

**Activity Title:**

# Beach brainstorm

## Focusing questions

What is a beach?

How would you describe the beach environment?

## Resources required

- Large sheets of paper
- Coloured pens

## Prior learning

Students will need to know the basics of brainstorming to complete this activity in a cooperative and supportive way. If the class or groups are not used to brainstorming, some basic instructions will be required to ensure:

- Everyone's ideas count equally.
- Only positive comments or discussion should occur when an idea is put forward.
- Where the board or paper is used, the person who came up with the idea can choose to write it down.

## Method

- 1 The objective of this activity is to get students thinking about the moana or beach environment and what they already know about the beach.
- 2 Explain to students that before starting a new unit of learning it is useful to look at what we already know.
- 3 Brainstorm the beach environment or moana. As a class, come up with a definition for the beach, which includes the dunes and the sea. Beach environment definitions could include the following words: beach, sand, dunes, plants, sea, animals. OR alternatively, put the class into groups. Each group can have their own brainstorm on a sheet of paper. After several moments of brainstorming ask groups to report back their definition of the beach environment. These can be written on the board.
  - Has each group used the same words? Or included the same concepts in their definition?

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Beach brainstorm

**Environmental Education Aspect:**

About the environment

**Environmental Education Concept:**

- Interdependence
- Biodiversity

**Curriculum Links:**

- Social Science
- English
- Science

**Suggested Curriculum Level:**

Any

- 4 Then ask students to brainstorm what they know about the beach environment. For example, what do they know about how beaches are formed? What are beaches made of? What animals and plants live at the beach? What activities do we do at the beach? What impacts do humans have on beaches? (See the “Action Learning cycle” on page 18 in the introduction of this kit for more ideas.)
- 5 Each group of students can report back their ideas and knowledge about the beach. Consider:
  - Are there any obvious gaps in the knowledge?
  - Did everyone know the same things?
  - What surprised you about what we already know?
  - What else would you like to know?
  - Did you consider any of the impacts of human activities on sand dunes?

### Possible next steps

- Conduct a survey of student attitudes to the beach.
- 1c Beach diagram – an activity that identifies the different parts of the beach and terminology used to describe these parts.
- 1e Beach sketch – a field activity requiring students to observe and record their local beach.
- 3c How we feel about and value the beach – a visualisation activity where students are encouraged to think of different describing words to explain how they feel about the beach.