



ALEX: THROUGH MY EYES – AUSTRALIAN DISASTER ZONES

ROSANNE HAWKE, Series Editor LYN WHITE

RECOMMENDED FOR: Ages 11–14 YEARS OLD (UPPER PRIMARY/LOWER SECONDARY)

GENRE: Middle Fiction

THEMES: Climate change, global warming, drought, disaster resilience, wildlife rescue, individual sustainability and activism, life in regional and remote communities, courage, friendship, confidence, farming, recycling, family, mental health & depression, independence, community, identity, managing anxiety and trauma, grief

CULTURAL SAFETY

The events related to the drought and fire depicted in *Alex* are based on real events and could have specific relevance to some students. Teachers are encouraged to monitor reactions and respond appropriately. Carefully consider the steps you can take to ensure that you are providing a culturally safe and inclusive space for everybody in your classroom and school.

CURRICULUM LEARNING AREAS:

- English: Literature, literacy and language
- HASS: Geography, History
- Cross-curriculum priority: Sustainability, Aboriginal and Torres Strait Islander Histories and Cultures

NOTES WRITTEN BY: Bec Kavanagh

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INTRODUCTION

Thirteen-year-old Alex lives on his family's sheep farm in remote South Australia. The drought has affected his entire community, making it more vulnerable to dust storms, economic pressures and fire. It hasn't been long since Alex's dad had to put down half of their sheep when a fire swept through the property. Since then, his dad has suffered from nightmares and ongoing depression, so all the work around the farm is down to Alex and his mum. When Bonnie moves onto the neighbouring property with her camel-training family, she opens Alex's eyes to different ways of thinking about farming, his family, and their community.

PLOT SUMMARY

Every day, thirteen-year-old Alex Bray takes the fifty-five-kilometre bus journey to school and back from Spring Park, his family's property. It's a long way, but Alex doesn't mind, because he loves the sheep farm he and his parents live on with his dog, Tangi, and horse, Jago. The farm used to be green but has dried up with the drought. Alex's dad is different too – he's been depressed and on edge ever since a devastating fire. Alex tries to help his mum with all the work around the farm, but he wishes that his dad would get better, and he misses his sister, Lily, who goes to school in the city. Alex also worries about what will happen if the drought continues and often thinks about how to make the farm more sustainable. And it's not just the drought that threatens the farm. When Alex is out riding Jago they're attacked by a feral dog, and Jago only just manages to save Alex when he rears up and crashes down onto the dog's paws. In the days that follow, several sheep turn up dead and mauled in the paddocks. Alex doesn't know what he and his mum will do to keep the dogs away from the mob.

At school, Alex's teacher introduces Bonnie, a new student in year 7. Their school is small, so a new student is pretty big news. Bonnie Saleh has moved into the farm next to Alex's with her dad, Sully, and her Pop. Sully is a camel farmer with dreams of opening a camel dairy. Bonnie's family believes in saving camels from culling and training them for tourism. Sully tells Alex that camels are also natural sheep protectors, but Alex knows his dad will never let them on his farm. Like many of the other farmers in the area, Alex's dad sees camels as a nuisance and a threat.

Bonnie and Alex become good friends. Bonnie doesn't ask about Alex's dad when she comes to visit, and Alex doesn't ask where Bonnie's mum is, even though it's obvious that she's not around. Alex feels so comfortable with Bonnie that he finds himself telling her everything that happened with his dad — the way the fire came through the area; the way the winds changed; the way Tangi burned the pads off her paws to herd many of the sheep away from danger; the way his dad had to shoot so many of the sheep who couldn't survive. Bonnie listens respectfully, although she still doesn't share anything about her mum. But Bonnie is as enthusiastic about sustainability as Alex is – she even suggests that they start a club at school called the Transmutation Project, where they'll be reducing the carbon footprint of plastic items by turning them into new plastic items.

When the feral dog attacks on the sheep increase, Alex talks his mum into letting Sully lend them two camels and it's not long before they've proven their worth, saving the sheep from a feral dog on the property. For a while it seems like things are going okay – the Transmutation Project seems to be bringing the whole community together. Alex's dad wants to get involved and begins to have more good days. Could things be going back to normal for his family?

