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Atmosphere



CLOUD AND LADDER BOARD

Goals

- learn to distinguish different cloud types (cirrus, cumulus, stratus, etc.).
- explains how clouds form and their impact on weather.
- answer questions or complete challenges related to clouds, climate, and atmospheric science.
- Engage Students Through Gamification The ladder (good choices) and chute (mistakes) mechanics reinforce learning in a fun way.

GAME

INSTRUCTION

 Be the first player to reach the finish line by correctly identifying clouds, answering weather-related questions, and making scientific observations while avoiding pitfalls that set you back.

GAME SETUP

- Place the game board on a flat surface. The board has a path of numbered spaces with ladders (which help players advance) and chutes (tornado sign) (which send players backward).
- Each player chooses a game piece and places it on Start (Space 1).
- Shuffle and place the cards face down in separate piles.
- Each player rolls the dice to determine the first turn (highest roll starts).

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
14	17	18	19	20
21	22	23	24	25

















An astronomer studying planets outside our solar system has analyzed the atmospheres of four planets. Which of these planets' atmospheres would be most able to support a colony of humans?

- A. Planet A: 71% Nitrogen, 23% Oxygen, 6% Other
- B. Planet B: 82% Nitrogen, 11% Oxygen, 7% Other
- C. Planet C: 78% Nitrogen, 21% Oxygen, 1% Other
- D. Planet D: 27% Nitrogen, 3% Oxygen, 70% Other





As water changes state, the water either absorbs or releases energy. Which of these changes of state would involve water absorbing energy?

- A. condensation
- B. deposition
- C. evaporation
- D. freezing





3. Which of the following is not a way that water reaches Earth's atmosphere?

A. condensationB. evaporationC. sublimationD. transpiration





4 A weather report stated that rain was likely with some snow and hail also possible. Which statement is not true about rain, snow, and hail?

- A. They all form in clouds.
- B. They are all precipitation.
- C. They are all the same state.
- D. They are all made of water



CLOUD MATCHING

Goals

- learn to Match the cloud names with the correct cloud formations
- Classify the type of cloud into low , mid ,or high cloud on the board.

MATERIALS NEEDED:

- Cloud name labels (e.g., Cirrus, Cumulonimbus, Stratus, etc.)
- A board with different cloud formations (using cotton or paper cutouts)
- Small pins for attaching labels

DAHNOUS

HOW TO PLAY:

- Look at the different cloud formations
- Read the cloud name labels provided.
- Match each cloud name with the correct cloud formation by attaching the label to the corresponding cloud.
- Classify the cloud into low , mid or high on the board
- Once all labels are placed, check your answers with a reference chart or with the teacher.
- Adjust any incorrect matches and learn about the characteristics of each cloud type.

GAME 2

















High cloud

Mid cloud

Low cloud







MEMORIZATION MATCHING CARDS WATER CYCLE

Goal

• Match pairs of water cycle terms and definitions/pictures to reinforce understanding of the water cycle processes. The player with the most matches at the end wins!

GAME SETUP

- Prepare the Cards You will have two types of cards:
- Term Cards (e.g., Evaporation, Condensation, Precipitation)
- Definition/Picture Cards (corresponding explanations or images)
- Shuffle the cards and lay them face down in a grid formation.

HOW TO PLAY:

- Players take turns flipping over two cards at a time.
- If the two cards match (term + correct definition or picture), the player keeps the pair and takes another turn.
- If the two cards don't match, they are flipped back face down, and the next player takes their turn.
- The game continues until all pairs have been matched.

Winning the Game:

The player with the most pairs at the end wins!





GAME

water cycle	water cycle	water cycle
1	2	3
water cycle	water cycle	water cycle
4	5	6
water cycle	water cycle	water cycle
7	8	9
	water cycle 10	

Transpiration	Cold Glass	Precipitation
rain snow sleet hail	Water molecule جزيء الماء	the amount of wate vapour in the atmosphere يية بخار الماء في الغلاف
	Condensation	Humidity
		FRANCIS

MATCHING PRECIPITATION SYMBOLS WITH INFORMATION

Goal

 Match precipitation symbols with their correct descriptions by placing them on a designated wall or board. This interactive activity helps players recognize different types of precipitation and understand their characteristics.

