



Curriculum

Module 3

Ocean Care

Section 1: Teaching and Learning Sequence

Suitable for Lower Primary to Middle Secondary

Core Learning Outcomes Levels 2 - 6

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In partnership with:



Queensland
Government
Department of
Education and the Arts



Association of Independent
Schools of Qld



Brisbane Catholic
Education



Qld Catholic
Education Commission



Earth
Charter

Sailing on the Brink: The expedition's ocean voyages

Follow the progress of the Brink expedition team as they sail across oceans

This section is designed to be used as an introduction to the Brink Expedition. It can be used effectively in two different ways. Firstly, it can be used at the beginning of this unit to motivate adolescents who may not be interested in studying the ocean. Young men embarking on an extreme adventure is likely to engage even the usually disinterested student. Secondly this section could be introduced during section three as students uncover the impacts people are having on the health of oceans. Then the expedition can be presented as an example of people working for positive change and students can discover, along with the team, the issues and ways to address them. If students have been following the team on earlier legs of their expedition you may want to skip all or some of this section.

There are three components to this section.

1. An introduction to the Brinkx website
2. A look at the logistics of planning the expedition
3. Using mapping skills to follow the progress of the expeditioners

All components can be applied to levels 1-6, with the complexity being adjusted accordingly. If teachers want to assess work in this section it is suggested that parts one and two draw on outcomes from the English syllabus (text types – websites, email, journals and interview). In part three mapping activities can be designed and assessed using outcomes from the SOSE syllabus (Place & Space 2.4, 3.4, 4.4, 5.4).

Component	Suggested teaching and learning	Resource sheets
Introduction to the Brink Expedition	A tour of the website Sending the team an email Reading their journals	A website guide How to send an email Journal reflections
Planning an expedition	Planning for a sailing adventure An interview with the team	
Mapping the journey	Following the voyage in the classroom	A map of the route

LINKS

Brink Expedition www.brinkx.org

TEACHING AND LEARNING ACTIVITIES

A TOUR OF THE WEBSITE

Students take a tour of the Brinkx website.

- Prepare for this activity by taking a tour of the website www.brinkx.org yourself. Put the website address in the favourites folder of your classroom and/or library resource centre computers. If you don't have uninterrupted Internet access, download the site.
- Provide students, perhaps working in pairs, with a copy of *Resource sheet: A website guide* and give them the time to complete it. This could be given as a homework task if students have Internet access at home.
- When students have completed the task, facilitate a class discussion about the things that students found out for the task, additional things that students discovered, items of interest regarding the site design, site content and purpose of the expedition. This site exploration may have raised some questions that can be recorded either individually or on a class list to follow up later.

SENDING THE TEAM AN EMAIL

Students send an email to the Brink team.

- Many students are experienced at sending email. In this activity students send an email using a form on a website rather than an email program such as Outlook Express.
- Provide students, perhaps working in pairs, with a copy of the *Resource sheet: How to send an email*. Direct students to the Brinkx website and invite them to send the Brink team an email.

READING THEIR JOURNALS

Students access the expeditioners' journals.

- The *Resource sheet: Journal reflections* is divided into two parts. Part A uses a journal entry from the schoolroom. Schoolroom journal entries are shorter and use simpler language than regular journal entries making them suitable for primary school students or secondary students with lower literacy levels. Part B uses regular journal entries. Choose the section/s appropriate to the needs of your students. Provide them with a copy of the resource sheet and invite them to complete the task.

PLANNING FOR A SAILING ADVENTURE

Students consider how to prepare for an ocean voyage.

- Facilitate a class discussion about what students think they would need to do to prepare for an ocean voyage. This activity can be done at many levels, with responses ranging from simplistic to sophisticated, depending on students' experiences and developmental level.
- Invite students, working in pairs, to list the things they'd need to consider, including a list of things they'd need to take. With younger students draw on their experience of going camping or out for the day/overnight where there are no shops to buy things. Older students may wish to build on their initial ideas by researching well known ocean crossings such as Thor Heyerdahl's Ra and Kon Tiki adventures, Kay Cottee or Jesse Martin's solo around the world sailing adventures. They could research maritime safety guidelines on the Internet or contact a sailing club or marina for advice.

- Invite students to go to the Fact Files on the Brinkx website and read an account by one of the Brink team members, Ben Glass, entitled “ Planning the ocean voyage “. (The reading level is suitable for capable readers from upper primary to secondary level.)

AN INTERVIEW WITH THE TEAM

Students develop interview questions for the Brink expeditioners.

- Facilitate a think, pair, share process by asking students to think about a question/s they would like to ask the expedition team. Then ask students to discuss their question/s with a partner and write down two of those questions. Invite pairs to share one of their questions with the whole group and record these questions on a group list that everyone can see.
- When each pair has submitted a question ask pairs if they would like to add another question that isn't already listed or organise/revise the list in some way. Depending on the number of questions in the list, students may need to be selective to arrive at a final group list that can be emailed to the team.

FOLLOWING THE VOYAGE IN THE CLASSROOM

Students plot the expeditioners' journey on a map.

- Using the National Geographic map, you received when you signed up to the Brink Expedition, plot the journey using references from the team's journals. As you read a journal entry, ask students to locate places on the map and track the journey using coloured pins and wool or dot stickers (if the map is laminated).
- Another source of route information is the Fact files. Check there for a description of the proposed route. Does the team deviate from the plan? You'll have to check the journals to find out.
- For individual maps for student plotting use *Resource sheet: A map of the route*.
- Find out about the places along the route. There are many travel websites including:
 - <http://www.timeanddate.com> shows the time, date, sunrise and sunset, latitude and longitude and telephone dialling codes of places all around the world. It even includes a small world map to indicate location.