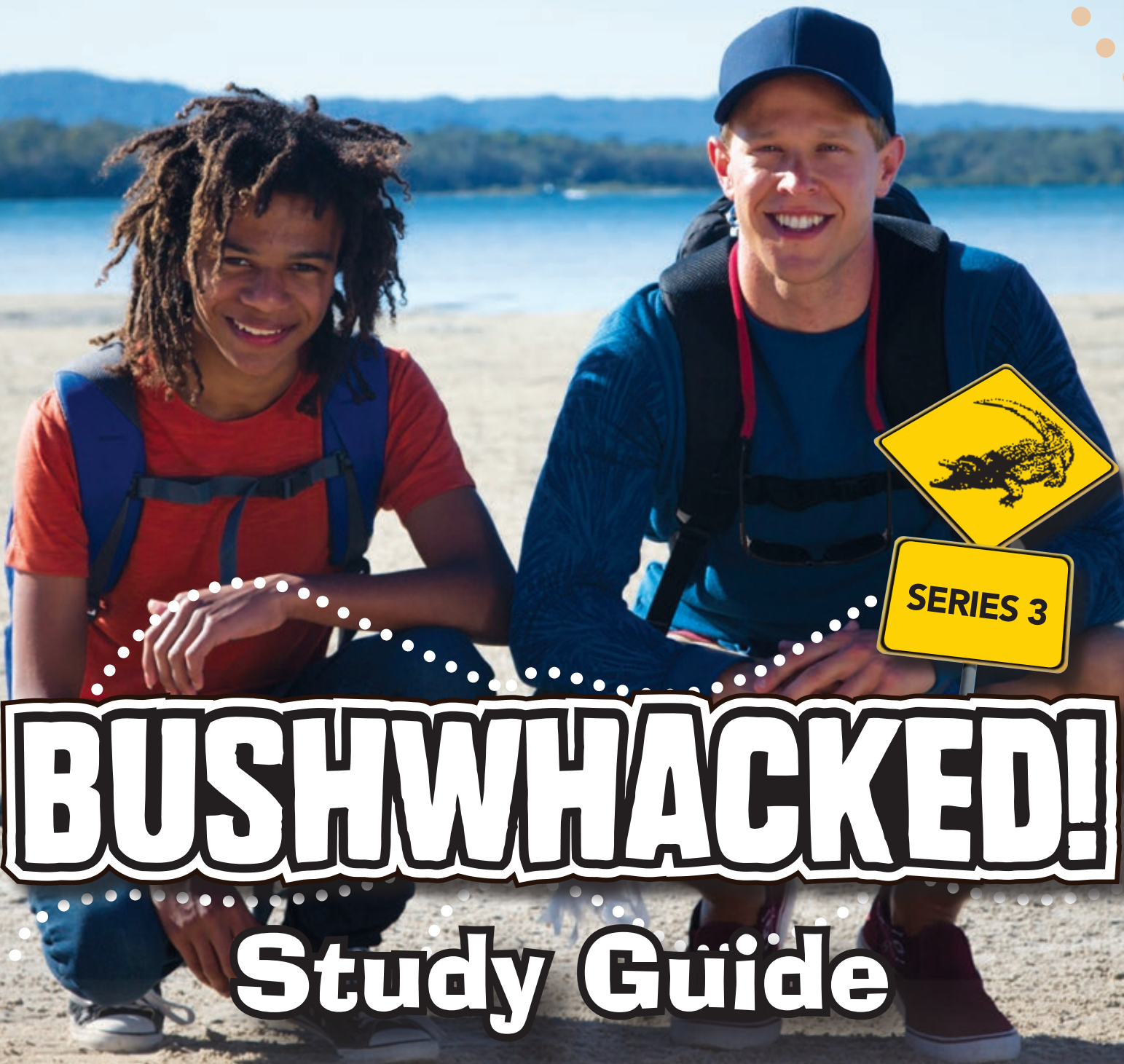


AUSTRALIAN CHILDREN'S
TELEVISION FOUNDATION



BUSHWHACKED!

Study Guide

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Introduction

This study guide is written and structured for teachers who wish to follow subject topics and specific or general themes through viewing one or more episodes. It also supports viewing each of the episodes, for example, in the primary classroom as a highly enjoyable weekly learning experience.

Bushwhacked! is a unique nature television program now in its third series. This highly acclaimed documentary series appeals to children and teenagers from 5 to 14 years old. Highly dramatic and exciting, it is an example of how well-researched locations, excellent scripts, very high production values, and fascinating Australian animals and issues can create not just entertainment, but a valuable and enjoyable learning experience.

The young presenters, Wiradjuri boy Kamil Ellis and Kayne Tremills, take their audience on exciting adventures all over Australia. At the heart of the series lie the presenters' quests to discover the rich history of Australian Indigenous groups. Each *Bushwhacked!* mission has a spin and takes the viewer on a tense, gripping journey with often hilarious consequences in this fun, informative take on the factual-adventure genre.

With each episode delivering an important message about the eco-systems visited, *Bushwhacked!* – Series 3 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.

This important Australian children's television series belongs in every classroom as a valuable cross-curriculum resource, as well as providing a wealth of rich learning opportunities in many subject areas about Australia, discussing its flora and fauna, peoples, way of life and values.

