CapeNature Cubs Club
Kids Conserving Nature

GROUPS

Cubs Club lesson plan for
catchment to coast - Save our Seabirds

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



Date

August 2025 to October 2025

Duration

Between 1 hour and 1 day (depending on projects selected)

Support material from toolbox



Mini SASS tub and magnifying glasses



Garbage bags and pickers



Whistle/ binoculars for outings



Kai & Friends Book & Activity Book



Save Our Seabirds

Catchment to Coast - Seabirds

We need our marine environments to thrive so that the marine birds will thrive too. Our marine bird species are important and we need to protect them.

Topics covered

Marine birds general (optional on programme)

- How animals adapt to their environment
- What a food chain is
- An example of a marine food chain

Marine birds under threat

- Concept of extinction
- Threats to our marine birds
- Ways in which we can protect our marine bird species

Curriculum links

Natural Science and Technology Grade 7
Strand: Life & Living
Topic: Interdependence – adaptations

Natural Science and Technology Grade 6
Strand: Life & Living & Structures
Topic: Ecosystems and food webs

Natural Science and Technology Grade 5
Strand: Life & Living & Structures
Topic: Food Chains

Natural Science and Technology Grade 4
Strand: Life & Living & Structures
Topic: Structures of animals

Natural Science and Technology Grade 5
Strand: Life & Living & Structures
Topic: Life cycles or skeletons and structures

Social Science Grade 7
Topic: Natural Resources and Conservation in South Africa

Social Science Grade 9
Topic: Resource use and sustainability

Life Skills Grade 4
Personal well being
Topic: Health and environmental responsibility (healthy environment, home and community)

Life Skills Grade 5
Personal well being
Topic: Health and environmental responsibility (local environmental health problems)

Life Skills Grade 6
Social Responsibility
Topic: Taking care of and protecting animals and places of safety for animals

Life Orientation Grade 9
Volunteerism concept

Outcomes

Know

- That our oceans and marine birds are under threat
- What the threats are to our marine birds and environment
- At least one thing that can be done to protect our marine birds
- That if our marine environments are harmed, it has an effect on humans as well as birds

Do

- Actively do something to protects our marine birds
- Skills obtained from the programme for example listening, reading, writing, analysing

Value

- Believe that it is our responsibility to protect our marine environments
- Believe that our marine environment is irreplaceable and that without it, humans will be unable to survive

LESSON PLAN

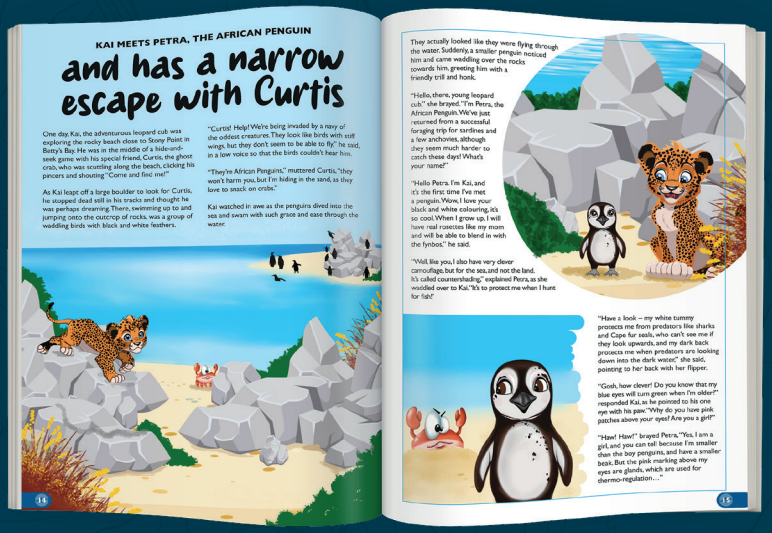
1. Introduction

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 catchment to coast concept as well as seabirds, before completing your action project. The story about Kai meeting and African penguin can be used to introduce the topic.


KAI MEETS PETRA, THE AFRICAN PENGUIN

and has a narrow escape with Curtis

One day, Kai, the adventurous leopard cub was exploring the rocky beach close to Stony Point in Betty's Bay. He was in the middle of a hide-and-seek game with his special friend, Curtis, the ghost crab, who was scuttling along the beach, clicking his pincers and shouting "Come and find me!"

