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## AIM

The Scottish Government has been introducing new laws relating to land and property ownership. These include giving communities the 'right to buy' and individuals the 'right to roam'.

When a community owns property, it means that the rights and responsibilities are shared by all. In this lesson the pupils will think about what it means to own land or property.

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## KEY QUESTIONS

- What does it mean to own something?
- What are the rights and responsibilities associated with land or property ownership?
- What are your rights?

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## SKILLS

- Thinking – analysing and evaluating
- Working with others

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## TIMING

- 60 minutes

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## CURRICULUM AREA

- Literacy
- Social Studies

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## RESOURCES

- Gallery 1 - Property



# COMMUNITY\* LAND SCOTLAND

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## STARTER – DISCUSSION: WHAT DOES IT MEAN TO OWN SOMETHING?

Owning something means that you hold a 'right' of ownership. But there is also a 'responsibility'. A right is what you are allowed to do with your property. A responsibility is what you ought to do. What are the rights and responsibilities that come with owning something e.g., a toy or a pet?

Ask the children to think of something they own. Then think of 3 things they have a right to do with it and 3 things they have a responsibility for it. After a few minutes share and discuss ideas.

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## DEVELOPMENT - WHAT CAN YOU DO WITH PROPERTY? RIGHTS AND RESPONSIBILITIES

Ask the children to think about the rights and responsibilities of ownership as they look at some different places and things. Use the photo gallery Property or print out pictures to pass around. Start with an example together. Ask questions such as:

- What benefits would this give you?
- What would you be allowed to do here?
- What could you change?
- What would you have to do to look after it?

Working in pairs, think about each place. Allow time for pupils to work through the pictures, making brief notes before coming back together for a share and discussion.

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## PLENERY

Rights or Responsibilities 'Show me boards'. Give examples of rights or responsibilities and ask the pupils to decide which it is.

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## AIFL STRATEGY

'Throw the ball' questions. Ask a question about an idea from the lesson (e.g., explain what right to buy or right to roam means). Throw a ball to a pupil who either answers, if they can, or throws to another pupil to assist or add to the answer.

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## SUCCESS CRITERIA

Pupils can tell the difference between a right and a responsibility.

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## DIFFERENTIATION

Pair more confident writers with less able pupils. This activity could be done simply as a whole class discussion.

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## EXTENSION

Look up the definition of human rights and display it on the whiteboard. Read it out and discuss. Watch the YouTube clip about the UN Convention on the Rights of the Child [https://www.youtube.com/watch?v=y\\_2nA49p3yw](https://www.youtube.com/watch?v=y_2nA49p3yw)

Ask the children what they think their rights are. Which rights, if any, relate to owning or using land? The Scottish Outdoor Access Code gives people the right to go onto any land. <https://young.scot/campaigns/national/knowthecode> has a series of animations explaining the code for young people.

Rights

Responsibilities