

# > SPARKING DEBATE



The Sparking Debate scenario is located beside the forest area on the right of the interactive map.

- In the first part of this scenario, we meet young Sam and his dad who have set up camp for the night. As they cook their sausages over an open fire, Sam describes how his dad used to come to the same spot to camp when he was a boy, with his dad. Suddenly a man arrives to tell them to put out the campfire. Sam is confused because he feels they aren't doing anything wrong.
- In the second part of the scenario, Barry introduces himself as the owner of the land. He is Australian and explains that he has come to New Zealand after a devastating bushfire in Australia. It is now clear why Barry is so worried about the open fire.

## Suggested activities

The following activity ideas support 'before viewing the scenarios', 'during viewing the scenarios' and 'after viewing the scenarios'. Teachers are encouraged to adapt these activities to suit the local needs and interests of their students.

### Before exploring the scenario

The interactive map shows a range of areas, including a forest, mountains, farmland, a river and the sea.

Students could be asked to:

- look at the different types of land shown on the map and list the types of issues that might arise – for example, restricted access to a fishing spot on the river
- share the list with others in the class, discussing the viewpoints of both the

person wishing to have access and the landholder who may wish to restrict access.

### Exploring the scenario

The marked spot on the interactive map contains embedded videos which, when played, present a *Both Sides of the Fence* animated scenario. Clicking or tapping on a marked spot launches a video player containing a 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 question posed: How do you feel about this access topic?
- click or tap on the green arrow to hear the story from the other side of the fence and consider/discuss the questions posed: Now that you have more information, have your views changed? What solutions could the landowner and local community explore?
- create a poster or chart listing the points for and against allowing Sam and his dad to light a camp fire
- consider how seeing 'both sides of the fence' that were presented in the two parts of the scenario helped them to view things differently.

### After exploring the scenario

The topic in the scenario is typical of those encountered by the New Zealand Walking Access Commission, and its regional advisors.

Students could be asked to:

- identify a place in their local community where families like to camp, have barbeques or picnics
- use a map, including the Commission's Walking Access Mapping System (WAMS) online map <http://wams.org.nz>, to locate the identified place and check the boundaries of the selected area
- interview some of the people involved in using or managing the selected land find out what each believes the responsibilities of the other to be. Ensure the interview questions consider views from 'both sides of the fence' – i.e. those wanting to light cooking fires, and the landholder/manager (for example the local council)
- discuss – in groups or as a class – the findings, and how a 'win/win' solution might be possible.