

REEF SAFARI

Stamp Collecting Month Year 6 Lesson

Stamp Collecting Month overview

Stamp Collecting Month (SCM) provides an exciting way for middle to upper primary school students and teachers to engage with interesting learning focus areas through stamps. This year's theme, Reef Safari, focuses on the Great Barrier Reef. Learn about one of the world's most remarkable natural wonders while engaging in curriculum aligned resources.

Lesson overview

In this lesson students will investigate human and natural threats, such as climate change, to the Great Barrier Reef and identify the physical changes that have occurred as a result over recent years. Students will understand the importance of taking action now in order to help the reef regenerate and recover, and to minimise any future harm.

Learning intentions

Students will:

- » Investigate how changing the physical conditions for plants impacts on their growth and survival
- » Researching organisms that live in extreme environments
- » Investigate major geological events in Australia
- » Exploring ways that scientific understanding can assist in natural disaster management to minimise both long and short-term effects

Assessment

- » Monitoring understanding throughout class discussion and questioning
- » Work samples
- » Student reflection and self-assessment
- » Teacher feedback

Differentiation

- » **Support:** Students complete the research activity as a whole class or with teacher guidance.
- » **Structured:** Students complete the research activity in collaborative learning groups, with teacher support when required.
- » **Extension:** Students research how the Australian Government and other organisations have responded to the threat of climate change to the Great Barrier Reef. Students will create an awareness campaign that will highlight everyday actions people can take in order to help save the Reef.

Resources

- » Internet access and Interactive Whiteboard (IWB), as well as internet access for students
- » Access to: www.auspost.com.au/scm
- » SCM Great Barrier Reef video
- » SCM Reef Safari issue individual stamp, minisheet and maxicard images located on the website
- » Student workbook or devices to record their research and learning

Australian Curriculum links

Year Six - English

Literacy:

- » Plan, rehearse and deliver presentations selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis ([ACELY1710](#))

Year Six - Science

Biological sciences:

- » The growth and survival of living things are affected by physical conditions of their environment ([ACSSU094](#))

Earth and space sciences:

- » Sudden geological changes and extreme weather events can affect Earth's surface ([ACSSU096](#))

Cross curriculum priorities

- » Sustainability

General capabilities

- » Literacy
- » Critical and Creative Thinking
- » Personal and Social Capability
- » Ethical Understanding
- » Information and Communication Technology (ICT) Capability



1. Explain to students that this year's Stamp Collecting Month theme is focused on the Great Barrier Reef. Ask students if anyone has visited the Great Barrier Reef and provide opportunity for them to share their experiences of what they observed in the environment.
2. Show students the video of the Great Barrier Reef located on the SCM website.
3. Tell students that the Great Barrier Reef is currently under threat from a number of human causes. Brainstorm a list of possible threats that students may be able to identify:



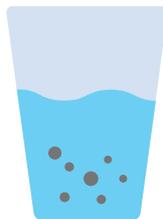
Climate change

This can lead to coral bleaching, frequent extreme weather events and ocean acidification.



Coastal development

Development of coastal areas for agriculture, mining, urban and industrial development and aquaculture has caused urban run-off, marine debris and litter to enter the reef system.



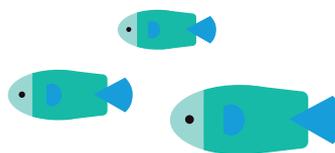
Water quality

Increased sedimentation and nutrients can disrupt the careful balance of the reef ecosystem causing destruction and harm to marine species and coral.



Extreme weather

Extreme floods and cyclones can have devastating effects on the Great Barrier Reef which can cause widespread damage often requiring decades to recover.



Fishing

Although there are strict regulations for responsible fishing practices, illegal fishing and poaching still occur today.

4. Explain that as a result of the ocean becoming warmer and more acidic, we have lost about 50% of the coral since the early 1980s. If we can reduce the threats and minimise the impacts today, the Great Barrier Reef can start to naturally regenerate and recover.
5. We have a responsibility to understand which of our current actions are threatening the ecosystem and in what ways, so that we can minimise the harmful impacts of humans in their great natural wonder of the world.

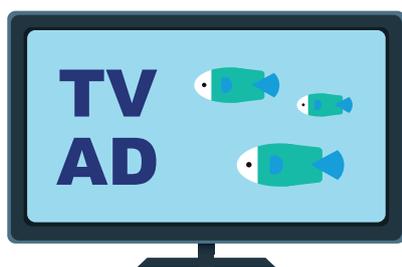
Main body of teaching

40 mins

6. Explain to students that they are going to be working in small collaborative groups to identify and research a current threat to the Great Barrier Reef.

Core activity:

7. Each group must choose at least one current threat to the Great Barrier Reef to research and investigate:
 - » Climate change
 - » Coastal development
 - » Water quality
 - » Extreme weather
 - » Fishing
 - » Other human impact activities
8. Students will create an awareness campaign that educates school students on the importance of looking after the Great Barrier Reef. The campaign will outline the causes of their chosen threat, how it has physically changed the Great Barrier Reef and the actions we can take today in order to minimise the threat.
9. Students can choose the form in which they would like to present. They are encouraged to think about the tone used in their campaign and appropriate methods for engaging their audience with the message they want to communicate. Some examples may include TV advertisement, a print (poster) campaign or a web campaign.



Extension task:

10. Students work in small collaborative groups or as individuals to research how the Australian Government and other organisations have responded to both human and natural threats to the Great Barrier Reef. Students explore the successful ways in which these organisations have positively countered the threat through education and awareness nationally or worldwide.
11. Students will create their own organisation targeting fellow school students, educating them about the current threats and providing everyday strategies they can adopt as individuals, school-wide or community-wide to help protect the Great Barrier Reef.
12. Students can design their presentation using any format they feel comfortable with, including creating a webpage, using a presentation program or on a poster.

Plenary

10 mins

12. Once students have finished their research tasks, give groups the opportunity to present to the whole class.
13. Ask students to create a list of strategies that their class can adopt in order to help protect the reef.
14. Give students opportunities to present their awareness campaign to the wider community such as during a school assembly.