

# Jungles

## Activity 2: We All Went on Safari

**Resources:** We All Went on Safari. A Counting Journey Through Tanzania by Laurie Krebs, globe, Hamilton animal card sheets (copy more of each animal than required, so children can count the number), Blu-tac®, toy jungle animals including an elephant, Hamilton number cards, paints, paper & brushes, Hamilton Swahili number word cards

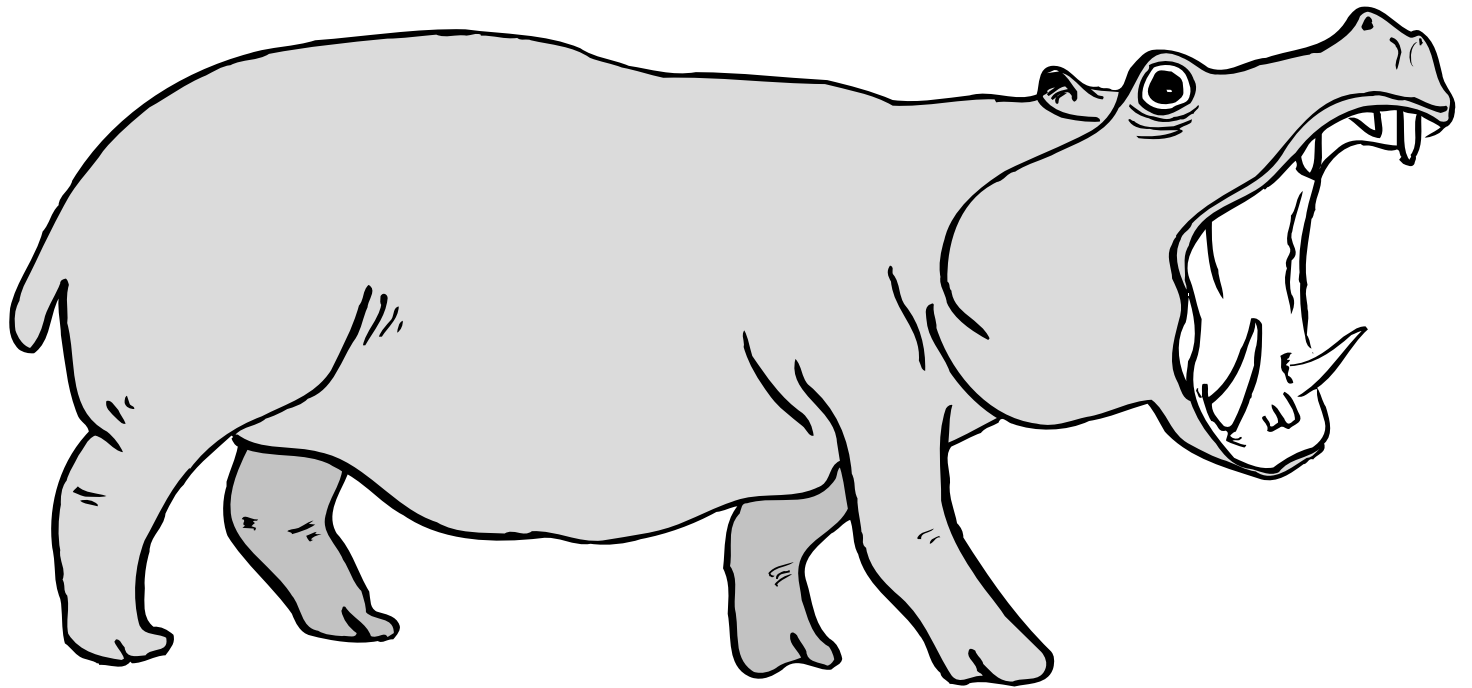
### Activities: On-the-Rug

- a. Shared reading of We All Went on Safari with hot seating: Sit the children ready to listen to the story. Read the title. *What can you see on the cover? What do you think is happening? Where do you think the story is set? Which animals can you see? What kind of weather do you think they have in Tanzania? Why? Does anyone know where Tanzania is?* Explain that Tanzania is a country in Africa. Point to Africa and Tanzania on a globe and show the children how far it is from our country. Read the first page, encouraging the children to memorise the first line. Continue reading with the children joining in with the repeating line, 'We all went on safari.' Pause to count the animals on each page. Look back through the book. Discuss the different habitats enjoyed by the animals, e.g. the ancient crater floor, the lake and rocky hillside glen. Ask the children to imagine they went on the safari. Ask a volunteer to sit in the hot seat and pretend to be one of the children on the safari. Ask questions: *Which animal did you like best? Why? Which animal made the loudest noise? Which was the scariest?* The children could think of some questions of their own. The children could imagine they are one of the safari animals counted.
- b. A counting journey: Before the lesson photocopy the animal card sheets so that there are at least as many cards as animals in the book. Place the pictures on the floor randomly face up. Re-read the story. Encourage children to come out and collect the correct number of animals and stick onto the board. Ask helpful questions: *Can you show me with your fingers how many lions there are? Monkeys?*

