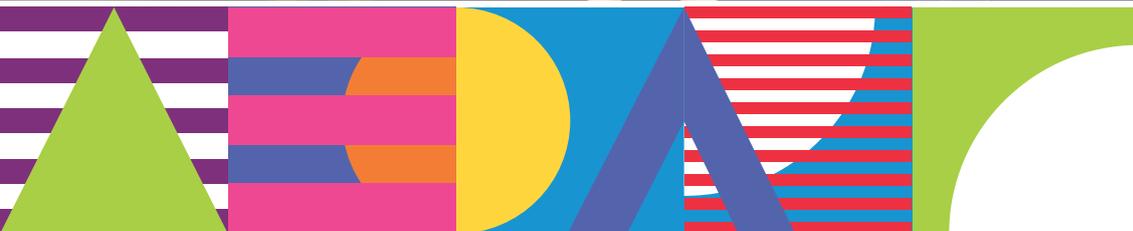


# ORGANISING AN INTERCULTURAL EVENT TEACHER'S PROJECT NOTES



-  **3** ENTREPRENEURSHIP
-  EMPLOYABILITY
-  EDUCATION

PROJECT-BASED LEARNING | LIFE SKILLS



basic education  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



GRADE **4**

**3** ENTREPRENEURSHIP  
EMPLOYABILITY  
EDUCATION

TEACHER'S PROJECT NOTES | GRADE 4 | LIFE SKILLS

# ORGANISING AN INTERCULTURAL EVENT

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REPUBLIC OF SOUTH AFRICA





Before you start, try to ensure that the whole school and local community get involved. Launch the project term in some way, particularly at school level: the principal could announce the project week at the first assembly of Term 3. A learner could also make this announcement at the school assembly. Grades involved in implementing the project can put up posters to announce the “big event”. Flash mobs are also an exciting way of creating awareness of a great happening in the near future. Ensure that your School Management Team and your School Governing Body are on board by sending them invitations to your public event at the end of your project. As project manager your job is to start the process of instilling a new culture in your school - as a passionate teacher you are also the “culture builder” at your school!

It is very tempting to revert to “chalk-and-talk” teaching using the textbook as a resource. You do need to achieve what your CAPS document sets out, but in a different way. Do the project using the textbook as an information source *only when needed*? This is called **Just In Time Learning**. Below you will find the **Key Knowledge, Understanding and Success Skills** to help you manage an excellent project:

- **Challenging problem or question:** Why is this project critical? What is the problem in society and at school being addressed in this project? Keep talking about how this project will solve a local or global problem.
- **Sustained enquiry:** Are learners being “researchers”? Are they doing the research and getting deeper and deeper into the problem or are you doing all the talking? Look at the second below these notes overleaf to remind you of your role: manage activities and scaffold student learning. Learners must not be allowed to give up – you must “build a culture” of getting to the bottom of the problem and coach them when they lose their way. With time E<sup>3</sup> will be developing thinking tools to ensure that you are equipped with strategies to take the enquiry to a new level. In the 2020 training manual we have added information on dealing with diversity, groups and language obstacles.

- **Authenticity:** Keep the project real by referring to learners' own lives – this is about them and their world.
- **Student Voice and Choice:** Although learners did not choose this project, make it such fun and so real to the world they know, that they own it. Their voices and opinions are what your deeper goal is – encourage their views and applaud each contribution!
- **Reflection:** To truly embed learning learners should be able to reflect on what they have learned and think of better ways of doing things. The reflection activities in the worksheets are not just for fun. Encourage learners to spend time on them as this will deepen their learning.
- **Critique and Revision:** As you assess and evaluate their products (not them!) learners will see that there are better ways of solving problems.
- **Public Product:** At the end of the project what does the learner have to show or to brag about? Ensure that there is a Project Culmination Week in which each grade displays their products during a week selected by the management team because many parents and other stakeholders can attend.

Notice in the second circle *Project-based Teaching Practices* that your role as a teacher has changed: you are less of a teacher in the traditional sense of the word. Your lessons are more learner-centred. Instead of driving the activities, you now check CAPS-alignment and then manage and coach learners as they need it and then assess their efforts.

