



“Open space serves a variety of needs in society, including providing a setting for structured (e.g. organised sports) and informal recreation, contributing to our social and psychological well-being, and containing examples of natural and cultural heritage.”

(State of Auckland Region Report 1999,
Auckland Regional Council p.45)

“Open space in the Auckland region is becoming a threatened resource with the increasing population and urbanisation of the area.”

(An Open Space Strategy for the Auckland Region,
Draft, Auckland Regional Council March 1992)

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**Teacher
information**

Open Spaces and Environmental Education

Through the exploration and development of the 'Open Spaces' theme and related issues within the Auckland region, it is hoped that students will develop:

- **awareness and sensitivity** to Auckland's open spaces and related issues
- **knowledge and understanding** of open spaces and the impact of people on our open spaces
- **attitudes and values** that reflect feelings of concern for our open spaces, how they are used and how they can be better utilised
- **skills** involved in identifying, investigating and problem solving associated with the issues related to open spaces
- a sense of responsibility through **participation and action** as individuals (and as members of a group) in addressing the issues of open spaces

(Ref. Guidelines for Environmental Education in New Zealand Schools, p. 9)

Key concepts

- The nature and variety of open spaces
- Reasons for having open spaces
- Attitudes towards open spaces
- How people use open spaces
- Changing recreational needs
- Threats to open spaces
- Auckland Regional Parks - location and use
- Conservation/preservation/protection of open spaces
- Action we can take to improve/better utilise existing open spaces

Links to other City Issues



Curriculum Area: Social Studies

PERSPECTIVES: CURRENT ISSUES / FUTURE

SETTING: NEW ZEALAND

Place and Environment

Students will demonstrate knowledge and understandings of:

- How different groups view and use places and the environment (level 3)
- How and why people express a sense of belonging to particular places and environments (level 3)
- How places reflect past interactions of people with the environment (level 4)
- Why and how people find out about places and environments

Resources and Economic Activities

Students will demonstrate knowledge and understandings of:

- How and why people manage resources (level 3)
- How and why people view and use resources differently and the consequences of this (level 4)

Processes

Students will demonstrate skills as they:

- Collect, process, and communicate information about human society - Inquiry
- Explore and analyze values - Values exploration
- Make decisions about possible social action - Social decision making

Essential Skills

(Highlight as appropriate)

Numeracy	Social / Co-operative
Communication	Self-management
Information	Problem-solving
Physical	Work and Study

Curriculum Links

English
Science
Maths
The Arts

Possible Learning Outcomes

Students will:

- Identify the way open spaces are used in their own community
- Describe their personal use of green and blue open space
- Clarify understanding of : conservation, preservation, education and recreation
- Identify the issues and problems around open space
- Work co-operatively to design an open space that acknowledges that different people have different needs for open space
- Develop solutions and make choices about possible action

Assessment

Teachers may derive specific learning outcomes that are appropriate to the learning needs of their students. These learning outcomes will provide criteria against which student's achievement can be assessed. Some suggestions for assessment can be found in the Teacher Resource.

Background information

- Open spaces includes parks, roadsides, playgrounds, beaches, harbours, gardens, sportsfields etc.
- The Auckland region's public open space totals 76,192 hectares - 15% of the total land area. It is made up of city, district, regional council land and Department of Conservation reserves.
- Auckland's maritime setting means its harbours and the Hauraki Gulf play a major role in meeting the regions overall recreational needs. There are approximately 82,000 recreational boats in the region.
- Auckland Regional Parks are the most heavily utilised park system in New Zealand - estimated at 8.5 million visitors per year. This is more than the whole of the National Parks system combined.

Reasons for having open spaces

Conservation: The protection and careful management of natural resources and environment. It involves trying to find a balance between plants, animals and people's needs.

Preservation: Protecting and keeping the environment undisturbed. Some plants or animals may die if the environment is altered in any way.

Education: Giving people a place to learn about their environment and all the benefits they can get from it. People need to learn about the needs of plants and animals and how some are quite unique to New Zealand. If people have a better appreciation of plants and animals, it is hoped that they will look after everything more carefully for future generations.

Recreation: The activities people like doing in their free time. Types of recreational activities are increasing and changing every year (including people just passively enjoying the environment). People want/need more and more space to participate in these activities.

Peoples Needs: Open spaces are important because of the positive impact they have on how people feel. We need open spaces for our mental and physical health, and general wellbeing.

The issue

- 'Open space in the Auckland region is becoming a threatened resource with the increasing population and urbanisation of the area'. (An Open Space Strategy for the Auckland Region, Draft. March 1992)
- Roadsides, playgrounds, beaches, harbours, gardens, parks, sports-fields etc could become threatened spaces as the population of the Auckland region grows. Some of our public and private open spaces are being filled up and built-out.
- Growing urban intensification will make new parks more expensive to purchase and make existing open space more precious. Better use may need to be made of space in areas such as schools, while others may need enhancement to provide high quality open space.

Other activities could include:

- Focus questions/discussion points:
 - What is an open space?
 - Where are our local open spaces?
 - What are they used for?
 - What is the open space that is nearest to the school?
 - Are some open spaces more important than others?
 - Who looks after open spaces?
 - Where does the money come from for looking after open spaces?
 - Who decides what is going to happen to 'open spaces' in and around Auckland?
 - What do you get out of going to an 'open space' you like?
 - How do open spaces help you?
What does it do for you?
What can you do for open spaces?
- Complete a brainstorm 'What is causing our open spaces to become threatened?'
- Complete a PMI (Plus, minus and interesting ideas) 'A city without open spaces.'
- On a map of their neighbourhood, students identify and mark in the open spaces.
- Make a list of problems that can occur with our open spaces. Who/what causes these problems? Rank these from the most serious to the least serious.
- Discuss what we need to do to look after our open spaces. Brainstorm a set of 'rules'. Prioritise them.
- What do we already know about the role of City Councils and the Regional Council? How are they different? How are they the same? What does the Department of Conservation have to do with open spaces?
- Write a list of different groups or different types of people who use open spaces. Which spaces/activities/parks do different sections of the community use?
- Make a collage/list/montage of all the things we do in open spaces. Discuss how and why people's recreational needs are changing.
- Make a list of all the parks that students are familiar with.
- Discuss - are all parks the same? What different kinds of parks are there? Try sorting the list of parks (use student categories).

- Draw a Venn diagram with three circles - Local, regional and national parks. Student's write/draw as much as they can to show the similarities and differences between these parks. Try doing the same for farm, marine, forest and garden parks.
- Are all plants and animals wanted in our parks and open spaces? List/draw 'Wanted/Not wanted'.
- Provide students with a copy of the common signs and symbols used in parks and ask them to interpret as many as they can. Discuss - What do these signs and symbols mean? What are they for? Who designed them? Are they the same all over New Zealand/in other parts of the world? (see handout on Outdoor Recreation Symbols)
- Complete these sentences:
 - 'An open space is...'
 - 'Open spaces are important because...'
 - 'People need open spaces because...'
 - 'Plants and animals need open spaces because...'
 - 'A park is...'
 - 'A Regional Park is...'
 - 'Parks are important because...'
- Use rating cards for students to respond to statements such as:
 - Some open spaces are more valuable than others

- We don't need Regional Parks because we've got open spaces in our back yard
- Regional Parks are for people
- People can do anything they like in open spaces in their neighbourhood
- Regional Parks should be closed to people
- Dogs have rights to open spaces
- Rubbish bins shouldn't be provided in Regional Parks
- People should pay to enter a Regional Park

Teacher prepares rating cards:

'Strongly Agree - Agree - Not sure - Disagree - Strongly Disagree'

- Cards are placed in different places around the room
- Make a statement to the students e.g. 'We don't need Parks because we've got open spaces in our backyards'
- Students place themselves according to their opinion
- Each group holds a discussion and then appoints one person to report to the class
- Students are then given the opportunity to change their opinion based on what they have heard from others

- Bus Stop activity/stations
2 minutes to record ideas at each station

Suggestions for monitoring and assessment

Use of Designing a Park Planning Sheet

Interactive approach

- observing
- working with small groups
- listening to discussions

Conferencing individuals-groups

- 'Tell me about your...'
- 'Explain your...'

Checklists

- Use specific skills and objectives from given lists as criteria in checklists

Peer support

- Students give constructive/positive feedback to peers

Self evaluation

- Assessing - Designing a Park - How well did I do?
- Students complete an evaluation sheet that can include the following:
 - In this study I enjoyed learning about...
 - The most interesting fact I learned was...
 - Four new words and their meaning I have learned are...

- The most interesting sentence I read/learned about the topic was...
- One thing I would like to find out more about is...
- This picture/illustration shows...

Completed activities from this resource:

(Some could be done at the beginning and then again as an assessment at the end of the theme).

- 'Why do we need open spaces' - page 18.
- 'We have a plan' - page 28.
- 'Facing up to the problems' - page 46.

Complete a poster with set criteria e.g. a poster that increases people's awareness of open spaces and how they need to be cared for, and/or how they can be better utilised.

Assessing Designing a Park - How well did I do?

Working together

- Taking responsibility for completing task
- Organisation of resources and time
- Encouraging and supporting others
- Contributing ideas and information

Covering the issues

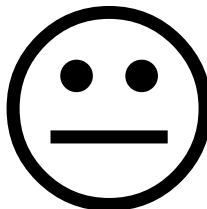
In my park design I have:

- Considered the needs of different groups of people who might use the park
- Considered the needs of the environment when planning the park
- Used positive statements to explain how the park should be cared for

Complete the face to show how well you designed your park and how well you worked together.



Oops I forgot



Okay



Fantastic

Environmental Action Planner

What's the issue?	
What's our goal?	
What skills will we need?	Who could influence the decision? Who makes the final decision?
ACTION What are we going to do?	
Evaluation of action	Evaluation of plan
How will we find out what people think and feel about the issue?	How can we make people more aware of this issue?
What information do we need and where will we find it?	

Resources

Included in City Issues - Open Spaces pack

No.	Type	Resource
1	Poster	What is a Regional Park?
2	Brochure	Natural Masterpieces
3	Brochure	Northern Parks
4	Brochure	ARC Botanic Gardens
5	Brochure	Arataki Visitor Centre
6	Brochure	Ambury Visitor Guide
7	Brochure	Long Bay Regional Park
8	Park Facts	Park Network
9	Park Facts	Mountain Biking in Auckland Regional Parks
10	Park Code	Muriwai
11	Flyer	Outdoor Recreation Symbols
12	Flyer	The Park Ranger

Further copies of ARC resources are available from:

Enviroline 09 366 2070

(for callers outside the toll free area please phone 0800 80 60 40)

Website www.arc.govt.nz

Other resources

Natural History of Auckland, edited by John Morton.

David Bateman Ltd. in association with Auckland Regional Council 1993.

A Field Guide to Auckland - Exploring the Regions Natural and Historic Heritage,

Ewen Cameron, Bruce Hayward, Graeme Murdoch. Godwit Publishing Ltd. 1997.

Auckland Birds and Wildlife. Where to Go and What to See - Geoff Moon.

Reed Books, 1995.

School journals

Fixing the playground by Bob Kerr 1995 2:2

The one falling-down netball hoop was the last straw for the children who wanted to play in the Tairaroa Street playground. This photo-article shows how the children got the council to fix the whole playground, not just the netball hoop.

Burning the bush by Pat Earle 1982 2:1

Long ago, much of the country was covered by thick bush. Photos show how it was cleared to make open country for farms.

Lost in the ranges by Norman Bilbrough 1995 4:3

A man who is now an expert tramper recalls being lost in the Tararuas for four days when he was fourteen. Included in the article are rules that the New Zealand Mountain Safety Council recommend you abide by if you get lost or have an accident in the mountains.

Two in one week by Jillian Sullivan 1994 1:3

Rory manages to break both arms at the new adventure playground at school. When the equipment is changed. Rory can't wait to go on it. "Not until your plasters are off," says his teacher. "Two broken arms in one week is enough for any school."

When my ancestors walked by R. Ahipene-Mercer 1990 4:2

Ray Ahipene-Mercer, who traces his ancestry back to the Ngai Tara people, takes the School Journal editor to Tarakena Bay, Wellington Harbour, where he talks about the life of his ancestors there and what has happened to the land and sea today.

Operation skatebowl by Angie Belcher 1998 4:1

In Mount Maunganui, the skateboarders used to hoosh along footpaths and around car parks. They didn't mean to, but they ended up annoying a lot of people. So they decided to take the initiative and campaign for a skatebowl.

The tale of a street by S Bennington 1982 4:3

Shows how Wellington's Lambton Quay, once a wide curving beach, has gone through many changes up to the present day.

How we came to have town belts by H Knight 1983 3:1

Through the foresight of Edward Gibbon Wakefield and members of the New Zealand Company, the cities of Wellington and Dunedin are surrounded by belts of parkland which are not to be built upon but reserved for the use of the public.



**Student
activities**

Opening up open spaces

YOU WILL NEED



- a photocopy of this sheet
- a dictionary
- people to talk to
- pencils / pens / coloured pencils / felts etc

Complete this statement:

I think open spaces are _____

Ask four different people (including one adult) what 'open spaces' means to them. Ask them for 3 examples of open spaces. Make a list of these here.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Look up 'open' and 'spaces'

in the dictionary and write out a meaning for 'open spaces'.

Draw your favourite open space

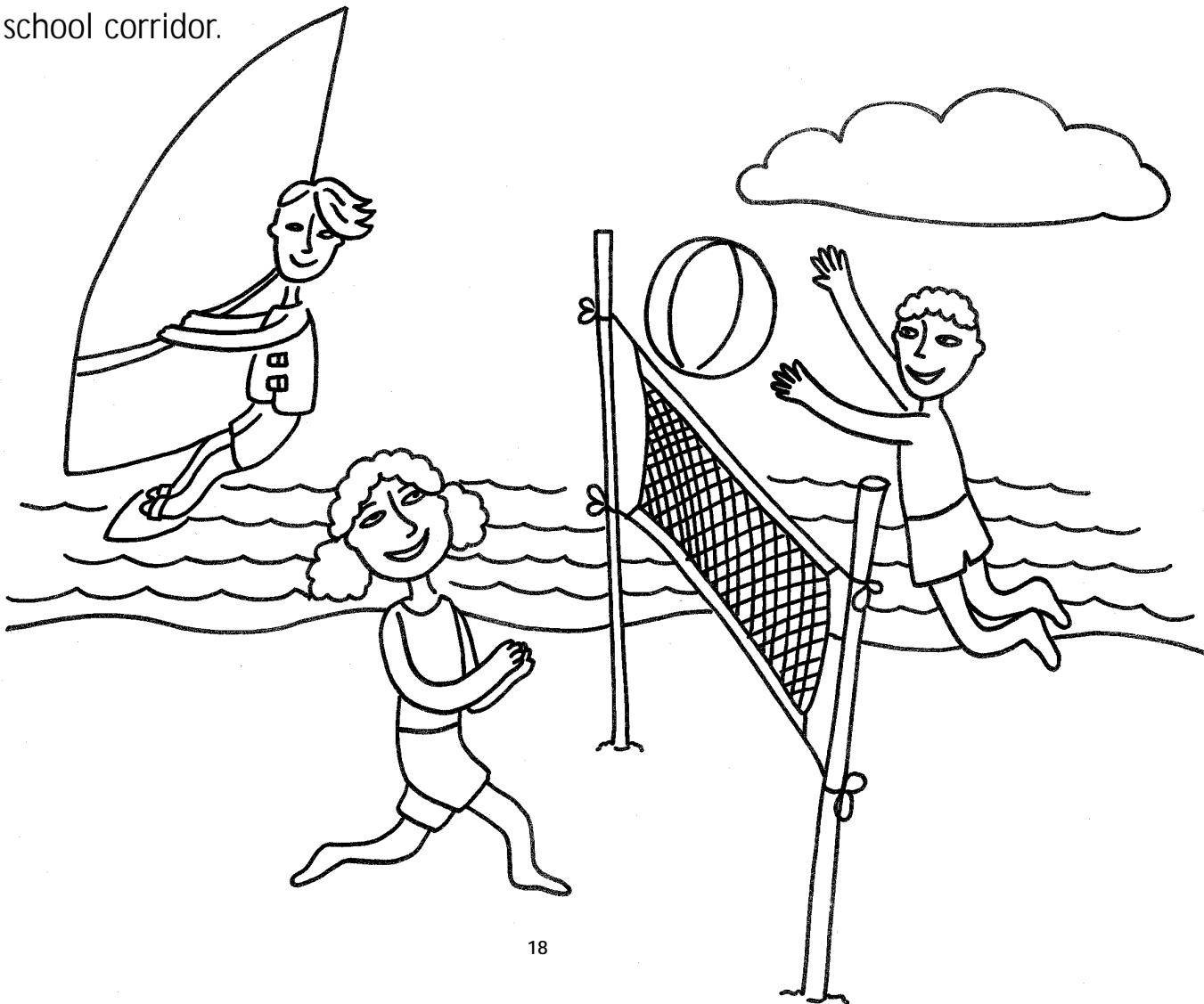
Keep this fact in your head:

Roadsides, playgrounds, beaches, harbours, gardens, parks, sports-fields etc could become threatened spaces as the population of the Auckland region grows. Some of our public and private open spaces are being filled up and built-out. We must work and plan together to make sure we keep enough open space to have a happy, healthy population.

Why do we need open spaces?

TO help you understand a little more about why we need open spaces you should do the following:

- **READ** 'Reasons For Having Open Spaces'
- **DESIGN** a set of postage stamps that will make these reasons clear to the public.
- **DISPLAY** your work in a place that will help to educate others as to why we need open spaces e.g. school / public library, community noticeboard, school corridor.



Reasons for having open spaces



Conservation: This is about looking after our environment and about caring for plants and animals, soil, air and water. It's about trying to find a balance between plants, animals and people's needs.

Preservation: Protecting and keeping the environment undisturbed. Some plants or animals may die if the environment is altered in any way.





Education: Giving people a place to learn about their environment.

To understand the needs of plants and animals and how some are quite unique to New Zealand. With a better appreciation of the environment, maybe people will look after it more carefully so future generations can also enjoy it.

