



# leave no trace

— *Schools* —



Resources for  
Primary Schools



## Leave No Trace Schools

Leave No Trace Schools is a primary school education programme created by Leave No Trace Ireland. The resources are aimed at 1st to 6th classes and provide a fun and engaging way to learn about Ireland's natural environment and the Leave No Trace message. All lesson plans are linked to the primary school curriculum in the Republic of Ireland and offer teachers original and effective models for achieving learning objectives. The website and resources have been developed by An Taisce on behalf of Leave No Trace Ireland and funded by the Department of Environment, Community and Local Government. All of the resources are available online at [www.leavenotraceireland.org](http://www.leavenotraceireland.org).

## Leave No Trace Ireland

Leave No Trace is an outdoor ethics programme designed to promote responsible outdoor recreation through education, research, and partnerships. Since its creation in 2006, Leave No Trace Ireland has been dedicated to creating a nationally recognised and accepted outdoor ethic that promotes personal responsibility. The Leave No Trace Ireland programme strives to build awareness, appreciation and respect for Ireland's natural and cultural heritage; this has been achieved by focussing more on attitude and awareness than on rules and regulations. For more information on Leave No Trace visit the main website at [www.leavenotraceireland.org](http://www.leavenotraceireland.org)



Comhshaol, Pobal agus Rialtas Áitiúil  
Environment, Community and Local Government

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# Who Am I? Lesson Plan

**This activity links with the Respect Farm Animals and Wildlife principle of Leave No Trace**

**Activity:** Learn about Irish wildlife through a simple guessing game

**Learning Objectives:** Investigate Irish wildlife and farm animals and how we can respect them in the natural environment

**Links to Curriculum:**

SESE Geography Strand: Natural Environments, Strand Unit: The Local Natural Environment

SESE Science Strand: Living Things, Strand Unit: Plants and Animals

SESE Geography and Science Strand: Environmental Awareness and Care, Strand Unit: Caring for My Locality

**Time:** Introduction 10 minutes, Activity 20 minutes and Wrap-up 10 minutes

**Materials:** A list of the Who Am I? Questions included below, a copy of the habitat image for each pupil, crayons, colouring pencils or markers

**Method:**

1. Explain to students that we will be playing a guessing game about animals, but instead of calling out the answers we are going to draw them on our sheet
2. Distribute a copy of the habitat image to each student
3. Explain that you will call out the clues and that they have to guess what animal it is and draw them on their sheet
4. Call out each riddle below, give the class a few minutes after each one to guess what the animal is and to draw it in on their sheet
5. As a class, discuss what the answer to each riddle is
6. Have they ever seen any of these animals before? If so where did they see them? How did it make them feel? (e.g. surprised, excited)



**Reflection:**

Is it important to protect animals? Why?

Are there actions we can take to respect farm animals and wildlife when using the outdoors?

**Further Investigation:**

Complete the Who Am I? Quiz to wrap up the lesson.

Students can encourage wildlife in the school grounds by:

- Building an insect hotel
- Making a bird feeder out of recycled milk or juice cartons



# Who Am I? Questions

**This activity links with the Respect Farm Animals and Wildlife principle of Leave No Trace**

I live in an underground tunnel system called a sett,  
I am a nocturnal animal which means I only come out at night,  
I eat slugs, beetles and lots of earthworms!  
You would recognise me by the white stripe that runs down my head

**Answer: Badger**

I make my home in woodlands and hedgerows,  
I like munching on all types of bugs: worms, slugs, earwigs and spiders,  
I am a nocturnal animal so you won't see me out during the day,  
You would recognise me by my prickly exterior!

**Answer: Hedgehog**

I am an arboreal animal which means I spend most of my time in trees,  
I even make my nest in trees but I'm not a bird!  
I have sharp front teeth that I use to split hazelnuts and tease seeds out of pinecones,  
I have a long bushy tail that helps me keep my balance when I'm running up and down trees!

**Answer: Squirrel**

My name in Irish, Madra Uisce, means water dog,  
As my name suggests I am an excellent swimmer!  
I make my home on riverbanks, lakeshores and coastal areas,  
I love munching on fish, eels and frogs

**Answer: Otter**

I am an amphibian which means I am cold blooded,  
I make my home in nice moist places such as ponds, marshes or long grass,  
My long back legs mean I am an excellent jumper!

**Answer: Frog**

I have no arms or legs!  
I live in tunnels I create in the soil,  
Although I have no eyes, my body can sense changes in light,  
I eat the remains of leaves and plants in the soil

**Answer: Earthworm**



# Who Am I? Questions

**This activity links with the Respect Farm Animals and Wildlife principle of Leave No Trace**

Even though I am an insect, I'm covered in fur!  
I live in a colony with many others,  
I love eating nectar and pollen which I get from flowers,  
You would recognise me from the bold stripes on my body

**Answer: Bumblebee**

I am a large bird that only comes out at night,  
I make my nest in barns, chimneys and in the attics of buildings and churches,  
I eat field mice, brown rats and frogs,  
You would recognise me by my white heart shaped face!

**Answer: Barn Owl**

I am a well known Irish songbird,  
I love eating seeds, berries and insects,  
People always admire my bright red breast,  
I often appear on Christmas cards!

**Answer: Robin**

You can usually find me on a farm,  
I have a thick fleece on my body that keeps me nice and warm in winter,  
I even star in several well known nursery rhymes!

**Answer: Sheep**

I am also a well known farm animal,  
I am covered in black and white markings that are unique to me!  
I provide milk which is used to make cheese, butter and yoghurt

**Answer: Cow**

**For more information on the Respect Farm Animals and Wildlife principle and the other Leave No Trace principles visit:**

**[www.leavenotraceireland.org](http://www.leavenotraceireland.org)**



# Who Am I? Teachers Notes

**This activity links with the Respect Farm Animals and Wildlife principle of Leave No Trace**

**Habitat:** A habitat is the natural environment in which a plant, animal or other organism lives. Habitats can be big (a whole forest) or small (a leaf or twig). Habitats provide species with everything necessary for survival; food, sunlight, water and shelter.

Common habitats found in Ireland include:

Coastal Habitats	Peatlands and Wetlands
Farms and Grasslands	Rivers and Lakes
Hedgerows	Towns, Gardens and Parks
Limestone Landscapes	Uplands and Mountains
Open Sea	Woodlands

This activity can also be carried out in an urban environment. Urban areas are not wildlife deserts and a wide range of plants and animals can be found in urban habitats such as:

Public green spaces	Bridges
Parks	Rivers
Old stone walls	Hedgerows
Graveyards	Canals
Gardens	Waste ground

## Fionn Fact!

Ireland is home to a wide variety of wildlife:

- 25** land mammals
- 26** marine mammals
- 457** bird species
- 500 +** species of fish
- 11,000 +** species of insects
- 2,328** different plant species!

**Fionn Fact!** It is important to also consider farm animals when using the outdoors. Agriculture is one of Ireland's primary industries, almost 80% of all the land in Ireland is used for farming! When using Ireland's natural environment for sport and leisure we are often on, or very close to, farmland. It is important to be conscious of farm animals for their safety as well as ours. Whilst we are probably used to seeing farm animals, we should remember that they are not pets and we need to respect them as we would all wildlife.

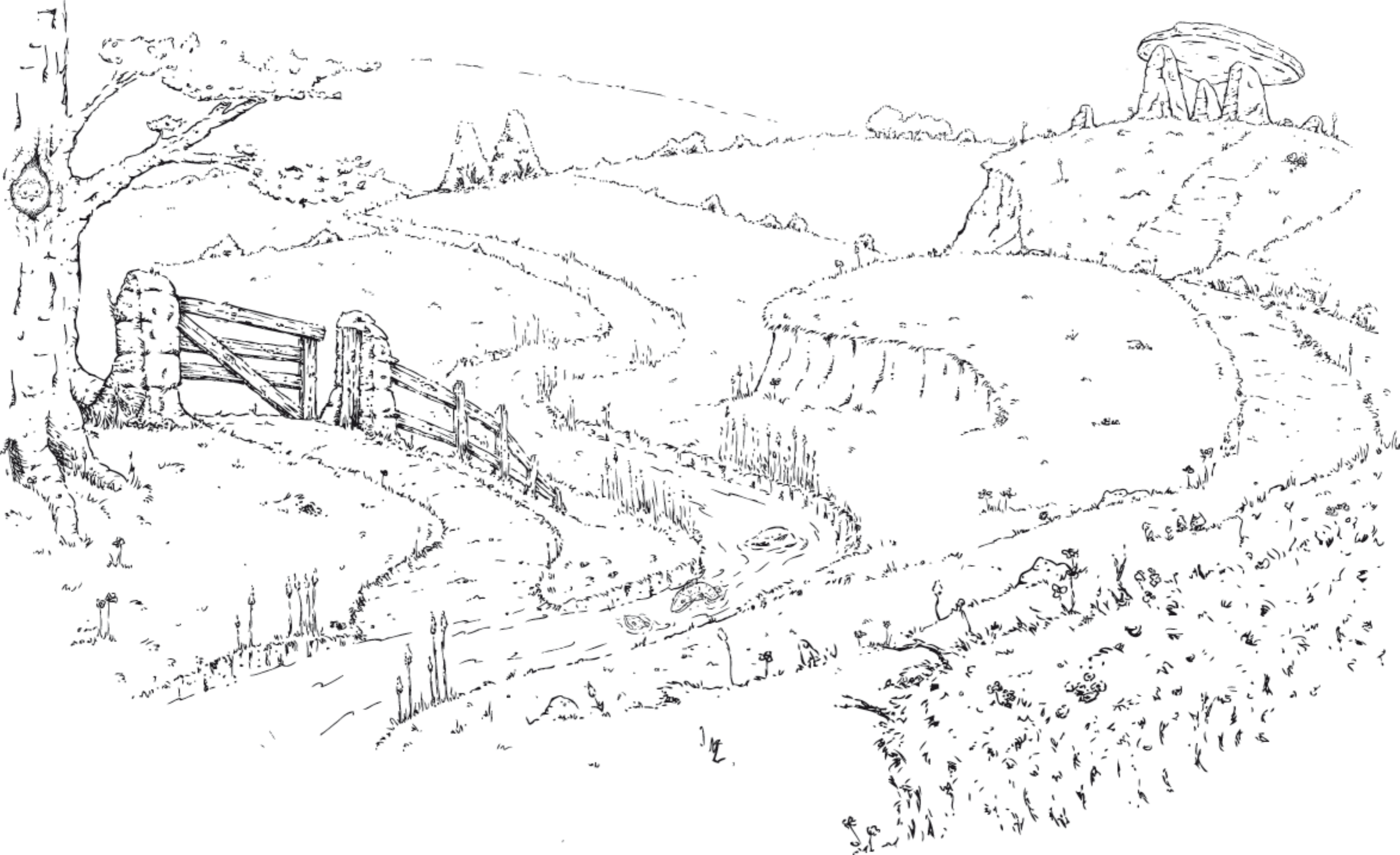
## Aoife's Tips

- Watch or photograph animals from a safe distance to avoid startling them or forcing them to flee
- Store food securely as human foods can be harmful to wildlife and can make some animals ill
- Dispose of rubbish properly as some animals can become seriously ill if they eat foil food wrappers and plastics

**For more information on the Respect Farm Animals and Wildlife principle and the Other Leave No Trace principles visit:**

[www.leavenotraceireland.org](http://www.leavenotraceireland.org)





# Who Am I? Quiz



**Q1. According to Fionn, why is it important to respect farm animals?**

**Q2. In your own words, how would you describe a habitat?**

**Q3. List four common rural habitats in Ireland?**

- |    |    |
|----|----|
| 1. | 3. |
| 2. | 4. |

**Q4. List four common urban habitats in Ireland?**

- |    |    |
|----|----|
| 1. | 3. |
| 2. | 4. |

**Q5. Can you list three of Aoife's ideas for respecting wildlife?**

- 1.
- 2.
- 3.

