

# FURRY VENGEANCE

He came. He saw. They conquered.



## Dear Educator,

Participant Media, the leading provider of entertainment that inspires and compels social change, has partnered with Summit Entertainment and the award-winning curriculum specialists at Young Minds Inspired (YMI) to bring you this free educational program based on our upcoming family comedy, *Furry Vengeance*, starring Brendan Fraser and Brooke Shields, which opens April 30, 2010. This hilarious film depicts the inventive and clever ways forest animals fight back against thoughtless humans whose development plans encroach on their habitat.

This program will educate your students about the effects of their everyday decisions on our environment and encourage them to think critically before making choices that could potentially threaten and endanger wildlife and habitats. Four activities based on National Standards in language arts, science, and geography present compelling ecological concepts based on the funny and thought-provoking content in the film, and challenge students to get involved in issues that matter, using suggestions and resources offered by the National Wildlife Federation, the Endangered Species Coalition, and Defenders of Wildlife.

Also included are: a classroom poster illustrating action points; stickers to reward activity completion; paperwork certifying your class's adoption of an endangered species; information about an art contest to help celebrate Endangered Species Day in May; and a take-home booklet to encourage family involvement. The film itself will be an entertaining complement to these materials, but seeing it is not essential to the educational value of the program.

The materials in this program are copyright protected; however, you may make as many photocopies as necessary to suit your classroom needs. Feel free to share these materials with other educators at your school.

Thank you for helping us protect our planet!

Jim Berk  
CEO, Participant Media

participant<sup>®</sup>  
MEDIA



[www.furryvengeance-movie.com](http://www.furryvengeance-movie.com)



is the only company developing free, innovative classroom materials that is owned and directed by award-winning former teachers. Visit our website at [www.ymiclassroom.com](http://www.ymiclassroom.com) to send feedback and download more free programs. For questions, contact us at 1-800-859-8005 or e-mail us at [feedback@ymiclassroom.com](mailto:feedback@ymiclassroom.com).



## SYNOPSIS – FURRY VENGEANCE

**FURRY VENGEANCE** takes place in Rocky Springs, Oregon, where a development project led by Dan Sanders of Lyman Industries—a company that touts itself as a leader in green building practices when in reality its tactics are environmentally hypocritical and detrimental—is preparing to clear a pristine forest to build housing, two golf courses, and a mall. Dan has moved his wife and teenage son from Chicago to what his family views as the middle of nowhere in order to oversee the project.

Because this forest has a history of being targeted for development, Dan ultimately discovers that he is just the next human in line to receive more than he bargained for when a clever and creative group of animals decides to retaliate. Suddenly, raccoons, crows, bears, and foxes (to name just a few) join forces to remind humans that their forest home—and, in fact, the Earth—should be respected. While the film's humor will delight and engage viewers, the situation it presents is a powerful call to environmental action for today's youth.

## PROGRAM OBJECTIVES

- To raise student awareness of and respect for the interrelationships found in the Earth's ecosystems.
- To educate students about wildlife habitats and the needs of animals that populate them.
- To encourage critical thinking and provide resources to motivate student action toward protecting threatened habitats and endangered species.
- To encourage students to better understand their own habitat.

## PROGRAM COMPONENTS

- This 4-page teacher's guide
- Four reproducible student activity masters
- An 8-page student activity take-home booklet for each student
- A classroom wall poster
- Stickers to be awarded for program completion of each activity
- Materials certifying the adoption of an endangered species to hang in the classroom
- A flyer inviting students to enter an art contest to help celebrate Endangered Species Day in May (**Note: There is a March 26th deadline for entries.**)
- An educator reply card for your important comments

## TARGET AUDIENCE AND STANDARDS ALIGNMENT

This program is designed for grades 3 and 4; however, activities may be adjusted to accommodate the needs and skills of your students. The program aligns with National Standards in language arts, science, and geography. The poster also meets standards in social studies. See the standards chart at [www.ymiclassroom.com/pdf/furryvengeancestandards.pdf](http://www.ymiclassroom.com/pdf/furryvengeancestandards.pdf).

## HOW TO USE THIS GUIDE

- Photocopy the four pages of this guide and share the set with other teachers.
- Display the poster prominently to generate interest.
- Review and schedule the program materials, allowing at least two classroom sessions for both activities 1 and 4, one outdoor session with an additional indoor session for activity 2, and a minimum of one session for activity 3. Distribute copies of the activity sheets to each student.
- Post the materials on adopting an endangered animal in your classroom.
- Send the student activity booklet home with students to complete with their families, along with the art contest flyer.
- If desired, award students one sticker at the conclusion of each program activity they complete from each of the animal images shown. Students can affix them to the bottom of their activity sheets and to the booklet as well.
- Share your story with us! Please tell us how this curriculum was received by your students, at [www.takepart.com/furryvengeance](http://www.takepart.com/furryvengeance).



