

ENVIRONMENTAL EDUCATION & AWARENESS PROGRAMME PLANNER

PROGRAMME TYPE (circle/cross): curriculum aligned X

DETAILS

Name of school/ group	N/A GRADE 4 PLANT APPRECIATION DAY			Programme length/duration	30 – 60 mins
No learners/ participants expected	Max 60	No learners/participants actual	N/A	Grade/age group	Grade 4
Location (reserve/site)	On reserve			If no, motivate why the programme is needed	N/A
Is this part of the work plan?	N/A				

CONTENT

Theme (circle/cross)	Species Conservation
Topics covered (e.g. water cycle/ importance of water)	Structure of plants & what plants need to grow
Curriculum link (for curriculum aligned programmes only) – note subject/strand/topics (if not listed in topics above)	Subject: Natural Science and Technology Grade 4 Strand: Life and Living
Prior knowledge required (if applicable)	N/A
Skills practiced (cross/circle)	identify label (know)/ draw find read recognise record write (do)/ discuss (value)
Key message (e.g. we must save water)	Plants are important and we need them to survive

GENERAL LOGISTICS

	Responsible person	Done (tick)	Status
Invite *			
Venue			
Transport			
Booking confirmed			
WCED permission *			
Presentation equipment & camera			
Risk assessment done, confirmation and checklist sent			
Catering *			
Indemnity *			
Budget and cost centre			

*If applicable

Other:

Plan requested by: _____ (name)
 _____ (date)

Plan approved by: _____ (name)
 _____ (date)

LESSON PLAN

Time	Location	Activity & explanation	Resources & person responsible for bringing/preparing the resource	Facilitating staff (if more than 1, indicate lead facilitator & timekeeper)
INTRODUCTION & ICEBREAKER				
1min		Welcome the group and introduce the area/nature reserve that they find themselves in (if applicable)		
1 min		Introduce staff (if applicable)		
2 min		Give any house rules (any rules of engagement, bathrooms, conduct, safety briefing) – if applicable		
1 min		Give a programme outline		
5 – 10 mins		<p>Tuning in:</p> <p>Explain that plants and animals have different features, even though both are living. Show learners the different plant parts and see who can identify the different parts (leaf, flower, seed, stem, root, bark).</p> <p>Can learners think of any plants at home or at the school?</p> <p>Ask learners why they think plants need all these different parts?</p> <p>Teach that each part does something for the plant - roots suck up water and anchor the plant, stems hold leaves to catch the sun, leaves catch the sun and make food, flowers make the seeds, seeds make more plants of the same kind.</p> <p>Explain that plants need certain things to survive. They need sunlight so the leaves can make food, air and water. In the same way, we need plants to survive. We eat plants, use them for medicine and things like paper and furniture!</p>	Presentation	
BODY/ ACTIVITIES (very large groups, split and rotate)				
15 - 25 min		<p>Interview with a plant</p> <p>Let learners look at a picture or go outside and interview a plant of their choice.</p> <p>Learners must:</p> <ul style="list-style-type: none"> • Draw their plant (in real life or off the screen) • Label all the plant parts that they can • Measure their plant and record it on the drawing (how high, how wide) • Ask them to ask the plant the following questions and answer on the drawing: <ul style="list-style-type: none"> - What do you need to live? - What part of you makes your food? - What part of you holds you upright? 	Paper (ideally 1 x A3 or A4 per learner), pencils (colour ideally), rulers, something to press on if outdoors (book/ clipboard)	

		<ul style="list-style-type: none"> - How tall are you? - What do your flowers look like? <p>To save time a picture of a specific plant can be used to cut out drawing time.</p>		
CONSOLIDATION				
5 - 15 min		<p>Ask one learner to come to the front with the plant that they interviewed and explain (class to answer):</p> <ul style="list-style-type: none"> • Why that plant is important • What that plant needs to survive • Can they identify the plant parts? <p>Remind learners that we need plants to survive, so we need to look after them. Ask learners to write one thing they can do to look after plants at the bottom of their drawing. Discuss one or two answers.</p> <p>Some ideas include water them, give them sunlight, look after their homes.</p>		