CapeNature Cubs Club
Kids Conserving Nature

Cubs Club lesson plans 2026

GROUPS



CapeNature Cubs Club
Kids Conserving Nature

GROUPS

Cubs Club lesson plan
Wildlife Watchers

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



Date

May to July 2026

Duration

Introduction: 5 min to 30 min
Action Project: 30 min to 2 hours
Consolidation: 15 minutes
Total Time: Between 1 hour and 3 hours (depending on projects selected).

Support material from toolbox



Kai & Friends Book & Activity Book



Plant and animal cards

Animal Mask


Newsletter name
Wildlife Watchers
Theme
Biodiversity – Biodiversity Crime
Key message
We need biodiversity to survive.
(The focus is on bio crime that
destroys previous biodiversity crime)

Topics covered

Biodiversity (optional on programme)

- What biodiversity is
- Why biodiversity is important
- Ecosystems

Bio crime

- What biodiversity crime is
- Why we need to stop biodiversity crime
- What we can do to help biodiversity crime

Curriculum links

Subject: Natural Science and Technology Grade 5
Strand: Life & Living & Structures
Topic: Plants and animals on Earth (biodiversity, interdependence, animal types)

Subject: Natural Science and Technology Grade 7
Strand: Life & Living & Structures
Topic: Biodiversity

Subject: Life Skills Grade 4
Strand: Personal and Social Well Being
Topic: Healthy Environment

Subject: Life Skills Grade 6
Strand: Social Responsibility
Topic: Caring for Animals

Outcomes

Know

- What biodiversity is and why it is important (optional)
- What bio crime is, why we need to stop it
- Ways in which we can protect our biodiversity from bio crime
- Know at least one thing that can be done to stop bio crime

Do

- Actively do something to prevent or report biodiversity crime

Value

- Believe that it is our responsibility to protect biodiversity with the focus on acting legally ourselves and reporting biodiversity crime

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 (if any)
- Divide into groups if applicable

SETTING THE SCENE/TUNING-IN

You want to teach the group a little bit about the importance of biodiversity and biodiversity crime before completing your action project. Use the article in the newsletter as background information.



PART 1: TUNING IN TO BIODIVERSITY

ACTIVITY

OPTION 1 STORYTELLING
TOO MANY OF ONE BIODIVERSITY GAME

DURATION

15 minutes

RESOURCES

Multiple cards with the word leopard or owl on it. Other cards with the words grasshopper and mouse and grass and tree on it.
OR Plant and animal cards
OR Animal and plant masks

CIRRICULUM LINK

Subject: Natural Science and Technology

Grade 5/'Strand: Life & Living & Structures

Topic: Plants and animals on Earth (biodiversity, interdependence, animal types)

Grade 7/Strand: Life & Living & Structures

Topic: Biodiversity

1. Let all the children stand in a circle. Assign them the role of either a leopard or an owl.

2. Ask them what they will eat tonight (within the assigned circle). They will of course say, there is nothing to eat, or the owl will have nothing to eat.

3. Ask them what they will make their shelter with or where they will sleep? They will not be able to answer.

4. Explain that we need a whole lot of different plants and animals on Earth because plants and animals need each other.

5. Now assign some of them the role of mouse and tree and grasshopper and grass and so on.

6. Explain that nature needs variety. There are many different plants and animals on Earth. This is known as diversity. Would it not be a boring world without different animals and plants? You can use an example of only being able to eat cabbage every day.

7. **Question.** What does BIODIVERSITY mean? **Answer.** Biodiversity is the variety of life on Earth. It also means the different habitats or homes like the different places that animals call home.

ACTIVITY

OPTION 2 ZERO BIODIVERSITY INTRO
Move directly to PART 2 for tuning in if time is an issue

AGE ADAPTATIONS

OLDER CHILDREN
You can use animal groupings like reptiles, mammals, crustaceans, arthropods, gymnosperms and angiosperms etc. to make the language at a higher level



2. Tuning in to Biodiversity Crime

ACTIVITY

OPTION 1 WHAT'S MISSING?
INTRODUCING BIODIVERSITY CRIME

DURATION

15 minutes

RESOURCES

You will need: PSP Plant and Animal Cards or self-made cards for the ecosystem.

CIRRICULUM LINK

Subject: Natural Science and Technology

Grade 5/Strand: Life & Living & Structures

Topic: Plants and animals on Earth (biodiversity, interdependence, animal types).

Subject: Life Skills Grade 4/ Personal and Social Well Being/ Healthy Environment and Grade 6 Social Responsibility/ Caring for Animals.

- Lay out pictures or props of a healthy ecosystem (plants, insects, birds, animals). Then quietly remove one or two items (e.g. a tortoise, a succulent, a bird egg).
- Kids work in teams to answer:
  - What's missing?
  - Who took it?
  - What happens next?
- The activity should get kids thinking about cause and effect and introduces the idea that taking one species affects everything.
- Explain that when people take plants or animals illegally, this is what happens.
- Biodiversity crime is crime against plants and animals.
- Explain that today's action project helps protect our plants and animals from crime. – without which, we would cease to exist (using no pollination = no food as an example)

AGE ADAPTATIONS

OLDER OR YOUNGER CHILDREN
Have older children write down the answers on a card or paper or have a more complex ecosystem. Younger children can act out the missing animals.



ACTIVITY

OPTION 2 POACHERS VS PROTECTORS GAME

INTRODUCING BIODIVERSITY CRIME

DURATION

15 minutes

RESOURCES

You will need to prepare wildlife protector, threats and wildlife names for the learners (roles)

CURRICULUM LINK

Subject: Life Skills

Grade 4: Personal and Social Well Being/Healthy Environment and

Grade 6: Social Responsibility/Caring for Animals.

- Divide the learners into three groups:
  - **Wildlife** (animals or plants)
  - **Protectors** (rangers, community members, scientists)
  - **Threats** (illegal collectors, traps, fires — keep this symbolic and not frightening)
- Explain that **biodiversity crime** is when people illegally buy, sell, take, or damage plants or animals.
- Start the game:
  - The **Wildlife** group must move safely from one side of the space to the other.
  - The **Threats** try to gently "tag" them.
  - The **Protectors** may block, shield, or guide the wildlife safely across.
- After the round, ask the learners:
  - Was it easier to cross with protectors or without them?
  - Who helps stop wildlife crime in real life?
- Explain that this activity is active and energetic. It helps learners understand team-work, responsibility, and the idea that people can choose to protect or harm nature.
- Conclude by explaining that today's action project is about taking responsibility and playing our part in preventing biodiversity crime.

AGE ADAPTATIONS

OLDER OR YOUNGER CHILDREN

Have older children help coordinate or plan the movements of the younger children. Add some fun props into the activity to make it fun for the younger kids.



OPTION 3 STORYTELLING
INTRODUCING BIODIVERSITY CRIME

15 minutes

You will need: Kai & Friends Story book

Subject: Life Skills

Grade 4: Personal and Social Well Being/Healthy Environment and

Grade 6: Social Responsibility/ Caring for Animals

Read the Kai & Friends book Kai RESCUES HIS FRIEND FROM A SNARE

- Let the learners help act out parts of the story to keep them more involved. For example, when Poki calls for help, ask them to help Poki call so that someone can hear him. Or have them pull to help Gugi and Kai pull Poki's foot free.
- Ask the children how they think Poki felt being caught in the snare?
- Ask them if they think it is legal to put out a snare?
- Explain that crime against our plants and animals is called biodiversity crime. Ask them if they can give more examples (plucking flowers illegally, fishing without a permit, buying illegal goods)
- Explain that today is all about helping protect our wild plants and animals from criminals and doing our part to keep them safe.

OLDER OR YOUNGER CHILDREN
Have younger learners make puppet leopards and porcupines from an ice cream stick and a picture from the book. This can be used to get kids into character and have them read sentences of the story.



KAI HELPS RESCUE POKI FROM A NASTY SNARE

with the help of a friend

One day, in Autumn, after the first rains in the Cape Renosterveld, Kai, the leopard cub, was playing near a big puddle of water. He had completed a tough hunting lesson with his mom. Kai and his brother and sister cubs were learning the art of 'stealth', which means lying very still in the grass – pretending you are not there - and then mock charging full speed. He was exhausted and lay down in the grass while his family returned to the den for a rest and breakfast.

As he started to doze off, dreaming of a milky meaty snack while flicking the flies away with his tail, an urgent but familiar voice called out, "Help me, help me! I'm trapped!"

"Am I dreaming?" thought Kai. But the voice persisted, "Help, help, I can't move!" Kai's stood on his forepaws and looked around. There, tangled in a wire snare, was his friend Poki, the Cape porcupine, with his quills sticking through the wire mesh.

"Goodness, Poki, you have walked into a snare! I'll try and rescue you! It'll be hard with all those quills, but don't worry," assured Kai.

As Kai tried to free Poki from the snare, he heard a soft voice behind him. It was Gugu, the geometric tortoise.

"I could help," said Gugu, who was very shy and kept poking her head in and out of her shell.

"Goodness", thought Kai, "Gugu is one of the smallest tortoises in the world. She's no bigger than my paw! Not sure if she'll be much help."

"Sure, Gugs," said Kai. "Thanks for offering to help." Kai and Gugu worked slowly to untangle the wire snare. But Poki's quills and spines were sticking out everywhere, so it was very hard to get him out.

"Now that I've calmed down, chaps," said Poki, "Let me apply my intelligence to the problem. You are not going to get me through the wire mesh due to my armour of quills, but I am a superior digger, so let's see what I can do. Come on chaps, use your paws or whatever and help dig me out of this horrid trap."



"Sure, Poki, you are clever," said Gugu, "…but please stop throwing sand in my eyes and then I'll help you dig a tunnel. Try and remember to be careful, as I am the most threatened tortoise species in the world."

"Fine time to remind us," muttered Poki under this breath.

Kai started digging a tunnel with his paws and watched Gugu's bright yellow starred shell disappear into the sand.

"This is not really what my paws are used to, but I'll give it my best shot," said Kai to himself.

Suddenly, Gugu reversed out of the hole, followed by whiskery hairs, a greyish-brown bristled face, flattened spines and quills, and finally, a spiny tail.

