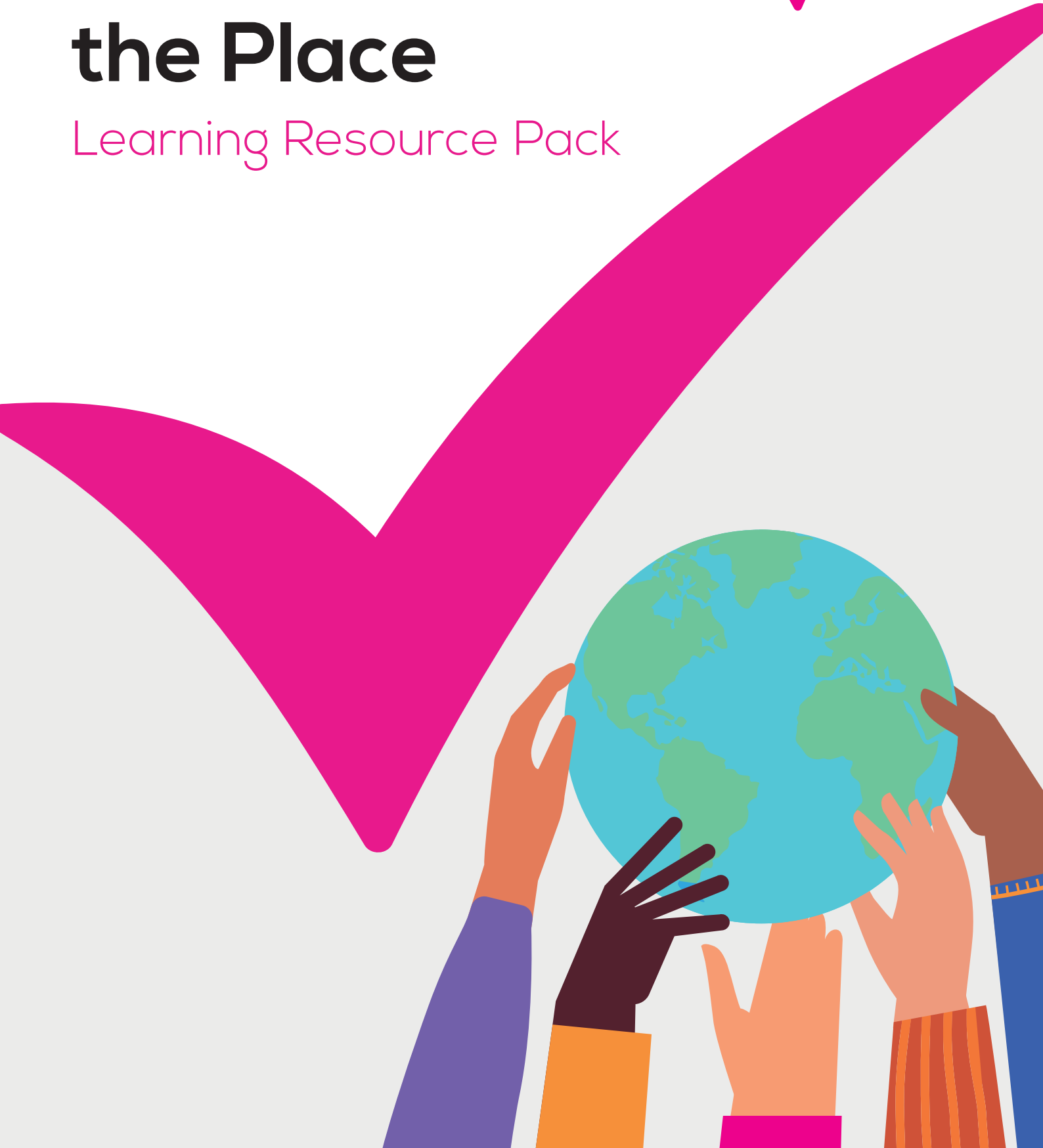




This Must be the Place

Learning Resource Pack



nesta

Nesta

Nesta is the UK's innovation agency for social good.

We design, test and scale solutions to society's biggest problems. Our three missions are to give every child a fair start, help people live healthy lives, and create a sustainable future where the economy works for both people and the planet.

For over 20 years, we have worked to support, encourage and inspire innovation. We work in three roles: as an innovation partner working with frontline organisations to design and test new solutions, as a venture builder supporting new and early stage businesses, and as a system shaper creating the conditions for innovation.

Harnessing the rigour of science and the creativity of design, we work relentlessly to change millions of lives for the better. Find out more at [nesta.org.uk](https://www.nesta.org.uk).



Young Scot

We are Young Scot – the national youth information and citizenship charity for 11–26-year-olds in Scotland. We provide young people with information, ideas and opportunities. Our work helps young people navigate the challenges they face as they grow up – particularly during times of change in their lives – such as moving to high school or starting a job.



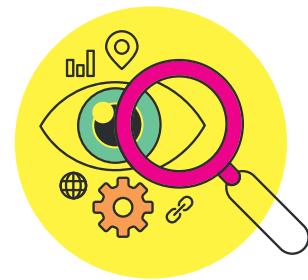
Inform

We inform young people using our young.scot website and deliver information using the digital spaces they spend their time in – Snapchat, Instagram, Facebook, TikTok and YouTube. We also translate essential information and content into Gaelic. In response to the increase of misinformation, we have a quality standard for our information aligned to the European Youth Information Charter.



Connect

Young people in Scotland are entitled to their free Young Scot National Entitlement Card (Young Scot NEC) that connects them to opportunities and services. Using their Young Scot NECs, young people can maximise their income with in-person and online discounts at local and national outlets in Scotland and across Europe. They can also use their Young Scot NECs for free proof of age, concessionary travel, and lots of local services too.



Empower

Our Young Scot Hive #YSHive volunteering opportunities empower young people to be system changers by sharing power with organisations and tackling society's toughest challenges. Young people join #YSHive to have the chance to create a fairer, more sustainable world for their friends and peers, and future generations. We've supported young people to partner with the Scottish Government, Nature Scot, BBC Scotland, Co-op Foundation, Carnegie UK Trust, 5Rights Foundation, and many more.

This Must be the Place

This Must be the Place is an interactive invitation to imagine a sustainable future Scotland. During the second half of 2020, Nesta's Scotland team worked with some of the people helping to design Scotland's response to the climate emergency to create shared visions of a sustainable Scotland.

They created nine scenes showing what Scotland could look like, to live and work in a sustainable and hopeful future. It is an invitation to imagine the place we want Scotland to be and how we want to live when we get there.

From our towns and cities to a regenerated Highlands, they have reimagined democracy and green technologies to collaborative communities. Nothing in this shared vision is unrealistic, the technologies exist. Now is the time and This Must be the Place to make this future a reality.

nesta

THIS MUST BE THE PLACE

Shared visions of Scotland's sustainable future

[Listen to the story →](#)

[Read the story](#)

Educational Links

Learning for Sustainability

Learning for Sustainability is embedded within the Scottish Curriculum for Excellence. It is rooted in the Standards for Registration for all teachers – with teachers actively promoting and embedding learning for sustainability within their learning and teaching.

For a school, it is a whole-school approach that enables the school and its wider community to build the values, attitudes, knowledge, skills and confidence needed to develop practices and take decisions which are compatible with a sustainable and equitable world. (Learning for Sustainability, The report of the One Planet Schools Group, 2012 GTCS)

This Must be the Place ties in with a lot of the aspects above and if schools deliver activities in line with the programme, they will be meeting targets in relation to learning for sustainability and many of the below learning targets with the Curriculum for Excellence.



Curriculum for Excellence

Information taken from: Curriculum for Excellence: Experiences and outcomes
(education.gov.scot)

Health and Wellbeing:

- Experience positive aspects of healthy living.
- Apply mental, emotional, and physical skills to pursue a healthy lifestyle.
- Encourages and capitalises on the potential to experience learning and new challenges in the outdoor environment.
- Leading to a lasting commitment in children and young people to follow a healthy lifestyle by participation in experiences which are varied, relevant, realistic and enjoyable.
- Clear links with children's rights in terms of growing up in a better world and healthier environment.
- Relevant link to mental health with all topics included having a positive benefit to young people's mental health and emotional wellbeing.

Science:

- Learners developing curiosity and understanding of the environment and their place in the world.
- Develop an understanding of the Earth's resources and the need for responsible use of them.
- Express opinions and make decisions on social, moral, ethical, economic, and environmental issues.

Social Studies:

- Develop understanding of principles of democracy and citizenship through experience of critical and independent thinking.
- Engage in activities which encourage enterprising attitudes.
- Develop an understanding of own values, beliefs and cultures as well as those of others.

Technologies:

- Develop knowledge of impact, contribution, and relationship of technologies on business, the economy, politics, and the environment.
- Curiosity, exploration, and problem-solving skills.
- Creativity and innovation.
- Collaboration, leading and interacting with others.
- Critical thinking through exploration and discovery.
- Awareness of sustainability.

Involvement of Young People

As part of the resource development, we held a co-design workshop with a representative group of young people. This allowed us to gather insight into the types of activities that they like to do at school, which we were then able to base the development of the activities on.

How to use this pack

The activities in the pack are based around Nesta's 'This Must be the Place' resource (This Must be the Place - This Must be the Place (nesta.org.uk)). This can be used as support to facilitate all of the activities within this pack. The focus of this involves looking at how we can contribute to a more sustainable Scotland in the future.

The activities included in this pack are split into the 9 sections of 'This Must be the Place', each having activities for Early – Fourth Level of the Curriculum for Excellence:

The activities and questions can form part of a lesson plan, be used as reflective tasks, standalone activities or form the basis of a whole lesson. They can also be used as starter activities or activities to consolidate learners' knowledge. The flexibility in the way that you use these activities and questions allows you to adapt them to your planning and individual needs of the class.

The activities and questions have been split into different curricular levels, with some suited to one or more levels and some repeated across levels but with adaptations to suit the stage. You can however use the activities that you feel suit the ability level of your learners best. There are timings suggested, however you can shorten or extend these as you wish. Some of the activities also have supporting resources that can be found at the back of the pack in the appendices.

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Direct Democracy

Introduction

This must be the place, not where power rests, but where it listens. This is where our collective will collect. Here is where we choose a different kind of growth, and it is here that we come to hold account. This is where we measure progress not by riches but by lives enriched. Here, we are citizens of Scotland, and of Stonehaven, Stornoway and Stranraer, and we decide as both. This is where we come to lend our knowledge, our experience and our compassion to the nation. Where service is given and authority is shared.

Whole Class Questions

Stage	Question
Early	Why is it important that we listen to one another?
First	Why is it important that we listen to one another?
Second	Why is it important that you have your say in important decisions?
Third	Reflect on a time where you have been listened to, why was this important to you? How does this link to democracy?



Activities: Early Level

Activity 1	What Is Happening Here?
Aim	For learners to reflect on how the pictures shown to them relate to making decisions.
Methodology	<p>5 mins Talk to the learners about choice and what it is.</p> <p>10 mins+ Go through the images with the learners. After each image, have a short discussion about what the learners think choice is and why they think it is important.</p> <p>This links to democracy as it is important for children to participate in decisions and make their own decisions that impact their lives. These are relatable examples for children of this age.</p>
Resources	Appendix One: Images of children making decisions.

If you're a Young Scot Member you have earned 25 Rewards points for participating in the Early level activity 1. **Log in and enter your points code: EI11787G**
 Not a Member yet? Go to young.scot to sign up!

Activity 2	Listening
Aim	For learners to be able to identify times when they have been listened to and discuss why they think this is important.
Methodology	<p>5 mins Discuss what listening is. If you feel it would help, you can use resources available to you in your classroom to support.</p> <p>15 mins+ Learners must think about when they have been listened to. They can talk to a partner to help generate some ideas. They must then draw this time on a piece of paper. The teacher must circulate the classroom whilst this is happening, asking learners about what they are drawing and why they chose this time.</p> <p>10 mins Learners must share their pictures with the rest of the class, explain their choice and how it made them feel to be listened to.</p> <p>5 mins Ask the group why they think listening is important.</p>
Resources	Pens, pencils and paper.

If you're a Young Scot Member you have earned 25 Rewards points for participating in the Early Level Activity 2. **Log in and enter your points code: JU403DZD**
 Not a Member yet? Go to young.scot to sign up!

Activity 3	What Do You Think About...?
Aim	For learners to be able to discuss their opinions with others.
Methodology	<p>5 mins Split learners into pairs and explain that you will be reading out different questions. In their pairs, they must talk about the question. Explain that they must listen to each other as this is important, even if the other person says something that they don't agree with.</p> <p>10 mins Provide learners with the questions below. They are simple questions that they must talk about in pairs.</p> <p>As they are going through the questions, go around the pairs and ask them 'why'? so that they are beginning to think in more detail about their answers.</p> <p>5 mins Learners and teacher to discuss the responses to some of the questions.</p>
Resources	<p>Questions to read out:</p> <ol style="list-style-type: none"> 1. Do you prefer apples or tomatoes? 2. Do you like it better when it is sunny or when it snows? 3. What is your favourite type of ice cream? 4. Would you rather have a pet dinosaur or a pet elephant?

If you're a Young Scot Member you have earned 25 Rewards points for participating in the Early Level Activity 3. **Log in and enter your points code: 60XSBKDV**
Not a Member yet? Go to young.scot to sign up!



Activities: First Level

Activity 1	What Is Direct Democracy?
Aim	For learners to develop an understanding of direct democracy through discussing a range of scenarios.
Methodology	<p>5 mins Explain to the learners what the term 'direct democracy' means. You do not need to share a lot of information, only that direct democracy means that everyone gets to vote on decisions that need to be made.</p> <p>5 mins Explain to the learners that they will be read some scenarios and they must think about whether they are about direct democracy or not.</p> <p>Read the scenarios.</p> <p>10 mins Learners are given time to think about them, discuss with a partner and share their responses with the class.</p> <p>You can turn this into a class discussion if you think it would help with understanding.</p>
Resources	Appendix 2: 3 scenarios linked to direct democracy.

If you're a Young Scot Member you have earned 25 Rewards points for participating in the First Level Activity 1. **Log in and enter your points code: Q8ZIZKF7**
 Not a Member yet? Go to young.scot to sign up!



Activity 2	Top Rules
Aim	For learners to think about what needs to be in place to make Scotland better in the future. Reflecting on what Scotland is like now and how it could be made better.
Methodology	<p>5 mins Ask learners to think about what they like about living in Scotland just now. Get them to share these with you and write them up on the white board in one column.</p> <p>5 mins Ask learners to think about what they might change about living in Scotland just now. Get them to share these with you and write them up on the white board in another column.</p> <p>10 mins In pairs, learners look at the list and discuss one rule that they would put in place to make some of these changes happen. They must come to a decision together.</p> <p>5 mins Ask the pairs to feedback their rules and write these up on the board.</p> <p>5 mins Give learners time to look over the rules and then given them the chance to vote on the one they would put forward.</p> <p>5 mins The top three rules are written up. Ask learners why this represents direct democracy.</p>
Resources	Pens, pencils and paper.

If you're a Young Scot Member you have earned 25 Rewards points for participating in the First Level Activity 2. **Log in and enter your points code: TLK5UC69**
 Not a Member yet? Go to young.scot to sign up!



Activities: First/Second Level

Activity 1	As a Citizen I...
Aim	For learners to be able to identify how they can help Scotland to be a better place to live and understand the importance of everyone having a responsibility.
Methodology	<p>10 mins Learners are given a template of a person to fill in so that it looks like themselves. For learners working at second level, you may not need this template.</p> <p>5 mins In the boxes around the template, learners must write what they think their responsibilities are to make Scotland (or their local community) the best place to live.</p> <p>10 mins Learners share some of their responses to lead to class discussion if time allows.</p>
Resources	Appendix 3: Template of a person.

If you're a Young Scot Member you have earned 25 Rewards points for participating in the First/Second Level Activity 1. **Log in and enter your points code: 3H1W6KVS**
 Not a Member yet? Go to young.scot to sign up!



Activities: Second Level

Activity 1	What Is Direct Democracy?
Aim	For learners to develop an understanding of direct democracy through discussing and acting a range of scenarios.
Methodology	<p>5 mins It is important that you spend some time explaining to learners what the term 'direct democracy' means. You do not need to share a lot of information, only that direct democracy means that everyone gets to vote on decisions that need to be made.</p> <p>5 mins Explain to the learners that they will be given a scenario and in groups, they must act them out and then discuss whether they think it represents direct democracy.</p> <p>10 mins Split learners into groups of four/ five. Give each group one of the scenarios.</p> <p>Learners are given time to think about them, discuss as a group how they would act it out and whether they think it represents direct democracy.</p> <p>Groups will then each take it in turns to act out.</p> <p>Followed by a class discussion at the end as to whether it represents direct democracy.</p>
Resources	Appendix 2: Scenarios

If you're a Young Scot Member you have earned 25 Rewards points for participating in the Second Level Activity 1. **Log in and enter your points code: XSI4E7L6**
 Not a Member yet? Go to young.scot to sign up!



Activity 2	The UNCRC and Democracy
Aim	For learners to understand links between the UNCRC and democracy.
Methodology	<p data-bbox="427 360 531 461">5 mins Provide learners with the child-friendly version of the UNCRC and ask them to read through it.</p> <p data-bbox="427 521 531 622">10 mins Learners should read through the list and highlight the articles that link to direct democracy.</p> <p data-bbox="427 674 531 775">5 mins Learners should share with you the articles that they have highlighted.</p> <p data-bbox="560 813 1289 875">If there is time, discuss why they have selected those articles.</p> <p data-bbox="427 927 531 1028">15 mins+ Learners must work in pairs to create a poster that shows the importance of the rights they have highlighted and shows why respecting this right ensures a better future for Scotland.</p>
Resources	<p data-bbox="411 1115 735 1149">Pens, pencils and paper.</p> <p data-bbox="411 1182 1075 1216">Appendix 4: Child friendly version of the UNCRC.</p>

If you're a Young Scot Member you have earned 25 Rewards points for participating in the Second Level Activity 2. **Log in and enter your points code: F748ERP6**
 Not a Member yet? Go to young.scot to sign up!



Activities: Third/Fourth Level

Activity 1	As a Citizen I...
Aim	For learners to be able to identify how they can help Scotland to be a better place to live and understand the importance of everyone having a responsibility.
Methodology	<p>10 mins Learners must draw a picture of themselves in the middle of a piece of paper.</p> <p>10 mins In the boxes around the picture, learners must write what they think their responsibilities are to make Scotland (or their local community) the best place to live. They must write why these are important.</p> <p>10 mins Learners share some of their responses to lead to class discussion if time allows.</p>
Resources	Pens and paper.

If you're a Young Scot Member you have earned 25 Rewards points for participating in the Third/Fourth Level Activity 1. **Log in and enter your points code: VJ93018W**
Not a Member yet? Go to young.scot to sign up!

Activity 2	Democracy and Your Rights
Aim	For learners to understand links between the UNCRC and democracy.
Methodology	<p>5 mins Provide learners with the child-friendly version of the UNCRC and ask them to read through it.</p> <p>10 mins Ask learners to go through the list and highlight the articles that link to direct democracy.</p> <p>5 mins Ask learners to share with you the articles that they have highlighted. Discuss why they have selected those articles.</p> <p>15 mins+ Learners must work in pairs to create a poster that shows the importance of the rights they have highlighted and why respecting this right ensures a better future for Scotland.</p>
Resources	Appendix 4: Child friendly version of the UNCRC.

If you're a Young Scot Member you have earned 25 Rewards points for participating in the Third/Fourth Level Activity 2. **Log in and enter your points code: U4R7DJ15**
Not a Member yet? Go to young.scot to sign up!

Activity 3	Case Studies
Aim	For learners to be able to identify examples of democracy, explaining when a scenario links to this and when it doesn't.
Methodology	<p>5 mins Provide learners with a definition for direct democracy and discuss this briefly.</p> <p>10 mins Hand out the four short case studies provided to learners in pairs.</p> <p>15 mins Learners must discuss – Are the democratic rights of individuals being met? Is direct democracy represented? What might they change to make this a fairer outcome?</p>
Resources	<p>Appendix 5: Direct democracy information.</p> <p>Appendix 6: Four case studies.</p>

If you're a Young Scot Member you have earned 25 Rewards points for participating in the Third/Fourth Level Activity 3. **Log in and enter your points code: 4100J2JO**
 Not a Member yet? Go to young.scot to sign up!



Powerful Communities

Introduction

It's here that we gather and where good gets done. This is where we greet our neighbours. Where we walk together hand in hand. Where we learn and play and always stop for a natter. It's where we meander for our messages – buying bread from the bakery and grabbing our greens at the grocers. This is where we convene in caring, connecting and celebrating. Where we give time and share power. It's where we create a shared place for our community.

Whole Class Questions

Stage	Question
Early	What is your favourite game to play outside? Why?
First	Why is being kind a good thing? Why do you think being kind makes a better community?
Second	Why do you think being kind, sharing, buying locally, and celebrating together creates a good community?
Third	If you could create a powerful and positive community, what would it include? Why?
Fourth	If you could create a powerful and positive community, what would it include? Why?



Activities: Early Level

Activity 1	Your Ideal Community
Aim	For learners to identify what they would like their communities to look like in the future.
Methodology	<p>20 mins Learners must draw a picture of what they would like the place where they live to look like. You can begin this by showing learners pictures of different communities to provide some stimulus.</p> <p>10 mins Give learners the opportunity to share and describe their drawings.</p>
Resources	Find pictures of different communities online to use as a stimulus. Pens, pencils and paper.

If you're a Young Scot Member you have earned 25 Rewards points for participating in the Early level Activity 1. **Log in and enter your points code: B6Q9NKAN**
Not a Member yet? Go to young.scot to sign up!

Activities: Early/First Level

Activity 1	Look at the Difference
Aim	For learners to identify how community life has changed between now and in the past.
Methodology	<p>5 mins Gather learners on the carpet in front of the white board/projector.</p> <p>15 mins Share an image with learners of what community life was like in the past and discuss as a class what they see. Then share an image with learners of what community life is like now and discuss what they see.</p> <p>5 mins In pairs, learners should talk about what they think is different. They must then share this with the class as part of a whole class discussion.</p> <p>For learners working on First Level, they should write out what they think the differences are before discussing as a class.</p>
Resources	Images of your local community in the past and images of your local community now.

