

# > OVERNIGHT IN THE BUSH



The *Overnight in the Bush* scenario is located in the river area of the map.

- In part one, we meet Alice and her family who are camping in an area of native bush. To reach their camping site they needed to cross a river. When they first crossed the river it was shallow - but when it starts to rain, the water level in the river becomes higher. Because of the rain they decide to go home. Should the family try to cross the river now?
- In part two, we discover the family made the choice not to cross the river because they decided it would not be safe to do this. Because they had taken the time to plan ahead before their camping trip, they knew there was a nearby bridge they could use to cross the river instead.

## 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 story presents a situation where a family needs to make an important decision. It provides a starting point for discussing 'being responsible for ourselves' when considering our safety and the needs of others. As preparation for watching the scenario, students could be asked to:

- discuss their own experiences in the outdoors and with rivers specifically – for example: 'Where are our local rivers?', 'What are they like and are there places people can cross them?', 'How do people usually cross them?'
- consider: 'What planning should you do before heading outdoors?' (eg knowing where tracks go, where river crossings are, where bridges are, and where access points are).

## Exploring the scenario

Clicking or tapping on the related pin on the *Both Sides of the Fence* map launches a video player containing this 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 on-screen question: 'What do you think the family should do?'
- consider what might happen next: 'What are the possible consequences of the decision the family needs to make?'
- now click or tap on the green arrow on the video player to see the next part of the story. Consider the story from the 'other side of the fence' – ie from the landowner's perspective. Consider/discuss the on-screen question: 'Now you know the outcome, what do you think of the decision the family made?'
- discuss the questions: 'What do we know about rivers?' 'What are some possible signs about whether or not a river is safe to cross?'
- consider: 'What might have happened if the family had not looked at a map before going into the outdoors, or taken a map with them?'
- consider the following situation: 'What would you say or do if someone wanted to cross a river because they thought they could make it, but you thought it wasn't safe?'

## After exploring the scenario

The New Zealand Walking Access Commission and the New Zealand Mountain Safety Council have developed this scenario together, and have useful reference material on their websites. Students could be asked to:

- discuss the scenario's story: 'What did you think of the situation that Alice and her family faced?' 'What decision did they need to make, and why?'
- explore the information provided by the New Zealand Mountain Safety Council in its *Multi Day Tramping Know Before You Go* activity guide [http://issuu.com/nzmountainsafetycouncil/docs/draft - multi-day tramping/1?e=2922887/31663978](http://issuu.com/nzmountainsafetycouncil/docs/draft_-_multi-day_tramping/1?e=2922887/31663978)
- explore the information in the New Zealand Walking Access Commission's *Outdoor Access Code* <https://www.walkingaccess.govt.nz/assets/Uploads/Code.final30June.pdf>
- discuss the information these organisations provide about safety and responsible access to the outdoors
- draft a plan for an upcoming class/syndicate/school overnight trip, identifying specific information described in the five steps of the New Zealand Mountain Safety Council's *Outdoor Safety Code*. (Students could be allocated different sections and draft their plan independently, in pairs, or in small groups.)

As a class, small groups, pairs or individually, students could be asked to:

- read the *Take Sufficient Supplies* section of the *Multi Day Tramping Know Before You Go* information
- identify and list the type of equipment a large group would need to take on an overnight trip, and also list what individual people might take themselves
- then compare the two lists and consider 'Is there anything on the lists you could leave behind, or add, or that someone else could carry and share?'

The scenario shows a scene where Alice and her family cross a river safely. Students could be asked to:

- look at the scene and consider three things they noticed about the technique being used when the family crossed the river in part one.

The *Multi Day Tramping Know Before You Go* information states that people should have a "comfortable tramping pack" and that a good estimate is a 60 litre (60L) pack per person for a 2-3 day trip.

Students could be asked to:

- consider: 'How big is a 60 litre pack?' – perhaps measuring and drawing one on paper and folding it to represent a pack, or accessing a range of packs from a local retailer to show different sizes and fits
- think about the pack they might take on an overnight camp: 'What could you fit into the pack?', and 'How would you make your pack comfortable to carry for long distances over two days?'

In the scenario the family prepared for their overnight camp by using a map. They are also seen carrying a map in part two of the story. Students could be asked to:

- think about different ways people use maps when exploring the outdoors, and discuss the question: 'When might it be better to have a paper-based map instead of using an online map?' 'How can we keep the map dry?'

