EXPLORERS EDUCATION PROGRAMME™

EXPLORERS PLANNING GUIDE FOR PRIMARY SCHOOL TEACHERS

SEASHORE SAFARIS AND FIELD TRIPS

TEACHERS PRESENTATIONS
CROSS CURRICULAR LESSON PLANS
AND ACTIVITIES

WWW.EXPLORERS.IE

EXPLORERS Education Programme™

Contents

INTRODUCTION

Ireland is an island with a seabed territory of approximately 880,000 km². Ireland's coastline is approximately 7500km long. The oceans, seas and shorelines around Ireland therefore present many opportunities to introduce cross-curricular lessons and activities for students of all age groups.

EXPLORERS SEASHORE SAFARI

The Explorers field trip to the seashore provides teachers with an exciting opportunity take students to their local seashore to learn about their local environment.

The Explorers Seashore Safari teaching module is recommended for all age groups. However lesson plans and resources in the following document are recommended for 5th and 6th class. These may be adapted by teachers to suit a younger age group.

EXPLORER LESSON PLANS AND MATERIALS

Explorer lesson plans and activities have been developed to support teaching students about our oceans, seashores and Ireland's marine resource. Subjects covered include: science, geography, history, mathematics, english, art and physical education. A selection of Explorer lesson plans are also available through Irish in a number of the curriculum subjects. Please see the Gaeilege section of the www.explorers.ie for more information.

The teachers' guide provides suitable lessons and activities that can be used in preparation for going to the seashore, activities on the seashore, as well as completing projects after the fieldtrip. Suggested lesson plans and presentations can be found at 'Recommended Lesson Plan Schedule'. These can be carried out over one - two weeks with the class.

All the lesson plans are available to freely download from www.explorers.ie

TEACHERS' RESOURCES

Teachers' resources including class presentations, information books and illustrations about the seashore are available to download from www.explorers.ie.

CERTIFICATE OF PARTICIPATION

Schools and classes taking part in the Explorers Education Programme™ through an accredited centre will be awarded an Explorers Certificate of Participation. For more information about taking part in the Explorers Education Programme™ see www.explorers.ie

EXPLORERS EDUCATION PROGRAMME™ MISSION STATEMENT AND GOALS

OUR MISSION STATEMENT

The Explorers Education Programme™ aims to build on Ireland's marine and maritime heritage by increasing awareness of the value, opportunities and social benefits of our ocean wealth and identity.

OUR GOALS

1. Educate school children, teachers and educators in Ireland, enabling them to understand the oceans influence on us and our influence on the ocean, through outreach and centre activities in Ireland.

2. Coordinate professional development training and workshops for teachers and trainee teachers, to develop their marine literacy skills and promote the use of marine content in line with the national curriculum.

3. Develop education materials and resources based on the Irish school curriculum to support teachers teaching marine subjects in schools.

4. Promote ocean literacy and marine outreach activities with local communities, educators and influencers so as to create dialogue and engagement about our ocean.

OCEAN LITERACY PRINCIPLES AND FUNDAMENTAL CONCEPTS

OCEAN LITERACY

Ocean Literacy means 'understanding the ocean's influence on you and your influence on the ocean'.

An ocean literate person:

- understands the essential principles and fundamental concepts about the ocean;
- can communicate about the ocean in a meaningful way; and
- is able to make informed and responsible decisions regarding the ocean and its resources.

OCEAN LITERACY PRINCIPLES

Seven ocean literacy principles and concepts about the ocean have been developed by scientists and educators to help provide consistency and coherence when learning about the ocean.*

1. **The Earth has one big ocean with many features.**
2. **The ocean and life in the ocean shape the features of Earth.**
3. **The ocean is a major influence on weather and climate.**
4. **The ocean makes the Earth habitable.**
5. **The ocean supports a great diversity of life and ecosystems.**
6. **The ocean and humans are inextricably interconnected.**
7. **The ocean is largely unexplored.**

YOUR OCEAN – YOUR FUTURE

The 'Blue Society' (www.bluesociety.org) encapsulates a vision where people benefit from the ocean's vast potential while preserving its environmental integrity. 'Your Ocean – Your Future' posters highlight this theme, along with the ocean principles and concepts. Ten posters are available to download from the resources section at www.explorers.ie

Samples of 'Your Ocean – Your Future' posters:

The ocean literacy principles were first developed in the by an ocean literacy framework in the USA and are now being adopted by the EU. For further information see: Ocean Literacy: The Essential Principles and Fundamental Concepts of Ocean Sciences for Learners of All Ages, Version 2 : March 2013. Retrieved from: http://www.coexploration.org/oceanliteracy/documents/OceanLitChart.pdf

RECOMMENDED LESSON PLAN SCHEDULE

The following schedule provides teachers presentations and lesson plans that can be conducted prior, during and after the visit to the seashore over approximately a five day period. The presentations are available to download from the Teachers Resources section of www.explorers.ie. Further information and links for downloading the lesson plans are available in the Teachers Resources and Lesson Plans section of this booklet.

