



# A Day at the Beach ACTIVITIES







# EXPLORE TIDE POOLS

Children can explore the wildlife that lives within ocean tide pools



## KEY IDEAS

Tide pools are full of things to explore.

**Skills** | fine motor; gross motor; science; math; geography; creative; social skills; language; emotional

**Duration** | 25 – 30 minutes

**Setting** | outdoors

**Materials** | muffin tin; magnifying glass; tweezers; net

## IN ADVANCE

*Scout out an area with at least one tide pool that you can examine as a group. Shallow ocean water will do in a pinch.*



## ACTIVITY

1. Prepare the muffin tin by filling it with ocean water before you begin.
2. Gather the group by your chosen water source.
3. Use your net to collect items and/or animals from the water.
4. Place these items and/or animals gently in the muffin tin.
5. Examine what you've found using your magnifying glass and tweezers.
6. When you are finished, carefully release the contents of the muffin tin back to the water, close to where they were found.



## SAFETY

- » Choose a calm, shallow area to gather items from the water.
- » Choose a dry, non-slippery area for children to walk on.
- » Discuss water safety and the dangers of erratically timed ocean waves.
- » Bring life jackets if necessary.



## DISCUSSION

1. What did you find today?
2. Why do you think they were found in shallow waters?
3. Do you think they are only found in the ocean? Why or why not?
4. Why is it important that we are gentle when we collect specimens, and when we put them back?



EXPLORE TIDE POOLS



# BUILD A SAND CASTLE

Children use wet sand to build and create sand castles.



## KEY IDEAS

Building a sand castle is a creative way to get connected to the natural world.

**Skills** | fine motor; gross motor; science; math; geography; creative; social skills; language; emotional

**Duration** | 15 – 25 minutes

**Setting** | outdoors

**Materials** | shovel; spray bottle; muffin tin



## ACTIVITY

1. Collect items like twigs, rocks and seashells to decorate the castle with.
2. Decide where you want to build the castle.
3. Use the shovel to pile up a lot of sand for the castle.
4. Use a spray bottle to wet the sand and make it easier to stack.
5. Use the muffin tin to make different sized castles or levels of castles.
6. Decorate the castle with the items you collected on the beach earlier.



## SAFETY

- » When gathering the shells and other items, make sure nobody picks up any sharp glass, or shells with animals still occupying them.
- » Be aware of the tide and know if it is going in or out.
- » Discuss water safety and the dangers of erratically timed ocean waves.



## DISCUSSION

1. Who lives in your sand castle?
2. What is happening in your sand castle today?
3. Would you like to live in this castle, if you could? Why or why not?



## EXTRAS

Have the kids each tell a little story about their castle.



# BUILD A SAND CASTLE



# BUILD A FORT

Children make forts with driftwood, rocks, and sand.



## KEY IDEAS

You can make a fort using driftwood you find on the beach.

**Skills:** fine motor; gross motor; science; math; geography; creative; social skills; language; emotional

**Duration:** 30 – 40 minutes

**Setting:** outdoors

**Materials:** twine; tarp



## ACTIVITY

1. Collect driftwood and rocks. Gather lots of driftwood – you will need more than you think you will!
2. Choose a location for your fort.
3. Decide what shape and style of fort you'd like to create.
  - » A lean-to or tipi style of fort are the most stable fort types. Lean sticks against the side of a large tree or rock, and use the tarp to cover openings that can't be covered by sticks.
4. Add some structural sticks to support the tarp. Use rocks to keep these sticks in place, if you like.
5. Use twine to attach the tarp to the support sticks.
6. Use rocks and sand to fill in the gaps at the bottom of your fort.



## SAFETY

Check to make sure the sticks are secure and won't fall and injure anyone as people enter the fort.



## DISCUSSION

1. What was the hardest part of building your fort?
2. What was your favourite part of making your fort?
3. Is there anything you would do differently next time you make a fort?
4. What do you love about your fort?



