

# “Diary of a Hammerhead”

## Best Practices



We hope you like “Diary of a Hammerhead” and find its content interesting and compelling.

This document outlines some “best practices” we have found useful when displaying the exhibit and also interacting with it, with special focus on school groups.





## Placement of Panels

We recommend displaying the panels in the following order:

- 1: “Diary of a Hammerhead”
- 2: “Shark Fast Facts: All about hammerheads”
- 3: “Can Sharks Be Saved?”
- 4: “Meet Yao Ming / 10 Things You Can Do to Help”



## Best Practices for School Groups

Here are some ideas for how larger groups can experience the exhibit:

- Break class-sized groups into smaller “teams” and have each team start at a different panel. Rotate the teams through the exhibit.
  - Have the students read the content sections to each other.
  - Have a team teach the panel content to another team.
- Have groups sit where they can see each panel.
  - While seated, individuals can write journal entries, draw an image from the panel, and/or complete the “interactive” content.





There is interactive content throughout the exhibit which is summarized here:

- “No Bones About It” (Fast Facts Panel). *“Can you find the spiracle on the shark below?”* The label for “spiracle” is located under the label for “cephalofoil.” Spiracles are physically located at the base of the head.
- “Identify the Hammerhead” (Fast Facts Panel). *“How many different shapes do you see?”* There are 8 distinct head shapes which represent 10 species of hammerhead sharks. Two subspecies of the scalloped hammerhead have been recently discovered. The “good news” is that there is more diversity of hammerheads than previously thought. The “bad news” is that the number of living scalloped hammerheads is now split between three subspecies, reducing the population (and gene pool) for each.
- “No Blind Spot” (Fast Facts Panel). *“How wide is the head of a 10 foot long hammerhead?”*  $10 \text{ divided by } 25\% \text{ (or } \frac{1}{4}) = 2.5 \text{ feet wide.}$
- “What is on a Hammerhead’s Menu?” (Fast Facts Panel). *“Help Harriet pick out her favorite foods!”* Interestingly enough, hammerheads do not eat remora fish!
- “Live Birth” (Fast Facts Panel). *“If a hammerhead lives to age 25, how many times will she have pups?”*  $25 - 7 \text{ (age of sexual maturity)} = 18. 18 / 2 \text{ (how often)} = 9 \text{ times.}$  If she has an average number of pups each time (about 20),  $9 \times 20 = 180$  hammerheads. This word problem demonstrates the time needed to repopulate hammerheads. Today, extinction is very possible as hammerheads are being killed off faster than they can reproduce.

- “Technology” (Can Sharks Be Saved? Panel). *“What shark-saving gadget can you imagine?”* Students can be encouraged to come up with a “gadget” that helps solve one of these problems (or think of others):
  - Sharks get killed in nets meant to keep them away from beaches.
  - Sharks get killed in nets meant to catch other animals such as tuna and halibut.
  - Sharks are “finned” so that poachers can pass off their catch as coming from “allowed” species.
  - Poachers are hard to find and catch in the open ocean.
  - Many people make their living by killing sharks and selling their meat. What “gadget” or technology could they use to help sharks *and* sustain their communities?
- *“What will you do to help sharks?”* (10 Things Panel). Students can be encouraged to choose an item from the list, or can be challenged to create their own.

