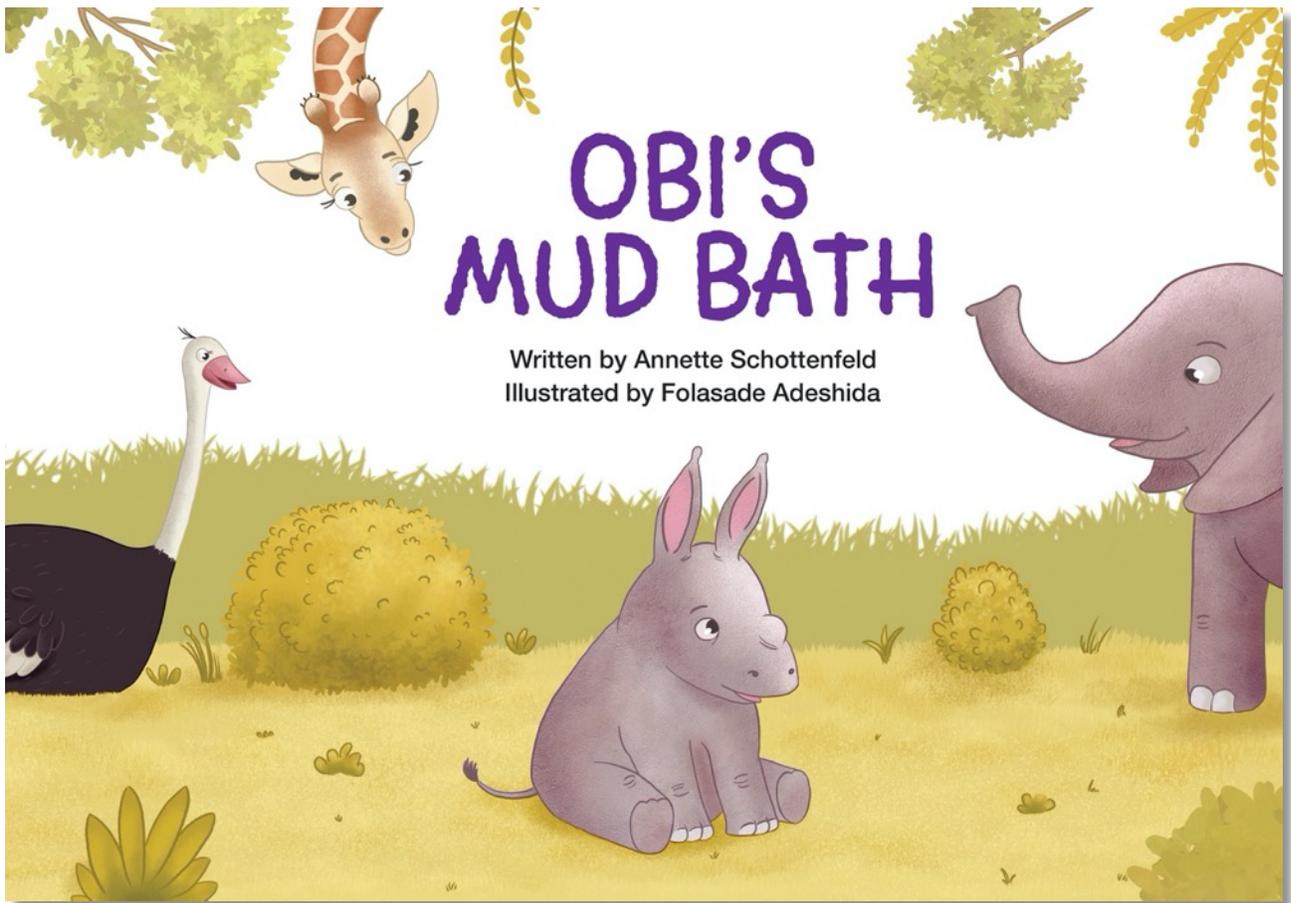


# Obi's Mud Bath

A teacher's guide created by Marcie Colleen  
based upon the picture book  
written by Annette Schottenfeld and illustrated by Folasade Adeshida



