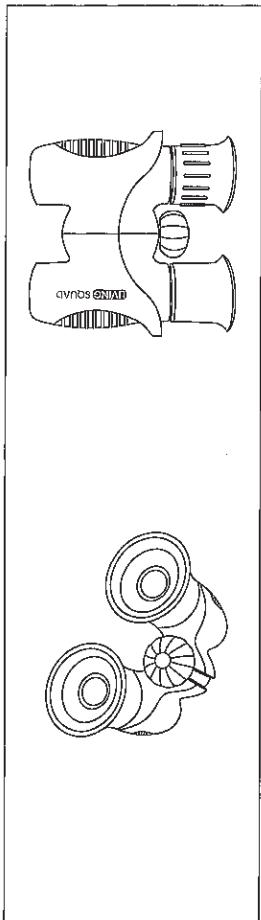


# LIVING SQUAD

## User Manual

### 4. EYE DISTANCE

- The distance between one's eyes varies from person to person, so it is essential that you adjust your binoculars before you use them.
- Take the binoculars in both hands (Fig. 1) and hold them up to your eyes.
- Fold them so that you see a single circle when looking through them with both eyes [Fig. 1].

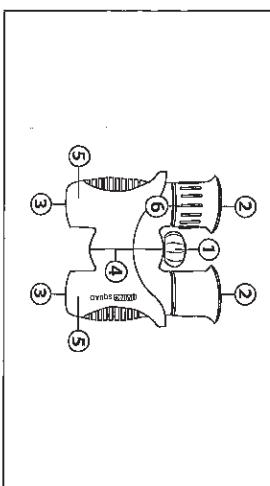


### 1. WARNINGS-READ BEFORE USING

- Risk of Blindness**—Never use this device to look directly at the sun or in the direct proximity of the sun. Doing so may result in a risk of blindness.
- Choking Hazard**—Children should only use the device under adult supervision. Keep packaging material, like plastic bags and rubber bands, out of the reach of children, as these materials pose a choking hazard.
- Risk of Fire**—Do not place the device, particularly the lenses, in direct sunlight. The concentration of light could cause fire.
- Do not disassemble the device.
- Do not expose the device to high temperatures.**

### 2. PARTS OVERVIEW

- Central focusing wheel
- Eyepiece lens
- Objective lens
- Centre axle
- Optical tube
- Dioptric adjustment
- Rubber eyecups

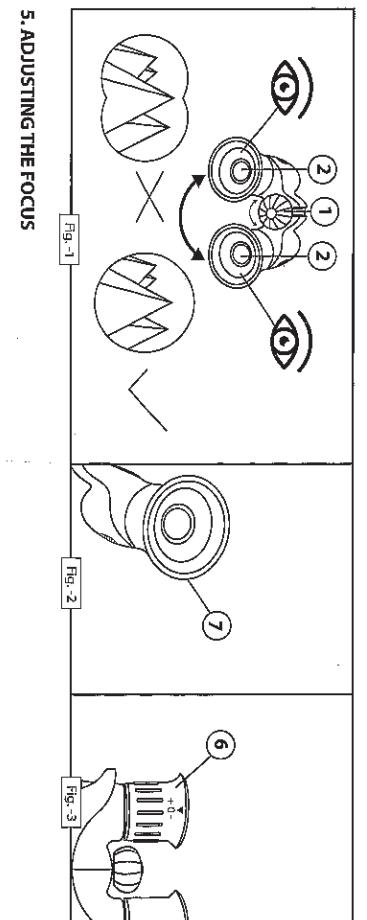


### 6. HOW TO INSTALL STRAP

- Squeeze clips to detach the strap from the buckle and lanyard.
- Insert the lanyard with the buckle through the binoculars' side holes and insert the buckle through the hoop.
- Tighten by pulling the buckle. Then reattach the strap until it clicks. Repeat on the other side.

### 3. NOTES ON CLEANING

- Clean the eyepieces and the lenses only with a soft, lint-free cloth like a microfiber cloth. To avoid scratching the lenses, use only gentle pressure with the cleaning cloth.
- To remove more stubborn dirt, moisten the cleaning cloth with an eyeglass cleaning solution and wipe the lenses gently.
- Protect the device from dust and moisture. After use particularly in high humidity, let the device acclimate for a short period of time, so that the residual moisture can dissipate before storing. Store the binoculars in provided case.



## Using the Viewers

Introduce the specimens to children one at a time. Hold up a specimen viewer and prompt children to guess what it is. Invite children to pass the viewer around for a closer look and discuss what they see. Once children have seen all the viewers, place them in your science center for children to explore on their own.

## Talk About It

As children examine the viewers, ask questions to engage their thinking. For example:

- *You are looking at a butterfly. Can you see its wings? What does a butterfly use its wings for? Spread out your arms like wings!*
- *That is a pretty flower you are looking at! What color is it? Can you see anything in our classroom that is the same color as the flower? Do you think we could find other flowers like this outside?*
- *This viewer has scorpions. I see more than one! How many*

## Build On Their Learning

- Take children on a nature walk to look for flowers.

Encourage children to point out any flowers that they spot. (Remind them not to pick the flowers.) Invite children to carefully examine each type of flower they find. What color is it? Does it have a scent? How many petals does it have? Take pictures, and when you return to the classroom, print out the photos and display them with the specimen viewers. Are any of the flowers similar to the flower in the viewer?

- Bring in flowers from your garden or a florist and invite children to touch and explore them. How do they compare with the specimen?

■ Find pictures of insects in books or magazines and share them with children. Point out features that are characteristic of insects, such as six legs, three body parts, and a pair of antennae. Prompt children to compare the pictures to the butterfly and the scorpion specimens. How are they alike or different? I