

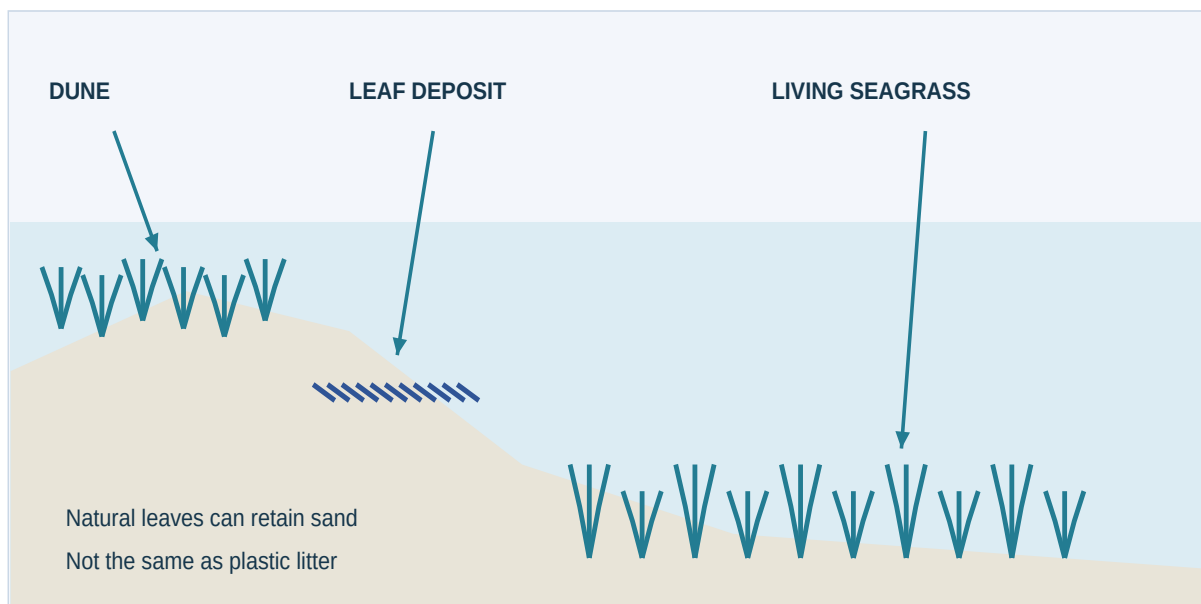


The Perfect Beach?

C1 | AGES 16+ | 90 MINUTES | WHEN CLEAN IS NOT ALWAYS BETTER

S01

A resort equates a marketable beach with a uniformly cleared shoreline. Scrutinise that assumption and propose a spatially differentiated management strategy that reconciles ecological function, accessibility and public perception.



Original schematic / not to scale

YOUR FINAL PRODUCT

Create a visitor information board with a labelled beach plan. Explain why some natural material remains, what the team removes and how visitors reach the water. Add a short reply to a visitor who disagrees.

Success criteria: distinguish seagrass from litter; explain a sediment mechanism; justify spatial choices; communicate a qualified public message.

Start with a partner: Name one feature in the illustration. Explain how it connects to the problem. Then write a question that the illustration alone cannot answer.



The evidence desk

FOUR CUT-OUT BRIEFING CARDS / READ, EXPLAIN, CONNECT

S02

Synthesise the briefing cards. Distinguish empirical background, conditional mechanisms and scenario assumptions. Identify an inference the cards do not justify.

A A LIVING MEADOW

Posidonia oceanica is a Mediterranean seagrass: a flowering plant, not a seaweed. Its living underwater meadows and detached leaves on a beach are different parts of the coastal system.

B LEAVES ON THE SHORE

Accumulated seagrass leaves can form deposits called banquettes. These deposits can retain sediment and help protect a shore against erosion. Their function depends on local conditions.

C REMOVAL HAS CONSEQUENCES

Mechanical removal of leaf deposits can also remove trapped sand. A beach that looks tidier may therefore lose material. A management decision should consider sediment as well as appearance.

