

Leviathan – Whale Tales

Teacher Resource



Year Levels: Reception – Year 2

Concepts:

- **Form** - What are the features of whales?
- **Function** - How do whales move?
How do whales interact with other animals and resources in the marine environment?
- **Change** - How have whales adapted to survive in their environment?
How have whaling practices changed over time?
- **Connection** - What are the threats to whales? What can humans do to conserve whales?

Inquiry Skills:

Questioning and predicting, processing and analysing data and information and communicating

Australian Curriculum Outcomes:

	<u>Science</u>	<u>HASS</u>
Reception	<ul style="list-style-type: none"> • Living things have basic needs, including food and water. • The way objects move depends on a variety of factors, including their size and shape. • Daily and seasonal changes in our environment affect everyday life. • Share observations and ideas. 	<p>My personal world</p> <ul style="list-style-type: none"> • Compare objects from the past with those from the present. • Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps. • Reflect on learning to propose how to care for places and sites that are important or significant.
Year 1	<ul style="list-style-type: none"> • Living things have a variety of external features. • Living things live in different places where their needs are met. • People use science in their daily lives, including when caring for their environment and living things. • Use a range of methods to sort information, including drawings and provided tables and through discussion, compare observations with predictions 	<p>How my world is different from the past and can change in the future</p> <ul style="list-style-type: none"> • Pose questions about past and present objects, people, places and events. • Collect data and information from observations and identify information and data from sources provided. • Compare objects from the past with those from the present and consider how places have changed over time. • Reflect on learning to propose how to care for places and sites that are important or significant.
Year 2	<ul style="list-style-type: none"> • Living things grow, change and have offspring similar to themselves. • Earth's resources are used in a variety of ways • People use science in their daily lives, including when caring for their environment and living things. • Compare observations with those of others. • Represent and communicate observations and ideas in a variety of ways. 	<p>Our past and present connections to people and places</p> <ul style="list-style-type: none"> • Pose questions about past and present objects, people, places and events. • Collect data and information from observations and identify information and data from sources provided. • Compare objects from the past with those from the present and consider how places have changed over time. • Reflect on learning to propose how to care for places and sites that are important or significant.

SAMM Education Session:

- Participate in a facilitated, inquiry based education session to learn about whale behaviour and conservation.
- Engage in hands on activities to discover the different types of whales and their features.
- Examine the changes in the whaling industry over time, comparing the past with the present.
- Use the exhibits to work collaboratively and solve a whale challenge.
- Play in our Rockpool creative area and dress up as marine creatures.



Pre / Post Visit Learning Engagements:

- Make a whale figurine using playdough and label the features.
- Whales are mammals. Research what this means and create a class list of mammals. List the mammals in alphabetical order.
- Develop a 'Y Chart' to draw comparisons between dolphins and whales. Reference the book, "Is a Dolphin a Whale?" (Melvin and Gilda Berger, 2001)
- Research the type of whales that frequent the South Australian coast. Find out the length of these whales and use chalk to recreate the size of one of your chosen whales. Incorporate Mathematics, including measurement using arbitrary units.
- A single blue whale can eat 40 million krill per day – that's about 3,500 kilos! Find out what krill is and why it is an important part of the ocean environment. Create a food web to show the relationship between krill and whales.
- Read the Aboriginal story, *Kondili the Whale – A Ramindjeri and Kurna story* and discuss what messages the story portrays about how to behave, the environment and spirit world. Retell the story in words and later through art, drama, song. [Download supporting DECD resources.](#)
- Unpack the term 'conservation,' and write a class definition. Find connections to conservation within your local community, and see if any students are already taking self-initiated 'action.'
- Look at the [Whale and Dolphin Conservation website](#) and discover the work undertaken by the local action group WDC and Dr Mike Bossley. Create a poster to raise awareness of the work this group has done in South Australia. What are some ways your class can support this organisation?
- Make a diorama to show a whale's habitat.
- Find photographs of items such as whale oil, corsets, scrimshaw, baleen, ambergris and other items related to whales (could use photographs from the exhibition following your excursion) and complete one of the tasks below:

Claim – Support - Question	Placemat Task (Print on A3 sheet)
<ul style="list-style-type: none"> - Make a CLAIM about the object. (Claim: An explanation or interpretation of some aspect of the object.) - Identify SUPPORT for your claim. (Support: Things you see, feel, and know that support your claim.) - Ask a QUESTION related to your claim. (Question: What's left hanging? What isn't explained? What new reasons does your claim raise?) 	

- Use the **Connect – Extend - Challenge** strategy to reflect on your visit to SAMM and experiences related to the Leviathan program:

CONNECT: How did the Leviathan exhibition **connect** to what you already knew about whales?

EXTEND: How did the Leviathan exhibition **extend** or push your thinking in new directions?

CHALLENGE: What is still **challenging** or confusing for you to get your mind around?

What questions, wonderings or puzzles do you now have?

