

Project Based Learning
Get back in the water and save the world.

SHARK SECURITY



FORCE & RESEARCH

**NO PREP!
PRINT & GO!**

DIGITAL:
Divide &
Conquer



LAND SHARK NET ONE

Scientists want to create hybrid shark with another animal so that it can travel on land. They need you to create it.

Pick an animal and a shark, write them below.

ANIMAL

SHARK TYPE

_____ + _____

What would this genetically engineered species look like?

Make sure it can survive on land!

MOBILE SHARK UNIT

Design a mobile unit that will allow the sharks to leave the water and move on land. This could be an individual suit, vehicle, or something else amazing. Label at least six parts for this mobile unit.

MISSION CONTROL

Each shark has a video camera that feeds directly into the mission control center. In the monitors below, draw what the sharks are seeing right now. Be creative!

SHARK SECURITY FORCE

SECURITY FORCE SHARK

Every shark on the Security Force is a member of the Security Force of Service. Most sharks decide have the medal tattooed on their pectoral fins.

On the fin below draw what their shield tattoo looks like. Think about adding elements such as honor, helping others, bravery, and teamwork.



Collaborate with a friend, look at medals, and discuss what medals different types of sharks as your design one for the sharks.

LAND SHARK NET TWO

Use the information from the previous page to complete the information on the shark you've created.

NEW SHARK NAME

BE THREE NEW FEATURES?

HOW DOES THIS HELP IT SURVIVE ON LAND?

HOW DO YOU FEEL ABOUT MIXING TWO ANIMALS TO CREATE A SUPER-SHARK?

PATROL AREAS

What waters will each shark patrol around the world? Color code each shark below.

- NURSE SHARK
- BLACK TIP SHARK
- HAMMERHEAD
- LEOPARD SHARK
- BULL SHARK
- TIGER SHARK

On the map, color in areas around the world that each shark will be patrol. If you can, find areas that are within their normal habitat.



HEAD GEAR

All of the sharks will be equipped with video cameras, and you'll be able to see everything they see, live.

On the blacktip shark, design a head set that will fit on it. Create and label four key parts of the headset.

MEET THE TEAM

Below are three of the shark team members. Create background information on each one.

NICKNAME _____ TIGER SHARK

SIZE/WEIGHT _____

HOBBIES _____

SUPER SKILL _____

NICKNAME _____

SIZE/WEIGHT _____

HOBBIES _____

SUPER SKILL _____ BULL SHARK

NICKNAME _____

SIZE/WEIGHT _____

HOBBIES _____

SUPER SKILL _____ HAMMERHEAD



TIGER SHARK

Research and fill out the graphic organizer on the

SCIENTIFIC NAME	LENGTH/SIZE
LIFE SPAN	HABITAT

LOCATION FOUND	PREY
CONSERVATION	PREDATOR

BULL SHARK

Research and fill out the graphic organizer on the

SCIENTIFIC NAME	LENGTH/SIZE
LIFE SPAN	HABITAT

LOCATION FOUND	PREY
CONSERVATION	PREDATOR

CREATE-A-MISSION

On the map below, identify a location where Shark Security Force had a successful mission.

WHERE	WHO
OBJECTIVES	VILLAINS AND PROBLEM
RESULT	

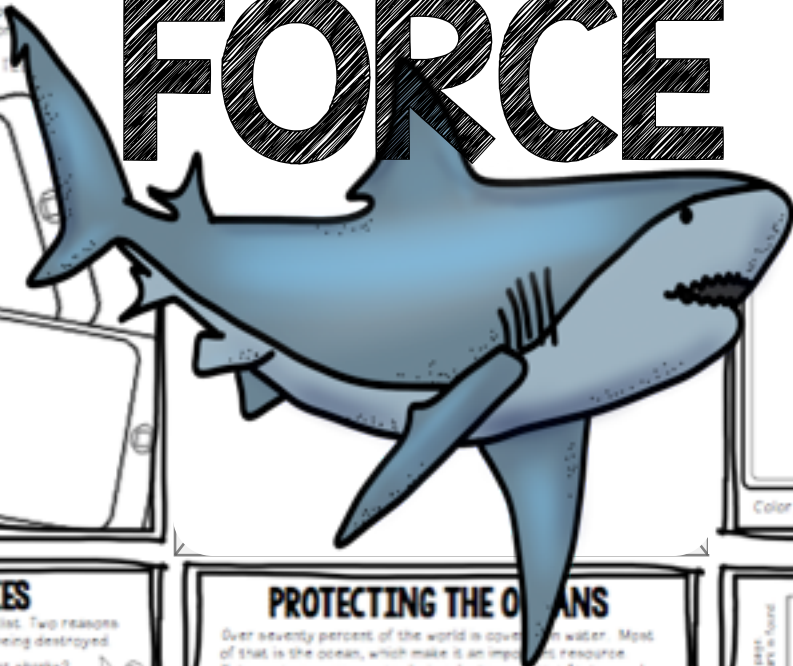
TEETH HEADQUARTERS

TEETH headquarters is located underwater in a facility only accessible by submarines and two units. You were brought to TEETH in a submarine, what the facility looks like.

You pulled out your mobile dives and snapper photos (that will never be shared due to copyright).

- Draw pictures of the photos you took of the facility.
- Include as many details as you can.
- Do you see any sharks?

SHARK SECURITY FORCE



THE GREAT WHITE

Great White Shark is one of your most important members of the team. It's strong, fast, and smart.

It has cutting-edge equipment to fit on the shark for 1 mission. Include at least three of the following:

- ROCKET BOOSTER
- NIGHT VISION
- OXYGEN TANK
- LASER BEAM
- INVISIBILITY
- LASER BEAM

Color your drawing and include details. Add labels if needed.

ENDANGERED SPECIES

Many sharks are on the endangered species list. Two reasons for this are commercial fishing and habitats being destroyed.

How and why do these two reasons affect sharks?

Commercial Fishing

Habitats Destroyed

How can the sharks be saved?

PROTECTING THE OCEANS

Over seventy percent of the world is covered in water. Most of that is the ocean, which make it an important resource. Yet, ocean resources are being destroyed at a fast speed. As a class, brainstorm and discuss the topics below.

Endangered	Why are they endangered?
Sea Turtles	
Blue Whales	

Disappearing Resources	Why is it happening?
Fish	
Coral Reefs	

What is the Great Barrier Reef?

AROUND THE WORLD

COPY COULD BE PLACED IN THE MIDDLE OF THE PAGE. COPY IT UP AROUND THE WORLD LIKE SHARK TANKS IN SPACE.

- ANGEL
- BLUE
- BLACK TIP REEF

- GREAT WHITE
- HULL
- SHARKHEAD

- ORANGE
- LION
- LEON ID
- TIGER

SHARK SECURITY FORCE

This project integrates elements of research, ELA, science, technology, design, and planning as students learn about sharks from all around the world.

There are 33 activities (1 page for each) for students to complete. Each page involves an issue or topic they must solve, design, create, or research.

This project is broken into two sections: Shark Research and Shark Security Force.

Shark Research:

This includes 10 sharks, conservation, endangered lives, food webs, geographical locations, and general knowledge.

Shark Security Force:

This part of the project allows students to create their own super-shark spy team. It involves lots of creativity, imagination, and collaboration. This project is based on their own designs and creations. There is no limit to the possibilities.

As students work through each page, they will make their own decisions and choose the outcomes based on information they learn. By the end, all students will have completed the project, but each version will be based on user's imagination, creativity, and knowledge base.

All pages can be geared towards multiple grade levels, although for some younger students the teacher may need to give more explicit instructions.

Students may choose to use multiple resources to complete each page. They might even choose to work with a partner, but you get final say on that.

There are 36 printable pages. Hand them out one at a time or staple them all together at once. Choose whichever way works best in your classroom. I prefer back-to-back with staples on the side like a book.

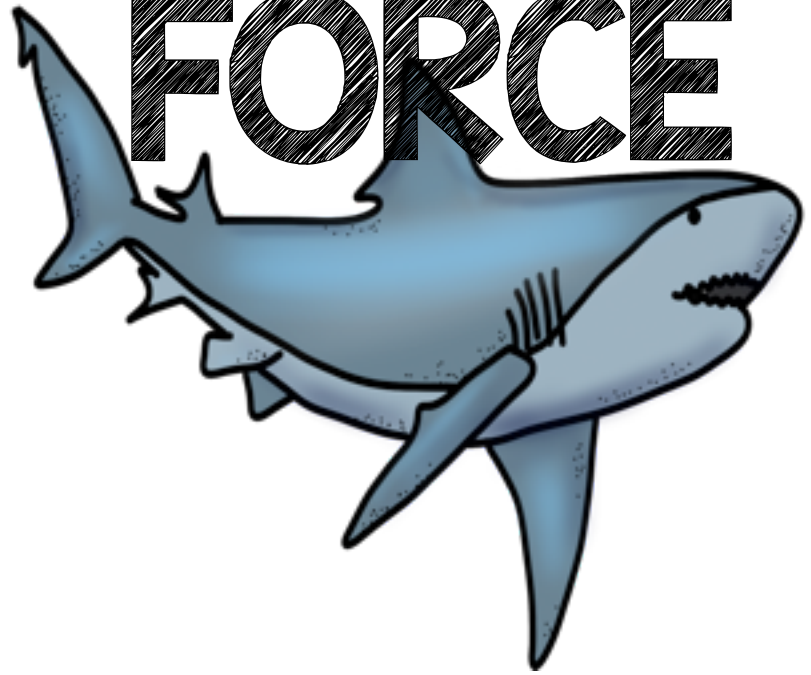


TABLE OF CONTENTS

- Page **6** **TITLE PAGE COVER**
- 7** **SO MANY SHARKS:**
Students think and list all the different kinds of sharks they know.
- 8-17** **SHARK RESEARCH**
Students will research specific sharks. There are 10 different sharks included.
- 18** **AROUND THE WORLD:**
Students identify where sharks are located around the world.
- 19** **FOOD WEB:**
Students create a food web using a tiger shark.
- 20** **PROTECTING THE OCEAN:**
Students discuss conservation and ocean resources.
- 21** **ENDANGERED SPECIES:**
Students research two of the main reasons sharks are endangered.
- 22** **SHARK SECURITY FORCE INTRODUCTION:**
Students learn about the TEETH organization.
- 23** **TEETH HEADQUARTERS:**
Students react to seeing the underwater base.
- 24** **TEETH HEADQUARTERS, ACRONYM:**
Students learn the differences of sharks and practice map skills.
- 25** **THE GOAL OF TEETH:**
Students create the goals and objectives of the environmental protection agency.
- 26** **SECURITY FORCE SHIELD:**
Students design a tattoo/crest on the shark's fin.
- 27-28** **MEET THE TEAM:**
Students create their shark characters.
- 29** **HEAD GEAR:**
Students design a head gear for the sharks to wear.
- 30** **PATROL AREAS:**
Students choose the waters this team will be patrolling.
- 31-35** **CREATE-A-MISSION**
Students create missions around the world for the sharks.
- 36** **THE GREAT WHITE:**
Students build a piece of equipment to fit this magnificent beast.
- 37** **MISSION CONTROL:**
Students create an inside look of what the sharks see.
- 38** **GREATEST MISSION EVER:**
Students write a story about the greatest villain the team has ever faced.
- 39** **MOBILE SHARK UNIT:**
Students design a mobile unit that will allow sharks to come on to the land.
- 40** **LAND SHARK:**
Students create a new hybrid shark by combining DNA with a land animal.
- 41** **LAND SHARK:**
Students discuss the new elements of their hybrid shark.



