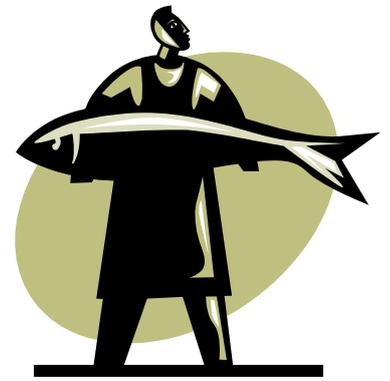


My Fishing My Life

Resources



Notes

These resources should be added to those local resources already collected.

Resources can assist teachers to

- help students use content knowledge to complete tasks,
- use pedagogy and teaching strategies to assist students to undertake tasks well
- plan and organise activities
- help students use thinking strategies to achieve higher order outcomes
- access further resources on Nauru and online, including people who can help students

Reading the tasks

Each task helps students address some of the goals in the Nauruan Curriculum Footpath. Interpret the task through the list of goals for this task.

This task is part of TVET program, thus teachers need to talk about preparing for work, having a work ethic, and contributing to community work.

This task is a response to community research which emphasised that young people of Nauru need to develop appreciation for Nauruan culture and “bring back” Nauruan cultural skills and knowledge. This means teachers have two responsibilities:

- 1) To assist children to learn from community members and archives and keep that knowledge (perhaps digitising it before it is lost) and
- 2) To show the community that the students are developing the skills (use the community as an audience for student work).

Existing resources

Use the Teachers Diary to include thinking skills in lessons and to assist students to engage in deep thinking when doing activities in this task. Explicit training in using thinking strategies is required throughout schooling and especially during tasks. The “Included Skills” list contains thinking strategies embedded in tasks. The diary describes the strategy and gives examples.

Use local people and existing publications. Collect information and where practical, digitise it so it can be reproduced and used over and over. Develop a Teachers’ Library for each task in the school to preserve resources for next year.

Nauru Curriculum Footpath

Personal Pathways

Communication Pathways

Community Pathways

Environments and Technology Pathways



Use resource lists from other tasks. There is some overlap in the subject matter, skills and cultural knowledge, so resource lists from other tasks will support this task.

Thinking skills

Aim at using the higher levels of Anderson's Taxonomy of Thinking as much as possible in classroom questions and in helping students' record information. Have a Thinking Levels chart on the wall and constantly encourage children to ask good questions. Use your Teachers Diary to find out more about Anderson's Taxonomy (Remember, Understand, Apply, Analyse, Evaluate, Design) and the question starters for each level of thinking. Remembering and Understanding are low levels of thinking. Note the tasks are specifically designed to help students demonstrate high levels of thinking. This is clearly evident in the Grading Masters, especially for A and B standards.



Thinking Framework

http://www.itcpublications.com/free_resources

Free PDF version plus information about the poster to help teacher use it. Includes a discussion of Gardiners Multiple Intelligences.

Online Resource



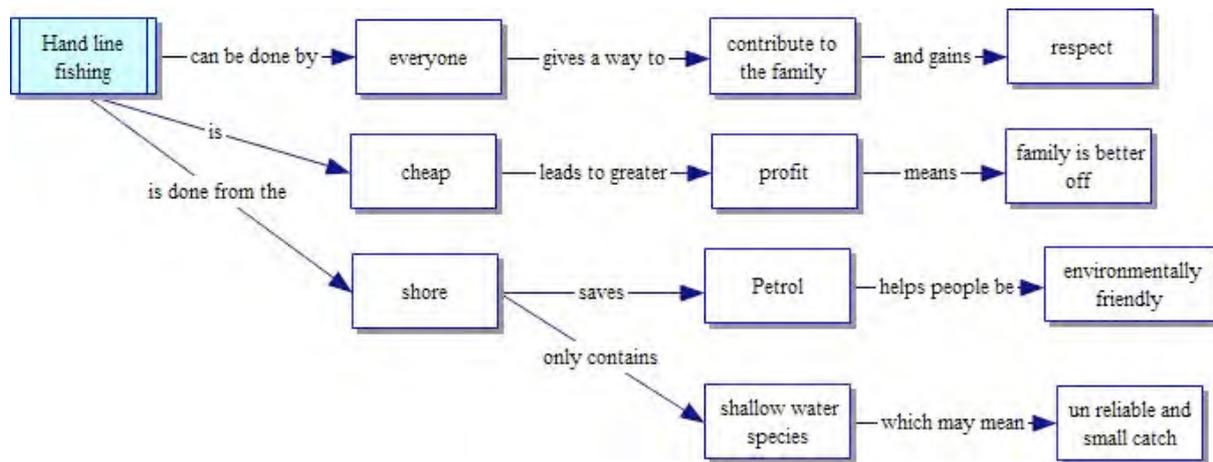
Example: Concept maps

In this task students need to build a concept map of different fishing methods illustrating advantages and disadvantages. A concept map will enable students to drill down to more than 2 levels of causal factors. Teachers will need to assist children by helping pose leading questions, so students link ideas. Look at the examples and explanations of concept mapping in your diary.

