

Two Men in a Tinnie

Teacher notes

Tim Flannery and John Doyle journey along the Darling and along the Murray.

The DVD can be purchased from the ABC shop. A full description can be found at <http://shop.abc.net.au> (ABC shop online). You just need to search for *Two Men in Tinnie* and select DVD. The whole show lasts for 130 minutes and is divided into 5 episodes.

A summary of each episode can be found at the Australian Television Archive http://www.australiantelevision.net/two_men_in_a_tinnie.html

This DVD provides wonderful images of the rivers and their surrounds. It is useful as an introductory overview where students gain a sense of the size of the basin and its characteristics (Part 1 of worksheet)
The DVD can also be the basis for discussion and consolidation of knowledge after students have learned something about the basin (Part 2 of worksheet).

Part 1: Basin overview

As you watch *Two Men in a Tinnie* consider the following:

1. Note down geographic characteristics of the Murray-Darling Basin (key knowledge). *Teacher notes: Geographic characteristics include natural and human aspects that can be viewed spatially – mapped - (eg. rainfall, temperature, flood, drought, flora, fauna, river flow, soil, erosion, transport, settlement, water use, land use, stocking rates, pollution levels, pest invasions, changes in attitude, Landcare and so on)*
2. Annotate a map (key skills). *Teacher notes: An **outline map** and access to an atlas or road map would help.*
3. Apply your spatial concepts (key skills) to help you understand the area: location, distance, distribution, scale, region, movement, spatial change over time, spatial association and spatial interaction. *Teacher notes: Students could draw up a table before viewing the DVD and fill in as they go.*
4. In particular, look for evidence of change over time. Aim for at least 10 examples.

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Examples include:

- Sandstone indicating the area used to be under the sea (eg. huge time frame)
- Irrigation has changed to flow regime
- Landuses are being affected (carrying capacity reduced)
- Pondage of water increase evaporation
- Trees dying (red gums require flooding)
- Height of the banks indicating times of greater flow
- Height of wharf at Bourke
- Ability of steamers to travel along the Darling
- Rainfall patterns have changed
- Salt levels increasing
- Quality of water changes after fire
- Types of fish
- Weed growth
- Mouth of river not always open

5: Gather examples of strategies to manage the water in the basin. *Teacher notes: This can be a list under the heading of management. You want students to spend most of the time watching the DVD and thinking.*

Part 2: Use and management of water

Teacher notes: Use the notes gathered in part 1

1: Check that your map satisfies BOLTSS conventions and that your locations are accurate.

2: Look at your list of changes that have occurred and identify the time frames involved.

3: Choose several of the changes you have identified and clearly identify them on your map.

4: Explain the **factors** (key knowledge) that have influenced each change.

5: What sort of maps would be produced to show the change? Being able to think in terms of a distribution pattern on a map provides the spatial element.

6: **Analyse** the influencing factors and rank them according to significance. Justify your ranking (key skills).

7: Identify and explain examples where there are competing demands for the water (key knowledge). Again locate them.

8: Identify strategies to **manage** water within the basin (key knowledge). Do you think each strategy is working? What are you using as the criteria for your opinion? (Key skills)

9: What should happen in the **future**? Who is responsible? At what scale should your proposals happen? What is the priority? (Key knowledge and key skills)

Teacher notes: The principle of sustainability is very important.

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Student worksheet

Tim Flannery and John Doyle journey along the Darling and along the Murray.

Part 1: Basin overview

As you watch *Two Men in a Tinnie* consider the following:

1. Note down geographic characteristics of the Murray-Darling Basin (key knowledge).
- 2: Annotate a map (key skills).
- 3: Apply your spatial concepts (key skills) to help you understand the area: location, distance, distribution, scale, region, movement, spatial change over time, spatial association and spatial interaction.
- 4: In particular, look for evidence of change over time. Aim for at least 10 examples.
- 5: Gather examples of strategies to manage the water in the basin.

Part 2: Use and management of water

- 1: Check that your map satisfies BOLTSS conventions and that your locations are accurate.
- 2: Look at your list of changes that have occurred and identify the time frames involved.
- 3: Choose several of the changes you have identified and clearly identify them on your map.
- 4: Explain the **factors** (key knowledge) that have influenced each change.
- 5: What sort of maps would be produced to show the change? Being able to think in terms of a distribution pattern on a map provides the spatial element.
- 6: **Analyse** the influencing factors and rank them according to significance. Justify your ranking (key skills).
- 7: Identify and explain examples where there are competing demands for the water (key knowledge). Again locate them.
- 8: Identify strategies to **manage** water within the basin (key knowledge). Do you think each strategy is working? What are you using as the criteria for your opinion? (Key skills)
- 9: What should happen in the **future**? Who is responsible? At what scale should your proposals happen? What is the priority? (Key knowledge and key skills)