

Our relationship with the outdoors



Appreciating the outdoors

Trip Observe stars in the evening in winter at some point in unit- ideally before rest of unit. [SCN 2-06a](#)

1 Outdoor Lesson: Record sounds, animal if possible. Discuss how sounds made by animals travel. [SCN 2-11a](#)

1 Lesson: Analyse the sounds using software and learn how they can be manipulated and used in sound engineering. [SCN 4-11a](#)



Camping equipment design and adapting to the environment

1 Outdoor Double Lesson: Put up an old prism shaped tent and a newer, less regular shaped tent as a group. Measure the tents and record the measurements on sketches of the tents. Look at the seams of the tents. How do they keep people dry? How much of the space is useful in each tent? Take photos of some of the stitching on the tents. [TCH 3-05a](#)

1 Lesson: Estimate the volumes and areas of material needed for the tents constructed in the previous lesson. [MNU 3-11b](#) [MTH 4-11b and c](#)

1 Lesson: Look at the photos of stitching on the tents put up a couple of lessons ago. Have a go at replicating some of the seams using sewing machines. [TCH 3-04b](#)

1 Double Outdoor Lesson: Try different methods of cooking outdoors, gas and open fire. Discuss heat transfer and environmental impacts [SCN 3-04a](#) [SOC 4-10a](#)

1 Lesson: Experiment to keep water warm. How do sleeping bags and roll mats keep us warm, including the use of novel materials. [SCN 3-04a](#) [SCN 4-16a](#)

1 Lesson: What happens when the body gets too cold? Stages of hypothermia and what you should do about it. [SCN 3-12a and 4-12a](#) [HWB 3-17a](#)

1 Double Lesson: How do we preserve food in the outdoors – what types of food are best suited? What type of food and how much do you need for different amounts of exercise? Plan a menu. [HWB 3-33a](#) [HWB 2-28a and 3-28a](#)

Effects of humans on the environment

1 Double Lesson: Groups look at different issues including tent wastage at festivals, litter in the countryside and what the countryside code says you should do and why. They must summarise their findings into a set of bullet points ready for a short presentation to the rest of the class. [SOC 4-10a](#)

1 Lesson: Get some sections of maps out. What are some of the different features on the maps? Pupils are given a key to the map symbols and must use it to write a descriptive paragraph about the map section. 1:25 000 scale maps. [SOC 3-14a](#)

1 Lesson: Contour lines. Each pair gets a potato and slices half of it thinly into as close as they can get to equal sections. They draw around the sections to create a contour map of the potato. [SOC 3-14a](#)

1 Double Lesson: Using a map of the West highland way and another of the restricted zones for camping, plan where you would stay along the way to keep your costs low and to avoid damaging the environment. [SOC 3-14a](#) [SOC 4-10a](#).