There are personal stories provided throughout the Mountain Safety Council's *Multi Day Tramping Know Before You Go* guide. Students could be asked to:

- read these stories and identify the safe and unsafe practices described and their consequences: 'What should/could have been done instead?'
- consider some situations where, no matter how well planned and prepared an overnight camp might be, an emergency situation might arise. Research the Mountain Safety Council's '*when things go wrong*' information and what the STAR model for making decisions suggests
- discuss: 'What are some of our responsibilities if we have go into the outdoors?'

At any time, students could be encouraged to refer to the *New Zealand Outdoor Access Code* available on the New Zealand Walking Access Commission website, the eBook on the *Both Sides of the Fence* site, and the safety information provided by the New Zealand Mountain Safety Council:

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

# Suggested curriculum links

## Health and Physical Education in the New Zealand Curriculum

<http://health.tki.org.nz/>

<b>Underlying concepts</b>	<b>Health Promotion</b> <ul style="list-style-type: none"> <li>understand how the outdoor environment can impact on personal wellbeing, developing skills to keep themselves safe while enjoying the outdoors, developing supportive relationships within their local communities</li> </ul> <b>Socio-ecological perspective</b> <ul style="list-style-type: none"> <li>recognising the need for mutual care and shared responsibility for each other in the outdoors</li> </ul>	
<b>Level/s</b>	<b>2 and 3</b>	
<b>Achievement Objectives</b>	<b>Level 2</b> <b>Personal health and physical development</b> Safety Management <ul style="list-style-type: none"> <li>identify risk and use safe practices in a range of contexts</li> </ul> <b>Relationships with other people</b> Identity, sensitivity, and respect <ul style="list-style-type: none"> <li>describe how individuals and groups share characteristics and are also unique</li> </ul> <b>Healthy Communities and environments</b> Societal attitudes and values <ul style="list-style-type: none"> <li>explore how people's attitudes, values, and actions contribute to healthy physical and social environments</li> </ul> Community resources <ul style="list-style-type: none"> <li>identify and use local community resources and explain how these contribute to a healthy community</li> </ul> Rights, responsibilities, and laws <ul style="list-style-type: none"> <li>contribute to and use simple guidelines and practices that promote physically and socially healthy classrooms, school, and local environments</li> </ul>	<b>Level 3</b> <b>Personal health and physical development</b> Safety Management <ul style="list-style-type: none"> <li>identify risks and their causes and describe safe practices to manage these</li> </ul> <b>Healthy Communities and environments</b> Societal attitudes and values <ul style="list-style-type: none"> <li>identify how health care and physical activity practices are influenced by community and environmental factors</li> </ul> Rights, responsibilities and laws <ul style="list-style-type: none"> <li>research and describe current health and safety guidelines and practices in their school and take action to enhance their effectiveness</li> </ul>
<b>Key area of learning</b>	<b>Outdoor Education:</b> <ul style="list-style-type: none"> <li>opportunities to learn about the environmental impact of outdoor recreation activities and to plan strategies for caring for the environment</li> <li>planning strategies to evaluate and manage personal and groups safety, challenge, and risk</li> <li>finding out how to access outdoor recreation opportunities within the community</li> </ul>	

## Social Studies in the New Zealand Curriculum

<http://ssol.tki.org.nz/>

<b>Conceptual strand</b>	<b>Identity, Culture, and Organisation</b> <ul style="list-style-type: none"><li>• students learn about society and communities and how they function. They also learn about the diverse cultures and identities of people within those communities and about the effects of these on the participation of groups and individuals.</li></ul>
<b>Level/s</b>	<b>2 and 3</b> <ul style="list-style-type: none"><li>• understand that people have social, cultural, and economic roles, rights and responsibilities</li><li>• understand how people make decisions about access and use of resources.</li></ul>
<b>Focus concepts</b>	<ul style="list-style-type: none"><li>• Social Organisation – working together</li><li>• Roles and responsibilities</li><li>• Decision-making</li></ul>

# Further starter ideas

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These are some additional suggestions about ways in which teachers could use this scenario to support teaching and learning opportunities.

## Health and Physical Education

Teachers could use this scenario to encourage students to consider:

- preparing for an overnight camp: 'Who is the best person to tell about the plan?', 'What information would they need?'
- the differing abilities of people who may go on an overnight camp together: 'What are some of the things to think about - before, during and after the camp?'

## Literacy

Teachers could use this scenario to discuss their school's Education Outside the Classroom (EOTC) and Risk Assessment and Management Strategies (RAMS) forms with their students:

- for example, discussing ideas for changes they may have when thinking about the *Overnight in the Bush* story
- consider reading, interpreting and responding to access and safety signs shown in the New Zealand Walking Access Commission's and the New Zealand Mountain Safety Council's websites.

