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Environment and Conservation Fund x Ocean Park Seahorse Rangers

# Exploration Area: Conservation Corner

Learning and Teaching Kit (Kindergarten Only)



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# Ocean Park Conservation Alliance

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To promote community collaboration and public participation, Ocean Park has launched a new conservation advocacy campaign in 2023 named "Mission R". "Plastic Challenge", "Eat Local" and "Saving Species and Habitats" are the three key directions of "Mission R". Under "Mission R", Ocean Park has established the Ocean Park Conservation Alliance for schools to register as "Member Schools". The programme allows students to become members of "Seahorse Rangers". It leads schools to participate in various activities within the school and community. This can ensure the school community shares their conservation achievements, bringing schools together to contribute to conservation and working towards a sustainable future.

## Environment and Conservation Fund x Ocean Park Seahorse Rangers

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This year, Seahorse Rangers (Kindergarten) is funded by the Environment and Conservation Fund. By joining the "Environment and Conservation Fund x Ocean Park Seahorse Rangers", students can participate in different conservation activities, not only the three flagship activities, but also a half-day Ocean Park activity and the "Learning and Teaching Kit – Exploration Area: Conservation Corner" for Seahorse Rangers (Kindergarten). Through a series of conservation activities, students may learn and promote the message of conservation, building up the habit of environmental protection.



# Learning and Teaching Kit – Exploration Area: Conservation Corner in classroom

This teaching kit is designed for teachers to promote the concept of waste reduction in schools through organising environmental education activities. Through thematic teaching and extended activities, it is hoped to enhance students' understanding of reuse and recycle, thus cultivating their ZERO-waste lifestyle.

## Intended learning objectives:

Students will comprehend the concept of the 4R's of the environment:

**REDUCE, REUSE,  
RECYCLE AND REPLACE.**

## Aims and objectives

After the thematic teaching and learning activities, students will be able to:

1.  
Understand the threats to animals in the wild



2.  
Develop the concept of waste reuse



3.  
Learn about the cleaning procedures of recyclables and three-colour recycling



4.  
Practise upcycling



\*The content can be adjusted according to the students' abilities and prior knowledge, thematic activities can be arranged for a month, week or day depending on the need of schools.

## Relevant knowledge and concepts



To observe by using the senses



To explore surroundings and nature



To appreciate respect and care for nature



To live an environmentally-friendly life







Nature and living

# Introduction to the Learning and Teaching Kit

The “Exploration Area: Conservation Corner in the Classroom” (hereinafter referred to as “Conservation Corner”) integrates thematic and extended activities for schools. Through getting to know giant pandas and green sea turtles, students will learn about the relationship between animals and the environment while building up the concept of waste reduction. Putting the knowledge acquired into practice by utilising the waste in schools, students can learn through actions and cultivate the habit of recycling. This teaching kit is provided by the “Environment and Conservation Fund x Ocean Park Seahorse Rangers” to promote whole-school participation of all teachers and students with the participation of schools and Seahorse Rangers.

**The teaching resources for the thematic activities include two collage artboards with different themes. Details of the teaching resources and suggested rundown are as follow:**

## Content of the teaching resources (Thematic activities)

Resources:	Storybook (Online material)	Collage artboard (A1-size)
<b>Theme 1: Ocean</b>	<p>Story 1: Whiskers and Friends: Deep Sea Adventure</p>   <p>The storybook can be printed or projected</p>	<p>Upcycle material: plastic waste (e.g., plastic bottle caps)</p>  

# Introduction to the Learning and Teaching Kit

Resources:	Storybook (Online material)	Collage artboard (A1-size)
<p><b>Theme 2: Bamboo forest</b></p>	<p>Story 2: Redd and the Nature Guardians</p>   <p>The storybook can be printed or projected</p>	<p>Upcycle material: paper waste (e.g., toilet paper rolls)</p> 

# Theme 1 - Ocean

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## Preparation

Through establishing strong ties between students, the ocean and activities from daily school life, we aim to develop a basic understanding of waste reuse.

