

Teacher Resource

Shark Nets

Episode 30
1st November 2016

FOCUS QUESTIONS

1. What was the main point of the BtN *Shark Nets* story?
2. Why do some people want shark nets installed on some Northern New South Wales beaches?
3. What new technology has the government been testing?
4. Finish the following sentence: There are already some shark nets along parts of the...
5. Create a diagram showing the dimensions of a shark net.
6. What can happen to sharks and other marine life if they get tangled in the nets?
7. Why are some locals against the idea of using shark nets?
8. What would they like to see happen?
9. Create a T-chart showing the pros and cons of using shark nets.
10. Should shark nets be used on some beaches in Australia? Give reasons for your answer.

ACTIVITY

After watching the BtN story, discuss and respond to the following questions:

- Why does the government want to install shark nets on some beaches?
- How do shark nets work?
- What are some concerns about shark nets?
- How effective are shark nets?
- What alternatives to shark nets are being suggested?
- What do you think should happen? Give reasons.

Myth busting

What are some common myths about sharks? For example:

- Shark attacks are common
- All sharks are dangerous
- Sharks are not important

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](#)

KEY LEARNING

Students will learn more about a species of shark and their importance in the marine food chain. They will also explore the debate about the use of shark nets on some beaches.



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](#))

Scientific knowledge is used to solve problems and inform personal and community decisions ([ACSHE100](#))

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 6

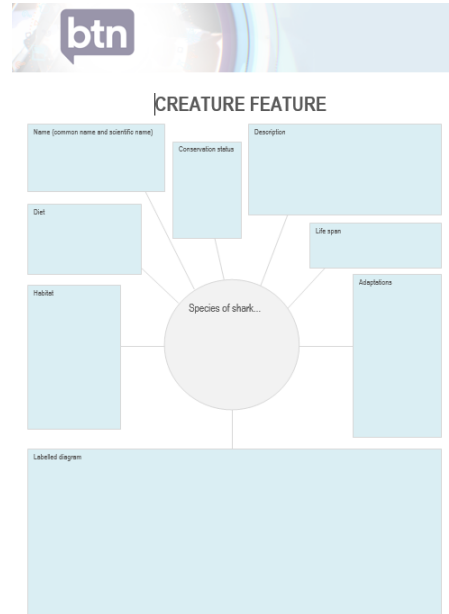
Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions ([ACELY1709](#))

ACTIVITY

Creature Feature

Explain to students that they will imagine they are marine biologists exploring a species of shark.

- Students will create a Creature Feature on their chosen species of shark including a description of the species, habitat, adaptations and conservation status. They will also draw a labelled diagram of the shark.
- Encourage students to use a range of sources to find their information. Students will use the [Creature Feature worksheet](#) to organise and present their information.



Sharks and the Marine Food Chain

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?

ACTIVITY

Opinion Poll

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

- Are all sharks dangerous?
- Why do you think people are afraid of sharks?
- Should shark nets be installed on some beaches? Why or why not?
- What do you think should happen?

Collect and record the results of the opinion poll. Compare your attitudes to that of your classmates and discuss your findings. What was surprising about the results of your survey?

Mini Debate

Before preparing for the mini-debate, students will investigate the environmental, safety and moral/ethical issues related to shark nets being installed on some beaches in Australia. They may find it useful to record their information on the following chart.

<i>What do I <u>k</u>now?</i>	<i>What do I <u>w</u>ant to know?</i>	<i>What have I <u>l</u>earnt?</i>	<i><u>H</u>ow will I find out?</i>

Preparing for your mini debate

- Working in pairs, students will prepare a 1-2-minute speech for a mini debate on the topic of shark nets.
- One person will speak for the affirmative and the other will speak for the negative.
- Before students begin to construct their argument, ask them to record what they already know about the topic and what they would like to find out. Students then research the topic to gain a greater understanding of the issue.
- Ask students to list their arguments in point form on paper (without their partner seeing them). When they have done this, ask them to choose the five best points that will form the basis for their debate.
- Students will write in point form, their debate on cards that fit into the palm of their hand. Their debate needs to have an introduction (introducing the topic), middle (three main points) and a conclusion (restating their position). Students practise their speech and then present the mini debate to other students.

Guide for giving feedback

- Was the information clear and accurate?
- Were the arguments logical?
- Were the counter arguments accurate and relevant?
- Comments about the presentation style (tone of voice, body language, enthusiastic, convincing).

Reflection

- How difficult was it to think of points to support one side of the argument?
- Do you think you would have done a better job supporting the other side of the argument?
- Was I able to convince others of my opinion?
- Did my opinion change?
- What did you learn from this activity?



ACTIVITY

Be a reporter for a day

Investigate the issue of shark nets being installed on some beaches in Australia and write a newspaper article or online news report. Things to think about:

- Who is your target audience? Use age appropriate language and themes.
- Write a headline that is short and to the point.
- Use words and pictures in your report.
- Find information from a variety of sources.
- Present the facts and/or opinions clearly and accurately.



USEFUL WEBSITES

ABC News - Ballina shark attack: NSW Government to trial nets after another surfer bitten off north coast
<http://www.abc.net.au/news/2016-10-12/ballina-beaches-closed-after-shark-attack-off-nsw-north-coast/7925624>

ABC News – Shark nets: Hundreds rally on Lighthouse Beach in Ballina against installation plans
<http://www.abc.net.au/news/2016-10-23/hundreds-rally-against-shark-net-plans-in-ballina/7958068>

ABC News – Shark attacks: Blimps and drones may be better than nets and hooks
<http://www.abc.net.au/news/2016-10-21/shark-attacks-blimps-and-drones-may-be-better-than-nets/7952560>

ABC Science – Shark Nets
<http://www.abc.net.au/science/articles/2002/03/07/2116717.htm>

Behind the News – Shark Science
<http://www.abc.net.au/btn/story/s3502477.htm>

Behind the News – Shark Safety
<http://www.abc.net.au/btn/story/s4278849.htm>

Behind the News – Shark Cull
<http://www.abc.net.au/btn/story/s3934596.htm>