**Title: Case study lesson environment 3: Right to Roam, UK**

**Introduction to Lesson**

This is one of a series of lessons relating to the environment (the others are the Chipko Movement in India, The Green Belt Movement in Kenya and Sheffield Street Trees). This lesson explores the mass trespass of Kinder Scout in the Peak District, UK in 1932. After considering the idea of ‘trespass’, learners respond to a film about the mass trespass using a question quadrant to generate questions and engage in a philosophical enquiry about one of them.

**Curriculum links:** RSHE, Citizenship, History, Geography, English, Religious Education, Music

**English National Curriculum for Citizenship links**: **KS2** Knowledge, skills and understanding: ‘1a talk and write about their opinions, and explain their views, on issues that affect themselves and society’; ‘2a to research, discuss and debate topical issues, problems and events’; ‘2b why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules’; ‘2e to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people’s experiences’; ‘2h to recognise the role of voluntary, community and pressure groups’

**KS3 ‘**Pupils should use and apply their knowledge and understanding while developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action’; ‘Pupils should be taught about…the precious liberties enjoyed by the citizens of the United Kingdom…the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities’.

**Learning outcomes:**

* To understand the concept of ‘The Right to Roam’.
* To explore the Countryside and Rights of Way Act 2000 and the action that was taken leading up to this act.
* To use a case study to explore the effectiveness of non-violent actions.

**Concepts:**

Right to roam

Harm

Trespass

Freedom

**Key vocabulary:**

Civil disobedience

Rambler

Trespass

Trespasser

Gamekeeper

Roam

Trail

Rally

Access

**Resources:**

Objects relating to rambling e.g. walking boots, walking sticks, rucksack, waterproof coat, gaiters etc.

PowerPoint: Manchester Rambler recording and lyrics links

Resource Sheet 49: Trespass Scenarios cut up, one set per group

Resource Sheet 26: Question Quadrant

Resource Sheet 16: Pillars of Support diagram

**a. Starter activity**

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| **Activity** | **Time** |
| 1. Provide a variety of objects one by one related to rambling: walking boots, walking sticks, back pack, waterproof coat etc. Can the learners guess what activity they relate to?2. Play the learners the song ‘Ewan MacColl The Manchester Rambler’: <https://www.youtube.com/watch?v=YENYMwuCG2Y>and provide them with the lyrics: [https://www.lyrics.com/lyric/1518492/Ewan+MacColl/The+Manchester+Rambler](https://www.lyrics.com/lyric/1518492/Ewan%2BMacColl/The%2BManchester%2BRambler)How did it make you feel? What words did you hear that you didn’t know? What do you think the song is about?Learners could learn to sing the song or just the chorus. | 10 min. |
| 3. Explain to the learners that the head teacher has introduced a new rule that means no learners are allowed to go on a certain part of the school grounds i.e. playground, multi-use games area, field etc. Talk about reactions and feelings related to this.  | 10 mins.  |

**b. Main activities**

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| **Activity Lesson 1** | Time |
| 1. Give the learners a variety of trespass-based scenarios (RS49). Ask them to work in pairs or small groups to rank them according to the severity of the actions. | 15 mins. |
| 2. Show the learners the 13 minute video about the mass trespass of Kinder Scout: <https://www.youtube.com/watch?v=OpmPDWCSeKQ> or the 2 minute film made by The National Trust on the anniversary of the mass trespass: <https://www.youtube.com/watch?v=xGNNWdK6FJo>Ask the learners to work in pairs to write any questions they have while they watch. Sort their questions into a question quadrant (RS26)What pillars of support can they identify? (RS16) | 30 mins. |
| 3. Optional opportunity for learners to research in order to answer those questions that can be answered. Alternative – give them the answers.  | 15-60 mins. |

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| **Activity Lesson 2** |  |
| 1. P4C enquiry based on questions from the quadrant OR the question ‘Should we have the right to walk anywhere in the countryside where our presence will do no harm?’ | 1 hour |

**c. Reflection/evaluation**

Conscience Alley: two lines of learners facing each other with room for one learner to walk down the middle. One line argues the point of view that people should not have the right to walk anywhere in the countryside where our presence will do no harm and the other line argues the point of view that people should have the right. As the learner walks down the middle of the alley the learners on either side take turns to offer their reasons. At the end of the alley the learner walking decides what they think based on the strength of the arguments they have heard.

<https://dramaresource.com/conscience-alley/#:~:text=Farmer%20%7C%20Drama%20Strategies-,Conscience%20Alley,two%20lines%20facing%20each%20other>.

**d. Suggested follow-up activities**

1. English – write a balanced argument for and against.

2. Research land use and rights to roam in the National Parks today (e.g. grouse shooting rights and impact on wildlife, biodiversity and right to roam).

**Teachers’ evaluations of lesson**

The learners were interested in the topic as they are acquainted with Castleton as we had a two-day residential there in November. Learners enjoyed the song and had lots of questions. They enjoyed having objects to discuss at the beginning. They enjoyed the discussion of the new rule in school. Interesting discussion around the trespass-based scenarios.

The learners were surprised about the Right to Roam movement. One learner had heard the song before but not understood its meaning. The learners were engaged, as it was relatable. Some learners had just been to Ilam Hall on a residential and walked through Dovedale, which made them reflect on their rights now.