

Activity 1a. Minibeast Hunter



Name.....

Date.....

Minibeast	Tick here if you found this animal	Where did you find it?	How does it move?	Picture
centipede				
millipede				
woodlouse				
ant				
worm				
slug				
Spider				
Ladybird				
snail				
(spaces for other minibeasts)				



How many different kinds of minibeast did you find?



Activity 1b. Minibeast Investigation



Follow your teacher's instructions. Look for all sorts of bugs and insects in the wildflower meadow. See how many DIFFERENT minibeasts you can find.

One of the best ways to start spotting minibeasts is just to watch for a couple of minutes – look for moving plants or spider webs. Then start hunting between the leaves, under the wildflowers, or under stones. If you lift a stone, put it back where you found it, as it probably provides a home for a number of minibeasts. Be very gentle with your minibeasts, and make sure they go back where you found them when you are finished.

Name.....

Date.....

Name of animal (look at identity sheets)
(If you don't know the name or can't find it, make one up that suits it)

Draw your animal

Colour it in

If you like you could
label your drawing with
body parts

- Where was it found (under a leaf, on the ground?).....
- How many legs are there?
- How many body parts or segments can you see?
- Is the body hard or soft?.....



Activity 2a. About Bulbs - what are they?

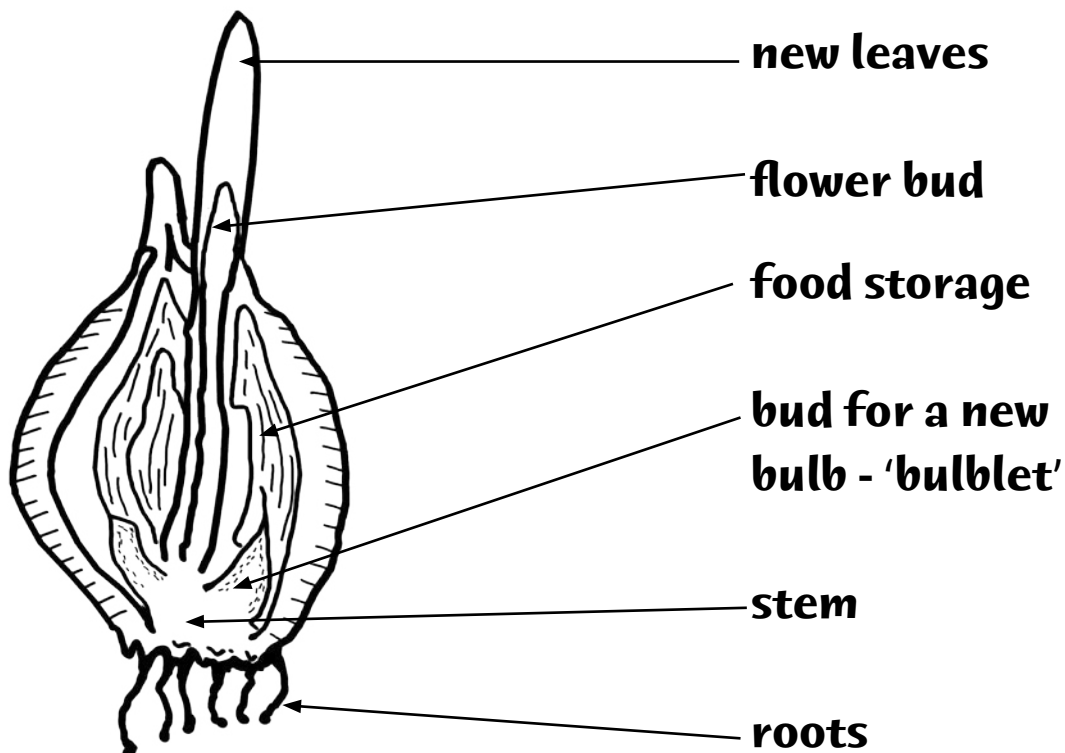


Super storage!

- Bulbs are a squashed, swollen stem or shoot that lives underground, where it is protected from cold winters and dry summers.
- The swollen stem is a food store-cupboard for the plant. It has enough energy to grow even though for many months it has no leaves to make food.

How they grow

- When the temperature rises in spring a green shoot will come out of the bulb. This will turn into the long, strappy leaves of the plant, and then a flower shoot will follow.
- After flowering the plant will set seed - but the leaves will still be making food to store back in the bulb for next spring!
- Bulbs increase in two ways. The flowers make seeds, and the bulbs make little offsets called bulblets, next to the bulb. The bulbs you plant will increase each year until you have a whole host of flowers



With help from your teacher or leader, slice a bulb down the centre. can you see all the bulb parts listed here?



Activity 2b. Bluebells in close-up



Take a close look at the bluebells in Braidburn Valley Park. You might want to use a magnifying glass or a cardboard tube to help you look.

What conditions do they grow in?

Under trees In open grass..... Both.....

How have the bulbs been planted?

- Are they in evenly spaced bunches?
- Are they arranged as evenly spaced individual bulbs?
- Are they in higgledy-piggledy planted bunches?
- Are they planted as higgledy Piggledy individual bulbs.....

Take a closer look at the bulbs

Count the number of leaves on ten different plants. How many are there on each plant?

Plant number	1	2	3	4	5	6	7	8	9	10
Number of leaves										

Add the number of leaves on all of the plants together. Divide this by ten to get the average number of leaves on your bluebell plants (fractions or decimal points are fine).

Total number of leaves Average number of leaves

Take a closer look at the flowers

Count the number of flowers on the same ten plants. How many are there on each plant?

Plant number	1	2	3	4	5	6	7	8	9	10
Number of flowers										

Add the number of flowers on all of your plants together. Divide this by ten to get the average number of flowers on your bluebell plants (fractions and decimal points are fine).

Total number of flowers Average number of flowers

How are the flowers arranged on the stem?

Mostly on one side of the stem

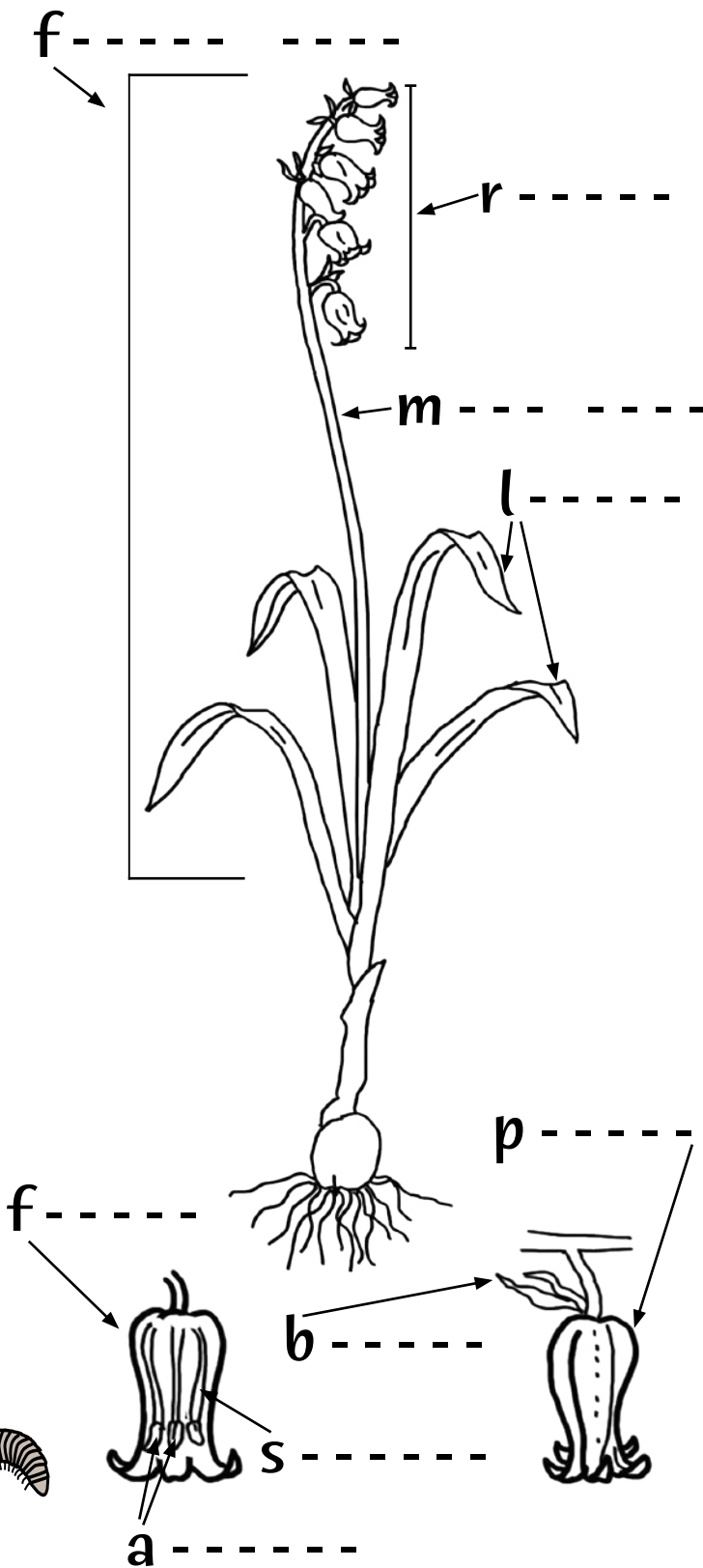
On both sides of the stem



Activity 2c. About bluebells



Look at the bluebell drawing and read the information about it. Can you label the drawing?



Bluebells have few leaves, perhaps 3-6 per bulb. The leaves may be between 20-45cm long. They are upright at first but become floppy and spread across the ground later in the spring. The leaves are smooth and shiny.

The flower spike is usually 20-50cm high, with the flowers arranged in a raceme that droops or nods distinctly to one side. Each raceme usually has between 4 and 16 flowers that are mainly attached to the main stem on one side.

Each flower has two bracts at the base of the flower stalk. The flower stalk is normally 3-10mm long. The flowers hang down to one side of the main stem. The flowers are usually deep violet-blue but paler blue forms (rarely white and very rarely pink) do occur. Each flower is made up of six petals that are fused together at the base to form a narrow straight-sided bell. Flowers are normally 10-28mm in diameter and each petal is usually 14-20mm long. Rolled back petals make the pretty bell shape

Inside, six unequal stamens are attached to the petal bases. The anthers on the stamen are pale cream. The flowers are usually strong and sweetly scented, particularly on warm days.



Activity 2d. Bluebell Wood



Make a colourful spring collage based on your observations of bulbs in Braidburn Valley Park

What to do

Have a good look at the spring displays of bluebell and other bulbs in the park. Fill in the 'Bluebells in close-up' workSheet, so that you know lots about bluebells.

Work in several groups

- One group can make the background - an image of the park with lots of ground for putting bulbs in, and lots of tree trunks for the bluebells to grow under. The other groups can produce lots and lots of flowering bulbs, so that the park is covered. Don't worry about layering bulbs in front of each other. If children make several bulb pictures, they can put the ones they are less pleased with at the back, and the best ones at the front.

What you need

- Large piece of paper
- Art materials - Paints and white paper or coloured paper, glue, scissors, collage materials etc.

Things to think about

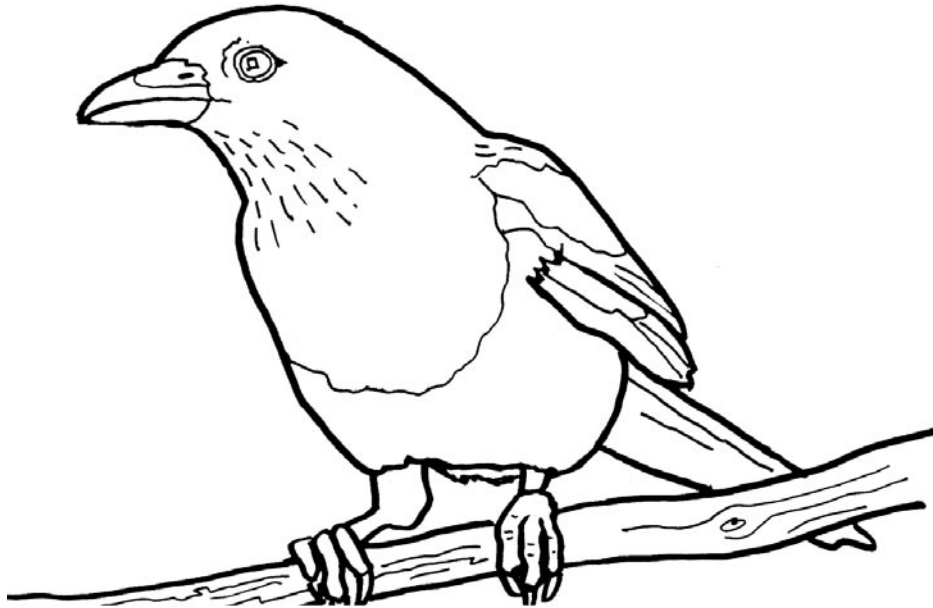
In your collage, how could the background help you show that it's springtime?



Activity 3a.1 Braidburn Valley Birds



Read the paragraph about the bird in the picture and unscramble the words. Put the correct words in the box. Your teacher/leader has a colour key that will help you colour the bird in once you have completed your task.



MSEAGIP are jacks-of-all-trades. They are pest-destroyers, predators and scavengers. Scavenging is what earns this bird the reputation of being a **hifet**. Noisy chattering, black-and-**hiwet** plumage and the long **itla** make them one of the easiest birds to recognise. When you see one close up, its black plumage suddenly becomes colourful, with a purplish-**lebu** iridescent sheen to the wing feathers and a green gloss to the tail. Non-breeding birds will gather together in **socklf**. Their name is a shortened form of 'Margaret's pie' and other local **saenm** include madge, marget, miggy and maggot.

Where do they live and breed?

They are found in many habitats - woodland, farmland, moorland, parks and gardens - though they prefer grassland with thick hedges or scattered trees. They have adapted well to **notw** life and can be seen right into the centres of cities. You can see them all year round in most of Britain, except for the Highlands of **lotacnSd**.

Bird words

When to see them

All year round

What do they eat?

It's an omnivore (eat plant and animal life) and a scavenger.

What do they sound like?

Harsh chattering and chacking calls.

How long do they live?

They live up to 21 years

Length: 44-46cm

Wingspan: 52-60cm

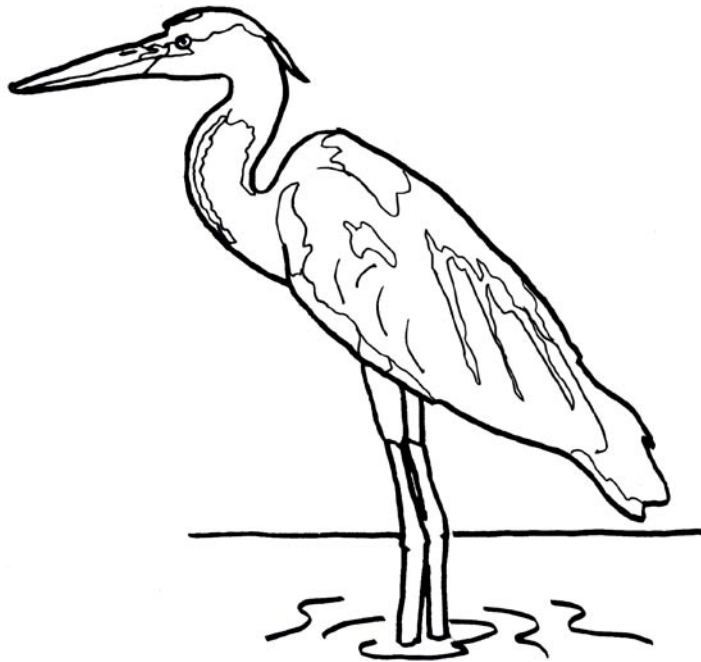
Weight: 180-270g



Activity 3a.2 Braidburn Valley Birds



Read the paragraph about the bird in the picture and unscramble the words. Put the correct words in the box. Your teacher/leader has a colour key that will help you colour the bird in once you have completed your task.



The GREY HERON is the largest onhre in Europe. You might see it standing with its neck stretched out, looking for dofo, or hunched down with its neck bent over its chest. In the air, when its nifylg, it looks like a Pteradactyl from prehistoric times, because of the angle it holds its neck at and its large rounded wings. You will normally find these sdrib on their own, although they may have fairly close neighbours. Like a hunter, it stalks its food, often standing litsl for some considerable time, silently watching fish until the time is right to grab one. It usually feeds close to the nakb of a river or the shore, but may wade out into shallow tvera.

Where do they live and breed?

You'll find it in wetland marshes, gravel pits, reservoirs, lakes, clohs and rivers and estuaries - anywhere where there are plenty of hisf. You will also find it near to estuaries and coastal marshes, especially in Scotland. It will come to gardens with ornamental fishponds and to fish farms.

Bird words



When to see them?

What do they eat?

What do they sound like?

How long do they live?

Length: 90-98cm

Wingspan: 175-195cm

Weight: 1-2kg

All year round.

Mainly fish

A loud 'fraank' call.

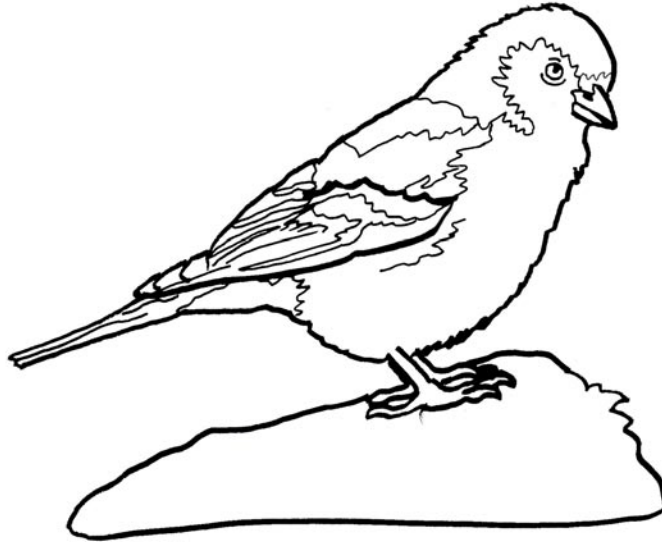
They live up to 25 years



Activity 3a.3 Braidburn Valley Birds



Read the paragraph about the bird in the picture and unscramble the words. Put the correct words in the box. Your teacher/leader has a colour key that will help you colour the bird in once you have completed your task.



