

## > TREADING SOFTLY



The Treading Softly scenario is located in the upper middle section of the interactive map, above the marae.

- In part one of this scenario, we learn about a school camping trip where a group of students and their teacher want to take a short cut through the local marae to go up the mountain track. Someone appears who tells them they can't cross the land.
- In part two, we meet Hemi from the marae. He explains that while the local hapū likes visitors, they only permit them entry once they have asked permission, and have been made aware of the importance of the land to the local people. He also explains that there is a local urupā (graveyard) that needs to be respected. He offers to show them another track that's just as good but does not cross the land.

### Suggested activities

The following activity ideas support 'before viewing the scenarios', 'during viewing the scenarios' and 'after viewing the scenarios'. Teachers are encouraged to adapt these activities to suit the local needs and interests of their students.

#### Before exploring the scenario

The interactive map shows a range of areas, including a forest, mountains, farmland, a river and the sea.

Students could be asked to:

- look at the different types of land shown on the map and list the types of issues that might arise – for example, restricted access to a fishing spot on the river
- share the list with others in the class, discussing the viewpoints of both the person wishing to have access and the landholder who may wish to restrict access.

### Exploring the scenario

The marked spot on the interactive map contains embedded videos which, when played, present a *Both Sides of the Fence* animated scenario. Clicking or tapping on a marked spot launches a video player containing a 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 topic?
- click or tap on the green arrow to hear the story from the other side of the fence and consider/discuss the questions posed: Now that you have more information, have your views changed? What solutions could the landowner and local community explore?
- create a poster or chart listing the points for and against allowing the access that was wanted for each viewpoint
- consider how seeing 'both sides of the fence' that were presented in the two parts of the scenario helped them to view things differently.

### After exploring the scenario

The topic in the scenario is typical of those encountered by the New Zealand Walking Access Commission, and its regional advisors.

Students could be asked to:

- use maps, such as Māori Maps [www.maorimaps.com](http://www.maorimaps.com) and the Commission's Walking Access Mapping System (WAMS) online map <http://wams.org.nz>, to identify Māori land, marae or urupā in their local community. Find out if the community – or visitors – need to cross this area to access a local recreational space. Discuss the access from 'both sides of the fence' – i.e. those wanting access, and the local iwi
- conduct some research about the land to discover any historical or notable aspects – for example, using local newspapers, the local library, local kaumātua, etc.
- interview some of the people involved in managing the marae or urupā to find out what each believes the responsibilities of the other to be. Ensure the interview questions consider views from 'both sides of the fence' and respect Tikanga Māori
- discuss – in groups or as a class – the findings, and how a 'win/win' solution might be possible.