

# RSNO

SCOTLAND'S NATIONAL  
ORCHESTRA



# Yoyo & The Little Auk



## Scottish Wildlife Trust Resources

CREATED IN PARTNERSHIP WITH



# Information for Teachers and Parents

The Scottish Wildlife Trust is Scotland's leading nature conservation charity.

These worksheets, provided by the Scottish Wildlife Trust for *Yoyo & The Little Auk*, aim to encourage children to learn about the natural world around them and the threats it faces, as well as what the children can do to help.

It is important to understand how everything in nature is connected – including us! As a society, we are increasingly disconnected from nature; we are spending less time in nature and often forget how much we rely on nature to survive.

Spending time outside and learning about how living things depend on each other is important when re-establishing our connection to nature. It also has many benefits for children, who are naturally curious about the world around them. Spending time in nature can improve health, reduce stress, increase confidence, and many other amazing things!

There are three sections within this pack and each section has corresponding resources that can be used to support learning and teaching. The suggested age range for these resources is P1 – P7 although the activities can be adapted for older and younger learners. Please amend the resources to suit your own needs and that of your pupils/children. If using the resources within the home you could encourage older siblings and family members to support the younger children to join in with all activities.

## Section 1:

Noticing and Connecting with Nature

## Section 2:

Key Threats: What's the problem?

## Section 3:

Action: How Can You Help?



## Section 1:

### Noticing and Connecting with Nature

#### ACTIVITY 1: Food Web Activity

##### Information for Teachers and Parents

In nature everything is connected, and each species relies on one another to survive.

As a class we are going to think about which animal and plant species are connected by looking at a food web!

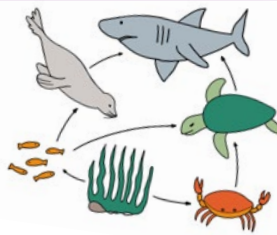
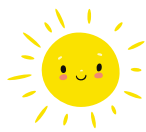
##### Curriculum: Sciences

##### Questions to consider

- Discuss the meanings of terms such as: endangered, extinction, ecosystem
- Find out what the children know already
- Discuss where plants get their energy from

##### Resources Needed

- Picture of the sun
- Picture of a plant/an actual plant!
- Diagram of a food web
- Labels to show the sea creatures people have chosen [optional]
- String to create the food web [optional]
- Table of animals and plants for the children to choose from



#### TASK STEPS

1. Ask children: Where do we get our energy from?
2. Ask children: Where do animals get their energy from?
3. Ask children: Where do plants get their energy from?
4. Answer: The sun!
5. Ask children to look at the food web and identify the animal and plant species that they can see.
6. Ask children: Who eats what and why?
7. Children can choose an ocean plant/animal they would like to be from the table.
8. Get into character - what would the plant/animal look like? How would it behave or sound?
9. Ask children to share what animal or plant they are.
10. Children should connect themselves to one another: what would their animal/plant character eat, and who would eat them?
11. Adults should stand in the middle of the room and act as the beginning of the food web.
12. Once everyone is in their place in the food web, remove an animal and ask children: what happens to the animals or plants that are connected?
13. Children should note that the food web will collapse if a part is removed. Once the children have had time to think about what will happen to the food web, they can come up with an idea to communicate what needs to happen to protect all species in the ocean.
14. This can be a newspaper article, poster, tv advert, or a video!

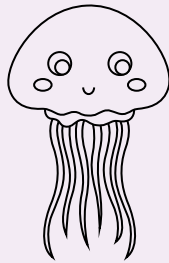
## DIRECTIONS FOR CHILDREN

- Think about how the diagram connects animals and plants.
- Where do plants get energy from?
- Which plant or animal would you like to be? Choose from the list.
- Talk to the people around you - how do you connect with them?
- What would happen if the web was broken?
- What do you think we as humans need to do to help protect different species?

## Pick Your Animal and Plant Species

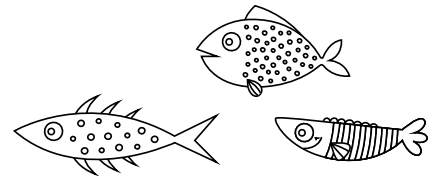
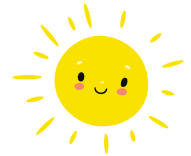
### SPECIES

Plankton  
Algae (seaweed)  
Crab  
Mussels  
Jellyfish  
Starfish  
Krill (small shrimp like creature)  
Small fish  
Squid  
Large fish  
Seabird  
Eel  
Turtle  
Dolphin  
Sea lions  
Sperm whale  
Blue whale  
Tiger shark

