



# BE THE PARTICLE

**Ages 6+**

## Learning Objectives

- This activity will show students how seagrasses help to settle sediment and other particles suspended in the water.

**Summary:** Students will demonstrate how seagrass traps suspended sediment particles and supports good water clarity.

**Subject Area:** Science

**Time:** 15 - 30 minutes

**Background:** Seagrasses are important in keeping the water clean. When suspended particles run into the seagrass, they settle to the ocean floor. If there is a large, uniform seagrass bed then the particles will settle faster. If there are patches of seagrass, it will take longer to settle. If there is no seagrass, the particles will take a long time to settle.

## Before the Lesson

- Ensure all necessary resources (or alternatives) are available.
- Clear a large space in your classroom or do this activity outside in an open area.
- Have students provide a hypothesis on how they think seagrass impacts water clarity.

## Materials

- 10-15 chairs
- 3-5+ Blindfolds

## Discussion/Reflection

- After the activity is over, ask the students questions about the difference between each round. Make the connection between the chairs and the seagrass. The students should see that suspended sediment particles become trapped by seagrass and settle to the bottom. A uniform seagrass bed has the greatest chance of causing the sediment particles to settle.



# Activity - Be The Particle

## Procedure

1. Select a few students to participate in the first round. Each student should keep their eyes closed or wear a blindfold.
2. Place 6 or 7 chairs in one general area. (Make sure that they are pretty close together, this represents a healthy or large seagrass patch).
3. When you say start, the selected students will walk straight. If they run into a chair, they must sit in it.
4. When all students have either made it past their chairs or sat down, the round is over.
5. For the next round, choose new students. This time, after blindfolding the students, place small clumps of chairs (2 or 3) in different places. (The point is to spread the chairs out to represent small patches of seagrass).
6. Have the students walk through again.
7. For the final round, spread very few chairs (2 - 4) around the area and have students walk through again. (This will represent an area with little to no seagrass).
8. Repeat steps 2-6 until all students have participated in the activity.
9. Once all students have had a turn, ask the students what impacts seagrass has on sediment suspended in the water. Does it trap the sediment?



## References

- Mangrove Action Project, Marvellous Mangroves - A Wetlands Education Resource Book for the West Indies
- Mangrove Action Project, Coastal Education Guide (2022)

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