### Guiding questions:

- Have you ever been to the ocean? Invite students to share their experience
- Have you ever seen any trash in the ocean?
- How can ocean trash be dealt with?

### Suggested Activity:

- Observation Diary:  
Ask students to draw or write down their personal experience and observations about the ocean
- To collect used plastic bottle caps or other plastic waste in school (preparation for the artboard)
- Beach cleanup activity

## Induction

### Storytelling of "Whiskers and Friends: Deep Sea Adventure"

- Introducing the sea creatures on page 5 (e.g., green sea turtles, sea otters, jellyfish and coral reef fish)
- Introducing the starfish and seaweed on page 5 in preparation for the artboard
- Introducing the size and body features of a manta ray on page 6 (e.g., position of the mouth, length of the tail)
- Point out the threats of trash on the sea creatures on page 13 (e.g., entanglement, accidental ingestion, poor seawater quality)

### Guiding questions:

- Why is there so much trash in the ocean? Where does the trash come from?
- Point out the threats caused by plastic waste to sea creatures
- Think of ways to reduce plastic waste and save the ocean and marine animals

# Suggested teaching activities

## 1. Understand the threats to animals in the wild

### Format: Game and discussion

Learning Goals	Rundown	Assessment
<p><b>I.</b> <b>Discover how plastic waste threatens marine life</b></p> <p><b>II.</b> <b>Get to know green sea turtle</b></p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Sea creatures' puppet (e.g., green sea turtle and jellyfish)</li> <li>Plastic waste (e.g., plastic bags and fruit nets)</li> </ul> <p><b>1. "Save the Animal" Theatre</b></p> <p>To reenact the story of a sea creature threatened by plastic waste. Different puppets can be used in demonstrations, taking green sea turtle as example:</p> <p><b>Scenario 1:</b> A green sea turtle is looking for food and mistakenly thinks that the plastic bag is its food, jellyfish</p> <p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>Does the plastic bag look like jellyfish?</li> <li>Does the green sea turtle know how to distinguish between trash and food?</li> </ul> <p><b>Scenario 2:</b> A green sea turtle is trapped by plastic bag/fruit net/fishing net while swimming</p> <p><b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>Teachers can briefly describe the body features of green sea turtle, unlike tortoise, they cannot hide their flippers. They do not have flexible fingers like humans do</li> <li>If green sea turtles are entangled in trash, can they untangle it by themselves?</li> <li>Teachers can invite students to hide their fingers and use only their fists to try untying the trash that is wrapped around the green sea turtle</li> </ul> <p><b>2. Discussion</b></p> <ul style="list-style-type: none"> <li>Invite students to imagine whether other sea creatures will encounter similar situations</li> <li>Invite students to rescue animals from the trash and think about how the trash can be reused</li> </ul> <p><b>Guiding question:</b></p> <p>How can we reduce and replace to minimise the threat of plastic waste to the ocean and marine animals?</p> <ul style="list-style-type: none"> <li>Reduce the use of plastic bags and replace them with eco-friendly bags</li> <li>Reduce the use of plastic containers and replace them with lunch boxes</li> <li>Reduce the use of paper towels and replace them with towels</li> </ul>	<p><b>I.</b> <b>Promise to reduce the use of plastic</b></p> <p><b>II.</b> <b>Name the body feature or the diet of green sea turtle</b></p>