SHARK SECURITY FORCE



Get back in the water and save the ocean.

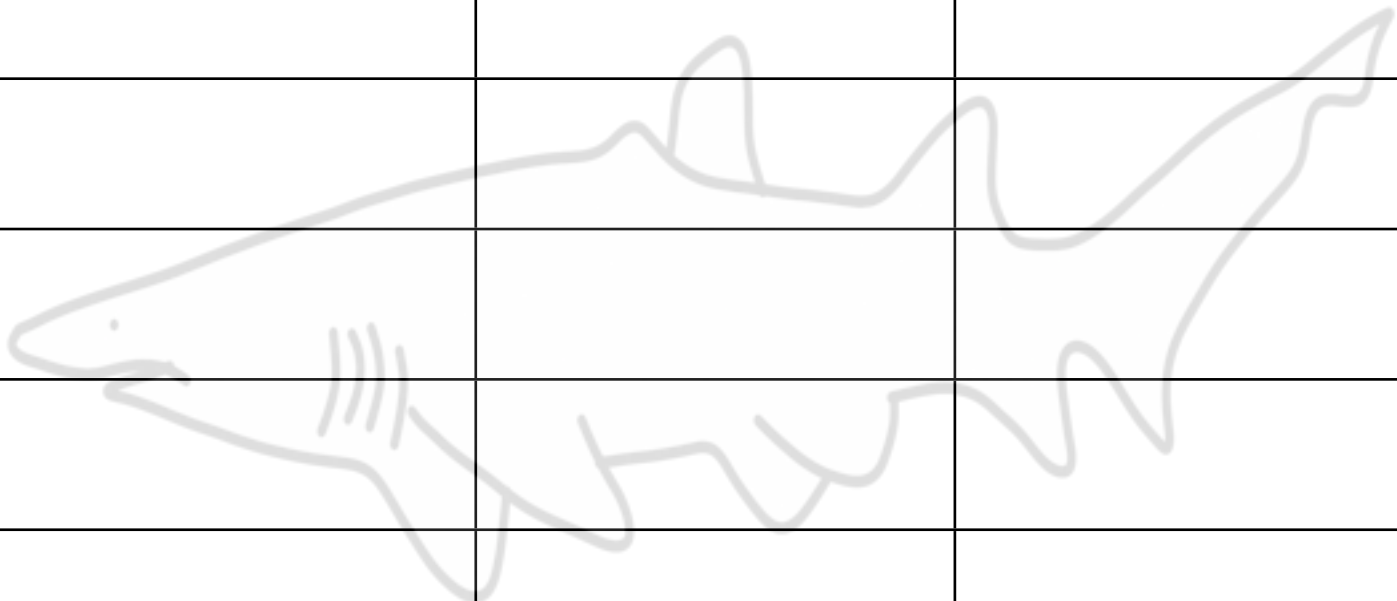
←————→
name

SO MANY SHARKS

There are over 500 species of sharks.
How many can you list?



