

New Zealand Walking Access Commission

Year 1–3 teaching resource

> WALKING THE DOG



WALKING ACCESS
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> WALKING THE DOG

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 and caring for the environment.

The right to walk with a dog, including hunting dogs, depends on the rights that run with the type of access. On private land, permission must be obtained to take a dog. Dogs should be kept under proper control, and not allowed to frighten other people, worry farm animals or disturb birds or wildlife, unless they are game and hunting has been permitted. Dog faeces should be picked up and removed or buried.

New Zealand Outdoor Access Code (2010), page 20

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.

Getting started

To start this activity, survey the class to find out who has a dog or knows someone who has a dog. Give students time to chat with a partner about who walks the dog and where they go on their walks. Have some students share their experiences with the class.

Walking the dog

Talk about the things dog owners should do when they take a dog for a walk (e.g. consider others by keeping dog on lead/leash and picking up dog faeces) and why they need to do these things (e.g. keeping other people safe). Have students share their ideas with the class and make a list of the ideas.

Have students use the graphic organiser 'When I walk my dog I...' to write or draw the things to do to walk a dog safely.

You will find information on dogs on page 17 of the *New Zealand Outdoor Access Code* at <http://www.walkingaccess.govt.nz>.

Where to go

Make a mind map of where people take their dogs for walks, for example, around the neighbourhood, on the beach, at the park, or by the river.

Ask: If you are walking in your neighbourhood, should you let the dog walk into other people's property? Why not? Explain that respect for property rights is important.

Ask: How do people/dog owners know where to go for a walk? Introduce the Commission's Walking Access Mapping System (WAMS). We suggest teachers familiarise themselves with the mapping system first. Go to WAMS: <http://wams.org.nz>. Click on [help guide](#) in the information box that appears in the middle of the screen. For help on how to use the map, select from the options in the left-hand menu.

For more information about walks in your area, see Department of Conservation (DOC) 'Tracks & walks': <http://www.doc.govt.nz/parks-and-recreation/tracks-and-walks>. Information on the walks includes alerts to walkers about possible hazards and where dogs may be taken.

You could use WAMS or the DOC information to plan a walk in your neighbourhood or region.

Signs

Explain to students that there are some public spaces where dogs are not allowed. For example, if people want to walk their dog on a beach, they should check for signs first. Show students some examples of simple road signs and discuss what each means. Ask: What do you think signs such as 'no dogs allowed' and 'dogs allowed – keep on a lead' would look like? Have students draw what they think each sign could look like. Have the students discuss why these signs are necessary. Explain that dogs are not allowed in some places so that wildlife such as blue penguins and kiwi can remain protected.

Unleashed

Locate the 'Unleashed' 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 your dog where there is wildlife such as penguins. Why not? Why should people who are walking their dogs ask permission? Can you think of any other

reasons why you wouldn't be able to walk a dog in some places. (E.g. on a farm with farm animals or on a bush walk.)

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

Role play

Have the students work in small groups to role play walking the dog at different places and keeping others safe. For background information see page 17 of the *New Zealand Outdoor Access Code*. 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>.

Dog safety

You might also want to consider talking about how to be safe around dogs. See <http://www.dogsafety.govt.nz/dogsafety.nsf>, especially the free downloadable 'Dog Box' resource: http://www.dogsafety.govt.nz/dogsafety.nsf/wpg_URL/Resources-&-Links-The-Dog-Box!OpenDocument.

When I walk my dog I...

Write about, or draw, the things you would do to walk a dog safely.

Name: