



RE-USED ROCK-POOL!

This **Plastic-Free July** we're inviting you to create your own rock-pool out of items found around the home that might otherwise be thrown out.

By reusing materials or items, you're helping look after the coast by reducing the need for more plastic and other materials to be made.

This means less pollution in our air and our seas, and that's a great thing!

WHAT YOU NEED TO DO:

- Choose something you could reuse to make your rock-pool in. Some examples might be a cereal or tissue box, an ice-cream tub, a flower pot or egg carton.
- Using the Online resource links on the next page and your own books and research, look up the rock-pool habitat and the plants and animals that live there. What animals and plants will you make? What special features or adaptations do they have? What could you reuse to create these?
- Collect items from home and school to make the plants, animals, rocks, sand and other parts of your rock-pool. Below is a list of items and other materials you could use.

MATERIALS YOU CAN USE:

• Scissors	• Toilet rolls	• Recycled paper	• Paint
• Glue	• Wool/material off cuts	• Food wrappers	• Textas
• Foil	• Bottle caps	• Egg cartons	• Bubble wrap
• Plastic bottle	• Tissues	• Yogurt tub	• Tissue box

Enjoy creating your Re-used Rock-pools!!!

Once you're done, you can share a photo to inspire others on our Facebook page or email to education@gorcc.com.au



Online Resources

Rockyshore Plant and Animal Information and ID Guides

Life on the Edge Guide- Friends of the Bluff Barwon Heads

<http://designsdaddy.com/barwonbluff/wordpress/wp-content/uploads/2019/07/life-on-the-edge-2011-1.pdf>

Marine Animal and Plant Life ID: Friends of the Bluff Barwon Heads

<http://barwonbluff.com.au/bluff-life/marine-animals/>
<http://barwonbluff.com.au/bluff-life/marine-plants/>

Explore Victoria's Rocky shore ID and information guide: Parks Victoria

<https://juniorrangers.com.au/cms/wp-content/uploads/2015/08/Explore-Victorias-RockyShores-web-format.pdf>

Port Phillip Bay Marine ID Booklet

https://www.scubadoctor.com.au/downloads/Port_Phillip_Heads_Marine_National_Park_Identification_Booklet.pdf

Marine and Freshwater Discovery Centre Queenscliff

<https://vfa.vic.gov.au/education/featured/teachers-resource>

Videos by the GORCC Environmental Education Team

Limpets <https://vimeo.com/415404680>

Blue Periwinkle <https://vimeo.com/427545101/98197c1d58>

Cunjevoi <https://vimeo.com/422632480/ec005fb609>

Warrener Snail <https://vimeo.com/418690422/4f338edd3c>

Anemones <https://vimeo.com/434577612/51fc5d8807>

Rockyshore Habitat

Adapting to Marine Habitats: Science Learning Hub

<https://www.sciencelearn.org.nz/resources/1126-adapting-to-marine-habitats>

Coastal Marine Habitats: Rocky-shore – Qld Government

<https://www.qld.gov.au/environment/coasts-waterways/marine-habitats/rocky-shore>

Teachers Notes & Curriculum Links

This resource has been designed to cater for students from Foundation to Level 6.

The activity can be extended for older students by asking them to choose and identify animals from different classification groups, and to include a written or aural presentation describing species adaptations for survival. Further links into food web relationships can also be made. Younger students could also label the basic habitat needs in their rock pool (food, water, shelter, oxygen).

VICTORIAN CURRICULUM LINKS

Foundation – Level 2

Science	Elaborations
Living things have a variety of external features and live in different places where their basic needs, including food, water and shelter, are met (VCSSU042)	<ul style="list-style-type: none"> • recognising common features of animals, for example, head, legs and wings • describing the use of animal body parts for particular purposes, for example, moving and feeding • recognising that different living things live in different places, for example, land and water • exploring what happens when habitats change and some living things can no longer have their needs met

Levels 3 & 4

Living things can be grouped on the basis of observable features and can be distinguished from non-living things (VCSSU057)	<ul style="list-style-type: none"> • identifying variations in the features of animals, for example, body covering, ear shapes or number of legs
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Levels 5 & 6

Living things have structural features and adaptations that help them to survive in their environment (VCSSU074)	<ul style="list-style-type: none"> • explaining how particular adaptations aid survival, for example, nocturnal behaviour, silvery coloured leaves of dune plants • describing and listing adaptations of living things suited for particular Australian environments
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