

# 1. Photo Cards

## Aim

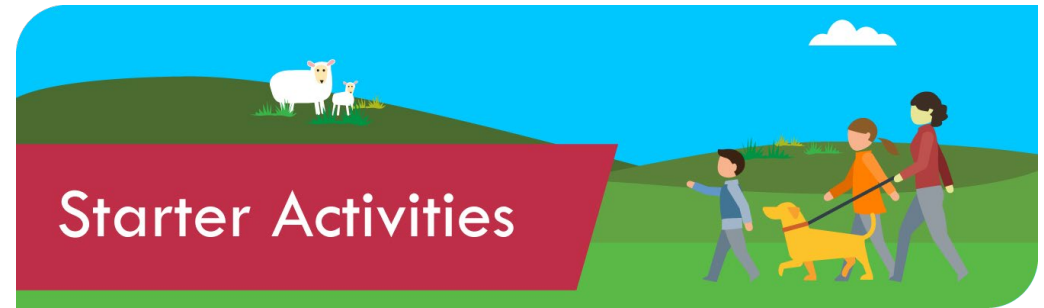
To introduce the relevance and meaning of the Scottish Outdoor Access Code.

## Description

Photographs are used to stimulate discussion about access rights and responsibilities, when and why conflict might arise and why there is a need for a Code.

## Resources

- [Photo Cards](#) – with guidance notes on the reverse
- Interactive whiteboard (optional)



## Suggested Method

Explain that the Land Reform (Scotland) Act 2003 means that everyone in Scotland has the right to be on most land and inland water for recreation, education and for going from place to place, provided they act responsibly.

### Show photo cards A, B, C. The outdoors can be a busy place!

- What problems might occur with all these different users using the same places?
- How might these be overcome?

### Show photo cards D, E and F.

- What activities do these photographs represent?
- What is the key difference between these users of the outdoors and the users in the first three photographs? (The first showed recreational users, the second represent livelihoods gained in the outdoors).
- What concerns might land managers have about recreational users accessing their land?
- How can they convey these concerns?

## Show photo card G

One way is through signage – discuss the signs depicted, using the discussion points on the back to help.

- How can recreational users show respect for land management activities?

## Discussion

Bring together your previous discussions – there is potential for conflict in the outdoors (between different users and between users and land managers) but the Land Reform (Scotland) Act 2003 means that everyone in Scotland has the right to be on most land and inland water for recreation, education and for going from place to place, providing they act responsibly.

- How should users and land managers behave in order to act responsibly?
- Is there a need for a code of behaviour?

Discuss with the group what this might include.

Explain that there is a code and it is called the Scottish Outdoor Access Code. It is based on 3 key principles:

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

It applies to both recreational users and land managers.

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

## Group working

If you have time, divide into small groups and give each group a photo card. Ask them to discuss the access rights and responsibilities associated with each picture. They should discuss the rights and responsibilities of land managers as well as recreational users.

Ask each group to report back to the others about the issues represented by their photo. Repeat the exercise with a new card for each group, if time allows. The questions on the reverse of the cards can be used to help prompt discussion. Extracts from the Code are provided to help with the answers and with questions from the children.

Finish by asking if the group:

- thinks that the Code is a good thing for them, and why?
- feel that the Code is a good thing for landowners, and why?

**Simplify for a younger age group** by selecting appropriate cards to start a discussion and then let groups discuss some in groups – able readers might use the questions on the back. Then share what they have spoken about with the other groups.

SCOTTISH OUTDOOR  
ACCESS CODE  
outdooraccess-scotland.scot



## 2. Story Cards and Posters

### Aim

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

### Description

The story cards and posters are used to stimulate discussion about the consequences of irresponsible behaviour in the outdoors and why there is a need for a Code.

### Resources

- Story Cards
- Poster A 'closer to home' for younger children (notes in Annex A on page 3)
- Poster B 'further from home' for older children (notes in Annex B on page 7)
- Interactive whiteboard (optional)

The '[closer to home](#)' poster and '[further from home](#)' posters and [story cards](#) are also available to download to view offline and to print out if desired.



