# Wetlands are wonderful!

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***This pack supports an introduction for learners to an Eco-School’s focus on environmental information***

## **Grade 7**

**This pack contains:**

## **Activity One:** These **LANGUAGES** activities introduce learners to the importance of wetlands. There is a reading activity, followed by a word search, a comprehension and a fun way of writing poetry.

#### Activity Two: During this TECHNOLOGY exercise, learners investigate, design, make and evaluate a water filtration system, similar to that of a wetland.

#### Activity Three: Following on from Activity Two, learners test out and evaluate their water filters during this NATURAL SCIENCES lesson.

**Activity Four:** This **SOCIAL SCIENCES: GEOGRAPHY** lesson takes learners on a walk through a wetland and a river, looking for good and bad land management practices.

**Activity Five:** During this **ARTS AND CULTURE** lesson, learners design and create a “Save our Wetlands” poster. They are encouraged to use mixed media such as paint, pastels, wax crayons, chalk and pastels.

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**This pack of lesson plans is part of a series of lesson plans from Grade R to Grade 10, which focus on water and water-related issues. This resource development project has been funded by the Water Research Commission, Private Bag X 03, Gezina, Pretoria, 0031 (Website:** [**www.wrc.org.za**](http://www.wrc.org.za)**).**

**This pack is available electronically on** [**www.envirolearn.org.za**](http://www.envirolearn.org.za)

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| Activity | **Learning Area covered in this activity** | **Learning Outcomes covered in this activity** | **Assessment Standards covered in this activity** |
| 1. Learners are introduced to the importance of wetlands. There is a reading activity, followed by a word search, a comprehension and a fun way of writing poetry. | Languages | **Learning Outcome 3:** Reading and viewing: The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts. | * Shows understanding of information texts.
* Identifies and discusses the social, cultural, environmental and ethical issues contained in texts.
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| 2. Learners investigate, design, make and evaluate a water filtration system, similar to that of a wetland. | Technology | **Learning Outcome 1:** Technological processes and skills: The learner will be able to apply technological processes and skills ethically and responsibly using appropriate information and communication technology. | **Investigates:*** Investigates the background context, the nature of the need, the environmental situation, and the people concerned.

**Designs:** * Writes or communicates a short and clear statement or a design brief for the development of a product or system related to a given problem, need or opportunity.
* Lists product and design specifications and constraints for a solution to a given problem, need or opportunity based on the some of the design key words.

**Makes:*** Develops a plan for making that details all of the following: resources needed; dimensions.
* Chooses and uses appropriate tools and materials to make products by measuring, marking, cutting or separating, shaping or forming, joining or combining and finishing different materials with some accuracy.
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| 3. Learners test out and evaluate their water filters. |  Natural Sciences | **Learning Outcome 1:** Scientific investigations: The learner will be able to act confidently on curiosity about natural phenomena, and to investigate relationships and solve problems in scientific, technological and environmental contexts. | * Conducts investigations and collects data: Organises and uses equipment or sources to gather and record information.
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| 4. Learners take an imaginary walk through a wetland and a river, looking for good and bad land management practices. | Social Sciences: Geography | **Learning Outcome 1:** Geographical enquiry: The learner will be able to use enquiry skills to investigate geographical and environmental concepts and processes. | * Identifies a variety of geographical and environmental sources relevant to an enquiry.
* Organises and interprets information relevant to the enquiry from simple map.
* Uses information to suggest answers, propose alternatives and possible solutions.
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| 5. Learners design and create a “Save our Wetlands” poster. They are encouraged to use mixed media such as paint, pastels, wax crayons, chalk and pastels. | Arts and Culture | **Learning Outcome 2:** Reflecting: The learner will be able to reflect critically and creatively on artistic and cultural processes, products and styles in past and present contexts. | * Explains the need for conservation of a country’s indigenous knowledge systems, heritage artefacts in museums, galleries, theatres, cultural sites and natural heritage sites.
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