

**MORECAMBE BAY  
PARTNERSHIP**

# Exploring Morecambe Bay

## Young Explorers Programme for Schools

Follow Up Ideas & Resources

Made by the Moon & visit to  
Sunderland Point 2021

Made possible by

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CHARITABLE TRUST**

# Introduction

Thank you for taking part in our Young Explorers' Programme 2021.

We hope your school has had a wonderful experience Exploring Morecambe Bay through the Made by the Moon story by Emily Hennessey and from your visit to Sunderland Point.

In this pack, you'll find some additional resources and activities from some of the practitioners the children worked with .

There's also a page of additional web-links in case you want to delve deeper into other stories and places around Morecambe Bay.

We've loved working with you all – thank you for taking part.

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## About [Morecambe Bay Partnership](#)

Morecambe Bay Partnership is a charity with a vision for a thriving bay, rich in landscape, wildlife and culture which connects and inspires residents and visitors alike.

From protecting rare birds to beach cleans, from creating cycle ways to saving the stories of veteran fishermen, we work with local people placing them at the heart of looking after Morecambe Bay's unique natural and cultural heritage.

We deliver projects in collaboration with partners and local communities which drive sustainable economic growth and make Morecambe Bay a fantastic place to live, work, study or visit.

We'd love you to get involved - explore our website to find opportunities to volunteer, learn heritage skills, go litter picking or donate to one of our campaigns. We raise funds to protect rare birds, maintain cycle ways, restore local heritage attractions and much more.



# Shoreline Exploration—by Gina Parker (Mullarkey)

## 1. How can we 'look after ourselves', 'look after each other' and 'look after this place'?

This activity is designed to support children in management of risks and behaviour outdoors. It can also be used as a review for a session outside.

Introduce actions linked to the 3 'guidelines' or 'rules'.

- Look after ourselves – linked action hugging self.
- Look after each other – linked action open arms, or children could be invited to get into groups of 2 and then repeat with other group sizes.
- Look after this place – linked action touching the ground.

This activity encourages the children to define further what each of the 'community guidelines/rules' means, for example, the children might define 'looking after yourself' as keeping warm/cool depending on the weather, so responsibility of regulating their temperature can be given to the children. Of course for each of the 3 areas there are many examples that we could include and therefore refer back to as a facilitator during a session outside. For example; 'Are you 'looking after each other', I can see that x is working on their own' or 'Are you looking after this place?' I can see we haven't left the site as we found it?'

This activity can be expanded with more time so that the children instead go and collect bits of coloured wool to represent each of the 3 areas as follows:

- Collect a colour that you like – represents ourselves
- Go off with a partner and collect a colour for them – represents looking after each other
- Stay in pairs and each collect a colour that reminds you in some way of this place – represents looking after this place.

In pairs the students can then make a bracelet to remind them of the rules. This involves working together to twist the 3 pieces of wool they have collected together. One person twists in one direction, the other in the opposite direction until it becomes hard to twist.

They now need to find the middle and bring the wool together to join the 2 ends, it will spring up and can just be gently pulled down, whilst keeping hold of the loose ends. The band can now be tied onto a wrist, bag or clipboard and can become a great reminder of the guidelines for the session.

# The Coastal Code – RESPECT, PROTECT, ENJOY

Morecambe Bay is valued by the people who live and work here, enjoyed by its many visitors, and depended upon by rare and special wildlife

## Care for the Bay

To help the Bay thrive, we all need to play our part to protect the precious place that is Morecambe Bay. The Coastal Code is a guide to keeping precious wildlife, flowers and plants safe from harm as well as you and your loved ones so everyone can continue enjoying the Bay into the future.

## Keep your distance around coastal wildlife

Morecambe Bay is a very special place for wildlife, especially birds. It is one of the best places in the UK to see breeding or migrating shorebirds, and has many international designations which recognise its importance including Sites of Special Scientific Importance (SSSI).

- **Respect** the birds by not getting too close to them when they are feeding or resting.
- **Protect** the birds by not causing them to take flight which uses up their limited energy reserves. They need to conserve their energy to survive the winter or travel hundreds of miles during migration.
- **Enjoy** the birds by visiting one of Morecambe Bay's many nature reserves or using a pair of binoculars to watch from a distance.

