

ENVIRONMENTAL EDUCATION & AWARENESS PROGRAMME PLANNER

PROGRAMME TYPE (circle/cross): curriculum aligned X Off reserve

DETAILS

Name of school/ group	N/A GRADE 5 CIRRICULUM PROGRAMME: PLANTS AND ANIMALS ON EARTH/ PLANET EARTH AND BEYOND		
No learners/ participants expected	Max 60	No learners/participants actual	N/A
Location (reserve/site)	On reserve		Programme length/duration 1 hours (at schools/outreach)
Is this part of the work plan?	N/A	Grade/age group	Grade 9
		If no, motivate why the programme is needed	Climate change is linked to species conservation, a main awareness theme for CapeNature. The programme links to work done in the classroom and supports the curriculum.

CONTENT

	Theme (circle/cross)	Species Conservation
	Topics covered (e.g. water cycle/ importance of water)	Weather and climate change, the greenhouse effect, global warming (the atmosphere)
Know	Curriculum link (for curriculum aligned programmes only) – note subject/strand/topics (if not listed in topics above)	Subject: Natural Science and Technology Grade 9 Strand: Planet Earth and beyond (the atmosphere)
	Prior knowledge required (if applicable)	None
Do	Skills practiced (cross/circle)	connect explain identify label list name (know)/ analyse assess categorise classify compare compile compose conduct construct create collect link define describe design develop draw find investigate listen make plan present read recognise record report represent dance sing sort summarise trace use senses write count (do)/ argue commit discuss motivate promise relate choose decide explain an answer persuade propose tell share
Value	Key message (e.g. we must save water)	We need to prevent climate change

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			

Other:

Plan requested by: _____ (name)

_____ (date)

Plan approved by: _____ (name)

_____ (date)

*If applicable

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				
2 min	Classroom	Introduce staff and briefly explain who CapeNature is	Presentation, laptop, projector	
2 min	Classroom	Give any house rules (any rules of engagement, bathrooms, conduct, safety briefing)	Presentation, laptop, projector	
1 min	Classroom	Give a brief programme outline	Presentation, laptop, projector	
10 mins	Classroom	Icebreaker and tuning in: Know: teach that climate change 1) is long term change in weather 2) can be natural or caused by people 3) that weather is short term and climate change long term Do: Learners must watch a Climate Change video and write down any new or important facts that they hear. Ask learners what they wrote down and what could be added to the video. Value: explain that climate change has an effect on us all and we need to prevent it	Climate Change Video (included in presentation) Presentation (included), laptop, projector (not included) Learners must all have paper and pen	
BODY/ ACTIVITIES (very large groups, split and rotate)				
15 min	Classroom	The Greenhouse effect Know (what to teach): 1) that the atmosphere has different layers 2) that the greenhouse effect is a natural phenomenon 3) that gases trap the UV radiation that then warms the air closest to the surface of the earth 4) the greenhouse gases are carbon dioxide, water vapour, methane Do: Option 1 Divide learners into small groups or do a demonstration. One jar should be covered with the bottle. Leave these for a while (possibly do the second activity while waiting) and then ask learners to record the temperature for each of the glass jars. Water can also be used in the jars. OR Option 2 Divide learners into groups. Each group is given a poster cut up into puzzle pieces. A copy of the poster (finished puzzle) should be placed just outside the classroom. One person per team is allowed to look at the poster and relay back to its team where the pieces go, the others in the team are the puzzle builders. Teams race to see who finishes the puzzle first. Value: Lead in to the next activity by asking how too much of this effect may affect our planet.	Presentation (included) laptop, projector (not included) Option 1 2 x glass jars, 2 x thermometer, 2 x top half of a 2l bottle per group or 1 per demo OR Option 2 Poster for puzzle (poster provided, to be printed/laminated and cut into puzzle pieces)	

15 min	Classroom	<p>Global warming Know (what to teach): 1) an increase in the greenhouse effect causes global warming 2) Global warming can lead to climate change/rising sea levels, food shortages, mass extinctions</p> <p>Do: Divide learners into small groups or allow for individual play. Give each group or learner a differently generated climate change bingo page. Have a bottle or basket with a variety of the pictures in them. Pick one picture. Everyone with that picture can mark it off on their A4 page. Keep picking pictures until someone has a complete row diagonally, horizontally or vertically – this person calls BINGO and wins.</p> <p>Value: Discuss the pictures that depict different ways we can prevent global warming and climate change.</p>	<p>Presentation (included), laptop, projector (not included)</p> <p>Climate Change Bingo (example provided – tiles and forms to be generated and printed at https://climatekids.nasa.gov/bingo/)</p>	
CONSOLIDATION & EVALUATION				
10 min	Classroom	<p>Consolidation Do/know: Ask learners to write a letter to the greenhouse gas Carbon Dioxide and answer the following in the letter... Today I learned ... I am going to help prevent that too many of you say in the earth's atmosphere by.....</p> <p>Value: Remind learners that their actions are important and that we need to prevent Climate Change</p>	<p>Paper to write on, pens for each learner (not provided) Presentation (included), laptop, projector (not included)</p>	
5 min	Classroom	<p>Thank the venue, group leaders and relevant parties and emphasise the key message once more. Ask teachers to complete an evaluation.</p>	<p>Evaluation forms (not included)</p>	