But then Summer, who has been teasing Bonnie relentlessly at school, goes missing after a huge fight, and everyone is worried. There are not many places she could go in the area, and nobody can find her. Summer's mum asks Alex if he'll take the camels out to look for her – maybe he'll be able to spot something that nobody else has been able to see. Bonnie and Alex *do* spot something. Summer has been chased by a feral dog and, bleeding and barely conscious, is holding onto the tree she's climbed. Bonnie and Alex work together to rescue her, proving that camels can be heroes. When Lily tells Alex she is coming home to study, Alex is overjoyed and starts to believe that even if Dad doesn't get totally better, the family is going to be okay.

Alex: Through My Eyes – Australian Disaster Zones is an excellent text for exploring contemporary themes and is ideal for readers in Years 5–8. It can be studied as a class text and would be perfect for a tuning-in resource for Inquiry Learning across the Learning areas.

The text would be useful for literature circles and guided reading, and for inclusion on suggested reading lists.

The point of view, themes and setting make it suitable for study in: English Literature, English Literacy, Humanities and Social Science (History and Geography), Aboriginal and Torres Strait Islander Histories and Culture and Sustainability.

Q&A WITH ROSANNE HAWKE

What inspired you to write *Alex's* story?

'I wanted to show what it is like living in a rural area during a drought. Not only the landscape suffers but so do animals and people. I grew up during a very long drought and know the effect it can have on a farming business and the community. I also wanted to try to show what young people can do to help during a difficult time like a drought.'

Why did you choose to have camels feature so prominently in the text?

'I do like camels. When we lived in Pakistan and especially in the United Arab Emirates we saw lots of them. I've visited camel farms near where I live now, too. I've been saddened about how the original camels in Australia were treated once they weren't as helpful as a truck. The original Afghans who came to our country weren't often treated well either. I

wrote a book about an 1875 exploring trip from Port Augusta to Perth using camels, with a fictitious character, Taj. It was fun to be able to write about the descendants of Taj (Bonnie's family) in Alex's story. I think unwanted animals can be useful and share our environment.'

Notwithstanding the effects of climate change, Alex is fundamentally hopeful about our shared future. Was this important to you?

'Yes, I believe there has to be hope regardless of whatever dark time we are going through. Hope will bring new life and resilience. It takes Alex a while, but he does finally see the light through the trees, even though there are still no rain clouds in the sky.'

What do you hope students will take away from reading Alex?

'Besides the last comment that there can be hope in any difficulty, I'd like readers to see Alex's resilience but also his love for his dad which finally overcomes his own disappointments. I believe you can't wait to have things just right before you can be happy or thankful. Thankfulness has to come first, then we will be content with what we have.'

BEFORE READING

Setting the Scene

Alex is set in the Flinders Ranges, the traditional lands of the Adnyamathanha people. It is set in 2020, when bushfires and the COVID-19 pandemic added enormous additional pressure to a region already impacted by the ongoing effects of a severe drought. Students might benefit from some background information on the area and the drought before reading the text.

Online links for further research on these topics can be found in the Find Out More About ... section at the end of the text and in the Corresponding Literature section at the end of these notes.

The Flinders Ranges

The text is set in the Flinders Ranges, the largest mountain range in South Australia, located approximately 380 kilometres north of Adelaide and 130 kilometres of the regional centre of Port Augusta. It is over 600 million years old and is 'the only place on earth where 350 million years of near-continuous geological sequence can be seen, demonstrating the rise of a habitable planet and the dawn of animal life' (p207). In addition to its historic and cultural significance, the area is a popular tourist destination, known for its rugged mountain landscapes and beautiful scenery.

The region is known for its hot dry summers (although the drought Alex describes in the text is more than just one dry summer) and cool winters, with erratic rainfall throughout the year. This climate obviously makes the area particularly vulnerable to the pressures of drought, of which we see the fallout in a variety of ways in the text.

The Traditional Owners of the area are the Adnyamathanha people, which mean 'hill people' or 'rock people'. Cave paintings and other artefacts show that their connection to this land (alongside the Ngadjuri people) dates back over tens of thousands of years.