As Kai leapt off a large boulder to look for Curtis, he stopped dead still in his tracks and thought he was perhaps dreaming. There, swimming up to and jumping onto the outcrop of rocks, was a group of waddling birds with black and white feathers.

"Curtis! Help! We're being invaded by a navy of the oddest creatures. They look like birds with stiff wings, but they don't seem to be able to fly," he said, in a low voice so that the birds couldn't hear him.

"They're African Penguins," muttered Curtis, "they won't harm you, but I'm hiding in the sand, as they love to snack on crabs."

Kai watched in awe as the penguins dived into the sea and swam with such grace and ease through the water.

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They actually looked like they were flying through the water. Suddenly, a smaller penguin noticed him and came waddling over the rocks towards him, greeting him with a friendly trill and hook.

"Hello, there, young leopard cub," she brayed. "I'm Petra, the African Penguin. We've just returned from a successful foraging trip for sardines and a few anchovies, although they seem much harder to catch these days! What's your name?"

"Hello Petra. I'm Kai, and it's the first time I've met a penguin. Wow, I love your black and white colouring, it's so cool. When I grow up, I will have real rosettes like my mom and will be able to blend in with the fynbos," he said.

"Well, like you, I also have very clever camouflage, but for the sea, and not the land. It's called countershading," explained Petra, as she waddled over to Kai. "It's to protect me when I hunt for fish!"

"Have a look – my white tummy protects me from predators like sharks and Cape fur seals, who can't see me if they look upwards, and my dark back protects me when predators are looking down into the dark water," she said, pointing to her back with her flipper.

"Gosh, how clever! Do you know that my blue eyes will turn green when I'm older?" responded Kai, as he pointed to his one eye with his paw. "Why do you have pink patches above your eyes? Are you a girl?"

"Haw! Haw!" brayed Petra. "Yes, I am a girl, and you can tell because I'm smaller than the boy penguins, and have a smaller beak. But the pink marking above my eyes are glands, which are used for thermo-regulation..."

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CONCEPT (ADAPTATIONS & ECOSYSTEMS)

ACTIVITY

OPTION 1 STORYTELLING
KAI MEETS AN AFRICAN PENGUIN 1

DURATION

15 minutes

RESOURCES

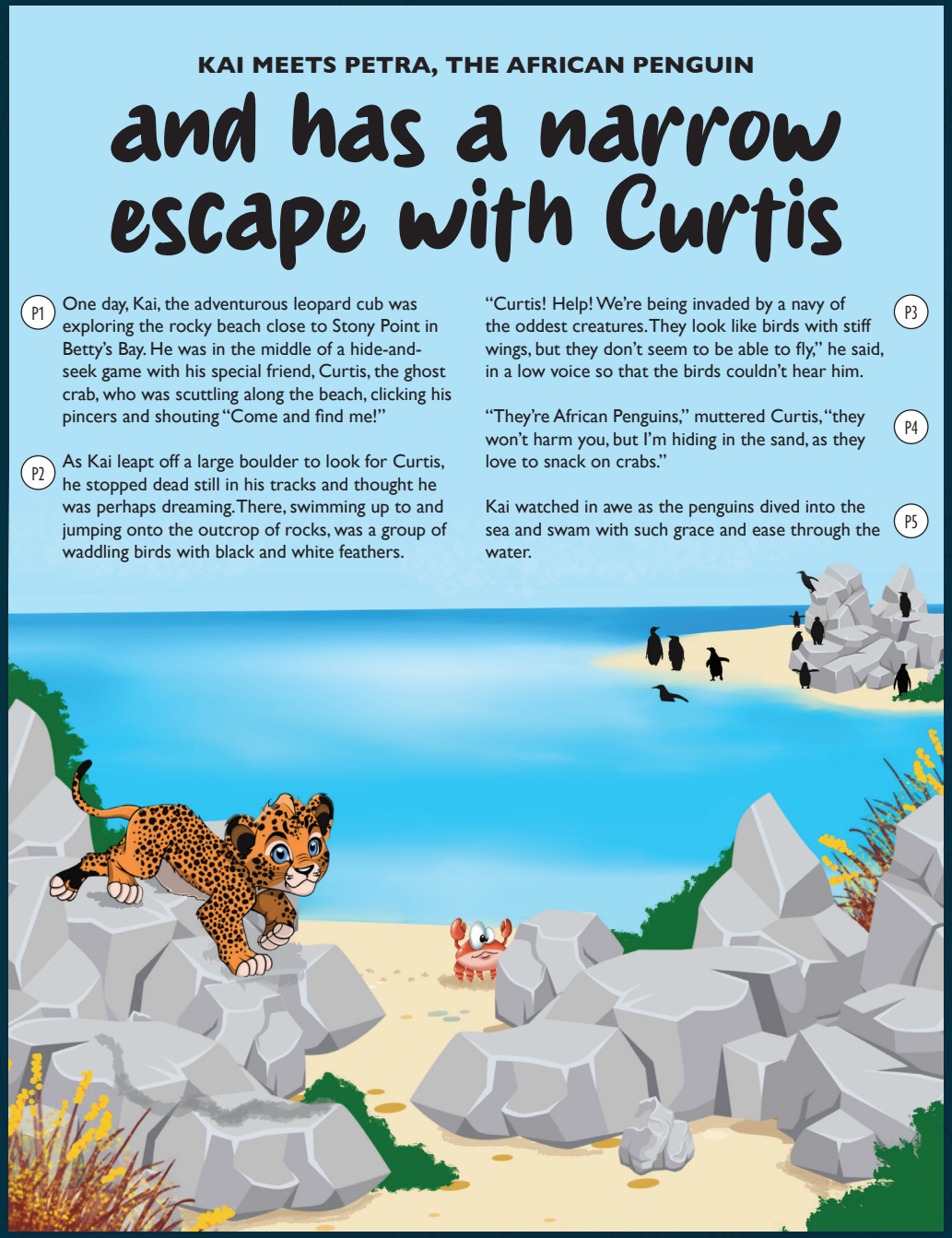
Kai & Friends Book – Kai Meets an African Penguin