"Well done, team," said Poki, rattling his spines and dusting himself off as he freed himself from the trap. "Thanks so much for your sterling effort!"

"Poki, I noticed that you left some spines in the snare," observed Gugu. "Yes," replied Poki, "when I was first trapped, I released some spines to protect myself, as I wasn't sure what was happening. But don't worry, my spines are like hair - they will grow again."

"That's a relief," laughed Kai, "you wouldn't be the same without your spines, Poki, and you wouldn't be able to protect yourself."

"Quite right old chap! I am starving," said Poki, scouting around for some bulbs and roots. "My mom warned me about animal snares and traps. She said they are illegal and not allowed because they injure and terrify animals."

"It makes my very cross," added Gugu indignantly. "Imagine if you hadn't escaped, Poki. Maybe you would land up as porcupine soup!"

"Haha," replied Poki, "That's not even funny! My dad said that there are so many different animals that are trapped every day in snares. But there are some kind humans who report these illegal activities and a few animals are rescued."

"I wish more humans would report these horrible snares. We need to be very careful not to walk into another one! Imagine one of my paws caught in these traps?", said Kai, shuddering and looking at his paw.



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

OPTION 1
MAKE DO AND DON'T CARDS FOR YOUR GROUPS NEXT OUTING

DURATION

1 hour to 2 hours (depending on complexity)

RESOURCES

You will need a place to make your do and don't cards. You will need paper and a laminating machine and pouches OR cardboard. You will need markers of different colour (other materials like paint can be used but pick something that will stand out). A keychain loop will be needed to hold the cards together and a punch needed to make the hole for the keychain loop.

POINTS

Your group will earn 25 points for every do or don't card made.





EVIDENCE

Post a picture of your group with your do and don't cards.

ACTION

Explain. It is important that we always remain legal ourselves when we visit a nature area or reserve. Do some research about the rules and regulations of one of the CapeNature or other nature areas near you – specifically with biodiversity in mind. Make a square sign for each of these that can be used by the group leader to remind you when next you have an outdoor visit. Some examples include **DON'T PICK FLOWERS, DON'T DRAW ON ROCKS, STAY ON PATHWAYS, ONLY MAKE FIRE IN DESIGNATED AREAS.**

You can make your signs on paper and then laminate it afterwards or use cardboard instead. To make the signs mobile (so that they can go with your group leader on trips), you can either place them in a flip file pocketbook or punch a hole in the corner of each and thread through a keychain loop.



ACTIVITY

OPTION 2
DESIGN A WILDLIFE GUARDIAN POSTER

DURATION

30 min to 2 hours (depending on complexity)

RESOURCES

A project board, art supplies depending on the medium you want to use (kokis, old magazine cut outs, materials for 3D effects, crayons etc)

POINTS

Your group will earn between 100 and 300 points for their project poster, depending on complexity.

EVIDENCE

Submit a picture of your poster.

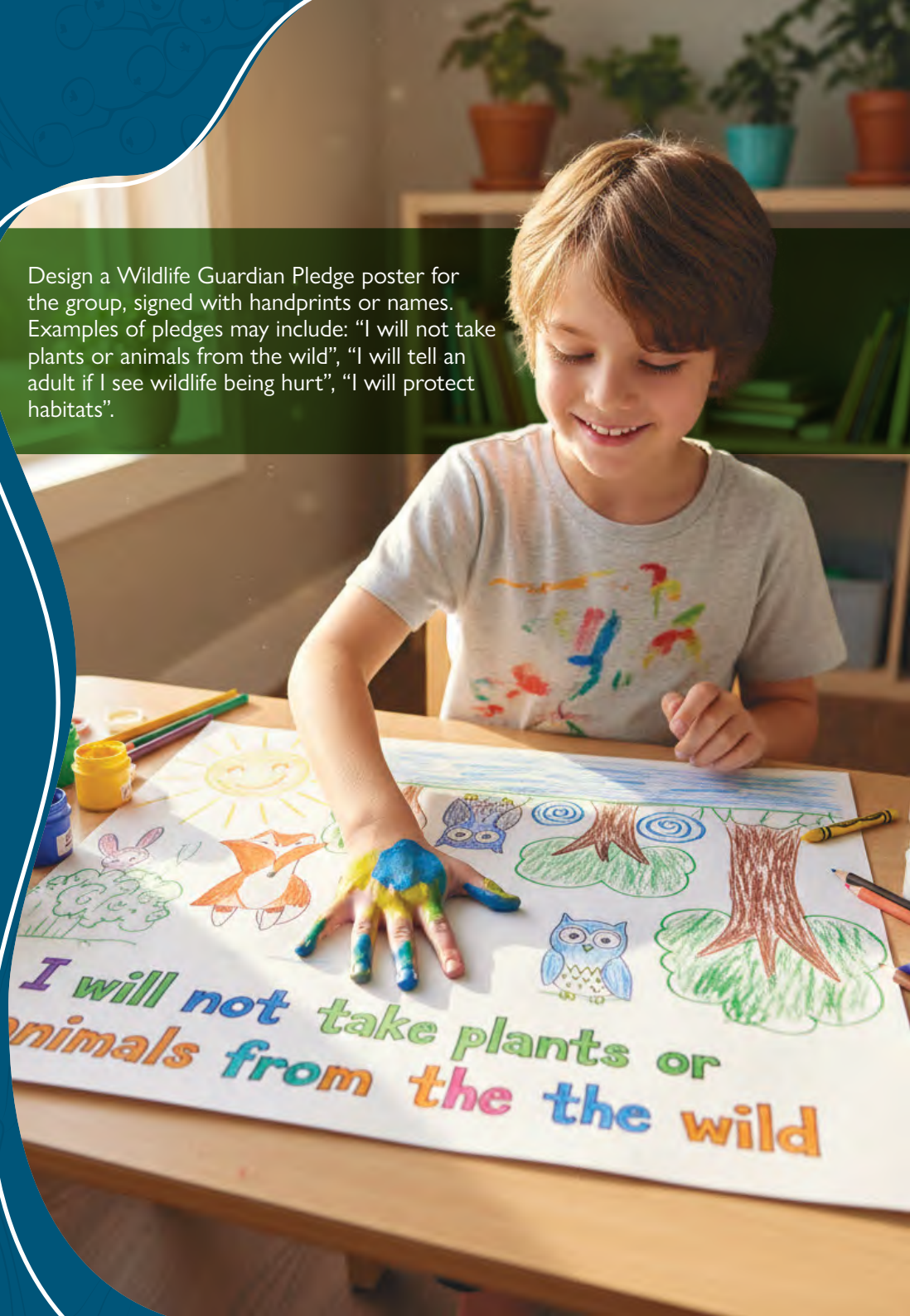
CIRRICULUM LINK

Subject: Life Skills

Grade 4: Personal and Social Well Being/ Healthy Environment and

Grade 6: Social Responsibility/ Caring for Animals

Design a Wildlife Guardian Pledge poster for the group, signed with handprints or names. Examples of pledges may include: "I will not take plants or animals from the wild", "I will tell an adult if I see wildlife being hurt", "I will protect habitats".



Kids roleplay situations:
Someone picking flowers in a reserve, an injured animal, traps or strange noises.

They must decide:
- Do we report?
- Who do we tell? (ranger, parent, teacher)



In the end, create a simple reporting chart for the group that includes the emergency numbers to report a crime to.

If you see something wrong → Tell a grown-up → Tell a ranger with emergency numbers. Emphasise: "You don't have to be brave. You just have to notice."

ACTIVITY

OPTION 3
PLAY THE EYES AND EARS REPORTING GAME AND REPORTING CHART

DURATION

15 min to 90 min

RESOURCES

Paper or poster paper to create reporting chart. Materials needed to create a reporting chart.

POINTS

Earn your group 150 points for completing a roleplay and 150 points for the reporting chart.

EVIDENCE

Submit a video of your roleplay and a picture of your reporting chart.

CURRICULUM LINK

Subject: Life Skills

Grade 4: Personal and Social Well Being/ Healthy Environment and

Grade 6: Social Responsibility/ Caring for Animals

4. Consolidation

ACTIVITY

CONSOLIDATION OF BIODIVERSITY CRIME ACTIVITY

DURATION

15 minutes

RESOURCES

None

Sit in a circle and go around and each child finishes one sentence allowing words, actions or sounds (best for younger kids).

Biodiversity is...
One new thing I learned today is...
I need biodiversity because...
Biodiversity crime is...
Biodiversity crime is sad because...
One thing I can do to help is...
I can report biodiversity crime to...









CapeNature

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CapeNature Cubs Club
Kids Conserving Nature

