

# > THE BEACH



The Beach scenario is located on the coastline of the map.

- In part one, we meet Philip and his family who are travelling by boat to visit their favourite place for the day. It's a typical Kiwi beach with lots of sand, trees, and rock pools, and there's an old bach nearby. As they approach the shoreline they see that the old bach has been sold. Does this mean they can't visit the beach anymore?
- In part two, the new owner of the bach explains that Philip and his family will always be able to visit the beach because it is part of the Queen's Chain. This means that, legally, it has to remain available to the general public.

## 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 features the Queen's Chain and the concept of preserving the right of public access to parts of New Zealand. It offers opportunities to discuss its history and role today, and also how public good rules and laws are made. This can be linked to thinking about the responsibilities that go with having access to shared outdoor public places. Students could be asked to:

- discuss in groups and then share their favourite outdoor places which are available for everyone to enjoy (like beaches, parks and playgrounds)
- consider who makes these places available to us, and if there are any rules about using them
- brainstorm how such rules are made about using them, and who makes these rules.

### Exploring the scenario

Tapping or clicking 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 in pairs or small groups) students could be asked to:

- watch the first part of the scenario and then pause to consider/discuss the question posed: 'How do you feel about this access issue?'
- consider if someone has the right to say "you can't visit the beach", and who they think they could talk to if they didn't agree with this
- click or tap on the green arrow on the video player to see the next part of the story from the 'other side of the fence' and consider/discuss the question posed: 'Now you know the outcome, what do you think of the solution to the access issue?'
- consider how seeing the 'both sides of the fence' situations presented in the two parts of the scenario may have helped them to think about things differently.

### After exploring the scenario

The New Zealand Walking Access Commission provides information about the Queen's Chain on its website. Students could be asked to:

- research the meaning, history and purpose of the 'Queen's Chain'
- using the image provided below, explore what the word 'chain' means in the context of a measurement – and why the word 'chain' is used
- find out if there are places in their region where the Queen's Chain applies
- consider the question 'why rules are made about public access to outdoor places – why do we need them?'
- consider how rules are made that stay permanent; 'what is law-making?'
- discuss 'what are some of our responsibilities if we have access to an outdoor space?', using the New Zealand Outdoor Access Code available on the New Zealand Walking Access Commission website, and in the eBook on the *Both Sides of the Fence* site  
<https://www.walkingaccess.govt.nz/outdoor-access-code/>  
<http://bothsidesofthefence.org.nz/Read-the-eBook>
- explore the public access information available on the New Zealand Walking Access Commission website - for example in its frequently asked questions  
<https://www.walkingaccess.govt.nz/frequently-asked-questions/access-along-rivers-lakes-and-the-coast/>

