

## No annihilation: Securing the existence of sharks

### 1. Introduction to the subject

Sharks have been a part of our world for around 420 million years, well before dinosaurs walked the Earth. Through the prehistoric eras to the modern day, they have evolved into hundreds of different species, each perfectly suited to their own niche in the ecosystem. Some have barely changed since first appearing during the Early Cretaceous period, and many are facing a dire threat to their existence. Sadly, this threat is of our own making, with overfishing and destruction of sharks' natural habitat putting huge pressure on certain species. This lesson is designed to give students a workable understanding of what sharks are, the problems they face, and how we can help this primordial family of creatures survive the years to come.

### 2. Key objectives

- Understand the essential nature of sharks, and challenge negative perceptions.
- Comprehend the potential causes of sharks' extinction in our world.
- Explore the ways that we can help to protect sharks going forward.

### 3. Video presentation

- Sharks 101.** <https://www.youtube.com/watch?v=4HGNqFdaD34> Runtime 5:17. An accessible introduction to sharks & their defining characteristics, with some explanation of the pressure sharks face from the fishing industry.
- <https://www.youtube.com/watch?v=tAzxkDQFPe0&t=106s> Runtime 4:49. An engaging and highly informative look at the ecological role that sharks play – and the possible consequences of losing them forever.
- Global efforts to protect sharks.** <https://www.youtube.com/watch?v=9a3JrcP3bEc> Runtime 2:13. Looking at the human perspective of sharks around the world, alongside examples of legal measures to protect shark species.
- Ocean Ramsey: the woman protecting great white sharks.** <https://www.youtube.com/watch?v=iZi8eSrfj78> Runtime 4:42. Freediver Ocean Ramsey and Juan Oliphant tackle the negative perception of sharks in our society, with some spectacular footage of Ramsey freediving with sharks.

### 4. Questions.

Discussion  
Presentation



#### In School

Break off discussion questions. Split the class into 5 groups, each group to discuss one of the following questions (20 mins)

Each group to present to the class the findings of their discussions (5 mins per group)



#### Online Classroom

Using a virtual classroom or conference style video calls, each group to discuss one of the following questions (20 mins)

Each group to submit a presentation of their discussions findings to the teacher (5 mins per group)



#### Independent Online Learning

Read each of the questions below. Make notes on each question and submit them to your teacher via email (20 mins)

Film a short video clip outlining your key points for each question. Submit to your teacher (5 mins per question)



- Which students have seen a live shark before and where? Do they remember what kind of shark it was? How did they feel about seeing these creatures?
- Would students still choose to eat shark fin soup, or other foods derived from sharks?
- Can students name 10 different kinds of shark? Do they have a favourite? They may know more than they think!
- Do students think that we could do more to help sharks survive?
- What action would students take to protect these animals?
- Are any students interested in responsible shark-diving to meet these creatures up close?

## 5. Workshop, Activity



### In School

In groups, write down 10 examples of NEGATIVE and POSITIVE portrayals of sharks in the media (films are a good place to start) discuss WHY are these positive or negative. Discuss if your views on sharks have changed.



### Online Classroom

Find and list 10 examples of NEGATIVE and POSITIVE portrayals of sharks in the media (films are a good place to start) write down a small essay discussing WHY are these positive or negative, and if your outlook on sharks has changed.



### Independent Online Learning

Find and list 10 examples of NEGATIVE and POSITIVE portrayals of sharks in the media (films are a good place to start) write down a small essay discussing WHY are these positive or negative, and reflect on if your outlook on sharks has changed.

## 6. Action plan/ fund-raiser

- help save our sharks from extinction! Send completed assignments to – winners will have their work and names (with parental permission) published on the Fair Earth Foundation website!

## 7. Take home assignment

- Ask students to produce a small multimedia portfolio. This may involve a collection of useful information on sharks alongside drawings and thematic artwork. Most parameters of such assignments may be set by the teacher or department head (length, content, relevance, permitted materials, completion deadlines).

## USEFUL RESOURCES

- <https://www.who.edu/know-your-ocean/ocean-topics/ocean-life/sharks-other-fish/shark-facts/>
- <https://www.worldwildlife.org/stories/shark-facts-vs-shark-myths>
- <https://www.atlanticwhiteshark.org/curriculum-resources> \*ACTIVITY RESOURCE FOR STUDENTS\*
- <https://www.nationalgeographic.com/animals/fish/group/sharks/>



Some shark species **replace** 35,000 teeth in a lifetime!

Sharks have existed for over **420 million years**, with modern shark species appearing around 100 million years ago during the **Early Cretaceous period**.

The world's **fastest** shark is the shortfin mako, which has been clocked swimming at **18.8 metres per second**.

Sharks can range in size from **20cm to 10 metres**.

There are up to **100 recorded** shark **attacks** on humans every year, with up to **15 fatalities**. But we as humans are responsible for the destruction of approximately **100 million sharks** every year as we fish them from our oceans.

Vending machines kill 4 times as many people per year as sharks.

