



# What do we do with Jervis Bay?

An environmental planning and management activity

As part of Defence 2020 Ryebuck Media is producing a series of electronic activities or learning objects. These allow users to explore aspects of and make decisions about civics and citizenship in Australian society.

A number of activities are available on [www.defence2020.info](http://www.defence2020.info), and more are being added.

**CAN YOU DE-MINE YOUR TOWN?**

LANDMINES ARE A MAJOR WORLD PROBLEM. THEY HARM PEOPLE, AND MAKE THE ENVIRONMENT UNPRODUCTIVE.

PLAY THIS GAME TO SEE HOW GOOD YOU ARE AT DEVELOPING STRATEGIES TO LIMIT THE IMPACT OF LANDMINES ON A LOCAL AREA.

CLICK TO BEGIN

**GEORGE GITTOES, AUSTRALIAN WAR ARTIST: ACTS OF GOOD CITIZENSHIP**

THERE ARE MANY ACTS OF GOOD CITIZENSHIP, AND THERE ARE MANY WAYS OF DISPLAYING THEM. IN THIS INTERACTIVE YOU ARE INTRODUCED TO THE WORKS OF GEORGE GITTOES, AN AUSTRALIAN WAR ARTIST, WHO HAS SEEN THE PAIN THAT CONFLICT CREATES IN MANY PARTS OF THE WORLD.

CLICK TO BEGIN

**CAN YOU SAVE THE PATAGONIAN TOOTHFISH?**

THE PATAGONIAN TOOTHFISH IS IN TROUBLE. FISHERMEN ARE OVER-FISHING IT, AND THIS WILL NOT ONLY REDUCE THE NUMBERS OF FISH, BUT WILL ALSO CHANGE THE BALANCE IN THE ECOLOGY OF THE AREA.

CAN YOU MAKE DECISIONS THAT WILL STOP THE FISHERMEN? EACH GOOD DECISION WILL SEND YOU FORWARD. THE FATE OF THE FISH DEPENDS ON YOU - GOOD LUCK!

CLICK TO BEGIN

**WHERE HAVE ADF FORCES SERVED IN WAR AND PEACE OVER TIME?**

DISCOVER WHERE AND WHEN AUSTRALIAN DEFENCE PERSONNEL HAVE SERVED IN WAR AND PEACE BETWEEN 1897 AND 2008.

LEARN ABOUT THE WARS AND PEACEKEEPING OPERATIONS UNDERTAKEN BY AUSTRALIAN DEFENCE PERSONNEL.

CLICK TO BEGIN

**CAN YOU PROTECT OUR NORTH?**

EVERY NATION HAS BORDERS. MOST OF AUSTRALIA'S BORDERS ARE SEA BORDERS.

WHERE DO THESE BORDERS END? AND WHAT HAPPENS IF ANOTHER NATION SHARES A SEA BORDER WITH AUSTRALIA? THE RULES ABOUT THIS ARE GOVERNED BY THE UNITED NATIONS CONVENTION ON THE LAW OF THE SEA (UNCLOS).

CLICK TO BEGIN

**DEFENCE 2020 IS THE AUSTRALIAN DEFENCE FORCE A RESPONSIBLE CITIZEN?**

HOME YOUTH CHALLENGES INTERACTIVE MODULES LINKS AND RESOURCES PROFILES CONTACT US

**WELCOME**

What does being a good citizen have to do with Defence?  
 What are our core Australian values and how are they relevant to our Defence forces?  
 How do our Defence forces uphold these values both at home and abroad?  
 How can the work and values of our Defence forces inspire our younger generation?

**Vital Information**

YOUTH CHALLENGES

Part of the Defence 2020 education program is a series of Youth Challenges around Australia.

Go to [www.defence2020.info](http://www.defence2020.info) now for a variety of civics and citizenship activities, resources and games.

Several of the activities contain supplementary classroom-based activities, to allow students to apply the ideas and skills developed by the interactives in their own communities.

One of the interactives is *What do we do with Jervis Bay?*

## WHAT DO WE DO WITH JERVIS BAY?

THIS SPECIAL PLACE IS A NAVY TRAINING SCHOOL WITH HERITAGE BUILDINGS, A NATIONAL PARK, THE HOME OF THE ENDANGERED BRISTLEBIRD, A TOURIST HAVEN, A WHALE-AND DOLPHIN-WATCHING AREA, AND A NAVAL GUNNERY RANGE.

