

ENVIRONMENTAL EDUCATION & AWARENESS PROGRAMME PLANNER

PROGRAMME TYPE (circle/cross): **curriculum aligned/**

DETAILS

| | | | |
|------------------------------------|---------------------------------|---|-----------------|
| Name of school/ group | | | |
| No learners/ participants expected | No learners/participants actual | Programme length/duration | 30 min - 1 hour |
| Location (reserve/site) | | Grade/age group | Grade 4 |
| Is this part of the work plan? | YES/ NO | If no, motivate why the programme is needed | |

CONTENT

| | | |
|-------|---|--|
| Know | Theme (circle/cross) | Energy & Climate Change |
| | Topics covered (e.g. water cycle/ importance of water) | Energy for life Energy from the sun Energy chains |
| Do | Curriculum link (for curriculum aligned programmes only) – note subject/strand/topics (if not listed in topics above) | Natural Sciences Grade 4 Strand: Energy & Change & Systems Control Energy and Energy Transfer |
| | Prior knowledge required (if applicable) | N/A |
| Value | Skills practiced (cross/circle) | Identify categorise develop listen present read write recognise |
| | Key message (e.g. we must save water) | Energy is essential to life, we need to save it. |

GENERAL LOGISTICS

| | Responsible person | Done (tick) | Status |
|---|--------------------|-------------|--------|
| Invite * | | | |
| Venue | | | |
| Transport | | | |
| Booking confirmed | | | |
| WCED permission * | | | |
| Presentation equipment & camera | | | |
| Risk assessment done, confirmation and checklist sent | | | |
| Catering * | | | |
| Indemnity * | | | |
| Budget and cost centre | | | |

Other:

Plan requested by: _____ (name)

_____ (date)

Plan approved by: _____ (name)

_____ (date)

LESSON PLAN

| Time | Location | Activity & explanation | Resources & person responsible for bringing/preparing the resource | Facilitating staff (if more than 1, indicate lead facilitator & timekeeper) |
|--------------------------------------|----------|--|---|---|
| INTRODUCTION & ICEBREAKER | | | | |
| 5 minutes | | <p>1. Introduction:</p> <p>Who Cape Nature Is Introduce staff Outline of the day Rules of engagement</p> | Presentation | |
| 10 minutes | | <p>2. Tuning-In/ Icebreaker: Sources of energy?</p> <p>Know/Do: We use energy for everything we do. We get our energy from food. Energy in our food comes from the sun. Plants use energy from the sun to make food themselves. This food is also used by animals and people.</p> <p>Read the following words and ask learners to carry them out:</p> <p>Jump, run on the spot, breathe deeply, make a windmill with your arms, shout your name, rub your hands together to make them hot.</p> <p>Ask: What do you need energy for? What happens if you run out of energy? What could you do to get more energy? What other things need energy.</p> | Presentation | |
| BODY/ ACTIVITIES | | | | |
| 15 minutes | | <p>3. Energy for life processes:</p> <p>Remind learners that we need energy to carry out the life processes of moving, reproducing, sensing, growing, breathing, getting rid of waste, feeding.</p> <p>Divide learners into small groups and hand each one a picture of wildlife at a waterhole. Ask them to write down all the ways in which the animals are using energy in the picture e.g. The wildebeest uses energy to jump. Birds use energy to fly. Impala use energy to drink. What else would these animals use energy for? E.g. reproduce, excrete, eat, make a sound etc.</p> <p>For a 30 min programme exclude the practical part of this.</p> | Presentation, projector 5 x A3 laminated pictures of waterhole | |

| | | | | |
|---------------------------------------|--|--|--|--|
| 20 minutes | | <p>4. Energy from the Sun: Explain that food gives us energy. The energy in our food comes from the sun. Energy is transferred from the sun to plants then to animals and people.</p> <p>Using pictures, arrows and the story about bread. Ask learners in different groups to create an energy chain.</p> <p>Once done, ask them to do a story about milk.</p> <p>Then they must draw or use magazine pictures to create a energy story about a flying bird or an energy story of a bee making honey (if at a nature reserve or outside possible, take learners outside to look at a few things like the sun, the grass etc.)</p> | <p>Page 67 worksheet copies. PSP Natural Sciences Book grade 7.</p> <p>Pictures of sun, animals etc. Words. Pg 47/8 PSP book.</p> <p>Magazines, colouring in items, glue, A3 paper or flipchart paper,</p> | |
| CONSOLIDATION & EVALUATION | | | | |
| 10 minutes | | <p>Consolidation:</p> <ul style="list-style-type: none"> - Ask learners what they have learned about energy - Record each sentence on the board/flipchart paper. Once there are a few sentences, ask the learners to copy this paragraph or read it out loud with you. | Flipchart paper, coccis | |

