



Curriculum

Module 3

Ocean Care

Section 4: Resources

**Suitable for Lower Primary to Middle Secondary
Core Learning Outcomes Levels 2 - 6
Developed by: Kathleen Gordon**



In partnership with: **Department of Education and the Arts**



Association of Independent Schools of Qld



Brisbane Catholic Education



Qld Catholic Education Commission



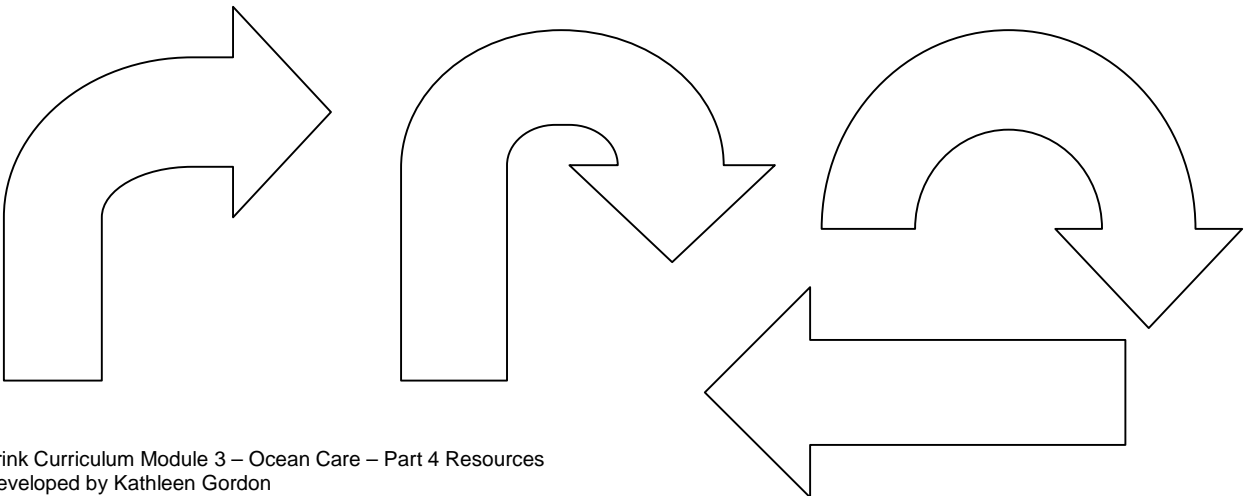
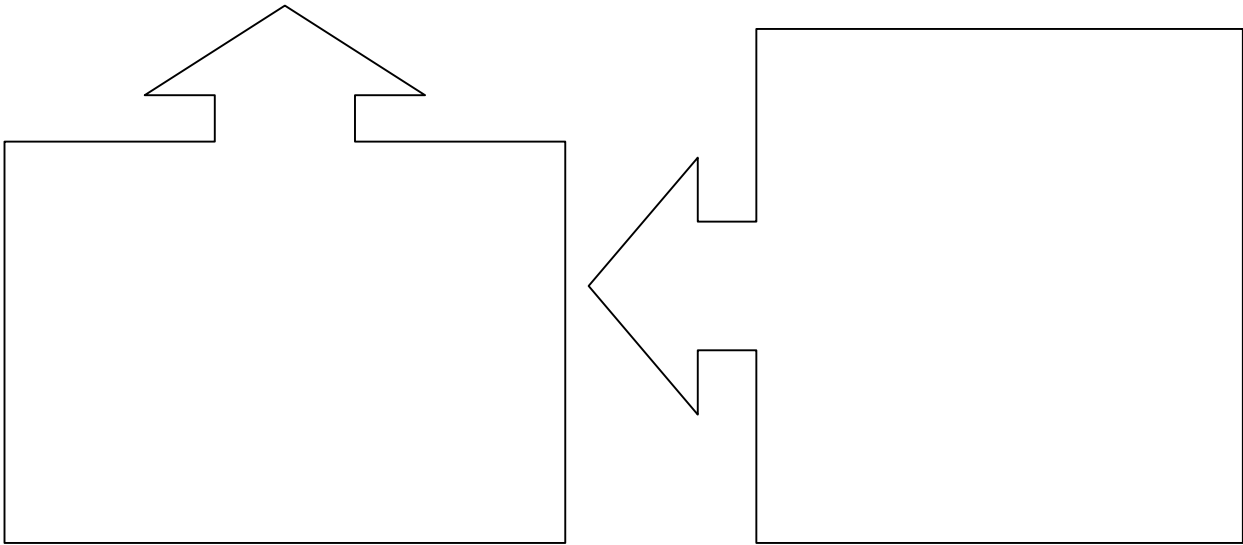
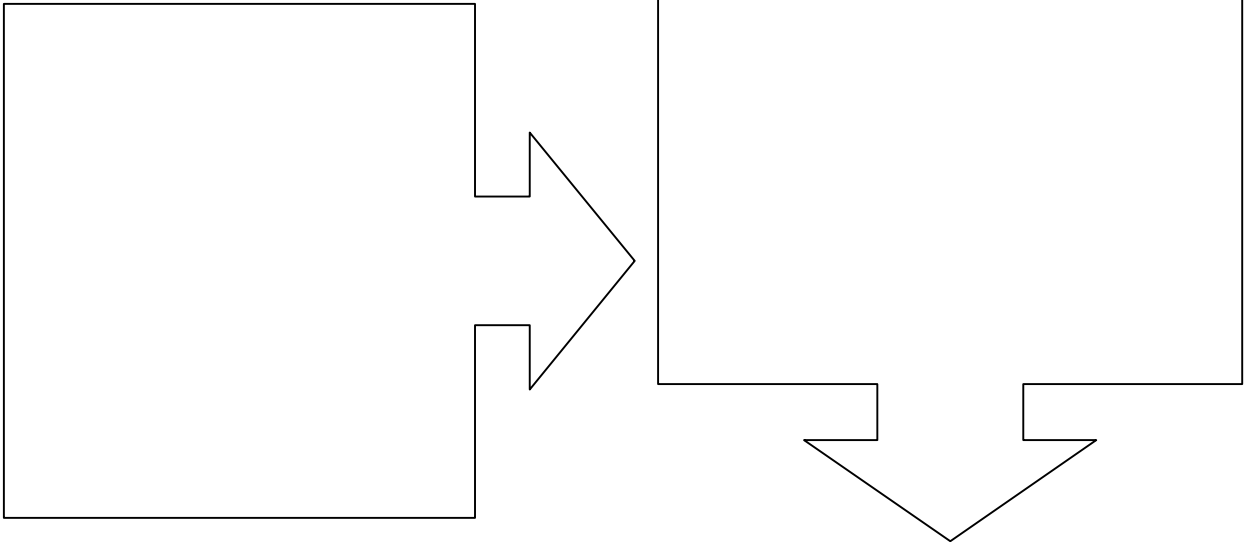
Earth Charter

