

Peer teaching Information 2024

Guidelines

Introduce yourself.

Be prepared with your images and props ready

Be fair when choosing students to answer questions or be a volunteer – different kids and equal numbers of boys and girls where possible. Ask and use the volunteers' names too

Repeat answers- so everyone can hear them

Be positive in the words that you use (great, good job, nice try), in your tone of voice and also your actions. Exaggerate demonstrations like they do on Play School

Imagine you are putting on a play on the stage and do a great performance

We all learn by a combination of Visual (seeing), Audio (hearing) and Kinaesthetic (doing) styles.

Young kids are very kinaesthetic learners so actions are really important.

You have a script but you're only half of the conversation, the kids you are teaching are the other half and my say things you weren't expecting, so remember to listen to their answers carefully.

Be a team and support each other.

Introduction

Introduce yourself

Today we are going to learn about life in the ocean.

Can you tell me some words to describe what the ocean is like? (salty, deep, big, blue, cold, wet, water, sandy, wavy)

What type of animals do you think you would find in the ocean?

Ask lots of students for their animal suggestions, repeat their answers and be positive with Great, Awesome etc. If they give an animal that doesn't live in the ocean, explain why. Such as Hippo, crocodile, dinosaur and mermaid!!!!

Activity One: Marine Animals

Put your hand up if you can tell me what animal this is?

Seal - Australian Brown Fur Seal

- Seals like to sleep a lot **Action: stretch and yawn**
- Seals can cool themselves by raising their flipper in the air **Action: raise your arm in the air**
- Seals get itchy and scratch with their flippers **Action: scratch under your arm**

Sea Star – Eleven Armed Sea Star

- Count the arms together. This sea star only has 8 arms but it's called the Eleven Armed Sea Star because it often has between 7 and 14 arms.
- Demonstrate how a sea star eats. Ask for two volunteers. Ask their names. One to be the sea stars' food (pick a boy for this for safety reasons, unless you know the

student well but don't say that's what you are doing!) and the other to be the sea star. The sea star brings its stomach out of its mouth and puts it over its food. It squishes and eats its food then puts its stomach back into its mouth. Ewwww.

Stingray

- These animals can grow to 4 m long. That's 4 long strides for me
- They can weigh as much as 350kg. That's as much as a motorbike or a piano.
- They have a barb or sting on their tail ONLY used for defence. They never attack anyone
- Let's swim like a ray.
- First the stingray, all wavy with arms going up at different times
- Then a manta ray that flaps it's wings together like a bird

Crab – Decorator Crab

- This crab likes to hide in the sea weed. It can camouflage itself by cutting seaweed, licking it and sticking it to its shell
- Dress up a volunteer with sea weed streamers, two on the wrists and one on the head.
- Snip, Snip, Lick, Lick, Stick, Stick: teach the students to repeat these words with you so they can say them as you decorate someone
- **Actions: cut, lick, stick. Cut with your hands, lick with your tongue and stick on yourself.**

ADDED ITEMS BELOW FOR LARGE GROUPS

Port Jackson Shark

- What is this animal?
- What is this mumma carrying in her mouth? What does it look like?
- This is an egg case – she will screw it into some rocks or seaweed
- She is going to hide it there, what do we call this? – Camouflage!

Moon Snail Egg Sack

- Has anyone seen this at the beach before? Hands up if you have
- Who thinks it is a jelly fish? Hands up if you think so
- Who has thrown it at their mum, dad, granny, grandpa, sister?.....
- This is a moon snail egg sack with thousands of little snail eggs
- Please leave them alone – much better not to touch them

Activity three: Beach Combing

Introduce yourself.

We found these items on the beach. Ask for a volunteer to choose an item. Ask their name.

- Do you know what it is?

- Can you please walk round the circle and show everyone?
- Does anyone else know what it is? (if the volunteer doesn't)

Don't forget to tell the volunteer to sit down and thank them.

Plastic bottle – how does rubbish get on the beach? People drop it, wind blows it or it is washed down the stormwater drain and out into the ocean. Where should we put it? In the RECYCLING bin. What should we use instead? A REUSABLE bottle

Sponge –A long time ago, way before any of the amazing animals that we know today were around, there were sponges, about 900 million years ago.

If you put a sponge in a blender they can signal to all the parts and rejoin to become a sponge again in a different shape. It's like having a Lego set, building something, taking it apart and putting it back together in a new shape.

Shell – It has a tiny hole in it. What do you think made the hole? Some sea snails eat the animals out of the shells. They have a sharp tongue and drill a hole through the shell. **ACTION: arm out and make a drilling noise and action.** They dribble into the hole and turn the meat into mushy liquid then sucks it up like a milk shake. **ACTION: make a slurping sound**

EXTRA ITEM IF LARGE GROUPS AND/OR ENOUGH EGGS

Port Jackson Egg Case – Looks like seaweed, can you remember what we say when something is trying to hide? What is the mumma shark trying to hide if from?

Extra litter item – Something reusable - straw, can, etc (cans good to chat about recycling scheme)

Activity Four: Can you find my food?

We have two very hungry dolphins and they can't find their food in these boxes. Can YOU help?

Ask 2 volunteers to stand up and pick something out of the box and show what they found. Offer it to a dolphin and see if they like it? If it's rubbish, they reject it and throw it on the floor.

Ask around 6-8 students, two at a time to come up and try to find the food in the boxes.

Hopefully they won't find them early, put them at the back and have lots of clean, safe plastic rubbish in front so it's difficult to find.

Make a drama out of saying, look this is how it's done, rummage around for a bit, looking at the audience for effect, then pretend you need to cheat by lifting the lid.

Reinforce how difficult it must be if you were a dolphin looking for fish when there is so much rubbish floating around.

Ask "Who put the rubbish here?" – humans did

Give ideas on how the students can reduce their plastic use, for example:

Bubbles instead of balloons

Reusable straws (metal, bamboo) instead of plastic (or paper)

Drink bottles instead of single use water bottles (a million a minute are sold around the world)
Bottles of soy sauce instead of soy sauce fish for sushi

Conclusion

Ask them some specific questions about the activities to test their listening skills. Make sure that they have been given the answers earlier in the session. Usually 3-4 questions if enough time and Ambassadors want extra roles

Resources

Pictures should be emailed to ISIC teachers, shells, sponges and egg cases will be handed out during the session. Other items listed below can be sourced from school and constructed by Ambassadors

- Hair ties and Coloured streamers (red, green)
- Hair band (optional)
- A4 paper boxes (painted??)
- Clean, plastic rubbish (variety is good)
- Piece of material to create a flap in the hole
- Blanket for the beachcombing activity
- Laminated images