## Consider others

The Bay is shared by farmers, holidaymakers, local residents and businesses. People rely on Morecambe Bay for their livelihood, recreation or simply for enjoyment of the great outdoors.

- **Respect** the local community by following instructions on signs, leaving gates and property as you find them and following paths. Maintain social distance and give way to others where the path is narrow.
- **Protect** people's safety and well-being by keeping dogs on leads around other visitors, other dogs, wildlife and livestock.
- **Enjoy** the diversity of Morecambe Bay by following established footpaths and routes. The Bay Coastal Path will provide a safe route along the entire coast for walkers to enjoy. Whilst most beaches are available for the public, some areas of foreshore and marsh are privately owned. Please read local information signs for further details.

## Stay safe

The tide comes in very fast in Morecambe Bay and it's easy to get cut off or stuck in sinking sand.

- **Respect** the dangers of Morecambe Bay by planning ahead. Check tide times before you visit (try [tides4fishing.com](https://www.tides4fishing.com) or download a smartphone app for tide tables) and never try to cross deep channels without expert guidance. It's easy to get disorientated by the shifting sands, so make sure you know where you are at all times.
- **Protect** yourself and your party by venturing on to the sands when the tide is on its way out. It's crucial to be aware of the time and have a plan for where and when you will exit the beach. Always carry a working phone so you can dial the coastguard if you get into trouble.
- **Enjoy** the dynamic landscape of the Bay safely from viewpoints or above the high tide line.

## 2. Treasure Hunt - What is treasure?

In 'Made by the Moon' the Curlew finds some 'treasure' a juicy worm. This activity encourages students to consider the concept of 'treasure' for themselves using the Philosophy for Children (P4C) approach.



The students are encouraged to go on a 'treasure' hunt, of course first being reminded of rules for collecting including: no living things and the dangers of some rubbish and any boundaries. (Living items that are found are recorded onto slips for sorting.) Of course for many children the mind races to finding 'silver' and 'gold', but very quickly they return with a wealth of 'treasure' from the environment.

They are encouraged to sort the items they collect with a partner into 2 hoops, labelled 'Treasure' and 'Not Treasure'. The dialogue in pairs is important so that students are practising skills such as reasoning, critical thinking and justification. As students are placing items it is a great opportunity for the facilitator to support students in developing their reasoning further with questions such as 'Why is that a treasure, or not treasure?', 'So are you saying that a treasure is..' and spotting areas of agreement and disagreement for further exploration.

The group is then brought together to examine the items and it is soon suggested by the group that for many of the items there is disagreement, allowing for the introduction of a Venn Diagram. It is interesting to try and establish agreed criteria for 'What is a treasure?' for example 'some' may say it is old, rare, beautiful, or belongs here, but then as a facilitator try to find ways to challenge whether that it always the case - for example 'We found many young crabs on the beach and put them into the 'treasure' hoop, but they are not old', 'We found some sea glass, is that rubbish, does it belong here?'.

Additional questions to support in summarising thinking could include; 'I wonder if a treasure is different for each of us?', 'Does a treasure link to what we like/value?' and 'Do we all see things in the same way?'

For many children they ask if they can take their 'treasures' home, which in itself makes for a very interesting dialogue. The following article could promote further dialogue back in the classroom <https://yorkshireeveningpost.co.uk/lifestyle/outdoors/can-you-take-pebbles-beach-uk-laws-explained-stacey-solomon-jokes-she-could-be-arrested-2932664#>

Further activity ideas linked to the concept of 'treasure'

Sorting 'treasures' along a line from 'Most' like a 'treasure' to 'Least' like a treasure

Sorting treasures into groups of 'same' and 'different'.

Encouraging children to move beyond the physical 'treasures' found on a beach and consider more widely the 'treasures' in their lives.



### 3. In 'Made by the Moon' - the giant, the winds, the curlew - everything was linked together. How are we all linked to Morecambe bay?

