



Teacher Resource

UNESCO Great Barrier Reef

Focus Questions

1. Before you watch the BTN story, record what you know about the Great Barrier Reef.
2. What makes the Great Barrier Reef special?
3. The Great Barrier Reef is on the UN World Heritage List. What does that mean?
4. What list did UNESCO want to add the Great Barrier Reef to?
5. Why did they want to put it on the 'in danger' list?
6. What is coral bleaching?
7. What did the government think about the Great Barrier Reef being put on the list?
8. What decision was made by the World Heritage Committee?
9. What do conservationists think about the decision?
10. Do you agree with the decision to keep the Great Barrier Reef off the 'in danger' list? Give reasons for your answer.

Activity: Class Discussion

Watch the BTN UNESCO Great Barrier Reef story then use the following questions to get the discussion started...

- What do you know about the Great Barrier Reef?
- Where is the Great Barrier Reef? Explore using [Google Earth](#).
- Have you ever visited the Great Barrier Reef? What did you see there? Describe your experience.
- Why is the Great Barrier Reef special?
- Why is the reef important to Australia and the rest of the world?
- What can be done to protect the Great Barrier Reef?
- What do you want to learn about the Great Barrier Reef?

Activity: Glossary

Students will brainstorm a list of key words that relate to the BTN UNESCO Great Barrier Reef story. Below are some words to get them started.

UNESCO

WORLD HERITAGE SITE

CORAL

CORAL BLEACHING

CLIMATE CHANGE

POLYP

EPISODE 20

27th July 2021

KEY LEARNING

Students will learn more about the Great Barrier Reef; the threat to the reef, the animals that live there and what is being done to protect it.

CURRICULUM

Geography – Year 3

The representation of Australia as states and territories and as Countries/Places of Aboriginal and Torres Strait Islander Peoples; and major places in Australia, both natural and human.

Science – Year 4

Living things depend on each other and the environment to survive.

Living things have life cycles.

Science – Year 5

Living things have structural features and adaptations that help them to survive in their environment.

Scientific knowledge is used to solve problems and inform personal and community decisions.

Science – Year 6

The growth and survival of living things are affected by physical conditions of their environment.

Activity: Great Barrier Reef Research

After watching and discussing the BTN UNESCO Great Barrier Reef story, what questions do students have? The following KWLH organiser provides students with a framework to explore their knowledge on this topic and consider what they would like to know and learn.

<i>What do I <u>know</u>?</i>	<i>What do I <u>want to know</u>?</i>	<i>What have I <u>learnt</u>?</i>	<i><u>How will I find out</u>?</i>

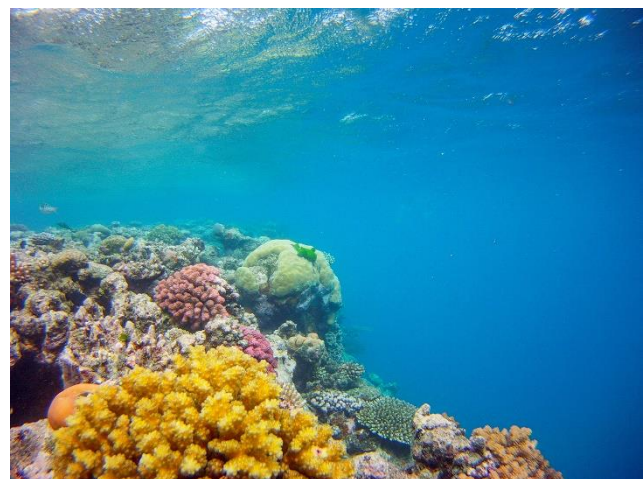
Students will develop their own question/s to research or select one or more of the questions below.

- What do you think could be done to help protect the different habitats and animals in the Great Barrier Reef?
- Who do you think should be responsible for looking after the health of the Great Barrier Reef?
- What are the threats to the Great Barrier Reef?
- What is coral bleaching? What impact is it having on the Great Barrier Reef?
- Clownfish have a symbiotic relationship with another marine animal, the sea anemone. What is a symbiotic relationship? Watch [this video](#) to learn more about their relationship. What other examples of symbiotic relationships are there on the Great Barrier Reef? Explain the symbiotic relationship including the importance of the relationship to the Great Barrier Reef.
- The Great Barrier Reef is a World Heritage site. What types of places around the world are World Heritage sites? How does a site make it on to the World Heritage List? Why did the Great Barrier Reef make it onto the World Heritage List?
- Why are coral reefs called the 'tropical rainforests of the sea'?