The CHAFFINCH is the UK's second most common breeding bird, and is arguably the most colourful of the UK's finches, with blue, **wronb**, black green and **twieh** markings. Its patterned plumage helps it to blend in when feeding on the ground and it becomes most obvious when it **slife**, revealing a flash of **twieh** on the wings and white outer tail feathers. It does not feed openly on bird feeders - it prefers to **pho** about under the **bird betal** or under the hedge. You'll usually reha these birds before you see them, with their loud ngos and varied calls.

Where to see them

Look anywhere with trees and **susbeh**, including coniferous and deciduous woodland, farmland hedgerows, parks and rural and in your own **dareng**.

Bird words

When to see it

All year round

What do they eat?

Insects and seeds.

What does it sound like?

Fast, descending song phrase; 'pink, pink' calls.

Quick facts

They live for up to 14 years

Length: 14.5cm

Wingspan: 24.5-28.5cm

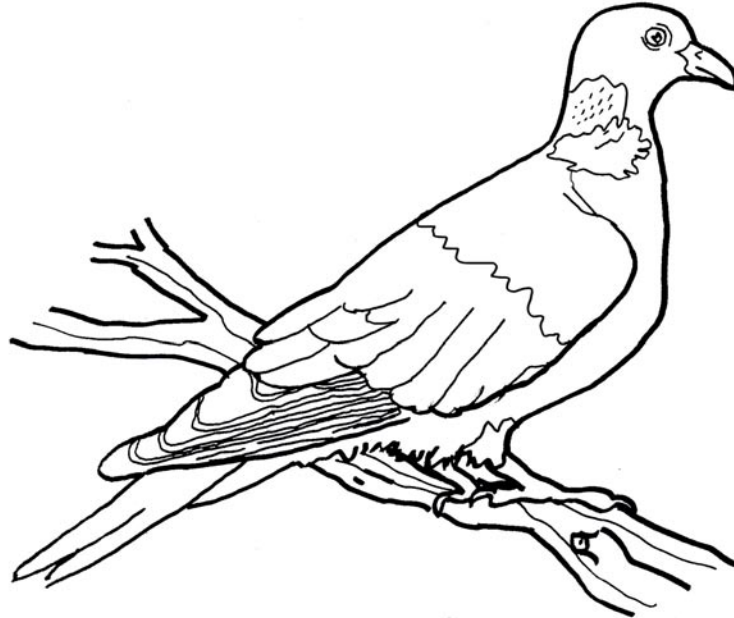
Weight: 18-29g



Activity 3a.4 Braidburn Valley Birds



Read the paragraph about the bird in the picture and unscramble the words. Put the correct words in the box. Your teacher/leader has a colour key that will help you colour the bird in once you have completed your task.



The WOODPIGEON is Britain's largest and most common iepong. It is mostly grey with a white patch on its cekn, almost like a shirt collar. You can also clearly see white patches on its wing as it sifel. It is quite shy in the countryside and is considered a step because it eats crops. But in towns and cities it can be meat and approachable. Its cooing call is a familiar nudos in woodlands as is the loud clatter of its sniwg when it flies away.

Where can I see them?

In the wider countryside it is found on farmland with hedges, dowos and copses. You are quite likely to see a large cofkl of woodpigeons on the fields. In wostn and cities it occupies parks and gardens.

Bird words



When to see them
What do they eat?

All year round
Crops like cabbages, sprouts, peas and grain.
Also buds, shoots, seeds, nuts and berries.

What do they sound like?
How long do they live?

Most common call is 'coo coooo coo cu-cu'
They live for around 10 years



Activity 3b. Bird Watching in Braidburn Valley



Work in pairs or groups. Your teacher or leader will tell you which part of the park to go to. Birdwatching needs patience! The best way to see birds, as it is with all wildlife, is to stand still, keep quiet and just watch.

Name(s)

Date.....

Area of park investigated

How many birds did you see altogether?

How many different kinds of birds did you see?

How many were in the air?

How many were in the grass?

How many were in trees?

Were there birds you could hear but not see?.....

Did you see any of the four birds you learned about in the classroom?

Which ones?

.....

.....



Activity 3c. Bird Feeder Recipe



Make these easy bird feeders and hang them round your school grounds or garden. This activity is not suitable for anyone with nut allergies. Note that birdseed, including peanuts bought for birds, cannot be eaten by humans.

Ingredients

- Vegetable suet or lard
- Seeds
- Nuts
- Dried fruits

You could also add other scraps that birds might eat, like bacon rind or bread crusts.

You also need

- yoghurt pots or other suitable containers – coconut shells are another good idea.
- string
- large mixing bowl
- scissors

Ratio of fat to food

You should mix 1 part of lard/veg suet to 2 parts of seeds/nuts/dried fruit mixture.

Instructions

1. Allow suet to come to room temperature, it should be soft enough to squidge in your (freshly washed!) hands.
2. Put suet/lard in a large mixing bowl
3. Add the food scraps, and mix with your hands until evenly mixed
4. Carefully make a hole in the bottom of the yoghurt pot
5. Cut a piece of string long enough to tie a knot in one end, thread through the yoghurt pot (knot on the inside) and tie to a tree branch or bird table, with the pot dangling.
6. Pack the fat and seed mix into the yoghurt pot.
7. Put the pots into the fridge to cool for at least an hour
8. Hang up with string
9. Enjoy watching your birds!

Consider recording which birds visit each day at a particular time of day (for example at break time).



Activity 3d. Build a Bat Box



As well as being one of the most threatened types of mammal in Britain, bats are also among the most misunderstood. Far from being nasty dangerous animals, they are attractive small, furry insect eaters, which need all the help they can get!

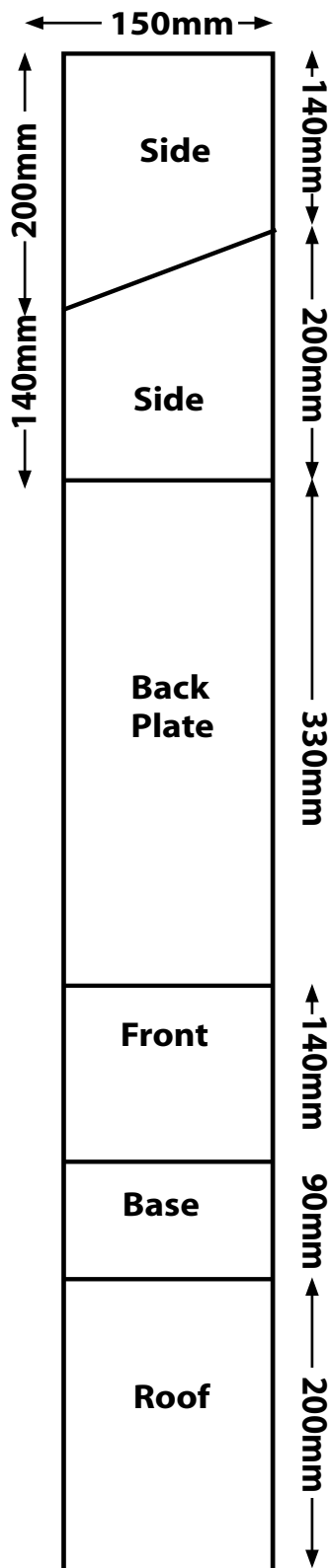
- Bats need a range of roosting sites, including summer daytime roosts, winter hibernation ones and breeding sites. You can help them find a suitable roost by putting up a simple bat box. Look at the drawing to see how to make one.
- Make the box from rough sawn timber to give the bats something to cling to. Make sure the wood is untreated – many wood preservatives can kill bats!
- The best place to position a bat box is on a tree. Place them in groups round three sides of a tree – bats like to move from one box to another during the day and from season to season as temperatures change.
- Put the boxes as high as possible above the ground to avoid predators – some species of bat such as Noctules prefer roosts at least 5 metres off the ground.
- Clear away surrounding branches to give them a clear flight path.
- Boxes can also be located on buildings. A good position is under the eaves to protect them from bad weather.
- Bats can take a while to investigate new premises, but if your box is not occupied within three years, try moving it. You can check if the box is being used by looking for crumbly brown or black droppings on the ground.

IMPORTANT!

It is illegal to disturb any bat when it is roosting, or to kill, injure or handle a bat without a licence. If your bat box is occupied or you find a sick or injured bat, then contact your local wildlife trust or bat group.



Activity 3e. Build a Bat Box diagram



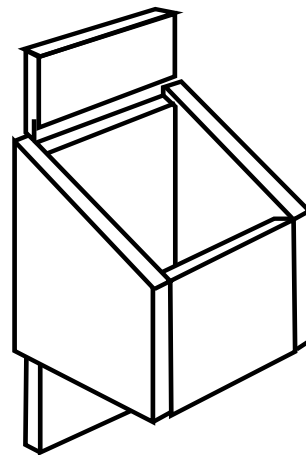
Back plate



50mm

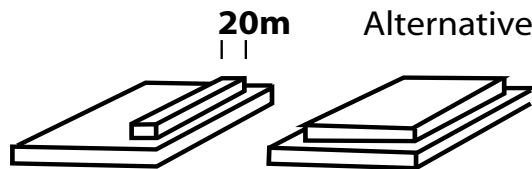
Groove **3mm** deep
28mm wide

Roughened surface

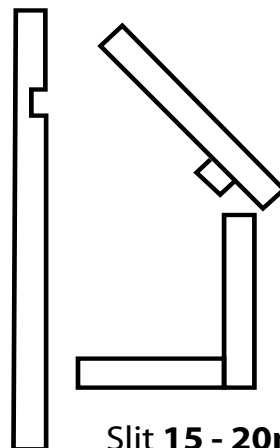


Screw side,
back, front and
base together
to make
draught-proof
finish

Underside of lid



Screw side,
back, front and
base together
to make
draught-proof
finish



Front

Slit 15 - 20mm wide



Activity 4. Butterfly Spotter



There are five basic types of butterflies. Look carefully at the table below.
On a butterfly spotting trip, record any you see in the correct boxes.

