



WALKING ACCESS
ARA HĪKOI AOTEAROA

Starter Ideas for teachers

**Health and Physical Education,
hauora and well-being,
and tikanga Māori**



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He oranga ngākau,
He pikinga waiora

Positive feelings in your heart
will raise your sense of self-worth.

Health and Physical Education in the New Zealand Curriculum, 1999

<http://health.tki.org.nz/Teaching-in-HPE/Curriculum-statement>

About this document

Access to New Zealand's lakes, beaches, rivers and mountains is at the heart of our Kiwi way of life. The beauty and diversity of our landscapes enrich and inspire us, and having access to these places is part of New Zealand's culture and heritage.

The New Zealand Walking Access Commission is the Crown entity that plays a lead role in protecting this heritage by promoting free, certain, enduring and practical access to the outdoors.

We work to strengthen the links between rural and urban New Zealand by identifying publicly accessible land, providing information about public access rights and responsibilities, assisting with dispute resolution and facilitating new opportunities for people to access and enjoy the great outdoors.

The New Zealand Walking Access Commission

www.walkingaccess.govt.nz

The *Both Sides of the Fence* website www.bothsidesofthefence.org.nz has been designed to support the work of the New Zealand Walking Access Commission. It is an education resource developed as a companion to the Commission's main site, and incorporates a range of materials for teachers and students. As well as explaining the work of the Commission, exploring the New Zealand Outdoor Access Code and offering an online image gallery where students' work can be displayed, the site also provides opportunities for students to explore a series of animated scenarios where a possible barrier to accessing an area of land is presented.

Students are invited to consider how they feel about this situation – and what they think should happen next. The resolution of the scenarios then reveals a reason for the access issue and asks them, now they have more information, to consider the other point of view – ie viewing the issue 'from both sides of the fence'.

A Scenario Card has been written for each of the animated stories for teachers to use. These are available in the Teachers' Space of the site and suggest 'before', 'during' and 'after viewing the scenario' curriculum-linked activities.

This Starter Ideas document has been added to the teaching resources available on the *Both Sides of the Fence* site to provide teachers with ways the scenarios could be used as a springboard for hauora, well-being, and health and physical education learning opportunities. It also offers entry points for discussions relating to Māori perspectives and tikanga in relation to the land.



Health and Physical Education learning area – suggested strands

Personal Health and Physical Development

Level 1

- **Regular physical activity**
Students will participate in creative and regular physical activities and identify enjoyable experiences.

Level 2

- **Regular physical activity**
Students will experience creative, regular, and enjoyable physical activities and describe the benefits to well-being.

Healthy Communities and Environments

Level 1

- **Community resources**
Students will identify and discuss obvious hazards in their home, school, and local environment and adopt simple safety practices.
- **Rights, responsibilities, and laws; People and the environment**
Students will take individual and collective action to contribute to environments that can be enjoyed by all.

Level 2

- **Community resources**
Students will identify and use local community resources and explain how these contribute to a healthy community.
- **Rights, responsibilities, and laws; People and the environment**
Students will contribute to and use simple guidelines and practices that promote physically and socially healthy classrooms, schools, and local environments.

Health and Physical Education learning area

<http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum/Learning-areas/Health-and-physical-education/Achievement-objectives>

Health and Physical Education learning area – underlying concepts

Well-being

The concept of well-being encompasses the physical, mental and emotional, social, and spiritual dimensions of health. This concept is recognised by the World Health Organisation.

Hauora

Hauora is a Māori philosophy of health unique to New Zealand. It comprises taha tinana, taha hinengaro, taha whānau, and taha wairua.

Taha tinana - Physical well-being

the physical body, its growth, development, and ability to move, and ways of caring for it.

Taha hinengaro - Mental and emotional well-being

coherent thinking processes, acknowledging and expressing thoughts and feelings and responding constructively.

Taha whānau - Social well-being

family relationships, friendships, and other interpersonal relationships; feelings of belonging, compassion, and caring; and social support.

Taha wairua - Spiritual well-being

the values and beliefs that determine the way people live, the search for meaning and purpose in life, and personal identity and self-awareness (For some individuals and communities, spiritual well-being is linked to a particular religion; for others, it is not.)