CIRRICULUM LINK

Natural Science and Technology Grade 7 / Strand: Life & Living / Topic: Interdependence - adaptations

Read the Kai Meets an African penguin story.

1. **Paragraph 2** end – ask learners to waddle like a penguin – arms stiff next to body and sway side to side
2. **Paragraph 5** – ask kids to pretend to be swimming in the water
3. **Paragraph 6** ("trill and honk") – ask the kids to make the sound a penguin makes and help the penguin greet Kai – like a donkey while waddling at the same time.
4. **Paragraph 7** – ask the kids, who do you think Petra is struggling to catch fish? Get a few answers
5. **Paragraph 13** (…a large butterfly fluttered down from the treetops…) – tell the kids you don't think Kai heard that word, can they help the penguin out? Let kids say the word THER – MO -RE – GU – LA- TION out slowly a few times
6. **Paragraph 17** (He dashed from rock to rock) – ask the children to help Kai find Petra. Let them hold their hands up above their eyes and search the horizon calling "Petra! Petra!)
7. **Paragraph 18** – ask children to run away quickly like Curtis (side stepping to the left, then side stepping to the right). Tell them to help Curtis the crab get away from Petra and yell "Run Curtis"
8. **Paragraph 22** – ask children what it means that Petra is Critically Endangered.
9. **Last paragraph** – ("The penguins were breying and honking for Petra to join them") ask the children to help the other penguins call Petra back by honking.
10. **Once the story** is finished explain some things to the children and ask some questions:
    - **Explain** to learners that animals are all different and that often they need to adapt to their environment. Ask in what ways has Petra the Penguin adapted to her environment?
    - **Answer:** Pink eyes for thermoregulation and adapting to hotter environments, black back so that predators cannot see her from above when swimming in the water and white belly so that sharks and seals cannot see her from below.
    - **Explain.** Kai and Petra live in different environments? so they would each have adapted to these. Can they think of any ways in which the ghost crab or Kai have also adapted to their environments.
    - **Answer** may vary from leopard spots for camouflage to pincers for finding food or protection.



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

P6 They actually looked like they were flying through the water. Suddenly, a smaller penguin noticed him and came waddling over the rocks towards him, greeting him with a friendly trill and honk.



P7 "Hello, there, young leopard cub," she brayed. "I'm Petra, the African Penguin. We've just returned from a successful foraging trip for sardines and a few anchovies, although they seem much harder to catch these days! What's your name?"

