OL PEJETA
CONSERVANCY

# TOPIC 1: OUR WORLD

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## TOPIC OUTLINE

This topic aims to help learners understand that as humans we share our world with many other living things, both domestic and wild. In this section the learners will look at and appreciate the many different plants and animals found within the conservancy and their own environment.

By the end of the topic learners will be able to better understand the connections between the natural world and themselves, and how our actions as human beings impact other living things.

## SUB-TOPICS:

### Plants in our environment

- Learners will understand that the **environment** has many different plant **species**.
- They will be able to observe, describe, and identify various plants found in Ol Pejeta and in their own environment. They will take note of their abundance and the locations in which they are spotted e.g. near the river, marsh area or in the open grassland.

### Animals in our environment

- Learners will be able to understand that as humans we share the planet with different kinds of animals.
- They will be able to observe, describe, and identify a wide range of animals that they see on Ol Pejeta, taking note of their abundance and locality.

### Habitats and communities

Learners will be able to understand:

- how all living things are inter-connected;
- what habitats are and their importance;
- how to identify communities of plants and animals.

Please note: the activities below act as guidelines. You may wish to adapt them to suit the needs of your class (e.g. different age groups, abilities, grades, materials and time available).

# ACTIVITY SHEETS: PLANTS

## BACKGROUND INFORMATION

Plants come in many shapes and sizes. Different plants grow in different **habitats**. From grasses to trees, shrubs and herbs, plants are able to absorb sunlight to make their food and grow – which catalyses the energy flow between all species in the food web.

The different parts of plants provide food and many other benefits for people and other animals. They are not only consumed for food, but used in all parts of life – from medicine, to colour dyes, to building materials.

## ACTIVITY 1

10+

OPC

### PLANT IDENTIFICATION WALK

**Objective:**

- To efficiently explain and identify a wide range of plants found at Ol Pejeta.

**Age group:**

- 10+ years

**Materials needed:**

- Notebooks/paper
- Pencil or pen

**NOTE:**

Samples of grasses and flowers may be collected, but try to take as few as possible.

**Procedure:**

1. Divide the learners into small groups and explain to the learners they are going to go on a plant identification walk, and must record some information about the plants they see.
2. Have one person in each group write down the following details that they are to record while on the walk:
    - plant species names, if known (common/local name);
    - flowers, leaves and any seeds that may be seen;
    - type of animals, birds or insects, if any, found on the plant;
    - approximate height (short, medium or tall);
    - prominent physical features of the plant (e.g. thorns or galls on the whistling thorn tree).
3. The learners should list all the plants that they see on their game drive, at the Chimpanzee Sanctuary forest walk, during the Hippo Hide river walk or at Morani, and take down the above details. Guides can help the learners name the plants observed.

4. Afterwards, make one list of every species that was seen by the learners as a whole class.
5. You can then guide the learners to look at each plant seen, help to identify it and analyse which plants were most frequently seen and in which location(s), and thus deduce their preferred habitat.
6. In their groups, have learners discuss and imagine various uses and benefits derived from various plants (herbs, shrubs and trees) to the environment, humans, and other animals.
7. Learners give their feedback as a whole group discussion.

# ACTIVITY 2

4-10 YRS

OPC/HOME

## LEAF ANIMALS PART 1

**Objective:**

- To use the colours and patterns of nature to engage younger learners in understanding the different characteristics of plant species.

**Age group:**

- 4-10 years


**Materials needed:**

- White paper (A4/A3) or chart sheets
- Glue/double-sided sticky tape
- Scissors

**Procedure:**

1. Help the learners to collect different shapes and sizes of leaves, different colour flowers, seeds and seed pods, pieces of tree bark, etc., as they walk along the Hippo Hide river walk.
2. As they walk, let them stop and feel the different texture barks of trees (watch out for trees with thorns on the bark).
3. After completing the walk, they can sit at the picnic tables there and stick the different materials collected on a white piece of paper to make a colourful mural that they can take home.

# ACTIVITY 3

## LEAF ANIMALS PART 2

6-10 YRS | OPC/HOME

**Objective:**

- To improve learners' creativity and awareness of plant life while developing presentation skills.

**Age group:**

- 6-10 years

**Materials needed:**

- White paper (A4/A3) or chart paper
- Glue/double-sided sticky tape
- Scissors

**Procedure:**

1. Follow steps 1-3 of Activity 2 (above).
2. Learners can take it in turns to deliver a short presentation on their favourite animal (the one they have created) and the various plant materials they have used to make it.

# ACTIVITY SHEETS: ANIMALS

## BACKGROUND INFORMATION

The world is full of different types of animals. From the ocean to the air, from vast plains to life below ground, various animals inhabit particular **habitats**.

The different classes of animals are suited to their habitats through different adaptations, and they all play a critical role in the **web of life**.

Learning how and why they function the way they do can enable us to better appreciate, conserve, and coexist with them.

