

Outdoor environmental education activities (Primary and Secondary School)

(A) Organised or funded by Hong Kong government

Organization	Activity name	Details	Target	Theme	Duration	Link
Agriculture, Fisheries and Conservation Department (AFCD) - Shing Mun Country Park Visitor Centre	The secret life in Country Park	Through group activities, students can know more about the life cycles of insects and the importance of nature conservation. Students can appreciate the great outdoors and the interesting plants along the Pineapple Dam Nature Trail.	Primary	Biodiversity	2 hr	https://www.natureintouch.gov.hk/learning/activity/school_field_studies/0/597
	Afforestation & Biodiversity in Hong Kong	Students can know more about the relationship of afforestation and biodiversity in Hong Kong through group activities and a short hike along the Pineapple Dam Nature Trail.	Secondary	Biodiversity	2 hr	
AFCD - Tai Mo Shan Country Park Visitor Centre	Climate Change and Us	Students can know more about climate change and the importance of resources conservation through interactive activities. Outdoor learning offers opportunities for students to explore the wonders of nature in the country park.	Primary	Climate Change; Effective use of natural resources; Sustainable development	2 hr	
	Carbon Footprint and Climate Change	Climate change and human activities are closely related. Students are encouraged to join hands to combat climate change through adopting low-carbon living style. They can leave their footprints, learn the characteristics	Secondary	Climate Change; Sustainable development	2 hr	

		of different plants and enjoy the scenic vista of the countryside in Maclehose Trail Section 8.				
AFCD - Woodside Biodiversity Education Centre	Animal Kaleidoscope	Through film appreciation, close observation, drawing and a visit to the nature garden, students can learn the adaptation strategies of wildlife and understand the importance of biodiversity conservation and ecological balance.	Primary	Biodiversity	2 hr	
	Hong Kong Biodiversity	Through close observation, group discussion, presentation and outdoor study at the nature garden, students will know more about biodiversity and the nature conservation works in Hong Kong.	Secondary	Biodiversity	2 hr	
AFCD - Lions Nature Education Centre	Nature Classroom	Students can know more the agriculture and fisheries industries, geological features and explore the wonders of the insect kingdom through guided walk in various indoor and outdoor exhibition feature zones.	Primary	Biodiversity	2 hr	
	Know more about Agriculture, Fisheries and Nature Conservation	Through visiting various indoor and outdoor exhibition feature zones, the development of local agriculture and fisheries industries, geological features, insects, wetlands will be introduced with an aim to marshal the support and	Secondary	Biodiversity	2 hr	

		actions of students in participating nature conservation activities.				
AFCD - Lions Nature Education Centre Rock Classroom	Hong Kong Geopark "Rock Classroom"	To strengthen students' knowledge of geo-conservation, students will learn about common rocks and fossils in Hong Kong through participation in workshop and visiting outdoor exhibition feature zone "Rock Academy" and the Hong Kong Geopark Visitor Centre.	Primary, Secondary	Geodiversity	2 hr	https://www.geopark.gov.hk/en_s3h.htm
AFCD	A guided tour at the Hoi Ha Wan Marine Park	Observing coral community at the pier; understanding the functions and facilities of Marine Park; visiting a historical heritage, the lime kiln, which closely correlated to the marine ecological system; and mangrove ecology, etc.	Primary, Secondary	Biodiversity	2 hr	http://www.afcd.gov.hk/english/country/cou_vis/cou_vis_mar/cou_vis_mar_edu/cou_vis_mar_edu_sep.html
	Guided Dolphin Watching Tour in Hong Kong Western waters	Introducing The Brothers Marine Park in the West. Searching for and watching Chinese White Dolphins on the boat; understanding more about the ecology of Chinese White Dolphins, including their features, behaviour and threats they are facing; finding out how you can play a part in conserving and protecting them in Hong Kong.	Secondary	Biodiversity	3 hr	
	A workshop on using scientific	Involving the use of line transect, belt transect and quadrat to investigate the	Secondary (S.4 or	Biodiversity	5 hr	

