Outdoor Environmental Education Africa (OEEA)
Established 1999 · www.oeea.co.za · Ecology-centred outdoor learning

Sample CAPS worksheet

This is a **sample** worksheet, not the full OEEA workbook. Full workbooks are shared with schools after booking and payment.

Grade 4

Living Things & Habitats

Learning outcome: Learners identify different habitats and the organisms that live in them.

This sample worksheet supports OEEA's CAPS-coded programmes for Grade 4. OEEA's ecology-centred outdoor programmes draw on the NAAEE Guidelines for Excellence in Environmental Education.

Learner name _____ School _____ Date _____

Activity 1 — Micro-habitat detective (observation)

Find a small outdoor space about the size of a desk (for example under a bush, beside a rock, or at the edge of a path). Sit quietly for two minutes. Use your eyes and ears only — do not dig or disturb.

What I notice	Tick / notes
Sun or shade?	
Dry or damp ground?	
Plants present?	
Signs of animals (tracks, nests, droppings, sounds)?	
Something surprising?	

My micro-habitat is mostly: _____

Activity 2 — Organisms I found (record)

List up to five living things (or clear signs of life) you observed. Prefer watching to collecting.

#	Organism or sign	Where I saw it	Moving or still?
1			
2			
3			
4			
5			

Activity 3 — Draw and label a habitat diagram

Draw your micro-habitat. Label at least three things: one plant, one animal or animal sign, and one non-living feature (soil, rock, water, light).

Draw here

Labels: 1. _____ 2. _____ 3. _____

Activity 4 — Match organism to habitat need

Match each organism (A–D) to a habitat need (1–4).

A. Earthworm
B. Dragonfly
C. Weaver bird
D. Lizard

1. Open sunny perch to hunt insects
2. Moist soil and leaf litter
3. Water and plants near a pool or stream
4. Trees or reeds for nesting

My answers: A → _____ B → _____ C → _____ D → _____

Activity 5 — Reflection

If this micro-habitat became very dry and hot for many weeks, what might change for the living things I found?

Teacher note (Grade 4)

Before the tour: Introduce the words habitat, organism, and micro-habitat. Practise quiet observation on the school grounds for five minutes.

During the tour: Use this sheet at a safe outdoor stop. Keep groups small. Learners observe and record — they do not remove plants or animals.

After the tour: Share drawings in class. Discuss how different habitats (Bushveld & Inland, Highveld & Mountains, or Lowveld & Coasts, depending on your programme) support different life.

Safety (high level): Stay with the group; follow guide instructions; do not touch unknown plants or animals; wash hands after fieldwork.

Leaving Footprints in Young Hearts for Nature and Wildlife.

www.oeea.co.za · reservations.oeea@gmail.com · 066 019 5925