

THROUGH MY EYES: AUSTRALIAN DISASTER ZONES

TYENNA

A novel by Julie Hunt and Terry Whitebeach with series creator and editor Lyn White

Cultural Safety

The events related to the bushfire depicted in *Tyenna* 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.

RECOMMENDED FOR: 11–14 years old **Years 5–8, UPPER PRIMARY to LOWER SECONDARY**

THEMES: Bushfire, climate change, conservation, global warming, activism, loyalty and identity. Disaster resilience and survival; courage in the face of danger and adversity; the importance of family, friendship and community; the role of grass-roots ad hoc organisation by locals and other individuals immediately after emergencies; structured, coordinated response by government and volunteer agencies when emergencies occur; the ongoing effects of trauma and the role of counselling services.

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CURRICULUM LEARNING AREAS:

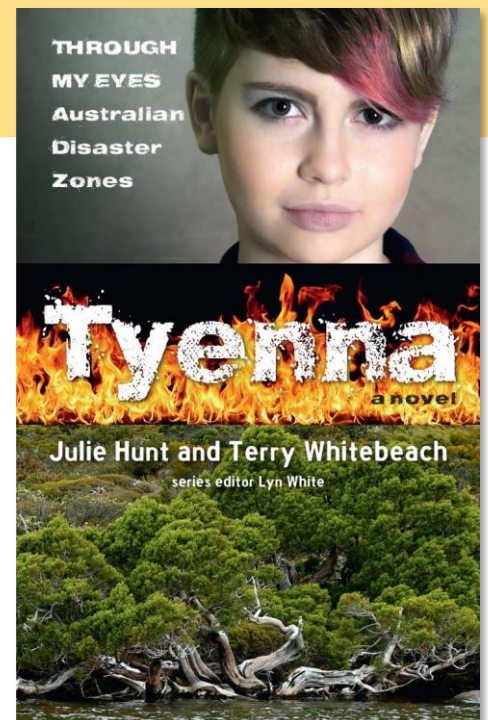
- **ENGLISH:** Literacy and Literature
- **HASS:** Geography, History
- **CROSS-CURRICULUM PRIORITY:** Sustainability and Aboriginal and Torres Strait Islander Histories and Cultures

NOTES WRITTEN BY: Heather Zubeck

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INTRODUCTION

Tyenna, known as Tye, is looking forward to spending the summer with her Nan and Pop at their lodge at Chancy's Point in Tasmania's beautiful Central Highlands. She has her 13th birthday celebration, the promise of a three-day trek into the Walls of Jerusalem with Pop, and adventures with her best friend Lily to look forward to. Plans are thwarted though when fires threaten the community and the bush that Tye has come to love. At first the danger seems far away, but when Tye learns of a firestorm racing towards them, she must wrestle with questions of true friendship and courage and what is most important in her life.

PLOT SUMMARY

Tye is excited to be in Tasmania for the summer. She has been looking forward to this holiday for months, especially after such a hard first year at high school in Melbourne. When Tye and Nan arrive at the lodge, Tye is shocked to see machinery clearing the once beautiful bush, and clouds of dust. Paddocks that were green all year round are suddenly looking dry and brown.

After a visit to Ted and Pearl at nearby Brady's Lake, Tye realises she has a lot to learn about the land. Ted is concerned that the countryside is so overgrown that a bushfire would spread quickly. She becomes aware that with climate change and human intervention, fires are becoming more frequent.

When Tye loses her phone and calls it hoping to hear it ring in the bush, to her surprise someone answers it, a young boy. The boy (Bailey) arranges for Tye to bring him food and a torch the next morning. Tye agrees and discovers that Bailey has run away and is hiding from a bully – one of the boys from the group home where he lives. He is hiding out in his uncle's bush shack, but he's worried about what might happen to him if he is discovered. He makes Tye promise not to reveal where he is.

A lightning storm causes spot fires, and tension rises as the fire begin to spread. The community fire chief advises that members of the community get ready to leave and outlines a safe fire plan. Nan, Pop and Tye move to a safer location. Tye is conflicted about whether she should break her promise to Bailey and tell someone about the young boy in the bush. The fires move towards Merrick, and then on to Chancy's Point. The tension becomes overwhelming for Tye.

When Tye gets back to Chancy's Point, Nan prepares to evacuate and asks Tye to look after Lance (the fly-fisherman who has dementia). When Tye is distracted, Lance disappears. Tye guesses that in his state of dementia, he might have headed to the lake to go fishing. She spots him paddling out into the middle of the lake in an old canoe.

Tye and Bailey swim out to the canoe and guide it back to shore, but the fire is close, and they need to take shelter under an upturned canoe where they spend the night. In the morning they emerge to find everything around them black and burnt.

The family and community live through the traumatic experience with varying consequences. Tye begins a new life in Tasmania that grows as lush as the forest's regrowth after the fire. Her days are filled with school, cooking with Nan, adventures with Pop and working for the environment.

Classroom relevance:

Tyenna: Through My Eyes – Australian Disaster Zones is an excellent text for exploring contemporary themes (listed above), ideal for readers in Years 5–8. This book 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 use in literature circles, 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 THE AUTHORS, Julie Hunt and Terry Whitebeach

What do you see as the major themes of this book?

TW: The subject of the *Through My Eyes – Australian Disaster Zones* series is children confronting natural disasters. In *Tyenna*, the main character, Tye, and her friends, family, and community members in the fictional townships of Merrick and Chancy's Bay in the Central Highlands of Tasmania, are faced with bushfires that pose a threat, not just to human life and habitation, but to fragile ecosystems and ancient Gondwana forests of World Heritage areas. The pencil pine, *Athrotaxis cupressoides*, is one such species whose survival is threatened by increasing fire activity related to climate change.

Tye's love of the natural environment and her concern for the pencil pines and the threat to their survival by bushfires and global warming, is one of the primary themes of the novel. Where do her responsibilities as an earth-dweller lie? To the planet, to her human family and community, and to country, to plant and animal species that inhabit it? Does she have any agency? What positive action can she, as a child, take?

What were your inspirations for the book?

JH: The 2019 fires in Tasmania were a wakeup call for me. One summer night we were having dinner outside, looking across the Huon River into the southwest when we saw a lightshow: flashing bands of lightning moving across the hills. It wasn't a proper storm with wind and rain; the lightning was dry and the next day there were fires everywhere. Weeks later I found myself standing in the same spot night after night, keeping watch. My shift was midnight to 3am and during that time I listened to updates on the radio. We had cars packed ready to go. The fire glowed in the distance and seemed to be creeping down the hills. Black leaves were falling around me but there were no live embers, not yet. Soon the air quality in Cygnet was as bad as Beijing and older people and parents with young kids were advised to leave because of the smoke.

It was very hot, and we worked in the heat, clearing vegetation, fixing fire pumps, putting sprinklers on the roof, watching the weather, making plans, and waiting, lots of waiting. Then a particularly bad day was forecast, high temperatures and strong winds. We went around the farm and said goodbye to everything we loved but the predicted weather didn't happen, the fire didn't jump the river and slowly everything returned to normal – the 'new normal' as people began calling it. It was a 'normal' in which climate change was suddenly real and immediate. The following summer huge mainland fires saw a pall of smoke circle the earth.

TW: I remember helping our father and others to beat out a grass fire at Lewisham when I was at primary school. I assumed that the adults would be able to get things under control. That view was shattered when I was 18 and the 1967 bushfires swept through Tasmania, destroying homes, thousands of acres of bush and farmland, innumerable animals and birds and taking the lives of more than 60 people. 'Black Tuesday', at the height of the fires, will be emblazoned on my memory forever. Fire seemed to be part of Tasmanian life. More recently, a TFS worker came storming through our gate and advised us to evacuate within the next 15 minutes as a nearby brush fire had got out of control. It was at this point we realised our fire plan was completely inadequate and that the bushfire situation in Australia and elsewhere was at crisis point!

What was your favourite part of this project?

JH: My favourite part of this project was learning about fire and country from an Indigenous perspective. It was a privilege to be able to attend some cultural burns in my local community and hear about a different relationship to the land, one that is based on knowledge, respect, and mutual benefit. Plants, animals, people – we are all connected and there is much to learn as we face the environmental challenges ahead.

CLASSROOM DISCUSSION AND ACTIVITIES

BEFORE READING

SETTING THE SCENE

Tyenna explores the fires that ravaged Tasmania. To set the scene with students, teachers might like to cover some general background information about Tasmania and bushfires before reading the novel.

Related online links for further research on these topics can be found in the [Online Resources](#) section at the end of these notes.

Central Highlands, Tasmania

Introduce students to the story's setting. Look at the Central Highlands on Google Earth. Compare the environment with that in your local area. Locate the townships and national parks mentioned in *Tyenna*:

- Walls of Jerusalem
- Ouse
- Bothwell
- Deloraine
- Launceston
- Pine Lake
- Dixon's Kingdom

The Central Highlands are located in the centre of Tasmania covering around 12 per cent of the island state. There is a small population of just over 2200, many of whom own shacks in communities around the area's spectacular lakes. The area is also known as The Lakes Country of Tasmania.

The region holds World Heritage and Wilderness Conservation areas and two national parks – the Cradle Mountain-Lake St Clair National Park, and Walls of Jerusalem National Park.

