



BUSHWHACKED!

Bushman Brandon takes skateboarding city-slicker Kayne on a fun-fuelled, adrenalin-pumping journey across Australia

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A STUDY GUIDE BY LEE BURTON

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Introduction

About *Bushwhacked!*

'*Bushwhacked!*' is a 13 part series for ABC3, hosted by Brandon Walters (of *Australia* [Baz Luhrmann, 2008] fame) and ABC Studio 3's Kayne Tremills as they set off on the adventure of a lifetime to remote corners of Australia, learning about Indigenous rites and rituals, and weird and wonderful wildlife.

In each episode, Brandon sets Kayne a challenge to track down a creature, many of whom are endangered. Each fast-paced adventure follows these two colourful characters – one an ice-cool bushman, the other a skateboarding city-slicker who's never been to the heart of Australia.

Bushwhacked! is a superb example of how children and young people can be engaged by a documentary series through outstanding scripts, exciting content, high production values and young presenters who as well as being knowledgeable, are appealing to them.

Exciting and fast-paced, this series covers an amazing range of landscapes, climates and wildlife alongside Brandon and Kayne's quest to discover the rich history of Australian Indigenous groups. Each *Bushwhacked!* mission has a spin and takes the viewer on a tense, gripping journey often with hilarious consequences in this fun, informative take on the factual adventure genre.

With each episode delivering an important message about the ecosystems visited, *Bushwhacked!* aims to inspire a greater awareness of our unique Indigenous culture and their relationship with the land in a respectful yet adventurous and entertaining way.



Contents	Page
THE PRODUCTION OF <i>BUSHWHACKED!</i>:	
Hosts and Crew	3
SYNOPSIS OF THE EPISODES	6
DISCUSSION ABOUT THE PRODUCTION AND STORY	8
CURRICULUM LINKS	9
TEACHING IDEAS:	
1. Introduction Activities:	
Media, English, General Capabilities: Literacy, Critical and Creative Thinking	11
2. <i>Bushwhacked!</i> Episodes:	
General Capabilities Activities	13
3. Primary – Lower Secondary Activities:	
Geography, Science and the Environment, Sustainability, Aboriginal and Torres Strait Islander Histories and Cultures, General Capabilities, English, The Arts: Media and Visual Arts	14
RESOURCES	24



Bushwhacked! will be enjoyed by a wide range of age groups, from middle-primary to middle-secondary, and is a valuable resource for a large range of curriculum areas, including English, Science, The Arts (Media), Humanities (Geography) and the cross-curriculum priorities Aboriginal and Torres Strait Islander Histories and Cultures and Sustainability.

Included in the study guide are brief synopses of each episode so that teachers can view them either in order or in groups that support their classroom program. This study guide provides some ideas for discussion and activities relating to the series as a whole, including examples from episodes, which can be used before and after each episode is viewed.

Bushwhacked! is the kind of TV series that, as students view it, many story elements, people, issues and themes will excite them to undertake personal and group projects of their own. Some ideas for these projects are included but you are encouraged to open up new possibilities to students.



The Production of *Bushwhacked!*

This section of the study guide can be printed out or displayed on an interactive whiteboard. Students will enjoy reading about the hosts of *Bushwhacked!* and their reflections on it as presenters.

It is also recommended to discuss some of the points brought up in this production section after you have viewed *Bushwhacked!*. Students may wish to respond to one or more episodes by creating their own video clips, animations, dioramas or posters. These ideas and others are described more fully in the 'Episodes' section of the guide.

Hosts

Brandon Walters

Growing up in tropical Broome, Brandon Walters was 'discovered' by director Baz Luhrmann when he cast him as the young Nullah in his epic feature film *Australia* alongside Hugh Jackman and Nicole Kidman. Brandon captured the hearts and minds of audiences around the world in his debut role. He went on to star in two Tourism Australia commercials directed by Luhrmann, and was the face of G'Day USA – the Australian Government's promotional campaign of all things Australian (culture, food, film, etc.) – in America in 2009. For his performance as Nullah, Brandon won a Satellite Award for New Talent, and received nominations for Best Young Actor at the Broadcast Film Critics Association Awards and Most Promising Performer at the Chicago Film Critics Association Awards.

When asked 'What do you hope audiences will get out of watching *Bushwhacked!?*', Brandon replied:

Bushwhacked! has given me the opportunity to share my knowledge so that kids can get a better understanding about Aboriginal culture and learn about native wildlife. It's important to me to be able to share my culture. Aboriginal people are the oldest continuous law and culture on the planet and I am proud of my culture so I want to share it.



Kayne Tremills

Kayne Tremills is a fresh, unique and energetic television presenter who is making his mark on Australian television. His genuine presence and well-assured presenting style landed him his role as the main host for ABC3, Australia's top-rating youth channel.

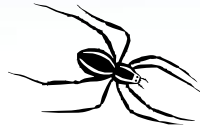
He has also appeared in guest spots across the ABC Network on highly rated shows such as *Prank Patrol*, *Good Game SP* and now an international co-production *Splatalot*, filmed in Toronto, Canada.

Kayne also signed up to host *My Great Big Adventure*, which tackles some of the most pressing issues kids face today, such as bullying, family conflict and everyday stress. *Bushwhacked!* teams city-slicker Kayne up with young bushman Brandon Walters, as they find themselves getting into all sorts of challenges and predicaments in far-flung parts of Australia. Kayne agrees with Brandon that *Bushwhacked!* teaches all of us about Aboriginal culture:

The most interesting thing about this job is learning about the Aboriginal culture, and that no two cultures are exactly the same. I have learnt about dreaming stories, and was even heralded a 'skin group' by a local Aboriginal woman. The

history of the original people is rich and captivating. I hope that kids watching the show will love the blend of Indigenous culture, wildlife education and drama, and have a whole heap of fun in the process!

Read more about Kayne on ABC3: <<http://www.abc.net.au/abc3/articles/s2748066.htm?section=people>>.



Crew

Dan Goldberg - Series Producer/ Writer

Since 2007 Dan Goldberg has been Head of Development at North One Television, overseeing projects as director, scriptwriter and producer across sport and documentary. Prior to joining the company he spent 15 years as a journalist and newspaper editor in Sydney, London and the Middle East.

Where did the idea for *Bushwhacked!* come from?

The idea for *Bushwhacked!* was a few years in the making, starting with an idea for a wildlife show for children as a way to introduce them to the richness and diversity of Aboriginal culture. I was introduced to Brandon Walters through my good friend and renowned Aboriginal elder John Moriarty, who I had previously filmed a documentary with about the first Indigenous Football Festival.

When I pitched the idea to the ABC, the network was enthusiastic, but first needed to know if Brandon could host and carry the series. So I set off for Broome and filmed him in his element holding a black-headed python, riding a camel and kissing a baby crocodile! The ABC were sold, and *Bushwhacked!* was underway.

I wanted to make *Bushwhacked!* so kids in Australia, black and white, and the world over, of all races, could learn about Australian wildlife, but especially about Aboriginal culture – its rich tapestry and its long history as the oldest surviving culture on Earth.

How did you find working with Kayne and Brandon?

They were great. As time wore on they gelled even more. Brandon knows a lot about bush tucker and Kayne was always willing to try everything. And that was the genius of it. We needed both of them – Brandon because he loves his culture and Kayne so that he could experience it and ‘translate’ it for the kids back home.

How did you get Kayne and Brandon enthusiastic about all the challenges?

I decided I had to bring 150 per cent commitment to the shoot as a way to build trust and camaraderie with the boys, and so everything I asked Kayne and Brandon to do I would do myself. I’ve eaten snake and kangaroo tail, I’ve been in an air fighter with 4G doing 360 spins, and I’ve dived with dolphins. It has been such a tough shoot, but so rewarding. Seventy or so days of dawn to dusk, chasing the light, trying to squeeze in as much as possible and tell great stories.

Lester Jones - Senior Producer

Working with Kayne and Brandon on *Bushwhacked!* has been an eye-opening experience for Lester Jones, who has spent the last 15 years involved in TV Production, Writing and Development for the BBC, ITV, Channel 4, Shine, Fremantle Media and Beyond Productions.



What were the highlights for you working on *Bushwhacked!*?

From my first look at the rare Lamington Blue Spiny Crayfish to the awe I feel at Kayne’s unfailing enthusiasm to try anything from scuba diving to quad biking, zip lining or skydiving. And then there is Brandon’s walking encyclopaedic knowledge of wildlife, terrain and Indigenous culture.

Any behind the scenes secrets you would like to share?

Make sure you keep watching through the credits at the end of each episode for secret footage. Between takes the boys liked to show off their incredible beat-boxing skills which we couldn’t resist filming. They were just having so much fun!

Michael Schoell - Director of Photography

With over 13 years experience shooting for film and TV, Michael Schoell brings a highly cultivated eye for capturing the beauty of the Australian landscape, celebrated along the trail of Brandon and Kayne’s adventures for *Bushwhacked!*

Describe your experience of capturing all the extreme adventure of *Bushwhacked!*

Where I could I was right in the action, filming as I abseiled down a cliff in the Blue Mountains, or trying not to drop the camera in the water flying along at high speed in rough seas! However, for a lot of the high action scenes we used GoPros strapped directly to the boys so the kids watching at home could be right along with them as they fly through the air or dive deep underwater with the sharks.

What were your biggest challenges filming *Bushwhacked!*?

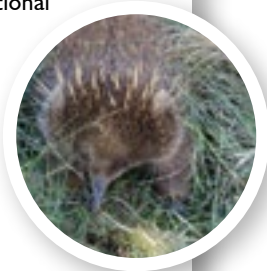
Sometimes the challenges seemed just too much: ‘we’re toast’, ‘we’re poached’, ‘we’re cooked’! So many times we thought we wouldn’t pull it off, not get the scene before the light disappeared, not find the animal or fail the mission, then beyond all possibilities magic would happen and success – deep in the heart of some of Australia’s finest scenery, witnessing some of our most spectacular wildlife.

Synopses of the Episodes

Episode 1: Tasmanian Devil

Cradle Mountain, Tasmania

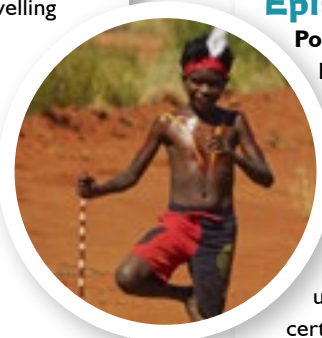
Deep in the wilds of Cradle Mountain National Park lurks the notorious Tasmanian Devil. With the help of a local 'Devil Whisperer', Kayne and Brandon track down a den inhabited by a feisty devil family to complete their mission of giving one of Australia's most cantankerous animals a kiss! They also explore the area on quad bikes and Brandon tempts Kayne with some local bush tucker specialties.



Episode 2: Funnel Web Spider

Lamington National Park, Queensland

Brandon and Kayne face their creepiest, crawliest mission so far as they head into the Lamington National Park rainforest in south-east Queensland to track down one of the world's deadliest spiders a northern tree-dwelling funnel web! What does 'tickling' a deadly spider really mean? Find out as the boys start their latest mission high above the trees, hang-gliding into the lush terrain, and begin their search on two-wheeled segways. Along the way they meet the local Yugambeh people, who share their knowledge of bush tucker and medicine. Kayne is happy to learn funnel web spider is not on the menu!



Episode 3: Tiger Snake

Wilderness, Tasmania

Brandon and Kayne come face to face with a tiger snake in its natural habitat of the Wesley Vale marshland, outside of Launceston. One of the world's most deadly snakes, Brandon and Kayne learn how to handle it safely, as well as milk its venom! The boys also head deep underground for a caving adventure in the honeycomb tunnels of Mole Creek Caves, before getting their hearts racing speeding high off the ground down a zip line in the treetops of Liffey Forest. And in a surprise even to the crew, the boys get their hands on 10 newborn baby snakes!



Episode 4: Cassowary

Daintree National Park, Queensland

Cape Tribulation in far north Queensland is the home to the unusual and shy cassowary, one of the world's largest flightless birds and high on the endangered species list. The boys track the bird through the rainforest, careful not to come in striking distance of its powerful feet and claws!



Episode 5: Honey Ants

Central Desert, Alice Springs, Northern Territory

In the heart of the Central Desert outside of Alice Springs, Kayne and Brandon go in search of a bush tucker feast to serve to the elders in the remote Aboriginal community of Pupunya. But first they must join the local women to dig four feet underground to find honey ants, a local delicacy, which they add to their banquet of desert fruits and vegetables, as well as the tasty witchetty grub and local delicacy of kangaroo tail! What Brandon and the elders eat, so too must Kayne!

Episode 6: Great White Sharks

Port Lincoln, South Australia

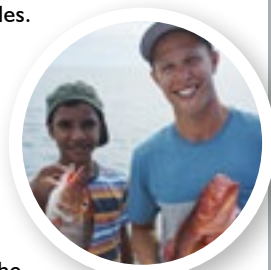
Remote-control skateboarding in the bush? The craziness doesn't stop! Which is exactly what Kayne thinks when Brandon tells him his next mission is to go diving with great white sharks. But as sharks are attracted to sound, Brandon wants Kayne to beatbox while underwater to lure one in – certainly high on the crazy and deadly scale!



Episode 7: Turtles

Heron Island, Queensland

Heading to the tropical beauty of Heron Island for turtle season in the Great Barrier Reef, Kayne and Brandon find themselves face to face with a beach full of green turtle hatchlings. But it's a life or death race as the baby turtles have to navigate their way to the water with their natural predators waiting on all sides. The journey continues as the boys strap on oxygen tanks and dive to the depths of the reef, getting up close and personal with the adult turtles as well. Feeling the urge to get a 'birds-eye view' of the area, Brandon and Kayne take to the sky, 'jungle surfing' where the rainforest meets the Great Barrier Reef.



Episode 8: Saltwater Croc

Kakadu National Park, Northern Territory

Deep inside Kakadu National Park in the Northern Territory, local rangers are keen to monitor a rogue saltwater crocodile – the deadliest reptile on the planet! Brandon reckons Kayne could help them out, and enlists his mate to help lure a giant croc into a cage, anaesthetise it and then attach a satellite tag to the back of its neck. They release it back into the wild, but now under surveillance to ensure the local communities remain safe. It's jaw-droppingly scary!



Episode 9: Grey Nurse Shark

Coastal, New South Wales

Brandon and Kayne travel to Seal Rocks off the northern coast of New South Wales, an area renowned as one of the last colonies of endangered grey nurse sharks – there's only about 400 left in the wild. Brandon challenges Kayne to swim with the sharks and to take an underwater photograph in case one day they are gone for good. And because swimming with sharks is just not enough danger and excitement, Brandon and Kayne take a high-velocity skydive plummet to Earth before a session of rampaging sandboarding. They also experience a local Indigenous smoking ceremony on Boomerang Beach.



Episode 10: Penguins

Bruny Island, Tasmania

Starting from the highest peak on Australia's most southern point, Brandon and Kayne jump on their mountain bikes and blast their way down Mt Wellington, outside of Hobart, as they start their search for the elusive fairy penguin. Abseiling, sea kayaking and a spot of surfing later, the boys come face to face with the mysterious but very cute fairy penguin, while also meeting a rather unusual albino wallaby along the way



Episode 11: Urban Vet

Melbourne, Victoria

High above Melbourne doing 360-degree spins in World-War-Two fighter planes, Kayne introduces Brandon to his home turf, where they get involved with rescuing wild animals that live in the big city. From saving possums stuck up chimneys to removing fishhooks from wild turtles, living in the city makes for tense times! One of Brandon's most memorable moments comes when he and Kayne take part in releasing a koala back into the wild after months of rehabilitation – heartwarming!



Episode 12: Arafura File Snake

Arnhem Land, Northern Territory

Arnhem Land in the Northern Territory is Australia's final frontier. Cut off by floods from the rest of the country for six months a year, Brandon and Kayne arrive too early, so their first challenge is getting across the East Alligator River – a croc-infested expanse of water that is not for the faint-hearted. Once inside Arnhem Land, they meet a few locals from the Indigenous community, who help them track down an Arafura File Snake, which Kayne has to cook and eat with his new friends. But there is just one catch: this rare delicacy lives in water – the same water that crocodiles live in! Will Kayne survive this heart-pumping challenge to enjoy his feast? Will the locals enjoy his cooking skills?

Episode 13: Cattle Mustering

Megalong Valley, Blue Mountains, New South Wales

In the Blue Mountains west of Sydney, Brandon and Kayne start this episode climbing some of the most spectacular cliffs in the country! A complete head-rush way to arrive, just in time to face a hoof-thumping mission: Brandon challenges Kayne to muster 40 head of cattle in the Megalong Valley – but to do so he'll have to undergo four days of training as a jackaroo.

It's not easy work, with the boys learning to shear sheep, test cows for pregnancy, and more. They take some time to meet the local Gundugurra people before Justin the jackaroo puts them through their paces on the farm.





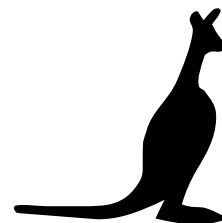
Discussion about the production and story

This is an opportunity for individual students to express their responses to some of the key narrative and production elements of the episodes they have viewed.

This is not just a nature series. *Bushwhacked!* is full of action and energy. The series shows Kayne and Brandon travelling to often remote locations in and on a large range of vehicles, many of them highly powered, and there is a lot of fun-factor involved. The boys quite often take risks – skydiving, underwater diving, zip lining, and approaching and touching wild animals. Teenagers will love talking about the wild rides, adventures and physical courage that the young presenters enjoy.

Encourage discussion about the values of risk-taking (when all safety measures have been put into place), challenging yourself both physically and emotionally, and the excitement and enjoyment of learning about Australia's wild places, animals, plants, scientists and Indigenous peoples.

- *Bushwhacked!* is a nature series with a difference. It is full of action. Compared to other nature documentaries and series, what did you enjoy most about it?
 - Which was your favourite episode and why?
 - How would you describe Kayne and Brandon as presenters?
 - The boys enjoy riding many different vehicles. Which ones were your favourites? Which ones have you ridden, or would like to ride?
 - Have you ever gone camping? What kinds of gear do you need to take? Why do you like it?
 - Have you ever been zip lining, tree-surfing, skydiving or underwater diving?
 - If you haven't tried one of these activities, which would be your first choice and why?
- Which production elements of *Bushwhacked!* did you think were particularly appealing?
 - The music? Describe what kind of music and how it is used in the series.
 - How important is music in a TV series? (You could screen the introduction to an episode and play inappropriate music over it to highlight how much music adds to a media production.)
 - Read what Michael Schoell, the director of photography, says about filming *Bushwhacked!*. He had to be right in the middle of the action and many of the scenes were filmed with cameras strapped onto the backs of Kayne and Brandon.
 - What effect does this have on the pace of - and the way we react to it?
 - Do you think it would have been difficult editing the series?
 - What other styles of filming were used, for example, when Kayne and Brandon are talking to other people or showing us an animal or landscape? For example, were there tripod shots, aerial shots, tracking shots, etc.?



Australian Curriculum Links

English

Viewing *Bushwhacked!* with middle years students supports the development of students' English skills, knowledge and understanding. Throughout the guide there are opportunities for students to practice their comprehension of both visual and written texts, build their vocabulary – particularly words relating to Australian landscapes, flora and fauna – and to create a variety of texts.

The F-10 Australian Curriculum: English is organised in three interrelated strands that support students' growing understanding and use of Standard Australian English. Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The strands are:

- Language: involving the development of a coherent, dynamic and evolving body of knowledge about the English language and how it works;
- Literature: students learn to interpret, appreciate, evaluate and create literary texts such as narrative, poetry, prose, plays, film and multimodal texts, in spoken, print and digital/online contexts; and
- Literacy: students apply their English skills and knowledge to read, view, speak, listen to, write and create a growing repertoire of texts.

This is a brief summary; for detailed statements access: <<http://www.australiancurriculum.edu.au/English/Curriculum/F-10>>

The Arts - Media

Throughout the *Bushwhacked!* study guide, there are learning opportunities in both media arts and visual arts that teachers will find engaging for students and an excellent strategy to support them in becoming analytical and creative media users.

Students develop knowledge and understanding of five key concepts: the media languages used to tell stories; the technologies which are essential for producing, accessing and distributing media; the various institutions that enable and constrain media production and use; the audiences for whom media arts products are made and who respond as consumers, citizens and creative individuals; and the constructed representations of the world, which rely on shared social values and beliefs. Australian Curriculum: The Arts Foundation to Year 10, Media Arts, p. 73. <http://www.australiancurriculum.edu.au/TheArts/Rationale-Aims>

To sum up the aims of the five main concepts of Media Arts learning, the subject involves acquiring skills, knowledge and understanding that support students in becoming critical and analytical media users and creative media producers.

There are two strands for all art forms:

- 'Making' in Media Arts involves students using media and digital technologies to plan and design, produce and share media artworks.
- 'Responding' in Media Arts involves students experiencing, exploring, analysing and participating in media.

'Making' and 'responding' are intrinsically connected. Together they provide students with knowledge, understanding and skills as audiences and interactive users of media, while developing students' skills in critical and creative thinking. As students make media, they actively respond to their developing productions and those of others; as students respond to media, they draw on the knowledge, understanding and skills acquired through their experiences in making media.

Geography

Bushwhacked! presents a wonderful opportunity to engage students from middle-primary to middle-secondary in experiencing Geography coming to life.

The Foundation – Year 10 Australian Curriculum: Geography aims are central to *Bushwhacked!* and each episode helps to support those aims to ensure that students develop:

- a sense of wonder, curiosity and respect about places, people, cultures and environments throughout the world;
- a deep geographical knowledge of their own locality, Australia, the Asia region and the world;
- the ability to think geographically, using geographical concepts;
- the capacity to be competent, critical and creative users of geographical inquiry methods and skills;
- as informed, responsible and active citizens who can contribute to the development of an environmentally and economically sustainable and socially just world.

The Australian Curriculum: Geography emphasises three important concepts covered in *Bushwhacked!*. The first is the importance of locating the study of geography for students in the present – the now or 'living' geography, which relates to many areas of our lives. The second is technology, whether that is knowledge about how geospatial technologies – or GPS – contribute to our understanding of the world around us, or students using technologies to help them understand geographical concepts and issues. Finally, fieldwork is a central task of geographers.

Viewing *Bushwhacked!* takes students all over Australia into many different terrains with their own climates and people, including Aboriginal and Torres Strait Islander cultures, and flora and fauna. It also emphasises problem-solving, encouraging students to think for themselves and to make sense of the world around them.

The concept of place develops students' curiosity and wonder about the diversity of the world's peoples, cultures and environments. Students examine why places have particular environmental and human characteristics, explore the similarities and differences between them, investigate their meanings and significance to people and examine how they are managed and changed.

Geography Rationale <<http://www.australiancurriculum.edu.au/humanitiesandsocialsciences/geography/Rationale>> There are excellent resources to support the geographical themes and issues in this study guide at Geogspace: <<http://www.geogspace.edu.au>>.

Science and the Environment

It's not often that a popular TV series for young people offers so many scientific facts, theories and practical examples of the importance of science in our understanding of biology and environments. *Bushwhacked!* not only features excellent examples of how to make sense of our world, but also the work of scientists across Australia who are studying native animals. Throughout the guide you will find many discussion topics and activities for both primary and secondary students studying Science, but you are encouraged to also support students in developing their own research projects based on the series.

The Australian Curriculum: Science emphasises that: *Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises.* This is a brief summary; for detailed statements, access <<http://www.australiancurriculum.edu.au/Science/Curriculum/F-10>>.

Bushwhacked! offers many opportunities to study Australian animals, particularly those that are endangered. For both primary and secondary teachers, the following resources are excellent sources of information for students.

Interactive Australian fauna quiz for primary students:

<<http://www.australianfauna.com/quiz/quiz.htm>>.

Upper-primary and secondary quiz by Aware Wildlife

Rescue: <http://www.awarewildlife.org.au/?page_id=840>.\

Australia's endangered species

Australia's endangered species, from the Foundation for Australia's Most Endangered Species: <<http://fame.org.au>>.

Australian Curriculum cross-curriculum priorities

Aboriginal and Torres Strait Islander Histories and Cultures

<<http://www.australiancurriculum.edu.au/CrossCurriculumPriorities/Aboriginal-and-Torres-Strait-Islander-histories-and-cultures>>

We meet a variety of Indigenous people throughout the series. Their wisdom about the land and its flora and fauna is a major part of the content. Aboriginal culture and customs are treated with great respect. For example, Kayne and Brandon always establish the traditional ownership of whichever lands they are visiting and seek permission to film. The film clips and lesson plans on the National Film and Sound Archive's digital learning resources site provide some excellent resources to study Aboriginal themes arising out of viewing *Bushwhacked!*: <<http://nfsa.gov.au/learning/digital-learning/>>.

Sustainability

Sustainability addresses the ongoing capacity for Earth to maintain all life. *Bushwhacked!* incorporates the concepts and fulfils the main aims of the Australian Curriculum for Sustainability. Kayne and Brandon are excellent role models in providing information in an exciting and accessible way about issues of sustainability. Additionally, throughout the series, scientists from many areas – and Indigenous leaders and communities – present their concerns and actions that show their support for living a sustainable lifestyle.

Sustainable patterns of living meet the needs of the present without compromising the ability of future generations to meet their needs. Actions to improve sustainability are both individual and collective endeavours shared across local and global communities. They necessitate a renewed and balanced approach to the way humans interact with each other and the environment. <<http://www.australiancurriculum.edu.au/CrossCurriculumPriorities/Sustainability>>

Education for sustainability develops the knowledge, skills, values and world views necessary for people to act in ways that contribute to more sustainable patterns of living. It enables individuals and communities to reflect on ways of interpreting and engaging with the world. Sustainability education is future-oriented and focused on protecting environments and creating a more ecologically and socially just world through informed action. Actions that support more sustainable patterns of living require consideration of environmental, social, cultural and economic systems and their interdependence.

General Capabilities

<http://www.acara.edu.au/curriculum/general_capabilities.html>

General Capabilities is a key dimension of the Australian Curriculum. It encompasses knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the 21st century. They play a significant role in realising the goals set out in the Melbourne Declaration on Educational Goals for Young Australians 2008, that all young people in Australia should be supported to become successful learners, confident and creative individuals, and active and informed citizens.

The Australian Curriculum includes seven General Capabilities. These are: literacy (which also takes into account visual literacy and the rapid changes that have occurred as a result of new technologies in the ways that communication takes place); numeracy; information and communication technology capability; critical and creative thinking; personal and social capability; ethical understanding; intercultural understanding.

In the Australian Curriculum, General Capabilities are addressed through the learning areas and are identified wherever they are developed or applied in content descriptions. They are also identified where they offer opportunities to add depth and richness to student learning in content elaborations. This study guide highlights opportunities to include general capabilities in the lesson plans and activities focusing on literacy.



Teaching Ideas

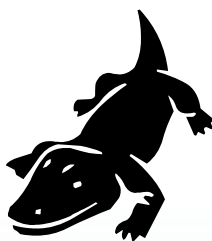
This section of the study guide provides you and your students with information, discussion points and activities to guide learning based on the episodes. This section can also be displayed or printed out for students to read and undertake research, using the notes provided as a starting point.

1. Introduction Activities

Media, English General Capabilities: Literacy, Critical and Creative Thinking

Primary and secondary teachers will find that the following activities encourage deep thinking about the issues and concepts in the series, as well as fulfilling many of the goals of the Australian Curriculum General Capabilities in Literacy, Information and Communication Technology Capability and Critical and Creative Thinking.

These activities are mostly intended for use in the subject areas of Media and English, but they are equally relevant to all subject areas, themes and topics. Viewing the trailer for the series online and analysing it – as well as the introductory or title sequence for the episodes – encourages students to think about how these visual texts are constructed, for what purpose, and how well they represent the series. If students have viewed any episodes already for this series, these activities will also create an interest in it and excitement about viewing and studying it.



Primary school activities

In addition to the many learning opportunities provided in the main section of this guide, these activities are written for lower to middle primary years, as *Bushwhacked!* would also appeal to this age group.

Try a starter activity for Years 4–6 on Topeka that encourages spoken and written language, using engaging activities focused on learning about Australia: http://www2.ku.edu/~topeka/THEMATIC_UNITS/Australia.pdf.

Highly recommended books

An Australian 123 of Animals, Bronwyn Bancroft, Little Hare, 2012. Recommended by the CBCA for ages five to six.

An Australian 123 of Animals is a lavishly illustrated counting book by well-known Aboriginal artist Bronwyn Bancroft. The book is both a delightful introduction to the numbers one to 20, and a unique exploration of Australian wildlife – some familiar, others more unusual – as seen through the eyes of an Indigenous artist. The book covers animals such as sugargliders, emus, galahs and wallabies.

To the Top End, Roland Harvey, Allen and Unwin, 2009. Shortlisted, CBCA Picture Book of the Year Award, 2010. For ages six and up. Henry, Penny, Frankie, Mum and Dad embark on an amazing adventure – from Tassie to the very tip of the Top End. Suitable for all ages.



Bushwhacked! Series trailer

1. View the trailer online at <https://www.youtube.com/watch?v=cZikRSyJ8SI>
2. Distribute the discussion sheet, or display on screen, and discuss Part 1.
3. View the trailer again as each discussion topic arises, pausing on relevant scenes as you come to them.
4. View Episode 1 and discuss Part 2 of the discussion sheet.

An Introduction to the Series - Discussion Sheet

A trailer is a preview for a film or TV series that will soon be released. The word 'trailer' is used because these short films were originally played after a feature film had finished screening in a cinema. Trailers consist of a series of shots selected from the film or TV series being advertised. Since the purpose of the trailer is to attract an audience to the film, these excerpts are usually drawn from the most exciting, funny or otherwise noteworthy parts of the series, but in abbreviated form and usually without showing spoilers – plot elements that would give away the end or outcome of a storyline. For this purpose, the scenes are not necessarily in the order in which they appear in the series.

Part 1: Viewing the trailer

1. Where are you likely to see a TV series trailer, other than on TV? (The series website, YouTube, Facebook, blogs, fan sites, etc.)
2. What information did you get about *Bushwhacked!* from the trailer?
3. What main locations, animals and characters/people appear in the trailer?
4. What is the series about? What contemporary themes and issues are included in it?
5. What genre (type of TV series) do you think *Bushwhacked!* is?
6. What visual signs, characters/people, locations and other clues are there that *Bushwhacked!* is within this genre?
7. What other TV programs are you currently viewing that fit this genre?
8. How much drama and how much comedy does there seem to be in the series?
9. As previewed in the trailer, what is the production style of the program?
10. What vehicles are used to travel to and around the locations to film the trailer?
11. Which is your favourite sequence in the trailer? How is it filmed and what camera angles are used?
12. Did the trailer make you want to view the series?



Part 2: After viewing an episode of *Bushwhacked!*

1. How accurately does the trailer portray the story, characters, genre and general mood of the series?
2. If you were to add anything into the trailer, what would that be?
3. What do you think could be left out of the trailer, or does it need more footage?
4. How else do films and TV programs market upcoming attractions? (Features in newspapers and magazines, interviews on radio, commercials on TV, online marketing such as the website, blogs and other sites.)
5. Were the title sequence and graphics for *Bushwhacked!* engaging?
6. How would you describe the music and the opening shots?
7. Give a rating for the trailer from 1 to 5 (1 – terrible, to 5 – outstanding)

Extension Activity

8. View some more trailers for shows from the Australian Children's Television Foundation.





2. Bushwhacked! Episodes

Teaching ideas

Students can undertake research projects on the geographical features, animals and Indigenous communities featured in each episode and/or analyse the codes and conventions of the narrative and visual storytelling.

Below are some ideas for creative extension activities based on any episode or group of episodes.

Following on from the recommended introductory activities to the series, students should be encouraged to respond to the key knowledge concepts, values and production styles of the series. Those in the following activities will embed many of the General Capabilities of the Australian Curriculum into your learning program.

1. Write a media story based on a particular episode. This could be written, sound-recorded or videoed for any form of media. A catchy print headline or newsreader presented introduction needs to be written and a short article or radio or TV news item produced. For example, 'Man lures shark with music! In a daring undersea encounter, Kayne – one of the young presenters of the TV series *Bushwhacked!* – goes diving with great white sharks.'
2. Create a class blog or wiki based on student interests arising out of the series.
3. Create diagrams, tables and graphs based on facts and research presented in the episodes, but also researched by students. In primary classes these could range from depicting where the most endangered animals in Australia are located and their current estimated numbers, to maps of the regions viewed in the series. For secondary students, percentages could be calculated of numbers of particular Australian animals estimated to be living in the wild or in urban areas.
4. Draw storyboards for another episode of *Bushwhacked!*, focusing on a local landmark or an Australian animal found in your region.
5. Film a serious or satirical video clip about a local Australian landmark or animal. Students could create a fictitious animal that has 'just been discovered', using a variety of materials and creating a science expert to talk about it.
6. Go on a field trip to a local area of interest, such as a wildlife park or geological formation.
7. Arrange a visit from an expert on local environmental issues and habitats.
8. Complete a project on your favourite Aboriginal custom or aspect of Aboriginal culture in the series and present it to the class. Create as interactive a presentation as possible. For example, a small group of students could perform an Aboriginal dance or ceremony with traditional face paint and costumes. Students could create a board game or online game and the class could try it out.
9. Create a poster for your own imaginary documentary.
10. Create some clay models of the animals featured in *Bushwhacked!*. A fun extension activity could involve filming a clay animation that includes these animals.

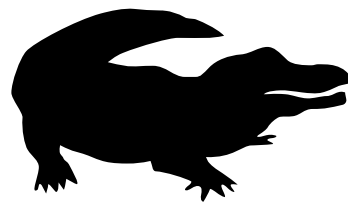




3. Primary - Lower Secondary Activities

Responses after viewing one or more episodes of Bushwhacked!

The following activities can be shown on a screen or interactive whiteboard.



Australian geography, fauna, flora and communities

1. The outback and remote regions

The outback is the vast, remote, arid area of Australia. The term 'the outback' is generally used to refer to locations that are comparatively more remote than those areas known as 'the bush'. However, there are areas of the outback that are celebrated more than others because of their beautiful natural features, fauna and flora, and importance to Aboriginal peoples.

Teaching Treasures is an excellent teacher and student resource that gives a lot of detail about the outback: <<http://teachingtreasures.com.au/student-projects/outback/main-outback.htm>>.



Episode 5: Honey Ants

**Central Desert, Alice Springs, Northern Territory
(Aboriginal community of Pupunya)**

There are 10 deserts in Australia: the Great Victoria Desert, Great Sandy Desert, Tanami Desert, Simpson Desert, Gibson Desert, Little Sandy Desert, Strzelecki Desert, Sturt Stony Desert, Tirari Desert and Pedirka Desert.

- What are the geographical features of the central desert region, Alice Springs? The Alice Springs Desert Park website has information about the geography, flora, fauna and inhabitants of the desert: <<http://www.alicespringsdesertpark.com.au/kids/desert/index.shtml>>.
- What kinds of soils and rock formations do we see in the desert? Start by describing the landscape in this episode and then list what you would expect to see elsewhere in this desert and in other Australian deserts. Start with this website: <<http://australia.gov.au/about-australia/australian-story/austn-desert-outback>>.
- What animals and plants do Brandon and Kayne serve to the elders of the community as a traditional feast? Do these animals and plants only exist in desert regions or are they to be found elsewhere in Australia – for example, witchetty grubs and kangaroos?
- What special types of ants are found in the desert, which they eat at the feast?
- What did you learn about the Pupunya community? Find out more at <<http://www.macdonnell.nt.gov.au/community-information/warumpi-papunya>>.

Episode 8: Saltwater Croc

Kakadu National Park, Northern Territory

According to the federal government's Department of the Environment, Kakadu National Park is 'located 240 kilometres east of Darwin in Australia's tropical north ... Kakadu National Park is Australia's largest terrestrial national park. Kakadu covers almost 20,000 square kilometres and is a place of enormous ecological and biological diversity. It extends from the coast and estuaries in the north through floodplains, billabongs and lowlands to rocky ridges and stone country in the south. These landscapes are home to a range of rare and endemic plants and animals, including more than one-third of Australia's bird species and one-quarter of its freshwater and estuarine fish species.' <<http://www.environment.gov.au/topics/national-parks/kakadu-national-park>> (retrieved Friday 16 May 2014)



The Park is one of Australia's oldest Aboriginal regions, with tribal settlements having existed there for at least 40,000 years.

- What was Kayne's mission in Kakadu?
- What differences did you notice between the geography of the central desert region in Alice Springs and Kakadu National Park, both of which are part of the Northern Territory? Explore National Geographic for detailed information about rock formations, soils, water features and the unique weather of Kakadu: <<http://www.australiangeographic.com.au/travel/destinations/2011/10/kakadu-the-land-of-extremes/>>.
- Find a map of the Northern Territory and mark out Kakadu National Park.
- Why do Brandon and Kayne want to attach a satellite tag to the saltwater croc?
- What did you find out about saltwater crocodiles from this episode?
- Explore National Geographic for more information, photographs and video clips: <<http://animals.nationalgeographic.com.au/animals/reptiles/saltwater-crocodile/>>.
- What animals did you see other than the saltwater croc in Kakadu National Park in Episode 8 of *Bushwhacked!*?



Episode 12: Arafura File Snake' Arnhem Land, Northern Territory (Yolngu people)

Arnhem Land in the Northern Territory is Australia's final frontier – a vast unspoiled wilderness, rich in Aboriginal culture. It is cut off by floods from the rest of the country for six months a year. It is bordered by Kakadu National Park, the Arafura Sea and the Gulf of Carpentaria.

The geography of Arnhem Land consists of diverse landscapes: rugged coastlines, remote islands, rivers, rainforests, towering escarpments and savannah woodlands. Wildlife is abundant throughout Arnhem Land, including many saltwater crocodiles. It provides an important conservation habitat for dugongs, nesting turtles and migratory birds.

- Which of these landscapes do we see in Episode 12, in which Kayne has to hunt, cook and eat an Arafura File Snake?
- Who shares the Arafura File Snake's habitat?
- The Arafura Fire Snake is aquatic and not indigenous to Australia. What other aquatic reptiles can be found in Australia? Start your search here: <<http://reptilesaustralia.com/snakes/cobubrids/cobubrids.htm>>.
- Which of them live in the sea and which in freshwater?

In this episode we also see how the local inhabitants of Arnhem land, the Yolngu, live. They are the owners of Arnhem Land and have occupied the region for at least 60,000 years. This is the land where Australia's famous musical instrument, the didgeridoo, originated.

- What skills do they use to help Kayne track down the Arafura File Snake?
- Find out more about the Yolngu at <<http://www.ealta.org/yolngupeople.html>>.



Episode 3: Tiger Snake Wilderness, Tasmania

Brandon and Kayne come face to face with a one of the world's most deadly snakes – a tiger snake – in its natural habitat of the Wesley Vale marshland, outside of Launceston.

To learn about tiger snakes, Brandon and Kayne visit a secret snake lab, where they meet herpetologist Ian Norton and his team.

- Where in Australia do tiger snakes live and what do they mainly eat? <<http://www.qm.qld.gov.au/Find+out+about/Animals+of+Queensland/Reptiles/Snakes/Common+and+dangerous+species/Tiger+Snake#.U7H9H5SSwuc>>
- Research is being conducted on whether climate change is affecting the tiger snake population in the Wesley Vale marshland: <<http://reptileresearchtasmania.blogspot.com.au/2011/06/wesley-vale-project-progress-report.html>>
- Snakes are important in the dreaming stories of Aboriginal peoples. In this episode, the boys learn about the dreaming story of the tiger snake from Hank Norton, an Indigenous consultant, and a tiger snake skin is burnt as a blessing to the Dreamtime.
- What do you know about the 'Rainbow Serpent' Dreamtime story? This is one of the most important Aboriginal dreamings. It is believed that the rainbow serpent is one of the world's oldest religious images. Learn more here: <<http://www.aboriginalartonline.com/culture/rainbow.php>>.
- What other Australian animals and plants are being affected by climate change, predators and changes in their habitats, and how? The Australian Museum has a list on their website at <<http://australianmuseum.net.au/Australian-species-vulnerable-to-climate-change/>>.

Bush Heritage also has some information about human threats to the environment and animals: <http://www.bushheritage.org.au/what_we_do/managing-the-land/natural_world_land_clearing>.

- Students may wish to do a research project alone, in pairs or small groups about particular native animals or plants. If possible, take them on a visit to a local zoo, wildlife park or other animal display so that they can make observations of the animal.

The Australian and New Zealand Council for the Care of Animals in Research and Teaching (ANZCCART) website has some useful information to help students get started at <<https://www.adelaide.edu.au/ANZCCART/humane/animals.html#native>>:

Animal-based scientists work to find better and humane ways to preserve, protect and manage a range of animal species that are ecologically stable and adapted to the Australian environment. This work is directed at safeguarding Australia's native animals and plants. It involves knowing about the native animals themselves, the foods they like and need, and what other animals threaten their survival. Threats to native animals arise from direct attacks by predators or by over-browsing of essential food plants by other so-called 'pest' animals. A major threat to plants arises from over-browsing. Thus, safeguarding our native animals and plants also involves developing humane and effective pest control methods to protect such animal and plant species from the animals that threaten them. (Retrieved Monday 23 June 2014)



2. Tropical Rainforests

Episode 2: Funnel Web Spider

Lamington National Park, Queensland
(Yugambeh people)

Brandon and Kayne track down one of the world's deadliest spiders – a northern tree-dwelling funnel web – in Queensland rainforest.

Australian Spiders

- What is unique about the northern tree-dwelling funnel web?
- Who helps Brandon and Kayne to find it, and how do they entice it out into the open?
- Choose an Australian spider from <<http://australianmuseum.net.au/spiders>>.and create an informational poster, PowerPoint or visual object to upload to the class blog or website.

The Yugambeh people.

The history of the Yugambeh people is similar to that of many other Aboriginal peoples in Australia.

Prior to European settlement, the Lamington region had been inhabited by Aboriginal people of the Yugambeh language for thousands of years. After European settlement, the lifestyle of the Yugambeh people was gradually eroded. Various attacks of native lifestyle by convicts, free landholders, Government acts and other European intervention has meant that today much of the previous way of life of the Yugambeh is now forgotten. However, many are still active in attempting to preserve what still remains, such as the Yugambeh language, and ensuring it is passed on to future generations. – Excerpts from <<http://www.oreillys.com.au/lamington-national-park/aboriginal-history>>



Flightless birds

There are about 40 species of flightless birds in existence today, the best known being the ratites (ostriches, emus, cassowaries, rheas and kiwis) and the penguins.

In 2014, new research has revealed the true story of the evolution of flightless birds.

A new study of extinct and living flightless birds (ratites) has produced a new story of the evolution of flightless birds. Kieren J. Mitchell from the University of Adelaide in Australia and an international group of colleagues have shown DNA evidence that disproves present thought about the origin of flightless birds. The research was published in the May 22, 2014, edition of the journal Science.

Previously the evolution of flightless birds was thought to have originated from a common ancestor. The drifting of continents from the original super-continent was thought to have provided different habitats that produced the variety of flightless birds like the moa in Australia, the ostrich in Africa, and the extinct elephant bird. The new study indicates that no common ancestor of flightless birds was involved that was flightless.

To read the rest of this article, go to <<http://www.examiner.com/article/flightless-birds-proven-to-have-a-flying-ancestor>>



Episode 4: Cassowary

Daintree National Park, Queensland

The cassowary is a flightless bird. There are three kinds of cassowary, two found in New Guinea and one – the southern cassowary – found in northern Queensland. Their habitat is tropical rainforest. The cassowary is an important rainforest gardener, spreading the seeds of rainforest trees. Sometimes the seeds are so large that no other animal can swallow and disperse them. The southern cassowary is listed as endangered nationally.

Brandon was asked, 'What were your biggest challenges filming *Bushwhacked!*?', he replied, 'Tracking down the cassowary, because it can do serious harm to humans and also because they're so rare. We looked for hours and hours and hours in the rain.'

- Divide the class into small groups and ask each group to explore these websites and others:
 - <http://www.aboriginalculture.com.au/>
 - <http://www.creativespirits.info/aboriginalculture/>
 - <http://australianmuseum.net.au/indigenous-australia>
- As a class, brainstorm the main historical events, life skills, tools, geographic knowledge religious beliefs, visual arts, music, dance and important cultural events that typify Aboriginal societies across Australia.
- Each group should choose one area to research and report back using any medium to do so, but specify that the report must have text, visual elements, maps and other rich content to convey the message.
- The report should include history before European settlement and the effects of European settlement upon Aboriginal life and culture.
- The report must refer to the depiction of Aboriginal cultures in *Bushwhacked!* and give examples of the particular theme that the group has chosen.
- Secondary students could research a particular Aboriginal group, whether featured in *Bushwhacked!* or not.

- What did you find out about cassowaries from this episode in *Bushwhacked!*?
- How long does it live?
- What does it eat?
- What could happen to the rainforest if it became extinct?
- Explore <<https://www.ehp.qld.gov.au/wildlife/threatened-species/endangered/endangered-animals/cassowary.html>> for more information about the cassowary and its importance to the ecology of the rainforest.



Exploring tropical rainforests

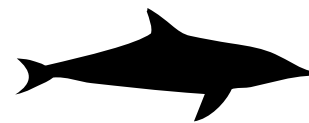
- What defines a tropical rainforest? Discuss geology, climate, flora and fauna.

The Blue Planet Biomes website explains some facts about tropical rainforests: <<http://www.blueplanetbiomes.org/rainforest.htm>>.

This clip on ABC Splash Primary explains Rainforests and their layers: <<http://splash.abc.net.au/media/-/m/31221/rainforest-explore-the-rainforest>>.

The Teacher Vision website has many links to lesson plans and activities for primary students: <<https://www.teachervision.com/rain-forest-ecology/teacher-resources/6659.html>>.

- What typical tropical rainforest features do we see in *Bushwhacked!*?
- In small groups, students choose a rainforest animal. It does not have to be one of the animals seen in the episodes. On paper, or using a computer or tablet, ask them to research the points below and create a scientific report. Depending upon the year level of the students, and their skills and interests, the report can be presented in many different ways: as a poster, PowerPoint, with pictures, links to video clips online, as a video presentation or by any other means. Encourage students to create tables, maps of habitats and 'Did you know?' quizzes about the animal.
 - What unique features has this animal acquired for survival in the rainforest (camouflage, toxicity, speed, claws, etc.)?
 - What level of the food chain is it on?
 - Is it endangered? If so, why?
 - Does this animal exist in other biomes in Australia?
 - What does it eat and what is its usual habitat?



- What kinds of plants and trees are seen in the tropical rainforest?
- Primary students will enjoy exploring kidcyber to learn about tropical rainforest layers: <<http://www.kidcyber.com.au/topics/biomerainfor.htm>>.
- Soft schools has an excellent site for secondary students: <http://www.softschools.com/facts/biomes/tropical_rainforest_biome_facts/160/>.
- An online video from Campfire Film Foundation shows other aspects of rainforests: <<http://www.campfire.org.au/film/invisible-animals-in-the-oldest-rainforest-in-the-world>>.

3. The Coast and the Sea

Australia's marine area is one of the largest in the world, extending over about 16 million square kilometres. This is more than double the continent's land area. Australia's ocean domain includes all ocean temperature zones (based on sea surface temperature), from tropical to polar.

Display the map of Australia's coastline on <<http://www.environment.gov.au/node/21677>>.that shows the types of soils, geographic features, currents, climate and the risks posed by climate change to Australia's marine environment.



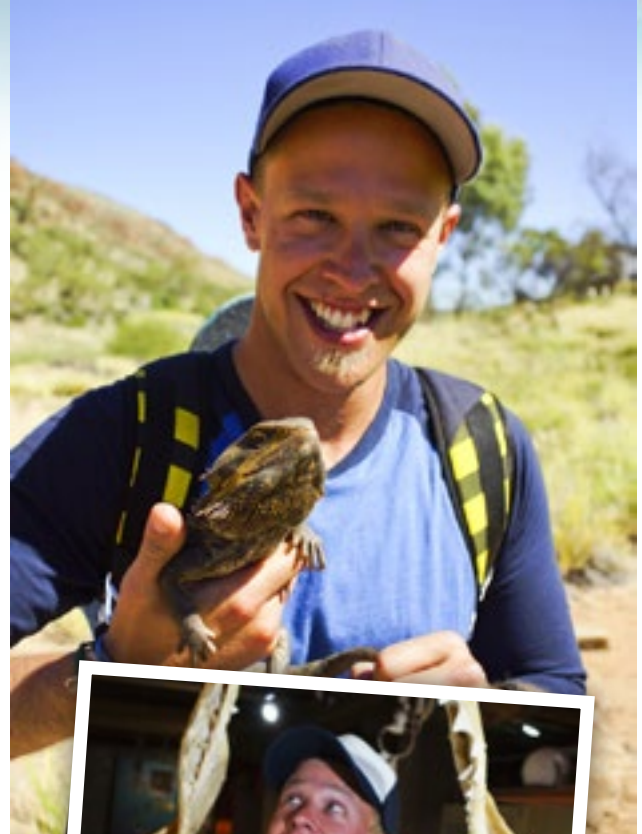
- What coastal and marine environments do we see in *Bushwhacked!*?
- What differences are there between the marine environment we see at Port Lincoln in South Australia, the coast of New South Wales and Heron Island in the Great Barrier Reef?
- What did Brandon and Kayne discover about shark habitats?
- What are the differences between great white sharks and grey nurse sharks?

Episode 6: Great White Sharks

Port Lincoln, South Australia

When Kayne goes diving with great white sharks and has to beatbox to attract them, it is a dangerous mission. However, great white sharks rarely attack people, and when they do it is because they have mistaken the person for their usual seal prey. More than 70 per cent of known victims of great white shark attacks survive because the shark realises it has made a mistake and doesn't finish off the prey. Every year, around 75 shark attacks are reported worldwide. Despite their relative rarity, many people fear shark attacks because of the occasional serial attacks that have occurred in Australia, and the sensationalising of shark attacks in films such as *Jaws* (Steven Spielberg, 1975).

- These websites featuring great white sharks include some information given to us by Kayne and Brandon in the episode:
 - <<http://sharkfacts.org/great-white-shark-facts/>>
 - <<http://kids.nationalgeographic.com/animals/great-white-shark.html>>
- After discussing the information about great white sharks from the episode and from the websites listed above, the class could brainstorm a fact sheet, with points noted on the whiteboard.



Episode 7: Turtles

Heron Island, Queensland

Heron Island, located 72 kilometres northeast of Gladstone and 539 kilometres north of Brisbane, is an evergreen coral cay surrounded by 24 hectares of coral reef at the southern end of the Great Barrier Reef.

Heron Island is named after the herons that are part of the rich birdlife of the island. The island is also home to flocks of mutton birds and terns.

The Great Barrier Reef is one of the Seven Wonders of the Natural World, and when you pull away from it and view it from a greater distance, you can understand why. It is larger than the Great Wall of China and the only living thing on Earth that is visible from space. Like many of the other ecosystems explored in *Bushwhacked!*, it is delicate and under threat.

Kayne and Brandon highlight the tropical beauty of the island and the wonders of turtle season there when the beaches are full of green turtle hatchlings. In addition to the footage shot during this episode of *Bushwhacked!*, you may wish to view this clip: <<https://www.youtube.com/watch?v=eSmmC8tb4Kk>>



- What dangers do the green turtle hatchlings face?
- How can visitors to the island ensure they won't disturb or endanger the hatchlings?
- What more do Kayne and Brandon find out about turtles when they go swimming with the adult turtles?
- Primary students fact sheet: <<http://www.animalfactguide.com/animal-facts/green-turtle/>>
- Information for secondary students: <<http://animals.nationalgeographic.com.au/animals/reptiles/green-turtle/>>

Episode 9: Grey Nurse Shark

Coastal, New South Wales

There are only about 400 grey nurse sharks left in the wild. This species became the first protected shark in the world when the New South Wales government declared it a protected species in 1984. Brandon challenges Kayne to go swimming with the sharks and take a photograph.

Until recently, the grey nurse shark had an undeserved reputation in Australia as a man-eater but it is not a threat to divers or swimmers unless provoked. Many shark attacks in Australia have been attributed incorrectly to the grey nurse shark often due to its fierce appearance. The grey nurse shark's reputation led to indiscriminate killing of the species by spear and line fishers. Current threats to the species are believed to be incidental catch from commercial fisheries, recreational fishing and, to a lesser extent, the bather protection programs run in New South Wales and Queensland. – Retrieved from <<http://www.environment.gov.au/topics/marine/marine-species/sharks/greynurse>>. Saturday 14 June 2014

In both this episode and Episode 9 – in which Kayne went swimming with great white sharks – we are given a great deal of information about sharks and the myths that have arisen around them, and about their endangered status.

On the whiteboard, create two columns with the headings 'Shark Facts' and 'Shark Myths'. Alternatively, you could create a worksheet with those headings.

- Set students the task of adding points under the headings that they have learnt from viewing *Bushwhacked!*.
- Challenge them to add other points that they have remembered from other sources, such as science lessons, books, the media and what other people have told them.
- What influence do they think the media (for example, feature films and television, news and current affairs programs, radio and online sources) has had on the view of sharks held by people around the world?
- In pairs or small groups, create one of the following:
 - i. A mock social media page for people who want to discuss sharks;
 - ii. To add fun and humour, students could create a Facebook page for a shark and describe where it lives (habitats), its likes, dislikes, favourite foods, enemies and friends;
 - iii. A concept for a feature film from a shark's point of view about being hunted by humans;
 - iv. A comic strip about a baby shark and his family;
 - v. A cartoon from a newspaper featuring someone well-known as a shark, or talking to a shark.

The TV series *Kenny the Shark* featured a lovable shark: <<http://www.tv.com/shows/kenny-the-shark/>>.



Episode 10: Penguins

Bruny Island, Tasmania

Kayne and Brandon search for the elusive fairy penguin while also meeting a rather unusual albino wallaby along the way. More than half of Bruny Island is set aside as National Park and State Reserve, and includes rainforests and plant species not found anywhere else in Tasmania.

- Describe Bruny Island as we see it in this episode. How varied is its geography, flora and fauna?
- Find out more about Bruny Island, and particularly its wildlife.
- Forty-spotted pardalotes have declined by 60 per cent in the past 20 years, and their range is limited to south-east Tasmania and Flinders Island. As with many other endangered species, scientists are trying to discover ways of saving the birds. <<http://www.wildliferesearchnetwork.org/directory/project/forty-spotted-pardalotes>>
- What other endangered Australian species that you know about are being researched?
- The focus of this episode is on fairy penguins. This ABC website has some very good information about fairy penguins: <<http://www.abc.net.au/tv/penguinisland/about/>>.
- How much of this information was included in the episode?





4. Urban and Rural

It is important for Kayne and Brandon to find out about as many Australian environments as possible. These include environments where human beings live side by side with native animals and introduced species, some of which are used for food.

Episode 11: Urban Vet Melbourne, Victoria

In Melbourne, where Kayne lives, he and Brandon get involved with rescuing wild animals that live in the big city. This is a very important aspect of wildlife conservation, whether it involves removing snakes from properties or tending to injured wildlife. The problems caused when native animals – many of them protected species – share our cities, towns and rural areas are not easily solved. Feral foxes, dogs and cats, unsuitable habitats and the threats of human and industrial waste – as well as humans themselves – create different problems for our animals and ones that can be difficult to resolve when people and animals live side by side.

- What native animals do we see in this episode?
- Brainstorm other native animals that can be seen in cities and urban areas around Australia. This website has information about Melbourne: <http://www.onlymelbourne.com.au/melbourne_details.php?id=2365#U7IC1ZSSwuc>.
- Find information about the city or urban area you live in (if you live in one). What particular problems are animals facing in your area and how can you find out more about measures to save them?



- *Australia's native plants and animals adapted to life on an isolated continent over millions of years. Since European settlement they have had to compete with a range of introduced animals for habitat, food and shelter. Some have also had to face new predators. These new pressures have also caused a major impact on our country's soil and waterways and on its native plants and animals. In Australia, feral animals typically have few natural predators or fatal diseases and some have high reproductive rates. As a result, their populations have not naturally diminished and they can multiply rapidly if conditions are favourable. Feral animals impact on native species by predation, competition for food and shelter, destroying habitat, and by spreading diseases. – The federal government's Department of the Environment website: <<http://www.environment.gov.au/biodiversity/invasive-species/feral-animals-australia>>. Retrieved Monday 21 June 2014*
- How were feral animals and non-native plants introduced into Australia?
- What protection does Australia offer against further invasion by foreign species?



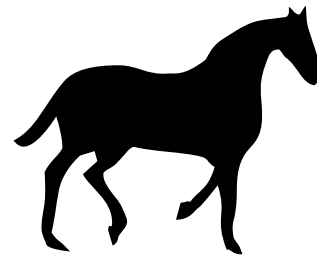
Episode 13: Cattle Mustering

Megalong Valley, Blue Mountains, New South Wales

Brandon challenges Kayne to muster 40 head of cattle in the Megalong Valley – but to do so he'll have to undergo four days of training as a jackaroo. They also take some time to meet the local Gundugurra people before Justin the jackaroo puts them through their paces on the farm. Aboriginal people were involved in farming and mustering cattle from the earliest days of cattle grazing in Australia.

YouTube has an excellent clip of modern-day mustering by Aboriginal people on their own land: <<https://www.youtube.com/watch?v=YVRbHeUf5vg>>.

- When were cattle brought to Australia, and what is their importance in our economy? This federal government website has a history and economy of the grazing of animals and farming in general <<http://australia.gov.au/about-australia/australian-story/austn-farming-and-agriculture>>.
- Discuss the positives and negatives of cattle grazing in Australia. Research using Google, news stories online and any knowledge the class has acquired from this episode or other sources. Can they find any local stories? For example, there has been a great deal of controversy in Victoria over whether cattle should be allowed to graze in alpine areas. Compare this recent news story in the *Herald Sun* advocating grazing in alpine areas – <<http://www.heraldsun.com.au/news/opinion/high-grazing-part-of-our-culture/story-fni0ffsx-1226797664476?nk=c040b5339cf7821d35be28e58e3ea401>>. – with the Victorian National Parks Association's site: <<http://vnpa.org.au/page/nature-conservation/parks-protection/alpine-cattle-grazing-%E2%80%93-it%E2%80%99s-a-park,-not-a-paddock>>.



- Organise a debate on the topic, 'Cattle grazing in national parks is beneficial to the environment'.
- What skills do Brandon and Kayne have to learn in order to become jackaroos?
- Mustering may be done on foot, with various vehicles, with horses or with aircraft. What methods do we see in this episode?



Resources

<<http://www.tesaustralia.com/teaching-resource/Introduction-to-Australia-6164595/>>.– Teaching resource for Geography, Years 3–9.

<<http://www.tesaustralia.com/teaching-resource/Crazy-Climates-6333023/>>.– Teaching resource for Science, Geography and the Environment, secondary students. This booklet has lots of different types of activities for children to learn about the difference between weather and climate, hurricanes, tornadoes, thunderstorms, flooding, drought and climate change.

<http://www.tesaustralia.com/teaching-resource/Climate-Change-Causes-and-Consequences-6112536/> – Secondary students. This resource provides a concise introduction to climate change and global warming. Pupils should be able to understand the processes that contribute to climate change and discuss the possible impact of climate change on the survival of living things.

<<http://teachingtreasures.com.au/student-projects/outback/main-outback.htm>>

<<http://www.pinterest.com/hhhomeschool/australia-for-kids/>>.– Many activities and worksheets for primary students, focusing on all aspects of Australia.

<<http://australianteacher.org/australian-studies/>>.– This website provides information, photographs and learning opportunities about Australian geography, flora and fauna, history and Indigenous cultures.

Other recommended films and television

A short clip that introduces students to the landscapes, animals and human activities in Australia's outback: <<http://busyteacher.org/17643-video-activity-outback-overview-of-the-australian.html>>.

This documentary explores the history of wildlife extinction in Australia and how we are dealing with it. This program focuses on the mini marsupials Australia is famous for – the numbat, the chuditch, the woylie and the honey possum, to name a few: <<https://www.youtube.com/watch?v=ombZgIQM-Go>>. *Yolngu Boy* (Stephen Johnson, 2001). Suitable for middle to senior secondary students. View the trailer at <<https://www.youtube.com/watch?v=llw0kFPtO8I>>.

A free online teaching kit for *Yolngu Boy* is available at <http://actf.com.au/teaching_resources/res/10258/yolngu-boy-teaching-kit#edresource>.

Lorrpu, Botj and Milika are three Aboriginal teenagers caught between the modern world and the oldest living culture on Earth. The boys once shared a childhood dream of becoming great hunters, but things have changed and their paths are diverging. When Botj finds himself on the wrong side of both black and white law, Lorrpu and Milika risk their own future to save their friend. Leaving behind their community, the boys trek through the unforgiving wilderness to Darwin to argue Botj's case with their tribal leader. To survive, they must draw on the ancient bush knowledge they were taught as boys and, most importantly, on their bonds of friendship.

My Place, ABC TV series, suitable for primary to middle secondary students. <<http://www.abc.net.au/abc3/myplace/>> Teaching resources for *My Place* are available at <<http://www.myplace.edu.au/default.asp>>. *My Place* is a rich source of entertainment and education. It is one of the ultimate pieces of episodic literature and now it is on television, involving more than a century of time, lots of kids, and a tree to provide continuity.

The *My Place* for Teachers website provides rich educational material to support primary and lower-secondary teachers using the *My Place* TV series in the classroom. You can explore background information, aligned with the *My Place* stories, on events and people significant to Australia's history. You can also download clips and stills from the TV series, as well as teaching activities and student activity sheets that relate to current themes.

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