

EDUCATORS' GUIDE & ACTIVITIES

# PENGUINS

AN EPIC FILM  
WRITTEN & NARRATED BY  
**DAVID ATTENBOROUGH**



Published by nWave Pictures Distribution  
Curriculum Developed by Young Minds Inspired



[www.PenguinstheFilm.com](http://www.PenguinstheFilm.com)



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# A Word From the Filmmakers

nWave Pictures Distribution is proud to present this Educators' Guide & Activities for use in conjunction with the release of ***Penguins – the Film***, written and narrated by world renowned filmmaker and naturalist **David Attenborough**.

Because you enjoy taking your classes to IMAX® theatre films, this guide will help you prepare students to view the film and to follow up with discussions and activities. The guide is intended as a classroom supplement and is consistent with U.S. National Education Science Standards. The material is flexibly designed, and you may modify and duplicate the copyrighted materials to suit your students' needs.

We encourage you to share your views regarding this Educators' Guide & Activities, as they are important to us. Please feel free to contact us at [info@nWave.com](mailto:info@nWave.com) or through [Facebook.com/nWavePicturesDistribution](https://www.facebook.com/nWavePicturesDistribution) for any questions or comments you may have. We hope this information will enhance your viewing experience of ***Penguins – the Film***.



We are tremendously excited to bring the world of the King Penguin to your classroom, and I know that these charming and irresistible comic characters will engage and delight your students.

After the incredible success of our previous documentary film, *Flying Monsters*, my producer Anthony Geffen and I were keen to find another project to work on together. I struck upon the idea of filming King Penguins in South Georgia, an extraordinary sub-Antarctic island. Because

of the remoteness of the islands, most of the wildlife are totally unafraid of humans and you can get a camera very close to them. But this also meant that our film crew lived and worked in some extremely harsh conditions for months at a time to capture this amazing story, including journeying there by boat for several weeks through some often huge seas, and then camping in tents which could be flattened in a moment by careless elephant seals!

As we follow a King Penguin through a formative year of his life, your classes will gain a unique insight into the extraordinary wildlife on the islands of South Georgia, in the Southern Atlantic Ocean. Our King Penguin lives in one of the harshest climates on earth and faces epic challenges to reach adulthood and find a mate, and then complete his destiny by raising a chick and finally sending it off into the world. The giant screen immersive experience brings your students up close and into the world of the King Penguin and all the other wildlife that share his habitat: the playful fur seals, massive elephant seals, giant orcas, and predatory birds such as skuas and petrels.

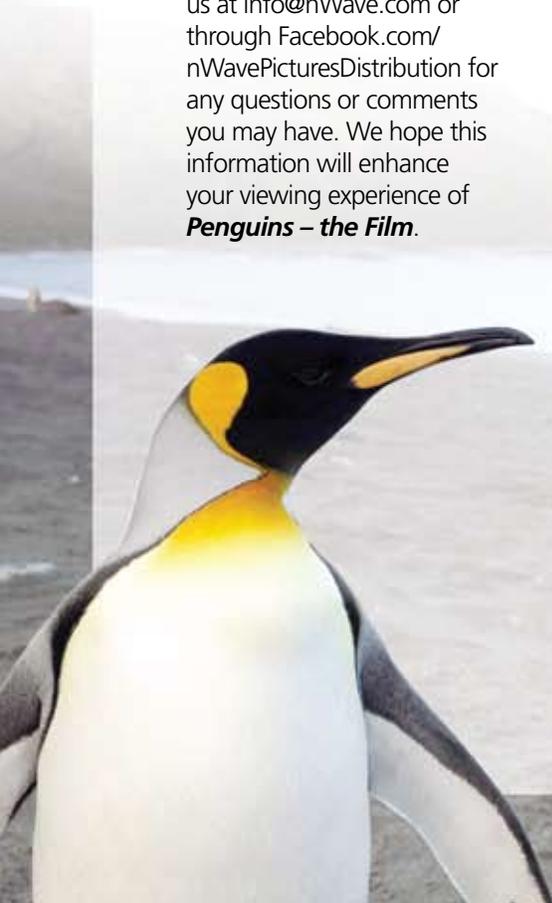
Everything in the film is scientifically accurate, but we have also tried to convey our story in an accessible way—one that balances educational content with an emotional connection to the subject, which is why we decided to focus on just one penguin and his story. We very much hope that our film will inform your students about the King Penguin and his sub-Antarctic habitat, and inspire them to learn more about our extraordinary world.

**Sir David Attenborough**  
*Writer & Narrator*

**Anthony Geffen**  
*Producer*

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# Educator Introduction

## Target Audience

This Educators' Guide & Activities are designed for use with students who view the new nWave Pictures Distribution release, **Penguins – The Film**. The guide includes classroom activities for students in grades K-3 and corresponding activities for students in grades 4-8, plus two activities for students of all ages.

