CapeNature

ENVIRONMENTAL EDUCATION & AWARENESS PROGRAMME PLANNER

PROGRAMME TYPE (circle/cross): curriculum aligned X

DETAILS

Name of school/ group	**N/A GRADE 4 STANDARD PROGRAMME: PLANTS AND ANIMALS ON EARTH**				
No learners/ participants expected	**Max 60**	No learners/participants actual	N/A	Programme length/duration	**1 hours**
Location (reserve/site)	**On reserve**			Grade/age group	**Grade 4**
Is this part of the work plan?	N/A			If no, motivate why the programme is needed	Species conservation is a main awareness theme for CapeNature. The programme links to work done in the classroom and supports the curriculum.

CONTENT

Theme (circle/cross)	Species Conservation
Topics covered (e.g. water cycle/ importance of water)	**Living and non-living things OR Structure of plants and animals.**
Know Curriculum link (for curriculum aligned programmes only) – note subject/strand/topics (if not listed in topics above)	**Subject: Natural Science and Technology Grade 4** **Strand: Life and Living** **Subject: Creative Arts Grade 4** **Strand/ Improvise and create: mime**
Prior knowledge required (if applicable)	
Do Skills practiced (cross/circle)	connect explain identify **label** list name (know)/ analyse assess **categorise classify** c**ompare** 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 **mime** use senses **write count** (do)/ argue **commit discuss motivate** promise relate choose decide explain an answer persuade propose **tell** share
Value Key message (e.g. we must save water)	We need our unique and irreplaceable species 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				
2min		Welcome the group and introduce the area/nature reserve that they find themselves in		
3 min		Introduce staff		
2 min		Give any house rules (any rules of engagement, bathrooms, conduct, safety briefing)		
3 min		Give a programme outline		
10 mins		Icebreaker and tuning in: Know: Tell learners that there are many different plants and animals on earth. Do: Ask them to mime being the following: an elephant, an eagle, a chameleon, a fly, a cactus, a tree. Value: explain that we need all the different plants and animals on earth to survive. Explain that although there are so many different types of plants and animals, they are similar in some ways. This is what they will be learning about today.		
BODY/ ACTIVITIES (very large groups, split and rotate)				
30 min		**Living things – life processes** Know (what to teach): teach that there are seven life processes namely, movement, respiration, sensitivity, growth, reproduction, excretion and feeding. Explain each process. Do: Divide the learners into seven groups. Secretively give each group one of the life processes. Each group must then act it out while the others try and guess what it is. OR teach the learners the following actions (e.g. moving – moving hands side to side, reproducing –swaying a ”baby” back and forth, sensing – shaking, growing – crouching down then standing up, respiring – blowing out and breathing in, excreting – action of sitting on a toilet, feeding – using made up spoon to bring food to the mouth). Divide into groups and ask each group to make up a song (with actions) about the 7 life processes.	Pictures or presentation to show the different life processes	

		Feel: Ask why the learners think living things are important. What living things do they want to protect? How are they going to protect these things? OR **EEEK! It's alive! Or maybe it isn't?** Know (what to teach): Using prior knowledge from previous sessions. Do: Divide learners into groups. Learners must now take a guided walk around the reserve or within a confined area. They must write down sort everything that they see into living, non-living, things that were once living and not sure. They must count up how many items they found from each category. Feel: Once all have regrouped, ask the groups to describe some of the items, why they categorised them the way they did. Look at any unsure items and discuss. Ask them: • How do the living and non-living things work together or need each other? • What would happen if some of the living things disappeared? • What would happen if some of the non-living things disappeared? • What is it important that we look after nature? What non- living and living things must we look out for when protecting nature? (e.g. litter/ alien species) OR **Animal and plant interview** Know/do: Explain that plants and animal are both living things but that they have different features. Using one or two plant and animal cards pasted up on a whiteboard, point to different parts of the plant and animal and label the parts as the learners identify them. Animal label examples (eye, body, leg, ear, tail, wing, foot, skin). Plant label examples (leaf, flower, seed, stem, root, bark) Do: Let learners go outside and interview a plant of their choice. Learners must: • Draw their plant • Measure their plant and record it on the drawing (how high, how wide) • Ask the plant the following questions on the task card and write it down	Crayons/coccis/paint Clipboards, pencils, worksheets Plant and animal cards or cards, cocci's, prestick, whiteboard Paper, pencils, rulers, copies of page 18, task card Primary science Life and Living Structures Grade 4	

		OR Do: Give each learner an animal card and ask them to: • Draw the animal • Ask the animal the questions on the task card and write the answers down Value/know: Ask learners why plants need all these different parts? Teach that roots suck up water and anchor the plant, stems hold leaves to catch the sun, leaves catch the sun and make food, flowers make the seeds, seeds make more plant of the same kind.		
CONSOLIDATION & EVALUATION				
5 min		IF PLANT AND ANIMAL STRUCTURE ACTIVITY WAS DONE Ask a few learners to come to the front with the animal or plant that they interviewed and explain: • Why that animal or plant is important • What would happen if that plant and animal didn't exist • What they can do when they leave to protect plants and animals Ask learners to pair up and make one commitment to what they will do when they go home to protect our special plants and animals. IF LIVING AND NON LIVING ACTIVITY WAS DONE Ask learners to write a short story or poem about a living OR a non-living thing. This activity will take longer than the one above, but the main activity will be much shorter.		
5 min		Thank the venue, group leaders and relevant parties and emphasise the key message once more.		

Acknowledgement

Primary Science Programme (PSP), , **www.psp.org.za**

WORKSHEET – Living and non-living things

Things that are living e.g. bird	Things that come from living things (non-living) e.g. shell	Things that never lived (non-living) e.g. stone	Not sure (e.g. glass)
TOTAL number found:	**TOTAL number found:**	**TOTAL number found:**	**TOTAL number found:**

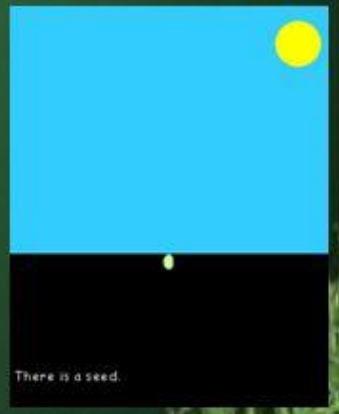
Can you remember all seven life processes?

1. movement

4. nutrition

6. respiration

2. reproduction



3. sensitivity

5. excretion

7. growth