GROUPS

Cubs Club lesson plan
The Climate Countdown

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



Date

August to October 2026

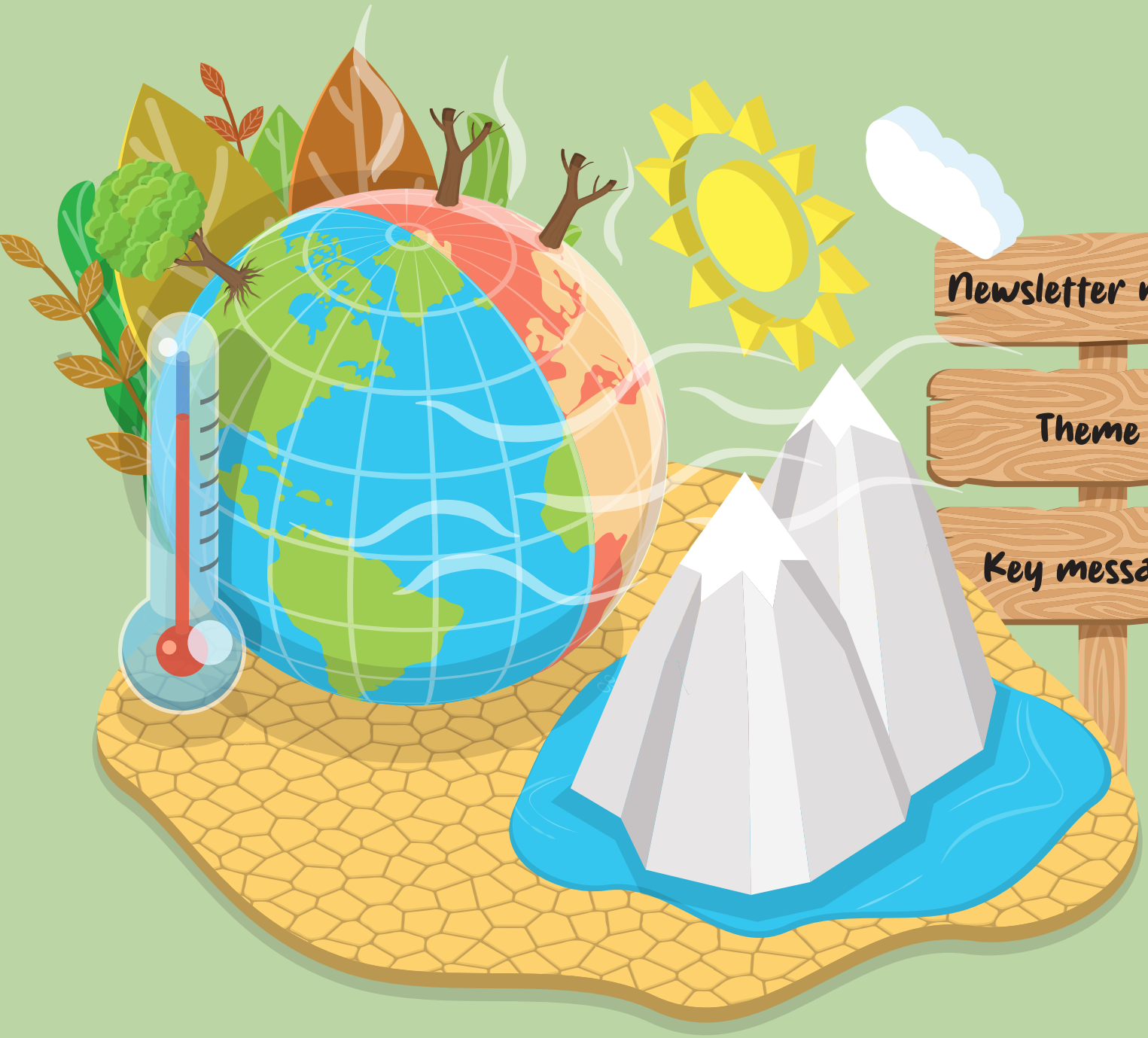
Duration

1 to 3 hours (depending on projects selected)

Support material from toolbox



Climate Change Booklet



Newsletter name The Climate Countdown

Theme Climate Change

Key message We need to prevent and down climate change.



Topics covered

Weather & Climate Change

- What weather is and what climate change is
- What causes climate change
- What can be done to decrease the speed of climate change

Curriculum links

Subject: Natural Science and Technology Grade 5
Strand: Energy & Change and Systems
Topic: Energy & Electricity

Subject: Natural Science and Technology Grade 7
Strand: Energy & Change
Topic: Sources of Energy

Subject: Natural Science and Technology Grade 9
Strand: Planet Earth and beyond (the atmosphere)

Outcomes

Know

- What climate change is and why it is important to prevent it (optional)
- Ways in which we can stop or lessen climate change
- Know at least one thing that can be done to prevent climate change

Do

- Actively do something to prevent climate change

Value

- Believe that it is our responsibility to help aid the prevention of climate change



LESSON PLAN

1. Introduction

INTRODUCTION TO THE DAY'S ACTIVITIES

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

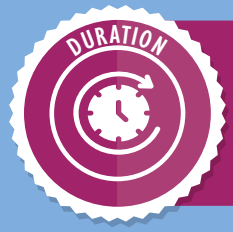
SETTING THE SCENE/TUNING-IN

You want to teach the group a little bit about what climate change is before completing your action project. Use the article in the newsletter as background information.

PART 1:
TUNING IN TO WEATHER AND CLIMATE CHANGE



OPTION 1: WHAT IS WEATHER & CLIMATE?



15 minutes



Climate Change Booklet



Subject: Natural Science and Technology

Grade 9/ Strand: Planet Earth and beyond (the atmosphere)

1. Ask learners to complete the weather vs climate activity.

2. Once they have filled it in. Explain that climate changes over a long time and weather over a short time.

3. Use the Natural vs Human enhanced image to ask kids to spot the difference (next page).

4. They should note that the difference is less heat escaping into the atmosphere. Explain that when we make things or drive cars, a gas called carbon dioxide is released into the air. When that layer gets too thick, the suns heat is blocked off from escaping and this makes the earth warner. It is known as the Greenhouse Effect. With a warmer earth, climate changes and this causes things like more floods, more drought, worse storms.

WHAT'S THE DIFFERENCE BETWEEN WEATHER AND CLIMATE?

Weather?

Answer: Typical weather over a **SHORT** period of



Write down which words belong to weather and which belong to climate.

1	Dry
2	Cloudiness
3	Hot
4	Precipitation
5	Cold
6	Temperature
8	Wet
7	Pressure
9	Wind

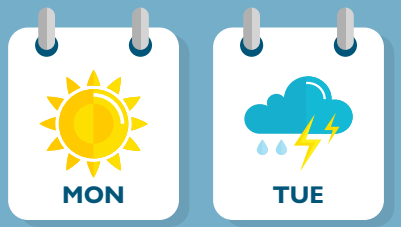
Climate?

Answer: Typical weather over a **LOOONG** period of



Weather?

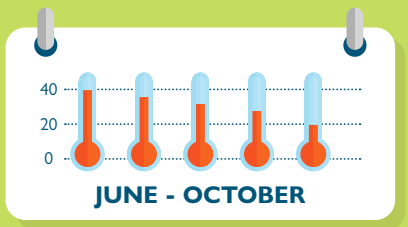
(what you get?)



VS

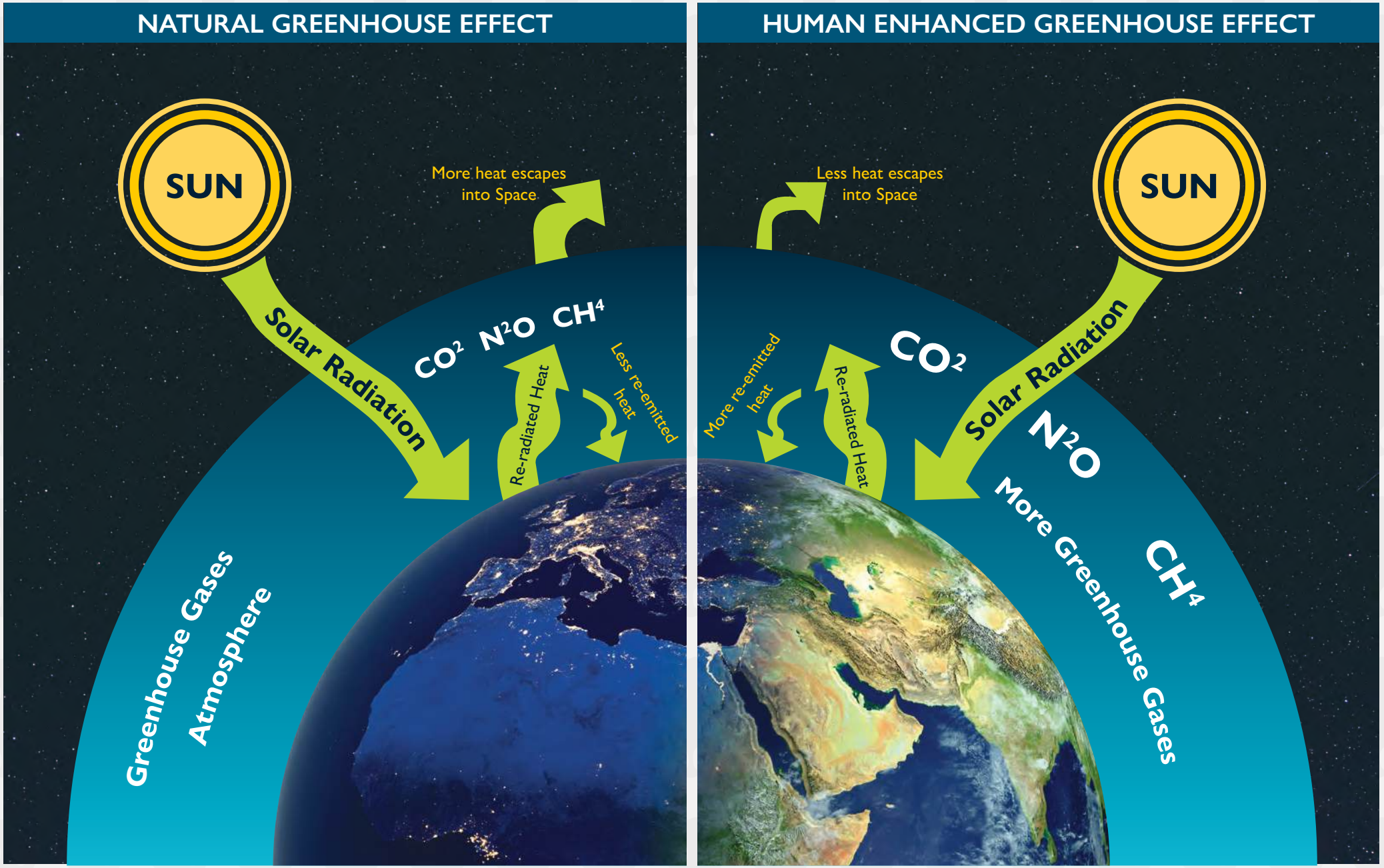
Climate?

(what you expect)



Solutions on page 09

SPOT THE DIFFERENCE



EFFECTS OF CLIMATE CHANGE *(see activity book)*

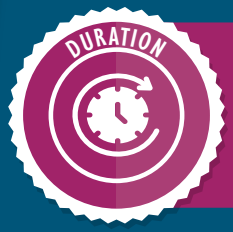
1. Changing rain and snow patterns
2. Changes in animal migration and life cycles
3. Stronger storms
4. Higher temperatures and more heat waves
5. More droughts and wildfires
6. Less snow and ice
7. Damaged corals
8. Rising sea levels
9. Warmer oceans
10. Changes in plant life cycles

Solutions on page 09

PART 2:
TUNING IN TO THINGS THAT CAUSE CLIMATE CHANGE



INTRODUCING THE CAUSES OF CLIMATE CHANGE



15 minutes



You will need copies of the NASA Climate Change activity in the Climate Change Booklet



Subject: Natural Science and Technology

Grade 9/ Strand: Planet Earth and beyond (the atmosphere)

Ask learners to spot items on the left page that may cause Climate Change. Then ask them to look for the items on the right page in the pic on the left (must circle). These are things we can do to help Climate Change. Discuss one or two in depth with the learners.