### Suggested Method

Explain that the Land Reform (Scotland) Act 2003 means that everyone in Scotland has the right to be on most land and inland water for recreation, education and for going from place to place, provided they act responsibly.

### Ask

- What types of people who use the outdoors for work and for recreation?
- What might happen if these people do not act responsibly?

### Show the group the set of 5 Story Cards that show irresponsible use of the outdoors.

- Ask them to spot all the irresponsible behaviour illustrated and discuss any consequences to wildlife, the environment, people who work in the outdoors and people who go out to enjoy the outdoors.
- Is there a need for a code of behaviour to tell people how to behave in the outdoors?

Brainstorm with the group what this might include.

## Discussion

Tell the children that there is a code and it is called the Scottish Outdoor Access Code. It is based on 3 key principles:

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

It applies to both recreational users and land managers.

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

### Focussing on the first story card:

- Discuss what the group should do in order to behave responsibly.
- Place the card showing the responsible behaviour beside this card and ask the group to check that the characters are now behaving responsibly.
- Repeat with the other 4 cards in the sequence.

## Group Working using the Posters

If time allows, continue by showing the poster.

Ask the children to work in small groups to find all the people who are acting responsibly and those acting irresponsibly.

Discuss the issues, using the poster notes to help.

Ensure that the children understand that access rights and responsibilities are not always clear cut - access rights depend, for example, on the state of the ground, land management activities, whether you have a dog with you, how large a group you are with and how you are travelling.

Again, you could ask for examples of responsible behaviours from the poster that illustrate each of the 3 key principles.

Finish by asking if the group:

- thinks the Code is a good thing for them, and why?
- feel that the Code is a good thing for landowners, and why?

**For a younger group** use the simplified poster.



# 3. Poster Adventures

## Aim

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

## Description

The children take an imaginary trip through the poster considering the places they might visit, the characters they might meet and how they might feel.

## Resources

- [Poster A](#) closer to home, for younger children (notes in Annex A on page 3)
- [Poster B](#) further from home, for older children (notes in Annex B on page 7)
- Interactive whiteboard (optional)
- Computer (optional)
- Paper and pencils (optional)

The posters are available to download to view offline and print.



## Suggested Method

Ask the group to imagine that they have just moved to a new house in a new town. They go for a walk to explore the neighbourhood shown in the poster. Help them to think about where they will go, who they might meet on the way and how this meeting could turn out differently, depending on how people behave.

You/the rest of the group could ask questions like the ones below:

- How will you get around (e.g. walk, cycle or ride a horse)?
- Who will go with you?
- Where will you go?
- What will you do?
- Will you do it responsibly?
- If you are being irresponsible, who or what could be affected as a result of your behaviour?
- Who do you meet?
- Are they pleased to see you?
- Are they behaving responsibly or irresponsibly?
- How does their behaviour make you feel?

- How do you respond to the people you meet?
- Are you pleased or disappointed with your new neighbourhood?

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

### With a younger group

You may wish to have small groups simply look for the people behaving responsibly and irresponsibly and then mark them e.g with different coloured post-its.

Ask them who is affected by poor behaviour?

Make mini pictures of themselves and put them on the picture, move around and talk about what they would do.



## Annex A: Poster Notes

The closer to home poster features young people behaving responsibly, not behaving responsibly and just about to do something.

Use these notes to help you discuss the issues depicted.

### In the Woods (top left)

Some children out cycling come across forest operations with safety tape and a warning sign telling them to take an alternative route.

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.

Some children are climbing on a pile of logs near to the forest operations.

Do not climb on timber stacks and keep children away from them.

### On the Farm (middle)

A family with a dog are being chased by cattle in a field. Another family with a dog are taking an alternative route around the field.

Where possible, choose 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.

Two people are crossing a field of crops.

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.

Young people are climbing over a wall. There is a gate and stile nearby that they could have used.

