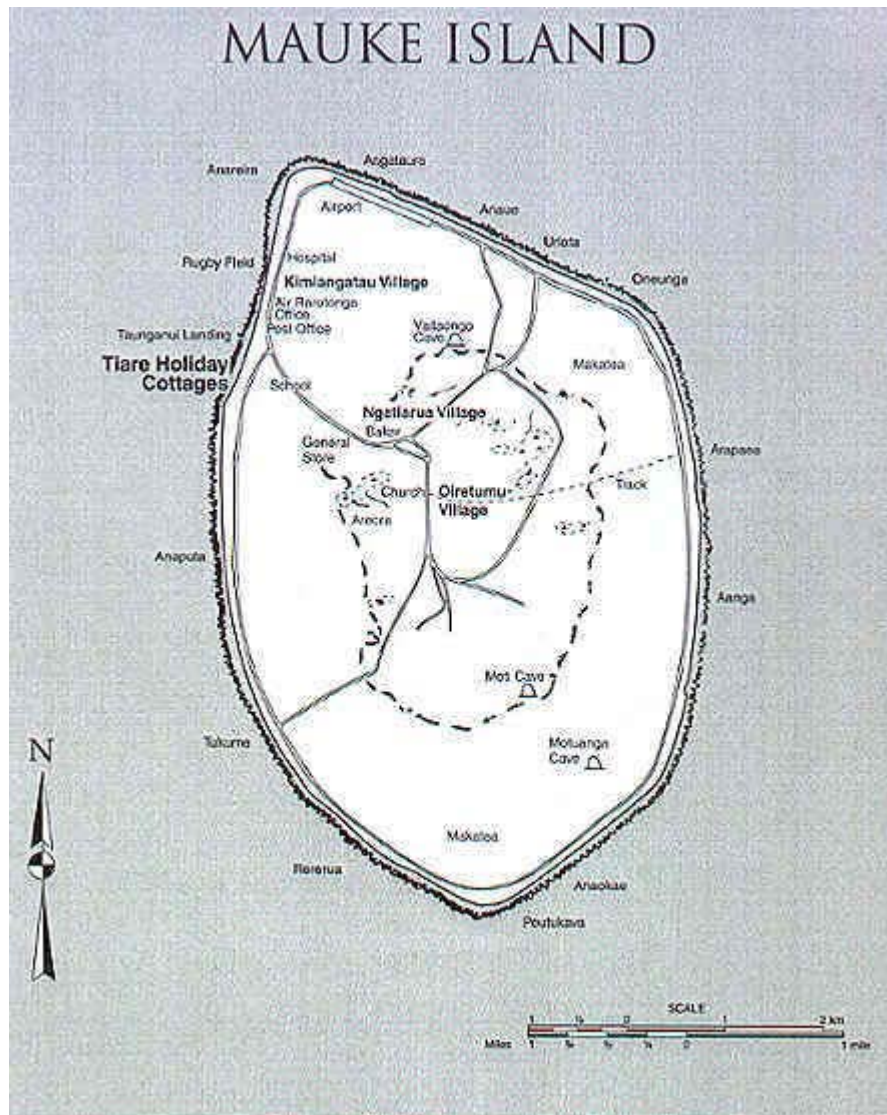


Changes and Tourism, Anaraura Beach, Mauke, Cook Islands.

Mauke (see map) is one of the Cook Islands southern group and a one-hour flight north east of Rarotonga, the capital. Maori is the first language; English is the other official language. There are around 400 people living on the island.



The students are the senior class at Mauke School studying towards Level 1 in the New Zealand Educational Achievement qualification. For English there are four internal achievement standards and five external. One of the internal achievement standards is *Research, organise and present information*.

This competition entry began about researching changes to Anaraura Beach from five, new two-bed tourist units. However during the research period (November 2004 to February 2005) the units were not completed so no tourists have stayed at the beach. The research then focussed on observation of the beach and how the community felt about it. Each student has completed an

individual report and submitted it for assessment. Their varied responses have been woven into this report.



