RIVER HEALTH PROGRAMME - BUFFALO RIVER



EDUCATOR'S FACILITATION GUIDE

FOUNDATION PHASE

This poster can be used effectively in the classroom to promote the achievement of the following Learning Outcomes and Assessment Standards, as well as to promote the active integration of History and Geography:

Core Knowledge: Variety of housing types and their immediate environments. Availability of resources, such as water. The concept of a resource and daily use (e.g. of water). Actions

LO 1 The learner will be able to use enquiry

Examples of tasks to achieve these LOs and ASs Ask learners to determine what sorts of jobs the people in the poster have.

How are the people in the poster making use of water?

water?

Some places in the poster are not in such a good condition, what would you like to sugges is changed in these places?

Which dam is closes to the McIntyre Bridge?

LO 2 The learner will be able to demonstrate

Examples of tasks to achieve these LOs and ASs

LO 3 The learner will be able to make informed decisions about social and environ-

nental issues and problems

Where do the learners think the river water

tal issues and problems.

AS 1 Identifies and describes environmental issues in the place where the learner lives or goes to school.

AS 2 Describes the factors leading to the prob-

Social Science History

LO 1 The learner will be able to use enquir

LO 1 The learner will be able to use enquiry skills to investigate the past and present as 1 Obtains information from historical sources provided by the teacher.
AS 2 Answers simple questions about stories of the past.
AS 3 Describes orally and in short sentences aspects of the past that have been learned in the past that have b

Examples of tasks to achieve these LOs and ASs

Grade 3

I O 1 The learner will be able to use enquin

AS 2 Answers questions about aspects of the

Examples of tasks to achieve these LOs and ASs

- Ask learners to count the number of ways in which the river is being used and describe how they are using it.

 Ask learners to imagine what a day in the life of a person depicted in the top right hand cor-

Social Science Geography

Grade 1

Core Knowledge: Safe and unsafe places (including actions to prevent danger). People's experiences of place (basic needs).

LO 2 The learner will be able to demonstrate geographical and environmental knowledge and understanding.

AS 2 Describes own likes and dislikes about a local area or place.

Examples of tasks to achieve these LOs and ASs

Ask learners to examine the poster and state which activities they can see that they also like doing and which ones, that they can see that they do not like doing.

 Which activities are in the poster are safe and which are unsafe?

 Which places shown in the poster are safe under the poster are safe which places shown in the poster are safe which are unsafe?

Make a list of basic needs and see how they are being met in the poster.

LO 3 The learner will be able to make

3 The learner will be able to make ommed decisions about social and envi-imental issues and problems.
As 1 identifies and describes issues affecting personal health or safety in the school and/or home environment.
As 2 identifies the factors which make cer-tain places harmful or unsafe in the school As 3 issues the service of the school As 3 suggests were improve personal health or safety by proposing solutions or alternatives that will reduce the risk to per-sonal health or safety.

Examples of tasks to achieve these LOs and ASs

the people in the poster on how they car

AS 2 Describes the factors leading to the prob-lem or issue. AS 3 Identifies the impact of the issue on the place and on people. AS 4 Suggests things that could be done to solve the problem and improve the pace in which the learner lives or goes to school. Examples of tasks to achieve these LOs and ASs

Think about your school and the area that you live in, are there any problems similar to the ones shown in the poster? Describe them.

Look at the poster, what possible reasons could there be for the problem?

How can you improve the enviror where you live or go to school?

Grade 3

Core Knowledge: Different types of land use in the local area (farms, forests, residential, nature reserves, open spaces, recreational sites). Location of places on simple maps and the position of places

in relation to one another. Concepts of pollution and its broad effects. Managing waste: reducing, recy-

resource and daily use (e.g. of water). Actions that could be taken to improve places in the local environment. Picture maps of places showing key features and connections between them. LO 1 The learner will be able to use enquiry skills to LOT THE teatrier will be date to use enquiry skills to investigate geographical and environmental concepts and processes.

AS 1 Observes and records what people do at various places.

AS 2 Identifies and describes significant features of places in the local context.

1 The learner will be able to use enquiry skills to skigate geographical and environmental con-ts and processes.
AS 1 Finds information on people and places using a range of sources.
AS 3 answers questions about key features of people, place, resources and changes in the environment.
AS 4 Uses symbols and identifies basic features of a place on a simple map

Examples of tasks to achieve these LOs and ASs

Where is the rubbish from our homes and schools going to?
Show on the poster where there is farming taking place.
Indicate which dam is the nature reserve closest to?
Can you see pollution on this poster.

