



Teacher Resource

# NSW Floods

## 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. As a class, discuss the NSW Floods story. Record the main points of your discussion.
2. Describe the impact the floods have had on New South Wales and Queensland.
3. About how many people were evacuated during the floods?
4. The floods were a once in a century weather event. True or false?
5. What impact did the floods have on many schools around New South Wales and Queensland?
6. How were animals affected by the floods?
7. What weather pattern is partly to blame for the storms and floods?
8. Why are some areas at a much higher risk of flooding than others?
9. How have people been supporting others during the floods?
10. What questions do you have about this story?

## Activity: Class discussion

Hold a class discussion about the issues raised in the BTN NSW Floods story. Use the following questions to help guide discussion:

- What do you know about floods?
- What causes flooding?
- What impact does flooding have on people and the environment?
- What questions do you have about flooding?

### Further investigation

Ask students to record what they know about weather, climate and extreme weather. What questions do they have? Use the following questions to help guide discussion:

- What is extreme weather? Develop a class definition.
- What are some examples of extreme weather events in Australia?
- Give examples of extreme weather in other countries.
- How does extreme weather impact on people and the environment?
- Which parts of Australia are most affected by extreme weather?
- Can we predict extreme weather events?
- How can we prepare for extreme weather?
- Have you ever experienced extreme weather? Discuss in pairs.

### EPISODE 9

30th March 2021

### KEY LEARNING

Students will investigate what floods are, what causes them and how they impact on people and places in Australia.

### 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.

## Activity: Six Hat Thinking

As a class, use Edward De Bono's Six Hat Thinking to explore floods and the impact that floods have on people and the environment. Make your own coloured hat cut-outs and place on the floor. Students will take it in turns answering questions in relation to what they already know about the issue, what they have learned from the BTN NSW Floods story and what they want to learn further about the topic.

Print the worksheet (featured at the end of this activity) for students to respond to a range of questions about floods.

### Reflection

After this activity, ask students to reflect on what they have learnt. Students can include details about how their thinking on this issue has changed.

## Activity: KWLH

Hold a class discussion about the information raised in the BTN NSW Floods story. What questions were raised in the discussion and what are the gaps in their knowledge? The following KWLH organiser provides students with a framework to explore their knowledge on this topic and consider what they would like to know and learn.

<i><b>What do I <u>know</u>?</b></i>	<i><b>What do I <u>want</u> to know?</b></i>	<i><b>What have I <u>learnt</u>?</b></i>	<i><b><u>How</u> will I find out?</b></i>

### Research questions for Inquiry

Students will start to think like a meteorologist and develop their own question/s for inquiry, collecting and recording information from a wide variety of sources. Students may develop their own question for inquiry or select one or more of the questions below.

- What are floods? Investigate what flash floods and riverine floods are and what causes them. Compare and contrast flash floods and riverine floods.
- How do experts predict where and when a flood is going to occur?
- Why is flood water dangerous?
- What damage can floods cause? In your own words, describe the damage floods can cause.
- How do floods affect people? Divide your response into the following categories: houses, services and emotions. What are the immediate and long-term needs of people?

- What can people do before a flood to stay safe? Create a public awareness campaign that targets people living in flood prone areas.
- Which areas in Australia do you think would be most at risk of flooding? Find a map of your local area and identify waterways near where you live and highlight the areas that would be most at risk of flooding.

Possible ways for students to present their research include:

- A 'Did You Know' Fact's sheet
- Oral Presentation
- [Prezi](#) presentation
- Create an infographic using [Canva](#)

## Activity: Visual literacy

In this activity students will examine, analyse and query a range of images which show the flooding which occurred in NSW, March 2021. 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 floods have on a community?
- Imagine you are a scientist examining the damage caused by flooding. Explain using scientific words and terms how the flooding occurred. In your description include one or more of the following terms: flash flood, riverine flood, heavy rainfall, runoff, floodwater and hazards.
- What questions do you have about what you see in the image?



[ABC News](#) - Satellite Image ©2021 Maxar Technologies



[ABC News](#) – Supplied: Australian Defence Force



[ABC News](#)

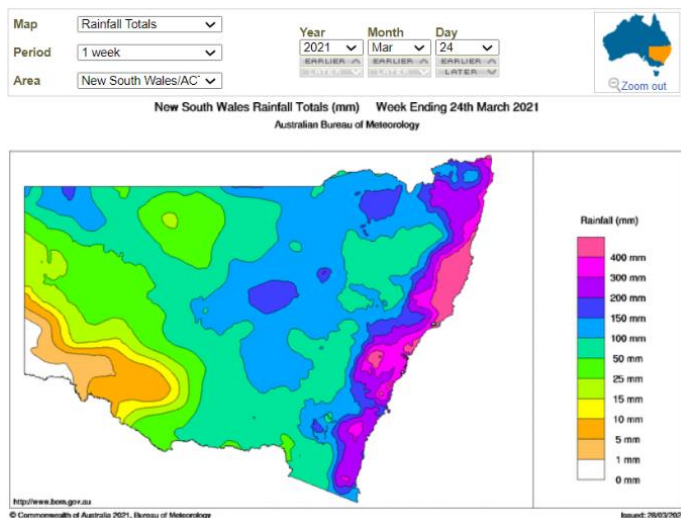


[ABC News](#)

## Activity: Act like a meteorologist

Students will start to think like a meteorologist and analyse this [map](#) produced by the Bureau of Meteorology. Students will then respond to the following questions:

- What features do you see on this map? Make a list.
- What does the map tell us?
- What does it measure?
- What area does it cover?
- What period of time does this map cover?
- What is the purpose of this map?
- Find a map which shows the total rainfall for NSW a week prior and a week later and then compare. What are your findings?



[Bureau of Meteorology](#)

### Further investigation

- What is rainfall?
- How is rainfall measured? What instruments are used to measure rainfall?
- Who measures rainfall?
- What is a rain gauge? Investigate and then create your own school rain gauge. Record the daily rainfall and calculate the average daily rainfall.

## Useful Websites

- [Fires and Floods](#) – BTN
- [Floods](#) – Geoscience Australia
- [Understanding Floods](#) – Bureau of Meteorology
- [Things you can do before a flood](#) – NSW SES
- [Big Weather \(and how to survive it\)](#) – ABC Education
- [NSW Floods](#) – BTN Newsbreak
- [Floods](#) – ABC News
- [Mt Resilience](#) – ABC Education



## Six Hat Thinking

As a class, use Edward De Bono's *Six Hat Thinking* to explore floods and their impact in people and the environment. Make your own coloured hat cut-outs and place on the floor. Take it in turns answering questions in relation to what you already know about the issue, what you have learned from the BTN *NSW Floods* story and what you want to learn further about the topic.



feelings and emotions

How did the BTN *NSW Floods* story make you feel?

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facts and information

What have you learnt about floods?

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positives

What are some of the positives that you learnt from the story?

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negatives

What are some of the challenges that you learnt from the story?

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creativity

What can we do to prepare ourselves before a flood?

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thinking about thinking

What do you want to learn further about this topic?

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