- Look at some of the pictures of the Flinders Ranges online. How is it similar or different to where you live? What are some of the features of this landscape?
- How does Alex describe the landscape in the fictional setting of the text? Does this match the images you found?
- Using a map online (or the maps included in the front of the text), make a note of the following locations:
 - Port Augusta
 - Adelaide
 - Quorn

As you read, mark the locations of the following people and places:

- The school
- Spring Park
- Bonnie's farm
- Rocky Peak
- Saltbush Downs

Drought

A drought is classified as a prolonged, abnormally dry period when there is not enough water for the population's normal needs. Areas with erratic rainfall, like the novel's setting of the Flinders Ranges, are particularly prone to drought and people who live in these areas are particularly sensitive to how precious water is.

While drought hits the Flinders region in most decades, the novel is set in 2020 when everyone in the area has already experienced several years of drought. If you look at the timeline provided at the back of the text, you can see that the three years between January 2017 and December 2019 were declared the driest on record for any 36-month period, and that the prolonged drought conditions made the area more prone to the bushfires that swept through the area in 2019.

As a class, discuss:

- What is the difference between a drought and low rainfall?
- How does drought impact the way that people use water?
- What are some of the long-term implications of drought on the environment and the people and animals living in it?
- When did the drought referenced in the text break?
- Why can drought have an impact on people's mental health?
- What kind of assistance is available to people experiencing drought?
- What causes drought? What can we do to prevent it?

Introducing the text

Before reading, examine the front and back covers of the text as a class.

- Read the blurb aloud. Make a list of some of themes you expect to encounter in the text. Who is the story about? Make some predications about the story.
- Examine the front cover. What do you notice about the pictures of the setting?
- *Alex* is a part of the series 'Through My Eyes: Australian Disaster Zones'. What are 'Australian Disaster Zones'? What are some of the disasters that we encounter in the novel? Why is it important to learn about disasters that various communities experience, even if we haven't had direct experience with them?

CLASSROOM DISCUSSION AND ACTIVITIES

ENGLISH

LITERATURE – CURRICULUM LINKS

Literature and context

Year 5, 6 & 7 Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts.

Year 7 Elaboration: Identify and explaining differences between points of view in texts, for example contrasting the city and the bush or different perspectives based on culture, gender or age.

Engaging with and responding to literature

Year 5 'Present an opinion on a literary text using specific terms about literary devices, text structures and language features and reflect on the viewpoints of others.'

Year 7 'Form an opinion about characters, settings and events in texts, identifying areas of agreement and difference with others' opinions and justifying a response.'

Examining literature

Year 5 & 6 Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses.

Year 7 'Identify and explain the ways that characters, settings and events combine to create meaning in narratives.'

LITERATURE – ACTIVITIES

Vocabulary

Research and discuss the meaning of the following concepts and phrases found in the text:

- Drought
- Sustainability
- Depression
- Recycling
- Bushfires
- The 'black dog'
- Transmutation
- Carbon footprint

Make a list of 3–5 additional concepts that are new to you as you read *Alex*.

Comprehension Questions

As you read, answer or discuss the following comprehension questions:

- Where did Bonnie go to school before attending Alex's school? Why does this make her feel nervous on her first day?
- What did Alex's dad have to do after the bushfire? Why do you think he feels guilty?
- What does Tangi mean? What happened to the pads of her paws?
- Why do you think Bonnie doesn't tell Alex about her mum? Describe how Alex feels when he finds out that she hasn't told him the truth?
- How do the kids at school feel about feral camels? Why? Why are Bonnie and her family so committed to saving them?
- Why is it better to turn old plastic into new plastic rather than just making new plastic?
- When Alex's mum yells that he 'doesn't understand' (p150), is she right? Why do you think she's so upset in this moment? Is it really about Alex?
- What does Alex make for his mum for her birthday? How does this bring him closer to his dad?
- What does resilience look like for Alex and his family?

- Why doesn't Summer reveal her feelings about having to move away from her farm? How does Alex feel when he discovers what her family has lost?
- Kris gently reminds Alex that the kids in town have suffered from the drought too (p154). What suffering is he talking about?
- What does Alex learn about mental illness by researching his dad's depression?
- Alex starts to wonder if 'crying is better than saying nothing at all' (p151). Do you think he's right? How does he start to encourage his family to talk about their problems, and what impact does this have on their relationships with each other?

