

TEACHER INFORMATION

1. TOPIC: COASTAL DEVELOPMENT: THE IMPACTS OF TOURISM ON THE GOLD COAST

2. AIM:

This activity is designed to enhance students' understandings of the positive and negative impacts of tourism on the Gold Coast through researching, investigating, writing and presenting a "Tourism Impact Report". This activity develops students' concepts, skills and knowledge using research. Students' group and citizenship skills are also developed as they work co-operatively together on this activity.

Teachers may also scaffold students where necessary, by engaging in whole class brainstorming and substantive conversations about the issue, thereby activating students' prior knowledge and experiences. In this way, peers can assist each other through a supportive classroom environment that encourages risk-taking.

3. PRIOR KNOWLEDGE:

- Students' prior experiences and knowledge of tourists and tourism on the Gold Coast.
- Knowledge of Report genre.

4A. FOCUS QUESTION:

What are the coastal impacts of tourism on the Gold Coast?

4B. USEFUL VOCABULARY:

Tourists, tourism, visits, numbers per annum, surf and beach visits, spending patterns, traffic, suburbs, high-rise, community, development, population increase, population pressures, traffic jams, fumes, environment, privacy, residences, residential block sizes, positive, negative greenspace, parks, the lungs of the Earth, birds, Eucalypts, mangroves, Australian native trees, shrubs and climbers; plants, ecology, play, enjoyment, pets, swings, relaxation, shady parks, Eco-tours, cruise ship terminal,

5. CORE LEARNING OUTCOMES, STRANDS AND PROCESSES:

- Studies of Society and Environment
Key Values: Ecological and economic sustainability and peace.

Strand: Place and Space	Strand: Time, Continuity and Change
Creating PS 4.2 Students predict the impact of changes on environments by comparing evidence.	Investigating TCC 4.1 Students use primary sources to investigate situations before and after a change in Australian or global settings.

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- English (Draft)

Strand:		
<p>Speaking and Listening:</p> <p>Cu 4.1 When speaking, students:</p> <ul style="list-style-type: none"> • select a suitable text type according to purpose in prepared and spontaneous texts • choose subject matter and medium that takes account of whether listeners are known or unknown • develop a main idea or point of view providing some supporting details and evidence to explore ideas and issues • offer opinions and attempt to persuade others to a point of view. • When listening, students: • identify purposes of a range of prepared and spontaneous texts • identify main issues of a topic and draw conclusions • identify meanings not directly stated • identify how the roles and relationships between speaker and listener affect the language used. 	<p>Reading and Viewing:</p> <p>Cu 4.2 When reading and viewing, students:</p> <ul style="list-style-type: none"> • identify different cultural purposes within texts • infer meanings that are not directly stated from familiar and some unfamiliar subject matter • identify how construction of characters contributes to plot development in narratives • identify relevant information and draw conclusions • identify likely audience of texts. 	<p>Writing and Shaping:</p> <p>Cu 4.3 When writing and shaping, students:</p> <ul style="list-style-type: none"> • select subject matter according to purpose, text type, audience and medium • organise subject matter that develops a topic or storyline, supports a point of view or offers an explanation • develop characterisation that is relevant to the storyline using descriptions, actions and dialogue.

6A. SYLLABUS LINKS:

Lifelong Learners	Cross-Curricular Priorities	Learners and Learning	Equity
<ul style="list-style-type: none"> • Participant in an interdependent world • Reflective & self-directed learner 	<ul style="list-style-type: none"> • Literacy • Life skills 	<ul style="list-style-type: none"> • Unique individual with divergent views • Occurs within particular contexts 	<ul style="list-style-type: none"> • Meets the needs of students

6B. PRODUCTIVE PEDAGOGIES:

Intellectual Quality	Supportive Classroom Environment	Recognition of Difference	Connectedness
<ul style="list-style-type: none"> • Substantive conversation • Knowledge as problematic 	<ul style="list-style-type: none"> • Social support • Self-regulation 	<ul style="list-style-type: none"> • Inclusivity • Group identity 	<ul style="list-style-type: none"> • Knowledge integration • Connectedness to the world

6C. NEW BASICS (ALTERNATIVE CURRICULUM ORGANISER):

Life Pathways and Social Futures	Multiliteracies and Communications Media	Active Citizenship	Environments and Technologies
<ul style="list-style-type: none"> • Collaborating with peers and others 	<ul style="list-style-type: none"> • Mastering literacy • Making creative judgements and engaging in performance 	<ul style="list-style-type: none"> • Interacting with local and global communities 	<ul style="list-style-type: none"> • Building and sustaining environments

6D. RICH TASK (CULMINATING ACTIVITY):

Students rehearse and give their presentations to a parents' evening.

7. SUGGESTED FOLLOW-UP ACTIVITIES FOR TEACHERS:

- For more information or assistance please contact the CoastEd Coordinator at Griffith Centre for Coastal Management, Griffith University (Gold Coast) on (07) 55 528506 or gccm@griffith.edu.au. Alternatively search the CoastEd website at www.gu.edu.au/centre/gccm.
- Invite a representative from the Gold Coast Tourist Bureau to address your class.
- Ask the school’s librarian for resources, to be shared with your class, which will encourage discussions about tourism. Read books on the topic. Ask your school librarian to recommend some books.
- Teachers can download a range of related excellent Educational Activities for students on the Gold Coast City Council website, www.goldcoastcity.com.au/teachers, as shown in Section 8 below, titled “My House and my Street”, “Public Space”, “Population Growth and Nature Conservation”, “Ecotourism Symposium”, “Our School’s Australian Native Gorgeous Garden”. “Whack those Wasteful Weeds”, “Our Marvellous Magnificent Mangroves”, “Protecting my water Catchment Area”, and “My Water Catchment Area”, “Surfers’ Paradise: Investigating the Past, Present and Future”, and “Tourist Surf Safety Brochure”

8. USEFUL LINKS:

Web Address	Types of teaching and learning activities available
Gold Coast City Council - Latest Statistics http://www.goldcoastcity.com.au/t_standard2.aspx?pid=1957	This site provides snapshots of statistics of Gold Coast visitors.
Gold Coast City Council - History of the Gold Coast Beach Culture http://www.goldcoast.qld.gov.au/t_std2.asp?PID=2341	This web page summarises the history of beach culture on the Gold Coast.
Gold Coast City Council Library Services www.goldcoast.qld.gov.au/library	This page provides a link to the Library Catalogue, which contains “Picture Gold Coast”. This is a wonderful online collection of photographs documenting the beach history of the Gold Coast.
Gold Coast City Council - Beach and Water Safety http://www.gccc.com.au/t_std.asp?PID=289	This page details the Lifeguard’s beach and water safety rules, and the meanings of all the beach flags.
Coast and Marine Education Framework http://www.environment.sa.gov.au/coasts/cmeducation.html	The South Australia Dept. of Environment and Heritage provides this list of resources related to coastal management and human impacts on the environment.
Griffith Centre for Coastal Management http://www.gu.edu.au/centre/gccm	This website contains details of the “CoastEd” programme including a brochure and “Expression of Interest Form” for schools to participate in one of its many educational programmes, including “Beach Clean Up” and “Coastal Processes”.
Sunsmart http://www.sunsmart.com.au	This site provides a schools’ and students’ link, which includes activities and information for primary school students.
Field Activities for Coastal and Marine Environment http://www.deh.gov.au/coasts/publications/series/report10.html	The Dept. of Heritage and Environment provides this resource of field activities for primary students.
Gold Coast City Council www.goldcoastcity.com.au/teachers	Download and complete the following activities: Protecting My Water Catchment (Year 6/7), Mangroves (Year 6/7), My Water Catchment Area (Year 6/7), Waves (coastal ecosystems) (Year 7), Beach Preservation (Year 7), I am a Stormwater Education Officer (Year 7) and Water Educating Poster (Year 7/8).

