



BUSHWHACKED!

Bushwhacked! is a high-energy, adrenalin-fueled race around Australia in search of weird, wacky and endangered species!

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A STUDY GUIDE BY LEE BURTON



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Introduction

Following on from the success of the first series of *Bushwhacked!* on ABC3, *Bushwhacked!* Series 2 is a superb example of how children and young people can be engaged by a documentary series through outstanding scripts, exciting content, very high production values and young presenters who are appealing to them as well as being knowledgeable.

Exciting and fast-paced, this series covers an amazing range of landscapes, climates and wildlife – and at the centre of it, the presenters Kamil 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!* Series 2 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.

Bushwhacked! Series 2 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,

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including English, Science, The Arts (Media Arts), 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 either view them in order or choose particular episodes 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! Series 2 is the kind of TV series where as students view it, many story elements, people, issues and themes will excite students to undertake personal and group projects on their own. Some ideas for these projects are included but you are encouraged to open up new possibilities to students.



About *Bushwhacked!* Series 2

Fourteen-year-old Wiradjuri boy Kamil Ellis joins ABC3's Studio 3 presenter Kayne Tremills in the return season of this high-energy adventure series.

Kamil has devised a series of challenges for Kayne that will test his wits, make him face his fears and bring them both face to face with some of the most dangerous, threatened and endangered creatures in the world. For Kayne to successfully complete his missions, he'll need the help of the custodians of the land, the First Australians. From the saltwater people to the desert people and the rainforest people of far north Queensland, the boys learn the ancient knowledge of the land as they visit New South Wales, Queensland, the Northern Territory and Western Australia.



Series 2 of *Bushwhacked!* takes it to the next level. In one episode, Kayne and Kamil are plunged deep into the heart of the Fitzroy River region for their most remote episode ever as they seek out the highly endangered sawfish; in another, they head to the waters of Weipa in Cape Tribulation – infested with sharks and saltwater crocodiles – in their search for sea snakes and the world's most venomous creature: the box jellyfish. Kamil even puts Kayne's body on the line as he challenges the inner cowboy in Kayne to ride a rodeo bull for eight seconds in outback New South Wales.

They search for endangered manta rays at a rare breeding ground at the Great Barrier Reef and race whale sharks on the north-west coast of Australia. Pitjantjatjara trackers take them deep in to the heart of the red centre in search of the reptilian king of the desert, the perentie, and Kayne and Kamil travel to the frontline in the war against the cane toad as it advances across Australia into Western Australia, where it continues to wreak havoc on our native wildlife.

Australian Curriculum Alignment

National English Curriculum

Viewing *Bushwhacked! Series 2* with middle years students supports the development of students English skills knowledge and understandings. 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. Since *Bushwhacked! Series 2* is a documentary series, it is also relevant to the concept of non fiction-factual texts.

For detailed statements access <http://www.australiancurriculum.edu.au/English/Curriculum/F-10>

The Arts (Media Arts)

Throughout the *Bushwhacked! Series 2* 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 becoming analytical and creative media users.

For detailed statements access
<<http://www.australiancurriculum.edu.au/TheArts/Rationale-Aims>>.

Geography

Bushwhacked! Series 2 presents an opportunity to engage students from middle primary to middle secondary in experiencing Geography coming to life. Viewing and discussing *Bushwhacked! Series 2* also involves important connections to History and Science.

<<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>>.

GeogSpace comprises two major resource sections: core units and support units. Core units comprise illustrations of practice for stages of schooling described in the Australian Curriculum: Geography.

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! Series 2* not only features excellent examples of how to make sense of our world but also features 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 also encouraged to support students in developing their own research projects based on the series.

For detailed statements access <<http://www.australiancurriculum.edu.au/Science/Curriculum/F-10>>.

Australian Curriculum 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 show's content. Aboriginal culture and customs are treated with great respect; for example, Kayne and Kamil always establish the traditional ownership of whatever lands they are visiting and seek permission to camp and/or film. Some excellent resources to study Aboriginal themes arising out of viewing *Bushwhacked! Series 2* are the film clips and lesson plans on the National Film and Sound Archives digital learning resources site <<http://nfsa.gov.au/learning/digital-learning/>>.

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

Sustainability

Sustainability addresses the ongoing capacity of Earth to maintain all life. *Bushwhacked! Series 2* incorporates the concepts and fulfils the main aims of the Australian Curriculum for Sustainability. Kayne and Kamil are excellent role models, providing information about issues of sustainability in an exciting and accessible way. Also, throughout the series, scientists from many disciplines, and Indigenous leaders and communities, present their concerns and their actions that support living a sustainable lifestyle.

<<http://www.australiancurriculum.edu.au/CrossCurriculumPriorities/Sustainability>>

General capabilities

- Literacy – also takes into account visual literacy and the rapid changes to communication that have occurred as a result of new technologies
- Information and Communication Technology
- 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.

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



Bushwhacked! Series 2 - Episodes and teaching ideas

This section of the study guide provides you and your students with synopses of the episodes, information, discussion points and activities to guide the 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.

Episode 14 - The Whale Shark

Kayne's challenge? To race the biggest fish in the world, the whale shark, at the stunning Ningaloo Reef in Western Australia. Problem is, they're a little harder to find than first expected. With hundreds of dolphins, humpback whales and reef residents completing the cast, the boys race against the clock to find their hero at the very end of the migratory season. Is it too late?

Geographical feature - Ningaloo Reef

See also Episode 25 – Manta Ray, which was shot on the Great Barrier Reef in Queensland

Ningaloo is one of the world's largest fringing reefs, stretching for 260 kilometres off Western Australia's mid-north coast.

- What features does Ningaloo Reef share with other Australian Coral Reefs?
- What types of marine life do the boys see on the reef?
- Research the challenges facing coral reefs in Australia due to climate change.

Information and classroom learning on Reef Check Australia:
<<http://www.reefcheckaustralia.org/for-teachers.html>>

- Create a map of Australian reefs.
- Create a PowerPoint presentation about reefs.



Whale sharks

These massive creatures, 6 metres in length and weighing 10 metric tons, prefer warm waters and can be found in all tropical seas.

This episode, filmed in the Ningaloo Reef area of Western Australia, explains that the coral spawning provides the whale shark with an abundant supply of plankton. The episode points out that whale sharks are docile fish that have even been known to allow swimmers to hitch a ride. They are currently listed as a vulnerable species, however they continue to be hunted in parts of Asia, such as the Philippines.

- What unique features do whale sharks have that differentiate them from other types of sharks?

Visit National Geographic for more information: <<http://animals.nationalgeographic.com.au/animals/fish/whale-shark/>>

Aboriginal communities

John Dale, local Indigenous custodian, welcomes the boys to the land and gives an insight into how his saltwater people have survived for centuries in a land that is brutally hot, unforgiving and impossible to survive without the right guidance and expertise.

