



Flood Stories

Immersive Storytelling for
Education & Action

Help Callum and Help Sali 360 Videos:

Teaching and Learning Resources



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Additionally, we thank the young people from the National Children's Bureau who took part in workshops to help us discover what young people want to know about flooding.

Alison and Katie

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Please consider the environment and avoid printing this whole resource pack if possible. The lesson plan tables can be printed separately for use when teaching.



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Preface

The national Flood and Coastal Erosion Risk Management Strategy for England has the long term vision of a nation ready for, and resilient to, flooding and coastal change - today, tomorrow and to the year 2100. The strategy is clear that we all need to take action now so that we are ready for what the future will bring.

Children and young people need to be part of the conversation about the impacts of climate change. They need knowledge about the future and time to consider what action they need to take to be climate resilient. We also need to inspire and encourage young people to develop their careers in flood and coastal erosion risk management.

The materials created by Hull and Lancaster Universities, in partnership with the Environment Agency, bring children's real experiences of flooding into the classroom. They provide the foundation to learn and discuss the complex challenges of managing floods and climate impacts.

Julie Foley, Director of Strategy and National Adaptation at the Environment Agency

Background to the Flood Story videos

The stories at the heart of these videos emerged during an [ESRC funded research project](#) led by a team from Lancaster University. The researchers worked with groups of children and young people in England affected by the severe winter floods of 2013-14. The project aims were to: understand children's experiences of flooding; discover how children can be best supported in a flood; and influence emergency planners to better meet the needs and build the resilience of children.

The project was based around a series of creative research workshops involving drama games, walks around the area that had flooded, photography and 3D model-making. During these activities, the children and young people talked about their experiences and some also volunteered to be interviewed individually.

The researchers brought back data from these workshops to show the children and young people and invited them to review what it revealed about their own experiences and priorities. They then worked together to devise 'flood manifestos', outlining what they felt needed to change - at family, local and national level.



Finally, the children and young people held events for decision makers, inviting the audience to walk in their shoes and experience flooding from their perspective. They gave out copies of their manifestos and asked the audience to make pledges of action in response. These pledges have led to [changes](#) in the way that emergency planners, councils and insurers work with families and children.

Help Callum and Help Sali are based on the stories of some of the young people involved in this research project. While not their real names, the experiences described are real and the things 'Callum' and 'Sali' say in the videos are based on real quotations.

Children, Young People and Flooding: Recovery and Resilience
www.lancaster.ac.uk/floodrecovery

Using 360 videos

What is a 360 video?

360 video allows you as the viewer to take in a whole 360-degree view of a scene that is being played in front of you. In this way, you become 'immersed' into the scene.



How can I watch a 360 video?

The best way to watch a 360 video is with a virtual reality headset. If you don't have access to a professional headset, there are alternative ways to take part in the 360 experience via YouTube using:

- A cardboard headset and slotting in your mobile phone.
- A mobile phone or tablet without a headset (note you need to view via the YouTube app, rather than a web browser). Simply point the phone in the direction you want to explore to move around the scene.
- A PC/laptop. Use your mouse to scroll around the scene. You can hook the video up to a whiteboard to do this as a class.

Whatever method you use, encourage your students to fully explore the video by looking up, down and around each scene. If the activity is led by the teacher, it can be used as a way to create further discussion by focusing on different details within the scene and thinking about what issues or questions these may raise.

360 Lab: If you would like to find out more about 360 videos, take a look at our 360 Lab at the University of Hull and discover how the Lab uses 360 videos and 3D models to bring the outside directly to you.

[Immersive Environmental Experiences | The 360 Lab \(hull.ac.uk\)](https://www.hull.ac.uk)

Virtual Reality (VR): Here is a great animation to explore more about VR and find out about careers in technology.

[Animated lessons - TechSheCan](#)

Using the lesson plans

These lessons have been designed as a sequence of three aimed at students in Key Stages 3 or 4, exploring young people's experiences of flooding and their engagement in action for change. The materials move from analysing the impacts of flooding on families and communities to planning local activity on flood resilience.

The lesson plans feature a learning tool called 'SPHERE', devised by staff at The Winston Churchill School, which invites students to explore a particular issue from a range of different perspectives: Social, Political, Health, Environmental, Respect and Economic.