Each of these four dimensions of hauora influences and supports the others.

Health and Physical Education Curriculum Statement. Underlying Concepts, 1999

<http://health.tki.org.nz/Teaching-in-HPE/Curriculum-statement/Underlying-concepts>

Starter ideas

1. Why is having access to outdoor places important to people?

The New Zealand Walking Access Commission helps to provide people with access to outdoor places across New Zealand. Teachers may like to encourage students to:



- explore the role of the Commission – and how its work can help us enjoy outdoor places
- list five popular outdoor activities that Kiwis like to do when they are accessing outdoor places
- describe some reasons why we enjoy outdoor activities like these – and how being physically active might make us feel
- discuss the question ‘What are some of the benefits of being physically active each week?’

As a follow on from the discussions, students might like to:

- create a map showing five places in the school grounds and/or the local community that are popular places where the students and/or the community likes to go to enjoy the outdoors
- discuss why having access to these outdoor places might be important to people
- add a pin on the map with a description of a physical activity that people might like to do there.

Suggested resources & readings

- New Zealand Walking Access Commission website. www.walkingaccess.govt.nz
- New Zealand Outdoor Access Code. <https://www.walkingaccess.govt.nz/walkways-and-access/outdoor-access-code/>
- Walking Access Mapping System (WAMS). http://wams.org.nz/wams_desktop/index.aspx
- Both Sides of the Fence. www.bothsidesofthefence.org.nz
- TKI. Health and Physical Education Online. <http://health.tki.org.nz/>
- TKI. Health Promoting Schools. <http://hps.tki.org.nz/>
- TKI. Curriculum in Action series: *Adventure Experience in the School Grounds*. <http://health.tki.org.nz/Key-collections/Curriculum-in-action/Adventure-experience-in-the-school-grounds>
- Statistics New Zealand http://www.stats.govt.nz/browse_for_stats/snapshots-of-nz/nz-social-indicators/Home/Health/particip-phys-activity.aspx

2. What does 'well-being' mean?

The New Zealand Curriculum envisages young people to be confident, connected, actively involved, lifelong learners - and the essence of health and physical education is that

students learn about their own well-being, and that of others and society, in health-related and movement contexts

Teachers might like to explore the concept of 'well-being' with students, introducing them to the aspects of

- Taha tinana - physical well-being
- Taha hinengaro - mental and emotional well-being
- Taha whānau - social well-being
- Taha wairua - spiritual well-being

Students could then be asked to discuss the following questions:

- 'People can have a sense of 'well-being' - what does this mean?'
- 'What helps us to have a sense of 'well-being' - how do the above aspects connect together?'
- 'Can 'well-being' include how communities feel too? What are some possible examples of this?'

As a follow on from the discussions, students might like to:

- work in groups to plan a 3-minute advertisement (print, image, audio track or video) that explains the meaning of 'well-being' to their classmates.

Suggested resources & readings

- New Zealand Walking Access Commission website. www.walkingaccess.govt.nz
- New Zealand Outdoor Access Code. <https://www.walkingaccess.govt.nz/walkways-and-access/outdoor-access-code/>
- Walking Access Mapping System (WAMS). http://wams.org.nz/wams_desktop/index.aspx
- Both Sides of the Fence. www.bothsidesofthefence.org.nz
- TKI. Health and Physical Education Online. <http://health.tki.org.nz/>
- TKI. Health & Physical Education Curriculum Statement, 1999. Underlying concepts. <http://health.tki.org.nz/Teaching-in-HPE/Curriculum-statement/Underlying-concepts/Well-being-hauora>
- TKI. Health Promoting Schools. <http://hps.tki.org.nz/>
- National Monitoring Study of Student Achievement. Health and Physical Education. 2013. <http://nmssa.otago.ac.nz/reports/index.htm>
- Wellbeing for Children's Success at Primary School. ERO, February 2015 <http://www.ero.govt.nz/National-Reports/Wellbeing-for-Children-s-Success-at-Primary-School-February-2015>

3. What does 'being physically active' mean?

Teachers may like to use the *Know Where to Go* scenario (available on the *Both Sides of the Fence* map) to explore the nature of being physically active. This scenario is available in both English and te reo Māori and the story is told over three parts:

- 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, tūī 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 discover there is local wildlife in their neighbourhood after all!