GAME SETUP

Prepare Materials:

- Print or draw precipitation symbols (e.g., rain, snow, sleet, hail, drizzle).
- Prepare matching information cards with descriptions of each type of precipitation.
- Attach Velcro, tape, or magnets to the back of each symbol and card for easy placement.

Set Up the Wall/Board:

GAME

- Arrange the precipitation symbols randomly on one side.
- Place the information cards on the opposite side in mixed order.

HOW TO PLAY:

- Players take turns selecting an information card and reading it aloud.
- They then choose the correct precipitation symbol and attach it to the corresponding description on the wall.
- If the match is correct, they earn a point and keep the pair in place. If incorrect, they return the card and try again on their next turn.
- The game continues until all precipitation symbols are correctly matched.























•occurs when tiny cloud droplets collide to form bigger droplets.

• This keeps happening until the droplet is two heavy for the air to support it.

Product of very intense thunderstorms.
seen when the surface air temperature is below freezing.
The cumulonimbus clouds that are associated with thunderstorms can grow to heights where the temperature is below

•freezing. Drops of water will rise up with the upward directed wind as they collide with other droplets and grow larger. This will eventually result in the droplet freezing into a hailstone. Forms when tiny ice crystals in clouds stick together . If enough crystals stick together, they'll become heavy enough to fall to the ground



Biosphere



GOLF RECYCLING

Goal

Players will navigate a miniature golf course while answering questions about global recycling protocols. Correct answers allow smoother progress, while incorrect ones add challenges.

GAME SETUP

Set up a small golf course with 9 or 18 holes. Place recycling bins labeled Paper, Plastic, Metal, Glass, Organic, and E-Waste at various points. Each hole corresponds to a recycling challenge or question.

Players receive a question card before attempting the hole.

GAME

HOW TO PLAY:

Take a question card.

If they answer correctly, they take a normal stroke. If incorrect, they must take an additional stroke or complete a mini-challenge (e.g., correctly sorting an item into the right bin).

The player with the lowest strokes at the end wins.



























































interested in green-up data? The data can be used:

a) to determine how environmental conditions affect plant growth

b) to calculate changes in growing season length and onset over years

c) to monitor the nature and extent of climate change and its effects on plants and animals

d) all o the above





CATCH THE INSECT

Goal

Players use a magnet fishing hook to catch 3D insect cards and correctly identify them based on their type and role in the ecosystem.

GAME SETUP

Materials Needed:

Fishing rods with a magnet attached to the hook.

3D insect cards with small metal pieces attached.

A designated play area with different insect categories (e.g., Flying Insects, Crawling Insects, Pollinators).

GAME

HOW TO PLAY

- Setup: Scatter the 3D insect cards in the play area.
- Turn-Based Play: Players take turns using the fishing rod to "catch" an insect with the magnet.
- Identify & Sort: After catching an insect, the player must identify its type and place it in the correct category. or to answer the question card that connect with each insect
- Scoring:
- Correctly identified insect = 2 points
- Incorrect placement = 0 points





















5. When selecting a phenology site, you want to be sure it is accessible and easy to visit, and that you collect data that can be examined in the context of other GLOBE data you might collect. GLOBE recommends you place your site as close to your other study sites as possible, and no further than:

a) 2 km from your Atmosphere or Soil (Pedosphere) investigation sites b) 100 m difference in elevation from your Atmosphere or Soil study sites c) Both A and B

d) Neither A nor B: you must collect your data at your Biosphere Land Cover study site.




0. One of the main ways coz is removed from the atmosph

- A. photosynthesis
- B. respiration
- C. combustion
- D.decomposition

7.When atmospheric carbon dioxide concentrations increase, what happens to Earth's temperature?



SAY 'NO'

Goal

Players must guess what type of toy animal is inside the box. If they guess correctly, they earn points. If they don't know, they must solve a question related to the Biosphere Protocol to continue.

GAME SETUP

A box is prepared with different toy animals inside. Players take turns playing. or GLOBE tools

GAME

HOW TO PLAY:

- When a bad action is read (e.g., "Dumping waste into a river"), players must shout 'NO!' immediately.
- If a good action is read (e.g., "Planting more trees in a forest"), players must stay silent.
- If a player wrongly says "NO" to a good action or stays silent on a bad one, they lose a point.
- Winning the Game:
- The player with the most points at the end wins!
- Optionally, players can discuss why certain actions are bad for the biosphere after each round.

