

> FRUITFUL DISCUSSIONS



The Fruitful Discussions scenario is located over the sea on the left of the interactive map.

- In part one of this scenario we hear how Alice loves to go along a local cliff walk. The track crosses through a privately owned orchard, but it has always been open and available to the local people. One day the track is closed and 'no access' signs are evident. Alice is disappointed.
- In part two, Frank, the orchardist, explains that he is concerned about a virus that could damage his kiwifruit crop. He explains that some orchards have had to close because of the virus.

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 orchardist and local community explore?
- create a poster or chart listing the points for and against allowing access across the orchard, such as during the fruit-growing and picking seasons
- 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 an orchard, market garden or winery in their local community where continued access 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 landholder/orchardist
- use a map, including the Commission's Walking Access Mapping System (WAMS) online map <http://wams.org.nz>, to find the boundaries of the selected area or another possible route to access the recreational space
- interview some of the people involved in using or managing the orchard, market garden or winery 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.