**Seaweek – Treasure hunt**

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1. Name the contexts you think might be strongly related to Seaweek.
2. Name the science stories you think might be strongly related to Seaweek.
3. What type of bird was shown covered in oil in the article ‘*Rena* bird recovery’ in the science story **Where Land Meets Sea**?
4. In the context **The Ocean in Action,** a Science Ideas and Concepts article tells us that ocean temperature determines what?
5. Watch the animation ‘How sound travels’ in the context **The Noisy Reef**. What do kina use to scrape algae from rock?
6. In the context **Toxins**, under NZ Research, what was killing the dogs on Auckland beaches?
7. Why do people sometimes get sick when they eat seafood? See ‘Bioaccumulation in the sea’ interactive in **Toxins.**
8. In the context **Life in the Sea**, there is a student activity called ‘Bird hotel’. What is the first listed objective that students should understand once they have completed this activity?
9. In the science story **Where Land Meets Sea**, there is an article ‘Iwi and kaimoana’. What was the particular concern of local iwi when the *Rena* ran aground?
10. In the context **The Noisy Reef**, there is a NZ Research article ‘Noisy kina’. In this article, there is a text box headed Nature of Science. What is the nature of science concept in the text box?

**Seaweek – Treasure hunt – answers**

1. Name the contexts you think might be strongly related to Seaweek.   
     
   *Life in the Sea, The Noisy Reef, The Ocean in Action and there are some resources in Toxins.*
2. Name the science stories you think might be strongly related to Seaweek.   
     
   *Where Land Meets Sea, Tsunamis and Surf, Research Voyage to Antarctica and – if you want to include sea travel - Navigating Without Instruments.*
3. What type of bird was shown covered in oil in the article ‘Rena bird recovery’ in the science story **Where Land Meets Sea**?

*A penguin.*

1. In the context **The Ocean in Action**,a Science Ideas and Concepts article tells us that ocean temperature determines what?   
     
   *What form the water takes (liquid, solid or gas).*
2. Watch the animation ‘How sound travels’ in the context **The Noisy Reef**. What do kina use to scrape algae from rock?   
     
   *Their teeth.*
3. In the context **Toxins**, under NZ Research, what was killing the dogs on Auckland beaches?   
     
   *The grey side-gilled sea slug.*
4. Why do people sometimes get sick when they eat seafood? See ‘Bioaccumulation in the sea’ interactive in **Toxins**.   
     
   *Because toxins can accumulate in the food web – the higher up the chain, the greater the build-up of toxins.*
5. In the context **Life in the Sea**, there is a student activity called ‘Bird hotel’. What is the first listed objective students should understand once they have completed this activity?  
     
   *The importance of estuaries for bird migration.*
6. In the science story **Where Land Meets Sea,** there is an article ‘Iwi and kaimoana’. What was the particular concern of local iwi when the Rena ran aground?   
     
   *The health of kaimoana.*
7. In the context **The Noisy Reef**, there is a NZ Research article ‘Noisy Kina’. In this article, there is a text box headed Nature of Science. What is the nature of science concept in the text box?   
     
   *Science knowledge is built up over time.*