INSPIRATIONAL SALT MARSHES

SUPPORT MATERIALS

If you need further support on specific aspects of outdoor learning these materials can enhance the engaging experiences you are providing. They can support you as you design, plan and implement your curriculum. Outdoor learning is a great way to develop learners' integral skills (creativity and innovation, critical thinking and problem-solving, personal effectiveness, planning and organising). You will want to focus on why learning matters and ensure you are meeting your learners' needs.
These materials show a path that could be taken through the activity. This is not meant to be prescriptive. You should adapt your approach depending on your learners' needs and interests and your local area.

OVERVIEW

Learners consider the reasons for appreciating nature and explore how long humans have occupied the Earth. They learn about salt marshes on the Gower and research to find out more. Learners explore the new saltmarsh at Cwm Ivy and list the species of animals and plants that can be found there. They research one of the animals and make a 'fact card' about it for younger learners. Learners research carbon sinks and the role salt marshes play and investigate how salt marshes change over time. They explore how salt marshes inspire people and consider how artists and poets have created work based on salt marshes. Finally, they write a poem about the salt marshes on the Gower.

CURRICULUM FOR WALES

Areas explored:

- Health and Well-being
- Humanities
- Languages, Literacy and Communication
- Science and Technology

Activity also incorporates aspects of cross-curricular skills outlined in the LNF and DCF.

RESOURCES

Internet enabled device and internet access.
Access to Find out what every symbol means on an OS Explorer map - OS GetOutside.

DOING THE ACTIVITY

- Most tasks require learners to work in pairs or groups.
- Encourage learners to share their ideas, and through open questioning, explain and justify their ideas when possible. Focus questions have been suggested to guide learners through the tasks.
- Some tasks might be more effective if pairs or groups of learners have access to an internet enabled device.
- When taking learners outdoors, it is essential that the Countryside Code is adhered to and any relevant risk assessments have been carried out with risks mitigated.

TASK 1

WHAT ARE SALT MARSHES?

Explain to learners that in this task they will consider the reasons for appreciating nature and explore how long humans have occupied the Earth. They will learn about salt marshes on the Gower and research to find out more.

Screen 3

Ask learners to read the quote and to discuss the questions posed.

Focus questions

- What do you think he means?
- Do you agree or disagree with him? Why?
- What do you like about nature? Why?
- What could you do to protect nature? How could you do this?

Screens 4-5

Invite learners to read the information about the Earth and to discuss the questions posed.

Focus questions

- How much of that 100m do you think represents the time humans have been on Earth?
- What information would you need to work this out?
- How could you find out that information?
- What will you do with the information? What calculations will you do?

Then ask learners to look at the calculation and read the conclusion.

Screen 6

Ask learners to watch the video Llanrhidian Salt Marsh, Gower, Wales and discuss the questions posed.

Focus questions

- How would you describe what you saw in the video? What details do you notice?
- Have you ever been anywhere like this - where there is nothing made by humans in sight? Where? When?
- If so, how did it make you feel?
- If not, how did watching the video make you feel?

Screen 7

Ask learners to complete the sentences on screen, using the words provided, carrying out research if required.

Screen 8

Invite learners to research the key features of salt marshes and to add these to the mind map provided.

Screen 9

Ask learners to open Google Earth, find Gower National Landscape and discuss the questions posed.

Focus questions

- In which areas of the Gower do you think salt marshes are located? Why do you think that? Explain your reasoning, giving reference to the key features of salt marshes.
- How could you check to see if you are correct?
- Describe the journey from your school to the salt marshes. Which route would you take? How long would it take you?

TASK 2

WHY ARE SALT MARSHES IMPORTANT?

Explain to learners that in this task they will explore the new saltmarsh at Cwm Ivy and list the species of animals and plants that can be found there. They research one of the animals and make a 'fact card' for younger learners. Learners will research carbon sinks and the role salt marshes play and explore how salt marshes change over time.

Screen 3

Initially, ask learners to watch the video The new saltmarsh at Cwm Ivy, Gower.

Invite them to look at the aerial photos on the blog Gower Wildlife: Cwm Ivy Marsh in flood and to work with a partner to complete the sentences on screen.