Published by  
Spork, an Imprint of  
Clear Fork Publishing



**Annette Schottenfeld, Author, *Obi's Mud Bath***

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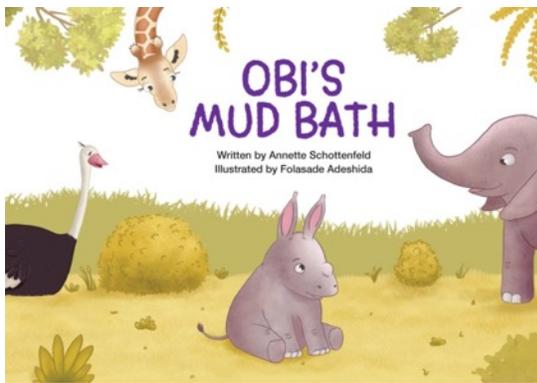
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## How to Use This Guide

This classroom guide for *Obi's Mud Bath* is designed for students in kindergarten through third grade. It is assumed that teachers will adapt each activity to fit the needs and abilities of their own students.

It offers activities to help teachers integrate *Obi's Mud Bath* into English language arts (ELA), mathematics, science, and social studies curricula. Art and drama are used as teaching tools throughout the guide.

All activities were created in conjunction with relevant content standards in ELA, math, science, social studies, art, and drama.



### **Obi's Mud Bath**

**Publisher: Spork (An Imprint of Clear Fork Publishing)**

**Published:**

**ISBN-10: 1950169537**

**ISBN-13: 978-1950169535**

Zimbabwe is having a dry spell, and it's way too hot for young rhino Obi. On the hunt for a cool, ooey, gooey mud bath, he gets his snout stuck in one mess after another.

Finally, with help from his new friends, Obi realizes that teamwork and some fancy moves - might just help beat the heat.

A portion of this book's proceeds will be donated to Water.org, an organization which empowers families around the world with access to safe water and sanitation.

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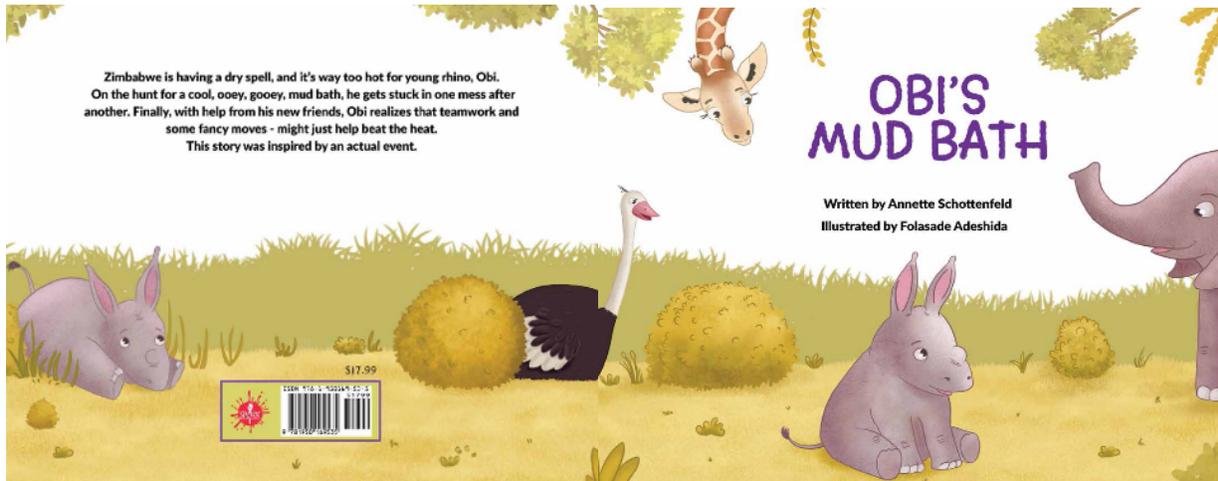
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# English Language Arts

## Reading Comprehension

Before reading *Obi's Mud Bath*:



- Look at the cover illustration. Describe what you see.
- Who seems to be the focus on the cover?
- How would you describe the rhino?
- Mimic what rhino is doing. How does it make you feel?
- Choose another of the animals and mimic what it is doing. How does it make you feel?
- Now look at the back cover. What additional information can you gather from the text and illustration on the back cover?
- Explain what you think the story might be about in your own words.

Now read or listen to the book.

Help students summarize in their own words what the book was about.