## Educational Objectives

- To introduce students to the geography and location of "Penguin City" on South Georgia Island.
- To encourage students to explore the social and breeding behaviors of the King Penguin and its relationship to other species on South Georgia Island.
- To make students aware of the potential impact of climate change and commercial fishing on the King Penguin's habitat.
- To inform students about other species of penguins and where they live in the southern hemisphere.

## Film Synopsis

**Penguins – The Film** celebrates the destiny of a very special King Penguin, who returns to his birthplace in the sub-Antarctic. Known as Penguin City, the island is home to hundreds of albatrosses, fur seals, and brawling elephant seals—as well as six million penguins! Somehow our hero must earn his place among the island inhabitants and fulfill his destiny by finding a mate and raising a family. What follows is the story of the most challenging time in a King Penguin's life, when he is driven to nurture and defend his offspring against harsh weather and fierce predators. This cosmic drama plays out in one of Earth's last great wildernesses, amid steep mountain ranges and windblown plains half buried beneath snow and ice.

## Pre-Viewing Discussion Questions

- Create a KWL graphic organizer on the chalkboard/whiteboard, with columns labeled "What I KNOW

Already," "What I WANT to Find Out," and "What I LEARNED." Fill in the first column by asking students what they already know about penguins. Invite students who have seen penguins at a zoo or aquarium to describe their behavior and what different types of penguins look like. Then fill in the second column of the organizer by asking students what they want to find out about penguins. Prompt discussion with suggestions such as, "What they eat," "How they grow up," and "What other animals they live with." Conclude by having students copy the organizer so they can fill in the final column after they have seen the film.

- Show students South Georgia Island on a globe or map. Ask them to describe the climate they expect to find there.
- Ask students whether they think any people live on South Georgia Island. If so, what would they do there?

## Post-Viewing Discussion Questions

- Return to the KWL graphic organizer by creating a "What I LEARNED" column on the chalkboard/whiteboard. Have students contribute facts and insights from their own notes. What fact about King Penguins most surprised the students? What part of the film made them want to learn even more?
- Use the film to clarify students' understanding of the difference between the Antarctic region and the Arctic region. Have students locate the Arctic on a map or globe. Talk about some of the animals that live there. Ask students to suggest reasons why people live in the Arctic but not the Antarctic region. (The Arctic is connected to land masses by icecaps, whereas the Antarctic is separated from land by the open sea.)

## Alignment with U.S. National Science Standards

	Grade Level		Activity				
	K-3	4-8	1	2	3	4	5
<b>Life Science</b>							
• The environment must supply the needs of organisms	•	•				•	•
• Life cycles of organisms	•	•			•		
<b>Science in Personal and Social Perspectives</b>							
• Characteristics and changes in populations	•	•			•	•	•
<b>Unifying Concepts and Processes</b>							
• Constancy, change and measurement	•	•	•	•			•
<b>Science as Inquiry</b>							
• Abilities necessary to do scientific inquiry	•	•	•	•	•	•	•

## Alignment with U.S. Next Generation Science Standards

	Grade Level		Activity				
	K-3	4-8	1	2	3	4	5
<b>Life Sciences</b>							
• Interdependent relationships in ecosystems		•			•		
• Social interactions and group behavior	•	•	•	•	•		
<b>Earth and Space Sciences</b>							
• Global climate change		•				•	

# Activity 1: Welcome to Penguin City

## For Grades K-3

This activity invites students to imagine that they are tourists visiting Penguin City on South Georgia Island and provides them with a pretend postcard to send back to their friends at home. Have students cut out and fold the postcard, color and complete the picture, and fill in the blanks to complete their message.

**Answers:** penguins, cold, birds, here, seals, visit

**Follow Up:** Have students take their postcard home to share with their family. Then ask them to draw another postcard, with a parent, that illustrates a family vacation or other trip and bring it in to share with the class. On a map in your classroom, put flag pins on the locations where your students have traveled.

## For Grades 4-8

This activity challenges students to use their map reading and math skills to calculate the distance from their home to Penguin City on South Georgia Island, and how long the journey would take. Students then take a virtual trip to South Georgia Island by visiting the island's official website, [www.sgisland.gs](http://www.sgisland.gs), to gather three facts about its history, climate, wildlife, etc. Encourage students to gather facts about South Georgia Island from what they observe via the two webcams available on the website, which offer views around the clock and archived views going back several months.

**Answers:** Will vary depending on students' location.

**Follow Up:** Have students identify all the countries they would fly over on a trip to South Georgia Island. Then help them use the longitudinal markings on the map to find out which location is farther from the Equator, their own hometown or Penguin City.



# Activity 1: Welcome to Penguin City

GRADES  
K-3

Cut out the post card. Fold it in half. Draw a penguin in the picture. Fill in the blanks to finish the message.



We are visiting the p \_ \_ \_ \_ \_ on South Georgia Island.  
They live close to Antarctica where it is very c \_ \_ \_ \_ !

