

# 1. DISCOVERY WALK



## FROM THE INFORMATION CENTRE:

- **1.** Turn right and cross the bridge. Point out the lancewoods with long, jagged leaves (beside the cafe). The middle cord of these leaves is strong and flexible and early New Zealanders sometimes used them as shoelaces.
- **2.** Take students up to the path heading right and take them through the trees with their plant guides, identifying ones they recognise from the guides as they go. Try repeating the names from memory as you find more.
- **3.** At the swings, turn left up the steep path. You could ask students to try to spot plants they think weren't originally in New Zealand.
- **4.** Follow the map through the Rhododendron Dell, taking the bridge-path.
- **5.** Carefully cross the road to enter Lovelock Bush.

## LOVELOCK BUSH:

- **6.** Stop at the kānuka upon entering Lovelock Bush.

“Trees in this area used to be over 50m tall! There were probably lots of kānuka like this one around, but when the European settlers arrived they burnt and chopped down lots of trees, leaving the land bare.

**Is this good?** No.

The settlers didn't think so either, so they decided to leave a strip of green land, called the Town Belt, where nothing was allowed to be cut down. Now native birds still have a place to live and the plants won't all be replaced by buildings and concrete.

**Have you visited the Town Belt? Where does it go?**

Lovelock Bush, where we are, is a part of the Town Belt, which curls around George Street.”

Take the main path straight ahead.

- **7.** Stop somewhere in the trees and get everyone to close their eyes and be quiet.

“Imagine what Dunedin would have looked like when there were no people here and none of the trees were cut down. **Can you hear any birds? How loud do you think the birds would have been if the whole of Dunedin was covered in trees?**”

- **8.** Move on and come to a stop by the water tank.

Ask students what we use water tanks for now (watering plants, drinking water, putting out fires). Get students to close their eyes and visualise a story about being on a big waka for months, looking for new land. “**You see land and beach the waka. Step out onto the wet sand and walk up the sand dunes to see what this new land is like.**” Students then open their eyes and look around them. “**You are planning to stay here. What will you need?**” (food, warmth, shelter, water, clothes). Divide students into small groups so they can discuss, and come back after a few minutes to share with the whole class. **How would you find food? How would you make a fire? What would you build a new waka with to go fishing?** (Encourage imagination rather than correct answers).

Walk on through the native bush taking the left path, around the water tank.

- **9.** Stop by the view looking out over the harbour.

“Humans change the land that they live in. Early Māori used to burn down trees just to get from place to place and to trap animals. European settlers used to cut and burn down trees to make space for farms, roads, and housing.”

Look out over the view. “**What do you see that shows how much human beings use and change the land they live in?**” Talk about the quarry taking the mountainside away to make cement, and the how the natural forest is replaced by lots of pines to be cut down and used for wood and paper. Ask “**Do you think the whole population of New Zealand could survive on the resources we have from the native forest that's left over?**” Get them to think about how we trade wood with other countries in return for goods that we do not have.

- **10.** Walk up the path by the cemetery, asking students to imagine what New Zealand was like when these ancestors were still alive.

- **11.** Arriving at the carparks, turn left at the information sign to continue into the Native Plant Collection.