# Suggested teaching activities

## 2. Develop the concept of waste reuse


Format: Lecture and crafts

Learning Goals	Rundown	Assessment
<p><b>I.</b> Understanding various types of plastic products</p> <p><b>II.</b> To know how plastic can be reused</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"><li>Plastic waste (e.g., plastic bag, plastic water bottle, take-away plastic box and hand sanitizer bottle)</li></ul> <p><b>1. Introduce different kind of plastic used in daily life</b></p> <ul style="list-style-type: none"><li>Teachers can prepare various plastic products from daily life, such as plastic bags, plastic bottles, take-away boxes and hand sanitizer bottles. Let's think about other uses for these plastic products</li></ul> <p><b>Conclusion:</b></p> <ul style="list-style-type: none"><li>We use a lot of different plastics in our daily lives. We can try our best to reduce, recycle and reuse them</li></ul> <p><b>2. Plastic reuse crafts: Mindful bottle</b></p> <ul style="list-style-type: none"><li>Teachers can reuse plastic waste (e.g., bracelet beads and red beans), mix together with glue (can mix with water or baby oil if the glue is too thick) into the plastic bottle</li><li>Shake the bottle to make the particles float and settle. By observing the movement of the bottle, student will calm down and be focused</li></ul>	<p><b>I.</b> Identify plastic waste and non-plastic waste</p> <p><b>II.</b> Create mindful bottle with reused plastic</p>

# Suggested teaching activities

## 3. Learn about cleaning procedure of recyclables and three-colour recycling

Format: Game and discussion

Learning Goals	Rundown	Assessment
<p><b>I.</b> <b>Identify and match brown plastic recycling bin</b></p> <p><b>II.</b> <b>Learn to clean recyclables before recycling</b></p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"><li>• Plastic recycling bins pictures</li><li>• Mystery box</li><li>• Plastic bottle</li></ul> <p><b>1. Introduction to plastic recycling bins (show pictures of brown recycling bins)</b></p> <p><b>Guiding questions:</b></p> <ul style="list-style-type: none"><li>• Where can the trash be disposed other than in trash bins?</li><li>• What are the signs on recycling bins?</li><li>• What are the recyclable and non-recyclable items?</li><li>• Teachers can use colours to classify "blue for waste paper, yellow for aluminium cans and brown for plastic bottles"</li></ul> <p><b>2. Discussion</b></p> <ul style="list-style-type: none"><li>• Put a plastic bottle into the mystery box</li><li>• Invite students to identify the texture of plastic bottle by touch and sound</li><li>• Teachers can take out the plastic bottle and invite students to observe its transparent appearance</li></ul> <p><b>3. Recyclables Cleaning and Recycling</b></p> <ul style="list-style-type: none"><li>• Before the activity, invite students to bring a plastic bottle or other recyclable plastic to practise "clean recycling"</li><li>• Teach and lead students to learn the simple steps of "clean recycling"</li></ul> <p>Teachers can demonstrate the appropriate procedure of recycling of plastic bottle:</p> <ol style="list-style-type: none"><li>1. Remove the plastic bottle cap</li><li>2. Pour out the liquid inside the bottle out and rinse it with water</li><li>3. Remove the label on the bottle</li><li>4. Separate the plastic bottle cap, label and bottle into the correct recycling bin</li></ol> <ul style="list-style-type: none"><li>• Encourage students to help clean and recycle plastic bottles at home</li></ul> <p><b>More recycling education posters</b></p> 	<p><b>I.</b> <b>Identify that brown recycling bins are for recycling plastic</b></p> <p><b>II.</b> <b>Clean up plastic recyclables before recycling</b></p>

