

# Wetlands are wonderful!



Share-Net

Share-Net is an informal partnership project committed to developing and disseminating materials in support of environmentally focused teaching and learning. Share-Net materials are copyright-free for educational purposes. We encourage you to adapt and use the materials in new, exciting ways but request that you acknowledge Share-Net as an original source. Sensible use of these curriculum activities is entirely the responsibility of the educator. Find similar curriculum materials by visiting [www.envirolearn.org.za](http://www.envirolearn.org.za) or contact Share-Net directly at PO Box 394, Howick, 3290, KwaZulu-Natal, tel: (033) 330 3931, e-mail: [sharenet@wessa.co.za](mailto:sharenet@wessa.co.za)



*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.



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)



| 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                              | <b>Learning Outcome 3:</b> 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.  | <ul style="list-style-type: none"> <li>Shows understanding of information texts.</li> <li>Identifies and discusses the social, cultural, environmental and ethical issues contained in texts.</li> </ul>  |
| 2. Learners investigate, design, make and evaluate a water filtration system, similar to that of a wetland.  | Technology                             | <b>Learning Outcome 1:</b> Technological processes and skills: The learner will be able to apply technological processes and skills ethically and responsibly using appropriate information and communication technology.                            | <p><b>Investigates:</b></p> <ul style="list-style-type: none"> <li>Investigates the background context, the nature of the need, the environmental situation, and the people concerned.</li> </ul> <p><b>Designs:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Lists product and design specifications and constraints for a solution to a given problem, need or opportunity based on some of the design key words.</li> </ul> <p><b>Makes:</b></p> <ul style="list-style-type: none"> <li>Develops a plan for making that details all of the following: resources needed; dimensions.</li> <li>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.</li> </ul> |
| 3. Learners test out and evaluate their water filters.   | Natural Sciences                       | <b>Learning Outcome 1:</b> 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. | <ul style="list-style-type: none"> <li>Conducts investigations and collects data: Organises and uses equipment or sources to gather and record information.</li> </ul>  |
| 4. Learners take an imaginary walk through a wetland and a river, looking for good and bad land management practices.  | Social Sciences: Geography             | <b>Learning Outcome 1:</b> Geographical enquiry: The learner will be able to use enquiry skills to investigate geographical and environmental concepts and processes.  | <ul style="list-style-type: none"> <li>Identifies a variety of geographical and environmental sources relevant to an enquiry.</li> <li>Organises and interprets information relevant to the enquiry from simple map.</li> <li>Uses information to suggest answers, propose alternatives and possible solutions.</li> </ul>  |
| 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                       | <b>Learning Outcome 2:</b> Reflecting: The learner will be able to reflect critically and creatively on artistic and cultural processes, products and styles in past and present contexts.   | <ul style="list-style-type: none"> <li>Explains the need for conservation of a country's indigenous knowledge systems, heritage artefacts in museums, galleries, theatres, cultural sites and natural heritage sites.</li> </ul>  |