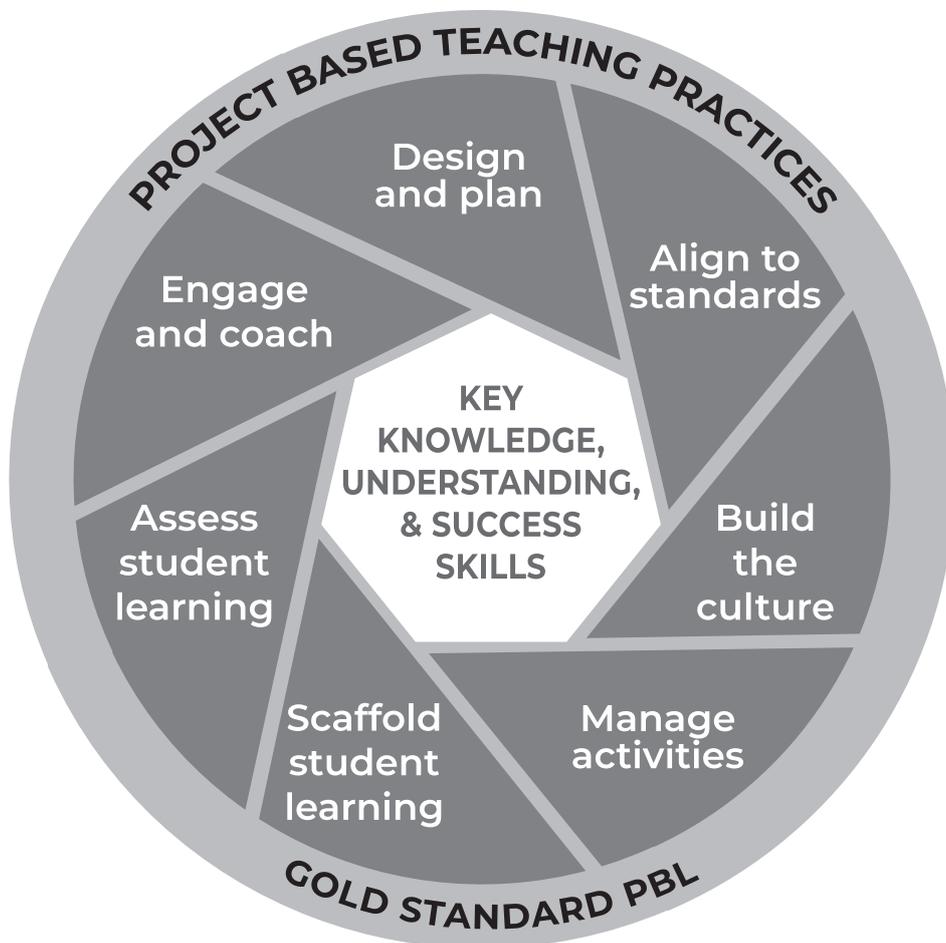
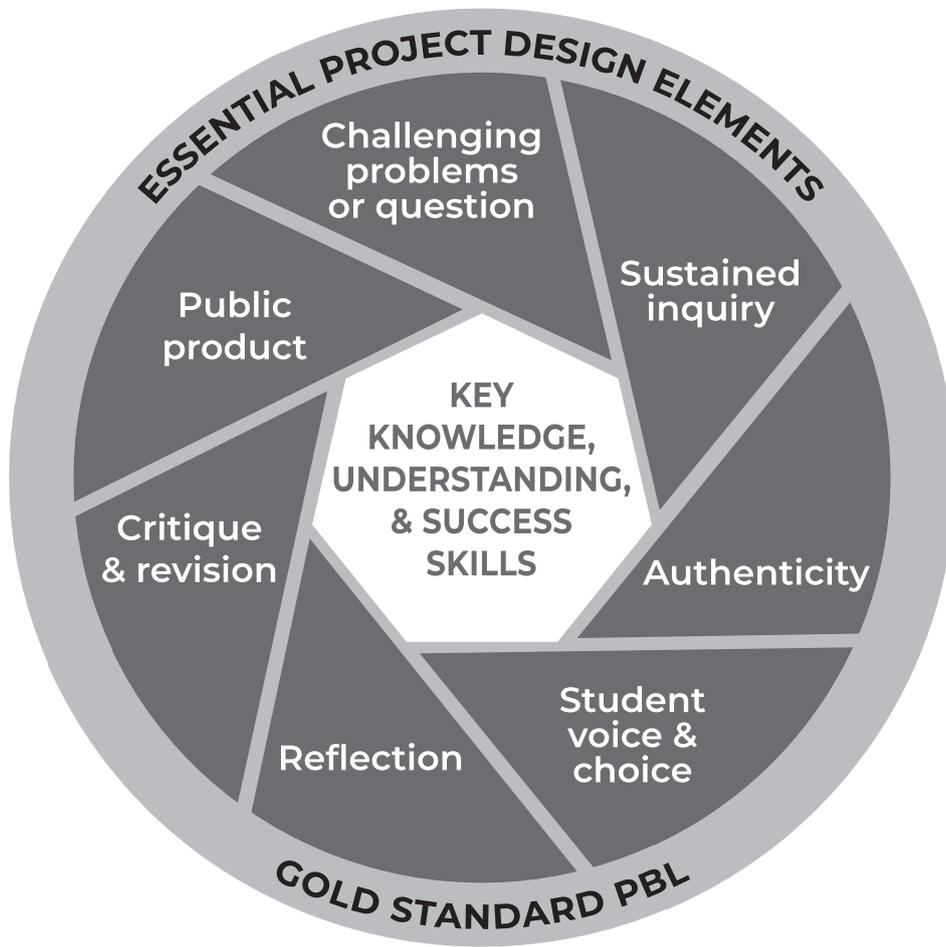
*Good luck, you are a ground-breaker! Make this project work and secure the future of your learners.*



## PLEASE NOTE...

Time has not been allocated for each activity. Be creative. If you think that there is not enough class time to complete the activities, there are various options (and not all options are applicable to all school profiles.) Decide which option would work best for your school. Your pragmatism and creativity, together with a sound knowledge of what is feasible in your school, will decide on the best plan. Some options could include: working after school, or negotiating with the language teacher to take over certain activities which s/he can assess. The technology teacher can also assist as could the art teacher. This is a school effort and not just the responsibility of the teacher implementing the project.

**Suggestion:** create a large Gantt chart which you can post on your wall. Clearly mark the phases of the project in weeks and reflect on the progress of the Project-based activity at the beginning or end of every week.



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## ORGANISING AN INTERCULTURAL EVENT

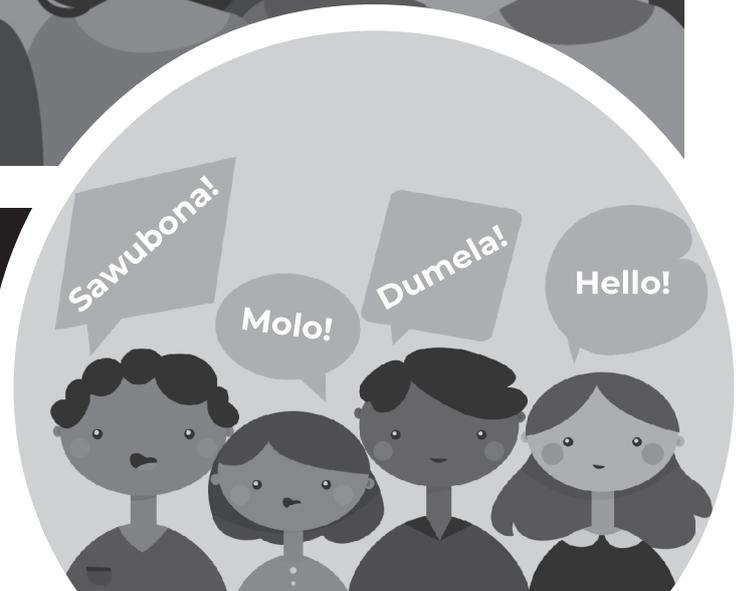
### Burning Issue / Critical Question:

Create cultural awareness through an Intercultural Event in which a culturally-rich recipe book, or story book, produced by the class is launched. Learners may feel culturally alienated in a Grade 4 class in which they are taught in a language other than their own.