A 'welcome to country' ceremony is a traditional Aboriginal blessing symbolising the traditional owners' consent to an event taking place on their land. At all official and most public events, an acknowledgement of the traditional owners of the land on which the event is occurring takes place at the beginning of the event.

In modern Australia, the 'welcome to country' ceremony was first conducted at an official ceremony in 1999 during the New South Wales Supreme Court's 175th anniversary, arranged by Chief Justice James Spigelman. In parliament it was first introduced at the start of parliament in 2008 and now forms a regular element of Australian political process'.

- Describe John Dale's welcome to country in this episode.
- Have you ever seen a welcome to country ceremony before, or been at an event where the traditional custodians of the land have been acknowledged?
- Why is this ceremony now conducted at most public events?



Episode 15 - Sea Eagles

Kayne's challenge? He's at the Carlo Sandblow on Queensland's Sunshine Coast to fly with a white-breasted sea eagle! Kayne and Kamil hit the sea eagle supermarket, packed with tasty flying foxes, and the boys meet Jean Luc, a paragliding expert and the best man to get Kayne skyward-bound to successfully soar with the ferocious aerial predator. A special sea eagle dance from the Gubbi Gubbi is all Kayne needs before he hits the skies in search of mission success in this thrilling episode of *Bushwhacked!*.

See also Episodes 12 and 13, which also include traditional Aboriginal dance.

- Discuss what the boys learn about sea eagles in this episode. Find out more at <http://members.optusnet.com.au/~alreadman/seaeagle.htm>.
- The main threats to the white-bellied sea eagle are the loss of habitat due to land development, and the disturbance of nesting pairs by human activity. Research the distribution, estimated numbers throughout the world, habitat and life-cycle of the sea eagle at http://www.environment.gov.au/cgi-bin/sprat/public/publicspecies.pl?taxon_id=943.



Geographical feature - Carlo Sandblow

Sandblows – huge expanses of sand encroaching inland from the beach – form when strong onshore winds break through the vegetation cover, driving sand from the eroding dunes. Carlo Sandblow is one of the biggest sandblows in the world. Research the history and geographical information about the Carlo Sandblow at http://www.geocaching.com/geocache/GC33B5V_carlo-sand-blow.

Aboriginal communities

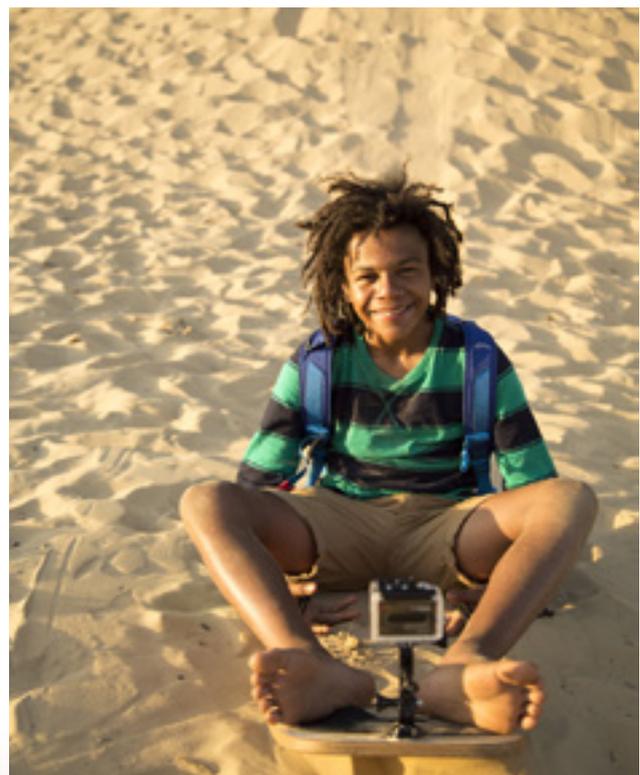
The boys find the Gubbi Gubbi, one of the Indigenous groups of the area, to whom the sea eagle has great significance. Like other Aboriginal tribes, the Gubbi Gubbi believed that every animal, bird and rock that belongs to their group's totem species was in fact the actual living spirit of an ancestor. As a result, each member of the tribe felt a strong kinship with that totem and it was never hunted or killed for food by the person whose totem it was. The Gubbi Gubbi invite the boys to camp with them overnight with the hope that flying conditions will improve. Before bed, the boys are treated to a very special sea eagle dance practised by the Gubbi Gubbi people as a good luck omen for the mission ahead.

- At <http://www.triballink.com.au/index.php/gubbigubbi>, they explain: 'We have our own distinct language, songs, stories and culture. We differ from all other Aboriginal tribes / language groups. The Gubbi Gubbi / Kabi Kabi are a well-rounded group, utilising both the salt water, fresh water, beaches and mountains.'



This website can be used to explore the customs, languages and distinct characteristics of all of the other Aboriginal communities that are included in the series.

- There are many Aboriginal languages spoken across Australia. However, as the traditional speakers grow old and die, some of them are at threat of dying out. There has existed over 250 languages in Australia, with maybe up to 800 dialects within these. Very few of these languages are spoken today due to the colonisation of Australia by speakers of English. Those languages that remain intact are mainly in remote areas of the continent. The eastern and southern coastal peoples of Australia were the first to suffer the loss of their languages, particularly due to the imposition of English by English-speaking missionaries and government officials.
- Imagine that Australia was invaded by aliens with superior technology who spoke their own language. The aliens forced all Australians to speak their language and there were severe punishments for anybody heard to be speaking in another language.



Gubbi Gubbi

The Gubbi Gubbi people in Queensland began to suffer language loss when the first penal colony was established at Redcliffe in 1824. This was followed by activities from 1897 to 1930 under the Aboriginals Protection and Restriction of the Sale of Opium Act (1897-1901) Section 9. Indigenous people throughout the State who had escaped being killed, were imprisoned at Barambah Settlement (now known as Cherbourg). Whilst incarcerated, strict rules, followed by punishment such as having their mouths 'washed' with soap and withdrawal of food supply, as meagre as it was, was meted out to children who dared to speak their parental languages. For adults, it meant withdrawal of food or gaol for using their language where the 'Superintendent' could hear it. This resulted in Aboriginal languages not being spoken, shared or passed from one generation to the next.

