



PRODUCED AND DIRECTED BY SALLY INGLETON

WILD THINGS

A YEAR ON THE FRONTLINE OF

ENVIRONMENTAL ACTIVISM



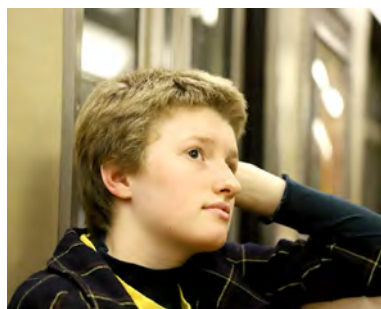
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<https://theeducationshop.com.au>

<http://www.metromagazine.com.au>

© ATOM 2021 ISBN: 978-1-76061-398-3

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SYNOPSIS

Wild Things follows a new generation of environmental activists that are mobilising against forces more powerful than themselves and saying, enough. Armed only with mobile phones, this growing army of ecowarriors will do whatever it takes to save their futures from the ravages of climate change. From chaining themselves to coal trains, sitting high in the canopy of threatened rainforest or locking onto bulldozers, their non-violent tactics are designed to generate mass action with one finger tap. Against a backdrop of drought, fire and floods; we witness how today's environmentalists are making a difference and explore connections with the past through the untold stories of previous campaigns. Surprisingly the methods of old still have currency when a groundswell of schoolkids inspired by the actions of 16-year-old Swedish student Greta Thunberg say, "change is coming" and call a national strike demanding action against global warming.

Key Messages of the Film

- Our planet is under threat from global warming.
- Non-violent frontline action is a valid response to the lack of political leadership on climate change and environmental destruction.
- People of all ages and backgrounds are speaking up and taking action to protect the planet for future generations.

The film will inspire viewers to:

- Believe that their voices matter
- Be empowered to take climate action within their school community
- Explore Australia's rich history of environmental protest.



DIRECTOR'S STATEMENT

For much of my career I have told stories that address environmental issues be they on the degradation of coral reefs (*Acid Ocean* and *Muddy Waters: Life and Death on the Great Barrier Reef*), the importance of ancient seeds and future food security (*Seed Hunter* WINNER ATOM Best Documentary Science, Nature and Environment Award) and the critical relationship between wildlife and people (*Kangaroo Mob* WINNER ATOM Best Documentary Science, Nature and Environment Award, *Possum Wars*, *Penguin Island*, *Devil Island*). These films have sold around the world, won awards and been invited to numerous festivals.

Social change rarely happens unless it is driven by people. Yet increasingly the cries of those demanding action to protect the planet and address the climate emergency are falling on deaf ears. For many the only option is to head to the frontline and practice non-violent direct action in order to save forests, stop new coal mines and demand a safe future for their kids and grandkids. I wanted to make a film that peels away the stereotype that all protesters are 'dole bludgers' and instead reveal their fears and showcase their passion. Many on the frontline are teenage students, determined to have their voice heard by going on strike from school. I also thought it was important to acknowledge that Australia has a long history of environmental action and thanks to the efforts of many past blockaders, numerous wild and sacred places have been saved for future generations.

Stylistically the film incorporates self-shot phone footage and the social media posts of activists which give the film currency and an immediate gritty feel.

I hope the film will speak to people of all ages but particularly the young who fear for their future. I want them to know that by speaking up they can make a difference.

Sally Ingleton



PEOPLE IN THE FILM

DR LISA SEARLE

Lives near Hobart and spends her life moving between being a frontline forest activist and working as a GP, often in war zones with Mediciens Sans Frontiers. She will do whatever it takes to ensure not another tree falls in Tasmania's forests. Feature story on Lisa Searle: <http://www.tasmaniantimes.com/2020/06/lisa-searle-environment-activist/>



ANDY PAINE

Andy has dedicated much of his life to environmental campaigns particularly against the establishment of new coal mines. He has been involved in Frontline Action On Coal for over 4 years.

'The things that motivate me is something of meaning. I want to do something that leaves a positive impact in the world and so having discovered political activism and found out that I have skills that could be offered to that I sort of decided at that point that this was going to be my life.'

MILOU ALBRECHT

Milou has been attending protests with her family since she was a child. After reading about Greta Thunberg's Fridays For Future strikes from school in 2018, she spoke to her

friends and they too started striking to raise awareness on climate change. The rest is history as the School Strike 4 Climate Movement took off in 2019 with over 7 million people around the world marching for climate action on 20 September 2019.

'I'm really proud to be here (at the strike), I feel like my voice matters and to think that there are thousands of people all across the world doing the same thing as here is just incredible.'



HARRIET O'SHEA CARRE

Harriet first heard about the climate strike movement from her school friend Milou. They both began protesting outside politician's offices and soon attracted attention. With help from the Australian Youth Climate Coalition the teenagers did some training and the movement quickly grew to the point where three massive street marches were held around Australia and globally during 2018/19. Harriet was invited to attend the United Nations Youth Summit on Climate in New York in September 2019.

'Before I started striking all my emotions and anxiety about climate change were just like building up like it wasn't constructive it was just sort of like self-destructive. But having such an amazing cause to direct all this like energy and emotion it's really empowering.'



CURRICULUM LINKS

Wild Things is suitable for secondary (Year 7 – 12) students undertaking:

- **Humanities and Social Sciences** – including Civics and Citizenship, History, Modern History; and Geography
Science
English

with further links to Music, and the Cross-curricular priorities of Sustainability and Aboriginal and Torres Strait Islander Histories and Cultures.

Teachers are advised to consult the Australian Curriculum online at <https://www.australiancurriculum.edu.au/> and curriculum outlines relevant to their state or territory for further information.

Relevant Content Descriptors for Civics and Citizenship

CIVICS AND CITIZENSHIP KNOWLEDGE AND UNDERSTANDING		
Year 8	The freedoms that enable active participation in Australia's democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement	ACHCK061
CIVICS AND CITIZENSHIP SKILLS		
Year 8	Questioning and research	
	Develop a range of questions to investigate Australia's political and legal systems	ACHCS068
	Problem-solving and decision making	
	Appreciate multiple perspectives and use strategies to mediate differences	ACHCS071
	Communication and reflection	
	Present evidence-based civics and citizenship arguments using subject-specific language	ACHCS073

Relevant Content Descriptors for History

HISTORICAL KNOWLEDGE AND UNDERSTANDING		
Year 10	The environment movement (1960s – present)	ACDSEH028
	The background to environmental awareness, including the nineteenth century National Parks movement in America and Australia	
	The intensification of environmental effects in the twentieth century as a result of population increase, urbanisation, increasing industrial production and trade	ACDSEH125
	The growth and influence of the environment movement within Australia and overseas, and developments in ideas about the environment including the concept of 'sustainability'	ACDSEH126
	Significant events and campaigns that contributed to popular awareness of environmental issues, such as the campaign to prevent the damming of Australia's Gordon River, the nuclear accident at Chernobyl and the Jabiluka mine controversy in 1998	ACDSEH127
	Responses of governments, including the Australian Government, and international organisations to environmental threats since the 1960s, including deforestation and climate change	ACDSEH128
HISTORICAL SKILLS		
Year 10	Historical questions and research	
	Identify and select different kinds of questions about the past to inform historical inquiry	ACHHS184
	Identify and locate relevant sources, using ICT and other methods	ACHHS186
	Analysis and use of sources	
	Process and synthesise information from a range of sources for use as evidence in an historical argument	ACHHS188
	Perspectives and interpretations	
	Identify and analyse different historical interpretations (including their own)	ACHHS191
	Explanation and communication	
	Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced	ACHHS192

Relevant Content Descriptors for Modern History

The environmental movement could be considered as an acceptable “alternative significant movement for change” as one of the two topics for study in Unit 2 of Modern History, as it meets the following criteria per the Australian Curriculum website:

The movement:

- is within the 20th century period
- affected large numbers of people
- led to profound change within society
- had longer-term consequences
- has relevance for contemporary concerns, ideas, beliefs, values and motivations.

In fact, the Australian Curriculum specifically identifies “movements related to one or more of the following: [...] anti-nuclear, environmental sustainability” as relevant examples.

HISTORICAL SKILLS		
Year 10	Historical questions and research	
	Frame questions to guide inquiry and develop a coherent research plan for inquiry	ACHMH050
	Identify, locate and organise relevant information from a range of primary and secondary sources	ACHMH051
	Analysis and use of sources	
	Analyse, interpret and synthesise evidence from different types of sources to develop and sustain an historical argument	ACHMH054
	Perspectives and interpretations	
	Evaluate critically different historical interpretations of the past, how they evolved, and how they are shaped by the historian's perspective	ACHMH057
	Explanation and communication	
	Develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments	ACHMH057
	Communicate historical understanding by selecting and using text forms appropriate to the purpose and audience	ACHMH060
	Apply appropriate referencing techniques accurately and consistently	ACHMH061

Relevant Content Descriptors for Geography

GEOGRAPHICAL KNOWLEDGE AND UNDERSTANDING		
Year 7	Classification of environmental resources and the forms that water takes as a resource	ACHGK037
	The quantity and variability of Australia's water resources compared with other continents	ACHGK039
	Economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region	ACHGK041
GEOGRAPHICAL SKILLS		
Year 7	Collecting, recording, evaluating and representing	
	Evaluate sources for their reliability and usefulness and select, collect and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources	ACHGS048
	Interpreting, analysing and concluding	
	Apply geographical concepts to draw conclusions based on the analysis of data and information collected	ACHGS052
	Communicating	
	Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose; using geographical terminology and digital technologies as appropriate	ACHGS053

GEOGRAPHICAL KNOWLEDGE AND UNDERSTANDING		
Year 8	Spiritual, aesthetic and cultural value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples	ACHGK049
	Human causes and effects of landscape degradation	ACHGK051
	Ways of protecting significant landscapes	ACHGK052

GEOGRAPHICAL SKILLS		
Year 8	Collecting, recording, evaluating and representing	
	Evaluate sources for their reliability and usefulness and select, collect and record relevant geographical data and information, using ethical protocols, from appropriate primary and secondary sources	ACHGS056
	Interpreting, analysing and concluding	
	Apply geographical concepts to draw conclusions based on the analysis of data and information collected	ACHGS060
	Communicating	
	Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose; using geographical terminology and digital technologies as appropriate	ACHGS061

GEOGRAPHICAL KNOWLEDGE AND UNDERSTANDING		
Year 9	Challenges to food production, including land and water degradation, shortage of fresh water, competing land uses, and climate change, for Australia and other areas of the world	ACHGK063
	The capacity of the world's environments to sustainably feed the projected future global population	ACHGK064
	The perceptions people have of place, and how these influence their connections to different places	ACHGK065

GEOGRAPHICAL SKILLS		
Year 9	Collecting, recording, evaluating and representing	
	Evaluate sources for their reliability, bias and usefulness and select, collect, record and organise relevant geographical data and information, using ethical protocols, from a range of appropriate primary and secondary sources	ACHGS064
	Interpreting, analysing and concluding	
	Apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative points of view	ACHGS068
	Communicating	
	Present findings, arguments and explanations in a range of appropriate communication forms, selected for their effectiveness and to suit audience and purpose; using relevant geographical terminology, and digital technologies as appropriate	ACHGS070

GEOGRAPHICAL KNOWLEDGE AND UNDERSTANDING		
Year 10	Human-induced environmental changes that challenge sustainability	ACHGK070
	Environmental world views of people and their implications for environmental management	ACHGK071
	The application of systems thinking to understanding the causes and likely consequences of the environmental change being investigated	ACHGK073

GEOGRAPHICAL SKILLS		
Year 10	Collecting, recording, evaluating and representing	
	Evaluate sources for their reliability, bias and usefulness and select, collect, record and organise relevant geographical data and information, using ethical protocols, from a range of appropriate primary and secondary sources	ACHGS073
	Interpreting, analysing and concluding	
	Apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative points of view	ACHGS077
	Communicating	
	Present findings, arguments and explanations in a range of appropriate communication forms, selected for their effectiveness and to suit audience and purpose; using relevant geographical terminology, and digital technologies as appropriate	ACHGS079

Relevant Content Descriptors for Science

SCIENCE UNDERSTANDING		
Year 7	Earth and space sciences	
	Some of Earth's resources are renewable, including water that cycles through the environment, but others are non-renewable	ACSSU116

SCIENCE AS A HUMAN ENDEAVOUR		
Year 7	Use and influence of science	
	Solutions to contemporary issues that are found using science and technology, may impact on other areas of society and may involve ethical considerations	ACSHE120

SCIENCE INQUIRY SKILLS		
Year 7	Processing and analysing data and information	
	Summarise data, from students' own investigations and secondary sources, and use scientific understanding to identify relationships and draw conclusions based on evidence	AC SIS130
	Communicating	
	Communicate ideas, findings and evidence based solutions to problems using scientific language, and representations, using digital technologies as appropriate	AC SIS133

SCIENCE UNDERSTANDING		
Year 9	Biological sciences	
	Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems	ACSSU176

SCIENCE AS A HUMAN ENDEAVOUR		
Year 9	Use and influence of science	
	Values and needs of contemporary society can influence the focus of scientific research	ACSHE228

SCIENCE INQUIRY SKILLS		
Year 9	Processing and analysing data and information	
	Use knowledge of scientific concepts to draw conclusions that are consistent with evidence	AC SIS170
	Communicating	
	Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations	AC SIS174

