

Know the **Code**

before you go!

An Activity Guide

to promote awareness & understanding of the

**Scottish Outdoor Access
Code**

with 12-14 year olds

(text in blue specific to pilots)

Introduction

Scotland's outdoors, extending from the parks and open spaces in our towns to the remote and wild areas of land and water in the Highlands, provides great opportunities for open-air recreation and education. Open-air recreation provides people with great benefits for their health and well-being and contributes to the good of society in many other ways. Part 1 of the Land Reform (Scotland) Act 2003 gives everyone statutory access rights to most land and inland water. People only have these rights if they exercise them responsibly by respecting people's privacy, safety and livelihoods, and Scotland's environment. Equally, land managers have to manage their land and water responsibly in relation to access rights.

The Scottish Outdoor Access Code (the Code) provides detailed guidance on the responsibilities of those exercising access rights and of those managing land and water.

It is based on 3 key principles:

- **Respect the interests of other people**
- **Care for the environment**
- **Take responsibility for your own actions**

The full Code can be downloaded from www.outdooraccess-scotland.com or ordered free of charge from Scottish Natural Heritage on 01738 444177 or email: pubs@snh.gov.uk

The Code is particularly relevant to you if you are organising an educational group activity in the outdoors. It helps you to think about the needs of land managers and other people who are enjoying the outdoors. You are a role model to the children in your care and can help them to understand the relevance of the Scottish Outdoor Access Code to them. Knowing the Code will help you and others to enjoy the outdoors and help to look after it for future generations to enjoy.

Scottish Natural Heritage has undertaken research to establish the current behaviour and the awareness and attitudes of young people in Scotland towards responsible behaviour in the outdoors. This research helped us to develop our objectives for this resource, which include:

- a) To increase young people's knowledge and understanding of their responsibilities and rights in the outdoors. In particular, to help them to make responsible decisions in situations where conditions apply.
- b) To increase young people's knowledge and understanding of the importance of thinking about the needs of others in the outdoors, whilst reinforcing their knowledge and understanding of the need to care for the environment and take care of their own safety.
- c) To support and encourage young people to transfer their knowledge and understanding of their responsibilities in the outdoors into responsible behaviour.

The activities in this resource are designed to be thought provoking, encourage debate and give young people opportunities to think more carefully about their rights and responsibilities in the outdoors. They can be used by anyone working with young people, including teachers, leaders of uniformed groups, rangers and outdoor centres. It is best suited for children aged 12 - 14 years. You can use this resource to enable your children to develop the four capacities of the Curriculum for Excellence. See [page 45](#) for further information.

How to Use this Pack - IMPORTANT INFORMATION

It is very important that you choose and undertake one of the **introductory activities** before deciding which other activities you will use. **The activities that follow the introductory ones are not in any sequence or order - pick the one(s) that best suit your group or circumstances.**

The best way to learn about the Scottish Outdoor Access Code is in the outdoors, in a real and relevant situation. The indoor activities in this pack should compliment, not replace, direct, first-hand experience in your local area. On [page 44](#) you will find a list of organisations that may be able to help you to use your local area or contact local people, e.g. landowners, to share their perspective with your children.

On each activity page you will find:

- *An aim*
- *A description of the activity*
- *Resources needed (many are provided in the pack for you)*
- *A suggested method of implementation.*

To aid you in undertaking activities in this pack, a Code Summary has been included on [page 5](#).

The full Code can be ordered from Scottish Natural Heritage on 01738 444177 or email: pubs@snh.gov.uk. It can also be downloaded from www.outdooraccess-scotland.com, where further information is also available.

If you have a computer you may wish to use the pack CD, which has copies of:

- *the photographs and notes*
- *poster and notes*
- *cartoon scenario cards*
- *worksheets*
- *the Code summary*

All of the above can be projected onto a whiteboard if working with a large group.

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* One introductory activity must be completed before choosing any of the activities below.

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List of Resources Provided in the Pack

Activities booklet containing:

- Summary of the Scottish Outdoor Access Code - Exercising Access Rights Responsibly - At a Glance
- A choice of 2 introductory activities
- A range of follow on activities including: discussions, drama, map work, quizzes, indoor and outdoor games & worksheets
- Poster guidance notes
- Useful contacts list

Additional items including:

- **Interactive Poster:** with 'Know the Code before you go!' game templates on reverse, (poster guidance notes in the activities booklet)
- **Cartoon Scenario Cards:** set of 8 (not included in pilot - sorry)
- **Photo cards:** set of 18 (some incomplete for pilot - sorry) with Code guidance notes on reverse
- **'Crack the Code' dial:** with templates for the children to make their own in the activities booklet. (complete version not included in pilot)

CD including: (Not included in pilot)

- Exercising Access Rights Responsibly - At a glance (summary of the Scottish Outdoor Access Code)
- 7 short video clips from the Scottish Outdoor Access Code TV advertisements
- Poster and guidance notes
- Photographs and guidance notes
- Cartoon scenario cards
- Worksheets from the Activities Booklet

Published leaflets giving guidance on responsible Access: (not included in pilot visit www.outdooraccess-scotland.com for additional information)

- Know the Code before you go! - Scottish Natural Heritage

Etc

Exercising access rights responsibly - at a glance

You must exercise access rights responsibly and this part of the Code explains how you can do this. A summary of your main responsibilities is provided below.

- 1. Take personal responsibility for your own actions. *You can do this by:***
 - caring for your own safety by recognising that the outdoors is a working environment and by taking account of natural hazards;
 - taking special care if you are responsible for children as a parent, teacher or guide to ensure that they enjoy the outdoors responsibly and safely.
- 2. Respect people's privacy and peace of mind. *You can do this by:***
 - using a path or track, if there is one, when you are close to a house or garden;
 - if there is no path or track, by keeping a sensible distance from houses and avoiding ground that overlooks them from close by;
 - taking care not to act in ways which might annoy or alarm people living in a house; and
 - at night, taking extra care by keeping away from buildings where people might not be expecting to see anyone and by following paths and tracks.
- 3. Help land managers and others to work safely and effectively. *You can do this by:***
 - not hindering a land management operation, by keeping a safe distance and following any reasonable advice from the land manager;
 - following any precautions taken or reasonable recommendations made by the land manager, such as to avoid an area or route when hazardous operations, such as tree felling and crop spraying, are underway;
 - checking to see what alternatives there are, such as neighbouring land, before entering a field of animals;
 - never feeding farm animals;
 - avoiding causing damage to crops by using paths or tracks, by going round the margins of the field, by going on any unsewn ground or by considering alternative routes on neighbouring ground; and by leaving all gates as you find them.
- 4. Care for your environment. *You can do this by:***
 - not intentionally or recklessly disturbing or destroying plants, birds and other animals, or geological features;
 - following any voluntary agreements between land managers and recreation bodies;
 - not damaging or disturbing cultural heritage sites;
 - not causing any pollution and by taking all your litter away with you.
- 5. Keep your dog under proper control. *You can do this by:***
 - never letting it worry or attack livestock;
 - never taking it into a field where there are calves or lambs;
 - keeping it on a short lead or under close control in fields where there are farm animals;
 - if cattle react aggressively and move towards you, by keeping calm, letting the dog go and taking the shortest, safest route out of the field;
 - keeping it on a short lead or under close control during the bird breeding season (usually April to July) in areas such as moorland, forests, grassland, loch shores and the seashore;
 - picking up and removing any faeces if your dog defecates in a public open place.
- 6. Take extra care if you are organising an event or running a business. *You can do this by:***
 - contacting the relevant land managers if you are organising an educational visit to a farm or estate;
 - obtaining the permission of the relevant land managers if your event needs facilities or services, or is likely, to an unreasonable extent, to hinder land management operations, interfere with other people enjoying the outdoors or affect the environment;
 - talking to the land managers who are responsible for places that you use regularly or intensively.

INTRODUCTION 1. - with the photo cards

Aim:

To introduce the children to the relevance and meaning of the Scottish Outdoor Access Code

Description:

Photographs are used to stimulate discussion about where rights of access apply, who might be affected and why there is a need for a Code.

Resources needed:

18 Photo cards from the Pack - guidance notes provided on the reverse
or
Pack CD with photographs in electronic format and white board

Suggest method:

Explain that the Land Reform (Scotland) Act 2003 means that everyone in Scotland has the right to be on most land and inland water for recreation, education and for going from place to place, provided they act responsibly. Discuss why it is good to encourage people to use the outdoors and to have some freedom about where they go and what they do.

Show photocards A, B, C. The outdoors can be a busy place! What problems might occur with all these different users using the same places? How might these be overcome?

Show photocards D, E, F. What activities do these photographs represent? What is the key difference between these users of the outdoors and the users in the first three photographs (the first showed recreational users, the second represent livelihoods gained in the outdoors). Use the photographs to generate discussion on the types of concerns that land managers may have about recreational users accessing their land. Ask for ideas about how recreational users can show respect for land management activities.

