

SIMONS'S STORY



Whether it's your house that floods or not, flood events can create havoc for the local community, rupturing its services and amenities and sometimes destroying livelihoods. So it is really important that we understand the risks and what we can do to reduce them as a community.

Bude has developed over 200 years in an era of very stable sea levels. Before this, the landscape was dominated by salt marshes, which have left us with many waterways weaving their way through our landscape. This brings both benefits and challenges to our community, including an increased risk of flooding. As the climate continues to change, we are becoming more vulnerable to flood events. This is due to a number of factors including rising sea levels and more frequent extreme storm events with intense rainfall, such as the one that caused serious damage in Boscastle and Crackington Haven in 2004.

You can read more about [rising sea-levels](#), [storm surges](#), [fluvial floods](#), [surface water floods](#) and [flood defences](#) relevant to Bude here.

THIS TOOLKIT

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

Using Simon'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**, **biodiversity**, **ecosystems** and **flooding**.

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, art, 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.

ECOSYSTEMS

Where have you heard this word and in what context? What does it mean? An ecosystem is an area of nature with animals, insects and plants that each rely on having the correct food and environment. What ecosystems can you think of in Bude? In Bude we have a diverse range, including our dunes, rockpools, ancient oak woodland, river, canal, salt marshes and seashore. What elements are in an ecosystem? An ecosystem also includes non-living things, such as rocks, and the environment, such as temperature, altitude, weather. How are ecosystems like human communities? Each ecosystem has a range of living things in it and needs a favourable set of conditions to thrive. What are the ecosystems in your life? Describe them and how they help you to thrive? What do you need for these personal ecosystems to flourish and survive? What events or happenings could challenge your ecosystems?

BIODIVERSE

Where might you have heard this word before and in what context? The number of different species contained in the ecosystem denotes its biodiversity. The more biodiverse an ecosystem is, the more capable it is of maintaining balance, as diversity leads to resilience. How might this relate to Bude? What areas locally can you think of that are biodiverse? What areas are lacking biodiversity? How diverse is your class and in what ways? Choose a plant or animal from the natural world that best describes you or which you identify with and then see how diverse your class becomes.

HABITAT

Where have you heard this word before and in what context? What does it mean? A habitat is a place that an animal/plant lives, providing everything it needs to survive (such as food, water, shelter, light, air). There are many different sorts of habitats around the world. Make a list of as many habitats as you can think of. Do you have a favourite? Describe your personal habitat and what you love about it. What changes would you want to make? Can you think of any threats that could occur and how would you safeguard your habitat?

SOIL

What images does this word conjure up? Why is soil important? What do you think soil is made up of? It is a complex ecosystem in its own right.

CITIZEN SCIENTIST

Have you ever heard this phrase before and in what context? What does it mean? Explain the 2 words, as they are very different. If you were asked to become a citizen scientist, which field of investigation would you be drawn to? How important do you think these people are and what are their roles?

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.

Is there anything in nature that particularly interests you?

Have you ever seen a 'storm surge'?

- What did this look like?
- What happened?

Have you ever heard stories about local flooding?

Can you share these?

Have you ever felt the desire to measure something like Simon does?

What? How?

Do you ever visit any of the rivers around Bude?

What do you do or see here?

Have you got any memories of a time when you played with soil?

Can you share them?

Have you ever grown anything?

Share your experiences?

What do you think is the most biodiverse area locally?

- What can you find here?

What defences are there to protect us from flooding in Bude? How well do you think these work?

Think of the rivers in Bude and choose 3 words to describe them.

Have you noticed the coastline changing?

How?

If your home was flooded, what would you save?

How do you imagine a flood would smell, sound and feel?

What do you think of when you think about sea level rise?

How does this make you feel?

Can you remember getting very excited about anything you have seen or found in nature?

- Reflecting on the photos of Bude when it flooded, how do these make you feel?
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BEFORE AND AFTER

An opportunity to reflect on changes to the local landscape.



