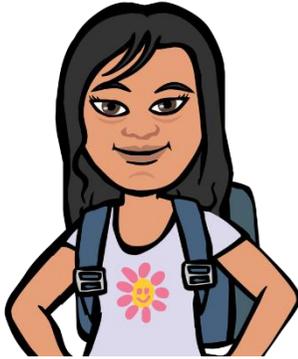


# > A DAY WALK IN THE OUTDOORS



The *Day Walk in the Outdoors* scenario is located on the coastline area of the map.

- In part one, we meet the Li family who are enjoying a long walk in native bush on a sunny day. As they head up a track towards an amazing hilltop view they see some gathering rain clouds in the far distance. They are so close to the hilltop view. Should they continue with their walk, or head home?
- In part two, we discover the family made the decision to head home. We realise this was a smart decision because they are now driving home through a very heavy rainstorm. This could have endangered their safety, and the safety of the landowner, if they had continued on their walk.

## Suggested activities

The following activities contain suggestions to support the viewing of this scenario (before, during and after). Teachers are encouraged to adapt these to suit local needs and student interests.

## Before exploring the scenario

This story presents a situation where the Li family needs to make a responsible decision based on their assessment of possible changing weather conditions.

It provides a starting point for discussing 'being responsible for ourselves' when considering our safety and the needs and safety of others. As preparation before watching the scenario, students could be asked to:

- discuss their own experiences in the outdoors and/or bush, for example what they needed to think about before going, considering the needs of others who were with them, and any safety precautions they needed to take
- consider what they might need to do if they wanted to cross private land on their walk
- think about what the signs of changing weather might be: 'How do we know if the weather is about to change?'

## Exploring the scenario

Clicking or tapping on the related pin on the *Both Sides of the Fence* map launches a video player containing this two part, video-based scenario. Each part ends by asking on-screen reflection questions. Working as a whole class (or independently, in pairs or in small groups) students could be asked to:

- watch the first part of the scenario and then pause to consider/discuss the question posed: 'What do you think the family should do?'
- consider what might happen next: 'What are the possible consequences of the decision the family needs to make?'
- now click or tap the green arrow on the video player to see the next part of the story. Consider the story from the 'other side of the fence' – ie from the landowner's point of view. Consider/discuss the on-screen question posed: 'Now you know the outcome, what do you think of the decision the family made?'
- view the scenario again to look for any signs of the weather changing: 'What were some of the clues that may have encouraged Lily and her family to make their decision?'
- consider/discuss the question: 'What would you do if you were on a walk in the outdoors, and someone wanted to keep going when you believed bad weather was coming?'

## After exploring the scenario

The New Zealand Walking Access Commission and the New Zealand Mountain Safety Council have developed this scenario together, and they have useful reference material on their websites.

Students could be asked to:

- discuss the scenario's story: 'What did you think of the situation that Li and her family faced?' 'What did they need to consider and why?'
- explore the information provided by the New Zealand Mountain Safety Council in its *Day Walks: Know Before You Go* activity guide  
[https://issuu.com/nzmountainsafetycouncil/docs/daywalking\\_activity\\_guide/1?e=2922887/31686806](https://issuu.com/nzmountainsafetycouncil/docs/daywalking_activity_guide/1?e=2922887/31686806),
- explore the information in the New Zealand Walking Access Commission's *Outdoor Access Code*  
<https://www.walkingaccess.govt.nz/assets/Uploads/Code.final30June.pdf>
- discuss the information these organisations provide about safety and responsible access to the outdoors
- draft a plan for an upcoming class/syndicate/school day trip, identifying specific information described in the five steps of the New Zealand Mountain Safety Council's *The Outdoor Safety Code*  
<http://www.mountainsafety.org.nz/Safety-Tips/default.asp>

(Students could be allocated different sections and be asked to draft their plan independently, in pairs, or in small groups).

- review the *While You Are Walking* checklist on the last page of the *Day Walks: Know Before You Go* information. Students could be asked to identify what they will need - and the action they would need to take - to ensure they could respond to each of the points in the checklist
- consider the health and safety needs of people who may have different abilities – for example the older family member in Lily's family: 'What can we do to pay attention to others who may need extra help?' 'What could we look for, and what should we do, if we see people feeling out of their comfort zone or unwell?'
- using the stories at the beginning of each section of the New Zealand Mountain Safety Council's *Day Walks: Know Before You Go* information – identify some of the safe and unsafe practices described, and their consequences. Consider the question: 'What should/could have been done instead?'
- discuss the question: 'What are some of our responsibilities if we have access to an outdoor space?'