How can land managers communicate with recreational users who they may never meet? (through a Code, through signage). Show photo card G and discuss why signs are used.

Emphasise the following points:

- There is a need for a Code (and that there is one!)
- Much of the Scottish Outdoor Access Code is about common sense. Its about acting responsibly and with consideration towards other people.
- The Code applies to both recreational users and land managers

Explain that you do not have access rights if you do not act responsibly.

Select from the remainder, the other photographs most relevant to your group. Explore the access rights and responsibilities associated with each picture.

(continued overleaf)

The questions on the reverse of the cards can be used to help prompt discussion. Extracts from the Code are provided to help with the answers and with questions from the children!

Emphasise that the Code is based on 3 key principles:

- **Respect the interests of other people**
- **Care for the environment**
- **Take responsibility for your own actions**

Ask for examples from your discussions that illustrate each of the key principles.

Finish by asking if the group thinks that the access legislation is a good thing for them, and why? Do they feel that the new legislation is a good thing for landowners, and why?

Draft

INTRODUCTION 2. - with the poster

Aim:

To introduce the children to the relevance and meaning of the Scottish Outdoor Access Code

Description:

The poster is used to stimulate discussion about where rights of access apply, who might be affected and why there is a need for a Code.

Resources needed:

Poster ([see clickable link and print as large as possible - intended A2](#)) or pack CD with electronic format and white board

Guidance notes for the poster ([page 10 - 13](#))

Suggest method:

Explain that the Land Reform (Scotland) Act 2003 means that everyone in Scotland has the right to be on most land and inland water for recreation, education and for going from place to place, provided they act responsibly. Discuss why it is good to encourage people to use the outdoors and to have some freedom about where they go and what they do.

Show the poster and explain that the Scottish Outdoor Access Code is a guide to behaving responsibly in the Outdoors. Explain that the poster illustrates some people acting responsibly, some irresponsibly and others about to make a decision on what to do.

Find a start point and take a trip through the poster, allowing the group to choose where to go and explore the situations depicted in the illustrations. Do they know what is the responsible behaviour in the scenarios depicted and why? ([See the notes on pages 10 -13 for help](#)).

Use the illustrations to show how access rights depend on the state of the ground, land management activities, what you are doing (for example, whether you have a dog with you) and whether you are on your own or with a group of friends. The cumulative impact of large numbers of/various types of users in an area could also be considered.

Seek solutions from the group to address the concerns and conflicts illustrated and see if the group has any first hand experiences to relate. Tease out from them that:

- There is a need for a Code (and there is one!)
- Much of the Scottish Outdoor Access Code is about common sense. It's about acting responsibly and with consideration towards other people.

(continued overleaf)

Explain that with the right of access comes a responsibility to behave in an appropriate way - you only have access rights if you act responsibly.

Emphasise that the Code is based on 3 key principles:

- Respect the interests of other people
- Care for the environment
- Take responsibility for your own actions

Ask for examples from your discussion/the poster that illustrate each of the key principles.

Finish by asking if the group thinks the access legislation is a good thing for them, and why?
Do they feel that the new legislation is a good thing for landowners, and why?

Draft

Poster Notes

These notes are in this form for the pilot only. We propose to create a small version of the poster and annotate it to number the issues. There would then be a numbered list of leader's notes below.

Issue/Image	Your rights and responsibilities
On the Farm	
Children come across a locked gate. There is no stile or alternative means of access nearby. The field is a field of sheep (no lambs).	Access rights apply to fields with farm animals. You can climb a gate if there is no reasonable alternative nearby and should climb it at the hinge end, to avoid causing damage.
Children are going from one cattle field into another. There are cows (no calves) in both fields. There is a water trough in one of the fields.	You should leave gates as you find them. In this case, it may be that the cows in both fields need to get to the water trough. If you are in a field with farm animals, keep a safe distance and watch them carefully, they can react aggressively towards people.
Children are approaching the farmyard with their dog, which is under close control. There are farm dogs in the farmyard, some geese and/or hens, lambs in the byre and tractors.	Access rights do not extend to farmyards unless a right of way or core path goes through. You may be able to go through the farmyard if the farmer is content or if access has been taken on a customary basis.
Children are ignoring a sign that says that the field has just been sprayed and that people should avoid it for a certain period.	Fertilisers or other materials that land managers need to apply to fields can be dangerous to public health. For your own safety, follow any advice asking you to avoid using particular routes or areas at these times.
There is a field of grass being grown for silage. It is quite well established, as it will be cut soon. Children are approaching the entrance to the field	You can exercise access rights on land on which grass is being grown for hay or silage, unless it is at such a late stage of growth that it might be damaged. In such cases, use paths or tracks where they exist or go along the margins of the field.

On the hill	
<p>A group of children on mountain bikes are approaching a horse rider from the rear on a narrow path. The cyclists stop and the front bike rider calls and the horse rider turns round give a cheery wave to them to pass on by.</p>	<p>On narrow routes, cycling may cause problems for other people. Don't endanger walkers and horse riders: give other users advance warning of your presence and give way to them on a narrow path. A horse and rider may not hear a cyclist approaching from behind so it is helpful to shout out 'hello'.</p>
<p>The path splits, one is a wider, well-drained route and the other continues to be narrow and becomes very muddy, wet and boggy. It is very churned up. There is damage and erosion to the track where these user groups have been in the past. There is another horse rider at the junction trying to make a decision about which way to go.</p>	<p>If you are cycling or riding off-path, particularly in winter, you should avoid going onto wet, boggy or soft ground and churning up the surface.</p>
<p>Some men are urinating against a bothy wall. Nearby there is evidence of toilet paper and human excrement. There is a dog rolling about in it [they love to do this apparently]. There is also a stream/mountain burn running very close by, which may be the water supply for the bothy. There is also a responsible group who are seen walking well away from water [30m], to defecate. They have a trowel in hand, having dug a small hole, or flap of turf.</p>	<p>If you need to urinate, you should do so at least 30m from open water or rivers and streams. If you need to defecate, do so as far away as possible from buildings, from open water or rivers and streams, and from any farm animals. Bury faeces in a shallow hole and replace the turf.</p>
<p>A group (3 - 4 tents) are camped near a road and a river. There is a toilet roll hanging on a branch, as if this is the toilet area for the group. There are houses nearby. They have a lot of litter lying around including a disposable barbecue with cans and bottles. They are playing loud music and cans and other litter are being blown away/swept downstream. There is a patch of flattened grass beside them where previous campers have been, although they have left no other trace.</p>	<p>If camping away from a campsite you should only do so in small groups and only for 2 or 3 nights in any one place. Do not camp in enclosed fields of crops or farm animals and keep well away from buildings, roads or historic structures. Leave no trace by taking away all your litter, removing all traces of your tent pitch and of any open fire and not causing any pollution.</p>
<p>A group of children come across a large estate, which is lined by trees but there is no fence or other physical boundary. The children are in the woodland strip and they want to take a short cut across the close cut lawn area, which is used for the domestic enjoyment of the house, yet is still quite far from the house.</p>	<p>Access rights do not apply to gardens. In some cases, the extent of a garden might be difficult to judge. Things to look out for in judging whether an area of land close to a house is a garden or not include: a lawn or other area of short mown grass, flowerbeds and tended shrubs, paving and water features.</p>

On and by the water	
A small group of teenagers are planning to go swimming in a river, but a fisherman is already fishing there so they move down stream.	Access rights extend to most inland water. You should care for the interests of other water users, which these children are doing in speaking to the fisherman and moving down stream to avoid disturbing him.
A small group of canoeists approach a couple of anglers. One of them goes straight through the anglers, who are angry. The rest stop and wait for the anglers to signal for them to go.	Canoeists should respect the needs of anglers, by avoiding fishing nets or other fishing tackle. When close to anglers, keep noise and other disturbance to a minimum. Await a signal from the angler or ghillie to proceed if they have a line in the water and follow any suggested route they indicate if safe and practicable to do so.
Children are casting their fishing lines into an area of people paddling.	Anglers should be careful when casting lines. If a canoeist or other person on the water is close by wait until they have passed before casting.
Another group of canoeists are attempting to access the water through an area of nesting birds. There is a sensible place to enter the water not too far away.	Canoeists should take extra care when entering and leaving the water to avoid damaging the banks or disturbing wildlife.
A dog walker is getting nearer to the nesting birds and fishermen and calls his dog to put it on a lead.	You can reduce the chance of your dog disturbing birds that nest on the ground during the breeding season (usually April to July) by keeping your dog on a short lead or under close control.
In the Woods	
Children out biking come across forest operations. There are a couple of possible alternative tracks but no sign advising them to keep away or directing them to the best alternative route. There are however, visible potential hazards. Part of the group hangs back looking confused but another part of the group keeps going.	If you come across forest machinery, you should keep a safe distance. You should take any reasonable alternative route available to ensure you do not hinder the operations and ensure your safety and that of the people working there.
A group of children have started a fire in the woods. There is no one supervising it - they are all off collecting wood. They are pulling branches off live trees for their fire.	<p>If you wish to light an open fire, keep it small, under control and supervised. Never light a fire in forests or woods. See the full Code for further guidance on fires out with woods and forests.</p> <p>The children should not intentionally destroy the trees by pulling branches from them for their fire.</p>

Close to houses and in towns and villages	
A golfer is standing irately looking at two children, who are walking home from school across the green preventing golfers from playing.	You can only exercise access rights to cross over a golf course and in doing so, you must keep off golf greens at all times and not interfere with any golf games or damage the playing surface.
A group of children are cycling home from school through a park. There are small children playing and dogs running about (but under control). The cyclists slow down and pass safely. Another group/part of their group is further ahead. They go whizzing round the corner sending a group out walking leaping out of their way.	You should always respect the interests of other people. Give others advance warning of your presence by calling out or using a bell and give way to them on a narrow path.
Children are climbing a fence into the school grounds after hours.	School grounds are usually excluded from access rights. However, could the children ask permission for access after hours in the future, as long as they behave responsibly?

