

## Activity Title: New Zealand beach use

### Focusing questions

How do we use the beach and what do we do at the beach?

Why is the beach a taonga and special to us?

### Resources required

- Large white paper
- Paint
- Glue
- A4 paper
- Pencils

### Prior learning

- 1b Beach brainstorm
- 1c Beach diagram
- 1g Meet the dunes

*\*Note – this lesson can be adapted through all levels of the curriculum. The mural idea could weave throughout the use of LAB resource as a point of reference.*

### Method

1. **Prior to lesson:** Students to bring in a photo or special item that they take to the beach.
2. Teacher to draw a large mural on classroom wall similar to photo. Mural must include dunes, sand and ocean. Use pencil as students may enjoy being part of the painting/colouring/collaging process. Teacher and students to paint/colour/collage mural.



### LESSON ONE

1. Read 'A Summery Saturday Morning' by Margaret Mahy. Discuss special times they have had with their whānau at the beach.
2. Share items from home. Teacher to model first, prompting language such as 'Our beach is special because, when I go to the beach, my whānau and I...'
3. Teacher to model an activity at the beach (walking dog, surfing...). Teacher then to model drawing that activity on white A4 paper. Outline in black pen then colour.



### Activity Title:

New Zealand beach use

### Environmental Education Aspect:

About the environment

### Environmental Education Concept:

- Interdependence
- Sustainability

### Curriculum Links:

Science; The Arts;  
Te Reo Māori; English;  
Social Science

- **Social Studies Level 1**  
Gain knowledge, skills, and experience to understand how places in New Zealand are significant for individuals and groups.
- **Social Studies Level 2**  
Gain knowledge, skills, and experience to understand how places influence people and people influence places.
- **Social Studies Level 3**  
Gain knowledge, skills, and experience to understand how people view and use places differently.

### Suggested Curriculum Level:

Level 1 – 3



## LESSON TWO

4. Recap of lesson one. Revisit 'A Summery Saturday Morning' by Margaret Mahy. Focus on activities that they recognise from the story.
5. Students to start own drawings of themselves at the beach, doing their favourite activity. Outline in black, colour, cut out.
6. Teacher to use own drawing to place onto class mural. Teacher to talk about the place (ocean, beach, dunes) and why s/he has placed it there. Teacher to pin drawing onto mural.
7. Students take turns placing their drawings onto the mural. Teacher to prompt explanations of placement of drawings on the mural.

### Possible next steps

- Write a recount about a favourite time at the beach with their whānau
- Label the parts of the beach in English and Te Reo Māori on the mural
- Draw Tāwhirimātea on the mural
- 3a New Zealand beach use. Compare and contrast a beach with human development and a beach without human development (use Venn Diagram template)
- 3b Parts of the beach and human activity
- 2a Native dune plants – what lives where and why?
- 2g Dune wildlife field trip
- 2l (i) and (ii) Coasties dune community bingo – native plants and animals
- 2m Which zone – Who can be found where?



# Venn diagram