Senior level 1 students, left to right,
Back, Kevin Allen, Taere Tapoki, Charlie Une, Kevin Williams, Metua Framhein,
Vainetutai Oti, Rosa George, Adam Oa'ariki (obscured)
Front, Thecla Oti, Rosalie Taripo, Martha Oa'ariki, Angie Croft (crouching,
teacher), Tungane Tua, Angina Tuiraveka
Not pictured Apii Teao (teacher, came with us on field trip number 1)
Photographer: Brendon Nugent

This report is the result of a teaching technique known as the 'Joint Construction Method', a collaborative writing process where:

The teacher, with input from the students, constructs an example of the text. The teacher guides the students through asking questions, confirming responses and offering necessary explanations about the purpose of the text and therefore the appropriate vocabulary, grammar and structure.

During the process the teacher may 'think-aloud' about the choices made, modelling and explaining the processes involved.

(ESOL Online, Te Kete Ipurangi, New Zealand Ministry of Education, Wellington)

http://www.tki.org.nz/r/esol/esolonline/classroom/ncea/big_cities/joint_e.php

Anaraura Beach Tourism and change

Introduction

Anaraura beach is about 10 minutes drive from Mauke School. There is a shallow lagoon at the front of a gently sloping, white, sandy beach. There are cliffs at each side covered with small plants. These cliffs separate the beach on each side from other beaches that are easily reached at low tide. At the back of the beach there are five new two-bed units built for tourists. Coconut and pandanus trees surround the units. Behind the units is the access road. Some of us think the units blend with the environment; some of us do not.

Methodology

We went on field trips to the beach, carried out interviews using a questionnaire and we watched a DVD. We visited the beach three times from November 2004 to February 2005 and filled in worksheets. As a class we created a questionnaire and each interviewed a member of the community, mainly parents/caregivers. Then we shared the information with the class. We also watched a DVD called *Mauke Memories*. The DVD showed shots of the beach and the units. The comments on the DVD about the units are that tourism will benefit the island.

Examples of the worksheet (Annex 1) and the questionnaire (Annex 2) are attached.

Research questions

We each brainstormed research questions before our first visit to the beach.

How does rubbish affect the beach?

On our first visit we found broken glass, plastic bottles and containers on the beach. It made the beach look untidy. The rubbish filled two plastic shopping bags. One of the teachers that came with us said that some of the plastic containers came on the tide from cruise ships and other islands because we cannot buy those products on Mauke. We also found some leaves and seeds that are found in Tahiti and not on this island.

Leaving plastic and broken glass around the beach is dangerous. We thought that the plastic could be dangerous to animal and insect life on the beach. The heat of the sun may burn or melt the plastic and the chemicals may poison the animals and insects. Broken glass left lying around is dangerous to humans too because their bare feet could be cut.

Why build the units there?

The units were built there because of the location. The view of the sea and lagoon is very pleasant; the sound of the waves crashing onto the reef, over the lagoon and onto the beach is enjoyable. Also the units and the beach are very private and look isolated.

The community thought that the units would bring tourists onto the island. People we interviewed had different ideas as to how many tourists should be allowed at any one time. Some said 10, others 30 or 40.

What happens if people drink and smoke on the beach?

The beach is quiet and peaceful so people like to drink and smoke there. Many people we interviewed said drinking and smoking should not be allowed because some people leave their cans, bottles and cigarette butts. They were worried about the broken glass and cans being left lying around and making the beach untidy and unsafe for visitors. Another worry was that people might climb the cliffs and trees and fall, hurt or kill themselves. Swimming is also dangerous if a person is drunk.

Why is human waste found on the beach?

We found a little human waste. Human waste is found on the beach because there are no toilets (except in the units). The community told us that a toilet should be built. One of us was worried about the toilet waste polluting the lagoon if the septic tank leaked. We thought a long drop design would be a good idea as no water is needed

What did the beach look like in the past?

The community said that they remembered it as being clean and tidy. It was a good place to fish and have picnics. No one we interviewed knew how it was named.

Conclusion

Anaraura is a very beautiful and isolated beach. There are no tourists staying yet in the units. Tourism can bring benefits to the island but increased use of the beach may be harmful to people, plant and animal life. Also visitors do not want to go to untidy places.

