



Why and how do we protect 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 Great Barrier Reef and its management – Explainer
- Value of the GBR and how it is managed – Video recording sheet

Suggested activity sequence

- 1** Students read the *Explainer*, either individually or in pairs. As they read, students highlight unfamiliar words or phrases.
- 2** Invite students to call out unfamiliar words or phrases and write them on the board.
- 3** As a class, with teacher input, develop definitions for these words or phrases. You can ask students to record these in their workbooks if you want.
- 4** As a class, discuss the concept of sustainable development in relationship to the Great Barrier Reef (GBR).
- 5** Use a *grouping strategy* to organise students into pairs.
- 6** Pairs search the internet to locate published videos on the GBR that assist in answering the following questions:
 - What is the social, economic and environmental value of the GBR?
 - What human activities pose a threat to the GBR?
 - What management strategies are in place to protect the reef?
- 7** Pairs view the videos they have selected and record their findings on part 1 of the *Video recording sheet*.
- 8** Pairs examine the source of the videos they consulted and rank them according to their reliability – from most reliable to least reliable (part 2 of video recording sheet).
- 9** Brainstorm criteria that could be used to judge reliability. Some possibilities include:
 - publisher (for example, government versus private enterprise)
 - purpose of publication (for example, to inform or persuade or justify funding)
 - date of publication (for example, published or updated in the last 5 years)
 - evidence used in the source.
- 10** As a class, discuss the question ‘Why is management of the reef described as a ‘tricky tightrope to walk’?’