Name..... Date.....

Place in Braidburn Valley Park.....

Weather.....

Which butterfly	How many?	Where did you see it? (on a flower, flying from bush to bush, on the ground)
Whites and Yellows (e.g. Large White and Yellow Brimstone)		
Nymphalids (brightly coloured and patterned e.g. Peacock Butterfly)		
Browns (brown with eye-spots e.g. Meadow Brown)		
Blues, Coppers and Hairstreaks (shiny, metallic eg Holly Blue, Small Copper)		
Skippers (usually orange-brown eg Small Skipper)		



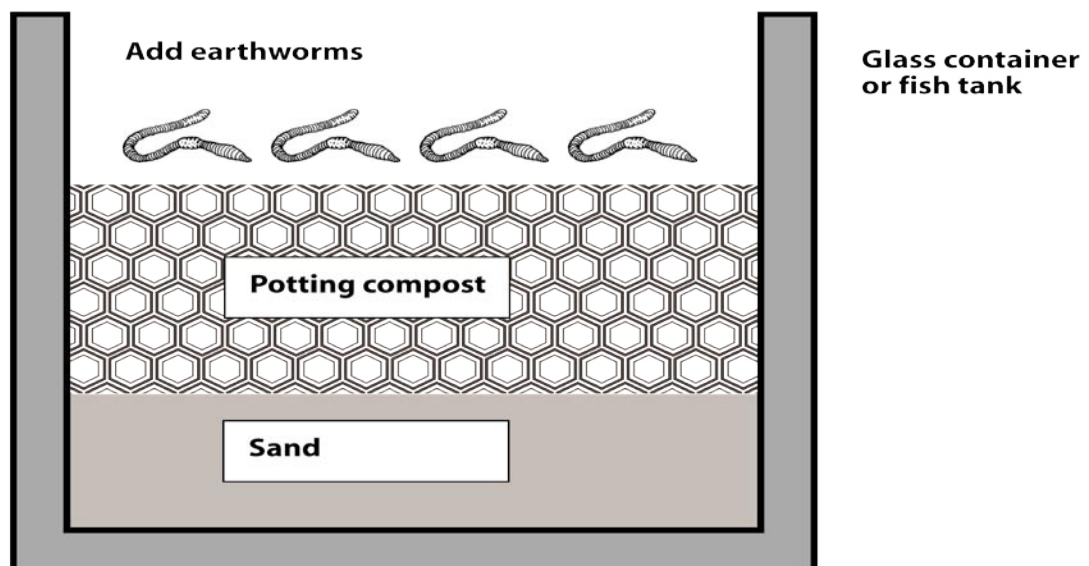
Activity 5. Earthworm Experiment



This experiment will show you just how good earthworms are at doing their job of recycling organic matter into the earth.

1. Use a clear container, like an old fish tank (a small one!) if possible.
2. Fill the bottom half with sand and the top half with moist potting compost. Add some dead leaves for the worms to eat.
3. Add some worms. You can dig these up from your garden or get some from a compost heap
4. It will take five earthworms several months to thoroughly mix 1 litre of sand/soil mix.
5. Make a record of how many worms you put in your pot and how long it takes for them to mix your sand and compost. Make sure you keep the mix moist and that there are enough leaves for them to eat.

When you are finished, you can add your soil mix and the worms to a compost heap, or even just add it to garden soil.



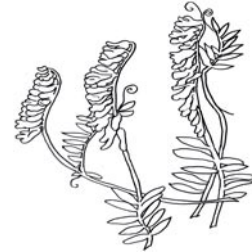
Activity 6a.1 Plant Detective!



Are you a plant detective? Using these clues, how many of these plants can you find? Make a careful drawing of the flower or leaf of each one as when you find it, and write beside it how many plants you can see around you - or take a guess!

Tufted Vetch:

- Bluish flowers grow on one side of the stalk
- Flowers in June, July and August
- A scrambling plant, with tendrils that cling on to other plants
- Narrow pointed leaflets running in pairs up the stalk
- 50cm - 2 metres tall (if it can grow up a tall plant - otherwise it might scramble across smaller plants)



Meadow Cranesbill

- Violet five-petalled flowers are quite broad
- Flowers from June to September
- Flowers have crimson veins, pale centres and hairy stalks
- Ragged looking divided leaves
- 30cm - 75cm tall



Birds-foot Trefoil

- Yellow flowers arranged in fives, looking a bit like orchids, each with a landing pad for bees or other insects
- Flowers from June to September
- Little oval leaflets are arranged in threes at the end of the stalk, with an extra pair further down
- Long skinny seed pods grow in threes, and look a bit like a bird's foot
- 10cm - 40cm tall



Field Scabious

- Lilac-blue flower head looks like a flattened ball of little petals
- Flowers from July to September
- Under the flower head, you'll find little green 'bracts' (like thin leaves), cupping round it
- The upper (dull green) leaves become ragged and divided at the ends, but the lower ones are smoother edged
- 25cm - 1m tall



Yarrow

- Flat white-ish flower heads with many stems that are actually made up of lots of tiny flowers with yellow centres
- Flowers from June to August
- The leaves are dull, long and feathery
- Stems can be woody with fine ribs
- 15cm - 45cm tall



Activity 6a.2 Plant Detective!



Are you a plant detective? Using these clues, how many of these plants can you find? Make a drawing of each one as when you find it, and write beside it how many plants you can see around you - or take a guess!

Common Knapweed

- The flower looks like a thistle with no prickles - a pink fluffy flat top, and a dark knob underneath
- The leaves are 'toothy', with serrated edges
- The stem is hairy and grooved
- Flowers from June to September
- 30 - 60cm tall



Red Campion

- Has masses of pinky-red flowers with divided petals
- The hairy stems are purplish at the top and greener towards the base of the plant
- The largish oval leaves are clustered at the base of the plant and grow in pairs nearer the top of the stems
- Flowers from March to November
- 30cm - 90cm tall



Self Heal

- Flowers are dense round or oblong spikes made up of little purple hood-shaped flowers, with an insect landing-pad at the bottom
- The oval leaves grow on stalks (not straight off the main stem)
- Quite often grows in a 'carpet', with many plants growing together
- Flowers from June to September
- 5cm - 30cm tall



Common Poppy

- Large round papery scarlet flowers with black centres, (also look for brown oblong seed-pods with flat tops)
- Very narrow divided and toothy leaves
- Hairy stems
- Flowers from May to October
- 20cm - 60cm tall



Ribwort Plantain

- Long, dark green flowerhead with brownish stamens (little stalks with pollen on the end) that make it look 'hairy'
- Doesn't look much like a normal flower
- Tall, grooved stem and long, thin, hairy leaves that grow in clusters at the base of the plant
- Flowers from April to August
- 8cm - 45cm tall



Activity 6a.3 Plant Detective!



Use this sheet to make a sketch of the flower and leaf of each plant as you find it. Use the plant descriptions to help you.

Name..... How Many?.....	Name..... How Many?.....
Name..... How Many?.....	Name..... How Many?.....
Name..... How Many?.....	Name..... How Many?.....
Plant..... How Many?.....	Plant..... How Many?.....
Name..... How Many?.....	Name..... How Many?.....

Use the other side of this sheet if you need to.



Activity 6b. Wildflower Word Search



Can you find the wildflower words listed below in the grid?



Birdsfoot Trefoil

Braidburn

Common Knapweed

Common Poppy

Field Scabious

Grass

Leaves

Meadow Cranesbill

Park

Petals

Pollen

Red Campion

Ribwort Plantain

Seed pod

Self Heal

Stem

Tufted Vetch

Wildflowers

Yarrow

Valley



WILDFLOWER MEADOW EDUCATION PACK

Learn about wildflowers and their environment.

FRIENDS OF BRAIDBURN VALLEY PARK

Activity 6c. Wildflower Map



Use this map of Braidburn Valley Park to mark out some of the main areas where wildflowers grow.

There are many more wildflowers in the park than are planted in the three wildflower beds.

What wildflower symbols could you use to help people read your map?