## HOW TO USE THE CLASSROOM POSTER

Explain to students that in *Furry Vengeance*, the character of Tyler—whose father, Dan, is heading up the development—is part of a group who petition to stop the development of the forest. Tell students that even a simple act on the part of one individual can make a difference when it comes to the environment, because everything is part of a larger connection.

Ask students if they have ever participated in any of the actions listed on the poster, and encourage them to discuss their feelings about doing so. Have them identify actions they might like to try and why, then plan at least one action as a class or within small groups. Document student experiences and results through photos, essays, videos, etc. Encourage students to talk about how taking action made them feel and whether it will inspire them to do more in the future. You might cite anthropologist Margaret Meade's famous quote, "A small group of thoughtful people could change the world. Indeed, it's the only thing that ever has."



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# ACTIVITY 1 THE WAY I SEE IT

**PART A.** Distribute the activity sheets. Assign a few students to be the characters and read the speech bubbles aloud. Lead students in a discussion of the character viewpoints. Point out that even though real animals cannot fight back as they do in the film, the filmmakers have used the situation to motivate viewers to consider the effects of human interference in natural ecosystems. Introduce the term “anthropomorphism” to help students understand how humans and animals are similar in some respects such as the need for food, space, and shelter, and a way to protect their offspring.

**PART B.** Guide students in completing their answers on the activity sheet by helping them consider the effects of an imagined development in or near a natural habitat in their region. To determine positives and negatives, ask students to think about what animals live in the area now. How will the development

affect their food source, their ability to roam freely, their capacity to keep a healthy distance from humans, and the area they need for a home, den, or cave in order to raise their young, etc.? On the other hand, what benefit will the project have for the human community? Are new homes and businesses necessary? How will people who already live nearby be affected? Is there a better location where the project would have a lesser impact on the environment? Next, have students share their personal conclusions as prompted on the activity sheet.

Teachers of older students may create a live debate challenge for students by assigning them roles such as developer, city planner, environmental scientist, geologist, homeowner, or member of a national environmental conservation group such as the National Wildlife Federation, etc., to further understand the perspectives that play out on a daily basis with regard to proposed local, national, and international land development.

# ACTIVITY 2 IN YOUR SCHOOL'S BACKYARD

Determine an area of your school grounds where children may safely explore under your guidance and supervision. Review the Field Observer's Etiquette callout with students and, if needed, add directions relevant to your group and observation area.



Lead students in a group discussion focusing on predictions for the study. For example: How many different organisms, or life forms, do they expect to see, hear, or touch? How do they think they might find evidence of organisms without actually seeing them?

Clearly mark the boundaries of the area to be explored with string or caution cones so students know their parameters. If available, clipboards for recording information and magnifying lenses for close-up examination of organisms would be helpful for student data collection.

Have students sit on the ground and observe all around them. Their notations can include both organisms they can see or hear from a distance as well as those that are within the assigned observation area. Allow approximately 20 minutes for observation, notation, and sketching the organisms they find on their activity sheet.

Then allow students to research the identity of any organisms they could not name by using identification books and websites. Help them interpret their data to write their conclusion by asking questions, such as:

- What types of diets do you know or suspect these organisms have?
- Which organisms might be food for another?
- What areas of shelter might the organisms find in the schoolyard habitat?
- Was there a water source for these organisms?
- From observing the general surroundings, why might certain organisms have been present? What nearby food sources could encourage their presence?
- Could the weather have affected today's observations?
- Did you find more or less organisms than you expected? Why or why not?
- Could the habitat be improved to attract more organisms? Should it be? Why or why not?

**Note:** The Schoolyard Habitat® project found at the National Wildlife Federation's website, [www.nwf.org/schoolyard](http://www.nwf.org/schoolyard), is a great opportunity for students to spearhead a wildlife habitat effort for the entire school community. The result will be a wonderful outdoor classroom where students may practice many cognitive skills by studying, researching, and documenting wildlife in their area.



## ACTIVITY 3 ANIMALS IN DANGER

**PART A.** Distribute the activity sheets and have students complete the quiz. Review these answers with students:

1. **b.** Answer d describes species that are considered threatened.
2. **a, b, c, and d.** Poaching is a threat in countries where game laws are not enforced. Unsustainable development occurs when land developers damage or alter natural ecosystems. Global warming causes a change in habitat conditions. Introduction of exotic species means non-native plants or animals brought into an ecosystem by humans either on purpose or by accident. The exotic species can prey on native species on a large scale, resulting in habitat loss.
3. **d.** According to recent reports, the United States is number two, with Ecuador at number one. Currently there are approximately 1,200 species on the endangered species list, but scientists believe the total number of those that are actually at risk pending field research is closer to 6,500.

4. **a and b.**

5. **a and c.**

6. **a.** You may wish to define ecosystem for students as a word that describes how the living things function and interact with each other and with the non-living things in a particular area.