<<http://www.gubbi-gubbi-language.org.au/>> Accessed 22 May 2014



- What effects would this have on communication between people across the continent?
- What do you believe are the most important elements of distinctive languages in different countries and cultural groups?
- What measures are being taken in Australia to try to keep Indigenous languages alive?
- Does your school study the local Indigenous language, whether or not there are Indigenous students? View this clip from ABC Splash to find out how Aboriginal languages are taught in schools: <<http://splash.abc.net.au/media/-/m/152110/teaching-aboriginal-languages-in-schools>>
- This news item from SBS news focuses on the teaching of Aboriginal language in a Brisbane school: <<http://www.sbs.com.au/news/article/2013/08/09/aboriginal-language-be-taught-brisbane-school>>



- ABC Splash has a clip about preserving Aboriginal languages at <http://splash.abc.net.au/media/-/m/519747/preserving-aboriginal-languages>, and a talk by an Aboriginal elder about losing the ability to speak her own language: <<http://splash.abc.net.au/media/-/m/153584/aunty-ida-west-tasmanian-aboriginal-elder-1995>>

Episode 16 - The Perentie

Kamil challenges Kayne to take a 'selfie' with the largest monitor in Australia, the perentie, at Uluru. To find the super-shy monitor, Kayne and Kamil will need the help of the Anangu trackers at Uluru and their ancient knowledge of the desert. We meet a whole cast of reptiles along the way, but will they find the perentie?

See Episode 15 – Sea Eagles for information and learning opportunities about Aboriginal totems.

Geographical feature - Uluru

Uluru is a massive sandstone rock in central Australia that is sacred to the Aboriginal people of the area, the Anangu. Uluru is easily the most iconic natural landform in Australia, and its formation was equally special. The creation of Uluru and Kata Tjuta – both were formed at the same time – began over 500 million years ago.

- What did you discover about Uluru from this episode?
- What is the history of Uluru from a scientific point of view? Visit ABC Science for information: <<http://www.abc.net.au/science/articles/2013/11/19/3872350.htm>>
- What are the Dreamtime stories about it?

Start researching at <http://sacredsites.com/oceania/australia/uluru_ayers_rock.html>.

Perenties

The perentie is the largest of the goannas and one of the largest monitors in the world. It has spotted skin, and five fingers and toes with claws. Goannas differ from all other lizards in that they have a forked tongue like a snake, which they constantly flick in and out.



Episode 17 - Rodeo

Kamil challenges Kayne to ride a bucking rodeo bull like a pro, and take a road trip to the Gresford Rodeo to become a 'protection athlete', aka rodeo clown! In the most daring and painful episode yet, Kayne and Kamil take us on a cowboy journey through New South Wales.

Rodeos have been a popular form of entertainment in many parts of the world for nearly 200 years, beginning in western United States and northern Mexico with cowboys testing their work skills against one another. In Australia, rodeos began in Victoria during the 1980s with rough-riding and bullock-throwing competitions.

- Why do you think rodeos are popular in Australia? For help, start your research at http://www.abcra.com.au/index.cfm?page_id=1003.
- Who mainly competes in them?
- In what parts of Australia do rodeos mainly take place today, and who comes to watch them?
- What's the difference between Australian rodeos and those in other countries such as the United States and Mexico?
- Describe the rodeo filmed in this episode.
- What skills does Kayne have to learn in order to ride the bull?
- In pairs or small groups, choose one of the following media activities based on this episode:
 - i. Write a headline for a newspaper article in print and/or online about Kayne's ride.
 - ii. Write a mock entry for Kayne's Facebook page about his adventure.
 - iii. Design a poster for a rodeo in which contestants have to ride different animals, such as lions, crocodiles etc.

Aboriginal communities

Kamil finds his totem animal, the sand goanna; it's the first time he's ever seen one in the wild. As Kamil's totem, this is the vital link between him and the land he comes from, and Kamil uses this opportunity to perform his totem dance for the sand goanna.





Episode 18 - Sawfish

Kamil challenges Kayne to hug a sawfish! Deep in the heart of the Fitzroy River region, Western Australia, the boys take their specially equipped *Bushwhacked!* four-wheel-drive campers to a place where darkness is king and nerves are high to encounter a legendary sea creature. Sawfish migrate to an incredibly rare pupping ground in the Fitzroy River to breed each year – and if the time is right, there’s a good chance of spotting one.

- What is special about the Fitzroy River in Western Australia?
- What are its tributaries?
- What extreme weather events happen regularly in the Kimberley Region that affect the Fitzroy River?
- What animals and plants are featured in this episode?

Sawfish

The sawfish is a rare and highly threatened species with razor sharp teeth lining its rostrum.

- Why did Kamil challenge Kayne to hug a sawfish when it could have been dangerous?
- Why is the sawfish highly threatened?

Aboriginal communities

Kamil and Kayne meet JR of the Nyikina Mangala people – a ranger and future custodian of these lands whose people have always lived side by side with the sawfish. JR knows the stories of this country and he knows how to survive, and Kayne and Kamil are in his hands. Fishing the river, they become acquainted with the Nyikina Mangala ways, and JR has to get the boys safely to the Team Sawfish meeting point where Dr David Morgan, Senior Research Leader from Murdoch University, will be waiting.

- What research is being conducted about the sawfish?
- What is special to the Nyikina Mangala about the sawfish?
- What experiences do Kayne and Kamil have with JR?

Episode 19 - Camels

Kamil challenges Kayne to muster a wild camel, then wash its urine through his hair like the Bedouin women of the Middle East! Set in the blistering heat of Kings Canyon, Northern Territory, the boys discover Watarrka National Park, stepping through narrow rock passes and encountering the lizards and dragonflies of the hidden Garden of Eden before their encounter with the camels.

- There are cultures across the world who believe there are health benefits in drinking or washing with camels urine.
- Apart from the custom of the Bedouin women reflected in this episode’s challenge, what other cultures have special beliefs about camels or other animals?
- Would you wash your hair in camels urine if you thought it would make it thicker and stronger? How would you market camel urine?
- In pairs, quickly brainstorm a ‘health benefit’ of a part of an animal – for example, hair – and create a slogan for it.



Geographical feature - Kings Canyon

The boys seek the expertise of Watarrka National Park rangers Benji and Aaron, and help them with their daily ranger duties, stepping through narrow rock passes and encountering the lizards and dragonflies of this network of cool waterholes and riverine flora.

- What are the special features of Kings Canyon?
- How was it formed?
- What special flora and fauna do Kamil and Kayne see in the park and the Canyon?

Episode 20 - The Dugong

Kamil challenges Kayne to perform a medical check-up of a dugong – half-cow, half ‘mermaid’ – for scientific research whilst on Stradbroke Island. Kayne enlists the help of ancient custodians the Quandamooka people and goes out to sea with Team Dugong to chase down a dugong and perform the exam in less than three minutes.

- What most interested you about this episode?
- What kind of medical check-up does Kayne perform on the dugong?

Geographical feature - Stradbroke Island

For information about the geography of islands, visit http://education.nationalgeographic.com/education/media/satellite-imagery-islands/?ar_a=1.

The history, flora, fauna and Aboriginal significance of Stradbroke Island can be researched at <http://www.straddieonline.com.au/AboutStraddie/StradbrokelslandHistory.aspx>.

