

1. Make a Code Poster

Aim

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

Description

Create a Poster to raise awareness of the Scottish Outdoor Access Code.

Resources

- Materials for Poster creation, e.g. paper, pens, crayons, paints, photographs, magazines
- Reference material (see weblinks below)

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Suggested Method

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

Show the '[Resources to promote responsible access](#)' web page. Discuss the images and messages and draw their attention to the strapline which appears on all the pictures and why is it important to include that in their poster.

Older groups may wish to look at the '[brand guidelines](#)' and discuss further why we might have these.

They may wish to consider using one of the three principles:

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

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

Please share the poster and writing with NatureScot using **FAO Recreation and Access** in the e-mail title: ENQUIRIES@nature.scot

2. Tell a Code Tale

Aim

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

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

- Sticky labels with character's names (optional)
- Cards with setting ideas (see page 2 and on the Sway)
- Video camera, tape recorder (optional)
- Interactive whiteboard or paper and pencils (optional)

For guidance you could use the posters for a [younger](#) or [older](#) group or the [photo cards](#).



Suggested Method

Sit in a circle. **Discuss** the people they might meet in the outdoors, where they might meet them and what they might be doing. Could any problems or issues arise between different people doing different things?

Ask the group to choose one of the people you have talked about or give them a character from those listed below. (Giving individuals a sticker with their character's name will help everyone remember who is who, or have hats!)

Role-play

Select someone 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.
- When they are ready, ask them to choose another 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.

When the interaction is finished, ask the second person to move on, describing where they are going and what they are doing and then to choose another person to 'meet'. This continues until the story dries up or everyone in the group 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 group to retell it individually in writing or drawing. An interactive whiteboard could also be used to record the journey.

Character ideas

- A child cycling
- An adult with a pram
- A farmer that keeps animals
- A farmer that grows crops
- A golfer
- A nature reserve manager
- A young person with their friends
- An old person who can't walk very far
- An angler
- A picnicker
- A dog walker
- An estate owner
- A horse rider
- A disabled person

Setting Ideas

- Woods
- River bank
- Canal path
- Beach
- Pond
- River
- Farm
- Hills
- School grounds
- Sports pitch Park
- Golf course
- An estate



3. Design a Trail Guide

Aims

To encourage the group 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

Choose, map and test out several local routes, which can be produced as a leaflet to encourage family members and others to get outdoors.

Resources

- Sample map and trail guide (see page 3)
- Blank map and trail worksheet (see page 4)
- 'Test the Trails' worksheet (see page 5)
- Materials for drawing maps
- Computer (optional)

This Creative Activity is based on one devised by Ruth Foster (Falkland Primary School).



Suggested Method

Design the Trails

Divide into small groups or pairs.

Choose a route taking 30 minutes to 2.5 hours in their neighbourhood. It can be a favourite route of theirs, they can ask friends and neighbours for suggestions or try a local guidebook.

Using the 'Blank map' get the group to:

- describe and map their chosen route
- note 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. Use the 'Sample Map and trail description' as an example and for guidance.

'Test the Trails'

Give the trail a name and test it:

- noting how long it takes
- 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 other's trails.

Create a leaflet

The best trails could 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 their families and friends to join them outdoors.

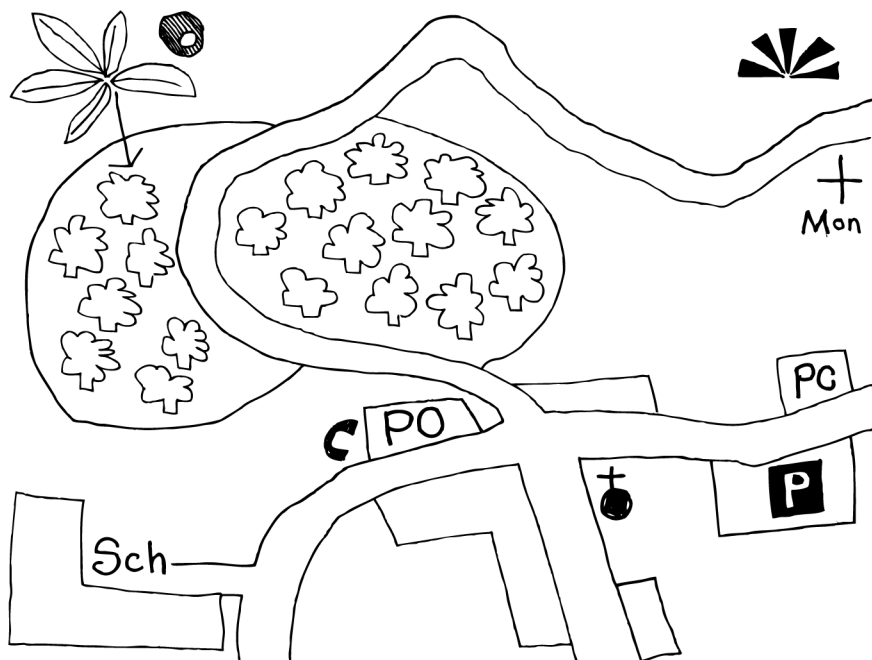
For a younger group this could be done as a family activity perhaps following a classroom discussion and search for local routes.