- What purpose do you think watering-holes have for animals?
- Describe what a mud bath might be in your own words.
- Why does Obi go off in search of a mud bath?
- Who are the different animals Obi asks about the mud bath?
- Why do you think Obi mentions Rufaro's fabulous feather fan and the bird breeze?
- Name at least three things Obi mistakes for a mud puddle.
- What gives Obi the idea to do a rain dance?

Let's talk about the people who made *Obi's Mud Bath*.

- Who is the author?
- Who is the illustrator?
- What kind of work did each person do to make the book?

Start a discussion based on "The Story Behind Obi's Story" found in the back of the book.

- Why do you think the author included this note? Does it teach you anything more about the story?

### What Happened? ~ *Obi's Mud Bath* Plot

*Obi's Mud Bath* has a simple plotline with one central conflict or problem—Obi and the other animals cannot find a soothing mud puddle to relieve them from the scorching heat. Help students define the plot arc within *Obi's Mud Bath*.

<b>Beginning</b>	<b>Middle</b>	<b>End</b>
Obi finds that the watering-hole has dried up.  How does Obi set out to solve his problem?	First  Then  Next  After that  Finally	Obi and his friends enjoy a cool mud bath.



- BONUS: Using the basic plot structure above, create an original story about Obi and his friends. Students can work individually or as a class.
- Art center ~ Provide a variety of art materials including crayons, pencils, markers, paint, scissors, colored paper, old magazines, and glue for students to illustrate the scenes in their stories.
- Drama center ~ Provide puppets, costumes, and props so students can recreate their new stories.

**Who is Obi? ~ Character Study**

How a character acts and what a character says can tell readers a lot about who the character is.

Read *Obi's Mud Bath* paying close attention to the character of Obi. Scene by scene, record your thoughts, in a chart like the one below.



What he does	Why do you think he does what he does?	How would you describe him?	What might he say?
Example: He sees that the watering hole is dried up.	He wants to cool off in a nice mud bath.	Hot, resourceful	"I will go in search of a mud bath."

After gathering information regarding Obi's character, complete character charts for Obi's very helpful friends:

- Rufaro (RU-fa-ro) – ostrich
- Tenda (TEN-da) – giraffe
- Moyo (MOH-yoh) - elephant

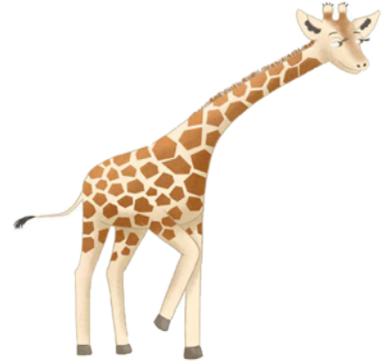


## Critical Thinking

In many stories, a character usually changes in some way. Do you think anyone in the story changed? How so?

How would the story be different if Obi had not gone in search of a mud puddle and asked his friends for help?

What do you think is the message of this story?



## Fiction or Non-Fiction?

*Obi's Mud Bath* was inspired by an actual event that occurred in Zimbabwe.

Read about the real-life inspiration:

On a scorching day in October 2016, a white rhino bull named Mark was unable to eat or drink when a tire became trapped around his horn and snout. Park rangers at Lake Chivero Recreational Park contacted vets from Aware Trust Zimbabwe, who calmed the rhino and pried off the tire. Mark made a full recovery.

Litter, including nets and tires, is frequently found on the banks of the lake where Mark was grazing. Drought conditions throughout southern Africa have been an ongoing issue for the residents and wildlife.

Starrs, J. (2016, October 17). Rescuing Mark, the white rhino who got his snout stuck in a tire and couldn't eat. *The Washington Post*

Explain the difference between fiction and non-fiction.

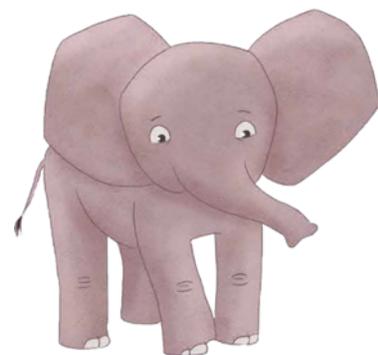
Ask each student to draw a picture of what they had for breakfast.

On a separate piece of paper they should draw a picture of something they *wished* they had for breakfast, but did not.

