

BEEP– UCT Curriculum Based School Interactive Workshops 2011



BEEP officially started with the Curriculum Based School Interactive workshops. We started with these Interactive workshops on Wednesday the 16th of March 2011 at [Bongolethu Primary School](#) and [Mzamo 'mhle Primary School](#).

Our aim is set up a group of learners that would serve as our young environmental stewardship at our respective selected schools that we plan to work with and it is our hope that these selected groups will become the green voices for change and help to save the earth by spreading the environmental awareness among their peers in the respective schools.

This program focuses beyond the workshops hence we plan to start the practical projects/ activities as the follow up to those Interactive Environmental Workshops. It is common knowledge that we don't respect the state of own environment, our aim through these workshops is to armed these learners with knowledge that would certainly change their environmental behaviour after all we all wish to learn, work, live, walk and shop in a clean environment.

Khanyiswa, Viwe and Samora were deployed to run our first phase of our workshops at Bongolwethu Primary School. On this particular school, we have more than 46 learners that are part our workshops. The group was divided into half, one group attends the workshop on Wednesdays and the other attends the workshop on Thursdays and in that way the group would be better managed for our environmental facilitators at that school.



*Onke, Derick and Lihle run the Environmental Interactive workshops at **Mzamomhle Primary School**. This is continuity from last year's workshops because we are still working with the same learners that we worked with last year but we've added another group of learners that has recently been on our Table Mountain Camp.*

We also evaluated how much they now know about the environment and what has been the impact of their learning to their lives and their general surrounding.

We then tested their knowledge on some of the topics that were going to be introduced in these upcoming workshops, just to ascertain if whether they have been covered in their school curriculum already or not, so that we could better prepare ourselves when we run these workshops.

We also discussed about some of the activities/ project that will be done as part of the practical projects during the course of these workshops. Learners involved in our programme will have to be an example to others; they'll be required to spread the word about the importance to look after their own environment by so doing help to change the environmental behaviour of their peers in schools and their friends in their Communities.

*Nomvuyo and Lindela facilitate the workshops at **Walta Teka Primary School**. In all the schools involved, we are working with the combination of the group that has been on Table Mountain and the groups that have never been on Table Mountain before. The learners from these schools are the combined learners from grade 5 to grade 6 between the ages of 10 to 14 years old.*

The focal point for our first phase of our workshops was to conduct a general evaluation of what the learners know about the environment and how much has been covered already in their school curriculum before we started with our informative workshops.

We then gave them a run-down of what would be happening through-out the year as far as the workshops are concerned. On our first ever workshop, we asked the learners to do an activity in a form of a word search by solving a recycling brain teaser and I must say in all the schools they did very well, this brain teaser served as part of our participative assessment. There was a good participation and cooperation from the learners as they were divided into different groups, they were working as a team,

they were able to listen to one another and that is what we want to instil to them, team effort is the key because in everything that they will be doing, they will work as a team.

On our second workshop and the rest of the workshops, we were more informative and we covered topics about Water, Pollution and Plants. Since the 15th of March, we have since covered more than 9 workshops from each school, benefiting more the 152 learners from the three schools combined.

The workshops were started on a high note, we are excited, and the children are excited and we can only hope for the best, forward ever.

Table Mountain Program, Green Voice for Change

Children are less overwhelmed by their social problems when they have access to green spaces. Scenic surrounds also have a positive influence in that they reduce aggression and violence. By encouraging children to conserve natural resources and take pride in their environment, they are less likely to drift into crime, as the natural settings can provide tangible health benefits and play a significant role in deterring crime.

BEEP feels that in order to accomplish its mission to educate township children about the environment, the project needs to bring them to the mountain so that they can develop a sense of ownership and entitlement to their national heritage. In return it is hoped the children will bring the mountain and all that it stands for back to their communities.

BEEP uses four tools to introduce learners back to nature, awaken and sustain their interest and concern for our environment through our two days environmental experiential learning on one of the Seven Wonders of the World nominee, Table Mountain.

Since the start of this project, which was on the 12th of March 2011, we held more than 8 Environmental Experiential Learning on Table Mountain, so therefore we have taken more than 160 learners to these experiential Excursions to date.



Feed Back from the Participant

Thembeke Situ, age 11, Grade 6, School: St Mary's Primary School.

For me it was my first time to go to Table Mountain and unfortunately we chose a wrong day for the CAMP, as it was pouring with rain. The more we climb higher the harder it became and each and every one of us were very wet. I must say that our backpacks were not really wet, as we had to look after them during our walk on the rain day up Table Mountain.

We did the CAMP with Lindela, Onke, Olwethu, Samora and Nomvuyo, so they were very helpful to us when we needed to take a break, look after our backpacks which had our dry clothes and it was very important to look after our backpacks which were covered with poaches but every now and then the poaches were blown up by the strong wind, so we had to keep our backpacks' dry, if we wanted to sleep on a dry sleeping bags and that if we wanted to wear some dry clothes when we get to the summit of Table Mountain, we had to keep our backpacks dry.

Beside the weather, we still enjoyed the Camp, when we got to the Hut, we changed our cloths and Lindela and Onke dried our takkies or hiking boots and some of our clothes which were very wet. We still managed to listen to some of the discussion which were about the environment when we got to the Hut, we learnt about Water, the importance of it, which is really needed in our bodies and that 50% of our bodies' is covered with water and therefore it was important that we save water and that we should pass on the knowledge that we have learnt from the Camp to our parents and other learners in schools.

I also learnt a lot about Plants, like Fynbos, like how Fynbos provide shelter to the wide range of Animals, how Fynbos saves water and how it boosts our economy by creating employments for the local people in a form of tour guarding. We also debated about Littering and the conclusion was that littering is wrong, we shouldn't be littering at all, we should look after our environment in our school and in our Communities, so I thank BEEP for taking us for the Camp to Table Mountain , I enjoyed my time in nature and I wouldn't go again.

Thembeke Situ

Food Garden Developments; Greening for Change



BEEP aims to better the nutritional value for urban poor through vegetable gardening and we feel that in order to accomplish our goals and mission in regard to our two days environmental experiential

learning's on Table Mountain and to measure the impact of our mountain camps, the practical follow ups in a form of Vegetable Gardening and Recycling Projects are essential and hold the key for the measureable impact of our programs.

We currently run the successful Food Garden development at Ekhuphumleni Old Age Home in Gugulethu, in our nearby township, we are constantly monitoring, improving it with an aim to achieve better results as far as the production is concerned and so far so good.

We also plan to replicate or pilot this program to the schools that we work with, especially the schools where we run our School Environmental Interactive Workshops as part of the practical projects and we will soon start this similar development at Bongoletu Primary School and the learners that are part of this workshop, will head this project in their school but of course we manage this project.

*This is our two months progress report, so the funds from Rufford Small Grant, have been very helpful towards helping us achieve our overall goal. We therefore extend our gratitude and appreciate for supporting our cause as we aim to become a **“National Green Voice for Change”***