

# > KNOW WHERE TO GO



This extended 3-part scenario, located on the *Both Sides of the Fence* map, can support discussions about ways to find out about local places where people can enjoy the outdoors. It can also support explorations about the benefit of being physically active and how this can contribute to our well-being. It is available in English and te reo Māori, with accompanying activities.

- In part one we meet Awatea. He lives in the inner city with his parents and his kuia (Nan). At school his class has been learning about local wildlife and he's excited by the idea of discovering somewhere in the neighbourhood where he might see native birds like pīwaiwaka, tūtī and kererū. But his parents are really busy with their work and he can't encourage them to go outside and explore with him.
- In part two, we learn his teacher has shown Awatea and his classmates the Walking Access Mapping System (WAMS) on the internet. Awatea has learnt how it shows tracks to parks and outdoor places. He is excited and shares the news with his parents and Nan, but Mum and Dad are still very busy with their work and don't have time to go outside to explore. They also think it's unlikely their inner city location has nearby outdoor places where local wildlife can be found.
- In part three, we discover that Nan has lived in the neighbourhood for a long time. Nan and Awatea have found a nearby track on the WAMS map. She remembers taking Awatea's dad there as a young boy. Together they encourage the busy parents to join them on their exploration, and the whānau are now out and about, enjoying the great outdoors. They even discover that there is local wildlife in their neighbourhood after all!

## 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 includes the fact that even in big cities there may be local parks and outdoor places for families to enjoy. It also shows that there are ways to 'know where to go' to find these places. Before viewing the scenario students could be asked to:

- discuss in groups and then share the favourite outdoor places they like to go with their whānau, and why (eg places for everyone to enjoy like local parks, beaches, rivers and playgrounds)
- brainstorm ways they could find out about the tracks and paths to these places.

This scenario can be a springboard for exploring the concept of well-being which encompasses the physical, mental and emotional, social, and spiritual dimensions of health. It can also support an exploration of hauora - the Māori philosophy of health unique to New Zealand which comprises taha tinana, taha hinengaro, taha whānau, and taha wairua.

### Exploring the scenario

Tapping or clicking on the English or te reo Māori pin on the *Both Sides of the Fence* map launches a video player containing this 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 story so far. 'What do they think will happen next?' and 'What is Awatea excited about and why?'
- click or tap on the green arrow on the video player to see the next part of the story and then pause to consider/discuss it. 'What do they think will happen next?', and 'How could the Walking Access Mapping System help Awatea and his whānau?'

- click or tap on the green arrow on the video player to see the final part and then consider/discuss the outcome of the story. 'How did Awatea's and Nan's knowledge help the family plan their outing?'

### After exploring the scenario

Students could be invited to:

- reflect on the story and what helped Awatea and his whānau to find the local outdoor place they visited
- consider how the whānau explored the outdoors together – and the possible value of doing something physically active together as a group.

Students could be asked to

- create a local walking map which shows parks and tracks in their neighbourhood which are available to the public - they could research this by using the Walking Access Mapping System (WAMS) to help them find local tracks in their region [http://wams.org.nz/wams\\_desktop/index.aspx](http://wams.org.nz/wams_desktop/index.aspx)
- explore what their families and community know about the parks and outdoor community areas available in their region.

As well as these suggestions, teachers may also like to explore Māori perspectives and tikanga associated with traditions and respect for the land. This could encourage students to understand and value the knowledge that their whānau, and local kaumātua, kuia and community members may have to offer about their local neighbourhood and history.

As part of their inquiry, students could be asked to include the history of the parks, outdoor places, and associated tracks that they have included in their local walking map. This could involve researching information such as:

- have the tracks and parks always been there? For example, 'What was the land like 150 years ago?', and 'Did people use it then in the same way, or differently, and why?'
- 'What names did iwi, hapū and whānau have for these local places back then?', and 'Are they the same names now?' 'If not, why not?' And 'What was the reason for their original name?'
- 'What are some of the Māori language names for the local plants and wildlife that are often found in parks and in the neighbourhood - and what are some of the stories behind these names?'

As part of their thinking about outdoor activities, students could also be invited to:

- discuss what it means to be responsible when accessing these outdoor places.

The New Zealand Outdoor Access Code available on the New Zealand Walking Access Commission website, and the information in the eBook on the *Both Sides of the Fence* site could help them with their discussions.

<https://www.walkingaccess.govt.nz/outdoor-access-code/>  
<http://bothsidesofthefence.org.nz/Read-the-eBook>.