Teachers may like to encourage students to:

- watch the scenario and discuss some of the reasons they think Awatea was enthusiastic about going for a walk with his whānau
- discuss if Awatea and his whānau going for a walk in the outdoors could be considered as being 'physically active'
- consider other everyday things that we do that could fit into the term of 'being physically active' – for example, taking the dog for a walk, walking up stairs, playing outdoor games, going eeling or white-baiting or helping out in the home by vacuuming, or doing some gardening
- brainstorm why being physically active is encouraged as part of making healthy choices.

As a follow on from the discussions, students might like to:

- imagine a typical week in the life of Awatea and his whānau – and add some physical activities that they might enjoy, and why.

Suggested resources & readings

- New Zealand Walking Access Commission website. www.walkingaccess.govt.nz
- New Zealand Outdoor Access Code. <https://www.walkingaccess.govt.nz/walkways-and-access/outdoor-access-code/>
- Walking Access Mapping System (WAMS). http://wams.org.nz/wams_desktop/index.aspx
- Both Sides of the Fence. www.bothsidesofthefence.org.nz
- TKI. Health and Physical Education Online. <http://health.tki.org.nz/>

4. How do we change over time?

In the *Know Where to Go* scenario (available on the *Both Sides of the Fence* map) we meet Awatea and his whānau. Awatea is 9 years old, his parents are 31 and 37 years old, and his Nan is 72 years old. Teachers might like to use the range of ages of this family as a springboard for discussing how the physical needs of our bodies change during different stages of our lives.

Teachers may like to encourage students to:

- watch the scenario and describe each of the characters featured in it, including guessing their ages
- discuss how they think the whānau members enjoyed and benefited from taking a walk in the outdoors together
- discuss if Awatea and his whānau have different reasons to remain physically active at their stage of life – and if so, how is this linked to how our bodies develop and change as we grow older.

As a follow on from the discussions, students might like to consider how Awatea encouraged his whānau to join him on his walk and then:

- create a top five list of things that can influence our decision to be physically active in a typical week – for example, personal energy levels, weather, access to equipment and transport – and what might be some ways to overcome any challenges like these.

Suggested resources & readings

- New Zealand Walking Access Commission website. www.walkingaccess.govt.nz
 - New Zealand Outdoor Access Code. <https://www.walkingaccess.govt.nz/walkways-and-access/outdoor-access-code/>
 - Walking Access Mapping System (WAMS). http://wams.org.nz/wams_desktop/index.aspx
 - Both Sides of the Fence. www.bothsidesofthefence.org.nz
 - TKI. Health and Physical Education Online. <http://health.tki.org.nz/>
 - TKI. Curriculum in Action. *Enjoying Movement*. <http://health.tki.org.nz/Key-collections/Curriculum-in-action/Enjoying-movement>
 - TKI. Physical Activity Case Studies. <http://health.tki.org.nz/Key-collections/Healthy-lifestyles/Physical-activity-case-studies>
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Tikanga Māori

The scenarios available on the *Both Sides of the Fence* map present a range of New Zealand situations and locations. Teachers might like to use these animated stories as springboards for discussions about our relationships with the land, and our knowledge of the natural world. This could include inquiring into the traditional and local knowledge of the iwi, hapū and whānau in the school's community, and how these can enrich the building of students' knowledge and understandings.

The scenarios are:

- *Unleashed*
This scenario features a popular track to a beach where there nesting blue penguins need to be protected.
- *Treading Softly*
This scenario is set on land where there is a Marae and a nearby *urupā* (graveyard).
- *Sparking Debate*
This scenario takes place in a forest setting where there may be a fire risk.
- *Fruitful Discussions*
This scenario features a track through a local kiwifruit orchard where a virus could affect the crop.
- *Public Land*
This scenario involves a cross-country route through a dairy farm where the owner is unaware of an unformed legal road.
- *The Beach*
This scenario explores the concept of having continued access to a beach because of the Queen's Chain.
- *Mahi Tahi*
This scenario describes how the local hapū and school work together to fix a path to a local lighthouse.
- *Me Mōhio Koe Ki Whea Haere / Know Where to Go*
This 3-part scenario, available in both te reo Māori and English, describes how a whānau is encouraged to enjoy the outdoors.