PRIOR TO THE VISITING TO THE SEASHORE		Estimated time allocation for class activity
Explorers Teachers Presentations		
All subjects	The Explorers seashore ecology PowerPoint presentation	The presentations can be used as an introduction to lesson plans. They can therefore be shortened or expanded as required.
	Living things – simple presentation	
	Seashore animals sorting and classifying presentation Explorers introduction to seaweeds	
	Planning a trip to the seashore check list presentation	
	What is degradation? presentation	
Explorers Lesson Plans		
Evaluation	Mind mapping	20 minutes
Geography	Seashore Safety on the Seashore and Conservation Code Posters	50 minutes

ON THE SEASHORE		Estimated time allocation for class activity
Explorers Teachers Resources		
All subjects	Explorers species information book	40 minutes
	Anecdotes about seashore animals	40 minutes
	Illustration of the seashore zones	20 minutes
Explorers Lesson Plans		
Science	Seashore exploration and guided tour	120 minutes – 2 hours
Science	Plant and Animal Life on the Seashore - Creating a Seashore, Species and Seaweed Guide	1 hour at the seashore 40 minutes in class
Mathematics	Data on the shore	30 minutes
Geography	Organising a beach clean and beach clean survey template	40 minutes
Visual Arts	Seashore flotsam and jetsam treasure hunt and making a tallest sand castle or a mutant sea monster	40 minutes

AFTER THE SEASHORE VISIT		Estimated time allocation for class activity
Explorers Lesson Plans		
Science	Introduction to exploring marine debris degradation	40 minutes
Geography	What would I do with my local seashore	40 minutes
English	Writing a newsletter about our seashore	2 hours
English	Writing poetry about Ireland's seashore and oceans	2 hours
Visual Arts	Drawing still life scenes of items from the seashore	50 minutes
Visual Arts	Bubble art - learning about paint and colour	50 minutes
Visual Arts	Creating and making a shell picture This activity needs to allow for drying time	2 hours over a couple of days
Music	Listening and creating percussion to sea songs	40 minutes
PE	Seashore Animal Relay Game - testing what we know about the animals and seaweed on the seashore	30 – 40 minutes
Evaluation	Seashore Marine Table Quiz	40 minutes

PREPARING FOR A SEASHORE SAFARI

Ireland's coastline is extremely varied, ranging from sheltered shores to very exposed areas. Seashore's can vary in slope and size, and can be sandy, muddy, rocky or covered in shingle. The different types of shorelines can offer a range of learning experiences for children, particularly with an emphasis on learning about their natural environment and environmental care.

The key to organising a successful field trip is to be prepared. The following checklist can be used as a guide to get you started and to ensure the class has a fun positive learning experience on the seashore safari.

PLANNING A TRIP TO THE SEASHORE - CHECKLIST	
Choose a location	☐
Transportation	☐
Access / Facilities	☐
Risk assessment	☐
First Aid / Emergency	☐
Food and sustenance	☐
Tide Tables / Changing tides / Weather forecast	☐
Volunteers	☐
Plan the day of activities - duration of your safari	☐
Briefing / Designated meeting point	☐
Clothing	☐
Equipment • Simple identification keys to life on the seashore • A bucket (per group) • Small hand held dip nets • Small Ziploc food bags (for seaweed / shells) • Magnifying pots • Digital camera (with macro capabilities for close up pictures of small creatures) • Clipboard, notebook and pencil (and a plastic polypocket – in case it rains) • Quadrants hula hoops (in lieu of quadrants for counting)	☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
Games and activities	☐
Safety on the seashore code	☐
Conservation code on the sea shore	☐

For further information see www.explorers.ie:

• Teachers Resource: Planning a trip to the seashore checklist

SEASHORE SAFARI SAFETY CODE

Prior to the field trip, ensure everyone is aware of the seashore safety code. This can be used to help prevent accidents as well as ensuring everyone knows what to do in the event of an emergency.

| SEASHORE SAFARI SAFETY CODE – CHECKLIST |
|---|
| Make sure to visit and inspect the seashore prior to the school trip to ensure that it is a suitable beach for students to explore. Avoid muddy shores. |
| Keep everyone safe. |
| Ensure everyone knows who their supervisor is and where the children are on the shore at all times. |
| Ensure everyone knows what to do in the event of an emergency and where the meeting point is on the shore. |
| Ensure everyone is wearing safe and suitable clothing for the seashore. |
| Remember to keep an eye on the tide! |
| Avoid hazardous areas including steep rocky areas and patches of bright green seaweed such as gutweed. |
| Ensure everyone is aware of the warning signs on the beach. |
| Avoid cliff areas. Do not walk below cliff faces where there could potentially be rocks falling or areas collapsing. |
| Take it slowly. 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 and especially rocks! Keep away from the edge of rocks that drop into deep parts of the ocean. |
| Watch out for hazardous waste and litter. If you find something that is dangerous, tell your teacher or supervisor. Contact the county or city council to ensure it is removed. |

