CapeNature Cubs Club
Kids Conserving Nature

Cubs Club lesson plan for
LoveNature – Majestic Mountains

GROUPS

Use this lesson plan to support your action projects for this term.

Date

November 2025 to January 2026

Duration

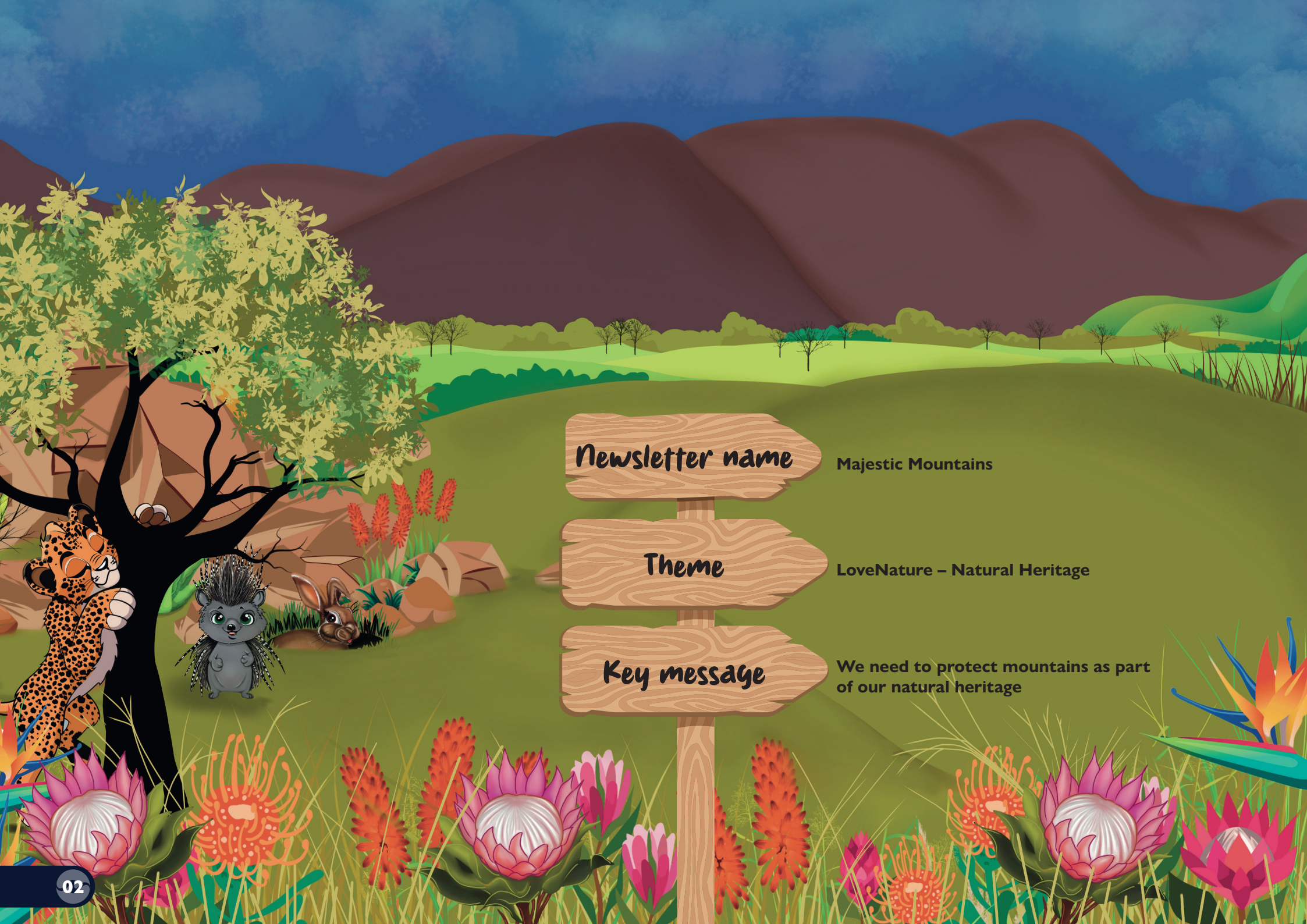
30 minutes to 8 hours (depending on projects selected)

