

We thank the editor for the careful consideration of our revised manuscript and address the remaining issues flagged to us. We detail the changes we have made to the manuscript below:

1. We have edited the start of the discussion in order to better frame the section and the need for additional consideration of theoretical background. This now reads:

*“The results record the participant’s journey as the programme of workshops progressed and they increased their knowledge of climate change and also engaged with wider environmental issues in their locale, along with their own place(s) (with)in their community. A set of themes emerged from our coding of the observations of the sessions and analysis of the creative materials produced. These themes and observations have a suite of implications concerning how to best engage at risk coastal communities who are facing the impacts of climate driven erosion. This includes results that indicate the need for a broader-based climate education, which critically has local context embedded in order to engender an understanding, and action, across intergenerational and community-based dialogues. This section highlights and critically analyses the themes emergent from the results, framing the work within a broader theoretical context.”*

2. In Section 4.1, we have moved content from the introduction and the methodology and reworked this into a set of paragraphs in the discussion where the new model is presented. This ensures that the theoretical framing around the new Climate Praxis Model is evolved within the same section the new model is introduced, ensuring that the theoretical foundations of Freire and the critical considerations are central. This new section (Discussion 4.1) reads:

*“The work, through the series of workshops and engagements, has effectively developed and deployed a methodology that can be best represented as a new climate praxis model, based on Freirean theory (Freire, 1970). As noted above the PAR sessions were grounded in an approach aligned to the theoretical framing of Freire’s critical consciousness and thus an engagement with theories of knowledge co-production, knowledge democracy (Duncan-Andrade and Morrell, 2008; Chapman, 2019; Stern, 2019), and communities of practice (Lave & Wenger, 1991). The new Climate Praxis model emerged from this framing, contributing conceptual advances through integrating rights-based climate education with storytelling as a method of participatory inquiry and intergenerational dialogues. Similarly, the creative methodologies deployed across the workshops serve as tools of knowledge mobilisation and reposition youth as legitimate knowledge producers and policy actors, thus offering a replicable approach to community-led climate resilience. In this way, the new*

*Climate Praxis educational model offers both theoretical and practical advancements in participatory climate education, positioning it as a new conceptual tool for future research and action. Freire (1970: p52) notes that for a praxis to be realised 'the oppressed must confront reality critically, simultaneously objectifying and acting upon that reality' and adds that 'critical and liberating dialogue, which presupposes action, must be carried on with the oppressed at whatever the stage of their struggle for liberation' (p.65)."*

3. An additional paragraph has also been added to the conclusion section detailing the outcomes.

*"The outcomes of the activities demonstrate strong participant engagement, particularly in grappling with the implications of climate change. These findings have important consequences for effective geoscience communication and broader climate change education. We argue that the new Climate Praxis Model offers a valuable template for both. The model proved effective when evolved to the specific context of a disadvantaged, at-risk coastal community. In this setting, knowledge transfer and engagement served as critical first steps. The workshop-based learning process successfully scaffolded participants' understanding, empowering them to take informed, meaningful action."*