



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

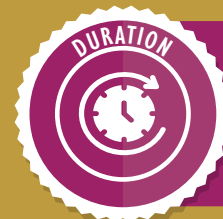
You want to teach the group a little bit about the importance of biodiversity and biodiversity crime before completing your action project. Use the article in the newsletter as background information.



PART 1: TUNING IN TO BIODIVERSITY



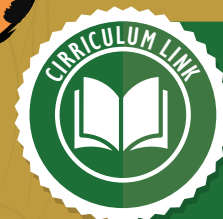
OPTION 1 STORYTELLING
TOO MANY OF ONE BIODIVERSITY GAME



15 minutes



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



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

OLDER CHILDREN

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



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.



OPTION 2 ZERO BIODIVERSITY INTRO

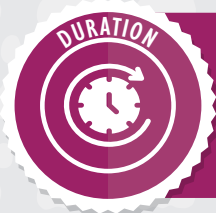
Move directly to PART 2 for tuning in if time is an issue



2. Tuning in to Biodiversity Crime



OPTION 1 WHAT'S MISSING? INTRODUCING BIODIVERSITY CRIME



15 minutes



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



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)

OLDER OR YOUNGER CHILDREN

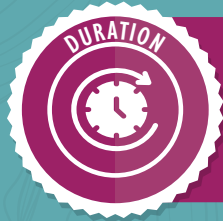
Have older children write down the answers on a card or paper or have a more complex ecosystem. Younger children can act out the missing animals.





OPTION 2 POACHERS VS PROTECTORS GAME

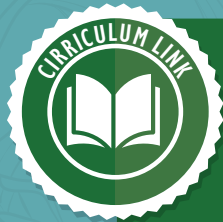
INTRODUCING BIODIVERSITY CRIME



15 minutes



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



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 teamwork, 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.



OLDER OR YOUNGER CHILDREN

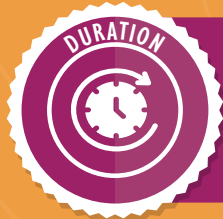
Have older children help coordinate or plan the movements of the younger children. Add some fun props into the activity to make it fun for the younger kids.





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.

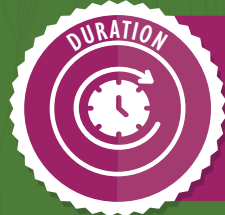


2. Action Projects

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.



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



1 hour to 2 hours (depending on complexity)



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.



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



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



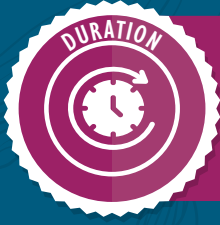
Explain. It is important that we always remain legal ourselves when we visit a nature area or reserve. Do some research about the rules and regulations of one of the CapeNature or other nature areas near you – specifically with biodiversity in mind. Make a square sign for each of these that can be used 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.





OPTION 2
DESIGN A WILDLIFE GUARDIAN POSTER



30 min to 2 hours (depending on complexity)



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



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



Submit a picture of your poster.