**PART B.** Have students create posters to illustrate the theme of endangered animals and habitat loss based on information they learned from this activity sheet. Student work may be displayed in the classroom hall or school library to share the case for protection of endangered species among fellow students at the school. You may also wish to direct students to enter their artwork of an endangered species in the Endangered Species Coalition's art contest that is part of the annual observance of Endangered Species Day in May as described on the flyer enclosed with these program materials. **Note the March 26th deadline for entries.**

## ACTIVITY 4 THERE'S NO BIOME LIKE HOME

**PART A.** Distribute the activity sheets and review the terms. Have students create diagrams to show how the terms are related.

**PART B.** Help students find and identify the biomes featured on the map and note which states are included in each biome. Provide research materials that help explain the characteristics of the different biomes represented. Help students apply the concepts highlighted in Part A to specific relationships among organisms within your region or state.

**PART C.** Next, guide students in completing their Eco-Reports according to the directions given. Older students may be challenged to apply the terminology of Part A to their selected habitat and record that in the Ecosystem and Habitat portions of the report. Encourage the use of the National Wildlife Federation and the Endangered Species Coalition websites to help students find the most current information. Students may share their work with one another.

Older students may be further challenged to plan and implement their own Endangered Species Day where they may display their reports as well as other materials they have completed from additional activities highlighting their



endangered animal and its habitat. These activities might include creating a diorama, poster, brochure, poem, video, song, etc., or other creative ways that extend the impact of the lesson. They can download a toolkit on holding their own event at [www.EndangeredSpeciesDay.org](http://www.EndangeredSpeciesDay.org).

### RESOURCES

- Ways to help stop extinction: [www.stopextinction.org/stop.html](http://www.stopextinction.org/stop.html)
- Things to do at home to protect endangered species: [www.stopextinction.org/10athome.html](http://www.stopextinction.org/10athome.html)
- Serving as a conservation volunteer: [www.defenders.org/take\\_action/wvc/index.php](http://www.defenders.org/take_action/wvc/index.php)
- Getting outside to play and observe: [www.nwf.org/playandobserve](http://www.nwf.org/playandobserve)
- Making your garden wildlife-friendly: [www.nwf.org/gardenforwildlife](http://www.nwf.org/gardenforwildlife)
- Information on *Ranger Rick* magazine: [www.nwf.org/kidzone/kzPage.cfm?siteld=3&departmentId=200](http://www.nwf.org/kidzone/kzPage.cfm?siteld=3&departmentId=200)
- Becoming a rainforest hero: [www.rainforestheroes.com](http://www.rainforestheroes.com)
- Becoming an Eco-School: [www.eco-schoolsusa.org](http://www.eco-schoolsusa.org)
- Learning about climate change: [www.climateclassroom.org](http://www.climateclassroom.org)



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# ACTIVITY 1 THE WAY I SEE IT

**PART A.** In the comedy *Furry Vengeance*, Dan Sanders heads up a development project for Lyman Industries that would build housing, golf courses, and a mall by clearing a beautiful temperate forest preserve in Oregon. But the animals living there decide to strike back, and they conspire to turn Dan's life upside down in a hilarious series of misadventures that shows just who has the upper paw.

The character speech bubbles on this sheet show how both the animal and human characters have their own interests at stake. What do you think of these points of view?



**PART B.** What do you think might happen to the animals in your region if a company were to build a mall or housing in or near their habitat? Follow the guidelines below to help organize your thoughts.

Area of possible development: \_\_\_\_\_

Three ways the land could change and thus affect the way the animals live:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Three animals that would be affected:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Think about the positives and negatives for the building project you imagined and list them below.

**Positives**

**Negatives**

- |          |          |
|----------|----------|
| 1. _____ | 1. _____ |
| 2. _____ | 2. _____ |
| 3. _____ | 3. _____ |

Does one list outweigh the other? Based on your list, what conclusions can you make about the project? Write your thoughts below.

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**OPENS IN THEATERS ON APRIL 30, 2010.**



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# ACTIVITY 2 IN YOUR SCHOOL'S BACKYARD

The main human characters in *Furry Vengeance* comprise a family that has moved from Chicago to Oregon, where the father, Dan, is set to oversee the building of a subdivision in the middle of a forest. It's not surprising—but it is hilarious—when they get a bit more “up close and personal” with nature than they could ever have imagined!

Whether you live in the country or the city, you also share your surroundings with animals whose habitats may be unique to your area. Follow your teacher's directions to find out more about them by completing this habitat study in your schoolyard.

## SCHOOLYARD HABITAT STUDY

Date: \_\_\_\_\_

Weather Conditions: \_\_\_\_\_

### Description of Observation Area

(Are there trees, rocks, water, an open area, weeds or grasses, thick vegetation, etc.? What type of soil do you see?)