## ACTIVITY 1

ALL AGES OPC

### WILD ALPHABETS

**Objective:**

- To record and identify the animal species of Ol Pejeta in a creative and enjoyable way

**Age group:**

- All ages

**Materials needed:**

- Notebooks/paper
- Pencil or pen

**Procedure:**

1. Divide learners into small groups.
2. Explain to learners that they have to record the various animals observed as they go through Ol Pejeta, including birds, reptiles, amphibians and insects – but there is a more interesting element to this task…
3. Challenge: can you try to spot and name animals for all the letters of the alphabet?
4. Guides can help in identification.
5. Afterwards have the learners pick two or three of the animals observed and describe their individual traits and characteristics/behaviour. The facilitator can encourage the learners using these prompts:
    - name of the animal
    - seen alone/in a group
    - what it eats

- where it lives
- what might eat it
- how many legs it has
- anything else the learner can find out!

6. Have learners compare their answers with another group, and then feed them back to the whole class.
7. Discussion: which animals were the hardest to spot? For this question, the facilitator may wish to teach their learners about **adaptations** and **camouflage**.

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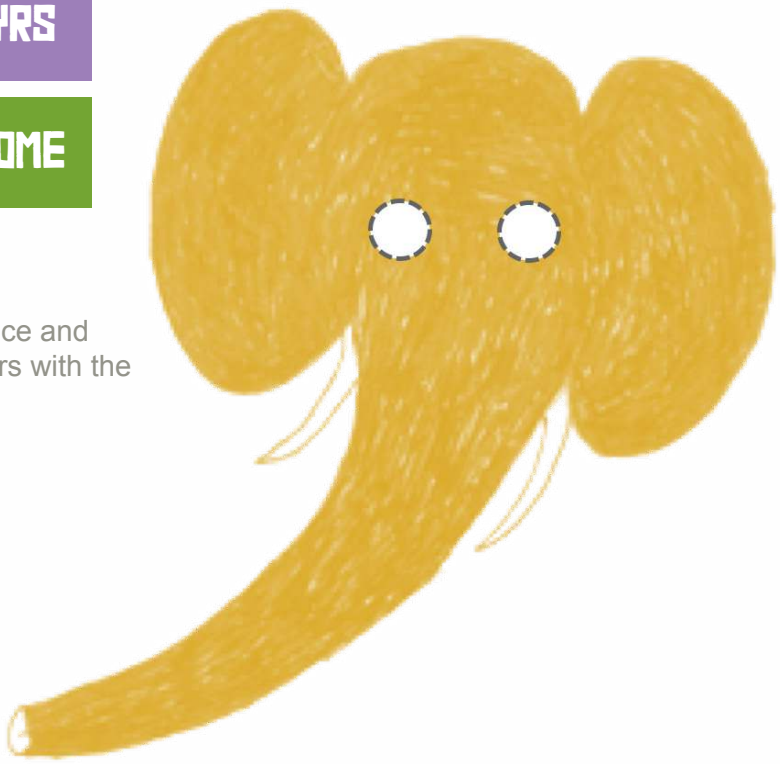
# ACTIVITY 2

4-10 YRS

OPC/HOME

## SAFARI MASKS



**Objective:**

- To encourage confidence in performance and creativity while engaging young learners with the animals they have seen.

**Age group:**

- 4-10 years

**Materials needed:**

- Paper
- Scissors
- Pencils and colours

**Procedure:**

1. Ask the students about their favourite animals on Ol Pejeta.
2. Each learner draws and colours their own mask (based on an animal on Ol Pejeta), leaving space for the eyes, to make the faces of different animals. You can show them the examples in this document if they need some help.
3. Have each learner turn to the person next to them and ask about the behaviours of the animal they have chosen.
4. In small groups, students role-play the animals' behaviour and their interactions with each other to develop storytelling skills and understanding of animal behaviour.

# ACTIVITY 3

ALL AGES OPC/HOME

## WILD WITH WORDS

**Objective:**

- To use creativity and language to present learners' favourite animals, or those they have learnt about, through poetry and literature.

**Age group:**

- All ages

**Materials needed:**

- Notebooks/paper
- Pen or pencil

**Procedure:**

1. Ask the students about their favourite animals on Ol Pejeta.
2. Show some examples of wildlife poems, or come up with a short one together as a class.
3. Have each learner write their own poem or short prose based on one of the animals from the discussion. You could ask them to write a poem or short story as if they are in the animal's mind, if they need inspiration.
4. If you notice any particularly inspiring or impressive poems, please email them to: eva.kimani@olpejetaconservancy.org.

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ALL AGES OPC/HOME

# ACTIVITY 4

## BEHAVIOUR BOX

**Objective:**

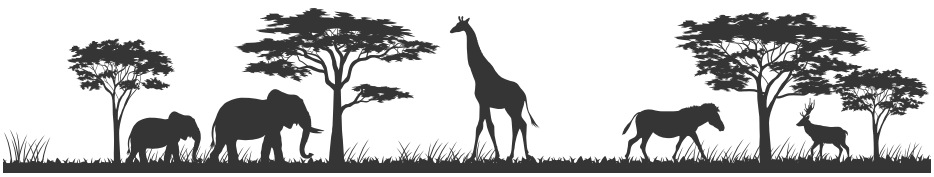
- To learn and revise the behaviours of different animals through charade-style performance to the group.