9. SOURCES:

Queensland School Curriculum Council. (2000). *Studies of Society and the Environment Years 1 to 10 Syllabus*. Brisbane.
 Queensland Studies Authority. (2003). *English (draft) Years 1 to 10 Syllabus*. Brisbane.

This Educational Activity was compiled by Dr J.D.G. Goldman ACM, Faculty of Education, Griffith University, Australia.

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TEACHERS MAY PRINT THIS FOR THEIR OWN USE.

10. ANTICIPATED STUDENT RESPONSES:

- Steps 1 & 2** In groups of 4, students brainstorm answers to tourism questions and collate answers in a table.
- Step 3** Using the Internet, school or local library, students research the answers to these same questions and add their findings to their existing table.
- Step 4** Students write a "Tourism Research Report" report that compares and contrasts their brainstormed answers with their researched, factual answers.
- Step 5** Students plan, rehearse and present their report to their class.
- Step 6** Students complete their Self-Evaluation Sheet, check it, then hand it to their teacher Teachers complete the Teachers Assessment Criteria Criterion Grid Rubric for each group of students.

11. OCCUPATIONS IN COASTAL MANAGEMENT AND THEIR LEARNING PATHWAYS:

Care, protection and management of the coastal and marine environment is vital to the social and economic health of the Gold Coast, which is exposed along its whole length to the Pacific Ocean. Career opportunities in this area are growing in response to the Gold Coast's expanding tourism and marine industries, and to the increasingly important need to monitor and manage the effects of stormwater, natural processes such as wind, tides and rain, and human carelessness, local drought and also global warming.

Some University Degree occupations are:

- Coastal Engineer
- Marine Biologist
- Ecologist
- Environmental Consultant
- Bio-Chemist
- Hydrologist
- Climatologist
- Meteorologist
- Environmental Manager
- Ecology Administrator
- Marine Environment Pollution Lawyer
- Ecotourism Guide and Educator
- Marine and Coastal Environment Educator
- Marine Surveyor
- Marine Veterinarian
- Marine Photographer/Artist
- Marine Event Manager
- Project Manager

Some Certificate, Apprenticeship, Traineeship or In-House occupations are;

- Marine Photographer
- Coastguard/Marine Rescue
- Council Lifeguard
- Beach Inspector
- Water Services Officer
- Marine Tourism Manager
- Dive Instructor
- Dive Boat Operator
- Surfing Instructor
- Rowing Instructor
- Marine Sports/Swimming Coaches
- Navigator
- Pilot
- Marina Operator
- Naval Architect
- Shipwright/Boat and Yacht Builder
- Commercial Fishing/Trawler Operator
- Recreational Boating Operator
 - Fishing Charter
 - Houseboat Charter
 - Cruiser/ Yacht Charter

12. FURTHER EDUCATION AND TRAINING OPPORTUNITIES FOR GOLD COAST YOUNG PEOPLE: UNIVERSITY DEGREES, APPRENTICESHIPS, CAREER PATHWAYS, CERTIFICATES AND QUALIFICATIONS:

Gold Coast Institutions offering Coastal Management and Marine Industries courses include the following. Check their web sites to see the current list of courses available and the relevant course outlines.

GRIFFITH UNIVERSITY GOLD COAST www.griffith.edu.au

- Bachelor of Science (majoring in Environmental Science)
- Bachelor of Science (majoring in Applied Biology)
- Bachelor of Science (majoring in Ecotourism)
- Bachelor of Science (majoring in Marine Biology)
- Bachelor of Science (majoring in Wildlife Biology)
- Bachelor of Environmental Planning
- Bachelor of Engineering in Coastal Engineering
- Bachelor of Engineering Technology
- Bachelor of Civil Engineering/Bachelor of Environmental Science
- Bachelor of Laws/Bachelor of Science
- Bachelor of Business (Tourism)
- Bachelor of Science in Environmental Health (at Logan campus)
- Bachelor of Health Promotion (at Logan campus)