great white		
mako		





Research and fill out the graphic organizer on the

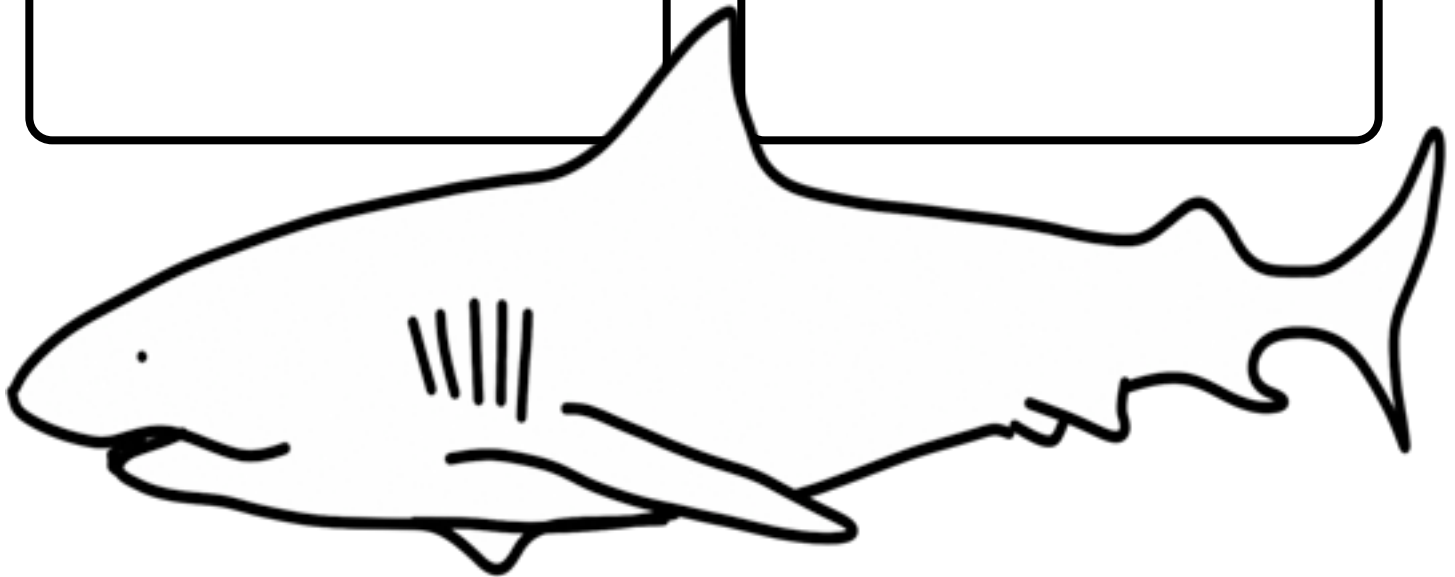
TIGER SHARK

SCIENTIFIC NAME

LENGTH/SIZE

LIFE SPAN

HABITAT



LOCATION FOUND

PREY

CONSERVATION

PREDATOR



Research and fill out the graphic organizer on the

HAMMERHEAD

SCIENTIFIC NAME

LENGTH/SIZE

LIFE SPAN

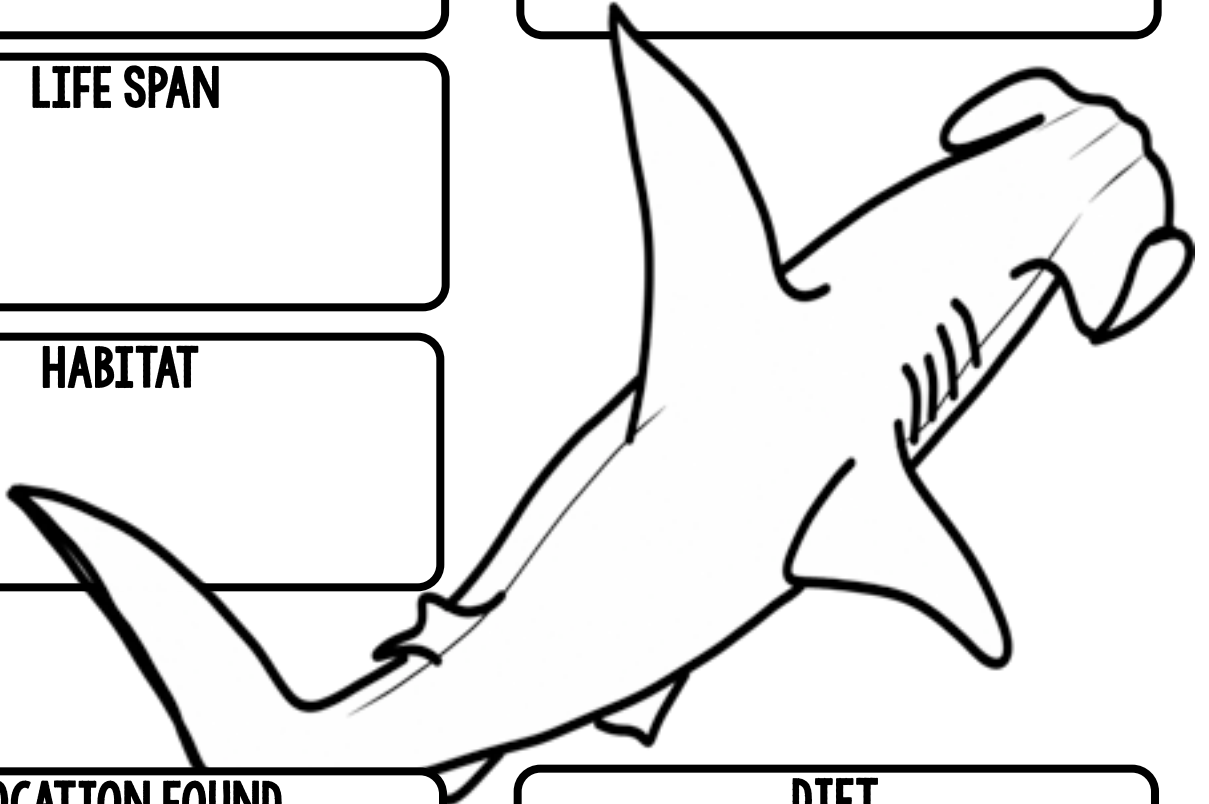
HABITAT

LOCATION FOUND

DIET

CONSERVATION

PREDATOR





Research and fill out the graphic organizer on the

BULL SHARK

SCIENTIFIC NAME

LENGTH/SIZE

LIFE SPAN

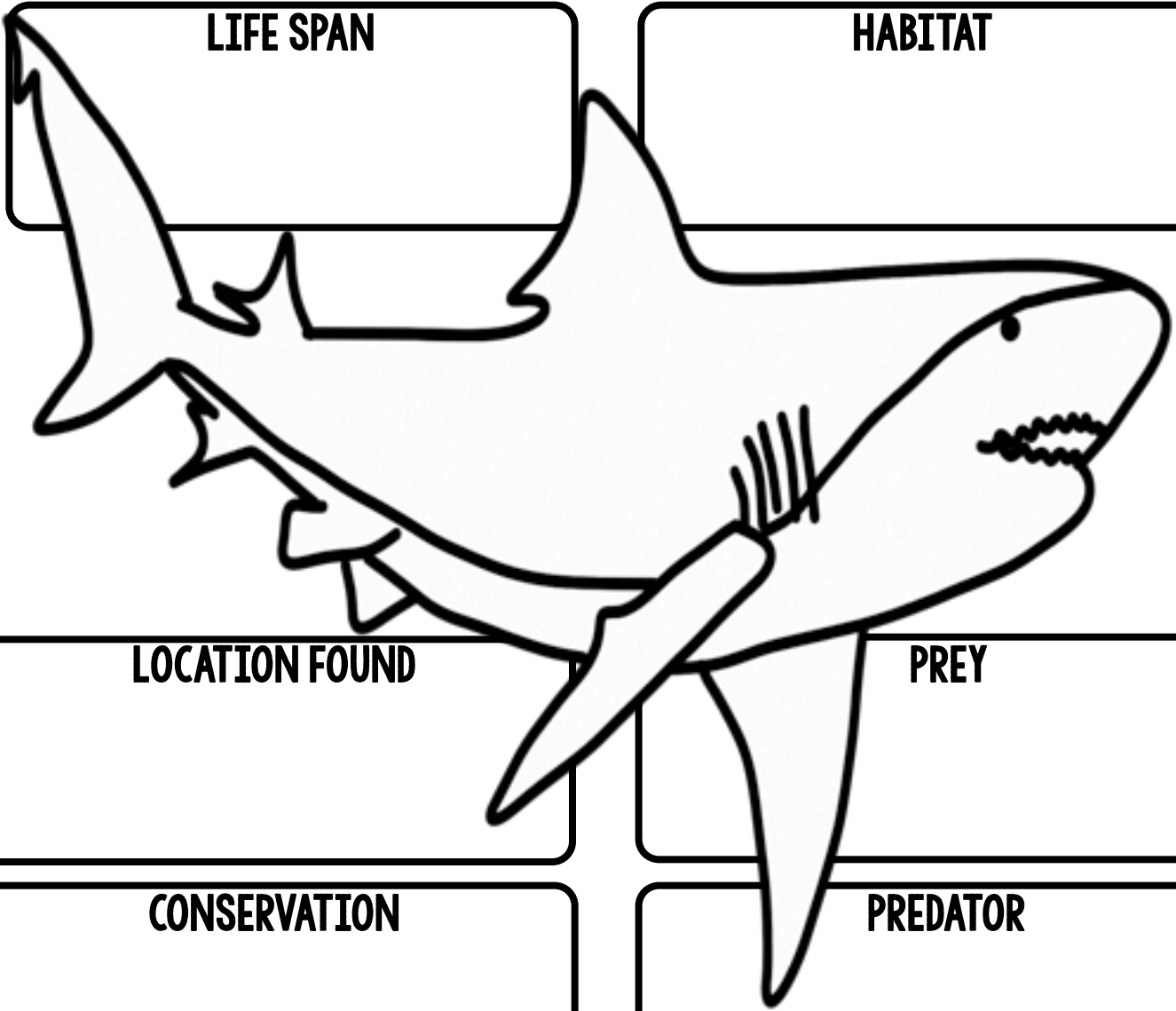
HABITAT

LOCATION FOUND

PREY

CONSERVATION

PREDATOR





Research and fill out the graphic organizer on the

LEMON SHARK

SCIENTIFIC NAME

LENGTH/SIZE

LIFE SPAN

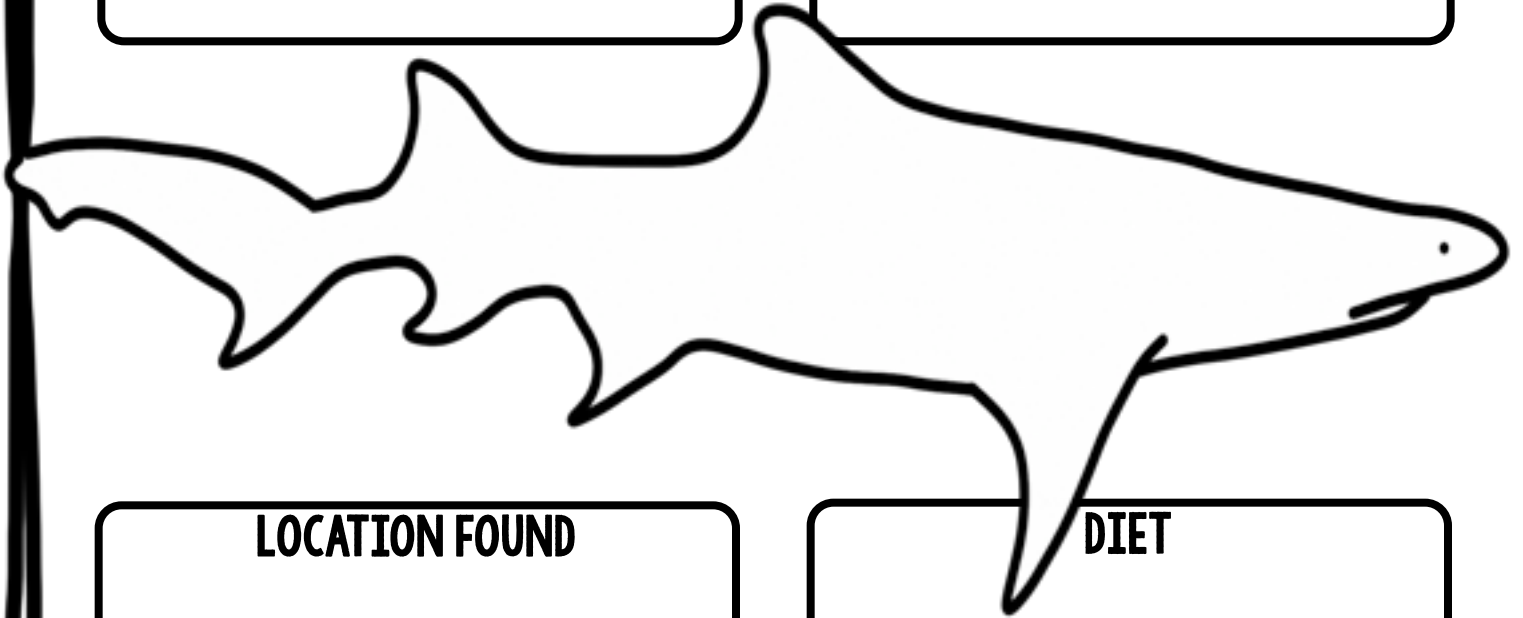
HABITAT

LOCATION FOUND

DIET

CONSERVATION

PREDATOR





Research and fill out the graphic organizer on the

LEOPARD SHARK

SCIENTIFIC NAME

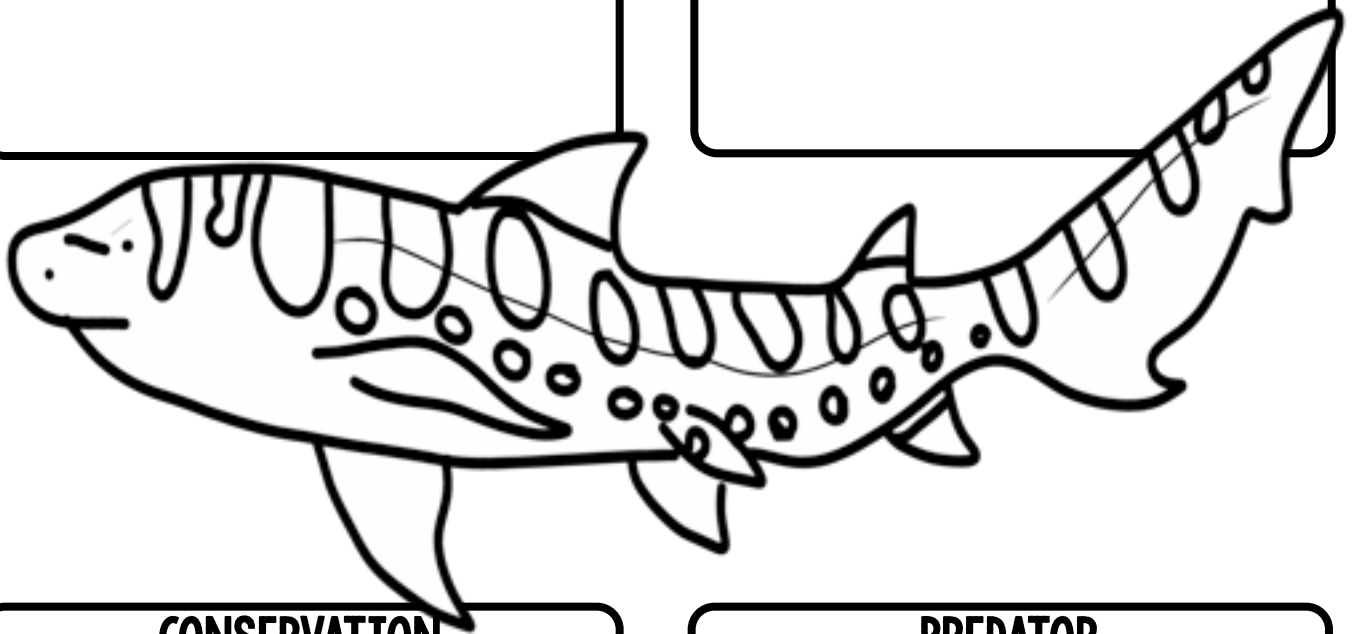
LENGTH/SIZE

LIFE SPAN

HABITAT

LOCATION FOUND

DIET



CONSERVATION

PREDATOR



Research and fill out the graphic organizer on the

BLUE SHARK

SCIENTIFIC NAME

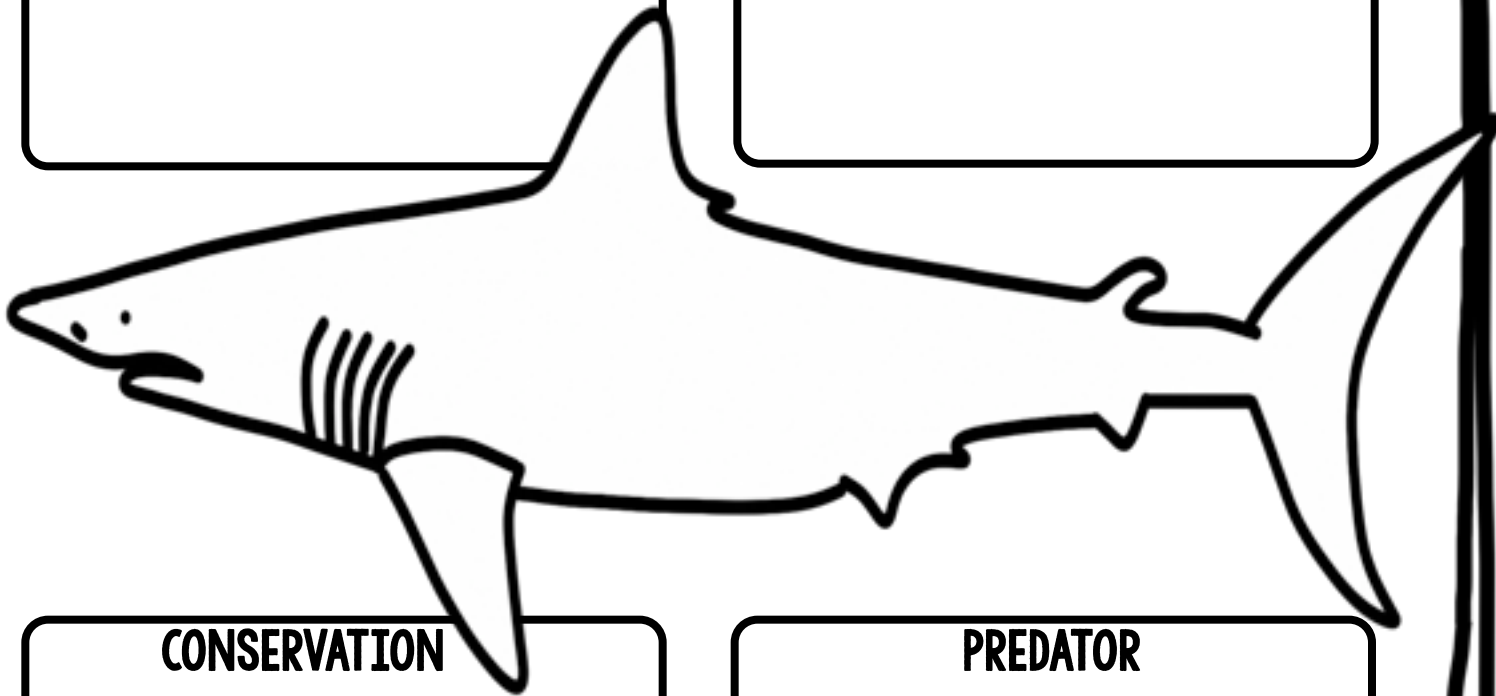
LENGTH/SIZE

LIFE SPAN

HABITAT

LOCATION FOUND

DIET



CONSERVATION

PREDATOR

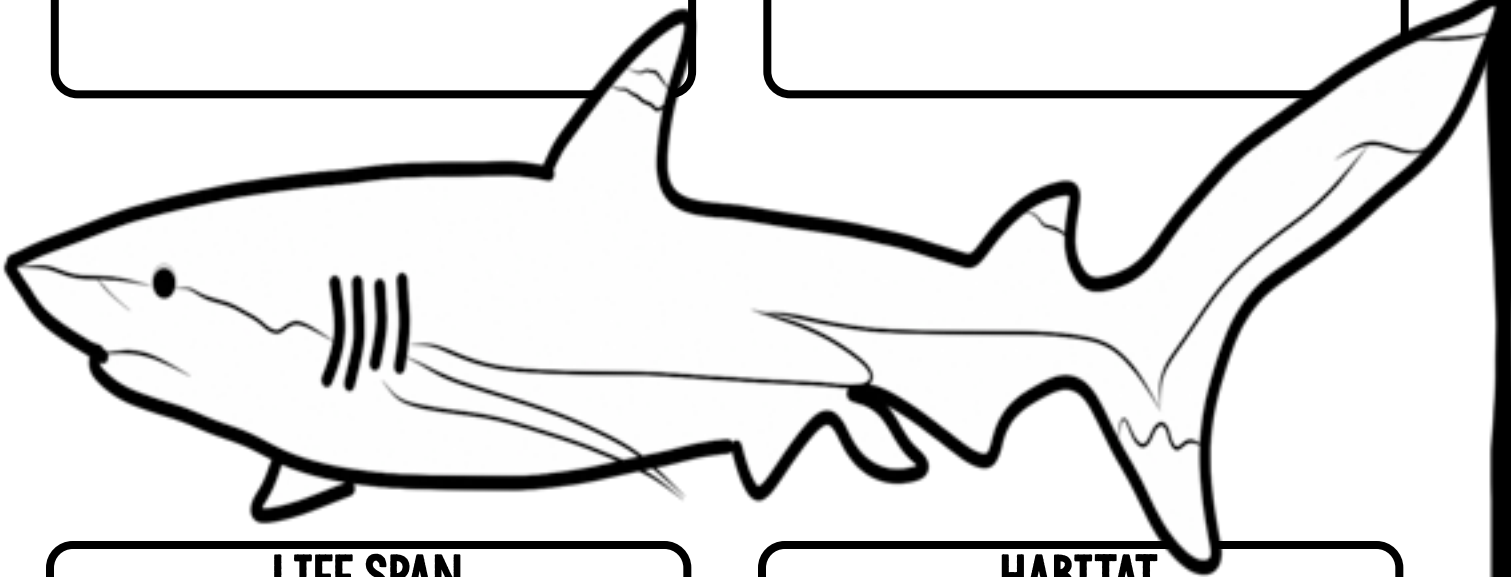


Research and fill out the graphic organizer on the

