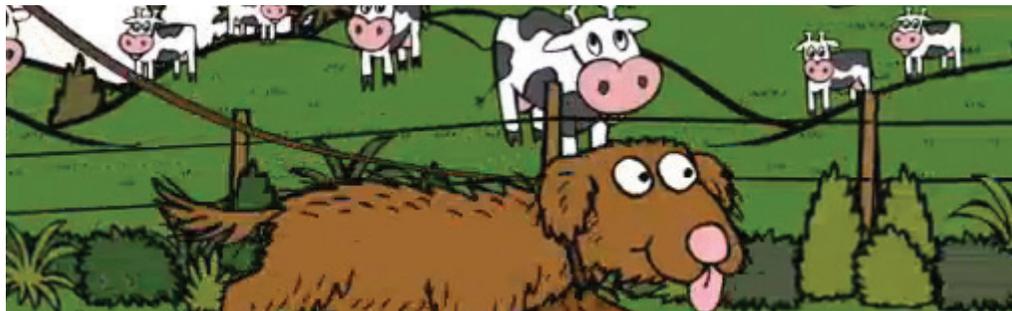


> UNLEASHED



The Unleashed scenario is located at the top left of the map, above the town.

- In part one of the scenario, we meet Kush, the dog. He loves going for a walk to the local beach with his owner, Sally, who always keeps him on his lead. One day, they find the track has been closed to all dogs. Kush is confused about what's happened.
- In part two of the scenario, the daughter of the local landholder, Sarah, explains that they recently found some little blue penguins nesting alongside the track. Concerned about off-leash dogs harming them, her father has closed the track to dogs while they determine what to do to keep them safe.

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 people walking their dogs access along tracks to beach and riverbank areas
- 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:

- identify a place in their local community where continued access is important for people to walk and exercise their dogs (for example, a local beach or riverbank)
- consider the access needs from 'both sides of the fence' – i.e. those wanting access for themselves and their dog, and the landholder/manager of the area (for example the local council or the Department of Conservation)
- use a map, including the Commission's Walking Access Mapping System (WAMS) online map <http://wams.org.nz>, to find other areas and tracks where people can walk their dogs
- interview some of the people involved in using or managing the tracks leading to beach or riverbank areas 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'
- discuss – in groups or as a class – the findings, and how a 'win/win' solution might be possible.