If you're a Young Scot Member you have earned 25 Rewards points for participating in the Early/First Level Activity 1. **Log in and enter your points code: 6ACYZBTZ**
Not a Member yet? Go to young.scot to sign up!

Activity 2	Colouring the Community
Aim	For learners to identify and talk about different aspects that make up a community.
Methodology	<p>5 mins Hand out colouring images to learners.</p> <p>10 mins Go through the images and discuss with learners what they are.</p> <p>15 mins Learners are given time to colour the images. Teacher should circulate the class, talking with pupils about the pictures they are colouring in.</p> <p>Learners working at First Level should write under the image what it is and a sentence about why it is important to the community.</p>
Resources	Appendix 7: Colouring images.

If you're a Young Scot Member you have earned 25 Rewards points for participating in the Early/First Level Activity 2. **Log in and enter your points code: 8KF8PNYW**
 Not a Member yet? Go to young.scot to sign up!

Activities: First/Second Level

Activity 1	My Community Map
Aim	For learners to be able to explain the most important aspect of a community for them.
Methodology	<p>Learners must draw an image of themselves on a piece of paper. Around the outside, they must draw what they would include in their ideal community. Beside each part, they must explain why.</p> <p>You can progress this with a class discussion if time allows.</p>
Resources	Pens, pencils and paper.

If you're a Young Scot Member you have earned 25 Rewards points for participating in the First/Second Level Activity 1. **Log in and enter your points code: Y5GF5QRC**
 Not a Member yet? Go to young.scot to sign up!

Activities: Second Level

Activity 1	Planning a Community Celebration
Aim	For learners to be able to plan a community celebration.
Methodology	<p data-bbox="424 365 531 472">5 mins</p> <p data-bbox="576 371 1353 472">Share with learners a scenario about a community celebration that is happening. Provide them also with the details of what the community is like.</p> <p data-bbox="424 533 531 640">30 mins</p> <p data-bbox="576 528 1294 730">In pairs, learners work to plan out a community celebration using the details that they have been given. They must use the information that they have been provided with to base their planning on. There is also a template that can be used to support with planning should it be needed.</p>
Resources	<p data-bbox="408 779 911 813">Appendix 8: Community description.</p> <p data-bbox="408 848 842 882">Appendix 9: Planning template.</p>

If you're a Young Scot Member you have earned 25 Rewards points for participating in the Second Level Activity 1. **Log in and enter your points code: E513AN37**
Not a Member yet? Go to young.scot to sign up!

Activities: Second/Third/Fourth Level

Activity 1	Research Task
Aim	For learners to be able to identify differences in communities between now and the past and explain changes they would make to future communities.
Methodology	<p>10 mins Using resources available, learners must research what communities were like in Scotland in the past. They should think about:</p> <p>What were they like?</p> <p>How did people act?</p> <p>What was available for people to do?</p> <p>Was anything different from now?</p> <p>10 mins They must then spend time thinking about what they are like now and fill in the profile template provided for the past and present.</p> <p>10 mins Finally, they must think about what they would like communities to look like in the future, which points from the past and present would they take forward? What would they change? What would they leave behind? They must discuss their ideas with the class.</p> <p>Learners working at Third/Fourth Level should write down their suggestions and ideas.</p>
Resources	<p>Pens, pencils and paper.</p> <p>Appendix 10: Profile template: past/present.</p>

If you're a Young Scot Member you have earned 25 Rewards points for participating in the Second/Third/Fourth Level Activity 1. **Log in and enter your points code: 8VPF6UKP**
 Not a Member yet? Go to young.scot to sign up!

Activities: Third/Fourth Level

Activity 1	Community Scenarios
Aim	For learners to be able to identify solutions to community problems.
Methodology	<p>5 mins Introduce learners to the task and the scenarios, explaining what they will have to do.</p> <p>20 mins This can be done individually or in pairs. Learners must read through the scenario they are given and come up with a solution about how the community can develop positively.</p> <p>This task can be done using one scenario per learner/ pair, or you can choose to rotate the scenarios throughout the lesson.</p> <p>10 mins Time at the end to spend with learners sharing their proposals.</p>
Resources	Pens, pencils and paper. Appendix 11: Community Scenarios.

If you're a Young Scot Member you have earned 25 Rewards points for participating in the Third/Fourth Level Activity 1. **Log in and enter your points code: GG0FDI2K**
 Not a Member yet? Go to young.scot to sign up!

Activity 2	Pitch Your Design
Aim	For learners to be able to design their ideal community.
Methodology	<p>5 mins Play the learners the Powerful Communities scene from 'This Must be the Place'.</p> <p>30 mins In groups or pairs, learners must design their ideal community. They can take inspiration from the scene on 'This Must be the place'. They must do this in A3 paper and map it out, with labels and descriptions.</p> <p>20 mins+ Learners must pitch/present their community design to the rest of the class.</p>
Resources	A3 paper, pens and pencils. It's here that we gather and where good gets done. - This Must be the Place (https://theplace.nesta.org.uk/powerful-communities).

If you're a Young Scot Member you have earned 25 Rewards points for participating in the Third/Fourth Level Activity 2. **Log in and enter your points code: SJG5NCX2**
 Not a Member yet? Go to young.scot to sign up!

Living Locally

Introduction

It is here that we play and share and give. Where we saunter through our streets with a smile. It's where we deemed it daft to have to drive to live, so we brought life to us. Here, we nip around the corner to the cul-de-sac café, or cut down the close to the chemist. It's where we turned our sheds to shops and garages are for get-togethers. This is where we re-turf the roadsides and trade tarmac for our space back. Here we say yes to ball games and gala day gatherings. This must be the place where community grows from the heart, not the centre.

Whole Class Questions

Stage	Question
Early	What type of things do you like to do in your local community?
First	What type of things do you like to do in your local community?
Second	What does 'Living Locally' mean to you?
Third	Why do you think we should begin to live more locally?
Fourth	Living and buying locally is something that is talked about a lot. Why do you think this is important for now and in the future?



Activities: Early Level

Activity 1	The Local Community
Aim	For learners to be able to talk about and identify different types of local shops.
Methodology	<p>10 mins Share with learners the colouring pictures and ask them to name them as you go. With each image, ask learners what the image is of and to explain what you would use it for.</p> <p>20 mins Learners are given time to colour in the images. As they are on task, go around and ask them what they are doing.</p> <p>10 mins At the end, get learners to share the picture they have coloured and explain what it is.</p>
Resources	Appendix 12: Colouring images.

If you're a Young Scot Member you have earned 25 Rewards points for participating in the Early Level Activity 1. [Log in and enter your points code: R0A0GCPG](#)
Not a Member yet? Go to [young.scot](#) to sign up!

Activity 2	What Is in Your Local Area?
Aim	For learners to name places in their local area.
Methodology	<p>Before you start this activity, print out pictures of your local area.</p> <p>This could include: local cafes, post office, bakers, green grocers, hairdressers, playpark or anything else that you think is relevant to the learners in your class.</p> <p>Put the pictures up around the room or in the playground.</p> <p>Allow the class time to go around and look at the pictures. They must think about what they are, what they are used for and why they like them. Go around and ask these questions to the learners.</p>
Resources	Pictures of your local community.

If you're a Young Scot Member you have earned 25 Rewards points for participating in the Early Level Activity 2. [Log in and enter your points code: PJ37ELQV](#)
Not a Member yet? Go to [young.scot](#) to sign up!

Activities: Early/ First Level

Activity 1	Working at a Local Business
Aim	For learners to be able to act out working at a local business.
Methodology	<div data-bbox="424 383 531 488" style="border: 2px solid blue; border-radius: 50%; padding: 5px; display: inline-block; margin-bottom: 10px;">30 mins</div> <ul style="list-style-type: none"> Bakers Greengrocers Butchers Local cafe Local hairdressers Flower shop Local charity shop <p>Using the list of shops/jobs above, learners are given the opportunity to pretend they are working in these different places. You can provide them with any props/ resources the school has to support them. As the teacher, you can go around and the learners should explain to you what they are and why they think their job is important.</p> <p>For First Level learners, talk to them about why their role is important to the local community.</p>
Resources	School resources available for role-play activities.

If you're a Young Scot Member you have earned 25 Rewards points for participating in the Early/First Level Activity 1. [Log in and enter your points code: 38KYXBLG](#)
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Activities: First Level

Activity 1	What Do You like to Do Locally?
Aim	For learners to identify what they like to do locally.
Methodology	<p>5 mins Give learners time to think about the things they like to do locally. They can write these down on paper, their jotter or on a white board if you have them available.</p> <p>20 mins Using the storyboard template, learners must draw images of what they might like to do in a day locally (they must think about their local community). Under each they must write a sentence of what they are doing.</p> <p>10 mins At the end, provide time for learners to share their stories.</p>
Resources	Appendix 13: Storyboard template (you can provide learners with as many pages as required of this).

If you're a Young Scot Member you have earned 25 Rewards points for participating in the First Level Activity 1. [Log in and enter your points code: F4F7VZXC](#)
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Activities: First/Second Level

Activity 1	Our Local Area
Aim	For learners to be able to explain/ identify why the local area is important.
Methodology	<p>5 mins Provide learners with an image of a community. You can use the template provided or you can get one of their own local community.</p> <p>15 mins Learners must label the picture ensuring they identify all the local places. Next to each they must explain why they are important to the local area/ what they support with.</p>
Resources	Appendix 14: Image of a community.

If you're a Young Scot Member you have earned 25 Rewards points for participating in the First/Second Level Activity 1. [Log in and enter your points code: VJZW9CN9](#)
Not a Member yet? Go to [young.scot](#) to sign up!

Activities: Second/Third Level

Activity 1	The Importance of Living Locally
Aim	For learners to be able to explain the importance of living locally.
Methodology	<p>10 mins Provide learners with time to research why it is important to live locally. This is an optional task if you have access to class tablets/ computers.</p> <p>20 mins Learners must create a poster that would persuade others to live more locally. They should use persuasive language, have images, an eye-catching title and at least three reasons why people should live locally.</p>
Resources	Poster materials: pens, pencils and paper.

If you're a Young Scot Member you have earned 25 Rewards points for participating in the Second/Third Level Activity 1. [Log in and enter your points code: Y907EQD4](#)
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Activities: Second/Third/Fourth Level

Activity 1	Community Council Members
Aim	For learners to be able to explain and persuade others about the importance of living locally.
Methodology	<p>Split the class into two/four groups depending on the number. One half will be the public and the other the community council. The public will be trying to persuade the community council to live more locally.</p> <p>10 mins Provide the groups with ten minutes to plan what they might say (each will get a turn at being the public so they should all plan). They should have at least 5 bullet points.</p> <p>10 mins Get groups to take it in turns to persuade the others about why it is important to live more locally.</p>
Resources	Pens, pencils and paper.

If you're a Young Scot Member you have earned 25 Rewards points for participating in the Second/Third/Fourth Level Activity 1. [Log in and enter your points code: DWHZABMD](#)
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Activities: Third/Fourth Level

Activity 1	How Could You Live More Locally?
Aim	For learners to identify ways others can live more locally.
Methodology	<p>5 mins Hand the scenarios out to learners and ask them to read them through.</p> <p>10 mins Learners must suggest ways as part of a group or class discussion about how the people in the scenario could live more locally, ensuring their local community thrives and that they are more environmentally friendly.</p> <p>Extension – Learners to make up their own scenarios for other groups.</p>
Resources	Appendix 15: 2 scenarios.

If you're a Young Scot Member you have earned 25 Rewards points for participating in the Third/Fourth Level Activity 1. [Log in and enter your points code: BB6IOCNZ](#)
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Activities: Fourth Level

Activity 1	How Could You Live More Locally?
Aim	For learners to be able to identify and justify changes they would make to live more locally.
Methodology	<p>15 mins Provide learners with time to research how people can live more locally.</p> <p>20 mins Learners must use the information gathered to create a PowerPoint presentation. You can use these for pupils to present with if you have time or want to extend the lesson to another period.</p>
Resources	Computers, pens, pencils and paper.

If you're a Young Scot Member you have earned 25 Rewards points for participating in the Fourth Level Activity 1. [Log in and enter your points code: QI5SQ89M](#)
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Dear Green Places

Introduction



This must be the place where growth comes in green. Where the lungs of the city are in rude health. Where we amble down avenues and pedal down pathways to the backbeat of birdsong. This is where we redefine urbanism and reclaim our streets from the creep of concrete and the tyranny of traffic. We plant pocket parks in every patch and tend to gardens in every green gap. Here, we breathe deep in the clean air that's carried on the wind.

Whole Class Questions




Stage	Question
Early	What do you like to do outside?
First	Why do you think we should get outside more?
Second	Why do you think we should spend more time in green places?
Third	Why do you think having more green places is important for the future?
Fourth	Why do you think having more green places is important for the future? How do you think this could be done?



Activities: Early Level

Activity 1	Question
Aim	For learners to be able to listen about the importance of green spaces.
Methodology	<p> Read learners the short story on green spaces, asking them to listen carefully.</p> <p> Spend time talking as a group about the story and what the learners liked about it. Ask them what they think could be done to make sure there are more green spaces in the place Safi used to live.</p>
Resources	Appendix 16: Short story.

If you're a Young Scot Member you have earned 25 Rewards points for participating in the Early Level Activity 1. [Log in and enter your points code: 8J8GUFNB](#)
Not a Member yet? Go to [young.scot](#) to sign up!

Activity 2	Your Favourite Place Outside
Aim	For learners to explain why they like to be outside.
Methodology	<p> Show learners some images of outdoor spaces.</p> <p> Ask learners to think of their favourite place to go outdoors and then explain this to a friend.</p> <p> Learners must draw their favourite place outdoors.</p>
Resources	Outdoor images, pens, pencils and paper.

If you're a Young Scot Member you have earned 25 Rewards points for participating in the Early Level Activity 2. [Log in and enter your points code: P6ZAZ212](#)
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Activities: Early/First Level

Activity 1	Different Green Spaces
Aim	For learners to begin to identify different green spaces.
Methodology	<p>5 mins Introduce learners to a range of pictures that they can choose to colour in. Ask them to identify where the different green spaces are and explain what these are.</p> <p>10 mins+ Learners to colour in their chosen picture. You could then create a wall display with all the different green spaces. Learners working at First Level must label the different parts of the city and green spaces.</p>
Resources	Appendix 17: Colouring pictures.

If you're a Young Scot Member you have earned 25 Rewards points for participating in the Early /First Level Activity 1. **Log in and enter your points code: UATFFVZ5**
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Activities: First Level

Activity 1	Describe What You See
Aim	For learners to describe what they see and explain the importance of green spaces.
Methodology	<p>5 mins Go to: This Must be the Place - This Must be the Place (nesta.org.uk) and spend time exploring the 'Dear Green Places' section with the learners. You could get learners to do this individually on computers/ tablets.</p> <p>10 mins Class discussion where learners describe what they see. You could also get them to write this down first.</p> <p>5 mins Learners must write why they think it is important that we have green spaces.</p>
Resources	This Must be the Place - This Must be the Place (nesta.org.uk)

If you're a Young Scot Member you have earned 25 Rewards points for participating in the First Level Activity 1. **Log in and enter your points code: 8L60NSDU**
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Activities: First/Second Level

Activity 1	Design Your Green Space
Aim	For learners to design their own green space.
Methodology	<p>5 mins Introduce learners to a range of pictures and information of outdoor green spaces as a stimulus.</p> <p>Ask them to identify where the different green spaces are and explain what these are.</p> <p>20 mins In pairs, learners design their own city with green spaces, second level learners must label and explain their choices.</p>
Resources	Appendix 18: Links to pictures and information about green spaces (you can use the images and information in the links, or just the images by copy and pasting for your own use.

If you're a Young Scot Member you have earned 25 Rewards points for participating in the First/Second Level Activity 1. [Log in and enter your points code: S4MC1W3I](#)
Not a Member yet? Go to [young.scot](#) to sign up!

Activities: Second Level

Activity 1	Living in a City with Green Spaces
Aim	For learners to show how green spaces can be used.
Methodology	<p>5 mins Provide learners with key details handout about a young person. Hand out storyboard template.</p> <p>15 mins+ Learners must create a 'day in the life' story about that young person, showing how they utilise green spaces. On the storyboard there will be space for pictures and space for the learners to write.</p>
Resources	Appendix 13: Storyboard template. Appendix 19: Young person profile.

If you're a Young Scot Member you have earned 25 Rewards points for participating in the Second Level Activity 1. [Log in and enter your points code: HSRP5I87](#)
Not a Member yet? Go to [young.scot](#) to sign up!

Activities: Second/Third/Fourth Level

Activity 1	Your Local Area
Aim	For learners to identify green spaces in their local area.
Methodology	<p>10 mins In pairs, learners must identify three things that young people in their local area could do to spend more time in green spaces.</p> <p>20 mins+ They must create a young person friendly leaflet that explains these.</p> <p>You could give them time to conduct more research online if you want to extend the activity.</p>
Resources	Pens, pencils and paper.

If you're a Young Scot Member you have earned 25 Rewards points for participating in the Second /Third/Fourth Level Activity 1. [Log in and enter your points code: 7DOZFA27](#)
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Activities: Third/Fourth Level

Activity 1	The Impact of Green Spaces
Aim	For learners to evaluate the impact of green spaces.
Methodology	<div style="display: flex; flex-direction: column; gap: 10px;"> <div style="display: flex; align-items: center;"> <div style="background-color: #28a745; color: white; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin-right: 10px;">10 mins</div> <p>Learners must individually read the case study provided.</p> </div> <div style="display: flex; align-items: center;"> <div style="background-color: #343a40; color: white; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin-right: 10px;">10 mins</div> <p>They must write a paragraph that explains and evaluates the impact that the green spaces have.</p> </div> </div>
Resources	Appendix 20: Young people scenarios.

If you're a Young Scot Member you have earned 25 Rewards points for participating in the Third/Fourth Level Activity 1. **Log in and enter your points code: GTX37RWW**
Not a Member yet? Go to young.scot to sign up!

Activity 2	Design Your Own Green Space
Aim	For learners to design their own green space.
Methodology	<div style="display: flex; flex-direction: column; gap: 10px;"> <div style="display: flex; align-items: center;"> <div style="background-color: #28a745; color: white; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin-right: 10px;">10/20 mins</div> <p>Learners must research and look at ideas of different green spaces around the world in and out with cities.</p> </div> <div style="display: flex; align-items: center;"> <div style="background-color: #343a40; color: white; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin-right: 10px;">20 mins+</div> <p>In groups, learners must design their own area with green spaces, they must label this and write justifications for their choices.</p> </div> </div>
Resources	<p>Pens, pencils and paper.</p> <p>You may require computers or tablets for learners to research information.</p>

If you're a Young Scot Member you have earned 25 Rewards points for participating in the Third/Fourth Level Activity 2. **Log in and enter your points code: HY6IVWSW**
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Technology and Nature



Introduction

This must be the place where nature soars and blooms. Where we replant and repair and respect. Where we capture carbon and dendro-data drives our decisions. This is where we teach about trees and marvel at mycelia. We set our satellites to survey the land's vital signs and benchmark the blossoms and the bees. Here we count on the cascades of colour, the depth of diversity and the winding waterways, walking carefully among the saplings and the ancient woods.

Whole Class Questions

Stage	Question
Early	What is your favourite thing about trees? Why?
First	Why do you think trees are important?
Second	Why should we plant more trees?
Third	How would you suggest we replant, repair and respect our environment? How could technology and nature work together to create a better future?
Fourth	How would you suggest we replant, repair and respect our environment? How could technology and nature work together to create a better future?

Activities: Early Level

Activity 1	Classroom Forest
Aim	For learners to colour and create a classroom forest display.
Methodology	<p> Learners must pick the image of the tree that they want to colour in.</p> <p> Learners must colour in the picture.</p> <p>Extra: Create a forest display on your wall using the learners' images. Label the different parts of the forest and use this as a learning tool for future lessons.</p>
Resources	Pens and pencils. Appendix 21: Images of trees.

If you're a Young Scot Member you have earned 25 Rewards points for participating in the Early level activity 1. Log in and enter your points code: JBGEX1NN
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Activity 2	Nature Snap
Aim	For learners to match pictures representing nature to their names.
Methodology	<p>5 mins Go through the cards with the learners to ensure they know what the images are of.</p> <p>10 mins In pairs, learners share out the cards they have been given. They must place the cards down one at a time and shout snap when they have a word and image that matches. For younger learners you can just print out multiple copies of the pictures and play snap only using these.</p>
Resources	Appendix 22: Snap Cards (you will need to cut these out).

If you're a Young Scot Member you have earned 25 Rewards points for participating in the Early level activity 2. Log in and enter your points code: **WP7ZKR2P**
Not a Member yet? Go to young.scot to sign up!

Activity 3	How Many Colours?
Aim	For learners to identify the name and the number of colours found in a picture of nature.
Methodology	<p>5 mins Share with learners a picture of a nature scene. Give them 2 minutes to look at the picture and on their individual white boards write down, trying to name, the colours that they can see.</p> <p>5 mins Ask learners to share the colours that they have found.</p> <p>5 mins Ask learners to tell you why they think there are lots of colours in nature and what they like about it.</p>
Resources	Appendix 23: Nature scene (1 image is provided, however you can choose to find your own to use in addition).

If you're a Young Scot Member you have earned 25 Rewards points for participating in the Early level activity 3. Log in and enter your points code: **RVHWRSMML**
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Activities: First Level

Activity 1	Classroom Forest
Aim	For learners to draw and create a classroom forest display.
Methodology	<p>5 mins Show learners some images of trees as a stimulus for their picture.</p> <p>5 mins Discuss with learners why trees are important.</p> <p>15 mins Learners must draw a picture of a tree and beside it, write a sentence about why they are important.</p> <p>Extra: Create a forest display on your wall using the learners' images. Label the different parts of the forest and use this as a learning tool for future lessons.</p>
Resources	Images of trees found online.

If you're a Young Scot Member you have earned 25 Rewards points for participating in the First level activity 1. Log in and enter your points code: **HBXTSRJH**
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Activity 2	A Day in the Life of a Bee
Aim	For learners to create a story of a bee, explaining the importance of bees in nature.
Methodology	<p>5 mins Provide learners with information about bees.</p> <p>15 mins+ Learner must fill in a story board, that shows the steps that a bee goes through each day. Under each, they must write a sentence about what is happening. Keep resources available to support learners with this.</p>
Resources	<p>Appendix 13: Storyboard template.</p> <p>Find links and information online or in books that can be shared with learners.</p>

If you're a Young Scot Member you have earned 25 Rewards points for participating in the First level activity 2. Log in and enter your points code: **294A4MOG**
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Activity 3	Nature Match
Aim	Learners must match images of nature with a description.
Methodology	 <p>Learners are provided with picture of nature and descriptions, in pairs they must match the descriptions to the images, sticking them onto a bit of paper. These can then be used as a wall display or put in jotters as evidence.</p>
Resources	Appendix 24: Matching resources (you will need to cut these out and mix them up).

If you're a Young Scot Member you have earned 25 Rewards points for participating in the First level activity 3. Log in and enter your points code: **KCDUMQNH**
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Activities: Second Level

Activity 1	Create Your Own Nature Reserve
Aim	Learners must create their own nature reserve, including the items highlighted in the instructions.
Methodology	 <p>Share handouts out to the learners. These will explain to learners what they must include in their nature reserve design.</p> <p>Optional: Provide learners with time to research different areas of nature and what they are like.</p> <p>Optional: This can be done by drawing or learners can create something 3D.</p> <p>Time optional (homework activity, ongoing project activity, one off lesson activity): In pairs, learners must create their own nature reserve, it must include plants, trees, lots of colour, waterways, places to walk etc. It should be labelled, with short sentences to justify the design. There should also be an introduction paragraph to it.</p>
Resources	Appendix 25: Nature reserve information handout.

If you're a Young Scot Member you have earned 25 Rewards points for participating in the Second level activity 1. Log in and enter your points code: **00GAIGVZ**
Not a Member yet? Go to young.scot to sign up!

Activity 2	Respecting the Environment
Aim	Learners should be able to identify ways to respect the environment and share these with others.
Methodology	<p>Individually or in pairs, learners must create a poster that encourages others to respect the environment. They must include:</p> <ul style="list-style-type: none"> at least 5 bullet points a catchy title images <p>Optional: Learners can spend time researching why we should respect the environment.</p>
Resources	Poster materials: pens, pencils and paper.

If you're a Young Scot Member you have earned 25 Rewards points for participating in the Second level activity 2. Log in and enter your points code: 36AYWYH6
Not a Member yet? Go to young.scot to sign up!

Activities: Second/Third/Fourth Level

Activity 1	Making Changes
Aim	Learners must identify how they would change an area to make it more accessible to nature.
Methodology	<p>5 mins Provide learners with an image of an area of land. They must write down what they see.</p> <p>10 mins Learners must write a minimum of 5 bullet points that identify changes or things they might add to the image to make it accessible to nature.</p> <p>For learners in third and fourth level, they must justify why they would make these changes.</p> <p>Extension: Draw and design these changes using the image provided.</p> <p>5 mins Share responses as a class.</p>
Resources	Appendix 26: Image of land.

If you're a Young Scot Member you have earned 25 Rewards points for participating in the Second/third/fourth level activity 1. Log in and enter your points code: 9OB1PLR0
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Activities: Third/Fourth Level

Activity 1	Replant, Repair, Recycle
Aim	For learners to be able to persuade others about the importance of being adaptable to nature and justify why this is important.
Methodology	<p>5 mins Split the class into two groups, one group being members of the community council and one group being members of the community. Explain that the community council must persuade the community about why and what changes must be made to the community to make it more adaptable and available to nature. The groups will take each role in turn.</p> <p>2 mins Hand out a brief of what the community is like as this is what the groups should base the changes on.</p> <p>10 mins Allow the group time to prepare their pitch for when they are the community council. They must explain what changes might need to be made to the community and why this is important. It must last 5 minutes maximum.</p> <p>10 mins Each group given the opportunity to pitch.</p> <p>Note: You may want to do this in more groups, you can adapt based on your class size.</p>
Resources	Appendix 27: Briefing document.

If you're a Young Scot Member you have earned 25 Rewards points for participating in the Third/fourth level activity 1. Log in and enter your points code: QZ57YYRR
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Activity 2	The Importance of Trees
Aim	For learners to be able to explain the importance of trees.
Methodology	<p>20 mins+ Learners must spend time individually researching the importance of trees. This can be done online, or you could have it as the main teaching part of your lesson.</p> <p>20 mins+ Learners must create a leaflet that has information about the importance of trees. It must include:</p> <ul style="list-style-type: none"> title front image information about why trees are important information about how trees can link to a sustainable future what others can do to ensure we look after trees
Resources	Computer, pens, pencils and paper.

If you're a Young Scot Member you have earned 25 Rewards points for participating in the Third/fourth level activity 2. Log in and enter your points code: **IKETS4ZW**
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Industrial Rewilding

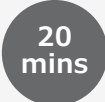
Introduction

This must be the place where the wild things can roam. This is where we tip the scales. Where we mobilise what matters and redraw the map on our past neglect. We don our hardhats and harness technology in harmony with nature. We stop clearing and burning and instead we plant and protect. This is where we welcome back the wilderness to reconnect and rewild. Across our farms and forests, and moors and meadows, we connect the habitats and the hedgerows. Here we gather in the great glens and get to work.

Whole Class Questions

Stage	Question
Early	Do you like going outside and seeing wildlife?
First	Do you like going outside and seeing wildlife? Why?
Second	What would you do to make our planet a better place for nature to grow?
Third	What changes do you think we need to make from our past to have a better future for nature and wildlife? Why?
Fourth	What changes do you think we need to make from our past to have a better future for nature and wildlife? Why?

Activities: Early Level



Activity 1	Animal Snap
Aim	For learners to match animal cards.
Methodology	 In pairs learners go through a set of cards, putting one down at a time. If two of the same go down, learners must shout "snap". The first to do so wins those cards.
Resources	Appendix 28: Print only the images of the animals. Extension – play snap with the image and descriptions.

If you're a Young Scot Member you have earned 25 Rewards points for participating in the Early level activity 1. Log in and enter your points code: EIJ1CKG2
Not a Member yet? Go to young.scot to sign up!

Activities: Early/ First Level

Activity 1	Matching Animals
Aim	For learners to be able to match pictures of animals to their descriptions.
Methodology	<p>Around the classroom or outside, put pictures of different animals in places where the learners can see them. Read out descriptions of the animals and learners must run to the image that they think you are describing. When they get to the image, ask one of the learners to describe what it is.</p> <p>Adaption: For First Level, you could hand out your descriptions to make it a little more challenging as they will have to read them themselves. Learners will have to find as many animals as they can based on these. They can work individually or in pairs.</p> <p>Adaptation: Provide each learner with a mix of the images (making sure that they get different ones). Read the description out and if the learner has that animal, they put it into their tick pile. Once they have three animals there they can shout "bingo".</p>
Resources	Appendix 28: Print images and descriptions of animals.

**If you're a Young Scot Member you have earned 25 Rewards points for participating in the Early/first level activity 1. Log in and enter your points code: ZR6TVS13
Not a Member yet? Go to young.scot to sign up!**

Activity 2	Nature Scavenger Hunt
Aim	Aim: For learners to identify different elements of nature in their local area.
Methodology	<p> Give learners the list of items that they must find or spot. They must then work in pairs or groups to find as much as they can in 10 minutes. Please note that they do not have to pick up the items, only tick them off on their list.</p> <p> Go through what everyone has found, asking learners to identify the items. Learners working at first level and describe why they think the things they found are important/ why they like them.</p> <p>This could be sent home as a homework task.</p>
Resources	Appendix 29: Scavenger hunt list.

**If you're a Young Scot Member you have earned 25 Rewards points for participating in the Early/first level activity 2. Log in and enter your points code: YEHS4F2P
Not a Member yet? Go to young.scot to sign up!**

Activities: First/ Second Level

Activity 1	An Animal's Safe Space
Aim	For learners to identify safe areas that animals could live.
Methodology	<p>5 mins Hand out a picture of a landscape for learners. Discuss with learners what they can see in the picture.</p> <p>15 mins Learners must draw/design places within the picture for animals/nature to live safely. They can label what they have drawn. They can add in as much as they want to.</p> <p>Finish by allowing time for learners to colour the picture. Second Level pupils must write a small paragraph at the end that justifies their decisions.</p>
Resources	Appendix 30: Image of landscape.

If you're a Young Scot Member you have earned 25 Rewards points for participating in the First/Second level activity 1. Log in and enter your points code: 01LL118R
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Activities: Second Level

Activity 1	Why Is Rewilding Important?
Aim	Learners must be able to explain what rewilding is and share why it is important.
Methodology	<p>5 mins Share a description with learners about what rewilding is.</p> <p>5 mins Learners should discuss in pairs why they think it is important.</p> <p>15 mins Learners must create a poster to put up in school to share information about the importance of rewilding.</p>
Resources	<p>Poster materials: pens, pencils and paper.</p> <p>Support: 12 steps to rewilding Rewilding Britain https://www.rewildingbritain.org.uk/start-rewilding/12-steps-to-rewilding</p>

If you're a Young Scot Member you have earned 25 Rewards points for participating in the Second level activity 1. Log in and enter your points code: 7W215IFJ
Not a Member yet? Go to young.scot to sign up!

Activities: Second/Third/Fourth Level

Activity 1	Design Task
Aim	For learners to be able to design an area that could be prioritised for rewilding.
Methodology	<p>5 mins In groups/pairs, learners must pick an area that they think should be prioritised for rewilding (woodlands, marine, dams, rivers, animal habitats etc).</p> <p>20 mins+ They must work together to design what they would want their chosen area to look like if rewilding was a focus in that area.</p>
Resources	<p>Pens, pencils and paper.</p> <p>12 steps to rewilding Rewilding Britain https://www.rewildingbritain.org.uk/start-rewilding/12-steps-to-rewilding.</p>

**If you're a Young Scot Member you have earned 25 Rewards points for participating in the Second/third/fourth level activity 1. Log in and enter your points code: 5L22QW70
Not a Member yet? Go to young.scot to sign up!**

Activities: Third/Fourth Level

Activity 1	Why Is Rewilding Important?
Aim	Learners must be able to explain what rewilding is and share why it is important.
Methodology	<p>15 mins Learners should spend time researching rewilding and what it is.</p> <p>5 mins Learners should write down a paragraph explaining why they think rewilding is important.</p> <p>15 mins+ Learners must create a poster to put up in school to share information about the importance of rewilding.</p>
Resources	Computer, pens, pencils and paper.

**If you're a Young Scot Member you have earned 25 Rewards points for participating in the Third/fourth level activity 1. Log in and enter your points code: BL1Z7AXP
Not a Member yet? Go to young.scot to sign up!**

Activity 2	Rewilding Priorities
Aim	For learners to identify priorities that they would focus on if introducing rewilding.
Methodology	<p>5 mins Share description of rewilding with learners.</p> <p>10 mins Learners should imagine they oversee rewilding in their local area: What would their priorities be? They must write these down.</p> <p>10 mins Learners should write their priorities into a paragraph that would be used to persuade others.</p>
Resources	<p>Pens, pencils and paper.</p> <p>Support: 12 steps to rewilding Rewilding Britain https://www.rewildingbritain.org.uk/start-rewilding/12-steps-to-rewilding.</p>

If you're a Young Scot Member you have earned 25 Rewards points for participating in the Third/fourth level activity 2. Log in and enter your points code: GLAI18PK
 Not a Member yet? Go to [young.scot](https://www.youngscot.org) to sign up!



Sustainable Industry

Introduction

This must be the place where we create and recreate. Where we nurture cottage craft and national industry. Where ideas and innovation flourish in one-bench workshops and full-scale factories. Here, we formed centres of excellence from the crucible of a crisis. We pour our passion into products that last and direct our intellect towards digital dynamism. We weave sustainability into the warp and justice into the weft of our work. Here, we encourage experiments, invest in invention and cherish our capacity to create.

Whole Class Questions

Stage	Question
Early	What do you think the best job in the world would be? Why?
First	If you could change one thing about jobs around the world so that there is a better future, what would it be?
Second	If you could change one thing about the world so that there is a better future, what would it be?
Third	How would you create a more sustainable Scotland that would involve industries?
Fourth	What does a sustainable Scotland look like to you? Why? Talk about the way in which jobs/ industries would look.



Activities: Early Level

Activity 1	The Best Job in the World
Aim	For learners to create the best job in the world
Methodology	<p>5 mins Explain to learners that they are going to invent the best job in the world. It can be something that exists just now or something different. Try to get them to think about things that would be good for the planet.</p> <p>10 mins Give learners time to go and think about what their job might be. They should do this in pairs to help get lots of ideas. Write these on their white boards.</p> <p>15 mins Learners must work together to draw someone doing this job. The teacher must go around the class and ask them about the job and what it involves.</p>
Resources	Pens, pencils, paper and white boards.

If you're a Young Scot Member you have earned 25 Rewards points for participating in the Early level activity 1. [Log in and enter your points code: Y8M06YNI](#)
Not a Member yet? Go to [young.scot](#) to sign up!

Activities: Early/First Level

Activity 1	When I Grow Up...
Aim	For learners to think about what they want to do when they are older.
Methodology	<p>5 mins Discuss with learners different types of jobs, you can use the pictures as a stimulus.</p> <p>15 mins Learners must draw themselves doing what they want to do when they are older. Learners working at First Level must write down what they are doing and why they think this job is important.</p>
Resources	Pens, pencils and paper.

If you're a Young Scot Member you have earned 25 Rewards points for participating in the Early/first level activity 1. [Log in and enter your points code: DVOZZ2YB](#)
Not a Member yet? Go to [young.scot](#) to sign up!

Activity 2	Working for the Planet
Aim	For learners to explain why some jobs are better for the planet.
Methodology	<p>10 mins In pairs, learners must write down a list of jobs that they think are good for the planet.</p> <p>10 mins Individually they must draw themselves doing this job. First Level learners must write a paragraph next to it that explains why it is good for the planet.</p>
Resources	Pens, pencils and paper.

If you're a Young Scot Member you have earned 25 Rewards points for participating in the Early/first level activity 2. **Log in and enter your points code: TNAOBCM**
 Not a Member yet? Go to young.scot to sign up!

Activities: First/ Second Level

Activity 1	Sustainable Invention
Aim	For learners to design something that would be sustainable and useful.
Methodology	<p>10 mins Provide learners with some stimulus to get their minds thinking. You can use this: 10+ Sustainable Inventions That Are Already Helping to Save the Planet and People's Lives (https://brightside.me/creativity-design/10-sustainable-inventions-that-are-already-helping-to-save-the-planet-and-peoples-lives-709760/). There are lots of ideas on the internet. You could allow learners to research this themselves.</p> <p>20 mins Learners must draw and label their invention.</p> <p>10 mins Learners must write down why it is important and why they think it would be good for the planet.</p> <p>10 mins Provide learners with the opportunity to share some of their ideas with the class.</p>
Resources	Pens, pencils and paper.

If you're a Young Scot Member you have earned 25 Rewards points for participating in the First/second level activity 1. **Log in and enter your points code: F75991IF**
 Not a Member yet? Go to young.scot to sign up!

Activities: Second Level

Activity 1	Create a Job
Aim	For learners to invent or recreate a job that would be good for the planet.
Methodology	<p>5 mins Spend time explaining sustainable industries to the learners. You may need to go into more detail about sustainability depending on learners' previous knowledge.</p> <p>15 mins Learners must fill in the job profile provided with a job that they have invented that would help our planet and contribute towards sustainability.</p>
Resources	<p>Appendix 31: Job profile template.</p> <p>Developing more sustainable industry - The UK economy - AQA - GCSE Geography Revision - AQA - BBC Bitesize https://www.bbc.co.uk/bitesize/guides/z332sg8/revision/3.</p>

If you're a Young Scot Member you have earned 25 Rewards points for participating in the Second level activity 1. **Log in and enter your points code: VU8FEW1G**
Not a Member yet? Go to young.scot to sign up!

Activities: Second/ Third/ Fourth Level

Activity 1	The Most Sustainable Route
Aim	For learners to identify ways to make something more sustainable.
Methodology	<p>5 mins Hand out scenarios to learners.</p> <p>10 mins In groups of 4/5, learners must read the scenarios and decide whether the one they have been given is the most sustainable option.</p> <p>10 mins If it is not, they must come up with an alternative suggestion.</p> <p>Optional: You can rotate the scenarios around groups.</p> <p>Extension: The fourth scenario is blank and provides an opportunity for the groups to make up their own scenario for another groups.</p>
Resources	Appendix 32: Scenarios (you can add your own scenarios to make the task longer).

If you're a Young Scot Member you have earned 25 Rewards points for participating in the Second/third/fourth level activity 1. **Log in and enter your points code: PMSPUL4X**
Not a Member yet? Go to young.scot to sign up!

Activities: Third/ Fourth Level

Activity 1	Jobs and Sustainable Industry
Aim	For learners to identify jobs that link to sustainable industry and explain why this is.
Methodology	<p>10 mins Learners must create a list of jobs – they must think of as many as they can.</p> <p>5 mins They should go through the list and highlight the ones that they think are most sustainable.</p> <p>10 mins Learners should write down why they think the jobs they chose are the most sustainable.</p> <p>10 mins Learners should look at the jobs that aren't highlighted and create a list that shows how they could become more sustainable.</p>
Resources	Pens, pencils and paper.

If you're a Young Scot Member you have earned 25 Rewards points for participating in the Third/fourth level activity 1. [Log in and enter your points code: 982BTBZU](#)
 Not a Member yet? Go to [young.scot](#) to sign up!



Activity 2	Pitch Your Invention
Aim	For learners to identify jobs that link to sustainable industry and explain why this is.
Methodology	<p>10 mins Provide learners with some stimulus to get their minds thinking. You can use this: 10+ Sustainable Inventions That Are Already Helping to Save the Planet and People's Lives (https://brightside.me/creativity-design/10-sustainable-inventions-that-are-already-helping-to-save-the-planet-and-peoples-lives-709760/). There are lots of ideas on the internet.</p> <p>You could allow learners to research this themselves (they can think about things that could be used in the workplace that would make the workplace more sustainable or they could think of an invention that would support sustainability such as the life straws).</p> <p>20 mins Learners must draw and label their invention. This could also be done over a longer period of time, where learners have to try to create their design.</p> <p>10 mins Learners must write down why it is important and why it is useful. They must write down how it links to sustainability and how they think it could create more sustainable industries.</p> <p>10 mins Provide learners with the opportunity to share some of their ideas with the class. They must pitch these ideas in a Dragons Den style activity. You can be as elaborate as you want for this part of the activity.</p>
Resources	Pens, pencils and paper.

If you're a Young Scot Member you have earned 25 Rewards points for participating in the Third/fourth level activity 2. [Log in and enter your points code: U69502TT](#)
Not a Member yet? Go to [young.scot](#) to sign up!



Out of Office

Introduction

This must be the place where the office is a choice. It's where we come to collaborate. We can walk in for a workshop on a Wednesday or pop in to plan a project over a pot of tea. Here, we schedule meetings around me-time and you-time. It's where we come together to talk together, as well as work together. We ditch duty of the daily commute and do our jobs remotely, if it suits. Here, office time is meaningful time.


Whole Class Questions

Stage	Question
Early	What would you like to be when you grow up?
First	What would you like to be when you grow up? Why?
Second	What would the perfect office space look like for you?
Third	If you could have an ideal working situation when you get older, what would it be and why?
Fourth	If you could have an ideal working situation when you get older, what would it be and why?



Activities: Early Level

Activity 1	Jobs
Aim	For learners to identify different types of jobs and describe why they like them.
Methodology	<div style="display: flex; flex-direction: column; gap: 10px;"> <div style="display: flex; align-items: center;"> <div style="background-color: #f0e68c; border-radius: 50%; padding: 5px; text-align: center; width: 40px; height: 40px; margin-right: 10px;">5 mins</div> <div>Show learners the images of different jobs.</div> </div> <div style="display: flex; align-items: center;"> <div style="background-color: #333; color: white; border-radius: 50%; padding: 5px; text-align: center; width: 40px; height: 40px; margin-right: 10px;">10 mins</div> <div>Learners talk to their partner about the jobs they liked and why they liked the look of it.</div> </div> <div style="display: flex; align-items: center;"> <div style="background-color: #f0e68c; border-radius: 50%; padding: 5px; text-align: center; width: 40px; height: 40px; margin-right: 10px;">5 mins</div> <div>Ask some learners to share their answers.</div> </div> </div>
Resources	Appendix 33: Images of different jobs (you will only need to use the job images).

If you're a Young Scot Member you have earned 25 Rewards points for participating in the Early level activity 1. **Log in and enter your points code: 0WKYSREQ**
 Not a Member yet? Go to young.scot to sign up!

Activity 2	Mix and Match
Aim	For learners to match images jobs to titles.
Methodology	 Hand out the cut outs of different jobs and their names. Learners must work in pairs to match the images of jobs to the titles.
Resources	Appendix 33: Images of different jobs and titles.

If you're a Young Scot Member you have earned 25 Rewards points for participating in the Early level activity 2. **Log in and enter your points code: WJMGFBND**
 Not a Member yet? Go to young.scot to sign up!

Activity 3	Act the Job
Aim	For learners to act out different jobs.
Methodology	 Hand out images of jobs to learners (this can be done individually, in pairs or in groups).  Learners get to act out different jobs, they can pick and choose from the pile of images. Whilst they are doing this, circulate and ask the learners what the job is and why they like it.
Resources	Appendix 33: Images of different jobs related to flexible working with titles. Resources available in school for drama/ role play.

If you're a Young Scot Member you have earned 25 Rewards points for participating in the Early level activity 3. **Log in and enter your points code: 4EM8KI39**
 Not a Member yet? Go to young.scot to sign up!

First Level

Activity 1	Mix and Match
Aim	For learners to match images jobs to what they think their office looks like.
Methodology	<p>10 mins Hand out the cut outs of different jobs and different pictures of offices/working spaces. Learners must work in pairs to match the images of jobs to what they think their office space looks like.</p> <p>10 mins Class discussion about the different office spaces and how they could be changed to be more flexible.</p>
Resources	Appendix 34: Images of different jobs and office spaces.

If you're a Young Scot Member you have earned 25 Rewards points for participating in the First level activity 1. **Log in and enter your points code: G1MAQKLB**
 Not a Member yet? Go to young.scot to sign up!