LO 2 The learner will be able to demonstrate geograph Le in earmer will be able to demonstrate geographi-ind environmental knowledge and understanding. AS 1 Observes and names different ways land is used in the local area and compares it with examples from other places. AS 2 Explains where different products are made and grown in the local area and how they are used. AS 3 Describes how and why places are changing in the local environment.

Examples of tasks to achieve these LOs and ASs

What sort of farming is taking place on the poster?
Look at the poster carefully, in what sorts of ways are people using the land and the river?
What products are made in the textile factory?
How have alien invasive plants changed the river?

LO 3 The learner will be able to make informed deci-

olems.
AS 1 Identifies one or more pollution issues in a par-

AS 1 identifies one or more poliution issues in a par-ticular context.

AS 2 Describes the factors leading to the pollution problem in the local context.

AS 3 identifies the impact of the pollution on the local environment.

AS 4 Suggests ways to reduce the pollution problem their invacations!

Examples of tasks to achieve these LOs and ASs

Can you see where the river is polluted?
Think carefully, now that the river is polluted, can we use the river in the same way as before or not?

What suggestions do you have to stop the river pollution?

INTERMEDIATE PHASE This poster can be used effectively in the classroom to promote the achievement of the following Learning Outcomes and Assessment Standards, as well as to promote the active integration of History and Geography:

Social Science History Social Science Geography

LO 1 The learner will be able to use enquiry skills to investigate the past an

AS 1 Identifies information from various AS 2 Organises information under given

headings. AS 3 Identifies symbols used in different kinds of maps. Examples of tasks to achieve these LOs and ASs

Core Knowledge: Provincial histories (including heritage and identity and the significance of place and river names, a well as indigenous environmental practices

LO 1 The learner will be able to use enquir AS 1 With guidance, selects and uses sources of useful geographical information AS 2 Distinguishes between facts and opinions.

AS 3 Categorises information
AS 6 Identifies and explores possible solutions to problems. Examples of tasks to achieve these LOs

Research task - find out the meanings of the names of the various settlements along the Budlao River.

The water quality at Balasis of a fair quality, Is this a fact or an opinion?

List all the parts of the river that are in a good condition.

One of the problems with the river in Bhaho is that the river is poluted with sensing. What can be done to solve this polution problem?

Grade 5

Core Knowledge: Resources (links between natural resources and economic activities; use and abuse of natural resources (focus on wate Health and welfare (distribution of cholera and age, waste removal. Access to water and the why some people are more at risk than others

management of water resources. The eight points of the compass. LO 1 The learner will be able to use enquiry ns to investigate geographical and environ-ntal concepts and processes.

AS 1 With guidance, selects and uses sources useful geographical information LO 1 The learner will be able to use enquiry skills O 1 The learner will be able to use enquiry skills investigate geographical and environmental ancepts and processes.
AS 1 therefies information from various sources.
AS 4 Locates places using a simple grid referencing system and directions.
AS 6 Uses information from sources to answer AS 70 Uses geographical and envision concepts and terms to report on enquiries in different ways.

Examples of tasks to achieve these LOs and ASs

Which of the settlements shown in the poster are rural settlements?

What features of human settlements are shown on this poster?

What settlement do we find North West of East London?

LO 2 The learner will be able to demonstrate geographical and environmental knowledge and

graphical and environmental knowledge and erstanding.

As 1 Describes the features of the local settle-ment, including land uses, and compares them with examples from other places.

As 2 Describes the importance of access to resources and services for people living in settle-

ments.

AS 3 Describes how basic human needs were met in the past and at present.

problems.

AS 1 Identifies issues associated with resources and services in a particular context.

AS 2 Identifies the factors that influence why some people have better access to resources compared to others in a particular context.

AS 3 Suggests ways to improve access to resources in a particular context.

Examples of tasks to achieve these LOs and ASs

Do the people of King William's Town have better access to services that those living in Tyhusha?

Large urban settlements and rivers

Downstream of King William's Town, the damage from large crities on river systems can be clearly seen. When it rains, rain water washes the streets clean and all the dirty water (called street run-off) runs into storm water drains. These storm water take the water to the river. Scientists who have tested the value of the river Scientists who have tested the value of the river Scientists who have tested the value of the river Scientists who have tested the value of the river Scientists who have tested the value of the river Scientists who have tested the value of the river Scientists who have tested the value of the river Scientists who have tested the value of the river Scientists who have tested the value of the river Scientists who have tested the value of the river Scientists who have tested the value of the river Scientists who have tested the value of the river Scientists who have tested the value of the river Scientists who have tested the value of the river Scientists who have tested the value of the river Scientists who have tested the value of the river Scientists who have tested the value of the river Scientists who have tested the value of the river Scientists who have tested the value of the river Scientists who have tested the river Scie

The sewage works that serves King William's Town is also a problem. A sewage works takes waste

Examples of tasks to achieve these LOs and ASs.

