

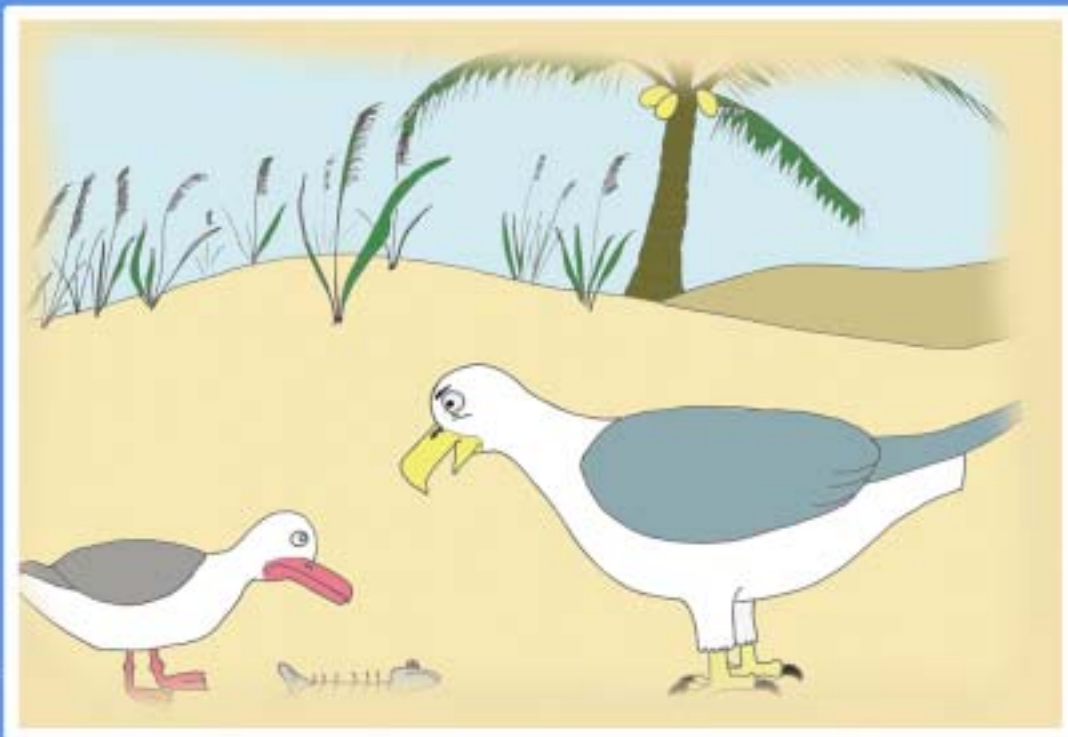


**Northern Territory Government**

Department of Business, Industry & Resource Development

# THE GULL SAYS "TAKE ONLY WHAT YOU NEED."

*MARINE & FISHERIES EDUCATION MODULE - BAND ONE*



*BASED ON: 'THE EAGLE AND THE GULL' - BY THE BARDI PEOPLE*

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## Forward

The aim of the Fisheries Group of the Department of Business, Industry and Resource Development can be defined as;

"providing for the regulation, conservation and management of fisheries and fishery resources so as to maintain their sustainable utilisation, to regulate the sale and processing of fish and aquatic life, and for related purposes", as stated in the *Fisheries Act* (2001).

The Department of Business, Industry and Resource Development's Fisheries Group has developed an education and communication strategy that provides a framework for the group to deliver educational materials and messages about the marine environment and fisheries in the NT. Stage one of the strategy has been addressed through the production of an education kit for schools where our primary school students can learn how to keep Northern Territory fisheries and marine environment in good health.

A number of Northern Territory schools, including Karama Primary, Nakara Primary, Nightcliff Primary, Humpty Doo Primary and St Francis of Assisi, were involved in the construction and trial stages of the kit during 2002. The result is three education modules spanning three primary school bands (levels of development).

Fisheries Group staff, initially Damian White and more recently Rebecca Solah, have also been working closely with the education department staff to ensure the modules are appropriate and useful for Northern Territory schools. The Northern Territory Department of Education and Training (DEET) staff, Marisa Boscato, Dallas Glasby and Ellen Herden provided invaluable advice and support in the draft stages of the project.

This education kit is provided to schools free of charge and schools will be sent the complete kit on request. Teachers will also be able to download the complete kit or individual activities from the Fisheries Group website <http://www.dbird.nt.gov.au/>

The Fisheries Group will continue to support the schools through presentations and supplementary materials as required and can be contacted by telephone on (08) 8999 2144 or facsimile on (08) 8999 2065.

RICHARD SELLERS

Fisheries Executive Director

Department of Business, Industry and Resource Development

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## Introduction to the unit

The Northern Territory aquatic environments provide food, employment and recreational enjoyment for many Territorians and visitors.

In recognition of the importance of the NT marine environment to the life-styles of Territorians, the Department of Business, Industry and Resource Development Fisheries Group has produced an educational package focusing on the marine environment. The goal of this material is to increase the students' understanding of marine habitats and the responsibilities everyone shares in ensuring that it remains in good health.

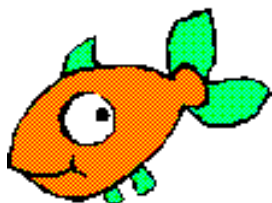
The resources used for this Module provide an introduction to some new concepts that assist students in exploring the world of the marine environment. Each module encourages students to research the marine environment so that they can begin to realise just how rich and vast the oceans are.