### Project summary:

- Learners bring recipes or stories from their cultural group
- They present their recipes or stories in a combined recipe-, or story-, book

Learners should become aware of all the different cultures in our country, their communities and at school. One of the best ways to start learning about cultures, is to look at food that is typical of a certain culture. Sharing recipes encourages learners to show off their culture and to become curious about their friends' cultures.



“ Preservation of one’s own culture does not require contempt or disrespect for other cultures. ”

*Cesar Chavez*





## ACTIVITY 1

### The lessons we learn from cultural stories

#### RESOURCES:

- Cultural story
- Writing paper
- Pens, pencils, eraser, crayons
- Textbook
- Worksheet 1
- Learners' notebook
- Quick quiz worksheet

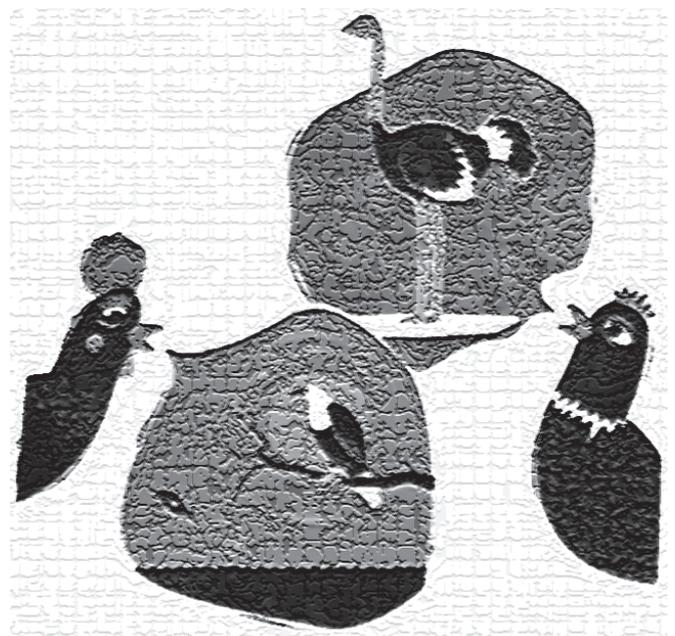
#### CAPS LIFE ORIENTATION TERM 3:

Cultures and moral lessons, moral stories and lessons selected from narratives of cultural groups in SA, reading about moral lessons found in narratives of different cultures.



### STEP-BY-STEP DESCRIPTION OF LESSON

1. **Ask learners to open their Worksheet 1.** They need to draw pictures on this sheet while you read a story. Read a story from the most represented culture (e.g. IsiZulu) in class.
2. Test the learners' comprehension afterwards through a quick quiz pertaining to the moral lesson in the story. The quick quiz is at the end of this document.
3. Divide the class into groups of 4 to 6 learners per group. Learners should look at their drawings and create sentences relating to part of the story. If the picture is of an old lady, for example, the sentence could be: "The granny went to fetch water..." All drawings should be linked to sentences that can retell the story. Or play a game to match words with pictures.
4. For homework, learners should ask parents or someone in the community to share a story from their culture. Also ask learners to bring a traditional recipe to school.
5. Introduce learners to the idea of an intercultural event. Choose a date in the sixth week of term where learners can exhibit stories, recipes and artefacts from their different cultures. Keep reminding them that their homework will be on display soon. They can invite friends (other grades) or parents to come and have a look.





## ACTIVITY 2

### Stories and recipes from all cultures

#### RESOURCES:

- Learners' stories and recipes
- Guideline for oral presentation
- Worksheet 2.1, 2.2 and 2.3
- Pens, pencils, eraser
- Textbook, Learners' Project Notes, Notebook

#### CAPS LIFE ORIENTATION TERM 3:

Cultures and moral lessons, cultural groups in South Africa, menus from different cultures in South Africa, moral lessons selected from the narratives of cultural groups in South Africa. Reading.



### STEP-BY-STEP DESCRIPTION OF LESSON

1. **Ask learners to open Worksheet 2.1.** Let them do the word search on the Worksheet.
2. Divide the class into groups. In groups, let them help each other discover what the words mean/which dishes they represent and from which cultures they originate.
3. Make sure that each group has at least one story or one recipe to share. One learner in each group reads out the recipe or tells a story. Let the rest of the class guess what the moral of the story is, or why they make this type of food, e.g. at a special cultural event; because we fast during Ramadan, etc.
4. Pair up the learners and let them ask each other the following questions:
  - What do you and your family like to eat?
  - What special days or activities are celebrated in your family?
  - What food do you eat on these special days?
5. **Ask learners to complete Worksheet 2.2.** Learners interview a friend and share cultural experiences. They swop around so that each learner is interviewed. After this they create a mind-map of a story or recipe in their notebook.
6. **Explain to the class that Worksheet 2.3** will be used to prepare for an oral presentation. They should prepare it in class. Learners can choose to tell a cultural story or present a traditional recipe.

**For the story:** Who told you the story? Who are the main characters? What is the moral lesson to be learned?

**For the recipe:** When is it eaten? What does it taste like? What ingredients are used? How do you make it? Include language structure and conventions, e.g. use of imperative.
7. For homework learners practise their oral for marks.





