

# Australian sea lions and their habitats

A teaching and learning resource for Foundation,  
Year 1, and Year 2



To support the film  
*Sea Lions: Life by a Whisker*



Government  
of South Australia

Department for  
Environment and Water

## Acknowledgements

This online curriculum-linked resource was produced by Angela Colliver Consulting Services for the National Parks and Wildlife Service, Department for Environment and Water, South Australia.

The curriculum-linked resource is designed to introduce young people to the management and protection of the Australian sea lion and the marine environment.

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## **Foundation, Year 1 and Year 2**

### **Activity 1: Habitats for Australian sea lions**

**Overview:** Explain to the class that their task is to design and make a model of an Australian sea lion's sustainable habitat! They can create a safe and fun place for one of Australia's sea lions to enjoy, play within, hide from predators, and source their food.

#### **Background science for students: Habitats**

Every organism, plant, or animal lives in a habitat. A habitat is another name for their local environment.

A habitat is a place where a collection of organisms, plants and animals live, and which provides them with food and shelter.

Cracks in a path, seashores, gardens, and ponds are all examples of habitats. Habitats can be big (a forest, for example) or small (a leaf, for example).

Survival of individual species of animals and plants depends on the health of the habitat in which they live.

The main cause of species extinction is loss of their habitat. If there isn't a place to live, life cannot occur.

Everyone can act for habitats.

#### **The essential question:**

What might Australian sea lions need to be safe and healthy?

#### **The scenario:**

You are invited to create a safe and fun place for an Australian sea lion to live.

Sea lions need to have space to rest, socialise and breed, they also require shelter for young pups as well as food to eat, and good clean water to swim in.

Your task is to imagine what their ultimate sustainable habitat might look like!

Your group can either write and draw, record and video, or design and make a model of the ultimate sustainable Australian sea lions' habitat, accompanied by a text about what an Australian sea lion might need, now and in the future, to grow, and survive in nature.

#### **A suggested learning process:**

##### **Define:**

Share the essential question with the class and talk about what they need to be safe and healthy.

Present the scenario, assign teams if appropriate, and ask students to define the task they have been set.

##### **Discover:**

Go outside, visit a home garden, reserve, or park, and observe any animals. Brainstorm what these animals might need to remain safe and healthy.

Connect with nature and explore habitats in the school grounds. Every part of the school grounds is a habitat. Observe what might live in the cracks of a path or the crown of a tree. Find out what lives in a tussock of native grass, dry creek bed, pond, under rocks or shrubs.

Be with nature and discover what something eats, where it lives, how it moves, and where it shelters.

View the YouTube movie trailer '[Sea Lions. Life By A Whisker](https://www.youtube.com/watch?v=FDUVf17NqN4)' (1:31 mins) or "a Line in the Sand" (<https://www.youtube.com/watch?v=FDUVf17NqN4>) and look at photographs of sea lions in books or online and explore what an Australian sea lion needs to be safe and healthy. View photographs and study its habitat. Sketch and label things that are found in a sea lion's habitat.

Share stories and view photographs about sea lions, their habitats and needs. For example:

- 'Australian Sea Lions' by Carmel Reilly (2009 Oxford University Press)
- 'Australian Sea Lions' by Claire Saxby and Graham Byrne (2020 Macmillan Books)
- 'Fur Seals and Sea Lions' by Roger Kirkwood and Simon Goldsworthy (2013 CSIRO Publications)

Identify their specific habitat needs – food, water, shelter, and places to raise their young. Talk about where the suggested elements might be located. For example, sea lions need shelter that might be found in rock crevices, beneath cliffs, under boulders along coastlines, or they can utilise a particular species of plant. They need fish and seafood to eat that are found in the ocean. They need places to raise their pups. They need protection...

### **Dream:**

Ask students to visualise their chosen sea lions habitat and what it might look, sound, and feel like.

Ask students to imagine the steps involved in creating their sea lion's ultimate habitat.

Challenge students to think about the materials, tools, and equipment they will need to make or draw their healthy, and safe habitat for Australian sea lions.

Ask students to imagine how they are going to create a text about what an Australian sea lion might need, now and in the future, to grow and survive in nature.

### **Design:**

Invite students to design its safe, and healthy habitat for Australian sea lions.

Ask students to write/scribe a text about what their Australian sea lion might need, now and in the future, to grow, and survive in nature.

Talk about the importance of a good title and ask students to decide on a title for the text.

Ask students to draft the steps involved in making their chosen habitat for an Australian sea lion.

Ask students to gather the materials, tools, and equipment needed and then make the safe and healthy habitat for their chosen Australian sea lion.

Photograph students at work.