Compare and Contrast

Watch the short video *Drought Kids* (<https://www.abc.net.au/btn/classroom/drought-kids/11599610>) about kids from drought-affected parts of NSW. Compare and contrast the film with Alex's experiences in the novel.

- How closely does the text reflect the reality of the kids in the video? Why is it important to share their experiences?
- What are some of the similarities and differences between the solutions the kids in the video describe, and the ones that Bonnie and Alex come up with in the text?
- What do you think Alex would say if he was invited to contribute to this video?

Read another title from the 'Through My Eyes: Australian Disaster Zones' series. *Tyenna* by Julie Hunt and Terry Whitebeach tells the story of the 2019 Tasmanian bushfires, while *Mia* by Dianne Wolfer captures the intensity of Cyclone Veronica in Western Australia. List five similarities and five differences between *Tyenna* or *Mia* and this text.

Fact and Fiction

Writers often use real life stories as inspiration for fiction. Why do you think this is? When we turn a real-life story into fiction, we can apply fictional techniques to the facts to bring them to life in a new way.

Read the following facts about Australian camels (https://kids.kiddle.co/Australian_feral_camel), and use the worksheet (1) at the end of these notes to start thinking about turning these facts into a piece of fiction.

Tip of the Iceberg

Writer Ernest Hemingway wrote:

'If a writer of prose knows enough of what he is writing about he may omit things that he knows and the reader, if the writer is writing truly enough, will have a feeling of those things as strongly as if the writer had stated them.'

- What do you think Hemingway means by this?
- Use the worksheet (2) provided at the end of these notes to keep track of what the writer tells you about the character (tip of the iceberg), and what you know based on what the writer has shown you (beneath the water).

Writing a Review

Write a review of the text and deliver it to the class as an oral presentation. Consider the following:

- What do you think the author was trying to achieve in the text?
- Did they succeed? Why/why not?
- What did you like about the text?
- What kind of reader would enjoy this text?
- What do you think the story was really about?

Discuss the way that your opinion of the story is similar or different to others in your class.

LANGUAGE – CURRICULUM LINKS

Language for expressing and developing ideas

Year 6 'Identify authors' use of vivid, emotive vocabulary, such as metaphors, similes, personification, idioms, imagery and hyperbole.'

Year 7 'Investigate the role of vocabulary in building specialist and technical knowledge, including terms that have both everyday and technical meanings.'

Language for interacting with others

Year 7 'Understand how language expresses and creates personal and social identities.'

Year 8 'Understand how layers of meaning can be created when evaluating by using literary devices such as simile and metaphor.'

LANGUAGE – ACTIVITIES

Revealing character through setting

Read the following extract on pp 5-6:

'Rocky Peak looms in front of them, and they weave their way to the top.

... Nor does Dad, too many bad memories.'

- How does the setting and Alex's responses to it reveal his character? Describe Alex after reading this section.
- How do Alex's memories reveal the things that matter to him?
- Does Alex have a positive, hopeful personality? Explain your answer with reference to this part of the text.

Alex talks about how much he loves the sounds of the Outback: 'I'd rather hear magpies, willie wagtails and sheep. The white owl hooting at night. Even a flock of screeching cockatoos or galahs.' (p89)

- How are these sounds different to the sounds of the city?
- Create a soundscape of your local area – how would you describe the way your house sounds at night?

Metaphor

A metaphor is a figure of speech in which one thing becomes the stand in or symbol for another thing to deepen our understanding. For example, if we say it's hailing golf balls, we don't really mean that golf balls are falling from the sky, but we are using this image to show someone how extreme the hail is.

In the text (and elsewhere), the 'black dog' is used as a metaphor for depression (p155). What do you picture when you think of a black dog? Why do you think this makes a useful metaphor for depression?

What other metaphors can you find in the text? Make a list of metaphors as you come across them and write a short sentence for each describing what you think they mean.

HUMANITIES AND SOCIAL SCIENCE (HASS)

GEOGRAPHY

Year 5 'The management of Australian environments, including managing severe weather events such as bushfires, floods, droughts or cyclones, and their consequences.'