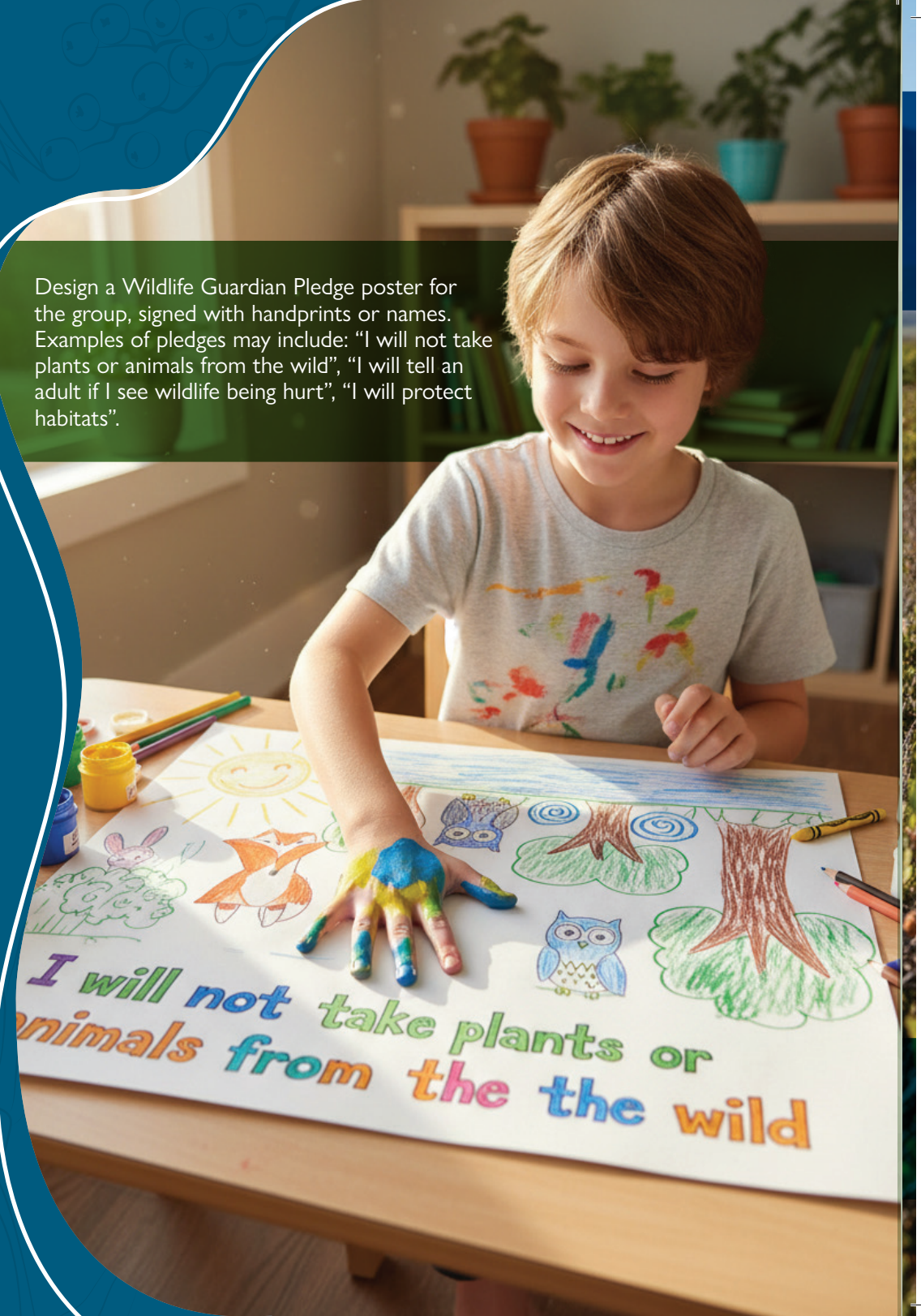


Subject: Life Skills

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)



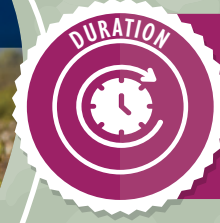
In the end, create a simple reporting chart for the group that includes the emergency numbers to report a crime to.

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.”



OPTION 3

PLAY THE EYES AND EARS REPORTING GAME AND REPORTING CHART



15 min to 90 min



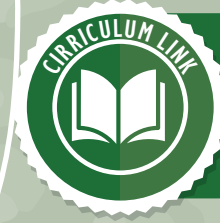
Paper or poster paper to create reporting chart. Materials needed to create a reporting chart.



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



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



Subject: Life Skills

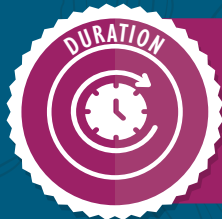
Grade 4: Personal and Social Well Being/ Healthy Environment and

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4. Consolidation



CONSOLIDATION OF BIODIVERSITY CRIME ACTIVITY



15 minutes



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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