The students are encouraged to consider how they are linked to Morecambe Bay. Ideas can initially be generated in small groups or pairs before moving to the sharing of ideas in a circle. All participants are encouraged to share a link they have to the Bay - for example a special place, where they live, something they enjoy doing or something they like. A ball of string is passed from contributor to contributor to illustrate all the many links we have. The tangled mess can be reversed with children either just re-sharing their original idea or even by recalling the idea of the previous speaker.



### 4. Other activity ideas

#### 'Imagine if' statements:

- 'Imagine if you were a crab'
- 'Imagine if you were the Queen of the giants, what would you do?'
- 'Imagine if the queen of the giants awoke and decided that you couldn't visit here.'
- 'Imagine if there were no beaches'

The children can of course generate their own linked to the Bay.

#### Agree or Disagree?

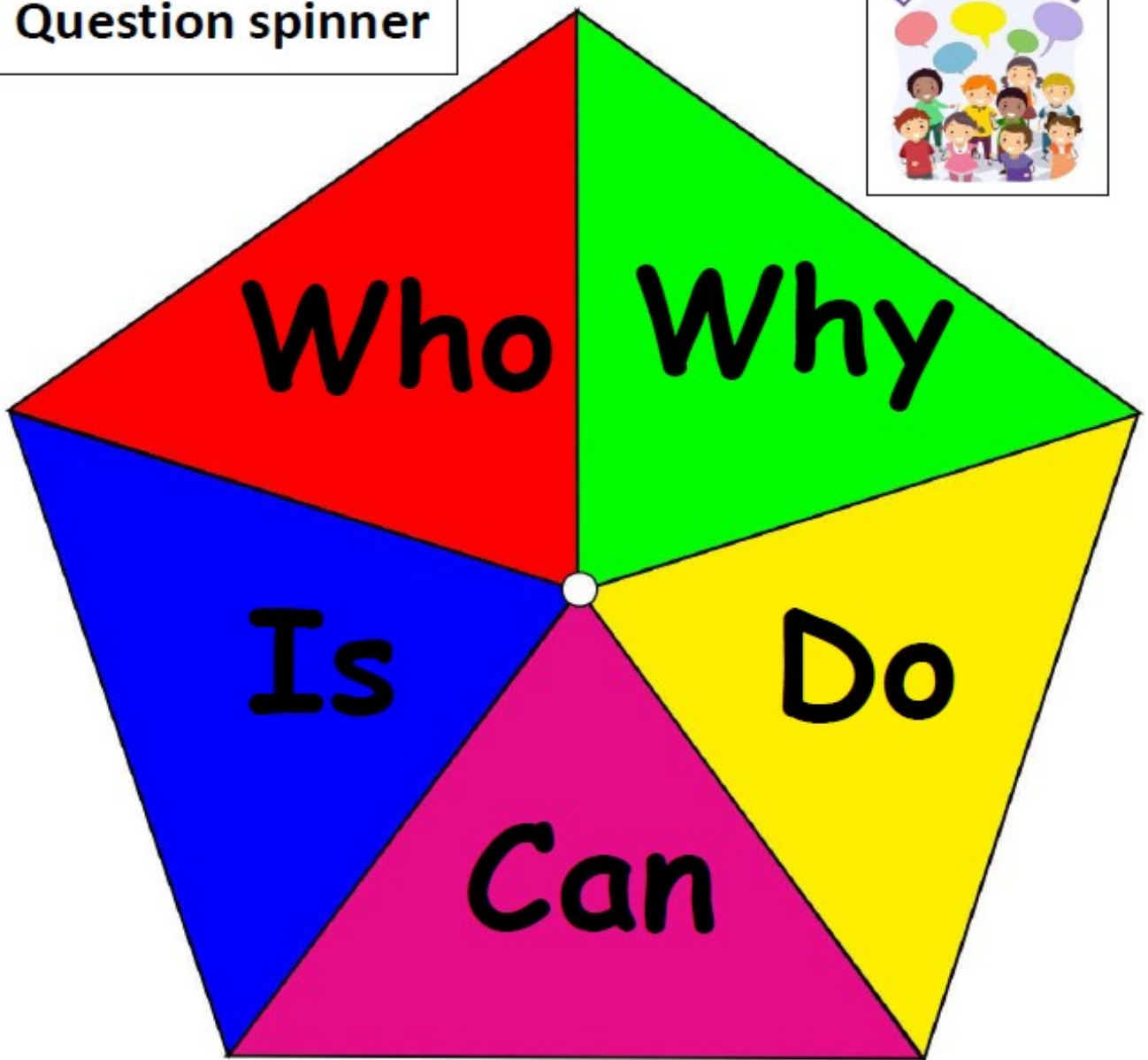
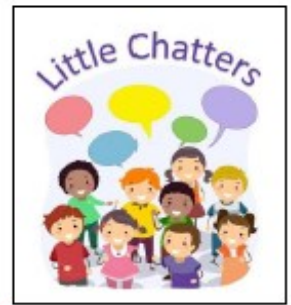
Do you agree or disagree along a line in relation to different statements - for example

