

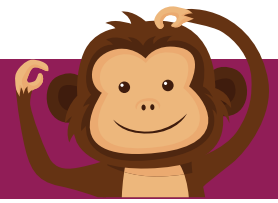
MODULE 1:

DOMESTIC AND WILD ANIMALS!

Foundation Phase



MODULE 1 – FOUNDATION PHASE



THEME: Domestic animals and wild animals

Key concepts & Objectives:

- Difference between domestic animals and wild animals.
- Animals have the same basic needs as humans (food, water, shelter)
- Basic introduction to an ecosystem with case studies.

ADDITIONAL EDUCATOR INFORMATION:

Distinguishing the difference between domestic and wild animals is vital.

Domestic animals are animals that have been 'tamed' over hundreds of years to live with humans.

Domestic animals provide food for us (like eggs from chickens, milk from cows and goats) and, in the case of dogs and cats, companionship.

Domestic Animals are:

- Chickens
- Cows
- Dogs
- Cats
- Goats
- Horses
- Donkeys

It is important to treat animals properly. Just like humans, animals have basic needs to survive and they're pretty much the same:

WILD ANIMALS

- Wild animals are creatures that live freely and don't depend on humans for survival.
- Wild animals are usually in fenced-off areas in game reserves.

WILD ANIMALS LIVE IN DIFFERENT ECOSYSTEMS

- Introduce learners to the concept that there are different ecosystems – or places where different animals, insects and plants live. For example there may be a river nearby (a freshwater ecosystem).
- Explain that certain animals live together in these habitats, that they all form part of a bigger picture and they all depend on each other for survival.

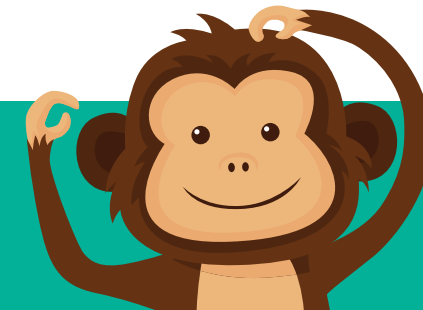
WILD ANIMALS ARE NOT PETS!

- They are not pets and should never be tied up or caged. It is cruel.
- If wild animals are taken to be pets they have been taken away from their families and their lives.
- Wild animals cannot be tamed and no matter how 'cute and cuddly' they are as babies, they will grow up and become a big problem. (They bite and smell and can become aggressive).

WHY SHOULD WE CARE ABOUT WILD ANIMALS?

- Keep environment clean. If the environment isn't clean... it ultimately affects humans.
- How can we keep our environment clean for both ourselves and the animals?

MODULE 1, LESSON 1 (FP)



MOD 1. LESSON 1

Wild and tame animals.

OBJECTIVES/OUTCOMES

Learners will:

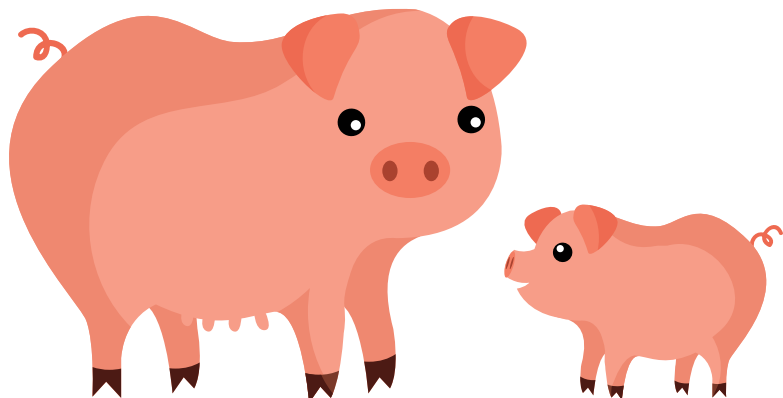
1. Distinguish between wild and tame animals.
2. Identify wild and tame animals.
3. Begin to understand the interdependence of humans and animals.
4. Understand the importance of caring for all living creatures.

MATERIALS

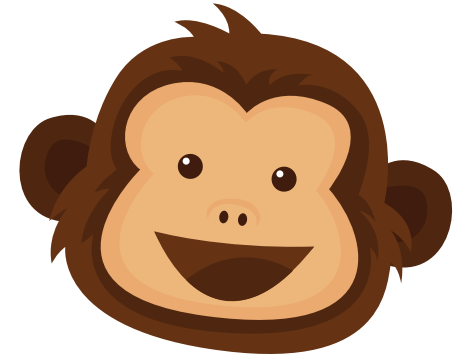
- Pictures of domesticated and wild animals.
- Module 1, Activity 1 (FP)

PROCEDURE OF LESSON/ACTIVITY

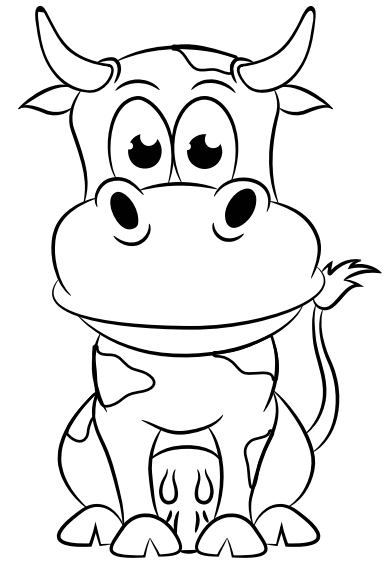
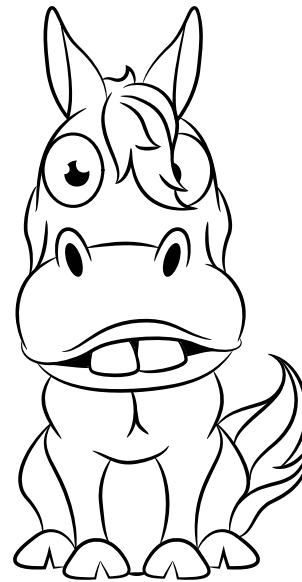
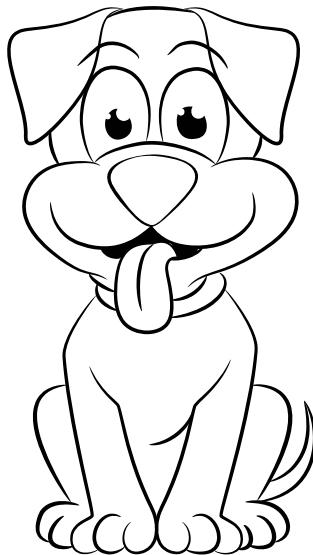
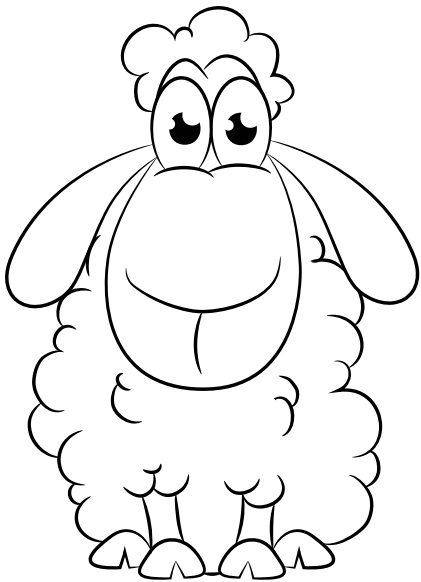
1. **Talk about pets** learners may have at home, including dogs and cats.
Emphasis that these animals have been domesticated over many hundreds of years and are found in or close to human environments. We need to feed and take care of our pets every day.
 - **Show pictures** and allow learners to tell about their pet or farm experiences.
2. **Discuss farm animals** and the produce we get from each (meat, milk, eggs, wool and leather). Farmers make sure that these animals have food, water and where needed, shelter. These animals are useful to humans and are usually safe to be around. **NEVER tease** or even tame or domesticated animals.
 - **Show pictures** and examine the plastic or toy animals.
3. Learners should understand that farm and domestic animals need to be looked after by humans.
4. Learners complete **Module 1, Activity 1 (FP)**.



INGXENYE WOKU-1 UMSEBENZI WOKU-1 (FP)



Faka imibala lezi zilwane zasepulazini bese ucindezela ngepeni phezu kwamagama azo!



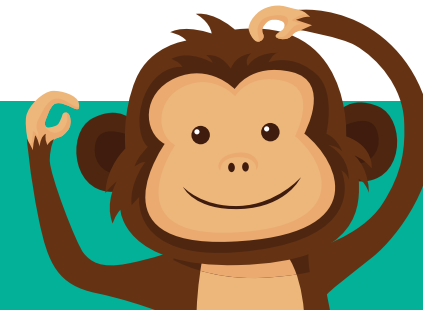
Iinvu

Inja

Inkoshi

Inkomo

MODULE 1, LESSON 2 (FP)



MOD 1. LESSON 2

Wild and tame animals.



