

## Nature's Food Chain

### Teacher's Guide

**Ages: 11-12 years**

**Running time: 13:28**

The sun is the first link in the food chain. This film looks at the other three main links: plants, herbivores and carnivores. It also highlights the role of omnivores and warns of the dangers inherent in an unbalanced ecosystem.

*Note: While the information in this film is still as relevant today as when it was produced in 1977, biologists now tend to use the term food web rather than food chain.*

### Pre-Viewing

Discuss the fact that animals eat each other, and that humans kill and eat animals.

### Post-Viewing

#### Science

*Describing relationships between animals and plants.*

- Identify different links in the food chain.
- List the animals seen in the film, and put them into these categories: herbivore, carnivore, omnivore.
- Note the causes of ecological imbalance mentioned in the film. Can you name others?
- Gather (or draw) illustrations of animals and place them in a pyramid, according to their predator-prey relationships.
- Research endangered plant and animal species (like wild garlic and beluga whales).
- List some of the ways in which individuals can protect the environment.

*Describing relationships between animals and the environment.*

- Explain the roles that ants, earthworms and mushrooms play in their ecosystems.

## **Language Arts**

*Encouraging oral and written communication.*

- List the animals shown in the film and describe their behaviour.
- Compare the tactics used by predators and prey.
- Write a dialogue between a predator and its prey.
- Imagine an ecological imbalance caused by humans, and describe its consequences on the food chain.
- Write a letter to a public figure urging the protection of endangered species.

## **Drama**

*Improvisation.*

- Divide the group into two teams — predators and prey — and have each team improvise their actions.