A concept map makes explicit the links between ideas and enable students to explore how ideas stem from one to another. A brainstorm can be used to generate a list of simple ideas. The concept map will link those ideas and enable students to explore a deeper level of what connects to the first set of ideas. Students may have to be explicitly taught to build concept maps before embarking on the concept map in this task. Students could use Inspiration to build concept maps and add words describing the connections between bubbles.

In the task, note that students need to find out about fishing methods and share with others through a poster first. This is the descriptive part of the task – students will describe the methods of fishing. Teachers need to facilitate processes which ensure students describe detail and consider a range of issues that result from that fishing method. Students need to consider environmental, supply, speed and reliability, attitudes and feelings, and a range of other factors in their description. If teachers do this, then the concept mapping task will be easier as students will have data to use and can make deeper connections and develop multiple levels of their concept map.

Students will need to visit their concept map few times to make increasing linkages and diagrammatically represent causal factors. Use the idea that one idea leads to another and encourage students to explicitly write down the relationships between bubbles on the arrows. You should be able to read along the arrows of a concept map and it makes sense.



To help students have more than one level of concepts, it may be useful to use an impact ladder. Check your Teachers Diary for ideas on Impact ladder use.



Practical ideas → consequences → attitudes → feelings → values

Personal impact → family impact → community impact → country impact → global impact

Are there others your students can generate and then use to stimulate deeper and deeper consequences and connections for the concept maps.

Information: Fact sheets



Fish caught in Nauru

http://www.spc.int/coastfish/Fishing/Posters/Fish/Nauru_offshore.pdf

Great Fishing poster for Nauru with Nauruan names of common fish.



http://www.spc.int/coastfish/countries/nauru/nfmra/information/Nauru%20fishing%20livelihoods%20WIF16_22_Vunisea.pdf

Fishing to sustain livelihoods. Two page article illustrating the analysis people from outside of Nauru are doing about Nauru’s sustainability. Interesting issues are raised. This would be a good article for students to analyse and discuss. Teachers will need to structure an analysis activity to help students first understand the article and draw out the relevant issues for this task.

Consider Blooms Taxonomy and the question starters as a strategy to help students think through and make evaluative choices about the information in the article. Think about using graphic organisers and other tools from your diary to help children take notes and extract information from the article.



http://www.spc.int/Coastfish/sections/Community/contry_visit_nauru1997.htm

Interesting short article with pictures about modern fishing in Nauru using old techniques. Describes Fish Traps and Milkfish catching. It may be useful to compare what children know with what this article says.



<http://www.springerlink.com/content/r526mm6563p77248/fulltext.pdf>

An article describing traditional and recent aquaculture of milkfish on Nauru. Use some strategies from your diary to help students analyse the article. An icon prompt is a good strategy.



<http://www.spc.int/coastfish/countries/nauru/nfmra/news/newregs.htm>

Nauru fisheries regulations about FADs in Nauru for locals. Discusses sustainability ideas. Use as a stimulus article for discussing local families use of FADs.



<http://www.spc.int/coastfish/countries/nauru/nfmra/news/ntfsr.htm>

One page about a report on sustainability of commercial fishing off Nauru. Raises sustainability issues from community and national perspective in a short article.



Some pictures of old Nauru.

