

Know the **Code**

before you go!

An Activity Guide

to promote awareness & understanding of the

**Scottish Outdoor Access
Code**

with 8-12 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 8 - 12 years. You can use this resource to enable your children to develop the four capacities of the Curriculum for Excellence. See [page 51](#) for further information.

How to Use this Pack - IMPORTANT INFORMATION

It is very important that you choose and undertake the **introductory activity** 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 50](#) 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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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 for 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 & 2*

Personal Responsibilities & Treasured Items

Introduction to the Scottish Outdoor Access Code

* At least 2 should be undertaken before carrying out your choice of the remainder of the pack activities.

Aims:

- To help children understand that everyone has personal responsibilities inside and outside the home, and that they must respect other people's property.
- To introduce the children to the Scottish Outdoor Access Code.

Description:

The children consider their responsibilities within the family and why these are important. They then consider personal treasured items (optional) before considering other people's treasured items eg animals, land, buildings, that they may come into contact with in the outdoors - would it be useful to have a Code for everyone to follow?

Resources needed:

Summary of the Scottish Outdoor Access Code - Exercising Access Rights Responsibly - At a Glance (page 5)

Flip chart paper/pens

Paper and pencils (optional)

Suggested Method:

1. * If you are short of time go straight to 2

Children brainstorm the personal responsibilities they have within the family (eg. keeping bedroom tidy, walking the dog, laying the table, washing up, homework). Discuss why it is important to have these personal responsibilities.

- Ask the children to draw or think of a personal treasured item.
- Ask them to share their choices and discuss why they are important to them.

2.

Discuss the importance of being aware that we have personal responsibilities when we go into the outdoors and that the land, buildings or animals we come into contact with may be someone else's treasured item.

Ask:

- Who works in the outdoors?
- Who uses the outdoors for recreation?
- Who or what might be affected if you do not behave responsibly in the outdoors?
- Would it be useful to have a "Code" that people follow when in the outdoors?

Show "Know the Code" leaflets (see <http://www.snh.org.uk/pdfs/access/KnowCode.pdf> for pilot) and discuss their rights and responsibilities with the children.

Activity A – 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)

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.

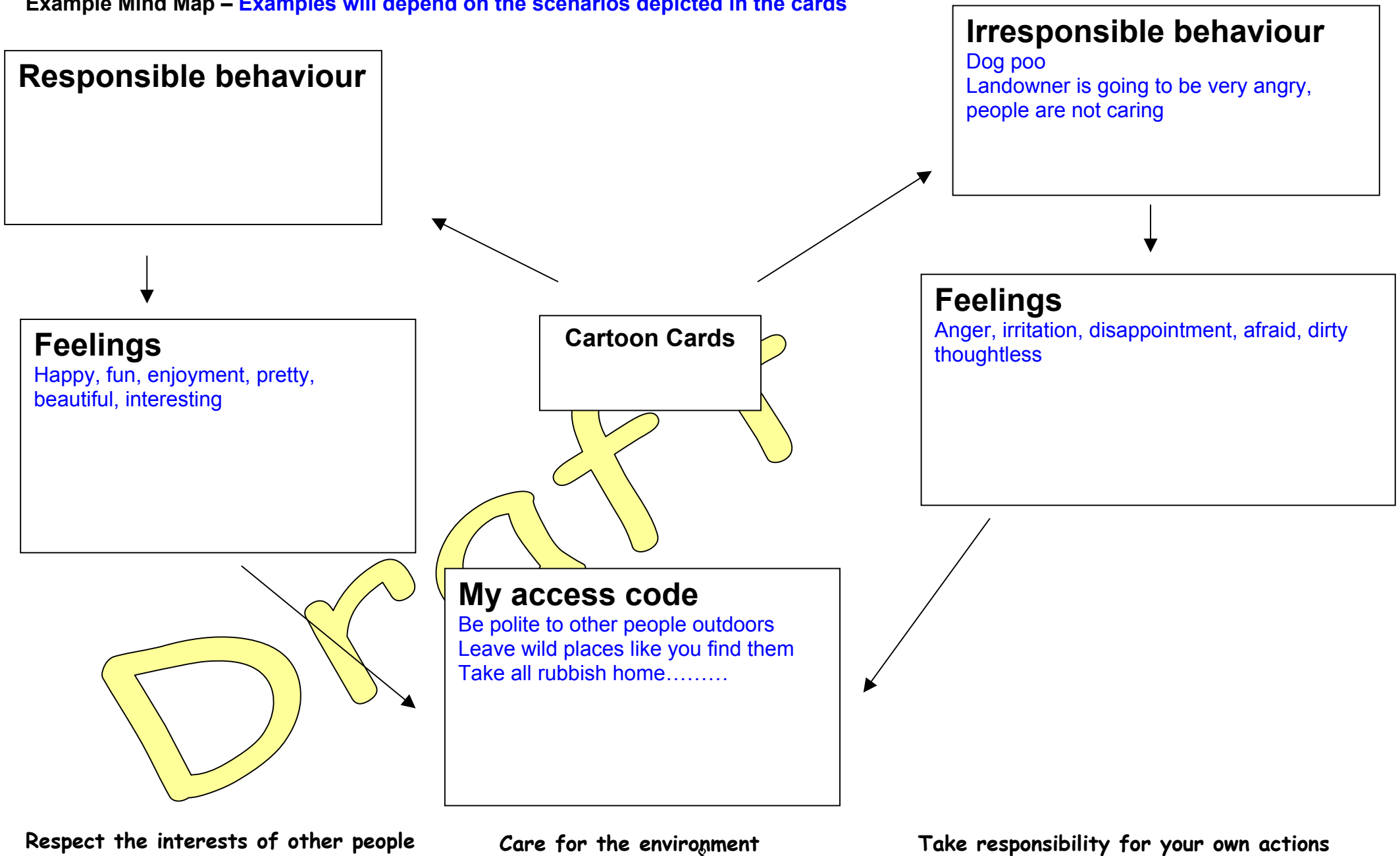
Ask the group to put themselves in the position of the individuals who are behaving irresponsibly and those who are behaving responsibly and ask them to describe their emotions and thoughts.