## ACTIVITY 3

### Oral presentations

#### RESOURCES:

- Learners' oral presentations
- Pens, pencils, erasers and writing paper
- Textbook
- Worksheets 2.3, 3.1 and 3.2

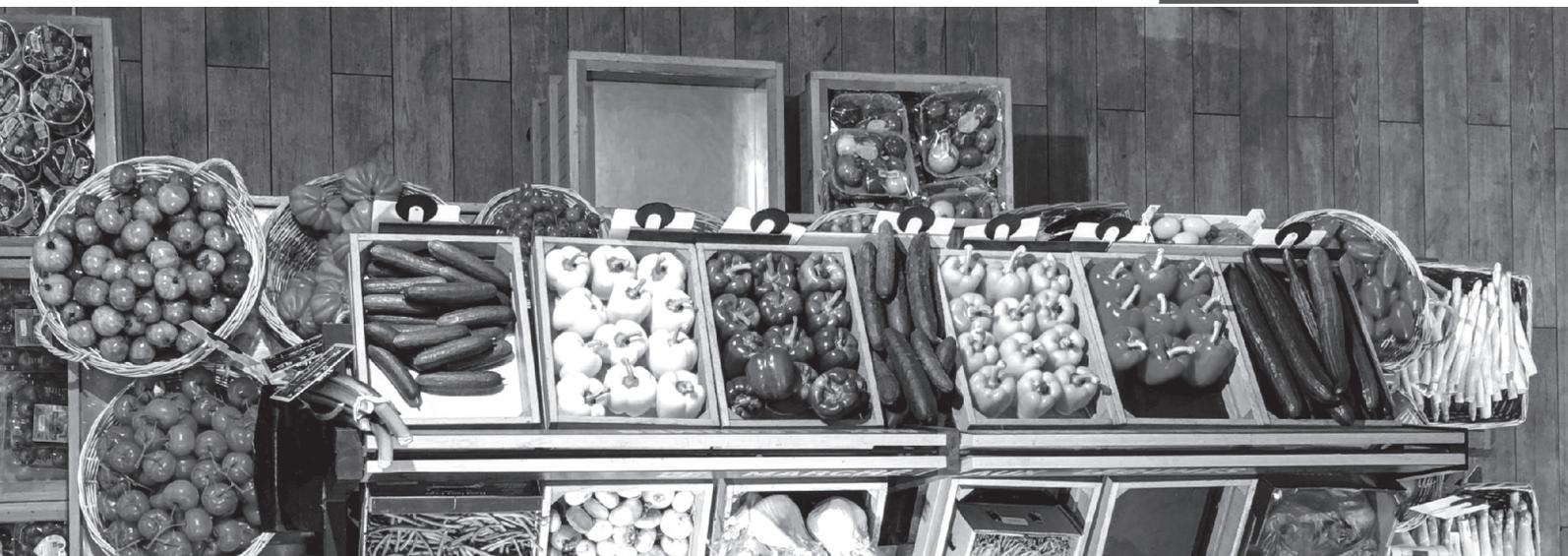
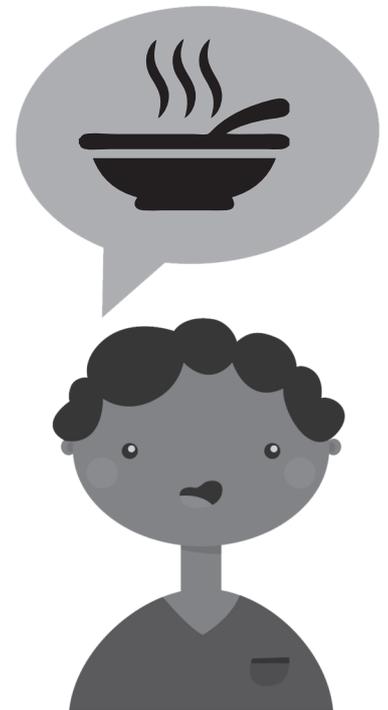
#### CAPS LIFE ORIENTATION TERM 3:

Cultures and moral lessons, cultural groups in South Africa, menus from different cultures in South Africa, moral lessons selected from the narratives of cultural groups in South Africa.  
Reading



### STEP-BY-STEP DESCRIPTION OF LESSON

1. Ask the learners to come forward to do their oral presentations using their planning on Worksheet 2.3. You might have to listen to orals during break or after school (if you are using it for formal assessment).
2. While one learner is presenting, the learners who selected to present a recipe should be able to list all ingredients and draw up a budget for their traditional recipe (**Worksheet 3.1**) Explain how budgets work (e.g. bulk versus single item). The learners who selected the cultural story will illustrate their cultural story on **Worksheet 3.2**.
3. These will be put together in a book, so it is imperative to use the same format/size. Remind them to add their names at the bottom of the drawing.
4. Remind them of the date when these should be finished for display.





## ACTIVITY 4

### Planning an Intercultural event

#### RESOURCES:

- A4 Writing paper
- Pens
- Writing frames
- Textbook
- Information/example of a mind-map