Support material from toolbox

Whistle & binoculars for outings






Newsletter name
Majestic Mountains
Theme
LoveNature – Natural Heritage
Key message
We need to protect mountains as part of our natural heritage

Topics covered

Biodiversity and Natural Heritage (optional on programme)

- What biodiversity is
- What natural heritage is and why it is important

The importance of mountains

- How mountains fit into humanity – mountain facts
- Why mountain areas are important/value of mountain areas
- Why mountain areas need to be protected

Curriculum links

Subject: Social Science Grade 5
Topic: Physical Features of SA
Concepts: Mountain ranges, valleys, hills, rivers/

Location of physical features in the Western Cape/ Links between physical features (where people live) and what they do

Subject: Social Science Grade 4
Topic: Places People Live
Concept: People and their Needs

Subject: Natural Sciences and Technology Grade 5
Strand: Life and Living Structures
Topic: Fire Safety

Subject: Social Science Grade 4 & 6, Links to local history project or leader in history.

Outcomes

Know

- Mountains are important to our survival and well being
- At least one way in which mountains can be protected
- What biodiversity and natural heritage is

Do

- Actively do something to contribute to the natural heritage of mountains
- Skills from participation in action projects and activities (e.g. reading, explaining, describing, acting)

Value

- Believe that it is our responsibility to protect mountains
- Believe that it is our responsibility to protect our natural heritage

LESSON PLAN

1. Introduction

THINGS TO REMEMBER BEFORE STARTING YOUR LESSON

- Introduce staff
- Outline of the day/what to expect
- Rules of engagement
- Safety brief
- Divide into groups if applicable

SETTING THE SCENE/TUNING-IN

You want to teach the group a little bit about the importance of natural heritage, but the focus will be on mountain diversity. The Kai and Friends Fire Story can be used to bring in critical questions and thinking about our mountain biodiversity.



TUNING INTO BIODIVERSITY AND THE IMPORTANCE OF NATURAL HERITAGE OPTION 1

ACTIVITY

STORYTELLING
KAI AND HIS FRIENDS ESCAPE A WILDFIRE

DURATION

20 minutes

RESOURCES

Kai & Friends Book – Kai and his friends escape a wildfire, pen and paper for learners

CIRRICULUM LINK

Natural Science and Technology Grade 5 / Fire Safety

Read the Kai and his friends escape a wildfire story:

1. **Paragraph 5** end – ask learners to help Kai call Mony – M O T N T Y! M O N T Y!
2. **Paragraph 9** – ask learners to help Kai count down when he makes a mistake and leaves the number five out by accident – "Ok close your eyes and lets show Kai how its done…10, 9, 8, 7, 6, 5, 4 or up 1, 2, 3,4 …etc. "
3. **End of Paragraph 12** ….nostrils. Ask the learners if they can imagine Poki and Monty looking for Kai. Where do they think Kai lives? Is it flat or in the mountains? Briefly explain that Kai lives in the mountains.
4. **End paragraph 15** – Ask the kids to repeat the 3 things in a fire triangle – FUEL – in this case fynbos.
5. **Paragraph 22** – Ask the kids to jump on one leg like Kai would with a hurt paw.
6. **Paragraph 28** – Let the kids make the sound that Siya Makes EET EET…
7. **Paragraph 33** – ask the learners to help call and warn the other animals of the fire. E.g."Fire! Fire! Get yourself to a safe place!" Cup hands to mouth maybe.
8. **After paragraph 35** – ask the learners what they think would happen if all the plants and animals burnt. Steer the answers towards there would be no more plants and animals in the area. In this case, the mountain.
9. **At the end of the story explain** that all the plants and animals in the story – the variety of life on Earth – is known as biodiversity. Explain that without plants and animals like Kai, we would not have the resources needed for human life – food, medicine, clean water.
10. **Explain.** Nature has cultural and spiritual value. These spaces also offer us place to enjoy fun things like fishing, hiking, birding. Nature also has its roots in our history over time – these places have been here forever – long before us. For this reason, natural heritage is very important and it needs to be protected.
11. **Ask** the kids to close their eyes and imagine a world without any plants or animals. Let them write down on a piece of paper how that would change their life.