EXPLORE past photos of Bude and compare these to today. The **Bude and Beyond** website has a good selection of archive photos.

What different habitats can you see?

What are the glaring changes to these local habitats?

What are the more subtle changes?

What has been lost and what has been gained?

What have been the main disruptors to the habitats?

Have the habitats been improved in any way?

What might a postcard of these areas look like in another 30 years?

What would you hope to see?

What are you willing to do to protect these areas?



This may also prompt some gathering of personal memories or reflections from family members or community elders about familiar habitats around Bude e.g. canal, woodlands. *What changes have they seen and what losses and gains have occurred in their lifetimes?*

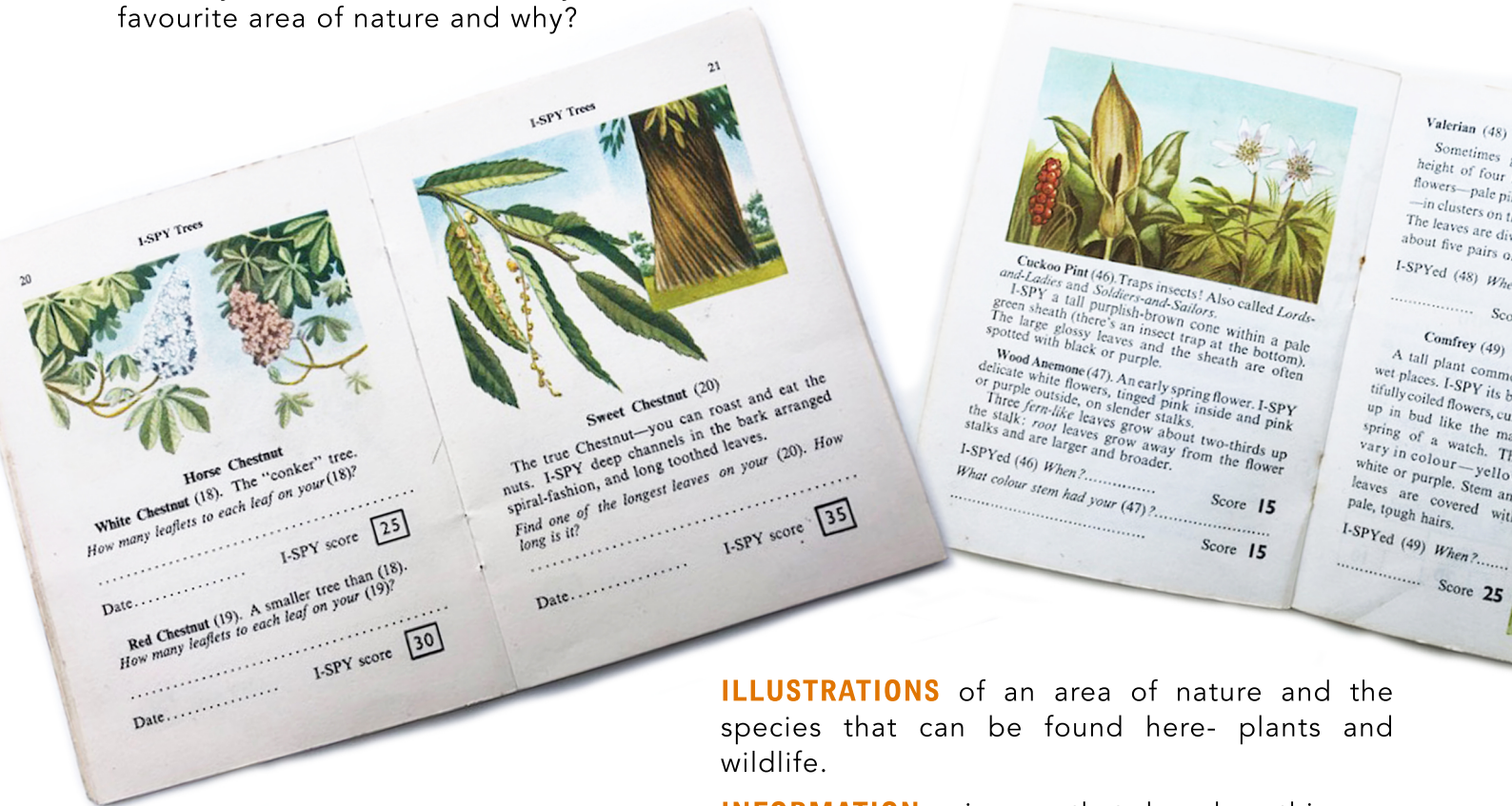
I SPY NATURE

Childrens guides to help inform, protect and celebrate local areas of nature.

Identify the different areas of nature in Bude (canal, salt marshes, woodland, cliffs, shoreline, river, rock pools etc) What do they comprise of? Do you think other towns have so many different areas of nature on their doorstep? (This is quite unique to Bude). How does this make you feel? Which is your favourite area of nature and why?

TASK

Choose a local area of nature that you love or have spent lots of time in. Research and explore this area further to help you produce an I SPY book. Your aim is to raise awareness of this area and help both locals and visitors appreciate what's there and understand how to protect it. Below are some ideas of things you might like to include, some may require research-



I SPY BOOKS are a series of over 40 small spotters' guides written for children. They were particularly successful in the 1950s and 1960s and have sold millions worldwide. Each I SPY book covers a different theme, such as I-SPY Dogs, I-SPY in the Country, I-SPY Road Transport. Children get points for spotting the objects listed and record events to get points. Children who participated in the game were known as The I-SPY Tribe. By 1953 the I-SPY Tribe had half a million members.

ILLUSTRATIONS of an area of nature and the species that can be found here- plants and wildlife.

INFORMATION or images that share how this area changes through the seasons. What species can be seen when? When's the best time of year to visit? Why?

An **IDENTIFICATION GAME** that earns points for spotting different species.

A **MAP** to show where this area of nature is in relation to Bude.

TIPS on how to interact with this area of nature to maximise enjoyment and limit any damage.

SMALL QUOTES from locals about sightings and their personal reflections.

LINKS to local conservation groups active in protecting this area.