There are other b \_ \_ \_ \_ \_ on the island. We have seen skuas and great  
petrels. There are mammals h \_ \_ \_ \_ , too. We have seen elephant  
s \_ \_ \_ \_ \_ and leopard seals.

You should v \_ \_ \_ \_ \_ this exciting place!

Your friend,

\_\_\_\_\_

# Activity 1: Welcome to Penguin City

**GRADES  
4-8**

Penguin City is home to millions of King Penguins. It is located close to Antarctica, on South Georgia Island. How far is that from your home? Use this map to find out.

Mark your hometown on the map. Draw a line from your home to South Georgia Island. Measure the line and use the scale to calculate how many miles or kilometers you would travel to reach Penguin City.

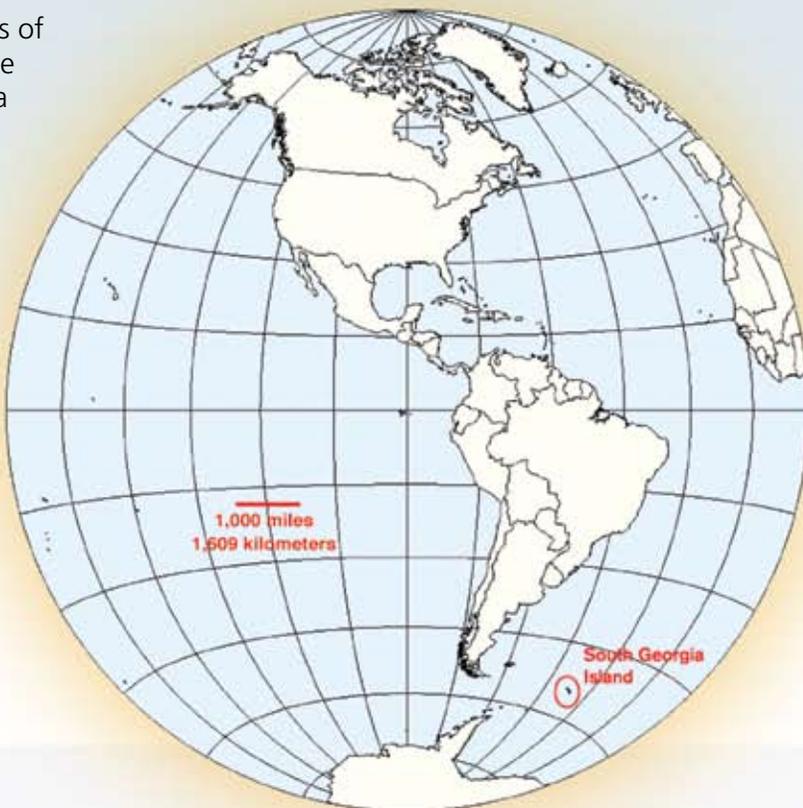
Distance from my home to Penguin City:

\_\_\_\_\_ miles or \_\_\_\_\_ kilometers

Now imagine that you are on your way to Penguin City. Your plane is flying at a speed of 500 miles or 805 kilometers per hour. How long will it take for you to reach Penguin City?

\_\_\_\_\_ hours

Luckily, you can visit South Georgia Island without leaving home. Just go to the South Georgia Island website at [www.sgisland.gs](http://www.sgisland.gs). You can tour the island by webcam and learn about its history and the animals who live there. On the back of this sheet, write down three facts you learn about South Georgia Island.



## Activity 2: Penguin Voices

King Penguins have an amazing ability to recognize one another by the distinctive sound of their voices. This is how the male and female of a breeding pair locate each other among the hundreds of thousands of nearly identical King Penguins in their colony, and how they and their chick locate one another after long separations. In this fun activity, students experiment to find out if they have a similar ability to identify individuals by the sound of their voice alone.

### For Grades K-3

Divide your class into small groups of 4-6 students and have them follow the directions on the activity sheet to test their powers of vocal recognition. After all groups have completed the experiment, compile their findings by adding up all right and wrong identifications. How accurately did your students identify their classmates' voices? Who's better at voice recognition? Your students, or the King Penguins?

**Follow Up:** Talk with students about how people recognize one another. In addition to the sound of our voices, what other traits make each of us unique and recognizable to our family and friends?

### For Grades 4-8

Conduct this experiment as a competition between boys and girls. Remind students that in *Penguins – The Film*, it is the female King Penguin who must recognize her mate's voice first, when she returns from gathering food for their newborn chick, so the girls will take the first turn, trying to identify each boy in the class as he says, "I'm a King Penguin!" Then reverse the process by having the boys try to recognize the girls. After everyone has taken a turn, compile the data by adding up the right and wrong answers for boys and girls. How accurately did each group identify their classmates' voices, males or females? How do the students' powers of vocal recognition compare to those of the King Penguin?

**Follow Up:** Have students investigate how other species recognize their mates and their offspring. Are there species that do not rely on this kind of family connection for their survival? Are there species that maintain this kind of family connection even longer than the King Penguin?