**Q6. What will you do to respect farm animals and wildlife?**



# Dirty Hands Lesson Plan

**This activity links with the Travel and Camp on Durable Ground principle of Leave No Trace**

**Activity:** Explore natural surfaces and materials through touch

**Learning Objectives:** Explore natural materials and understand their role in the natural environment

**Links to Curriculum:**

SESE Geography Strand: Natural Environments, Strand Unit: The Local Natural Environment

SESE Geography and Science Strand: Environmental Awareness and Care, Strand Unit: Caring for my Locality

SESE Science Strand: Materials, Strand Unit: Properties and characteristics of materials

**Time:** Introduction 5 minutes, Activity 20 minutes and Wrap-up 10 minutes

**Materials:** Blindfolds (scarves or material), if conducting this activity in the classroom you will need a selection of natural materials such as sand, rocks, leaves, soil, grass and a container for each (trays or buckets)

**Method**

1. Introduce the concept of natural materials and surfaces and ask the class for examples
2. Divide the class into pairs
  3. Take the class outside to the school grounds or a predetermined area (this activity works best in an area with several different surfaces)
  4. In each pair, one child wears a blindfold whilst the other child is the guide
  5. The designated 'guide' in each pair leads their partner around the school grounds investigating the different surfaces present
  6. Ask each child to touch, describe and then guess what each surface is (e.g. grass, soil, gravel, rocks, tree roots etc)
  7. Have each pair switch roles and repeat the activity to ensure every student gets the opportunity to investigate the surfaces
  8. Use the reflection questions below to facilitate a class discussion



**Reflection:**

Were the materials/surfaces natural?

Where would you find each of these materials in the natural world?

Which surface do you think would be best to walk on?

Can our footsteps have different impacts on different surfaces?



# Dirty Hands Lesson Plan

## Further Investigation:

Complete the Dirty Hands Quiz to wrap-up the lesson.

To extend the lesson, investigate soil life in the school grounds. Take pupils out to the school grounds to carry out a worm hunt. This can be carried out using just a watering can!

## Alternative:

This activity can also be carried out in the classroom. Divide the class into groups (depending on how many types of materials you have). Using scarves or material, blindfold all the pupils or alternatively ask them to close their eyes tightly. Place one of the materials in the centre of each group and ask the pupils to put their hands in and feel the material. Ask pupils to describe what they feel e.g. is it rough/smooth, hard/soft and to guess what they think it could be. Ensure each group gets a chance to investigate and describe all the materials.

**For more information on the Travel and Camp on Durable Ground principle and the other Leave No Trace principles visit:**

[www.leavenotraceireland.org](http://www.leavenotraceireland.org)



# Dirty Hands Teachers Notes

This activity links with the **Travel and Camp on Durable Ground** principle of Leave No Trace

**Natural Materials** are materials that are found all around us. We may have to dig them out of the ground, grow them, or take them from living things

**Man-made Materials** are natural materials that we can work with and change so they become man-made materials

### Fionn Fact!

**Wood** can be made into paper

**Oil** can be made into plastic

**Sand** can be heated and made into glass

### What are Durable Surfaces?

Durable surfaces are more resistant to pressure, damage or general wear and tear. They are often described as strong, tough and hard-wearing. Common durable surfaces that we encounter on a day-to-day basis include: rock, sand and gravel.

### Aoife's Says....

Some natural surfaces, such as grass and soil, are more easily damaged by our footsteps and can take longer to recover than more durable surfaces. All of these surfaces play important roles within the ecosystem so we should consider the effect our footsteps can have.

**Soil** is an ecosystem in which millions of living creatures live and interact. A single spade full of rich garden soil contains more species of organisms than can be found above ground in the entire Amazon rainforest!

**Sand**, and in particular sand dunes, are important wildlife habitats that support a rich community of highly specialised plant and animal species. In addition, they play an important part in defending shorelines against the constant buffeting of waves and erosion.

**Grasses** play an important role, not only for wildlife but also for humans! Grasses are now the most widespread plants in the world and are a valuable source of food and energy for all types of wildlife.

**Leaves** are an important micro-habitat. A micro-habitat is a small specialised habitat that can be found within a larger habitat or ecosystem. Leaf litter (leaves on the ground) provides a suitable home for many insects, spiders and molluscs.

**Rocks** are also important micro-habitats. If you have ever looked under a rock before, you probably saw lots of insects scuttling away. Rocks make great shelters for insects because they protect them from predators and provide shade in hot weather.

For more information on the **Travel and Camp on Durable Ground** principle and the other Leave No Trace principles visit:

[www.leavenotraceireland.org](http://www.leavenotraceireland.org)



# Dirty Hands Quiz



**Q1. As Fionn explained, we can make man-made materials by changing materials found in nature:**

**Paper is made from**

**Plastic is made from**

**Glass is made from**

**Q2. Can you list 3 natural materials?**

1.

2.

3.

**Q3. What surfaces are best to walk on?**

**Q4. Why is soil important within the ecosystem?**

**Q5. Why are rocks important within the ecosystem?**

**Q6. What will you do to respect natural surfaces?**



# Amazing Archaeologists Lesson Plan

**This activity links with the Leave What You Find principle of Leave No Trace**

**Activity:** Investigate how artefacts allow us to understand our history

**Learning Objectives:** Understand the importance of cultural and natural artefacts and why we should leave them where they are found. Explore how natural artefacts play an important role within the ecosystem

**Curriculum Links:**

SESE History Skills and Concepts Section: Working as an Historian

SESE Geography and Science Strand: Environmental Awareness and Care, Strand Unit: Caring for my Locality

**Time:** Introduction 5 minutes, Activity 25 minutes and Wrap-up 5 minutes

**Materials:** A selection of artefacts (see below for a list of ideas), pen, paper and one copy of the Amazing Archaeologists signs

**Method:**

1. Place half the artefacts on one table and the other half on a second table
2. Cut out the signs and place each one on a table with the artefacts
3. Introduce the scenario to the class:



'It is the year 3012. Two groups of archaeologists are working on a 'dig', the aim of their mission is to discover as much as they can about ancient humans. Both groups are having great luck and have found several artefacts that they can use to tell us about past civilisations. The first team of archaeologists have placed their finds on one table and the second team have placed all the artefacts they found on the second table. They are trying to figure out what these items can tell us about the human civilisation. Can you help them?'

4. Ask all pupils to take turns going up and observing the artefacts on the tables. Remind them that they can take one artefact from the second table but ask them not to tell anyone what they took. The second table should be empty before all pupils have taken their turn.
5. When each student has had a chance to view the tables discuss what the artefacts on Table 1 tell us about these ancient humans.
6. Now look at Table 2, unfortunately its empty! You won't be able to tell anything about those ancient humans.
7. Ask the pupils that took artefacts to reveal what they took one at a time. Slowly build a picture with the class of this human civilisation.



# Amazing Archaeologists Lesson Plan

## Method ctd.

8. Discuss with the class how artefacts are important as they allow us to learn more about our history
9. Explain to the class how this idea can also apply to our natural environment. When we leave rocks, shells, plants, feathers, fossils and other objects of interest as we find them, other people can discover and enjoy them as we did. Also these natural artefacts often have very important roles within the ecosystem (see accompanying Teachers Notes).

## Reflection:

Have you ever 'discovered' a natural artefact in the outdoors before?  
How did it make you feel?

## Further Investigation:

Discuss with the class about alternatives that we can take from the natural environment. Bring the class out to the school grounds and complete one of the alternative activities:

- Photographs
- Memories
- Bark Rubbings
- Stories
- Drawings

## Possible Artefacts:

Any items from around the classroom can be used as artefacts for the lesson plan. Alternatively you can use pictures of these items from magazines or newspapers.

- |              |             |
|--------------|-------------|
| Football     | Hairbrush   |
| Car keys     | Fork        |
| Mobile phone | Book        |
| DVD          | Clothes     |
| iPod         | Photographs |

**For more information on the Leave What You Find principle  
and the other Leave No Trace principles visit:**

[www.leavenotraceireland.org](http://www.leavenotraceireland.org)



# Amazing Archaeologists Teachers Notes

## This lesson plan addresses the Leave What You Find principle of Leave No Trace Message

Leave What You Find means conserving the special qualities of Ireland's natural and built heritage for future generations to enjoy. Natural objects and cultural artefacts can be removed from the environment for a number of reasons; both intentional and unintentional. These include; vandalism or theft of fossils and artefacts, driving off-road, hobby collecting or campsite construction. The class can brainstorm other ways in which fossils and artefacts can be lost or damaged.

### Why is it important to leave what you find?

Scientists and archaeologists rely on evidence to piece together our history. Fossils, arrowheads, pottery shards and jewellery all provide important information about our ancestors and their lives. Archaeologists are able to tell more from evidence found in its original location than if it were removed.

Fossil discoveries have succeeded in creating an image of ancient wildlife in Ireland. One such discovery was made in the Ailwee Caves, Co. Clare. These caves were discovered in 1944 by a local farmer while out flocking sheep. Fossils and bones of Brown Bears were found here, proving that Brown Bears lived in Ireland up to 3,000 years ago.

### Aoife's Tips...

Litter is the one exception to the rule! This is one thing that should be collected when found in Ireland's natural environment. Litter can be harmful to both wildlife and people. Broken bottles can cause injuries and small mammals can get stuck inside bottles, cans and other containers. Animals and birds can get stuck in plastic bags. Litter can often be mistaken for food, if ingested it can be extremely harmful to wildlife.

### Fionn Fact!

It is important to leave natural objects where you find them so that others can discover them. Natural objects also play an important role within the ecosystem.

**Feathers** are collected by birds and woven into their nests to provide warmth for their chicks.

**Wildflowers** provide nectar for bees which is essential for their survival, without flowering plants there wouldn't be any bees!

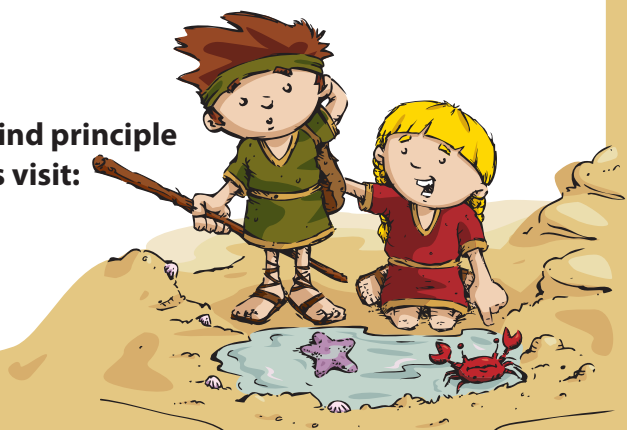
**Shells** provide homes for crabs and other shoreline creatures. When a crab increases in size it moves on to a larger home.

**Nuts and Acorns** left on the ground are free food and protein for animals to eat or store for the winter. Acorns also sprout to grow new oak trees, continuing forest health and composition.

**Pinecones** supply seeds for birds to feed upon and add nutrients to the soil layer after decomposition.

**Rocks and wood** protect insects from other animals and the elements.

For more information on the Leave What You Find principle  
and the other Leave No Trace principles visit:  
[www.leavenotraceireland.org](http://www.leavenotraceireland.org)



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# **Archaeology Team 1**

**Please Don't Touch**



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# **Archaeology Team 2**

**Please Take One**



# Amazing Archaeologists Quiz



Q1. Why are artefacts removed from the outdoors?

Q2. Why is it important to leave cultural artefacts where we find them?

Q3. According to Fionn, why are the following natural artefacts important for wildlife?

Feathers

Wildflowers

Pine Cones

Shells

Q4. What is the one exception to the Leave What You Find principle?

Q5. List three things we can take with us instead?

1.

2.

3.

Q6. What will you do to Leave What You Find in the outdoors?



