

Helford River / teachers notes

PRIMARY ACTIVITIES

Environmental Management / People and the Sea

A World without Sea

Sit the group in a circle and discuss some of the things the sea provides for us:

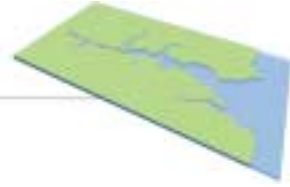
- fish and seafood – 100 million tonnes of seafood are consumed by the world's human population each year
- shipping routes – the most important means of long distance transport, for passengers and freight
- the climate – the sea governs our climate and weather through the water cycle
- oil and gas – extracted from the seabed and used to make plastics, fuel etc.
- renewable energy – wave and tidal power sources
- sand and gravel – used for building and in roads
- seaweed extracts – used in things like toothpaste and ice cream, also as a fertilizer
- leisure and enjoyment – surfing, sailing, diving, fishing, walking, holidays and sand castles
- other uses include pearls from oysters, fish extracts are used in glue, medicines, etc.

Start the game by saying “If the sea were to dry up tomorrow, I wouldn’t have any more fish and chips”. The next person in the circle says “If the sea were to dry up tomorrow I wouldn’t have anymore fish and chips and (for example) I couldn’t go surfing with my dad”. The next person continues and adds to the list. Keep going as long as you can. When someone gets stuck they drop out, the winner is the one left.

Oil Slick

This game is a variation on the playground game ‘stuck in the mud’ and requires space!

One player is the oil tanker, and chases the others who are seabirds. When a bird is caught the tanker shouts “Oil Slick!” and the bird has to stand still with their legs apart – stuck in the slick. The player can only be freed if another bird crawls between their legs. Add more tankers to vary the pace of the game.



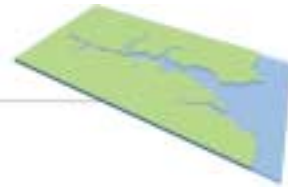
Helford River / teachers notes

Beach Litter Survey

This can be done during a shore visit to highlight the amount and different types of litter washed up on beaches.

Use the survey forms to record what type of litter is found and how much. Define where the group can work in a defined area of the beach and send them off to record what they find. If supervised closely by an adult, the litter can be collected using gloves and bin bags for removal. If the group is too large for individual supervision, tell them not to touch anything, just record what they see. They could also record what is natural and what is man-made.

After the survey the results can be examined. What was found most, where did it all come from, what were the weirdest items found. Graphs etc can be drawn to show results.



Helford River / teachers notes

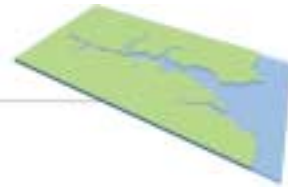
Beach Litter Survey – Recording Form

Name of beach:

Length of beach surveyed:

Man Made Materials

Item Found	How many?	Total
Plastic bottles		
Plastic bags		
Polystyrene cups		
Pieces of plastic or polystyrene (unidentifiable)		
Fishing net / line		
Plastic yoke from cans		
Other plastic items (pens, straws etc)		
Rubber tyres		
Rubber bands/pieces		
Crates / pallets		
Wood		
Cans		
Fishing Weights		
Pieces of metal		
Glass bottles		
Pieces of glass		
Building materials		
Rope		
Cloth		
Paper / Card		
Tar / oil		
Nappies / sanitary items		
Anything else!		



Helford River / teachers notes

Here Today – Gone Tomorrow!

Collect some of the objects listed and spread them out so all can see. If you have done a beach litter survey use some of the items collected or recorded.

Get the group to decide which would break down the quickest in the sea and which would take the longest. Go through the answers with them. Discuss which are likely to harm wildlife, what can be done to reduce the amount of rubbish we produce and how we can dispose of it more responsibly.

Item of rubbish	Time taken to break down
Orange peel / banana skin	Up to 2 years
Cigarette filters	1 to 5 years
Wool socks	1 to 5 years
Plastic coated paper	5 years
Plastic bag	10 to 20 years
Plastic film container	20 to 30 years
Nylon fabric	30 to 40 years
Leather	Up to 50 years
Tin cans	50 years
Aluminium cans	1 million years
Plastic bottles	More than 1 million years

Poster Design

Get each child to choose a conservation or management issue (eg: litter on beaches, oil pollution, sand collection etc) and design a poster to tell people about it and how they can help.

Pebble Pledge

This is a good way of thinking about what we can all do to help conserve and protect the marine environment.

When on the beach, get each child to pick a pebble. Get them to think about what they can do as an individual to help protect the sea and marine life. Things like recycling rubbish, don't put things down the toilet, buy environmentally friendly detergents, walk to school etc (for more ideas see 'People and the Sea' section and the 10 things we can do to help).

Draw a circle in the sand and make each child walk to the circle, place their pebble in it and say what their pledge is. Explain that when the sea comes in it will wash over the pebbles and hear all our pledges of how we're going to help it.

This can be done in class by making a giant fish picture and getting each child to write their pledge on a 'scale' and stick these onto the fish to remind them of what they are going to do.