Activity 2	What Job Do You Prefer?
Aim	For learners to explain why they like different jobs.
Methodology	<p>5 mins Hand out different job character profiles.</p> <p>20 mins They must stand up and act them out (you could do this in small groups or with the whole class).</p> <p>10 mins Discussion about the different types of jobs, what did the learners like the look of the most, why?</p>
Resources	Appendix 35: Job character profiles showing what a day is like in a job (linked to different ways of working).

If you're a Young Scot Member you have earned 25 Rewards points for participating in the First level activity 2. **Log in and enter your points code: CIJNKL4S**
 Not a Member yet? Go to young.scot to sign up!

Activity 3	Your Future Office
Aim	For learners to draw the type of office/ workspace they would like to have when they get older.
Methodology	<div style="display: flex; flex-direction: column; gap: 10px;"> <div style="display: flex; align-items: center;"> <div style="background-color: #f1c40f; border-radius: 50%; padding: 5px; text-align: center; width: 30px; height: 30px; margin-right: 10px;">10 mins</div> <p>Think, pair share – what would you want your office/ workplace to look like when you grow up.</p> </div> <div style="display: flex; align-items: center;"> <div style="background-color: #2c3e50; border-radius: 50%; padding: 5px; text-align: center; width: 30px; height: 30px; margin-right: 10px; color: white;">20 mins</div> <p>Learners draw their office space and label the different parts that are important to them. If you have learners struggling, you can show them different images ensuring they are linked to flexible working/not always being in the office.</p> </div> </div>
Resources	Pens, pencils and paper.

If you're a Young Scot Member you have earned 25 Rewards points for participating in the First level activity 3. **Log in and enter your points code: FZSGM93Q**
 Not a Member yet? Go to young.scot to sign up!

Activities: Second Level

Activity 1	Offices Around the World
Aim	For learners to identify different features of offices around the world.
Methodology	<div style="display: flex; flex-direction: column; gap: 10px;"> <div style="display: flex; align-items: flex-start;"> <div style="background-color: #f1c40f; border-radius: 50%; padding: 5px; text-align: center; width: 30px; height: 30px; margin-right: 10px;">10 mins</div> <p>Show images to learners of different ways of working around the world.</p> <p>Discuss (timing flexible): What do you like about them? Why? Which features would you use in your ideal workspace?</p> </div> <div style="display: flex; align-items: center;"> <div style="background-color: #2c3e50; border-radius: 50%; padding: 5px; text-align: center; width: 30px; height: 30px; margin-right: 10px; color: white;">10 mins</div> <p>Learners must write down a paragraph that describes the parts of the different workspaces that they would have in their own one.</p> </div> </div>
Resources	Images of different jobs around the world, you can find these easily on google images and can tailor the ones you use to the class and to any topic work that you might be doing.

If you're a Young Scot Member you have earned 25 Rewards points for participating in the Second level activity 1. **Log in and enter your points code: L0CDG1LV**
 Not a Member yet? Go to young.scot to sign up!

Second/Third/Fourth Level


Activity 1	Out of Office Working
Aim	For learners to describe the benefits of not working in the office all the time.
Methodology	<p>15 mins Learners research the benefits of different working styles.</p> <p>20 mins Learners create a leaflet that can be handed out to employers to persuade them of the benefits of being out of the office.</p> <p>Must include: catchy title images what flexible types of working could look like why it is important/what the benefits are</p>
Resources	Computers, pens, pencils and paper.

If you're a Young Scot Member you have earned 25 Rewards points for participating in the Second/third/fourth level activity 1. **Log in and enter your points code: DAZUE04V**
 Not a Member yet? Go to young.scot to sign up!

Activity 2	Employer and Employee
Aim	For learners to identify the benefits of different workspaces/ working from home/ flexible hours etc.
Methodology	<p>10 mins Learners given time to research the benefits. Ensure that they take notes so that they can use these later.</p> <p>15 mins In pairs, learners take it in turns to be the employer or the employee. The employee must use persuasive language to talk about the benefits of this type of working and persuade their employer that it is the right way to go.</p> <p>Teacher to circulate.</p> <p>10 mins Learners to discuss the task, what their opinions are on different ways of working.</p>
Resources	Computers or tablets for research.

If you're a Young Scot Member you have earned 25 Rewards points for participating in the Second/third/fourth level activity 2. **Log in and enter your points code: UH29ADA1**
 Not a Member yet? Go to young.scot to sign up!

Third/Fourth Level

Activity 1	Design Task
Aim	For learners to design their ideal office space
Methodology	<p> Learners must work individually or in pairs to design their ideal workplace:</p> <p>They must think about:</p> <ul style="list-style-type: none">what the job iswhere they would prefer to workhow they would like to workwhat facilities they might needwhether it involves working at home also <p>They must include:</p> <ul style="list-style-type: none">images of what it would look likedescriptions of what they have done and why they have chosen certain things
Resources	Images of different offices/ workspaces if extra support is required.

If you're a Young Scot Member you have earned 25 Rewards points for participating in the Third/fourth level activity 1. [Log in and enter your points code: 01Y080HT](#)
Not a Member yet? Go to [young.scot](#) to sign up!

Our Home

Introduction

This must be the place we call home. Where we are proud of the path we've taken and grateful of the gift we give to future generations. It's where we still shudder to think back on striking students, wildfires and waters rising. We still well up to think "what if we'd been found wanting". But here we said enough is enough. We choose to be custodians. Here, we pass down our compassion and weigh our worth by the world we pass on with it. Here, we look to our children and can smile face to face. Because we decided, no, here and now, this must be the place.

Whole Class Questions

Stage	Question
Early	How can we look after each other and our planet?
First	Whose responsibility is it to look after our world?
Second	Whose responsibility is it to look after our world?
Third	'We choose to be custodians'. This means taking responsibility – what do you think this means in the context of the scene? This Must be the Place we call home. - This Must be the Place (https://theplace.nesta.org.uk/our-home)
Fourth	'We choose to be custodians'. This means taking responsibility – what do you think this means in the context of the scene? This Must be the Place we call home. - This Must be the Place (https://theplace.nesta.org.uk/our-home)



Activities: Early Level

Activity 1	Taking Responsibility
Aim	For learners to identify how they can play a part in taking responsibility for our world.
Methodology	<p>10 mins Discussion with learners about important things they might do each day to look after the planet.</p> <p>Examples:</p> <ul style="list-style-type: none"> turning lights off recycling helping in the garden throwing rubbish in the bin looking after animals <p>20 mins Learners must choose one of the things that they think is the most important and draw themselves doing it.</p> <p>5 mins Ask some of the learners to share their drawings and explain what they are doing in it/ why it is important.</p>
Resources	<p>Pens, pencils and paper.</p> <p>Can use template in appendix 3 if extra support is required.</p>

If you're a Young Scot Member you have earned 25 Rewards points for participating in the Early level activity 1. **Log in and enter your points code: D27WOJMR**
 Not a Member yet? Go to young.scot to sign up!



Activity 2	What Would You Tell This Person to Do?
Aim	For learners to identify ways people can change their actions to look after the planet.
Methodology	<p>5 mins Explain to learners that you will read them some sentences. They must then work in pairs to think about what the person could do better to help the planet.</p> <p>10 mins Read through sentences with learners. After each sentence they must think, pair and share with the class.</p>
Resources	Appendix 36: Sentences of things people do that aren't good for the planet (you can add more to extend this task).

If you're a Young Scot Member you have earned 25 Rewards points for participating in the Early level activity 2. **Log in and enter your points code: RQPJ847K**
 Not a Member yet? Go to young.scot to sign up!

Activity 3	Classroom Rules
Aim	For learners to identify things they can do at school to help make the planet/ our home a better place.
Methodology	<p>10 mins Learners work individually to write down one thing that they think they could do in school to help the planet. They must then share this with a partner.</p> <p>10 mins Ask the learners to share their responses with you and write these on the white board.</p> <p>They must think about:</p> <ul style="list-style-type: none"> what we could change to help the environment how we treat each other spending time with one another taking responsibility for our actions <p>You can use all the ideas or get the learners to vote on their favourite ones.</p> <p>You can decide how you best want to display these.</p>
Resources	Pens, pencils and white boards.

If you're a Young Scot Member you have earned 25 Rewards points for participating in the Early level activity 3. **Log in and enter your points code: F0TQXIIH**
 Not a Member yet? Go to young.scot to sign up!

Activities: First/Second Level

Activity 1	Solutions
Aim	For learners to identify solutions on how to make our home a safer place.
Methodology	<p>30 mins+</p> <p>Learners must create a poster (individually or in pairs) that has ideas of how we could make our world a safer place for people to grow up and live in.</p> <p>They must think about:</p> <ul style="list-style-type: none"> what we could change to help the environment how we treat each other spending time with one another taking responsibility for our actions
Resources	Poster materials: pens, pencils and paper.

If you're a Young Scot Member you have earned 25 Rewards points for participating in the First/second level activity 1. **Log in and enter your points code: 6YA7F378**
 Not a Member yet? Go to young.scot to sign up!

Activity 2	Taking Responsibility
Aim	For learners to identify their responsibilities for looking after our world.
Methodology	<p>5 mins</p> <p>Class discussion about what learners think can be done to ensure we have a better world.</p> <p>20 mins</p> <p>Learners fill in the template provided, drawing themselves onto the figure and filling the boxes with information of what they think their responsibilities are.</p> <p>5 mins</p> <p>Share some learner responses.</p>
Resources	Appendix 3: Outline of figure. Pens and pencils.

If you're a Young Scot Member you have earned 25 Rewards points for participating in the First/second level activity 2. **Log in and enter your points code: EFF29N7R**
 Not a Member yet? Go to young.scot to sign up!

Activity 3	Changing Our Actions
Aim	Learners identify ways people can change their actions to look after our home.
Methodology	<p>5 mins Hand scenarios out to learners and give them time to read them through.</p> <p>10 mins Learners must write down suggestions on how the person in their scenario could live more sustainably and look after the planet. This can be done individually, in pairs or in small groups.</p> <p>10 mins Go through each of the scenarios and get feedback from learners.</p>
Resources	Appendix 37: Scenarios linked to way of living.

If you're a Young Scot Member you have earned 25 Rewards points for participating in the First/second level activity 3. **Log in and enter your points code: 0ACYUCHY**
Not a Member yet? Go to young.scot to sign up!

Activities: Third/Fourth Level

Activity 1	Planning Our Path
Aim	For learners to identify key steps to a better future for the planet.
Methodology	<p>10 mins Hand out the sentences to the learners, working individually or in pairs (you can choose to use these or not).</p> <p>20 mins On a large piece of paper, learners must draw a path that leads towards the future. They must imagine that they oversee making the world a better place to grow up in. On each side of the path, leading to the end of it, they must write down what key steps they would take to get to the world to a better place.</p>
Resources	<p>Appendix 38: Some sentences on what the world is like now to help learners think of ideas of things they might change.</p> <p>You can also search your own images if this would support the activity.</p> <p>Pens, pencils and paper.</p>

If you're a Young Scot Member you have earned 25 Rewards points for participating in the Third/fourth level activity 1. **Log in and enter your points code: ILPETTGV**
Not a Member yet? Go to young.scot to sign up!

Activity 2	Climate Change
Aim	For learners to identify possible solutions to climate change.
Methodology	<p>10 mins Go through information with learners about the impact of climate change. If time, you could get learners to do this individually.</p> <p>20 mins+ Learners must create a poster where they must share solutions about how we can individually tackle climate change.</p> <p>They must include:</p> <ul style="list-style-type: none"> title images a minimum of three solutions (think local actions that individuals can take on board)
Resources	Provide appropriate and relevant information to learners about climate change.

If you're a Young Scot Member you have earned 25 Rewards points for participating in the Third/fourth level activity 2. **Log in and enter your points code: IFHNFCZI**
 Not a Member yet? Go to young.scot to sign up!

Activity 3	Your Pledge
Aim	For learners to write an individual pledge about what they will do to make the world a better home for everyone in the future.
Methodology	<p>10 mins Learners are handed out the pledge template.</p> <p>They must write down what they will do, one action, to make the world a better place to live.</p>
Resources	Appendix 39: Pledge template.

If you're a Young Scot Member you have earned 25 Rewards points for participating in the Third/fourth level activity 3. **Log in and enter your points code: CHKYCHD5**
 Not a Member yet? Go to young.scot to sign up!

Appendices

Appendix One



Children choosing to share with one another and working together.



Child choosing to help another.



Deciding what to eat.



Children deciding to litter pick – has positive impact for all.

Appendix Two

Scenario 1 (not direct democracy as Sal doesn't get a chance to vote):

Sal is in primary 3 and their class is deciding on the classroom rules. They have a big list of rules and must narrow it down to 5 rules. The class all get to vote on the rules that they would like and the ones with the most votes will be the classroom rules. Sadly, Sal has had to go to handwriting group when they are voting, and their teacher has told them that there won't be time to vote when they get back.

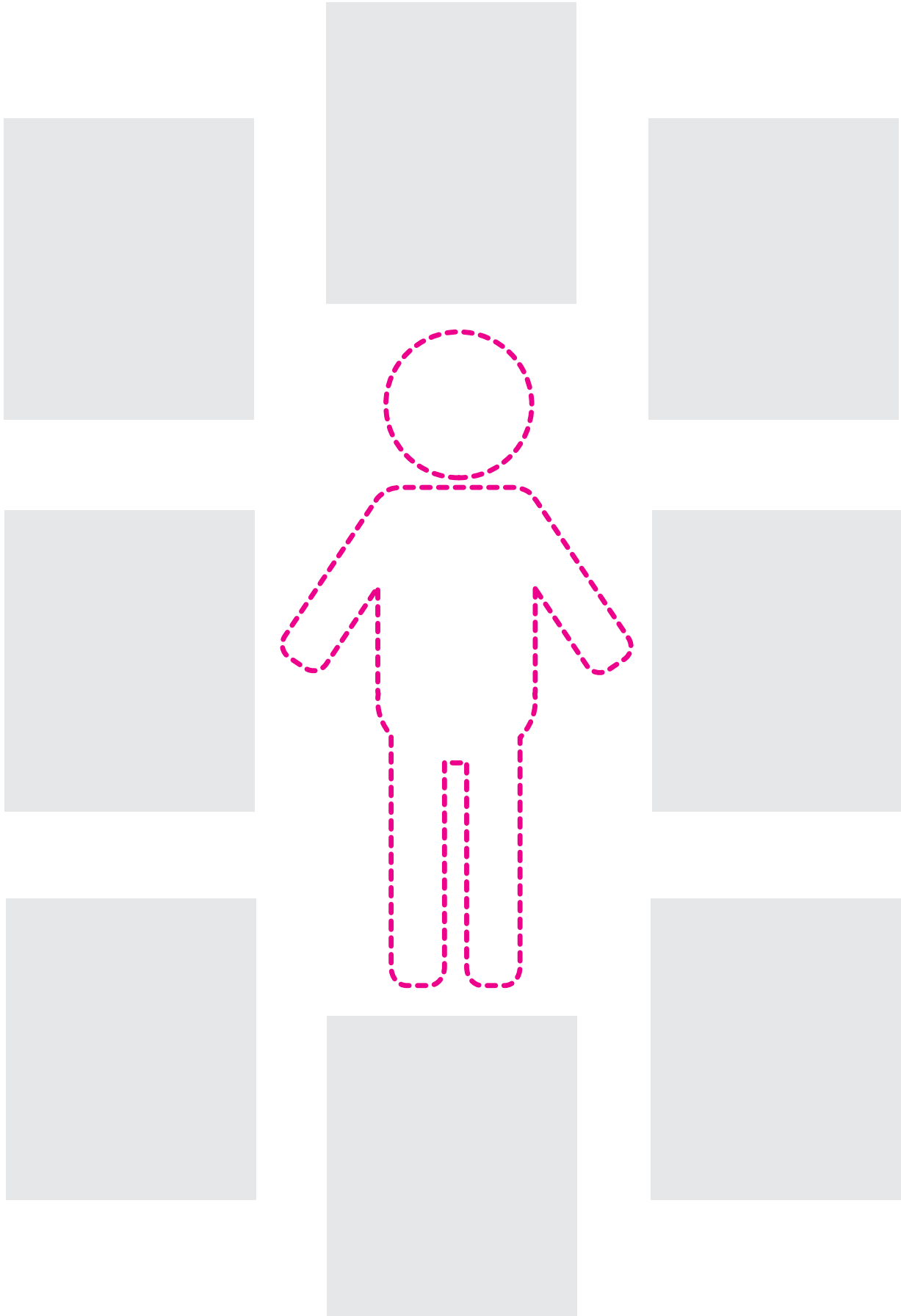
Scenario 2 (not direct democracy as the local community don't get to vote):

A group of very important people are voting on a new law that will have an impact on their local community. There are only around 700 people in the local community, but nobody has been asked for their opinion or if they would like to vote.

Scenario 3 (example of direct democracy working as everyone in the school is getting to vote on something that impacts them):

A primary school in Edinburgh is looking to make some changes to the way that they run assemblies. The Head Teacher has come up with three main ideas. They decide that they will get every pupil and teacher to vote on what they think the best idea is. The one with the most votes will be the change that they make.

Appendix Three



Appendix Four

[Go to page 115 in the Activate Your Rights document for a simplified version of the UNCRC.](#)

Appendix Five

[Direct democracy Facts for Kids \(kiddle.co\)](#)

Appendix Six

These are made up scenario

Scenario 1 (example of direct democracy):

Several communities in the north of Scotland are looking at changing the speed limits across the towns and villages. At the moment they are 30mph but the suggestion has been to change these to 20mph in order to improve safety within the communities as often vehicles will exceed the current limit. Instead of local councils being the ones to decide on the change, everyone within the communities is getting to vote on whether they think the speed limit should change. The reason behind this is because the change in speed limit is going to have an impact on everyone within the community so it is important for them to have their voices heard.

Scenario 2 (example of direct democracy):

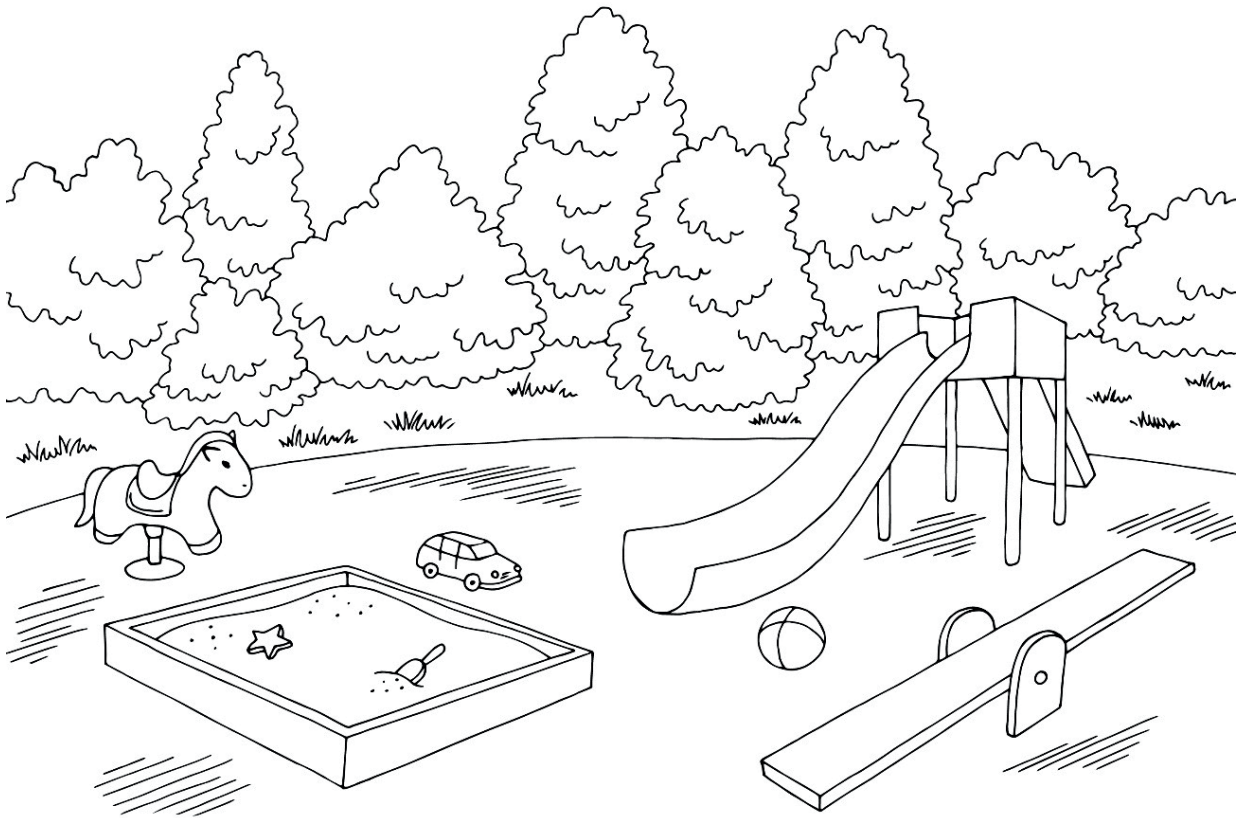
It has been decided that a change must be made to several federal laws within a country. For these changes to be passed, they must be voted on by citizens, giving them the chance to veto any proposed changes should they disagree.

Scenario 3 (not direct democracy but example of representative democracy):

Within this government, every constituency has a representative that most people have voted in. A department of the government has put forward a proposal for a law to be passed that would ensure that all young people within the country were guaranteed a path to employment once leaving school. Instead of everyone within the country voting on this law, the representatives for each constituency vote on their behalf.

Scenario 4 (not direct democracy):

Members of a local council within a community in the south of Scotland are decided by those already on the council. It is then their job to vote and decide on what rules and local laws should be in place within their community. Members of the public have no say in this and are not given the opportunity to reject any of the laws.





Appendix Eight

What is the celebration?

This community are going to be celebrating the opening of a new school after the old one was damaged in a fire. The old school had been in the village for over 100 years and needed to have a lot of work done on it. It made much more sense for the community to get a new school to provide richer learning experiences for the young people of the community. Everyone in the community is really excited as this is something that they have been petitioning for, for a long time. The new school will have safe outdoor facilities, including benches, wooden play frames and a sports pitch. Within the school, there will be a lot more room and classrooms will be bigger and brighter.

What is the community like?