P8 "Hello Petra. I'm Kai, and it's the first time I've met a penguin. Wow, I love your black and white colouring, it's so cool. When I grow up, I will have real rosettes like my mom and will be able to blend in with the fynbos," he said.

P9 "Well, like you, I also have very clever camouflage, but for the sea, and not the land. It's called countershading," explained Petra, as she waddled over to Kai. "It's to protect me when I hunt for fish!'



P10 "Have a look – my white tummy protects me from predators like sharks and Cape fur seals, who can't see me if they look upwards, and my dark back protects me when predators are looking down into the dark water," she said, pointing to her back with her flipper.

P11 "Gosh, how clever! Do you know that my blue eyes will turn green when I'm older?" responded Kai, as he pointed to his one eye with his paw. "Why do you have pink patches above your eyes? Are you a girl?"

P12 "Haw! Haw!" brayed Petra, "Yes, I am a girl, and you can tell because I'm smaller than the boy penguins, and have a smaller beak. But the pink marking above my eyes are glands, which are used for thermo-regulation…"



P13 "Thermo-what?" asked Kai.

P14 "Regulation," she replied. "The hotter we get, the more blood is sent to these glands so that it can be cooled by the air, which makes them pinker. It helps cool us on very hot days. But I must admit, I think they're very pretty!"

P15 "That's interesting," said Kai, starting to feel a bit bored with the overload of information. He was ready for some action.

P16 "Want to play catches-on-the rocks?" shouted Kai, above the sound of the waves. The next thing, Petra was gone. Kai looked around but couldn't find her.

P17 He dashed from rock to rock, looking around for his new friend.

P18 All of a sudden, he saw Petra emerging from the sea and chasing something on the beach with a fast rolling waddle. Kai bounded after Petra, realising that she was after his friend Curtis, who was side-sprinting for his life to escape.

P19 Kai pounced on Petra, pinning her to the sand, while he growled, "Petra, Curtis the ghost crab is one of my best friends, so you can't eat him."

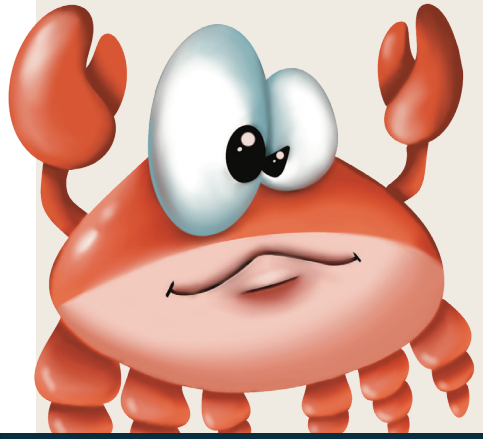
P20 Curtis meanwhile burrowed into the sand, muttering, "I wish these silly birds would pick on someone their own size and not be such bullies. I'm hardly a snack!".

P21 Kai let Petra go, while she dusted off her feathers and stamped her webbed black and grey feet in the sand.

P22 "Kai, I apologise but do be careful! I have just finished moulting and have all these lovely new feathers, which I don't want to ruffle too much! And don't pounce on me again, after all, I am critically endangered, so do take more care! That's why we live at the Betty's Bay colony, so we are protected."

P23 Curtis slowly protruded his two eyes from the sand, grumbling, "Well, promise both Kai and I that you won't attack me ever again and then we can all be friends.





P24 You can even help us clean the beach and protect our habitat, so that there is plenty of food for all of us!"

P25 The penguins on the rocks were braying and honking for Petra to join them, because they were returning to the sea. She waved goodbye with her flipper to her new friends, Kai and Curtis, who were tearing down the beach, continuing their game of hide-and-seek.

AGE ADAPTATIONS

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 such as asking the children why they think Petra's eye are pink, before the story answers it.