**GRADES  
K - 3**

## Activity 2: Penguin Voices

King Penguins all look the same. Even the boy and girl penguins look almost the same. So how do they recognize each other? By the sound of their voices.

Could you be a King Penguin? See if you can recognize your classmates by the sound of their voices. Close your eyes while the members of your group take turns saying, "I'm a King Penguin!" After each turn, write down the name of the person whose voice you heard. When everyone in your group has taken a turn, check your answers. Give everyone in your group a chance to guess.

**Whose Voice Did You Hear?**

**Right**

**Wrong**

1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____

Now compare your answers with those of other groups in your class. Who in your class could be a King Penguin in Penguin City?



# Activity 2: Penguin Voices

King Penguins all look the same. Even the male and female penguins look identical, except for size. So how do penguins recognize each other, especially penguins who are making a family together?

It turns out that King Penguins can recognize each other's voices. Even among millions of penguins, the male and female who make up a couple can find each other by the sound of their voices. And their chick will recognize them by their voices as well.

Here's an experiment to find out if you could survive as a King Penguin. Close your eyes and see if you can recognize your classmates' voices. Take turns in class—first the girls listen to the boys, then the boys listen to the girls. After each person says, "I'm a King Penguin," use the spaces below to write down the name of the person you think you heard. Your teacher will record who is speaking each time so that you can check your answers.

When you complete the experiment, compile your data. Who could survive in Penguin City...boys?...girls?...or only penguins?



Whose Voice Did You Hear?	Right	Wrong
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____
9. _____	_____	_____
10. _____	_____	_____
11. _____	_____	_____
12. _____	_____	_____
13. _____	_____	_____
14. _____	_____	_____
15. _____	_____	_____



# Activity 3: Penguin Parents

## For Grades K-3

**Penguins – The Film** tells a story that takes students through the life cycle of the King Penguin, showing both how this species reproduces and how it matures from egg to young adult. This activity challenges students to recreate the story by placing photos from the film into their proper order. After students complete the activity, have them describe each scene as they remember it from the film and fill in the missing episodes.

**Answers:** A-2; B-5; C-1; D-3; E-6; F-4

**Follow Up:** Encourage students to look through family photos with a parent to create a picture sequence of their own life story. Students whose families do not have photos can draw pictures of memorable moments. Schedule time for students to share their picture stories in class.

# Activity 3: Island Visitors

## For Grades 4-8

Throughout **Penguins – The Film**, students see the King Penguins interacting with a variety of other animals that have made South Georgia Island their temporary home. This activity asks students to identify some of these animals and determine whether they are predators who threaten the penguins and their offspring, or competitors who claim space on the island's beaches, pushing the penguins' colony farther from the water and, in particular, making it more difficult for them to come and go in their constant search for food. After they have identified these animals, students are asked to research one of them to find out where it goes during the long Antarctic winter when the King Penguins finally have South Georgia Island to themselves.

**Answers:** A-Skua, Predator; B-Elephant Seal, Competitor; C-Giant Petrel, Predator; D-Fur Seal, Competitor

**Follow Up:** Have students work in small groups to research two other King Penguin predators who make an appearance in **Penguins – The Film**—the Killer Whale or Orca, and the Leopard Seal. Students should learn where these animals can be found around the globe and what other creatures they prey upon. You might also challenge students to investigate how the King Penguin interacts with the other penguin species who live on South Georgia Island—Chinstrap, Gentoo, and Macaroni penguins. Do these different species compete for space on the same terrain? Do they compete for the same kind of food? Have students report their findings in class.



**GRADES  
K-3**

# Activity 3: Penguin Parents

King Penguin parents work hard. It takes more than a year for their chick to grow big enough to live on its own. Look at these pictures of the King Penguin parents and their chick. Number the pictures to put them in the right order.



\_\_\_ Just hatched!



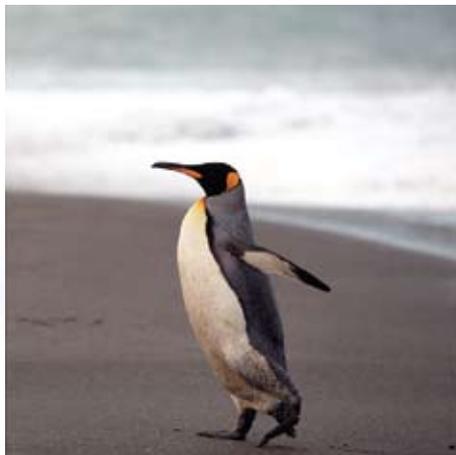
\_\_\_ Protecting the crèche



\_\_\_ Protecting the egg



\_\_\_ Finding food for the chick



\_\_\_ Grown up and ready to go!



\_\_\_ Feeding time!



**GRADES  
4-8**

# Activity 3: Island Visitors

King Penguins live on South Georgia Island all year round. Other animals come to the island in the spring, then leave before winter begins. While they are on the island, these animals compete with the penguins for space on the beach or threaten the penguins by attacking their chicks.