D DESIGN FOR PEOPLE

This fictional resort needs an accessible route and a visible litter service. Those are design requirements, not scientific reasons to clear every natural deposit. Hazardous waste needs trained handling.

Working vocabulary

seagrass = a marine flowering plant; sediment = particles such as sand; erosion = loss of shore material; access = the ability to reach a place

Precision: distinguish what is established, plausible and assumed. Explain the condition under which a claim would cease to hold.



Work with the evidence

FICTIONAL SCENARIO DATA / SHOW YOUR REASONING

S03

A fictional 100 m beach is divided into three zones. Volunteers count visible plastic items once, using the same method in each zone. Leaf descriptions are observations, not measured volumes. No biological or erosion survey has been completed.

Zone	Natural leaves	Plastic items	Access need
A / dune edge	Dense deposits	12	No public route
B / main entrance	Scattered leaves	35	Step-free route
C / quiet shore	Dense deposits	8	Walking access

Your analysis

Evaluate what this single survey can support. Quantify the distribution of recorded litter, identify a sampling limitation and explain why visitor complaints would be insufficient evidence for a removal policy.

Record units, assumptions and uncertainties. Use the data supplied; do not invent missing measurements.



Design, test, revise

WORKING CANVAS / KEEP THE FIRST VERSION VISIBLE

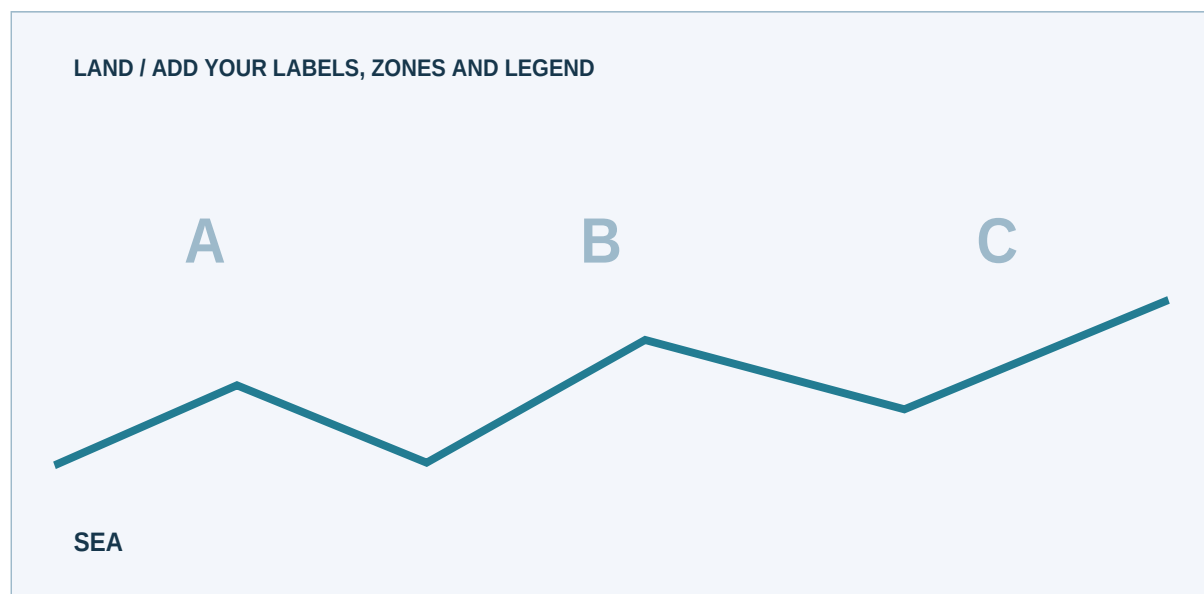
S04

Make a zone-by-zone plan: retain natural deposits where feasible, remove litter selectively, and provide the stated access. You may propose a narrow route in B, subject to a local ecological and accessibility assessment. You cannot assume any machinery is harmless.

NEW INFORMATION / RELEASE AFTER YOUR FIRST PLAN

The hotel asks you to publish: “Our beach is 100% clean and environmentally friendly.” Replace this with a precise statement that does not imply certification or measured ecological benefit.

