



Date	Class Level Fifth and Six (also suitable for younger students)	Subject Geography
Strand Environmental Awareness and Care		Strand Unit Caring for my locality Environmental awareness Caring for the environment
Title Seashore Safety on the Seashore and Conservation Code Posters		
Objective(s) Prior to going to the seashore, the children will create a poster to show their understanding of learning about safety on the seashore and the conservation code. Through this they will learn to care for their local environment as well as becoming environmentally aware and active.		
Skills Required The children will have developed a sense of place and space knowing learning about their local seashore. Students will develop their investigation skills through: questioning, observing and communicating.		
<p>Learning Objectives</p> <p>The child will be enabled to:</p> <p>Working in groups to gather and communicate information about conserving and protecting seashore.</p> <p>Actively care for the welfare of animals and habitats.</p> <p>Become more environmentally aware and inspire others to also care for their local seashore.</p>	<p>Learning Activities</p> <p>KWL chart: Begin the lesson using a KWL chart, where students can track information before and after the lesson. Ask students leading questions from the chart:</p> <ul style="list-style-type: none"> • What do you already 'know' about this topic? • What things do you 'want' to learn about the topic? • What did you 'learn' from doing your research? <p>Talk and Discussion: Discuss with students about</p> <ul style="list-style-type: none"> • Safety on the Seashore • The features of the seashore environment including the animals and their habitats. <p>What do they need to watch out for when they are at the seashore to stay safe? Why do they need to help protect and conserve the animals and its plants while they are visiting the seashore?</p> <p>The students (individually or as teams) are to create either a Safety on the Seashore Poster of a Conservation Code on the Seashore Poster.</p>	

**Activities:**

Get the students to complete a mind map of the Do's and Don'ts while at the seashore to stay safe or help protect and conserve the environment.

Direct the children to ensure they have including the following information:

Safety on the Seashore:

- Safe and suitable clothing for the seashore.
- Warning Signs.
- Cliffs (rocks falling).
- Walking on a muddy shore.
- Take it slow – avoid running and jumping over wet slippery rocks.
- Tread carefully over seaweed – as it often covers uneven surfaces, hidden rock pools and holes.
- Watch out for waves – especially near rocks – keep away from the edge of rocks that drop into deep parts of the ocean.
- Watch out for hazardous waste and litter – tell an adult, your teacher or supervisor.
- Remember to keep an eye on the tide!

Conservation Code:**The Do's:**

- Watch and observe wildlife in their natural habitats without disturbing it.
- Take a photograph and leave sea creatures and plants where you find them.
- Carefully replace overturned rocks and seaweeds as you found them.
- Return animals back to the place where you found them.
- Collect empty shells and small seaweed samples - not live animals.

The Don'ts:

- Don't damage the habitats where animals live – remember return the rocks to the position they were found so animals don't dry out.
- Don't disturb birds feeding and stay away from nesting birds.
- Don't leave your rubbish behind at the beach – always put your rubbish in a bin or take it home with you.

When the children have established their "Do's"



and “Don’ts” get the children to create a poster highlighting the key points.

The children may like to draw or find pictures on the internet that represent the seashore (e.g. safety on the shore, seashore animals and seaweeds, marine bird life, seashore etc – see below for some samples).

The posters can then be put up on display in their classroom, school or community library etc, where the students and the wider community can look and respond to the finished work.

After the activity, the students should also complete their KWL charts and highlight their experiences.

This may include their awareness and attitudes towards creating a seashore safety and conservation code, as well as what they would like to do to actively do more about marine environmental care.

Resources

- KWL chart
- Whiteboard / Flipchart with a marker to complete a mind maps
- Colouring materials, paper, etc
- Search for “seashore conservation code images” on the intranet for a selection to inspire the students (some images attached below).
- Safety on the seashore and conservation code quiz
- Explorers Teachers Resource - Planning a Trip to the Seashore Check List
- Teachers Resource_Safety on the Seashore and Conservation Code Quiz (attached below)

Differentiation

Higher and Lower order questioning. Differentiate group activities and roles to account of individual needs, by support, task. Mixed ability pairing.

Assessment

Students: KWL chart (What I know, What I want to know, What I learned)

Teacher observation and questioning: Mind Mapping

Examine learning outcomes before and after e.g. knowledge, understanding, skills.

Evaluation: Reflect on learning experiences that lead to the outcomes e.g. attitudes, enjoyment, as well as motivation to learn about the subject.