Fishing in troubled waters: A call for action

Resource sheets

- Flowchart graphics
- Impacts of fishing methods
- Development impact matrix
- Planning your research 1-2
- How to organise a campaign

Resource sheet: Flowchart graphics



Resource sheet: Impacts of fishing methods

Method of fishing	Positives	Negatives	Ways to reduce negative impacts
Purse seine netting			
Drift netting			
Long line fishing			
Bottom trawling			

Resource sheet: Development consequence chart

1. In the first column, some of the things that could happen as a consequence of the creation of the new marine park areas are listed. If you can think of others list them.
2. Rate each consequence (with ticks in appropriate columns) according to its likelihood and effect.

CREATION OF NEW MARINE PARK AREAS ON THE GREAT BARRIER REEF	What is the likelihood of this consequence happening?				If it happened what effect would it have?				
	Certain	Probable	Possible	Almost impossible	Very favourable	Favourable	Little or no impact	Harmful	Very harmful
Consequences it might result in									
<i>Increased fish populations in the protected area</i>									
<i>Increased fish populations outside the protected area</i>									
<i>Job creation</i>									
<i>Job losses</i>									
<i>Loss of recreational opportunities</i>									
<i>Protection of reef ecosystems</i>									

Outcomes

Place & Space 5.2 Students design strategies for evaluating environmental impacts of a proposed project, highlighting relationships within and between natural systems

Place & Space 6.2 Students create proposals to resolve environmental issues in the Asia-Pacific region

Systems Resources & Power 5.2 Students evaluate a relationship between an ecological system and a government and/or an economic system

Possible questions for exploration that reflect the above outcomes

The extension of marine parks on the Great Barrier Reef has resulted in further areas being closed to commercial and recreational fishing. How can the impact of this development be measured and evaluated?

How can other issues that affect the reef, such as eutrophication caused by high levels of nitrogen in agricultural runoff, be addressed?

How can the needs of people working in the fishing and/or farming sectors be assisted to change unsustainable practises that are damaging marine environments and be supported to achieve sustainable livelihoods?

Outcomes

Place & Space: 3.2 Students create and undertake plans that aim to influence decisions about an element of a place

Place & Space: 4.1 Students make justifiable links between ecological and economic factors and the production and consumption of a familiar resource

Rich task

Students will identify and understand the ways in which their lives are connected with the ecology of oceans and the economy of fishing. They will develop and implement a plan to reduce their personal impacts on the ocean and influence others to do the same by creating a persuasive product for a chosen audience. They will reflect on their personal achievements and assess the effectiveness of their product using criteria determined by themselves and their peers.

Student statement of intent

I will discover the ways I am connected to oceans and fishing. I will try to reduce the impact I have on oceans and encourage other people to do it too. I will think about how well I have done, what I wanted to do.

Resource sheet: How to organise a campaign

Questions to help you plan your campaign

Your goal

1. What is your campaign about?
2. What do you want to achieve?
3. How will you start?
4. How long will the campaign run?

Your strategies

1. How can you persuade people to change unhelpful behaviours?
2. What will do to get/keep people interested in the campaign?
3. What will you do/create/produce?
4. Who is your target audience?

Your resources

1. What talents and strengths can members of your group contribute?
2. What roles will group members take on?
3. What resources and people are available to you?
4. Who else has an interest in solving this problem?

Your timeline

1. What is your timeline for carrying out your campaign?
2. How will your team work together and share information?
3. What are all the tasks that need to be completed by the end of the campaign?
4. What are realistic completion dates for each of the tasks?

Your outcomes

1. How will you know if your campaign was successful?
2. How can you measure this success?
3. What information needs to be collected (when, how and by whom) to check the progress of the campaign?
4. How will you celebrate the conclusion of your campaign?