

Exemplar Focus: Eco Council & Coastal Crew Residential or day visit

Theme: Young Guardians of the Roseland Coast

Day visit: Discovering the Roseland

Time	Activity	Eco Council Focus	Coastal Crew Focus
10:00–10:30	Arrival, welcome, toilets and safety briefing	Introductions expectations Safety when road walking and on the shoreline	
10:30-10:45	Story-telling based challenges (on site)	Leadership and teamwork	Leadership and teamwork
10:45-11:15	Observation walk to St Just Church/creek	Environmental observation	Coastal predictions and observations
11:15-11:30	Familiarisation and safety	Introductions expectations	Introductions expectations
11:30–12:15	Sketching in church gardens / shoreline	Biodiversity drawing from observation	Landscape sketching from observation
12:15–12:45	Lunch		
12:45-13:45	St Just shoreline investigation	Environmental survey	Coastal detectives activity
14:00–14:30	Walk back to centre		
14:30	Depart		

OPTION 1: MONDAY–TUESDAY RESIDENTIAL

Arrive Monday (mid-morning) and leave Tuesday (afternoon) beach activities are tide dependent. Toilets are located at St Just Church.

Monday – Discovering the Roseland

Time	Activity	Eco Council Focus	Coastal Crew Focus
10:30–11:00	Arrival, welcome and safety briefing	Residential expectations	Residential expectations
11:00–12:00	Team-building challenges on site	Leadership and teamwork	Leadership and teamwork
12:00–12:45	Lunch		
12:45–13:05	Walk to St Just Church / familiarity	Environmental observation	Coastal observation
13:05–14:00	Sketching in church gardens	Biodiversity drawing	Landscape sketching
14:00–14:30	Explore historic church	Heritage and place	Heritage and place
14:30–15:30	St Just shoreline investigation	Environmental survey	Coastal detectives activity
15:30–15:50	Walk back to centre		
15:50–16:15	Break		
16:15–17:15	Garden Guardians Project	Planting, harvesting, composting	Habitat creation and wildlife support
17:15–18:00	Free time		
18:00–19:00	Dinner		
19:00–20:00	Yurt storytelling: Cornish myths and	Sense of place	Cornwall and the sea

	maritime legends		
20:00–20:30	Reflection journals	Eco observations	Coastal observations
20:30	Bedtime routine		

Tuesday – Investigate and Lead

Time	Activity	Eco Council Focus	Coastal Crew Focus
07:30–08:15	Breakfast		
08:15–09:00	Pack and tidy rooms	Responsibility	Responsibility
09:00–11:30	Visit to St Mawes with a local guide	Marine conservation	Rock pool Rangers
11:30–12:00	Return to centre		
12:00–12:45	Lunch		
12:45–13:30	Sustainability and Coastline Workshop	School Eco Action Plan	Coastal Protection Plan
13:30–14:00	Group presentations and certificates	Present findings	Present findings
14:00	Depart		

OPTION 2: WEDNESDAY to FRIDAY RESIDENTIAL

Arrive Wednesday (mid-morning) and leave Friday (after breakfast)

Wednesday – DISCOVER

Time	Activity	Eco Council Focus	Coastal Crew Focus
10:30–11:00	Arrival and welcome	Leadership role introduction	Leadership role introduction
11:00–12:00	Team-building activities on site	Team leadership	Team leadership
12:00–12:45	Lunch		
12:45–13:05	Walk to St Just Church	Habitat observation	Coastal observation
13:05–14:00	Observation drawing in church gardens	Biodiversity recording	Landscape sketching
14:00–14:30	Church exploration	Heritage links	Heritage links
14:30–15:30	Shoreline investigation	Human impact survey	Coastal detectives
15:30–15:50	Walk back		
15:50–16:15	Break		
16:15–17:15	Biodiversity Survey around the Roseland Centre	Species identification	Habitat mapping
17:15–18:00	Free time		
18:00–19:00	Dinner		
19:00–20:15	Storytelling in the Yurt	Cornish folklore and nature	Maritime stories and legends
20:15–20:45	Reflection journals	Eco notes and questions	Coastal notes and questions
20:45	Bedtime routine		

