

TEACHER PACK:

COASTAL RECREATION AND TOURISM
LESSON PLANS, ACTIVITIES AND RESOURCES FOR PREP TO YEAR 12

ACKNOWLEDGEMENTS

This teacher pack on Coastal Tourism and Recreation was produced by the Griffith Centre for Coastal Management's CoastEd program in collaboration with the City of Gold Coast.

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Lesson plans, activities and resources
for prep to year 12.*

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A beach scene at sunset. In the foreground, a red ball sits on the sand. In the background, a white structure with three vertical poles stands on the beach. The sky is a mix of blue and orange, and the ocean is visible in the distance.

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WELCOME

TO COASTED'S COASTAL RECREATION AND TOURISM TEACHER'S PACK

In this pack you will find a range of ideas, activities, resources and lesson plans, designed to allow you to engage students on the topic of **Recreation and Tourism** on our coast, facilitate learning and maximise understanding of natural coastal processes and management strategies for the local beaches, foreshores and dunes on the Gold Coast. Resources are created for targeted year groups and include clear curriculum links.

Sun, sand and surf: life's a beach on the sunny Gold Coast. Known for its expansive stretches of sandy beaches and iconic neon lights, our beaches are our city's playground. Tourists flock here by the millions every year, to enjoy an endless summer of surf, sun and waves.

Every year the City of Gold Coast invests in the management of our beaches and foreshores. This investment, in addition to the global reputation and marketing of the Gold Coast and its beaches as a top tourist destination, highlights the significant social and economic value of the beaches.

The resources in this pack allow you and your students to explore **Recreation and Tourism** on the Gold Coast, through engaging and thought provoking activities.

ABOUT COASTED

CoastEd is an award winning education program for schools and community groups. It provides the opportunity to learn about our precious coastal areas from qualified environmental scientists and industry professionals. In curriculum based sessions, students take part in activities such as dune planting, wildlife identification and beach health surveys as well as SWOT analysis. The CoastEd program seeks to provide valuable information and resources to schools and the community as well as increasing the capacity of the Gold Coast community to participate in coastal management through increased awareness and participation.

THE GRIFFITH CENTRE FOR COASTAL MANAGEMENT

The Griffith Centre for Coastal Management aims to develop broad research and training agendas for coastal management. The centre works in partnership with the City of Gold Coast, who has funded the CoastEd program for the past 15 years.

The Griffith Centre for Coastal Management has a team of award winning coastal engineers working on the latest technology, management techniques and research projects. Integrating their knowledge base throughout the CoastEd programs has ensured credibility, sound information and accuracy.

Enjoy the use of this pack for your classes and get in touch with our CoastEd team for questions or further information about the coastal **Recreation and Tourism** of the Gold Coast!

Maggie Muurmans
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A photograph of a beach at sunset. In the foreground, a red ball sits on the sand. To the right, a white structure with three vertical poles stands in the sand. The background shows a wide beach, a body of water, and a distant city skyline under a hazy sky. A white text box with a black border is overlaid on the image.

COASTED PROGRAMS FOR SCHOOLS

COASTED PROGRAMS FOR SCHOOLS

CoastEd is a community and school based coastal education program that provides the opportunity for Gold Coast community groups, schools and kindergartens to learn about the coastal zone. Primary and Secondary school sessions are matched to the Australian Curriculum and accompanied with optional curriculum based worksheets tailored to the level of the participants.

In partnership with the City of Gold Coast, the program offers a limited number of free and subsidised education sessions covering a wide range of topics that relate to the Gold Coast coastal zone. Our interactive sessions and hands-on activities can be booked for 30 or 60 minutes. There are also options to extend your session or add additional programs for a small cost. All sessions are facilitated by experts in the field of coastal management, coastal engineering, marine science and environmental education.

Sessions can be undertaken at your school, a community hall, on a local beach or at Griffith University Gold Coast Campus. Sessions can include surveys, flora and fauna identification techniques and primary data collection.

The CoastEd programs will be a suitable extension to the lessons in this teacher pack or field study excursion. Please note that new sessions are regularly added. The sessions with a focus on Coastal Tourism and Recreation are:

PRIMARY SCHOOL PROGRAMS:

Managing our Coastline & Coastal Processes (Incursion & Excursion)

Through an interactive presentation at your school or local beach, students are introduced to the natural processes that shape our coast. Longshore drift is visually explained and the CoastEd representative will highlight the history of the Gold Coast beaches and what coastal management techniques are in place to mitigate natural processes such as erosion. Depending on the choice of your excursion location, certain coastal management techniques will be highlighted including sand bypass systems, beach nourishment, dredging etc.

Keywords: Coastal processes, shoreline management, beach ecology and coastal environments, history of Gold Coast beaches

SECONDARY SCHOOL PROGRAMS:

Tourism and Development on Gold Coast Beaches; a SWOT analysis (Excursion)

This session will concentrate on tourism on the Gold Coast in relation to the beach. The CoastEd facilitator will cover the history of tourism on the Gold Coast, how this has influenced coastal management, development and infrastructure. Students will also be introduced to how coastal engineering has supported tourism development. Students will undertake a SWOT analysis of the beach (through provided worksheets) with regards to tourism and will discuss sustainability and economic growth.

Keywords: Tourism, coastal management, Gold Coast history, sustainability, economics

How to measure the health of a beach (Excursion)

Griffith Centre for Coastal Management has recently conducted a study to measure indicators which allow to quantify the health of a particular beach. Students will receive an introduction to beach health and a brief presentation on coastal processes/coastal management before they will undertake their individual assessment on a selection of beaches. Factors such as economic, natural and recreational health will all be taken into account and will promote discussion between the students and their assessments.

Keywords: Beach health, indicators, survey, coastal management

Climate Change and how it affects the Gold Coast (Excursion)

This session will focus on the effect of climate change on our coastline. Information will be presented about how climate change has been a constant variable throughout the earth's history. The students will also be taught about how humans have influenced climate change and how it is impacting different environments and communities around the world.

For the Excursion, students will undertake their own primary data collection through beach profiling to determine how 1 meter of sea level rise would effect the beach and foreshore. Furthermore the students will investigate how king tides and spring tides would affect the coastline in combination with sea level rise. From the data and information provided the students will be able to make conclusions about how the Gold Coast beaches are at risk of certain aspects of climate change.

Students will also develop a better understanding of how the Gold Coast City Council conducts management programs such as sand pumping and beach nourishment as well as dune revegetation to help prevent erosion issues and protection of infrastructure.

Keywords: Climate change, primary data collection, beach profiling, coastal management

Spotlight on Palm Beach (Excursion)

Through an interactive presentation at Palm Beach, students are introduced to the natural processes that shape our coast. Longshore drift is visually explained and the CoastEd representative will highlight the history of the Gold Coast beaches and what coastal management techniques are in place to mitigate natural processes such as erosion. This session will focus on Palm Beach, the erosion issues at this location and certain coastal management techniques that are planned or currently active such as beach nourishment.

Keywords: Coastal processes, shoreline management, beach ecology and coastal environments, history of Gold Coast beaches, Burleigh

Spotlight on Burleigh Beach (Excursion)

Through an interactive presentation at Burleigh Beach, students are introduced to the natural processes that shape our coast. Longshore drift is visually explained and the CoastEd representative will highlight the history of the Gold Coast beaches and what coastal management techniques are in place to mitigate natural processes such as erosion.

This session will focus on Burleigh and certain coastal management techniques at this location such as beach nourishment and dredging.

Keywords: Coastal processes, shoreline management, beach ecology and coastal environments, history of Gold Coast beaches, Burleigh

Spotlight on Kirra (Excursion)

Through an interactive presentation at Kirra, students are introduced to the natural processes that shape our coast. Longshore drift is visually explained and the CoastEd representative will highlight the history of the Gold Coast beaches and what coastal management techniques are in place to mitigate natural processes such as erosion. This session will focus on Kirra and certain coastal management techniques at this location (such as groynes) as well as how issues with the surfing communities with regards to these techniques have been mitigated.

Keywords: Coastal processes, shoreline management, beach ecology and coastal environments, history of Gold Coast beaches, Kirra

Spotlight on The Spit (with optional visit to Sand Bypass System control room) (Excursion)

Through an interactive presentation at the Spit, students are introduced to the natural processes that shape our coast. Longshore drift is visually explained and the CoastEd representative will highlight the history of the Gold Coast beaches and what coastal management techniques are in place to mitigate natural processes such as erosion.

This session will focus on the Spit and the Broadwater and certain coastal management techniques at this location (such as sand pumping) as well as community consultation in local issues.

There is the option to also visit the control room of the sand bypassing system to provide the students with a visual understanding of the workings of the system. This will include a walk on the Jetty.

Keywords: Coastal processes, shoreline management, beach ecology and coastal environments, history of Gold Coast beaches, Seaway.

For further information on these sessions or bookings please refer to www.griffith.edu.au/coasted or email CoastEd Coordinator Maggie Muurmans or telephone on (07) 555 28823.

A photograph of a beach at sunset. In the foreground, a red ball sits on the sand. In the middle ground, there is a white structure with three vertical poles. The background shows a beach with some people, a cliff, and a city skyline in the distance under a cloudy sky.

PRIMARY EDUCATION:

LESSON PLANS: FOUNDATION TO SIX



FOUNDATION YEAR

MY FAVOURITE PLACE ON THE GOLD COAST

Aim:

Develop understanding of what makes places special and use a simple map to show places that are special to us.

Prior Knowledge:

Awareness of places on the Gold Coast

Focus Questions:

What special places are there on the Gold Coast?

Where is my favourite place and what do I like to do there?

Useful Vocabulary:

Gold Coast, special, favourite, map

ACTIVITY:

Introduction:

If you could have a special day out on the Gold Coast with your family, where would you go and what would you do? What special places are there on the Gold Coast?

Teacher to draw a simple map on the board showing the places (the beach, a park/ play area, swimming pool, Dreamworld, Sea World, etc)

Main Activity:

On a post-it note, draw a picture of yourself in your favourite place.

Stick your post it note on the map of the Gold Coast, in the place where you would most like to be.

Extension task:

Include the senses – what can you see, hear, smell, touch and taste in your favourite place?

Feedback & Evaluation:

Did anyone else have the same idea as you? What makes somewhere your favourite place?

Link(s) to Australian Curriculum:

- HASS: Knowledge and Understanding: Geography:
The reasons why some places are special to people, and how they can be looked after (ACHASSK017)
- HASS: Knowledge and Understanding: Geography:
The representation of the location of places and their features on simple maps and models (ACHASSK014)

YEAR ONE

HOW TOURISM CHANGED THE GOLD COAST COASTLINE

Aim:

Understand the difference between natural, constructed and managed features of the Gold Coast.

Prior Knowledge:

Own experience of the Gold Coast.

Focus Questions:

What is the difference between natural, constructed and managed?

How did the arrival of people change the Gold Coast coastline?

Useful Vocabulary:

Natural, constructed, man-made, managed.

ACTIVITY:

Introduction:

What do you think the Gold Coast looked like before people lived here? What features would you see?

How has it changed since people arrived?

Main Activity:

Divide the class into groups of 3 and give each group a picture (see below). Students need to decide if they think their feature is natural, constructed or managed and give reasons for their decisions.

Extension task:

Why do some natural features need to be managed? For example, the sand on the beach needs to be protected so it doesn't all erode/wash away.

Feedback & Evaluation:

Can you think of something else that is constructed? Natural? Managed?

Link(s) to Australian Curriculum:

- HASS: Knowledge and Understanding: Geography:
The natural, managed and constructed features of places, their location, how they change and how they can be cared for (ACHASSK031)
- HASS: Knowledge and Understanding: Geography:
Activities in the local place and reasons for their location (ACHASSK033)



		
Ocean	Sandy Beach	Park
		
Road	House	River
		
Mountain	Hill	School
		
Tree	Theme Park	Garden

YEAR TWO

WHAT'S SO GREAT ABOUT THE GOLD COAST?

Aim:

Use persuasive techniques to explore what influences the decision to visit a particular place or attraction.

Prior Knowledge:

Own knowledge and experience of places on the Gold Coast.

Focus Questions:

What makes people want to visit a particular place or attraction?

Useful Vocabulary:

Attraction, visitor, tourist

ACTIVITY:

Introduction:

Where is your favourite place to visit on the Gold Coast? Why?

What could you say to convince someone else to go there?

Main Activity:

Create a poster advertising the Gold Coast. Use words and pictures to persuade people it's a great place to visit.

Extension task:

Use the internet to find examples of posters advertising the Gold Coast. How successful are they at persuading you to visit? See link below for examples.

Feedback & Evaluation:

Display the posters around the classroom. Pupils to view all posters, choose their favourite and discuss reasons for their choice.

What else might affect your decision to visit a place or attraction? (Location, journey time, cost, etc)

Link(s) to Australian Curriculum:

- HASS: Knowledge and Understanding: Geography:
The influence of purpose, distance and accessibility on the frequency with which people visit places (ACHASSK051)
- ENGLISH: Literacy: Creating Texts:
Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671)

Teacher Resource:

Gold Coast posters:

<https://www.google.com.au/search?q=gold+coast+tourism+posters&espv=2&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKewjMvsmvzuLMAhUK2qYKHZ8wDD0QsAQIIQ&biw=1920&bih=989>

**YEAR THREE****OUR CLASS AND THE GOLD COAST****Aim:**

Create and conduct a survey to develop research skills. Use results to draw conclusions and compare findings..

Prior Knowledge:

Knowledge and experience of places and attractions on the Gold Coast..

Focus Questions:

How does our class use facilities on the Gold Coast?

Useful Vocabulary:

Facilities, question, survey, bar chart, graph.

ACTIVITY:**Introduction:**

What are the best places to visit on the Gold Coast? Write a list on the board.

Ask the class to vote on their favourite place to visit and use the results to create a bar chart on the board.

Main Activity:

What other questions could we ask about the way our class uses facilities on the Gold Coast?