Some rubbish comes in on the tide and visitors leave some. People can help keep the beach tidy by taking all their rubbish with them when they leave. Some of us thought the government should put together some rules. Some of us thought a sign and bins may help to remind people; others said somebody should be paid to keep the beach tidy. Another person said that the tourists might like to be involved in looking after the beach during their stay. One of us felt that a poster or pamphlet asking their help could be made.

We found less pollution with each field trip. There was a small amount of human waste on one of our visits. The community made known through the interviews that a toilet should be built.

The Cook Islands experienced 5 hurricanes in February 2005. Anaraura Beach did not lose sand like other beaches on the island but there was more natural rubbish brought in by the high tides and wind.

Reference:

Taporoporoanga Ipukarea Society, (2004) *Mauke Memories*. Rarotonga.

Annex 1 Student worksheets

Student worksheet 23 February 2005 **Name**

.....

Measure the beach from front (sea) to back. _____m

What time is high tide? Low tide?

Therefore is the tide is coming in or going out? (*circle*)

Which direction are the waves going? e.g. Southeast

Which direction is the wind blowing?

Fauna (take notes)

What evidence is there of human activity? E.g. cans, fire, bottles, humans (other than us)

What animal life do you see?

Insects?

Flora

What trees and plants can you name?

Sand

How does the sand feel at 2 or 3 different levels of the beach?

1st level (close to the sea)

2nd level

3rd level

Change What changes are there from our visit in December?

Why have these changes taken place?



What sounds do you hear?

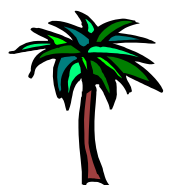
9 am

11 am

12noon

Draw a sketch of the beach and annotate (label).

Describe the beach. (Write notes about what the beach look like.)



What did you enjoy about the beach visit?

Student worksheet 2 December 2004

Name

.....

Measure the beach from front (sea) to back. _____m

What time is high tide?

Low tide?

Therefore is the tide is coming in or going out? (*circle*)

Which direction are the waves going? e.g. Southeast

Which direction is the wind blowing?

Fauna (take notes)

What evidence is there of human activity? E.g. cans, fire, bottles, humans (other than us)

What animal life do you see?

Insects?

Flora

What trees and plants can you name?

Sand

How does the sand feel at 2 or 3 different levels of the beach?

1st level (close to the sea)

2nd level

3rd level



What sounds do you hear?

9 am

10 am

What did the beach look like when we arrived? Notes only, e.g. clean & tidy



2nd visit

What changes do you notice about the beach?

What did you enjoy about the beach visit?

In class Write out:

What are some stories, myths and legends about Anaraura Beach?

What did the ancestors use the beach for?

2nd & 3rd visit What changes do you notice about the beach?

Student worksheet 18 November 2004 Name

.....

Measure the beach from front (sea) to back. _____m

What time is high tide? Low tide?

Therefore is the tide is coming in or going out? (*circle*)

Which direction are the waves going? e.g. Southeast

Which direction is the wind blowing?

Fauna (take notes)

What evidence is there of human activity? E.g. cans, fire, bottles, humans (other than us)

What animal life do you see?

Insects?

Flora

What trees and plants can you name?

Sand

How does the sand feel at 2 or 3 different levels of the beach?

1st level (close to the sea)

2nd level

3rd level

Motel

How does the design of the motel blend in with the environment?



What sounds do you hear?

