



Fisheries English as a Second Language (ESL)

Teaching resource

Department of
Environment and
Primary Industries



Acknowledgement

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Background

To Teachers

The activities in this book are designed to provide teachers with tasks that support the teaching of the ESL Frameworks. These tasks while mapped to the ESL frameworks are not designed to be assessment tasks. These tasks are designed for learners in the range of ACSF 1-3 and ISLPR 1-2+/3. Teachers should select activities that are appropriate for their learner group level, needs and interests. If they are to be used as assessment tasks they should first be validated and moderated as per the requirements of each RTO delivering these certificates.

Rationale

Why a fisheries resource for CaLD learners of English?

A key component of teaching adults language is to offer authentic and relevant materials and experiences. Many people from CaLD backgrounds enjoy catching, cooking and/or eating fish. Often the types of fish and seafood desired and methods of catching fish are based on what they have done since their own or parents' childhoods founded in another country and time.

On occasions these practices may not be environmentally sustainable and could even breach state laws. This fisheries CaLD resource aims to breakdown this information into interesting and clear topic areas covering:

- Sustainability- food chains, Seasons- closed seasons, breeding cycles,
- Regulations – identification, size limits, bag limit, equipment restrictions
- Safety- How to fish safely and legally, How to report illegal fishing
- Eating Fish and Seafood- Choosing fish to eat- what to keep in mind, Cooking- tips and recipes (health)
- Jobs/careers in fisheries- roles and responsibilities of fisheries personnel.

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Section 1:
Introducing the topic of fish

Section 1:

Introducing the topic of fish

Teachers summary

This section is to introduce the topic of sustainability, recreational fishing and cultural significance/differences in relation to the consumption of fish.

Fish, as a source of protein, is very important to many countries, especially developing ones. *Over one billion people worldwide rely on fish as their primary protein source. Indeed, production of fish products is far greater than global production of poultry, beef, or pork. However sustainability is a word that many other cultures don't have the luxury of using as they try and survive the best way possible. * As demand increase with population increase, fish stocks are being threatened.

*Any shortfall in fish supplies is likely to affect developing nations more than developed nations. As demand and fish prices rise, exports of fish products from developing nations will tend to rise as well, leaving fewer fish for local consumption and putting fish protein increasingly out of reach for low-income families. This will also effect employment.

* Employment within the fisheries sector is also likely to change profoundly, especially for small-scale fishers who fish for the local market or for subsistence. Already, these fishers, who number some 10 million worldwide, have been losing ground over the past two decades as competition from commercial vessels has grown. Off the west coast of Africa, for instance, surveys show that fish resources in the shallow inshore waters where these artisanal fishers ply their trade dropped more than half from 1985 to 1990 due to increased fishing by commercial trawlers.

Culturally, fish have different significance across the globe. For example countries practicing Christianity have very strong thoughts around fish and it's consumption as many religious miracles have occurred throughout religious text involving fish. In Africa however, fishing is a poor man's occupation and as such is seen as an unworthy occupation. The concept of recreational fishing in these countries is entirely foreign.

By exploring differences and similarities between cultures and then comparing them to Victoria's, we hope that students will start to value fish in a different way. We would also like the concept behind sustainability to be embraced as they start new lives in this state.

* – World resource institute <http://www.wri.org/publication/content/8385>

Topic 1 – Fishing stories

Teacher notes

This activity looks at people fishing in other countries. The aim of this activity is to stimulate discussion of fishing stories from the learners' own backgrounds.

Vocabulary/Language

Personal and familiar language – name, country, live.

Verb to be – present simple

Used to do – simple expression for the past

Activity

Reading stories and filling in the table. Discussing the stories with the class.

Learners writing their own story using the model.

Class survey - Interview each other sharing their stories and filling in information. Writing about one of their classmates. Note: If a person has never been fishing encourage them to share information about other people in their family, village or community. Or to share about a fish that they often consumed growing up.

Mapping to ESL Frameworks

This task may support the learning for the following units. Refer to the curriculum to ensure the appropriate level of language and required skills and knowledge have been addressed.

Note: These tasks could encourage writing at a higher level 2 and 3. The complexity of the writing produced would need to satisfy requirements of the specific units.

Reading – Fishing Stories

Certificate 1 – VPAU496 Element 3 -Read short simple online and paper based informational texts

Writing

Certificate 1 – VPAU496 Element 4 -Write short simple informational texts

Speaking and Listening – Class survey

Certificate 1 – VPAU493 Element 1 -Exchange greetings and personal information

Activities: Fishing stories

My name is Hanh.

I come from Vietnam.

I live on Halong Bay.

We fish for fish and crabs.

We fish in the bay.



My name is Abdul.

I come from Somalia.

I live in the city Mogadishu.

I fish for "Yapuri".

I fish in the ocean.



My name is Adan.

I came from India.

I live in a town in West Bengal.

I fish with my family for carp.

We fish in the local dam.



My name is Fred.

I come from Tonga.

I live on Fonoifua Island.

I fish for octopus.

I fish in the ocean.



Read the stories and fill in the table.

Name	Country	Live	Fishing for	Fishing place
Hanh				The bay
	Somali			
		West Bengal		Dam
Fred			Octopus	

Discussion

- Where do you come from?
- Did you or your family fish there?
- What type of fish?
- Did you fish to eat or sell?
- How did you catch the fish?
- Where did you catch the fish?

Writing

My name is _____

I come from _____ (country)

I lived in _____ (city/town)

I used to fish for _____ (type of fish)

I fished in the _____ (water place)

(Or if you or your family did not fish change the question to cook and eat)

Interview four of your classmates.

Ask the questions and fill the information into the grid.

- What is your name?
- What country did you come from?
- Which town/city did you live in?
- What do you do with fish? (Catch, Cook, Eat)
- What type of fish do you catch/cook/eat?

Name?	Country?	Town/city?	What do you do with fish?	What type of fish?

Write about one of the people you interviewed

My classmate's name is _____

They come from _____ (country)

They lived in _____ (city/town)

They used to fish for _____ (type of fish)

OR They used to cook/eat _____ (type of fish)

They fished in the _____ (water place)

Topic 2 – Do you eat fish?

Teacher notes

This activity is to find out the fish eating habits of class members.

Vocabulary/Language

Frequency – Always, often, sometimes, rarely, never

Comparison words – more than, the same as, less than, most, least

Reading and creating simple bar graphs – numeracy

Have you ever.....? Questioning

Activity

Conduct a class survey to find out the fish eating habits of the class. Create a class graph and examining another bar graph with information. Create sentences that describe the findings and using language of comparison.

Mapping to ESL Frameworks

This task may support the learning for the following units. Refer to the curriculum to ensure the appropriate level of language and required skills and knowledge have been addressed.

Survey – Do you eat fish?

Numeracy

VU20788 Recognise and locate numerical information in simple, highly familiar tables and graphs.
Element 2 Recognise and locate numerical information in simple, highly familiar graphs.

VU20774 Work with and interpret statistical information in simple, familiar texts.
Element 2 – Construct simple graphs and tables based on provided scales and axis.
Element 3 – Interpret statistical information in simple, familiar graphs.

Activities: Do you eat fish?

Vocabulary

Always

Often

Sometimes

Rarely

Never



How often do you eat fish? Tick one box.



more than once a week

once a week

once a month

once a year

never

Question and answer.

Use the following words to answer the questions: always, often, sometimes, rarely, never?

1. How often do you eat fish? _____

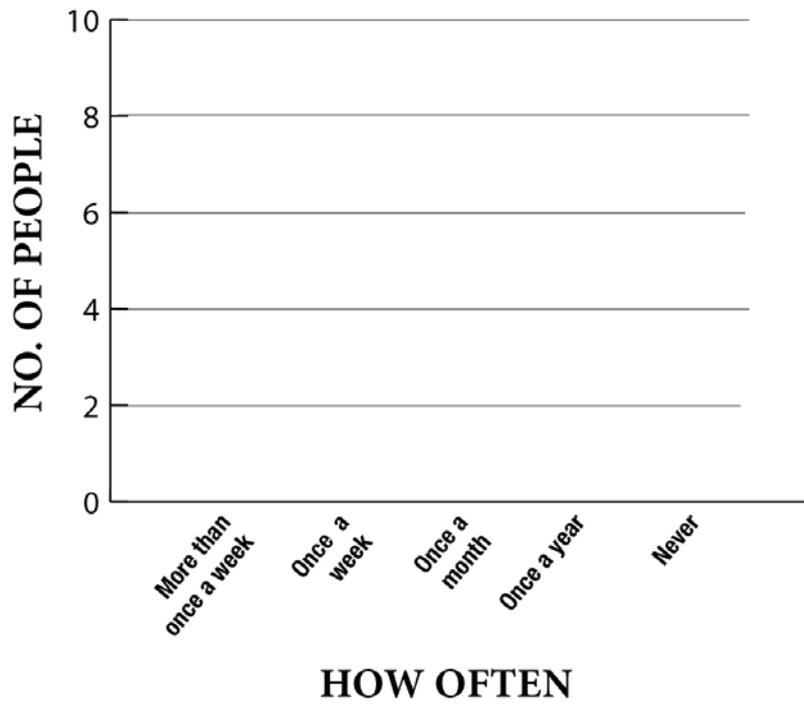
2. I eat fish and seafood _____

Ask you classmates how often they eat fish. Record all the answers in the grid.

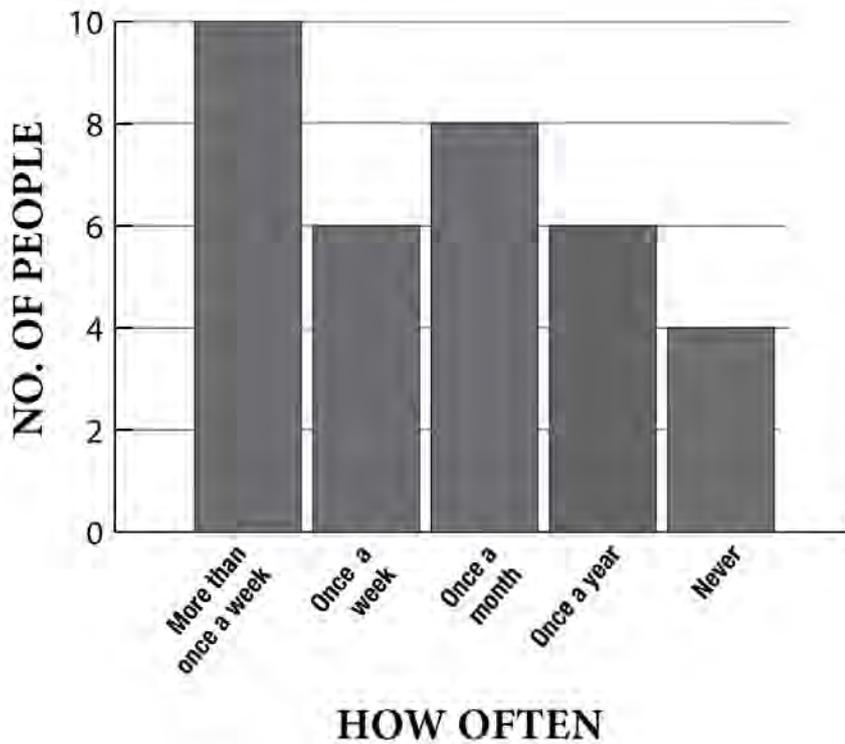
Write their names and then tick in one box for each person. Only ask the same person once.

Name	More than once a week	Once a week	Once a month	Once a year	never

Collect all of the information from your class. Record in a bar graph.



This graph shows how often people eat fish or seafood.



1. How many people eat fish more than once a week? _____
2. How many people never eat fish? _____
3. How many people eat fish once a week? _____
4. How many people were interviewed in total _____
5. How do these results differ from your class _____
6. What does the vertical axis tell us _____
7. What does the horizontal axis tell us? _____
8. What do most people do? _____
9. What do the least people do? _____

Compare

More

The same

Less



I eat fish **more often than** my friend.

I eat fish **the same as** my teacher.

I eat fish **less often than** my husband.

Write some sentences using *most*, *the same as* and *least*.

For example:

The most  **Most** people in our class eat fish once a week.

The least  The **least** common choice was people never eating fish.

Create your own class survey.

Brainstorm questions with your class. For example;

- Have you ever eaten octopus?
- Have you ever cooked abalone?
- Have you ever seen a shark?
- Have you ever touched a dolphin?

Survey - Ask your classmates the questions and record your answers.

Graph - Then plot your results on a bar graph. Talk to your teacher about what information to put on the vertical and horizontal axis.

Describe - Share your results with your class. Use language of comparison.

What was the most common response? _____

What was the least common? _____

Topic 3 - Seafood

Teacher notes

This activity is to find out learners shopping habits of buying seafood. Real life replica of fish food items such as; tins, packets and frozen fish will add to the lesson, and/or shopping catalogues with pictures of fish food items for sale. This activity may be taught with activities from the sustainability section of this resource.

Vocabulary/Language

Frozen, fresh, tinned/canned, dried

Prepositions of time, place

Simple- Subject verb object construction

Activities

Class discussion. – Do you eat seafood? What type?

Do you buy seafood table. – Use as required for discussion, reading or pair work.

Creating and writing sentences. I buy, I eat

Use the cut up words to create as many sentences as possible.

Task - Going shopping - Speaking

Mapping to ESL Frameworks

This task may support the learning for the following units. Refer to the curriculum to ensure the appropriate level of language and required skills and knowledge have been addressed.

Speaking – Going Shopping

Certificate 1 –VPAU493 Element 2 Make and respond to simple requests and enquires

Certificate 2-VPAU497 – Element 3 Make requests and respond in short everyday transactions

Additional Activities

Play the “I went shopping and bought” memory game around the whole class. Alternative- must buy a seafood product. Practise using quantities for fresh fish and (Kg), frozen (packet of 30), dried (a small packet) and tinned (2 X425gm tins) Increase complexity for higher level students.

For example; I went shopping and bought one fish.

I went shopping and bought 1 kilogram of prawns.

I went shopping and I bought 2 snapper from the fish market.

Ask learners to bring in some seafood products from home and show how they use them.

Activities: Seafood



Class discussion

- Do you eat seafood?
- What types of seafood?
- Do you eat fresh, tinned, dried or frozen?
- Do you order fish at a restaurant? What meal?
- How many times a week do you eat seafood?
- Why do you eat seafood?
- Have you ever been fishing? In Australia? Overseas?
- Where did you fish? What did you catch?
- Have you cooked seafood?
- What is your favourite fish or seafood dish?

Do you buy seafood?

Fill in the table below

Fish product	Yes/No	What type? From where?
Fresh 		
Tinned 		
Dried 		
Frozen 		
Cooked 		

Seafood and shopping

Write 5 sentences about the seafood you buy and eat.

For example:

- I buy tinned salmon and tuna from the supermarket.
- I eat fish and chips from the fish and chip shop.

Sentence starters

I buy.....

I eat

I fish

I cook

Other useful vocabulary

Use the following words to make five more sentences.

Market	fresh fish shop
Supermarket	the fish monger
Restaurant	Cafe
Fish and Chip shop	the milkbar

1.

2.

3.

4.

5.

Making sentences

Use the words in the boxes to make your own sentences. For example:

- We cook fish fingers at home.
- You catch snapper in the ocean.
- They eat abalone at the restaurant.

I	We	They
You	eat	cook
buy	catch	from
at	in	on
for	tinned	frozen
cooked	dried	fresh
tuna	snapper	sardines
abalone	trout	Fish fingers
market	supermarket	restaurant
café	the	a
river	ocean	lake
dam	estuary	home

Speaking task- Role play

In pairs, complete the following role play. Remember to swap roles after two turns.



Going Shopping

Person A:

You are going shopping for some food.

You have a list (on page 18) but you don't know where to find the food in the shop.

Ask the shop assistant for help. "Excuse me, where is the?"

Remember to:

- Greet the person
- Ask where each item is?
- Be polite and say thank you.
- Ask again if you don't understand.
- You should also answer any questions the shop person has for you.

Person B:

You work in a grocery shop.

Your job is to sell food and help customers. You like to keep customers happy.

Listen carefully to the customer. Help them find the food they need. Find out as much information as possible.

Ask questions about:

- Do you want frozen, dried or fresh?
- What type do you want?
- How much do you want?
- Do you want the cheap or expensive one?
- Do they need any more help?

Shopping Lists

Add your own detail to the shopping lists.

List A 3 snapper Peas Rice lettuce	List B Dried shrimp Sardines Bread onions
List C 2 fish Lemon Chives potatoes	List D Rice Sauce Frozen fish lemon

Topic 4 – Fish recipes

Teacher notes

This activity will work best if learners can do some cooking of fish recipes and eating. A different recipe may be used to suit learners' tastes and or language levels.

Vocabulary/Language

Measurements – cups, tablespoons, teaspoons,

Recipe formatting- heading, time, serves, ingredients, method

Common imperatives when cooking- toss, divide, cut, slice, place, put,

Sequence markers – First of all/Firstly, secondly, next, then, now, after that, finally

Mapping to ESL Frameworks

This recipe as a reading exercise is Certificate 2 (supported) and Certificate 3. Certificate 1 learners may be able to follow recipe with heavy support from the teacher but not as an assessment task. The writing should have less support for the higher levels.

This task may support the learning for the following units. Refer to the curriculum to ensure the appropriate level of language and required skills and knowledge have been addressed.

Reading a recipe

Certificate 2-VPAU500 – Element 2 Follow simple written directions or instructions

Certificate 3- VPAU505 – Element 3 – Follow a set of written instructions on a familiar process

Writing – Writing your own fish recipe

Certificate 1 – VPAU496 Element 2 Write short, simple texts for immediate personal and social purposes

Certificate 2-VPAU500 – Element 4 Write a simple instructional text

Speaking – Giving instructions on how to cook your fish recipe

Certificate 1 –VPAU494 Element 2 – Give short, simple everyday, verbal instructions

Certificate 2-VPAU498 Element 4 Give a set of simple verbal instructions or directions

Certificate 3- VPAU503 Element4 Give a set of verbal instructions for a familiar process or procedure

Additional Activities

- Cooking own recipes
- Speaking- sharing own recipes
- Watching You Tube videos

Further references. DEPI- Fisheries Victoria website: <http://www.depi.vic.gov.au/fisheries>

Activities: Fish recipes

Baked fish and vegetables

Preparation Time 10 minutes

Cooking Time 25 minutes

Serving Size Serves 4

Ingredients

2 zucchinis, cut into wedges

2 red onions, cut into wedges

3 tomatoes, cut into wedges

1/4 cup pitted black olives

1/4 cup (60ml) olive oil

4 x 180g thick skinless white fish fillets (such as ling)

1 small garlic clove, crushed

1 tbs lemon juice

1 tbs Dijon mustard

1/2 cup roughly chopped flat-leaf parsley

Method

First of all, preheat the oven to 200°C.

Secondly, toss the zucchini, onion, tomato and olives with 1 tablespoon of the oil in a baking dish.

Then, brush another tablespoon of oil over the fish and place on the vegetables.

Next, place in the oven and bake for 25-30 minutes until cooked through.

Sauce

Now, whisk together the garlic, lemon juice, mustard and remaining oil to make a dressing.

Then, divide the cooked vegetables among plates and top each with a piece of fish.

Finally, drizzle the fish with the dressing and scatter with chopped parsley.

First reading - Discuss

- Look at the ingredients. Are there any ingredients you do not know?
- What measurements are used?
- Read the method. Underline the action verbs. i.e. preheat, toss,

Second reading

Read the recipe and find the answers

1. What is the name of this recipe? _____
2. What vegetables are in this recipe? _____
3. How many tomatoes do you need? _____
4. What is in the sauce? _____
5. What does *drizzle* mean? (Circle)
Cut add flavour pour lightly
6. What does *toss* mean? (Circle)
turn over cut place
7. Where do you find recipes? _____
8. How many people is this recipe for? _____
9. How long will it take to make in total? _____

Your ideas

- Do you think this recipe is easy to make? Why or why not? _____
- Do you think you would like the taste? Why or why not? _____

Cooking fish

There are many ways to prepare fish. Most fish dishes are easy to make. But there are some important rules to follow.

Do not overcook fish, as this makes the meat tough and destroys flavour.

Fish is cooked when the flesh turns opaque and begins to flake easily when tested with a fork.

Cooking times vary with each fish and cut. The following are typical cooking times:

- 10 minutes per 2.5 cm of fish
- 5 minutes per 2.5 cm of fish cooked in a sauce
- 20 minutes per 2.5cm of fish if frozen

Cooking methods

The cooking method will depend on the fish and what you like to eat. Here are some methods that fish can be cooked by.

- Baking
- Broiling
- Frying
- Grilling
- Poaching
- Stewing

Discuss

- Discuss the method types. What do they mean?
- How do you (or your family) prepare fish? What methods do you use?
- What is the easiest method? Why?

Activity - Writing

Share a fish recipe that you know. It could be one that you cook at home or is traditional from your family.

Write down the steps to make it. You may use extra paper. Use the format provided.

Remember to include; heading, time, serving size, ingredients and method.

In the ingredients write the amount needed.

In the method include; *action verbs* such as mix, stir, cut, skin,

Include *sequence markers* such as First of all, secondly, then, next, now, finally.