In pairs, create a survey of 10 questions.

1 person in each pair is the questioner – you are responsible for surveying as many people in your class as you can.

1 person in each pair is the responder – visit as many questioners as you can and answer their survey questions.

In your pairs, review the responses. Can you see any patterns? What statements could you make? Eg Most people in our class would rather visit the beach than the park.

Extension task:

Present some of your results as a bar chart..

Feedback & Evaluation:

Share your findings and compare results.

Link(s) to Australian Curriculum:

- HASS: Inquiry and Skills: Questioning:
Pose questions to investigate people, events, places and issues (ACHASSI052)
- HASS: Inquiry and Skills: Researching:
Record, sort and represent data and the location of places and their characteristics in different formats, including simple graphs, tables and maps, using discipline-appropriate conventions (ACHASSI054)
- HASS: Inquiry and Skills: Analysing:
Interpret data and information displayed in different formats, to identify and describe distributions and simple patterns (ACHASSI057)
- HASS: Inquiry and Skills: Evaluating and Reflecting:
Draw simple conclusions based on analysis of information and data (ACHASSI058)

Interact with others with respect to share points of view (ACHASSI059)

YEAR FOUR

TOURISTS, LITTER AND GOLD COAST BEACHES

Aim:

Develop understanding of the importance of keeping our beaches clean for the benefit of residents and the tourism industry.

Prior Knowledge:

Own experience of Gold Coast beaches. Awareness of the importance of tourism.

Focus Questions:

What is the most popular natural tourist attraction on the Gold Coast?

Who's responsible for keeping our beaches clean?

What can we do to encourage people to keep our beaches clean?

Useful Vocabulary:

Tourism, rubbish, recycle, responsibility

ACTIVITY:

Introduction:

What is a tourist? Why do tourists like to visit the Gold Coast? What natural attractions do we have?

Make a list on the board. What would be the most important? Beach.

Why is the Gold Coast such an important tourist attraction in Australia?

Show the image of a beach filled with rubbish (see below). What's wrong with this scene? Do you think tourists would like to come to these beaches? What kinds of rubbish do you think we will find on our beaches? Why?

Plastic Bottle	Glass Bottle	Food Wrapper
Polystyrene	Cigarette	Bottle top
Can	Plastic Bag	Coffee Cup

Use responses to create a Beach Bingo card:

Make a prediction – which litter item will you find the most?

Main Activity:

This activity can be completed either as an Excursion to the beach or as homework.

Collect as much rubbish as you can from the beach.

Mark off the items as you find them – once you've got them all it's BINGO! Record how many of each item you find.

Option to work in pairs.

Extension task:

Use the data to create a graph showing the types of litter you collected.

Feedback & Evaluation:

Was your prediction correct? Can you explain the results?

ACTIVITY 2:

Who is responsible for keeping our beaches clean? Discuss tourists and residents. Create a poster encouraging tourists to keep our beaches clean. They will be displayed in tourist areas such as Surfers Paradise.

What do you think we need to include on a poster? Colours, words, illustrations, symbols.

Feedback & Evaluation:

Display the posters around the classroom. Allow students time to look at each other's work. Which poster is most successful? How does it convince tourists not to litter?

Link(s) to Australian Curriculum:

- HASS: Inquiry and Skills: Researching:
Locate and collect information and data from different sources, including observations (ACHASSI074)
- HASS: Inquiry and Skills: Researching:
Record, sort and represent data and the location of places and their characteristics in different formats, including simple graphs, tables and maps, using discipline-appropriate conventions (ACHASSI075)
- HASS: Inquiry and Skills: Analysing:
Interpret data and information displayed in different formats, to identify and describe distributions and simple patterns (ACHASSI078)
- HASS: Inquiry and Skills: Evaluating and reflecting:
Draw simple conclusions based on analysis of information and data (ACHASSI079)
- HASS: Inquiry and Skills: Evaluating and reflecting:
Interact with others with respect to share points of view (ACHASSI080)
- HASS: Inquiry and Skills: Evaluating and reflecting:
Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions (ACHASSI081)
- SCIENCE: Science Enquiry Skills: Processing and analysing:
Data and information: Use a range of methods including tables and simple column graphs to represent data and to identify patterns and trends (ACSIS068)
- SCIENCE: Science Enquiry Skills: Processing and analysing:
Compare results with predictions, suggesting possible reasons for findings (ACSIS216)

Teacher Resource:





YEAR FIVE

INDIGENOUS TOURISM, THE KOMBUMERRI PEOPLE AND BURLEIGH HEADS

Aim:

Compare the ways in which the Kombumerri and present day Gold Coast residents interact with the waterways around the Burleigh Heads area.

Prior Knowledge:

Students should draw on their familiarity with Burleigh Heads and any knowledge of indigenous people.

Focus Questions:

How did the Kombumerri people use the waterways around Burleigh Heads?

How do present-day residents use the waterways around Burleigh Heads?

Useful Vocabulary:

Burleigh Heads, Yugambeh, clan, traditional owners, European settlers

ACTIVITY:

Introduction:

Guess Who? Read students the statements below and see if they can guess who is being described:

We believe it's important to keep life simple and to have respect for family, the environment and self.

We were the original inhabitants of the area now known as the Gold Coast.

We are the traditional owners of the Gold Coast and many of us lived in the Burleigh Heads area.

We are also called the Saltwater People

Our name comes from the words 'Koomboo' (Cobra worm, which is found in the mangroves of this region) and 'Merri' (people) – meaning 'the people who consume the Cobra Worm'.

Answer: The Kombumerri people. Explain that they have a unique relationship with the region. Kombumerri is a family group within the Yugambeh Aboriginal peoples.

Follow the link and click on the 'Welcome to country' audio to hear a brief introduction the Kombumerri people: <http://www.abc.net.au/local/stories/2012/05/18/3506095.htm>

The page also includes a series of links to information and audio about the Kombumerri.

Further information: <http://hillstoheadlands.com.au/kombumerri-saltwater-people/>

See attached Indigenous Factsheet (Page 18).

Main Activity:

Who's been to Burleigh Heads? What did you do there? List responses on the board under the title 'How do present-day residents use the waterways around Burleigh Heads?'

Create a second list to answer the question 'How did the Kombumerri people use the waterways around Burleigh Heads?'

In pairs, research the Kombumerri people on the internet, focussing on how they use the waterways around Burleigh Heads. Teacher to record responses on the board.

Create a Venn diagram showing the similarities and differences in the ways in which present day Gold Coast residents use the waterways around Burleigh Heads, and the ways in which the Kombumerri people used the waterways. One side of the diagram is to show the present day use of the Burleigh waterways and the other will show the use of the waterways by the Kombumerri. The overlapping section will show how the region has a similar use and meaning for both groups.

Extension task:

You may add illustrations to your diagram if you wish.

Feedback & Evaluation:

Compare Venn Diagrams. Are they all similar? How effective is this method for examining the similarities and differences between the cultures?

Link(s) to Australian Curriculum:

- HASS: Knowledge and Understanding: Geography:
The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places (ACHASSK112)
- HASS: Knowledge and Understanding: Geography:
The environmental and human influences on the location and characteristics of a place and the management of spaces within them (ACHASSK113)

Teacher resource:

- ABC Gold Coast:
<http://www.abc.net.au/local/stories/2012/05/18/3506095.htm>
- Kombumerri links:
<http://www.abc.net.au/local/stories/2012/05/18/3506095.htm>
<http://hillstoheadlands.com.au/kombumerri-saltwater-people/>



INDIGENOUS FACT SHEET

Background

The region now known as the Gold Coast is renowned for its coastal lifestyle; a lifestyle that was enjoyed by Indigenous people long before the area became a tourist destination. It is the home of the Yugambeh language speakers who have inhabited the area bordered by the Logan and Tweed Rivers for over 24,000 years. Among the clans living in the Yugambeh region are the traditional owners of the Gold Coast, the Kombumerri people, whose territory stretches from the Tweed River to the Coomera River.

Lifestyle

The Kombumerri had a special relationship with the sea which provided them with a plentiful source of food. The waters once teemed with an abundant supply of turtles, crayfish, crabs, dugong, shellfish and fish, with one school of mullet seen stretching for over ten kilometres. These huge schools of mullet occasioned large feasts where clans gathered to enjoy the bountiful harvest.

Technology

Different technologies were needed for catching or collecting the various food sources. Fishing nets, for example, came in a number of varieties and their construction required a high level of skill. A common fishing net was the light semi-circular towrow which collectively formed a large catching area when held side by side. The fish were driven towards the nets by fishermen, or by dolphins with whom the Kombumerri had a unique relationship. Men summoned the dolphins to assist with fishing by slapping the water with spears, and the dolphins were later rewarded for their efforts with fish from the catch.

Shell middens

Evidence for the diet of the Kombumerri people is found in shell middens around the Burleigh Heads area. Middens are essentially rubbish dumps, sometimes over fifty metres wide, that contain the remains of meals that have built up over thousands of years. Middens can provide researchers with information about the diet and cooking methods of Aboriginal people in different locations over a long period of time. One midden on Stradbroke Island could be over 20,000 years old. Middens in the Burleigh Heads area show that the Kombumerri ate a wide variety of fish and shellfish. They also indicate that eugarie (pippies) and oysters were eaten raw but that other shellfish and fish were roasted in hot ash.

Jellurgal (Burleigh Heads)

Jellurgal, or Burleigh Heads as it is now known, is of particular cultural significance to the Kombumerri people. According to the Kombumerri, Jellurgal was created at the dawn of time by the god Jabreen, who after a long day of hunting and eating honey, laid his weapons on the beach and swam to the horizon and back. After coming ashore, he picked up his fighting waddy and the land where it had laid rose up to form a rocky outcrop which is now called Little Burleigh. Jabreen then fell asleep, and as he awoke he stretched his giant arms and the land rose up to his fingertips, forming Big Burleigh or Burleigh Heads. Jabreen's fingers are still visible in the headland at Jellurgal.

The area around Jellurgal was the site of large traditional cultural activities and corroborees. Nearby, the Jebbribillum Bora Park at Miami hosts not only the Bora Ring, which was once the home of sacred celebrations, but the more recent Aboriginal War Memorial - the Bora Memorial Rock.

Today

After the arrival of European settlers in the late nineteenth century the lives of the Kombumerri suffered greatly. They had to adapt to changes that disrupted every aspect of their traditional lifestyle. They lived in fear of having their children removed, and in order to survive they had to find employment. Over time, many Aboriginal people have played an important role in the development of local industries such as sand-mining, dredging, building, and earth moving, while others have been involved in the rural and fishing industries.

By the time of the 1901 Queensland census the numbers of local Aborigines had dramatically diminished; however, a recent census shows that there are now 3600 Aborigines on the Gold Coast, and while some have moved to the Coast from other areas, many others are descendants of the traditional inhabitants. Today the Kombumerri are engaged in promoting awareness of their rich heritage.

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**YEAR SIX****COMPARISON OF THE GOLD COAST AS A TOURIST DESTINATION AND AS A PLACE TO LIVE****Aim:**

Enhance students' understanding of the Gold Coast as both a place of residence and a tourist destination. Explore the concept of identity, and to understand the different meanings of place for various groups, through a debate.

Prior Knowledge:

Students' experiences as a resident of the Gold Coast and observation of tourist behaviour.

Focus Questions:

What makes the Gold Coast a great place to visit?

What makes the Gold Coast a great place to live?

Useful Vocabulary:

Tourist, resident, place, recreation, work, community, identity

ACTIVITY:**Introduction:**

The Gold Coast is a great place for a holiday but not a good place to live. Do you agree with this statement?

Main Activity:

You are going to debate this statement:

The Gold Coast is a great place for a holiday but not a good place to live.

- The class is divided into two groups representing both sides of the debate
- The groups are further divided into groups of 3-4 (depending on the size of the class) with a speaker designated for each group
- Teacher brainstorms and lists the characteristics of the Gold Coast. What features are important to residents? What features are important to tourists? For example, the beach will be important to both groups but the local scout group will only be important to residents. This can also be done as a Venn diagram or as 2 mind maps.
- The groups then research the topics that have been identified as important to each group, looking for meaning. For example, the beach might represent daily exercise to a resident, but a much needed source of annual rest to a tourist. A rainy day might be a nuisance to a tourist but be essential to residents.
- Students write out their speeches and then deliver to the class, allowing time for questions.

Extension task:

Consider possible arguments from the other side for rebuttal in their speeches – they can refer to the brainstormed ideas for this.

Feedback & Evaluation:

After the debate the teacher asks students to vote for the winning team by a show of hands.

Link(s) to Australian Curriculum:

- HASS: Inquiry and Skills: Questioning:
Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI122)
- HASS: Inquiry and Skills: Analysing:
Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI127)
- HASS: Inquiry and Skills: Evaluating and reflecting:
Evaluate evidence to draw conclusions (ACHASSI129)
- HASS: Inquiry and Skills: Evaluating and reflecting:
Work in groups to generate responses to issues and challenges (ACHASSI130)
- HASS: Inquiry and Skills: Communicating:
Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASSI133)
- ENGLISH: Literacy: Interacting with others:
Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)
- ENGLISH: Literacy: Interacting with others:
Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience (ACELY1816)
- ENGLISH: Literacy: Interacting with others:
Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710)



COASTED



Griffith
UNIVERSITY
Centre for Coastal Management

A photograph of a beach at sunset. In the foreground, a red ball sits on the sand. In the middle ground, a white structure with three vertical poles stands on the beach. The background shows a calm sea, a distant city skyline, and a hill on the left. The sky is filled with soft, golden light from the setting sun.

SECONDARY EDUCATION:

LESSON PLANS: YEARS SEVEN TO TEN

**YEAR SEVEN****BEACH CULTURE –THE SURF LIFE SAVING MOVEMENT****Aim:**

This activity is designed to teach students about the history and importance of the Gold Coast Surf Life Saving movement through the creation of a promotional poster. The activity promotes higher order thinking as students identify and evaluate important social changes evident in the history of the movement.