SCIENCE UNDERSTANDING		
Year 10	Earth and space sciences	
	Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere	ACSSU189
SCIENCE AS A HUMAN ENDEAVOUR		
Year 10	Use and influence of science	
	Values and needs of contemporary society can influence the focus of scientific research	ACSHE230
SCIENCE INQUIRY SKILLS		
Year 10	Processing and analysing data and information	
	Use knowledge of scientific concepts to draw conclusions that are consistent with evidence	AC SIS204
	Communicating	
	Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations	AC SIS208

Relevant Content Descriptors for English

CONTENT DESCRIPTIONS – LITERACY		
Year 7	Text structure and organisation:	
	<ul style="list-style-type: none"> Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts and identify underlying structures such as taxonomies, cause and effect, and extended metaphors 	ACELA1531 ACELT1620 ACELY1721 ACELY1725 ACELY1726
	Responding to literature:	
	<ul style="list-style-type: none"> Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts 	
	Interpreting, analysing, evaluating:	
Year 8	<ul style="list-style-type: none"> Compare the text structures and language features of multimodal texts, explaining how they combine to influence audiences 	
	Creating texts:	
	<ul style="list-style-type: none"> Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact 	
	Text structure and organisation:	
	<ul style="list-style-type: none"> Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication 	ACELA1543 ACELT1628 ACELY1735 ACELY1736 ACELY1810
	Responding to literature:	
	<ul style="list-style-type: none"> Understand and explain how combinations of words and images in texts are used to represent particular groups in society, and how texts position readers in relation to those groups 	
	Interpreting, analysing, evaluating:	
	<ul style="list-style-type: none"> Explore and explain the ways authors combine different modes and media in creating texts, and the impact of these choices on the viewer/listener 	
	Creating texts:	
	<ul style="list-style-type: none"> Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts 	

Year 9	<p>Text structure and organisation:</p> <ul style="list-style-type: none"> Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas <p>Responding to literature:</p> <ul style="list-style-type: none"> Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text <p>Interpreting, analysing, evaluating:</p> <ul style="list-style-type: none"> Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts <p>Creating texts:</p> <ul style="list-style-type: none"> Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features 	<p>ACELA1770 ACELT1770 ACELY1742 ACELY1746 ACELY1747</p>
Year 10	<p>Text structure and organisation:</p> <ul style="list-style-type: none"> Compare the purposes, text structures and language features of traditional and contemporary texts in different media <p>Responding to literature:</p> <ul style="list-style-type: none"> Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response Evaluate the social, moral and ethical positions represented in texts <p>Interpreting, analysing, evaluating:</p> <ul style="list-style-type: none"> Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences <p>Creating texts:</p> <ul style="list-style-type: none"> Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues Review, edit and refine students' own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects 	<p>ACELA1566 ACELT1641 ACELT1812 ACELY1752 ACELY1756 ACELY1757</p>

Relevant Content Descriptors for Music

CONTENT DESCRIPTIONS		
Year 9–10	Improvise and arrange music, using aural recognition of texture, dynamics and expression to manipulate the elements of music to explore personal style in composition and performance	ACAMUM099
	Plan and organise compositions with an understanding of style and convention, including drawing upon Australian music by Aboriginal and Torres Strait Islander artists	ACAMUM102
	Perform music applying techniques and expression to interpret the composer's use of elements of music	ACAMUM103
	Evaluate a range of music and compositions to inform and refine their own compositions and performances	ACAMUM104
	Analyse a range of music from contemporary and past times to explore differing viewpoints and enrich their music making, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples, and consider music in international contexts	ACAMUM105



* Cross-Curricular Priorities

ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES

The diverse cultures of Aboriginal and Torres Strait Islander Peoples are explored through their:

- long and continuous strong connections with Country/ Place and their economic, cultural, spiritual and aesthetic value of place, including the idea of custodial responsibility. Students examine the influence of Aboriginal and Torres Strait Islander Peoples on the environmental characteristics of Australian places, and the different ways in which places are represented.
- experiences before, during and after European colonisation including the nature of contact with other peoples, and their progress towards recognition and equality. In particular, students investigate the status and rights of Aboriginal and Torres Strait Islander Peoples, past and present, including civic movements for change, the contribution of Aboriginal and Torres Strait Islander Peoples to Australian society, and contemporary issues.
- exploration of how groups express their particular identities, and come to understand how group belonging influences perceptions of others.

The use of primary and secondary sources, including oral histories, gives students opportunities to see events through multiple perspectives, and to empathise and ethically consider the investigation, preservation and conservation of sites of significance to Aboriginal and Torres Strait Islander Peoples.

SUSTAINABILITY

English helps students develop the skills necessary to investigate, analyse and communicate ideas and information related to sustainability, and to advocate, generate and evaluate actions for sustainable futures. The content in the language, literature and literacy strands is key to developing and sharing knowledge about social, economic and ecological systems and world views that promote social justice. In this learning area, students may interrogate a range of texts to shape their decision-making in relation to sustainability. They develop the understanding and skills necessary to act responsibly and create texts that inform and persuade others to take action for sustainable futures.

Humanities and Social Sciences helps students develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Students respond to the challenges of sustainability requiring an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate. The learning area provides content that supports the development of students' world views, particularly in relation to judgements about past social and economic systems, and access to and use of Earth's resources. It gives students opportunities to integrate their study of biophysical processes with investigations of the attitudinal, demographic, social, economic and political influences on human use and management of the environment. The curriculum prepares students to be informed consumers, to act in enterprising and innovative ways and to perceive business opportunities in changing local, regional and global economic environments. Students explore contemporary issues of sustainability and develop action plans and possible solutions to local, national and global issues which have social, economic and environmental perspectives.





ACTIVITIES

The Evolution of Environmental Activism

Curriculum Links: History/Modern History

In this task, you'll write an essay summarising a historical investigation into the development of the Australian environmental movement. Your investigation will contextualise a contemporary protest movement in comparison to a historical example of activism within Australia.

In your essay, you may wish to consider the following questions:

- How significant was your chosen historical protest to the wider Australian environmental movement?
- What protests – local or global – influenced the tactics used in your historical protest?
- Who were the significant figures in your historical protest, and what role have they played – if any – in the Australian environmental movement subsequently?
- What activism strategies were effective in your historical protest? Is there evidence of activists employing similar strategies in your chosen contemporary protest?
- How were your respective protests covered by the mainstream media?
- What significant events defined each protest – the contemporary and historical? Compare these events and how they've influenced the broader Australian environmental movement.

Ultimately, your essay should critically evaluate any links between your chosen historical environmental protest and its contemporary counterpart, providing clear conclusions as to how the Australian

environmental movement has – and hasn't – evolved over the intervening years. Your evaluation should be supported by fully referenced primary and secondary sources.

The following four historical and three contemporary protests, each featured in *Wild Things*, are recommended as foci for your essay. Ensure the goals and tactics of each movement are clearly outlined in your essay. Further information and links on each are provided to aid you in your research. However, you may negotiate with your teacher to explore other protests.

