



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? _____

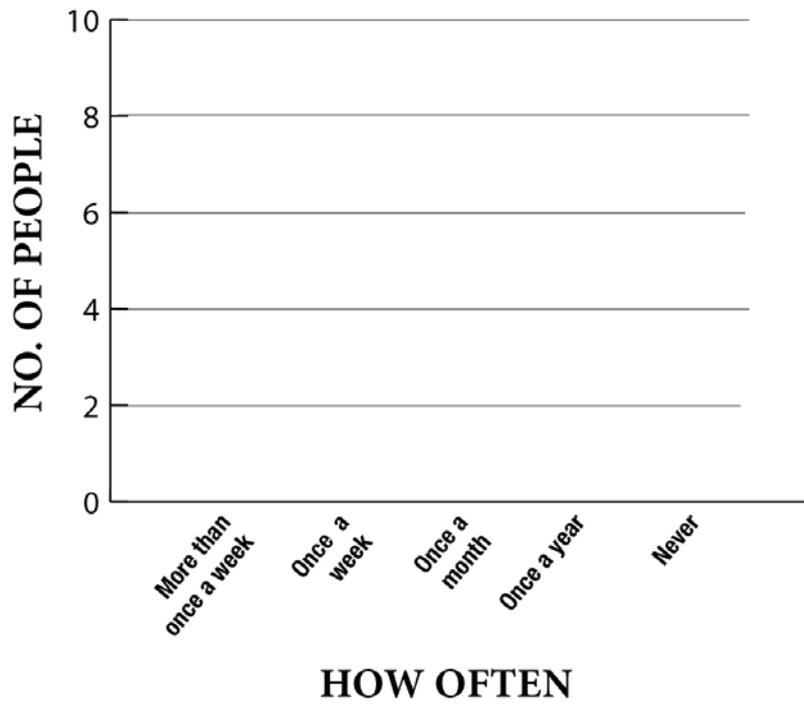
2. I eat fish and seafood _____

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.



Topic 1 – Working with Fisheries

Teacher notes

This activity is to introduce learners to two people who work for Fisheries Victoria. This activity is to inform people of what types of jobs fisheries officers do and to personalize the officers.

Vocabulary/Language

Illegal, equipment, report, helpful, activity, registration, vehicle, involved, patrols, enforcement

Location, cross street, grid reference, landmarks, hotline

Activity

Read the introductory page to “Working for Fisheries” and discuss with the class.

Listen to the Fisheries Officers talking about their jobs. Answer questions and discuss answers. Level 1, 2 and 3 dialogues are provided. Note: If you do not have access to the recordings of the Fisheries Officers you may do the same activity but using the written scripts and using them as a reading activity.

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.

Listening – Story 1 and Story 2

Certificate 1- VPAU494 Element 3 Interpret simple oral texts

Certificate 2- VPAU 498 Element 1 Interpret simple informational oral text.

Certificate 3 – VPAU503 Element Interpret an informational oral text

Reading Story 1 and Story 2

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

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

Read more about the roles of Fisheries Officers on the DEPI website.

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

Activities: Working with Fisheries

Working for Fisheries Victoria

Fisheries Victoria is a government department. It looks after recreational, commercial and aquaculture fisheries in Victoria. It hopes to manage fishing so we can have a good fish and seafood resource both now and in the future.

Some of the jobs in Fisheries Victoria are:

- Education officer
- Researcher
- Enforcement Officer
- Community engagement officer



Discuss

- Have you ever met anyone who works for Fisheries Victoria?
- What is their job?
- Do you recognise their uniform?

Listen to the stories of the people who work for Fisheries Victoria.



Level 1

Answer the questions.

Story 1:

1. What is her name?

2. What is her Job? (Tick 1)

- Community Engagement Officer
- Education Officer
- Senior Researcher

3. What does she do?



Story 2:

1. What is her name?

2. What is her Job? (Tick 1)

- Community Engagement Officer
- Education Officer
- Senior Researcher

3. What does she do?



Level 2

Answer the questions.

Story 1: Natashar

1. What is this text about?

2. What is her Job title? (Tick 1)

- Community Engagement Officer
- Education Officer
- Senior Researcher

3. How long has she worked at Fisheries Victoria?

4. Does she like her job? Why or why not?

Story 2: Julie

1. What is this text about?

2. What is her Job title? (Tick 1)

- Community Engagement Officer
- Education Officer
- Senior Researcher

3. How long has she worked at Fisheries Victoria?

4. Does she like her job? Why or why not?

Level 3

Answer the questions.

Story 1: Natashar

1. What is her Job title?
 - Community Engagement Officer
 - Education Officer
 - Senior Researcher
2. How long has she worked at Fisheries Victoria?

3. What qualifications does she have?

4. Does she like her job? Why or why not? How can you tell?

5. What is the tone and register of this talk?

6. What do you think about this work? Does it sound good to you? Why or why not?

7. Who might want to listen to this text?

Story 2: Julie

1. What is her Job title?

- Community Engagement Officer
- Education Officer
- Senior Researcher

2. How long has she worked at Fisheries Victoria?

3. What qualifications does she have?

4. Does she like her job? Why or why not? How can you tell?

5. What is the tone and register of this talk?

6. What do you think about this work? Does it sound good to you? Why or why not?

7. Who might want to listen to this text?

Reading 1

Natashar – 1

Hi my name is Natashar. I work for Fisheries. My job is Community Engagement Officer. I like working here because I get to work with lots of different people.

Julie – 1

Good morning my name is Julie and I work for Fisheries. And my job here is as an education officer. And I like working here because I love the ocean and the sea.

Reading 2

Natashar – 2

Hello my name is Natashar. I work for Fisheries Victoria. I have worked here for 15 years. My job is senior community engagement officer. My work involves educating the community. I like working here because I get to work with lots of different people.

Julie – 2

Good morning my name's Julie and I work for Fisheries Victoria. I've worked here for about 15 years. And my job involves being an education officer. My work here involves going out in the field into the marine environment and taking people into the field. I like working here because I love the ocean love marine animals and love working with people.

Reading 3

Natashar – 3

Good morning my name's Natashar. I work for Fisheries Victoria and have worked here for 15 years. My job is community engagement officer, which involves helping people understand fishing regulations. My qualifications are a degree in resource management.

The best things about my job are meeting people, but the hardest thing to do is to help people who don't speak English. In the future I hope to help many people understand the fishing rules and why they are important.

Julie – 3

Good morning everyone, my name is Julie and I work here for Fisheries Victoria in the Marine Discovery Centre. I've worked here for about 15 years. My job here is as an education officer in the Marine Discovery Centre. My work involves lots of things. I take groups out into the field into the marine environment and teach them all about the marine environment.

My qualifications are as a Marine biologist. I did a Bachelor of Science and marine biology. I'm also a qualified teacher. The best things about my job are actually getting out into the environment so taking groups out on boats to the rock pools, snorkeling all those fun things.

The hardest things about my job are having to do lots of paperwork and work on the computer. And in the future I hope to continue working here because I love this place.

Topic 2 – Powers

Teacher notes

These activities look at the actual powers of fisheries officers. The news story includes legal terms around illegal fishing. The class discussion activity encourages learners to brainstorm and share their ideas of the powers of fisheries officers, before they research and check their answers.

Vocabulary/Language

Summons, incur penalties, fine, imprisonment, seized, covert operation, surveillance, apprehending, uniformed, plain clothes, patrols, monitor, bust

Activities

Read, answer questions and discuss the news story “Boat and Car seized in Altona Fish Sales Bust”.

Discuss the legal and fisheries vocabulary

Discuss ideas regarding powers of fisheries officers and research the answers.

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 - 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

Book an education officer from the DEPI to come and visit your class.

Read local news stories or media releases in your local area regarding illegal fishing busts.

Note: The fines in the news story may no longer be current. Check current fine amounts.

Activities: Powers

Reading News story

Boat and Car seized in Altona Fish Sales Bust

13 February 2008

A Laverton man caught by Fisheries Officers selling fish illegally has had his car and boat seized. Fisheries Victoria Acting Operations Manager Bill McCarthy said Fisheries Officers carried out covert surveillance of the man's activities late last week before apprehending him in Footscray on Friday afternoon.

"Fisheries Officers carried out surveillance of the 59 year-old man at the Altona boat ramp, his premises in Laverton and at a Footscray fish outlet. "The man was caught selling about 50 fish, including King George Whiting and large Snapper, to the Footscray fish outlet. "It is illegal for people to sell fish caught recreationally and the man will be charged on summons. The man's boat, car, mobile phone, fishing equipment and cash, allegedly from the fish sales, were seized," Mr McCarthy said.

"Uniformed and plain clothed Fisheries Officers carry out regular patrols of fishing areas in Port Phillip Bay to monitor illegal fishing activities. "Selling fish illegally can incur penalties of up to a \$10,743 fine, six months imprisonment or both," Mr McCarthy said. Members of the public can report illegal fishing activities to the Victorian Fisheries reporting hotline 13 FISH (13 3474), 24 hours a day, seven days a week.

1. Read the headline. What do you think the story is about?

2. Read the first paragraph. What information are we given about:

who? _____

when ? _____

where? _____

what? _____

Read the whole story.

3. What has the Laverton man done wrong?

4. Who has caught the man?

5. How did they know he was doing something wrong?

6. Find these words in the news story. What do you think they mean?

Legal words	Fisheries Officers work
summons Incur penalties fine imprisonment	seized covert operation surveillance apprehending uniformed plain clothes patrols monitor

Reading for detail – True or false

7. The Laverton man's name was Bill McCarthy.

8. Fisheries officers were all uniformed.

9. They caught the man in Footscray at his fish shop.

10. The man was caught selling 50 fish, including King George Whiting and large Snapper.

11. The Fisheries Officers took his car, boat, mobile phone, fishing equipment and cash from fish sales.

12. He was fined \$10,743 and six months prison.

What do you think?

13. Do you think the man should be fined? If yes, how much?

14. Should he be jailed? Why or why not?

15. Would you buy fish from a recreational fisher? Why or why not?

16. Would you call 13FISH and report illegal activity? Why or why not?

Powers of Fisheries Officers

Discuss with the class

What powers do you think Fisheries Officers have?

Read the statements in the table. Agree or disagree with the following statements.



Fisheries Officers can	Agree	Disagree
See your fishing licence.		
Inspect your bags		
Search your car		
See your identification		
Search your house		
Arrest you		
Follow you secretly if they believe you are doing something wrong		
Take your money		
Take your children		
Seize your car.		
Seize your fishing equipment and boat		

Research and discuss

- Find out the answers to the statements above.
- Look online and read
- Correct your own answers.
- Discuss your findings with the class.

Topic 3 – Fish stocking

Teacher notes

This activity aims to inform people about fish stocking. What it is and why it is done.

Vocabulary/Language

Hatchery, hatching, eggs, yearlings, fingerlings, grams, release

Stock, stocking, anglers, waterways, native fish, estuaries, dams, marine

Reading information in a table, years, no's into 1000s and millions

Activities

Look at photo and identify and name pictures. Discuss the life cycle of a fish.

Read Fish stocking information and discuss the vocabulary

Read the Stocking Summary table

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 – Fish Stocking

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

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

Reading and Numeracy – Stocking Summary Table

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

VU20796 Element 2 Interpret statistical information in familiar and routine tables and graphs. (ACSF 3 level)

Additional Activities

Read the 'Family Fishing Guide' for information on lakes that regularly stocked of fish for angling. Guide provides maps and legends.

Note: There are Family Fishing Lakes. These lakes have different rules to other Victorian waters regarding size and bag limits. There are no size limits and but a limit to 5 fish. They are usually stocked prior to 2nd and 3rd school term holidays. The idea of these lakes is to provide children, people with limited mobility and their families angling opportunities. For more information see the Family Fishing Guide or the Victorian Recreational Fishing Guide or the DPI Fisheries website.

Activities: Fish stocking

What do you think these photos are of?

Can you match the words with the pictures?

hatchery fish eggs fish eggs growing eggs hatching fingerlings releasing fish

Can you put the photos into order of a fish life cycle?



Vocabulary

The word 'stock' can be a verb or a noun.

- a. Read these sentences and discuss the meaning. Is the word 'stock' a verb or a noun?

When you go shopping you might hear the following sentences.

"Sorry, we have run out of stock."

"We have to order in more stock."

"More stock will arrive on Friday."

"We are going to stock the shelves today".

"They had stocked their shop with more food for the holidays."

- b. Write a definition

To stock something is to..

- c. What do you think 'fish stocking' means? Discuss

Read the following sentences for clues.

The Fisheries officers are stocking the lake with trout.

Every year the DEPI stock lakes with trout and salmon for anglers.

- d. Write a definition

Fish stocking is to

Discuss

- Have you ever been to an area that has been stocked with fish? Where was it? What types of fish were there?
- Why do you think the DEPI stock fish each year in public waterways of Victoria?
- Look at the "Family Fishing Guide" for maps of some places that are regularly stocked.

Trout Stocking

Between April and November each year DEPI release 350,000 -450,000 trout and salmon into the Victoria's public waterways. Most of these fish are released into lakes. These fish provide more opportunities for recreational fishing.

Native Fish Stocking

Between November and April each year, the DEPI stock around 2 million native fish fingerlings averaging less than 1 gram each. Most of these fish are golden perch or Murray cod.

Marine Stocking

At the moment research is being done to look at the practicality of stocking marine waters. 12 estuaries have been identified as possible locations for fish stocking.