Obviously, you will want to adapt these lessons to your wider scheme of work, your lesson timings and the needs and interests of your students but we strongly advise completing the three lessons in sequence in order to gain the most from the materials and engage the students more actively in the topic. Lesson 3 lays the ground for further activity - a possible class project - which will develop in different ways, depending on the actions chosen by the class.

Links to the Help Callum and Help Sali 360 videos are included in the lesson plans and PowerPoint slides but you can also view here:

- [Help Callum](#)
- [Help Sali](#)

Extended learning video packs

In addition to these lesson plans and related resources, we have worked with young people at the National Children's Bureau to create two extended learning video packs to accompany the Help Callum and Help Sali videos. These include 'learning points' tagged to each scene where students can find out more information through image, text and video links. These additional materials can be used for homework activities or as the basis for follow-up lessons.

- [Help Callum and Help Sali extended learning video packs](#)



Curriculum links

Citizenship

Key Stage 3

Using and applying knowledge and understanding whilst developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action.

Learning about the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities.

Key Stage 4

Experiencing and evaluating different ways that citizens can act together to solve problems and contribute to society.

Learning about parliamentary democracy, including the power of government and the role of citizens and Parliament in holding those in power to account.

Learning about the different ways in which a citizen can contribute to the improvement of his or her community.

English

Key Stage 3

Learning how to speak confidently and effectively through expressing their own ideas and participating in structured discussions, summarising and/or building on what has been said.

Learning how to write accurately, fluently and effectively through: writing for a wide range of purposes and audiences; summarising and organising material, and supporting ideas and arguments with any necessary factual detail.

Key Stage 4

Learning how to speak confidently, audibly and effectively, including through:

- working effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines

- listening to and building on the contributions of others
- planning for different purposes and audiences
- listening and responding in a variety of different contexts and evaluating content, viewpoints, evidence and aspects of presentation

Geography

Key Stage 3

Understanding the key processes in physical geography relating to weather and climate, hydrology and coasts.

Understanding how human and physical processes interact to influence and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.

Key Stage 4

AQA

Section A Weather hazards: How extreme weather events in the UK have impacts on human activity, including social, economic and environmental impacts and how management strategies can reduce risk; **Climate change:** Managing climate change involves both mitigation and adaptation; **Section C River landscapes in the UK:** Different management strategies can be used to protect river landscapes from the effects of flooding.

Edexcel A

7a Investigating physical environments - rivers/coastal landscapes;
Geographical investigations: 8.4 the UK's climate change challenges

Edexcel B

Hazardous Earth: 1.3 Global climate is now changing as a result of human activity, and there is uncertainty about future climates; **River processes and pressures:** 4.8 Some rivers are more prone to flood than others and there is a variety of river management options.

Eduqas A

Drainage basins of the UK: 1.3.3 What are the current and future management approaches to the problem of flooding in the UK?; **Weather patterns and process:** 5.2.1 What are the causes and consequences of, and responses to, two weather hazards?

Eduqas B

Shaping the landscape - rivers and river management: 2.2.2 Why do rivers flood and what are the consequences of flooding? 2.2.4 Why is river flood management often controversial? Climate change - cause and effect: 2.4.3 What are the consequences of climate change? 2.4.5 What role can individuals and government in the UK play in reducing the risk of climate change?

Physical Health and Mental Wellbeing - Secondary Guidance

Learning about the relationship between good physical health and good mental wellbeing. Learning about problems and challenges and knowing how to judge when they, or someone they know, needs support and where they can seek help if they have concerns.

Pupils should know:

- how to talk about their emotions accurately and sensitively, using appropriate vocabulary
- how to recognise the early signs of mental wellbeing concerns
- the benefits of community participation on mental wellbeing and happiness

Other links

Sustainable Development Goals - https://sdgs.un.org/#goal_section

The 17 **SDGs** are a call for world action on peace and prosperity for people and the planet, now and into the future. These lessons help to explore the following global goals:



Gatsby Benchmarks - <https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

The **Gatsby Benchmarks** set out best practice for schools' career work. This lesson sequence can help your school to reach the following benchmarks:

2 - learning from careers and labour market information

4 - linking curriculum learning to careers

Essential Skills - <https://www.skillsbuilder.org>

These lessons build the following skills identified by the **Skills Builder Partnership**:

- **Listening** - receiving, retaining and processing information and ideas
- **Speaking** - the oral transmission of information or ideas
- **Problem solving** - the ability to find a solution to a situation or challenge
- **Creativity** - the use of imagination and the generation of new ideas
- **Staying positive** - the ability to use tactics and strategies to overcome setbacks and achieve goals
- **Aiming high** - the ability to set clear, tangible goals and devise a robust route to achieving them
- **Leadership** - supporting, encouraging and developing others to achieve a shared goal
- **Teamwork** - working cooperatively with others towards achieving a shared goal

Lesson 1 - Help Callum

Topic:
Flooding

Duration: 50 minutes

Key Stage: 3/4

Aims:

- To explore some of the effects of flooding on young people's everyday lives
- To identify what young people and their families/schools can do to be better prepared for flooding

Learning outcomes:

- Students will understand some of the social impacts of flooding, including the lengthy recovery process
- Students can begin to identify actions they and their family/community can take to be better prepared for flooding

Time	Teacher Activity	Student Activity	Resources
2 mins	Introduce the topic, aims and learning outcomes	Listening	PowerPoint slides 1-4
5 mins	Put students into pairs to discuss: How do you imagine flooding affects young people's everyday lives? Encourage student to use the SPHERE dimensions to prompt thinking about the issue from different angles Write responses on the board	Buzz activity in pairs Feedback as a class	PowerPoint slides 5-6 and whiteboard
10 mins	Introduce the Help Callum video and watch through	360 storytelling immersion	PowerPoint slides 7-8 https://www.youtube.com/watch?v=4gp00cQV1fw



10 mins	Put students into 5 groups to discuss a scene each and make notes on: What help does Callum need at this point? Support groups during discussion	Group discussion and note-taking	PowerPoint slide 9 and Discussion Prompts for groups
10 mins	List key ideas from each group on the board	Feedback to class	Whiteboard
10 mins	Reflect with the students on the key issues that have emerged during the lesson and ask them to think in groups about what as they see the priority issues Note suggestions on whiteboard	In groups, students identify one thing that needs to change in order for families and communities to be better prepared for flooding Feedback	PowerPoint slide 10 and whiteboard
3 mins	Plenary - wrap up lesson by summarising learning and introducing how next time we will focus on translating ideas for change into action	Students encouraged to keep thinking and talking about what they learned today, including with their friends and families	Possible homework/follow-up - Help Callum video extended learning pack: https://360lab.hull.ac.uk/project/flood-stories

Lesson 2 - Help Sali

Topic: Flooding

Duration: 50 minutes

Key Stage: 3/4

Aims:

- To further explore the impacts of flooding on young people and families
- Learn how young people have taken action on flood risk
- To explore how action can be taken at different levels - from individual to national policy level

Learning outcomes:

- Students can explain more of the impacts of flooding on people's lives
- Students will understand the concept and purpose of a manifesto
- Students will be able to identify some priorities for action in flood risk management

Time	Teacher Activity	Student Activity	Resources
2 mins	Introduce the topic, aims and learning outcomes	Listening	PowerPoint slides 1-4
20 mins	Introduce the Help Sali video and watch through, stopping after each scene to discuss briefly what is happening and what would help Sali at each stage of her story	360 storytelling immersion and class discussion	PowerPoint slide 5 https://www.youtube.com/watch?v=DKwHtupXS0Y
25 mins	Introduce Sali's experience in Parliament, the Flood Manifestos and Callum's + Sali's ideas for action at family, local community and national government (policy) level	In groups, students look at Manifestos and identify which items are about action for: <ul style="list-style-type: none"> • individuals + families 	PowerPoint slide 6 Young People's Flood Manifesto: http://wp.lancs.ac.uk/cyp-floodrecovery/files/2016/05/Young-Peoples-Flood-Manifesto-FINAL.pdf

	<p>Set up group activity and support groups during discussion</p> <p>Note feedback on whiteboard</p>	<ul style="list-style-type: none"> • local community • decision-makers <p>Students then decide which action they think is the most important at each level and discuss why.</p> <p>Feed back in class discussion</p>	<p>Whiteboard</p>
3 mins	<p>Plenary - wrap up lesson by summarising learning and introducing next lesson which focuses on how the students can get involved in local action themselves on flooding and flood risk</p>	<p>Students encouraged to keep thinking and talking about what they learned today, including with their friends and families</p>	<p>PowerPoint slide 7</p> <p>Possible homework/further follow-up - Help Sali extended learning video pack: https://360lab.hull.ac.uk/project/flood-stories/</p>