	method to investigate the biodiversity of mangrove and water sampling	biodiversity of mangrove; operation of the water sampling devices and testers for water sampling.	above) (Science Group)			
WWF Hong Kong (Mai Po Nature Reserve School visit)	Wetland Detective (Mai Po)	Activity highlights: Understand the significance of wetlands to humans and wildlife through sensory exploration and appreciation towards wetlands. Activity format: - Role-play - Sensory activities	Primary (P. 4-6)	Biodiversity	3 hr	https://www.wwf.org.hk/en/whatwedo/community_engagement_and_education/programmes_for_students_teachers/primaryprog/
	Story of Bird (Mai Po)	Activity highlights: Learn the importance of protecting wetland habitats by role-playing as a Black-faced Spoonbill who is going on a migratory adventure. Activity format: - Simulation game about bird migration - Bird watching	Primary (P. 4-6)	Biodiversity	3 hr	
	Mini-world of Mai Po (Mai Po)	Activity highlights: Observe insects closely and learn about their relationship with their living environment.	Primary (P. 4-6)	Biodiversity	3 hr	

		<p>Activity format:</p> <ul style="list-style-type: none"> - Insect observation - Pond-dipping 				
	<p>Wetland Encounter (Mai Po)</p>	<p>Activity highlights: Discover more about the fascinating wetlands and appreciate the natural environment through photography.</p> <p>Activity format:</p> <ul style="list-style-type: none"> - Wildlife survey - Nature photography - Photo sharing 	<p>Secondary (S. 1-3)</p>	<p>Biodiversity</p>	<p>4 hr</p>	<p>https://www.wwf.org.hk/en/whatwedo/community_engagement_and_education/programmes_for_students_teachers/secondaryprog/</p>
	<p>Wetland Reserve Officer (Mai Po)</p>	<p>Activity highlights: Experience field work in the Reserve and understand the importance of wetland management.</p> <p>Activity format:</p> <ul style="list-style-type: none"> - Field study - Outdoor field work experience 	<p>Secondary (S. 1-6)</p>	<p>Biodiversity</p>	<p>4 hr</p>	
	<p>Biodiversity Discovery (Mai Po)</p>	<p>Activity highlights: Students assist diverse ecological surveys, as citizen scientists, in the Reserve to help monitor the unique biodiversity in Mai Po.</p> <p>Conduct one of the surveys below:</p>	<p>Secondary (S. 1-6)</p>	<p>Biodiversity</p>	<p>4 hr</p>	

		<ul style="list-style-type: none"> - Water quality and dragonfly survey - Insect survey - Large mammal and bat survey - Birds 				
	Wetland Ecologist (Mai Po)	<p>Activity highlights: Understand the concept and importance of “biodiversity” by experiencing the daily work of an Ecologist.</p> <p>Activity format:</p> <ul style="list-style-type: none"> - Wildlife survey - Measure physical parameters with scientific equipment - Plankton observation 	Secondary (S. 4-6)	Biodiversity	4 hr	
	Mangrove Ecology (Mai Po)	<p>Activity highlights: Explore the largest mangrove community in Hong Kong along the floating boardwalk, and to understand mangroves’ adaptive features and threats they are facing.</p> <p>Activity format:</p> <ul style="list-style-type: none"> - In-depth study and identification of mangrove species - Group discussion and presentation 	Secondary (S. 4-6)	Biodiversity	4 hr	