My Recipe

Title: _____

Preparation time: _____

Cooking time: _____

Serving size: _____

Ingredients

_____	_____
_____	_____
_____	_____
_____	_____

Method

First of all

Finally

Topic 5 – Fish symbols

Teacher notes

This activity will work best if the teacher prepares beforehand and has an idea of where the students come from. The teacher can look up the cultural and or religious significance of 'fish' or 'fishing' in each person's background. At low levels of English it can be hard to describe concepts such as perseverance, fertility, good luck etc. It is thus up to the individual teacher to make this decision.

Vocabulary/Language

Symbols, symbolism of culture and religion

Activity

Class discussion -Show images of Fish – Worksheet 'Fish Symbols' and ask learners if they recognise any of the images. Brainstorm fish symbols and meanings. Notes about the images

Fill in table- Fish Symbols from around the world

This could be filled in as part of the class discussion OR as a speaking survey activity.

Survey - Practise these question starters

Where do you come from?

Is there a symbol in your country?

What do fish mean in your country (or religion?)

Do you eat fish for a special occasion?

Learners fill in grid as they ask questions.

Share results with class at the end of the survey.

Mapping to ESL Frameworks

This activity does not map to any specific Unit or Element in the ESL Frameworks however can be used for students to share information about themselves.

The teacher can direct the level of language that is used in this activity depending of the learners language level. This activity may lead into a listening and speaking task such as Certificate 1 VPAU494 Element 3 and 4, Certificate 2 VPAU497 Element 2, Certificate 3 VPAU502 Element 1 and 2.

Additional Information- pictures

1. Utagawa Hiroshige, Japanese, 1830-1844, Edo period

In Japan, the carp is a symbol for perseverance because it swims upstream against the current to spawn. Also, the carp's armour-like scales made it a symbol of the valiant warriors known as the Japanese Samurai.

<http://artsconnected.org/collection/99214/animals-in-art?print=true#%281%29>

2. Ancient Chinese

In China, the fish is symbolic of unity and fidelity as it is noted that fish (particularly koi) often swim together in pairs. With this in mind, fish are often given as wedding gifts in the form of charms or figurines to present the newly-wed couple with an auspicious sign of fidelity and perfect union. They also represent fertility and abundance due to their ability to reproduce in speed and volume.

3. Christian Fish symbol

In Christianity, the fish is a symbol of abundance and faith as observed in the Biblical story of fishes and loaves. There are also several Biblical references as Christ and his disciples being “fishers of men.” Here, man is represented as the transformational fish and the ocean is a symbol of the abyss of sin in which man finds himself.

Very old image meaning a follower of Christ. In AD Christians were hated by the Romans and persecuted. People could make the sign quickly in the dirt to show they were Christian and easily hide it.

4. Matsya: The Fish

Hindu-India

<http://students.ou.edu/K/Victoria.A.Kimberlin-1/matsya.html>

In ancient **Eastern Indian** mythology, the fish is a symbol of transformation and creation. This is observed in the ancient flood myth in which Vishnu transformed himself into a fish (Matsya) to save the world from a great flood.

Other symbols and meanings which may be discussed in your class

Buddhism, the fish symbolizes happiness and freedom.

Zodiac – Pisces

Maori whale tail - Muri Paraoa The Whale is the most important animal in the life of the Maori. It represents the strength of their people and connection to the sea.

Maori Fish Hook - (Hei) Matau The Maori peoples historically lived from fishery. The Maori fish hook symbol refers to being dependent on the sea for their food gathering. Worn around the neck (hei) the hook became a symbol of prosperity, abundance, good health, power, authority, and respect for the sea and its life in it.

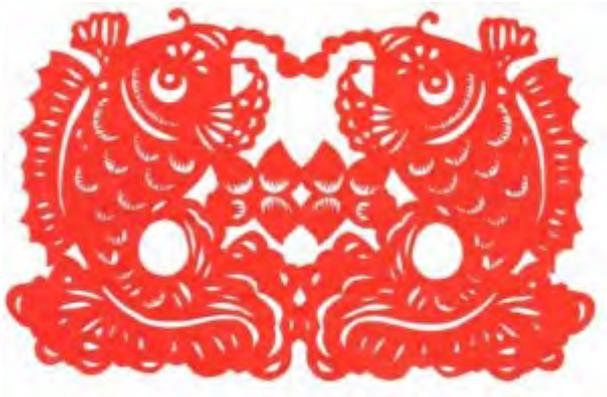
It is also believed to provide good luck and safety while travelling over water.

Activities: Fish symbols

Class discussion

- Do you recognise any of these symbols?
- Where are they from? What do they mean?
- Do you know other fish symbols?
- Are fish important symbols in your culture? What do they mean?

1



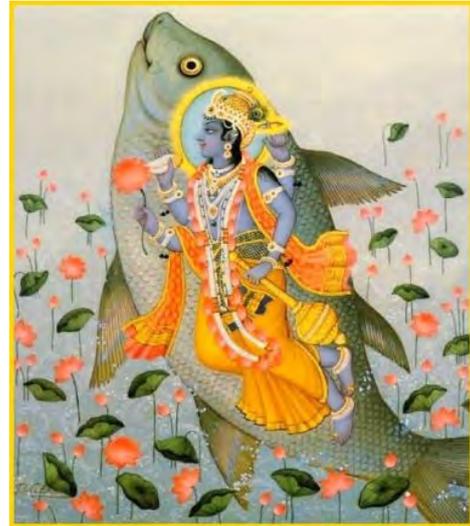
2



3



4



Fill in with information about the different meanings of fish from around the world

Country/Religion	Symbol	Meaning	Occasion
Australia/Christian		An ancient sign of being a Christian	Eating fish on Fridays, especially leading up to Easter time.

Topic 6 – Flashcards

Teacher notes

These flashcards can be used in a variety of ways to stimulate discussion around fishing and get to know your learners knowledge and experiences around fish and the environment. Do not choose all the flashcards at once. Choose the ones you think your learners may know already or be interested in. Flash cards can be photocopied on one side or both sides depending on the activity.

Vocabulary/language

- Types of creatures in different waterways- fish, shellfish, molluscs,
- Waterways- rivers, ocean, inlets, lakes, swamp, intertidal zones, estuary, saltwater, seawater,
- Categories – endangered, introduced, native, pests, dangerous, edible,

Activities with the flashcards

Flashcards are located at the back of this book.

1. *Show the class flashcards one by one and see if they recognise and can name picture. Ask general questions to promote information sharing and class discussion.*
 - What is it?
 - What is it called?
 - What is it for?
 - Where do you find it?
2. *Categorise the cards. Choose a number of cards that are relevant to learners. Ask the class to put together the groups (categorise).*

Which ones?

- Can be eaten by humans
- Can you find in the ocean (Saltwater)
- Can you find in the river or lakes (fresh water)
- Can you fish legally
- Are healthy to eat
- Can you find in waterways near where you live
- Have you ever tasted before
- Are dangerous
- Are endangered
- Are native to Australia
- Are food for the fish

Note: the difficulty of questions will depend on the learner groups' English language level and knowledge of fish. More questions can be asked. The idea is to promote discussion about the topic and find out what learners already know and what they are interested in.

3. *Word list - Reinforce vocabulary. Write down the words on the board. Practise pronunciation. Students write in books/vocab list with translation or description or own picture.*
4. *Look, say, cover, write and check. Vocabulary and spelling practice. Learners practice new vocabulary and spelling by writing a number of words in their books down a left hand column. They then look at each word one by one and say it, cover it with their hand (or something else) and practise writing it without looking. They can then check their own spelling.*

Note: Lower levels choose simpler words and may need to look and copy first. Higher levels should choose more challenging vocabulary.

5. **Memory** -Play memory with sets of flashcards – picture to picture, picture to word or for greater difficulty word/picture to definition. Play in pairs of groups or as a class.
6. Other activities to reinforce vocabulary include other guessing games – i.e. **Charades** and **Who am I?** Adapt to meet the level of class. Note: these exercises can be used throughout the learning about fisheries in Victoria.
7. **Alphabet quiz**- After learners have learnt new vocabulary learners can either fill in the alphabet worksheet- recording a word for each letter of the alphabet.

And/or it can be played as a class game. On the board write down the alphabet into a 5X5 grid (X&Y together). The teacher points to a letter and learners get a specified amount of time (2mins) to write down words that relate to fishing that begin with that letter.

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X Y	Z

For example: F

Fish, flounder, freshwater, Fisheries, fishing, fin, flake,

The teacher can decide whether the class works individually or in groups, can look at notes or dictionary or not. Note: There are many variations of this game that may be better suited to your students. i.e. only think of one word for each letter.

Mapping to ESL Frameworks

This activity does not map to any specific Unit or Element in the ESL Frameworks however can be used for students to share information about themselves.

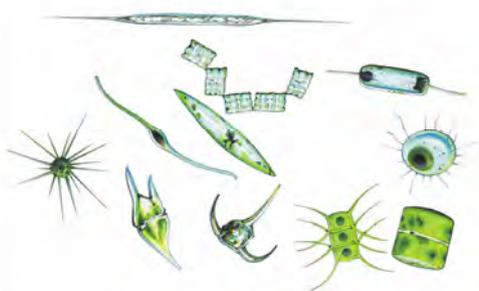
The teacher can direct the level of language that is used in this activity depending of the learners language level.

Additional Activities

There are many variations of memory games and guessing games that utilise flashcards. Adapt as appropriate for your class needs.

Activities: Flashcards

Use the flashcards found at the back of the book to complete the activity. An example is shown below:



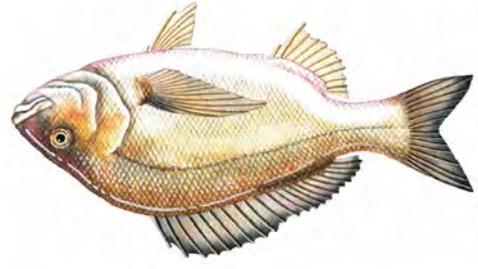
2. Phytoplankton PLANT

Marine

Eats: Uses heat from sun and the nutrients in the water to create own food.

Is eaten by: Many things in the ocean, especially all of the producers and herbivores but even whales. Phytoplankton is essential for the health of the ocean. Without phytoplankton their there would be no life.

Size: Microscopic Too small to see by the eye. But when they are together they can make the colour of the ocean turn blue and green.

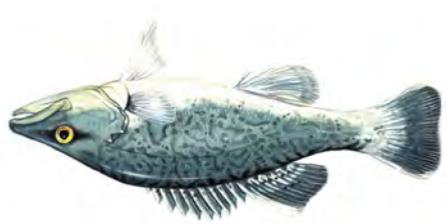


6. Black bream FISH

Estuarine
Native

Eats: pipis, oysters, crabs, worms, shrimps and small fish

Fishing Information
Minimum legal size: 28cm
Bag limit: 10



29. Trout Cod FISH

Fresh water
Native and Protected

Eats: fish, insects, crustacean, zooplankton

Fishing Information
Protected. Must not be fished.
If trout cod are caught they must be put straight back into the water.



22. Fur Seal MAMMAL

Marine
Native

Eats: fish, squid, octopus, cuttlefish

Fishing Information
Protected

Topic 7 – Fish and chip Friday

Teacher notes

Australia has long had a tradition of eating fish and chips on a Friday night. This tradition is changing however for many reasons; vegetarianism, health reasons, increased diversity of fast-food available decrease in people practicing Christianity.

This article aims to engage learners in talking about their own customs and food choices, including consumption of fish.

Vocabulary/Language

Tradition, occasion, religious, influence, lifestyle, Catholic, lent,

Activity

Reading an article - discussion and answering questions.

Mapping to ESL Frameworks

This task may support the learning for the following units. Refer to the curriculum to ensure the appropriate level of language and required skills and knowledge have been addressed.

Note: A certificate 2 level learner would have more support and time than a certificate 3 learner for this task. Certificate 3 requires more analysis of the text including identifying conventions, structures and discourse features.

Reading – Fish and Chip Friday

Certificate 2-VPAU500- Element 1 Read online and paper based informational texts.

Certificate 3- VPAU505- Element 1 Analyse a range of informational texts.

Additional Activities

More readings about food and traditions from learners in the classroom.

Activities: Fish and chips Friday – an Australian tradition



Is it fish and chip night at your place on Friday nights?

For a long time Australians have enjoyed eating fish and chips on a Friday night. Many fish and chip shops will be packed full of people waiting for their orders on a Friday while other nights may not be that busy. Other restaurants that offer different food often have fish and chips on the Friday menu. Why fish on Friday?

Originally, many people followed the Catholic tradition of not eating meat on Fridays. Especially during lent, people ate fish instead of meat. Although today many people are not religious or do not come from Catholic families, this tradition continues to influence eating habits. Friday night remains a traditional occasion for eating fish-and-chips.

It seems that this old tradition also fits into the modern lifestyle. Nowadays for many families, both parents work and by Friday night they do not have the energy to cook a meal. Instead they buy a quick, easy and relatively cheap takeaway meal of fish and chips. The kids love it and it's cheaper than other takeaways.

Some things are changing however. More people are becoming health conscious and ask for reduced or no salt on their chips. In the old days everyone got deep fried battered fish but often now people are asking for non-battered grilled fish. Some people may even have salad on the side. In the past people always ate flake which is shark but now it is not as popular. This is because of concerns over high mercury levels in flake. Some people also want to protect this species as its numbers are decreasing.

It seems this tradition is changing a little but will stay with us.

First reading - discuss

- What do you eat on Friday nights?
- Is it always the same thing?
- Do you ever eat fish and chips? What do you think of them?
- Is Fish and Chip Friday a tradition in your family?
- Do you have other eating traditions?
- Do you eat fish for other occasions? What type of fish?

Second reading - comprehension

Read the text *Fish and chips Friday – an Australian tradition* and answer the following questions.

1. What is the topic of this text?

2. Where would you find a text like this?

3. Who is the text written for?

4. Who do you think wrote it?

5. What is the purpose of this text? (What does it aim to do?)

6. What reasons does the writer give for the popularity of fish and chips?

7. Can you think of any other reasons yourself?

Vocabulary

The text is about a tradition. It refers a lot to the past.

1. What words and expressions are used to refer to the past? i.e. Originally, _____

2. What words and expressions are used to refer to the present? _____

3. What do the following words mean?

• Catholic _____

• Lent _____

• Influence _____

• Lifestyle _____

• Relatively _____

'Fish and chips are relatively cheap'.

4. What does – relatively cheap mean? Compared to what?

Topic 8 – What is abalone?

Teacher notes

Abalone is a significant species to a lot of people from around the world. For some cultures it is an important food for cultural ceremonies and an aphrodisiac. It is also a species that is under threat in Victorian waters for a number of reasons including illegal fishing. There are very strict rules about the collection of abalone in Victorian waters.

Vocabulary/Language

Abalone, mollusc, shell fish, intertidal zone, collection, measuring

Cultural significance, aphrodisiac, important occasions, ceremonies

Activity

What is Abalone? – Finding out what we know?

Asking questions about what we don't. Write a list of questions to find out the answers.

Mapping to ESL Frameworks

This activity does not map to any specific Unit or Element in the ESL Frameworks however can be used for students to share information about themselves.

The teacher can direct the level of language that is used in this activity depending of the learners language level.

Additional Activities

Research some information about abalone.

Suggested references; the DEPI - Fisheries Victoria website. Navigate the page and look for the Victorian Recreational Fishing Guide

<http://www.depi.vic.gov.au/fisheries>

Note: More information about abalone can be found in this resource.

Size limits- How to measure abalone Section 2 Topic 3

Closed Seasons Section 2 Topic 4

How to collect abalone (equipment) Section 2 Topic 6

Activities: What is abalone?



- In pairs write questions about abalone using these question words. i.e. Where do you find abalone?
 What? _____
 Where? _____
 Who? _____
 How? _____
 Why? _____
- Choose 2 of your questions and ask the class.
- Collect all the information you know about Abalone and write it in the KWL chart below.

K Know What do you already know?	W Want What do you want to know?	L Learned What have you learned?

- For things you are not sure about write down a question in the Want column of your chart.
- Now with your class find out some of your answers to these questions. Your teacher will give you some website address or materials.



Section 2: Regulations

Section 2: Regulations

Teachers summary

This topic is to introduce the fact that in Victoria we regulate fishing and why we do that. Some of this section will be a very foreign concept to many migrants given that often their countries of origin don't regulate fishing.

This section relates primarily to recreational fishing however, it is also important to note that Fisheries manages the commercial sector as well. We do this to ensure that the public resource, fish, are shared equally between the sectors.

Fisheries Victoria manages our state fish resources to ensure fish for now and the future. Regulations are an important tool to encourage sustainable fishing. There are a number of big picture reasons why we use regulations as a management tool:

- To secure the fish stocks that we currently have
- To share this resource equitably between different competing sectors
- To grow the current stocks we have in order to cater for future demands on the resource.

So how does Fisheries use these regulations and why are they so important?

Size limits are important to sustainable fisheries management to protect the juvenile fish so they have the opportunity to breed before they are taken from the system. By allowing this to happen, fish are able to add to the current stocks and encourage an increase of individuals into the greater population.

Bag limits are important to sustainable fisheries management for two reasons. Firstly, they ensure that not too many fish are taken away from the greater population, leaving those behind to breed and increase numbers. Secondly, bag limits encourage equity between anglers so no one person has greater access than another.

Closed seasons are important to sustainable fisheries management as they protect native fish when they are breeding. Fish species become vulnerable during this time, particularly those caught in freshwater. They don't like to move much so they can lay and protect their eggs and territories.

Closed areas are important to sustainable fisheries management to protect important ecosystems from overfishing. The main protected area is called the Intertidal Zone (ITZ). There are also Marine parks and sanctuaries which carry out a similar function. The ITZ is the area from the high water mark to two meters depth in water. This area is home to many animals such as limpets, elephant snails, abalone and periwinkles. Such species are responsible for feeding the rest of the ocean. They are also the ones available to many people given their proximity to the shore and the ease of collecting them. As such, we protect this area and in doing so ensure the fish in deeper water have a continue food supply. These rocky shores can often be far apart and spawn from one reef may not be able to make it to another. Once depleted, these areas are very slow to recover.

It is also important for students to understand that when we talk about fish, by law this also means any aquatic animal (not including mammals, birds, reptiles, amphibians) including shark, lamprey, stingray, shellfish, crustaceans (Rock lobster, Crabs), echinoderms (sea urchins) dead or alive and any part of a species covered above.

Topic 1 – Recreational fishing

Teacher notes

In Australia thousands of people enjoy recreational fishing every year. Recreational fishing is considered to be fun, relaxing or part of holiday. Some people from other countries also enjoy this experience, while others may have different experiences and attitudes towards fishing. For instance for some people fishing was done for survival and is only done when you are poor. It may have low social status or bad memories. Other people may have come from fishing villages where the main income of the community was depended on fishing.

Vocabulary/Language

Recreation, recreational, commercial

Activity

Class discussion and worksheet

Brainstorm what do you need to go recreational fishing?

i.e. licences, equipment, etc.

Mapping to ESL Frameworks

This activity does not map directly to a Unit or Element in the ESL Frameworks but supports the following tasks on this topic. This vocabulary is at a Certificate 2/3 level.

Additional Activities

Brainstorm what the class already knows about fishing regulations. Record on butcher paper/electronic white board learners' collective knowledge into a K/W/L chart. Fill in column 1. Ask for what they want to know about. Fill in column 2. This can inform some research for further classes. Note: Column 3 can be added to you as the class learns about the regulations of fishing in Victoria OR at the end of the unit of study.

K	W	L
What you already know	What you want to know	What you have learned

Activities: Recreational fishing



Look at the pictures.

1. What do they show? What are the people doing?

2. What are some of the similarities?

3. What are some of the differences?

Work or Play

Class discussion

- What do you do for a hobby?
- What work do you do?

Vocabulary

Look at the words in the box below. Check the meanings.

Put into the correct column - Work or Play.

Recreation	Leisure	Hobby	Profession
Commercial		Business	Occupation
Job	Holiday	Pastime	Trade

Work	Play

Meaning – Can you write a definition for both of these?

- Recreational Fishing

- Commercial Fishing

Discussion

- Have you been fishing? Was it for recreation or work?
- To go recreational fishing what things do you need to know? What things do you need to bring?

Topic 2 - Licences

Teacher notes

These activities are to inform people about the licences required for recreational fishing.

Vocabulary/Language

- Licences, recreational, exemptions, fees, marine waters, estuarine waters, to loan, to transfer
- Numeracy - Prices, simple addition and subtraction, ages,
- Following instructions – imperatives (look, find, search, click on, write down) , sequence markers (1, 2, 3, then), position- left hand column,
- Personal information for form- name, address, etc

Activities

Discussion about licences. Looking at who needs a RFL (recreational fishing licence) and who is exempt.

Fees- Numeracy activity of calculating money and time.

Fishing Stories- licence – numeracy. Working out what licence is needed and how much it costs for different scenarios.

How to get a fishing licence – Follow instructions looking up an Internet site for information.

Filling in a form – Victorian Recreational Fishing Licence. (RPL)

Role play – Communication activity – Exchanging information and giving and asking for advice.

Mapping to ESL Frameworks

These tasks may support the learning for the following units. Refer to the curriculum to ensure the appropriate level of language and required skills and knowledge have been addressed.

Numeracy – Licence fees

Certificate 1 – VU20783 Recognise numbers and money in simple, highly familiar situations. Element 3 - Perform simple, one-step addition and subtraction calculations with numbers and money into the hundreds.