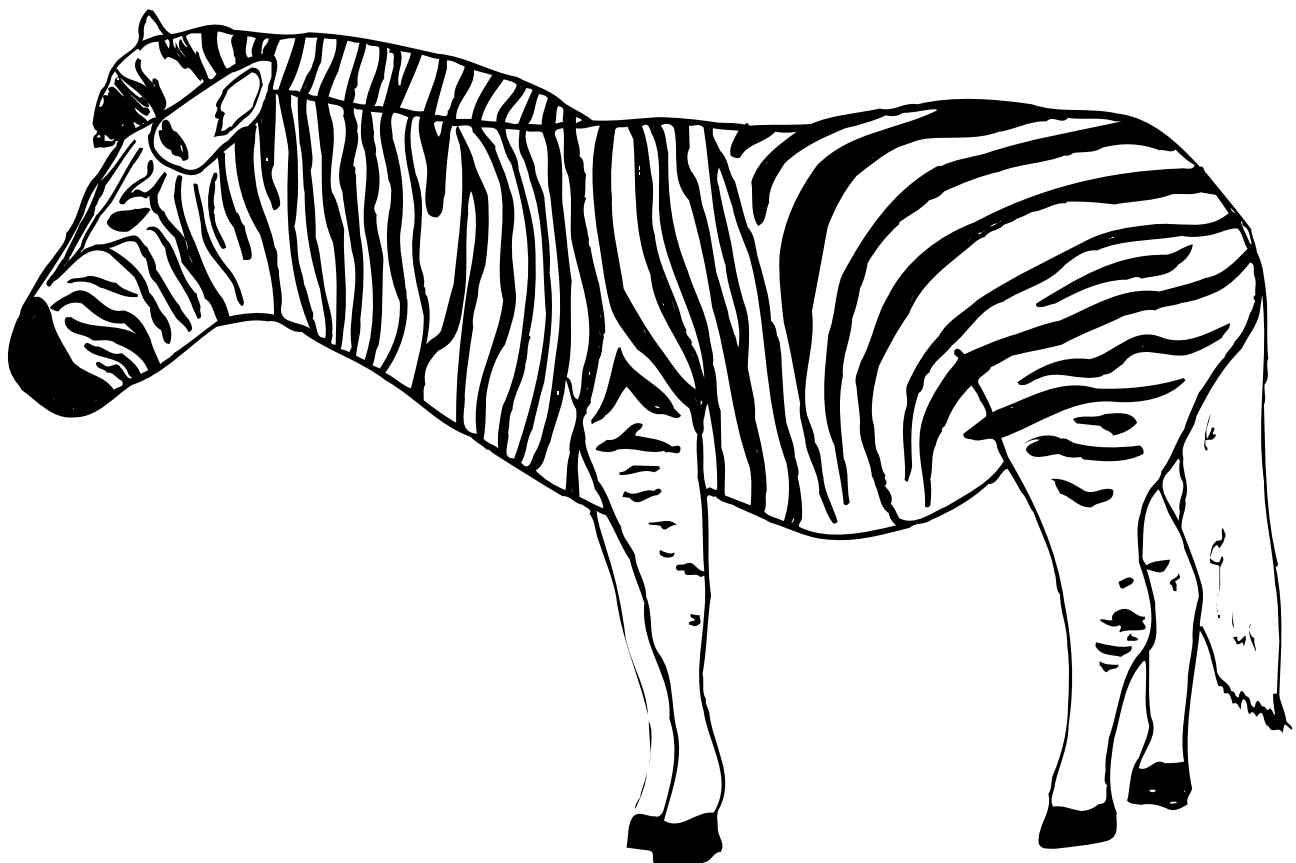
### Activities: Small Group

- c. Safari role-play: Hide different jungle animals in groups outside before the activity. Explain that you are going on safari to look for jungle animals. Talk about how they went on safari in the book. *How did they go? Did they all stay together? Why/why not? Do you think they were noisy? Why/why not?* Walk in single file with children taking turns to be leaders and counters.
- d. Counting animals: Lay the animal cards on the table. Ask children to pick up and stick up the animals in the same order and number size as in the story. Place Hamilton number cards up to ten on the floor face down. Children pick up a number, say the number and match to the appropriate animal set.
- e. Safari painting: Show children a picture or toy model of an elephant. Ask children to paint a greeny-yellow grassy background and leave to dry. *What colour is the elephant? How can we make a grey colour?* Encourage children to use white first and add a little black to make grey. Add more black if required. *We are going to begin with his body. What shape is his body?* Model painting a large oval shape in the middle of your paper. Encourage children to copy the shape and fill it in. *How many legs does he have? Are his legs in a line? Are they thin legs or fat legs?* Model painting his legs before children paint their elephant legs. Continue discussing then modelling each aspect. Use a paler grey for his head and then a darker grey for his ears. Once you have modelled the elephant encourage the children to use similar techniques to paint the other animals.
- f. Counting in Swahili: Explain that the children in the book speak Swahili, which is an African language. Look at the Swahili counting words (*see resources*). Try learning to count up to five in Swahili using fingers and then up to ten (see back of book for help with pronunciation if needed). You may have children who are able to count in a different language, e.g. Hindi or Gujarati. If so these could also be written out and pinned up alongside our number names and numerals.