# Waste Watch Lesson Plan

**This activity links with the Dispose of Waste Properly principle of Leave No Trace**

**Activity:** To explore the ways litter affects how we feel about an area

**Learning Objectives:** Understand how litter can affect both people and wildlife and learn about how we can leave no trace in the outdoors

**Links to Curriculum:**

SPHE Strand: Myself and the Wider World, Strand Unit: Developing Citizenship

SESE Geography and Science Strand: Environmental Awareness and Care, Strand Unit: Caring for My Locality

**Time:** Preparation 5 minutes, Activity 15-20 minutes, Wrap-up 5 minutes

**Materials:** Several items of (clean) rubbish, recycled rubbish would be best to use

**Method**

1. While the class are out at during break or lunchtime scatter rubbish over one half of the classroom. Make sure to scatter the rubbish all over the floor, desks and shelves in the room

2. When the class come back in ask them to sit down at their place as normal.

3. Ask the class if they notice anything different about the classroom

4. Ask the pupils how they felt when they saw the rubbish all over the classroom

- Which half do the class think looks better? Why?

- Would they prefer to be sitting in the clean or littered half? Why?

- Where should these items of rubbish go once we are finished with them?

5. Discuss with the class about litter in the outdoors and the impacts it can have on people and wildlife (See accompanying Teachers notes). Follow up with Aoife's tips to make sure our rubbish doesn't end up as litter in the outdoors

6. At the end of the activity have a class clean up to get the classroom back in shape!



**Reflection:**

Who does litter effect?

Who is responsible for making sure our environment is litter free?

How does rubbish end up as litter?

What can we do to ensure we Leave No Trace in the outdoors?



# Waste Watch Lesson Plan

## Further Investigation:

- Complete the Waste Watch Quiz to wrap up the activity.
- A great follow-on activity would be to design an anti-litter poster aimed particularly at litter in the countryside
- The class can design their own litter character using pieces of waste (clean waste from the recycling bin would be best)
- Adopt a 'Litter Free Zone' in the school that the class will take responsibility for keeping free from litter

**For more information on the Dispose of Waste Properly principle  
and the other Leave No Trace principles visit:**

**[www.leavenotraceireland.org](http://www.leavenotraceireland.org)**



# Waste Watch Teachers Notes

## This activity links with the **Dispose of Waste Properly** principle of Leave No Trace

Litter is simply waste in the wrong place! It is anything unnatural that is left on the ground rather than in a bin. It comes in all shapes and sizes and can be found anywhere e.g. chewing gum on pavements, sweet wrappers, cigarette butts, fast food packaging, drinks cans, a bag of rubbish dumped on the roadside, a broken washing machine dumped in a ditch or an abandoned car. As you will have seen in the activity, human litter takes a long time to decompose naturally, and in some cases it remains in the environment forever.

People litter for several different reasons:

- The place is already littered. When litter is present in an area, people are more likely to drop their litter.
- Lack of ownership. If people don't feel that the park or street belongs to them they don't feel responsible for keeping it clean.
- Lack of easy access to bins. Often there is no bin nearby and people believe it is inconvenient to hold onto the rubbish or the available bin is overflowing.
- Habit, forgetfulness or peer pressure.

Litter can not only ruin the appearance of an area, it can also affect wildlife and whole ecosystems. See Fionn's Fact for some examples. It is also important to remember that even food left behind can affect wildlife; this can cause them to become habituated or reliant on human food and for many animals, human food doesn't contain many of the nutrients they need. To ensure we 'leave no trace' the next time we're outdoors, follow Aoife's simple steps below to dispose of our rubbish properly.

### Aoife's Tips

- Pack your lunch in a reusable container before leaving home. This eliminates a lot of potential litter.
- Be careful not to leave any food behind, even crumbs! Bring any leftovers home with you.
- If you see litter pick it up! As Fionn explained litter is not only ugly but it can be dangerous for wildlife.
- When you return home or to school, make sure to dispose of your rubbish properly and when possible recycle or reuse it.

**For more information on the Dispose of Waste Properly principle and the other Leave No Trace principles visit:**

[www.leavenotraceireland.org](http://www.leavenotraceireland.org)



### Fionn Fact!

Thousands of animals are injured each year from litter left in the outdoors.

- Hedgehogs can get their heads trapped inside plastic yogurt cartons, tin cans and polystyrene drinks cups
- The plastic loops from a 6 pack of cans can make a similar trap for wildlife. These have been known to trap diving birds when discarded in the sea
- Broken glass can cut the feet of foxes and badgers
- Swans, ducks and geese can get their legs, wings, or necks trapped in discarded fishing line
- Floating plastic bags look like jelly fish to many marine animals, but can kill if they are swallowed



# Waste Watch Quiz



Q1. What is litter?

Q2. Give 3 examples of how litter can affect wildlife:

- 1.
- 2.
- 3.

Q3. In the outdoors is it okay to leave leftover food behind?

Q4. List 3 reasons why people litter?

- 1.
- 2.
- 3.

Q5. Give an example of how each item of waste can be reused or recycled:

- Banana Peel
- Glass bottle
- Newspaper
- Plastic bag
- Cardboard Box
- Milk carton
- Apple core

Q6. What can we do with our litter when in the outdoors?



# Thinking of Others Lesson Plan

**This activity links with the Be Considerate of Others principle of Leave No Trace**

**Activity:** Explore the perspectives of different users of the natural environment

**Learning Objectives:** Identify the different types of people who use the outdoors and understand that people's behaviour can affect how others enjoy the natural environment. Also identify practical actions to encourage considerate use of the outdoors.

**Curriculum Links:**

SPHE Strand: Myself and the Wider World, Strand Unit: Developing Citizenship

SESE Geography and Science Strands: Environmental Awareness and Care, Strand Unit: Caring for my Locality

Drama: Drama to explore feelings, knowledge and ideas, leading to understanding

PE: Understanding and appreciation of outdoor and adventure activities

**Time:** Introduction 10 minutes, Activity 20 minutes and Wrap-up 10 minutes

**Materials:** A copy of the image (either displayed on the whiteboard or printed in outline for each student) crayons or colouring pencils

**Method:**

1. Ask pupils :



If they ever use the outdoors with their families or friends?  
(e.g. visit the local park, countryside or beach)

What kinds of things do they like doing in the outdoors?  
(e.g. sports, walking, camping etc)

Can they think of other things people like doing in the outdoors?

2. Explain to pupils that lots of different people all like being outdoors

3. Show pupils the image of different groups in the countryside either on the whiteboard or on handouts

4. Ask the class to describe what Fionn and Sadhbh are doing in each scenario;  
Are they being considerate of the other users in the outdoors?  
How are they being considerate of other people in the outdoors?

5. Discuss with the class what we can all do to make Ireland's natural environment a great place for everyone to enjoy (see accompanying Teachers Notes)

6. If using the handouts, the class can also colour in the image



# Thinking of Others Lesson Plan

**Reflection:**

Do some people deserve to use Ireland's natural environment more than others?  
What can we do to make sure we're considerate of others in the outdoors?

**Follow Up Activities:**

Wrap up the lesson by completing the Thinking of Others Quiz.  
Complete the role play exercise in the Considering Others Lesson Plan for 3rd and 4th class.  
Design a poster to encourage different users of the outdoors to behave considerately.

**For more information on the Be Considerate of Others principle  
and the other Leave No Trace principles visit:**

**[www.leavenotraceireland.org](http://www.leavenotraceireland.org)**



# Thinking of Others Teachers Notes

## This links in with the Be Considerate of Others principle of Leave No Trace

Ireland's natural environment provides important spaces for leisure and recreation and there are many groups that enjoy using it. Some of the most popular users include mountain bikers, walkers, hikers, horse riders, anglers and dog walkers. With so many people using Ireland's natural environment it is important to be considerate of others so that everyone can enjoy the outdoors equally. Many industries are also dependant on our natural environment; farming, fishing and tourism are all key industries in Ireland that rely on the quality of our environments.

### Aoife's Tips.....

We can be considerate of others in many different ways:

#### Let the sounds of nature be heard

Birds singing, leaves rustling, the wind blowing through the trees; these are all sounds you hear in nature. When you are in the outdoors, you can be considerate of others by using headphones when listening to music, keeping your mobile phone on silent and avoiding shouting and singing loudly.

#### Respect Property

A few people destroying signs or making a mess can cause all of us to lose out on access to green spaces. Farmers and private land owners often allow people on their land as long as people take care of it. We can be considerate of others by closing gates after us, taking our rubbish with us and respecting farm animals.

#### Consider the effects of our footsteps on different surfaces

We saw how our footsteps can have different impacts on different surfaces. By sticking to trails and using durable surfaces we can leave fewer marks on the landscape and leave areas unspoiled for the next visitors to enjoy.

#### Leave what we find

By leaving what we find we are passing on the joy of discovery to others. We can be considerate by taking only memories, photographs and stories with us.

#### Dispose of litter properly

Litter is not only unsightly but it can also be dangerous to wildlife. By making sure to bring our rubbish home with us or popping it in the nearest bin, we ensure future visitors enjoy Ireland's natural environment just as much as we do!

### Fionn Fact!

Over 24,000 people visit the Wicklow Way every year. This includes walkers, runners, cyclists, campers and wildlife enthusiasts!

For more information on the Be Considerate of Others principle  
and the other Leave No Trace principles visit:

[www.leavenotraceireland.org](http://www.leavenotraceireland.org)





# Thinking of Others Quiz



**Q1. Can you list 3 different types of activities people do in the outdoors?**

- 1.
- 2.
- 3.

**Q2. Do some groups of users have more right to use the outdoors than others?**

**Q3. True or False?**

**When listening to music in the countryside, you should use headphones.**

**You should leave gates open behind you in the outdoors.**

**Leftover food can be harmful to wildlife.**

**If there is no bin, you should bring your rubbish home with you.**

**If the trail is muddy, create your own trail through an undisturbed area.**

**Be friendly and courteous to people you meet in the outdoors.**

**Q4. Why is it important to be considerate of others in the outdoors?**

**Q5. How will you be considerate of others?**



# Habitat Hunt Lesson Plan

**This activity links with the Respect Farm Animals and Wildlife principle of Leave No Trace**

**Activity:** Investigate the habitats present in the school grounds

**Learning Objectives:** Understand habitats and what they provide to the species that live there. Understand why it is important to respect farm animals and wildlife in the natural environment and how we can interact safely with them

**Links to Curriculum:**

SESE Geography Strand: Environmental Awareness and Care, Strand Unit: Caring for my Locality

SESE Science Strand: Living Things, Strand Unit: Plants and Animals

SESE Science Strand: Environmental Awareness and Care, Strand Unit: Science and the Environment

**Time:** Introduction 10 minutes, Activity 20 minutes and Wrap-up 5 minutes

**Materials:** A copy of the Habitat Hunt Handout for each pupil, paper and pens, markers or colouring pencils and clipboards where available

## Method

1. Ask the class what they know about habitats. The concept of a habitat, or home of a plant, animal or insect, can be difficult for some pupils to grasp. A great way to reinforce this concept is to discuss with the class what habitats they think the animals, insects or birds in their locality live in.

2. Discuss with the class:

- The different types of habitats in Ireland
- What habitats provide to the species that live there
- What animals need to survive in their habitats (e.g. food, water and shelter)

3. Give each student a copy of the handout

4. Ask the class to each choose a native Irish mammal/bird/insect

5. Then ask them to draw their chosen mammal/bird/insect on the handout sheet.

Remind the class to just draw the animal initially

6. Explain to the class that they are going on a habitat hunt in the school grounds!

Make sure each student brings their handout with them

7. Tell pupils to explore the school grounds and see if it would make a good habitat for their chosen species. This is done by simply filling in the handout sheet for their mammal/bird/insect

8. Upon returning to the classroom, ask the class whether the school grounds make a good habitat for their species and why. Did it meet all the necessary requirements species need to survive? You can also ask the class to draw the habitat elements they found in the school grounds into their picture



# Habitat Hunt Lesson Plan

**Reflection:**

Is it important to protect these habitats?

How are habitats lost or damaged?