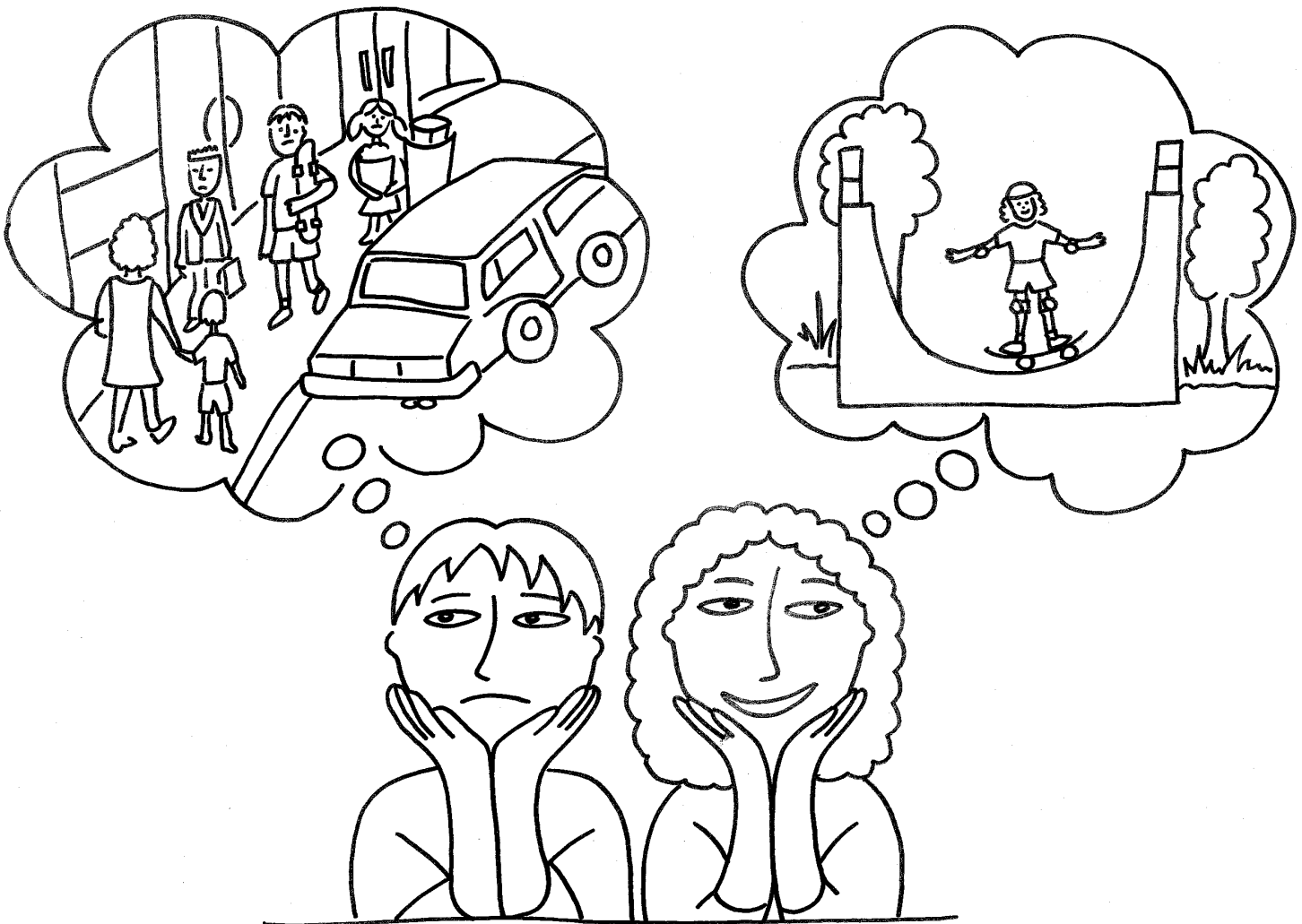
Recreation: The activities people like doing in their free time. Types of recreational activities are increasing every year (including people just passively enjoying the environment). People want more and more space to participate in physical activities.

Peoples Needs: Open spaces are important because of the positive impact they have on how people feel. We need open spaces for our mental and physical health, and general well-being.

It matters what other people think

The Auckland Regional Council invests time and money into finding out what people think about the Auckland region - what they like / dislike and what they want in the future.

Carry out your own research Ask four people of different ages, sex, occupations and cultural backgrounds, for their comments about the following issues. Record their ideas, on the sheets provided.

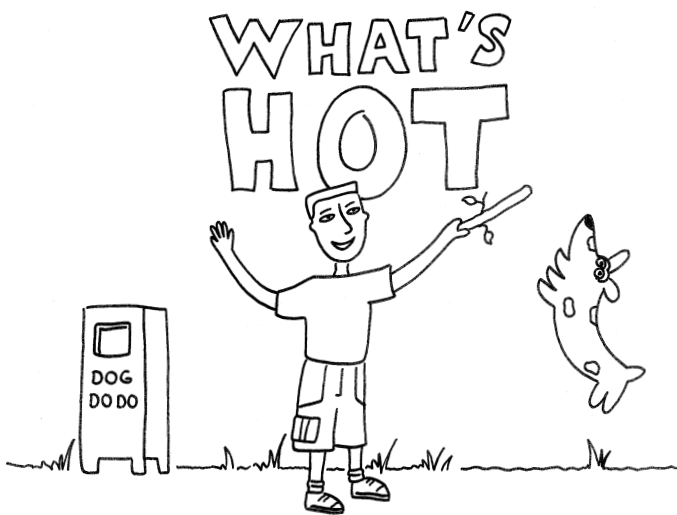


QUESTION - STATEMENT	INTERVIEWEES COMMENTS
<p>1 We've got enough open spaces.</p>	1
	2
	3
	4
<p>2 People should be able to fence off part of a beach if their house backs onto it.</p>	1
	2
	3
	4
<p>3 Care of open spaces is the councils responsibility.</p>	1
	2
	3
	4
<p>4 People should be able to do anything they like in public open spaces.</p>	1
	2
	3
	4

QUESTION - STATEMENT	INTERVIEWEES COMMENTS
<p>5 Dogs have rights to open spaces.</p>	1
	2
	3
	4
<p>6 Regional Parks should be closed to people.</p>	1
	2
	3
	4
<p>7 Older people don't need open spaces - they should be left for younger people.</p>	1
	2
	3
	4

What's hot and what's not!

List, or draw ten things you would want to find in an open space, and then ten things you would never want to find in an open space.



what's hot



what's not

Contribute your ideas to a class 'What's hot and what's not' chart.

Check this out!

The Auckland Regional Council manages the most heavily used park system in New Zealand. In 1997, research told us that recreational activities are growing in popularity and will have a big impact on the Regional Parks. For example:

Activity	Expected Growth	What this might mean for Regional Parks
'Rave' parties	High	<ul style="list-style-type: none"> - potential for property damage - potential for damage to plants - potential for conflict with gate crashers - if banned, events are likely to be pushed underground to even more remote park areas causing even worse damage
Mountain bikes	High	<ul style="list-style-type: none"> - damage to tracks - conflict with other users - increased pressure on remote parks

So, what do you think?

List all the positive things about these activities e.g. most people enjoy themselves at rave parties.

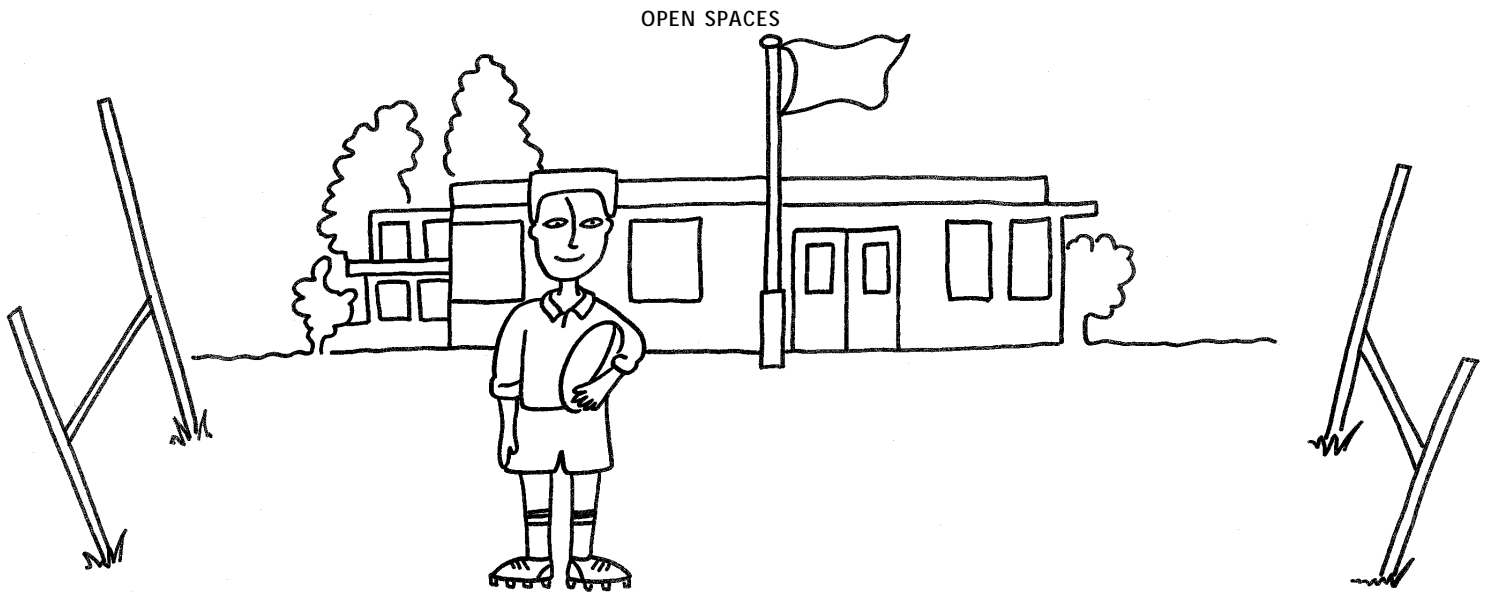
Meanwhile, back at school

School grounds are an important open space but...

