



Australian Government
Great Barrier Reef
Marine Park Authority



Reef Guardian
School

Eco-REEFlection

Acknowledgment

The Reef Authority acknowledges the expertise, wisdom, and enduring connections that have informed the guardianship of the Reef for millennia. We pay our respects to the Traditional Owners as the first managers of this Land and Sea Country, and value their traditional knowledge which continues to inform the current management and stewardship of the Reef for future generations.

Reef Guardian School REEFlection task

The Reef Guardian School REEFlection task was developed to commemorate the 20-year anniversary of the Reef Guardian School program. Since 2003, more than 300 schools have participated in environmental and sustainability projects and activities within their classrooms, their school grounds and local areas that help protect the Great Barrier Reef (Reef). These actions have been central in igniting curiosity and connecting students, teachers, their communities, and local environmental agencies to make positive changes for the marine environment. This fosters and promotes a culture of Reef stewardship.

The REEFlection task is designed to capture your story of connection to the Reef and what it means to you to be a Reef Guardian.

This task requires participants to **do two things**:

1. **Reflect** on your connection to the Reef. The Who, What, Where, Why and How, you are connected.
2. **Describe** how your connection has influenced you to be a Reef steward (C.L.A.S.S).

C. L. A. S = S Pillars

Reef Guardian Schools are committed to the C.L.A.S.S pillars of Reef Stewardship. The pillars describe the behaviours that the Reef Authority think are important in becoming a Reef Steward. We encourage you to think of the ways you can Care, Learn, Act and Share towards Reef Stewardship.

Caring is enabled through connections and experiences with the Reef. [Biophilia](#) is a term used to describe human attraction to nature and our tendency to seek a connection to living things. Encounters with the Reef can increase human levels of biophilia which fosters a natural tendency to care for the Reef. *If you care about the Reef you are more likely to complete the next pillar towards being a Reef Steward.*

Learn to increase knowledge and understanding about the value of the Reef, how it is managed and the threats to its future. Through the Reef Guardian School Program, excursion, tours, school curriculum and volunteering, individuals can learn about the Reef. Through immersive and positive learning experiences, individuals may choose future employment, tertiary studies or training in marine/ science pathways. By making a choice to learn and experience more one is well on their way to the next pillar towards Reef Stewardship.

Act for environmental sustainability and appreciate that all actions collectively matter. Humans are more likely to take actions if it towards something they care and are learning about. Actions to protect, preserve, sustain, and increase resilience towards a Reef for future generations. Actions can be done as an individual, group or community. With rising temperatures putting pressure on the Reef the need for mitigation actions is becoming increasing prevalent. No action is too small and this leads to the final pillar.

Share learnings with others to encourage wider positive influence. Sharing knowledge and learnings can help inspire and promote behaviour change in those around you. You can influence by sharing your passion, connection, information and actions to inspire others. By working in the ways outlined above one actively can make lifestyle choices that advocates being a Reef Steward.

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Stewards of the Reef, building Reef resilience for future generations. If someone Cares for the Reef, Learns about the Reef, takes sustainable Actions for the Reef and Shares their knowledge of the Reef they become a Steward of the Reef. Be choosing to become a Steward of the Reef one can increase their individual level of nature relatedness. [Nature relatedness](#) is a term to explain how connected one is to nature. Scientific reports support the hypothesis of the higher one's nature relatedness, the higher the willingness to adopt environmentally friendly behaviours.

Your REEFlection

This task can be undertaken as an individual, class, whole school, community endeavour or as a future annual Reef Guardian School action.

Final products can be multimodal or kinaesthetic. This could include but is not limited to posters, slideshows, infographics, art, podcasts, sculptures, songwriting, short stories, plays, dances, blogs, animations, dialog/ monologs, journals, comic strips, videos, boardgames, computer games, photography, newspaper articles, interviews, cinematic texts or [PechaKucha](#).

Assessment and Criteria Matrix

Marking will be based on **five criteria**

High Distinction	Distinction	Credit	Merit	Participation
Extremely engaging with strong theme of stewardship or benefits of the Reef Guardian School Program.	Very engaging with clear theme of stewardship or benefits of the Reef Guardian School Program.	Engaging with a theme of stewardship or benefits of the Reef Guardian School Program.	Sometimes engaging with unclear theme of stewardship or benefits of the Reef Guardian School Program.	Rarely engaging with little evidence of stewardship theme or benefits of the Reef Guardian School Program.
Explanation of Reef connection includes the Who, What, Where, Why and How.	Explanation of Reef connection includes at least four descriptors.	Explanation of Reef connection includes at least three descriptors.	Explanation of Reef connection includes at least two descriptors.	Explanation of Reef connection includes one descriptor.
Clearly explains using examples how one cares, learns, acts and shares the Reef	Clearly explains how one cares, learns, acts and shares the Reef	Some explanation of how one cares, learns, acts or shares the Reef	Explanation that includes at least one example of care, or learn, or act or share the Reef	Explanation that includes one example of care, or learn, or act or share the Reef
Highly effective use of symbols, illustrations, digital, art, music, images or media to support story.	Effective use of symbols, illustrations, digital, art, music, images or media to support story.	Good use of symbols, illustrations, digital, art, music, images or media to support story.	Some use of symbols, illustrations, digital, art, music, images or media to support story.	Limited use of symbols, illustrations, digital, art, music, images or media to support story.
Highly effective use of creative language and structural features, title, character, verbs, adjectives, multisyllabic words, punctuation, onomatopoeia, sound or metaphors, appropriate to add effect.	Effective use of creative language and structural features, title, characters, verbs, adjectives, multisyllabic words, punctuation, onomatopoeia, sound or metaphors, appropriate to add effect.	Good use of creative language and structural features, title, characters, verbs, adjectives, multisyllabic words, punctuation, onomatopoeia, sound or metaphors, appropriate to add effect.	Some use of creative language and structural features, title, characters, verbs, adjectives, multisyllabic words, punctuation, onomatopoeia, sound or metaphors, appropriate to add effect.	Limited use of creative language and structural features, title, characters, verbs, adjectives, multisyllabic words, punctuation, onomatopoeia, sound or metaphors, appropriate to add effect.

REEFlection task Exemplar:

Artistic piece 'Washed out' (R) paired with watercolour zine 'Long After Me' (L)

Year 10 Exemplar by Cody Stauder, St Marys Catholic College



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Cody's Artist Statement

My zine 'Long After Me' takes on my personal perspective as an artist grappling with the looming threat of climate change on our reef, reflecting on how while I may not be able to directly restore it's ecosystem, myself and other artists can advocate for it's protection and express a message of hope that it will continue to thrive long after us. As a resident of Cairns I feel a strong connection to the Great Barrier Reef because it's heart is right on our doorstep, and while my family and I don't frequent the reef, we see the effects of coral bleaching in disheartening headlines and the downfall of Cairns' tourism industry. This intrinsic connection to the reef compels me to learn about the threats it is facing so I may advocate for the protection of its rich ecosystem through my artwork, allowing future generations to form meaningful connections with it just as I have.

Australian Curriculum

If teachers choose to incorporate the REEFlection task in the classroom, they may choose to devote as much time as they like to the task. The aim is for the REEFlection task to complement learning rather than complicate schedules. Please find a REEFlection table to support you (*Appendix One*).

The task can assist students to engage imaginatively and critically with literature and appreciate its aesthetic qualities. Students can explore ideas and perspectives about human experience and cultural significance, interpersonal relationships, and ethical and global issues within real-world and fictional settings. A table of links to teaching resources is provided to support exploring how others have captured their Reef story (*Appendix Two*). Here you can find links to books, videos, and interviews for scaffolding and modelling. Or to explore structural, written and language conventions.

The task is aligned with the Australian National Curriculum through the learning areas F-10 English, History, Science, ITC and Art (*Appendix Three*). However, this is only a guide, and you are welcome to design a teacher and learning planner that suits. If you do design your own teaching and learning plan, we would love you to share this with us at reefguardians@gbrmpa.gov.au.

Our suggested pedagogy incorporates an evidence based teaching practice model, [I Do, We Do and You Do](#). Please see below table for possible activities to undertake in class and reflection examples.

I Do, We Do, You Do Activity Table

Pedagogical model	Week	Activities
I Do	1-3	<ul style="list-style-type: none"> Teacher can reflect on their own connection to the Reef or Reef Guardian School Program. Model the reflection process by answering the Who, What, Where, Why, When and How they are connected to the Reef (See Appendix One). Teacher could focus on textual, image, sound conventions used to construct and enhance the reflection. Teacher can reflect on the question “How has my connection influenced me to care, learn, act or share the Reef in becoming a Steward. Teachers create a safe space for students to want to share their reflections. Consider unpacking the REEFlection Judging Matrix with class.
We Do	4-6	<ul style="list-style-type: none"> Please feel free to utilise the resources below to explore how others have shared their Reef story (Appendix Two). You could use the resources to model and explore language and textual techniques. Explore how images, illustrations, sound and lighting can enhance presentations. Focus on the structure of a story book (ACARA work sample) or punctuation, grammar and sentences.

		<ul style="list-style-type: none"> • Students can critique resources to determine if the author's connection to the Reef has been made clear. Secondly, does the author send a strong message of actions taken (care, learn, act and share) towards Reef Stewardship? (Appendix One). Opportunity then presents for students to determine how the stimulus/s could be enhanced to meet the criteria of the REEFlection Judging Matrix. • Produce a class prototype as a model and scaffold to successfully complete the REEFlection. • Sign up for a free "Reef REEFlection Webinar" to experience the Reef. • Reflect on a recent class field trip to the Reef. Use this group reflection to model the reflection process in a group discussion that focusses on connection and stewardship. • Discuss various methods that can be used when reflecting, such as storytelling, recount, music, play, song, book, digital, visual-auditory. As a class/ teacher, determine the structure and type of multimodal submission to be produced. • Design with the class a glossary or discuss textual or language features that enhance story making and telling. • Extension- explore the importance of stories in the world and cultures. For example, many Indigenous cultures used stories to pass on information. Religion still uses the concept of stories to pass information on through generations. Explore the power of storytelling through time and through cultures.
You Do	7-9	<ul style="list-style-type: none"> • Teachers can ask students to focus on their own reflection regarding their level of connection or nature relatedness (C.L.A.S = Steward). • Students are encouraged to story board, draft, edit and complete their submissions based on due date of April 22nd, 2024. • Extension- Share and then compare cross cultural perspectives interconnected to marine ecosystems. This can be achieved by analysing existing resources to determine how people of different cultures are connected and utilise the marine ecosystems. Links can be found between how people use and depend on the marine ecosystems. • Extension- The work of the Reef Authority in management and zoning can be incorporated to describe how equitable access to the marine resources and environments can be managed. To support you we offer a Management of the Great Barrier Reef virtual learning experience. Please email us on education@gbrmpa.gov.au to register interest.

Appendix One:

Questions to prompt reflection

Question	Answer
What is your connection to the Reef Guardian School Program or to the Reef?	
Where did you make your connection to the Reef? Holiday, parents, or Reef Guardian School Program?	
When did you make a connection to the Reef? How old?	
Who connected you to the Reef?	
Why do you love the Reef, what is your favourite part?	
How has your connection increased pro-environmental behaviours in relation to the CLASS pillars?	

*Please note, with minor adjustments this table can be used to assist students in critiquing existing resources.

Appendix Two

REEFlection task- Scaffold and Modelling Resources

Texts	Description
Earthday – Doing our part Story Book - Gabrielle Gonzalez	<i>"This book is dedicated to Ms. Krystal McCrae for the great idea to talk about conservation and recycling and being such an inspirational teacher." - Gabrielle Gonzalez.</i>
'We take so much for granted Poem' (Page 31)	<i>"We take so much for granted, it's almost beyond belief, we think that all will stay the same, even our precious Reef. Mel's thoughts just kept wandering, as she stared out to sea, her desire to help the ecosystem, is just how it should be".</i>
Walking with the Seasons in Kakadu - Diane Lucas, Ken Searle	<i>Follow the seasonal calendar of the Gundjeihmi-speaking people of Kakadu. 'This is a story that has got to be told to children, so they know country - no good just sitting in the classroom all day. You've got to get outside and discover the bush, feel the changes, see what's there.' from a group of Gundjeihmi-speaking people of the Murrumburr clan.</i>
Indigenous Sea Creatures Big Book – Mike Ingram	<i>This big book is all about the indigenous wildlife that can be found in the waters of Australia, displayed in big, beautiful artwork.</i>
The Disappearing Island – Connie Demas	<i>'A heartwarming intergenerational story follows Carrie, as she and her grandmother explore the treasures of a mystifying island that is only visible during low tide, and Carrie discovers that her Grandmother's stories are the most valuable treasure of all.</i>
Sea Country - Aunty Patsy Cameron	<i>Aunty Patsy Cameron generously shares the stories and traditions from her family's seasonal island life in Tasmania. With evocative text and stunning illustrations, Sea Country lets the reader know when to pick ripe wild cherries, when the moon (mutton) birds fly home and how the nautilus shells smell like the deepest oceans.</i>
Riddle Of The Reef - Amanda Lumry, Laura Hurwitz	<i>Journey to Australia's Great Barrier Reef with Riley and his family as they see what's up down under! Large areas of the coral Reef are dying, and they need to find out why. Joined by world-renowned marine artist and conservationist, Wyland, the crew faces giant starfish, great white sharks, and even poachers in their search for answers.</i>
Welcome to My Country - Laklak Burarrwanga, Sarah Wright, Sandie Suchet-Pearson, Kate Lloyd	<i>Laklak Burarrwanga and family invite you to their Country, centred on a beautiful beach in Arnhem Land. Its crystal waters are full of fish, turtle, crab and stingray, to hunt; the land behind has bush fruits, pandanus for weaving, wood for spears, all kinds of useful things.</i>

	<i>This country is also rich with meaning. 'We can go anywhere and see a river, hill, tree, rock telling a story.'</i>
Moana, Call of the Ocean	<i>Join the adventure with a spirited teenager, Moana, as she sails the Pacific Ocean to complete her ancestors' quest.</i>
Saving the Reef – Rohan Lloyd	<i>While in the past Australians wrestled with what the Reef is, today they are struggling to reconcile what it will be ... To do this, we need to understand the Reef's intertwining human story.</i>
The Brilliant Deep: Rebuilding the World's Coral Reefs: The Story of Ken Nedimyer and the Coral Restoration Foundation by Kate Messner	<i>All it takes is one: One coral gamete to start a colony, One person to make a difference, One idea to change the world.</i>
Bella Saves the Beach Picture Book-Nancy Stewart and Samantha Bell	<i>Living by the beach is so cool, but Bella worries when she starts to see trash all over the sand. She sets about to save the beach but finds it's so much harder than she thought. Through a series of failures, Bella finally succeeds! But how does she do it?</i>
Reef Authority – Reef Play	<i>Colourful coral and the warming oceans: readers theatre script mystery of the colourful coral: short play.</i>
Multimedia	Description
These students are living and learning on the Reef Great Barrier Reef Marine Park Authority - YouTube	<i>Meet sisters Milla and Ziggy taking part in the virtual eco-challenge and share their top tips to help protect the Reef.</i>
Reef in Focus Ep. 1 Biodiversity on the Reef ft. Fiona Merida - YouTube	<i>Long before Fiona studied to become a marine biologist - indeed long before she knew what a marine biologist was - she would spend her leisure time accompanying her dad on hiking trips along the coast of her native Victoria. But it was a trip to tropical North Queensland as a child, when the family crossed the border and made the pilgrimage north - first to K'gari (Fraser Island), then Airlie Beach where she gleaned her first glimpse of the Great Barrier Reef - that would literally change her life.</i>
Indigenous rangers on the Reef Great Barrier Reef Marine Park Authority - YouTube	<i>The Great Barrier Reef Marine Park Authority works with Aboriginal and Torres Strait Islander Traditional Owners and acknowledges their continuing social, cultural, economic and spiritual connections to the Great Barrier Reef region.</i>

Appendix Three:

English F-10 Outcomes and links to other Curriculum Areas.

Code	Year & Subject	Code	Year & Subject
AC9EFLE05	Foundation, English	AC9E6LY07	Year 6, English
AC9EFLY03	Foundation, English	AC9E7LA03	Year 7, English
AC9E1LE05	Year 1, English	AC9E6LE05	Year 7, English
AC9E2LY06	Year 2, English	AC9E7LA03	Year 7, English
AC9E2LY07	Year 2, English	AC9E6LE05	Year 7, English
AC9E3LE05	Year 3, English	AC9E8LE03	Year 8, English
AC9E3LY07	Year 3, English	AC9E9LE06	Year 9, English
AC9E4LE05	Year 4, English	AC9E10LY06	Year 10, English
AC9E4LY06	Year 4, English	AC9E10LA04	Year 10, English
AC9E5LE01	Year 5, English	AC9E10LY08	Year 10, English
AC9E5LY02	Year 5, English	AC9HS5K08	F-6, HASS
AC9E5LA04	Year 5, English	AC9S4U02	Year 4, Science
AC9E5LE05	Year 5, English	AC9ADA4E02	Year 3/ 4, Dance
AC9E5LY06	Year 5, English	AC9AMA4E01	Year 3/ 4, Media Art
AC9E5LA09	Year 5, English	AC9AMA4E02	Year 3/ 4, Media Art
AC9E5LY02	Year 5, English	AC9AVA4C01	Year 3/ 4, Visual Art
AC9E5LA04	Year 5, English	AC9HG7K07	Year 7-10, Geography,
AC9E6LY06	Year 6, English	AC9HC8K05	Year 7-10, Civics and Citizenship
AC9E6LE05	Year 6, English	AC9HH8K16	Year 7-10, History