OBJECTIVES/OUTCOMES

Learners will:

1. Distinguish between wild and tame animals.
2. Identify wild and tame animals.
3. Begin to understand the interdependence of humans and animals.
4. Understand the importance of caring for all living creatures.

MATERIALS

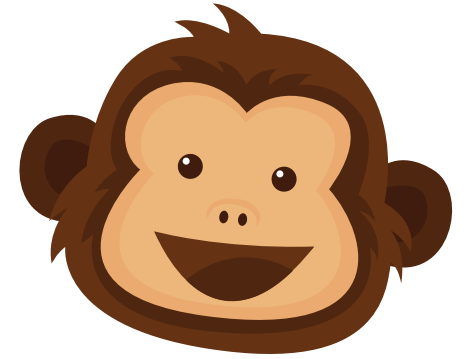
- Pictures of wild animals.
- Module 1, Activity 2 (FP)

PROCEDURE OF LESSON/ACTIVITY

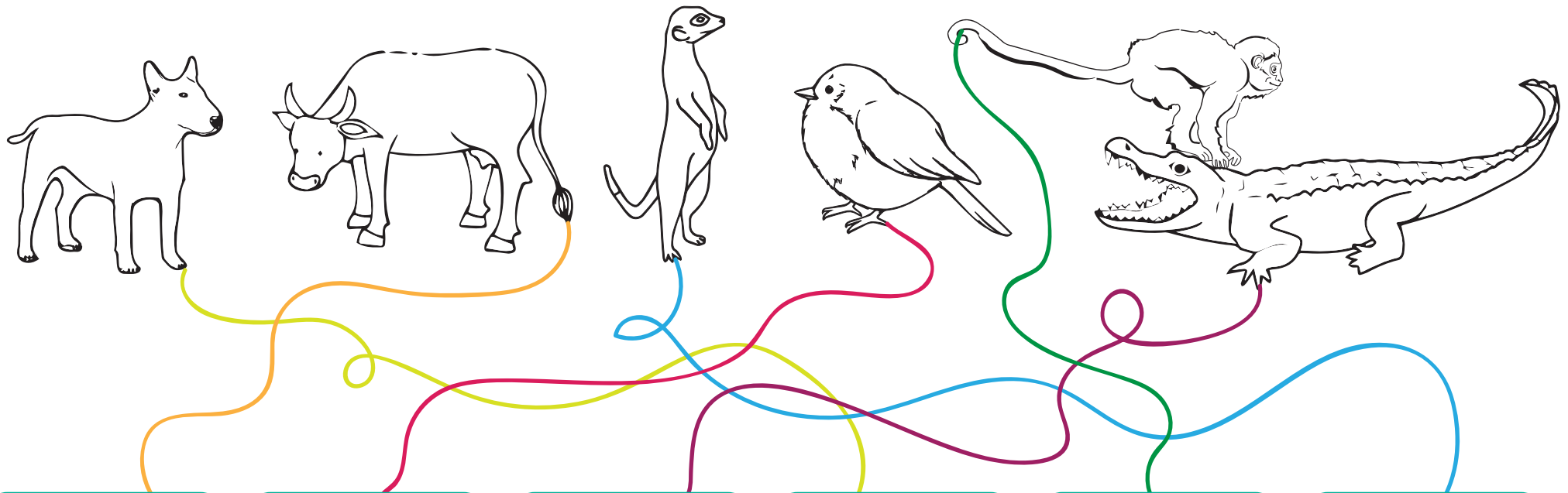
1. **Talk about wild animals** such as lions, leopards, cheetahs, elephants, giraffe, zebra, crocodile, hippopotamus, rhino, buck, warthog, snakes and the like, showing pictures from books or using toy animals. These animals roam freely in their environments and find their own food, shelter and water.
2. **Wild animals** will always be wild and should never be taken as pets, however cute they are as babies. Wild Animals grow up to be very dangerous. Wild animals cannot be tamed as pets and it is extremely cruel to catch them and keep them in cages or tied to trees.
3. Give as many learners as possible a picture or a toy **animal to classify** into **two categories**, one for the wild animals and one for the domesticated animals. This can be done on the board or on the floor. Separate the two categories using a line or a strip of paper. Label one section Wild and the other section Tame. Learners name the animals as they do this.
4. Learners complete **Module 1, Activity 2 (FP)**.

[illegible]

INGXENYE YOKU-1 UMSEBENZI WESI-2 (FP)



Cindezela ngepeni phezu kwemigqa ukuthola ukuthi isilwane ngasinye sikhulaphi. Faka imibala ezithombeni.



ISIBAYA
SEZINKOMO

IZIHLAHLA

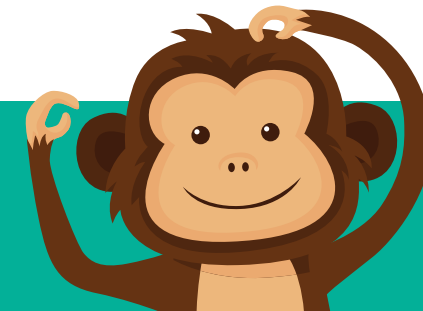
UMFULA

INDLU
YENJA

IHLATHI

UMGODI

MODULE 1, LESSON 3 (FP)



MOD 1. LESSON 3

Animal Needs.

OBJECTIVES/OUTCOMES

Learners will:

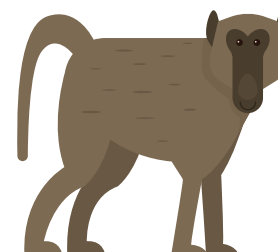
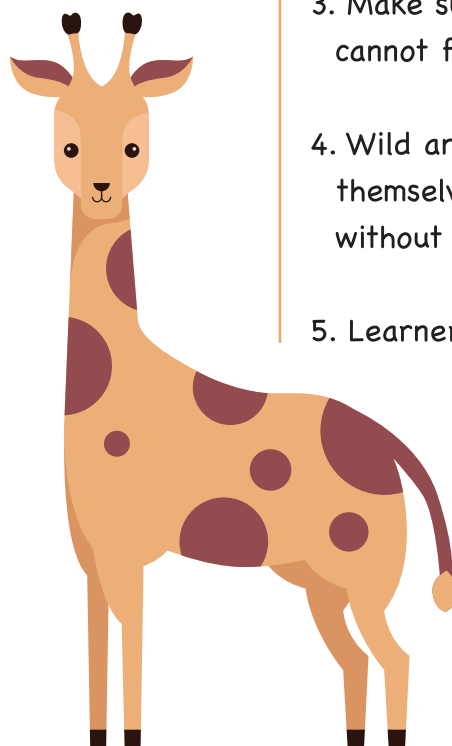
1. Understand that just as humans have survival needs, so do animals.
2. Understand that animals in the wild live where they can get to their food and water.
3. Learn about different environments that animals live in.
4. Understand the relationship between the animals and plants within an environment.
5. Respect the animals and consider their needs.

MATERIALS

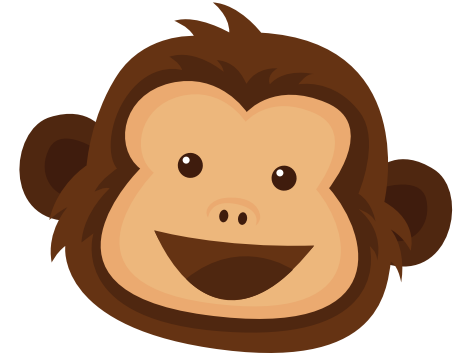
- Module 1, Activity 3 (FP)

PROCEDURE OF LESSON/ACTIVITY

1. Ask the learners what humans need to survive (water, food, shelter, a safe place to live, fresh air, sunlight and also, other humans).
2. Animals, whether wild or tame, have the same needs.
3. Make sure the learners understand that domestic or farm animals cannot fend for themselves, so we have to look after them.
4. Wild animals are designed to live in the wild and fend for themselves. They are able to find their own food, water and shelter without help from humans.
5. Learners complete **Module 1, Activity3 (FP)**.



INGXENYE YOKU-1 UMSEBENZI WESI-3 (FP)



Izidingo zezilwane: (Kudwebe lokhu)

Dweba isithombe sesilwane osithandayo sisendaweni lapho sitholakala khona. Khumbula ukufaka utshani, izihlahla kanye namanzi!

Ilanga nomoya

Amanzi

Ukudla

Indawo yokuphepha

Indawo

Abangane

MODULE 1, LESSON 4 (FP)



MOD 1. LESSON 4

Ecosystems.

OBJECTIVES/OUTCOMES

Learners will:

1. Begin to understand the interdependence of humans and animals.
2. Understand that all living creatures are important.
3. Understand what an ecosystem is and how important it is that they remain in balance.

