

# > MAHI TAHI



The Mahi Tahi scenario is located on the coastline of the map.

- In part one, we meet a group of students who are out on a science field trip. They are studying global warming, and are on their way to visit a local lighthouse to check its weather station's readings. But they find the track to the lighthouse has been washed away by a recent storm. What can they do?
- In part two, we discover that time has passed and the students are back at the track, helping to fix it. We hear that they contacted the local New Zealand Walking Access Commission regional field advisor to find out more about the track. The advisor helped by putting them in touch with the local kaumātua of the hapū that looks after the land where the track is located. As they already had work planned to fix the path, the kaumātua has invited the school to come along and help. Now everyone is working - mahi tahi - to repair the track. Once it is fixed, the students will be able to finish their science experiments!

## 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 scenario reflects the fact that students may go on field trips to the outdoors to learn about their local region. It introduces the notion that access to where they want to go can sometimes present a challenge and that the New Zealand Walking Access Commission's network of regional field advisors may be able to help. It also includes the idea that people in the local community may have expertise and knowledge to assist in solving a problem like this.

Before viewing the scenario students could be asked to:

- discuss in groups, and then share, some of the outdoor places in their region they can go and enjoy with their whānau (eg places for everyone to enjoy like local parks, beaches, rivers and playgrounds)
- consider who helps to make those outdoor places available to the general public (eg local councils, the Department of Conservation, private landowners, the government, the New Zealand Walking Access Commission).

### Exploring the scenario

Tapping or clicking on the 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?'
- 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?'

### After exploring the scenario

This scenario can foster discussions that include how the students in the story were pro-active in finding people to help them with the challenge of the broken track. It can encourage awareness that the local community and hapū or iwi have knowledge and expertise to offer. Students could be asked to:

- find out who the New Zealand Walking Access Commission's regional field advisor is in their area, and how they might help in enabling access to the outdoor places they like to go. <https://www.walkingaccess.govt.nz/regional-field-advisors/>
- create and role-play a situation where a regional field advisor might help problem-solve an issue where access to an outdoor place is needed
- using this problem, consider who else in their community might be able to help - for example their whānau, people in their community, the local hapū or iwi - whose local knowledge or expertise could also offer some possible solutions
- consider what our responsibilities are if we have access to an outdoor public place. The New Zealand Outdoor Access Code on the Commission's website, and *Both Sides of the Fence* eBook could help with this. <https://www.walkingaccess.govt.nz/outdoor-access-code/http://bothsidesofthefence.org.nz/Read-the-eBook>