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.

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). This pack is available electronically on www.envirolearn.org.za
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| 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. |
| 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. |
| 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. |
| 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. |
| 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. |