**The modules use three keys texts to focus its messages.**

**Module 1** uses the *Eagle and the Gull* Dreamtime story from the Bardi people of North Western Australia. The story illustrates the influence people can have upon natural resources when used unwisely.

**Module 2** uses the book *The Treacherous Travels of Tasman Turtle* by Simon McLean. The story follows Tasman's travels through the ocean and the challenges he has to overcome along the way.

**Module 3** uses the book *Blueback* by Tim Winton. The story centres around the life of the character Abel, from his childhood in a small fishing village to his life as a marine biologist.



## Junior Code of Practice

The junior code of conduct has been developed from the National Code of Practice for Recreational and Sport fishing. This national Code of Practice was developed as an initiative of Recfish Australia, the peak national body for recreational and sport fishing.

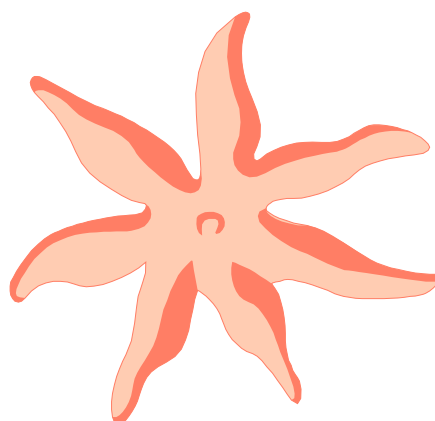
The Junior Code was developed specifically to target children of primary school age and contains the following six points:

1. Take only what you need
2. Fish with friends
3. You're the solution to water pollution
4. Throw the little ones back
5. Don't leave your tackle behind
6. Quality catchments equals quality fish

The Junior Codes was used to develop the Department of Business, Industry and Resource Development, Fisheries Group:

***Into The Blue;  
Marine and Fisheries Education  
Kit (2003).***

A reference for the code is provided in the resource list at the end of this module and is available on the Victorian Fisheries website.



## Methodology

These modules are written to cover approximately five weeks of a school term and apply components of the Social Literacy teaching model.

**Focus Question** - A question is asked or a problem is posed at the beginning of a learning sequence

**Consider** - A stimulus is given such as a problem situation, a moral dilemma, conflicting points of view, factual information, an historical document, a photograph or drawing.

**Analysis** - A series of activities critically analyzing the input, moving from analytical process to critical processes.

**Main Idea** - Learners review and analyse the concept generalisation.

## Rationale

Key environmental messages are embedded in each module.

### Module 1

- Instilling values for the sharing of marine resources.

### Module 2

- Investigating and communicating ideas about interactions in marine environments
- Exploring how the quality of marine environments can be sustained for future generations.

### Module 3

- Exploring issues relating to the sustainable use of the marine environment
- Investigating potential negative impacts on marine environments and identifying the scientific solutions.

## Addressing Curriculum needs

Each module in the education kit targets students at different stages of schooling. Teachers are encouraged to consider the developmental needs of their learners when using these modules and mapping the activities with outcomes from the NT Curriculum Framework (NTCF).

**Module 1** targets early childhood learners and uses NTCF outcomes from Band 1.

**Module 2** targets middle primary learners and uses NTCF outcomes from Band 2.

**Module 3** targets upper primary learners and uses NTCF outcomes from Band 3.

The **EsseNTial Learnings** lay the foundation for 'connected life-long learning', and are essential in preparing students for complex future life roles. These modules work towards demonstration of Constructive Learner 4 in the EsseNTial Learnings. The Constructive Learner 4 identifies environmental and social issues within the local and global community and takes steps to promote change.

Teachers will need to select or develop indicators of learning appropriate to the learning needs of their students.

The NT Board of Studies ***Environmental Education Policy Statement 2nd Edition*** (1997) recognises the importance of a sound and balanced environmental education. These modules provide teachers with content focus to achieve the aims of the policy.

The **Learning Areas** specifically targeted by these modules are:

- Studies of Society and Environment
- Science

Teachers are encouraged to consider cross-curricula links and the explicit literacy and numeracy components of all activities.







## Rubric Template

(Describe here the task or performance that this rubric is designed to evaluate.)

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Stated Objective or Performance	Description of identifiable performance characteristics reflecting a beginning level of performance.	Description of identifiable performance characteristics reflecting development and movement toward mastery of performance.	Description of identifiable performance characteristics reflecting mastery of performance.	Description of identifiable performance characteristics reflecting the highest level of performance.	
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## Activity 1. Introducing *The Eagle and Gull Story*.

### Resources required:

- *The Eagle and Gull story*

Both the story text and an example poster are provided in the kit but a large size poster (A1) is also available for loan from the Education and Training Library.

- Island picture
- Natural materials such as sticks and shells

### Focus Question:

What does the Eagle and Gull story teach us about utilizing and sharing resources?

### Consider:

Read the Eagle and Gull story with the class and discuss why indigenous people would have told this story. These questions can aid the discussion.

1. Who is the wise animal in the story?
2. Which animal in the story misbehaves and how?
3. Why does this animal then have to eat scraps?
4. Does the class think that the animals in the story are similar to people and in what way?
5. What does the class think the story is about?
6. Who does the eagle represent?
7. Who does the gull represent?

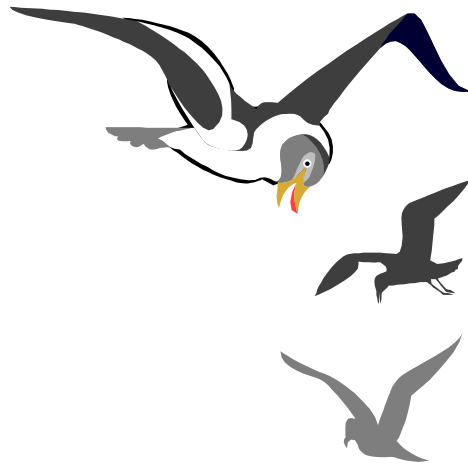
### Analysis:

Divide the class into small groups.

