

For Teachers

WHY GET INVOLVED?

There are many benefits for schools who choose to participate in SIPS.

Students benefit by:

- learning that industry is an important part of their community
- seeing how things they learn about in the classroom can be applied in a real life setting
- meeting workers who can show them first-hand what they do for a living



Teachers benefit by:

- having SIPS help address specific curriculum outcomes
- professional development; learning first-hand about the seafood industry in Australia
- the opportunity to create links with industry representatives
- getting access to up-to-date and locally relevant information on commercial fishing and aquaculture

EDUCATIONAL CONTENT

SIPS is aligned to the curriculum and caters to different stages of learning. ‘The program is relevant to a number of learning areas, as well as the cross-curriculum priority of Sustainability. In particular, it addresses outcomes in:

Human Society and Its Environment (HSIE)

Science & Technology

Geography

Work Education

Students taking part in the SIPS project improve their knowledge of:

- where seafood comes from and how it gets to their plate.
- the different types of fishing and aquaculture operating in their local area, and how these are carried out
- Australia’s fishing resources and how they are managed, including what the industry is doing to ensure sustainability
- the types of careers available in the seafood industry.

An important feature of SIPS is that it offers ‘real-life’ learning, demonstrating to students how knowledge they learn in the classroom (e.g. in Science or Geography) can be applied in an everyday working context.

Partnerships can be tailored to suit the needs and interests of different groups. For example, your class may be learning about life cycles, so may want to visit an oyster farm to see the oysters at various stages of growth and development. Or you may be teaching about sustainability, and want a fisherman to visit your class to talk about how local fishing resources are managed.

CASE STUDY

The first SIPS partnership was created in Tasmania in 2010, between local fisherman, Bryan Denny, and a Year 4 class at Lauderdale Primary School. Bryan is a commercial diver, abalone diver and crayfish fisherman.



The class first met Bryan on a class visit to the Woodbridge Marine Discovery Centre. He then came to visit them at their school, where students viewed and handled fishing equipment, including an aluminium dinghy and scuba gear. Students had the opportunity to ask questions about target catch, fishing location, marine resources, logistics and career opportunities, among other things.

Bryan kept in contact with the class, sending them regular at-sea email updates. He provided the class with a navigational chart, which they used to map his progress. Students also calculated Bryan’s catch (by weight) based on his email reports.

TESTIMONIALS

“We researched a sea creature native to Tasmania. We also mapped where Clive (partner fisherman) went fishing as we kept in contact via text message. The students found Clive absolutely fantastic along with his presentation and there was much anticipation waiting for his text messages.”

Kylie Hughes, Teacher

“We had a sensational day and the weather gods were kind to us. It will be an experience that will stay with them (the students) for a long time. Will Mure himself addressed the class over lunch and he was excellent.”

Lindsay Adlam, Teacher

“I was able to meet and talk with some people from the fishing industry (at the SIPS launch), and it made me realise that I’ve been teaching from the environment perspective, and not including the industry perspective.

Claire Blichfeldt, Teacher