1. What's in my rohe?

Each scenario in the series is located in a typical part of New Zealand. The New Zealand Walking Access Commission has developed the *Walking Access Mapping System (WAMS)* http://wams.org.nz/wams_desktop/index.aspx to assist people to find local tracks and unformed legal roads that are available for the public to use. Teachers might like to introduce WAMS to students and suggest that they:

- use WAMS to find their local *rohe* (area) on the map
- in groups or individually, prepare a *pepeha* (a way of introducing yourself in Māori in terms of the landscape) – this could be in a written, oral and/or visual form (see example)
- plan a theoretical or real itinerary for the class to visit some of the prominent land features in the *rohe* which could then lead to creating a school *pepeha* that encapsulates ‘their place’ – ie, where they are *kaitiaki*
- this inquiry could then encourage the students to explore their ‘sense of place’ in their part of New Zealand by asking:
 - ‘What is my relationship to this place?’
 - ‘How do I fit in?’
 - ‘What are the tikanga associated with this place?’
 - ‘What is the history (Māori and non-Māori) associated with this place?’

Teachers may find this activity links well with a focus on place-based education and the concept of *tūrangawaewae*, a sense of ‘belonging’. This video clip ‘What is a marae?’ (relating to *tūrangawaewae*) may be of interest. <http://hereoora.tki.org.nz/>

Suggested resources & readings

- New Zealand Walking Access Commission website. www.walkingaccess.govt.nz
- New Zealand Outdoor Access Code. <https://www.walkingaccess.govt.nz/walkways-and-access/outdoor-access-code/>
- Walking Access Mapping System (WAMS). http://wams.org.nz/wams_desktop/index.aspx
- Both Sides of the Fence. www.bothsidesofthefence.org.nz
- The Māori Education Strategy: Ka Hikitia. Accelerating Success 2013-2017. <http://www.education.govt.nz/ministry-of-education/overall-strategies-and-policies/the-maori-education-strategy-ka-hikitia-accelerating-success-20132017/>
- TKI. Te Marautanga o Aotearoa. <http://tmoa.tki.org.nz/>
- TKI. He Reo Tupu, He Reo Ora. <http://hereoora.tki.org.nz/Unit-plans/Unit-5-Hauora>
- TKI. Waitangi 175. <http://waitangi.tki.org.nz/>
- TKI. World War One. <http://www.firstworldwar.tki.org.nz/>
- Te Taura Whiri. <http://www.tetaurawhiri.govt.nz/>
- Te Ara, the New Zealand Encyclopedia. <http://www.teara.govt.nz/en/papatuanuku-the-land/page-5>
- Māori maps. <http://www.maorimaps.com/>
- New Zealand Trade & Enterprise (NZTE). <https://www.nzte.govt.nz/en/how-nzte-can-help/te-kete-tikanga-maori-cultural-kit/>

2. What are some of our local stories?

The *Both Sides of the Fence* map presents a landscape with many features. Teachers might like to explore these with their students and link this exploration to looking at their own local *rohe*.



Teachers might like to encourage students to:

- describe a *hīkoi* (walk) they could take in their *rohe* – this could include walking along the banks of a local *awa* (river, stream, creek, canal, gully, gorge) or include *piki maunga* (ie climbing a nearby hill)
- explore any local stories that may be associated with places on their *hīkoi* - for example stories about local pā, marae, battlegrounds, how these places might have looked and been used by people 150 years ago
- invite local kaumātua and representatives from the local iwi, hapū or their whānau to visit the class – or to meet them on the local marae – so they can share what they have learned through their inquiries, and find out more about their local history and knowledge
- discuss with the kaumātua or the representatives whether it would be acceptable to share these stories – for example through a presentation to whānau, or as stories that could be written and added to their school website, or perhaps even be shared on the *Living Heritage* website www.livingheritage.org.nz for everyone to read.

