



Curriculum Outdoors

Curricular Area: SOCIAL STUDIES



Experiences and Outcomes	Resources
<p>I can consider ways of looking after my school or community and can encourage others to care for their environment.</p> <p>SOC 1-08a</p> <p>I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way.</p> <p>SOC 2-08a</p>	<p>You will need:</p> <p>Chalk, rope, natural & other found items that can be used to create the outdoor 'posters'</p> <p>Camera</p>
<p><u>Learning Outcome</u></p> <p>Pupils will be able to discuss how our everyday actions impact on our surroundings.</p> <p>Pupils will be able describe how to minimise our impact and be able to encourage others to follow the principles of Leave No Trace</p>	<p>Poster describing the 7 principles of Leave No Trace https://blogs.glowscotland.org.uk/ea/learningoutdoorssupportteam/the-wilderness-war-health-and-wellbeing/seven-principles-of-leave-no-trace-summary/</p> <p><u>RSPB Spot It! Tracks and Signs</u></p> <p><u>Wildlife Watch Tracks and Signs</u></p>
<p>For information on the UN SDGs https://www.un.org/sustainabledevelopment/</p> 	
<p><u>Activity</u> Playground or Greenspace Audit and Leave No Trace</p> <ol style="list-style-type: none"> 1. Use a spotter guide (see Resources) to find tracks and signs left by creatures who have used the space before us. <i>What creatures and other living things do we share this space with?</i> 2. Discuss why and how creatures leave signs. 'Correct' answers not important but discussion may prompt future pupil led learning. 3. Tracks and signs will almost certainly include litter which is not included on the spotter guides. <i>Where has the litter come from? Litter is the track or sign of which creature?</i> 4. <i>What other signs do human beings leave behind?</i> Introduce the 7 Principles of Leave No Trace poster. <i>How do humans impact on spaces and on living things?</i> 5. Small groups choose 2 or more principles to put into their own words and report back their versions of the chosen principles. A very simple Leave No Trace statement is Take Only Photographs, Leave Only Footprints. 6. In groups, make a 'poster' illustrating the Leave No Trace Message. Use found objects and other materials (see Resources) and make poster on the ground. 7. Photograph posters. Remember to return found objects to where they were found or to a recycling bin as appropriate. Remove all other materials (rope for example). Discuss the use of chalk and the traces left behind by the activity. 	<p><u>Assessment</u></p> <p>Can pupils describe the Leave No Trace ethos and reasons why it should be adopted?</p> <p>Possible Follow up Activities</p> <p>Presentation to classmates on what they have learned</p> <p>Poster making – using words and images appropriate to a younger audience?</p> <p>Find out how National Trust for Scotland are campaigning for Leave No Trace https://www.nts.org.uk/campaigns/leave-no-trace</p> <p>Lead a school Leave No Trace campaign</p> <p>Use an Issue Tree to explore the issue/problem and how to find solutions to complex problems. https://wosdec.org.uk/methodologies/issue-trees/</p>