



Name \_\_\_\_\_

Class \_\_\_\_\_

## Student worksheet

Thought starter: Who is Lucas Handley?

### Part A: Marine Sanctuaries

1. Watch the following clip about marine sanctuaries.



**Marine sanctuaries** (<https://vimeo.com/211253561>)

2. Complete the 'Connect-Extend-Challenge' visible thinking routine to synthesise your understanding about ocean change and the role of the ocean. This thinking routine helps you make connections between new ideas and prior knowledge about an issue. It also encourages you to take stock of ongoing questions, puzzles and any difficulties as you reflect on what you are learning.

How are the ideas and information presented <b>CONNECTED</b> to what you already knew?	What new ideas did you get that <b>EXTENDED</b> or pushed your thinking in new directions?	What is still <b>CHALLENGING</b> or confusing for you to get your mind around? What questions, wonderings or puzzles do you now have?

## Part B: Who is Lucas Handley?

**1.** Watch the following clip about Lucas Handley. While watching, note the biographical elements and closely analyse and evaluate the use of reflective elements and language. You may also need to re-watch some sections to quote the dialogue. When considering the evidence or examples, also consider the effects that they have in terms of audience positioning.



**Who is Lucas Handley?** (<https://vimeo.com/211780567>)

2. Refer to the Biographical Writing Factsheet and Reflective Writing Factsheet to help you complete the following questions:

Who is Lucas Handley?

Where, when and why did Lucas Handley start working with marine ecosystems, ocean health and marine science?

What are some of his achievements so far?

What motivates Lucas Handley?

What is his main goal or aspiration?

What challenges does he face and how does he work to overcome them?

List some key quotes from the video that you could use:

Any other information?

Reflective Text/Language Elements	Examples from video about Lucas Handley (with analysis and evaluation of effects)
Context: Audience and purpose AND Subject Matter	
Language (first/third person, tense) Connectives that show passage of time (e.g., then, after)	
Concrete AND Abstract Language	
Use of anecdotes to enhance reflection Reference to emotion and feeling when referring to events and the impacts of these	
Personal vocabulary choices that reflect identity and achievements	
Reflection usually follows sequence of: DESCRIPTION > FEELINGS > ANALYSIS > EVALUATION	
Positioning (how is the audience positioned? I.e. what are they encouraged to think, feel and/or do?)	

## Part C: Writing a short biography

1. Use the space below to plan, draft and revise a short biography of approximately 250-300 words about Lucas Handley. You could use the [Valerie Taylor Biography](#) to get some ideas, though aim to find some further information through research or from the clip watched in the lesson. Remember that a good biography captures the essence and interesting and engaging features of a person and their story to 'hook' the reader, so focus on the aspect of Lucas Handley's 'story' that you find most interesting or feel would be most interesting for readers.

Try to include some of the reflective elements from Part B and some visual elements (pictures) to enhance the meaning and information in the biography. The images on the [Ocean and Coral Stimulus Images](#) could be used, as well as any imagery of the ocean found online. Students should also pay very close attention to visual elements such as the layout, font choices, image selection and colour themes. Once completed, use the [Editing Checklist](#) and [Lucas Handley Biography](#) to help refine your work.

## Reflection

Respond to the following question:

*If you were to write a headline right now that captured the most important aspect that should be remembered about Lucas Handley and his work with marine ecosystems, ocean health and marine science, what would that headline be?*

HEADLINE:

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