



# Whale Wise

## PRE-VISIT INFORMATION FOR TEACHERS

Whale Wise is a hands-on marine science outreach program that showcases the unique beauty of Australia's whales using fun facts, games and interactive science activities. Whale Wise aims to engage and inspire students to appreciate and care for the marine environment in the comfort of their own classroom. Featuring whale bones, whale song, measuring a whale and whale feeding games this program showcases our oceans gentle giants.

During this one hour program a Marine Education Officer will guide students through a range of learning activities. The program is designed for students in Years K-2, Years 3-6 and Years 7-8, and can be tailored to suit your curriculum needs.

*It is important that teachers read and understand this pre-visit information and what is required for the delivery of the program.*

*Additional program related resources and activities are included separately.*

*Thank you.*



Australian  
National  
University

a proud sponsor of the Sapphire Coast Marine Discovery Centre

## PRE-VISIT INFORMATION

<b>Program duration</b>	1 hour (plus set up and pack up time)
<b>Program cost</b>	\$150 per session (maximum of 30 students per session)
<b>Bookings enquiries</b>	T: 02 6496 1699 E: <a href="mailto:education@sapphirecoastdiscovery.com.au">education@sapphirecoastdiscovery.com.au</a>

### What the school needs to do prior to our visit

- Confirm the date, time and numbers for the school visit via email.
- Let us know of any special topics you would like covered in your session. We are happy to tailor the program to best your learning requirements.

### Program set-up and pack-up requirements

We will arrive 30 minutes prior to the start of the program, and will require access to the room to set up our resources. If we are running more than one program at your school, we would prefer to set up once and run the program for the different groups in one classroom. We will then need a minimum of 30 minutes to pack up. Any adult assistance with the set-up and pack-up of the program would be appreciated.

### What we need on arrival

- A space/room to set up in. The room will need to be big enough to fit the students sitting on the floor with a few tables around the room. If possible a non-carpeted room is best as sometimes the activities can splash.
- Three tables in the room on which to set up the whale bones and activities.
- An adult available to show us to the room

### Post visit evaluation

We aim to provide a high quality program and feedback is a wonderful way to help us continually improve. During the visit a Marine Education Officer will provide each teacher with feedback forms. We ask that teachers fill these in thoroughly and honestly. The forms can be completed and handed back on the day, or returned to the Centre via email, fax or post. Contact details are provided on the forms.

# PROGRAM RELATED CURRICULUM LINKS

## Australian Science Curriculum

Source: <http://www.australiancurriculum.edu.au/Science/Curriculum/F-10>

### Foundation (kinder, prep)

**ACSSU002** - Living things have basic needs, including food and water.

**ACSHE013** - Science involves exploring and observing the world using the senses.

**AC SIS014** - Respond to questions about familiar objects and events.

### Year 1

**ACSSU017** - Living things have a variety of external features.

**ACSSU211** - Living things live in different places where their needs are met.

**ACSHE021** - Science involves asking questions about, and describing changes in, objects and events.

**ACSHE022** - People use science in their daily lives, including when caring for their environment and living things.

**AC SIS024** - Respond to and pose questions, and make predictions about familiar objects and events.

**AC SIS025** - Participate in different types of guided investigations to explore and answer questions, such as manipulating materials, testing ideas, and accessing information sources.

**AC SIS212** - Through discussion, compare observations with predictions.

### Year 2

**ACSSU030** - Living things grow, change and have offspring similar to themselves.

**ACSHE034** - Science involves asking questions about, and describing changes in, objects and events.

**ACSHE035** - People use science in their daily lives, including when caring for their environment and living things.

**AC SIS037** - Respond to and pose questions, and make predictions about familiar objects and events.

**AC SIS038** - Participate in different types of guided investigations to explore and answer questions, such as manipulating materials, testing ideas, and accessing information sources.

### Year 3

**ACSSU044** - Living things can be grouped on the basis of observable features and can be distinguished from non-living things.

**ACSHE050** - Science involves making predictions and describing patterns and relationships.

**ACSHE051** - Science knowledge helps people to understand the effect of their actions.

### Year 4

**ACSSU073** - Living things, including plants and animals, depend on each other and the environment to survive.

**ACSHE061** - Science involves making predictions and describing patterns and relationships.

**ACSHE062** - Science knowledge helps people to understand the effect of their actions.

### Year 5

**ACSSU043** - Living things have structural features and adaptations that help them to survive in their environment.

**ACSHE217** - Scientific knowledge is used to inform personal and community decisions.

**ACSHE081** - Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena.

### Year 6

**ACSSU094** - The growth and survival of living things are affected by the physical conditions of their environment.

**ACSHE098** - Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena.

**ACSHE220** - Scientific knowledge is used to inform personal and community decisions.

### Year 7

**ACSSU111** - There are differences within and between groups of organisms; classification helps organise this diversity.

**ACSSU112** - Interactions between organisms can be described in terms of food chains and food webs; human activity can affect these interactions.

**ACSHE121** - Science understanding influences the development of practices in areas of human activity such as industry, agriculture and marine and terrestrial resource management.

### Year 8

**ACSSU150** - Multi-cellular organisms contain systems of organs that carry out specialised functions that enable them to survive and reproduce

**ACSHE136** - Science understanding influences the development of practices in areas of human activity such as industry, agriculture and marine and terrestrial resource management.



## School Group Feedback Form

School Name: \_\_\_\_\_

Teachers Name: \_\_\_\_\_ Year Level: \_\_\_\_\_

SCMDC Program: \_\_\_\_\_ Date: \_\_\_\_\_

Thank you for visiting the Sapphire Coast Marine Discovery Centre. In order to provide quality programs into the future, we would appreciate your feedback.

Return by email [education@sapphirecoastdiscovery.com.au](mailto:education@sapphirecoastdiscovery.com.au) or fax to (02) 6496 2404.

- 1) How did the program meet your expectations (Please circle appropriate number)

Worse than Expected                      As Expected                      Exceeded Expectations  
1                      2                      3                      4                      5

Comments:

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- 2) The program was helpful and informative (Please circle appropriate number)

Strongly disagree                      Strongly agree  
1                      2                      3                      4                      5

Comments:

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- 3) The program content was relevant to the students learning (Please circle appropriate number)

Strongly disagree                      Strongly agree  
1                      2                      3                      4                      5

Comments:

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- 4) How would you rate the information presented at your program? (Please circle appropriate number)

Very Poor                      Reasonable                      Excellent  
1                      2                      3                      4                      5

Comments:

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**Please turn over**

- 5) The presenter(s) and multimedia presentation (if applicable) were professional and accurate (Please circle appropriate number)

Strongly disagree

Strongly agree

1

2

3

4

5

Comments:

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- 6) What was the best aspect of the visit?

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- 7) How could we improve the program that your school participated in?

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- 8) I would recommend this education program and would participate again in the future

Strongly disagree

Strongly agree

1

2

3

4

5

- 9) Was this your first visit to/from the centre? Yes/No

- 10) Why did you make a return visit?

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- 11) How did you find out about us?

Website

Facebook

Brochure/Flyer

Word of mouth

Email

Other  \_\_\_\_\_

- 12) Are there any ideas you have regarding programs you would like us to run in the future?

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- 13) Any other comments

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**Thank you for taking the time to help us improve our programs and facilities.**