Some people say that school grounds aren't used enough, that they just sit there unused for big chunks of time. They say that schools should be a really happening place in the neighbourhood!

Make a list of activities that happen in your school grounds

	Activities that happen in the school grounds now	Activities that I would like to happen in the school grounds
During school		
After school		
Weekend		
School holidays		



YOUR TASK



Choose one activity from your list of what you **would like to see happen**, that you think could be **put into action**.

Write a convincing proposal to present to the School Board of Trustees.

Your proposal should include:

- diagrams
- explanations
- any research you've done that gives evidence that this is going to improve the use of the school grounds
- clear (persuasive) statements as to why you think this will work and why the activity is a good thing to do
- problems that you have identified and possible ways of overcoming these

We have a plan

Part One

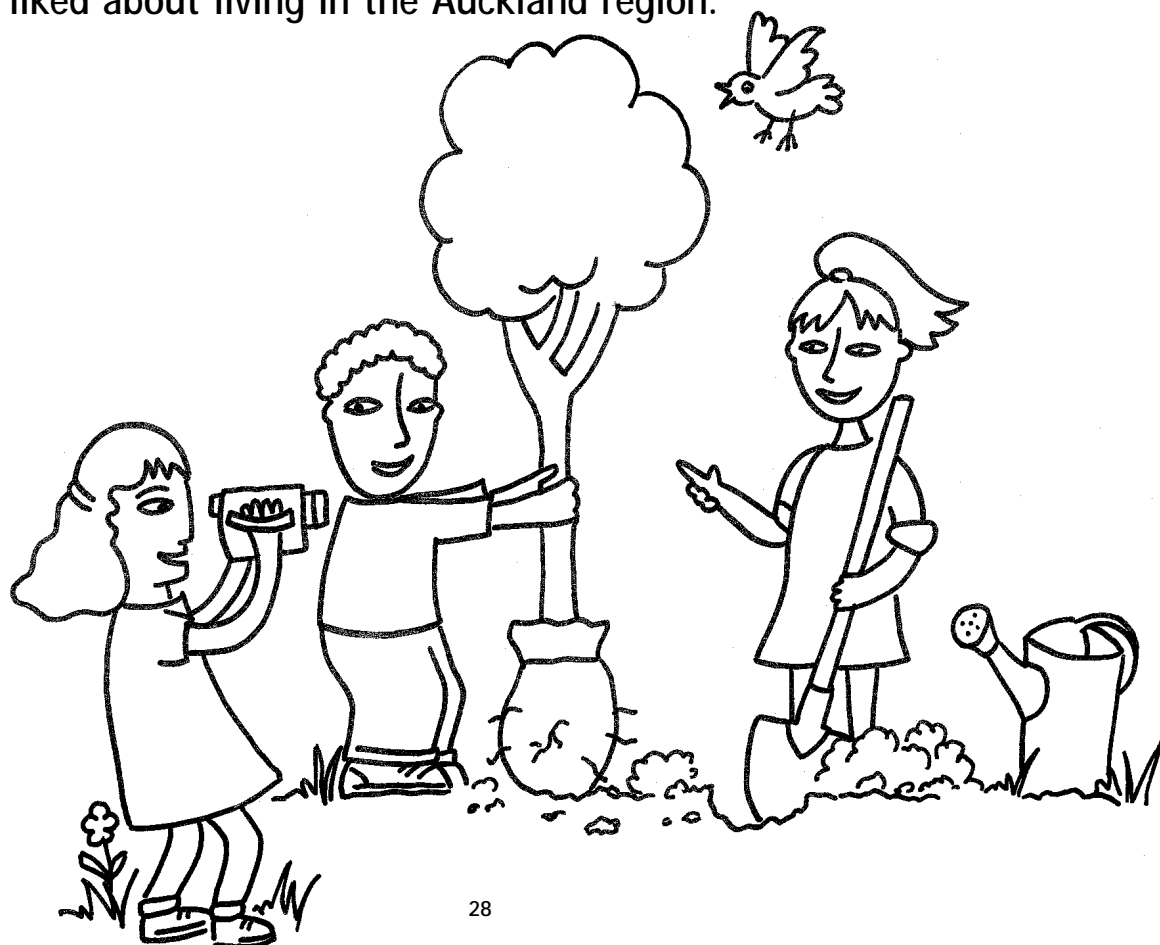
Yes indeed, there is a plan and it's called the **'Regional Growth Strategy'**. It's all to do with how the Auckland region is growing and what people plan to do to make sure the **needs of the environment** and **the needs of the people** will be met in the future. It's about making sure that the Auckland region will be a great place to live.

Where do ideas for the Growth Strategy come from?

A great deal of time and money is spent asking the people of Auckland about what they think, and what they want for their region.

Read the following method of gathering opinions:

In November and December 1997, 420,000 questionnaires were sent to homes, schools, libraries, etc. Among many questions people were asked to list three things they liked about living in the Auckland region.



YOUR TASK 

Read the results of that questionnaire in Part 2 of this activity and then do the following:

- **Write a 'Care Code'** for public open spaces in the Auckland region. (What 'rules' should we follow to help care for this environment?).
A small reminder about open spaces - they can include shopping malls, parks, roadside places, sports fields, areas around bus stops, walkways and bikeways. Your Care Code should be displayed publicly.

When you've finished you could do one of these to promote Auckland's natural environment:

- **Design:**
 - a poster
 - bumper sticker
 - a website page
 - a postage stamp
 - a bookmark
 - phone directory cover
- **Make a video** about the natural environment. (You'll need a team of people to help you with this one!) Show the features that the people of Auckland love about their open spaces.
- **Complete your own survey** to find out what people of your age think about Auckland and the things we can do in and around the region.
- **Complete a montage** of recreational activities that you can do in the open spaces.

We have a plan

Part Two

The public were asked three things they liked most about living in the Auckland region.

Results from the Regional Growth Forum newspaper questionnaire (1997)

	Number of respondents
Beaches - clean beaches, abundance of beaches, access to good beaches, east coast beaches, west coast beaches.	819
Parks - lots of spacious parklands, beautiful reserves, great regional parks, closeness of large parks, many reserves, Auckland Domain.	627
Weather - warm weather, temperate, mild and nice climate, reasonable warmth.	545
Harbours - beautiful harbours, access to harbours, a superb Waitemata Harbour, Manuaku Harbour, harbour setting.	353
Choice - diversity of activities, lots of choice for recreation, plenty of things to do, activities that a larger population can support.	341
Employment - good employment opportunities, work options, lots of work available, more job range, and accessibility to work.	320

Shopping - choices in shopping, accessibility to shops, excellent local shopping, variety and competition, shopping plazas, variety. **319**

Near Sea - proximity to water, living on water, access to water, closeness to two oceans. **312**

Services - accessibility to variety of services and amenities, variety of facilities, amenities of a city, vicinity to amenities. **308**

Multicultural - cultural diversity, international flavour, different races of people, multicoloured environment and people. **264**



What's on in the neighbourhood

Part One

Under close scrutiny

YOU WILL NEED



- a photocopy of this activity sheet
- something to write with
- someone to work with
- time to think

Think about four different kinds of open spaces you know. Complete the grid provided. (Remember open spaces in your **neighbourhood** could include roadside areas, playgrounds, sports fields, gardens, 'empty' spaces, the centre of a shopping mall - just to name a few!)



OPEN SPACES

	1	2	3	4
Location				
Who uses it?				
Special Features				
Plant and animal life				
Concerns				
Possible improvements that could be made				

What's on in the neighbourhood

Part Two

Map it out!

- Draw a map of your neighbourhood (or you could use a photocopy of a map).
- Mark on all the different open spaces in your neighbourhood. You will probably need to colour code them.
- Encourage people to use your local open spaces by completing one of the following:
 - a poster
 - a rap
 - a flyer
 - a pamphlet
 - a fact sheet
 - an advertisement - radio or written!

IMPORTANT NOTE

You will need to think about who your target group is going to be. Who do you think will be interested in using a particular area? Families? Teenagers? Older people? Families with pre-schoolers?



- Make sure you communicate the unique features of your neighbourhood.
- When you have finished you will need to display your work in a public place or distribute it around the neighbourhood!

