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THE BOURNEMOUTH AQUARIUM



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THE BOURNEMOUTH AQUARIUM

Primary Key Stage 1

Activity Pack

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Introduction

This pack will provide you with some activities and suggestions to use before and during your visit to the Oceanarium. Please feel free to change the resources and use them as you wish. If you have any suggestions of things to add then please let us know your thoughts.

There are a number of zones to visit which will allow you to look at the amazing variety of species at the Oceanarium, how they are adapted to survive and the features of their habitats.



Classifying organisms

Pre-visit activity

We often group things together as it makes things easier to find or to use, for example coloured pencils are probably grouped together in your classroom, and not mixed with the pens!

We can organise living things into groups, this can make it easier for us to understand more about their lives, and where they live.



TASK

Have a look around your classroom, can you spot some examples of objects that have been grouped together? The first one has been done for you.

Object	Why are they grouped together?
Coloured pencils	So I can get the colours I want easily and quickly, when I need them.

Classifying game

We can organise things into different groups based on their features or characteristics. We can have plants that use sunlight to make food or animals that need to eat plants or other animals for food, for example. There are 20 images for you to use.

Print and cut out the cards found on the following pages.

Get the children to have a go at putting the living things into groups. They can be however they wish to organise them in the first instance for example colour, where they live etc.

You can then introduce how we classify different groups and look at the key characteristics.

Additional notes

Plants and animals are one quick grouping.

Children can then look at classifying the animals.

Invertebrates: - No backbone, anemone, jellyfish (cnidarian),

Vertebrates: - Sawfish (shark/ cartilaginous fish / fish), Inca tern (bird), short clawed otter (mammal), archer fish (fish / bony fish), dolphin (mammal), axolotl (amphibian), green tree python (reptile) loggerhead turtle(reptile), lionfish (fish / bony fish), pufferfish (fish / bony fish), herring gull (bird), humans (mammals), humpback whale (mammal), coati (mammal), Humboldt penguin (bird)

Discussion points

Some key features of 5 vertebrate groups

Fish – Have gills, live in water, release eggs into the water, some are bony some have cartilage (sharks and rays), have scales which are often slimy.

Mammals – Have hair (even whales and dolphins, just hard to see; usually near blowhole or mouth), give birth to live young, provide milk to young.

Reptiles – Have dry scales, most lay eggs, eggs are often soft and rubbery

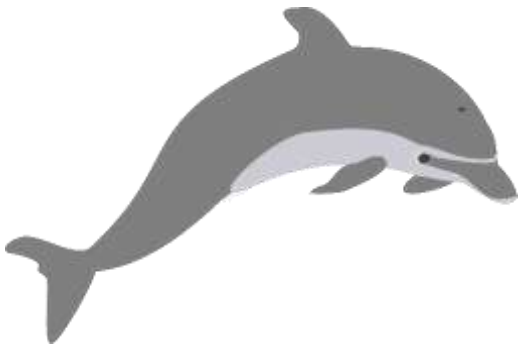
Amphibians – Moist skin, no scales, need water to lay eggs.

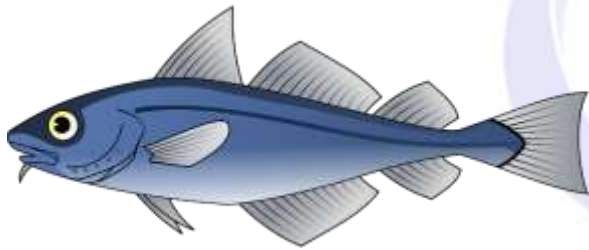
Classifying cards

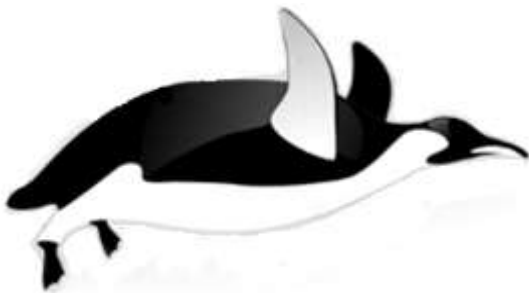
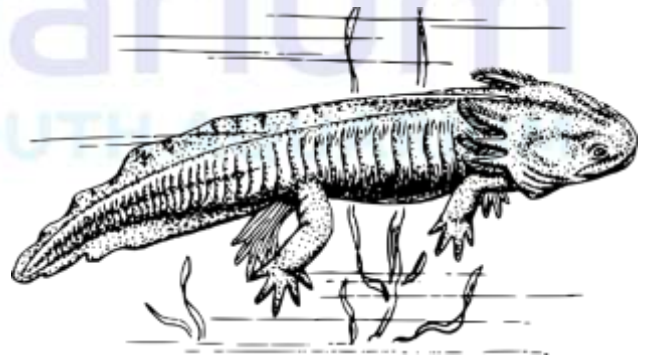




Fish, bird, mammal, reptile, or amphibian?







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Explorer's Journal

All good scientists keep a diary of the things that they see and do. You are a scientist visiting the Oceanarium, what can you find out about the animals and the habitats in which they live?

Print out pages 10-13 either 2 per page or 4 per page to be able to make your journal. They can be folded to make the booklet or linked together with tags.


- Write down what you can find out about the animals you can see.
- Can you come up with a top 10?
- Use the information you collect to share your discoveries with other children at your school and create your own Oceanarium journal booklet!

There is an example below to get you started

Explorer's Journal

Name of animal Nautilus

Picture or photograph

	<p>Classification</p> <p><u>Invertebrate</u></p> <p><u>Cephalopod</u></p> <p>Level of threat</p> <p><u>Not classified</u></p>
---	---

Explorer notes:

What did it look like? Describe it:

It has orange and white stripes. It has small eyes and lots of tentacles

What country is it from? Australia and Indonesia

What is its habitat? Deep sea and coral reefs

What does it eat? It is a carnivore, eats crabs/fish.

Awesome adaptations?

It has very poor eyesight as it lives in deep water where there isn't a lot of light. To help it hunt it has lots of tentacles that are very sensitive. Like other cephalopods it has a beak like jaw to help it break apart its food. It also has a syphon, a water jet, which allows it to help it to move around and to look for food.

um
OCEANARIUM

Explorer's Journal

Name of animal _____

Picture or photograph

Classification

Level of threat

Explorer notes:

What did it look like? Describe it:

What country is it from?

What is its habitat?

What does it eat?

Awesome adaptations?

Explorer's Journal

Name of animal _____

Picture or photograph



Classification

Level of threat

Explorer notes:

What did it look like? Describe it:

What country is it from? _____

What is its habitat? _____

What does it eat? _____

Awesome adaptations?

Explorer's Journal

Name of animal _____

Picture or photograph



Classification

Level of threat

Explorer notes:

What did it look like? Describe it:

What country is it from? _____

What is its habitat? _____

What does it eat? _____

Awesome adaptations?

Explorer's Journal

Name of animal _____

Picture or photograph

Classification

Level of threat

Explorer notes:

What did it look like? Describe it:

What country is it from? _____

What is its habitat? _____

What does it eat? _____

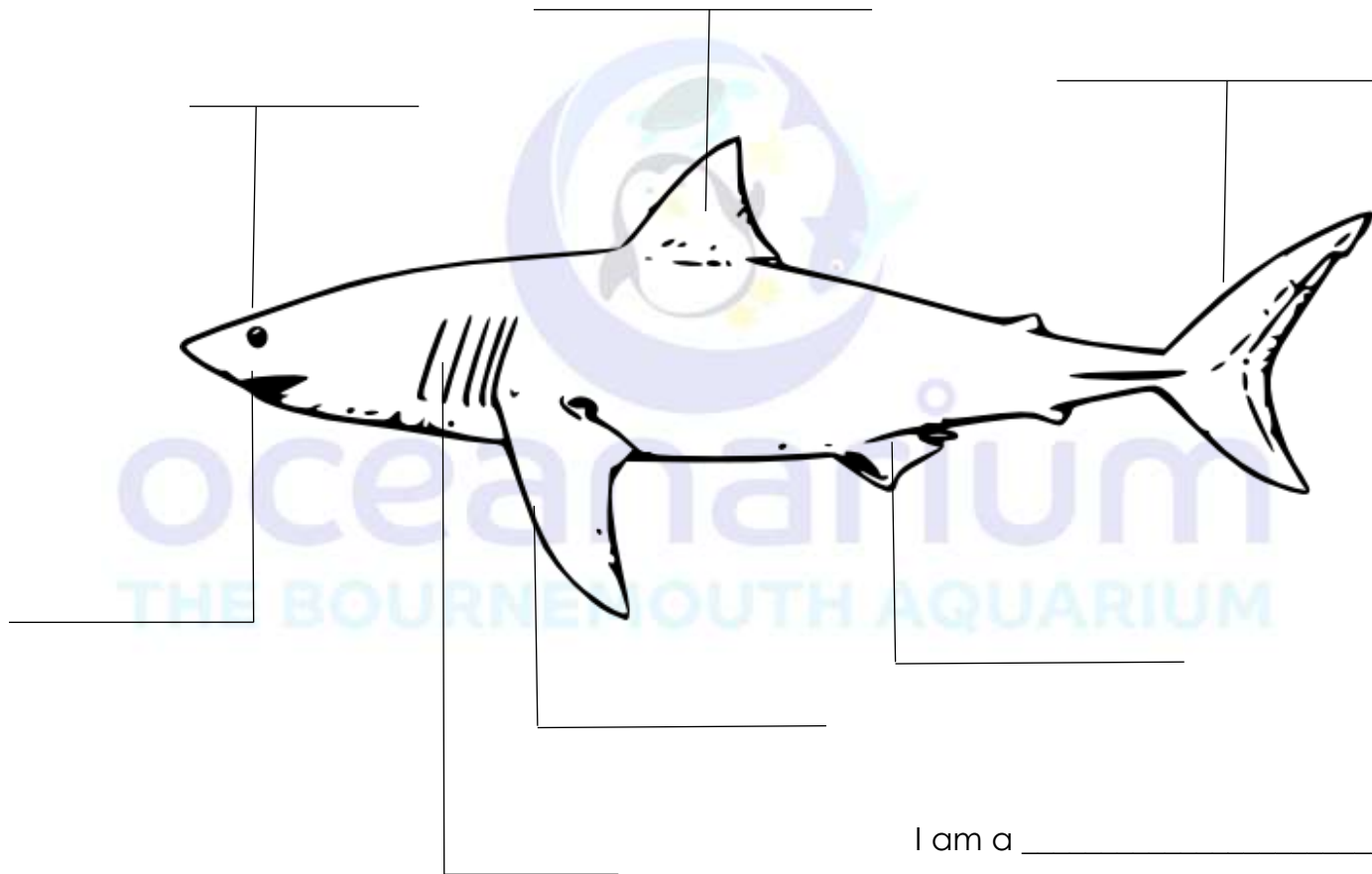
Awesome adaptations?

