Teacher Resource

Shark Study

EPISODE 33
17 November 2026

KEY LEARNING
Students will develop their understanding of sharks, their role in marine ecosystems, the threats they face and the importance of shark conservation.

CURRICULUM
Science – Year 4
Living things have life cycles. Living things depend on each other and the environment to survive.

Science – Year 5
Examine how particular structural features and behaviours of living things enable their survival in specific habitats.

Science – Year 6
Investigate the physical conditions of a habitat and analyse how the growth and survival of living things is affected by changing physical conditions.

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. What did the researchers discover about how children's attitudes towards sharks change as they get older?
2. What role do sharks play in keeping marine ecosystems healthy?
3. What percentage of shark and ray species are at risk of extinction?
4. How have humans impacted shark populations?
5. Name three things you learnt watching the BTN story.

Activity: Before Viewing

Before watching the BTN story

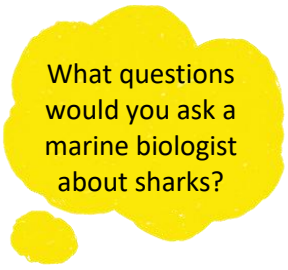
- Three things I know about sharks are...
- Two things I'm curious about sharks are…
- One thing I find interesting about sharks is...
- When I think of sharks, I imagine...

Activity: Mind Map

Discuss the BTN story as a class. Create a class mind map with SHARKS in the middle. In small groups, ask students to brainstorm responses to the following questions and then share with the class:

- What do you know about sharks?
- What make sharks different from other animals?
- What do they need to survive?
- Why are sharks important?
- Why are they unique?
- What are some threats to sharks?







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Activity: Key Words

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

SPECIES	ECOSYSTEM	APEX PREDATOR
ADAPTATION	HABITAT	CONSERVATION

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. Encourage students to use a range of sources to find their information.

Research

Students will research and create a profile of a species of shark. Include the following information in the profile.

- Scientific and common name
- Physical characteristics
- Habitat and geographical location
- Diet and feeding habits
- Special adaptations
- Conservation status
- Why this species is important to the ocean ecosystem

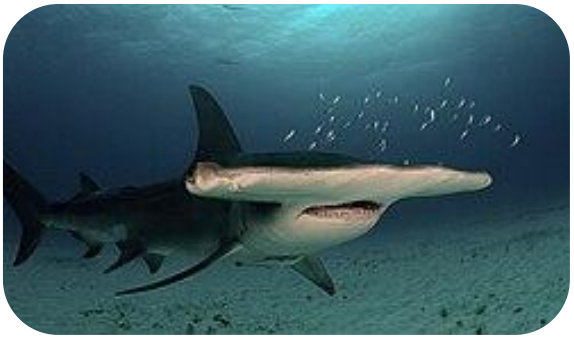
Further Investigation

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

- 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? Predict what might happen if sharks are removed from the food chain.
- What threats exist to shark populations?



Tiger shark



Hammerhead shark



Whale shark

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Activity – Choose an activity

Individually or in small groups, students will choose one of the following activities to work on.

Create a quiz
Use the information in the BTN story and any other research you've done to create a quiz about sharks. Include a range of quiz styles – multiply choice, true or false, fill in the blank.

Did you know?
Using the information in the BTN story and your own research, create a Did You Know fact sheet about sharks. Publish using Canva.

Public opinion
Interview a range of people to find out the different opinions and feelings people have about sharks. Present your finding to the class.

Summary
Summarise the BTN Shark Study story in three sentences. Share your summary with another student. How did your summaries differ?

Useful Websites

- Shark Species – Australian Museum
- What is a shark? – Australian Museum
- Shark Nets – BTN

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