Lesson 3 - Taking Action

Topic: Flooding

Duration: 50 minutes

Key Stage: 3/4

Aims:

- To explore who is involved in action on flood risk and how
- To identify a main priority for managing flood risk and start planning action

Learning outcomes:

- Students can explain who are some of the stakeholders in managing flood risk
- Students will be able to start planning action on flood risk, in response to their chosen priority

Time	Teacher Activity	Student Activity	Resources
2 mins	Introduce the topic, aims and learning outcomes	Listening	PowerPoint slides 1-4
10 mins	Remind students about Flood Manifestos Ask students: who is involved in managing flooding and flood risk at family, local community and national level? Facilitate class discussion, listing ideas on the board	Identify: 1. who is involved? 2. what actions could these various people take? Join in class discussion	PowerPoint slides 5-6 Whiteboard
20 mins	Show list of actions the class identified in the last lesson, based on the Young People's Flood Manifestos Are there any actions they want to add to these priorities already identified?	In groups, students rank the actions in priority order Feed back and eventually agree on one action for the class (by vote, if necessary)	PowerPoint slides 6-7 Cards for the ranking exercise, if using Whiteboard



	<p>Introduce the idea of the class taking action on their main chosen priority</p> <p>Discuss how different priorities will require different kinds of action and involve different people/organisations (as noted in previous activity)</p>		
15 mins	<p>Introduce group activity and support groups during discussion</p>	<p>In groups, students work on their chosen priority</p> <p>Feedback on progress to class and plan for further action</p>	<p>PowerPoint slide 8</p> <p>Discussion Prompts on action planning</p>
3 mins	<p>Plenary - wrap up lesson by summarising what has been achieved so far and plans for next time</p>	<p>Students encouraged to explore/research further in relation to their identified action</p>	<p>PowerPoint slide 9</p>

Extended learning opportunities

While exploring the Help Callum and Help Sali 360 videos and lessons, there may be questions or topics you and your students would like to explore in more detail. To help you do this we have identified some further resources below.

Flood Snakes & Ladders

Our team developed this **interactive game**, using more stories from flood-affected children we worked with. The game takes participants on a flood journey from a child's perspective, using real data to explore what it is like to both experience and recover from flooding. Suitable for ages 10+.

Landscapes to Lifescapes

Our team, together with staff from the Environment Agency, put together this **digital exhibition** which explores how flooding affects us. Topics include:

- What are the causes of flooding?
- How does flooding change people's lives?
- How does flooding change landscapes?
- How does flooding affect children?
- How can we build a resilient future?

The resources involve a mix of games, videos and text.

Beat the Flood Challenge

Practical Action invite you to take part in the **Beat the Flood challenge** by providing lesson plans and materials for 8-14 year olds, allowing students to consider the global impacts of flooding caused by climate change.

Beat the Flood video

Practical Action also have a number of other resources:

- **Upd8 Flood Alert Challenge**
- **Floating Garden Challenge**
- **Upd8 Monsoon Proof Roof**
- **Who's Most at Risk?**
- **Wild Weather**

Practical Action's international examples of flooding:

- [Practical Action Flooding Videos](#)
- [Flooding in Bangladesh](#)

[Living in a World of Water](#)

Actionaid explore the real-life experience of what it's like living in a world of water through the eyes of **four remarkable children**.

[Lifeboats Education Resources](#)

The RNLI have created educational resources that teach young people **how to be safe near and in the water**.

[Secondary Resources about Water](#)

Anglian Water has developed resources to support **learning about water** in schools and communities. These are aimed at secondary school pupils and include:

- Water recycling processes
- Understanding climate change
- Growing for the future
- School water audit
- Make rain happy - including an introduction to SuDS (Sustainable Drainage Solutions)

[Flood Aware Schools Pack](#)

Northamptonshire County Council in partnership with Defra have produced a **Flood Aware Schools Pack**. It has been developed for use by teachers in primary schools (Year 5) with the purpose to inform, educate and empower children and build their understanding and awareness of flooding.

[Coping with Feelings and Emotions](#)

We are aware that discussing flooding or climate change can evoke a range of emotions. Newsround have produced some great **guidance for young people on what to do if the news upsets you**.