Prior Knowledge:

Students draw on their knowledge of the Gold Coast beach lifestyle and of Surf Life Saving.

Teachers may scaffold by brainstorming the dangers of swimming at the beach and the role of life savers.

Focus Questions:

Why are Surf Life Savers an important part of Gold Coast beach culture?

Useful Vocabulary:

Volunteer, Lifeguard, Nippers, surveillance tower, rescue services

ACTIVITY:**Introduction:**

Research the history of Gold Coast surf life saving and answer the questions on the worksheet (pg 29).

Option: Allow students to use the Surf Life Saving factsheet (Page 31).

Factual Worksheet Answers

1. When and where was the Surf Bathing Association formed? Answer. Sydney 1907
2. Who introduced Surf Life Saving to the Gold Coast and when? A. Harold Bennett 1908
3. What did the Bondi Beach Surf Life Saving Club do in 1909? A. They gave a demonstration of the reel and line drill at Greenmount Beach
4. Where was the first Queensland club established? A. Coolangatta
5. What year did Edie Kieft win her bronze medal and what year did she receive her award? A. She won the medal in 1923 and was received it in 1991
6. In what year did women open their first club? A. 1928
7. Which club started the world's first official team of junior lifesavers? A. Kirra
8. In what year was Surf Life Saving Queensland established? A. 1930
9. Why do lifesavers wear red and yellow caps? A. They are the internationally recognised safety colours.
10. What is the difference between a surf lifesaver and a lifeguard? A. Surf lifesavers are trained volunteers and lifeguards are paid professionals who provide a service to local governments and private organisations.
11. How many people are employed in the City of Gold Coast lifeguard service? A. 37 permanent and 140 casual.
12. The Gold Coast lifeguard service was the first in Australia to introduce an important surveillance plan. What was it and when? A. The tower plan in 1989.

Factual Worksheet

1. When and where was the Surf Bathing Association formed?
2. Who introduced Surf Life Saving to the Gold Coast and when?
3. What did the Bondi Beach Surf Life Saving Club do in 1909?
4. Where was the first Queensland club established?
5. What year did Edie Kieft win her bronze medal and what year did she receive her award?
6. In what year did women open their first club?
7. Which club started the world's first official team of junior lifesavers?
8. In what year was Surf Life Saving Queensland established?
9. Why do lifesavers wear red and yellow caps?
10. What is the difference between a surf lifesaver and a lifeguard?
11. How many people are employed in the City of Gold Coast lifeguard service?
12. The Gold Coast lifeguard service was the first in Australia to introduce an important surveillance plan. What was it and when?



Main Activity:

Create a poster designed to promote awareness and understanding of the importance of Surf Life Saving on the Gold Coast. You may choose to focus on one area of surf life saving, eg the history of one Gold Coast club or the nippers programme.

Extension task:

Create a factsheet to go with your poster.

Feedback & Evaluation:

Review each other's posters and give feedback – plus, minus, interesting.

Link(s) to Australian Curriculum:

- ENGLISH: Literacy: Interpreting, analysing, evaluating:
Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (ACELY1723)
- ENGLISH: Literacy: Creating texts:
Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725)
- GEOGRAPHY: Geographical: Knowledge and Understanding: Unit 2: Place and liveability:
The influence of accessibility to services and facilities on the liveability of places (ACHGK044)
- GEOGRAPHY: Geographical: Knowledge and Understanding: Unit 2: Place and liveability:
The influence of social connectedness and community identity on the liveability of places (ACHGK046)
- GEOGRAPHY: Geographical: Knowledge and Understanding: Unit 2: Place and liveability:
Strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe (ACHGK047)

Teacher resources:

- Between the Flags. Education packages available from:
http://www.nma.gov.au/__data/assets/pdf_file/0004/190642/Between_flags_full_colour.pdf
http://www.nma.gov.au/__data/assets/pdf_file/0015/16332/Between_flags_all_BW.pdf
- Lifeguard facts and history:
<http://www.goldcoast.qld.gov.au/thegoldcoast/facts-history-3261.html>
- Surf life saving Queensland:
<http://lifesaving.com.au/about/>
- Surf life saving:
<https://sls.com.au/>

SWIMMING AND LIFE SAVING FACTSHEET

Introduction

City of Gold Coast is renowned for its beaches and surf culture. From humble beginnings in 1917 when the south coast of Queensland was described as a 'surfer's paradise', to the present day when the surf industry is worth \$3.3 billion dollars to the city's economy, swimming and surfing remain key to the region's development and success. In response to the popularity of surf-bathing in the early twentieth century the Surf Life Saving movement was birthed for the protection of bathers.

Bathing boxes and pavilions

In the late nineteenth century Southport was modelled on traditional English seaside resorts and was home to large hotels and guesthouses, many of which had their own bathing boxes that protected the modesty of bathers. During this era, bathers often preferred the relatively calm waters of Southport to the open sea, and bathing boxes lined the beach at Marine Parade. Even the Sisters of Mercy nuns had their private box.

Coolangatta guesthouses erected bathing boxes around coastal rocks in response to swimmers' predilection for changing on the beach or even bathing nude. The practice of bathing nude prompted the Coolangatta Town Council to pass a by-law requiring every bather over the age of 4 to be covered from neck to knee. This circumstance was echoed over 40 years later, when in 1952 a woman was asked to leave a Gold Coast beach for being indecently clad in a locally invented garment – the bikini.

After attitudes to public bathing relaxed, councils began to erect bathing pavilions where bathers could change and shower, and in the mid-1930s Spanish style pavilions were built at Main Beach, and at the Broadwater opposite Railway Street. Although the Southport pavilion was once located beside the water, it is now surrounded by resumed parkland.

Beach bathing and the birth of the Surf Life saving movement

Between 1902 and 1905 laws that restricted bathing during daylight hours were repealed and the popularity of beach swimming dramatically increased; however, many people at this time were unable to swim so the newfound freedom was accompanied by an increase in drownings. Consequently, by 1907 the first volunteer surf life saving clubs were formed in Sydney.

One year later a Sydney dentist, and member of the Manly Life Saving Club, Harold Bennett, brought a line and belt to Tweed Heads to encourage the locals to form a surf life saving club; and in January 1909 the Bondi Beach Surf Life Saving Club gave a demonstration of the reel and line drill at Greenmount Beach, resulting in the establishment of the first Queensland club at Coolangatta. Later that year, qualified Queensland life savers carried out their first rescue when they saved five young people at Greenmount.

Women were also involved in the surf life saving movement; however, they were not originally accorded equal status, as is evident in the denial of a medallion to Edie Kieft when she won bronze at the Tweed Heads and Coolangatta club in 1923. Progressively female life savers were accepted, and women's clubs were formed at Greenmount and at Currumbin with the opening of the Neptune Ladies Life Saving Club in 1928. By 1980 all clubs welcomed women as full members, and in 1991 Edie Rowe (nee Kieft) was finally awarded her bronze medal.

In the early 1920s junior squads for boys aged 14 to 16 were formed at the Kirra and Tweed Heads and Coolangatta surf life saving clubs. The Kirra group is thought to be the world's first official team of junior lifesavers.



Present Day Life Saving

Surf Life Saving Queensland was officially established in 1930 and now has over 8000 volunteer lifesavers. Qualified surf lifesavers wear the recognisable red and yellow uniform, complete with distinctive quartered cap.

The Gold Coast City Council Lifeguard service works in partnership with Surf Life Saving Queensland. Gold Coast lifeguards are globally recognised and suitability testing for the 37 permanent and 140 casual lifeguards is rigorous, with the permanent lifeguards required to undertake demanding fitness testing on a regular basis.

City of Gold Coast lifeguard service is responsible for the surveillance of 52 kilometres of beaches and is the largest professional lifeguard service in Australia. It is responsible for instigating the surveillance tower strategy which has seen 39 towers placed in strategic locations along Gold Coast beaches since its inception in 1989.

The Gold Coast lifeguard service networks with other rescue services including Careflight, Westpac helicopter and the Water Police to ensure maximum public safety.

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YEAR SEVEN

COASTAL DEVELOPMENT: THE IMPACT OF TOURISM ON THE GOLD COAST

Aim:

This activity is designed to enhance students' understanding of the positive and negative impact of tourism on the Gold Coast through researching, investigating, writing and presenting a "Tourism Impact Report".

Prior Knowledge:

Students' prior experiences and knowledge of tourists and tourism on the Gold Coast.

Knowledge of Report writing.

Focus Question:

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

Useful Vocabulary:

Tourists, development, population, impact.

ACTIVITY:

Introduction:

The Gold Coast City Council has invited you to be a researcher on its Tourism Committee, to find out more about people who use the Gold Coast and its facilities. Think of a question you could ask as part of your research.

Whole class feedback – teacher to record questions on the board.

Main Activity:

Research the answers to as many of the questions as possible. Work in pairs to create a Tourism Research Report.

Discuss how to structure a report. How will you match the style and content of your report with your audience?

Extension task:

Some pairs present their ideas to the class.

Feedback & Evaluation:

Swap reports with another group. What have they done well? What could they improve?

Highlight the most interesting fact.

Link(s) to Australian Curriculum:

- GEOGRAPHY: Geographical Inquiry and Skills: Collecting, recording, evaluating and representing:
Evaluate sources for their reliability and usefulness and select, collect and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources (ACHGS048)
- GEOGRAPHY: Geographical Inquiry and Skills: Collecting, recording, evaluating and representing:
Represent data in a range of appropriate forms, for example climate graphs, compound column graphs, population pyramids, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies (ACHGS049)
- ENGLISH: Literacy: Interpreting, analysing, evaluating:
Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (ACELY1721)
- ENGLISH: Literacy: Creating texts:
Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725)

**YEAR EIGHT****THE SIGNIFICANCE OF CHANGES IN TRANSPORTATION FOR THE GROWTH OF THE GOLD COAST****Aim:**

Allows students to explore the ways in which changing transportation has facilitated the growth of the Gold Coast through the creation of a timeline. Students will be encouraged to evaluate changes that have taken place over the last 140 years and suggest possible future changes.

Prior Knowledge:

Students' knowledge of current forms of transport, both to and within the Gold Coast.

Focus Questions:

What changes have taken place in Gold Coast transport over the last 140 years?

How have changes in transportation, both to and within the Gold Coast, contributed to the population growth of the region?

Useful Vocabulary:

Settlements, bush tracks, railway, tourists, motor vehicles, aeroplanes, light rail.

ACTIVITY:**Introduction:**

How many forms of transport on the Gold Coast (past and present) can you name?

6+ = Gold Coast Genius! (road, railway, light railway, air, boat, steamer, stage coach)

Main Activity:

Students use the transport factsheet (see below) to create a timeline of past and present transportation.

Read the worksheet and highlight useful dates. Are there any dates missing which would be useful for your timeline? Make a list and research the answers.

Create your timeline, including relevant dates, information and pictures.

For each form of transport, add an explanation of how it facilitated change on the Gold Coast.

Extension task:

Continue the timeline through to the year 2050, adding future transportation ideas. How will future forms of transport deal with a larger population?

Feedback & Evaluation:

Class discussion – which form of transport brought about the most dramatic change?

A selection of students present their ideas about future transportation to the class. Which will be most effective?

Link(s) to Australian Curriculum:

- GEOGRAPHY: Geographical Knowledge and Understanding: Unit 2: Changing nations: Reasons for, and effects of, internal migration in Australia (ACHGK056)
- GEOGRAPHY: Geographical Knowledge and Understanding: Unit 2: Changing nations: Management and planning of Australia's urban future (ACHGK059)
- GEOGRAPHY: Geographical Inquiry and Skills: Observing, questioning and planning: Strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe (ACHGS055)
- GEOGRAPHY: Geographical Inquiry and Skills: Communicating: Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose; using geographical terminology and digital technologies as appropriate & (ACHGS061)
- ENGLISH: Literacy: Creating texts: Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate (ACELY1736)

Teacher resource:

- City of Gold Coast:
<http://www.goldcoast.qld.gov.au/thegoldcoast/gold-coast-histories-26556.html>
<http://www.goldcoast.qld.gov.au/rapid-transit-6004.html>



TRANSPORT FACTSHEET

Introduction

Today easy passage to and around the Gold Coast is taken for granted. However, what is now a thriving city was once a series of disconnected villages that only became integrated with improvements in transport and infrastructure. Changes in transport allowed freedom of travel between the northern and southern communities and provided easy access to the region. Over time, advancements in transportation have proved to be key to the growth of tourism.

Steamers

Originally transport to the burgeoning tourist settlement of Southport was almost exclusively by water. The town took advantage of its seaside location with some of the hotels, guest houses, and private residences having their own jetties where passengers were able to board the steamers that plied between there and Brisbane.

During the late nineteenth century the journey from Brisbane to Southport by steamer took four hours. Some boats then went on to Nerang. One of the steamers that transported goods and passengers from Brisbane to Nerang was the Maid of Sker, which is now restored and displayed at Bischof Pioneer Park, Nerang.

Stage Coaches

In 1870 a Cobb & Co coach service commenced operation from Brisbane to Nerang, and in 1879 the service began stopping at Coombabah, resulting in an increase in visitor numbers to the settlement at Southport. By the end of the century there was a daily coach service from Southport to Tweed Heads, with the Main Beach Hotel and the Burleigh Heads Hotel providing stopovers for the coaches on their north / south journey.

Operators navigated their coaches through bush tracks, over waterways by ferry, and along the beaches at low tide. The beach tracks were often fraught with difficulty, particularly at Currumbin where the quicksand claimed more than one coach.

Railways

In January 1889 the Southport Railway station opened near Marine Parade at a site that is now home to the bus transit centre. The improved link between Brisbane and the coast resulted in an immediate increase in tourist numbers for Southport, where the population regularly doubled as holiday makers took advantage of attractions like the new pier, picture theatre, and swimming baths. The influx of tourists resulted in a proliferation of hotels and boarding houses built to accommodate the visitors.

