

ENVIRONMENTAL EDUCATION & AWARENESS PROGRAMME PLANNER

PROGRAMME TYPE (circle/cross): curriculum aligned on reserve or at place where there is water source

DETAILS

Name of school/ group		No learners/participants actual		Programme length/duration	2 hours
No learners/ participants expected				Grade/age group	Grade 4
Location (reserve/site)				Time	
Date					
Is this part of the work plan?	YES/ NO			If no, motivate why the programme is needed	

CONTENT

Theme (circle/cross)	WATER
Topics covered (e.g. water cycle/ importance of water)	INTRODUCTION TO WATER, WEATHER, WATER CYCLE, POLLUTION STORY, FORMATION OF A FOOD WEB PUZZLE, HOW TO SAVE / WASTE WATER
Curriculum link (for curriculum aligned programmes only) – note subject/strand/topics (if not listed in topics above)	NS and Tech Grade 4: Matter & Materials – <ul style="list-style-type: none"> • the water cycle • the materials around us (solid, liquids, gas)
Prior knowledge required (if applicable)	YES Grade 3
Skills practiced	name analyse create draw dance sing write count commit discuss explain an answer puzzle
Key message (e.g. we must save water)	The importance of water for all living processes

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)

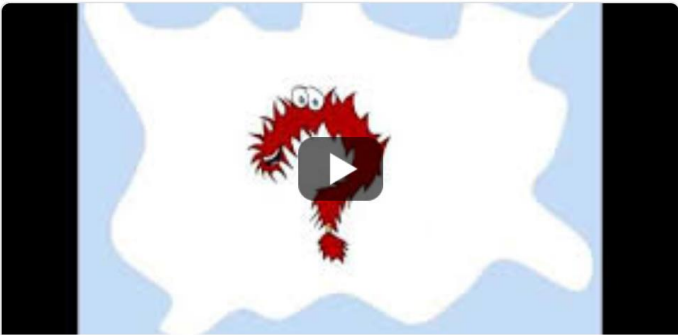
_____ (date)


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)
INTRODUCTION & ICEBREAKER				
10 mins 20 mins		<p>Introduce relevant reserve, safety brief,</p> <p>Tuning in / Icebreaker – solids, liquids and gas Explain that there are 3 states of matter – solid, liquid and gas</p> <ul style="list-style-type: none"> - Solids keep their shape (show examples) - Liquids flow and take shape of the container (show examples) - Gases such as air spread out and have no definite shape (show examples) <p>Hand out and ask learners to fill out the sorting table for solids, liquids and gases.</p> <p>Explain that just like other matter, water has three states. Can they guess what these are? Ice – solid, water – liquid and steam - gas</p> <p>Play the water water song and let the kids dance to it. Kids must bounce to tune when they sing water. When it says steam floating around then kids must wave hands in air. When it says hands, everyone must freeze.</p> <div data-bbox="477 802 1153 1137" style="text-align: center;">  </div> <p>The Water Water Song - YouTube https://www.youtube.com/watch?v=e4pxxYFxHj0</p>	<p>Presentation</p> <p>PSP page 8 – Teachers Book, Grade 4 matter and materials</p> <p>Water song https://www.youtube.com/watch?v=e4pxxYFxHj0</p>	
BODY/ ACTIVITIES				
20 mins		<p>THE WACKY WATER CYCLE</p> <p>Know: Discuss the process of the water cycle, referring to the poster when necessary. Learner should be able to understand and explain Evaporation, Condensation, and Precipitation. Go back to the three states of water as examples (page 23 PSP Teachers book Grade 4).</p> <p>Do: learners must now be divided into groups and race against each other to build a water cycle poster. Divide into groups of approximately 5 – 10. One person in the team is the only person who is allowed to look at the</p>	Water cycle poster puzzles	

		<p>complete puzzle which you should paste outside the classroom or away from the team mates that are building the puzzle. This learner can come back and forth telling his mates where to put what. In the interim, the others try build the puzzle. Value: Once the puzzles are built, ask the learners why they think the water cycle is important which will lead into the next activity.</p> <p>Additional activity – make a water cycle bracelet</p>  <p>The image shows a worksheet titled 'Water Cycle Bracelets'. It features two rows of colorful beads (yellow, blue, green, white, brown, orange, grey) on a string. There are illustrations of children and a sun. A cloud contains the text 'Created by Alison Green 2012'.</p>		
20 mins		<p>IMPORTANCE OF WATER Value: Ask learners why water is important. What do we use water for? What do their think will happen to plants and animals if there is no water?</p> <p>Do: Use the large circle cut like a pie on the flipchart to illustrate the amount of water we have available.</p> <p>Divide learners into small groups. Give each group a round cut out circle. This represents the water available on earth. Let them cut out 1/3 of the circle which is land. Of the remaining 2/3, 97% is ocean and only 3% is fresh (ice, ground water, surface, atmospheric water). Only 1% of this is usable water. Let them cut out 97%.</p> <p>Using the small leftover 3% water strip, ask learners to draw a water habitat showing all the plants and animals that need to use this water. Ask them to then add people.</p>	Cut out round blue circles, scissors, paper	
30 mins		<p>POLLUTION STORY (Find a nice spot outside for this – it could get messy!)</p> <p>Take learners out to a source of water. Discuss the effect of all these pollutants on this water source and those who depend on it. Discuss ways in which we could “clean up” this water. Discuss the way a wetland would do it and illustrate with a sponge. Use another bowl and pour water down gutter and see what gets trapped by</p>	<p>Simple catchment poster (or huge George map)</p> <p>Pollution story</p> <p>Clear bowl with some water in it</p> <p>Containers of pollutants (x20)</p>	

		<p>the sponge and what goes through. Discuss how the sponge (wetland) slows down the flow of water; holds some of the water long after the river has stopped flowing; cleans the water.</p> <p>Value: Emphasize that the wetland is doing this for free!! NO need for expensive chemicals to clean the water; purifying machinery; or paying people to do the cleaning.</p> <p>OR/AND</p> <p>MINI SASS</p>	<p>Gutter + sponge</p> <p>2nd bowl</p> <p>Mini SASS items</p>	
CONSOLIDATION & EVALUATION				
20 mins		<p>HOW TO SAVE / WASTE WATER</p> <p>Learners each get a card showing “good” or “bad” usage of water. Learners try to find their partner. Together they discuss one way they can save water using their pictures as a clue. Pairs write one word or short sentence on a strip of paper to summarize their water saving idea. Facilitator puts these ideas onto cardboard folder – visual gathering – and discusses them.</p>	<p>Pack of water usage cards with ticks and crosses</p> <p>Strips of paper</p> <p>Crayons / kokis</p> <p>Cardboard folder</p>	
10 mins		Ask learners to fill in an evaluation form	Water evaluation form grade 4 - 6	

Note: for camps or other programmes that may fall over more than one day, adapt accordingly and add 1 x schedule and plan for each new day. Note that consolidation should move to the last day and icebreakers/ introductions can move to the first day only

Acknowledgment

Primary Science Programme (PSP),



, www.psp.org.za