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.

Children are going into a field with sheep and lambs. They have closed the gate behind them and are keeping away from the animals.

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.

People are having a picnic in a field of sheep and lambs.	Access rights apply to picnicking. For your own health, avoid picnicking in fields where there are farm animals (or may have been recently). Do not feed farm animals and take all your litter, including food scraps, away with you.
Young people are advised by a sign to go around the farmyard.	Access rights do not extend to farmyards unless a right of way or core path goes through. You may be able to go through the farmyard if the farmer is content or if access has been taken on a customary basis.

## On the Hill (top right)

Some walkers have spotted some wildlife in the distance.	Do not intentionally or recklessly disturb or destroy plants, birds or other animals - and as a result you'll see more!
Children on bikes are approaching horse rider from behind. Further ahead a cyclist has been going too fast on a narrow route and frightened a horse.	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'.
A group is having a picnic. They are playing loud music, creating a lot of litter and upsetting wildlife nearby.	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. Take care to avoid disturbing people, livestock or wildlife.
Someone is flying a drone, deer and birds are being upset and moving away.	Take care to avoid disturbing people, livestock or wildlife. You must follow the <a href="#">Drone and Model Aircraft Code</a> , to ensure you fly your drone legally, safely and responsibly. Always keep your drone or model aircraft in direct sight; do not fly close to people or wildlife and keep away from airports and residential areas. Disturbing wildlife may be an offence.



## Close to Houses and in Towns and Villages (bottom left)

Litterbins are overflowing but people still keep throwing their rubbish there.	It is an offence to leave litter in any public open place. If the bins are full, take your litter home with you.
The children's ball has gone into someone's garden. One child is going to get it and another is ringing the doorbell.	Access rights do not extend to gardens. The children should ask the owner for permission to retrieve their ball.
Some children want to cross a sports pitch to get to the river but there is a game in progress.	Access rights do not apply to sports pitches or playing fields whilst they are in use for their intended purpose.
A dog has fouled on the pavement and the owner (who is distracted by their mobile phone) has not picked it up. A wheelchair user is approaching...	Access rights apply to people walking dogs provided that their dog(s) is kept under proper control. One of a dog owner's responsibilities is to pick up and remove their dog's faeces if it defecates in a public open place.

## On the River (bottom right)

Two children are throwing sticks and stones close to a swan on its nest.	You should not intentionally or recklessly disturb or destroy plants, birds or other animals.
A lady is walking near to the swan's nest with her 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.
Children are skimming stones, directing them away from the nesting duck and swan.	You should not intentionally or recklessly disturb or destroy plants, birds or other animals.
Two children have to jump out of the way of a cyclist, who is going too fast on the narrow riverside path.	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.

Children are paddling in the river close to other users.

Access rights extend to paddling or swimming. You should take care not to disturb other water users.

A paddle boarder and a kayaker are sharing the river with other users.

All water users should respect the needs of anglers by avoiding nets or other fishing tackle. When close to anglers, keep noise and other disturbance to a minimum. Await a signal from the angler or ghillie to proceed if they have a line in the water and follow any suggested route they indicate if safe and practicable to do so. Follow any signs or advice in particular asking you to avoid areas to protect wildlife,

## Annex B: Poster Notes

The further from home poster features young people behaving responsibly, not behaving responsibly and just about to do something.

Use these notes to help you discuss the issues.

### By the Sea and on the Hill (top left)

A group of young people are camped near a road beside a sea. There is a toilet roll hanging on a branch, next to the toilet area for the group. There is a patch of flattened grass beside them where previous campers have been, although they have left no other trace.

If camping away from a campsite you should only do so in small groups and only for 2 or 3 nights in any one place. Do not camp in enclosed fields of crops or farm animals and keep well away from buildings, roads or historic structures. Leave no trace by taking away all your litter, removing all traces of your tent pitch and of any open fire and not causing any pollution. If you need to urinate, you should do so at least 30m from open water or rivers and streams. If you need to defecate, do so as far away as possible from buildings, from open water or rivers and streams, and from any farm animals. Bury faeces in a shallow hole and replace the turf.