Ask students to use the template opposite to create a collage of the story using materials from the natural environment.

### Main Idea:

Resources in a marine environment include living and nonliving things. All the living elements need to share resources to ensure their survival.



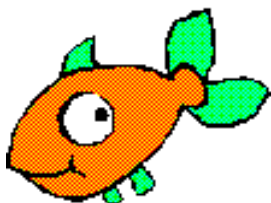
### Outcomes:

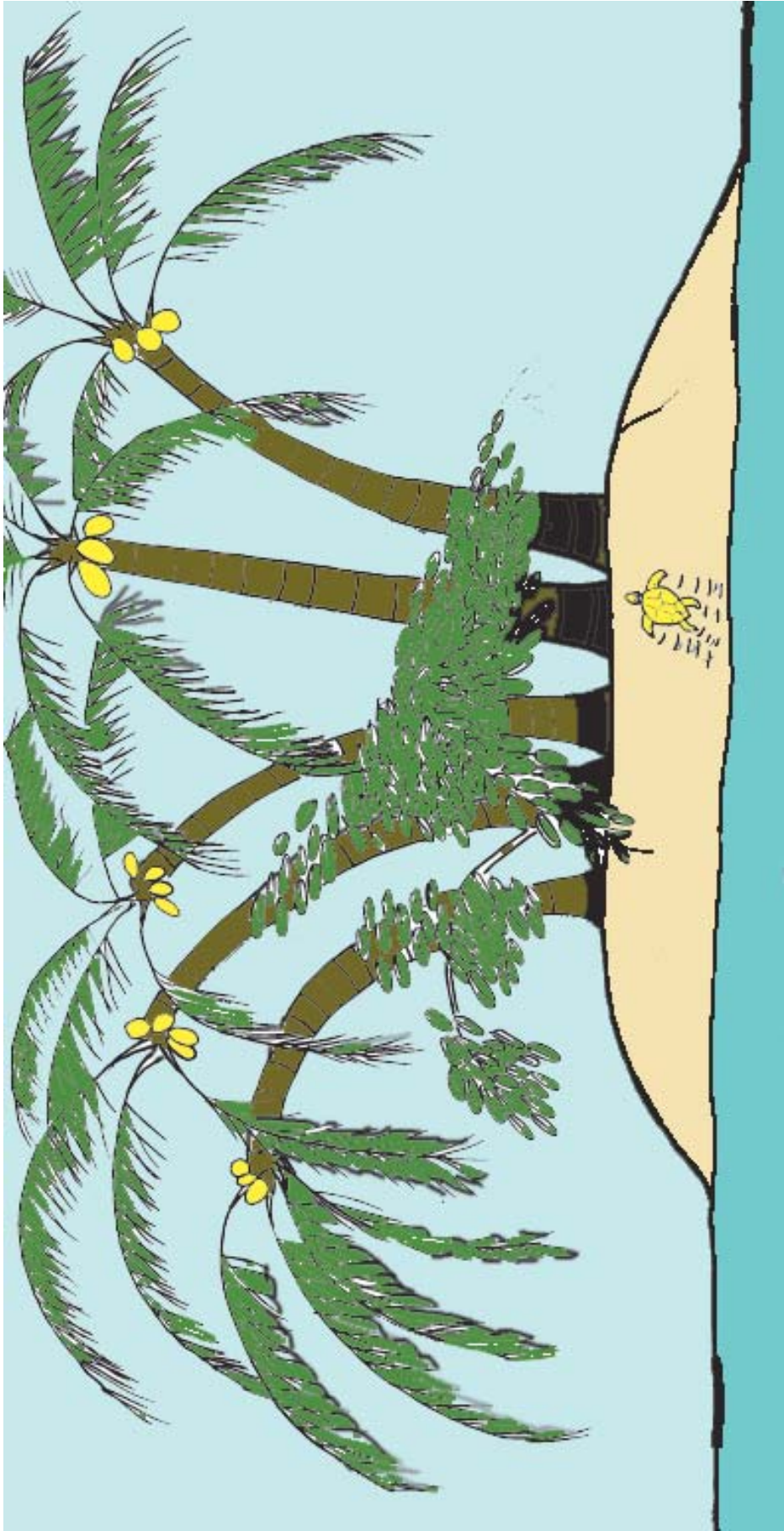
Science/Concepts and Contexts/Life and Living

SOSE/Environments/Natural systems

**Cross Curricula Perspectives**

[Lit] [Ind]





## Activity 2. Indigenous use of the environment.

### Resources required:

- Attached Junior Rangers workbook from the Department of Infrastructure, Planning and Environment
- Pencils and clipboards
- Interpretations person from the George Brown Botanic Gardens for a tour of the Botanic Gardens. The current interpretations person, Janice Carter, can be contacted on 8941 2586.

### Focus Question:

In what ways did indigenous people use their surrounding environment for their survival?

### Consider:

1. Indigenous people have used the natural environment for food and other uses for thousands of years. Brainstorm the variety of uses Indigenous people have for the natural environment ? (e.g. clothes, medicine).
2. Create a list for future reference.
3. Construct a diagram, with labels of the different uses, to represent a local environment used by Indigenous people.
4. Use a rubric to identify and assess the components of the diagram.