Ask learners to share their sentences with another pair and to consider whether they noticed and thought the same things.

Screen 4

Ask learners to watch the video again The new saltmarsh at Cwm Ivy, Gower and then to visit Cwm Ivy on North Gower coast - Wales.

Invite them to list the species of animals and plants that can be found at Cwm Ivy.

Screens 5-6

Inform learners they will use research findings to make a 'fact card' for younger learners about an animal that lives at Cwm Ivy. Ask them to use the questions in the QuADS grid provided to support their research.

Screens 7-8

Before learners make their 'fact card', ask them to discuss the questions posed on this screen.

Focus questions

- Which facts you found out are the most interesting? Why?
- How can you show these facts clearly?
- How might you change your language for younger learners? How might this help them?
- What image(s) will you use? Why?

Ask learners to make their 'fact card', share it with younger learners and take feedback.

Screen 9

Ask learners to watch the video What are carbon sinks? - Sustainability for all and to discuss the questions posed.

Focus questions

- What are carbon sinks?
- Why are carbon sinks important?
- Which natural carbon sinks does the video introduce?

Invite them to look at the answers provided after their discussions.

Screens 10-11

Ask learners to read the information about salt marshes and then to open Google Earth, locate the salt marshes on the north coast of the Gower and discuss the questions posed.

Focus questions

- How have the images of the salt marshes changed over time?
- What has caused these changes?
- How do you think the salt marshes will look in another 15 years' time? Why?

Screen 12

Ask learners to use the boxes to think about the similarities and differences between the image in 2005 and the most recent image and to discuss the questions posed.

Focus questions

- What do you think is causing any changes you have noticed?
- How far back in time can you go? Why do you think you cannot go further?

Screen 13

Ask learners to read the article: Climate change: 'Sleepwalking into oblivion' coastal erosion warning and to discuss the questions posed.

Focus questions

- What can you see in the image?
- How might coastal erosion be an issue?
- How would you feel about coastal erosion if your home was on top of a cliff?
- Storm surges can cause flooding. Where have you noticed flooding caused by the sea?
- How do you think salt marshes reduce the impacts of:
    - coastal erosion
    - storm surge flooding?

TASK 3

HOW DO SALT MARSHES INSPIRE PEOPLE?

Explain to learners that in this task they will explore how salt marshes inspire people and consider how artists and poets have created work based on salt marshes. Finally, they will write a poem about the salt marshes in the Gower.

Screen 3

Ask learners to consider how salt marshes inspire us by clicking on each character and discussing their views as they appear on the screen.

Focus questions

- Which of these learners do you most agree with? Why do you think that?
- What other point could you add to these regarding how salt marshes can inspire us?

Screen 4

Ask learners to view artwork inspired by salt marshes and to discuss the questions posed.

Focus questions

- Which types of artwork do you prefer? Why?
- Which artwork do you like the best? Why?
- How do the salt marsh artworks make you feel?

Screen 5

Invite learners to search online and choose their favourite artwork, thinking about the questions posed.

Focus questions

- What words or phrases could you use to describe your favourite artwork to others?
- How could you explain to others why this is your favourite?

Screen 6

Ask learners to read the poem and discuss the questions posed.

Focus questions

- What was your first reaction to the poem? Why do you think you had this reaction?
- What is the poem about? How do you know?
- How would you describe the poem to someone who has never read it?
- What emotions do you feel when reading the poem?
- What does the poet see and hear?
- How does the poem inspire you?

Screens 7-8

Inform learners they are going to write a poem about the salt marshes. They will go outside and observe life and nature, jot down some words and phrases and draw images.

Invite learners to go outside and to gather ideas for their poem.

Screen 9

Ask learners to discuss the questions posed and then to write their poem using their notes and drawings from outdoors.

Focus question

- How will you go about writing your poem? Why do it like this?
- What characteristics of poetry will you use in your writing? Why use these?
- How will you choose and use appropriate vocabulary? Why do it like this?
- How will you draft and present your poem? Why do it like this?

Screen 10

Invite learners to reflect on the task by completing one or more of the sentence starters and share these in class.