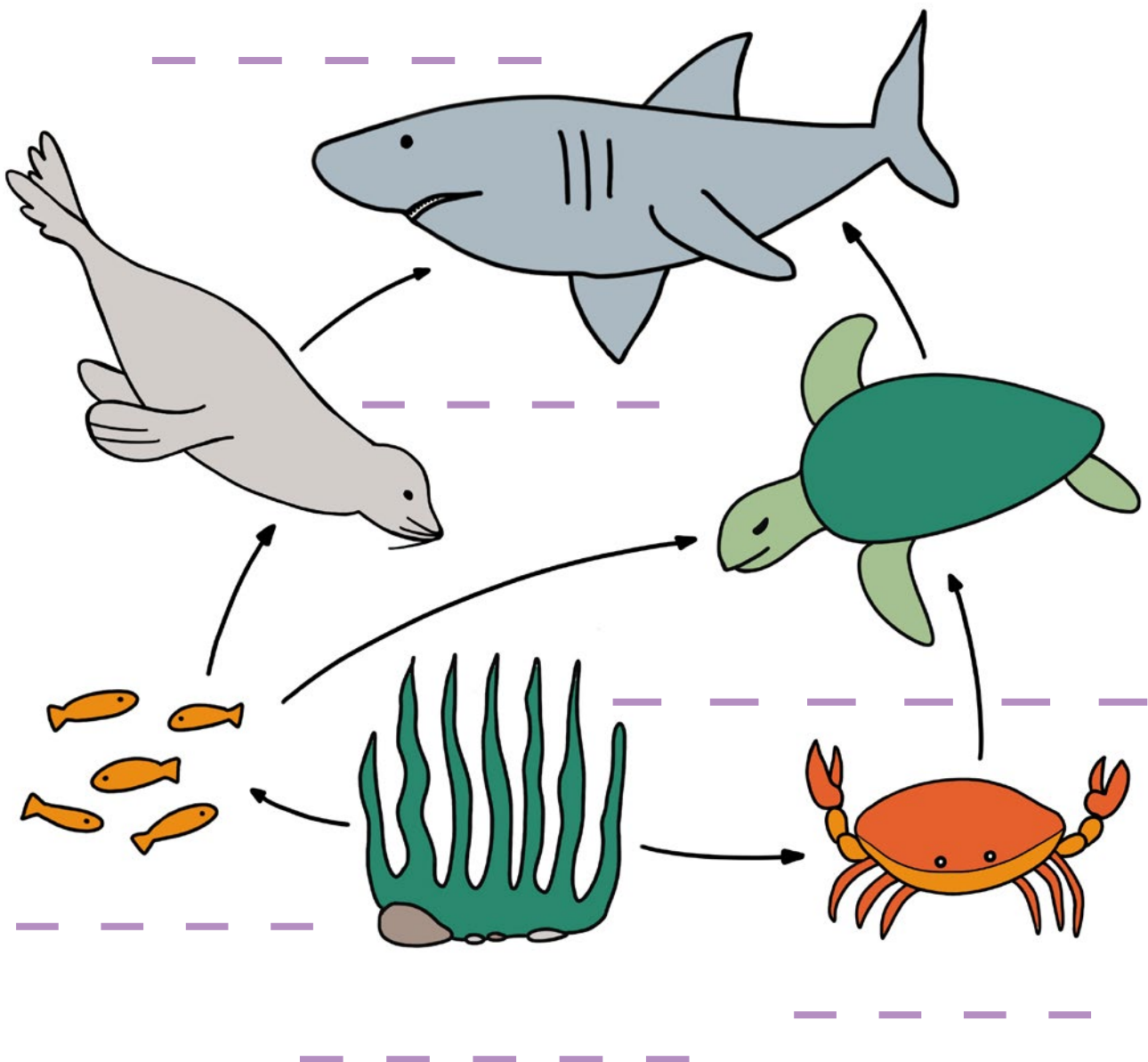


### WHAT THEY NEED / EAT

Sunlight  
Sunlight  
Algae  
Algae  
Plankton  
Mussels  
Plankton and algae  
Plankton  
Crabs, krill, mussels, starfish, small fish  
Squid, small fish  
Small fish, crab, starfish  
Crab  
Jellyfish  
Small fish, squid, turtles, plankton, krill  
Small fish, squid  
Squid, crabs, fish  
Krill  
Dolphins, small fish, big fish, turtles



# FOOD WEB



Shark      Seal      Turtle

Fish      Crab      Algae

## TASK:

Label each animal and plant species in this diagram.  
Use the word bank to help you.

## ACTIVITY 2: Birds and Beaks

### Information for Teachers and Parents

Plants and animals have complex relationships. Different species develop special features to help them survive in certain places and eat certain food.

This is called adaptation.

On the beach, many seabirds have adapted to be excellent at diving into the sea to catch fish, and wading birds have long beaks to help them dig in the sand.

Similarly, their food might evolve in ways to escape being eaten, such as camouflaging with their surroundings!

Learning about these adaptations gives a greater insight into the history of the interconnections in nature.

## Curriculum: Sciences

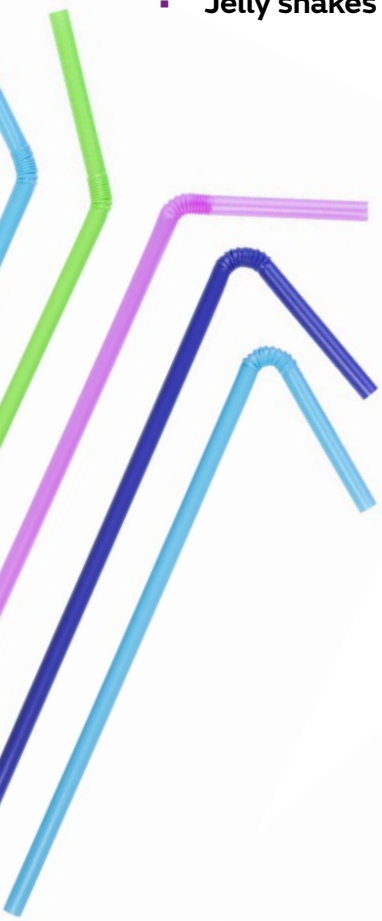
### Resources Needed

- Worksheets
- Pictures of different environments
- Pictures of foods/plants/insects that all the birds would eat
- Spoons
- Straws
- Tweezers
- Chop sticks
- Rice
- Pasta
- Jelly snakes



### TASK STEPS

1. Get children into groups of four. Give two groups spoons and straws. Give two groups tweezers and chop sticks.
2. Ask children to try picking up different food stuffs with the tools they have.
3. Ask children to decide how the 'beaks' they were using affected the type of food they were able to catch.
4. Complete the table below:
  - a. Organise the birds into the categories of long beaks and short beaks.
  - b. Organise the different food types into the correct section on the work sheet.