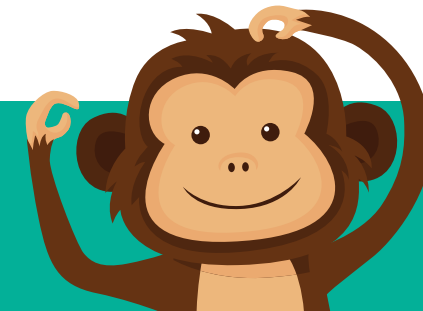
MATERIALS

PROCEDURE OF LESSON/ACTIVITY

1. Explain to learners what an ecosystem is:
 - It's where animals and plants live together and they depend on each other to survive.
 2. Ecosystems need to be balanced. If one creature or plant is taken out of an ecosystem it affects everything else.
 3. Take learners on a walk around the school grounds. There may be a river nearby where they can see water plants, insects, birds and perhaps even fishes. Alternatively, find a tree and examine the life in it and around it. Another option is a patch of natural bush.
- Explain to the learners that everything they're seeing has a purpose (insects, birds, lizards etc). Ask them what they think it might be?



MODULE 1, LESSON 5 (FP)



MOD 1. LESSON 5

Role of animals in an ecosystem case study.

OBJECTIVES/OUTCOMES

Learners will:

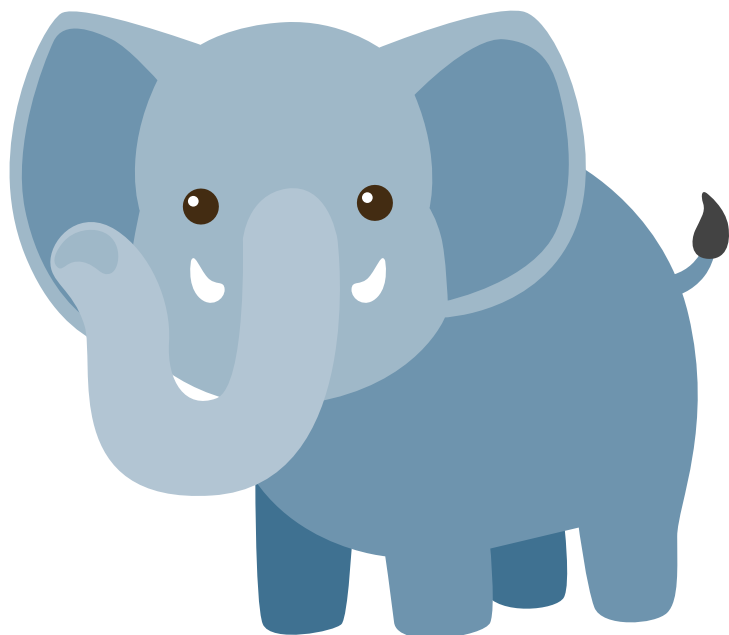
1. Understand that animals in an ecosystem all have a specific role to play.

MATERIALS

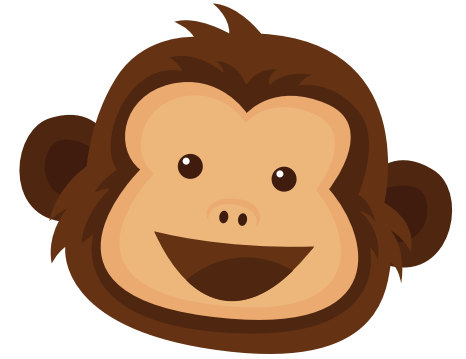
- A picture of an elephant, a cheetah and a lion.
- Module 1, Activity 5 (FP).

PROCEDURE OF LESSON/ACTIVITY

1. Discuss with the learners that each animal in the wild, no matter how big or how small, has a very important role to play in an ecosystem.
2. Discuss the fact that animals need a healthy, balanced ecosystem to survive and that they all depend on each other.
3. All animals have unique and different characteristics that allow them to survive in the wild. Lions have big teeth and claws to hunt for their food. Cheetahs can run really fast, for example.
4. Case Study: elephants:
 - Elephants are the world's biggest land animals.
 - Ask the learners to think about what elephants need to survive. Be sure to include the following information:
 - They need lots of water.
 - They need lots of food.
 - They need lots of space to roam around with their herds.
 - They've got trunks that they use to break branches off trees to eat and drink. They also use their trunks for "dust baths" to keep cool and keep insects away.
4. Learners should complete **Module 1, Activity 5 (FP)**. Younger learners who can't read yet, should colour in the picture.



INGXENYE YOKU-1 UMSEBENZI WESI-5 (FP)



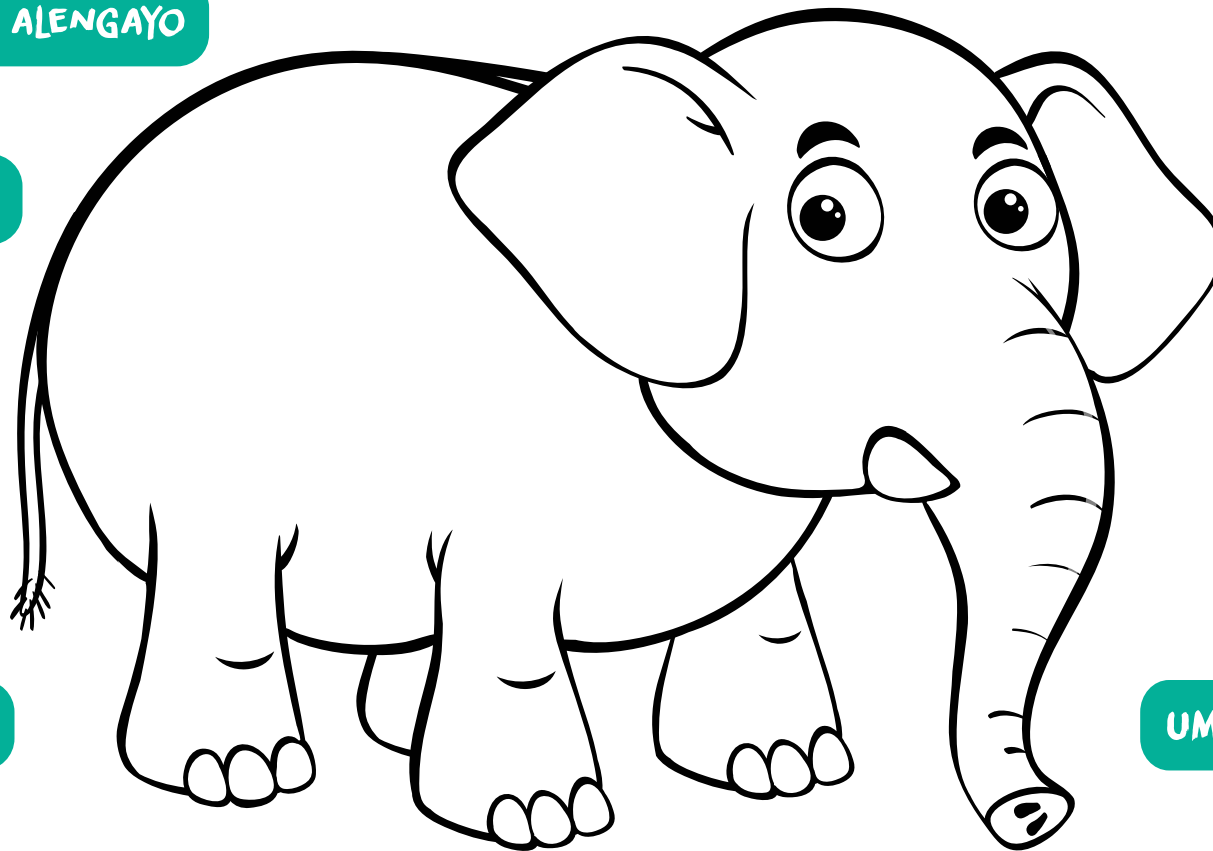
Dweba imigqa kusukela emagameni kuya esithweni okuyiso somzimba wendlovu.

AMADLEBE ABAKHULU ALENGAYO

UMZIMBA OMKHULU

UMSILA

IMILENZE ESINDAYO



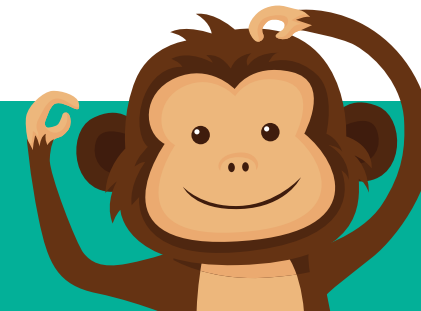
UKUKHUMBULA OKUHLA

AMEHLO AMANCANE

AMAZINYO ENDLOVU

UMBOKO

MODULE 1, LESSON 6 (FP)



MOD 1. LESSON 6

Role of animals in an ecosystem case study 2.