	Urban Planner @Deep Bay (Mai Po)	<p>Activity highlights: Learn about land use planning in Hong Kong and discuss a real case on urban development nearby by acting as different stakeholders in groups.</p> <p>Activity activities:</p> <ul style="list-style-type: none"> - Field study - Case analysis - Group discussion and presentation 	Secondary (S. 4-6)	Biodiversity; Sustainable Development	4 hr	
Hong Kong Wetland Park	Park Experience I	<p>Different themes of activity for different grades of students</p> <ul style="list-style-type: none"> - All grades: ‘Venturing into the Wetland Museum’ - P. 1-6: ‘Lively Wetlands’, ‘Wetlands and our Daily Lives’ - P. 4-6: ‘Little Pond Detectives’ - S. 1-6: ‘Preserve our Wetlands’, ‘Dragonfly Watch’, ‘Bird Watch’, ‘Exploring the Mangroves’, ‘Aquatic Plant Watch’, ‘Sustainable Development and the Hong Kong Wetland Park’ 	Primary, Secondary	Biodiversity; Sustainable Development	2 hr	https://www.wetlandpark.gov.hk/en/education/school-pe#PE1
	Park Experience II	Visit the outdoor reserve area of Hong Kong Wetland Park and observe different wetland habitats and wildlife.	Primary, Secondary	Biodiversity	2 hr	https://www.wetlandpark.gov.hk/filemanager/files/pub

						lic/education/Outline for P EII_eng.pdf
Lung Fu Shan Environmental Education Centre	Centre Visit	<p>Route</p> <p>West Point Filter Beds Historical Site > Eco-pond > Herb Spiral > Eco-farm > Local Species Touch Zone > Butterfly Garden > Biodiversity Exhibition</p> <p>Ecology History Sustainability</p> <ul style="list-style-type: none"> - Grade I & II listed Historical Site - Ecology of Lung Fu Shan - Composting & Recycling 	Primary, Secondary	Biodiversity; Sustainable development	1 hr	https://lungfushan.hku.hk/en/content/centre-visit-cv
	Eco-tour : Lung Fu Shan	<p>Route</p> <p>Lung Fu Shan Environmental Education Centre > Victoria Battery > Channelised Stream > Victoria City Boundary Stone > Pinewood Battery</p> <p>Ecology History</p> <ul style="list-style-type: none"> - 130 bird species and 110 butterfly species have been recorded in Lung Fu Shan - Well-preserved pre-WWII historical site 	Primary, Secondary	Biodiversity	2.5 hr	https://lungfushan.hku.hk/en/content/eco-tour-lung-fu-shan-gtlfs

	<p>Eco-tour: The University of Hong Kong</p>	<p>Route Lung Fu Shan Environmental Education Centre > Victoria Battery > Lily Pond > Main Building > Centennial Campus</p> <p>Urban Ecology History Sustainability</p> <ul style="list-style-type: none"> - With four historical monuments and seven graded historical buildings - A LEED Platinum Certification for its Centennial Campus - A verdant paradise for birds, mammals, insects and other species 	<p>Primary, Secondary</p>	<p>Biodiversity</p>	<p>2 hr</p>	<p>https://lungfushan.hku.hk/en/content/eco-tour-university-hong-kong-gthku</p>
	<p>Eco-tour: Tai Tam Reservoir</p>	<p>Route Hong Kong Parkview > Waterworks Heritage Trail > Kwan Tai Road Stone Tablet > Country Park South Gate</p> <p>Ecology History</p> <ul style="list-style-type: none"> - A rich, bountiful valley resplendent with camellias - A water catchment area designated as a Site of Special Scientific Interest 	<p>Primary, Secondary (Age 8 or above)</p>	<p>Biodiversity</p>	<p>3 hr</p>	<p>https://lungfushan.hku.hk/en/content/eco-tour-tai-tam-reservoir-gttaitam</p>