DRAFT

ACTIVITY A - What Happens Next? (TV ads)

Aim:

To illustrate that the outdoors can be a busy place and that our activities can affect other users, and that having a Code can help to avoid potential conflict situations.

Description:

Seven short clips from the Scottish Outdoor Access Code TV advertisements are shown and the children are asked to think about what happens next.

Resources needed:

TV ads from Pack CD - choose your preferred format ~~This is not available for the pilots.~~
View some of the ads at <http://www.outdooraccess-scotland.com/default.asp?nPageID=322&nSubContentID=0>
Photocopy pupil sheet with multiple choice questions (optional)

Suggested method:

The TV ads have been provided in 3 formats - choose your preferred format:

- as a complete advert
- the advert with 7 pauses built in to allow you to discuss the issues as you wish
- the advert with 7 pauses built in and multiple choice questions on the screen

Complete advert:

Play the adverts, asking the children to note down potential conflict situations and how they were avoided.

Advert with pauses:

Play each clip, pausing at the built in pauses. Discuss the rights and responsibilities of the characters then ask the question 'What happens next?'

Advert with multiple-choice questions:

Play each clip, pausing at the questions to give the group as much time as is needed to read and choose an answer. You may wish to read out the questions to aid comprehension. Ask for a show of hands for choice a,b,c,d. Then resume playing the video clip to find out which was the right choice. (questions on screen will be identical to those overleaf)

Video clips - Multiple choice - question sheet

You will be shown 7 short clips that illustrate the Scottish Outdoor Access Code in action.

The video will pause during each clip. Circle the ending that you think best describes what will happen next?

Dog walker and sheep

- (a) the dog runs into the flock and the flock scatters
- (b) the owner chases after the dog shouting and trying to catch it
- (c) the owner gets the dog to sit and puts on a lead
- (d) a farmer approaches the dog and owner and tells them they shouldn't be there,

Runner and forester

- (a) The runner ducks under the tape and keeps running
- (b) The runner ducks under the tape and walks slowly past the power saw operator
- (c) The runner runs around the outside of the danger zone marked out by the tape.
- (d) The power saw operator stops the saw while the runner goes by

Youths with wall and gate

- (a) The boys lift off a few stones to make it easier to cross the wall
- (b) One of the boys notices a gate and they decide to go through the gate to avoid damaging the wall
- (c) A man approaches and tells the boys that they have no right to be in the fields
- (d) Both boys scramble over the wall, knocking down some stones

Mountain biker and horse rider

- (a) The cyclist and horse both keep going, the horse takes fright and the rider falls
- (b) The rider is annoyed with the cyclist for being on the track and frightening the horse
- (c) The cyclist is annoyed with the rider for being in the wood and spoiling his fun
- (d) The cyclist stops and the horse rider waves to say thank you.

Couple and field margin

- (b) The couple turn back, as they think they are not allowed into a field of crops
- (c) The couple walk along the field margin to avoid damaging the crop
- (d) The couple walk straight ahead through the crops, as there are no signs and no one about to tell them not to
- (e) The couple walk through the crop in single file, to minimise the damage

Canoeists and fisherman

- (a) The canoeists carry on past, a paddle catches the line and the line breaks
- (b) The angler shouts at the canoeists, saying that they have no right to be in this stretch of the river where fishing takes place
- (c) The canoeists gesture angrily to the angler for getting in the way
- (d) The canoeists wait for the angler to reel in, and then go by

Family and Geese

- (a) The geese take fright and fly away, and the family miss the chance to see them properly
- (b) The family stop walking and stay quiet, and the geese continue towards the water
- (c) Adult geese fly away and leave behind goslings.
- (d) The girl runs right up to the geese, and the geese launch an attack

ACTIVITY B – People in the poster

Aim:

To illustrate the link between positive behaviour and feeling positive about other people and places in the outdoors.

Description

The children explore the poster then write a short description of the places they visit, the characters they meet and how they feel. This activity can also be undertaken as a group, each group member suggesting in turn where they would be in the poster and what they would be doing.

Resources needed:

Poster ([see clickable link and print as large as possible - intended A2](#)) and guidance notes (page 10 - 13)

Paper and pencils (optional)

Suggested method for individual work:

Ask the group where they would like to be in the poster? Why they would like to be there? What could happen to spoil their day? Could the activity of other people spoil their day? Ask them to imagine that they have just moved to a new house in a new town. They go for a walk to explore the neighbourhood shown in the poster. Ask the children to decide:

- How they will get around (walk/cycle/ride a horse?)
- Who accompanies them?
- Which places they visit
- What they see and whether they enjoy what they see
- Which characters they meet
- How they respond to the characters they meet
- Are they pleased or disappointed with their new neighbourhood?

Then ask them to either:

- A. write about their journey as part of a letter to a friend from their old school
- B. describe their journey as a conversation with mum, dad or other family member when they return home.

Suggested method for group discussion:

Ask each group member in turn where they would like to be in the poster, what they would be doing and who would be with them. Encourage the other group members to ask them questions to establish whether they are acting responsibly or irresponsibly. Discuss what they should do in order to act responsibly and why it is important to act responsibly, exploring issues such as:

- Who might be hurt or what could be damaged as a result of irresponsible behaviour?
- Whether they will receive positive or negatives responses from other people?
- Whether the environment they live in will be made better or worse as a result of their actions?

ACTIVITY C - Cartoon Cards

Aim:

To use two sequences of illustrations to promote a discussion on the benefits of responsible behaviour and the consequences of irresponsible behaviour.

Description:

There are 8 scenario cards: 4 showing a group acting responsibly and 4 showing the identical group in an identical setting acting irresponsibly. The children are asked to discuss and compare the two sequences and make a mind map to express the benefits of responsible behaviour and the consequences of irresponsible behaviour.

Resources needed:

A set of 8 cartoon scenario cards (not available for pilot - sorry)
Flip chart paper
Example mind map (overleaf)
Electronic version of the cards on the pack CD (optional)
Blank mind map sheet for photocopying (optional)

Suggested method for a small group:

Give the group the 8 cards and ask them to sort the cards into 2 sequences. Allow the group plenty of time to look at the pictures and make comments.

Ask the group to put themselves in the position of the individuals who are behaving irresponsibly and those who are behaving responsibly and ask them to describe their emotions and thoughts. Try to illicit discussions about the consequences and benefits of the actions depicted.

Use a large sheet of flip chart paper to draw a group mind map like the example overleaf. Try to get each group member to add at least one idea or thought.