# BUILD A FORT





# EXPLORE THE SHORELINE

Children can find/explore the items that have washed up along the shoreline.



## KEY IDEAS

Looking for creatures, plants and other things at the beach will build children's interest in the natural world.

**Skills:** fine motor; gross motor; science; math; geography; creative; social skills; language; emotional

**Duration:** 15 – 20 minutes

**Setting:** outdoors

**Materials:** magnifying glass; net; muffin tin; tweezers; bug box



## ACTIVITY

1. Determine where the edge of the shoreline is – i.e. where the water washes up.
2. Walk along the shoreline and see what you can discover.
3. Collect items along your way.
  - » Use the muffin tin and bug box to collect the items you find.
  - » Make sure there is water in the container for the creatures you find that need it.
4. Return items to the shoreline when you've finished examining them.



## SAFETY

- » Talk about the way waves lap up and down the shoreline.
- » Articulate that it's important to be cautious of rogue waves.
- » Be aware of the tide and whether it is going in or out.



## DISCUSSION

1. What did you think you would find today?
2. What did you find?
3. What do you think you would find?
4. What do you think lives in the sand?
  - Under the water?



EXPLORE THE SHORELINE



# MAKE A SCAVENGER HUNT

Children use their imagination and creativity to create their own scavenger hunt.



## KEY IDEAS

Creating a scavenger hunt and carrying it out will help children develop their knowledge and imagination about what they can find in the outdoors.

**Skills:** fine motor; gross motor; science; math; geography; creative; social skills; language; emotional

**Duration:** 25 – 30 minutes

**Setting:** outdoors

**Materials:** journal; net; bug box; muffin tin; magnifying glass



## ACTIVITY

1. Sit down with the children to discuss what items they think they might find in the area, such as plants, animals, rocks, shells, sticks, etc.
2. Work together as a group to make a list of items to find for the scavenger hunt.
  - » Help the children select items that will be possible to find in the chosen area.
  - » Make the list small enough that it can be completed within a reasonable amount of time.
  - » Sample list: rocks, seaweed, seashells, driftwood, and sea glass.



3. Spend time exploring and looking for the items on the list – you can do this for fun, as a race against time, or have the children compete to find all the items first.
4. Collect the items and check them off the list until all items are found.
  - » In the case of plants, animals or insects, ask children to point them out to you so that you can check them off the list instead of disturbing them.
5. Return all found items back to the natural world when the scavenger hunt is over.



## SAFETY

- » Clearly articulate how far the children are allowed to go to find the items – and what areas are out of bounds.
- » Be aware of what time of day it is, and whether or not the tide is going in or out. It's important to have an idea of how much time you have.



# MAKE A SCAVENGER HUNT



# DRAW IN THE SAND

Children use a stick or shovel to draw pictures or write in the sand.



## KEY IDEAS

Drawing in the sand encourages creativity as children explore making art with no colours.

**Skills:** fine motor; gross motor; math; geography; creative; social skills; language; emotional

**Duration:** 10 – 15 minutes

**Setting:** outdoors

**Materials:** a shovel or a stick



## ACTIVITY

1. If you're using a stick to draw in the sand, look around and find a good stick to use.
2. Choose where you'd like to draw.
3. Use the stick and/or shovel to draw pictures, make patterns, or write words in the sand.
4. If you like, use rocks, shells and other things you find along the beach to decorate your drawings.



## SAFETY

- » Be aware of the time of day, and whether the tide is coming in or out.
- » Be mindful of how close the ocean is while the children are drawing.



## DISCUSSION

1. What did you draw in the sand? Why?
2. Did you notice anything about the sand when you were drawing?
3. Did you find anything in the sand?



**DRAW IN THE SAND**



# CLOUDWATCHING

Children use their imagination to identify images that they can see in the shapes of the clouds.



## KEY IDEAS

Imagining images in the clouds will allow children to use their creativity and practice communicating their thoughts.