What are the land uses in the settlement of Ginsburg compared to that of East London?

LO 3 The learner will be able to make informed

useful geographical information.

AS 3 Categories information.

AS 6 Identifies and explores possible solutions to problems.

Grade 6

Core Knowledge: Development issues

(environmental destruction). Case studies of projects to share resources and reduce poverty. Environmental issues (loss of bio

LO 1 The learner will be able to use enquiry skills to investigate geographica and environmental concepts and process.

AS 1 Identifies sources of information, including simple statistics to help answer the question about a social or environmental issue or problem, AS 4 Uses information to propose solutions to problems.
AS 5 Reports on enquires through discussion, debate, situatured writing, graphs, tables, maps and diagrams.

Examples of tasks to achieve these LOs and ASs

LO 2 The learner will be able to demon-

strate geographical and environmental

Examples of tasks to achieve these LOs

How has access to water affected the type and location of development in this catchment?

Imagine you travelled back in time 100 years. How would this catchment look? What has changed?

LO 3 The learner will be able to make

Examples of tasks to achieve these LOs and ASs

In what way does Working for Water help

The learner win be able to make mend decisions about social and envi-mental issues and problems. AS 3 Evaluates actions that lead to the sharing of resources and reducing poverty in a particular context.

te gecynaprinca and environmental wledge and understanding.

AS 2 Identifies how access to different kinds of resources influences developmen in different places.

AS 3 Describes some ways in which soci-ety has changed the environment.

How do AIPs cause environmental destruction?
In what way does Working for Water help solve the problem of environmental destruction?

Examples of tasks to achieve these LOs and ASs

Los une ways in which people in the area are abusing the river system?

II I which people are at risk of getting cholera in this poster?

LO 2 The learner will be able to demonstrate

rstanding.

AS 2 Identifies links between natural resources
and economic activities in South Africa.

A5 2 Identifies links between natural resources and economic activities in South Africa. A5 3 Describes ways in which the physical envi-ronment influences human activity and how human activity is influenced by the physical envi-ronment.

Examples of tasks to achieve these LOs and

area?

Look at the river, notice that most of the settlements are close to the river. Why do you think the set of the river.

LO 3 The learner will be able to make informed

LO 3 The learner will be able to make informed decisions about social and environmental issues and problems.
AS 1 Identifies challenges to societies and settlements with a focus on the spread of diseases.
AS 2 Explains the lactors that cause some people to be more at risk of disease than others.
AS 3 Suggests the best way, from a range of altentiatives, to reduce risks of disease.

Examples of tasks to achieve these LOs and ASs

SENIOR PHASE This poster can be used effectively in the classroom to promote the achievement of the following Learning Outcomes and Assessment

Core Knowledge: Natural resources (water and how it is used, its conservation and protection, threats and opportunities in water). Community development, ecotourism and sharing resources).

O 3 The learner will be able to make informed decisions about social and environental issues and problems.
AS 1 Identifies challenges to societies and settlements associated with the use and abuse of popel and natural resources.
AS 2 Examines the unequal distribution of, and access to, resources in diffeources.
AS 3 Investigates possible ways of reducing resource committee.
AS 4 Makes suggested to the substantial bring practices in a particular context.

Examples of tasks to achieve these LOs and

Getting people in this catchment to reduce their water consumption is a major challenge. How would you suggest people in the region save water?
Does everyone in the catchment have the same access to water? Explain the differences.

LO 3 The learner will be able to make

Grade 8

Social Science Geography

Grade 7

Core Knowledge: Natural hazards (floods an droughts and poor environmental management; provention and risk reduction).

LO 1 The learner will be able to use enquiry skill

.0.1 The learner will be able to use enquiry skill or investigate geographical and environmental concepts and processes.
As 2 Organises and interprets information relevan to the enquiry from simple graphs, maps and statistical sources.
As 5 Uses information to suggest answers, proportion alternatives and possible solutions.

Examples of tasks to achieve these LOs and ASs

LO 2 The learner will be able to demonstrate geo-graphical and environmental knowledge and understanding.

