



SOME THINGS ARE NOT WELCOME IN NEW ZEALAND

HOW DID WE ARRIVE IN NEW ZEALAND?

www.teara.govt.nz/NewZealandInBrief/History/en > select 'Get the short story'. Print out and photocopy for students.

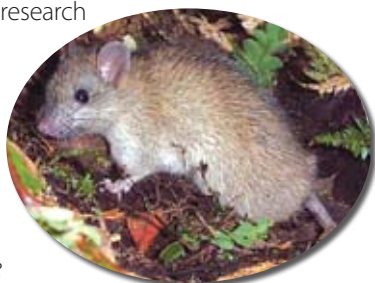
- Use atlases to help students understand that the only way to get to New Zealand prior to air travel was by sea.
- Tell students that the legendary homeland of Māori is Hawaiki. It can not be found on any map but there is a similarity in Māori language and culture with many Polynesian islands such as Cook Islands, Hawaii and Tahiti.
- Find out what students know about the Māori settlement of New Zealand? How long ago did it take place? Where did Māori come from? What did they travel in? When did the first Europeans arrive? Where did they come from? Read the 'short story' from **Te Ara** with the class as shared reading.

OUR FIRST UNWANTED VISITORS

- Introduce the concept of a predator – an animal that kills and eats other animals. Print out or allow time for online research: www.teara.govt.nz/NewZealandInBrief/NaturalEnvironment/5/en

Have students conduct research to find:

- what predators did Māori bring to New Zealand?
- what effects on the natural fauna did they have?
- what was the probable cause of the extinction of the moa?



Kiore or Polynesian Rat



Protected in Australia – a major New Zealand pest

- what predators did Europeans introduce to New Zealand and what were their effects on our native fauna and flora?
- Remind students that the possum was introduced to New Zealand in 1837 to start a fur trade and now there are over 70 million of them chewing through our forests, eating birds' eggs, birds, insects, and the native plants they depend on.

IT'S NOT JUST ANIMAL PREDATORS

- Introduce the idea that it is not just animal predators that can pose a problem for New Zealand. Have the students heard of foot and mouth disease? Conduct research at: www.biosecurity.govt.nz > select FAQs and type in *foot and mouth* into the 'search' box.
- Through class discussion, ensure they understand the following:

Curriculum Areas: Levels 3-4

Social Sciences:

Place and Environment

- Understanding why we as a society need to make rules and develop practices that protect our environment and the important role our biosecurity procedures play.
- Gaining an understanding of the environmental and economic consequences to New Zealand of pests and diseases.

English & The Arts

- Using research techniques to gather knowledge and information and presenting these ideas in written, oral and visual forms.
- Using innovative and artistic ways such as drama and film to get these important messages out to families.

Links to Technology and Health.

- how could foot and mouth arrive in New Zealand?
- how foot and mouth affects animals and its signs
- what animals does it affect and how do we stem an outbreak?
- how it is transmitted?
- what economic and social effects would it have?
- Emphasise the social and economic effects by having students create a mind map diagram of the people who would be affected –totally and partly by overseas countries banning all meat, animal by-products and dairy product imports, **eg**
 - these people could be from the farming, transport, retail, export sectors, general restrictions on the public ...



Distressing scenes such as this would feature on our TV news bulletins

- Point out that foot and mouth is just one disease or pest that could have a disastrous effect on our economy.
- www.biosecurity.co.nz > select Pests & Diseases
- Discuss reasons why New Zealand is largely free of pests and diseases found in other countries (an island nation).
- Focus on animal pests and diseases. Ensure students understand that they can be grouped in the following categories:
 - animals that can cause great environmental damage such as the cane toad
 - animal diseases that can threaten our NZ animals and our economy such as foot and mouth
 - pests that threaten native and introduced animals such as avian influenza
 - pests that threaten native and introduced plants

SO HOW DO WE KEEP THEM OUT?



Our detector dogs are trained to find restricted items

GROUP RESEARCH PROJECTS

- Introduce students to the idea that as well as animal pests and diseases, we must keep out plant pests and diseases, salt water and fresh water pests and diseases, human diseases such as avian flu and other organisms (**eg** asian tiger mosquito) that can be a threat to human health.
- Divide the class into groups for research and have groups report back listing the pests and diseases under each category and why we must keep them out. Display results as a wall chart.

FOCUS ON TRAVELLERS TO NEW ZEALAND

- Brainstorm and discuss ways that students think that pests and diseases could be brought into New Zealand, **eg**
 - cruise ship passenger luggage
 - by mail
 - cargo ship containers
 - ship's water ballast
- Tell students that MAF Biosecurity New Zealand inspects all of the above to help NZ stay free of pests and diseases.
- Point out to students that by far the largest number of arrivals in New Zealand are at our international airports and this is where arriving passengers will first meet **MAFBNZ** inspectors and detector dogs. Tell students that there are many things that passengers are not allowed to bring into NZ in case they are carrying pests or diseases from countries they have visited on holiday or come from.

WHAT WE MUST DECLARE

- Explain that all air passengers arriving in New Zealand are given a Passenger Arrival Card to fill in before landing. Print out this card, photocopy and distribute to students.
www.biosecurity.co.nz > select Entering New Zealand > click on Personal Travellers > click on Passenger Arrival Card and print out the English version pdf.
- Focus on the Biosecurity notes listing the items you are not allowed to bring into New Zealand. Discuss reasons for declaring these items plus any places you have visited or listing countries you have visited, **eg**
 - a passenger may have been in a country with pests or diseases we do not want in New Zealand.
- Tell students that as well as being given a card, a short biosecurity video is played before landing to remind passengers what they must declare or dispose of before entering NZ.

STUDENT DRAMA/ORAL LANGUAGE CHALLENGE

- Download the new Biosecurity Inflight Video Shooting Script and distribute to the class.
www.teachingonline.org/inflight.pdf

- Tell students that this is a 'real' shooting script for an inflight video that is played to passengers before arriving in NZ. As a shared reading exercise, have groups prepare and read through the script to the class in turn.
- Identify and list the main messages the script is trying to present to the viewers. What reasons can students give for including information about the law and consequences of not declaring or disposing of restricted items?
- Through discussion, help students understand how and why the visual shots were chosen and how they enhance and relate to the spoken script. Discuss the importance of background music in film and video. How does it help the video and affect the viewers? What type of music do students think would be appropriate as a background to the script or different parts of the script? Why? Give reasons.
- Challenge groups to prepare and present the inflight script to the class in one or more of the following ways, **eg**
 - as a dramatic re-enactment using murals as backgrounds, and preparing necessary props
 - shooting a video and burning an edited DVD for an 'iMovie'-type on-screen presentation
 - adapting the script to use as a radio documentary (a narrator could be added to describe the visual scenes and effects).

RUNNING A BIOSECURITY PRESENTATION DAY

- As an exciting culmination to the unit, invite parents and other classes to a biosecurity day. A suggested format is:
 - oral and written presentations of biosecurity facts with a focus on why it is so important for our country
 - present movies and drama and plays
 - have visitors fill out the New Zealand Passenger Arrival Card
 - Set up the hall or corridor as an airport arrival hall and have visitors enact and complete all arrival formalities.



A biosecurity officer inspects possible at-risk items