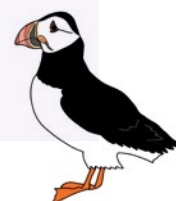





## BIRDS AND BEAKS

Use the table below to organise the birds into the correct category and write down underneath the types of food/plants those birds would forage on.

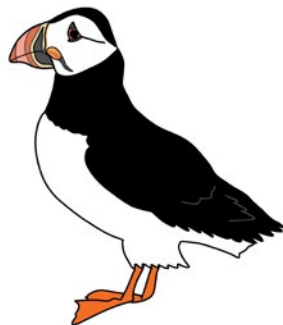
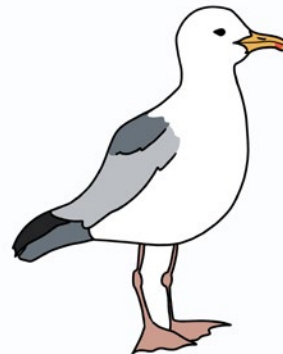
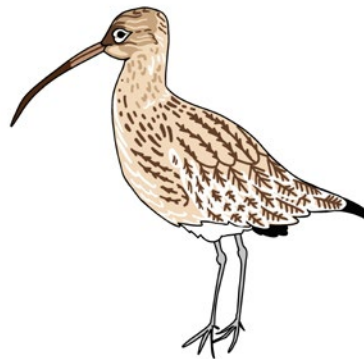
Long Beaks	Short Beaks
Food for birds with LONG beaks	Food for birds with SHORT beaks



# LONG BEAK OR SHORT BEAK?

## TASK:

Cut out each of these birds and place them in the correct section of your table.



## ACTIVITY 3: Nature Walks

We are so lucky in Scotland to have so many beautiful, natural places to visit.

Walking in nature is a very important way to connect to the world around us, and when thinking about how the natural world works.

When you are on your nature walk, choose one of the following activities to complete.

**Curriculum: Social Studies, Health and wellbeing, Expressive arts**



**1. Bird watching**  
Bird Bingo

**2. Journaling**  
Nature Journal

**3. Writing**  
Poetry inspired  
by nature

**4. Nature Photographer**

Take a picture of something that was meaningful on your walk and explain why



# Garden bird detective



Chaffinch



Greenfinch



House sparrow



Blackbird



Blue tit



Goldfinch



Great tit



Collared dove



Starling



Wood pigeon

# Seabird spotter



**wildlife  
watch**



Herring gull



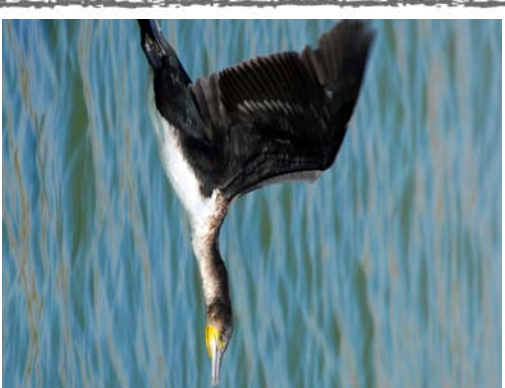
Puffin



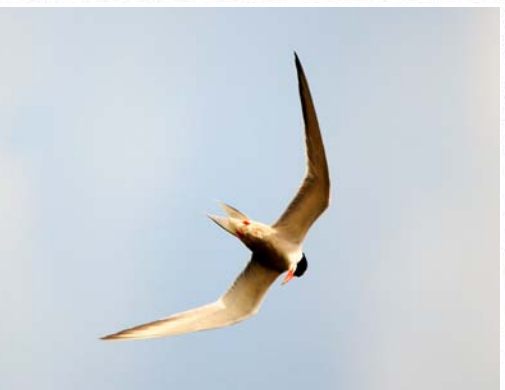
Fulmar



Gannet



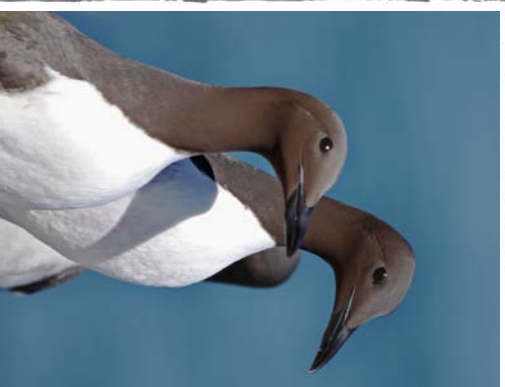
Cormorant



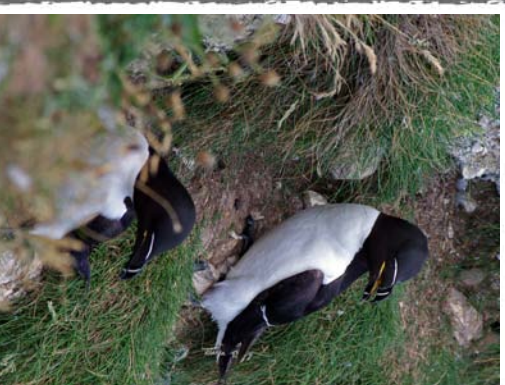
Common tern



Black-backed gull



Common guillemot



Razorbill



Kittiwake

# NATURE JOURNAL

Name \_\_\_\_\_

Date \_\_\_\_\_



**On my walk today I ...**

Saw a... \_\_\_\_\_

Smelt a... \_\_\_\_\_

Heard a... \_\_\_\_\_

Felt a... \_\_\_\_\_

Enjoyed... \_\_\_\_\_

# FORAGE THE FOREST FLOOR FOR TREASURE

Gather some interesting objects that you see on your walk and then pick the one object that is the most special to you.

