

Creative Writing

Follow-up Activity



What can be learned?

These creative writing choices provide opportunities for students to demonstrate what knowledge and understanding they have gained from the unit. These activities also help to consolidate or extend the students' learning about foreshore ecosystems, the value of foreshore environments, and how these areas should be managed.

The Activities

As an end-of-unit activity, the students could be asked to choose one of the following tasks:

Story-writing -

Following a discussion of the types of things that can threaten a food web (disease in Tasmanian Devils, introduced species such as sea stars, pollution, oil spills, over-fishing, global warming, etc.) the students create a scenario in which something happens that affects the foreshore ecosystem, resulting in one species in their food web being wiped out. Write a story that illustrates the impacts on the ecosystem. Will there be a positive or negative ending?

Design a brochure or sign -

Design and produce a brochure that will inform the public about the foreshore area visited. Ask students what they think needs to be included in such a publication. For example: a front cover, a map, illustrations,

why the area is unique, what visitors can see and do there, facilities, notes on how to help take care of the site. It might be worth having some examples on hand. As an alternative, students could design an interpretation sign to be placed on-site.

Write an environmental impact report -

Describe a scenario where a company has proposed to build a hotel and apartments on privately-owned land along, and directly behind, the foreshore (their local beach or the site visited). Give the students a specific brief which outlines what the company wants to do.

Have the students imagine they are independent scientists who have been asked to write a report about what the impact would be on the foreshore environment. It would be worth talking about the process of approval for a proposal like this*, and that scientists might be involved in producing an environmental impact statement. Discuss the issues that need to be considered in such a report to give the students a structure for their writing.



* Contact the Resource Planning and Development Commission (RPDC)
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