A helpful hint

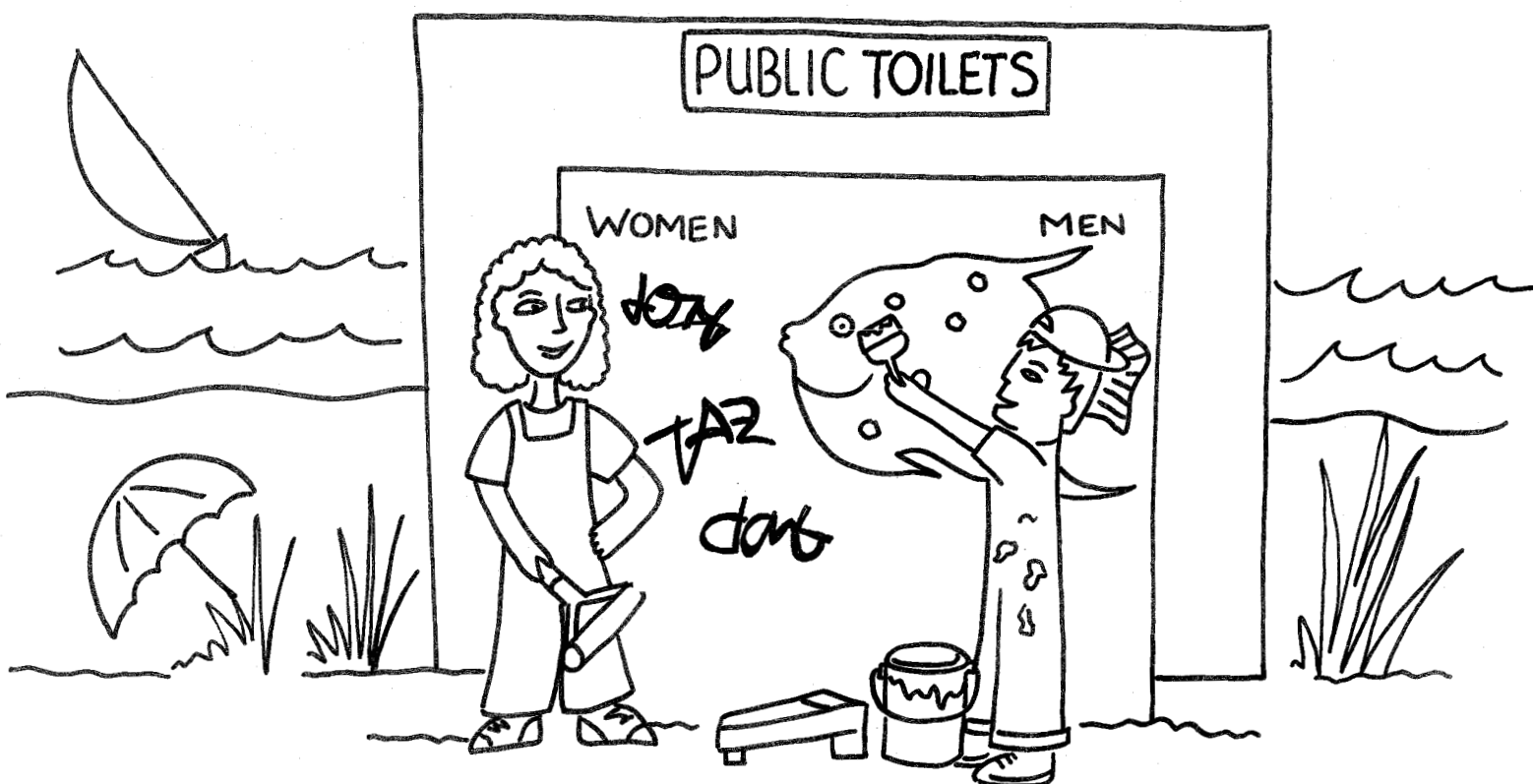
If you want your work to look creative, imaginative and eye-catching, look at posters and pamphlets you think are really effective and select three features you are going to keep in mind when you complete your own work.

What's on in the neighbourhood

Part Three

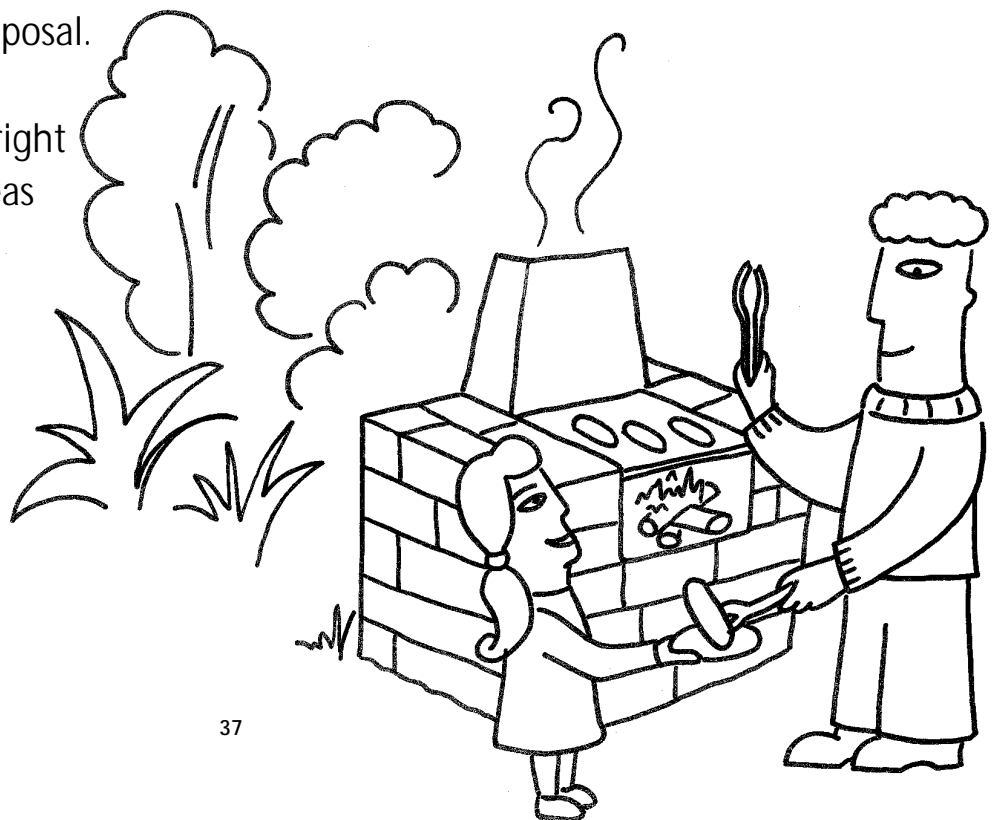
Adding value to open spaces

- Look at your map of open spaces in your neighbourhood.
- Ask yourself - Does this neighbourhood have enough open spaces?
- How could the open spaces in your neighbourhood be improved? (This is called 'adding value').
- **THINK** about the different groups who live in your neighbourhood. What do they need in the open spaces? What do you want? What can be done about adding value to your neighbourhood?



You, YOU can make things happen!

- STEP 1** Think about ONE open space that you would like to see improved (add value to). This could be something like 'beautifying' the public toilets near a park, clearing an overgrown 'empty' space or adding a skateboard ramp to the park. (How can you make the open space more friendly or usable for people?)
- STEP 2** Find ways of adding value e.g. contact the local council for information.
- STEP 3** Find out who in the local community would be interested in supporting you. Talk to a range of adults and people your own age to determine their views.
- STEP 4** Find out who are the decision-makers. Who has the power to have the final say? (Local or Regional Council?). These are the people to whom you will make your presentation. Check out your local newspaper. This should provide you with valuable information about who has the power to do what.
- STEP 5** Put together a proposal / report of what you want to see happen.
- STEP 6** Decide who is going to present the proposal, where and how.
- STEP 7** Present the proposal.
(Remember all people have a right to put their ideas to Council).



Design a park

As our cities get bigger, more and more room is used for housing, shops, industries, schools, hospitals, roads etc. It is becoming very important to make sure that there is enough open space, not only for our enjoyment and appreciation but for future generations. It's even more important to make sure that plants and animals have a place where they can grow and be protected. They have a right 'to be' and we must provide a place for them.

We need to plan for the future.

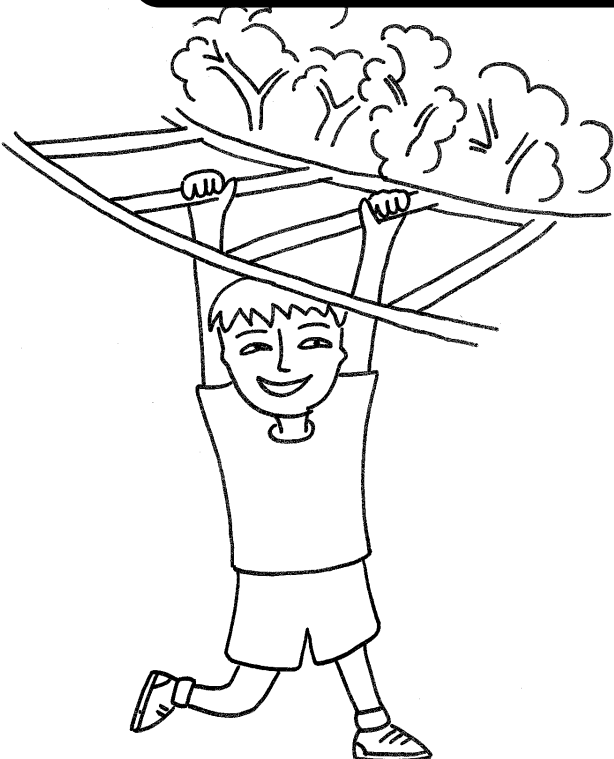
It's a fact - 10% of newly developed housing areas must be left for open spaces. Good developers will make a new area **GREAT** by carefully planning what goes into that open space.

Imagine you have the task of designing a new park that borders a new housing development.

YOU WILL NEED



- Creative ideas
- Two, three or four other people who are prepared to work together and who will give this project their best shot from start to finish
- Good organisation. When you've finished your planning decide who's going to do what. Set some deadlines! (By Friday we will have finished.....)
- 'Designing a Park Planning Sheet'
- Materials for completing the project - large sheets of paper, A4 paper, cardboard, pens, pencils, crayons, felts, cardboard, glue, scissors etc.