### Analysis:

Look at the attached worksheet and read the explanations for each plant. Cut out the picture of the aboriginal use for each plant and place in the appropriate place.

Try to draw your own pictures and uses for the marine environment.

### Main Idea:

Indigenous people use the natural environment for food, clothes, recreation and medicine. They managed this use of the environment through telling stories such as *The Eagle and Gull* to educate the people about using the environment and by allocating elders of communities to be the guardians of the natural resources.

### Outcomes:

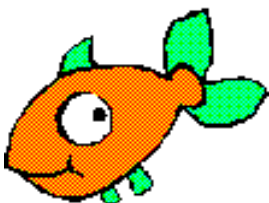
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SOSE/Environments/Natural systems

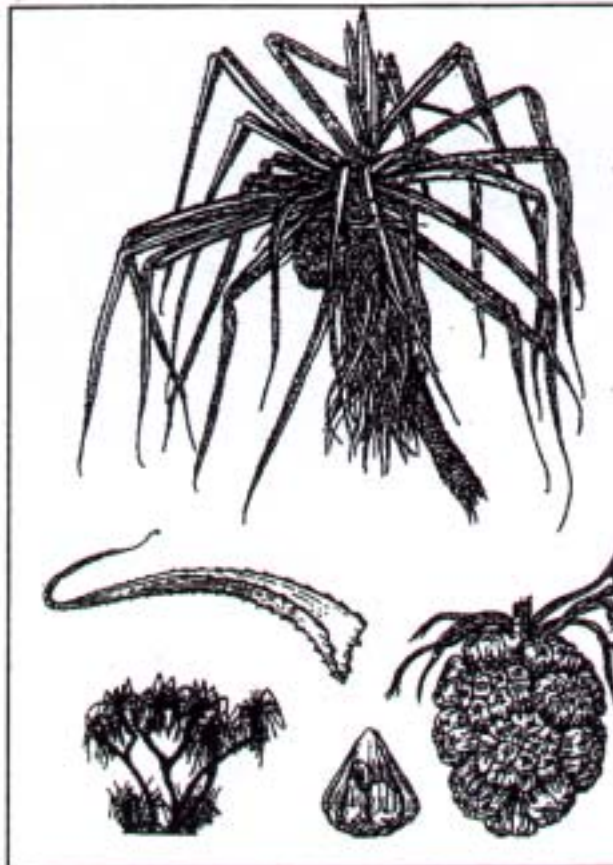
### Cross Curricula Perspectives

The Arts

Indigenous Perspectives



## ABORIGINAL PLANT USE



This walk will introduce you to some common plants of the Top End that are used by Aboriginal people for food, medicine and fibre craft.

**CAUTION:** The following pages are only a guide to the common food and medicine plants of the Top End.

Aboriginal peoples of Australia have been using native plants for food, medicine, craft and ceremonial purposes for thousands of years. During this time they have developed a detailed knowledge of them. You are just a beginner - it takes years of practice to prepare and use these plants properly. Many of the plants are toxic at certain times of the year or before being prepared, and can cause death, you could also choose the wrong plant. So, for your safety until you have the knowledge and skill to prepare and use these plants properly - be careful!

## Activity 3. Animal special features

### Resources required:

- Photocopied student project book
- Pencils and/or crayons

### Focus Question:

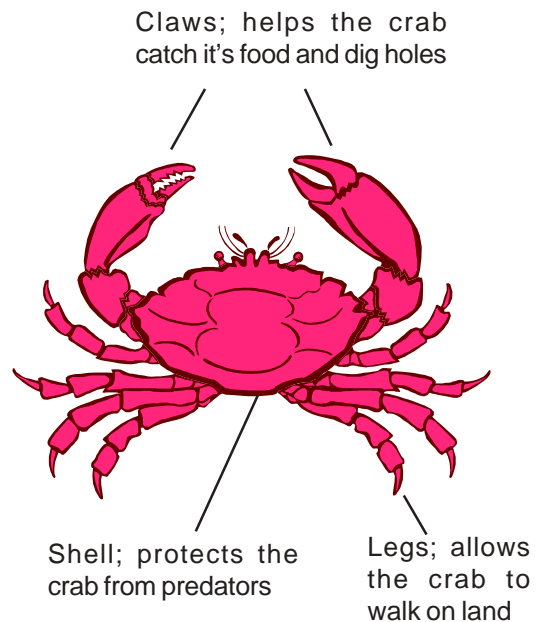
How do their body parts help animals to interact and survive?

### Consider:

1. Give each student a copy of the attached animal body parts sheet and ask them to complete the table as shown by the example.
2. Once they have completed this worksheet, brainstorm other marine animals found in the Top End and write these on the board.

### Analysis:

1. Instruct students to choose one of the animals listed on the board.
2. Students are to create a labelled diagram of the chosen marine animal highlighting body parts unique to that species.
3. The labelled parts should include how the body part helps the animal adapt to their environment.



### Main Idea:

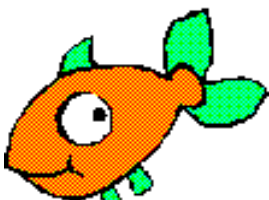
Animals have distinctive body parts. These body parts allow them to interact with their environment and ensure their survival.