Name _____

Awesome adaptations

Look at the pictures below. Can you write down the parts?

Eyes / dorsal fin / caudal fin / pectoral fin / anal fin / gill slits / mouth

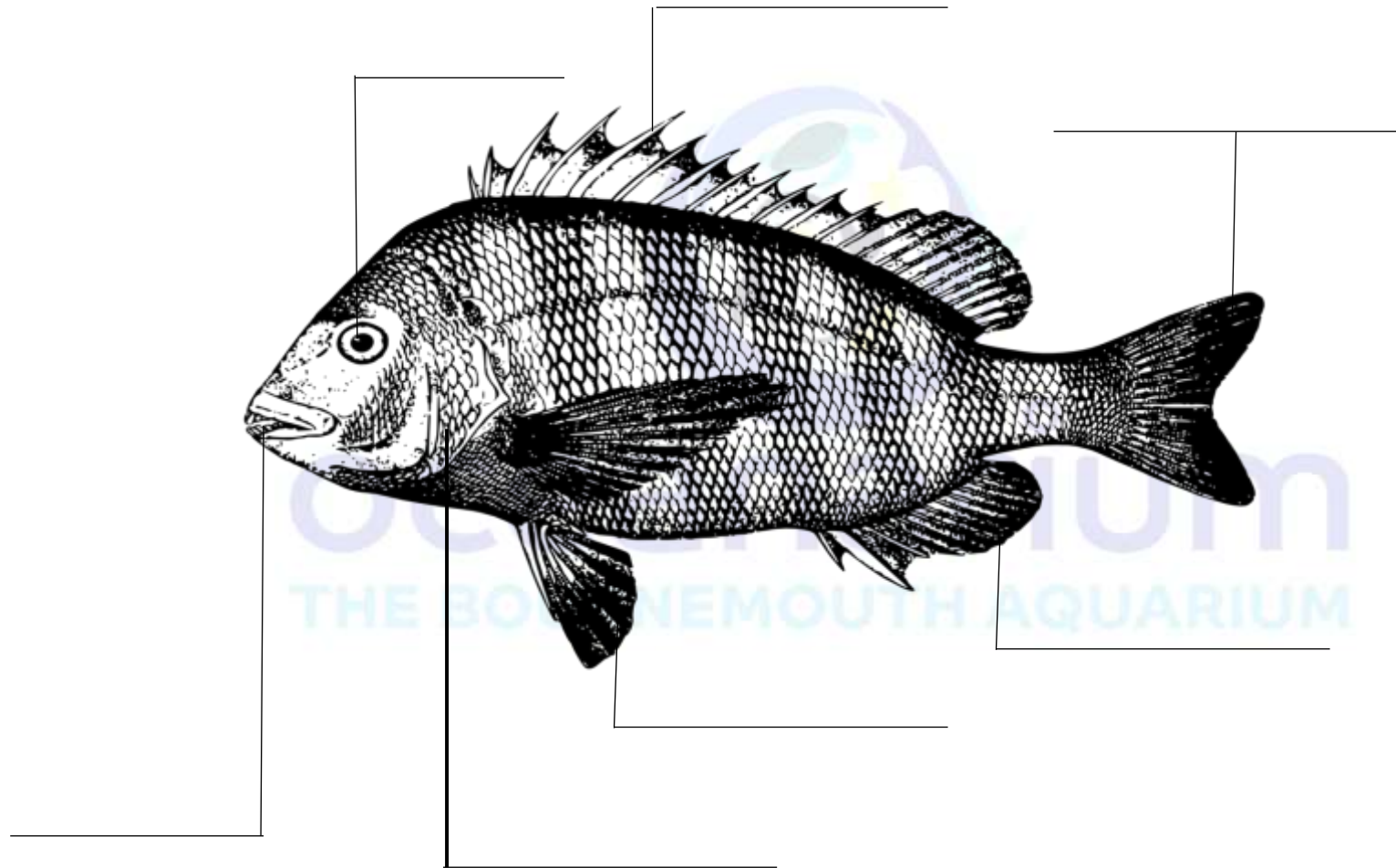


Name _____

Awesome adaptations

Look at the pictures below. Can you write down the parts?

Eyes / dorsal fin / caudal fin / pectoral fin / anal fin / gill cover / mouth



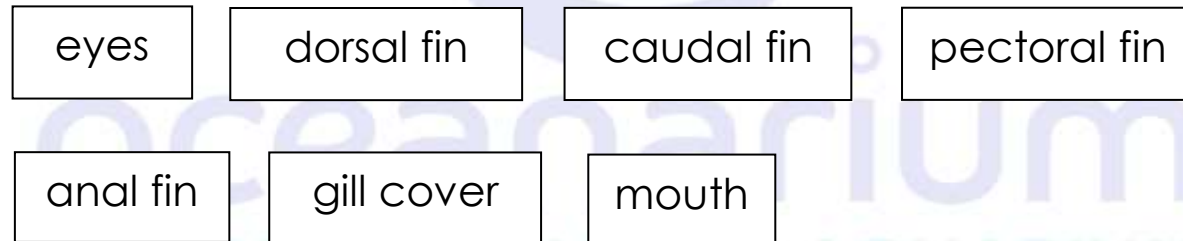
I am a _____

Key words for matching and sticking.

