

SCIENCE, TECHNOLOGY, ENGINEERING AND MATHS

ANIMAL SENSES

THESE ACTIVITIES FOLLOW ON FROM THE ANIMAL SENSES WORKSHOP THAT YOU HAVE TAKEN PART IN AT DUMFRIES HOUSE STEM CENTRE. USING WHAT YOU LEARNED ABOUT THE DIFFERENT TYPES OF RUBBISH DURING YOUR VISIT CAN YOU HELP THE REST OF YOUR SCHOOL TO RECYCLE BETTER?

ACTIVITY 1:

CARRY OUT A LITTER SURVEY

You'll need litter pickers or gardening gloves, several bin bags or buckets a pencil and the litter recording sheet on this handout

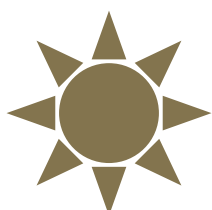
1. Now go and collect in your litter in your bin bags. Wear gloves and be careful with what you're picking up, pour any liquids away and don't handle anything sharp or dangerous like dog poo! That's a job for an adult.
2. As you find litter note it down on the litter recording sheet using tally marks to count how much of each type there is. When you have lots of information collected like this, scientists call it data. Data can be useful for solving a problem.
3. Once all of the litter has been collected note down on your recording sheet whether it could have been reduced, reused or recycled, rather than becoming litter.
4. Figure out how much of the litter you collected could have been reduced, reused or recycled and present your findings to the school or head teacher. Together you may be able to come up with a strategy to reduce reuse or recycle a bit better.
5. Finally recycle or bin your litter, making sure everything ends up in the correct bin.



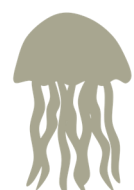
ACTIVITY 2:

OCEAN FOOD CHAINS

A food chain tells us how animals and plants rely on each other as food. If you took part in the Animal Senses lesson then you'll know that sea turtles love to eat jellyfish but what do jellyfish eat? Do some research and use what you find to fill in the gaps in the food chain below.



What animal
or plant is
missing?



SCIENCE, TECHNOLOGY, ENGINEERING AND MATHS USEFUL RESOURCES

TAKE PART IN SOME CITIZEN SCIENCE:

www.zooniverse.org/projects/theplasticide/

HELP SCIENTISTS TRAIN CAMERAS TO IDENTIFY LITTER SO THAT IT CAN BE CLEANED UP MORE EASILY ON THIS ONLINE CITIZEN SCIENCE PROJECT.

CLEAN UP A BEACH NEAR YOU:

www.mcsuk.org/what-you-can-do/join-a-beach-clean/find-a-beach-clean/

EVER YEAR THE MARINE CONSERVATION SOCIETY ORGANISE BEACH CLEANS JUST LIKE SCOUT TO PREVENT LITTER ENDING UP IN OUR OCEANS. WHY NOT SEE IF THERE IS AN EVENT NEAR YOU?

CONTINUE LEARNING WITH SCOUT:

www.the3engineers.com/resources

THE 3 ENGINEERS HAVE CREATED SOME FUN RESOURCES TO GO ALONGSIDE THE ADVENTURES OF SCOUT BOOKS, DOWNLOAD THEM FOR FREE. YOU CAN ALSO GET YOUR HANDS ON A COPY OF THE ADVENTURES OF SCOUT HERE.



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LITTER RECORDING SHEET

HERE IS WHERE YOU CAN WRITE DOWN WHAT KINDS OF LITTER YOU FIND IN YOUR PLAYGROUND OR LOCAL AREA. WRITE DOWN THE KIND OF RUBBISH YOU FIND AND THE USE TALLY MARKS TO KEEP COUNT. FINALLY FIGURE OUT IF YOU CAN AVOID ANY OF THESE ITEMS BECOMING LITTER BY REDUCING HOW MUCH OF THAT ITEM WE BUY AND USE, REUSING THE ITEM (AFTER A CLEAN) AND OR RECYCLING IT INTO THE RECYCLING BIN.

Types of rubbish	How many did I find?	Total	Can it be reduced?	Can it be reused?	Can it be recycled?
Example: KAZOOS		5	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
			Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
			Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
			Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>
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			Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>

HOW MUCH OF THE LITTER YOU PICKED UP COULD REDUCED, REUSED AND RECYCLED TO STOP IT BECOMING LITTER IN THE FIRST PLACE?

HOW MUCH COULD BE REDUCED? _____

HOW MUCH COULD BE REUSED? _____

HOW MUCH COULD BE RECYCLED? _____

