Outdoor Environmental Education Africa (OEEA)
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Sample CAPS worksheet

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

Grade 5

Ecosystems & Food Chains

Learning outcome: Learners trace energy flow through food chains and webs.

This sample worksheet supports OEEA's CAPS-coded programmes for Grade 5. OEEA's ecology-centred outdoor programmes draw on the NAAEE Guidelines for Excellence in Environmental Education.

Learner name _____ School _____ Date _____

Activity 1 — Field clues: producer, consumer, or decomposer?

Walk a short outdoor trail with your guide. For each clue, tick the role that fits best. Use evidence from what you see.

Field clue	Producer	Consumer	Decomposer
Green leaf making food from sunlight			
Beetle chewing a leaf			
Fungi on a fallen log			
Bird catching an insect			
Grass growing in open soil			

One more clue I found myself: _____ → role: _____

Activity 2 — Build a simple 4-link food chain

From your observations today, write a food chain with **four** links. Start with a producer.

_____ → _____ → _____ → _____

Where did I see or hear evidence for each link?

Link	Evidence (seen / heard / guide explained)
1	
2	
3	
4	

Activity 3 — Energy-flow arrows

Redraw your chain with arrows that show the **direction energy flows** (from the organism that is eaten toward the organism that eats it).

Sun → _____ → _____ → _____ → _____

Circle the true statement:

- A. Energy flows from predator to plant.
- B. Energy flows from the sun into producers, then along the chain.

- C. Decomposers stop energy from moving at all.

Activity 4 — "What if one link disappears?" (reflection)

Choose one link in your chain. Imagine it disappears from this place for a year.

Link I chose: _____

What might happen to the living things before it in the chain?

What might happen to the living things after it in the chain?

One careful idea to protect this food chain:

Teacher note (Grade 5)

Before the tour: Review producer / consumer / decomposer with classroom examples. Practise drawing one short food chain from a school-garden walk.

During the tour: Pause at one habitat stop. Learners record real clues; guides help name organisms without removing them from the site.

After the tour: Compare chains in pairs. Discuss how energy moves — and why protecting one species can protect many others.

Safety (high level): Stay on designated paths with the group; no collecting live animals; follow guide and teacher instructions at all times.

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