

# Community resilience and social studies

This document aims to show teachers ways to integrate resilience into CfE through social studies.

## Effects of climate change – Geography and Modern Studies

It is crucial that our children and young people are able to cope with Scotland's changing climate. Communities across Scotland are becoming increasingly affected by extreme weather events and flooding which can block roads, destroy homes and lead to loss of power for thousands of people. We need to be prepared and not rely overly on the emergency services as they will be supporting the most vulnerable in our communities if they can get through at all.

Community resilience is about communities and individuals using their collective resources and skills to help themselves prepare for, respond to and recover from emergencies. You may find yourself having to cope alone with your family and neighbours for some time. In these situations, actions taken by individuals and communities can make a real difference.



## Course Content – BGE, National and Higher Qualifications SOC 3-08a, SOC 4-10a, SOC 3-12a, SOC 4-12a, SOC 4-12b

### Weather

- Use the stop disasters flood game [<http://www.stopdisastersgame.org>] to identify flood defences and consequences of flooding
- Collect and record weather data
- Explain a weather system in the local area e.g. depressions

### Climate Change

- Discuss what climate change and global warming are
- Discover the effects of climate change on a weather pattern and analyse how these threats impact the way of life
- Identify the causes, impacts and solution to global warming
- Consider the impacts and possible outcomes of climate change on a chosen region using a range of research techniques
- Discover locally what is being done to combat the impact of climate change by examining the causes of flood risks in the local area
- Explain strategies that can be used to slow or reverse the impact of climate change

### Hydrosphere

- By collaborating with emergency planners, civil contingency and flood management officers gain a unique insight into the local area by accessing local data that could include rising sea levels, increase of rainfall over the last 80 years and information about sustainable drainage systems (SuDS) and the extent the land in the local area is used along with information about interesting features of the local environment like flood protection schemes
- Using local examples, explore the factors that influence hydrographs

### Skills gained when using community resilience as a context:

- Describe the physical processes of a natural disaster and evaluate the impact on the people and the landscape
- Play a part in caring for the environment and encourage others to do this too, make this a class focus
- Collect, record and process weather data
- Explore and discover interesting features of the local environment like flood protection schemes and be able to place on a map
- Exciting context for discussions around land use and the community
- Use numeracy and ICT skills to interpret at least two sources of data from maps and geographical information systems
- Compare and contrast the local area with somewhere else – how do they cope with



Building a model of a sustainable urban drainage pond. Photo courtesy of Abertay University

Community resilience as a context for learning in social studies

flooding and other resilience issues?

## Approaches that link community resilience and social studies

- **Developing the Young Workforce Agenda** – [<http://bit.ly/DvYngWrkfrc>] meaningful engagement with resilience professionals from the local authority can provide opportunities for employers to bring real life context into the classroom
- **Global citizenship** – [<http://bit.ly/GlobalCit>] this area of the curriculum connects with community resilience through climate change and the impact of rising sea levels on different communities in Scotland. It provides a context for comparing and contrasting Scotland's response to climate change with that of other countries.
- **Learning for Sustainability (LfS)** – [<http://bit.ly/lfsonline>] is an approach to learning, life and work that focuses on engaging learners in real world issues to build a more sustainable and equitable society. Examples include:

Preparing for flooding, severe weather and climate change can be used as relevant LfS contexts e.g. the geography and chemistry departments at Turnbull High School in East Dunbartonshire are working together to identify water filtering issues in developing countries

Specialist knowledge from resilience professionals will help make the learning real to the students and provides a context for outdoor learning as learners are encouraged to engage with their local environment, e.g. through mapping activities learners can identify if an area of land is a good spot for development by identifying if it is on marshy land, flat land or is close to the river.



Learners visit a sustainable urban drainage scheme (SuDS) to learn about the ways our homes are being protected from flooding. Photo courtesy of Abertay University.

- **Children's rights** – Emergency situations provide an important context to learn about children's rights and how communities can pull together to ensure that everyone is safe and secure, especially any groups who may be particularly vulnerable or require special consideration. Considering community resilience through children's rights can support this. [<http://bit.ly/recognisingrights>]

## Case studies of schools delivering community resilience through social studies

- Dallas Primary in Moray Council used community resilience as a context for teaching and learning in social studies. They learned about their local area by creating a map, making a model out of papier-mâché and researching the history of their local area. They connected this to severe flooding the village had experienced in the summer of 2014. They worked with the emergency planning officer to gain access to local data which brought relevance and depth to the learning.
- Dumfries Academy used flooding from the River Nith as a context for teaching and learning in geography. There was a class visit to the proposed site of the local flood protection scheme and flood officers were invited into the school to talk about the issues in more detail. This was as an opportunity to embed meaningful employer involvement which supports DYW agenda.
- Flood officers in East Ayrshire shared images of innovative design with schools which included a car park that has been built to flood and a supermarket that has been built on stilts to avoid being flooded. They shared information about gritters having cameras enabling them to be tracked on twitter which helps the council make decisions about where and how to grit. They were also able to share information about the weather stations, that they are web based and give us data 24-7.
- Turnbull High School in East Dunbartonshire Council has worked with the Drainage officer to create lessons around managing flood risk. Working together has meant that the school has been able to access information about flood risk in their local area including detailed maps bringing the learning to life in the classroom.

### Useful resources:

- Flood maps from the SEPA website [<http://www.sepa.org.uk/flooding.aspx>]
- Ready Scotland [<http://www.readyscotland.org/>]
- UN stop disasters flood game [[stopdisastersgame.org](http://stopdisastersgame.org)]

## Community resilience as a context for learning in social studies