Historical:

- Green Bans at The Rocks
- Terania Creek forest blockade
- Franklin River blockade
- Jabiluka blockade

Contemporary:

- Stop Adani campaign
- Save the Tarkine rainforest
- School Strike 4 Climate

* Historical Protests



GREEN BANS AT THE ROCKS

Fifty-four bans were imposed in NSW between 1971 and 1974. Green bans helped to protect historic nineteenth century buildings in The Rocks from being demolished to make way for office towers, and prevented the Royal Botanic Gardens from being turned into a carpark for the Sydney Opera House.

Useful links:

- <http://www.greenbans.net.au/>
- <https://www.therocks.com/editorials/remembering-jack-munday>
- <https://insidestory.org.au/the-battle-for-the-rocks/>
- The documentary "Rocking The Foundations" c. Bowerbird Films



TERANIA CREEK BLOCKADE

In September 1974, a young couple, Hugh and Nan Nicholson, bought an abandoned farm at the end of Terania Creek Road adjoining a pristine rainforest. They planned to start a rainforest plant nursery. But one day when Hugh was out walking he discovered some Forestry workers in the forest and was alarmed to hear there were plans to log the forest, clear it, burn it and convert it into a eucalypt plantation.

They immediately began organising and spearheaded the movement to save the rainforest. They started a media campaign and were the first (non Indigenous) people to ever form a human blockade to protect a rainforest in the world.

The blockade in 1979 was a success and the forest was saved and eventually turned into a National Park. Today the waterfall at Terania Creek is called Protester falls in homage to the dedicated people who saved the forest.

Useful links:

- <http://www.northernstar.com.au/news/the-battle-to-save-terania-creek-rainforest/2977253/#/0>
- <http://www.echo.net.au/2019/02/terania-40-years-forest-battle-continues/>
- <http://www.rainforestinfo.org.au/terania/>
- The documentary "Give Trees A Chance" c. Gaia Films

FRANKLIN RIVER BLOCKADE

In the 1970s the Hydro Electric Commission of Tasmania proposed to dam the wild Franklin River for the purpose of generating electricity.

Those opposing the dam began organising and led by Dr Bob Brown established what is arguably Australia's most successful environmental campaign. In 1982 a protest camp was established on the river and thousands of people came from all over Australia to blockade the river from destruction.

During the campaign against the dam, both areas were listed on the UNESCO World Heritage Area register. The dispute became a federal issue and a media campaign assisted by the images of photographer Peter Dombrovskis, helped bring down the government of Malcolm Fraser at the 1983 election. The new government, under Bob Hawke promised to stop the dam from being built. Following the election the Tasmanian Government challenged the Federal Government and eventually the decision went all the way to the High Court which ruled in favour of saving the river.

The area is now listed as World Heritage and fully protected.

Useful links:

- http://www.acf.org.au/franklin_river
- <https://www.nma.gov.au/defining-moments/resources/franklin-dam-and-the-greens>
- <https://www.nla.gov.au/unbound/the-franklin-blockade>

JABILUKA BLOCKADE

In 1998 Traditional Owners Yvonne Margarula and Jacqui Katona called on activists from around Australia to help join the fight to stop a uranium mine being built within Kakadu National Park.

Over a nine month period thousands of protesters joined the Blockade and over 500 people were arrested. The Blockade was successful and the mine was not built.

- <http://www.mirarr.net/uranium-mining>
- <http://www.acf.org.au/jabiluka>
- <https://www.theguardian.com/commentisfree/2018/apr/03/20-years-on-from-the-jabiluka-mine-protest-we-can-find-hope-in-its-success> (relates specifically to a comparison between the Jabiluka protests and the anti-Adani campaign)
- The documentary "Fight For Country" c. Rockhopper Productions



SCHOOL STRIKE 4 CLIMATE

In 2018 a movement of young people across the world began going on strike every Friday demanding that political leaders take real action to address climate change. The movement was inspired by Swedish teenager Greta Thunberg who began striking outside Swedish Parliament on her own in August 2018. Attention to her action grew quickly. In Australia 14-year-old Castlemaine student Milou Albrecht, read about Greta and told her friends and they decided they too could start striking every Friday.

The movement grew quickly and major strike days have

been held on 30 November 2018, 15 March 2019 and 20 September 2019. Each demonstration was much larger than before and the movement has inspired young people across the globe to believe that change is coming.

Useful links:

- <http://www.schoolstrike4climate.com/>
- <https://theconversation.com/au/topics/school-strike-4-climate-67836>
- <https://www.abc.net.au/news/2020-09-25/global-student-strike-for-climate-action/12702434>

* Contemporary Protests

STOP ADANI CAMPAIGN

Frontline Action On Coal is a movement of people across Australia who want to end the unnecessary extraction of fossil fuels while bringing about climate justice and meaningful change in the world. Much of the focus of the group over the past five years has been on stopping the construction of the mega Carmichael coal mine in Central Queensland. People of all ages have come to Camp Binbee, a campaign base near Bowen in Queensland to be trained in the principles of non-violent action. Once trained, people perform frontline actions to demonstrate against the mine. Actions might be protesting outside the workplaces of companies that are collaborating with the Adani group to build the mine or outside the site of the mine itself.

Frontline Action on Coal was first established in August 2012 at Maules Creek, the site of the historic blockade to save the critically endangered Leard State Forest.

Useful links:

- <http://www.frontlineaction.org/>
- <http://www.thesaturdaypaper.com.au/tag/camp-binbee>
- https://www.bobbrown.org.au/stopadani_co

SAVE THE TARKINE RAINFOREST

The Tarkine in north-west Tasmania is the second largest tract of cool temperate rainforest in the world and is home to more than 60 species of rare, threatened or endangered plants and animals. One of the last areas of true wilderness left on the planet. Much of the area is dominated by large stands of tall Eucalypts and Myrtle. But the forest has been indiscriminately logged for many decades with a mix of selective logging for speciality timbers as well as clear fell logging where much of the timber ends up as woodchip. Protesters have been campaigning for the Tarkine to be made into a World Heritage Area for many decades.

Much of the Campaign Strategy to protect the area has been led by the Bob Brown Foundation who are embarking on a landmark legal case to stop the logging of native forests across Australia.

Useful links:

- <http://www.tarkine.org/>
- https://www.bobbrown.org.au/takayna_tarkine
- <https://www.thefifthestate.com.au/urbanism/environment/bob-brown-the-next-big-battle-for-tasmania-is-the-tarkine/>

Imagery to Effect Change

Curriculum Links: English & History/Modern History

Scott Jordan says in *Wild Things*, “One of the great lessons of the Franklin Campaign was the power of imagery.”