Are there actions we can take when using the outdoors to respect wildlife and farm animals?

**Further Investigation:**

Complete the Habitat Hunt Quiz to wrap up the lesson. Pupils can encourage wildlife in the school grounds by creating a wildflower meadow, building an insect hotel or making bird or bat boxes.

**For more information on the Respect Farm Animals and Wildlife principle and the other Leave No Trace principles visit:**  
[www.leavenotraceireland.org](http://www.leavenotraceireland.org)



# Habitat Hunt

## Teachers Notes

**This activity links with the Respect Farm Animals and Wildlife principle of Leave No Trace**

**Habitat:** A habitat is the natural environment in which a plant, animal or other organism lives. Habitats can be big (a whole forest) or small (a leaf or twig). Habitats provide species with everything necessary for survival; food, sunlight, water and shelter.

Common habitats found in Ireland include:

Coastal Habitats	Peatlands and Wetlands
Farms and Grasslands	Rivers and Lakes
Hedgerows	Towns, Gardens and Parks
Limestone Landscapes	Uplands and Mountains
Open Sea	Woodlands

This activity can also be carried out in an urban environment. Urban areas are not wildlife deserts and a wide range of plants and animals can be found in urban habitats such as:

Public green spaces	Bridges
Parks	Rivers
Old stone walls	Hedgerows
Graveyards	Canals
Gardens	Waste ground

### Fionn Fact!

Ireland is home to a wide variety of wildlife:

- 25** land mammals
- 26** marine mammals
- 457** bird species
- 500 +** species of fish
- 11,000 +** species of insects
- 2,328** different plant species!

**Fionn Fact!** It is important to also consider farm animals when using the outdoors. Agriculture is one of Ireland's primary industries, almost 80% of all the land in Ireland is used for farming! When using Ireland's natural environment for sport and leisure we are often on, or very close to, farmland. It is important to be conscious of farm animals for their safety as well as ours. Whilst we are probably used to seeing farm animals, we should remember that they are not pets and we need to respect them as we would all wildlife.

### Aoife's Tips

- Watch or photograph animals from a safe distance to avoid startling them or forcing them to flee
- Store food securely as human foods can be harmful to wildlife and can make animals ill
- Dispose of rubbish properly as some animals can become seriously ill if they eat foil food wrappers and plastics

**For more information on the Respect Farm Animals and Wildlife principle and the Other Leave No Trace principles visit:**

[www.leavenotraceireland.org](http://www.leavenotraceireland.org)



# Habitat Hunt

Explore the school grounds and investigate whether it is a good place for you to live. Can you find everything that you need to survive?

**Food:** \_\_\_\_\_  
\_\_\_\_\_

**Water:** \_\_\_\_\_  
\_\_\_\_\_

**Shelter:** \_\_\_\_\_  
\_\_\_\_\_

Will this make a good home? \_\_\_\_\_

Why? \_\_\_\_\_



# Habitat Hunt Quiz



**Q1. According to Fionn, why is it important to respect farm animals?**

**Q2. In your own words, how would you describe a habitat?**

**Q3. List four common rural habitats in Ireland?**

- |    |    |
|----|----|
| 1. | 3. |
| 2. | 4. |

**Q4. List four common urban habitats in Ireland?**

- |    |    |
|----|----|
| 1. | 3. |
| 2. | 4. |

**Q5. Can you list three of Aoife's ideas for respecting wildlife?**

- 1.
- 2.
- 3.

**Q6. What will you do to respect farm animals and wildlife?**



# Footsteps Experiment Lesson Plan

**This activity links with the Travel and Camp on Durable Ground principle of Leave No Trace**

**Activity:** Investigate the effects our footsteps can have on soil and vegetation by creating a trail in the school grounds.

**Learning Objectives:** Gain an understanding of the importance of soil and vegetation to biodiversity and understand why we should conserve it. Develop scientific investigative skills; predicting, observing, analysing and presenting findings/results.

### Links to Curriculum:

SESE Geography Strand: Natural Environments, Strand Unit: The Local Natural Environment

SESE Geography Strand: Natural Environments, Strand Unit: Rocks and Soils

SESE Science and Geography Strand: Environmental Awareness and Care, Strand Unit: Environmental Awareness

SESE Science Strand: Environmental Awareness and Care, Strand Unit: Science and the Environment

**Time:** Introduction 15 minutes, Activity 30 minutes and Follow-up work 10 minutes daily for one week

**Materials:** Copybooks, pens/pencils, a camera (where available) and water resistant coats and footwear in wet weather

### Method

1. Designate a piece of land in the school grounds where the class can create a trail. This should be a grassy spot, preferably one that is not used by other pupils during lunch etc. It can vary in size; the size of the area available will determine how long the trail can be.
2. Discuss with the class what they know about trails:
  - Where would you normally find trails?
  - How are trails formed?
3. Explain to the class that they will be carrying out an experiment over the course of the week and this will entail the class walking in single file on a particular spot everyday for a week
4. Bring pupils out every day for a week and all walk in single file along the same path and back again. Ask pupils to examine the path each day and determine whether there is a noticeable difference
5. Pupils can record the changes either as a written account in their copybooks or as a visual account using photographs
6. At the end of the week observe the changes in the trail and vegetation:
  - How has the green space changed?
  - Was the class surprised?



# Footsteps Experiment Lesson Plan

## Reflection:

Ask the class to imagine if no one followed paths and instead made their own way across green spaces:

- What impact would this have?
- Would these impacts differ on different surfaces?
- Would this be more important in particular areas? (E.g. sensitive habitats, SAC's, SPA's)
- What can we do to lessen the impacts of our footsteps?

## Further Investigation:

Complete the Footsteps Experiment Quiz to wrap-up the lesson.

A great activity to follow this up with would be to investigate soil life by bringing pupils on a worm hunt!

This can be done easily on any grassy area simply using a watering can.

**For more information on the Travel and Camp on Durable Ground principle and the other Leave No Trace principles visit:**

**[www.leavenotraceireland.org](http://www.leavenotraceireland.org)**



# Footsteps Experiment Teachers Notes

## This activity links with the Travel and Camp on Durable Ground principle of Leave No Trace

Our footsteps can have different impacts on different surfaces. Durable surfaces, such as rocks, gravel and sand, are more resistant to impacts. Some natural surfaces, such as grass and soil, are more easily damaged by our footsteps and can take longer to recover than more durable surfaces. All of these surfaces play important roles within the ecosystem and so we must consider the effect our footsteps can have.

### Fionn Fact!

**Soil** is an ecosystem in which millions of living creatures live and interact. A single spade full of rich garden soil contains more species of organisms than can be found above ground in the entire Amazon rainforest!

**Sand**, and in particular sand dunes, are important wildlife habitats that support a rich community of highly specialised plant and animal species. In addition, they play an important part in defending shorelines against the constant buffeting of waves and erosion.

**Grasses** play an important role, not only for wildlife but also for humans! Grasses are now the most widespread plants in the world and are a valuable source of food and energy for all types of wildlife. Have you seen animals feeding on grass before?

**Leaves** are an important micro-habitat. A micro-habitat is a small specialised habitat that can be found within a larger habitat or ecosystem. Leaf litter (leaves on the ground) provides a suitable home for many insects, spiders and molluscs.

**Rocks** are also important micro-habitats. If you have ever looked under a rock before, you probably saw lots of insects scuttling away. Rocks make great shelters for insects because they protect them from predators and provide shade in hot weather.

### Aoife's Tips....

Pre-established trails are a great way to travel in sensitive landscapes and help minimise the impact our footsteps can have. When there are no designated trails, it is best to travel on durable surfaces or when travelling in small groups it is best to disperse in order to spread out the impacts. By taking into consideration the impacts our footsteps can have we can aim to Leave No Trace on Ireland's natural environment!

**For more information on the Travel and Camp on Durable Ground principle and the other Leave No Trace principles visit:**

[www.leavenotraceireland.org](http://www.leavenotraceireland.org)



# Footsteps Experiment Quiz



**Q1. What are durable surfaces?**

**Q2. Can you list 3 durable surfaces?**

- 1.
- 2.
- 3.

**Q3. According to Fionn, why should we travel on durable surfaces?**

**Q4. Why is soil important within the ecosystem?**

**Q5. Why are rocks important within the ecosystem?**

**Q6. What will you do to respect natural surfaces?**



# Ancient Artefacts Lesson Plan

**This activity links with the Leave What You Find principle of Leave No Trace**

**Activity:** Investigate how artefacts can tell us about our history

**Learning Objectives:** Understand the importance of cultural and natural artefacts and why we should leave them where they are found. Explore how natural artefacts play an important role within the ecosystem

**Curriculum Links:**

SESE History Skills and Concepts Section: Working as an Historian

SESE Geography and Science Unit: Environmental Awareness and Care, Strand Unit: Environmental Awareness

**Time:** Introduction 10 minutes, Activity 30 minutes and Wrap-up 10 minutes

**Materials:** A selection of artefacts (see accompanying Teacher Notes for a list of ideas), a pen and paper for each group

**Method:**

1. Prepare two lots of artefacts. One should have double the amount of artefacts than the other. These should be scattered in two different areas in the classroom
2. Divide the class into two teams of archaeologists
3. Introduce the scenario to the class:  
'It is the year 3012. Two groups of archaeologists are working on a 'dig'; one group on one site (in one corner of the room) and the second group on a different site (in a different corner of the room). The aim of their mission is to discover as much as they can about ancient humans. Both groups are having great luck and have found several artefacts that they can use to tell us about past civilisations...'
4. Ask each team to examine the artefacts on their site and discuss what the artefacts tell us about the people who used to live here
5. Ask each group to write down as many points as they can about this ancient civilisation
6. Bring both teams back together and ask each group to present to the class the artefacts they found and what this tells us about ancient civilisations.
7. Ask the class which group was able to tell more about this ancient civilisation and why they think this was?
8. Explain to the class how this idea can also apply to our natural environment. When we leave rocks, shells, plants, feathers, fossils and other objects of interest as we find them, other people can discover and enjoy them as we did. Also these natural artefacts often have very important roles within the ecosystem (see accompanying Teachers Notes).



# Ancient Artefacts Lesson Plan

## Reflection:

Have you ever 'discovered' a natural artefact in the outdoors before?

How did it make you feel?

Why do people remove these items from the environment?

## Further Investigation:

Discuss with the class about alternatives that we can take from the natural environment. Bring the class out to the school grounds and complete one of the alternative activities:

Photographs

Memories

Bark Rubbings

Stories

Drawings

Alternatively, have pupils carry out a research project on important artefacts that have been found in the locality.

## Possible Artefacts:

Any items from around the classroom can be used as artefacts for the lesson plan. Alternatively you could use pictures of these items from magazines or newspapers.

Football

Hairbrush

Car keys

Fork

Mobile phone

Book

DVD

Clothes

iPod

Photographs

**For more information on the Leave What You Find principle  
and the other Leave No Trace principles visit:**

[www.leavenotraceireland.org](http://www.leavenotraceireland.org)



# Ancient Artefacts Teachers Notes

## This lesson plan addresses the Leave What You Find principle of Leave No Trace Message

Leave What You Find means conserving the special qualities of Ireland's natural and built heritage for future generations to enjoy. Natural objects and cultural artefacts can be removed from the environment for a number of reasons; both intentional and unintentional. These include; vandalism or theft of fossils and artefacts, driving off-road, hobby collecting or campsite construction. The class could brainstorm other ways in which fossils and artefacts can be lost or damaged.

### Why is it important to leave what you find?

Scientists and archaeologists rely on evidence to piece together an image of our history. Fossils, arrowheads, pottery shards and jewellery all provide important information about our ancestors and their lives. Archaeologists are able to tell more from evidence found in its original location than if it were removed.

Fossil discoveries have succeeded in creating an image of ancient wildlife in Ireland. One such discovery was made in the Ailwee Caves, Co. Clare. These caves were discovered in 1944 by a local farmer while out flocking sheep. Fossils and bones of Brown Bears were found here, proving that Brown Bears lived in Ireland up to 3,000 years ago.