Share both pictures with the class and see if the class can figure out which drawing is the fiction breakfast and which one is the non-fiction breakfast.

This can also be done with "How I Got to School" or "Where I Went on Vacation."

Then, take a closer look at *Obi's Mud Bath*. What do you think is fiction in the story? What do you think is non-fiction?



## Writing Activities

### Wish You Were Here ~ Postcards from Zimbabwe

Mark, the rhino who inspired the story of Obi, lived in Zimbabwe on the continent of Africa. Locate Zimbabwe on a map or globe.

Do some research to learn more about the land where Obi and his friends live.

If you were to travel there:

- How would you get there?
- What would you see?
- What would you hear?
- What would you do?
- What would the weather be like?



Create a large postcard of your trip to Zimbabwe. Be sure to illustrate one side and include a note to home on the other side, letting friends and family know about your trip and how Obi and his friends are doing. Be sure to be descriptive.

Display the postcards on a bulletin board, along with a map indicating where Zimbabwe is located.



**Write the Scene** Obi and his friends do a rain dance, and it works! Be creative and write a new scene from the end of the book in which everyone is enjoying the mud puddle. How does Obi feel? How does each of his friends feel? What do they say? What do they do? Be sure to include a beginning, middle, and end.

## Speaking and Listening Activities

Picture books are written to be read aloud. Here are some other ways to bring *Obi's Mud Bath* to life in your classroom and have fun with speaking and listening skills!

### Mime

- Ask students to silently act out a page from the book, exaggerating body motions and facial expressions. See if others can identify the page that goes along with the mimed action.

### Drama

- Create a TV commercial to encourage people to read *Obi's Mud Bath*.

## Language Activities

*Obi's Mud Bath* is a story about a young rhino on the search for a cooling mud bath. The story is filled with action. Here are some activities to help introduce action words, or verbs, to your class.

### Simon Says Verbs

The Simon Says Verbs game is a fun verb activity that will help students both identify verbs from other parts of speech and distinguish action verbs from state of being verbs. The students will also get some healthy exercise while playing this game.

Have the children all stand up in an area large enough for each child to move around safely, such as in the school gym or outside on the playground. The teacher will stand in front of the class and say, "Simon says..." followed by a verb.

Some of the action verbs found in *Obi's Mud Bath* are:

Wandered, stomped, scurry, crawl, sweeping, tapped, stretched, flap, hop, slither, swayed, swiped, dance, skipped, twirled, shuffled, stepped, shimmied, shook, wiggled

The students should then do or be what Simon said. For example, if the teacher says, "Simon says dance," then all the children should dance. If the teacher says, "Simon says stomp," then the students should stomp. The teacher can also include some words that are not verbs. For example, if the teacher says, "Simon says table," the students should stop stomping because table is a noun, not a verb.

Optional: Instead of the teacher making all the commands, individual students can take turns playing Simon. Each child should get a chance to stand at the front of the class and say, "Simon says."

## **Obi's Vocabulary**

Shona is one of the most widely spoken of 16 languages in Zimbabwe, where Obi and his friends live. Here are some Shona words to learn.

### **Shona**

Madhaka (ma-dha-ka)

Kugeza Madhaka (koooh-gaay-za ma-dha-ka)

Mangwanani (ma-ng-wa-na-nee)

*Motsi (mo-tsee)*

*Piri (pee-ree)*

*Tatu (ta-too)*

### **English**

Mud

Mud Bath

Good Morning

*One*

*Two*

*Three*

*\*The italicized words above appear in the book.*

This game is a fun way to learn new action vocabulary. It is based on commands that the Teacher or Leader calls out while the kids move about the room.

Each command requires the kids to strike a certain pose or do a certain action.

It is best to introduce only a few of the commands at a time, so kids do not get overwhelmed. After playing the game, kids can make up their own commands and actions based on the many action words in *Obi's Mud Bath*.

### **Command**

### **Action**

Kugeza Madhaka

Explore

Piri

Tatu

Motsi

Madhaka

lay on the floor as if in splashing in a mud bath

move around the space

two people link arms and skip

groups of three, share high-fives

Stand straight and alone

freeze, like stuck in mud, until the command "Explore"

**COVID-Friendly Adaptation:** Using masking tape, create a large grid of boxes on the floor. Then, instead of linking arms or high-fiving, students can divide themselves into groupings of two or three, depending on the command.