The campers are having a fire and throwing sticks around. Their actions have upset some deer grazing nearby.

Wherever possible use a stove rather than light an open fire. If you do wish to light an open fire, keep it small, under control and supervised. Never light an open fire during prolonged dry periods or in areas such as forests, woods, farmland, or on peaty ground or near to buildings or in cultural heritage sites where damage can be easily caused. Heed all advice at times of high risk. Remove all traces of an open fire before you leave. The leave no trace principle should be applied.

Take care to avoid disturbing people, livestock or wildlife. Be aware that riverbanks and loch shores are often a refuge for wildlife and may be used for fishing.

At the bothy, some men are urinating against a wall. Nearby a dog is rolling about in human excrement (they love to do this apparently!). There is a burn running very close by, which may be the water supply for the bothy. A girl has a trowel in her hand and is off to defecate away from the bothy and burn.

If you need to urinate, you should do so at least 30m from open water or rivers and streams. If you need to defecate, do so as far away as possible from buildings, from open water or rivers and streams, and from any farm animals. Bury faeces in a shallow hole and replace the turf.

A group of children on mountain bikes are approaching a horse rider from the rear.

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'.

The horse riders are approaching a point where part of the path becomes very muddy, wet and boggy.

If you are cycling or riding off-path, particularly in winter, you should avoid going onto wet, boggy or soft ground and churning up the surface.

### Large Estate (top middle)

A group of children come across a large estate, which is lined by trees but there is no fence or other physical boundary. They are not sure if they can take a short cut across the lawn.

Access rights do not apply to gardens or to sufficient land adjacent to a house that allow the occupants a reasonable measure of privacy. In some cases, the extent of a garden might be difficult to judge. Things to look out for in judging whether an area of land close to a house is a garden or not include: a lawn or other area of short mown grass, flowerbeds and tended shrubs, paving and water features.

The group of children are flying a drone.

Take care to avoid disturbing people, livestock or wildlife.

You must follow the [Drone and Model Aircraft Code](#), to ensure you fly your drone legally, safely and responsibly.

Always keep your drone or model aircraft in direct sight; do not fly close to people or wildlife and keep away from airports and residential areas.

Disturbing wildlife may be an offence.

### Close to Houses and in Towns and Villages (top right)

Two children are cycling very fast through a park.

You should always respect the interests of other people. Do not endanger others: give them advance warning of your presence by calling out or using a bell and give way to them on a narrow path.

A dog walker is cleaning up after his dog.

You should pick up and remove your dog's faeces if it defecates in a public open place.

Children are climbing a fence into the school grounds after hours.	School grounds are usually excluded from access rights. However, could the children ask permission for access after hours in the future, as long as they behave responsibly?
Two children who are walking home from school across the golf green have interrupted a golfer's game. Others are taking care to cross away from the golfer.	You can only exercise access rights to cross over a golf course and in doing so, you must keep off golf greens at all times and not interfere with any golf games or damage the playing surface.

## On and by the Water (bottom left)

A small group of teenagers are planning to go swimming in a river, but a man is already fishing there so they move down stream.	Access rights extend to most inland water. You should respect the interests of other water users.
A dog walker is getting nearer to the nesting birds and fishermen and calls her dog to heel/to put it on a lead.	You can reduce the chance of your dog disturbing birds that nest on the ground during the breeding season (usually April to July) by keeping your dog on a short lead or under close control.
A canoeist is approaching a couple of anglers.	The canoeist should respect the needs of anglers by avoiding nets or other fishing tackle. When close to anglers, keep noise and other disturbance to a minimum. Await a signal from the angler or ghillie to proceed if they have a line in the water and follow any suggested route they indicate if safe and practicable to do so.
Children are casting their fishing lines into an area where others are canoeing and paddling.	Anglers should be careful when casting lines. If a canoeist or other person on the water is close by wait until they have passed before casting.

