



inform
experience
explore

Red Squirrels

in Northern Ireland

An EHS Education Resource Pack

PREFACE

This pack has been designed for use by teachers in schools. Environment and Heritage Service (EHS) is an agency of the Department of the Environment. The pack is part of the commitment the EHS has made to biodiversity in general and the conservation of the red squirrel in particular.

The pack is largely based on the 'NPI Red Alert Teachers Pack', (sponsored by the NPI, National Provident Institution). There has however been a considerable re-write. This was done to fit more closely with the history of the red squirrel on the island of Ireland, which differs markedly from its history in Britain. The exercises are designed to meet the requirements of the Northern Ireland version of the National Curriculum.

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RED SQUIRREL EDUCATION PACK

TEACHER'S NOTES

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Introduction to Exercises:

Teachers may take up this project as a result of a chance encounter with squirrels either by themselves or by their pupils. However, all wild mammals are shy of people and are difficult to study. This is true of red squirrels. The general public rarely sees red squirrels, as they are increasingly confined to coniferous woods in upland areas far from major centres of population.

Except where they have become tame as a result of regular contact with humans, seeing red squirrels is difficult. This is especially true of a school situation. A class of children in a forest will scare squirrels into hiding. One is left to rely on local information as to their presence. One can also use signs of their presence. The most obvious of these is nibbled cones or hazel nuts, which have been split in half.

Whether there is direct contact with red squirrels or not, they are an interesting subject for study. Not only are they attractive creatures, but they also help illustrate the pressure much of our wildlife faces as a result of human activity. Teachers can use the pack whether they have direct contact with squirrels or not. It covers and reinforces a number of aspects of the Northern Ireland Curriculum. Although specifically dealing with red squirrels, the pack is underpinned by a respect for all living things.

'Biodiversity' is term used to describe all living things. The need to preserve biodiversity is inherent in the approach used in the pack.

This pack has been designed to be used by KS2 children. However, much of the exercises will suit KS3 children equally well. With respect to the KS2, a total curriculum approach has been adopted. Exercises give opportunities to practise various aspects of the curriculum: English, history, maths, art, geography, drama, PE, and especially science. Some of the exercises are classroom based. Others demand an outdoor setting. Teachers already familiar with this curriculum will see the links as they move through the exercises. However, some of the connections are outlined in the next section. All relate to KS2.

General:

- ♦ Language across the curriculum
- ♦ Consolidating, developing natural curiosity and stimulating imagination.
- ♦ Providing context for observing, organising, recording, interpreting and predicting.

Exercise 1:

English:	Developing vocabulary
History:	Life in early times - the spread of farming
Geography:	The environment - living things in their environment, eg woodlands
Science:	Living things - animals and plants

Exercise 2:

Science: Living things - animals and plants

Art: Drawing

Exercise 3:

Science: Animals and plants - Living things

Geography: Using maps symbols, direction and scale

Exercise 4:

Maths: Communication in mathematics - handling data

Geography: Mapping skills

Exercise 5:

Science: Care for the environment, sensitive collection, construction

Art: Collage

Technology: Model making

Exercise 6:

Science: Seasonal change, interpreting results

Exercise 7:

Art: Model making

Exercise 8:

English: Engaging in role play and drama

Exercise 9:

English: Creative and imaginative writing

Exercise 10:

Science: Geography - conserving the environment.

The pack is fairly lengthy so teachers can choose those parts which suit their needs best. Some of the exercises can be used by the pupils independently. Others need teacher guidance, which is contained in the next section. All of the exercises lend themselves to discussion and reinforcement of the basic themes.

Exercise 1: Red Squirrel Facts

This exercise is best used as a group activity and discussion document. Exercises 1, 2 and 3 are designed to furnish pupils with the basic facts to tackle the others and should be referred to throughout the project. Exercise 1 assumes knowledge of the difference between coniferous and broadleaf trees. All other new concepts are explained within the text. The cloze procedure is designed to be easy with highlighted clues within the text.

Exercise 2: The Red Squirrel: Adaptations, Habitat and Diet

This exercise is designed to form a basis of discussion of the squirrel and its lifestyle. The habitat section allows the children to think about the different types of life forms present within the woodland, which the squirrel exploits for food. The pupils can either draw or cut out the illustrations. A visit to a woodland or park would obviously be of benefit even if squirrels were not present, (see exercise 5).

Exercise 3: The Road to Extinction

The decline of the red squirrel is discussed from the point of view of habitat destruction and introduced species. Discussion could be expanded to examine the idea of species loss in other contexts, eg tropical rainforests. This involves the concept of 'biodiversity', which the red squirrel illustrates very well. The map requires the children to apply knowledge already gained in the previous exercises. The map is a constructed landscape and refers to no actual place but tries to illustrate the way the landscape in general affects squirrels.

The first six questions require basic map reading skills. Question 6 assumes that in most cases red squirrels now occupy coniferous woods and are now absent from broadleaf woods. Question 7 refers to the grey squirrels capacity to live in hedges. They would have used these hedges to invade Killnua Wood (see Exercise 3). Question 8 refers to the affect of rivers on squirrel dispersion. No clues have been given but pupils may work out that squirrels find rivers a barrier, although they can swim. Question 9 is basic map reading. Knock Wood has no hedges around it indicating that it is on high ground. Question 10 can be answered by saying that Knock Wood is coniferous and isolated by rivers and a lack of hedges making it difficult for grey squirrels to invade.

Further clues exist in the place names derived from the Irish used for this constructed landscape.

Knock = Cnoc = Hill

Killnua = Coill nua = New Wood

Dacrann = Dhá chrann = Two Trees

Shankill = Sean coill = Old Wood

Glendara = Gleann dhoire = Oak Glen

Exercise 4: How Many Squirrels?

The basic skill required in this exercise is the capacity to interpret a bar graph. Pupils will also need to use what they have learnt from previous chapters to answer the questions.

The series of graphs show the gradual invasion of grey squirrels from 1980 to 2000. By 2000 the red squirrels are confined to just one wood, Knock Wood. It is better to thoroughly discuss the meaning of the graphs as a group activity before attempting the questions.

Questions 1-6 are fairly straightforward in that they require only the graphs be interpreted. Question 7 relates to the type of trees in Knock Wood. We can presume these are mostly sitka spruce as so few squirrels live there. The general direction of movement asked for in question 8 is north. This relates to the gradual spread of grey squirrels in Northern Ireland. Question 9 is in essence a repeat of question 10 from the previous chapter. Knock Wood is isolated, it is a coniferous forest more suited to red squirrels and it has no hedges around it which would facilitate a grey squirrel invasion.

The discussion questions can be tackled on a group basis. The first question will allow the children to interpret the trend the graphs indicate, ie the gradual occupation of woods by grey squirrels and the extinction of red squirrels. The second discussion allows the children to review a number of options which have been tried to help the red squirrel.

- a. Is not likely to meet with much approval as it may be both drastic and cruel. In reality attempts to exterminate grey squirrels have failed. Poisoning has the obvious drawback of affecting red squirrels and other wildlife.
- b. This has been tried using special feeders, which exclude the grey squirrels. However, it has not been properly successful as it proved difficult to select a diet which would support red squirrels.
- c. This is necessary to prevent grey squirrels invading.
- d. This is a possibility but would take a long time to work as the trees need to be mature before producing suitable cones. It would also be very expensive.
- e. This is probably the best solution and the one being advocated by ecologists. Where red squirrels still flourish in coniferous woods extra help can be given by replacing the dominant sitka spruce with more suitable coniferous trees which produce a larger cone. It is not a short-term fix as the trees would take a long time to produce suitable cones. Red squirrels could survive in small numbers in the sitka forest, which does not suit the grey squirrels. They could then take advantage of the larger cone bearing species.

