

## ENVIRONMENTAL EDUCATION & AWARENESS PROGRAMME PLANNER

**PROGRAMME TYPE** (circle/cross): curriculum aligned X

### DETAILS

Name of school/ group	<b>N/A GRADE 5 CIRRICULUM PROGRAMME: PLANTS AND ANIMALS ON EARTH</b>		
No learners/ participants expected	<b>Max 60</b>	No learners/participants actual	N/A
Location (reserve/site)	<b>On reserve</b>		Programme length/duration <b>4 hours</b>
Is this part of the work plan?	N/A	Grade/age group <b>Grade 5</b>	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)	<b>Plants and animals on earth. Different plants and animals (biodiversity), interdependence and animal types.</b>
Curriculum link (for curriculum aligned programmes only) – note subject/strand/topics (if not listed in topics above)	<b>Subject: Natural Science and Technology Grade 5</b> <b>Strand: Life and Living</b>  <b>Subject: Life Skills, Developing the self (reading) Grade 5</b>  <b>Subject: Creative arts, Improvise and create (Group role play/ classroom drama :social, cultural or environmental issue) Grade 5</b>
Prior knowledge required (if applicable)	
Skills practiced (cross/circle)	connect <b>explain</b> identify <b>label</b> list name (know)/ analyse assess <b>categorise</b> classify compare compile compose conduct construct <b>create</b> <b>collect</b> link define describe design develop <b>draw find investigate</b> listen make plan present <b>read</b> recognise record report represent dance sing <b>sort</b> summarise trace use senses <b>write count</b> (do)/ argue commit <b>discuss</b> motivate <b>promise</b> relate choose decide explain an answer persuade propose tell <b>share</b>
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 *			

**Other:**

Plan requested by: \_\_\_\_\_ (name)

\_\_\_\_\_ (date)

Plan approved by: \_\_\_\_\_ (name)

\_\_\_\_\_ (date)

Budget and cost centre			
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\*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
<b>INTRODUCTION &amp; ICEBREAKER</b>				
5min		Welcome the group and introduce the area/nature reserve that they find themselves in		
2 min		Introduce staff		
5 min		Give any house rules (any rules of engagement, bathrooms, conduct, safety briefing)		
3 min		Give a programme outline		
25 mins		Icebreaker and tuning in: Do: Divide learners into groups of seven to ten. Give each group a name and touch on how each group needs the others. Learners must keep group names for the whole programme (examples of names Giraffe, Lion, Thorn Tree, Protea, Owl, Snake, Fog, Dragonfly). Jumble up the pictures and ask the learners to try and find one that starts with a B-I-O-D-I-V-E-R-S-I-T-Y. Paste the letters up on a wall and have learners paste the animals below the letters. Know: teach that biodiversity is the variety of life. Explain that variety is important (many different plants and animals) and that the programme will be used to explore different kinds of plants and animals. Value: explain that we need all the different plants and animals to survive.	Plant and animal cards or plant and animal pictures <b>Letters to spell BIODIVERSITY</b> Prestick	
5min		Bathroom break		

<b>BODY/ ACTIVITIES</b> (very large groups, split and rotate)				
60 min		<p><b>Plant types (biodiversity)</b>            Know (what to teach): 1) there are many different kinds of plants 2) one way we can tell the difference between plants is by their leaves 3) We can identify a plant by looking at its leaves 4) we can count the biodiversity of plants in an area by counting the different kinds of leaves that we find.</p> <p>Do: Learners must be given an opportunity to <b>investigate</b> an area and <b>collect</b> as many different types of leaves as they can. This can be done in the same groups of groups from the previous activity. Ensure that any rules regarding what can and cannot be collected is explained to learners (e.g. only collect leaves fallen on the ground) and assign 1 adult per group. If the area is not suited to collecting plants or if the weather is bad, plant cards or leaf pictures can be used.</p> <p>In groups, let the learners sort the leaves that they think belong together. Let learners look at the leaf shapes and patterns on the leaf edge and place each leaf in the correct <b>category</b>, shape and edge on a prepared flipchart paper. Ask learners to count the number of each of the different types of leaves they found and add up the total biodiversity count.</p> <p>Value: Ask the group why they think there are so many different types of plants. Ask them to describe what the world would be like if there was only one type of plant and no variety (what would they eat? see? smell)            Alternatives to this exercise is looking at different fruits, seeds, colours or flowers of plants.</p>	Plant cards or leaf pictures (back up). 1 x plastic bag per group to collect leaves in. Flipchart paper (prepared), coccis, prestick or glue to stick leaves down	
15 min		Break (learners can freely explore an area on the reserve – do not break in EE Centre unless weather is bad)		
40 min		<p><b>Animal types</b>            Know (what to teach): 1) Just like with plants, there are many different types of animals 2) We can sort animals into two main groups – vertebrates (animals with backbones) and invertebrates (animals without backbones example worms, scorpions, crabs) 3) Animals with backbones can be divided into five classes namely, fish, frogs (amphibians), reptiles, birds and mammals.</p> <p>Do: Using the animal cards, pictures or live specimens – show a few examples of vertebrates and invertebrates to the learners. Ask them to guess which group it belongs to. Using the vertebrate group, now ask learners to guess which class each animal belongs to and why. Ask each learner to <b>design</b> their own animal belonging to one of the classes and to <b>label</b> the body parts. They must each write one or two sentence/s that describes their animal and where it lives. Let one or two learners <b>share</b> their drawings and <b>discuss</b> the type and body type.</p> <p>Value: Ask the group to describe what the world would be like if there was only one type of animal and no variety (what would they eat? see? smell). What would they miss?</p>	A3 paper for drawing Crayons/coccis/paint Animal cards or pictures (optional have feathers, twigs, leather or material offcuts and glue to learners to use when drawing their animal for 2d effect. Replace A3 paper with cardboard if craft glue is being used).	
60 min		<p><b>Interdependence</b>            Know: 1) Plants produce food for themselves 2) All animals depend on plants for their food 3) We all need a variety of plants and animals to</p>	Plant and animal cards or cards prepped with animal and plant names.	

		<p>survive. 4) Plants and animals need resources such as water, energy (like sunlight), soil, food and places where they can find shelter from the weather, bring up their babies and be safe 5) Plants, animals and people are interdependent – this means we all depend on each other for our survival (refer to group names and ask how one is dependent on the other)</p> <p>Do: Divide learners into their same groups and give each the role of an animal or a plant that may be interdependent on one another (each learner must get a plant or animal to act out). Ask learners to plan a short role play to show how each animal or plant depends on the other. Bring the conversation to local/reserve level and ask the question about why our local species are important and how we rely on them. Enforce the key message.</p>		
<b>CONSOLIDATION &amp; EVALUATION</b>				
15 min		Using the grade 5 learner evaluation forms (species conservation) ask each group fill in the evaluation form. Randomly ask one or two learners a question from the day and link this to the key message. Ask learners what they will do when they leave to make a change to species conservation. Let them make a pinkie promise with the person next to them to do this when they get home.	Evaluation forms	
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](http://www.psp.org.za)