BLACKTIP REEF

SCIENTIFIC NAME

LENGTH/SIZE



LIFE SPAN

HABITAT

LOCATION FOUND

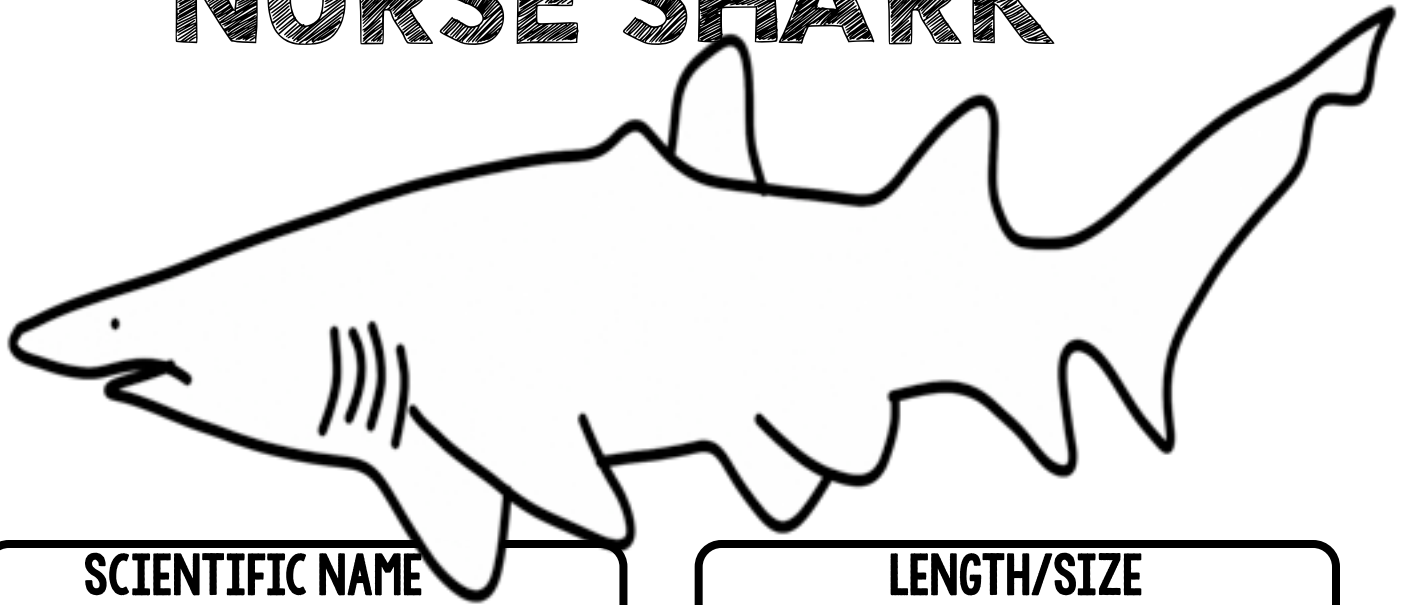
DIET

CONSERVATION

PREDATOR

Research and fill out the graphic organizer on the

NURSE SHARK



SCIENTIFIC NAME

LENGTH/SIZE

LIFE SPAN

HABITAT

LOCATION FOUND

DIET

CONSERVATION

PREDATOR

Research and fill out the graphic organizer on the

ANGEL SHARK



SCIENTIFIC NAME

LENGTH/SIZE

LIFE SPAN

HABITAT

LOCATION FOUND

DIET

CONSERVATION

PREDATOR



Research and fill out the graphic organizer on the

GREAT WHITE

SCIENTIFIC NAME

LENGTH/SIZE

LIFE SPAN

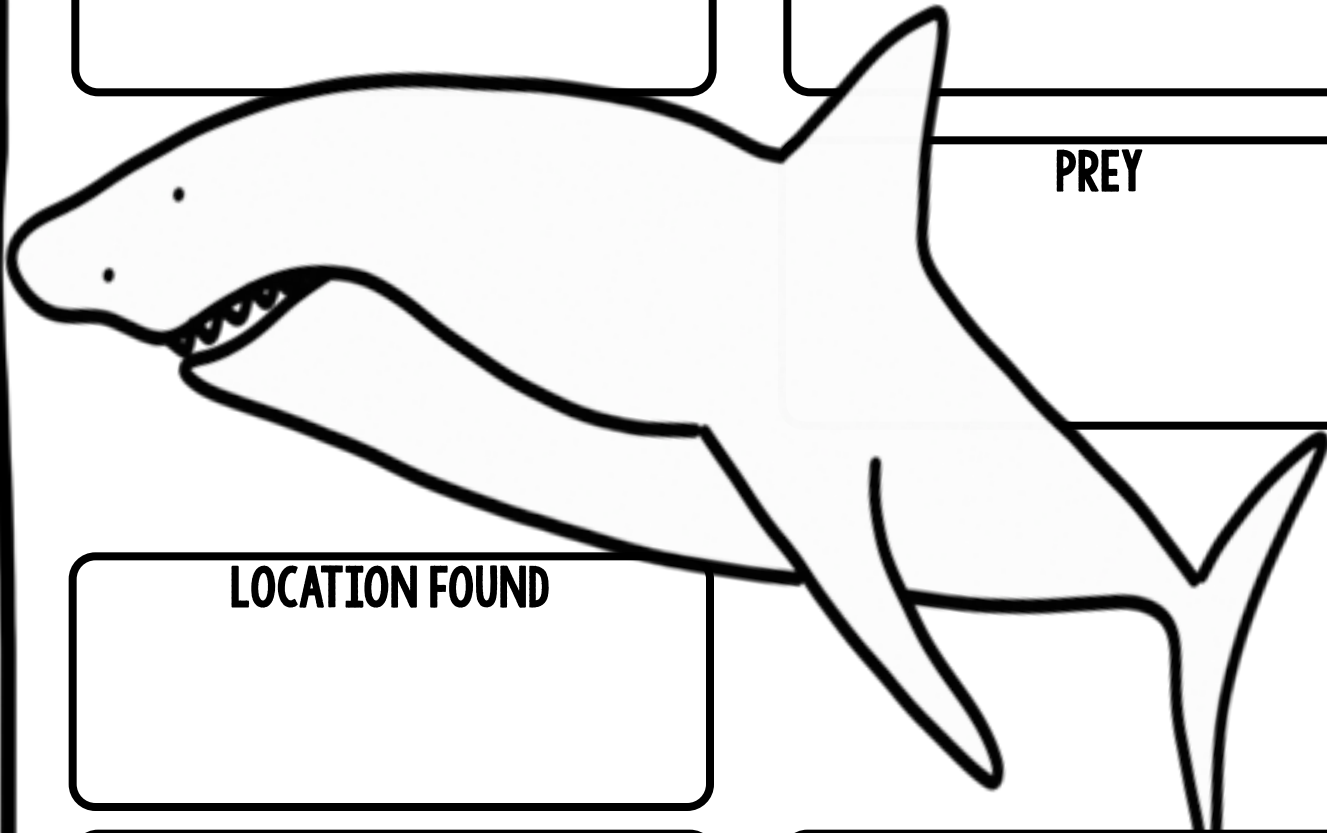
HABITAT

PREY

LOCATION FOUND

CONSERVATION

PREDATOR



AROUND THE WORLD

Color code each shark at the bottom of the page.
Color the areas around the world that each shark is found.
Some sharks habitats may overlap.

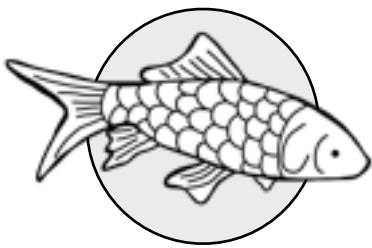
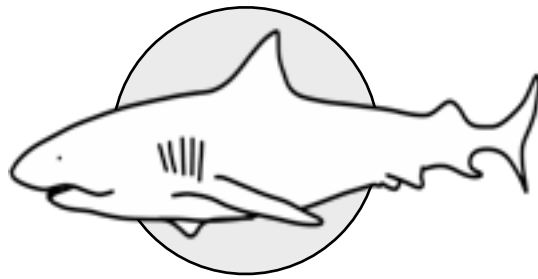


- ANGEL
- BLUE
- GREAT WHITE
- LEMON
- NURSE
- BLACK TIP REEF
- BULL
- HAMMERHEAD
- LEOPARD
- TIGER

FOOD WEB

Sharks are part of a gigantic oceanic food web. When food chains are all connected in an ecosystem it creates a huge food web.

CREATE A FOOD WEB USING THE TIGER SHARK .



PROTECTING THE OCEANS