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**

Example Mind Map – Examples will depend on the scenarios depicted in the cards



ACTIVITY B - Our Outdoor Access Code

Aim

To give the children a sense of ownership of the Code by supporting them to make their own access code.

Description

Children are informed about the new Scottish Outdoor Access Code and what it means for them. Through discussion the children agree on a 'child friendly' code for acting responsibly in the outdoors.

Resources needed:

Exercising Access Rights Responsibly - at a glance summary ([page 5](#))
SNH leaflet - "Know the Code before you go"

Suggested method:

Inform the children they now have the right of access to most land and inland water (canals, rivers, lochs and reservoirs) in Scotland. However, with these rights come responsibilities. Get them to brainstorm guidelines for responsible behaviour in the outdoors to create "Our Access Code" using the 3 key principles as headings:

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

The children will come up with responsibilities in their own words, which are relevant for them. This will probably not be a complete list so the words 'for example' should be included.

You should ensure that the points most relevant to your children and your local area are covered, for example:

- **Respect the interests of other people, for example:**
 - Respect people's privacy; don't go too near their houses or places where they work.
 - Take care not to act in a way that will alarm or annoy people in their homes or work
- **Care for the environment, for example:**
 - Look after the places you visit by not disturbing or destroying plants, birds and other animals.
 - Leave places as you find them
 - Take your litter home
- **Take responsibility for your own actions, for example:**
 - Be safe for yourself and others
 - Keep your dog under control
 - Pay attention to landowners' signs

If you are going to carrying out an outdoor activity you may like to ask the children to write their Code down to remind them of their responsibilities.

ACTIVITY C - Map Work - Identify your area

Aim:

To help the children to make connections between land use type and access issues.

Description:

This activity could be undertaken before taking the group out into their local area. The children look in detail at the features and terrain in the area where they live and consider any access implications.

Resources needed:

Maps of your local area*
Paper and pencils

Suggested method:

Look at local maps and brainstorm what kinds of terrain or features there are in the area, for example: park; woods; urban; beach; farm; cliffs; golf courses; hills; canals; rivers; paths

Ask the group to consider:

- where they think access rights apply
- where they think access rights do not apply and why
- Can they think of specific responsibilities for different areas (e.g. fields or a golf course)?
- Do they have any additional or different responsibilities if they have a dog with them, are on a bike, are on a horse etc?

Access rights apply to most land and inland water, providing you act responsibly

Places where access rights do not apply:

- Buildings
- Structures, tents and caravans
- Curtilage around buildings and compounds (e.g. farmyards, factories)
- Reasonable privacy and disturbance zone around houses
- Sports and recreation fields while in use
- Schools and the land they use
- Where you have paid for entry previously
- Building sites, demolition and engineering works
- Quarries and surface mineral works
- Sown or growing crops, including hay/silage fields at late stage of growth
- Golf courses, except to cross over them

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

* Ordnance Survey are currently giving out free maps of the local area for 11 year olds - visit their website

ACTIVITY D - Take Your Family Outdoors

Aims:

- To help children to think about their rights and responsibilities in a real and familiar setting.
- To motivate the children to persuade their families to go out in the local area and enjoy Scotland's outdoors - responsibly!

Description:

This session introduces the children to a series of local routes, which they then take their family on. After completing each route, the children fill in a 'diary' and are rewarded a sticker.

Resources needed:

Children's Trip Diaries (see overleaf)
Map or details of the route*

Suggested method:

Select routes from local guidebooks or through discussion with your local ranger service. Alternatively, you could ask the children to gather information on their family and friends' favourite routes as a homework task. There is also an opportunity to link with an older group of children using this pack (see box below).

Discuss with the children the sort of equipment they will need to take, safety hazards they may encounter and how they could minimise these hazards. They could list the equipment required on the back of their diaries as a reminder for future trips.

Look at the area on a map if desired. Ask the children to think about their responsibilities on the trip in terms of the Scottish Outdoor Access Code. They could note these on the back of their diaries under the 3 principles: **respect the interests of other people, care for the environment and take responsibilities for your own actions.**

Activity Links: [Activity C](#) could be done on a previous occasion, if desired. You may also wish to carry out some outdoor activities on your trip (see [Activity J](#) for ideas).

Once they have completed a route, ask the children to fill in their diary (younger/less able children can use illustrations where appropriate) and reward them their first sticker. The children can then take their diaries home to complete with their family/friends. Each time they complete a route, they bring the completed diary to you to obtain their sticker (this has to be taken on trust!) A wall chart could be used to monitor progress and, on completion of the diary, a certificate could be awarded at a suitable event.

12- 14 years liaison:

There is a similar activity in the 12 - 14 years Pack called 'Design a Trail Guide', which involves the children researching local routes and presenting them for others to use. You may wish to contact your local secondary school or youth group to see if they have done this. If they have not, maybe your request will be an interesting incentive for the group to do so!

* Ordnance Survey are currently giving out free maps of the local area for 11 year olds - visit their website

Our Responsibilities Outdoors

We will have respect for others, for example:

We will care for the Environment, for example:

We will take responsibility for our Actions, for example:

EQUIPMENT

You don't need a lot, but think of the weather!