Note that all stop points in the story are marked as follows e.g. Paragraph 5 = P5

P9 "One, two, three, four, six, seven…," shouted Kai.

P10 'Nonsense, Kai, it's one, ttt-two, three, ffff-four, five, six…," corrected Monty.

P11 "Alright, whatever," replied Kai, "we're coming to get you, Poki!"

P12 As they were exploring every nook and cranny looking for Poki, the sun peaked over the eastern horizon, and they felt a strong wind stir the fynbos. Monty looked up and saw dark clouds of smoke billowing in the distance. Monty and Kai felt the wind blow hot against their fur as a bitter burning smell hit their nostrils.

P13 "Wh-wh-what's happening?" Monty asked, his long ears twitching with worry.

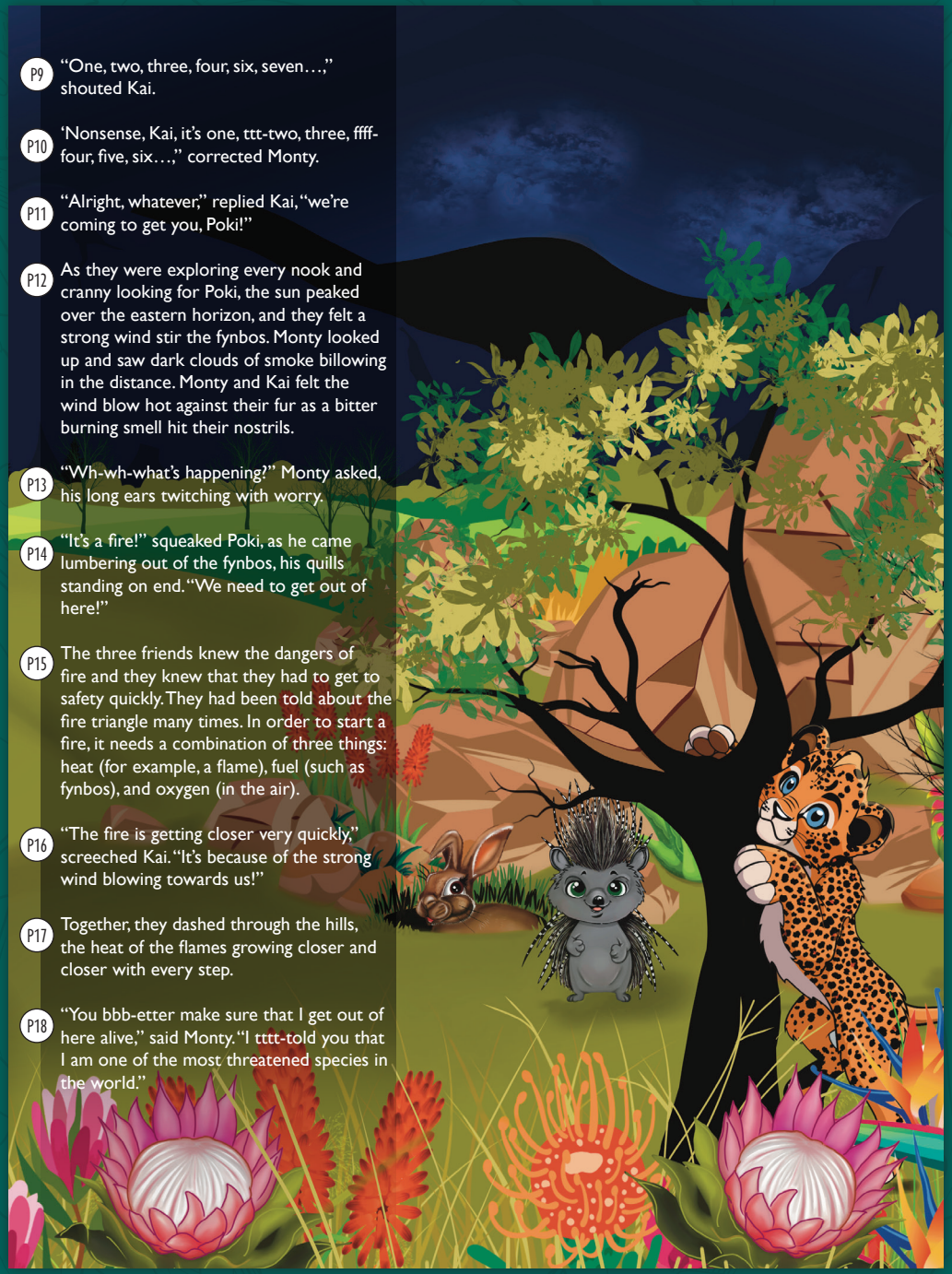
P14 "It's a fire!" squeaked Poki, as he came lumbering out of the fynbos, his quills standing on end. "We need to get out of here!"