Reading and Numeracy – Fishing Stories licence and Fishing with the Family

Certificate 2 – VPAU499 – Element 3 Read a range of everyday formatted texts

Certificate 1 – VU20783 Recognise numbers and money in simple, highly familiar situations. Element 3 - Perform simple, one-step addition and subtraction calculations with numbers and money into the hundreds

Reading – How to get a fishing licence

Certificate 2 – VPAU500 – Element 2 Follow simple written directions or instructions.

Reading and Writing – Filling in a form for a RPL

Certificate 2 -VPAU495 Element 3 -Read short simple forms for immediate personal and social purposes. Element 4 -Complete short, simple forms for immediate personal and social purposes.

Listening and Speaking – Role play

Certificate 1- VPAU493 Element 2 -Make and respond to simple requests or inquiries

Certificate 2- VPAU497 Element 3 –Make requests and respond in short everyday transactions

Additional Activities

Look up DEPI Fisheries website for up to date information of fishing and licences.

<http://www.depi.vic.gov.au/fisheries>

Activities: Licences

Discuss

- What are licences?
- Why do we need them?
- What types of licences are there?
- What licences do you have?
- What information do licences usually have on them?

Words- Make sure you know what the following words mean.

Recreational	_____
Concession card	_____
Marine waters	_____
Estuarine waters	_____
Fresh waters	_____
To loan	_____
To transfer	_____

Who needs a fishing licence?

RFL – Recreational Fishing Licence

A RFL covers fishing in all Victorian waters, including marine, estuarine and fresh waters.

Each person must have a RFL:

- to try and catch or take fish of any type by any method
- to use or possess any fishing equipment near Victorian waters

Exemptions – You do not need a licence if you are:

- Under 18 years of age
- 70 years of age or more
- the holder of a Victorian Seniors Card
- the holder of a Veterans' Affairs Repatriation Health Card, coded TPI; and /or
- the holder of a Commonwealth Pensioner Concession Card relating to age, disability or carer status, coded DSPP, AGE, CAR

(Note: A Newstart Centrelink card is not an exemption)



Do you need a licence to go fishing in Victoria?

Why or why not? _____

Explain. _____

Please note:

Your licence is for you only. It cannot be loaned or transferred.

Your licence cannot be used in another state.

You cannot sell, barter or exchange the fish or bait you catch.

You should carry your licence on you when fishing.

Licence Fees

How much does it cost for a RFL- Recreational Fishing Licence?

The prices below will change. Please consult the latest copy of the Recreational Fishing guide for current prices

Time	Cost
48 hours (2days)	\$6
28 days	\$12
1 year	\$24.50
3 years	\$66

How much? \$ Circle the correct answer

- How much does it cost for one 1-year licence?
a) \$50 b) \$24.50 c) \$12
- How much does it cost for two 28-day licences?
a) \$24 b) \$24.50 c) \$48

3. How much does it cost for six 1year licences?
 a) \$66 b) \$120 c) \$147
4. How much does it cost for one 3-year licence?
 a) \$66 b) \$162 c) \$172
5. How much does it cost for two 48-hour licences?
 a) \$50 b) \$24.50 c) \$12
6. If I pay \$20 for a 48 hour licence, how much change will I get?
 \$20- _____ = _____
7. If I pay \$100 for one 3-year licence how much change will I get?
 \$100- _____ = _____
8. If I pay \$150 for two 3-year licences how much change will I get?
 \$150- _____ = _____

What do you think of the prices of the fishing licence? Is this what you would expect to pay?

Note: Recreational Fishing Licences (RFL) costs may increase each year. For current costs go to DEPI Fisheries website. www.depi.vic.gov.au/fisheries

Fishing with the family

Look at the family in the picture.



Their names and ages are:

Name	Age	Tick if they need a licence
Ali	33	_____ 
Noni	35	_____
Rafi	10	_____
Sofia	9	_____
Ana	8	_____
Tom	5	_____

1. If this family was to go fishing for 3 weeks what licence should they buy? _____
2. How many do they need? _____
3. How much will that cost in total? _____
4. If you were to go fishing with your family for the weekend how much would it cost?

Write down the name and age of each family member (or friend).

Name	Age	Need a licence or not?
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Licence Type: _____

How many: _____

Total Cost \$ = _____

Fishing Stories- licence

Story 1

You and your friend decide that you would like to go fishing on Saturday at your local river.

1. If you go fishing for 1 day with your friend how many licences do you need? _____
2. Which licence will you choose? _____
3. How much will they cost in total? _____

Story 2

The Nguyen family goes camping every year in January for two weeks. Their family includes; grandfather aged 70, father aged 50, mother aged 45, aunty aged 36, and children aged 21, 18, 13 and 6.

1. This year they want to do fishing on the camping holiday. What licence type should they buy?

2. How many licences do they need to buy?

3. How much is that in total?

Story 3

Every weekend Rosa goes fishing at the local creek with her friend. If the weather is really bad she does not go.

1. What licence type should she have? _____
2. How much is it? _____

Discuss

- Do you have a fishing licence? If yes, what type is it?
- What happens if you fish without a licence?
- Why do you think there are fishing licences?

How do you get a fishing licence?

To find out up-to-date information about fishing licences you go the government website- The Department of Environment and Primary Industries- Fisheries.

Follow instructions

- Type in this address in the address bar <http://www.depi.vic.gov.au/fisheries>
- Look in the left hand column and click on Recreational Fishing.
- Then, look in the left hand column and click on Fishing Licence.
- You will see information about
- To find where to buy a licence click on:



-
- Go to the Search by location box and type in your location.
- 1. Write down the details of the places closest to you to buy a licence.

2. What other ways does this website say you can buy a licence?

3. What other useful information does the site provide about licences?

Fill in the form



Victorian Recreational Fishing Licence

Licence Type: 3 year licence	\$66
1 year licence	\$24.50
28 days	\$12
48 hours (2 days)	\$6

Personal Details Required

Given Name _____

Family name _____

Email Address _____

Fish-e-fax I would like to sign up to free Fish-e-Fax, fortnightly newsletter for recreational fishers.

Full Street Address _____

Suburb _____

State _____ Postcode _____

Date of Birth

(DD/MMM/YYYY) / /

Licence Valid from

(DD/MMM/YYYY) / /

Date

(DD/MMM/YYYY) / /

Time _____

Role play

In pairs decide who is person A and person B, then undertake the role play



Person A:

Your friend wants to go fishing for the weekend with their family. He doesn't know about Victorian laws and fishing. You tell him he must get a licence.

He will ask you questions about:

How much does it cost?

How long is it for?

How do you buy a licence?

You should answer these questions and give any other useful information about fishing.

Person B:

You are going fishing this weekend with your family.

You are really excited, as you have never been fishing in Australia before. You ask your friend for some advice about the fishing licence. You don't really want to buy one because you think it is a waste of money.

Ask questions about:

Is it important to buy a licence?

Who has to buy one? Is one enough for the family?

How much is it?

What will you do with your fish?

Topic 3 – Size and bag limits

Teacher notes

These activities aim to inform people about the regulations of catch limits when fishing recreationally. Activities aim to be practical as well as informative with measuring (numeracy) activities included.

It is also important to note that size limits and bag limits can change. Before giving students these exercises please check the Fisheries Victoria web site (www.depi.vic.gov.au/fisheries) and make any changes necessary.

Vocabulary/Language

Bag limit, centimetres, ruler, too big, too small, undersize, illegal, legal Size limits,

Fish, Mollusc, Crustacean, Shark

Activities

How to measure fish and other marine creatures

Know your limits- video- DPI Fisheries website

Measuring task sheets- note to identify fish learners will need access to Fisheries website, or a current DPI Fisheries Recreational Fishing Guide or Fisheries ruler.

What matters? Look at the 'Size Matters' poster and discuss. Brainstorm with class all the things that matter when fishing. i.e. Size, Bag limit, Seasons, Species, Place, Equipment and methods of fishing

Watch news stories about illegal fishing

To start a discussion have the class view some news stories on the web about illegal fishing. Below are two suggested links but do a quick net or you tube search for illegal fishing in Victoria with the current year and you might get some recent stories. Note: If you don't have access to computers in your classroom you can download Youtube videos onto a DVD disc and play on the DVD/TV player instead.

Channel 7 news story – Venus Bay over collecting of Papis 2012

<http://au.news.yahoo.com/video/vic/watch/27816792/illegal-fishing-threatens-pipi-colonies/>

<http://www.abc.net.au/news/2012-02-26/rangers-target-illegal-fishing/3853862>

Ask questions- What, Where, Who, When, Why, How to check comprehension of the new stories. Discuss the issues and any new vocabulary that arose in the news report.

Note: The bag limit of papis is different in different areas. In Cape Liptrap coastal park between Point Smythe and Arch Rock including Venus Bay, it is 2 litres per person (or if shucked 0.5l litre per person). For other Victorian coastal areas it is 5 litres per person (or shucked 1 litre per person)

Mapping to ESL Frameworks

This task may support the learning for the following units. Refer to the curriculum to ensure the appropriate level of language and required skills and knowledge have been addressed.

Numeracy- Measuring tasks

VU20785 - Recognise measurement in simple, highly familiar situations Element 1 – Recognise and compare simple, highly familiar metric measurements

Listening -Pipi's

Certificate 3 – VPAU503 Element 1 – Interpret an informational oral text

Additional Activities

Fishing measuring game- This game will probably take you back to your childhood but it is a good practical measuring activity that may be especially useful for those learners needing to practise measuring with a ruler. Cut out a variety of fish/molluscs pictures or words at different sizes. Add a paper clip to each and put into a pretend pond. Then make a few pretend fishing rods with long sticks, a string and a magnet. Learners will attempt to catch a few fish using the magnet fishing rod. However the twist to the childhood game is they now have to identify the fish/creature and measure it. They have to make a decision whether to keep it or to throw it back. Use the Fisheries ruler or a regular ruler but information from Fisheries Recreational fishing guide or website regarding fish sizes. Note: Choose fish/creatures that are familiar to the learners and/or from your local area. This activity is meant to be practical and fun. .

Activities: Size Matters

Class discussion

Look at the 'Size Matters' poster. Brainstorm and record on the board ideas about the following questions.

- What is this poster telling us?
- Which fish do you think is the right size?
- What else matters when you are fishing?
- What are the rules and laws around fishing?
- Who enforces these laws?
- What happens if you are caught doing the wrong thing?



Catch limits and size limits of fish

Bag limit: The maximum number of a particular type of fish that a person may take on any one day.

Possession limit: The maximum number of a particular type of fish that a person may possess at any time while in, on or next to Victorian waters.

Priority species: The maximum number of a particular type of fish that a person may possess at any time anywhere in Victoria. Priority species for Fisheries are Abalone, Rock Lobster, Murray cod and Bluefin Tuna

Measuring your catch:

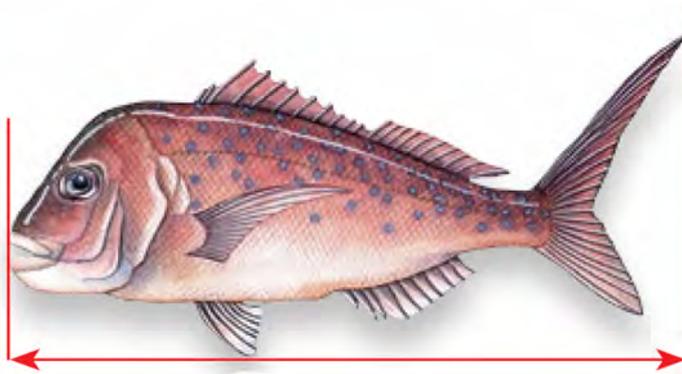
Size limit

You must check the type and size of your fish as soon as possible.

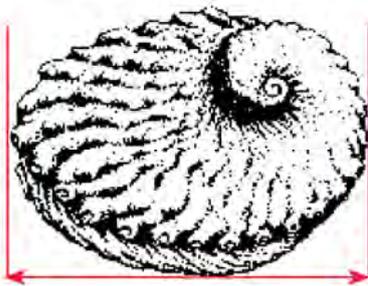
You must release undersize or unwanted fish immediately.

Measure the different species as shown below.

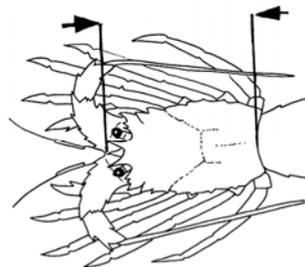
Scale fish



Mollusc



Crustacean



Shark



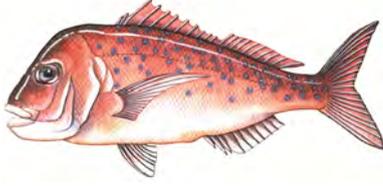
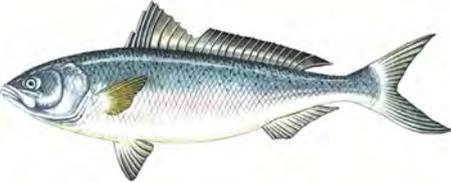
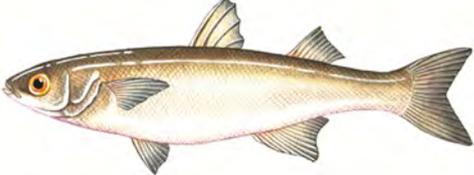
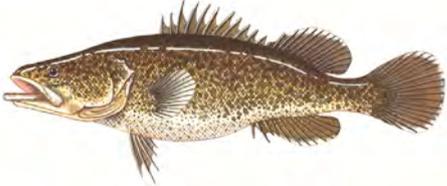
Every fish has different rules. You need to be able to identify your fish and then measure it.

1. Why do you think size matters?

2. Why do you think how many you catch matters?

Identify these fish

Write the name, legal minimum length and legal number allowed per day for a person who has a RFL (recreational fishing licence)

 <p>Name: _____</p> <p>Minimum legal size: _____ cm Bag limit: _____</p>	 <p>Name: _____</p> <p>Minimum legal size: _____ cm Bag limit: _____</p>
 <p>Name: _____</p> <p>Minimum legal size: _____ cm Bag limit: _____</p>	 <p>Name: _____</p> <p>Minimum legal size: _____ cm Bag limit: _____</p>
 <p>Name: _____</p> <p>Minimum legal size: _____ cm Bag limit: _____</p>	 <p>Name: _____</p> <p>Minimum legal size: _____ cm Bag limit: _____</p>
 <p>Name: _____</p> <p>Minimum legal size: _____ cm Bag limit: _____</p>	 <p>Name: _____</p> <p>Minimum legal size: _____ cm Bag limit: _____</p>

Identify these molluscs and crustaceans

Write the name, legal minimum length and legal number allowed per day.

 <p>Name: _____</p> <p>Minimum legal size: _____ cm Bag limit: _____</p>	 <p>Name: _____</p> <p>Minimum legal size: _____ cm Bag limit: _____</p>
 <p>Name: _____</p> <p>Minimum legal size: _____ cm Bag limit: _____</p>	 <p>Name: _____</p> <p>Minimum legal size: _____ cm Bag limit: _____</p>
 <p>Name: _____</p> <p>Minimum legal size: _____ cm Bag limit: _____</p>	 <p>Name: _____</p> <p>Minimum legal size: _____ cm Bag limit: _____</p>

Know your limits

For more information about measuring your fish go the Fisheries website

<http://www.depi.vic.gov.au/fisheries>

Scroll down the page to the video. Click on the video and watch and listen.

1. What are the 3 steps to measuring your fish?

a. _____

b. _____

c. _____

2. Where can you get more information about measuring your fish?

3. What other advice does she the fisheries officer offer?

4. Do you feel confident now that you could measure a fish? Why? Why not?

Minimum sizes of fish

Minimum size limits are important to protect juvenile (baby fish) minimum size limits allow little fish to grow and reproduce adding to the overall population before being removed

Tick the correct legal minimum size. *The first one has been done for you.*

Take note that some fish do not have a legal minimum length.

Saltwater Fish

Morwong

- A) 23 cm ✓ B) 26 cm C) 30 cm

Tailor

- A) 21 cm B) 23 cm C) 30 cm

Bream

- A) 23 cm B) 27 cm C) 28 cm

Snapper

- A) 20 cm B) 28 cm C) no minimum

Ling

- A) 21 cm B) 23 cm C) 30 cm

Gummy shark

- A) 30 cm B) 45 cm C) 60 cm

Garfish

- A) 23 cm B) 45 cm C) no minimum

Swordfish

- A) 23 cm B) 45 cm C) no minimum

Fish size

Look on the FISH ruler or the Recreational Fishing Guide

Find the fish name and then the minimum length

Write the minimum legal size for each fish

Fish name	Minimum Size
Flounder	23 cm
Bream	
King George Whiting	
Snapper	
Mulloway	
Flathead	
Silver Trevally	
Australian Salmon	



Look at the table and answer the questions

Mulloway is the longest fish.

True

False

Snapper is the shortest.

True

False

Bream is the same length as Snapper.

True

False

Flounder is longer than Bream .

True

False

Flathead has no minimum legal length

True

False

Pipis



Discuss

- What are pipis?
 - Where do you find them?
 - What do you do with them?
 - How can you collect them?
 - How many do you think a person a fishing licence can collect in one day?
1 litre 2 litres 5 litres 10 litres no limit
- shucked?
- unshucked?

Note: The bag limit of pipis is different in different areas.

News Story- Papis

Watch the channel 7-news report

Pipi Plunder

<http://au.news.yahoo.com/video/vic/watch/27816792/illegal-fishing-threatens-pipi-colonies/>

Click on play again to watch again.

Or drag the bar at bottom to go forwards or backwards to get to a certain spot in the story.

Discuss

- What is the news story about?
- What are people doing?
- Why are some people upset? What are their attitudes?
- What are the 2 illegal things some people are allegedly doing?
- What is the name of this beach?
- How many papis are you allowed to take from the beach each day?
- What happens if you are caught with too many papis?
- What are the views of the Fisheries officer interviewed?
- What is the tone and register of this text?
- Do you think this is a real problem or a problem of perception? What is your opinion on this topic?

More information about “Papis”

Papis at Venus Bay

What is this sign telling us about collecting papis at Venus Bay?



The Good news

Research at Venus Bay

- Most people at Venus Bay do the right thing.
- The pipi populations are remaining stable.
- Most people collect pipis in the summer months only.
- Pipis are found in the sand in the intertidal zone.

How to collect Pipis

Pipis can only be taken by hand.

Equipment such as rakes, spades, spoons or forks cannot be used.

Unless exempt, a Recreational Fishing Licence is required to collect pipis from Victorian Beaches.

At all other Victorian beaches the daily catch for pipis is 5 litres per person or 1 litre of shucked pipi meat per person.



True or False

At Venus Bay pipis collection is illegal.	True	False
At Venus Bay you may take 0.5 litres of shucked pipis per day (with a licence)	True	False
The pipi population is decreasing at Venus Bay.	True	False
You may collect pipis with a rake.	True	False
Pipis are found in the sand in the tidal zone	True	False

Topic 4 - Seasons

Teacher notes

This activity introduces the idea that time is important when collecting fish in the Victorian. There are closed seasons for a number of species that need protection for different reasons. This regulation is to protect the species and hopefully ensure their long-term survival.

Vocabulary/Language

- Closed season Closed areas (ITZ), Abalone, Rock lobster, Murray cod spiny crays
- Reading dates in a table
- Reading a map and locating information

Activities

Reading and discussing what are 'Closed Seasons'.

Reading the map and chart for information about collection of abalone in the Victorian Central waters. (Note: Section1 Topic 8 –What is abalone? May be taught with this activity)

Reading news article - discussion and answering questions. 'Abalone poacher fined \$5000.'

Mapping to ESL Frameworks

This task may support the learning for the following units. Refer to the curriculum to ensure the appropriate level of language and required skills and knowledge have been addressed.

Reading and Numeracy – Map and Table

Certificate 2 – VPAU499 – Element 3 Read a range of everyday formatted texts.

Certificate 1 – VU20788 Recognise and locate numerical information in simple, highly familiar tables and graphs. Element 2 – Recognise and locate numerical information in simple, highly familiar graphs.

Reading – Newspaper article Abalone poacher fined \$5000.

Certificate 3 - VPAU505- Element 1 Analyse a range of informational texts.

Additional Activities

Abalone disease is threatening the abalone species in Victorian waters. There are a number of YouTube videos that show what this terrible disease did to abalone numbers.

Activities: Closed seasons



What is this picture of?

1. Match the word with the meaning.

Protect	egg opens
Breed	In danger
Vulnerable	look after
Hatch	to produce young
Season	a time in the year

Reading

Closed seasons protect fish during their breeding season. Many native fish breed at the same time each year and can be vulnerable to over fishing. It also protects the eggs they carry giving them a chance to hatch and grow.

2. Why do you think we have closed seasons?

3. What might happen if we didn't have closed seasons?

Closed season information

Read the following information and fill in the table with the correct information using the Victorian Recreational Fishing Guide. Some of the statements below are false.

Closed season

The is a permanent closed season for Trout Cod. They are fully protected. Trout cod are commonly confused with Murray Cod.

The closed season for Spiny Freshwater Crayfish is 1 September to 30 April (inclusive) for Murray spiny freshwater crayfish in Victorian waters north of the Great Dividing Range (see map).

The closed season for Murray Cod in 2012 is September 1st until November 30th inclusive.