- 'Humans are more important than plants and animals'
- 'Queen of the Giants should wake up and suck in all the pollution.'

#### Fantastic Questions!

Support children to ask questions about the Bay - using a question quadrant for older children and question spinners or dice for younger children.

## Question spinner



Gina's Question Spinner for younger children





# BIRDS OF THE BAY – A Dance Teaching Resource

## by Jenny Reeves

approx. 45 minutes

**OPENING!** – awaken the senses to the space

### SEEING

Huge stretch up towards the sky, reach your arms over your head – shout out everything that you can see – clouds, blue, sun, lights, birds, sky etc.

Get low to the ground, touch the floor, look at the earth – shout out everything that you can see, grass, mud, soil bugs, weeds, worms etc.

### HEARING

Huge stretch up towards the sky, reach your arms over your head – shout out everything that you can hear – birds, wind, trees, leaves etc.

Get low to the ground, touch the floor, look at the earth – shout out everything that you can hear, bird, wind, leaves, running water etc.

### FEEL/TOUCH

Huge stretch up towards the sky, reach your arms over your head – shout out everything that you can feel – light, warmth, cold, breeze etc.

Get low to the ground, touch the floor, look at the earth – shout out everything that you can feel, grass, mud, cold etc.

SMELL and TASTE optional.

### WARM UP!

BIRDS CIRCLE DANCE (Based on the Scottish Circasian Circle)

Make a big circle and find your partner next to you in the circle – label yourselves in your pairs either an Egret or an Oyster Catcher

Everybody skips forwards (into the centre of the circle) for 4 counts and claps on count 4

Everybody skips backwards back to their places in the circle for 4 counts and claps on count 8

REPEAT (everybody in and out again)

Just Egrets repeat once more

Just Oyster Catchers repeat once more

Partners turn to face each other

Right hand high five for count 1,

Left hand high five for count 3

Both hands high five for count 5

Slap thighs for count 7

Partners link right elbow and skip round in a circle for 8 counts.

FREEZE spread wings and hold for 8 counts

REPEAT WHOLE DANCE 3 TIMES

## **BIRDS**

Using Morecambe Bay Partnership's Birds of the Bay Postcards, study as a group the different birds: little egret, oystercatcher, redshank, pink footed goose, lapwing and curlew.

Discuss the colours, shape, beak and characteristics of each bird and do a little quiz to try and recognise each of the birds

Does anyone know any other common sea birds (gull for example)

## **MEMORY GAME**

Using all the information you have collected about each bird, individually create your own frozen shape to represent that bird. For example, you might want to show the shape of the curlews beak with your arm or the lapwings Mohican like feathers with your hands. Out of all the available shapes choose your favourite from the group then the whole class knows the correct shape for each bird.

When you shout out a particular bird the whole class should be able to remember the shape for that bird.

Game - Play some music and encourage the dancers to move like the water in the Lune estuary, encouraging waves, currents and whirl pools. When the music stops a bird name should be shouted and everybody freezes in that shape, a bit like musical statues but musical birds

## **ADDITIONAL CREATIVE TASK**

Class should be split into groups of approximately 3 people to create small dances as a group. Encourage the pupils to choose an order for their bird shapes and to create transitions between each shape, choosing formations and speeds.