On September 14, 1903 the railway was extended to Tweed Heads, further opening up the coast to tourists. The first excursion day in October 1903 witnessed around 1000 passengers from Brisbane and the northern communities taking advantage of the cheaper fares to Tweed Heads. The region's tourism potential was further increased in the 1930s with the opening of the interstate railway line.

Despite its initial popularity, the original Gold Coast railway line succumbed to the ubiquity of the motor car with both the Tweed Heads and Southport lines closing in the 1960s. However, the railway's demise was relatively short lived because in 1996 the new Brisbane to Gold Coast railway line was launched. The first station to open was Helensvale with Nerang, Robina, and Varsity Lakes stations opening progressively over the next 13 years.

Roads and bridges

Perhaps the most significant advancement in Gold Coast transport was the development of roads and bridges as they afforded north/south movement, ultimately linking the coastal villages. From as early as 1885, when the bridge over Tallebudgera Creek connected Southport and Coolangatta, the successive opening of bridges at the Nerang River (1925), Currumbin Creek (1926), the Coomera River (1930), and the Logan River (1932) opened up the area to development.

By 1930 the road from Southport to Coolangatta was completed allowing people to move freely within the south coast; while the opening of the Pacific Highway that linked Brisbane to the coast in 1935 had a dramatic effect on the number of people visiting the coast.

Ironically the closing of the original railway, once the main means of transportation from Brisbane, had a long lasting effect on the Gold Coast's urban environment, as it forced an over-reliance on roads and cars.

Air

As a premier tourist destination the Gold Coast is reliant on air transport. The Gold Coast airport is one of the nation's fastest growing and belies its humble origins when planes took off on a grass strip. The first passenger flights began at Coolangatta Airport in 1939. By the 1950s regular DC3 services were conducted by Ansett / ANA and TAA.

In 1952 the first Catalina Flying Boat arrived on the Gold Coast, followed by a regular flying boat service from Sydney to the Broadwater.

Light Rail

In 2014 the Gold Coast unveiled Queensland's first light rail system. The light rail consists of 14 air-conditioned trams and represents a major step forward in public transport infrastructure. The trams have been given a distinctive Gold Coast flavour with the inclusion of surf board racks. The first stage includes 16 light rail stations from Broadbeach to the Gold Coast University Hospital, while a second stage is planned to connect with the railway network to Brisbane.

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YEAR NINE

THE HISTORY OF GOLD COAST BEACH CULTURE

Aim:

Enables students to investigate the historical and cultural changes associated with beach activity through the creation of a digital timeline. Encourages higher order thinking as students identify, sequence and compare aspects of historical cultural change.

Prior Knowledge:

Students draw on their knowledge of current beach culture.

Focus Questions:

How has the beach culture of the Gold Coast changed in the last 120 years?

How can photographs inform us about the past?

Useful Vocabulary:

Culture, sources, perspectives, clothing, neck to knee, bikini, bathing boxes, bathing pavilion, surf board, economy, tourism, surf life savers, life guards.

ACTIVITY:

Introduction:

What do we mean by beach culture?

Can you think of a colour, a symbol and an image to represent beach culture? Think, pair, share – give individual thinking time, then discuss with the person next to you, followed by brief whole class discussion.

Show selection of images from <http://www.goldcoast.qld.gov.au/a-day-at-the-beach-9670.html> (see below). Can students guess where and when each image was taken? What clues are there (clothes, buildings, transport, development, etc) Discuss how the beach culture of the Gold Coast has changed.

Main Activity:

Create a digital timeline to show the changes in the Beach culture of the Gold Coast. Your timeline must include:

- Photographs from the internet of people using the Gold Coast beaches.
Consider including the following information about each image:
Approximately when was it taken?
If known, where was it taken?
What kind of scene is it?
Who is represented in the picture and who is not?
What are the people wearing?
What are they doing?
Why was it taken?
- Your interpretation of the evidence – what do you think the photographs are saying about the people who used the Gold Coast beaches during particular periods of time?
- A comparison of present day and historical photographs.

Extension task:

Can you find any interesting facts about the history of the Gold Coast?

Watch the History of Gold Coast Beaches, 17,5 mins (link below)

Feedback & Evaluation:

Compare your timeline to the one on the factsheet:

https://www.griffith.edu.au/_data/assets/pdf_file/0008/322883/Gold-Coasts-Beach-Culture.pdf

What could you add to your timeline?

Link(s) to Australian Curriculum:

- GEOGRAPHY: Geographical Knowledge and Understanding: Unit 2: Geographies of interconnections:
The effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places (ACHGK06g)
- HISTORY: Historical Skills: Chronology terms and concepts:
Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places (ACHHS164)
- HISTORY: Historical Skills: Historical questions and research:
Identify and locate relevant sources, using ICT and other methods (ACHHS168)
- HISTORY: Historical Skills: Explanation and communication:
Select and use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS175)

Teacher resources:

- Griffith Information Sheets (includes timeline):
https://www.griffith.edu.au/_data/assets/pdf_file/0008/322883/Gold-Coasts-Beach-Culture.pdf
- Free digital timeline creators available:
<http://elearningindustry.com/top-10-free-timeline-creation-tools-for-teachers>
- The History of Gold Coast Beaches:
<https://www.youtube.com/watch?v=DaRgvMCTl4k&index=5&list=PLs53dPt8uglaLYDRljZlmCGLdgMAAoR6>



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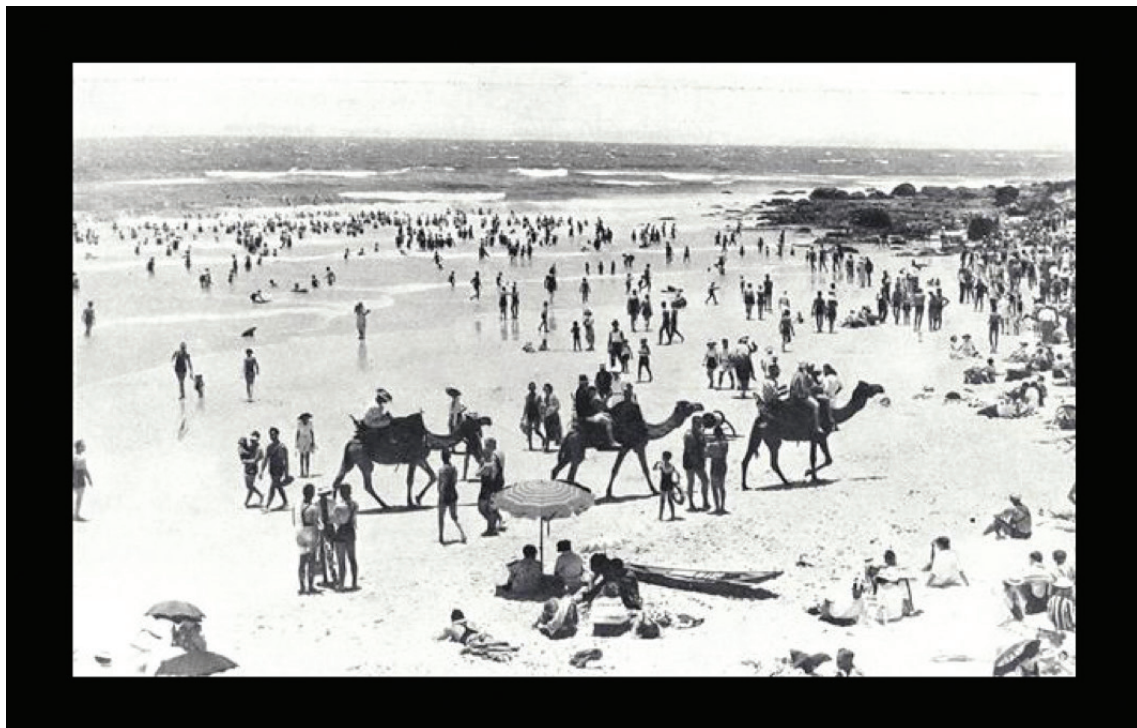
Surfers Paradise - 1950s © Gold Coast City Council



Northcliffe - 1979 © Gold Coast City Council



Main Beach - 1930s © Gold Coast City Council



Kirra - 1939 © Gold Coast City Council



COASTED



Coolangatta - 1885 © Gold Coast City Council



Burleigh Heads - 1888 © Gold Coast City Council

YEAR NINE

TOURISM ON THE GOLD COAST

Aim:

Allows students to explore the historic and economic changes of the Gold Coast by creating diary entries spanning a 50 year period in the life of a tourist. Students are encouraged to identify important elements of change and evaluate their significance.

Prior Knowledge:

Students draw on their familiarity with present day Gold Coast tourist attractions, activities and accommodation.

Teachers may scaffold by:

- Brainstorming the various attractions, activities and accommodation available to tourists on the Gold Coast
- Demonstrating images of tourist activities and accommodation in the past

Focus Question:

What changes took place in Gold Coast tourism from 1950 to 2000?

Useful Vocabulary:

Accommodation, transport, attractions, bikini, surfing, population growth, beaches.

ACTIVITY:

Introduction:

City of Gold Coast economy relies heavily on tourism, an industry that has witnessed significant growth since the 1950s. What will have changed in that time? Discuss and record ideas. What will be different today compared to 50 years ago? (Clothes, music, transport, accommodation, facilities, attractions, technology, food etc.)

Main Activity:

Divide the class into groups of 2-3 and give each group a decade from 1950-2000 and explain the task:

You have found a diary written by a woman from Sydney who visited the Gold Coast every year for 50 years. She kept a record of every holiday in a diary. During her holidays on the Gold Coast, the woman stayed in many different types of accommodation and participated in a variety of activities. The diary entries date from 1950 to 2000 and demonstrate the changes that took place in tourism over this period.

Research the history of the Gold Coast from a tourist's perspective and write a journal entry for the decade you have been given. Consider how you will show which decade you are writing about (use the indicators from the introduction).

Extension task:

Ensure your diary entries reflect the woman's changing age, circumstances (married, children, grandchildren), income as well as world events.



Feedback & Evaluation:

One student from each group reads their diary entry to the class. Compare how different groups have approached the same decade, as well as how the diary entries collectively illustrate the changes in the Gold Coast over the 50 year period.

Link(s) to Australian Curriculum:

- GEOGRAPHY: Geographical: Knowledge and Understanding: Unit 2: Geographies of interconnections:
The effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places (ACHGK069)
- GEOGRAPHY: Geographical: Knowledge and Understanding: Unit 2: Geographies of interconnections:
The ways that places and people are interconnected with other places through trade in goods and services, at all scales (ACHGK067)

Teacher resources:

- City of Gold Coast:
<http://www.goldcoast.qld.gov.au/a-day-at-the-beach-g670.html>

YEAR TEN

TOURISM LITERATURE AND INDIGENOUS PERSPECTIVES OF THE GOLD COAST

Aim:

Enables students to explore and understand Indigenous peoples' relationship with the Gold Coast through the critique of online tourism material and the creation of a digital tourist brochure that includes Indigenous perspectives. Encourages students to evaluate, interpret, and create texts.

Prior Knowledge:

Students should draw on any prior knowledge of the Kombumerri people and their knowledge and experience of Burleigh Heads, as well as any awareness of Gold Coast tourism material.

Focus Questions:

To what extent are Indigenous perspectives included in Gold Coast tourism literature?

What does the Burleigh Heads region mean to the Kombumerri people?

Useful Vocabulary:

Burleigh Heads, Kombumerri, traditional owners, heritage

ACTIVITY:

Introduction:

Guess Who? Read students the statements below and see if they can guess who is being described:

We believe it's important to keep life simple and to have respect for family, the environment and self.

We were the original inhabitants of the area now known as the Gold Coast.

We are the traditional owners of the Gold Coast and many of us lived in the Burleigh Heads area.

We are also called the Saltwater People

Our name comes from the words 'Koomboo' (Cobra worm, which is found in the mangroves of this region) and 'Merri' (people) – meaning 'the people who consume the Cobra Worm'.

Answer: The Kombumerri people. Explain that they have a unique relationship with the region, one that is frequently overlooked in Gold Coast promotional literature. Kombumerri is a family group within the Yugambeh Aboriginal peoples.

Follow the link and click on the 'Welcome to country' audio to hear a brief introduction the Kombumerri people: <http://www.abc.net.au/local/stories/2012/05/18/3506095.htm>

The page also includes a series of links to information and audio about the Kombumerri.

Further information: <http://hillstoheadlands.com.au/kombumerri-saltwater-people/>

Main Activity:

Either as a class or in pairs read the information for tourists visiting Burleigh Heads:

<http://www.visitgoldcoast.com/places-to-see/burleigh-heads>

Compare and contrast to the way information is presented on the Jellurgal Aboriginal Cultural Centre website:

<http://www.jellurgal.com.au/>

Research the history of the Kombumerri people.



Find two more online Gold Coast tourism brochures/websites with an Indigenous perspective. Examine the ways this perspective is created – language, style, layout, content.

Create your own Gold Coast tourism brochure that includes Indigenous perspectives. How can you improve on the examples you found?

Extension task:

Create an activity for visitors to develop their understanding of the history of the Kombumerri people.

Feedback & Evaluation:

Students to present their brochures to the class. How successfully have they included an indigenous perspective?

