

Teacher Resource

Episode 20
28th July 2015

Shark Safety

FOCUS QUESTIONS

1. In your own words, describe what happened to surfer Mick Fanning recently.
2. Where was he competing?
3. How common are shark attacks?
4. Humans are not part of a shark's normal diet. True or false?
5. Why do shark attacks happen?
6. Sharks are an important part of our _____.
7. What can you do to be safer in the water?
8. Explain the following statement: We are more of a threat to sharks than they are to us.
9. What technology has been developed that scares off sharks?
10. How did Mick Fanning feel about what happened to him?

ACTIVITY

REMEMBER / UNDERSTAND

What do you see, think and wonder?

After watching the BtN *Shark Safety* story, respond to the following questions:

- What did you SEE in this video?
- What do you THINK about what you saw in this video?
- What does this video make your WONDER?
- What did you LEARN from this story?
- What was SURPRISING about this story?

How did this story make you feel?

- Think of three questions you would like to ask Mick Fanning from this story. Remember that good questions are open-ended (have no right or wrong answer and can't be answered with a 'yes' or 'no').
- Leave a message in the comments section on the BtN *Shark Safety* story page.

KEY LEARNING

Students will explore some common myths about sharks. Students will investigate the importance of food chains and biodiversity.

AUSTRALIAN CURRICULUM

Science – Year 5

Living things have structural features and adaptations that help them to survive in their environment ([ACSSU043](#))

Science – Year 6

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

Science – Year 7

Science and technology contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations ([ACSHE120](#))

English – Year 5

Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view ([ACELY1699](#))

English – Year 6

Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions ([ACELY1709](#))



APPLY / ANALYSE

Class glossary

Create your own classroom glossary about food chains and biodiversity. Start by brainstorming words as a class using a mind map to record your responses and then find definitions for each word. Consider using pictures and diagrams to illustrate meanings.

- energy
- herbivore
- omnivore
- carnivore
- food source
- predator
- ecosystem
- food web
- species
- vertebrae
- invertebrate
- habitat



Challenge students by asking them to use words from their class glossary to write their own sentences. Alternatively, students can make their own crossword puzzle or word find.

Myth busting

What are some common myths about sharks? For example:

- Shark attacks are common
- Great whites are man-eaters
- All sharks are big with lots of sharp teeth

Research some common misconceptions/myths about sharks and shark attacks. 'Bust' each myth with an explanation and create a myth busting quiz to share with other students. Write 1-2 sentences explaining why you think myths about sharks are made.

Visit these websites for some common shark myths.

[WWF's Shark Facts vs Shark Myths](#)

[Australian Geographic 10 Myths about sharks](#)



EVALUATE / CREATE

Become a marine scientist

Investigate the importance of food chains and biodiversity, as a class.

A food chain shows how each living thing gets energy through its food. Plants get energy from the sun. Some animals eat plants (herbivores), some eat both plants and animals (omnivores) and some animals eat other animals (carnivores). In a food chain, each link in the chain (or food source) becomes food for the next link in the chain. Top level predators sit at the top of the food chain. The interconnecting food chains in a particular ecosystem are known as a food web. Food webs are complex systems. Removing or increasing a species in a food web has a flow on effect and can put things out of balance. Source: [Tasmania Parks and Wildlife](#)

Explore the difference between predators and prey. Find out what sharks eat and where they fit in the marine food chain. Research and illustrate a marine food chain. Include 4-6 links in the food chain with sharks at the top.

As a class discuss one or more of the following questions. Students will then create a poster to persuade people to help protect sharks and their environment.

- Why are sharks an important part of the marine ecosystem?
- Why are sharks important predators?
- Predict what might happen if sharks are removed from the food chain?
- What threats exist to shark populations?
- Why do we need to look after sharks?

Play the food chain game! Download the Tasmania Parks & Wildlife Service [Marine Food Web PDF](#) for information cards and instructions.

Survey

Create and conduct a survey to find out what people think about sharks. Develop your own questions and record your attitudes about sharks. Below are some survey questions to get your started:

- Are all sharks dangerous?
- Why do you think people are afraid of sharks?
- Should a shark be killed if it attacks a human? Why?
- What was surprising about the results of your survey?

Collect and record your survey results. Compare your attitudes to that of your classmates and discuss your findings.

Poster

Create a poster that explains the shark's role as predator and threats to their existence. Research some specific adaptations sharks have made to survive in particular habitats, for example, body shape, colour, tails and fins. Give an oral presentation explaining the adaptations.



USEFUL WEBSITES

CBBC Newsround – Surfer's lucky escape from shark

<http://www.bbc.co.uk/newsround/33591211>

Behind the News – Shark Attacks

<http://www.abc.net.au/btn/story/s2495775.htm>

Behind the News – Shark Attacks

<http://www.abc.net.au/btn/story/s3349511.htm>

Behind the News – Shark Cull

<http://www.abc.net.au/btn/story/s3934596.htm>

WWF – Sharks and Sting Rays

http://wwf.panda.org/what_we_do/endangered_species/sharks/