First things first

● **Think (and talk)** about what is important to you. What activities would you like to see in your park? How will you make sure your park is cared for? Is looking after the plants and animals in your park going to be the most important or will people's needs come first? Consider all the different groups of people who might want to come to your park. Will this make a difference to what you put in your park? Will your park be for all age groups or do you want it to attract a particular age group? Will your park cater for disabled people?

● **Planning your park**

Before you write anything down you need to read this list about what the park can and can't have:

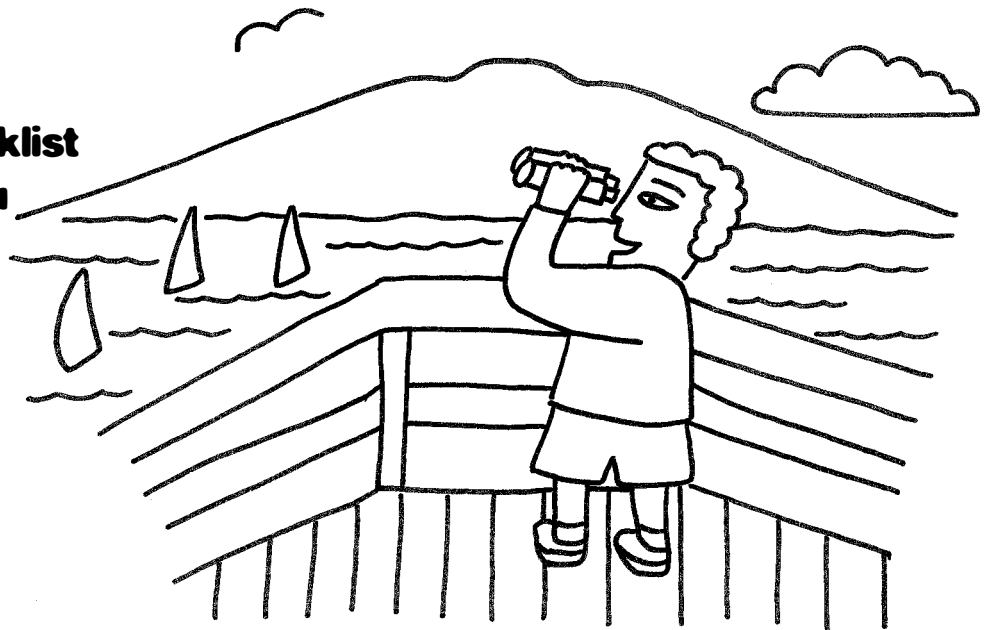
must have

- toilets
- parking areas
- main road leading to the park
- information centre / or information boards
- rangers headquarters
- walking tracks
- picnic areas / clearings
- lookout or view points

can also choose from

- tracks for horse riding
- tracks for mountain bikers
- water areas
- adventure / playground
- confidence course
- an area for kayaking
- abseiling and / orienteering area
- a nature trail with interpretative signs

● **Now read the checklist of all the things you have to do.**



Park Checklist

<p>1 Draw a map (Planned View) of the park. Include a key. If this is too difficult consider drawing a large mural of the park showing all the things you will have there.</p>	<input type="radio"/>
<p>2 Give the park a name.be creative!</p>	<input type="radio"/>
<p>3 Design a logo for the park...(if you're not sure what a logo is have a look at the Auckland Regional Council logo.)</p>	<input type="radio"/>
<p>4 Write five positive statements about how you want the Park to be cared for. (These are the 'Rules'). Draw symbols that go with the rules.</p>	<input type="radio"/>
<p>5 Design a ranger for the park.....Label the equipment she / he will need and the qualities you will expect the Ranger to have. (You could get some ideas from the brochure about Park Rangers!)</p>	<input type="radio"/>
<p>6 Design a teacher who will be involved in taking children through the park for educational programmes. Let your imagination run wild!</p>	<input type="radio"/>
<p>7 Make up an information booklet for your park. Get some ideas from the brochures about Regional Parks.</p>	<input type="radio"/>
<p>8 Make up a rap, a waiata, and a T.V. or radio advertisement to encourage people to come to the park.</p>	<input type="radio"/>

Design a Park - Planning Sheet

Members of the group: _____

Date work started: _____

The date we want our work finished: _____

Actual finishing date: _____

The task we are working towards is: _____

The main purpose of our park is: _____

Ideas about what activities we would like to have in our park:

Groups of people we think might want to visit this park:

Special features of the park: _____

CONTINUED



Sketch of how the park might look (our brainstorm)

Ideas for presenting our work: _____

Plan of action (Who's going to do what?) See Checklist

The task	Who's responsible	Date to finish by

Open spaces are blue as much as green

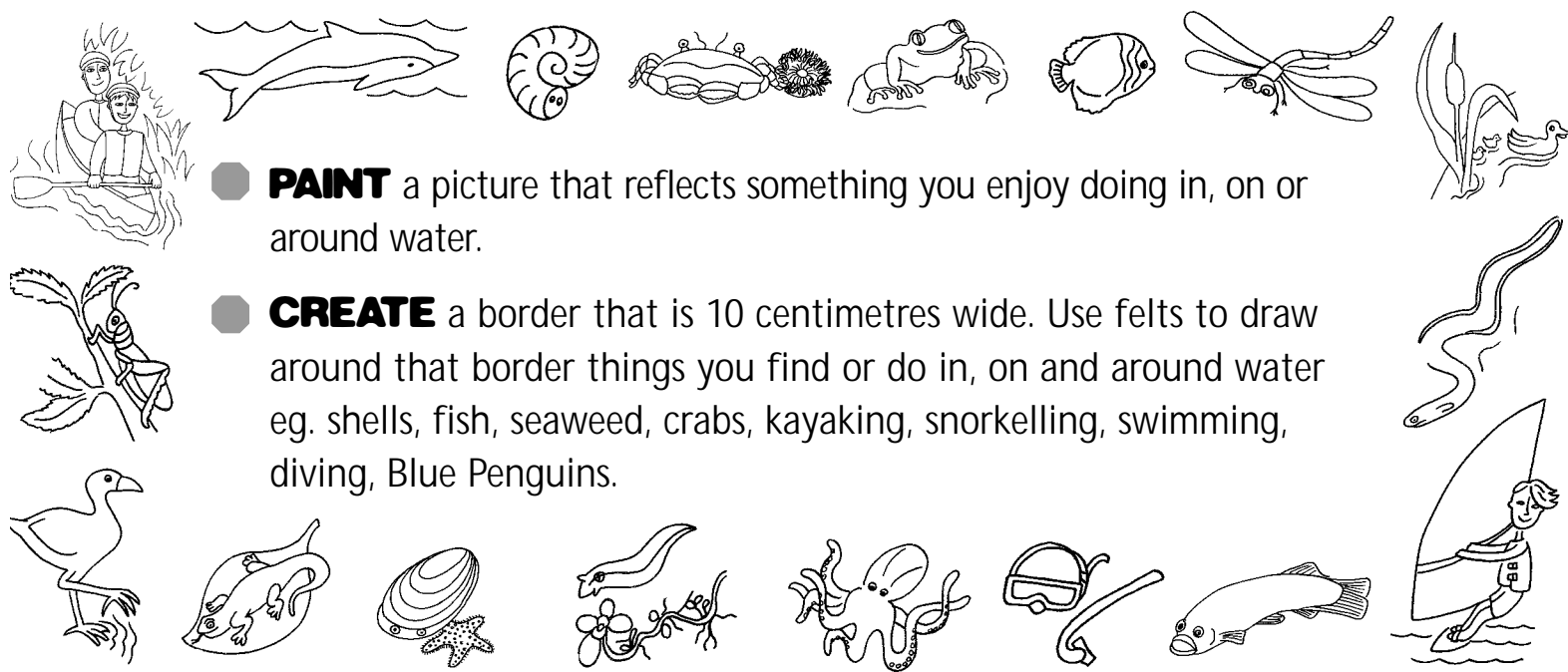
It's a watery fact that some of the things people most like about living in Auckland are the beaches, harbours and sea and all the activities that you can do in, on and around water in the region.

What about you? What water-based experiences have you had? What do you like and know about our blue open spaces?

Here's a chance to share what you think and feel.

● **PAINT** a picture that reflects something you enjoy doing in, on or around water.

● **CREATE** a border that is 10 centimetres wide. Use felts to draw around that border things you find or do in, on and around water eg. shells, fish, seaweed, crabs, kayaking, snorkelling, swimming, diving, Blue Penguins.



Sort it out!

Sort the list of Regional Parks into the different types of parks.
(Some might belong in more than one category.)

If you're not sure where each should go you could do a bit of reading and research to get the information you need.

The parks:



Farm	Marine	Forest	Garden	Events

Did you know that Auckland Regional Parks is the most heavily used park system in New Zealand!

There are approximately **8.5 million visitors a year** - more than all the National Parks combined!

Facing up to the problems

YOU WILL NEED



- two or three other people to help you
- paper and something to write with
- a copy of 'What's the problem'
- totally active brains

Read the following list of problems being faced by open spaces in and around the Auckland region

- vandalism
- weeds
- overuse
- horses *
- people not following rules
- not enough money to look after things properly
- fire
- animal pests
- misuse
- mountain bikes*
- theft of plants and property
- erosion
- litter
- neglect
- dogs*

*not always a problem if the park is intended for their use).

Can you add anything else to the list?

YOUR TASKS



- Write the list on a piece of paper
- Include anything you've thought of
- Rank them in order
- Start with what you think is the greatest problem.