You will need:

Remember - it doesn't have to be your own family
you take your trip with.
You could go with a friend's family
but get permission first

Take your Family Outdoors



Trip number	Date	How long Did it take?	Weather?	Who did you take with you?	What did you see along the way?	Choose one way you were responsible

Draft

ACTIVITY E - Using the Photographs

Aim:

To encourage children to think about responsible behaviour in a variety of settings, through use of photographs.

Description:

Children consider their rights and responsibilities in various photographs.

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

Suggested method:

Use all the photos or select the ones you feel are most suitable for your group.

There are suggested questions on the back of each photo card and Code facts to help to guide your discussion on rights and responsibilities in the settings and activities depicted.

For guidance on issues not covered in the photo notes see the full Code, which can be downloaded from www.outdooraccess-scotland.com or ordered from Scottish Natural Heritage on 01738 444177 or email: pubs@snh.gov.uk

ACTIVITY F - Using the Poster - 3 suggestions

Aim:

To encourage children to think about responsible and irresponsible behaviour in the outdoors, by using a poster.

Description:

Choose from the following 3 activities

1. Close observation of the Poster
2. Children 'put themselves in' the poster
3. Children plan a journey through the poster

1. Close Observation of the Poster

Description:

The children look closely at what is happening in the poster and discuss responsible and irresponsible behaviour

Resources needed:

Poster ([see clickable link and print as large as possible - intended A2](#)) and guidance notes (page 19 - 21)

Suggested method:

Children look closely at the poster. There are notes overleaf to help you to consider the issues. You may like to ask the following questions:

- What activities can you see happening in the poster?
- Talk more about who you can see and what they are doing
- Do they have any specific responsibilities for that activity?
- Are they behaving responsibly or irresponsibly?
Who is/might be affected by what they are doing? (Could a person, animal, bird or plant get hurt or property damaged? Could a cultural heritage or geological feature get damaged?)
- How do you feel about what they are doing?
- If it were you, what would *you* do?

For guidance on issues not covered in the poster notes see the full Code, which can be downloaded from www.outdooraccess-scotland.com or ordered from Scottish Natural Heritage on 01738 444177 or email: pubs@snh.gov.uk

2. Children 'put themselves in' the poster

Description:

Children put themselves in the poster and discuss what they would be doing and what they should do to act responsibly.

Resources needed:

Poster ([see clickable link and print as large as possible - intended A2](#)) and guidance notes ([page 19 - 21](#))

Paper and pencils (optional)

Suggested method:

There are notes on [pages 19 - 21](#) to help you consider the issues. You may like to ask the following questions:

- If you put yourself in the picture where would you be?
- What would you be doing?
- Who do you have with you?
- What would you be thinking?
- Are you acting responsibly? How?
- Are you acting irresponsibly? How?
- If you not acting responsibly, who or what could be affected by what you are doing? How?
- If you are not acting responsibly, how should you be acting to behave responsibly?

If there are some scenarios that no child in your group has chosen to 'put themselves in', you may wish to ask further questions on these (particularly if it is of local relevance). Use the poster notes to guide you.

You could also consider scenarios that are not happening in the poster, e.g. You go canoeing on your local river and come across a man fishing - what should you do? Why?

For guidance on issues not covered in the poster notes see the full Code, which can be downloaded from www.outdooraccess-scotland.com or ordered from Scottish Natural Heritage on 01738 444177 or email: pubs@snh.gov.uk

3. Children plan a journey through the poster

Description:

Children plan a journey through the poster and think about their responsibilities in the different settings and scenarios they encounter along the way.

Resources needed:

Poster ([see clickable link and print as large as possible - intended A2](#)) and guidance notes ([page 19 - 21](#))

Paper and pencils (optional)

Suggested method:

Children plan an imaginary journey through the poster, thinking about their rights and responsibilities along the way.

There are notes on [page 19 - 21](#) to help you consider the issues. You may like to ask the following questions:

- Where would you like to start?
- Where are you going?
- Do you have a dog with you?
- Is anyone else with you?
- Are you on foot, bike, horse, other?
- Ask them to tell you about their trip, considering their rights and responsibilities in the different settings en-route.

If there are some scenarios that no child in your group has chosen to cover on their route, you may wish to ask further questions on these (particularly if it is of local relevance). Use the poster notes to guide you.

If the children choose routes or activities not covered in the poster notes see the full Code for guidance, which can be down-loaded from www.outdooraccess-scotland.com or ordered from Scottish Natural Heritage on 01738 444177 or email: pubs@snh.gov.uk

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	
<p>1. Children are climbing over a wall. There is a gate and stile nearby that they could have used.</p>	<p>You should use a gate where there has been one provided. Do not to climb over gates, fences, dykes or hedges unless there is no reasonable alternative nearby.</p>
<p>2. Children are following a track going into a field with sheep and lambs. They close the gate behind them and are keeping away from the animals.</p>	<p>You should use a gate where one has been provided and to leave it as you find it. You can avoid disturbing young animals by going into a neighbouring field or onto adjacent land. If this is not possible, keep as far away from the animals as possible. Do not take dogs into fields where there are young animals present.</p> <p>In this case, the children are leaving the gate as they found it and are keeping as far away as possible from the sheep. However, Is there a better alternative route?</p>
<p>3. One family with dog is getting chased by cattle in a field. They let go of the dog and climb over the wall to get away from the cows and the cows chase the dog. Another family with a dog are approaching same field but take an alternative route.</p>	<p>Where possible, you should chose a route that avoids taking your dog into fields with cows. If you do need to go into such a field, keep as far as possible from the animals and keep your dog on a short lead or under close control. If cows act aggressively and move towards you, keep calm, let the dog go and take the shortest safest route out of the field.</p>
<p>4. Children are crossing a field with crop in the early stages of growth. There is a clear margin around the field that has not been planted that they could have walked on.</p>	<p>When exercising access rights in a field of crops, avoid damaging the crop by using any paths or tracks, using the margins of the field, going along any unsown ground or considering alternative routes.</p>
<p>5. Children are advised by a sign to go around the farmyard.</p>	<p>Farmyards are often busy places and so health and safety may be a particular issue. In the absence of a right of way, core path or reasonable signposted route around the farmyard and buildings, you might be able to go through the farmyard if the farmer is content or if access has been taken on a customary basis in the past.</p>

