



Name: \_\_\_\_\_

Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Flipbooks: Interactive Decay

*An activity of "Nature's Hardworking Clean-up Crew".*

Read the article, "Nature's Hardworking Clean-up Crew (page 10–11, *What's Up* May 2025). Work in pairs to explore the topic of decomposition further.

1a) Watch these two short videos about decomposition and nature's clean-up crews.

**Mould Time-lapse** - The Great British Year: Episode 4 Preview

➤ [https://youtu.be/GY\\_uMH8Xpy0?feature=shared](https://youtu.be/GY_uMH8Xpy0?feature=shared)

(BBC, 19 Oct 2013)

**Ants vs Raspberry** Timelapse

➤ <https://youtu.be/Zp1FGa68mXI?feature=shared>

(Temponaut Timelapse, 28 Sept 2020)

1b) Imagine that you are one of the ants in the second video! What would you notice in your world? What do you think decay sounds and feels like? Write and/ or draw what you would see, hear, feel, and do below.

2a) Now, get ready to make your flipbook. First. watch this video.

**How to MAKE A FLIPBOOK**

➤ <https://youtu.be/Un-BdBSOGKY?feature=shared> (Andymation, 20 Jan 2018)

2b) Create a mini flipbook showing the natural clean-up process of any scavenger of your choice. Before you start creating the flip book, sketch your main idea in six to eight steps in the boxes on the next page.

For example, for the ants eating a raspberry (in the second video):

i) *Raspberry falls to the ground.*

ii) *Ant discovers it.*

iii) *Ant calls more ants to eat the raspberry.*

iv) *More and more ants come, following the ant trail.*

v) *Many ants eat the raspberry, cutting it down to smaller chunks.*

vii) *Some ants take small chunks back to their colony.*

vii) *Raspberry shrinks and finally disappears.*

viii) *The cycle ends with healthy soil, maybe ready to grow a new plant.*

i)	ii)
iii)	iv)
v)	vi)
vii)	viii)

2c) Build a texture display using craft or scrap materials to recreate textures from your scene. E.g. crumpled paper for leaf litter, wet sponge for fungi, wet clay for slime mould, etc. Make it interactive so that people can touch, lift flaps or find hidden insects.

2d) Use your voices, common objects or classroom items to create sound effects. Examples: crunch paper to mimic the sound of leaves being chewed, tap fingers like ants crawling, click chopsticks like crows' beaks, etc. Record your sounds or perform them live.

3) Set up your "science corner". Arrange your group's display in a corner of the room. Include your flipbook (sight), texture board (touch) and recording (sound). Take turns visiting other groups' displays.