

1. Access on Your Doorstep

Aim

To develop map-reading skills and to consider how access issues differ according to factors such as land use and type.

Description

Photographs are used to help the group identify map representations of different land uses in their locality. The children then discuss the types of access issues and potential area of conflict that could arise.

Resources

- [Photo Cards](#) with guidance notes on the reverse
- Interactive whiteboard
- Local Ordnance Survey maps



Suggested Method

This activity can be done using hardcopies of local maps and the Photo Cards, or by using an interactive whiteboard, the Photo Cards and a mapping software package.

Present

Show Photo Cards that illustrate different land uses or land classes on your OS map, for example arable, urban greenspace, beach, commercial forestry, golf course etc.

Ask the group to find areas on the OS map where similar land use or land management takes place. The photographs will help the group visualise and understand the maps.

Discuss

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.

Discuss locally relevant issues. Examples might be:

- Safety issues (narrow tracks, timber lorries, farmyards, shooting);
- 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 (litter, human waste, noise, invasion of privacy);
- Golf courses (disturbance to players, damage to playing surfaces);
- Fire razing.



2. Wearing a Different Hat*

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 that identifies who they are to the others. Land managers and recreational users meet one another and areas of conflict or agreement are discussed through role-play.

Resources

- Sticky labels for characters (see Issues Guide on page 3)
- Photocopies of the Issue Guide (see page 3 and on the Sway) (optional)
- Highlighter pens
- Props (optional) e.g. cap, stick, deer stalker bonnet, fishing flies, camouflage clothing, fluorescent jacket, hard hat, green body warmer, green woolly hat, dog lead, bike helmet, riding hat & whip; canoe helmet & buoyancy aid, colourful fleece, gloves

* Based on an activity devised by Shirley Paterson (Farming and Wildlife Advisory Group).



Suggested Method

Group work

Divide into groups. Give each participant a character that works in the outdoors or uses the outdoors for recreation. Alternatively, allow them to choose. Try to ensure a range of recreational users and landowners - use the Issues Guide on page 3 to help.

Ask the group to think of all the issues they might have with the other characters (e.g. what issues might a mountain biker have with a horse rider, a fishing ghillie or a dog walker?) They can ask the rest of their group for help or look at the Issues Guide.

The participants who are the landowners may require additional help.

Role-play

Each person has a prop and/or a sticky label to identify them to others. 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.

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.

Characters do not have to seek conflict – you can steer the meetings by making a suggestion about the initial approach. For example, ‘land managers starts with polite question’ or ‘recreational user starts with confrontational statement’ etc.

Alternatively, allow the group to wander round the room/area role-playing as their character. When you give a signal, they meet with someone (a recreational user or landowner) and role-play any issues that arise.

Discussion

Ask the landowners to give their thoughts on the recreational users and vice versa. What do the landowners think of the landowners and the recreational users of the recreational users? Do they think that conflict is inevitable in the outdoors? Do they think the Code can help?

Many people work in the outdoors.

Respect all reasonable requests to avoid busy working areas.

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ACCESS CODE
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Definitions

Ghillie: assists with people fishing or hunting

Stalker: assists with stealthily getting closer to deer or other game

Bailiff: ensures fishing laws are adhered to, a law enforcement officer

Gamekeeper: breeds and protects animals and birds for shooting mainly on private estates

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Wearing a Different Hat - 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 poo 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	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 with large lochs and with important archaeological sites	Path erosion in wet places – path widening and damage	Dog faeces on paths, dogs disturbing wildlife	Trampling and damage to historically important sites	Landing on islands in the lochs and disturbing	Swimming in the lochs, disturbance to other users	Overnight camping, pollution issues at historic site (e.g. standing stones)

3. Irresponsible Acting

Aim

To explore the consequences of irresponsible behaviour on the outdoors and to reinforce the need for responsible behaviour.

Description

Act out scenarios to show irresponsible behaviour and potential consequences. A group discussion follows each performance on the responsible behaviour in these situations.

Resources

- Large space such as an outside area or hall
- Drama and scenario cards (photocopy and cut out on page 2)
- Props (optional)
- Video camera (optional)



Suggested Method

Group work

Divide into small groups and give each group a drama scenario card. Give them time to plan and practice their scenario, incorporating irresponsible behaviour and the potential consequences.

Drama

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.

