BIOSECURITY NEW ZEALAND

BORDER PATROL: MORE THAN A TV SERIES

Learning Areas at Levels 2-4
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.

NEW ZEALAND – AN UNIQUE ENVIRONMENT

- Using Google Earth/Atlases, have students locate New Zealand's place in the world. Locate and name the seas and oceans that separate us from other countries in the world?
- Introduce the idea that we developed differently from other countries because of the seas around us and because of this, we didn't have many predators, pests and diseases. Did students know that 80% of our flora and fauna can't be found anywhere else and that many birds became flightless because there were no predators? Can they name any? What has happened to many birds since the arrival of predators such as rats, stoats and possums?

THE CONCEPT OF A BORDER

- What do students understand a border is? Discuss. How is our border different than land borders, ***eg*** between Canada and the United States? Develop the idea that to arrive in New Zealand you have to cross our border. Where would these borders be and/or how would people enter New Zealand? How do they think that most people arrive in New Zealand? Have students guesstimate the number of people that cross our border every year? Did they get close to 9.2 million which includes 2 - 4 million international visitors? Apart from planes, can students think of other ways that people cross our borders (cruise boats and private yachts and even our naval boats)?
- Can students think of other things besides people that cross our borders every day, ***eg*** letters and parcels, cars, containers, freight, live stock …

WHAT IS BORDER PATROL?

- How many students have watched the popular TVNZ Border Patrol reality TV series? Watch the opening credits video several times at: *www.seven.co.nz/html/picturescrm_3747* (use multi-media projector/data projector if possible) What clues does this give us about the content of the show? Who are these people and what are they searching for? Introduce the idea that it must be important if there is a TV series made about it. Do they know what we mean by border patrol and who carries it out. Discuss.

Can students suggest what we are trying to keep out of New Zealand and why this is necessary, ***eg*** guns and weapons; drugs; terrorists; pests and diseases.

- Did they know it also works the other way? ***eg***
  - *recently some people were caught trying to smuggle out some rare New Zealand lizards for sale overseas.*

INTRODUCING MAF BIOSECURITY

- Tell students that MAF Biosecurity New Zealand (MAFBNZ) plays a major part in border patrol and has the job of seeing that *'New Zealanders, our natural resources, our plants and our animals are all kept safe from damaging pests and diseases'.* Through discussion ensure that students understand what this 'job description' means.
- Can they think of any unwanted animal pests that we already have that harm other animals and/or birds and our native plants? Use the possum, rats and stoats as examples of this. How did they arrive in New Zealand and what harm do they do?
- Have students conduct research on the possum pest at: *www.npca.org.nz* > select General Information from the menu.
- Do they know of any other pests and diseases that MAFBNZ is trying to keep out of New Zealand. Divide into groups for online research at: *www.biosecurity.co.nz* Have each group conduct research on one or more of the following by typing the name of the pest/disease into the search box.
  - *fruit fly*
  - *foot and mouth disease*

A DAILY REALITY FOR MAF BIOSECURITY INSPECTORS

- *giant african snail*
- *banjo frog*
- *white-tussock moth*
- *asian tiger mosquito*
- *North Pacific seastar*
- *equine influenza*

- Each group report back should include the following: description of the pest or disease; consequences for our country (people/animals/plants) if it became established; how it could arrive here; any threats to human or animal health.
- Download the pdfs and use the pictures to create a series of descriptive posters of our '**MOST UNWANTED**'.
- To put a human face on the problem, invite people from the horticultural, aqua culture and farming industries to talk to the class about the dangers their industries face from unwanted pests and diseases and find out why it would be so terribly bad for New Zealand if any of them arrived.

HOW DO WE KEEP THEM OUT OF NEW ZEALAND?

- Have students speculate on how any of these plants, animals, pests would be able to get into New Zealand? Could a passenger at an airport bring in one of these pests and not know about it? Where would he/she pick up this pest or disease?
- Introduce the following possible scenario: *'You have brought some delicious fruit back in your luggage from your Pacific Island holiday. On the way home in the car you bite into a delicious mango but find some nasty maggots. You throw it out the car window'.* Do you realize that they have probably brought fruit fly into New Zealand?
- Tell students that although most visitors and returning New Zealanders arrive at our airport borders, there are many other borders and ways that they can get into the country Can students think of the different ways that pests could cross our borders? Have them consider the following:
  - *insects in an imported car*
  - *in a container of machinery parts or imported food*
  - *in the ballast water of a ship*
  - *in a parcel or a letter arriving at a mail centre*
  - *in a yacht on a world cruise*
  - *on a NZ naval ship returning from overseas*
  - *on a cruise liner arriving at our major ports*
- Tell students that MAFBNZ inspectors, along with their specially trained detector dogs carry out inspections at all of these border areas. Do they know of any technologies that are used to keep us free of pests and diseases? ***eg*** special xray machines; satellite surveillance of trees to monitor their health; specially baited insect traps …

WHAT ALL PASSENGERS MUST KNOW (Videos)

- To find out what we are not allowed to bring into New Zealand or what we must declare to customs and MAFBNZ when we arrive, have students play (use multimedia/data projector if possible) the online videos: in-flight and cruise ship videos at: ***www.biosecurity.govt.nz/enter/personal*** Discuss:
  - *what are the important messages given to arrivals?*
  - *what must you tell the Biosecurity Inspectors and what*
  - *are they and their detector dogs trained to do?*
  - *what penalties do visitors face if they don't dispose or declare any of these items?*

HOW WE CAN HELP? RUN A BIOSECURITY DAY

- As a home assignment, have students survey family members to find out how much they know about items they must not bring into New Zealand and the reasons why and the risks they pose for New Zealand. As a class, discuss the survey results. How well informed are the students' families?
- Involve the class in planning and implementing a class or school Biosecurity Day where the important messages can be passed on to other students and to families. Brainstorm activities and displays that will take part on the day. All groups will be expected to contribute at least one item , ***eg***
  - *using the online videos as a resource, script and enact an airport/cruise ship arrival to the point they cleared by the Biosecurity Inspector*
  - *download the passenger arrival card pdf at: www.biosecurity.govt.nz/enter/declare and have visitors work through and fill out the arrival card*
  - *plan and deliver poster illustrated talks on some of our 'most unwanted' pests, plants and diseases*
  - *write and shoot your own group online arrival video and post it on YouTube*
  - *prepare and present a multi-choice quiz that can be answered by using information found on the 'what you must declare section of* ***www.biosecurity.co.nz***