For further information see www.explorers.ie :

- Lesson Plan: Geography - Seashore Safety on the Seashore and Conservation Code Posters
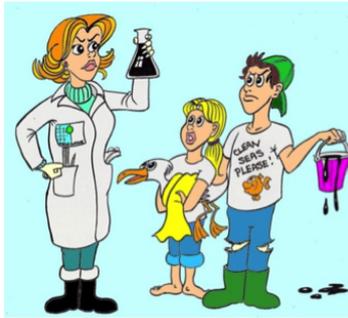
SEASHORE CONSERVATION CODE

The local seashore provides an excellent resource for learning about the local natural environment, environmental awareness and caring for the environment. Therefore, ensure everyone is aware of the seashore conservation code prior to going to the beach.

SEASHORE CONSERVATION CODE CHECKLIST
THE DO'S
Take photographs home and leave sea creatures and plants where you find them.
Always return animals back to where you found them – under seaweed, under a rock or in a rock pool.
Always carefully replace overturned rocks and seaweeds as you found them – so the animals don't dry out.
Report anything unusual washed up on the shore or beach.
Bag it and bin it. Remember to always put your litter into a bin or take it with you.
Do a good deed and always try and remove other people's litter from the seashore that has been left behind.
DO NOT
Don't damage the animals or the habitats of where animals live.
Avoid disturbing birds that are feeding as well as nesting birdlife on the shore.
Avoid removing a lot of seaweed from rocks as it can take many years to grow.

For further information see www.explorers.ie

- Lesson Plan: Geography - Seashore Safety on the Seashore and Conservation Code Posters

TEACHERS RESOURCES AND LESSON PLANS

The Explorers seashore module provides an opportunity for a range of cross curricular subjects to be taught including: science, geography, history, mathematics, english and physical education. A selection of Explorer lesson plans are also available through Irish in a number of the curriculum subjects. Please see the Gaeilege section of the www.explorers.ie for more information.

TEACHERS RESOURCES

EXPLORERS SEASHORE ECOLOGY - POWERPOINT PRESENTATION

The Explorers Seashore Ecology PowerPoint Presentation provides a range of slides that can be used to introduce the students to the common species and plants found on the Irish seashore. The presentation also provides illustrations of the seashore zones.

LIVING THINGS – SIMPLE PRESENTATION

The Living Things Presentation provides a range of slides that can be used to introduce the students to the common species found on the Irish seashore.

SEASHORE ANIMALS SORTING AND CLASSIFYING PRESENTATION

The Seashore Animals Sorting and Classifying Presentation provides a range of slides that can be used on an interactive board. Students can learn about sorting and classifying the different types of living things from the Irish seashore.

PLANNING A TRIP TO THE SEASHORE CHECKLIST

The Planning a Trip to the Seashore Checklist provides information about preparing for a field trip to the seashore including: access • facilities • risk assessment • first aid • emergency • tides • changing tides • weather forecast • volunteers • games and activities • designated meeting point • clothing • equipment • games and activities. The check list provides information on how to stay safe and prevent accidents while on the seashore. It also provides information about being environmentally aware and conserving the environment while on a field trip to the seashore.

EXPLAINING THE TIDES TO CHILDREN PRESENTATION

The Explaining the Tides to Children Presentation can be used to explain how the relationship between the moon, sun and ocean causes tides.

EXPLORERS SPECIES INFORMATION BOOK

The Explorers Species Information book provides the common English and Irish names of many of the species found on the seashore. Images of the species are included highlighting key information about what the animals eat, their habitat, as well as their adult size.

TEACHERS RESOURCES CONT.

ANECDOTES ABOUT SEASHORE ANIMALS

Anecdotes about Seashore Animals is a useful and fun guide that can be used to create stories about the different animals on the seashore.

ILLUSTRATION OF THE SEASHORE ZONES

The Illustration of the Seashore Zones provides information about the zonation typically found on a seashore. This can be used as a hand-out for students.

EXPLORERS INTRODUCTION TO SEAWEEDS PRESENTATION

The Introduction to Seaweeds Presentation provides information about the different types of seaweeds that can be found in Ireland, as well as ideas for projects that can be used with science, geography, history and art lesson plans.