At any time, students could be encouraged to refer to the *New Zealand Outdoor Access Code* on the New Zealand Walking Access Commission website, the eBook on the Commission's *Both Sides of the Fence* site, and the safety information provided by the New Zealand Mountain Safety Council:

- <https://www.walkingaccess.govt.nz/outdoor-access-code/>
- <http://bothsidesofthefence.org.nz/Read-the-Book>
- <http://www.mountainsafety.org.nz/Safety-Tips/default.asp>

# Suggested curriculum links

## Health and Physical Education

<http://health.tki.org.nz/>

<b>Underlying concepts</b>	<b>Health Promotion</b> <ul style="list-style-type: none"> <li>understand how the outdoor environment can impact on personal wellbeing, developing skills to keep themselves safe while enjoying the outdoors, developing supportive relationships within their local communities</li> </ul> <b>Socio-ecological perspective</b> <ul style="list-style-type: none"> <li>recognising the need for mutual care and shared responsibility for each other in the outdoors</li> </ul>	
<b>Level/s</b>	<b>2 and 3</b>	
<b>Achievement Objectives</b>	<b>Level 2</b> <b>Personal health and physical development</b> Safety Management <ul style="list-style-type: none"> <li>identify risks and use safe practices in a range of contexts</li> </ul> <b>Healthy Communities and environments</b> Societal attitudes and values <ul style="list-style-type: none"> <li>explore how people's attitudes, values, and actions contribute to healthy physical and social environments</li> </ul> Community resources <ul style="list-style-type: none"> <li>identify and use local community resources and explain how these contribute to a healthy community</li> </ul> Rights, responsibilities, and laws <ul style="list-style-type: none"> <li>contribute to and use simple guidelines and practices that promote physically and socially healthy classrooms, school, and local environments</li> </ul>	<b>Level 3</b> <b>Personal health and physical development</b> Safety Management <ul style="list-style-type: none"> <li>identify risks and their causes and describe safe practices to manage these</li> </ul> <b>Healthy Communities and environments</b> Societal attitudes and values <ul style="list-style-type: none"> <li>identify how health care and physical activity practices are influenced by community and environmental factors</li> </ul> Rights, responsibilities and laws <ul style="list-style-type: none"> <li>research and describe current health and safety guidelines and practices in their school and take action to enhance their effectiveness</li> </ul>
<b>Key area of learning</b>	<b>Outdoor Education:</b> <ul style="list-style-type: none"> <li>opportunities to learn about the environmental impact of outdoor recreation activities and to plan strategies for caring for the environment</li> <li>planning strategies to evaluate and manage personal and groups safety, challenge, and risk</li> <li>finding out how to access outdoor recreation opportunities within the community</li> </ul>	

## Social Studies

<http://ssol.tki.org.nz/>

<b>Conceptual strand</b>	<b>Identity, Culture, and Organisation:</b> <ul style="list-style-type: none"><li>• students learn about society and communities and how they function. They also learn about the diverse cultures and identities of people within those communities and about the effects of these on the participation of groups and individuals</li></ul>
<b>Level/s</b>	<b>2 and 3</b> <ul style="list-style-type: none"><li>• understand that people have social, cultural, and economic roles, rights and responsibilities</li><li>• understand how people make decisions about access and use of resources</li></ul>
<b>Focus concepts</b>	<ul style="list-style-type: none"><li>• Social Organisation – working together</li><li>• Roles and responsibilities</li><li>• Decision-making</li></ul>

# Further starter ideas

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These are some additional suggestions about ways in which teachers could use this scenario to support teaching and learning opportunities.

## Health and Physical Education

Teachers could use this scenario to encourage students to consider:

- 'fueling up': 'What sort of breakfast, lunch and snacks would we need to take if we went on an outdoor walk like Lily and her family?'
- 'What sorts of foods are best for a day trip?', for example: 'Which types of food are the best for us to carry, result in minimal rubbish and leave no trace, and why?'. Students may find this site [www.leavenotrace.org.nz](http://www.leavenotrace.org.nz) of interest
- basic first aid: 'What basic first aid should we know about and be able to do if we are walking in the outdoors?' 'How can we skill up?'
- responsibilities: 'If we go for a walk in the outdoors as a group, does our leader carry all the responsibility to keep us safe? What are the personal responsibilities we also need to consider?'

