

**Title:** Let's Go on Safari in Chanute, Kansas

**Target Audience:** Preschoolers and their families

**Objectives:**

1. Identify where Chanute, Kansas is on the map.
2. Identify two different ways to put more fruits in their diets.
3. Encourage physical activity in their children through active play

**Teaching Materials Needed, Including Handouts:**

1. Copies of handouts encouraging fruit consumption
2. Suggested book: *The Mouse Who Ate Bananas* by Keith Faulkner
3. Materials for chosen physical activities and food activities from list below
4. Parent handouts and recipes

**Advance Preparation Needed:**

1. Make sufficient copies of all handouts, parent sheets and recipes for all attendees
2. Gather materials required for the physical activities and food experiences chosen from the lists below.
3. Set up chairs and area for physical activities and food experiences

**Class Outline and Methods:**

**Possible Themes:** Jungle animals, banana and other fruits, safari, snacks

**Rest Stop:** Suggested book: *The Mouse Who Ate Bananas* by Keith Faulkner. Alternative books are listed in the Resource Guide.

**Kansas Facts:** Kansas natives, Osa and Martin Johnson spent many years traveling around the world filming the jungles of Africa and the South Seas. Their films, books and artifacts are found in a museum in Chanute, Kansas.

**Introduction:**

Let's take a trip! Today we will visit a Safari Museum in Chanute, Kansas. Does anyone know what a safari is? It is trip to see jungle animals where they live. What are some animals who live in the jungle? What is the weather like there? What do the animals eat? At the Safari Museum, you can see pictures and thing about animals in Africa and the jungle. Let's pretend we are going on a safari and read a book about some of the animals we might see.

### **Food Activities--Choose one or more of the following:**

1. Enjoy tropical or exotic fruits—Try bananas, star fruit, kiwi, papaya, guava, dates, pineapple, oranges, etc. Talk about how each fruit looks, smells, and tastes. Have stickers or incentives for anyone who tastes the food. (For fun, serve the treats on animal-shaped paper plates).
2. Talk about the kinds of foods that animals in the jungle eat. Ask the participants what foods they should eat every day. Have a picture of the Food Guide Pyramid available and talk about fruits and vegetables and how many servings are needed each day. Ask the children how they enjoy eating fruit.
3. Make a safari snack. Explain that on a safari, there are no grocery stores nearby and we must take food with us. Talk about what kinds of snacks the children like to eat. Make a healthy cereal based trail mix that the children can help fix. Each child receives a small bag of trail mix to take on his safari adventure.
4. Have pictures of a variety of fruits. Talk about how many servings of fruit should be eaten each day, referring to the Food Guide Pyramid. Have the families help plan how to use fruit during a day. Have a large piece of paper posted on the wall marked Breakfast, Lunch, Dinner, and Snack. Have the children pick a fruit and tell how they would fix it (if appropriate) and put it on the menu for one of the meals. Keep going until all the required servings are planned. Ask the families for other ideas of how to add fruits into their meals.

### **Physical Movement--Choose one or more of the following:**

1. Play “I see, I see.” The leader gives the cue “I SEE, I SEE.” The children respond with, “WHAT DO YOU SEE?” The leader answers the question with an action for the children to perform. Possible prompts could be: “I see giraffes walking tall. I see monkeys walking and scratching their bellies. I see an elephant walking and swinging its trunk. I see a lion walking on 4 paws and roaring.”
2. Catch the Snake by the Tail: Have the children form a long line holding each other by the waist. Have the person in front of the line try to catch the one in the back without breaking the line.
3. Use the movement songs and activities (see enclosed pages) using the jungle animal theme. Encourage children to participate and make animal noises.
4. Safari Adventure: In advance, place pictures of animals around the room on the floor. Tell the children we are going on safari. Pretend to bring your binoculars (Use hands in shape of binoculars), and a net (use a hoop) to catch the animals. Have the children follow you around the room, looking for animals. You can pretend to go through the jungle, over a river, and other obstacles. When you encounter an animal, stop the children and say “I spy a (name of animal)”. Have one of the children “catch “ the animal with the “net”. Let the other children act out how the animal moves and sounds. Continue until all animals are captured.
5. Use “Going on a Lion Hunt” as a movement activity as the children move around the room following the leader. (See enclosed sheets).

### **Other Optional Activities:**

1. Set up a large mural drawn or painted with jungle scenes in the clinic. Have children tape up precut pictures of their favorite jungle animals on the mural.
2. Use coloring pages or craft ideas (see enclosed pages) as a take home activity for parents and children.