Over seventy percent of the world is covered in water. Most of that is the ocean, which makes it an important resource. Yet, ocean resources are being destroyed at a fast speed. As a class, brainstorm and discuss the topics below.

Endangered

Why are they endangered?

Sea Turtles	
Blue Whales	

Disappearing Resources

Why is it happening?

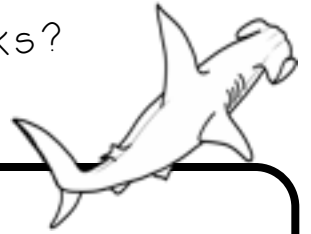
Fish	
Coral Reefs	

What is the Great Barrier Reef?

ENDANGERED SPECIES

Many sharks are on the endangered species list. Two reasons for this are commercial fishing and habitats being destroyed.

How and why do these two reasons affect sharks?



Commercial Fishing

Habitats Destroyed

How can the sharks be saved?

SHARK SECURITY FORCE



A top secret animal conservation organization, called TEETH, needs your help! They want you to create a shark security team to save the oceans and animals that live in them around the world.

TEETH has assembled some of the greatest sharks in the world. They've also created technology that allows you and the sharks to communicate with each other.

Your mission, should you choose to accept it, create a team of sharks that will make the oceans a better place (for everyone).

It's time to get back in the water.

REMINDER

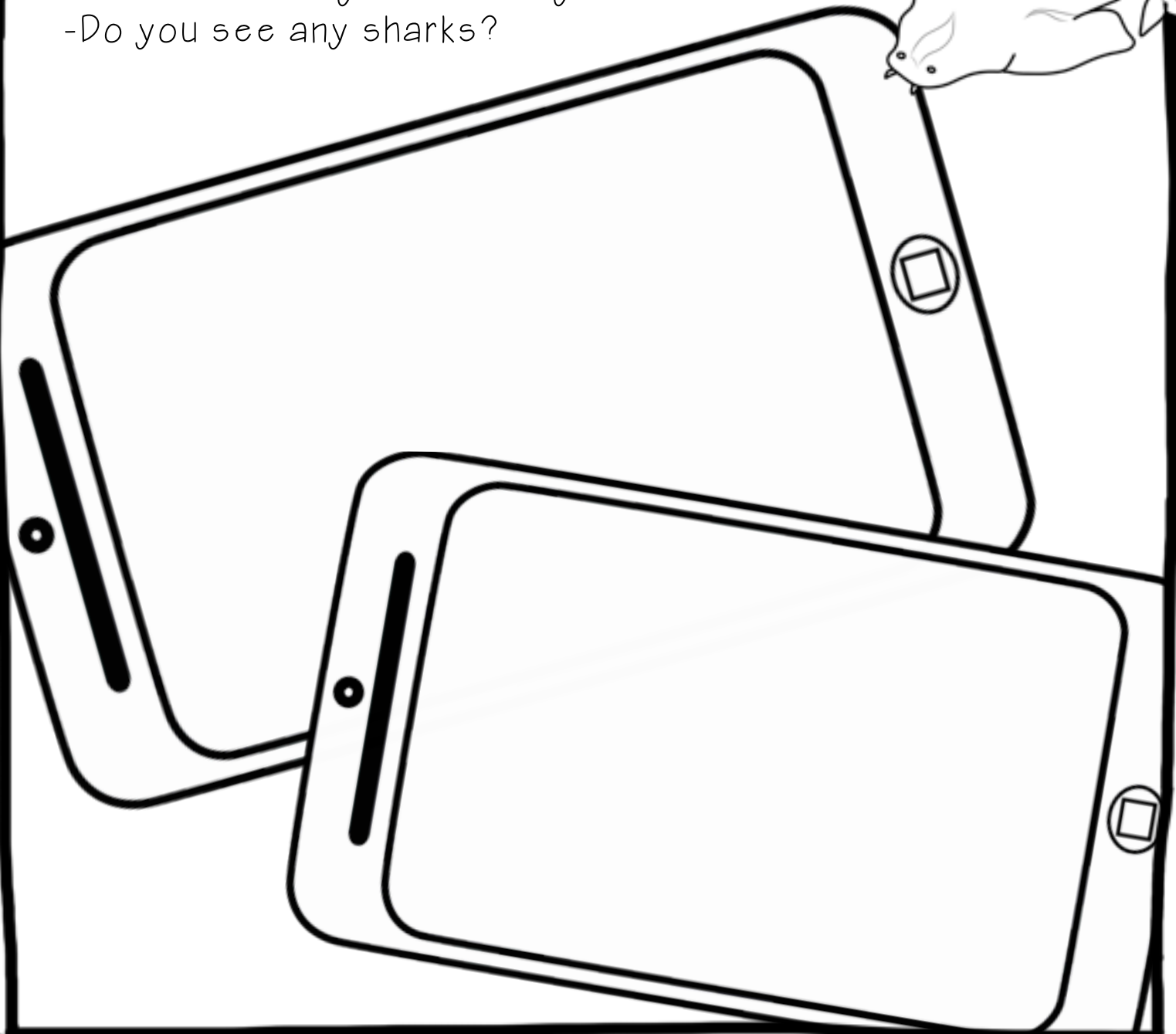
The following pages and activities should be a mixture of your imagination and creativity. You're leading a team of super-hero sharks that can do whatever you can think of.