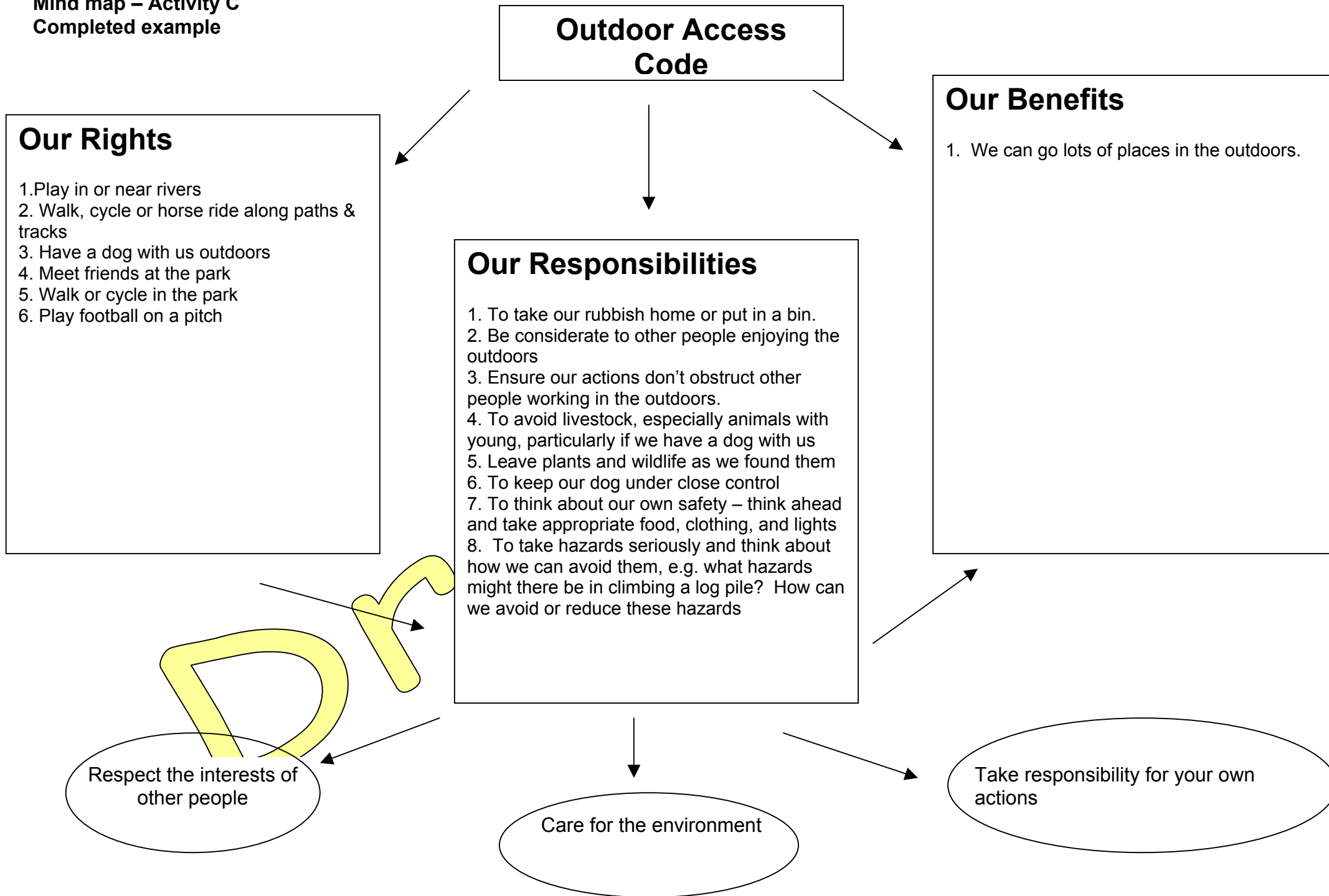
Finish by reminding them that access rights only apply if you behave responsibly. Remember to:

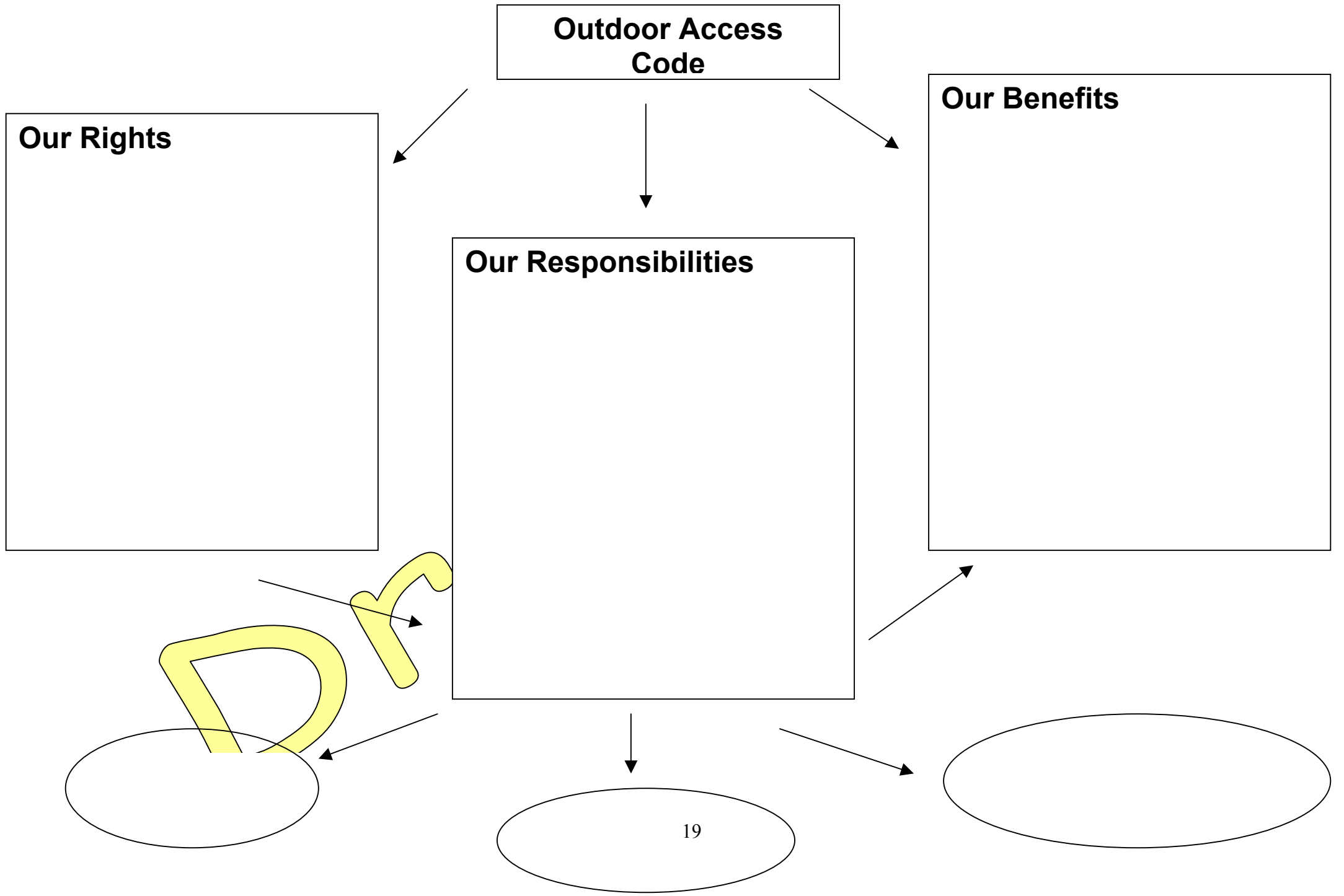
- **Respect the interests of other people**
- **Care for the environment**
- **Take responsibility for your own actions**

These points can be written into the three boxes along the bottom of the mind map

The example given will depend on the scenarios depicted in the sequence cards. This is under development

Mind map – Activity C
Completed example





ACTIVITY D - Design a Trail Guide

Aims:

- To encourage children to spend time in the outdoors by designing a trail guide
- To develop mapping and map reading skills
- To think about rights and responsibilities in a real and familiar setting.

Description:

Working in small groups, the children choose, map and test out a number of local trails. The trails are produced into a leaflet to encourage family members and others to try out the chosen routes. The routes could then be used as part of a sponsored event or given to a local 8 - 12 year old group to assist with their 'Take your family outdoors' activity (see below).

Resources needed:

Sample map & trail description (page 22)
'Test the Trails' worksheet (page 21)
Local maps, leaflets and guide books for reference
Materials for drawing maps
Computer (optional)

Suggested method:

Divide the children into small groups or pairs. Ask the children to choose a route taking 30 minutes to 2 $\frac{1}{2}$ hours in their neighbourhood. It can be a favourite route of theirs, they can ask friends and neighbours for a suggestion or try a local guidebook. The children describe and map their chosen route, noting special points of interest and places where extra care is required. Use of standard symbols for e.g. parking, viewpoints, roads, tracks etc. can be discussed.

They give the trail a name and test it themselves, noting how long it takes. They list anything particularly relevant to the Code that they encounter on the way. For example, are there places where they need to pay particular attention to respecting the interests of others, to caring for the environment or to taking responsibility of their own actions? Do they need to think about anything different if they are on a bike or on a horse or have a dog?

The groups then try out each others' trails. The best trails can be produced as a leaflet and given out to family and friends as part of a health campaign. The leaflets could also be sold as a fundraiser. Encourage the children to take out their families and friends.

