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LoLo's Flying Journey

An Education for Sustainable Development
Primary School Education Pack

Follow-up Activities

Activity 1 Sustainable Development in Daily Life

Target: P.4~P.6 students

Objectives:

- To reinforce and consolidate the concepts of sustainable development illustrated in “LoLo’s flying Journey”.
- To develop students’ lateral thinking and analytical abilities.
- To enhance students’ confidence at presenting their ideas orally.

Related subjects:

General Studies, Chinese, English

Duration: 1 lesson

Venue: Indoor classroom

Materials:

1. Worksheet 1 (*Attachment 1*)
2. A box for lucky draw

Pre-activity preparation:

1. Cut out the cards in Worksheet 1 (*Attachment 1*) and put them in a box.
2. Draw a diagram on the blackboard in the classroom showing the 3 aspects of sustainable development (i.e. Environment, Economy and Society) (Fig. 1)
[Please refer to “What is SD?” session in Teacher’s Guide CD-ROM]

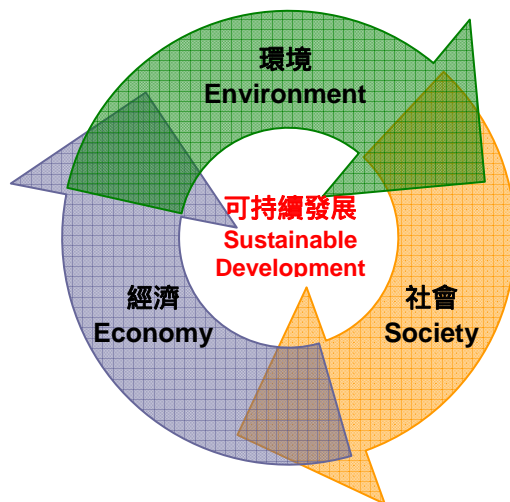


Fig. 1 The 3 aspects of sustainable development (i.e. Environment, Economy and Society).

Procedures:

1. Divide the students into groups of 4 (there should be a maximum of 10 groups). Ask one representative from each group to draw one card from the box.
2. Allow 3 minutes for all groups to discuss the contents of the card they have drawn.
3. One representative from each group is then asked to come out and tell the whole class the information on their card and which aspect(s) (Environment, Economy and Society) of sustainable development is/are related it.
4. Ask the rest of the class if they agree with the group's analysis, or whether they have further ideas to contribute.
5. Ask the student representative to stick the card under the related aspect(s) on the blackboard.
6. If time is available, each group can draw another card.
7. Review the concepts of Sustainable Development and provide suggestions and encourage students for how to adopt a sustainable living style.

Tips

1. Development highlights the potential conflict between human needs and natural resources. To strike the balance, we should consider the environmental, social and economic impacts when evaluating our lifestyle.
2. The following are the tips to help achieving a sustainable living style:
 - **Reduce** energy consumption by switching off all electrical appliances, such as lights, televisions and computers when not in use.
 - **Save water!** Take a shower rather than a bath.
 - **Recycle** materials (paper, aluminum cans and plastic).
 - **Reuse** paper by using both sides.
 - Reduce plastic waste by taking your own **reusable** bag when you go shopping.
 - Use public transport or better still, walk if you can.

References:

WWF Hong Kong—Tips to save our world

<http://www.wwf.org.hk/eng/involved/activities/>

WWF Hong Kong—Thirty ways to save the world. Fact sheet No. 29.

<http://www.wwf.org.hk/eng/pdf/references/factsheets/factsheet29.PDF>

SDU, 2002. SD. Sustainable Development Unit (SDU), HKSAR Government.

Worksheet 1 - Sustainable Development in Daily Life

Cut out the scenario cards along the dot line

- Coastal reclamation work continues.	- Development takes place on land used for
- Important habitats for water birds and	- paddy fields. Human food production
- marine life are destroyed.	- decreases; habitat for wildlife shrinks.
- Government's conservation policies are	- Transport development destroys wildlife
- supported by citizens.	- habitats.
- Artificial wetland is successfully created.	- Contaminated fish make water birds sick.
- Black-faced Spoonbills and other	- Water birds and other endangered wildlife
- endangered wildlife are legally protected	- are hunted.
- in China	- Fishermen compete with and disturb
- Coastal Ramsar Sites established; the	- water birds in coastal areas.
- Black-faced Spoonbill flyway is	- Dam construction destroys freshwater
- conserved.	- water habitats
- Responsible ecotourism allows people to	- Crowded wintering site leads to a
- enjoy nature without disturbing wildlife.	- shortage of food.
- Mysterious disease breaks out amongst	- Scientists gather more information on
- water birds.	- natural history.
- Traditional shrimp ponds (<i>gei wai</i>) provide	-
- food for humans and wildlife	-
- Fishermen use environmentally friendly	- The construction of open car parks for
- practices for managing fishponds	- trucks and containers reclaim wetland.