See if you can identify these animals by matching their names to the pictures. Then indicate which animals are predators that threaten the penguin chicks and which are competitors that claim space on the beach.

## Word Bank

Giant Petrel

Skua

Fur Seal

Elephant Seal



A. \_\_\_\_\_

Predator  Competitor



B. \_\_\_\_\_

Predator  Competitor



C. \_\_\_\_\_

Predator  Competitor



D. \_\_\_\_\_

Predator  Competitor

Now choose one of these South Georgia Island visitors and research where it goes while the King Penguins are huddled together against the cold of an Antarctic winter. Use the back of this sheet to record your findings.

# Activity 4: Protecting Penguin City

Unlike some other species of penguin, which seem to be dwindling toward extinction, the King Penguin population is stable. Yet scientists who study this species can foresee specific ecological threats that might disrupt the King Penguin's life cycle and put their colony on South Georgia Island at risk.

One threat comes from climate change, which is warming the atmosphere and could turn the snows that fall on South Georgia Island to rain. This development would pose no threat to the adult penguins, whose plumage is waterproof, but it could be fatal to the King Penguin chicks, whose down would become soaked in the rain and no longer provide them with insulation against the cold.

A second threat comes from commercial fishing in the area of South Georgia Island, which could inadvertently reduce the penguins' food supply. The King Penguin feeds primarily on lanternfish, a species which has very limited commercial use but which travels in vast schools—so vast that scientists using sonar have sometimes mistaken a school of lanternfish for a surprisingly shallow sea bottom. Commercial fishers trawling for species that feed on lanternfish will naturally catch many lanternfish as well, and because they travel in large schools, this can deplete the King Penguin's food supply significantly.

This activity informs students about these ecological threats to Penguin City and challenges them to generate support for the King Penguins by organizing a public awareness campaign.

## For Grades K-3

Students are asked to provide a message for a mini-poster on the activity sheet. When students have completed the activity, cut out their mini-posters for a classroom display.