8-12 years liaison:

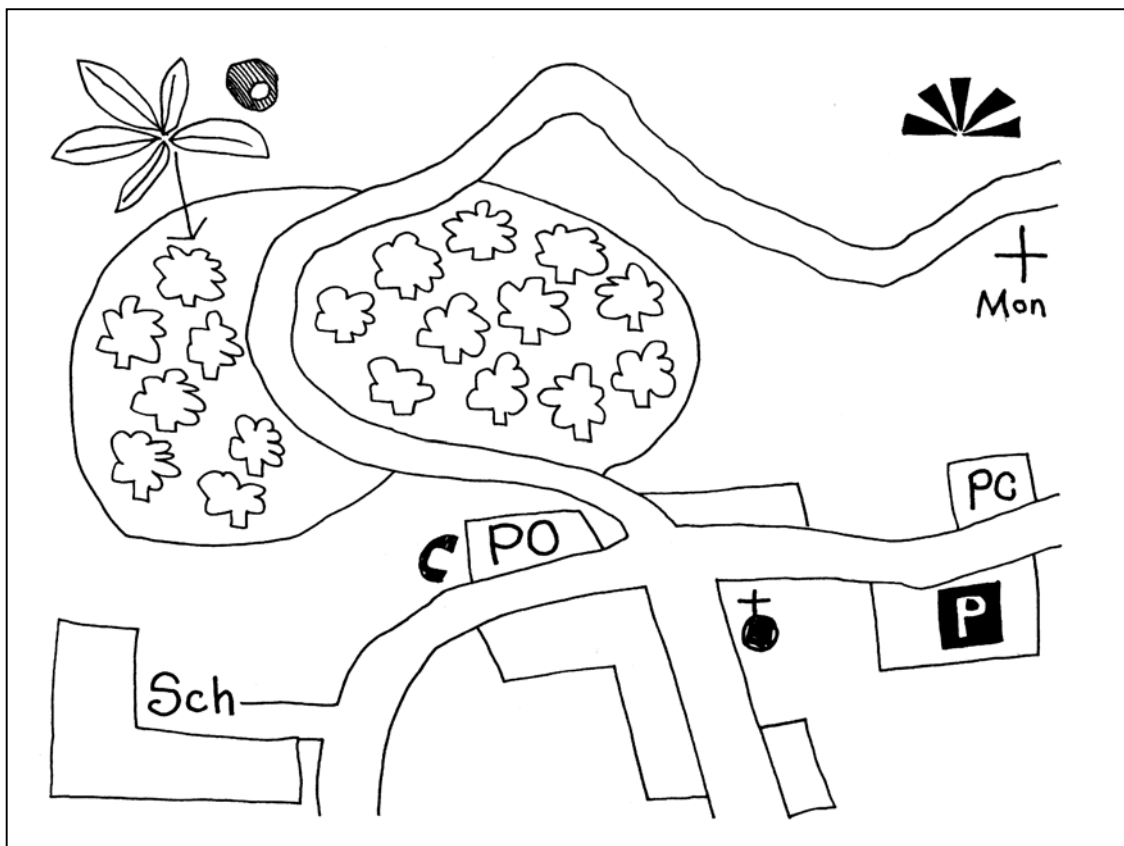
There is a similar activity in the 8-12 years Pack called 'Take your family outdoors'. However, because of the age/ability difference, the teachers/leaders will choose, map and test the routes themselves. Leaders, planning this activity, will be delighted to receive a copy of your guided trails leaflet. Liaison at the start of this activity may also be an added incentive for your group.

Test the Trails

Trail No.	Date	How long did it take?	Who did you go with?	Did you and the others enjoy the trail, why? Were you on foot, bike, horse or other?	What responsibilities should you think about in particular?

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Conker trees & monument Trail



Description

Starting from the school, turn left towards the post office. Go past the post office and take a track on the left which is signposted to the monument. Go up the hill through woodland and look out for the conker trees on the left hand side of the track. Come out of the wood and continue up the hill for $\frac{1}{2}$ mile until you reach a monument and viewpoint.

on foot 2 hours
by bike 40 minutes

Know the Code before you go!

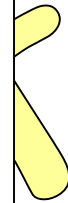
For Example:

- Take all your rubbish home with you
- Leave gates as you find them
- Keep your dog under close control
- Be polite to other people
- Follow the advice on signs from farmers and foresters
- Be responsible for your own safety - tell someone where you are going and when you'll be back
- Take care of wild plants and animals

Empty rectangular box at the top of the page.

Large empty rectangular box on the left side of the page.

Rectangular box on the right side of the page with the text "Description" at the top left corner.



Know the Code before you go!

Wide empty rectangular box at the bottom of the page.

ACTIVITY E - Crack the Code Dial

Aim:

To produce an item which can be taken home and used to reinforce the responsibilities of the Scottish Outdoor Access Code most relevant to children

Description:

Children make a dial to help them to 'Crack the Code'. They can then take it home as a practical reminder that they can use in the outdoors.

Resources needed:

Sample of Crack the Code dial in colour (not included in this pilot - sorry)
Template of the dial and covers (see clickable link and print to A3) select your preferred version (for pilot, only the version with text fully completed is available) - copy onto thick paper or card
Colouring crayons, pens or pencils
Scissors, glue and butterfly pins/paper fasteners
Reference materials if using the version with blanks: Copies of the Scottish Outdoor Access Code or access to the website www.outdooraccess-scotland.com. The photo cards also have Code information on the reverse.

Suggested method:

There are two versions of the dial. One has all the key points filled in and the other has blank sections to be filled in by the children (second version not available or pilot - sorry) - choose your preferred option.

Show the ready made Crack the Code dial. Give the children a copy of the two different sides of the dial and two covers to cut out and colour in.

Put the completed circles back to back, then a small circle cover on the top of each circle, fastened together with a butterfly pin through the centre.

Provide a source of reference if the children are to fill in blanks. Copies of the full Scottish Outdoor Access Code are available from SNH (see page 44). If the children are using the www.outdooraccess-scotland.com website they can follow the link 'advice for countryside users' then on the left hand side follow the links for advice on specific activities.

The dials are read by lining up the pointer with the desired illustration and reading the information revealed in the 'key hole'.

Get the children to test each other on their rights and responsibilities by using their keys. They can then take them home as a practical reminder

ACTIVITY F - Active Games

Aim:

- To explore aspects of the Scottish Outdoor Access Code outside and in a fun and physically active way.
- To provide games that are also suitable for fetes and fun days and show events as well as for general outdoor education.

Description:

Choose from the following 4 activities:

1. Know the Code before you go 'options' course
2. Know the Code before you go obstacle course
3. Dog Do game
4. Code Quest

1. Know the Code before you go 'options' course

Description:

A circular course is set up. The group leader takes the group through the course and through discussion, gets them to select the most responsible route or choose the most responsible behaviour.

Resources needed: (suggestions)

Long ropes or plastic pitch markers to mark out field boundaries

Large models, soft toys or laminated sheets of paper with simple illustrations to represent a farm yard and fields

Stones & sticks & plastic litter

Birds nests with toy eggs or soft toy birds in them

Imitation dog faeces & plastic bag.

A gate or something representing a gate

Litter bin

Refer to the poster and photo card notes for guidance on scenarios chosen

* Alternatively, the children could design the course and make the props

Suggested method:

Explain that the course demonstrates various parts of the Scottish Outdoor Access Code. Choose one member of the group to be a horse rider, one to be a cyclist and another to be a dog walker (give them suitable props). Take the group around the course. Choose your own props and Code choices or use the following ideas:

- A field marked out with a rope with toy or illustrated sheep, side by side with another field with crops- ask the group which is the best route, what if there are lambs, (add an

* Based on Ann McKillop's 'Crack the Code' course (South Lanarkshire Council Ranger Service)

illustration of lambs into the field) what about the dog walker and horse rider?

- An area marked out as a farmyard with farm dogs and sheds - discuss which is the best route and why?
- Another area marked out as two fields, one with cattle (calves added in later with the group) and one that is harvested and baled.
- A choice of two campfire sites. Site A has a ring of stones and lots of litter. The other is just marked site B. - discuss no trace camping. Pick up the litter, pour water on the fire site, replace the stones, replace the turf. Discuss suitable surfaces for fires and the fact that any turf should be lifted and replaced after the fire.
- A choice of campsites. One by a river (long blue pipe or rope) with a farm (cardboard boxes) lower down, use a blue mat or blue material to represent a loch. - Give the group something to represent a tent (cardboard prism) and get the group to suggest places to put it and for what reasons (include concerns of the farmer - privacy, water pollution issues, water pollution for the campers)
- A wildlife area with ground nesting birds (particularly relevant to the dog walker).
- A gate open or closed - how should it be left? While the group is preoccupied drop the imitation dog do in front of the gate near to the toy dog. When they notice it discuss what to do and why.
- A full litterbin with rubbish heaped up beside it and an empty litterbin further on. Carry the dog do and litter to the appropriate bin.

DRAFT

2. Know the Code before you go 'obstacle' course*

Description:

The group invents and tests out an obstacle course where all the 'obstacles' involve some aspect of the Scottish Outdoor Access Code.