### Outcome:








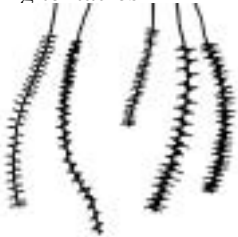

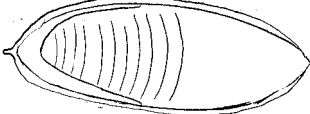


Science/Concepts and Contexts/Life and Living

### Cross Curricula Perspectives

[Lit] [The Arts]



## Animal Body Parts

Animal	Special feature	What does it do?
Crab 	Claws 	Helps the crab catch it's food and helps them dig holes in the sand or mud to hide from predators.
Dugong 	Whiskers on their nose 	
Small fish 	Scales 	
Jellyfish 	Stinging tentacles 	
Cuttlefish 	Cuttlefish Bone 	
Turtle 		
Shark 		

## Activity 4. What do marine animals eat?

### Resources required:

- Attached worksheet
- A large sheet of paper
- Photocopied animals and plants
- Glue
- Scissors
- Pencils

### Focus Question:

How are animals and plants connected in the marine environment?

### Consider:

Complete the matching exercise attached by pasting the relevant animals and food pictures into the correct spaces.

### Teachers answers;

**Dugong eat seagrass**

**Big sharks eat Mackerel**

**Mackerel eat small fish**

**Small fish eat prawns**

**Turtles eat jellyfish**

**Starfish eat mussels**

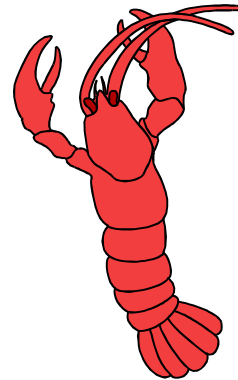
**Cuttlefish eat small fish**

### Analysis:

There are many different ways to construct a food chain. One example of a simple food chain is provided over page.

1. Brainstorm a list of all the living things and nonliving elements of the marine environment from the story and from the surrounding marine environment.

2. In small groups, create a poster of a simple food chain using these living and nonliving things.



### Main Idea:

A food chain is the interaction between different plants, animals and nonliving elements of the environment, as they feed to survive. Food chains are used to illustrate nutrient flows within an ecosystem.

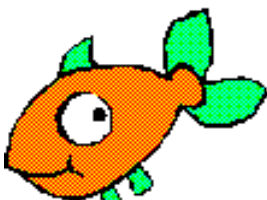
### Outcomes:

Science/Concepts and Contexts/Life and Living

SOSE/Environments/Natural systems

**Cross Curricula Perspectives**

[Lit]



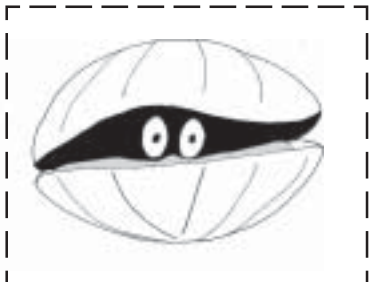
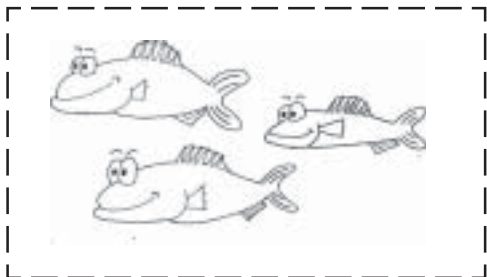
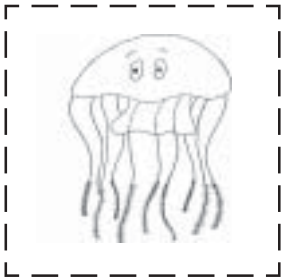
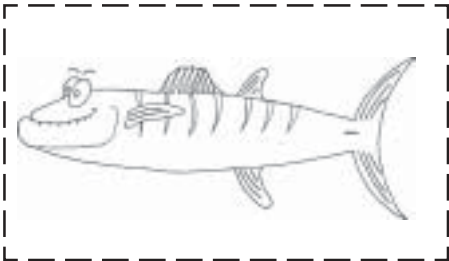
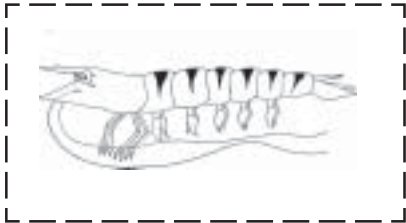
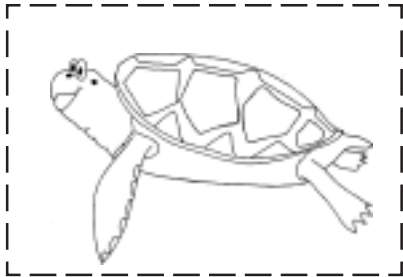
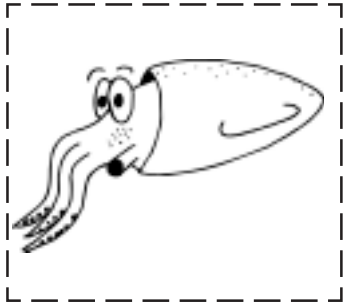
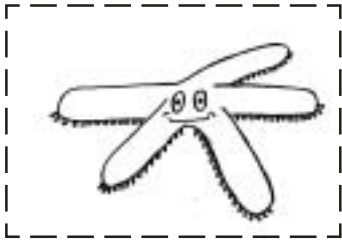
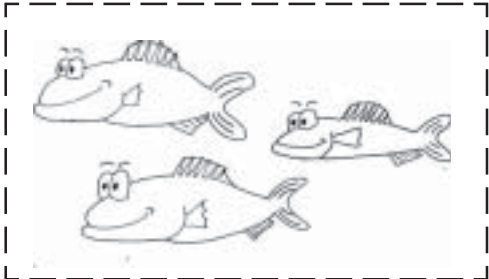
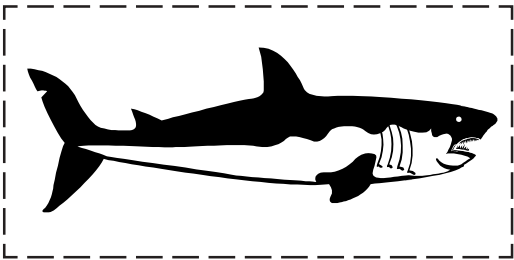
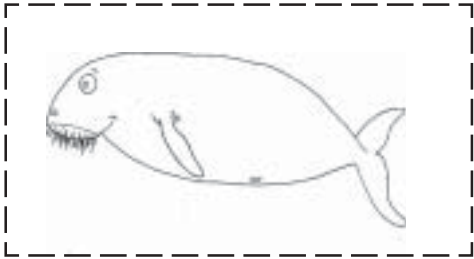


