



# DOLPHINS IN CAPTIVITY

## TEACHER GUIDE

This guide has been designed to provide teachers with the information, tips and additional resources required to facilitate lessons on the topic of dolphin captivity.

## Why teach your students about dolphins in captivity?

**Dolphins are incredibly intelligent and social animals, but do they belong in tanks? The use of animals for entertainment, breeding and conservation purposes raise many complex questions.**

For some students, the question of keeping marine animals in captivity may be something they have already contemplated, and many will have seen marine animals in captivity when visiting dolphinariums or in videos and documentaries. For others, it may be their first introduction to considering this global issue.

Students may be interested in *why* dolphins are taken from the wild, *how* captivity impacts their welfare, the future of dolphin captivity, and whether it can be justified. These important questions allow 21st century learners to become informed and responsible citizens by engaging in critical discourse, analysis and reflection on both local and global issues.

Voiceless aims to promote critical thinking on this issue by drawing on a range of sources throughout the lessons, fact sheet, infographic, podcast and video. The educational materials seek to probe thought on the questions raised rather than provide concrete answers.

Whilst respecting the diverse range of views on this issue, we encourage teachers to foster healthy discussions with their students. We provide the factual and scientific information needed to help your students see the bigger picture and consider their views about dolphin captivity.

Whether you reside in Australia, or other parts of the globe, engaging students with the issue of dolphins in captivity is worthwhile and meaningful.

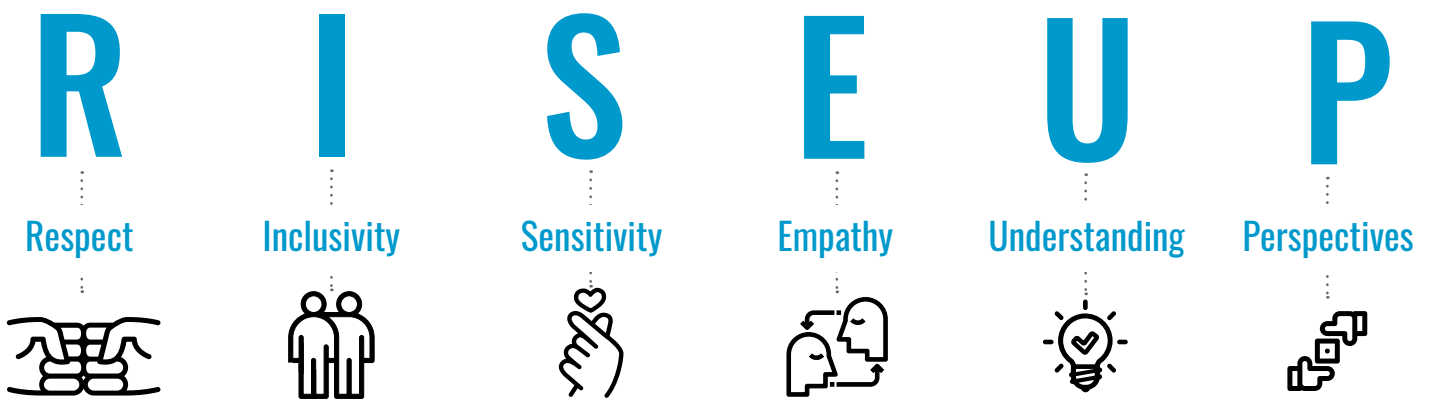
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# Considerations

Although there are no disturbing or graphic images used in Voiceless's resources, the same cannot be guaranteed for the many other websites that explore this topical issue. Therefore, it is advised that teachers pay close attention to the activities of their students, particularly if/when students are allocated unsupervised web-based or research-related tasks.

Creating a culture of inclusivity and a safe classroom environment is essential when discussing topics with diverse or opposing perspectives. Discuss the following acronym with your students before beginning the lessons, or create a set of class rules which incorporate the essence of each word.



When the words of **RISE UP** are combined and put into action, students can rise above their differences to create a safe learning environment for all.

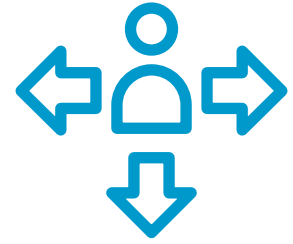
## Voiceless resources

- Fact Sheet - [\*Dolphins in Captivity\*](#)
- Video - [\*Wild vs Captive Dolphins - 10 things you didn't know about dolphins!\*](#) (8 minutes)
- Infographic - [\*Dolphins in Captivity\*](#)
- Podcast - [\*Talking APES: Dolphins in Captivity\*](#) (13 minutes)
- [5 cross-curricular lessons](#)
- [Student worksheets](#)
- [Animal Protection Encyclopedia](#).

Note: Secondary resources are also embedded within the individual lessons – we encourage teachers to read through these first to ensure they are appropriate for the needs of their students.



## How to use the resources



### CONSIDER

As with all Voiceless Animal Protection Education (APE) resources, we encourage educators to take the time to read and review the material before using or sharing with students. We encourage you to take into consideration the individual needs and personal situations of your students to ascertain whether the material is appropriate for them.

### ADAPT

APE resources have been designed to be flexible. Where lessons include a range of activities and resources, it is advised that teachers consider what will work best for their students and omit or adapt the activities and resources where necessary. Each lesson is given between 50 - 100 minutes completion time, although this too is only a guide.