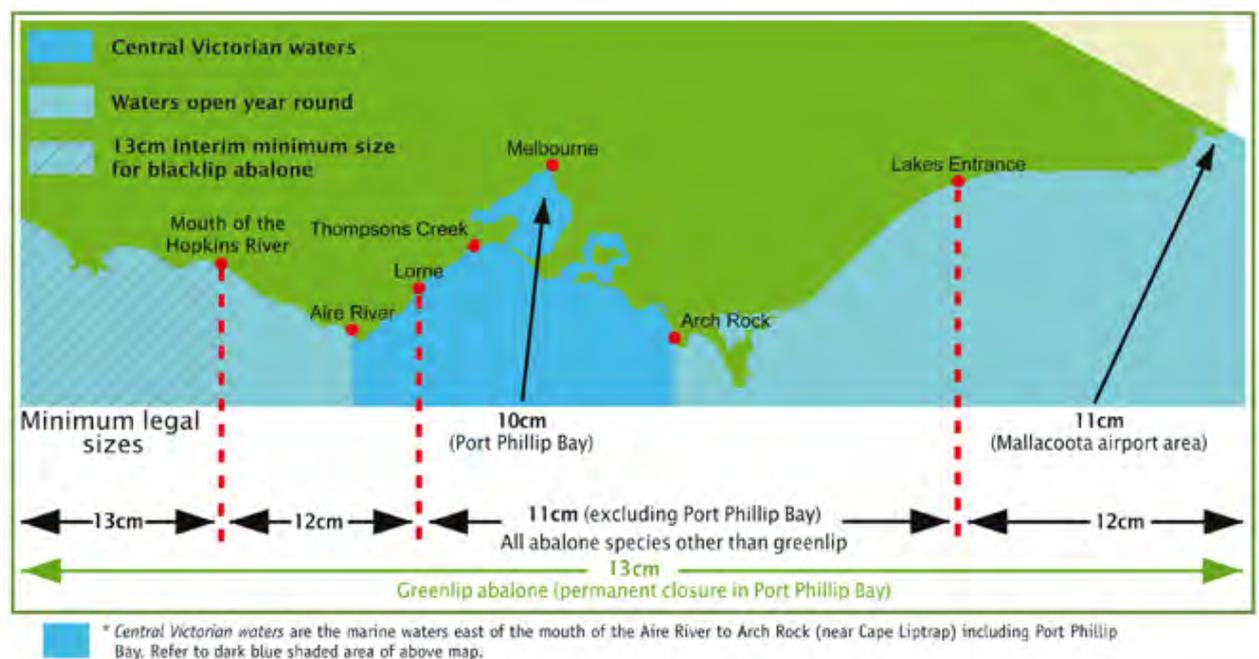
Name of species	Start date	End date	Other information

Closed season - Abalone

There is a permanent closed season on *abalone* for Central Victorian waters, except for 60 days of the year. During this 60 days only blacklip abalone can be taken not greenlip.

Where are Central Victorian waters?

- Look at a map of Victoria.
- Mark Aire River (near Lorne)
- Mark Arch Rock.
- Colour in the water between these two marks. This is the Central Victorian waters.



What other information does this map give about abalone?

Have you ever taken abalone? Where? When? How?

For more information see <http://www.depi.vic.gov.au/fisheries>

If you want to take abalone in Central Victorian waters you must do so on certain dates.

Read the 60 days for recreational take of abalone during 2011-2012.

19-20 November 2011	21-22 January 2012	17-18 March 2012
26-27 November 2011	26-29 January 2012	24-25 March 2012
3-4 December 2011	4-5 February 2012	31 March 2012 to 1 April 2012
10-11 December 2011	11-12 February 2012	6-9 April 2012
17-18 December 2011	18-19 February 2012	14-15 April 2012
24 December 2011 to 2 January 2012	25-26 February 2012	21-22 April 2012
7-8 January 2012	3-4 March 2012	25 April 2012
14-15 January 2012	10-12 March 2012	28-29 April 2012

NB: These dates change annually: for recent information please see the latest copy of the recreational fishing guide.

Read the chart and answer the following questions.

Tick or Cross the following sentences.



- I can take abalone on March 10th.
- I can take abalone on 7-8 January.
- I can take abalone Christmas Day 2011.
- I can take abalone on 27-29 April 2012.
- I can take abalone during the winter.

Abalone poacher fined \$5000

19th January 2012 02:23:29 PM

A MAN who threatened and abused Fisheries Officers when they caught him hiding illegal abalone in his underpants has been fined \$5000. Magistrate John O'Callaghan told 52-year-old Sooseala Ulberg, of Meadow Heights, the most serious part of his offending was threatening and abusing the officers. Broadmeadows Magistrates' Court heard the officers watched Ulberg as he gathered abalone in shallow water at Seaholme, near Altona, in January last year.

He was wearing a black T-shirt, goggles, black underpants and shoes as he used a silver knife to prise the abalone from rocks. The officers told the court Ulberg turned back to the water when he was intercepted and tried to throw the abalone in his underpants back into water. He then began shouting obscenities and threatening to kill the officers.

Ulberg failed to appear in court last May and was arrested by police at the end of last year. In court this week Ulberg pleaded guilty to taking abalone during a closed season, taking undersize abalone and abusing, threatening and hindering Fisheries Officers. He was fined, ordered to pay costs of nearly \$70 and banned from recreational fishing for 12 months.

The Director of Enforcement at Fisheries Victoria, Michael Hodder said Fisheries Officers performed an extremely important task in protecting fisheries resources and educating community members on a range of matters. "Being threatened and abused is never acceptable," Mr Hodder said. Anyone who sees or suspects illegal fishing activity is urged to call the 24 hour reporting line 13 FISH (13 3474).

Published In: Star Footscray, Yarraville, Braybrook Star

First look at the text

1. What is the title? _____
2. Where was this story published? _____
3. When was this story published? _____
4. From the title what do you think this story is about?

Read the first paragraph of text Find the following information

5. What has happened? _____
6. Who was involved? _____
7. Where did this incident take place? _____
8. When did this incident take place? _____
9. How was the man caught? _____
10. Why was the man arrested? _____

Word study

Read the story again

Find the following words. What do you think they mean?

- Threatened _____
- Abused _____
- Offending _____
- Caught _____
- Officers _____
- Shallow _____
- Prise _____
- Court _____
- Intercepted _____
- Obscenities _____
- Hindering _____
- Fined _____
- Banned _____
- Extremely _____
- Urged _____

Look at the base word in the first column. Write in the table and in each grammar form

Base Word	Verb Simple present tense	Verb Simple past tense	Adjective	Noun
threat	threatens	threatened	threatening	threat
abuse		abused		
offend			offending	
catch		caught		
fine				
ban				
hinder				

Topic 5 – Species – Reading signs

Teacher notes

This activity is to highlight the point that some species of fish cannot be caught because they are endangered and therefore protected.

Vocabulary/Language

Endangered, protected, unharmed, released, distinguishing, features, totally

Activity

Reading Sign- Trout Cod and Murray Cod

Mapping to ESL Frameworks

This task may support the learning for the following units. Refer to the curriculum to ensure the appropriate level of language and required skills and knowledge have been addressed.

Reading – Species -Reading Signs

Certificate 2-VP4U499 Element 3 Read a range of formatted texts

Additional Activities

Look up other marine and freshwater species that are protected in Victorian waters. Find out the rules regarding their collection

Activities: Species - Reading signs



Look at the picture

What is this sign about?

1st look

Look briefly at the sign

1. Where would you find this sign? _____
2. What do you think it might be about? _____
3. Who do you think put up this sign? _____

Vocabulary

What is the right definition? Circle the right word.

Endangered -	dangerous	threatened
Protected -	looked after	hurt
Unharmred -	not hurt	to hurt something
Released -	to let go of	rented
Totally -	equals	fully
Distinguishing -	unique	charming
Features -	characteristics	news

Check your answers.

1st reading

4. There are 2 fish on this sign. What are their names?

5. One of them is endangered. What do you think this means?

6. Which one is endangered?

2nd reading – reading for details

7. What must we do if we catch a Trout Cod?

8. How can we tell the difference between a Trout Cod and a Murray Cod?

9. What do you think will happen to you if you catch and keep a Trout Cod?

Topic 6 - Equipment

Teacher notes

This activity will best suit learners who have experience fishing or who are planning to go fishing and have a genuine interest for knowing about equipment. However it also does raise the questions of fishing responsibly as other animal life can be affected by people's actions. Note: Some of the photos of entangled animals may upset some people.

Vocabulary/Language

Equipment – Lines, Hooks, Bait, Hoop, Spear, Net, Pump

Marine waters, inland waters, permitted,

Activity

Look at the photos and discuss the images.

Equipment- vocabulary and images

Reading the table and finding information and permitted equipment for recreational fishing.

Note: The size of bait traps is important, as the trap should not block a waterway. And the entrance way should not be large enough to trap an animal, such as platypus. Spears also need to be labelled. Labels must include recreational fishers full name and place of residence. Tools for collection of abalone should be blunt. This is because abalone will bleed to death if cut.

Mapping to ESL Frameworks

This task may support the learning for the following units. Refer to the curriculum to ensure the appropriate level of language and required skills and knowledge have been addressed.

Reading

Certificate 2-VPAU499 Element 3 – Read a range of everyday formatted texts

Additional Activities

Read the fishing guide for more information or visit <http://www.depi.vic.gov.au>

Activities: Equipment



Look at the pictures above and discuss the following.

- What are they showing?
- What do you think has happened?

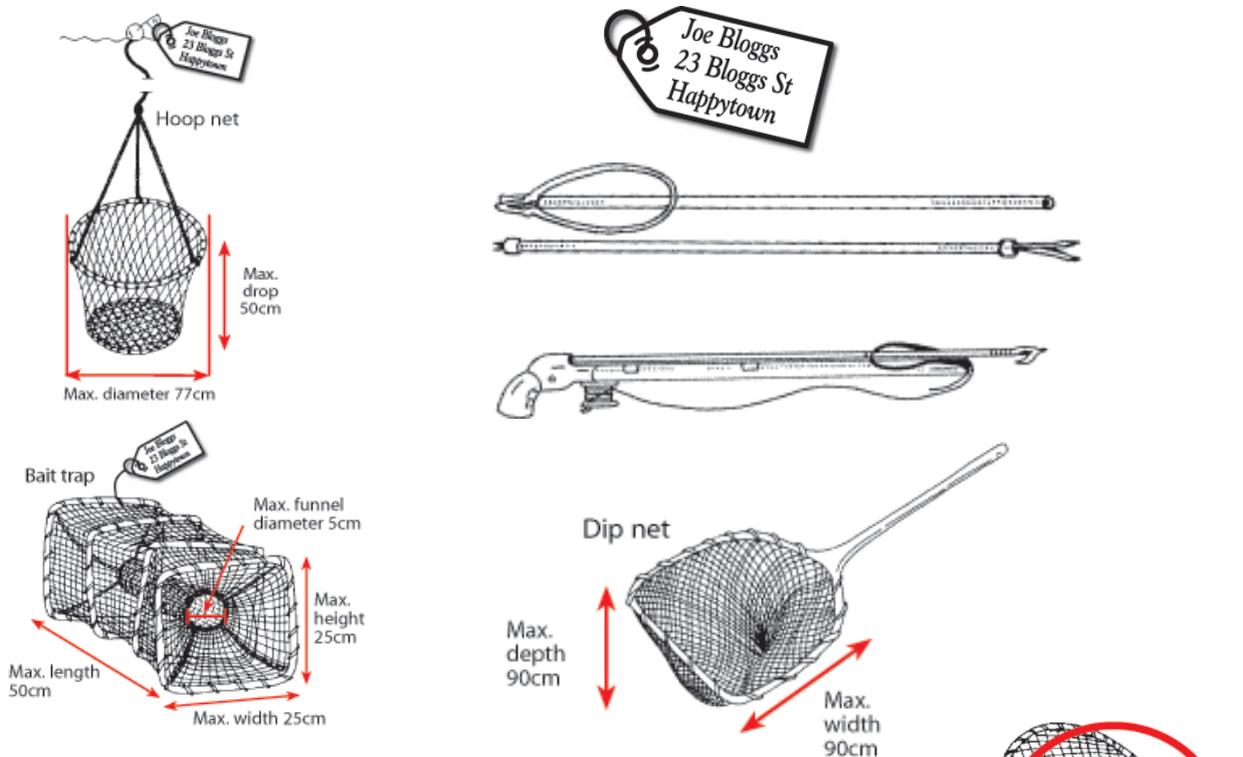
How to catch a fish?

Look at the equipment below.

1. What might you catch with each of these?

2. What is the tag for?

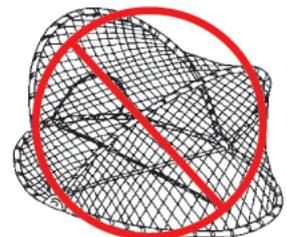
3. Why do you think the sizes of a bait trap matter?



Opera House Net (Yabby pot)

4. Why do you think there is there a cross through this picture?

Note: Yabby pots can only be used on private inland waters such as farm dams. Maximum 3.



Permitted use of equipment

Equipment Type	Maximum number permitted	
	Marine waters	Inland waters
Lines per person	4	2
Hooks per line	2, or 1 bait jig	2, or 1 bait jig
Bait traps-labelled*	2	10
Hoop nets labelled*	2(Closed season applies)	2(5 in some waters)
Hand held spear/spear gun	Specific waters only	0
Baited line with no hook	10	10
Dip/landing net	1	1
Bait net (hauling net)	Specific waters only	Specific waters only
Bait pump	1	1

- *The use of hoop nets and bait traps is permitted ONLY if each piece of equipment is tagged and labelled. The tag must remain on or above the water surface when the device is in use.*

1. What information is the table giving us?

2. What information are the 3 columns telling us?

3. Why do you think it is important to use the right kind of equipment?

Equipment not permitted

- Set lines
- Mesh nets, cast nets
- Snares
- Mussel rakes
- Explosives, firearms
- Bow and arrows

Collecting Abalone

- You must carry a measuring device
- You must use a blunt instrument
- You must not use knives, screwdrivers or any sharp instrument.
- You must not shuck abalone.
- You must not take abalone in the intertidal zone.
- You can only take abalone between sunrise and sunset.

Reading for meaning - True or False

Use the fishing guide to answer the following questions

If the sentence is true write down 'True' next to the sentence.

If the sentence is false write 'False' and then write the correct information underneath.

For example:

You can have 4 fishing lines if fishing on the Murray river.

False. You can only have 2 fishing lines on inland waters.

You can have 4 fishing lines if fishing in the ocean

You can use a spear gun to catch fish anywhere in Victorian waters.

You must label bait traps.

On your label you must write down your name and phone number.

I can use explosives to catch fish on my own land.

Hoop nets do not have to be labelled

Topic 7 – The intertidal zone

Teacher notes

This activity explains what the intertidal zone is and what the restrictions are regarding the collections of molluscs (Shellfish). Collecting animals in this area may seem harmless but it actually can be very damaging to the oceans ecosystem. Many of these creatures are food for the fish and creatures further up the food chains.

Vocabulary/Language

Intertidal zone, protected, restrictions, limits, collection

Molluscs (abalone, pipis, mussels, oysters, squid, octopus, cuttlefish, snails, limpets, periwinkles) and crustaceans (lobster, crayfish, yabbies, shrimp) and worms.

Activities

What is the intertidal zone? – worksheet and discussion

What are the rules of the intertidal zone? Categorise sea creatures into those protected and not in the intertidal zone.

Newspaper Story – Reading ‘Mornington Peninsula is illegal fishing hotspot’

Mapping to ESL Frameworks

These tasks may support the learning for the following units. Refer to the curriculum to ensure the appropriate level of language and required skills and knowledge have been addressed.

Reading - The intertidal zone- diagram and map. What are the rules of the intertidal zone?

Certificate 2 - VPAU499 Element 3 Read a range of formatted texts

Reading– Newspaper Story Mornington Peninsula is illegal fishing hotspot’

Certificate 3 –VPAU505 Element 1 –Analyse a range of informational texts

Additional Activities

Look up DEPI Fisheries website for media releases on new stories about fishing

<http://www.depi.vic.gov.au/fisheries>

Search online for local news stories about illegal fishing. Find out what are the issues in your local area.

NOTE: The fines mentioned in this news article are out of date. Fines for fishing illegally are reviewed each year and generally increase.

Activities: The intertidal zone



Look at the picture.

1. What does it show us?

2. Is this photo taken at high tide or low tide?

3. Who is it?

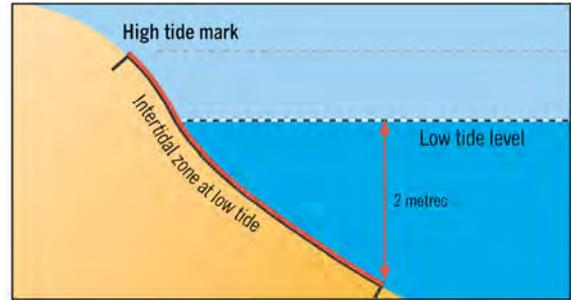
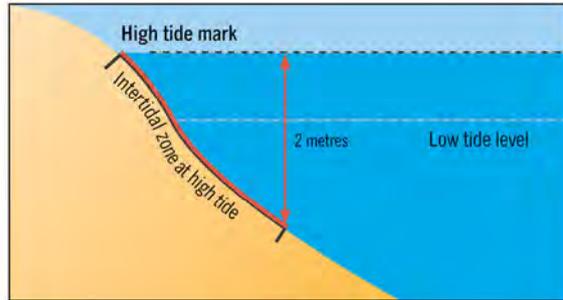
4. What is he looking at?

5. What does the sign say? What are the pictures of?

6. Have you heard of the 'intertidal zone'?

7. What do you think it may be?

The intertidal zone



Look at the pictures. What is the intertidal zone? (Please circle the correct answer)

- 2 metres below the water
- high tide mark to 2 metres below the water
- 2 metre above the low tide mark

The intertidal zone is very important for the marine ecosystem. Many small creatures live in this zone and feed the rest of the animals in the ocean. If we take animals from this area it may seem harmless but it is actually very damaging. The animals that live in the intertidal zone include:

- Molluscs (shellfish) - pipis, mussels, periwinkles, limpets, abalone, snails, oysters, squid, octopus cuttlefish,
- Crustaceans - crabs, rock lobster, shrimps
- Other marine life – worms,

In Victoria the intertidal zone is protected. There are rules about what you can and cannot take from the intertidal zone.

1. What are the rules about the Intertidal zone?

2. Look at the map on the next page. What is this area?

3. What is the yellow line? What is the red line?



Read the intertidal zone section of the Recreational Fishing Guide or look on the fisheries website and find out the rules about the intertidal zone. Use the Recreational Fishing Guide to put the sea animals listed on the previous page into the table below.

Port Phillip Bay		Rest of Victoria	
Protected	Can be collected (Limits)	Protected	Can be collected (Limits)

Mornington Peninsula is illegal fishing hot spot

22 Mar 11 @ 11:19am by Louise Clifton-Evans

<http://mornington-peninsula-leader.whereilive.com.au/news/story/peninsula-illegal-fish-hot-spot/>



Abalone

The Mornington Peninsula recorded the highest theft of shellfish from intertidal areas in the state last month.

Fisheries Victoria reported the Peninsula recorded 51 infringement notices last month - up from 32 in January.

Metropolitan Melbourne recorded 13 notices in February, while Warrnambool had 10.

Most offences were fishers taking molluscs such as abalone, snails, limpets and periwinkles inside the protected intertidal zone, which is less than 2m of water.

Fisheries operations manager Iain Bruce said the Peninsula was historically a “hot spot” in Victoria.

“But Melbourne is usually higher because of the larger population base and number of access points along the coast,” Mr Bruce said.

“Shellfish is generally taken to eat or sold commercially, which is a concern, particularly with abalone numbers.”

Fisheries Victoria is holding a Victoria-wide campaign until the end of April.

In the past, the department has investigated the illegal selling of abalone in Peninsula restaurants.

Those caught will be fined - \$119 for fishing without a fishing licence; \$239 for taking molluscs such as pipis from the inter-tidal fishing zone; and \$597 for exceeding the abalone bag limit.

VR Fish executive officer Christopher Collins said he was concerned over the number of infringement notices.

Mr Collins urged anyone who sees suspicious activity to phone 13 3474.

First look at the text.

1. Look at the photo, the headline and the text around the photo.

- What type of text is this?

- What is headline of the story?

- What is the photo of?

- What do you think the story will be about?

2. Read the first paragraph. Answer questions about..

- Where?

- What?

- Who?

- When?

Discuss your questions and answers with the class.

Read the rest of the story

3. Check the meaning of:

The Mornington Peninsula

Infringement

Hot spot

Shellfish

Campaign

4. What do you think is an infringement notice?

5. What is the intertidal zone?

6. What happens to people caught taking and selling shellfish?

7. What are people usually taking?

Read the news article again. Answer the following and write True or False.

If the answer is false write the correct answer underneath.

For example:

The Mornington Peninsula had the lowest theft of shellfish from the intertidal zone.

FALSE. The Mornington Peninsula had the highest theft of shellfish from the intertidal zone.

The theft of shellfish is increasing in the Mornington Peninsula area.

The increase in infringement notices from January to February was 19.

The intertidal zone refers to the water deeper than 2 metres in the ocean.

Abalone and periwinkles are molluscs.

Most people take molluscs such as snails and fin fish.

Shellfish is usually taken to make jewellery.

Those caught will be fined \$597 for taking too many abalone.