Examples:

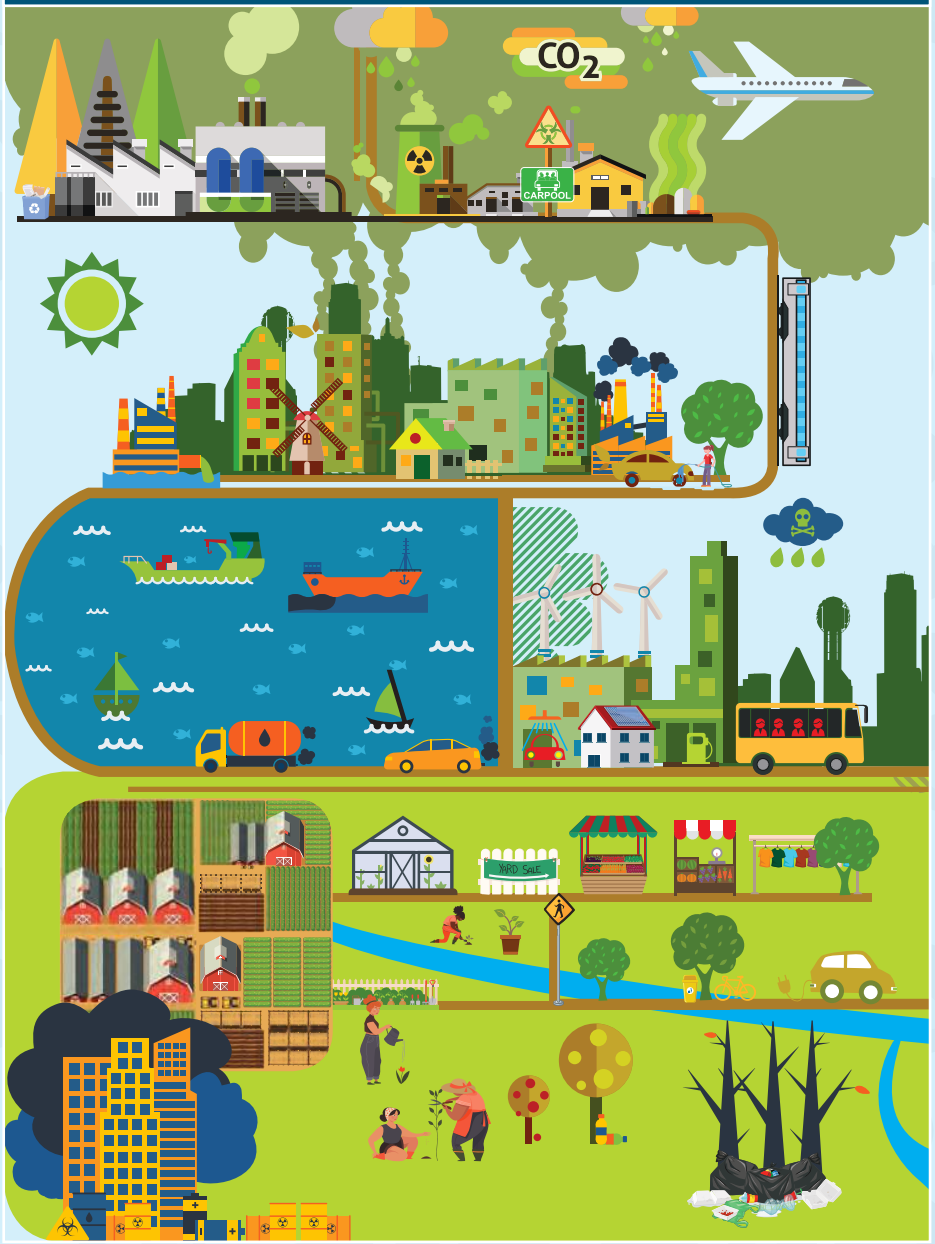
- **Windmill** – uses wind and not electricity. To get electricity we burn coal and carbon is released into the air.
- **Garden** – plants absorb carbon dioxide.
- **Carpool** – by carpooling we use only one vehicle and therefore less pollution from exhaust fumes enter the air (bad gasses, including carbon dioxide).

OLDER OR YOUNGER CHILDREN

Have older children write down the answers on a card or paper. Younger children, simplify and use the images – you can even let them draw a concept vs explain or find it e.g draw people on a bus, because if we use less cars, the air will not get as dirty. Or COUNT the number of things that we can do to prevent climate change – they must find and count the images.



WHAT CAUSES CLIMATE CHANGE?



ACTION THAT PREVENT CLIMATE CHANGE

Can you spot the good actions on the right in the picture on the left?

Pedestrian	Sailing boat	Raking leaves	Bus	Solar power
Field of crops	Diesel pump	River	Car wash	
Picking up trash	Garden	Nursery	Carpool lane	
Farmer's market	Plant Nursery	Bicycle	Recycling bins	
Windmill	Yard sale	Thrift store	Bike lane	
Train	Farm Stand	Wind Power	Cyclist	

Various images taken from NASA Climate Kids: Climate Change Bingo.

SOLUTIONS

Weather?

Wind
Cloudiness
Pressure
Temperature
Precipitation

Climate?

Hot
Cold
Wet
Dry

@ page 05



@ page 07



@ page 08

3. 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

OPTION 1
SWITCH OFF SQUAD

DURATION

1 hour to 2 hours (depending on complexity)

RESOURCES

You will need a place to make your energy saving signs as well as materials to do this. Consider cardboard and kokis or paper that is laminated. Don't forget prestick or something to stick it up with.

POINTS

Your group will earn 200 points for the energy audit and 25 points for every save electricity sign.

EVIDENCE

Send us a picture of your audit and signs.

CIRRICULUM LINK

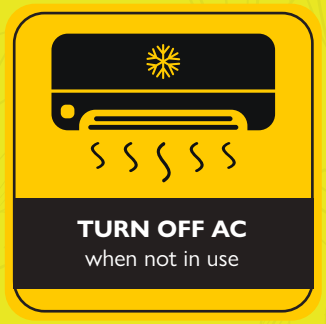
Natural Sciences and Electricity/ Energy & Change and Systems /
Topic: Energy & Electricity/ Grade 5 /

Kids work in teams to audit classrooms, homes or club spaces, creating signs and reminders to switch off lights, plugs and electronics.

Why it helps climate change: Using less electricity reduces greenhouse gas emissions from power generation. Small daily habits, multiplied across many homes, make a real impact.

Step 1: Audit your classroom, home or school in terms of the electricity that is used
Step 2: Decide what actions can be taken to save electricity at the school , classroom or home
Step 3: Design signs that remind the user to be responsible
Step 4: Put the signs up



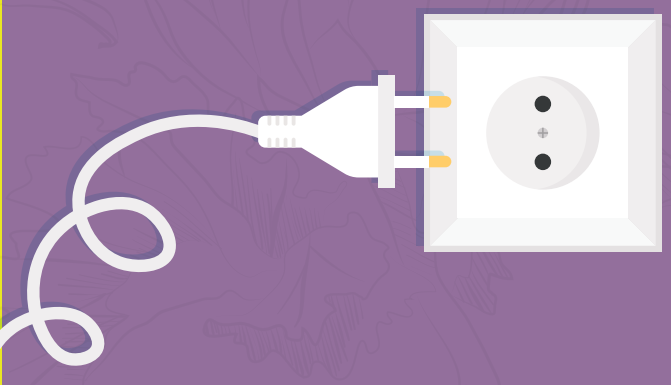




ENERGY AUDIT EXAMPLE

Go around your house and look at some of the ways you use energy. Use the chart below to tally how many of each item you find.

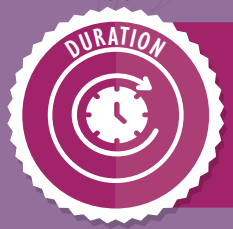
Example:  Computers and TVs	𝍸 III
 Lightbulbs	
 Computers and TVs	
 Large appliances	



Include how often you switch these on and off



OPTION 2
WALK, CYCLE OR LIFT



30 min to 2 hours (depending on how long it takes to make arrangements).



A tracking board.



Earn 20 points every time you cycle or walk somewhere instead of driving and 100 points every time you carpool instead of use your own car.



Submit your tracker.

Groups track and celebrate days when they walk, cycle or lift with one another (where safe and possible).

Why it helps climate change: Transport is a major source of emissions. Fewer car trips mean less carbon dioxide in the air — plus healthier kids. Come up with a conscious plan on how the group can improve the way they get to school or group meetings. Draw up a before and after tracker and track for at least two weeks.

ACTIVITY

OPTION 3
BEACH, RIVER OR PARK CLEAN-UP

DURATION

1 hr to 2 hrs

RESOURCES

Gloves and trash bags (check in with Learning & Awareness at CapeNature, we can spot you these tools).

POINTS

Earn your group 200 points for completing a clean-up.

EVIDENCE

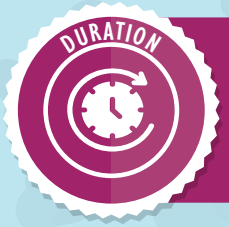
Submit a picture of the bags you have collected.

Get your group together to collect litter at a local beach, riverbank, park or green space. Why it helps Climate Change: Less plastic waste means less plastic breaking down into microplastics and fewer emissions from clean-up and landfill processing. It also protects ecosystems that absorb carbon, like coastal plants and wetlands.





OPTION 4
FOOD WASTE FIGHTERS



1 hr to 2 hrs



Bin to collect food waste or food audit sheet.



Earn your group 100 points for completing a food waste audit or 200 points for donating compostable material to a compost heap.



Submit a picture of the scraps you have composted or the audit.

