

Activity Title:

Beach Diagram

Focusing question

What are the different parts of a beach?

Resources required

- Blank (unlabelled) beach diagram –page 31
- Labels for blank beach diagram – page 31
- An electronically projected image of the labelled beach diagram – page 32
- Copying: create A3 copies of the blank beach diagram and a copy of the labels (enough for one set per small group). Cut out the labels.
- Large paper and pens for creating a class glossary and/or student exercise books and pens (to conduct this part of the activity individually).

Prior learning

Students will need to have started thinking about the beach environment and its component parts

1b Beach brainstorm

Method

- 1 The objective of this activity is to create a diagram of a beach and dunes with appropriate labels.
- 2 Remind students there are different aspects to a beach such as low water and high water. Before starting the activity you could brainstorm with students as a group what some of the different parts of the beach might be.
- 3 Divide students into small groups. Hand out to each group an A3 size copy of the blank beach diagram or get them to draw it themselves from an electronically projected image of the diagram.
- 4 For students studying at level 4 and below: Give groups a copy of the labels. Each group arranges the labels in the correct places on the diagram. For students studying at level 4 or above: Student groups brainstorm what the labels on the diagram might be using prior knowledge. Groups are then given the labels to match with parts of the beach they have been unable to name.
- 5 Correct diagrams by putting up the electronically projected copy of the beach diagram with labels. Students can self mark their own diagrams and each group can report back on how well they did.

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Beach Diagram

Environmental Education Aspect:

About the environment

Environmental Education Concept:

- Interdependence

Curriculum Links:

- English
- Social Science
- Science

Suggested Curriculum Level:

Any

SUSTAINABILITY TIPS!

Laminate labels and A3 copies of the blank beach diagram for re-use in future years. OR put the names of the labels on a projected image for students to use and save paper and laminating.

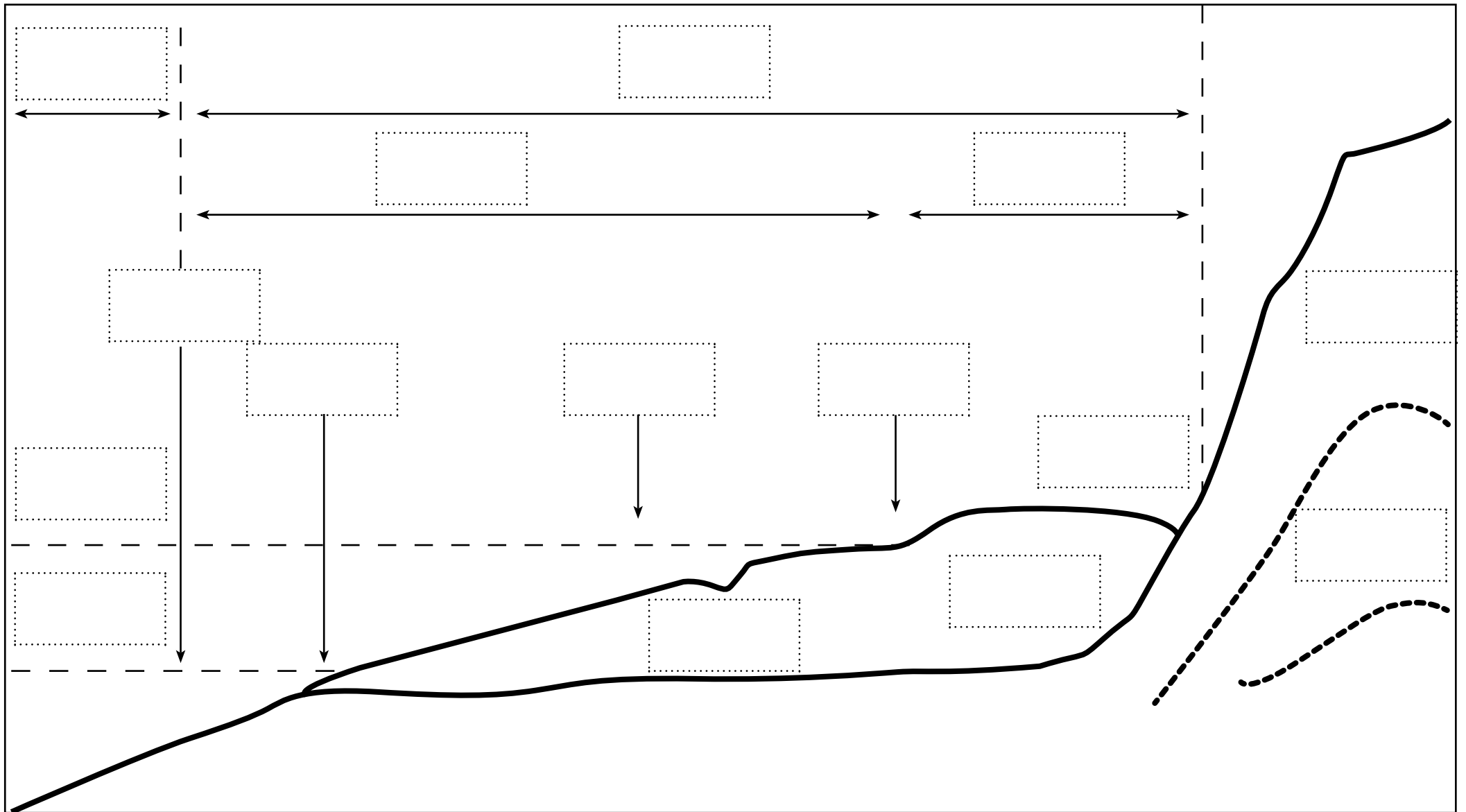
Use a projected image of the labelled beach diagram to go through the answers and save paper.



- 6 Consider:
 - Were there any new terms among these labels?
 - What terms did students already know? Where did this knowledge come from?
 - Did all groups label correctly/incorrectly the same parts of the beach or did different groups have knowledge of different areas of the beach?
- 7 Students copy the diagram into their exercise books.
- 8 On a large piece of paper create a classroom glossary using terms from the beach diagram such as 'back dunes' and 'fore dunes' OR get students to begin creating their own glossary of terms in their exercise books.

Possible next steps

- Discuss with students the function and purpose of the different labelled areas of the beach.
- Brainstorm with students what animals and plants might live in each of the labelled areas of the beach.
- 1d Formation and characteristics of different types of beaches – an activity investigating the different types of beaches in New Zealand and how these are formed.
- 3b Parts of the beach and human activities – an activity where students identify different activities that occur on different parts of the beach (such as the dunes, the water and the beach itself).



			dunes	offshore	low tide shoreline	low water breakers	high tide shoreline	high water breakers
highwater	plunge point	cliff	shore	beach	berm	low water	foreshore	backshore

Completed beach diagram