EXPLORERS FLOODING AND COASTAL COMMUNITIES PRESENTATION

The Explorers Flooding and Coastal Communities Presentation provides an introduction to flooding. This can be used with the lesson plan on building flood defences. It covers: What is a flood? Why does it flood? Where does the water come from? The water cycle; Where is water stored? Examples of Pluvial vs. Coastal flooding; Impacts of flooding; Flood defences; What else influences flooding? Human impacts, Urbanisation, Deforestation, Sea level rising.
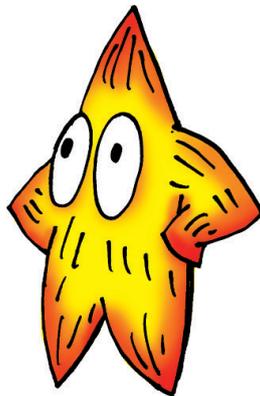
SCIENCE

Title: SEASHORE EXPLORATION AND GUIDED TOUR
http://oar.marine.ie/handle/10793/1097

Strand: Living Things	Strand Unit: Plants and Animals

OBJECTIVE(S)
The teacher and children will conduct a field trip on the seashore exploring the plants and animal life. Working scientifically the children will learn about the variety and characteristics of living things and processes of life typically found on the seashore.

SKILLS
Working scientifically by • Questioning • Observing • Investigating • Estimating and measuring • Anaylsing by sorting and classifying, recognising patterns, and interpreting • Recording and communicating.

Title: PLANT AND ANIMAL LIFE ON THE SEASHORE - CREATING A SEASHORE, SPECIES AND SEAWEED GUIDE
http://oar.marine.ie/handle/10793/1101

Strand: Living Things	Strand Unit: Plants and Animals

OBJECTIVE(S)
The children will create a Seashore Species and Seaweed Guide. The lesson plan includes a series of activities for in the classroom and on the seashore including completing drawings and illustrations from observation. The children will also write about the seashore animals and plants demonstrating their understanding of the animals, habitats and the zones where the animals and seaweeds are typically found. This lesson also supports Geography, Natural Environments – Rocks and Soils and Visual Arts.

SKILLS
Working scientifically by • Questioning • Observing • Investigating • Estimating and measuring • Analysing by sorting and classifying, recognising patterns, and interpreting • Recording and communicating.
Drawing using • Line • Shape • Form • Colour and tone • Texture • Pattern and rhythm • Space.

Title: INTRODUCTION TO DEGRADATION AND HOW LONG IT TAKES FOR MATERIALS TO BREAK DOWN

http://oar.marine.ie/handle/10793/1100

Strand: Materials	Strand Unit: Properties and characteristics of materials

OBJECTIVE(S)
The children will learn about the degradation of items typically found on the seashore. This activity can be done in class before visiting the seashore and carrying out a beach clean (lesson plan on how to organise a beach clean on www.explorers.ie).

SKILLS
Working scientifically by • Questioning • Analysing by sorting and classifying, recognising patterns, and interpreting • Recording and communicating.

Title: INVESTIGATING HOW MATERIALS CAN BE USED FOR CONSTRUCTING FLOOD DEFENCES

http://oar.marine.ie/handle/10793/1098

Strand: Materials	Strand Unit: Properties and characteristics of materials

OBJECTIVE(S)
The child should be enabled to explore and experiment with the properties and characteristics of a variety of materials in making a structure based on the theme of creating a flood defence.

SKILLS
Working scientifically by • Questioning • Observing • Investigating and experimenting • Estimating and measuring • Recording and communicating.
Designing and making by • Exploring • Planning • Making • Evaluating.

Title: EXPLORING DESALINATING SALTWATER

http://oar.marine.ie/handle/10793/1044

Strand: Materials	Strand Unit: Materials and change

OBJECTIVE(S)
The aim of the lesson plan is for the children to explore the effects of heating liquids and materials contained within liquids. Desalinating saltwater to create fresh water is used as an example.

SKILLS
Working scientifically by • Questioning • Observing • Predicting • Investigating and experimenting • Estimating and measuring • Analysing by sorting and classifying, recognising patterns, and interpreting • Recording and communicating.
Designing and making by • Exploring • Planning • Making • Evaluating.

Title: OCEANS ALL AROUND US - DEMONSTRATING A MINIATURE WATER CYCLE

http://oar.marine.ie/handle/10793/940

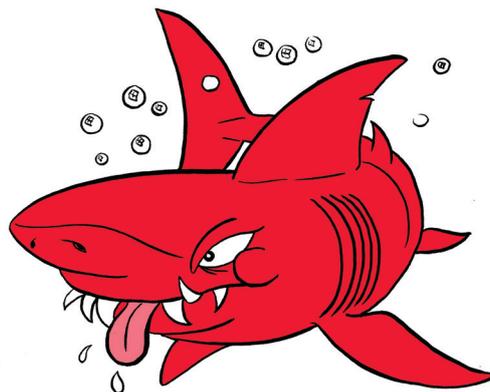**Strand:**
Environmental awareness and care

Strand Unit:
Environmental awareness • Science and the environment

OBJECTIVE(S)
The children will learn about the ocean and the importance of the water cycle as well as understanding the effects of the water cycle - heating and cooling of water, as well as the importance of conserving water. The children will look at and compare how the water cycle through rain and drought can affect the environment locally, nationally and internationally.

