

## BLT INTRODUCTORY POWERPOINT SCRIPT

### SLIDE 1: Prior to using this power point you should watch BLT FILM 3

NB: Before this session pupils should have seen the theatre event in school and watched two films.

The films are on the BLT memory stick and can be shown if the theatre event has been missed.

The children should be ready to work in 6 groups, each groups being responsible for exploring one of the six key themes.

Films they should have seen -

Film 1. Proxi and Peri – In which the ‘syzygy’ and green capital draws Proxi and Peri the ‘tides made flesh’ into Bristol’s Floating Harbour

Film 2. Bristol Loves Tides – Launch event – Proxi and Peri meet the Lord Mayor of Bristol and challenge the Young people of Bristol to find out if Bristol loves Tides ?

### BLT Session One

Film 3. Introduction to the Loves Tides Challenge.

Proxi and Peri meet up with the young people of Bristol who have been tasked with finding out if Bristol Loves Tides

They score Bristol’s Love of Tides for six key themes.

They set the challenge for children to raise this score

Following the Introductory film – these slides introduce the idea that the children in your class can raise Bristol’s scores for Loving the Tides.

**SLIDE 2:** explains and confirms the theatrical idea of the tides as human characters.

### Questions:

#### 1.WHO ARE THESE CHARACTERS?

The characters are the tides made into people.

Ask if there other examples of natural forces made into people?

Possible examples? Ancient gods of thunder like Thor (Now a comic book hero). There are also Gods of the Sun (Helios), Moon (Selena) Seasons (Horea).

**Proxi and Peri’s names are based on the names of particular spring tides – these are special tides bigger than normal.**

Spring tides are the highest tides of the year (not to be confused with the season!)

**Proxi - Proxigean spring tide** occurs when the Moon is at its closest point in its orbit to the Earth and in its New or Full Moon phase. At this time, its tidal effect on the Earth is maximum.

**Peri - Perigean tide** is a tide that occurs three or four times a year when the Moon's perigee (its closest point to Earth during its 28-day elliptical orbit) coincides with a spring tide (when the Earth, Sun and Moon are nearly aligned every two weeks).

#### 2.WHY HAVE THEY COME TO BRISTOL?

They have been sent by the moon - called in to see if Bristol loves its tides, rivers and water.

This is during Bristol’s year as the Green Capital of Europe.

Briefly discuss what it means to be Green for eg: protecting the environment - the water, the land, and the air we breathe.

Refer to the map of Bristol provided in the BLT resource pack. Identify and mark the position of your school. How far are you away from the water? Where would be the nearest point where you could watch the tide come and go?

### **3. WHO ARE THEY BOTH IN LOVE WITH AND CONSTANTLY DRAWN TO?**

The moon – they want to get close to her but when they do she is either too bright or too dark. Why is this?

Very quick discussion about the moon being new (appearing to be not there) or full (appearing to be all there)

### **4. WHAT THEMES DID THEY USE TO SCORE BRISTOL'S LOVE OF TIDES?**

These are repeated often in the films

Test the class to see if they can come up with six themes Heritage, Water, Biodiversity, Energy, Hydro-poetics and Future.

The themes are listed on the next slide.

#### **SLIDE 3:**

Proxi and Peri have given a score out of ten for each of themes. Work through each theme and discuss the score.

Either set up large sheets of sugar paper to be added to a working wall for each theme or record responses to each theme electronically.

**Heritage** -That is our past – it's a very high score ... People clearly love the effect of Bristol's tides in the past – or were they scoring a time in the past when the city did love its tides?

*Suggestion for discussions:*

Who likes exploring Bristol's past?

What do we know about how the tides shaped Bristol in the past?

What do we know about how the tides shaped Bristol as a city?

Is ancient knowledge needed anymore?

Do we need the tides if we stay indoors and do things using technology?

How could we show our love of the tides through history and heritage?

Do you think we can take it up to a 10? How can we increase people's interest in the heritage of the tides?

Set a target score of 10 or higher based on the class reaction

**Water** – Something is wrong here they scored this as 4 out of 10

*Suggestion for discussions:*

Perhaps we don't know enough about water?

It seems like an everyday substance but maybe we should find out more about it

Perhaps we can do some experiments with it ... Find out how much there is of it and where it all is...