### **Deliver:**

Share student work samples showing what animals need to be safe and healthy and read aloud texts about what Australian sea lion might need, now and in the future, to grow and survive in nature.

Create a display of student's work and enjoy a day of learning about healthy and safe habitats for Australian sea lions.

Share students' work samples and showcase their learning.

### **Debrief:**

Ask students to:

Reflect on what things outside their local place might affect the habitat they created.

Draw something new they discovered regarding what Australian sea lions need to be safe and healthy.

Describe their favourite memory of creating their work samples.

Discuss what they learned about what Australian sea lions might need, now and in the future, to grow and survive in nature.

## **Curriculum connections**

### **Australian Curriculum (ACARA 2022)**

#### **Science**

#### **Foundation**

#### **Science inquiry**

Pose questions and make predictions based on experiences AC9SFI01

Engage in investigations safely and make observations using their senses AC9SFI02

Represent observations and identify patterns with guidance AC9SFI03

Compare observations with predictions with guidance AC9SFI04

Shares questions, predictions, observations and ideas with others AC9SFI05

#### **Science as a human endeavour – Use and influence of science**

Explore the ways people make and use observations and questions to learn about the natural worlds AC9SFH01

### **Year 1**

#### **Science understanding: Biological sciences**

Identify the basic needs of plants and animals, including air, water, food or shelter, and describe how the places they live in meet those needs AC9S4U01

## **Science inquiry**

Pose questions to explore observed simple patterns and relationships and make predictions based on experiences AC9SI101

Suggest and follow safe procedures to investigate questions and test predictions AC9SI102

Make and record observations, including informal measurements, using digital tools as appropriate AC9SI103

Sort and order data and information and represent patterns, including with provided tables or physical models AC9SI104

Compare observations with predictions and others' observations, consider if investigations are fair and identify further questions with guidance AC9SI105

Write and create texts to communicate observations, findings and ideas, using everyday and scientific vocabulary AC9SI106

## **Science as a human endeavour: Use and influence of science**

Describe how people use science in their daily lives, including using patterns to make scientific predictions AC9SIH01

## **Year 2**

### **Science inquiry**

Pose questions to explore observed simple patterns and relationships and make predictions based on experience AC9S2101

Suggest and follow safe procedures to investigate questions and testing predictions AC9S2102

Make and record observations, including informal measurements, using digital tools as appropriate AC9S2103

Sort and order data and information and represent patterns, including with provided tables and visuals or physical models AC9S2104

Compare observations with predictions of others' observations, consider if investigations are fair and identify further questions with guidance AC9S2105

Write and create texts to communicate observations, findings and ideas, using everyday and scientific vocabulary AC9S2106

### **Science as a human endeavour: Use and influence of science**

Describe how people use science in their daily lives, including using patterns to make scientific predictions AC9S2H01

## **Technologies**

### **Foundation**

#### **Design and Technologies: Processes and production skills**

Generate, communicate and evaluate design ideas, and use materials, equipment and steps to safely make a solution for a purpose AC9TDEFP01

## Year 1 and Year 2

### **Design and Technologies: Processes and production skills**

Generate and communicate design ideas through describing, drawing or modelling, including using digital tools AC9TDEFP201

Use materials, components, tools, equipment and techniques to safely make designed solutions AC9TDEFP202

Evaluate the success of design ideas and solutions based on personal preferences and including sustainability AC9TDEFP203

Sequence steps for making designed solutions cooperatively AC9TDEFP204

**General Capabilities:** Literacy; Digital Literacy, Critical and Creative thinking, Ethical Understanding and Personal and Social Capability.

### **Cross Curriculum Priority: Sustainability**

#### **Organising Ideas**

SS1: All life forms, including human life, are connected through Earth's systems (geosphere, biosphere, hydrosphere and atmosphere) on which they depend for their wellbeing and survival.

SS2: Sustainable patterns of living require the responsible use of resources, maintenance of clean air, water, and soils, and preservation or restoration of healthy environments.

SD1: Sustainably designed products, environments and services aim to minimise the impact on or restore the quality and diversity of environmental, social and economic systems.

SD2: Creative and innovative design is integral to the identification of new ways of sustainable living.

SD3: Sustainable design requires an awareness of place, past practices, research and technological developments, and balanced judgements based on projected environmental, social and economic impacts.

SF1: Sustainable futures are achieved through informed individual, community, business and political action that values local, national and global equity and fairness across generations into the future.

SF2: Sustainable futures require individuals to seek information, identify solutions, reflect on and evaluate past actions, and collaborate with and influence others as they work towards a desired change.

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Report prepared by:  
Angela Colliver Consulting Services for the National Parks and Wildlife Service,  
Department for Environment and Water

[www.environment.sa.gov.au](http://www.environment.sa.gov.au)



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