Share these small bird dances in a big circle as a celebratory finish to the session.

Have a small discussion about what you liked about each others performances

## **RECAP**

Quick recap of Morecambe Bays birds

## **FURTHER ACTIVITIES**

Arrange a trip to the seaside to see if you can spot any of these birds, get creative in art to draw some of these birds, look at links to the Made by the Moon story



# WADER WORLD

Get to know the birds of Morecambe Bay



Curlew

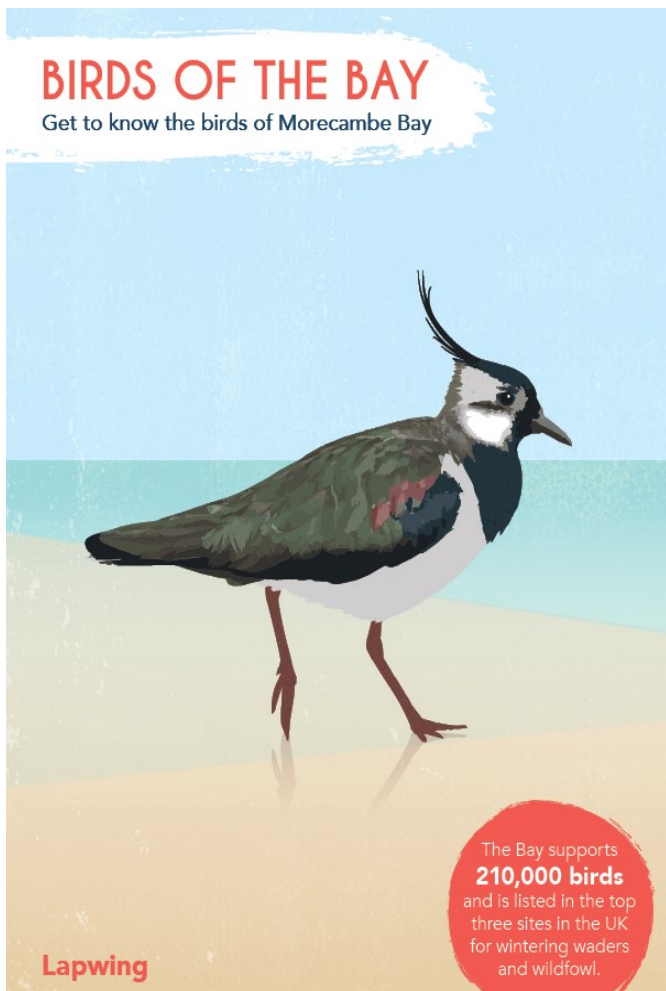
Redshank

Oystercatcher

The Bay supports **210,000 birds** and is listed in the top three sites in the UK for wintering waders and wildfowl.

## BIRDS OF THE BAY

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Lapwing

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Egret

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## BIRDS OF THE BAY

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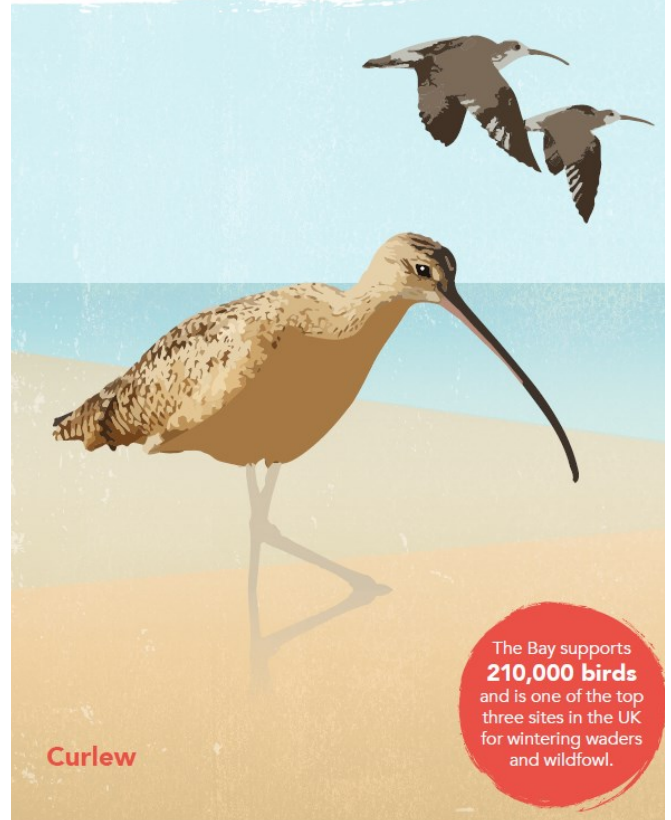


