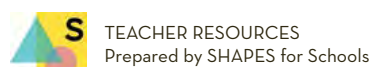




NOTES AND IDEAS FOR KS2 TEACHERS



TOPIC 1: WHAT IS CORAL?

- How many species of coral live on the Great Barrier Reef?
- What is a polyp?
- How many polyps make up a colony?
- In what ways are polyps similar to jellyfish? Or to plants?
- What do polyps do at night-time?



- Having read page 15, turn to look at the front cover of the book. Which different types of coral can you identify on the front cover?
- Would you like to visit the coral reef? Why?
- What do you think the divers on page 14 can see? What do you think might they be thinking or feeling?

ACTIVITY:

Imagine you have just been on your very first dive exploring the Great Barrier Reef! What did you see? How did it feel to be amongst one of the greatest natural wonders of the world?

Write an email home to a friend telling them all about your experience. Use descriptive language to help them imagine the amazing reef environment.

Tip: Learn more about diving on pages 18–19.



TOPIC 2: RESIDENTS OF THE REEF

- What do you think the word 'vibrant' means?
- Do you know what a 'shoal' is?
- Can you find two verbs on page 28 that describe how fish move?
- What do you think the Butterflyfish might use its long snout for?



ACTIVITY:

Choose a species of fish that lives in the reef (see pages 28–29 and 42–43). Find out its size, what it eats and a fun fact about it. Then, go outside, draw a picture to scale on the playground and take a tour of the reef! With your class, imagine you're on a sailing boat and when the group spots your fish, it's your turn to teach your classmates.



- How is the Parrotfish well adapted to its environment?
- Why do you think Parrotfish is named the 'Parrotfish'?
- What might the diver in the illustration on page 29 be thinking?
- Which species of fish would you most like to see if you visited the Great Barrier Reef?

TOPIC 3: REEF ART

- What do you think the word ‘sacred’ means?
- How many years ago were the rock paintings on Yindayin Island created?
- Do you know what life was like where you live at the time when the rock paintings were created on Yindayin Island?
- Why do you think the ancient inhabitants of Yindayin Island might have created the rock art?



ACTIVITY:
Create your own piece of art inspired by the Great Barrier Reef. Look at Lisk Feng’s stunning illustrations and look online for photos of the Yindayin Island rock paintings and Torres Strait Island masks to remind you that people have been inspired by this underwater wonderland for many thousands of years!
Why not hold an exhibition and invite friends and family to come and enjoy your reef-inspired art?



- How do you think these ancient people felt about the Great Barrier Reef?
- What might the ancient inhabitants of the island have had in common with modern day people?
- What materials are the Torres Strait Island masks made from?
- What animals can you see in the illustrations of the Torres Strait Island masks?

TOPIC 4: PROTECTING THE REEF

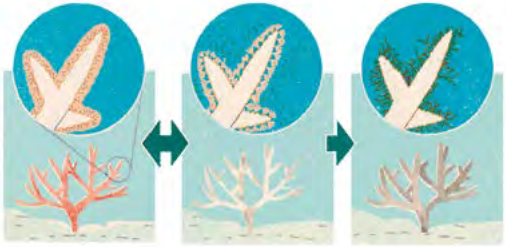
Why should we protect the Great Barrier Reef?	What threats does the Great Barrier Reef face?	What actions can we take to protect the Great Barrier Reef?



ACTIVITY:
Create a leaflet to inform people about the threats the Great Barrier Reef faces and inspire them to help protect it.
First, copy the table above. Read to the end of the book and make notes in your table. Use your notes to plan and write your leaflet. To make your leaflet clear and grab your reader’s attention, you could include a bold title, diagrams and lists. When you have finished, display your leaflet for visitors to your school to read or share it with friends and family!



- How does plastic in the ocean affect the corals?
- Can you give three ways that people can ‘say no to plastic’?
- How do you feel when you think about the threats to the Great Barrier Reef?
- Can you think of one thing you could try to do to help protect the Great Barrier Reef?



- What happens when corals get hot?
- How does the burning of fossil fuels cause the planet and its oceans to heat up?
- What happens when carbon dioxide dissolves in the oceans?
- What plastic items can you see in the illustration on pages 74-75?



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