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**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 - Overview**

The Reef Guardian School REEFlection task was developed to celebrate more than 300 schools who 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 personal messaging of Reef connection and stewardship.

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

1. **Reflect** on the threats and your connection to the Reef.
2. **Represent**, **describe,** or **share** Reef stewardship messaging.

**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 **reflect** of the ways you Care, Learn, Act and Share messaging of Reef stewardship.

***Caring is enabled through connections and experiences with the Reef.*** [Biophilia](https://www.britannica.com/science/biophilia-hypothesis) 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 want to *Learn* more.

***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, online Portal, virtual learning experiences, excursions, 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 about and experience the Reef, you are more likely to *Act.*

***Act for environmental sustainability and appreciate that all actions collectively matter.*** Humans are more likely to take actions towards something they care and are learning about. Actions to protect, preserve, sustain, and increase Reef resilience for future generations. Actions can be done as an individual, group or community. With Climate Change putting pressure on the Reef, the need for mitigation actions is becoming increasingly important. No action is too small, and we encourage students to *Share* their knowledge and understanding of the Reef, and the actions they can take to help protect it, with others.

***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 can actively make lifestyle choices that advocates being a Reef *Steward.*

**=**

***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. By choosing to become a Steward of the Reef, one can increase their individual level of nature relatedness. [Nature relatedness](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3814587/#:~:text=The%20construct%20of%20nature%20relatedness%20%28NR%3B%20and%20the,typically%20associated%20with%20greater%20happiness%20and%20environmental%20concern.) is a term to explain how connected one is to nature. Scientific reports support the hypothesis that the higher one’s nature relatedness, the more willing one is to adopt environmentally friendly behaviours.

**REEFlection Submission**

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

Final products could 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](https://www.pechakucha.com/).

The Reef Guardian Program would love you to share student work with us for a certificate and we can then share to our Reef Guardian School REEFlection Gallery ([reefguardians@gbrmpa.gov.au](mailto:reefguardians@gbrmpa.gov.au)). Alternatively, you could share student submissions via our Facebook page ([Reef Guardian School Educator Network | Facebook](https://www.facebook.com/groups/636711746993157)). Furthermore, students may wish to enter their work in the biennial Townsville Ephemera Art competition [Call for Artists | Ephemera: Trace-less (townsville.qld.gov.au)](https://www.townsville.qld.gov.au/ephemera/call-for-artists), or similar event in your region.

# **Australian Curriculum Links**

If teachers choose to incorporate the REEFlection task into 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. The table on the next page shows links to the Australian Curriculum to help support you.

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. 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. However, this is only a guide, and you are welcome to design a teaching 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](mailto:reefguardians@gbrmpa.gov.au).

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

|  |  |  |  |
| --- | --- | --- | --- |
| Code | Year & Subject | Code | Year & Subject |
| [AC9EFLE05](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/foundation-year_year-1/content-description?subject-identifier=ENGENGFY&content-description-code=AC9EFLE05&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | Foundation, English | [AC9E6LY07](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english_hass-f-6/year-6/content-description?subject-identifier=ENGENGY6&content-description-code=AC9E6LY07&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | Year 6, English |
| [AC9EFLY03](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/foundation-year_year-1/content-description?subject-identifier=ENGENGFY&content-description-code=AC9EFLY03&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | Foundation, English | [AC9E7LA03](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-7_year-8_year-9_year-10/content-description?subject-identifier=ENGENGY7&content-description-code=AC9E7LA03&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | Year 7, English |
| [AC9E1LE05](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/foundation-year_year-1/content-description?subject-identifier=ENGENGY1&content-description-code=AC9E1LE05&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | Year 1, English | [AC9E6LE05](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english_hass-f-6/year-6/content-description?subject-identifier=ENGENGY6&content-description-code=AC9E6LE05&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | Year 7, English |
| [AC9E2LY06](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english_hass-f-6/year-2/content-description?subject-identifier=ENGENGY2&content-description-code=AC9E2LY06&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | Year 2, English | [AC9E7LA03](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-7_year-8_year-9_year-10/content-description?subject-identifier=ENGENGY7&content-description-code=AC9E7LA03&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | Year 7, English |
| [AC9E2LY07](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english_hass-f-6/year-2/content-description?subject-identifier=ENGENGY2&content-description-code=AC9E2LY07&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | Year 2, English | [AC9E6LE05](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english_hass-f-6/year-6/content-description?subject-identifier=ENGENGY6&content-description-code=AC9E6LE05&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | Year 7, English |
| [AC9E3LE05](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english_drama/year-3/content-description?subject-identifier=ENGENGY3&content-description-code=AC9E3LE05&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | Year 3, English | [AC9E8LE03](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-7_year-8_year-9_year-10/content-description?subject-identifier=ENGENGY8&content-description-code=AC9E8LE03&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | Year 8, English |
| [AC9E3LY07](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english_drama/year-3/content-description?subject-identifier=ENGENGY3&content-description-code=AC9E3LY07&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | Year 3, English | [AC9E9LE06](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-7_year-8_year-9_year-10/content-description?subject-identifier=ENGENGY9&content-description-code=AC9E9LE06&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | Year 9, English |
| [AC9E4LE05](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english_hass-f-6/year-4/content-description?subject-identifier=ENGENGY4&content-description-code=AC9E4LE05&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | Year 4, English | [AC9E10LY06](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-10/content-description?subject-identifier=ENGENGY10&content-description-code=AC9E10LY06&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | Year 10, English |
| [AC9E4LY06](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english_hass-f-6/year-4/content-description?subject-identifier=ENGENGY4&content-description-code=AC9E4LY06&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | Year 4, English | [AC9E10LA04](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-10/content-description?subject-identifier=ENGENGY10&content-description-code=AC9E10LA04&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | Year 10, English |
| [AC9E5LE01](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english_hass-f-6/year-5/content-description?subject-identifier=ENGENGY5&content-description-code=AC9E5LE01&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | Year 5, English | [AC9E10LY08](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english/year-10/content-description?subject-identifier=ENGENGY10&content-description-code=AC9E10LY08&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | Year 10, English |
| [AC9E5LY02](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english_hass-f-6/year-5/content-description?subject-identifier=ENGENGY5&content-description-code=AC9E5LY02&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | Year 5, English | [AC9HS5K08](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english_hass-f-6/year-5/content-description?subject-identifier=HASHASY5&content-description-code=AC9HS5K08&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | F-6, HASS |
| [AC9E5LA04](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english_hass-f-6/year-5/content-description?subject-identifier=ENGENGY5&content-description-code=AC9E5LA04&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | Year 5, English | [AC9S4U02](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science/year-4_year-6_year-8_year-9/content-description?subject-identifier=SCISCIY4&content-description-code=AC9S4U02&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | Year 4, Science |
| [AC9E5LE05](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english_hass-f-6/year-5/content-description?subject-identifier=ENGENGY5&content-description-code=AC9E5LE05&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | Year 5, English | [AC9ADA4E02](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science_digital-technologies_dance_drama_media-arts_music_visual-arts/year-4/content-description?subject-identifier=ARTDANY34&content-description-code=AC9ADA4E02&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | Year 3/ 4, Dance |
| [AC9E5LY06](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english_hass-f-6/year-5/content-description?subject-identifier=ENGENGY5&content-description-code=AC9E5LY06&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | Year 5, English | [AC9AMA4E01](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science_digital-technologies_dance_drama_media-arts_music_visual-arts/year-4/content-description?subject-identifier=ARTMEDY34&content-description-code=AC9AMA4E01&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=4&view=quick) | Year 3/ 4, Media Art |
| [AC9E5LA09](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english_hass-f-6/year-5/content-description?subject-identifier=ENGENGY5&content-description-code=AC9E5LA09&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | Year 5, English | [AC9AMA4E02](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science_digital-technologies_dance_drama_media-arts_music_visual-arts/year-4/content-description?subject-identifier=ARTMEDY34&content-description-code=AC9AMA4E02&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=4&view=quick) | Year 3/ 4, Media Art |
| [AC9E5LY02](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english_hass-f-6/year-5/content-description?subject-identifier=ENGENGY5&content-description-code=AC9E5LY02&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | Year 5, English | [AC9AVA4C01](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/science_digital-technologies_dance_drama_media-arts_music_visual-arts/year-4/content-description?subject-identifier=ARTVISY34&content-description-code=AC9AVA4C01&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=4&view=quick) | Year 3/ 4, Visual Art |
| [AC9E5LA04](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english_hass-f-6/year-5/content-description?subject-identifier=ENGENGY5&content-description-code=AC9E5LA04&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | Year 5, English | [AC9HG7K07](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/civics-and-citizenship-7-10_geography-7-10_history-7-10_science/year-7/content-description?subject-identifier=HASGEOY7&content-description-code=AC9HG7K07&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | Year 7-10, Geography, |
| [AC9E6LY06](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english_hass-f-6/year-6/content-description?subject-identifier=ENGENGY6&content-description-code=AC9E6LY06&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | Year 6, English | [AC9HC8K05](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/civics-and-citizenship-7-10_geography-7-10_history-7-10_science/year-8/content-description?subject-identifier=HASCIVY8&content-description-code=AC9HC8K05&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | Year 7-10, Civics and Citizenship |
| [AC9E6LE05](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/english_hass-f-6/year-6/content-description?subject-identifier=ENGENGY6&content-description-code=AC9E6LE05&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | Year 6, English | [AC9HH8K16](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/civics-and-citizenship-7-10_geography-7-10_history-7-10_science/year-8/content-description?subject-identifier=HASHISY8&content-description-code=AC9HH8K16&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | Year 7-10, History |
| [AC9AVA10E01](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/visual-arts/year-10/content-description?subject-identifier=ARTVISY910&content-description-code=AC9AVA10E01&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&view=quick) | Year 9-10 visual arts | [AC9AVA10D01](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/visual-arts/year-10/content-description?subject-identifier=ARTVISY910&content-description-code=AC9AVA10D01&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&view=quick) | Year 9-10 visual arts |
| [AC9AVA10C02](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/visual-arts/year-10/content-description?subject-identifier=ARTVISY910&content-description-code=AC9AVA10C02&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&view=quick) | Year 9-10 visual arts | [AC9AVA10E02](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/visual-arts/year-10/content-description?subject-identifier=ARTVISY910&content-description-code=AC9AVA10E02&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&view=quick) | Year 9-10 visual arts |

Our suggested pedagogy incorporates an evidence based teaching practice model, [I Do, We Do and You Do.](https://www.evidencebasedteaching.org.au/the-i-do-we-do-you-do-model-explained/)

**I Do, We Do, You Do, Activity Table**

|  |  |  |
| --- | --- | --- |
| Stage | Week | Activities |
| ***I Do*** | ***1-3*** | * Reflect on personal connection and messaging that promotes reef stewardship. * Focus on how text, images, and sounds enhance reflection. * Reflect on: "How has my connection influenced my care, learning, actions, or sharing about the Reef?" * Create a safe space for students to share reflections. * Review the REEFlection Assessment Matrix with the class. |
| ***We Do*** | ***4-6*** | * Use the resources below to explore how others share their Reef story. * Model language, text, images, sound, and lighting techniques for presentations. * Focus on storybook structure (ACARA work sample) or punctuation, grammar, and sentences. * Critique resources: Does the author clearly express their Reef connection and stewardship actions (care, learn, act, share)? * Enhance resources to meet REEFlection Assessment Matrix criteria. * Produce a class prototype as a scaffold for REEFlection. * Review other reef stewardship examples. * Contact [education@gbmpa.gov.au](mailto:education@gbmpa.gov.au) to access a free Reef REEFlection Webinar. * Reflect on a class Reef field trip to model group reflection on connection and stewardship. * Discuss different reflection methods: storytelling, recount, music, play, song, digital, visual-auditory. * Design a class glossary of storytelling and language features. * Explore the cultural and historical importance of storytelling, including Indigenous traditions and religious practices. |
| ***You Do*** | ***7-9*** | * Ask students to reflect on their connection or nature relatedness (C.L.A.S = Steward). * Encourage students to storyboard, draft, edit, and complete their submissions. * Extension: Compare cross-cultural perspectives on marine ecosystems by analysing how different cultures connect to and use these ecosystems. * Extension: Incorporate the Reef Authority’s management and zoning work to explore equitable access to marine resources. Register for a virtual learning experience at education@gbrmpa.gov.au. |

**REEFlection task Exemplar:**

*Year 10 Exemplar by Cody Stauder, St Marys Catholic College QLD.*

Artistic piece watercolour zine *‘****Long After Me’*** (L) paired with ‘***Washed out’*** (R)

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***A collage of pictures of different colored drawings

Description automatically generated***

**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 to be able to directly restore its ecosystem, myself, and other artists can advocate for its 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 its 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.*

**Example: Assessment Criteria Matrix**

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| --- | --- | --- | --- | --- |
| High Distinction | Distinction | Credit | Merit | Participation |
| Extremely engaging with strong theme of Reef stewardship and messaging. | Very engaging with clear theme of Reef stewardship and messaging. | Engaging with a theme of Reef stewardship and messaging. | Sometimes engaging with unclear theme of Reef stewardship and messaging. | Rarely engaging with little evidence of Reef stewardship and messaging. |
| Greater than 3 informative statements with comprehensive explanation of the Reeflection or artist statement. | Greater than 3 statements explaining Reeflection or artist statement. | Three or more statements explaining Reeflection or artist statement. | Less than three statements explaining Reeflection or artist statement. | Dot points with no explanation of Reeflection or artist statement. |
| Clearly represents Reef messaging to promote behavioural change. | Represents Reef messaging to promote behavioural change. | Some representation of Reef messaging to promote behavioural change. | Little representation of Reef messaging to promote behavioural change. | Unclear representation of Reef messaging to promote behavioural change. |
| Highly effective use of symbols, illustrations, digital, art, music, images, or media to support submission. | Effective use of symbols, illustrations, digital, art, music, images, or media to support submission. | Good use of symbols, illustrations, digital, art, music, images or media to support submission. | Some use of symbols, illustrations, digital, art, music, images, or media to support submission. | Limited use of symbols, illustrations, digital, art, music, images, or media to support submission. |
| 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. |

|  |  |
| --- | --- |
| **Questions to prompt reeflection** | |
| Question | Answer |
| What is your connection to the Reef?  What are the threats to the Reef?  What Reef stewardship messaging currently exists?  What messaging is important to you? |  |
| Where did you make your connection to the Reef? |  |
| When did you make a connection to the Reef? How old?  When have you changed your behaviour to benefit the Reef? |  |
| Who connected you to the Reef?  Who is it important to try and share messaging with? |  |
| Why do you love the Reef, what is your favourite part?  Why is it important to share messaging about the Reef?  Why is the message you have chosen important? |  |
| How is the Reef under threat?  How can messaging promote behavioural change?  How will you design a product that captures your messaging? |  |

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

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| --- | --- |
| **REEFlection task- Scaffold and Modelling Resources** | |
| Texts | Description |
| [Earthday – Doing our part Story Book](https://www.storyjumper.com/book/read/22118418/EARTH-DAY-Doing-Our-Part) - Gabrielle Gonzalez | *"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.* |
| ['We take so much for granted Poem'](https://elibrary.gbrmpa.gov.au/jspui/handle/11017/3777) (JT Reef Dreaming: Reef workbook 1, Page 31) | *"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".* |
| [Walking with the Seasons in Kakadu](https://www.booktopia.com.au/walking-with-the-seasons-in-kakadu-diane-lucas/book/9781741144710.html) - [Diane Lucas](https://www.booktopia.com.au/search.ep?author=Diane+Lucas), [Ken Searle](https://www.booktopia.com.au/search.ep?author=Ken+Searle) | *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.* |
| [Indigenous Sea Creatures Big Book – Mike Ingram](https://www.educationnational.com.au/products/indigenous-sea-creatures-big-book) | *This big book is all about the indigenous wildlife that can be found in the waters of Australia, displayed in big, beautiful artwork.* |
| [The Disappearing Island – Connie Demas](https://www.goodreads.com/work/best_book/1130309-the-disappearing-island) | *'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.* |
| [Sea Country - Aunty Patsy Cameron](https://www.magabala.com/products/sea-country) | *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.* |
| [Riddle Of The Reef - Amanda Lumry, Laura Hurwitz](https://www.goodreads.com/book/show/7176433-riddle-of-reef) | *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.* |
| [Welcome to My Country - Laklak Burarrwanga, Sarah Wright, Sandie Suchet-Pearson, Kate Lloyd](https://www.austlit.edu.au/austlit/page/6344421) | *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. This country is also rich with meaning. 'We can go anywhere and see a river, hill, tree, rock telling a story.'* |
| [Moana, Call of the Ocean](https://www.goodreads.com/en/book/show/28953854-disney-moana) | *Join the adventure with a spirited teenager,* [*Moana*](https://moana.fandom.com/wiki/Moana_Waialiki)*, as she sails the Pacific Ocean to complete her ancestors' quest.* |
| [Saving the Reef – Rohan Lloyd](https://www.uqp.com.au/books/saving-the-reef-the-human-story-behind-one-of-australias-greatest-environmental-treasures) | *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.* |
| [The Brilliant Deep: Rebuilding the World's Coral Reefs: The Story of Ken Nedimyer and the Coral Restoration Foundation by Kate Messner](https://www.goodreads.com/book/show/31742446-the-brilliant-deep) | *All it takes is one: One coral gamete to start a colony, One person to make a difference, One idea to change the world.* |
| [Bella Saves the Beach Picture Book-Nancy](https://www.angusrobertson.com.au/books/bella-saves-the-beach-nancy-stewart/p/9781616333713) Stewart and Samantha Bell | *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?* |
| [Reef Authority – Reef Play](https://elibrary.gbrmpa.gov.au/jspui/handle/11017/3969) | *Colourful coral and the warming oceans: readers theatre script mystery of the colourful coral: short play.* |
| Multimedia | Description |
| [These students are living and learning on the Reef | Great Barrier Reef Marine Park Authority - YouTube](https://www.youtube.com/watch?v=DHgW9wicH_U) | *Meet sisters Milla and Ziggy taking part in the* ***virtual eco-challenge*** *and share their top tips to help protect the Reef.* |
| [Reef in Focus | Ep. 1 | Biodiversity on the Reef ft. Fiona Merida - YouTube](https://www.youtube.com/watch?v=x5abqGlrvDo) | *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.* |
| [Indigenous rangers on the Reef | Great Barrier Reef Marine Park Authority - YouTube](https://www.youtube.com/watch?v=iUmauTqlzFg) | *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.* |