Picture 1 matching words

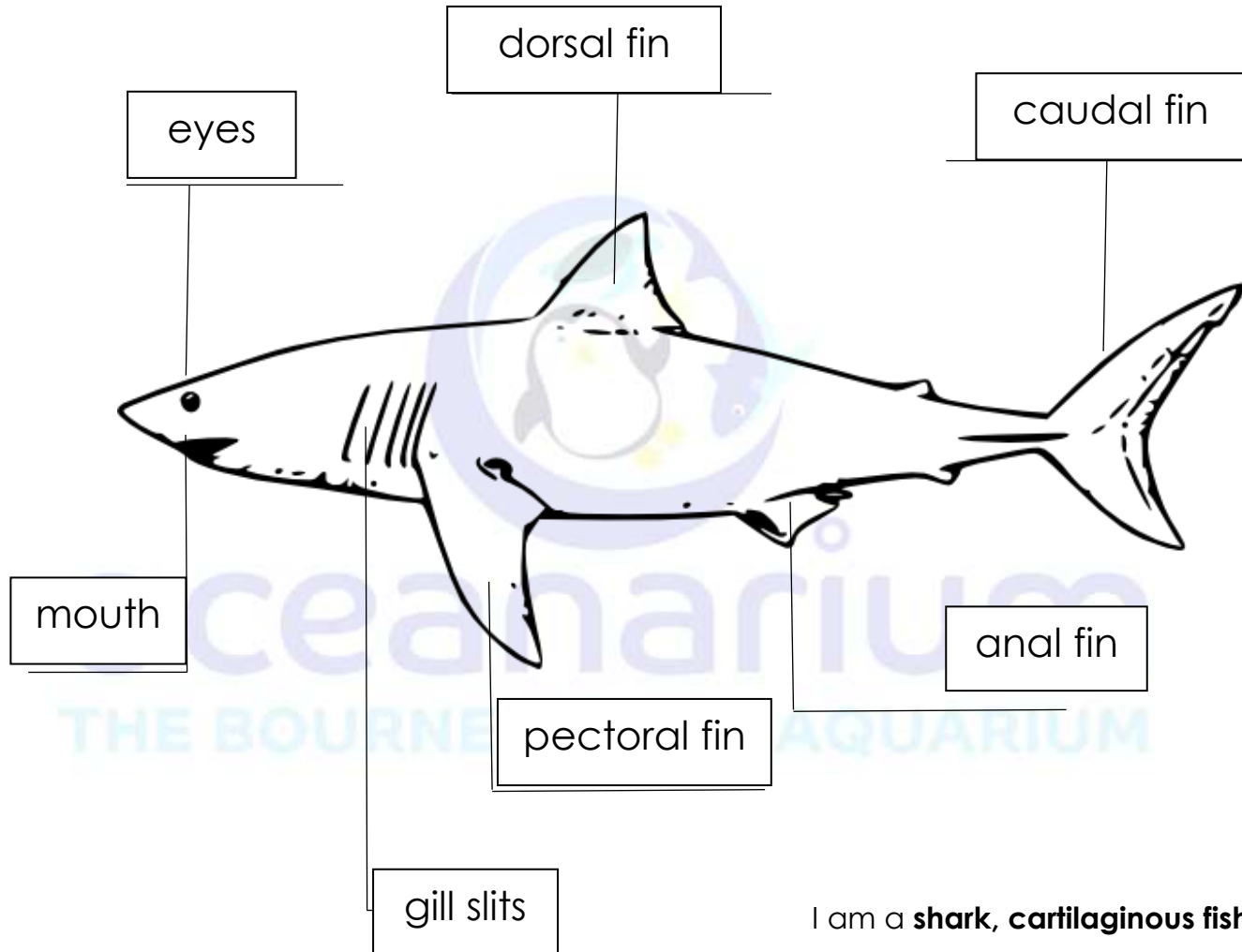


Picture 2 matching words



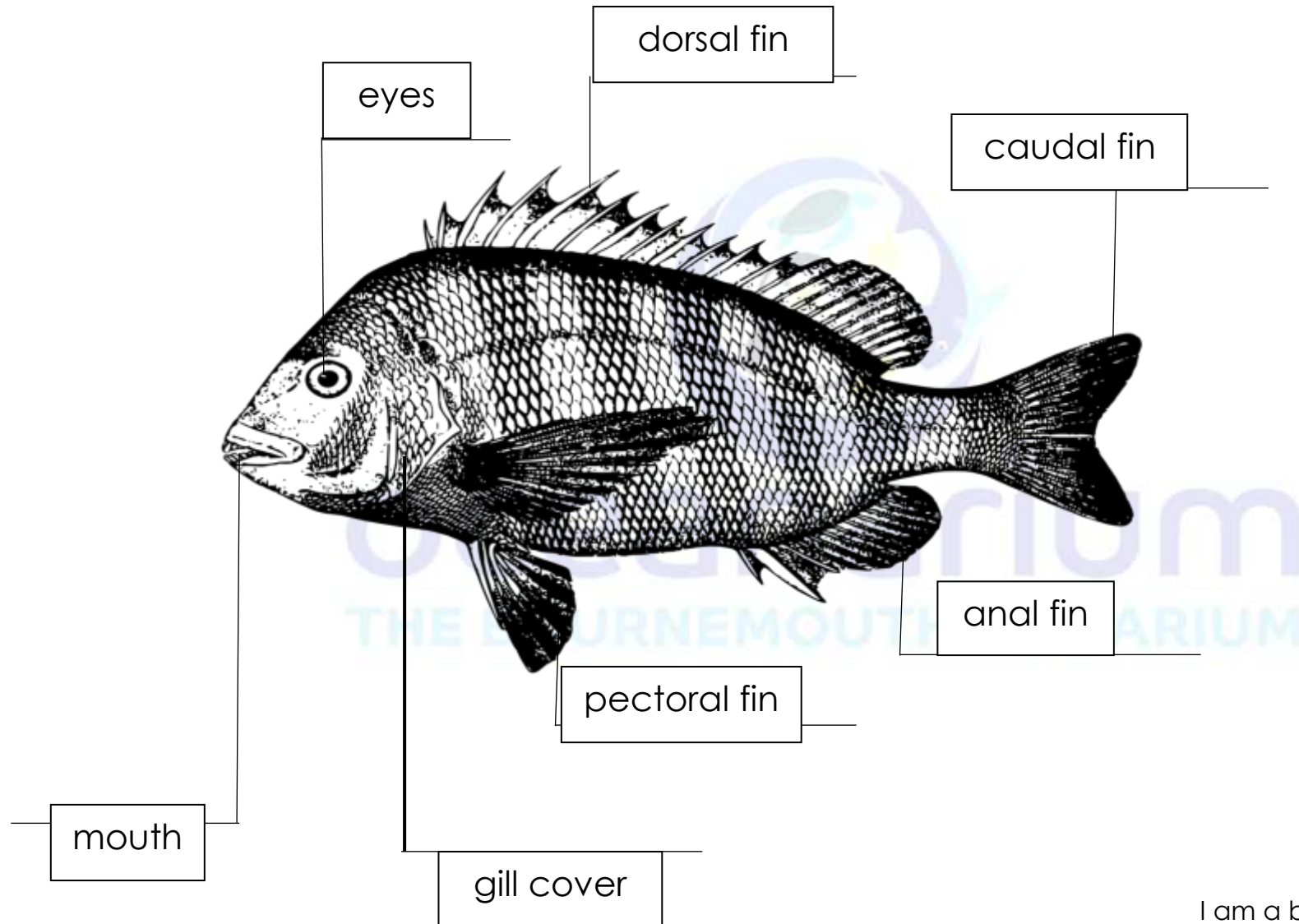
Some hints: dorsal means on the top, caudal means tail, pectoral near chest,

Completed picture 1



I am a **shark, cartilaginous fish**

Completed picture 2



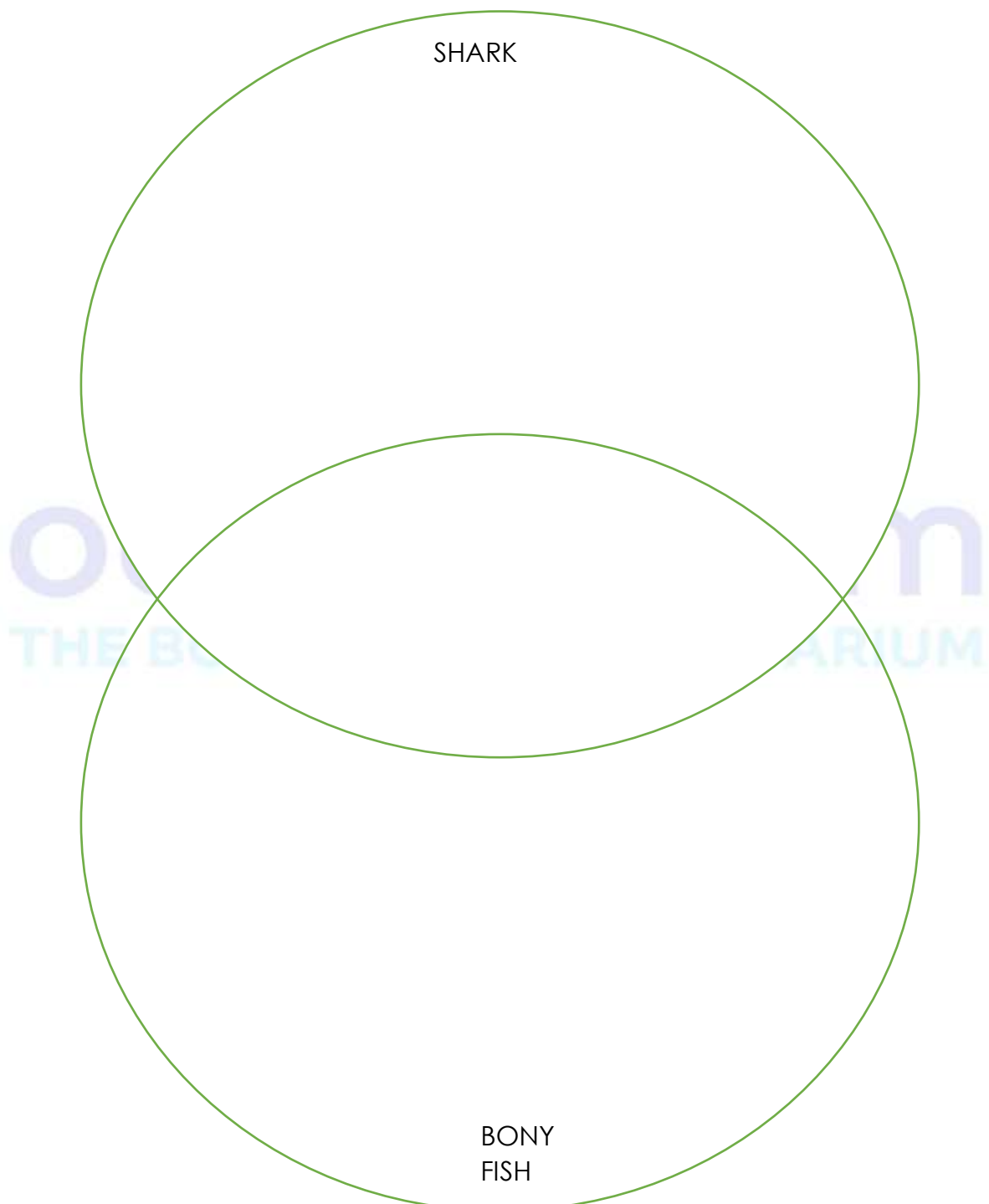
I am a bony fish

Similar but different!

Using the Venn diagram can you add characteristics of the shark and the bony fish. Some features are similar, some are different.

Think about the differences between sharks and fish. Can you add any more information to the diagram? Think about what they might eat, how fast they can swim. Choose one shark species and one fish species

When you are looking around the Oceanarium can you spot characteristics that help the animal survive?



Suggested words / images for Venn diagram





This list of words can be used to cut out and add to the diagram.

Students can add their own words or use the list to get them started, depending on the shark / fish they choose.

Dorsal fin	Dorsal fin	Streamlined
Streamlined	Carnivore	Carnivore
Herbivore	Excellent sense of smell	Rough scales
Slimy scales	Gill slits	Gill cover
Breathe underwater	Breathe underwater	Counter shading

Awesome Adaptations challenge

When you walk through the Oceanarium, can you spot the creature in the picture and some adaptations that help it survive? Tick the ones you find.

	<p>Name of the creature? <input type="checkbox"/></p> <p>Adaptation?</p>
	<p>Name of the creature? <input type="checkbox"/></p> <p>Adaptation?</p>
	<p>Name of the creature? <input type="checkbox"/></p> <p>Adaptation?</p>
	<p>Name of the creature? <input type="checkbox"/></p> <p>Adaptation?</p>



Name of the creature?

Adaptation?



Name of the creature?

Adaptation?



Name of the creature?

Adaptation?



Name of the creature?

Adaptation?



Name of the creature?

Adaptation?

Teachers guide for 'Awesome Adaptations'.

Use the following information to help point out some important features of the animals to your students. They may spot and describe some more. You could give points for finding out extra information or spotting a really useful adaptation or an adaptation being used.

- Use the information below to point out some adaptations to the students.
- Encourage the students to look closely at the animals and spend some time discussing how the adaptations may help it to survive.
- When you return to school you can look at the adaptations they spotted and tell them the points for each adaptation. They can add up their scores and see who is the best at spotting adaptations.
- You can also use the video links on the information sheets back at school.