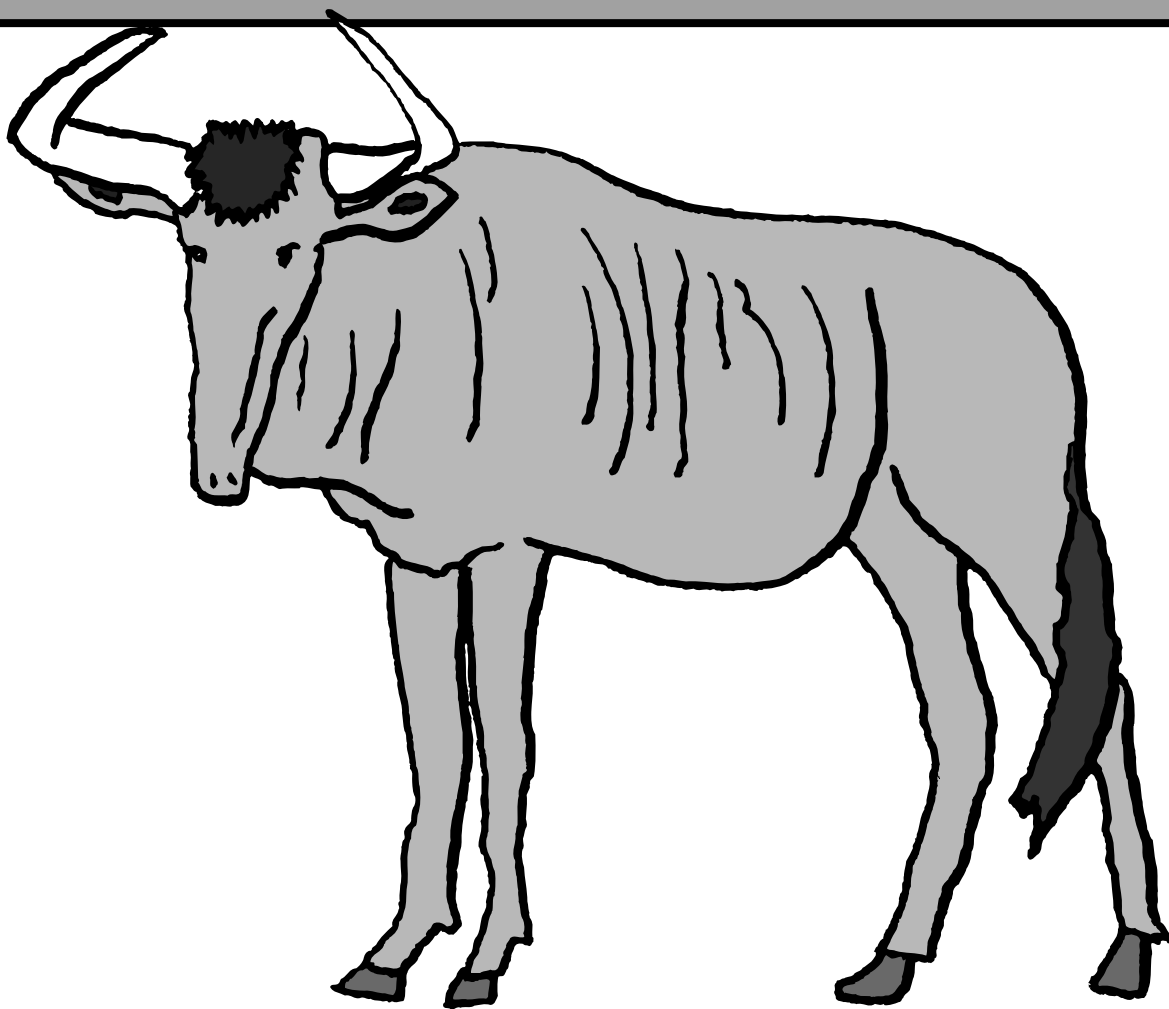




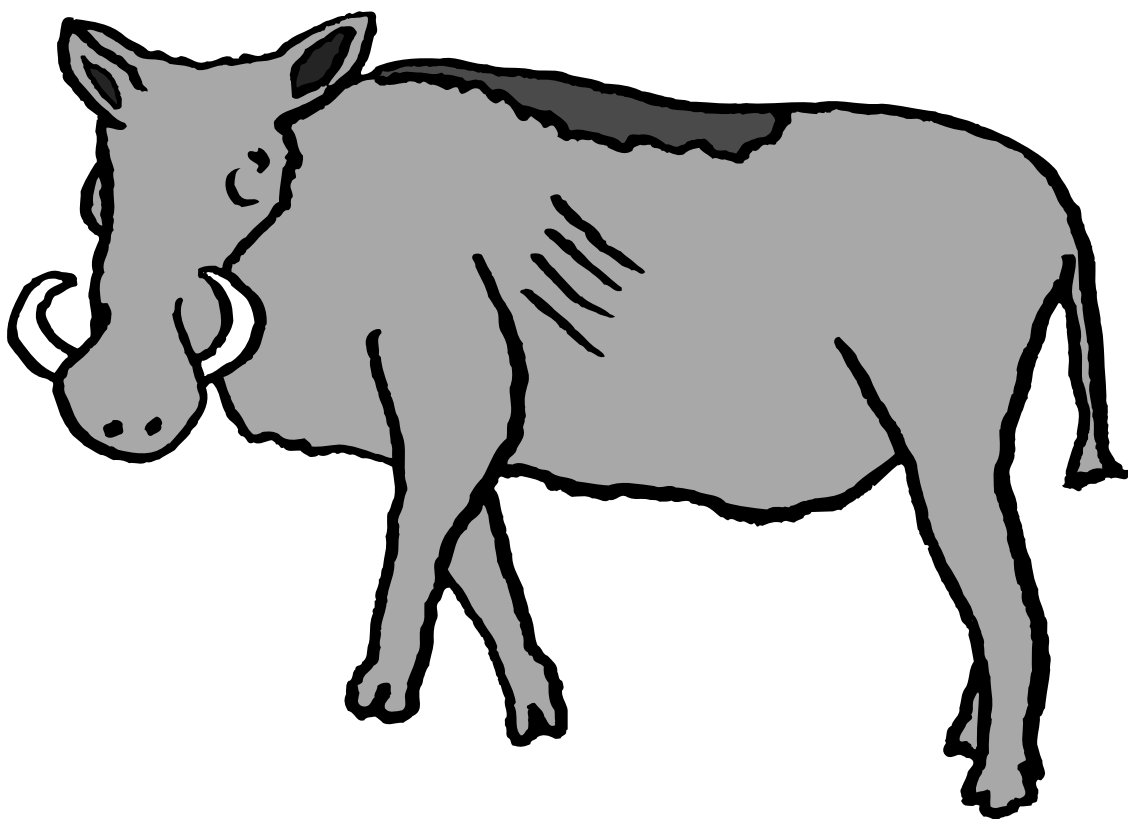
