

## Activities & the impacts on the New Forest

Ideas for using activity cards.

### Impacts discussion

In groups of three or four, ask pupils to discuss then sort the activities into three groups.

**Good for the Forest**

**Bad for the Forest**

**Not Sure...**

Then feedback, with reasons, about a chosen activity.

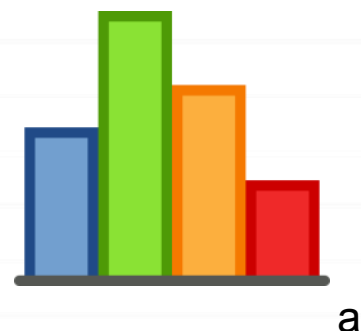
*Be aware that some pupils will automatically sort in good or bad for “me” or “humans” to do, so there can be a need to revise what is good or bad for the environment before beginning, .e.g. litter, fire, noise, erosion. Try our recreation dice game. Don’t forget that making money is good for the forest because local businesses can support the local way of life and community.*

*For younger age groups, or those less familiar with some of these activities, you may wish to select just a few of the 30 cards provided*

**There are no right or wrong answers.**

### Activity survey

Take a poll in the class and chart the results. Which activities would you enjoy doing? Which do you think happen most often? Are there any activities which have bigger impact or cause a problem if a lot of people do them (over a year or all at once). You could even score activities and multiply them by popularity!



Follow this up by designing your own tally chart and doing a survey yourselves as part of a visit to the forest!





**Cycling**



**Dog walking**





**Bird-watching**



**Camping**



**Fishing**



**Horse-riding**





**Walking**



**Kayaking**



**Kite-surfing**



**Sailing**





**Pubs**



**Historic buildings**





**Hotels**



**Archaeology**





**Livestock**



**Wildlife**



**Scenery**



**Picnicking**





**Shopping**



**Sightseeing**



**Fungal forays**



**Bat watching**





**Deer spotting**



**Local produce**



**Restaurants**



**Running**





**Guided walks**



**Caravanning**





**Tourist attractions**



**Relaxing**





## Visiting villages



## Education trips