\_\_\_\_\_

\_\_\_\_\_

If you know the name of the organism you saw, heard, or touched, write it in the appropriate column below. If you do not know what it is, write a brief description of it. Draw sketches of the organisms you find on the back of this paper to correspond to what you observed.

You can find out what kinds of animals are living in your area by checking out [www.enature.com/home](http://www.enature.com/home).

## CONCLUSIONS

After you have discussed your findings with your teacher in class, complete the following to reach a conclusion based on your observations.

From my schoolyard habitat study I can conclude that:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## FIELD OBSERVER'S ETIQUETTE

Respect all living things.  
Observe—don't interfere.  
Leave the area the way you found it.

Don't reach underneath a stone, log, or stick if you cannot see what you are reaching for.

Don't touch trash or other unknown items with your bare hands.

Never touch an organism that could be harmful, such as a stinging insect, a poisonous spider, or a poisonous plant such as poison ivy.

Be sure to wash your hands after returning from the observation area.

Join forces with the National Wildlife Federation (NWF) and create a Schoolyard Habitat® to support the wildlife near your area! Remember, you don't need an open field to create a habitat garden. You can garden in recycled containers, pots, and raised beds, just to name a few. You can even get special NWF certification of your habitat. Find out more by visiting [www.nwf.org/schoolyard](http://www.nwf.org/schoolyard).



Organisms I Saw	Organisms I Heard	Organisms I Touched

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# ACTIVITY 3 ANIMALS IN DANGER

A raccoon that hijacks a car? Weasels that set a trap for humans? These comedic antics are all part of the plan devised by the animals that star in the film *Furry Vengeance* to stop the destruction of their home. While the movie makes us laugh, the filmmakers also make an important point—that the habitats of many animals are indeed threatened. In real life many animals need our help if they are to survive.

**PART A.** Learn more about endangered animals by circling the letter that you think best answers each question. Remember that questions may have more than one answer.

- For a species to be on the U.S. Endangered Species List, it must be:
  - a plant that has died.
  - any plant or animal species that is in danger of extinction throughout all or a large portion of its range.
  - an animal that is hunted.
  - any plant or animal species that is likely to become endangered within the foreseeable future.
- Today's threats to wildlife habitats include:
  - poaching.
  - unsustainable development.
  - global warming.
  - introduction of exotic species.
- Which of the following statements is NOT true?
  - What happens to other species on Earth affects humans.
  - The biodiversity of the planet affects everything on Earth, from air, water, and food, to recreation, medicine, and clothing.
  - Extinction has always been part of Earth's cycle; however, human activity is causing species extinction at alarming rates.
  - The United States ranks low on the list of countries with the greatest number of endangered species.
- The Florida manatee is a threatened species due to:
  - injury from high-speed recreational boats.
  - loss of its preferred food, bottom grasses.
  - an illness that has infected their stomachs.
  - more males than females among the manatee population.
- The recovery of the American bald eagle, our country's national bird, is an Endangered Species Act success story. The bald eagle first became endangered due to:
  - habitat loss from cutting of tall trees used for nesting sites.
  - hunting by humans.
  - the impact of pesticides like DDT on eagle eggs.
  - migration to Canada.
- The gray wolf plays a very important role in its ecosystem. For example, wolf packs influence elk behavior and densities in Yellowstone National Park which, in turn, results in the increased growth of trees and bushes. This gives birds, fish, beavers, and moose places to call home. Which of the following is NOT a threat to wolves in the wild?
  - fighting with grizzly bears.
  - humans who shoot them, thinking it is necessary in order to protect their livestock.
  - humans who move into or near the wolf's natural habitat.
  - humans who believe that the wolf is not a beneficial animal because of stories like that of "the big bad wolf."

**PART B.** Now that you have learned more about endangered and threatened animals, it's time to picture *your* cause. Use the back of this page to illustrate your idea for artwork that will spread the word about an endangered animal of your choice and how it needs our help. Then follow your teacher's directions to create your artwork, and consider entering it in the Endangered Species Coalition's art contest that is held in honor of Endangered Species Day each May ([www.EndangeredSpeciesDay.org](http://www.EndangeredSpeciesDay.org)). See the flyer your teacher gave you for details.

The ESC helps promote awareness of and recovery updates for animals on the U.S. Endangered Species List. For example, ESC reports that efforts to restore the gray wolf to Yellowstone have not only been successful in returning balance to the ecosystem, but also helped to bring more than \$36 million in tourism dollars annually to local communities. See [www.stopextinction.org/toolbox/187-esasuccess.html](http://www.stopextinction.org/toolbox/187-esasuccess.html) for more information.



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# ACTIVITY 4 THERE'S NO BIOME LIKE HOME

**PART A.** Temperate mixed forests like the one featured in *Furry Vengeance* are part of the web of life for our planet. But what makes up a biome and how is it different from an ecosystem? And how is that different from a habitat? Let's find out.

