

ENVIRONMENTAL EDUCATION & AWARENESS PROGRAMME PLANNER

PROGRAMME TYPE (circle/cross): curriculum aligned X

DETAILS

Name of school/ group	N/A GRADE 6 CIRRUCLUM: WATER POLLUTION AND WETLANDS		
No learners/ participants expected	Max 60	No learners/participants actual	N/A
Location (reserve/site)	On reserve		Programme length/duration 3 hours
Is this part of the work plan?	N/A	Grade/age group Grade 6	If no, motivate why the programme is needed Water is a main awareness theme for CapeNature. The programme links to work done in the classroom and supports the curriculum.

CONTENT

Theme (circle/cross)	Water
Topics covered (e.g. water cycle/ importance of water)	Mixtures and water resources: Concepts water pollution and wetlands.
Curriculum link (for curriculum aligned programmes only) – note subject/strand/topics (if not listed in topics above)	Subject: Natural Science and Technology Grade 6 Strand: Matter and Materials Subject: Life Skills, Developing the self (problem solving - conflict) Grade 6
Prior knowledge required (if applicable)	
Skills practiced (cross/circle)	connect explain identify label list name (know)/ analyse assess categorise classify compare compile compose conduct construct create collect categorise link define describe design develop draw find investigate listen make plan present read recognise record report represent dance sing sort summarise trace use senses write count (do)/ argue commit discuss motivate promise relate choose decide explain an answer persuade propose tell share graph
Key message (e.g. we must save water)	Water is precious – we and all other living things need it to survive.

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)

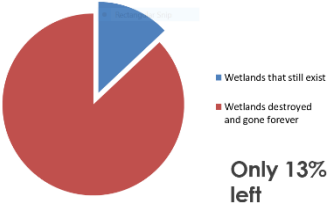
Plan approved by: _____ (name)

_____ (date)

*If applicable

LESSON PLAN

Time	Location	Activity & explanation	Resources & person responsible for bringing/preparing the resource	Facilitating staff (if more than 1, indicate lead facilitator & timekeeper)
e.g. 08h00 or 20 min	e.g. EE centre or duck pond or entrance hiking otter hiking trail	e.g. Water phases Ice breaker – play water, water song and let learners dance to it. After briefly discuss the solid, liquid and gas stages of water.	e.g. water, water song (Natanya) whiteboard markers/ whiteboard or water cycle puzzle (Lucky)	e.g. Natanya Dreyer (lead facilitator), Clinton Windvogel & Graham Lewis assist
INTRODUCTION & ICEBREAKER				
5min		Welcome the group and introduce the area/nature reserve that they find themselves in. Ask learners to show you on a map where they are and where they came from.	Power Point presentation showing map of the Western Cape	
5 min		Introduce staff		
5 min		Give any house rules (any rules of engagement, bathrooms, conduct, safety briefing)		
5 min		Give a programme outline		
20 min (can be extended if learners collecting own items from outdoors)		<p>Icebreaker and tuning in:</p> <p>Know: 1) Read an indigenous knowledge story about water. Ask the learners to listen. 2) Ask the learners why they think water needs to be clean? 3) Introduce the idea that one of the reasons water is so useful is because of its properties – it is runny, a good solvent and it flows 4) Explain that everything that we pour onto the ground or in the soil eventually gets into our water.</p> <p>Do: Working in groups or by demonstration, let learners take a bucket of water and let learners throw in items that will pollute the water - solids, liquids etc. Mix the water. Ask learners to note what things dissolved and what didn't dissolve.</p> <p>Value: Explain that without clean water we cannot survive. Ask learners if they would drink the water from the bucket now? Ask why clean water is essential for life.</p>	<p>Primary Science Programme Natural Science and Tech teachers' book – copies of story page 35/36 Matter and Materials grade 6.</p> <p>Bucket or buckets or clear water bowls, clean water, solid items like paper, leaves, sand, sticks, salt, sugar (learners can even collect this themselves), liquids like oil, ink, cool drink. Something to stir the bucket/s with.</p>	
BODY/ ACTIVITIES (very large groups, split and rotate)				

30 min		<p>Importance of wetlands and water Take learners to a place where they can see a wetland out on the reserve</p> <p>Know: 1) teach that wetlands are places where water covers the soil all year round (permanent) or certain times of the year (temporary) 2) give examples of wetlands – vlei, pond, swamps, estuaries (explain any terms that are difficult) 3) explain that wetlands are formed when rain water does not runoff into streams and rivers and into the sea. Do a demonstration with gutter and sponge.</p> <p>Do: In groups learners must discuss why wetlands are important and list at least 5 things. Each group should feedback one reason they found wetlands to be important. *Some reasons why wetlands are important 1) provide food (we eat a lot of fish every year) 2) provides homes to thousands of plants and animals 3) store water 4) provide and clean water 5) prevent floods (demonstrate with a sponge how a wetland would hold water and prevent flooding (we each need 20 – 50 litres of water per day).*</p> <p>Value: Ask the group what would happen if we didn't have wetlands or water. Ask learners to share their feelings about what would happen if there were no more wetlands. Ensure to make the biodiversity/wetland connection. Ask how many animals and plants would lose their home if wetlands were not there. We need water to survive.</p>	Paper for each group, pen for each group. Sponge and water.	
15 min		<p>Threats to water and wetlands Value: Explain that wetlands are under threat and that only 87 percent of what there was once remains. We need water to survive.</p> <p>Do: Learners must draw a circle that represents 100% of wetlands that used to exist. Ask them to colour in 87% of this circle – this is how much wetlands have been lost. What percentage is left?</p>  <p>Know: Teach that there are many different threats to wetlands including pollution, invasive species, and development.</p>	A3 paper, pens, large print of graph or PowerPoint showing graph and visuals on what the world could be like without water, colouring in pencils to color graph	
45 min		Break & free exploration session (can split into two breaks during the programme)		
90 min		<p>Saving our wetlands</p> <p>Do1: Do a MINI SASS activity. Connect the water quality found with the threats to wetlands and then how we can save them.</p> <p>AND/OR</p> <p>Do2: Divide learners into groups. Each group must choose one of the threats to wetlands and come up with a play that shows way in which they can solve the</p>	Ideas for role play Mini Sass	

		<p>problem. Give learners a few minutes to discuss the role play which must include a conflict situation.</p> <p>Value: After the role play, ask critical questions about the conflict and possible solutions. Discuss each role play briefly.</p> <p>Ask each learner to think of one thing they can do when they go home to help solve one of the threats to wetlands. E.g. stop littering, teach others. Learners must commit to one action that will lead to the protection of wetlands. We must save our wetlands, we need water to survive.</p>		
CONSOLIDATION & EVALUATION				
15 min		<p>Graffiti board. Divide into groups if needed for large groups. Ask learners to create a graffiti board by drawing and or writing something that they learned. Briefly discuss one or two items, link it back to the key message and ask what they will do when they leave to conserve water.</p> <p>OR</p> <p>Using the grade 6 learner evaluation forms (water) ask the learners to fill in the evaluation form. Randomly ask one or two learners a question from the day and link this to the key message and ask learners what they will do when they leave to make a change to conserving water.</p>	<p>Flipchart paper, prestick and coccis</p> <p>OR</p> <p>Evaluation forms (grade 6, water)</p>	
5 min		<p>Thank the venue, group leaders and relevant parties and emphasise the key message once more.</p>		

Acknowledgement

Primary Science Programme (PSP),



, www.psp.org.za

