

Teaching the Topic

In the summer holidays life changes. There is no school, some workplaces are closed, shopping hours may change, routines are different and life feels more casual. There are summer events in most towns and cities. There are many things for children to do. There are also family events in the early evening for example, music, shows.

Resources

Advertisements for summer events – brochures, newspapers, community papers, local radio stations, community centres, aquatic centres, YMCA, libraries; maps of the town or city with parks and public areas.

Activities

- Discuss summer holidays and activities. What might interest the learner and/or their children? Scan printed information for possible interests.
- Read for information – What is the event? Is it free? Where is it? What time and date is it? Do you have to book a ticket? Do you have to take anything? How long will it last?
- Talk about picnics and outdoor activities. Find parks, children's play areas or beaches on the map close to the learner's home. Talk about transport, food and drink, insect repellent, sun protection, things to sit on, things to do there. For example, collecting shells at the beach, fishing if permitted, paddling or swimming, feeding the ducks in a park, bush walks.
- Role play a conversation about summer holiday plans – *Are you going away? Are you doing anything special in the holidays? What are your children doing in the holidays?*

Language

- Names of public places, beaches reserves, parks.
- Outdoor-related – *sunscreen, jandals, paddle, picnic.*

Using the Worksheet

A possible introductory activity: Talk about summer holidays in New Zealand. If the learner has children at school they may have a different attitude to summer holidays. If the learner is from a more tropical country, talk about the long days and what opportunities they present. Discuss what people like to do in the summer in New Zealand – the beach, picnics, eating outside, evening walks, swimming.

The worksheet is a game. Throw a dice to land on a square and talk about the picture. What is it? What can we do with it? How is it connected with the beach? For example, number 47 – some people fly to a town by the beach; we notice airplanes more when we are lying on the beach. Number 15 – we can find crabs and small fish in rock pools; the water is sometimes warm in pools so small children like to sit in them.

Main learning points

The beach is not always a familiar or important place for people from some countries, so learn about what to find and do there. Learn the names of things associated with the beach.

What else could be learnt?

Talk about water safety and swimming between the flags if possible. Talk about sun safety.

Compare holiday activities in the learner's country. Why do we like the beach? Find out where to learn to swim.

Talk about bad things about the beach too – sand in the food is a problem and sea life that is dangerous – jelly fish that sting, crabs can bite.

Is the learner aware of the limits on what kind and how much shellfish people are allowed to take, and the minimum fish size when fishing?