### DISCUSS

Wherever possible, it is advised that teachers take the time to discuss the content with their students. Engaging students in critical and creative thinking and discourse in addition to encouraging reflection will assist students in better understanding their thoughts, values, and attitudes.

### COLLABORATE

To synchronise an interdisciplinary unit, team up with teachers from different faculties. This has the potential to create powerful learning experiences for students.

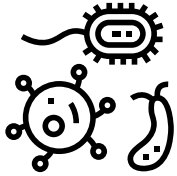
### LINK

These resources work well alongside other APEs which can be found on the Voiceless [Schools](#) page. The [Animal Protection Encyclopedia](#) is a great tool for both students and teachers, as you may come across new or unfamiliar terminology within the resources. We have also developed [Critical Thinking Cards](#) that can be used as lesson starters or as writing prompts. For additional reading across a range of animal protection topics, access the Voiceless [Hot Topics](#) page and the [Voiceless Blog](#).





# Cross-curricular lessons available



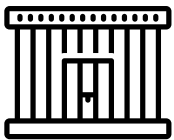
## Year 7 Science – Human Impacts on Dolphins

The learning sequence for this activity begins by considering where dolphins and humans are placed in terms of the classification of organisms. It then examines where dolphins are in a food chain and how human activities around dolphin capture affect this. The impact of human activities on captive dolphins and the nature of the captive habitat is also discussed.



## Year 7 English – What's Behind the Dolphin Smile?

The learning sequence for this activity is designed to give students access to a range of 'truths' about a current global issue, namely the impact of captivity on dolphins and the tourists who visit them. Various sources provide students with differences between points of view across space, time and cultures.



## Year 7 Science – Attitudes Towards Dolphins in Captivity

The learning sequence for this activity begins with students reflecting upon their attitudes towards dolphins in captivity. Students will brainstorm the costs and benefits of swimming with captive dolphin programs, followed by designing an experiment to test student attitudes towards them. In groups, students will collectively design a questionnaire, and analyse and evaluate the results, patterns, anomalies and limitations of their data through class discussion, an individual reflection, and a final report.



## Year 7 History – Dolphins! The Heroes of Ancient Greece

The learning sequence for this activity begins by exploring how dolphins were depicted in ancient Greece. Their presence in folklore, where they were often seen saving human lives, is well-documented for students in the source entitled 'Delphinia!'. Following this reading, students choose from several tasks to show their understanding of the connection between humans and dolphins in ancient Greece. Finally, consideration is given to the legacy of this ancient Greek connection for human-dolphin interactions in the modern world.



## Year 10 Geography – Dolphin Captivity: Does the End Justify the Means?

The learning sequence for this activity begins with sharing ideas about our experiences with dolphins, in both captive and wild settings. First, students watch a video that introduces them to the issues raised by keeping dolphins in captivity. They then listen to the Voiceless Talking APES Podcast, *Episode #1: Dolphins in Captivity*. Critical analysis of the various positions presented in the podcast encourages students to develop their own thoughts about cetacean captivity.

## More information

### On classification

- The University of Michigan, Museum of Zoology's '[Animal Diversity Web](#)' has a search function which allows students to look up the classification of all species.

### On food chains

#### General

- [Fabulous Food Chains: Crash Course Kids](#)

#### Marine

- [Ocean Food Chain and Good Webs - Friends with Fins](#)
- [Exploring Ecosystems: Coastal Food Webs | California Academy of Sciences](#)

### On dolphin physiology and impacts of captivity

- [Voiceless Fact Sheet: Dolphins in Captivity](#)

## For more information

Please visit the [Schools](#) page on the Voiceless website, read our [Education Philosophy](#), or have your questions answered on the [FAQ page](#).

### On behaviours of captive dolphins

- A search on YouTube will reveal footage of captive dolphins in various aquaria and shows around the world.

### On behaviours of non- captive dolphins

#### Cooperation

- [Dolphins trick fish with mud "nets" | One Life | BBC](#)

#### Travelling and breaching

- [Secret life of Dolphins Uncovered by Podcam | BBC News](#)
- [Dusky Dolphins and Bull Sperm Whales | South Pacific | BBC Earth](#)

#### Intelligence

- [Dolphins: Even Smarter Than You Thought | National Geographic Live](#)

#### Mating

- [Spinner Dolphins | Untamed Americas](#)

#### Aggression and conflict

- [Bottlenose Dolphin Gang Rumble | National Geographic](#)

#### Parenting

- [Dolphin Parenting | National Geographic](#)

#### Sleeping

- [How do Dolphins Stay Awake for So long? | National Geographic](#)

#### Newborn

- [A Baby Dolphin is Born | Dolphins of Shark Bay](#)

# Connect with us to learn more

**APE** | ANIMAL PROTECTION  
EDUCATION

## Join

Sign up to our Education Mailing List [here](#).

## Contact

To help us improve our materials, we would appreciate any feedback or thoughts you would like to share:

[education@voiceless.org.au](mailto:education@voiceless.org.au)

## Connect

Be part of our growing community of teachers on our teacher-only social media spaces:

- [Facebook](#)
- [LinkedIn](#)

## Share

Voiceless would be delighted to receive any completed student work to feature on the Voiceless website (student and parental consent required). Please email any work or feedback to [education@voiceless.org.au](mailto:education@voiceless.org.au)

## Access

Access more APE resources from the Voiceless website: <http://voiceless.org.au/schools/>

Voiceless APE resources can also be accessed via Education Perfect: <https://epforlearning.com/>