TEETH HEADQUARTERS

TEETH headquarters is located underwater in the ocean and is only accessible by submarines and two underwater tunnels. You were brought to TEETH in a submarine, so you could see what the facility looked like.

You pulled out your mobile device and snapped a couple of photos (that will never be shared due to confidentiality).

- Draw pictures of the photos you took of TEETH.
- Include as many details as you can.
- Do you see any sharks?



TEETH HEADQUARTERS

As you enter the top secret headquarters you see TEETH is an acronym.

What does each letter stand for?



T

E

E

T

H

Remember: TEETH is all about saving the environment and making our world a better place.

THE GOAL OF TEETH

What are the three main goals for TEETH?
What are they trying to accomplish?
Why are these important to the world?

GOAL 1



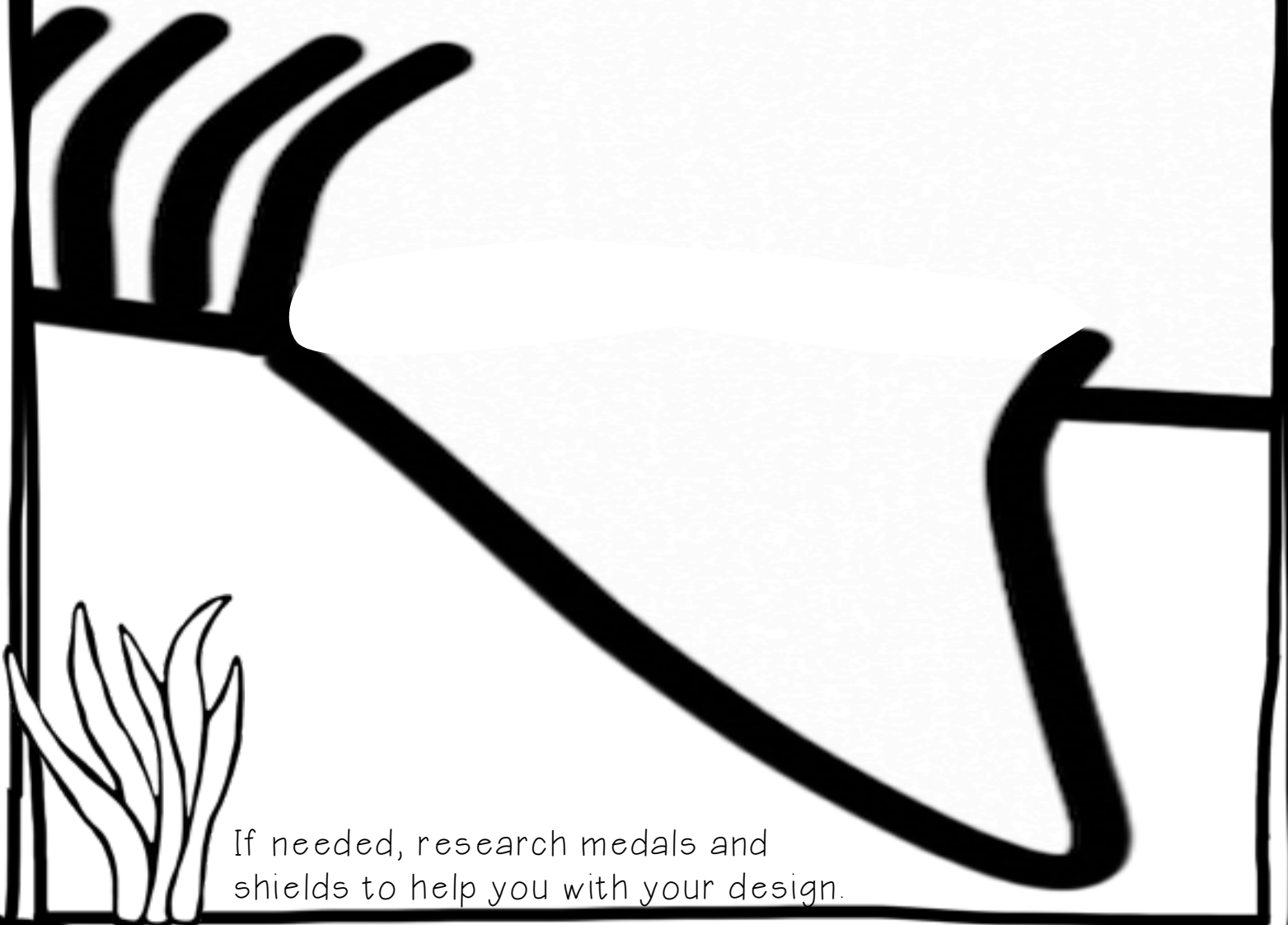
GOAL 2

GOAL 3

SECURITY FORCE SHIELD

Every shark on the Security Force receives a Medal of Service. Most sharks decide to have the image of the medal tattooed on their pectoral fin.

On the fin below, draw what their shield tattoo looks like. Think about adding elements such as honor, environment, helping others, bravery, and teamwork.



If needed, research medals and shields to help you with your design.

MEET THE TEAM

Below are three of the shark team members. Create background information on each one.

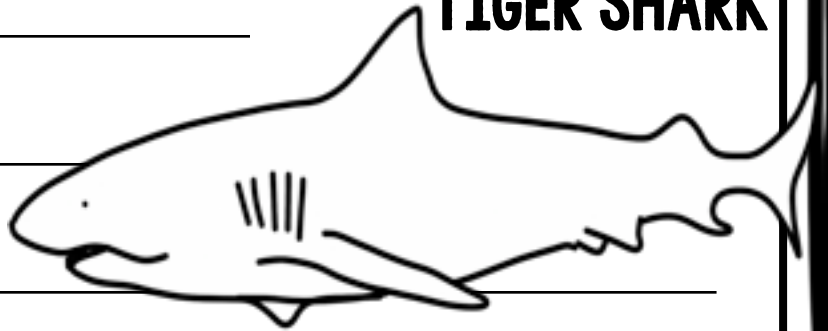
NICKNAME

TIGER SHARK

SIZE/WEIGHT

HOBBIES

SUPER SKILL



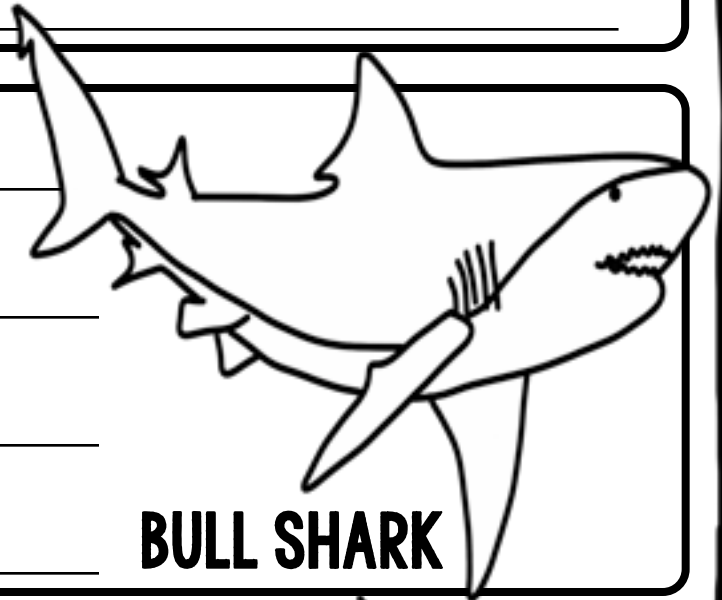
NICKNAME

SIZE/WEIGHT

HOBBIES

SUPER SKILL

BULL SHARK



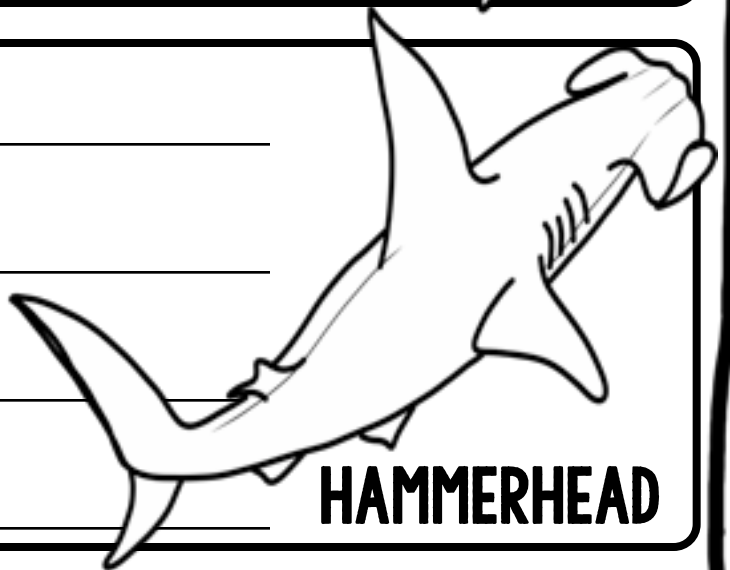
NICKNAME

SIZE/WEIGHT

HOBBIES

SUPER SKILL

HAMMERHEAD



MEET THE TEAM

Below are three of the shark team members. Create background information on each one.