SKILLS
Working scientifically by • Questioning • Analysing by sorting and classifying, recognising patterns, and interpreting • Recording and communicating.

🌐 GEOGRAPHY

Title: SEASHORE SAFETY ON THE SEASHORE AND CONSERVATION CODE POSTERS

http://oar.marine.ie/handle/10793/1109

Strand: Environmental awareness and care	**Strand Unit:** • Caring for my locality Environmental awareness • Caring for the environment

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

Developing a sense of • Place • Space • Using pictures, maps and globes.
Developing geographical investigation skills by • Observing • Investigating and experimenting • Recording and communicating.

Title: OBSERVING AND INVESTIGATING PLACE NAMES NEAR THE SEASHORE

http://oar.marine.ie/handle/10793/1004

Strand: Natural environments	**Strand Unit:** Local natural environment

OBJECTIVE(S)

The aim of the lesson plan is for children to identify, explore and discuss aspects of a selection of natural features in the local environment including a seashore, estuary, bays, inlets, harbours and islands.

SKILLS

Developing a sense of • Place • Space • Using pictures, maps and globes.
Developing geographical investigation skills by • Observing • Investigating and experimenting • Recording and communicating.

Title: VISUALISING THE SEASHORE HABITAT

http://oar.marine.ie/handle/10793/1006

Strand: Natural environments	**Strand Unit:** Local natural environment

OBJECTIVE(S)

The aim of the lesson plan is for children to observe and explore ways in which features of the natural environment affect the lives of plants, animals and humans. The children will study the beach as a habitat for plants and animals.

SKILLS

Developing a sense of • Place • Space
Developing geographical investigation skills by • Questioning • Observing • Recording and communicating • Evaluating.

Title: RESEARCHING COASTAL EROSION
http://oar.marine.ie/handle/10793/1007

Strand: Natural environments	Strand Unit: Local natural environment

OBJECTIVE(S)

The aim of the lesson plan is for children to observe and develop a simple understanding of the links between the erosion of our coastline and the results it has on our beaches.

SKILLS

Developing a sense of • Place • Space
Developing geographical investigation skills by • Questioning • Observing • Recording and communicating • Evaluating.

Title: LEARNING ABOUT GRAVITY AND TIDES AND UNDERSTANDING HOW TIDES AFFECT ME
http://oar.marine.ie/handle/10793/1107

Strand: Natural environments	Strand Unit: Planet earth and the sun (and the moon)

OBJECTIVE(S)

The children will learn about how the earth, moon and sun interact through gravity. The students will develop an understanding of what causes tides. The students will also investigate the importance of tidal prediction and learn to read tide tables.

SKILLS

Developing a sense of • Place • Space
Developing geographical investigation skills by • Questioning • Observing • Recording and communicating • Evaluating.

Title: ORGANISING A BEACH CLEAN AND SURVEY
http://oar.marine.ie/handle/10793/1108

Strand: Environmental awareness and care	Strand Unit: • Caring for my locality Environmental awareness • Caring for the environment

OBJECTIVE(S)

The children will conduct a beach clean to show the benefits of caring for their local environment and ocean, as well as becoming environmentally aware and active.

SKILLS

Developing a sense of • Place • Space
Developing geographical investigation skills by • Questioning • Observing • Recording and communicating • Evaluating.

Title: WHAT I WOULD DO WITH MY LOCAL SEASHORE

http://oar.marine.ie/handle/10793/1051

Strand:
Human Environments

Strand Unit:
• Living in the local community

OBJECTIVE(S)

The aim of the lesson plan is for children to identify the beach as a place where people can enjoy. Through project work, students will create a postcard campaign to raise awareness and suggest ways that the beach could be kept clean and safe.

SKILLS

Developing a sense of • Place • Space • Using pictures, maps and globes.
Developing geographical investigation skills by • Observing • Investigating and experimenting
• Recording and communicating.
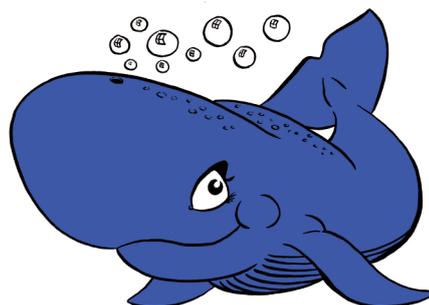
⌛ HISTORY

Title: THE HISTORY OF SEAWEED IN IRELAND – RESEARCH AND CREATING AN INFORMATION POSTER BOARD

http://oar.marine.ie/handle/10793/1052

Strand: Change and continuity	**Strand Unit:** Food and farming

OBJECTIVE(S)

The aim of the lesson plan is for the children to develop an understanding of how seaweed has been used for food and farming in Ireland over a number of centuries. Research will also include how seaweed has been used by other countries as a resource and source of food and medicine.