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Activity 2 Shrinking Habitats

Target: P.1~P.6 students

Objectives:

- Enhance students' understanding on the relationship between humans and the environment.
- Stimulate students' awareness about alternative viewpoints.
- Raise students' concern about the natural environment.
- Develop students' understanding of Sustainable Development issues.

Related subject:

General Studies

Duration: 1 lesson

Venue: Outdoor playground or indoor classroom

Materials:

1. Sheets of newspaper or 65 square plastic mats
2. Worksheet 2 (*Attachment 2*)
3. A Box
4. Adhesive tape

Pre-activity preparation:

1. Cut out the cards in Worksheet 2 (*Attachment 2*) and put them in a box.
2. Use sheets of newspaper or plastic mats to make two 5x5 units squares on the floor, each representing a natural habitat.

Procedures:

1. Divide the students into 2 large groups of 15 to 20 students.
2. Ask each large group to inhabit one of the squares and walk around inside.
Important rule: Students are not allowed to step beyond the newspaper/plastic mats.
3. Ask one representative from each group to draw a Fate Card (Worksheet 2) (*Attachment 2*) from the box.
4. Based on the information on the Fate Card, add or deduct the newspaper/plastic mats (increase/decrease the area of natural habitat) on the floor.

5. Repeat steps 3 and 4 three times.
6. Students should try their best to stand inside the newspaper/plastic mats area. Those who step outside will be asked to leave the game.
7. At the end, the group with the most students remaining within the habitat wins the game.

Tips

Teachers are encouraged to further explain why habitats are gained or lost during the game:

- Urban development

The increasing demand for land for residential and industrial purposes has resulted in the destruction of important habitats such as rainforests, rivers and coral reefs (Fig. 2). In Hong Kong, significant urban development has reclaimed land from the sea. Large-scale city infrastructure such as bridges, ports and railways also increases transportation flow, which further deteriorates the quality of the natural environment. Governments and responsible developers should take all three aspects (the environment, the economy and society) into account in order to plan for a sustainable future.



Fig. 2 Urban development destroys wetland nearby. © Samson So

- Over-harvesting occurs

Just like other wildlife, human beings rely on nature to provide food and other resources such as building materials and medicines. Sophisticated technologies enable people to deplete these natural resources rapidly and unsustainably (Fig. 3).



Fig. 3 The average size of fish taken by the trawler fleet in Hong Kong is less than the size of a HKD \$5 coin.

© Clarus Chu / WWF Hong Kong

- Air and water pollution increases

In urban areas, unsustainable development leads to excessive water and air pollution. The scale of the problem is much greater than nature can tolerate, and the living environment for both for wildlife and humans deteriorates as a consequence (Fig. 4).



Fig. 4 Children playing in heavily polluted river. © WWF-Canon / Mauri RAUTKARI

- Setting up National Park/ Nature Reserve

This is one of the most effective ways to conserve our natural environment. In most cases, unsustainable development is prohibited within the park or reserve areas, which are therefore properly protected.

- Coastal reclamation

Reclamation creates irreversible damage to the marine environment. By 2003, coastal areas in Hong Kong equivalent to about 10,000 football pitches had been reclaimed (Fig. 5)



Fig. 5 Reclaiming for Hong Kong Disneyland © Henry Lui

- Exotic animals and plants introduced

Foreign (“exotic”) plants and animals that are brought to Hong Kong often thrive in the environment here and can out-compete the native wildlife, which often die as a result. Examples of exotic animals and plants that have caused problems in Hong Kong include Milkania, Apple snail and Tilapia (Fig. 6).