Hippos, deer and cows kill more people per year than do sharks

**Megalodon** was the largest shark to ever exist at **60 feet** in length.

Hammerhead sharks have incredible **360-degree vision!**

## No annihilation: Securing the existence of sharks

**How can we help? We can:**

**Refuse** to buy or consume shark derivatives, such as shark fin soup

**Help** reduce ocean plastic by using recyclable materials instead of single-use products

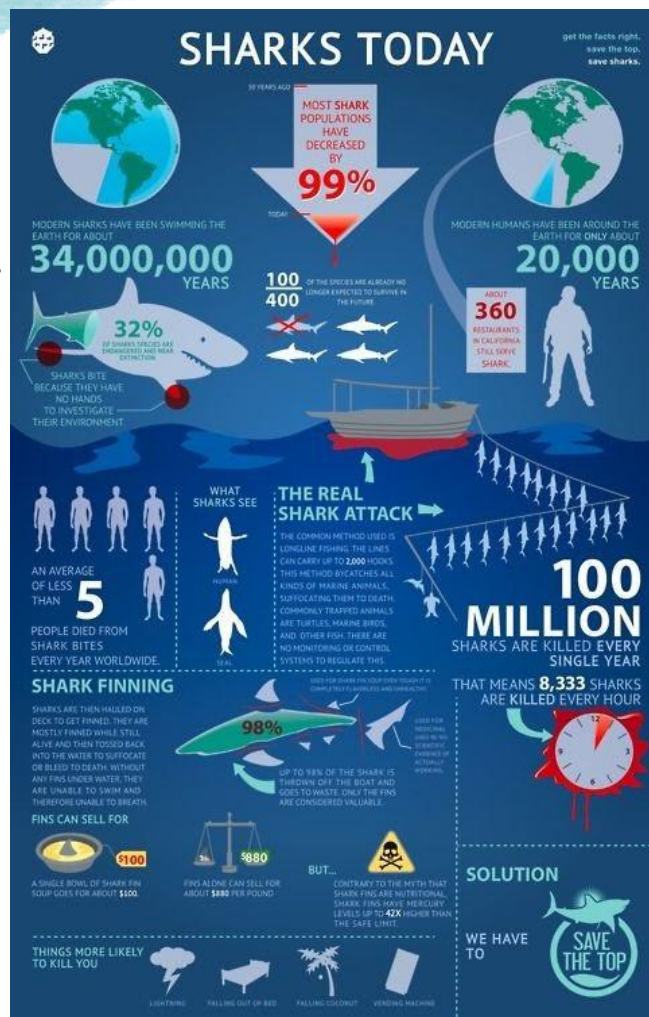
**Support** efforts to introduce marine reservations, which give legal protection to sharks and many

**Work** towards an international moratorium (ban) on the pointless and wasteful fishing of sharks

Try to **challenge** negative attitudes that many people harbour about sharks – they need help, not judgement!

**Advocate** for more sustainable fishing methods, combat the plague of ghost nets!

**Educate** ourselves and others about sharks – the more we know, the more we can help.



Great white sharks can smell **one drop** of blood in **100 litres** of water

Fair Earth's Gateway to Global Citizenship. A series of lessons that aim to make students aware and understand the wider world and their place in it. Every lesson has an 'In school,' 'Online Classroom' and 'Independent Online Learning' option.

WE CANNOT DO EVERYTHING BUT WE CAN ALL DO SOMETHING, IF EVERYBODY DOES SOMETHING EVERYTHING GETS DONE



## Teacher Lesson Guide : The Existence of Sharks

1. Introduce the subject to the students with a short summary on the topic, provided in the lesson plan. (5 minutes).
2. Outline the key objectives to your students, to set expectations of what this lesson will achieve (2 minutes).
3. Show the students the three video presentations on sharks shown in the lesson plan. Ask the students to take notes throughout. Pausing for emphasis at points of special interest is recommended. . (10-20 minutes).
4. Split your class into groups to discuss the questions stated in the lesson plan. Once they have discussed these questions, they should prepare a 5 minute presentation on their answers ( to be presented in the next lesson) 15-20 minutes discussion time is recommended.
5. Conclude discussions and give a brief summary/description of the videos and the subtopics they covered.

### Break

6. Each group of students will give a presentation of their answers to the relevant questions. At least 2 students from each group should participate in doing so - avoid situations where just one has to shoulder the burden alone!
7. Workshops may be assigned to students according to age. For younger students workshop A is a fun way to embed a new and positive view of sharks. Workshop B is an opportunity for older students to identify and discuss ways in which negative or stereotypical media coverage can influence their views - a useful lesson for life in general. {Encourage discussion of as many examples as possible within your class at an appropriate time, with perhaps a written submission of 3 positive and negative examples each. One-by-one discussion may lead to some repetition - individual examples can be sought on a "hands up" basis!}
8. The project assignment is better suited to students aged 10 and above. The rubrics of this assignment are largely at the teacher's discretion; students should be given time commensurate with the scope of the task. For essay-type assignments, perhaps 2-3 pages per week is a realistic target. A multimedia assignment, such as coloured banners etc. may require a month or so. Students may complete such assignments individually or in collaborative groups.