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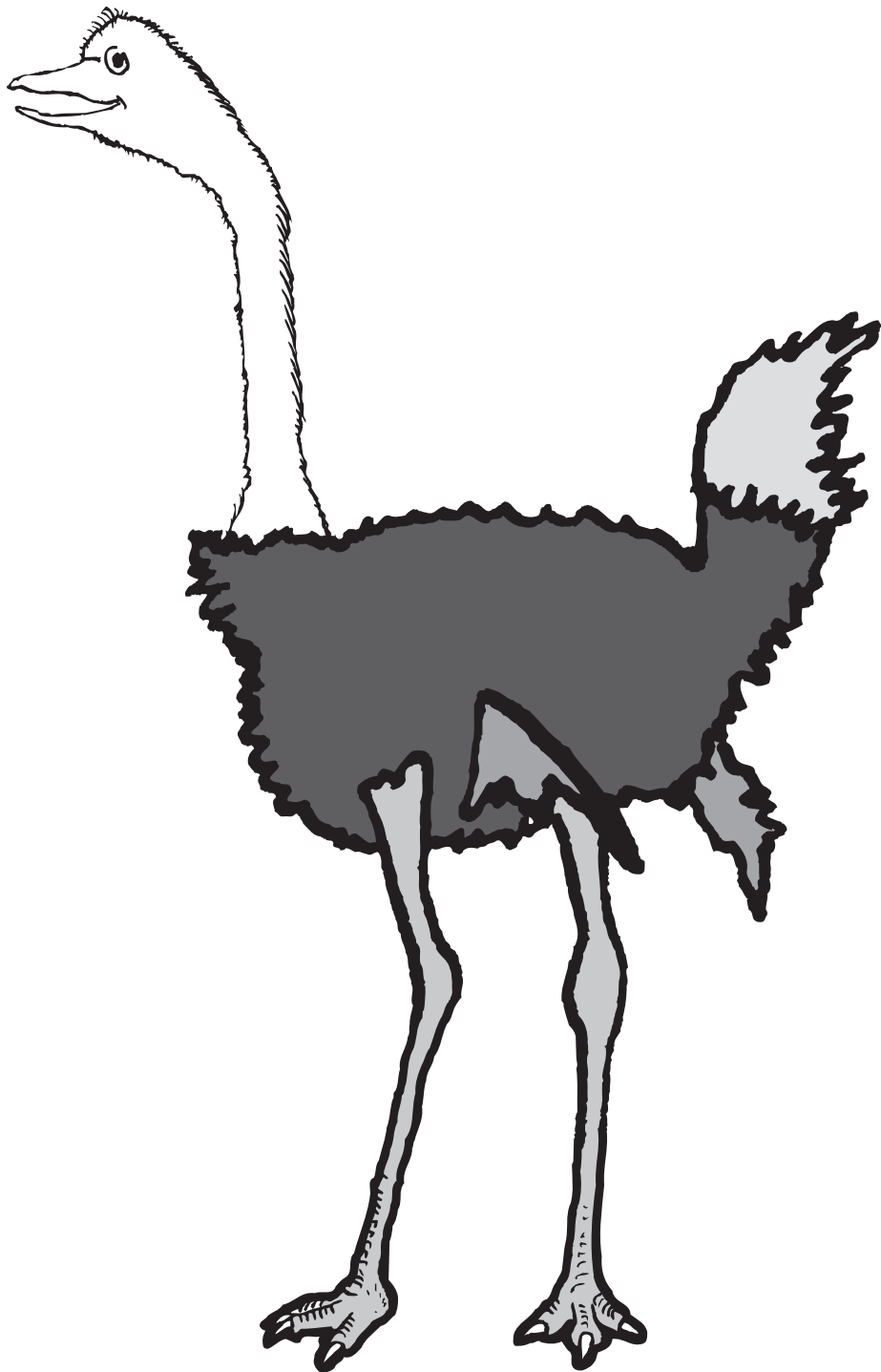