**DO NOT REMOVE  
LIVING PLANTS  
OR CREATURES;**  
use loose twigs  
and leaves found  
on the ground

I found...

Put your most special object/drawing/photograph into the time capsule so it can be treasured forever.

## NATURE TIME CAPSULE

I am putting \_\_\_\_\_  
into the time capsule because \_\_\_\_\_

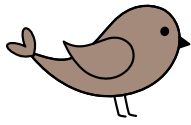
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## Section 2:



### Key Threats: What's the problem?

#### ACTIVITY 1: Bird Migration Journey Wheel

### Curriculum: Social Sciences, Expressive Arts, Technologies

#### Introduction

Some of the birds we see in Scotland and in our gardens have travelled thousands of miles to get there! For example, swallows travel 200 miles a day to get from Scotland to their winter homes in Africa. Swallows go to Africa during the winter months to enjoy the warmer weather and more food. Now, as they follow the journey that has been happening for thousands of years, they are facing new challenges and threats.

Follow the migration journey of a swallow in this journey wheel. Watch it travel from South Africa to Scotland and learn about the challenges that birds face as they travel around the globe.

#### What You Will Need

- Scissors
- Colouring pencils
- A pin and small bit of blue tac [optional]

### INSTRUCTIONS

1. Ask the children to colour in the pictures that illustrate the swallow's migration journey in wheel number one.
2. Help them cut out the two wheels and cut out the hole in wheel number two. They might need help with cutting out the hole in wheel number two as it can be a bit fiddly.
3. Show them how to place the second wheel over the first wheel and attach them together in the centre using a pin. Add a bit of blue tac to the pointy bit of the pin after it has poked through so there is nothing sharp. If you do not have pins, you can leave them unattached and just move the wheel around or find another object like a pencil to insert through the middle.
4. Go on the journey of a swallow's migration and learn about the challenges migrating birds face by moving the hole around the wheel and reading the story.



## **Eight chapters of the migration journey wheel**

- 1. It is April and the swallows are in South Africa. It is now time to migrate back to Scotland.**
- 2. The swallows start their migration journey, flying long days in the sky, hoping for good weather, but extreme weather is becoming more common due to climate change.**
- 3. They need to cross the Sahara Desert, but the area is getting dryer and bigger. It is a long and difficult crossing with little food.**
- 4. The swallows must keep up their energy because now they must fly over the sea to get to Europe!**
- 5. But more and more man-made obstacles are appearing that they must avoid – like offshore oil rigs and windfarms.**
- 6. Large birds of prey also wait in the cliffs for the perfect moment to swoop for them!**
- 7. The swallows have made it past all these challenges – they are very tired and hungry now. They usually stop in a wetland for a snack, but the wetland has been built upon!**
- 8. Hooray – the swallow has finally arrived in Scotland! Hopefully, someone has left some food and water out!**

