

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	3 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: Strings Game Explain to the group what food webs and ecosystems are. The icebreaker will illustrate interconnectedness of ecosystems and food webs. Divide learners into groups, individuals in each group takes hands and create an interconnected chain, individuals then need get out without loosening their hands and create a circle. Show learners a picture of a food web on a slide and explain.	Labels (stickers or plastic labels), string	
BODY/ ACTIVITIES				
60 minutes		Activity 1: Presentation on ecosystems and food webs 1. Presentation: explain to learners what ecosystems and food webs are and why they are important. 2. The different elements that form part of an ecosystem 3. Discuss and explain- Ecosystem services 4. Illustrate by means of pictures and definitions. Show pictures of different types of ecosystems 5. Also discuss the main threats to ecosystems 6. Game: Strings Game - Learners each gets a label with the names of an animal or plant and one piece of string that connects all of them across each other like a web. This will illustrate the interconnectedness of the different elements/ role players in ecosystems. - Create a scenario where all insects are dead from pesticides or water pollution, etc. and all who's been affected falls down- this will illustrate how the ecosystem will be affected and that everything else gets weighed down.	Presentation, data projector	
40 minutes		Activity 2: Fieldtrip - Select an ecosystem on the reserve for learners to investigate and study. Learners to be divided into groups and must identify a		

		<p>specific area within the ecosystem and list animals and other elements that they see</p> <ul style="list-style-type: none"> - Learners must list ecosystem services being delivered by ecosystem - Look at different elements in an ecosystem like: Climate- is it hot or cold Geology of the area Soil Different types of animals and plants in and around the specific ecosystem - List threats to ecosystem and identify solutions to threats 		
40 minutes		<p>Activity 3: Creating an ecosystem and food web</p> <ol style="list-style-type: none"> 1. As a group, learners should create their own posters of a food web and ecosystem by means of drawings or magazine cuttings which could also be based on what they listed and observed on their fieldtrip. 2. Each group picks a type of ecosystem and illustrate the one of their choice. 3. Learners present their posters to the rest of the class. 	Magazines, scissors, flipchart paper, colour pens, pritt	
CONSOLIDATION & EVALUATION				
10 minutes		<p>Consolidation:</p> <ul style="list-style-type: none"> - 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 		
10 minutes		Completion of evaluation form	Evaluation forms	

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