Example Statements:

✓ "Recycling plastic bottles" → Stay silent

X "Burning forests for farmland" → Say NO!

✓ "Using renewable energy sources" → Stay silent

X "Overfishing in the ocean" → Say NO!

Additional Rules:

A fast response is key—delayed answers don't count!

You can play in rounds, eliminating the lowestscoring player each time for a challenge mode. Use a timer to increase difficulty and keep players engaged.









WHAT IS INSIDE THE BOX

Goal

Players must quickly decide whether to say "NO" to actions or scenarios that violate the Biosphere Protocol (rules for protecting ecosystems, sustainability, and conservation).

GAME SETUP

- One player (or a game master) reads out different statements related to environmental actions.
- These statements can be good (eco-friendly) or bad (harmful to the biosphere).

GAME

HOW TO PLAY:

On their turn, a player can shake, listen, or feel the box (without opening it).

They must guess what type of toy animal is inside.

- If they guess correctly, they earn 1 point and move to the next round.
- If they don't know, they must answer a question about the Biosphere Protocol (ecosystems, sustainability, conservation, etc.).
- If they answer correctly, they continue playing.
- If they answer incorrectly, they lose a turn.
- The first player to reach 5 points (or any set number) wins!









9- If one part of Eco-System is damaged, what happens?a) It doesn't have any impact on the Eco-systemb)It completely destroys the eco-systemc)It has an impact on everything else in the eco-systemd) All of these





- 10-_____are consumers that eat only meat
- A. Herbivore
- B. Omnivore
- C. Carnivore
- D. Producer





Investigation Green up -Green down



Green-up

Grass Green-Up Data Sheet

School Name: _____ Study Site: _____

Observer Names: Plant Scientific Name: Genus Species:

Plant Common Name:

Green-Up Cycle: Year:

Tree and Shrub Green-Up						
Date (day & month)	Leaf 1 (No shoot length (mm) or lost)	Leaf 2 (No shoot length (mm) or lost)	Leaf 3 (No shoot length (mm) or lost)	Leaf 4 (No shoot length (mm) or lost)	Data entry ✓	

Check the last column in the green-up table to keep track of data submitted.

Comments (date each comment):

Grass Green-Up and Green-Down Site Selection

Field Guide

Task

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Define the site for green-up and green-down measurement of grasses.

What You Need

Site Definition Shee	200	Sh	on	ιĎ	tin	D	ite	S]
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- GPS Data Sheet
- GPS Protocol Field Guide
- GPS receiver

- Pencil or pen
 - Nails or stakes or other durable identifiers.
- Meter stick or tape measure
- Dichotomous keys and/or other local species guides

In the Field

- 1. Complete the Site Definition Sheet.
- 2. Identify genus using field guides or help of plant specialists. Record the genus on the Site Definition Sheet.
- 3. Select a one-meter square area dominated by grass plants. Mark your one-meter square plot with nails or stakes or other durable identifiers.
- 4. Take a GPS measurement following the GPS Protocol.

Pedosphere



BASKET BALL RECYCLING

Players will throw recyclable items into a basketball hoop made from a bicycle wheel, while also answering questions about the Pedosphere Protocol (soil conservation, land use, and sustainability).

GAME SETUP

Materials Needed:

- A bicycle wheel (mounted like a basketball hoop)
- Recyclable items (plastic bottles, paper balls, aluminum cans, etc.)
- A bin or container as a collection area for "scored" items
- A set of question cards about the Pedosphere Protocol

GAME

HOW TO PLAY:

- Mount the bicycle wheel as a basketball hoop.
- Place a shooting line where players will stand.
- Prepare question cards related to soil conservation and sustainability.

Taking a Turn:

- A player picks up a recyclable item or a ball and attempts to shoot it into the hoop.
- If they score, they get 1 point and can skip the question.
- If they miss, they must answer a Pedosphere Protocol question to earn the point.







Soils are the locations for mineral recycling True

False

Soil air, soil water, soil particles, organic matter and biomass are				
part of the				
A. Atmosphere	B. Hydrosphere			
C. Biosphere	D. Pedosphere			
		DAHNOUS		



Which soil is suitable for the growth of cotton?

- a) Marine deposits
- b) Desert soils
- c) Black soil
- d) Alluvial

Process by which rock materials are broken down by the action of physical or chemical processes.

