

ENVIRONMENTAL EDUCATION & AWARENESS PROGRAMME PLANNER

PROGRAMME TYPE (circle/cross): curriculum aligned off reserve

DETAILS

Name of school/ group		No learners/participants actual		Programme length/duration	30 mins (can be adapted to 1 hr)
No learners/ participants expected				Grade/age group	Grade 4
Location (reserve/site)				Time	
Date					
Is this part of the work plan?	YES/ NO			If no, motivate why the programme is needed	

CONTENT

Theme (circle/cross)	WATER
Topics covered (e.g. water cycle/ importance of water)	INTRODUCTION TO WATER, GEORGE WEATHER, WATER CYCLE, POLLUTION STORY, FORMATION OF A FOOD WEB PUZZLE, HOW TO SAVE / WASTE WATER
Curriculum link (for curriculum aligned programmes only) – note subject/strand/topics (if not listed in topics above)	NS and Tech Grade 4: Matter & Materials – <ul style="list-style-type: none"> • the water cycle • the materials around us (solid, liquids, gas)
Prior knowledge required (if applicable)	YES Grade 3
Skills practiced	name analyse create draw dance sing write count commit discuss explain an answer puzzle
Key message (e.g. we must save water)	The importance of water for all living processes

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			

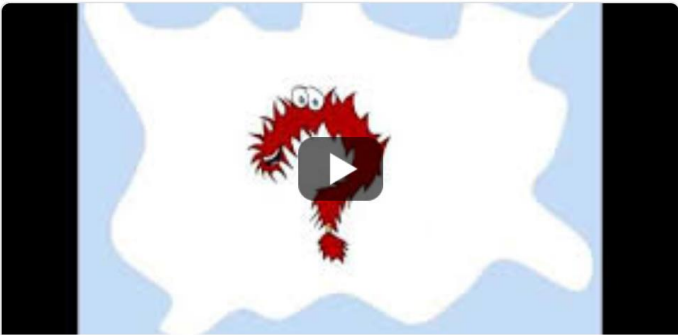
Other:

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 mins 10 mins		<p>Introduce relevant reserve, safety brief</p> <p>Tuning in / Icebreaker – solids, liquids and gas Explain that there are 3 states of matter – solid, liquid and gas</p> <ul style="list-style-type: none"> - Solids keep their shape (show examples) - Liquids flow and take shape of the container (show examples) - Gases such as air spread out and have no definite shape (show examples) <p>Hand out and ask learners to fill out the sorting table for solids, liquids and gases. (OPTIONAL FOR 1 HR PROGRAMME, add 10 mins)</p> <p>Explain that just like other matter, water has three states. Can they guess what these are? Ice – solid, water – liquid and steam - gas</p> <p>Play the water water song and let the kids dance to it. Kids must bounce to tune when they sing water. When it says steam floating around then kids must wave hands in air. When it says hands, everyone must freeze.</p> <div data-bbox="477 802 1153 1137" style="text-align: center;">  </div> <p>The Water Water Song - YouTube https://www.youtube.com/watch?v=e4pxxYFxFj0</p>	<p>Presentation</p> <p>PSP page 8 – Teachers Book, Grade 4 matter and materials</p> <p>Water song https://www.youtube.com/watch?v=e4pxxYFxFj0</p>	
BODY/ ACTIVITIES				
10 mins		<p>THE WACKY WATER CYCLE</p> <p>Know: Discuss the process of the water cycle, referring to the poster when necessary. Learner should be able to understand and explain Evaporation, Condensation, and Precipitation. Go back to the three states of water as examples (page 23 PSP Teachers book Grade 4).</p> <p>Do: learners must now be divided into groups and race against each other to build a water cycle poster. One person in the team is the only person</p>	Water cycle poster puzzles	

		<p>who is allowed to look at the complete puzzle which you should paste outside the classroom or away from the team mates that are building the puzzle. This learner can come back and forth telling his mates where to put what. In the interim, the others try build the puzzle.</p> <p>Divide into groups of approximately 5 – 10. Value: Once the puzzles are built, ask the learners why they think the water cycle is important which will lead into the next activity. Assist and give clues to save time for 30 min programme. You can put a few puzzle pieces in place already or have the poster up in front of the classroom instead of having learner run in and out. (ADD 10 min for 1 HR PROGRAMME)</p> <p>OR</p> <p>Do: Let learners make water cycle bracelets</p>	Beads and water cycle bracelet items.	
3 mins		<p>IMPORTANCE OF WATER</p> <p>Value: Ask learners why water is important. What do we use water for? What do their think will happen to plants and animals if there is no water?</p> <p>Do: Use the large circle cut like a pie on the flipchart to illustrate the amount of water we have available.</p> <p>For 1 HR PROGRAMME – ACTIVITY BELOW CAN BE DONE – ADD 10 mins</p> <p>Divide learners into small groups. Give each group a round cut out circle. This represents the water available on earth. Let them cut out 1/3 of the circle which is land. Of the remaining 2/3, 97% is ocean and only 3% is fresh (ice, ground water, surface, atmospheric water). Only 1% of this is usable water. Let them cut out 97%.</p> <p>Using the small leftover 3% water strip, ask learners to draw a water habitat showing all the plants and animals that need to use this water. Ask them to then add people.</p>	Example of pie chart	
CONSOLIDATION & EVALUATION				
5 min		<p>HOW TO SAVE / WASTE WATER</p> <p>Each learner makes one pledge to save water and sticks it up on the flipchart.</p> <p>OR/AND</p> <p>Ask learners to fill in an evaluation form</p>	<p>Paper pieces, coccis, prestick</p> <p>Water evaluation form grade 4 - 6</p>	

Note: for camps or other programmes that may fall over more than one day, adapt accordingly and add 1 x schedule and plan for each new day. Note that consolidation should move to the last day and icebreakers/ introductions can move to the first day only

Acknowledgement:

Primary Science Programme (PSP),



, www.psp.org.za,