OBJECTIVES/OUTCOMES

Learners will:

1. Understand that animals in an ecosystem all have a specific role to play.

MATERIALS

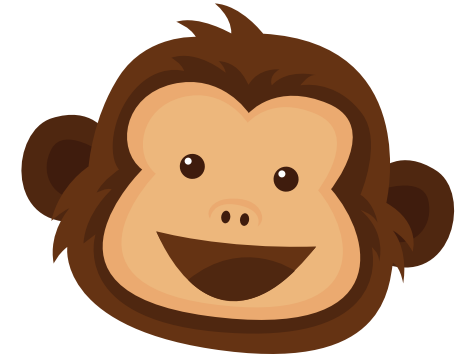
- Module 1, Activity 6 (FP).



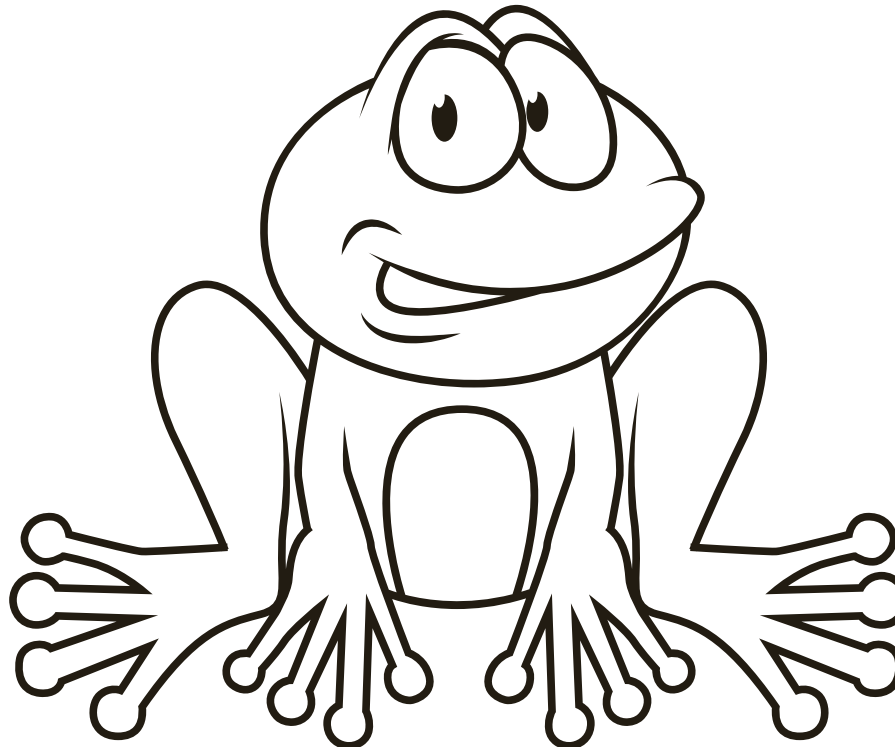
PROCEDURE OF LESSON/ACTIVITY

1. Discuss a freshwater ecosystem with learners. As humans, we also need clean, fresh water.
 - Freshwater ecosystems are comprised of all the creatures and plants that live in and around rivers, dams and streams.
 - Ask the learners what kinds of animals they think they will find there, and why? Be sure to mention the following:
 - Fish – because they live in water.
 - Insects – because they often breed in or near water.
 - Birds – because they can eat the fish and insects.
 - Frogs – because they breed in the water and also eat insects which are plentiful in a freshwater ecosystem.
2. Discuss the importance of clean freshwater ecosystems. If our water is polluted, the animals cannot survive. And, as humans we need clean, fresh water too.
3. Case Study: frogs
 - Frogs live in freshwater ecosystems.
 - They can breathe through their skins.
 - They have strong back legs to leap away from danger.
 - Frogs eat lots of insects – which is helpful to humans.
 - Frogs can't live in water that isn't clean. Another reason to keep our rivers and streams clean!
4. Learner's complete **Module 1, Activity 6 (FP)**.

INGXENYE YOKU-1 UMSEBENZI WESI-6 (FP)



Faka imibala kulesi sithombe sexoxo. Faka futhi umfula lapho lihlala khona, izitshalo kanye mhlawumbe nezinye izilwanyana eziseduzane!

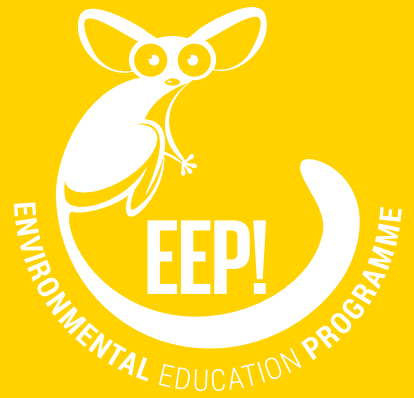


MODULE 2:

NATURE'S RECYCLERS!



Foundation Phase



MODULE 2 – FOUNDATION PHASE



THEME: Nature's Recyclers

Key concepts & Objectives:

- An introduction into pollution and getting rid of waste in immediate environment
- The importance of a healthy environment.
- How nature cleans up its waste – naturally.
- Introduction to recycling.

ADDITIONAL EDUCATOR INFORMATION

1. What happens when we throw rubbish into rivers or into the bushes or out of cars?

- Plastic cannot break down.
- Animals are affected (fish and turtles eat these waste products and they can die because of it.)
- Litter makes any environment look terrible. Nobody wants to live in a place full of ugly plastic bags!
- What can we do to recycle plastic?

2. Things not to do when getting rid of rubbish:

- Plastic bags.
- Bottles.
- Intro to recycling.

3. Nature's Recyclers (or "The clean-up crew!")

- In the wild, animals also need to keep their environments clean.
- When predators like lions, leopards and cheetahs are finished eating their meal of zebra or buffalo, there are always leftovers.
- If these were just left to rot, they would end up causing terrible diseases that would eventually affect all the animals, the whole environment, and ultimately humans.
- Luckily there are certain creatures that do this clean-up job very well!

4. One of the clean-up crews are ants

5. What can we learn from animal recyclers?

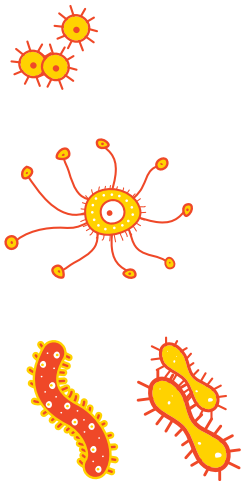
- Nothing in nature ever goes to waste.
- What's waste for one animal is food for another.

MODULE 2, LESSON 1 (FP)

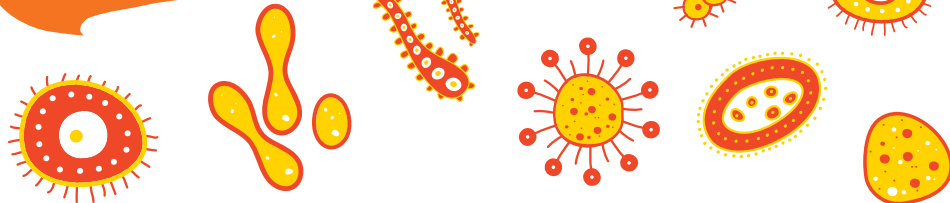


MOD 2. LESSON 1

Keeping ourselves clean and healthy.



**BOO!
DON'T MESS WITH
US GERMS!**



OBJECTIVES/OUTCOMES

Learners will:

1. Know how to keep themselves and their environment clean, and thus healthier.
2. Understand that diseases develop and spread in unclean environments.
3. Understand that shop all fruits and vegetables should be washed before eating.

MATERIALS

- Some fruits and vegetables.
- Pictures from magazines or books showing foodstuff.
- Refer to flies that may be present in the environment.
- Soap, warm water and a towel.
- Module 2, Activity 1 (FP).

PROCEDURE OF LESSON/ACTIVITY

1. Learners are shown pictures of people, homes and foodstuff (or bring some examples into the classroom, or look in lunchboxes).
2. Learners examine the fruits and vegetables and talk about how these perishable foods can spoil and become unhealthy in their homes. Always keep food covered, and where applicable, in a fridge.
3. Talk about how these may become tainted due to being handled in an unhygienic way during packing or production.
4. Talk about germs being spread by flies that sit on uncovered food, and spread disease.
5. Learners can suggest ways to make sure foodstuff is clean and stays untainted at home.
6. Discuss the importance of washing hands: (Demonstrate how to wash hands properly to remove dirt and germs. Soap is important!)
 - After touching any animal or pet
 - After visiting the toilet
 - Before handling any food
7. Referring to the environments, ask if they have seen papers and other litter lying around. Have they seen people throwing rubbish out of a vehicle window? Flies and other creatures can breed on these leftovers, and diseases can spread.
8. Animals swallow plastic, paper and other harmful substances and die painful deaths. Do not litter. Place all waste into a bin. (Recycling lesson to follow)
9. Learners identify good practises depicted in the Module 2, Activity 1, and colour these in.