Kids collect food scraps for composting or do a simple food-waste audit to see how much gets thrown away. Decide what you can do differently to prevent so much waste from entering the system or how and where you can contribute to food waste being used. **Why it helps climate change:** Food waste in landfills produces methane — a powerful greenhouse gas. Composting turns waste into soil instead of emissions.

HOME FOOD WASTE AUDIT

Week # _____worksheet

Investigating Your Kitchen
This week, pay attention to the food that is wasted every time you eat. Fill out the chart below by noting any foods that are thrown away, the quantity and reason it was uneaten, estimated monetary value, and if the waste was composted (or donated, etc).

NOTES: _____

	Food(s) Thrown Out	How Much? (1/2 cup, cup, etc)	Reason for Tossing	Estimated Value (R)	Composted? (Yes/No/ Other)
M					
T					
W					
T					
F					
S					
S					

For younger children, use images and simple language to help.

How to make compost

01



Choose a place

Ideal compost area is any shady spot near a water source with dimensions of 3x3x3 feet.

02



Add the ingredients

The ingredients are those rich carbon (brown materials) and those rich in nitrogen (green materials). Make sure large materials are chopped or shredded.

03



Add water as needed

Make sure the pile stays moist, but not too wet (it should feel like a damp sponge).

04



Keep things moving

Turn your compost mixture to ass air to the mix. This helps speed up the composting process.

05



Wait a while

When the compost no longer gives off heat and becomes dry, brown and crumbly, it's fully cooked and ready to be fed to the garden.



4. Consolidation

ACTIVITY

CONSOLIDATION OF CLIMATE CHANGE ACTIVITY

DURATION

15 minutes

RESOURCES

Paper and pen if drawing superpower, otherwise none.

Ask kids to imagine that they have unlocked a real Climate Change superpower by completing their action project. Each child must invent one power for themselves – energy saver, cleaner upper, tree protector, plastic spotter as some examples. They can each draw it or simply say if out loud one by one (My superpower is…). Once everyone has said or drawn their power, ask them to try and make this power become real by remembering to use it in future.



Notes



CapeNature

www.capenature.co.za

email: learning@capenature.co.za

CapeNature Cubs Club
Kids Conserving Nature

GROUPS

Cubs Club lesson plan
Fearless Fire

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

Date

August to October 2026

Duration

Between 1 to 8 hours (depending on projects selected)

Support material from toolbox


Kai & Friends Book


Fire booklet


Stationary



112 Pamphlets


Newsletter name
Furious Fire
Theme
Wildfire
Key message
We need to prevent fire and report it immediately if it does happen

Topics covered

Fire

- The fire triangle
- Causes of fire
- Fire prevention
- Types of fire

Curriculum links

Subject: Natural Science and Technology Grade 5/ The Fire Triangle

Natural Sciences and Technology/ Topic: Fuel Energy / Grade 5

Life Skills Grade5 / Strand: Personal and Social Well Being/ Topic: Health and Environmental Responsibility – safety measures at home and the environment

Outcomes

Know

- What fire is
- What causes fire
- What the fire triangle is and how it relates to being able to prevent or put out fire

Do

- Actively do something to prevent or report fire

Value

- Believe that it is our responsibility to prevent fire

LESSON PLAN

1. Introduction to the day's activities

THINGS TO REMEMBER BEFORE STARTING YOUR LESSON

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

2. Setting the scene/tuning-In

You want to teach the group a little bit about what fire is before completing your action project. Use the article in the newsletter as background information.



PART 1: TUNING IN TO FIRE

ACTIVITY

OPTION 1
STORYTELLING

DURATION

30 minutes

RESOURCES

Kai & Friends Story Book

CIRRICULUM LINK

Subject: Natural Science and Technology

Grade 5: The Fire Triangle

READ THE "KAI & HIS FRIENDS ESCAPE A WILDFIRE" STORY TO THE LEARNERS.

Use parts of the story to be interactive. For example, when Kai counts to ten for hide and seek, let the class count with you or when Siya goes to warn other animals, let the class help call out to warn other animals.

KNOW: Read the part about the fire triangle again after the story. Explain that fire needs three things – heat, fuel and oxygen. Explain that if one of these are removed, you can stop the fire or put the fire out. Use examples as with the additional information provided about the fire triangle.

DO: Ask learners some probing questions such as:

- What did Kai and friends do to get away from the fire? (they ran to a wet, safe spot). Explain how this relates to the fire triangle – an open area has no fuel to burn, and water will remove heat to put the fire out.
- Ask learners what they can do when in a nature area and there is a fire? Explain they can do the same, get to a road and call for help immediately.

VALUE: Ask learners why they think fire is bad for wildlife and why we need to prevent it. Explain that fire can hurt animals like Poki and Monty and Kai, but also that it destroys the plants and with this, their homes and food. Ask them to think about where Kai would live after the fire destroyed his home or what Siya would eat with all the plants burned down. Explain that we need to prevent wildfire and we need to report it is we see it.



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

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

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

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.

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

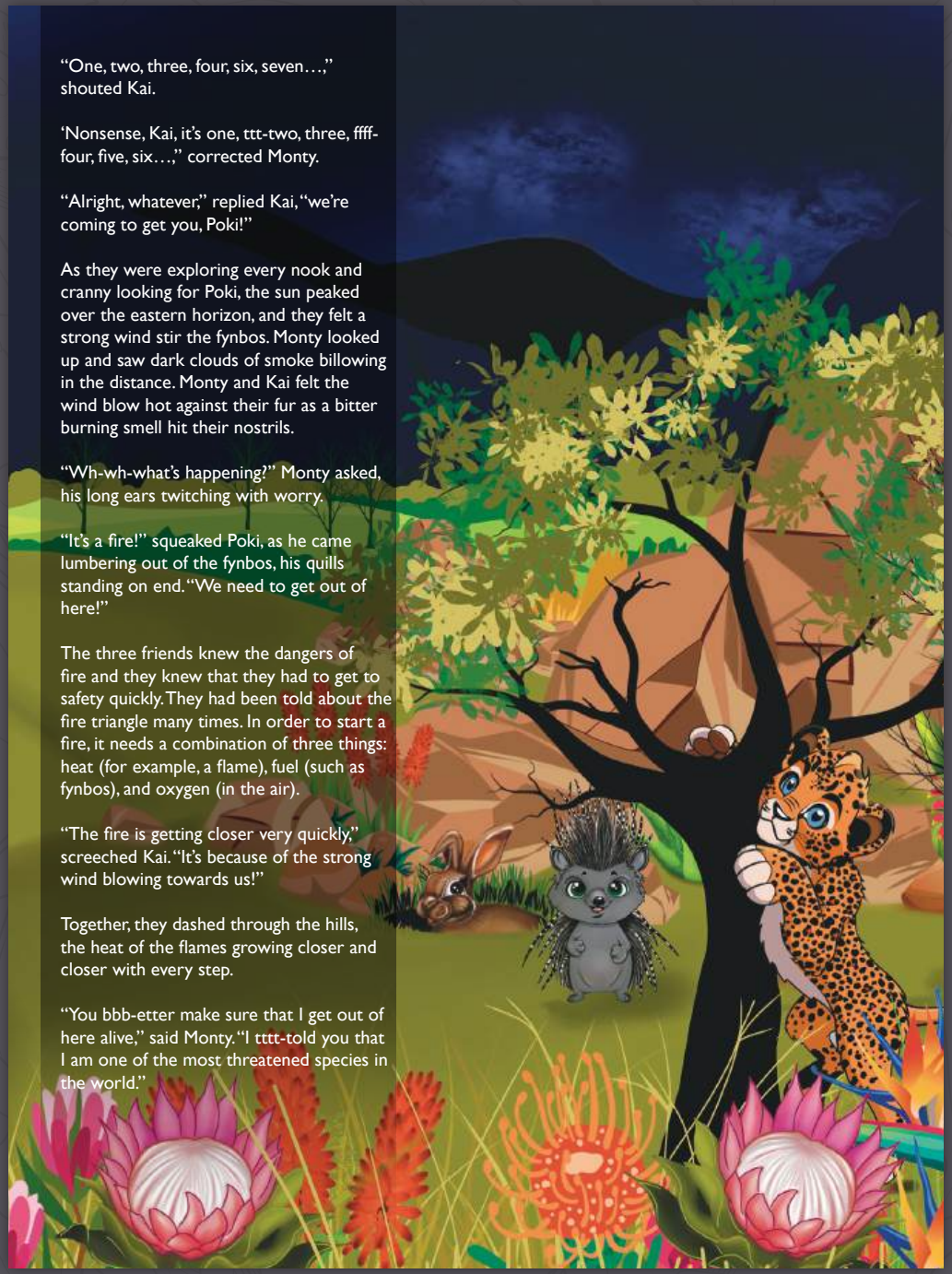
"It's a fire!" squeaked Poki, as he came lumbering out of the fynbos, his quills standing on end. "We need to get out of here!"

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).

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

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

"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."



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

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

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.

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

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.

"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."

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.

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.

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

"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.



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.

"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.

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

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.

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.

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.

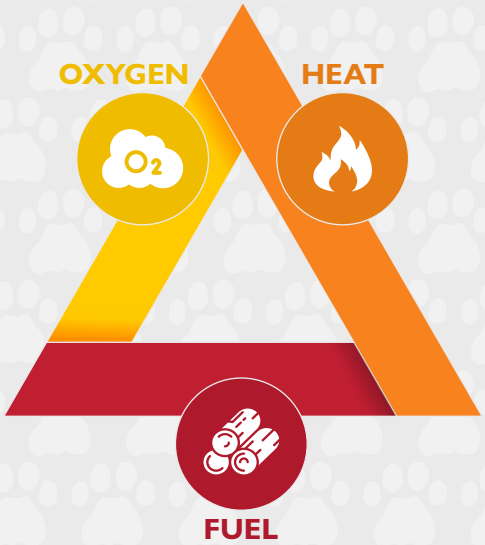
Kai, Monty, and Poki looked around at the devastation, and all of their hearts ached for home. "The fire may be gone, but the damage it caused will take time to heal," said Poki solemnly.

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."

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.



THE FIRE TRIANGLE



HEAT SOURCE. A fire needs a spark or flame to start. Fuel needs to be brought to ignition temperature in order for it to ignite. If the fuel drops below ignition temperature, the fire will go out. The most effective way to reduce this temperature is by cooling the fire with water.