DO YOU PUT DEFENCE OR ENVIRONMENT FIRST? OR CAN YOU MANAGE THE AREA TO SUIT ALL THESE COMPETING INTERESTS?



CLICK TO BEGIN



It is an environmental planning and management activity.

HMAS *Creswell* is a naval training base at Jervis Bay. It is located beside a National Park, and is close to popular marine tourist areas, focusing on whale and dolphin watching, and fishing.

The training at HMAS *Creswell* involves a great deal of maritime activity. There is also a naval gunnery range that is used by Australian and some foreign warships.

How can these naval activities be managed to allow the Navy to produce well-trained sailors for the defence of Australia, while still accommodating and respecting the needs of the tourist industry, and the environmental needs of the National Park?

That is the challenge facing students in this activity: to create management policies that are the best possible ones in this situation.

When they have completed the electronic activity students can access an element that challenges them to apply good management and planning concepts in a classroom-based situation. Students have to decide how to manage a local park — where there are many interest groups whose demands cannot all be accommodated. What decisions about the use of the park will students make? How well will they use the resource? How do they decide whose interests are more important?

Finally, students can use a sample template page as a basis for investigating a resource management issue in their own local community.

The classroom activity and the local template page are reproduced in the following pages.

# Are You A Good Environmental Planner?

The local council is planning a new park, and it needs your help.

## You have:

- a map of the park area
- a list of groups who want to use the park
- a series of cut-outs showing how much space in the park different uses would need.

Each group has different needs.

Sometimes these uses are compatible, but sometimes they are in conflict.

**Your task** is to design and manage the park to make it the best possible resource for the community.

- You may not be able to satisfy everybody's needs all the time
- OR you may find that you have to limit certain uses at certain times (day, week, season)
- OR you may decide that some users can share features and the same area
- OR you may decide that some uses are not compatible and must be refused.

That's up to you.

Here's how to carry out the task:

**1** Print the PDF. There are five pages:

- map,
- uses list,
- cut-outs,
- scoring page, and
- local resource investigation page.

**2** Design the park, using the cut-outs. You may need to decide if you have to remove some of the existing vegetation in the park, or if you want to plant new vegetation (possibly native and indigenous to that area).

**3** Create any appropriate signs and management strategies required.

**4** Print the scoring page to score your effort.

**5** Use the local resource investigation page to carry out an investigation of a resource (such as a park) in your own community.