Dugongs

These enormous vegetarians can be found in warm coastal waters from East Africa to Australia, including the Red Sea, Indian Ocean and Pacific Ocean. Some believe that dugongs were the inspiration for ancient seafaring tales of mermaids and sirens.

With an estimated 95 per cent decline in dugong numbers due to humans, it's important scientists understand how to help protect the population in the future.

Find out more at <http://animals.nationalgeographic.com.au/animals/mammals/dugong/>.

Softschools has a factsheet that is easy for younger students to read: http://www.softschools.com/facts/animals/dugong_facts/237/.

Aboriginal communities

Dugongs have important cultural and social values for Aboriginal and Torres Strait Islander people living in coastal areas of northern Australia. For some, hunting these species is important for maintaining family relations (kinship) and social structure, has important ceremonial and community purposes and also provides valuable protein in regions where fresh food is expensive and difficult to obtain.

The Quandamooka have lived side by side with the dugong for centuries on North Stradbroke. Dave from the Quandamooka Land Council shows the boys how they're helping preserve and protect the habitats of marine life on the island.

- How is the Quandamooka Land Council protecting the marine life on Stradbroke Island?
- Research other Australian animals that have particular significance to Indigenous communities.



Episode 21 - King Brown Snake

Kayne and Kamil have landed in the Kimberley Region, Western Australia, at the frontline of one of the greatest and longest battles in Australian history – the invasion of the cane toad. Kayne and Kamil race against the clock to help save a great Australian predator, the king brown snake, from its fatal food fancy. Kamil challenges Kayne to rescue one venomous, temperamental king brown snake – and the king brown is not too happy about it!

- What kinds of geological formations are in the Kimberley?
- In pairs or small groups, create a map of the Kimberley and its features, or a factsheet based on the geography of the region.
- What animals do the team find in this region?
- What was the most exciting sequence in the episode?



Cane toads

This episode begins by following the trail of destruction caused by the introduction of the cane toad back in 1935 in Queensland. Kayne and Kamil are in Western Australia and the only thing separating them from where the cane toad was let loose is a sad, deepening casualty list of native Australian species and a cane toad super highway that's threatening the rest of Australia.

Find out more at <<http://australianmuseum.net.au/cane-toad>>.

- What are the threats posed by cane toads in the Kimberley?
- Why were cane toads brought to Australia and where were they originally located?
- Before viewing this episode, what did you know about the threat posed by cane toads in Australia?
- Create a map of the trail of the cane toad from Queensland to Western Australia.
- What other measures are being taken against the cane toad invasion in Western Australia?

Aboriginal communities

In this episode, Aboriginal elder Juju shows how much damage the cane toad has done already and how much her beloved land has changed since she was a child as a result. Kayne and Kamil join the local frontline in the battle and help the local kids and members of the Toad Busters track down the cane toads to slow them from spreading so rapidly and dangerously through the Kimberley.

Episode 22 - The Box Jellyfish

Kamil challenges Kayne to give one of the world's deadliest and most venomous creatures a manicure! The venom from a box jellyfish can save lives; with the help of Jamie Seymour, aka the Stinger Detective, the boys head to the wild waters of Weipa in Cape Tribulation Queensland to find it. Infested with bull sharks and saltwater crocodiles, the boys have to keep their wits about them as they search for sea snakes in the dark of night and snip tentacles from the infamous box jellyfish, all in the name of saving human lives.

- In this episode, the importance of studying poisons and venoms produced as defence mechanisms by animals is highlighted.
- How did the episode demonstrate the work that Jamie Seymour is doing on the biology of venom?
- 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 – and present it in one of the following ways:
 - i. 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
 - ii. A large picture book for young children about the dangers of poisonous Australian animals
 - iii. A PowerPoint that highlights the habitats, foods, areas of Australia found and effects of the venom of poisonous animals as well as the scientific uses of venom
 - iv. An article on the scientific uses for venom with a headline, at least one picture and a caption
 - v. A wiki based on this episode with information and links about poisonous Australian animals <<http://teaching-with-technology.wikispaces.com/Wikis+in+Education>>
 - vi. A short video about venomous Australian animals either as live action (featuring presenters and even a mock scientist) or an animation. Clay animations are a challenging and creative way to present information. Students could create the venomous animals and film them with voiceover narration. For detailed instructions, see <http://www.wikihow.com/Animate-Clay>.



Aboriginal communities

Kayne and Kamil meet with some local kids who live year in and out under the threat of stingers. And it's not just the box jellyfish. The Irukandji, a tiny venomous stinger has been causing pain to the Yirrganydji people – the tribe after which it was named – for thousands of years. It's the smallest jellyfish in the world. It's also one of the most feared, capable of delivering a sting 100 times as potent as that of a cobra and 1,000 times as strong as a tarantula.

After a speedy jet boat trip up the coast, the boys meet George Skeene, a Yirrganydji man and local custodian, before heading to James Cook University to meet leading venom biologist Jamie Seymour.

Before European settlement, Aboriginal people were not exposed to many diseases that were common in Europe. With no immunity, thousands died from everything from the common cold to more serious conditions like smallpox and tuberculosis. Their traditional medicine, developed over hundreds of thousands of years, had no effect against bacteria and viruses that cause disease. Nowadays, however, research is being conducted into the plants and animals used in traditional medicine, or 'bush medicine', including treatments for bites and stings.

- Research traditional Indigenous treatments for bites and stings from poisonous Australian animals.
- How effective are they?
- How is modern science benefiting Aboriginal communities with treatments for poisons and information about what science is aiming to achieve with studying venoms?

Episode 23 - Urban Animals

Kayne challenges Kamil in this episode. Kayne and Kamil race around Sydney to complete five missions in 24 hours. Kayne's in charge and Kamil has to relocate a flying fox colony, save a family of little penguins from the sneaky fox, use his bare hands to feel his way through powerful owl vomit and assist WIRES in untangling a highly venomous red-bellied black snake!

Sustainability in an urban environment

In the other episodes in Series 2 of *Bushwhacked!*, Australian animals have been seen in their native habitats – some of them facing threats from imported invaders such as cane toads, others from human predation and climate change. In this very important episode it is Kayne, a non-Indigenous Australian, who shows Kamil the effects of an urban environment on native 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.

Discuss

- What threats do each of the animals featured in this episode of *Bushwhacked!* face living in an urban environment?
 - The flying fox colony
 - The family of little penguins
 - The red-bellied black snake
 - The bush turkey
 - The powerful owl
- Create categories of the threats to wildlife in human environments. These could be numerous, for example lack of food or prey (as in the case of the powerful owl), introduced predators, dangerous human constructions, native animals affecting human habitats such as gardens and then facing being killed, etc.
- Are the solutions found by Kayne – with help from Kamil and experts in Sydney – common solutions to these problems?
- WIRES, the New South Wales Wildlife Information, Rescue and Education Service, which helped the boys rescue the trapped snake, is an organisation of volunteers: <<http://www.wires.org.au>>
 - What organisations, both government and voluntary, help in your local community?
- Are the problems presented in the episode common throughout Australia? For example, flying foxes also created stresses on the plants in the Royal Botanic Gardens Melbourne and the problem was solved in the same way as in Sydney – by relocating the colony and preventing it from returning, with loud noises.
- Research the situation of sustainability of wildlife in your city or local area.