LAND / ADD YOUR LABELS, ZONES AND LEGEND



Revision record: explain whether the update changes feasibility, priorities or confidence. Defend the revised decision and identify an unresolved trade-off.



Make it convincing

FINAL PRODUCT / DRAFT, REVIEW, PRESENT

S05

Create a visitor information board with a labelled beach plan. Explain why some natural material remains, what the team removes and how visitors reach the water. Add a short reply to a visitor who disagrees.

THE COMMUNICATION STANDARD

Write 250-320 words across the product and its explanation. Add the required visual or planning artefact. Give a two-minute explanation to another team. Use S03 accurately and identify all invented data as a classroom scenario.

Editorial brief

Sustain a clear argument for the intended audience. Integrate numerical or qualitative evidence selectively, address a plausible counterargument and distinguish uncertainty from indecision. Your qualification should change the claim, not merely decorate it.

DRAFT / USE THE BACK OR A SEPARATE PAGE FOR YOUR FINAL VERSION

Peer review: underline the strongest evidence; mark one unclear inference; suggest one precise revision. Check that a reader can follow the visual without hearing your explanation.



Teaching guide and answer key

C1 | TEACHER PAGES / KEEP SEPARATE FROM STUDENT HANDOUTS

T01

Outcomes: distinguish seagrass from litter; explain a sediment mechanism; justify spatial choices; communicate a qualified public message.

Prepare: S01-S05 per learner, one S02 card set per group, pens, scissors, calculator and A3 paper or a digital canvas. Internet is optional for extension; all core tasks work offline.

Minutes	Sequence
0-8	S01: visual prediction and an unanswered question.
8-20	S02: read, exchange and explain the briefing cards.
20-38	S03: analyse the supplied evidence; compare reasoning.
38-60	S04: initial design, reveal the update, revise the plan.
60-82	S05: draft the final product and conduct peer review.
82-90	Selected presentations and evidence-focused discussion.

Suggested answers and reasoning

The plastic total is 55: A 21.8%, B 63.6%, C 14.5% (rounded). A defensible plan retains deposits in A/C, removes litter selectively in all zones and investigates a narrow accessible route in B. These data cannot quantify erosion, prove biodiversity change or establish an optimal removal volume. Accept alternative plans with explicit conditions. A suitable caption is: "We remove litter selectively and retain natural leaf deposits where possible. Please use the marked access route."

Facilitation: ask "Which information supports that?" before judging an answer. Accept alternatives that meet the constraints and explain their limitations. A visually polished product cannot compensate for an unsupported conclusion.



Assessment, access and sources

TEACHER REFERENCE / INDEPENDENT CLASSROOM MATERIAL

T02

Criterion	2 / Secure	1 / Developing	0 / Not yet
Evidence	Accurate and relevant	Partial or unclear	Absent / inaccurate
Reasoning	Explained + qualified	Partly explained	Unsupported
Product	Usable, meets brief	Some gaps	Does not meet brief
Communication	Clear for audience	Meaning mostly clear	Meaning obscured

Use: 8 points maximum for formative feedback. Assess language against the selected band, not native-speaker fluency. Do not assess artistic talent. These are classroom tasks, not certified CEFR tests or official examination papers.

Differentiation: C1 requires evaluation of assumptions, inference limits and counterarguments. Extend the final product into an examination-style commentary if appropriate.

Access: offer enlarged print, digital typing and spoken planning. Read the diagrams aloud using their labels. Allocate roles flexibly; no learner must disclose personal circumstances. Printed tasks require no fieldwork.

Use and authorship

Original classroom scenarios, tasks, diagrams and simulated data. Free educational use and adaptation; not for resale. Supplied logos and linked publications retain their own rights. No endorsement or external classroom testing is claimed.

SOURCES / BACKGROUND AND THEMATIC INSPIRATION

CNR / Cantasano: La gestione di Posidonia oceanica spiaggiata in Italia

OPEN

EuroGOOS: Ocean Literacy Library / Banquette alla riscossa!

OPEN

Last visited: 18 October 2026.