SKILLS

Working as an historian • Change and continuity • Synthesis and communication.
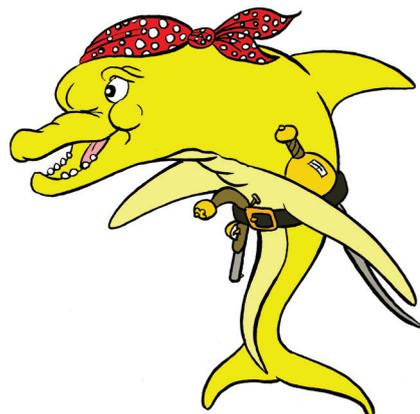
MATHEMATICS

Title: DATA ON THE SEASHORE

http://oar.marine.ie/handle/10793/1103

Strand: Data	**Strand Unit:** Representing and interpreting data

OBJECTIVE(S)

The children will learn about how the earth, moon and sun interact through gravity. The students will develop an understanding of what causes tides. The students will also investigate the importance of tidal prediction and learn to read tide tables.

SKILLS

Developing a sense of • Place • Space
Developing geographical investigation skills by • Questioning • Observing • Recording and communicating • Evaluating.

📚 ENGLISH

Title: CREATIVE WRITING – ADVENTURES ON THE SEASHORE
http://oar.marine.ie/handle/10793/935

Strand:	Strand Unit:
Oral Language • Reading • Writing	Receptiveness to language • Competence and confidence in using language • Developing cognitive abilities through language • Emotional and imaginative development through language.

OBJECTIVE(S)

By creating and using a list of marine related words in a story, students will be able to use their imagination and demonstrate what they know about Ireland's marine life and seashore.

SKILLS

• Receptiveness to language, reading, listening and understanding • Writing, spelling, grammar, drafting, revising and editing • Developing imagination, confidence in using oral language, and creative skills • Extend and develop vocabulary and spelling.

Title: WRITING POETRY ABOUT IRELAND'S SEASHORE AND OCEANS
http://oar.marine.ie/handle/10793/880

Strand:	Strand Unit:
Oral Language • Reading • Writing	Receptiveness to language • Competence and confidence in using language • Developing cognitive abilities through language • Emotional and imaginative development through language.

OBJECTIVE(S)

Students will learn about the different types of poems using structures and formatting techniques. As part of the lesson, students will read, listen and develop their understanding of a poem by expressing their reaction through discussion. The students will use their creative thought to write a poem about the seashore and Ireland's oceans.

SKILLS

• Receptiveness to language, reading, listening and understanding • Writing, spelling, grammar, drafting, revising and editing • Developing imagination, confidence in using oral language, and creative skills • Extend and develop vocabulary and spelling.

Title: CREATING A NEWSLETTER / NEWSPAPER

http://oar.marine.ie/handle/10793/934

Strand: Writing	**Strand Unit:** Receptiveness to language • Competence and confidence in using language • Developing cognitive abilities through language • Emotional and imaginative development through language.

OBJECTIVE(S)

Creating a class newsletter, the children will build their vocabulary and writing skills through drafting, revising, editing, and publishing. Students will become familiar with the process of producing formal written documents, such as magazines and newspapers. Through interaction with others in the class, students will also learn how to work within a team environment.

SKILLS

• Receptiveness to language, reading, listening and understanding • Writing, spelling, grammar, drafting, revising and editing • Developing imagination, confidence in using oral language, and creative skills • Extend and develop vocabulary and spelling.
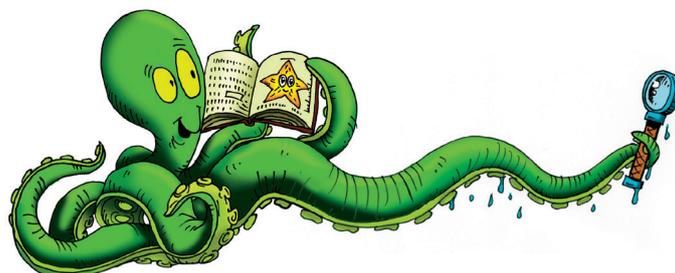
🎨 VISUAL ARTS

Title: SEASHORE FLOTSAM AND JETSAM TREASURE HUNT • MAKING THE TALLEST SAND CASTLE OR A MUTANT SEA MONSTER

http://oar.marine.ie/handle/10793/1105

Strand:	Strand Unit:
Construction	Making constructions • Looking and responding

OBJECTIVE(S)

The lesson plans includes a number of activities that can be conducted on the seashore. Variations of the lesson can be adapted to suit the children's abilities and time allocated on the seashore. The children will complete a treasure hunt collecting flotsam and jetsam samples from the seashore to construct a 'tallest sand castle' or a 'mutant sea monster' on the seashore. The children will also learn about the benefits of becoming environmentally aware and active in their local community.