The third question is an open one. It might lead to a number of important related topics: conservation, biodiversity, sustainable development and endangered species in other parts of the world.

Exercise 5: Red Squirrel Scavenger Hunt

This is an outdoor activity best conducted in a visit to a wood or alternatively around the school grounds. It will help with the recognition and naming of life forms. An element of competition often helps with the enthusiasm for gathering samples. These should be quite small to avoid habitat destruction. Not all the items will always be available, which is also true for the squirrel. A poor harvest can be used to illustrate the squirrel's difficulties in finding food at different times of the year. Obviously, autumn will produce the best results.

The collage should be easy to make, but fungi should be avoided as they rot too easily. The drey can be made from flexible twigs. The shape should be roughly football shaped with an entrance at the top. The inside can be lined with feathers and hair. Leaves can be added to the outside twigs.

Safety Point: hand washing essential.

Exercise 6: A Year in the Life of a Red Squirrel

This exercise allows the children to examine the seasonal changes in the life of a squirrel especially feeding and breeding. Making a second calendar of the pupil's life would allow the contrasts between a squirrel and a human to be made.

Exercise 7: Red Squirrels Models

Children will enjoy making the models. Extension of the work could be done by using them in a drama. The storyboard exercise (see exercise 9) could be used as a basis for this drama.

Exercise 8: Red Squirrel Games

A: The Nut Burying Game

This is a game to illustrate the difficulty associated with finding buried food. Squirrels have a powerful sense of smell to help them, which we humans do not have. Take a bag of nuts outside with the class and get each child ("squirrel" to take three nuts. These each represent 100 nuts (300 in total). They have 20 seconds to find somewhere to bury them, where other "squirrels" will not find them. Much later on in the day, give the children another 20 seconds to find their nuts again. The difficulty in finding them can be discussed and the effect on "squirrels" if nuts were lost; whether anyone pinched other "squirrels" nuts, and the potential problems of hiding them all in the same place.

B: Tree Felling Game

This is a fun game to illustrate the problems encountered if woods, i.e. red squirrel habitat is lost. Some of the class (eg 4 pupils) are trees. They are made to stand still with their arms out. All the other pupils are squirrels. The squirrels run around the trees until you tell them it is time to build a drey (a squirrel's nest). They then have to hold onto the branch of one of the trees, to represent this. However only 4 squirrels are allowed to nest in any one tree. The game begins again, with a new year, and the squirrels run around, but when nesting time begins they must nest in a different tree.

This continues for a number of years, until you introduce either yourself or another pupil as a businessman interested in building a car park, or office block in the wood. This means some of the trees need to be felled. The trees should be felled one at a time whilst the squirrels are running round, so that each time they try to find a tree to nest in, there are less and less trees. They will reach the point where squirrels have to disappear because there are not enough trees to accommodate all the squirrels.

A discussion on the point of the game can take place, generating an understanding of why woodlands should not be allowed to be felled for development, not just for squirrels but all other woodland wildlife too.

C: My Friend's a Tree

An exciting game to introduce pupils to the uniqueness and complexity of trees. The pupils are split into pairs and one of each pair is blindfolded. The other then leads the blindfolded pupil and puts them next to a tree. The blindfolded pupil has to feel the tree and get to know it (size, shape, texture, bumps, smell, sounds). The blindfold is then removed and the pupil has to identify the tree with which he made friends. Not as easy as it sounds!

Exercise 9: Red Squirrel Film - The Grey Stranger

This is a creative writing exercise. The children will be expected to utilise the information they have learnt about the red squirrel to link the story to reality. The storyboard could be used initially and then a continuous narrative could be tried.

Exercise 10: Survey of Red and Grey Squirrels

Children can make a real contribution to conservation by involving themselves in this survey. The map reference can be completed by the teacher using the Northern Ireland Ordnance Survey maps. A six-figure grid reference is required.

PUPIL'S PACK

Exercise Sheet 1: Red Squirrel Facts:

Read this passage and complete the exercise below:

The Red Squirrel

Red squirrels belong to a large group of animals called **rodents**, which includes rats and mice. The red squirrel is between 18 and 27 cm long and has a bushy tail of 20 cm. They are generally red in colour with a pale belly. Their colour can vary from season to season and some individuals can be almost black. In summer they have long ear tufts.

Red squirrels have bodies that are well **adapted** to living in trees. Their bushy tails help them to balance and keep them warm in winter. They can climb headfirst down tree trunks. Red squirrels live mostly in trees and are very agile climbers, although they will at times run along the ground.

Red squirrels were once common in both broadleaf and coniferous woods. This is their natural **habitat**. Here they find food depending on the time of year. In the autumn they eat the nuts of trees such as oak, hazel, sweet chestnut and beech. They also eat fungi and berries. In the winter they rely on buried nuts and smaller seeds. In springtime red squirrels eat flowers and birds' eggs. In the summer time they are able to eat cones in coniferous forests.

A squirrel's home is called a **drey**. This is like a large bird's nest, which it makes from twigs and lines with hair and moss. It usually builds its drey in the fork of a tree or sometimes in a tree hollow. The drey is used to rest, especially during the cold days of winter. Squirrels do not hibernate, but remain active. In spring a special drey is used to rear the young, which are called kits. The male takes no part in rearing the young.

Like all our wild mammals, red squirrels are afraid of people and are difficult to see. We know they are present by looking for signs. Probably the easiest **sign** to find is nibbled cones under the trees.

The History of Squirrels in Ireland

At the end of the **ice** age, roughly 10,000 years ago, trees spread back into Ireland. Red squirrels were able to exploit this new habitat. The forests covered **80%** of the landscape. Squirrels were probably very common. **Neolithic** farmers arrived 6,000 years ago and began to remove the forests to make farms and to use the timber. By 1700 very little woodland was left. All animals need a habitat. The removal of the Irish forests led to the red squirrel becoming extinct or near extinct. Red squirrels were re-introduced about two hundred years ago. They did very well and became common again in the available woodland.

The American grey squirrel was introduced to Ireland in 1911. They spread very quickly. Where they arrived the red squirrel generally disappeared. No one is really sure why this happens. Red squirrels lived in both broadleaf and coniferous woods. Since the arrival of the grey squirrel the red squirrel has done best in **coniferous** woods. Unfortunately this pressure from the grey squirrel has put the red squirrel in danger of becoming **extinct**.

Exercise 1: Fill in the missing words for these sentences. Use the best word from the passage you have read.

1. Rats, mice and squirrels are (_____).
2. Squirrels are (_____) to living in the trees.
3. The red squirrel's (_____) is coniferous and broadleaf forests.
4. The home of a squirrel is called a (_____).
5. Nibbled cones are the best (_____) that squirrels are present.
6. Red squirrels first came to Ireland after the (_____) age.
7. Squirrels were very common as forest covered (_____) of the country.
8. The (_____) farmers began to cut down the forest 6,000 years ago.
9. The red squirrels now live mostly in (_____) forests.
10. Grey squirrels in our forests lead to the red squirrels becoming (_____).

