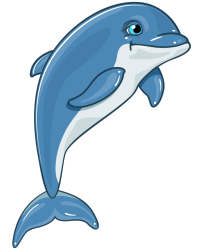# South Australian Maritime Museum
Dolphin Discovery– Teacher Resource

Suitability: Preschool – Year 2

Scientific Concepts:
Environment
Ecosystems
Biology
Cause and Effect
Rights and Responsibilities

Australian Curriculum - Biological Sciences:
Foundation:
Living things have basic needs, including food and water
The way objects move depends on a variety of factors, including their size and shape

Year 1:
Living things have a variety of external features
Living things live in different places where their needs are met

Year 2:
Living things grow, change and have offspring similar to themselves
People use science in their daily lives, including when caring for their environment and living things

SAMM Education Session Outline:
- Facilitated education session, unpacking the scientific concepts and learning about the Port River Dolphins
- Half hour Port River cruise onboard the Archie Badenoch to view the dolphins in their natural habitat
- Time to explore the Junior Primary Rock Pool area with an opportunity to dress up as sea creatures
- Self-guided session to explore the South Australian Maritime Museum, and view the dolphin exhibition
- Climb the Port Adelaide lighthouse for a birds-eye view of the Port River and local surrounds

Pre / Post Visit Learning Engagements:
- There are more than 80 dolphin species of dolphins in the world. Bottlenose dolphins live in the Port River. Select another species of dolphin and use a Venn Diagram to compare the two species.
- Research the bottlenose dolphins that frequent the Port River. Find out the length of these dolphins and use chalk to recreate the size. Incorporate Mathematics, including measurement using arbitrary units.
- Complete a 'T Chart" to show the threats to dolphins and the conservation work being done to protect them.
- Draw or paint and label the features of a bottle nose dolphin. Include the following features: eye, flipper, blowhole, beak, dorsal fin, ear and fluke tail.
- Create a mobile to show the dolphin food chain. Make your own, using the template from WDC.
- Make a dolphin figurine using playdough and label the features.
- Dolphins 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)
- 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 dolphin's habitat.
- Create posters to raise awareness of the actions students in your school can take to reduce the environmental impact on dolphins.
- Look at the image of the dolphin, dog and dolphin together in the Port River (taken in the 1980s).
  Use Claim – Support – Question strategy to examine the photograph.

Claim – Support - Question
- Make a **CLAIM** about the photograph. (Claim: An explanation or interpretation of some aspect of the photo)
- 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 dolphin education session.

CONNECT: How did the dolphin session **connect** to what you already knew about dolphins?

EXTEND: How did the dolphin session **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?