Fish in farm dams

Stocking fish in farms dams for personal use, such as recreational fishing, is a popular pastime. It is important that people stock their dams with fish that are native to the area.

Reading

First scan the text

a. What do you think this text is about? What is the topic?

b. Who do you think might read this text?

Reading for details: *True or False*

- The DEPI release fish into Victorian waters between April and November.
- The DEPI stock fish in Victorian waters between November and April.
- 2 million trout and salmon are released each year.
- Fish fingerlings are less than 1 gram each.
- Native fish include golden perch and Murray cod.
- The DEPI stock marine waters now.
- It is illegal to stock private dams.
- You can stock private dams with fish but they should be native fish.
- In the future some marine estuaries may be stocked with fish.
- Trout fish are stocked in lakes to provide more fishing opportunities for people.



Stocking Summary

Year	Salmonids				Native fish							TOTAL
	Brown trout	Rainbow trout	Chinook salmon	Atlantic salmon	Murray cod	Golden perch	Australian bass	Silver perch	Macquarie perch	Trout cod	Estuary perch	
1999	230,925	104,275	11,200	0	161,632	566,000	10,000	17,000	0	0		1,091,032
2000	265,915	112,460	2,500	5,300	137,008	400,000	10,200	5,000	0	22,430		960,813
2001	160,821	165,927	6,839	0	242,250	376,220	10,000	10,000	0	51,700		1,023,757
2002	154,447	160,367	0	15,000	332,425	566,000	22,450	20,000	0	30,000		1,300,689
2003	195,290	121,911	9,750	5,000	185,950	296,500	79,350	15,000	0	44,260		953,011
2004	229,977	135,590	27,500	2,550	243,979	620,725	10,000	15,000	0	30,000		1,315,321
2005	228,519	125,252	34,685	2,500	194,500	725,000	10,000	20,000	0	24,900		1,365,356
2006	196,630	173,719	20,650	0	281,850	298,270	0	10,000	0	10,400		991,519
2007	62,421	135,807	6,150	0	119,895	544,090	0	5,000	0	0		873,363
2008	184,617	183,233	0	0	257,250	565,700	0	10,000	0	300		1,201,100
2009	152,575	210,788	0	0	276,200	936,500	0	10,000	0	2,300		1,588,363
2010	246,370	459,912	0	0	434,140	1,163,000	52,000	31,000	3,500	7,000		2,396,922
2011	372,913	306,714	0	16,005	806,570	1,129,600	102,270	36,000	8,300	6,000		2,784,372
2012	stocking currently underway				885,807	1,069,440	47,000	46,000	3,620	325	7,000	2,059,192

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Read the 'Stocking Summary' Table

- Is rainbow trout a native fish or a salmonoid? _____
- Is Silver perch a native fish or a Salmonoid? _____
- How many native fish types are stocked? _____
- Which year had the most fish stocked? _____
- Which year had the least fish stocked? _____
- What type of fish was the most stocked in?
 1999 _____
 2005 _____
 2011 _____

7. What information does this table give us in the horizontal top row?

8. What information does this table tell us in the columns?

9. Where does this information come from?

10. Who is this information for?

Topic 4 – 13 FISH

Teacher notes

This activity aims to inform and encourage people to report illegal fishing actions. It explains the process and the information required to make a report.

Vocabulary/Language

Illegal, equipment, report, helpful, activity, registration, vehicle, involved, patrols, enforcement

Location, cross street, grid reference, landmarks, hotline

Activity

Read the 13FISH card and fill it in with appropriate information.

Discuss reporting illegal fishing activity.

Look at photos and identifying the problem. Discuss the issues.

Report illegal activity – Role play- Speaking and listening activity. Brainstorm with learners and record on whiteboard their ideas. If you rang 13FISH to report someone doing the wrong thing, what do you think they might ask? i.e. your name, location, description of people doing the wrong thing, what they are doing, car or boat number plate, your phone number, etc. Adapt to suit levels of learners.

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 13FISH

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

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

Writing-13FISH card

Certificate 1-VPAU496 Element 4 Write short, simple informational texts.

Certificate 2 -VPAU499 Element 4 Complete formatted texts for a range of purposes.

Speaking - Report illegal activity – Role play

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

Certificate 3 – VPAU502 Element 4 Participate in a range of transactions

Additional Activities

Find local news stories of illegal fishing. Use the real stories to create a role play with your learners.

Activities: 13 FISH

Read the card below



Helpful information includes:

Time and date of activity:	Vehicle/boat registration:
_____	_____
Place:	Activity:
_____	_____
_____	_____
No. of people involved:	Equipment:
_____	_____

Information provided will assist in planning patrols and enforcement operations when no immediate field response is possible.

Reading

1. What is this for?

2. Who wrote it?

3. What does it tell us to do?

4. What does helpful mean?

Writing

- Pretend you have just seen some illegal fishing of abalone.
- What information will you give?
- Fill in the card on the next page with details.

Helpful information includes:

Time and date of activity:

Vehicle/boat registration:

Place:

Activity:

No. of people involved:

Equipment:

Information provided will assist in planning patrols and enforcement operations when no immediate field response is possible.

Class discussion:

- What would you do if you saw some people catching fish that looked too small?
- What would you do if you saw someone fishing in the intertidal zone?
- What would you do saw people using sharp knives to pick out pipis or take off abalone?
- Would you report illegal activity? Yes or no? Why or why not?

What is the problem?

For each of the following pictures identify the problem.



1. What other types of illegal activities around fishing might occur?

Speaking

Calling 13FISH

In this task you are going to practice calling the illegal fishing hotline.

Firstly you will look at a map and be given your location by your teacher.

Reading a Map

What is the grid reference? What map number is your location?



What is the nearest cross street? Are there any other landmarks?

Give simple personal information

You are ringing 13FISH (13 3474) to report some illegal fishing activity . You will need to say:

- What the problem is.
- Your location
- Your telephone number.
- The closest cross street.
- Describe the people involved in illegal fishing.
- Give details about their boat or car.
- Answer any questions the officer asks you.
- Ask for them to repeat or explain if you are not sure.

Reflection

Do you think your message was understood?

Do you think you could do this in real life?

Topic 5 – Review

Teacher notes

These activities are to review knowledge and vocabulary used in this unit of work about fishing legally, sustainably and safely.

Vocabulary/Language

All terms used in this resource including fishing terms and legal terms

Activities

Class auction- game to test our knowledge of key ideas around fishing legally

Word find– review of vocabulary used in this resource.

Design and make a poster – from all the knowledge you have gained from this unit of work design a poster to: help inform people in the community about a fishing law or regulations, how to look after a marine or inland environment, how to choose legal and sustainable fish to eat, etc.

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.

Writing- Design and create a poster

Certificate 1- VPAU496 Element 4 Write short simple informational texts

Certificate 2 – VPAU500 Element 3 Write a simple information text

Certificate 3 – VPAU505 Element 2 Write a informational text.

Additional activities

Get learners to create their own crossword, word find or quiz to test knowledge of other learners.

Activities: Review

What have you learnt?

Brainstorm in your class all the things you have learnt about fishing safely and sustainably.

For example:

- Rules and regulations
- Sizes, equipment,
- Closed seasons and protected species
- Noxious species
- Pollution, overfishing
- _____
- _____

How to report illegal activity

Identify an issue or interest about fishing in your local area that you think people should know more about.

Design a poster about this issue or interest.

Remember to:

Plan and draft your poster

Locate all the relevant information

Select and order information

Choose a design, layout and formatting

Use appropriate vocabulary and grammar to convey message

Proofread and correct final draft with guidance

Discuss your ideas with your teacher. Look at other posters to get ideas of layout and design.

Plan

Topic idea: _____

Pictures: _____

Headings and sub headings to use

Main message/s

Draft

Teacher notes

Test your knowledge- Class Auction

Aims:

A fun way to reinforce learning of ideas and language is to play the auction game. We found this worked really well with our classes after they had had a number of lessons about the regulations of fishing and a talk from a Fisheries Education Officer.

Materials

Play money- u \$10, \$20, \$50, \$100 (make as much as needed for participants- recommended \$1500 for each group)

An energetic teacher to play the role of an auctioneer

Class Auction True/False – question and answer sheet

Whiteboard and white board maker

Pre-learning

Make sure the learners understand the word and idea of an auction and auctioneer (acting it out will help)

Make sure the learners have covered the content on the True/False sheet. Change the sentences to suit what your learners have covered. Make sure you have mostly 'Trues' as this what the groups will be buying.

Rules of the auction- Instructions to learners

You are going to have many sentences read out to you. (Note: they can also be written for learners if you wish). Some of these sentences will be true and some will be false.

You should try and buy as many True sentences as possible. You will make a bid with your money. Just like in a real auction you can bid higher than others if you really want that sentence. Remember there are many sentences to bid for, you will need enough money for the whole game. You will lose a point if you buy a 'false' sentence.

The group that buys the sentence will have that recorded on the board i.e.

Example: On board

Group 1	Group 2	Group 3
Sentences 2, 5, 6,	Sentences 3, 4, 9	Sentences 8, 10,,12

Sentences not bought: 1, 7, 11,

At the end of the auction the auctioneer (teacher) will check the answers with the class and allocate 2 points for each true sentence that was bought. If a false sentence was bought it will be minus 1 point.

Teacher Worksheet

Test your knowledge- Class Auction. True/False question and Answer Sheet

Listen carefully to each sentence. Bid for only the sentences you think are 'True'. Remember you are bidding as a team. Consult with your group before bidding.

The auctioneer will shout "Going once, going twice, going 3 times to....." The decision of the auctioneer is final, no dispute will be entered into.

True/False

1. A 45 year old man with no concession card will have to buy a recreational fishing licence.
2. You need a fishing licence to go fishing when you are 70 years old.
3. If a Fisheries officer asks to see your bags you must show them
4. If a Fisheries officer asks to see your fishing licence you must show them.
5. If a fisheries officer asked to see your car you don't need to show them
6. You should return undersize fish to the water.
7. You don't have to measure shellfish.
8. Fisheries officers are always in uniform.
9. It is illegal to take abalone of 9 cm in length.
10. Some people like to fish with their family for fun.
11. You can fish for snapper of 21cm or longer.
12. You can fish for bream of 28cm or longer.
13. If you are rock fishing you should wear a life jacket.
14. You can sell your fish at the market.
15. You can give your fish to someone else in return for other goods i.e. a bucket of lemons.



Answers

Answers - Section 1: Introducing the topic of fish

Many of the activities in this resource are to encourage discussion around the habits, beliefs and knowledge of people and their cultures to consuming and collecting/fishing for fish. Many of these activities hence do not have correct answers as all classes would have people from different backgrounds with different answers. However where there are definitive answers they have been included in this answer sheet section.

Note the term fish as used by DEPI Fisheries includes all sea creatures including molluscs, sharks, marine worms, anemones and so on.

Topic 1 – Fishing stories

Read the stories and fill in the table.

Name	Country	Live	Fishing for	Fishing place
Hanh	Vietnam	Halong Bay	Fish and crabs	The bay
Abdul	Somalia	Mogadishu	Yapuri	ocean
Adan	India	West Bengal	carp	Dam
Fred	Tonga	Fonoifua Island	Octopus	ocean

Topic 2 - Do you eat fish?

1. How many people eat fish more than once a week? 10 people
2. How many people never eat fish? 4 people
3. How many people eat fish once a week? 6 people
4. How many people were interviewed in total? 34 people
5. How do these results differ from your class? (answers will vary)
5. What does the vertical axis tell us? The number of people
7. What does the horizontal axis tell us? How many times people eat fish
8. What do most people do? Eat fish more than once a week
9. What do the least people do? Never eat fish

Topic 3 Seafood

Answers will vary for each section depending on learner knowledge and experience.

Seafood and shopping

Sentence starters

I buy..... I buy fresh fish from the market.

I eat I eat fish soup.

I fish I fish at the river.

I cook I cook fish curry for my family.

Other useful vocabulary

Answers will vary

Topic 4 - Fish recipes

First reading – Discuss

What measurements are used? Cups, tablespoons

Method, action verbs used toss, preheat, divide, cut, slice, place, put

Second reading - Read the recipe and find the answers

1. What is the name of this recipe? Baked fish and vegetables
2. What vegetables are in this recipe? Onions
3. How many tomatoes do you need? 3
4. What is in the sauce? Garlic, lemon juice, mustard and oil
5. What does drizzle mean? Pour lightly
6. What does toss mean? Turn over
7. Where do you find recipes? Recipe books, magazines, hand written from friends and family
8. How many people is this recipe for? 4 people
9. How long will it take to make in total? 35 minutes (10 mins preparation and 25 mins cooking)

Cooking methods

Baking	heating/cooking in the oven usually with a little oil
Broiling	direct heat in the oven using steam as well to cook
Frying	cooking with oil in a frying pan
Grilling	cooking under or on top of a grill- direct heat
Poaching	cooking gently in water
Stewing	cooking for a long time in the oven usually with vegetables

Topic 5 - Fish symbols

1. Utagawa Hiroshige, Japanese, 1830-1844, Edo period
In Japan, the carp is a symbol for perseverance
2. Ancient Chinese
In China, the fish is symbolic of unity and fidelity as it is noted that fish (particularly koi) often
3. Christian Fish symbol
In Christianity, the fish is a symbol of abundance and faith
4. Matsya: The Fish
Hindu-India

Topic 6 - Flashcards

Which ones

Can be eaten by humans

All of the sea creatures can be eaten by humans even the seaweed and kelp. However some species are protected and therefore it is illegal to capture and eat them. i.e. seahorses, sea dragons

Can you find in the ocean (Saltwater)

Look on the cards at Marine and or Estuarine

Can you find in the river or lakes (fresh water)

Look on the cards at Freshwater

Can you fish legally

All except the protected species. Although their may be size and bag limits. See the cards information.