		<ul style="list-style-type: none"> - With a hundred-year old waterworks system protected as historical monuments 				
Eco-tour: The Peak • Lung Fu Shan	<p>Route Peak Square > Lugard Road > Pinewood Battery > Victoria City Boundary Stone > Lung Fu Shan Environmental Education Centre</p> <p>Ecology History Conservation</p> <ul style="list-style-type: none"> - With over a hundred different local species and many exotic horticultural specimen - Previously recognized as one of the world's Top 10 urban trails - Unveiling the scenic grandeur of Victoria Harbour - Conservation of Hong Kong's colonial history 	Primary, Secondary	Biodiversity	3 hr	https://lungfushan.hku.hk/en/content/eco-tour-peak%E3%83%BBlung-fu-shan-gtpeak	
Eco-tour: Sai Ying Pun	<p>Route King George V Memorial Park > West End Park > HKU > Lung Fu Shan Environmental Education Centre</p> <p>Urban Ecology History</p> <ul style="list-style-type: none"> - Old and Valuable Trees and urban ecology 	Primary, Secondary	Biodiversity	2.5 hr	https://lungfushan.hku.hk/en/content/eco-tour-sai-ying-pun-gtsyp	

		<ul style="list-style-type: none"> - Planning of parks and their roles in the local ecology - Historical Colonial Buildings 				
	Eco-tour: Pok Fu Lam Country Park	<p>Route The Peak Galleria > Pok Fu Lam Reservoir Road > Pok Fu Lam Reservoir > Pok Fu Lam Village</p> <p>Ecology History Culture Conservation</p> <ul style="list-style-type: none"> - An abundant number of local species as well as rare plants including Holly shrubs - The earliest water reservoir built in Hong Kong - Hong Kong Island's oldest existing village where the Fire Dragon Dance took place 	Primary, Secondary (Age 8 or above)	Biodiversity	3 hr	https://lungfushan.hku.hk/en/content/eco-tour-pok-fu-lam-country-park-gtpfl
	Night Tour: Lung Fu Shan	<p>Route Lung Fu Shan Environmental Education Centre > Channelised Stream > No. 16 Pavillion > Pik Shan Path > Pok Fu Lam Road Playground</p> <p>Asian Common Toad Green Cascade Frog Wild Boar Masked Palm Civet Firefly</p>	Primary, Secondary (each age 6-12 child needs an adult accompan y)	Biodiversity	2.5 hr (Jun to Sep only)	https://lungfushan.hku.hk/en/content/night-tour-lung-fu-shan-stnight

	<p>Orienteering: Lung Fu Shan Country Park</p>	<ul style="list-style-type: none"> - The games will be played in groups. The teams will use basic orienteering tools to design their own routes and search for the control points to complete the challenging tasks in the Lung Fu Shan Country Park - Questions about local ecology or history will be set at each control point. Participants' ability in field observation will be tested - Enhancing the participants' interests in the local ecology through the game, as well as increasing their understanding of ecology and history of Lung Fu Shan 	<p>Primary, Secondary (Age 11 or above)</p>	<p>Ecology</p>	<p>2.5 hr</p>	<p>https://lungfushan.hku.hk/en/content/orienteering-lung-fu-shan-country-park-orlfs</p>
<p>Zero Carbon Building</p>	<p>Climate Change and My Smart City</p>	<p>Zero Carbon Building has transformed into an experiential platform that promulgate awareness in Climate Change and displays the latest Smart City technologies. It hopes to bring visitors a totally new exhibition experience and guided tour through this transformation.</p>	<p>Primary, Secondary</p>	<p>Climate Change; Sustainable development</p>	<p>1 hr</p>	<p>https://zcb.cic.hk/eng/plan-your-visit#tour-id-106</p>

		<p>There are four subordinate themes in whole exhibition:</p> <ul style="list-style-type: none"> - Climate Change - Smart City and Sustainable Built Environment - Smart Living - Health and Well-Being 				
	<p>ZCB x The Tree Doctor Tour</p>	<p>ZCB x The Tree Doctor Tour is a guided tour opened to schools and groups. The tour guides would guide the participants to visit the green trees and exhibition centre in the Zero Carbon Building. Visitors could learn about the trees and the value of the plants in Hong Kong. Only Cantonese tour will be provided for this type of tour.</p>	<p>Primary, Secondary</p>	<p>Biodiversity</p>	<p>2 hr</p>	

