

Learning Resource



The Adventures of Yoyo

Yoyo & The Wild Blueberry Dumplings

Yoyo & The Wild Blaeberry Dumplings

Early Level Lesson Idea

Watch the animation *Yoyo & The Wild Blaeberry Dumplings*. Listening to the music and narration, guide students through the animated story. Discuss how the music made the class feel. Can they describe the music (*fast, slow, jumpy, smooth* etc.)? Encourage them to link different parts of the story to the music. (i.e. *Did the music go fast when there was lots of movement on the screen?*).

Grandpa Zigzag realises the snails have eaten his potatoes. The rascals! He wanted to make his favourite potato pancakes. Yoyo suggests making something with the fruit they can pick locally and around the allotment. They decide on blaeberry pierogi. They put on their old clothes and wellies for foraging and head to the woods.

Using the real outdoors (if you are lucky to be right by some woods or green/outdoor spaces) or a large space to move like the gym hall or a MUGA pitch, pretend to be wild animals, foraging for fruit in the wild woods. The term 'foraging' may need to be explored further first.

1. Play the classical music extract from this animation clip <https://youtu.be/mkPMIzGI70o> whilst encouraging the children to move like wild animals in the woods, foraging for food. Lead by example and allow the children to fully explore the different ways we can use our bodies to travel, be animal-like, move around the spaces and feel the tempo and beat of the musical piece.
2. Discuss how delicate music may entice us to tip toe, move slowly or even creep. Faster music may encourage us to move quickly, spritely and urgently. Explore how, when we listen to the music and hear it change, we may then change our movements in terms of speed and character.
3. Use the vocabulary from the script to really paint the picture of foraging like a wild animal:
"Snuffles around and sniffs the air."
"Scrambles over fallen trees."
"Crawling through mulchy mess, trickling streams and brambly bushes."
4. Record (with permission) the children moving to the music around the spaces. This can then be further explored back in class on the large digital sharing board to highlight movements, musical changes and exploration.
5. Give the children opportunities to create their own simple routines, where specific movements are repeated to create a sequence of events to tell part of the story. This could be shared with another class or at an assembly to showcase expressive arts learning!

Yoyo & The Wild Blaeberry Dumplings

Prepare a fruit tasting station from what Grandpa Zigzag and Yoyo found when they were foraging – cherries, blaeberrys, brambles, blueberries, strawberries and plums. Discuss how different they each taste. What do they taste like? What could we do with the fruits to make something tasty? Record on clipboards in trios using the worksheet provided in the resource pack.



	TASTES/TEXTURES				
FRUIT	Sweet	Sour	Soft	Crunchy	Juicy
Blaeberries					
Brambles					
Strawberries					
Raspberries					
Plums					
Cherries					

Yoyo & The Wild Blaeberry Dumplings

First Level Lesson Idea

Grandpa Zigzag realises the snails have eaten his potatoes. The rascals! He wanted to make his favourite potato pancakes. Yoyo suggests making something with the fruit they can pick locally and around the allotment. They decide on blaeberry pierogi. They put on their old clothes and wellies for foraging and head to the woods.

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Using the real outdoors (if you are lucky to be right by some woods or green/outdoor spaces) or a large space to move like the gym hall or a MUGA pitch, pretend to be wild animals, foraging for fruit in the wild woods. The term 'foraging' may need to be explored further first.

1. Play the music from the animation <https://youtu.be/mkPMIzGl70o> whilst encouraging the children to move like wild animals in the woods, foraging for food. Lead by example and allow the children to fully explore the different ways we can use our bodies to travel, be animal-like, move around the spaces and feel the tempo and beat of the musical piece.
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3. Use the vocabulary from the script to really paint the picture of foraging like a wild animal:
"Snuffles around and sniffs the air."
"Scrambles over fallen trees."
"Crawling through mulchy mess, trickling streams and brambly bushes."
4. Allow the children to record (with permission) each other moving to the music around the spaces. This can then be further explored back in class to highlight particular movements, musical changes and exploration. Children who are really listening to the music can be identified and discussed and support can be offered to really look for key characteristics.

Yoyo & The Wild Blueberry Dumplings

Make and bake berry pierogi and discuss how this is a fruit variation of polish dumplings. Children can work in trios to follow the recipe card (at home or at school) and enjoy tasting the end result.



Wild Blueberry Pierogi (Pierogi z Jagodami)

Check out this simple recipe for homemade Wild Blueberry Pierogi – in Polish called Pierogi z Jagodami. Jagody means berries and pierogi with berries usually means bilberries – a kind of wild blueberry that can be found in the forests of Poland. They are smaller, darker, and sweeter than normal blueberries - borówka amerykańska as it is called in Polish.

Equipment

Mixing bowls
Fork, spoon
Rolling pin
Cookie cutter
Pot and skimmer
Tea towel

Ingredients

400 g flour
250 ml boiling water
3 tbsp vegetable oil
pinch of salt
500 g blueberries
2 tbsp potato starch
6 tbsp sugar
4 tbsp sour cream

