

# TIDE TICKLERS

## Educators Guide

### Program at a Glance

This joyful program will introduce young children to the wonder of nature at our local seashores. Look at crabs and fish in tide pools and under rocks on this gentle introduction to beach exploration. Through storytelling, fun activities and discovery, the children will learn what animals need to survive at the beach. Respectful treatment of creatures and their habitat will be demonstrated, and children will be encouraged to think of the seashore and its inhabitants as a community with needs similar to our own.



### In this program, your students will...

- Observe and explore the beach.
- Discover that beach animals need certain things in their home to survive.
- Understand that the beach provides basic needs for many different animals.
- Evaluate the impact of our actions on the animals' ability to survive.

### Curriculum Connections

Our place-based school programs directly relate to BC's Early Learning Framework and the K-5 curricula. Below you will find some of the learning standards that will be addressed on your program.

#### BC's Early Learning Framework (Pre-K)

##### Well-Being and Belonging

- We will nurture a sense of well-being and belonging that supports children as they learn about and investigate the beach around them. Pathways include:
  - Joy in relationships with people, place, materials, and ideas
  - Culture and worldviews

- Indigenous voices and perspectives
- Diversity and difference
- Safety and respect
- Emotions, thoughts, and views
- Interests and inquiries.

### **Engagement with Others, Materials, and the World**

- Children construct meaning as they explore the beach environment through play and discovery, using all their senses. Pathways include:
  - Knowledge and theories
  - Spaces, objects, and materials
  - Reconnection to land, place.

### **Communication and Literacies**

- Children will share using multiple modes of expressive languages to communicate ideas, participate in relationships, share their experiences on the beach through song, stories, play and exploration. Pathways include:
  - Multiple modes of communication
  - Culture, family, traditions, and knowledge
  - Language and communication
  - Sound and word play.

### **Identities, Social Responsibility and Diversity**

- A positive personal and cultural identity is the awareness, understanding, and appreciation of all the facets that contribute to a healthy sense of oneself.
- The program will foster an appreciation that the seashore is a home to animals who have needs similar to our own.
- The program will encourage respect for, and gentle treatment of, the beach and its inhabitants. Pathways include:
  - Democratic practices
  - Individual differences
  - Reconciliation with Indigenous peoples
  - Interrelationship of humans and their natural environments.

## Suggested Pre-Trip Activities

- Share personal stories and experiences about the beach
- Read stories to introduce ocean animals and the important roles they play at the seashore
- Draw pictures about your upcoming field trip and make predictions about what your class might see
- Create a sand table with crafted animals
- Draw seashore animals and their homes and make connections between them
- Sing songs about the ocean

## Follow-up Activities

- Share personal stories and experiences about your field trip
- Visit your classroom sand table and compare it with the real beach
- Start a nature logbook for your classroom about the beach
- Create a beach mural featuring animals you saw at the seashore
- Make a list describing how to protect seashore animals and their homes
- Go outside and role-play being at the seashore: walk like crabs, hide under a rock, etc.

## Beach Etiquette

For countless generations, Indigenous Peoples have been caretakers of their ancestral lands guided by the belief that all things are interconnected and should be respected. For example, Indigenous values support the concept of humans represented as a single strand in a web of life that reflects equality, coexistence, and harmony. Therefore, from insects to eagles, bees to bears and flowers to trees, Indigenous Peoples believe that unless we have a purpose, like hunting, gathering, or fishing, we do not have the right to disturb animals in their natural habitats.

During your time with us, we will be exploring the beach and the animals that live there with this in mind. Using techniques like "Lift, Look, Lower" we will observe animals on or under rocks and within tidepools, including crabs, barnacles, clams, and snails, but without handling them. Indigenous values of interconnection and caretaking will be shared through role modelling and activities. In support of this, please encourage your students to be kind to the animals we will be learning about. CRD Regional Parks works with local First Nations to help protect and restore biodiversity. With your help, we can continue to do so all while inspiring connection with the

natural world.

## Background Information about the Seashore

The seashores of the Capital Regional District are fabulous places for young children to explore and learn through play. In this program, children have the opportunity to experience the beach adjoining Regional Parks using all their senses - to feel the sand, taste the salty sea air, hear the ocean waves and to see the fascinating animals that live on the shore who have lives so different from our own human ones.

Of all the creatures found at the beach, crabs are the ones that often generate the most excitement among children exploring the intertidal zone (that is, the area between low and high tide on a beach). As a result, crabs are one of the intertidal animals most at risk of harm through mishandling or removal from their natural environment. In this program, children will have an opportunity to look at these exciting creatures and some of their relatives. Through play and exploration, students will be taught to treat these animals and their homes with care and respect.

Many different types of crabs live in the waters off our Vancouver Island coastline. In this program, we will focus on the common and abundant shore crabs found under rocks as well as hermit crabs found in shallow tide pools along the shore. We will also examine some of their relatives, such as barnacles and beach fleas (beach hoppers).

## Resources

### Teacher References

Some useful field guides to our local marine environments include:

Harbo, Rick M. Whelks to Whales: Coastal Marine Life of the Pacific Northwest. Harbour Publishing, Third Edition 2022.

Sept, Duane J. The Beachcomber's Guide to Seashore Life in the Pacific Northwest. Harbour Publishing, Revised Edition 2009.

Sheldon, Ian. Seashore of British Columbia. Lone Pine Publishing, 1998.

Snively, Gloria. Exploring the Seashore in British Columbia, Washington and Oregon. A Guide to Shorebirds and Intertidal Plants and Animals. Vancouver: Gordon Soules Book Publishers, 2003.

Coulombe, Deborah A. The Seaside Naturalist. Touchstone Press, 1990.

Snively, Gloria. High Tide, Low Tide: A Children's Colouring, Story and Activity Book. Kingfisher Press, 2005.

### **Student References and Storybooks**

Carle, Eric. A House for Hermit Crab. Aladdin Publications, 2002.

Coombs, Kate. Water Sings Blue: Ocean Poems. San Francisco: Chronicle Books, 2012.

Himmelman, John. Who's at the Seashore? Taylor Trade Publishers, 2009.

Hopgood, Tim. Tip Tap Went the Crab. MacMillan Children's Books, 2013.

Lewis, Paul O. Grasper: A Young Crab's Discovery. Vancouver: Whitecap Books, 1993.

McClear, Kyo. The Specific Ocean. Kids Can Press, 2015.

McDonald, Megan. Is This a House for a Hermit Crab? New York: Orchard Books, 1990.

McFarlane, Sheryl. Moonsnail Song. Victoria: Orca Book Publishers, 1994.

Peet, Bill. Kermit the Hermit. HMH Books for Young Readers, 1980.

Ryan, Pam Munoz. Hello Ocean. Demco Media, 2001.

Sayre, April Pulley and Sayre, Jeff. One is a Snail, Ten is a Crab: A Counting by Feet Book. Candlewick Press, 2006.