Now use

'What's the problem?' sheet to help you think more carefully about the problems facing our open spaces and what can be done to help eliminate or reduce the problem.

Or

Complete an **Environmental Action Planner** about one of the problems.



Who says we need open space anyway?

Get yourself thinking more about 'open spaces' by working with a partner to complete the following:

- **Design a poster** that has a strong message about caring for open spaces in the neighbourhood. Find a good place to display this.
- **Write and produce a video** programme 'Getting the most out of your open spaces!'
- **Design a certificate** to give to students who are doing positive things to care for the school playground.
- **Draw a set of wanted posters** about who and what causes problems in open spaces.
- **Make up a game** of snakes and ladders that teaches younger children about what open spaces are, how they can be used and how to care for them e.g. Left a picnic area free of litter - go forward three spaces. Cycled on the pedestrian path in the park - go back two spaces.
- **Make up a crossword** or a wordfind using important facts and ideas about open spaces.
- **Prepare and deliver a speech** to your class / syndicate / school assembly 'Adding Value to the Spaces We know and Love!'

Hey you! Please don't rubbish our parks!

A rap a day keeps the blues away!

(A bit of a fun rap but with a serious message about rubbish in our parks.)

Pack it in and pack it out

There is a reason, don't you know
Why all your rubbish has to go.
Please take it home don't leave it here
We want our parks to be clear!

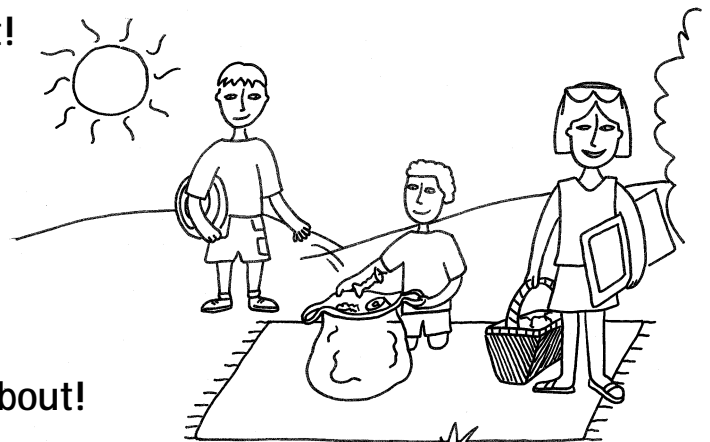


So pack it in and pack it out Recycling's what it's all about!

When food's left lying on the ground
Possums come and hang around
Your tins and plastic bags won't rot down quick
And dirty nappies make us sick!

So pack it in and pack it out We don't want to scream and shout!

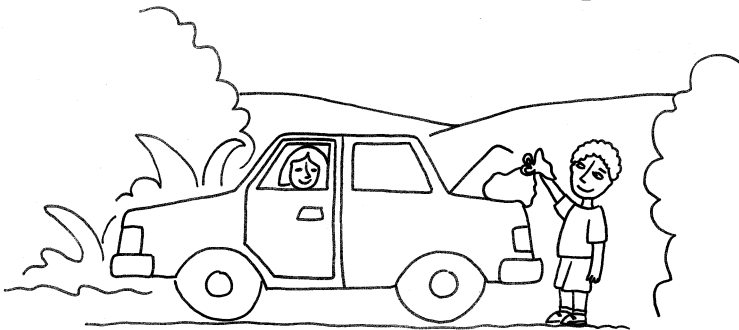
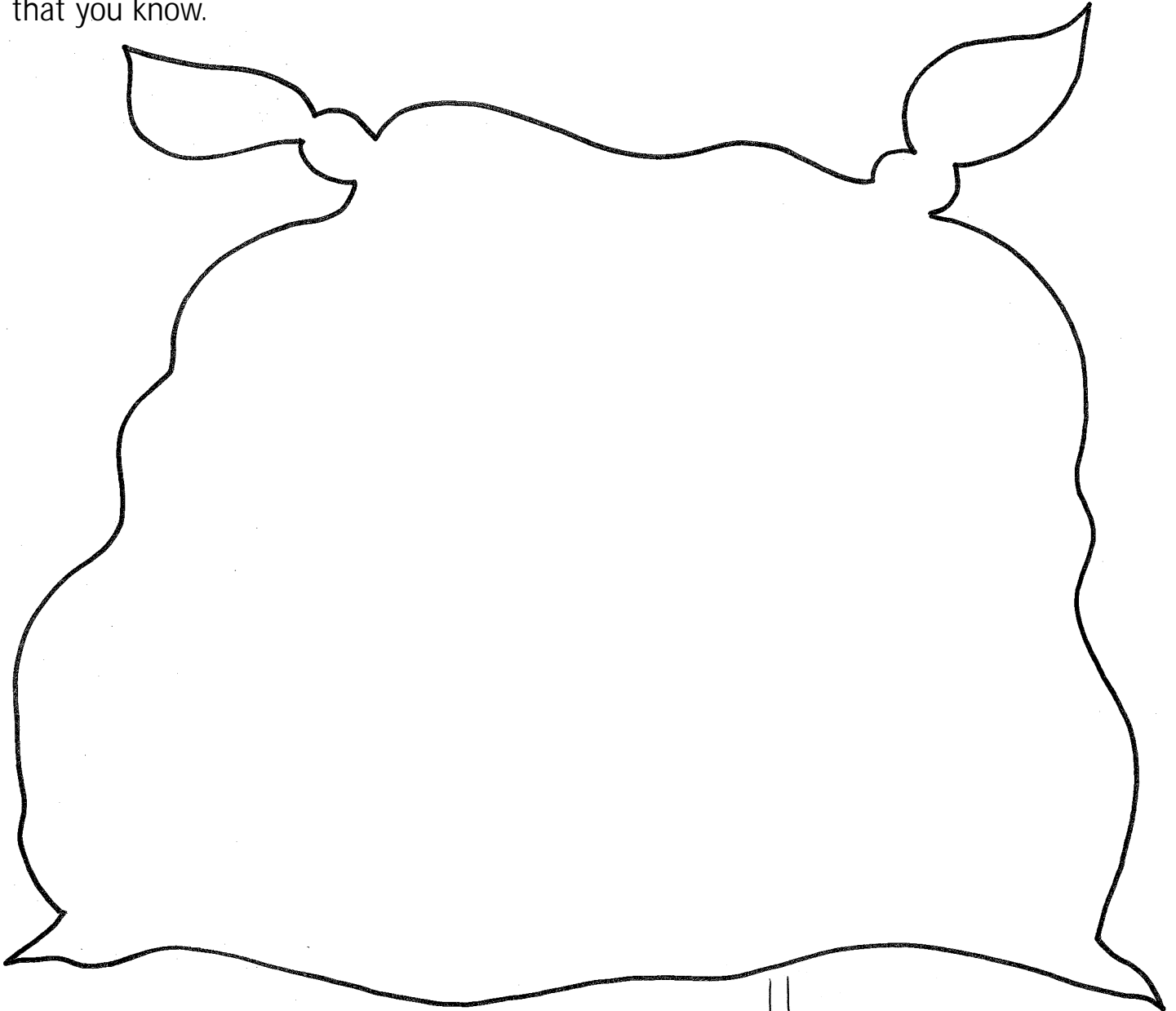
Leave your foot prints, that's ok.
But take your rubbish right away
Collect a memory of your stay
and hurry back another day!



So pack it in and pack it out Having clean parks is what it's all about!

Your turn!

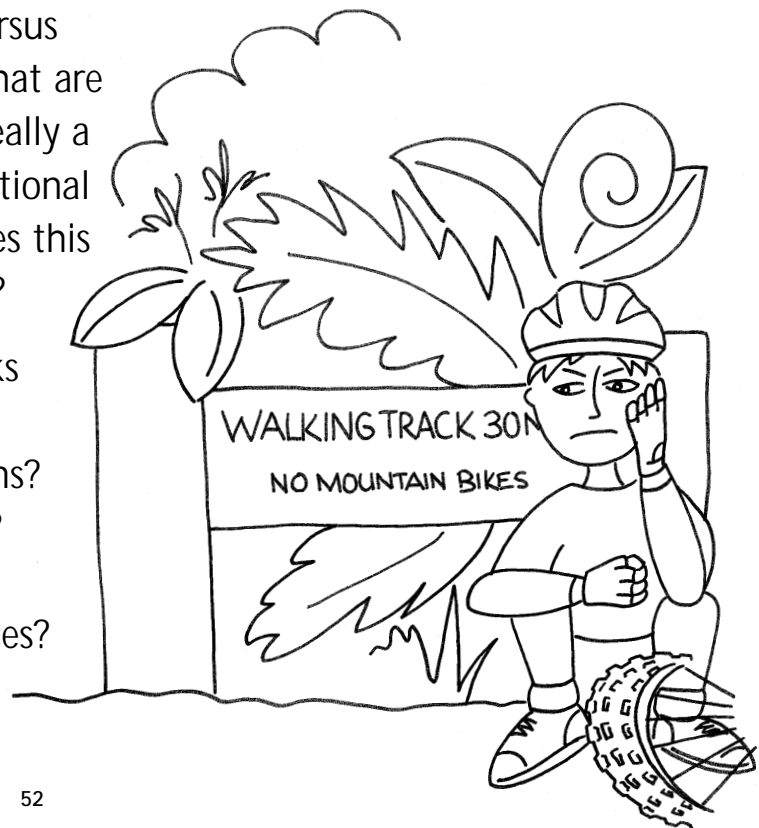
Now you've got the message about rubbish in the Regional Parks have a go at writing and performing your own rap about the care and / or use of open spaces that you know.



