



Teacher Resource

Shark Nets

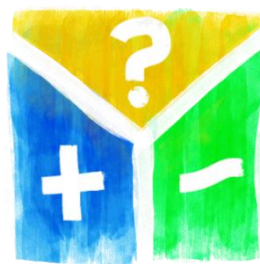
Focus Questions

Discuss the BTN story as a class and record the main points of the discussion. Students will then respond to the following:

1. In pairs, discuss the Shark Nets story. Record the main points of your discussion.
2. Which states in Australia use shark nets?
3. In NSW the shark nets aim to protect the public from which three shark species?
 - a. Bull, Whale, Tiger
 - b. White, Bull and Tiger
 - c. Grey Nurse, Tiger, White
4. What are the advantages and disadvantages of using shark nets? Record your answers on a T chart.
5. Should shark nets be used on some beaches in Australia? Give reasons for your answer.

Activity: Note taking

Students will practise their note-taking skills while watching the BTN Shark Nets story. After watching the story, ask students to reflect on and organise the information into three categories. What information in the story was positive, negative, or interesting?



Activity: Discussion

Working in pairs or small groups, students will discuss the BTN Shark Nets story using the following questions as a guide.

- What are shark nets and why are they used in some places?
- What are some concerns about shark nets?
- How effective are shark nets?
- Are sharks important to the marine ecosystem? Explain your answer.
- What are some different methods of controlling sharks?
- How can we protect both swimmers and sharks in the ocean?

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KEY LEARNING

Students will choose a species of shark to learn more about. They will also explore the debate about the use of shark nets on some beaches.

CURRICULUM

Science – Year 5

Living things have structural features and adaptations that help them to survive in their environment.

Science – Year 6

The growth and survival of living things are affected by the physical conditions of their environment.

Scientific knowledge is used to solve problems and inform personal and community decisions.

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.

Interactions between organisms, including the effects of human activities can be represented by food chains and food webs.

Glossary

Students will brainstorm a list of key words that relate to the BTN Shark Nets story. Here are some words to get them started.

SHARK NET	MARINE	APEX PREDATOR
SPECIES	DETERRENT	ECOSYSTEM

Ask students to write what they think is the meaning of each word (including unfamiliar words). They will swap definitions with a partner and ask them to add to or change the definition. Check these against the dictionary definition.

Activity: Shark profile

Students will research and write a profile featuring a species of shark. Students can use the animal profile worksheet at the end of this activity to record their findings. Encourage students to use a range of sources to find their information. Shark species to choose from include:

- Hammerhead
- Great white shark
- Whale shark
- Tiger shark
- Bull shark
- Grey Nurse shark

Research

Students will research the following and then share their research findings with the class or create a display in the classroom. Students can use the Animal Profile at the end of this activity.

- Illustration or photo
- Name (common and scientific name)
- Conservation status – What is being done to protect the species?
- Appearance
- Adaptations
- Habitat
- Threats
- Unique features



Further Investigation

Students will respond to one or more of the following questions.

- 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.
- How does each of the shark's five senses help them search for prey? Draw a diagram to show your learning.
- Why are sharks an important part of the marine ecosystem?
- Why are sharks important predators?
- What threats exist to shark populations?
- Create a poster that explains the shark's role as predator and threats to their existence.
- Predict what might happen if sharks are removed from the food chain.
- Why do we need to look after sharks?

Activity: Persuasive Text

Students will explore the issues raised in the BTN Shark Nets story and develop a persuasive text for or against the following statement: *'Shark nets should be banned at beaches to protect marine life'*. Students will investigate the environmental, safety and moral/ethical issues related to shark nets being installed on some beaches in Australia.

Persuasive writing

Students need to weigh up the pros and cons of the issue then write a short persuasive argument using the following as a guide.

Tips

- Who is your audience? For example, are you directing your argument at kids, teachers, or politicians?
- Explore how language choices can have a big impact on persuading your audience.
- Which language devices give the report credibility and authority?
- Which are designed to create an emotional response in the listener?
- Provide facts and evidence to support your argument.
- Write in the present tense.
- Check your spelling and punctuation.

Use this *Read Write Think* [persuasion map](#) to plan your exposition text.

Introduction

- What is the point you are trying to argue?
Construct an introductory paragraph which states the issue or topic.
- Introduce the arguments that will be developed in the body of the text.

Body

- Construct arguments that support your point of view.
- Each paragraph starts with a topic sentence which introduces each point.
- The rest of the paragraph gives more reasons.
- Arguments can be ordered from strongest to weakest.

Conclusion

- Restate your position on the argument.
- Construct a concluding paragraph that provides a summary of your arguments and a call to action.

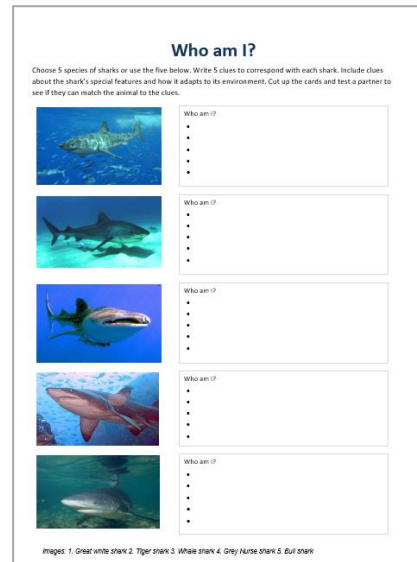
Reflection

- 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?
- What did you learn from this activity?

Activity: Who am I?

Students will make their own *Who am I?* game to learn more about shark species.

- Students will research and write 5 clues to correspond with each species of shark in the Who am I? worksheet at the end of this activity, with the first clue being the hardest and the last clue being the easiest.
- Include clues about special features, appearance, adaptations and any threats.
- Students will test their game on a partner.



Useful Websites

- [Shark net program to return to NSW beaches amid calls for program to be scrapped](#) – ABC News
- [Do shark nets really keep us safe or are there better options?](#) – ABC News
- [Why oceans need sharks](#) – Australian Museum
- [Shark Species](#) – Australian Museum
- [What is a shark?](#) – Australian Museum

Who am I?

Choose 5 species of sharks or use the five below. Write 5 clues to correspond with each shark. Include clues about the shark's special features and how it adapts to its environment. Cut up the cards and test a partner to see if they can match the animal to the clues.



Who am I?

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Who am I?

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Who am I?

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Who am I?

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Who am I?

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Images: 1. Great white shark 2. Tiger shark 3. Whale shark 4. Grey Nurse shark 5. Bull shark

ANIMAL PROFILE

Scientific Name

APPEARANCE

Common Name

ADAPTATIONS

Unique Features or Interesting Facts

HABITAT

THREATS