

# My Fishing, My Life

## Included Skills

TVET tasks at year 9 level focus primarily on Nauruan Cultural skills and knowledge, Life skills and Work Readiness within the *YR 9 TVET Lifeskills and Culture Project*

The [World Health Organization](#) defines *life skills* as "abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life."<sup>[1]</sup> In primary and secondary education, *life skills* may refer to a skill set that accommodates more specific needs of modern industrialized life; examples include [money management](#), [food preparation](#), [hygiene](#), basic [literacy](#) and [numeracy](#), and [organizational skills](#). Life skills are sometimes, but not always, distinguished from [occupational skills](#).

**Life skills** are a set of human [skills](#) acquired via [teaching](#) or direct experience that are used to handle problems and questions commonly encountered in daily [human](#) life. Wikipedia

Thus Life skills encompass many study areas and elements of the Nauru Curriculum footpath. So only additional skills, not already mentioned in other study areas have been extracted separately here. The task holistically addresses the combinations of Life Skills required to participate in and preserve Nauruan Life and prepare Nauru for the future. It is more important for Nauruan children to combine skills and knowledge than show each skill separately.

Life skills	Traditional skills/knowledge	Values
Safety in being at sea, on the beach and handling sea foods and ocean plants	Methods of fishing and knowledge of fishing conditions in traditional and modern times	Use of the best of old knowledge and ways of fishing combined with new ways
Safe use of tools	Methods and rules for making fishing tools	Hard work ethic, industriousness and perseverance
Keeping nutritional value in seafood during food preparation	Bait and lure preparation, mending	Creativity and ingenuity when designing tools, lures, fishing equipment and recipes.
Hygienically preparing and storing food		Commitment to jobs (employment and

<p>including preservation of fish</p> <p>Creatively exploring new and old ways to prepare and present seafood dishes. (Herbs, sauces, marinating as well as cooking methods)</p> <p>Developing confidence in own ability</p> <p>Group work and team work</p> <p>Learning from others</p> <p>Thinking about and acting for sustainable use of resources</p> <p>Using modern tools – fishing rods, nets, traps, knives, pots, cooking devices.</p> <p>Demonstrating combinations of skills – to make a tool, go fishing or make a seafood dish</p> <p>Economic sense - holistic collation of the costs of fishing - bait, tools, labour;</p> <p>Factors contributing to pricing –costs, quality, size, taste, supply and demand in the market place, and availability.</p>	<p>and maintaining nets and other equipment</p> <p>Highly polished fishing skills</p> <p>Highly polished skills for cleaning and cutting fish</p> <p>Wise use of fish waste</p> <p>Cooking methods using fires and modern cooking tools</p> <p>Traditional recipes</p> <p>Use of fish in feasts and celebrations and celebration songs, stories, dances and chants about fishing</p>	<p>community tasks), job sense</p> <p>Commitment to contributing to the family</p> <p>Careful and sustainable use of natural resources plus contribution to restocking</p> <p>Nauruans should recycle materials and use what they have and can find where practical</p> <p>Treasuring community knowledge and the knowledge and skills of individuals in the community</p> <p>Care of the environment enables Nauruans to contribute to the Nauru’s future</p> <p>Nauruans can understand and influence “cause and effect”</p> <p>Values and ideas change over time</p> <p>Changing from keeping family and community knowledge to sharing knowledge</p> <p>A sense of business and entrepreneurship will help feed the family and maintain the home</p> <p>Significance of bartering to improve the family access to needed goods or services</p> <p>Understanding the importance of modern business practices to preserving capacity for income –pricing, advertising, product presentation, product quality, competition in a market place</p>
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<b>Literacy</b>		
<p><b>Writing</b>  Recording notes when listening and asking questions  Illustrative and informative charts  Labeling diagrams in English and vernacular  Organised , illustrated and informative Group fishing guide  Fishing logs – note taking, recording information so that like information is together and easy to browse and analyse (eg times and tides for catches)  Map drawing and labeling  Posters and diagrams on how to create tools/fishing gear  Rules and conditions for a fishing competition  Concept maps</p>	<p><b>Reading</b>  Sequential instructions including recipes and instructions on making things  information sheets and books to elicit instructions and ideas  Internet information  Fishing logs from other students  Fishing guides to see how they are laid out and what they contain</p> <p><b>Listening</b>  Learning from experts and elders by listening and watching demonstrations  Interpreting answers to questions  Listening to fishing yarns from various adults and peers.</p>	<p><b>Speaking</b>  Pronunciation of materials, tools and fish/seafood in Nauruan and English  Explanation and demonstration of methods  Talking with adults while displaying or demonstrating  Interacting in a conversation which is based on questions. Eg asking leading and follow up questions  Sharing stories about fishing expeditions  Negotiating selling and bartering conversations</p> <p><b>Visual</b>  Draw and label simple diagrams on charts  Make charts which connect information pieces  Build displays  Make signs</p>

Numeracy	ICT Opportunities	Thinking tools
<p>Measurement required for craft making and cooking - includes estimation of measures and making measures using household utensils</p> <p>Measuring fish, weighing fish, fish fillets and other seafood</p> <p>Estimating lengths and weights of fish/seafood.</p> <p>Sampling methods to estimate numbers of fish or seafood</p> <p>Estimation of fish consumption verses supply</p> <p>Cost calculations, How to develop prices</p> <p>Profit and loss, demand and supply</p> <p>Calculating wages/value of time spent</p> <p>Displaying and using tabular information</p>	<p>Taking photographs throughout the task for multiple reasons</p> <p>Using spreadsheets for a range of calculations and construction of tables of data</p> <p>Making posters and charts</p> <p>Compiling recipe or “how to” cards</p> <p>Searching the Internet</p> <p>Editing computer products until they look fabulous and are accurate</p> <p>Online learning journal using a blog or similar tool</p>	<p>Concept maps</p> <p>Cause and effect maps</p> <p>Predict, observe, explain</p> <p>Decision making charts</p> <p>Spreadsheets with what-if scenarios</p> <p>Double bubble maps to compare and contrast</p>