## What do animals eat?

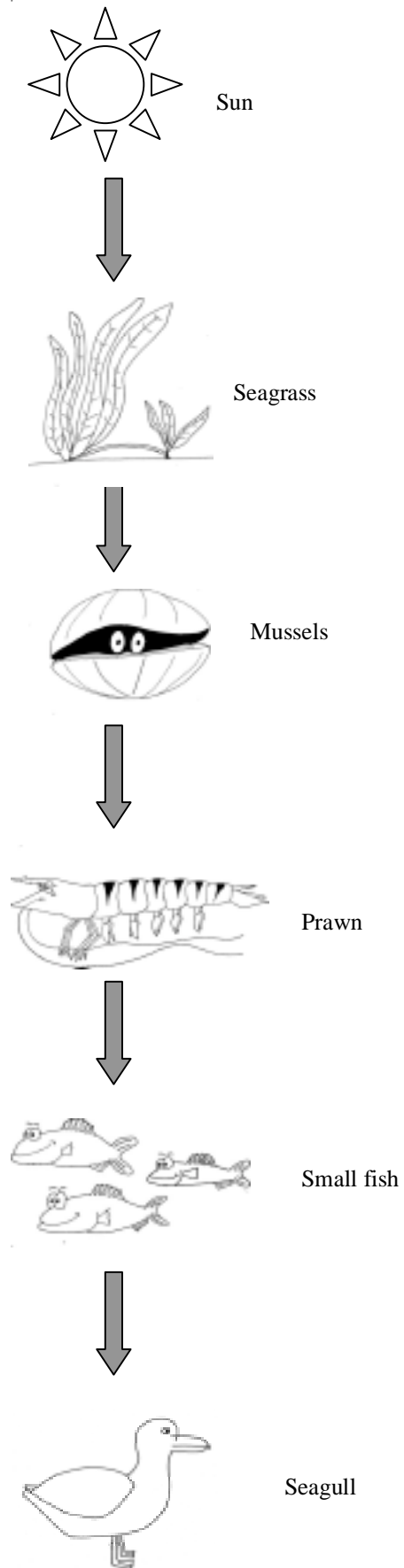
Cut out and paste your animals and plants in the boxes

<b>Animal</b>	<b>Food</b>
<b>Dugong</b>	<b>I eat</b>
<b>Shark</b>	<b>I eat</b>
<b>Small fish</b>	<b>I eat</b>
<b>Starfish</b>	<b>I eat</b>
<b>Cuttlefish</b>	<b>I eat</b>
<b>Turtle</b>	<b>I eat</b>

Cut out these pictures to paste on the “what do animals eat” worksheet



# FOOD CHAIN EXAMPLE



## Activity 5. Breaking food chains

### Resources required:

- Student project books
- Tongs of various sizes
- Dried Pasta of two colours (green plants, white animals)
- Plastic cups
- Stopwatches or egg timers

### Focus Question:

Why are food webs important and what happens when you break a food chain?

### Consider:

Look at the Northern Territory Recreational Fishing Controls book in the Marine and Fisheries Education Kit and discuss the reasons for the controls as listed on page 3 of the booklet. Discuss what might happen if we didn't have these controls on fishing.

### Analysis:

The feeding frenzy game is a role playing game where the students are the animals. The game is played in small groups of three to five students. One student must operate a timing device, while the other students are doing the feeding.

The object of the game is to stay alive by eating as much of the right food (pasta) as possible. The game is intended to show students the importance of food to the animals and the consequences of not being able to find enough food to survive.

To make the activity more realistic, let each round of the feeding frenzy game represent a year. After each year return an equal amount of pasta to the bowl (feeding ground) as remains. Allow the students to continue playing the game.

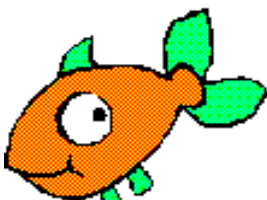
By replacing the pasta natural recruitment of the stock and the size of recruitment is represented. This simple extension of the Feeding Frenzy Game will allow students to determine how many fishermen or natural disasters an area will be able to cope with and broaden the student's knowledge of how natural systems are affected by fishing or natural disasters.

### Main Idea:

A food chain is the interaction between different plants, animals and nonliving elements of the environment, as they feed to survive. Animals depend on food chains to survive.

### Outcomes:

Science/Concepts and Contexts/Life and Living  
SOSE/Environments/Natural Systems



## PREPARATION

1. Place the dried pasta in a bowl in the middle of the table.
2. Give each student in the first group a pair of tongs and a plastic cup.

The tongs represent the mouthparts of the feeding animals and the plastic cups represent the stomachs of the animals. The pasta represents a normal population of animals or plants living in an area.