Link(s) to Australian Curriculum:

- Geography: Geographical Knowledge and Understanding: Unit 1:
Environmental change and management: The Aboriginal and Torres Strait Islander Peoples' approaches to custodial responsibility and environmental management in different regions of Australia (ACHGK072)
- English: Language: Expressing and developing ideas:
Evaluate the impact on audiences of different choices in the representation of still and moving images (ACELA1572)
- English: Language: Text structure and organisation:
Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects (ACELA1567)
- English: Literacy: Texts in Context:
Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (ACELY1749)
- English: Literacy: Interacting with Others:
Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage (ACELY1750)
- English: Literacy: Interpreting, Analysing, Evaluating:
Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (ACELY1752)
- English: Literacy: Interpreting, Analysing, Evaluating:
Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (ACELY1754)
- English: Literacy: Creating Texts:
Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues (ACELY1756)

INDIGENOUS FACT SHEET

Background

The region now known as the Gold Coast is renowned for its coastal lifestyle; a lifestyle that was enjoyed by Indigenous people long before the area became a tourist destination. It is the home of the Yugambeh language speakers who have inhabited the area bordered by the Logan and Tweed Rivers for over 24,000 years. Among the clans living in the Yugambeh region are the traditional owners of the Gold Coast, the Kombumerri people, whose territory stretches from the Tweed River to the Coomera River.

Lifestyle

The Kombumerri had a special relationship with the sea which provided them with a plentiful source of food. The waters once teemed with an abundant supply of turtles, crayfish, crabs, dugong, shellfish and fish, with one school of mullet seen stretching for over ten kilometres. These huge schools of mullet occasioned large feasts where clans gathered to enjoy the bountiful harvest.

Technology

Different technologies were needed for catching or collecting the various food sources. Fishing nets, for example, came in a number of varieties and their construction required a high level of skill. A common fishing net was the light semi-circular towrow which collectively formed a large catching area when held side by side. The fish were driven towards the nets by fishermen, or by dolphins with whom the Kombumerri had a unique relationship. Men summoned the dolphins to assist with fishing by slapping the water with spears, and the dolphins were later rewarded for their efforts with fish from the catch.

Shell middens

Evidence for the diet of the Kombumerri people is found in shell middens around the Burleigh Heads area. Middens are essentially rubbish dumps, sometimes over fifty metres wide, that contain the remains of meals that have built up over thousands of years. Middens can provide researchers with information about the diet and cooking methods of Aboriginal people in different locations over a long period of time. One midden on Stradbroke Island could be over 20,000 years old. Middens in the Burleigh Heads area show that the Kombumerri ate a wide variety of fish and shellfish. They also indicate that eugarie (pippies) and oysters were eaten raw but that other shellfish and fish were roasted in hot ash.

Jellurgal (Burleigh Heads)

Jellurgal, or Burleigh Heads as it is now known, is of particular cultural significance to the Kombumerri people. According to the Kombumerri, Jellurgal was created at the dawn of time by the god Jabreen, who after a long day of hunting and eating honey, laid his weapons on the beach and swam to the horizon and back. After coming ashore, he picked up his fighting waddy and the land where it had laid rose up to form a rocky outcrop which is now called Little Burleigh. Jabreen then fell asleep, and as he awoke he stretched his giant arms and the land rose up to his fingertips, forming Big Burleigh or Burleigh Heads. Jabreen's fingers are still visible in the headland at Jellurgal.

The area around Jellurgal was the site of large traditional cultural activities and corroborees. Nearby, the Jebbribillum Bora Park at Miami hosts not only the Bora Ring, which was once the home of sacred celebrations, but the more recent Aboriginal War Memorial - the Bora Memorial Rock.

**Today**

After the arrival of European settlers in the late nineteenth century the lives of the Kombumerri suffered greatly. They had to adapt to changes that disrupted every aspect of their traditional lifestyle. They lived in fear of having their children removed, and in order to survive they had to find employment. Over time, many Aboriginal people have played an important role in the development of local industries such as sand-mining, dredging, building, and earth moving, while others have been involved in the rural and fishing industries.

By the time of the 1901 Queensland census the numbers of local Aborigines had dramatically diminished; however, a recent census shows that there are now 3600 Aborigines on the Gold Coast, and while some have moved to the Coast from other areas, many others are descendants of the traditional inhabitants. Today the Kombumerri are engaged in promoting awareness of their rich heritage.

References

Best, Y. and Barlow, A. (1997). Kombumerri: Salt water people. Port Melbourne, Heinemann Library.

Hanlon, W. E. (1934). The Early Settlement of the Logan and Albert Districts. *Journal of the Royal Historical Society of Queensland* , 2 (5), 208-262.

Council of the City of Gold Coast. (2015). Indigenous History and Heritage. Retrieved November 2, 2015, from <http://www.goldcoast.qld.gov.au/thegoldcoast/indigenous-history-heritage-29149.html>

Longhurst, R. (1980). The Gold Coast: its first inhabitants. *John Oxley Journal: a bulletin for historical research in Queensland*, 1(2),15-24.

Marshall, C. (2013). 91.7 ABC Gold Coast, March 7, 2013. Stone Memorial for Indigenous 'Diggers'. Retrieved November 2, 2015, from <http://www.abc.net.au/local/audio/2013/01/18/3709536.htm>

O'Connor, R. (1997). The Kombumerri Aboriginal People of the Gold Coast. Brisbane: R. O'Connor.

A photograph of a beach at sunset. In the foreground, a red ball sits on the sand. To the right, a white structure with three vertical poles stands on the beach. In the background, there's a beach with some people, a city skyline, and a hill. The sky is orange and blue.

SECONDARY EDUCATION:

LESSON PLANS: ELEVEN AND TWELVE

GEOGRAPHY: UNIT 2

SUSTAINABLE PLACES RESOURCES

Aim:

The resources provided will facilitate students developing a depth study investigating the challenges faced by the Gold Coast area and the ways these challenges are being addressed. Activities will demonstrate potential methods of collecting primary data and provide sources of secondary data.

Prior knowledge:

Own experience of the beach and how the coastal environment is affected by Tourism and Development.

Previous Coastal education, eg CoastEd sessions or lessons.

Focus questions:

What are the challenges faced by the Gold Coast area? How does Tourism and Development affect the Gold Coast area? How are these challenges being addressed?

Useful vocabulary:

Tourism, sustainability

NOTES: All lessons are flexible and it may take more than one hour to effectively complete the activities, according to the needs and abilities of the students. Teachers may choose to teach one or more of the lessons, in any order. Options are provided for extending or simplifying tasks.

Links to the Australian Curriculum:***Geographical Inquiry and Skills***

- OBSERVING, QUESTIONING AND PLANNING
 - Formulates geographical inquiry questions (ACHGE028)
 - Plans a geographical inquiry with clearly defined aims and appropriate methodology (ACHGE029)
- COLLECTING, RECORDING, EVALUATING AND REPRESENTING
 - Collects geographical information incorporating ethical protocols from a range of primary and secondary sources (ACHGE030)
 - Records observations in a range of graphic representations using spatial technologies and information and communication technologies (ACHGE031)
 - Evaluates the reliability, validity and usefulness of geographical sources and information (ACHGE032)
- INTERPRETING, ANALYSING AND CONCLUDING
 - Analyses geographical information and data from a range of primary and secondary sources and a variety of perspectives to draw reasoned conclusions and make generalisations (ACHGE033)
 - Identifies and analyses relationships, spatial patterns and trends and makes predictions and inferences (ACHGE034)
- COMMUNICATING
 - Communicates geographical information, ideas, issues and arguments using appropriate written and/or oral, cartographic and graphic forms (ACHGE035)

Uses geographical language in appropriate contexts to demonstrate geographical knowledge and understanding (ACHGE036)

- REFLECTING AND RESPONDING

Applies generalisations to evaluate alternative responses to geographical issues at a variety of scales (ACHGE037)

Proposes individual and collective action, taking into account environmental, social and economic factors; and predicts the outcomes of the proposed action (ACHGE038)

Geographical Knowledge and Understanding

- OVERVIEW OF PLACES AND THEIR CHALLENGES

PLACES:

The process of urbanisation, its implications for world population growth, human wellbeing and urban and rural places. (ACHGE039)

The changing demographic characteristics and economic functions of metropolitan, regional, rural and remote places in Australia. (ACHGE042)

CHALLENGES FACING PLACES:

An overview of challenges in metropolitan and regional cities in Australia. (ACHGE044)

- DEPTH STUDY OF CHALLENGES FACING A PLACE IN AUSTRALIA

The nature, scope and causes of the selected challenges being confronted and the implication for the place (ACHGE046)

The range of strategies used to address the selected challenges and how these compare with, and/or have been informed by, responses implemented in other places both within and outside of Australia (ACHGE047)

The extent to which the strategies adopted have been, or could be, informed by the concept of sustainability (ACHGE048)

The strategies adopted and an assessment of how these have enhanced the sustainability and liveability of the place. (ACHGE049)



LESSON ONE

OUR CHANGING GOLD COAST BEACHES

Aim:

Process of urbanisation, its implications for world population growth, human wellbeing and urban and rural places. (ACHGE039)

The changing demographic characteristics and economic functions of metropolitan, regional, rural and remote places in Australia. (ACHGE042)

Introduction:

Warm up question: How many Gold Coast beaches can you name?

Show selection of images from <http://www.goldcoast.qld.gov.au/a-day-at-the-beach-9670.html> (see below). Can students guess where and when each image was taken? Discuss how beaches have changed. Why do beaches change?

How has the Gold coast area (not just the beach) changed in the last 100 years? How could we measure the changes? What questions could we ask – eg, how many residents, how many tourists, number of businesses, etc

Option to explore the history of beach culture on the Gold Coast:

Gold Coast Beach Culture (PDF 476kb)

Main Activity:

Divide the class into pairs and give each pair a beach/suburb to research. Students should focus on finding out how their area has changed in the last 100 years, answering as many questions as possible from the introduction. Students should also explore which coastal management techniques (eg sand nourishment, sea walls, man-made dunes, etc) are used on each beach. They may use a mixture of words and images to show their findings in a brief powerpoint presentation.

- | | |
|------------------|---------------------------|
| • Bilinga | • Narrowneck |
| • Broadbeach | • Nobby Beach |
| • Burleigh Heads | • North Burleigh |
| • Coolangatta | • North Kirra |
| • Currumbin | • Palm Beach |
| • Greenmount | • Rainbow Bay |
| • Kirra | • Tallebudgera |
| • Main Beach | • Tugun |
| • Mermaid Beach | • South Stradbroke Island |
| • Miami | • Surfers Paradise |

Extension task:

What are the main challenges faced by the Gold Coast area? What can be done to address them?

Consider how your area will change in the next 100 years. What factors might affect this?

Feedback & Evaluation:

Each pair shares their findings with the class.



Surfers Paradise - 1950s © Gold Coast City Council



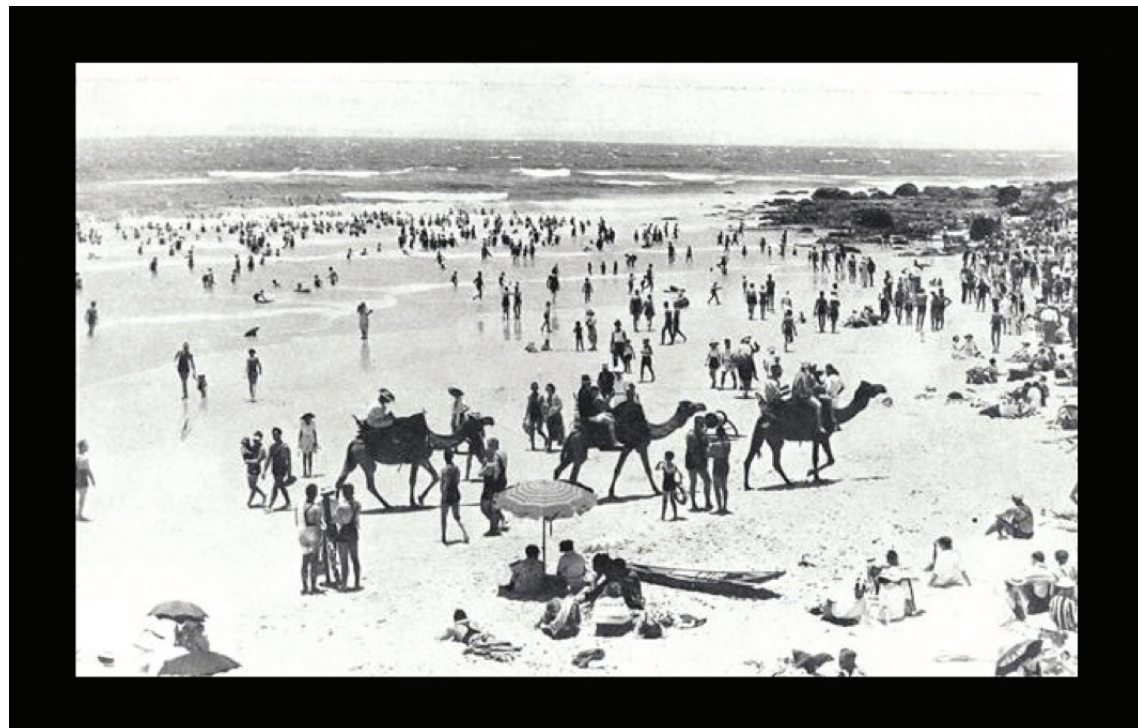
Northcliffe - 1979 © Gold Coast City Council



COASTED



Main Beach - 1930s © Gold Coast City Council



Kirra - 1939 © Gold Coast City Council



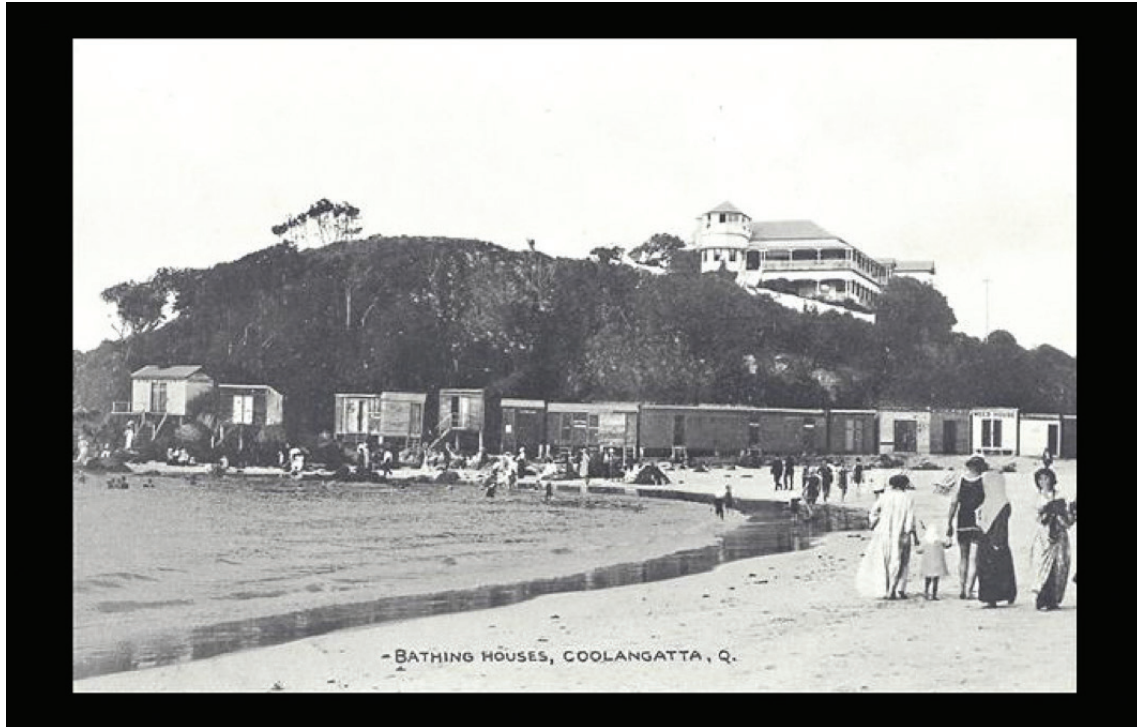
Coolangatta - 1885 © Gold Coast City Council



Burleigh Heads - 1888 © Gold Coast City Council



COASTED



Greenmount - 1900s © Gold Coast City Council



Southport - 1920 © Gold Coast City Council

LESSON TWO

WHAT IS THE GOLD COAST WORTH?

