

# Savanna Safari



*Teacher Idea Packet*

*Pittsburgh Zoo & PPG Aquarium*



# **Savanna Safari**

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# Background Information

## What is the African Savanna?

The African savanna is the grassland that stretches between the desert and rainforest areas of Africa. The primary vegetation is grasses and shrubs, with occasional small stands of trees, acacia and baobab being the most recognizable. It has a wet/dry tropical climate. This means that instead of experiencing four distinct seasons like we do, there are only two seasons – the rainy (or monsoon) season, and the dry season. Annual temperatures generally range between 68°F and 86°F, and the savanna receives 30 – 50 inches of rainfall, almost all of which falls during the rainy season.

From November through April is the dry season. This coincides with the low-sun period, with cooler temperatures, averaging between 68°F and 78°F. In some of the higher elevations, frost and even snow is not unheard of during this time, with temperatures reaching an extreme low of 14°F. During this entire period, only about 4 inches of rain falls, and, from December to February, no rain falls at all. Rivers and waterholes dry up, and food becomes scarce as grasses become dry and parched. Wild fires, sparked by lightning and humans, are common, enriching the soil and releasing seeds for when the rains return.

The hottest time of year comes just before the rains start (May – November), with temperatures reaching extreme highs of 115°F. This is the high-sun period, resulting in higher temperatures (78°F - 86°F on average). During the monsoon season, torrential rains sweep across the plains, with between 15 and 25 inches of rain fall each month. Once-dry riverbeds flood and waterholes overflow. The grasses return, lush and green, and food and water are plentiful.

During times of flood and fire, rocky outcroppings called kopjes (COP-ees) provide shelter and safety. These “little hills” (from the Afrikaans) also give respite from the heat, and provide a waystation for travelling animals. They are home year-round to animals like hyraxes, dik-diks, hares and mongooses.

## The Circle of Life

In this land of extremes, the animals rely on each other for survival. Each living organism has a role to play to ensure that life will continue. It starts with the ultimate source of energy for our planet – the sun. The sun provides heat and light which are used by plants. Plants use sunlight along with water and carbon dioxide to manufacture food. Plants are eaten by herbivores.

### Herbivores – Plant Eaters

Herbivores provide food for other animals, but each also has its own unique role to play. Elephants are the largest land animal, weighing in at over 16,000 pounds. They require 300 pounds of food and a bathtub-full (about 30 gallons) of water daily to sustain their enormous bulk. During the dry season, elephants dig for underground water sources with their tusks, providing life-giving moisture for all. Giraffes are the lookouts, keeping watch from their 18-foot observation tower. Their long legs and necks allow them to feast on treetop leaves, but make getting a drink a slow and awkward process. When a giraffe drinks, other animals can feel secure that the coast is clear. Rhinos, the two-ton titans of the savanna, munch contentedly on grasses. They frequently rub their huge horns against termite mounds. The termites inside are disturbed and burrow into the earth below. This loosens the soil, preparing it to receive grass seeds (already fertilized) which pass through the rhino’s body.

### Carnivores – Meat Eaters

Carnivores strike fear into the hearts of many, but they play a crucial role in the circle of life. The cheetah, the fastest cat in the world, is able to reach speeds of up to 70 mph in pursuit of

prey. Because the hunt takes so much out of them, cheetahs, like other predators, will target the old, the slow, and the weak animals in the herd. This ensures that the strong will survive to pass on their genes, strengthening the herd. Lions have the distinction of being the only cats to live in groups called prides. Prides are made up of one or two males (usually related), many females (also related, but not to the males), and their offspring. The males protect the pride's territory, while the females work together to do the hunting. With only eyes and nostrils visible above the water, crocodiles lie in wait in the waterholes and rivers of the savanna. These ambush hunters close their powerful jaws around unsuspecting prey in a lightning-quick strike.

### **Omnivores**

Omnivores have the best of both worlds, eating both plants and animals. Ostriches are unable to fly because of dense bones, heavy bodies and small wings. Instead, they are excellent runners, reaching speeds of up to 40 mph. As the world's largest birds, they lay the world's largest eggs, roughly equal in volume to two dozen chicken eggs. These are laid in large clutches and guarded by the parents. The brown-feathered females protect them by day, and the black-feathered males by night. Hedgehogs, though small, have little to fear. Covered with stiff, sharp spines, they curl up when confronted with danger, making them a prickly package to try to open.

### **Scavengers**

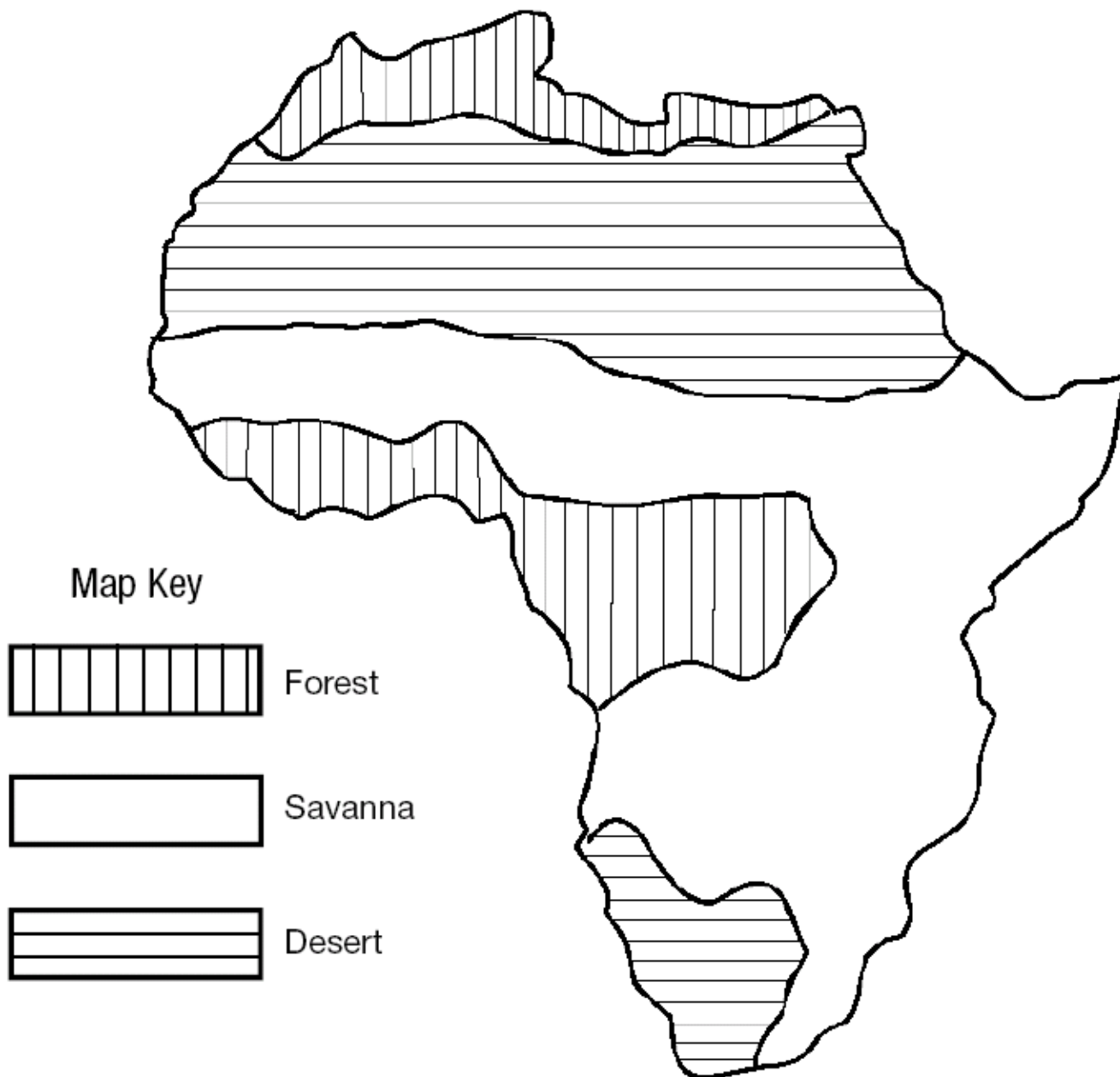
Scavengers are nature's clean-up crew. Nothing goes to waste on the savanna. Leftover kills and dead and dying animals are quickly consumed by scavengers. First to arrive are the vultures, circling overhead and marking the location of their meal. Many vultures will gather to eat a t one carcass, putting their heads inside to pick the bones clean. Because their heads have no feathers to trap the rotting meat, they avoid disease from the bacteria it would harbor. Jackals slip in under cover of darkness to steal a meal. Hyenas also soon gather at the site. Their powerful jaws can crack bones, making them one of the few that can consume an entire carcass. Working in a matriarchal pack, hyenas are certainly able to hunt for food on their own, and often provide lions with stiff competition. However, it requires much less effort and provides less chance of injury to steal a kill or to eat from dead animals than to hunt, so hyenas are most often found scavenging meals. Likewise, lions are not above scavenging a meal or stealing a kill. They exploit the cheetah's exhaustion after the hunt, frequently chasing them off their hard-won meal. Lions will also eat carrion, when it is available.