Resources needed: (suggestions)

- A gate or something representing a gate
- A long rope used to mark out a large square (field boundary)
- Vegetables, yellow cushions (bales)
- A toy dog and a lead
- model farm animals or water proof illustrations of animals
- A bag and some clean litter (bottles, cans, crisp packets etc.)
- Litter collecting tongs (optional)
- Soft toys to represent wildlife
- A stop watch
- Recycling bins

* Alternatively, the children can make or source all the props

Suggested method:

Brainstorm with the group suggestions for the obstacle course. Have a series of props ready to help with their suggestions, such as the ones listed above. If the group is large divide into sub groups to design the different courses. Before playing the game, walk the whole course/s with the group and recap on the reasons for each 'obstacle', and the responsible behaviour.

A suggested course is given below:

- Open and close a gate
- Go around the edge of the 'field'
- Put the dog on the lead and take it past the young animals
- Pick up the litter
- Sneak (tiptoe, crawl) past some wildlife
- Carry the bag with the litter to the finishing line
- Sort litter into recycling bins.

Each child then completes the obstacle course in turn and is timed. A 10 second penalty can be added if a 'responsibility' is missed.

* Based on Ann McKillop's 'Crack the Code' course (South Lanarkshire Council, Ranger Service)

3. Doggy Do game ♦

Description:

A blind fold game that reinforces an important aspect of the Code (cleaning up after your dog) through fun repetition.

Resources needed:

A stop watch
Imitation dog poo
Large floor mat
Plastic bag
Bin
Blind fold

Suggested method:

Discuss places in the outdoors where it would be unpleasant to come across dog mess. Discuss particularly vulnerable groups such as young children and wheel chair users. Ask the group who is responsible for cleaning up dog mess and what they should do and how far they should be prepared to carry their bag?

Demonstrate how to pick up dog faeces and stress that they should not use bare hands! Ask for a volunteer to see how quickly they can pick up the mess and put it in the bin. Then repeat with another volunteer this time using a blindfold and taking off the blindfold to find the bin. Repeat with another volunteer who also has to find the dog mess and the bin blindfolded (place the bin up against one edge of the mat). Repeat with all willing volunteers whichever way they want to try. Time them and write up the best times on a flip chart.

♦ Based on Duncan Monteith's 'Doggy Do' game (City of Edinburgh Council Ranger Service)

4. Code Quest

Description:

A 'Code quest' is incorporated into (for example) a ranger lead trail or sponsored walk/cycle. At various intervals a question on the Scottish Outdoor Access Code is found.

Resources needed:

Marker/question cards: design your own or use the Code traffic light symbol provided on the next sheet (not available for pilot) and the quiz questions (see overleaf or page 39 for ideas) - put the traffic lights on one side and the questions on the other

Suggested method:

Place marker/question cards at intervals along the walk, particularly where an aspect of the Scottish Outdoor Access Code can be discussed or illustrated.

If this is a sponsored walk or other event, you may wish to provide the participants with question sheets, which they must complete to win a prize.

If you are accompanying a group on this walk, ask the person who finds the card chooses to read out the question.

You could make it into a competition with small prizes by dividing the group into teams.

DRAFT

Questions for a Code Quest

1. You are out riding your bike. A horse and rider are on the path in front of you. What should you do?

A - Pass quickly ringing my bell so the horse and rider will move out of my way.

B - Ring my bell, slow down and give the horse rider lots of room to avoid scaring it.

2. You are walking in the forest when you see piles of timber logs being stacked by a big machine beside the path. They look fun to climb on. What should you do?

A - Stay away from the logs - they could fall and hurt me badly.

B - Climb on the logs - the forest workers will have made sure that they are safe enough for me to climb on - they look like fun!

3. You are in the countryside when you see a field of crops. You want to get to the other side so that you can climb the hill. What should you do?

A - Walk around the edge of the field, making sure that I do not trample the crop.

B - Walk straight through the field. It is the most direct route so I will get out quickly. I will trample a few plants but the farmer won't mind - there are loads of them!

4. You are walking in the country with a dog who loves to be off his lead. You are heading towards a field of cows and calves, and the dog is getting really excited. What should you do?

A - Let the dog off the lead for a run and a play with the cows - he won't do any harm - it's only a bit of fun!

B - Go through a different field and keep the dog on a short lead or under close control - cows can act aggressively, especially when protecting their calves.

5. You are walking through a beautiful wildflower meadow. You see some lovely flowers that your friend would like. Should you pick some?

A - Better to leave the wildflowers growing where they are; some of them could be rare. I could take a picture of them with my mobile phone to show my friend when I get home.

B - Why not pick some flowers for my friend? There are lots of them and who will notice if a few are gone.

6. You've had a lovely day at Loch Whataview Nature Reserve. You are tired and want to go home. You were going to take a short cut past some nesting ducks, but there are signs asking people not to disturb them. The sign asks you to follow a path that will take you longer to get home. What should you do?

A - Take the short cut - even if the ducks fly away, they can always go back to the nest again.

B - Take the path that will not disturb the birds. The birds need to protect their nests and young, and I should take great care not to disturb them.

7. You are out walking when you come across a farmer in his tractor, planting some potatoes in a field. You think about cutting across the field, but you are not sure whether it is safe to do so or not. What should you do?

A - Better to go through the next field. The farmer might not be able to see me when he's driving his tractor and could run me over.

B - Just cut through the field and run past the tractor. If I'm quick the farmer won't see me.

8. You are out walking with your dog who loves to be off his lead. You need to cross a field of sheep and lambs. Your dog is getting really excited. What should you do?

A - Keep my dog on the lead and go through a different field. Dogs can chase and worry sheep, and cause lambs to become separated from their mothers.

B - Let my dog off the lead for a run and a play with the sheep - he won't do any harm!

9. You are walking when you come to a wire fence. You'd like to take a short cut and climb the fence so that you can get home more quickly, but then you see a gate further up the path. What should you do?

A - Walk the extra bit of path and use the gate to avoid damaging the fence.

B - Just climb the fence - I'm not very heavy and won't really damage anything.

10. You are out on your bike on a local path when you see a family walking in front of you, what do you do?

A - Pass quickly, ringing my bell so the family will move out of my way.

B - Ring my bell, slow down and give the family lots of room, to avoid scaring or bumping into them.

11. You are out with your dog in your local park. Your dog loves children and always has lots of fun in the park. Your dog does a poo under a tree. What should you do?

A - Just leave the poo - it's under a tree after all - no one will notice it there.

B - Clean it up by picking up the poo in a bag, and putting it in the doggy-bin. The park is very busy with children and one of them might fall in it if I don't.

12. You have had a great picnic in your local woods with your friends. It's time to tidy up and go home. You have a lot of crisp packets, bottles and apple cores but there are no bins. What should you and your friends do?

A - Take all our rubbish home with us. If we leave it the woods will look horrible and the litter could harm wildlife.

B - Leave the apple cores and take the rest. The cores are all slimy and will dirty my bag and they will just rot away anyway.

13. You have been having great fun with your friends, canoeing on the loch at your local country park. You see some fishermen fishing on the bank. Should you?

- A - Paddle right over to the fishermen, giving them a friendly wave and shouting "How many fish have you caught?"
- B - Paddle quietly past, taking care not to disturb the fishermen or their lines. We don't want to frighten the fish away, or get tangled up in the fishing lines.

14. You want to go to the beach, but you have to cross the golf course to get there. Should you?

- A - Run quickly across the green - it is the most direct route and the grass is smooth there and easy to walk on. If I'm quick I won't disturb anyone.
- B - Go the longer way, keeping away from the greens and making sure I don't interfere with any golf games.

Draft

ACTIVITY 6 - Map Work

Aim:

To develop map-reading skills and to make connections between land use type and access issues.

Description:

Photo cards are used to help children identify map representations of different land uses in their locality. They then discuss the types of access issues and potential areas of conflict that could arise.

Resources needed:

Pack photo cards
Local OS maps

Suggested method:

This activity can be done using hardcopies of local maps and the pack photo cards or by using an interactive whiteboard, the photo cards on the pack CD and a mapping software package.

Show photographs that illustrate different land uses or land classes on your OS map, for example arable, urban green space, beach, commercial forestry, golf course etc. Ask the children to find areas on the OS map where similar land use or land management takes place. The photographs will help the children visualise and understand the maps.

Discuss land management and access issues for each of the land uses or landscape features. It may help to make a table with four columns:

- land type
- landowner concerns
- Access rights
- Access responsibilities

Try to discuss locally relevant issues. Examples might be: safety issues; dogs & livestock; damage to historic or cultural heritage features; litter; damage to walls & fences; disturbance to fishing & shooting interests; pollution of water supplies; disease transmission to livestock; camping; golf courses; fire raising; vandalism.

ACTIVITY H -Debate it*

Aim:

To explore potential reasons for conflict between people working in the outdoors and people enjoying the outdoors for recreation, by role play.

Description:

Each member of the group is given a prop and a sticky label which identifies what they are to the others. Each land manager meets all the recreational users in turn and areas of conflict or agreement are discussed through role play.