### Aoife's Tips...

Litter is the one exception to the rule! This is one thing that should be collected when found in Ireland's natural environment. Litter can be harmful to both wildlife and people. Broken bottles can cause injuries and small mammals can get stuck inside bottles, cans and other containers. Animals and birds can get stuck in plastic bags. Litter can often be mistaken for food, if ingested it can be extremely harmful to wildlife.

### Fionn Fact!

It is important to leave natural objects where you find them so that others can discover them. Natural objects also play an important role within the ecosystem.

**Feathers** are collected by birds and woven into their nests to provide warmth for their chicks.

**Wildflowers** provide nectar for bees which is essential for their survival, without flowering plants there wouldn't be any bees!

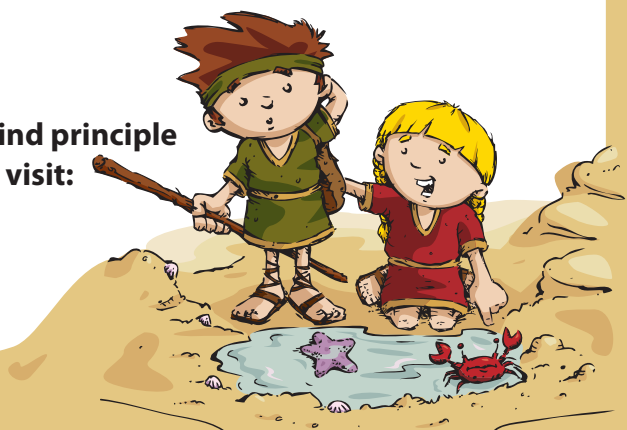
**Shells** provide homes for crabs and other shoreline creatures. When a crab increases in size it moves on to a larger home.

**Nuts and Acorns** left on the ground are free food and protein for animals to eat or store for the winter. Acorns also sprout to grow new oak trees, continuing forest health and composition.

**Pinecones** supply seeds for birds to feed upon and add nutrients to the soil layer after decomposition.

**Rocks and wood** protect insects from other animals and the elements.

For more information on the Leave What You Find principle  
and the other Leave No Trace principles visit:  
[www.leavenotraceireland.org](http://www.leavenotraceireland.org)



# Ancient Artefacts Quiz



Q1. Why are artefacts removed from the outdoors?

Q2. Why is it important to leave cultural artefacts where we find them?

Q3. According to Fionn, why are the following natural artefacts important for wildlife?

Feathers

Wildflowers

Pine Cones

Shells

Q4. What is the one exception to the Leave What You Find principle?

Q5. List three things we can take with us instead?

1.

2.

3.

Q6. What will you do to Leave What You Find in the outdoors?



# The Breakdown Game Lesson Plan

**This activity links with the Dispose of Waste Properly principle of Leave No Trace**

**Activity:** To investigate how long different types of waste take to breakdown

**Learning Objectives:** Explore how long rubbish and litter take to breakdown through a visual and hands-on activity. Understand the impacts that litter can have on our natural environment and identify what we can do to ensure we leave no trace in the outdoors

**Links to Curriculum:**

SPHE Strand: Myself and the Wider World, Strand Unit: Developing Citizenship

SESE Geography Strand: Natural Environments, Strand Unit: The Local Natural Environment

SESE Geography and Science Strand: Environmental Awareness and Care, Strand Unit: Caring for My Locality

**Time:** Introduction 5 minutes, Activity 15-20 minutes, Wrap-up 5 minutes

**Materials:** Pictures of several items of rubbish or the actual items of rubbish, the list of breakdown times included below and a copy of the accompanying Breakdown Time Cards cut up individually

**Method**

1. Discuss with the class about how litter and waste breakdown
2. Spread the time cards throughout the class, either on desks or stuck to the classroom walls
  3. This can be carried out individually or in pairs depending on how many images or items of rubbish you have
  4. Give each student or pair of pupils an image or a piece of rubbish
  5. Ask them to walk around the class and look at all the time cards. They need to guess how long their piece of rubbish takes to breakdown and stand beside that card
  6. Walk around the class and ask pupils why they chose that breakdown time. If they are incorrect tell them the actual breakdown time and ask them to go stand by the correct time card
  7. When they finish, it would be nice to have them line up in order from the shortest to the longest time
8. Discuss as a class what they thought about the results. Were they surprised at how long some items take to breakdown?
9. Now imagine this litter in the outdoors, what impacts could this litter have on the environment?
10. Ask the class for ideas on how each piece of litter could be reduced, reused or recycled instead



# The Breakdown Game Lesson Plan

**Reflection:**

How does rubbish end up as litter in the outdoors?  
Who is responsible for keeping areas litter free?  
What can we do to ensure we Leave No Trace in the outdoors?

**Further Investigation:**

Complete The Breakdown Game Quiz to wrap up the lesson. A great follow on experiment is to bury different types of waste in the school grounds, leave them for a month and then dig them up. Pupils can predict rates of decomposition and record the extent of decomposition of different items of rubbish.

**For more information on the Dispose of Waste Properly principle  
and the other Leave No Trace principles visit:  
[www.leavenotraceireland.org](http://www.leavenotraceireland.org)**



# The Breakdown Game Lesson Plan

## RUBBISH BREAKDOWN TIMES

Aluminium can.....	400-500 years
Apple Core.....	2 months
Orange or Banana Peel.....	Up to 2 years
Plastic Bags.....	10 to 20 years
Glass Bottles.....	Forever
Plastic bottle.....	1,000,000 years
Plastic Coated Paper.....	5 years
Nylon Fabric.....	30 to 40 years
Leather.....	1 to 5 years
Wool Socks.....	1 to 5 years
Styrofoam.....	Forever
Fishing Line.....	600 years
Disposable nappy .....	450 years
Paper bag.....	1 month
Leather boot or shoe.....	40-50 years
Cigarette Butts.....	2 to 5 years
Plastic 6-pack Holder.....	100 years



# The Breakdown Game

## Teachers Notes

### This activity links with the **Dispose of Waste Properly** principle of Leave No Trace

Litter is simply waste in the wrong place! It is anything unnatural that is left on the ground rather than in a bin. It comes in all shapes and sizes and can be found anywhere e.g. chewing gum on pavements, sweet wrappers, cigarette butts, fast food packaging, drinks cans, a bag of rubbish dumped on the roadside, a broken washing machine dumped in a ditch or an abandoned car. As you will have seen in the activity, human litter takes a long time to decompose naturally, and in some cases it remains in the environment forever.

People litter for several different reasons:

- The place is already littered. When litter is present in an area, people are more likely to drop their litter.
- Lack of ownership. If people don't feel that the park or street belongs to them they won't try to keep it looking nice.
- Lack of easy access to bins. There may not be a bin nearby and people believe it is inconvenient to hold onto the rubbish or the available bin is overflowing.
- Habit, forgetfulness or peer pressure

Litter can not only ruin the appearance of an area, it can also affect wildlife and whole ecosystems. See Fionn's Fact for some examples. It is also important to remember that even food left behind can affect wildlife; this can cause them to become habituated or reliant on human food and for many animals, human food doesn't contain many of the nutrients they need. To ensure we 'leave no trace' the next time we're outdoors, follow Aoife's simple steps below to dispose of our rubbish properly.

### Aoife's Tips

- Pack your lunch in a reusable container before leaving home. This eliminates a lot of potential litter.
- Be careful not to leave any food behind, even crumbs! Bring any leftovers home with you.
- If you see litter pick it up! As Fionn explained litter is not only ugly but it can be dangerous for wildlife.
- When you return home or to school, make sure to dispose of your rubbish properly and when possible recycle or reuse it.

For more information on the **Dispose of Waste Properly** principle and the other Leave No Trace principles visit:

[www.leavenotraceireland.org](http://www.leavenotraceireland.org)

### Fionn Fact!

Thousands of animals are injured each year from litter left in the outdoors.

- Hedgehogs can get their heads trapped inside plastic yogurt cartons, tin cans and polystyrene drinks cups
- The plastic loops from a 6 pack of cans can make a similar trap for wildlife. These have been known to trap diving birds when discarded in the sea
- Broken glass can cut the feet of foxes and badgers
- Swans, ducks and geese can get their legs, wings, or necks trapped in discarded fishing line
- Floating plastic bags look like jelly fish to many marine animals, but can kill if they are swallowed



**400 - 500**

**years**

**2**

**months**

**10-20**

**years**

**5**

**years**

**30-40  
years**

**Forever**

**1-5  
years**

**Up to  
2 years**

**600**  
**years**

**450**  
**years**

**1**  
**month**

**40-50**  
**years**

**2-5**

**years**

**100**

**years**

# The Breakdown Game Quiz



Q 1. What is litter?

Q 2. Give 3 examples of how litter can affect wildlife:

- 1.
- 2.
- 3.

Q 3. In the outdoors is it okay to leave leftover food behind?

Q 4. List 3 reasons why people litter?

- 1.
- 2.
- 3.

Q 5. Give an example of how each item of waste can be reused or recycled:

- Banana Peel
- Glass bottle
- Newspaper
- Plastic bag
- Cardboard Box
- Milk carton
- Apple core

Q 6. What can we do with our litter when in the outdoors?



# Considering Others Lesson Plan

**This activity links with the Be Considerate of Others principle of Leave No Trace**

**Activity:** Explore the perspectives of different users of the natural environment

**Learning Objectives:** Identify the different types of people who use the outdoors and understand that people's behaviour can affect how others enjoy the natural environment. Explore how our behaviour can have positive and negative outcomes and identify practical actions to encourage considerate use of the outdoors

**Curriculum Links:**

SPHE Strand: Myself and the Wider World, Strand Unit: Developing Citizenship

SESE Geography and Science Strand: Environmental Awareness and Care, Strand Unit: Caring for the Environment

Drama: Drama to explore feelings, knowledge and ideas, leading to understanding

PE: Understanding and appreciation of outdoor and adventure activities

**Time:** Introduction 5 minutes, Activity 30-40 minutes and Wrap-up 5 minutes

**Materials:** A copy of the role play scenarios listed below

**Method:**

1. Discuss with pupils about the different types of people who use the outdoors:

What kind of people/groups regularly use the outdoors?

Do you think these groups have different priorities/perspectives of the outdoors?

Explore how people use the natural environment differently

2. Assign roles to pupils and carry out the three role play scenarios listed below

3. Following each role play ask the class for suggestions about how we could behave considerately in that situation

4. Ask the pupils to role play the same scenarios but this time try and incorporate some of the suggestions for behaving considerately

5. Discuss as a class:

How has the outcome changed?

Did each group come to an amicable agreement?

How can we ensure our actions in the outdoors don't affect others?



# Considering Others Lesson Plan

## Reflection:

Do some users deserve to use the outdoors more than others?

Which group is 'right' in each role play? Or are any right?

What advice would you give these characters in order to change their behaviour?

## Follow Up activities:

Complete the Considering Others Quiz to wrap-up the lesson.

Design a poster to encourage different users of the outdoors to behave considerately.

Plan ahead and incorporate these principles on any future outdoor school trips.

**For more information on the Be Considerate of Others principle  
and the other Leave No Trace principles visit:**

[www.leavenotraceireland.org](http://www.leavenotraceireland.org)



# Considering Others Role Play Scenarios

## Scenario 1

Roles: Farmer and a pair of hikers

The farmer has allowed hikers and walkers to use his/her field to access an important historical site. The field is the only safe way to access this famous Dolmen and the farmer has kindly allowed access to the public for several years. The farmer sometimes keeps sheep in this field and so relies on visitors to always make sure they close the gate after them. Last week the gate was left open and the sheep escaped. The pair of hikers are trying to cross the field to see the Dolmen; however the farmer won't allow them into the field as he/she can't trust people on their land anymore.