Fig. 6 Exotic Tilapia out-competes native freshwater fish. © WWF Hong Kong

- Climate change

Excessive emissions of greenhouse gases such as carbon dioxide (mostly from the burning of fossil fuels) are considered to be the cause of the observed rise in global temperatures and sea level. Such changes affect the survival of wildlife and the quality of life for humans.

- Environmental Education

To educate people to appreciate, understand, respect and take action to protect our environment (Fig. 7).



Fig. 7 Learning IN the environment is the first step to conserve our environment. © WWF Hong Kong

- Natural disasters

Natural disasters such as earthquakes, tsunamis, volcanic eruptions and typhoons can cause significant damage to habitats.

- Adopted a sustainable lifestyle

As a committed and responsible citizen, you should encourage yourself, family and friends to adopt a sustainable lifestyle.

[Please refer to Activity 1 for details]

References:

WWF International, Forest Conservation Programme

http://www.panda.org/about_wwf/what_we_do/forests/index.cfm

WWF Hong Kong – Timber Trade

http://www.wwf.org.hk/eng/conservation/wl_trade/timber.php

WWF International, Freshwater Conservation Programme

http://www.panda.org/about_wwf/what_we_do/freshwater/index.cfm

WWF International, Marine Conservation Programme

http://www.panda.org/about_wwf/what_we_do/marine/index.cfm



Worksheet 2 – Shrinking Habitats Fate Cards

Cut out the scenario cards along the dot line

- 4

Urban development

- 3

Over-harvesting occurs

- 3

Air and water pollution increases

+ 4

Setting up National Park/ Nature Reserve

- 3

Coastal reclamation

- 3

Exotic animals and plants introduced

- 4

Climate change

+4

Environmental Education

-3

Natural disasters

+3

Adopted a sustainable lifestyle



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Activity 3 Fish Catch!

Target: P.4~P.6 students

Objectives:

- To appreciate the impact that human needs have on the environment.
- To raise students' concern for the natural environment, specifically fish stocks.
- To enhance students' understanding of the concept of Sustainable Development

Related subject:

General Studies, P.E.

Duration: 2 lessons

Venue: Outdoor

Materials:

1. Coloured strips of paper X 20 sets (2 different colours)
2. Traffic cones X 10
3. Adhesive tape X 1

Procedures:

1. Divide the class into 2 groups.
2. Distinguish the groups by giving them different colour paper strips, which are stuck on their backs with adhesive tape.
3. Select 1 student from each group to be a fisherman, and the rest will be fishes.
4. Randomly place the 10 traffic cones (to act as a coral reef, the shelter for fishes) in a large play area (e.g. basketball court).
5. To play the game, the 2 fishermen try to catch as many fish as possible from their opponent group by collecting the coloured strips on the fishes' back within 3 minutes. Once a fish is caught (by having its coloured strip removed), it should leave the play area.
6. Fishes can protect themselves and avoid being caught by touching the traffic cones. However, each traffic cone can only accommodate two fishes at a time.
7. If a third fish comes to touch a traffic cone, both the fishes originally occupying the cone have to swim away immediately.
8. After 3 minutes, the game is stopped and the teachers count the number of paper strips collected by each of the fishermen. The group that collects the most wins the

game.

9. Debrief students about different fishing methods, highlighting how many of them catch fish in an unsustainable way, in which the entire habitat is destroyed. Examples include bottom trawling, fishing bombing and cyanide poisoning.
10. Replay the whole game again with only 5 traffic cones left, to simulate a loss of habitat and shelter. Only those fishes have NOT been caught in the 1st round can join the 2nd round.

Tips

1. At the end of the game ask the students why fish are important for humans. Emphasize that a healthy marine ecosystem is essential to maintain fish populations.
2. Draw their attention to the significance of coral reefs (traffic cones) as shelter for fishes. Ask students (both fishes and fishermen) if they want to see more coral reef in our ocean?
3. Explain the problem of an unsustainable consumption of marine resources, caused by intensive and destructive fishing which ultimately leads to a shortage of fish.
4. Explain what happens in bottom trawling and further elaborate why it is harmful to marine environment.
5. Explain other threats to coral or marine environments e.g. pollution, global climate change.
6. Elicit suggestions from students about how to protect fish stocks and marine environments. Supplement their ideas with additional information (below).

Further notes

1. Fish contribute to the food supply, economy, and health of many nations. A billion people rely on marine fish as an important source of protein (Fig. 8).