On the hill	
6. Children on bikes are approaching horse rider from rear. They understand that horse and rider may not hear them coming. They call out to the rider and pass by wide and slow. There are smiles and a wave.	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'.
7. Further ahead, there is a different horse rider and the horse is rearing up in fright because a fast cyclist came whizzing down a very narrow path and collided with a horse rider coming up.	
8. Children spot some wildlife in the near distance. They move slowly and quietly and watch them for a while.	These children are avoiding disturbing wildlife - and as a result, see more!
9. A group is having a picnic. They are playing loud music and creating a lot of litter. A bird is flying away and a goat is eating a plastic sandwich container.	Take care to consider the needs of other people when choosing where to picnic. Do not feed any farm animals and take all litter, including any food scraps away with you.
On and by the water	
10. On the riverside path, two children pedestrians meeting a cyclist. The cyclist is going too fast and they have to jump out of his/her way.	Cyclists should not endanger walkers and horse riders: give other users advance warning of your presence and give way to them on a narrow path.
11. Children are paddling/swimming lower down the river a good distance (so that they don't disturb them or their fish with the noise or movement) from a pool where adults are fishing.	Access rights extend to paddling or swimming. You should take care not to disturb other water users.
12. There is a duck nesting nearby. Children are carefully skimming stones into the water, directing them away from the birds and not disturbing them.	You should not intentionally or recklessly disturb or destroy plants, birds or other animals.
13. Children are throwing sticks and stones at a swan, which is angry and hissing. It abandons its nest and eggs. Someone is walking nearby with a dog.	You can reduce the chance of your dog disturbing birds that nest on the ground by keeping your dog on a short lead or under close control in areas where these birds are most likely to be found.

In the Woods	
14. The children come across logs piled up. There are no warning signs telling the children to keep out, since the forest workers are no longer working in this area. The children start climbing on a log pile and it looks unstable.	The Code says do not climb on timber stacks and keep children away from them.
15. There are children out biking. They come across some forest operations, including chain saw operators. There is a warning sign and safety tape asking them to take a diversion to another area that is safer for a certain period.	You should read any signs warning you of forest operations, such as tree felling and extraction, and follow any precautions taken by the land manager. This will ensure that you do not hinder these operations and ensure your safety and that of people working there.
Close to houses and in towns and villages	
16. Children are playing with a ball in a greenspace area, it goes into someone's garden. They decide to go and ring the doorbell to ask for it back.	Access rights do not extend to gardens. The children should ask the owner for permission to retrieve their ball.
17. A dog is fouling and the owner leaves it, even though there are bins available. A person that is using a wheel chair is approaching, oblivious to that fact that it is there.	Access rights apply to people walking dogs provided that their dog(s) is kept under proper control. One of a dog owner's main responsibilities is to pick up and remove their dog's faeces if it defecates in a public open place.
18. Litterbins are overflowing but people still keep throwing their rubbish there instead of taking it home with them.	It is an offence to leave litter in any public open place.
19. The children want to cross a sports pitch but there is a game in progress so they walk round it.	Access rights do not apply to sports pitches or playing fields whilst they are in use for their intended purpose.

ACTIVITY 6 - Using the TV adverts - a little drama! - 3 suggestions

Aims:

To help the children to apply their knowledge of the Scottish Outdoor Access Code to real life situations by considering the Scottish Outdoor Access Code TV adverts.

Description:

Choose from the following 3 activities or carry out a combination of all 3:

1. Act out the scenarios from the TV adverts.
2. Make up your own TV adverts.
3. Watch the TV adverts - what happens next?

1. Act out the scenarios from the TV adverts

Description:

Children act out scenarios from the Scottish Outdoor Access Code TV adverts. They then watch the TV adverts to see if they chose the responsible behaviour.

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>

Drama scenario cards ([overleaf](#))

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

Divide the children into groups of 3 or 4. Give each group a scenario card ([overleaf](#)) and allow them time to consider how their scenario might end and to practice acting it out. The groups will probably choose to act out an irresponsible ending, as this can be more fun! Ask the "audience" to consider:

- was their ending was the responsible one?
- how else might the situation have ended?
- how would it have ended if everyone behaved responsibly?

You could take votes on the various suggestions. Now play the scenario on the TV advert - were the group right?

Repeat with the next group until all the scenarios have been covered. You may wish to move onto Activity 2.

Scenario Cards

Dog Walker and Sheep

Some people are out walking in the countryside with their dog, who is off his lead. A farmer is with his sheep. The dog is getting very close to the sheep...

What happens next?

Runner and Forester

Some joggers are running on a path in a forest when they come upon some foresters felling trees. There is red and white tape blocking off the path...

What happens next?

