

Living On the Edge

Studies of Society and Environment

Many of the activities can be used for a variety of CSF Levels. What changes are the complexity of response and the depth of understanding expected from the students? The following grid is a general summary only.

CSF Levels	SOSE	Activities
Level 1		a b c w
Level 2		a b c d e f g j k l m w
Level 3		h i j k l m n d e w
Level 4		h i j k l m n o p q r
Level 5		r s t u v p q m

SOSE Activities

- Using the Aerial images of the [Bluff in About the Bluff](#) and the Streetscape images in the [Barwon Heads](#) section, discuss and identify the natural and manmade features.
- Using the information in the section [Barwon Heads](#) identify and discuss the living and non-living elements.
- Discuss the effect littering has on the environment and how to stop it. Draw a poster to illustrate good practice.
- Using the reef and under sea creatures from Life [Above and Below](#) the Waves, draw a very large outline of the Barwon Bluff Sanctuary and cut and paste the organisms on to it.
- Using sea creatures from Life [Above and Below](#) the Waves, Identify which creatures are eaten by people and which aren't.
- Brainstorm the do and don'ts of visiting the beach compare this with the Rules in the [Parks information sheets – Marine Sanctuaries](#) and FAQ's
- Research, using [Parks information sheets – Marine Sanctuaries](#) and FAQ'S research, the laws that govern these areas. List the Do's and Don'ts. Design a poster or pamphlet to inform visitors to the area.
- Research, which seafood is harvested for human consumption, how this is done, how it is transported and stored. Trace its journey from the sea to the dining room table.
- Study the aerial photographs of the Bluff in [About the Bluff](#). Locate and label the natural and man made features

- j. Using the [Koorie Welcome](#) page and [Parks information sheets – Marine Sanctuaries](#), investigate the Indigenous peoples lifestyle. Write or use cartoons to illustrate one day in an Indigenous person life 300 years ago.
- k. Using the section [Barwon Heads](#). Look at the images and identify the things that are the same and those that have changed. Discuss and speculate as to why these changes have occurred.
- l. Using the [Partnerships](#) section, identify community and government groups and how they work to care for the Barwon Bluff and its environs.
- m. In conjunction with the [Earth Science Activities](#) and [Rock On Slideshow](#) discuss dune erosion. Discuss possible action plans for minimizing human impact. Have students create their own model.
- n. Using the [Parks information sheets – Marine Sanctuaries](#), mark currents and describe how major currents are produced and mark these on a map of the world.
- o. Using the [Partnerships](#) section, investigate and report to the class how, why and what these groups do.
- p. Using [Barwon Heads](#) and [About the Bluff](#), explain how the natural features have been influenced by manmade structures and population of the area. Discuss the rapid changes in the area and predict the affects growth of the Barwon Heads population may have in the future. Record your predications on an aerial map.
- q. Draw up a concept map to identify people and their involvement in the Barwon Heads area (coastal/marine). Individuals, Paid workers, Community groups etc, Visitors etc.
- r. Using the [Rock On](#) and [About the Bluff](#), images; Students classify the rock formations and speculate on their formation. Research the geography of the area and support their classifications with evidence and reasoned argument. If possible students visit the area and carry out a fieldwork survey.
- s. Challenge: A Developer has applied to build a five star resort on the top of the Bluff. Students use their geographical knowledge and skills try to gauge the possible environmental impact of this proposal. What issues may need to be considered? Refer to [de Bono's Thinking Tools](#) in the cross curriculum section.
- t. Using the satellite images-[About the Bluff](#), right a report or list questions the students would like to answer. Research the answers.
- u. Using the image of Lake Connewarre and the mouth of the Barwon River, design a plan of action, make a model to minimize the impact of a major flood in the area. [About the Bluff](#).
- v. Students examine the legislation governing marine sanctuaries. Describe the short term, medium term and long-term effects of this legislation on the government, individuals, community groups and employment in the area. [Parks information sheets – Marine Sanctuaries](#).
- w. Debate: Marine Sanctuaries adversely affect the economy of the area.