Fig. 8 Fish is the main source of protein for human beings. © WWF-Canon / Zeb HOGAN

2. Due to the demand (which continues to increase), 52% of the world's fisheries are fully exploited, and 24% are overexploited, depleted, or recovering from depletion. As many as 90% of all the ocean's large fish have been fished out. In order to increase supply, some destructive methods, like trawling, are being used to enhance the fish harvesting.
3. Bottom trawling is a fishing method which involves towing trawl nets along the sea floor. It destroys the ocean floor, wiping out any marine habitats that stand in the net's path, such as coral reefs, which provide food and shelter for fishes (Fig. 9). Other destructive fishing methods such as fish poisoning and fish bombing are also commonly used, particularly in poorer developing countries.



Fig.9 Catch discarded from bottom trawling. ©WWF-Canon / Mike R. JACKSON

4. The designation of Protected Areas and “no-take” zones (areas where no fishing is allowed) are effective ways to allow marine resources to recover.
5. You can help maintain a fish supply and support the marine environment in general by:
 - Choosing Marine Stewardship Council (MSC) certificated seafood and consuming fish species from the green list on the “WWF Seafood Guide”
 - Choosing biodegradable detergents and soaps, particularly those low in phosphates. Phosphates are harmful as they -create algal imbalances in marine environments.
 - Saving electricity and reducing green house gas emissions that are linked to global warming. Rising sea temperatures lead to flooding and cause damage to coral reefs.
 - Making an effort to understand more about our precious marine environment and spreading the conservation message to your family and friends.

Reference:

WWF International, Marine Conservation Programme

http://panda.org/about_wwf/what_we_do/marine/index.cfm

WWF Hong Kong, SOS - Save Our Seas Campaign

<http://www.wwf.org.hk/eng/conservation/sos/index.php>

WWF Hong Kong – fact sheet “Fisheries in Crisis”

<http://www.wwf.org.hk/eng/pdf/references/factsheets/factsheetv.PDF>

WWF Hong Kong – fact sheet “World Fisheries in Crisis”

<http://www.wwf.org.hk/eng/pdf/references/factsheets/factsheet23.PDF>

WWF Hong Kong – Ocean’s 10

<http://www.wwf.org.hk/oceans10/eng/home.php>

WWF Hong Kong – Seafood Guide

<http://www.wwf.org.hk/eng/conservation/seafood/>

Hong Kong Artificial Reef Project Websites

<http://www.artificial-reef.net/main2.htm#>

Marine Stewardship Council (MSC)

<http://eng.msc.org/>

http://www.panda.org/about_wwf/what_we_do/marine/our_solutions/sustainable_fishing/sustainable_seafood/index.cfm



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Activity 4 Nature Inspiration

Introduction

Nature can be a great source of inspiration. Yet with our busy school and at home life, it can be so easily overlooked. This activity aims to stimulate students to appreciate the beauty of our natural heritage.

Target: P.1 ~ P.6 students

Objectives

- To give students new perspectives on their natural surroundings.
- To appreciate the natural beauty of nature through art creation.
- To help students discover their artistic creativity.
- To enhance students' observation skills in the natural environment.

Related subjects:

Visual Arts, General Studies

Logistics:

The activities divided into two parts: Nature Data Collection and Making Nature Artwork. Teachers can show students the photos in Data Collection PowerPoint through computer and projector to illustrate how to collect the natural data. Ask students try to focus on the line and shape of different organisms. Afterwards, teachers can distribute some animal and plant samples for student's reference. Teachers can then illustrate how to make the natural artwork with the use of Artwork Making PowerPoint.

[Please refer to "Follow-up Activities" session in Teacher's Guide CD-ROM for the powerpoint files]

Part 1: Nature Art Data Collection

Duration: 2 lessons

Venue: An outdoor environment, e.g. campus, park, garden, beach, nature reserve

Materials:

1. Data Collection PowerPoint
2. Magnifying lens
3. Colour pencils
4. Black marker
5. Clipboards
6. Transparent tape
7. View Finder (*Attachment 6*)
8. Worksheet 3 – Visual Data Collection Worksheet (*Attachment 4*)
9. Worksheet 4 – Zoom-In Sketching Worksheet (*Attachment 5*)

[Please also refer to the materials list in Attachment 3]

Procedures:

Use the Data Collection PowerPoint to illustrate how to collect natural data

1. Visual Data Collection

- a. Make use of the magnifying lens to observe 4 artistic elements in nature (Fig. 10):
 - **Colour:** multi-colour, mono-colour, warm, cold colour
 - **Line (2-D):** straight, curve, long, short etc
 - **Texture:** rough, smooth etc. Students can pencil-rub an imprint of the surface of an object.
 - **Shape (3-D):** ball, square, star, flat etc.