1. Red bellied piranha

Pygocentrus nattereri (pie-go-sen-truss natter-er-eye). [Feeding video](#)

Found in fast flowing rivers, streams and lakes and flooded forests including the Amazon in Brazil.

- Sharp teeth, triangular. Act like shears / scissors. (3pts)
- Swim in shoals for added protection. (1pt)
- Can swim very fast – have stiff caudal fin. (1pt)
- Can go into a feeding frenzy – which helps give its fearsome reputation. (2pts)

2. Asian small clawed otter

Aonyx cinerea (ay-on-ix sin-air-ee-a).

Found near rivers across Asia including southern China, Java, Borneo. Prefers shallow water where there is plenty of food.

- Short claws allow this otter to hold things with greater dexterity (you may see them with rocks and food items). (2pts)
- Communicate with each other using squeaks. (1pt)
- Use claws to dig in mud or under stones to look for prey. (2pts)
- Flattened tail and streamlined body to help when swimming. (2pts)



3. Loggerhead turtle

Caretta caretta (Kar-et-a kar-et-a)



This is a large turtle that can be found across temperate and tropical oceans. Loggerheads are the most common turtle in the Mediterranean, but can be found worldwide.

- Front limbs have evolved into flippers for swimming. (1pt)
- Hard shell which protects it from predators. (1pt)
- Shell is flattened so animal is streamlined for swimming. (2pts)
- Can't retract limbs into shell. (2pts)
- Sharp beaklike mouth for catching and crushing hard shells of crabs and shellfish. (1pt)

4. Beadlet anemone.



Actinia equina (act-in-e-a ek-wine-a)

Information on anemone can be found on some information around the aquarium. This species is commonly found on rocky shores in the U.K.

- Can survive when the tide is out by retracting its tentacles - looks like a red blob of jelly! (1pt)
- Has stinging cells (called nematocysts) on its tentacles which it uses to catch prey. (2pts)
- They can fight with other anemones to get the best feeding grounds. (1pt)

5. African dwarf crocodile



Osteolaemus tetraspis (os-tee-o-lay-muss tet-rasp-iss)

Found in and around slow-moving water across west and central Africa.

- Has armoured scales to protect it from other predators or while it is hunting. (1pt)
- Sharp, pointed teeth and powerful jaws to capture prey and ensure they don't slip away. (1pt)
- Very well camouflaged in the water – looks like a floating log with only eyes and nostrils above the water. (3pts)
- Powerful muscles in the tail to help it move quickly to capture prey. (2pts)

6. Humboldt penguin



Spheniscus humboldti (ss-ven-iss-cuss hum-bowl-tea)

Found across coastal regions of Peru and Chile in South America along the Humboldt current, from which it is named. Cold Antarctic water well up along the coast bringing a variety of food for many species.

- Streamlined body shape for fast swimming. (1pt)
- Wings modified to become flippers. (1pt)
- Sharp hooked beak for grabbing prey. (1pt)
- Backward pointing spines on the tongue and roof of mouth to help them keep hold of fish. (3pts)
- Counter shading – light underneath and dark on top. If a predator looks up at a penguin the white belly blends in well with the water surface so makes them harder to spot. Or looking at them from above the dark backs help them blend in with the deep dark ocean. (5pts)
- Gland on its beak to filter salt – it can drink seawater! (2pts)

7. Black tipped reef shark



Carcharhinus melanopterus (Car-car rine-us mel-an-opt er-us)

[National geographic clip](#)

Mainly found in the western Pacific Ocean and the Indian Ocean, it prefers to live and hunt in shallow waters. It is a very powerful swimmer with a streamlined body that is built for speed to help catch fish but it will also eat crabs and shrimps.

- Streamlined body for fast swimming. (1pt)
- Flexible body, made from cartilage not bone – allows it to turn around easily and quickly. (1pt)
- Can move into very shallow water to hunt.
- Has counter shading to help it to reduce the chance of being spotted by its prey until it's too late. (3pts)
- Thick skin covered in scales called dermal denticles (feels rough like sand paper) (1pt)
- Very sharp teeth with serrated edges to help tear food. Sharks teeth are in rows, so a new one grows whenever a tooth is lost. We only get two sets of teeth! (1pt)
- Excellent sense of smell. (1pt)

8. Lesser octopus (sometimes known as curled octopus)

Eledone cirrhosa (ell-ed-own si-row-sa)



[Arkive octopus clip](#)

A highly intelligent king of camouflage! This amazing animal is the most intelligent of the invertebrate species. It is a venomous, which means it injects a toxin into its prey to paralyse it!

Did you an organism is venomous if it injects a toxin, and poisonous if it has to be eaten to pass on the poison!

- Large eyes to spot prey and predators. (1 pt)
- 8 arms each with suckers, which are used to quickly grab and hold prey. (1 pt)
- Cephalopods have jaws that are like beaks! (5pts)
- They can change their colour and body outline and shape to match their surroundings (3pts)
- They squirt ink which can confuse a predator to give them time to escape. (4pts)
- The have jet propulsion! They squirt water through quickly and under pressure though a tube called the siphon. (5pts)

9. Porcupine pufferfish



Diodon holocanthus (di-o-don ho-low-can-th-us)

This pufferfish can be found in tropical waters in the Indian, Pacific, and Atlantic oceans, preferring shallow coral reefs, areas with sea grass and mangroves. It has long spines all over its body.

- Long spines to protect itself. (1 pt)
- When threatened can swallow water and swell up like a balloon up to 3 times its original size so predators can't get their mouth around it! (5pts)
- Mouth forms a sharp beak to help it eat crabs and shellfish. (2pts)

Maths at the Oceanarium

Students can carry out some numeracy related activities both onsite at the aquarium and back at school.

This section will give you some suggested activities to do onsite, with post visit activities available later in the booklet.

Teachers notes on food levels.

The actual mass of food may have been adjusted slightly to allow the calculations to be simpler, but they are approximate to the actual amounts used.

Otters: 1250g -a day between 5 otters

Turtles: 800g per day (between two)

Sharks: Approximately -1kg per feed. (4 times per week, between 6 sharks)

Reptiles: 500g per day on average

Penguins: 6400kg per day (between 16)

Terns: 250g per day (between 6)



Feeding time!

The animals at the aquarium need to be fed carefully to make sure they all get enough food to stay healthy.

However, we have lost our feeding charts and the aquarists need to know how much food they need to add to the tanks! Can you help them?

Turtly enough food?

There are 2 turtles in Turtle Bay so how much food needs to be fed to them every day?

The loggerhead turtles need 400g of food a day each.

	Hundreds	Tens	Ones	The turtles need _____g of food, a day
One turtle needs				
Two turtles need				
Total turtle food				

How much do we need to give them each week?

1. How many days in a week? _____
2. Each turtle needs _____ food per week.
3. The aquarists need to double that last amount as there are two turtles. How much do they both need a week?

Otterly hungry?

We need to check the otter's food next. How many short-clawed otters are there at the Oceanarium?

There are _____ short clawed otters at the Oceanarium.

We know how much each otter needs to eat to stay fit and healthy. Each otter should get around 250g of food every day.

Can you help us work out how much food they all need every day?

	Hundreds	Tens	Ones
Otter 1	2	5	0
Total per day			



Superstar challenge!

Thanks to you we know how much food all of our otters need every day. We need to order some more food from our supplier as we are getting a bit low!

Do you think you could tell us how much food we need to order next month? (There are 31 days next month!)

You will need to use a calculator to help you.

Total _____g

To get the amount we need to order in kilogrammes you need to divide the number of grams you just worked out by 1000.

How many kilogrammes do we need? _____kg

Penguin patrol

It's the time of year when we need to count our animals. Can you help the aquarists count all the penguins for us?



Total number of penguins you can see in the pictures on this page? _____



Puzzling penguins

Thanks for your help with our penguin count! I am glad we took some pictures to help us!

Now when you visit the Oceanarium count how many you can see at Penguin Beach.



I spotted _____ Humboldt penguins

How many pairs of penguins would that make? _____ pairs

There are some other birds in that live at Penguin Beach too, called Inca terns. Can you count them for us too?

I spotted _____ Inca terns

How many pairs of Inca terns would that make? _____ pairs

Inca terns eat 40g of food a day, how much would they all need a day?

Numbers of terns spotted _____ x 40g = _____

There are 16 penguins at penguin beach, but you may not see them all as they might be in their rock having a sleep!

Each penguin needs to eat 400g of fish a day.



A pair of penguins would need to eat how many grams of fish? _____g



If there are 8 pairs of penguins how many grams of fish would they all need to eat a day? Show your workings

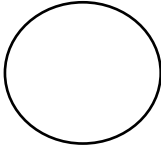

Number of pairs _____ x amount of food per pair per day _____g



Amount of food per day for all the penguins _____g


Shapes at the Oceanarium

On your way around the oceanarium see how many different shapes you can spot. Write your answers in the shapes or next to them.

Square  Rectangles 

Circle   _____

Cube  _____ Cuboid 

Cylinder or half cylinder 

Can you find examples of symmetry, parallel lines, triangles?

Where did you spot them? Draw pictures or add some photos to show help describe what you saw. In the top box write down the example name and in the bottom box add your picture.