Pink-footed goose

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## BIRDS OF THE BAY

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Curlew

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## BIRDS OF A FEATHER FLOCK TOGETHER

Get to know the birds of Morecambe Bay



Knot

Bar-tailed godwit

Dunlin

The Bay supports **210,000 birds** and is one of the top three sites in the UK for wintering waders and wildfowl.



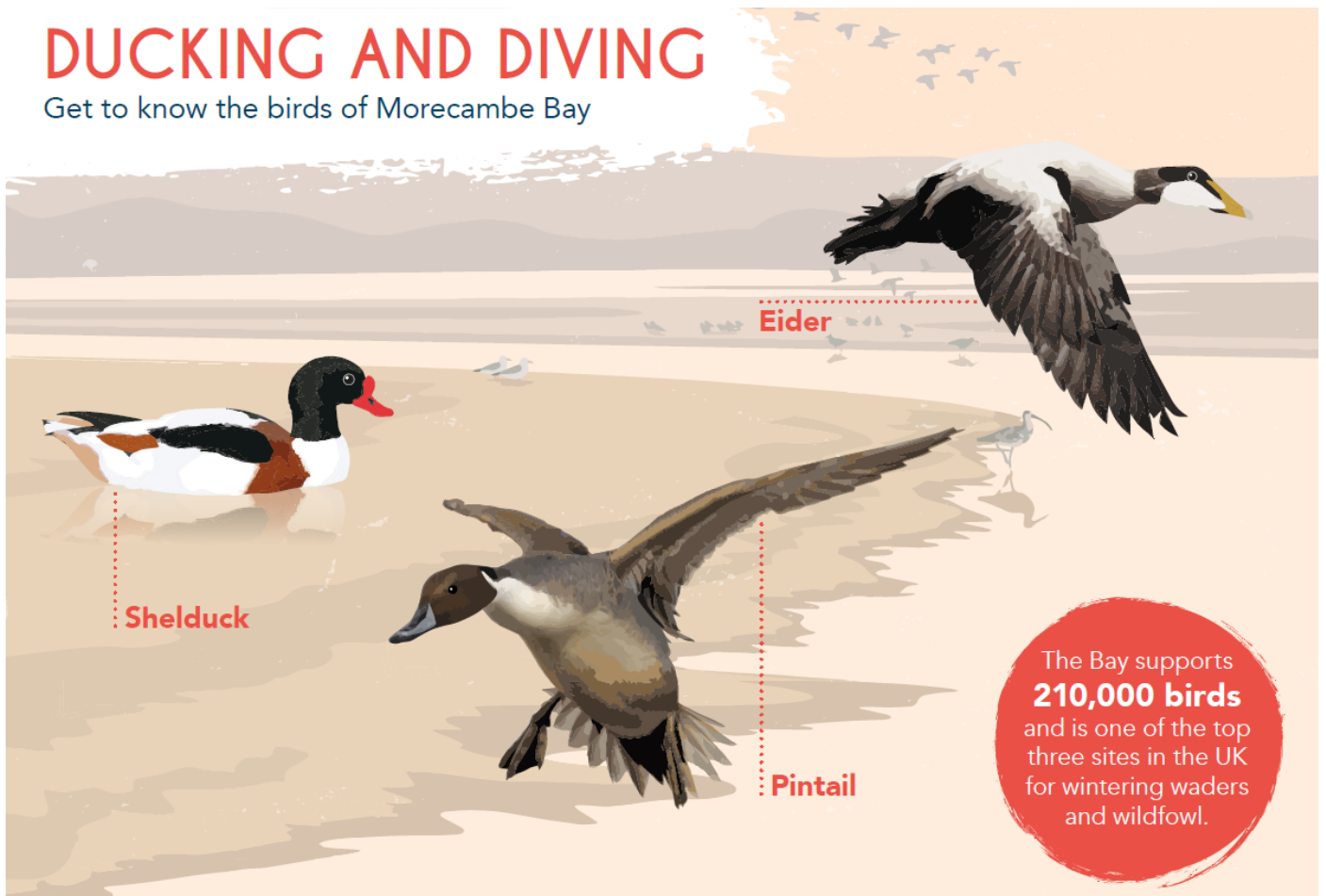
# A PLACE FOR PLOVERS

Get to know the birds of Morecambe Bay



# DUCKING AND DIVING

Get to know the birds of Morecambe Bay





## Additional resources:

- [Made by the Moon by Emily Hennessey](https://recordingmorecambebay.org.uk/content/catalogue_item/made-by-the-moon-a-story-for-morecambe-bay)– a creation myth for oral storytelling  
recordingmorecambebay.org.uk/content/catalogue\_item/made-by-the-moon-a-story-for-morecambe-bay
- [Recording Morecambe Bay](https://recordingmorecambebay.org.uk)– research website  
recordingmorecambebay.org.uk
- [Morecambe Bay Family Friendly Activity Pack](https://morecambebay.org.uk/downloads/MBP_Family_Activity_Pack_Web.pdf)  
morecambebay.org.uk/downloads/MBP\_Family\_Activity\_Pack\_Web.pdf
- [Birds of the Bay](https://exploremorecambebay.org.uk/inspire-me/birds-of-the-bay/)  
exploremorecambebay.org.uk/inspire-me/birds-of-the-bay/
- [Furness Line Railway Spotters Guide](https://recordingmorecambebay.org.uk/wp-content/uploads/2020/12/1475-MBP-FL-Window-gazing-leaflet-WEB.pdf)  
recordingmorecambebay.org.uk/wp-content/uploads/2020/12/1475-MBP-FL-Window-gazing-leaflet-WEB.pdf
