



Teacher Resource

# Cyclone Alfred

## Focus Questions

Discuss the BTN story as a class and record the main points of the discussion. Students will then respond to the following:

1. Summarise the BTN story. Share your summary with another student.
2. Nellie Melba was a world famous...
  - a. Ballet dancer
  - b. Opera singer
  - c. Portrait painter
3. Where did Nellie Melba move to chase her dreams?
4. Nellie changed her last name to "Melba" to honour which Australian city?
5. Why was Nellie Melba made a dame in 1918?

**Please note:** Talking about natural disasters may be upsetting for some children and may cause some discomfort, distress and/or anxiety. Here is some information on how to talk to children about cyclones and upsetting news.

- UNICEF has created a [guide about how to talk to children about natural disasters](#).
- [Kids Helpline](#) has some information to help children cope with natural disasters.
- BTN has a short video about [Upsetting News](#).

## Activity: Class Discussion

Discuss the information raised in the BTN Cyclones story. Record the main points of the discussion on a mind map. Here are some questions to guide the discussion:

- What are tropical cyclones?
- Where in Australia do they occur?
- How can people prepare for cyclones?
- What impact do cyclones have on people and places?
- Think of three questions you have about the BTN story.



### EPISODE 6

11 March 2025

### KEY LEARNING

Students will learn more about cyclones in Australia and the impact they have.

### CURRICULUM

#### Geography – Year 5

The impact of bushfires or floods on environments and communities, and how people can respond.

#### Geography – Year 7

Causes, impacts and responses to an atmospheric or hydrological hazard.

#### Science – Year 5 & 6

Scientific knowledge is used to solve problems and inform personal and community decisions

## Activity: Key words

Students will brainstorm a list of key words that relate to the BTN Cyclone Alfred story. Here are some words to get them started.



Ask students to write what they think is the meaning of each word (including unfamiliar words). They will swap definitions with a partner and ask them to add to or change the definition. Check these against the dictionary definition.

## Activity: Cyclone Research

Discuss the information raised in the BTN Cyclone Alfred story. What questions were raised in the discussion and what are the gaps in students' knowledge? Students will develop their own question/s to research or choose one or more of the questions below.

- What is a cyclone and how does it form? Draw a diagram to show how a cyclone forms.
- Where in Australia do cyclones occur? Why? Create a map to show the regions in Australia affected by cyclones.
- How can people prepare for and reduce the impact of cyclones?
- What damage can cyclones cause?
- How do cyclones affect people? Divide your response into the following categories: houses, services, and emotions. What are the immediate and long-term needs of people?
- What tools help scientists to detect and categorise cyclones?
- How are cyclones tracked and measured?
- How do cyclone warnings help people prepare? Why is the early detection of cyclones important? Investigate how people can prepare for a cyclone and create a survival plan. Visit the [ABC Emergency website](#) to help write your plan.
- Why and how are cyclone names chosen? Watch this ABC Education video – [How to name a cyclone](#), to learn more.



### Further investigation – Cyclone Tracy

Cyclone Tracy was a powerful tropical cyclone that hit Darwin on Christmas Eve in 1974. Students will learn more about the impact Cyclone Tracy had on the people and city of Darwin. Watch [this video](#) to see the destruction the cyclone caused.

- How did Cyclone Tracy affect the city of Darwin in December 1974?
- What lessons were learned from the devastation of Cyclone Tracy and how to prepare for disasters?
- How did the damage caused by Cyclone Tracy influence building codes and cyclone resistant design in Australia?

## Activity: Cyclone Categories

The strength of a cyclone is expressed in categories. In Australia, category five cyclones are the strongest, bringing the most destructive winds. Students will investigate the different cyclone category ratings including wind gusts and the effects on people and the environment. Watch this [Tropical Cyclone Categories video](#) to learn more.

Category	Estimated wind gusts (km/h)	Effects on people and the environment
		
		
		
		
		

## Visual Literacy

In this activity students will analyse a range of images which show the damage caused by ex-tropical Cyclone Alfred in Queensland and New South Wales recently. Students will choose one or more of the images below and respond to the following:

- What is happening in the image? Create a caption for each image.
- How does the image make you feel?
- What does the image tell you about the impact cyclones and floods have on a community?
- What questions do you have about what you see in the image?



[ABC News](#)



[ABC News](#)



[ABC News](#)



[ABC News](#)

## Useful Websites

- [Cyclones Explained](#) – BTN
- [Tropical cyclone knowledge centre](#) – BOM
- [Here's everything you need to know about cyclones](#) – ABC News
- [Understanding Floods](#) – Bureau of Meteorology
- [Floods](#) – Geoscience Australia