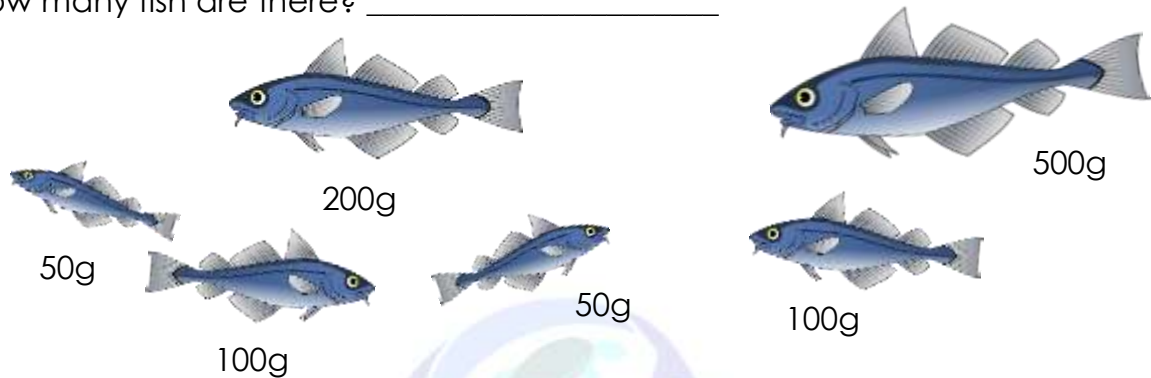
Example of	Example of	Example of	Example of

Feeding Frenzy



Below are some fish pictures and how much each one weighs.

How many fish are there? _____



What is the total weight of all the fish? _____ g

How many kilogrammes does that make? (1000 g = 1kilogram) _____kg

Shark spotting

How many black tip reef sharks can you see at the Oceanarium? _____

They are fed a total of 4kg per week spread out over 4 different days.

How much food do they get on the days they are fed? _____kg

If half of the sharks ate half of the food, how much food would be left for the other half?

Number of sharks = 6, food per week = 4kg

Half of the sharks, _____, would get _____kg of food

Living things their Habitats and Conservation

This section will enable students to discover some different types of habitat that they can see around the Oceanarium as well as getting to understand a variety of other habitats and their key features and how we can help to look after them.

Don't forget the [Explorers Journal](#) can be used when going around the Oceanarium to help look for habitats, threats and the animals that live there!

Below are some examples of habitats you can use with your group.



CORAL REEFS



LAGOONS



LAKES



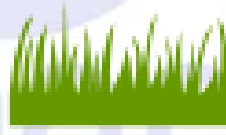
RAIN FOREST



**RIVERS
& STREAMS**



ROCKY REEFS



**SWAMPS
& MARSHES**



**TEMPERATE
OCEANS**



**TROPICAL
OCEANS**

Habitat matching game

What is a habitat?

Can you give some examples?

Draw a line to the ones you think are the correct habitats. There may be more than one correct answer and you may need to find the animal in the Oceanarium to help you.



RIVERS
& STREAMS



TROPICAL
OCEANS



RAIN FOREST



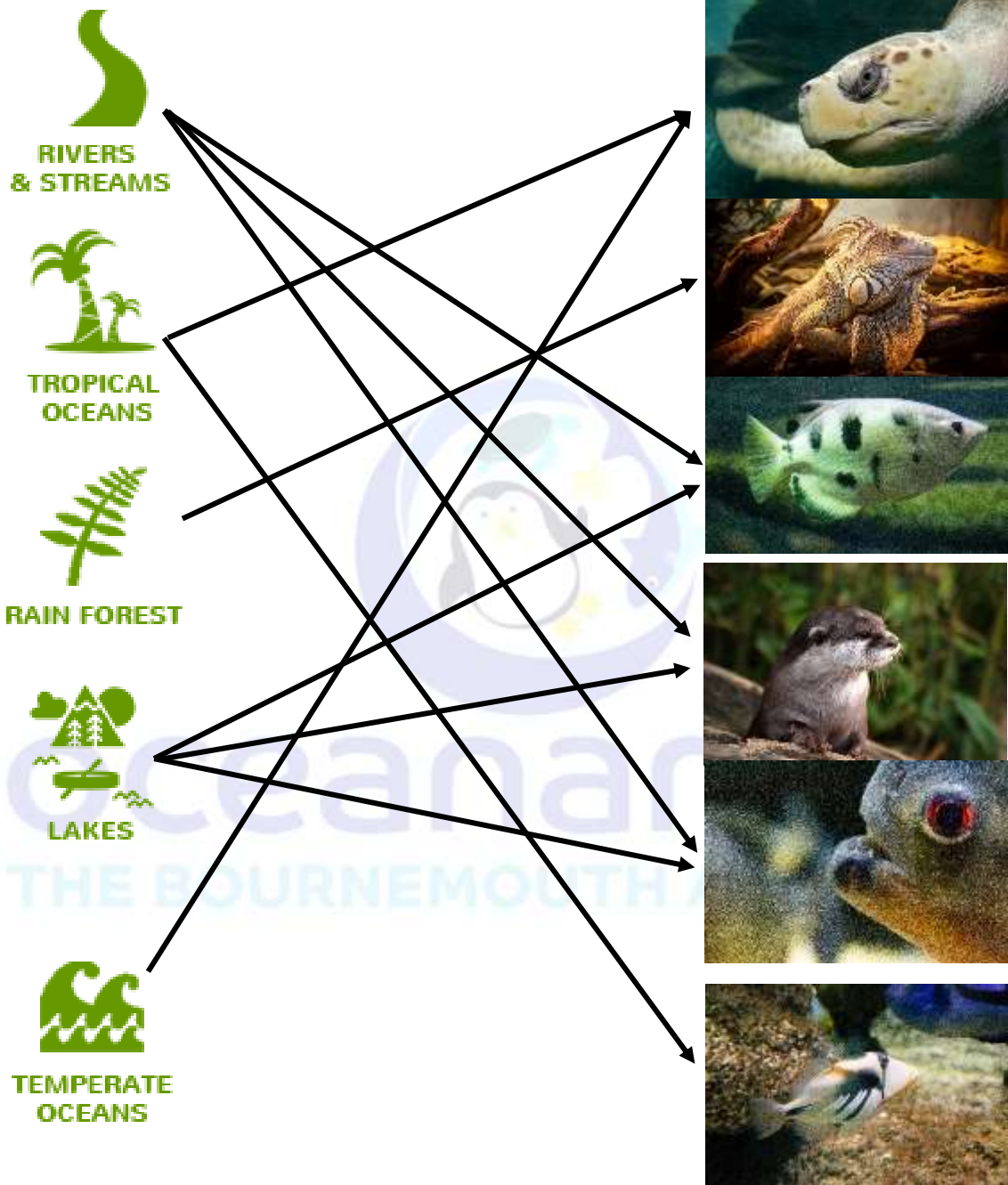
LAKES



TEMPERATE
OCEANS



Suggested answers. There may be more than one type of habitat. For example, the otters are found in wetlands which can have stream, rivers, and lakes.



Conservation quest

The conservation of endangered species is becoming increasingly important as a result of the world's growing human population putting pressure on the habitats where animals live and the effect we are having on the climate.

In the United Kingdom, there are 65 species listed in categories where they are under some kind of threat, with 14 of these being critically endangered.

There are a number of ways you can get involved and help your local wildlife and wildlife across the world. The following pages are some suggestions of how you can get involved as well as some fun activities.



THE BOURNEPOOL AQUARIUM

Not so fantastic plastic



Did you know that plastic is one of the biggest threats to marine life?

It is persistent, which means it stays in the environment for a long time and doesn't break down easily. Plastic bottles can take 450 years to be broken down!

Marine creatures can become tangled or trapped in marine litter and drown,

they can also eat litter which can block their stomachs causing starvation. It can be harmful to humans too and doesn't look very nice! Would you want to visit a beach with lots of litter?

Litter free fun

Can you find the words in the word search?

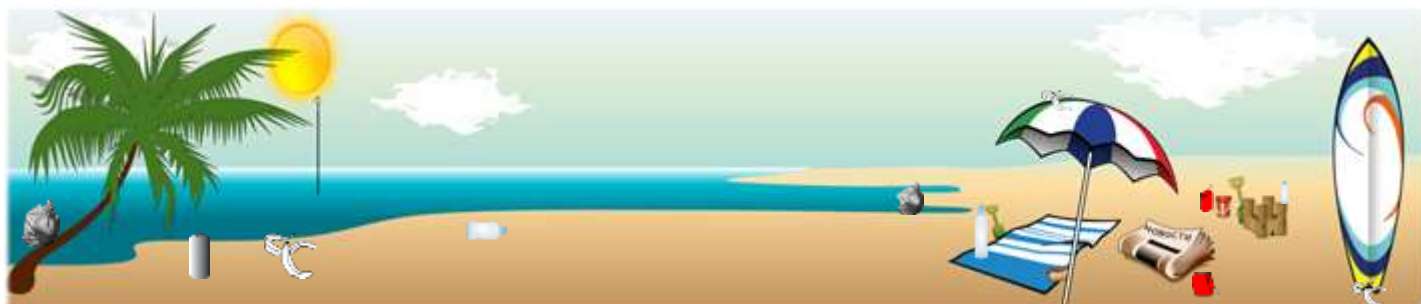
BEACH, CLEAN, HAPPY, ICECREAM, LITTER, PERSISTENT, REUSE, SWIMMING,

J	I	S	I	V	I	P	J	B	H
B	G	W	C	C	L	E	A	N	B
R	E	I	E	Y	Y	R	D	P	D
E	E	M	C	P	T	S	K	X	L
C	S	M	R	P	T	I	N	H	I
Y	U	I	E	A	S	S	I	C	T
C	E	N	A	H	X	T	S	A	T
L	R	G	M	F	X	E	X	E	E
E	R	B	A	W	P	N	O	B	R
I	L	H	E	A	L	T	H	Y	D



How long does it take for a plastic bottle to break down?
 a) 50 years
 b) 150 years
 c) 450 years
 d) 1000 years?

Can you clean up the beach? How many bits of litter can you find?



Solution to word search and questions.

J	I	S	I	V	I	P	J	B	H
B	G	W	C	G	L	E	A	N	B
R	E	I	E	Y	Y	R	D	P	D
E	E	M	C	P	T	S	K	X	L
C	S	M	R	P	T	I	N	H	I
Y	U	I	E	A	S	S	I	C	T
C	E	N	A	H	X	T	S	A	T
L	R	G	M	F	X	E	X	E	E
E	R	B	A	W	P	N	O	B	R
I	L	H	E	A	L	T	H	Y	D



Plastic bottles answer: It takes 450 years for a plastic bottle to break down naturally.



