

## Lesson Summary

This lesson discusses dolphin captivity compared to dolphins living in the wild.



## Activities

These activities are designed to enhance and expand on the key learnings from the Dolphin Captivity lesson. They can be used as part of the Lesson or assigned as research or projects.

## English

**LEARNING SKILLS** – Creative thinking, communicate, critical thinking, empathy, reasoning, advocate, reflect and explanation.

### Activity 1

“Intelligence is the ability of a species to live in harmony with its environment.” Paul Watson

- What does this quote mean to you?
- Write the quote in your own words?
- Analyse the meaning and discuss in class or in small groups.

### Activity 2

Debate or write an essay on the following topic:

“Do the potential benefits of research and education justify taking dolphins from their natural environment?”

## Geography

**LEARNING SKILLS** – Research, investigate, analyse, interpretation, communicate, critical thinking and explanation.

### Activity 1

Research the location of dolphinariums/marine parks around the world.

Which countries have the highest number?

What is the climate and environment like in these countries?

What is the impact on the animals kept in the dolphinariums / marine park?

## History

**LEARNING SKILLS** – Research, interpretation, communicate, reasoning, explanation and critical thinking.

### Activity 1

Research the history of captivity of marine wildlife,

When did it become popular and in which countries?

How were marine animals captured?

Which countries currently have the most dolphinariums/marine parks with captive dolphins?

Write a report or create a presentation outlining your findings.

## Science

**LEARNING SKILLS** – Investigate, research, analyse, creative thinking, communicate, critical thinking and explanation.

### Activity 1

Create an experiment to show how noise impacts dolphins and how that varies within a concrete enclosure.

### Activity 2

Investigate how far dolphins in the wild swim each day. How does this compare to dolphins kept in a pool? What are the implications for the dolphins of being kept in pools limited by size and depth?

### Activity 3 – Echolocation

Dolphins use echolocation to hunt for food and for navigation. The exercise demonstrates how sound bounces off objects.

1. Select one student, each student takes a turn, who will be blindfolded. They will be the dolphin.
2. The blindfolded student is positioned in the centre of the room.
3. Other students are then positioned at varying distances away from the whale – minimum of 1 metre. These students will be the fish, octopus or krill.
4. The 'dolphin' will make a sound – they can clap once or twice.
5. The surrounding students (in front of the dolphin) will then reply to the noise. It is important they all understand to communicate with the same volume when responding to the dolphin. This noise represents the echo that the dolphin would hear.
6. The dolphin then guesses the direction and how far away the fish/octopus/krill are. The dolphins can either tell you or move toward the sound. If the dolphin guesses correctly the marine animal is removed from the ocean.
7. To dolphin can be given a set number of turns 3 - 5, The dolphin with the highest number of correct guesses wins.
8. For larger classes students can be split into groups of 5 - 10, making it easier for everyone to have a turn.

## Social Science

**LEARNING SKILLS** – Creative thinking, communicate, critical thinking, empathy, reasoning, advocate, reflect, explanation and global citizenship.

### Activity 1

Create a display that shows how it feels being a dolphin in captivity. This can be a small confined space to represent a concrete pool, or a mirrored space or glass enclosure that represents the glass tanks used to display marine wildlife.

Have people spend a short period enclosed in your ‘captivity space’ and then find out how they feel about being confined and what they think it would be like for a dolphin.

### Activity 2

Create a campaign advocating for an end to dolphin captivity:

- Investigate the issue.
- Identify what key information you want to use.
- Determine the reasons why people should care.
- Create a plan for your campaign – identify key messages you will use and how you will convey your message.
- Design and create your campaign materials.

## Arts / Media

**LEARNING SKILLS** – Creative thinking, communicate, critical thinking, empathy, reasoning, advocate and explanation.

### Activity 1

Create a display or artwork that recreates the life of a dolphin in captivity – noise bouncing off walls, no interaction, small confined spaces.

### Activity 2

Create a poster or infographic to raise awareness on the impacts of captivity on marine wildlife.

## YOUR FEEDBACK

We value your feedback and would be pleased to hear your thoughts about this lesson and activities. Any comments, suggestions or requests for further information can be sent to [education@seashepherdglobal.org](mailto:education@seashepherdglobal.org)