**Age group:**

- All ages

**Materials needed:**

- Paper
- Pen or pencil
- Box or hat



**Procedure:**

1. Write the names of different animals on separate pieces of paper and put them in a box or hat.
2. Each learner should take it in turn to take a piece of paper and use gestures (no sound) to perform the animal's behaviour to other learners.
3. Other learners must guess which animal it is, and then the winner takes the next go.
4. Finish by asking students which animal is the hardest to act out, and which one is the easiest.

# ACTIVITY 5

## QUIZZER

ALL AGES

OPC/HOME

**Objective:**

- To test learners' knowledge and help them revise various facts from Ol Pejeta.

**Age group:**

- All ages

**Materials needed (optional):**

- Notebooks/paper
- Pen or pencil

**Procedure:**

1. Have students answer the quiz questions on paper and then compare answers as a class OR read them aloud to the class and learners can put up their hand to answer:
    B. How can you tell the difference between male and female ostriches?
    C. Which is the largest antelope?
    D. Name one physical difference between a Grant's gazelle and a Thomson's gazelle.
    E. Which animal has the shortest sleep requirements of any mammal, only getting 10 minutes to two hours of sleep per day?
    F. Tusks are an elephants' … teeth
        a. canine
        b. incisor
        c. molar

2. As an additional activity, you can get your students to write their own quizzes and test each other based on the information they have learnt from Ol Pejeta.

## ANSWERS:

**A. How can you tell the difference between male and female ostriches?**

The male has black plumage with white tipped wings and a white tail. The female is greyish brown and white (although sometimes young males have this colouring).

**B. Which is the largest antelope?**

The eland is the largest antelope.

**C. Name on physical difference between a Grant's gazelle and a Thomson's gazelle.**

The Thomson's gazelle has a thick black strip across its side; Grant's gazelle is slightly larger; Grant's gazelle has a white area on their rear above the tail.

**D. Which animal has the shortest sleep requirements of any mammal, only getting 10 minutes to two hours of sleep per day?**

The giraffe has the shortest sleep cycle of any mammal.

**E. Tusks are elephants' incisor teeth.**

# ACTIVITY SHEETS: HABITATS AND COMMUNITIES

## BACKGROUND INFORMATION

A **habitat** is the natural home of an animal, plant or other organism. The world is made up of many different habitats where different types of animals and plants are found, from grasslands, deserts and forests to mountains, riverine settings and water habitats.

Groups of animals and plants living in a habitat make up a **community**.

## ACTIVITY 1

ALL AGES

OPC

### HABITAT

**Objective:**

- To understand the difference between **habitat** and **community** while remembering plant and animal identification lists.

**Age group:**

- All ages

**Materials needed:**

- Notebooks/paper
- Pencil or pen

**Procedure:**

1. Have learners revisit the lists of plants identified earlier on their game drive to various sections of the conservancy. If they have not done this activity, they should try to recite a list of plants seen from memory. They can work together as a group to remember as many as possible.
2. Learners should group together different plants according to where they were seen e.g. yellow barked acacia – along the river, wetland; whistling thorn acacia – on grassland/bushland.
3. Help learners understand that each grouping of plants represents a habitat.
4. Habitats found in Ol Pejeta include:
    - Grassland
    - Bushland – mixed acacia
    - Wetland
    - Riverine
5. Have learners go over the list of their identified animals (again, if they do not have one already they should create one as a group now) and match them to the various habitats in which they were spotted (including birds, insects, reptiles, etc.).

6. Explain that this now makes a **community** (all the plants and animals living in one area). Note that some animals and plants are present in more than one habitat.

### Discussion and take-home activities:

You can lead the learners to discuss the causes and effects of habitat loss for native animals, and then do the following with your class:

1. Find out what planned development activities threaten sensitive habitats in your area.
2. Take part in tree planting activities in their school/community. Find out which native trees would benefit native animals around your school.
3. Plant a garden/create a habitat on your school grounds to attract wildlife and birds.
4. Participate in river clean-ups under the supervision of a proper and knowledgeable authority. Re-plant river banks with native plants to provide wildlife habitat and to prevent soil erosion.

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## ACTIVITY 2

ALL AGES

OPC

**Objective:**

- To use creativity to develop understanding of and engagement with habitats.

**Age group:**

- All ages

**Materials needed:**

- Any available crafting material, such as modelling clay; cardboard; coloured paper; glue, tape, scissors; paints, colouring pencils; feathers; anything you can find outside!

**Procedure:**

1. Divide the learners into small groups. Let each group choose a particular habitat. E.g. Group A – grassland; Group B – riverine; Group C – wetland.
2. Lead the learners to make a model (using modelling clay, cardboard cartons, and any other available materials), drawing, or painting of the habitat they have chosen.
3. Make sure they include the different animals and plants that were are in that habitat.
4. For a longer or more challenging task, have the learners present their creation to the class, pointing out the information they learnt and included in it.
5. Please email pictures of your habitats to eva.kimani@olpejetaconservancy.org!