Can you clean up the beach? How many bits of litter can you find?



Climate change comprehension

Read the following information and use it to help answer the questions

The climate changes naturally and has done since the Earth was formed 4.5 billion years ago! However, humans are causing the climate to change much quicker, over a shorter period of time.

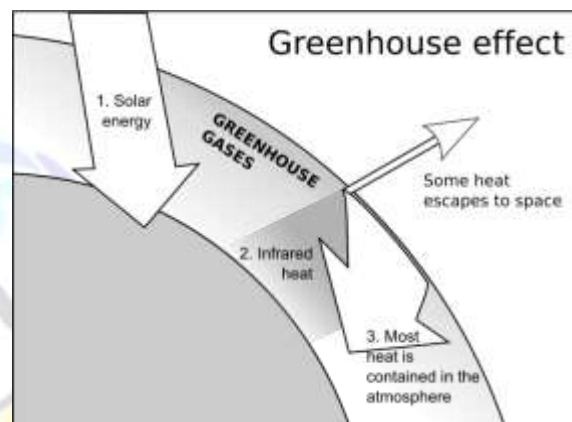
Weather patterns are changing and there is wilder weather with more flooding in some parts of the world and more drought in others.



The burning of fossil fuels, such as coal, oil, and natural gas, has had one of the biggest effects on climate change increasing the temperature of the planet. Burning fossil fuels releases gases that trap heat from the sun in our atmosphere

The increase in temperature caused by gases such as carbon dioxide is called the greenhouse effect. Gases that increase the temperature of the planet are called greenhouse gases. Methane and carbon dioxide are two of them.

Cutting down trees can be a problem too! Trees take in carbon dioxide from the atmosphere so fewer trees means more carbon dioxide!



Changing climate affects humans and all other plants and animals on the planet.

Sea levels will rise and many habitats will be lost as ice melts, for example polar bears need ice to hunt for their food. Humans will be affected too as people may need to move away from the coast and other low-lying land. Crops may not grow and fishing may become harder so there will be less food.

Increasing carbon dioxide can make the seas more acidic, which along with rising temperatures, can cause corals to become bleached and die. Coral habitats usually have a diverse range of plants and animals around them.



But there are lots we can do and probably are doing already to help. We could use renewable energy sources such as wind, wave, solar, and hydroelectric power. Use electric cars rather than petrol or diesel.



Putting on another jumper rather than turning the heating up. Switch off appliances fully rather than leaving them on standby when not using them. Turn the lights off when leaving any room. Walking/cycling or car sharing when travelling to school.

Climate change questions

What is climate change?

Why is our planet getting warmer?

What is the name we give to the cause of the increase in temperature?

What is the name of a greenhouse gas?

Why is cutting down trees a problem?

What do trees also release that animals need?

Can you name some effects of climate change?

1.

2.

3.

What can we do to help reduce the harmful effects humans have on the planet?

Climate change answers

What is climate change?

Climate change is a phenomenon whereby the Earth's climate warms or cools over long periods of time. burning of fossil fuels is largely to blame. As a result, global temperatures are rising and we are seeing many effects of climate change.

Why is our planet getting warmer?

Because the burning of fossil fuels releases gases that trap heat from the sun in our atmosphere.

What is the name we give to the cause of the increase in temperature?

The greenhouse effect.

What is the name of a greenhouse gas?

Carbon dioxide or methane.

Why is cutting down trees a problem?

Trees are important as they take in carbon dioxide from the atmosphere

What do trees also release that animals need?

Trees release oxygen which all animals need to survive.

Can you name some effects of climate change?

Increase temperature, more floods, more droughts, wilder weather patterns, higher sea level, habitat loss, loss of species.

What can we do to help reduce the harmful effects humans have on the planet?

We could use renewable energy sources such as wind, wave, solar, and hydroelectric power. Use electric cars rather than petrol or diesel. Putting on another jumper rather than turning the heating up. Switch off appliances fully rather than leaving them on standby when not using them. Turn the lights off when leaving any room. Walking/cycling or car sharing when travelling to school.

Conservation in action

How can you get involved?

Beach clean

Look out for a beach clean near you! Join other volunteers to help keep the beaches free of litter for both people and animals. Search using the link below for a beach clean near you.

<https://www.mcsuk.org/beachwatch/> or check in with the Oceanarium.

Sustainable shopping

You can make a difference by choosing our food carefully. If we all choose certain items then they will be the ones supermarkets will stock in future.

So, next time you are shopping look out for rainforest friendly food labels, MSC labels for sustainable fishing or FSC for sustainable wood!



An easy and fun way to help is to visit places like the Bournemouth Oceanarium. Money from entrance fees goes towards looking after the Oceanarium and towards conservation projects around the world!

Find out about some of the work we support here:

<http://www.oceanarium.co.uk/conservation-programs>

Post visit activities

These activities are designed to get students thinking about their visit and to bring in some other areas of the curriculum

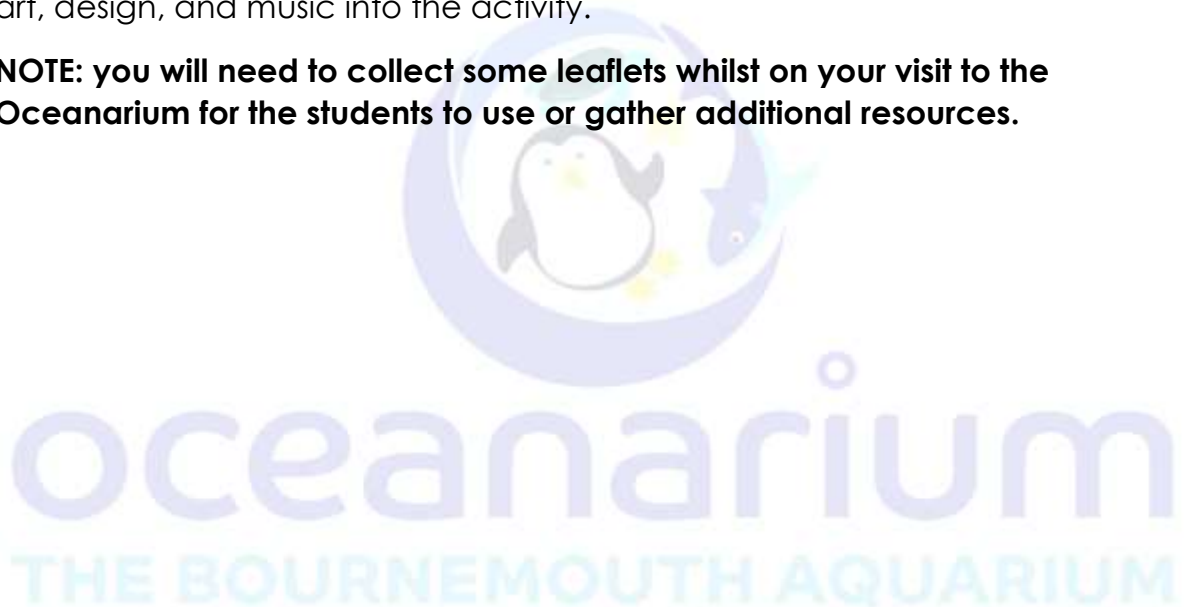
Once you have visited and seen the great diversity of animals and plants on display you and your students should have gathered plenty of information and hopefully some pictures too.

These activities could be used to develop literacy, numeracy, musical activities as well as research skills.

Activity one is an opportunity to review the information collected and carry out some numeracy related activities including the creating bar charts.

Activity two supports the opportunity for a larger project which can encompass a variety of literacy skills as well as bringing other areas such as art, design, and music into the activity.

NOTE: you will need to collect some leaflets whilst on your visit to the Oceanarium for the students to use or gather additional resources.



Can you draw a bar chart for your data?



Activity two – Sharing the excitement!

Teacher notes

The Oceanarium would like to have more visitors to show as many people the amazing creatures inside. It is also important to be able to show people some of the threats faced by some of the creatures too.

You have been asked to write a new advertising campaign.

This could include new posters and an advert that could go on television or radio. Students could also come up with a slogan and musical jingle to go with their advert.

You will need to gather a selection of adverts and posters for the students to discuss. You could collect some during your visit or use magazines and the internet to find other suitable examples. It might be worth considering how other attractions advertise to attract visitors.

Discuss with your students the main reason for advertising:

- Adverts are there to PERSUADE us to BUY a product. In the case of the Oceanarium it is to PERSUADE you to VISIT.
- Adverts often have a hook. Hooks are designed to be a tease, to leave the audience wanting more.
 - Hooks can be surprising, can tell you some new information, they can be slogans 'I'm loving it' or a catchy jingle that gets stuck in your head.
- Adverts usually have interesting and exciting pictures to catch your attention.

Have a go at the slogans game on the following page with the students. Either read out the slogan and see if they can guess what you are advertising or get students to read them out to each other to see if they can guess.

Extension: You could introduce the idea of adding the following to their adverts: -

Alliteration, word play, facts, opinions, rhetorical questions, emotive language, using superlatives – describe things as the most or least

Don't forget to get them to try and use lots of expression in their voices when they perform their advert for TV and / or radio.

Slogan game

<p>How do you eat yours?</p> <p>Answer – Cadbury Crème Egg</p>	<p>Don't just shop for it _____ it!</p> <p>Answer – Argos</p>
<p>Every little helps.</p> <p>Answer – Tesco</p>	<p>I'm lovin' It.</p> <p>Answer – McDonalds</p>
<p>Have a break have a _____.</p> <p>Answer – Kit Kat</p>	<p>Because you're worth it.</p> <p>Answer – L'Oreal</p>
<p>Kids and grown ups love it so the happy world of _____.</p> <p>Answer – Haribo</p>	<p>Eat fresh!</p> <p>Answer - Subway</p>
<p>Just do it!</p> <p>Answer - Nike</p>	<p>Where dreams come true.</p> <p>Answer – Disneyland</p>

Make a poster to advertise the Oceanarium

Task: - You have been asked to write a new advertising campaign.