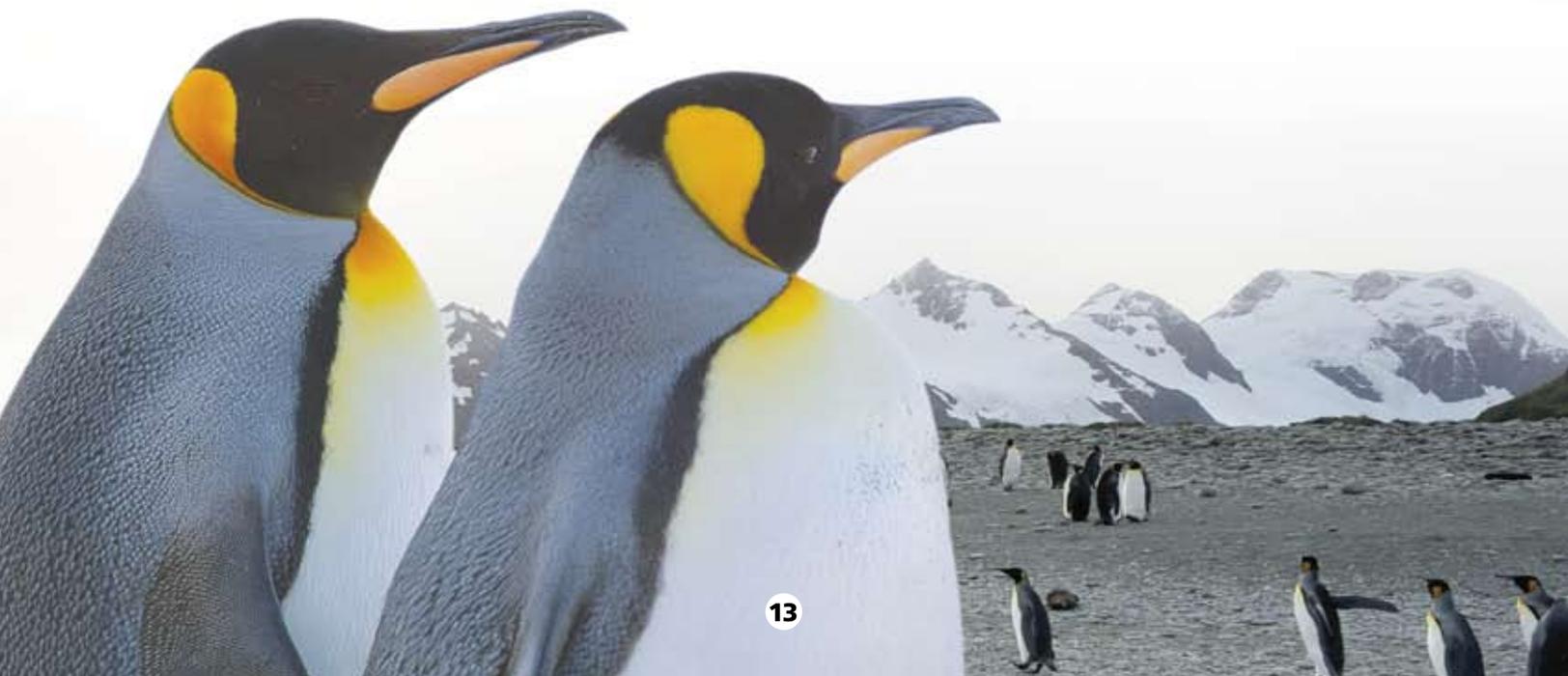
## For Grades 4-8

Students are asked to re-tell the story of Penguin City in a way that describes the ecological risks that endanger the King Penguin colony on South Georgia Island, and that encourages their audience to help protect Penguin City from the threat of climate change and unregulated commercial fishing. After students brainstorm individually, have them work in small groups to produce their skits, presentations, comic books, etc. Schedule time for students to share their work with the rest of your school at an assembly or by visiting other classrooms.

**Follow Up:** Climate change is a complex problem that many students are concerned about. They understand that it's important to conserve natural resources and live lightly on the planet we all share. Ask your students to sit down with their parents and brainstorm a list of ways that they, as a family, can help the planet. It might include turning off lights that are not in use, using metal water bottles instead of plastic ones, carpooling, and recycling. Ask students to bring their lists in and, as a group, compile a list of all the ideas your classroom came up with for helping the environment.



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# Activity 4: Protecting Penguin City

**GRADES  
K-3**

Millions of King Penguins live in Penguin City, but one day they might have to find another home. Climate change is making Penguin City warmer. Some days, instead of snowing, it rains. The chicks have special feathers that keep them warm in the snow. But their feathers get soaked in the rain and they can get sick from the cold.

You can help keep the King Penguins safe from climate change. Use this picture to make a poster telling everyone to protect Penguin City. Write your message in the space below the picture.

## Help Keep Penguin City Cold!



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# Activity 4: Protecting Penguin City

**GRADES  
4 - 8**

One day the King Penguins of Penguin City may have to leave their home. Climate change is causing temperatures to rise around the world, and on South Georgia Island this warming trend means that stormy weather can bring rain instead of snow. But for the penguin chicks, rain can be fatal. Their fuzzy feathers keep them insulated from the snow, which sticks to the feather tips and seals in a layer of air close to their skin that traps body heat. Rain, however, soaks into their feathers, coating the chicks in cold water. If they cannot dry off in time, they die.

Scientists have found evidence that humans are at least partly the cause of climate change. The fuel we burn to produce electricity and heat and to power cars and trucks releases carbon dioxide into the atmosphere, which traps the warmth of the sun and causes temperatures to rise. Scientists who study the King Penguin warn, too, that humans can threaten Penguin City by fishing in the waters around South Georgia Island. We do not eat the lanternfish that King Penguins depend on, but these little fish can be caught up in fishing nets intended for larger fish. And if that happens, the King Penguins may have to swim farther

out to sea to find food, forcing their chicks to go longer without a meal and exposing the penguins to greater risk of attacks from Leopard Seals and Killer Whales.

But if humans may be posing a threat to Penguin City, we can also take action to protect it. The first step is to let people know how climate change and fishing too close to South Georgia Island could alter the habitat of Penguin City and force the King Penguins to find a new home. You can take this first step by organizing your own public education project.

Work as a class or in small groups to tell people the story of Penguin City. You might create a skit or a computer presentation, a comic book or a poster. Think about ways that people can help protect Penguin City and include those ideas in your story. For example, you might encourage people to support international laws that prohibit fishing near South Georgia Island. Or you might suggest ways that people can help reduce the effects of climate change. Use this chart to plan your public education project. Then use your talents and what you have learned about the King Penguins to help protect Penguin City.



<b>Penguin City Public Education Project</b>	
	How I would tell the story of Penguin City
	Story Outline
	<ul style="list-style-type: none"> <li>• Scenes to show life in Penguin City</li> </ul>
	<ul style="list-style-type: none"> <li>• Scenes to show what threatens Penguin City</li> </ul>
	Ideas for helping to protect Penguin City



# Activity 5: Penguin World

This activity for all grade levels offers students a penguin-perspective on planet Earth, with Antarctica at the center of the world, and introduces them to several other penguin species.

Students first identify where each species lives by matching it to the proper location on a map. Students will likely be surprised to learn that many penguins live far from Antarctica.

Students then create a bar graph representing the size of each species. After students complete this part of the activity, have them create a life-size bar graph using a strip of paper so they can see the differences in size for themselves.

Finally, students use the information provided on the activity sheet to answer three Penguin Facts questions. Continue this part of the activity by inviting students to come up with their own questions to challenge their classmates.

## Answers:

Penguin Homes—1-D; 2-B; 3-C; 4-B; 5-A; 6-B; 7-E; 8-B.  
 Penguin Sizes (smallest to tallest)—7, 5, 1, 8, 2, 4, 6, 3.  
 The tallest penguin is the Emperor Penguin.  
 The smallest penguin is the Little Blue Penguin.  
 Four penguin species live on South Georgia Island—Chinstrap, Gentoo, King, and Macaroni Penguins.

