

## Beach Schools Trip Case Study

### Child B

Focus : Social Skills, communication/speech

#### **Week 1**

Beginning of session: Child B held back from the group when exploring the splash zone. They showed little involvement with the group, with very little interaction observed none self initiated and were observed choosing to stay to the side of the group.



Creature game: Child B began to interact more, laughing a little when playing the game, although appearing reluctant to take part and interact with their team to decide on the creatures.

Inventing own group games: Child B held back initially as more confident children took control to suggest game ideas. Child B was happy to follow instructions from their peers rather than actively suggesting ideas and set off collecting resources for their game on

their own once again. However another child approached Child B and they began to work together cooperatively, with Child B observed to initiate some of the conversation.



Child B demonstrated more involvement in the activities as the session progressed; becoming more active in gathering resources needed with a peer's help. Smiles were seen demonstrating an increase in enjoyment within the group activity, although they stood back to let their peers explain the game when it was the group's turn to share their ideas.

## Week 2

### Exploring the rock pools at low tide



Child B worked well from the outset of the session with a group of peers to explore the rock pools at low tide. They became increasingly confident during the session; and shared with their group an object that they wanted to identify.

Child B took a photograph of a Dog Cockle Shell for their 'What am I?' activity and verbally communicated adjective clues for their cockle inside the Bothy with the group 'red, white lines, rough, felt like plastic.' The descriptions were used to create a card for the interactive beach schools display!





## **Creature Game**

Creature game: Playing a familiar game Child B began show an increasing enjoyment of the activity, coming forward to join a team and participating with one group to decide creatures. They were observed to be smiling widely whilst joining in.

An increased quantity of communication and enthusiasm to take part in the game was observed during this second session.



## Week 3

### Explore Mid Tide Zone for Natural Objects

Child B immediately went to their groups adult and stayed with the group to go to the mid tide zone. They were smiling and enthusiastic in their exploration, bringing a saddle oyster shell they'd identified to show me. They then independently went to a peer to share their findings with them.



### Capture the Ocean

Child B worked with a group to choose small non living natural objects from the beach for their jar. They were asked to think about why each thing was important to the beach before including it.

When each group shared their 'Ocean' Child B was confident to stand in front of all the adults and children to talk about their

favourite thing and why they thought it was important. They were smiling and appeared to enjoy sharing their object and thoughts.



'This is a saddle oyster, it is bumpy.'

Q: Why do you think is it important to the beach?

'It's for animals to live in.'

### **Hot Chocolate and Reflection**

Child B sat to drink their hot chocolate. When asked what their favourite part of the beach trips had been they replied, 'Exploring' and 'hot chocolate and marshmallows in the cold.'

**In conclusion Child B's confidence and interactions were observed to progressively increase over the three weeks, from working to one side alone (1<sup>st</sup> week) to approaching a peer to share the shell they had discovered (3<sup>rd</sup> week). This demonstrates the social/communication value of trips to the beach for Child B and**

**the benefits of having the opportunity to improve social skills in an outside beach environment.** D Bearham Beach School Practitioner