ACTIVITY

OPTION 2 STORYTELLING
KAI MEETS AN AFRICAN PENGUIN 2

DURATION

20 minutes

RESOURCES

Kai & Friends Book, pen and paper per child or group of children

CURRICULUM LINK

Subject - Natural Science and Technology Grade 6/'Strand: Life & Living & Structures/Topic: Ecosystems and food webs AND Subject - Natural Science and Technology Grade 5/'Strand: Life & Living & Structures/Topic: Food Chains

Read the story in the same manner as with STORYTELLING 1

- **Explain.** In an ecosystem, there are living and non-living things. Ask the children to name some of the living and non living things in the story (living e.g. crab, leopard, penguins/ non living sand/ shells/ rocks)
- **Explain.** In an ecosystem, plants and animals are connected to each other by their feeding relationships. This always starts with a plant because plants use the sun to make food. Reminding them that in the story, the penguin tried to eat the crab, ask them what they think the crab would eat and what would eat the penguin. Ghost crabs eat insects or the eggs of turtles. Penguins may be eaten by sharks or seals. Using these animals, ask them to draw a food chain. SUN – SEAPLANT – TURTLE – GHOST CRAB – PENGUIN – SHARK.
- **Tip.** You can have ready prepared pictures or words for the learners to use, especially for younger children.
- **Explain** that penguins mostly eat fish like sardines. Ask the learners to replace the CRABS with FISH

1. **Ask** what they think would happen to the penguins if all the fish and crabs disappeared? They will answer that the penguins will all die.
2. **Explain** to them that this is one of the reasons Petra and her kind are endangered.

AGES 4 – 8
Have a visual example of the food chain ready and possibly preset name tags or pictures.

AGES 9 – 13
To make the lesson a little harder, explain the different levels of the food chain. Primary producers, Primary consumers, Secondary consumers, Tertiary consumers and decomposers.

PART 2 TUNING IN TO OUR SEABIRDS UNDER THREAT

ACTIVITY

INTRODUCING THE PLIGHT OF OUR MARINE SEABIRDS

DURATION

15 minutes

RESOURCES

None

CURRICULUM LINK

Links to curriculum in action projects below.

- **Explain** to learners that many seabird species, such as the African Penguin, are in danger of becoming extinct. This is due to a variety of reasons, one of them being declining fish stocks. Explain that endangered means that a species has become very few that it runs the risk of becoming endangered in future.
- **Ask** the learners how they think we can protect our seabirds and then lead into the activity that you have selected as one of those actions that we can do.

AGES 4 – 8
Explain concepts like declining fish stocks in simple, plain language.

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.



ACTION PROJECT OPTION 1
VISIT A RESERVE KNOWN FOR IT'S BIRDS OR A COASTAL AREA AND SPOT SOME BIRDS



1 to 8 hours (depending on length of stay)



You will need to pay entrance fees for some reserves like Stony Point and Bird Island. For long stays, you may want to pack in refreshments. Your binoculars and whistle from your support box should be taken with. Bird identification book (optional).



Your group will earn 150 points for a visit to a nature area and an additional 25 points for each bird they have identified.



Submit a group picture on the reserve and a picture taken of each bird, with their name



Grade Levels:
- Natural Science and Technology – Grade 4
- Life Skills – Grade 6

SUBJECT 1: NATURAL SCIENCE AND TECHNOLOGY – GRADE 4

Strand: Life and Living / Structures
Topic: Structures of Animals
Activity Title: Bird Observation and Interview

Learners should observe a bird in its natural habitat, draw and label its external body parts, and explore how its body structure supports its way of life.

Instructions:

1. In groups, learners will observe one bird they see in the area.
2. Each group will draw and label the bird with the following parts:
   - Eye
   - Beak
   - Wings
   - Feet
   - Neck
   - Head
   - Feathers
   - Legs
3. After completing the drawing, ask learners to pretend they are interviewing the bird. They should write down the bird's answers to these questions:
   - How large are you?
   - How are your babies born?
   - Who do you live with?
   - How do you move?
   - What is your body covered in?

SUBJECT 2: LIFE SKILLS – GRADE 6

Topic: Social Responsibility – Taking care of and protecting animals and places of safety for animals

Objective:
Learners will understand the importance of conservation areas and the role they play in protecting animals and preserving biodiversity.

Extension Activity:
- Discuss the need for conservation areas (such as the one being visited).
- Explain how these areas help:
  - Protect species from extinction
  - Provide safe habitats for animals
  - Educate people about nature and biodiversity
- Connect this discussion to the birds they observed by highlighting how protected environments help ensure their survival.

