MARINE CONSERVATION SOCIETY

Activities for Scouts

Fun fishy games

Fun marine-themed games to kick off a meeting

Anemone attack!

1. Make a small circle with one person (the anemone) in the middle
2. Throw a beanbag or ball (the shrimp) from person to person, across the circle
3. The anemone must try to catch the shrimp – they can reach out but can't move their feet
4. When the anemone catches the shrimp, the person who threw the bag is 'eaten' by the anemone and becomes part of the anemone in the middle
5. Continue until all the shrimp are eaten

Sharks and minnows

1. Make one person the 'shark' and mark out a 'safe area'
2. The shark stands in the middle and says "Fishy, fishy, come out to play!"
3. The minnows walk slowly towards the shark
4. Whenever the shark decides, they shout 'shark attack!' and run towards the minnows to 'tag' them while the minnows run to the safe area
5. Any tagged minnows become sharks, and the game restarts in the middle of the remaining minnows
6. The game continues until all minnows are tagged

Dead fish

1. The leader should stand in the middle of the room and ask everyone to walk slowly around the room
2. When the leader shouts 'dead fish!' everyone drops to the ground and keeps as still as possible. Anyone who moves sits 'out' and the game continues until only one person is left.

Fish tag

1. Split everyone into four groups
2. Give each group the name of a fish or marine creature
3. Play a game of tag. When a person is tagged, they becomes the same creature as the person who tagged them
4. Continue playing until everyone is the same creature

Image: Sebastian Pena Lambarr on Unsplash

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Activities for Scouts

Blue mindfulness

You will need

- A quiet place
- Your imagination

Leader's script – Part 1: Find your breath

1. Put one hand on your stomach and the other on your chest. Feel your heart beating.
2. Breathe in, slowly and deeply, through your nose. Feel your tummy rise.
3. Now breathe out, slowly and steadily, through your mouth until there is no air left in your lungs.
4. Breathe in for 1, 2, 3, 4. Breathe out, 1, 2, 3, 4.
5. Breathe in 1, 2, 3, 4. Breathe out, 1, 2, 3, 4.
6. And one more time. Breathe in 1, 2, 3, 4, and out 1, 2, 3, 4.
7. Allow your breath to go back to normal.
8. This sort of breathing slows down your heart rate and helps you to feel calmer. Freedivers do this so they can dive deeper and longer without an oxygen tank.

Leader's script – Part 2: Visit a blue space

1. Close your eyes. Breathe as you did before, long and slow, in through your nose and long and slow out through your mouth.
2. Picture a 'blue space', such as the ocean, a river, canal or lake.
3. What can you see? Are there other people there? Can you see any animals? What are they doing?
4. What does the water look like? Is it a sunny day? Can you see reflections on the water?
5. Listen carefully, what can you hear? Can you hear the sound of water? Is there a dog barking, a child playing or a seagull?
6. Go and sit down near the water. How do you think the water would feel on your skin? If it's safe, touch it but be careful not to fall in! How does it feel? Is it cold, warm?
7. What else can you touch, hear and see near to where you are sitting?
8. How do you feel in your blue space? Think of words to describe your feelings. Hold onto that feeling as we slowly come back to the room. Open your eyes and let your breathing go back to normal.

Reflection

How does everyone feel after experiencing 'blue mind' – the wellbeing people get from being near blue space (places with water).

Research shows that most people feel calmer and happier when they are near blue space. When people can't get to water, mindfully imagining the blue space can help mental health too.

Image: Craig Thomas via Unsplash

MARINE CONSERVATION SOCIETY

Activities for Scouts

Can you clean the sea?

A practical activity to investigate water pollution

You will need

For each group:

- Sand
- Fine gravel
- Cotton wool
- Coffee filter
- Pair of tights
- Bucket/container to catch filtered water
- A 2-litre bottle, with the top third cut off and inverted into the bottom (cap removed) or a funnel and tube with container below

To make 'dirty' water:

- Water
- Oil
- Vinegar
- Small pieces of litter
- Leaves or grass
- Soil
- Marbles or similar small item
- Salt or spices

What to do

1. In front of the group, the leader of the activity should make a batch of 'dirty' water by adding a range of materials, such as oil, vinegar, soil, bits of litter, leaves or grass, marbles or a similar sized item, and a handful of salt or spices to water.
2. Divide everyone into small groups and give each group a container of dirty water and the materials listed above.
3. Each group should work together to try to clean the water. They should layer combinations of the materials in the neck of the bottle/funnel and pour the dirty water into the bottle so that it runs through the filtration materials.
4. Try different combinations of materials to find out which works best.

Reflection

Which group's water was the cleanest? As a group, talk about how clean the water really was. What was removed easily by filtration?

Some ocean pollution is visible, like plastic and litter, waste from fishing boats or oil spills. Other pollution can't be seen easily, like chemicals, microfibres from clothes, and bacteria. Think about the salt and spices that were dissolved in the water. Were they filtered? How could the different types of ocean pollution affect animals and people?

Engineers are working on technologies to try to clean up the ocean – you could research some of these solutions, like the Ocean Cleanup Project. But the best solution to the pollution problem is to stop it at source. 80% of litter in the ocean comes from the land. Could you carry out a litter pick or beach clean? Visit our website for guidance on organising a litter pick.

Image: Naja Bertolt Jensen via Unsplash

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Activities for Scouts

Quiz: Life in UK seas

Who can name the most UK sea creatures? Find out with this fun quiz!

You will need

- Life in the UK seas image printed out for each person or group, or projected onto a screen
- Answer sheet for each person or group
- Pens/pencils

What to do

You can do this activity as individuals or in teams.

1. Hand out answer sheets to individuals or teams
2. Give everyone up to 5 minutes to name as many of the species in the image as they can.
3. Read out the answers at the bottom of the page and see who named the most correctly.
4. All the creatures in the image can be found in the sea around the UK. Was anyone surprised by any of the creatures in the image?
5. Talk about the image. What words might you use to describe the picture? How does everyone feel when they look at the image?

Marine life around the world is under threat. Complete our Conservation careers activity to see how you could help make a difference through working in the sector.

Quiz answers

1. Dog whelk
2. Basking shark
3. Compass jellyfish
4. Long-clawed squat lobster
5. Hedgehog sponge
6. Great (king) scallop
7. Thornback ray
8. Edible crab
9. Common (edible) sea urchin
10. Common starfish

Image: Paul Pettitt

Life in UK seas

Can you name these living things found in the seas around the UK?

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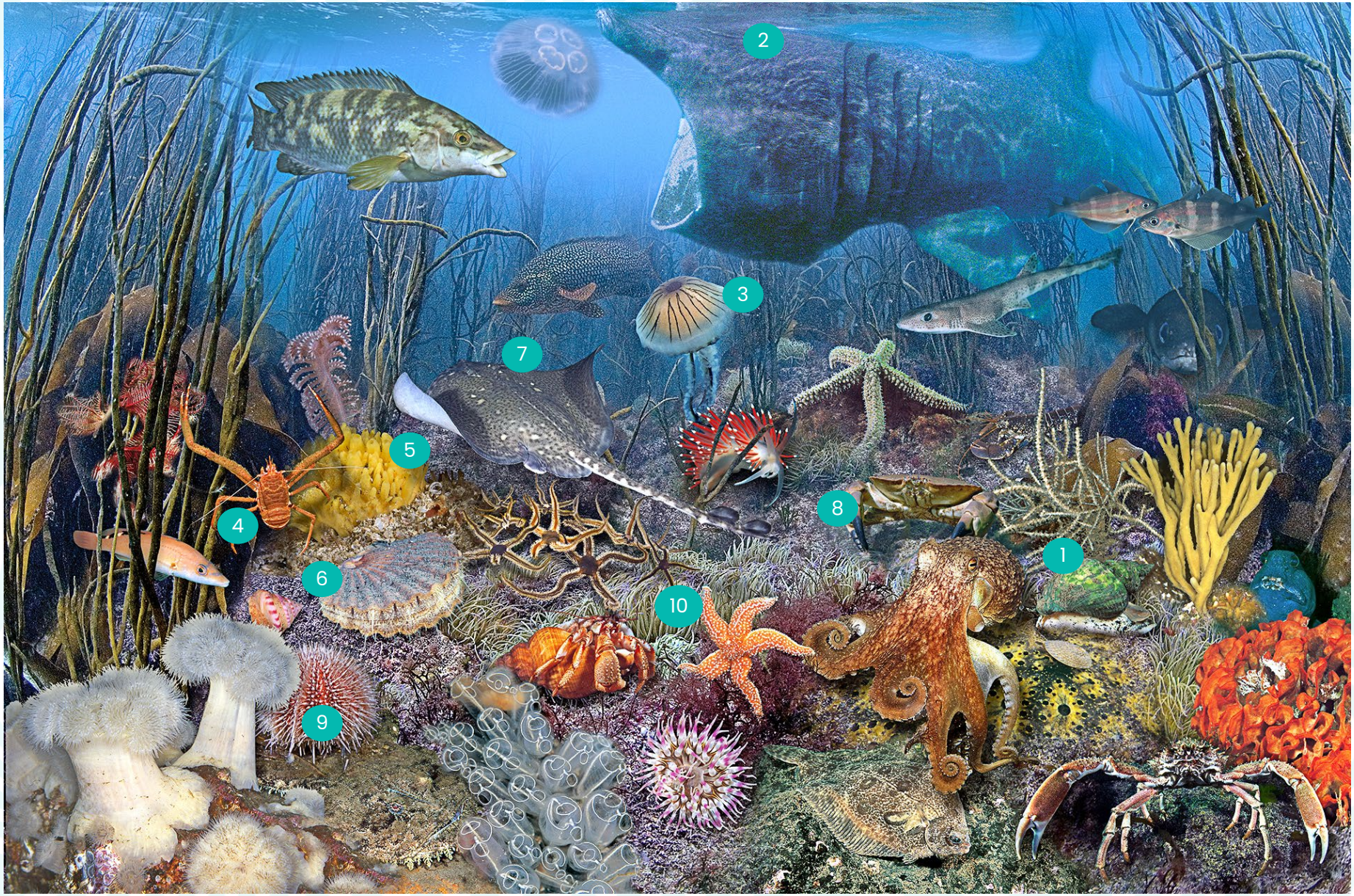

Name: _____

Life in UK seas

Write down the names of the creatures you know

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

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Activities for Scouts

How do fish swim?

Use problem-solving skills and teamwork to make a 'fish' swim

You will need

Each group will need:

- Small glass bottle
- Strong tape
- A balloon
- A container of water large enough to hold the bottle
- Thin plastic tubing long enough to stretch from inside the bottle to the edge of the container

What to do

Does anyone wonder how fish move in the water? Why don't they float on the surface or sink to the bottom? In this activity, everyone will use their teamwork and problem-solving skills to find out how fish float or stay buoyant.

1. Divide everyone into groups of up to 6 and give each group a set of the equipment listed. The bottle is a 'fish.'
2. Feed the tube into the balloon and secure it by wrapping tape around the neck of the balloon, ensuring it's airtight. Put the balloon with attached tube into the bottle.
3. Stick the tube to the edge of the bottle opening with tape but do not cover the opening. Make sure there is a long strip of tubing hanging out of the bottle.
4. Put the bottle in the water, making sure the tubing is hanging over the edge of the container. Watch what happens. Now blow into the tube to put air into the balloon and see what happens.
5. Discuss what everyone thinks will happen when air is released from the balloon. Release air and observe. Inflate and deflate the balloon a few more times.
6. The leader of the activity should explain that this is a simulation of a swim bladder in a fish. Fish use swim bladders to stay buoyant.
   - When the glass bottle was first put into the water, it was heavier than the force surrounding it, and sank.
   - When the balloon was inflated, air in the balloon pushed out water from the bottle, making it lighter than the force of the water and the bottle rose.

   This is the same principle that some fish use. They expand and contract their swim bladders to move up and down in the ocean.

Reflection

What can we learn from fish? Can anyone think how the principles of buoyancy are used in real-life?

Image: Sebastian Pena Lambarri via Unsplash

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Activities for Scouts

Make a basking shark

Work as a team to mark out a life-sized basking shark

You could run this activity in a large space using ropes to mark out the shape, or you could mark out the lines in sand on a beach. You will need a tape measure, ropes or sticks to mark out the lines.

What to do

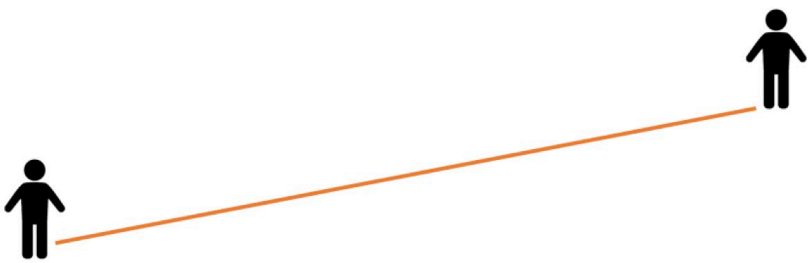
Step 1

Start with two people pacing out the overall size of a basking shark. They should stand approximately 9m apart.

Person A is standing where the tip of the shark's nose would be, and person B is standing at the tail:

Step 2

Draw a line in the sand or put a rope between the two people.



Step 3

Continue to add the orange lines shown in the following diagrams:

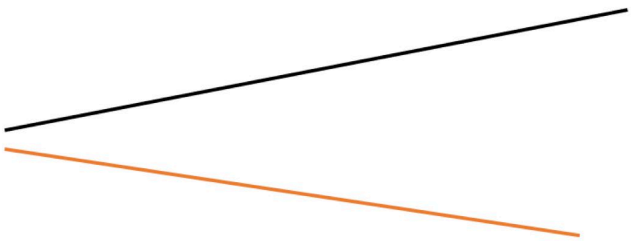
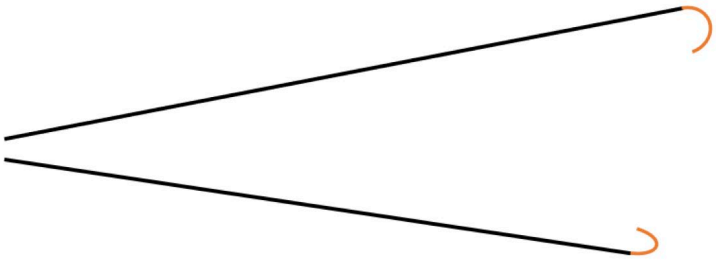


Image: Peter Bardsley

Step 4



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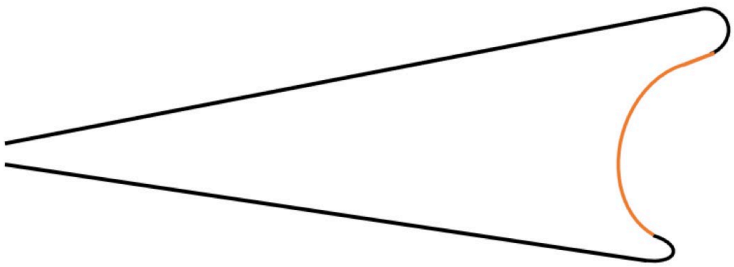

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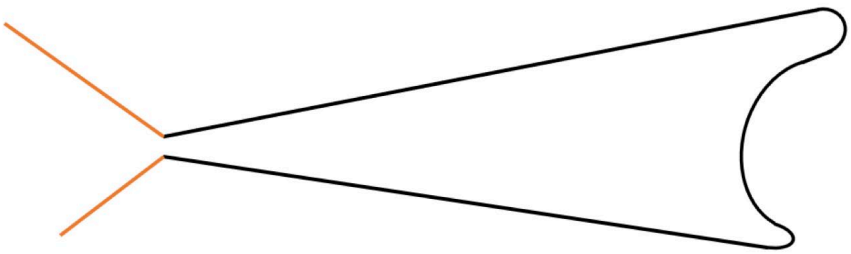
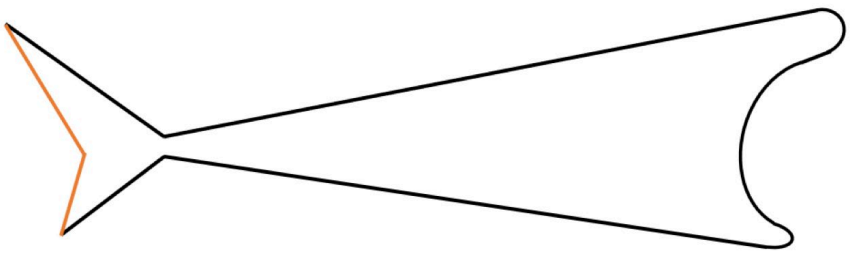
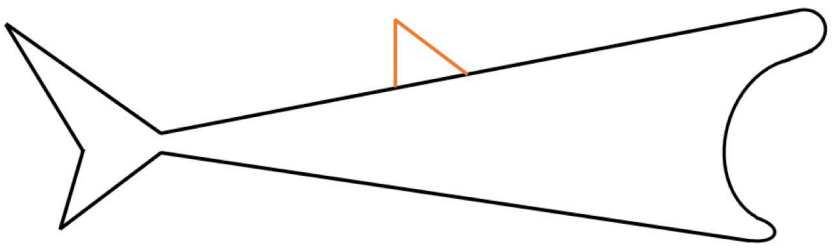


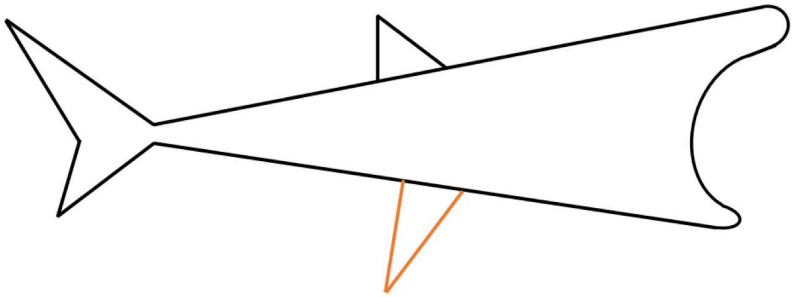
Step 7



Step 8

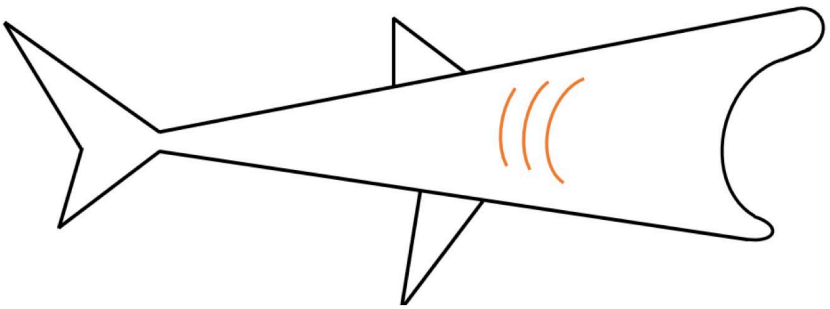


Step 9

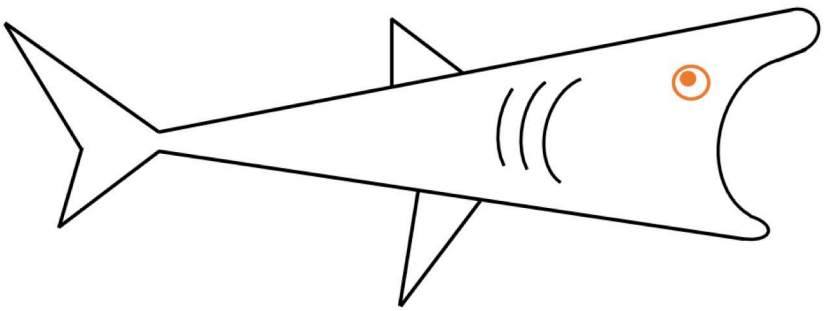


Step 10

For simplicity, this shark only shows 3 gills, but basking sharks actually have 5



Step 11



Reflection

Take time to walk around the outline. What does everyone think about the size of this creature? Basking sharks are the second-largest fish in the ocean and the biggest fish that visit UK seas. They swim slowly and that's why they are called basking sharks.

Basking sharks are endangered (at risk of dying out). Until as recently as 1995 they were caught for the oil in their livers, their skin, meat and fins. Their fishing has been banned in UK waters since 1998 and in the EU since 2007. Now they are at risk from being caught by mistake in fishing gear or killed as a result of a collision with a boat.

Can you research endangered marine species and take an action to help tackle the problem?

MARINE CONSERVATION SOCIETY

Activities for Scouts

Conservation careers

Explore the great variety of careers in the conservation sector

You will need

- Who am I? worksheet
- Conservation careers game board and set of job cards for pairs or small groups

What to do

Marine conservation involves protecting or improving the marine environment. Thousands of people around the world are working towards a cleaner, better protected, healthier ocean.

1. Divide everyone into pairs or small groups and play the conservation careers game by matching the job title to the job description.
2. Once everyone has matched all the jobs to the descriptions, the leader of the activity should confirm the correct answers.
3. As a group, talk about the roles. Was anyone surprised by any of these jobs?
4. Everyone should spend some time thinking about what they are good at and what they enjoy. Think about strengths, weaknesses, values and goals. The Who am I? worksheet could be used to note down answers.
5. Everyone should then look back at the conservation careers. Do any of these careers match people's skills or talents?

Reflection

Sometimes other people can see things in us that we don't recognise in ourselves.

Split everyone into pairs. Ask everyone to take it in turns to tell the other person three strengths they think the other person has, for example praise a skill, attitude or attributes. Make sure everyone notes and accepts the positive feedback – it's important to be able to celebrate our strengths.

Further information

Conservation is a growing area of employment. Research conservation career opportunities. The Marine Conservation Society website provides careers information: mcsuk.org/work-for-us/meet-the-people-in-the-jobs/

The Scottish Seabird Centre has written profiles of a range of marine jobs: seabird.org/uploads/store/mediaupload/713/file/SSC%20Dive%20In!%20-%20Marine%20Careers-Final.pdf

Image: Billy Barraclough

Conservation careers job descriptions

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I help marine animals in danger	I tell people about the problems animals face and how they can help	I help people take action to help the ocean emergency	I help people experience the marine environment
I teach people about animals and nature	I raise money to help save nature	I make films and tell stories about nature and the problems it faces	I persuade governments to change laws
I protect animals and the places they live	I study the behavior of marine animals	I farm in the sea and water	I carry out research

Conservation careers job cards

Cut out these cards and match up the job to the correct description

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Education Officer

Marine Animal Conservation Officer

Filmmaker

Marketing Officer

Scuba Instructor

Marine Research Officer

Community Volunteer Manager

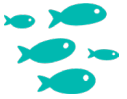
Conservation Warden

Campaigns Officer

Fundraising Officer

Marine Biologist

Aquaculturist



Conservation careers game answers

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I help marine animals in danger **Marine Animal Conservation Officer**	I tell people about the problems animals face and how they can help **Marketing Officer**	I help people take action to help the ocean emergency **Community Volunteer Manager**	I help people experience the marine environment **Scuba Instructor**
I teach people about animals and nature **Education Officer**	I raise money to help save nature **Fundraising Officer**	I make films and tell stories about nature and the problems it faces **Filmmaker**	I persuade governments to change laws **Campaigns Officer**
I protect animals and the places they live **Conservation Warden**	I study the behavior of marine animals **Marine Biologist**	I farm in the sea and water **Aquaculturist**	I carry out research **Marine Research Officer**

Who am I? worksheet

Name: _____

Date: _____

1. **What are your strengths?** *Think about what you're good at*

2. **What do you dislike?** *Think about tasks, subjects, ways of working you don't enjoy*

3. **What are your interests, goals, passions and dreams?**

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