CENTRAL QUEENSLAND UNIVERSITY www.cqu.edu.au (Distance Education)

- Bachelor of Environmental Science
- Bachelor of Chemical Science/Bachelor of Information Technology
- Bachelor of Science (majoring in Aquatic Resource Management)
- Bachelor of Science (majoring in Marine Ecology)

UNIVERSITY OF SOUTHERN QUEENSLAND www.usq.edu.au (Distance Education)

- Bachelor of Engineering Technology (majoring in Environmental Engineering)
- Bachelor of Science - Climatology
- Bachelor of Spatial Science
- Bachelor of Spatial Science Technology
- Associate Degree in Engineering (specialising in Environmental Engineering)
- Associate Degree in Spatial Science

SOUTHERN CROSS UNIVERSITY www.scu.edu.au

- Tweed Gold Coast Campus, Corner Brett and Wharf St. Tweed Heads Ph. 5506 9200
- Diploma of Sport Management (Surfing Studies)

GOLD COAST INSTITUTE OF TAFE www.goldcoast.tafe.net

- Course in Boatbuilding – Pre-Apprenticeship
- Certificate III in Marine Craft Construction
- Certificate II in Transport and Distribution (Marine Engine Driving III)
- Vessel Operator (12 metres) Certificate II in Transport and Distribution (Maritime Operations) Coxswain
- Vessel Operator (24 metres) Certificate III in Transport And Distribution (Maritime Operations) Master Class V
- Diploma of Business Management/Diploma of Business (Human Resources)
- Diploma of Business/Diploma of Sport and Recreation
- Diploma of Event Management
- Diploma of Tourism (Marketing & Product Development)/ Diploma of Tourism (Operations Management)

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AUSTRALIAN MARITIME TRAINING CENTRE www.maritimetraining.com.au

- Southport Yacht Club Marina, Main Beach Ph. 5571 0836
- Certificate I in Transport and Distribution (Maritime Operations) General Purpose Hand
- Certificate II in Transport and Distribution (Maritime Operations) Coxswain (Restricted)
- Certificate II in Transport and Distribution (Maritime Operations) Coxswain
- Elements of Shipboard Safety
- Marine Radio
- Recreational Powerboat Licence
- Recreational Seamanship and Radio
- Navigation

(Some courses are accredited by the Australian National Training Authority (now under the Department of Education, Science and Training - DEST) and Maritime Safety Queensland)

The following web sites offer information about new apprenticeships and trades along with relevant links and contacts to find out all the details of requirements for obtaining an apprenticeship or traineeship in coastal management or the marine industries.

GOLD COAST INSTITUTE OF TAFE

Apprenticeships and Traineeships in the Marine, Hospitality, Surf and Dive industries, at

www.goldcoast.tafe.qld.gov.au/courses/appship_tship/index.html

Click on 2006 Program Guide, and downloading the appropriate PDF file.

<http://www.newapprenticeships.gov.au/> - This provides contact details for your closest apprenticeship offices, and other links to more information about the apprenticeship programs.

<http://www.nsss.gov.au/> - This official Australian Government web address provides information about the trades, what they are, and how you can obtain qualifications in those trades.

QUEENSLAND STUDIES AUTHORITY

<http://www.qsa.qld.edu.au/testing/cross-curric/print-qctest.html>

Outlines details of the Queensland Core Skills Testing. Provides information on the purpose, characteristics, testing conditions and the 49 common curriculum elements.

VOCATION EDUCATION AND TRAINING (VET) AT QUEENSLAND STUDIES AUTHORITY (QSA)

vet@qsa.qld.edu.au Provides information on VET and QSA.

VET IN SCHOOLS

http://cms.curriculum.edu.au/the_cms/tools/new-display.asp?seq=-9&industry=Vetis

Provides information on the training courses and resources available to be undertaken in schools.

The Gold Coast Education and Training Network, www.studygoldcoast.org.au/pathways

Click on "Where can I study?"