Fig. 10 Use magnifying lens to observe nature. © WWF Hong Kong

- b. Use coloured pencils to record these data on Worksheet 3 – Visual Data Collection Worksheet (*Attachment 4*).
[Please also see the sample of completed worksheet in attachment 4]
- c. Visual data can also be photographed and put on the worksheet afterwards.

2. Zoom In Sketching Data Collection

- a. Use the window in View Finder (*Attachment 6*) to zoom-in on scenery or an object to find special patterns. The small window helps students to concentrate on a particular pattern of an object (Fig. 11).



Fig. 11 Use the view finder to find special patterns of a natural object. © WWF Hong Kong

- b. Record the discernable pattern with a black marker, colour pencil or pencil on Worksheet 4 – *Zoom-In Sketching Worksheet (Attachment 5)*.
[Please also see the sample of a completed worksheet in attachment 5]
- c. Collect a favourite nature object (e.g. fallen leaves, flowers) to put in the window and preserve it with transparent tape on two sides (Fig. 12).



Fig. 12 Preserve your favourite findings. © WWF Hong Kong

- d. Write down your feelings and descriptions of the favourite object (e.g. name, location, colour, texture) on the blank area of the View Finder.

Remember to remind students not to pick any living parts of plants.

Tips for Nature Observation

1. Be quite and patient when making observations.
2. Listen to the sounds of nature.
3. Pick up and examine the leaves, flowers, seeds and rocks closely.
4. Look inside and outside the object.
5. Look up at the trees and the sky.
6. Try to find very small creatures.
7. Feel the surface of the object, and use a magnifying lens or view-finder to observe it.
8. Enjoy the feeling of sitting and moving on the grass.

Reminders for students:



- Keep quiet and respect other visitors
- Respect wildlife
- Follow teacher's instructions



- Disturb and feed animals
- Leave rubbish behind.
- Go off on your own

Part 2 Using Nature To Make Artwork

Duration: 2 lessons (10mins for briefing; 50mins for making artwork)

Venue: Art Room

Materials:

1. Artwork Making PowerPoint
2. Plant and animal samples
3. Newspaper / plastic sheet
4. 2 buckets of water
5. Water-proof poster paint (adhesive, polymer-based fluid paint)
6. White cotton cloth (A4 size)
7. Cardboard (5" x 5") (*Attachment 7*)
8. White latex glue
9. Painting discs
10. Brushes
11. Plastic bottle
12. Transparent tape
13. Oil pastels
14. Art tissue paper
15. Aluminum foil
16. Sand
17. Plastic film
18. Cord and pegs

[Please also refer to the materials list in Attachment 3]

Pre-lesson Preparation:

1. Set up computer and projector.
2. Prepare a set of animal and plant samples for demonstration in the briefing session. (e.g. different leaves, shells or seeds etc.)
3. Put newspaper/ plastic sheet on the ground.
4. Prepare 2 buckets of water for brush cleaning.
5. Divide students into small groups of 5 or 6. For each group, prepare a set of white latex glue, painting discs, brushes, plastic bottles, newspaper, transparent tape, oil paste, art tissue paper.
6. Prepare water-proof poster paint, plastic film, aluminium foil, sand, white cotton cloth and cardboard squares on teacher desk for students to choose.

Procedures:

Use the Artwork Making PowerPoint to illustrate how to construct the natural artwork. Ask

students try to focus on the line and shape of different organisms. Afterwards, teachers can distribute some animal and plant samples for student's reference.

1. Flag Artwork

- a. Distribute a piece of white cotton cloth to each student.
- b. Design a piece of artwork according to the information collected from Worksheet 3 – Visual Data Collection Worksheet (*Attachment 4*).
- c. Make use of the art tissue paper, glue and tape to create small 3-D patterns, e.g. leaves, waves, roots (Fig. 13).



