

# Wetland Footprints

Learning Activity Resource Package  
Education Bureau  
Teacher's Guide



Education Bureau



Agriculture, Fisheries and  
Conservation Department

## B. Dipping Pond

Activities “Exploring the Dipping Pond” and “Beautiful Nature” can be conducted in this area.

### Area

#### Introduction

- The Hong Kong Wetland Park supports different species of aquatic plants, insects and animals. These animals and plants are distributed in various habitats according to their living habits. In the Dipping Pond, the common aquatic plants include Water Lily and Indian Lotus which attract insects such as dragonflies, damselflies and butterflies, etc. Visitors can enjoy the blooming of Water Lily and Indian Lotus in the Dipping Pond from May to October every year.

### Safety

#### Precautions

- Teachers should remind children to give due regard to safety when approaching the water’s edge without fixed fences.
- The Dipping Pond is surrounded by fences, but there is only a rope on the side of Indian Lotus and Water Lily. Teachers must remind children not to go near the rope and should designate an area for observation.
- When doing observation near the water’s edge, let children squat down side by side and remind them to observe order so as to avoid accidents.
- Teachers should let children choose any spots in the pavilion for sketching, but standing on the bench is not allowed.
- Beware of slippery ground.
- Teachers need to pay attention to the gaps between the boards in the pavilion and remind children not to drop any pencils into the Dipping Pond by accident as it will affect the growth of aquatic animals and plants. If a pencil is dropped into the Dipping Pond by accident, do not attempt to retrieve it by oneself, but should notify the security guard / staff nearby immediately for follow-up.

