



Teacher Resource

# Tuvalu Resettlement Deal

## 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. Where is Tuvalu? Find on a world map.
2. How many islands make up Tuvalu?
3. What is the highest point of Tuvalu?
  - a. 4.6 metres
  - b. 14.6 metres
  - c. 24.6 metres
4. How are rising sea levels impacting the people and environment of Tuvalu?
5. How does Australia plan to help the people of Tuvalu?

## Activity: See, think and wonder?

After watching the BTN story students will respond to the following:

- What did you SEE in this story?
- What did this story make you WONDER?
- How did this story make you FEEL?
- Think of three questions you have about the BTN story.

## Activity: Class Discussion

Engage students in a class discussion to explore their prior knowledge about climate change. Introduce key concepts and explain the impact on people living in the Pacific Islands. Use the following questions to help guide discussions about the topic:

- What do you know about rising sea levels?
- What causes rising sea levels?
- What impact is rising sea levels having on people in Tuvalu?
- What are some solutions to the problem?



### EPISODE 33

21st November 2023

### KEY LEARNING

Students will investigate the impact of climate change on the Pacific Islands.

### CURRICULUM

#### HASS – Year 4

Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions.

#### Science – Year 4

Science knowledge helps people to understand the effect of their actions.

#### Science – Years 5 & 6

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

#### Science – Year 7

Scientific knowledge has changed peoples' understanding of the world and is refined as new evidence becomes available.

## Activity: Glossary

Students will brainstorm a list of key words that relate to the BTN Tuvalu Resettlement Deal story. Below are some words to get students started.

CLIMATE CHANGE	PACIFIC ISLANDS	GLOBAL WARMING
COASTAL EROSION	RISING SEA LEVELS	EXTREME WEATHER

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.

Further activities for students:

- Students will add to their glossary by downloading the transcript for the BTN Tuvalu Resettlement Deal story and highlight all the words that relate to the topic.
- What other words relate to this issue? Students will choose additional keywords and concepts to add to their class glossary. E.g., carbon emissions, fossil fuels, climate refugee and global temperature.
- What is the difference between weather and climate change?
- How did this story make you feel? Make a list of words that describe how you felt after watching the BTN story.

## Activity: Six Hat Thinking

As a class, use Edward De Bono's Six Hat Thinking to explore the issues raised in the BTN Tuvalu Resettlement Deal story. 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 story and what they want to learn further about the topic. Ask students to respond to the following questions:

- How did the BTN Tuvalu Resettlement Deal story make you feel?
- What do you know about rising sea levels?
- What have you learnt from the story?
- Were there any positives from the story? If so, what were they?
- What are some of the negatives or challenges that you learnt from the story?
- Why is it important to find out more about the problem?
- What questions were raised during this activity?  
Think of three questions you would like to ask about the story.
- What do you want to learn further about this topic?



## Activity: Country Profile

Students will research and develop a profile of a country in the Pacific Islands that has been affected by rising sea levels. Working in pairs, ask students to brainstorm what they know about the Pacific Islands and record their responses. Using the 'Who, What, Why, When, Where and How' framework, ask students to write questions that they would like to find the answers to. Students share their questions with the rest of the class. Discuss how students could find answers to the questions they generate.

### Research

- Capital city, area, and population.
- Geography – physical features of the country, climate, environment. Who are its neighbours? Show on a map.
- People and culture – the people, language, culture, celebrations, customs, and religion.
- Government – who is the leader of the country and how is the country run?
- Economy – work, trade, industries, and products.
- Interesting facts!

### Presentation

Discuss with students how they are going to present their profile of the country. Include the following: map, graph, statistics, photos, diagram, and facts.

Possibilities include:

- [Create a postcard](#) using Canva to share some of the things you have learnt about the country.
- A short oral presentation.
- Compare the Pacific Islands country to Australia using a Venn diagram.

### Further Investigation

Students will develop their own question/s to research or choose one of the questions below. Encourage students to collect and record information from a wide variety of sources and present the information they find in an interesting way.

- How do we know sea levels are rising in the Pacific Islands?
- What impact does rising sea levels in the Pacific Islands have on people, the environment, and the economy? Give one example for each.
- What is the highest point of Tuvalu? Compare to the highest points of other countries.
- What is an atoll? What's the difference between an atoll and an island? Give examples.
- How far is Australia from Tuvalu? Locate and mark on a world map. Find other countries in the Pacific Islands that are affected by rising sea levels, including Kiribati and the Marshall Islands.
- What connections do people in Australia have with the Pacific Islands? (e.g., birth, family, heritage, food, holiday, celebrations).
- What is a climate refugee? Visit this [National Geographic website](#) to learn more about [environmental refugees](#).
- Examine the geographical information of Tuvalu (e.g., total land area, elevation, sea level, number of islands and atolls, coastline).
- How is Tuvalu and Australia similar or different?
- Learn about the culture of Tuvalu and share what you have learnt with your classmates.

## Activity: Visual Literacy

Below is a range of photos that illustrate the impact of rising sea levels in the Pacific Islands. Encourage students to provide detailed and thoughtful responses based on their analysis of the photos. This exercise will help them deepen their understanding of climate change and think about the impact it has on the environment and people.

Students will analyse one or more of the images and then respond to the following questions:

- Describe what you see in the image. What objects or elements stand out to you the most?
- What does this photo tell us about rising sea levels?
- How does this photo make you feel? Is it a positive or a negative feeling? Why?
- What question/s would you like to ask about the image?
- Create a caption for each image.



[Source of image](#)



[Source of image](#)



[Source of image](#)



[Source of image](#)

## Useful Websites

- [Tuvalu is sinking, this is how Australia plans to help](#) – BTN Newsbreak
- [Anthony Albanese offers Tuvalu residents the right to resettle in Australia, as climate change 'threatens its existence'](#) – ABC News
- [Pacific Islands Forum](#) – BTN
- [Pacific Islands Climate Change](#) – BTN

- [Understanding Climate Change](#) – BTN
- [Climate Kids](#) – NASA
- [Our Changing Climate](#) – TEDEd
- [The Truth about Rising Sea Levels](#) – TEDEd
- [Fight for Planet A: Our Climate Change Challenge](#) – TEDEd