There's more to learn about open space!

If you are interested in completing any of these investigations use the 'Work Plan' to get you started.

- Find out what you can do in Regional Parks.
- Find out about different volunteer programmes in local and Regional Parks and how you can get involved in them.
- Investigate the different roles that the local council, Regional Council and the Department of Conservation have in the care of open spaces in the Auckland region. Who does what, when, how, why?
- Explore changing recreational needs and how this impacts on our open spaces.
- The great debate - Conservation versus Recreation. What is this about? What are the different points of view? Is it really a problem? Can there be high recreational use in conservation parks? How does this affect present and future planning?
- The process of purchasing new parks and new open spaces for Auckland region. Who decides? What happens? Where does the money come from? Who do the new spaces belong to? Who owns the parks and open spaces?



Work Plan

Name: _____

Date work started: _____

Date work finished: _____

Main theme / topic: _____

My research / investigation / experiment will be about: _____

My main question is: _____

Other questions I need to ask are: _____

Some key (important) words I need to think about are: _____

Things I plan to do to find the answer _____

I can get information and help from: (Possible sources: people, written material, photographs, computer / electronic media etc.)

My work will be presented to _____

I am going to present / share my work in the following ways:

Other ideas / plans / brainstorm _____

Personal goals I have for this study are _____

Work plan seen by: _____

a) Pupil _____ b) Teacher _____

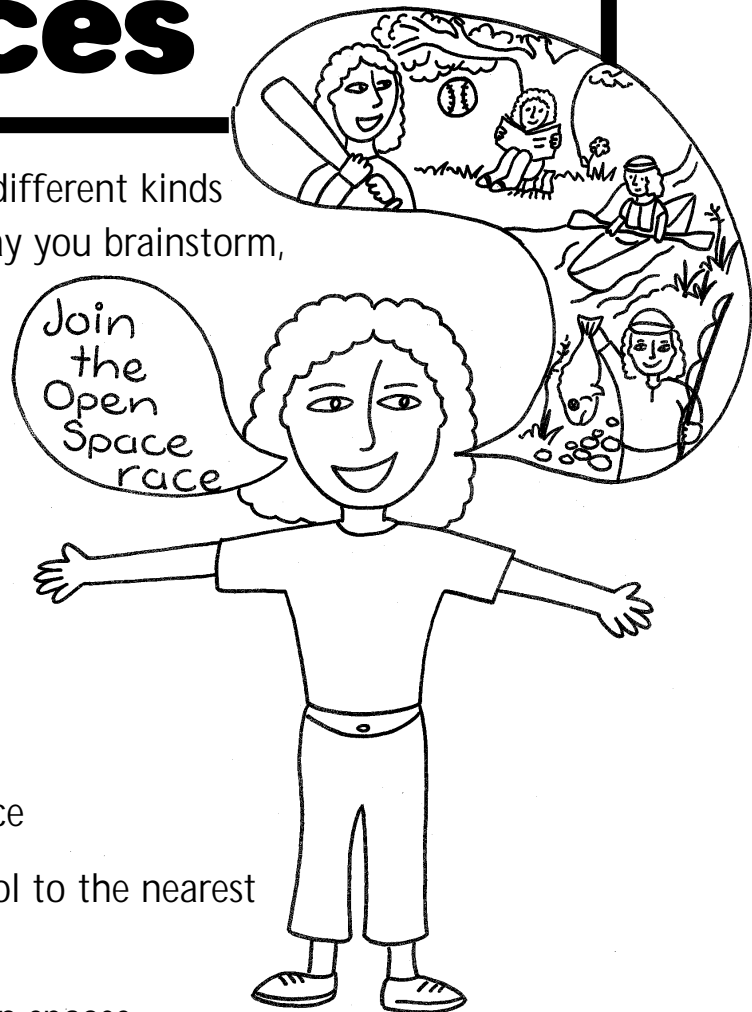
Comments / suggestions given: _____

Writing about open spaces

During your study of 'Open Spaces' try some different kinds of writing. (You can also try improving the way you brainstorm, proof read and publish your work).

Have a go at writing:

- Poetry
- Free verse- rhyming or not
- Shape poem
- Haiku
- Cinquain
- A description of your favourite open space
- Instructions about how to get from school to the nearest park with a skateboard ramp
- A newspaper article about threats to open spaces
- Use facts you have learned to make a crossword puzzle
- Complete a six frame storyboard about a wild adventure in the outdoors
- A song or a rap about caring for open spaces
- A recount of a visit to a park
- A persuasive text, which argues that in the interest of preservation, all visitors should be kept out of Regional Parks
- A flow diagram explaining how to get a camping permit for a Regional Park.



The big picture

A few facts and figures for you to get your head around.

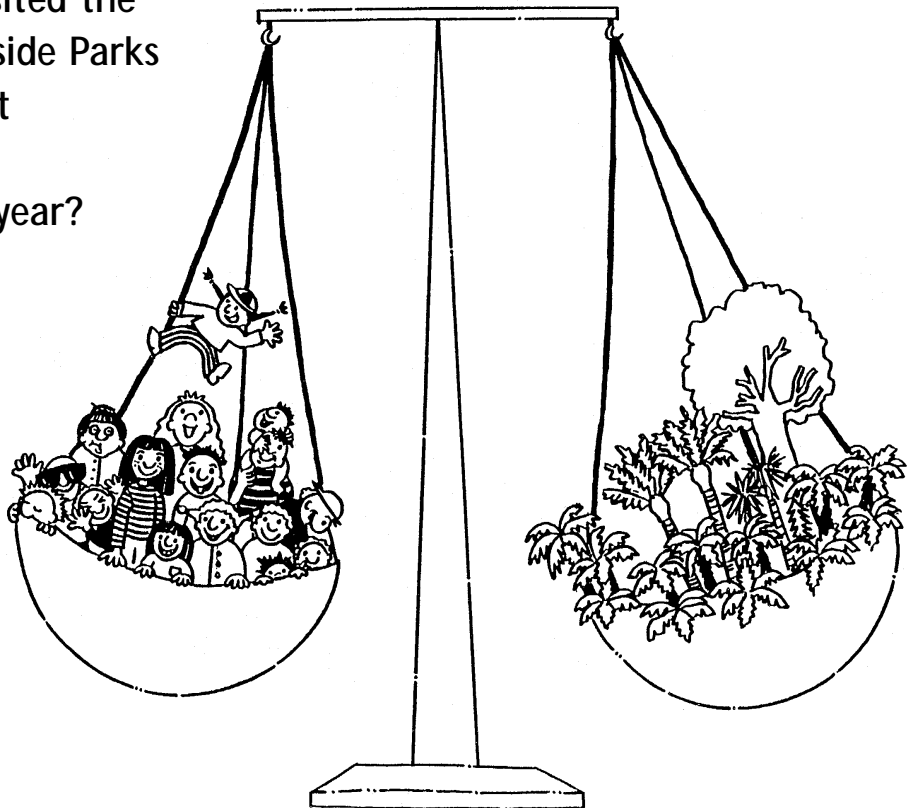
- Auckland region's population will double to **2 million people** in the next 50 years
- The Auckland Regional Countryside Parks receive **8.5 million visits a year** - more than all the National Parks combined!
- Visits to the parks could increase to **15.5 million visits a year** over the next 50 years
- Auckland Regional Parks network can only take 12 million visits before the quality of the park visit just won't be what it should be (dirty beaches, full parks, no parking, worn-out facilities....get the picture?)

YOUR TASK



Read through the statements carefully and write four interesting maths problems for others to solve.

e.g. If 7.9 million people visited the Auckland Regional Countryside Parks in 2000, how many will visit in five years if the number increases by 575,000 each year?



Getting active about open spaces

Part One

Have you ever stopped to think what Auckland would be like without open spaces? Horrible thought isn't it? It's true that open spaces are important because of the things they can do for us, but they are also really important because they provide a place for a great variety of plants and animals to live. These plants and animals have a right to life, just as we do!

We need to get active about caring for the open spaces near and around us. We need to do our part to make sure that these places will be there in the future.



What can you do?

Read the following list and decide what you -

'Could do'. 'Couldn't do' and 'Might do'. Place a tick in the box.

	Could do	Couldn't do	Might do
Get involved in growing plants at school and at home			
Form litter patrols for the school grounds			
Encourage your family to use your local open spaces			
Think about celebrating your next birthday at a nearby park or beach			
Visit parks and beaches you haven't been to before			
Pack in - Pack out rubbish (and recycle) when you visit open spaces			
Improve your local / school park- identify what needs to be done (ask people what they think)			

Making improvements

Contact the local council to ask for help to make the improvements. Arrange for someone to come and visit to explain what the process is for making changes. Who do you write to? Who will help? Where will the money come from? How do you go about getting things done?

You should be getting the idea by now, but wait! There's more. You need to go on to part 2 of this activity to find out what to do next.

Getting active about open spaces

Part Two

OK, so you read the list about what you could, couldn't and might do.

Now add three of your own ideas:

- 1 _____
- 2 _____
- 3 _____

Let's take it one step further. The pledge!

Here's where you decide what you could do first and then you make a commitment.

I _____ **(Your Name)**

Will _____

By _____ **(Date)**

Now, get out there and do something about it!

Make a plan. (Use the Environmental Action Planner to help you).

Get other people involved.

Take action!

You can make a difference!