A **biome** is a large geographical region whose plants and animals have adapted in their own unique ways to the water, heat, and soil specific to that location and climate. Earth's biomes include grasslands, tundra, taiga, tropical rainforests, oceans, temperate forests, and deserts.

An **ecosystem** consists of both living and non-living things that function and interact with each other. An ecosystem is smaller than a biome.

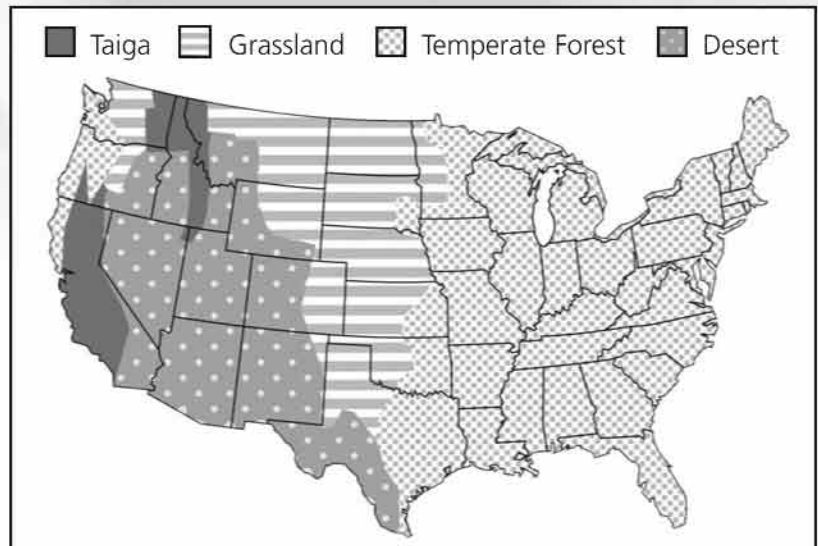
A **community** is made up of all of the plants and animals that interact with each other in one specific area.

A **population** is the total number of members of a single species.

A **habitat** provides the food, water, shelter, and space an organism needs to live.

An **individual** is a single member of a species, like me, for instance!

**PART B.** This map highlights some biomes in the mainland U.S. Find your state on the map, then color it. Which biome do you live in or near? Circle its name next to the map.



**PART C.** Using the links shown, research the habitat of an endangered animal either from one of the biomes featured on the map or from the biome that is closest to where you live, then complete your Eco-Report below. Sketch your animal on the other side of this sheet.

- National Wildlife Federation ([www.nwf.org/wildlife](http://www.nwf.org/wildlife))
- Endangered Species Coalition ([www.stopextinction.org](http://www.stopextinction.org))

## MY ECO-REPORT

I chose this biome, \_\_\_\_\_, because \_\_\_\_\_.

I chose the following individual, \_\_\_\_\_, because \_\_\_\_\_.

Here are three actions I can take to save my animal.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

BIOME BASICS	My Animal:
Ecosystem	Food Source
Community Members	Water Source
Animal Population	Habitat Needs
Habitat Descriptions	Threats to Habitat



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## LIVIN' THE GREEN LIFE

Dan Sanders thinks he is moving his family to Oregon to live the green life, but his job to develop a forest preserve is threatening their greatest chance to experience it. Fill in the letters of each word that are missing to show what the Sanders family's new green "To Do" List might look like once the animals who fight back in *Furry Vengeance* have taught Dan a lesson.

### DAILY ECO-ACTION

Visit Internet resources to find out more ways you and your family can go green. Record the ideas you want to try on your family list below. Choose a weekend to perform as many of these eco-actions as you can. It's not as hard as you might think!



#### SANDERS FAMILY'S GREEN "TO DO" LIST

1. Wash clothes in \_o\_d water.
2. Turn off \_i\_t\_ when leaving a room.
3. \_o\_\_os\_ leftover veggies.
4. Unplug e\_e\_tro\_\_cs when not in use.
5. Buy in b\_lk.  
**Remember, we want to cut down on packaging trash!**
6. Shop the \_a\_m\_\_'s\_a\_\_et for veggies and fruits.
7. Set up a \_ain\_arre\_.  
**We'll store it and use it on the garden during dry times.**
8. Look online for a b\_\_e\_y recycling center.
9. Stay away from \_e\_ti\_ides and \_o\_ic cleaners.
10. \_a\_k more and dri\_\_ less.
11. Eat less \_e\_t.

#### FAMILY'S GREEN "TO DO" LIST

Morning

Afternoon

Evening


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**Dear Parent, Teacher, or Caregiver:**

Your child has been learning about the importance of protecting wildlife habitats with the help of the animal characters who star in the hilarious movie *Furry Vengeance*. How much do you know about the wildlife in your neighborhood, state, or on planet Earth? Help your child with the activities in this booklet for a fun learning experience the whole family can enjoy—and be sure to see *Furry Vengeance* when it opens in theaters on April 30, 2010.