Those caught will be fined \$329 for taking molluscs from the intertidal zone.

If you see someone acting suspicious you should phone 000.



Section 3: Fish forever - Sustainability

Section 3:

Fish forever - Sustainability

Teachers Summary

This section aims to re-explore the concept of sustainable fishing with the increased knowledge student have by participating in the previous two chapters.

As such, this section goes into more detail about the relationships between native aquatic species and the devastating effect that human behaviour and introduced species can have on these relationships.

Food chains and webs, which depicts feeding connections (what-eats-what) in an aquatic community, are discussed. Exercises showing the effect of the removal of one species from these intimate relationships due to overfishing demonstrates the importance of protected areas such as the ITZ in the previous section.

It also explores the effects that introduced species can have on a natural environment. For example in much of south eastern Australia's freshwater systems introduced carp dominate the lowland reaches. While the damaging impact of carp is well recognised, little in the way of control measures have been employed to control their spread. Their ability to colonise almost any body of water, even those previously considered to be beyond their physical tolerances, is now well established.

The European shore crab, a marine invasive species, feeds on a variety of molluscs, worms and small crustaceans, potentially impacting a number of fisheries. It is so successful in colonising areas outside its native range of the Atlantic and Baltic oceans thanks to its ability to disperse via a variety of mechanisms, such as on ships' hulls and packing materials.

This section also gives students the tools to make sustainable shopping choices.

Currently approximately 110 million metric tons available each year for direct human consumption. However with last forty-five years of increasing fishing pressure many major fish stocks are depleted or in decline. Despite the increasing attention in global awareness, overfishing remains a great concern. As such it is important that individuals make informed decisions about the fish they choose to eat.

It also explore other Fisheries regulations about illegal take for sale, the impact that this can have on the management of our fish stocks and the health issues that can arise from purchasing fish from non legitimate sources.

Topic 1 – Sustainability – What is the issue?

Teacher notes

This activity starts learners thinking about the state of our fresh and marine ecosystems and the different impacts on these environments. Some facts and figures are given on our oceans and fishing both worldwide and Australia.

What is sustainability? How can we help?- individuals, communities, citizens and governments and companies- all need to change behaviours that support sustainable fisheries

Vocabulary/Language

- Sayings – Plenty of fish in the sea. Using language symbolically.
- Global, industry, livelihoods, over exploited, vital, food source, depleted, wasted, bycatch,
- Sustain, sustainable, sustainability, support, environment, natural resources, destroying

Activities

Class discussion about the ocean and waterways and their importance to the environment, industry and livelihoods of millions of people. Brainstorm threats to our fisheries.

What is sustainability? – issues and definition

Mapping to ESL Frameworks

This activity does not map to any specific Unit or Element in the ESL Frameworks however can be used for students to share information about themselves.

The teacher can direct the level of language that is used in this activity depending of the learners language level.

Additional Activities

Look up DEPI Fisheries website for information on our fisheries and the interactive climate change activity. <http://www.depi.vic.gov.au/fisheries>

Look at the game by the Australian Government. This is primarily a children's game. However it does show simple visuals of resource management issues in the ocean. For example it may show a commercial tuna fishing boat accidentally catching turtles and seabirds. Students need to choose solutions to the problems. This could be used for class discussion led by the teacher.

<http://www.afma.gov.au/resource-centre/teachers-and-students/about-our-fisheries/>

Clean up Australia Day news stories -In March every year many communities participate in Clean up Australia Day activities. There is usually a heavy focus on beach and inland water areas as these places can have a lot of rubbish, which affects the surrounding environment and animal life. Look out for news stories at this time and participate in a clean up.

The Marble game:

This game was based on Fisheries and Ocean Canada Stream to Sea by Dianne Sanford. This version is from <http://www.sustainingriverlife.org.au/>

A game designed to look at understand resource management of fisheries.

Lesson plan

1. Organise the class into three groups and give them one bowl each. Give one cup to each student.
2. Place eight fish tokens in each bowl and explain that there will be two turns per round and several rounds per game.
3. For each turn, each student can remove either zero or one fish and place it in their own cup. Once fish are taken from the bowl they cannot be put back.
4. Explain that after each round (that is, two turns for each student) you will double the number of fish in the bowl and then there will be more turns when they can withdraw a fish.

Remind Students that $2 \times 0 = 0!$

5. Point out to the students that the object of the game is to get the most fish in their individual cups.
6. No fish are to be eaten during the game!
7. For the first game tell students there is to be no talking or other communication.
8. At least some groups will deplete all their fish after the first round, but go ahead and play three rounds—they are just out of luck, but it is still good to emphasize the long term consequences of their “overfishing”.
9. They may try to put fish back in the bowl, but explain that the fish are already dead and therefore can't reproduce to make more fish.
10. For the second game, allow students to talk for 30 seconds and then play another game in silence.
11. Usually results improve somewhat 13. For the third game tell students that they can create rules among themselves about how to play the game (but that the rules of the overall game cannot be changed).
12. To enact the rules a majority must agree and then all must follow the rules.
13. Discuss the results of this activity. Point out that this is an example of a ‘tragedy of the commons’ where doing what is best individually does not lead to the best result in the long run for the community or resource management.

Ask students to discuss the strategies that emerged for them to optimally manage their fish resource.

Students will remove one fish per round (forgo one of their two turns) and then in each round their fish are replenished. But if everybody else follows this strategy, it still pays an individual not to. If three players take one fish and one player takes two, then there are three left and they double to six. Then if all take one, the “defecting” player ends up with three in total compared to two in total for the “co-operators”. If the students know how many rounds will be played, then it makes sense to take all the fish on the last round, so leave the number of rounds ambiguous.

Activities: Sustainability – What is the issue?

Health of the oceans and waterways

“There are plenty of fish in the sea.” This is an old saying.

1. What do you think it means? _____ + _____
2. How would you use it? _____

But are there plenty of fish in the sea?

Fishing is an important global industry and the livelihoods of millions of people around the world depend upon this vital food resource. But there can be some negative impacts associated with fishing – especially how fishing affects the marine environment and the problem of overfishing.

- Around 25% of the world’s fish stocks are overexploited or depleted.
- 200 million jobs depend on the fishing industry worldwide.
- A staggering 8% of everything caught in the oceans is wasted by being thrown back into the water, dead or dying.
- Every year, this bycatch (or non-target species) is over 7.3 million tonnes, which is equivalent to more than six times the total amount of fish eaten in the UK.
(Marine Stewardship Council <http://www.msc.org/>)

Fish are a multi-billion dollar industry for Australia. They are our fifth largest food producing industry, in fact worth more than \$2.1 billion to our economy every year. Fish are also a healthy source of food with Australians consuming around 16kg of fish and seafood per person each year, purchased from fish markets, supermarkets and food outlets.

(<http://www.afma.gov.au/resource-centre/teachers-and-students/about-our-fisheries/>)

Can you think of another more appropriate saying to replace the one above?

There are plenty more _____

Read the information “But are there plenty of fish in the sea?” (on the previous page)

1. Vocabulary *Match the words with the meanings*

Livelihoods	buying and eating
Resource	too much fishing
Impacts	very important
Global Industry	a living, work
Vital	non-target species
Overfishing	worldwide business
Overexploited	a source or supply
Worldwide	used too much, damaged
Bycatch	finance of the country
Economy	influence, effect
Consuming	global

2. How many of the world's fish stocks are used too much?
a. 10% b. 25% c. 50% d. none

3. How many jobs are to do with fishing in the world?

4. How much bycatch is there per year?

5. If 1 tonne is the same as 1000 kilograms. How many kilograms of bycatch is there per year?

6. Do you think bycatch is a problem? Why or why not?

7. Is the fishing industry important in Australia? Explain.

8. Overfishing by commercial and recreational fishers is one problem that is reducing fish and other animals in our water environments.

Can you think of other problems that are threatening life in the oceans, rivers and waters? Make a list.

- Overfishing
- _____
- _____
- _____

Sustainability

Discuss

What is sustainability? There is a lot of talk about sustainability nowadays. You may have heard the expressions below. What do you think they mean?

- Sustainable living
- Sustainable housing
- Sustainable population growth
- Sustainable development
- Sustainable energy
- Sustainable agriculture
- Sustainable fishing

Sustain is a verb that means to support or maintain.

Sustainable is an adjective that describes that something that can be supported or maintained into the future.

Sustainability is a noun that describes the state or condition of something that can be supported into the future.

A lot of people including scientists believe that the ways we do many things are no longer sustainable for our environment. This is because there are so many people in the world all using up the world's natural resources. We are using resources faster than they can be replaced. Also because of pollution and other practices we are destroying many environments. Therefore many people say that the way we live now is no longer sustainable. We have to change.

This change is often referred to as the green revolution or green power.

Think about fishing and our fish stocks and environments. Can you come up with a definition of sustainable fishing?

Sustainable fishing =

Here are some opinions of other people.

Do you agree or disagree?

You should be allowed to fish what you want to eat. There shouldn't be any restrictions.	I don't think we should kill any fish. We should leave the ocean alone.
I don't believe that the fish stocks are being depleted. It isn't true, where is the proof?	The ocean is a big place with plenty of fish. My fishing isn't going to harm it.
I will report someone if I see they are illegally fishing.	People who break the rules fishing should go to jail.
It doesn't matter if some fish die and others take over. That is life.	I am happy with the fishing regulations. I think they are fair and helpful.

Discuss

- Do you think it is important that we have that we have sustainable fisheries? Why or why not?

Topic 2 – Food chains and food webs

Teacher notes

This is perhaps the most important message to convey to all people across the world. We must use our food resources in environmentally sustainable ways or lose them! The marine ecosystem is like all others; in delicate balance. All of our actions affect this environment and this resource. What is the food chain/food web- How do we all interact in the food chain. What is phytoplankton? And why is it so important? What can affect our oceans, rivers and lakes? – Overfishing, humans damaging environments from over activities, climate change.

Vocabulary/Language

- Sustainable, depleted, environment, ecosystem, food chain, food web, overfishing,
- Producers: are plants (usually green) that take up carbon dioxide and water and convert them to living matter using the energy of the sun Herbivores: are animals that feed mainly on plant material Carnivores: are animals that feed on herbivores Secondary carnivores: are animals that eat herbivores and are preyed upon by other carnivores Top-level carnivores: are animals that eat other animals and are rarely killed by other animals
- Plankton, phytoplankton, kelp, algae, seagrass, microscopic, photosynthesis, oxygen, nutrients, carbon dioxide.

Activities

The health of our oceans and waterways. What is the issue?

Food chains and food webs

What eats what?

What is phytoplankton and why is it so important?

Mapping to ESL Frameworks

This activity does not map directly to a Unit or Element in the ESL Frameworks but supports the ideas important to sustainability of the environment.

This knowledge is useful as background to complete other tasks in this section. The teacher should present this information at a level that is appropriate to their learners.

Additional Activities

Food web Website Activity - Go to the Gould website and play click and drag games building food webs- Marine Food Web. Note: there are others, which may be useful to reinforce the concept. (Antarctic food web, Australian grasslands food web. African grasslands food web) Very pictorial based- don't need words.

<http://www.gould.edu.au/foodwebs/marine.htm>

Food chains and webs using the Flashcards (Flashcards in section 1)

Using the flashcards create food chains and food webs. Choose flashcards from a selection of producers to top level carnivores. Build together in groups what eats what. Stick on butchers' paper with blue tack the flashcards and draw a line with a arrow towards the eater.

It may be helpful to draw a grid and start by adding some examples.

Activities: Food chains and food webs

What are food chains?

Food chains are the flow of energy from one living thing to the next.

All living things depend on each to survive.

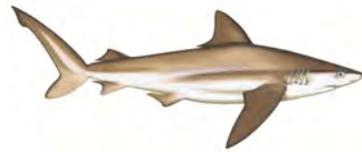
A food chain shows this simply.

For example;

Kelp → **abalone** → **human**



crab → **fish** → **shark**



worm → **snapper** → **seal**



From the words in the box draw some food chains.

Crab	human	seagull	seal	whiting	seaweed
	shrimp		abalone	worm	yabby
Shark		algae	kelp	snapper	starfish

1.

2.

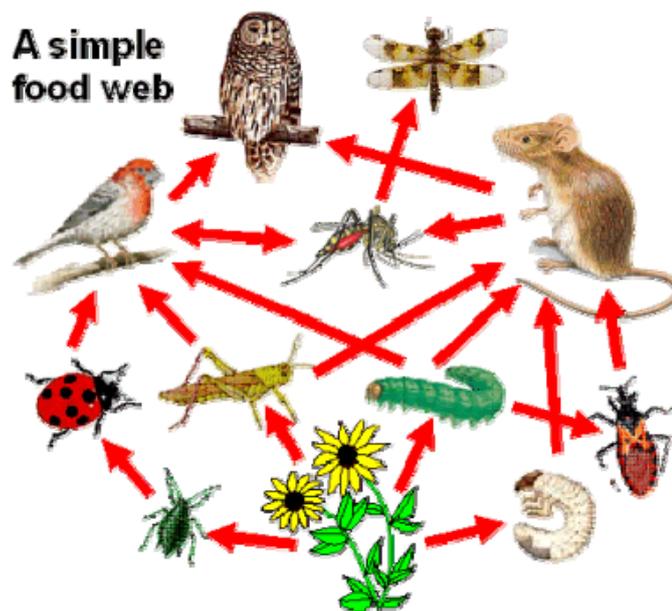
3.

What are food webs?

Food webs are lots of food chains together. They show how everything interconnects.

Discuss the following:

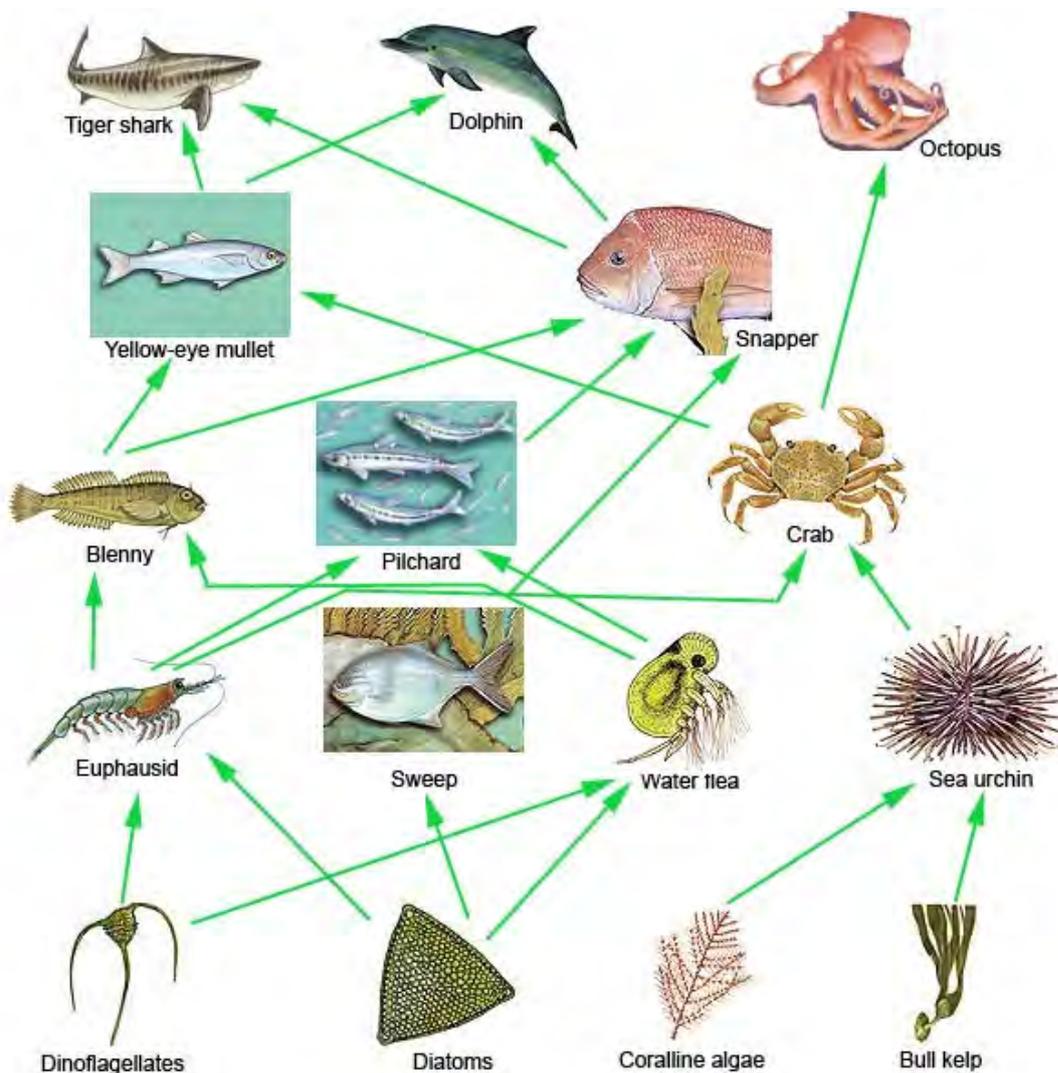
- Describe this picture.
- Can you name the creatures?
- What do the arrows show?



Finish the following sentences

1. The owls eats the _____
2. The ladybird eats the _____
3. The ladybird is eaten by the _____
4. The flowers are eaten by the _____
5. What is at the top of this food web? _____
6. What is at the bottom of this food web? _____

A marine food web



1. What do sea-urchins eat? _____
2. What do water fleas eat? _____
3. What do crabs eat? _____
4. What types of fish are in this food web? _____
5. What eats snapper? _____
6. What creatures are at the top of this food web? _____
7. What are at the bottom of this food web? _____

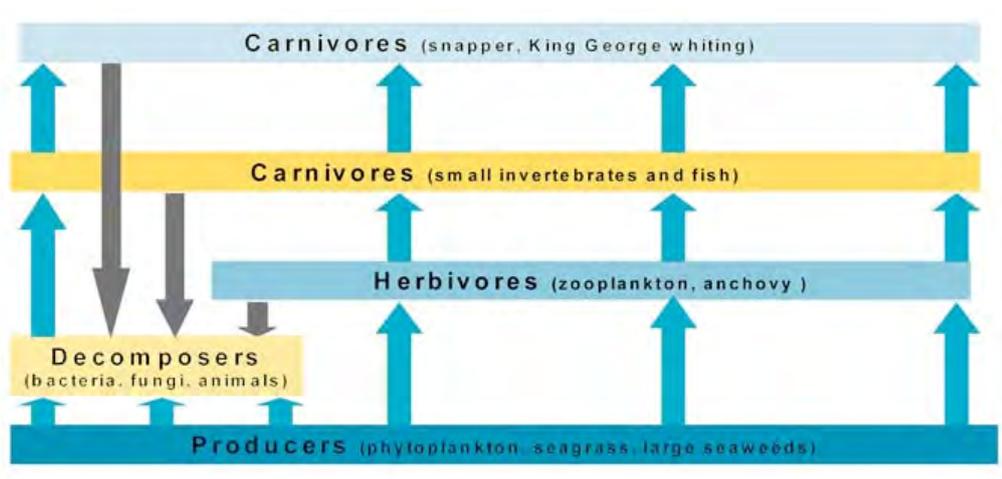
Vocabulary:

- **Producers:** are plants (usually green) that take up carbon dioxide and water and convert them to living matter using the energy of the sun
- **Herbivores:** are animals that feed mainly on plant material
- **Carnivores:** are animals that feed on herbivores
- **Secondary carnivores:** are animals that eat herbivores and are preyed upon by other carnivores
- **Top-level carnivores:** are animals that eat other animals and are rarely killed by other animals
- **Decomposers:** Eat the dead plant and animal matter. This matter is sometimes called detritus.

Look at the marine food web on the previous page.

1. What are the producers in this food web? _____
2. What are the herbivores? _____
3. What are the carnivores? _____
4. What are top-level carnivores? _____

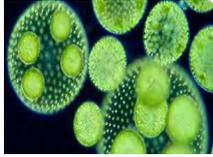
Look at the diagram showing this connection in the Port Phillip Bay



A marine food web

Fill the empty boxes with other marine life.

Draw lines connecting the animals with what they eat.

Top level carnivore			 Dolphin
Second level carnivore	 snapper		
Carnivore			 Crabs
Herbivore			
Producer		 Algae	

Imagine if something happens to this food web. For example; overfishing of snapper. What would happen to the food chain and web? What are the possibilities? Discuss with class.

Food web - What eats what?

Using the pictures on the flashcards (from Section 1, Topic 6) and the information below:

- Arrange the flashcards on a poster. (if there is not a flashcard draw a picture)
- Label each picture.
- Then draw lines from what is eaten to the eater. Point the arrow at the eater.

Your finished poster will show part of a food web for the animals and plants of a marine bay environment.

(Hint arrange the pictures in different ways before pasting to try to keep as many arrows as possible from crossing one another)

Lobsters – Eat abalone, dead fish, sea urchins

Squid – Eats crabs, fish, oysters

Sea worms – Plankton and algae

Abalone - Eats algae and seaweed like kelp

Sea Urchin – Grazes on seaweed like kelp

Sea Star (Star fish) – Eats seaweed and small animals like abalone.

Crab – Eats snails like abalone and the remains of dead plants and animals

Oyster - Filters microscopic animals and plants from the plankton

King George Whiting – crustaceans, worms and fish.