After creating 26 incredibly successful episodes across two series, we knew that we had to raise the stakes for the third instalment.

"Expect to see the boys engaged in missions of heightened jeopardy and cheekiness – from a matchmaking mission involving the world's most venomous snake, a wade through croc-infested waters to catch a rare freshwater pygmy croc, a crazy mission to brush a bull shark's teeth, to a brazen attempt to save a saltie's nest from the wet, and a nose rub with a hairy-nosed wombat."
Executive Producer, Dan Goldberg.

Bushwhacked! now airs in over 40 countries worldwide and has been widely acclaimed, recently adding a 2015 Logie nomination to its slew of national and international awards.



Curriculum Links

English

Viewing *Bushwhacked!* with middle years students supports the development of students' English skills, knowledge and understandings. Throughout this study 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.

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 and the Australian environment. Throughout this study guide there are many discussion topics and activities for both primary and secondary students studying Science, but teachers are encouraged to also support students in developing their own research projects based on the series.

Geography

Bushwhacked! presents a wonderful opportunity to engage students from middle-primary to middle-secondary in experiencing Geography coming to life as Kayne and Kamil explore many different regions of Australia. Viewing and discussing *Bushwhacked!* also involves important connections to History and Science.

The Arts

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



Teaching Ideas: Themes and Topics:

Introductory discussion after viewing one or more episodes of *Bushwhacked!*

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 or the entire series. This is not just a nature series; *Bushwhacked!* is full of action and energy. True to its young-audience appeal, the series shows Kayne and Kamil travelling to often-remote locations in and on a large range of vehicles, many of them high-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. Kids and 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 Kamil 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? What do you like about it?
- What kinds of enjoyable physical activities are presented in *Bushwhacked!*?
- If you haven't tried one or more of these activities, which would be your first choice and why?
- Which production elements of *Bushwhacked!* did you think were particularly appealing?
- Describe what kinds of music is used in the series and how music is used. 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.)
- The director of photography for *Bushwhacked!* has 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 Kamil.
 - o What effect does this have on the pace of *Bushwhacked!* and the way we react to it?
 - o Do you think it would have been difficult editing the series?
 - o What other styles of filming were used, for example, when Kayne and Kamil are talking to other people or showing us an animal or landscape? e.g. tripod shots, aerial shots, dolly shots, etc.
 - o Which of the episodes is your favourite? Why?
 - o When one of the boys is in close-up making a point to camera, portrait-cam is used – a frame around their heads. Is this effective in drawing attention to what they are saying?
- Kayne and Kamil are always very careful in the way they approach and handle wildlife, particularly potentially dangerous animals such as snakes and spiders. Every time one of these animals is encountered, Kamil warns about approaching and touching animals.
 - o Have you ever encountered a snake, poisonous spider or shark? Did you know how to respond to the animal?

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

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 named '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.

View this excellent video from Busy Teacher about the Australian outback: <http://busyteacher.org/17643-video-activity-outback-overview-of-the-australian.html>

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

- What areas of the outback do Kayne and Kamil travel to in *Bushwhacked!*?
- To support discussion about these areas, display a large map of Australia and, referring to the episodes the students have viewed in the episode synopses, mark where the boys have travelled to.
- As a Geography activity, students could then divide into pairs or small groups and research each of these areas.

Deserts

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 deserts that Kayne and Kamil visit in this series of *Bushwhacked!*?
- What kinds of soils and rock formations do we see in the desert? Start by describing the landscape in a particular episode and then list what you would expect to see elsewhere in other Australian deserts. Start with this website: <http://australia.gov.au/about-australia/australian-story/austn-desert-outback>





The Environment and Conservation

Throughout the series there are important issues focusing on keeping natural environments healthy and conserving Indigenous plants and animals. The roles of researchers, rangers and Indigenous peoples are depicted in a very engaging way.

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 Kamil, 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.

Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), downloaded from the Australian Curriculum website on (29/06/15).

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.

In Episode 6: 'Croc Eggs', the health of rivers in the Northern Territory is being measured by the state of saltwater crocodile eggs and young.

Charlie Manolis of Wildlife Management International explains to Kayne and Kamil that a little bit of skin from a baby croc tells us what they've been eating and what the river environment has been like. It's almost like a signature for the area that they have been living in. And not only does it come from their tissues, it also comes from their eggs.

Coastal and Marine Environments

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.ga.gov.au/scientific-topics/marine/survey-techniques> which describes how the coastline and marine environments are mapped.

- What coastal and marine environments do we see in *Bushwhacked!*?
- What differences are there between the marine environments we see at Noosa when Kayne and Kamil are searching for humpback whales and the Gold Coast where they study bull sharks?
- What animals that are featured in *Bushwhacked!* have the coast and the sea as their habitat?

Islands feature in Episode 5: 'Croc Island Rangers', and Episode 13: 'Dingo'.

- How are islands formed? For information about the geography of islands visit the following sites:
http://education.nationalgeographic.com/education/media/satellite-imagery-islands/?ar_a=1
<http://australia.gov.au/about-australia/australian-story/austn-islands>
- National Geographic has a lesson for primary students that explores plate tectonics and other geographical concepts about islands: http://education.nationalgeographic.com/archive/xpeditions/lessons/04/g35/bowerformed.html?ar_a=1

In many of the episodes in this series, Kayne and Kamil meet scientists who are keeping track of and monitoring the health of other Australian animals, such as the platypus and echidna in Episode 9: 'Platypus'.

Tasmanian Aboriginal Elder Hank Horton explains the importance of conserving the numbers and health of animals like the Platypus:

"What's really important about our platypus you know is the carer and the keeper of our billabongs and water holes; he looks after that part of the land. What he feeds on and the way he lives out there helps those water holes actually survive and the new plants grow and it's very important that we look after that platypus and its environment around there."

List on the board other animals that appear in *Bushwhacked!* that are being monitored and having research conducted based on their health and habitat. These are all listed in the episode synopses but you may wish to choose one or two for a discussion, plus other Australian animals that students can research.

Foundation for Australia's Most Endangered Species: <http://fame.org.au/>

Threats to Wildlife

In Episode 5: 'Croc Island Rangers', Kayne helps clean up the beaches by removing nets.

Kiki, one of the rangers explains:

"The Crocodile Island Rangers are here to conserve animals and what we're doing at the moment, as you can see we've found a ghost net here."

Kayne: 'What's a ghost net?'

Kiki: 'A ghost net is a net that has been drifting around at sea for a while. It's been thrown overboard of a ship or they've lost it and it has been floating around and then actually washes up on the beaches.'

Kayne: 'It washes up, right! OK, hence this thing here.'

Kiki: 'It's here and so we have to get rid of it and clean up.'

Kayne: 'And is there potential for stuff to be in the nets?'

Kiki: 'Oh yes, and that's why the Rangers are doing this sort of beach clean-up, because we find a lot of



Kayne: 'Oh I was talking tin cans; there'll be animals?'

Kiki: 'Yes, a lot of these animals get stuck in these nets and drown.'

Kamil: 'What's the animal you guys frequently get?'

Kiki: 'Turtles.'

This video highlights the dangers of ghost nets: <http://www.takepart.com/video/2015/04/20/ghost-nets>

Another threat to Australia's wildlife has been occurring ever since European settlement of the country.

In Episode 11: 'Hairy-Nosed Wombats', northern hairy-nosed wombat expert Dr Alan Horsup tells Kayne and Kamil that he has been studying this animal for 20 years.

Alan: 'When I arrived back in those days there was only about 65 northern hairy-nosed wombats left in the world.'

Kamil: 'In the whole world?'

Alan: 'In the whole world, yeah. They were all here.'

Kayne: 'What happened to get the numbers so low?'

Alan: 'Well we think they were always pretty rare, pretty thin on the ground, but with the arrival of Europeans to Australia 250 years ago with their cattle and sheep that was the beginning of the end.'

What other Australian animals have been threatened by the arrival of grazing animals in Australia?

Australian Animals

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.

Primary Interactive Australia Fauna Quiz: <http://www.australianfauna.com/quiz/quiz.htm>

Upper-Primary and Secondary Quiz on Aware Wildlife: http://www.awarewildlife.org.au/?page_id=840

To prepare for these activities, discuss the categories of Australian animals.

These websites can be explored either by groups or as a class, and the whole class can then come up with a complete list of categories.

Unique Australian Animals: <http://australian-animals.net/>

Oz Animals: <http://www.ozanimals.com/>

Learning Activity

After viewing one or more episodes of *Bushwhacked!*, display the following list of categories of animals and ask the students to match the animals in *Bushwhacked!* from all 13 episodes with their category, and to list at least one other Australian animal from that category. Each category of animal is highlighted in a different colour, so students could highlight all of the animals that belong in that category in the same colour or list them in the category boxes.

| Category | Animals featured in <i>Bushwhacked!</i> | Other Australian animals that belong in this category. |
|------------|---|--|
| Reptiles | Wedge-Tailed Eagle | |
| | Inland Taipan | |
| Monotremes | Pygmy Crocodile | |
| | Humpback Whale | |
| Birds | Albino Kangaroo | |
| | Dingo | |
| Molluscs | Bull Shark | |
| | Platypus | |
| Mammals | Wolf Spider | |
| | Hairy-Nosed Wombat | |
| Marsupials | Cone Snail | |
| | | |
| Arachnids | | |
| | | |



Focus Studies: Science, Genetics and Endangered Species

Crocodiles

In Episode 2: 'Pygmy croc', Kayne and Kamil travel to the Bullo River in the Northern Territory to explore a potentially new distinct crocodile species – the freshwater Pygmy crocodile.

Dr Adam Britton, a zoologist who accompanies the two presenters on this trip, thinks this dwarf population of freshwater crocodiles is the beginning of a new genetic species – evolution in action. The race is on to analyse the DNA of the Pygmy freshwater crocodiles before they interbreed with 'normal' freshwater crocodiles or are lost to the poisons of cane toads.

Discuss:

- What kind of habitat is the Pygmy crocodile found in?
- Why is it smaller than other freshwater crocodiles?
- There are concerns that the Pygmy crocodiles are endangered by eating cane toads. What evidence is revealed in this episode that the crocodiles are fighting back?

Why is analysing the DNA of the Pygmy crocodiles important to their survival?

There are thought to be only hundreds of the freshwater crocodiles across northern Australia. After an infestation of cane toads moved into the river in 2008, there were grave concerns for the small crocodiles' survival.

Further Resources

Crocodilian is a scientific website with information about the freshwater crocodile, including the Pygmy crocodile: http://crocodilian.com/cnhc/csp_cjoh.htm

Genome is a government website with resources and teaching units to explore the topic of DNA <http://www.genome.gov/10005911>

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



Venomous Australian Animals

All three series of *Bushwhacked!* explore the knowledge of venomous animals that Indigenous peoples have passed down through generations, as well as the work of scientists researching ant venoms and the possible medical use of some of these venoms.

In Episode 9: 'Platypus', Kayne and Kamil are warned about the venom in the platypus spur. These YouTube clips provide excellent information about the platypus: https://www.youtube.com/watch?v=0wLa_33mvu4

<https://www.youtube.com/watch?v=Zey3UrwTJfA>

Other venomous animals that appear in *Bushwhacked!* – Series 3 are the Cone Snail and Inland Taipan.

Cone snail:

<http://www.livescience.com/49547-cone-snails-insulin-weapon.html>

<http://www.bbc.co.uk/nature/life/Conus>

Inland Taipan:

<http://www.abc.net.au/science/slab/shorter/story.htm>

<http://inlandtaipan.weebly.com/index.html>

- What can venoms teach us about their effects on human biology, both positive and negative?
- Students working in small groups could find information about poisonous Australian animals using skills, knowledge and understandings across a range of curriculum areas: Science, Technology, Literacies, English, Visual Art and Media Studies. This information could be presented in the following ways:

- A word cloud with keywords about poisonous Australian animals (<http://wordle.net>)
- A large poster with pictures of poisonous Australian animals, body parts that produce the venom labelled and a short description of the effects of the venom and possible scientific uses
- A large picture storybook for young children about the dangers of poisonous Australian animals
- A PowerPoint that highlights the habitats, foods, and effects of the venom of poisonous animals, as well as the scientific uses of venom
- A news article with a headline, at least one picture and a caption to the picture, following their own research and summary of news articles online about scientific uses of animal venoms
- A wiki with information and links about poisonous Australian animals (Teaching with Wikis has some good links and information: <https://teaching-with-technology.wikispaces.com/Wikis+in+Education>)
- A short video about venomous Australian animals, either as live-action (with presenters and even a mock scientist) or animation

Endangered Species

Some Australian animals have such low numbers that they mainly exist in wildlife sanctuaries. If the numbers grow sufficiently, some will be released into the wild to start breeding and build up the species again.

In Episode 1: 'Wedge-Tailed Eagle', Kayne and Kamil are introduced to the boodie, or burrowing bettong, which is a small marsupial. Burrowing bettongs were once widespread across arid and semi-arid areas in the south, central and western parts of Australia. Their range contracted dramatically following European settlement. See more at <http://www.australianwildlife.org/wildlife/burrowing-bettong.aspx#sthash.tMMo4fz8.dpuf>.

Other endangered species highlighted in the series are Pygmy Crocodiles and Hairy-Nosed Wombats.



Feral Animals and Environmental Threats

Feral pigs

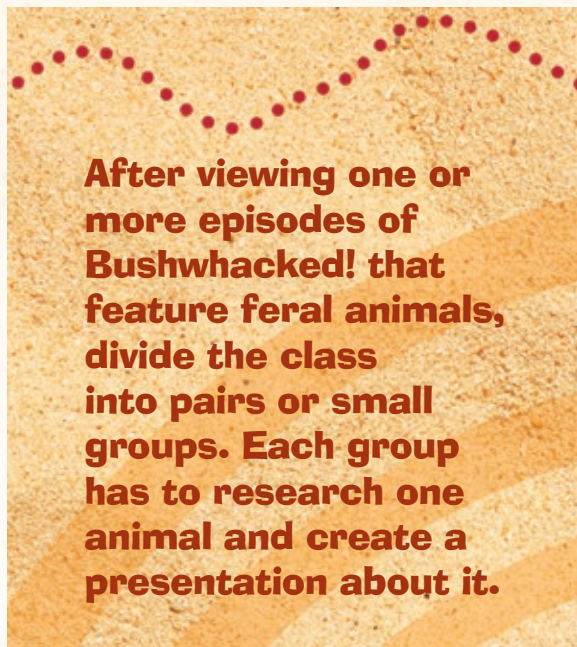
In Episode 6: 'Croc Eggs', Kayne and Kamil are alerted to the threat of feral pigs eating crocodile eggs.

Feral pigs were introduced to Australia by the First Fleet. They are considered pests. They do considerable damage to the environment, including eating croc eggs.

Cane Toads

View the Australian Museum website with the students <http://australianmuseum.net.au/cane-toad> and then discuss the following.

- What are the threats posed by cane toads and feral pigs in Australia?
- Why were cane toads brought to Australia and where were they originally located?
- Before viewing *Bushwhacked!* Episode 6: 'Croc Eggs', did you know about the threat posed by cane toads in Australia?
- What measures are being taken against the cane toad invasion in Australia?
- What other feral animals are threatening Australian animals and their habitats?



Indigenous Peoples and Cultures

Cross-Curriculum Priorities: 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 Kamil 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/>

The Tribal Link website can be used to explore the customs, languages and distinct characteristics of all of the Aboriginal communities that are included in the series: <http://www.triballink.com.au>

Dreaming

Dreaming is a non-Aboriginal word. Each language group has its own word to describe the complexity of Dreaming. Dreaming stories are the binding force of a continuum between the past, present and the future for Aboriginal people. Dreaming stories explain creation, and deal with the responsibilities of the people to care for their land and each other. These stories are multilayered in meaning, and as a child grows and matures, a greater depth of meaning is revealed. Most Dreaming stories tell how Creation Beings and Spiritual Ancestors have moved around Australia and created the landforms we see in our countryside. These Ancestors are living as land, waters, rocks, star formations and features of the Australian environment.

It is important that Dreaming stories are used properly in the classroom and not misinterpreted as fairy stories or myths.

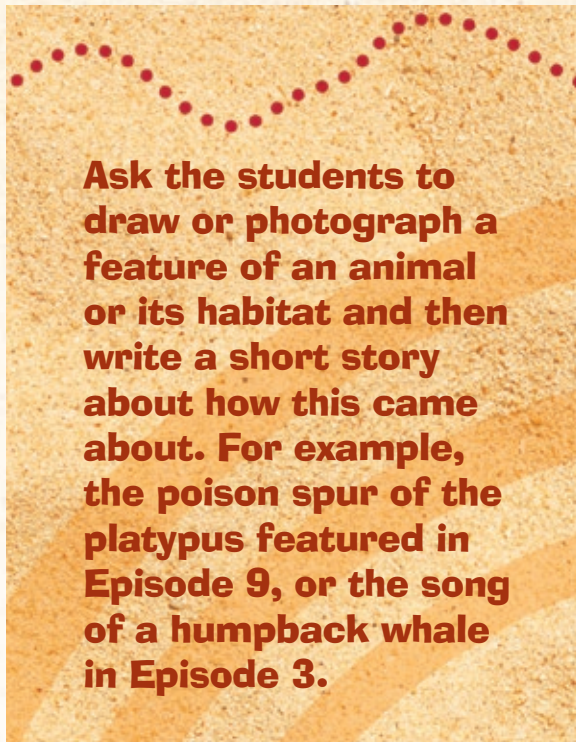
Caring for Place, Caring for Country, teacher's booklet, Stage 1, Human Society and Its Environment

Aboriginal Education and Training Directorate
NSW Department of Education and Training 2010
<http://www.curriculumsupport.education.nsw.gov.au>

In Episode 3: 'Humpback Whale', Kayne and Kamil are invited to take part in a traditional dance by the Gubbi Gubbi called 'Dolphin Song'. As well, Josh Walker tells a Dreaming story.

One of the Dreaming stories told by an Aboriginal person in *Bushwhacked!* is the spider story in Episode 8: 'Bull Sharks':

We have many different Dreaming legends about spiders. One of the most common stories is about the spider people that were great fishermen but became very greedy. They used to catch a lot of fish and they never used to share their fish and Bayami, which is our great creator, he came down from the sky world and basically disguised himself, lived with the people, fished with the people but then he saw himself what was happening and because of their greediness they were punished and they were made to live as we see spiders in the bush today and what do you think their nets are today? Spider webs.



What do you know about the Rainbow Serpent Dreaming 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>

Dust Echoes is a website that contains a series of 12 beautifully animated Dreaming stories from Central Arnhem Land, telling stories of love, loyalty, duty to country and Aboriginal custom and law.

Each story is accompanied with information about the story, activities and study guides.

Watch each one and upload one onto an electronic whiteboard to use as an introduction. <http://www.abc.net.au/dustechoes/>

Aboriginal Dances

View *Bushwhacked!* Episode 1: 'Wedge-Tailed Eagle' for an example of Aboriginal dances.

- Discuss traditional Aboriginal dances and why they are important to Indigenous communities. Visit <http://australia.gov.au/about-australia/australian-story/austn-indigenous-ceremony>.
- The Bangarra Dance Theatre is best known for its fusion of traditional Aboriginal and contemporary Western dance movements and receives international acclaim for its works. On the education resources section of their website there are many clips celebrating animals, Dreaming stories and emotions that students will enjoy: <http://bangarra.com.au>
- View some more examples of Aboriginal dances on YouTube: http://www.youtube.com/watch?v=jJ8_tBwBE_A
- Discuss important and popular Aboriginal music groups such as Yothu Yindi.
 - i. What elements of traditional Aboriginal music are fused with modern rock elements?
 - ii. Why have Aboriginal dances and music, as well as art, become popular across the world?

Totems

'Our identities are made from the building up of those parts of our lives which are strong and positive, from all the things we feel we belong to and belong to us.' (Statement from Dewdney, A. & Michels, D, *More Than Black and White*, p. 75)

In Episode 1 Kayne and Kamil come across people from the Martu tribe who are hunting a goanna. Kayne joins in the hunt and gets to taste the roasted goanna, which he pronounces delicious.

However, Kamil explains that he cannot hunt or hurt the goanna because it is his totem animal.

Aboriginal people believe that every animal, bird and rock that belongs to their group's totem species was in fact the actual living spirit of an ancestor. As a result, each member of the tribe feels a strong kinship with that totem and it is never hunted or killed for food by the person whose totem it is. Totems define people's roles and responsibilities, and their relationships with each other and with creation.

People who share the same totem have a special relationship with each other. Knowing a person's totem means understanding a person's relationship to the language group and to other people. The lore laid down by the Dreaming (or within creation time) affect the relationships people have with their environment, each other and their totems. The types of food eaten and by whom, who gathered or hunted what type of food, eating habits and the way in which food was prepared or stored are all traditional knowledge passed down from generation to generation.

<http://www.curriculumsupport.education.nsw.gov.au/primary/hsie/assets/pdf/talkingidentity.pdf>

Primary students, listen to the Aboriginal elder's description of totems on NSW Board of Studies website:

<http://ab-ed.boardofstudies.nsw.edu.au/go/7-10/science/units/story-1/cultural-background>

1. Discuss what objects and people the students value and why.
2. Explain to students that they are going to make their own totems. The totems will reflect the things they value. Students can use collected sticks, shells or rocks to decorate or they can bring in an object to decorate from home.
3. Each student presents their totem to the class and explains what it means to them.

For more information, visit <<http://www.australianstogether.org.au/stories/detail/indigenous-spirituality>>.



Aboriginal Art

1. Brainstorm how Aboriginal art originated – rock art, totems, bark paintings and body art.
2. Investigate original materials and methods used by Aboriginal people – paint mixed from organic materials, paint blown from the mouth, applied using fingers and hands and dotted with fine sticks.
3. View Aboriginal art. Describe the story behind each painting and discuss what techniques were used.
4. Look at the traditional Aboriginal art symbols used, as shown at Aboriginal Art Online: <http://www.aboriginalartonline.com/culture/symbols.php>
5. Students create their own Aboriginal-style painting and can use traditional Aboriginal art symbols and techniques – fingers, sticks and blowing (the blowing paint effect can be achieved by spraying paint using a water spray).
6. Paintings may like to represent the school or the student's favourite place.
7. Paintings are presented to the class and techniques discussed.

In Episode 2: 'Pygmy Croc', Kayne is taken by Indigenous ranger Jamie Booked to a Jarwen campsite that features rock paintings over 8,000 years old.

The Aboriginal Culture website discusses various forms of Aboriginal art, including rock art and modern forms: <http://www.aboriginalculture.com.au/art.shtml>

Totems often feature in Aboriginal art, as do Dreaming stories.

View this YouTube clip, which depicts an Aboriginal artist discussing his work: <https://www.youtube.com/watch?v=wO2-mPygsw>

Learning Activity: Web Quest

Students can study their cultures and others as well as the importance of the history of Aboriginal people through a WebQuest: <http://webquest.org>

1. Divide the class into small groups and ask each group to explore these websites and others:
 - Aboriginal Culture:
<http://www.aboriginalculture.com.au/>
 - Creative Spirits:
<http://www.creativespirits.info/aboriginalculture/>
 - Australian Museum:
<http://australianmuseum.net.au/indigenous/australia>
2. As a class, brainstorm the main historical events, life skills, tools, geographic knowledge, religious beliefs, arts (visual, music and dance) and important cultural events that typify Aboriginal societies across Australia.
3. Each group should choose one area to research and report back on, 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.
4. The report should include history before European settlement and the effects of European settlement upon Aboriginal life and culture.
5. The report must refer to the depiction of Aboriginal cultures in *Bushwhacked!* and give examples of the particular theme that the group has chosen.
6. Secondary students could research a particular Aboriginal group, whether featured in *Bushwhacked!* or not.

Teaching Ideas: Curriculum Areas

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.

Some ideas for creative extension activities based on any episode or group of episodes:

Students should be encouraged to respond to the key knowledge concepts, values and production styles of the series. The following activities will embed many of the general capabilities in the Australian Curriculum into your learning program.

1. Create a class blog or wiki based on student interests arising out of the series.
2. 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 urban areas.
3. 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.
4. Go on a field trip to a local area of interest, wildlife park or geological formation.
5. Arrange a visit from an expert with knowledge about local environmental issues and habitats.
6. 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.
7. Create a poster for your own imaginary documentary.
8. Create some clay models of the animals featured in *Bushwhacked!*. A fun extension activity could involve filming a clay animation including these animals.

Learning centres can be located in various spots in the classroom, where children are put into small groups and given a task to accomplish in an allotted amount of time. As each group completes their task they move to the next centre. Learning centres provide children with the opportunity to practice hands-on skills while involved in social interaction.

Estimate how long it should take each group to complete the activities in all of your learning centres. Recognise that some activities will take longer than others. There are six recommended learning centres described below with each learning centre activity ranging between 15–45 minutes, so these activities would need to take place over one or two days. Space out each centre as best as you can so that groups are not bumping into one another.

Always have more learning centres than groups. This way you don't have a team idle, waiting for a centre to open up.

English

The English learning centre activities are all to be completed by students working alone, so that this area is quiet, allowing students to concentrate on reading or writing.

- Reading. Explain that students may lie down, relax, and read any book in the English centre tub and then write a short summary of it or a review.
(Recommended: any non-fiction book about Australian animals or habitat)
- Create a storyboard for another episode of *Bushwhacked!* focusing on a local landmark, region or Australian animal found in your local region
- Write an acrostic Australian animal poem. ReadWriteThink have an acrostic poem creative tool online: <http://www.readwritethink.org/files/resources/interactives/acrostic/>
- Write a Dreaming story based on one of the animals featured in *Bushwhacked!*.

Science and the Environment

Computers or laptops with Internet access will be required for this learning centre.

- Working in pairs, students will conduct a WebQuest on an Australian endangered species animal focusing on the following questions:
 1. What are the major threats to your animal?
 2. What is being done to protect your animal?
 3. How is their food source impacting their endangerment?
 4. Where in Australia can your animal be found?
 5. What are some interesting facts about your animal?

The research can be presented as a short report to be read out to the class.

Geography

Computers or laptops with Internet access will be required for this learning centre.

Print out of the synopses of the *Bushwhacked!* – Series 3 episodes.

- Working as a group, create an online poster about Australia that includes at least six facts that students find interesting about their country. At least two of these must refer to facts from *Bushwhacked!*

Canva is a free online poster-making website: <https://www.canva.com/create/posters/>

Visual Art, Design, Technology

Resources required: 5cm bamboo skewers (4 per kite), scissors, thin cardboard, pencils, coloured markers, tape, fishing line.

- Make an Australian animal kite. Instructions for making a simple kite are on this Make Your Own Kite website and can be printed out: <http://www.scratch-pad.com/kites/make.html>. Instead of the traditional kite shape, students draw or trace out an animal on cardboard and then stick bamboo skewers vertically and horizontally onto the animal shaped to support it and add fishing line to fly it with.
- Create a collage using clippings from magazines, paint or pastels, textiles and other materials of an Australian animal in its habitat.

Drama, Dance and Music

- Create a soundscape of one of the locations in *Bushwhacked!* using musical instruments and objects such as rustling paper and water. Record the soundscape using a DVD camera or sound recorder.
- Create an animal dance based on traditional Aboriginal dance. Using sound sticks and body percussion – and didgeridoo if available – create the dance's accompanying music and sounds.

Media

- Make a short TV news item or online newspaper article about one of the animals featured in *Bushwhacked!*. This can be acted out or filmed. For example: 'Deadly Bull Shark Has Its Teeth Brushed'.
- Create a one-minute radio or television commercial that promotes safe handling of dangerous Australian animals or caring for the habitats of Australian animals.
- Make a film or audio mockumentary about an endangered Australian animal sighting at your school – think David Attenborough!



Cited Links

All cited links were accessed successfully on 1 July 2015.

- **Aboriginal Art Online**
<http://www.aboriginalartonline.com/culture/symbols.php>
- **Aboriginal Culture**
<http://www.aboriginalculture.com.au/art.shtml>
- **Aboriginal Dance, Oz Pix, You Tube**
http://www.youtube.com/watch?v=jJ8_tBwBE_A
- **Australian Government**
<http://australia.gov.au/about-australia/australian-story/austn-islands>
- **Australian Museum**
<http://australianmuseum.net.au/cane-toad>
- **Australian Wildlife Conservancy**
<http://www.australianwildlife.org/wildlife/burrowing-bettong.aspx#sthash.tMMo4fz8.dpuf>
- **Aware Wildlife Rescue**
http://www.awarewildlife.org.au/?page_id=840
- **ABC**
<http://www.abc.net.au/science/slab/shorter/story.htm>
- **Bangarra Dance Theatre Australia**
<http://bangarra.com.au>
- **Best Platypus Film, Black Devil Productions, You Tube**
https://www.youtube.com/watch?v=0wLa_33mvu4
- **Board of Studies NSW**
<http://ab-ed.boardofstudies.nsw.edu.au/go/7-10/science/units/story-1/cultural-background>
- **Busy Teacher**
<http://busyteacher.org/17643-video-activity-outback-overview-of-the-australian.html>
- **BBC**
<http://www.bbc.co.uk/nature/life/Conus>
- **Canva Poster Making**
<https://www.canva.com/create/posters/>
- **Creative Spirits**
<http://www.creativespirits.info/aboriginalculture/>
- **Crocodylian Species List**
http://crocodylian.com/cnhc/csp_cjoh.htm
- **Foundation for Australia's Most Endangered Species**
<http://fame.org.au/>
- **Geoscience Australia**
<http://www.ga.gov.au/scientific-topics/marine/survey-techniques>
- **Indian Taipan**
<http://inlandtaipan.weebly.com/index.html>
- **International Reading Association**
<http://www.readwritethink.org/files/resources/interactives/acrostic/>
- **Live Science**
<http://www.livescience.com/49547-cone-snails-insulin-weapon.html>
- **Make Your Own Kite**
<http://www.skratch-pad.com/kites/make.html>
- **National Genome Research Institute**
<http://www.genome.gov/10005911>
- **Oz Animals Australian Wildlife**
<http://www.ozanimals.com/>
- **Platypus Evolution Tasmania, Black Devil Productions, You Tube**
<https://www.youtube.com/watch?v=Zey3UrwTJfA>
- **Take Part**
<http://www.takepart.com/video/2015/04/20/ghost-nets>
- **Teaching Treasures**
<http://teachingtreasures.com.au/student-projects/outback/main-outback.htm>
- **Totem, Shaman Creative, You Tube**
<https://www.youtube.com/watch?v=wO2-mPygws>
- **Tribal Link**
<http://www.triballink.com.au>
- **Unique Australian Animals**
<http://australian-animals.net/>

Further Resources

- **Australian Teacher**
<http://australianteacher.org/australian-studies/>
- **Encyclopaedia Britannica**
<http://busyteacher.org/17643-video-activity-outback-overview-of-the-australian.html>
- **GeogSpace**
<http://www.geogspace.edu.au>
- **My Place for Teachers**
<http://www.myplace.edu.au/default.asp>
- **PINTEREST**
<http://www.pinterest.com/hhhomeschool/australia-for-kids/>
- **The Australian Outback**
<http://teachingtreasures.com.au/student-projects/outback/main-outback.htm>
- **TES Australia.**
<http://www.tesaustralia.com/teaching-resource/Introduction-to-Australia-6164595/>

The TV Series: Presenters and Crew

Kayne Tremills

ABC3 host Kayne Tremills has been at the mercy of wild, weird and wonderful outback missions as co-host for all three series of *Bushwhacked!*.

Kayne tirelessly worked the graveyard shift at SYN Radio and hosted 1700 – a daily live community television music program on Channel 31, before he got his first big break on Australian commercial television. In 2009, the fresh, unique and energetic presenter was awarded the studio host position of ABC3's flagship program *Studio 3*.

Kayne then went on to become a regular fixture on ABC3 with credits including travel presenter for 3on3, 3Factor presenter, solo presenter for two series of *My Great Big Adventure*, guest actor on the sketch comedy series *You're Skitting Me*, guest actor and presenter across two series of *Prank Patrol* and co-host of the first series of *Splatalot*. Kayne also features in the popular *Smackdown* specials pitting ABC3 presenters against one another.

The talented presenter can count radio as part of his credentials as well. In 2011, Kayne regularly guest-presented on Triple J Radio and in 2013 he joined the Hot FM Breakfast team in Bunbury as an announcer.

Kayne is also no stranger to stage work, having presented at the St Kilda Festival 2014. Earlier in his career he presented for ABC's coverage of *Schools Spectacular* and for countless ABC3 live stage shows.

"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!" – Kayne

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



Kamil Ellis

Kamil Ellis is a 15-year-old Wiradjuri boy. He has been performing traditional song and dance since he was two years of age and also plays the didgeridoo.

Kamil has studied tap, jazz, ballet and contemporary dance, but his passion is traditional dance fused with hip-hop. He performs regularly with the Ganang Spirit Dancers as a lead dancer and singer in traditional language, and most recently opened the 2014 Celebrity Theatresports gala at the Enmore Theatre in front of 1,300 people.

Kamil made his acting debut in award-winning ABC miniseries *My Place* and was able to combine his twin passions for acting and dancing when he landed a guest spot on ABC's *Dance Academy*.

His professional stage debut came with a role in the Sydney Theatre Company production *The Secret River*.

In 2013 Kamil was invited to co-host *Bushwhacked!* – Series 2 and he is back again for Series 3.

CREW

Dan Mansour – Director

With over 10 years' experience in the television industry, Dan Mansour has worked across various pay-TV productions including live music shows, game shows and children's animations.

In recent times, Dan was editor for children's music factual show *Stay Tuned*, which aired on ABC3. He has worked across many production roles, including as director and series producer for an MTV hidden-camera prank show starring YouTube sensations and Sony artists *The Janoskians*.

In 2014, Dan joined the *Bushwhacked!* production crew to co-direct Series 3 of the outback adventure program for Mint Pictures.

Poppy Stockell – Series Writer and Producer

Poppy is a multi-award-winning writer, director and producer with a penchant for stories exploring human relations, identity and humour.

Poppy hails from a science background; she has a bachelor's degree in Zoology from the University of NSW, as well as a Diploma in Film and Television (majoring in Cinematography) from North Sydney TAFE.

She has produced and directed a number of commercial and independent productions, including *The Block: Stories from a Meeting Place* for SBS Online, which won a Walkley, a UN Media Peace Prize and two AIMIA awards; *Move It Mob Style*, which was nominated for a Logie; and the popular ABC series *Exhumed*.

Colin Thrupp – Director

A specialist in directing outdoor and adventure television, Colin joined the *Bushwhacked!* team for Series 2 as a development producer, becoming co-director for the third series.

Colin has a wild credit of productions to his name including *Jillaroo School* and *Croc College* for ABC. He was director for two series' of Fox Sports' *Adventure Anglers* and *Turning the Tide* for the Nine Network.

Colin launched his career on the children's television slate at Network Ten where he was a producer, director and presenter on several of their in-house productions, including *Totally Wild*, *Outback 8* and *Scope*.

Josh Zaini – Director Of Photography (DOP)

Josh has worked across all three series of *Bushwhacked!*, working as editor for Series 1 and DOP for the two following consecutive series.

Robert Werner – Editor

Robert Werner is one of Australia's most sought-after television editors. Robert carries over 30 years of experience across all visual formats and genres.

Jeff Siberry – Writer

Jeff Siberry has worked in television production since 1995, clocking up a diverse and impressive range of projects and roles.

In recent times, Jeff has worked as producer/writer for the Seven Network's *The Great Outdoors* and two series of *Nature's Deadliest* for the Discovery Channel, and as producer/DOP for *Comedy School*, produced for the SBS by Beyond Productions.





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BUSHWHACKED! 3 STUDY GUIDE

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