Discussion

After each group has completed their scenario, ask the audience for feedback on the activities portrayed and the behaviour shown.

- Who was behaving irresponsibly?
- What impact did this and could this have on people and the environment?
- What would/should they do in these circumstances? Why?

You could now **ask the group** to make up and perform their own scenarios. Encourage them to draw on their own, locally relevant experiences.

Irresponsible Acting - Drama Scenario Cards

Photocopy and cut out.

1.

You are having a picnic in a wood and make a camp fire

6.

You are out for a walk that takes you through a farmyard with animals in pens

2.

You are cycling through a park with friends

7.

You are cycling on a forest track and come up behind two riders on horses

3.

You are going to the beach and have to cross a golf course

8.

You are going to the beach and pass through a nature reserve with nesting birds. You have a dog with you

4.

You are exercising your dog and come to a sign on a gate which says 'Calves in field'

9.

You are out for a walk and take a short cut through a field of carrots

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

10.

You are paddling in canoes down a river and meet people fishing

4. Local Access Forum

Aim

Explore the role of Local Access Forums in resolving conflicts of interest in the outdoors, by role-play.

Description

The group role-play as representatives from conflict groups taking their grievances to the Local Access Forum. They are asked to work through the problem and find a solution.

Resources

- Local Access Forum Toolkit (see page 2 – photocopy one per group)
- Sticky labels
- Props (optional)
- Background information on Local Access Forums (see page 3)



Suggested Method

Organise into groups of 4 – 8 to form a Local Access Forum. Give a brief introduction to Local Access Forums, who is a member and what they hope to achieve (see page 3).

One job of the forum is to offer assistance in disputes about access. **Discuss** with the group the potential conflict situations that a forum may be asked to help to resolve. Encourage people to think of locally relevant issues – your local ranger may be able to help (see page 3). Alternatively, use the conflict examples on page 2.

Once you have decided which conflict situation the forums will be asked to resolve, **discuss** who should be represented at the meeting. Ensure you include representatives from the conflict groups. You could give the participants sticky labels and/or props to help identify who they are to the others.

Give each panel a copy of the Toolkit (page 2) and about 10 minutes to reach a solution for their issue. They could note down their suggestions. Give each Local Access Forum a new issue to deal with.

Finish by bringing all the groups together to **feedback** their suggestions for resolving the conflicts:

- Do all groups agree?
- Which is the best solution?

Local Access Forum Toolkit

A Few Suggestions for Conflict Scenarios

1. A local hotel is successfully advertising itself as a centre for walking and cycling. However, local residents feel they are being inundated with strangers passing their homes and nosing in their window. The hotel owner feels that his customers are suffering rudeness from locals.
2. A farmer has put up signs saying 'route closed during lambing' because last year he lost a lot of lambs after sheep aborted following attacks or chasing by dogs - he wants to avoid a repeat this year. The route through the fields is a popular one to the river and he cannot legally exclude access to everyone.
3. 'No cycling' signs were taken down from a local park following the new access legislation. Now a pensioners group feels that cyclists have taken over the paths putting old people and young children at risk. They feel that the park is no longer a safe and relaxing haven for them. The groups of youngsters who are cycling in the park say that there is nowhere else for them to go and they enjoy cycling on the windy paths.
4. A landowner has put new fencing and a locked gate across a track down to the river. Canoeists had been parking at the river to launch their canoes. The landowner and river bailiff say that the canoeists were spoiling the fishing, destroying the riverbank, disturbing wildlife and inconsiderately parking. The canoeists deny it all and want the gates and fences removed.

Do any of these suggestions help with your scenario?

- Use the Code to make some signs [Sign templates; Resources to promote responsible access](#).
- Hold a meeting with...
- Find money for... (signs, self closing gates, way markers, path works, hedges, e.g.)
- Create a temporary route (think about where this might go and anything you might need to take into consideration)
- Ask the local Access Officer/Ranger service to help with...
- Consult other groups within the community in order to...
- Provide an alternative route or access point for...

Consult the Scottish Outdoor Access Code

Help can be found by consulting the [Photo Cards](#) listed below or the relevant pages in the [Scottish Outdoor Access Code](#).

