



# South Australian Maritime Museum

## Dolphin Detectives – Teacher Resource



**Suitability:** Years 3 - 6

**Concepts:**

- **Form** What are the features of dolphins?
- **Function** How do dolphins communicate?  
How do dolphins interact with other animals and resources in the marine environment?
- **Change** How have dolphins adapted to survive in their environment?  
How have dolphin practices changed over time?
- **Connection** How have cultures viewed and interacted with dolphins, now and in the past?  
What are the threats to dolphins?

**Inquiry Skills:**

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

**Australian Curriculum Outcomes:**

	<u>Science</u>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Living things can be grouped on the basis of observable features and can be distinguished from non-living things.</li> <li>• Science knowledge helps people to understand the effect of their actions.</li> <li>• Represent and communicate observations, ideas and findings using formal and informal representations.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Living things have life cycles.</li> <li>• Living things depend on each other and the environment to survive.</li> <li>• Natural and processed materials have a range of physical properties that can influence their use.</li> <li>• Science knowledge helps people to understand the effect of their actions.</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• Living things have structural features and adaptations that help them to survive in their environment</li> <li>• Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions</li> <li>• Scientific knowledge is used to solve problems and inform personal and community decisions</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• The growth and survival of living things are affected by physical conditions of their environment</li> <li>• Scientific knowledge is used to solve problems and inform personal and community decisions</li> <li>• Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts</li> </ul>

**SAMM Education Session Outline:**

- Facilitated education session, unpacking the scientific concepts and learning about the Port River Dolphins and their habitat
- Half hour Port River cruise onboard the Archie Badenoch to view the dolphins in their natural habitat
- 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:**

- Size comparison chart: Create a pictorial chart that shows a number of different dolphin species in order of size (length). Students devise their own key for the scale. You can extend this into a physical outdoor numeracy activity (using materials such as pegs and string to “peg out” the length of each dolphin), measuring outside on a school oval or against a hall or gym building to create a visual graph.

- Try the Blubber Investigation to see how dolphins adapt to freezing water temperatures.
- Create a diorama depicting the food web of a bottlenose dolphin.
- Research other animals that are endangered due to poaching/hunting practices through viewing posters about conserving and protecting animals from poaching for human gain. Choose an animal that needs protection and create a poster to persuade others to stop poaching. Support your poster with an information flyer about your animal and the threats it faces.
- Write and film a passionate speech encouraging the community to implement actions to protect dolphin species and their habitats. Ensure you use action words, emotions, images and facts and figures to support your argument/position.
- Write an article for your school newsletter about whales and current threats to dolphins. Educate readers on what they can do to reduce harm to dolphins and their habitats.
- 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 exhibition:

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

**EXTEND:** How did the dolphin 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?