GEOGRAPHY – CURRICULUM LINKS

Water in the world

Year 7 'The location and distribution of water resources in Australia, their implications, and strategies to manage the sustainability of water.'

Place and liveability

Year 7 'Factors that influence the decisions people make about where to live, including perceptions of the liveability of places and the influence of environmental quality.'

GEOGRAPHY – ACTIVITIES

Make a list of the places mentioned in the text and mark them on a printed map of the area. Overlay this map with a map showing the distance between your home, school, friend's house etc and compare the differences in the distance.

- Why does Alex want to stay in Spring Park, even though it's so far from town?
- What are some of the challenges that Alex faces because of the geography of the setting?
- How different is your local geography to the geography described in the text?

Drought is something that is likely to continue to affect parts of Australia and, as we see in the text, can be compounded by other factors such as bushfire and pandemic. What is it about the geography of the Flinders Ranges that makes it particularly prone to drought?

- Where do many of the farmers in the text get their water from?
- What evidence do you see in the text of the way that a lack of water impacts the land?
- How is drought a factor in people selling their farms and moving away from the area?
- Make a list of three ways that the characters in the text are working to navigate the drought?
- Create a poster that shows some of the support services available to people in drought-stricken areas.
- Draw or find photographs that demonstrate the way that drought has affected the Flinders Ranges over time.

AUSTRALIAN HISTORY

Afghan people first arrived in Australia in the 1860s as camel drivers. Because there were no cars at this time, they made significant contributions to transportation, using camels in exploration, mining and goods supply, however this method of transport became redundant when cars and trucks were brought to Australia in the 1920s.

Over 20,000 camels and 2,000 camel drivers arrived in Australia during the 19th century (although not all were from Afghanistan — others came from what is now Pakistan and India). Camels were able to withstand the harsh conditions of the Australian landscape, making them ideal for transport and exploration. Some of the travel routes formed by camel drivers are still in use today for motor transport! Camels played an important role in the way Australian geography looks today, as they allowed people to settle further into the central expanses of Australia. Camel trains — strings of up to 70 camels — carried everything from building and railway materials to mail, medicine and food.

The introduction of the White Australia Policy in 1901 brought Afghan immigration to a halt, until the ongoing civil war in Afghanistan led to the immigrants and refugees who now make up our Afghan community.

HISTORY – CURRICULUM LINKS

Historical perspectives and interpretations

Year 7 'Identify perspectives, attitudes and values of the past in sources' and 'describe causes and effects, and explain continuities and changes'

Questioning and researching

Year 7 'Develop historical questions about the past to inform historical inquiry'

HISTORY – ACTIVITIES

Research and answer the following:

- Why were camels so valuable to early colonial life in Australia?
- Where did they come from?
- What factors led to the end of the first wave of camel drivers in Australia?

ACROSS THE CURRICULUM: ABORIGINAL & TORRES STRAIT ISLANDER

Indigenous planting

The colonisation and settlement of Australia has had a significant impact on the landscape, despite successful land management by Aboriginal people for tens of thousands of years prior to settlement. Read *Young Dark Emu*, or listen to this excerpt (<https://readingaustralia.com.au/lesson/young-dark-emu/>).

- Discuss the effect of settlement on the Australian landscape.

In the text (p80), Bonnie says:

'My uncle up near Marree married a Yura lady, and my cousins say we need to plant things that their ancestors used to plant, to help the environment cope with climate change. A lot of the European planting and animals have wrecked the ecosystem here. I don't mean to be rude about sheep; look at us with camels. But we could help by using plants that get the ground back into balance. Stop the erosion. It's not too late.'

- How do sheep and camels harm Australia's ecosystem?
- Name two introduced plants that have proven harmful to our ecosystem.
- How do native plants help to manage drought?

- What are some of the specific plants mentioned in the text, and why are they useful in drought management?
- Research plants that are native to your area and discuss how they could be incorporated into your garden at home or school. What benefits would they bring?

ACROSS THE CURRICULUM: SUSTAINABILITY

Transmutation Project

Transmutation is the action of changing one thing into another.

- Come up with a project that you could do in Bonnie's club to recycle plastic and help reduce carbon emissions.
- What are some of the things that can be made via transmutation?
- Draw an illustration that demonstrates the transmutation process.
- How does the Transmutation Project bring in other members of the community? What are some of the benefits of the project beyond reducing carbon emissions?

ABOUT THE AUTHOR

Rosanne Hawke has written more than 35 books for children and young people. She has been a teacher, an aid worker in Pakistan and the UAE, and a lecturer in Creative Writing at Tabor Adelaide. She holds a PhD from the University of Adelaide in Creative Writing and Cornish-Australian Children's Literature. Her books explore cultural and social issues, history, mystery, family and faith. She often writes of displacement, belonging and reconciliation and tells stories of children that haven't been heard.

Her novels include *Shahana: Through My Eyes*, a CBCA Award (Younger Reader) 2014 Notable, Commended in the Children's Peace Literature Award 2013, and *Taj and the Great Camel Trek*, winner of the 2012 Adelaide Festival Award for Children's Literature, shortlisted in the Patricia Wrightson Prize and Highly Commended in the Prime Minister's Literary Awards. *Taj* is also the fictional inspiration for Sully's ancestor in *Alex!* Rosanne is the 2015 recipient of the Nance Donkin award and is a Carclew, Asialink, Varuna, and May Gibbs Fellow. She is also a Bard of Cornwall and lives in country South Australia in an ancient Cornish farmhouse with underground rooms.

IN THE WORDS OF THE AUTHOR

'I was born in Penola, South Australia, and spent my earliest years on a sheep farm. When I was six years old, my family moved to Central Queensland. There I grew up near a tiny town called Banana, on a mixed-farming property during a long drought. I attended a one-teacher school for my primary school years. To get to school I would travel for almost an hour on a converted cattle truck, which picked up students from all the properties along the way. A few children lived in the township of Banana, and they could walk to school. My older sister went to boarding school as there was no high school in the area.



'On Saturdays, I was given the job of watering a small rose garden with bore water. I had to hold the hose at all times. But I liked to read, and when turning pages, I needed to put the hose down or they'd get wet. One day my brother caught me not holding the hose, and I was in big trouble – no one was allowed to waste water. As the youngest, I was always last in the bath, and my mother washed my hair only once a week. On Sunday I wore my hair in a ponytail, but by Friday it was in plaits so no one could see it was dirty. Showers were not permitted, and I was never allowed to let the tap run – I washed my hands in a bowl.

'My parents often had quiet conversations that I couldn't hear well, but I knew they looked worried. Words like *drought*, *bank*, *loan*, *debt* and *sell up* filtered through.

When I wasn't at school or on the bus run (which took up considerable time), I walked long distances on the property with my kelpie-cross dog, Teddy, climbed the windmill to draw and sometimes rode a horse. I saw the sea once a year. I never wore a raincoat or used an umbrella. Most importantly, I learned never to waste water and even now cannot bear a dripping tap.'

ABOUT THE SERIES EDITOR & SERIES CREATOR



Photo: David Israel

Lyn White has extensive experience as a primary school teacher-librarian and EAL teacher and in 2010 completed postgraduate studies in Editing and Communications at the University of Melbourne. Lyn is passionate about children's literature and has great expertise in engaging students with quality texts. Her work with refugee children motivated her to create the acclaimed *Through My Eyes* series of books set in contemporary war zones. Lyn created and edited the *Through My Eyes: Natural Disaster Zones* series to pay tribute to the courage and resilience of children who are often the most vulnerable in post-disaster situations. The *Natural Disaster Zone* series won the 2019 Educational Publishing Award for Primary Chapter Book. Lyn is a publishing and education consultant and conference presenter.

ABOUT THE WRITER OF THE NOTES

Bec Kavanagh is a writer, literary critic, and academic. She has had fiction and non-fiction published in a number of publications including *The Guardian*, *The Big Issue*, *Mascara* and *Review of Australian Fiction*. She writes teachers' notes for a number of publishers including Allen & Unwin. Bec is a PhD candidate and sessional tutor at La Trobe University, where her research focuses on the representation of female bodies in literature. She is the Youth Programming Manager at The Wheeler Centre for Books, Writing and Ideas and in 2021 was one of Regional Arts Victoria's Creative Workers in Schools, developing a creative writing zine with a group of students from Coburg High.