(B) Organised by NGO or other organisations

Organization/ Centre	Activity name	Details	Target	Theme	Duration	Link
Jockey Club Museum of Climate Change	Eco-tour	<p>Apart from the regular one-hour guided tour to the Museum, participants will have the chance to enhance their understanding of sustainable environment and green living through visiting ecological attractions and green facilities on the CUHK campus. Eco-tours (2–3 hours) can be arranged on request.</p> <ul style="list-style-type: none"> - Guided tour to the Museum (1 hour) - Eco-tour to the Lake Ad Excellentiam (1 hour) - Visit to Green Facilities on the CUHK campus (1 hour) 	Primary, Secondary	Climate Change; Sustainable development	2-3 hr	http://www.mocc.cuhk.edu.hk/en-gb/museum/plan-a-visit
Ho Koon Nature Education cum Astronomical Centre (Sponsored by Sik Sik Yuen)	Study of Tai Po Kau Nature Reserve	In the field survey, students have to differentiate and characterize the different habitats such as secondary forest, plantation, shrubland and stream etc. They shall also learn simple classification of common local plants and animals, and their relationship with the abiotic factors. The course also helps students to develop appreciation of the biodiversity and respectfulness towards all living things.	Secondary (S. 4-6)	Biodiversity	Not state	http://www.hokoon.edu.hk/en/lesson_1.html
	Study of Freshwater	Students go to the typical upper stream for observing and recording animal and plant species and measuring the abiotic factors.	Secondary (S. 4-6)	Biodiversity	Not state	

	Stream Ecosystem	Water samples are taken for chemical analysis. In the course, students should be able to understand the functioning of an ecosystem.				
	Study of Mangrove Ecosystem	Mangrove stands is one of the most well-known coastal habitats. Students can learn how to identify different mangrove plant species as well as diversified animals living in the inter-tidal zone, and at the same time to measure various abiotic factors of the habitat. By observing the distribution and adaptive features of the animals and plants, students could better understand the relationships between the physical environment and living organisms.	Secondary (S. 4-6)	Biodiversity	Not state	
	Study of Rocky Shore Ecosystem	Students observe and record animals and plants of a rocky shore and also measure the abiotic factors. Water samples are taken for chemical analysis. In the course, students should learn the concept of zonation and know more about the functioning of an ecosystem.	Secondary (S. 4-6)	Biodiversity	Not state	
	Study of Sand flat Ecosystem	Students observe and record animals and plants of a Sand Flat and also measure the abiotic factors. Water samples are taken for chemical analysis. In the course, students should learn the concept of zonation and	Secondary (S. 4-6)	Biodiversity	Not state	

		know more about the functioning of an ecosystem.				
Bird Survey		Students can visit the internationally important wetland Ramsar Site, to learn about the wetland habitats and the birds inhabiting in. They can learn basic technique of birdwatching and identification and use the spotting scope and binoculars to conduct simple count on the birds. Students can enjoy the birdwatching activity and hence appreciating the nature.	Secondary (S. 4-6)	Biodiversity	Not state	
Butterfly Survey		Investigation is conducted in the two Butterfly Gardens in Shing Mun Country Park. Students shall learn the basic skills in butterfly watching and identification and try to conduct the butterfly and to measure abiotic factors. Finally, students try to find out the relation between the environment and butterfly distribution.	Secondary (S. 4-6)	Biodiversity	Not state	
Ecological Survey in the city		In the city gardens, through systematically observing and recording living organisms, students are able to apply and consolidate their knowledge on classification and ecosystem.	Secondary (S. 4-6)	Biodiversity	Not state	
Water Pollution		Students go to sites with different water pollution level, measure the amount of various pollutants, and at the same time, observe distribution of biological indicators,	Secondary (S. 4-6)	Sustainable development	Not state	

