

Numeracy and Mathematics

Measuring Angles

Measure the angles that make up your den. List the different angles to suit different conditions (wind, rain, type of site – on a slope, exposed/sheltered).

Measure Perimeters

Measure the perimeter of your camp/shelter/den using appropriate instruments. How many different shapes can you make which have the same perimeter?

This is less challenging if the perimeter is measured using a single piece of string or rope and this is used to mark out a new space directly on the ground.

Technologies

Make your own Equipment for Wildlife Investigation

<http://www.wildlifewatch.org.uk/activity-sheets> How to make an animal footprint trap, How to go plaster casting **B**

Make String

Wildlife Watch How to Make Nettle String

<http://www.wildlifewatch.org.uk/activity-sheets> **B**

Lashing

Learn how to lash sticks and posts together – useful for den building!

<https://www.scoutadventures.org.uk/resources-for-scouts> **B**

Sciences

Audit of Biodiversity

Torak's world is biodiverse and everything is connected. Why is it important for Torak to have access to biodiverse environment? Make an audit of the biodiversity in your nearby greenspace or school grounds. How would Torak survive in your greenspace?

How good is your wood? Use this simple audit to find out how biodiverse your space is

<http://owlsotland.org/images/uploads/resources/files/woodquality.pdf> **B**

Explore Food Chains

Web of Life Game

<http://members.scouts.org.uk/documents/supportandresources/Cubs/Omsco/web%20of%20life%20game.pdf> **B**

Chief Seattle, a First Nations Native American chief ended a speech with these words, "This we know: Man did not weave the web of life, he is merely a strand in it." Can pupils express this in their own words?



B next to a suggested resource indicates that a copy is included in the COACH box.

Wolf Brother

Novel Topic Mind Map

CfE 2nd Level

Literacy and English

Journey Stick Stories:

A journey stick can be used to record the variety of things found in an area and creates a resource to review the experience through story telling, discussion and writing. Activity 2

Journey Stick <https://www.nature.scot/biodiversity-activities-pack> **B**

Write a Group Folding Poem:

Allow pupils time to reflect on the special qualities of a natural space outdoors after completing other activities from the SNH Pack. In groups of 3, pupils write a poem The first person of each group writes the first line of the poem then passes it to the second person who writes a line before passing it on to the third group member. Activity 12 *Folding Poem*

<https://www.nature.scot/biodiversity-activities-pack> **B**

Kennings - name something without using its name!

Both Torak and Wolf describe what they see and hear in a way that seems unusual to us but relates to their world. Imagine you are seeing familiar objects for the first time and have to create names for them. This activity will make you think about what you are experiencing in a new way. Activity 8 *Biodiversity Kennings*

Use the *Biodiversity Kennings* resource to create a group poem or a collection of metaphors

<https://www.nature.scot/biodiversity-activities-pack> **B**

Religious and Moral Education

Litter Pick

Make a difference and have a positive impact on your local environment. See *Go on a Litter Pick* in

<http://www.wildlifewatch.org.uk/activity-sheets> **B**

Investigate Calendars

Using the information given in the novel about the different moons/months, make a calendar for Torak and suggest what festivals the clans would celebrate and when.

For list of festivals by time of year see

<https://www.reonline.org.uk/festival-calendar/>

Health and Wellbeing

Make a Bracelet

Make a 3 strand bracelet to represent your responsibility for yourself, your friends and family (clan), the environment/natural world – the link below explains how to make a strand bracelet but it works in exactly the same with 3 strands.

<https://www.youtube.com/watch?v=iOmXXqoA4yo>

Advice for Torak

At times Torak feels alone and unsure of what to do next. Write down what you would say to him to encourage him – what are his good qualities, who or what will help him during the challenges ahead?

Expressive Arts

Experiment with Natural Dyes and Pigments

Experiment with different soils, berries, lichen, leaves (nb wash hands after handling) – to make paints or to dye cloth (see Wildlife Watch How to Make Natural Dyes

<http://www.wildlifewatch.org.uk/activity-sheets> **B**

Make Tree Cookie Pendants

In small groups, choose a clan name and emblem (and using rope made using bracelet technique – see HWB), decorate tree cookie with creatures found in greenspace/grounds or with native species. The Literacy Box includes a booklet on how to prepare tree cookies and suggestions for their use.

Make 21st Century Cave Paintings and Environmental Art

Experiment with natural materials, and other drawing media to create modern 'cave paintings' or 'natural graffiti' based on wildlife found in our outdoor space. Using Activity 9 found at

<https://www.nature.scot/biodiversity-activities-pack> **B**

Look at the art used in the novel and explore landart/environmental art in *The World Beneath Our Feet* resource found at

http://owlsotland.org/images/uploads/resources/files/World_beneath.3May16web.pdf

and

https://www.youtube.com/watch?v=JD2Ai_BEcbg

Litter Art – see Litter Pick in RME

Make outdoor art with litter – sculpture, collage, picture.

Use litter to create a picture with an anti litter message. Where do pupils see litter? Who is responsible – individuals, fast food companies, shops, retail parks, everyone?

Social Studies

Study the Impact of Human Activity on the Natural Environment

Use the Bug Life resources at Lesson 2

<https://www.buglife.org.uk/activities-for-you/children-and-schools/scottish-education-pack> **B**

Compare Tribes and Totems in Torak's World and the Modern World

Using the tribes and totems activity at

<https://www.nature.scot/biodiversity-activities-pack> **B**

Create a set of class totems which can be used to begin discussion about how we identify ourselves and create our own *tribes* – clothes, music, hobbies and interests.