**Hockey Pitch**



**Soccer Pitch**



**Cricket Pitch**



**Toilet block**



**Boat Launch Area**



**BBQ Area**



**Car park**



**Kiosk**



**Car park**



**Children's Play Area**



**Reflective/Nature Area**



**Skateboard Area**



**Football Oval**

**Cycling Path**

**Cycling Path**

**Cycling Path**

**Cycling Path**

**Cycling Path**



**Walking Path**



**Walking Path**



**Walking Path**



**Walking Path**



**Walking Path**



**Walking Path**



**Walking Path**



**Walking Path**



**Walking Path**



**Walking Path**



**Walking Path**



**Walking Path**



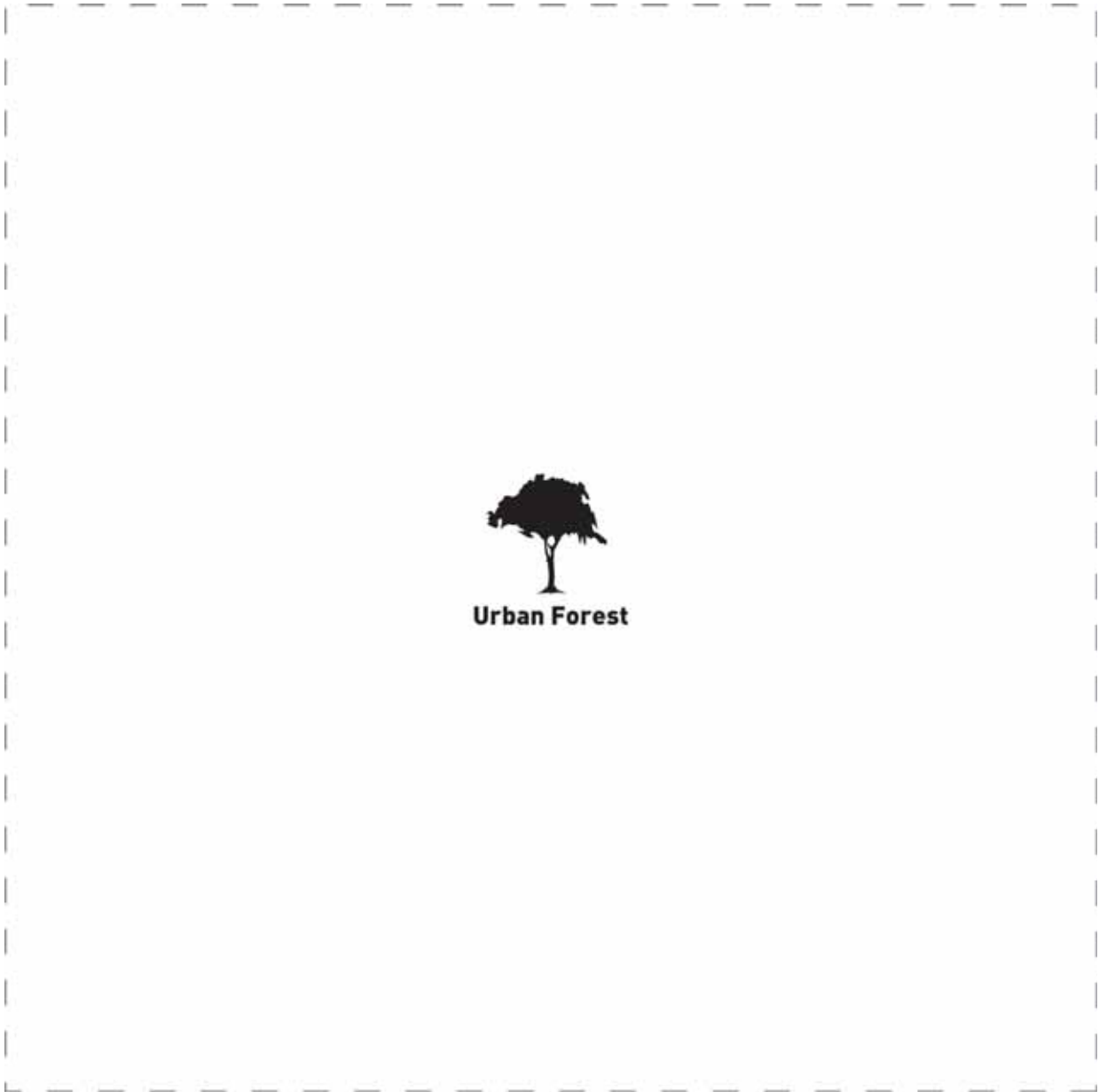
**Walking Path**



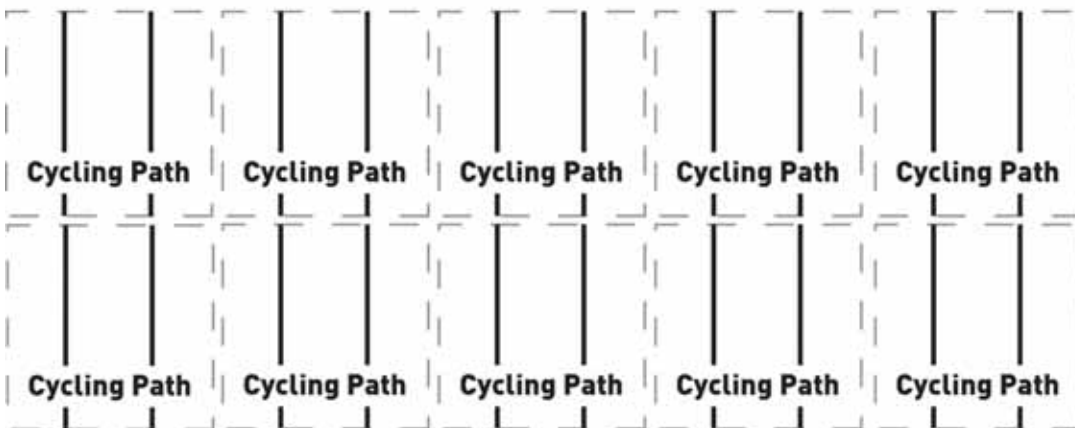
**Walking Path**



**Walking Path**



**Urban Forest**



**Cycling Path**

**Cycling Path**

**Cycling Path**

**Cycling Path**

**Cycling Path**

**Cycling Path**

**Cycling Path**

**Cycling Path**

**Cycling Path**

**Cycling Path**

## Uses and comments

ASPECT	SPACE REQUIRED	COMMENT	YOUR REASONS FOR CHOOSING TO SUPPORT OR REJECT THIS FEATURE
<b>Walking path</b>	Minimum 10 grids	Needs to start and end near car parks. Can be through vegetation.	
<b>Cycle path</b>	Minimum 10 grids	Needs to start and end near car parks. Can be through vegetation.	
<b>Cricket pitch area</b>	9	Cricket is played in summer. A cricket area needs to be free of trees.	
<b>Soccer pitch</b>	8	Soccer is played in winter. The soccer pitch needs to be clear of trees.	
<b>Hockey field</b>	8	Hockey is played in winter. The hockey field needs to be clear of trees.	
<b>Boat launch area</b>	2	Users bring their boats on trailers and launch them into the river.	
<b>Toilet block</b>	2	This needs to be near the area where people mostly gather.	
<b>BBQ area</b>	2	This is used by families and should include shade.	
<b>Kiosk</b>	2	This needs to be near the area where people mostly gather.	
<b>Children's play area</b>	4	This needs to be where adults can supervise their children.	
<b>Reflective/ Nature area</b>	3	This is for people to enjoy nature quietly. Perhaps a nature trail with a few remnant trees, possum boxes, signs.	
<b>Car park</b>	2 x 3	There need to be two car parks and access points to the park from the road.	
<b>Skateboard area</b>	6	This is used by young people during holidays and on weekends.	
<b>Australian Rules football oval</b>	16	To be used in winter.	
<b>Urban forest</b>	36	To be heavily planted with a variety of trees and other native vegetation.	
<b>Dog walkers</b>	–	The dog walkers want the park to be an off-leash area. You will need to install signs reminding dog walkers to clean up their dogs' waste.	
<b>Infrastructure</b>	–	You will need to install signs, 6 rubbish bins, 3 water fountains, protective fences, drains or gutters to prevent runoff from erosion running directly into the creek. Mark these on your map.	

