# Workshop Plan

**Teacher name:**

**School:** Mildura Secondary College

**Presentation Title:** Exploring Abalone

**Name of Mentor** Fisheries officer Amy Simpson and her amazing abalone sniffer dog Charlie.

## Describe your presentation

Using a constructivist approach students will investigate abalone found in the Port Fairy area. Students will examine abalone sample to find out how they move, eat, reproduce and defend themselves. Students will also broaden their understanding of how the animals are harvested and which parts of the animals are edible. Students will be able to answer questions about the sea creatures and understand more about the threats facing abalone populations.

## Type of Presentation

<table>
<thead>
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<th>Please circle/highlight those being used</th>
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<tbody>
<tr>
<td>PowerPoint</td>
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<tr>
<td>Debate</td>
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<td>Models</td>
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<td><strong>Role play</strong></td>
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<td>Other, please specify:</td>
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## Please describe how you would use the above presentation types in your interactive presentation:

**Introduction:**
Students introduce themselves, their topic and what they wish their audience to learn about abalone. (If possible try to think up an attention seeking intro ie interview between an abalone and a diver).

**Activity 1 – group discussion**
A brief large group discussion about abalone. What does the audience know about abalone? What does it need to survive? Who has eaten abalone? What are some of the threats to its survival? Use some of the presenting students as stooge audience members to add other comments where required. For example a stooge in the audience may bring up the idea of the abalone virus as a threat. Then the presenters can congratulate the audience member and provide a brief explanation of the issue.

**Activity 2 – abalone observation**
Split the large group into smaller groups or pairs and pass out the abalone samples. Allow students time (about ten minutes) to examine the abalone. Ask students to express their ideas about how the abalone might eat, move, reproduce and defend itself. Presenters can add additional information at each response if required. Ask students to complete a drawing of their findings.

### Activity 3

As a result of the above activity the group should be able to answer the following questions: Can students identify the different species of abalone by name? Are students able to explain how abalone move and eat? Do students have an understanding of how abalone are caught and where? Can students identify the risk factors for the abalone?

Testing the audience for their understanding can take the form of a quiz or in the guise of one of the many TV shows such as deal or no deal. Have small rewards for correct answers ie M & M chocolate abalones?

### Conclude

Finish the session by passing around an abalone shell and asking audience members to relate what they may have learned or any other comments they want to make as they pass the shell along.

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### Workshop Aims / What do we want our audience to learn?:

We would like students to understand the biology of abalone and the important role that they play in the environment.

### How will we share the things we’ve learnt about the topic?

Present to whole school and classes from neighbouring schools. Invite parents and local council representatives to our workshop.

### What will we need for our workshop? (MENTOR?, Props, models, pictures, computers, tables, cleaning products)

Fisheries officer Amy Simpson and her amazing abalone sniffer dog Charlie. Abalone samples and abalone poacher surveillance equipment.

### What similar presentations have we done that may help? (public speaking, drama, talking at assembly)

Inter school conferences and assemblies

### What roles do each of us (presenters) have in our presentation? (time keeper, MC, researcher, multimedia manager)

All delegates preparing and presenting own activity.