## Literacy

Teachers could use this scenario to discuss their school's Education Outside the Classroom (EOTC) and Risk Assessment and Management Strategies (RAMS) forms with their students:

- for example, discussing ideas for changes they may have when thinking about the *A Day Walk in the Outdoors* story.

## Science

Teachers could use this scenario to encourage students to consider:

- the science of meteorology: 'How do we know what the weather is going to be tomorrow, next week and even longer?'
- how our bodies react to changing temperatures and weather conditions, for example: 'Why do we shiver?', 'What is hypothermia?'

## Social Studies

Teachers could use this scenario to encourage students to consider:

- Social organisation: 'How do people in our neighbourhood and region work together to keep people safe?' 'What are their roles and responsibilities?' 'Why might landowners want people to ask permission before accessing their land?'
- Decision-making: 'What are different ways we can make decisions about being safe in the outdoors (eg, following rules, voting, respecting the leader, consensus)?' 'What ways would be best on a day walk?'

## Technology

Teachers could use this scenario to encourage students to consider:

- the types of outdoor and wet weather clothing now available: 'What is clothing made of that can protect us from the rain, or snow, or hot temperatures?', 'How do these materials work?', 'Compare and contrast different types of fabrics and materials suitable for different weather conditions'.

# Useful reference sites

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## New Zealand Walking Access Commission

### Both Sides of the Fence

- Online scenarios/map
- eBook
- In My Region student gallery
- Teachers' Space

<http://bothsidesofthefence.org.nz>  
<http://bothsidesofthefence.org.nz/Read-the-eBook>  
<http://bothsidesofthefence.org.nz/In-My-Region>  
<http://bothsidesofthefence.org.nz/Teachers-Space>

### Follow the Kiwi Way

- website
- Asking Permission information sheet

<http://www.followthekiwiway.org.nz/>  
<http://www.followthekiwiway.org.nz/assets/PDF-documents/asking-permission-3.pdf>

### New Zealand Walking Access Commission

- website
- New Zealand Outdoor Access Code
- Walking Access Mapping System

<https://www.walkingaccess.govt.nz/>  
<https://www.walkingaccess.govt.nz/walkways-and-access/outdoor-access-code/>  
<http://wams.org.nz>

## New Zealand Mountain Safety Council

- website
- Day Walks Activity Guide
- Get Outdoors
- The Outdoor Safety Code
- video collection

<http://www.mountainsafety.org.nz/>  
[https://issuu.com/nzmountainsafetycouncil/docs/daywalking\\_activity\\_guide/1?e=2922887/31686806](https://issuu.com/nzmountainsafetycouncil/docs/daywalking_activity_guide/1?e=2922887/31686806)  
<http://www.mountainsafety.org.nz/Get-Outdoors/default.asp>  
<http://www.mountainsafety.org.nz/Safety-Tips/default.asp>  
<http://www.mountainsafety.org.nz/Get-Outdoors/Get-Outdoors-Videos.asp>

## Ministry of Education - TKI

- Health and Physical Education
- Social Sciences Online
- Social Sciences Online: Social Inquiry Planner
- Education Outside the Classroom
- School Journal stories

<http://health.tki.org.nz/>

<http://ssol.tki.org.nz/>

<http://socialinquiry.ssol.tki.org.nz/>

<http://eotc.tki.org.nz/EOTC-home>

<http://literacyonline.tki.org.nz/Literacy-Online/Teacher-needs/Instructional-Series/School-Journal>

Teachers may like to consider introducing School Journals stories that fit the theme of this scenario, eg

- [\*Saying Goodbye – School Journal Part 3 Number 3, 2006\*](#)

Since 2014, School Journals and their accompanying teacher support materials have been published online on TKI. Titles can be discovered using TKI's search system.

## Other

- EONZ
- HETTANZ
- NZHEA
- PENZ
- Department of Conservation
- Ministry of Health
- Sport New Zealand

<http://www.eonz.org.nz/>

<http://www.hettanz.org.nz/>

<http://healtheducation.org.nz/>

<http://www.penz.org.nz/>

<http://www.doc.govt.nz/>

<http://www.health.govt.nz/your-health/healthy-living/food-and-physical-activity/physical-activity>

<http://www.sportnz.org.nz/assets/Uploads/attachments/managing-sport/Recreation/Outdoor-Activities-Guidelines-for-Leaders.pdf>