**Skills:** science; math; geography; creative; social skills; language; emotional

**Duration:** 10 – 15 minutes

**Setting:** outdoors

**Materials:** journal



## ACTIVITY

1. Choose a comfortable location away from the water where everyone can lie down.
2. Lie on your backs and watch the clouds. See if you can find pictures in them.
  - » Encourage everyone to use their imaginations.
3. Share what you see with each other.



## SAFETY

Be aware of whether the tide is coming in or out, and how much time you have to lie on the shoreline.



## DISCUSSION

1. What did you see in the clouds?
2. Did anybody see the same thing as somebody else?
3. Why do you think that is?



# CLOUDWATCHING





# WHAT DO YOU SEE ON THE OCEAN?

Children can find a comfortable location where they can sit for a few minutes and look out at the ocean.



## KEY IDEAS

When you sit and watch the ocean, you can get an idea of just some of the things we use it for.

**Skills:** science; math; geography; social skills; language; emotional

**Duration:** 10 – 15 minutes

**Setting:** outdoors

**Materials:** journal



## ACTIVITY

1. Find a comfortable location with a good view of the ocean, where everyone can sit or stand.
2. Look out at the ocean for a few minutes.
3. Now, try to identify plants, animals, people or ships – anything that can be seen on the surface of the water.
4. Talk about what has been seen. What do we know about the things we can see on the water?



## SAFETY

Be aware of whether the tide is coming in or out, and how much time on the shoreline you have.



## DISCUSSION

1. Encourage children to share and talk about what they see by pointing out what you can see.
2. Talk about why you might have seen the things you saw. What are the people on the water doing? What are the animals up to? What types of plants live in the water?
3. What other things might you expect to see on the water that you didn't see today?
4. What do people use the ocean for?



## EXTRAS

Think about what is found under the water. Write a short story about what might be found there.



WHAT DO YOU SEE  
ON THE OCEAN?



# BEACH SOUNDS

Children sit on the beach, listening to the sounds and describing what they hear.



## KEY IDEAS

Quietly sitting and listening to the sounds of the beach is a great way to practice observation.

**Skills:** science; math; geography; creative; social skills; language; emotional

**Duration:** 10 – 15 minutes

**Setting:** outdoors

**Materials:** none



## ACTIVITY

1. Find a comfortable location to sit or lie down.
2. Sit and quietly listen to every sound that can be heard around you.
3. After five minutes of silence – keep track with a timer; choose any amount of time you like – sit up and talk to each other about what was heard or not heard.



## SAFETY

Be aware of whether the tide is coming in or not, and how much time on the shoreline you have.



## DISCUSSION

1. What did you hear? The wind? People? Animals? Ships? Waves?
2. Is there anything you didn't hear that you thought you would hear?
3. Did you hear anything that surprised you?
4. How did you feel when you were listening quietly?



# BEACH SOUNDS



# AIMING GAME

Children play a game throwing stones at targets in the sand.



## KEY IDEAS

With a bit of creativity you can make a fun game using items you find lying around.

**Skills:** fine motor; gross motor; science; math; geography; creative; social skills; language; emotional

**Duration:** 15 – 20 minutes

**Setting:** outdoors

**Materials:** none



## ACTIVITY

1. Do a little beach walk and find a few things: a stick and a collection of small stones.
2. Find a flat sandy area with enough space to play the game in.
3. Use the stick to draw a target in the sand with three circles/sections, so that it looks like a bullseye.
4. Draw a line a small distance from the target.
5. Have the children, one at a time, stand behind that line in the sand and toss the stones at the target to try and get the highest score.
  - » The outer ring of the target counts for one point, the middle ring is worth five points, and the centre of the target is worth 10 points.



- » Encourage children to have a healthy competition, and to have fun with the game.



## SAFETY

- » If multiple children are playing, keep them all behind the throwing line to avoid injury.
- » Be aware of whether the tide is coming in or out, and how much time on the shoreline you have.



## DISCUSSION

1. What was your favourite part of the game?
2. Can you think of other games you could make in the sand?
3. What else do you like doing with sand?



AIMING GAME





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