## Vocabulary Explorers

*Obi's Mud Bath* contains many different themes. Such as:

Friendship	Teamwork	Determination	Pollution
Action	Mud	Drought	

Additional Exploration:

- While they read, ask students to look carefully for evidence of the above themes.
- Then, write about how the above themes are presented and explored in the book. What can be learned about this theme from reading *Obi's Mud Bath*?

### New Vocabulary: Persistence

When Obi finds his watering-hole dried up, he goes on a search for mud. He doesn't stop until he finds some. Obi has a lot of persistence.

Lead students in a class discussion on persistence.

1. What is "persistence"?
  - Continuing to try, despite difficulty or opposition.

We don't improve or get better without sometimes failing. It goes back to that old saying: "If at first you don't succeed, try, try again."

2. Can you think of any sports or games where each and every player made perfect plays every time? The objective of a sport or game is to overcome any mistakes and focus on the goal.
3. What are some mistakes you have made recently?
4. What are some steps you can take to improve?
5. What do you do when you make a mistake? Do you give up or do you keep trying? Are you persistent?

No one is perfect! Everyone makes mistakes. The important thing is to learn from our mistakes and keep trying. Be persistent. The only people who never fail are those who never try anything new! Encourage students to rethink their responses to their mistakes. For example, instead of crying and getting upset when you fail or lose, bounce back up and try again!

Design a poster encouraging others to be persistent. Hang the poster in your classroom, or get permission to hang it in the school library, the office, the main hall, etc.

# Math

## Word Problems

*For younger students, the use of pictures or props can be helpful in figuring out word problems. Note to teachers: Use the word problems below as inspiration to write your own, based on the illustrations in Obi's Mud Bath or any other book of study.*

The "Obi enjoyed the coolest, ooey, gooey, mud bath ever" spread:

- 1) How many friends are in the mud puddle?

On a piece of paper, draw 2 friends in the mud puddle.

Draw 2 more friends in the mud puddle.

How many friends are in the mud puddle now?

Write the equation:  $\_\_\_ + \_\_\_ = \_\_\_\_\_$

What if three friends left the mud puddle? How many friends would be left?

Write the equation:  $\_\_\_ - \_\_\_ = \_\_\_\_\_$

The "But mud didn't flap and hop" illustration:

- 2) How many birds are flying?

On a piece of paper, draw 8 birds flying.

Draw 2 more birds flying.

Write the equation:  $\_\_\_ + \_\_\_ = \_\_\_\_\_$

What if 5 birds flew away? How many birds would be left?

Write the equation:  $\_\_\_ - \_\_\_ = \_\_\_\_\_$

## How BIG is a Rhinoceros?

Obi is a Southern White Rhinoceros, although he is not yet full-grown.

Students can practice their predicting and measuring skills, while having fun learning the size of a rhinoceros.

According to The San Diego Zoo (<https://kids.sandiegozoo.org/animals/white-rhino>), the average size of a full-grown Southern White Rhinoceros, although it varies, is:

**Height:** 5-6 feet tall (at the shoulder)

**Length:** 12-13 feet

**Weight:** approximately 3,700-5,000 pounds

You will need:

- 13 feet of rope, twine or string
- A large wall or hallway
- Package of paper plates
- Post-it notes
- Math cubes
- Roll of adding machine/receipt tape

1. Unravel the twine all the way (for the full 13 feet) and mount on a wall with tape.
2. Once the students see how long a rhinoceros is, ask them to predict how many children it would take, stretched end-to-end, to fill the length of the rhinoceros.
3. Have students write down their predictions on a piece of paper.
4. Using strips of adding machine tape, measure each child's height and give each student their strip of paper.
5. Ask the students to write their name on their own strip of paper.
6. Tape the strips end to end on the wall along the twine. Have students count how many strips it takes to make up the length of the rhinoceros.
7. See which students came closest to predicting correctly.
8. Now ask students to predict how many paper plates, post-it notes, or math cubes would make up the length of the rhinoceros and repeat the activity.
9. Do the same for the height of a rhinoceros.
10. As a culminating activity, have a discussion about size, using comparing and contrasting to help them understand the size of a rhinoceros.
  - a. Ask the students if they think a rhinoceros would fit in their house or car or classroom.
  - b. Ask students what else they think might be as big as a rhinoceros.