[illegible]

INGXENYE WOKU-1 UMSEBENZI WOKU-1 (FP)



Faka imibala ezithombeni ukusikhumbuza ukuthi singenzani ukuzigcina sinempilo.

MODULE 2, LESSON 2 (FP)



MOD 2. LESSON 2

Introduction to pollution.

OBJECTIVES/OUTCOMES

Learners will:

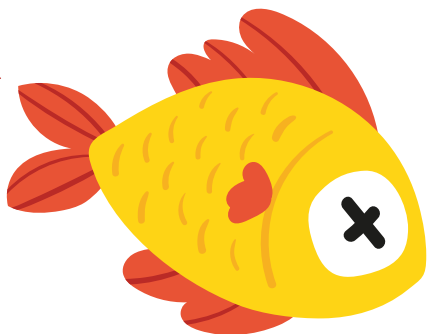
1. Identify litter and pollution in their environments.
2. Understand that litter is present on land, in the waters and in the air.
3. Understand the role they have to play to keep the environment clean, and thus, healthier.

MATERIALS

- The school grounds and their immediate environments
- Pictures of polluted environments
- The classroom rubbish bin (kept full from previous day)
- Module 2, Activity 2 (FP).

PROCEDURE OF LESSON/ACTIVITY

1. Discuss with learners the different types of pollution: Water, Air and Land.
2. Ask learners if they have seen or smelled fumes coming out of the exhausts of vehicles, especially trucks and buses. Point out the pollution and impure air that we breathe in, and how this can make us ill. Refer to factories and the smoke pollution they create.
3. Animals living in water frequently become victims of polluted water. They eat plastic packets, chip packets cold drink boxes, hair clips swept out to sea, and almost anything that comes their way. Fishes, frogs, turtles, and all sorts of large and small creatures die because of eating human waste.
4. Polluting water is also bad for humans. We can't live without clean water!
5. On land, wild animals may swallow these items that are blown around by the wind. These animals will become very sick and die. We need to look after these animals, as they provide food for humans to eat.
6. Litter makes the world look unsightly, it shows that humans are too lazy to throw waste into bins and don't care enough about keeping the land healthy and beautiful. Nobody likes to live in a polluted environment. Do not litter!
7. Learners to complete Module 2, Activity 2 (FP).



I WOULD
STILL BE ALIVE
IF THE WATER
WERE CLEAN!

INGXENYE YOKU-1 UMSEBENZI WESI-2 (FP)



UKUNGCOLA KOMHLABA



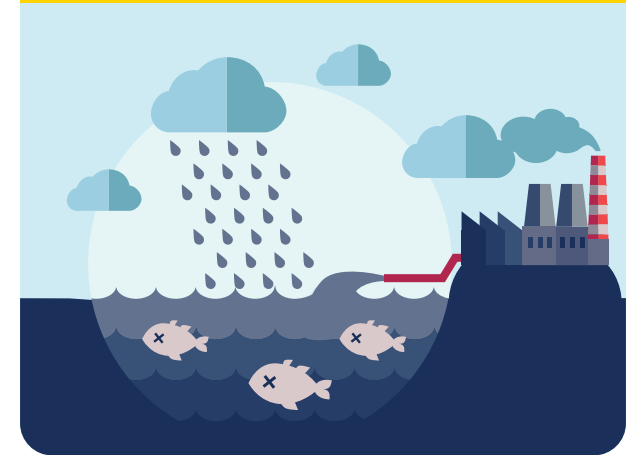
Dweba ezinye izinto ezingcolisa umhlaba wethu:

UKUNGCOLA KOMOYA



Dweba ezinye izinto ezingcolisa umoya wethu:

UKUNGCOLA KWAMANZI



Dweba ezinye izinto ezingcolisa amanzi ethu:

MODULE 2, LESSON 3 (FP)



MOD 2. LESSON 3

Introduction to pollution.

OBJECTIVES/OUTCOMES

Learners will:

1. Identify litter and pollution in their environments.
2. Understand that litter is present on land, in the waters and in the air.
3. Understand the role they have to play to keep the environment clean, and thus, healthier.

MATERIALS

- The school grounds and their immediate environments
- Pictures of polluted environments
- The classroom rubbish bin (kept full from previous day)
- Module 2, Activity 3 (FP).

PROCEDURE OF LESSON/ACTIVITY

1. Walk about the school grounds and note any humanly placed litter or rubbish in the school grounds or along the perimeter fence. Discuss how unsightly it is, but also how this can breed/cause diseases (Module 2, Activity 3 (FP) below).
2. Discuss what they found.



INGXENYE YOKU-1 UMSEBENZI WESI-3 (FP)



Qoqa udoti emegcekeni esikole. Yenza amaqoqwana ezibalo ngokuqopha udoti ngamunye oqoqiwe.
(IIII III III kukhombisa isibalo esiyi-12 sikadoti) Amaqoqwana ezibalo ngokuqobha asebenza nganhlanu.

IPHEPHA

UPULASITIKI

INGILAZI

AMATHINI

AMAPHAKETHE
AMASHIPHSI

UKUDLA

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|

MANGAKI AMAQOQWANA EZIBALO EZIQOSHIWE? _____

INGXENYE YOKU-1 UMSEBENZI WESI-3 (FP)



Dweba isithombe somunye wodoti obatholile. Qikelela ukuthi ulahla udoti emgqonyeni wawo hhayi phansi.

NJALO FAKA UDOTI EMGQONYENI WAWO

MODULE 2, LESSON 4 (FP)



MOD 2. LESSON 4

Investigation waste materials at home.

OBJECTIVES/OUTCOMES

Learners will get:

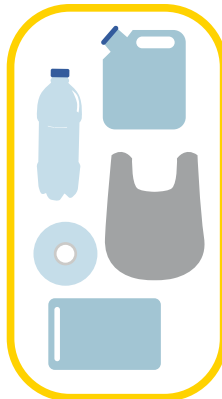
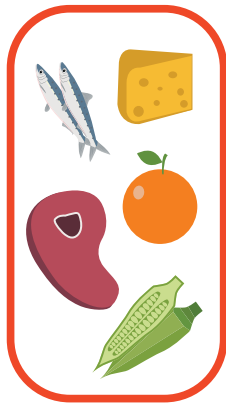
1. An introduction to different kinds of waste.
2. An Introduction to recycling.

MATERIALS

- Module 2, Activity 4 (FP).

PROCEDURE OF LESSON/ACTIVITY

1. Talk to the learners about different types of waste.
 - Some waste products (like leftover food, e.g. chicken bones) can break down in the environment.
 - Paper can also break down.
 - Some waste materials can be re-used (such as a glass tomato sauce bottle)
 - Plastic does not break down and is the biggest culprit of pollution worldwide.
2. Discuss with the learners what type of waste material they find in their homes.
 - Discuss if they think there is anything they can do with this waste – can it be re-used? What kind of items can we re-use?
3. The concept of recycling glass and paper needs to be made clear. These items can be broken down and re-used/re-made. There are companies that do this, but we need to separate our rubbish.
4. Encourage learners to set up a recycling station at school and continue this throughout the year.
5. Learners complete Module 2, Activity 4 (FP).



INGXENYE YOKU-1 UMSEBENZI WESI-4 (FP)



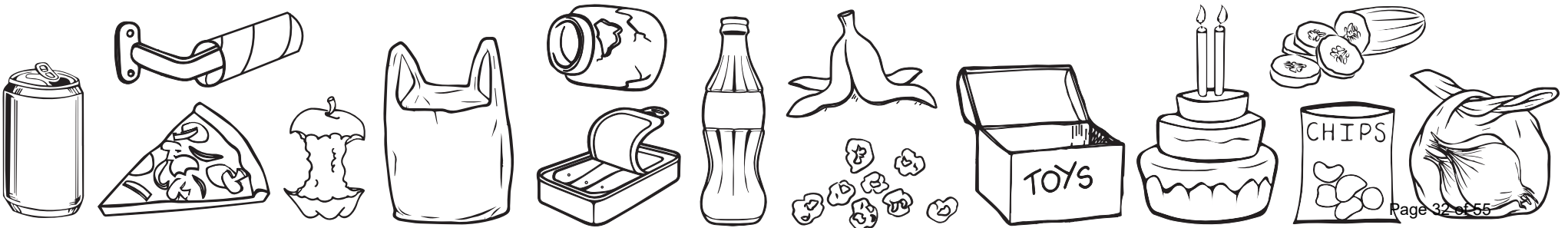
Zizotholakalaphi izinto okumele zilahlwe emakhaya ethu? Sika ukhiphe izithombe ngezansi bese uzinamathelisa emabhokisini.

EKHISHINI

ENDLINI YOKUGEZA

ENDLINI YOKUPHUMULA

ENGADINI



MODULE 2, LESSON 5 (FP)



MOD 2. LESSON 5

Lesson 5.