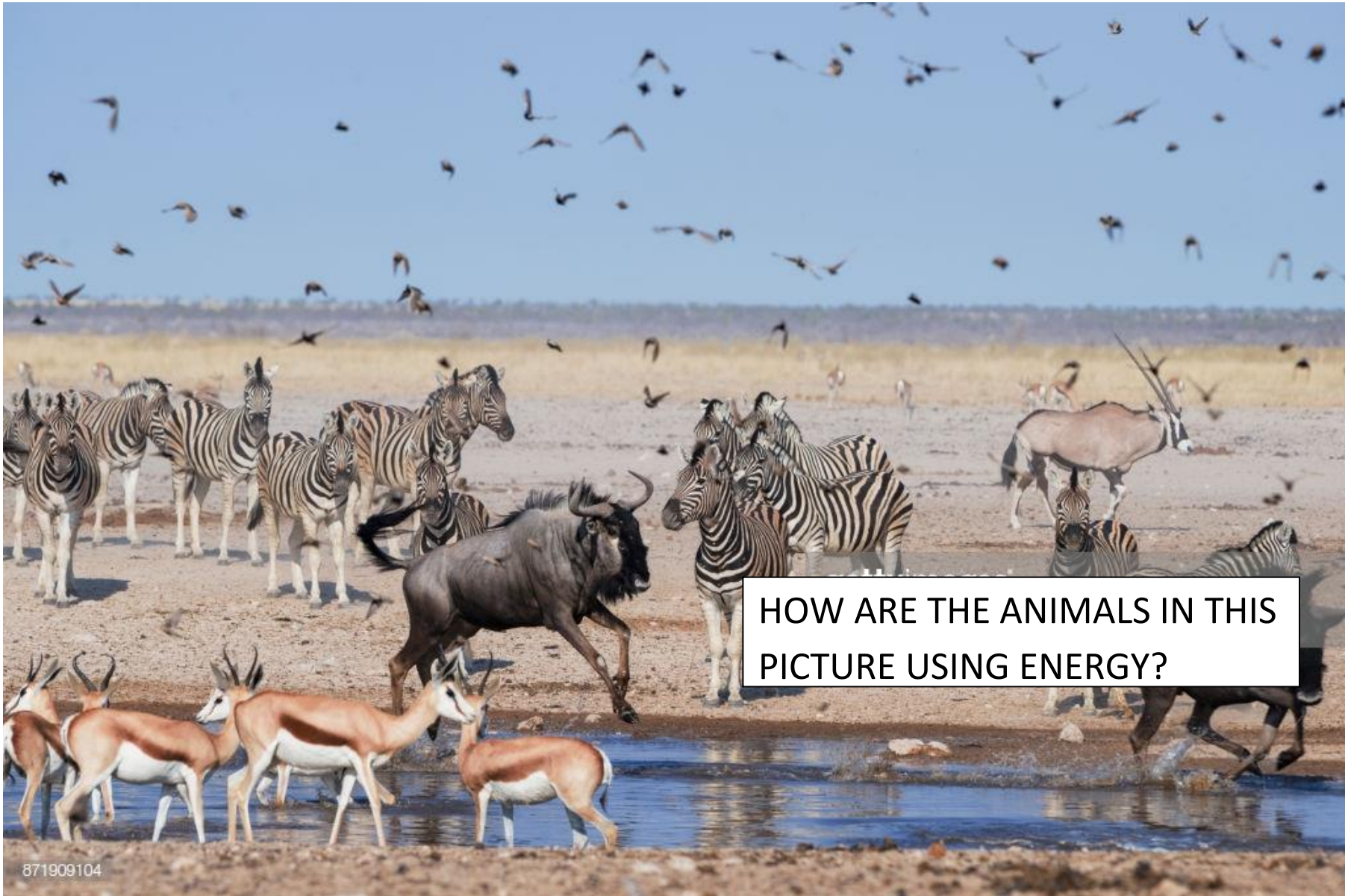
Acknowledgement

Primary Science Programme (PSP),



, www.psp.org.za





HOW ARE THE ANIMALS IN THIS PICTURE USING ENERGY?