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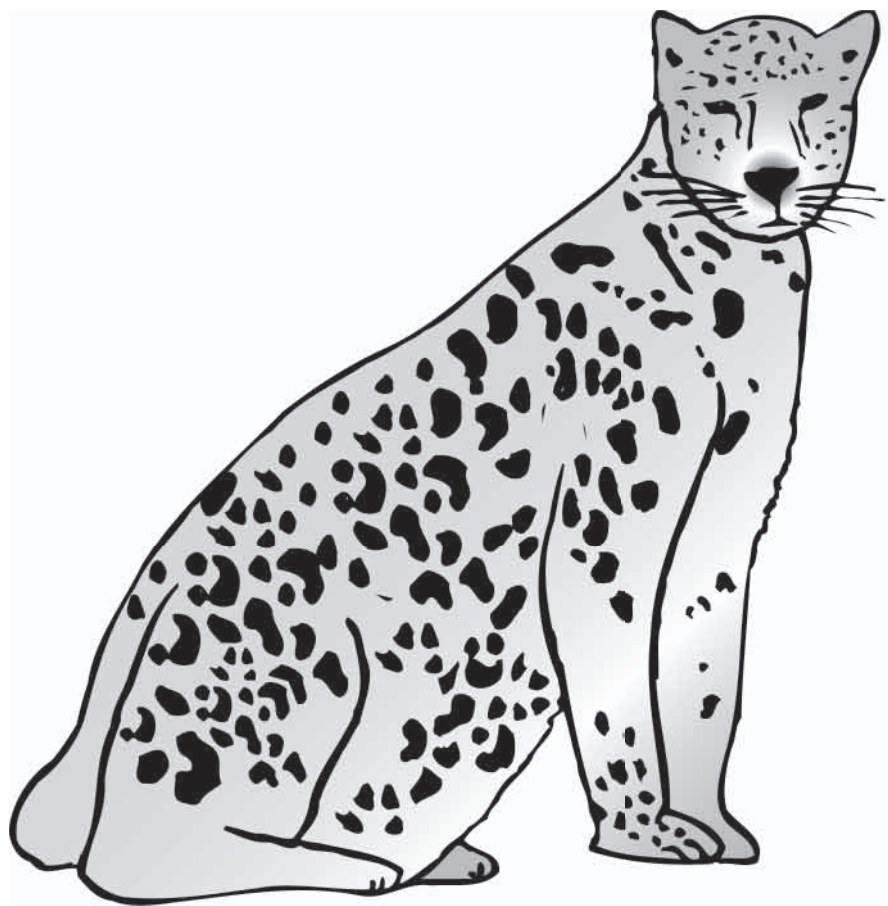


