

The Seashore Stage

Art and science have always been natural partners, but what about combining drama with science? The following activities can be done before and after a trip to the rocky shore.



Objectives: To understand environmental conditions and hazards faced by intertidal plants / animals and foster appropriate behaviour for seashore visitors through process drama.

Curriculum Links: This activity can be modified for all levels Science / Living World AO's: 3.2, 3.4, 4.2, 5.2
Drama: DI - Developing Ideas in Drama, CI - Communicating and Interpreting in Drama

PRE-TRIP ACTIVITY

(before the Rocky Shore Field Trip)

1. Ask each student draw a rocky shore and list the animals / plants they would expect to find living there. Discuss the tidal cycle.
2. Create the slope of the seashore using chairs or staircase or a natural slope

in the playground. Position some students near the top at 'high tide' and some near 'low tide' and some in between at 'mid tide'.

3. Using a length of string to indicate where the water level is at high tide and explain that marine animals breathe and feed when they are covered by water. But as the water level drops, these activities become more difficult. Have the students hold their breath as the 'tide' passes below their face and take their next breath only when the 'tide' returns.
4. Repeat the process for two or three tides. The students near the top of the rocky shore will be finding it quite hard to get enough breath to last them while the 'tide' is out.
5. So how do intertidal animals breathe? How does their environment change when the tide goes out? How do they survive when the tide is low? Brainstorm ideas with the class.



POST-TRIP ACTIVITY

(after the Rocky Shore Field Trip)

1. Have students revisit their rocky shore drawing and make a second list with the animals/plants that they actually found living there. Were they found in the high, mid or low tide zone?
2. Each student chooses a role - an animal or plant that they encountered on the field trip to investigate further.
 - What does it eat? catch its prey? avoid its predators?
 - How does it move? stay damp and cool at low tide?
 - How does its behaviour change from high to low tide? Some students may want to act as scientists, tourists or school children visiting the shore.
3. Have each student make a hat or prop and name tag to illustrate their character.
4. Go back to the slope and have the students position themselves in the appropriate tidal zone. Present the following scenarios and give them 30 - 60 seconds to act them out:



- Tide comes in
 - Tide goes out
 - Pollution washes up on the beach
 - A developer bulldozes the beach
 - A strange foreign seastar moves into the area
 - Plankton is abundant (plankton bloom)
 - A party of school students turns up
5. Ask the animals / plants how it felt to have people exploring their home. Which scenarios had a positive effect on the seashore residents? Which had a negative effect?
 6. Environmental Action- As a class, write a code of conduct for the seashore. Present it as a poster and display it in a prominent place where visitors to the seashore will see it. Send it to the local paper etc.