- ✓ The community is small, with around 1000 people living in it.
- ✓ There is a wide mixture of ages living in the community.
- ✓ A few residents have been a little unhappy about the recent building work and traffic in the village that has been required to build the new school.
- ✓ There are still a lot of questions around what will happen with the old building.
- ✓ A lot of money has already been put into the community to get a new playpark and ensure there is more off street parking for those living in the village or visiting and most people are happy that more has been put into creating the new school.
- ✓ The community haven't had a big celebration like this since the opening of the town hall 5 years ago, so lots of people are really excited.
- ✓ Within the community there is a local cafe that hopes to be involved in the celebration.
- ✓ The pupils from the school would also like some involvement.
- ✓ There is also a lot of history within the community and a lot of information in the local library about what schooling used to look like. This is something that many people feel could be used as part of the celebration.
- ✓ There is lots happening in the community, from people making and selling food, a local youth group, a gardening club and a local band. Many of these could be used as part of the celebration.

Appendix Nine

Name of celebration	
Details of what celebration is for	
How many people do you expect to attend?	
What is the best day of the week for it to take place? And at what time?	
Who do you want to be involved?	
Food and drinks	
Entertainment	
Anything else?	

Appendix Ten

Communities in the past	Communities now	What would you keep?	What would you change?

Appendix 11

Scenario 1

This is a small community on the west coast of Scotland. There is a small school with around 26 children in it. The local high school is 30 minutes away, however transport must be arranged by the individual families and not by the community. This is something that many people within the community have been asking to change.

The community has a small post office and a cafe. However, the cafe is only open on a Friday, Saturday and Sunday. The Post Office is great and sells basic supplies and gifts. The nearest supermarket is 30 minutes away and unfortunately there are not many local shops for people in the community to use to top up on supplies in between their bigger shops. Within the community there is a local pipe band that often play at events, as well as a book club and a playgroup for younger children. There isn't a huge amount to do for the older children within the community.

Scenario 2

This community has around 3000 people living in it. There is a high school and two primary schools. As well as this there is a great community centre that has just been built, but not many local people are using it due to a lack of awareness of the facilities. There is an older town hall that was used a lot more before the community centre was built, however now it is being used less by local groups because the community centre is cheaper to hire.

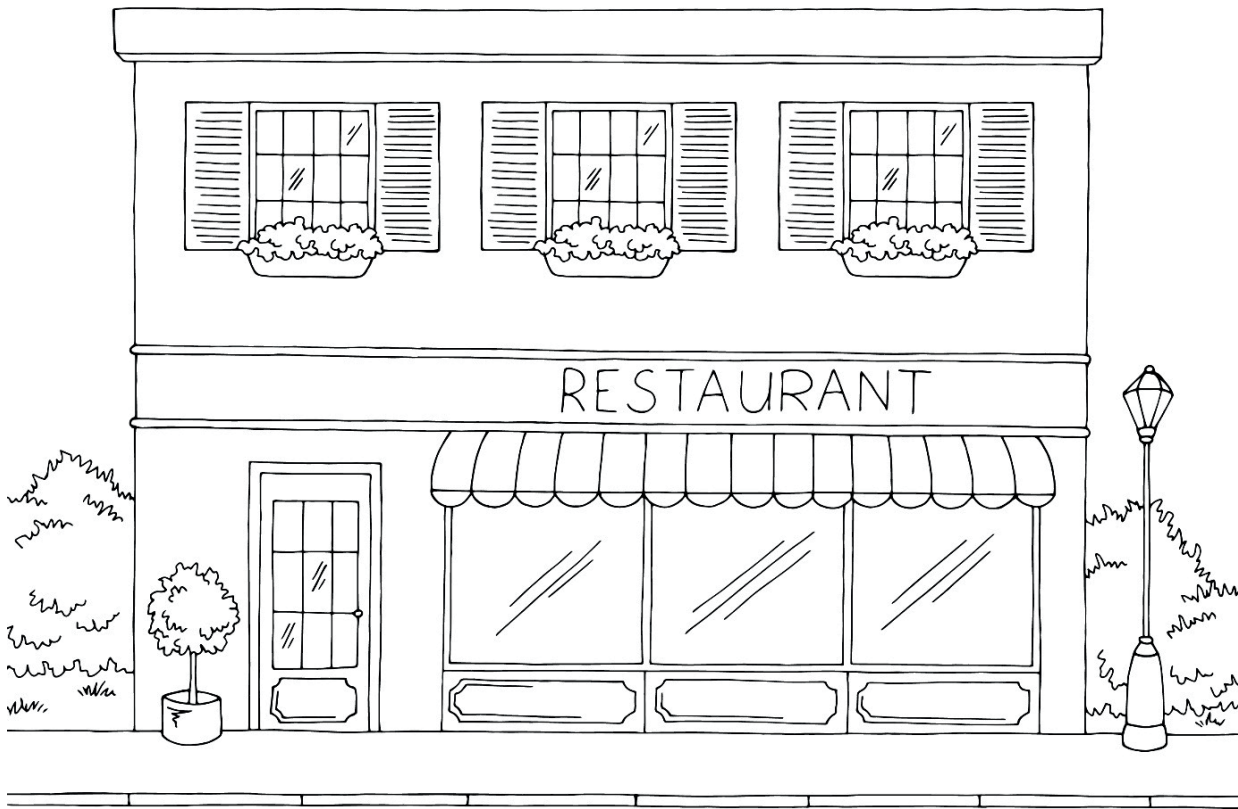
There are lots of questions within the community about what will happen to the town hall. There are a lot of shops, including a Tesco and several cafes. This means that anyone living in or visiting the community can get everything that they need. Public transport is a little tricky to navigate, with only one bus that doesn't have a regular timetable and a train station that has recently closed. This is an issue for the locals as it is harder to get to the nearer bigger city without having a car. There have been lots of discussions and questions about how this could be improved.

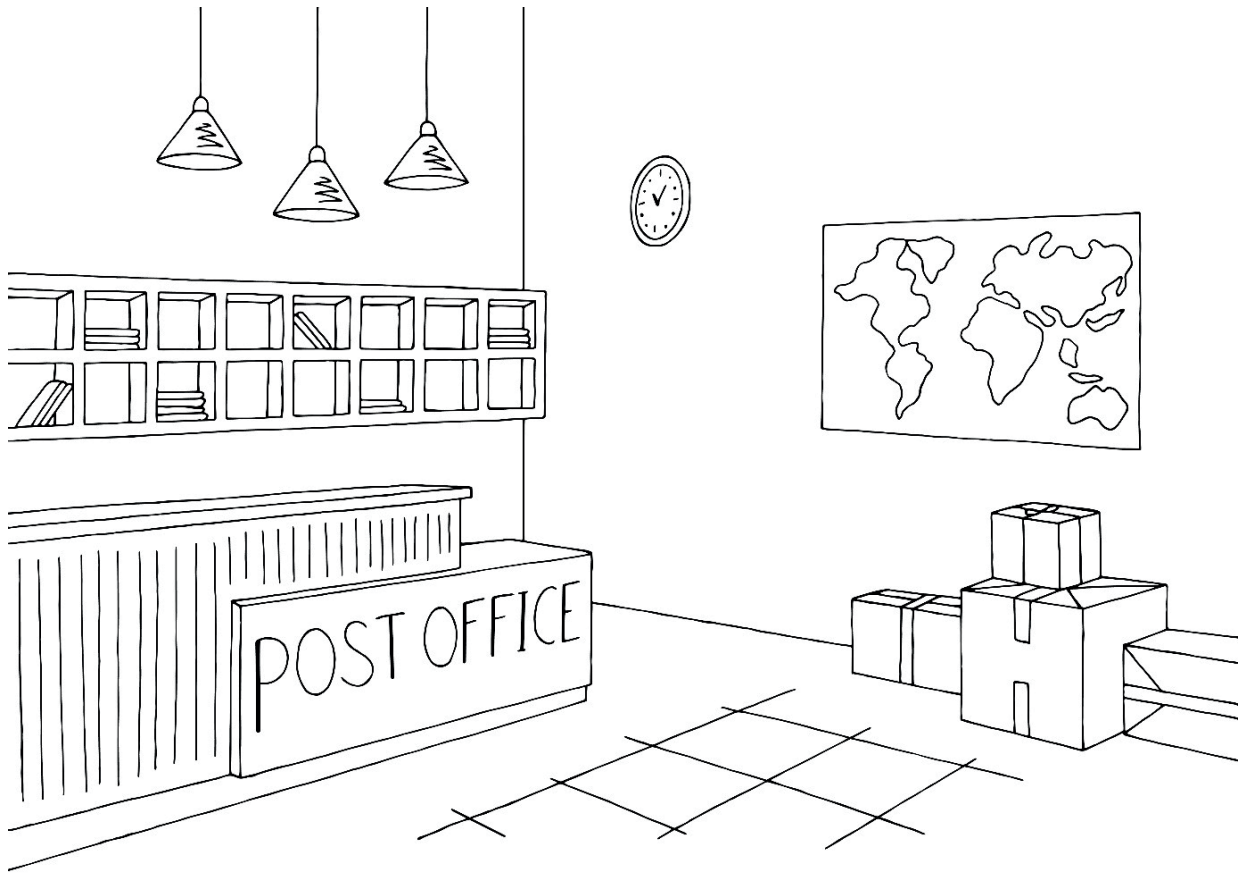
Scenario 3

This is a small island community of around 1000 people that relies heavily on the ferry service to access mainland communities. There is no large supermarket on the island, however there is a local shop that can supply the community with basic goods. There is a school on the island that serves around 100 pupils. Sadly, the school is a little run down and needing a bit of paint and some work done inside to make it more of a suitable learning environment.

In the summer, the island is always very busy with tourists and there is generally a lot on for people on the island to get involved in. However, during the colder months, there is less to get involved with, which can be particularly difficult for the younger members of the community with some finding themselves getting into trouble because they have had nothing else to do.

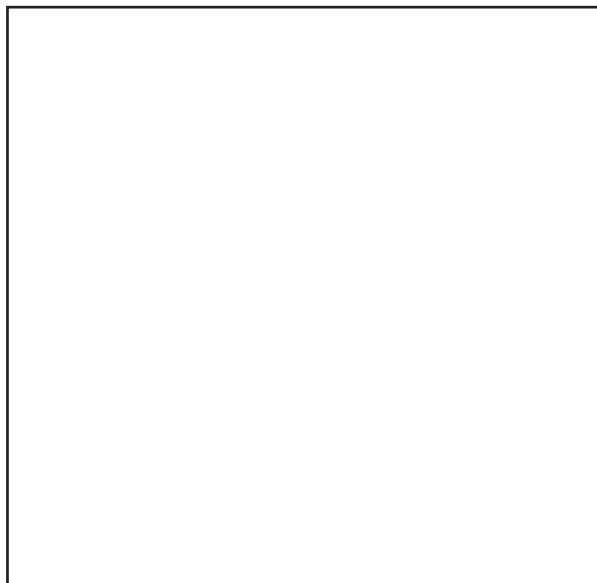
Within the main village there is a hotel that many tourists will stay in in the summer. There is also a cafe, however the owners of this will be moving off the island and there has been nobody hired to replace them. The cafe is an important part of the community, often holding events and serving fantastic food. Locals are hoping that somebody will want to come and take over.

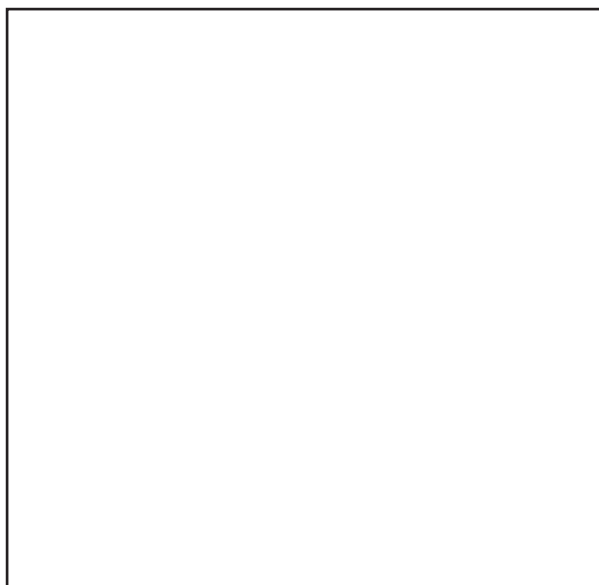


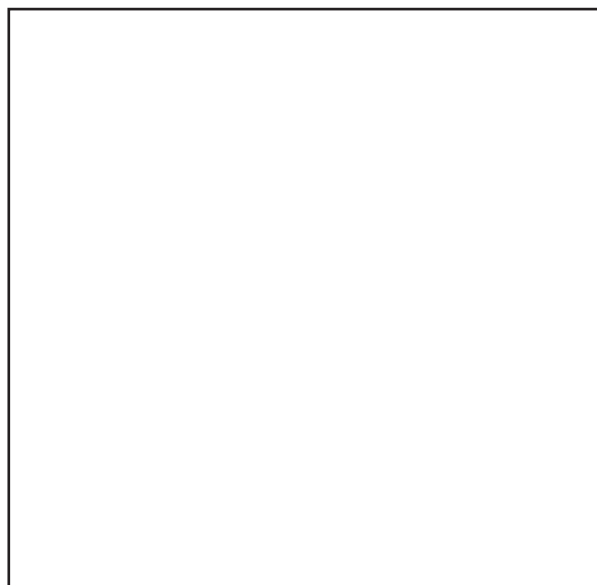


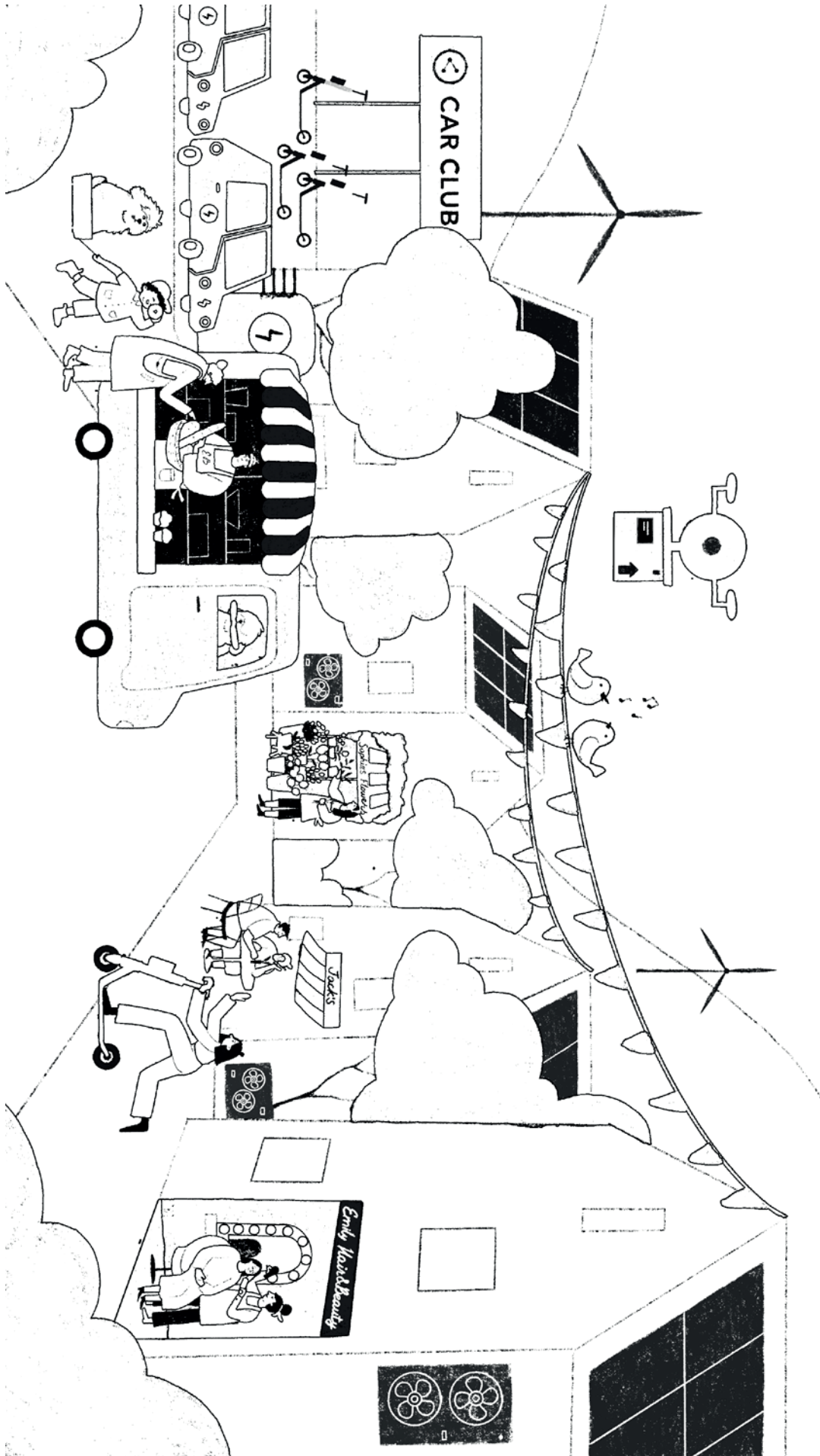
Appendix 13











Appendix 15

Scenario 1

Aidan lives in a flat on the outskirts of Edinburgh. He is very busy, working in the centre of the city and having to take the bus or train to work every day. He does find it frustrating as often the bus can be late, but both the bus and train are the easiest ways for him to get to work.

His work is really close to a Starbucks, so he will buy himself a coffee in the morning, quite often going back during the day. Sometimes he takes his own lunch to work, but every Friday he will treat himself and get some sort of treat – whether it is fish and chips or a nice sandwich from Sainsbury's. Unfortunately, this means that he does spend more money than needed.

Back at home, there are lots of great local shops that sell fruit, vegetables, and delicious coffees. However, he tends to just go to the large Tesco around the corner or as mentioned, grab his coffee from the Starbucks near work.

Scenario 2

Sam lives and works in the west end of Glasgow. She lives in a block of flats and works in a lovely coffee shop just down the road. This is great as it means that she can just walk to work, which saves money and is better for the environment. Sam lives on her own in a one bedroom flat, which is the perfect size. It does, however, get quite cold in the winter, so she has to put all of the heating on, despite having several cosy blankets that she could use.

She lives on the third floor of her building, and because the recycling bins are at the bottom of the flats, often she just shoves all of her rubbish into one bin, forgetting to take the trip to the recycling. She knows that this probably isn't great, but after a long day on her feet at work, she can't be bothered climbing up and down the stairs again.

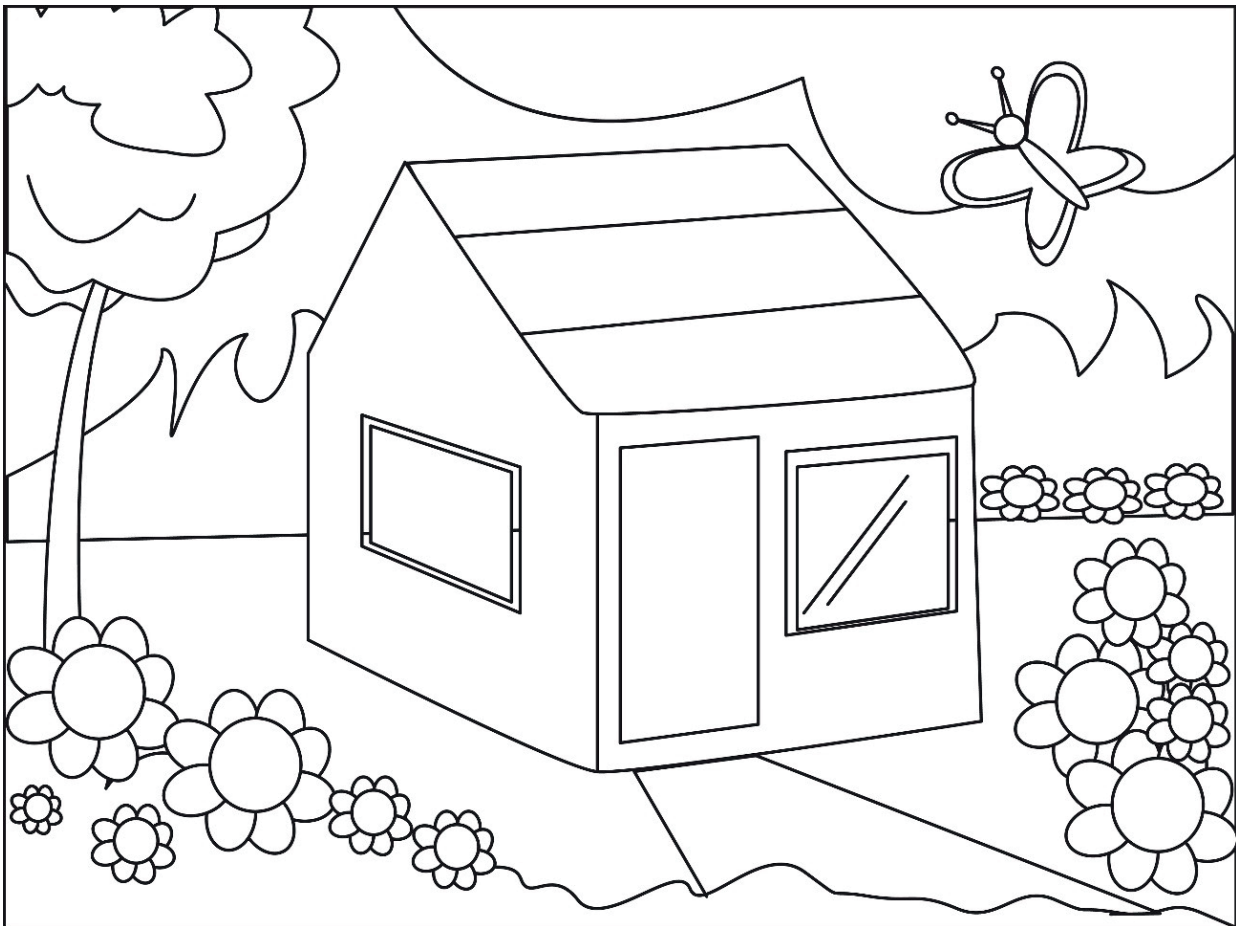
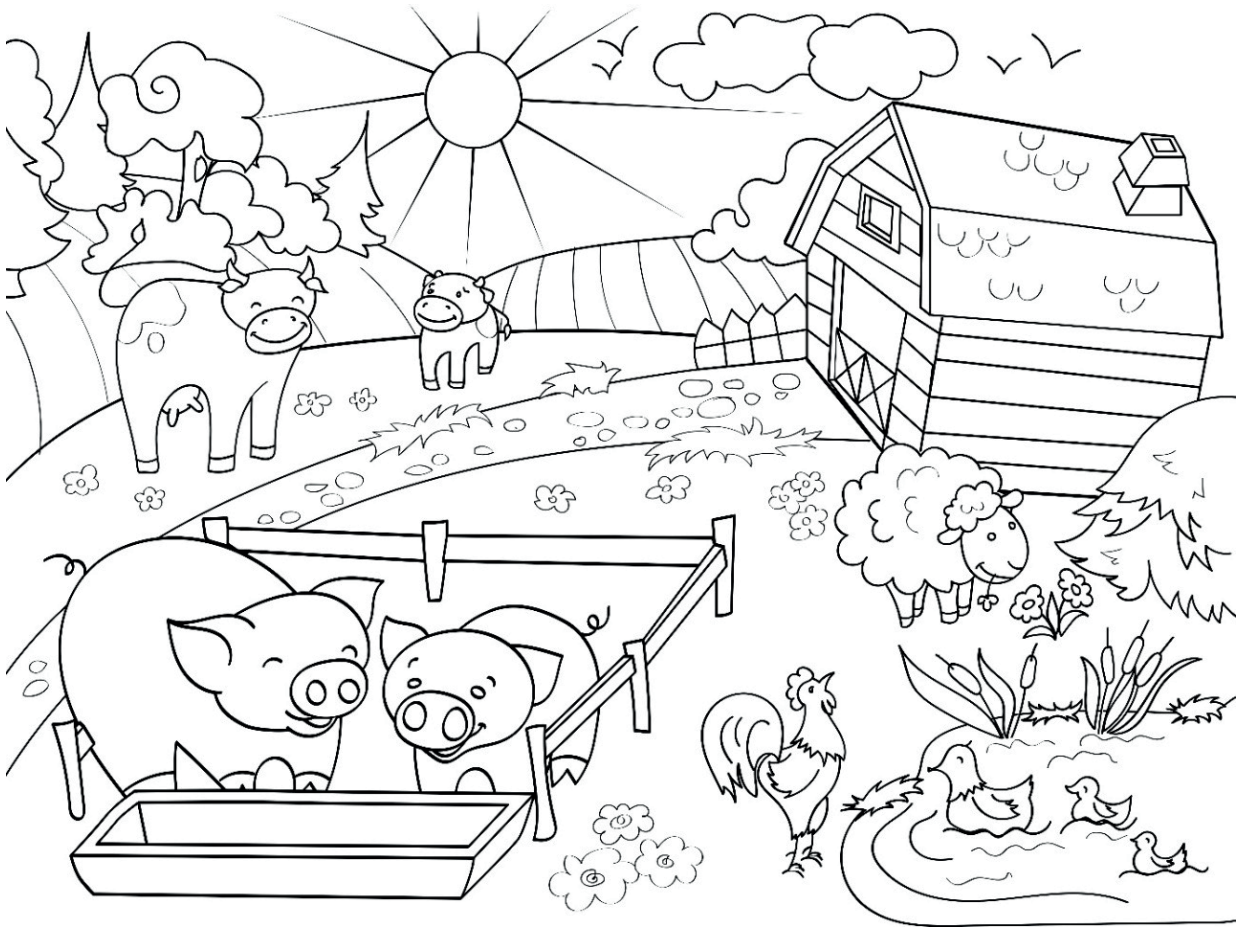
Because Sam lives on her own, she will often pick up something for her dinner at the local supermarket on the way home from work, she tells herself that this saves her money and ensures that she doesn't waste food. However, there are a lot of great local shops around her flat that she could make better use of.