By visiting a coastal nature reserve, you support their conservation efforts which includes the protection of marine birds. The best way to learn is by experience and seeing these birds in their natural habitat is a great idea. Once at the ocean, see how many coastal bird species you can spot (use your binoculars if necessary). Ask learners to try and identify some bird species. Use the information signboards at the relevant reserve to formulate some questions for the learners about the different coastal bird species.



ACTIVITY

ACTION PROJECT OPTION 2
ENJOY A SUSTAINABLE FISH BRAAI OR MEAL

DURATION

1 to 2 hours

RESOURCES

Fish will need to be bought, and all items required to cook it, be made available.

POINTS

Your group will earn 50 points for downloading the SASSI APP and 150 points for hosting a sustainable fish braai and eating a SASSI green listed fish

EVIDENCE

Submit a screenshot of the SASSI APP on the group leaders' phone and a group picture at the gathering with the name of the fish eaten.

Grade Levels:
- Natural Science and Technology – Grade 4
- Social Sciences – Grade 7 or Grade 9

SUBJECT 1: NATURAL SCIENCE AND TECHNOLOGY – GRADE 4

Strand: Life and Living / Structures
Topic: Structures of Animals
Activity Title: Fish Observation and Interview

Objective:
Learners will examine the structure of a fish and understand how its body parts are suited for living in water.

Instructions:
1. In groups, learners will draw a "fish" and "label" the following external body parts:
   - Eye
   - Body
   - Tail
   - Fins
2. After labeling the drawing, learners will "pretend to interview the fish" and write down its responses to the following questions:
   - How large are you?
   - How are your babies born?
   - Who do you live with?
   - How do you move?
   - What is your body covered with?
   - What is the texture of your skin?
   - Where do you live?

SUBJECT 2: SOCIAL SCIENCES

Grade 7 Topic: Natural Resources and Conservation in South Africa
Grade 9 Topic: Resource Use and Sustainability
Activity Title: Fish as a Natural Resource

Objective:
Learners will explore the concept of fish as a valuable but diminishing resource, and its broader impact on ecosystems and human livelihoods.

Instructions:
1. Learners will write a "short paragraph or essay" on the following topic:
   - "Fish as a resource is becoming scarce – what are the effects on humans, seabirds, and other animals?"

Key Points to Consider:
- Overfishing and its impact on fish populations
- Effects on food security and coastal communities
- How declining fish numbers affect predators like seabirds and marine mammals
- The importance of sustainable fishing practices and marine conservation

Explain. Many coastal birds, such as penguins, rely on fish as their primary source of food. If the fish stocks in the ocean become low, penguins may struggle to find food and a lack of food is one of the reasons that these birds are declining rapidly.

Because there is a realisation that marine resources are being overexploited, sustainable seafood initiatives such as SASSI have been put in place to protect vulnerable fish stocks, which in turn affect our seabirds and other marine life. SASSI, an initiative of WWF, affords consumers the opportunity to make better seafood choices by selecting fish that are in abundance instead of species that are under threat.

SASSI classifies food under three colours, GREEN – fish species that are abundant and which we should eat freely / ORANGE – fish species that are not in abundance, but that have not been flagged as under threat yet and from which we should eat with caution/ and RED - fish species that are under threat and from which we should not eat. It is important that we therefore make sustainable fish choices when we eat this food type and that we eat fish from the green list. Your choices can help reduce



overfishing, protect marine habitats, support sustainable fishing practices and transform supply chains! All of these in turn help our marine bird species in one way or another.

By choosing green they will:

- Choose seafood from healthy populations
- Reduce demand for vulnerable species
- Protect ecosystems by allowing over-exploited species to recover
- Support fisheries with responsible and sustainable practices
- Choose seafood caught or farmed with minimal environmental damage
- Avoid supporting irresponsible or harmful fishing or farming practices
- Avoid supporting bycatch – unwanted catch of other marine species/animals

For this project, ask your group to download the SASSI App onto their phones. As a group, select a GREEN categorised fish and prepare and eat a yummy fish meal together. Make the lesson fund by asking different members of the group to be responsible for different things (preparing fish, cooking fish, checking the fish status on SASSI, preparing salads, setting the table etc.). During the meal, to give it more context, pose some questions to the group relating to the topic. Two examples:

- What is SASSI and what color fish should we always eat from?
- How does eating a green fish benefit the ocean and marine species?

