



**BLUE FLAG**

**2011 EDITION**

**ENVIRONMENTAL  
EDUCATION ACTIVITIES BOOK**

**FOUNDATION FOR  
ENVIRONMENTAL EDUCATION**



The Blue Flag is a programme from the Foundation for Environmental Education

The Blue Flag Programme is sponsored internationally by:



Corona Extra

<http://www.coronasavethebeach.org>



Beach-Tech

<http://www.beach-tech.com>



Shipmate

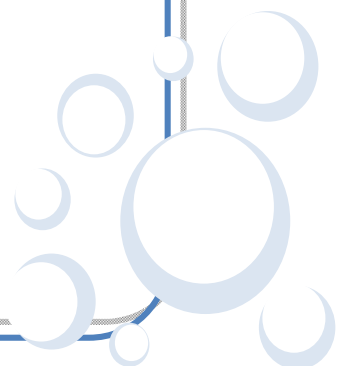
<http://www.shipmate.nl>

Foundation for Environmental Education (FEE) is an international organisation that has been promoting environmental education for sustainable development since 1981. FEE is an umbrella organisation with member organisations in around 60 countries around the world. ([www.fee-international.org](http://www.fee-international.org))

FEE is active in environmental education mainly through five programmes:

- Blue Flag ([www.blueflag.org](http://www.blueflag.org))
- Eco-Schools ([www.eco-schools.org](http://www.eco-schools.org))
- Young Reporters for the Environment ([www.youngreporters.org](http://www.youngreporters.org))
- Learning about Forests ([www.leaf-international.org](http://www.leaf-international.org))
- Green Key ([www.green-key.org](http://www.green-key.org))

Through formal school education, training of staff, and awareness raising, FEE's programmes involve people of all ages and nationalities.



## WELCOME TO THE FIRST BLUE FLAG ENVIRONMENTAL EDUCATION ACTIVITY GUIDE

### Why this brochure?

This brochure has been created for two main purposes: to help beach and marina managers to organise environmental education activities which fit with their goals and capacities; and to share good ideas throughout the Blue Flag network.

### What kind of Environmental Education?

Environmental Education offers a broad framework that encompasses a number of different ideas and approaches to learning in, for or about the environment, in pursuit of sustainable development. The purpose of this guide is not to debate the different definitions, but to encourage a shared acceptance of the diversity of learning approaches. This introduction, therefore, offers a brief description of environmental education approaches and offers a simple classification to help users to navigate their way through the different activities and worksheets.

One way of understanding environmental education is to see it as education that engages learners with nature, encourages them to ask questions about the environment, and engage with environmental change. This means that environmental education is not just concerned with spreading messages about the environment, but it also provides opportunities to enhance learner understandings, question environmental problems and take action for environmental change in pursuit of a sustainable development.

Therefore, the classification we offer is tentative and open to change.

- Information-seeking or enquiry:

Learners are encouraged to ask questions about the environment and gather information or materials. This might be through surveys, counting, collecting, or measuring different parts of the beach, for example.

- Awareness-raising:

Awareness-raising is an educational activity focused on raising a learner's awareness about environmental problems, in the HOPE that they will do something as a response. An example might be an information campaign.

- Action-oriented:

Action-oriented learning is an approach based on environmental change and improvement. The learners take action on a particular environmental problem and try out one or more solutions with the aim of achieving a better environment for all. A typical example is a litter pick.

- Contact with nature / experiential / exploratory

Experiential approaches to environmental education are often based outside, in the particular environment in question, and seek to inspire learners to care for the environment by encouraging contact with nature and exploration, usually around a particular theme, such as 'the sea shore'.

### How is this brochure organised?

As you will see, the different categories overlap and are not mutually-exclusive, hence a learning sequence might actually address all four types of environmental education activity in pursuit of a sustainable development.

The same tagging system is used throughout the document, each activity answering the same questions: target group, theme, method, communication, tips, etc.

The activity sheets are organised by theme: *Biodiversity, Marine World, Marina, Special Events, and Waste*. It must be noted that although a specific "Marina" category has been included, the activities under other categories may easily be adapted for a marina.

### Where to find this brochure?

You can download this brochure (fully or by theme) on the Blue Flag international website:  
[www.blueflag.org](http://www.blueflag.org)



# Save Dolphins and Turtles

Target group: Children from 5 to 14 years old

Type: Awareness raising

Duration: Half a day

Country: Spain

• **METHOD:** The first part of the activity is a power point presentation on marine animals, the problems they suffer and the conservation projects existing around the world. The activity might be develop first in classrooms and then take children to beach, or do everything at the beach and give explanations instead of a presentation. On the second part of the activity children simulate the rescue of a dolphin and a turtle. They learn what they should and should not do in case they find some dolphin or turtle at the beach. They also represent different roles corresponding to different people present at the beach, such as life savers, children, aged people, experts or sailors.