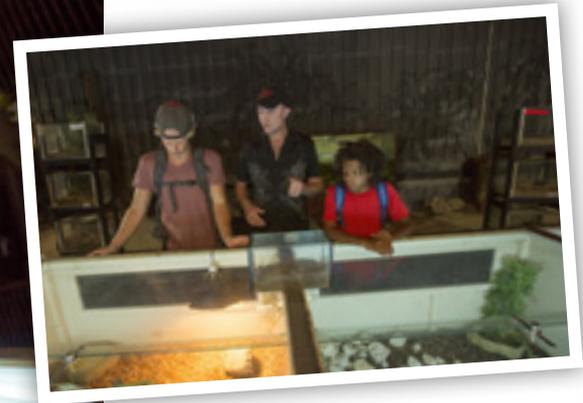
Part 1:

- i. Students conduct a research project focusing on their own garden and/or immediate neighbourhood, including forests and farmland if in a rural area. This should take place over a weekend and they should focus on all native species, including birds, animals, reptiles and amphibians, and insects. A *Guide To Urban Wildlife* provides information about what urban wildlife to look for: <<http://www.unisa.edu.au/Research/Barbara-Hardy-Institute/Books-and-DVDs/A-Guide-to-Urban-Wildlife/>>
- ii. Local government and wildlife rescue organisations can also be contacted for brochures and information.
- iii. Each student is to produce a brief report of the urban wildlife they spotted and, if possible, photographs or drawings for some of them. These can be displayed in the classroom or, at secondary level, collected into a large report book.

Part 2:

This research can be undertaken alone, in groups or as a class, with each group being given an organisation to contact and interview about their experiences rescuing and rehabilitating local wildlife.

- First, the class needs to brainstorm the kinds of questions they will ask the organisation, whom at the organisation is the best person to interview, whether the interview will be by telephone or by visit to the organisation, etc.
- Ideally, a visit from one or more wildlife rescuers and/or carers could be organised and students could nominate questions and topics they would like the expert to talk about.



Episode 24 - Tarantula

If Kayne has one true phobia, it's spiders. Kamil challenges Kayne to milk a tarantula's deadly venom in an episode of *Bushwhacked!* about facing your fears. The boys head deep into the Queensland rainforest with the Djabugay people and meet tree kangaroos and green ring-tailed possums – but nothing can prepare Kayne for a face-to-face encounter with an ill-tempered whistling tarantula. Kamil has one last challenge in store for him. Stuart has agreed to take the boys back to his zoo and have a tarantula walk on Kayne to help him conquer his fear.



- What did you learn about the whistling tarantula in this episode of *Bushwhacked!*?
 - i. Where does it live?
 - ii. What other Australian animals, including other spiders, live in burrows? Wikipedia has information about animals that live in burrows.
 - iii. What other credible sources of information can you find on the internet, in books or elsewhere on this topic?
- If you have a fear or phobia of spiders, did this episode help you understand their place in ecosystems and why scientists study them?
- Kayne learns how to sedate and extract venom from a huge tarantula as part of a research project.
- How was the tarantula milked and why is this research important?
- Why did milking a tarantula and having it walk on his arm help Kayne to conquer his fears?
- What other sorts of phobias do people have about animals? Some students may be willing to talk about their particular phobia, why they think they have it and, with the help of classmates, how they could try to overcome it.
- On Animal Planet online there are clips featuring a psychologist helping people overcome various animal phobias: <<http://www.animalplanet.com/tv-shows/my-extreme-animal-phobia>>
 - i. View the spider episode and any others featuring animals that the class has discussed.
 - ii. Most of the episodes feature the psychologist encouraging people to handle the animal they are frightened of.
 - iii. What other ways are there to overcome a phobia of animals? Has anyone in the class achieved this?
- On the Psychology Today blog <<http://www.psychologytoday.com/blog/fighting-fear/201305/strategy-dealing-animal-phobias>>, explanations are given for why some people have animal phobias and treatments, other than being encouraged to handle the animal, are discussed.
- How could you help and support someone to overcome an animal phobia?
- Why is it important to confront your fears and conquer them?

Rainforest

In this episode we experience the beauty and uniqueness of an Australian rainforest. Australia's tropical rainforests cover approximately 900,000 square hectares. They are also one of the few remaining truly pristine tropical rainforests on the planet and are the oldest continually surviving rainforests on Earth. They once covered the entire Australian continent. The tropical north Queensland rainforests stretch for over 500 kilometres along the coastline. Like all other ecosystems in Australia, they are under threat. At the moment, Australia's rainforests contain an amazing array and diversity of flora and fauna.

Kayne and Kamil seek the help of spider expert Stuart before plunging deep into the rainforest in the search for the whistling tarantula. The Djubugay tribe take the boys on an extraordinary night safari to where the rainforest comes alive. The night safari uncovers the stripy-tailed chameleon gecko, a green ring-tailed possum and an extremely rare tree kangaroo. There are less than 2,000 left in the wild, so this is their lucky night. There is also a sub-mission involving a speedy, venomous centipede.

- 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 this episode?
- Why do they visit the rainforest at night?
- Apart from the animals that the team discover, what other animals live in a rainforest?
- In small groups, students choose a rainforest animal (not necessarily one of the animals seen in the episode). On paper, or using a computer or tablet, ask them to research the following 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, a PowerPoint presentation, etc.
 - i. What unique features has this animal acquired for survival in the rainforest (camouflage, toxicity, speed, claws etc.)?
 - ii. What level of the food chain is it on?
 - iii. Is it endangered? If so, why?
 - iv. Does this animal exist in other biomes in Australia?
 - v. 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 Kids Cyber 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/
- Many scientific discoveries are being made in tropical rainforests, particularly with plants that provide powerful medicines. Research some of these discoveries and discuss them.

An online video from Campfire shows other aspects of rainforests: <<http://www.campfire.org.au/film/invisible-animals-in-the-oldest-rainforest-in-the-world>>



Episode 25 - Manta Ray

Kamil challenges Kayne to dive beneath an endangered manta and snap a photo of its unique underbelly! Jet skis, ancient protection ceremonies and light aircraft guide the boys to Lady Elliot Island in the Great Barrier Reef where they meet Project Manta, experts in the manta game. But rough seas drive them to shore and time is running out for Kayne! Curious green turtles, unique bird colonies and a humpback whale so close you can almost touch it are all stars in this episode of *Bushwhacked!*

The Great Barrier Reef

See also Episode 14: *The Whale Shark*, which was shot at Ningaloo reef in Western Australia

The Great Barrier Reef is one of the seven wonders of the natural world and, pulling away from it and viewing it from a greater distance, you can understand why. It is larger than the Great Wall of China and is the only living thing on Earth that is visible from space. Like many of the other ecosystems explored in *Bushwhacked!* Series 2, it is delicate and under threat.