CORRESPONDING LITERATURE

Additional background information can be found on the sites listed below.

Information and images of the Flinders Ranges can be found at the following sites:

- Overview of the Flinders Ranges and the South Australian Outback
<https://southaustralia.com/destinations/flinders-ranges-and-outback>
- Information about the Ikara-Flinders Ranges National Park
<https://www.parks.sa.gov.au/parks/ikara-flinders-ranges-national-park>
- Flinders Ranges encyclopedia facts for kids
https://kids.kiddle.co/Flinders_Ranges
- Flinders Ranges World Heritage story
<https://www.environment.sa.gov.au/topics/flinders-ranges-world-heritage-nomination/flinders-ranges-world-heritage-story>
- Cultural Heritage and First Nations involvement
<https://www.environment.sa.gov.au/topics/flinders-ranges-world-heritage-nomination/cultural-heritage-first-nations-involvement#:~:text=The%20Traditional%20Owners%20of%20the,strong%20ties%20to%20the%20land>

Information about drought, including useful videos and information about assistance can be found at the following sites:

- The Australian Disaster Resilience Knowledge Hub
<https://knowledge.aidr.org.au/resources/environment-severe-drought-eastern-and-northern-australia/>
- State Drought Assistance
<https://www.frc.sa.gov.au/community/drought>
- Flinders Ranges – living with the land
<https://history.flindersranges.com.au/living-with-the-land/water/>
- Drought
<https://kids.kiddle.co/Drought>
- Drought Kids
<https://www.abc.net.au/btn/classroom/drought-kids/11599610>

Information about Transmutation

- Transmutation – reduce, reuse, recycle
<https://southaustralia.com/products/limestone-coast/attraction/transmutation-reduce-reuse-recycle>
- Transmutation
<https://www.transmutation.com.au/>

Information about Native Planting

- How planting trees and grasses can help stabilise farmland in a changing climate
<https://www.abc.net.au/news/2018-08-03/how-trees-can-be-used-as-drought-busters/10069318>
- IndigiGrow
<https://indigigrow.com.au/about/>
- VIDEO 'Australia's first Indigenous Traditional Agriculture Knowledge Hub'
<https://m.facebook.com/sbsnews/videos/australias-first-indigenous-traditional-agriculture-knowledge-hub/1002490043645715/>
- Return of Indigenous farming, foods & fire could help regenerate Australia
<https://wwf.org.au/news/2021/return-of-indigenous-farming-foods-fire-could-help-regenerate-australia/>

Information about Camel Farming

- Why camels?
<https://summerlandcamels.com.au/pages/why-camels>
- VIDEO 'pet camels'
<https://www.abc.net.au/btn/classroom/pet-camels/11183074>

Links for Afghani history

- <https://origins.museumsvictoria.com.au/countries/afghanistan/>
- <https://www.islamicmuseum.org.au/boundless-plains-the-cameleers/>
- <https://www.australiangeographic.com.au/topics/history-culture/2011/07/australias-afghan-cameleers/>
- <https://www.naa.gov.au/students-and-teachers/learning-resources/learning-resource-themes/science-and-technology/communication/last-camel-train-used-deliver-mail-outback-australia>
- <https://www.pichirichirailway.org.au/history/the-ghan-story>

WORKSHEET I

<p>POV Who is going to tell the story?</p>	
<p>Character Who are some of the main characters in the story? What is interesting about them?</p>	
<p>Setting Where is the story set? Describe it.</p>	
<p>Conflict What is the challenge that your characters have to overcome in the story?</p>	
<p>Resolution What is going to happen at the end of the story?</p>	
<p>Dialogue Imagine and write a short conversation between two of your characters.</p>	
<p>What are the facts?</p>	
<p>What is made up?</p>	

WORKSHEET 2

Choose one of the characters in the text.

In the tip of the iceberg, write all of the things you know about them using quotes from the text.

In the submerged part of the iceberg, make a list of things you know or assume based on the facts provided. Use the iceberg chart to come up with your own character for a story.

