

# A True Image Of An Animal - Student Worksheet

Thought starter: What is a true scientific image of an animal?

## Part A. A True Scientific Drawing

1. List three ideas in response to the Thought Starter (above):

i.

ii.

iii.

2. Your teacher will now share a scientific image with you. Look closely at the image and answer the following questions:

i. Where have you seen images like these before?

ii. Do you trust that they are scientifically accurate?

iii. Do you enjoy looking at these sorts of images? Do you find them helpful, or kind of boring?

iv. Do they give you a real image of an animal?

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3. As a class you will now watch the video below about scientific drawings. Once complete, record your ideas and responses to the following questions:

i. What does a scientific drawing do?

ii. How can a drawing convey more than a photo?

iii. A picture speaks 1000 words - why?

4. Now you are going to have a go at making your own scientific drawing. Your teacher will provide you with slides to view under the microscope, or a specimen to measure and draw. Your teacher will give you the Scientific Drawing Instructions sheet which you can use to help guide your drawing. Be sure to use graph paper and a sharp pencil.

## Part B. A True Scientific Issue

1. Now have a look at the images below:



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i. What are these animals?

ii. Which image do you like better?

iii. Which image would you want on your wall at home?

iv. Which of these animals would you donate money towards?

2. Reflect on this article, the video and the images in this section of the lesson.

i. Do you think there is a real issue here? Justify your answer:

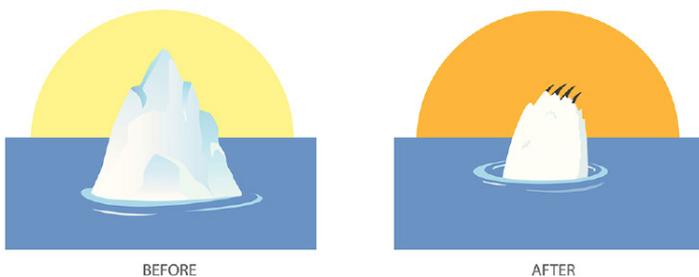
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## Part C. A truly effective image

1. In the previous section, you identified an issue in Australia. But how can we solve it? List your ideas below:

2. Now have a look at the images below. Think about how each of these images communicates a message and answer the questions below:

### GLOBAL WARMING



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i. What message do these images send?

Polar bear's paw -

Dog paw -

Gorilla -

3. In the last section, we discovered that the super-cute koala receives funding for its 'vulnerable' status while other more threatened mammals are receiving little to no attention at all. What is it about cute animals that appeals to us? Can you describe this? Do the images above provoke the same or similar feelings?

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i. Now have a look at the images below. One shows an actual photo of a bat and the other shows a picture of a bat in a kawaii style.

What is kawaii art? The word 'kawaii' comes from the Japanese word for 'cute'. The concept emerged in the 1970s as a rebellion against traditional Japanese culture, and it was driven mainly by girls who wrote, doodled, and adopted cuter styles of dress in order to set themselves apart from the roles society was expecting of them.

Kawaii characters have a range of simple expressions, but their features are generally very simple. For example they might have: an oval drawn for one eye; three lines coming together to make a winking eye; a smile (kawaii things are usually happy); and rosy cheeks and eye sparkles.



ii. Which do you think would be more effective when trying to raise awareness about conserving bats and why?

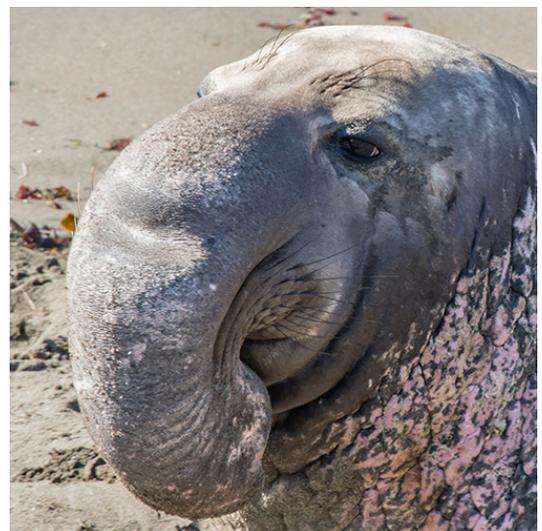
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iii. Do you think 'cuteness' plays an important part in how much we care about animals? Discuss this idea with a peer or your class, and record your ideas below.