SKILLS

Awareness of • Shape • Form • Texture • Space
Developing a sense of • Place • Space
Developing geographical investigation skills by •Questioning • Observing • Recording and communicating •Evaluating • Environmental care.

Title: DRAWING STILL LIFE SCENES OF ITEMS FROM THE SEASHORE

http://oar.marine.ie/handle/10793/999

Strand:	Strand Unit:
Construction	Making • Drawing • Looking and Responding

OBJECTIVE(S)

The aim of the lesson plan is for children to create still life drawings of items from the seashore. The children will be enabled to respond to other artist's works as well as completing their own drawings by experimenting with the marks, lines, shapes, textures, patterns and tones that can be made with different drawing instruments on a range of surfaces. The children will respond to the pictures created in class by talking about his/her work, as well as the work of other children.

SKILLS

Awareness of • Line • Shape • Form • Colour and tone • Texture • Pattern and rhythm • Space.

Title: CREATING AND MAKING A SHELL PICTURE

http://oar.marine.ie/handle/10793/929

Strand:	Strand Unit:
Construction	Making constructions • Looking and responding

OBJECTIVE(S)

The students will explore and experiment with the properties and characteristics of materials (shells, sand, stones etc) in making seashore textured collages / pictures. They will learn to use their imagination to make a textured seashore picture using shells and sand.

SKILLS

Awareness of • Line • Shape • Form • Colour and tone • Texture • Pattern and rhythm • Space.

Title: BUBBLE ART - LEARNING ABOUT PAINT AND COLOUR
http://oar.marine.ie/handle/10793/931

Strand:	Strand Unit:
Drawing • Paint and Colour	Making drawings • Painting • Looking and responding

OBJECTIVE(S)
Using paint and mixing colours students can develop an understanding of the theory of colour, using primary and secondary colours. The students will also develop techniques for creating texture using paint and bubbles – called bubble art.

SKILLS
Awareness of • Shape • Form • Colour and tone • Texture • Space.

Title: REVIEWING IRISH ARTISTS AND CREATING PAINTINGS INFLUENCED BY OUR OCEAN
http://oar.marine.ie/handle/10793/1000

Strand:	Strand Unit:
Paint and colour	Painting • Looking and responding

OBJECTIVE(S)
The aim of the lesson plan is for children to study Irish artists who have been influenced by our ocean and produced paintings based on recalled feelings and experiences using the marine theme for inspiration. In their paintings the students will explore colour with a variety of drawing instruments, media and techniques by discovering ways of achieving spatial effects e.g. form, shape, position, size and distance. The children will respond to the paintings created in the class by talking about his/her work, as well as the work of other children.

SKILLS
Awareness of • Line • Shape • Form • Colour and tone • Texture • Pattern and rhythm • Space.

Title: SAVE THE SEAS POSTER
http://oar.marine.ie/handle/10793/929

Strand:	Strand Unit:
Drawing • Painting and colour • Fabric and fibre	Making drawings • Creating in fabric and fibre • Looking and responding

OBJECTIVE(S)
The children will develop drawings, paint and colour, as well as use fabric, fibre (including shells, seaweeds, flotsam and jetsam from the seashore) to create a 3D - poster showing how people can protect the marine environment and save the sea. This lesson plan should be delivered after the students have learned about the environment and the sea.

SKILLS
Awareness of • Line • Shape • Form • Colour and tone • Texture • Pattern and rhythm • Space. • Receptiveness to language • Competence and confidence using language Developing cognitive abilities through language • Emotional and imaginative development through language.

Title: PRESSING SEAWEED AND CREATING COLLAGE ARTWORK

http://oar.marine.ie/handle/10793/929

Strand: Fabric and Fibre	**Strand Unit:** Creating in fabric and fibre • Looking and responding

OBJECTIVE(S)

Using themes from the children's seashore experience they will create collage artwork using card, dried seaweeds and other 'scraps' of fabric and fibre. The children will designing their own artwork concentrating on line, shape, form, colour and tone, texture, pattern and rhythm, as well as space associated with seaweeds.

SKILLS

Awareness of • Line • Shape • Form • Colour and tone • Texture • Pattern and rhythm • Space.
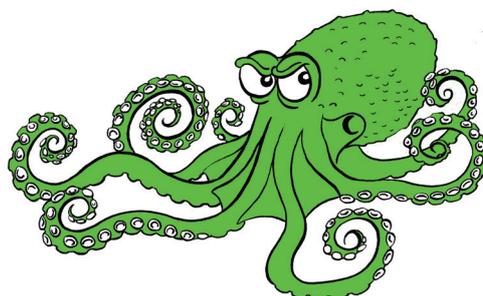
♫ MUSIC

Title: LISTENING AND CREATING PERCUSSION TO SEA SONGS
http://oar.marine.ie/handle/10793/1022

Strand: Composing	Strand Unit: Improvising and creating • Talking about compositions.