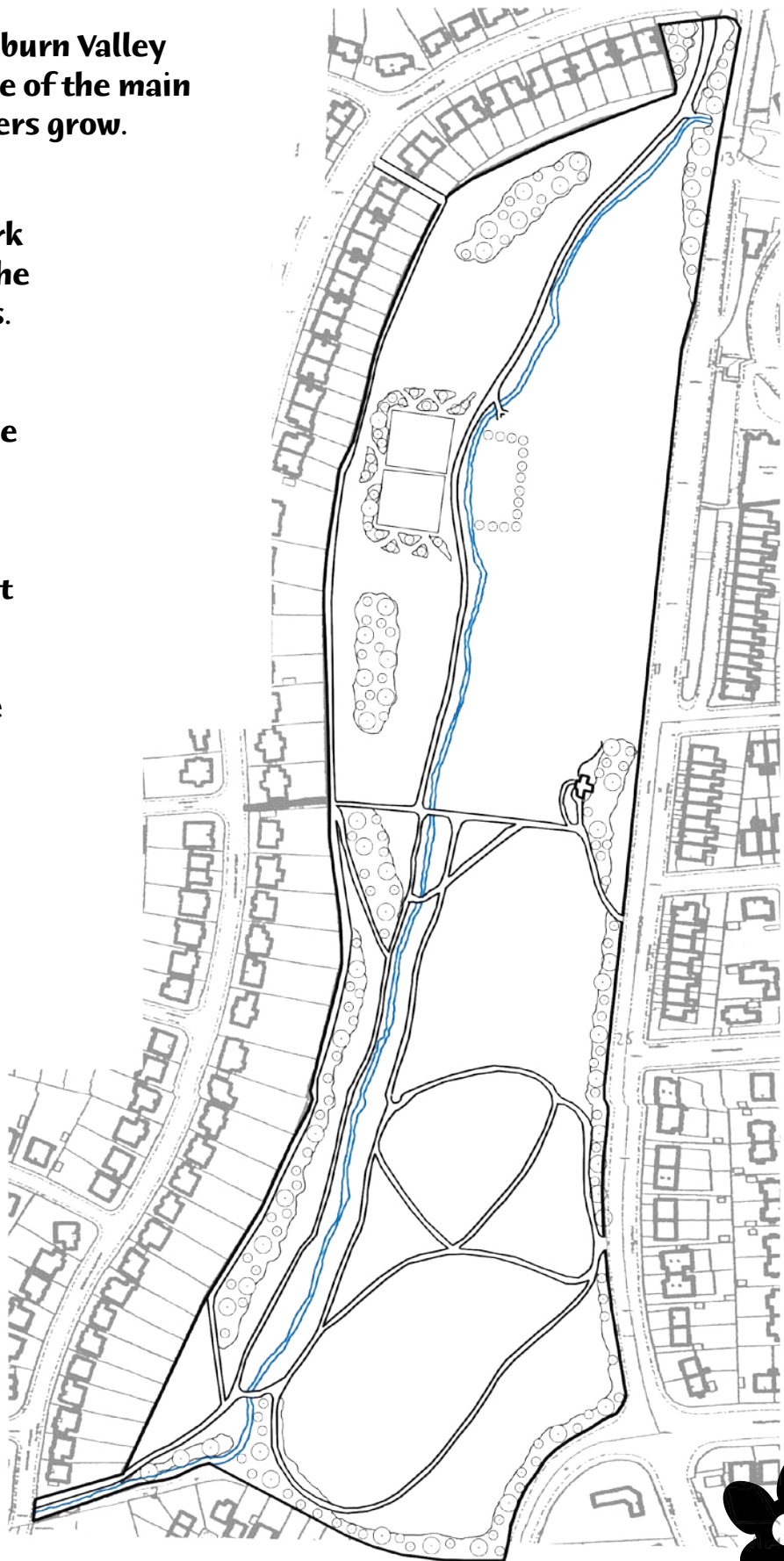
Why do you think that different kinds of wildflowers grow in different areas of the park?

Where do the tallest ones grow?

.....

Where do the smallest ones grow?

.....



Activity 6d. Plant Poetry



Here's a couple of ideas for making poetry about the plants in the wildflower meadow.

Word outline

Choose one of the wildflowers that you have learned about, or choose one that you like. make a simple outline drawing, large enough to fill the page. Make sure the centre is blank.

Cut out one or both of the shapes and fill it with words that describe the leaf or flower.

Or write a series of words or phrases that go round the inside of the flower or leaf, making your own word outline just inside the pen outline. Then you can cut off the pen outline and be left with your own word outline poem.

(supplied - leaf and flower templates)

Wildflower Acrostic

Write a wildflower or meadows acrostic (a poem based on the first letters of a word - so when you read them down the way, they form another word, words or message). It could be about what you see in the Braidburn Valley Park meadow, what you like about a flower, or a minibeast that lives on or beside the flower.

Crinkly leaves

Rough edges

A perfect five-petalled purple flower

Not difficult to spot

Especially when you look on roadside verges

Sometimes by the river bank

But definitely in our wildflower meadow

I hope it keeps growing

Look how it cheers you up

Like the summer.



Activity 6e.1 Plants with a Purpose



Take a bit of time to read about some of the plants in the meadow, and some of their uses.

Common Name: Tufted Vetch
Scientific name: *Vicia cracca*
Other Scots names: cat-peas, wild fetches, wild tare
Uses:

- Tufted vetch makes good food for cows.
- It is also a useful green manure. Green manure is the term used to describe plants that fertilise soil when they are grown and ploughed back into the ground.



Common Name: Meadow Cranesbill
Scientific name: *Geranium pratense*
Other Scots Names: Meadow Crane's Bill
Uses:

- Some cultivars (specially bred forms of the plant) have been grown because they are such pretty plants that people want them in their gardens.



Common Name: Birds Foot Trefoil
Scientific Name: *Lotus corniculatus*
Other Scots names: Bird's-foot-trefoil, Bloom-Fell or Fell-Bloom, Bacon and eggs, Catcluke Catscluke, Catten Clover, Cockies an' hennies, Craw's taes, Horse yakkels, Kattaklu Knifes an' forks, Shamrock

- Uses:**
- This plant is poisonous if eaten, but the flowers can be used to make a yellow/orange dye.
 - It is also a useful green manure, like Tufted Vetch.



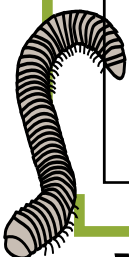
Common Name: Field Scabious
Scientific Name: *Knautia arvensis*
Other Scots Names: Blue bonnet
Uses:

- The word 'scabious' is supposed to be connected with the word 'scab'. An ointment can be made from the plant to treat skin problems, such as scabs, sores, ulcers and dandruff.
- It was also used to treat fever, coughs, pleurisy, breathlessness and other breathing problems - even a stich in the side!



Common Name: Common Poppy
Scientific name: *Papaver rhoeas*
Other Scots names: Corn Poppy, Red Poppy
Uses:

- A syrup of the flowers was used as a mild soporific / narcotic.
- The juice of the red poppy was allegedly put into children's food to help them to sleep and in South Uist, the flowers were an ingredient in a teething mixture for toddlers.
- Roots of wild poppies and other wild flowers were added to the water when washing newly washed linen, which was meant to make the cleaning more effective.
- The seeds of poppies are used in cooking
- Poppies tend to grow where the earth has been churned up - in summer, look for fields that have been ploughed.
- Poppies have become used for Remembrance day on November 11th, because they grew on the Battlefields in World War I.



Activity 6e.2 Plants with a Purpose



Common Name: Yarrow
Scientific Name: *Achillea millefolium*
Other Scots names: mil-foil, stanch girs
Uses:

- The plant gets its name from the Greek warrior Achilles, who is supposed to have discovered the plant's power of stopping blood flow.
- Yarrow has been used to make beer and tea.
- It can be used to produce a pale yellow dye.
- According to folklore, yarrow cures almost anything - rubbing it on the head cures baldness, chewing cures toothache. It can also treat coughs, colds, bruises and stomach illnesses, and is part of a cure for consumption (tuberculosis in the lungs).
- Folklore also says that young women who wanted to know the name of their true love could cut yarrow in the moonlight with a black-handled knife, saying a charm, such as,
*Good-morrow, good morrow, fair yarrow, And thrice good-morrow to thee:
Come, tell me before tomorrow, Who my true love shall be.*
She would keep silent from the moment she cut the yarrow, so as not to break the charm, take it home in her right stocking, put it under her pillow and sleep on it.



Common Name: Common Knapweed
Scientific name: *Centaurea nigra*
Other Scots names: Horse- Knots, tassels, horse knot
Uses:

- Knapweed could be used to make yellow, bright green and rich dark brown dyes.



Common Name: Red Campion
Scientific Name: *Silene dioica*
Other Scots Names: 'The Englishman's Flora' by Geoffrey Grigson lists Scots names as Bullseye and Cancer.

- Uses:**
- Some cultivars of this plant have been grown for their ornamental value in gardens.
 - The root has been used as a soap substitute, especially for clothes washing. The 'soap' is made by simmering the root in hot water.
 - The crushed seeds have been said to be to cure snake bites



Common Name: Self Heal
Scientific Name: *Prunella vulgaris*
Other Scots names: Heart o' the Earth, Prince's Feather
Uses:

- Self Heal can be made into a syrup, which is said to treat sore throats.
- It has been used as a gargle for mouth ulcers, an infusion for internal bleeding, a compress for piles and wounds, and to remove obstructions of the spleen, liver and kidney.