**ECO-ACTION BOOKLET**

## GOING GREEN OR GOING WRONG?

In the film *Furry Vengeance*, Tammy Sanders must plan this year's traditional Forest Festival to celebrate the beauty of the forest preserve; the problem is that her husband's company is tearing the forest down in order to build a housing complex with a mall and two golf courses!

The next time you are at a community event such as a farmer's market, religious gathering, or a festival, notice what people are doing around you. Which of their actions are eco-friendly? Which are anti-green? Put an X in the column you think best describes the action.

Action	Going Green	Going Wrong
1. Carrying non-reusable water bottles		
2. Using cloth bags to carry goods		
3. Recycling empty soda cans		
4. Tossing an apple core in the trash		
5. Using balloons for decoration		
6. Arriving by car pool, public transit, or on foot		
7. Buying food from a local farmer		
8. Buying food from a fast-food vendor		
9. Serving more vegetarian foods and less meat		
10. Using non-toxic cleaning products		

## GOING GREEN ECO-ACTION

Go green all the way at your next holiday celebration or birthday party:

### Instead of:

- Balloons and confetti
- Disposable plates, utensils, and napkins
- Juice boxes
- Individual birthday or holiday gifts

### Try:

- Earth-friendly decorations like arrangements of flowers, stones, leaves, and whole fruits
- Real plates and silverware along with cloth napkins or compostable/biodegradable cutlery, plates, etc.
- Real cups in which juices or drinks are poured from larger bottles
- A gently used book, clothing, or toy swap for everyone, OR collect monetary donations from guests to help adopt an endangered animal

Ranger Rick's GreenZone at [www.nwf.org/rrgreenzone](http://www.nwf.org/rrgreenzone) has fun activities to help kids get greener and find out what *not* to do!

## WHAT'S YOUR BIOME?

In the film *Furry Vengeance*, Dan Sanders and his family come face to face with nature when they move from Chicago to Rocky Springs, Oregon. The region they encounter is part of a temperate forest biome—a large geographical area whose animal inhabitants have adapted to the unique climate and geography found there.



Do you know your biome? Complete the Biome Challenge with your family to better understand your natural surroundings.

### Biome Challenge

- Name three birds native to your area.
- Identify four fruits and vegetables that are in season now (prepare some for dinner this week!)
- Identify the closest body of water to you.
- Name your state flower or bird.
- When did you last encounter wildlife in your neighborhood?
- Name the geological conditions that define the land in your area, such as bodies of water or valleys, etc.
- How often does the weather in your region affect your activities?
- What are the natural signs of the change of seasons in your area? What do you like best and least about each one?

## BIOME ECO-ACTION

- Choose a weekend morning or afternoon and quietly explore your own backyard or neighborhood. Listen for birds, look for animal activity, and pay special attention to the trees, plants, and flowers. Remember—you are there to observe, not to interfere with, the living things you discover.
- Help the National Wildlife Federation track wildlife sightings in your area through NWF's Wildlife Watch at [www.nwf.org/wildlifewatch](http://www.nwf.org/wildlifewatch), or join other families for a night of fun by participating in NWF's Great American Backyard Campout at [www.nwf.org/gabc](http://www.nwf.org/gabc).
- Check out [www.nwf.org/naturefind](http://www.nwf.org/naturefind) for fun local outdoor events, sites, and parks, and Ranger Rick's CampZone at [www.nwf.org/rrcampzone](http://www.nwf.org/rrcampzone) for games and puzzles about camping and playing outside.





## FIND THEM—BEFORE THEY'RE GONE

The animal stars in *Furry Vengeance* find themselves locked inside a large pen to prevent them from creating havoc for Dan Sanders' development company. Although this leads to a lively and hilarious ending, this part of the story is also a symbol for the way animals in real life are left with less and less native habitat as humans move in.

The Endangered Species Coalition has identified several endangered and threatened animals in the United States. Parts of their names are hidden within the word puzzle at right. The rest of their names are listed below the puzzle. Can you find them—before they're gone?



Now complete the full name of each animal by matching the part of it that you found in the puzzle with the rest of its name:

Bald \_\_\_\_\_ Pacific \_\_\_\_\_ American \_\_\_\_\_  
 \_\_\_\_\_ Lynx Spotted \_\_\_\_\_ Otter  
 \_\_\_\_\_ Wolf \_\_\_\_\_ Crane Humpback \_\_\_\_\_  
 Grizzly \_\_\_\_\_ Panther \_\_\_\_\_