### **Decomposers**

Anything that still remains is broken down by decomposers. Termites break down dead plant materials. Dung beetles break down animal wastes. Fly and other insect larvae take care of any animal remains left by the scavengers. These are broken down into nutrients which enrich the soil. The nutrients are used by plants, and the circle starts again.

### **What Is Our Place in the Circle of Life?**

Human beings are unique among living things because of our ability to reason and to make far-reaching changes in our environment. Our place in the circle is to understand and recognize the contributions of each living thing and to ensure that they are there to do their job so that our planet functions as it should. The first and most important step is to educate yourself about the environment. Next, take action! Create a sanctuary for wildlife in your backyard by providing feeders and trimmings from bushes for animal shelters. Plant a tree. Join a conservation organization. Recycle. Turn lights off and furnaces down. Anything you do to better the environment, even small things, helps to keep our place in the circle of life.



# African Biomes

## Suggested Student Reading

Alistair's Elephant by Marilyn Sadler

Bashi, Elephant Baby by John Butler

Bringing the Rain to Kapiti Plain by Verna Aardema

The Elephant and the Rainbow by Keith Faulkner

Elmer by David McKee

Face to Face Safari by Sally Hewitt

The Giraffe Made Her Laugh by Rozanne Lanczak Williams

Here is the African Savanna by Madeline Dunphy

How Giraffe Got Such a Long Neck and Why Rhino is So Grumpy by Michael Rosen

Just the Way You Are by Marcus Pfister

Lala Salama: An African Lullaby by Hannah Heritage Bozylinsky

Little Gray One by Jan Wahl

I Love My Mama by Peter Kavanagh

Pinduli by Janell Cannon

A Porcupine Named Fluffy by Helen Lester

Rain by Manya Stojic

Rhino Romp by Jean Craighead George

Rhinos for Lunch and Elephants for Supper! by Tololwa M. Mollel

Safari by Robert Bateman

Tenrec's Twigs by Bert Kitchen

Tree of Life: the World of the African Baobab by Barbara Bash

The Trouble With Elephants by Chris Riddell

You Look Ridiculous Said the Rhinoceros to the Hippopotamus by Bernard Waber

Ziggy the Zebra by Libby Ellis

## Teacher Resources and Reference

The African Wild Dog by J. D. Murdoch and M. S. Becker

Animal Ears by Lisa Trumbauer

Cheetah by Caroline Arnold

Elephant: the Story of the African Elephant and the People who Control Its Future by Jill Bailey

Elephant Have Right of Way: Life with the Wild Animals of Africa by Betty Leslie-Melville

Grassland Animals by Michael Chinery

Grasslands by Sheri Amsel

Hippos in the Night: Autobiographical Adventures in Africa by Christina Allen

A Home on the Savanna by Susan Labella

Just So Stories by Rudyard Kipling

Rhinos by Sally M. Walker

When Hippo Was Hairy by Nick Greaves

ZooBooks: Big Cats by John Bonnet Wexo

ZooBooks: Cheetahs by Linda C. Wood and Cynthia L. Jenson

ZooBooks: Rhinos by John Bonnett Wexo

## Internet Resources

The Kamusi Project – [www.kamusiproject.org](http://www.kamusiproject.org) – This is an online English/Swahili dictionary.

Enchanted Learning - <http://www.enchantedlearning.com/biomes/savanna> - Lots of great African animal printouts. Links to other biomes, too.

California Academy of Sciences - [www.calacademy.org/exhibits/africa](http://www.calacademy.org/exhibits/africa) - Great online source of information, classroom ideas, and links to a wealth of websites. Primarily focuses on African culture.

PBS Africa: Explore the Regions - [www.pbs.org/wnet/africa/explore/savanna](http://www.pbs.org/wnet/africa/explore/savanna) - Lots of information about the different regions of Africa.

Kid's Turn Central - [www.kidsturncentral.com/links/elephantlinks.htm](http://www.kidsturncentral.com/links/elephantlinks.htm) - Great, kid-friendly links to info all about elephants!

Elephant Voices - [www.elephantvoices.org](http://www.elephantvoices.org) – All about how and why elephants communicate  
The Wild Habitat - <http://library.thinkquest.org/11234/index.html> - African animal information

BBC Science & Nature - <http://www.bbc.co.uk/nature/animals/> - Tons of information and pictures of African (and lots of other) wildlife.

IUCN Hyena Specialist Group - [www.hyaenidae.org/just-for-kids.html](http://www.hyaenidae.org/just-for-kids.html) - Kid-friendly info all about hyenas

# Vocabulary

**adaptation** – behavioral or physical feature that improves a plant or animal's chance for survival in its habitat

**carnivore** – an animal that eats meat

**conservation** – the wise use of natural resources in order to insure continued availability to future generations

**decomposer** – an animal that breaks down dead and decaying organic matter

**food chain** – the transfer of energy through an ecosystem from its source, the sun, through a series of plants and animals.

**ecosystem** – an ecological community together with its environment, functioning as a unit

**habitat** – the place an animal lives. It provides food, shelter, water and appropriate space.

**herbivore** – an animal that eats only plants

**kopje** – outcropping of rock on the African savanna which provides food, shelter and protection in times of flood and fire

**monsoon** – rainfall that occurs mainly during one season

**omnivore** – an animal that eats both plants and meat

**predator** – an animal that kills and eats other animals

**prey** – an animal that is hunted or killed for food

**producer** – an organism that takes its energy directly from sunlight to make its own food, which is then able to be used by other organisms. Example: plants

**savanna** – a flat, tropical or subtropical grassland

**scavenger** – an animal that eats dead and decaying animals

# On Safari

## Content Area: Science, Geography

**Skills:** listening, verbal expression, drawing conclusions, memory

**Objectives:**

- TSW locate Africa on a globe.
- TSW describe the climate of the African savanna.
- TSW compare the African savanna's climate to their own.
- TSW decide what they would need to visit the African savanna.

**Materials:** globe, [A Home on the Savanna](#) by Susan Labella or [Rain](#) by Manya Stojic, pictures of the African savanna (you can find some amazing landscape and animal pictures at [www.robbroek.nl/kenya/eng\\_index\\_4.htm](http://www.robbroek.nl/kenya/eng_index_4.htm), and <http://science.nationalgeographic.com/science/photos/savannah.html> )

**Procedures:**

*Anticipatory Set:*

Read one of the stories. Where does it take place? On the African savanna. Locate Africa on the globe. We will be learning about this amazing part of our planet.

*Development of Lesson:*

1. Show pictures of the savanna. What kinds of plants do you see? The savanna is a huge grassland. There are a few trees and rocky outcroppings, called kopjes, but mostly there is grass. How is it like where we live? How is it different?
2. Think about the story. What is the weather like on the savanna? The temperature stays pretty much the same all year round, between 68°F and 86°F. Is it the same here all year round?
3. In Africa, there are only two seasons: the rainy (or monsoon season), and the dry season. During the rainy season, the savanna can get between one and two feet of rain each month! It only lasts about 5 months. During the rest of the year, almost no rain falls at all. The waterholes dry up, and food is hard to find. How many seasons do we have? What is the weather like?
4. Do we have to do anything to get ready for the different seasons? How do you think the animals get ready for the different seasons on the savanna? Elephants dig for water during the dry season, herds move on (migrate) to find food and shelter.

*Summary:*

How would we get ready for a safari? Play "I Packed My Bag to go on Safari" from Games. Discuss their choices.

**Extensions:**

- Hone your geography skills! Locate the savanna on the African biome map. Use the key to color the desert red, forests green, and savanna brown.
- Learn more about the people of Africa! Swahili is the most common language spoken on the African continent. Use the "Swahili" section to learn some key words and phrases. Read [Lala Salama: An African Lullaby](#) by Hannah Heritage Bozylinsky to get you started.

## Circle of Life

### Content Area: Science, Active and Creative Play

**Skills:** gross motor, sequencing, science

**Objectives:**

TSW identify connections between animals living in the savanna.

TSW define the roles within the circle of life.

TSW play a game illustrating the interdependence of animals living in the savanna

**Materials:** Here is the African Savanna by Madeline Dunphy, animal and plant cards, masking tape

**Procedures:**

*Before You Start:* Make sets of animal cards, enough so that each student gets one. There should be an equal number of plants, herbivores, carnivores, omnivores, and decomposers. Copy the pictures and mount them on index cards. You may wish to laminate them for durability.

*Anticipatory Set:*

Read the story. How are the animals connected? (gazelle eats grass, lion hunts gazelle, giraffe watches lion, etc.) On the savanna, the animals are all connected. Each of them has a job to do in order to help them all survive.

*Development of Lesson:*

1. Show the plant cards (acacia tree, grasses, baobab tree). What are these? Why are they important? We call plants **producers**. They use sunlight and nutrients from the soil to make their food. Plants provide food for many animals of the savanna.
2. Put one set of animal cards up on the board or lay them out on the floor in front of the animals. Which of these animals would eat plants? The elephant, the rhinoceros, the gazelle, and the zebra all eat plants. We call them **herbivores**. They all have flat teeth to help them grind up plants when they chew.
3. Some animals eat other animals. We call them **carnivores**. They have sharp teeth to help them eat meat. Which of these animals eat meat? (lion, wild dog, leopard, cheetah)
4. Some animals eat both plants and animals. Which of these animals eat both? The warthog, the ostrich and the hedgehog are **omnivores**.
5. Some animals eat the leftovers from the carnivore's dinner, and animals that have died. The hyena and the vulture are **scavengers**. They are the clean-up crew! Hyenas have super strong jaws, so they can even eat bones!
6. Nothing goes to waste! Even dead plants and animal droppings are used. The termite and the dung beetle are **decomposers**. They break down what's left to provide food for the new plants that grow.
7. All these creatures are part of the circle of life, and all of them are needed to help the others survive. We are going to make our own circle of life!
8. Give each student a plant or animal card and use masking tape to stick it to their chest.
9. Call out the jobs, one by one. Have them stand in a circle, gently resting their hands on the shoulders of the person in front of them.

10. At the count of three, have them carefully sit down on the lap of the person standing behind them. When done properly, they should be stable. This may take more than one attempt.
11. Some people think that the decomposers aren't important because they are bugs. What would happen if they weren't there? Have the decomposers leave the circle. When they do, the circle will collapse.




**Summary:**

Discuss what happened. What happened when all parts of the circle of life were doing their job? What happened when the decomposers weren't there to do their job? Decomposers make food for plants. If the decomposers weren't there, what would happen to the plants? (they'd die) Then what would happen to the herbivores? The carnivores and omnivores? The scavengers? What does this tell you about all the parts of the circle? They're all important!

**Extensions:**

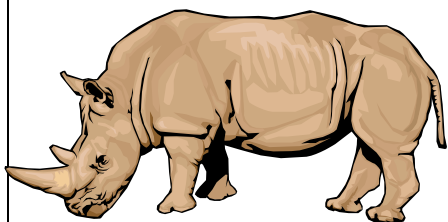
- Find out how animals rely on the plants, too! Read Tree of Life: the World of the African Baobab by Barbara Bash.
- Write the Swahili name for the animals in the circle of life on index cards. Use them to play concentration. When you match the name to the picture, pick them up. If it does not match, put them face down again. Play until all matches are made.
- Go deeper! Visit the library to find other ways the animals rely on one another for survival.

**Plants**

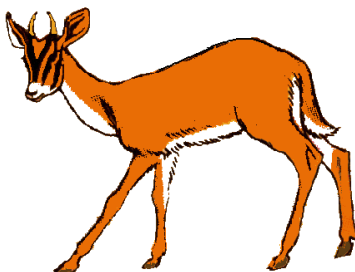
Acacia Tree	Grasses	Baobab Tree
		

**African Animal Pictures**

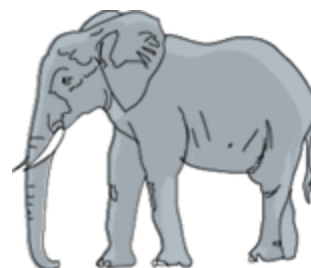
**Rhinoceros**



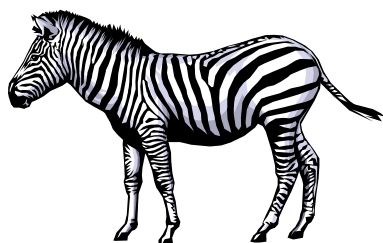
**Gazelle**



**Elephant**



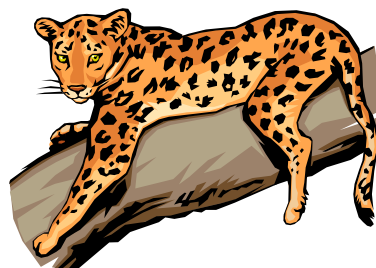
**Zebra**



**Wild Dog**



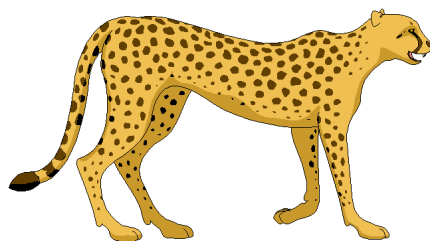
**Leopard**



**Lion**



**Cheetah**



**Warthog**



**Ostrich**



**Hedgehog**



**Vulture**



**Hyena**



**Termite**



**Dung Beetle**



# What's For Lunch?

## Content Area: Science

**Skills:** fine motor, matching

**Objectives:**

TSW identify African savanna animals  
TSW match them to their meal

**Materials:** African animal picture cards (from “Circle of Life”), What's For Lunch? cards

**Procedures:**

*Before You Start:* Make “What's For Lunch?” cards: Copy the food pictures. Glue them to index cards and laminate for durability. Make a food card for each of the animal cards. Make a set for each cooperative group. For younger students, you may wish to limit the number of cards in each set to two each of herbivores (elephant, zebra, rhino, gazelle), carnivores (wild dog, lion, cheetah, leopard), omnivores (warthog, ostrich, hedgehog), and scavenger/decomposers (vulture, hyena, termite, dung beetle).

*Anticipatory Set:*

Complete the “Circle of Life” activity. Ask the students what their favorite foods are. Animals have favorite foods, too! Review the parts of the circle of life.

*Development of Lesson:*

1. Divide students into cooperative groups. Give each group a set of animal cards and a set of food cards.
2. Shuffle the decks together and lay them out on the table, face down.
3. The first player turns over two cards. If they match, they may keep them. If they do not, they are to be turned face down again, in place. It is now the next player's turn.
4. Play continues until all matches are made.

*Summary:*

Look at the matches. Discuss any problem areas. If you could have any one animal's lunch, whose would it be? Why?

**Extensions:**

- Create a menu for a creature café! Come up with dishes to suit each animal's tastes.
- Look at your lunch. What animals would like to eat what you have?
- Enjoy a wild treat! Make some of the recipes. Which of the ingredients come from plants? Do any come from animals?

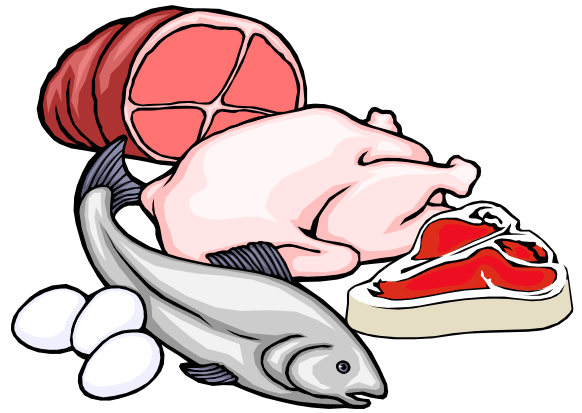


# What's For Lunch?

Plants



Meat



Plants and Meat



Leftovers



# Popcorn Food Chain

## Content Area: Science, Active and Creative Play

**Skills:** fine motor, gross motor, following directions

### **Objectives:**

TSW define food chain.

TSW identify the parts of a food chain.

TSW act out the energy transfer within a food chain.

**Materials:** air-pop popcorn maker, popcorn, 1 very large bowl, 4 medium bowls, 3 small bowls, 6 large cups, 4 small cups, 2 tablespoons, set of 28 plant and animal cards from "Circle of Life", yarn, clothes pins (1per student)

### **Procedures:**

*Before You Start:* Make the cards. There should be: 12 plants, 6 herbivores, 3 carnivores, 3 omnivores, 2 scavengers, and 2 decomposers. You may make it simpler for younger students by using only one animal per role, and/or by simplifying the food chain: 14 plants, 7 herbivores, 4 carnivores, and 3 decomposers. Make tags for students by attaching the cards to a clothespin on a piece of yarn. Make one sun tag for yourself. Put the popcorn, popcorn maker, and large bowl on your desk or central table.

#### *Anticipatory Set:*

Review the parts of the circle of life. As you do, select students to represent:

- Plants – 4 medium bowls, 3 students per bowl
- Herbivores – 3 small bowls, 2 students per bowl
- Carnivores – 3 large cups, 1 per student
- Omnivores – 3 large cups, 1 per student
- Scavengers – 2 small cups, 1 per student
- Decomposers – 2 small cups, 1 per student

#### *Development of Lesson:*

1. Every living thing needs energy. All our energy on Earth comes from the sun. Pop about  $\frac{1}{2}$  c of popcorn kernels into the large bowl.
2. Plants get energy directly from the sun. Allow the plant groups to fill their bowls from the large sun bowl. **DON'T EAT UNTIL EVERYONE HAS SOME ENERGY!**
3. Herbivores get energy from the plants they eat. Allow the herbivore groups to fill their bowls from the plant bowls.
4. Carnivores get energy from the animals they eat. Allow the carnivores to fill their cups from the herbivore bowls. (younger students go to step 7)
5. Omnivores get energy from both animal and plant sources. Allow the omnivores to fill their cups from the herbivore and/or plant bowls.
6. Scavengers eat leftover kills and dead animals. Allow the scavengers to fill their cups from any animal source.
7. Decomposers deal with anything that's left, both plant and animal remains. Allow the decomposers to fill their cups from any cup or bowl.
8. After the decomposers eat, nutrients are returned to the soil for the plants to use. When the decomposers finish eating, they are to put 1 tablespoon of popcorn in the popper. When they do, the sun (teacher) adds one, too.
9. Allow everyone to eat the popcorn in their cup or bowl. If they want more, they can refill their bowl or cup, but only from the appropriate energy source. For example, if a

carnivore wants more, they must get it from an herbivore bowl. They may not take it directly from the sun.