Common Name: Ribwort Plantain
Scientific Name: *Plantago lanceolata*
Other Scots names: Curl doddy, Carl Doddies, Fechtors (fighters)
Uses:

- Ribwort Plantain is considered a great healer. It was pounded into a pulp to make a poultice for wounds, swellings or sores. It could also be added to ointments.
- Some people believed it could help to tell the future. Two lovers would pick a flower, remove the florets and place them under a flat stone. If the plants grew more florets before the ones under the stone withered, it meant the couple would marry.
- It is valued as a nutritious pasture crop.
- Very young leaves can be eaten, but are quite bitter and fibrous.
- Gold and brown dyes can be obtained from the whole plant.



Activity 6e.3 Plants with a Purpose



Once you have read the Plants with a Purpose sheets, make a table with the plant names down one side and the different kinds of uses along the top. You can copy the table we have made below, make an artistic version, or make one on a computer. Make your table more decorated than this one, or use pictures, if you like.

For each plant, make a note of the number of uses in each column. use the plant use list above, as well as the internet and reference books to help you. For example, if you think Tufted Vetch has two 'Agricultural/farming' uses, put a two in the correct part of the table, like in our example above. Carry on until you have been through all the uses that are listed, and you have filled in as many of the boxes in the table as you can.

	Agriculture And Farming	Prophecy	Medicine and Skin Treatments	Food	Dyes and Other Household Uses	Other Uses
Tufted Vetch	2					
Meadow Cranesbill						
Birdsfoot Trefoil						
Field Scabious						
Yarrow						
Common Knapweed						
Red Campion						
Self Heal						
Common Poppy						
Ribwort Plantain						



Activity 6f.1 Plant identification



Wildflower Variations

Wild flowers are different colours and shapes for a reason. They use colour, shape scent and nectar to attract different insect pollinators. This is why you can see so many different kinds of wildflower in the Braidburn Valley Park wildflower meadow.

Looking at shapes and colours

For this activity, you don't need to be able to identify all the wildflowers you see. Instead, you will be investigating how many different kinds of wildflower there are, and taking the first steps to recognising different groups of wildflowers.

What you need:

- Wildflower recording chart
- Pencils and Paper

What to do:

- At the Braidburn Valley park wildflower meadow, record the different flower colours that you see (from white, yellow, orange, red, pink, purple, blue, green) - by ticking or numbering them on a sheet
- There are many ways to group flowers, but the following simplification of groups could be used to record flower shape:
 - Four petals
 - Five petals
 - Six petals
 - Lipped flowers (i.e. flowers that have a little 'landing pad' for flying insects to land on and crawl into the flower)
 - Bell shape
 - Tube shape
 - Umbellifer (ie like an umbrella, flat heads of small flowers)
 - Composite (i.e. flowers with centres like a daisy or dandelion-like flowers).



Activity 6f.2 Plant identification



Use the chart below to classify flowers in the meadow by colour and shape: Put a tick or numbr in the correct box to show how many different plants you see. (i.e. if you see thee different yellow flowers with five petals, put a three in the right place)

Name.....

Date.....

Colour	white	yellow	orange	red	pink	purple	blue	green	How many are scented?	Insects on the flower? Eg bee, fly, ant
Shape										
4 petal										
5 petal										
6 petal										
Lipped										
Bell										
Tube										
Composite										
Umbellifer										

Things to discuss

- Which colour / shape is the most common?
- Which is the most abundant flower?
- Which is the least abundant?
- Do any of the flowers smell?
- How many insects did you see while you were investigating?
- What kind of insects did you see?

Use a good field guide if you want to do more identification, e.g. R. Fitter, A. Fitter and M. Blamey : *The Wildflowers of Britain and Northern Europe* (Collins).



Activity 6g.1 Plant Dye Paint



How do you make dyes?

Making dyes from common plants is an ancient practice. It is how we first made paint and cloth of different colours. This experiment turns the ingredients into watery paints. Adding a mordant (fixative) would make the colours permanent for use with cloth.

Dye sources: Use some or all of the following

- strongly coloured petals, like poppy petals or marigold or any that you'd like to try
- onion skins
- ribwort plantain
- beetroot
- spinach or kale
- walnuts in the shell
- acorns
- bluebells
- blackberries
- experiment with - other berries or some of the plants in the meadow

You also need:

- Cooking pots and non-metal stirring implements
- paint brushes, paint pots or trays and paper

Collect a few handfuls of one of the dye sources. Put this in a pot and cover it with some water (try 1 pint/500ml, depending on how strong you want the colour to be).

Bring the contents to the boil and simmer for around half an hour, stirring occasionally using a wooden or plastic spoon, or a stick - but NOT a metal spoon). Do this for each of the dye sources. If you have the facilities, you can do a few colours at a time, working in groups.

Let the paints cool, divide them into pots for the class or group to use to make paintings. For a smoother, more professional finish, you could add gum Arabic (from an art shop) to the colours.



Activity 6g.2 Plant Dye Paint



More about natural dyes

- Discuss the ingredients and whether you would have expected them to make the colour they did.
- What do they paints smell like? Can you identify the ingredients from the smell?

You might want to make a chart as follows, so you can discuss your results. Make as many rows as you have ingredients

Dye Source	expected colour	actual colour	Description of smell	Other notes
Birds-foot Trefoil flowers	yellow			



Activity 6h.1 Pressing and Drying



Pressing Wildflowers

You can buy a flower press ready-made, or you can make your own, using books.

You need

- Flowers
- Several heavy books. (You can use out-of-date telephone directories or any heavy books like encyclopedias).
- Paper Towels
- A warm dry room to make your press
- Table or cupboard
- Cardboard or newspaper

What to do

1. Arrange the flowers and leaves carefully on the sheets of paper towel. Give each flower enough room, and remember it will press dry just as you have arranged it.
2. Start with a piece of cardboard or four layers of folded newspaper on a flat, hard surface. Lay a paper towel down, then place the flowers on top of it. Put another sheet of paper towel and then cardboard or folded newspaper on top of it - like a flower sandwich.
3. Go on adding layers of flowers between paper towels and cardboard or newspaper until you have a stack no more than 6 inches high. Finish with a cardboard or newspaper layer.
4. Carefully place the heavy books on top of the stack.
5. Leave the flowers alone for two weeks. Then peel the paper back gently and check that the flowers are flat and dried. If they are not, leave them for another week.



Activity 6h.2 Pressing and Drying



Drying Wildflowers

Drying flowers can be even better than pressing. It keeps their shape as well as their colour, and in some cases dried flowers are hard to tell from fresh ones. Members of the daisy family, like daisies, thistles and dandelions all dry well. Pick the flowers just before they are in full bloom. Don't pick any flowers that are fading or withering, unless of course you wait until they go to seed. Poppies, Teasel, and many other seed heads look very attractive dried, as do grasses.

Air-Drying Wildflowers

What you need

- Rubber bands
- Dry airy place to hang the flowers

What to do

1. Tie the flowers into a bunch with a rubber band. Don't put more than 8-10 stems into each bunch.
2. Hang them upside-down in a dry, airy place for a few weeks. A linen cupboard is ideal because you can hang them easily, but anywhere dry will be fine.

Drying More Delicate Flowers

Some flowers lose some of their shape and colour if they are just air-dried. This method uses a mixture of cornmeal (polenta flour) and borax, which you can buy from a chemist. This way preserves leaves better too.

What you need

- Shoe box
- Borax (available from large chemists and some ironmongers)
- Cornmeal (polenta flour - available in supermarkets and delicatessens)
- Flowers
- Paintbrush

What to do

1. Find a box, like a shoe box, which is large enough to hold the flowers easily.
2. Mix equal parts of borax and cornmeal together, enough to half fill the box. Pour some of the mixture into the box to make a layer one inch deep.
3. Cut the flower stems so they fit into the box and carefully arrange the flowers on top of the mixture without overlapping each other. Gently sprinkle some more of the mixture over the flowers until they are covered by a layer about one inch deep.
4. After a week, gently take the flowers from the box and dust off the drying mixture with an artist's paintbrush.



Activity 6h.3 Pressing and Drying



Here are some ideas for art activities. Can you think of any more?

Wildflower drawings

Outline drawings of the plants featured in this section are supplied. These should be used in conjunction with a plant identification book, or taken out to the meadow where the relevant plant can be found. Drawings and paintings of the wildflowers can, of course, be made from scratch.

Wildflower collage

Use tissue paper, painted paper, cut out pictures from magazines to create a colourful wildflower meadow – work alone, in small groups, or as a large group to create a giant meadow.

Wildflower Jungle

Make 3d wildflowers using wire, pipecleaners and tissue paper. Set the flowers in to a cardboard box, plasticene, or anything you can find that will help the flowers to 'stand up'. Make sure your jungle is full of minibeasts – use eggboxes, buttons, pipecleaners and scraps of fabric to make minibeasts, such as beetles, spiders, worms, centipedes, millipedes, butterflies and moths who live, wander and fly through your wildflower jungle.

Luminous Poppies

Use thin wire to twist into the 'frame' of a poppy and stem. Cut petal shapes slightly larger than the wire frame. Cover the tissue in PVA glue and use it to cover the frame, folding it over the wire edges. The glue and tissue paper will dry together to form a delicate crisp petal. Cut out a black circle and glue it to the centre of the poppy. You can add leaves if you like. Or leave out the stem and use thread to hang the poppies in front of a window, and they will gently glow in the daylight.

