

New Zealand Walking Access Commission

Year 1–3 teaching resource

> FIRE!



WALKING ACCESS
ARA HĪKOI AOTEAROA





> FIRE!

New Zealanders and visitors to our country like to participate in a wide and diverse range of outdoor activities. We expect to have open access to our favourite places. However, while access to the great outdoors may be expected, or even taken for granted, it is not always guaranteed.

The New Zealand Walking Access Commission has created resources to assist teachers and students to explore the theme of respect for and responsible use of the outdoors. These resources are found on the *Both Sides of the Fence* website: <http://bothsidesofthefence.org.nz>.

This resource focuses on developing year 1–3 students’ awareness and understanding of taking responsibility for their actions and caring for the environment.

Camp fires have been part of the outdoors for a long time. However, they can cause lasting impacts and be devastating to forests, natural habitats and farmland. Where fires are permitted and appropriate, their impact should be minimised – for example, by using designated fireplaces, burning only dead wood, and ensuring that any fires are fully extinguished before leaving.

New Zealand Outdoor Access Code (2010), page 15

Curriculum links

The following tables include suggested *New Zealand Curriculum* links and achievement objectives. You are encouraged to adapt these to meet the context for learning and your school curriculum.

<p>Vision</p> <ul style="list-style-type: none"> connected to the land and environment contributors to the well-being of New Zealand – social, cultural, economic, and environmental 	<p>Principles</p> <ul style="list-style-type: none"> community engagement future focus, particularly the future-focused issues of sustainability and citizenship
<p>Values</p> <ul style="list-style-type: none"> innovation, inquiry, and curiosity, by thinking critically, creatively, and reflectively ecological sustainability, which includes care for the environment 	<p>Key competencies</p> <ul style="list-style-type: none"> thinking – to identify and analyse different points of view relating to others – by expressing their opinions and showing sensitivity to the opinions of others

Achievement objectives: social sciences

The ideas of **responsible behaviour** and **how access rules are created** provide opportunities for quality discussion and learning activities in the social sciences learning area.

<p>Level 1</p> <p>Students will gain knowledge, skills and experiences to:</p> <ul style="list-style-type: none"> understand that people have different roles and responsibilities as part of their participation in groups understand how places in New Zealand are significant for individuals and groups. 	<p>Level 2</p> <p>Students will gain knowledge, skills and experiences to:</p> <ul style="list-style-type: none"> understand that people have social, cultural, and economic roles, rights, and responsibilities understand how places influence people and people influence places.
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Assessment for learning

This resource supports formative assessment. It offers opportunities for students to reflect on their learning and understanding of the concepts and information presented in the activities.

Learning experiences

The following learning experiences may be taught sequentially. However, you are encouraged to select and adapt the most appropriate activities to meet the specific needs, interests and experiences of your students.

At home

Use a picture pack (collected from advertising flyers, magazines and photos) of images of the different ways people cook food and keep warm in their homes. Include stoves (electric and/or gas), microwaves, electric fry pans and outdoor cooking methods such as gas and charcoal barbeques, hangi and umu, heaters, open fires and wood stoves. Have the students sort the images into cooking and heating, and then sort into indoor and outdoor.

Have students think-pair-share about how their family cooks at home and how they heat their house. Explain that the heat and energy we use for cooking and heating in our homes is generated by electricity, gas or wood fires. Ask: What do the cooking and heating appliances in your home use? Can you see it? Feel it? Is it safe? Why or why not?

Picnics, barbeques and camps

Ask students: Who has been on a picnic or camp? How did you cook your food? Say: Some people light a fire to cook their food. Ask: do you think it is okay to light a fire wherever you want to? Why or why not?

Read the following FAQ from 'Walking access in the outdoors' (www.walkingaccess.govt.nz/frequently-asked-questions) to the class:

Can I light a fire when walking in the outdoors?

Fires should not be lit without permission and must be fully extinguished before leaving. At some times of the year fire bans covering all types of land and all outdoor fires must be in place.

Discuss the vocabulary: permission, fully extinguished and fire bans. Describe the designated built-in BBQs in camp and picnic areas. Ask: Has anyone seen these?

Sparking debate

Locate the 'Sparking Debate' scenario on the *Both Sides of the Fence* interactive map: <http://bothsidesofthefence.org.nz>. Watch the first part of the scenario. Pause at the end of the first section. Ask: what do you think is going to happen? Why?

Watch the second part of the scenario. Ask: what do you think now? Is it okay to light a fire without asking for permission? Why should you ask permission? Can you think of any other reasons?

Suggested activities to support the scenario can be downloaded from the *Both Sides of the Fence* 'Teachers' Space': <http://bothsidesofthefence.org.nz/Teachers-Space>.

Role play

Have groups of students role play the safe way to light a fire or cook in the outdoors. Remind them to follow the rules (use dead wood, do it in a designated area or get permission, extinguish the fire). You will find suggestions on how to organise the activity on the 'Teachers' Space' of the *Both Sides of the Fence* website. Visit the 'Other activities' page and read the 'Identifying the issues – role play' information: <http://bothsidesofthefence.org.nz/Teachers-Space>.

Being responsible with fire in the outdoors

Fire is one of the greatest threats to our environment. See pages 15 and 16 of the *New Zealand Outdoor Access Code* for further information.

The *New Zealand Outdoor Access Code* says that fires must be fully extinguished when you leave. Ask: What could happen if you don't extinguish the fire before you leave? Discuss the possible consequences of not following the rules and either lighting a fire without permission or not extinguishing a fire properly before you

leave. Explain that bush and forest fires in New Zealand, Australia and the USA destroy forests and communities.

Go to <http://www.3news.co.nz> and <http://tvnz.co.nz> (search: bush fires video) for stories and videos about bush fires in New Zealand, Australia and the USA.

Have the students use the graphic organiser (independently, with a partner or in small groups) to write about, or draw, people being responsible with fire in the outdoors, e.g. lighting fires during picnics and camps – remind them that it should be a positive DO description.

Create a poster

Have students create a poster about being responsible with fire in the outdoors (for example, 'Keep our forest safe') or on how to respect the environment for others to enjoy.

Fire safety

To learn more about fire safety, visit *Get Firewise*: <http://www.getfirewise.org.nz>.

Being responsible with fire in the outdoors

Name:

Write about, or draw, people being responsible with fire in the outdoors.