FUEL OR COMBUSTIBLE MATERIAL: Dry vegetation, dry wood (furniture/ house structure), paper, plastics, rubbish, etc. The most effective way of preventing a fire is by removing or reducing the fuel.

OXYGEN is essential to sustain combustion (burning). Air is made up of 21% oxygen and the rest is a mixture of other gases predominately nitrogen (78%). The last 1% is made up of water vapour, carbon dioxide and other gases. If the level of oxygen drops to 15% or less, neither people nor a fire will survive. An effective way to remove oxygen from a fire is to starve it by smothering or covering it, usually with sand or soil.

- Take one of these elements away and the fire will die/be extinguished/not start.
- Every year, weather conditions (prolonged high temperatures, wind and dryness) combine to produce an optimal environment for wildfires. Dry debris on the ground (fuel) is ignited by lightning or careless humans (heat), and the resultant fire is supported by the surrounding air (oxygen).
- Use the analogy of a 3-legged stool - take a leg away and the stool no longer stands.

Remove air/oxygen:

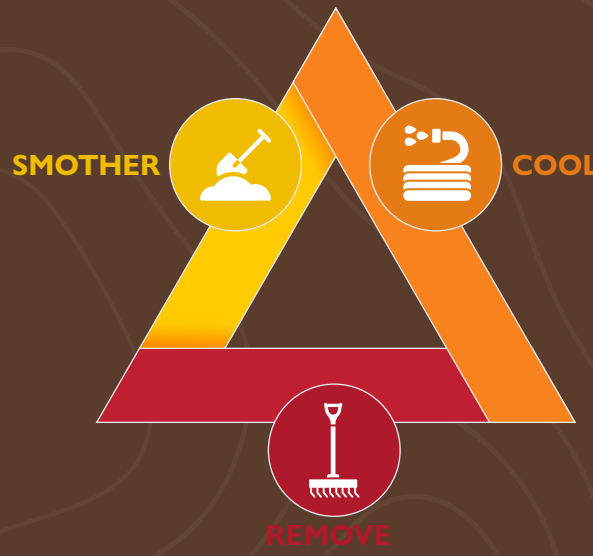
- smother with a blanket/clothes/sand/water/fire extinguisher/foam.

Remove heat/ignition source:

- add water/use fire extinguisher (water cools the heat, drops the fuel temperature to below ignition temperature and it adds moisture to potential fuel, thus stopping it from catching alight).

Remove fuel:

- take anything flammable out of the fire-path;
- remove invasive alien vegetation;
- create a fire break/prescribed burning.



COOL
Lower the temperature of the fire (usually with water) so the fuel can no longer burn.

SMOTHER
Cut off the fire's oxygen supply by covering it with soil, foam, sand, or a fire blanket.

REMOVE
Take away the fuel by clearing or separating burning material so the fire has nothing left to burn.

ACTIVITY

OPTION 2
GOOD FIRE BAD FIRE ACTIVITY

DURATION

15 minutes

RESOURCES

Fire booklet and good fire/bad fire activity, pen/pencils

CURRICULUM LINK

Life Skills Grade5 / Strand: Personal and Social Well Being

Topic: Health and Environmental Responsibility – safety measures at home and the environment

KNOW: Ask learners if they can tell you what fire is. Explain that there are two types of fire, useful or good fire and harmful fire.

DO: Ask them to complete the good fire/bad fire activity in the fire booklets. Ask them to write down other useful and non-useful examples of fire.

VALUE: Ask learners why they think fire is bad for wildlife and why we need to prevent it. Explain that fire can hurt nature. Explain that fynbos needs fire every now and again for seeds to grow, but that would be through natural causes usually – like lightning. If fire happens too often, it can destroy plants, their homes and everything else. Ask them to think about what would happen to animals and plants after a fire. Explain that we need to prevent wildfire and we need to report it as we see it.

WHAT IS FIRE?

INTRODUCTION LESSON



Background information:

- There are two kinds of fire - USEFUL and HARMFUL (dangerous).
- Words associated with USEFUL fire: warm, cooking, comforting. braai, bonfire, romantic, gives light, etc.
- Words and phrases associated with HARMFUL (dangerous) fire: deadly, fast, scary, hot, things get burnt, homes get burnt, uncontrolled, life of its own, dangerous, kills, possessions get destroyed, people get hurt and even die, smoke, destroys environments, veld, animals' homes, wild.
- An 'innocent' fire, such as burning garden rubble or cooking on a fire, can easily get out of hand if the wind picks up, turning it into a harmful or dangerous fire.



AGE ADAPTATIONS

OLDER CHILDREN

Have older children write down more complex examples of useful and harmful fire. You can also add in the causes of fire, both natural and unnatural.

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

OPTION 1
CREATE A DEFENSIBLE SPACE AT YOUR SCHOOL/CLUB/ COMMUNITY

DURATION

1 hour to 8 hours (depending on complexity)

RESOURCES

Items needed to create defensible space – depending on each scenario.

POINTS

Your group will earn 200 points for a defensible space created.

EVIDENCE

Send us a before and after picture of a building/ home/ area that had no defensible space before – but after mowing, cleaning up, removing, changing – it now does, and earn a whopping 300 points for the group!

CIRRICULUM LINK

Natural Sciences and Technology/ Topic: Fuel Energy / Grade 5

The term "defensible space" describes vegetation management practices aimed at reducing wildfire threats to homes. A defensible space is the area between a house/ building/community and an on-coming wildfire where the vegetation has been changed to lessen the wildfire threat and to provide an opportunity for firefighters to protect the area. Sometimes, a defensible space is simply a homeowner's properly maintained backyard.

Many people do not see the plants growing on their property as a threat. In terms of wildfire, the plants next to the property can have a very big influence upon the ability of the fire to survive. If plants are properly cut or removed, a wildfire can be slowed, the length of flames shortened, and the amount of heat reduced, all of which assist firefighters to protect the property.

Select a home/building or other space. Identify the fire risks. Resolve as many of the risks as possible and then reduce the fire risk by creating a defensible space around the area.

Defensible Space (keeping your home safe)



ACTIVITY

OPTION 2
SPOT THE DIFFERENCE ACTIVITY

DURATION

10 min to 20 mins

RESOURCES

Pens/pencils and copies of the spot the difference activity

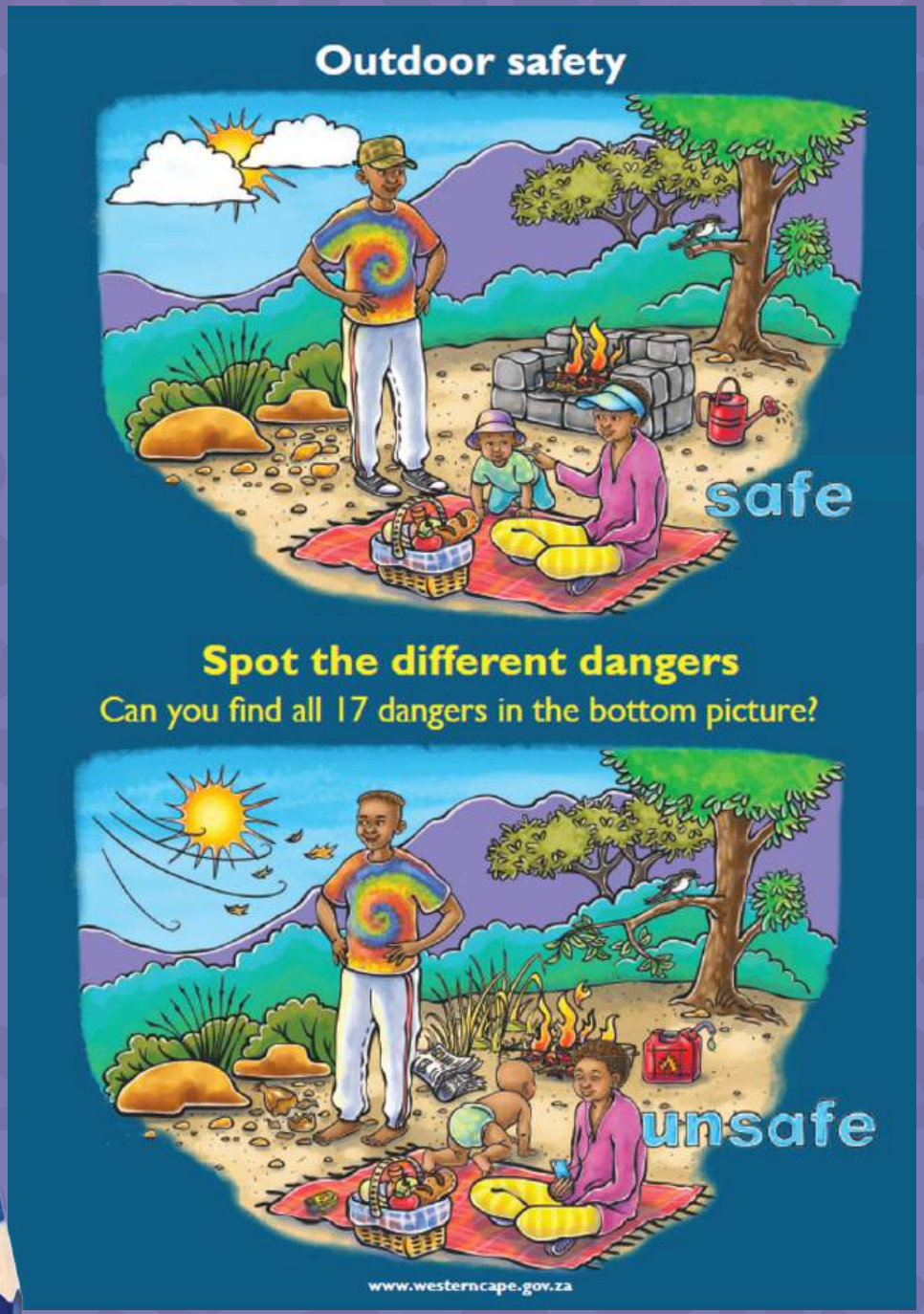
POINTS

Earn your group 50 points for completing the spot the difference activity.

EVIDENCE

Submit your completed spot the difference activities to us.





ACTIVITY

OPTION 3
DECREASE FIRE HAZARDS AT YOUR SCHOOL/CLUB/ COMMUNITY

DURATION

30 min to 8 hours (depending on how long it takes to make arrangements and implement

RESOURCES

Clean-up resource's dependant on type of hazards (rake/ trash bags etc.)

POINTS

Earn 150 points for decreasing the fire hazards around your community/home.

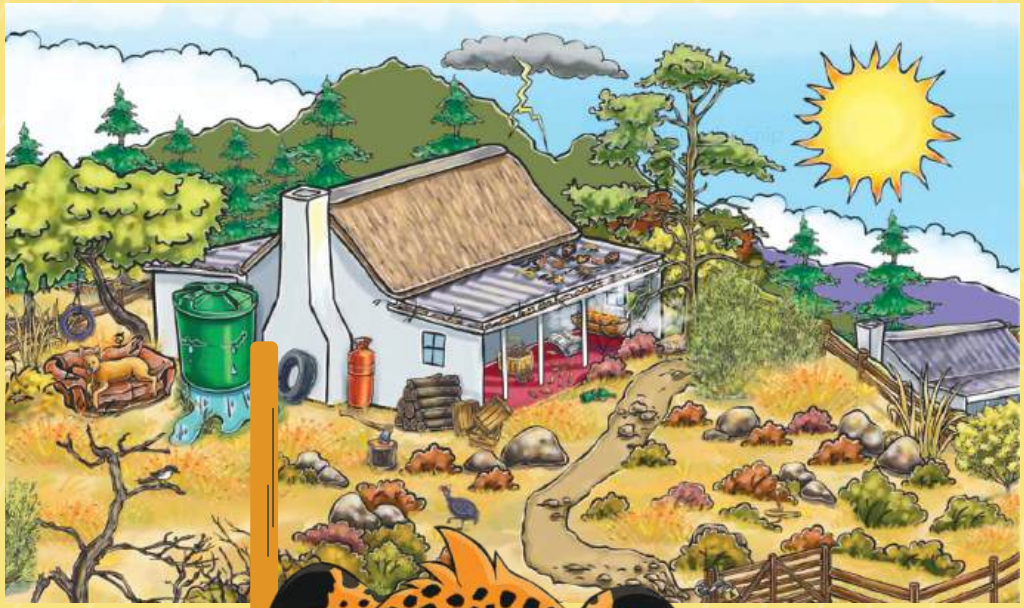
EVIDENCE

Before and after picture

CIRRICULUM LINK

Natural Sciences and Technology/ Topic: Fuel & Energy Grade 5 /

Fire hazards are those things that act as fuel or a heat source for fire. Garbage, litter, oil, gas tanks, dry leaves, old tyres…the list is endless. For this action project we would like to see a before and after picture of an area where the fire hazards were removed.





ACTIVITY

OPTION 4
REPORT SMOKE OR FIRE

DURATION

10 min - 1 hour

RESOURCES

Emergency numbers posters or pamphlets.

POINTS

Earn your group 100 points for displaying the emergency numbers in a prominent place in the community. Earn an extra 50 points for each display after the first.

EVIDENCE

Submit a picture of the emergency number posters.

CapeNature

REPORT
FIRE AND SMOKE

Reporting a fire quickly can mean the difference between minor damage and total devastation.

Help us act quickly and report smoke or fire

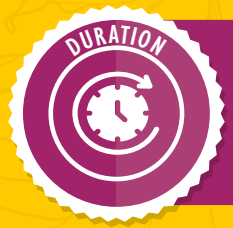


112 from a cell phone
10177 from a landline

4. Consolidation



CONSOLIDATION OF FIRE ACTIVITY



15 minutes



Paper and pen, flipchart board or something to stick papers onto, and prestick.

Ask kids to think about one thing they can and will do to prevent fire in future. Ask them to make a pledge and write this down on a piece of paper. Let each child come up to the front, tell you what their pledge is and stick it on a wall or the flipchart.

CAUSES OF WILDFIRE

BACKGROUND INFORMATION:

WILDFIRE: *An unplanned and uncontrolled fire spreading through vegetation, at times involving buildings.*

- More people are building their homes in what is called the wildland-urban interface. This is where development meets the natural environment. The danger of wildfire is very real in these areas. especially when surrounded by mountains. As the number of homes and other structures increases, so does the threat of wildfire to people and property.
- Every wildfire requires some spark or fire to start it.
- More than 90% of wildfires in the Western Cape are started by people.
- The main causes of wildfires are:
  - **Heavy equipment** or machinery being used in rural areas: harvesters, tractors, grinders, etc.
  - **Lightning:** Lightning is a cause of both wildfires and structural/house fires. In the Western Cape lightning is usually accompanied by rain. However. this is not always the case. Sometimes there is lightning on hot days or nights often accompanied by strong berg (warm) winds. This can easily ignite dry vegetation and rubbish. If a person has a house with a thatch roof, there should be lightning deflecting rods on the roof that will stop the lightning from hitting the thatch and igniting it
  - **Cooking fires:** Open fires for cooking and discarded hot ashes can cause wildfires, particularly in natural areas or on farms.
  - **Smoking:** Discarded cigarette butts can cause wildfires, be these from people working in the veld. passing pedestrians or motorists.
  - **Burning of debris:** Permitted and unpermitted burning of debris if badly managed, or if weather conditions change suddenly. can cause wildfires.
  - **Intentional:** Riots and unrest are also common causes of wildfires. Fires are sometimes set on purpose - this is called MALICIOUS INTENT.
- Human ignition: In large fynbos areas that are located close to major population centres, wildfires are largely due to human ignition. A careless match. cigatette butt, an unattended campfire, the use of fireworks, the uncontrolled burning of debris or

the sparks from equipment - these unplanned but deadly occurrences destroy lives, the environment and property. With forethought and care. many wildfires can be prevented.

- Youth/juvenile fire setting behaviour: Some studies show that youth between the ages of 11 and 14. particularly boys, are at the greatest risk for setting fires. The vandalism category is most closely associated with juvenile and adolescent fire setting. The fires are "set when the opportunity arises. often after school or on weekends. Boredom and frustration among youths, sometimes lead to peer. group challenge to create some excitement".
- Prescribed burns are conducted under very controlled conditions to promote growth and prevent uncontrolled wildfires.

WHEN CAMPING:

- Children must never be allowed to make a fire without adult supervision.
- Fires should ONLY be made in designated fire areas - not anywhere else. In the Western Cape. campsites have allocated areas for campfires.
- Never leave a burning or smouldering outdoor fire unattended.
- Before leaving the site or going to sleep, soak the fire with water and stir sand into the ashes or coals until every spark is out. Be careful of the hot steam and splashes when the water comes into contact with the hot coals.
- Never use candles, matches or gas stoves in a tent; it can burn within minutes trapping its occupants inside.
- Place tent upwind and well away from a campfire.
- Build the fireplace downwind, away from the tent, clear away all dry vegetation, dig a pit and surround it with rocks/stones.



Acknowledgment to the partners involved in the creation of the Fire Activity Book and Flipchart, from which much of the background information has been sourced.



CapeNature

www.capenature.co.za

email: learning@capenature.co.za

CapeNature Cubs Club
Kids Conserving Nature

GROUPS

Cubs Club lesson plan for the Great Grow Along

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

Date

February to April 2027

Duration

20 min to 2 days (depending on projects selected)

Support material from toolbox



Plant and animal cards




Newsletter name
The Great Grow Along
Theme
Plant One Million Trees
Key message
We need plants to survive



Topics covered

- Interdependence
- The uses/value of plants

Outcomes

Know
- Why plants are important to us
- Why it is important to plan indigenous plants
- What interdependence is

Do
- Actively do something to aide in greening or protect green areas

Value
- Believe that it is our responsibility to protect plants with the focus on planting at the right time of the year and the right species (indigenous)

Curriculum links

Subject: Natural Science and Technology Grade 5

Strand: Life & Living & Structures

Topic: Plants and animals on Earth (biodiversity, interdependence)

LESSON PLAN

1. Introduction to the day's activities

THINGS TO REMEMBER BEFORE STARTING YOUR LESSON

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

2. Setting the scene/tuning-In

You want to teach the group a little bit about the importance of biodiversity and biodiversity crime before completing your action project. Use the article in the newsletter as background information.



PART 1: TUNING IN TO OUR NEED FOR PLANTS (INTERCONNECTEDNESS)

ACTIVITY

INTRODUCING INTERCONECTEDNESS – WEB OF LIFE GAME

DURATION

10 - 20 minutes

RESOURCES

You will need: PSP Plant and Animal Cards or self-made cards for the ecosystem and a ball of string.

CIRRICULUM LINK

Subject: Natural Science and Technology

Grade 5/Strand: Life & Living & Structures

Topic: Plants and animals on Earth (biodiversity, interdependence).

This activity intends to show children that trees, plants, animals, soil and people are all connected and removing one part affects everything.

KNOW:

- Set the scene by gathering the group in a circle. Briefly explain: “Today we’re going to discover how everything in nature is connected.”

DO:

- Give each child a role card using the plant and animal cards. Make sure there are several plants and trees included.
- The facilitator starts by holding the string and says: “I am the Sun. I help trees and plants grow.”
- Throw the ball of string to a child holding a plant or tree, while holding onto one end.
- This child must then connect to another animal or plant for example, they say “Birds live in me!”) and throws the string to a child with a bird card. Continue until everyone is connected in a web.
- The big moment - gently tug one string (e.g., remove a tree or plant). Ask the children what happens to the web?
- Remove one child from the circle (drop their string) and show how the web weakens. Repeat this with a few children that have plants or trees.

VALUE:

- Explain that if one thing in the web collapses, it affects us all. If our plants and trees are threatened, it affects us all.
- Ask “What happens if we plant more indigenous trees? End with: “Planting trees makes the web stronger.”

Adapt the complexity of the web and types of plants and animals depending on if your group is younger or older.

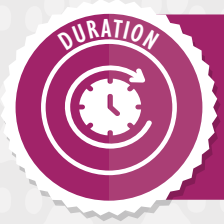
AGE ADAPTATIONS



PART 2: TUNING IN TO THE IMPORTANCE OF INDIGENOUS PLANTS



INTRODUCING THE BENEFITS OF PLANTS – PLANT TO PRODUCT



10 - 20 minutes



You will need: flipchart board, kokis, and paper.