## 4. Practise Upcycling

### Format: Discussion and crafts

Learning Goals	Rundown	Assessment
<p><b>I. Understand the meaning of collecting plastic waste</b></p> <p><b>II. Learn the techniques for upcycling</b></p> <p><b>III. Sharing the process of collection and making the collage</b></p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"><li>• Preparation (at home): invite students to collect used bottle caps and other plastic waste of various colours in advance</li><li>• Preparation (in classroom): collage artboard, glue, paint, brush and A3 draft paper</li></ul> <p><b><u>1. Sharing the process of collecting plastic waste</u></b></p> <ul style="list-style-type: none"><li>• Invite students to share their experience of collecting plastic waste at home and show their results</li><li>• Ask students about the colours of plastic waste they have collected whilst sharing their feelings and thoughts</li></ul> <p><b><u>2. Discussing the purpose of plastic waste collection</u></b></p> <p><b>Guiding question:</b></p> <ul style="list-style-type: none"><li>• Why do we have to collect used plastic waste?</li><li>• Where does the plastic waste originally go?</li><li>• We can turn “useless” things to “useful” one</li><li>• Invite students to think if the waste has any value before throwing it away</li></ul> <p><b><u>3. Upcycling</u></b></p> <ul style="list-style-type: none"><li>• Upgrade the value of plastic waste to practise waste reuse, work together and use plastic waste to build a picture showing the beautiful ocean</li></ul> <p><b><u>4. Design the colour for the collage artboard (A3 draft paper)</u></b></p> <p>Teachers can show students the collage artboard and decide the following:</p> <ul style="list-style-type: none"><li>• What colour is the ocean?</li><li>• What colour is the green sea turtle?</li><li>• What is the shape of the green sea turtle's shell?</li><li>• What colour is the coral?</li><li>• What colour is the starfish?</li></ul> <p>*Teachers can use colour pens to mark down the colours on the A3 draft paper</p> <p><b><u>5. Hands-On Upcycling</u></b></p> <p>Emphasize the concept of upcycling and encourage students to use the plastic waste to colour the ocean by making a collage artboard.</p> <ul style="list-style-type: none"><li>• Colour the plastic waste (if necessary)</li><li>• Stick different colours of plastic waste on the collage artboard</li><li>• The collage artboard can be placed in the middle of the classroom for the students to work as a whole or in groups</li><li>• Teachers can demonstrate using one hand to pick up the plastic waste and the glue with another, then glue the back of the plastic waste</li><li>• Invite students to stick the plastic waste on one by one</li></ul> <p>* Note that the plastic waste should not be too scattered. Teachers can assist students with the sticking process</p>	<p><b>I. Point out the alternative uses of plastic waste</b></p> <p><b>II. Collaborate on the collage artboard</b></p> <p><b>III. Students can communicate with peers and appreciate the process</b></p>

# Suggested teaching activities

## 5. Artwork Appreciation (Extended activity)

### Format: Appreciation and discussion

Learning Goals	Rundown	Assessment
<p><b>I. Encourage students not to waste</b></p> <p><b>II. Aim to reduce waste in daily life</b></p> <p><b>III. Learn to appreciate each other</b></p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Plastic bottle caps</li> </ul> <p><b>1. Artwork Appreciation</b></p> <ul style="list-style-type: none"> <li>Display the collage artboard in school</li> <li>Appreciate the artwork together</li> <li>Share the students' creative process and their feelings towards upcycling</li> <li>How can different kinds of waste be reused?</li> <li>What makes this piece of artwork special?</li> <li>Encourage students to imagine and give examples of other uses of the plastic waste, suggesting that there are infinite possibilities for waste</li> </ul> <p><b>2. Plastic Bottle Caps Jenga</b></p> <p>Teachers can introduce different uses of waste materials. For example, playing Jenga using plastic bottle caps</p> <ul style="list-style-type: none"> <li>Students can take turns putting bottle caps on top of one another to build a tower on the table until they fall down and the game ends</li> <li>Students can separate into small groups and compete for the highest tower</li> </ul> <p><b>Conclusion:</b></p> <ul style="list-style-type: none"> <li>Summarise and emphasize the importance of waste reduction and encourage students to practise what they have learnt in daily life</li> </ul>	<p><b>I. Suggest other uses for plastic bottle or bottle cap</b></p> <p><b>II. Practise upcycling and reuse in campus</b></p> <p><b>III. Communicate and share ideas with peers</b></p>

# Theme 2 - Bamboo Forest

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## Preparation

To develop students' interest in nature and basic understanding of the use of the five senses (sight, hearing, smell, touch and taste) through daily school life.