## Numeracy

Teachers could use this scenario to encourage students to explore:

- volumes and measurement, for example: 'What is the volume of a recommended pack?', 'How could you measure changing water levels of a river or stream?'

## Science

Teachers could use this scenario to encourage students to consider:

- the types of observation skills that can be used when outdoors (eg, *temperature, clouds, water levels in rivers, lakes and streams, tides, wildlife behaviour*)
- the science of meteorology: 'How do we know what the weather is going to be tomorrow, next week and even longer?'

## Social Studies

Teachers could use this scenario to encourage students to consider:

- Responsibilities: 'What cultural responsibilities do people, such as Māori, have in outdoor places?'
- Decision-making about access to a local river or outdoor environment: 'Consider a local part of the outdoors you know. What perspectives and views might different groups of people and individuals have about accessing it?' 'What different types of decisions might they make about allowing access to it?' 'Why might landowners want people to ask permission before accessing their land?'

## Technology

Teachers could use this scenario to encourage students to consider:

- how people use maps to find their way in the outdoors: 'How are maps created?', 'What map reading skills do we need to learn?', 'What do some of the symbols on maps mean?'
- the types of equipment (eg tents, sleeping bags) and outdoor clothing now available: 'What are some of the materials and technologies available that help protect us from different types of weather?', 'How do they work?', 'Compare and contrast different types of materials suited for different weather conditions'.

# Useful reference sites

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## New Zealand Walking Access Commission

### Both Sides of the Fence

- Online scenarios/map
- eBook
- In My Region student gallery
- Teachers' Space

<http://bothsidesofthefence.org.nz>  
<http://bothsidesofthefence.org.nz/Read-the-eBook>  
<http://bothsidesofthefence.org.nz/In-My-Region>  
<http://bothsidesofthefence.org.nz/Teachers-Space>

### Follow the Kiwi Way

- website
- Asking Permission information sheet

<http://www.followthekiwiway.org.nz/>  
<http://followthekiwiway.org.nz/assets/PDF-documents/asking-permission-3.pdf>

### New Zealand Walking Access Commission

- website
- New Zealand Outdoor Access Code
- Walking Access Mapping System

<https://www.walkingaccess.govt.nz/>  
<https://www.walkingaccess.govt.nz/walkways-and-access/outdoor-access-code/>  
<http://wams.org.nz>

## New Zealand Mountain Safety Council

- website
- Multiday Tramping Activity Guide
- Get Outdoors
- The Outdoor Safety Code
- video collection

<http://www.mountainsafety.org.nz/>  
[http://issuu.com/nzmountainsafetycouncil/docs/draft\\_-\\_multi-day\\_tramping/1?e=2922887/31663978](http://issuu.com/nzmountainsafetycouncil/docs/draft_-_multi-day_tramping/1?e=2922887/31663978)  
<http://www.mountainsafety.org.nz/Get-Outdoors/default.asp>  
<http://www.mountainsafety.org.nz/Safety-Tips/default.asp>  
<http://www.mountainsafety.org.nz/Get-Outdoors/Get-Outdoors-Videos.asp>

## Ministry of Education - TKI

- Health and Physical Education
- Social Sciences Online
- Social Sciences Online: Social Inquiry Planner
- Education Outside the Classroom
- School Journal stories

<http://health.tki.org.nz/>

<http://ssol.tki.org.nz/>

<http://socialinquiry.ssol.tki.org.nz/>

<http://eotc.tki.org.nz/EOTC-home>

<http://literacyonline.tki.org.nz/Literacy-Online/Teacher-needs/Instructional-Series/School-Journal>

Teachers may like to consider introducing School Journals stories that fit the theme of this scenario, eg

- [\*The Best Camping Place in the World – School Journal Part 1 Number 2, 2005\*](#)

Since 2014, School Journals and their accompanying teacher support materials have been published online on TKI. Titles can be discovered using TKI's search system.

## Other

- EONZ
- HETTANZ
- NZHEA
- PENZ
- Department of Conservation
- Ministry of Health
- Sport New Zealand

<http://www.eonz.org.nz/>

<http://www.hettanz.org.nz/>

<http://healtheducation.org.nz/>

<http://www.penz.org.nz/>

<http://www.doc.govt.nz/>

<http://www.health.govt.nz/your-health/healthy-living/food-and-physical-activity/physical-activity>

<http://www.sportnz.org.nz/assets/Uploads/attachments/managing-sport/Recreation/Outdoor-Activities-Guidelines-for-Leaders.pdf>