For a long time, the Great Barrier Reef was believed to be a well protected, pristine wonderland – a safe haven for delicate corals and abundant fish. However, studies over the years by scientists have revealed that it is a complex environment that mainly human actions are endangering. Now there is great concern over poor fishing practices, pollution and coral bleaching exacerbated by increased sea temperatures due to global warming and, more recently, proposals to dump mining spoils near the reef and create ports for the export of materials from these mines.

A study of the effects of humans on the Great Barrier Reef is a good opportunity to consider many contemporary issues relating to the environment, politics and ethical behaviour.

- View ABC Splash Secondary for more about threats to coral reefs: <[http://splash.abc.net.au/media/-/m/525027/threats-to-coral-reefs-what-are-they->](http://splash.abc.net.au/media/-/m/525027/threats-to-coral-reefs-what-are-they-)
- In this episode, the team lift off in a light aircraft over the world's largest living organism – the Great Barrier Reef. During the episode, as in many others, we get to see this unique location from the air, the land and, in this case, the sea and beneath the sea.
- Describe the reef from the air.
- What did you discover about the Great Barrier Reef from this episode?
- Encourage students to share any experiences they have had of visiting the Great Barrier Reef.
- Although everyone loves visiting the Great Barrier Reef, tourists are frequently unaware of the ecological damage they cause. Ask students to imagine that they are starting up an eco-tourism tour company for the Great Barrier Reef. The following activities can be undertaken alone, in pairs or small groups:
 - i. Write a job description for tour guides based on the assumption that the company wants to be as ecologically responsible as possible.
 - ii. Write and design a brochure for your eco-tourism company. Other alternatives could include a mock-up of your website, Facebook site, a magazine or television advertisement, or any other promotional product.
 - iii. The information provided to prospective eco-tourists should include:
 - a map of Australia and the Great Barrier Reef with latitude and longitude;
 - a description of the Great Barrier Reef and why it is considered unique and important;
 - a focus on some of the species that inhabit the Great Barrier Reef, including coral fish, molluscs, seaweed, birds, sea snakes and sea turtles;
 - threats to the Great Barrier Reef and actions people can take to help save the reef;
 - advice on how to raise awareness about the Great Barrier Reef in an ecologically responsible way.
- What did you discover about manta rays? For more information, start at Manta Ray World: <[http://www.mantaray-world.com/>](http://www.mantaray-world.com/)



Extension topic - The ocean

Explore the interactive website Save the Sea with students:
<<http://www.savethesea.org/index2.html>>

The Australian Marine Conservation website has facts about threats to Australian oceans: <<http://www.amcs.org.au>>

Oceans Alive is an ABC website for all ages that has information and activities: <<http://www.abc.net.au/oceans/alive.htm>>

Aboriginal communities

On a deserted beach, Kayne and Kamil are met by the Badtjala people, who welcome them to land with a dance prepared especially for them, followed by a traditional smoking ceremony that invites the spirits to protect Kayne and Kamil on the mission ahead.

- Describe the dance performed by the Badtjala people.
- View some other examples of Aboriginal dances on YouTube at <http://www.youtube.com/watch?v=jj8_tBwBE_A>.
- Discuss traditional Aboriginal dances and why they are important to Indigenous communities. Visit <<http://australia.gov.au/about-australia/australian-story/austn-indigenous-ceremony>> for information, but also discuss the dance in the episode and view that sequence again.
- The Bangarra Dance Theatre <<http://bangarra.com.au>> 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, Dreamtime stories and emotions that students will enjoy.
- 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?

Item 1

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

'A new study of extinct and living flightless birds (ratite) 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 supercontinents 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 the article, go to *The Examiner* online: <<http://www.examiner.com/article/flightless-birds-proven-to-have-a-flying-ancestor>>



Episode 26 - Emu

Kamil has a challenge for Kayne that takes them deep into the heartland of Kamil's people – Wiradjuri country, the mountainous terrain of Perisher, New South Wales. Kayne has to snaffle an enormous egg from beneath a roosting emu using traditional Wiradjuri methods! The epic adventure will lead the boys through snow-capped mountains to the stunning scenery of Kamil's cultural homeland, Wiradjuri country, as they track the elusive emu nest.

See also *Episode 25 – Manta Ray*, which also includes traditional Aboriginal dance.

The Emu

The Emu is the world's third largest bird. The Ostrich and the Cassowary take the top positions. There are about 40 species of flightless birds in existence today, the best known being the ratites (ostrich, emu, cassowary, rhea and kiwi) and the penguins. What other flightless birds are seen in Australia?

- What interesting facts did you find out about Emus from viewing this episode of *Bushwhacked!*? The Australian fauna website <<http://www.australianfauna.com/emu.php>> has more information about this fascinating flightless bird. What do we know about the origin of flightless birds?
- Read or screen *Item 1*



- How did the Wiradjuri track down the emu?
- What do they teach Kayne and Kamil about Wiradjuri country?

Aboriginal communities

Although Kayne thinks this mission is just plain crazy, it's going to require stealth, patience, care and caution. Kamil has arranged a rendezvous with two Wiradjuri cultural advisors, who will show Kayne the traditional ways of tracking down Australia's largest native bird. Uncle Lewis and Aunty Di welcome the boys to a campsite with 360-degree panoramic views over the surrounding Wiradjuri lands. But night is falling and after traveling so far throughout the day, Uncle Lewis and Aunty Di decide to get Kayne and Kamil involved in a traditional emu dance to set the tone for the mission. Aunty Di has handcrafted the costumes and Uncle Lewis prepares the ochre for the body paint that will transform Kamil into a traditional Wiradjuri performer.

- What importance does the emu have to Aboriginal people?
- What is special about the emu dance?
- The class could try the dance as a performance piece.

Aboriginal trackers

Aboriginal people have developed exceptional tracking skills based on their hunter-gatherer lifestyle which includes the ability to track down animals, identify and locate edible plants, and find sources of water.

An experienced tracker can read the ground like a storybook. If the tracks are those of a mammal, he can probably tell you, from the size and 'weight' or depth of the tracks, its gender and approximate age. If the animal is a female, he will know by the spacing of the hind legs whether or not it is 'parapu' (carrying young). He will usually be able to tell you the species of a lizard and not only which way a snake is travelling, and its size, but how fast it is moving and whether it is harmless or venomous. Pat Lowe, *Hunters and trackers of the Australian desert*, 2002 Rosenberg Publishing, 2002 <<http://books.google.com.au/books?id=BsOqf9lakFcC>>

Fictional and media representations of Aboriginal trackers

Since the earliest days of the colonisation of Australia, white Australians have had a fascination with the abilities of Aboriginal trackers. Books such as Ion Idriess' *Mantracks*, and the detective series of Arthur Upfield's *Bony*, celebrate the iconic status of trackers, who are also celebrated in oral histories. Their stories are often used to explore the relationships between Indigenous and white Australians and in turn, how these groups relate to the land in which they work and live.