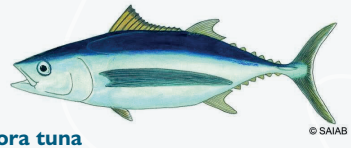
**Reference: SASSI*

LIST (EXAMPLE)

GREEN | ORANGE | RED



Abalone
(Haliotis midae)
Abelone, Perlemoen, Klipkous



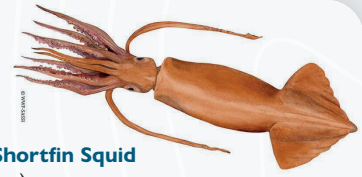
Albacora tuna
(Thunnus alalunga)
Albakoor, Albacore, Longfin tunny, Longfin tuna, Langvin tuna



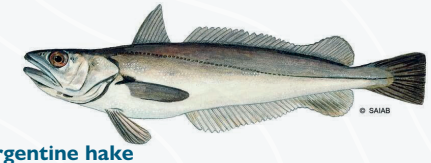
Anchovy
(Engraulis encrasicolus)
Anchovies, Ansjovis, Ancovetta



Angelfish
(Brama brama)
Atlantic pomfret, Angel, Engelvis, Brama brama



Argentine Shortfin Squid
(Illex argentinus)
Argentine Shortfin Squid



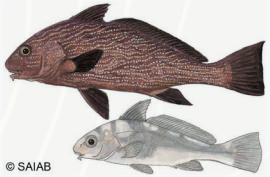
Argentine hake
(Merluccius hubbsi)
Stockfish, Stockvis, Merlu, Fishfingers



Atlantic mackerel
(Scomber scombrus)
Mackerel



Atlantic salmon
(Salmo salar)
Norwegian salmon, Scottish salmon, Atlantiese salm



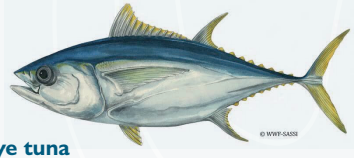
Baardman
(Umbrina spp.)
Umbrina, Belman, Belman kabeljou, Belmont



Baby clam
(Paphia undulata)
Baby clam, Undulate venus, Short-necked clam, Surf clam, Nylon clam



Banded galjoen
(Dichistius multifasciatus)
Striped galjoen, Gestreepte galjoen, Streep Galjoen, Striped galjoen, Damba, Sandvis



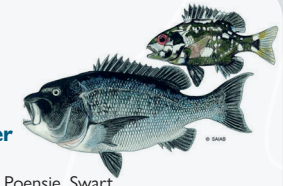
Bigeye tuna
(Thunnus obesus)
Albakoor, Albacore, Lonfin tunny, Longfin tuna, Langvin tuna, bigeyes



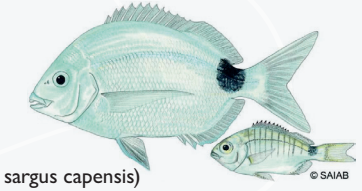
Biscuit Skate
(Raja straeleni)
Biscuit, skate



Black Mussel
(Choromytilus meridionalis)
South African mussel, Mussel



Black Musselcracker
(Cymatoceps nasutus)
Poenkop, Black steenbras, Poensie, Swart steenbras, John cracker, black mussel cracker



Blacktail
(Diplodus sargus capensis)
Dassie, Kolstert, Blacktail bream

ACTIVITY

ACTION PROJECT OPTION 3
DO A BEACH OR ENVIRONMENTAL CLEAN UP

DURATION

30 minutes to 1 hour

RESOURCES

Gloves for all children as well as a picker and garbage bags from your support box may be used. In addition to this, learners can use a pen and paper to count the different types of litter collected.

POINTS

Your group will earn 200 points for doing a beach clean up

EVIDENCE

Submit a group picture with the trash collected at the beach clean up

CIRRICULUM LINK

Life Skills Grade 4, Personal well being, Topic: Health and environmental responsibility (healthy environment, home and community) and Subject: Life Skills Grade 5, Personal well being, Topic: Health and environmental responsibility (local environmental health problems) link directly to a clean up. Life Orientation Grade 9, Volunteerism concept can be explained and use the action project as an example of the group volunteering their time at no cost by completing the clean up.