#### Further Activity:

An average full-grown rhinoceros weighs 2 tons (that's 4,000 lbs.), which is about as heavy as a car or a small SUV. Search for items that weigh 1 to 10 pounds. How many of these items will it take to equal the weight of a full-grown rhinoceros? Examples can include:

- One pound: a one-pound box of brown sugar, a football, or a soccer ball
- Five pounds: a ream of paper or a five-pound bag of flour.

# **Science**

## **Southern White Rhinoceros Research Project**

Obi is a young Southern White Rhinoceros.  
It's time to learn more about him!

Using the school library, look for other possible sources for information, such as:

- Nonfiction books
- Encyclopedias
- The Internet



What do you wonder about? Students can generate a list of questions about what they want to know.

Then, they can take notes and gather as much information as possible. Some possible topics include the following:

- Physical traits, such as their two horns on the end of their noses.
- Food. What do they eat? How much do they eat? How long does it take?
- Habitat. Where do these rhinos live? Do these habitats face different threats, such as climate change or people trying to develop them? How does that affect rhinos?
- Babies. How long is a rhino pregnancy? What are the different stages for a rhino to grow up? Who helps care for the babies?
- Predators. Does a rhino have any predators? How do they stay safe? What threat are people to rhinos and their habitats? (Remember the scene with the tire?)
- Threats. What are the threats to the rhino? How is their habitat changing?

Once the information is gathered, kids can use it to create an illustrated poster or booklet of their findings.

### **Did You Know...?**

Visit the following websites and gather information about rhinoceros:

- Save the Rhino International – [www.savetherhino.org](http://www.savetherhino.org)
- World Wildlife Federation – [www.worldwildlife.org](http://www.worldwildlife.org)
- International Rhino Foundation – [www.rhinos.org](http://www.rhinos.org)
- National Geographic – [www.nationalgeographic.com](http://www.nationalgeographic.com)
- The San Diego Zoo – <https://kids.sandiegozoo.org/animals/white-rhino>

Keep a list of the most surprising facts that they found. For instance,

- A pack of rhinos is called a crash.
- Birds are rhinos' best friends. Oxpeckers – tick birds - eat ticks and other insects on the rhino and create a commotion when they sense danger.
- Rhinos have a good sense of smell and hearing, but poor vision. Their eyes are much smaller than would be expected for their large body size.
- White rhinos aren't white. (And black rhinos aren't black.) They are gray!
- Rhinos can gallop up to approximately 30 miles per hour (or 40 kilometers per hour).
- Rhinos are pregnant for 16 months.
- A rhino's skin is softer than it looks and is sensitive to sunburns and insect bites. Rolling in the mud helps to protect rhinos from sunburns and insects and keeps them cool.
- Depending on the species, rhinos can live to be 35 – 40 years old.
- White rhinos are eating machines and spend nearly half of their waking hours eating.
- White rhinos have a square lip and two horns at the end of their nose.
- White rhinos are herbivores and graze on grasses.
- White rhinos have hair only on their ears, tail tips and eyelashes
- When rhinos are happy, they make a deep sound "mmwonk". They also snort, grunt and squeal.

Play True or False. List a fun fact and guess whether it is true or false. Kids can vote and tabulate what they think.

### **Rhinos: Fiction vs. Non-fiction**

Compare the facts researched about rhinoceros above (non-fiction) to Obi in *Obi's Mud Bath* (fiction).

As a class, create a T-chart of comparisons.

Non-fiction	Fiction
Obi loves mud	Obi asks his friends if they have seen mud
Stomps	Obi pouts
Gets his snout stuck	Organizes a rain dance

## **The Animals of *Obi's Mud Bath***

Obi has many friends.

- Ostrich
- Giraffe
- Elephant

Assign each student or pairs of students one of Obi's friends to research on the Internet.

Information to be gathered must include:

- Type of animal
- What it eats
- Where it lives
- Draw a picture
- Write 3 words that describe your animal
- Interesting fact #1
- Interesting fact #2
- Interesting fact #3

Once all of the needed research is done, students must create a poster visual with all of the necessary information and present their findings to the class.

## **Threatened, Endangered, or Extinct Scavenger Hunt**

Many animals, such as rhinoceros are threatened or endangered.

Visit the library for this scavenger hunt.