## ENDANGERED ANIMAL ECO-ACTION

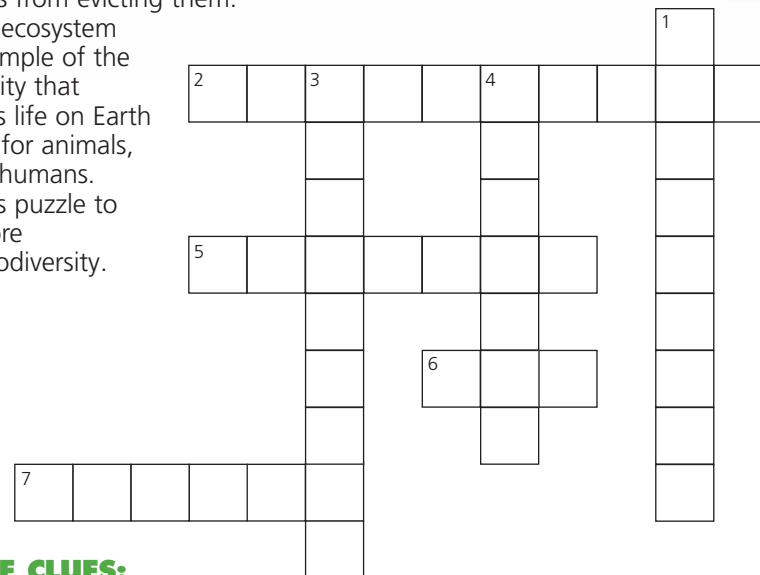
*Threatened* means the animal is facing endangerment in the very near future if habitat conditions do not improve. *Endangered* means there is still time to save these animals if recovery actions are taken immediately. *Extinct* means it is gone forever.

Learn more by visiting the Endangered Species Coalition website at [www.stopextinction.org](http://www.stopextinction.org). Here you'll find information about celebrating Endangered Species Day each May and Ten Easy Things You Can Do at Home to protect wildlife. The National Wildlife Federation considers global warming to be "the most dangerous threat to the future of wildlife." Find out more at [www.nwf.org/wildlifeandglobalwarming](http://www.nwf.org/wildlifeandglobalwarming).

## BIODIVERSITY—THE SPICE OF LIFE

The forest preserve threatened with development in *Furry Vengeance* is home to an amazing variety of animals, all of which seem determined to stop Lyman Industries from evicting them.

This rich ecosystem is an example of the biodiversity that enhances life on Earth not only for animals, but also humans. Solve this puzzle to learn more about biodiversity.



### PUZZLE CLUES:

#### ACROSS:

- Laws like the \_\_\_\_\_ Species Act in the U.S. help protect biodiversity.
- Beavers, trees, and ladybugs represent this kind of biodiversity.
- Life.
- Preserving biodiversity helps keep the \_\_\_\_\_ healthy.

#### DOWN:

- Using too many nonrenewable \_\_\_\_\_ like wood and coal is harmful to biodiversity.
- Variety.
- Gray, red, and Arctic wolves are examples of this kind of biodiversity.

## BIODIVERSITY ECO-ACTION

Visit [www.nwf.org](http://www.nwf.org) for a "how-to" guide in developing a schoolyard habitat, as well as for definitions and concepts of biodiversity. Make a Family Nature Scrapbook with sketches of animals you see. Create a backyard garden habitat, and soon you'll be seeing biodiversity at your own doorstep. The National Wildlife Federation can help you design a backyard garden to attract and support the native animal population in your area, while discouraging invasive plants that overwhelm the native vegetation needed to do this. NWF will even certify your garden. Visit [www.nwf.org/gardenforwildlife](http://www.nwf.org/gardenforwildlife) to learn more.



## THREATENED!

In *Furry Vengeance*, Dan Sanders' son Tyler and his friends start a petition to city officials to protest the building of homes in the middle of the forest.

Shown below is an example of another way they could have taken action. Unscramble the letters to reveal a letter to the editor of the Rocky Springs newspaper that would also have helped persuade officials to examine the pending threat to habitat more carefully.

Dear Sir or Madam,  
I am writing to **toprste** the Lyman Industries building development. This development is in the middle of an important **msosteecy** that supports **evdreis srgioamsn**. Many animals are in **grenad** of losing their **oofd** sources, areas for **lthseer**, and places to raise their **gyuno**. Those losses will lead to **toinxetcin**.

But it won't just be the animals that **fsufre**. We will lose air **auqliyt** because there will be fewer **seetr** to produce **xgoeny** and absorb **onbarc dioxide**. The **yatabu** of the area will be destroyed.

I urge you to review **poreerst** from geologists, environmental **puorgs**, and **olalc** residents to get the facts. This development must be stopped!

Sincerely,  
Tyler Sanders  
Concerned resident of Rocky Springs, Oregon



## CITIZEN ECO-ACTION

- Speak up for wildlife. Visit NWF at [www.nwf.org/actioncenter](http://www.nwf.org/actioncenter) and ESC's Activist Toolbox with your parents to find ways to take environmental action as a family, including signing online petitions and writing letters to the editor of your local newspaper. You can also make calls to the offices of your local city council members, senators, and representatives.
- You can make a difference! Just look at Alec Loorz of Ventura, California. When he was 12 years old, Alec founded Kids vs. Global Warming, an organization that "empowers youth to cool the Earth." Now just two years later, Alec's work is making a difference! Read more about him and how you can get involved at [www.kids-vs-global-warming.com/Home.html](http://www.kids-vs-global-warming.com/Home.html).
- Learn how you can green your classroom, school, and community by becoming an Eco-School at [www.eco-schoolsusa.org](http://www.eco-schoolsusa.org).