Resources needed:

Sticky labels (cartoon clip art can be added to make the labels more fun)

Photocopies of issues guide for 6 recreational users and 6 land managers (see overleaf)

Highlighter pens or scissors

Props (optional) e.g: **Land managers:** walking stick & cap, cap and stick, deer stalker bonnet with fishing flies/ camouflage clothing, fluorescent jacket & hard hat, cap & stick, green body warmer/green woolly hat

Recreational users: dog lead, mountain bike helmet, riding hat & whip, canoe helmet & buoyancy aid, cool-looking cap, colourful fleece hat & gloves

Suggested method:

Suggestions for 6 land managers, 6 recreational users and potential issues are given on the Issues Guide overleaf. Divide the children into groups of 12 or less. Hand out copies of the issues guides and give each child a prop and a sticky label to identify them as a type of land manager or recreational user (equal numbers of each). It may help them if they highlight or cut out their role on their sheet of paper. Give them time to read about their issues and make sure they understand the kind of work or activity they do.

Ask the land managers to stand in a line facing the recreational users. Give the group a set time to start a role-play conversation with the person facing them. (Reduce the time if necessary). After the time is up, give a signal and ask the land managers to move along a place (the one at the top of the line moves to the other end of the line). Each land manager now faces a new recreational user and the role-play continues.

Note, they do not have to seek conflict! The group leader can steer the debates each time by making a suggestion about the initial approach. For example 'land managers starts with polite question' or 'recreational user starts with confrontational statement' etc.

Finish by getting the landowners to give their thoughts on the recreational users and then the recreational users to give their thoughts on the landowners. Ask whether the group thinks that conflict is inevitable in the outdoors? Do they think the Code can help?

* This game is based on Shirley Paterson's 'Men at Work' game (Farm Wildlife Advisory Group)

Activity H - Debate it - Issues Guide

	Mountain biker	Dog walker	Horse rider	Canoeist	Young person	Walker
Estate owner with large areas of forestry, holiday let cottages and large country house	Safety issues, Speeding along tracks during forest operations	Dog faeces around holiday lets, disturbing wildlife	Hooves churning up soft tracks	Parking cars so that timber lorries cannot get through gateways	Climbing on log piles- liability - safety issues	Loss of privacy around houses - loss of income
Livestock farmer - has sheep and cattle and grows hay and silage	Dropping litter in fields	Dogs worrying sheep and lambs - loss of income	Trampling hay and silage crops when crossing fields	Going into fields with cattle and calves - safety issue	Playing in silage fields	Dropping litter in fields
Stalker/ fishing ghillie and game keeper	Disturbing stalking - (loss of income and conservation issue)	Dogs chasing game birds and other wildlife - loss of income	Disturbing stalking - (loss of income and conservation issue)	Disturbing paying fishermen and their lines - loss of income	Playing in the river near fishermen	Disturbing organised grouse or pheasant shoots - loss of income
River bailiff and canal manager	Speeding along the tow paths	Dog faeces on the paths	Safety issues on narrow paths	Dangerous areas of water - drowning liability	Throwing rubbish into the river /canal	Path erosion - cost of maintenance
Crop farmer - growing carrots, potatoes and soft fruit	Leaving gates open	Dog urine and faeces on crops	Riding through farmyards, potential collision with farm machinery	Trampling crops when carrying canoes down to the river - loss of income	Dropping litter which damages farm machinery	Not paying attention to warning signs about crop spraying - safety issues
Site manager for a nature reserve with large lochs and with important archaeological sites	Path erosion in wet places - path widening and looksmessy.	Dog faeces on paths, dogs disturbing wildlife	Trampling and damage to historically important sites	Landing on islands in the lochs and disturbing nesting birds	Swimming in the lochs, disturbance to other users and wildlife	Overnight camping, pollution issues at historic site (e.g. standing stones)

ACTIVITY I - Irresponsible acting

Aim:

To explore the consequences of irresponsible behaviour in the outdoors and to re-enforce the need for responsible behaviour

Description:

Drama cards are given to children working in small groups. The children decide how they will act out the scenario on their card to show irresponsible behaviour. After each group performance, the audience has to guess where they were and what they were doing that was irresponsible. A group discussion follows each drama, on the responsible behaviour and why?

Resources needed:

Large space such as an outside area or hall
Drama cards - copied and cut out (overleaf)
Props such as balls, items of litter (optional)

Suggested method:

Hand out the drama cards (children with same card numbers work together). Give the groups time to practice their scenes and then come together in a big circle to allow each group to act out their scenario in the centre. Encourage the actors to move in and out of the circle, and take full advantage of the natural props around them.

After a scene is completed ask the audience for feedback on the activity portrayed and the irresponsible behaviour shown. Generate a discussion on what they would/should do in these circumstances and what their responsibilities are.

Drama scenario Cards (for photocopying)

<p>1. You are having a picnic in a wood and make a camp fire</p>	<p>6. You are going for a walk along a track that takes you through a farmyard with animals in pens and past sheds.</p>
<p>2. You are cycling through a park with friends</p>	<p>7. You are cycling on a forest track and come up behind two riders on horses</p>
<p>3. You are going to the beach and have to cross a golf course</p>	<p>8. You are going to the beach and pass through a nature reserve with nesting birds. You have a dog with you</p>
<p>4. You are exercising your dog and come to a sign on a gate which says 'Calves in field'</p>	<p>9. You are out for a walk and take a short cut through a field of carrots.</p>
<p>5. You are exploring a forest on bikes and come across several log piles and some men using power saws in an area surrounded by safety tape</p>	<p>10. You are paddling in canoes down a river and meet people fishing</p>

ACTIVITY J - Photo Quiz and Test the Family

Aims:

- To use photographs to help children visualise the scenarios they are asked to think about during a quick quiz on the Scottish Outdoor Access Code.
- To use bar charts and to compare the knowledge base of two groups of people.

Description:

Children take part in a photo quiz, which asks various questions about their rights and responsibilities in the outdoors. The activity is extended, by asking the children to use the questions to test an adult's knowledge and record any resulting differences.

Resources needed:

Photo cards from the pack

Quiz questions and answers (pages 39 - 41)

Large sheet of paper or white board for drawing bar charts

Suggested method:

Choose questions from those supplied or make up your own using the Code and photo cards to help.

Show a photograph and ask an associated question about access rights or responsibilities. When all the questions have been asked, the children swap and mark answer sheets and give their partners a score.

A bar graph can be drawn to show the knowledge of the group. Three colours can be used to represent:

- the number answering correctly
- the number answering incorrectly
- the number who didn't know an answer

Photocopy the question and answer sheets and get the group to test the same questions on an adult family member. Draw a second bar chart of the adult scores, compare and discuss the results.

- Were the results as you expected?
- Which questions were hardest and why?

Code Quiz Questions & Answers

1. If you were in a public open space with a dog, can you give two things you would have to think about or do in order to behave responsibly?
Example answers: keep your dog under close control or on a short lead; pick up and remove your dog's faeces; prevent your dog from scaring wildlife.
(see photo card A)
2. When can I paddle, swim or skim stones in a river I know is used by anglers and canoeists?
Answer: At any time, provided I act responsibly when I encounter anglers, canoeists or any other river users, and provided it is safe to do so.
(see photo card B)
3. If I am cycling on a forest track and I see a rider on a horse in front who I want to overtake, is it best to:
(a) be as quiet as possible as I approach (b) shout out something to warn the rider such as 'hello' ?
Answer: (b) (because a horse often does not hear a bike until it is very close)
(see photo card C)
4. I come to a gate between two fields of sheep, it has been left open, do I close it or leave it open?
Answer: Leave it open (always leave gates as you find them)
(see photo card D)
5. If I am cycling along a forest track and I come across an area cordoned off with safety tape and timber harvesting in progress, what do I do?
Answer: Go around the cordoned off area and avoid hindering the operations and to ensure my safety.
(see photo card E)
6. Suggest two ways in which hill walkers can minimise disturbance to deer stalking activities?
Example answers: Take extra care; follow any signs and notices; use the hillphones service (visit www.snh.org.uk/hillphones for more information).
(see photo card F)
7. If you come across a sign suggesting an alternative route for walkers around a field of cows with calves, why do you think the landowner has put up this sign?
Answer: because cows with calves can be dangerous; maybe because many walkers that use this route have dogs - the dogs may either frighten the calves or be attacked by the cows.
(see photo card G)
8. You are looking for somewhere to play and find a field with long grass and no grazing animals, do you have access rights into the field?
Answer: No, the grass is a crop for hay or silage and can be damaged by trampling, you would only have access rights around the margin or along an existing track.
(see photo card H)

