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

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 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.

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

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.

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 7

South African Biomes

Learning outcome: Learners map and compare South Africa's major biomes.

This sample worksheet supports OEEA's CAPS-coded programmes for Grade 7. OEEA's ecology-centred outdoor programmes draw on the NAAEE Guidelines for Excellence in Environmental Education.

Learner name _____ School _____ Date _____

Activity 1 — Map & label major SA biomes (text outline)

South Africa's major biomes include (among others): **Savanna (Bushveld)**, **Grassland**, **Fynbos**, **Nama-Karoo**, **Succulent Karoo**, **Forest**, and **Thicket**. Use the outline boxes below as a simple "map" when a printed outline map is not available.

Rough region of South Africa	Biome name(s) I place here	One plant or animal clue
North / north-east inland (Bushveld & Inland feel)		
Central / Highveld & Mountains		
West / dry interior		
South-west winter-rainfall zone		
East / south-east moist or coastal zone (Lowveld & Coasts feel)		

Biome where our outdoor learning today most closely belongs: _____

Activity 2 — Compare climate and vegetation of two biomes

Choose **two** biomes (one can be the biome of today's programme).

Feature	Biome A: _____	Biome B: _____
Typical climate (hot/cold, wet/dry, seasonal rain?)		
Typical vegetation		
One animal adapted to this place		
One challenge living things face here		

Activity 3 — Human impact note (one biome)

Pick **one** biome. Describe one way human activity can change it (for example farming, urban growth, roads, pollution, or tourism done carelessly). Stay factual and fair — no invented statistics.

Biome: _____

Human impact I am thinking about:

Possible effect on plants or animals:

Activity 4 — Stewardship action idea

Write **one** realistic action a Grade 7 learner or school class could take to care for nature linked to this biome or to South African biodiversity more widely.

My stewardship action:

Who would help me do it? _____ **When?** _____

Teacher note (Grade 7)

Before the tour: Locate major SA biomes on a classroom map. Introduce climate vs vegetation vocabulary.

During the tour: Link what learners see (plants, soils, insects, birds) to the biome of the programme region — Bushveld & Inland, Highveld & Mountains, or Lowveld & Coasts — without naming specific commercial venues.

After the tour: Complete the comparison table and stewardship plan. Invite learners to present one biome contrast to the class.

Safety (high level): Follow all guide briefings; respect wildlife distance rules; sun, water, and footing awareness outdoors; never leave the designated group area.

Leaving Footprints in Young Hearts for Nature and Wildlife.