



*for a living planet®*

# **LoLo's Flying Journey**

An Education for Sustainable Development  
Primary School Education Pack

## **The Game**

## **LoLo's Flying Journey**

### **The story begins...**

Hello! My name is LoLo. I am a Black-faced Spoonbill, easily recognizable by my rather large black beak. I'm sorry to tell you that we spoonbills are an endangered species these days. Like most of my friends and relatives, I was born in Korea. However, when the cold winter arrives food becomes scarce so, along with many other migratory birds, I fly southwards to warmer places such as Japan, China, Taiwan and Hong Kong where food is abundant and the living is easier. Then, every springtime, we return to our beloved homeland Korea for breeding. However, the migratory journey is never easy for us; it is long and full of challenges (Fig. 1). In this game, each one of you will become my buddy (a fellow Black-faced Spoonbill) and experience the whole journey for yourself.



Fig. 1 The migratory journey is full of challenges.

### **How to play the game**

Students are divided into groups that will go through five different checkpoints (5 different locations on the school campus). Each one corresponds to Korea, Japan, China, Taiwan and Hong Kong.

Before we start the game, each group of students is 'fed' eight energy points that they need for the migratory journey. Teachers then lead the groups together to each checkpoint in turn. On arrival at a checkpoint, one student from each of the five groups selects one scenario card from the five in the Game Board. If a group picks up a card showing a positive

scenario such as “*The local government protects wetland for water birds*”, the group earns energy points. If a negative scenario is chosen such as “*Coastal reclamation work continues*”, energy points are deducted. Teachers then discuss each of the scenario cards with the students (Fig. 2). The information behind the Game Board can help teachers to lead the discussion for each scenario cards.



Fig. 2 Interpreter is discussing about the scenario card with students. © WWF Hong Kong

After the groups have completed the migration by progressing through all five checkpoints, the group that has the most energy points wins the game. Any groups that lose all their energy points fail to complete the migration.

### Game Planning

**Target:** P.1 to P.6 students

**Duration:** 2 lessons

**Venue:** Campus, Country Park or Urban Park

**Materials:**

1. Energy Points (Fig. 3)
2. Checkpoint Indication Cards
3. LoLo's Flying Journey Game Board

**Pre-activity preparation:**

1. Materials set up
  - Tear off the Energy Points (Fig. 3) and the Checkpoint Indication Cards.






Fig. 3 Energy Point—the score card used in the game.

- Put the 5 Checkpoint Indication Cards at 5 different locations in the campus.

## 2. Venue set up

- Set up a route with 5 checkpoints around the campus. Put up the Checkpoint Indication Cards at each location. The checkpoint sequence should be:

Checkpoint	Location	Checkpoint Indication Cards
1	Korea	
2	Japan	
3	China	

4	Taiwan	
5	Hong Kong	

### Procedures:

1. Evenly divide the class into 5 groups.
2. Dispatch 8 Energy Points to each group.
3. Brief the class on how to play the game.
4. Guide the class to the first checkpoint (Korea).
5. Upon arrival at the checkpoint, ask each group to choose, from the game board at random, one out of the five scenario cards available for the checkpoint.
6. After all groups have selected a scenario card, teachers can go through the chosen scenario one by one.

*N.B.: Teachers will find supplementary SD information on the back of each card that relates to each scenario (Fig. 4).*

中國站1號卡解說 China Card 1 interpretation	環境因素 Environmental factor	經濟因素 Economic factor	社會因素 Social factor
非法捕獵及野生生物貿易是繼生境破壞後物種存活面對的第二大威脅。 The illegal hunting and trading of wildlife is the second biggest threat to species survival after habitat destruction.	—	+	
非法野生生物貿易在中國十分活躍。不少目標都是瀕危或瀕臨絕種的物種如華南虎。 The illegal wildlife trade is active in China. Many of the targeted species are endangered or near extinction such as the South China Tiger.	—	+	
食用野生雀鳥及其他野生生物是中國飲食文化的一部分。同時，部分宗教組織把捕獲的動物，如烏龜及龜等轉送自然的情況也十分普遍。因此，野生生物具有極高的市場價值，助長非法捕獵的行為。 The consumption of wild birds or other wildlife is part of the Chinese food culture. At the same time, releasing captive animals such as birds and turtles to the wild are also popular with some religious groups. Consequently, wildlife has a high market value that encourages illegal hunting.			+
野生生物病毒會在物種間傳播，並有機會傳染人類，如嚴重急性呼吸系統綜合症(沙士)懷疑源自野生果子狸。 Wildlife diseases may cross the species barrier and be transferred to humans e.g. SARS is suspected to have originated from wild Civet Cats.			—
另一方面，在中國很多農村地區，野生生物貿易對維持農戶人士的生計尤其重要。 However, the wildlife trade is particularly important to the poor in sustaining their livelihood in many rural areas in China.		+	+

Fig. 4 Supplementary SD information can be found on the back of each scenario card.