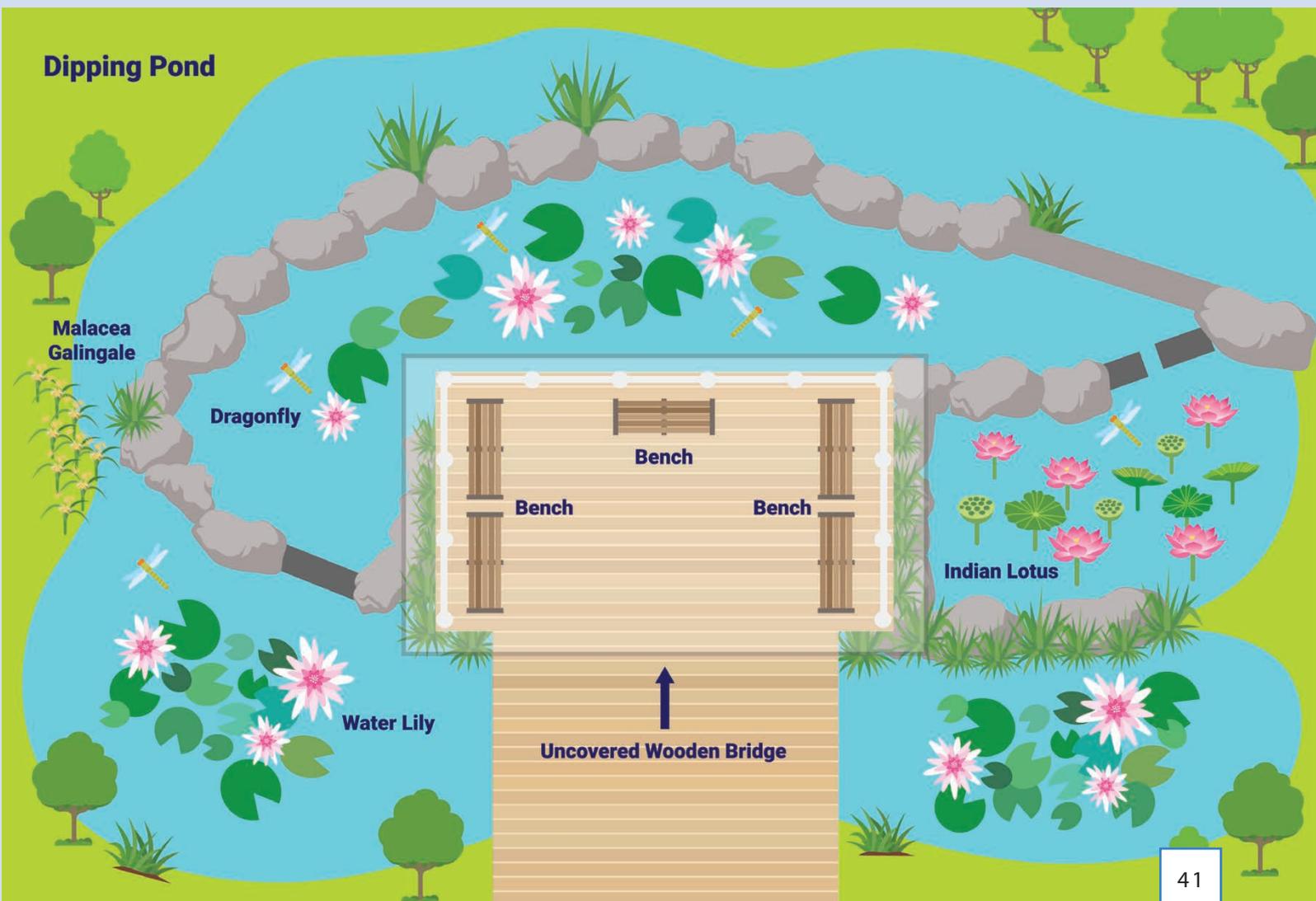
### Design

#### Rationale

- In the Dipping Pond, children can freely explore and share about the natural environment they have seen, so as to build up the concept of protecting the nature.
- In the third activity “Exploring the Dipping Pond”, children can use senses to observe the environment, feel and appreciate the beautiful scenery of nature, and learn to care for the environment.
- In the fourth activity “Beautiful Nature”, children can sketch in the natural environment so as to express their feelings. Not only can it reinforce their impression of the Dipping Pond, but it can also encourage them to share their experience about the visit. This brings out the co-existence of different small animals and plants, the strengthening of the message on care for nature and the understanding of the ways of protecting nature.

## Teaching Skills

- If various sounds are heard, such as birds singing, cicadas chirping, dragonflies buzzing, etc., teachers can discuss with children about who Dow's friends are, or conduct discussion and exploration according to children's interests.
- As a supplementary measure and for reference only, all of the reference questions for teachers do not have "model answers" and can be adapted according to children's ability.
- Teachers can trim down the activity content according to children's performance and context.
- Teachers should allow each group of children to freely decide the quantity of beautiful sceneries to be found according to time and progress of activity.
- For the fourth activity "Beautiful Nature", the Hong Kong Wetland Park can only provide up to 60 sets of A4-sized clipboards with a multi-coloured pencil attached. It is suggested that children can take turns to use them when needed.
- According to actual situations and children's interests, teachers may conduct extended activities at school.



## Activity 3: Exploring the Dipping Pond

<b>Proposed Class Level</b>	<b>K1</b>
<b>Name of Area</b>	Dipping Pond
<b>Proposed Number of Participants</b>	6 people in a group
<b>Duration</b>	Around 30 minutes
<b>Teaching Aids/ Materials</b>	Prepared by teachers: <ul style="list-style-type: none"><li>• Paper Puppet “Dragonfly Dow” (Appendix 1)</li><li>• A camera</li></ul>
<b>Children’s Developmental Characteristics</b> 3-4 years old	<ul style="list-style-type: none"><li>• Show curiosity about surroundings, able to learn through various senses, enjoy exploration and hands-on experience</li><li>• Start developing the ability to distinguish the differences in appearances of objects</li></ul>
<b>Proposed Learning Objectives</b>	<p><b>[Knowledge]</b> Children are able to briefly know the appearances and characteristics of aquatic plants and small animals in the Dipping Pond</p> <p><b>[Skill]</b> Children are able to use their senses to observe and explore the environment in the Dipping Pond</p> <p><b>[Attitude]</b> Children are able to appreciate the forms of different plants</p>
<b>Focus of Activity</b>	Enable children to observe and explore different sceneries in the Dipping Pond through senses.
<b>Proposed Activity Plan</b> (Procedures)	<p><b>Introduction</b></p> <p>Teacher uses the Paper Puppet “Dragonfly Dow” to lead children to sit down in the pavilion of the Dipping Pond. Dow says, “Children, this is the Dipping Pond and I would like to invite my good friends to visit here. They called to ask what they would see in the Dipping Pond. Now I would like to give you a small task, which places will you introduce to them for a visit?”</p> <p><b>Process</b></p> <ul style="list-style-type: none"><li>• Dow says, “Children, let’s play a game, you quietly observe the surrounding environment, then share with us the scenery you’ve seen 2 minutes later. (Teacher reminds children to keep quiet)</li></ul>

**Proposed Activity Plan**  
(Procedures)

After their observation, Dow can ask them:

- ▶ Do you know what kind of small animal it is?
  - ▶ What is the appearance of the small animal?
  - ▶ Where does it live?
  - ▶ What is that plant?
  - ▶ What is the appearance of the plant? Where does it grow?
- Dow says, "Children, what plants did you see? They can be something with leaves, flowers, and grass. Let's find the most beautiful plant. Which plant do you think is the most beautiful one? (Teacher encourages children to point at it or say it)

**After sharing, ask children to hear the nature**

- Dow says, "Children, listen to the nature quietly, then I will ask you to share with us what you've heard 1 minute later. (Teacher reminds children to keep quiet)

Afterwards, Dow can ask them:

- ▶ What sound did you hear?
- ▶ Where did the sounds come from?
- ▶ Can you guess who made that sound?
- ▶ Can you imitate that sound?

