

> A HUNT WITH DAD



This scenario has been developed by the New Zealand Walking Access Commission and the New Zealand Mountain Safety Council. It explores a hunting experience on Department of Conservation (DOC) land and features references to firearms and their safe handling.

It also features how to prepare responsibly for a hunting trip – for example the licences required, appropriate types of equipment and clothing, and the need for communication with landowners and others about accessing the land.

This scenario is intended to be instructional in nature, linked to the outdoor access and firearms safety information these organisations offer. It could also be used by teachers to explore the theme of hunting – for example, offering learning opportunities to encourage students to think critically about a range of perspectives relating to this story. Other opportunities could include:

- discussion about the use of firearms in the context of protecting the environment in some parts of New Zealand;
- discussion about the use of firearms in New Zealand and our country's related laws and access restrictions.

Please note: What is being hunted in the story is not referenced so that teachers can decide what is appropriate in this area. However, the reference to hunting on DOC land is deliberate as this indicates they are hunting pests and/or predators damaging to New Zealand's environment.

The *A Hunt with Dad* scenario is located in the inland area of the map.

- In part one, we meet 14-year old Jake. He is excited because he is joining his seasoned hunter dad for the first time. They are going on a hunting trip in native bush the next day. He wants to learn everything he can, and he knows that safety first when handling firearms is essential. Jake explains some of the things he and his dad need to remember to do in their planning to be safe.
- In part two, Jake and his dad are heading outdoors. We see some of the things Jake is learning in order to handle firearms safely – and how taking risks is never an option.

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 centred around a hunting trip on DOC land in New Zealand. Its main focus is on staying safe when handling firearms. The story features ways in which Jake's dad has prepared for the trip, as well as safety messages when he and son, Jake, are outdoors.

As preparation before watching the scenario, students could be asked to:

- share some of the ways they have seen firearms being used
(*eg, references in books, movies, television shows, video games*)
- consider what they know about firearms in New Zealand, for example: 'Who do we think is allowed to have access to firearms in New Zealand?'
(*eg, police, military forces, people involved in protecting the environment and/or involved in pest control etc*)
- explore the idea that some people in New Zealand will go on hunting trips in the outdoors: 'What reasons might people have to want to go hunting?'
- consider: "If people are using firearms, what precautions do they need to take - both in the home and outdoors – to keep themselves and others safe?'

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 discuss the on-screen question: 'What else could Jake and his dad do, or think about, before going on their hunting trip?'
- discuss what information about the hunting trip they should give grandad before they go – and ways in which Jake could provide this (eg, using the *Outdoor Intentions Form* <http://www.mountainsafety.org.nz/ProductFiles/OutdoorsIntentionsForm.pdf> and, for example, writing down the route, marking where they are going on a map, providing the landowner's contact details, detailing how long they will be away etc)
- consider how grandad is portrayed: 'Do you think grandad is the best person to tell? If 'yes', why – if 'no', why not?', 'Who else should Jake and his dad tell?' (eg, the landowner)
- discuss why Jake and dad might want to go on this hunting trip: 'The scenario mentions they are going to Department of Conservation (DOC) land – why might this be significant?' (eg, hunting on DOC land may be linked to pest and predator control)

Now click or tap on the green arrow on the video player to see the next part of the story. Consider perspectives from the 'other side of the fence' – for example thinking about the hunting trip from the landowner's perspective or grandad's.

After viewing the scenario

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

- consider/discuss the on-screen question: 'Now you know what Jake learned, what other important hunting tips could his dad teach him?'