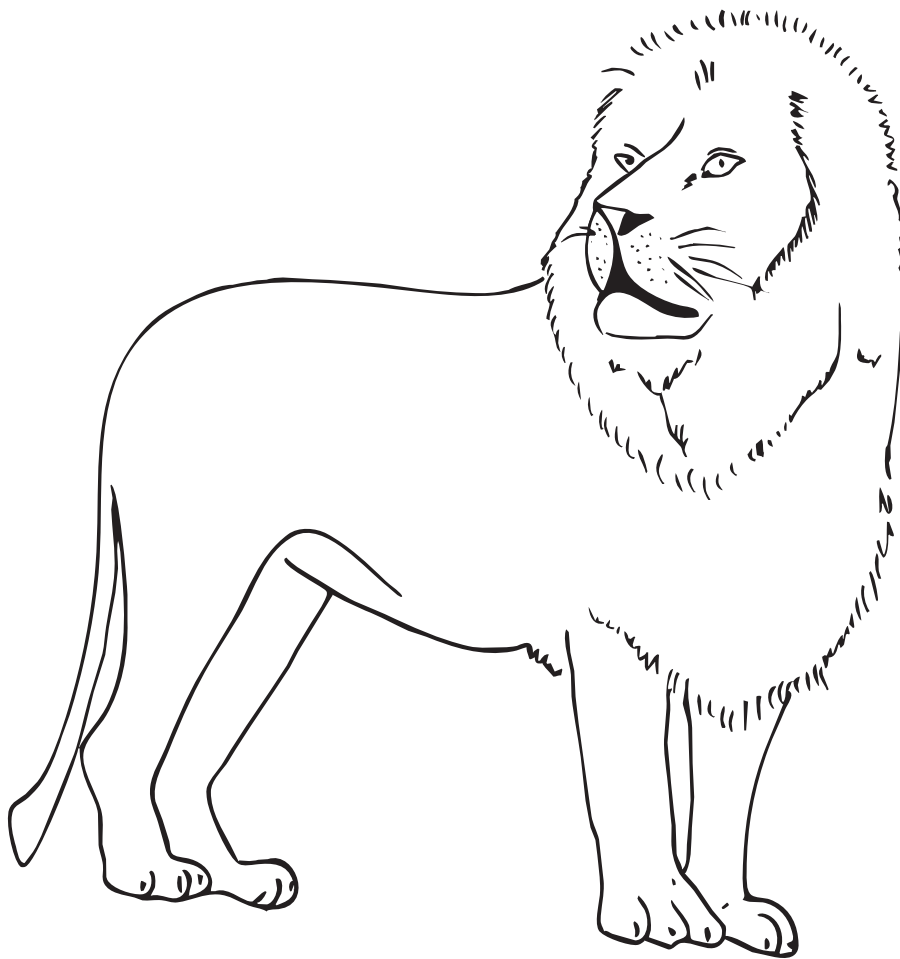
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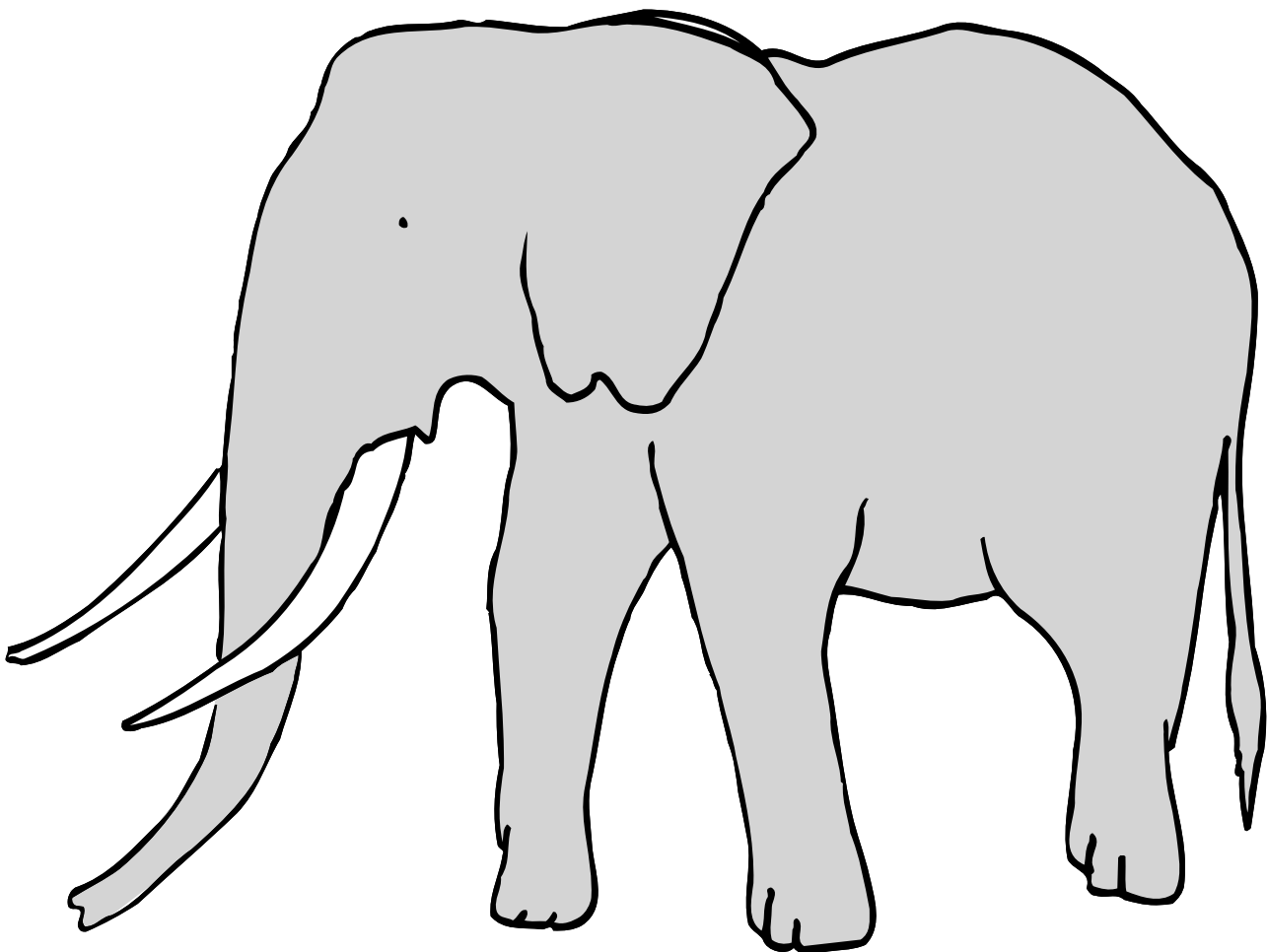
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1

