

Activity Title:

Beach sketch

Focusing questions

What is a beach?

What does a beach look like?

Resources required

- Pens
- Field activity worksheet – “Beach sketch” on page 43
- A real beach!

Prior Learning

1b Beach brainstorm

Method

- 1 The objective of this activity is to observe and record what the beach is like.
- 2 Each student has a pen and a field activity worksheet **Beach sketch**. Take students to the highest point of the beach. Allow approximately 20 minutes to draw the beach (there is space to do this on the field worksheet). Label the different parts of the beach.
- 3 Spend 15 minutes observing the sights, sounds and smells of the beach and write down words that can be used to describe the beach (there is space to do this on the field worksheet).
- 4 In the space provided on the field worksheet, describe what people are doing on the beach and whether any human impacts are evident on the beach.
- 5 Back in the classroom – reflect on:
 - How did people’s drawings differ?
 - What labels were used for the different parts of the beach?
 - Were everyone’s describing words the same?
 - What human impacts were evident? How might these have occurred?

Possible next steps

- 2e Plants of the local sand dune community – a field activity exploring what plants live on the local dunes and on which part of the dunes different plants live.
- 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.
- 5f Beach traffic survey – a field activity where students record the number of people on the beach and what activities they are engaged in over a period of time to determine the level of beach use occurring.

Activity Title:

Beach sketch

Environmental Education Aspect:

In and About the environment

Environmental Education Concept:

- Personal and social responsibility for action
- Interdependence

Curriculum Links:

- Arts
- English
- Social Science
- Science

Suggested Curriculum Level:

Any

Field activity worksheet:

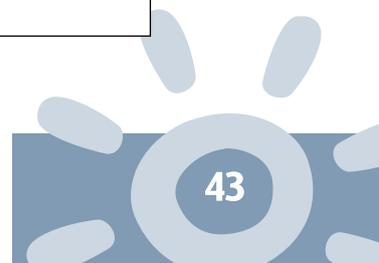
Beach sketch

Name: _____ Class: _____

Beach: _____ Date: _____

Remember – treat the dunes and dune plants with care and stick to beach access ways.

BEACH SKETCH: Find the highest point on the beach and draw a sketch of your beach.



Spend time experiencing the sights, sounds and smells of the beach. In the box below write down words that describe what the beach looks, sounds and smells like.

If there are people on the beach then describe what they are doing on the beach.

Can you see any evidence of human impact on the beach? These might be positive or negative impacts. On the table below write down what the impact is, whether it is positive or negative and how this might have occurred.

Describe what the impact looks like	Is it positive or negative?	How might it have occurred?
e.g. Chewed pīngao plants	Negative	Rabbits – a pest animal

