

Activity Design

Title of Activity: Participatory Activities on Learning about Coastal Wetlands

Introduction

Three activities are described in this document that are participatory and may be used to teach students about coastal wetlands including the benefits derived from them, the issues that are affecting these fragile ecosystems, and what they can do to help conserve them. These activities were taken from a book entitled "Participatory Coastal Resource Assessment (PCRA) Training Guide by Deguit et al."

Activity 1. Facilitated Workshop on the Status of Coastal Resources in your Locality

a) Objectives

-)] To acquire the student's initial observations and perceptions on the present condition of locality's coastal environment;
-)] To obtain participants' perceptions regarding the causes of such conditions; and
-)] To establish consensus that something needs to be done to improve the state of the coastal environment.

b) Total Activity Time

20-30 minutes

c) Mode of Delivery

Facilitated workshop

d) Materials and equipment

Manila paper, pentel pens, meta cards

e) Procedure

1. Post a large-sized manila paper on the board or wall with the following process question and the matrix below. Ask each participant to answer the process question and to come to the board to put a check mark on their chosen answer.
Process Questions: How would you rate the present condition of your coastal environment?
2. Process the responses. Which habitat had the most fair/poor answers?
3. Ask a few participants to explain their answers. Their responses will generate a list of problems/issues/causes of the decline.
4. Note their responses on idea cards one issue/problem per card. Post the idea cards of

issues/causes/problems on the board.

5. Ask participants to take a look at the list of issues/problems and how they feel about these. Generate consensus about the need to address these.

6. Tell participants you will review these responses again at the end of the training.

7. During the Action Planning, encourage the Eco-Campers to identify activities that they can implement to help conserve coastal wetlands.

Status of Local Coastal Wetland

Habitat	Very Good	Good	Fair	Poor	Issues and Causes
Coral reefs					
Mangroves					
Seagrasses					
Beaches					
Rivers					

Activity 2: Transect Walk

a) Objectives

-) To do actual observation of a coastal wetland in the municipality or city;
-) To identify benefits from coastal resources and the issues affecting them;
-) To come up with simple projects or activities that the Youth can implement to help conserve coastal wetlands in the locality.

b) Total Activity Time

30 minutes to one hour depending on the locality

c) Mode of Delivery

Field work

d) Materials and Equipment

Map, field notebook, pencils and ball pens, field work gears

e) Procedure

1. Procure a map of the locality. Draw a "transect line" through a map of the community to reflect various elements or components of the coastal zone. The line goes through or transects all elements of the coastal zone providing a geographic representation or "cross-section" view of the community.

The line should go through or transect all elements of the coastal zone providing a geographic representation or “cross-section” view of the community
2. Take a transect walk by following the line on the map in order to observe the various habitats, characteristics, uses, problems/issues and opportunities as illustrated in a matrix below. It is strongly recommended that the villagers (as sources of information) join students in the walk and that they maximize the time spent with community members to generate information about the locality's coastal and fisheries resources.
3. From the data gathered during the transect walk, prepare a transect diagram. Observations gathered from the transect walks provide the information recorded in the transect diagrams. The transect diagram allows the advantage of studying several parameters along two dimensions. Arranged in succeeding rows are resources, their uses, related problems, and or issues and related opportunities defined along certain geographic divisions (e.g terrestrial, beach, mangroves, seagrass, reef, deep sea) found in the vertical axis. All these together with the inclusion of the terrestrial part help show the interplay of factors that manifests itself in the current status of the various resources along several gradients.
4. Note that it may be necessary that in addition to the transect walk, a boat ride is taken by the team to get a broader perspective of the coastal and fisheries resources. The need for a boat ride should have been identified and arranged prior to the actual conduct.
5. Instruct the students to return to the Camp site after completing the transect walk. When everyone has returned, ask each one to share their observations. Review the transect matrix as filled up by the participants. Discuss differences and similarities with each group.
6. During the Action Planning, encourage the Eco-Campers to identify activities that they can implement to help conserve coastal wetlands.

Transect Information

Habitat Management Parameter	Lowland/ settlement area	Bakawan (mangrove)	Aplaya (beach)	Hunasan (tidal flat)	Damuhan (seagrass bed)	Bahura (reef/shoal)	Ialim (deep water)
Mga likas na kayamanan (natural resources)							
Mga uri ng hanapbuhay, mga pagkakataon (types of livelihoods, opportunities)							
Mga suliranin (problems/issues)							

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Activity 3: Workshop and Group Discussion on Human Impacts on Coastal Wetlands

a) Objectives:

-) To enhance participants' awareness of the range of human activities impacting on the coastal zone; and
-) To make participants start thinking of the need to address issues/problems affecting the coastal zone and coastal environment

b) Total Activity Time

15 minutes

c) Mode of Delivery

Workshop and Group Discussion

d) Materials and Equipment

Manila paper, pentel pens

e) Procedure

1. Prepare the matrix below in Manila paper, corresponding to the desired number of participant groups.
2. Using the groups, ask the Eco-Campers to discuss and check the appropriate boxes in the matrix. When completed, each group post their respective manila papers on the board or wall provided for the purpose. Process Question: To what extent are the following activities/situations happening in your locality?
3. As the facilitator briefly go through each group's responses at plenary and time permitting ask the participants to expound on their responses.
4. During the Action Planning, encourage the Eco-Campers to identify activities that they can implement to help conserve coastal wetlands.

Human Impacts on Coastal Wetlands

Activity	Often	Some times	Not happening
Smaller-sized fishes being caught			

Increasing conflicts and discussions between fishing sectors over resource use			
Use of illegal fishing methods/gears			
Fishers traveling longer distances to catch fish			
Cutting of mangroves for firewood, house construction and other domestic uses			
Intrusion of commercial fishing in municipal waters			
Disappearance of once-abundant fish ponds			
Presence of seawalls/coastal construction on foreshore and beach areas			
Siltation			
Domestic wastes in coastal areas			
Agricultural runoffs in coastal areas			
Marine sand mining/quarrying			

Reference:

Deguit, E., Smith, R., Jatulan, W., and White, A. (2004). Participatory Coastal Resource Assessment Training Guide. Coastal Resource Management Project of the Department of Environment and Natural Resources. Cebu, City Philippines. Retrieved January 6, 2016 from http://oneocean.org/download/db_files/pcra_training_guide.p