

# THE END OF THE LINE

## TEACHERS' NOTES

This resource is suitable for students considering the ocean environment. A range of tasks provide opportunities to consider issues such as depleted fish stocks, the economic and social consequences of this practise as well as fish farming and marine reserves. Key scenes from the film are used to illustrate issues and encourage discussion. The tasks offer the opportunity to approach this topic in a cross-curricular way, or as discreet activities.

## COLLAPSED TIMETABLE PROGRAMME – THE END OF THE LINE

The following is a suggested outline for a series of activities that explore the issues raised in the film. These activities can be used as a full day's programme of events or as a series of individual lessons. Suggested timings are given here. The task sheets that accompany each section can be viewed online or downloaded in the Activities section.

The tasks are designed to be cross-curricular and skills-based as well as developing students' knowledge of the topics dealt within the film. Curriculum areas covered in this resource are:

- ICT
- Science
- Art and Design
- Cross-curriculum dimensions: global dimension and sustainable development; creativity and critical thinking
- Functional skills in English and ICT (see table for details)
- Personal learning and thinking skills: creative thinkers; independent enquirers; self-managers; effective participators; team workers; reflective learners

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ACTIVITY	SKILLS/SUBJECT AREAS	SUGGESTED TIMING
<p><b>Getting to Know the Issues – Key Scene Analysis</b></p> <p>In small groups students work their way through the different key scenes and respond to the questions. These key scenes will provide them with background information and general understanding of the issues raised in the film. This information will be used as a basis for other activities. Students will look at the following key scenes.</p> <p><b>Scene 1</b> – Cod Overfishing in Newfoundland (Results)</p> <p><b>Scene 2</b> – Technology (Causes)</p> <p><b>Scene 3</b> – Senegal (Effects)</p> <p><b>Scene 4</b> – Fish Farming (Problem/Cause)</p> <p><b>Scene 5</b> – Marine Reserves (Solutions)</p>	<p><b>Moving image analysis</b></p> <p><b>Functional skills – English:</b></p> <ul style="list-style-type: none"> <li>■ read and understand information and instructions, then use this understanding to act appropriately</li> <li>■ analyse how ideas and information are presented, evaluating their usefulness</li> <li>■ contribute to discussions and use speech to work collaboratively to agree actions and conclusions</li> </ul> <p><b>Functional skills – ICT:</b></p> <ul style="list-style-type: none"> <li>■ use ICT to find, select and bring together relevant information</li> <li>■ develop, interpret and exchange information for a purpose</li> </ul>	<p>45 mins – 1 hr</p>
<p><b>Vocabulary Task</b></p> <p>This task develops students understanding of key terms and phrases. Aiming to combine what they have learned so far with an opportunity to contextualise this information in an essay style task.</p>	<p><b>Functional skills – English:</b></p> <ul style="list-style-type: none"> <li>■ read and understand information and instructions, then use this understanding to act appropriately</li> <li>■ explain information clearly and succinctly in speech and writing</li> </ul>	<p>30 mins</p>



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ACTIVITY	SKILLS/SUBJECT AREAS	SUGGESTED TIMING
<p><b>Researching What We Eat</b> Here students will consider their own local environment and investigate what they eat and the information and choices available to them. Activities encourage consideration of consumer choice.</p>	<p><b>Research (primary and secondary sources, questionnaires, internet)</b></p> <p><b>Functional skills – English:</b></p> <ul style="list-style-type: none"><li>■ analyse how ideas and information are presented, evaluating their usefulness, for example in solving a problem</li><li>■ explain information clearly and succinctly in speech and writing</li><li>■ express a point of view reasonably and persuasively</li><li>■ use ICT to communicate effectively</li><li>■ make an oral presentation or write a report</li></ul> <p><b>Functional skills – ICT:</b></p> <ul style="list-style-type: none"><li>■ use ICT to find, select and bring together relevant information</li><li>■ develop, interpret and exchange information for a purpose</li></ul>	<p><b>90 mins (with possible extension task)</b></p>



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ACTIVITY	SKILLS/SUBJECT AREAS	SUGGESTED TIMING
<p><b>Creating Awareness</b></p> <p>This task asks students to use their understanding of the issues in the film <i>The End of the Line</i> in a creative and imaginative way by developing a range of items that would appeal to a particular audience group. This production task is intended to synthesise students learning from the day's activities and provide a practical challenge.</p>	<p><b>Art and design skills</b></p> <p><b>Functional skills – English:</b></p> <ul style="list-style-type: none"><li>■ read and understand information and instructions, then use this understanding to act appropriately</li><li>■ communicate effectively, adapting to a range of audiences and contexts</li><li>■ analyse how ideas and information are presented, evaluating their usefulness, for example in solving a problem</li><li>■ explain information clearly and succinctly in speech and writing</li></ul>	<p><b>45 mins (planning)</b> <b>1-2 hrs (production)</b></p>