OBJECTIVES/OUTCOMES

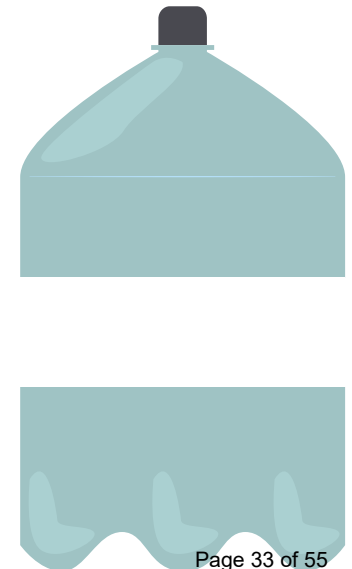
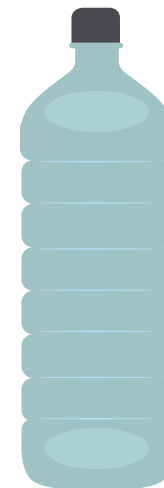
Plastic.

MATERIALS

- Simple art materials.

PROCEDURE OF LESSON/ACTIVITY

1. Ask the learners to bring empty plastic bottles (big or small) into the classroom.
2. Re-enforce the fact that plastic doesn't break down in the environment and can harm animals.
3. Do an art project with a plastic bottle (this is also a form of recycling)! Have some fun with the learners by making a piggy bank from a plastic bottle.



MODULE 2, LESSON 6 (FP)



MOD 2. LESSON 6

Nature's clean up crew.

OBJECTIVES/OUTCOMES

1. In nature, everything is recycled.
2. Learners will understand that ants are one of the clean-up crew.

MATERIALS

- A slice of bread with jam on it.

PROCEDURE OF LESSON/ACTIVITY

1. In nature, everything is recycled. Absolutely nothing goes to waste.
 - What one animal leaves behind becomes food for something else!
2. Discuss ants with the learners:
 - Ants are part of nature's clean-up crew!
 - Ants live in colonies under the ground – there can be millions and millions of them!
 - Of course, Ants need to eat. And it turns out that their food is sometimes other animals leftovers.
 - Ants find their food by sending out "scouter ants". These ants spend all their time looking for food.
 - When they find it, they dash back to the colony to fetch their fellow ants.
 - Ants use their antennae to "talk" to other ants.
 - In no time at all a long line of ants can be seen marching to the food.
 - They can carry about 50 times their body weight and will carry the food, bit by bit, back to the nest for everyone to eat.
 - In this way, ants help break down waste matter in the environment – and they also get food!
3. Take the learners outside into the school grounds, somewhere near bushes/trees and out of the way.

Put a small piece of bread covered in jam on the ground...and watch.
In no time at all the bread will be covered in ants.

- Let the learners observe the ants behavior and how quickly the bread gets 'broken down'.
- Visit the site the following day to see if there's anything left over.

SOME FACTS ABOUT ANTS:

- There are 'scout ants' within an ant colony that are always on the lookout for food – it's their job!
- When they find some, they dash back to the colony to tell everyone about it. (You can see them "talking" to each other when they 'rub' their antennae's together.)
- Before long hundreds of members of the colony will be seen marching to the feast!
- Ants can carry 50 times their body weight.
- Ants can climb upside down!

MODULE 3.

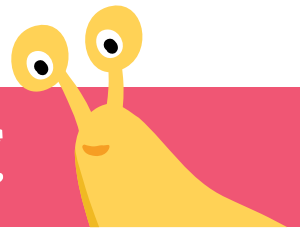
ANIMAL HOMES



Foundation Phase



MODULE 3 – FOUNDATION PHASE



THEME: Animal Homes.

Key concepts & Objectives:

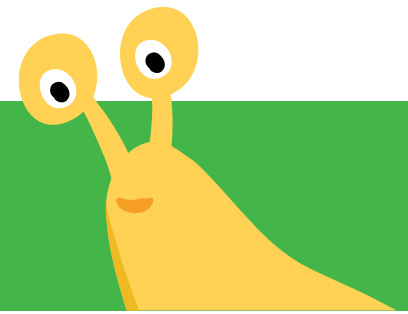
- Learners will understand that a habitat is a place where animals live.
- Learners will understand that different animals have different homes within these habitats and how this helps them to survive.
- Discovering that animals need a place to live where they can hide from predators, have shelter from bad weather and have a place to raise their young.

There are lots of different types of animal homes:

- There are animals that make their homes.
- There are animals that find their homes.
- There are animals that carry their homes.
- There are animals that roam around, searching for food and don't have a specific place where they live.
- Animals that make their homes in water.



MODULE 3, LESSON 1 (FP)



MOD 3. LESSON 1

Where animals have their homes.

OBJECTIVES/OUTCOMES

Learners will:

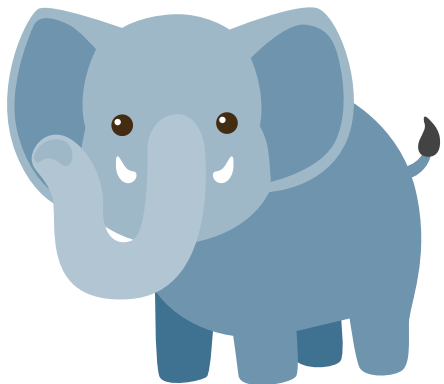
1. Understand that animal too need a home.
2. Understand that animals need a place where they are safe, can breed and raise their young and shelter from the elements.
3. Understand that animal homes differ according to their needs and habitat.

MATERIALS

- Module 3, Activity 1 (FP).

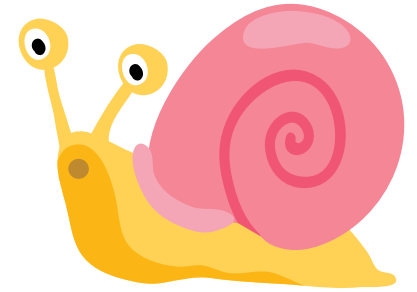
PROCEDURE OF LESSON/ACTIVITY

1. Discuss with the learners that animals also need a home to live in. Discuss why this is important. Animals, just like humans, need a safe place to live, a place to raise their babies, and a place where there's lots of food and water for them to live.
2. Talk to the learners about wild spaces (game reserves), and how this is home for wild animals.
3. Talk about certain animals, an elephant for example. What kind of place would make a good home for an elephant, and why? Be sure to mention the following:
 - Elephants are big so they need lots of space!
 - They also drink a lot of water, so they need to be near a river.
 - They eat a large amount, and so will choose to live where there are many trees
4. Talk about another animal, such as a frog. Where would it live? Why? Be sure to mention the following:
 - Frogs live in or near water, so their home would be a river, pond or stream.
 - They eat insects and there' are many of those around a river (like mosquitoes)
 - They lay their eggs in the water and these become tadpoles.
5. Learners complete Module 3, Activity 1 (FP).



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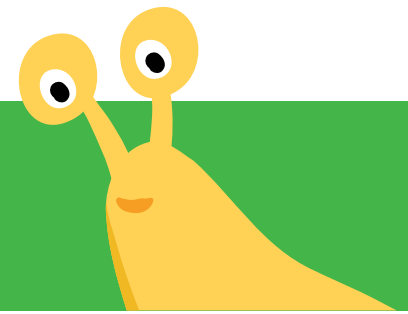
INGXENYE WOKU-1 UMSEBENZI WOKU-1 (FP)



Dweba isithombe sekhaya lale ndlovu!

Dweba isithombe sekhaya laleli xoxo!

MODULE 3, LESSON 2 (FP)



MOD 3. LESSON 2

Animals that build their homes: birds.

OBJECTIVES/OUTCOMES

Learners will:

1. Understand the importance of birds in nature.
2. Understand that most birds build nests in trees, but some build on cliffs on the ground or in rafters.
3. Understand that nests afford the birds protection and should not be tampered with.
4. Understand that wild birds should not ever be captured and kept in cages.

MATERIALS

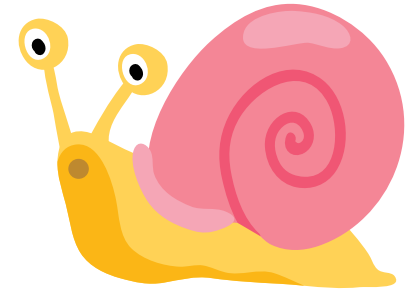
- Module 3, Activity 2 (FP).

PROCEDURE OF LESSON/ACTIVITY

1. Discuss with the learners the idea that some animals build their homes. One of these animals are certain birds.
2. Discuss the concept of a bird's nest with the learners. Make sure they understand that:
 - Birds build nests so they can lay their eggs in it.
 - Ask the learners why a nest is a good home for a bird. Make sure to mention the following:
 - Nests in trees keep the birds safe from animals that might eat their eggs – or get stood on by other animals.
 - Nests keep the eggs warm until they are ready to hatch.
2. Discuss with the learners that birds nests are amazing because they are built with their beaks. Birds don't have hands!
3. Walk around the school grounds and see if you can see any birds in nests.
4. Learners complete Module 3, Activity 2 (FP).