Thursday – INVESTIGATE

Time	Activity	Eco Council Focus	Coastal Crew Focus
07:30–08:15	Breakfast		
08:15–09:00	Morning nature watch	Bird survey (computing outdoors)	Weather and sea observations (computing / cloud and weather indicators)
09:00–12:00	Mini-bus trip to St Mawes	Marine conservation study	Rock pool Rangers fieldwork
12:00–12:45	Picnic lunch or return to centre		
12:45–14:00	Marine litter survey	Data collection	Data collection
14:00–14:15	Break		
14:15–15:30	Sustainability Site Audit	Energy, waste, biodiversity audit	Environmental impact study
15:30–16:30	Garden Guardians Project	Practical conservation	Habitat improvement
16:30–17:30	Presentation preparation	Eco Council report	Coastal Crew report
18:00–19:00	Dinner		
19:00–20:30	Roseland Challenge Evening	Team quiz and environmental challenge	Team quiz and environmental challenge
20:30–21:00	Reflection and review		
21:00	Bedtime routine		

Friday – LEAD

Time	Activity	Eco Council Focus	Coastal Crew Focus
07:30–08:15	Breakfast		
08:15–09:00	Pack and tidy rooms	Responsibility	Responsibility
09:00–10:00	Young Guardians Conference	Present Eco Action Plan	Present Coastal Health Report
10:00–10:30	Certificates and celebration	Environmental Ambassador Awards	Environmental Ambassador Awards
10:30	Depart		

Notes: external education experts and environmental specialists can provide support (at an additional cost) to support this delivery.

On the water activities, such as paddleboarding, canoeing and sailing can also be booked via local providers.

The shoreline at St Just Bar (a tidal sandbar along St Just Creek) primarily consists of sand and shingle, backed by mudflats and saltmarshes where the creek meets the Carrick Roads, and surrounded by steep, wooded valley sides. Please check the tides before your trip to the creek!

Suggested End of Stay Presentation Titles

At the end of either residential, pupils could present:

Young Guardians of the Roseland Coast: Our Recommendations for the Future

Example: Slides or paper displays

1: The Title & Our Mission

What to include: The presentation title, names of the team, and a photo of the group at the creek.

2: What We Discovered (Our Evidence)

What to include: 3 bullet points showing what they found (e.g., a photo of a chart of creatures classified, a map of human footprints, or photos of the habitat and children in action).

3: Our Action Plan (The Challenge)

What to include: 3 simple things the rest of the school must do right now to protect local environment, water and nature. Posters, short film / docu-commentary.

Empowering children for action and a curriculum of hope

Instead of focusing on damage and pollution, the titles below shift the narrative toward agency, celebration, restoration, and positive future solutions.

Suggested structured focus to guide the children's presentations:

1. Title: Guardians of the Creek: Celebrating St Just's Unique Setting and Wildlife

The Focus: The diversity of life we found in the shingle and mudflats and surrounding area and how we can help it thrive.

2. Title: The Roseland Eco-Hub: Designing a Greener Future

The Focus: The eco-friendly ideas used at the centre (like solar panels) and how we can transfer these ideas to our school.

3. Title: Professor Penelope's Promise: Young Ambassadors for Clean Water

The Focus: Our active pledge to care for Cornish waterways and celebrate our connection to nature.

3. Title: Small Steps, Big Change: Our Shared Duty to the Earth

The Focus: The hopeful actions our school community can take to be part of a wider and global movement of care.

5. Title: Rewilding Our Hearts: What the Creek Taught Us About Hope

The Focus: How nature bounces back when humans act as kind caretakers, and our vision for a greener tomorrow.

SUPPLEMENTARY IDEAS:

KEY STAGE ONE:

The Mission: Tell the children they are Barnaby's 'Eco Detectives' for the day.

The Goal: Their job is to find the answers to Barnaby's questions to help him protect the creek.

The Tale of Barnaby the Curlew

Barnaby the curlew bird stood on his long, stilt-like legs in the squelchy mud of St Just in Roseland Creek. He shook his beautiful, curved beak. Barnaby looked worried.

'What is the matter?' buzzed Bella the Bee, landing safely on a nearby wildflower.

'Our creek is a magical place,' Barnaby sighed, looking at the sparkly water and the ancient trees surrounding the peaceful church. 'But sometimes, humans forget how to look after it. I need helper detectives to explore the Roseland Centre and this creek. I need children who can use their science eyes, their maths brains, and their kind hearts.'

Bella buzzed with excitement. 'Look! The school Eco Crew is arriving right now!'

Barnaby smiled, lifting his long wings. 'Perfect! Let's see if they can solve my nature riddles and help us keep our home safe and beautiful.'

5 open-ended questions for the Key Stage 1 mission

Curriculum-Linked Eco Questions

1. Science (Living Things & Habitats): How do the different shapes of the birds' beaks help them find food in the creek mud?
2. Religious Education (Caring for the Earth): Why do you think it is important for people to look after beautiful places like the St Just Church and creek?
3. English (Spoken Language & Vocabulary): What interesting describing words can we use to tell someone at school how the creek looks, sounds, and smells?
4. Maths (Measurement & Statistics): How could we count and sort the different types of plants or trees we see around the Roseland Centre?
5. Science (Seasonal Changes): How do you think this creek and the trees change when winter comes compared to how they look today?