### **Ending the Lesson**

1. The delegated WIC staff person should ask the attendees if they have any questions. If yes, refer them to the staff person that can answer their questions.
2. The delegated WIC staff person should ask the parent/caregiver, “What is the one thing you will try to do, based upon what you learned today?” For example, “We’ve talked about fruits—what are two ways you can try to put more fruit in your family’s diet?”

3. Upon completion of the lesson, a designated WIC staff person should record completion in the client's KWIC record. If possible, the client's goal can also be entered into KWIC.

**Interactive Component:**

The client or caregiver will interact with the WIC staff as specified in the class outline. One or more interactive activities will be used in this lesson.

**Behavior Change Goal:**

The designated staff person will assist the client/caregiver to set a goal based upon the class as outlined in the methods section above. See "Ending the Lesson" above.

**Procedure for Clients to Ask Questions of Trained WIC Staff:**

The designated WIC staff person will either answer the questions or guide the client to the staff person qualified to answer a question posed by the client/caregiver.

**Evaluation:**

The evaluation will consist of interacting with the WIC staff as outlined in the class outline and methods section above.

**Comments/Other:** Remember to stamp the Rainbow Road Passport after the activity is finished

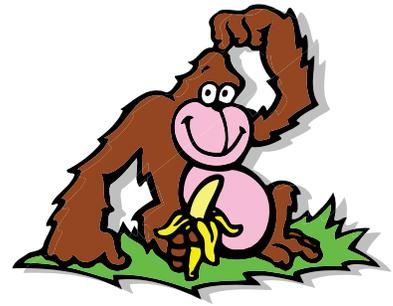
**Lesson Plan Written By:** Pat Dunavan, MS, RD, LD, 2004

**Lesson Plan Revised By:** Pat Dunavan, MS, RD, LD, 2012, 2014

**Lesson Plan Approved By:**

**Date:**

# Dear Parents . . . .



- ★ Have you ever gone on safari in Africa? Today we visited the safari museum in Chanute, Kansas. We pretended to be jungle animals and learned about the foods they eat. We read a book about animals and tried some new foods.

Here are some ideas to continue the safari fun at home:

- ★ Turn your local playground into a *Jungle Obstacle Course*. Use the monkey bars, slides and swings as a place for children to pretend they are jungle animals. Encourage the child to make animal noises as the play.
- ★ Visit a local zoo. Talk about the animals you see.
- ★ Visit the library and choose a book about jungle animals to read with your child. Ask your librarian which books are right for your child.
- ★ Go on a *Lion Hunt* around your yard. Pretend to pack your food, binoculars, and supplies. Play "follow the leader" with your child as you go through different areas of the yard, looking for the lion. Hide a toy animal or a picture of a lion in the yard to find on your hunt.
- ★ Many fruits are found in the jungle. Plan a snack that uses a jungle fruit. How about bananas, dates, or your child's favorite fruit as a snack today? See your WIC office for recipe ideas.
- ★ Children need two servings of fruit every day. Ask your child to help you plan what fruits to include in your family's meals this week.



# Recipes

## Gorilla Bars

1/3 cup flour	1 cup quick cooking oatmeal
1/3 cup sugar	2 teaspoons baking powder
1 teaspoon cinnamon	$\frac{1}{2}$ teaspoon baking soda
Dash of salt	$\frac{1}{2}$ cup raisins
1 cup mashed banana	$\frac{1}{2}$ cup milk
2 egg whites	1 teaspoon vanilla

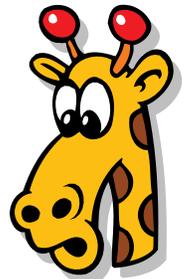
Stir together flour, oatmeal, sugar, baking powder, cinnamon, baking soda, salt, and raisins in a large bowl. Add the rest of the ingredients and beat until smooth. Pour batter into a 9 x 13 inch cake pan and bake for 15-20 minutes or until golden brown. When cool, cut into bars.

## Animal Face Sandwiches

Bread

Choice of toppings—cream cheese, peanut butter, raisins, pickles, grated carrots, etc.

Let children make animal face sandwiches. Give them a slice of bread or toast and spread it with cream cheese or peanut butter. Use raisins to make eyes and noses. Let the children use other ingredients to make fur, whiskers or other features.



## Banana Treats

Cut bananas into slices, dip in orange juice and roll in crushed cereal. Eat and enjoy.

