



Educator's Guide

Educational extensions for the May 2010 issue of *Ranger Rick*® magazine

CHIMP PARTY

In “Chimps Are Champs” (pages 5-10), you can read about what chimpanzees are good at and what they like to do. Divide students into small groups and ask them to use what they learned in the story to plan a party for Chiku and friends. They should describe the setting for the party, what food they’ll serve, and what games and other activities will entertain the chimps.

PREDATOR ROLE PLAY

“Ranger Rick’s Adventures” (pages 12-15) deals with the conflicts that arise when humans move into the habitat of large predators such as cougars. Is this happening in your area? Investigate the issue with students and then engage in a role-playing discussion. Participants can take on roles, including homeowners, hikers or bikers, wildlife biologists, pets, and the cougars (or other predators), explaining their concerns and proposing solutions to improve the situation.

PLANT SUPERLATIVES

“Extreme Plants” (pages 16-21) highlights a few extraordinary plants from around the world. Create a list of other plant superlatives (smallest flower, longest-lived plant, tallest tree, etc.). Then send students on a scavenger hunt to find the corresponding species. Older students could search through reference materials or online. For younger students, make cards with the superlatives on one set and descriptions of the matching plants on another.

PLASTIC ACTION

Plastic pollution is a big problem. “The Buzz” (pages 22-23) features Cameron’s camel campaign and Tubby

the dog; each is tackling the plastic problem in a different way. Engage students in a discussion about what you could do in your community. Then, as a group, come up with an action project and implement it.

INSECT INVESTIGATION

Read about bark beetles in “Be Out There” (page 28). Then head outside to look for bark beetle tunnels and other signs of insect life. Have students catch a few insects, put them into transparent containers, and use magnifying glasses to look for the insects’ spiracles—the tiny holes on their sides through which they breathe (see “Ask Rick” on page 30).

IN PRAISE OF DECOMPOSERS

“Ask Rick” (page 30) explains that vultures keep the planet clean by “recycling” dead things. Vultures, like all scavengers and decomposers, are important but not always appreciated. Have each student choose a scavenger or decomposer to investigate and then create a public relations piece (such as a poster or a TV or radio ad) explaining the important service the organism performs and why it deserves respect.

CORAL MURAL

“Operation Coral” (pages 31-35) describes how teens help restore staghorn coral in the Florida Keys. Collect photos of a variety of corals. Then have students make a colorful mural of a coral reef community. They can investigate aspects of coral biology as they gather information and ideas to design the elements they’ll include.



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CHIMP TALK

Read "Chimps Are Champs" (pages 5-10 in the May 2010 issue of *Ranger Rick*) to find out about how chimpanzees interact with each other. Then think about how people interact. For each situation in the chart below, fill in what chimps do and what people do. Use what you learned in the story about chimps and what you already know about people.

In this situation:	What do chimps do?	What do people do?
Youngsters get together with friends	Play – roughhouse, wrestle, poke, somersault, spin, laugh, make up games with bark, sticks, and other toys	Play with toys, run around, talk and laugh and yell, play sports and other games, invent "let's pretend" games
Feel excited about something		
See a friend or family member after being away		
Feel stressed or scared		

What are some similarities and differences between the behaviors of chimps and people? Use the chart to help you answer this question.