Several films have included Aboriginal trackers as characters. Students may enjoy viewing these films or clips from them and then comparing the documentary footage in *Bushwhacked! Series 2* with the representations in the films.

Walkabout (Nicolas Roeg, 1971) tells the story of two white children lost in the Australian desert who are rescued by a passing Aboriginal tracker.

The Tracker (Rolf de Heer, 2002) and *Rabbit-Proof Fence* (Phillip Noyce, 2002) also feature Aboriginal trackers in their stories, which are based on real-life stories.

John Romeril's *One Night the Moon*, tells the story of an Aboriginal tracker who searches for a lost child despite being told by the child's father that his help is not wanted because he is Aboriginal. It is based on the true story of tracker Alexander Riley, who served in the New South Wales Police Force from 1911 to 1950. Tracker Riley, as he was known, received the King's Medal in 1942 for his work on a serial killing case. His grandson, Michael Riley, made a documentary called *Blacktracker*, which tells Tracker Riley's life story. <<http://australia.gov.au/about-australia/australian-story/aboriginal-trackers>>



Complete after viewing and discussing
Bushwhacked! Series 2.

Activities & Worksheets

Cross-curriculum ideas

1. 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 newscaster or presenters introduction, needs to be written and a short article, radio or TV news item, produced. For example, 'Man hugs sawfish! In a daring undersea encounter, Kayne, one of the young presenters of the TV series *Bushwhacked!* draws attention to the endangered status of this iconic Australian fish.
2. A class blog or wiki based on student interests arising out of the series.
3. 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. In secondary classes, percentages could be calculated of numbers of particular Australian animals estimated to be living in the wild or in urban areas.
4. Storyboards for another episode of *Bushwhacked! Series 2* focusing on a local landmark or region, or an Australian animal found in your local region.
5. 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. A field trip to a local area of interest such as a wildlife park or geological formation.
7. A visit from an expert with knowledge about local environmental issues, local animal habitats, etc.
8. Students complete a project on their favourite Aboriginal custom or aspect of their culture and present it to the

class. Challenge the students to 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.

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's General Capabilities in Literacy, Information and Communication Technology, and Critical and Creative Thinking.

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

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 – Viewing the trailer.
3. View the trailer again as each discussion topic arises, pausing on scenes, etc.
4. Then view an episode of the series and discuss Part 2.



Bushwhacked! Series 2 Discussion Sheet

An introduction to the series

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 selected shots 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 are presented in abbreviated form and usually without producing spoilers. 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? (For example, the series website, YouTube, Facebook, blogs, fan sites, etc.)
2. What information did you get about *Bushwhacked! Series 2* in 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! Series 2* is?
6. What visual signs, characters/people, locations and other clues are there that *Bushwhacked! Series 2* 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. What is the production style of the program as previewed in the trailer?



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; what camera angles are used?
12. Did the trailer make you want to view the series?

Part 2 - After viewing an episode of *Bushwhacked! Series 2*

1. How accurately does the trailer portray the story, characters, genre and general mood of the series?
2. After viewing the episode, 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. Write down a rating for the trailer from 1 to 5 (1 – terrible, to 5 – outstanding).
6. Create a trailer, book cover, book trailer or mock up of a webpage for your favourite book, film, etc.



Aboriginal culture and communities

Welcome to country

'Welcome to country' is an important ceremony by Aboriginal people and inviting them to perform it helps non-Indigenous people recognise Aboriginal culture and history.

An 'acknowledgement of country' can be done by everyone, Indigenous or non-Indigenous, to pay respect to the fact that one is on Aboriginal land.

This activity encourages students to develop a respect for, and understanding of, Indigenous protocols used in the community. After exploring the meaning and purpose of existing ways of observing Indigenous cultures within their school community, students work to develop an 'acknowledgement of country' for use in their class.

1. Discuss how students' families welcome visitors to their home. This is an ideal opportunity to create understanding about, and tolerance for, other cultures. On the board, brainstorm differences and similarities in how we welcome people to our homes. If possible, view Episode 14 – The Whale Shark again and focus on the 'welcome to country' ceremony by John Dale.
Alternatively, ask students to create improvisations in small groups of how their families welcome visitors, and then discuss:
 - What actions do people take in the first few minutes after the visitor arrives?
 - What words and actions are common to all/many groups?
 - Why were they used?
 - What do they tell us about our own culture/values?
2. Ask the students whether they know the names of the traditional owners of the land their school is built on. Have a website prepared to show them or the name of the traditional owners and some background about them. If possible, if one or more of the students in the class are Indigenous, encourage them to talk about the land and their people. Alternatively, invite an Aboriginal person living in the area to speak to the class.
3. Explain that the class will be working in groups to create their own 'welcome to country' ceremony. They must write a formal greeting and design a poster or PowerPoint slide that celebrates the traditional owners. They could also find some traditional music to play before the ceremony, video clips or other art or media to make the ceremony special. The groups can then present their 'welcome to country' ceremony to the class, other classes or the whole school. They could also video their presentations and upload them to the class blog, YouTube or another website. Before dividing the class into groups, read through the following three examples of acknowledgement of country from http://www.acsa.edu.au/pages/images/ideas_acknowledgement.pdf (accessed 1 July 2014):
 1. *We acknowledge the traditional custodians of this land and pay our respects to the Elders both past, present and future for they hold the memories, the traditions, the culture and hopes of Aboriginal Australia. We must always remember that under the concrete and asphalt this land is, was and always will be*

A Ngarinyin tribal elder explains 'Welcome to Country'

'Before whitefellas came, it was the tradition of Aboriginals that when strangers came into their particular country to hunt or to gather, or to just pass through on their way to other places, that the host Aboriginals would go out to welcome them.

When they met, there would be the formalities of greeting. Part of the ceremony of welcome would be the men sitting around and talking men's business whilst the host women would take the visiting women and children to a women's site to talk women's business.

When this was completed, the two groups would join again and the men would hunt for kangaroo, goannas or bush turkey – and the women would prepare an area for eating and would gather firewood and berries, fruit, nuts and lily roots for a meal.

Then the ceremonies – the corroborees or jumbas would commence – and the dancing, the singing around the fire could well go on, not only all night, but sometimes for many nights in a row. Each jumba with a message – each with its own story – men, women and children taking part. Whilst during the day, the visiting tribe would be taken and shown the sites of significance and be told the stories of the spirit of the land they would be passing.