Wildflower stained glass windows

Use black paper and coloured tissue to create 'stained-glass' wildflower windows. Choose one or more of the flowers in the meadow, take a sheet of black card and cut out petal, stem and leaf shapes. Glue coloured tissue on one side (the back). Once they've dried, hang them up against a window. The tissue petals, stem and leaves will glow in the sunlight. Look at real examples of stained glass to give you some ideas.



Activity 7a.1 Wild Food Recipes



Nettle Soup

Season: spring/summer

It takes a while to pick the 500g/½ lb nettle tops needed for this recipe. Make sure you wear rubber gloves when handling nettles, but the sting disappears when they are cooked. Don't pick brown or damaged leaves, or leaves in areas where dogs have been. In Braidburn Valley Park, nettles are abundant beside the burn itself. This quantity is fine for just a taste. Multiply the quantities for more.

Ingredients

- 50g (2 oz) butter or margarine
- 1 - 2 medium onions
- 250g (½ lb) young nettles - the tops of nettle plants
- 500g (1 lb) potatoes, peeled and chopped (If you are not using a blender chop up the potatoes up to roughly the size you would like to eat in your soup)
- 1½ pts (700ml) vegetable stock (or chicken if you like)
- Salt and pepper to taste
- 4 tablespoons sour cream or natural yoghurt to serve

You also need

- Rubber gloves and a clean bag for picking and handling the nettles
- A sharp knife for chopping
- A chopping board
- 2 good sized pots
- A wooden spoon for stirring

A blender can be used for a smooth creamy soup. It doesn't matter if you don't have one, or prefer a chunky soup. You could also use a potato masher. Be VERY careful when blending or mashing hot soup, as splashes of hot soup stick to you and burn. The best thing to do is to leave it to cool a bit first.

Method

1. First, gloves on and pick the nettles! Pick only the new young tops.
2. Wash your hands.
3. Carefully and thoroughly wash the nettle tops. Chop them roughly if you are using a blender, or finely if you are making a chunky or mashed soup.
4. Peel and chop the potatoes and cook them for ten minutes in salted water.
5. Over a gentle heat, melt the butter in a clean pot. Add the onions and cook them until they become translucent - this should take a few minutes.
6. Add the chopped nettles and cook them for another few minutes.
7. Add the potatoes and the stock. Bring everything to the boil and simmer for five to ten minutes, until everything is soft.
8. Cool slightly. Purée in a blender, or mash, or leave the soup chunky.
9. Add seasoning to taste.

To serve

Carefully float a spoonful of sour cream or natural yoghurt on the top of the bowl of soup.



Activity 7a.2 Wild Food Recipes



Apple & Bramble Crumble

Season: autumn/winter

You should be able to find a few apples in the park in autumn, and brambles are common too. Watch out for thorns when you pick the brambles. Make sure you wash the brambles thoroughly and take out any stalks or other bits of bramble plant you find. This quantity serves 4-6 adults, so multiply the quantities for more.

Ingredients

Crumble:

- 300g/10 ½ oz plain flour
- 175g/6oz unrefined brown sugar
- 200g/7oz butter, cubed at room temperature
- Knob of butter for greasing

Filling:

- 1lb/450g apples and brambles. Use any mixture of the two to make up the quantities, but you may find that more apples than brambles makes a sweeter crumble.
- 50g/2oz unrefined brown sugar
- 1 tbsp plain flour
- 1 pinch of ground cinnamon

You also need

- A 24cm/9 inch ovenproof dish
- A chopping board and knife
- A bowl for mixing the crumble
- A bowl for mixing the fruit
- Oven gloves

Method

1. Wash your hands (and nails) very carefully as you will be using your fingers to make the crumble.
2. Preheat the oven to 180C/350F/Gas 4
3. To make the crumble, place the flour and sugar in a large bowl and mix well. Taking a few cubes of butter at a time and rub these into the flour mixture using your fingers. Keep rubbing until the mixture resembles breadcrumbs
4. To make the filling, place the apples in a large bowl and sprinkle over the sugar, flour and cinnamon. Stir well. Add the brambles and stir very carefully, so that the fruit is not broken up.
5. Butter a 24cm/9in ovenproof dish. Spoon the fruit mixture into the bottom, then sprinkle the crumble mixture on top.
6. Bake in the oven for 40-45 minutes until the crumble is browned and the fruit mixture bubbling.

To serve

Serve hot or cold with cream, ice cream or custard.



Activity 7a.3 Wild Food Recipes



Elderflower Cordial

Season: early summer

Elder trees are beautiful in June when their creamy white flowers are in full bloom. Elderflowers make a tasty, slightly perfumed drink. You can freeze leftover cordial (if you have any!), and take it out in the winter to remind you of sunny summer days.

Ingredients

- 30 large clusters of elderflowers
- 1 large lemons
- 2 tsp of citric acid (ask at your chemist)
- 1.5 kg (3.5 lbs) of white sugar
- 1.5 ltr (2.5 pints) boiling water

You will also need

- A kettle
- Milton fluid or tablets to sterilise the bucket and bottles
- A large, sterilised bowl or clean/new bucket
- A fine sieve or muslin to strain the mixture
- A clean tea towel
- A wooden spoon
- Sterilised screw top bottles

Method

1. Wash your hands.
2. Boil a kettle for the water.
3. Very gently wash the flowerheads, to make sure there are no insects or dirt in amongst the petals
4. Wash the lemons and thinly slice them.
5. Put the sugar in the bowl/bucket. Add the citric acid.
6. Pour over the boiling water and stir until the sugar and citric acid has dissolved.
7. Add the lemons and flower heads. Stir gently but well.
8. If any scum forms, skim it off.
9. Cover with a clean tea towel.
10. Let the cordial stand in a cool place for at least two days and up to three or four days for a stonger mix. Stir occasionally.
11. Strain though a fine sieve or through muslin and decant into sterile screw topped bottles. Refrigerate.

To serve

Dilute to taste.



Activity 7a.4 Wild Food Recipes



Raspberry Sorbet

Season: summer

Raspberries can be found in the Braidburn Valley Park in July. If you can get enough back to a kitchen without eating them all first, this is an easy recipe for sorbet.

Ingredients

- 1 cup of water
- 1 cup of white sugar
- 1 cup raspberries (you can also use frozen raspberries out of season)
- 1 tsp of lemon juice

You will also need

- Microwave oven
- Glass (pyrex) or microwave-proof bowl. It should be large, but has to fit in your microwave.
- Food processor or blender
- Wooden spoon
- Tub suitable for freezing (an old ice-cream tub is ideal)

Method

1. Wash your hands.
2. Carefully and gently wash the raspberries, ensuring that there are no insects or bits in them.
3. Combine the water and sugar in the large bowl.
4. Microwave sugar and water mix for 7 minutes, stirring halfway through.
5. Blitz the raspberries in a food processor. Try to make them quite smooth.
6. Add the raspberries to the sugar and water mixture.
7. Squirt in the lemon juice.
8. Stir, mixing thoroughly. Allow to cool.
9. Put into a four cup or larger plastic tub and put into the freezer.
10. Stir every half-hour, to fluff up the mixture.
11. In a shallow dish, the sorbet will take about two hours to set. It will take a bit longer in a deeper dish.

To serve

Serve with cream or ice cream. This combination goes well with shortbread too.



Activity 7a.5 Wild Food Recipes



Dandelion Salad

Season: best in spring and summer

There are many ways to use dandelions - as a tonic, in wine, as a salad leave or vegetable, as fritters and more.

- All parts of the dandelion are edible, but the bitter milk in the flower stems doesn't taste very nice!
- Dandelions should also only be eaten in small quantities as they are a diuretic (they make you go to the loo lots!).
- They were imported to America as food, and they grow so aggressively, they have become a weed there too.
- They are very good for you. They are high in magnesium, calcium, potassium, and Vitamins A and C.

Make sure they come from somewhere clean - no dogs, chemicals or car pollution. Don't pick brown, bug-eaten or damaged leaves.

Ingredients

- 2 cups dandelion leaves
- 4 cups other lettuce leaves (use romaine, or a bag of mixed salad for good results)
- 2 cups diced tomatoes
- ½cup chopped chives
- 1 cup chopped dandelion flowers

Dressing

- ¼ cup olive oil
- 1 tablespoon Balsamic vinegar
- 2 tsp lime juice

You also need

- A chopping board and knife
- A large bowl
- A jug to mix the salad dressing

Method

1. Wash and dry the salad and dandelion leaves. Be especially careful to clean the dandelion leaves.
2. Tear into bite size pieces.
3. Place greens, tomatoes and chives in a large pretty bowl and toss well.
4. Add the dressing and garnish with the chive and dandelion flowers.

To serve

Seve as you would any salad - as an appetiser, or with a main meal.



Activity 7a.6 Wild Food Recipes



Dandelion Coffee

Season: all year

This isn't really coffee, but it's an interesting hot drink that's easy to make once you've dug the dandelion roots.

Choose a place to dig dandelions that is clean, chemical, dog and pollution-free. Another good tip is to dig where the plants have had plenty of water - the taproot will be fat and relatively short. If you're digging in a dry area, the root will be long and thin and much harder to harvest.

Ingredients

- Dandelion roots

You also need

- A trowel to dig the roots
- A good vegetable scrubbing brush
- Knife and chopping board
- Baking tray

Method

1. Scrub the roots well and trim away broken ends and hair roots.
2. Place in a shallow baking tray
3. Bake at 250 - 275 degrees °F (120 - 135 °C) until lightly browned and dried out. Do not allow them to burn!
4. Cool and grate, grind or put them in a cloth and crush with a hammer!
5. Pour a cup of boiling water over a scant tablespoon of the crushed root. Let it sit for a few minutes, then strain.
6. Add honey, sugar and/or lemon to taste.