## Scenario 2

Roles: Dog walker and horse rider

A dog walker is out with their dog in the local woodland. He/she takes the dog off the lead so it can run ahead. Further up the trail someone is out taking their horse for a ride. The dog runs ahead of its owner barking loudly and startles the horse, which bucks and knocks the rider off. The horse rider is upset as they have hurt themselves while the dog walker is angry as he/she thinks people shouldn't be allowed to have horses in the woodland.

## Scenario 3

Roles: Scientist and a large group of campers

A scientist is researching a rare species of Irish butterfly by a riverbank. He/she is keeping a good distance from the butterflies and observing them with binoculars so as not to startle them. A group of campers pass by on their way to a campsite further down the river bank. They are singing loudly, talking on mobile phones and yelling to each other. All the commotion scares the butterflies and they fly away. The scientist is angry as he/she has been researching these butterflies for many weeks and they are rarely seen in the wild. The group of hikers think that the scientist is being too serious and that they have as much right as anyone to enjoy the outdoors.



# Considering Others Teachers Notes

## This links in with the Be Considerate of Others principle of Leave No Trace

Ireland's natural environment provides important spaces for leisure and recreation and there are many groups that enjoy using it. Some of the most popular users include mountain bikers, walkers, hikers, horse riders, anglers and dog walkers. With so many people using Ireland's natural environment it is important to be considerate of others so that everyone can enjoy the outdoors equally. Many industries are also dependant on our natural environment; farming, fishing and tourism are all key industries in Ireland that rely on the quality of our environments.

### Aoife's Tips.....

We can be considerate of others in many different ways:

#### Let the sounds of nature be heard

Birds singing, leaves rustling, the wind blowing through the trees; these are all sounds you hear in nature. When you are in the outdoors, you can be considerate of others by using headphones when listening to music, keeping your mobile phone on silent and avoiding shouting and singing loudly.

#### Respect Property

A few people destroying signs or making a mess can cause all of us to lose out on access to green spaces. Farmers and private land owners often allow people on their land as long as people take care of it. We can be considerate of others by closing gates after us, taking our rubbish with us and respecting farm animals.

#### Consider the effects of our footsteps on different surfaces

We saw how our footsteps can have different impacts on different surfaces. By sticking to trails and using durable surfaces we can leave fewer marks on the landscape and leave areas unspoiled for the next visitors to enjoy.

#### Leave what we find

By leaving what we find we are passing on the joy of discovery to others. We can be considerate by taking only memories, photos and stories with us.

#### Dispose of litter properly

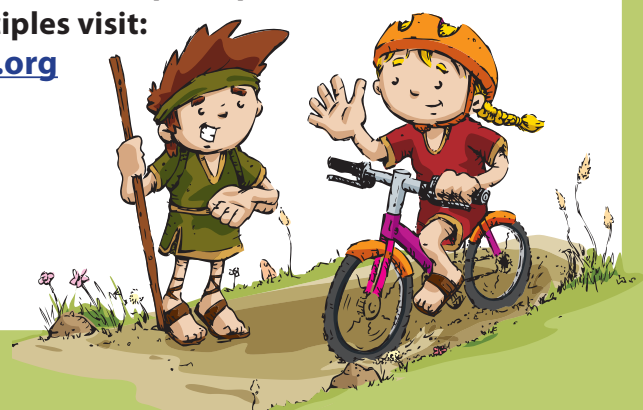
Litter is not only unsightly but it can also be dangerous to wildlife. By making sure to bring our rubbish home with us or popping it in the nearest bin, we ensure future visitors enjoy Ireland's natural environment as much as we do!

### Fionn Fact!

Over 24,000 people visit the Wicklow Way every year. This includes walkers, runners, cyclists, campers and wildlife enthusiasts!

For more information on the Be Considerate of Others principle  
and the other Leave No Trace principles visit:

[www.leavenotraceireland.org](http://www.leavenotraceireland.org)



# Considering Others Quiz



**Q1. Can you list 3 different types of activities people do in the outdoors?**

- 1.
- 2.
- 3.

**Q2. Do some groups of users have more right to use the outdoors than others?**

**Q3. True or False?**

**When listening to music in the countryside, you should use headphones.**

**You should leave gates open behind you in the outdoors.**

**Leftover food can be harmful to wildlife.**

**If there is no bin, you should bring your rubbish home with you.**

**If the trail is muddy, create your own trail through an undisturbed area.**

**Be friendly and courteous to people you meet in the outdoors?**

**Q4. Why is it important to be considerate of others in the outdoors?**

**Q5. How will you be considerate of others?**



# Habitat Mapping Lesson Plan

**This activity links with the Respect Farm Animals and Wildlife principle of Leave No Trace**

**Activity:** Create a Habitat Map of the school grounds

**Learning Objectives:** Understand habitats and what they provide to the species that live there. Understand why it is important to respect farm animals and wildlife in the natural environment and how to interact safely with them.

**Links to Curriculum:**

SESE Geography, Strand: Environmental Awareness and Care, Strand Unit: Caring for my Locality

SESE Science, Strand: Living Things, Strand Unit: Plants and Animals

SESE Science, Strand: Environmental Awareness and Care, Strand Units: Environmental Awareness and Science and the Environment

**Time:** Introduction 10 minutes, Activity 40 minutes and Wrap-up 20 minutes

**Materials:** Paper and pens, markers or colouring pencils and clipboards where possible

**Method**

1. Ask the class what they remember about habitats
2. Discuss with the class the different habitats in Ireland and explain that they are going to create a habitat map of the school grounds
3. Divide the class into pairs or small groups
4. On a blank sheet have pupils draw in the boundary of the school grounds and the location of the school building
5. Create a list of common habitats and agree on codes and symbols to represent these (See accompanying Teachers Notes for a list of common rural and urban habitats in Ireland). Ask pupils to write these codes on the side of their page
6. Bring the class outside and ask them to walk around the school grounds, observing what habitats are present and recording these on their map using the appropriate codes
7. Back in the classroom, ask groups to finish their maps and add a border and title
8. Ask the class what habitats they found and how many different types were present in the school grounds
9. Discuss with the class what wildlife they think would be present in each of the habitats recorded



# Habitat Mapping Lesson Plan

## Reflection:

What impact do people have on these habitats?

Is it important to protect these habitats?

Are there actions we can take when using the outdoors to respect farm animals and wildlife?

## Further Investigation:

Complete the Habitat Mapping Quiz to wrap up the lesson.

Pupils can also encourage wildlife in the school grounds by:

- Creating a wildflower meadow
- Building an insect hotel
- Making bird or bat boxes

**For more information on the Respect Farm Animals and Wildlife principle and the other Leave No Trace principles visit:**

[www.leavenotraceireland.org](http://www.leavenotraceireland.org)



# Habitat Mapping Teachers Notes

This activity links with the **Respect Farm Animals and Wildlife** principle of **Leave No Trace**

**Habitat:** A habitat is the natural environment in which a plant, animal or other organism lives. Habitats can be big (a whole forest) or small (a leaf or twig). Habitats provide species with everything necessary for survival; food, sunlight, water and shelter.

Common habitats found in Ireland include:

Coastal Habitats	Peatlands and Wetlands
Farms and Grasslands	Rivers and Lakes
Hedgerows	Towns, Gardens and Parks
Limestone Landscapes	Uplands and Mountains
Open Sea	Woodlands

This activity can also be carried out in an urban environment. Urban areas are not wildlife deserts and a wide range of plants and animals can be found in urban habitats such as:

Public green spaces	Bridges
Parks	Rivers
Old stone walls	Hedgerows
Graveyards	Canals
Gardens	Waste ground

## Fionn Fact!

Ireland is home to a wide variety of wildlife:

- 25** land mammals
- 26** marine mammals
- 457** bird species
- 500 +** species of fish
- 11,000 +** species of insects
- 2,328** different plant species!

**Fionn Fact!** It is important to also consider farm animals when using the outdoors. Agriculture is one of Ireland's primary industries, almost 80% of all the land in Ireland is used for farming! When using Ireland's natural environment for sport and leisure we are often on, or very close to, farmland. It is important to be conscious of farm animals for their safety as well as ours. Whilst we are probably used to seeing farm animals, we should remember that they are not pets and we need to respect them as we would all wildlife.

## Aoife's Tips

- Watch or photograph animals from a safe distance to avoid startling them or forcing them to flee
- Store food securely as human foods can be harmful to wildlife and can make animals ill
- Dispose of rubbish properly as some animals can become seriously ill if they eat foil food wrappers and plastics

For more information on the **Respect Farm Animals and Wildlife** principle and the **Other Leave No Trace** principles visit:

[www.leavenotraceireland.org](http://www.leavenotraceireland.org)



# Habitat Mapping Quiz



**Q1. According to Fionn, why is it important to respect farm animals?**

**Q2. In your own words, how would you describe a habitat?**

**Q3. List four common rural habitats in Ireland?**

- |    |    |
|----|----|
| 1. | 3. |
| 2. | 4. |

**Q4. List four common urban habitats in Ireland?**

- |    |    |
|----|----|
| 1. | 3. |
| 2. | 4. |

**Q5. Can you list three of Aoife's ideas for respecting wildlife?**

- 1.
- 2.
- 3.

**Q6. What will you do to respect farm animals and wildlife?**



# Trail Blazers Lesson Plan

**This activity links with the Travel and Camp on Durable Ground principle of Leave No Trace**

**Activity:** Investigate the impact trails can have in an area by creating a trail management plan

**Learning Objectives:** Gain an understanding of trails and recreation as a land use. Investigate the importance of soil and vegetation to biodiversity and understand how we impact upon it. Develop scientific investigative skills; predicting, observing, analysing and presenting results.

**Links to Curriculum:**

SESE Geography Strand: Natural Environments, Strand Unit: The Local Natural Environment

SESE Geography Strand: Natural Environments, Strand Unit: Rocks and Soils

SESE Science and Geography Strand: Environmental Awareness and Care, Strand Unit: Environmental Awareness

SESE Science Strand: Environmental Awareness and Care, Strand Unit: Science and the Environment

**Time:** Introduction 5 minutes, Activity 30 minutes and Wrap-up 10 minutes

**Materials:** Pens, paper and colouring pencils or markers

**Method:**

1. Discuss with the class what they know about tracks and trails:

- Where would you normally find trails?
- How are trails formed?
- What purpose do they serve?



2. Explain to the class that an important historical monument has just been discovered by archaeologists in a remote area of Ireland. Currently there is no access to the site. You have been given the job to develop a trail that will allow tourists and visitors to access the monument

3. Divide the class into four groups, each group will have to develop their trail in a different environment :

Coastal	Mountain
Grassland	Woodland

4. Each group must develop a trail plan for their type of environment. This plan should take into consideration:

Function	Access
Wildlife	Vegetation
Soil	Materials for construction
Safety	Visual Impact

5. Ask each group to present their plan to the class and discuss how the above issues affected their decisions

6. Discuss as a class why it is essential to consider the placement of trails and their importance in sensitive habitats



# Trail Blazers Lesson Plan

## Reflection:

Ask the class to imagine if no one followed paths and instead made their own way across green spaces:

- What impact would this have?
- Would these impacts differ on different surfaces?
- Would these impacts be more serious in particular areas? (E.g. sensitive habitats, SAC's, SPA's)

## Further Investigation:

Complete the Trail Blazers Quiz to wrap-up the lesson.

Pupils can also carry out the Footsteps experiment from the 3rd and 4th class Leave No Trace Resources. This would provide firsthand experience of how trails are formed and the impact they can have on soil and vegetation.

Alternatively take the class out for a walk or hike on a popular local trail. The class can observe:

- Is the trail well located?
- What, if any, impacts does it have on surrounding vegetation and wildlife?
- Is there evidence that people are straying from the trail (e.g. is it wider in some parts?)