- This could include new poster and an advertisement for television or radio.
- You can come up with a slogan and musical jingle to go with your advert.
- Before you begin you need to consider what makes a good advert?
- What can you remember for adverts and posters you have seen? Why do you remember those things?

1. What makes a good poster / advert?

Look at some posters and leaflets and make a list in groups what you like and didn't like.

Did you find any of the following 'bossy verbs' telling you to do something? Tick ones you found.

- Visit Explore Enjoy Experience Meet

Are there any other bossy verbs you could find or think of?

Why might you use bossy verbs?

Most adverts use positive words and 'hooks' to get people interested. What hooks words can you find in the examples?

Make a list of the things you would add to your own poster.

2. Slogans

Could you think of a good slogan for your advert? Remember a slogan should only be a few words!

3. Images in posters. Look at the posters and adverts again.

What sort of pictures do you see?

Types of pictures I have seen in adverts	Types of pictures I could include in my poster

4. Creating your poster

Using all the information you have learned so far about the types of words, pictures and slogan used in advertising it is now your turn.

You can add anything you want to your poster but you must include the name, the prices, the opening time and how to find it.

Use the website to help you find out the information you need.

<http://www.oceanarium.co.uk>

5. Television / radio advert (Extension task)

You will also need to make a new advert for the Oceanarium. An advert for TV should be no more than one minute long. You will need to write a short script and practice before you film it.

You need to decide

- What will you be telling people? What words or pictures will you use? (think about your posters)
- Who is going to be doing the filming and who is on camera?
- Will you use any props (objects) to help you?
- Will you make a jingle for your advert? (a musical bit that people remember)
- How will you get the jingle into your advert?
- How long will it be?

We would love to see your completed posters and film so please email them to us at info@oceanarium.co.uk

Or perhaps add them to our Facebook (<https://www.facebook.com/oceanarium>) or Flickr (<https://www.flickr.com/photos/oceanarium/>) pages.

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We look forward to seeing you again soon!

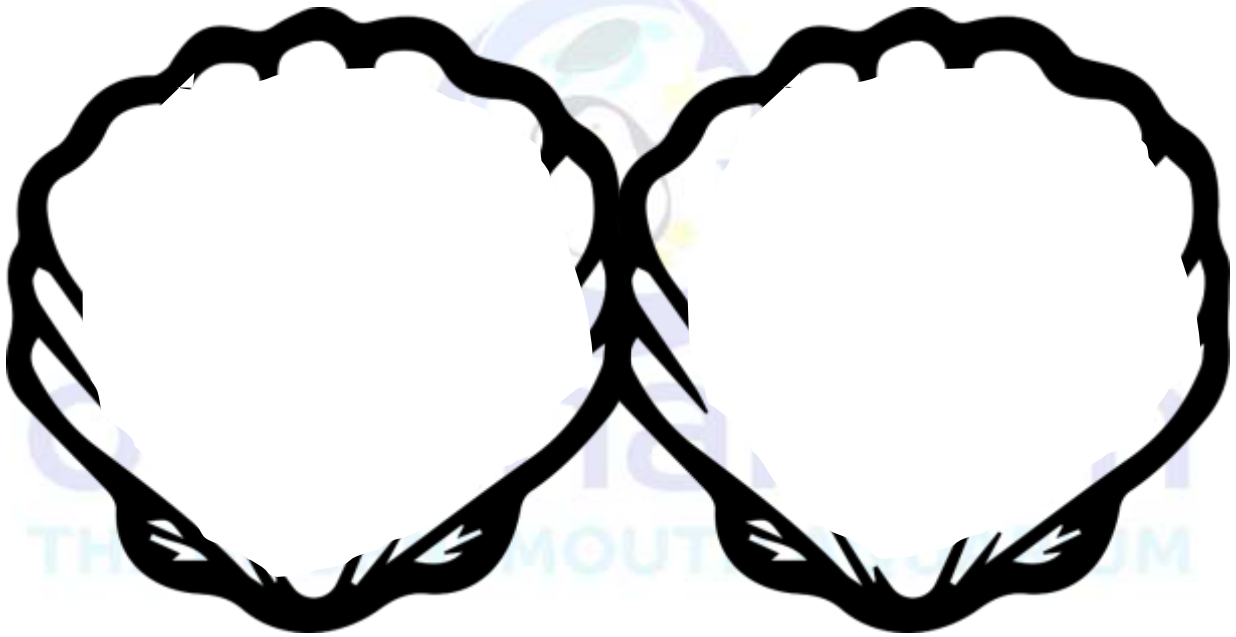


My trip to the Oceanarium

The best part was.....?



