and discuss some of the other benefits that tropical rainforests provide (climate control, biodiversity, rubber products - rubber can be tapped without cutting down trees). Have students make a list of plant and animal species found only in rainforests.

4. Over 1000 indigenous tribal groups still live in the world's tropical rainforests. Have students investigate the culture of one or more of these native tribes. Many of these tribes have existed unchanged for thousands of years. How have they managed to live sustainably in the forest for so long? Is the change that results from deforestation good for these cultures?

5. Tropical rainforests are being destroyed at the rate of 67 acres per minute. Using their local area, have students visualize how large an area that is.

6. Ana has a pet iguana, an exotic species. Debate the principles of owning an exotic pet. What makes a suitable pet? Are most exotic pets caught in the wild or bred in captivity? Invite a guest speaker (exotic pet owner, pet store owner, veterinarian, or animal rights proponent) to present their views.

7. Discuss what the filmmaker did to signal the shift in location from Ana's room to the rainforest scene. What happened to the music? How did the sound effects and visuals change? Replay the program and look at this segment again. Now look at the transition back to Ana's room. What visual and audio clues tell you that you are returning to Ana's room?

## Extended Activities

1. After the viewing of the program, classroom discussion and research, have students assume the role of investigative reporter and choose a rainforest animal, insect or bird to research using the following headings: physical, behavioral, environmental and interesting facts. They may share their knowledge in one of the following ways:

- prepare an eye-catching headline and an article

for the front page of a newspaper.

- prepare a video report on an environmental aspect of the rainforest.
- create a two-minute radio broadcast to be used over your school's P.A. system which communicates information gained from viewing this video.
- create an editorial cartoon focusing on a controversial environmental issue involving the creature you researched.
- design the cover page of a magazine highlighting some environmental concern locally or globally.
- imagine that World Wildlife or another environmental organization has commissioned you to produce television commercials in support of an environmental issue. Write a script or storyboard for your commercial.
- Use a courtroom model to present an environmental issue.

2. Role play the dilemma faced by the native people of the tropical rainforest considering one of the following:

- clearing the land for farming (making money by raising cattle, but stripping soil of nutrients which would sustain plant growth)
- burning the trees for charcoal (short-lived sustenance)

3. Investigate organizations that exist locally and globally to "protect and save" the rainforest. Choose a group to correspond with to gain more information.

4. Devise a plan for yourself, your family, your class, or your community to help save the rainforest.

5. Consider items in your home that might come from the rainforest (coffee, bananas, mahogany, hamburger, cinnamon, rubber, medicines..) Which of these are endangering wildlife (plant or animal)? Create a poster showing these items hidden within a home setting. Challenge peers to find them.

6. Consider one of the following creative activities:

- paper mache sculptures of undiscovered rainforest creatures
- diorama of a rainforest floor and canopy
- mural with moving parts to illustrate the destruction or responsible use of a rainforest
- mobile of rainforest birds
- board game related to issues of conservation

7. Categorize the creatures of the rainforest by the strata in which they live - i.e. canopy, understory and floor. Why is each strata suitable for the life found there?

8. Investigate the government's regulations concerning the import or export of wildlife. Compose and send recommendations that you would like them to consider.

9. Considering the present rate of environmental destruction, predict what the state of the world will be for your children if things remain as they are. How might you want to share this information? and with whom?

10. Read information about foods from the rainforest and then set up samples to taste as part of your information display.

11. Research and illustrate the food chain of rainforest creatures.

12. Investigate folktales and legends of South America. Can you find tales from other cultures which are similar? Select several to present to the class, and make comparisons.

13. Give yourself a pat on the back! There have been some inroads made towards successful environmental projects. Search through your library periodicals to discuss and share these success stories.

## **Related Bullfrog titles:**

### **SLOWLY GOES THE SLOTH**

7 minutes/Grades P-7 This humorous profile of the three-toed sloth shows students where they live, what they eat and gives insight into the general character of this unusual animal.

### **A WALK IN THE RAINFOREST**

11 minutes/Grades P-6 An eight year-old American boy living in Belize takes two friend on a guided tour of his adopted home.

### **DECADE OF DESTRUCTION,**

**—Classroom Version—**

**THE RAINFOREST**

**THE COLONISTS**

**THE DEVELOPMENT ROAD**

**THE INDIANS**

**THE RUBBER TAPPERS**

**THE POLITICIANS**

10 -19 minutes/Grades 4-12 This series gives students a well-rounded view of the many complex factors that led to the destruction of the Amazon rainforest, believed by many to be this century's worst environmental disaster.



**BULLFROG FILMS • OLEY, PA 19547**