LOWER KEY STAGE TWO (Years 3 & 4)

The Mission: Become 'Creek Research Scientists' to unlock Tarka the Otter's secret capsule of nature treasures.

The Goal: To gather local data on soils, water, and rocks, and to understand how humans and nature have shared this peaceful space over time.

The Tale of Tessa the Otter's Hidden Treasure

Tessa the river otter poked his glossy head out of the water of St Just in Roseland Creek. She was watching a group of small humans walk down the slipway and onto the creek.

'What are they doing, Tessa?' whistled Pip, a tiny pipistrelle bat hanging upside down from an old oak tree branch.

'They are exploring,' Tessa whistled back, climbing onto a slippery, mossy rock near the historic churchyard. 'But I am worried. The weather is changing, and the plants and rocks are shifting. I have hidden a secret capsule of nature treasures in the creek mud, but I can only reveal it to children who

understand how this amazing place works. We need researchers who can look deep into the soil, test the water, and measure the land.'

Pip flapped his wings. 'The Eco Crew from School is here! They have sharp eyes and great minds.'

Tessa splashed her tail. 'Excellent! Tell them to answer my five riddles, and the secrets of the creek will be theirs!'

LKS2 Open Questions & Curriculum Links

1. Science (Plants & Soil): How does the damp, muddy soil around the creek help the ancient trees and sub-tropical plants grow so well compared to our school field?
2. Religious Education (Sacred Places): Why do you think people for hundreds of years have chosen this quiet, peaceful creek side to build a church and a community space?
3. English (Composition & Dialogue): If the animals of the creek could talk to the visitors at the interpretive centre, what would they ask them to do or change?
4. Maths (Statistics & Data): How can we collect and present data on the different types of rocks, pebbles, or shells we find on the creek bed?
5. Science (States of Matter): What do you notice happening to the water in the creek at different times of day, and where does it go?

UPPER KEY STAGE 2 (Years 5 & 6)

The Mission: Act as '**Environmental Ambassadors**' responding directly to Professor Penelope's Eco-System Challenge.

The Goal: To analyze human impact on the peninsula, classify complex micro-habitats, and build a persuasive, evidence-based case for protecting Cornish waterways.

The Eco-System Challenge

Professor Penelope, a wise old grey seal, swam up the River Fal and glided silently into the calm, tidal waters of St Just in Roseland Creek. She looked up at the solar panels on the roof of nearby houses and nodded. Humans were starting to think ahead.

However, Penelope knew the ecosystem was fragile. Climate change, plastic pollution, and shifting habitats were putting pressure on her marine and woodland friends.

'We need more than just visitors,' she thought, adjusting her whiskers. 'We need real environmental ambassadors. We need the School Eco Crew. They are old enough to understand complex systems, analyze human impact, and calculate real-world changes.'

She rested on the shoreline as the tide began to ebb, waiting for the students to emerge with their clipboards. 'Show me your scientific arguments, your mathematical mapping, and your global vision, and together we can protect this peninsula.'

UKS2 Open Questions & Curriculum Links

1. Science (Living Things & Classification): How can we use a classification key to accurately identify and group the micro-organisms and invertebrates living in the creek's unique brackish water?

2. Religious Education (Global Stewardship): How does looking after local habitats like St Just Creek connect to the global responsibility of caring for the planet in different world religions?
3. English (Speaking and Listening / writing genres): How can we use our observations today to write a persuasive speech arguing for stricter environmental protection laws for Cornish waterways?
4. Maths (Geometry & Position): How can we use grid references, angles, or maps to track and calculate the human footprint on the pathways around the centre?
5. Science (Evolution & Inheritance): In what ways have the birds and creatures here adapted over time to survive specifically in a tidal mudflat environment?

TEACHER READING:

Emphasising a 'pedagogy of hope' interesting article by Paul Warwick:

Warwick, P., Warwick, A., & Nash, K. (2017) 'Towards a pedagogy of hope', Early Childhood Education and Care for Sustainability, , pp. 28-39. Retrieved from <https://pearl.plymouth.ac.uk/pioe-research/155> or <https://pearl.plymouth.ac.uk/cgi/viewcontent.cgi?article=1154&context=pioe-research>

This references Bloomsbury's Sustainability and Climate Change Curriculum Outdoors (a handbook for teachers) pedagogy and approach.

Find out more here; <https://nationalcurriculumoutdoors.com/>