In this way, the hosts believed that by the end of formalities, when the strangers were ready to move on – they would not be considered strangers but friends who now had the spirit of the country in their hearts – they carried the Wunggud with them – just like the people who lived there.

They believed that once the spirit of the land was in their hearts, then those people would never damage the land – they would love it and care for it like those whose home country it was ...'

'Entering country: with consent', A night of reconciliation, extract from an Address by Susan Bradley (pastoralist, Kimberley Western Australia), Sydney, Feb 1998

traditional Aboriginal land. (This example is from the Dare to Lead program.)

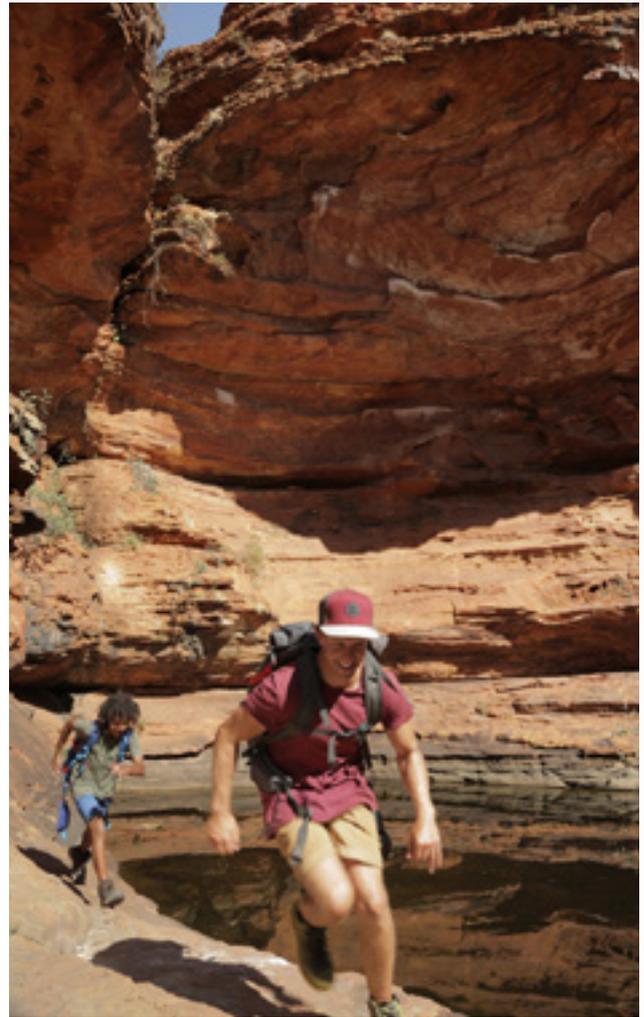
2. *Our school was once beautiful forest country, and home to the Aboriginal people of this region. Today we recognise their long history on this land and the care they gave to this land for thousands of years.*
3. *I would like to acknowledge that this meeting is being held on the traditional lands of the (appropriate group) people.*

The Australian outback

The outback is the vast, remote, arid areas of Australia. Australia, because its population is mainly spread along the coasts, is mainly outback. 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.

Discuss

What other famous outback areas of Australia are there other than the ones featured in *Bushwhacked! Series 2*? View some websites or encourage students to access information in books and on maps to help students.



Discuss

- Which of the landscapes in *Bushwhacked! Series 2* are desert?
- What are the main colours in the desert?
- What geographical features may you see? (Rocks, sand, dust, hills, etc.)
- Which are river or water scenes? What vegetation do we see?
- What plants grow on the flatter areas of the landscapes?
- What kind of houses and buildings are in the scenes?
- Have you seen these kinds of houses?
- After viewing all episodes, have students create a diorama of an outback landscape. Each group creates a landscape with appropriate plants and animals.

Outback Australia is an excellent teacher resource that gives a lot of detail about the outback: <<http://www.teachers.ash.org.au/jmresources/outback/links.html>> .

This site is suitable for ages eight and up: <<http://www.kidcyber.com.au/topics/austoutback.htm>>

Your Name:



Australian animals

Bushwhacked! Series 2 offers many opportunities to study Australian animals, particularly endangered species.

For both primary and secondary teachers, the following resources are excellent sources of information for students:

- Australia's endangered species: <<http://www.fame.org.au>>
- Primary learning activities: <<http://www.australianfauna.com/quiz/quiz.htm>>
- Upper primary and secondary quiz: <http://www.awarewildlife.org.au/?page_id=840>

To prepare for these activities, attach large sheets of either poster paper or white butcher's paper to walls or the board. Write a large heading on each sheet and as students name animals they can label each sheet with the type of animal. Cut-out pictures or pictures printed from the internet can be added. Have a selection of coloured pens available.

Discuss the animals that appeared in the episodes viewed of *Bushwhacked!* Series 2.

If students are not fully familiar with the categories of Australian animals, discuss them first using books or these websites:

- General information: <<http://australian-animals.net>>
- Australian mammals (including marsupials): <<http://www.ozanimals.com/australian-mammal-index.html>>
- Australian reptiles: <<http://www.ozanimals.com/australian-reptile-index.html>>
- Australian birds: <<http://www.ozanimals.com/australian-bird-index.html>>
- Australian fish: <<http://www.ozanimals.com/australian-fish-index.html>>
- Australian insects: <<http://www.ozanimals.com/australian-insect-index.html>>
- Australian frogs and other amphibians: <<http://www.ozanimals.com/australian-frog-index.html>>
- ABC TV for Schools: <<http://www.abc.net.au/schoolstv/animals/default.htm>>
- ABC Splash; this collection of media resources focuses on the features of a variety of animals, many of them Australian, and how these features help the animals meet their needs for food, shelter and safety from predators: <<http://splash.abc.net.au/digibook/-/c/1273965/skin-and-scales-feathers-and-fur>>

As each animal is discussed, ask students to write the name of the animal under the heading. Then challenge students to add as many other animals under each category.

Mammals

Fish

Spiders

Amphibians

Reptiles

Crustaceans

Birds

Australian animals and their habitats

Fill in the boxes for each animal and star the ones we see in *Bushwhacked!* Series 2.

Then draw your favourite animal from *Bushwhacked!* Series 2.

Where would you see these Australian animals and birds?

Habitats

Forest or Bush
Underground
Desert
Water

What are their coverings?

FUR – Mammals
FEATHERS – Birds
SKIN – Amphibians
SCALES – Reptiles
SHELLS – Crustaceans

Your Name:

Animal	Habitats	Coverings
Frill-necked lizard		
Kangaroo		
Possum		
Seal		
King brown snake		
Dugong		
Crocodile		
Wombat		
Emu		
Goanna		
Sawfish		
Dingo		
Witchetty grub		
Tarantula		
Echidna		
Stick insect		
Cockatoos		
Bilby		
Koala		

Your Picture





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20 x 5mins interstitial series

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