Indeed, the importance of images to influence the public opinion of activism is frequently emphasised throughout *Wild Things*, particularly in the context of the Franklin River campaign. Bob Brown explains that the documentary of his travels down the Franklin River – *The Last Wild River* (1977) – “was a mind-changer” when screened on prime-time Tasmanian television, leaving a majority of the population opposed to the proposed dam. Later in the same Franklin River protest, we learn that footage of protestors attempting to stop a bulldozer and a photograph of the Rock Island Bend both proved crucial to the blockade’s success.

- Choose **one** of the three examples listed above – the film *The Last Wild River*, the footage of protestors blocking the bulldozer (as seen in *Wild Things*) or the image of the Rock Island Bend – and analyse the effectiveness of this image in influencing its audience. In your analysis, consider the historical context of the Franklin River blockade. Share your analysis with your fellow

students, taking note of the common features found in others’ observations.

(*The Last Wild River* can be found on YouTube through the Wilderness Society: https://www.youtube.com/watch?v=QKTnvJhy0EM&feature=emb_title)

Powerful images that cut through the public consciousness are not uncommon throughout history. Whether it’s the heartbreaking photograph of the three year-old Syrian boy, Alan Kurdi, washed up on the shore of the Mediterranean Sea in 2015; the brief Kony-craze inspired by the documentary *Kony 2012*; or the tragic footage of George Floyd’s arrest and murder, which inspired the Black Lives Matter movement. But do these images have a long term impact on behaviour?

- Choose an iconic image relating to activism or a political issue (it doesn’t need to be related to the environmental movement) and write an analytical essay considering:
 - **the context in which the image was disseminated**
 - **the impact of the image, particularly whether it was able to cause political change**
 - **the image itself – its composition and use of visual/ written language to influence its audience**





Protest Songs

Curriculum Links: Music

Visual imagery is a large part of effective activism, but music is also a powerful tool in an activist's arsenal. That's evident watching *Wild Things*. We witness Australian musician John Butler at Camp Binbee, explain that he's been "going on and off to blockades for the last 25 years" and performs his song "Cold Wind." There's also archival footage of Peter Garrett – renowned Australian musician – attending and assisting with the Jabiluka blockade, and Missy Higgins' song "The Difference" serves as a stirring call to arms over the footage of the School Strike march and the documentary's end credits. These all serve to remind the audience of the importance of music, musicians and – specifically – protest songs in achieving activist aims.

Choose **one** of these three songs and answer the questions that follow, either individually or as part of a class discussion:

John Butler Trio – "Cold Wind"
Midnight Oil – "Blue Sky Mine"
Missy Higgins – "The Difference"

- After listening to the song, what do you think the song is about?
- Research its intended meaning and compare these intentions to your interpretation. Identify lyrics that reinforce or undermine its influence on its audience.
- What are the defining features of a protest song? Do you believe this song meets the criteria? Why or why not?
- What are the compositional features of the song that reinforce its message?
- Would the song have been as effective in a different genre/style? Why or why not?

Australian Indigenous artists have a storied history of art that addresses issues of injustice, including protest songs. Choose **one** of the five songs from First Nations artists that follow (from *NITV's Top Five Protest Songs*, 2017) and again answer the same questions as above.

Yothu Yindi – "Tribal Voice"
Pat Mau – "Freedom"
Bart Willoughby – "We Have Survived"
A/B Original (Briggs & Trials) – "January 26"
Yothu Yindi – "Treaty"

In light of these discussions, compose your **own** protest song that highlights an issue relating to Australian audiences. You might wish to choose an issue that is personally important to you, or instead draw upon one of the issues addressed in the song(s) you've just evaluated.

Consider what style and compositional features will maximise the effectiveness of your song in engaging audiences in this issue, and write a short statement



Water in Aboriginal Culture

Curriculum Links: Geography

This activity is adapted in part from the Water Corporation lesson plan, *Scarce water in remote country*: <https://pw-cdn.watercorporation.com.au/-/media/WaterCorp/Documents/Education/Water-in-Aboriginal-culture/Lesson-plans/Lesson-Plan--Scarce-water-in-remote-country.pdf?rev=2ab0de7b5139464fa05a738715eb7ea3>

Ken Dodd, a Birri traditional owner, appears in *Wild Things* and explains the significance of water to his people:

Birri, Birri in our language is river. We're the river people. You know and all through our country we're seeing our creeks and our rivers you know dying. We knew that this time would come. You know I look back and I think I did not expect it to be here so quickly but here we are, with the you know the effects of climate change globally within our lands you know.

Access the "Average annual, seasonal and monthly rainfall map" from the Australian Government Bureau of Meteorology (http://www.bom.gov.au/jsp/ncc/climate_averages/rainfall/index.jsp) and the AIATSIS (Australian Institute of Aboriginal and Torres Strait Islander Studies) Map of Indigenous Australia (<https://aiatsis.gov.au/explore/map-indigenous-australia>).

Note

Further questions relating to the Aboriginal connection to country in the context of *Wild Things* and environmental activism can be found in the worksheet 'Aboriginal Connection to Country'



Use these two maps to:

- Identify the rainfall statistics – and, if you like, further measures of “wetness” – in the Birri region. (Note: spelled as ‘Biri’ on the AIATSIS map.)
- Choose two other Aboriginal language groups – one from your local area and another of your choice – and research their relationship with water. Compare these two groups to the Birri people and discuss any observations as a class.

Individually, watch the following video and read the following article, taking notes using the Cornell note-taking method¹. Once completed, share your observations with your class, supplementing your notes with observations from other students that you may have missed.

- Western Local Land Services, ‘Through our Eyes - Finding water in an arid environment with Badger Bates’, YouTube, <<https://www.youtube.com/watch?v=-EAmHkf4vY>>
- I A E Bayly, ‘Review of how indigenous people managed for water
- in desert regions of Australia’, Journal of the Royal Society of Western Australia, <[https://www.rswa.org.au/publications/Journal/82\(1\)/82\(1\)bayly.pdf](https://www.rswa.org.au/publications/Journal/82(1)/82(1)bayly.pdf)>

Dodd says in *Wild Things* “And what we’re seeing today is only y’know what the old people said that it will poison the waters, it will poison the air and it will poison the people”. Research the proposed effect of the Adani Carmichael coal mine on the waterways in Central Queensland and on the traditional lands of the Wangan and Jagalingou people, both considering any direct effects and potential impacts relating to climate change. Summarise your findings in a brief report, ensuring that you fully reference any sources used.

Protecting The Tarkine

Curriculum Links: Science and Geography

Much of *Wild Things*' runtime is spent in the lush, verdant surrounds of the Tarkine, or Takayna, Rainforest in north-west Tasmania. Though Lisa Searle and her fellow activists' efforts to protect this old growth forest have found a wealth of support, their campaign arguably hasn't had the same national cut-through as the comparable campaigns seen in the program (the Stop Adani campaign and the School Strike 4 Climate, each of which are frequently featured on the nightly news).