Youths with Wall and Gate

Some children are up on a hill when they see their friends up ahead. They shout to ask them to wait for them. There is a wall between them with a closed gate further down the field...

What happens next?

Mountain Biker and Horse Rider

Some cyclists are on their mountain bikes in a forest. A horse rider is coming towards them on the same path...

What happens next?

Couple and Field Margin

Some people are out walking in the countryside when they come upon a field of crops. They want to get to the other side...

What happens next?

Canoeists and Fisherman

Some canoeists are out on a river when they come upon an angler who has his line in the river...

What happens next?

Family and Geese

A family is out walking when they spot some geese at the side of the Loch. The children shout excitedly and run towards the geese...

What happens next?

2. Make up your own TV adverts

Description:

The children act out scenarios not covered by the TV adverts and consider the responsible behaviour in each setting.

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>

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

Watch the adverts with the group. Can they think of other scenarios or settings where there could be conflict in the outdoors if people do not act responsibly? If you need to give suggestions, try to ensure that these are locally relevant. Examples might be camping, golf courses, gardens, farmyards, dogs or picnics.

If you would like more information on a specific issue, visit www.outdooraccess-scotland.com or order a full Code from Scottish Natural Heritage on 01738 444177 or email: pubs@snh.gov.uk

Divide the children into groups of 3 or 4. Give them time to consider their scenarios and to practice how they will act it out for their peers.

When they are ready, ask each group to act out their scenario in turn. Can the other groups guess what is happening? Are they acting responsibly? If not, what should they be doing?

3. Watch the TV adverts - what happens next?

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>

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/discuss 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. [\(questions on screen will be identical to those overleaf\)](#)

Questions will be removed from the pack after piloting - they will appear on the screen

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

- (a) The couple turn back, as they think they are not allowed into a field of crops
- (b) The couple walk along the field margin to avoid damaging the crop
- (c) The couple walk straight ahead through the crops, as there are no signs and no one about to tell them not to
- (d) 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 H - Do you know the Code? - team game

Aim:

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

Description:

The leader shouts out an item (eg "an open gate") and the children have to race to find a picture of this item and the matching responsible behaviour (eg. "leave the gate as you find it - in this case open").

Resources needed:

Do you know the Code? game cards (page 29 - 31) - photocopy a set per team
Game cards list (overleaf)

Suggested method:

Divide the group into equal teams. Place the sets of "Do you know the Code? " game cards a good distance away from each team, all mixed up (put them face down to make it harder).

Call out an item from the games card list (overleaf). The first child in each team runs forward, picks up the correct picture card - not available for the pilot, please use the written description of the picture instead (in blue) and the corresponding written responsible behaviour in that setting and then runs back with both cards to their team.

Give the first team back with the correct answer 2 points, one for the second one. Continue until all cards have been collected.

Do you know the Code? - game card list

Please use this list to shout out the items you want children to collect. Remember they must match it with the correct responsible action card.

Call out	The children collect
Closed gate	Leave gates as you find them - in this case CLOSED
Dog and children passing sheep	Keep the dog under close control or on a lead
Field of crops	Keep to field margins or paths
Wild flowers	Do not pick the flowers - they might be rare
Forest operations and sign	Follow the sign - do not go under the tape
Children on bikes	Let people know you are coming so you do not alarm them. You might need to slow down, stop or stand aside to allow others to pass
Camping	Leave no trace and take all rubbish home. Avoid causing problems for local people and land managers.
Camp fire	Keep fires small and under control. Remove all traces of your fire before you leave.
Golf course	Do not cross the greens and wait for the players to finish their shots before crossing
Birds on nest	Be careful not to disturb wildlife
Litter	Put all litter in a bin or take it home with you, even food scraps.
Locked gate	If you need to climb a gate, climb it at the hinge end
Swimming	Do not disturb other water users or pollute the water
Open gate	Leave gates as you find them - in this case OPEN
Log pile	Keep away from machinery and log piles
Garden	Rights of access do not usually apply to gardens
Children coming up behind a horse	Try to call out a warning if you approach a horse from behind, like 'hello horse'
Children climbing a wall	If there is no other way, climb a wall - but take care not to damage it
Monument	Take care of historic places, stones, monuments and buildings
Horse rider on track	Avoid going on wet or boggy ground

Do you know the Code? - game cards - page 1

Please photocopy one set per team. Cut out, mix up and lay out in front of each team. *Sorry, no pictures for pilot - please test with written versions (text in blue will be illustrations)*

<p>Closed gate</p>	<p>Leave gates as you find them - in this case CLOSED</p>
<p>Dog and children passing sheep</p>	<p>Keep the dog under close control or on a lead</p>
<p>Field of crops</p>	<p>Keep to field margins or paths</p>
<p>Wild flowers</p>	<p>Do not pick the flowers - they might be rare</p>
<p>Forest operations and sign</p>	<p>Follow the sign - do not go under the tape</p>
<p>Children on bikes</p>	<p>Let people know you are coming so you do not alarm them. You might need to slow down, stop or stand aside to allow others to pass</p>

Do you know the Code? - game cards - page 2

Camping	Leave no trace and take all rubbish home
Camp fire	Keep fires small and under control
Golf course	Do not cross the greens and wait for the players to finish their shots before crossing
Birds on nest	Be careful not to disturb wildlife
Litter	Put all litter in a bin or take it home with you, even food scraps.
Locked gate	If you need to climb a gate, climb it at the hinge end
Swimming	Do not disturb other water users or pollute the water

DRAFT

Do you know the Code? - game cards - page 3

Open gate	Leave gates as you find them - in this case OPEN
Log pile	Keep away from machinery and log piles
Garden	Rights of access do not usually apply to gardens
Children coming up behind a horse	Try to call out a warning if you approach a horse from behind, like 'hello horse'
Children climbing a wall	If there is no other way, climb a wall - but take care not to damage it
Monument	Take care of historic places, stones, monuments and buildings
Horse rider on track	Avoid going on wet or boggy ground

ACTIVITY I - Creative Activities

Aim:

To extend and consolidate the children's knowledge of the Scottish Outdoor Access Code, and help them to share it with others.