A. Erosion

B. Weathering

C. Deposition

D. Sediment



BALL IN THE HALL

Students must roll or bounce a ball into one of the holes in the cardboard box within 10 seconds. If they fail, they must solve a question card about the Pedosphere Protocol (soil conservation, land management, and sustainability).

GAME SETUP

- A cardboard box with multiple holes (as shown in the image)
- A small ball (e.g., ping pong ball, rubber ball)
- A timer (or a stopwatch)
- Question cards related to the Pedosphere Protocol

GAME

HOW TO PLAY:

- Place the cardboard box on a table.
- Prepare question cards with soil-related topics.
- Have a timer set to 10 seconds per turn.

Taking a Turn:

- A player gets 10 seconds to roll or bounce the ball into one of the holes.
- If they succeed, they skip the question and move on.
- If they fail, they must pick a question card and answer it correctly to stay in the game.





5 Which of the following is an example of chemical weathering?

- A. Water freezing
- B. Oxidation
- C. Pressure changes



6 The mechanical breakdown of rocks into smaller pieces.

- A. Physical weathering
- B. Erosion
- C. Chemical weathering

Deposition



PEDOSPHERE CARROM CHALLENCE

Players must strike the game pieces (disks) into the pockets using a flicking technique. If they fail to pocket a piece, they must answer a Pedosphere-related question before taking their next turn.

GAME SETUP

- A Carrom-style board (handmade or standard)
- Game pieces (small disks or coins)
- A striker piece
- Question cards about the Pedosphere Protocol (soil conservation, land use, sustainability)

GAME



HOW TO PLAY:

- Arrange the green game pieces in the center.
- Each player takes turns using the striker to flick the pieces into the pockets.

Taking a Turn:

- A player flicks the striker to hit the game pieces.
- If a piece is successfully pocketed, the player gets another turn.
- If the player fails to pocket a piece, they must draw a question card and answer it correctly to continue.





7 Which description is evidence of chemical weathering?A. A rock in a windy desert has scratches on its surface.B. A rock in a tundra has deep cracks filled with ice.C. A rock turns a reddish color when exposed to air and water.

9 Which layer of soil is most important for plant growth? A. topsoil

- B. subsoil
- C. bedrock





What gives topsoil its dark color?

A.rock particles

B. more water

- C. larger rock pieces
- D. decaying living things

Investigation Soil pH



Soil (Pedosphere) Investigation

Date of sample collection: Study Site:	
Horizon Number: Horizon Depth: Topcm, Bottomcm Sample Number 1 - pH Measurement method (check one): paper pH of soil and water mixture	
Sample Number 2 – pH Measurement method (check one): paper pH of soil and water mixture	
Sample Number 3 - pH Measurement method (check one): paper meter pH of soil and water mixture	
Horizon Number: Horizon Depth: Topom, Bottomom	
Sample Number 1 – pH Measurement method (check one): paper per meter pH of soil and water mixture	
Sample Number 2 – pH Measurement method (check one): paper pt meter pH of soil and water mixture	
Sample Number 3 - pH Measurement method (check one): paper meter pH of soil and water mixture	
Horizon Number: Horizon Depth: Topcm, Bottomcm	
Sample Number 1 – pH Measurement method (check one): □ paper □ meter pH of soil and water mixture	
Sample Number 2 – pH Measurement method (check one): paper pt meter pH of soil and water mixture	
Sample Number 3 - pH Measurement method (check one): paper meter pH of soil and water mixture	

Hydrosphere



PING PONG RECYCLING

Goals

Players must keep a ping pong rally going while following the Hydrosphere Protocol rules. Each time they hit the ball, they must say a fact or rule about water conservation, marine life, or protecting water sources.

GAME SETUP

Players stand on opposite sides of a ping pong table (or any flat surface). A ball and paddles are needed.

GAME

HOW TO PLAY:

- The game starts with a serve.
- With each hit, the player must say a fact, rule, or action , or solve a question related to protecting the hydrosphere (rivers, lakes, oceans, water conservation, pollution, etc.).
- If a player fails to say a fact before returning the ball or repeats a fact, they lose a point.
- If a player misses the ball, the opponent earns a point.















Which is considered a master variable of water, that is, a changeable property of water that tends to have an effect on other properties

being measured?