*Summary:*

When energy is transferred in this way, it is called a food chain. Each organism is linked to the others. Discuss how the animals in the food chain are linked. What would happen if a bad drought caused some of the plants to die? You may wish to act this out by removing one of the plant groups as a food source.

**Extensions:**

- Decomposers are often thought of as unattractive and as pests. What would happen if they were wiped out? Act this out by removing the decomposers. Allow them to munch, but do not have them add popcorn to the popper. The sun only adds 1 tablespoon of popcorn every 5 – 10 minutes. If the bowl of any organism becomes empty and cannot be refilled, they are out of the food chain. What happened?
- Enjoy your popcorn while watching The Lion King. See if you can identify where the animals fit in the food chain!
- Make a savanna food chain for the room. Use strips of construction paper: yellow for the plants, green for herbivores, red for carnivores, orange for omnivores, blue for scavengers, and brown for decomposers. Put a picture of savanna animals on the links, form them into links, and hang them in the classroom!

**Sun**



# Fast Food Chain

## Content Area: Science, Active and Creative Play

**Skills:** large motor, sequencing, fine motor, verbal and interpersonal

**Objectives:**

TSW identify parts of a food chain.

TSW identify the part of the food chain represented by different African savanna animals.

TSW construct their own food chain.

**Materials:** 5 complete sets of food chain cards (sun, grass, zebra, lion, vulture, termite), stopwatch or a watch with a second hand

**Procedures:**

*Before You Start:* Make the cards or use the cards from “Popcorn Food Chain.” You may wish to make a simpler food chain for the youngest students.

*Anticipatory Set:*

Review the parts of the food chain and describe what they eat. Ask for examples of each and write them on the board.

*Development of Lesson:*

**WARNING:** *This game often becomes loud and rowdy while the Pit is open!*

1. Divide the class into 4 groups and designate an area for each to work. Have a large, open, central area called the Pit. The object of the activity is for each group to build the longest possible food chain. All the teams are working to get all 6 cards that make a complete food chain.
2. Shuffle all 5 sets of cards together well. Give each team 6 cards, face down. They are not allowed to look at them until a signal is given to do so. The remaining cards are placed face down in the Pit.
3. Announce “Check your cards!” The students then turn over their cards and put together as much of the food chain as possible. If anyone has a complete chain of 6, they call out “Food Chain!” The team reads off their chain, and the class confirms whether or not their chain is complete.
4. Most likely, the teams will have several duplicate cards. These cards may be traded while the Pit is open, one card per round. Each group selects a person to be their trader for the first round. This is the only person allowed in the Pit.
5. Announce “The Pit is open!” At this time, the students may send their trader into the Pit to trade one card. They may trade with each other, or they may select a “mystery card” that is face down on the ground.
6. To trade with each other, they hold their card facing them and ask if the other students wish to trade. It is up to the students whether or not they reveal what card they have. They may trade more than once, and with more than one person.
7. To take a “mystery card,” the trader puts the card face down on the floor of the Pit and selects another card. To encourage trading in your class, you can make the rule that they must trade with someone. If they don’t like the trade, they may then take a mystery card.
8. After 15 – 20 seconds, announce “The Pit is closed!” All traders must leave the Pit with whatever card is in their hands and return to their area.

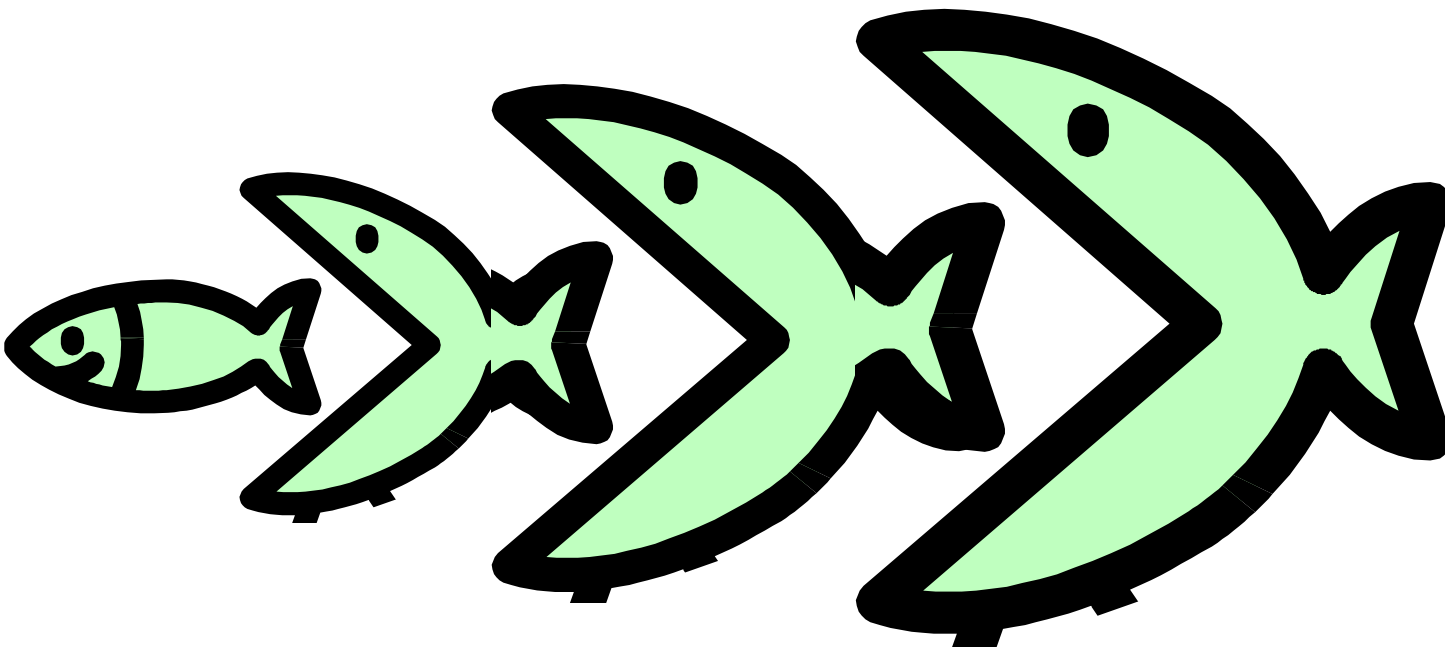
9. Announce “Check your cards!” as in step 3. If there are no complete food chains, open the Pit for a new round of trading. Teams should select a new trader, and decide which card to trade.
10. Continue playing until one team has a complete food chain.

*Summary:*

Review the food chains of the teams. Identify the parts of the food chain as you do. What parts did they have? What were they missing? What food chain part were ALL the teams missing? Omnivore. Discuss whether the chain would really be able to work without an omnivore. Why or why not?

**Extensions:**

- Use the other African animal pictures to build other food chains. If the students want to include animals that are not pictured, have them draw them or use photos.
- Act out the drama of the food chain using sock puppets created by the students.
- Play “Predator & Prey” from Games to reinforce the parts of the food chain.
- Go to the top of the food chain by enjoying some yummy snacks from the Recipes!



# Origin Stories

## Content Area: Language Arts

**Skills:** creative thinking, verbal and written expression

**Objectives:**

- TSW define origin story.
- TSW list African animals and their adaptations.
- TSW identify the elements of an origin story.
- TSW create their own origin story.



**Materials:** How Giraffe Got Such a Long Neck and Why Rhino is So Grumpy by Michael Rosen, Just So Stories by Rudyard Kipling, When Hippo Was Hairy by Nick Greaves (includes animal facts), paper, crayons, markers, pencils

**Procedures:**

*Anticipatory Set:*

Read How Giraffe Got such a Long Neck ... or one of the stories from the other books. Explain that these are called origin stories.

*Development of Lesson:*

1. Ask the students what they think “origin” means. Ask them to think about what the story was about. Origin stories tell how something came to be.
2. Have the students brainstorm the elements of an origin story. You may wish to read another story and have the students pick out the parts. Origin stories take place in the distant past, long before recorded history. They often include magic or supernatural events, and involve a physical change. This change is often permanent when it was supposed to be temporary, often sudden, irreversible, and passed on to future generations.
3. Have the students name African animals and put them on the board. List some notable adaptations of each.
4. Have the students select an animal with an interesting adaptation for their own origin story. Follow the recipe to write the story. Remind them to limit the story to explain just one thing about that animal (ex. how the giraffe got its long neck). This can be done as a class or in small groups for younger students. You may wish to write one origin story as a class, then let the students write their own. Older students can work independently.
5. Illustrate the stories with pictures of the action.

*Summary:*

Share the stories. You may wish to publish them as a class collection. Bind them together and create a cover for the book. You may want to share the stories with another class or put them in the school library.

**Extensions:**

- Visit the library to find out even more about the animal you wrote about. Create a fact sheet for your animal, including what it looks like, what it eats, how it lives, and any fun or fascinating facts you discover. Include it at the end of your story.
- Make your story into a play and act it out! Make your own costumes from paper bags (vests or shirts) and paper plates (masks). Perform it for parents or another class.
- Make a “Neck Stretching Giraffe” from Crafts after reading How Giraffe Got Such a Long Neck and Why Rhino is So Grumpy by Michael Rosen. Use it to act out the story as you read it again!

# Lion Hunt

## Content Area: Science, Creative and Active Play

**Skills:** gross motor, drawing conclusions

**Objectives:**

TSW define predator and prey.

TSW describe the relationship between predator and prey.

TSW play a game demonstrating the effect of an increasing number of predators in one area.

TSW draw conclusions about what happened.

**Materials:** none

**Procedures:**

*Anticipatory Set:*

Review what the students have learned about food chains. Where does a lion fit in the food chain? It is a carnivore. What do carnivores eat? Other animals. Because they hunt other animals for food, we call them predators. The animals they eat are called prey. Lions live and work together in a group called a pride. What do you think will happen when the pride gets bigger? Let's find out.

*Development of Lesson:*

1. Play in a large, open area. Have the students spread out. Select one to be a lion. The rest are zebras.
2. The lion tries to tag the zebras. When s/he does, the zebra freezes in place. If they are tagged by another zebra, they may move again. If all the zebras become frozen, the prey is gone and the game is over.
3. With one lion, the zebras should be able to continually replenish their numbers. After a few minutes of play, add a second lion. Play several times, adding another lion each time.

*Summary:*

Discuss what happened. What happened when there was just one lion? What about when there were three? Five? More? What does that tell you about predators and prey? (There must be many more prey animals than predators for them to survive)

**Extensions:**

- Play the game again, this time paying close attention to the balance of predators and prey. How many lions could hunt without depleting the herd?
- Lions roar to establish territory and to communicate with other lions in the pride. Make your own "Roaring Lion" from Crafts.
- Enjoy a lion treat! Make some "Apple Lions" from Recipes.



# Elephant Footsteps

## Content Area: Math, Science

At 10.5 feet tall and nearly 8 tons, elephants are the largest animal on land. They each need about 300 pounds of plants and about 30 gallons of water every day. Elephants must travel from one area to another in order to find enough food and water to meet the enormous demands of the herd, which usually numbers between 10 and 25. During the rainy season and times of danger or distress, herds come together to form aggregations of 200 – 500 or more. If the elephants stayed in one place, they would soon deplete its resources. Elephants travel about 7.5 miles a day, covering about eight feet in one stride on feet that measure 18 inches across!

**Skills:** counting, gross motor, comparing

### **Objectives:**

TSW measure the length of an elephant's footprint using standard and non-standard units.

TSW measure the length of their footprint using standard and non-standard units.

TSW compare elephant footprints to their own.

**Materials:** rulers, elephant "feet", tape, graph or chart paper, elephant story such as Little Gray One by Jan Wahl or I Love My Mama by Peter Kavanagh

### **Procedures:**

*Before You Start:* Cut 18" circles from gray construction paper. You will need two for each elephant footprint and one for each group of students. Tape the elephant feet to the floor, spaced eight feet apart. You may wish to make more than one set of elephant footprints.

*Anticipatory Set:*

Read the story. What animal was it about? Elephants are the biggest animal on land! Share some fun elephant facts with the students, including how far they travel and why. How long do you think an elephant's footprint is? Let's find out!

*Development of Lesson:*

1. Show the students an elephant stride. Explain that this is just one step an elephant would take.
2. Have the students measure the footprints using their own stride. Record their results.
3. Repeat, using the students' feet, the elephant's foot, and the ruler to measure the footprint. Record their results.
4. Have the students measure their footprints: put a piece of tape down on the ground. Students stand with their toes on the tape and take one step. Put down a second piece of tape at their toe. Remind the students to take a normal step, not a giant step!
5. Have the students measure their stride with their feet, the elephant foot, and the ruler. Record their results.

*Summary:*

Discuss the results. How did your steps compare to the elephant's? Whose steps are bigger? Whose feet are bigger? How do you think this helps the elephant? How did the number of your own feet in your own step compare to the number of elephant feet in their step? Why do you think that is?

### **Extensions:**

- Try measuring again, this time with a running step. Elephants do not really run – they always have at least one foot on the ground to support their huge bodies. They can reach speeds of up to 25 mph by walking *really* fast!

# Same or Different

## Content Area: Math, Science

**Skills:** comparing, fine motor

### Objectives:

TSW identify characteristics of two animals from the savanna.

TSW compare and contrast animal characteristics.

TSW distinguish between discrete and shared characteristics of the animals.

TSW chart the characteristics using a Venn diagram.

**Materials:** chalk and blackboard or markers and chart paper, pencils, copies of Same or Different Student Page

### Procedures:

#### *Anticipatory Set:*

Review what the students learned about the savanna, including climate, location, etc.

Brainstorm a list of animals that live on the savanna.

#### *Development of Lesson:*

1. Select two animals (not elephant or giraffe) that are familiar to the students. Write their names in two columns on the board.
2. Have the students identify five characteristics of these animals (what they eat, where they live, body features, etc.). List them on the board under their name.
3. Discuss the similarities and differences of the animals. If the students did not mention any shared characteristics, have them brainstorm what these two animals have in common.
4. Put a Venn diagram on the board. Explain that this is a way to show which characteristics are shared and which are not shared.
5. Label the Venn diagram with the animals' names and the word "both." Have the students determine which characteristics belong where.
6. Give the students the Venn diagram. Put the following list of animal characteristics on the board:

Has hair  
Has spots  
Has a long neck  
Lives in a herd  
Eats mostly grass  
Eats mostly leaves  
Has tusks  
Live on the African savanna  
Has a long nose

You may wish to use pictures or put these on sentence strips and do this as a group activity for the youngest students. Ask the older students to chart the characteristics for elephants and giraffes on their own.

#### *Summary:*

Go over the student diagrams. Discuss any trouble points. Answers should be:

#### **Elephant**

Has tusks

Has a long nose

Eats mostly grass

#### **Both**

Has hair

Lives on the African savanna

Lives in a herd

#### **Giraffe**

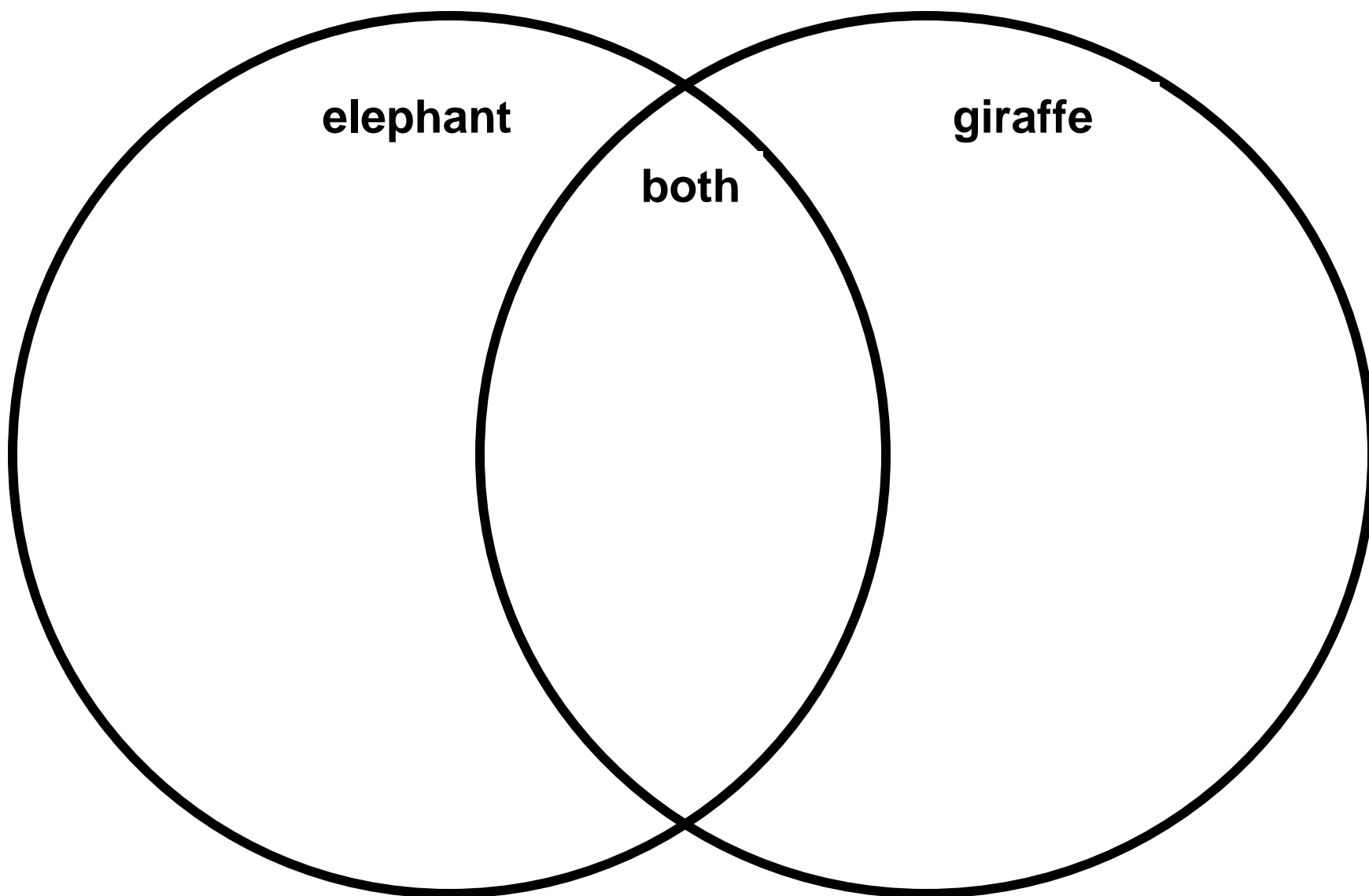
Has spots

Has a long neck

Eats mostly leaves

Name \_\_\_\_\_

## Same or Different



# Swahili

Swahili is the national language of Kenya, and is spoken more than any other language throughout Africa. The authentic name of the language is “Kiswahili.” Learn and use some Swahili words and phrases while you learn more about the African savanna. Cheza sheru!

Pronunciation key:

a – ah (father)

e – ay (say) or eh (pet)

i – ee (feet)

o – oh (hoe, bold)

u – oo (zoo)

g – hard (go)

r – rolled

m – at beginning of a word and/or before a consonant, m sound is followed by a subtle uh (hum)

ch – soft (charm)

dh – th (father)

ng – hang

gh – a rough g produced by slight friction between the back of the tongue and palate

double vowels are pronounced separately: yai = ya-ee

## Words of Friendship and Courtesy

hello	jambo
good-bye	kwaheri
how are things with you?	habari yako?
very good	mzuri sana
and you?	na wewe?
fine	salama
good	mzuri
bad	mbaya
my name is ____	ninaitwa ____
what is your name?	wewe unaitwaje?
please	tafadhali
thank you (very much)	ahsante (sana)
you're welcome	karibu
no problem	hakuna matata
excuse me	samahani
yes	ndio
no	hapana
friend	rafiki
sleep well	lala salama
good luck	bahati njema
I love you	ninakupenda
be careful	tahadhari
have fun	cheza sheru

## Number Words

one	moja
two	mbili
three	tatu
four	nne
five	tano
six	sita
seven	saba
eight	nane
nine	tisa
ten	kumi

## Color Words

red	nyekundu
yellow	manjano
blue	ya buluu
green	kijani
orange	ya machungwa
purple	ya zambarau
brown	ya hudhurungi
black	nyeuusi
white	nyeupe
gray	jivujivu
color	rangi
multicolored	rangirangi
rainbow	upinde wa mvua

**Days of the Week**

Monday	Jumatatu
Tuesday	Jumanne
Wednesday	Jumatano
Thursday	Alhamisi
Friday	Ijumaa
Saturday	Jumamosi
Sunday	Jumapili

today	leo
tomorrow	kesho
yesterday	jana

morning	asubuhi
afternoon	alasiri
evening	jioni
night/tonight	usiku

rainy season	masika
dry season	kiangazi

**Everyday Words**

journey	safari
freedom	uhuru
pulling together	harambee
mountain	mlima
river/s	mto/mito
house	nyumba
food	chakula
water	maji
tree/s	mti/miti
rain	mvua
gift	nala
careless	pumbaa
barbarous	shenzi
beautiful	sheshe

**Family Names**

mother	mama
father	baba
son	mwana
daughter	binti
sister	ndugu
brother	kaka
baby	mchanga
child/ children	mtoto/ watoto
grandmother	bibi
grandfather	babu
wife	mke
husband	mume

aunt
uncle
cousin (male)
cousin (female)
family
member of the family

shangazi
mjomba
binamu
bintiamu
mbari
mtani

**Parts of the Body**

ankle	kifundo cha mguu
arm	mkono
back	mgongo
cheek	shavu
chest	kifua
chin	kidevu
ear	sikio
elbow	kumbo
eye	jicho
face	uso
finger/s	kidole/vidole
foot	mguu
hair	nywele
hand	mkono
head	kichwa
knee	goti
mouth	mdomo
nose	pua
shoulder	bega
tooth/teeth	jino/meno
thumb	kidole gumba
waist	kiuno

**Domestic Animal Names**

cattle	ng'ombe
chicken	kuku
dog	mbwa
duck	bata
goat	mbuzi
pig	nguruwe
rooster	jigoo
sheep	kondoo

**Wild Animal Names**

antelope	pofu
baboon	nyani
buffalo	nyati (mbogo)
cheetah	duma
crocodile	mamba
elephant	tembo (ndovo)
flamingo	korongo
fox	mbweha

## Wild Animal Names (cont'd)

gazelle/ impala  
gecko  
giraffe  
hedgehog  
hippopotamus  
hyena  
jackal  
leopard  
lion/lioness  
lizard  
meerkat  
mongoose  
monkey  
naked mole rat/s  
ostrich  
porcupine  
python  
rhinoceros  
rock hyrax  
scorpion  
snake  
termite  
termite mound  
tortoise/turtle  
warthog  
waterbuck  
wild dog  
wildebeest  
vulture  
zebra

swala  
mjusi  
twiga  
kalunguyeye  
koboko  
fisi  
bweha  
chui  
simba/simba jike  
kenge  
suriket  
nguchiro  
nyani  
fuko/mafuko  
mbuni  
nungunungu  
chatu  
kifaru  
pimbi  
ng'ge  
nyoka  
kumbekumbe  
kichuguu  
kobe/kasa  
ngiri  
kuku  
mbwa mwitu  
nyumbu  
tumbusi  
punda milia



# Songs

## Content Area: Music, Science, Language Arts

Music is a great way to sharpen grammatical skills and, at the same time, present new material or check for understanding in a new and exciting way. Kids really connect with it, so it also makes a great memory tool. Not only that, it's FUN!

### **Baby Giraffe**

*sung to "Three blind mice"*

Baby giraffe, baby giraffe  
Taller than me, taller than me.  
He stretches his neck up to a tree,  
His spots make him hard to see,  
He stands taller than you and me,  
Baby giraffe.

### **Let's Go To the Savanna**

*sung to "The Mulberry Bush"*

Let's go to the savanna today,  
Savanna today, savanna today.  
Let's go to the savanna today,  
On our safari.

First the lion roars like this,  
Roars, like this, roars like this.  
First the lion roars like this,  
He's as loud as he can be.

Then the elephant raises her trunk,  
Raises her trunk, raises her trunk.  
Then the elephant raises her trunk,  
To wave to you and me.

The zebra's stripes are quite a sight,  
Quite a sight, quite a sight.  
The zebra's stripes are quite a sight,  
Black and white, you see!

### **Nine Little Zebras**

*sung to "Ten Little Indians"*

One little, two little, three little zebras,  
Four little, five little, six little zebras,  
Seven little, eight little, nine little zebras,  
Gallop across the plain.

Nine little, eight little, seven little zebras,  
Six little, five little, four little zebras,  
Three little, two little, one little zebra,  
Gallop back again.

### **I'm a Lion and I Know it**

*sung to "If You're Happy and You Know It"*

I'm a lion and I know it, hear me roar (roar!)  
I'm a lion and I know it, hear me roar (roar!)  
I'm a lion and I know it,  
And my mane will surely show it  
I'm a lion and I know it, hear me roar (roar!)

Leopard - jump - rosettes  
Cheetah - run (zoom!) - tear marks  
Rhino - charge - horn  
Elephant - trumpet - trunk

### **What a Nose!**

*sung to "I'm A Little Teapot"*

Elephants are big and tall and fat,  
They sway their trunks both this way and that.  
Elephants have big ears and big toes,  
But goodness gracious, what a nose!

### **See the Lion**

*sung to "Frere Jacques"*

See the lion; See the lion,  
On the savanna, on the savanna  
Hear him roar, hear him roar  
All day long, all day long

See the . . .

Elephant ... trumpet  
Crocodile ... snap  
Leopard ... leap  
Cheetah ... run  
Vulture ... flap  
Rhino ... charge

Make up your own verses!