- [Lancaster Black History Group](https://lancasterslaveryfamilytrees.com)–community history project  
lancasterslaveryfamilytrees.com
- [Explore Morecambe Bay](https://exploremorecambebay.org.uk)–tourism guides  
exploremorecambebay.org.uk
- [Leighton Moss RSPB Reserve](https://rspb.org.uk/reserves-and-events/reserves-a-z/leighton-moss)  
rspb.org.uk/reserves-and-events/reserves-a-z/leighton-moss
- [Morecambe Bay–Nature on your door step guides](https://morecambebaynature.org.uk/node/78)  
morecambebaynature.org.uk/node/78
- [Morecambe Bay Partnership](https://morecambebay.org.uk)  
morecambebay.org.uk
- [Friends of Sunderland Point](https://sunderlandpoint.co.uk)  
sunderlandpoint.co.uk
- [Little Chatters](https://littlechatters.co.uk) -Gina Parker (Mullarkey)–Philosophy for Children, Outdoor Learning and Global Education  
littlechatters.co.uk
- [About Time Dance Company](https://abouttimedancecompany.co.uk)  
abouttimedancecompany.co.uk
- [Darren Andrews Photography](https://darrenandrewsphotos.co.uk)  
darrenandrewsphotos.co.uk
- [Steve Fairclough](https://facebook.com/stevewriter1)–arts engagement practitioner  
facebook.com/stevewriter1
- [Emily Hennessey](https://emilyhennessey.co.uk)– storyteller  
emilyhennessey.co.uk
- [SAPERE](https://www.sapere.org.uk) - Philosophy for Children  
www.sapere.org.uk

# The best views of the Bay

Here are some ideas of the places to discover around Morecambe Bay. How many can you visit?

Jump on the train and discover the Bay from the Furness train line