In this task, you will prepare a **geographical report** summarising the significant features of the Tarkine Rainforest, with a view to engaging a wider audience in the environmental importance of the region. Though the intent of your report is to facilitate activism, all of your contentions will need to be fully supported by appropriate evidence.

Your report should include:

- A summary of the geographical features of the area, including relevant maps²
- An analysis of the age and biodiversity of the fauna in the region
- An overview of the animals whose habitats are supported by the Tarkine
- An explanation of the waterways that run through the Tarkine and how they're connected to and interact with other regions across Tasmania.

In addition, the Discover Tasmania website (<https://www.discovertasmania.com.au/about/articles/tarkine-forest-reserve>) notes that the Tarkine and surrounding areas contains "a wealth of natural wonders and Aboriginal sites of great archaeological significance." Include in your report references to the Aboriginal archaeological sites that contribute to the importance of the Tarkine.

Your report should be supported by appropriate graphs, maps and statistical analysis and all sources should be fully referenced.

Also, argue the social and economic case as to whether the Tarkine Rainforest is worth more for its timber or for its tourism and carbon storage and habitat potential.



Deforestation and Climate Change Devastation

Curriculum Links: Science and Geography

As you'd expect from its subtitle, *Wild Things* focuses heavily on the frontline of activism past, present and emerging. But it also finds time to consider the ramifications of failure. We see news footage of devastating bushfires, and the connection between these shocking scenes and our eroding environment is made plain by Harriet O'Shea Carre: "We're really starting to see the effects climate change is having on our planet, with the bushfires and everything."

Note

Further questions relating to deforestation and climate change can be found in the worksheets 'Forests and Deforestation' and 'School Strikes for Climate'.



In this activity, you will create an **educational resource** aimed at the general public explaining the link between climate change and extreme weather events. This should be a multi-modal resource in the format of your choosing (after consultation with your teacher) and should be supported by scientific and statistical evidence while being accessible to a layperson. Though the focus is broad, your resource should touch upon the link between deforestation, climate change and bushfires.

The following resources may assist you in preparing your resource, though remember not to overwhelm your presentation with too much data!

- **Annika Dean, 'Deforestation and climate change', *Climate Council*, <<https://www.climatecouncil.org.au/deforestation/>>**

A summary of the link between deforestation and climate change, along with the risks posed by fossil fuels.

- **'Attributing extreme weather to climate change', *CarbonBrief*, <<https://www.carbonbrief.org/mapped-how-climate-change-affects-extreme-weather-around-the-world>>**

This resource includes an extensive summary of research into the correlation between human-caused climate change and extreme weather events, with a map that you can use to investigate studies linked to over 300 such events.

- **'Climate change in Australia - Statistics & Facts', *Statista*, <<https://www.statista.com/topics/5343/climate-change-in-australia/>>**

A broad database of statistics and facts associated with Australian climate change.

- **'The 2019-20 bushfires: a CSIRO explainer', *CSIRO*, <<https://www.csiro.au/en/Research/Environment/Extreme-Events/Bushfire/preparing-for-climate-change/2019-20-bushfires-explainer>>**

An explanation of the causes of Australian bushfires and how climate change has contributed to their increasing frequency and intensity.

- **Tim Flannery, 'Australia's 'black summer' bushfires showed the impact of human-wrought change', *The Guardian*, <<https://www.theguardian.com/environment/2020/jul/31/australias-black-summer-bushfires-showed-the-impact-of-human-wrought-change-aoe>>, 31 July 2020** *An article about the link between climate change and the Black Summer bushfires, and the repercussions on our native environment from these fires.*

Coral Bleaching and the Great Barrier Reef

Curriculum Links: Science and Geography

Another side effect of climate change identified in *Wild Things* is coral bleaching and, more broadly, the threat to reefs – including the Great Barrier Reef – by rising temperatures. In the documentary, we're first introduced to activist Milou Albrecht as she and her fellow student activists protest outside a local bank dressed as bleached coral. The program concludes with an intertitle reading "Environmental activism in Australia has helped preserve large sections of the Great Barrier Reef, the Kimberley, Kakadu, Cape York and the Tasmanian Wilderness."

Use this National Oceanic and Atmospheric Administration (NOAA) resource – https://oceanservice.noaa.gov/facts/coral_bleach.html – to answer the following questions:

- What is coral bleaching?
- Why does bleached coral lose its colour?

- What is mesentery, and what role does it play in coral bleaching?
- Is a bleached coral dead?
- Coral bleaching is typically caused by higher temperature. Can anything else trigger bleaching?

As a group, prepare a presentation identifying the importance of the Great Barrier Reef to some or all of the following. You may wish to assign different topics to each group member.

- the health of the surrounding ocean region
- the condition of nearby coastlines
- the atmosphere
- Australia's fishing industry
- Australia's tourism industry

There are plentiful resources online about how coral reefs protect coastlines; this website is a useful starting point: <https://web.stanford.edu/group/microdocs/howreefs.html>.

Adani & Innovation – Fossil Fuels and the Future

Curriculum Links: Science

Wild Things presents a firsthand account of the frontline of protests against the Adani Carmichael coal mine, a contentious issue in contemporary Australian politics. In order to better understand the significance of the environmental impact of the proposed coal mine, it helps to research the science associated with coal power.

Complete your own research to answer the following questions, sharing your answers in a class discussion:

1. What is coal and how is it developed? Why is it called a “fossil fuel”, and what are some other examples of fossil fuels?
2. How is coal converted to power? (You may wish to consider contemporary and historical methods of converting coal to energy.)
3. Why is coal not considered to be a source of “renewable energy”? What are some examples of renewable energy?
4. What are the environmental impacts of coal power?



Much of the activism witnessed in *Wild Things* is, by its very nature, preventative – protestors who set out to stop damage being inflicted upon our environment. But activism can also be achieved through innovation – by researching new technologies, scientists can move away from carbon-polluting fossil fuels and towards a more sustainable future.

Research a scientific innovation that’s either been introduced in the past decade, or is in the process of development, that has the potential to improve our environmental outlook. You might wish to consider renewable energy or electric car developments, or something entirely outside the box!

Prepare a multi-modal presentation that summarises the history, scientific background and potential for change posed by your chosen innovation.

Extension

How could your innovation be used by environmental activists to help protest against potentially environmentally-devastating fossil fuel developments like the Adani Carmichael coal mine? Adapt your presentation into a form that protestors could use to compare and contrast energy provided by coal with modern, more sustainable ways to create and/or use energy.