Suggested resources & readings

- New Zealand Walking Access Commission website. www.walkingaccess.govt.nz
- New Zealand Outdoor Access Code. <https://www.walkingaccess.govt.nz/walkways-and-access/outdoor-access-code/>
- Walking Access Mapping System (WAMS). http://wams.org.nz/wams_desktop/index.aspx
- Both Sides of the Fence. www.bothsidesofthefence.org.nz
- Te Puni Kokiri. Te Kāhui Māngai (directory of iwi and Māori organisations). <http://www.tkm.govt.nz/>
- TKI. Waitangi 175. <http://waitangi.tki.org.nz/>
- TKI. Kia Mau. <http://eng.kiamau.tki.org.nz/>
- TKI. School Journal Online. <http://literacyonline.tki.org.nz/Literacy-Online/Teacher-needs/Instructional-Series/School-Journal>
- Living Heritage. www.livingheritage.org.nz
- Te Ara, the New Zealand Encyclopedia. <http://www.teara.govt.nz/en/tribal-organisation>

3. Why is wai important?

The New Zealand Outdoor Access Code published by the New Zealand Walking Access Commission offers guidelines about being responsible when accessing and enjoying public places outdoors. Teachers may like to use the Code as a starting point for discussing other aspects of having respect for the land - including the concept of being a *kaitiaki* (guardian) for the land. This could include, for example, looking at a particular area of guardianship, such as our rivers and waterways.



Teachers could encourage students to consider:

- using the Walking Access Mapping System (WAMS) to locate local rivers in their region
- selecting a river to research
- finding out about the river's history and its use today – for example through online research and talking to people and the local iwi, hapū or whānau in their community about their memories and feelings about the river.

Teachers may like to extend this inquiry by inviting students to consider the significance of *wai* as a *taonga* for Māori. For example, this could include students:

- considering how, for Māori, water has a spiritual aspect, and how this links to the concept of 'well-being' - *te taha wairua* (the spiritual dimension - literally meaning 'dimension of two waters')
- how for many Māori their river is reflected in, and influences, their sense of identity – for example how the people of Whanganui iwi say:

Ko au te awa. Ko te awa ko au.
(I am the river. The river is me).



Students could also explore:

- what the word and concept of *Papatūānuku* (land) means for Māori
- discuss the meaning of this saying

Toitū te whenua, whatungarongaro te tangata
The land remains, even though humans disappear from sight.

Suggested resources & readings

- New Zealand Walking Access Commission website. www.walkingaccess.govt.nz
- New Zealand Outdoor Access Code. <https://www.walkingaccess.govt.nz/walkways-and-access/outdoor-access-code/>
- Walking Access Mapping System (WAMS). http://wams.org.nz/wams_desktop/index.aspx
- Both Sides of the Fence. www.bothsidesofthefence.org.nz
- Te Ara, the New Zealand Encyclopedia. <http://www.teara.govt.nz/en/rivers/page-3>

4. Why is Matariki important to us?

Hauora is a Māori philosophy of health that is unique to New Zealand. It incorporates four dimensions which are intertwined and this offers learning opportunities that can combine a mix of physical activity, community relationships and values and beliefs. Teachers might like to consider how the celebration of the winter Matariki constellation could provide an opportunity for such a blended learning opportunity.

As part of celebrating Matariki, schools could consider:

- organising a walk up a local *maunga* (hill, high place) where they can see the Pleiades constellation in the night sky
- following this with a breakfast *hākari* (feast) at the school which could support *whakawhanaungatanga* (relationship-building) with whānau and the community.