Snapper – crabs, sea urchins, mussels, squid

Australian sardine – plankton

Anchovy - - plankton

Gummy shark. – Squid, fish, crustaceans like crabs and lobsters

Australian Salmon – shrimps, sea worms, small fish, sardines and herring

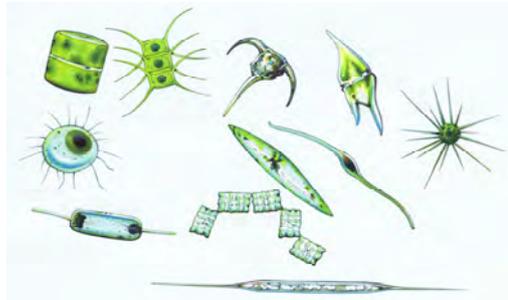
Kelp is a type of seaweed.

Sea grass is a plant that is found in shallow water.

Plankton is microscopic plant and animal life that floats in the water.

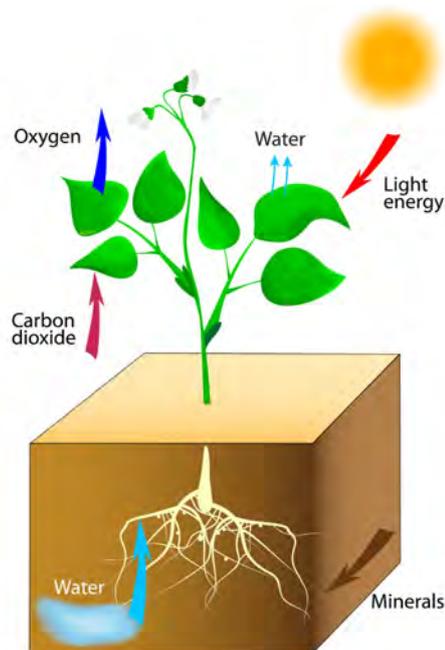
What is phytoplankton?

It is so small, so why is it so important? Read the following.



Microscopic phytoplankton

Water + sun + nutrients = Phytoplankton and oxygen



Basic photosynthesis

At the bottom of the food chain are plants, like phytoplankton and kelp in the sea. Plants get their energy from the sun and they grow. This energy passes into the next living thing.

Phytoplankton are the small plants that are the beginning of the food chain for most of the planet.

As phytoplankton grow and multiply, small fish and other animals eat them as food.

Larger animals then eat these smaller ones.

The ocean fishing industry often finds good fishing spots by looking at ocean colour images to locate areas rich in phytoplankton.

Phytoplankton, makes the ocean green-blue.

Healthy oceans need phytoplankton. Phytoplankton is like the fruit and vegetables of the ocean.

90% of marine plants are phytoplankton.

Phytoplankton is responsible for 50% of the world's oxygen renewal.

Discuss

- What is phytoplankton?
- If phytoplankton decreased would it change the world?

Research

- What does phytoplankton need to grow well?

- Is phytoplankton under threat?

Topic 3 – Pests: the Northern Pacific Seastar

Teacher notes

One of many threats to aquatic life is the introduction of new species from other places. Introduced species often causes harm to native animals and environments. In Australia we have many examples of this for example the rabbit, the cane toad and European carp. Not all introduced species are noxious or pests but many are.

Vocabulary/Language

- Native, introduced, noxious, pests, dangerous, reproduce, fish stocks
- Deter, dislodge, drain, dispose, douse, antifoulant

Activities

Discuss images. What do these animals have in common?

Mapping to ESL Frameworks

These tasks may support the learning for the following units. Refer to the curriculum to ensure the appropriate level of language and required skills and knowledge have been addressed.

Reading - Certificate 2 - VPAU499 Element 3 Read a range of formatted texts

Reading – Certificate 3 –VPAU505 Element 1 –Analyse a range of informational texts

Additional Activities

Look up DEPI Fisheries website for media releases on new stories about fishing

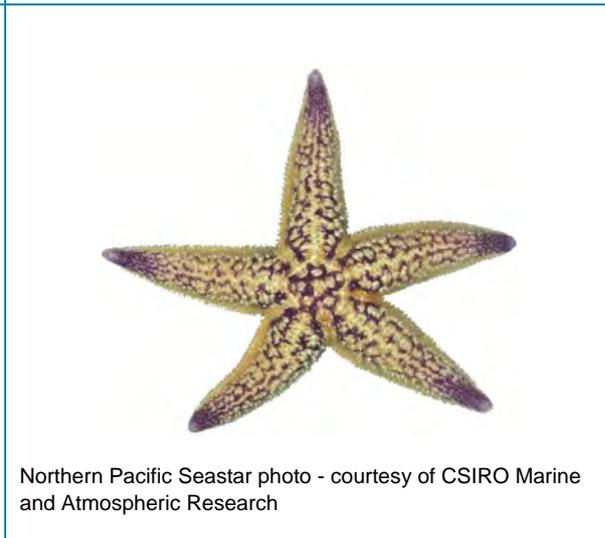
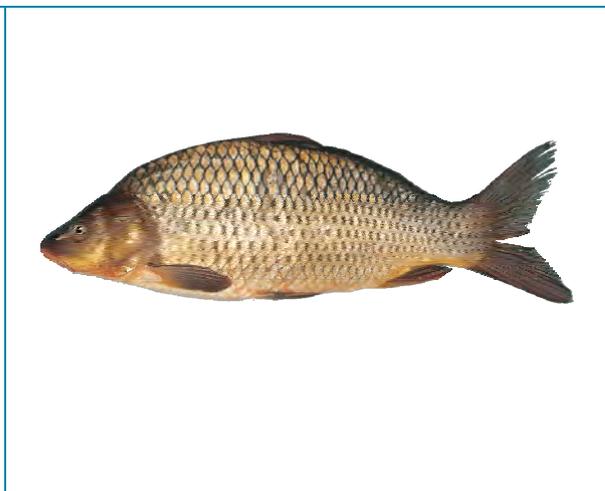
<http://www.depi.vic.gov.au/fisheries>

A serious marine pest considered a threat to Australian marine ecosystems and to aquaculture has been discovered at Wilsons Promontory, in the waters of Tidal River.

Read more: <http://www.theage.com.au/environment/ocean-pest-spreads-to-wilsons-prom-20120518-1yvlo.html#ixzz263Ar2bBi>

Activities: Pests: the Northern Pacific Seastar

Look at these four pictures and answer the questions below.



Northern Pacific Seastar photo - courtesy of CSIRO Marine and Atmospheric Research

1. What are the names of these creatures?

2. Where do you find them?

3. What do you know about them?

4. What do all of these creatures have in common?

Vocabulary

Match the words to the meaning.

Introduced	a danger to
Pest	supply or numbers of fish
Dangerous	an unwanted creature
A threat	harmful, deadly
Fish stocks	brought here from somewhere else

Reading the Northern Pacific Seastar

The Northern Pacific Seastar is one of the worst marine pests in Victoria. It is a threat to fish stocks and the marine environment. These seastars can release millions of eggs. They can grow a full body from one arm.

They eat many native animals like shellfish, barnacles, crabs and other crustaceans, worms, sea urchins and other seastars. They can eat each other when there is no other food.

No animals eat this seastar in Australian waters. The seastar is not harmful to humans. If you remove them from the water you must put them in the bin.

The Northern Pacific Seastar was originally from waters in China, Korea, and Japan. It was first seen in Port Phillip Bay in 1995. It is now everywhere in the bay. The Northern Pacific Seastar is a serious threat to the marine food chains in Victorian waters.

Questions

1. Is the Northern Pacific Seastar native or introduced?

2. Where does it come from?

3. When was the Northern Pacific Seastar first seen in Port Phillip Bay?

4. Why is the Northern Pacific Seastar a threat to native marine species?

5. Why is it able to reproduce and take over in Victorian waters? Give 3 reasons.

6. What should you do if you collect a Northern Pacific Seastar?

Native vs Pest

How can you tell the difference between the Northern Pacific Seastar and native seastars? Look at the pictures to find out.

Native



11 armed seastar

Usually has 11 arms

Colour brown or blue-grey

Large spines



Zig zag seastar

5 arms with rounded tips

Colour brownish yellow with mauve tips

Pest



Northern Pacific Seastar

Pointed tips

5 arms

Mainly yellow and have purple

Arms covered in spines

Jagged ends on arms

(Native seastar photos courtesy T.Bogue)

True or False

The 11 armed seastar is native to Australia.

The 11 armed seastar always has 11 arms.

The zig zag seastar is noxious.

The zig zag seastar is coloured blue-grey.

The Northern Pacific Seastar is has 6 legs.

The Northern Pacific Seastar is yellow and purple.

1. If you found a seastar on the rocks, how would you know if it is a native or the pest the Northern Pacific Seastar ? What are the main things you would look for?

Aquatic pests

Victoria has freshwater and marine water pests that are noxious species.

Freshwater Pests	Marine Pests
Common carp	Northern Pacific Seastar
Mosquito fish	European fan worm
Marron	European shore crab
Weather loach	Japanese kelp

Noxious species must not be returned to the water. Once a pest is in the environment they are very hard to get rid of. It is best to try and stop the spread of them.

People accidentally on their boats, cars, and equipment spread pests and diseases. It is therefore very important to check and clean your equipment when you have been fishing or visiting waterways.

What can you do to help?

Six Ds to Deter Pests

Dislodge all plants and animals and bin them.

Drain water from your boat and gear.

Dispose of unwanted live bait in a bin.

Douse your boat and gear with freshwater.

Dry your boat and equipment.

Don't forget to apply an authorized antifoulant

Note: Antifoulant is a chemical used on the hulls of ships or other marine equipment to stop sea creatures such as limpets, molluscs and algae attaching themselves.

1. Why do you think antifoulant is important?

2. Can you think of any other ways people can help stop the spread of pests?

Language

Can you think of other words that mean the same as; deter, dislodge, drain and douse?

Topic 4 – Our food choices - labels and logos

Teacher notes

This activity looks at the choices we make when we go shopping. Are we buying fish that are from sustainable fisheries? Where do we get that information? What and where should we be looking? There are no easy answers to these questions as information is not always available. However due to consumer pressure and environmental concerns, lobby groups have been able to improve the labelling and laws regarding fishing practices.

Food labels give the consumer all types of information; price, name, brand, weight, ingredients, nutrition information, how to cook or use, used by date, method of production, health benefits, how to store. Labels can also promote the product, i.e. new! Improved! Extra 20% bigger.

Environmental labels or Eco-labels are now commonly used. This gives the consumer the opportunity to buy products that have less environmental impact than others. Examples of eco-labels include: recycling, organic, dolphin safe or dolphin friendly- no drift net, fair trade,

Note: Look for *dolphin safe* tinned tuna rather than only dolphin friendly. The dolphin safe label awarded by the Earth Island Institute has the strictest monitoring system of fishing methods with an independent observer on board vessels over 400 gross tons. Dolphins must not be chased or harmed in any way, intentionally or otherwise.

Vocabulary/Language

Omega 3, toxins, pollution, natural, mercury, cholesterol

Voluntary, approved, standard, retailers, manufacturers, Eco label, product

Activities

Are fish healthy to eat?

Labels and logos matching pictures with their meanings.

Discuss the issues regarding 'dolphin friendly' fish products.

Marine Stewardship Council – working to improve commercial fishing standards and labelling internationally.

Mapping to ESL Frameworks

These tasks may support the learning for the following units. Refer to the curriculum to ensure the appropriate level of language and required skills and knowledge have been addressed.

Reading – Certificate 2 - VPAU499 Element 3 Read a range of formatted texts

Reading – Certificate 3 –VPAU505 Element 1 –Analyse a range of informational texts

Additional Activities

Look up DEPI Fisheries website for media releases on new stories about fishing - <http://www.depi.vic.gov.au/fisheries>

Look up the smart phone app for the Australian Sustainable Seafood Guide

Activities: Our food choices - labels and logos

Are fish healthy to eat?

Yes 

No 

Unsure 

Look up the following words and place them in a good column or the bad column.

Omega 3 toxins pollution natural
Mercury low in fat low cholesterol

Good for health	Bad for health

Food label logos

Match the logo with the words

Health sign	
Dolphin safe	
Can be recycled	
Healthy for your heart	
Halal	

What other logos are common on food packets?

Look at the label

What information can we get from the packets about the food inside?

Food packets can tell us a lot about what is inside food. Collect 5 different packets of food. What information can we find? Fill in the table below.

Food name	Information
1.	
2.	
3.	
4.	
5.	

Fish products at the supermarket

1. What fish products can we buy at the supermarket?

Some examples are:

- Fish fingers
- Tinned salmon
- Tinned sardines

Make a list

2. Which ones are fresh, tinned, dried, frozen?

Look at the labels of some of these products.

3. Do any of the labels say 'Dolphin friendly' or Dolphin safe'? _____

4. What does it mean by 'dolphin friendly'?



Reading activity: Canned and frozen fish

Bring in some fish from home. It could be tinned or frozen in a packet. Look at the packet or tin you have brought to class and answer the following questions.



1. What food is inside this tin?

2. What is the brand name?

3. How much does this tin weigh?

4. What are the ingredients of this food?

5. Does this food say it is dolphin friendly?

6. Can you recycle this tin?

7. This food claims to be healthy. What words or images does it use to show it is healthy?

Buying fish – Labels and logos

Reading - What fish is that?

Labels on fish can be confusing. There's now an Australian Fish Names Standard, but it's only voluntary. Without this information you can't be sure what species of fish you're buying, and it's even less likely you'll be able to find out how it was caught. When you're buying whole fish you might at least have an idea of what you're getting, but fillets can be a complete mystery.

We found plenty of fish in supermarkets and specialist fish shops with names that aren't in the standard, and were disappointed to find that some of these are from the big name brands of frozen fish.

Retailers are now legally required to display the country of origin. However, this can be so vague as to be almost meaningless, such as prawns labelled as coming from "China, Vietnam or Thailand". Manufacturers of canned or frozen fish can also hide behind the catch-all "Made in Australia from local and imported ingredients".

Logos

- **Marine Stewardship Council** This international organisation has developed standards for sustainable fishing, which are published on its [website](#). It has certified sustainable fisheries in most parts of the world, including two in Australia. Its logo on canned or frozen fish is a good indication that the product came from a sustainable fishery.
- **Approved fish names** Retailers displaying this logo are committed to accurately labelling their fish using the Australian Fish Names Standard.



First look

Look at the picture and headings.

1. What do you think this text will be about?

Scan

Scan the text (read through quickly) just looking at key words i.e. nouns and verbs.

2. What are some of the nouns and verbs that you noticed?

3. From these words what can you say about the topic of this story?

Useful words

4. Write down the meanings of the following words

A Standard _____

A regulation _____

Voluntary _____

Mandatory _____

Retailers _____

Big brands _____

Manufacturers _____

Catch-all _____

Imported _____

Certified _____

Detailed read

5. What is the main idea of this text?

6. What information is given to support this main idea?

7. What conventions does this article use to give information?

8. How does the writer feel about this information? How do we know?

What CHOICE wants

In the UK many unprocessed fish products must now be labelled with the production method, that is, whether it was farmed or caught in the wild, and where. CHOICE would like to see a similar mandatory system here. Meanwhile, if the species of fish or its country of origin is unclear, don't buy it.

This text is from an article in Choice magazine in 2008.

<http://www.choice.com.au/reviews-and-tests/food-and-health/food-and-drink/safety/the-facts-on-fish/page/labels%20and%20logos.aspx>

The Marine Stewardship Council



- Go to the Marine Stewardship Council website.
<http://www.msc.org/>
- Click on the Home page tab and the About us tab.
- 1. What is an ecolabel? Describe in your own words.
- 2. What other languages is this website in?
- 3. What is the goal of the MSC?
- Click on the Where to Buy tab.
- Then, click on Sustainable seafood product finder
- You can now find MSC labelled seafood available in your country
- Use drop down bar and Select a country to get started
- Choose Australia.
- 4. How many MSC certified products does Australia have?
- 5. Is this an increase or decrease from 2008? Check Choice article.
- 6. Do you eat any of the products that are listed? Name them.
- Look at the left-hand side column. You can refine your choice by choosing: Brand or Retailer, Fish Species, Product Type, Change country. Click on Fish Species – Tuna
- Have a look for other seafood products that you eat from Australia or other countries. Can you find them?
- 7. If a product is not on this list what might it mean?

Topic 5 - Buy safe and legal seafood

Teacher notes

This activity explains what some of the laws and fines are regarding the buying and selling of seafood. It also highlights the importance and how it impacts on human health and the health of our fish stocks and marine environments. Note that the fines are regularly reviewed and changed. Some of the information may become out of date. Look up on DEPI fisheries website for current information.

Vocabulary/Language

Angler, Recreational fishing licence, Commercial fishing, licence, Fish wholesalers, Fish retailers, Consumers

Activities

Vocabulary and brainstorm ideas of what the laws and fines might be.

Reading a pamphlet "Illegal take for sale" for information about the laws and fines regarding the buying and selling of seafood. Note: The pamphlet reading is for Certificate 3 level however lower levels may still do the lead in activity and discuss the ideas. Teachers can use the information in the pamphlet to answer any questions.

This is to- i) protect consumer health, ii) protect fish stocks and iii) protect the commercial fishing industry.

Mapping to ESL Frameworks

These tasks may support the learning for the following units. Refer to the curriculum to ensure the appropriate level of language and required skills and knowledge have been addressed.

Reading – Certificate 3 –VPAU505 Element 1 –Analyse a range of informational texts

Additional Activities

Look up DEPI Fisheries website for media releases on new stories about fishing

<http://www.depi.vic.gov.au/fisheries>

Look out for current local news stories that may cover any illegal activity in your community.

Activities: Illegal take for sale

Write down the meanings to these words

- Angler _____
- Recreational fishing _____
- Commercial fishing _____
- Fish wholesalers _____
- Fish retailers _____
- Consumers _____
- Recreational fishing licence _____
- Commercial fishing licence _____

Discuss

If you go fishing in Victoria, can you sell your fish? Yes or No

- At the market?
- At the shops?
- To friends?

What is the name of the laws (acts)?

Why do you think it is illegal for recreational anglers to sell their fish?

Brainstorm ideas

1. _____
2. _____
3. _____

What are the fines?

Guess and discuss with your classmates.

Fines? Up to how much money? Up to \$ _____

Jail term? Up to how many years? Up to _____ years

Other? _____

Reading

Read the pamphlet "Illegal take for sale" on next two pages. Answer the following questions.

1. Who is the writer of this article?

2. Why has it been written? What is the purpose of the article?

3. What information does it give us? Tick the information that is in the article.

Fines of selling seafood illegally	<input type="checkbox"/>	Types of fish to buy (species)	<input type="checkbox"/>
Fisheries laws	<input type="checkbox"/>	The size of fish to buy	<input type="checkbox"/>
Names of places to buy seafood	<input type="checkbox"/>	Jail terms for illegally selling fish	<input type="checkbox"/>
A phone number to call to report illegal fishing	<input type="checkbox"/>	Reasons why it is not good to illegally sell fish	<input type="checkbox"/>

4. If a restaurant or shop buys your fish or seafood they could be fined up to \$120 000 as an individual or up to \$500 000 as a company and up to 10 years jail under the Fisheries Act of 1995.

True or False _____

5. If you sell the fish and seafood that you catch you can fined up to \$150 000 and up to 10 years in jail.

True or False _____

It is illegal to sell recreationally caught fish (including bait and shellfish) in Victoria.

If you are caught, the angler and buyer could face significant fines and jail terms.



Who do I contact if I suspect 'illegal take for sale' activity?

If you:

- are approached by a recreational angler trying to sell their catch; or
- suspect a seafood business is sourcing its seafood illegally.

Report them to Fisheries Victoria's 24 hour, 7 day a week reporting service 13 FISH (☎ 13 3474)

If you would like to receive this information/ publication in an accessible format (such as large print or audio) please call the Customer Service Centre on 136 186, TTY 1800 122 969, or email customer.service@dpi.vic.gov.au.

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Illegal take for sale



DEPARTMENT OF
PRIMARY INDUSTRIES | fisheries

DEPARTMENT OF
PRIMARY INDUSTRIES | fisheries

Illegal take for sale

Anglers illegally selling their catch without a commercial licence threaten the sustainability of our fisheries resources, and are a major problem in Victoria.

Is it illegal to sell my recreationally caught fish?

Yes. Selling fish without a legitimate commercial licence to do so is illegal. As a recreational angler, you must not:

- take fish (including bait and shellfish) for sale, barter or exchange; or
- sell fish or expose fish for sale.

Why is it important for anglers not to sell their catch?

Selling recreationally caught fish undermines the legitimate commercial fishing sector and our shared fisheries resource. It affects fish stocks and threatens the sustainability of our fisheries.

Illegal seafood supply chains negatively impact the availability and price of seafood for customers as well as increasing consumer health risks.



What species are most commonly involved?

Fish commonly involved in illegal take for sale includes:

- marine scalefish such as tuna, snapper and whiting
- freshwater scalefish such as Murray cod
- molluscs such as abalone, pipis and calamari/squid.

What happens if you're caught selling fish without a commercial licence?

Individuals found selling their catch could:

- Be prosecuted and fined over \$150,000; and
- Receive up to 10 years jail

What happens to the buyer?

Restaurants and seafood businesses found receiving or selling recreationally caught seafood could:

- be prosecuted and fined over \$150,000 as an individual or over \$800,000 as a company; and
- receive up to 10 years jail.