Discuss what they will take with them and what their responsibilities might be under the Scottish Outdoor Access Code and report back to the group/class after they have had a family/friends walk.



Sample Map and Trail Guide: Conker Tree & Monument Trail

Sketch Map



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 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
- Pay attention to advice on signs from land managers
- 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



Map and Trail Guide

Name:

Date:

Sketch Map

Trail Description

Know the Code before you go

For example:

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Test the Trails

Name:

Date:

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



Scottish Outdoor Access Code

Do not allow your dog to approach animals or people uninvited.

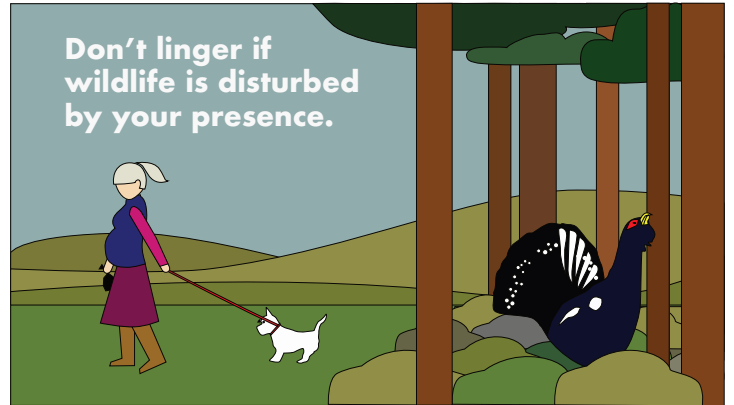
If in doubt use a lead - but release your dog if threatened by cattle.



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Don't linger if wildlife is disturbed by your presence.



Leave gates as you find them.



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On farmland keep to unsown ground, field edges or paths.



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Leave no trace of your Campsite:

- Use a camping stove
- Never light open fires, barbecues, or fire bowls in dry periods or near to forests.



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Be kind to nature and each other.

Take all your litter away with you.



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Enjoy the outdoors

Plan ahead, use public transport where possible, take photos and share your experiences.



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Paths are shared with others.

Be prepared to slow down or stop to let others pass.



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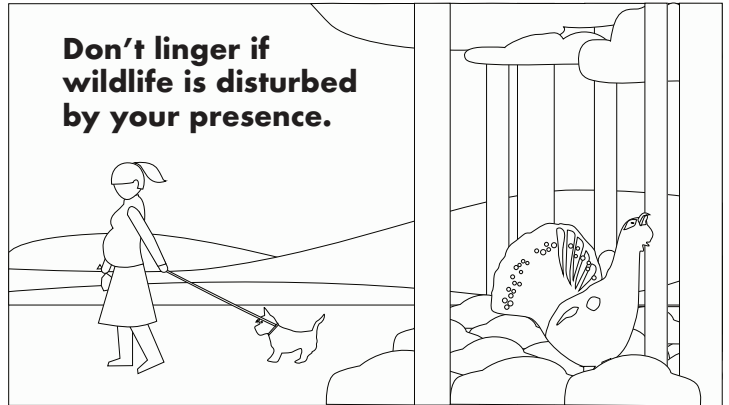
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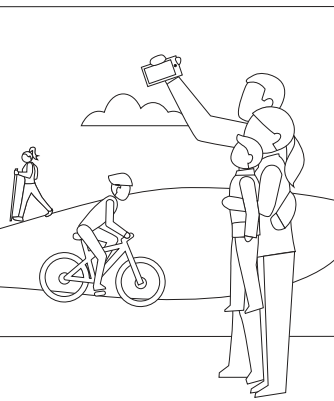


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