



South Australian  
**Whale Centre**  
A Marine Environment Facility

## Education Programs

Australian Curriculum Links



South Australian Whale Centre Education Services

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Whales • Tourism • History • ESL & Special Needs

# SA Whale Centre Interactive Education Program Options

Available for delivery at the SA Whale Centre and through the Mobile Education Unit



Program	Age suitability	Description	Australian Curriculum Links		
			Science Understanding	Science as a Human Endeavour:	Science Inquiry Skills
<b>Echo's Tale of a Whale (30 mins)</b>	Pre-School - Foundation	<i>Echo's Tale of a Whale</i> uses music, dance and tactile elements to explore whales' basic needs (food, water & habitat) and develop children's basic understanding of whale features, physiology and behaviour.	<b>Pre-School:</b> <b>Foundation:</b> <i>Biological Sciences - Living things have basic needs, including food and water (ACSSU002)</i>	<b>Pre-School:</b> <b>Foundation:</b> <i>Nature and development of science - Science involves exploring and observing the world using senses (ACSHE013)</i>	<b>Pre-School:</b> <b>Foundation:</b> <i>Questioning and Predicting - Respond to questions about familiar objects &amp; events</i> <i>Planning and conducting - Explore and make observations by using the senses</i> <i>Processing and analysing data and information - Engage in discussions about observations</i> <i>Communicating - Share observations and ideas</i>
<b>Grubs Up! + (1 hour)</b>	Years 1 - 7	<i>Grubs Up!</i> develops students' knowledge of whale features, physiology and behaviour. This program uses water-based experiments to demonstrate the feeding techniques of adult and calf baleen (mysticeti) whales.	<b>Year 1:</b> <i>Biological Sciences - Whales have a variety of external features (ACSSU017)</i>  <b>Year 2:</b> <i>Biological Sciences - Whales grow, change and have offspring similar to themselves (ACSSU030)</i>	<b>Years 1 &amp; 2:</b> <i>Nature and development of science - Science involves asking questions about, and describing changes in, objects and events (ACSHE034)</i>	<b>Years 1 &amp; 2:</b> <i>Questioning and Predicting - Respond to and pose questions, and make predictions about familiar objects &amp; events</i> <i>Planning and conducting - Participate in different types of guided investigations to explore and answer questions, such as manipulating materials, testing ideas, and assessing information sources</i> <i>Processing and analysing data and information - Through discussion, compare observations with predictions</i> <i>Communicating - Represent and communicate observations and ideas in a</i>

Cont. Grubs up

**Year 3:**

*Biological Sciences -*  
Whales can be grouped on the basis of observable features and can be distinguished from non-living things (ACSSU044)

**Year 4:**

*Biological Sciences -*  
Whales depend on each other and the environment to survive (ACSSU073)

**Year 5:**

*Biological Sciences -*  
Whales have structural features and adaptations to help them to survive in their environment (ACSSU043)

**Years 3 & 4:**

*Nature and development of science –* Science involves making predictions and describing patterns and relationships (ACSHE050)

**Years 5 & 6:**

*Nature and development of science –* Important contributions to the advancement of science have been made by people from a range of cultures (ACSHE082)

variety of ways such as oral and written language, drawing and role play

**Years 3 & 4:**

*Questioning and Predicting -* With guidance, identify questions in familiar contexts that can be investigated scientifically and predict what might happen based on prior knowledge

*Planning and conducting –* Suggest ways to plan and conduct investigations to find answers to questions

Safely use appropriate materials, tools or equipment to make and record observations using formal measurements and digital technologies as appropriate

*Processing and analysing data and information -* Compare results with predictions, suggesting possible reasons for findings

*Communicating –* Represent and communicate ideas and findings in a variety of ways

**Years 5 & 6:**

*Questioning and Predicting -* With guidance, pose questions to clarify practical problems or inform a scientific investigations, and predict what the findings of an investigation might be

*Planning and conducting –* With guidance, select appropriate investigation methods to answer questions or solve problems

Use equipment and materials safely, identifying potential risks

**Year 6:**

*Biological Sciences -*  
The growth and survival of whales are affected by the physical condition of their environment (ACSSU094)

**Year 7:**

*Biological Sciences -*  
There are differences within and between groups of organisms; classification helps organize this diversity (ACSSU111)

Cont. Year 7

**Year 7:**

*Nature and development of science –* Science knowledge can develop through collaboration and connecting ideas across the disciplines of science (ACSHE223)

*Use and influence of science –* Science understanding influences the development of practices in areas of human activity such as marine resource management (ACSHE223)

People use understanding and skills from across the disciplines of science in their occupations (ACSHE223)

*Processing and analysing data and information -* Compare data with predictions and use evidence in developing explanations

*Communicating –* Communicate ideas, explanations and processes in a variety of ways, including multi-modal texts

**Year 7:**

*Questioning and Predicting -* Identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge

*Planning and conducting –* Collaboratively and individually plan and conduct a range of investigation types, ensuring safety and ethical guidelines are followed

*Processing and analysing data and information –* Summarise data from students' own investigations and use scientific understanding to identify relationships and draw conclusions

*Communicating –* Communicate ideas, findings and solutions to problems using scientific language

**Who am I?  
(45 mins)**

Years 5 - 9

*Who am I?* extends students' knowledge of whale features, physiology and behaviour using scientific identification methods and tactile experiments.