4. Your next task is to make an unlikely or 'ugly' animal 'cute'. To keep this activity very simple, try to focus on the following two rules:

1. Use simple shapes drawn wider than usual and rounded at the edges.
2. Draw eyes as black circles with smaller white dots in them. Place these far apart on the animals face. You could also add pink dots for cheeks, just outside of the eyes.

To keep it even simpler, just draw the face of your animal. Choose one of the following animals and draw your cute version on the following page:



Top left: Common warthog

Left: Aye-aye

Top right: Elephant seal

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Draw your 'cute' animal here:

5. In this section of the lesson you have investigated how the aesthetics of an image can change the message it sends and the way we feel when we view it. Knowing this, think back to the idea of a 'true image' of an animal. Exactly what does this 'true image' need to do, and why is it important to get the 'true image' correct?

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## Part D: Project - Developing a true image of an animal

In this section of the lesson, you will be tasked with researching an 'ugly' or 'plain' endangered/critically endangered Australian mammal to develop an artwork that communicates the 'true image' of the animal.

**Step 1. Select a mammal** - Have a look at the following website (<https://bit.ly/2qzyeh4>). This is a government website that lists all threatened (and extinct) Australian animals. You should select a mammal from the endangered or critically endangered lists.

Name of the animal you have chosen (include both common and scientific names):

**Step 2. Conduct research** - Now it is time to learn about your chosen mammal. Since you will need to communicate the 'true image' of your animal through an artwork, you need to make sure you fully understand this mammal. You may also come across information, photos, drawings or statistics that you wish to include in your artwork. Keep notes of these in the space below:

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**Step 3.** Define the 'true image' - Once you have completed your research, you need to define the 'true image' of your chosen mammal. Discuss your ideas with members of your group and decide on your final definition. This can be a sentence or two, or a few short dot points.

For each of the ideas you listed above, think about how you might be able to portray these through your artwork. Have a look at the suggestions below and list your ideas in the table.

Suggestions:

- If your animal is threatened due to the clearing of trees, you could include an image of bulldozed trees, cleared land or your animal without a home.
- If your animal has unique anatomy or morphology you could include a scientific drawing and an explanation of why these features are important.

