

# Flood of Ideas

This tool kit aims to act as a vehicle for young Queenslanders to develop skills in planning and preparing for disaster in their community.

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**TEACHING LEVEL**

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K-2, 3-6, 7-10

## EXPECTED DURATION



This workshop is structured to be undertaken in one 40 minute session however teachers may prefer to break up the workshop into separate exercises over a period of time. Teachers are also encouraged to explore further inquiry (background research) to enhance the ideation exercises.

## EXERCISES

1. Introduction
2. Disaster Scenarios
3. Juxtapose
4. Future Scenario
5. Idea Presentation

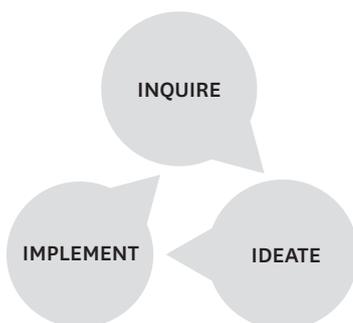
## RESOURCES FOR COMPLETION

- Internet connection with access to Google and YouTube and [www.floodofideas.org.au](http://www.floodofideas.org.au)
- 4 x blank A5 postcards (or A5 pieces of paper) for every 4 students in the class
- Pencil or pen for each student
- 1 x A3 piece of card for every 4 students in the class
- Various presentation materials (such as coloured card and recycled materials) to develop a poster

## RESOURCES FOR DOCUMENTATION

- Document student reflections in a student journal or other method preferred by the teacher
- Digital camera or scanner to document the final posters for uploading to the Flood of Ideas website
- Adobe Photoshop or other photo editing software to edit the poster prior to uploading to the Flood of Ideas site (optional)
- Describe the final idea via the text upload form on the Flood of Ideas website

## DESIGN AND CAPABILITIES



Capabilities for creating successful learners, confident and creative individuals, and active and informed citizens.

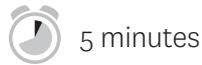
Intercultural Understanding  
Ethical Behaviour  
Personal & Social Capability  
Critical & Creative Thinking  
ICT Capability  
Numeracy  
Literacy



[Visit Design Minds](#) for more info on design phases.

[Visit the Australian Curriculum website](#) for more info on general capabilities.

# Introduction



5 minutes



Inquire

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## METHOD

All class exercise

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## ACTIVITY

*Teachers may wish to show some photographs or video footage of the 2010/2011 Queensland floods to set the scene.*

Today we are going to focus on floods. In December 2010 and January 2011, many Queenslanders were confronted with disastrous flooding that damaged their homes, devastated their communities and tragically, lead to the loss of life.

Hands up who knows someone who was affected by the floods?

So in the next forty minutes we are going to do some activities that will help us all think about ideas for how we can better plan for and respond to future floods.

We're going to try and think creatively which means that we want to think of things in ways that we don't normally. For example if we wanted to stop the flooding around our neighbourhood here, a creative way of doing that might be to think of this whole area as a bath tub with a plug hole. We could have a pipe that drains all our water underground, out to sea and when it floods all we would have to do would be to pull the plug out!

There are no wrong answers when you think creatively, only possibilities. So today I want you to have fun and be adventurous!

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## REFLECTION

### Prompts for reflection:

What are some of the lessons that have been learnt in the community since the Queensland floods?  
What are some of the positives that have come out of these events?

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## DOCUMENTATION

Students are asked to document reflections, memories and stories from the Queensland floods in student journals (optional). Alternatively teachers can facilitate a brief class discussion.

# Disaster Scenarios



5 minutes



Ideate

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## METHOD

Groups of 4 students

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## ACTIVITY

*Each group is given one postcard or a piece of paper for each of the three disaster scenarios and one group member is assigned the role of scribe. This is a quick-thinking exercise, so students should write down the first things that come into their mind. Allow 1 minute for each of the three idea generation scenarios.*

You live in a house that is close to the river and your house is built on the ground (not like a Queenslander but a brick veneer house).

You've been given warning that flood waters will reach your house in 1 hour, inundating all of your possessions and isolating you from the rest of the city.