Exercise 2: The Red Squirrel: Adaptations, Habitat and Diet:

To understand the red squirrel or any creature we need to use a number of special words:

Adaptations: What it has on its body to allow it to live.

Habitat: Its home or the special place where it lives.

Diet: What it eats.

Adaptations :

- ♦ Senses: Sight, hearing and smell are very good. They help it find food and avoid danger
- ♦ Teeth: Rodents teeth grow throughout life. They do not get worn down by constant gnawing
- ♦ Fur: Keeps it warm and camouflaged
- ♦ Paws: Allows squirrel to grip food
- ♦ Tail: Helps balance and keeps squirrel warm
- ♦ Back legs: Have special joints which twist and allow squirrel to climb down trees



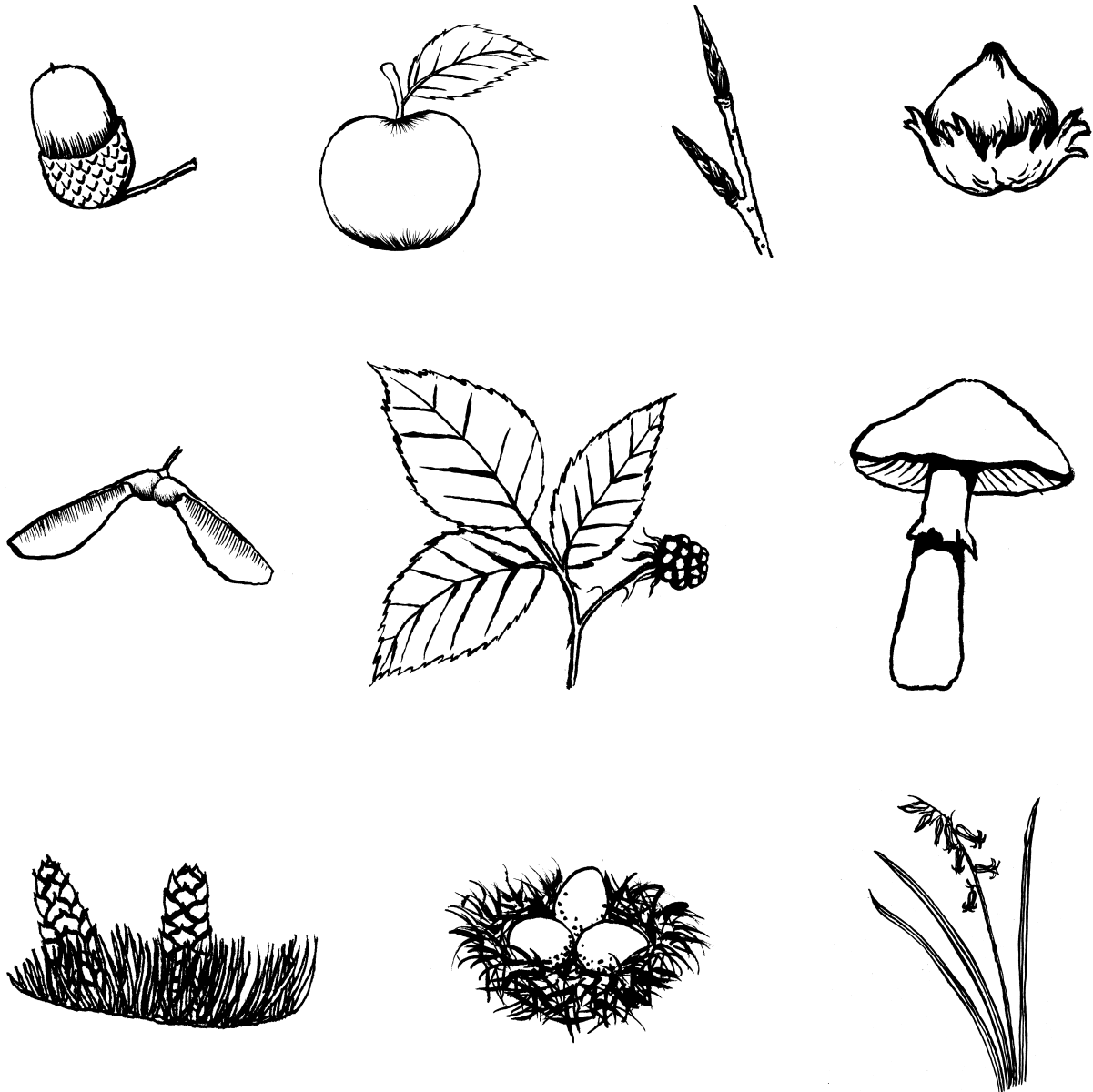
Draw a picture of the squirrel. Label it with its special adaptations.

Habitat & Diet:

Red squirrels are adapted for life in the trees. They need quite large forests to live in. This is their habitat. Here they can find enough food all year round to survive. What they eat is called their diet. They are also able to build their dreys in the forks of tall trees or in tree hollows. Here they can be safe at night and raise their young. Red squirrels are very good climbers. Life in the trees keeps them safe from most predators. Red squirrels can live in either broadleaf or coniferous forests, but are best adapted for life in coniferous forests.

Exercise:

Here are some pictures of what a squirrel might eat. Draw them and label them. Use the list below to label them correctly: Discuss when they would be available. Then arrange your drawing to show what is available at different times of the year: spring, summer, autumn and winter. Note that cones have seeds in them during the summer.



Word list: Acorns, hazel nuts, cones, birds eggs, fungi, seeds, berries, flowers, buds.

EXERCISE SHEET 3: The Red Squirrel - The Road to Extinction

Habitat Destruction:

Red squirrels have lived in Ireland since the last ice age 10,000 years ago. The forests were so large that they covered 80% of the country. It is said that they could travel from Malin Head in the north of Ireland to Mizen Head in the south and never have to touch the ground. They could not do this today as so little forest is left. Only 1% of Ireland is now covered by deciduous forest and 5% by coniferous forest. Most of the forest had been chopped down by 1700. It is believed that around this time there were no squirrels left in Ireland. Like the dinosaur it was extinct. They were brought back to Ireland about 200 years ago. They did very well, returning to much of their available habitat.

Introduced Species:

The biggest danger red squirrels face is from their cousin, the grey squirrel. They are called an 'introduced species', because they were brought here by people. Six pairs of grey squirrels were brought from North America to Castle Forbes in County Longford in 1911. Since then they have gradually spread throughout the country. By the year 2000 they were present in most woods in Northern Ireland except the very north of County Antrim. Grey squirrels have moved into the deciduous forests. The arrival of grey squirrels has badly affected the red squirrel. Nobody is certain of the reason, but once grey squirrels arrive the red squirrels normally disappear.

This may take many years. The reds and greys can live together for as long as twenty years, but usually the reds disappear much more quickly. This may be because the greys are much bigger. Being twice as heavy, they may bully the red squirrels or simply frighten them. It is thought the grey squirrels may carry a disease, which does not affect them, but affects red squirrels. It may be that the grey squirrels are able to eat green acorns. The reds must wait until they turn brown before they can digest them leading to starvation. Once established, grey squirrels breed more quickly than red squirrels.