Aim:

Analyse geographical information and data from a range of primary and secondary sources and a variety of perspectives to draw reasoned conclusions and make generalisations (ACHGE033)

Identify and analyse relationships, spatial patterns and trends and makes predictions and inferences (ACHGE034)

Communicate geographical information, ideas, issues and arguments using appropriate written and/or oral, cartographic and graphic forms (ACHGE035)

Introduction:

How can we measure the value of the Gold Coast? Consider the activities that take place on our beaches.

Main Activity:

Divide the class into groups and give each group a factsheet:

How the community value Gold Coast beaches PDF(228kb)

The economic value of surfing on the Gold Coast PDF(238kb)

The value of beach recreation on the Gold Coast PDF(366)

In groups examine the data on your fact sheet (graphs, charts, tables, statistics). What conclusions or statements can you make based on this data?

Read the information and create a poster summarising your factsheet. Option to limit wordcount (eg 15 words) to encourage creative thinking. Present your findings to the class.

Extension task:

SWOT analysis of the Gold Coast – consider strengths, weaknesses, opportunities and threats to tourism on the gold coast.

Feedback & Evaluation:

How confident do you feel that you could measure the value of the Gold Coast? What further information or resources might you need to do this effectively?



LESSON THREE

THE CHALLENGE OF TOURISM AND DEVELOPMENT

Aim:

The nature, scope and causes of the selected challenges being confronted and the implication for the place (ACHGE046)

Introduction:

Examine the image of a proposed Gold Coast development (see below). Explain to the class that a (fictional) company, Worldwide Hotels Inc., wants to build a new apartment building with luxury facilities on the Gold Coast.

Brief class discussion – Do you think this is a good idea? Why? Who will be affected?

Main Activity:

Divide the class into groups of 4 or 5 students. Give each student a role within the group.

Resident (in groups of 5 students, there can be 2 residents, 1 adult, 1 child.) You live and work in the area.

Tourist You visit the area for your holidays every year.

Developer Your company wants to build a new apartment building with luxury facilities on the Gold Coast.

Environmentalist You are concerned about protecting the local environment, including animals, plants and their habitats.

Individual thinking time. Students may write or record their ideas in any way they find helpful.

Instructions for students:

1. Consider your character's situation.
2. What might the advantages of a new development be for your character?
3. What might the disadvantages of a new development be for your character?
4. Do you want the development to go ahead?
5. How will you persuade others to agree with you?

Group discussion. Staying 'in character', take it in turns to explain your opinion to the rest of the group. Once each person has spoken, the rest of the group may ask questions.

Extension task:

Decide if you think the new development is a good idea. Vote within your group.

What other challenges does the Gold Coast area face?

Feedback & Evaluation:

What were the most persuasive arguments for and against the new development?

Should the development go ahead? Whole class vote.





LESSON FOUR

HOW IS THE GOLD COAST ADDRESSING THE CHALLENGES IT FACES?

Aim:

The nature, scope and causes of the selected challenges being confronted and the implication for the place (ACHGE046)

The range of strategies used to address the selected challenges and how these compare with, and/or have been informed by, responses implemented in other places both within and outside of Australia (ACHGE047)

Introduction:

What are the challenges? In groups of 3, create a mind map to show your ideas, using the following headings:

- Economic
- Environmental
- Social

Share ideas as a class and add to your mind map.

Main Activity:

In your groups, take a topic each (economic, environmental, social) and research how these challenges are being addressed. What is the City of Gold Coast doing? Are any other groups providing solutions?

You may also use your research from lesson 1, such as Coastal Management techniques that are being used on Gold Coast Beaches.

Extension task:

How effective are these strategies? How do they compare with responses implemented elsewhere?

Feedback & Evaluation:

Class feedback and discussion – to what extent are the challenges faced by the Gold Coast being effectively addressed?

LESSON FIVE

WHAT'S THE PLAN FOR THE GOLD COAST?

Aim:

Consider the changing demographic characteristics and economic functions of metropolitan, regional, rural and remote places in Australia. (ACHGE042)

Introduction:

What is the Destination Tourism Management Plan?

TASK 1:

As a class, read and discuss the explanation below:

Destination Tourism Management Plan

City of Gold Coast together with Gold Coast Tourism Corporation have worked together to develop a Destination Tourism Management Plan (DTMP) for the Gold Coast.

Residents, visitors and stakeholders were invited to have their say between 18 October and 1 November 2013 on how the Gold Coast can continue to evolve as a world class tourism destination.

Feedback and responses were used to develop the Destination Tourism Management Plan that was completed in May 2014.

The DTMP aims to set the future direction for tourism on the Gold Coast to 2023, define its key themes and work out the necessary strategies in an effort to improve and grow the city's tourism economy.

It identifies short and long term actions to ensure tourism remains compelling, competitive and sustainable. The plan also includes priority projects centring on the beach, our events, entertainment and the hinterland. It also leverages opportunities arising from the Gold Coast 2018 Commonwealth Games™.

Source: <http://www.goldcoast.qld.gov.au/council/destination-tourism-management-plan-19557.html>

TASK 2:

Individually or in pairs, read the overview below and rewrite in your own words:



The Gold Coast Destination Tourism Management Plan Overview

2020 Target

Double overnight visitor expenditure to \$7 billion by 2020 1.

Growth Imperatives

1. A more aggressive acquisition strategy to attract and grow mass participation and hallmark events
2. More overnight visitors through a growth in new experiences to identified niches (culture, outdoor and nature based)
3. 3. Increased market share, length of stay, expenditure and conversion of overnight visitors through demand driving destination marketing
4. Increased investment in tourism related product, experiences and services
5. Direct aviation access to the Chinese market

Vision Statement

One vision and one voice to guide the future development and delivery of tourism on the Gold Coast to 2020.

Source: <http://www.goldcoast.qld.gov.au/documents/bf/destination-tourism-management-plan.pdf>

Main Activity:

Read the statements from Tom Tate and Paul Donovan (below). Highlight/underline any positive words or phrases that are used to describe the Gold Coast and its current situation. The first few have been done for you.

What do you notice about the language both statements use? Are there similarities? Are there any differences?

Extension task:

Read the report and summarise what is being suggested. Will the strategies be effective?

Feedback & Evaluation:

Is the DTMP an effective way to address the challenges being faced by the Gold Coast? If you think it is, explain why. If you think it isn't, how could it be improved?

MAYOR TOM TATE

MAYOR TOM TATE, CITY OF GOLD COAST

As Australia's premier tourism destination, the Gold Coast is 'open for business' and ready to grow our tourism dollar in order to retain the city's significant status in the tourism market.

Famous for sun, surf and sand, the city offers a vibrant mix of shopping, accommodation, theme parks, golf courses, restaurants, entertainment and an abundance of natural attractions for all to enjoy - including beaches and waterways to the east and stunning hinterland ranges and forests to the west.

It is no wonder then that the city welcomes 12 million visitors each year, sustaining 30,000 jobs and adding \$4.6 billion to the local economy. Strong tourism for the Gold Coast means prosperity for the city, which means more local jobs.

It is crucial that the Gold Coast retains its enviable status as a world-class tourism destination. To ensure the city continues its growing popularity as a holiday destination, we realise we need to do more.

As recent decades have shown, key visitor markets change and grow, so we need to adapt our tourism offerings and experiences. This means attracting new and exciting events and investment into our city. The catalyst projects included in this Plan are:

- The Gold Coast Cultural Precinct;
- Integrated Resort Developments;
- Commonwealth Games infrastructure;
- Staging and events infrastructure for iconic locations;
- A purpose-built dive attraction;
- Mountain bike and adventure trails;
- An iconic surf museum;
- Light rail connections.

The Destination Tourism Management Plan is an important collaboration between the City of Gold Coast, Gold Coast Tourism and the State Government that acknowledges these needs and lays out the direction for the future long-term success of tourism in the city.

This Plan capitalises on our key opportunities and aligns the City's plans with state and national strategies to deliver on our ambitious 2020 target of doubling visitor expenditure.

It addresses the needs of the broader visitor economy in the Gold Coast region and aims to build on a strong foundation which acknowledges the vital demand-side destination marketing undertaken by Gold Coast Tourism, by aligning the resources and efforts of industry and all levels of government towards a set of unified long-term objectives and outcomes.

Let me take this opportunity to thank all those involved in the development of this Plan and I look forward to realising its ambitious, but achievable goals.

Source: <http://www.goldcoast.qld.gov.au/documents/bf/destination-tourism-management-plan.pdf>



COASTED



Centre for Coastal Management

PAUL DONOVAN

PAUL DONOVAN, CHAIRMAN OF GOLD COAST TOURISM

The Gold Coast Destination Tourism Management Plan (DTMP) is a milestone commitment between the Gold Coast tourism industry, the City of Gold Coast and the Queensland government.

It underpins our partnership, provides a framework to achieve our challenging shared goal of doubling the Gold Coast visitor economy by 2020, and affirms our intent to maintain our position as Australia's most successful, robust, and productive tourism region.

Notwithstanding the region's unrivalled variety of natural and man-made attractions, the Gold Coast must now compete more effectively against an unprecedented array of active and accessible tourism destinations. Only through an aggressive Gold Coast DTMP framework that clarifies our vision, aligns our efforts, develops the industry, and drives increased demand can we succeed.

The Plan prescribes a partnership of accountability and responsibility that will deliver the supply and demand drivers for the Gold Coast's most significant economic pillar. Close alignment of Gold Coast Tourism's best practice destination marketing with the City of Gold Coast's tourism investment and development activities will deliver wide-ranging benefits throughout the local economy.

On behalf of the Gold Coast tourism industry I am excited about the benefits this unified, action based, and outcome driven plan will deliver.

Source: <http://www.goldcoast.qld.gov.au/documents/bf/destination-tourism-management-plan.pdf>

LESSON SIX

SUSTAINABLE STRATEGIES

Aim:

The extent to which the strategies adopted have been, or could be, informed by the concept of sustainability (ACHGE048)

The strategies adopted and an assessment of how these have enhanced the sustainability and liveability of the place. (ACHGE049)

Introduction:

What is sustainability?

Can you think of a colour, symbol and image to represent sustainability? Think, pair, share - Give individual thinking time, then discuss with the person next to you, followed by whole class discussion. Agree and record a class definition of sustainability.

Option to use sustainability factsheet to support discussion:

<http://www.coolaustralia.org/wp-content/uploads/2014/10/Sustainability-primary.pdf>

Main Activity:

How can you assess whether sustainability is a factor when deciding on strategies for addressing challenging facing the Gold Coast?

Open the DTMP document and press control and F to use the find function to establish how many times the words sustainable or sustainability are used. What does this suggest about sustainability?

Now consider all of the strategies identified in previous lessons. In pairs, choose a selection of strategies (3-5) and explore how sustainability might have featured in decision making for each of them.

Extension task:

Work with another pair to discuss the research process and compare findings.

Feedback & Evaluation:

Each pair presents key findings to the class. Discuss; to what extent are strategies adopted on the Gold Coast informed by sustainability?



LESSON SEVEN

EXISTING DATA

Aim

Analyses geographical information and data from a range of primary and secondary sources and a variety of perspectives to draw reasoned conclusions and make generalisations (ACHGE033)

identifies and analyses relationships, spatial patterns and trends and makes predictions and inferences (ACHGE034)

Introduction:

Review the data on pages 8-15 of the DTMP. What conclusions can you draw based on this data? What statements can you make?

Main Activity:

Review the data in this document:

<http://teq.queensland.com/~//media/9D5A7504494F4CFC8ABCoAC37202825D.ashx>

Create a SWOT analysis for the tourism industry on the Gold Coast. What strategies would you recommend to the City of Gold Coast to develop the tourism industry?

Extension task:

Imagine you are the sustainability officer for City of Gold Coast. What recommendations would you make based on the tourism data?

Feedback & Evaluation:

Share recommendations with the class. As a Gold Coast resident, is each recommendation something you would want to be implemented?