### Guiding questions:

- What is your favorite place to go when you go out with your family?
- What outdoor places have you been to? For example: the grassland that you may see during a school picnic  
(Beach, mountain top, garden and forest are all close to nature)
- What do we usually see in nature? For example, trees, flowers, the ocean, grass.
- What is the difference in your feelings between city and nature?  
(Teachers can lead students to simulate different sounds of the city and nature)

### Suggested Activity:

- Observation Diary: ask students to draw or write down their personal experience and observations about the nature
- Use both sides of the paper
- Collect the used toilet paper rolls in the school restroom (preparation for the collage artboard)
- Collect the used paper (preparation for the collage artboard)

# Theme 2 - Bamboo Forest

## Induction

### Story telling of "Redd and the Nature Guardians"

#### Guiding questions:

- Why did Redd praise his friends for their care and curiosity on page 3?
- What did Whiskers and Justin do on the beach on page 3?
- Demonstrate "Stop and Discover!"
- What kind of transportation did Whiskers and his friends take on page 7?
- What does Whiskers use to look into the distance on page 12?
- How did Redd gather information about nature on page 16? (Looking, Hearing, Smelling, Writing)
- What did the Nature Guardians protect?
- Teachers can demonstrate how to use all the senses to discover nature on page 18
- How can we learn about nature?
- Should we all care for nature?

## Induction

### 1. What are the five senses?

List the five senses and how they can be used to explore different things.

- Sight: size, shape, colour, pattern
- Hearing: volume, pitch, uniqueness/similarity
- Smelling: fragrance/odor, freshness/intensity
- Touching: texture, temperature
- Tasting: sweet, sour, salty, bitter

### 2. Treasure-Hunt

- Recall Redd demonstration in the story, "Stop and discover!"
- Invite students to use their five senses to explore an object in the classroom, and ask them to take turn in sharing their discoveries with other students
- Teachers can extend the treasure hunt game in nature and encourage students to use their five senses to explore the natural environment

# Suggested teaching activities

## 1. Understand the threats to animals in the wild

### Format: Games and discussions

Learning Goals	Rundown	Assessment
<p><b>I. Understanding the needs of panda in habitat</b></p> <p><b>II. Recognising paper-made products in daily life</b></p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>paper-made products (e.g., paper bags, wooden cutlery, bamboo chopsticks)</li> </ul> <p><b><u>1. Am I similar to a giant panda?</u></b></p> <p>Teachers can compare “I” with a giant panda to understand the differences and similarities between humans and giant pandas from first-person perspectives, and thus learn the body features of giant pandas.</p> <p><b>I. Comparison of touch</b></p> <ul style="list-style-type: none"> <li>As mammals, giant pandas have fur to keep them warm and regulate their temperature</li> <li>Are humans mammals? Do we have hair?</li> <li>How many fingers does a giant panda have? How do giant pandas pick up bamboo to eat?</li> </ul> <p><b>II. Comparison of taste</b></p> <ul style="list-style-type: none"> <li>Do we like the food that giant pandas eat? (e.g., bamboo, bamboo leaves, apples, pears, sweet potatoes)</li> </ul> <p><b>III. Comparison of vision</b></p> <ul style="list-style-type: none"> <li>How do giant pandas differ from us in size, sitting positions and fur colours?</li> <li>Do giant pandas have similar features and appearance to us?</li> <li>What are the colours of giant pandas and bamboo forests?</li> </ul> <p><b><u>2. Giant panda’s Home vs My Home</u></b></p> <p>Teachers can compare “I” with giant panda from first-person perspectives to understand the difference between giant panda’s and our living area.</p> <p><b>I. Teachers can ask students to describe about their home (use furniture as examples)</b></p> <ul style="list-style-type: none"> <li>Teachers can mention that most of the above furniture are made by wood or bamboo (e.g., bed, bookshelf, table)</li> </ul>	<p><b>I. Describe at least one characteristic of the environment where the giant panda lives</b></p> <p><b>II. Commit to reducing waste of paper-made products</b></p>

