



Poster Notes

The poster features young people behaving responsibly and not behaving responsibly. Use these notes to help you to 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 (Top 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 children 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.
Children 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.
Children 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.
Children are advised by a sign to go around the farm-yard.	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.

Poster Notes (continued)

On the Hill (top right)	
Children 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 and creating a lot of litter.	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.
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 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.
Close to Houses and in Towns and Villages (bottom left)	
Two children are throwing sticks and stones at 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 a bird'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 meet 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 away from other users.	Access rights extend to paddling or swimming. You should take care not to disturb other water users.

Know the code before you go! Activity Guide for 8 - 12 year olds, SNH 2007

Poster Adventures

Aim:
To encourage children to think about rights and responsibilities in the outdoors, by using a poster.

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

Resources:

- Poster and guidance
- Two colours of post-it notes (optional)

There are many ways you could use this poster. Here are just two ideas. Choose one or complete them both!:

1. Poster People
2. Poster Explorers

1. Poster People

Suggested Method:

Children look closely at the poster. How many people can they see behaving responsibly and how many are behaving irresponsibly? Children could mark the people behaving responsibly with green post-it notes and the ones behaving irresponsibly with red post-its.

Talk about who is in the poster and what they are doing. You may like to ask the following questions to guide your discussion (use the poster notes to help you):

- What are people doing? (walking, cycling, picnicking, walking the dog etc.)
- Who is behaving responsibly – how?
- Who is behaving irresponsibly – how?
- How should the people who are behaving irresponsibly behave?
- Who is or might be affected by what people are doing? (Could a person, animal, bird or plant get hurt or property damaged?)
- How do you feel about what they are doing?
- If you were there, what would you do?

You may wish to continue onto the next activity.

Poster Adventures

Aim:
To encourage children to think about rights and responsibilities in the outdoors, by using a poster.

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

Resources:

- Poster and guidance notes
- Paper and pencils (optional)
- Card or plasticine (optional)

2. Poster Explorers

Suggested Method:

Ask children to make a mini version of themselves from card or plasticine (optional), which they can place where they would like to be in the poster.

Help the children to think about why they would like to be there, what they would be doing and how they would need to behave to act responsibly. You may like to ask the following questions to guide your discussion (use the notes to help you):

- What are you doing?
- Who is with you?
- What are you thinking?
- Are you acting responsibly? How?
- Are you acting irresponsibly? How?
- If you are acting irresponsibly, who or what could be affected by what you are doing? How could they be affected?
- How should you be acting to behave responsibly?

If there is a place or situation that no child in your group has chosen to ‘put themselves in’, you may wish to put yourself (or another character) there to help you to tackle the issues raised, particularly if it is of local relevance. Use the poster notes to guide you.

You could extend this activity by helping the children to plan an imaginary journey around the poster. They should think about their rights and responsibilities along the way.

You may like to ask the following questions:

- Where are you going?
- Do you have a dog with you?
- Is anyone else with you?
- Are you on foot, bike, horse, other?
- Where do you go on the way? What responsibilities do you have there?
- Do you meet anyone? Are they behaving responsibly? How does this make you feel?

Children could record their journey orally, pictorially or in writing.