## Working with young people to take climate action

#### Our Coast & Climate Change: Coastal Erosion (for P4+)

HWB 2-25a I am experiencing enjoyment and achievement on a daily basis by taking part in different kinds of energetic physical activities of my choosing, including sport and opportunities for outdoor learning, available at my place of learning and in the wider community.
SCN2-02a I can use my knowledge of the interactions and energy flow between plants and animals in ecosystems, food chains and webs.
SCN2-17a Having explored the substances that make up Earth's surface, I can compare some of their characteristics and uses (Soils)
HWB2-01a I am aware of and able to express my feelings and am developing the ability to talk about them.
Minor links to:

**EXA2-13a** Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. **ENG2-27a** I am learning to use language and style in a way which engages and/or influences my reader

TIMINGS	ACTIVITY	NOTES	RESOURCES
10 mins	Initial prep and move to suitable outdoor site (for running)	Establish base of knowledge about climate change and the impact on our oceans. Pupils may talk about sea ice melting and litter.	
5 mins	Erosion basics	Ask if pupils can define erosion (you may wish to link this to the ocean acidification experiment where the shell was eroded). Ask	

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		them to consider how land can be	
		eroded by water of all kinds and	
		then focus on seas. How does	
		climate change worsen coastal	
		erosion? Via rising waters and	
		storm surges.	
		Explain that pupils will be the soil	
		and that the 3-4 pupils who are	
		'it' are the sea. Once tagged,	
5-10 mins	Erosion Tag: Round 1	pupils must stand out of the game	
		boundaries. Either let all pupils be	
		tagged or call the game if going on	
		too long.	
		Remind pupils the meaning of the	
10 mins	Erosion Tag: Round 2	game – that water is eroding the	
		soil away. Now add in a second	
		component. Set the boundaries of	
		the game and explain that the	
		adults, and any pupil who gets	
		tagged out, will stand in a line to	
		represent the coast. Repeatedly	
		over the course of the game, as	
		one, take several steps in, to	

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		reduce the area that pupils can	
		play in. This is representing the	
		rising seas.	
		You may wish to play a couple	
		rounds of this.	
		Explain that you will show pupils	
		how their tag game reflects real	
		life.	
	Visual: Water vs Compost	Show how exposed and loose	
		compost is lost through a plant	
		pot when water is added to it (a	Plant pot, water, plastic cup.
5 mins		small plant pot will fit into a	handful or two of compost.
		plastic cup, so pupils can see the	
		dark water collect). You can send	
		them off to look around the	
		school grounds for bare mud and	
		consider how rain impacts on it vs	
		soil under vegetation	
		Start off asking nunils to imagine	
20 mins	Empathy task: Imagine you are a cliff. How would you feel?	they are cliffs and their cliff	
		friends are being ground by the	
		menus are being eroued by the	

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		sea. Ask them how they'd feel,	
		and then divide them into groups	
		of about 4 pupils to create a short	
		play based on cliffs being eroded.	
		Before sending them off to areas	
		to rehearse, ask them to think	
		about the different roles involved	
		in plays e.g. narrator, sound tech,	
		actors, directors. After 10/15	
		minutes, call the pupils in and	
		watch each other's plays.	
		It is worth pausing here and	
		talking about how the UK has	Additional info for teachers: Play
		plenty of land and that only some	
		parts of our coastline is at risk	interactive model to understand
5 mins	Quick Discussion	from erosion, and there are ways	how our coastling could change. It
		that we can protect our coastline	is worth exploring the video
		(if you live near coastline with	
		such measures, you can talk about	
		them here).	
		Divide into groups of 8 pupils.	Sun, grass, midge, otter, trout,
15 mins	Considering Ecosystems	Using sticky notes or our	owl, frog, vole. Sticky notes or
		Biosphere Explorers card	cards:

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resources, assign pupils one of the	https://www.carboncentre.org/a-
roles. Using yarn, ask pupils to	<u>sense-of-place</u> (download
show the links between	activities of workshop 3)
themselves and emphasise it is	
not just about food, but habitats,	Yarn (it will probably become
day/night or seasonal cycles, and	knotted, so cheap and leftover
any other link they can think of.	yarn best).
Once they have created a web,	
ask one animal to start pulling on	Extensions can include creating a
their yarn. Anyone who feels a tug	coastal ecosystem by researching
should drop that section of yarn	what animals and plants will make
until the whole ecosystem is	up one.
unravelled.	
When everyone has completed	
this, discuss as a class – what	
happens if one part of an	
ecosystem is threatened? And so,	
what happens to our precious	
coastal ecosystems – with all their	
unique species – when our	
coastline changes? Is there space	

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		for them to move inland? Will	
		they be protected to do so?	
Remaining Time	Drawing	Move back indoors and with any	
		remaining time, ask pupils to	
		draw an animal on the coastline	Danar and pane
		and how it might react or feel	Paper and pens
		when the coastline changes. They	
		may wish to do a comic strip.	
	End of session recap	Ask pupils what they did and	
		learnt during this session. You	
		may wish to do a quick grounding	
5 mins		exercise if some pupils have been	
		concerned during the session.	
		This lesson is not necessarily	
		linked to any action pupils can	
		take – our coastline is already	
		changing and the importance is	
		on awareness, adaptation and	
		resilience, not just on preventing	
		further changes.	