7. Based on the instructions on the scenario card, the teacher adds or deducts energy points to or from each group.
8. Proceed through all the checkpoints in turn.
9. Once the last checkpoint (Hong Kong) is completed, calculate the energy points that each group has collected after passing through all 5 checkpoints. The group with the most points is the winner. Draw attention to any groups that have no points; these have failed to complete the migration.
10. Debrief the whole class highlighting the key conservation and ESD messages

### Suggested debriefing

Hooray! We've finally made it to our destination in Hong Kong, where we can enjoy the plentiful food supply and mild winter weather. Now you've experienced the journey with me, you can appreciate many of the challenges we Black-faced Spoonbills face during our southbound migration.

Some of the difficulties we encountered were simply due to nature. **Can you think of some of the natural factors that caused problems for us during the journey here?**

- Weather (in Korea) (Fig. 5)
- Disease (in Taiwan) (Fig. 6)



Fig. 5 Good Weather favours migration.





Fig. 6 Disease causes death of Black-faced Spoonbill.

However, it is also clear that human activity has a major impact on our survival chances. Human development, whether for social or economic reasons, takes land, food and water away from us. **Can you think of some examples of this?**

- Dam construction in China (Fig. 7)
- Reclamation work in Korea (Fig. 8)
- Transport development in Japan (Fig. 9)
- Lorry park construction in Hong Kong (Fig. 10)



Fig. 7 Dam construction destroys freshwater habitats.



Fig. 8 Coastal reclamation destroys important habitats for water birds and marine life.



Fig. 9 Transport development destroys wildlife habitats.



Fig. 10 The construction of car park reclaim wetland.



Of course, it wouldn't be fair to blame humans for everything. Although it is certainly true that humans have added extra stress to our journey, there are some who deeply care about us and have been working hard to make our life better so that we will no longer be endangered. Some environmental scientists have been monitoring our numbers at the different sites along our migration, and some have even been able to use satellite tracking to discover the routes we follow when we fly to and from our home in Korea (Fig. 11). These scientists have gathered information that has helped to conserve us and other water birds.



Fig. 11 Scientists gather more information on migration of Black-faced Spoonbill by using satellite tracking.

Other humans have been involved in education programmes and have helped to raise awareness of our plight (Fig. 12). Through their combined efforts, many important habitats have been conserved, managed or protected for our use. Many of the coastal wetlands along our flyway are now Ramsar Sites, internationally protected so that we and other water birds are guaranteed good stopovers during our long journey to Hong Kong.



Fig. 12 Students are eager to learn "in" the environment.

Many times during the journey we encountered the conflict between human development and the natural environment, which is our home. In some situations it is clear that humans understand the need to strike a balance between these two and are trying to build a sustainable future so that humans can live in harmony with the other members of the planet, including us. It's also in human's interest to protect their own natural resources so that they can continue to be enjoyed by their future generations. So it can be a win-win situation: for example, the conservation of fishponds and *gei wai* not only guarantees us a place to live, but also give fishermen the chance to harvest fish and shrimps sustainably every year, ensuring a livelihood for them and their children, as well as providing effective drainage and flood protection to the humans that live nearby. (Fig. 13 and Fig. 14) And of course, our future will look brighter too and humans will still have the chance to appreciate us and the other wonderful wildlife that inhabit the wetland.



Fig. 13 Using environmentally-friendly practices is essential for the conservation of fishpond.



Fig. 14 *Gei wai* is an example to demonstrate sustainable development.

So, what sorts of things can children do to help humans on the path towards sustainable living? Children hold the key to our (and their own) future. **What sorts of actions can reduce the demand for resources and the impact humans have on the planet?**

- Try to conserve water. Think about how much water you need to use when brushing your teeth. Don't leave the tap running.
- Try to reduce the amount of electricity used. Do you need to have the air-conditioner on? Switch off the lights when you leave a room. All these actions decrease the use of fossil fuels and the production of carbon dioxide. Carbon dioxide is a greenhouse gas that contributes to global climate change. Changes in weather patterns as a result of global warming may make LoLo's journey much more difficult and rising sea levels could decrease the area where LoLo and her friends can stopover.
- Using public transport is also better as the burning of fossil fuels and the resultant contribution to greenhouse gas emissions is less than using private cars.
- Think about the amount of paper you use for schoolwork. Have you used both sides? Is it recycled? How many sheets do you need to dry your hands? You could use a towel instead. Try to minimize paper use and save the trees.
- Going shopping? Take your own bags with you and save plastic.
- Get out and experience nature so you really understand its value.
- Get involved and take responsibility for shaping the future. There are lots of opportunities to do volunteer work for conservation organizations such as WWF.

What LoLo wants is for humans to nurture a sense of stewardship, of taking care of what natural resources we have so that all species have a future. It is this concept that LoLo hopes you will carry with you from now onwards.