Linkage and Integration

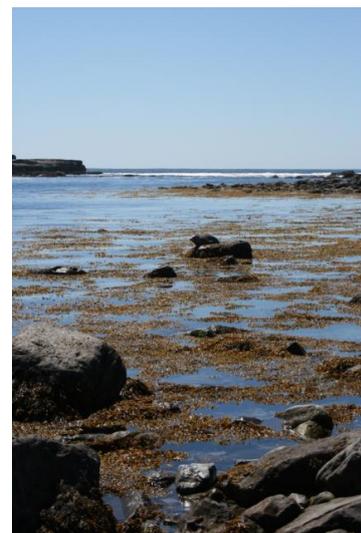
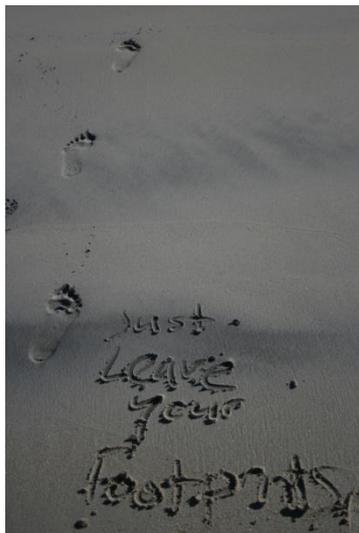
Art: Painting, making prints, looking and responding.

English: Writing, Oral language

PE: Outdoor and Adventure Activities - Understanding and appreciation of outdoor and adventure activities: Safety on the Seashore Code Poster

Also see teachers resources for Safety on the Seashore and Conservation Code Quiz.

Pictures that can be used for the Conservation Code Poster:





SAFETY ON THE SEASHORE AND CONSERVATION CODE QUIZ



<p>1. When you go to the seashore you check for a number of potential hazards. Which of the following hazards is the odd one out.</p>	<p>Circle the odd one out:</p> <ul style="list-style-type: none"> a) Cliffs and warning signs b) Sharp and slippery rocks c) A shark on the beach d) Hazardous litter e) Weather, tides and waves
<p>2. When you want to get to the rock pools on the seashore you should walk slowly across the area to avoid uneven surfaces.</p>	<p>Circle the correct answer:</p> <p>True</p> <p>False</p>
<p>3. In the event of lots of green seaweed (gut weed) on the seashore you should...</p>	<p>Circle the correct answer:</p> <ul style="list-style-type: none"> a) Skate across it and fall b) Run across it and try not to fall c) Avoid it where possible and walk around it.
<p>4. If you see hazardous litter such as broken glass, syringes, oil spills or tar on the seashore, you should tell your teacher.</p>	<p>Circle the correct answer:</p> <p>True</p> <p>False</p>
<p>5. When you are at the seashore, the time can pass very quickly. Therefore, always remember to keep an eye on the time and the changing tide.</p>	<p>Circle the correct answer:</p> <p>True</p> <p>False</p>

<p>6. When going to the beach on a field trip for exploration, it is important to wear appropriate clothing. It is especially important to have the correct footwear.</p>	<p>Circle which type of foot wear that you would not wear on a fieldtrip to the seashore.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Wellies</p> </div> <div style="text-align: center;">  <p>Hiking boots</p> </div> <div style="text-align: center;">  <p>High heel shoes</p> </div> </div>
<p>7. When you are on a fieldtrip to the seashore you will need to take some essential equipment for exploration.</p>	<p>Circle the odd one out:</p> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; align-items: center; margin-bottom: 20px;"> a)  <div style="margin-left: 10px;">Simple identification keys</div> </div> <div style="display: flex; align-items: center; margin-bottom: 20px;"> b)  <div style="margin-left: 10px;">A bucket (per group)</div> </div> <div style="display: flex; align-items: center;"> c)  <div style="margin-left: 10px;">A beach ball</div> </div> </div>
<p>8. When exploring the animals and habitats on the seashore you should: return animals back to the place where you found them, collect seaweed samples and not creatures, draw or take photographs of the animals that you find.</p>	<p>Circle the correct answer.</p> <p>True</p> <p>False</p>
<p>9. If you see litter on the beach you should...</p>	<p>Circle the correct answer.</p> <p>a) Ignore it – it will wash away out to sea</p> <p>b) Pick the litter up and put it in a bin / or take it away with you.</p> <p>c) Break it up into tiny particles, so it will degrade faster.</p>
<p>10. In you or a friend falls over and you seriously hurt yourselves, you should let your teacher or supervisor know.</p>	<p>Circle the correct answer.</p> <p>True</p> <p>False</p>