



Teacher Program Overview

The Hunger Games – Year 9

Program Duration: 1 Hour

Location: Shark Bay

Minimum Participants: 10 Students

Maximum Participants: 100 Students

Program Overview:

Aligning with the Biological Sciences strand of the Australian Curriculum for Science, this program builds on the foundation of understanding the interactions and interdependence between marine animals and the abiotic components of their environment. By constructing a marine food web, students will consolidate their knowledge of specific roles and relationships and recognise how energy circulates through an ecosystem and must be replaced to maintain the sustainability of the system. Students will investigate the various natural and anthropogenic factors that affect population sizes, such as seasonal and long-term climate change, habitat destruction, introduced species and disease, by considering the challenges sea turtles face in the ocean. Students will discover some human initiatives for protecting marine life including turtle exclusion devices (TEDs) and marine protected zones and will devise other actions that can be applied to conserve ecosystems.

*Please note that school groups participating in this program focusing on Sharks will be unable to attend the morning Seal Guardians Presentation.

Program Schedule

Time

9.15am Arrival

The school will arrive promptly at 9:15am and will be met by a Marine Education Officer on the lawn next to the flagpoles out the front of Sea World.

9.20am Park Entry

The Marine Education Officer will lead the school group through the admissions gate to Shark Bay for the Education Program.

9.30am Education Program

10:30am Program Conclusion

At the conclusion of this session, students will be free to enjoy the park for the rest of the day, at the discretion of school staff.



Program Mapping

The Hunger Games – Year 9

Alignment with the Australian Curriculum V8.4	
SCIENCE	
Science Understanding	
Biological Sciences	Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems (ACSSU176)
Science as a Human Endeavour	
Use and Influence of Science	People use scientific knowledge to evaluate whether they accept claims, explanations or predictions, and advances in science can affect people’s lives, including generating new career opportunities (ACSHE160)
	Values and needs of contemporary society can influence the focus of scientific research (ACSHE228)
TECHNOLOGIES	
Knowledge and Understanding	
Design and Technologies	Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved (ACTDEK040)
General Capabilities:	
<ul style="list-style-type: none"> • Critical and Creative Thinking • Literacy • Ethical Understanding • Intercultural Understanding 	
Cross- Curriculum Priorities:	
<ul style="list-style-type: none"> • Sustainability 	