Activity: Investigating Coral

Students will investigate coral and create a fact sheet. The following questions can help guide students' research:

- What do you know about coral?
- What words would you use to describe coral?
- What are coral polyps?
- How are coral reefs formed?
- What are the two main types of corals?
- What gives coral its colour?
- What is a coral spawning event and how often do they happen?
- What are some threats to coral?
- What is coral bleaching?
- Can you think of three reasons why coral reefs are important? Who or what depends on coral reefs?
- Unique facts about coral



These videos will help student understand more about coral

[BTN Coral Spawning story](#)

[BTN Reef Bleaching story](#)

[What is coral bleaching](#)

Activity: Who am I?

Students will make their own *Who am I?* game to learn more about animals that live on the Great Barrier Reef.

- Students will research and write 5 clues to correspond with each animal in the Who am I? worksheet at the end of this activity, with the first clue being the hardest and the last clue being the easiest.
- Include clues about the animal's special features, its predators and how it adapts to its environment.
- Students will test their game on a partner.






Further Investigation

Choose an animal to explore in more detail. Create a profile of the animal including the following information:

- Common and scientific name
- Appearance - what are some of their physical characteristics?
- Describe their habitat.
- Diet
- What are the threats to its survival?
- Adaptations and interesting features.

Who am I?

Choose 5 animals found on the Great Barrier Reef or use the five animals below. Write 5 clues to correspond with each animal. Include clues about the animal's appearance, jobs and adaptations. Cut up the cards and test a partner to see if they can match the animal to the clues.

	Who am I? * * * * *
	Who am I? * * * * *
	Who am I? * * * * *
	Who am I? * * * * *
	Who am I? * * * * *

(Images: 1. Clownfish; 2. Coral; 3. Green turtle; 4. White border shark; 5. Quokka)

Activity: Great Barrier Reef Quiz

1. The Great Barrier Reef can be seen from space.

A True

B False

2. Approximately how many coral reefs make up the Great Barrier Reef?

A 30

B 3000

C 3 million

3. The Great Barrier Reef is the largest coral reef in the world.

A True

B False

4. What gives coral its colour?

- | | |
|---|-----------------------|
| A | Minerals in the water |
| B | Algae |
| C | Polyyps |

5. Coral reefs are made up of thousands of tiny animals called...

- | | |
|---|-----------|
| A | Polyyps |
| B | Anemone |
| C | Jellyfish |

6. About how many species of fish live on the Great Barrier Reef?

- | | |
|---|------|
| A | 15 |
| B | 150 |
| C | 1500 |

7. What percentage of the Great Barrier Reef Marine Park is made up of coral reefs?

- | | |
|---|-----|
| A | 6% |
| B | 16% |
| C | 60% |

Answers: 1 A, 2 B, 3 A, 4 B, 5 A, 6 C, 7 A

Useful Websites

- [Great Barrier Reef](#) – UNESCO
- [Great Barrier Reef operators slam UN recommendation to list reef as 'in danger'](#) – ABC News
- [Great Barrier Reef](#) – Australian Museum
- [Coral Bleaching](#) – BTN
- [Reef Bleaching](#) - BTN
- [Coral Spawning](#) – BTN
- [World Heritage](#) – BTN
- [Reef Warning](#) – BTN
- [Great Barrier Reef Problems](#) – BTN
- [Great Barrier Reef Solutions](#) – BTN
- [Corals](#) – GBRMPA
- [Visit the Great Barrier Reef](#) - GBRMPA
- [Great Barrier Reef Digibook](#) – ABC Education
- [Sea Country Connections](#) – Great Barrier Reef Marine Park

Who am I?

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Who am I?

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Who am I?

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Who am I?

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Who am I?

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Who am I?

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Images: 1. Clownfish 2. Giant Clam 3. Green turtle 4. White tip reef shark 5. Dugong