#### CAPS LIFE ORIENTATION TERM 3:

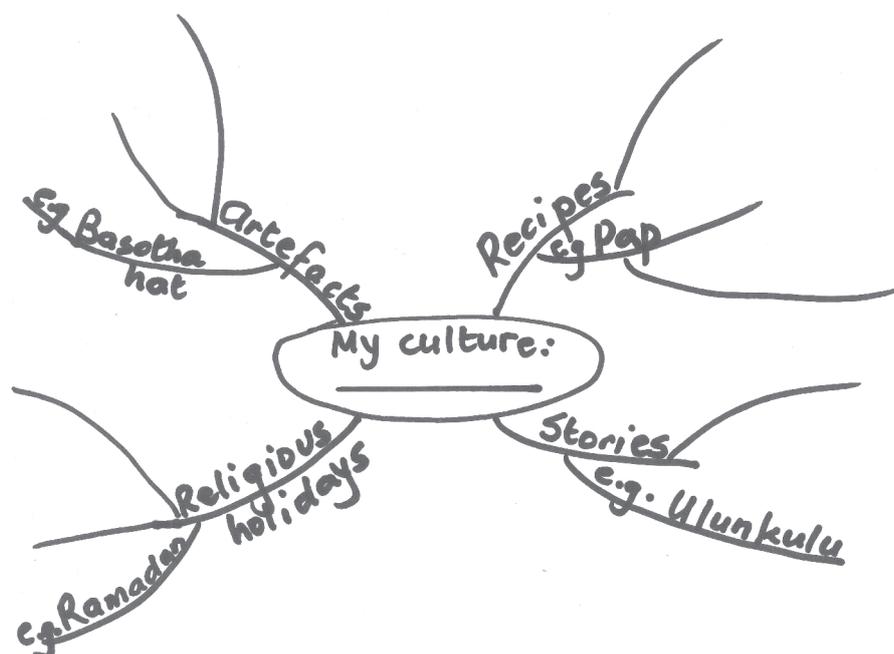
Cultures and moral lessons, cultural groups in South Africa, menus from different cultures in South Africa, moral lessons selected from the narratives of cultural groups in South Africa.



### STEP-BY-STEP DESCRIPTION OF LESSON

1. Today the class will be planning their intercultural event. Each learner has to contribute a traditional recipe with a budget or a cultural story with an illustration.
2. You now have all the stories and recipes from class. Create a mind-map to decide where to group all the different cultural stories and recipes. **Use Worksheet 4 to complete the mind map** and talk the learners through the whole process. (Learners may work in groups of 4 to 6.)
3. When putting any book together, it is very important to order your recipes or cultural stories correctly. Demonstrate how to plan a book with a mind-map. Help learners plot out all the recipes or cultural stories of the class. (Worksheet 4)

A **mind-map** is a visual representation of hierarchical information that includes a central idea surrounded by connected branches of associated topics.



4. An enrichment activity could be:

Learners use the mind-map to create an Index for their book in which they list all the recipes or stories in the order they will appear in the book

5. Learners brainstorm ideas for the intercultural event using the mind-map as a tool. Display the mind-map in class, or use it to create a priority list.

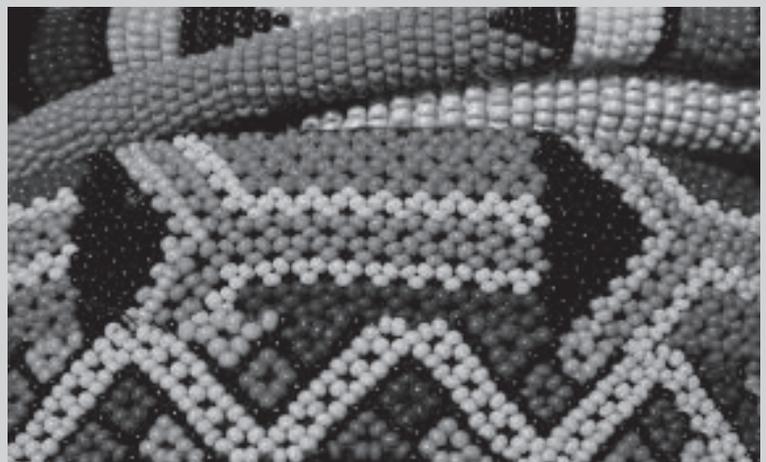
6. Start a conversation around cultural artefacts. What is the definition? Why are they important? (E.g. identity, a feeling of belonging, etc.)

7. For homework, ask the learners if they have artefacts at home. For homework they should ask their parents or care givers if they can bring these artefacts to school for their next lesson.

8. For more enrichment: The story of Gugu Moloi is attached to the project notes. To add an entrepreneurial and environment awareness to this project, use this story in a challenging way:

- Selected learners who are ahead could translate the English story into their home language.
- They could create comprehension questions for another class or lesson.
- They could write their own stories on a given theme.

*A cultural artefact is a tool or piece of art made by humans which gives us insight into their culture and / or history.*





## ACTIVITY 5

### Display the artefacts and advertise the Intercultural event

#### RESOURCES:

- Flip chart
- Koki
- A3 paper and Poster Paint
- Pens, pencils, eraser
- Printer or copier
- Artefacts (jewellery, clothes, pots, tools etc.)
- Worksheets 5 and 6
- Textbook
- Newspaper/Magazine clippings

#### CAPS LIFE ORIENTATION TERM 3:

Cultures and moral lessons, cultural groups in South Africa, menus from different cultures in South Africa, moral lessons selected from the narratives of cultural groups in South Africa.



## STEP-BY-STEP DESCRIPTION OF LESSON

1. Learners display their artefacts on the table provided for the final event. Use small strips of paper to label (explain the cultural origin) these artefacts and add the name of the learner who brought each. (Teacher must ensure that the descriptions of artefacts are correct.)
2. Collect all the recipes with budget (**Worksheets 2.3 and 3.1**), and cultural stories with illustrations (**Worksheet 2.3 and 3.2**) and delegate the copying and binding of these (to create books) to a team of learners. Ensure that learners' names appear on their Worksheets. These recipe/story books will be exhibited at the Intercultural Event.
3. The rest of the class should be divided into groups and they must create posters (Worksheet 5) and invitations to promote their Intercultural Event. Let them plan the **poster design on Worksheet 5** and the **invitation on Worksheet 6**.
4. Remind the learners to invite the community and parents to come to the Intercultural Event.
5. Talk about the logistics for the day and ask learners to help with the arrangement of furniture in class. If space is a challenge, ask for use of the school hall or community library. Let the class choose a delegate (learner) to welcome the visitors and share some information about what is on display. It should just be a 5-minute speech to inform visitors.