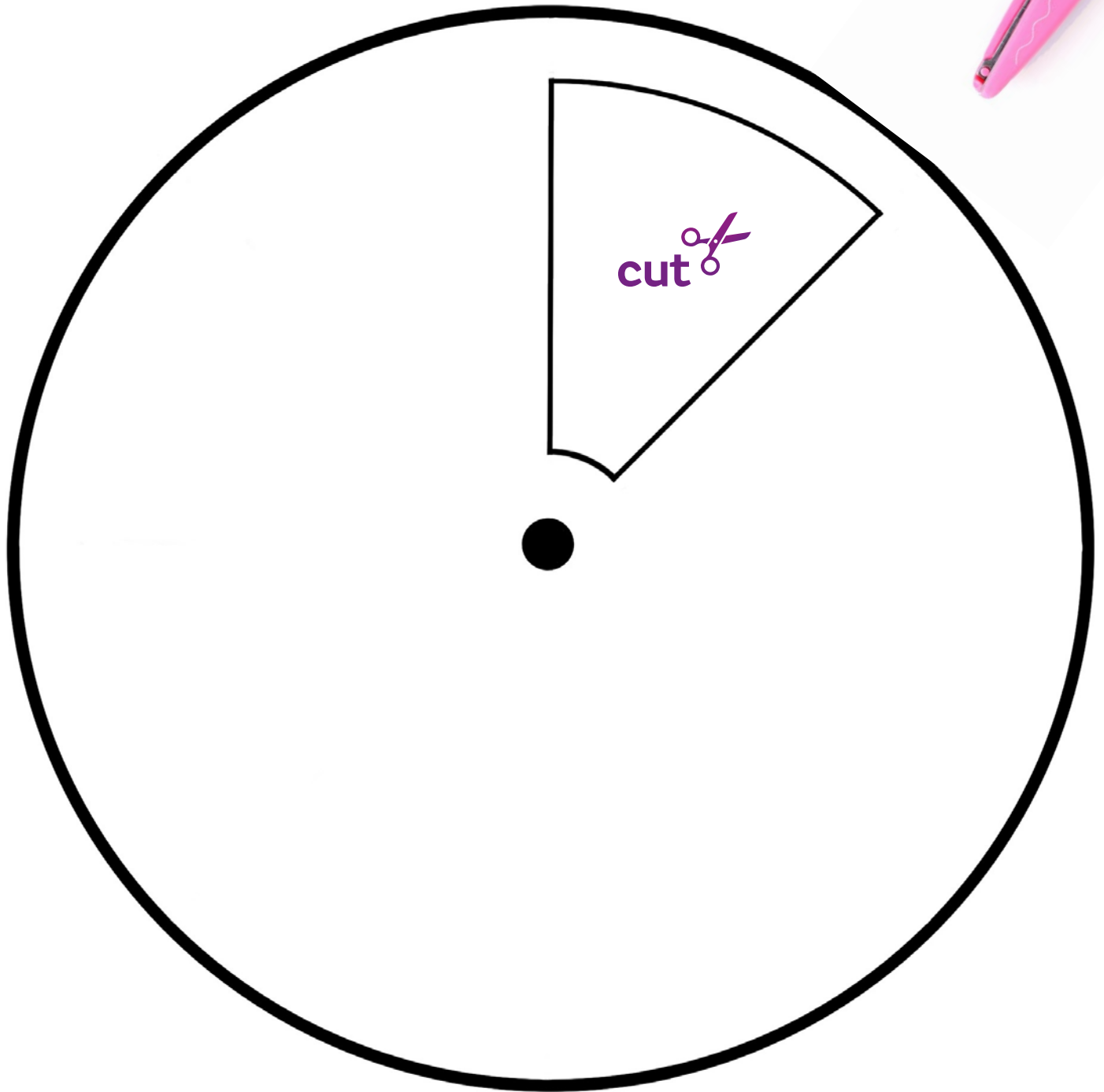
# BIRD MIGRATION JOURNEY WHEEL

## TASK:

Colour in segments 1-8 with bright colours to show the different environments that the birds will travel through on their migration journey



# BIRD MIGRATION JOURNEY WHEEL



## ACTIVITY 2: Turbine Tig

### Introduction

Ask the children if they have ever seen a wind turbine. They are on land, and in the sea! Explain that these big turbines spin in the wind, and we use this wind energy to power our homes – it helps us turn on lights, cook our food and stay warm! Wind energy is great because it is ‘clean’ – it doesn’t release harmful gases. But we must be very careful about where we build wind turbines and how we use them, because they can be a big problem for wildlife.

Ask the class if they can think of a few creatures that would have to be careful by staying away from wind turbines (encourage children to think about different bird species). It’s important we know where seabirds like to go, and that wind farms are built far away from them. Scientists are also finding ways to warn seabirds to stay away from wind turbines (e.g., by playing noises and painting turbine blades).

### INSTRUCTIONS

1. Find an open space you can run around in as a group – try a grassy area in your local park, an area of your school playground or a gym hall. Mark the boundaries of a roughly rectangular area so everyone knows to stay in the zone.
2. Tell children that they are all seabirds on a Scottish island! Line up on one side of the hall/area. Flap your wings on the spot and make some bird calls to warm up!
3. Explain that they need to fly across the sea, from the island they are on to the island on the other end of the hall/area. Ask children to move safely to the other end of the hall/area, flapping their wings and calling as they go!
4. Inform the group that their journey between islands has now been interrupted – a wind farm has been built! Choose a small handful of children to be wind turbines. Turbines must be spread out around the middle of the hall/area – no two turbines should be close enough to touch each other. Children who are turbines must stand still with arms outstretched on either side – like a turbine, children can swing their arms gently from side to side.
5. Explain that the seabirds must fly back to the other island, dodging the gently swinging arms of the wind turbines! Wind turbines will try to tap a seabird gently on the shoulder. When this happens, the seabird moves to the other team and becomes a wind turbine – remind children that the wind turbines can’t be close enough to touch each other!
6. An adult helper should tell the seabirds when to start each flight as a group. Seabirds should fly back and forward between islands (while flapping and calling!) trying to dodge as many wind turbines as they can until there are too many wind turbines and the game is over!

### Extra info

**Ask children if they can think of other things that spin in the wind. Suggestions to try are a garden wind spinner (e.g., a pinwheel toy), the propeller of a toy aeroplane or a handful of sycamore seeds dropped by trees (they fall spinning like helicopters!).**

# TURBINE TASK



**WATCH** the Following Video and **MAKE** a Turbine from the resources you have

[https://www.youtube.com/watch?time\\_continue=6&v=cZ4Qy1\\_UiFI&feature=emb\\_title](https://www.youtube.com/watch?time_continue=6&v=cZ4Qy1_UiFI&feature=emb_title)

<https://www.energy.gov/eere/articles/video-how-build-wind-turbine-less-20-minutes>