NICKNAME

LEOPARD SHARK

SIZE/WEIGHT

HOBBIES

SUPER SKILL



NICKNAME

BLACK TIP SHARK

SIZE/WEIGHT

HOBBIES

SUPER SKILL



NICKNAME

SIZE/WEIGHT

HOBBIES

SUPER SKILL

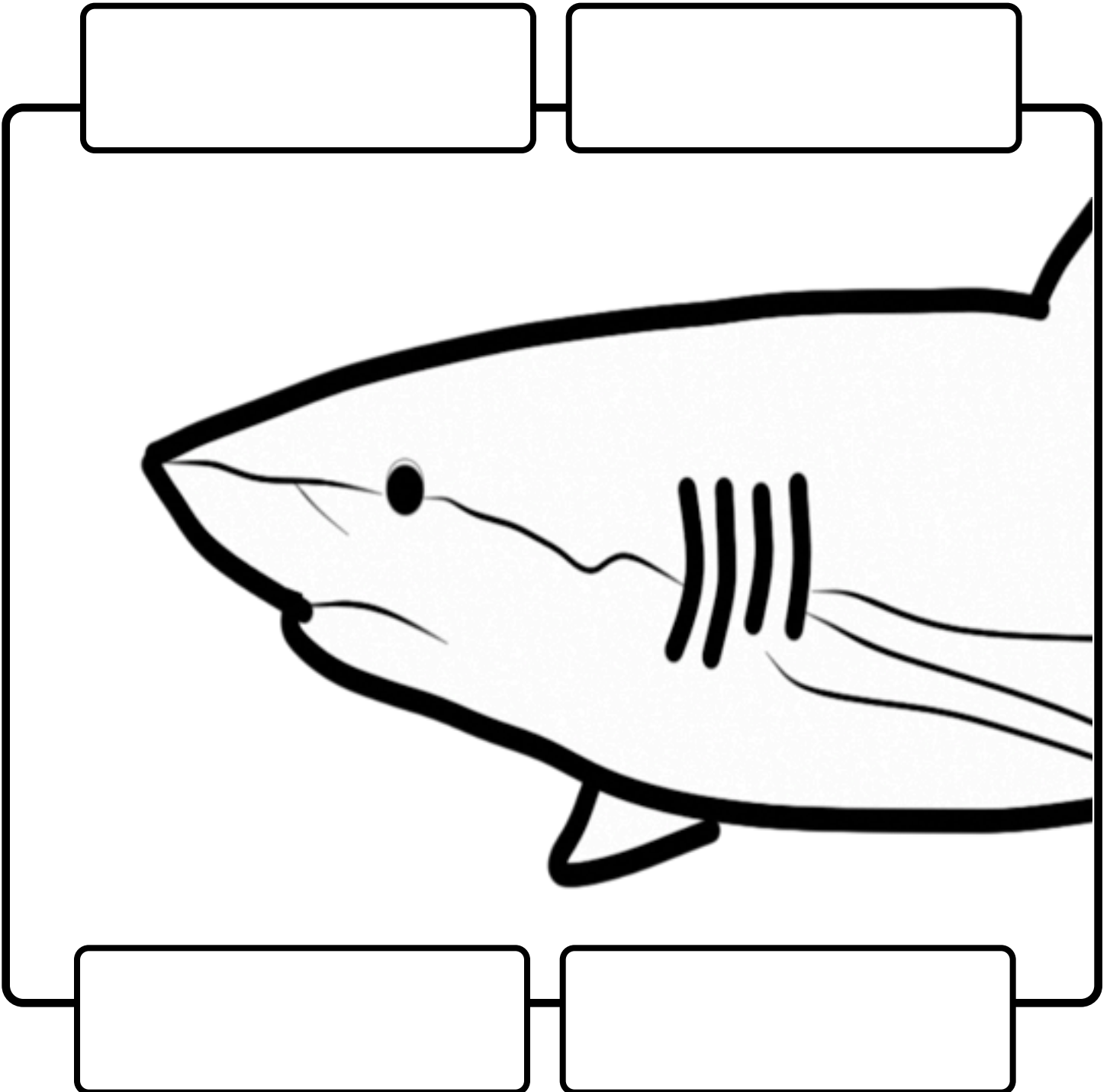


NURSE SHARK

HEAD GEAR

All of the sharks will be equipped with video cameras, and you'll be able to see everything they see, live.

Design a head set that will fit on this blacktip shark. Create and label four key parts of the headset.



PATROL AREAS

What waters will each shark patrol around the world?

Color code each shark below.

NURSE SHARK

BLACK TIP SHARK

HAMMERHEAD

LEOPARD SHARK

BULL SHARK

TIGER SHARK

On the map, color in areas around the world that each shark will be patrol. If you can, use areas that are within their normal habitat.





SHARK SECURITY FORCE

CREATE-A-MISSION

On the following pages you will be creating missions that the Shark Security Force will complete. These missions are straight from your imagination, so be creative!

ON THE MAP:

Identify the location and region of the mission.
Color key details.
Show routes of shark(s).

IN THE BOXES:

- Identify specific locations
- Fill out mission objectives
- Identify participants
- Tell about the aftermath
- Identify villains

REMEMBER: Great missions will have great details!
Work with a partner to discuss ideas and collaborate.

CREATE-A-MISSION

On the map below, identify a location where Shark Security Force had a successful mission.



WHERE

WHO

OBJECTIVES

VILLAINS AND PROBLEM

RESULT

CREATE-A-MISSION

On the map below, identify a location where Shark Security Force had a successful mission.

WHERE

WHO

OBJECTIVES

VILLAINS AND PROBLEM

RESULT



CREATE-A-MISSION

On the map below, identify a location where Shark Security Force had a successful mission.



WHERE

WHO

OBJECTIVES

VILLAINS AND PROBLEM

RESULT

CREATE-A-MISSION

On the map below, identify a location where Shark Security Force had a successful mission.



WHERE

WHO

OBJECTIVES

VILLAINS AND PROBLEM

RESULT

THE GREAT WHITE

The Great White Shark is one of your most important members of the team. It's strong, fast, and smart.

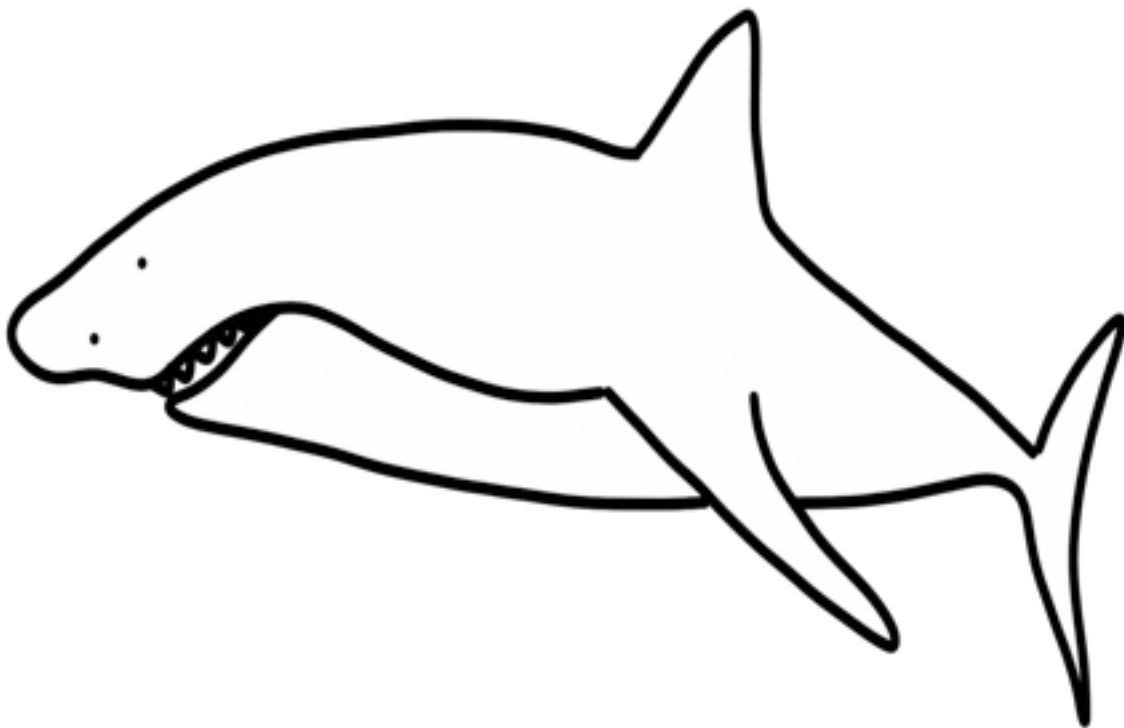
Design cutting-edge equipment to fit on the shark for these missions. Include at least three of the following:

-SADDLE
-GPS

-ROCKET BOOSTER
-LASER BEAM

-NIGHT VISION
-INVISIBILITY

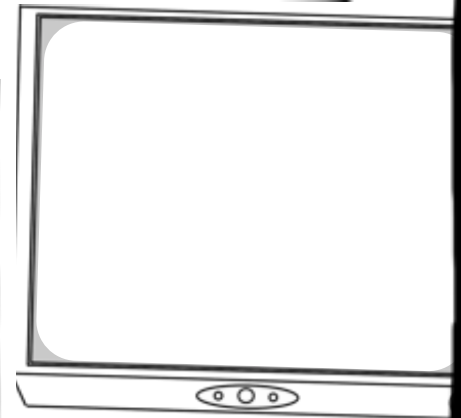
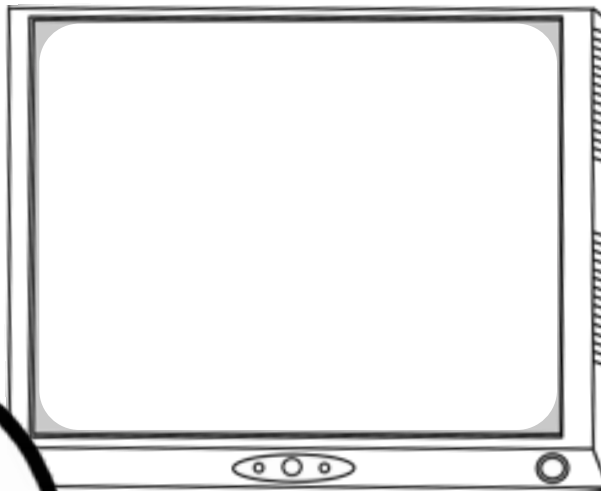
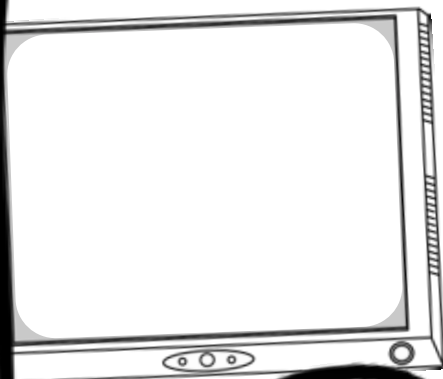
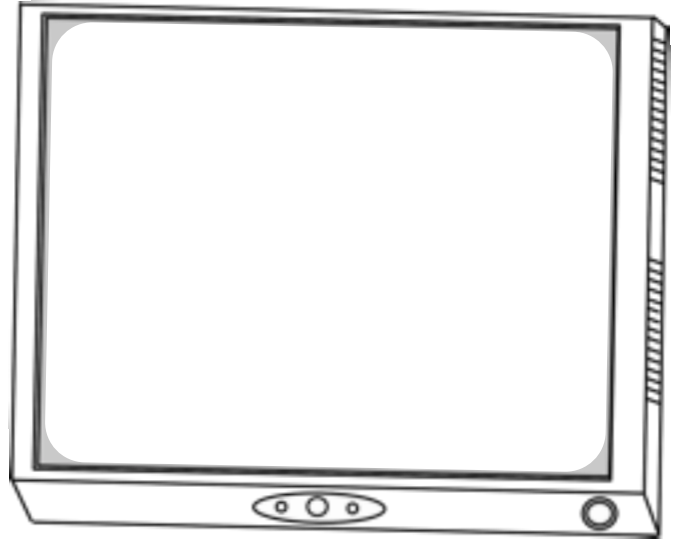
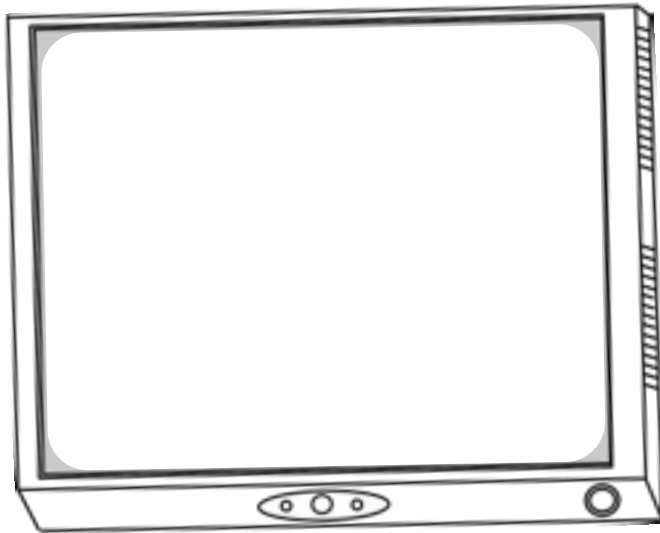
-OXYGEN TANK
-LASER BEAM



Color your drawing and include details. Add labels if needed.

MISSION CONTROL

Each shark has a video camera that feeds directly into the mission control center. In the monitors below, draw what the sharks are seeing right now. Be creative!



THE GREATEST MISSION EVER

Write a story about the greatest villain the Shark Security Force ever had to face.

MOBILE SHARK UNIT

Design a mobile unit for sharks to move around on land. It can be an individual suit, vehicle, or something else.

-Label at least six parts for this mobile unit.



Three empty rectangular boxes connected by a horizontal line, intended for labeling parts of the mobile unit.

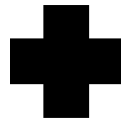
Three empty rectangular boxes connected by a horizontal line, intended for labeling parts of the mobile unit.

LAND SHARK PART ONE

Scientists want to create a hybrid shark with another animal so that it can travel on land. They need you to create it.

Pick an animal and a shark, write them below.

ANIMAL



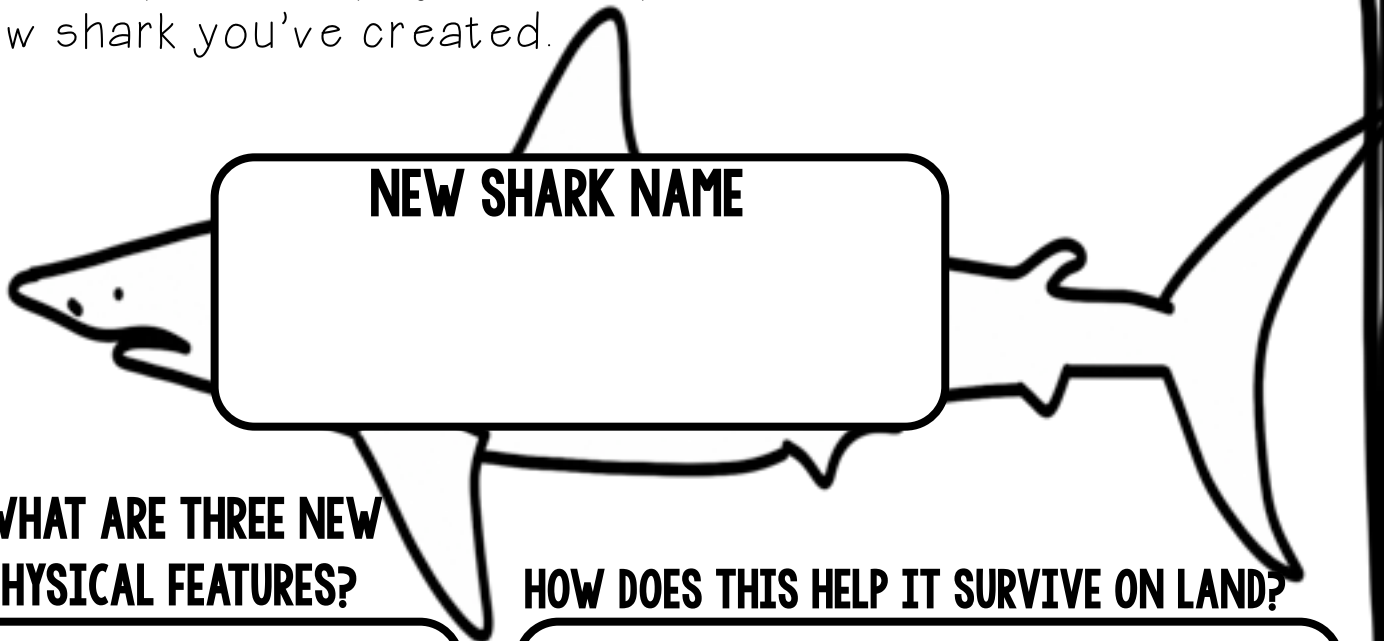
SHARK TYPE

What would this genetically engineered species look like?

Make sure it can survive on land!

LAND SHARK PART TWO

Use the previous page to complete the information on the new shark you've created.



WHAT ARE THREE NEW PHYSICAL FEATURES?

HOW DOES THIS HELP IT SURVIVE ON LAND?

1

2

3

HOW DO YOU FEEL ABOUT MIXING TWO ANIMALS TO CREATE A SUPER-SHARK?

EXTENSION IDEAS

Many of the pages in this unit can be jump-off points for you (the teacher) to show/teach students math skills, critical thinking, technology, visual design, and more. I try to pull in real-world information from newspapers, websites, pop-culture, and technology the kids are interested in.

YouTube videos are great extensions with a project like this. You can find videos on homemade crafts and games to share with the students to gauge their interests and pique creativity.

I've included a link to a [Symbaloo SHARK BOARD \(here\)](#) with links to video, images, and information on a variety of sharks.

Visually, it is important to give the students identifiable markers they can make connections to. Whether it's finding a recipe or understanding the design of a candy bar, many kids have knowledge, but it can be very limited. These projects give them the options to use resources available, work with classmates to collaborate, and discuss ideas and share the knowledge each individual has.

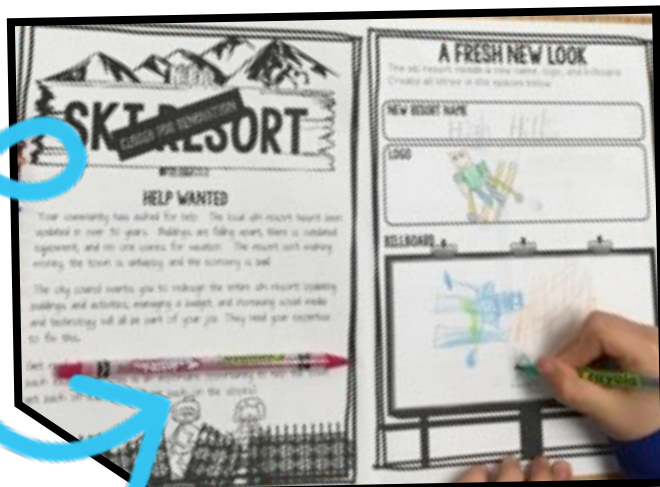
Use these activities to spark learning and get your students asking for more.

ASSEMBLY

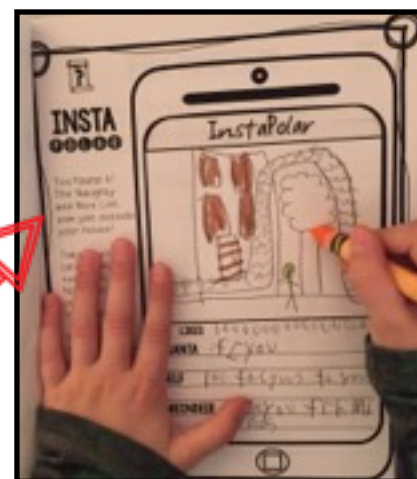
I like to print out this packet and make copies with all the pages together, so that way students see the entirety of the project. This could be overwhelming for some students (and teachers), so the choice is up to you.

I suggest copying front-to-back plus side stapling. This saves a bit of paper and puts the packet in booklet form. This is sometimes easier than the classic corner staple.

DOUBLE SIDED



SINGLE SIDED





IF YOU'RE LOOKING FOR SOMETHING TO ENGAGE STUDENTS, EXPAND THEIR THINKING, AND PUSH CREATIVITY-- CHECK OUT MY ASSORTMENT OF...

Project Based Learning Activities.

CLICK ABOVE!





Click on any image for a direct link.

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