P15 The three friends knew the dangers of fire and they knew that they had to get to safety quickly. They had been told about the fire triangle many times. In order to start a fire, it needs a combination of three things: heat (for example, a flame), fuel (such as fynbos), and oxygen (in the air).

P16 "The fire is getting closer very quickly," screeched Kai. "It's because of the strong wind blowing towards us!"

P17 Together, they dashed through the hills, the heat of the flames growing closer and closer with every step.

P18 "You bbb-etter make sure that I get out of here alive," said Monty. "I tttt-told you that I am one of the most threatened species in the world."



P19 "And I'm the largest porcupine and rodent in Africa," quipped Poki.

P20 "Tell that to my mom," yelled Kai, "…and she might eat you alive if we don't all make it!"

P21 But as they ran, Kai suddenly yelped in pain and stumbled. He had stepped on some burning cinders that the wind had blown into their path.

P22 "My paw! It's burning!" Kai cried, cradling his injured paw.

P23 Monty and Poki rushed to Kai's side, their hearts pounding with fear. "W-w- we have to keep moving, Kai," Monty urged, his nose twitching with urgency.

P24 "It hurts," Kai whimpered, tears welling up in his blue eyes. "I can't run." Poki pondered for a moment, then said, "Old chap, we'll help you! We'll all stick together and we won't leave anyone behind."

P25 Monty and Poki came up with a quick plan. Monty wrapped Kai's injured paw in a leaf and hopped under it, helping him to walk, while Poki, who moved surprisingly fast, used his quills to clear a path through the thick underbrush. They moved slowly but steadily, each friend supporting the other.

P26 As the fire roared closer, Poki was tiring, and Monty was sobbing from fear, while bravely hopping along, supporting Kai's injured paw. Kai was trying to be brave and live up to the meaning of his name: fighter, warrior, and protector of the earth.

P27 As they missioned on, they heard overhead the high-pitched warning call of their friend, Siya, the orange-breasted sunbird.

P28 "Eet-eet eet-eet dzeeu dueeu," he warbled, warning all his friends of the danger of the fire, and bidding them to follow him. Siya kept looping back, encouraging Kai and his friends to hurry up and stay close behind him.



P29 With their eyes watering from the heat and soot, they finally reached a clearing. There was a sand road ahead of them, next to a burnt area of fynbos.

P30 "Stay here, it's safe as there is no fuel for the fire to burn," shouted Siya, as he flew off to warn and guide the other animals.

P31 "W-w-we made it!" Monty exclaimed with relief.

P32 Kai's paw throbbed, but he nodded bravely. "We need to help Siya warn other animals about the fire. We can't let anyone else get hurt," he said, determination shining in his eyes.