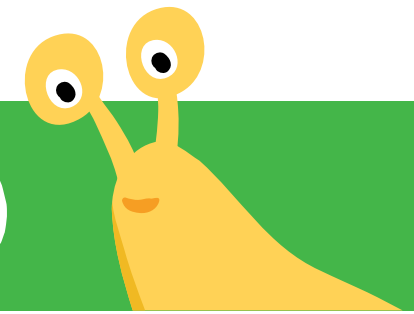


INGXENYE YOKU-1 UMSEBENZI WESI-2 (FP)



DWEBE ISIDLEKE ESINENYONI NAMAQANDA AYO PHAKATHI!

MODULE 3, LESSON 3 (FP)



MOD 3. LESSON 3

Animals that find their homes.



OBJECTIVES/OUTCOMES

Learners will:

1. Understand that some animals find their homes.

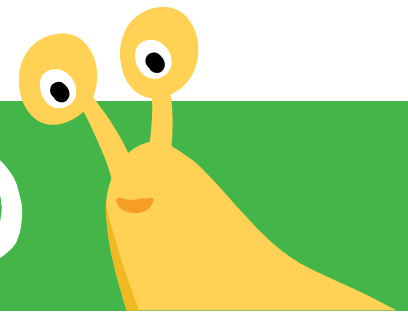
MATERIALS

- The school grounds and their immediate environments.
- Pictures of polluted environments.
- The classroom rubbish bin (kept full from previous day).

PROCEDURE OF LESSON/ACTIVITY

1. Discuss with the learners that some animals find their homes. In other words, they don't build them.
2. Monkeys and baboons like to climb in trees, but they also sleep there. Being in a tree will keep them safe from predators. Some animals, certain snakes, mongooses and rabbits, may find empty holes in the ground, and just move in. They will keep themselves and their babies safe in these burrows. Bigger animals cannot get through the small openings. Squirrels live in holes in the tree trunks, or in nests they make amongst the fallen branches.
3. Walk around the school grounds and see if some possible animal homes can be found. This may be a pile of stones, (Lizards, snakes, scorpions etc – be careful!!) or a grassy patch where insects can be seen. These homes have not been made by the animals, they have been found and the animals have just moved in.

MODULE 3, LESSON 4 (FP)



MOD 3. LESSON 4

Animals that carry their homes.

OBJECTIVES/OUTCOMES

Learners will:

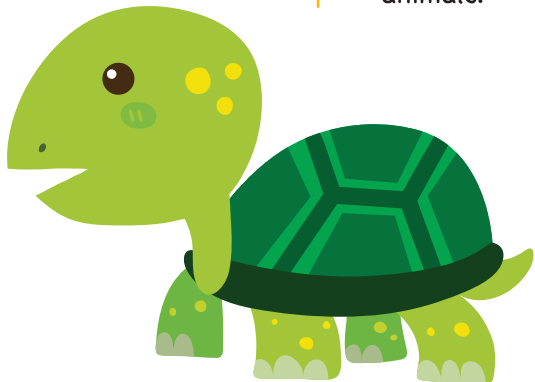
1. Understand the uniqueness of animals that carry their homes.
2. Understand that these appear harmless but are wild animals that should not be kept in cages or fish tanks.
3. Learn the habits of these animals.

MATERIALS

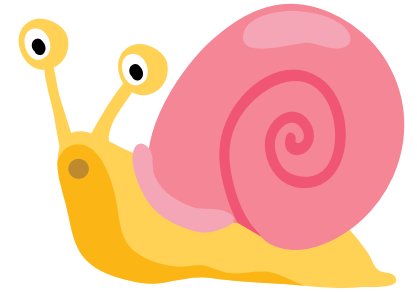
- Walk about the school to look for a snail.
- Crayons and pencils.
- Module 3, Activity 3 (FP).

PROCEDURE OF LESSON/ACTIVITY

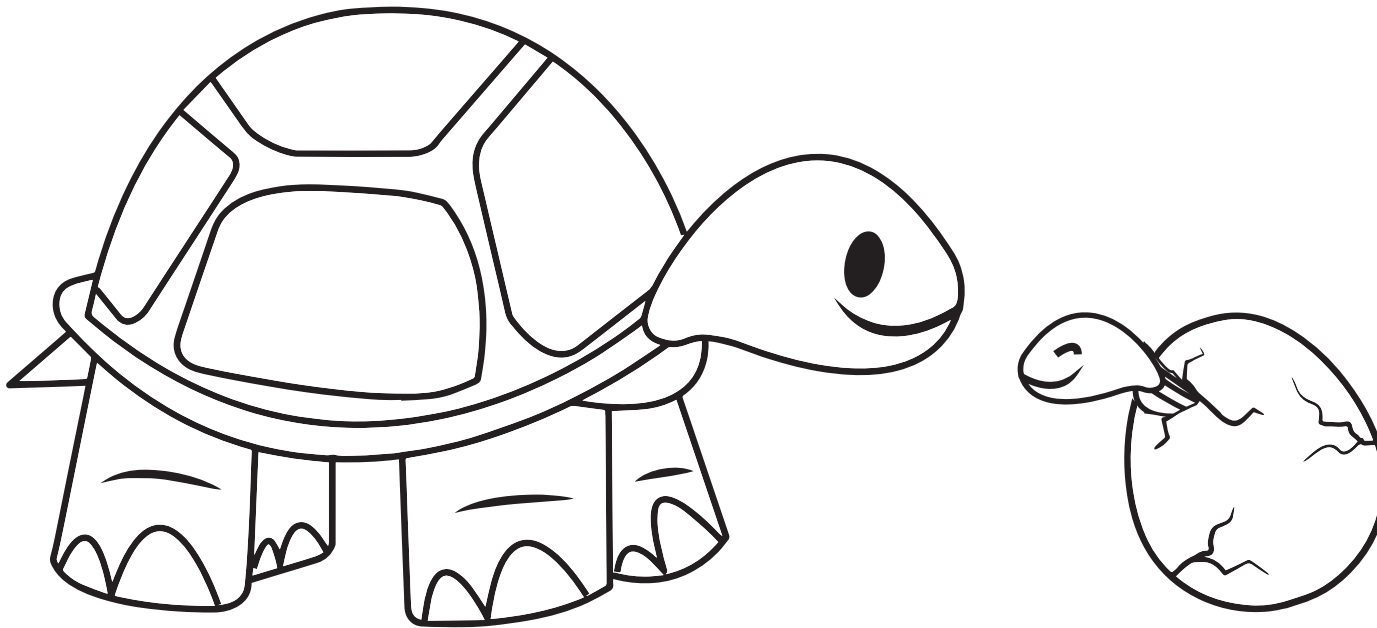
1. Some creatures carry their homes around with them. Learners talk about any such creatures they may have seen, for example, snails and tortoises. These animals have shells that protect them. These shells are their homes.
2. The tortoise shell is attached to its body. It cannot live without its shell which is made of bone. When threatened, it draws in its head and feet and plays dead so that the predator will lose interest. Their shells grow with them and are part of their body. These are heavy and tortoises move slowly, as this is hard work! They live on land and eat grass, leaves and fruit. They have no teeth, but very strong beaks. They can live for up to 150 years, longer than humans can!
3. Snails also carry their homes, both on land and in the sea. They are also found all over in our gardens and fields, as they eat leaves and fruits, especially young, juicy leaves. They are one of the slowest animals on earth. They have no ears to hear, but they can see, and they have an amazing sense of smell. They leave a trail of slime behind them when they move. The African land snail is the largest snail on earth.
4. Learners complete Module 3, Activity 3 (FP).



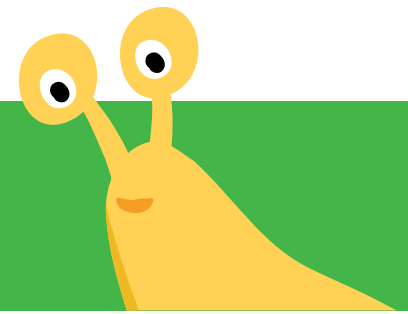
INGXENYE YOKU-1 UMSEBENZI WESI-4 (FP)



Leli chwane lofudu liyachamusela! Lizodinga ukudla maduze.
Dweba izitshalo notshani elingakudla. Dweba imikhawulo bese ufaka imibala egobolondweni lofudu elidala.
Lenze libe lihle – Yikhaya lalo leli!

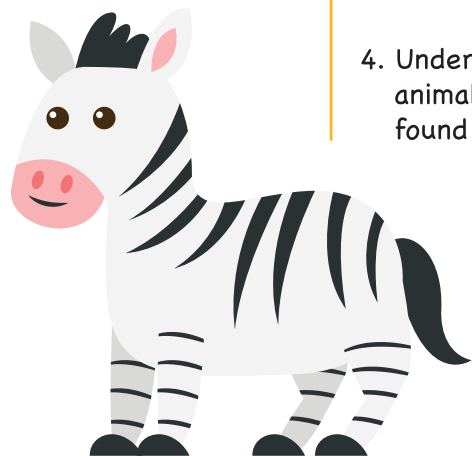


MODULE 3, LESSON 5 (FP)



MOD 3. LESSON 5

Animals that roam to find food and water.