Discuss what each conservation status means:

Threatened: In danger of becoming Endangered.

Endangered: In danger of becoming Extinct.

Extinct: No longer existing either in the wild or at all.

Warm up your library skills by researching the specifics of each one of these statuses.

- What are the numbers of population that place a species in a certain category?
- How many animals are listed in each status worldwide?
- What are common reasons for threatened, endangered, or extinct species?

Then, provide each student, or small group of students a piece of paper each with a different animal written on it.

Black rhino	White rhino	Bald Eagle	Cross river gorilla
Amur leopard	Sea lion	Sumatran orangutan	Giant panda
Narwhal	Jaguar	Giant tortoise	Great white shark
Polar bear	Chimpanzee	Sumatran elephant	Bluefin tuna
Galapagos penguin	Bengal tiger	Black-footed ferret	Tasmanian tiger
Pyrenean ibex	Passenger pigeon	Dodo bird	Sea mink
Pangolin			

Once they have been assigned an animal, students will have twenty minutes to research in the library via the bookshelves and computers to find out every fact they can about the conservation status of this animal and reasons for this classification (being sure to note the sources of each piece of information). After twenty minutes, the hunt ends, and it is time to share their research with the class.

### **Ask the Animal Conservationist**

Invite an animal conservationist or local zookeeper to your class or ask them to visit via Zoom or Skype. A local zoo or the state wildlife agency can be a great resource for finding someone.

Before the visit, make a list of questions. Some sample questions can be:

- What does an animal conservationist do?
- Why did you choose this career path?
- What do you enjoy most about your job?
- Did anything about your job surprise you?
- How would you describe your best day on the job?
- How would you describe your worst day on the job?
- What advice would you give to someone who is young and wants to take part in animal conservation?
- What are some everyday challenges you have faced in your career?
- What is the biggest perk to your career?

Provide list of questions ahead of time to the conservationist.

During the visit, students can take turns asking questions clearly and with eye contact.

Everyone should practice taking notes and creating follow up questions.

After the visit, share what you learned with others and discuss what was your biggest takeaway.

## **Water Cycle Ballet**

Many parts of the world struggle with drought, which is a lack of rainwater. Water is essential to many living things.

Obi and his friends dance and make it rain. But where does rain really come from?

A great way to learn about the water cycle is for students to actually become the water cycle.

There are four main stages in the water cycle: evaporation, condensation, precipitation, and collection. For students who already know the four stages, ask them to call out during the ballet when each stage occurs.

- Tell students they are going to act out what happens to a raindrop after it falls to the ground. Ask children to imagine that they are the raindrops.
- Have them circle slowly around the room, joining hands with other raindrops to form streams.
- Have the streams continue to circle around, connecting with other streams to form rivers.
- Have students/rivers move faster and faster, pretending to cascade over large rocks.
- As children move with more speed and bumpier motions, have them move their bodies and limbs up and down to show the current.
- After passing a designated spot, have the children become whirlpools, forming four-person circles, and twirling here and there.
- Eventually, have all children hold hands and flow into the ocean, forming one large circle. Ask them to come together inside the circle with arms raised then flow backward with graceful arm movements. This represents the tides.
- Have the children turn into raindrops again.

COVID-Friendly Adaptation: Everyone will need a large sheet of paper and something blue to paint or draw with. Read through the above Water Cycle Ballet, as students try to depict the movement of the water visually on their piece of paper.

# **Social Studies**

## **Teaming Up Together**

Obi and his friends learn that working as a team achieves much better results than going it alone.

The following games help promote collaborative skills and teach sportsmanship as kids play by helping each other, while focusing on fun and teamwork rather than winning.

### Cooperative Hoops

You will need:

- several hula hoops
- something to play music with

Cooperative hoops is a twist on the game musical chairs. Instead of having each player compete for themselves and exclude others to win as in musical chairs, this version makes winning about cooperation.

Scatter hula hoops around the play area.

Play music and have the kids move around the hoops but not step inside them.

While the music is playing, the kids must not stop moving, but when it stops, they must have at least one foot inside a hoop and not touch the ground outside the hoop.

On each rotation, remove a ring so that the kids have to share hula hoops. The goal is to encourage children to join together in the remaining hoops.

When the game is down to two hoops, the winners are the kids who got the most people inside one hoop. This game teaches kids to cooperate and help one another to win.