**Follow Up:** Somewhat like penguins, families live in widely scattered places these days—in different neighborhoods, different cities, different states—even different countries and continents. Have your students work with family members to create a “distribution map” of their family, similar to the map on the activity sheet, showing where they and their relatives live. Where is the center of their world?



**GRADES  
K - 8**

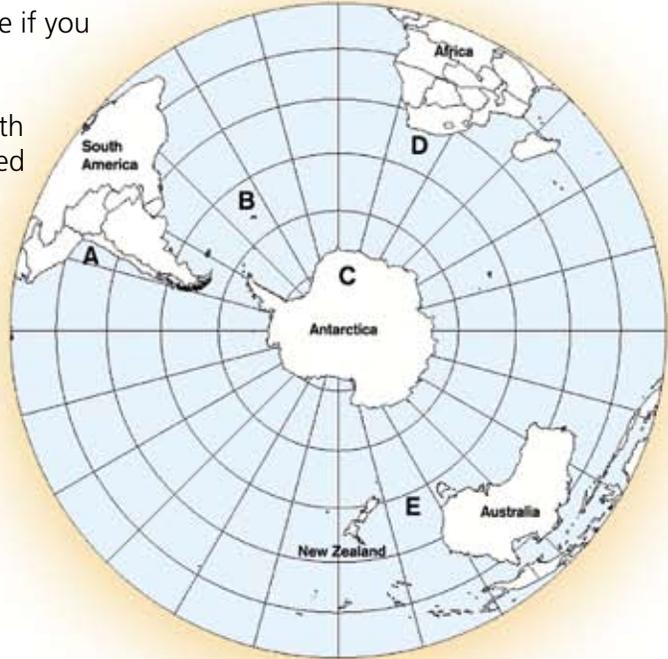
# Activity 5: Penguin World

This is what the world might look like if you were a penguin.

This map shows the Earth's southern hemisphere, with Antarctica—the South Pole—in the center, surrounded by Australia and the southern parts of South America and Africa. About 17 different kinds of penguins live throughout this region.

Read about the eight kinds of penguins described here, including the King Penguins that live on South Georgia Island. Use the map to match each penguin to the letter that shows its home. Then make a bar graph on the back of this sheet that shows how tall each type of penguin is.

Use your mapping answers and your bar graph to answer the questions below.



- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

- |        |                            |                   |   |
|--------|----------------------------|-------------------|---|
| ___ 1. | <b>African Penguin</b>     | Height: 27 inches | Home: The southern tip of Africa                    |
| ___ 2. | <b>Chinstrap Penguin</b>   | Height: 30 inches | Home: South Georgia Island and the Antarctic region |
| ___ 3. | <b>Emperor Penguin</b>     | Height: 44 inches | Home: Antarctica                                    |
| ___ 4. | <b>Gentoo Penguin</b>      | Height: 35 inches | Home: South Georgia Island and the Antarctic region |
| ___ 5. | <b>Humboldt Penguin</b>    | Height: 24 inches | Home: Chile and Peru in South America               |
| ___ 6. | <b>King Penguin</b>        | Height: 37 inches | Home: South Georgia Island and the Antarctic region |
| ___ 7. | <b>Little Blue Penguin</b> | Height: 12 inches | Home: Australia and New Zealand                     |
| ___ 8. | <b>Macaroni Penguin</b>    | Height: 28 inches | Home: South Georgia Island and the Antarctic region |

