

# Teacher Resource

## Fish Rescue

Episode 27  
17<sup>th</sup> September 2019

### Focus Questions

1. Retell the BTN *Fish Rescue* story using your own words.
2. Why are fish in parts of the Murray River being moved?
3. What type of bacteria killed many fish in the Murray-Darling Basin earlier this year?
4. Which Australian states does the Murray-Darling River system span?
5. The Murray-Darling River system is the largest in Australia. True or false?
6. How much of Australia's food supplies come from the Murray Darling-Basin?
  - a. 1 quarter
  - b. 1 third
  - c. 1 half
7. Why have there been arguments between farmers, states and towns in relation to the Murray-Darling River system?
8. Name one native fish species found in the Murray-Darling River system.
9. What is a hatchery?
10. What do you think should happen? Should farming or the environment take priority?

### Activity

#### Discussion

Before watching the BTN *Fish Rescue* story...

- What do you already know about the Murray and Darling Rivers?
- Who and what do you think relies on the Murray and Darling Rivers? Brainstorm and record your thoughts as a class.
- What species of native animals live in the Murray-Darling Basin?
- Do you have a connection to a river or significant body of water in your area?

After watching the BTN *Fish Rescue* story...

- Brainstorm a list of words and terms that relate to the BTN *Fish Rescue* story. Use these words and terms to make your own sentences about the issue. Here are some to get you started.
 

○ River system	○ Connection
○ Murray Darling Basin	○ Drought
○ Native species	○ Agriculture
○ Food supply	○ Crops and livestock
○ Disagreement	○ Blue-green algae
○ Business	○ Farmers
○ Irrigation	○ Livelihood

### Key Learning

Students will explore the importance of native species found in the Murray-Darling Basin. Students will explore Aboriginal culture and their connection with the land through artwork.

### Curriculum

#### Science – Year 4

Living things depend on each other and the environment to survive.

Science knowledge helps people to understand the effect of their actions.

#### Science – Year 5

Living things have structural features and adaptations that help them to survive in their environment.

#### Science – Year 6

The growth and survival of living things are affected by physical conditions of their environment.

#### Science – Year 7

Interactions between organisms, including the effects of human activities can be represented by food chains and food webs.

Classification helps organise the diverse group of organisms

#### Geography – Year 5

The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places.

The environmental and human influences on the location and characteristics of a place and the management of spaces within them.

## Activity

### Research Project

Students will research the Murray Cod a native species found in the Murray-Darling Basin and create a profile. Alternatively, students can choose another native species that can be found in the Murray-Darling Basin to research. Students can use the following structure to help guide their research.

Research project – Murray Cod	
Scientific and common name	
Classification	
Describe its appearance What does it look like (shape, size, colour, special features)?	
Locate where this species can be found using Google Maps – Describe its habitat.	
How does it survive in its environment? What are some of its adaptations?	
Conservation Status If this species is threatened or endangered, what are its threats?	
Interesting facts <ul style="list-style-type: none"><li>• What is your favourite thing about this species?</li><li>• What surprised you about your research?</li></ul>	
Photograph or illustration	

## Activity

### Haiku poetry

Write a haiku poem focusing on one or more of the themes explored in the BTN *Fish Rescue* story. Use [Read Write Think's Haiku Starter graphic organiser](#) which allows students to brainstorm a list of words about their chosen theme.

<p>Name: _____ Date: _____</p> <p>-----</p> <p style="text-align: center;"><b>Haiku Starter</b></p> <p>-----</p> <p>Haiku is a form of Japanese poetry. Typically, haikus are written about nature, but they can be about any topic. Haikus have a very specific syllable structure. The first line of every haiku has 5 syllables, the second line has 7 syllables, and the last line has 5 syllables.</p> <p>Use the space below to brainstorm, plan, and write your own haiku.</p> <p><b>Choose Your Topic:</b></p> <p>_____</p> <p><b>Brainstorm Words</b></p> <p>Brainstorm a list of words about your topic. Next to each word, write the number of syllables in the circle.</p> <table border="0"><tr><td>_____ ○</td><td>_____ ○</td><td>_____ ○</td></tr><tr><td>_____ ○</td><td>_____ ○</td><td>_____ ○</td></tr><tr><td>_____ ○</td><td>_____ ○</td><td>_____ ○</td></tr><tr><td>_____ ○</td><td>_____ ○</td><td>_____ ○</td></tr><tr><td>_____ ○</td><td>_____ ○</td><td>_____ ○</td></tr></table> <p style="text-align: right;">(continued)</p>	_____ ○	_____ ○	_____ ○	_____ ○	_____ ○	_____ ○	_____ ○	_____ ○	_____ ○	_____ ○	_____ ○	_____ ○	_____ ○	_____ ○	_____ ○	<p>-----</p> <p style="text-align: center;"><b>Haiku Starter (Continued)</b></p> <p>-----</p> <p><b>Write Your Draft</b></p> <p>Now that you have brainstormed some words about your topic, you can draft your haiku below. You do not have to use only the words from your brainstormed list, but each line will need to form either 5 or 7 syllables. Be creative!</p> <p><b>Title:</b> _____</p> <p><b>Line 1</b> (5 syllables)</p> <p>_____</p> <p><b>Line 2</b> (7 syllables)</p> <p>_____</p> <p><b>Line 3</b> (5 syllables)</p> <p>_____</p> <p>readwritethink <small>© 2012</small> <b>K12</b> <small>Copyright 2012 K12, LLC. All rights reserved. ReadWriteThink materials may be reproduced for educational purposes.</small></p>
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Source: [Read Write Think](#)