Description:

Choose from the following 4 activities or complete them all!:

1. Make a Crack the Code dial
2. Make a Code poster
3. Compose a Code poem or rap
4. Oral storytelling on the Code

1. Make a Crack the Code dial

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 pilot - sorry)

Template of the dial and covers (see clickable link & print to A3) - copy onto thick paper or card

Colouring crayons, pens or pencils

Scissors, glue and butterfly pins/paper fasteners

Suggested method:

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.

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 that they can use in the outdoors.

2. Make a Code Poster

Description:

The children design a poster to inform others of their rights and responsibilities in a particular setting.

Resources needed:

Pens, crayons, paints or other media for making the poster

Reference materials such as the pack poster, photos or crack the Code dial

Suggested method:

Brainstorm with the children Code issues that they might like to raise awareness of amongst their peers or local community. Try to get them to think about locally relevant issues - examples might be camping, golf courses, gardens, farmyards, dogs or picnics.

If you would like more information on a specific issue, visit www.outdooraccess-scotland.com or order a full Code from Scottish Natural Heritage on 01738 444177 or email: pubs@snh.gov.uk

Show the children:

- the Scottish Outdoor Access Code logo (on CD - sorry, not for pilot),
- the Code brand - the traffic lights (on CD - sorry, not for the pilot)
- the strapline 'Know the Code before you go. Enjoy Scotland's outdoors - responsibly!

Tell them that it is important that they include at least one of these items in their poster. You may wish to show them the 'Walkies' posters as an example (if you wish these for the pilot, please contact pubs@snh.org.uk)

After they have finished their posters, they could write a short piece about the issue they have chosen (optional). This could be attached to the poster and displayed in a public place.

3. Compose a Code Poem or Rap

Description:

The children compose a poem or rap to raise awareness of the Scottish Outdoor Access Code.

Resources needed:

A drum or other instrument to keep the beat (optional)

Paper and pencils (optional)

Suggested method:

Use the Scottish Outdoor Access Code as a theme. [Further guidance will be developed on this after the pilot.](#)

Draft

4. Oral Storytelling on the Code

Description:

Children take an oral journey, meeting characters on the way that talk about aspects of the Scottish Outdoor Access Code from their point of view.

Resources needed:

Cards with characters names (optional) - see ideas below

Cards with setting ideas (optional) - see ideas below

Cards with issues from the Code (optional) - see ideas below

Suggested method:

Sit in a circle with the children. Discuss the people they might meet in the outdoors, where they might meet them and what they might be doing. Could there be any problems or issues between different people doing different things? Ask the children to choose one of the people you have talked about or give them a character from those below.

Select a child to start the imaginary journey. Ask them to tell the group who they are and describe where they are going and what they are doing. Then, when they are ready, ask them to choose a child/character to 'meet' on the way (or you can tell them who they meet). When the two characters meet, they should introduce themselves (this can be done positively or negatively) and have a conversation/interaction (encourage them to resolve any issues positively). The group can help them to consider the issues that might arise and how they might be resolved. For guidance on this, look at the poster and guidance notes, the photo cards and notes or visit www.outdooraccess-scotland.com or order a full Code from Scottish Natural Heritage on 01738 444177 or email: pubs@snh.gov.uk

When the interaction is finished, ask the second child to move on, describing where they are going and what they are doing and then to choose another child to 'meet'. This continues until the children's story dries up or all children have been involved in the journey. Different groups will need different levels of support and guidance with this.

You may wish to record the story on tape, or ask the children to retell it individually in writing or drawing.

Character ideas	Setting ideas
A child cycling	Woods
An adult with a pram	River bank
A farmer that keeps animals	Canal path
A farmer that grows crops	Beach
A golfer	Pond
A nature reserve manager	River
A young person with their friends	Farm
An old person who can't walk very far	Hills
An angler	School grounds
A picnicker	Sports pitch
A dog walker	Park
An estate owner	Golf course
A horse rider	An estate

ACTIVITY J - Active Games and Environmental Activities

Aim:

To extend the children's experience of the outdoors to help them appreciate their environment, which will in turn reinforce their desire to behave responsibly in the outdoors.

Description:

Choose from the following 5 activities or do a combination:

1. Code Quest
2. Know the Code before you go! - Obstacle course
3. Use your senses and enjoy the outdoors
4. Weaving loom
5. Litter survey/pickup

These activities can also be done as part of the Enjoy the Outdoors - responsibly Activity.

1. 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 (overleaf or page 48) - 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 the activity into a competition with small prizes by dividing the group into teams.

Questions for the 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

2. Know the Code before you go! - Obstacle course*

Description:

A course is set up with 'obstacles' representing aspects 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 or cardboard boxes (bales)
A toy dog and a lead
model farm animals or waterproof illustrations of animals
A bag and some clean litter (bottles, cans, crisp packets etc.)
Litter collecting tongs (optional)
Soft toys to represent wildlife
Recycling bins
Stopwatch (optional)

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

Suggested method:

Either make up your own obstacle course using the props above or brainstorm with the group for their ideas. 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 in Ann McKillop's 'Crack the Code' course (South Lanarkshire Council Ranger Service)

3. Use your senses and enjoy the outdoors

Description:

Children experience the outdoors through their senses, helping them to appreciate their environment, which will in turn reinforce their desire to behave responsibly in the outdoors.