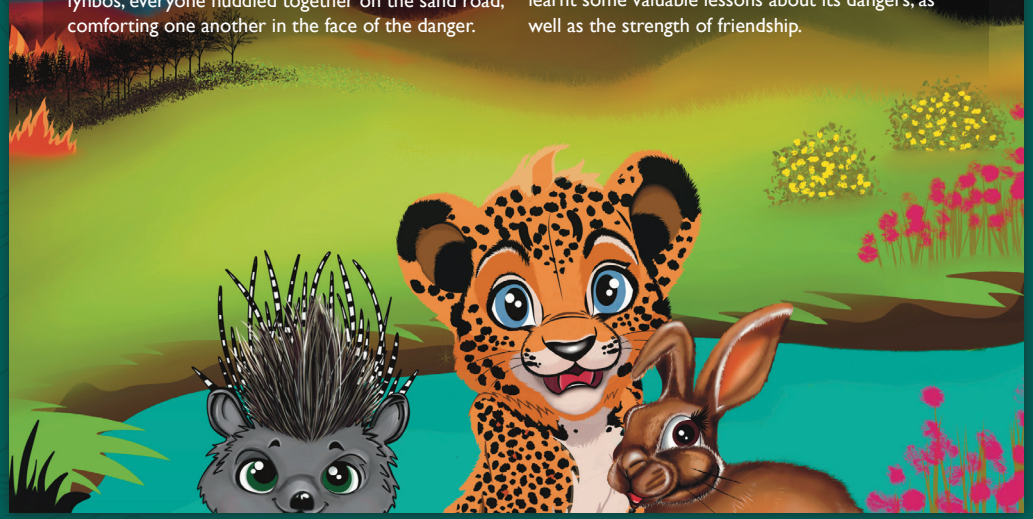
P33 The three friends gathered their strength and began calling out to the other animals across the landscape, warning them of the approaching wildfire. The air echoed with their cries, and soon, other creatures joined in the effort to spread the word to move to a place of safety. As the fire raged through the fynbos, everyone huddled together on the sand road, comforting one another in the face of the danger.

P34 After what felt like an eternity, the crackling of the flames grew faint, and the air cleared of smoke. The once vibrant green hills were charred and blackened, but the animals were safe.

P35 Kai, Monty, and Poki looked around at the devastation, and all of their hearts ached for home. "The fire may be gone, but the damage it caused will take time to heal," said Poki solemnly.

P36 Monty nodded in agreement, his one ear flopping down. "W-w-we must remember today and the dangers of fire. We have to be c-c-careful and work together to stay safe."

P37 Kai thanked his friends for rescuing him. They all walked slowly home, thinking about how lucky they were to escape the wildfire. They had a great adventure to share with their families. For the first time they had experienced a real wildfire. They had learnt some valuable lessons about its dangers, as well as the strength of friendship.



Ages 4 – 8
Add additional actions into the story with repetition

Ages 9 – 13
Tone down the actions if needed and add on deeper questions

AGE ADAPTATIONS

TUNING IN TO BIODIVERSITY AND NATURAL HERITAGE OPTION 2

ACTIVITY

POEM WRITING OR DRAWING ABOUT NATURAL HERITAGE LOSS

DURATION

20 minutes

RESOURCES

Paper and pen or crayons/ coccis / color in pencils

CIRRICULUM LINK

Social Science Grade 4 / Topic: Places People Live / People and their Needs



1. **Explain** that all the plants and animals in the story – the variety of life on Earth – is known as biodiversity. Explain that without plants and animals like Kai, we would not have the resources needed for human life – food, medicine, clean water.
2. **Explain.** Nature has cultural and spiritual value. These spaces also offer us place to enjoy fun things like fishing, hiking, birding. Nature also has its roots in our history over time – these places have been here forever – long before us. For this reason, natural heritage is very important and it needs to be protected.
3. **Ask** the kids to close their eyes and imagine a world without any plants or animals. Ask each learner to write a short poem about a world without natural heritage.



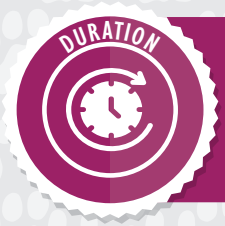
Ages 4 – 8
Ask kids to rather draw a world without plants and animals. Use simpler language such as plants and animals and nature.

Ages 9 – 13
Use more complex language such as biodiversity and natural heritage

TUNING IN TO THE CONCEPT OF MOUNTAINS AS PLACES OF NATURAL HERITAGE



INTRODUCING THE IMPORTANCE OF MOUNTAINS



15 minutes



Map



Social Science Grade 5 / Topic: Physical Features of SA / Concepts: Mountain ranges, valleys, hills, rivers / Location of Physical features in the Western Cape / Links between physical features (where people live) and what they do

Social Science Grade 4 / Topic: Places People Live/ People and their Needs

Explain to learners why mountains are important, giving some interesting facts and asking some questions about the infographic provided. Ask the learners how they think mountains are important to them and how they think they can be protected.