Are healthy to eat

Most fish are healthy to eat. Be careful of mercury levels in some fish.

Can you find in waterways near where you live

Answers will vary

Have you ever tasted before

Answers will vary

Are dangerous

(dangerous to humans) Sharks

Are endangered

Sea horses, trout cod

Are native to Australia

Look at 'native' on the card

Are food for the fish

Most of the plants and smaller creatures provide food for the fish. See section 3 and food webs for the higher order and lower order food

Topic 7 - Fish and chip Friday

Reading Comprehension

1. What is the topic of this text? Fish and chips on Friday night
2. Where would you find a text like this? In a newspaper or magazine
3. Who is the text written for? People reading a paper or magazine. People interested in reading about food and or traditions.
4. Who do you think wrote it? A writer of a magazine or paper
5. What is the purpose of this text? (What does it aim to do?) Inform people about a past tradition in Australia.
6. What reasons does the writer give for the popularity of fish and chips? Religion, quick and cheap meal.
7. Can you think of any other reasons yourself? Answers will vary.

Vocabulary

1. What words and expressions are used to refer to the past? Originally, in the old days, in the past,
2. What words and expressions are used to refer to the present? Nowadays, now,
3. What do these words mean?
 - Catholic A Christian religion
 - Lent a time leading up to Easter whereby people fast
 - Influence to effect
 - Lifestyle way of living
 - Relatively comparing one thing with another
4. What does – relatively cheap mean? Compared to what?
Compared to other takeaway or restaurant foods.

Topic 8 - What is abalone?

Answers will vary depending on learner knowledge about abalone?

Example questions

K Know What do you already know?	W Want What do you want to know?	L Learned What have you learned?
Abalone live in the ocean. Abalone have shells. Abalone are delicious.	Can you catch them legally? Where do you find them? How do you cook them? Are there different types of Abalone?	

Note: Other sections in this resource cover information about abalone.

Answers – Section 2: Regulations

Topic 1 – Recreational fishing

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

Fishing for business and fun.

2. What are some of the similarities?

All are around the water. All have to use equipment to catch fish.

3. What are some of the differences?

The type of equipment people are allowed to use. The type of fish they are catching.

The ages of the people.

Vocabulary

Work	Play
Commercial	Recreation
Business	Leisure
Job	Hobby
Trade	Holiday
Profession	Pastime
Occupation	

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

Recreational Fishing

Fishing for a pastime or fun.

Commercial Fishing

Fishing as a part of a business operation.

Discussion

Answers will vary

Topic 2 – Licences

Note: The price of licences is constantly reviewed. Before doing this numeracy activity with your learners, update the information with current licence prices.

Discuss

Answers will vary

Words- Make sure you know the following words

- Recreational** - Something you do for fun, recreation and leisure in your free time.
- Concession card** - A card that gives you special discount. For fishing licences this includes; 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
It does not include A Newstart Centrelink card
- Marine waters** - The sea or ocean
- Estuarine waters** - waters where fresh water and seawater meet like inlets, bays, estuaries, mangroves
- Fresh waters** - Inland waters like rivers, streams, creeks, ponds and lakes.
- To loan** - to give something to someone for a short time
- To transfer** – To put in someone else's name

How much? \$ Circle the correct answer

1. How much does it cost for one 1-year licence? b) \$24.50
2. How much does it cost for two 28-day licences? a) \$24
3. How much does it cost for six 1year licences? c). \$147
4. How much does it cost for one 3-year licence? a). \$66
5. How much does it cost for two 48-hour licences? c). \$12
6. If I pay \$20 for a 48 hour licence, how much change will I get? $\$20 - \$6 = \$14$
7. If I pay \$100 for one 3-year licence how much change will I get? $\$100 - \$66 = \$44$
8. If I pay \$150 for two 3-year licences how much change will I get? $\$150 - (\$66+\$66 = \18

Fishing with the Family

Their names and ages are:

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

1. If this family was to go fishing for 3 weeks what licence should they buy? 28 day licence \$12
2. How many do they need? 2 licences
3. How much will that cost in total? \$24
4. If you were to go fishing with your family for the weekend how much would it cost?

Answers will vary for each learner and their family.

Fishing Stories - licence

Story 1

1. If you go fishing for 1 day with your friend how many licences do you need? 2 (depending on your ages)
2. Which licence will you choose? 48 hour licence
3. How much will they cost in total? \$12 (\$6 X 2 people)

Story 2

1. What licence type should they buy? 28 day licence
2. How many licences do they need to buy? 5 licences
3. How much is that in total? $5 \times \$12 = \60

Story 3

1. What licence type should she have? Yearly or 3 yearly
2. How much is it? Yearly = \$24.50 or 3 yearly \$66

Discuss

Do you have a fishing licence? If yes, what type is it?

Answers will vary

What happens if you fish without a licence?

If you are caught you may be given a warning or an on the spot fine. If this is not the first time you may have to go to court.

Why do you think there are fishing licences?

To be able to know who and how many people are fishing to help manage recreational fishing better.

Note: the revenue raised from fishing licences goes directly back into improving fishing venues and education around fishing.

How do you get a fishing licence

Answers will vary

Role play

Answers will vary

Topic 3 – Size and Bag Limit

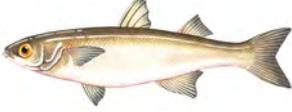
Size Matters - Class discussion

Answers will vary depending on learner experience and knowledge.

Measuring your catch

1. Why do you think size matters? To protect juvenile and adult fish
2. Why do you think how many you catch matters? To share the resource and to leave fish for the future

Identify these fish

 <p>Name: Bream Minimum legal size: 28 cm Bag limit: 10</p>	 <p>Name: Snapper Minimum legal size: 28 cm Bag limit: 10 (of which no more than 3 fish may be equal to or exceed 40 cm in length.)</p>
 <p>Name: Flounder Minimum legal size: 23 cm Bag limit: 20</p>	 <p>Name: Dusky Flathead Minimum legal size: 30 cm Maximum legal size: 55 cm Bag limit: 5</p>
 <p>Name: Australian Salmon Minimum legal size: 21 cm Bag limit: 20 Australian salmon and or Australian herring</p>	 <p>Name: Mullet Minimum legal size: no minimum Bag limit: 40</p>
 <p>Name: Golden Perch Minimum legal size: 30 cm Bag limit: 5 in rivers or streams 10 in lakes or impoundments</p>	 <p>Name: Murray Cod Minimum legal size: 60 cm Maximum legal size: 100 cm Bag limit: 2 Closed season: 1 Sept 30 Nov inclusive (2012)</p>

Identify these molluscs and crustaceans

 <p>Name: Mussels Minimum legal size: no minimum Bag limit: 10 litres (or if shucked 1 litre)</p>	 <p>Name: Pipis Minimum legal size: no minimum Bag limit: Total 5 litres per person (unshucked) 1 litre (shucked) Except for areas in Coastal Liptrap coastal park between Point Symthe and Arch Rock including Venus Bay is 2 litres per person or 0.5 litres shucked)</p>
 <p>Name: Squid Minimum legal size: no minimum Bag limit: total limit of 10 for 1 or more species</p>	 <p>Name: Scallops Minimum legal size: no minimum Bag limit: 100</p>
 <p>Name: Rock Lobster Minimum legal size: Male 11cm caraspase length Female 10.5 cm caraspase length Bag limit: 2</p> <p>Closed Season: Male 15 Sept to 15 Nov inclusive. Female 1 June to 15 Nov inclusive (2012) When taking rock lobster, you must not take or possess female rock lobster with eggs, or remove the eggs. You must not take soft-shelled rock lobster.</p>	 <p>Name: King Prawn Minimum legal size: no minimum Bag limit: 30 litres of whole prawns or 5 litres of meats</p>

Know your limits

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

- a. Place the fish flat on the ruler. Make the mouth is closed.
- b. Place the fish head on the 0cm
- c. Hold onto the body of the fish and sweep from side to side to get an accurate measurement.

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

Recreational Fishing guide and a ruler. These are free.

3. What other advice does the Fisheries officer offer?

Measure fish from the tip of the nose to the tip of the tail.

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

Answers will vary.

Minimum Sizes of Fish

Tick the correct legal minimum size

Morwong

A) 23 cm

Tailor

B) 23 cm

Bream

C) 28cm

Snapper

B) 28 cm

Ling

C) 30cm

Gummy shark

B) 45 cm

Garfish

C) no minimum

Swordfish

C) no minimum

Fish size

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	28 cm
King George Whiting	27 cm
Snapper	28 cm
Mulloway	60 cm
Flathead	27 cm
Silver Trevally	20 cm
Australian Salmon	21 cm

Look at the table and answer the questions

- Mulloway is the longest fish. True
- Snapper is the shortest. False
- Bream is the same length as Snapper. True
- Flounder is longer than Bream. False
- Flathead has no minimum legal length. False

What are Pipis?

Answers will vary depending on learner knowledge

- What are pipis? Molluscs, shellfish
- Where do you find them? In the sand at the beach
- What do you do with them? Eat them, cook them, use as bait
- How can you collect them? Hands
- How many do you think a person a fishing licence can collect in one day?
- Shucked - 5 litres
- unshucked - 1 litre

Note: The bag limit of pipis is different in different areas. In Cape Liptrap coastal park between Point Symthe and Arch Rock including Venus Bay , is 2 litres (or 0.5 litres shucked)

News Story -Pipis

What is the news story about?

Residents are complaining about people taking too many pipis from the beach.

What are people doing?

They are collecting pipis on the beach.

Why are some people upset? What are their attitudes?

They think that the people coming from Melbourne are taking too many pipis. And selling them illegal.

What are the 2 illegal things some people are allegedly doing?

1. Taking too many pipis over the 2 litre maximum.
2. Selling them.

What is the name of this beach?

Venus bay

How many pipis are you allowed to take from the beach each day?

At Venus Bay beach only 2 litres per day or 0.5 litres if shucked.

What happens if you are caught with too many pipis?

You will be fined. Convictions in court.

What are the views of the Fisheries officer interviewed

He felt that most people were doing the right thing.

When a close inspection was done usually people were doing the right thing.

What is the tone and register of this text?

This is a formal interview oral text.

Do you think this is a real problem or a problem of perception? What is your opinion on this topic?

Answers may vary depending on knowledge around the topic.

The Fisheries officer in the news story said that most people were doing the right thing and it wasn't a serious problem.

What is the sign telling us about collecting pipis at Venus Bay?

That we are allowed to take 2 litres in shells or half a litre without shells

True or False

At Venus Bay pipis collection is illegal. False

At Venus Bay you may take 0.5 litres of shucked pipis per day (with a licence). True

The pipi population is decreasing at Venus Bay. False

You may collect pipis with a rake. False

Pipis are found in the sand in the tidal zone. True

Topic 4 – Closed seasons

1. Match the word with the meaning.

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

Reading

2. Why do you think we have closed seasons?

So fish do not get over fished. To protect fish during breeding season. To give chance for eggs to grow.

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

Fish numbers may reduce because eggs don't get a chance to grow.

Too many fish are taken over the year and don't have the chance to re-populate.

Closed Season

Fill in the table with the right information

Name of species	Start date	End date	Other information
Trout Cod	Permanent	Permanent	Cannot take. Confused with Murray Cod. Protected species.
Spiny Crayfish	September 1st 2012	30th April	In Victorian waters north of the Great Dividing range
Murray Cod	September 1st 2012	30th November 2012	

Closed season - Abalone

What other information does this map give about abalone?

Minimum legal sizes of blacklip abalone in each area

Central Victorian waters

Waters open all year

13cm interim area for blacklip abalone

Table – 60 days for recreational take of abalone during 2011-2012

I can take abalone on March 10th.	Yes
I can take abalone on 7-8 January.	Yes
I can take abalone Christmas Day 2011.	Yes
I can take abalone on 27-29 April 2012.	No (only 28th and 29th)
I can take abalone during the winter.	No

News Story - Abalone Poacher fined \$5000

First look at the text

1. What is the title?	Abalone Poacher fined \$5000
2. Where was this story published?	Star newspaper
3. When was this story published?	19th January 2012
4. From the title what do you think this story is about?	Answers may vary between people
5. What has happened?	A man has been caught taking and hiding abalone. Fisheries officers caught him. He abused the officers.
6. Who was involved?	The fisheries officers. The man stealing abalone.
7. Where did this incident take place?	Near Altona in Seaholme.
8. When did this incident take place?	Last January.
9. How was the man caught?	The fisheries officers were watching him as he gathered abalone in shallow water near Altona.
10. Why was the man arrested?	Because he took abalone illegally. He also abused Fisheries officers.