Wild food comparisons

Make a few of the Wild Food recipes

Combine using a few of these recipes with a taste test chart, so that children can identify their favourite wild foods. Or the class could vote for their favourite food.

Roger Phillips, Wild Food (Natural History Photographic Guides) Pan (1983)

Richard Mabey, Food for Free by Collins; New Ed edition (2001)

Raymond Mears, Wild Food Hodder & Stoughton Ltd (6 Sep 2007)



Activity 7b. Wild Food Recipe Review



Use this table to write down what you thought of some of the wild foods.

Food prepared?	What were the wild ingredients?	What did it taste like?	Marks out of ten	Would you make it again?

You could also try writing down your own illustrated version of the recipe, with a picture of the food that you made.



Activity 7c. Wild Food Questionnaire



What do other people know about wild foods? Try asking other members of your family, or people in Braidburn Valley Park what they know about wild foods. For each person, find out the following details.

Name..... Date.....

Person interviewed.....

Have you ever gathered food from the wild? Yes..... No.....

If not,
Did you know that you could gather wild food? Yes..... No.....

Which wild foods (fruits, leaves, vegetables) do you know about and where do/did you find them?

Wild Food	Place it is/was found

Things to discuss in the classroom

- Do many people know about wild foods?
- Do older or younger people know more about wild foods?
- Why do you think this is?
- Did you discover any new wild foods?



Activity 8a.1 Habitat Hunting



Habitat survey. Follow your teacher's directions, and then complete this survey.

Name..... Date.....

Which area of the park are you surveying?.....

Month..... Time of day.....

What kind of plants grow in your area of the park? Circle your answer(s)

Short grasses long grasses shrubs trees wildflowers

Can you name any of the plants?

.....

Which type of plant is there the most of in your habitat?.....

Is it light or shady amongst the plants? Circle your answer Light shady

What is the water source in the area you are surveying? Circle your answer

the burn water on leaves or grass puddles

water in the ground (damp ground) it is very dry here

Stay very quiet and watch for a while. You may have to be quite patient, and you may have to look more closely at the plants in your habitat. Can you see any signs of insects, animals or birds? If you see anything what is it? (for example insects or birds, or you could name anything you know, like a beetle or spider)

.....

If you see anything, what do you think they are doing? Circle your answer

eating hunting for food roaming its territory resting or sleeping

Is the place you have been surveying a popular habitat? Circle your answer Yes No

Your answer may depend on the time of day you are surveying. For example, you may find that there are more animals in the evening, or that you have not been quiet and patient enough. This is a survey that you can carry out more than once, and you will always get a slightly different answer! It's a bit like surveying who's in your house or street at different times of day.



Activity 8a.2 Habitat Map



Transfer the answers from 'Habitat Hunting' to this summary sheet.

Name of habitat

Water sources

Food sources

Shelter sources

Space to roam (poor or good)

Main plants

Animals seen



To make a habitat map

You can take the answers of the whole group or class from the summary sheets and make a habitat map from these.

The large map should have a title, which says the time of day and time of year it was surveyed (you can do more than one survey at different times, and see how things change and compare).

Colour in the large map and decorate it with illustrations or 'finds' from each habitat. These should go in the right place on the map.

Cut out the summary box and either either stick it to the map in the right place, or at the side of the map, closest to the right place, and perhaps joined with a piece of string or arrow.

- Which habitat had the most animals at the time of your visit (most 'species rich')?
- Why do you think that was? Think in terms of the four requirements – food water shelter and space.
- Which habitat had the least animals at the time of you visit?
- Why do you think that was?
- What would you find at different times of year?



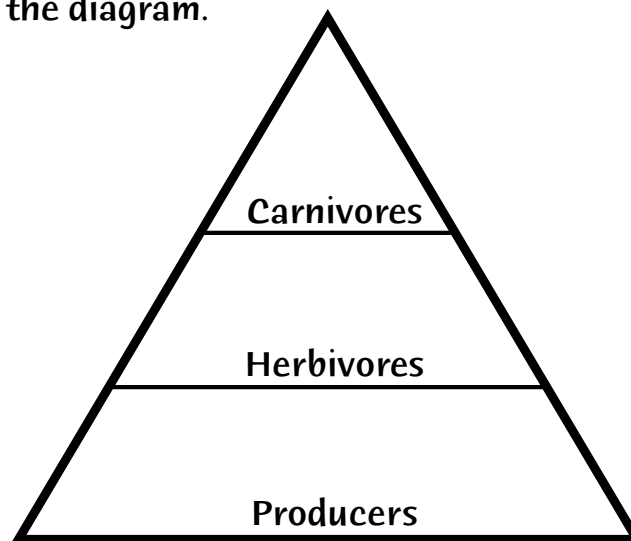
Activity 8b.1 Wildflower Food Pyramid



Make a pyramid diagram which shows how wildflowers are an important habitat for other wildlife.

You need

- Clipboard and sketch paper for working on site
- (To use back in the classroom) A pyramid made from coloured paper. Try one that is around 30cm wide by 30cm tall (or bigger if you make lots of notes and sketches, or if you decide to work in groups). The bottom third should be made of green paper, the next should be made of orange or yellow paper, and the top should be made of red paper. Label each section, as in the diagram.



What to do

- Your task is to investigate the wildflower meadow in Braidburn Valley Park in pairs. You are looking for evidence of methods of feeding, or evidence of what different carnivores or herbivores eat. Sheet 8.62 will tell you more about what you are looking for. Your teacher/leader will tell you how long you have to look..
- You are looking for three things: CARNIVORES HERBIVORES and PRODUCERS. Take notes and make sketches of as many of the following things as you can. Use only one side of the paper. Use extra sheets if you need them.
- Once you have done this, take your notes, sketches and finds back to the class. Stick them on to your pyramids in the right places. All these Producers evidence should be put on the green section of the pyramid. There should be lots! All of the Herbivores evidence should be stuck on to the yellow/orange section of the pyramid. All of the Carnivores evidence should be stuck on the red section of the pyramid.



Activity 8b.2 Food Pyramid



Notes about producers, herbivores and carnivores.

Producers

All green plants are producers. This means they use energy from the sun to produce their stems, leaves and flowers (this process is called photosynthesis). All food chains start with a producer. Don't forget that grass is a plant, and that if you look closely, you will find different kinds of grass (leaves may be hard or soft, glossy or not, and they will have different flowerheads). There should also be lots of other types of wildflowers to find. Write down, or make drawings of as many 'producers' as you can. If you know their names write that down too.

Herbivores

Herbivores are animals that eat plants. If you stay quiet and look very closely, you should be able to find some animals such as caterpillars, snails, woodlice or even worms. When you see them, make a sketch, and write the animal's name beside it. You might also find evidence that there has been a herbivore around - look for chewed or holey leaves. Try to sketch them without picking the leaves.

Carnivores

Carnivores are animals that eat other animals. These include spiders, birds and mammals. The best way to look for carnivores is just to keep quiet and watch - look in the sky, or near places that they can find shelter - such as in trees, bushes or riverbanks near the wildflower meadow. Or you might find evidence that carnivores have been around. Look for feathers, spiderwebs and even fur and droppings. Ask for permission to collect things like feathers, but make sure you don't touch droppings with your fingers. Always wash your hands after handling things like this. Or you could sketch what you find.

In The Classroom

See if you can find out any more information about the things you sketched and took notes on. You may wish to colour some of your sketches before you stick them on your pyramid.

Things to discuss

- What did you find the most evidence for?
- What did you find the least evidence for?
- Why do you think this is? Is a food pyramid a good name?



Activity 8c. Food Pyramid Collage



Following on from the Wildflower Food Pyramid, or your survey of the Wildflower Meadow (on sheet 8a.1) create a large collage (or smaller ones in groups) which show all of the things that live together in the wildflower meadow in Braidburn Valley Park.

You need

- Collage materials you might normally use, including,
- glue, scissors,
- large paper for the background
- cardboard, fabric etc.
- Blu-tac - to plan the best places for each plant and creature to go.

What to do

A group of 5 or 6 pupils at a time should work on a part of the background collage. This should roughly represent the wildflower meadow at Braidburn Valley Park.

The rest of the group should use the results of the Wildflower Food Pyramid activity to create creatures, plants and insects to become part of the scene. These could be painted or collaged.

- If you need to, look for pictures of the things you wrote down, so you can make better collage, or paint pictures from the sketches you made.
- Important! - Think about how many plants you need (producers), how many plant eaters (herbivores) and how many animal eaters you need (carnivores). Remember that carnivores are the largest and need more to eat.
- Think about the best places for each plant or creature to go. Use the blu-tac before things are stuck down so you can create the best image by moving things around.

Both groups should remember to include some of the wildflowers that grow in the Braidburn Valley Park meadow. Here is a list of some, that have been featured in section 6 of this pack (you can also find illustrations of them there)

Tufted Vetch
Meadow Cranesbill
Birds Foot Trefoil
Field Scabious
Yarrow

Common Knapweed
Red Campion
Self Heal
Common Poppy
Ribwort Plantain