WORKSHEETS

Forests and Deforestation

Curriculum Links: Science and Geography

Before completing this activity, please watch the following excerpts from *Wild Things*: **Scott Jordan – Importance of Forests** (00:35) - <https://vimeo.com/459325185> and **Lisa Searle – Forest Felled** (00:40) - <https://vimeo.com/459301069>

You might also wish to watch the following YouTube clip from *Guardian News* where Greta Thunberg and George Monbiot discuss the importance of ecosystems like forests to environmental stability: <https://www.youtube.com/watch?v=Q0xUXo2zEY> (03:40)

1. Scott Jordan states that deforestation is “one of the key contributors to climate change.” Critically evaluate this claim, providing evidence to support or refute Jordan’s assertion.
2. Reflecting upon the deforestation seen in the second clip, Dr Lisa Searle says that the forest is “just never coming back.” Is this true? Why or why not?
3. These clips are filmed in the Takayna/Tarkine forest in North West Tasmania. When Dr Searle mentions that “so much of the forest is habitat”, what animals is she referring to?

Complete the **table below**, including at least five animals found in North West Tasmania who rely on forest environments as their habitats.

Try to include a variety of animal classes (for example, include birds and insects rather than just mammals).

4. In explaining the importance of forests, Jordan singles out the “huge loss of carbon” caused by deforestation, in particular “the loss of soil carbon.” Produce an explanation of the carbon cycle and its interaction with the biosphere, lithosphere, hydrosphere and atmosphere (you may wish to produce a diagram to aid your explanation), and use this to clarify the meaning of soil carbon and its significance in the carbon cycle.
5. What are the effects of deforestation on the environment? How can these negative effects be mitigated or prevented?
6. Research some of the innovative technologies that are already available which can reduce the release of CO₂ from households as well as industries such as mining and agriculture.
7. During the Boco Blockade, Lisa points to a pile off logs and says “Much of this will end up as woodchip” What does she mean by this? Explore where the old growth forest logs in Tasmania are sent and investigate what happens to them. Discuss the pros and cons of logging old growth forest for woodchip.



Animal	Endangered status	Features of the forest habitat that they rely on	Effect of deforestation on this animal and its habitat

School Strikes for Climate

Curriculum Links: History/Modern History

Before completing this activity, please watch the following excerpts from *Wild Things*:

- Harriet - Movement Gathers Momentum (00:58)
- <https://vimeo.com/459301440>
- Second School Strike (00:56)
- <https://vimeo.com/459302507>

1. In the first clip, Harriet O'Shea Carre explains the origins of her class's school strike for climate in 2018. What movement inspired Carre's activism?
2. Have you ever participated in a protest? Would you ever participate in a protest (again)? Why or why not?
3. How would you evaluate the effectiveness of a protest? Give at least three measures, including an explanation of each.
4. The choice to hold their climate protest as a 'school strike' proved controversial in some quarters, as seen through the footage of Prime Minister Scott Morrison in Parliament in the first clip denouncing the strike.
Why would protestors choose to hold a strike

- rather than a weekend/ after school rally? Compare the effectiveness of these two options, considering the historical context of strikes and related industrial action. (Reference your research appropriately.)
5. In the Second School Strike excerpt, a man holding a protest sign says that he feels "pretty ashamed that the children are fighting our battle." Research the history of youth activism – again, appropriately referencing your sources – and evaluate the effectiveness of young people's involvement in activism as a force for change, both in the specific context of these school strikes and historical counterparts.



The Ethics of Illegal Activism

Curriculum Links: Civics and Citizenship

Before completing this activity, please watch the following excerpts from *Wild Things*:

- Andy - Arrest Can Be Transformative (00:20)
- <https://vimeo.com/459301586>
- Annie - Bodies on the Frontline (00:41)
- <https://vimeo.com/459301683>

1. Andy Paine asserts that being arrested as an activist is “a transformative process.” What do you think Paine means by this?
2. “We’re here to put our own bodies in the frontline,” says Annie in the second clip. What are the implications of Annie’s statement? Why would activists put themselves on the “frontline” to achieve change?

The question of being arrested as an activist comes up frequently in the *Wild Things* documentary. Consider the following quotes:

Scott Jordan: *Lawful doesn’t always mean right. There’s nothing right about destroying ancient rainforests.*

Lisa Yeates: *The major strategy was for people to be arrested and clog up the legal system. [referring to the Franklin River blockade]*

The strategy of deliberately being arrested is a common one in contemporary activism. See:

George Monbiot, ‘Today, I aim to get arrested. It is the only real power climate protesters have’, *The Guardian*, 16 October 2019, <<https://www.theguardian.com/commentisfree/2019/oct/16/i-aim-to-get-arrested-climate-protesters>>.

3. What does Jordan mean when he says that “Lawful doesn’t always mean right”? Evaluate this assertion.
4. Why would protestors aim to be arrested? Evaluate the effectiveness of this strategy, considering the aims of activists in the context of our legal system.
5. What laws are typically used to arrest protestors? Are these laws reasonable given society’s expectation for freedom of speech and assembly? Provide evidence for your argument.

News Reader: *Scott Morrison has vowed to crackdown on indulgent and selfish environmental activists who target businesses supporting the mining industry.*

Scott Morrison: *A new breed of radical activism..*

Peter Dutton: *This is not about free speech or the ability to protest these people are completely against our way of life.*

- Scott Morrison and Peter Dutton (00:20)
- <https://vimeo.com/512459333>

6. Do you think the protestors in *Wild Things* are ‘totally against our way of life’. Why?

Andy then shows how to use a lock on pipe

Andy: *The lock on pipe and the tripod and the concrete barrel these are parts of our history we feel we should be proud of these are things that have protected Australian native environments that have allowed people to non-violently stand up for what is right.*





The Franklin River Blockade

Curriculum Links: History/Modern History

Before completing this activity, please watch the following excerpts from *Wild Things*:

- Bob Brown - Speaking for the River (00:19)
- <https://vimeo.com/459302278>
- Franklin River Blockade (00:22)
- <https://vimeo.com/459303075>

1. Who is Bob Brown, the interviewee featured in the first clip? Write a short timeline presenting Brown's impact on Australian politics and its environmental movement.
2. Research the Franklin River Blockade. What was the blockade attempting to prevent? Were they successful in their aims? Properly reference your sources.
3. In the second clip, Geoff Law explains that footage of the protestors' attempts to stop the bulldozer "became a very powerful symbol" as it was shared through the news. What are some other examples of powerful symbols – photographs, video footage or even quotations – in historical activism?

4. How has the Franklin River Blockade influenced Australian environmental activism? To what extent are the lessons learnt from these areas still evident in contemporary activists' strategies? Provide evidence for your argument.