Resources needed:

Clipboards, worksheet (overleaf) and pencils (optional)
Blindfolds (optional)

Suggested method:

Ask the children to find a place (within a boundary set by you) to sit quietly by themselves and enjoy being outdoors.

Listen

Encourage the children to settle down, close their eyes if they wish and to concentrate on the sounds of the outdoors. You could ask them to raise their hands in a fist and then open up one finger each time they hear a different natural noise. Do this until all children have heard 5 different natural noises (if appropriate).

Look

Ask the children to move slowly and quietly within your pre-set area, looking for a natural object that they find beautiful or interesting. Depending on the time of year, this might be an autumn leaf, a twig, a bud, some lichen or moss, a stone or a flower. **It should be emphasised that the children should only collect things that are not alive.** You could ask them to describe to the rest of the group what they like about their object.

Smell

Ask the children to move slowly and quietly within your pre-set area, looking for a natural smell. Can they describe it to others? How does it make them feel?

Touch

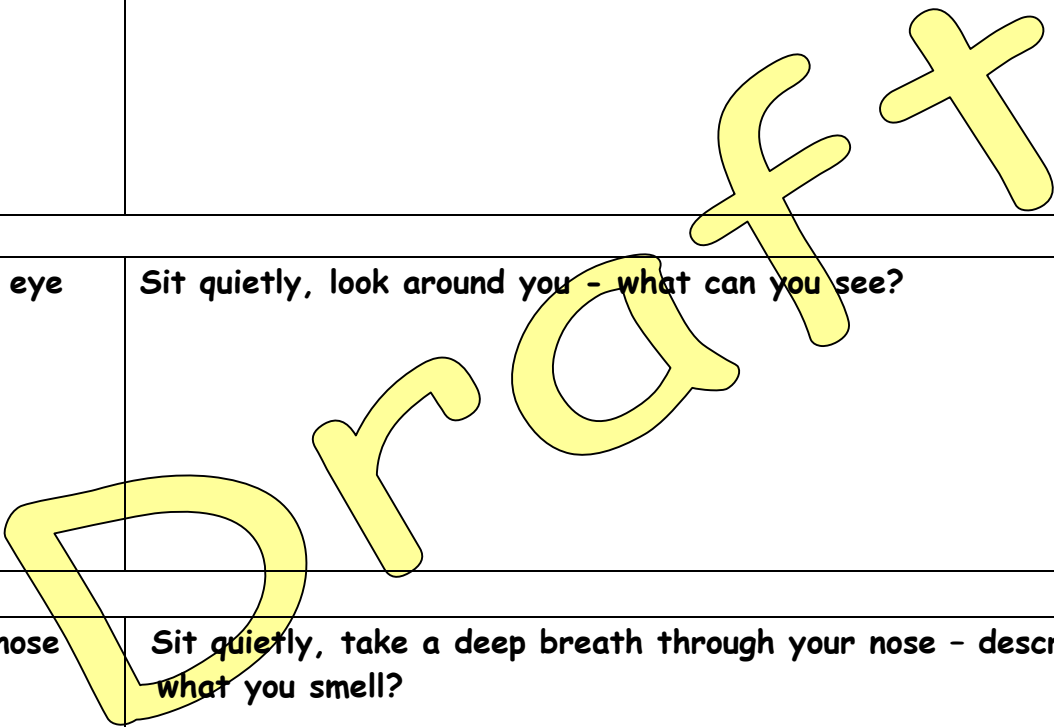
In pairs, ask one child to lead another (blindfolded if you wish) to natural items that they think will have an interesting texture. Can they describe the texture to others? Is it a nice feeling?

You may wish to get the group to complete the worksheet (overleaf)

Name.....

Use your senses and enjoy the outdoors!

Take this with you when you go outdoors with your leader or your family.
Use it to record the things around you

Draw an ear	Sit quietly, close your eyes, listen carefully - what can you hear? 
--------------------	---

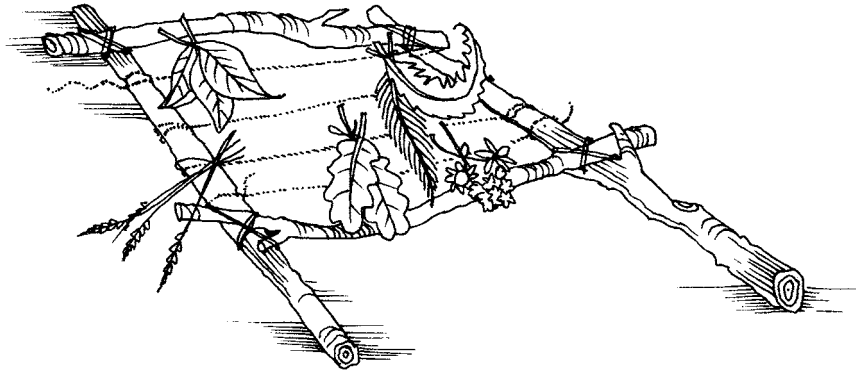
Draw an eye	Sit quietly, look around you - what can you see?
--------------------	---

Draw a nose	Sit quietly, take a deep breath through your nose - describe what you smell? Is it a pleasant smell? How does it make you feel?
--------------------	--

Draw a hand	Stand quietly, put out your hand - describe what you feel?
--------------------	---

Can you use your words to compose a poem or a rap?