### Continuum

This cooperative game also lets even the shyest kids break the ice and get to know one another.

Divide the kids into groups of six to ten people.

Pick a theme and have the kids arrange themselves in the correct order to create a continuum.

This could be favorite colors arranged in the order of the rainbow, birth month from first to last, or dark color shirts to lightest. No team loses in this game, but you can applaud the team that got into the right order the fastest.

## Shark

You will need:

- sidewalk chalk
- something to play music with

The outdoor game of Shark is another fun game to teach kids the value of cooperation and teamwork.

Outline a large square on the ground with sidewalk chalk. This large square represents the ocean where the shark lives. It should be large enough for all the children to move freely.

Choose another landmark, such as a pole, tree, sidewalk, or wall, to be "the cave" that is safe from the shark.

Make teams of five kids each and have the kids link together by standing in a line with hands on the shoulders of the person in front of them. The kid in the front of the line is the team leader.

Like in musical chairs, the teacher will start to play music. While the music plays, the team leader must guide their team into the square and continue to move around inside of the square until the music stops.

When the music stops, the leader must get their team outside the square to the marked "cave" to escape the shark.

The leader of the team then goes to the end of the line and the person at the front becomes the new leader and must lead the team quickly back into the square when the music starts again and to safety when it stops.

This game makes each child responsible for the safety of others and promotes teamwork as the kids work to stay together during this fast game.

## Keep It Up

You will need:

- a balloon or light ball.

In this game, divide the kids into two teams on either side of a net or line.

As in volleyball, they must pass the balloon or ball back and forth without letting it touch the ground. However, the rule is that a different team member must hit the ball or balloon to the opposite team each time. Other team members can help their team players by passing to them.

## Drawn Together

Choose something fairly large in the classroom to draw. Assign each student one part of the whole piece to draw. For example, if you are drawing people, assign the head, torso, arms, etc. Using a large piece of paper and something to draw with, have each student draw their part. Then pass the papers around the room, with each person adding their part to every sheet until each drawing is complete. Enjoy your collaborative (and perhaps messy) masterpieces!

### **Kids Can Make a Difference!**

In the past, many animals became extinct because of naturally occurring events, such as a volcano, drought, or changes in the climate. But today, humans are the biggest threat to wildlife.

- Man-made pollution, such as Obi encounters (tire, net, etc.)
- Many animals are losing their homes as humans cut down the forests
- Hunting and the pet trade.

But the good news is, because humans created this problem, they have the power to stop it. We need to make sure that the Earth remains safe to live in so that these animals can continue to survive.

Here are some ways your students can make a difference.

1. Raise Awareness – Spread the word in your communities about local threatened species. Create a poster or flyer campaign to educate people about endangered species.
2. Create a school or community mural entitled EXTINCT IS FOREVER to motivate difference and action.
3. Clean up a nature – Volunteer your time to help clean debris and weeds.
4. Support animal conservation organizations – Raise funds through bake sales or car washes so that these organizations can educate people about endangered species and boost populations. Contributions and patronage to these organizations help ensure future endeavors and possibilities for generations to come.
5. Start a fundraiser for Water.org – Get creative and come up with a way to raise funds to support efforts to help people gain access to safe water and sanitation. A portion of the sales of *Obi's Mud Bath* will be donated to Water.org. Ideas for fundraisers can be found on their website.
6. Be Respectful to Mother Earth – Pesticides, landfills, off shore drilling. These are all reasons species are becoming endangered to begin with. Find alternative methods, reduce your carbon footprint and recycle as much of your waste as possible. By doing your part, you are lightening a heavy load our nation is resting on the shoulders of our great planet.
7. Take Action – Join Dr. Jane Goodall's Roots and Shoots ([www.rootsandshoots.org](http://www.rootsandshoots.org)) to become part of the solution with thousands of school and community groups worldwide.

*Jane Goodall's Roots & Shoots is the youth-led community action and learning program of the Jane Goodall Institute. The program builds on the legacy and vision of Dr. Jane Goodall to place the power and responsibility for creating community-based solutions to big challenges in the hands of the young people. Through the program, young people map their community to identify specific challenges their neighborhoods face. From there, they prioritize the problems, develop a plan for a solution, and take action.*

For other tips to help save the environment, check out 50 Ways to Help (<http://www.50waystohelp.com/>).