Fig. 13 Smaller patterns can be made with art tissue paper and glue. © WWF Hong Kong

- d. Large 3-D figures (e.g. rocks) can be created with newspaper attached to the cloth with tape, then covered with art tissue paper and glue (Fig. 14). You can put on sand, wrapping film, aluminum foil to create mixed texture.



Fig. 14 Larger 3-D figure can be made with newspaper and stick on the cloth with tape.

© WWF Hong Kong

- e. Apply colourful water-proof poster paint (Fig. 15).



Fig. 15 Apply the paint once the glue is dry. © WWF Hong Kong

- f. Hang up the artwork on a cord with pegs to dry (Fig. 16).



Fig. 16 Flag Artwork finished. © WWF Hong Kong

Reminder: poster paint is water-proof and all utensils and brushes must be washed immediately after use.

2. Tile Artwork

- Distribute cardboard to each student.
- According to the art data collected from Worksheet 4 – Zoom-In Sketching Worksheet (*Attachment 5*), design the artwork.
- To create a flat tile, students can draw with oil pastels or poster paint (Fig. 17).



Fig. 17 Draw with oil pastel or poster paste to design the tile artwork. © WWF Hong Kong

- d. To create 3-D patterns, students can make use of different media e.g. art tissue paper, newspaper, aluminum foil, sand, wrapping film and then apply water-proof poster paint (Fig. 18).



Fig. 18 Use different media to create patterns. © WWF Hong Kong


- e. Leave the artwork until it is dry.
- f. Combine all the students' artwork (Fig. 19).








Fig. 19 Tile Artwork finished. © WWF Hong Kong




Reminder: poster paint is water-proof and all utensils and brushes must be washed immediately after use.



Activity 4 Material List




Item	Quantity	Visual Data Collection	Zoom In Sketching	Flag artwork	Tile artwork
Clipboard	1 for each student	✓	✓		
View Finder (<i>Attachment 6</i>) 	1 for each student		✓		
Black marker	1 for each student		✓		
Transparent tape (2 inches wide)	1 for 5 students		✓		

						
Coloured pencils	1 box for each student	✓	✓			
Magnifying lens	1 for each student	✓				
Worksheet 3—Visual data worksheet (<i>Attachment 4</i>)	1 for each student	✓				
Worksheet 4—Zoom-in sketching worksheet (<i>Attachment 5</i>)	1 for each student		✓			
Computer and projector	1 set			✓		✓
Plant/animal samples	1 set			✓		✓
Water	2 buckets			✓		✓
White cotton cloth	1 A4 piece for each student			✓		

					
<p>Thick cardboard for Tile Artwork (5" x 5") (Attachment 7)</p>  	1 for each student				✓
<p>Brushes</p> <p>3/4 inch brush (for poster paint)</p>  <p>2 inch house painting brush (for glue)</p>	2 for each student			✓	✓

					
<p>Water-proof poster paint (adhesive, polymer-based fluid paint)</p> 	<p>10 bottles</p> <ol style="list-style-type: none"> 1. Red x 1 2. Yellow x 1 3. Dark green x 1 4. Light green x 1 5. Black x 1 6. Dark blue x 1 7. Light blue x 1 8. Brown x 1 9. White x 2 			✓	✓
<p>Painting disc</p> 	<p>1 for each student</p>			✓	✓
<p>White latex glue</p>	<p>1 liter for 10 students</p>			✓	✓

					
Plastic bottles for water & glue	2 for each student			✓	✓
Art tissue paper 	1 roll for 10 students			✓	✓
Newspaper (for ground sheet and making 3-D pattern)	1 set			✓	✓
Transparent tape (0.5" wide)	1 roll for 5 students			✓	✓
Oil pastels	1 box for 2 students				✓

					
Aluminum foil					
	1 roll				✓
Sand					
	A large bag				✓
Transparent (kitchen) wrapping film	1 roll				✓
Cord	To hang up artwork			✓	
Pegs	2 for each artwork			✓	



Worksheet 3
Nature Art Data Collection
Visual Data Collection Sheet

Name: _____

My location: _____

Colour	
Line	
Texture	
Shape	

Sample Worksheet 3
Nature Art Data Collection
Visual Data Collection Sheet



Funded by:



Visual Data Collection Worksheet

My Location: Hoi Ha Wan and Mai Po

Colour 	
Line 	
Texture 	
Shape 	



Worksheet 4
Nature Art Data Collection
Zoom-In Sketching Worksheet

Name: _____
My location: _____

Sample Worksheet 4

Nature Art Data Collection

Visual Data Collection Sheet

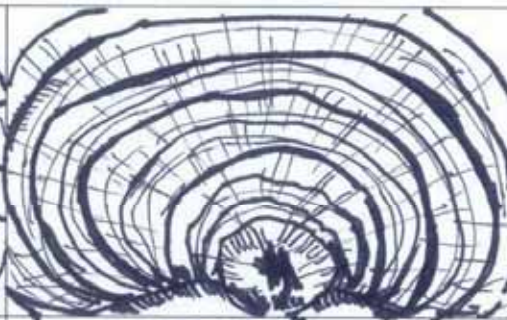


Zoom-In Sketching Worksheet

My Location: _____

Mushroom

Leaf



Lichen



Leaf



Snail



Clam



Barnacle

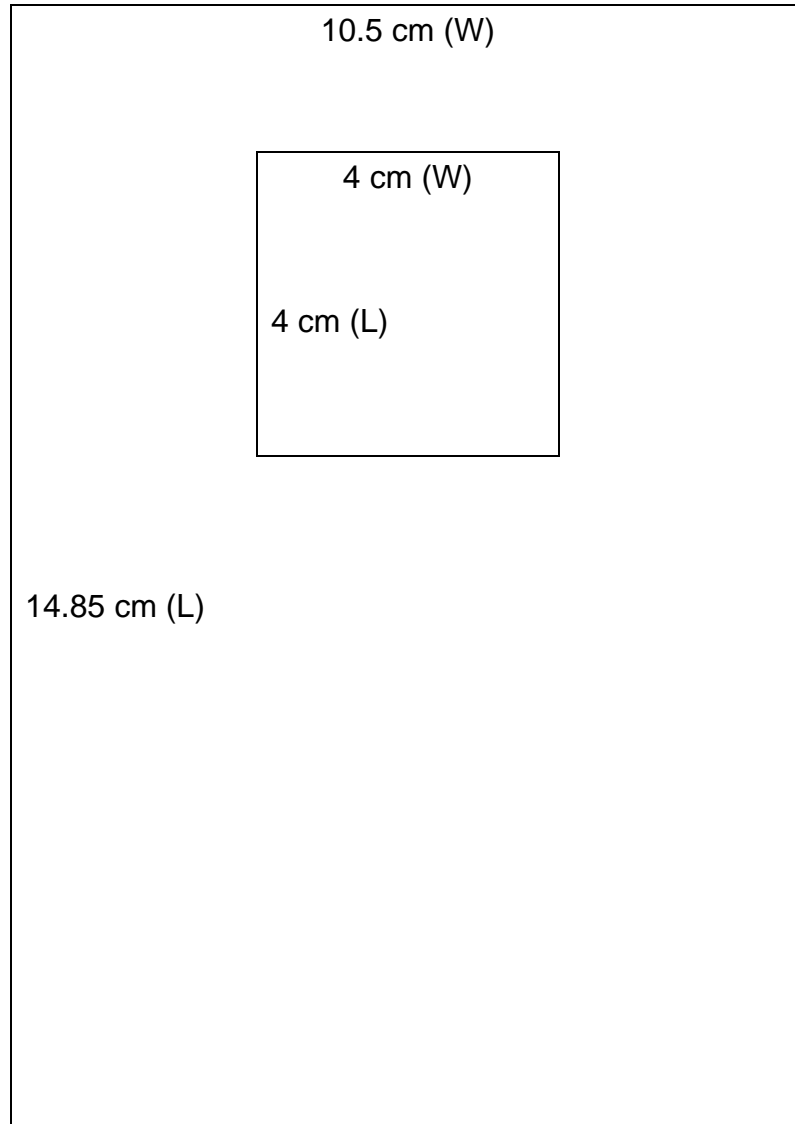


Coral



Size of View Finder Tool for Zoom-In Sketching Data Collection

A6 size (10.5x14.85cm); cut a square window (4cm x 4cm) near the middle of the top.



Size of Tile Artwork (Cardboard)

Square thick cardboard: 5 inch x 5 inch