## Lion Hunt – echo chant

(Pat legs in rhythm)

We're going on a lion hunt! (Kids echo)  
We're going on a lion hunt! (Kids echo)  
Open the door (Creak! Door motions)  
Down the steps (Make footstep noises)  
Through the gate (Creak! Gate motions)  
Down the road (Footsteps, regular rhythm)

We're going on a lion hunt (Kids echo)  
We're going on a lion hunt (Kids echo)  
Oh, Look! (Kids echo)  
Up Ahead! (Kids echo)  
It's a field (Kids echo)  
Can't go over it (Kids echo)  
Can't go under it (Kids echo)  
Can't go around it (Kids echo)  
We'll have to go through it. (Kids echo)  
(Rub hands together)  
Down the road (Footsteps, regular rhythm)

We're going on a lion hunt (Kids echo)  
We're going on a lion hunt (Kids echo)  
Oh, Look! (Kids echo)  
Up Ahead! (Kids echo)  
It's a river (Kids echo)  
Can't go over it (Kids echo)  
Can't go under it (Kids echo)  
Can't go around it (Kids echo)  
We'll have to swim it. (Kids echo)  
(Swimming motions, dry off)  
Down the road (Footsteps, regular rhythm)

We're going on a lion hunt (Kids echo)  
We're going on a lion hunt (Kids echo)  
Oh, Look! (Kids echo)  
Up Ahead! (Kids echo)  
It's a tree (Kids echo)  
Can't go over it (Kids echo)  
Can't go under it (Kids echo)  
Can't go around it (Kids echo)  
We'll have to climb it. (Kids echo)  
(Climbing and looking motions)  
Do you see anything? (No!)  
Climb back down  
(Climbing motions)  
Down the road (Footsteps, regular rhythm)

We're going on a lion hunt (Kids echo)  
We're going on a lion hunt (Kids echo)  
Oh, Look! (Kids echo)  
Up Ahead! (Kids echo)  
It's some rocks (Kids echo)  
Can't go over it (Kids echo)  
Can't go under it (Kids echo)  
Can't go around it (Kids echo)  
We'll have to climb them. (Kids echo)  
(Climbing motions)

Down the road (Footsteps, regular rhythm)

We're going on a lion hunt (Kids echo)  
We're going on a lion hunt (Kids echo)  
Oh, Look! (Kids echo)  
Up Ahead! (Kids echo)  
It's a cave (Kids echo)  
Can't go over it (Kids echo)  
Can't go under it (Kids echo)  
Can't go around it (Kids echo)  
We'll have to go into it. (Kids echo)  
(Slow down footsteps)

It's really dark in here (Very slow footsteps)  
I can't see! (Reach out and feel around)  
I feel something! (Reach out hands and feel)  
It has fur... and whiskers  
It's (pause dramatically) A LION!

Out of the cave! (Very fast footsteps)  
Over the rocks! (Fast climbing)  
Down the road! (Fast footsteps)  
Climb the tree! (Fast climb)  
Is he still coming? (Look around)  
Yes! (EEK!)

Down the tree! (Fast climbing)  
Down the road! (Fast footsteps)  
Across the river! (Fast swimming motions)  
Across the field! (Fast rubbing hands)  
Did we lose him? (Looking motions)  
He's right behind us! (EEK!)

Down the road! (Fast footsteps)  
Through the gate! (Fast creaky gate)  
Up the steps! (Fast climbing footsteps)  
Through the door! (Fast open and shut)  
Whew! We made it!

# Recipes

## Content Area: Math, Science

Cooking with children is a great way to introduce many basic math concepts such as comparing volume, weight and quantity. As you make these recipes with your children, have them count the ingredients, weigh them, measure them, and compare the amounts of different ingredients. You can even graph them! Basic science concepts in physics (states of matter: room temperature = liquid, frozen/chilled = solid, boiling = gas) and chemistry (dissolving = solutions, combining/mixing = compounds) may also be demonstrated. All that, plus a yummy treat to eat!

### Apple Lions

Ingredients: apples, cream cheese or peanut butter, raisins

Directions:

1. Core the apple. Fill the space with cream cheese or peanut butter.
2. Turn the apple on its side. Carefully slice rings. The apple makes the lion's mane, and the filling makes the face.
3. Use raisins to add eyes, ears, and a nose.
4. Roar as you enjoy your snack!

### Purple Elephant Shakes

Ingredients:

1 (6 ounce) can frozen grape juice concentrate

1 cup milk

2 cups vanilla ice cream

Directions:

1. Pour the juice concentrate and milk into blender.
2. Scoop in ice cream.
3. Cover and blend on high speed for 30 seconds.
4. Serve immediately. Makes 3 to 4 shakes



### Mango Hedgehogs

Ingredients: mango, grapes and/or berries

Directions:

1. Select a ripe mango – it should be soft to the touch.
2. Cut the mango lengthwise along the pit. Repeat on the other side.
3. Score the flesh in a criss-cross pattern, forming cubes. Be careful not to cut all the way through the skin.
4. Press the skin side up to push the flesh up, forming spikes. Use the grapes and/or berries to make eyes and a nose. Strawberry slices make nice ears.



## Ntomo Krakro (Sweet Potato Fritters)

### Ingredients:

4 sweet potatoes

2 large eggs

1 T flour

2 T butter or fat

1/4 t salt

Water (or milk if preferred)

Bread crumbs for coating

Oil for frying

### Directions:

1. Peel, boil, and mash sweet potatoes.
2. Beat eggs and add rest of ingredients.
3. Add enough liquid to mix into a fairly soft dough.
4. Make into flat cakes. Coat with beaten eggs and breadcrumbs.
5. Fry in hot fat until golden brown.
6. Drain well and serve hot with meat or fish stew

## Flamingo Fruit-Kabobs

### Ingredients:

Watermelon pieces

Whole strawberries

Whole pitted cherries

Pink grapefruit pieces

Strawberry sherbet

Pink straws

### Directions:

1. Think pink! Put a scoop of sherbet in a bowl.
2. Stick a straw into the scoop of sherbet.
3. Put fruit pieces onto the straw kabob-style.
4. If you really want to think like a flamingo, stand on one leg while eating!

## Warthog Waffles

### Ingredients:

Frozen waffles (round)

1 apple, cored and sliced in rings

3 tablespoons peanut butter (creamy) warmed in a microwave\*

1 banana, mashed (makes enough for 2 waffles)

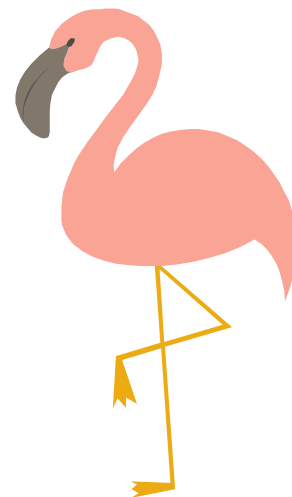
blueberries

strawberries, cut in half

*\*may be omitted if there are allergies*

### Directions:

1. Heat the waffle in the toaster.
2. Spread the peanut butter on the waffle.
3. Spread a thin layer of mashed banana on top of the peanut butter.
4. Place a strawberry half in the center to make the snout.
5. Use blueberries to make eyes.
6. Cut the apple ring in half and place below the snout so that they curve out to make tusks.
7. Eat it like an open-faced sandwich.



## Games

### **Content Area: Active/Creative Play, Science**

Games are a fun and active way to improve your students' gross motor skills while reinforcing scientific concepts such as predator/prey, habitat components, locomotion, and natural history.

#### **Hot Savanna (Hot Potato)**

Materials: small stuffed animal (African animal)

Directions:

1. Sit in a circle. Hand one student the stuffed animal.
2. Pass the stuffed animal around the circle. You may sing one of the savanna songs or play music, if you wish.
3. When the teacher calls out "Hot Savanna!" whoever has the stuffed animal has been caught. If they can name an animal from the savanna or answer a question about the savanna, they continue in the game. If not, they must spend one round in the center of the circle. They may return to play the following round.
4. Play until all have had a turn.

#### **Waterhole**

*Play this game on a hot day to cool off. Be careful – you will get wet!*

Materials: cups (1/student), blindfold, squirt bottle of water

Directions:

1. Play outside in a large, open area.
2. Make a large circle of cups in the center of the play area. This is the waterhole.
3. Review how crocodiles hunt. The crocodile waits in the waterhole until animals come to get a drink. Then, SNAP! They're lunch!
4. Select one student to be the crocodile. Blindfold the crocodile and give him/her the squirt bottle. The other students are zebras.
5. The crocodile stands in the waterhole. If s/he hears an animal approaching, s/he tries to squirt them with the squirt bottle. If s/he does, s/he has caught the zebra.
6. The zebras must try to get a drink from the waterhole by retrieving a cup. If they do this successfully, they are safe. If they are not, they must wait 30 seconds before they try again.
7. Play several times, taking turns being the crocodile. You may wish to change crocodiles several times during the game.