AS 1 Describes and explains how natural hazards such as flooding occur and their impact on human lives and socio-economic activities.

Examples of tasks to achieve these LOs and ASs

If a flood episode was to occur in this catchment, which local settlements would be effected the mos and how would they be affected?

Examples of tasks to achieve these LOs and ASs

Setting the Scene

This poster highlights human interactions with the Buffalo River. The poster provides an overview of the whole of the catchment for this river.

Dams

The catchment depicted here starts with the Maden Dam. Upstream of this dat is an original closed canopy forest—this means not much suilight reaches the forest floor. This forest is home to indigenous trees, bushes and other plants. It is also a home to an entire ecosystem of birds, small mammals, replies and insects which are indigenous to South Africa and some may not be found in any other country in the world. So the preservation of forests such as these is very important. We want to protect our biological inheritance for our children and



We can also use this forest to attract ecotourists who like to visine the control of the control

expore somilies a cover an arise along the America trail. Such tourists help South Africa earn valuable foreign exchange, create jobs and improve local infrastructure, hotels, restaurants, guest houses etc. All of this can help to reduce poverty. The forest also helps to ensure that the dam continues to fill up with water. The trees help to prevent mud and other pollution from reaching the dam. It prevents erosion. The forest helps to slow down floods that are caused

This dam, along with all the dams along this river are very important water stronge facilities. South Africa must store water in dams in order to ensure that we have enough water in our tops. The dams have to be big, as South Africa experiences many long droughts. This dam has cost millions of roads over more than 100 years to build and maintain. It is owned and managed by the Department of Water Affairs and Forestry on behalf of all the citizens of the country.

Plantations

The plantations (a man-made forest) near the Maden Dam contain Pine and Gum trees. Pine and gum trees are not indigenous to South Africa, but are very fast growing in comparison with natural trees such as yellowwoods. Once the trees are 15 to 20 years old, they will be harvested (cut down) and sent to the assmill. Once cut into logs, the wood will be used for paper, furniture, house frames, tools, kraalwood and the trees are 15 to 20 years of the send to the

kroalwood and firewood. Plantations are very useful for producing wood and also create jobs in the forest and the timber industry, People working in the forest station will look after this plantation in order to protect it from fires. People con also find jobs in the sawmills and pulp and paper factories.

Stock farming At Braunsweig, local farmers are using the river to water their cattle. Cattle have to drink water everyday (rather like humans!) or else they will die. everyday (rather like humansl) or else they will di It is also important that cattle drink water of a good quality. Polluted water, especially water pol-luted with bacteria, can make them sick and even cause them to die. It is also important that cattl do not pollute the river water themselves. Cattle dang is full of bacteria (rather like humansl) and will pollute the river water. Farmers need to ensure that their animals do not drink directly from the river, but rather from drinking troughs that are away from the sizes bank.

Working for Water

At Pirie Mission, there is a Working for Water team removing a species of tree Moorn as a block wattle. The Working for Water Project is an inter governmental / departmental project that aims to remove Alien Turasive Plants (ATPs) which are a problem in South Africa. Alien Turasive Plants, such as the black wattle, are plants that we do not want or around nontrollably

that is all and want graving uscontrollably in Suth Africa. These plants are able to grow fest and spread very assily and they have taken over millions of hectares of land. AIPs were introduced to South Africa from other parts of the world. The block wattle for example originally come from Australia. Some were brought here as garden plants, others for firewood or windbreaks. Then they started to spread and become a problem.

AIPs are unwanted plants (we can call them weeds) in South Africa because they use up our water resources (such plants remove much more soil water from the ground compared to indigenous trees), they push out indigenous plants, cause severe veld fires and make our land less productive.

Working for Water trains and pays previously unemployed people (especially the disabled and women) to remove these ATPs by a variety of means: mechanical, healined, biological and evens first Working for Water is leaking to reduce poverty while they save the bio-physical environment. To date, the Working for Water Programme has won many environmental awards, including the prestigious Green Trust Award.

Cropping

At Thembeni, local farmers are pumping water from the river to grow their crops. This is irrigation. Commercial farmers are farmers who sell their harvest and do not only grow food for their family's needs. In this area irrri-

Commercial farmers sell their crops to supermar-kets, food processors and perhaps even internationally. It is important to know how much water these farmers pump out of the river, because too much pumping can drop the flow of water in the river. This will cause aquatic life to suffer and per hops even die. Worst still, it will man much less water for those people who live downstream Commercial farmers also use artificial fertilizers, pesticides and herbicides. These chemicals tend to get washed into the river, thus polluting it. Even when these farmers plough their fields, they tend to pollute the river shut should not all that moves from the land to the

In South Africa, irrigated agriculture is the biggest consumer of water country wide. Farming with crops and livestock can have a major impact on our rivers and dams, and they can also play a key role to protect the rivers.