- Write down (on a postcard) the first thing that you can think of to do in this situation
- Imagine the same situation but this time you have a whole week to prepare for the flood inundation. Write down the first thing you can think of to do in this situation
- Again, imagine the same situation but this time with a whole year to prepare for the flood. Write down the first thing you can think of with a year to prepare

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## REFLECTION

Each group is then asked to share verbally their ideas for each of the scenarios.

### Prompts for reflection:

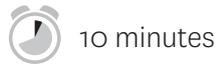
What do we learn as we are given more time with each scenario? You can prepare more with more time.

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## DOCUMENTATION

Keep the postcards for digital archiving (scanning) and later reference.

# Juxtapose



10 minutes



Ideate

## METHOD

All class exercise

## ACTIVITY

The class is divided in half and each half forms a straight line directly facing each other with about 5 metres between the first person in each line. Try to emphasise the excitement and urgency of this exercise. Momentum will build if students are having fun and encouraged to take risks and fail. This exercise is best done outside in an open area.

Considering the flood scenarios we've just explored we will now do a quick exercise in creative thinking. You have limited resources and you need to protect your house any way you can.

This is an exercise in improvising. Improvising is making it up as you go along without many resources. It's OK to be silly and have fun with this exercise, as long as you find a way to make the two items work together.

The teacher will whisper the name of an object to the first person in each line. Students then have about 30 seconds to think about or discuss with the rest of their group what they might be able to do with that object.

On the teacher's instruction each student turns around, faces the other student and walks closer to them and announces their object. The challenge is to as quickly as possible find a way to use the two objects together to save your house.

### For example:

One student has 10 metres of rope and the other has a pack of balloons. They tell each other their items and quickly decide:

Tie the rope to the corners of our house, fill the balloons with super strong helium and tie the balloons to the rope. Lift the house off the ground until the water subsides!

Suggested objects (to prompt):

- 10 metres of rope
- 50 sand bags
- A ute
- A mobile phone
- A life jacket
- A small boat
- Lots of duct tape
- A box of matches
- An esky and ice
- A radio
- A packet of balloons
- A torch
- A siren
- Or any others you can think of!

## REFLECTION

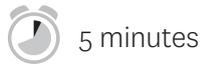
Teacher to summarise some of the best or most interesting ideas that came out of this exercise.

### Prompts for reflection:

- What do we learn from improvisation? (How to resolve two disparate things to come up with a new solution to a problem)
- Where else could we apply this process of improvisation to solve complex problems? (This exercise is useful for exploring problems that need a completely fresh perspective)



# Future Scenario



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## METHOD

Groups of 4 students

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## ACTIVITY

*Thinking again about the house scenario.*

Now ask the students to imagine a situation in the distant future. Thanks to advanced science and technology we are able to predict that a flood event 1 metre higher than the 2011 January floods will reach Brisbane (or your location) on this day 100 years from now.

Assume that anything is possible and we have the technology to build anything we can imagine. Based on the ideas developed earlier and the last creative exercise, students have 5 minutes to write down as many ideas for how they would plan for this event in the future.

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## REFLECTION

Each group is then asked to share verbally their ideas for each of the scenarios. Each group is then asked to select their favourite idea to develop further in the next exercise. Alternatively, teachers may prefer to get students to pin up their postcards on the wall and give students a 'red dot' to vote for their favourite idea.

### Prompts for reflection:

What do we learn from projecting this far into the future? (With more time and less limitations we are able to plan better and explore more possibilities).

What do we learn about which ideas are popular? (Good ideas have the ability to inspire and excite others. Good ideas need momentum and the support of others to develop).

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## DOCUMENTATION

Keep the postcards for digital archiving (scanning) and later reference.



# Idea Presentation

 10 minutes

 Implement

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## METHOD

Groups of 4 students

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## ACTIVITY

*Students are then given 10 minutes to present their favourite idea for the future scenario any way that they would like to on an A3 poster. Use any materials available. Be as colourful and descriptive as possible.*

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## REFLECTION

Students then explain to the rest of the group their idea and how they've presented it. What have the students learnt from this exercise?

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## DOCUMENTATION

The class can then choose their favourite idea to submit to the Flood of Ideas website:

**<http://floodofideas.org.au/submit-your-idea>**

They may wish to combine a number of ideas or develop one new idea in a separate class exercise.

Ideas can be submitted to website with a 300 word description, an A3 image and an optional video. Teachers may wish to encourage students to develop a video describing and communicating their idea in a separate exercise.