Instructions

1. To make the filling add the blueberries, sugar and potato starch in a bowl and toss to combine.
2. To make the dough sift the flour and salt into a large mixing bowl. Pour in the oil and then the boiling water and stir with a spatula. Cover the bowl with a tea towel and allow the dough to cool a bit for 5 minutes.
3. Turn the dough over a working surface and knead 5-10 minutes, until homogeneous. Depending on the flour used you may need to add a minimal amount of water to get the right consistency. Good pierogi dough should feel soft and elastic to the touch but not sticky. Adjust with either an extra dusting of flour if sticky or by wetting your hands if too dry. Form it into a ball and cover it with an upside-down bowl. Rest 10 minutes..
4. Cut out about 1/3 of the dough and place it on a lightly floured surface. Keep the rest of the dough under the bowl to prevent it from drying out. With a rolling pin roll out the dough until about 2 mm thick. Keep in mind not to flip the rolled-out dough as you want to keep one side stickier with no flour on it.
5. Cut out circles with a cookie cutter or the rim of a glass. If the dough is elastic enough you should be able to further thin it to 1 mm by lightly pulling at it when you take each circle in your hands. However, if your dough is not very elastic, use the rolling pin to roll out each circle individually to thin them to 1 mm.
6. Have one dough circle in the palm of your hand and add about 1 tbsp of filling to it. Close the pierogi in half, pressing the edges of the dough to close it. Watch out for juice leakage. To tighten the seal and give a nice finish, pinch the edges between your fingers. Place your unbaked pierogis on a tray lined with baking paper to prevent them from sticking to the surface they lay on.
7. Cut out another third from the dough ball and knead together with cutouts from the first batch. Roll out and cut out circles, then fill and form pierogi. Repeat until all of the dough is used up.
8. Cook in lightly salted boiling water for 3-5 minutes until they float. Cooking time depends on thickness. Remove from boiling water using a skimmer.
9. Plate the cooked pierogi and top with sour cream and extra sugar, if desired.

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Cross-curricular learning and emergent themes – Early Level

Health and Wellbeing – experiences and outcomes

Social wellbeing

“Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society.” **HWB 0-12a**

Physical wellbeing

“I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health.” **HWB 0-15a**

Planning for choices and change

“In everyday activity and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experience.” **HWB 0-19a**

Expressive Arts – experiences and outcomes

Participation in performances and presentations

“I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people’s presentations/performances.” **EXA 0-01a**

Dance

“I have the opportunity and freedom to choose and explore ways that I can move rhythmically, expressively and playfully.” **EXA 0-08a**

“Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance.” **EXA 0-09a**

“I have the opportunity to enjoy taking part in dance experiences.” **EXA 0-10a**

“I can respond to the experience of dance by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others’ work.” **EXA 0-11a**

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Cross-curricular learning and emergent themes – First Level

Dance experiences and outcomes

Participation in performances and presentations

“I have experienced the energy and excitement of presenting / performing for audiences and being part of an audience for other people’s presentations / performances.” **EXA 1-01a**

“Inspired by a range of stimuli, I can express my ideas, thoughts and feelings through creative work in dance.” **EXA 1-09a**

“I can respond to the experiences of dance by discussing my thoughts and feelings. I can give and accept constructive comment on my own and others’ work.” **EXA 1-11a**

“I enjoy creating, choosing and accepting roles using movement, expression and voice.” **EXA 1-12a**

Music experiences and outcomes

“I can sing and play music from other styles and cultures, showing growing confidence and skill while learning about musical notation and performance directions.” **EXA 1-16a**

“Inspired by a range of stimuli and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities.” **EXA 1-18a**

“I have listened to a range of music and can respond by discussing my thoughts and feelings. I can give and accept constructive comment on my and others’ work.” **EXA 1-19a**

Technologies experiences and outcomes

“I can explore and experiment with digital technologies and can use what I learn to support and enhance my learning in different contexts.” **TCH 1-01a**

Food and textile

“I can use a range of simple food preparation techniques when working with food.” **TCH 1-04a**

“I am developing and using problem solving strategies to meet challenges with a food focus.” **TCH 1-04c**

EXTENDING AND CHALLENGING THE LEARNING...

After hearing such rich language from the script, a literacy lesson on alliteration will encourage the children to deepen their knowledge and understanding of using powerful vocabulary to uplevel their writing skills. Alongside this, the teacher could retell the story of *Little Red Riding Hood and The Big Bad Wolf*. The children could sequence the story (suggested cut, stick and sequence worksheet) and act out the story using props, like Grandpa Zigzag did e.g. plum for his nose, leaves for his ears. Lots of fun and creativity to be explored here using natural items related to the story.

Literacy experiences and outcomes

Writing

"I can convey information, describe events or processes, share my opinions or persuade my reader in different ways." **LIT 1-28a/LIT 1-29a**

"By considering the type of text I am creating, I can select items and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful to others." **LIT 1-26a**

Reading

"I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear." **LIT 1-13a**

"I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others." **LIT 1-06a**

Drama experiences and outcomes

"I enjoy creating, choosing and accepting roles, using movement, expression and voice." **EXA 1-12a**





The Adventures of Yoyo is supported by

Alexander Moncur Trust, Castansa Charitable Trust, Cookie Matheson Charitable Trust, Educational Institute of Scotland (EiS), Evelyn Drysdale Charitable Trust, Gaelic Language Promotion Trust, Hugh Fraser Foundation, Leach Family Trust, Leng Charitable Trust, Lethendy Charitable Trust, McGlashan Charitable Trust, MEB Charitable Trust, Miss Jean R Stirrat's Charitable Trust, Nancie Massey Charitable Trust, P F Charitable Trust, Q Charitable Trust, Radcliffe Trust, R J Larg Family Trust, Scott-Davidson Charitable Trust, Souter Charitable Trust, Stevenston Charitable Trust, Tay Charitable Trust, Tillyloss Trust, Walter Craig Charitable Trust, Walter Scott Giving Group, W M Sword Charitable Trust