Explain the link of trash to seabirds. Seabirds are often curious about garbage and may also confuse it for food. This can cause digestion problem complications, disease and infection, and in some cases, even death. Less litter in the environment equals less sea birds affected in this manner. By cleaning up our environment, we remove potential hazards that may affect birds in future as well as protect the habitats in which they live.

Any trash that is thrown away inland, eventually ends up in the ocean, so cleaning up any inland area or beach will be of help to the environment. Gather the troops, and clean up a beach, or any inland area. As an optional add on, ask them to write down and record the type and number of trash they collect (e.g. 5 cigarette butts, 20 tin cans, 1 takkie). Explain that waste is not only harmful to the birds, but to us as well.

Once the clean-up is completed, ensure that the trash bags are disposed of responsibly.



ACTIVITY

ACTION PROJECT OPTION 4
PLAN AND PERFORM A TRASHY FASHION SHOW

DURATION

2 to 10 hours

RESOURCES

You will need trash that has been cleaned as well as materials such as staplers, glue, string and tape, to keep the trash pieces together. You may require prizes for the winner of your fashion show. Reach out to CapeNature to see how we can help!

POINTS

You will earn 350 points for planning and hosting a trashy fashion show.

EVIDENCE

Submit a group photograph at the fashion show event and at least two pictures of two items made from waste

CURRICULUM LINK

Life Skills Grade 4, Personal well being, Topic: Health and environmental responsibility (healthy environment, home and community) and Subject: Life Skills Grade 5, Personal well being, Topic: Health and environmental responsibility (local environmental health problems) link directly to a removing trash from the environment and re-using it.

Using the background information and trash-seabird links as set out in Option 3, explain the link between trash and seabirds. When trash can be turned into treasure, it not only removes litter from the environment, but also reduces our carbon footprint. By re-using items, rather than buying a new one, we reduce our carbon footprint which in turn helps our seabirds. Global warming affects seabirds in a negative way and therefore reduced items bought = healthier seabird populations.

Use a fashion show as an example of how trash can be turned into treasure and as a symbolic gesture towards minimising waste. You can divide your group into teams or they can each make a fashion item individually. Plan ahead so that learners can collect and clean the trash items that they want to use for the clothing they will be making. Arrange a day or two where they can plan their outfit and start making them, as well as the actual reveal day or fashion show.



ACTIVITY

ACTION PROJECT OPTION 5
SHARE YOUR LOVE OF SEABIRDS

DURATION

30 minutes to 2 hours (preparing information to be shared)/
10 minutes to 1 hour (sharing information)

RESOURCES

You will need to draw up a list of resources once you have decided what platform and means will be used to share the information.

POINTS

Your group will earn 100 points for sharing information about seabirds and an additional 25 points for each platform it is shared on

EVIDENCE

Submit a picture of the information shared and pictures of the information on the different platforms (the platform must be CLEARLY visible)

CIRRICULUM LINK

To link to the curriculum, select a topic from the curriculum and have learners research the information to prepare a poster or infographic, depending on age. Some ideas for topics include Subject - Natural Science and Technology Grade 5/ Strand: Life & Living & Structures/Topic: Life cycles or skeletons and structures. For Grade 7, Social Science, Topic: Natural Resources and Conservation in South Africa or Grade 9 Social Science, Topic: Resource use and sustainability can be used to discuss the reduction of natural resources and the effect it has on the sea birds in South Africa. Subject: Life Skills Grade 6, Social Responsibility, Topic Taking care of and protecting animals and places of safety for animals, can also be used.

Explain. By sharing information about seabirds, it increases awareness of their plight. The group should come up with one way in which they can shar information about their favourite seabird/birds. Sharing can be in the form of a presentation, creating an infographic or video for social media or a poster made and put up in the classroom. The group can use any material and means to share information – the sky is the limit.



3. Consolidation



ACTIVITY

PENGUIN PROMISES CONSOLIDATION

DURATION

15 minutes

RESOURCES

Pen and paper (older children)

Wrap up after your action project by reminding learners why the project they have completed is important to the plight of seabirds. Ask each participant to make one penguin promise – write down one action that they will change moving forward that can contribute towards seabird conservation. Some examples may include tell more people about penguins or never use a plastic straw again. Ask some of the learners to share their penguin promises. Younger children do not need to write down the promise and can even draw it instead.



Notes





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