

## Geography Alive: Stage 3 Geography (Topic 1; Unit 2)

| Lesson 6: The Significance and Protection of Environments   |   |  |
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| <p><b>Content focus:</b></p> <p>In this lesson students investigate the importance of natural resources to Aboriginal and Torres Islander Peoples in the provision of food and tools. They will make correlations with waste in the past and present.</p> |   | <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">PowerPoint 1: Aboriginal Fishing &amp; Fishing Today</a></li> <li>• Website: Making A Bark Canoe – [<a href="http://www.nma.gov.au/av/portmacquarie/the-hastings-river/photographing-the-birpai/#making-a-bark-canoe/">www.nma.gov.au/av/portmacquarie/the-hastings-river/photographing-the-birpai/#making-a-bark-canoe/</a>]</li> <li>• Website: Tangaroa Blue – [<a href="https://www.tangaroablue.org/">https://www.tangaroablue.org/</a>]</li> </ul>   |
| <p><b>Key inquiry questions:</b></p> <ul style="list-style-type: none"> <li>• How did Aboriginal Peoples sustainably use resources in the environment?</li> <li>• How has the issue of waste changed in the past and present?</li> </ul>                  | <p><b>Outcomes:</b></p> <p><i>A student:</i></p> <ul style="list-style-type: none"> <li>• uses a variety of visual representations to examine sustainable practices of Aboriginal and Torres Islander People</li> <li>• describes the ways people can impact on the environment</li> <li>• Identifies actions people, companies and governments can take to reduce marine pollution.</li> </ul> | <p><b>Lesson sequence:</b></p> <ul style="list-style-type: none"> <li>• <b>Step 1:</b> With the aid of <b>PowerPoint 1</b> and the website, <i>Making a Bark Canoe</i>, ask students to outline the evidence of how Aboriginal Peoples used bark canoes.</li> <li>• <b>Step 2:</b> Discuss, with students, possible inquiry questions about canoes and management of resources (<b>PowerPoint 1</b>).</li> </ul> <p>Possible questions include:</p> <ul style="list-style-type: none"> <li>• What would be the important characteristics of a tree used to make bark canoes (e.g, size, shape, species of tree)?</li> <li>• What tools would be needed to remove the bark off the tree?</li> <li>• How did Aboriginal People give the canoe get its rounded shape?</li> <li>• What materials were spears made from?</li> <li>• What were the fishhooks made from?</li> <li>• Would there be any rubbish or waste created by the Aboriginal People when making canoes and spears? Would this have an impact on the natural environment?</li> <li>• What materials are canoes, fishing rods and fish hooks made from today?</li> <li>• What rubbish/ waste created from fishing today? Explain the impacts.</li> <li>• How can we reduce the impacts of fishing today?</li> </ul> <ul style="list-style-type: none"> <li>• <b>Step 3:</b> Ask students to identify personal actions they can take to reduce waste in the marine environment and design a poster that communicates how we can reduce the impacts of fishing. Ask them to study the Tangaroa Blue website before beginning this task.</li> </ul> |