## ACTIVITY 3: Food or Plastic?

### Curriculum: Numeracy and mathematics

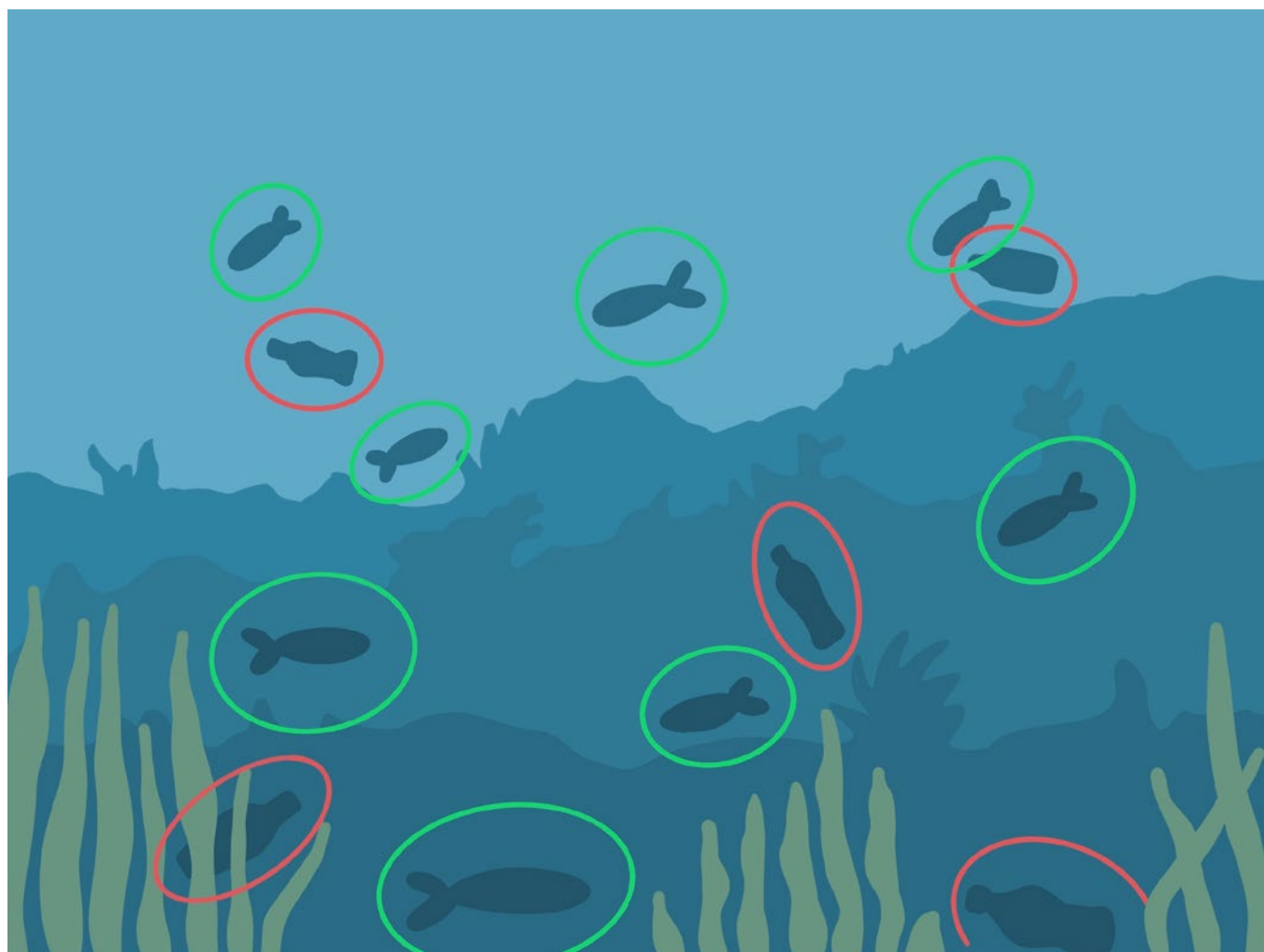
#### Introduction

People use a lot of plastic – it is everywhere! A lot of it only gets used once and doesn't get disposed of properly. It can end up in the sea where sea creatures accidentally eat it, and then it enters the food chain. Plastic has been found inside a third of UK-caught fish. Birds that eat fish can accidentally eat a piece of plastic that looks like a small fish in the sea. They can also get it right and spot a fish, but that fish might have already eaten plastic!

For this worksheet activity, ask the children to pretend they are seabird; they must spot the difference between food and plastic. Be careful – eating plastic can result in death!

#### INSTRUCTIONS

1. Ask the children to count how many fish and plastic bottles there are in the picture.
2. Ask the children if it's easy or hard to spot the difference. Do they think animals would find it difficult? When they are moving around in the sea it can be even harder to spot the difference!

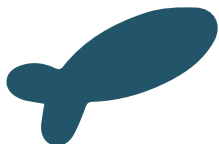


## TASK:

Count how many plastic bottles and how many fish you can see in this seascape



**FISH**



**BOTTLES**



**THINK**

How could you help keep the sea plastic free?

## **HOMEWORK TASK: Plastic in the Kitchen**

### **TASK 1:**

**Choose one item of food from your KITCHEN that is in man-made packaging.**

### **TASK 2:**

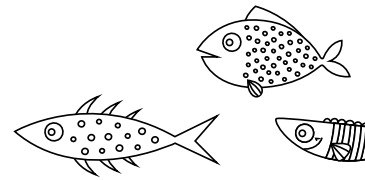
**Think about how you might be able to upcycle the packaging, giving it a second life by reusing it?**

FOOD ITEM	HOW COULD YOU UPCYCLE IT?