Word study

Threatened	Speak aggressively to / suggest harm
Abused	Speak badly to someone, insulted
Offending	doing a crime
Caught	trapped, imprisoned, captured
Officers	Fisheries workers, workers for the government police officers
Shallow	not deep, low
Prise	to lever off
Court	a law court, a place for legal hearings
Intercepted	stopped, captured, caught
Obscenities	not nice words, rude language
Hindering	obstructing, blocking
Fined	required to pay money
Banned	illegal, prohibited
Extremely	very, really
Urged	advised, encouraged

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	abuses	abused	abusing	abuse
offend	offends	offended	offending offensive	offense offender
catch	catches	caught	catchable	catch
fine	fines	fined	fined	fine
ban	bans	banned	banned	ban
hinder	hinders	hindered	hindering	hindrance

Topic 5 Species – Reading signs

1st look

- | | |
|---|---|
| 1. Where would you find this sign? | Near water, at boat ramp or fishing jetty |
| 2. What do you think it might be about? | Fish species, endangered fish |
| 3. Who do you think put up this sign? | The Victorian Government, Fisheries |

Vocabulary

What is the right definition?

Endangered	threatened
Protected	looked after
Unharmred	not hurt
Released	to let go of,
Totally	fully
Distinguishing	unique (marks)
Features	characteristics

1st reading

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

Murray Cod and Trout Cod

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

There is not many of them. This species could vanish from our rivers if not protected.

6. Which one is endangered?

Trout Cod

2nd reading – reading for details

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

They must be released immediately and unharmed.

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

Trout cod have mottled markings with dashes or bars. They also have a stripe through their eye. Their upper jaw is over hanging. Murray Cod have a shorter nose and markings are spotted.

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

If you are caught you will be fined.

Topic 6 - Equipment

Look at the pictures

What are they showing?

Illegal netting and hooks or illegal activity.

What do you think has happened?

Nets that have been left in waters have accidentally trapped and killed fish and birds and potentially other animals such as platypus.

How to catch a fish?

1. What might you catch with each of these?

Rock lobsters, yabbies, bait fish and fin fish

2. What is the tag for?

To identify the person fishing. To know who is responsible for the nets and lines.

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

If the opening is too big more than fish may enter and will die. i.e. native animals such as platypus that are protected.

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

The Opera House (Yabby Pot) is not legal.

Vocabulary

1. What information is the table giving us?

The table tells us the type of equipment we can use fishing.

2. What information are the 3 columns telling us?,

Column 1 - types of equipment,

Column 2 - how many

Column 3 - where we can use the equipment.

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

The wrong equipment can be dangerous to the environment including the waters, fish, animals and humans.

Reading for Meaning - True or False

You can have 4 fishing lines if fishing in the ocean

True.

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

False. You can use a spear gun in Victoria in specific waters only.

You must label bait traps.

True.

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

False. On your bait trap you should write down your name and address.

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

False. You cannot use explosives anywhere.

Hoop nets do not have to be labelled

False. Hoop nets have to be labelled.

Topic 7 – The intertidal zone

Look at the picture.

1. What does it show us?

A fisheries officer looking at the intertidal zone.

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

Low tide. You can still see the wet sand from where high tide was.

3. Who is it?

A fisheries officer.

4. What is he looking at?

The intertidal zone.

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

The intertidal zone is protected to a depth of 2 metres for the taking of shellfish.

Shellfish

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

Answers will vary.

7. What do you think it may be?

Answers will vary.

The intertidal zone

What is the intertidal zone?

b. high tide mark to 2 metres below the water

1. What are the rules about the Intertidal zone?

You cannot take molluscs and other invertebrates at any time unless you are in water more than 2 metres deep.

2. Look at the map. What is this area?

Victoria's coastline

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

The yellow line shows the Port Phillip area. The red line shows other Victorian coastal waters.

Port Phillip Bay		Rest of Victoria	
Protected	Can be collected (Limits)	Protected	Can be collected (Limits)
All other invertebrates (animals with no backbone) cannot be collected.	Marine worms Burrowing shrimp Squid Octopus Cuttlefish (By approved methods)	All other molluscs (Shellfish) such as Abalone Snails Limpets Periwinkles	Bivalve shellfish such as pipis, mussels and oysters) Squid Octopus Cuttlefish Crabs Rock lobster Shrimp Worms (By approved methods)

News Story Mornington Peninsula is illegal fishing hot spot

First look at the text.

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

What type of text is this?

Newspaper story – Information text

What is headline of the story?

Mornington Peninsula is illegal fishing hot spot

What is the photo of?

Abalone

What do you think the story will be about?

Illegal abalone fishing

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

Where?

Morning Peninsula

What?

Illegal catching of abalone

Who?

Fisheries Victoria

When?

January – February 2012

Read the rest of the story

3. Check the meaning of:

The Mornington Peninsula	An area in the south of Melbourne on the beach
Infringement	financial penalty
Hot spot	an area where there is lots of activity (in this case illegal fishing)
Shellfish	mollusc, fish with a shell
Campaign	drive, promotion

4. What do you think is an infringement notice?

A monetary fine for doing something illegal.

5. What is the intertidal zone?

An area that is very important to marine life. It is the area of the high tide mark to 2 metres below the water at any time. (high or low tide)

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

They will be fined.

7. What are people usually taking?

Abalone and other molluscs such as periwinkles, snails and limpets.

True or False.

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

True.

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

False The increase in infringement notices was 13.

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

False The intertidal zone refers to the area less than 2 metres deep.

Abalone and periwinkles are molluscs.

True.

Most people take molluscs such as snails and fish.

False Most people take molluscs such as abalone and snails.

Shellfish is usually taken to make jewellery.

False Shellfish are usually taken to eat or sold commercially.

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

True.

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

False Those caught will be fined \$239 for taking molluscs from the intertidal zone.

If you see someone acting suspicious you should phone 000.

False If you see someone acting suspiciously you should phone 13 3474.

Answers - Section 3: Fish forever - Sustainability

Topic 1 Sustainability - What is the issue?

“There are plenty of fish in the sea.”

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

Answers will vary.

The traditional meaning is that there are plenty more to choose from don't worry about missing out on something.

Read the information “But are there plenty of fish in the sea?”

1. Vocabulary

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

2. How many of the world's fish stocks are used too much? b. 25%
3. How many jobs are to do with fishing in the world? 200 million
4. How much bycatch is there per year? 7.3 million tonnes
5. If 1 tonne is the same as 1000 kilograms. How many kilograms of bycatch is there per year?
73 000 000 (73 million kilograms)
6. Do you think bycatch is a problem? Why or why not?

Answers may be varied depending on learner knowledge and opinion. Many environmentalist and scientists do think bycatch is a problem as marine life is destroyed. When a substantial amount of any one species is taken from the environment other animals and plant life can suffer. Marine ecosystems are no different.

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

Yes, the fishing industry is very important. It is a multi-billion dollar business. It is worth 2.1 billion dollars to the Australian economy per year. Fish are a healthy source of food for many Australians. They are 5th largest food producing industry.

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

Global warming

Introduced species (animal life and plant life)

Disease (especially new ones)

Storms and other natural disasters

Pollution

Erosion

Discuss

What is sustainability?

Answers may be varied.

Sustainable living

living in a way that has minimal impact on the world's resources, i.e. carbon creation, water use,

Sustainable housing

housing that is able to be built and function in a way that has minimal impact on the environment

Sustainable population growth

population that grows at a rate that has minimal impact on the world's environment

Sustainable development

developing buildings, business, infrastructure in a way that has minimal impact on the environment

Sustainable energy

energy creation that does not have adverse affect on the worlds environment

Sustainable agriculture

ways of farming that have minimal impact on our environment

Sustainable fishing

Answers will be varied. An example answer may be; sustainable fishing' is the act of obtaining fish or shellfish for human consumption with minimal impact upon fish populations or the wider marine environment.

Topic 2 Food chains and food webs

What are food chains?

There may be a few combinations possible for answers here. Some examples are:

- | | | |
|------------|---------|---------|
| 1. seaweed | crab | human |
| 2. algae | abalone | snapper |
| 3. kelp | shrimp | seagull |

What are food webs?

There are a few possible answers.

- | | |
|--|--------------|
| 1. The owls eats the | mouse. |
| 2. The ladybird eats the | fly. |
| 3. The ladybird is eaten by the | bird. |
| 4. The flowers are eaten by the | caterpillar. |
| 5. What is at the top of this food web? | The owl. |
| 6. What is at the bottom of this food web? | The flowers. |

A marine food web

There are a few possible answers.

1. What do sea-urchins eat?

Sea urchins eat algae and kelp.

2. What do water fleas eat?

Water fleas eat diatoms and dinoflagellates. (plankton)

3. What do crabs eat?

Crabs eat sea-urchins and euphausids

4. What types are fish are in this food web?

Blenny, Pilchard, Snapper, mullet and sweep.

5. What eats snapper?

The dolphin and the shark.

6. What creatures are at the top of this food web?

Dolphin, shark and octopus.

7. What are at the bottom of this food web?

Algae, kelp, and plankton (diatoms and dinoflagellates). Plants

Vocabulary:

1. What are the producers in this food web? The plants, algae, kelp, and plankton. (diatoms and dinoflagellates)
2. What are the herbivores? Sea-urchin, water flea, sweep and euphausiid.
3. What are the carnivores? Blenny, pilchards, crabs, snapper and mullet.
4. What are top-level carnivores? Dolphin, shark and octopus

A marine food web

Top level carnivore	Sharks	Octopus	 Dolphin
Second level Carnivore	 Snapper	Mullet	
Carnivore	Blenny	Pilchard	 Crabs
Herbivore	Sweep	Sea urchin	Water flea
Producer	Diatoms	 Algae	Kelp

What would happen to the food chain and web? What are the possibilities?

Answers may vary. Possible answers are:

More fish such as Blenny, pilchards and sweep may live. They will then need to eat more algae, kelp, and phytoplankton to live. Other creatures that eat these plants will have to compete with them for food if there is any shortage of them.

Dolphins and sharks will have to eat more fish of another type. This may lead to a reduction in these fish.

Food web - What eats what?

Multiple answers possible.

What is phytoplankton?

Discuss

What is phytoplankton?

Are small plants in the ocean. They are the start of the food chain in the ocean.

If phytoplankton decreased would it change the world?

Yes, there is a strong chance it could change the world in a bad way. As phytoplankton is responsible for 50% of worlds oxygen renewal a reduction would may decrease air quality for all life. This may affect food production and health of all living things.

Also as phytoplankton is 90% of marine plants a reduction would mean fewer plants for all marine life.

Research

What does phytoplankton need to grow well?

Water, sun and nutrients. The nutrients come from dead animals and plant life in the ocean. The nutrients rise to the surface during the colder months when the water is cold. When it turns warmer the phytoplankton use these sun and nutrients to grow.

Is phytoplankton under threat?

There is concern that global warming is affecting the production of phytoplankton. It has been reported that organisms have plummeted in the last century, and the rate of loss has increased in recent years.

The reduction – averaging about 1% per year – is related to increasing sea surface temperatures, says the paper, published tomorrow in the journal [Nature](#).

The decline of this tiny plankton will have impacted nearly all sea creatures and will also have affected fish stocks.

Topic 3 – Pests

1. What are the names of these creatures?

Rabbit, European carp, Cane toad, Northern Pacific Seastar

2. Where do you find them?

In the Australian bush and water

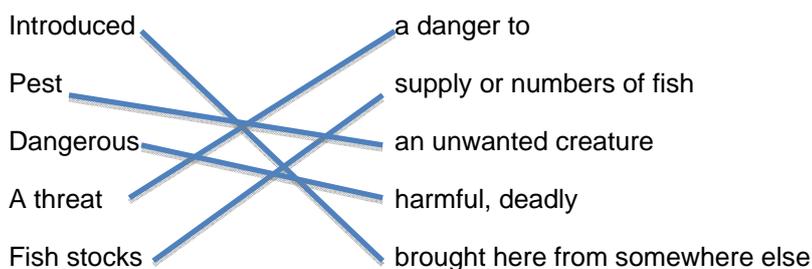
3. What do you know about them?

They are introduced species, not native. They have spread quickly and have a bad impact on our environment.

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

They are called noxious species and or pests. They are a danger to native species.

Vocabulary



Reading – The Northern Pacific Seastar

1. Is the Northern Pacific Seastar native or introduced?

Introduced

2. Where does it come from?

China, Korea and Japan

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

1995

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

Because it eats native animals like barnacles, other starfish, sea urchins, crustaceans and worms.

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

No animals eat this seastar.

It releases millions of eggs at a time.

It eats many other creatures in its environment.

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

Bag it up and throw it in the bin. Do not leave it or put it back in the water.

Native vs Pest

True or False

- | | |
|--|-----------------|
| The 11 armed seastar is native to Australia. | True |
| The 11 armed seastar always has 11 arms. | False (usually) |
| The zig zag seastar is noxious. | False |
| The zig zag seastar is coloured blue-grey. | False |
| The Northern Pacific Seastar is has 6 legs. | False |
| The Northern Pacific Seastar is yellow and purple. | True |

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?

The Northern Pacific Seastar has 5 arms with pointed tips.

It's colour is mainly yellow and purple.

It has jagged ends on the arms.

What can you do to help?

1. Why do you think antifoulant is important?

Answers may vary.

It helps stop species and disease from spreading from one area to another.

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

Answers may vary.

Language

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

- | | |
|----------|--|
| Deter | discourage, prevent |
| Dislodge | remove, pull off |
| Drain | to pour liquid off or out of something |
| Douse | soak, wet, cover with water |

Topic 4 – Our food choices - labels and logos

Are fish healthy to eat?