#### **I Packed My Bag to Go on Safari**

Materials: none

Directions:

1. Sit in a circle.
2. The teacher starts by saying, "I packed my bag to go to go on safari and in it I put a(n) \_\_\_\_\_." (for example, sun glasses)
3. The next person around the circle repeats the sentence, adding something of their own. "I packed my bag to go on safari and in it I put sun glasses and a juice box."
4. Continue around the circle, each person repeating and adding to the list until someone is unable to repeat the list correctly. Start the game again, starting with the next person in the circle.

## Predator & Prey

*Reinforce the predator/prey relationship with this game!*

Materials: a large, open space

Directions:

1. Review meaning of “predator” and “prey”
2. Establish “safety zones” at the end of the field. When these are reached, that person is “safe”.
3. Divide into 2 groups and line up, facing each other, about 5 feet apart
4. Give one group the name of an animal (ex. lion)
5. Give the other group the name of another animal (ex. gazelle)
6. The kids must decide which group is the predator and which is the prey (ex. Group 1 is predator, group 2 is prey)
7. The predator group chases the prey group and tries to tag them. Whoever is caught before reaching the safety zone must join the other team.
8. Repeat as many times as desired, giving both teams a chance to be both predator and prey.

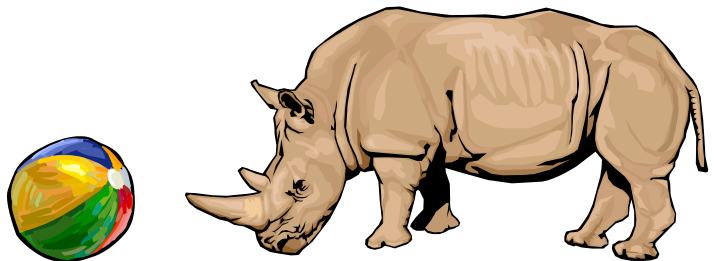
## Kigogo

*Kigogo is a traditional African game. It can be played with stones, beads, beans, or any other small objects.*

Materials: egg carton (1per pair), beads (hasa)

Directions:

1. Put 4 beads in each cup of the egg carton.
2. Players sit across from each other. Each player has a row of 6 egg cups in front of them and uses half the lid as his/her “bank.”
3. Player 1 scoops the beads out of one of his/her cups and drops them, one at a time, in each of the following cups, starting with the one to the right of the empty cup.
4. When s/he drops the last bead in, take the beads from that cup and repeat. This continues until the last bead is dropped into an empty cup or a cup with three beads, making a total of four.
5. If the last bead dropped in makes a total of four beads, that player picks up those beads, puts them in their bank and their turn is over. However, if the beads in a cup total four during the move and it is NOT the last bead in, those four beads go to the OPPONENT’S bank, and play continues.
6. When a player collects the next-to-the-last four beads, s/he earns the last four as a bonus.
7. The game is over when one of the following occurs:
  - All the beads are collected and in players’ banks
  - Players reach a pre-determined time limit
  - Players take a pre-determined number of turns
  - Players collect a pre-determined number of beads
  - A player wins all the beads out of their opponent’s cups
8. The winner is the player with the most beads in the bank



## One Elephant Went Out One Day

Materials: none

Directions:

1. Sit in a circle on the floor. One child gets up and imitates an elephant with one arm dangling like a trunk, and the other arm dangling behind like a tail. The child then skips around the circle while everyone chants:

One elephant went out one day,  
Upon a spider's web to play,  
He / she had such tremendous fun,  
That he called for another elephant to come.

2. The child then picks a friend to come and join him/her. The friend stands behind the first child in the same position holding hands, as if they are elephants in the zoo, and skip around the circle.

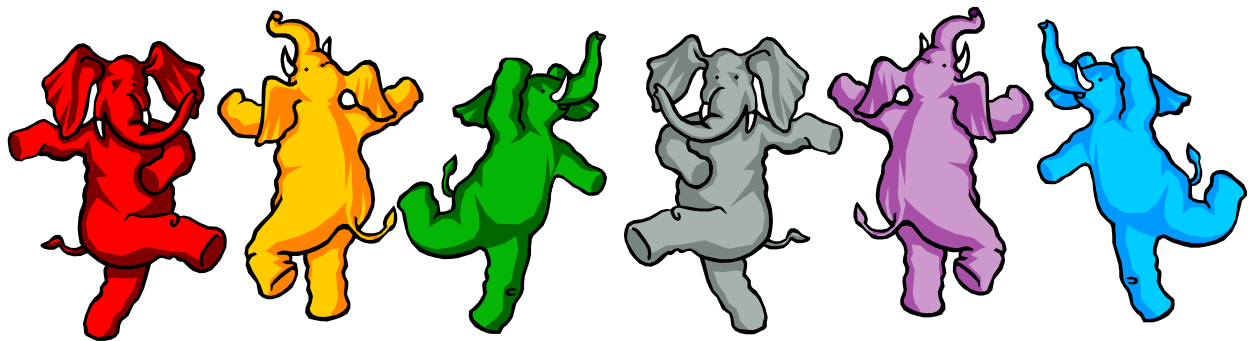
3. Everyone then continues to chant:

Two elephants went out one day,  
Upon a spider's web to play,  
They had such tremendous fun,  
That they called for another elephant to come.

4. Continue this way with each new elephant picking a friend until everyone is up. Then everyone sings:

Five elephants went out one day,  
Upon a spider's web to play,  
They had such tremendous fun,  
But the web it broke and they all fell down!

5. Everyone falls to the floor and giggles!



## Crafts

### Content Area: Art, Science, Math

Crafts are a fun way to improve your students' fine motor skills, matching, and counting. They also give you the opportunity to review the different forms and functions of each part of the animal.

#### **Neck Stretching Giraffe**

Materials:

- yellow construction paper cut into:
  - 6"x9" rectangles (1 per student)
  - 3"x9" strips (1 per student)
  - ½"x1½" strips (2 per student)
  - ½"x3" strips (1 per student), 3" circles (1 per student)
  - 3"x1½" ovals (1 per student)
  - 1½"x 1" football shapes (2 per student)
- large google eyes (2 per student)
- 1" brown or black pompoms (2 per student)
- brown tempera paint
- sponges or paintbrushes
- stapler
- glue

Directions:

1. Roll the rectangle into a tube that will fit around your hand and arm. Staple or glue in place. This is the giraffe's body.
2. Accordion-fold the long strip. This is the giraffe's neck. Glue it to the top edge of the giraffe's body.
3. Glue the oval at the bottom of the circle. This is the giraffe's head.
4. Glue the short strips to the top center of the head. These are the giraffe's horns. Glue a pompom to the top of each horn.
5. Glue the football shapes on either side of the horns. These are the ears.
6. Glue the head to the neck.
7. Use the paint to make spots on the giraffe: large ones on the body and neck, small ones on the head. Allow to dry.
8. Make the 3" strip into a ring and glue to the back of the head.
9. Put the body on your arm. Slip your fingers into the loop on the back of the head. Pull the giraffe's body down your arm to make its neck stretch!

#### **Elephant Finger Puppets**

Materials:

- 5" gray construction paper circles
- Google eyes or eye stickers
- Gray construction paper ears
- White packing peanuts (2 per student)
- Glue

Directions:

1. Cut or punch a small hole (about ½" - ¾" diameter) 2" from the edge of the circle. This is the opening for the elephant's trunk. Add eye stickers above the hole.
2. Cut ears from gray construction paper. Reduce the map of Africa to 4" long and use for a template. Glue ears to the head.
3. Glue the packing peanuts on either side of the hole for tusks.
4. Put your index finger through the hole to make a trunk.

## Roaring Lions

### Materials:

- Gallon or half gallon plastic milk jug, clean (1 per student)
- Heavy string
- Paper plate
- Yellow, orange, brown and black construction paper, cut in 3"x1½" strips
- 6" black pipe cleaners (6 per student)
- 2" black construction paper squares (1 per 2 students)
- Crayons
- Glue
- Sharp knife or awl

### Directions:

1. Pre-punch a hole in the bottom of the milk jug. Thread the string through and tie a knot to secure it.
2. Make the nose: cut 2" black construction paper squares on the diagonal. Glue the nose in the center of the paper plate.
3. Glue paper strips around the outside of the plate to make a mane. You may curl the strips, if you want.
4. Use the crayons to draw eyes, mouth, and color the face.
5. Poke the pipe cleaners through the plate to make whiskers.
6. Glue the plate to the milk jug and allow it to dry completely.
7. Hold your lion by the handle. Make it roar by running your fingernails down the string while pulling it taut.

## Safari Binoculars

### Materials:

- Toilet paper tubes (2 per student)
- Yarn or string, cut in 24" pieces (1 per student)
- Hole punch
- Stapler
- Tempera paint
- Paintbrushes or sponges

### Directions:

1. Put the tubes side by side. Staple the two together, one staple at each end.
2. Punch holes in the sides opposite the staples at one end.
3. Tie one end of the yarn in each hole.
4. Paint the binoculars. You may want to paint zebra stripes, giraffe spots, camouflage designs, or your own wild design!
5. Hang by the string and allow to dry completely.
6. Use your binoculars on all your safari adventures!

