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 6

Biodiversity & Classification

Learning outcome: Learners classify organisms using observable characteristics.

This sample worksheet supports OEEA's CAPS-coded programmes for Grade 6. OEEA's ecology-centred outdoor programmes draw on the NAAEE Guidelines for Excellence in Environmental Education.

Learner name _____ School _____ Date _____

Activity 1 — Trait hunt (observe)

Observe four different organisms (plants, insects, birds, or other animals — or clear signs such as feathers, nests, or tracks). Record **observable** traits only. Do not harm or collect living things.

Organism nickname	Legs? (how many / none)	Wings / flight?	Leaves or green parts?	Other clear trait
A				
B				
C				
D				

Activity 2 — Simple dichotomous key for 4 organisms

A dichotomous key asks yes/no questions to sort living things. Complete the key for your four organisms (A–D).

1. Does it have legs?
→ **Yes** → go to 2 → **No** → go to 3

2. Does it have wings (or clear ability to fly)?
→ **Yes** → Organism: _____ → **No** → Organism: _____

3. Does it have green leaves or stems?
→ **Yes** → Organism: _____ → **No** → Organism: _____

Adjust the questions with your guide if your four finds need different yes/no splits — keep questions based on traits you can see.

Activity 3 — Group by shared traits

Sort your four finds into broader living groups using shared traits (for example: plants; insects; birds; other animals).

Group (shared traits)	Organisms in this group	Shared trait that links them

Activity 4 — Biodiversity tally

In a 10-minute quiet watch at one stop, tally how many **different kinds** of living things you notice (not how many individuals).

Kind of living thing	Tally marks	Total kinds
Plants		
Insects / other invertebrates		
Birds		
Other animals		
Grand total of kinds		

Why might this place have many kinds of life — or few?

Teacher note (Grade 6)

Before the tour: Practise sorting classroom objects with yes/no questions so learners understand a dichotomous key before they meet living examples outdoors.

During the tour: Emphasise observation over collection. Guides can help name groups without requiring scientific Latin names.

After the tour: Learners refine their keys and discuss why many different kinds of life in one place (biodiversity) matters for healthy ecosystems in regions such as Bushveld & Inland, Highveld & Mountains, or Lowveld & Coasts.

Safety (high level): Do not handle unknown insects, snakes, or plants; keep a respectful distance from wildlife; stay with educators and guides.

Leaving Footprints in Young Hearts for Nature and Wildlife.