Use percentages for older children and even ask them to write it down. For younger children, convert the % or fractions to an understandable measurement like "one out of five vs 1/5" or "one in six/seven vs 15%". You can even demo the percentages using kids e.g. ask 7 of them to come up and ask 1 to stand aside to show how many people live in mountains.



Mountains cover **ONE FIFTH** *of the earth's land surface*



Mountains occur in **75%** *of the world's countries*

REASONS WHY PEOPLE VISIT MOUNTAINS:

- *Climate*
- *Clean air*
- *Unique landscapes*
- *Scenic beauty*
- *Land adventure sports*
- *Fresh water recreation*
- *History*

2nd *most popular tourism destination after coast and islands*

Provide **15-20%** *of the global tourism income*

Cover **24%** *of the worlds surface area*

DID YOU KNOW?



A landform higher than **600m** is called a mountain, any lower, and it would be classified as a hill



Home to **25%** of the world's land animals



Provides fresh water for **more than ½** of humanity



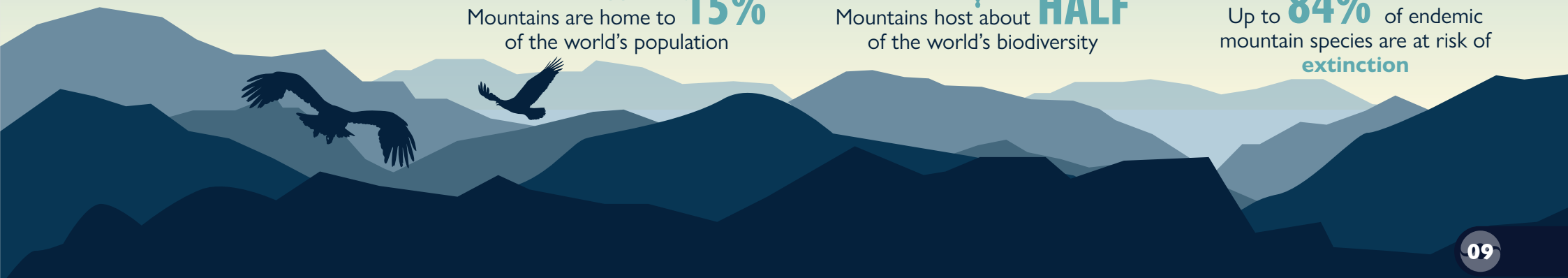
Mountains are home to **15%** of the world's population



Mountains host about **HALF** of the world's biodiversity



Up to **84%** of endemic mountain species are at risk of **extinction**



2. Action Projects

Ensure to consult your newsletter for point allocations for each activity. Any number of activities below may be completed and is entirely optional. The more projects that are completed, the more points your group will earn.

ACTIVITY

ACTION PROJECT OPTION 1
VISIT A MOUNTANOUS AREA

DURATION

30 minutes to 4 hours

RESOURCES

You will need to ensure you have all your gear for a hike / visit to nature. Take your whistle for safety and binoculars for spotting wildlife and looking at landscapes.

POINTS

Your group will earn 200 points for visiting a mountainous area

EVIDENCE

Submit a group picture of the group during the visit

CIRRICULUM LINK

None directly

Find a natural area that is mountainous. It is recommended that you participate in the tuning in sections on site, or even perhaps during a rest stop during a hike, and use the actual environment as a backdrop for the stories and questions in the activities. Some CapeNature Reserves you may want to consider visiting include Kogelberg, Hottentots Holland, Jonkershoek, Aasegaaibosch, Outeniqua, Cederberg. For more information visit ***www.capenature.co.za***



ACTION PROJECT OPTION 2
PARTICIPATE IN A STORYTELLING ACTIVITY ABOUT MOUNTAINS (ORAL HISTORY)

DURATION

1 to 2 hours

RESOURCES

No equipment will really be necessary. Children may want to research a story beforehand or use props to add some flair