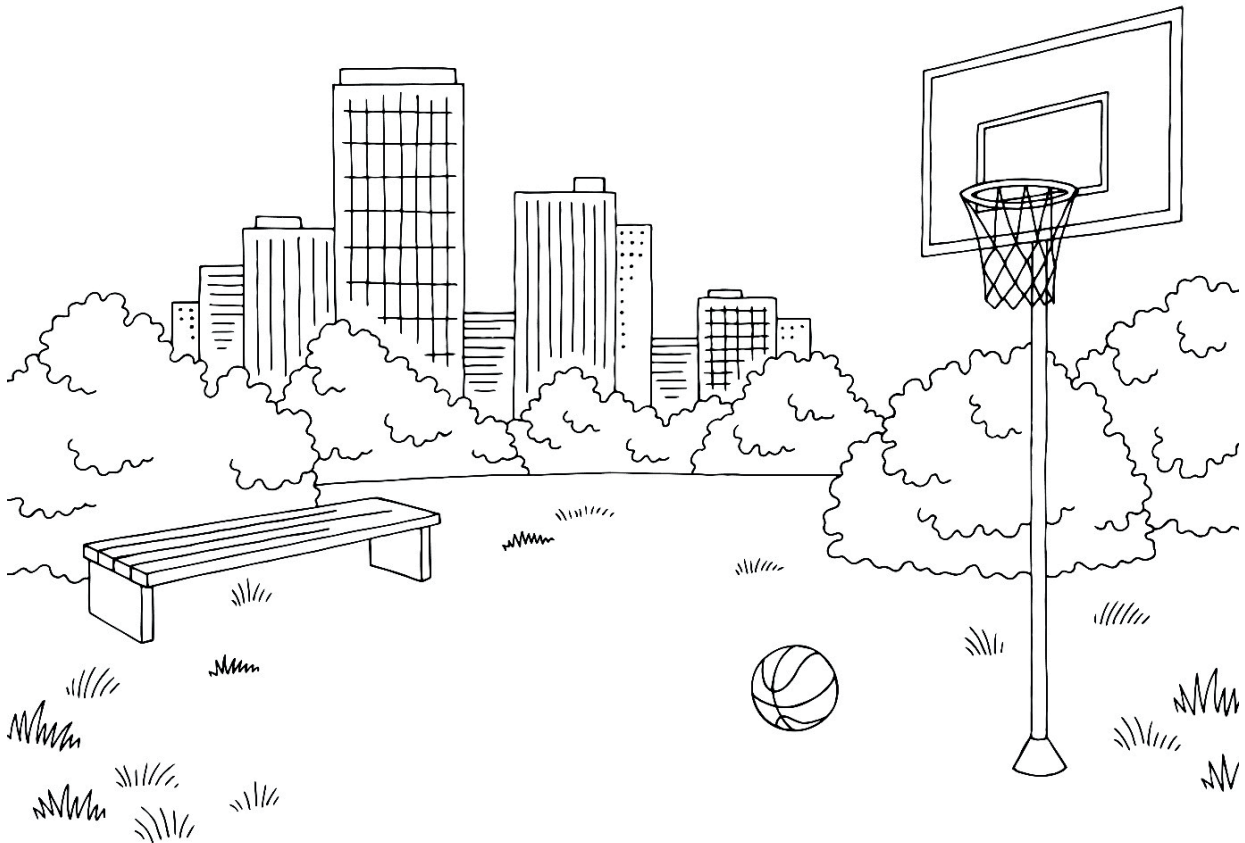
Appendix 16

Safi is seven years old and lives in a town close to Glasgow. She has three older siblings who also live at home, as well as her Mum and Dad. Safi and her siblings love to play outdoors. They have recently moved from a flat in a big city where it was hard for them to find safe places to spend time outside and that made Safi quite sad, especially when it was a nice day outside. It also meant that her older sister wasn't able to join a football club as the nearest one was too far to walk to and the family don't have a car. Safi's mum stays at home with the children and her dad goes out to work, when they lived in the flat it was hard because there wasn't a space nearby for her to get outside for some fresh air, unless she went a walk but that is hard when looking after children.

Now that they have moved to a new community, they all feel happier and very lucky. Safi's older sister goes to the park in the evenings to play football and sometimes Safi can go with her and play on the swings whilst she waits. It is great as she can run around and look at all the different flowers that have been planted. Her Mum has even joined a local gardening club to learn about different plants and to help to create lots of different green spaces in the town. Safi thinks that this makes the town a lot nicer to look at. Safi is always a lot more tired in the evening, especially if she has spent the day outside either helping her Mum in the garden (her favourite thing to do is help her Mum water the flowers so that they can grow). She is also saving up her pocket money to buy a bird feeder so that more birds can come to the garden.

Safi knows how lucky she is to live where she lives. Sometimes she thinks about the place she lived before and wonders what could have been done to help children like her have more time outside. Maybe they could make gardens on the roof? Or even have boxes in the window where flowers could grow. She thinks that that could be a nice idea.







Appendix 18

[Why we need green spaces in cities | Natural History Museum \(nhm.ac.uk\)](#)

[Singapore Aims to be the World's Greenest City \(nationalgeographic.com\)](#)

[The 10 Most Amazing Rooftop Gardens In The World ! | by Green Tradr | Medium](#)

[Rare orchids found in City of London bank's rooftop garden - BBC News](#)

Appendix 19

Niamh, 12 years old.

Lives with mother and older sister.

Lives in the outskirts of Edinburgh.

Interested in birds and other parts of nature.

Lives close to a big park.

Has easy transport links into the City of Edinburgh.

Is able to walk to school each day from her home.

Has a small back garden where she lives.

There is also access to community gardens.

Mum can drive but does work during the week so is not always available for lifts.

There are lots of places around where Niamh lives where she can go and access the outdoors, however, some of these require getting a lift or using public transport.

Appendix 20

Sajid is 13 years old and lives in a town on the outskirts of the city. He loves getting outdoors and has recently joined a group in his community that goes to the forest every day. The group meet every Saturday morning and they go out and learn about the forest floor, build dens and learn basic skills that can be used outdoors. Sajid loves this and always talks about it when he gets home. He makes sure that he practises everything that he learned during the week so that he can improve. He does this outside in his garden and sometimes teaches his younger brother some of the things that he learned.

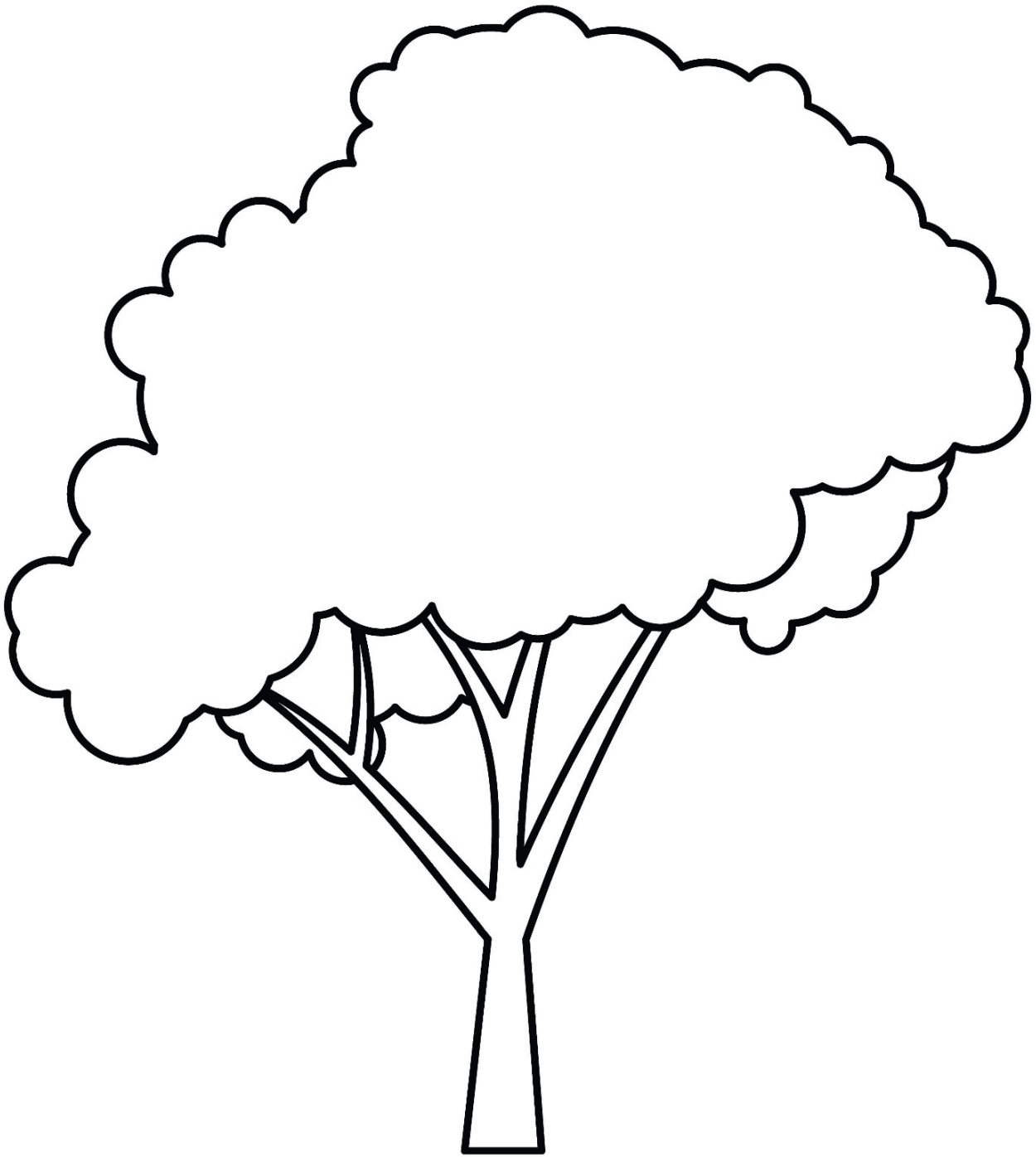
Sajid moved to his home only one year ago and joining this group has really helped him to settle into his new community, meet new people and learn about the outdoors. He has found a new interest and hobby in the outdoors, which was something that he never had access to before.

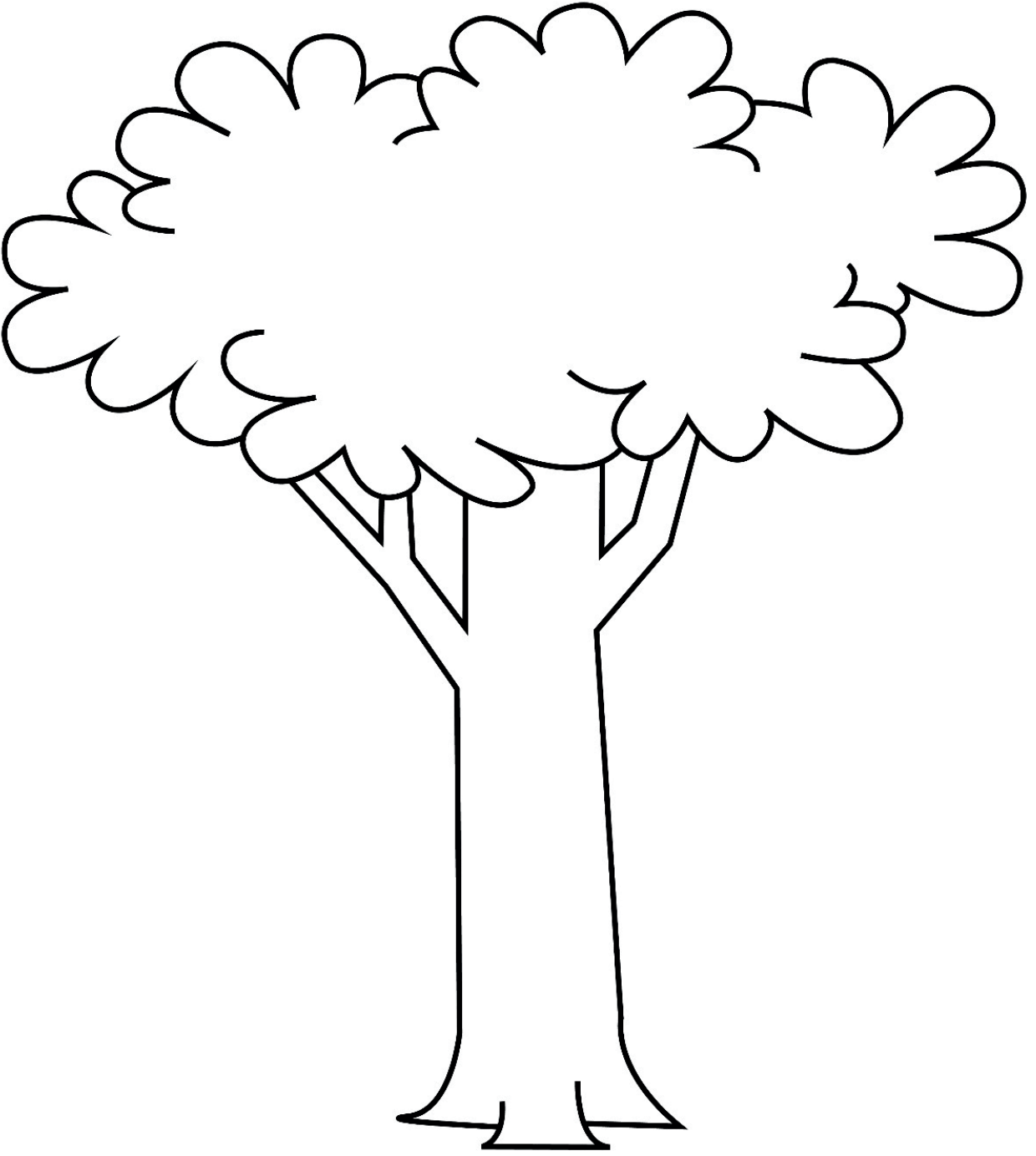
Before moving to his new home, Sajid lived in a similar town but did not have access to many activities that involved getting out into different green places. His parents always tried to encourage him to go out to the local park, but because many of his friends would be playing X-box, he would also want to stay at home and play them online. He found that he struggled to concentrate all the time, often spending hours inside without even realising what time it was. On Saturdays, he would have a lie-in, sometimes not coming out of his room until 12pm. He definitely didn't spend as much time with his younger brother, and most of the time he spent with his friends was via online games.

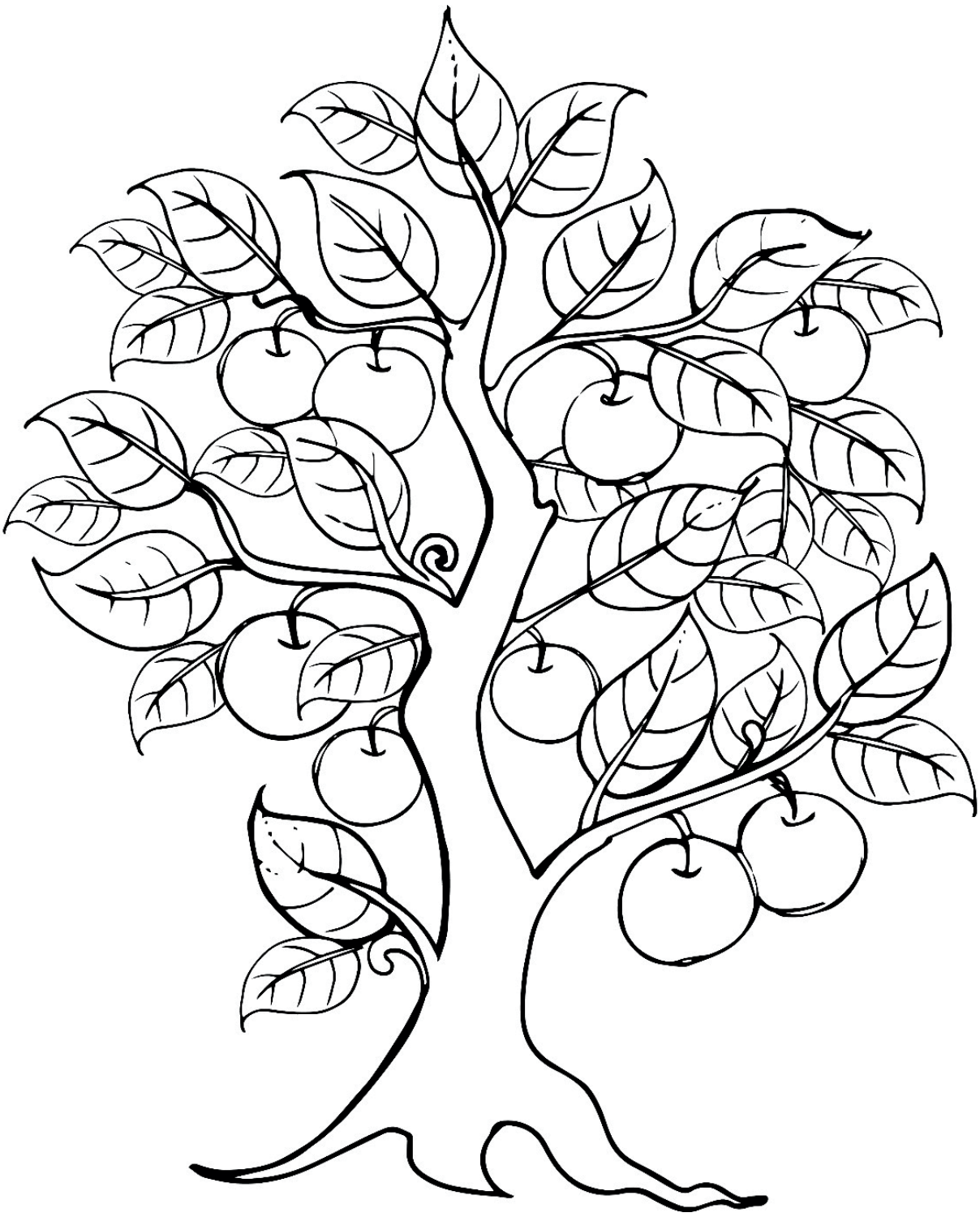
Now that Sajid has moved and joined this new group, he is definitely beginning to feel a lot more awake and enjoying spending time outdoors. He does still play online on the X-box, however, he sees much more of his friends face to face and is getting a lot more time outdoors. His younger brother is benefitting from it too!