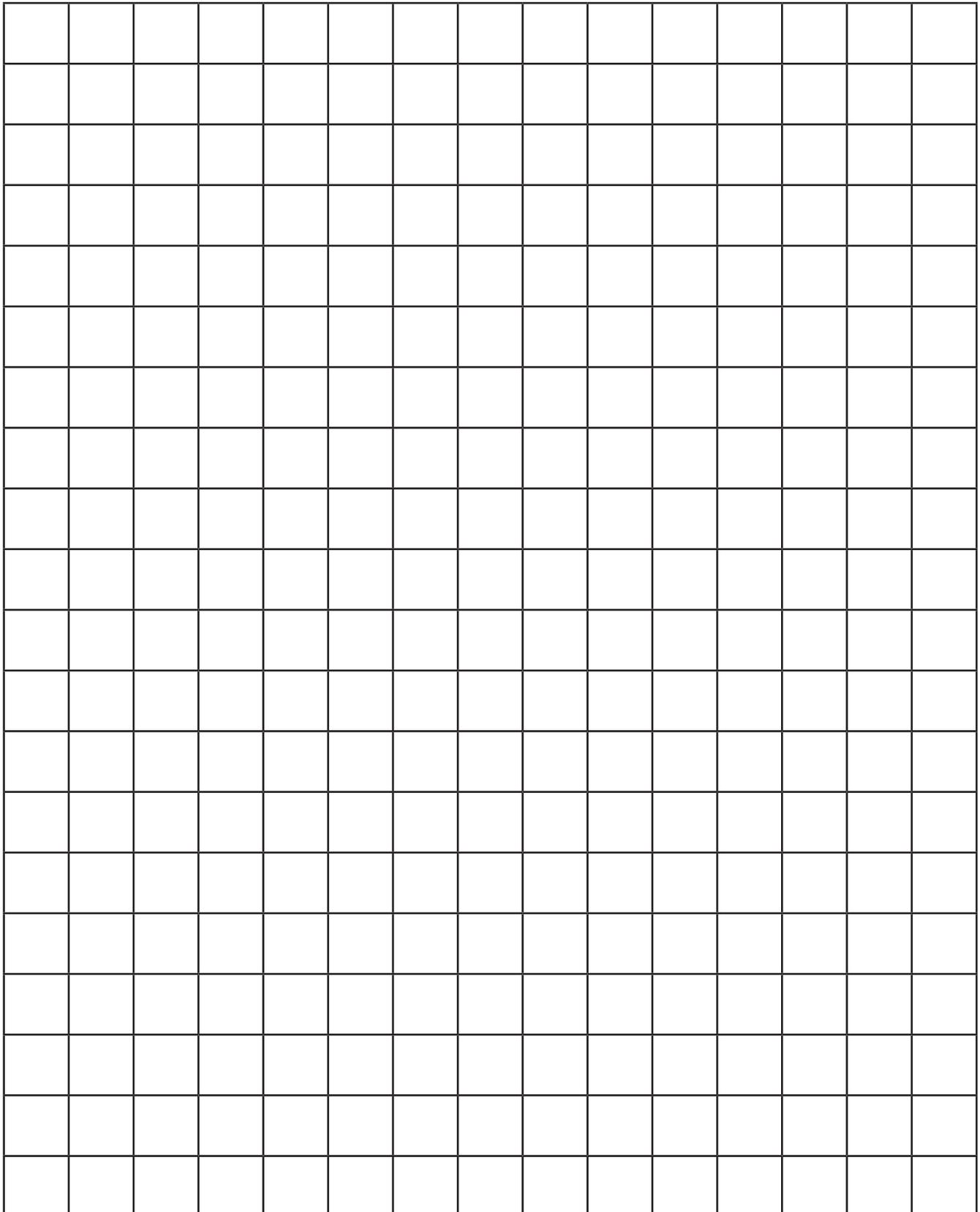
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**Step 4. Planning and creating artwork** - The next step is to choose the type of artwork you want to produce, and sketch out a plan. See the box below for options.

An abstract collage	A series of paintings	An infographic
<p>A collage which may include:</p> <ul style="list-style-type: none"> <li>- Photos</li> <li>- Scientific drawings</li> <li>- Statistics</li> <li>- Quotes</li> <li>- Graphs</li> <li>- Articles or cutouts from magazines or newspapers</li> <li>- Textured items (e.g. sand)</li> <li>- Other (e.g. leaves, litter)</li> </ul>	<p>Use of diptychs or triptychs (which is when an artwork consists of 2 or 3 separate paintings) to tell a story.</p> <p>Each separate painting may focus on a different part of the true image. For example:</p> <ul style="list-style-type: none"> <li>- First paintings shows images and anatomical features</li> <li>- Second painting shows threats</li> <li>- Third painting shows conservation efforts</li> </ul>	<p>An infographic may include:</p> <ul style="list-style-type: none"> <li>- Text in short sentences or bold statements, in various places around the board</li> <li>- Simple images or shapes</li> <li>- Basic scientific drawings</li> <li>- Statistics</li> <li>- Graphs and charts</li> <li>- Quotes</li> <li>- Maps (e.g. using colours to highlight threatened regions)</li> </ul>
<p>A collage may combine many different pieces of information concerning the animal. The viewer will need to break down all the small pieces of information to create meaning.</p>	<p>You are not limited to paintings - can use images, photos or drawings.</p>	<p>An infographic may make use of bold headings, statements and statistics as the focal point for the artwork. The placement of text, use of colour and simple images all contribute to the effectiveness of the infographic.</p>

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Create a rough sketch of your idea here using this grid. Once your sketch is complete and you have had your ideas approved by your teacher, it is time to start your artwork. Good luck!



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## Reflection

During this lesson you have covered a lot of ideas concerning 'true images'. Have a think about each of the popular quotes below. Working independently, explain how completing this activity has changed or extended your understanding of these quotes.

**A picture speaks 1000 words.**

My ideas:

**Beauty is in the eye of the beholder.**

My ideas:

**Don't judge a book by its cover.**

My ideas: