

Activity 23 Why is coral bleaching unfair?



Have the students read pages 35 and 36 in *Trade-offs and Impacts of Economic Decisions*.

5 mins



This activity uses coral bleaching as a 'vehicle' to show that current economic decisions can have negative impacts in the future.

Note: The students do **not** need to get deeply into the science of coral bleaching or climate change.

Tell the class that, the Great Barrier Reef off the Queensland coast is a UNESCO World Heritage site. Climate change is having a wide range of negative impacts on the reef. Flow-on effects include impacts on plants, animals, coastal communities and reef-based industries.

One of the main impacts is more frequent coral bleaching events. This bleaching can result in coral death. As corals provide food and habitat for coral reef species, if the corals die, then the ecosystem will collapse and the reef as we know it will cease to exist.



2 mins

The 'big picture' is that activities such as the burning of fossil fuels to power vehicles and to generate electricity have caused global warming which has, in turn, caused mass coral bleaching events which may result in coral death.

This is an example of how the students' generation and all future generations are being affected by the economic decisions of their parents' and grandparents' generations.

[Q&R] Locate and collect information (e.g. from the internet) / use a method to record information

- Provide the students with access to the following Great Barrier Reef Marine Park Authority resources:
 - the animations showing 'climate change' and 'coral bleaching'
 - the factsheets on climate change and coral bleaching

These are available from <http://www.gbrmpa.gov.au/learn-about-the-reef/resources-by-theme/climate-change>



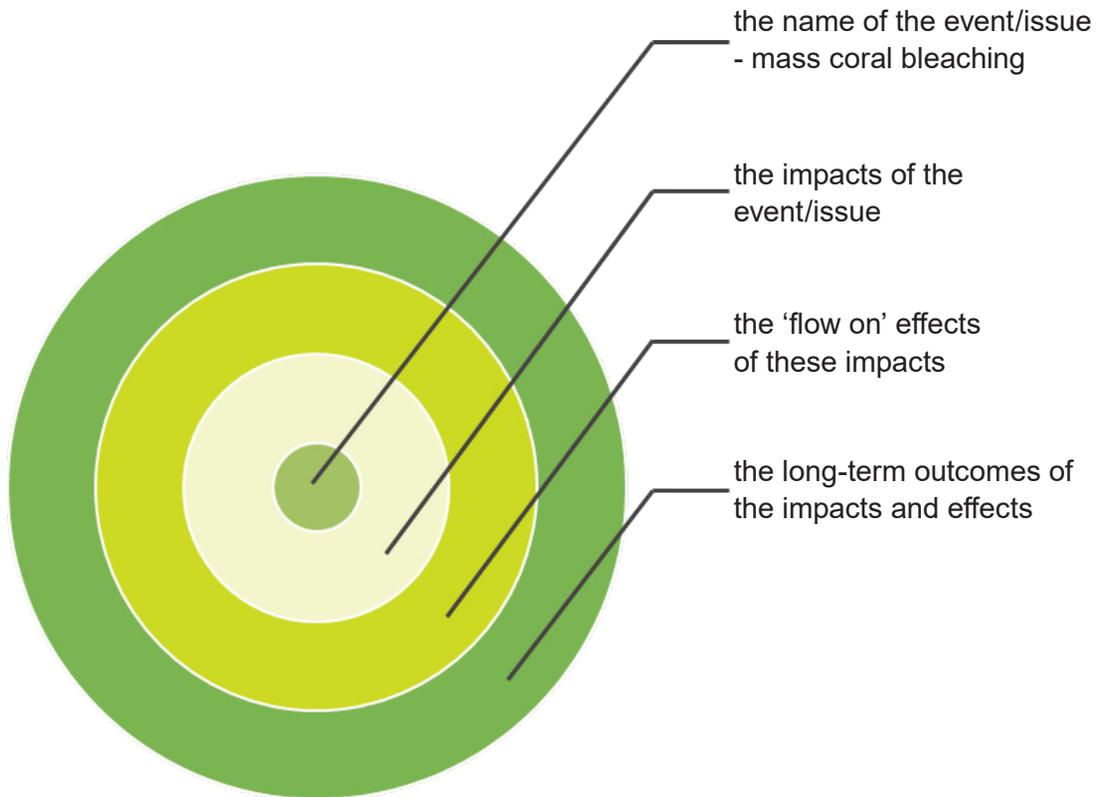
48 mins

There are other visual resources available on YouTube:

- the ABC *Catalyst* program on coral breaching – although aimed at adults it provides some excellent footage to use as the 'hook' to the topic
- the *Climate State* video - *Coral Bleaching in the Great Barrier Reef 2016* – short and clear
- the *Coral Garden* animation - *Coral Bleaching Explained: The Story of Frank the Coral* – short and cleverly presented
- Remind the students to use a graphic organiser to record relevant information from the sources that they view.

[C&R] Present findings

- Ask each student to, with a partner, make a 'futures wheel' about mass coral bleaching. Write the following into the segments of the wheel.



[A] Apply concepts

- Discuss with the class what might happen to Queensland reef-based industries (such as, tourism and fishing) if the reef becomes less visually attractive and/or less productive.

[A] Translate information

- Ask each student to record a podcast about the cause and effect of mass coral bleaching and how this makes them feel.



5 mins

Discuss with the class the difference between 'profits' and 'fairness' in the context of EandB.

Although the term is not used in the Year 6 syllabus this is introducing the idea of 'inter-generational inequity'.