Activity 1. Let's halt the salt

This activity requires you to source articles/case studies from the Department of Natural Resources and Water website and the National Dryland Salinity website.

National Dryland Salinity Website: www.ndsp.gov.au

Department of Natural Resources and Water web links:

Salinity in the Burdekin River catchment
www.nrm.qld.gov.au/salinity/pdf/salinity_infosheet_a4.pdf
www.nrm.qld.gov.au/salinity/pdf/burdekin_salinity.pdf

Salinity in the Burnett Mary and Western catchments of South East Queensland
www.nrm.qld.gov.au/salinity/pdf/burnettmary_info.pdf
www.nrm.qld.gov.au/salinity/pdf/burnettmary_map.pdf

Salinity in the Fitzroy Basin
www.nrm.qld.gov.au/salinity/pdf/fitzroy_info_sheet.pdf
www.nrm.qld.gov.au/salinity/pdf/fitzroy_map.pdf

Salinity in the Queensland Murray-Darling Basin
www.nrm.qld.gov.au/salinity/pdf/salinity_infosheet.pdf
www.nrm.qld.gov.au/salinity/pdf/salinity_hazard_map.pdf

Using the Case Studies

Procedure
After reading your chosen case studies, complete the following tasks. Try to identify case studies from the following Queensland regions.

1. **a.** Fill in the relevant part of the following retrieval chart.

Retrieval Chart

	Region name:	**Region name:**	**Region name:**	**Region name:**
Evidence of salinity				
Extent of salinity				
Rainfall pattern				
Past land use				
Contributing factors to the problem				
Specific causes of the problem				
Investigations undertaken				
Management Options				
Current action being taken				
Ongoing issues				

b. Using the information in the retrieval chart:

(i) Identify common features across the **three** (3) case studies. Use a highlighter pen to mark them.

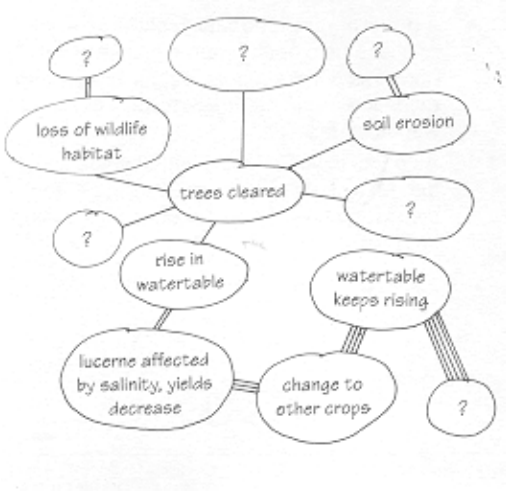
(ii) Describe and attempt to explain any similarities and differences (in any of the headings of the retrieval chart). This information could be put into a table, e.g.

Similarities	Differences

(iii) Discuss this information with a neighbour and/or the class.

2. a. Explain to your neighbour how various factors have contributed to salinity in each of the case study areas.
b. Compare the causes and effects of salinity in the case.
c. Describe and explain any similarities and differences.

3. Write an article for the school or community newspaper (with maps, pictures etc.) to alert the local community to the problem of salinity and to inform readers about what they can do to help.



An example of a futures wheel

4. Complete a futures or consequences wheel see above to show what is happening at each of the case study areas. Futures or consequences wheels are useful for analysing the consequences of an event and implications for the future.

a. Start the wheel by writing the initial event at the centre of the page.
b. Brainstorm the consequences of that event of trend. Write these ideas on spokes radiating out from the centre of the wheel. (You might draw these on a single line or spoke.) These are called "first-order" consequences.
c. Brainstorm "second-order" consequences that may result from first-order consequences. (You might draw on a double line/spoke.)
d. Continue with third and fourth etc. consequences using three and four lines/spokes until you cannot think of any more consequences.
e. Discuss the cause and effect wheel you have designed. Which are the positive and negative effects and how can the positive ones be increased and the negative ones decreased?

5. Write down a list of values that you think are important when making decisions about managing salinity. Discuss these values with your neighbour.

6. Compare the geological factors which have contributed to salting at each of the case study locations.

a. What are the geological formations called?
b. How are they similar and/or different?
c. How are processes causing salting in each case study similar and/or different?

7. Arrange for your class or group to go to a salinity site I your local area and see if you can arrange to have an extension officer visit the site with you.

(Adapted from Teaching for Ecologically Sustainable Development, Guidelines for Years 11-12 Geography, *Department of Education, Queensland, 1992, p.17)*