**Conclusion (Sharing)**

- Dow says, "The Dipping Pond is beautiful, apart from flowers, grass and trees, there are also various insects living in the Dipping Pond. With birds' singing, it is like a beautiful picture of nature. Do you want to bring this picture of nature home?"
- Dow continues to ask, "Do you want to bring these plants, insects and birds home? Can you?" If children say "no", ask them to provide reasons freely and revisit the codes on care for nature from activity 1 "Who Lives Here?" and activity 2 "Underwater Friends":
  - ▶ Speak softly
  - ▶ Touch the plants gently
  - ▶ Do not pick the plants
  - ▶ Do not contaminate the plants' habitat
  - ▶ Do not touch or capture the small aquatic animals
  - ▶ Do not catch the insects
- After sharing, Dow says, "Thank you for introducing the beautiful plants in the Dipping Pond. My friends would love them. We have to take good care of nature, let's take a group photograph with our own poses and share it at home/school!"

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**Possible Adjustments**

Children may not be able to specifically describe the source of sounds. Teachers can encourage them to imitate the sound and guide them to share.

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**Reference Questions for Teachers**

(Select questions according to circumstances and in line with the proposed learning objectives)

According to children's prior knowledge and skills on the activity, teacher guides them in thinking and questioning gradually and progressively.

**Before the Activity**

- Which thing do you think is the most beautiful?
- Do you know what animals/ plants are?
- How do birds sing?

**During the Activity**

- What do you see in the Dipping Pond?
- Do you see plants? Where are they?
- Where does it grow?
- What is its appearance?
- Do leaves look the same? What are the differences?

**After the Activity**

- Can you bring these plants home? Why?
  - Where is the most beautiful plant?
  - Do plants make sounds? How? (Make the sounds as if the wind blew and leaves shook)
  - If you were a bird/ Dragonfly/ Water Lily/ Indian Lotus, would you like to live here? Why?
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**Extended Activities**

Based on the rationale of this activity, teachers may develop other extended activities to fit into the themes of the school-based curriculum, for example:

- Teacher can let children draw the most beautiful thing in “Time for Sharing” of the Children Activity Booklet in their own ways and encourage them to share with their classmates/teachers/parents.
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<b>Proposed Class Level</b>	<b>K2</b>
<b>Name of Area</b>	Dipping Pond
<b>Proposed Number of Participants</b>	6-8 people in a group
<b>Duration</b>	Around 30 minutes
<b>Teaching Aids/ Materials</b>	Prepared by teachers: <ul style="list-style-type: none"> <li>• Paper Puppet “Dragonfly Dow” (Appendix 1)</li> <li>• A camera</li> </ul>
<b>Children’s Developmental Characteristics</b> 4-5 years old	<ul style="list-style-type: none"> <li>• Able to ask questions and express their views when they encounter interesting things during exploration</li> <li>• Able to use limited words and phrases to express opinions</li> </ul>
<b>Proposed Learning Objectives</b>	<p><b>[Knowledge]</b> Children are able to briefly know the plants and animals in water and on land</p> <p><b>[Skill]</b> Children are able to briefly describe their findings of exploring the nature</p> <p><b>[Attitude]</b> Children are able to care for plants and animals</p>
<b>Focus of Activity</b>	Enable children to observe and explore the surrounding environment of the Dipping Pond through senses, then share about its beauty and consider ways of protecting the nature.
<b>Proposed Activity Plan</b> (Procedures)	<p><b>Introduction</b></p> <p>Teacher uses the Paper Puppet “Dragonfly Dow” to lead children to sit down in the pavilion of the Dipping Pond. Dow says to the children, “Children, this is the Dipping Pond and I would like to invite my good friends to visit here. They called to ask what they would see in the Dipping Pond. Now I would like to give you a small task. Can you look around and tell me what you see?”</p> <p><b>Process</b></p> <ul style="list-style-type: none"> <li>• Dow says, “Children, let’s play a game, you quietly observe the surrounding environment, you can use eyes to see, ears to hear the nature and nose to smell the air. You would be invited to share with us 2 minutes later. (Teacher reminds children to keep quiet)</li> </ul>

