

ENVIRONMENTAL EDUCATION & AWARENESS PROGRAMME PLANNER

PROGRAMME TYPE (circle/cross): **curriculum aligned/** holiday programme/ general awareness programme/ volunteer-based programme/ camps/ talk

DETAILS

Name of school/ group			
No learners/ participants expected	No learners/participants actual	Programme length/duration	1 hours
Location (reserve/site)		Grade/age group	Grade 6
Is this part of the work plan?	YES/ NO	If no, motivate why the programme is needed	

CONTENT

	Theme (circle/cross)	Ecosystems and food webs
Know	Topics covered (e.g. water cycle/ importance of water)	What are ecosystems and food webs? Importance of ecosystems & food webs, Identifying threats to ecosystems, solutions to threats, Creating an ecosystem and food web
	Curriculum link (for curriculum aligned programmes only) – note subject/strand/topics (if not listed in topics above)	NS and Tech: Ecosystems & Food Webs
Do	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 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
Value	Key message (e.g. we must save water)	Food webs and ecosystems are interconnected. The one would not be able to function without the other.

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 mins	e.g. EE centre or duck pond or entrance hiking otter hiking trail	e.g.	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				
5 minutes		1. Introduction: CapeNature and purpose of the day, topic Introduce relevant reserve		
15 minutes		2. Tuning-In/ Icebreaker: Sticker or Strings Game Explain to the group what food webs and ecosystems are. The icebreaker will illustrate interconnectedness of ecosystems and food webs. Give each learner a plant or animal character on a sticker/label...each must stand in a circle and tell us how they need the other characters in the group. Ask who would eat who and why. This activity can be substituted by the web of life string game. Show learners a picture of a food web on a slide and explain if necessary or use the plant and animal cards to stick up on a wall to explain.	Labels (stickers or plastic labels) OR string	
BODY/ ACTIVITIES				
30 minutes		3. Creating an ecosystem and food web 1. As a group, learners should create their own posters of a food web and ecosystem by means of drawings or magazine cuttings 2. Each group picks a type of ecosystem and illustrate the one of their choice. (give each group a type like forest, the soil, desert, fynbos, marine, freshwater/wetland) 3. Learners present their posters to the rest of the class. If time is limited, presentation can be done briefly by facilitator.	Magazines, scissors, flipchart paper, colour pens, pritt	
CONSOLIDATION & EVALUATION				
5 minutes		Consolidation: - Question and answer session on session of the day - What will you do to protect our ecosystems? What actions are you planning to take to conserve ecosystems and food webs		
5 minutes		Completion of evaluation form	Evaluation forms	