Suggested resources & readings

- New Zealand Walking Access Commission website. www.walkingaccess.govt.nz
 - New Zealand Outdoor Access Code. <https://www.walkingaccess.govt.nz/walkways-and-access/outdoor-access-code/>
 - Walking Access Mapping System (WAMS). http://wams.org.nz/wams_desktop/index.aspx
 - Both Sides of the Fence. www.bothsidesofthefence.org.nz
 - TKI. Health and Physical Education Online. *Hauora*. <http://health.tki.org.nz/Teaching-in-HPE/Curriculum-statement/Underlying-concepts>
 - TKI. School Journal Online. *Matariki*. <http://literacyonline.tki.org.nz/Literacy-Online/Impact/Progress-and-achievement/Assessment-processes/National-Standards-Reading-and-Writing/National-Standards-illustrations/Year-4/Celebrating-Matariki-Reading>
 - TKI. wickED. *Matariki interactive*. <http://www.wicked.org.nz/Themes/Themes-gallery/Matariki>
 - TKI. New Zealand Curriculum Online. <http://nzcurriculum.tki.org.nz/Curriculum-resources/National-events-and-the-NZC/Matariki>
 - Te Taura Whiri. <http://www.tetaurawhiri.govt.nz/assets/LanguageResources/MatarikiBooklet.pdf>
 - *Ka tahi tī* – a traditional chant which is available in the Ministry of Education’s publication *Hei Waiata Hei Whakakoako*. It talks about the harmony of the stars and the sea.
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5. What are some of the stories of our forests and birds?

Because of its history, New Zealand has flora and fauna found nowhere else in the world. The scenarios available on *Both Sides of the Fence* could be used to foster discussions about what's different about the native birds and plants we might see in our parks and local outdoor places. The *Know Where to Go* scenario in particular could be used as a catalyst for conversations like this.

Teachers could encourage students to:

- watch the *Know Where to Go* scenario and note the native birds that the central character, Awatea, hoped to see
- discuss why New Zealand has wildlife unique to us, for example by exploring how our landmass became separated back in time
- consider what local birds and plants may be found in their school grounds or *rohe*.

As part of their explorations, schools might like to consider:

- organising a walk to the nearest *ngāhere* (bush), the domain of *Tānemahuta* (guardian of the forests), to try to identify different bird calls
- identifying which of these belong to our native birds and which are the songs of introduced birds

(**Please note:** some students may deem it appropriate to say a *karakia* to the *kaitiaki* of the bush, *Tāne*, before entering his domain.)

A resource that may be in a school's library to support this activity is Katarina Mataira's waiata *Koekoeā* (song number 43 in the Ministry of Education publication *Hei Waiata Hei Whakakoakoa*) which refers to birdsongs in the morning – for example, the bellbird, shining cuckoo and long-tailed cuckoo. In the same publication, a waiata *Whakarongo ake au* by John Tapiata uses the notion of birds singing in unison as a metaphor for unity. See also song number 44 in that publication, *E rere e tī*, about the fantail.

There are also many waiata written by Hirini Melbourne about the sounds and characteristics of birds. These are featured on a CD entitled *Forest and Ocean: Bird Songs*.

Another investigation relating to walking in the countryside - referred to by some Māori as *Te Ara o Tāne-Mahuta* – could involve students in:

- researching some of the edible plants provided by the guardian of uncultivated foods, *Haumiatiketike* (eg *pikopiko*)
- finding out about plants that reportedly have health-giving properties ie *rongoā* (eg *kawakawa*).

To complement exploring what's available on land, students might be interested in watching *The Beach* scenario to spark conversations about *kaimoana*. Discussion could include:

- being aware of Māori tikanga associated with this domain – for example, saying a *karakia* to *Tangaroa* (the guardian of the sea)
- being quiet while gathering *kaimoana* (for fear of disturbing the *tūpuna* that rest there)
- gifting back to *Tangaroa* the first *ika* you catch.

Suggested resources & readings

- New Zealand Walking Access Commission website. www.walkingaccess.govt.nz
 - New Zealand Outdoor Access Code. <https://www.walkingaccess.govt.nz/walkways-and-access/outdoor-access-code/>
 - Walking Access Mapping System (WAMS). http://wams.org.nz/wams_desktop/index.aspx
 - Both Sides of the Fence. www.bothsidesofthefence.org.nz
 - Te Ara, the New Zealand Encyclopedia. <http://www.teara.govt.nz/en/te-waonui-a-tane-forest-mythology>
 - TKI. School Journal Online. <http://literacyonline.tki.org.nz/Literacy-Online/Teacher-needs/Instructional-Series/School-Journal>
 - Māori maps. <http://www.maorimaps.com/>
-