# Suggested teaching activities

## 1. Understand the threats to animals in the wild


### Format: Games and discussions

Learning Goals	Rundown	Assessment
<p><b>I. Understanding the needs of panda in habitat</b></p> <p><b>II. Recognising paper-made products in daily life</b></p>	<p><b>II. Guide students to think more about giant panda’s habitat and their diet</b></p> <ul style="list-style-type: none"> <li>• Live in bamboo forest and sleep on bamboos and trees</li> <li>• Living place near the river</li> <li>• Bamboo is the daily diet of giant panda</li> </ul> <p><b>III. Guide students to think about how human activities threaten giant panda habitats</b></p> <ul style="list-style-type: none"> <li>• Any other things in daily life that are made from bamboo? (e.g., bamboo chopsticks and bamboo scaffold)</li> <li>• Any other things in daily life made from wood? (e.g., paper and pencils)</li> <li>• Extensive exploitation of natural resources (e.g., excessive logging on bamboo forests) will deprive giant panda of habitats and food</li> </ul> <p><b>Guiding question:</b> What can we do to reduce the use of and replace the use of wood products to minimise the threat of trash to animals?</p> <ul style="list-style-type: none"> <li>• Reduce the use of paper bags and replace them with eco-friendly bags</li> <li>• Reduce the use of wooden cutlery and replace it with reusable cutlery</li> <li>• Use both sides of paper</li> </ul>	<p><b>I. Describe at least one characteristic of the environment where the giant panda lives</b></p> <p><b>II. Commit to reducing waste of paper-made products</b></p>

# Suggested teaching activities

## 2. Develop the concept of waste reuse

Format: Lecture and crafts

Learning Goals	Rundown	Assessment
<p>I. Get to know different kinds of paper products</p> <p>II. Understand how waste paper can be reused</p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"><li>• Envelope</li><li>• Beverage Carton</li><li>• Book</li></ul> <p><b>1. Introduce various kinds of paper product in daily life</b></p> <p>Teachers can prepare different paper products e.g., envelopes/ beverage cartons/books. Let's think about other uses for these paper products.</p> <p><b>2. Explore other uses and possibilities for waste paper or paper-made products</b></p> <p>Explore creative uses of waste paper or paper-made products. Teachers can demonstrate creative uses of waste paper or paper products. E.g. How toilet paper rolls can be turned into pen holders; how waste cardboard can be turned into Christmas cards.</p> <p><b>3. Waste Paper Reuse Handcraft</b></p> <p>Teachers could invite students to decorate and design toilet paper roll into different animal shapes.</p> <p>Example:</p> 	<p>I. Identify paper-made waste</p> <p>II. Complete the crafts made by reusing waste paper</p>

### Conclusion:

We use a lot of paper in our daily lives and we can try our best to reduce, recycle and reuse them.

# Suggested teaching activities

## 3. Cleaning of recyclables and three-colour recycling

### Format: Game and discussion

Learning Goals	Rundown	Assessment
<p><b>I. Recognising and responding to sorting blue recycling bin</b></p> <p><b>II. Learn the right steps for recycling waste paper</b></p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Puppets</li> <li>• Different types of waste paper</li> <li>• Paper bags</li> </ul> <p><b><u>1. Introduce waste paper recycling bins (show pictures of blue recycling bins)</u></b>  <b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• Where else can I dispose the trash apart from trash bins?</li> <li>• What symbols are on the recycling bins?</li> <li>• What items can or cannot be recycled?</li> <li>• Teachers can use colours to classify "blue for waste paper, yellow for aluminium cans and brown for plastic bottles"</li> </ul> <p><b><u>2. Identify various types of waste paper</u></b>            Teachers can prepare different types of waste paper and work with student to identify what type of waste paper that can be put into blue waste paper recycling bins, for example, paper, books, packaging cartons and cardboards.</p> <p><b><u>3. Where does waste paper go after being placed in the recycling bin?</u></b>  <b>Guiding questions:</b></p> <ul style="list-style-type: none"> <li>• Where will the recyclables go after being placed in the recycling bin?</li> <li>• Play the videos related to waste paper recycling</li> <li>• Recyclables will turn back into something useful, like recycled products or recycled raw materials</li> <li>• Various waste paper can be recycled into different type of recycled paper, e.g., toilet paper and paper bags</li> </ul> <p><b><u>4. "My day" game</u></b>            Teachers can prepare puppets to tell the story of "My day" to see what kind of paper products are used in daily life.            *Teacher can prepare different props that fit the story</p> <p><b>Conclusion:</b>            It turns out that we use many types of paper in our daily lives. We can try our best to reduce waste, recycle and reuse it.</p> <p><b><u>5. Proper waste paper recycling</u></b></p> <ul style="list-style-type: none"> <li>• Invite students to bring their own paper bags to class</li> <li>• Teach and lead students to learn the correct steps of waste paper recycling</li> </ul> <p>Teachers can demonstrate the appropriate procedure for recycling paper bags:</p> <ol style="list-style-type: none"> <li>1. Identify the non-paper parts of a paper bag</li> <li>2. Remove the non-paper parts of the paper bag (such as handles and stickers)</li> <li>3. Sort different parts of paper bags and put them in the correct recycling bins</li> </ol> <ul style="list-style-type: none"> <li>• Encourage students to collect paper bags at home and help to recycle them properly</li> </ul>	<p><b>I. Identify that the blue recycling bins are for recycled paper</b></p> <p><b>II. Remove the non-paper parts of the recyclables</b></p>

# Suggested teaching activities

## 4. Practice Upcycling

### Format: Discussion and crafts

Learning Goals	Rundown	Assessment
<p><b>I. Understand the meaning of collecting waste paper</b></p> <p><b>II. Learn the techniques for upcycling</b></p> <p><b>III. Sharing the process of collection and making the collage</b></p>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Preparation (at home): Invite students to collect toilet paper rolls and waste paper in advance</li> <li>Preparation (in classroom): collage artboard, glue, sponge, paint, brush and A3 draft paper</li> </ul> <p><b>1. Share the waste collection process</b></p> <ul style="list-style-type: none"> <li>Invite students to show their toilet paper rolls and waste paper to others</li> <li>Ask the students where have they collected the toilet paper rolls and waste paper whilst sharing their feelings and thoughts</li> </ul> <p><b>2. Discuss the meaning of waste collection</b></p> <p>Guiding question:</p> <ul style="list-style-type: none"> <li>Why do we collect waste?</li> <li>Where does waste originally go?</li> <li>We can turn “useless” things to “useful” ones</li> <li>Think about the value of waste before discarding it</li> </ul> <p><b>3. Upcycling</b></p> <ul style="list-style-type: none"> <li>Upcycling refers to upgrading the value of recyclables; students can collect and put toilet paper rolls and waste paper together, and pile up the recyclables to create a beautiful giant panda painting</li> <li>Invite students to collect toilet paper rolls and waste paper at home or in daily life</li> </ul> <p><b>4. Design the colour for the collage artboard (A3 draft paper)</b></p> <p>Teachers can show the collage artboard and let students think of the colours based on the lines on the board:</p> <ul style="list-style-type: none"> <li>What colour is the bamboo forest?</li> <li>What colour is the giant panda?</li> <li>What colour are bamboo leaves and grass?</li> </ul> <p>* Teachers can use colour pens to mark down the colours on A3 draft paper</p>	<p><b>I. Point out the alternative uses of waste paper</b></p> <p><b>II. Collaborate on the collage artboard</b></p> <p><b>III. Communicate with peers and appreciate the collage process</b></p>

