

# ROCKY SHORE FOOD WEBS

Just like in all habitats, the animals of the rocky shore have different roles to play. It might sound strange, but two of the most important roles are either being a hunter or being hunted!

In this activity you will learn more about a variety of rocky shore species found along Victoria's Surf Coast and the roles they play in native food webs.


## Activity 1: Food web glossary

Complete the glossary below, adding definitions for each word. Use your school books and **Online Resources on page 4** to help you. You might also want to add an example for some. For example: *eats only plants like a cow*.

FOOD WEB GLOSSARY	
Term	Definition
Food chain	
Food web	
Predator	
Prey	
Producer	
Consumer	
Decomposer	
Herbivore	
Carnivore	
Omnivore	

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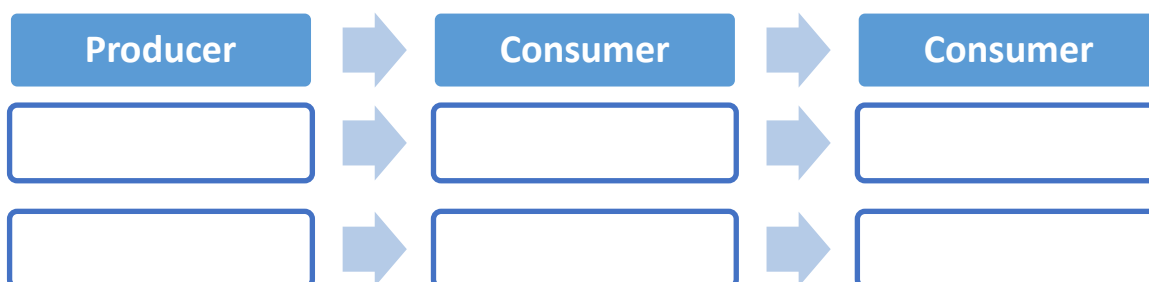
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## Activity 2: Food chains

Make **two food chains** below using plants or animals from the following list:

ROCKY SHORE SPECIES LIST			
Barnacle	Sea urchin	Sea lettuce	Bull kelp
Waratah anemone	Warrener snail	Mussels	Dog whelk
Shore crab	Glass shrimp	Maori octopus	Eleven-arm sea star
Sea biscuit	Pacific gull	Decorator crab	Tasmanian blenny



## Activity 3: Turning food chains into food webs

Using the species list from Activity 2, make a food web below.

See the **Online Resources on page 4** to help you research each species.


Make sure to include at least:

- 1 producer
- 1 herbivore
- 1 carnivore
- 3 omnivores

**Remember to use arrows** to show who is eating who. (*Hint: You always point to the predator - the arrow should point to the animal which is the consumer*)

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## Activity 4: Impacts on food chains

Unfortunately there are a number human impacts which effect rocky shore foodwebs. Using your own research and the list of **Online Resources on page 4** answer the following questions and think about solutions to help us reduce our impact and protect our precious rocky shore foodwebs and habitats.

1. Choose one species from the list in Activity 2. What role does this species play in your food web? *Eg. producer, consumer, predator, prey, decomposer, who do they eat, or are they eaten by?*

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2. What human impacts or threats effect this species? *Think about where it lives and what visitors or people living in the area might do that could harm these species habitat or the species themselves.*

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3. What do you think would happen if this species was removed or became extinct? How would this effect other species in the food web?

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4. How can we all be the best visitors when exploring the rocky shore?

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## 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\\_Narional\\_Park\\_Id\\_entification\\_Booklet.pdf](https://www.scubadoctor.com.au/downloads/Port_Phillip_Heads_Marine_Narional_Park_Id_entification_Booklet.pdf)

Marine and Freshwater Discovery Centre Queenscliff

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

### Rockyshore Habitat

Adapting to Marine Habitats: Science Learning Hub

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

Coastal Marine Habitats: Rockyshore – Qld Government

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

Explore Coastal Marine Habitats: Rockyshore – Qld Government

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

Life on Australian seashores

<http://www.mesa.edu.au/friends/seashores/page1.html>

### Threats to rocky shores

Key threats to marine parks: Parks Victoria

<https://www.parks.vic.gov.au/get-into-nature/conservation-and-science/our-amazing-diversity/marine>

**Fifty Ways To Care For Our Coast**

<https://vfa.vic.gov.au/education/featured/teachers-resource/50-ways-to-care-for-our-coast>

Human impact on the rocky shore: Pinelands Highschool

[https://www.youtube.com/watch?v=ZkTGq5A\\_x7w](https://www.youtube.com/watch?v=ZkTGq5A_x7w)

10 ways to care for our coastal environment

<https://www.academyofsurfing.com/news/10-ways-to-care-for-our-coastal-environment>

## Teachers Notes & Curriculum Links

This resource has been designed to cater for students from Foundation through to Level 6. It is suggested this be completed as a pre-excursion resource or to consolidate learning after visiting a coastal space. We hope your students enjoy and find this activity meaningful, and we would appreciate any photos, details or links to students work to inspire others. These can be sent to our Education team at [education@gorcc.com.au](mailto:education@gorcc.com.au).

### VICTORIAN CURRICULUM LINKS

#### LEVELS Foundation - 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"> <li>recognising common features of animals, for example, head, legs and wings</li> <li>describing the use of animal body parts for particular purposes, for example, moving and feeding</li> <li>recognising that different living things live in different places, for example, land and water</li> <li>exploring what happens when habitats change and some living things can no longer have their needs met</li> </ul>

#### 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"> <li>identifying variations in the features of animals, for example, body covering, ear shapes or number of legs</li> </ul>
Science knowledge helps people to understand the effects of their actions (VCSSU056)	<ul style="list-style-type: none"> <li>considering how the use of materials including solids and liquids can affect the environment in different ways, for example, fertilisers and food and drink containers</li> <li>exploring how science has contributed to understanding and resolving issues related to the effects of human activities, for example, clearing of bushland to build housing and roads and management of waste</li> </ul>


#### 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"> <li>explaining how particular adaptations aid survival, for example, nocturnal behaviour, silvery coloured leaves of dune plants</li> <li>describing and listing adaptations of living things suited for particular Australian environments</li> </ul>
The growth and survival of living things are affected by the physical conditions of their environment (VCSSU075)	<ul style="list-style-type: none"> <li>investigating how changing the physical conditions for plants impacts on their growth and survival, for example, changing salt water concentrations, using fertilisers or transferring to a different soil type</li> </ul>

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