Then click on "Vocational Education and Training", and check out the list of VET providers on this page.

INDUSTRY TRAINING ADVISORY BOARDS – ITABS

www.trainandemploy.qld.gov.au/partners/industry_news_and_events/industry/industry_training_advisory_bodies/contact.html

Promote and provide advice about the development of training products and services that meet the specific needs of an industry, either nationally or in a given region;

13. APPRENTICES AND YOUTH WORKERS IN THESE INDUSTRIES:

(Videos and /or other materials to be provided by the ICT industry staff.)

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TEACHERS SHOULD PRINT THIS PAGE FOR STUDENTS.

What are the coastal impacts of tourism on the Gold Coast?

Name: _____ Class: _____ Date: _____

- The Gold Coast City Council has invited you to be a Researcher on its Tourism Committee and to conduct tourism research for it.
- (a) In groups of 4 students, brainstorm the answers to the following questions, and write your answers in the space provided;
 - About *how many* tourists do you think visit the Gold Coast each year? _____
 - Where do you think they mostly *stay*? _____
 - What *places* do you think they *visit*? _____
 - What do you think they *like best* about the Gold Coast? _____
 - About *how much* do you think they each spend? _____
 - Why do you think tourists *like* to holiday on the Gold Coast? _____
 - Do you think they *will return* for another holiday here? _____
 - What other coastal impacts are evident? _____(b) Collate your answers into a table.
- (a) Now use the Internet, school library, or local library to research the answers to these same questions;
(b) Collate your new information also into the table from Question 2b.
- Using your completed table, write a "Tourism Research Report" that compares and contrasts what you *thought* about tourism with the *factual data* you have collected. What conclusions can you draw about the impacts of tourism on the Gold Coast? Make up to 10 suggestions to improve these impacts.
- Using all this information, plan, rehearse and present your "Tourism Research Report" to your class. Use PowerPoint or other media.
- Complete your Student Self-Evaluation Sheet below, for this activity, check it, then hand it to your teacher.



What are the coastal impacts of tourism on the Gold Coast?

Name: _____ Class: _____ Date: _____

1. What did I do well in this activity?

2. What could I do better next time?

3. What part of the activity did I find interesting?

4. What did I find was the most difficult part of the activity?

5. Self-assess my work on this scale. Tick my mark out of 10.

1 2 3 4 5 6 7 8 9 10

6. Write 3 reasons why I gave myself that mark.

a) _____

b) _____

c) _____

7. In my future learning I think I should try harder to; (please tick)

- | | |
|--|---|
| <input type="checkbox"/> listen more carefully | <input type="checkbox"/> concentrate for longer periods |
| <input type="checkbox"/> communicate more clearly | <input type="checkbox"/> be polite to other students and my teacher |
| <input type="checkbox"/> control my movements | <input type="checkbox"/> develop my abilities as a learner |
| <input type="checkbox"/> contribute to class and group discussions | |

Source: Marsh, C.J. (2005). Teaching Studies of Society and Environment. Frenchs Forest, Pearson Education.



Teacher Assessment Criterion Grid Rubric

TEACHERS SHOULD PRINT THIS PAGE FOR EACH STUDENT'S ASSESSMENT.

What are the coastal impacts of tourism on the Gold Coast?