**Year 5, 6 & 7**  
As per Grubs up

**Year 8:**  
*Biological Sciences* - Multi-cellular organisms contain systems of organs that carry out specialised functions that enable them to survive and reproduce (ACSSU150)

**Year 9:**  
*Biological Sciences* - Multi-cellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment (ACSSU175)

**Years 5, 6, 7 & 8:**  
As per Grubs up

**Year 9:**  
*Nature and development of science* – Scientific understanding, including models and theories, are contestable and are refined over time through a process of review by the scientific community (ACSHE157)

**Years 5, 6, 7 & 8:**  
As per Grubs up

**Year 9:**  
*Questioning and Predicting* - Formulate questions or hypotheses that can be investigated scientifically  
*Planning and conducting* – Plan, select and use appropriate investigation methods, including field work and laboratory experimentation, to collect reliable data; assess risk and address ethical issues associated with these methods  
*Processing and analysing data and information* – Use knowledge of scientific concepts to draw conclusions that are consistent with evidence  
*Communicating* – Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations

<b>Green Whales</b>	Tourism Studies	<i>Green Whales</i> focuses on the local whale watching industry's role within "ecotourism" & its effect on the economy. Participants learn about Encounter Bay's historic whaling industry and its influences on whale watching today.	Suited to Years 10 -12 and Tertiary Students studying Tourism and in particular Ecotourism as a sustainable operation.
<b>English as a Second Language (ESL) and Special Needs</b>		This program is specifically tailored to meet the needs of the participants & is delivered to appropriate language levels. All programs use visual and tactile elements to support each participant's learning.	Meets curriculum needs of individual groups as specifically tailored to groups' needs.

## NEW Program Options - HISTORY

Program	Description	Australian Curriculum Links	
		History Knowledge and Understanding	Inquiry and Skills
<b>Ships Ahoy! Encounter 1802 (1 hour)</b>	Students will be introduced to one of the most important events in the history of South Australian exploration: the encounter in 1802 between English navigator Mathew Flinders, and French explorer Nicholas Baudin. Following a video presentation, junior and middle primary students will have opportunity to create their own sailing ships, and re-enact The Encounter in a role	<b>Years R-2</b> <i>How the stories of families and the past can be communicated, for example, through photographs, artefacts, books, oral histories, digital media and museums (ACHASSK013)</i>	<b>Years R-2</b> <i>Questioning: Pose questions about past and present objects, people, places and events (ACHASSI001, ACHASSI018, ACHASSI034)</i>  <i>Researching: Identify information and data from sources provided (ACHASSI002, ACHASSI019, ACHASSI035)</i> <i>Sort and record information and data (ACHASSI003, ACHASSI020, ACHASSI036)</i>  Analysing:

play, posing questions that the navigators might have asked each other when they met. Middle and senior primary students will engage in activities which encourage discussion and views about global exploration, 19<sup>th</sup> century ship travel, and scientific discovery in a new land.

OR

**Encounter  
Bay, Way  
Back When!  
(1 hour)**

This program aims to bring 19<sup>th</sup> century Encounter Bay history to life, through video imagery and sound; questioning, reflection, interpretation and discussion of photographs and historic artworks; role play and presentation in groups; and hands-on, creative activities. Students will be introduced to the life of the Ramindjeri people in Encounter Bay in the mid 1800s, and will learn about English and European settlement in the Bay during that time.

- Explore a point of view (ACHASSI005, ACHASSI022, ACHASSI038)
- Compare objects from the past with those from the present and consider how places have changed over time (ACHASSI006, ACHASSI023, ACHASSI039)
- Interpret data and information displayed in pictures and texts (ACHASSI007, ACHASSI024, ACHASSI040)

*Evaluating and reflecting:*

*Draw simple conclusions based on discussions, observations and information displayed in pictures and texts (ACHASSI008, ACHASSI025, ACHASSI041)*

*Communicating*

*Present narratives, information and findings in oral, graphic and written forms*

*(ACHASSI010, ACHASSI027, ACHASSI043). Includes*

- *creating shared texts (pictures, graphic time lines, recounts) to record observations or report findings*
- *retelling stories about life in the past through spoken narratives and the use of pictures, role-plays or photographs*
- *conveying information about the past and familiar places by representing ideas in written, spoken, pictorial or performance modes, and by creating imaginative responses (ACHASSI010, ACHASSI027, ACHASSI043 Elaborations).*