LESSON EIGHT

FORMULATE YOUR QUESTION AND PLAN YOUR INVESTIGATION

Aim:

Formulates geographical inquiry questions (ACHGE028)

Plan a geographical inquiry with clearly defined aims and appropriate methodology (ACHGE029)

Introduction:

How can we measure the impact of tourism and development on our coastline? Where might we find existing data? What do we call these types of data? (Primary/secondary data) Why are both important?

Can you think of a possible focus question?

Optional prompt:

Your question could have a Commonwealth Games theme, aiming to investigate the challenges faced by the Gold Coast area in the run up to the games and the strategies used to address them.

How will you create primary data? What secondary data might be useful? Share ideas with the class.

Main Activity:

Use the infographic to create a focus question and plan your depth study.

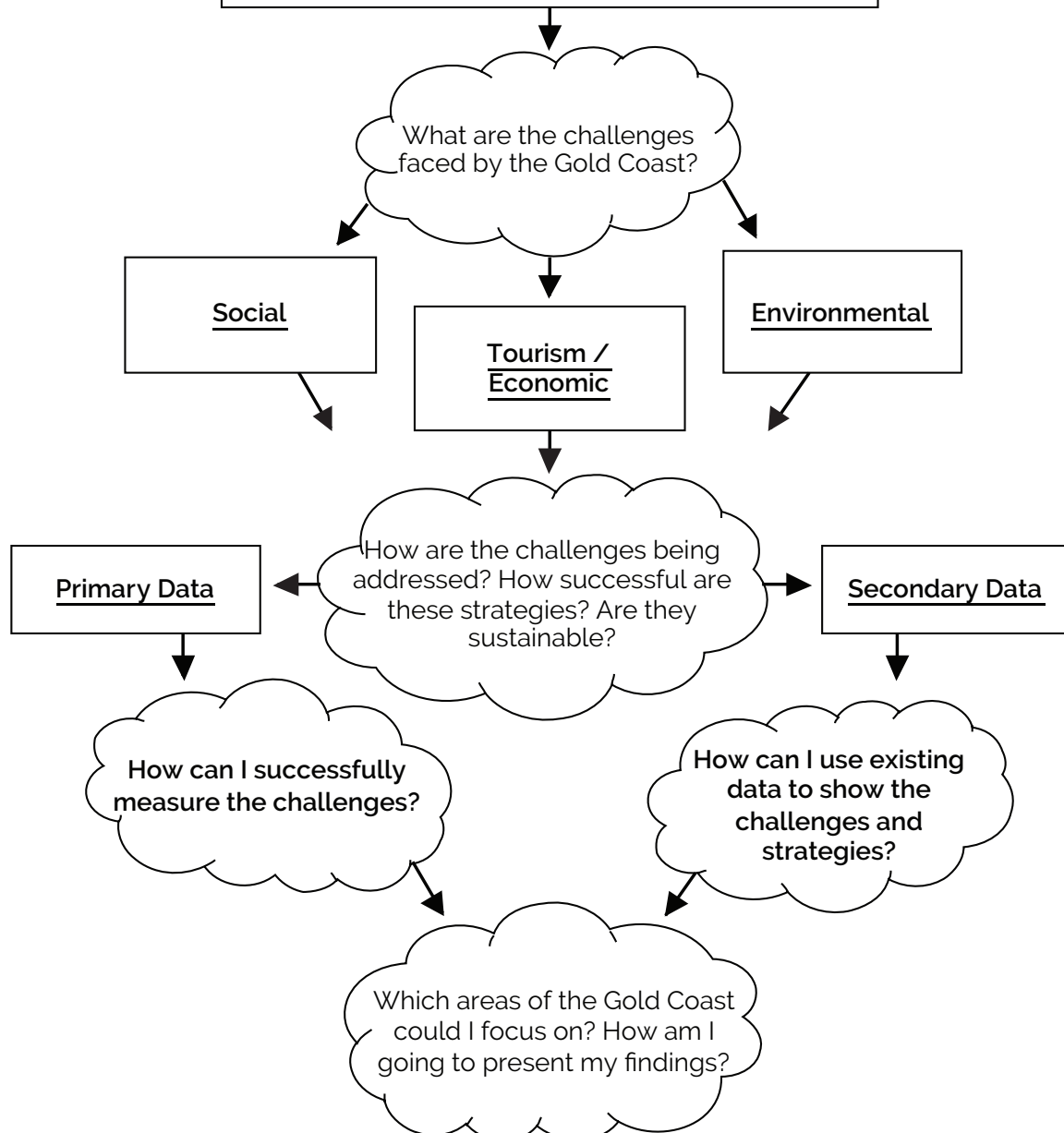
Feedback & Evaluation:

Explain your question and plan to the person next to you. Discuss strengths and weaknesses of each other's ideas. Can you suggest any improvements?



UNIT 2: SUSTAINABLE PLACES DEPTH STUDY

TASK: investigate significant related challenges faced on the Gold Coast and how these challenges are being addressed.



BONUS LESSON

GOLD COAST COMMONWEALTH GAMES 2018

Aim:

The changing demographic characteristics and economic functions of metropolitan, regional, rural and remote places in Australia. (ACHGE042)

An overview of challenges in metropolitan and regional cities in Australia. (ACHGE044)

The nature, scope and causes of the selected challenges being confronted and the implication for the place (ACHGE046)

The range of strategies used to address the selected challenges and how these compare with, and/or have been informed by, responses implemented in other places both within and outside of Australia (ACHGE047)

The extent to which the strategies adopted have been, or could be, informed by the concept of sustainability (ACHGE048)

The strategies adopted and an assessment of how these have enhanced the sustainability and liveability of the place. (ACHGE049)

Introduction:

What is the Commonwealth?

(Answer: The Commonwealth is a name for countries which were part of the British Empire before they became independent. This group of states works together on many important matters, like business, health and the fight against poverty. There are 53 Commonwealth countries including Australia, Canada, New Zealand, Kenya, Malasia, Pakistan and the UK.)

What is the Commonwealth Games?

(Answer: The Commonwealth Games is a multinational, multi-sport event. Held every four years, it involves the elite athletes from Commonwealth countries. Attendance at the Commonwealth Games is typically around 5,000 athletes.)

The Gold Coast 2018 Commonwealth Games will feature 17 sports. Can you name them all?

(Answer: Athletics, Aquatics (swimming and diving), Badminton, Basketball, Boxing, Cycling, Gymnastics, Hockey, Lawn Bowls, Netball, Rugby Sevens, Shooting, Squash, Table Tennis, Triathlon, Weightlifting, Wrestling.)

Main Activity:

Use the Premier's message, Minister's message and Mayor's message (see below). Working in pairs, give each pair a message to work with. They should then address the following:

1. Read the message, highlight/underline any words you're not sure of and find out their meaning.
2. What opportunities for the Gold Coast are suggested?
3. What challenges for the Gold Coast are suggested?
4. What strategies are suggested for addressing these challenges?

Class feedback on each of the messages. Class discussion – are the messages similar? In what ways are they different? Why might that be? What different motivations might be behind each message? Is the message effective?



Extension task:

Visit <http://aheadofthegames.embracing2018.com/>

Scroll down the page and click on the section titled Embracing 2018. Read and review information, in pairs or as a class.

Divide the class into 7 groups, give each group a section from the page <http://aheadofthegames.embracing2018.com/> to explore:

- Arts and Culture
- Transport
- The Commonwealth
- Venues
- Financial Overview
- Opportunities for Business
- Games Partners

Read and summarise information before presenting your ideas to the class to the class.

Consider the following questions:

- What opportunities are provided by GC2018?
- What challenges are created? What strategies are being used to address these challenges?
- Is there any evidence that sustainability has been taken into consideration?
- How will the changes outlined affect the liveability of the area?
- Is there any evidence that strategies take into consideration the ways other countries have dealt with similar challenges?

Feedback & Evaluation:

Which areas provide the most opportunity? What are the most important challenges? Do you think the GC2018 Games will be a success? Why?

<http://aheadofthegames.embracing2018.com/gc2018>

http://www.embracing2018.com/page/Our_Legacy_Stories/Schools_embrace_GC2018/

<http://education.qld.gov.au/learningplace/events/gc2018.html>

http://aheadofthegames.embracing2018.com/pdfs/embracing_2018_action_plan_2015.pdf

http://aheadofthegames.embracing2018.com/pdfs/queenslands_legacy_for_the_Gold_Coast_2018_Commonwealth_Games.pdf

PREMIER'S MESSAGE



The Honourable Anastacia Palaszczuk MP

Premier and Minister for the Arts

The Gold Coast 2018 Commonwealth Games will deliver a significant economic and community legacy for Queensland and the Gold Coast in particular.

We can already see the transformational impact GC2018 is having on the region in this progress update.

All three new sporting venues and one multi-use facility at Oxenford's Village Roadshow Studios are scheduled for completion in 2016. Plans are well advanced for work to start on seven upgraded venues, all due to open for community use 12 months out from the Games.

Construction of the new venues and upgrades are delivering 1000 full-time equivalent jobs for Queenslanders. But the flow-on effects across the wider community cannot be underestimated, with thousands more workers benefiting along the broader supply chain supporting these projects.

Long-term, the \$320 million venue construction program, jointly funded by the Queensland Government, the Australian Government and the City of Gold Coast, will ensure the Gold Coast and South East Queensland are positioned as pre-eminent hosts of major events and enviable locations to live, visit and invest in.

Our progress towards delivering the Games on time and on budget was acknowledged in December 2015 by the Commonwealth Games Federation (CGF) Coordination Commission.

The CGF confirmed the plans we have put in place and the work undertaken by the Queensland Government and our delivery partners has put the Gold Coast in a great position to deliver the best Games ever.

The Gold Coast 2018 Commonwealth Games is an event that will place our state on the world stage and a cumulative audience of 1.5 billion people will be watching. My Government is determined that every opportunity is taken to build a lasting legacy that will create jobs, build our economy, strengthen our community and enhance our already enviable Queensland lifestyle.

Source: <http://aheadofthegames.embracing2018.com/>



MINISTER'S MESSAGE



The Honourable Stirling Hinchliffe MP

Minister of Transport and the Commonwealth Games

With less than 3 years to go until the Gold Coast 2018 Commonwealth Games, excitement is building as we see new sporting venues rise from the ground, businesses signing on for work, schools interacting with their counterparts around the Commonwealth and our tourism and accommodation providers gearing up to welcome the world.

The Games will be a major economic generator, injecting \$2 billion into our economy and supporting 30,000 jobs.

Since the last Ahead of the Games update, we have made a great deal of progress. GC2018 is coming up fast, but the Queensland Government is well and truly on track to deliver the best games ever.

Three brand new sporting venues are taking shape at Coomera, Carrara and Chandler. Local businesses are fabricating steel, pouring concrete and delivering materials. These building sites are already realising a significant economic and community legacy for Queensland, providing jobs for local workers and helping to build a strong, local skills base for future projects.

Our GC2018 venues are already proving they can boost Queensland's reputation as a world class host of major events. In November, the Gold Coast Aquatic Centre hosted the international 2015 FINA Diving Grand Prix, in 2017 the World Badminton Federation Sudirman Cup will be held at Carrara, the Broadbeach Bowls Club will host the 2020 World Bowls Championships, while the Gold Coast has won the 2018 ITU World Triathlon Series Final and World Championships.

These are all important sporting events in their own right and show the lasting legacy we are already generating from GC2018.

But GC2018 is not just about the sport, it's also very much about our community and lifestyle. We recently appointed a creative lead to drive a statewide arts and culture program that will bring colour and excitement to community celebrations in our event cities.

As we count down to GC2018, I encourage all Queenslanders to stay up to date with progress via Ahead of the Games and get behind this amazing opportunity for our State.

Source: <http://aheadofthegames.embracing2018.com/>

MAYOR'S MESSAGE



Mayor Tom Tate

City of Gold Coast

The Gold Coast 2018 Commonwealth Games™ (GC2018) will showcase our modern city to the world; it will enhance our reputation nationally and internationally, attract investment and opportunity and deliver lasting benefits for our community.

The City of Gold Coast is working closely with the Queensland Government and GC2018 partners to ensure a successful Commonwealth Games for athletes, visitors and locals.

What will make GC2018 memorable will be our people and their warm Gold Coast welcome.

With fewer than 1000 days to go until the biggest sporting event to be held in Australia for a decade, preparations are right on track and construction of more venues is well underway.

There is a growing excitement in the community and a desire to showcase our beautiful city to the world.

GC2018 will be a watershed moment for the Gold Coast and serve as a catalyst for other major civic projects including the Gold Coast Cultural Precinct.

GC2018 will leave behind a profound legacy for our city, including new sporting facilities and transport infrastructure, increased city pride, citizenship and community participation.

We're proud to be working with our partners to host a great Commonwealth Games that delivers lasting benefits for the Gold Coast.

Source: <http://aheadofthegames.embracing2018.com/>

REPRESENTATION

REPRESENTATION OF GENERAL CAPABILITIES

Literacy

Literacy involves students using their literacy skills to explore, interpret and evaluate geographical phenomena and issues and communicate geographically. Students work with oral, print, visual and digital texts to gather, synthesise and analyse information from a range of sources, and present and justify ideas, conclusions and opinions within a broad range of geographical contexts. They understand how language is used and modified for specific purposes, and question attitudes and assumptions embedded in texts. Students also develop visual literacy skills as they make meaning of information communicated through modes including maps, graphs, cartoons and other images.

Numeracy

Numeracy involves students using numeracy skills to identify and describe a wide range of patterns and relationships, including those that can be visually represented on a graph or map. Students also apply their numeracy skills to interpret and manipulate data. These skills help students to realise and describe change as it occurs over time. Students demonstrate numeracy capability by making connections between apparently diverse facts and suggesting solutions to problems in a range of circumstances, for example, the relationship between weather patterns and the likelihood of natural hazards such as storms or cyclones.