Good for health	Bad for health
Omega 3	Mercury
Low in fat	Pollution
Low cholesterol	Toxins
Natural	

Food label logos

Match the logo with the words

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

1. What other logos are common on food packets?

Australian made, Kosher

Look at the label

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

Answers will vary for each class depending on food packets. Below is an example.

Food name	Information
1. vegemite	Vitamin B logo, instructions how to make a sandwich, Australian made logo, Kosher logo, nutrition information, ingredients, packaging details, business details, best before date, barcode

Fish Products at the Supermarket

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

Answers will vary.

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

Answers will vary. Example:

Fresh fish – snapper, bream

Tinned tuna, sardines, anchovies

Dried sprats, anchovies

Frozen fish fingers

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

Answers will vary.

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

The way (equipment and method) the people catch the fish should not accidentally catch dolphins. Dolphins can sometimes be bycatch to big commercial fishing trawlers.

Reading activity -Canned and frozen fish

Answers will vary depending on what products people bring from home.

Buying fish – labels and logos

Reading - first look

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

Fish labels

Scan

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

Labels, fish, fish names, buying, species, brands, frozen fish, retailers, required,

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

Answers will vary.

Useful words

4. Write down the meanings of the following words

A Standard	a control, a guideline
A regulation	a rule
Voluntary	unpaid task,
Mandatory	compulsory, required,
Retailers	sellers, shops
Big brands	popular well-known brands
Manufacturers	companies, producers
Catch-all	covers many things
Imported	brought into the country
Certified	licensed

Detailed read

5. What is the main idea of this text?

It is important that we have labels that give us information about the fish we are eating, but often it is difficult to get accurate information about the fish we are buying.

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

The writer says that labels sometimes can be meaningless. For example; manufactures can put Made in Australia from imported ingredients. The imported ingredients are not described. They could be endangered fish.

The writer says that they found many supermarkets and specialists shops that did not use the Australian Standard.

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

Heading and sub-headings and images. The first section described the problem. The second gave more details about people trying to improve the situation. The third section described what the writer wants in the future.

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

The writer is not happy with the current situation around fish labelling. The information and the language that the writer uses show they are unhappy.

i.e. "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.

'...but fillets can be a complete mystery.

'...and were disappointed to find that some of these are from the big name brands of frozen fish.'

'However, this can be so vague as to be almost meaningless, ...'

The Marine Stewardship Council

Answers will vary depending on the learners. Also the information will be updated on the website so will change over time.

1. What is an ecolabel? Describe in your own words.

Answers will vary.

Note: the MSC definition is below:

The MSC ecolabel on your seafood is a great way to show your commitment to seafood sustainability. It is the most widely recognised and trusted indicator of seafood sustainability, allowing you to demonstrate best practice in sustainable seafood sourcing.

2. What other languages is this website in?

French, Spanish, Italian, German, Danish, Dutch, Portuguese, Swedish, Norwegian, Chinese, Japanese and Greek.

3. What is the goal of the MSC?

"Our vision is of the world's oceans teeming with life, and seafood supplies safeguarded for this and future generations."

Answers to questions 4, 5 6 and 7 will vary depending on learners knowledge. Also the information on the website will change over time.

Topic 5 – Illegal take for sale

Angler	A fisherman
Recreational fishing	fishing for fun not for a commercial business
Commercial fishing	fishing as a business
Fish wholesalers	sellers/dealers in fish
Fish retailers	fish shops to the public
Consumers	people who eat fish
Recreational fishing licence	the licence you need to go legally fishing for fun/recreation
Commercial fishing licence	the licence you need to legally fish for a business

Discuss

At the market? NO

At the shops? NO

To friends? NO

1. What is the name of the laws (acts)?

Fisheries Act, Fisheries Regulations.

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

Answers may vary.

3. What are the fines?

Answers will vary. Fines also increase annually.

Fines? Up to how much money? Up to \$ 200,000

Jail term? Up to how many years? Up to 10 years

Other? Equipment, vehicles and even houses have been seized (taken) from people caught selling their fish.

Reading

1. Who is the writer of this article?

Department of Primary Industries –fisheries

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

To warn people of the dangers of buying and selling fish illegally

3. What information does it give us?

Fines of selling seafood illegally	✓	Types of fish to buy (species)	✗
Fisheries laws	✗	The size of fish to buy	✗
Names of places to buy seafood	✗	Jail terms for illegally selling fish	✓
A phone number to call to report illegal fishing	✓	Reasons why it is not good to illegally sell fish	✓

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.

False – the fine is \$150,000 for individuals or over \$800,000 for companies

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

Topic 6 – Sustainable fish table

Reading Comprehension

Sustainable fish table - fact sheet

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

✓ A table

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

It was written for people who care about environmental sustainability. Who care about what fish are the best fish to eat for the environment both now and for the future.

3. How does this text present information?

In a table, with a legend

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

Go online

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

3 stars

List the fish: Swordfish, Atlantic salmon, herring, mackerel, Pacific salmon, sardines and tuna.

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

The green smiley fish symbol.

List the fish: Flathead, flounder, mullet, sand whiting, hoki, blue grenadier, mackerel, pacific salmon, sardines

Fish and chip takeaway

Comparing information

Answers will vary

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

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

6. Prices \$ - How much do these cost?

Flounder	\$4.60
Crab stick	\$ 1.40
Flake	\$4.60
Potato cake	\$ 1.00
Whiting	\$4.80
Calamari ring	\$.80c

7. Buying – How much will it cost to buy.....?

- a. 2 whiting and \$3 of chips $(2 \times \$4.80) + \$3 = \$12.60$
- b. 3 potato cakes and 2 dim sims $(3 \times .80c) + (2 \times .80c) = \4.00
- c. \$3 chips and 3 flake $\$3 + (3 \times \$4.60) = \$16.80$

If I paid with \$50 how much change will I get?

- a. \$37.40
- b. \$46.00
- c. \$33.20

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

1. What is the name of the shop? Sea Blue Fish and Chips
2. What is the address? 66 Anglers St, Spratsville
3. What time does the shop open on Monday? 10.30am
4. What time does the shop close on Saturday? 8pm
5. How many hours is the shop open on Tuesday? 9.5 hours
6. During daylight saving what will be different? Why? The shop will stay open longer in the evening

Prices \$

7. What is the most expensive fish on the menu? Barramundi, Whiting, Sea Perch, Flat Head, at \$4.80
8. What is the cheapest fish on the menu? Hake at \$4.30
9. What is the cheapest item on the menu? Calamari rings and dim sims

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?

$$(3 \times \$4.80) + (10 \times 0.80c) = \$22.40$$

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

\$27.60

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

$$(4 \times (\$4.80 + .30c) + (2 \times \$4.60) + \$2 = \$31.60$$

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

\$68.40

Answers - Section 4: Fishing safely

Topic 1 - Fishing Safely

Reading Van's Story

True or False

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

Why? What do you think?

There are many possible answers. Here are some examples.

1. Why does Van check the weather?

Van checks the weather because he wants to be safe.

2. Why does Van take his mobile phone?

Van takes his mobile phone because he wants to be able to call for help if it is needed.

3. Why does Van read the signs? ...

Van reads the signs because he wants to understand the fishing and safety rules at the place.

4. Why does Van wear a life jacket?

Van wears a life jacket because it is very important for safety.

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

Van never turns his back on the ocean because he doesn't want to fall into the ocean.

6. Why does Van take a first aid kit?

Van takes a first aid kit because he wants to help if someone gets hurt.

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

Van wears a hat, sunglasses and sunscreen because he wants to protect himself from the sun.

Topic 2 - Going fishing

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

Make a list of things you will bring.

Answers will vary. Examples are:

Fishing rods, bait, nets, hooks, hats, sunscreen, knife, buckets, chair, a good book, the fishing guide and ruler, etc

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

Answers will vary. Examples are:

I need to take a fishing rod.

I must take the fishing guide and licence.

I have to take food and water.

I should take a mobile phone.

I shouldn't take my homework.

Instead of 'take' you could use other words, such as; pack, bring. You could also use 'we or you' instead of 'I'.

Answers will vary. Examples are:

We need to pack warm clothes and a life jacket.

You should bring your boat.

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

Answers will vary.

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

Answer will vary.

Read the instructions - How to release a fish

Write these instructions into sentences using sequence markers.

Answers will vary. An example is:

First of all move quickly and gently. Now use wet hands and try and touch the fish as little as possible. Next wet anything the fish touches. Then hold the fish in the water and finally move it forwards so it can swim again.

Speaking

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

There will be many variations of how people give these instructions. Actions and gestures are to be encouraged. As is questioning, seeking clarification and repetition.

Reading: Fishing safely

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

Answers will vary.

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.

Answers will vary.

Topic 3 – Leaving messages

Reading 1

1. What are these texts?
c. message
2. Who are they to?
a. Mum
3. Who wrote them?
c. Tomo
4. Why were they written?
b. To inform about fishing trip.
5. What does Mum need to do?
c. Ring if need.
6. Which message is the best one? Why?

Message 2. This is a better message because it has more information, for example; where he is and when he is coming home.

Writing 1

Answers will vary.

Reading 2

1. Who are these notes for? 'Darl' and 'Honey'. Wives, girlfriends, partners
2. Who are they from? Bozo and Bob
3. What are they for? What's the main reason they have been written?
To inform their partners that they have gone fishing.
4. Which note is better? Why?
Message 2 gives a lot more information with time, place and phone no's.
5. In message 2, where have they gone? Point Bay in Sea Town.
6. How many people are going fishing? 3 – Bob who wrote the message, Shah and Sam
7. When are they coming back? 3 pm
8. What will he bring? Dinner (fish)
9. Is there anything Honey needs to do? Contact Bob if she needs to.
10. How long in total will Bob be gone for? 10 hours

Writing 2

Answers will vary.

Reading 3

- | | |
|---------------------------------------|---|
| 1. What kind of text is this? | Email |
| 2. Who is writing this text? | Nora |
| 3. Who are they writing to? | Aunty Fi |
| 4. Why are they writing it? | To inform the aunty of where they are. |
| 5. How long are they away for? | The weekend. Friday night till Sunday 3 or 4pm. |
| 6. Where are they staying? | Walkerville Caravan Park |
| 7. Does Aunty Fi need to do anything? | Not worry about them. |

Your opinion

Is this a good message? Why or why not?

Answers may vary. It does include important information regarding times, place, contact numbers, names and numbers of friends.

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

Answers may vary.

Language

Is this a formal or informal message?

Informal

How do you know? Give some examples.

Because the person is familiar to them i.e. an aunty. Signs off with Love. Begins message with Hi. Sentences are brief often missing the subject.

Writing 3

Answers will vary.

Topic 4 – Rock fishing

Safety tips when rock fishing – what do the following words mean?

Personal floatation device	A life vest or life jacket.
Non-slip shoes	Shoes that do not slip readily. May have a special surface on the bottom of the shoe.
Escape route	A special way to get out of trouble.
Makeshift steps	Not real steps but are used as steps.

News story from ABC News Gippsland

Fisherman swept off rocks near San Remo

1. What is this story about?

A man is dead after a wave knocked him off rocks.

2. What type of text is this?

Newspaper report. Information text.

3. Where do you find text like this?

In the newspaper.

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

To inform people about the dangers of rock fishing.

5. Where is San Remo?

In Phillip Island.

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

He was fishing when a wave washed him from the rocks.

7. Where is Jennifer Roberts from?

Life Saving Victoria

8. Do you think the man who drowned followed all of the safety tips on the other page? Why? Or Why not?

Because Jennifer Roberts from Life saving Victoria made a plea for people to wear life jackets it sounds like he wasn't wearing a life jacket.

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

Dangerous rough sea because other people have also been washed off rocks in that area.

Topic 5 - Tides

Discuss

Answers will vary in each class discussion depending on learner knowledge of content and or English language.

Tidal Information

What are the times for low tide on Friday?	1.06am	1.02pm
What are the times for high tide on Sunday?	8.20am	8.43pm

Reading a table – Tidal information

- On Friday 4th low tide in the morning is at?
c) 1.06am
- On Saturday 5th high tide in the afternoon is at?
a) 8.07pm
- On Sunday 6th low tide in the afternoon is at?
c) 2.23pm
- On Sunday 6th high tide in the morning is at?
a) 8.20am
- Are the times for low tide the same each day? No
- Are the times for high tide the same each day? No
- How many times a day does the tide come in? Twice
- Who needs to read this information?

Anyone near the beach. Fishers/Anglers, sailors, walkers, swimmers.

- Where can you find information like this?

www.willyweather.com.au, Local newspapers, Bureau of Meteorology

- If you went for a walk along a rocky beachfront in the morning at 10-11am will it be safe to return?

Yes it should as the tide is going out at that time of day until around 1-2.23pm.
It will then start to come back in.

- When are the most dangerous times? Why?

When the high tide is coming in, particularly, if you are in an unfamiliar area walking along a beach with rocky out crops. And when it is dark.

Topic 6 – Fishing spots

Map of Victoria

Answers will vary.

The NEWS symbol

1. What do these letters mean?

N-E-W-S

N = North

E = East

W = West

S = South

2. Look at the map.

What towns or cities are in the north of Victoria?

Mildura, Swan Hill, Bendigo, Shepparton, Ballarat

What towns or cities are in the east of Victoria?

Mallacoota, Lakes Entrance, Sale, Wodonga,

What towns or cities are in the west of Victoria?