## In the Woods and Forests (bottom middle and centre)

Children out biking coming close to forest operations. There is no sign advising them to keep away or directing them to the best alternative route but the potential hazards are clearly visible. Part of the group keeps going but the rest hang back looking confused.	If you come across forest machinery, you should keep a safe distance. You should take any reasonable alternative route available to ensure you do not hinder the operations and ensure your safety and that of the people working there.
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<p>A group of children have started a fire close to the woods. Some are collecting firewood from the ground and pulling branches from trees.</p> <p>A squirrel and a bird are alarmed.</p>	<p>If you wish to light an open fire, keep it small, under control and supervised. Never light a fire in forests or woods. See the full Code for further guidance on fires out with woods and forests.</p> <p>Do not intentionally or recklessly disturb or destroy plants.</p> <p>Do not disturb wildlife.</p>
<p>A barbecue has been left unsupervised and rubbish has been left nearby.</p>	<p>Care for the environment by taking all your litter away with you. Take particular care not to drop things like bottles, cans or plastic bags as these can damage machinery and if eaten by a farm animal or a wild animal they can cause severe injury or death.</p> <p>Keep barbecues small, under control and supervised.</p>

### On the Farm (bottom right)

<p>Children are not sure whether to enter a field that has a sign saying it has just been sprayed and that people should avoid it for a certain period.</p>	<p>Fertilisers or other materials that land managers need to apply to fields can be dangerous to public health. For your own safety, follow any advice asking you to avoid using particular routes or areas at these times.</p>
<p>Children are going from one cattle field into another. The gate is open when they get there – how should they leave it?</p>	<p>You should leave gates as you find them. If you are in a field with farm animals, keep a safe distance and watch them carefully. Some animals, especially cows with calves, can react aggressively towards people.</p>
<p>Children have come across a locked gate into a field of sheep. There is no stile or alternative means of access nearby.</p>	<p>Access rights apply to fields with farm animals. You can climb a gate if there is no reasonable alternative nearby and should climb it at the hinge end, to avoid causing damage.</p>
<p>Children are approaching the farmyard with their dog.</p>	<p>Access rights do not extend to farmyards unless a right of way or core path goes through. You may be able to go through the farmyard if the farmer is content or if access has been taken on a customary basis.</p>
<p>Across the track from the farmyard, a couple are approaching a small field of grass being grown for silage. It is quite well established, as it will be cut soon.</p>	<p>You can exercise access rights on land on which grass is being grown for hay or silage, unless it is at such a late stage of growth that it might be damaged. In such cases, use paths or tracks where they exist or go along the margins of the field.</p>

## 4. Story Cards

### Aim

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

### Description

There are 10 cards: 5 showing a group acting responsibly and 5 showing the same group in an identical setting acting irresponsibly. Ask the group 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

- The 10 Story Cards
- Interactive whiteboard (optional)
- Flip chart paper
- Example mind map (page 2)
- Blank mind map sheet for photocopying (page 3)

The [story cards](#) are available to download to view offline or print out.



### Suggested Method

In groups, sort the 10 cards into 2 sets: one set showing people behaving responsibly and the other showing irresponsible behaviour. Next ask them to sort each set into the correct sequence. If they need help, set the scene by saying that the group are walking from their home to have a picnic beside the river. Allow them plenty of time to look at the pictures and discuss what is happening.