- **MATERIAL:** Environmental educators are needed and a model of each animal should be produced at scale. For the explanations, either power point presentation or posters are needed.
- **POTENTIAL PARTNERS:** Environmental educators, either voluntary or hired.
- **COMMUNICATION:** The activity can be promoted at schools and as it is developed at the beach, people around may also participate as public.
- **TIPS:** It is recommended that this activity is organised at schools and children are taken to beach to play role play.

# Seashore and Water – Fun in the Library

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Target group: 4-12 years

Duration: 1 hour

Type: Learning about animals found in marine environments/water quality

Country: Ireland

MARINE  
WORLD

- **METHOD:** *There were three parts in the session:*

- *Introductions to species found on the sea-shore and in the sea*
- *Story-time*
- *Making sea-life puppets*

1.) *Initially children introduced themselves and told their ages. This was followed with discussion on their experiences at the beach; what beaches they went to, what kind of creatures they find on the beach or in the sea etc.*

*Different marine life was then introduced using stuffed animals to represent them for example an octopus, whale, shark, dolphin. The children's information about each species was brought out and then there was discussion about the characteristics of each species, such as the differences between a whale (mammal) and a shark (fish). Children also discussed the ways that different sea creatures moved and if they needed to breath.*

2.) *Children were read the "Floopy and Water" story using the Floopy hand-puppet. Children were introduced to the idea of water pollution and what might cause it. Children discussed possible causes of water pollution and learned new words like 'chemicals' and 'conservation'. Children also learned the potential impacts of water pollution on animal life through the experiences of Floopy. Some ideas were also brought up from the children on how water could be saved and why it's important to do this.*

3.) *In the final part of the session children made 'puppets' from recycled toilet roll holders. They were given colouring sheets with characters such as Floopy the fish and a 'pretty octopus' to colour in and these were then cut out and stuck on to the holders to make puppets. All of the children participated in this part of the session and at the end were given resources from ENFO as a reward for their work.*

# Seashore and Water – Fun in the Library

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- **MATERIAL:**
  - Stuffed animals representing different sea-life creatures – Free (these were all collected at the Wicklow Co. Co. recycling centre)
  - Floopy and Water story-book and puppet – Free (provided by ENFO when in operation)
  - Colouring Pencils/Crayons and Photocopying of colouring sheets
  - Toilet roll holders – Free (recycled)
- **POTENTIAL PARTNERS:** Volunteers to assist with the craft session – possibly student summer job scheme or environmental course students. The Irish Federation of Group Water Schemes (who also produce good water education materials), The Irish Fisheries Board (educational materials), Local Libraries
- **COMMUNICATION:** The session was advertised on the Blue Flag notice board at Greystones beach, in the library and the Wicklow Co.Co.'s website. 16 children made a booking with the library and participated in the session.
- **TIPS:** There was limited space/seating for the session (16 participants) in the children's section of the library – a bigger space would have been more suitable. In the second session for 7+ years there were 7 participants and this was a more comfortable number given the available space. The session was facilitated just with Wicklow Co.Co.'s EAO and she was very effective at keeping the children's attention and on making the topic relevant to local beaches in Wicklow. While parents informally helped with the craft session, a volunteer helper might also have been useful. Volunteers have been available to the County Council in the past.

# Marine Animals sculpture making

Target group: Children and teachers

Type: Children and teachers

Duration: 4 hours

Country: Greece

MARINE  
WORLD

- **METHOD:** Children should be informed about the importance of the eco-systems and biodiversity. Explain how the life chain in nature works. Speak about the flora and fauna of the sea eco-system, and let the children speak about the endangered species they happen to know. Ask the children to work in groups, appoint the group secretary/spokesperson who is going to take notes on the discussion that will be going on, and ask them to refer to the dangers these species face. Ask them to suggest the measures to be taken so as these species would be saved. Bring pictures and newspaper articles speaking about the risks they face. Ask the children to discuss the issues raised. This activity will prepare them to act as responsible citizens and make decisions about initiatives and action to be taken to protect these species. When the time allocated for the discussion finishes ask the children to move on to a round table discussion during which the spokespersons will put forward each group's viewpoints. Then, ask students to express themselves artistically by making figurines with clay of the endangered species they have expressed their concerns for. Let the figurines dry in the air and ask the children to paint them with colours.



- **MATERIAL:** Clay which will solidify by itself (no need to place it in an oven), water paint, paint-brushes.
- **POTENTIAL PARTNERS:** Local handcraft shop can give you the paint and clay for free or with a discount.
- **COMMUNICATION:** Advertise on the information board, in schools, in children's clubs.
- **TIPS:** Remember to use water colour paint so that if the children stain themselves the parents can wash the clothes.





The first version of this brochure has been produced by a Blue Flag working group composed of Blue Flag National Operators, Environmental Education experts and the International Blue Flag Coordination.

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