2

3

4

5

6

7

8

9

10



## Counting in Swahili

|    |       |       |
|----|-------|-------|
| 1  | one   | moja  |
| 2  | two   | mbili |
| 3  | three | tatu  |
| 4  | four  | nne   |
| 5  | five  | tano  |
| 6  | six   | sita  |
| 7  | seven | saba  |
| 8  | eight | nane  |
| 9  | nine  | tisa  |
| 10 | ten   | kumi  |

# Mountains

## Activity 14: The Himalayas

**Resources:** Hamilton world mountain height chart, globe, world map, Hamilton living in the Himalayas photographs, Hamilton Balwari picture, Kumoani nursery rhyme, Hamilton mountain climber sheet, paper, colouring pencils/crayons

### Activities: On-the-Rug

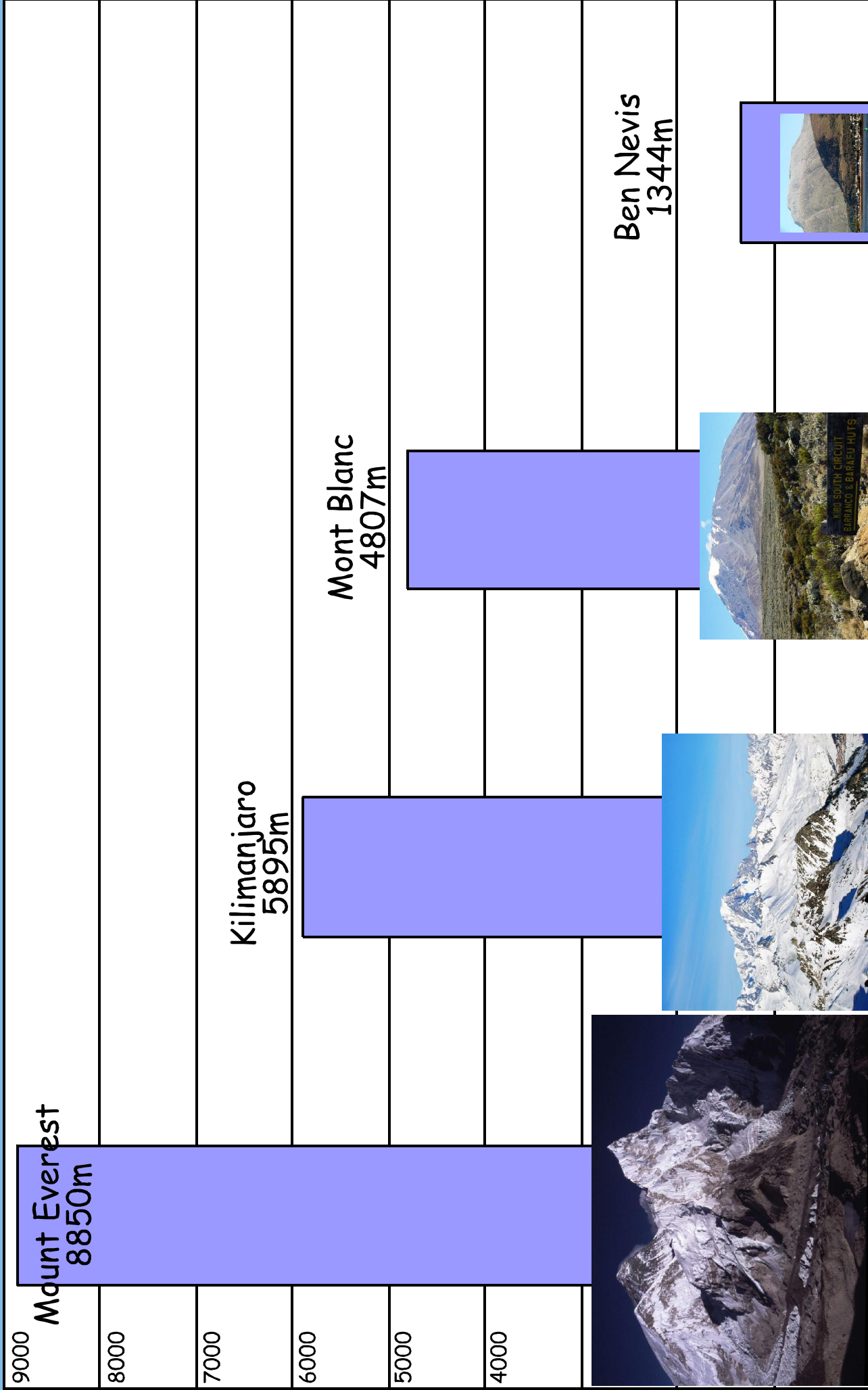
- Largest mountain in the world:** Sit the children on the rug and show them the picture of the world mountains in order of height (*see resources*). Point out how much bigger the world's tallest mountain is than the others. *This mountain is called Mount Everest. It is the BIGGEST mountain in the world! It is HUGE, nearly 9km high!* Explain this in terms of a familiar distance, e.g. from school to the city centre and back! Look at the picture again; point out the difference in height between Mount Everest, Mount Blanc in France, and Ben Nevis in Scotland. Show children a globe and identify Mount Everest. *It is in a small country called Nepal. Nepal is right next to India and China.* Show these on the globe and world map. Point out the Himalayas. *These are the world's biggest mountains and they spread right through several countries: Afghanistan, Pakistan, India, Nepal and Tibet (China).* Use the map to show this.
- Mountain people:** Show the children some photos of people in the Himalayas (*see resources*). Look at the photo of a house in the Himalayas. Discuss how this house is different from the children's houses. It is small and made of stone. There is no electricity, running water, heating or carpets. It has shutters and no glass in the windows, etc. Is anything the same as in their own houses? E.g. It has a roof, walls, front door and there are beds inside.

