**Activity Title:**

**Beach traffic survey**

**Focusing questions**

Who goes to the beach?
Where do they go on the beach?
What do they do there?

**Resources required**

- Field worksheet – Beach traffic survey – page 204
- Pens

**Prior learning**

5e Current issue case study – vehicle damage in sand dunes
5d Photo montage – human impact on dunes

**Method**

1. The objective of this activity is to discover what sort of traffic occurs at our local beach: Who goes to the beach? Where do they go on the beach? And what do they do there?
2. Visit the local beach. In pairs spend time observing beach traffic. Complete the beach traffic survey using the field worksheet. (This could be done as a weekend homework or after school activity to survey the beach at time of maximum use).
3. Once back in class review the findings of the survey. Discuss:
   - What were the most common activities occurring on the beach?
   - What type of people were using the beach (were they young or old for example)?
   - Were there more positive or negative impacting activities observed?
   - What would you recommend to the regional council regarding beach use and the impact of beach use based on what you observed?

**Possible next steps**

- Enter findings into an Excel spreadsheet and generate computerised graphs and tables to illustrate both individual and combined class results of the beach traffic survey.
- 6b Dune use management and different parts of the beach – an activity that explores the different activities that occur on different parts of the beach and how these can be managed using a beach activity plan.

**SUSTAINABILITY TIP!**

Use the Coast Care Code and take care of dune plants. Stick to beach access ways while conducting this activity.

Life’s a Beach, Education Resource: Section 5 – Human Impact
Field worksheet

Beach traffic survey

Name: ___________________________________________  Class: ______________________

Beach: _________________________________________  Date: _______________________

Who goes to the beach? Where do they go on the beach? What do they do there?

• Watch the beach over a period of time.
• Record the number of people you see and record what you see them doing in a time frame, for instance 20 minutes.
• Consider the impact of their activities on the coastal environment.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Sea</th>
<th>Beach</th>
<th>Dunes</th>
<th>Impact Negative/Positive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sand Boarder</td>
<td></td>
<td>~</td>
<td></td>
<td>Negative</td>
</tr>
</tbody>
</table>

Totals

• Analyse what people are doing on the beach and make recommendations for the Regional Council based on what impact you think these activities have on the local environment.