### **TASK 2:**

**Identify a natural ingredient from the food and draw a food chain below that connects your food item back to the sun.**

## ACTIVITY 4: I'm Stuck in a Net - Get Me Out of Here!



### Curriculum: Science, Literacy and English

#### Introduction

Sea creatures do not only eat plastic – they also get tangled in it! Over 100,000 marine animals and seabirds die every year from eating plastic or getting entangled. Plastic nets can trap animals by tightly wrapping around them. This can injure them, or even worse, it can kill them by stopping them from moving so that they cannot breathe or get food.

In this activity, the children will learn how difficult it is for animals to escape by trying to untangle each other. Think about how much harder it is for sea creatures to escape when they don't have hands to help them!

#### INSTRUCTIONS

1. Talk to the class about plastic ending up in the sea. Ask them what kinds of problems this causes and, through discussion, introduce the issue of entanglement (i.e., getting tangled up).
2. Tell the class they are going to try to escape from plastic by working together! For this game all the children are seabirds. Explain that some have been caught in a fishing net, but not to worry, their bird friends will help set them free!
3. Split the class into two groups
  - a. **GROUP 1** – birds caught in a net (most children)
  - b. **GROUP 2** – free birds (a few children and an adult helper)



## 4. GROUP 1 INSTRUCTIONS

a. Ask the children to stand close together in a tight circle (they should be able to reach the arms of the person opposite them). Ask everyone to put one hand in the air. Now, ask them to use this hand to hold hands with someone across the circle from them. Repeat this with the other hand. Try to make sure that children don't hold hands with the people on either side of them!

b. Tell the group they are all birds caught in a fishing net! Luckily, their bird friends (Group 2) are on their way to rescue them! Ask the children to try to not let go of each other's hands as their bird friends help them (some might need to re-adjust their grip though). Ask them not to pull either; they must listen to their bird friends who will show them how to escape!

## 5. GROUP 2 INSTRUCTIONS

a. Explain that their bird friends (Group 1) are trapped in a fishing net! Ask if they can help to untangle them. Guide the children as they work as a team to help their trapped bird friends. They will need to ask the trapped birds to duck, dip, and turn – explain that they must tell and show their bird friends how they should move. Ask the group to take their time and ensure that when they ask someone to move that it is in a comfortable and safe way.

1. The game ends when the birds have been untangled from the net – the group should all be standing in a circle again. Tell them they can now fly off to safety together! Ask children if they think seabirds would be able to do these complex manoeuvres to escape. It is much trickier with wings instead of hands!



## Section 3:

### Action: How Can You Help?

#### ACTIVITY 1: How to Create a Wildlife Haven

### Curriculum: Social Studies, Science, Technologies

#### Introduction

People can harm nature, but we can also help nature! We know that everything is connected, so we must look after the world around us so that we can continue to benefit from nature. There are simple things we can do to help protect local wildlife, such as making them a nice home or helping them to find food.

#### INSTRUCTIONS

1. Print out the below worksheet, ensuring each child has their own copy.
2. Ask each child to draw a line connecting the animal to the action (i.e., the things that people can make to help wildlife).
3. Ask the children how each action is helpful. What does it provide for that animal to help it survive?
4. Check out the Scottish Wildlife Trust's Learning Zone to see how easy and fun it is to create these things! [scottishwildlifetrust.org.uk/things-to-do/learn/](https://scottishwildlifetrust.org.uk/things-to-do/learn/)

#### TASK 1:

Label each of the images using the word bank below

Bee

Make a hedgehog hole in your fence

Sow a wildflower meadow

Bird

Insect

Make a bird feeding station

Bat

Frog

Build a bat box

Hedgehog

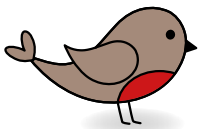
Create a wildlife pond

Build a bug hotel

## ACTIVITY 1: How to Create a Wildlife Haven

### TASK 2:

Match each animal to the wildlife action(s) you can take to help it.



## ACTIVITY 2: S.O.S.: Save Our Seabirds Poster

### Curriculum: Social Studies, Expressive Arts, Literacy and English

#### Introduction

As well as doing practical things to help wildlife, we can also spread the word about environmental issues. This will mean more people will know what they can do to help, and more people will help save nature! Scotland's seabirds have declined by almost 50% since the 1980s. Their survival depends on our action – can you help save our seabirds?

#### INSTRUCTIONS

1. Print out the below poster, ensuring each child has their own copy.
2. Ask each child to colour in the poster to help spread the word about what we can do to save our seabirds.
3. As they colour, talk to the children about the actions highlighted. Can you do any of these things as a class?
4. Once finished, ask the children who they would like to share their poster with. Should it be displayed somewhere, or given to someone for them to learn from or display? Can children talk to someone about actions to save seabirds? Who would the class like to share this information with? (Think about the audiences the children can share these messages with, e.g., friends, the wider school, family, local community groups and businesses)

#### EXTRA INFO

Choose an action and plan an activity as a class to address it. This could involve organising a litter pick, bird watching/feeding or a recycling/upcycling plastic project

