



Leave No Trace Beach Day

1 Main objectives

- To deepen understanding of the importance of Ocean health
- To deepen understanding of their own place in the ecosystem
- To develop a researched based and value based standpoint on sustainability
- _To encourage children to take responsibility for Ocean Health
- To practice responsible tourism

2 Vocabulary – Keywords

habitat, biodiversity, water quality, pollution

3 Sustainability skills developed

Systemic thinking

Self-awareness

Anticipatory

Problem solving

Normative competence

Collaboration

4 Pillars of sustainability included

Ecological: Understanding the importance of Ocean health

Social :Know how human actions affect the sustainability of the planet.

Economical : understanding the importance of responsible tourism



5 STEAM domains

Science, engineering, art, Technology, Math

6 Methodology

The teacher assigns a documentarian.

The teacher activates prior knowledge by starting a discussion about responsible seaside tourism. "When you go to the beach, what do you bring? What do you leave behind?"

The teacher shows pictures of what beaches can look like after a busy day.



The teacher and children plan a day at the seaside. They plan carefully so that they bring enough food and equipment that enables them to buy nothing once they get there and leave nothing behind.



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They take a digital photo of the part of the beach that they will occupy before they set up. They then take a photo of the beach when they are leaving to ensure it is the same.

Where possible, the children and teacher can build a bonfire out of drift wood

<https://kidslab4sustainability.eu/building-a-fire/>

Afterwards, they will remove all trace of the fire.

If they choose to build sandcastles and sand sculptures, the teacher helps them find washed up debris to add to the creations. When they leave the beach, they remove the washed up debris and bring it with them. The idea is that they leave the beach in a better state than how they found it.



7 Expected learning outcomes

The child will be able to:

Develop their standpoint on sustainability issues

Understand the effect of human actions on the planet.

Understand that people have a responsibility to protect the environment

Understand that positive transformation is possible

Build a fire



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Assess risk

8 Assessment

The teacher assesses learning through attuned interactions, play episodes and reviewing footage gathered by the documentarian.

The teacher will create a digital infographic on responsible use of seaside spaces. She invites children to help her/him and they then share the infographic on the setting's website.



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9	Equipment and materials to be used in the learning unit (eg: tools, ingredients, etc.)
10	Environment type: laboratory, kitchen, outdoor Classroom and garden
11	References – sources: https://www.naturalbeachliving.com/water-pollution-activities/ Authors: Paula Kelly, Trish Mclaughlin, Laura Dunne