3. Write the following instructions on a board.

20+ pieces of pasta, your animal will grow and reproduce.

Between 15 and 19 pieces of pasta, your animal will live until next season.

Less than 15 and your animal will not survive.

## RULES

1. The students have a limited amount of time (approximately a minute) to get as many pieces of pasta into their cup as possible. The first time the students perform this exercise there should be enough pasta so that all of the animals have enough food.

2. The students must then count their pieces of pasta to see how successful they have been during the feeding frenzy.

3. Instruct the students to record their results in their project books, and see if their animal has survived.

4. The next step is to demonstrate the influence humans and natural disasters can have on the animal's ability to gather food. Examples may include:

A fisherman takes small fish or prawns from the ocean. Remove five pieces of white pasta or remove more if there is more than one fisherman.

A cyclone destroys seagrass beds. Remove five green pieces of pasta.

5. Continue to remove pasta from the bowl each time the students play.

6. Ask the students to tell you what happens when there are too many fishermen or if cyclones happen too often.



# Final Reflections Game - Celebrity Animal

## Resources required:

- Photocopied animal cut outs stapled to head bands/scarf.

## Instructions

Explain to the students that we are going to play 'Celebrity Animal' as a fun concluding game to the module.

This game is an adaptation of the popular game celebrity heads which allows the students to have fun while testing their knowledge of the animals and plants they have recently learned.

1. Photocopy some animal pictures and attach the photocopied animal pictures to a headband or headscarf.
2. Select four students to come to the front of the room and sit facing the class.
3. Place the headband on the student's heads, allowing their classmates a clear view of the picture.
4. The chosen students must then ask the rest of the class questions to help them guess which animal they are.
5. One student at a time asks the class a question. If the answer to the question is yes (eg Am I an animal? - yes) they are allowed to ask another question. When they get a 'no' answer to a question the next person gets to ask their questions, and so on. Continue until all students have successfully guessed which animal they are.
6. Pick another group of students to replace the first four and continue the game until all students have had a go.

Alternative: If you feel the students are not confident enough to sit in front of the class like this or might like to play something different, an alternative way to play the game is to:

1. Stick the picture of the animal onto the students' backs, without them seeing what it is. Have at least two of the pictures duplicated so that there is a matching pair among the students.
2. Ask the students to walk around the room trying to find their partner by asking yes and no questions to the other students. If you want to make the activity really different you can ask students to do this with movement only, no sound, and a thumbs up, or thumbs down for correct answers.

### Outcomes:

SOSE/Environments/Natural Systems  
Science/Concepts and Contexts/Life and Living

### Cross Curricula Perspectives

Arts



# Understanding the Concepts - the story continues

## Resources required:

- Class poster of the island and its animals
- A basket of eggs
- A large seagrass cut out painted green
- Cut outs of dead fish
- Costumes (the costumes do not need to be elaborate, simple headwear will make the characters recognizable to the audience).

## Focus Questions:

How could you fix a problem in the marine environment like the problem in the story where there were no animals left?

## Consider:

1. Ask the students to think about the end of the story and what might happen next. What would you do next if you were the Eagle from the story? How would they fix the mess left behind by the Gull and his friends?
2. Students then write their own story about how the eagle solves the problem and gets the other animals to come back to the island.
3. Construct a diorama (3D model) of this last scene.

## Analysis:

Create a play for the students to perform for their school. An example play script is attached but students may want to add in their own scenes.

## Main Idea:

Resources in a marine environment include living and nonliving things that work together to sustain an ecosystem. For a sustainable ecosystem all elements need to be included so you need to ensure there are enough plants, soil, water, light and animals for a healthy ecosystem.

## Outcomes:

Science/Concepts and Contexts/Life and Living

SOSE/Environments/Natural systems

**Cross Curricula Perspectives**

[Lit]



# Example Play Script

## Scene 1

Attach the poster, created in an earlier activity, to a wall for the scenes backdrop. Place the basket of large white eggs to one side of the room. Place the seagrass cut out on the opposite side of the room.

1.1 Narrator: A long, long time ago, before there were people, a beautiful island lay in a blue ocean in the tropical sun. The island had a green forest in the middle and surrounding the island was a white sandy beaches. The island was not only rich with lush plant life but.....

All of the animals enter the stage and mill about greeting one another in a friendly manner and then exit the stage.

1.2 Narrator: All of the animals, whether big or small, shy or bold, from the biggest whale to the smallest of prawns, had a place.

The whale and prawn characters move to the front of the stage from opposite sides of the stage. They greet each other and continue to walk off the stage in opposite directions.

1.3 Narrator: On the land, lizards ate turtle eggs and crocodiles ate the lizards.

The lizard enters the stage and finds the eggs and licks it's lips to the audience. It takes one of the eggs and holds it up.

Lizard: Mmmm eggs, my favourite. I'll take one or two for my lunch.

1.4 Narrator: In the water, little fish ate prawns and crabs, big fish ate little fish, sharks and whales ate the big fish, and so it went from the biggest to the smallest animal.

The prawn enters the stage looking a little nervous and looking from side to side.

Prawn: You know, I have a feeling I'm being watched.

Behind the prawns enters a small fish, licking his lips. Behind the small fish enters a big fish also licking his lips. Last to enter is the shark; he is also licking his lips and smiling to the audience.

All of the animals cross the stage from one side to the other keeping the same distance from each other. Once they have all exited the other side of the stage there is a short pause and the shark returns to the stage and walks back across the stage smiling and rubbing his belly. There is another short pause and the prawn walks back across the stage still looking nervous.