		so as to study the issue of water pollution in deep.				
Air Pollution		Students go to sites with different air pollution level, measure the amount of various pollutants, and at the same time, observe distribution of biological indicators, so as to study the issue of air pollution in deep.	Secondary (S. 4-6)	Sustainable development	Not state	
Conservation and Development		This course combines field study and issue-based discussion. Students shall visit a place with controversial development proposal. Students can learn about the species and habitat with conservation value and know about the developmental needs. Through discussion, students are encouraged to reconsider the concept of Sustainable Development and its applications.	Secondary (S. 4-6)	Sustainable development	Not state	
River Channel studies		The course mainly studies the fluvial processes in river channel in Hong Kong. Students will study the downstream changes of velocity, discharge, efficiency, channel shape in river channel. Through the course, student can also investigate the people-environment interaction in management of river system.	Secondary (S. 4-6)	Geodiversity	Not state	http://www.hokoon.edu.hk/en/lesson_2.html
Stream pollution		In this course, students will examine the state of water quality in the study area and identify the sources and types of pollution. During	Secondary (S. 4-6)	Geodiversity; Sustainable development	Not state	

		the field visit, students will conduct water test and assess the physical characteristics of stream. Through the course, students will understand the interaction between human activities and stream water quality in relation to the man-land relationship.				
Industrial location		Students will study the changing location of Hong Kong manufacturing industry in the past decades and investigate the major factors affecting the location of industry. They will analyse the social, economic and environmental impact of changes in industrial location.	Secondary (S. 4-6)	Sustainable development	Not state	
Sustainable development in Tsuen Wan		Students will discover the urban problems and the changing internal structure of Tsuen Wan. As a result, students can explore how sustainable development and methods solving the conflicts arising from those urban problems and solutions	Secondary (S. 4-6)	Sustainable development	Not state	
Sustainable development in Kam Tin		Students will examine the changing land uses in Kam Tin during the field course. They will also identify the urban processes occurring in Kam Tin and examine the possibility of turning Kam Tin into a sustainable town.	Secondary (S. 4-6)	Sustainable development	Not state	
Agriculture in Hong Kong		During the field course, students will investigate and compare the factors and characteristics of farming systems in the	Secondary (S. 4-6)	Sustainable development	Not state	

		study area and the existing farming activities in Hong Kong and its changing situation. Then, students can discuss the sustainability of farming activities in Hong Kong.				
Woodland Ecosystem		The course will let students study woodland structure and explore the links and interrelationships between abiotic and biotic components in a woodland ecosystem. They will also analyze the relationship between woodland micro-climate and vegetation in a woodland ecosystem.	Secondary (S. 4-6)	Biodiversity	Not state	
Urban climate studies		Through the field course, students will identify the factors affecting various climatic elements, geographical environment of the study area and the relationship between land uses and urban climate. So, they can discuss the utilization of climatic pattern in a sustainable city planning.	Secondary (S. 4-6)	Sustainable development	Not state	
Eco hunter		Through inquiry learning approach, students will experience the processes of inquiry, investigation, discussion, summarization and creation, to learn the species of nature. During the course, students will separate in groups with a mission. Every group will have a treasure box, which contains a common species of plant. Students need to inquiry themselves to find out the information of the plant. Finally, they will collect the plant	Primary, Secondary (Junior: age 6 or above; Senior: age 10 or above)	Biodiversity	2.5 hr	http://www.hokoon.edu.hk/en/lesson_5.html

		<p>samples and create an Eco-product with the samples by themselves for the presentation.</p> <p>Activities :</p> <ul style="list-style-type: none"> - Explore a plant sample in groups - Investigate and collect samples in the nature environment - Research and record - Use reused materials to create a handicraft 				
	Weather observer	<p>Ho Koon Centre is one of the automatic weather station of Hong Kong Observatory. Through visiting our Weather station facilities and participating the forecast activities, students will learn the knowledge of local weather and the conscious of environmental conservation.</p> <p>Activities :</p> <ul style="list-style-type: none"> - Knowing our Hong Kong Observatory - Understand the weather - Weather observation - Make an anemoscope 	Primary, Secondary (Age 9 or above)	Climate Change	2.5 hr	
	Water Resources	<p>In the course, student will do experiment on different water sample and observe the results of them. From these learning experiences, students will then be learned the</p>	Primary, Secondary (Age 10 or above)	Effective use of natural resources;	2.5 hr	