### POSTER TASK

**Colour in and present them around your school community**



# SOS

Follow  
these tips  
to help  
birds

## SAVE OUR SEABIRDS!

1. Litter pick

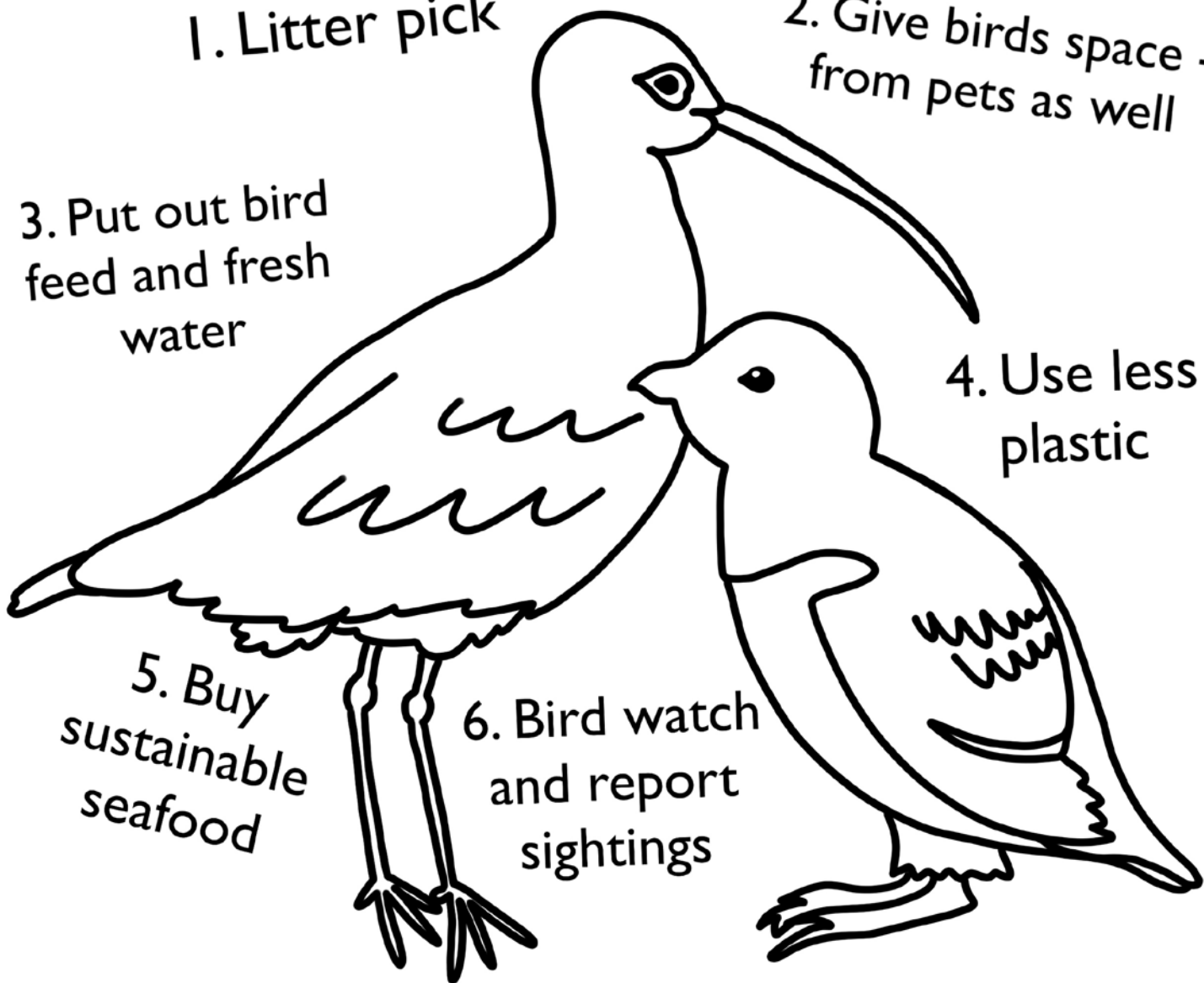
2. Give birds space -  
from pets as well

3. Put out bird  
feed and fresh  
water

4. Use less  
plastic

5. Buy  
sustainable  
seafood

6. Bird watch  
and report  
sightings





## EXTRA

Take a video or picture of you following these poster tips and **SHARE!**

Facebook: **@scottishwildlifetrust**  
and **@LivingSeasScotland**

Twitter: **@ScotWildlife** and **@ScottishSeas**

### PROMOTE:

For more nature-themed activities, visit the Scottish Wildlife Trust's Learning Zone ([scottishwildlifetrust.org.uk/learn](http://scottishwildlifetrust.org.uk/learn)).

To learn more about our junior Wildlife Watch groups, visit [scottishwildlifetrust.org.uk/wildlife-watch](http://scottishwildlifetrust.org.uk/wildlife-watch)

Created in partnership with:



### Supported by:

Yoyo & The Little Auk is part of Scotland's Year of Stories 2022 programme, supported by EventScotland and VisitScotland. The project is also kindly supported by Bòrd na Gàidhlig, Nancie Massey Charitable Trust, Northwood Charitable Trust, Leach Family Charitable Trust, Russell Trust, Verden Sykes Trust, Leisure & Culture Dundee and Glasgow City Council.



### ABOUT SCOTLAND'S YEAR OF STORIES 2022

Led by EventScotland and VisitScotland, the Year of Stories 2022 spotlights, celebrates and promotes the wealth of stories inspired by, written, or created in Scotland. The Year of Stories 2022 will sustain and build upon the momentum of preceding Themed Years, showcasing a nationwide programme of major events and community celebrations. From icons of literature to local tales, Scotland's Year of Stories encourages locals and visitors to experience a diversity of voices, take part in events and explore the places, people, and cultures connected to all forms of our stories, past and present. Scotland's Year of Stories encourages responsible engagement and inclusive participation from the people of Scotland and our visitors.

Join the conversation using **#YS2022** and **#TalesOfScotland**  
[www.visitscotland.com/stories](http://www.visitscotland.com/stories)



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