Scenario	Photo Card	Scottish Outdoor Access Code
1	K	Part 3, p17 point 2 Part 3, 3.62 Part 5, pp 100 - 101
2	C	Part 4, pp53 – 54 Part 5, p84 Part 5, p91 Annex 1, control of dogs
3	A	Part 5 p79 Part 5 p109
4	B	Part 4, pp53 - 54 Part 5, pp74 - 75 Part 5, p 92

Local Access Forums, Access Officers & Rangers – Background Information

Contact Your Local Access Forum

A Local Access Forum is a group of representatives with different interests in access coming together to agree how to develop, manage and promote access locally. Generally, the local access forum should include representatives from:

- public agencies (for example Local Enterprise Company, NatureScot, Forestry and Land Scotland and so on),
- land managers (for example National Farmers' Union Scotland and Scottish Rural Property and Business Association),
- users (for example those representing walkers, cyclists, horse-riders, people with disabilities and water sports)
- community interests (e.g. Community Councils, Local Residents' Association).

The two broad functions of a Local Access Forum are:

- to advise on access rights, rights of way and the development of a core path plan and;
- to offer assistance in disputes about access rights, rights of way, core path planning and the use of core paths.

Each forum will differ slightly in its membership and aims and objectives. However, the broad purpose is to help various users and access providers to talk to each other and understand each other, and to agree how to develop and manage access together.

You can find out more about your local access forums by contacting your local access officer.

Contact Your Local Access Officer or Ranger

Local authorities and national park authorities (hereafter referred to as access authorities) have duties and powers under the Land Reform (Scotland) Act 2003. Access officers and many rangers help to fulfil these duties and implement these powers.

Access authorities have a duty to promote the Scottish Outdoor Access Code. Amongst other duties, they must draw up a plan for a system of Core paths to give the public reasonable access throughout their area.

Access authorities also have wide ranging powers to help manage access and recreation, including the power to introduce byelaws or other measures designed to prevent damage or to help to conserve the natural heritage.

You can find out who your local access officer is by visiting [Outdoor Access Scotland](#); the Scottish Countryside Rangers Association has a [map indicating the contacts details of ranger services](#) in Scotland.

The following organisations also have appointed national access officers:

- [British Horse Society](#)
- [Scottish Land and Estates](#)
- [Scottish Canoe Association](#)
- [Scottish Orienteering Association](#)
- [National Farmers Union](#)
- [Mountaineering Council of Scotland](#)

You might also want to contact [Paths for All Partnership](#).

5. Make a Game

Aim

To consider how the Scottish Outdoor Access Code applies to a range of situations by designing a game.

Description

Design and make a game that explores various aspects of the Scottish Outdoor Access Code. Games are then played and tested out by the others.

Resources

- Photocopies of templates for games – you can find these online or the group can design their own
- Paper & card
- Dice (optional)
- Felt tip pens / paints
- Reference materials (e.g. [Poster A](#) – younger group, [Poster B](#) – older group, [Photo Cards](#), Crack the Code Dials – [colour](#), [black and white](#), [leaflet](#))



Suggested Method

Work individually, in pairs or small groups. Either get the children to think of a format for their games or find a template on line.

Discuss examples of responsible behaviour and possible rewards, e.g. You walk round the edge of a field of crops instead of through it – roll the dice again.

Discuss examples of irresponsible behaviour and possible forfeits, e.g. You leave rubbish and left over food at your campsite when you leave – go back 5 spaces. Use reference material to help with ideas.

Encourage the children to think about all 3 key principles:

Respect the interests of other people

Care for the environment

Take responsibility for your own actions.

Once completed the games should be tested by other groups and taken home for families to try out.



6. Using the Photo Cards

Aim

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

Description

Participants consider their rights and responsibilities in various photographs.

Resources

- [Photo Cards](#) – guidance notes reverse of cards
- Interactive whiteboard (optional)



Suggested Method

Use all the photos or select the ones you feel are most suitable for your group and situation. There are suggested questions on the back of each Photo Card and Code facts to help to guide your discussion on the rights and responsibilities in the settings and activities depicted.

Discuss

Show one of your chosen photo cards and discuss the relevant issues, rights and responsibilities. Ask questions from the reverse of the photograph.

Group work

You could then divide into groups and share one or more photos to consider. They should discuss the issues, rights and responsibilities depicted. More able readers can turn over the photo card and look at the questions and issues on the back.

Each group then shows the other groups their photos in turn and asks one or two of the questions from the back – do the others know the issues, rights and responsibilities? The group can tell them whether they were correct and if they have missed anything important.