



The environmental management charge for the Great Barrier Reef



This sequence is intended as a framework to be modified and adapted by teachers to suit the needs of a class group.

Resources needed

- The GBR and the environmental management charge – Explainer
- Environmental management charge stakeholder cards (one card per group)
- Perspectives on the environmental management charge – Recording sheet
- Environmental management charge for the GBR – Data analysis worksheet

Suggested activity sequence

Part A: Introducing the value of the GBR and the concept of EMC's

- 1 As a class read the *Explainer*. As you read, support student comprehension by asking questions such as:
 - What is the economic function of the GBR?
 - What are the things that contribute to the icon value of the GBR?
 - What is the social function of the GBR?
 - What is the spiritual function of the GBR?
 - What is the human impact on the GBR?
 - What is the government function?
 - What is the EMC?

- 2 Discuss the social, economic, and environmental value of the GBR and whether an environmental management charge is desirable and why.

Part B: Identifying perspectives

Groups organised by stakeholder group

- 1 Use a *Grouping strategy* to organise students into 4 groups.
- 2 Allocate a different *Stakeholder card* to each group.
- 3 Students read the information on their role card and discuss the perspective that their stakeholder might have on the EMC for the Great Barrier Reef marine park. Students will need to access the *Recording sheet* which will guide their discussion. Note: students may need to use the internet to answer question 2.
- 4 Group members individually record the results of the discussion on the recording sheet.

Groups of 4 students, each with a different stakeholder card

- 1 Organise students into groups of 4 so that each member of a group has a different stakeholder card.
- 2 Each group member presents the perspective of their stakeholder on the environmental charge to their group so that every group member understands what different stakeholders think about the environmental management charge.



- 3 Each group member records the perspectives of all stakeholders on the recording sheet.

Part C: Interpreting data

- 1 Students individually complete the *Data analysis worksheet*.
- 2 As a class, discuss data in the sources and reconsider the question of whether an environmental management charge is desirable and why.
- 3 Original groups propose a strategy for improving people's acceptance of paying a charge.

- 4 Groups share their strategies with the class.

Part D: Reflection

- 1 Ask students to think of a time when they experienced feelings of wonder and awe or felt moved or connected to a particular landscape.
- 2 Invite students to describe that moment in writing (for example, story, descriptive piece, poem).