As a recreational angler you must not:

- sell
- offer to sell
- barter; or
- exchange fish (including bait and shellfish) without a legitimate commercial licence to do so.



Topic 6 - Sustainable fish table

Teacher notes

This activity looks at what fish are sustainable and healthy in a table produced by Choice in 2008. This is to increase consumer awareness in food choices, in particular to increase knowledge regarding sustainability.

Vocabulary/Language

Sustainably harvested, omega 3, types of fish

Reading symbols and a legend.- i.e. star ratings, coloured fish, smiles,

Fish menu- trading hours, daylight saving, prices, types of fish

Numeracy – locating prices, addition and subtraction using money, comparing prices

Activities

Reading the Choice Sustainable Fish table. Using the symbols to find information.

Comparing information of a fish and chip menu and the sustainable food table.

Mapping to ESL Frameworks

These tasks may support the learning for the following units. Refer to the curriculum to ensure the appropriate level of language and required skills and knowledge have been addressed.

Reading -Sustainable Fish Table- Fact Sheet

Certificate 2 - VPAU499 Element 3 Read a range of formatted texts

Reading -Sustainable Fish Table- Fact Sheet and comparing information with the Fish and Chip shop menu

Certificate 3 –VPAU505 Element 1 –Analyse a range of informational texts

Reading and Numeracy 1- Fish and Chip Menu

Certificate 1 – VPAU 496 Element 3 – Read short, simple informational texts

VU20783- Recognise numbers and money in simple, highly familiar situations

Reading and Numeracy 2 - Fish and Chip Menu

Certificate 2 - VPAU499 Element 3 Read a range of formatted texts

VU20769 – Work with numbers and money in simple familiar situations

Additional Activities

For more Choice articles about fish go to <http://www.choice.com.au/reviews-and-tests/food-and-health/food-and-drink/safety/the-facts-on-fish/>

For information on Mercury in Fish www.betterhealth.vic.gov.au

Sustainable fish table - Fact sheet

Table notes

Fish name: For fresh fish we've used the preferred name from the Australian Fish Names Standard; for processed fish we've used the name on the label for ease of recognition.

Omega-3s: This gives an indication of the amount of EPA and DHA — the omega-3 fatty acids that confer health benefits — per 150g serving of fish. The actual values vary with the season and where the fish was caught, and some fish names such as 'pacific salmon' and 'prawns' cover several different species. The recommended daily intake is 600mg for men and 400mg for women.

- ★ ★ ★ More than 1000mg per 150g serve.
- ★ ★ Between 1000mg and 500mg per 150g serve.
- ★ Between 500mg and 200mg per 150g serve.
- ☆ Less than 200mg per 150g

We calculated the values for processed fish from information on the packaging; for fresh fish from data published by the CSIRO.

Aquaculture See Fish farming

Sustainably harvested: This is a contentious issue on which opinions differ, and often there's a lack of hard scientific evidence. We've tried to assess the most likely status of each of the fish in the table based on Australian government and United Nations Food and Agriculture Organisation surveys.



From what appear to be a sustainable fisheries.



Fish that are under pressure and may be overfished.



Overfished and of significant conservation concern.

(A) Can be from a number of different species.

FISH NAME (IN ORDER OF OMEGA-3S WITHIN GROUPS)	OMEGA-3 FATTY ACIDS	ORIGIN	SUSTAINABLY HARVESTED
FISH SHOP AND DELI COUNTER			
Swordfish	★ ★ ★	Fiji, Indonesia	🚫
Atlantic salmon	★ ★	Australia	🌱 Aquaculture
Spanish mackerel	★ ★	Australia	🚫
Blue-eye trevalla	★	Australia	🚫
Flathead (A)	★	Australia	🌱
Flounder	★	NZ	🌱
John Dory	★	Australia, NZ	🚫
Mullet	★	Australia	🌱
Sand whiting	★	Australia	🌱
Snapper	★	Australia	🚫
Barramundi	☆	Australia	🌱 Aquaculture
Basa	☆	Vietnam	🌱 Aquaculture
Ling	☆	Australia, NZ	🚫
Orange roughy	☆	Australia	🚫
Prawns (A)	☆	Australia, China, Vietnam, Thailand	🌱 Aquaculture
Tuna (A)	☆	Australia, Fiji, Indonesia, Thailand	🚫
FROZEN			
Atlantic salmon	★ ★ ★	Australia, Norway	🌱 Aquaculture
Flathead	★	Malaysia	🌱
Hoki or Blue grenadier	★	NZ	🌱
John Dory	★	Australia, NZ	🚫
Heke	☆	South Africa	🌱
CANNED			
Herring	★ ★ ★	Canada	🚫
Mackerel	★ ★ ★	Scotland	🌱
Pacific salmon (A)	★ ★ ★	Canada, USA	🌱
Sardines (A)	★ ★ ★	Portugal	🌱
Tuna (A)	★ ★	Thailand	🚫

This article was published in **Choice magazine** in 2008.

For more articles about fish go to <http://www.choice.com.au/reviews-and-tests/food-and-health/food-and-drink/safety/the-facts-on-fish/>

Activities: Sustainable fish table - Fact sheet

FISH NAME (IN ORDER OF OMEGA-3S WITHIN GROUPS)	OMEGA-3 FATTY ACIDS	ORIGIN	SUSTAINABLY HARVESTED
FISH SHOP AND DELI COUNTER			
Swordfish	* * *	Fiji, Indonesia	
Atlantic salmon	* *	Australia	Aquaculture
Spanish mackerel	* *	Australia	
Blue-eye trevalla	*	Australia	
Flathead (A)	*	Australia	
Flounder	*	NZ	
John Dory	*	Australia, NZ	
Mullet	*	Australia	
Sand whiting	*	Australia	
Snapper	*	Australia	
Barramundi	☆	Australia	Aquaculture
Basa	☆	Vietnam	Aquaculture
Ling	☆	Australia, NZ	
Orange roughy	☆	Australia	
Prawns (A)	☆	Australia, China, Vietnam, Thailand	Aquaculture
Tuna (A)	☆	Australia, Fiji, Indonesia, Thailand	
FROZEN			
Atlantic salmon	* * *	Australia, Norway	Aquaculture
Flathead	*	Malaysia	
Hoki or Blue grenadier	*	NZ	
John Dory	*	Australia, NZ	
Hake	☆	South Africa	
CANNED			
Herring	* * *	Canada	
Mackerel	* * *	Scotland	
Pacific salmon (A)	* * *	Canada, USA	
Sardines (A)	* * *	Portugal	
Tuna (A)	* *	Thailand	

Reading Comprehension

1. What type of text is this? (Tick ✓)

a letter

an application

a newspaper article

a menu

a table

an invoice

2. What do you think the purpose is of this text?
(*Why was it written and for whom?*)

3. How does this text present information?

4. How can we find a copy of this text?

5. How do we know what is the healthiest fish to eat?

List the fish:

6. How do we know what are the most sustainable to eat?

List the fish:

Fish and chip takeaway

Compare the information on the Sustainable Fish Table Fact Sheet with a local fish and chip menu.

See below or bring one from your own local fish and chip shop.



The menu for Sea Blue Fish and Chips features a decorative border with a diamond pattern. At the top, there are illustrations of four fish: two red snappers and two blue fish. The title 'Sea Blue Fish and Chips' is written in a large, blue, serif font. Below the title, the menu is divided into three sections: Fish, Seafood, and Snacks. The Fish section lists various types of fish with their prices, including a note that all grilled fish are 30c extra and lemon is available on request. The Seafood section lists scallops, calamari rings, squid rings, fish cakes, prawns, and crab sticks with their respective prices. The Snacks section lists minimum chips, dim sims, and potato cakes. At the bottom, the address '66 Anglers Street, SPRATSVILLE' and telephone number '9666 0001' are listed, along with trading hours for Monday through Saturday, Fridays, and public holidays, including a note about daylight saving time. The bottom of the menu is decorated with another diamond pattern and illustrations of four fish, mirroring the top.

Fish

- Flake \$4.60
- Snapper \$4.60
- Flounder \$4.60
- Couta \$4.60
- Barramundi \$4.80
- Whiting \$4.80
- Hake \$4.30
- Blue Grenadier \$4.30
- Sea Perch \$4.80
- Flat Head \$4.80
- Fish Bite \$1.00
- (All grilled fish 30c extra)
- Lemon on request

Seafood

- Scallops \$1.80
- Calamari rings 80c
- Squid rings 3 for \$2.00
- Fish cakes \$2.40
- Prawns \$1.80
- Crab stick \$1.40

Snacks

- Minimum chips \$2.00
- Dim Sims 80c
- Potato Cakes \$1.00

**66 Anglers Street,
SPRATSVILLE**
Telephone 9666 0001

TRADING HOURS
Monday - Saturday 10.30-8.00pm
Fridays 10am - 9.00pm
Public Holidays 11.30-8.00pm
Daylight saving = extended opening time

Comparing information

- Does the fish and chip shop sell sustainable fish? If yes, list.
- Do they sell any fish, which are threatened?
- Are there any healthy fish to choose? Which ones?
- If you were buying from this shop what fish would you order? Why?

Reading and Numeracy 1 - Look at the fish shop menu.

1. What is the name of the shop?
a. Spratsville b. Sea Blue Fish and Chips c. Takeaway
2. What is the street address?
a. 666 Anglers St b. 66 Spratsville St c. 66 Anglers St
3. What time does the shop open on Monday?
a. 9.00am b. 10 am c. 10.30am
4. What time does the shop close on Saturday?
a. 8pm b. 9pm c. 10.30pm
5. How many hours is the shop open on Tuesday?
a. 10 hours b. 11 hours c. 9 ½ hours

6. Prices \$ - How much do these cost?
- | | | | |
|----------|----------|---------------|----------|
| Flounder | \$ _____ | Crab stick | \$ _____ |
| Flake | \$ _____ | Potato cake | \$ _____ |
| Whiting | \$ _____ | Calamari ring | \$ _____ |

7. Buying – How much will it cost to buy.....?
- a. 2 whiting and \$3 of chips _____
 - b. 3 potato cakes and 2 dim sims _____
 - c. \$3 chips and 3 flake _____

- If I paid with \$50 how much change will I get?
- a. _____
 - b. _____
 - c. _____

Reading and Numeracy 2 - Look at the fish shop menu.

1. What is the name of the shop?

2. What is the address?

3. What time does the shop open on Monday?

4. What time does the shop close on Saturday?

5. How many hours is the shop open on Tuesday?

6. During daylight saving what will be different? Why?

Prices \$

7. What is the most expensive fish on the menu?

8. What is the cheapest fish on the menu?

9. What is the cheapest item on the menu?

Buying – How much will it cost?

10. How much will it cost to buy 3 barramundi and 10 Calamari rings and \$6 worth of chips?

11. If I pay using \$50 how much change will I receive?

12. How much will it cost to buy 4 grilled whiting, 2 flake and minimum chips?

13. If I pay with \$100 how much change will I receive?



Section 4: Fishing safely

Section 4: Fishing safely

Teachers Summary:

This section aims to give students knowledge to protect themselves or their loved ones if they wish to go rock fishing.

Victoria's coastline's and waterways can be extremely dangerous, especially for people who have no experience with such environments. Submerged logs, currents and cold water in relation to inland waters including lakes, rivers and streams can cause death as can rips, waves and slippery surfaces in an ocean setting.

Between 2000 and 2013, there were 12 rock fishing related deaths in Victoria. Nine of these involved individuals from the culturally and linguistically diverse community. With an increase in people from new communities settling in Victoria, this message is becoming increasingly important.

Topic 1 – Fishing safely

Teacher notes

Reading a short story about a person going fishing to learn what to prepare and take.

Vocabulary/Language

Weather report, mobile phone, tidal information, first aid kit, life jacket, rocks, alcohol,

Simple present tense – I take, I go, I read

Negation – I don't like....., I don't wear,

Activities

Read Van's Story. A story of going fishing safely.

Cut out the sentences and paste into own booklet.

Copy story – practise writing in own notebooks.

True or False questions- comprehension Reading Comprehension questions.

Practise Why questions? With because – oral response and written response.

Vocabulary practice. - Look, say, spell, cover, write and check

Mapping to ESL Frameworks

These tasks may support the learning for the following units. Refer to the curriculum to ensure the appropriate level of language and required skills and knowledge have been addressed.

Reading – Van's Story

Certificate 1 - VPAU496 Element 3 Read short, simple online and paper based informational texts

Writing – Own Fishing Story

Certificate 1 – VPAU 496 Element 4 Write short simple informational texts

Note: This activity may demonstrate Certificate 2 level writing VPAU500 Element 4- Compose a short written text about a familiar situation, event or experience.

Additional Activities

Read the Victorian Recreational Fishing Guide or go online for more fishing safety ideas.

<http://www.depi.vic.gov.au/fisheries>

Activities: Fishing Safely

Reading - Van's Story

Hi, my name is Van.

I like to go fishing with my friends.

I check the weather report before we go.

We tell our families where we are going and when we will come back.

We take our mobile phones with us.

We read all the signs.

We ask people if we are not sure about the fishing rules at the place.

We wear life jackets on the boat, rocks and riverbanks.

We watch the waves on the rocks. We never turn our backs on the sea.

We take a first aid kit with us.

We take some food and water with us.

We take hats, sunscreen and sun glasses with us.

We don't drink alcohol when we are fishing.

We don't want any accidents.

We like to catch fish to eat.

Van's Story – Going Fishing

Read the story again and then answer true or false.

True or False- tick in the right box.

	True	False
I don't like fishing.	<input type="checkbox"/>	<input type="checkbox"/>
I go fishing alone.	<input type="checkbox"/>	<input type="checkbox"/>
I don't tell my family where I am going fishing.	<input type="checkbox"/>	<input type="checkbox"/>
I take my mobile phone with me.	<input type="checkbox"/>	<input type="checkbox"/>
I read the signs.	<input type="checkbox"/>	<input type="checkbox"/>
I don't read the weather report.	<input type="checkbox"/>	<input type="checkbox"/>
I wear a life jacket on a boat.	<input type="checkbox"/>	<input type="checkbox"/>
I wear a life jacket on the rocks.	<input type="checkbox"/>	<input type="checkbox"/>
I wear a life jacket driving to fishing.	<input type="checkbox"/>	<input type="checkbox"/>
I take a first aid kit.	<input type="checkbox"/>	<input type="checkbox"/>
I don't take food and water.	<input type="checkbox"/>	<input type="checkbox"/>
I don't drink alcohol when fishing.	<input type="checkbox"/>	<input type="checkbox"/>
I don't turn my back to the sea on rocks.	<input type="checkbox"/>	<input type="checkbox"/>

Why? What do you think?

Read the following questions and make some answers using 'because'.

For example:

Why does Van go fishing with his friends?

Van goes fishing with his friends because he likes it.

1. Why does Van check the weather?

2. Why does Van take his mobile phone?

3. Why does Van read the signs?

4. Why does Van wear a life jacket?

5. Why does Van never turn his back on the ocean?

6. Why does Van take a first aid kit?

7. Why does Van wear a hat, sunglasses and sunscreen?

Topic 2 – Going fishing

Teacher notes

This section provides some reading and speaking activities around fishing safely and or responsibly.

Vocabulary/Language

Modals positive and negative: must , mustn't, have to, should, shouldn't,

Sequence markers: First, then, now, next, finally.

Adverbs of frequency: Always, never

Expressing opinion: I think.....because.....

Activities

Speaking activity deciding what to take on a fishing trip. Discussion and decision making group activity. Explaining choices to each other.

Reading fishing with the family.

Reading instructions "How to release a fish". Writing instructions using sequence markers. Giving instructions orally on how to release a fish safely.

Speaking activity. Asking for and giving advice about children going a fishing trip.

Mapping to ESL Frameworks

These tasks may support the learning for the following units. Refer to the curriculum to ensure the appropriate level of language and required skills and knowledge have been addressed.

Speaking – How to release a fish

Certificate 1 – VPAU494 Element 2- Give short, simple everyday verbal instructions or directions

Certificate 2 – VPAU498 Element 4 – Give a set of simple verbal instructions or directions

Speaking – Fishing Safely for Children - giving advice to a friend

Certificate 1 – VPAU493 Element 2 -Make and respond to simple requests or inquiries

Certificate 2 – VPAU497 Element 2 -Participate in simple conversations.

Additional Activities

Memory game to reinforce vocabulary – variation on I went shopping game, i.e. I went fishing and I took a

Activities: Going fishing

Going fishing with the family? What do you need to take?

Imagine you are taking your family fishing for the weekend. What will you need to take? Brainstorm your ideas with the class. Give your reasons for your choice.

Work in pairs. Make a list of things you will bring.

- Choose 10 things you must bring
- Choose 6 things you should bring
- Choose 6 things you shouldn't bring

Report back to the class your list. Use the following sentence starter as a guide.

- I need to take
- I must take
- I have to take
- I should take
- I shouldn't take.....

Note: Instead of 'take' you could use other words, such as; pack, bring,

You could also use 'we or you' instead of 'I'.

After listening to everyone's ideas, come up with a list that the class agrees are the 10 most important things to take fishing.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Present your ideas in a conversation, giving advice to a friend who is going fishing.

Fishing with the family

There are more than 50 family fishing lakes in Victoria. These lakes are stocked with fish regularly. These lakes provide opportunity for all ages of people to fish. The Family Fishing Guide from the DEPI - Fisheries Victoria gives lots of advice on:

- places to fish and maps,
- how to cast on and use equipment,
- what bait to use,
- how to release fish safely
- general fishing safety.

Read the instructions

How to release a fish

- Move quickly and gently.
- Use wet hands.
- Try and touch the fish as little as possible.
- Wet anything the fish touches.
- Hold the fish in the water and move it forwards.
This will push water through its gills so it can swim again.

Write these instructions into sentences using sequence markers.

First, then, now, next, finally.

Speaking

Now try and remember these instructions and tell someone how to release a fish safely.

Reading: Fishing safely

- Always fish with a partner, preferably an adult
- Always let someone at home know where you are going fishing and what time you will be back
- Learn to swim.
- Take care with sharp knives and hooks.
- Avoid steep and unstable banks.
- Watch out for snakes when near inland waterways.
- Be careful and sensible at all times.

1. Can you think of any other advice to give people when they are going fishing?



Speaking

Imagine your child is going on a camping and fishing holiday with school. They are very excited. Give them some advice about how to behave safely.

You must _____ You should _____

You mustn't _____ You shouldn't _____

Remember to use openings and closings.

Express your feelings and attitudes.

Clarify or repeat any information if necessary.

Topic 3 – Leaving messages

Teacher notes

This activity focuses on the types of information that should be given to people when going fishing. Reading and writing of messages in note and email format is covered.

Vocabulary/Language

Formatting of messages in note and email form

Informal written language; use of abbreviations, short sentences, implied subject

Activities

Reading messages and answering questions regarding meaning, details and inferred meaning. Comparing written messages.

Mapping to ESL Frameworks

These tasks may support the learning for the following units. Refer to the curriculum to ensure the appropriate level of language and required skills and knowledge have been addressed.

Reading – Messages

Reading 1 Certificate 1- VPAU495 Element 1 - Read short, simple everyday written messages for immediate everyday purposes.

Reading 2 Certificate 2 – VPAU499 Element 1 – Read simple personal letters or email messages.

Reading 3 Certificate 3 – VPAU 504 Element 1 – Read a range of formal and informal letters or email messages.

Writing messages

Writing 1 Certificate 1- VPAU495 – Element 2 -Write short simple everyday messages for immediate everyday purposes.

Writing 2 Certificate 2 – VPAU499 Element 2 – Write simple personal letters or email messages.

Writing 3 Certificate 3 – VPAU 504 Element 1 – Read a range of formal and informal letters or email messages.

Additional Activities

Emailing practice.

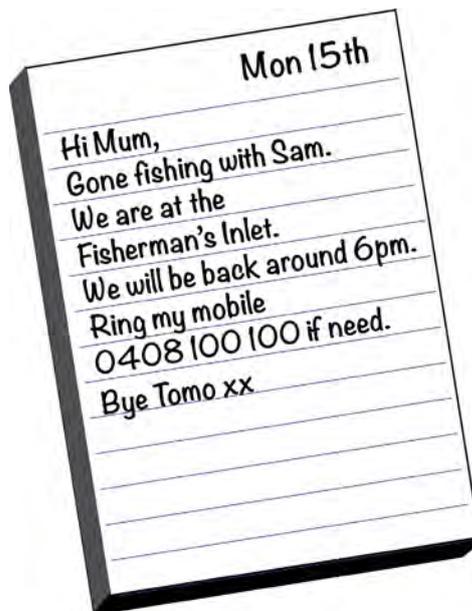
Activities: Leaving messages

Reading 1

Message 1



Message 2



Questions

1. What are these texts?
 - a. Story
 - b. advertisement
 - c. message
 2. Who are they to?
 - a. Mum
 - b. Dad
 - c. Tomo
 3. Who wrote them?
 - a. Mum
 - b. Dad
 - c. Tomo
 4. Why were they written?
 - a. To inform about the weather.
 - b. To inform about fishing trip.
 - c. To say hi to Mum
 5. What does Mum need to do?
 - a. Ring at 5pm
 - b. Have dinner ready at 6pm.
 - c. Ring if need.
 6. Which message is the best one? Why?
-

Writing 1

If you were going on a fishing trip what message would you write?