What could be going wrong with our relationship with water and can we try and fix it?

What shall we set as a target score?

Set a score above 7

**Biodiversity** - A score of 6....Something is wrong here as well. What was it that they said Biodiversity was?

The full range of all the species of animals and plants including us – without the full range we put our own species in danger.

*Suggestion for discussions:*

Can we do something to show we love the tides or love the rivers because they provide places for different species?

Are there things we can do – actions we can take to protect biodiversity?

What shall we set the target score as?

Set a score higher than 8

**Energy** – 9 out of 10...Well that is better people seem to love the energy in the tides – and want to use it to make green electricity.

*Suggestion for discussions:*

What do we know about the energy in the tides?

Could it impact on our biodiversity score if we build dams or use machines in the tides to harvest the power?

To make it a 10 I think we need to show we know the risks and the benefits

Set a target score of 10

**Hydropoetics** they called it in the film.

This is a pretty low score – can we make, read and collect art, poems and stories about water?

*Suggestion for discussions*

Can anyone name a song about tides?

Do you know a poem about tides?

How about a story?

What do reckon we can set as a target score that proves our class (or school) loves tides?

If we put on a show or display would this take the score to 9 or 10

Set a score of 9 or higher

**Future** – Some of this seems quite worrying but it's quite a good score an optimistic score, looking forward to a future when the tides are loved even more.

*Suggestion for discussions*

What can we do to make the Proxi and Peri feel more optimistic about their future in Bristol?

How can our knowledge of each of the previous five themes key themes help us plan improvements for the future?

Could we make it higher by showing our visions of the future and proving we are making them happen?

Set a score of 9 or higher.

**Round up** - Ask if they think the tides are important? What could happen if we forget them or know nothing about them?

Explain that this is a project we will be working on and the BLT team and Proxi and Peri will want to know what we have done to raise the scores.  
The rewards will be trips to explore the tides by boat.

#### **SLIDE 4 Cause and effect**

...or effect and cause.

First use simple examples that are nothing to do with the Love of Tides –

**Effect:**

I got a poor result in a maths test

**Cause:**

I was ill when it was taught

I didn't ask for help when we were taught it and I didn't understand it

**Effect:**

I missed the basket / target / goal

**Cause:**

I was nervous because everyone was watching

I didn't practice it

Explain that we have to apply this 'Cause and Effect' thinking to the scores for 'Love of Tides'

Give each team a sheet of flipchart paper to draw their fishbone diagram.  
Write the theme on the fish head.

Go to Slide 5

#### **Slide 5**

Explain that we want to get some ideas of the **cause and effect** on the low scores for Loving The Tides.

Each team starts with a

- Description of one of the themes on a card.
- Piece of flipchart paper
- Pens / pencils

Each team draws a giant fish bone on the flipchart paper

They use the bones as headings as on the slide

They can add bones with new headings

Ask them to remember what Proxi and Peri said and what they heard from other people in the films.

Encourage them to look at the prompt questions on the theme card

Are there people they now who would benefit from using the rivers and visiting the water or tides more?

Are there things they can do to protect and improve the rivers and tidal areas?

Explain that we will rotate the sheets with the themes so make it possible for others to read.

#### **SLIDE 6**

**Encourage discussion**

Work around the teams

Bring in other adults to help discussion

Any ideas about the cause of a lack of love for the tides should be recorded  
There is no need for anyone to stop anyone else's idea

**After all the themes have been discussed and ideas recorded**

Display the sheets

Do a summary from the front

Ask for clarification

Ask teams to pick out their best ideas on all the sheet and circle or mark these clearly

Talk about duplicate ideas

Praise and round of applause for the ideas and thinking

**SLIDE 7**

In teams

List ideas that could improve the scores

**SLIDE 8**

Pre-prepare a grid on sheet of flipchart paper or use the projected grid on the whiteboard.

Ask them to sort their ideas:

1. According to how hard or easy they are to do
2. How much impact they will have on the Love Tides scores

Ask each team to give an example that is

Low impact /Hard to do

Low impact / Easy to do

High Impact / Hard to o

High Impact / Easy to do

They can write the ideas on post- it notes and move them around their table

Ask teams to place the best ideas they came up with on the grid.