This activity intends to show children that trees, plants, animals, soil and people are all connected and removing one part affects everything.

KNOW:

- Ask learners to look around the room and see if they can spot anything made from plants. Let them guess (book, wooden desk, paper, lunch, cotton clothing etc.)
- Explain that without plants, these things would not be possible.

DO:

- Using a flipchart or board, draw a human being in the middle then ask each child to come up to the front and draw or write down one thing we get from plants around the human figure.
- Take time to reflect on how much plants provide us. If there are any missing, add them – clothing (straw hats, cotton items, felt), paper, books, pencils, wooden spoons, cork stoppers, chairs, toothpicks, wooden furniture, wooden homes, food (pasta, popcorn, sugar, tea, fruit juice, cooking oil, spices), electricity (coal – fossilised plants), medicine (lotion, toothpaste, perfume, shampoo), rubber tyres, plant-based paint, biofuel, soy-based crayons!

KNOW:

- Ask learners to think about plants in the wild. Explain that there are some plant types that come from here and others that don't.
- Explain that our plants need to be protected from plants that don't belong here because they take up all the water and push them out.
- Plants that do this are called INVASIVE and we need to ensure that we never plant these types of plants or trees. When we plant, it must be non-invasive fruit trees or vegetables or indigenous.
- When we think about FOOD – plant non-invasive fruit trees or vegetables.
- When it comes to using plants for shade or greenery – plant indigenous (naturally occurring in the area)

VALUE:

- Ask learners to close their eyes and imagine a world without trees or plants. Reiterate that we need to protect our trees and plants. One way to do that is to plant more of the right thing.
- Explain that the Western Cape has incredibly special plants and, more than ever, this must be protected. Many of the species (70%) found here are found nowhere else in the world!



For older children a more complex explanation of invasive species can be given.

3. 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

OPTION 1
GROW IT FORWARD SEED STATION

DURATION

1 hour to 2 hours (depending on complexity)

RESOURCES

Scissors, plants to propagate (Spekboom or succulents are easiest), soil, container to place cuttings in (we recommend reusing a container), root hormone (optional)

POINTS

Your group will earn 150 points for propagating

EVIDENCE

Post a picture of your group with their propagated plants

Teach simple propagation (e.g. spekboom cuttings). Let each child prepare a plant or two. For extra points, label with care instructions. Give plants to family, neighbours, or a school.

Track how many "baby trees" leave the group.





ACTIVITY

OPTION 2
TREE DETECTIVES ACTIVITY

DURATION

2 - 24 hours (depending on complexity and research needed)

RESOURCES

Tools to remove harmful plants (garden gloves)

POINTS

Your group will earn between 100 and 300 points for the research into the indigenous and invasive plants, depending on complexity. Thereafter, earn 20 points for each invasive plant removed.

EVIDENCE

Submit a picture of the plants and labelled as invasive, alien or indigenous. For the removal, submit a before and after image.

Investigate which trees at your school, community or in a particular area are indigenous, invasive, or alien. Take photos of them or draw them and sort them into the three categories.

End with a plan to remove at least one of the invasive or alien plants in the area.

ACTIVITY

OPTION 3
RECYCLED ROOTS

DURATION

1 to 3 hours

RESOURCES

Old jars and containers, soil, material to decorate the pots with (kokis, paint, etc.)

POINTS

Earn your group 150 points for making the pot plants.

EVIDENCE

Submit a picture of your decorated pots

Turn your waste into growing containers. Collect plastic containers (tying into your recycling culture!), decorate and convert into seed pots. Plant indigenous seeds and see them grow.

Once your plants have grown, you can gift them to someone or plant them at your school, homes or community. You can host a “Green Showcase Day” where kids present their growing plants as an optional extra. Another idea is to sell them at a fete or similar day.



ACTIVITY

OPTION 4
MILLION TREE MISSION

DURATION

1 to 8 hours

RESOURCES

Plants

POINTS

Earn your group 150 points for their plan and another 150 points for implementing. A bonus 50 points for a mission tracker tree.

EVIDENCE

Submit your Million Tree Planner, image of at least one planted tree and the mission tracker tree post (if completed)

Let your group adopt a “mission” to help reach the million-tree goal. Introduce the Plant One Million Trees campaign and explain how planting indigenous and non-invasive fruit trees helps biodiversity.

As a group, decide how many trees your kids and their families or schools will commit to planting or sponsoring.

Optional extra - Create a large visual “Mission Tracker Tree” poster. Each time a tree is planted, add a leaf with the child’s name.



ACTIVITY

OPTION 5
ROOTS AND SHOOTS ART WALL

DURATION

1 to 12 hours

RESOURCES

Art materials, space/wall/large material to draw on.

POINTS

Earn your group 200 points for your art installation.

EVIDENCE

Submit an image of your artwork

Create a collaborative art installation representing one million trees. Paint a giant trunk on canvas or cardboard. Each child creates handprint leaves. Write indigenous tree names on each leaf.

Add facts about carbon storage and biodiversity.



4. Consolidation

ACTIVITY

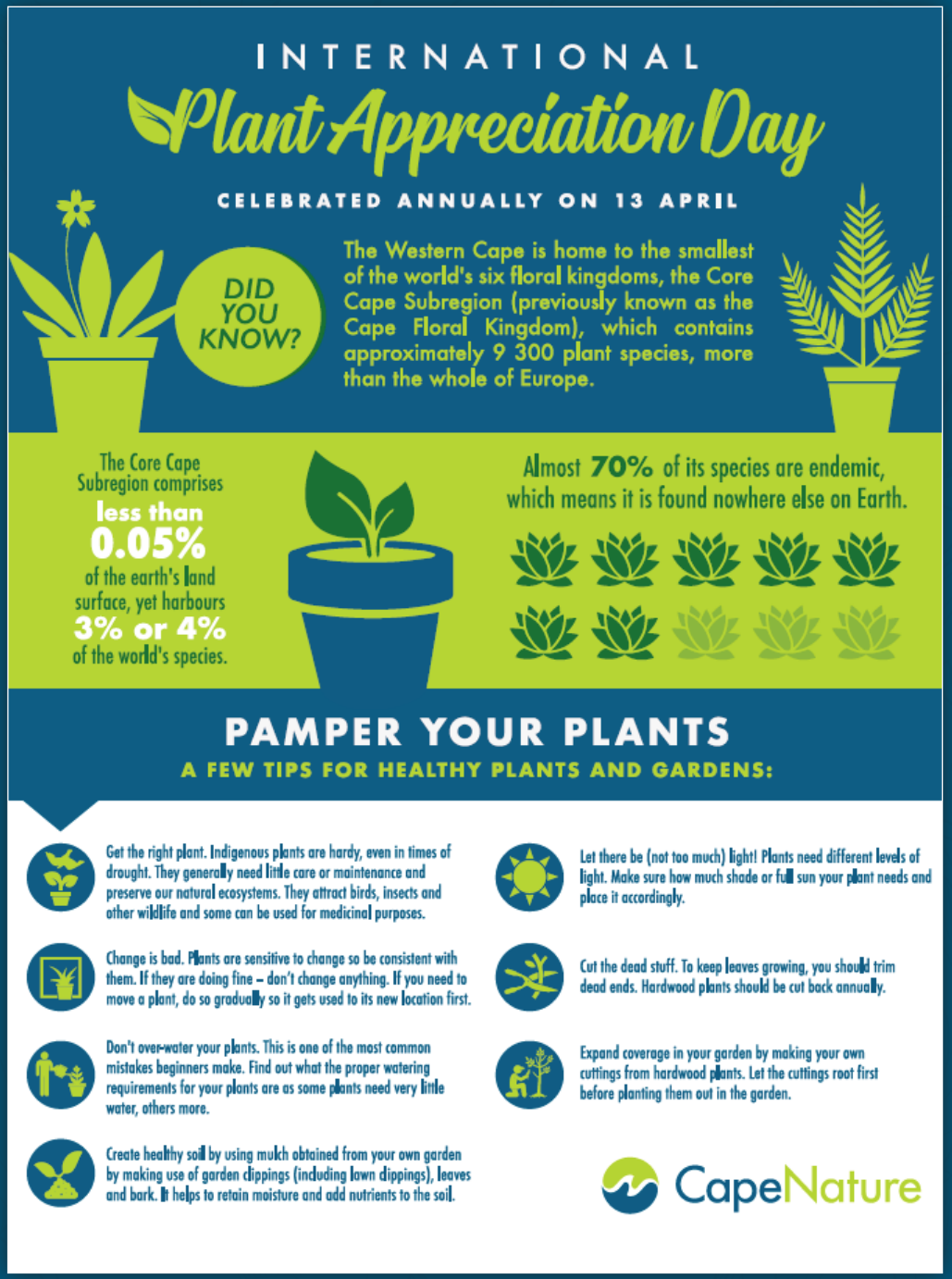
CONSOLIDATION OF GREENING ACTIVITY

DURATION

15 minutes

From plant to product. Get each learner to draw a plant and then next to it a product that will come from that plant.

Next to this they must write a short thank you letter to the plant expressing what the product means to them. One or two children can be asked to read theirs out loud.



National Arbour Week

29 August - 4 September 2022

In celebration of Arbour Week, join the *Plant One Million Trees Movement* and make a difference.



Indigenous plants:



Save water



Reduce soil erosion



Are adapted to our climate, pests and diseases



Provide habitat and food to support local species



Always make sure that you are planting at the right time of the year.

Share your tree planting initiatives by tagging us on social media using the handles below.

@capenature | /capenature | @capenature

#ArbourWeek #PlantOneMillionTrees #PlantIndigenous #CedarTree

CapeNature

PLANT ONE MILLION TREES

INTERNATIONAL

PLANT

Appreciation Day

13 APRIL 2021

We depend on plants for many things, one of the most important is **food**. Much of human nutrition depends on land plants, either directly or indirectly.

IMAGINE A WORLD WITHOUT...



4 BILLION PEOPLE worldwide live primarily on **plant based diets**

2 RUGBY FIELDS of plants can feed **14 people per year**

2 RUGBY FIELDS of animals can feed **1 person per year**

Plants feed 14 times more!







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