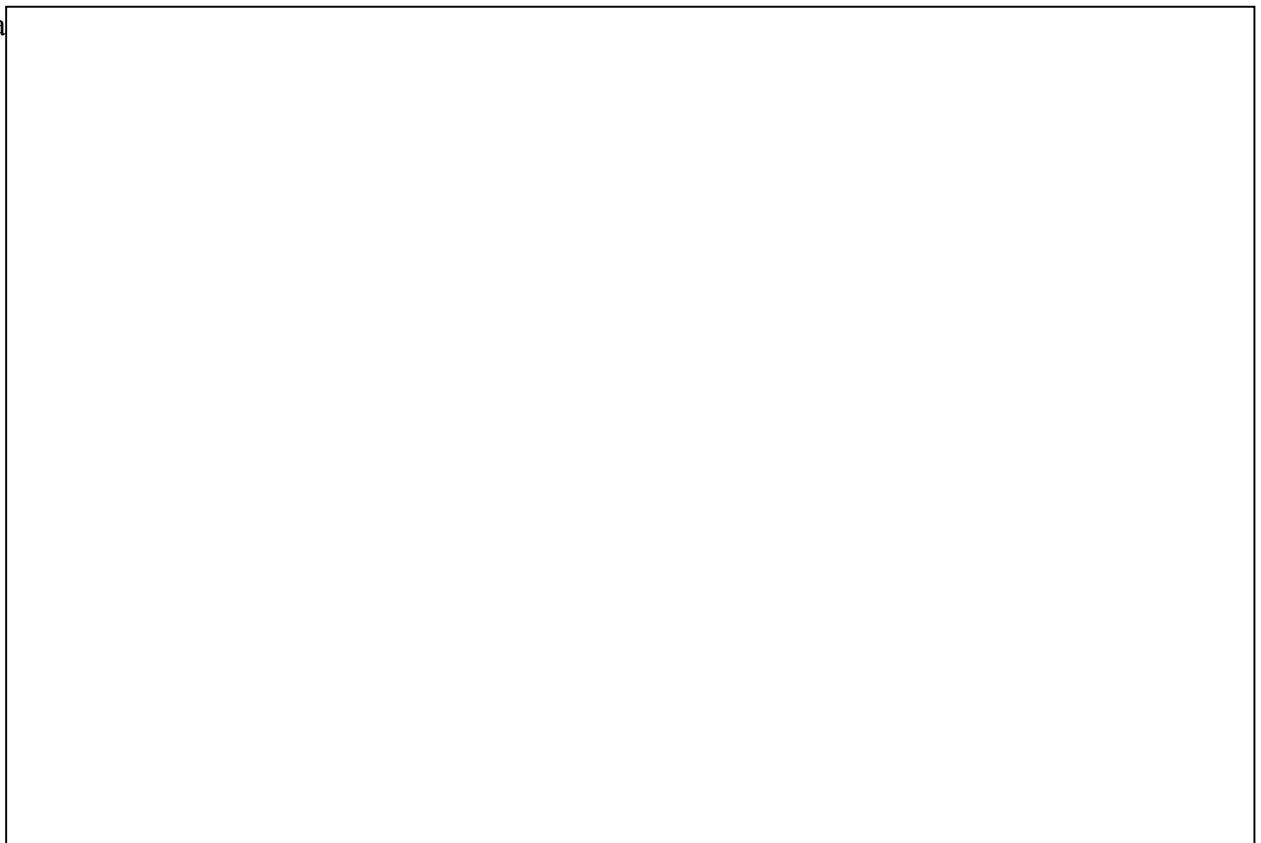
9 am

10 am

11am

9 am	10 am	11am

Dra



Describe the beach. (Write notes about what the beach look like.)



What did you enjoy about the beach visit?

Student worksheet 2 December 2004

Name

.....

Measure the beach from front (sea) to back. _____ m

What time is high tide?

Low tide?

Therefore is the tide is coming in or going out? (*circle*)

Which direction are the waves going? e.g. Southeast

Which direction is the wind blowing?

Fauna (take notes)

What evidence is there of human activity? E.g. cans, fire, bottles, humans (other than us)

What animal life do you see?

Insects?

Flora

What trees and plants can you name?

Sand

How does the sand feel at 2 or 3 different levels of the beach?

1st level (close to the sea)

2nd level

3rd level



What sounds do you hear?

9 am

10 am

What did the beach look like when we arrived? Notes only, e.g. clean & tidy



2nd visit What changes do you notice about the beach?

What did you enjoy about the beach visit?

Extension

In class Write out:

What are some stories, myths and legends about Anaraura Beach?

What did the ancestors use the beach for?

2nd visit What changes do you notice about the beach?

In class Write out:

What are some stories, myths and legends about Anaraura Beach?

What did the ancestors use the beach for?

Annex 2 Mauke community questionnaire: Anaraura Beach

What did Anaraura Beach look like when you were young?

How do you feel about tourism on the beach?

How was Anaraura named?

How do we stop human waste on the beach?

Do you agree to fishing on the beach? Why/Why not?

Do you agree to people drinking alcohol on the beach? Why/Why not?

How many tourists should be allowed on the beach?