**Proposed Activity Plan**  
(Procedures)

After their observation and exploration, Dow can ask them:

- ▶ What did you see?
- ▶ Did you see any small animals? What are they? Where?
- ▶ What are the appearances of plants in the Dipping Pond? Where do they grow?
- ▶ What are the differences between the plants in the Dipping Pond and Life Zone?
- ▶ What sound did you hear? What was it like? Where did it come from?
- ▶ How many types of sounds were there? Who made those sounds?
- ▶ Is there any scent in the Dipping Pond? Can you smell it? What is it like?
- ▶ Which thing do you think is the most beautiful?

**Conclusion (Discussion and Sharing)**

- Dow says, “The Dipping Pond is beautiful, apart from flowers, grass and trees, there are also various insects living in the Dipping Pond. With birds’ singing, it is like a beautiful picture of nature. Do you wish this beautiful environment would disappear? Why?” (Children answer freely)
- After sharing, Dow says, “If we wish to preserve the beautiful scenery, we need to take good care of it. Do you remember what we need to do?” Then revisit the codes on care for nature from activity 1 “Who Lives Here?” and activity 2 “Underwater Friends”:
  - ▶ Respect the nature and do not take anything away, such as leaves, soil and pebbles, etc.
  - ▶ Do not litter in the park
  - ▶ Do not pick the aquatic plants
  - ▶ Do not disturb any animals while appreciating the plants
  - ▶ Do not tear off leaves or damage plants
  - ▶ Do not throw rubbish into water
  - ▶ Do not play in the water pond, fish pond and wetland
  - ▶ Do not capture insects
- Dow says, “Thank you for introducing the beautiful places in the Dipping Pond. Let’s come up with our own poses and take a group photograph with the beautiful nature!”

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**Possible Adjustments**

Children may not be able to specifically tell the codes on care for nature and teachers can guide them as appropriate.

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**Reference Questions for Teachers**

(Select questions according to circumstances and in line with the proposed learning objectives)

According to children's prior knowledge and skills on the activity, teacher guides them in thinking and questioning gradually and progressively.

**Before the Activity**

- What scenery do you think is the most beautiful?
- Do you know what small animals/ plants are?
- Have you heard insects would make sounds? Can you imitate their sounds?

**During the Activity**

- What small animals do you see?
- What plants do you see?
- What is its appearance?
- Where does it grow?
- Do the plants you saw have leaves? Where are the leaves?

**After the Activity**

- What are the differences between the plants/small animals in the Dipping Pond and Life Zone?
- If we grow the aquatic plants in soil, can you guess what would happen?
- Can you compare and contrast different leaves? Are they all the same?
- Can you bring the plants home? Why?
- Where is the most beautiful plants/small animal?
- Do you wish to continue to appreciate this beautiful environment? How can we keep it?

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**Extended Activities**

Based on the rationale of this activity, teachers may develop other extended activities to fit into the themes of the school-based curriculum, for example:

- Teacher can let children draw the most beautiful thing in “Time for Sharing” of the Children Activity Booklet in their own ways and encourage them to share with their classmates, teachers, and parents.
  - According to children’s interests, teachers can incorporate the exploration findings into other activities such as story sharing to create a pleasant learning atmosphere and enhance their presentation skills, so as to promote whole-person development.
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<b>Proposed Class Level</b>	<b>K3</b>
<b>Name of Area</b>	Dipping Pond
<b>Proposed Number of Participants</b>	8 people in a group
<b>Duration</b>	Around 30 minutes
<b>Teaching Aids/ Materials</b>	Prepared by teachers: <ul style="list-style-type: none"> <li>• Paper Puppet “Dragonfly Dow” (Appendix 1)</li> <li>• A camera</li> </ul>
<b>Children’s Developmental Characteristics</b> 5-6 years old	<ul style="list-style-type: none"> <li>• Able to use different adjectives to describe the characteristics of objects</li> <li>• Enjoy cooperative play</li> <li>• Able to recite what happened in a systematic manner</li> </ul>
<b>Proposed Learning Objectives</b>	<p><b>[Knowledge]</b> Children are able to know the plants and animals in water and on land</p> <p><b>[Skill]</b> Children are able to conduct exploration and share their findings with peers</p> <p><b>[Attitude]</b> Children are able to appreciate the beauty of nature from different angles</p>
<b>Focus of Activity</b>	Enable children to observe and explore the surrounding environment of the Dipping Pond through senses, then share about its beauty with peers and propose ways of beautifying the environment.
<b>Proposed Activity Plan</b> (Procedures)	<p><b>Introduction</b></p> <p>Teacher uses the Paper Puppet “Dragonfly Dow” to lead children to sit down in the pavilion of the Dipping Pond. Dow says, “Children, this is the Dipping Pond and I would like to invite my good friends to visit here. They called to ask what they would see in the Dipping Pond. Now I would like to give you a small task. Can you look around and tell me what you see?”</p> <p><b>Process</b></p> <ul style="list-style-type: none"> <li>• Dow says, “Children, please form into groups of 2-3, use different senses to observe and explore the surrounding environment and then share your findings with each other. (Teacher reminds children to keep quiet)</li> </ul> <p>After their observation and exploration, Dow can ask them:</p> <ul style="list-style-type: none"> <li>▶ How did you use your sight, smell and hearing?</li> <li>▶ Do you know what small animals/plants/insects are?</li> </ul>