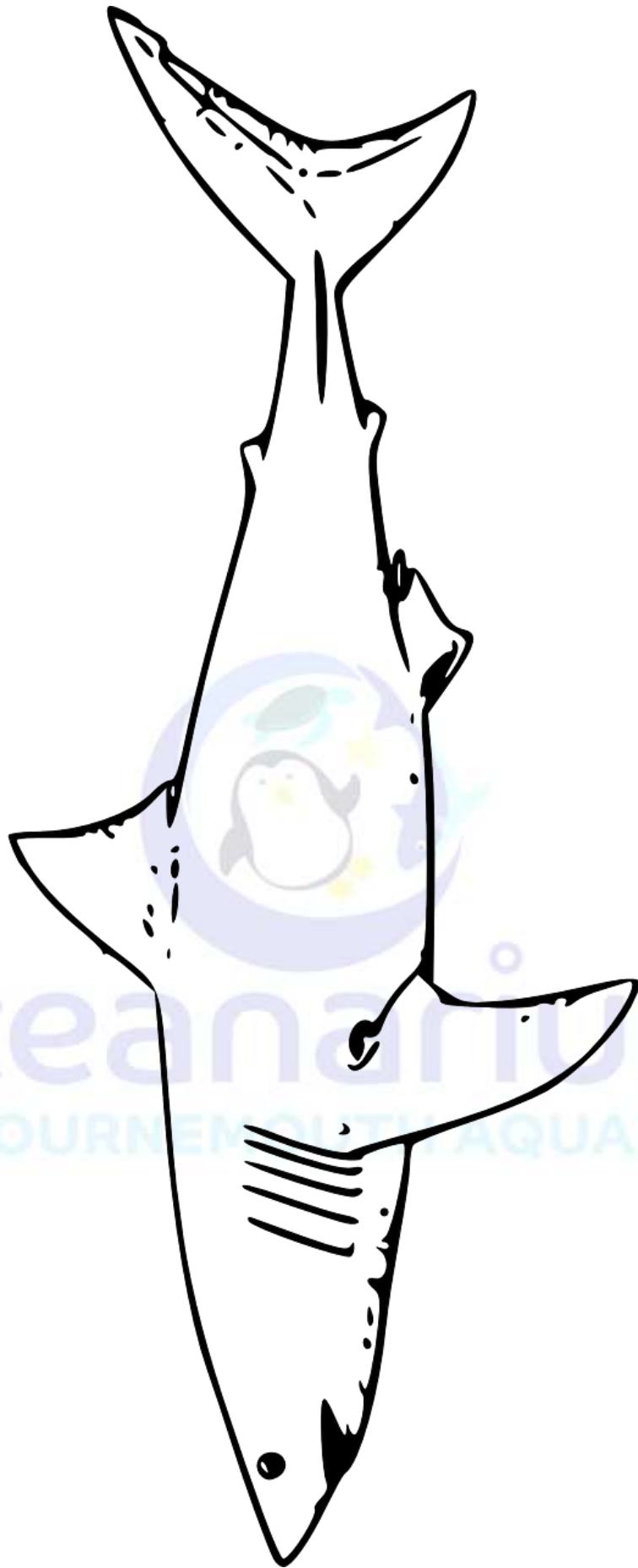
Two things I learned were



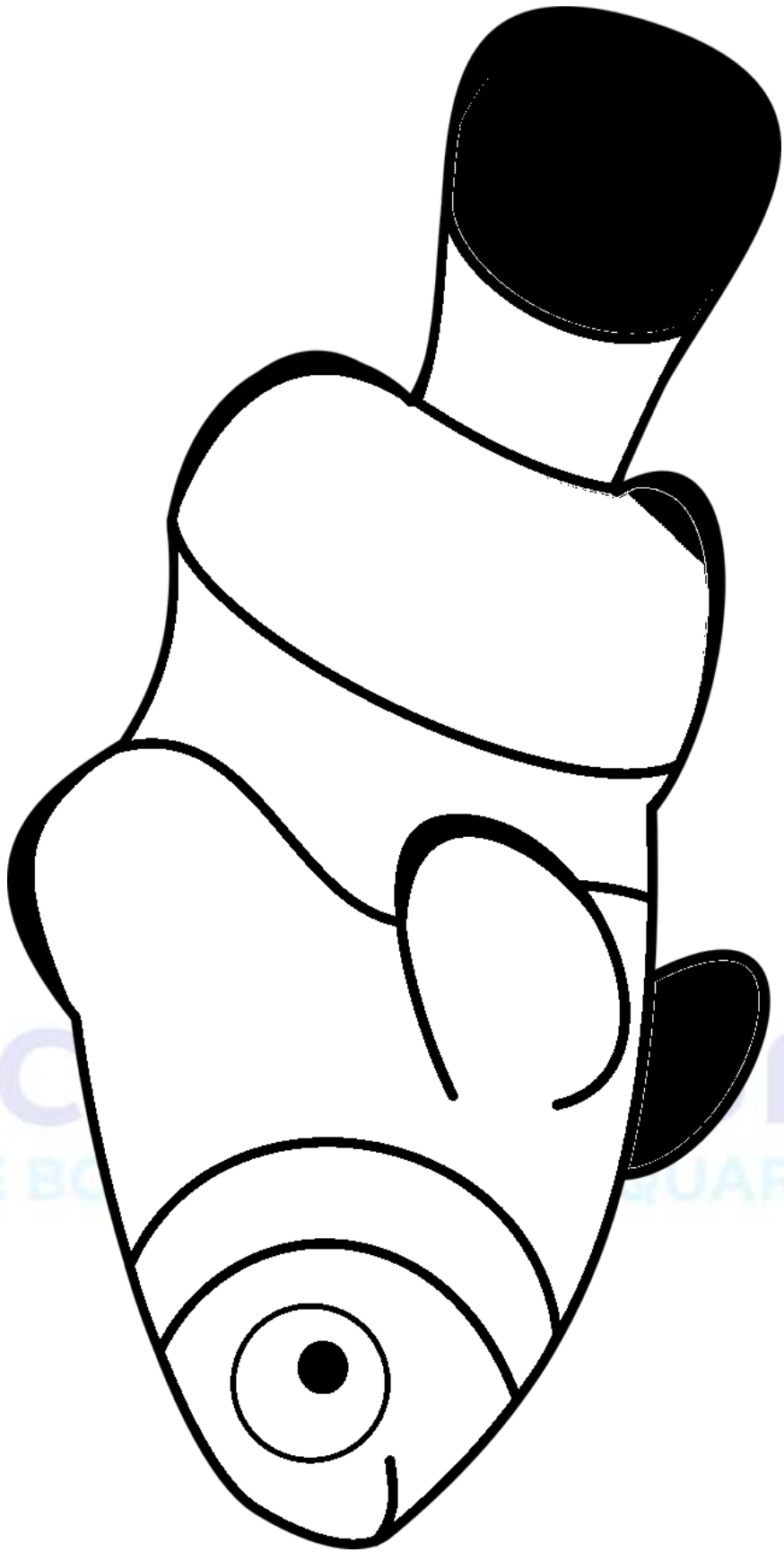
My favourite animal was....

Colouring sheets

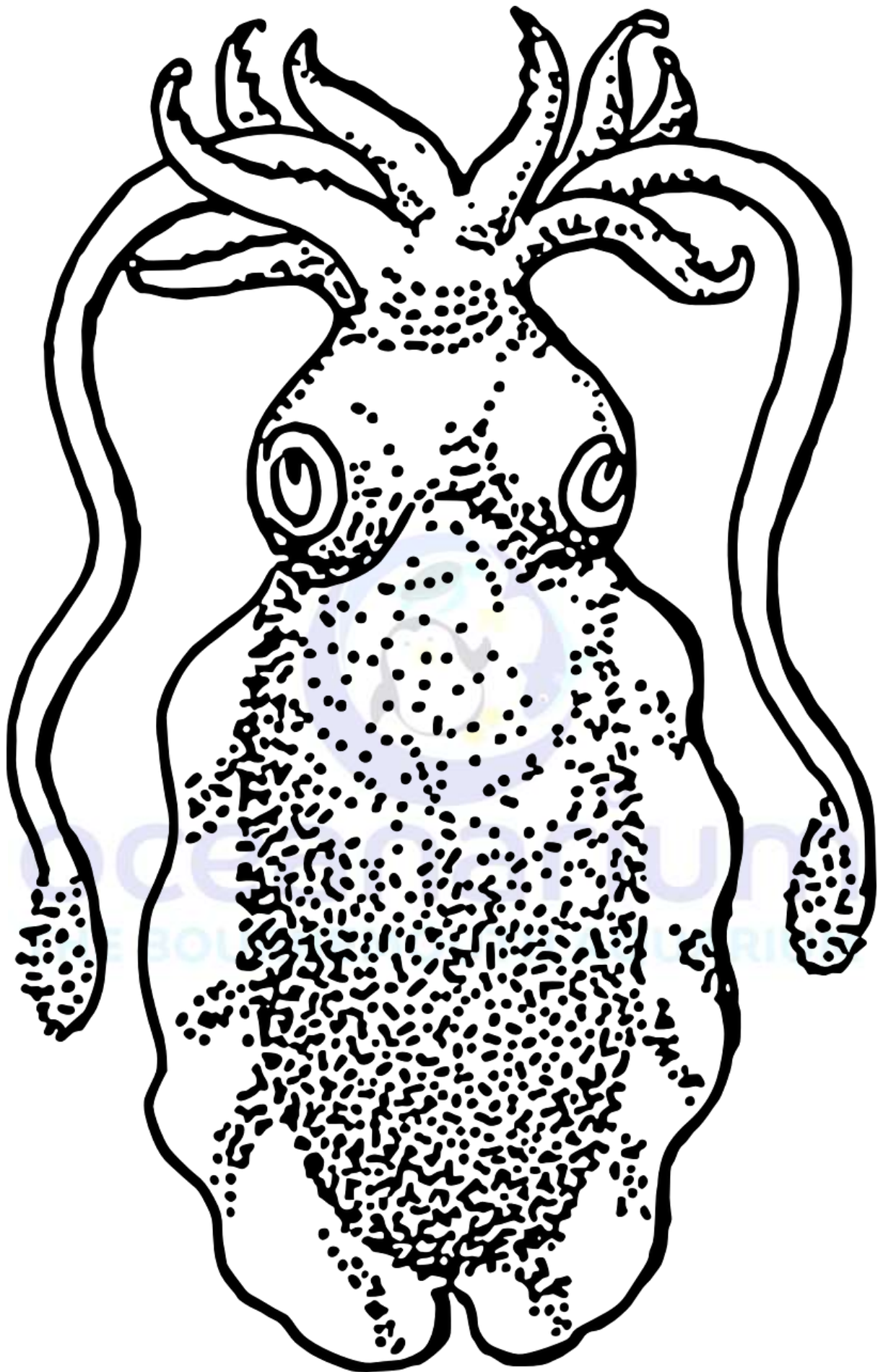


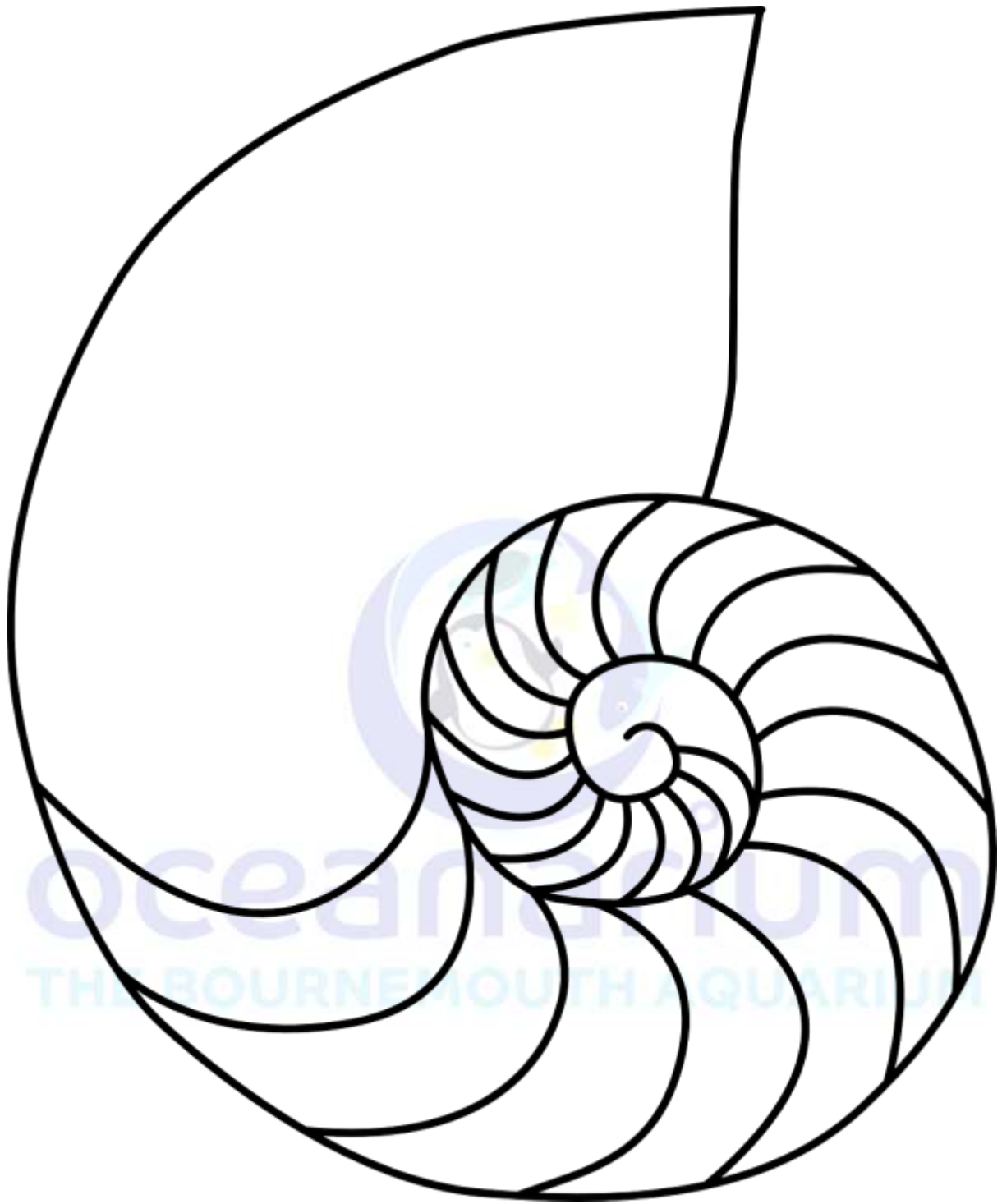


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