

My place in the environment

Suggested Participants - p6/7 pupils

We all have a part to play in looking after the environment around us. In order to look after the environment we need to understand how it works and what we can do to enjoy the outdoors and leave it as we found it (or in a better state than we found it!).

A farm visit can be a good opportunity to find out more about how and why the land is managed in the way it is and be the starting point for a wider learning journey.

What this pack contains:

- All the resources to undertake the 'My place in the environment' activity with your p6/7 class.
- Learning Intentions, Success Criteria and Suggested Experiences & Outcomes.
- Learning for Sustainability links.
- Lesson plan.
- Suggested additional activities.

Learning Outcomes

- We are learning how different species depend on each other.
- We are learning about our rights and responsibilities in the countryside.
- We are learning about the impacts of different behaviours.

Success Criteria

- I can make links between behaviours and positive change.
- I can explore my rights appropriately and accept the responsibilities that go with them.
- I can play a part in bringing about positive change in my school and wider community.
- I can discuss the positive and negative impact of the human population on the environment.

Experiences and Outcomes

- The activities outlined in this activity are cross curricular covering outdoor learning, citizenship education, learning for sustainability and health and wellbeing.
- **SOC 2-17a** I can describe the main features of a democracy and discuss the rights and responsibilities of citizens in Scotland.
- **LIT 2-02a** When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking.
- **LIT 2-08a** To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are.
- **HWB 2-20a** I am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life.
- **SCN 2-02a** I can use my knowledge of the interactions and energy flow between plants and animals in ecosystems, food chains and webs.

Learning for Sustainability

- **Goal 4** Quality education: achieve literacy and numeracy.
- **Goal 11** Sustainable cities: Strengthen efforts to protect and safeguard the world's cultural and natural heritage.
- **Goal 15** Life on land: Take urgent and significant action to reduce the degradation of natural habitats and halt the loss of biodiversity.

DYW

- **Developing the Young Workforce** - Entitlement opportunities to engage in profiling that supports learning and the development of skills for work and future career choices.



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Lesson Plan

Introduction

- Share/discuss the learning intentions and success criteria.
- You can find out more about farming in general as a starting point using this.
- Use our '[A is agriculture](#)' resource as an introduction to how the land is managed.
- In Scotland, everyone has the right to access most land and inland water for recreation, education and for going from place to place providing they act responsibly. These access rights and responsibilities are explained in the [Scottish Outdoor Access Code Education Pack](#).

Suggested discussion points

- How do farmers and land managers influence the wider environment?
- What can I do to help leave the countryside as I find it?
- How can I help encourage others to look after the countryside?

Learning

- **Social studies outcomes:** The ability to identify the links between rights and responsibilities.
- **Literacy outcomes:** The ability to contribute a number of relevant ideas, information and opinions when engaging with others. The ability to recognise persuasive language and the differences between fact and opinion.
- **Health and wellbeing outcomes:** The ability to use investigative skills to gain more information about jobs / careers.

Additional tasks

- Find out more about some other careers in the sector with our '[There's a job for everyone](#)' resource.
- There is information about [livestock worrying](#) and [responsible dog walking](#) which can be used as a discussion activity.

More information

- You might also want to [organise a litter pick](#) and there is more information from Keep Scotland Beautiful on how to do this.

Social media

Please tag [therhet.bsky.social \(Bluesky\)](#) or [@TheRoyalHighlandEducationTrust \(Facebook\)](#) in your lesson photos/comments.