## ACTIVITY 6

### Intercultural Event

#### RESOURCES:

- Table with tablecloth for display of artefacts
- Posters
- Books with recipes and cultural stories
- Traditional music, traditional jewellery, dresses
- Food examples
- Music player, data projector
- Brochures

#### CAPS LIFE ORIENTATION TERM 3:

Cultures and moral lessons, cultural groups in South Africa, menus from different cultures in South Africa, moral lessons selected from the narratives of cultural groups in South Africa.



### STEP-BY-STEP DESCRIPTION OF LESSON

1. Learners and guests visit the classroom and look at the Intercultural display of artefacts, stories and recipes. One learner welcomes them at the event.
2. Learners take visitors through the exhibition and explain the significance of the items on display. They all help to clear up after the event and take their artefacts home.
3. Books that weren't on sale can be handed to learners to take home. This is a great reminder of their effort and it becomes their handbook to different cultures in South Africa.



## ACTIVITY 7

### Reflection

#### RESOURCES:

- Worksheet 7
- Strips of paper
- Pens, pencils, eraser
- Music player

#### CAPS LIFE ORIENTATION TERM 3:

Cultures and moral lessons, cultural groups in South Africa, menus from different cultures in South Africa, moral lessons selected from the narratives of cultural groups in South Africa.



### STEP-BY-STEP DESCRIPTION OF LESSON

1. After the Intercultural Event, **learners need to reflect on the day in Worksheet 7.**
2. The teacher helps the learners arrange themselves in a large circle. Every second person stands in front of the person to his/her right. The inner circle of learners looks outwards and the outer circle face inwards. The outer circle moves in a clockwise direction and the inner circle moves anti-clockwise. The teacher gives the learners in the inner circle different questions pertaining to culture and identity (on strips of paper). Every minute the circles rotate and stop, and a new learner will answer the next question.
3. Questions like the following are suitable for this activity:
  - What language do your parents speak?
  - Is English important for your parents? Why? Or why not?
  - What is your favourite food? Is it part of your culture? Why? Why not?
  - What was the best part of the Intercultural Event?
  - What new things did you learn about other cultures?





## QUICK QUIZ

### INSTRUCTIONS:

Answer the following questions after the teacher has read the cultural story.

1. What is the title of the story?

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2. Who are the main characters?

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3. What is the setting? (Where does the story take place?)

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4. What is the plot? (What happens in the story?)

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5. What is the moral lesson? (What can you learn from the story?)

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*Kindly make copies of this quiz and cut and paste it in your learner book*



# FORMAL ASSESSMENT RUBRIC / CONTROL LIST

	CRITERIA	LEARNER'S MARK	MARK TOTAL
1	<b>DESIGN A COVER PAGE (Individual Creative Arts Activity)</b> Creates a unique cover page in relation to the topic of the project. Uses colour and or mixed media well. Uses different fonts, lines and shapes effectively.		[3]
2	<b>WORKSHEET 1: CREATIVELY RESPOND TO A CULTURAL STORY (Individual Listening Activity)</b> Interprets the story and responds in a creative way, whilst highlighting important information from the story.		[5]
3	<b>WORKSHEET 2.1: COMPLETE A WORD SEARCH (Individual Reading Activity)</b> Applies different reading strategies to identify and find words in the word search. Asks critical questions about unknown dishes.		[2]
4	<b>WORKSHEET 2.2: CONDUCT AN INTERVIEW (Pair Speaking &amp; Writing Activity)</b> Conducts an interview (partner) or completes a questionnaire (individual) highlighting favourite dishes, importance of culture and tradition as well as special days.		[3]
5	<b>WORKSHEET 2.3: PLAN AN ORAL (Individual Writing Activity)</b> Synthesizes the ideas from the interview/questionnaire into an interesting oral presentation.		[3]
6	<b>PRESENTING AN ORAL (Individual Speaking Activity)</b> Learner adequately and confidently presents the oral. Learner focuses on using the Global Language of Communication to convey the information of the presentation.		[3]
7	<b>WORKSHEET 4: DESIGN THE POSTER (Individual Creative Arts Activity)</b> Creates a unique poster in relation to the topic of the project- recipe/ intercultural event.		[3]
8	<b>SELECTS AND WRITES A RECIPE (Smaller Group Activity)</b> Selects a unique recipe, identifies ingredients, writes the method and draws a suitable illustration.		[3]
9	<b>COLLECTS, SYNTHESIZES AND REPRESENTS DATA (Smaller Group Activity)</b> Collects data about the favourite recipes in the recipe book, synthesizes the information in a frequency table, represents the data effectively in a bar graph.		[3]
10	<b>CREATES A RECIPE BOOK (Bigger Group Activity)</b> Works in teams as part of a bigger team to create one cohesive and concise recipe book. Completes tasks such as: designs covers and dividers, illustrates recipes, alphabetizes recipes, inserts page numbers, writes informative paragraphs, selects and edits content, laminates pages, etc.		[5]
11	<b>WORKSHEET 3: ESTABLISH A BUDGET (Pair or Individual Writing Activity)</b> Draws up a budget for the recipe identified concentrating on the minimum amount necessary (more or less) to purchase the ingredients necessary to complete the dish for at least four or more people.		[4]
12	<b>WORKSHEET 5: CREATE AN INVITATION (Individual Creative Arts Activity)</b> Creates a unique invitation in relation to the topic of the project-recipe/ intercultural event.		[3]
13	<b>PARTICIPATES IN AN INTERCULTURAL EVENT (Bigger Group Activity)</b> Participates in an intercultural event and demonstrates knowledge of different cultures/ recipes/ information relevant to the topic of the project- recipe/ intercultural event.		[5]
14	<b>WORKSHEET 6: EVALUATION AND REFLECTION (Individual Writing Activity)</b> Evaluates as well as reflects on personal participation during the project. Suggests way in which to improve the project.		[5]
	<b>TOTAL:</b>		[50]
<b>EDUCATOR:</b>			



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# Gugu Moloji Shops for Planet Earth!