9. Can I take my dog into an enclosed field with lambs or calves or other young livestock if (a) my dog is on a lead (b) the young animals are at the far end of the field (c) under no circumstances?
Answer: (c). (access rights do not extend to fields with young farmed animals if you have a dog with you)
(see photo card I)
10. Can you give three activities that are excluded from access rights and would need the Land owner's permission?
Example answers: any activity that is not carried out responsibly; shooting; hunting; fishing; motorised activities; being responsible for a dog that is not under close control; removing anything from the land for profit.
(see photo card J)
11. Can you give three places where access rights do not apply?
Example answers: buildings and sheds; gardens; sports pitches if there is a game in play; school grounds; quarries; building sites; land on which crops have been sown or are growing.
(see photo card J, K)
12. Can I take a short cut through someone's garden?
Answer : No (unless I have the owner's permission, or it is a public right of way).
(see photo card K)
13. Can I pick some wild berries or mushrooms to sell to my local hotel?
Answer: No, (Access rights do not apply if you are taking anything from land or water for profit. You may pick a small quantity of berries or mushrooms for your own consumption.
(see photo card L)
14. Can I take a short cut across a golf course when there is a game in play?
Answer: Yes (But I must not affect any game in play - allow players to play their shot before crossing the fairway, be still when close to a player about to play, avoid the greens, bunkers and tees, and look out for my own safety)
(see photo card M)
15. Can you give two ways that you should behave in order to behave responsibly in a cultural heritage site?
Example answers: Leave the site as you find it; do not light fires; do not remove anything from it; do not move, disturbing or damage stones or walls
(see photo card N)
16. Can you give two reasons why you should pick up any litter you drop and take your rubbish home with you?
Example answers: it can damage machinery; if eaten by a farm animal or wild animal they can cause severe injury or death; it can spread disease; it is unpleasant to see, it may encourage others to drop litter if they see litter there already.
(see photo card O)

17. Can you suggest two places where it would be irresponsible to light a small campfire? How do you ensure that you have a fire responsibly?
Example answers: It would be irresponsible to light a fire during prolonged dry periods or in areas such as forests, woods, farmland, on peaty ground or near to buildings or cultural heritage sites.
If you want to light a fire you should keep it small and under control and supervised. You should remove all traces before you leave.
(see photo card O)
18. Can you give two examples of responsible behaviour in an area where there are ground-nesting birds?
Example answers: Keep a dog on a short lead or under close control; do not linger if it is clear that your presence is causing alarm; take your litter away with you
(see photo card P)
19. If I go camping and I need to go to the toilet (but there is no toilet!) what do I do?
Answer: Make sure that I am as far away as possible (at least 30m) from water before urinating or defecating. Bury faeces in a shallow hole and replace the turf.
(see photo card Q)
20. If you spot a flower or plant you have never seen before and want to take it home to find out what it is, can you suggest three ways of making a record of it **without** picking it?
Example answers: Take a photograph; make a detailed drawing;; remember where it is and come back with an identification book or camera.
(see photo card R)

DRAFT

ACTIVITY K - 'Know the Code before you go' challenge (circle game)

Aim:

To test and reinforce the children's knowledge of the Scottish Outdoor Access Code by means of a fun quiz which encourages sociable interactions and team playing.

Description:

Each member of the group is given a question strip with answers. They take it in turns to be question master, and provide a correct answer. They play as two teams and points are awarded depending on how much help was required to illicit a correct answer. Discussions can develop about whether an answer is correct or not, this enable the group leader to explain that decisions about Access rights are not always black and white and that it is a matter of thinking things through and making responsible decisions.(Activity J is also a quiz).

Resources needed:

Question strips (copy and cut up the questions from [page 36](#) or make up your own)
Space for the group to sit in a circle

Suggested method:

Divide the group into two teams. Each team sits in a semi-circle facing the opponents. Each child has a question (or one per pair/small group, as appropriate), which he/she takes a turn to read out. They ask the person directly opposite them. That person can chose to:

- Answer themselves
- Confer with the person on either side
- Ask their whole team

The questioner reads out the suggested answer on the strip. The group leader can help with allocating points particularly when reasonable suggested answers are given which are not part of the provided answer

A points system can be used, for example correctly answering themselves as (a) -3 points, conferring (b) - 2 points, and asking everyone (c) - 1 point.

ACTIVITY L - Make a Know the Code before you go! game

Aim:

To test and reinforce the children's knowledge of the Scottish Outdoor Access Code by designing a game.

Description:

Children decide on a format and make a game that explores various aspects of the Scottish Outdoor Access Code. These are then played and tested out by the other groups.

Resources needed: (suggested)

Photocopies of Templates for games - see reverse of poster (optional)

Paper & Card

Dice (optional)

Felt tips/paints

Reference material: 'Know the Code before you go' leaflets, Poster, Cartoon cards, Dial, Photo cards (info on reverse), copies of the Scottish Outdoor Access Code

Suggested method:

Children can work individually or in pairs or small groups. Either get the children to think of a format for their games or use the template provided on the reverse of the poster. (not available for the pilot) Brainstorm the kind of behaviours that should be rewarded and those for which there should be forfeits. Brainstorm the kinds of rewards and forfeits, e.g. will they use a 'snakes and ladders' approach with a dice or pick up cards to move forwards? Forfeits could be something like 'you leave rubbish and food at a camp site - go back 5 paces' or a reward could be 'You put your dog on a lead when you spot a duck with chicks - go forward 5 paces. Short cuts, perhaps designed as rivers or paths could connect across the loops of the path.

Remember to cover the 3 key principles:

- **Respect the interests of other people**
- **Care for the environment**
- **Take responsibility for your own actions**

Spread out reference material to help with suggestions such as the Poster, Photo cards, Cartoon Cards, the Dial and copies of the Scottish Outdoor Access Code. Copies of the full Scottish Outdoor Access Code are available from SNH ([see page 41](#)). Downloads are available on the website www.outdooraccess-scotland.com

Once completed the games are "tested" by other groups.

Useful Contacts

The full Code can be ordered free of charge from Scottish Natural Heritage on 01738 444177 or email: pubs@snh.gov.uk. It can also be downloaded from www.outdooraccess-scotland.com, where further information is also available.

Visit www.outdooraccess-scotland.com/rangers

Here you will find Ranger Service contacts, Local Authority and National Park Access Contacts and Scottish Natural Heritage Access Contacts. The following organisations also have appointed national access officers: British Horse Society, Scottish Rural Property and Business Association, Scottish Canoe Association, Scottish Orienteering Association and National Farmers Union Scotland. Click on the map for access contacts in your area.

Visit Scottish Natural Heritage's website for teachers taking their pupils to natural heritage sites: <http://www.snh.org.uk/teachingspace/>

There are many guides to local routes produced by Councils and other organisations and groups. Contact your local tourist information office or Council Access Officer (contacts on www.outdooraccess-scotland.com/rangers) for more information

Other Useful Contacts

British Horse Society www.bhsscotland.org.uk

Duke of Edinburgh Award www.theaward.org

Farming and Wildlife Advisory Group (FWAG) www.fwag.org.uk

Forestry Commission Scotland (FCS) www.forestry.gov.uk

Historic Scotland www.historic-scotland.gov.uk

John Muir Award www.johnmuiraward.org

John Muir Trust (JMT) www.johnmuir.co.uk

Mountaineering Council of Scotland www.mountaineering-scotland.org.uk

National Farmers Union www.nfus.org.uk

National Trust for Scotland (NTS) www.nts.org.uk

Paths for All Partnership www.pathsforall.org.uk

Royal Highland Education Trust www.rhet.org.uk

Royal Society for the Protection of Birds (RSPB) www.rspb.org.uk

Scottish Canoe Association www.canoescotland.com

Scottish Cycling www.scuonline.org

Scottish Orienteering Association www.scottish-orienteering.org

Scottish Rural Property and Business Association www.srpba.com

Scottish Sports Association www.scottishsportsassociation.org

Scottish Wildlife Trust (SWT) www.swt.org.uk

Sport Scotland www.sportscotland.org.uk

Sustrans www.sustrans.org.uk

The Soil Association www.soilassociationscotland.org

The Woodland Trust www.woodland-trust.org.uk

Schools - A Curriculum for Excellence

This resource will help young people to develop all 4 capacities of the Curriculum for Excellence.

In particular, it will help them to develop into:

- Successful Learners with enthusiasm and motivation for learning, who have an openness to new thinking and ideas and are able to link and apply different kinds of learning in new situations.
- Confident Individuals who are able to relate to others and manage themselves and assess risk and make informed decisions.
- Responsible Citizens with respect for others, who are able to make informed choices and decisions and understand different beliefs and cultures.
- Effective Contributors who are able to communicate in different ways and in different settings and solve problems.

These activities could be carried out as part of many curricular areas or cross-curricular themes, including:

- Health and well-being
- Science
- Social studies
- Expressive Arts

Cross-curricular themes are less clear at this stage but this is relevant to

- Education for Sustainable Development
- Education for Citizenship
- Taking Learning Outdoors

An evaluation form will be inserted here

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[Acknowledgements will go here](#)

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