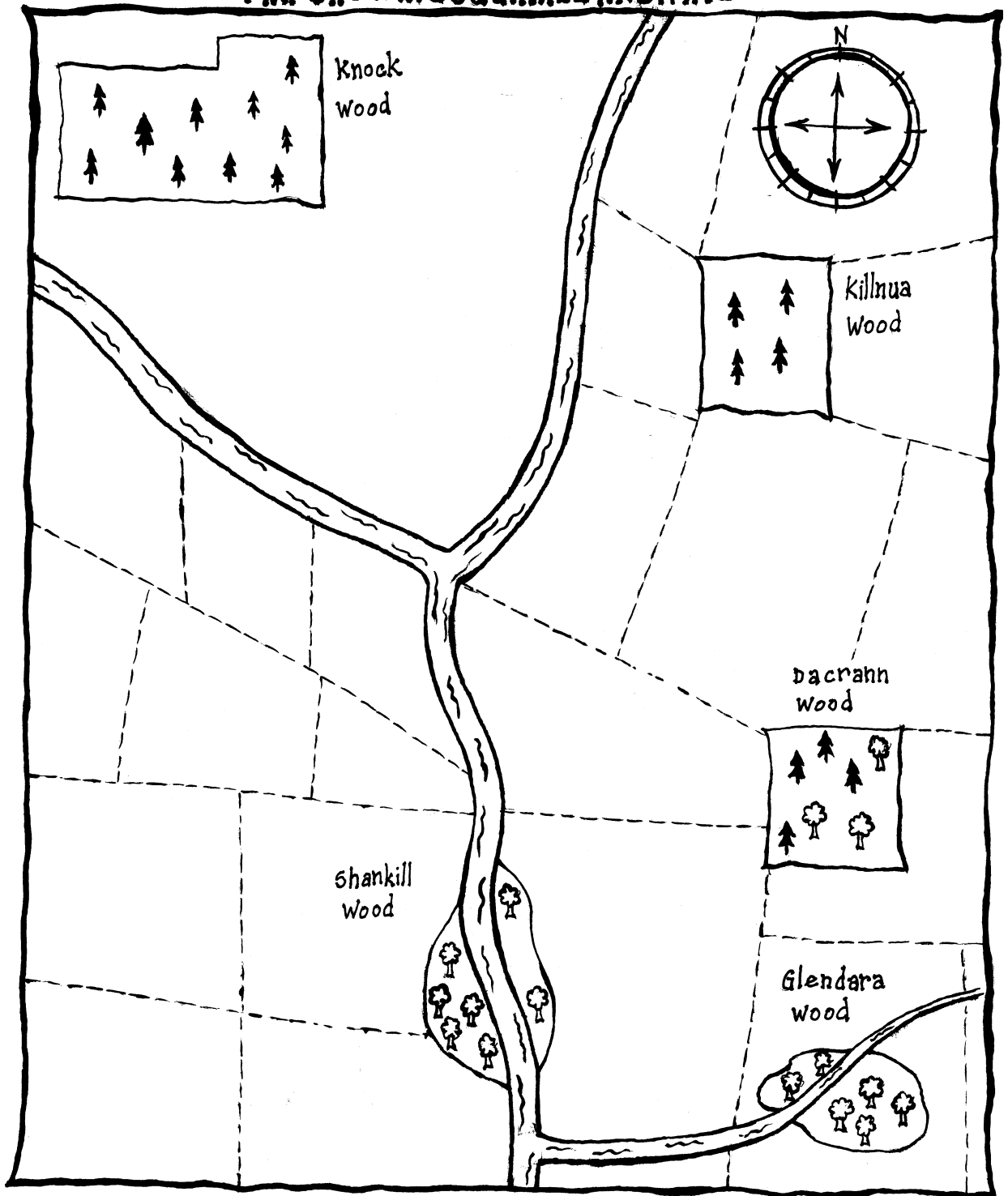
Whatever the reason, the arrival of grey squirrels has pushed red squirrels down the road to extinction. Red squirrels live in fewer places and their numbers have fallen. Grey squirrels prefer broadleaf woods or woods with mixed coniferous and broadleaf trees. They will also live in hedgerows. With pressure from the grey squirrels the red squirrels now do best in coniferous woods where trees such as Scots pine, Norway spruce and larch grow. These trees have large cones, which the red squirrels like to eat. Such woods are generally on high ground.

What can be done to prevent the red squirrel becoming extinct?

Where the two kinds of squirrel live together the red squirrels can be fed from special hoppers that the greys cannot use. However, their best chance of survival is in woods with the right kind of coniferous trees. These woods need to be separate from other trees or hedges so that the grey squirrels cannot invade.

Examine the map below. Then use the information from this passage to answer the questions.

MAP SHOWING SQUIRREL HABITATS



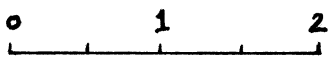
Key:

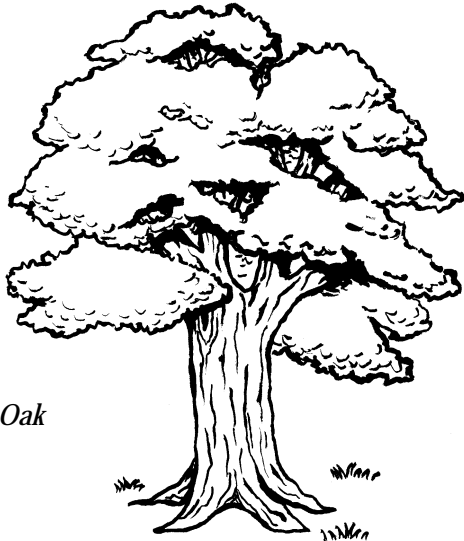
Broadleaved trees 

Rivers 

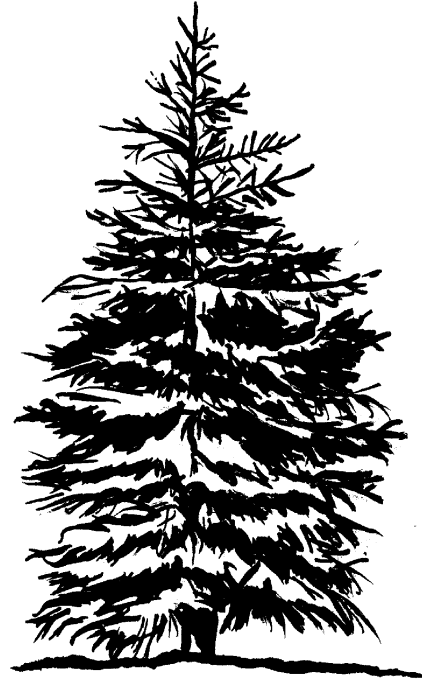
Coniferous trees 

Hedges 

Scale 
Kilometres



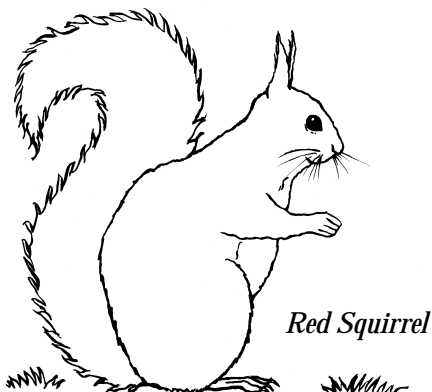
Oak



Spruce

Answer these questions

1. Which wood is furthest north?
2. Which is the largest wood?
3. Name the two broadleaf woods.
4. Name the two coniferous woods.
5. Which is the only mixed wood?
6. Which wood is most isolated, the furthest from the other woods?
7. Killnua Wood has the right kind of trees, but is not likely to contain red squirrels. Why is this the case?
8. How might the rivers affect the spread of grey squirrels?
9. Knock Wood is on high ground. Is there anything on the map to suggest this?
10. Which wood is most suitable for red squirrels? Give reasons for your answer.



