**Invisible Urban Wildlife Part II**

*Prepared by Julietta Sorensen Kass* | 50-60  *min* |

**OVERVIEW**

**Description**

Participants will convert their observations of urban microbiology into works of art and get a chance to share what they observed.

**Learning Outcomes**

* Reinforce lessons learned in the Invisible Urban Wildlife I lesson
* Express their knowledge through art

**Outline**

1. Share and compare (5-10 min)
	1. What did they find?
	2. How do these creatures play a role in the urban forest that we see?
2. Explanation (5 min)
	1. What we will do
	2. How we will do it
3. Canvas painting(40 min)

**MATERIALS**

|  |  |
| --- | --- |
| **Item** | **Quantity per participant**  |
|  Acrylic paint | Several colours of acrylic paint for group |
| Paint brushes (various sizes) | 2brush (to be shared and swapped when needed) |
| Medium-sized blank canvass | 1 |
| Fine-tip Marker-pens | 1 (or 1 per pair) |
| Personal technology (i.e. smartphone) | 1 (optional) |

\*inexpensive painter’s canvasses can be purchased at Dollarama and other dollar stores\*

**KEY INFORMATION**

* Gather the canvasses ahead of time and paint a large magnifying glass on them. The space inside the magnifying glass will be where participants paint the creatures they found

**LESSON PLAN & PROCEDURE**

**Outline**

1. Share and compare (5-10 min)
	1. Discuss: What did they find?
	* Give participants time to share with the group what they found in the previous activity. Encourage them to use personal technology to find out more about an interesting creature. Were there any we found that we could not name?
	1. Discuss: How do these creatures play a role in the urban forest that we see?
	* Look to the “Urban microbiology” pages in the journal document (pages 15-16). What do we think our urban forest would look like if we didn’t have these creatures? (what would happen if nothing ate all the bacteria? And nothing in the ponds ate algae? What would happen if leaves were never broken down? And there was no food for tiny creatures like mites, which feed bigger creatures like beetles, which feed bigger creatures like birds?)
2. Explanation (5 min)
	1. What we will do
	* We are going to paint what we found today onto canvasses! Participants are invited to paint what they saw inside the magnifying glass image on their own canvas, which they will take home. They can label their creatures (if they wish) using permanent markers or marker-pens
	1. How we will do it
	* Paint should be divided up among small groups. Participants can use their memory, their observation drawings, and their personal technology to help them. It may help to draw their creatures using markers or soft pencils first, and then to paint over it.
3. Canvass painting (40 min)
	1. Let them at it!
	2. Set canvasses out to dry when they are finished
	3. If some participants finish early, invite them to help a friend, or use personal technology to learn more about the creatures they found
	4. At the end of the activity, check if there are any questions. Provide time for sharing and comparison

**Debrief**

● There is life all around us! The urban forest is not just made of the creatures we can see. The ones we cannot see play a large role too and are beautiful (and strange!) in their own way.

**REFERENCES & RESOURCES**

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