## Scene 2

Spread cut out pictures of fish around the room.

Narrator: One day the Sea Eagle decided that he wanted to go on holiday.

Sea Eagle and Gull enter the room and face each other.

Eagle: You know Gull, I'm thinking of going to go on a holiday, not long, just a week or two.

Gull: Really, that sounds like a good idea and I can watch the island for you.

Eagle: Mmmm, I'm not sure about that.



Narrator: The Sea Eagle thought long and hard about whom he would leave in charge while he was away. Eventually he said to the Gull.

Eagle: OK Gull, you'll be in charge while I'm away. I'm counting on you to keep the balance between the animals.

The Sea Eagle exits the stage leaving the Gull in the middle of the stage and facing the audience.

Gull: How exciting, I'm in charge now!

Narrator: The gull, who was not a bad animal really, only a little greedy, started to take a little more than he should.

Gull: No one will mind if I take a little more every now and then, what harm could it do?

Narrator: Then the Gull had a fun idea, he invited his friends the other gulls to the island.

Gull: Hey guys, come on over. There is plenty for all.

Gull: Go ahead, take as much as you can, there is plenty of food for all.

Narrator: The gulls fished from sun up till sun down.

The gulls all walk around the stage picking up the fish cut outs off the stage. The other animals gather at the edge of the stage watching the Gulls.

Narrator: The Gulls fished and fished and soon all the other animals had forgotten what they had been taught. The crocodiles ate and ate. The sharks ate and ate. The animals all took what they could.

All of the animals move onto the stage picking up food and chasing each other.

Narrator: Weeks passed and things were not looking good. The animals discovered that they had eaten all of the food and were getting hungry.

The animals then start to leave the stage leaving the Gull on his own. He stands on the stage alone for a short time before the Eagle enters the stage looking confused.

Narrator: When the Eagle finally returned he noticed that something was wrong. The sea that was normally full of life was empty.

The Eagle walks over to the Gull.

Eagle: Hey Gull I thought I left you in charge. Where are all the other animals, what happened?

Gull: Oh, nothing.

Eagle: I know what happened, you let the animals misbehave and they ate all the food.

Gull: No, there is still plenty of food, if you know where to look.

The Gull bends down and picks at a scrap of food on the stage.

Eagle: Well if you are happy to eat scraps left behind by others, then that's what you will have to do for the rest of time.

Narrator: And that's what happened.

So now when you go to the ocean you will see the Gulls hanging around picking up the scraps you leave behind, while the Wise Sea Eagle catches his fresh fish.

# RESOURCE LIST

## Books

All listed books and videos can be ordered from the Education and Training Library at Winnellie and you can check on availability yourself on their website [www.ntlib.nt.gov.au/glis/educ](http://www.ntlib.nt.gov.au/glis/educ)

1. The Bardi People of North Western Australia (2002) The Eagle and Gull Story.
2. Department of Infrastructure, Planning and Environment (2001) Junior Rangers workbook
3. Bolten, F. and Cullen, E. (1987). Animal Shelters, Martin Educational.
4. Dunbier, S. (2000). Sea Turtles, Thomas C. Lothian Pty Ltd.
5. Morris, R. (1983). Mysteries and Marvels of Ocean Life, Usborne Publishing Ltd.
6. Perkins, L. (1980). Shells of Northern Australia, Northern Territory Department of Education.
7. Keyt, T., Sansom, McClish, B. and Glenie, S. (1994). Arts and the Environment, Gould League of Victoria Inc.

## Videos

1. Fish, shellfish and other underwater life [videorecording] / produced and directed by Leonard Bendell ; screenwriter, Rima Firrone ; Penguin Productions.
2. Where the fish are friendly [videorecording]. Publisher BBC, [London] : c1980.
3. Coral reef community [videorecording] Publisher South Melbourne, Vic. : Educational Media Australia, assisted by the Victorian Film Corporation, [1988?]
4. Animal adaptations [slide] : coral reef community / by Tom Collis. Publisher Winnellie, N.T. : Dept. of Education, 1981.

## Websites

Northern Territory Department of Business, Industry and Resource Development, Fisheries Group, [www.dbird.nt.gov.au](http://www.dbird.nt.gov.au)

Enchanted Learning, <http://www.enchantedlearning.com/Home.html>

Oceans Alive, <http://www.abc.net.au/oceans/alive.htm>

Sea World, <http://seaworld.org/>

Gulf of Marine Aquarium-all about turtles, <http://octopus.gma.org/turtles/index.html>

The Great White Shark, <http://www.ucmp.berkeley.edu/vertebrates/Doug/shark.html>

Ocean Oasis Field Guide, <http://www.oceanoasis.org/fieldguide/hipp-ing.html>

Kingdom of the Seahorse, <http://www.pbs.org/wgbh/nova/seahorse/basics.html>

National Aquarium in Baltimore's Department of Education, <http://www.aqua.org/animals/species/preel.html>

Animation Factory, <http://www.animfactory.com/index.html>

## Junior Code of Practice

Commonwealth of Australia (2000) *Get Hooked It's fun to fish; National Junior Fishing Codes Education Kit*.

Available at the Victorian Department of Primary Industries and the Department of Sustainability & Environment website at <http://www.nre.vic.gov.au>

or for a direct link to the education kit go to;

[http://www.nre.vic.gov.au/web/root/domino/cm\\_da/nrenfaq.nsf/frameset/NRE+Fishing+and+Aquaculture?OpenDocument](http://www.nre.vic.gov.au/web/root/domino/cm_da/nrenfaq.nsf/frameset/NRE+Fishing+and+Aquaculture?OpenDocument)