

## ENVIRONMENTAL EDUCATION & AWARENESS PROGRAMME PLANNER

**PROGRAMME TYPE** (circle/cross): **curriculum aligned/** holiday programme/ general awareness programme/ volunteer-based programme/ camps/ talk

### DETAILS

Name of school/ group		No learners/participants actual		Programme length/duration	1 hour
No learners/ participants expected				Grade/age group	Grade 5
Location (reserve/site)					
Is this part of the work plan?	YES/ NO			If no, motivate why the programme is needed	

### CONTENT

Know	Theme (circle/cross)	Fire
	Topics covered (e.g. water cycle/ importance of water)	Why fire can be good or bad What a fire needs to burn What we can do to prevent fires What we can do to report a fire
Do	Curriculum link (for curriculum aligned programmes only) – note subject/strand/topics (if not listed in topics above)	<b>Life Skills Grade5</b> <b>Strand: Personal and Social Well Being</b> <b>Topic: Health and Environmental Responsibility – safety measures at home and the environment</b>  <b>Strand: Creative Arts</b> <b>Topic: Improvise and create</b> <b>(pair role play and improvisation on environmental issue)</b>
	Prior knowledge required (if applicable)	N/A
Value	Skills practiced (cross/circle)	identify categorise compare develop listen plan present read recognise use senses write motivate promise relate choose decide
	Key message (e.g. we must save water)	We need to prevent veld fires, our wildlife depend on it

### 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)

## LESSON PLAN

Time	Location	Activity & explanation	Resources & person responsible for bringing/preparing the resource	Facilitating staff (if more than 1, indicate lead facilitator & timekeeper)
<b>INTRODUCTION &amp; ICEBREAKER</b>				
5 minutes		<p><b>1. Introduction:</b></p> <p>Who Cape Nature Is Introduce staff Outline of the day Rules of engagement</p>	Presentation	
10 minutes		<p><b>2. Tuning-In/ Icebreaker: What is that sound?</b></p> <p>Know/Do: Play clip one fire crackling. Ask the learners what they hear (they must close their eyes) What does it make them think of? Once they say fire, move onto the next clip. Ask them to imagine this in relation to a veld fire.</p> <p>Play clip 2 – siren. Ask learners what they hear? When they say a fire truck ask, why do you think they are going to put out the fire? Ask where do you think the fire is? What if the fire was in the veld?</p> <p>Play clip 3 – helicopter. Ask learners what they hear. When they say helicopter, ask them why the helicopter is on its way to the fire? Explain that we need to put the fire out and sometimes a helicopter is used.</p> <p>Value: Ask them if they think we must try and prevent fires?</p>	Presentation with sound clips	
<b>BODY/ ACTIVITIES</b>				
10 minutes		<p><b>3. Presentation</b></p> <p><b>4. Activity:</b> Place a variety of flammable and non-flammable items on a table in front of the learners. Hold one item up and ask the group to tell you if it can burn or not. Place flammable items to one side and non-flammable ones to the left.</p>	<p><b>Presentation, projector,</b></p> <p><b>Sorting activity:</b> (Teddy bear, paraffin, newspaper, pebbles, water bottles, sand or normal soil. Also make a sign that indicates DO I BURN or DON'T I BURN)</p>	

30 minutes		<p><b>5. Activity 2:</b>  <b>Role play: THERE'S A FIRE, HELP, HELP!!!</b></p> <ul style="list-style-type: none"> <li>- Divide learners into groups. Each group must do an improve role play. Give each person a character. (Emergency call operator, person walking in veld, burning bush, animal in veld, field ranger, fireman, person starting fire etc.) Each group must do a very brief role play and use the emergency number 112 to call emergency services</li> </ul>	Characters	
<b>CONSOLIDATION &amp; EVALUATION</b>				
5minutes		<p><b>Consolidation:</b></p> <ul style="list-style-type: none"> <li>- Divide learners into groups and ask them to circle the outdoor fire risks. Count if you found 17 dangers.</li> <li>OR</li> <li>- Completion of the fire evaluation form</li> </ul>	Pencils, copies of the back of the fire activity booklet  OR  Evaluation forms	