**Proposed Activity Plan**  
(Procedures)

- ▶ Do all plants / small animals / insects have the same appearances? Can you compare and contrast them and tell us about their differences? Are these plants edible?
- ▶ What are the differences between the environments in the Dipping Pond and Life Zone?
- ▶ What scent can you smell in the Dipping Pond? What does the scent smell like? What kind of smell is it?
- ▶ Why can we smell the scent of leaves?
- ▶ Do all plants release smells?
- ▶ What sound can you hear? What is it like? Who made that sound?
- ▶ What would happen if the beautiful environment disappeared?
- ▶ Do you think the scenery of the Dipping Pond is like a picture? What is it like?

**Conclusion (Discussion and Sharing)**

- Dow encourages children to find the most beautiful object in the Dipping Pond. It can be a flower, a tree, etc. Dow asks the children what they would add to the Dipping Pond if they could add one thing to make it more beautiful. (Children share freely)
- After sharing, Dow says, “If we wish to preserve the beautiful scenery, we need to take good care of it. Do you remember what we need to do?” Then revisit the codes on care for nature from activity 1 “Who Lives Here?” and activity 2 “Underwater Friends”, and further let children answer freely:
  - ▶ Respect the nature and do not take anything away, such as leaves, soil and pebbles, etc.
  - ▶ Do not disturb any animals while appreciating the plants
  - ▶ Do not tear off leaves or damage plants
  - ▶ Do not litter in the park
  - ▶ Do not throw rubbish into water ponds, fish ponds and wetlands
  - ▶ Shorten the shower time
  - ▶ Drink up all the water you poured out
  - ▶ Clean with homemade natural detergents
  - ▶ Recommend family members to keep water after washing vegetables for watering plants
- Finally, Dow says, “You are awesome, children! You have pointed out the most beautiful places of the Dipping Pond. I believe my friends would love to visit the Dipping Pond. ”
- Dow says, “Nature is so beautiful, let’s come up with our own poses and take a group photograph!”

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**Possible Adjustments**

Providing opportunities for children to cooperate with one another, teachers can participate in their discussion and cooperative activities in a timely manner, for example, to help them find good ideas, assign duties and roles to each child. Children can also learn to listen to others' opinions and teachers can guide them in negotiation.

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**Reference Questions for Teachers**

(Select questions according to circumstances and in line with the proposed learning objectives)

According to children's prior knowledge and skills on the activity, teacher guides them in thinking and questioning gradually and progressively.

**Before the Activity**

- How do you use your sight, smell and hearing to observe and explore?
- What is special about these small animals/plants?

**During the Activity**

- What are the differences between the environments in the Dipping Pond and Life Zone?
- What scent can you smell in the Dipping Pond? What kind of smell is it?
- Why can we smell the scent of leaves?
- Who made that sound?

**After the Activity**

- Can you smell the scent released by plants?
  - Do all plants have the same appearances? Can you compare and contrast them and tell us about their differences?
  - What sound can you hear? What is it like?
  - What does the scent smell like?
  - How would you feel if the beautiful environment disappeared?
  - Do you think the scenery of the Dipping Pond is like a picture? What is it like?
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**Extended Activities**

Based on the rationale of this activity, teachers may develop other extended activities to fit into the themes of the school-based curriculum, for example:

- Teacher can let children draw the small animals/plants they wish to own in "Time for Sharing" of the Children Activity Booklet and share with their classmates/teachers/parents.
  - According to children's interests, teachers can incorporate the exploration findings into other activities such as story sharing to create a pleasant learning atmosphere and enhance their presentation skills, so as to promote whole-person development.
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## Appendix 1: Paper Puppet “Dragonfly Dow”