Name: _____ Class: _____ Date: _____

	Very High Achievement	High Achievement	Sound Achievement	Limited Achievement	Very Limited Achievement
A) Research	<input type="checkbox"/> Very high research including note taking. <input type="checkbox"/> Very high use of multiple sources e.g. Web, Books, and Librarian. <input type="checkbox"/> Very high level understanding of logical relationships between relevant topics and sub-topics.	<input type="checkbox"/> High research including note taking. <input type="checkbox"/> High use of multiple sources e.g. Web, Books, and Librarian. <input type="checkbox"/> High level understanding of logical relationships between relevant topics and sub-topics.	<input type="checkbox"/> Sound research including note taking. <input type="checkbox"/> Sound use of multiple sources e.g. Web, Books, and Librarian. <input type="checkbox"/> Sound level understanding of logical relationships between relevant topics and sub-topics.	<input type="checkbox"/> Limited research including note taking. <input type="checkbox"/> Limited use of multiple sources e.g. Web, Books, and Librarian. <input type="checkbox"/> Limited level understanding of logical relationships between relevant topics and sub-topics.	<input type="checkbox"/> Very limited research including note taking. <input type="checkbox"/> Very limited use of multiple sources e.g. Web, Books, and Librarian. <input type="checkbox"/> Very limited level understanding of logical relationships between relevant topics and sub-topics.
B) Composing "Tourism Research Report"	<input type="checkbox"/> Very high ability to compose a report. <input type="checkbox"/> Very high level sequencing of ideas. <input type="checkbox"/> Very high level of transitions between ideas. <input type="checkbox"/> Very high co-operation in group work	<input type="checkbox"/> High ability to compose a report. <input type="checkbox"/> High level sequencing of ideas. <input type="checkbox"/> High level of transitions between ideas. <input type="checkbox"/> High co-operation in group work	<input type="checkbox"/> Sound ability to compose a report. <input type="checkbox"/> Sound level sequencing of ideas. <input type="checkbox"/> Sound level of transitions between ideas. <input type="checkbox"/> Sound co-operation in group work	<input type="checkbox"/> Limited ability to compose a report. <input type="checkbox"/> Limited level sequencing of ideas. <input type="checkbox"/> Limited level of transitions between ideas <input type="checkbox"/> Limited level co-operation in group work	<input type="checkbox"/> Very limited ability to compose a report. <input type="checkbox"/> Very limited level sequencing of ideas. <input type="checkbox"/> Very limited level of transitions between ideas <input type="checkbox"/> Very limited level co-operation in group work
C) Presentation	<input type="checkbox"/> Very high preparation of the topic. <input type="checkbox"/> Very high oral presentation skills using: <input type="checkbox"/> introduction <input type="checkbox"/> palm cards <input type="checkbox"/> eye contact <input type="checkbox"/> appropriate <input type="checkbox"/> body language <input type="checkbox"/> clarity of speech <input type="checkbox"/> closure	<input type="checkbox"/> High preparation of the topic. <input type="checkbox"/> High oral presentation skills using: <input type="checkbox"/> introduction <input type="checkbox"/> palm cards <input type="checkbox"/> eye contact <input type="checkbox"/> appropriate <input type="checkbox"/> body language <input type="checkbox"/> clarity of speech <input type="checkbox"/> closure	<input type="checkbox"/> Sound preparation of the topic. <input type="checkbox"/> Sound oral presentation skills using: <input type="checkbox"/> introduction <input type="checkbox"/> palm cards <input type="checkbox"/> eye contact <input type="checkbox"/> appropriate <input type="checkbox"/> body language <input type="checkbox"/> clarity of speech <input type="checkbox"/> closure	<input type="checkbox"/> Limited preparation of the topic. <input type="checkbox"/> Limited oral presentation skills using: <input type="checkbox"/> introduction <input type="checkbox"/> palm cards <input type="checkbox"/> eye contact <input type="checkbox"/> appropriate <input type="checkbox"/> body language <input type="checkbox"/> clarity of speech <input type="checkbox"/> closure	<input type="checkbox"/> Very limited preparation of the topic. <input type="checkbox"/> Very limited oral presentation skills using: <input type="checkbox"/> introduction <input type="checkbox"/> palm cards <input type="checkbox"/> eye contact <input type="checkbox"/> appropriate <input type="checkbox"/> body language <input type="checkbox"/> clarity of speech <input type="checkbox"/> closure



Teacher's Assessment Criteria Rubric

TEACHERS MAY PRINT THIS FOR PAPER OR USE FOR STUDENT'S ASSESSMENT.

Teacher's Comments:
