

## VICKO'S STORY



Vicko's story indicates how climate change has affected Bude already. As the climate gets hotter we are experiencing more chaotic weather such as fiercer storms, extreme heat, extreme cold, flooding, drought and wild fires. Our unique geography means that we are on the sharp edge of climate change for the UK and will feel it sooner than somewhere like Sheffield or Bristol.

You can read more on our [changing climate, storms, heatwaves, droughts and wildfires, and extreme cold here](#). We have also suggested some links at the end of this toolkit.

## THIS TOOLKIT

This toolkit has been devised to help KS3 pupils think about climate change in relation to their own experiences and locality.

Using Vicko's digital story as a starting point, we hope to encourage discussion and the sharing of memories and experiences around the themes of extreme weather and community resilience.

To delve deeper into these themes we have outlined a series of activities and ideas for you to adapt to your class needs, time availability and teaching method. Whether you dip in for an hour or run with an idea for a whole term, there's scope for interpretation and creativity. It can be cross curricular and incorporate literacy, design, geography and science and gives scope for classroom work and independent research.

## GET THINKING

Before you start it might be helpful to unpick some of these terms through a class discussion as pupils will need to have an understanding of what they mean. Here are some thoughts and ideas you might want to explore to get the ball rolling.

### RESILIENCE

Where have you heard this word before and in what context? What does resilience mean? Can you recall any particular moments of resilience in your own life when you have bounced back from disappointment or some crisis? Can communities like Bude be resilient? How would that work? The Covid pandemic required us all to be resilient in many ways. How were you resilient during this time? On a scale of 0 – 10 how resilient do you think Bude was during the pandemic? What would it take for them to become more resilient? What might be the qualities of resilience?

### EXTREME WEATHER

What does extreme mean? Make a list of all the types of extreme weather you can think of (droughts, wildfires, flooding, storms, heatwaves, storm surges, cyclones, tornados sand storms, blizzards). What distinguishes extreme weather from ordinary weather? Have you ever seen images of extreme weather around the world? How did that make you feel? Has anyone experienced extreme weather first hand and can they share this? What types of extreme weather do you think Bude might experience in the future? Which extreme weather type concerns you the most in your life? Why?

### COMMUNITY

Where have you heard this word before? What does it mean and how does it apply to you? Discuss the school community and how it feels to be part of this? Look at other communities that you belong to (clubs, where they live, community groups, friendship groups etc) How do they differ in what they feel like? What would it be like to live without them? How do you maintain them and make them thrive? Why are they important in our lives and especially for the future? Did you feel the power of a community during lockdown? Discuss what happened in Bude and the idea of Mutual Aid.

## GET SHARING

To help you relate this story to your lives, you might like to use these prompts to share some of your own experiences and reflections.

This could be done in pairs, small groups or as a class. It's a good opportunity to practice your listening skills, taking it in turns to share with each other.

The climate is changing, what does this mean to you?

Is there anything particular that makes you feel proud to live here?

How do you think Bude will cope if it experiences more weather extremes such as flooding?

What's the most extreme weather you've experienced locally? How did that feel?

Can you remember a time when the community pulled together in a crisis? Did you play a part in this?

Do you think this area experiences weather differently to other places? How? Why?

Do you think Bude is a strong community? Why?

Have you been involved with any local groups that make a positive difference? How did this make you feel?

Has anyone or anything encouraged you to get involved in a community project?

What's the most extreme weather you've experienced locally? Did you respond in any way?

What areas locally are important to protect? Why? How?

What's the worst storm you've seen in Bude? Did it do any damage?

Have you ever seen images of extreme weather in places around the world? How did that make you feel?

What's the most extreme weather you have experienced? What happened?

How do you feel when a big storm hits Bude?

Who do you think is affected the most by extreme weather such as heatwaves or storms?

# COMMUNITY MANIFESTOS

Exploring what makes a strong, resilient community and creating a manifesto or display

(Split the class into groups and give each group a bundle of post it notes.)

Write some advice for what you think makes a strong, resilient community. Remember there is no right or wrong answers. Stick all the post it notes on a wall and gather around as a class to discuss what you've come up with.



- What are the main themes?
- Is there anything surprising here?
- Why are these things important?
- Are these things happening already in your community?
- What needs to happen to fulfil these?
- Where is your role in making these happen? And what support would you need?
- Is there anything else you can add?

In your groups decide on the pieces of advice you feel are most important. You might like to vote on these.

Discuss the best way to display these and make them attention grabbing. Design and create your community manifesto. Think about design, fonts, colours and size. Here are a few examples of interesting manifestos to help you design your own.

**Tate Guerrilla girls**  
**Children's Parliament Scotland The Children's Manifesto**  
**Fashion Revolution Manifesto**  
**Sister Corita Kent Ten Rules for Students and Teachers**

Another option to share your advice would be to each create a personal **BADGE** to wear that states one aspect of your community manifesto.

Wear them as a group and take images of you all becoming a manifesto and share on your social media platforms.

Or make giant badges illustrating your manifesto and place them around the school to attract attention and create discussion spots where students can stop and engage in dialogue with the makers.

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## PULLING TOGETHER

Creating a newspaper article that explores personal experiences and community stories of extreme weather.

### JOURNALIST INTERVIEWS

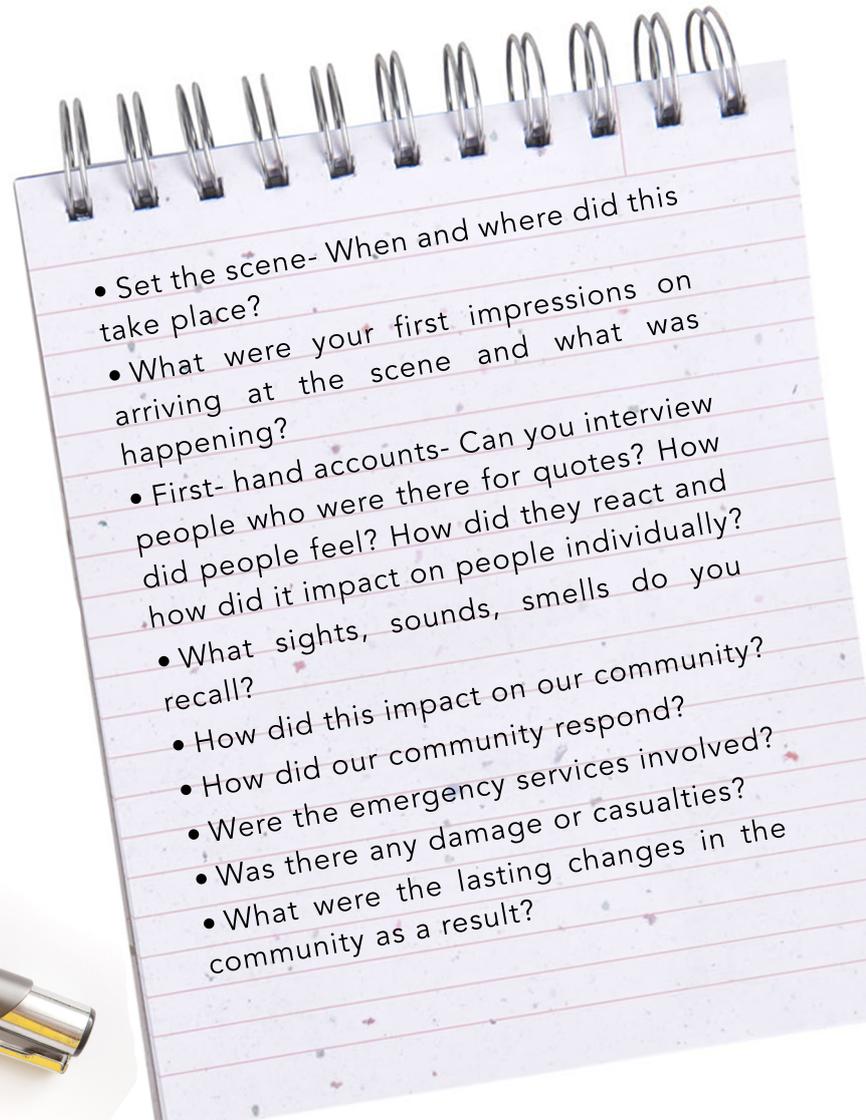
Ask family members for their reflections and experiences of extreme weather (for example a bad storm, flooding or a heatwave)? Write some questions beforehand to help you get as much detail as possible. These can be recorded as interviews on your phones or notes to help you remember.

**DESIGN** a newspaper layout and write a headline at the top to describe how your community has responded to an extreme weather event, for example "Local couple make their way to wedding in lifeboat due to severe flooding."

**IMAGINE** you're a journalist reporting from the scene of an extreme weather event around Bude. Use the information you have gathered through your journalist tasks to help you and use your imagination too. Think about these prompts to help you in your writing.

### JOURNALIST RESEARCH

Do some research into past extreme weather events in and around Bude. Choose a particular event and build up a picture of what happened. Gather as much information as you can. The [Bude and Beyond](#) website has a great local history section.



## SEA STORIES

Being by the sea influences many aspects of community life around Bude.

Create a postcard that shares a memory of a time the sea changed your day. Draw a picture to illustrate what happened on the front and write your memories on the back.

## DIVE DEEPER

**BBC Bitesize on EXTREME WEATHER IN THE UK**

**Greenpeace on HOW CLIMATE CHANGE IS AFFECTING OUR WEATHER**

**Cornwall Live on HOW COASTAL EROSION IS AFFECTING BUDE**

## YOUR FEEDBACK MATTERS

To help us evaluate and learn, we need and appreciate your feedback (it'll only take 2 minutes!).

Please follow the links below

[Pupils](#)

[Teachers](#)

This resource was created by **Storylines** in collaboration with the **Bude Climate Partnership**.

