

New Zealand Walking Access Commission

Year 1–3 teaching resource

> IN THE COUNTRY



WALKING ACCESS
ARA HĪKOI AOTEAROA





> IN THE COUNTRY

New Zealanders and visitors to our country like to participate in a wide and diverse range of outdoor activities. We expect to have open access to our favourite places. However, while access to the great outdoors may be expected, or even taken for granted, it is not always guaranteed.

The New Zealand Walking Access Commission has created resources to assist teachers and students to explore the theme of respect for and responsible use of the outdoors. These resources are found on the *Both Sides of the Fence* website: <http://bothsidesofthefence.org.nz>.

This resource focuses on developing year 1–3 students’ awareness and understanding of taking responsibility for their actions, considering others and caring for the environment.

Outdoor access to both public and private land comes with obligations. These include: taking responsibility for one’s own actions; being considerate and respecting the interests of other people; caring for the environment; seeking permission for access to private or Māori land; and learning and respecting Tikanga Māori.

New Zealand Outdoor Access Code (2010), page 22

Curriculum links

The following tables include suggested *New Zealand Curriculum* links and achievement objectives. You are encouraged to adapt these to meet the context for learning and your school curriculum.

<p>Vision</p> <ul style="list-style-type: none"> connected to the land and environment contributors to the well-being of New Zealand – social, cultural, economic, and environmental 	<p>Principles</p> <ul style="list-style-type: none"> community engagement future focus, particularly the future-focused issues of sustainability and citizenship
<p>Values</p> <ul style="list-style-type: none"> innovation, inquiry, and curiosity, by thinking critically, creatively, and reflectively ecological sustainability, which includes care for the environment 	<p>Key competencies</p> <ul style="list-style-type: none"> thinking – to identify and analyse different points of view relating to others – by expressing their opinions and showing sensitivity to the opinions of others

Achievement objectives: social sciences

The ideas of **responsible behaviour** and **how access rules are created** provide opportunities for quality discussion and learning activities in the social sciences learning area.

<p>Level 1</p> <p>Students will gain knowledge, skills and experiences to:</p> <ul style="list-style-type: none"> understand that people have different roles and responsibilities as part of their participation in groups understand how places in New Zealand are significant for individuals and groups. 	<p>Level 2</p> <p>Students will gain knowledge, skills and experiences to:</p> <ul style="list-style-type: none"> understand that people have social, cultural, and economic roles, rights, and responsibilities understand how places influence people and people influence places.
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Assessment for learning

This resource supports formative assessment. It offers opportunities for students to reflect on their learning and understanding of the concepts and information presented in the activities.

Learning experiences

The following learning experiences may be taught sequentially. However, you are encouraged to select and adapt the most appropriate activities to meet the specific needs, interests and experiences of your students.

Keeping the environment clean

People in New Zealand like camping and spending time outdoors.

Our environment is an asset and needs to be treated with care.

Have students think-pair-share about their class and school environments.

Ask: What do you do to take care of these environments?

Discuss the class and school rules for keeping the environment clean and tidy.

Ask: Is it important to keep our country 'clean and tidy'? Why? How could you do that? Make a mind map of things people can do to care for the New Zealand environment.

Fruitful discussions

Locate the 'Fruitful discussions' scenario on the *Both Sides of the Fence* interactive map: <http://bothsidesofthefence.org.nz>. Watch the first part of the scenario.

Pause the video at the end of the first section. Ask: What do you think is going to happen? Why? Watch the second part of the scenario. Ask: What do you think now? Is it okay to walk through people's property without permission? What are some other reasons why farmers and landholders don't want people walking through their property?

Suggested activities to support the scenario can be downloaded from the *Both Sides of the Fence* 'Teachers' Space': <http://bothsidesofthefence.org.nz/Teachers-Space>.

In my region

Have students think about a special place in New Zealand that they have visited for a holiday or walk. Have a large map of New Zealand on the wall for students to locate the place and mark with a label. You could visit the Commission's Walking Access Mapping System (WAMS), <http://wams.org.nz>, and locate the places on the map.

Have students draw or paint their special place. Then, have them write a short paragraph describing the place and explaining why it is special. Consider uploading these to the 'Share your story' section of the 'In My Region' page of the *Both Sides of the Fence* website: <http://bothsidesofthefence.org.nz/In-My-Region/Share-your-story>. Or, you could create a class mural showing all the students' special places.

Walking in the country (activities for older students)

Before you go walking or camping in the country, you should always check where you are allowed to go and what you are allowed to do. In the country there are rules, just as there are at school.

Download and print the *New Zealand Outdoor Access Code* double-sided A5 brochure: <http://www.walkingaccess.govt.nz/outdoor-access-code/>. Read through the 'For the Public' page together before cutting it into the four sections: Respect other people's property; Leave the environment as you found it; Consider others; Respect Māori land. Divide the class into four groups and give each group one section each. Have the groups discuss why each of the bullet points in their section are important and what the consequences would be if people didn't respect these rules and responsibilities. Have each group report back to the class.

Respect Māori land

Māori land is often of cultural, historical or geographical interest to people. It generally doesn't have public access rights. Explain the concept of kaitiakitanga (guardianship and conservation). You will find links to background information on the 'Teachers' Space' of the *Both Sides of the Fence* website: 'Links' page, in the 'Tikanga Māori' drop-down section: <http://bothsidesofthefence.org.nz/Teachers-Space>.

Locate the scenario story 'Treading Softly' on the *Both Sides of the Fence* interactive map: <http://bothsidesofthefence.org.nz>. After watching the scenario, have students explain why it is important to seek permission to visit or walk through Māori land. Suggested activities to support the scenario can be downloaded from the *Both Sides of the Fence* 'Teachers' Space' <http://bothsidesofthefence.org.nz/Teachers-Space>.

As an extension activity, facilitate a class discussion about the similarities and differences of seeking permission to visit Māori land and seeking permission from landholders such as farmers. Record this on a T-chart.

Role play

Using the four sections from the 'Walking in the country' activity, have the groups role play both sides of one of the bullet points (i.e. what you should do and why, and what you shouldn't do and why) and discuss the consequences. You will find suggestions on how to organise the activity on the 'Teachers' Space' of the *Both Sides of the Fence* website. Visit the 'Other activities' page and read the 'Identifying the issues – role play' information: <http://bothsidesofthefence.org.nz/Teachers-Space>.

Outdoor Access Code

Have students use the graphic organiser 'Being responsible' to illustrate the important aspects of the *New Zealand Outdoor Access Code*. Write a caption under each illustration to explain the actions people should take.

Regional Advisors

The Commission has a network of experienced regional field advisors. Invite a regional field advisor to talk about their work and the types of situations they deal with on a daily basis. Have students brainstorm a set of questions to ask. You could record the visit so that you will be able to discuss some of the points raised during the visit in class later.

To arrange a visit with/from a regional field advisor, go to the 'Arrange a visit' page on the 'Teachers' Space' of the *Both Sides of the Fence* website: <http://bothsidesofthefence.org.nz>.

Being responsible

Write about, or draw, what people should do to be responsible in the outdoors.

Name:

Respect other people's property

Consider others

Leave the environment as you found it

Respect Māori land