- A. Electrical Conductivity
- B. Temperature

A water body with a low electrical conductivity would have:

- A. Higher total dissolved solids
- B. A high salinity
- C. Lower total dissolved solids-
- D. A and B only





3 Pure water:

- A. Has a high electrical conductivity, and high total dissolved solids
- B. Is not a good conductor of electricity
- C. Is not a good conductor of electricity except above or below the 2° 3°

4 When determining pH, you are measuring:

- A. The relative amount of free hydrogen ions there are in the water
- B. The total dissolved solids in the water
- C. The ability of water to transmit an electrical current



CLEAN UP THE OCEAN

Students will clean up a simulated polluted ocean using small swimming pools filled with water, sand, and trash. Each piece of trash has a question related to ocean conservation, and at the end, students will use a Secchi disk to measure water clarity.

GAME SETUP

- Fill small swimming pools with water, sand, and floating/sunken trash (plastic, paper, aluminum, etc.).
- Attach questions (written on waterproof cards) to each piece of trash.
- Provide nets or tongs for students to "clean" the ocean.
- Have a Secchi disk ready for the final water clarity test.

GAME 2

HOW TO PLAY:

- Students take turns removing trash from the water.
- Once they pick up a piece, they must answer the question before they can remove the trash from the pool.
- If they answer correctly, they keep the trash out; if incorrect, they put it back.
- The game continues until most of the trash is removed.
- Once all the trash is cleaned, students use a Secchi disk to measure how clear the water has become.
- Discuss how pollution affects water clarity and realworld ocean health.







1 Which of the following suspended particles can influence the depth of light penetration in the water column?

A Organic, like algae B Inorganic, like clay or silt C Dissolved impurities, such as carbonates

D. All of the above

2 If you have deep, still water, what is the water transparency method of preference in GLOBE

Hydrosphere investigations?

- A. Secchi Disk Method
- B. Transparency Tube (also called turbidity tube) method





3 How many replicate measurements should you make to ensure your data are reliable?

A .Only once, since it is a very straightforward protocol and since there are no chemical measurements; there is less chance of human error.

B .Three times, report the average of the three measurements.

C Three times, report all three measurements

4 When scientists take water transparency measurements, they also describe other conditions that may affect their measurements. What are they?

- A. Lithosphere-the local rock types
- **B.** Atmosphere-the cloud conditions
- C. Biosphere-the plants found by the side of the water





PUZZLE PERCENTAGE OF FRESH AND SALT WATER PIE GRAPH

Students will correctly match the percentages of Earth's water distribution to the corresponding categories by organizing the puzzle pieces.

GAME SETUP

- Printed puzzle pieces (each with either a percentage or a water category)
- Scissors
- Glue or tape (optional for assembling)
- A blank pie chart template (optional for visual organization)

GAME

HOW TO PLAY:

Prepare the Puzzle Pieces:

Cut out pieces with percentages (e.g., 97.2%, 2.0%, etc.). Cut out separate pieces with water categories (e.g., Oceans, Glaciers, Groundwater, etc.).

Mix Up the Pieces:

Shuffle all pieces to make the challenge more engaging.

- Match the Pieces:
- Players must pair each percentage with the correct water category.
- Example: 97.2% → Oceans
- Organize the Pie Chart (Optional):
- If using a blank pie chart, players should place each percentage in the correct section to form a complete diagram.
- Check Answers:
- Once all pieces are matched, review the correct answers together.
- Discuss why freshwater is limited and the importance of conservation.



Investigation Transparency and Water pH



Secchi Disk Transparency

Protocol (for deep, still waters)

Task

Measure the transparency of your water sample.

What You Need

	Hydrosphere Investigation Data Sheet	Latex gloves
	Cloud Type and Contrail Type Protocol	Meter stick
_	Clevel Course and Control Course Destand	GLOBE Cloud Chart
	ald Guide	Pen or pencil
	Secchi disk with rope attached	Clothespins (optional)