Red Squirrel



Grey Squirrel

EXERCISE 4: How Many Squirrels?

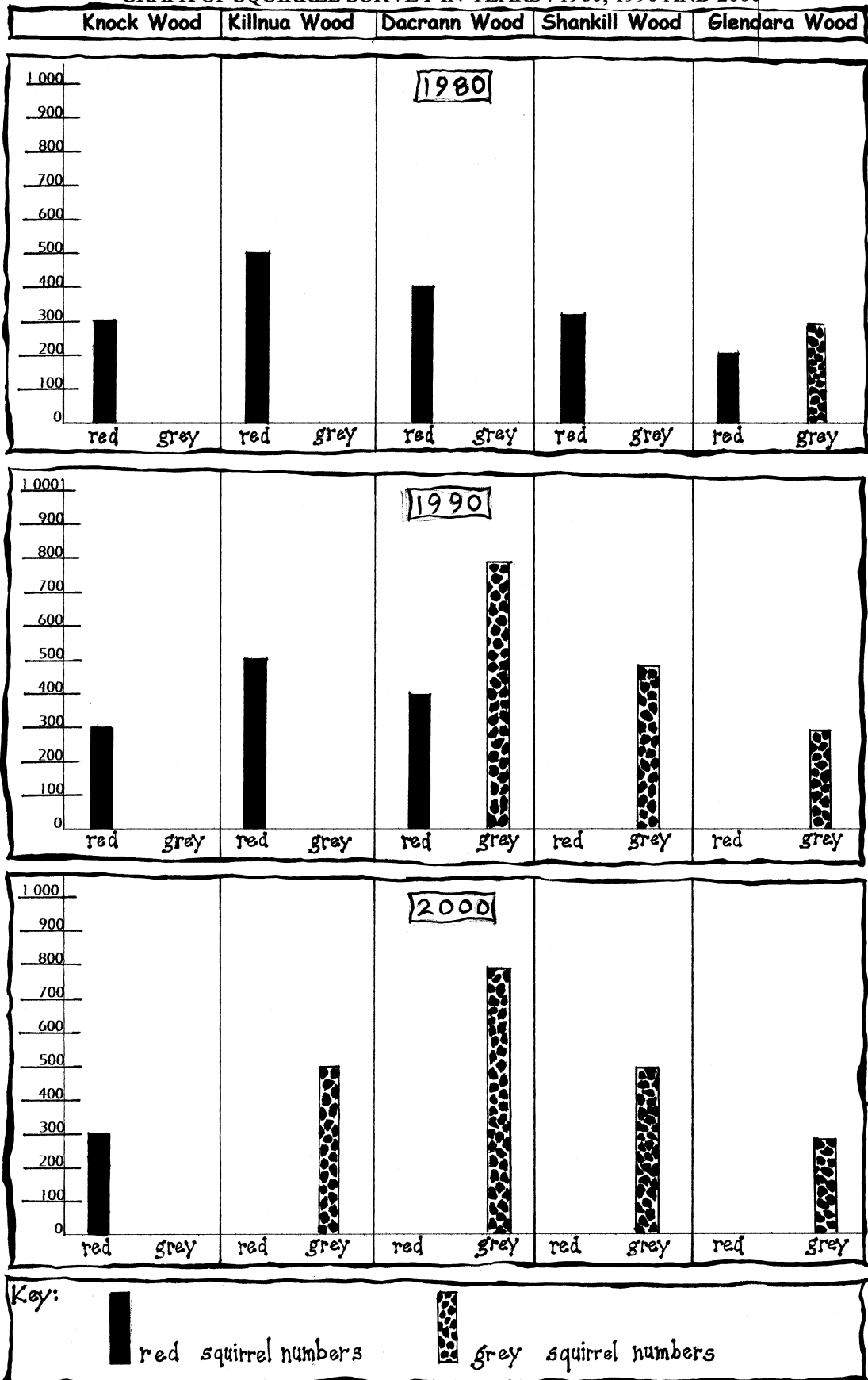
When an animal is in danger of extinction it is very important to keep a check on its numbers. Scientists have surveyed the five woods on the map in the previous exercise counting the number of red and grey squirrels. This check was made every ten years in 1980, 1990 and in 2000. The number of squirrels depends on a number of factors: the size of the wood, the type of trees in the wood and the capacity of the types of trees to support the different types of squirrel.

Generally the bigger the wood the more squirrels it will support. Both types of squirrel can live in broadleaf and coniferous woods. Coniferous woods have been planted by people. They cover 5% of the landscape. Unfortunately 70% of these woods are Sitka spruce. They grow quickly and thrive on poor soil so they are good trees to plant in upland areas. Its cones are so small they provide very little food for red squirrels and are useless to grey squirrels. The best type of coniferous trees for red squirrels are those that have large cones: Scots pine, Norway spruce and larch.

On the next page are the results of the scientists' survey shown in graph form. Examine the graph carefully and then answer the questions on the following page. To answer the questions you will need to examine the graphs carefully and use all you have learnt about squirrels.

GRAPH OF SQUIRREL SURVEY

GRAPH OF SQUIRREL SURVEY IN YEARS : 1980, 1990 AND 2000



Answer these questions:

1. How many red squirrels were there in Killnua Wood in 1980?
2. How many grey squirrels were there in Killnua Wood in 1980?
3. Which was the only wood with grey squirrels in 1980?
4. How many woods had grey squirrels in 1990?
5. Which was the only wood that had both red and grey squirrels in 1990?
6. Which was the only wood free of grey squirrels in 2000?
7. Knock Wood is the largest wood. Is there any reason why it supports so few squirrels?
8. By using the graph and the map from the previous exercise you can work out which direction the grey squirrels moved. What direction was it?
9. Knock wood was the only wood to keep squirrels by 2000. Why has this happened? There may be more than one reason.

Discussion

1. The graphs can be used to tell the story of what happened to red and grey squirrels from 1980 to 2000. What is this story.
2. The following methods have been tried to help conserve red squirrels. Discuss which you think would be a good idea.
 - a. Kill the grey squirrels by traps or poisoning
 - b. Use special feeders to feed the red squirrels but not the greys
 - c. Make sure that woods chosen to preserve the red squirrels have no hedges near them
 - d. Plant new woods made up of coniferous trees but not Sitka spruce
 - e. Replant old Sitka spruce woods with other types of coniferous trees.
3. Why do you think it is important to preserve the red squirrel?

EXERCISE 5: Red Squirrel Scavenger Hunt:

In your school grounds or in a wood near you try and find the following things:



1. Cones



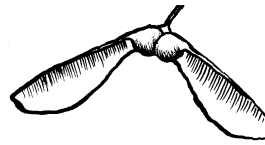
2. Acorns



3. Nuts



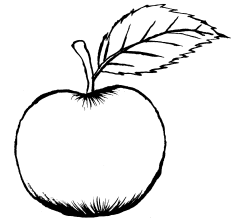
4. Seeds (Animal, bird and wind spread)



5. Berries



6. Fruit



7. A bud



8. A fungus



9. Three kinds of leaves



10. Twigs

11. Hair/Feather



SCORE: _____

NOTE: Safety First - Wash your hands after the scavenger hunt.

ART WORK:

1. Make a collage of what you have found. Use a big picture of a squirrel in its habitat as a background.
2. Make a model of a squirrel's drey. Use the twigs, leaves, hair and feather.

EXERCISE 6: A YEAR IN THE LIFE OF A RED SQUIRREL

Below is a description of what red squirrels do during different months

January	Cold, dark and little food. Squirrels mate
February	Drey building
March	First litters are born. Males take no part in rearing
April	Adults moult. Young come out for first time
May	First young leave home. Squirrels eat flowers and buds
June	Second litter born. Cones available
July	Summer litters born
August	Most food available: berries, cones and nuts. Second moult
September	Summer litter leaves
October	Squirrels heaviest ready for winter
November	Squirrels eat fungi. Activity falls because it's colder
December	Cold and dark, little food available

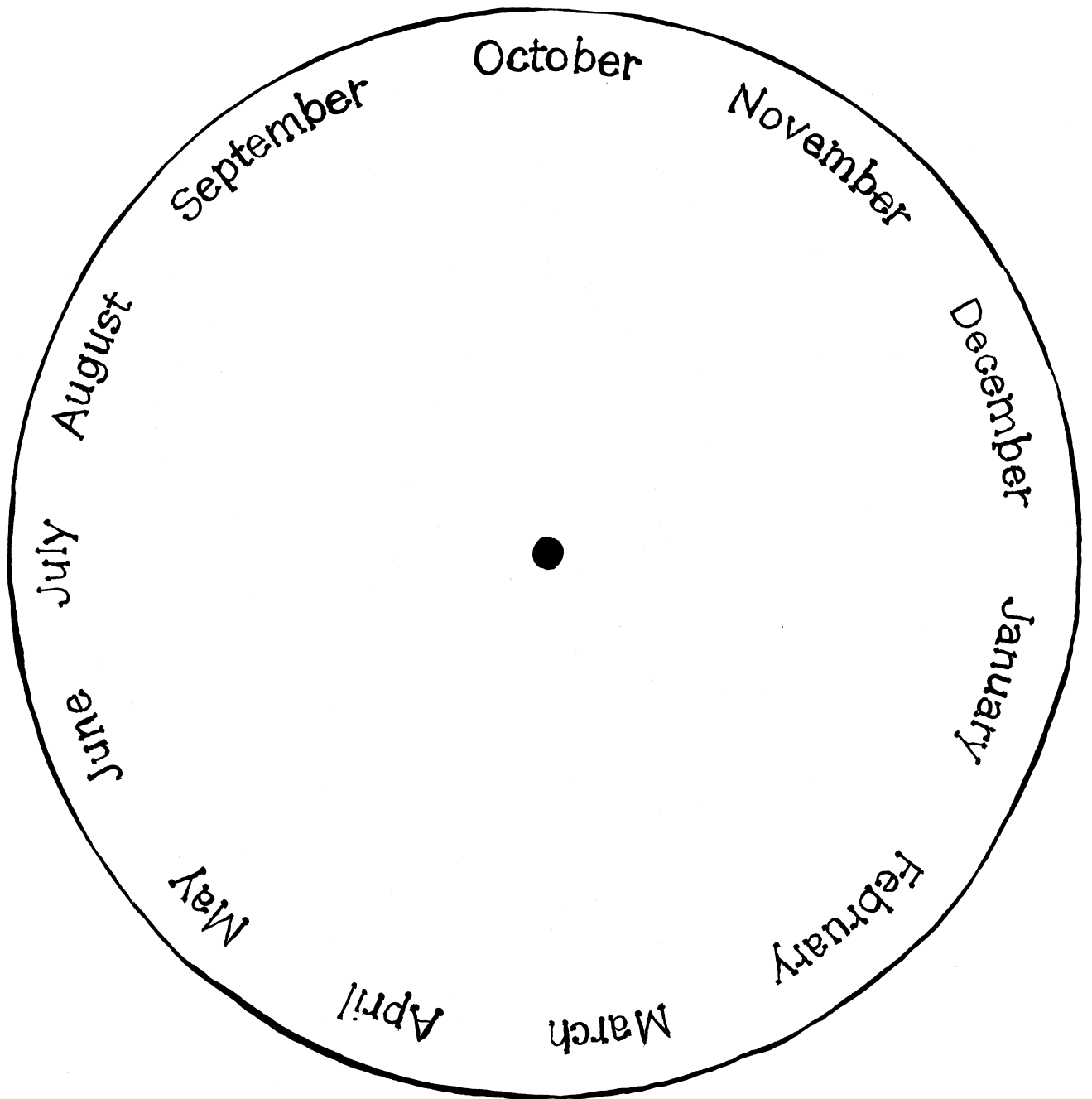
Cut out the two shapes from the pages below. Write the squirrel's activity for each month in the correct space. Use a clip to make it turn. You now have a squirrel calendar.

You could make a second calendar. This time fill in your activities for each month. How do they compare?



Red Squirrel
Activity Calendar





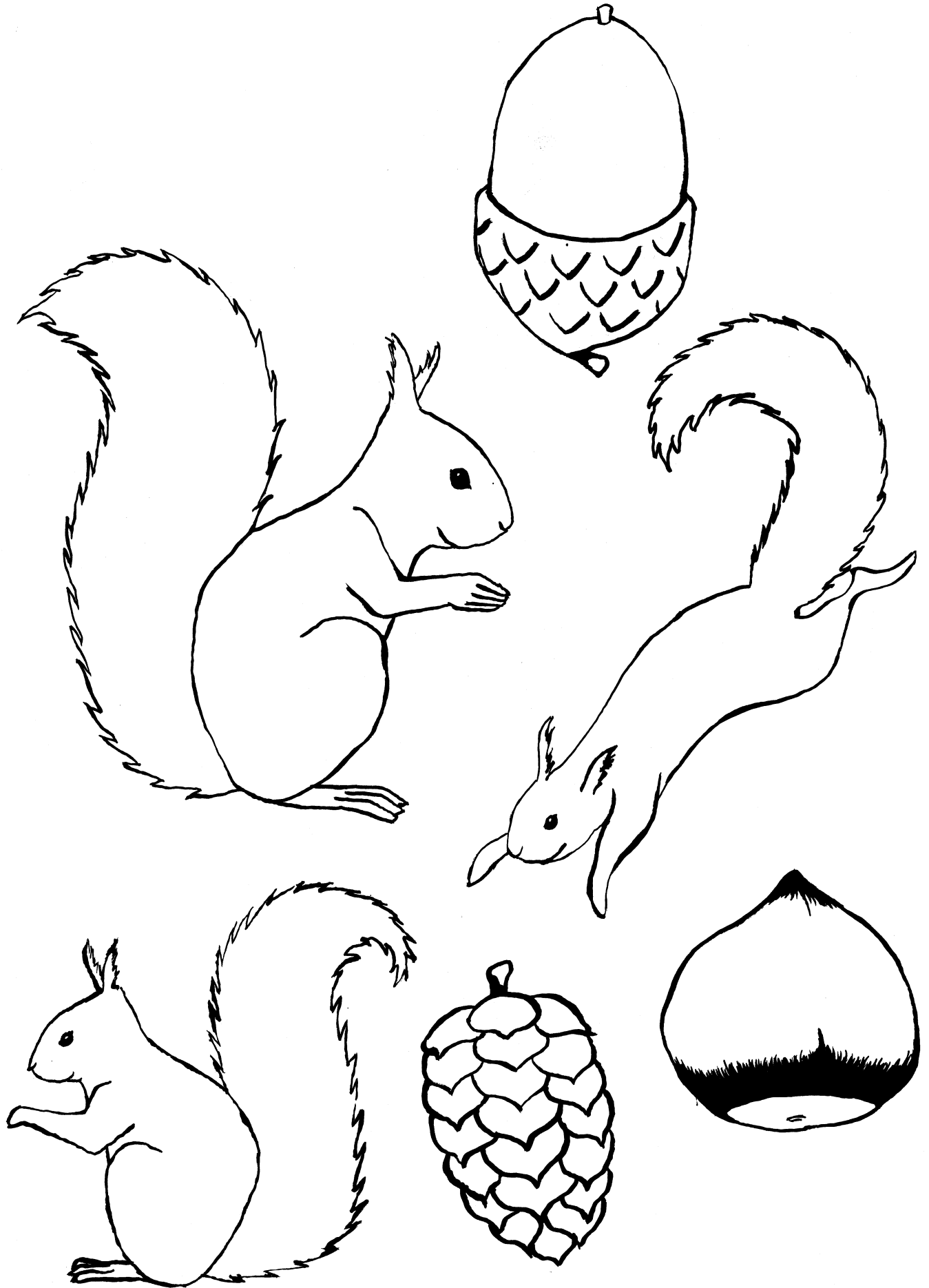
EXERCISE 7: SQUIRREL MODELS

Cut out these models using white card. Colour them in with the correct colours.

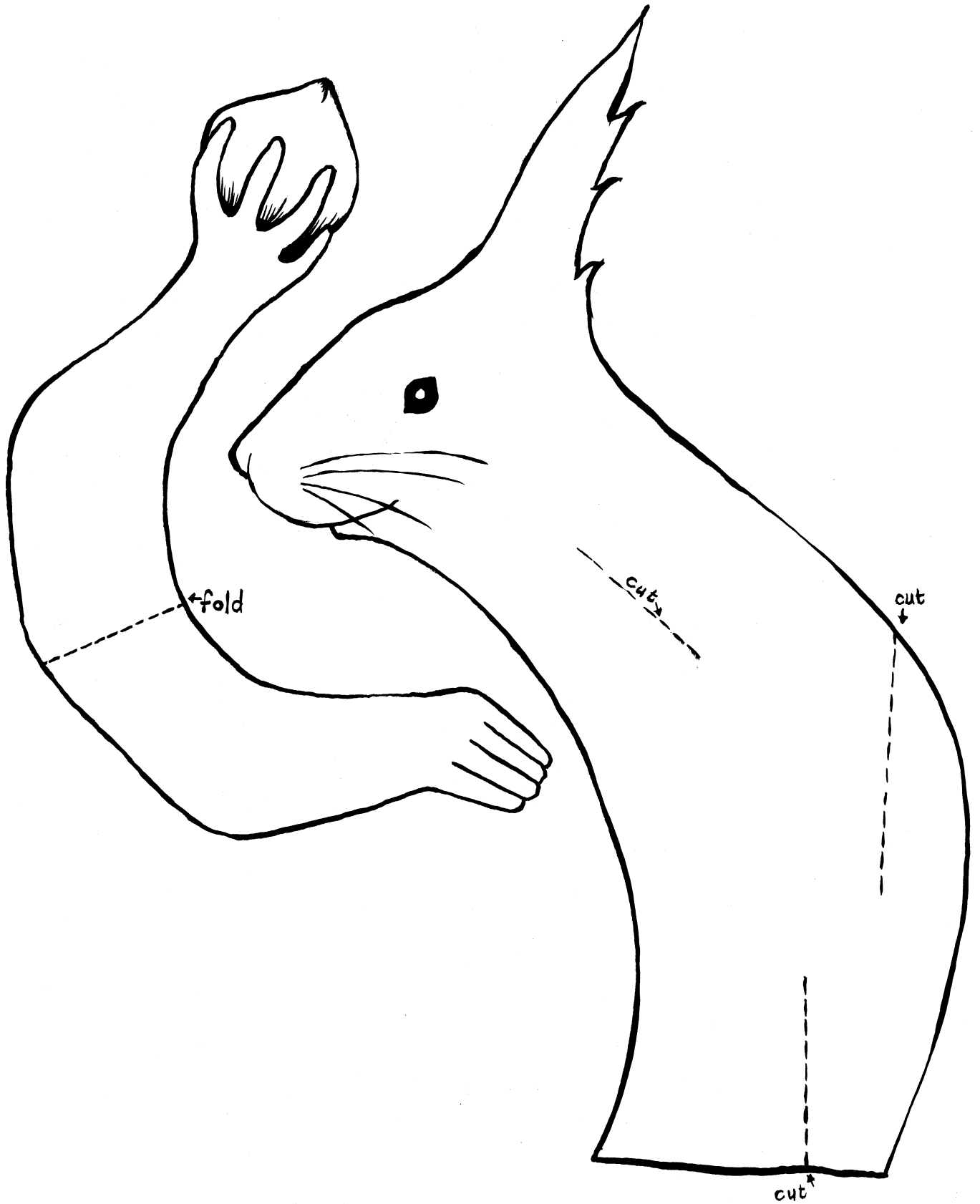
Red Squirrel Mask



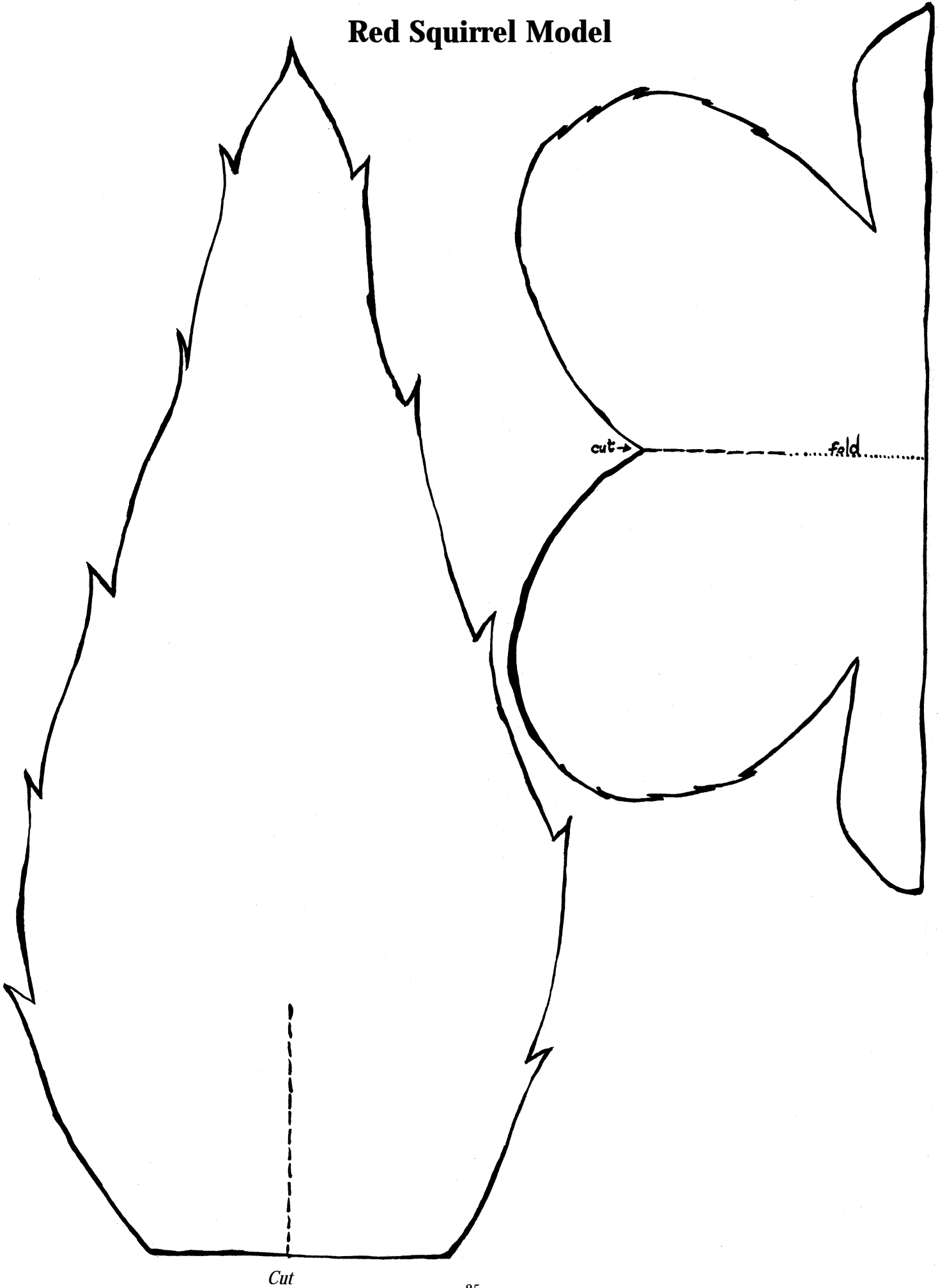
Red Squirrel Mobile



Red Squirrel Model



Red Squirrel Model



EXERCISE 8: Red Squirrel Games

A. Nut Burying Game

B. Tree Felling Game

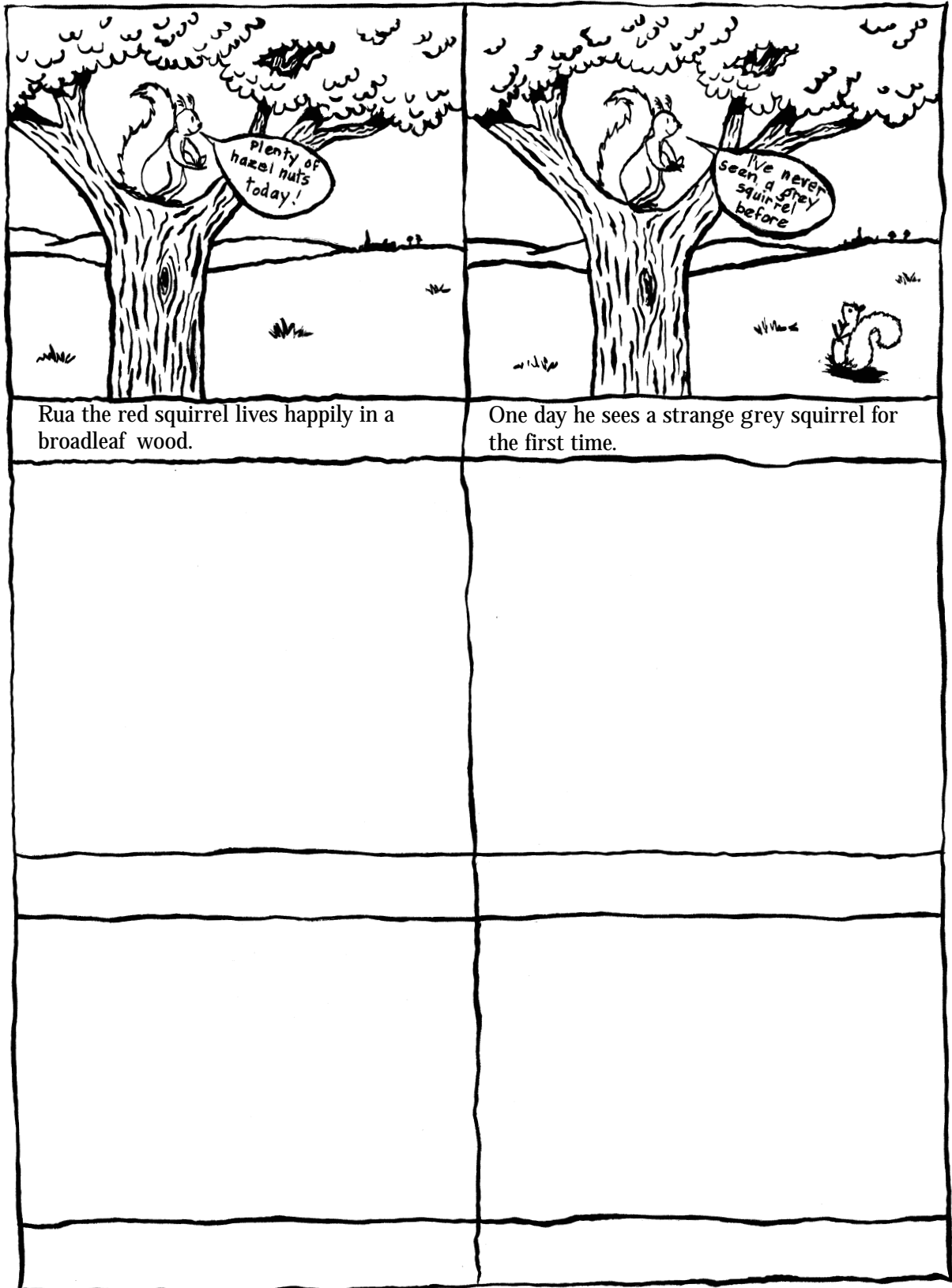
C. My Friend's a Tree

Your teacher will tell you how to play these games.

EXERCISE 9: Red Squirrel Wildlife Film - The Grey Stranger

You now know a lot about red squirrels. Imagine you make animated films. You are asked to make a film about red squirrels. Before you begin shooting the film you need to create a storyboard. The first two sections have been done for you. Carry on with the story. Try to make it realistic. Make sure it has a happy ending.

You may make extra boxes if you wish.



Exercise 10: Survey of Red and Grey Squirrels

Red squirrels are in danger in Northern Ireland. It is very important that accurate records are kept. Over a period of time these records can be compared. This allows scientists to find out how well the squirrels are surviving. Because the grey squirrels are the biggest threat to red squirrels, it is important to collect records of them. By keeping records you can help the red squirrel survive.

Below is a record sheet of red and grey squirrels. If you should see a squirrel, complete the form. Your teacher will help you with the details. Then return it to this address:

Centre for Environmental Data and Recording (CEDaR), The Ulster Museum, Botanic Gardens, Belfast BT9 5AB.

Tear Here

Northern Ireland - Squirrel Sightings

Name: _____

School: _____

Address: _____

Phone: _____

Date	Map Reference	Place	Sighting Red or Grey	Remarks



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