**For more information on the Travel and Camp on Durable Ground principle and the other Leave No Trace principles visit:**

[www.leavenotraceireland.org](http://www.leavenotraceireland.org)



# Trail Blazers Teachers Notes

**This activity links with the Travel and Camp on Durable Ground principle of Leave No Trace**

**A Trail or Track** is a path generally with a rough dirt or stone surface. They are most often used by walkers and in some places are the main access routes to remote settlements; however some trails can also be used for hiking, cycling, or cross-country skiing and less often for moving cattle herds and other livestock. Whilst trails can be planned, similar to this activity, many trails have arisen through common usage.

When creating trails it is important to consider what surface you're walking on. Durable surfaces, such as rocks, gravel and sand, are more resistant to impacts and so are more suitable for trails. Some natural surfaces, such as grass and soil, are more easily damaged by our footsteps and can take longer to recover than more durable surfaces. All of these surfaces play important roles within the ecosystem and so we must consider the effect our footsteps can have.

### **Fionn Fact!**

One of the most well known trails in Ireland is The Wicklow Way. This trail is 129 km long, it would take almost a week to walk the trail from start to finish!

### **Fionn Fact!**

One of the most famous trails in the world is the pilgrimage route to the Cathedral of Santiago de Compostela in Spain, where tradition has it that the remains of the apostle Saint James are buried.

**Soil** is an ecosystem in which millions of living creatures live and interact. A single spade full of rich garden soil contains more species of organisms than can be found above ground in the entire Amazon rainforest!

**Sand**, and in particular sand dunes, are important wildlife habitats that support a rich community of highly specialised plant and animal species. In addition, they play an important part in defending shorelines against the constant buffeting of waves and erosion.

**Leaves** are an important micro-habitat. A micro-habitat is a small specialised habitat that can be found within a larger habitat or ecosystem. Leaf litter (leaves on the ground) provides a suitable home for many insects, spiders and molluscs.

**Rocks** are also important micro-habitats. If you have ever looked under a rock before, you probably saw lots of insects scuttling away. Rocks make great shelters for insects because they protect them from predators and provide shade in hot weather.

### **Aoife's Tips....**

Pre-established trails are a great way to travel in sensitive landscapes and help minimise the impact our footsteps will have. When there are no designated trails, it is best to travel on durable surfaces or when travelling in small groups it is best to disperse in order to spread out the impacts. By taking into consideration the impacts our footsteps can have we can aim to Leave No Trace on Ireland's natural environment.

**For more information on the Travel and Camp on Durable Ground principle and the other Leave No Trace principles visit:**

[www.leavenotraceireland.org](http://www.leavenotraceireland.org)



# Trail Blazers Quiz



**Q1. What are durable surfaces?**

**Q2. Can you list 3 durable surfaces?**

- 1.
- 2.
- 3.

**Q3. According to Fionn, why should we travel on durable surfaces?**

**Q4. Why is soil important within the ecosystem?**

**Q5. Why are rocks important within the ecosystem?**

**Q6. What will you do to respect natural surfaces?**



# An Ancient Discovery Lesson Plan

**This activity links with the Leave What You Find principle of Leave No Trace**

**Activity:** Investigate how artefacts can tell us about our history

**Learning Objectives:** Understand the importance of cultural and natural artefacts and why we should leave them where they are found. Explore how natural artefacts play an important role within the ecosystem

**Curriculum Links:**

SESE History Skills and Concepts Section: Working as an Historian

SESE Geography and Science Unit: Environmental Awareness and Care, Strand Unit: Environmental Awareness

**Time:** Introduction 5 minutes, Activity 25 minutes and Wrap-up 10 minutes

**Materials:** A selection of artefacts (see below for a list of ideas), a pen and paper for each group

**Method:**

1. Prepare two lots of artefacts. One should have double the amount of artefacts than the other. These should be scattered in two different areas in the classroom
2. Divide the class into two teams of archaeologists
3. Introduce the scenario to the class:  
'It is the year 3012. Two groups of archaeologists are working on a 'dig'; one group on one site (in one corner of the room) and the second group on a different site (in a different corner of the room). The aim of their mission is to discover as much as they can about ancient humans. Both groups are having great luck and have found several artefacts that they can use to tell us about past civilisations...'
4. Ask each team to examine the artefacts on their site and to write down as many points as they can about what they tell us about this ancient civilisation.
5. Bring both teams back together and ask each group to present to the class the artefacts they found and what this tells us about ancient civilisations.  
Which group was able to tell more about this ancient civilisation  
Why do they think this was?
6. Using what they have learned, what artefacts do they think will be left behind from our generation? Ask everyone in the class to choose five things they would leave behind for future civilisations to learn about them.
7. Using the Teacher Notes discuss with the class why it is important to leave cultural artefacts in the outdoors. Explain how this idea can also apply to our natural environment. When we leave rocks, shells, plants, feathers, fossils and other objects of interest as we find them, other people can discover and enjoy them as we did.



# An Ancient Discovery Lesson Plan

## Reflection:

Why do people remove natural and cultural items from the outdoor environment?  
Is it okay to remove things in certain circumstances?

## Further Investigation:

Discuss with the class about alternatives that we can take from the natural environment. Bring the class out to the school grounds and complete one of the alternative activities:

- Photographs
- Memories
- Bark Rubbings
- Stories
- Drawings

Alternatively, carry out a class photography project; pupils take pictures of both natural and built heritage features in the locality that they think will create an accurate image of the local area.

## Possible Artefacts:

Any items from around the classroom can be used as artefacts for the lesson plan. Alternatively you could use pictures of these items from magazines or newspapers.

- |              |             |
|--------------|-------------|
| Football     | Hairbrush   |
| Car keys     | Fork        |
| Mobile phone | Book        |
| DVD          | Clothes     |
| iPod         | Photographs |

**For more information on the Leave What You Find principle  
and the other Leave No Trace principles visit:**

[www.leavenotraceireland.org](http://www.leavenotraceireland.org)



# An Ancient Discovery Teachers Notes

## This lesson plan addresses the Leave What You Find principle of Leave No Trace Message

Leave What You Find means conserving the special qualities of Ireland's natural and built heritage for future generations to enjoy. Natural objects and cultural artefacts can be removed from the environment for a number of reasons; both intentional and unintentional. These include; vandalism or theft of fossils and artefacts, driving off-road, hobby collecting or campsite construction. The class could brainstorm other ways in which fossils and artefacts can be lost or damaged.

### Why is it important to leave what you find?

Scientists and archaeologists rely on evidence to piece together an image of our history. Fossils, arrowheads, pottery shards and jewellery all provide important information about our ancestors and their lives. Archaeologists are able to tell more from evidence found in its original location than if it were removed.

Fossil discoveries have succeeded in creating an image of ancient wildlife in Ireland. One such discovery was made in the Ailwee Caves, Co. Clare. These caves were discovered in 1944 by a local farmer while out flocking sheep. Fossils and bones of Brown Bears were found here, proving that Brown Bears lived in Ireland up to 3,000 years ago.

### Aoife's Tips...

Litter is the one exception to the rule! This is one thing that should be collected when found in Ireland's natural environment. Litter can be harmful to both wildlife and people. Broken bottles can cause injuries and small mammals can get stuck inside bottles, cans and other containers. Animals and birds can get stuck in plastic bags. Litter can often be mistaken for food, if ingested it can be extremely harmful to wildlife.

### Fionn Fact!

It is important to leave natural objects where you find them so that others can discover them. Natural objects also play an important role within the ecosystem.

**Feathers** are collected by birds and woven into their nests to provide warmth for their chicks.

**Wildflowers** provide nectar for bees which is essential for their survival, without flowering plants there wouldn't be any bees!

**Shells** provide homes for crabs and other shoreline creatures. When a crab increases in size it moves on to a larger home.

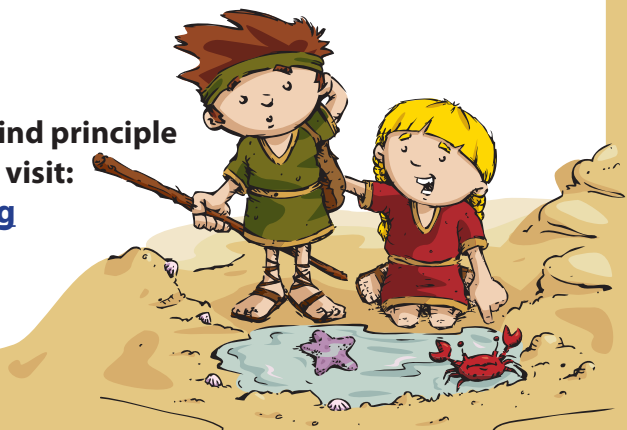
**Nuts and Acorns** left on the ground are free food and protein for animals to eat or store for the winter. Acorns also sprout to grow new oak trees, continuing forest health and composition.

**Pinecones** supply seeds for birds to feed upon and add nutrients to the soil layer after decomposition.

**Rocks and wood** protect insects from other animals and the elements.

For more information on the Leave What You Find principle  
and the other Leave No Trace principles visit:

[www.leavenotraceireland.org](http://www.leavenotraceireland.org)



# An Ancient Discovery Quiz



Q1. Why are artefacts removed from the outdoors?

Q2. Why is it important to leave cultural artefacts where we find them?

Q3. According to Fionn, why are the following natural artefacts important for wildlife?

Feathers

Wildflowers

Pine Cones

Shells

Q4. What is the one exception to the Leave What You Find principle?

Q5. List three things we can take with us instead?

1.

2.

3.

Q6. What will you do to Leave What You Find in the outdoors?



# School Litter Hunt Lesson Plan

**This activity links with the Dispose of Waste Properly principle of Leave No Trace**

**Activity:** To carry out a litter survey of the school grounds and develop a litter action plan for the school

**Learning Objectives:** Identify the impact of litter on people and the environment and identify practical actions that we can undertake to leave no trace in the outdoors

**Links to Curriculum:**

SPHE Strand: Myself and the Wider World, Strand Unit: Developing Citizenship

SESE Geography Strand: Natural Environments, Strand Unit: The Local Natural Environment

SESE Geography and Science Strand: Environmental Awareness and Care, Strand Unit: Caring for My Locality

SESE Science Skills Section: Working scientifically

Maths Strand: Data, Strand Unit: Representing and Interpreting Data

**Time:** Preparation 15 minutes, Activity 40 minutes, Wrap up 15 minutes

**Materials:** A copy of the School Litter Hunt Recording Sheet for each pupil (optional) , clipboards, pencils, rubbish bag and gloves

**Method**

1. Prior to beginning the activity, plan where you will carry out the litter survey (the school grounds is preferable) and plan what sections of the area each group will work on (this will determine how many groups you will need to divide the class into)
  2. Discuss as a class what they know about litter; where it comes from, how it becomes litter and the effect it can have on people and the environment
  3. Explain to the class that they will be carrying out a litter survey of the school to determine:
    - The extent of litter in the school grounds or other designated survey area
    - The types of litter present
    - The location, if any, of 'litter blackspots'
    - Whether the waste facilities in the area are adequate
  4. Design a Litter survey sheet with the class or use the accompanying recording sheet
  5. Divide the class into small groups and assign each group a section of the survey area
6. Explain to the class that they should also collect each item of litter they find
7. When all groups have surveyed their sections, collate all the results. Discuss whether the litter was generated in the school or outside (based on the types of litter found)
8. Present the results and findings using tables, graphs or charts. The results could be presented to the other pupils in the school either on notice boards or through presentations to individual classes



# School Litter Hunt Lesson Plan

**Reflection:**

Why do people litter?

Who is responsible for making sure the environment is litter-free?

What can we do to ensure we Leave No Trace in the outdoors?

**Further Investigation:**

Complete the School Litter Hunt Quiz to wrap up the lesson. Also, carry out The Breakdown Game for 3rd and 4th class to explore the breakdown times of litter. Using the results of the litter survey, develop a litter action plan for the school. This could include regular clean-ups, litter patrols, waste audits etc.

