



Giraffe Base-ics

Virtual Classroom Extension

Objective

This activity is designed to help your at-home student(s) recognize themselves as scientists and think critically about problem-solving. The goal is to help students learn about giraffes. As with all lessons provided, please feel free to adapt them according to your students' abilities. Take these ideas, make them your own and your at-home students will have a greater chance at success.

Materials

Construction paper or poster board, writing utensil, scissors crayons or markers, objects and/or symbols for giraffe activity.

Set-up

Use construction paper or poster board to construct bases, like bases of a baseball game. Consider making the base shaped like a giraffe foot. Each base should have a different symbol that represents a different fact. See procedure #3 below for a description of each base. You may place an actual household item on the base to represent that symbol (for instance, the first symbol is a ruler). If you do not have each item, you may draw a picture of it on the bases or find pictures online that you can print out and attach to the bases. If you do not have access to a printer and do not feel confident drawing the symbols, you may write the word of the symbol. Once each base is created, you can arrange them in the playing area. This can be throughout the house, or if it is a dry day, you can also play the game outside in a yard or park.

Procedures

1. Start by watching the Facebook Live video under the heading Giraffe Basics with your at-home students (<https://resourcelibrary.clemetzoo.com/Area/21>). Explain that you will play a game to test their knowledge about giraffes, so they should pay close attention to the presenter as he talks about giraffes.
2. Explain to the students that in the game, they are each a giraffe that is part of a herd. The rest of the herd has moved on and the students need to catch up. They can do this by following the footprints of the other giraffes. But there are challenges on the way. In order to find the next footprint, the students will work together to figure out the clue on each base. Each clue represents a different giraffe fact that was discussed in the video.

Uncovering the clue will help them to uncover which direction the giraffe herd went. Once the students correctly figure out the giraffe fact to answer the clue, they earn 20 points and go to the next footprint. If students cannot guess the clue, they are eliminated from the game. For a more challenging game, provide a time limit to figure out the clue.

3. The following list has the symbol that could be used on each base. There are also two additional hints that you can use to help your students figure out each clue. The first hint is a word or phrase. The second hint is a question you can ask that would lead to the right answer. Finally, the correct answer to each clue is provided.
 - a. Base 1 symbol: A yardstick/ruler and the number 6.
 - i. Hint 1: Tall or short
 - ii. Hint 2: At what point in a giraffe's life is it around 6 feet tall?
 - iii. Answer: On average, newborn giraffes are 6 feet tall.
 - b. Base 2 symbol: The letter M.
 - i. Hint 1: Species
 - ii. Hint 2: What species of giraffe live at Cleveland Metroparks Zoo?
 - iii. Answer: The giraffes at Cleveland Metroparks Zoo are from the Masai species.
 - c. Base 3 symbol: Pillow and blanket.
 - i. Hint 1: Nighttime, dreams
 - ii. Hint 2: How long do giraffes sleep?
 - iii. Answer: On average, giraffes sleep 4.5 hours.
 - d. Base 4 symbol: Oil.
 - i. Hint 1: Drilling
 - ii. Hint 2: What is one threat to giraffes in the wild?
 - iii. Answer: One threat to giraffes in the wild is habitat loss due to oil drilling.
 - e. Base 5 symbol: Kickball.
 - i. Hint 1: Protect yourself
 - ii. Hint 2: How do giraffes protect themselves?
 - iii. Answer. Giraffes defend themselves by kicking.
 - f. Base 6 symbol: Stopwatch
 - i. Hint 1: Speed
 - ii. Hint 2: How fast can giraffes run?
 - iii. Answer: On average, giraffes run up to 30mph.
 - g. Base 7 symbol. Number 7.
 - i. Hint: Bones
 - ii. Hint 2: Like humans, giraffes have seven bones in which part of their body?
 - iii. Answer: Like humans, giraffe have seven vertebrae in their necks. (For younger students, you can explain that vertebrae are what we call the

individual bones that make up our spine. You can have your students run their hands down their own necks and backs to feel their own vertebrae.)

- h. Base 8 symbol: The finish line. When the students reach this base, they have made it safely back to the rest of the herd.

Additional Extensions of Activity You can create more symbols and bases based on the number of students participating in the activity and the amount of time. Alternatively, additional bases can be used as additional rounds. If you want to make it a competition and you have multiple students, each student can get six different bases with different clues and they can race to see who can figure out their clues the quickest.

Some clues may be more difficult than others. You can pick which clues you want to use with your students based on their age and/or ability level.

Additional Clues:

- i. Base 9 symbol: Number 4
 - i. Hint 1: Giraffe types
 - ii. Hint 2: How many species of giraffes are there?
 - iii. Answer: There are 4 main species of Giraffe.
- j. Base 10 symbol: 5 small giraffe footprints
 - i. Hint 1: South African
 - ii. Hint 2: How many sub-species of giraffes are there?
 - iii. Answer: There are 5 sub-species of Giraffes.
- k. Base 11 symbol: Tape Measure
 - i. Hint 1: Height
 - ii. Hint 2: On average, how tall are male and female giraffes?
 - iii. Answer: On average, male giraffes are 17 feet tall and females are 14 feet tall.
- l. Base 12 symbol: Crayon or marker
 - i. Hint 1: Sight
 - ii. Hint 2: How is giraffe vision like human vision?
 - iii. Answer: Giraffes have color vision.
- m. Base 13 symbol: Item that student can smell
 - i. Hint 1: Sniff, scent
 - ii. Hint 2: What do giraffes use their noses for?
 - iii. Answer: Giraffes have a sense of smell

Ohio's Learning Standards

Science Content Standards

Grade K Life Science Topic: Physical and Behavioral Traits of Living Things

K.LS.1: Living things have specific characteristics and traits.

Grade 1 Life Science Topic: Basic Needs of Living Things

1.LS.2: Living things survive only in environments that meet their needs.

Grade 3 Life Science Topic: Behavior, Growth and Changes

3.LS.2: Individuals of the same kind of organism differ in their inherited traits. These differences give some individuals an advantage in surviving and/or reproducing.