# Suggested teaching activities

## 4. Practise Upcycling


Format: Discussion and crafts

Learning Goals	Rundown	Assessment
<p><b>I. Understand the meaning of collecting waste paper</b></p> <p><b>II. Learn the techniques for upcycling</b></p> <p><b>III. Sharing the process of collection and making the collage</b></p>	<p><b><u>5. Get creative with upcycling</u></b></p> <p><b>Suggested processes</b></p> <p><b>I. Bamboo Leaf Prints</b></p> <ul style="list-style-type: none"> <li>Emphasise the concept of "Upcycling" and guide students to use sponge to paint green bamboo leaves on toilet paper rolls or artboard</li> <li>Teachers can arrange students to take turns picking up the sponge, dip it in green paint, and tap it on the corresponding position of the collage artboard</li> </ul> <p><b>II. Toilet Paper Roll Collage</b></p> <ul style="list-style-type: none"> <li>Cut the toilet paper roll in half into a semi-cylindrical bamboo shape</li> <li>Teachers can guide students to paint the semi-cylindrical toilet paper rolls in green</li> <li>Fold the back of the toilet paper rolls up, apply glue and stick it to the corresponding position on the collage artboard</li> <li>Stick the toilet paper rolls vertically to create a bamboo forest</li> </ul> <p><b>III. Waste paper collage</b></p> <ul style="list-style-type: none"> <li>Tear up the collected black and white waste paper and rub them into small pieces</li> <li>Paint some of the paper balls with corresponding colours if necessary</li> <li>Teachers and students work together to identify the black and white parts of the giant panda</li> <li>Finally, finish the giant panda patterns with paper balls</li> </ul> <p>*Teachers can adjust the working steps according to the level of students</p>	<p><b>I. Point out the alternative uses of waste paper</b></p> <p><b>II. Collaborate on the collage artboard</b></p> <p><b>III. Communicate with peers and appreciate the collage process</b></p>

# Suggested teaching activities

## 5. Artwork Appreciation (Extended activity)

### Format: Appreciation and discussion

Learning Goals	Rundown	Assessment
<p><b>I.</b> Encourage students not to waste</p> <p><b>II.</b> Aim to reduce waste in daily life</p> <p><b>III.</b> Learn to appreciate each other</p>	<p><b><u>1. Artwork Appreciation</u></b></p> <ul style="list-style-type: none"> <li>• Display the collage artboard</li> <li>• Appreciate the artwork together</li> <li>• Share the process of creation and the feeling of upcycling waste</li> <li>• How can various types of trash be recycled?</li> <li>• What do you think is special about this artwork?</li> <li>• Encourage students to use their imagination, give examples for other uses of waste paper, and suggest the infinite possibilities of waste</li> </ul> <p><b><u>2. Paper roll craft</u></b></p> <p>Teachers can introduce different uses of waste materials, such as making small crafts!</p> <ul style="list-style-type: none"> <li>• Teachers can prepare strips of waste paper and ask student to roll the paper with pencil</li> <li>• Press the paper and pencil together, pull the end of the paper and roll it into a curved strip to make different decorations and crafts</li> </ul>  <p><b>Conclusion:</b></p> <ul style="list-style-type: none"> <li>• Summarise and emphasise the importance of waste reduction and encourage students to practise what they have learned in daily life</li> </ul>	<p><b>I.</b> Cherish paper</p> <p><b>II.</b> Practise waste reduction in daily life</p> <p><b>III.</b> Communicate and share ideas with peers</p>

# Notes



# Notes

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Environment and Conservation Fund x Ocean Park Seahorse Rangers

# Exploration Area: Conservation Corner

Learning and Teaching Kit (Kindergarten Only)



Any opinions, findings, conclusions or recommendations expressed in this material/event do not necessarily reflect the views of the Government of the Hong Kong Special Administrative Region and the Environment and Conservation Fund.