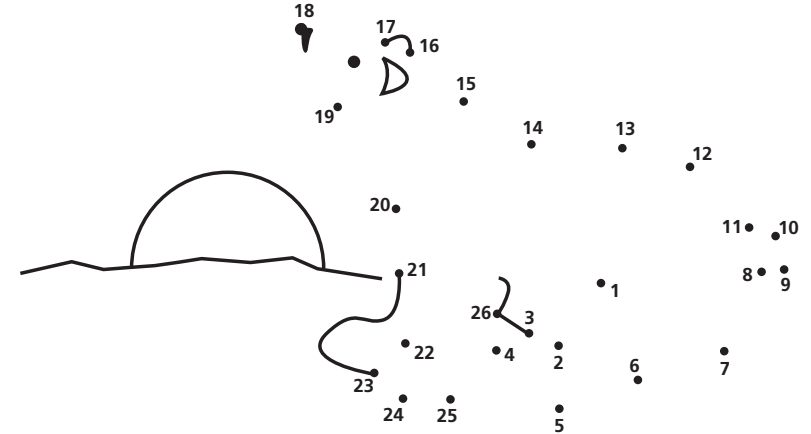
Answers: protest, ecosystem, diverse, organisms, danger, food, shelter, young, extinction, suffer, quality, trees, oxygen, carbon, beauty, reports, groups, local

## GREENHOUSE WHAT?

Land developments like those featured in *Furry Vengeance* contribute to greenhouse gas emissions that lead to climate change, or global warming. Climate change is the number one cause of habitat loss, and human activities create the most impact on climate change.

The greenhouse gas effect is a natural process that occurs in the atmosphere. Acting like a real greenhouse that traps light and heat from the sun, greenhouse gases like carbon dioxide and methane in the Earth's atmosphere provide a blanket of warmth that is just right for sustaining life. But the blanket allows very little heat to escape and when the gases build up, they warm the Earth too much, leading to climate change. Human activities like burning coal, natural gas, and oil, unsustainable farming practices, and deforestation are all major contributors to greenhouse gas build-up. See [www.greenfacts.org/climate-change/greenhouse-effect/greenhouse-effect.htm](http://www.greenfacts.org/climate-change/greenhouse-effect/greenhouse-effect.htm) for more information.

The Arctic is one of the areas on Earth most affected by climate change and habitat loss. One example of an animal in jeopardy is pictured in the dot-to-dot puzzle below. This animal depends on summer sea ice to move and hunt. As the ice disappears, so does the animal's habitat range. Currently this animal is classified as a threatened species; however, many argue that it is already endangered. Complete the puzzle to restore this animal to its habitat.



## CARBON FOOTPRINT ECO-ACTION

We can all take action to help cut down on greenhouse gas emissions that lead to climate change and habitat loss. Visit [www.myfootprint.org](http://www.myfootprint.org) to calculate your family's carbon footprint—the way in which your lifestyle impacts the build-up of greenhouse gases—and find out ways to reduce the size of your family's footprint. Visit [www.climateclassroom.org](http://www.climateclassroom.org) to learn about the causes of and remedies for climate change.



# TAKING ECO-ACTION

## PARTICIPATE

Find special environmental events in which you can participate, such as the May 21, 2010 celebration of Endangered Species Day, at [www.EndangeredSpeciesDay.org](http://www.EndangeredSpeciesDay.org). Also, find out more about the National Wildlife Federation's Wildlife Watch at [www.nwf.org/wildlifewatch](http://www.nwf.org/wildlifewatch).

## CHOOSE YOUR CAUSE

Start an environmental club at school or join one through the Internet to find groups of kids devoted to helping save the environment or an endangered species.

## ADOPT AN ANIMAL

Raise funds to symbolically adopt an animal through NWF's Animal Adoption program at [www.nwf.org/adoptioncenter](http://www.nwf.org/adoptioncenter) and Defenders of Wildlife's site at [www.defenders.org](http://www.defenders.org). Organize a garage sale, hold a used-book raffle, or sponsor a lemonade stand to help raise money to assist in saving an endangered animal.

## USE YOUR VOICE

Contact your local, state, and national representatives by letter or phone to let them know that you are a concerned citizen who wants protection for endangered species and threatened habitats. The Endangered Species Coalition offers excellent guidelines for letter writing at [www.stopextinction.org](http://www.stopextinction.org).

# FURRY VENGEANCE

He came. He saw. They conquered.

OPENS IN THEATERS ON APRIL 30, 2010.



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