## Activity

### Aboriginal art

Yvonne Koolmatrjie is an Australian artist and weaver of the Ngarrindjeri people, from South Australia's Riverland. Koolmatrjie uses a style of traditional weaving from South Australia's Coorong region and the Murray River. Her works are heavily influenced by the natural surrounds of the Murray River.

As a class watch the following videos to learn more about Yvonne Koolmatrjie's artwork and her connection to the Murray River. Students will then respond to the focus questions.

Art Gallery of South Australia – Yvonne Koolmatrjie

[Link to video](#)

1. How does Yvonne Koolmatrjie feel when she visits the Murray River?
2. How did Koolmatrjie learn to weave?
3. Yvonne said she has to “keep the culture alive”. What does this mean?
4. Write down three things that you learnt about Yvonne Koolmatrjie.

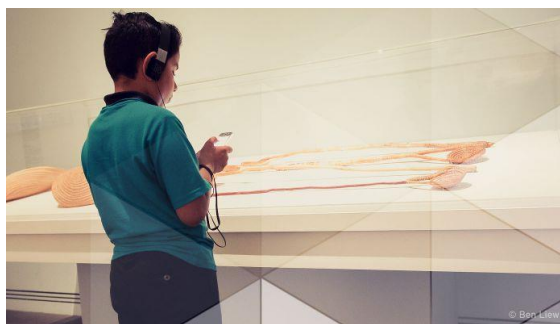


Art Gallery of SA - YouTube: [TARNANTHI 2015 Focus Exhibition - Yvonne Koolmatrjie](#)

## BTN – Indigenous Art

[Link to video](#)

1. What have the kids made for the Tarnanthi art exhibition?
2. Who did the students interview as part of their research?
3. Describe Yvonne Koolmatrie's artworks.
4. Where does Koolmatrie collect the materials used in her artworks?



[BTN Indigenous Art](#)

Students will use the internet to find artworks made by Yvonne Koolmatrie that are inspired by the Murray River. Students will choose one piece that they are interested in to explore in detail and respond to the following.

- What is it? Describe what the artwork looks like using as much detail as possible.
- What natural materials are used to make this artwork (what is it made from)? Research what the Indigenous names are (in the Murray River area) for the materials used in the artwork.
- What story does Yvonne Koolmatrie tell through the artwork?
- Draw a picture of the artwork.
- Make an imaginary animal using materials found around your school or home. Display as an exhibition at your school. Write a short story about the animal you have made, what it is made from and the story it tells.

## Activity

### Class quiz

Complete this quiz as a class or individually to test students on what they have learnt about the Murray-Darling Basin. Students will then create their own quiz on the Murray-Darling Basin and test their classmates.

1. In which state does the Murray River end?
  - a. South Australia
  - b. Victoria
  - c. New South Wales
  - d. Queensland
2. What is the Ngarrindjeri name for the Murray River?
  - a. Ngurunderi
  - b. Murrundi
  - c. Ponde
  - d. Thukeri
3. Carp are a native species.
  - a. True
  - b. False
4. Murray Cod swim upstream to have babies.
  - a. True
  - b. False
5. Locks on the Murray River help control the...
  - a. Temperature
  - b. Water quality
  - c. Fish population
  - d. Water level
6. The more native fish in the Murray River, the better the water quality.
  - a. True
  - b. False

Answers to class quiz

- 1a. South Australia
- 2b. Murrundi
- 3b. False
- 4a. True
- 5d. Water level
- 6a. True

## Useful Websites

A 'Noah's Ark' rescue to prevent fish 'Armageddon' gets underway in regional NSW – ABC News  
<https://www.abc.net.au/news/2019-09-12/menindee-fish-transfer-noahs-ark-relocation/11502430>

Murray-Darling Warning – BTN

<https://www.abc.net.au/btn/classroom/murray-darling-warning/10790804>

River Kids – BTN

<https://www.abc.net.au/btn/classroom/river-kids/10524662>

Basin Plan Problems – BTN

<https://www.abc.net.au/btn/classroom/basin-plan-problems/10522718>

River Kids Special – BTN

<https://www.abc.net.au/btn/campaigns/river-kids-special/10559652>

Controlling Carp – BTN

<https://www.abc.net.au/btn/classroom/controlling-carp/10525346>