## Penguin Facts

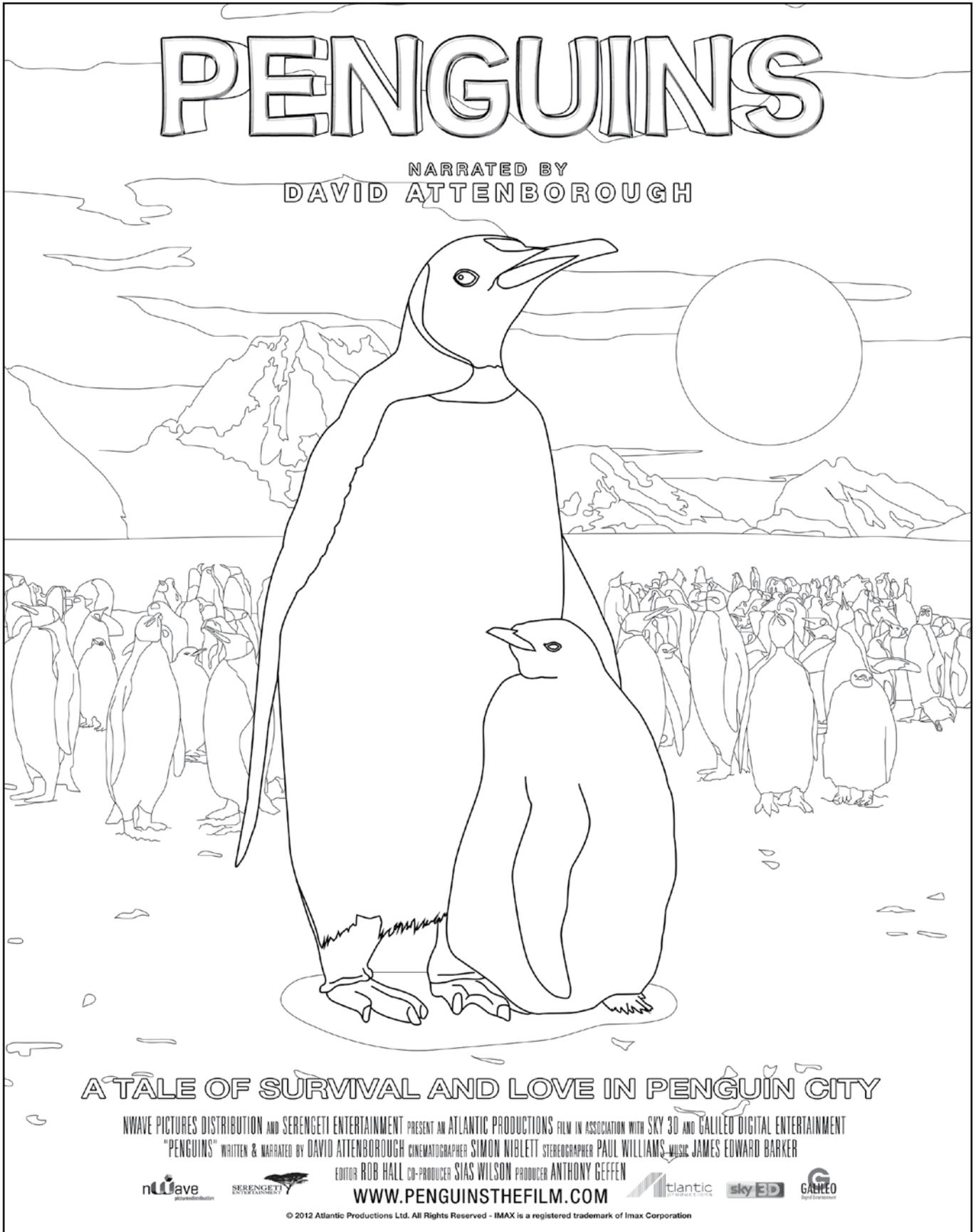
Which is the tallest penguin? \_\_\_\_\_

Which is the smallest penguin? \_\_\_\_\_

Which penguins live near Penguin City? \_\_\_\_\_

# Color the Picture

You can download an electronic version of this page through the film's website, <http://www.PenguinsTheFilm.com>



# Resources

## Smithsonian's National Museum of Natural History

<http://ocean.si.edu/category/penguins>

## Shedd Aquarium

[http://www.sheddaquarium.org/pdf/education/edu\\_guide\\_penguins.pdf](http://www.sheddaquarium.org/pdf/education/edu_guide_penguins.pdf)

## National Geographic Society

### "Every Bird is a King," by Tom O'Neill

<http://ngm.nationalgeographic.com/2009/09/king-penguins/oneill-text>

### About Antarctic Penguins

[http://education.nationalgeographic.com/education/media/antarctic-penguins/?ar\\_a=1](http://education.nationalgeographic.com/education/media/antarctic-penguins/?ar_a=1)

## New England Aquarium

### Penguin Species Sheets

[http://www.neaq.org/education\\_and\\_activities/teacher\\_resources/classroom\\_resources/teacher\\_guides/penguin\\_teacher\\_guide/penguin\\_species\\_sheets.php](http://www.neaq.org/education_and_activities/teacher_resources/classroom_resources/teacher_guides/penguin_teacher_guide/penguin_species_sheets.php)

### Penguin Conservation

[http://www.neaq.org/education\\_and\\_activities/teacher\\_resources/classroom\\_resources/teacher\\_guides/penguin\\_teacher\\_guide/penguin\\_conservation.php](http://www.neaq.org/education_and_activities/teacher_resources/classroom_resources/teacher_guides/penguin_teacher_guide/penguin_conservation.php)

## The College of Arts and Science at the University of Washington

### About King Penguins

<http://mesh.biology.washington.edu/penguinProject/King>

## South Georgia & South Sandwich Islands

### About Penguin City

<http://www.sgisland.gs>

To learn more about King Penguins,  
visit <http://www.PenguinstheFilm.com>



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# PENGUINS

A TALE OF LOVE AND SURVIVAL IN PENGUIN CITY

A film written and narrated by David Attenborough

An nWave Pictures Distribution release

An Atlantic Productions film in association with SKY 3D  
and Galileo Digital Entertainment



For additional educational resources, games and online activities,  
please log on to [PenguinstheFilm.com](http://PenguinstheFilm.com)



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