OBJECTIVES/OUTCOMES

Learners will:

1. Understand that some animals move around in large herds.
2. Understand that they roam to find food and water.
3. Understand that if they stayed in the same place for too long, they would eat all the available plants and have no food.
4. Understand why these animals are almost never found on their own.

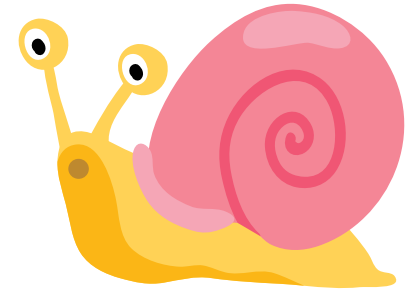
MATERIALS

- Pictures of antelope, zebras, wildebeest, buffalos and elephants.
- Scissors, glue, crayons.
- Module 3, Activity 5 (FP).

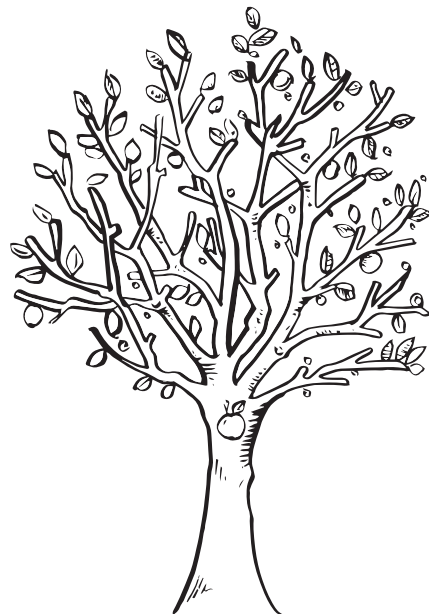
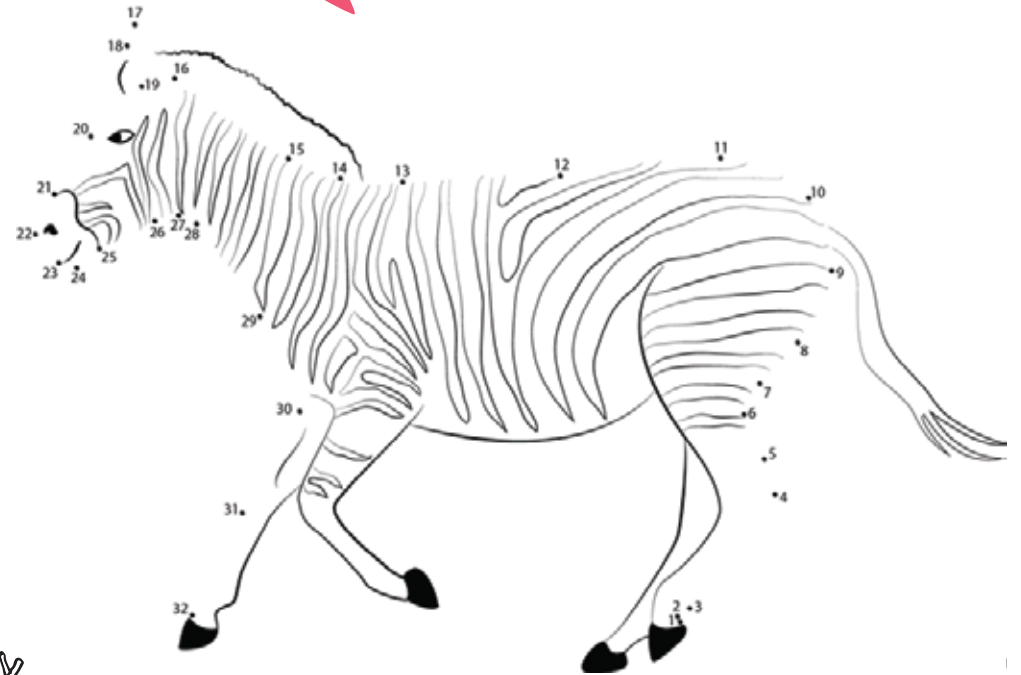
PROCEDURE OF LESSON/ACTIVITY

1. Explain to learners that some animals move around in large groups. They live together with their fellow animals in herds. These animals are the food for other creatures, and are hunted by animals such as lions, leopards and cheetahs, and there is safety in numbers. It is thought that when the zebras all run away together, they create a lot of dust and their stripes may confuse their predators.
2. These large herds of animals eat an enormous amount of plants, trees, grasses and shrubs. They need to move away to find new places where food is abundant, and also to allow the previous lands to recover. These animals find a home where their food and water is freely available. They may travel great distances to do so.
3. These animals stick together in their groups and travel around together to find food and water.
4. Learners complete Module 3, Activity 5 (FP).

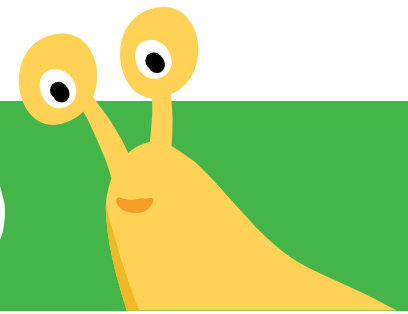
INGXENYE YOKU-1 UMSEBENZI WESI-5 (FP)



Hlanganisa amachashaza ukuthola izebhra.
Faka imibala kuyo. Dweba amanye amazebhra
ukukhombisa ukuthi ahlala emihlambini.



MODULE 3, LESSON 6 (FP)



MOD 3. LESSON 6

Animals that live in the water: fish.

OBJECTIVES/OUTCOMES

Learners will:

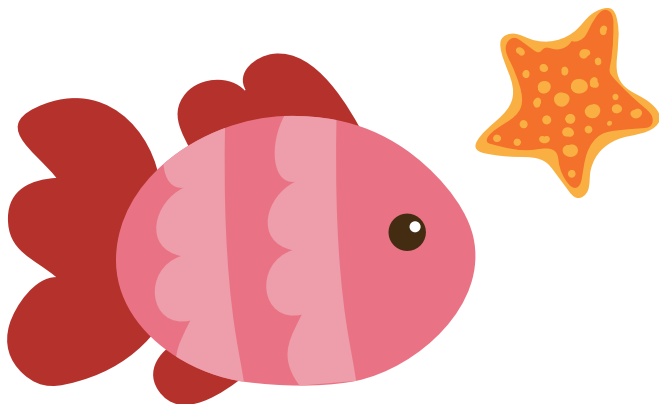
1. Understand that fish have adapted to live in water.
2. Understand that some fish live in fresh water and some in the oceans.
3. Identify what makes fish different from land animals.

MATERIALS

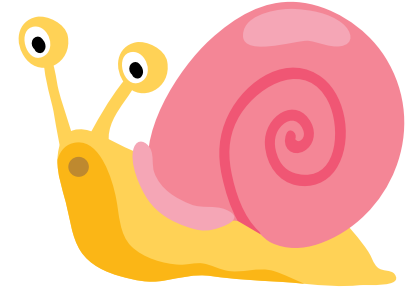
- Pictures of all kinds of fish.
- Module 3, Activity 6 (FP).
- Scissors, glue, crayons, scraps of paper for decoration, scraps of newspaper, wool or string, a wire coat hanger or sturdy branches stripped of leaves, for hanging the fish on.

PROCEDURE OF LESSON/ACTIVITY

1. Ask which learners have visited the beach and have seen little fish and other sea creatures in the rock pools. Talk about these experiences. We need to keep our beaches and water clean and unpolluted, so that these creatures can survive. What makes fish different to other animals? Allow learners to share what they know.
2. Fish can breathe under water. They have adapted to living this way. They have gills which take oxygen out of the water. Fish have tails and fins to help them swim very fast through the water. They need to swim to find their food, and also to get away from bigger fish that may want to eat them! They also have scales on their bodies which help to protect them.
3. Fish come in all shapes and sizes. They make no sound as they move through the water. Fish lay eggs. Some fish live in fresh water rivers, streams and dams, and others in the sea.
4. Learners get creative by completing Module 3, Activity 6 (FP).



INGXENYE YOKU-1 UMSEBENZI WESI-6 (FP)



Faka imibala noma enjani oyithandayo kuwo wonke lo fishi, bese uwusika uwukhiphe kahle ngokucophelela. Manje faka leli elinye icala imibala efanayo. Dabula amaphepha amancane bese uwanamathisela ukwenza amacwecwe esikhumba. Namathisela ingaphezulu lomzimba entanjeni ukwenza indlela enhle.