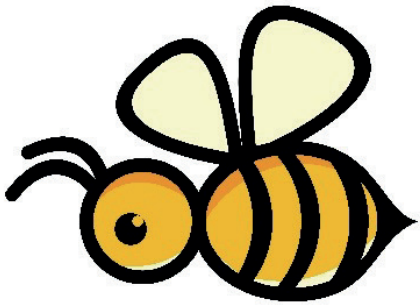
Tree



Pond



Flower



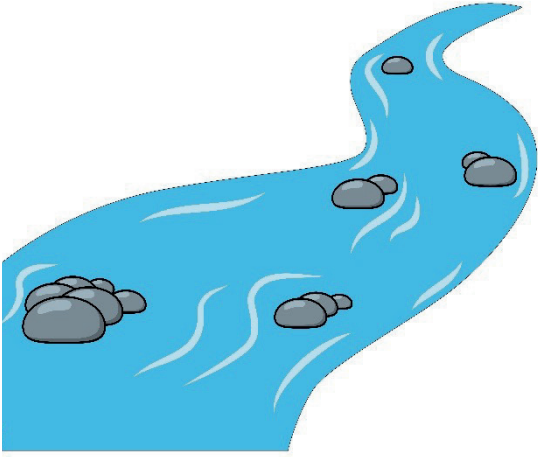
Bee



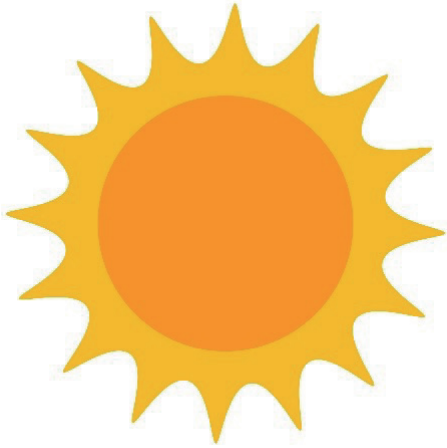
Bird



Butterfly



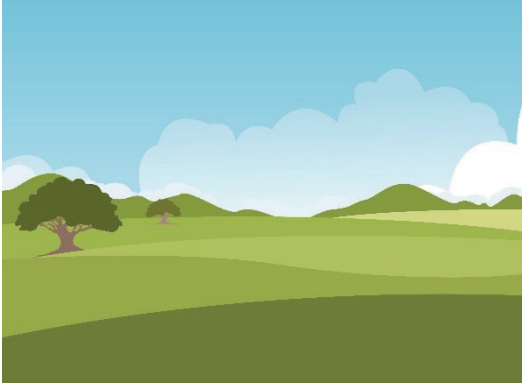
River



Sun



Rain



Field



Woods



Squirrel



Appendix 24



Blue sky with white and grey fluffy clouds. There are mountains in the distance, with the closer ones having small white houses on them. In front of the mountains, there is beautiful blue water. At the very front of the picture, there is some trees and a brick building that looks like a church.



The sky is light but looks a little stormy. At the front of the picture, there is long grass sitting alongside a golden beach that has green cliff edges at the end. The sea is relatively calm but with some small choppy waves washing onto the beach.



The sun is shining in streams of light through the few clouds in the sky, giving an orange tinge to the sky and water. Clouds are low on the ground, floating on the water. In the distance, there are mountains and hills, with trees right along the river.



A bridge crosses the water. At the other side, there are big and small buildings sitting in front of a blue sky, also reflected in the still water. There are only a few fluffy clouds. At the front of the picture, there are some green trees and bushes growing in the sun.



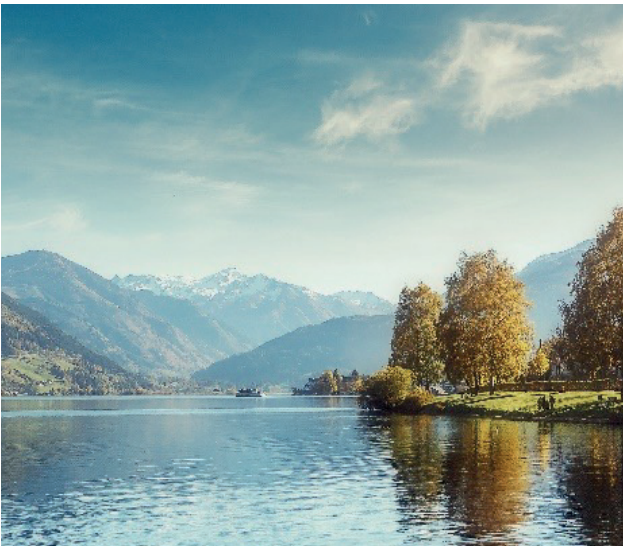
A blue sky sits above jagged white mountains covered in snow. Clouds floating just above. A road twists along the side, with orange grass at the edge.



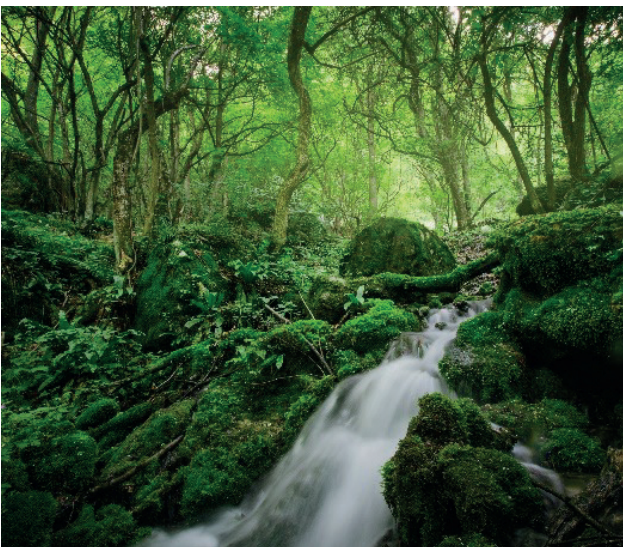
You can just see the edge of the sand. Rocks sit on it and make their way into the calm sea. In the distance, you can see hills. They are black against the blue sky. Clouds with a touch of pink are in the sky with the sun shining slightly behind them.



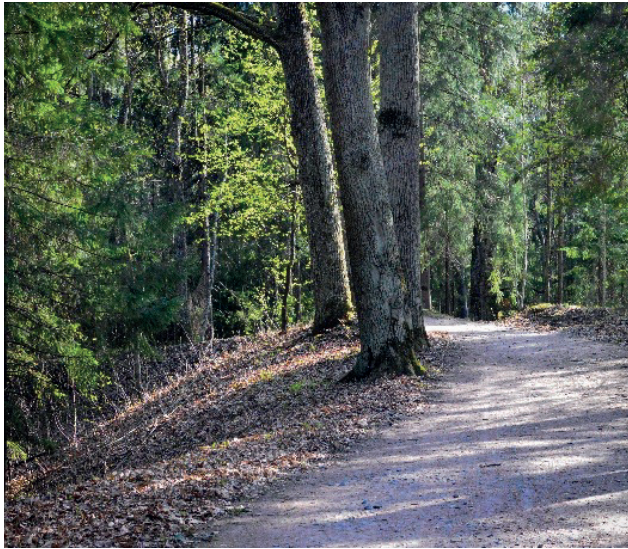
Green leaves make shadows over the path, with light peeping through. The rain is pouring through, splashing on the ground and making big puddles.



In the distance, there are mountains under a blue sky with wispy clouds. Trees are dotted at the side next to a beautiful blue lake that shows the reflections of everything above.



Light green trees in the distance stand over the forest floor. All you can see is green, except a small waterfall flowing down over the roots and rocks to the bottom of the image.



A path makes its way through a sunny woodland. The sun shines through the tall trees. There are different shades of green – light and dark. Shadows are on the ground and make the path look stripy. Leaves have fallen to the ground, turning brown and dry.



A small town sits on the hill amongst orange and green trees. You can see a bridge crossing over the water. The water reflects the white and brown buildings. The sky is full of white and grey clouds sitting above the hills and buildings.



The sea is bright blue, with white sand running into it. Hills sit at the back of the beach under a darker blue sky. There are hardly any clouds, and the ones that you can see are bright white. Rocks scatter the beach and the water, creating different shapes along the picture.

Appendix 25

- ✓ Trees
- ✓ Places for people to walk
- ✓ Water – rivers or lochs
- ✓ Places for animals to live safely
- ✓ Different plants
- ✓ Bees
- ✓ Spaces for people to look at nature
- ✓ Flowers
- ✓ Animals

Appendix 26



Appendix 27

Below are details about what the community is like. When reading this, think about what changes you think should be made to make the community more adaptable to nature. You will need to justify why this is important.

The Community

This is a community of around 1000 people, so it isn't too big. It is based on the outskirts of quite a large city. However, to access the city, members of the community tend to have to use public transport links. There has been talk of putting in a cycle path, but this hasn't been done yet. Within the community, there is quite a lot of green spaces, but nothing has been done with these.

There is a park with some swings and climbing sets for children of the community, but there is a lot more space that could be utilised. Within the park, there is a woodland area, however, it is very overgrown, and there are no walkways or places for people to go and look at nature. Around the community, there are quite a few planters, but these have not been used, and often people will throw litter in these thinking that they are bins.

The community is also next to quite a big woodland area, where people can go walks. The only issue is that there are no paths, so if you don't know the area, it is hard to know where to go. The local primary school have been learning about nature and wildlife and are hoping to make their playground more accessible to nature and wildlife, however, they do need to get permission from the community council to do so. Running alongside the community, there is a river but unfortunately, it does have quite a lot of rubbish in it, making it murky and hard to see into. Nobody, therefore, tends to go down to the river.

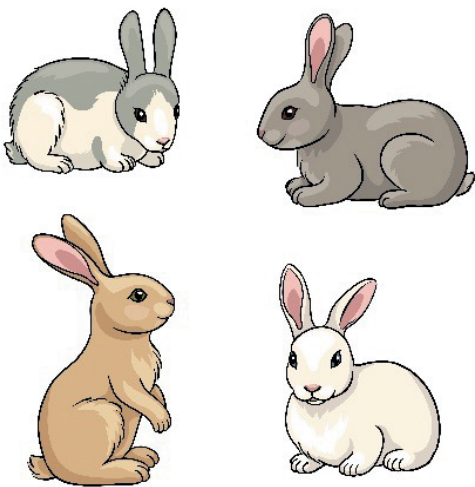
Appendix 28



This animal has big antlers and likes to live in the forest. It can jump very high and runs fast through the woods.



You can find this animal in your garden or in the wild. It is very small and round and has spikes all over it.



Some people keep these animals as pet, but they can also be found in the wild. They live in burrows under the ground and hop to get around.



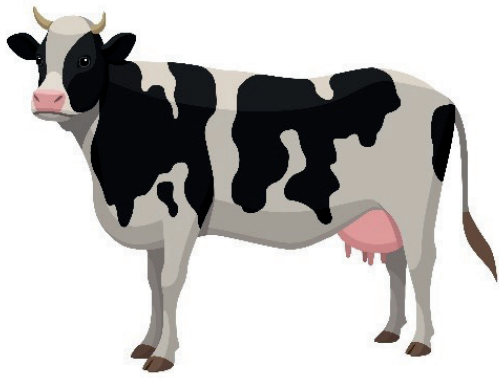
This animal likes to eat nuts and climb up trees. You can get red and grey ones, but the red ones are harder to find.



You can get lots of different kinds of this animal. They live in nests in trees and can fly very high in the sky.



This insect flutters and has beautiful wings. It likes to flutter around flowers and in gardens, but it is also in the wild.



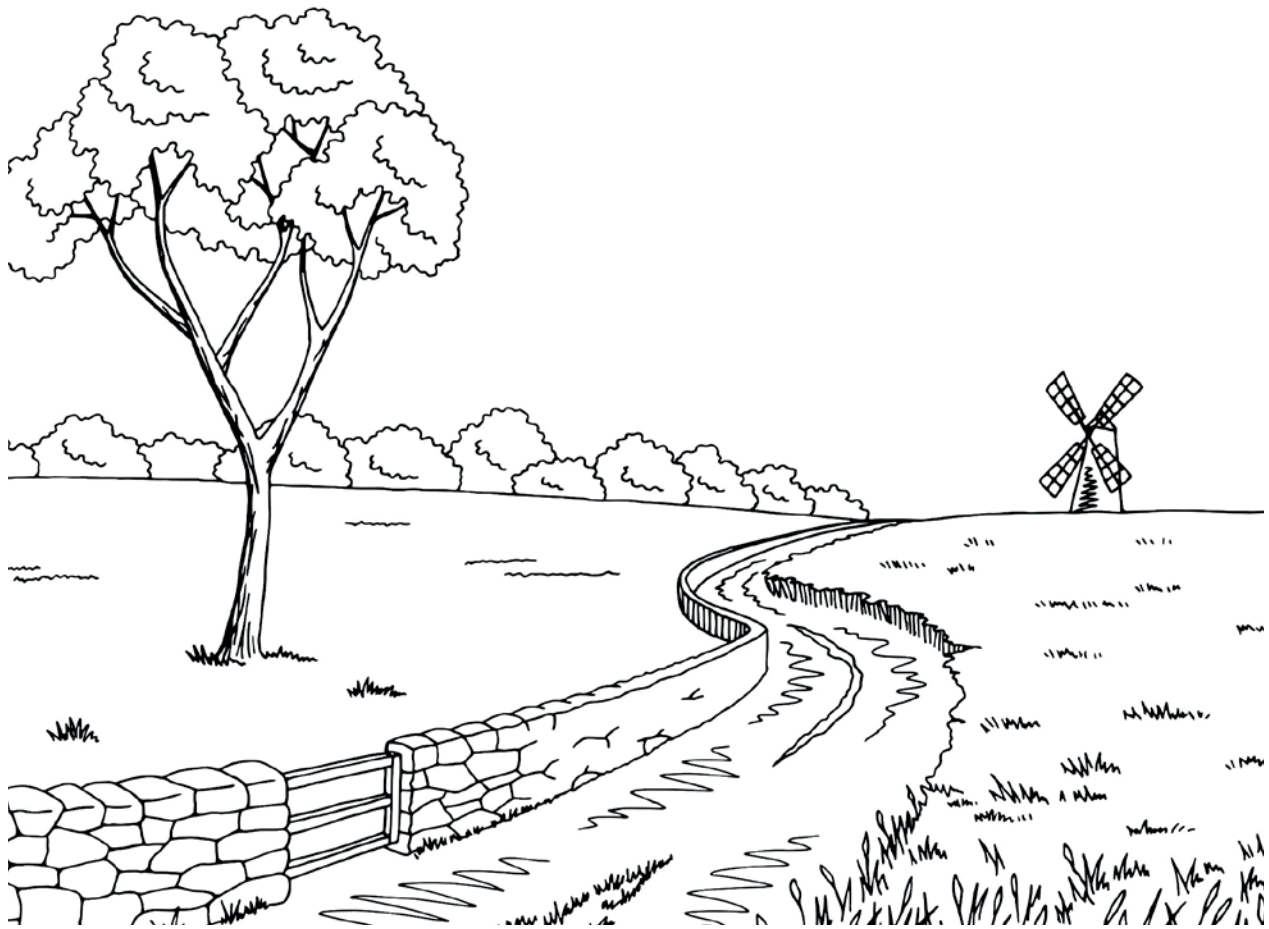
This animal is big and can have lots of different patterns on it. It likes to eat grass and lives on farms.



This animal is very fluffy and has lots of wool. It lives in fields and eats lots and lots of grass.

Appendix 29

Item	Tick if found
Flower growing in the ground	
Rock that could be home to an insect	
Can you spot a butterfly?	
Some nice green grass	
A tree with leaves	
A tree without leaves	
A rabbit hole	
A puddle, a river or a pond – can you see anything in it?	



Appendix 31

Job title?	
Who do they work for?	
What does the person doing the job have to be good at?	
What are the responsibilities of the person?	
Why is this job good for the planet?	

Appendix 32

Scenario 1

In a small rural community in the far north of Scotland, the recycling lorry only comes once every two weeks. This makes it very difficult for members of the community to store their recycling. They don't want to throw it in the general rubbish as this is also only emptied every two weeks. Instead, they have started to burn their recycling that won't fit into their bins so as not to leave litter lying around.

Scenario 2

Walking or cycling to work is something that Karen has always wanted to do. Occasionally she does, however she is often running late and will just jump in the car – though this does sometimes mean that she will get stuck in traffic and always feels bad when sitting with the car engine on. She always regrets it when she doesn't walk or cycle.

Scenario Three

Bonnie buys all of her shopping online, whether clothes from big stores or ordering her weekly food shop. If she doesn't have everything she needs in the house, she will just nip round to her local supermarket. Where Bonnie lives, there are many independent shops selling clothes and fruit, veg, meat, or anything else you might get from your shop. All the products in these shops are produced locally and does tend to last longer than the stuff she buys online, but she can never be bothered going around all the different shops. Also, despite the clothes she orders online not lasting as long, they are so much cheaper, and she knows the sizes that will fit her, so she doesn't need to worry about trying them on.

Scenario Four

Make up your own scenario for another group to use.







Job Title	Image
<p>Teacher</p>	 An illustration of a male teacher with brown hair, wearing a tan sweater over a white collared shirt and a dark tie, and dark trousers. He is standing to the left of a large green chalkboard, gesturing towards it with his right hand. On the chalkboard, there are faint, illegible chalk markings. To the right of the chalkboard is a small white vase containing a green plant with several leaves. The floor is a light purple color.
<p>Police</p>	 An illustration of a female police officer with dark skin and short dark hair, wearing a blue police uniform. She is wearing a blue cap with a gold badge, a blue short-sleeved shirt with a gold badge on the chest, and blue trousers with a white belt. She has her hands on her hips and is smiling. The background is a solid light blue.
<p>Supermarket worker</p>	 An illustration of a male supermarket worker with brown hair, wearing a red polo shirt. He is standing behind a checkout counter, smiling. He is holding a red card in his right hand. On the counter, there is a yellow shopping basket, a grey cash register with a receipt coming out, and a blue shopping bag. The background is a light purple circle.

Job Title

Image

Photographer



Job Title	Image
	
	
	

Job Title

Image



Teacher

When do they start and finish?

Lots of teachers get into school a long time before their class starts so that they can get everything ready. They also stay after the bell at the end of the day so that they can mark work and do some planning.

Where do they work?

Teachers teach in the classroom, which is in a school but they also do work at home so that lessons are planned.

Do they work with other people?

Yes, there are lots of different members of staff in a school. Some of these people work with pupils and some help out with other things.

Police

When do they start and finish?

Police have to work at lots of different times, sometimes at night and sometimes in the day.

Where do they work?

Some of the work that they do will be in the police station but they will also be out and about in their police car or working in towns/ cities to make sure that everybody is kept safe.

Do they work with other people?

Yes, they work with other members of the police. Some people have different roles but it is important that they work as a team.

Supermarket Worker

When do they start and finish?

Some people who work in supermarkets will work late at night or early in the morning so that they can make sure the shelves are full for everyone coming to do the shopping. Some also work during the day so that they can help out customers.

Where do they work?

They will work in the supermarket or sometimes somewhere near the supermarket that has lots of food in it. Some people will work on the checkout to help customers pay for their shopping and some will work around the supermarket, helping people to find what they need.

Do they work with other people?

Yes, other people that work in the supermarket and also helping out customers.

Photographer

When do they start and finish?

This depends on what they are taking photographs of. Some photographers may take their photos during the day, like at weddings or some might take them at night. There are lots of different options to when you could start and finish as a photographer.

Where do they work?

Some work at weddings, some outside taking photographs of nature, some might take photographs of big celebrations. There is a big big list of where photographers could work.

Do they work with other people?

Sometimes they will have someone else helping them. Sometimes they might work on their own.



Appendix 36

1. When Sara leaves a room, she always forgets to turn the light off.
2. Navid doesn't like to have two different bags for rubbish so he doesn't do any recycling.
3. When Elena goes to the shop, she always drives. It is only a ten-minute walk.
4. Ben leaves the tap on the whole time when he is cleaning his teeth.
5. Gabrielle throws her litter out of her car window so that her car doesn't get messy.

Appendix 37

1. When Sara leaves a room, she always forgets to turn the light off. She can't be bothered going back to switch it off, so she tends just to leave it until she is back in the room. Some of the rooms that are in her house have dimmer lights. Instead of switching them off completely, she turns the dimmer right down so that the room is darker.
2. Navid doesn't like to have two different bags for rubbish, so he doesn't do any recycling. Instead, he just puts all of his rubbish in one bag and throws it in the general rubbish bin. He also isn't sure what can and cannot be recycled, so this is much easier for him than trying to sort through it all.
3. When Elena goes to the shop, she always drives. It is only a ten-minute walk round the corner from her house, but it is much easier just to drive as she then doesn't need to carry her shopping up the hill. She will, however, do this even if she is just going for a pint of milk.
4. Ben leaves the tap on the whole time when he is cleaning his teeth. It is much easier and means that he doesn't have to turn it on and off. He has to have it turned right on, so the sink is kept clean, meaning lots of water is being used at once.
5. Gabrielle throws her litter out of her car window so that her car doesn't get messy. She thinks that it doesn't really matter as it is only the odd thing every now and then. She does make an effort to clean her car if there is any litter already in it when she gets in but if she is driving, she will just throw it out.

Appendix 38

- ✓ There are lots of cars and people like to drive everywhere.
- ✓ Cycle lanes are on the roads, but not everybody uses them. Sometimes they don't feel safe using them.
- ✓ Not everyone has a garden.
- ✓ Some people play on the computer or watch TV and don't spend any time outside.
- ✓ People like to fly abroad to go on holiday.
- ✓ Lots of small shops are closing down because nobody uses them.
- ✓ Some places are not safe for people to be outside exploring on their own.
- ✓ When sitting in traffic, people leave their cars on.
- ✓ Lots of people have to travel to get to work or school.
- ✓ Lots of the food we have here is brought in from other countries.