# Score sheet

Have you created a park that meets the needs of a variety of people?

Use this score page to decide.

Mark the score you receive for each of the following elements, and add your points together to reach a total.

FEATURE	CAN BE USED ALL THE TIME	CAN BE USED PART OF THE TIME	CANNOT BE USED AT ALL
<b>Walking path</b>	2	1	-1
<b>Cycle path</b>	2	1	-1
<b>Cricket pitch area</b>	2	1	-1
<b>Soccer pitch</b>	2	1	-1
<b>Hockey field</b>	2	1	-1
<b>Boat launch area</b>	2	1	-1
<b>Skateboard area</b>	2	1	-1
<b>Australian Rules area</b>	2	1	-1
<b>Urban forest</b>	2	1	-1

HAVE YOU:	YES	NO
Placed the games areas next to the river?	-1	1
Placed protective fencing around the playground?	1	-1
Placed the children's play area near the river?	-1	1
Made a sign telling dog walkers if the area is on-leash or off-leash?	1	-1
Placed the nature area near a noisy sport or play area?	-1	1
Placed the kiosk near the BBQ area?	1	-1
Placed the toilet block near the BBQ area?	1	-1
Made any areas that are shared (e.g. walk and cycle, hockey and soccer)?	1	-1
Destroyed any trees to fit in facilities?	-1	1
Created any new treed areas in the park?	1	-1
Placed protective fencing between the river and a play area?	1	-1
Placed the boat launch area next to the road and the river?	1	-1

**TOTAL SCORE =**

## COMMENT:

- 20+** You have used the area thoughtfully to create an effective shared community resource.
- 15-19** You have created a good community resource, but one with limited uses.
- 8-14** You need to try again to create the best use of a limited resource.
- 0-7** You have allowed a valuable resource to be very under-used in your community.

# Local resource investigation

Identify the resource			
Describe the resource's main features			
List the main users, and their needs	<b>User</b>	<b>Needs</b>	
	1		
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		
List the main impacts that the uses have, both positive and negative on other users or on aspects of the natural environment (air, water, aesthetics, soil, flora and fauna):	<b>Use</b>	<b>Positive</b>	<b>Negative</b>
Which users are compatible?			
Which users are in conflict?			
When do the users use the resource?			
Some management strategies that are present are:			
Some possible management strategies that would improve the use of the resource are:			
Your conclusion about the management and use of this resource in your local community:			

## Reflecting on the process:

- What factors had to be taken into consideration when you made your decision?
- Was there any other information about the site and its environment that you would have found useful before undertaking this activity? Explain why this might have been the case.
- What have you learned about the necessity for planning the use of a resource like this?
- How sustainable would the use of this resource be if it were not planned thoroughly?