‘Scilla Edmonds  
Illustrated by Barry Henning

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“Mom, do you think I could help you do the grocery shopping tomorrow?” asked Gugu when she came home from school.

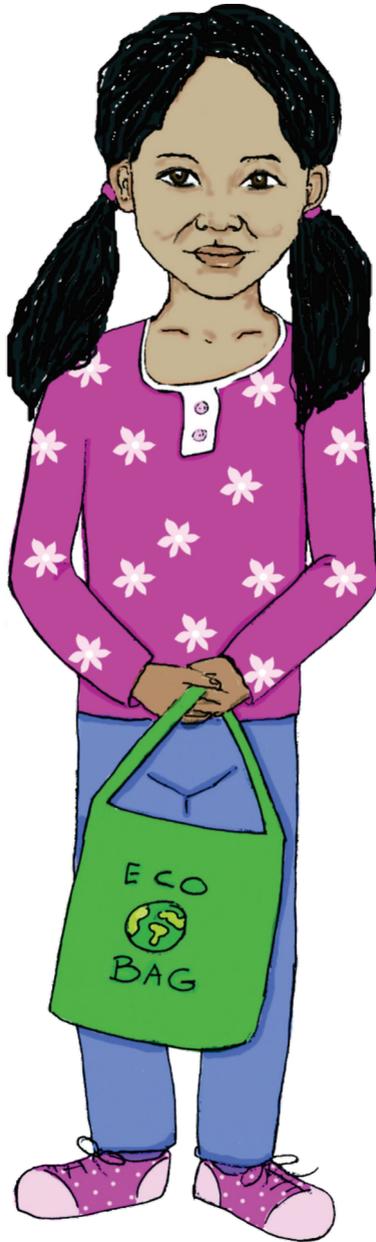
“Sure,” said her mom, “but you always help me ...”

“I know, Mom, but we have not been doing it right. We have not been responsible. My teacher told me we need to think carefully when we do our shopping. We learned today how to shop without hurting our planet,” explained Gugu.

“My goodness,” said her mom, “that sounds serious! We can’t have that.

Will you show me?”

“Of course,” said Gugu, feeling very important. Since she had been going to school, she had learned things that even her mom did not know!”

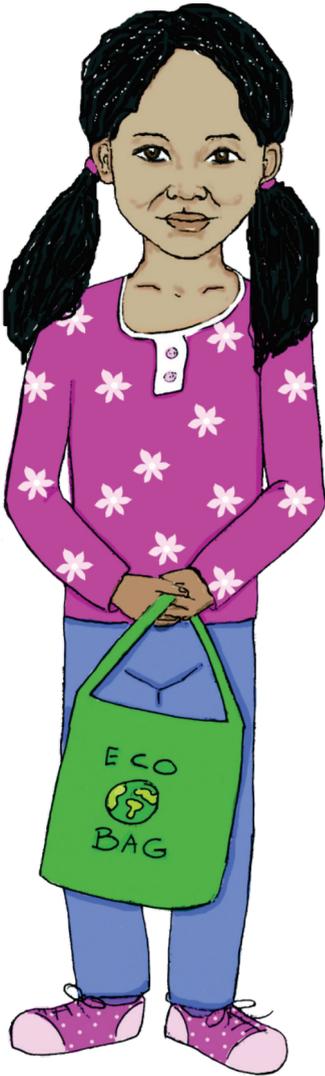


Gugu and her mom got up early, as they always did on a Saturday morning. Gugu made sure she remembered to take two green shopping bags with her. She had felt really proud the day before when her teacher asked how many moms used recycled cloth bags to put their shopping in; and she was the only one who put up her hand! Mrs Edmonds had been so impressed.



She tore off the shopping list and called, “Come on, Mom, we don’t want to miss the mini-bus!”

“What?” said her mom, “What’s wrong with my car?”



“Mom, if everyone used their car, there would be too many fumes in the atmosphere. Mrs Edmonds says that if we share lifts or use public transport, we are doing what we can to prevent Climate Change,” explained Gugu.

“Sjoe! That is a big word. You are getting very clever!” said Mom as they rode in the mini bus. Gugu sat straight and tall. She waved to her friends as they rode along.



Gugu told the driver to stop just before they reached the shopping centre. “Come on, Mom. We want to get there early to get the freshest vegetables!”

In the supermarket, Gugu read the list and walked over to the vegetable section. She looked at the cabbages and chose a lovely big one. “No, Mom. Don’t take off the outside leaves. We want to use them to make compost when we get home.”



Then she went over to the bananas and chose a bunch that was just starting to go yellow. She gave them to the assistant to weigh.

“No, thank you,” she said to the happy lady with the brown eyes, “I don’t want to use another plastic bag. It’s not good for the planet!”

“Really!” said the lady. “Shall I put the price sticker on the skin then? I didn’t think of that before.”