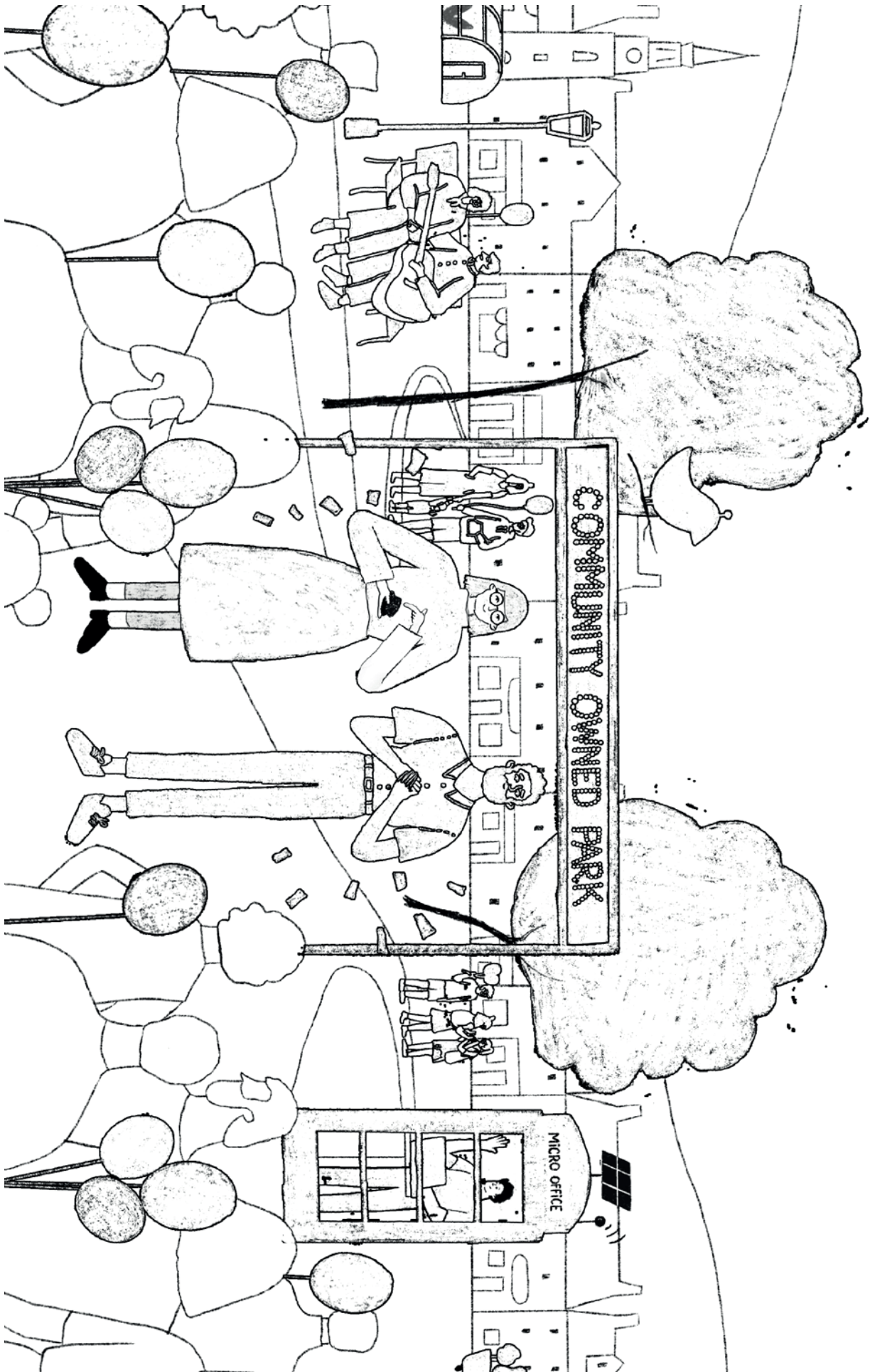
Appendix 39

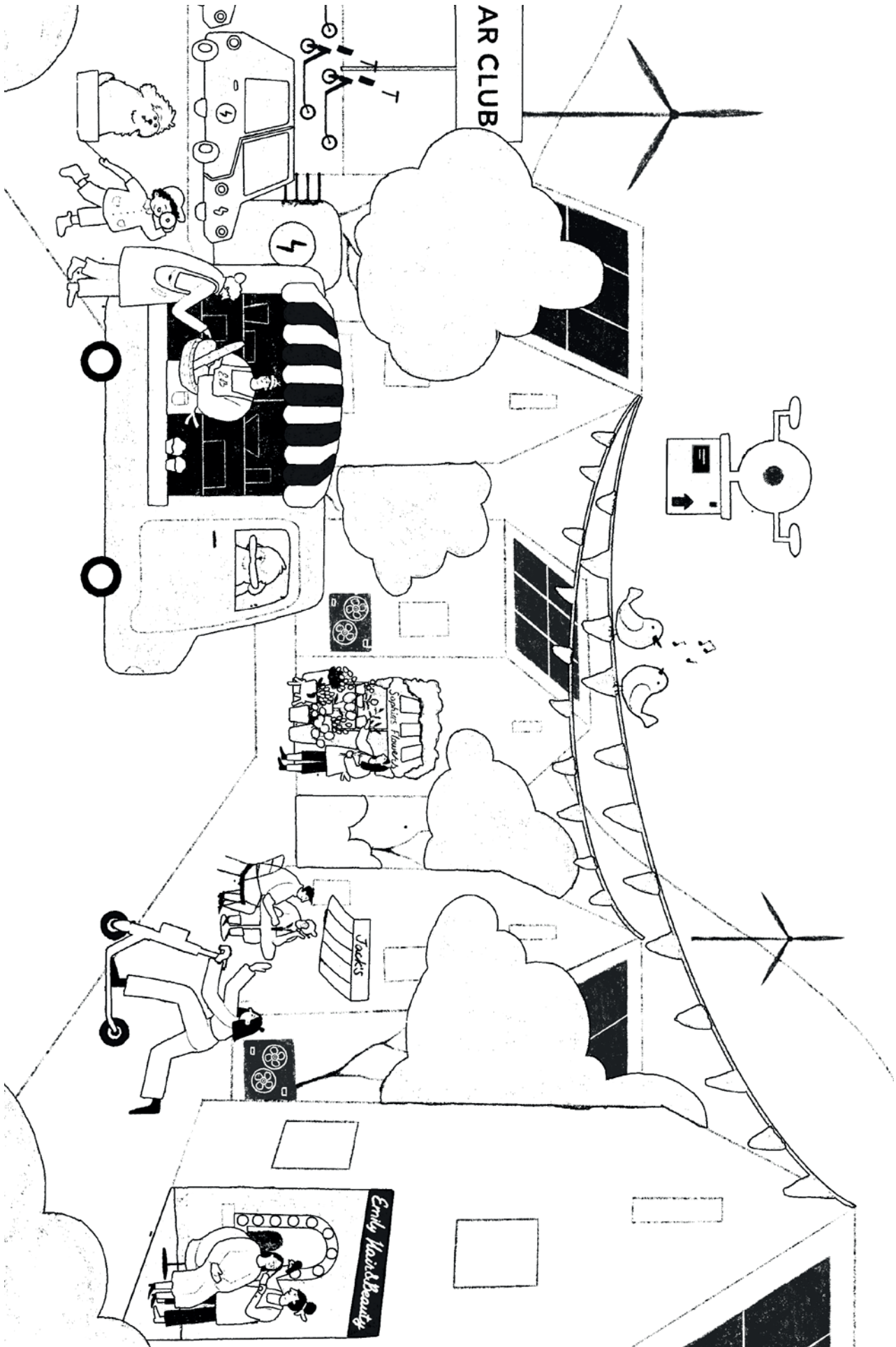
My Future Pledge

Name: _____

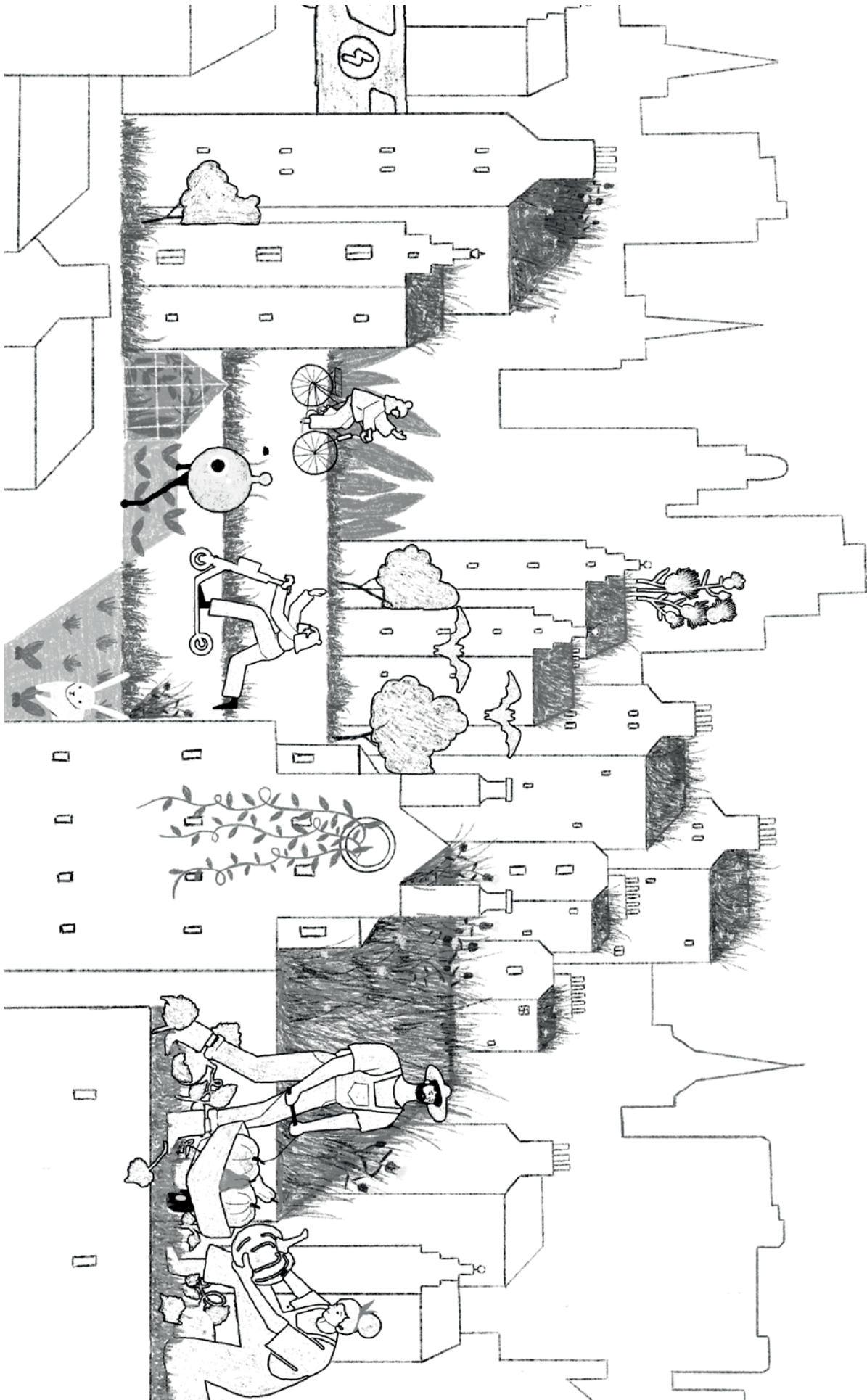
I pledge to look after our planet by: _____

Signed: _____ Date: _____



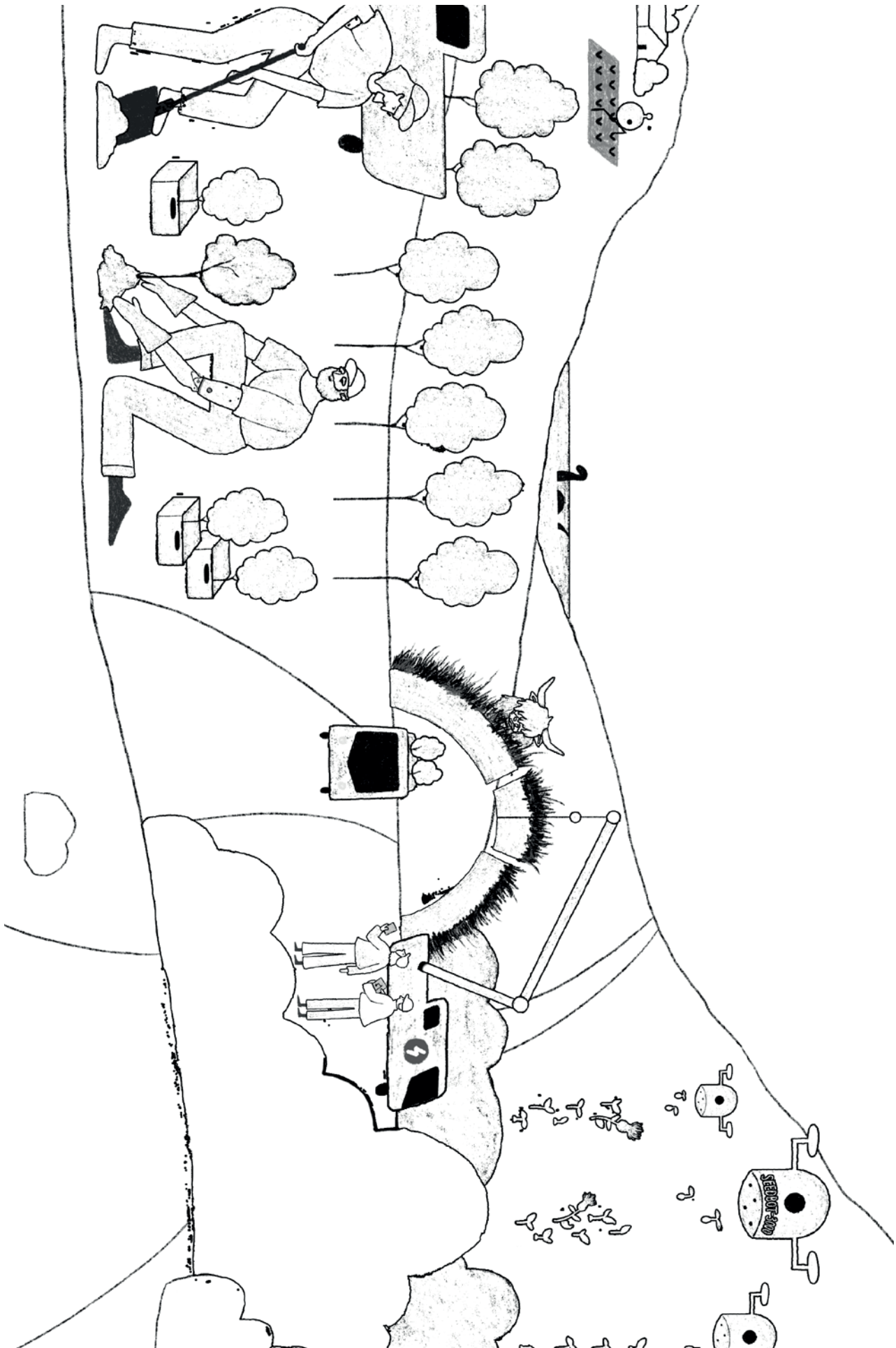


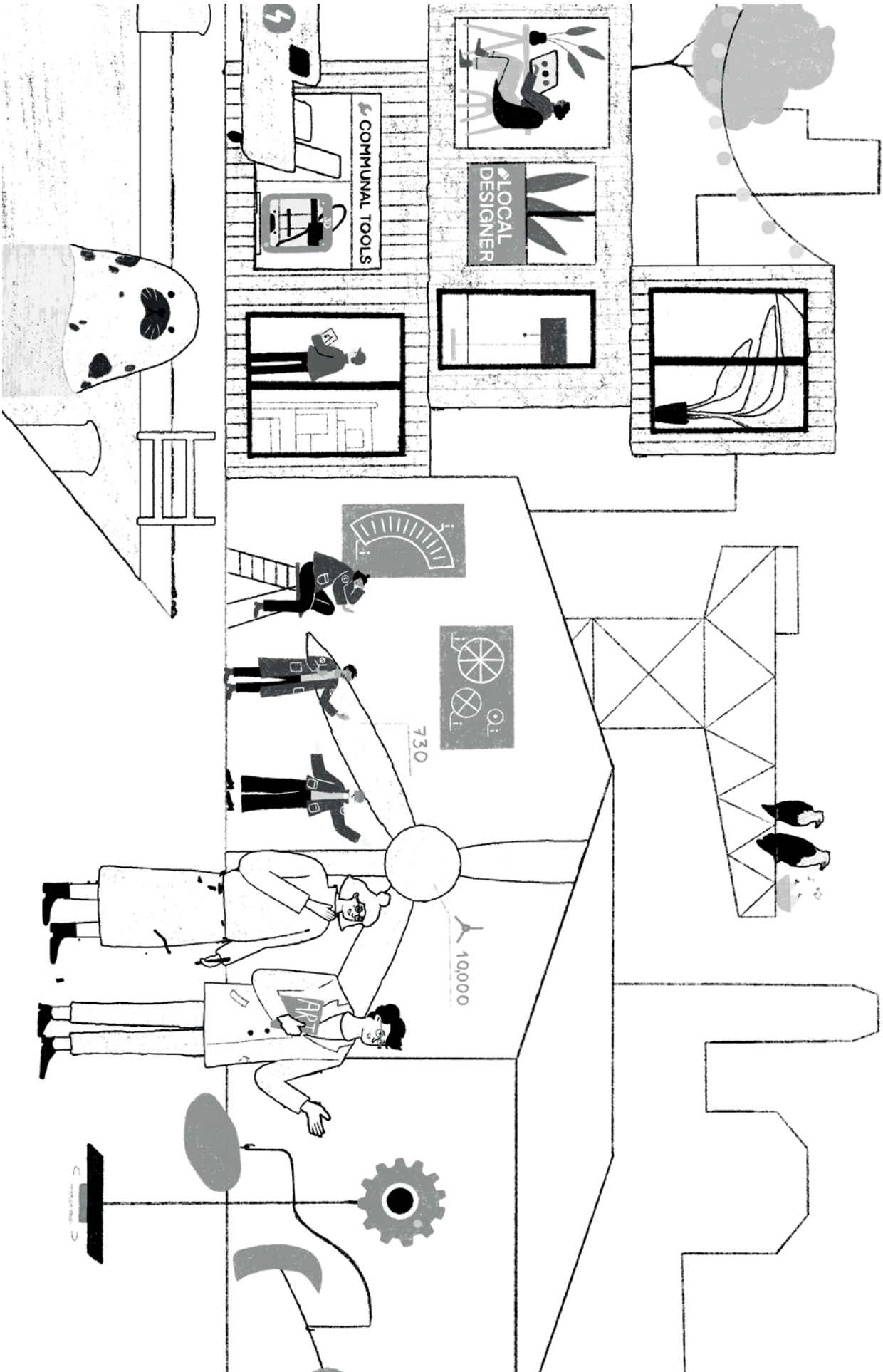
Dear Green Places



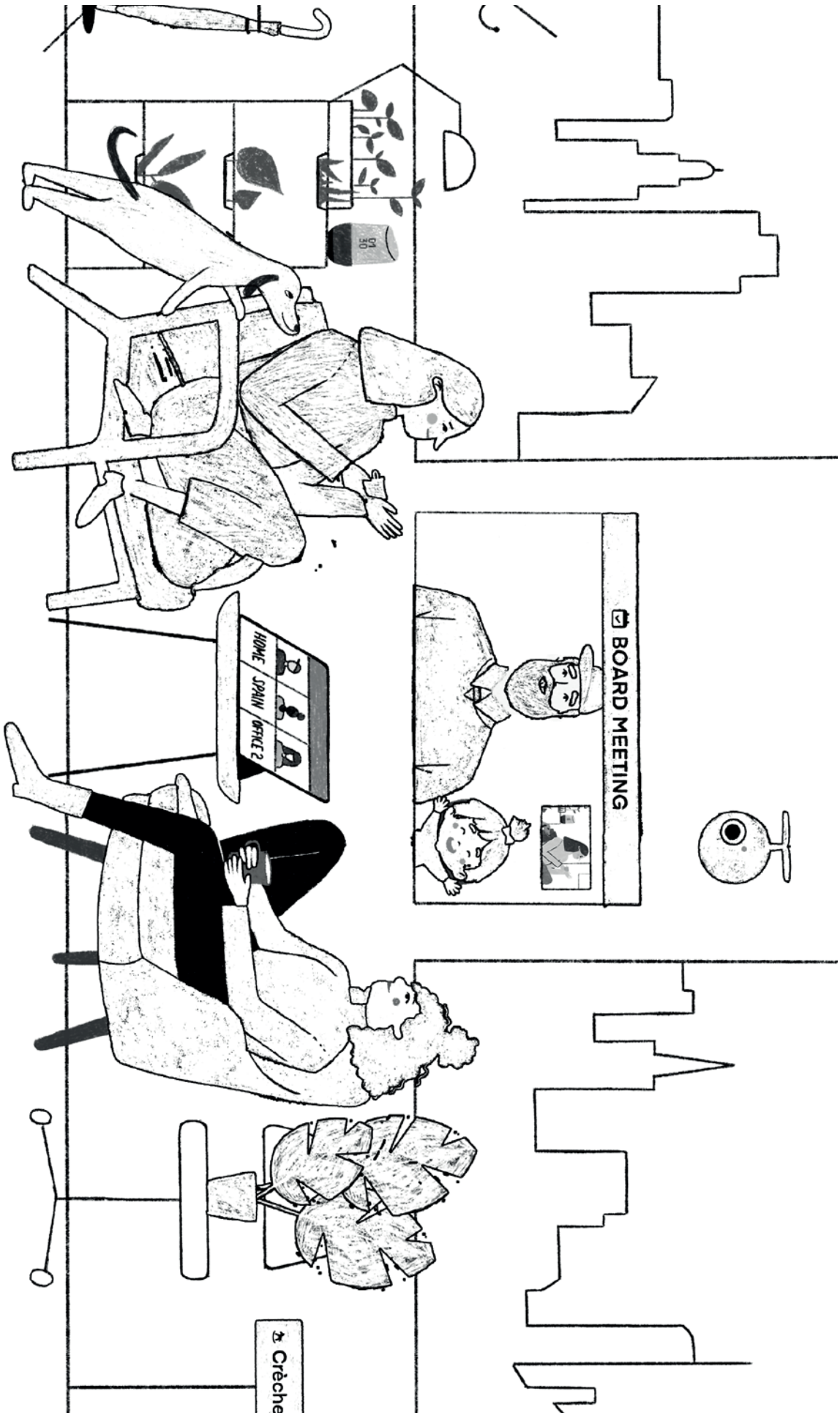


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