Make a healthy banana split: Cut a banana in half lengthwise. Spoon low fat vanilla yogurt into the center of a bowl. Place banana halves on the sides of the yogurt. Top yogurt with granola or blueberries.

Cut bananas into chunks. Dip each in hot fudge sauce and then roll in crushed cereal. Freeze until fudge sauce is firm, at least 2 hours. Enjoy.

Add sliced bananas to a dish of vanilla pudding for a dessert tonight.

## Fruit and Juice Breakfast Shake

1 very ripe banana, peeled

$\frac{3}{4}$  cup pineapple juice

$\frac{1}{2}$  cup low fat vanilla yogurt

$\frac{1}{2}$  cup strawberries

Break banana into small pieces and put in the blender with all other ingredients. Secure lid and blend until smooth. Makes 2 large servings.



# Movement Activities

## The Elephant Goes

This is the way the elephant goes  
With a curly trunk instead of a nose  
The rhino all hairy and fat  
Has a sharp horn in place of a hat  
The hippo with his mouth so wide  
Let's see what's inside  
The wiggley snake upon the ground  
Crawls along without a sound  
But monkey see, monkey do  
He's the funniest animal I ever knew!  
(Make actions for each animal--swing arms  
like elephant nose, put hands on head for rhino's hat, etc.)

## I'm A Little Zebra

(sung to "I'm a little teapot")  
I'm a little zebra white and black  
With a bush mane running down my back  
I like to gallop and run and play  
Out on the African plains all day.

## I Went to the Jungle One Day

(sung to the tune: "London Bridge")  
I went to the jungle one day, jungle one day, jungle one day.  
I saw a lion on the way and this is what he said, "ROAR!"

Keep adding other jungle animals and their sounds.

## Tigers and Lions

(sung to: "London Bridge")

Lions and tigers come out to play, out to play, out to play,  
Lions and tigers come out to play, Tigers and lions  
Lions stand up and tigers sit down, tigers sit down, tigers sit down,  
Lions stand up and tigers sit down Lions and Tigers!  
Tigers all walk and lions jog, Tigers all walk and lions jog  
Tigers all walk and lions jog, Lions and tigers  
Lions twist and tigers hop, Lions twist and tigers hop  
Lions twist and tigers hop, Lions and tigers.

## Monkey See, Monkey Do

The monkey stomps, stomps, stomps his feet  
The monkey stomps, stomps, stomps his feet  
Monkey see, monkey do  
The monkey does the same as you!  
The monkey claps, claps, claps his hands  
The monkey claps, claps, claps his hands  
Monkey see, monkey do  
The monkey does the same as you!  
The monkey covers, covers, covers his eyes  
The monkey covers, covers, covers his eyes  
Monkey see, monkey do  
The monkey does the same as you!  
The monkey jumps, jumps, jumps up and down  
The monkey jumps, jumps, jumps up and down  
Monkey see, monkey do  
The monkey does the same as you!  
Note: Add additional verses (sits down, stands up, turns around, etc.)



## Going on a Lion Hunt

We're going on a lion hunt

We're not scared

Got my canteen by my side

And binoculars too

Coming up to short grass now

Can't go under it

Can't go around it

We'll have to go through it,

Swish, swish, swish, swish

(push grass with small movements of hands)

We're going on a lion hunt

We're not scared

Got my canteen by my side

And binoculars too

(Repeat these lines after each movement)

Coming up to long grass now,

Can't go under it

Can't go around it

We'll have to go through it,

Swoosh, swoosh, swoosh, swoosh

(push grass aside with big hand movements)

Coming up to mud now

Can't go under it

Can't go around it

We'll have to go through it,

Squelch, squelch, squelch, squelch

(raise hands slowly off the ground as if stuck in mud)

Coming up to a bridge now

Can't go under it

Can't go around it

We'll have to go through it,

Boom, boom, boom, boom

(stamp floor rhythmically for sound of bridge crossing)

Coming up to a cave now

It's very dark

(shiver)

I've found something

It's soft and furry

It's warm and moves

(shiver)

AHHH! It's a lion, run!!!!

Boom, boom, boom, boom

(stamp floor rhythmically for sound of bridge crossing)

Squelch, squelch, squelch, squelch

(raise hands slowly off the ground as if stuck in mud)

Swoosh, swoosh, swoosh, swoosh

(push grass aside with big hand movements)

Swish, swish, swish, swish

(push grass with small movements of hands)

Phew! (wipe forehead). You coming on a lion hunt?

NO WAY!