Waste disposal

Downstream of Thembeni is a rubbish dump site. Everything that we throw away in dusthins will end up at this dump site. Dump sites are usually big, because we throw a lot of stuff eavey, We do not recycle or reuse much stuff. To reduce the amount we throw away we should firstly use less, secondly we should re-use the items and thirdly we should recycle them. We can easily reduce the amount of food packaging that we use. We can re-use plastic logs when we go to the grocery store. We can recycle items such as paper, glass and cans. This dump site, like most, will contain items such as plastic, glass, paper, old tyres, rotten food, clothing and garden refuse. Dump sites are dangerous for rivers, as they can pollute the ground water when rain falls onto the rubbish and seeps into

- 500x tion into the underground water. From there it moves slowly into the river and so the river water will be polluted too. Dump sites have to be regularly monitored to try and prevent such pollution. Dump sites can be lined underneath to prevent water moving through them.

Domestic uses of water At Midleb, the local residents are collecting waterfrom the riven to use if or think found you do and for household purposes such as cooking cleaning, drinking, washing etc. Weter is essential for human life. We call need to drink water to stay alliew. We can only like between four and seven days without water. We wash ourselves and other things (such as clothing and pots) with water. If we did not do this we would get sick.

(such as

The sewage works that serves King William's Town is also a problem. A sewage works takes waste water (from tolles and kirchen's for example) and puts it through a series of processes to remove the grit, destroy the disease carrying organisms and clean the water. Usually sewage works do this quite well. They return relatively clean water to the river (dithough you cannot drink this water). However, not all sewage works can do their job effectively. Some are old and their pipes burst often. Others are small and cannot cope with the increased waters water flows. Some people throw things into the sewer that can not be treated properly in the sewage works such as paper, stones, sand etc. Many more people use the sewage works compared to when it was (frest built, this has greatly increased the amount of waste water that the sewage works work to do with. This overboods the system and so sometimes raw, untreated sewage spills over directly into the river or the pipes burst. This causes angine water politions. On fact, sewage and street run-off are the two most significant water pollutions in South Africa today. Poor river health can

The result of this pollution is that the river water flowing past Zwell+sha is of a poor condition. Fish and aquatic insacts will battle to survive under such conditions. This water is not safe for humans to drink, wash or cook with. If people do use this water for domestic purposes, there is a strong chance that they will get ill with gastroentenist or many other diseases. Even suimming in this There is dangeroom.

cause poor human health

Gastroenteritis is dangerous for human health, especially for young children and pensioners and people living with HTV. Gastroenteritis is the second biggest killer of South African children under the age of 5 years. It is possible to die from cholero as the patient suffers from dehydration caused by the constant vamiting and diarnheae. A cholera patient should be taken to hospiral in order to be put on a drip to be re-hydrated. If you know of someone who is sick with cholera, get them medical attention immediately.

The best way to protect your health is to prevent a cholera outbreak. This can be done by being very careful when drinking water. Drink only from a source that you know is safe, otherwise boil the water for 7 minutes. Always keep your hands clear by weshing them with soop, especially after using the toilet and changing rappies and before prepring or eating food. Even when there is no cholera in your area, you must never use water directly out of a river of dam without boiling it first, or by adding a teaspoon of Jilk to a bucket of water.

Industrial pollution

Pollution of rivers by industries is another problem facing this Pallution of rivers by industries is another problem facing this river and, is common in large cities Textile factories pollute rivers with chemicals and dyes. Sometimes there is so much yet dumped in the river that the water actually changes colour for a while. Some industrial wastewater makes the river "four" and turn green, Fish and other weter cereatures die and the water starts to smell bad. Some pollution does not look bad or amel bad, but it can cause illness and death if you drink it.

Where there are industries, you must meet not be water from the river and use

never take water from the river and use it in your home for drinking or preparing food.

AIPs, plants and the river

Alien Invasive Plants such as the water hyacinth have caused on impact near the McInthyre Bridge. The water flow is blocked by the plant. This means that the water becomes stagment, which is a health hazard, Bilbarna can be found in stagmant river water. Other AIPs have invade the river banks, causing the banks to collapse and erosion to take place.