**For more information on the Dispose of Waste Properly principle  
and the other Leave No Trace principles visit:**

[www.leavenotraceireland.org](http://www.leavenotraceireland.org)



# School Litter Hunt Teachers Notes

## This activity links with the **Dispose of Waste Properly** principle of **Leave No Trace**

Litter is simply waste in the wrong place! It is anything unnatural that is left on the ground rather than in a bin. It comes in all shapes and sizes and can be found anywhere e.g. chewing gum on pavements, sweet wrappers, cigarette butts, fast food packaging, drinks cans, a bag of rubbish dumped on the roadside, a broken washing machine dumped in a ditch or an abandoned car. As you will have seen in the activity, human litter takes a long time to decompose naturally, and in some cases it remains in the environment forever.

People litter for several different reasons:

- The place is already littered. When litter is present in an area, people are more likely to drop their litter.
- Lack of ownership. If people don't feel that the park or street belongs to them they won't feel responsible for keeping it clean.
- Lack of easy access to bins. There may not be a bin nearby and people believe it is inconvenient to hold onto the rubbish or the available bin is overflowing.
- Habit, forgetfulness or peer pressure.

Litter can not only ruin the appearance of an area, it can also affect wildlife and whole ecosystems. See Fionn's Fact for some examples. It is also important to remember that even food left behind can affect wildlife; this can cause them to become habituated or reliant on human food and for many animals, human food doesn't contain many of the nutrients they need. To ensure we 'leave no trace' the next time we're outdoors, follow Aoife's simple steps below to dispose of our rubbish properly.

### Aoife's Tips

- Pack your lunch in a reusable container before leaving home. This eliminates a lot of potential litter.
- Be careful not to leave any food behind, even crumbs! Bring any leftovers home with you.
- If you see litter pick it up! As Fionn explained litter is not only ugly but it can be dangerous for wildlife.
- When you return home or to school, make sure to dispose of your rubbish properly and when possible recycle or reuse it.

For more information on the **Dispose of Waste Properly** principle and the other **Leave No Trace** principles visit:  
[www.leavenotraceireland.org](http://www.leavenotraceireland.org)

### Fionn Fact!

Thousands of animals are injured each year from litter left in the outdoors.

- Hedgehogs can get their heads trapped inside plastic yogurt cartons, tin cans and polystyrene drinks cups
- The plastic loops from a 6 pack of cans can make a similar trap for wildlife. These have been known to trap diving birds when discarded in the sea
- Broken glass can cut the feet of foxes and badgers
- Swans, ducks and geese can get their legs, wings, or necks trapped in discarded fishing line
- Floating plastic bags look like jelly fish to many marine animals, but can kill if they are swallowed



## School Litter Hunt Recording Sheet

Survey Area \_\_\_\_\_

Names of Surveyors \_\_\_\_\_

Type of Litter	Tally	Total
Sweet wrappers		
Crisp packets		
Drinks packaging: cans, cartons, straws		
Chewing gum		
Fruit cores or skins		
Fast food packaging		
Plastic bags		
Glass/broken glass		
Cigarette butts		
Other		

Number of bins in the survey area:

Condition of bins (e.g. empty, full, overflowing etc):

Overall impression of the survey area (e.g. spotless, a little littered, very littered etc):

Notes:

# School Litter Hunt Quiz



Q1. What is litter?

Q2. Give 3 examples of how litter can affect wildlife:

- 1.
- 2.
- 3.

Q3. In the outdoors is it okay to leave leftover food behind?

Q4. List 3 reasons why people litter?

- 1.
- 2.
- 3.

Q5. Give an example of how each item of waste can be reused or recycled:

- Banana Peel
- Glass bottle
- Newspaper
- Plastic bag
- Cardboard Box
- Milk carton
- Apple core

Q6. What can we do with our litter when in the outdoors?



# Pupils Code of Conduct Lesson Plan

**This activity links with the Be Considerate of Others principle of Leave No Trace**

**Activity:** Explore the perspectives of different users of the natural environment

**Learning Objectives:** Identify the different types of people who use the outdoors and understand that people's behaviour can affect how others enjoy the natural environment. Explore how our behaviour can have positive and negative outcomes and identify practical actions to encourage considerate use of the outdoors

**Curriculum Links:**

SPHE Strand: Myself and the Wider World, Strand Unit: Developing Citizenship

SESE Geography and Science Strand: Environmental Awareness and Care, Strand Unit: Caring for the Environment

Drama: Drama to explore feelings, knowledge and ideas, leading to understanding

PE: Understanding and appreciation of outdoor and adventure activities

**Time:** Introduction 5 minutes, Activity 30 minutes and Wrap-up 10 minutes

**Materials:** Pen and paper, copy of the Leave No Trace 7 Principle videos (optional)

**Method:**

1. As a class, discuss what everyone likes doing in the outdoors (this should produce a diverse list of different sport and recreation activities)
  2. Discuss other users of the outdoors with the pupils:
    - What kind of people/groups regularly use the outdoors?
    - Do you think these groups have different priorities/affects on the outdoors?
    - Explore how people use the natural environment differently
  3. Ask the class to establish a code of conduct for activities in the outdoors. This should represent the values and principles the pupils feel are important when using the outdoors
  4. It may be a good idea to recap on the previous Leave No Trace principles covered in the lesson plans as these provide lots of ideas for considerate use of the outdoors. You could also recap on these principles using the Leave No Trace videos available on the website
5. Once the class has agreed on the Code of Conduct, display it in the classroom. Pupils can incorporate this code of conduct into any future outdoor school trips
6. This could be adopted by all classes in the school. Pupils could present the final Code of Conduct to all classes through a school assembly or poster displays on the school notice boards



# Pupils Code of Conduct Lesson Plan

## Reflection:

How can we incorporate the code of conduct into school life?  
Do some groups deserve to use the outdoors more than others?  
What advice would you give people in order to be considerate of others?

## Further Investigation:

To wrap-up the lesson complete the Pupils Code of Conduct Quiz.  
Design a campaign targeted at different users of the outdoors, this could include posters, information leaflets or videos.  
Complete the role play exercise in the Considering Others Lesson Plan for 3rd and 4th class or ask the class to devise their own scenarios to demonstrate people being considerate of others in the outdoors.

**For more information on the Be Considerate of Others principle  
and the other Leave No Trace principles visit:**

**[www.leavenotraceireland.org](http://www.leavenotraceireland.org)**



# Pupils Code of Conduct

## Teachers Notes

### This links in with the **Be Considerate of Others** principle of Leave No Trace

Ireland's natural environment provides important spaces for leisure and recreation and there are many groups that enjoy using it. Some of the most popular users include mountain bikers, walkers, hikers, horse riders, anglers and dog walkers. With so many people using Ireland's natural environment it is important to be considerate of others so that everyone can enjoy the outdoors equally. Many industries are also dependant on our natural environment; farming, fishing and tourism are all key industries in Ireland that rely on the quality of our environments.

#### **Aoife's Tips.....**

We can be considerate of others in many different ways:

##### **Let the sounds of nature be heard**

Birds singing, leaves rustling, the wind blowing through the trees; these are all sounds you hear in nature. When you are in the outdoors, you can be considerate of others by using headphones when listening to music, keeping your mobile phone on silent and avoiding shouting and singing loudly.

##### **Respect Property**

A few people destroying signs or making a mess can cause all of us to lose out on access to green spaces. Farmers and private land owners often allow people on their land as long as people take care of it. We can be considerate of others by closing gates after us, taking our rubbish with us and respecting farm animals.

##### **Consider the effects of our footsteps on different surfaces**

We saw how our footsteps can have different impacts on different surfaces. By sticking to trails and using durable surfaces we can leave fewer marks on the landscape and leave areas unspoiled for the next visitors to enjoy.

##### **Leave what we find**

By leaving what we find we are passing on the joy of discovery to others. We can be considerate by taking only memories, photos and stories with us.

##### **Dispose of litter properly**

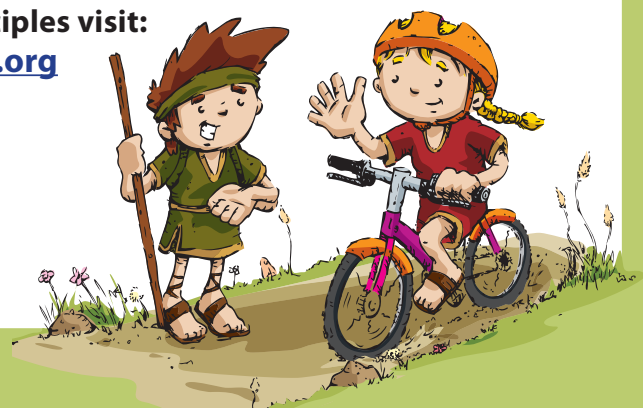
Litter is not only unsightly but it can also be dangerous to wildlife. By making sure to bring our rubbish home with us or popping it in the nearest bin, we ensure future visitors enjoy Ireland's natural environment as much as we do!

#### **Fionn Fact!**

Over 24,000 people visit the Wicklow Way every year. This includes walkers, runners, cyclists, campers and wildlife enthusiasts!

**For more information on the Be Considerate of Others principle and the other Leave No Trace principles visit:**

[www.leavenotraceireland.org](http://www.leavenotraceireland.org)



# Pupils Code of Conduct Quiz



**Q1. Can you list 3 different types of activities people do in the outdoors?**

- 1.
- 2.
- 3.

**Q2. Do some groups of users have more right to use the outdoors than others?**

**Q3. True or False?**

**When listening to music in the countryside, you should use headphones.**

**You should leave gates open behind you in the outdoors.**

**Leftover food can be harmful to wildlife.**

**If there is no bin, you should bring your rubbish home with you.**

**If the trail is muddy, create your own trail through an undisturbed area.**

**Be friendly and courteous to people you meet in the outdoors.**

**Q4. Why is it important to be considerate of others in the outdoors?**

**Q5. How will you be considerate of others?**



LEAVE NO TRACE IRELAND  
CERTIFY THAT



IS A LEAVE NO TRACE CHAMPION  
LEVEL 1





LEAVE NO TRACE IRELAND

CERTIFY THAT



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ARE LEAVE NO TRACE CHAMPIONS  
LEVEL 1



LEAVE NO TRACE IRELAND  
CERTIFY THAT



IS A LEAVE NO TRACE CHAMPION  
LEVEL 2





LEAVE NO TRACE IRELAND

CERTIFY THAT

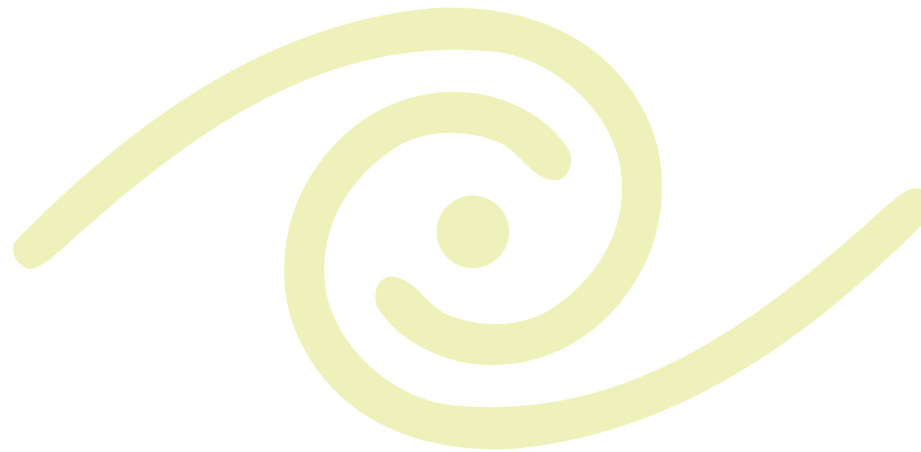


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ARE LEAVE NO TRACE CHAMPIONS  
LEVEL 2



LEAVE NO TRACE IRELAND  
CERTIFY THAT



IS A LEAVE NO TRACE CHAMPION  
LEVEL 3





LEAVE NO TRACE IRELAND

CERTIFY THAT

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ARE LEAVE NO TRACE CHAMPIONS  
LEVEL 3