POINTS

Your group will earn 150 points for participating in an oral history storytelling exercise about mountains

EVIDENCE

Submit a picture of the learners during the storytelling exercise

CIRRICULUM LINK

None directly

Ask the participants to sit in a circle and one by one tell a short story about mountains. This can be something that they remember as a child, that they heard from a parent or imagined as a child that grew up in the mountains. They can even imagine being an animal in the mountains. The stories must be short and sweet (2 minutes – 5 minutes) and children can team up to tell the story. Children can be asked to do research on their story through books, orally with their parents etc. After each story, children can ask one or two questions per story.

An alternate is to give the children a short history lesson about something that happened in a mountain setting. Children can then re-tell the story – each taking a sentence or two, moving around the circle, and each adding on as they go. This is great for listening and group work skills.



ACTION PROJECT OPTION 3
COMPLETE A TIME TRAVEL EXPERIENCE ABOUT/IN A MOUNTAINOUS AREA

DURATION

3 to 8 hours (planning and re- dramatization)

RESOURCES

Items to dress up as part of the time travel experience

POINTS

Your group will earn 300 points for completing a time travel exercise.

EVIDENCE

Submit a picture or video of the time travel experience.

CIRRICULUM LINK

Social Science Grade 4 & 6, Links to local history project or leader in history.

Reference: Bridging Ages South Africa

The Time Travel Method is an educational method, using local heritage in a learning process, to create reflection on contemporary issues, and provide tools for community building. The goal is to promote learning, social cohesion and contribute to community building. It is a role-play / dramatization of a historical event, to create reflection on a contemporary issue, staged at a local site within the community. In this instance, the local dramatization should take place in a mountainous area.

To prepare, research local sites and stories and think about how you and the learners can re-dramatize an event in history. Following the research, an event scenario should be written, a fictional story in a certain year at a specific site. Once ready, assign learners their roles and think about costumes or other items that can bring the dramatization to life. Children can either choose their own characters or they can be assigned. Everyone participates in the dramatization – there is no audience. The dramatisation must take place in the area or close to where the historical event occurred.



Once the dramatization is over ask critical questions (use what is applicable or craft your own):

- If this was a conflict – what could have been done differently to resolve the conflict?
- How did the dramatization make you feel?
- How does this piece of history link to mountains? Did mountains play a role? What if no mountains had been there?

If groups are mixed, younger children can get easier roles. They can even play an animal or object. Include simple questions for younger groups.

AGE ADAPTATIONS

ACTIVITY

ACTION PROJECT OPTION 4
DESIGN A 3D POSTER ABOUT THE IMPORTANCE/ USES OF MOUNTAINS

CIRRICULUM LINK

Social Science Grade 5 / Topic: Physical Features of SA / Concepts: Mountain ranges, valleys, hills, rivers / Location of Physical features in the Western Cape / Links between physical features (where people live) and what they do (vague link) / Social Science Grade 4 / Topic: Places People Live / People and their Needs

DURATION

30 minutes to 2 hours

Using any material, create a 3D poster about mountains and why they are important.

RESOURCES

You will need magazines, coccis, crayons, scissors, glue and other materials like empty egg cartons needed to craft a 3D poster. An A3 or larger cardboard will be required.



POINTS

You will earn 25 points per core use/important aspect that is reflected on the poster e.g. provides drinking water. You will earn between 25 and 200 points, depending on the complexity of the poster.

EVIDENCE

Submit a video or pictures of the poster. Include top and side views



3. Consolidation

Wrap up after your action project by reminding learners why the project they have completed is important to ensure all our mountains are protected into the future. Ask each participant to name one way that they will make sure that mountains are protected. They must each say or write down one thing they will do differently at home after the day, to protect mountains. Examples: tell others that mountains are important, don't litter, report fire etc. Ask some of the learners to share their ideas. Younger children do not need to write down the promise.

ACTIVITY

MAGNIFICENT MOUNTAINS CONSOLIDATION

DURATION

15 minutes

RESOURCES

Pen and paper (older children)





CapeNature

www.capenature.co.za

email: learning@capenature.co.za