

## > PUBLIC LAND



The Public Land scenario is located beside the red-roofed farm buildings in the middle of the interactive map.

- In part one of this scenario, we find out about Kate and her friends who are planning a school cross-country route. They have done their homework, checked out the local map, and found an 'unformed legal road' which is available on a nearby farm. 'Unformed legal roads' are not always obviously marked, but can be found on maps, including the Commission's Walking Access Mapping System (WAMS). These roads provide legal access to parts of New Zealand's countryside. When Kate checks out the route, she finds the track is home to a herd of cows and an unhappy bull. She wonders why the track is not cleared for use.
- In the second part of the scenario, we meet Molly, the farmer. She explains that she has only recently moved onto the farm and wasn't aware of the 'unformed legal road'. Now she knows, she promises to clear the track of her stock.

### 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 topics 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 farmer, local school and community explore?
- create a poster or chart listing the points for and against allowing the school and community access to the 'unformed legal road'
- 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 continued access via an 'unformed legal road' is important (for example, to access a local recreational space)
- consider the access needs from 'both sides of the fence' – i.e. those wanting access, and the farmer (for example the school planning the cross-country route)
- use a map, including the Commission's Walking Access Mapping System (WAMS) online map <http://wams.org.nz>, to find a possible route for a cross-country event
- interview some of the people involved in using or managing land along the selected route to find out what each believes the responsibilities of the other to be. Ensure the interview questions consider views from 'both sides of the fence'
- discuss – in groups or as a class – the findings, and how a 'win/win' solution might be possible.