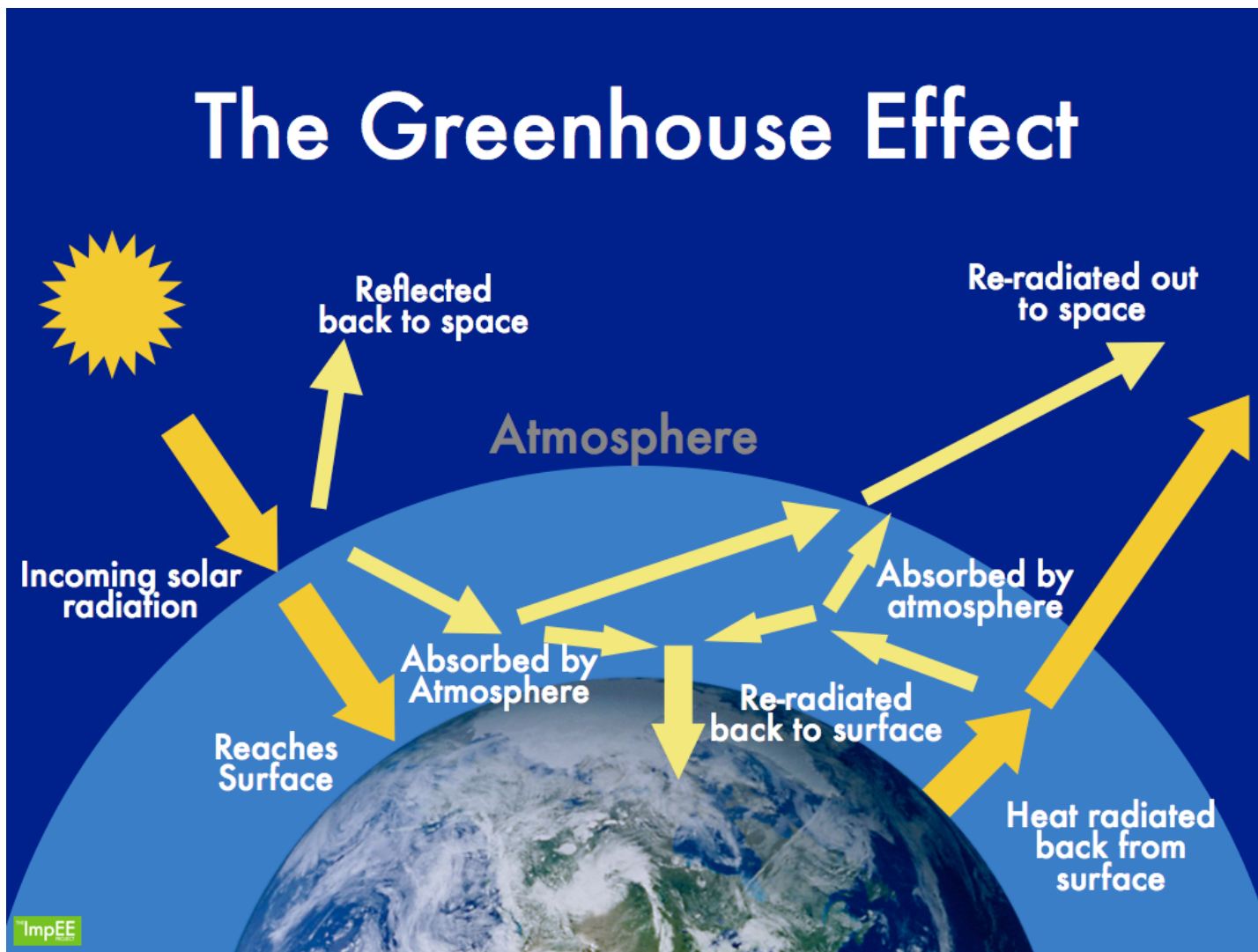
Acknowledgement

Primary Science Programme (PSP),



, www.psp.org.za









BINGO!

The search is on! Spice up your next trip on the road by searching for things that are good for the environment or that can help to reduce global warming.

Eco-tip: Put your cards into a clear plastic sleeve and mark it with a dry-erase marker. That way you can use the cards over and over again without using too much paper!

 Farmers' market	 Field of crops	 Wind power	 River	 Train
 Bus	 Thrift store	 Garden	 Tree nursery	 Yard sale
 Solar power	 Pedestrian	 Free	 Coffee mug	 Picking up trash
 Person raking	 Hybrid car	 Carpool lane	 Recycling bins	 Bike lane
 Electric car	 Car wash	 Farm stand	 Diesel pump	 Cyclist