OBJECTIVE(S)
The aim of the lesson plan is for the children to be enabled to perform simple musical pieces that show a developing awareness of musical elements. The child should be enabled to describe and discuss his/her work and the work of other children.

SKILLS
Develop a sense of • Pulse • Duration • Tempo • Pitch • Dynamics • Structure • Timbre Texture • Style.

Title: LISTENING AND PERFORMING CEOL NA MARA – MUSIC OF THE SEA
http://oar.marine.ie/handle/10793/1023

Strand: Performing	Strand Unit: Song and singing

OBJECTIVE(S)
The aim of the lesson plan is for the children to be enabled to perform:
(1) as part of a group, one or both songs sang individually or as a duet.
(2) a rhythmic ostinato (tapping a pattern over and over) to accompany the songs.

SKILLS
Develop a sense of • Pulse • Duration • Tempo • Pitch • Dynamics • Structure • Timbre Texture • Style.

PHYSICAL EDUCATION

Title: MARINE FOOD CHAIN GAME
http://oar.marine.ie/handle/10793/1026

Strand: Games	**Strand Unit:** Creating and playing games • Understanding and appreciation of games

OBJECTIVE(S)

The aim of the lesson plan is for the children to play playground games, learning about the marine food chain.

SKILLS

• Develop their participatory, social, personal interaction and communication skills through teamwork and competition.

Title: SEASHORE ANIMAL RELAY GAME –TESTING WHAT WE KNOW ABOUT THE ANIMALS ON THE SEASHORE
http://oar.marine.ie/handle/10793/1119

Strand: Games	**Strand Unit:** Creating and playing games

OBJECTIVE(S)

Using quiz cards about the seashore, the children will work in teams and take part in a relay game (including running, walking, jogging, sprinting, jumping) to test their knowledge about species on the seashore.

SKILLS

• Develop their participatory, social, personal interaction and communication skills through teamwork and competition • Develop skills in learning basic rules, tactics and strategies of movement in games.

Title: CREATING A MAZE FOR RELAYS ON THE BEACH
http://oar.marine.ie/handle/10793/1110

Strand: Games	**Strand Unit:** Creating and playing games

OBJECTIVE(S)

Using the giant seaweed maze on the seashore, the children will take part in a range of athletic games including running, walking, jogging, sprinting, relays and jumping.

SKILLS

• Develop participatory, social, personal interaction and communication skills through teamwork and competition • Develop skills in learning basic rules, tactics and strategies of movement in games.

Title: CRAB FOOTBALL GAME
http://oar.marine.ie/handle/10793/1028

Strand: Games	Strand Unit: Sending, Receiving and Travelling • Creating and playing games

OBJECTIVE(S)
The aim of the lesson plan is for the children to create and develop games with a partner or within a small group using marine animals for inspiration.

SKILLS
• Develop participatory, social, personal interaction and communication skills through teamwork and competition • Develop skills in learning basic rules, tactics and strategies of movement in games.
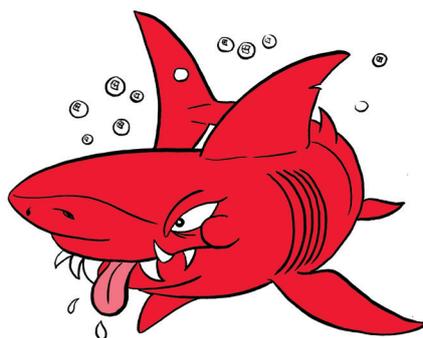
EVALUATION

Title: SEASHORE MARINE TABLE QUIZ
http://oar.marine.ie/handle/10793/943

Strand:	Strand Unit:
Science / Geography	Plants and Animals • Local and natural environment • Land and seas of my country

OBJECTIVE(S)
Develop an increased awareness of plants and animals that live in local marine environments including the seashore, seas and oceans of Ireland. After learning all about the seashore and other marine related lessons, this quiz can be used to evaluate the student's knowledge of the marine related living things and natural environments relating to the marine. The table quiz can be used as a guide, highlighting facts about the marine environment and some of the animals that live there.

SKILLS
Develop an understanding and knowledge about the seashore and marine environment • Work in a team setting • Work scientifically questioning and observing.

Please refer to the Explorers Education Programme's website www.explorers.ie for more information, tips and techniques to evaluate your classes learning experiences relating to the marine and ocean literacy.

Notes

EXPLORERS PLANNING GUIDE FOR PRIMARY SCHOOL TEACHERS

SEASHORE SAFARIS AND FIELD TRIPS

WWW.EXPLORERS.IE
WWW.FACEBOOK.COM/ExplorersMarineEducation