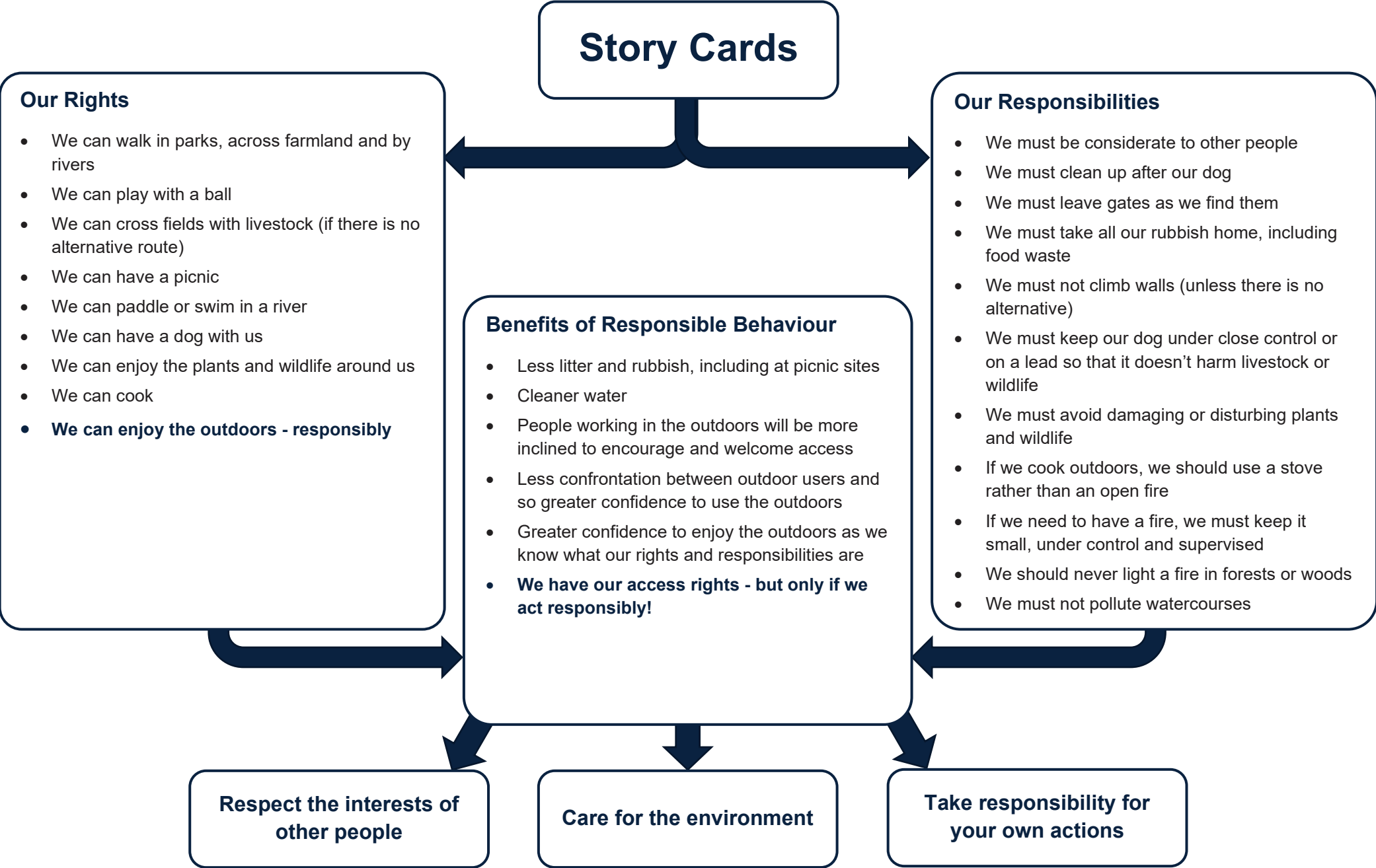
Ask the group to think about the rights of the group visiting the park, field and river and the rights of the landowners and other users. The group only has access rights if they act responsibly. What are the responsibilities of the group? You could record your discussion on a mind map.

Try to get each person to add at least one idea or thought. What are the benefits of responsible behaviour? Again, this can be recorded on a mind map.

Remind the group of the Scottish Outdoor Access Code and the three key principles to: Respect the interests of other people, Care for the environment and Take responsibility for your own actions. Can they put each of the responsibilities from the mind map into one of the three key principles?

You may want to play the Active Game – Key principles next.

# Example Mind Map





# Mind Map

