# Sharks

## STAGE 2 SUGGESTED CLASSROOM ACTIVITIES

### Mathematics

**MA2-18SP** - Selects appropriate methods to collect data, and constructs, compares, interprets and evaluates data displays, including tables, picture graphs and column graphs

**Student Activity:**
Scientists don’t know a lot about the species of sharks found in Australian waters.
Survey 10 people in regards to how they feel about sharks.
Consider how you will collect your data.
Graph the results of the survey and then use your findings to create a poster which explains the feeling or misconceptions about sharks.
Combine your results as a class activity.

### Science

**ST2-11LW** - Describes ways that science knowledge helps people understand the effect of their actions on the environment and on the survival of living things.

**Student Activity:**
Research the concepts of commercial fishing, farmed fishing, leisure fishing.
What are the effects of these actions on the environment or the survival of living things?
Present this in a PowerPoint presentation with examples.

**ST2-10LW** – Describes that living things have life cycles, can be distinguished from non-living things and grouped, based on their observable features.

**Resources:**
An e-aquarium: [http://www.youtube.com/watch?v=cYU_dhrmvYU](http://www.youtube.com/watch?v=cYU_dhrmvYU)

**Student Activity:**
Visit this e-aquarium to see real sharks and develop a research presentation which shows the habitat, diet and life cycle of that shark in its natural environment.

**ST2-16P** – Describes how products are designed and produced, and the ways people use them.

**Resources:**

**Student Activity:**
Use this link to the Australian Shark Research Institute to determine what products marine biologists use in the study of sharks.
Find out how these products are designed and made.
**English**

ENS2-5 – Uses a range of strategies, including knowledge of letter – sound correspondences and common letter patterns, to spell familiar and some unfamiliar words.

**Student Activity:**
- Research the background of Wobbegong Shark and how researchers are trying to keep them from becoming extinct.
- How can we make our waterways safer for them?
- Create a PowerPoint presentation to present your research
- or -
- Research and map out the food web/chain of the Wobbegong shark

**Resources:**
SHARKS
STAGE 2 SUGGESTED CLASSROOM ACTIVITIES

Name

1. List five different species of sharks in Australia

2. What do sharks feed on?

3. What are the three ‘reproduction modes’ of sharks?

4. List 5 precautions you can take to reduce the risk of shark attack.

5. List two endangered shark species:

6. List three ‘vulnerable’ shark species:
**Sharks**

**STAGE 3 SUGGESTED CLASSROOM ACTIVITIES**

### Science

**ST3-10LW - Describes how structural features and other adaptations of living things help them to survive in their environment**

**Student Activity:**
How do sharks adapt and survive in their environment, in the sea? Create a poster or complete a project on the survival of sharks in the ocean.

**ST3-16P - Describes how products are designed and produced, and the ways people use them**

**Student Activity:**
Do some research on current shark culling operations in Australia. What equipment is being used? How is this equipment being designed and produced? Present your findings creatively.

**ST3-11LW - Describes some physical conditions of the environment and how these affect the growth and survival of living things**

**Student Activity:**
Research the best living conditions for sharks. What happens when this environment is compromised in some way? How does this effect the survival of sharks?

### HSIE

**ENS3.5 - Demonstrates an understanding of the interconnectedness between Australia and global environments and how individuals and groups can act in an ecologically responsible manner**

**Student Activity:**
Use the following links (and others) to determine the interconnectedness between Australia and global environments and how individuals and groups can act in a responsible manner when it comes to the preservation of sharks:

- [http://www.shark.ch/Preservation/Facts/flinning.html](http://www.shark.ch/Preservation/Facts/flinning.html)

### Mathematics

**MA3-18SP - Uses appropriate methods to collect data and constructs, interprets and evaluates data displays, including dot plots, line graphs and two-way tables**

**Student Activity:**
Choose an appropriate method to collect data on sharks. What data are you interested in finding out about? How will you collect this data? Display your data and interpret and evaluate it. You may choose dot-plots, line graphs or tables to present your data.
Name:

1. Write a brief description of the ideal conditions for a shark to live in:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Describe the current situation with shark culling in WA:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. List 3 different species of endangered or vulnerable sharks

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. Write a brief description of each of these sharks

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Certificate of Achievement

Congratulations

on completing your studies of
SHARKS
From
“Enquiring Minds”.
You are well on your way to becoming an
MARINE BIOLOGIST

Signed_______________________________  Dated_______________________
# Sharks

## STAGE 4 & 5 SUGGESTED CLASSROOM ACTIVITIES

### English

EN4-2A - Effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies

EN5-2A - Effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies

**Student Activity:**

Students in groups conduct an internet search on current attitudes to sharks expressed in the Australian media. In groups they plan to write a persuasive text that asks Australians to change their attitudes towards sharks. Each student composes and presents their own text.

**Resources:**

Scaffolds for persuasive writing texts can be found on many state education department websites such as this one from Queensland:


### Science

SC4-15LW - Explains how new biological evidence changes people’s understanding of the world

SC5-15LW - Explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society

**Student Activity:**

The aim of this exercise is to have students consider perceptions people have about sharks in Australia and develop some opinions on the importance of shark conservation to the Australian marine environment. Students research the life of one of the shark species mentioned in the film. They describe its characteristics, specific location, food and reproduction. They then consider its importance to its environment and the work scientists are conducting to conserve it.

### Mathematics

MA4-2WM - Calculates the perimeters of plane shapes and the circumferences of circles

MA5.1-2WM - Selects and uses appropriate strategies to solve problems

**Student Activity:**

Explain to students that they are going to collect data on the state of shark species in Australia and use that data to support the need to conserve sharks in the Australian oceans. While watching the film have them note down the names of shark species mentioned. In groups have them research the statistics showing the decline in shark numbers the web site listed is a great place to start. Students should present their findings using appropriate graphs and tables for the data collected.

**Resources:**