- identify and discuss some of the key safety procedures they noticed featured in the scenario, for example: 'Name 6 things Jake's dad did to prepare safely'
- read and unpack
 - the New Zealand Walking Access Commission's *Carrying Firearms in the Outdoors* information <http://www.followthekiwiway.org.nz/assets/PDF-documents/Firearms-1.pdf>
 - the New Zealand Mountain Safety Council's *Outdoor Intentions Form* <http://www.mountainsafety.org.nz/ProductFiles/OutdoorsIntentionsForm.pdf>
 - the *Firearms Safety Code* <http://www.mountainsafety.org.nz/Safety-Tips/Firearms-Safety.asp>
- role play: 'If you were a landowner and a hunting trip is going to happen on your land, what would you need to know?' 'What behaviour would you expect from those on the hunting trip?'
- note that the scenario mentions Jake's dad has a 'DOC permit'. Research: 'What is a DOC hunting permit' and discuss 'Why did Jake's dad need this permit - and what did it allow Jake's dad to do?'
- brainstorm: 'What other documents and permits may be needed before going on a hunting trip involving firearms?' Consider 'How old do people need to be able to obtain these – and why?' (eg *firearms permit, NZ Police Arms Code*)
- plan a presentation for someone new to hunting trips, for example: 'Essential things to do to prepare and be safe when on a hunting trip involving firearms'.
- discuss: 'What are our responsibilities if we have access to an outdoor space for hunting?' 'What are our responsibilities when exploring the outdoors, even if we are not hunting?'
- debate why Jake and his dad were wearing different coloured 'blaze' (jackets and caps). Jake wore orange and dad wore blue – 'What colour is better?', 'Why would you use both colours?'
- discuss: 'Why was Jake going to call his grandad while they were out in the bush?' 'When might be the best time to make sure someone knows where you are and when you'll be back? Why is this important?'

Suggested curriculum links

Health and Physical Education

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

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

Social Studies

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

Conceptual strand	Identity, Culture, and Organisation <ul style="list-style-type: none">• 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.
Level/s	2 and 3 <ul style="list-style-type: none">• understand that people have social, cultural, and economic roles, rights and responsibilities• understand how people make decisions about access and use of resources.
Focus concepts	<ul style="list-style-type: none">• Social Organisation – working together• Roles and responsibilities• Decision-making

Further starter ideas

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:

- firearm safety in the home and in the outdoors – perhaps providing some scenarios for students to role play and/or discuss in small groups
- inviting firearm safety officers, or local hunters or pest control officers into the school to discuss their knowledge and experience – for example, firearm safety officers from the New Zealand Mountain Safety Council or the New Zealand Police.

Literacy

Teachers could explore the firearms information available on the New Zealand Walking Access Commission and the New Zealand Mountain Safety Council websites, and:

- unpack the language used in their access and safety messages
- consider the language and approach used by the New Zealand Mountain Safety Council's *Outdoor Intentions Form*
- compare the language used in other safety messages – for example, driving safely, preventing the spread of illnesses, and healthy lifestyle choices
- consider “What are some ways you could convey safety messages to people for whom English is a second language?”.

Science

Teachers could use this scenario to encourage students to consider:

- the impact of introduced flora and fauna on New Zealand’s environment
- the different ways used by organisations like the Department of Conservation (DOC) to address this, and how the general public may be involved.

Social Studies

Teachers could use this scenario to encourage students to consider:

- Social Organisation: ‘How do different people and groups support safe hunting?’
- Decision-making: ‘How are decisions about hunting and firearm safety made in our country?’ ‘Consider what perspectives and views different groups of people and individuals might have about this’
- discuss accessing the outdoors generally: ‘How do you know where you can go?’, ‘Why might landowners want people to ask permission before accessing their land?’

Technology

Teachers could use this scenario to encourage students to consider some of the innovations being developed, for example:

- in the area of firearms and hunting safety: ‘How might wearable technology clothing incorporate built-in safety features and alerts for others?’
- the potential of virtual reality: ‘How might virtual reality experiences replace or augment real world experiences?’ (eg *Oculus Rift*, *Google Cardboard*)

Useful reference sites

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
- Carrying Firearms in the Outdoors
- Asking Permission information sheet

<http://www.followthekiwiway.org.nz/>
<http://www.followthekiwiway.org.nz/assets/PDF-documents/Firearms-1.pdf>
<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/wams_desktop/index.aspx

New Zealand Mountain Safety Council

- website
- Outdoor Intentions Form
- The Firearms Safety Code
- Get Outdoors – Gear Up!
- The Outdoor Safety Code
- NZ Police Arms Code

<http://www.mountainsafety.org.nz/>
<http://www.mountainsafety.org.nz/ProductFiles/OutdoorsIntentionsForm.pdf>
<http://www.mountainsafety.org.nz/Safety-Tips/Firearms-Safety.asp>
<http://www.mountainsafety.org.nz/Get-Outdoors/default.asp>
<http://www.mountainsafety.org.nz/Safety-Tips/default.asp>
<http://www.police.govt.nz/about-us/publication/arms-code>

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 Wild Deer Debate – School Journal Story Library Years 7–8, 2011*](#)

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
- Predator Free NZ

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

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

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

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

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

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

<http://predatorfreenz.org/community-resources/useful-resources/>