Information and Communication Technology (ICT) capability

Information and Communication Technology (ICT) capability involves students using ICT to develop geographical understanding and support the application of geographical skills. Students use digital tools, including spatial technologies, to support their inquiries into geographical phenomena and issues. They also use these tools to collect and analyse data, represent it in a digital form, access and manipulate databases, and model conceptual constructs. In addition, students critically analyse the quality of digital information and sources of information. They also create multimodal and multifaceted reports and presentations to represent and communicate the results of geographical inquiry.

Students recognise the relative possibilities, limitations and consequences of using different forms of digital information and methods of distributing this information, and apply sophisticated understandings of social and ethical practices in the use of digital information and communications. In particular, they consider how geographical and demographic data may be used and the ethical considerations involved.

Critical and creative thinking

Critical and creative thinking processes and skills are used by students when examining diverse interactions between people, perspectives, interpretations, phenomena and environments. Through multifaceted problem posing and solving they explore the interconnections, uncertainty and consequences of these relationships.

Thinking laterally, visualising possibilities, testing options using criteria, and making judgments are essential skills for conducting geographical investigations connected with the environment, space, sustainability, scale and change. When seeking answers to questions students think holistically and spatially using skills such as analysis, interpretation, extrapolation from trends, synthesis of relationships and exploration of anomalies evident in patterns.

Through developing dispositions such as intellectual openness, curiosity and initiative they investigate

biophysical and human phenomena. As independent and autonomous thinkers who seek explanations and value discovery, students turn creativity and innovation into action, apply new knowledge to identified gaps, and justify their action.

Personal and social capability

Personal and social capability involves students taking responsible personal, social and environmental action against, or in support of, decisions by organisations, governments or other bodies. Through the study of Geography, students are provided with learning opportunities to help them to develop, rehearse and refine their skills in listening to, respecting and acknowledging diverse perspectives and opinions. Students participate in collaborative investigative group-work to make ethical, rational social decisions and solve problems that relate to their social and environmental contexts. Developing these personal and social capabilities positions them positively to advocate for opportunities and methods for change in a democratic society.

Personal and social capability occurs when responsible social and environmental actions and participation are promoted and this should be a logical outcome of many geographical investigations.

Ethical understanding

Ethical understanding plays an important role in geographical inquiry. Students uncover and assess ethical considerations such as the links between human rights and responsibilities and the ways diverse perspectives, values and cultures impact on geographical issues. Through geographical inquiry students have opportunities to analyse, qualify and test their own attitudes, values and beliefs and explore how people's knowledge, attitudes and values affect judgments, decisions and actions as they apply to their interactions with environments. They become aware of the need for social responsibility when confronted with alternative opinions and when seeking to resolve problems. Students apply ethical standards to guide their use of digital representations of phenomena and statistics associated with biophysical and environmental factors and relationships.

Intercultural understanding

Students deepen their intercultural understanding as they examine geographical issues in a broad range of cultural contexts. This involves students in developing their understanding of the complexity and diversity of the world's cultures and evaluating alternative responses to the world's environments and challenges. It enables students to find interconnections and sustainable solutions in an internationally integrated world, and consider the implications of their responses from different cultural responses.

REPRESENTATION OF CROSS-CURRICULUM PRIORITIES:

Aboriginal and Torres Strait Islander histories and cultures

Students are provided with a range of opportunities to learn about Aboriginal and Torres Strait Islander histories and cultures in Geography. They can, for example, investigate how Aboriginal and Torres Strait Islander People may be unequally affected by natural and ecological hazards, are represented in the challenges faced by places, have contributed to land cover change in Australia through their land management practices over time, and have been affected by land cover change and the process of international cultural integration. More broadly, students develop a range of capabilities that enable them to independently construct informed responses to the range of geographical issues involving Aboriginal and Torres Strait Islander Peoples.



Asia and Australia's engagement with Asia

Students could investigate a wide range of contexts that draw on Asia and Australia's engagement with Asia through Geography. This priority can be addressed through: the study of natural and ecological hazards and how the risks associated with such occurrences can be managed to eliminate or minimise harm to people and the environment; the challenges faced by megacities in developing countries, particularly those from the Asia region; human-related land cover transformations; and other transformations taking place as a result of economic and cultural integration.

Sustainability

Students can explicitly address Sustainability in Geography through an investigation of the approaches to sustainability and through an evaluation of alternative responses to geographical issues and phenomena. In doing so, they use economic, social and environmental criteria to frame investigative questions and to measure the capacity of something to be maintained indefinitely into the future.

Teacher resources:

City of Gold Coast website

Griffith Centre for coastal Management -> CoastEd -> Information Sheet Series

<https://www.griffith.edu.au/engineering-information-technology/griffith-centre-coastal-management/community-projects/coasted/programs/resources/coasted-resources-and-information-sheet-series>

City of Gold coast local studies library, Southport

<http://www.goldcoast.qld.gov.au/library/local-studies-library-10111.html>

A photograph of a beach at sunset. In the foreground, a red ball sits on the sand. In the middle ground, a white structure with four vertical poles stands on the beach. The background shows a beach with some people, a city skyline in the distance, and a hill on the left. The sky is orange and yellow from the setting sun.

FACTSHEET AND VIDEO LIST



COASTAL RECREATION AND TOURISM FACTSHEET & VIDEO LIST

Griffith Centre for Coastal Management Fact Sheets

Beach Culture on the Gold Coast

https://www.griffith.edu.au/__data/assets/pdf_file/0008/322883/Gold-Coasts-Beach-Culture.pdf

How the community value Gold Coast beaches

https://www.griffith.edu.au/__data/assets/pdf_file/0017/530027/Caring-for-our-coast_How-the-community-value-Gold-Coast-beaches.pdf

How to measure the recreational value of Gold Coast's beaches

https://www.griffith.edu.au/__data/assets/pdf_file/0012/530031/Caring-for-our-coast_The-value-of-beach-recreation-on-the-Gold-Coast-.pdf

Northern Gold Coast Beach Protection Strategy: Recreational benefits

https://www.griffith.edu.au/__data/assets/pdf_file/0020/322733/NGCBPS-recreational.pdf

The economic value of surfing on the Gold Coast

https://www.griffith.edu.au/__data/assets/pdf_file/0011/530030/Caring-for-our-coast_The-economic-value-of-surfing-on-the-Gold-Coast.pdf

City of Gold Coast References

Culture Strategy 2023

<http://www.goldcoast.qld.gov.au/documents/bf/cultural-strategy.pdf>

Gold Coast lifeguards

<http://www.goldcoast.qld.gov.au/thegoldcoast/gold-coast-lifeguards-152.html>

Videos

Griffith Centre for Coastal Management Youtube channel:

<https://www.youtube.com/channel/UCnm1Jyh6clfEZilhvNzJxzg>

Scenic South Coast (6.5min)

<https://www.youtube.com/watch?v=olZoupNAg0o>

Invitation to paradise (18.5min)

<https://www.youtube.com/watch?v=mfcMoXd-ZIA>

Know your Australia (6.5min)

<https://www.youtube.com/watch?v=yR5OtTbdf48>

Gold Coast beach history (16.5min)

<https://www.youtube.com/watch?v=pbXN7PjpNbw>

Coastal Management Centre Youtube channel:

https://www.youtube.com/playlist?feature=edit_ok&list=PLs53dPt8uglaL_YDRljZImCGLdgMAAoR6

Coolangatta then and now (12.5min)

<https://www.youtube.com/watch?v=tcOqzgBwKWQ>

Currumbin then and now (11min)

https://www.youtube.com/watch?v=k8o_MttJCEo

City of Gold Coast video resources:

<http://www.goldcoast.qld.gov.au/thegoldcoast/coastal-videos-resources-23364.html>

Qpro surf city

<https://www.youtube.com/watch?v=vDMP3DnyVeQ>

Qpro surf industry

<https://www.youtube.com/watch?v=5anYFoiSxcY>



COASTED



Griffith
UNIVERSITY

Centre for Coastal Management

A photograph of a beach at sunset. In the foreground, a red ball sits on the sand. In the middle ground, a white structure with three vertical poles stands on the beach. In the background, a city skyline is visible across the water, and a hill is on the left. The sky is filled with soft, colorful clouds.

LINKS TO COURSES

RECREATION AND TOURISM LINKS TO COURSES AT GRIFFITH UNIVERSITY

Griffith University offers a range of courses related to the topic ecology. These courses are:

Bachelor of International Tourism and Hotel Management (Gold Coast and Nathan campus)

Majors: You can supplement your studies with a second major in:

- Event Management
- Human Resource Management
- Management
- Marketing
- Sport Management

Career options:

- Local, state and federal tourism and regional planning authorities.
- A range of international tourism and hotel management roles
- Independent restaurants and internationally recognised chains
- Entertainment and leisure providers
- Theme parks, with suppliers of goods and services to the hospitality industry
- Airlines

Bachelor of Business (Gold Coast, Logan (online) and Nathan campus)

Majors: You can choose one or two of the award majors or one award and one additional major.

Award majors:

- Employment Relations (Nathan, Gold Coast)
- Entrepreneurship and Self Employment (Nathan, Gold Coast, South Bank)
- Event Management (Nathan, Gold Coast)
- Human Resource Management (Nathan, Gold Coast)
- International Management (Nathan)
- Logistics and Supply Chain Management (Nathan, Gold Coast)
- Management (Nathan, Gold Coast)
- Marketing (Nathan, Gold Coast)
- Real Estate and Property Development (Nathan, Gold Coast)
- Sport Management (Nathan, Gold Coast)
- Sustainable Enterprise (Nathan)

Additional majors:

- Finance (Nathan, Gold Coast)
- Sustainable Tourism Management (Gold Coast)

Career options:

- Employment Relations
- Entrepreneurship and Self Employment
- Event Management

Human Resource Management
International Management
Logistics and Supply Chain Management
Management
Marketing
Real Estate and Property Development
Sport Management

Bachelor of Public Relations and Communication/Business (Gold Coast and Nathan campus)

Career options:

Arts and leisure management
Media
Film industry
Public education
Commercial Communication
Journalism
Interactive media

Bachelor of Arts/Bachelor of Business (Gold Coast and Nathan campus)

Majors:

Bachelor of Arts majors:

Chinese
Creative Writing
Criminal Justice
English Language and Linguistics (offered at Nathan campus only)
History
Indigenous Studies
Islam-West Relations
Italian
Japanese
Journalism
Literary Studies
Modern Greek
Politics and International Studies
Public Relations
Screen Studies
Security Studies
Sociology
Spanish



Business award majors:

Employment Relations
Entrepreneurship and Self Employment
Human Resource Management
International Management
Logistics and Supply Chain Management
Management
Marketing

Career options:

Creative Writing: Advertising, communications, marketing, editing or publishing.
English Language and Linguistics: English/ESL teaching, publishing, journalism, sales and marketing, media, advertising and public relations, and organisational communication.
History: Curator, project manager, or researcher.
Indigenous Studies: Advocacy, advising, community liaison, policymaking, or research.
Islam-West Relations: Adviser or analyst, or for a role in community liaison, consultancy, policymaking, or research.
Journalism: Journalist, communications manager, reporter or as a media liaison.
Languages: Education and teaching, translation and interpreting, tourism and hospitality, publishing and journalism, sales and marketing, advertising and public relations, international business, law, commerce, and the arts.
Literary Studies: Communications, marketing, editing or publishing.
Politics and International Studies: Analyst, consultant, policymaker, or in diplomacy or research.
Public Relations: Communications, media liaison or public relations.
Security Studies: Analyst, or in consultancy, law enforcement, policy making or research.
Screen Studies: Screen media production and distribution, advertising, communications, and marketing.
Sociology: Advocacy, community liaison, social work, policy making, or as an analyst or researcher.
Management: Business manager in human resources, strategy, planning and policy, and training and development.
Marketing: Brand manager, marketing manager, advertising account manager, market research analyst, public relations manager, or sales manager.
Employment Relations: You will be able to work as an employment relations manager or consultant, or in roles dealing with workplace planning and policy, managerial strategy, industrial advocacy, occupational health and safety, and workplace negotiation.
Entrepreneurship and Self Employment
Human Resource Management: Human resource manager or consultant.
Logistics and Supply Chain Management: Logistics and supply chain manager, purchasing manager, business or strategy manager, or export and import operations manager.
International Management: Policy adviser, international project officer, international strategy or business manager, or international negotiator.

Bachelor of Commerce (Gold Coast, Logan, and Nathan campus)

Majors:

You can choose a single major, which will give him/her specialist skills in one profession. Or, you can combine two majors from different areas that will give him/her an even broader range of skills and knowledge when you graduate.

Award majors:

Accounting - Nathan, Gold Coast, Fast-track option at Nathan
Economics - Nathan, Gold Coast
Finance - Nathan, Gold Coast
Financial Planning - Nathan, Gold Coast

Majors:

Chinese Language
Government and International Relations
International Relations of Asia
Japanese Language

Career options:

Accounting: Accounting, administration, auditing, business management, commercial and taxation law, managerial accounting, and taxation in a range of private, public sector or not-for-profit organisations
Economics: Business management, commerce and taxation law, economics, stockbroking and foreign exchange trading, economic policy advice and analysis in government agencies and the corporate sector.
Finance: financial advisor or controller, financial planner, or stockbroker in insurance and superannuation, futures, options and foreign exchange trading.
Financial Planning: Financial planner, financial advisor or controller, or stockbroker in insurance and superannuation, futures, options and foreign exchange trading.

Graduate Certificate in Marketing (Gold Coast (online) and Nathan (online))

Career options in:

Opportunities in fast moving consumer goods
Tourism
The entertainment industry
Public relations and advertising
With a postgraduate qualification, you will be prepared for senior management positions in marketing, as well as specialist or consulting roles.

For more information visit: <https://www.griffith.edu.au/>



TEACHER PACK:

COASTAL RECREATION AND TOURISM
LESSON PLANS, ACTIVITIES AND RESOURCES FOR PREP TO YEAR 12