http://www.janeresture.com/nauru_home/

http://commons.wikimedia.org/wiki/Category:History_of_Nauru



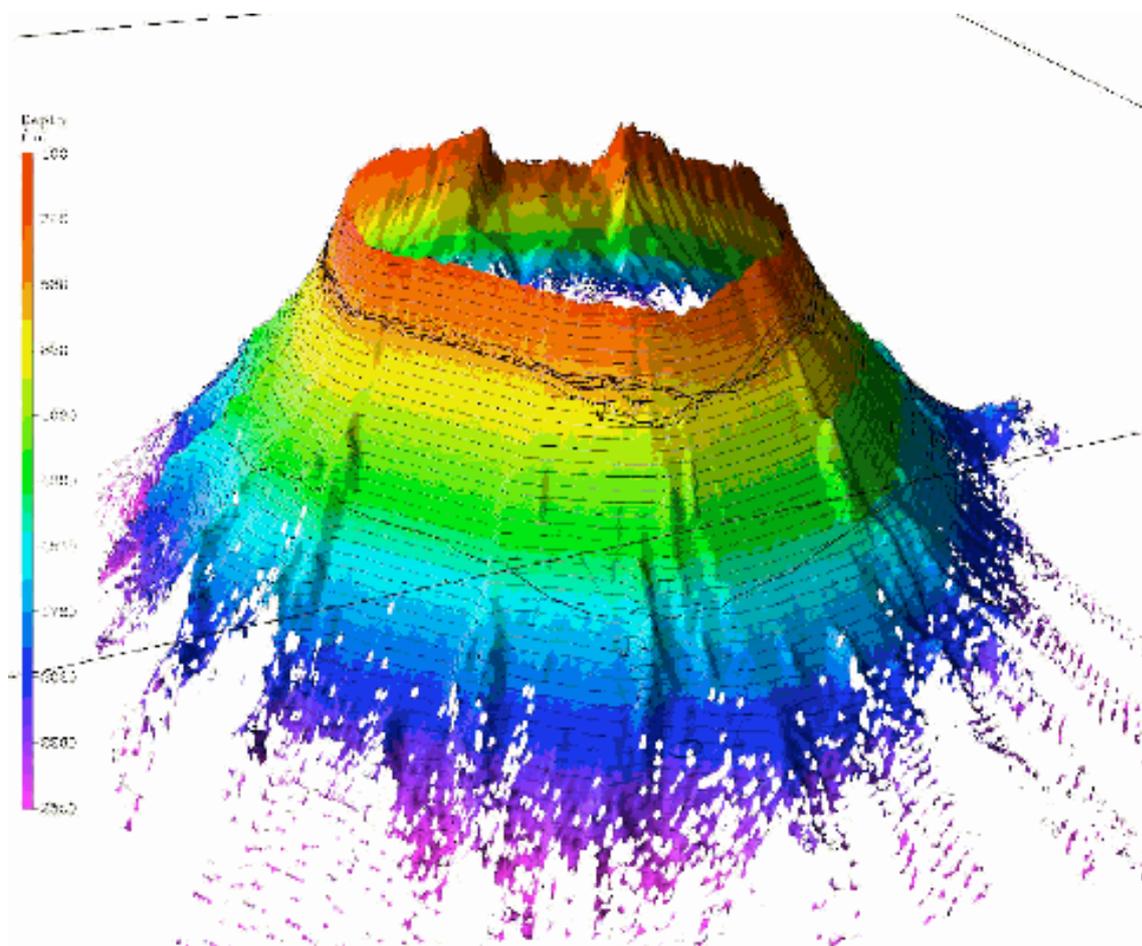
http://www.spc.int/coastfish/countries/nauru/nfmra/information/Nauru_canoes_FAD_Blanc_121.pdf

Report on a fishing canoe building project – includes information of safety and an example fishing log – useful as a teacher resource – just extract out what you need for the task. 8 pages long. It may be useful to source the data collected in this project from Fisheries on Nauru.

Information

This image is taken from a ship with echo sounding equipment. It shows the depths of the water just off the reef. This was written on a personal blog of an officer on the scientific ship working in Nauru when the image was made. Find the posters of this diagram around the island to gain more information.

<http://auldtom.com/cgi-bin/nauru99/nauru.pl?July%2010>



This photo is a three-dimensional rendering of the seafloor around Nauru. The image makes the island's volcanic origin pretty clear, doesn't it? The various shades of red represents depths from approximately 150-500 meters; the yellow is roughly 500-1000 meters; next is green and then blue. If you look carefully, just about at the junction of the red and yellow, you will see a series of black lines - that is the ship's track on various passes at approximately one kilometer offshore. There is also a single black line at the junction of the green and blue; that is where we went three kilometers offshore for one cycle. So as we circled the island in a clockwise direction, the echo sounder was picking up the shallow depths on our starboard (right) side, and the deeper depths on our port (left) side. Maybe I'm just unduly impressed by this image because it is so much more exciting than looking at a single black trace on a fathometer!



<http://www.freecoconutrecipes.com/>

Many recipes including how to make coconut ingredients like coconut flour, coconut oil and coconut cream. Searching the internet for recipes is fun but adding pacific to the searching will result in recipes that contain ingredients that you can buy in Nauru. Adding “traditional” to the search will refine your searches even further. Allow children to use recipes for ideas and then make up their own.



Good article with a range of information sections, but is still very readable. Includes recipes. A general search for “sea vegetables” will provide interesting ideas students might consider. Sea vegetables can not be easily cultivated but information on caring for naturally occurring vegetables and impact of an unhealthy environment on growth and quality will be thought provoking.

<http://www.sixwise.com/Newsletters/2009/January/28/Sea-Vegetables-Why-You-Should-Eat-More-of-These.htm>