		<p>skills of sewage identification, the effects of water pollution and the importance of water resources.</p> <p>Activities :</p> <ul style="list-style-type: none"> - Knowing facts about Hong Kong Water Resources - Finding the Sewage - DIY Water Filter - Filtration Experiment 		Sustainable development		
Endangered Species Investigation	<p>In the course, students will visit endangered animal exhibition room and conduct activities on endangered animal investigation. Through the course, students will learn different species of endangered animals and enhance their awareness of wildlife conservation.</p> <p>Activities :</p> <ul style="list-style-type: none"> - Introduction to endangered species - Visiting Ho Koon species exhibition hall - Searching for "Endangered species" in Ho Koon Centre 	Primary, Secondary (Age 10 or above)	Endangered species	2.5 hr		
Plant Investigation	<p>Through the activities of plant observation, measurement, sample collection and microscope observation, students will be</p>	Primary, Secondary (Age 10 or above)	Biodiversity	2.5 hr		

		<p>equipped how to investigate the plants and enhance their awareness of conservation.</p> <p>Activities :</p> <ul style="list-style-type: none"> - Discovering plants - Researching on plant facts - Using microscope to explore plants features - Constructing plants specimen and information booklet 				
Insect Hunter	<p>During the course, students will learn insect characteristics, habits and species through the activities of insect observation. The course will also target to enhance students' awareness on conservation.</p> <p>Activities :</p> <ul style="list-style-type: none"> - Enjoying an insect quiz competition - Knowing more about insect classification - Discovering and searching insect outdoor - Sharing session of the findings of insect 	<p>Primary, Secondary (Age 10 or above)</p>	Biodiversity	2.5 hr		
Looking into the invisible biological world	<p>Use various gadgets to observe and record invisible living organisms and biological phenomena in the wild.</p>	<p>Secondary (S. 4-6)</p>	Biodiversity	Not state		http://www.ifieldstudy.net/index

Exploring Microhabitats	Apply and verify ecology knowledge and concepts in various novel micro-habitats.	Secondary (S. 4-6)	Biodiversity	Not state	
Bioblitz	Apply different sampling methods, rapidly survey different groups of living organisms. At the same time, habitats and ecological phenomenon are surveyed, selected species are studied comprehensively.	Secondary (S. 4-6)	Biodiversity	Not state	
The symbiotic world	Search for real examples of various symbiotic relations in the natural environment, followed by in-depth observation and comprehensive recording	Secondary (S. 4-6)	Biodiversity	Not state	
Big secret of the cow dung micro-habitat	Measure and access the abiotic factors of cow dungs found in wild, and find out the highly diversified small animals living in the cow dung micro-habitat, in order to better understand ecological succession and how animals adapt to special environment.	Secondary (S. 4-6)	Biodiversity	Not state	
Interesting ecology in the litter	Measure and access the abiotic factors of leaf litter in wild, and find out the highly diversified small animals living in the leaf litter micro-habitat, in order to better understand ecological succession and how animals adapt to special environment.	Secondary (S. 4-6)	Biodiversity	Not state	
Electron Microscope Eco Exploration	Collect different species of pollens, spores and small insects in the wild, and then students operate a scanning electron microscope to observe at a few thousand times of magnification to tens of thousand	Secondary (S. 4-6)	Biodiversity	Not state	

		times of magnification, in order to better understand the secret relationship between micro-structure of living organisms and classification as well as adaption to the environment.				
	Microscope Eco Exploration	Collect aquatic micro-organism samples in the wild, place under compound microscope and use different microscopic imaging settings such as dark field, and phase contrast to observe. For better knowledge on aquatic microscopic lives as well as fully grasp of the skills to control an high end compound microscope.	Secondary (S. 4-6)	Biodiversity	Not state	