



Activity 2

Saltmarsh Connections

Equipment required:

- Copy of 'Presentation 2: Saltmarsh Connections' and device to share with learners
- Print out of the hexagonal cards on S_SM_1(1-2), one per group
- Scissors
- Internet enabled devices and internet access
- Something to record points and notes (e.g. paper and pencil)

To complete the activity:

1. (Slide 4-6) In pairs, ask learners to discuss possible links between the photos on each slide.

Encourage them to look closely and think broadly. For example:

- "Curlews and saltmarshes connect as curlews feed on worms and invertebrates in saltmarsh mud at low tides."
- "Saltmarshes provide a safe nursery for young fish to feed and grow."
- "Saltmarshes store large amounts of blue carbon in their muddy soils, which helps reduce the effects of climate change by keeping carbon dioxide out of the atmosphere."

2. (Slide 7) Challenge learners to create more than one connection using the photos on the slide. Can any pairs connect all photos? For example:

- "Climate change can cause sea level rise, leading to habitat loss, coastal erosion and saltmarsh habitat loss."

Explain the scoring system: 1 card = 1 point, 2 connected cards = 2 points, and so on.

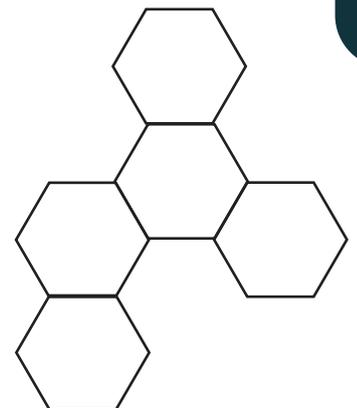
Each card must be meaningfully connected. If learners cannot make a connection, they may place a single card down and explain what is shown in the photo or the meaning of word (1 point). Learners may use internet-enabled devices to research unfamiliar terms, species, or ideas to help them make stronger, evidence-based connections.

3. (Slide 8) Organise the class into small groups and provide each group with a copy of S_SM_1 and a pair of scissors. Ask learners to carefully cut out the photo cards, and to share them equally across the group. These will be the cards learners use to build their hexagonal grid. Use page 1 only for an easier version of the task. Include page 2 (word-only cards) for a more challenging version, encouraging deeper connections and explanation.

4. (Slide 9) Support learners to build a hexagonal grid by connecting ideas about saltmarshes. Each connection must make sense and be something the learners can explain to others. Cards are placed in a honeycomb-style grid, with each edge representing a connection. Learners will receive points for each meaningful connection they can explain. Ask learners to take turns and to keep track of their points as a team.

5. (Slide 10) Finally, ask learners to share their most interesting or surprising connections with the class. Did any connections surprise them?

What did this activity help them to realise about saltmarshes?





High tide



Saltmarsh



Low tide



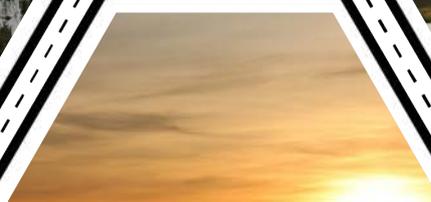
Mudflat



Coastal erosion



Estuary



Special Area of Conservation



Samphire



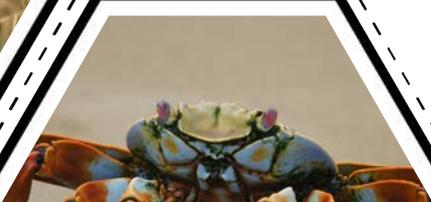
Otter



Curlew



Young fish



Crab