[Advice if you're upset by the news - CBBC Newsround](#)



Commonly asked questions

What is flooding?

Flooding is the most frequent type of natural disaster that occurs globally. It can cause widespread devastation to property, roads and life. Between 1998 and 2017, flooding affected more than two billion people worldwide.

What causes flooding?

Flooding happens when heavy rain fall happens very quickly, or when there is a rapid snow melt or a storm surge from the sea.

What has climate change got to do with flooding?

Climate change means that the pattern in the usual temperature of the weather has seen a long-term change. The temperature of the earth is getting warmer due to the increase in CO₂ particles. These particles are holding onto the sun's energy and so the atmosphere is warming up.



The warmer air means that it will hold more water vapour - in fact, 7% more for every 1 degree rise in temperature. More water vapour means heavier rainfall over a shorter period or rainfall that lasts over several days.

Alongside this, our sea levels are rising and when we are seeing peak temperatures in weather, drought is occurring. Drought makes the soil hard. This causes problems with rain not being able to soak into the ground.



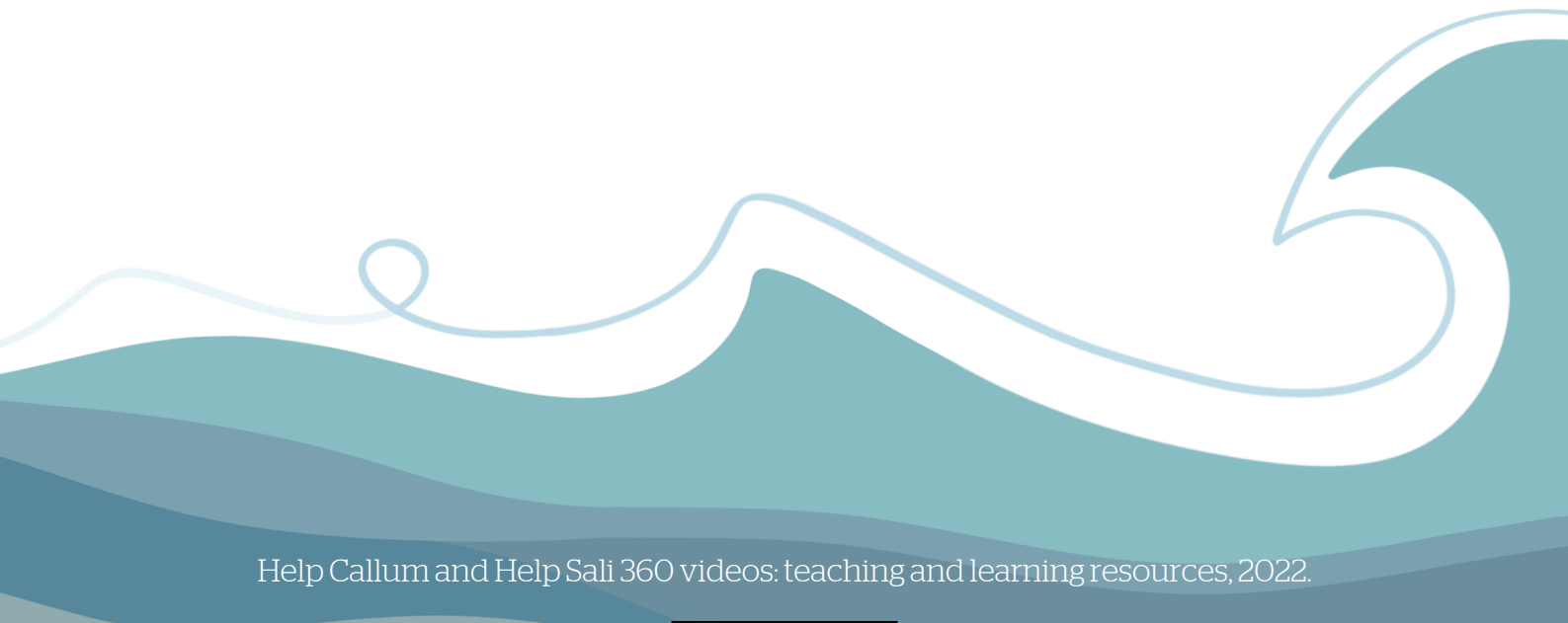
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