There are many ways in which the river can be protected. One important way is to make sure that factories do not release chemicals into rivers. This can be done by making such activities illegal and prosecuting the offenders. Another way is to look offer sever systems. Not using the tollet as a dustbin is a good start. Reporting sever leaks to local authorities is also recommended.

We can also clean up the litter from along the river banks and from the river banks and from the river palks and look at. Water plaution is reduced and it becomes safer for children to fally and pichic along the river banks. Nature reserves are appead places that

reserves are special places that have been set aside to preserve the local plants and animals. No developments such as houses and petrol stations or publis and not allowed. Not necessary to the state of the

Environmental Education Organisations you can contact for more information, for classroom resources and for environmental field trips:

BirdLife South Africa EarthLife Africa EnviroKids magazi P O Box 515 Randung 2125 P O Box 176 Observatory 7935 Joanne Anderson Tel 031 683 5182 Tel 033 330 3931 Tel 033 330 3931

Environmental Education of Southern Africa (E Jane Burt Tel 046 603 8390 Fax 046 636 1495

Mondi Wetlands Project David Lindley Tel 012 667 6597

River Health Programme Regional Director Private Bag X7485 King William's Town 5600 Tel: (043) 604 5400 Fax: (043) 604 5592

Wildlife & Environmental Society of South Africa (WESSA) Jim Taylor P O Box 394 Howick 3290 Tel 033 330 3931 Fax 033 330 4576

South African Water Information Services P O Box 359 Pretoria 0001 Tel 012 841 2048

Teaching Tips Foundation Phase:

Form a 'teaching ring' in the front of the class, where all the learners are seated or the floor and can see the poster. Use a ruler to indicate which aspect of the postey ou are referring to.

Senior Phase:

Intermediate Phase: With the poster on the wall, explain it in general terms to the whole class and let the learners come up in groups to examine the poster more closely.

Set questions on the poster and give learners a certain amount of time e.g. one week, to view the poster (stuck up on the classroom wall) and write down the answers. Check their answers as a whole class.

Use the poster to:

Harbours

Introduce topics e.g. water pollution or settlement types

Harbours are well known for their poor water quality. The water is usually loaded with silf and sond, as well as pathogens (bacteria) and floating rubbish (such as plastics). People also use harbours as rubbish insi, throwing a lot of stuff into the water. Ships pollute the harbours as well, with dirty water, oil and chemicals, it is certainly not safe to drink this water IT would also be unwise to swim in them.

Informally evaluate aspects of the curriculum e.g. can learners extract information from sources? To sum up or wrap up a topic e.g. cholera. To reinforce concepts e.g. infrastructure.

To reinforce concepts e.g. infrastructure.

To provide learners with additional opportunities to demonstrate understanding of a topic e.g. harbours

Water purification

As so many people are making use of the river, it is no longer safe to drink the water. So, water purification plants have to be built in order to purify the water. Row river water (untreated) is pumped into the purification station and put through a series of processes, such as sedimentation, filtration and chlorination in order to make the water as fe to drink. On the water is safe to drink, on the water is safe to drink on the water is safe to drink, on the water is safe to drink it is known as potable water.

U.C. Tell your learners to imagine that they were one of the people depicted in the poster. Write an assay about themselves entitled "A Day in My Life".

Links to other Learning Areas

LO: Discuss sanitation and hygiene with your learners, exploring exactly how to maintain good sanitation and hygiene practices.

entitled "A Day in My Life".

No. E-Valuatie the impact of water pollution on ecosystems.

EMS: Let your learners conduct an investigation into itexifile manufacturing. The process, the workforce, the product and the why they gare here, where does not not include the process.

Grade 9 LO 2 The learner will be able to demonstrate Core Knowledge: Sustainable use of resources geographical and environmental knowledge and understanding.

AS 3 Explains how sustainable development could impact positively on people, places and environments. LO 1 The learner will be able to use enquiry skills to investigate geographical and environmental concepts and processes.

A3 3 Analyses and reaches conclusions about information from sources such as photos, maps, atlases, graphs, and statistics. Examples of tasks to achieve these LOs and ASs How will the implementation of sustainable development, such as reduced water consumption, help the people of the region? In what way could the land and the river in the region be used more sustainably?

River Health

The River Health Programme was launched in 1994 by the Department of Water Affairs and Forestry, The programme makes use of biological indicators, such as fish, riparian vegetation and aquatic insects, to decide if a river is healthy or not. The programme reports on the condition of rivers in order for rivers to be amaged well.



