

## Experience- Safari Trip

KENYA

*Material Needed: Pictures of animals from Kenya - \*This experience should be done after many of the animals have been introduced.*

Show children some of the animals in the book. Explain to them that you are going to pretend to go on safari (a trip to look for animals) in Kenya (a faraway place where the animals live). You can have children sit in chairs lined up like a bus/jeep or just gather them around you on the rug. Explain that sometimes a safari ride might be bumpy, so show them how to bounce up and down a little.

Next, ask children to look around and pretend to look for animals. Ask them what animals they see. If they say the name of an animal, talk about what the animals look like, etc. If they don't provide you with any animal's names then you could say something like, "I think I hear roaring. (Place hand near ear.) What animal could that be?" or "I see (you could put hands in a circle around your eyes) an animal with black and white stripes. What could it be?" or "Listen, I think I hear an animal that is making a laughing sound. What could it be?" "I think I see an animal with a long neck eating leaves off of tall trees. Do you see it too? What animal is that?" or "Do you see that big bird that can't fly? I think I see it sitting on some eggs. What animal in Kenya does that?" or "I think I see a big animal that has a trunk. What do you think it is?" Continue with other animals. If you say "hear", remember to place your hand near your ear and make the sound of the animal, and if you say "see" then you will place hands up to eyes like you are looking through binoculars. Encourage the children to do the same. Provide children with the animal's names after you pause after asking the questions. You can ask children to stop bouncing when you "find" an animal and start bouncing again when you look for the next one.

### Individualization,/Age Accommodations

*Younger infants- Gently, help them to bounce as you pretend to take them on safari and talk about the animals.*

*Older infants- Gently, help them bounce and see if they will try to bounce on their own. Point like you are finding animals and see if they will follow your point. This is called joint attention. Make the animal sound. If the animal that you talk about is big, help them spread their arms wide. If the animal you are talking about is small, help them bring their hands together.*

*Younger toddlers- Encourage them to make animal sounds with you and ask them to look up/high-down/low for animals.*

*Older toddlers- You could make binoculars out of paper towel rolls cut in half and glued together. Remember, to ask questions, pause, and give answers. Ask children to repeat the animal's names after you say them.*

*Twos- Encourage them to answer the questions. Ask them to repeat the animal's names after you say them. Ask them what animals they "see" on the safari. If they say "elephant" then you would add the details. For example: "Oh, I see the elephant too. It has big ears and it is stomping its feet."*

### Domains- Concepts/Skills

### PTLA Alignment

**Physical-** bouncing

**Language-** animal names, safari, bounce, listen, see

**Cognitive-** (math) long, high, big, little; (science) animals characteristics, sounds, etc.; (dramatic play) pretending to go on a safari; (culture/social studies) animals in Kenya

**Social/Emotional-** interacting positively with others, social and behavioral skills in participate in a group

**Approaches to Learning-** creativity, attentiveness, and focus

**4 month:** 4m-PD.2; 4m-LC.5; 4m-CD.2,6; 4m-SED.9; 4m-AL.2

**6 month:** 6m-PD.3; 6m-LC.9; 6m-CD.2; 6m-SED.11; 6m-AL.2

**9 month:** 9m-PD.4; 9m-LC.3,4; 9m-CD.3; 9m-SED.3; 9m-AL.8

**12 month:** 12m-PD.3; 12m-LLC.1,7; 12m-CD.5; 12m-SED.2; 12m-AL.3

**18 month:** 18m-PD.3,4; 18m-LLC.3,5; 18m-CD.5; 18m-SED.3,4; 18m-AL.2

**2 year:** 2 yo-PD.6; 2 yo-LLC.4,7; 2 yo-CD.13; 2 yo-SED.3; 2 yo-AL.4

### Extension Experience

- **Outside Safari-** You can invite children to walk around the playground and go on a walking safari. Use language as described above. **Domains: Physical-** walking around outside/ **Language and Communication-** animal names, responding to questions, increased vocabulary/ **Cognitive** (science- animal characteristics) (dramatic play- pretending)/ **Social-Emotional-** positive interactions/ **Approaches to Learning-** imagination, willingness, focused attention