### Activities: Small Group

- Life in the Himalayas:** What do the children think it would be like to live in the Himalayas? Look at the photos (*see resources*) and discuss what it would be like to live there. No running water means that people have to go to the river to collect water. No electricity or heating means they use fires to stay warm and to cook on. They have to collect lots of wood from the forests. They also grow most of their food so they are very busy farming, collecting water and wood, cooking and cleaning. Things take a long time without washing machines, vacuum cleaners, etc. Children role-play washing clothes in a river, making food on a fire and collecting wood from the forest by climbing trees and cutting off branches, etc. Explain that in the Himalayas women do most of this work. The women work very hard and are very strong.
- Nursery schools in the Himalayas:** Explain to the children that nursery schools in the Indian Himalayas are called Balwaris. Children aged between 1 and 6 years can go to the Balwari. In the Balwari they play games, sing songs, learn to count and write their alphabet and say prayers. It is a bit like our school. Show children the photo of the Balwari (*see resources*). Look at how different it is to our nursery/classroom. There are not many toys or much equipment, etc. This is because it is a very poor area. Many families only have just enough food to survive. The children like to play, learn and do activities just like we do. They like to go to the Balwari. Teach children the simple rhyme sung in Balwaris (*see resources*). It is in Kumoani language.
- Mountain climbing:** Explain that because the Himalayas are the biggest mountains in the world, lots of mountain climbers like to travel there and climb them. *Mountain climbing is a very dangerous sport and you have to be very healthy, strong and brave to do it.* Show the children a picture of a mountain climber (*see resources*) and point out some of their equipment, e.g. rope, water bottle, gloves, hat, scarf, ice axe for sticking into the ice, special shoes with crampons for gripping the ice, etc. Children draw a picture of themselves climbing Mount Everest. Encourage them to show the equipment and tell you what it is for. They use colour to make themselves look like a real mountain climber!



# World Mountains



Activity 14a: Largest mountain in the world  
© Hamilton Trust, 2005.



# Mountain People



Activity 14b: Mountain people

© Hamilton Trust Early Years, 2006.



# Life in the Himalayas



## Activity 14c: Life in the Himalayas

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# Balwari



Activity 14d: Nursery schools in the Himalayas

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# Kumoani Nursery Rhyme

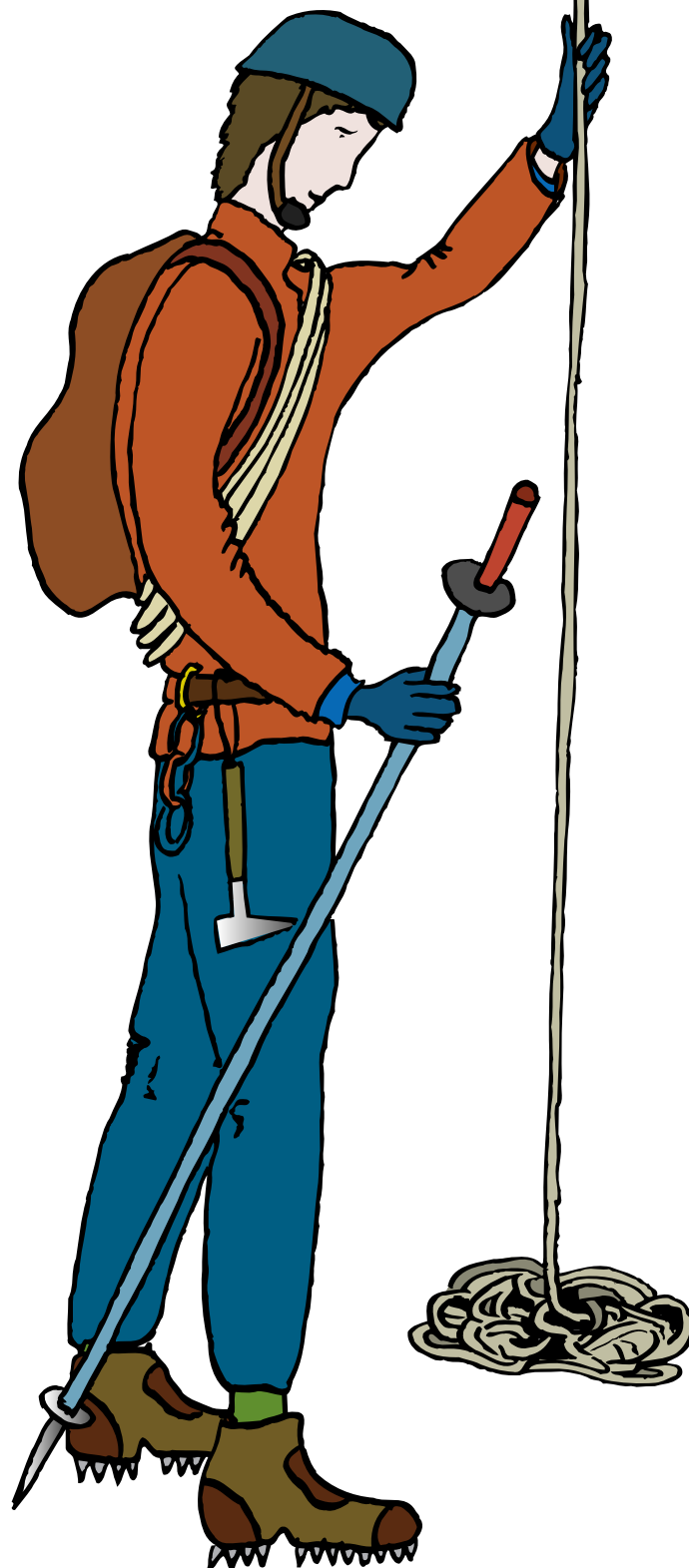
Uppar punka chalta hey  
Nichay babe so-ja  
Mama, Papa ieyay  
Dude pilana chaieyay!

## Translation:

Above the fan is spinning  
Underneath baby sleeps  
Mum and Dad are coming  
We need to drink our milk!



# Mountain Climbing



Activity 14e : Mountain climbing