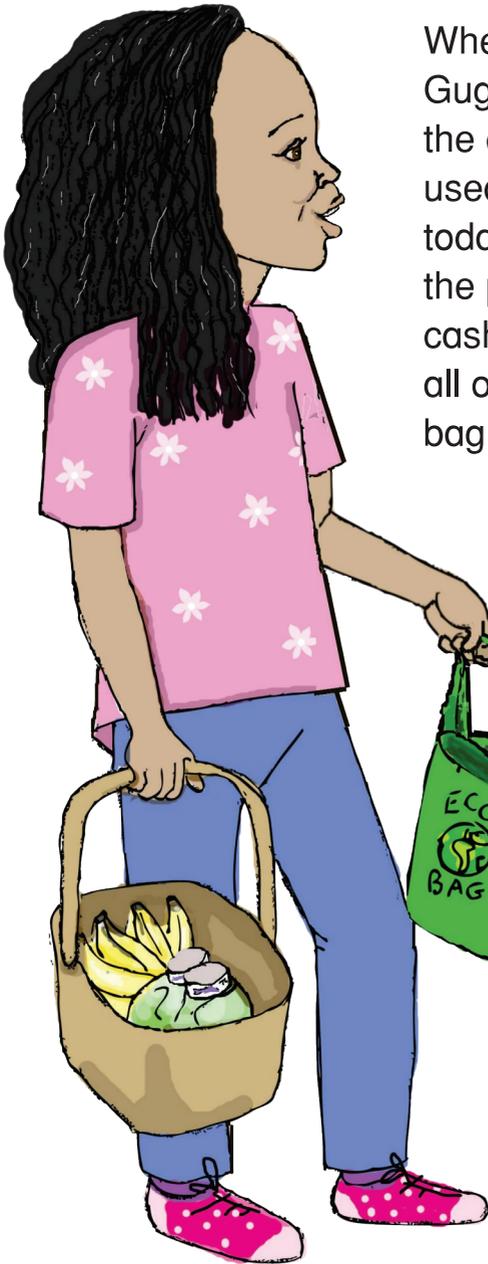
“Yes,” said Gugu. “We all need to try with just little things. I am going to buy our bread in a paper bag now. That will not pollute the earth!”



After they had the bread, Gugu took her mommy to buy the eggs. “Mom, I can’t read very well. Mrs Edmonds says that we must find the eggs that say FREE RANGE. They are the eggs that have been laid by healthy, happy hens. Next month our class will be visiting a real free range chicken farm to learn more about that.”



“All that is left on our list is tinned fish. Mom, you have to look at all the labels, see, and find the ones with the dolphin friendly picture. That’s right, it is just a little picture of a dolphin. Mom, this picture tells us that the fishermen were careful not to use nets that would hurt the dolphins and other fish they did not want to catch.”



When they were finished Gugu and her mom went to the check-out. “We have not used anything in plastic today because we are saving the planet!” she told the cashier. “Please will you put all our things in our shopping bag.”



As they were leaving, a smart-looking man came out of the manager's office. "Excuse me, ma'am. I couldn't help listening to your little girl. We need more children like her in the world. I would like to give her an ice-cream to thank her for teaching grown-ups like us that we need to stop bad habits right now so that we have a future."

Gugu just beamed, "Thank you, Sir." Then she added, "Maybe I could teach you some more next week ..."

"I look forward to that!" said the manager as Gugu and her mom walked quickly to the mini-bus stop.



“You know, Mom, maybe we can buy some vegetable seeds next week, then we won’t have to buy so much ...”

Gugu’s mom smiled. She could tell that her little girl had lots more to teach her.



## Gugu shops for Planet Earth!

Now that you have read our story – why don't you try the exercise?

Do not open this evaluation sheet until you get home. Go through it carefully and honestly – just the exercise will change your way of thinking. You are now actively working to preserve our world – well done !

### SHOPPING LIST

A Cabbage  
Bananas  
Eggs  
Tuna  
Brown Bread

- A. How did you travel to come shopping?
1. Walk (5)
  2. Cycle (5)
  3. Public Transport (5)
  4. Car (1)
- B. If you came by car/public transport – how many people travelled in the car?
1. One (1)
  2. Two (2)
  3. Three (3)
  4. Four or more (4)
- C. Buying a Cabbage
1. Did you take off leaves? (2)
  2. Did you keep leaves on to make compost later? (5)
  3. Cabbage wrapped in cling wrap (1)
  4. Cabbage on a polystyrene tray wrapped in cling wrap (0)
- D. Buying Bananas
1. Bananas in a box with plastic (0)
  2. Bananas in a plastic bag (1)
  3. Bananas in a paper bag (3)
  4. Bananas in a bunch with a price sticker (4)
  5. Bananas with the price written on it/on the bunch (5)
- E. Buying Eggs
1. Eggs in a polystyrene egg box (2)
  2. Free range eggs in a cardboard egg box (5)
  3. Eggs in a cardboard egg box (3)
- F. Buying Bread
1. White Bread in a plastic bag (1)
  4. White Bread in a paper bag (4)
  2. Brown Bread in a plastic bag (2)
  5. Whole wheat bread in a paper bag (5)
  3. Whole wheat bread in a plastic bag (3)

- G. Tinned Fish
1. Tin displaying the dolphin friendly sign (4)
  2. Tin displaying the dolphin friendly sign and heart friendly sign (5)
  3. Tin without the dolphin friendly sign (0)
  4. Tin from red listed endangered species – see SASSI list (minus 5)
  5. Frozen sole (0)
- H. Carrier Bags used today
1. Cloth/Recycle bag (5)
  2. Own re-usable basket (5)
  3. Re-used plastic bags brought with you today (5)
- I. BACK HOME PRACTICE (Points only for YES answers!)
1. Do you separate your packaging, e.g. paper, plastic? (2)
  2. Re-use containers e.g. margarine tubs, glass bottles, plastic bags? (2)
  3. Do you have a worm farm or compost heap for green waste? (2)
  4. Do you have your own vegetable garden? (2)
  5. Do you take your recycled materials to a recycling station (2)

TOTAL:

50

HOW DID YOU SCORE?

10 or below - Oh dear, not good at all. PLEASE ask your teacher if you can join an Eco Club to find out what is happening to our earth and to stop it now!

11 to 30 – Better. You are aware of some practices that are harming the earth. Speak to your teacher about joining the Eco-schools Programme (ecoschools@wessa.co.za).

31 – 40 - Ok! You are getting there! Keep thinking about the consequences of your actions!

41 – 50 – Well done! You have already made significant changes towards a Sustainable Future!



Scilla Edmonds is the principal of **The Birches Pre-primary** which is a member of the WESSA Eco-school initiative and proudly flies the International Eco-school Flag. The school has been involved in Environmental activities for almost twenty years. They have an Impressive Recycling Centre and these recycling efforts have won them many awards. The proceeds thereof have funded books and the Greening of their school. Yet another reason to join Eco-schools!

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