Horsham, Warrnambool, Hamilton

What towns or cities are in the south of Victoria?

Melbourne, Geelong,

3. Ballarat is north of Melbourne.

Where is Geelong?

In the South of Victoria, just west of Melbourne.

Where is Warrnambool?

On the South West coast of Victoria.

Where is Sale?

In the South East of Victoria.

Where is Bendigo?

In the central north area of Victoria.

Fishing Locations

1. Go the DEPI Fisheries website

Answers will vary for each person.

Fishing Spots Rules – Discuss

Answers will vary.

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

- | | |
|---|-----------------------------|
| 1. What is the picture of? | A no fishing sign. |
| 2. Where would you find a sign like this? | Near waterway i.e. river. |
| 3. What do you think it is about? | Telling people not to fish. |
| 4. Who do you think this message is for? | Anyone who plans to fish. |

First reading

1. Where is the location of this sign?

On a fence near a road in the Goulburn River area Victoria.

2. What is the main message of the sign?

That people must not have any recreational fishing equipment near this area.

3. What is the \$2100 for?

Fishing in this area.

4. Who has written this sign? How do you know?

The government. The logo and the Department of Primary Industries name.

Vocabulary check

Prohibited	banned, forbidden
Possess	have, behold
Penalty	a fine, a sentence
Regulation	law or rule
Boundary	a fence, a border
Situated	located, positioned
Downstream	running down the stream or river

Detailed reading- reading for specific information

1. What is the area that the sign talks about?

From the walkway over Eildon Pondage Weir release gates to the fishing boundary post that is 200 metres downstream. Or within 20 metres inland of the banks of the water.

2. How long is this area?

200 metres

3. Will only people fishing in this area be fined?

No. Anyone who has fishing equipment in this area will be fined.

4. Why do you think there is a closure in this area?

Could be a number of reasons i.e. Endangered fish, breeding season, toxic/poison area, algae outbreak, safety.

Answers - Section 5: Fisheries Victoria

Topic 1 - Working for Fisheries Victoria

Working for Fisheries Victoria

Answers will vary.

Level 1- Story 1

1. What is her name? Natashar
2. What is her Job? Community Engagement Officer
3. What does she do? Work with lots of different people.

Story 2

1. What is her name? Julie
2. What is her Job? Education Officer
3. What does she do? She loves the ocean and the sea.

Level 2 - Story 1

1. What is this text about? A person talking about themselves. Natashar
2. What is her Job title? Community Engagement Officer
3. How long has she worked at Fisheries Victoria? 15 years
4. Does she like her job? Why or why not?

Yes she does because she gets to work with lots of people.

Story 2

1. What is this text about? Julie talking about her job.
2. What is her Job title? Education Officer
3. How long has she worked at Fisheries Victoria? 15 years
4. Does she like her job? Why or why not?

Yes she does, because she loves the marine environment and talking to people in the field.

Level 3 - Story 1

1. What is her Job title? Community Engagement Officer
2. How long has she worked at Fisheries Victoria? 15 years
3. What qualifications does she have? Degree in Resource Management.
4. Does she like her job? Why or why not? How can you tell?

Yes she does. She likes meeting people. She sounds happy and positive.

5. What is the tone and register of this talk? Formal. An interview.
6. What do you think about this work? Does it sound good to you? Why or why not?

Answers will vary.

7. Who might want to listen to this text? Someone interested in working with Fisheries.

Story 2

1. What is her Job title? Education Officer
2. How long has she worked at Fisheries Victoria? 15 years
3. What qualifications does she have? Marine biologist and qualified teacher.
4. Does she like her job? Why or why not? How can you tell?

Yes, she does. She likes the marine environment. She sounds happy and positive.

5. What is the tone and register of this talk? Friendly, but formal. An interview.
6. What do you think about this work? Does it sound good to you? Why or why not?

Answers will vary.

7. Who might want to listen to this text? Someone interested in working in Fisheries.

Note the listening activity and the reading activity use the same text and hence the answers are the same.

Topic 2 - Reading News Story

Boat and Car Seized in Altona Fish Sales Bust

1. Read the headline. What do you think the story is about?

Answers may vary. Illegal selling of fish in Altona. A persons boat and car has been taken because of illegal fishing.

2. Read the first paragraph. What information are we given about;

who? A Laverton man

when? late last week. (February 2008)

where? In Altona and Footscray.

what? A Laverton man was caught selling fish illegally. The Fisheries Victoria have taken his boat and car. He was caught in Footscray

Read the whole story.

3. What has the Laverton man done wrong?

The man sold 50 fish including King George Whiting and large snapper to a shop in Footscray.

4. Who has caught the man?

The Fisheries officers

5. How did they know he was doing something wrong?

The fisheries officers carried out surveillance on the man.

6. Find these words in the news story. What do you think they mean?

Legal words		Fisheries Officers work	
Summons	a legal document	Seized	held / taken
Incur penalties	to get fines	Covert operation	secret job
Fine	a payment for doing something illegal	Surveillance	investigation, watching
Imprisonment	put into jail, prison	Apprehending	catching, arresting
		Uniformed	wearing an uniform
		Plain clothes	not wearing a uniform
		Patrols	circuit / duties
		Monitor	to watch, to supervise

Reading for detail – True or false

7. The Laverton man's name was Bill McCarthy. False
8. Fisheries officers were all uniformed. False
9. They caught the man in Footscray at his fish shop. False (not his shop)
10. The man was caught selling 50 fish, including King George Whiting and large Snapper.

True

11. The Fisheries Officers took his car, boat, mobile phone, fishing equipment and cash from fish sales.

True

12. He was fined \$10,743 and six months prison.

False (We do not know from the news article. He may incur fines up to this amount)

What do you think?

Answers will vary between learners for questions 13 to 16.

Powers of Fisheries Officers

What powers do you think Fisheries Officers have?

Basically if a Fisheries officer has just reason to believe you have committed an offence under the Fisheries Act or Regulations they can do all of the below except 'take your children' and 'take your money'.

Fisheries Officers can	Agree	Disagree
See your fishing licence.	Agree	
Inspect your bags	Agree	
Search your car	Agree	
See your identification	Agree	
Search your house	Agree only with a warrant	
Arrest you	Agree	
Follow you secretly if they believe you are doing something wrong	Agree	
Take your money		Disagree
Take your children		Disagree
Seize your car.	Agree	
Seize your fishing equipment and boat	Agree	

Research and discuss

Answers will vary.

Topic 3 – Fish stocking

Fish life cycle in a hatchery.

	Fish eggs
	Fish eggs growing
	The Hatchery
	Eggs hatching Fingerlings
	Fingerlings
	Releasing Fish

Vocabulary

The word 'stock' can be a verb or a noun.

a. Read these sentences and discuss the meaning. Is the word 'stock' a verb or a noun?

"Sorry, we have run out of stock." Noun

"We have to order in more stock." Noun

"More stock will arrive on Friday." Noun

"We are going to stock the shelves today". Verb

"They had stocked their shop with more food for the holidays." Verb

b. Write a definition

To stock something is to refill, replenish, supply something.

c. What do you think 'fish stocking' means? Discuss

Answers will vary.

d. Write a definition

Fish stocking is to put more fish back into a waterway, to refill or replace fish.

Discuss

Answers will vary

Why do you think the DEPI stock fish each year in public waterways of Victoria?

The DEPI wish to provide anglers and their families with opportunities to fish safely and legally species that are healthy and not endangered. This helps fishing to become a more sustainable pastime.

Reading - Stocking

First scan the text

a. What do you think this text is about? What is the topic?

Fish stocking

b. Who do you think might read this text?

People interested in fishing. People concerned about fish stocks and the environment.

Reading for details: True or False

- The DEPI release fish into Victorian waters between April and November. True
- The DEPI stock fish in Victorian waters between November and April. True
- 2 million trout and salmon are released each year. False
- Fish fingerlings are less than 1 gram each. True
- Native fish include golden perch and Murray cod. True
- The DEPI stock marine waters now. False
- It is illegal to stock private dams. False
- You can stock private dams with fish but they should be native fish. True
- In the future some marine estuaries may be stocked with fish. True
- Trout fish are stocked in lakes to provide more fishing opportunities for people. True

Read the 'Stocking Summary' Table

- 1. Is rainbow trout a native fish or a salmonoid? A salmonoid.
- 2. Is Silver perch a native fish or a Salmonoid? A native fish.
- 3. How many native fish types are stocked? 7
- 4. Which year had the most fish stocked? 2011
- 5. Which year had the least fish stocked? 2007
- 6. What type of fish was the most stocked in
1999? Golden Perch
2005? Golden Perch
2011? Golden Perch
- 7. What information does this table give us in the horizontal top row?
The types of fish stocked.
- 8. What information does this table tell us in the columns?
The years.
- 9. Where does this information come from?
The Department of Environment and Primary Industries DEPI
- 10. Who is this information for?
People interested in knowing about fish stocking.

Topic 4 – 13 FISH

Read the card

1. What is this for? To help report illegal fishing with details.
2. Who wrote it? The Department of Primary Industries.
3. What does it tell us to do? To record information such as; time, place, no. of people, activity, vehicle/boat registration and equipment.
4. What does 'helpful' mean? Useful, to assist

Writing

Answers will vary.

Class discussion

Answers will vary.

What is the problem? – Identify a possible illegal activity



Illegal nets left in water and catching, tangling and killing too many fish.



People taking fish/molluscs from the intertidal zone.



Under size abalone.



Not having a fishing licence.



Too many hooks. Illegal long line.



Under size fish and too many.

1. What other types of illegal activities around fishing might occur?

Use of illegal equipment e.g. nets. Selling fish. Taking fish from protected waters. Killing wildlife.

Speaking - Calling 13FISH

Answers for this activity will vary between learners.

Topic 5 – Review

Brainstorm in your class all the things you have learnt about fishing safely and sustainably.

Answers will vary.

How to report illegal activity

Poster design activity

Answers will vary.

Test your knowledge- Class Auction

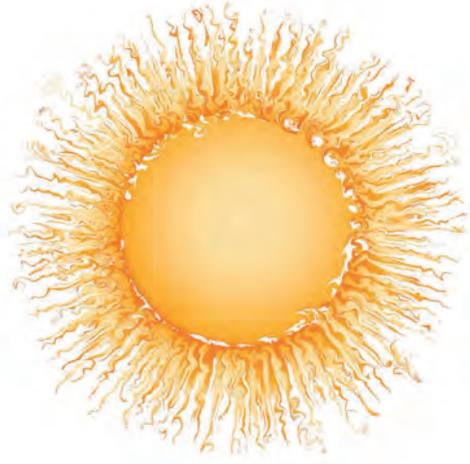
True/False

True sentences are:

1,3, 4, 6, 9, 10, 12, 13

False sentences are:

2. You don't need a fishing licence if are 70 years or more or have a concession card. Note: a Newstart card is not counted as a concession card.
5. You need to show Fisheries Officers your car, boat, and anything on your person so Fisheries Officers can make sure you have not committed an offence.
7. – All shellfish such as pipis, abalone, need to be measured. Sometimes the measurement is by size/length in centimetres or sometimes by weight in litres.
- 8.- Fisheries officers sometimes work under cover (in plain clothes) to catch people who are doing the wrong thing.
11. Snapper needs to be a minimum of 28cm and maximum of 40cm.
14. and 15. It is illegal to sell or even barter any fish or seafood that you have caught as a recreational (non-commercial) fishing. You can give it to someone but you cannot receive anything for it.

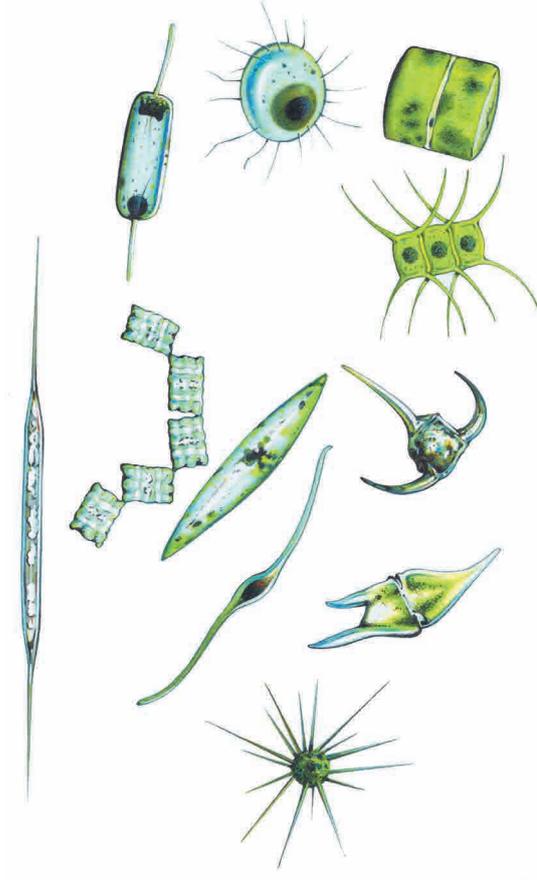


1. Sunlight

Heat from the sun gives energy to all life on Earth.

Sea plants use the sunlight with water and nutrients to grow.

STAR



2. Phytoplankton

Marine

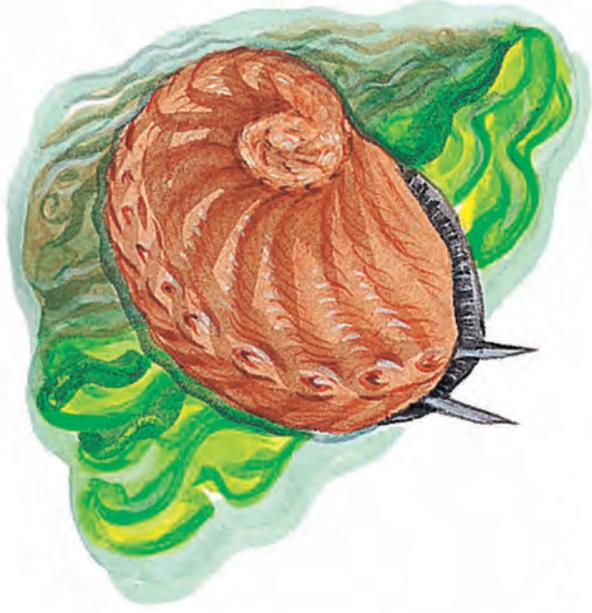
Eats: Uses heat from sun and the nutrients in the water to create own food.

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.

PLANT

FOLD



3. Abalone

Marine
Native

Eats: Kelp, algae

Is eaten by: Crabs, lobsters, octopus, starfish, sting rays

Fishing Information

Minimum legal size: Depends on place.

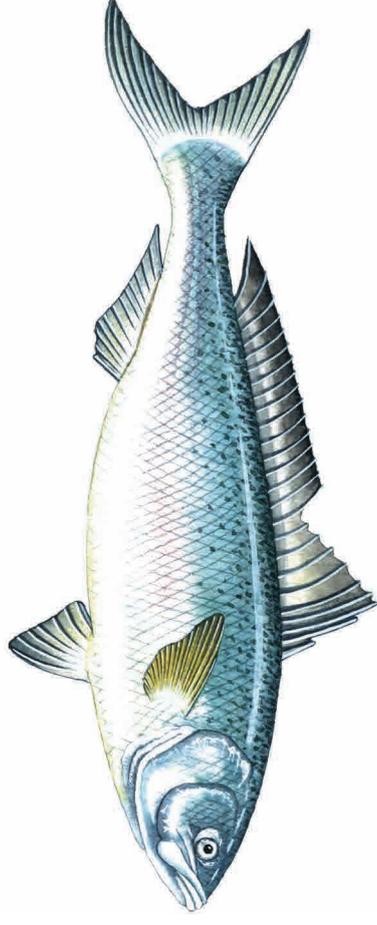
10 -13cm – See fishing guide.

Bag limit: 5 (of which only 2 can be greenlip abalone)

Note: There are closed seasons in certain areas for abalone fishing i.e. Central waters.

MOLLUSC

FOLD



4. Australian Salmon

Marine and Estuarine
Native

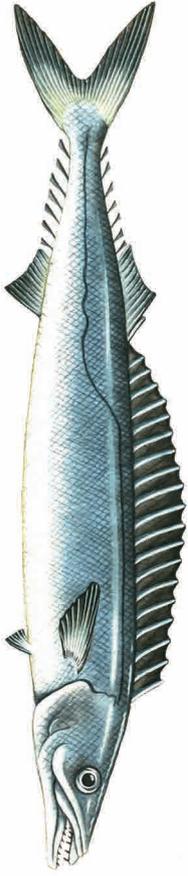
Eats: When young- shrimps, sea worms, small fish
When an adult – sardines, herring

Fishing Information

Minimum legal size: 21cm

Bag limit: 20

FISH



5. Barracouta

Marine and Estuarine
Native

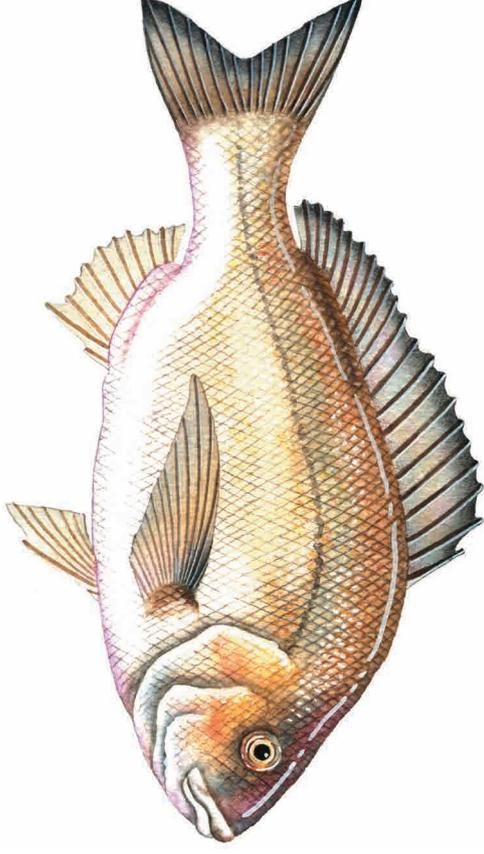
Eats: any small fish such as sprats, anchovies, young barracouta, small crustaceans and squid.

Fishing Information

Minimum legal size: no minimum
Bag limit: 20

FISH

FOLD



6. Black bream

Estuarine
Native

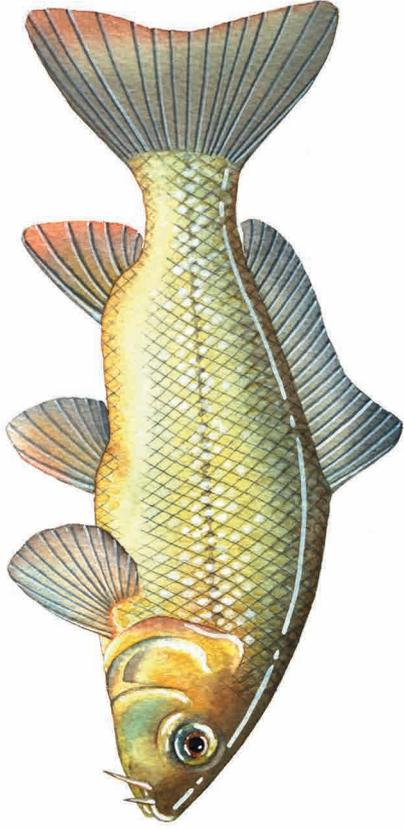
Eats: pipis, oysters, crabs, worms, shrimps and small fish

Fishing Information

Minimum legal size: 28cm
Bag limit: 10

FISH

FOLD



7. European Carp

Fresh water

Introduced (not Native) Noxious

Eats: plants and animals along the bottom of the river

Fishing Information

Minimum legal size: No minimum

Bag limit: No bag limit. This fish must not be returned to the water.



8. Crabs (sand crab, red shore crab)

Marine and estuarine

Native

Eats: snails, worms, smaller fish, algae and plankton.

Fishing Information

Minimum legal size: no minimum

Bag limit: total limit of 30 crabs or 1 litre

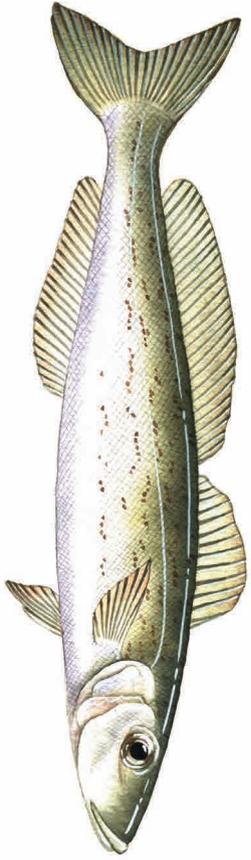
** Crabs must not be taken from intertidal zone of Port Phillip Bay

FOLD

FOLD

FISH

CRUSTACEAN



9. King George Whiting

Marine and Estuarine
Native

Eats: crustaceans, worms, molluscs and fish.

Fishing Information

Minimum legal size: 27cm
Bag limit: 20

FISH

FOLD



10. Ling

Marine and Estuarine
Native

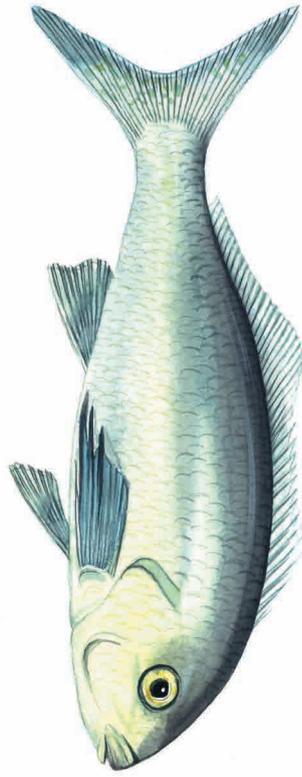
Eats: Crabs, crayfish, squid and other fish.

Fishing Information

Minimum legal size: 30cm
Bag limit: 5

FISH

FOLD



11. Morwong

Marine and Estuarine
Native

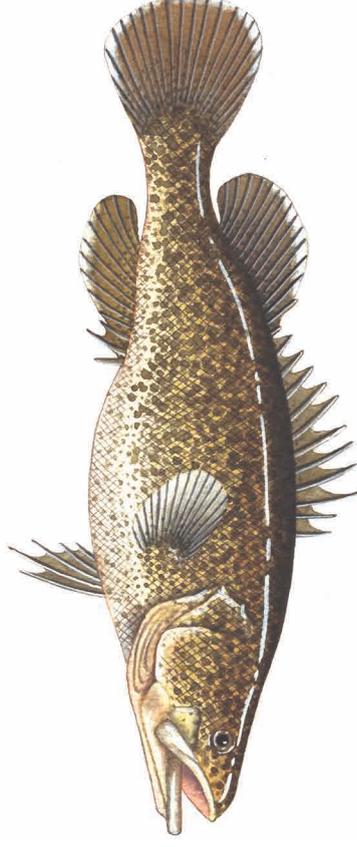
Eats: Small invertebrates from the ocean floor such as crabs, sea stars, worms and snails.

Fishing Information

Minimum legal size: 23cm
Bag limit: 5

FISH

FOLD



12. Murray Cod

Freshwater
Native

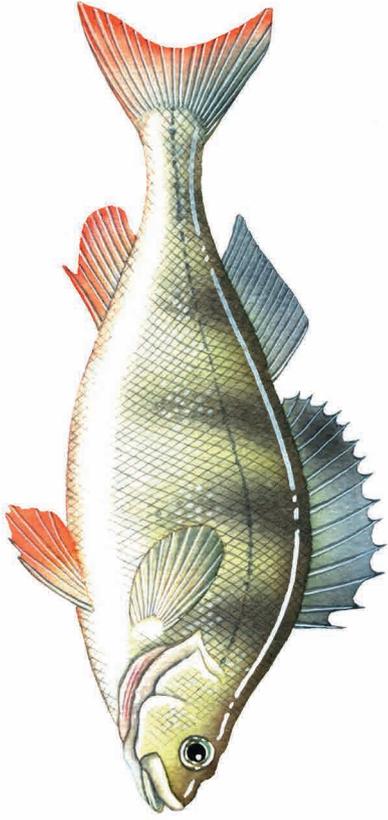
Eats: Anything smaller than itself including other fish and crustaceans like yabbies. They have even been known to eat ducks, tortoises, snakes, mice and frogs.

Fishing Information

Minimum legal Size: 60cm
Maximum legal size: 100cm
Bag limit: 2
Closed Season: 1 Sept - 30 Nov

FISH

FOLD



13. Red Fin

Freshwater
Introduced (not Native)

Eats: Plankton, worms, crustaceans, molluscs

Fishing Information

Minimum legal size: No minimum
Bag limit: none

FISH

FOLD



14. Anchovy, Sardine & Sprat FISH

Marine and Estuarine
Native

Eats: Deritus

Fishing Information

Minimum legal size: none
Bag limit: 40

FOLD

FOLD



15. Pipi

Marine
Native

Eats: algae

Fishing Information

Minimum legal size: no minimum

Bag limit: 5 litres per person; 1 litre meat

Different bag limits apply to Cape Liptrap Coastal Park see the Victorian Recreational Fishing Guide.

MOLLUSC

FOLD



16. Sea urchin

Marine and Estuarine
Native

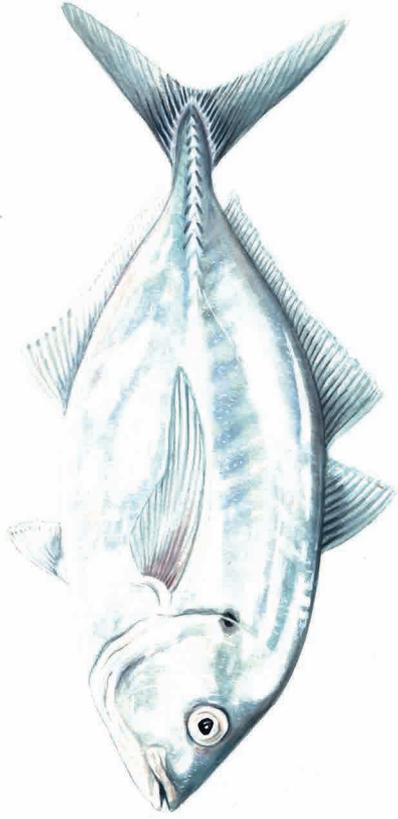
Eats: Algae, plankton

Fishing Information

Minimum legal size: no minimum

Bag limit: 20

ECHINODERM



17. Silver Trevally

Marine and Estuarine
Native

Eats: worms, mussels, crayfish

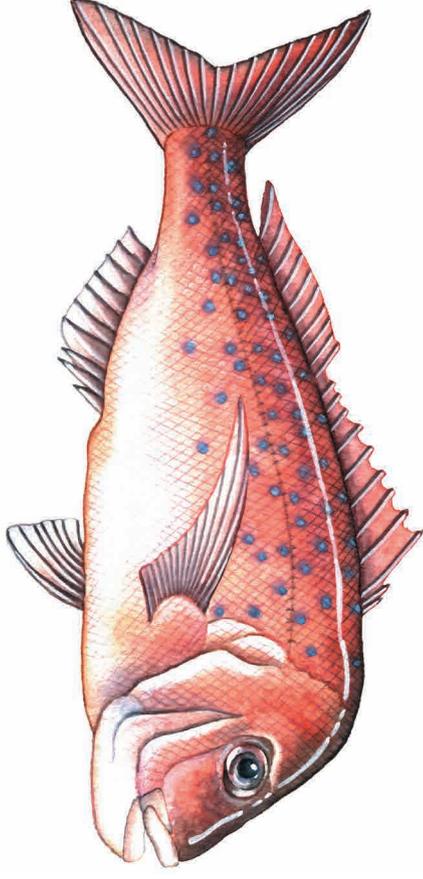
Fishing Information

Minimum legal size: 20cm

Bag limit: 20

FISH

FOLD



18. Snapper

Marine and Estuarine
Native

Eats: crabs, squid, sea urchins and mussels

Fishing Information

Minimum legal size: 28cm

Bag limit: 10
(of which no more than 3 fish may be
equal to or exceed 40cm in length)

FISH

FOLD



19. Squid

Marine
Native

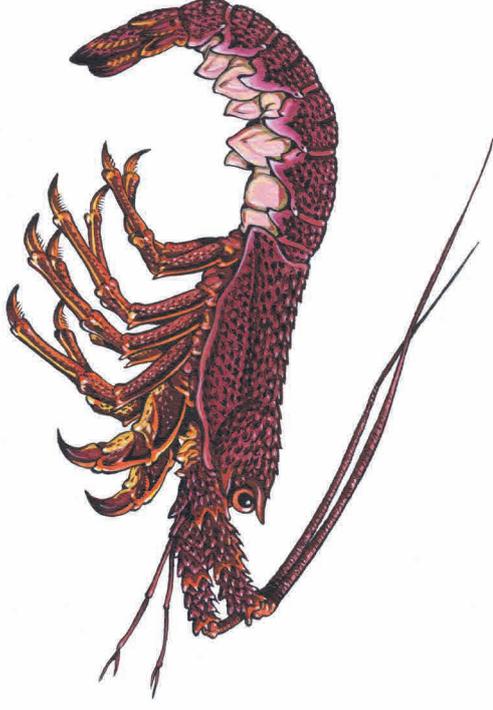
Eats: fish, shrimp, crabs, oysters

Fishing Information

Minimum legal size: no minimum

Bag limit: total of 10 (squid, octopus, cuttlefish)

MOLLUSCS



20. Southern Rock Lobster

Marine
Native

Eats: dead fish, snails, sea urchins, sand worms

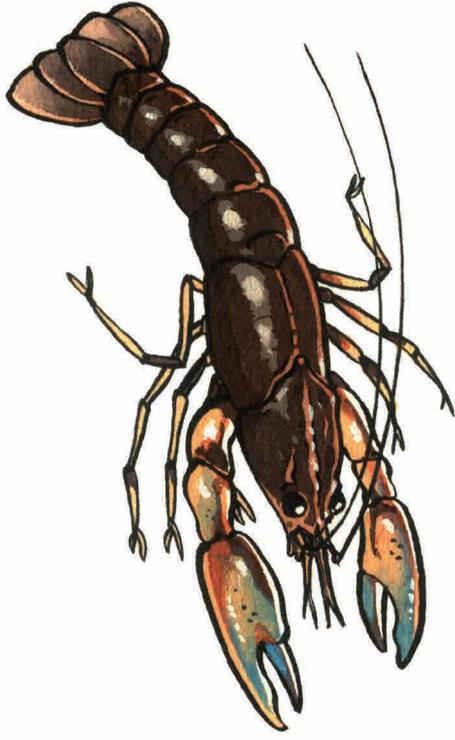
Fishing Information

Minimum legal size: 11cm male, 10.5 cm female

Bag limit: 2

There are closed seasons for Rock Lobster. See the Fishing Guide for more detail.

CRUSTACEAN



21. Yabby

Freshwater
Native

Eats: algae, dead fish, plants

Fishing Information

Minimum legal size: no minimum

Bag limit: 30 litres of whole yabby or 200 whole yabbies whichever is the lesser or 5 litres of yabby meat or 200 parts of yabby meat whichever is the lesser.

See the Victorian Recreational Fishing Guide for more information

CRUSTACEAN



22. Fur Seal

Marine
Native

Eats: fish, squid, octopus, cuttlefish

Fishing Information

Protected

MAMMAL



23. Dolphin

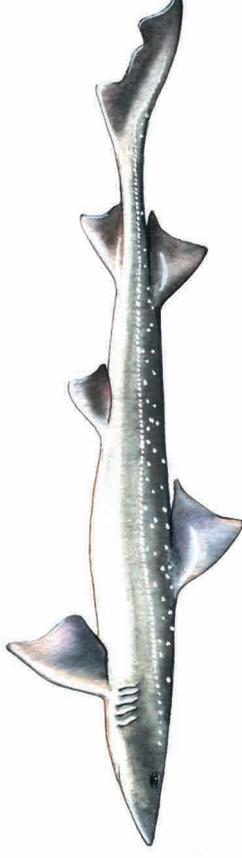
Marine
Native

Eats: fish, squid, octopus

Fishing Information

Protected

MAMMAL



24. Gummy Shark

Marine
Native

Eats: small squid, small fish, crustaceans, marine worms

Fishing Information

Minimum legal size: 45cm partial length

Bag limit: 2 (gummy and/or school shark)

Shark (all species other than gummy, school, great white, grey nurse and elephantfish) = no minimum size, bag limit of 1 per species

FOLD

FOLD



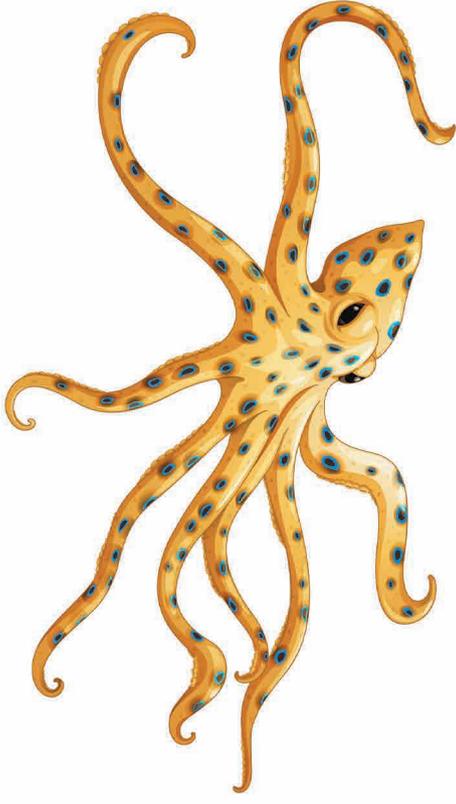
25. Great White Shark

Marine
Native

Eats: fish, dolphins

Fishing Information:
Protected

FISH



26. Blue ringed Octopus

Marine
Native

Eats: fish and crustaceans

Fishing Information
Do not collect. Poisonous and deadly

MOLLUSC

FOLD

FOLD



27. Cone Shell

Marine
Native

Eats: small crustaceans

Fishing Information

Do not collect. Poisonous and deadly

MOLLUSC

FOLD



28. Northern Pacific Seastar

Marine

Introduced and Noxious

Eats: shellfish, crustaceans, sponges

Fishing Information

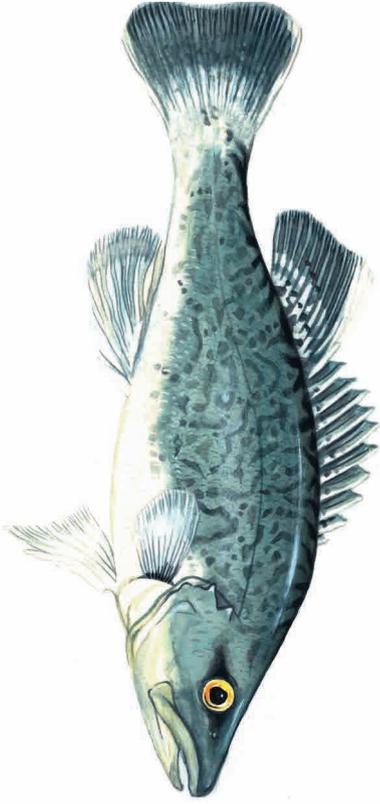
Minimum legal size: No minimum

Bag limit: No minimum

ECHINODERM

FOLD

*** This sea animal is one of the worst marine pests in Victoria. If you catch a Northern Pacific Seastar, you should put it in a rubbish bin, whole.**



29. Trout Cod

Fresh water
Native and Protected

Eats: fish, insects, crustacean, zooplankton

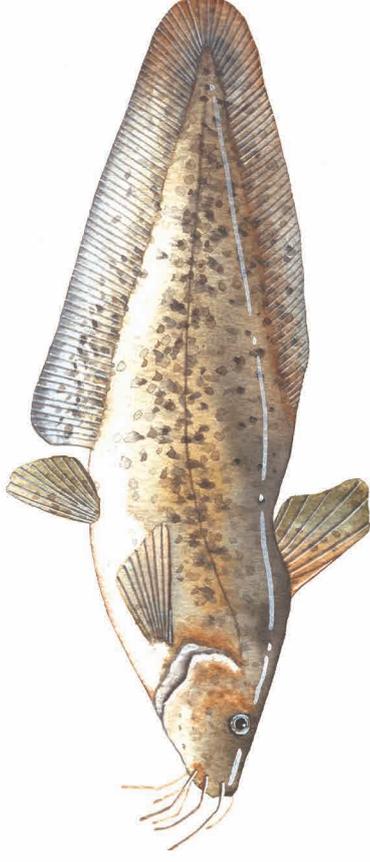
Fishing Information

Protected. Must not be fished.

If trout cod are caught they must be put straight back into the water.

FISH

FOLD



30. Freshwater Catfish

Freshwater
Native

Eats: shrimp, crayfish, yabbies, young fish

Fishing Information

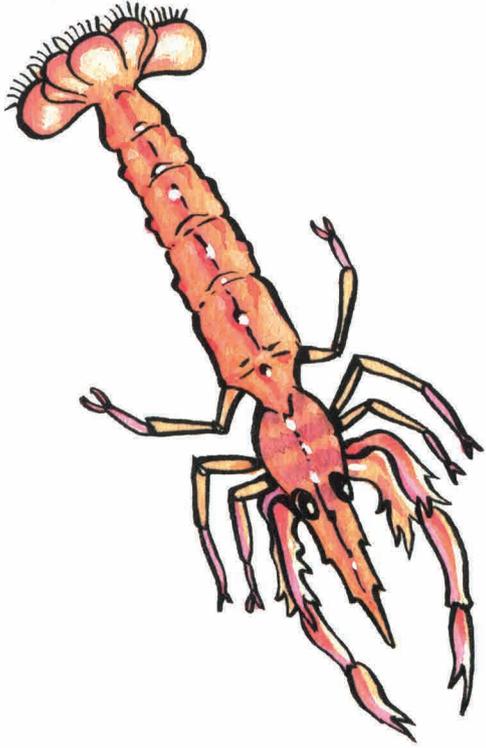
Minimum legal size: 30cm

Bag limit: 2

Protected in all Victorian waters except the Wimmera Basin.

FISH

FOLD



31. Bass Yabbies

Marine
Native

Eats: plankton, algae and rotting matter.

Fishing Information

Minimum legal size: no minimum

Bag limit: 100

CRUSTACEAN



32. Sandworm (other marine worms)

Marine
Native

Eats: plankton, algae

Fishing Information

Minimum legal size: no minimum

Bag limit: total limit of 0.5 litre for one or more species.
(Does not apply to purchased bait)

FOLD

FOLD



33. Mussels

Marine
Native

Eats: plankton

Fishing Information

Minimum legal size: no minimum
Bag limit: 10 litres

MOLLUSC



34. Seahorses, sea dragons

Marine
Native and Protected

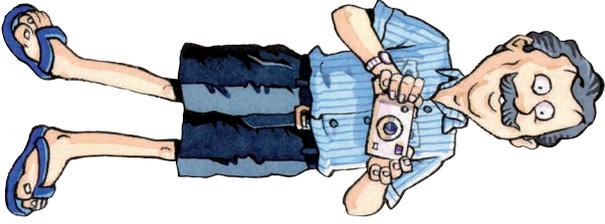
Eats: plankton, small crustaceans

Fishing Information

Protected. You must not catch or take seahorses or seadragons.

FOLD

FOLD



35. Human being

Land based

Introduced and Protected by law

Eats: Macdonalds, Hot Dogs, mung beans, various other things

Fishing Information

Protected. You must not catch or take human beings.

MAMMAL

FOLD

FOLD