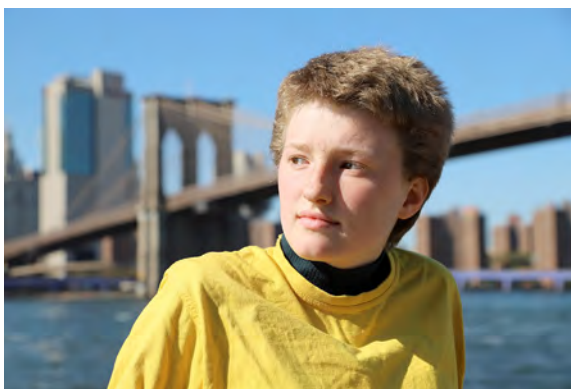


Hippies or Heroes? The Representation of Protestors

Curriculum Links: English

Before completing this activity, please watch the following excerpts from *Wild Things*:

- Second School Strike (00:56)
 - <https://vimeo.com/459302507>
- Annie - Bodies on the Frontline (00:41)
 - <https://vimeo.com/459301683>



- Adani Action – Trucks (00:58)
 - <https://vimeo.com/459302728>

1. How do these clips represent the protestors and their actions?
2. What textual devices – dialogue, camerawork, music, editing – are applied by the filmmakers to influence their audiences response to these clips? How successful are these choices?

Then watch the following clips from SkyNews regarding environmental activists:

- Anti-Adani activists met with hostile welcome party in Qld mining town (SkyNews)
 - https://www.skynews.com.au/details/_6030600069001
- Chris Kenny on anti-Adani protests in Brisbane (SkyNews via Facebook)
 - <https://www.facebook.com/SkyNewsAustralia/posts/10156440602991728>

3. Compare the presentation of activists in these clips to their representation in the *Wild Things* excerpts. How do you think the audience is positioned to interpret climate activists in these videos?
4. After watching these clips – from both *Wild Things* and SkyNews – how do you feel about climate protestors? Is this different than prior to watching this footage?
5. How could you re-edit/re-configure the *Wild Things* footage (one clip or a combination) to change their representation of climate activists? Consider the language features of the text carefully and justify your choices.

Aboriginal Connection to Country

Curriculum Links: Geography/History

Before completing this activity, please watch the following excerpts from *Wild Things*:

- Jabiluka Blockade (00:36)
- <https://vimeo.com/459302932>
- Ken Dodd - Poisoning Country (00:29)
- <https://vimeo.com/459301191>
- Ken – Birri Birri (01:03)
- <https://vimeo.com/459303152>

1. The first clip above features archival footage of Jacqui Katona, a Djok woman, speaking at a rally in support of the 1998 Jabiluka blockade, intended to stop the mining of uranium in the Kakadu region. Research and prepare a short summary of the Jabiluka blockade, including the environmental and geographical context and its political particulars. Reference any research appropriately.
2. Katona says that “Aboriginal people here have always been opposed to mining.” Evaluate this statement, providing evidence to support or refute it. Again, ensure you reference your sources.
3. What is the significance of waterways to the Birri people?
4. What does Katona mean when she says that “Our relationship to country is not just a two dimensional one. Our relationship to country is a physical, very real, relationship.” Evaluate this statement in the context of the Jabiluka blockade and Ken Dodd’s comments on the relationship between his people and rivers.
5. Dodd states that “these mines went ahead with no [...] Native Title” and that the mines will “poison the waters, [...] poison the air, [...] poison the people.” Find evidence to support one of these two statements, ensuring that you correctly reference your research.



Activism Begins at Home

Curriculum Links: Sustainability

Before completing this activity, please watch the following excerpts from *Wild Things*:

- Second School Strike (00:56)
- <https://vimeo.com/459302507>
- Annie - Bodies on the Frontline (00:41)
- <https://vimeo.com/459301683>
- Lisa [Searle] – Forest Felled (00:40)
- <https://vimeo.com/459301069>
- Harriet planting trees (00:40)
- <https://vimeo.com/512698640>

1. These clips reinforce the importance of our environment and how activists can achieve change through their commitment to the cause. Choose an environmental issue that is important to you – it may be one of the issues covered in *Wild Things* or one of your choosing – and create a plan for achieving change in your community.

You may wish to use the resources of an environmental group in your school/local community, or create your own if one doesn't exist! Consider the following:

- How can you engage the wider community in issues relating to the environment/climate change?
- What slogans/images could you use to attract attention and create momentum? (See the activity "Imagery to Effect Change" for the importance of images and their history in activism. How can you leverage such imagery?)
- Are there concrete changes that you can make in your school community – recycling, energy usage, or similar – to help make a difference to the environment?
- Can you introduce projects to help improve your school's environmental footprint? Maybe you could start a garden, or plant trees – consider what works best in the context of your school environment.



2. What can you do in your home/ local environment to help mitigate your family or community's impact on the environment? The following website might give you some ideas: *Madison Lemelin*, '6 Ways to Help the Environment from Home', *Rainforest Trust*, <<https://www.rainforesttrust.org/6-ways-to-help-the-environment-from-home/>>, 15 April 2020

Choose an idea that would create a more sustainable environment in your local area. How could you implement this plan? Research existing environmental strategies that might exist and consider how you could best communicate your vision – whether with your own family, or the broader community – and create a specific plan for how this could be realised.

3. One of the strategies Harriet uses to mitigate her carbon emissions is to plant trees. Use the website below to approximate your carbon footprint for one year: <<https://www.carbonfootprint.com/calculator.aspx>> How many trees would you need to plant to offset your carbon emissions? Research if there are local opportunities for tree planting, along with websites like <<https://trilliontrees.org.au/>> or <<https://onetreepanted.org/>> that can plant trees on your behalf for a donation.

Endnotes

- 1 <http://lsc.cornell.edu/how-to-study/taking-notes/cornell-note-taking-system/>
- 2 Teacher's Note: topographical maps of the Tarkine tend to be behind paywalls at sites like Tasmap (<http://tasmap.tas.gov.au/>) and (<https://map-centre.com.au/>), and are scarce in some areas. If you wish your students to complete a substantive topographical analysis of the region in their report, it might be worth getting your school librarian to source some maps beforehand to provide to your class.



This study guide was supported by:



SUNRISE
PROJECT

Wild Things was produced with the assistance of:



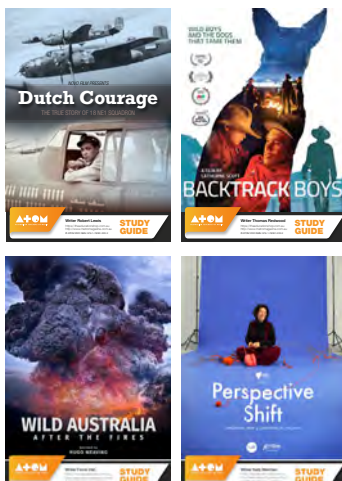
creative
partnerships
australia



Special thanks to all those who donated to the project.

Production Team

Producer and Director - Sally Ingleton. **Editor** - Steven Robinson ASE. **Original Music** - Antony Partos and Matteo Zingales. **Sound Mix and Design** - Michael Gissing



ATOM study guide

This study guide was produced by ATOM.

© 360 Degrees, Screen Tasmania, ATOM 2021. ISBN: 978-1-76061-398-3

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Study guide design: Pascale van Breugel.



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