Remember to include:

- Greeting
- Day or date
- Where you are going?
- How long for?
- Who are you going with?
- When you will be back?
- What will you be doing?
- Contact information
- Good bye, names

Draft

Date	_____
To	_____

Final Copy

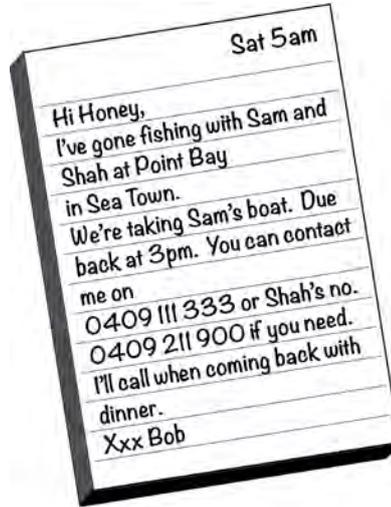
Date	_____
To	_____

Reading 2

Message 1



Message 2



1. Who are these notes for?

2. Who are they from?

3. What are they for? What's the main reason they have been written?

4. Which note is better? Why?

5. In message 2, where have they gone?

6. How many people are going fishing?

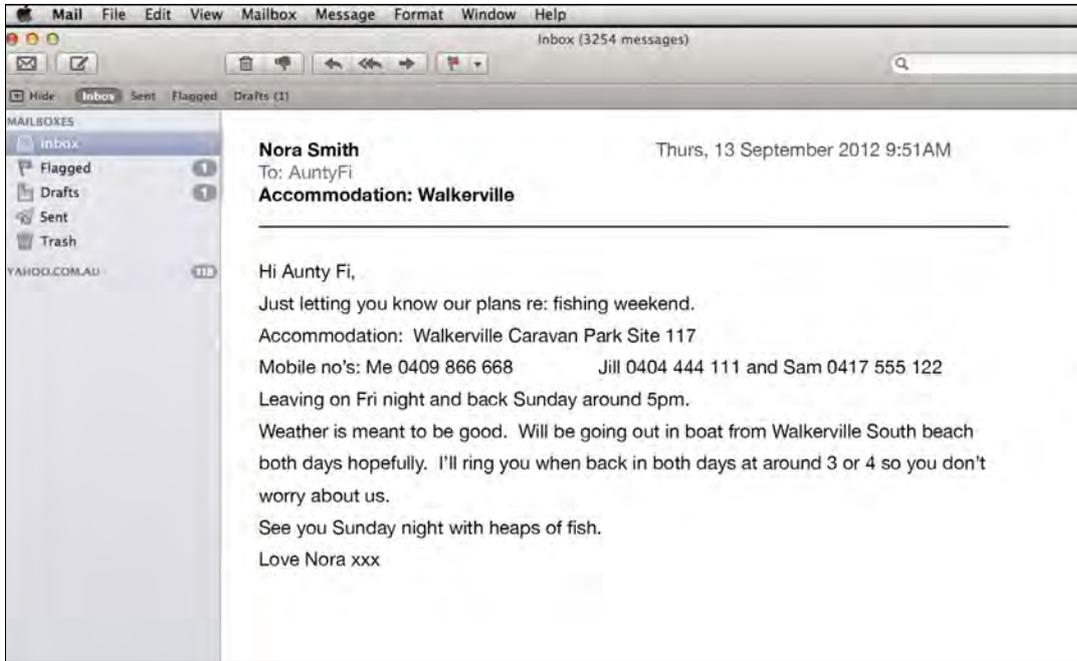
7. When are they coming back?

8. What will he bring?

9. Is there anything Honey needs to do?

10. How long in total will Bob be gone for?

Reading 3



Questions

1. What kind of text is this?

2. Who is writing this text?

3. Who are they writing to?

4. Why are they writing it?

5. How long are they away for?

6. Where are they staying?

7. Does Aunty Fi need to do anything?

Your opinion

- Is this a good message? Why or why not?

- Is there any other information you could include? If yes, what?

Language

- Is this a formal or informal message? _____

- How do you know? Give some examples. _____

Writing 3

Imagine you are going away for a weekend fishing trip. Write an email to someone informing them of your trip.

Plan:

- Where?
- When?
- Who with?
- What will you be doing?
- Contact details?
- Expected time of return?
- Other details?

In this email remember to:

- Plan and draft your email
- Use conventions of an email
- Sequence information
- Use appropriate staging; greeting, statement of purpose, explanation, other details, closing
- Proof read and correct final draft

Draft:

Final:

Write and send final copy electronically to your teacher.

Use spell check and grammar check on your work.

Topic 4 – Rock fishing

Teacher notes

The 'Do's and Don'ts' of rock fishing. Every year Australians are washed away from rocks when rock fishing. Many of these deaths were preventable if people followed some simple safety measures.

Vocabulary/Language

Imperative form of verbs

Adverbs : Always and Never

Intended, tides, spot, personal floatation device, waders, gear, ledge, escape route, swell, danger, trust, makeshift,

Notorious stretch of coast, swept off, onlooker, notified, revived, unconscious, coroners report, lifesaver, plea, spate

Activities

Reading a list Safety tips when Rock fishing.

Reading a news story about a rock fishing accident.

Mapping to ESL Frameworks

These tasks may support the learning for the following units. Refer to the curriculum to ensure the appropriate level of language and required skills and knowledge have been addressed.

Reading - Safety tips

Certificate 2 – VPAU499 Element 3 Read a range of everyday formatted texts

Certificate 3 – VPAU504 Element 3 Analyse a range of formatted texts.

Reading - News story

Certificate 2 – VPAU500 Element 1 Read online and paper-based information texts.

Certificate 3 – VPAU505 Element 1 Analyse a range of informational texts.

Additional Activities

Local News Stories - Look up local newspaper for local fishing accidents. Discuss potential dangers in your own local area regarding fishing.

Discuss - Read both stories about Rock Fishing. Discuss the meanings and answers to the questions. Now ask the class to close their books and notes. Write on the board the following words. ALWAYS, SEEK, NEVER, CHECK, WEAR, DON'T, WEAR, OBSERVE, HAVE, ALWAYS, NEVER. Try and remember the advice. Write the advice in your own words. It doesn't matter if it isn't exactly the same as the safety tip sheet. The importance is the content and your own writing.

(Or this could be done as an oral memory exercise)

The man mentioned in the news article now works as a speaker for Life Saving Victoria. Contact Life Saving Victoria and organise a guest speaker to talk about water safety.

Activities: Rock fishing

Story – Rock fishing accidents

Every year in Australia anglers lose their lives when rock fishing. Rock fishing can be very dangerous. Read below some safety tips when rock fishing.

Safety tips when rock fishing:

- **ALWAYS** tell friends or family of your plans – where you are going and when you will be returning.
- **SEEK** out local advice on your intended fishing spot – what are the tides and how to access a spot.
- **NEVER** fish alone. One person should watch the sea at all times as conditions can change dramatically in a short time.
- **CHECK** water and weather conditions before you go.
- **WEAR** a properly fitted personal flotation device and carry safety gear and a first-aid kit.
- **DON'T** wear waders when rock or ledge fishing – wear light clothing that will allow you to swim easily if you are washed in.
- **WEAR** appropriate footwear with non-slip soles.
- **OBSERVE** first and fish later. Take time to judge your intended spot before fishing to get an idea of tidal and sea conditions plus access and escape routes.
- **HAVE** an escape plan. If the swell threatens your position, leave immediately.
- **ALWAYS** obey danger signs and never trust access and escape aids such as ropes and makeshift steps.
- **NEVER** turn your back on the sea.

Some useful vocabulary

1. What do the following words mean:

Personal floatation device _____

Non-slip shoes _____

Escape route _____

Makeshift steps _____

News story from ABC News Gippsland

Fisherman swept off rocks near San Remo

Updated March 13, 2012 11:51:04

A rock fisherman is dead after fishing off a notorious stretch of coast near San Remo, south-east of Melbourne.

The man, who is believed to be in his 50s, was fishing in an area known as the Punchbowl when he was swept off the rocks.

An onlooker notified the water police who retrieved him from the water unconscious.

He could not be revived.

The Punchbowl was the subject of a coroner's report and warning in 2005 and is nominated by Lifesaving Victoria as a high-risk area.

Jennifer Roberts from Lifesaving Victoria has issued another plea to rock fishermen to wear life jackets.

"We have had quite a spate of rock fishing deaths over recent years," she said.

"In 2009 there were another three rock fishing-related deaths in Victoria and a number of those were in that Punchbowl area."

First posted March 13, 2012 10:48:34

<http://www.abc.net.au/news/2012-03-13/fisherman-swept-off-rocks-near-san-remo/3885958/?site=gippsland>

Questions

1. What is this story about?

2. What type of text is this?

3. Where do you find text like this?

4. What is the purpose of this writing? (Why was it written?)

5. Where is San Remo?

6. What happened to the man in his 50's?

7. Where is Jennifer Roberts from?

8. Do you think the man who drowned followed all of the safety tips on the other page? Why? Or Why not? (Find the answer in the text)

9. What kind of place do you think Punchbowl is?

Topic 5 – Tidal information

Teacher notes

It's important to check the tide times for the beach you're visiting. The tide comes in and out twice a day. This means the beach that you arrived at in the morning can be a very different place later in day. Many of us have experienced being trapped on a beach because a tide has come in. Also some people have been caught out by daylight saving and changing times.

Vocabulary/Language

Tide, high tide, low tide, tidal

Times, days and dates

Activities

Reading tidal information including in a table format.

Mapping to ESL Frameworks

These tasks may support the learning for the following units. Refer to the curriculum to ensure the appropriate level of language and required skills and knowledge have been addressed.

Reading - Certificate 1 – VPAU496 Element 3 Read short, simple online and paper based informational texts

Numeracy – VU20788 Recognise and locate numeracy information in simple, highly familiar tables and graphs. Element 1

Additional Activities

Go to www.willyweather.com.au or another website or newspaper and check tides times.

Activities: Tidal information



Discuss

- What are tides?
- When are the tides high?
- When are the tides low?
- When is it best to fish, high tide or low tide?
- Why should we be careful with tides?
- Where can we find information on tides?

Know the tide times

It's important to check the tide times for the beach you're visiting. The tide comes in and out twice a day. This means the beach that you arrived at in the morning can be a very different place only a few hours later. For example, if you walk out at low tide, you may not be able to return if the tide comes in and the water rises.

If you're at the beach with children, make sure they are not playing somewhere that could be cut off if the tide comes in.

You can find out the tide times in the local newspaper or online at

www.willyweather.com.au

Tidal information

	Friday 4	Saturday 5	Sunday 6
Low	1.06am 0.4m	1.52am 0.4m	2.37am 0.4m
High	6.32am 0.9m	7.26am 0.9m	8.20am 0.9m
Low	1.02pm 0.3m	1.42pm 0.3m	2.23pm 0.4m
High	7.30pm 1m	8.07pm 1m	8.43pm 1m

1. What are the times for low tide on Friday? _____
2. What are the times for high tide on Sunday? _____

Reading a table – Tidal information

Look at the table and answer the following information

1. On Friday 4th low tide in the morning is at?
 - a) 6.32am
 - b) 1.52am
 - c) 1.06am
2. On Saturday 5th high tide in the afternoon is at?
 - a) 8.07pm
 - b) 7.30pm
 - c) 8.43pm
3. On Sunday 6th low tide in the afternoon is at?
 - a) 6.32am
 - b) 1.52am
 - c) 2.23pm
4. On Sunday 6th high tide in the morning is at?
 - a) 8.20am
 - b) 6.32am
 - c) 1.06am
5. Are the times for low tide the same each day? Yes / No
6. Are the times for high tide the same each day? Yes / No

7. How many times a day does the tide come in?

8. Who needs to read this information?

9. Where can you find information like this?

10. If you went for a walk along a rocky beachfront in the morning at 10-11am will it be safe to return?

11. When are the most dangerous times? Why?

Topic 6 – Fishing spots

Teacher notes

These activities look at going fishing and the information you need or might find at these places. There is also a webpage finding fishing locations activity.

Vocabulary/Language

Names of towns and cities, rivers, lakes,

Using symbols including NEWS North, East, West, South

Website- left hand, right hand, click, scroll, column

Symbols for 'No' – no fishing, no diving, no swimming, no spear fishing

Fishing closure, prohibited, possess, penalty, regulation, boundary, situated, downstream

Activities

Reading maps, locating information, and using symbols including the NEWS symbol.

Using a webpage to find information regarding fishing locations.

Reading signs at fishing spots and waterways- Fishing Spots and Goulburn River Closure.

Mapping to ESL Frameworks

These tasks may support the learning for the following units. Refer to the curriculum to ensure the appropriate level of language and required skills and knowledge have been addressed.

Reading –Map of Victoria and NEWS

Certificate 1 VPAU495 Element 3 Read short simple forms for immediate personal social purposes.

Reading - Fishing locations Following instructions website activity

Certificate 2- VPAU500 Element 2 Follow simple written directions or instructions

Reading signs – Fishing Spots

Certificate 1 – VPAU495 Element 3 Read short simple forms for immediate personal social purposes.

Reading Signs- Goulburn River Fishing Closure

Certificate 2 – VPAU499 Element 3 Read a range of everyday formatted texts (with support)

Certificate 3 – VPAU504 Element 3 Analyse a range of detailed formatted texts

Additional Activities

The Family Fishing Guide has is a small booklet that provides information on 50 locations around Victoria for that are family friendly places to fish. The booklet provides maps, legend of facilities and the types of fish available. Look at the booklet for information and interpreting visual information as well as written.

Activities: Fishing spots

Map of Victoria

Using the map of Victoria on the following page mark the places that are mentioned below.

1. The capital city, Melbourne.
2. Other cities or large country towns. For example;

Ballarat Lakes Entrance

Bendigo Sale

Swan Hill Mallacoota

Mildura Wodonga

Echuca Warrnambool

Horsham Hamilton

Shepparton Geelong

3. Mark any major rivers with a blue line and name.



4. Mark and name any lakes you know. Draw a small lake.

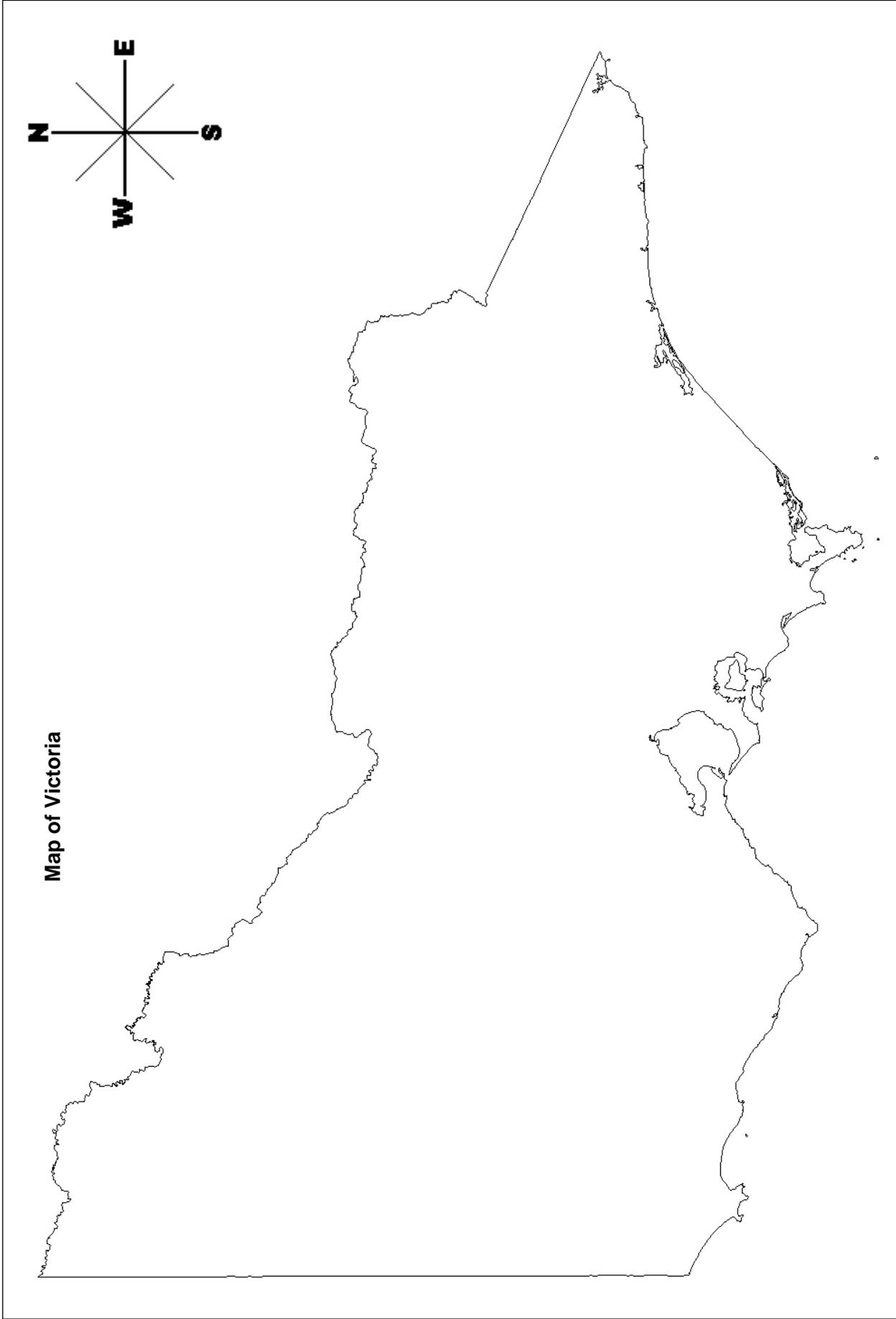


5. Draw a house symbol where you live.



6. Mark any good fishing spots you know. Use a fish sign.





Map of Victoria

The NEWS symbol

1. What do these letters mean?

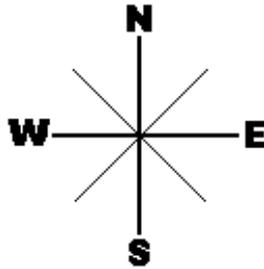
N-E-W-S

N = _____

E = _____

W = _____

S = _____



2. Look at the map.

What towns or cities are in the north of Victoria?

What towns or cities are in the east of Victoria?

What towns or cities are in the west of Victoria?

What towns or cities are in the south of Victoria?

3. Ballarat is north of Melbourne.

Where is Geelong?

Where is Warnabool?

Where is Sale?

Where is Bendigo?

Fishing Locations

- Go the DEPI Fisheries website <http://www.depi.vic.gov.au/fisheries>
- Look in left hand column and Click **on Recreational Fishing.**
- Look in left hand column and Click on **Fishing Locations.**

1. Where do you live? Are you Inland or a Coastal area? _____

- Look at the places and click on your area. *i.e. Coastal – Port Phillip Bay*

2. List the names of the popular species in your area.

_____	_____
_____	_____
_____	_____
_____	_____

3. Scroll down to the **map of fishing spots**.

List the names of the places of the fishing spots.

4. Have you been to any of these places to visit and or fish?

Fishing spot rules

Discuss

Different places may have different rules.

- Why do you think this is?
- When you go fishing at a new spot always check the rules for that place.
- Where can you check?



Read the following signs

What do they mean? Draw a line from the message to the picture.

No fishing



No swimming



No diving



Unstable ground. Be careful.



No spear fishing



Fishing area



Reading Signs

First look

Have a quick look at this sign.



1. What is the picture of?

2. Where would you find a sign like this?

3. What do you think it is about?

4. Who do you think this message is for?

First reading

1. Where is the location of this sign?

2. What is the main message of the sign?

3. What is the \$2100 for?

4. Who has written this sign? How do you know?

Vocabulary check guess meaning

Look up and check

Prohibited _____

Possess _____

Penalty _____

Regulation _____

Boundary _____

Situated _____

Downstream _____

Detailed reading- reading for specific information

1. What is the area that the sign talks about?

From _____ to _____

2. How long is this area?

3. Will only people fishing in this area be fined?

4. Why do you think there is a closure in this area?



Section 5: Fisheries Victoria

Section 5: Fisheries Victoria

Teachers Summary

The Department of Environment and Primary Industries (DEPI), Fisheries Victoria, is committed to managing and protecting Victoria's inland and marine fisheries.

They do this in a number of ways, education, enforcement, research and management. This section aims to introduce some of the different roles that people have within Fisheries Victoria, and what people can expect if they meet these people out in the field and how they can help by stopping others disobeying the fisheries regulations.

In this section, it is particularly important to introduce the role of the fisheries officers. These will be the people most people will encounter when they are engaged in recreational fishing. They have extensive powers when undertaking their roles and it is important that people understand their obligations when they are inspected.

However it is recognised that some people have a fear of authority, especially uniforms, depending on the experiences they may have been exposed to in their place of origin. This chapter also aims at 'humanising' the fisheries officer so that if inspected peoples fear is reduced and the experience can be more interactive and positive.

It is also important to empower others. This section also discusses 13-fish and how you can also make a positive difference to sustainable fishing.

Since the inception of 13FISH in 2003, more than 16,438 calls have resulted in:

- the issuing of 1,114 infringement notices ('on the spot' fines)
- 129 prosecutions launched
- 2,567 intelligence reports generated
- the seizure of countless pieces of fishing equipment, and
- a number of significant investigations undertaken.

Because people cared about what was happening in the aquatic environment, individuals doing the wrong thing have been made accountable for their actions. Through the media generated by such offences it has also helped educate more people within the community about the importance of sustainable fishing.