4. Weaving Loom



Description:

The children collect natural items (e.g. moss, leaves, grasses, feathers) to make a weaving loom, which will act as a memory of a trip they have taken.

Resources needed:

Natural Memento items collected from the children's trip
4 suitable sticks to attach the items to
Wool of various colours
Scissors
Container with sand (for displaying completed Weaving looms)

Suggested method:

On their trip, children choose natural items that they think are beautiful or interesting. **It should be emphasised to the children that they should only collect things that are not alive. Please discourage them from taking items that are growing.**

The children make a mini loom with sticks and wool, leaving 5cm bare at the bottom, so that it can be displayed upright in a container of sand in the classroom

The natural mementos are then "woven" between the wool strands.

The children could write a short piece about their trip and tie it onto their weaving loom so that others can read about their journey.

5. Litter survey/pick up

Description:

The children do a litter survey and/or clean up of their local area.

Resources needed:

Disposable gloves, litter pickers and plastic bags (optional)
Clipboards, worksheet (overleaf) and pencils (optional)

Suggested method:

Health and Safety

If you will be picking up litter with your group, discuss with them the potential hazards and how they should minimise these. Be clear about what they should and shouldn't pick up.

Discuss with the children how they would like to record the litter they see, or give them the worksheet overleaf. Ensure they understand how to use tally marks.

Give the children boundaries within which they should carry out their survey and send them off in small groups to begin.

Discuss with your group how you could reduce the amount of litter in your area. Could they run a poster campaign or raise awareness of the issue with a play or event, for example?

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Name.....

Litter Survey/Pick Up

When you are out with your leader or your family please complete this litter survey

Please remember the discussion you have had about dangers and what you should and shouldn't pick up - if in doubt, don't!

Draw a picture	Item	Tally count
	large items, e.g. bike	
	Large household items, e.g. fridge or oven	
	Cans	
	Bottles	
	Crisp & sweet packets	
	Shoes & clothes	
	Paper items	
	Other kinds of rubbish	

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ACTIVITY K - 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) - not for pilot - sorry
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 50). Downloads are available on the website www.outdooraccess-scotland.com

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

ACTIVITY L - Do you know the Code? - Quiz

Aim:

To bring together all the knowledge the children have acquired about the Scottish Outdoor Access Code they take part in a Do you know the Code? Quiz.

Description:

Children take part in a quiz called Do you Know the Code?, which asks various questions about their rights and responsibilities in the outdoors.

Resources needed:

Pack photo cards
Photocopies of the questions (optional) - [overleaf or page 37](#)
Props (optional)
The questions cut - 1 question per piece (optional)
Answer sheet

Suggested method:

There are 2 suggestions - choose your preferred format

Group quiz:

Set out the photo card and/or props with the appropriate question at 'stations' around the room. Hand out the quiz questions to each group. Give each group a set time at each station to discuss and note down their answer before moving onto the next station.

Discuss and debate the answers, ensuring that everyone understands the responsible behaviour in each situation.

Individual quiz:

This could be used as an end of project test. Hand out the question sheet (optional). Hold up the relevant photo card and/or prop and read out the associated question, giving the children enough time to think about their answer. They could answer orally or in writing.

Discuss and debate the answers, ensuring that everyone understands the responsible behaviour in each situation.

Do You Know the Code? Quiz

Suggested questions, photos and/or props

Photo Card	Prop	Question
A	toy dog or fake dog poo	If you are 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?
B	child/dolls swimsuit	When can I paddle, swim or skim stones in a river I know is used by anglers and canoeists?
C	cycle or riding helmet	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' ?
D	toy sheep	I come to a gate between two fields of sheep, it has been left open, do I close it or leave it open?
E	cycle helmet safety tape	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?
F	toy deer	Suggest two ways in which hill walkers can minimise disturbance to deer stalking activities?
G	toy cow	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?
H	Pieces of long grass (seasonal)	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?
I	toy cow and calf toy dog dog lead	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?
K		Can I take a short cut through someone's garden?
L	berries (not poisonous!)	Can I pick some wild berries or mushrooms to sell to my local hotel?
M	golf ball golf club	Can I take a short cut across a golf course when there is a game in play?
N	interesting stone artefact	Can you give two ways that you should behave in order to behave responsibly in a cultural heritage site?
O	Empty match box	Can you suggest two places where it would be irresponsible to light a small campfire?
P	toy chick	Can you give two examples of responsible behaviour in an area where there are ground-nesting birds?
Q	toilet roll	If I go camping and I need to go to the toilet (but there is no toilet!) what do I do?
R	a plant or flower	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?

Photo card	<i>Example Answers - see the full Code for more details</i>
A	keep your dog under close control or on a short lead; pick up and remove your dog's faeces; prevent your dog from disturbing wildlife.
B	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.
C	(b) shout out something to warn the rider such as 'hello' ?
D	Leave it open (always leave gates as you find them)
E	Go around the cordoned off area and avoid hindering the operations and to ensure my safety.
F	Take extra care; follow any signs and notices; use the hillphones service (visit www.snh.org.uk/hillphones for more information).
G	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.
H	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.
I	(c). access rights do not extend to fields with young farmed animals if you have a dog with you
K	No (unless I have the owner's permission, or it is a public right of way).
L	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.
M	Yes (As long as I do not affect any game in play and if I keep to the fairway - avoid the greens, bunkers and tees, and look out for my own safety)
N	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
O	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.
P	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
Q	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.
R	Take a photograph; make a detailed drawing; remember where it is and come back with an identification book or camera.

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 wellbeing
- 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

There will be an evaluation form inserted here.

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[Acknowledgements will go here](#)

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