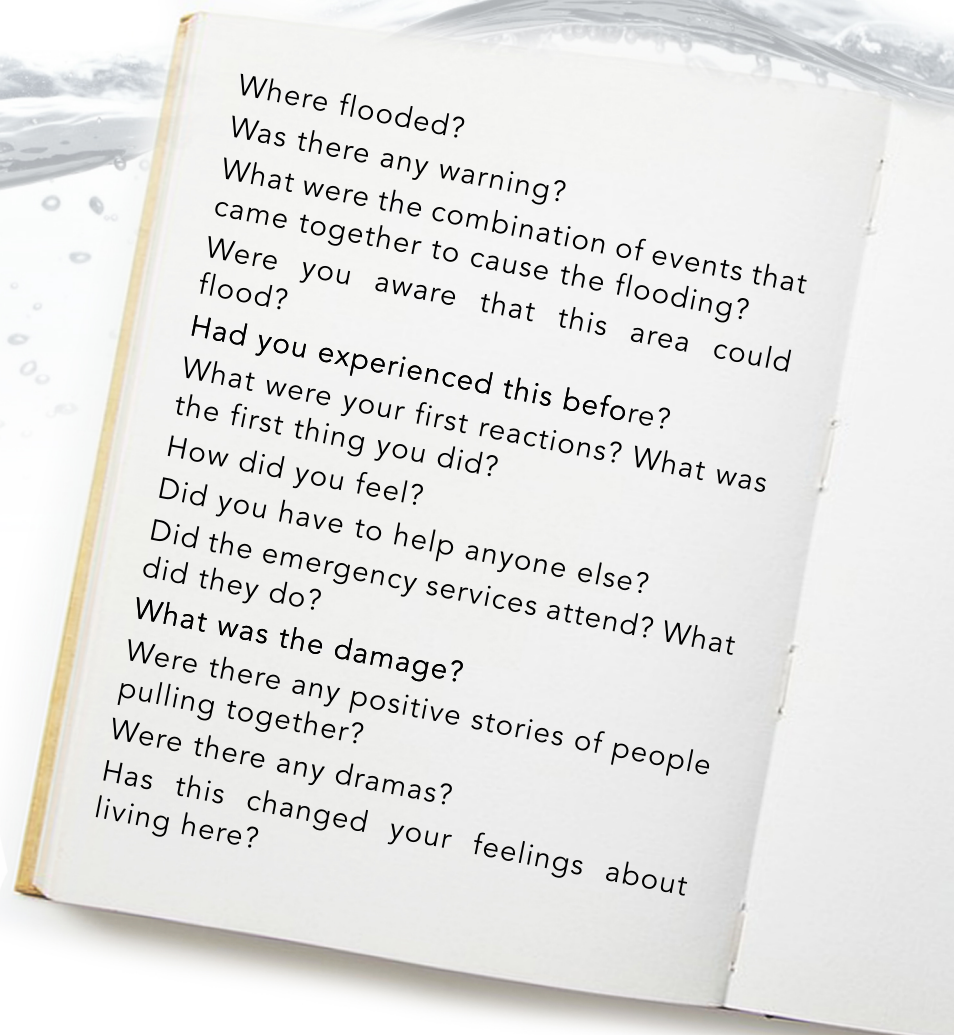
A section on what this area of nature does to protect us from **FLOODING** and the link between helping ecosystems and limiting flood risk.

FLOODING STORIES

Imagined stories about flooding in Bude.

CLASS DISCUSSION What are the different types of flooding? What makes Bude vulnerable to flooding? What might amplify the effects of flooding or protect us from it?

TASK Imagine another bad flood hits your community. Perhaps your home was also flooded. Write a letter or email to a friend to tell them about what you've experienced. This could be informed by research into past floods or stories from family members who have experienced flooding.



- Where flooded?
- Was there any warning?
- What were the combination of events that came together to cause the flooding?
- Were you aware that this area could flood?
- Had you experienced this before?
- What were your first reactions? What was the first thing you did?
- How did you feel?
- Did you have to help anyone else?
- Did the emergency services attend? What did they do?
- What was the damage?
- Were there any positive stories of people pulling together?
- Were there any dramas?
- Has this changed your feelings about living here?



SOIL RAP

Research into the role of soil and creation of a rap to share this.

CLASS DISCUSSION What are the first things that spring to mind when you think of soil? Choose 3 words to describe it... don't overthink! What does soil do?

Do some **RESEARCH** to find out more information on what soil does. Come back and share this with each other. Was there anything that surprised you? Has this changed what you initially thought about soil? Now choose 3 new words to describe what you think of soil.

Split into mixed ability groups (with one confident performer in each group) and work together to **WRITE A RAP** about soil.

You might like to **WATCH Fantastic Fungi** (Netflix- advisory warning - includes story about magic mushrooms)

SHARE your raps with the class. You might like to add actions, back beats, or costumes!

Things you might like to include...

What does it look, smell and feel like?

What is the structure of soil?

What lives here?

What grows here?

What are the relationships between all the things that live here?

What functions does it perform for plants, animals and humans?

Check out Mycorrhizae and microorganisms. Have you heard these words before? How important are these things for life?

What are the benefits of soil?

How do we look after it?

What destroys it?

What is the link between flooding and soil?

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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](#).

DIVE DEEPER

[BBC Bitesize on RIVERS AND FLOODING and RIVER FLOODING VIDEO](#)

[The Met Office on STORM SURGES Cornwall Live on HOW COASTAL EROSION IS AFFECTING BUDE](#)