In the Field

- 1. Fill in the top portion of the Hydrosphere Investigation Data Sheet.
- Record the cloud and contrail types and cover (see the <u>Cloud Protocols</u> in the Atmosphere Investigation).
- Stand so that the Secchi disk will be shaded or use an umbrella or piece of cardboard to shade the area where the measurement will be made.
- 4. If you cannot reach the water surface, establish a reference height. This can be a railing, a person's hip, or the edge of a dock. All measurements should be taken from this point. Wear latex gloves, as you will probably touch the rope wet with sample water.
- Lower the disk slowly into the water until it just disappears.
- Mark the rope with a clothespin at the water surface or, if you cannot easily reach the water surface (for example, if you are standing on a dock or bridge), mark the rope at your reference height.
- 7. Lower the disk another 10 cm into the water, then raise the disk until it reappears.
- Mark the rope with a clothespin at the water surface or at your reference height.
- There should now be two points marked on the rope. Record the length of the rope between each mark and the Secchi disk on your <u>Hydrosphere Investigation</u>. <u>Data Sheet</u> to the nearest cm. If the depths differ by more than 10 cm, repeat the measurement and record the new measurements on your <u>Data Sheet</u>.
- If you marked the rope at the water surface, record "0" as the distance between the observer and the water surface.
- 11. If you marked the rope at a reference point, lower the disk until it reaches the surface of the water and mark the rope at the reference point. Record the length of the rope between the mark and the Secchi disk as the distance between the observer and the water surface.
- Repeat steps 5-11 two more times with different students observing.

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Water Transparency Protocol - 5

Hydrosphere

Using a pH Meter (Electrical Conductivity Greater than 200 mS/cm) Field Guide

Field Guide

Task

Measure the pH of your water sample using a pH meter.

What You Need

Hydrosphere Investigation Data Sheet

pH meter

- 100-mL beaker
- 25 mL of pH 7.0 buffer solution in a jar with a lid - this jar should be labeled pH 7.0
- 25 mL of pH 4.0 buffer solution in a jar with a lid - this jar should be labeled pH 4.0
- 25 mL of pH 10.0 buffer solution in a jar with a lid - this jar should be labeled pH 10.0

Note: Each jar should have an opening large enough to immerse the pH meter

In the Field

- Fill in the top portion of the Hydrosphere Investigation Data Sheet. Check pH meter as your instrument.
- 2. Put on the latex gloves.
- Remove the cap from the meter that covers the electrode (the glass bulb on the pH meter).
- 4. Rinse the electrode on the meter and the area around it with distilled water in the wash bottle. Blot the meter dry with a clean paper towel or tissue. Note: Do not rub the electrode or touch it with your fingers.
- 5. Rinse the electrode with distilled water and blot dry again.
- 6. Calibrate the pH meter according to the manufacturer's directions.
- 7. Rinse a 100-mL beaker three times with sample water.
- 8. Pour 50 mL of sample water into the 100-mL beaker.
- 9. Put the electrode part of the meter into the water.
- 10. Stir once with meter. Do not let the meter touch the bottom or sides of the beaker. Wait for one minute. If the pH meter is still changing numbers, wait another minute.

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ph Protocol - 10

Hydrosphere

Distilled water in wash bottle
 Clean paper towel or soft tissue
 Latex gloves
 Pen or pencil

Hydrosphere Investigation Data Sheet

School name: Class or group name:

Name(s) of Student(s) collecting data:

Measurement Time: *

Year: ____ Month: ___ Day: ___ Time: _:_ (UT) Time: _:_ (Local) Name of Site :

Water State: (check one) *

Normal D Flooded D Dry D Frozen D Unreachable Note: If Normal is selected, continue below: all other selections stop here

Transparency

Enter data below, depending on whether you are using the Secchi Disk or the Transparency Tube method

Secchi Disk

Secchi Disk Test 1: Distance from observer to:

to water surface m

where disk disappears _____m where disk reappears _____m

OR

Secchi Disk reaches the bottom and does not disappear. to water surface m depth to the bottom of the water site

Secchi Disk Test 2:

Distance from observer to:

to water surface m

where disk disappears m where disk reappears m

OR

Secchi Disk reaches the bottom and does not disappear. to water surface m depth to the bottom of the water site

Secchi Disk Test 3:

Distance from observer to:

to water surface m

where disk disappears _____ m where disk reappears _____ m

OR

Secchi Disk reaches the bottom and does not disappear. to water surface _____ m ____ depth to the bottom of the water site _____ 2.

Hydrosphere Investigation Data Sheet - Page 4

1.

3

Value of buffers used:
o pH 4
o pH 7
o pH 10 (Check all used)

Water pH: Measured with: (check one)
pH Paper
pH Meter

If salt added, conductivity (uS/cm)

DH.

Comments:

GLOBE⁶ 2018

Hydrosphere





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