Major townships include Bothwell, Ouse, Hamilton, Miena and Bronte Park.

Bushfires

Fire is part of nature. It has shaped our landscape and communities for millennia. Australia is one of the most bushfire-prone countries in the world with the 2019/2020 bushfire season being one of the worst in Australia's modern history.

As a class discuss:

- How do bushfires start?
- What environmental factors affect bushfires?
- How can we prevent them?
- What is a bushfire plan?

ON THE COVER

- Examine the front cover. What do you think the story is about? Make predictions briefly and then revisit them once the book has been read.
- Look at the girl on the cover. What do you think she is like? Give reasons for your answer.
- Study the fonts that have been used on the cover. Give reasons for the placement and type of font used.
- Read the blurb on the back cover
 - list the words that describe the setting
 - list the words that describe the severity of the situation
 - list the words that provoke an emotive response to the story

ENGLISH

LITERATURE



Genre

Tyenna is an example of the contemporary realistic fiction genre.

- What is realistic fiction?
- What other books of this genre have you read?
- Why are books such as *Tyenna* important?
- What changes would need to be made for *Tyenna* to be written as non-fiction?

Vocabulary

- Research and discuss the meaning of these concepts:
 - Conservation area
 - Climate change
 - Climate activism
 - Global warming
 - Disaster resilience
 - Astrological chart
 - Dementia

Signposts

There are a few 'signposts' in *Tyenna* that provide the reader clues about what may happen later in the story. One example is Lily's astrological chart for Tye:

'...it indicates a significant pledge which you must be sure not to break.' P19

- What do you think this 'signpost' is leading to? Can you find other signposts in the story?

Comprehension

Work through these discussion points, giving reasons for your answers:

- Describe the relationship between Tye and Lily.
- How do you think Tye feels about her mother Opal?
- Why is there tension between Opal and Nan?
- Should Tye have told Nan and Pop about Bailey?
- Should Tye have helped Bailey?
- Why didn't Barry help Bailey?
- What is the significance of Myrtle's funeral in the story?
- How was the pencil pine used as a metaphor in the book?
- Which characters change the most throughout the narrative?
- Nan comments that the sound of Black Hawk helicopters might upset Barry. Why does she say this?

Examining Literature

Y5 Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses.

Responding to Literature

Y6 Analyse and evaluate similarities and differences in texts on similar topics, themes or plots.

Y7 Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view.

Y7 Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts.

Y8 Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts.

Y8 Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts.

Interpreting, analysing, evaluating

Y6 Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts.

Y7 Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources.

Compare and Contrast

Read the verse novel *Bindi* by Kirli Saunders, the story of an 11-year-old Indigenous girl who faces the biggest bushfire her town has ever seen. Compare and contrast *Bindi* with *Tyenna*.

- Discuss how the verse novel creates the setting of a town facing a bushfire. How is this different to the prose in *Tyenna*?
- How are the characters of Tye and Bindi different? How are they the same?
- How different would the story of *Tyenna* be if written in verse form?

WORKSHEET 1: Venn diagram

Complete the Venn diagram at the end of these notes for the two books displaying the differences and similarities.

Verse

- Re-read pp146–147 of *Tyenna*. This section describes how Tye, Bailey and Lance shelter from the firestorm. Rewrite this section in verse form as in the book *Bindi*.

Using your senses

- Read the description of Ted and Pearl's place on page 26 of *Tyenna*:

'A bright-eyed kelpie sits to attention, looking eager. Tye unlatches the flywire door and steps out. Nimble dances around her, wagging his tail. The air is fresh and spicy. Currawongs call, and smaller birds peep and twitter. There's a sense of quietness, of things being right, in this out-of-the-way place. And a sweet citrus scent. Cider gums in flower.'

- Note how the authors use the senses to 'place' the reader in the story. The reader can almost hear the birds, smell the air, and feel the dog's energy as it wags its tail. Using this sensory description as inspiration, choose a scene from the text to write a sensory description. What would it smell like, sound like, feel like?

LITERACY

Readers' Theatre

There are many powerful and emotive moments throughout this story which could provide a springboard for students to create a [Readers' Theatre](#) performance.

- In groups choose a scene from the book and develop a script for a performance of the scene. You can create props and sound effects. After the performance, the students can be 'interviewed' by the rest of the class.

Eulogy

Write a eulogy for Myrtle the wombat to be read at her funeral.

Literature and Context

Y6 Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts.

Y8 Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of individuals and groups.

Creating Literature

Y6 Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways.

Y6 Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice.

Interacting with Others

Y5 Plan, rehearse and deliver presentations.

Y6 Participate in and contribute to discussions.

Y7 Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, for example the strength of an argument or the lyrical power of a poetic rendition

Y7 Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing.

Poetry

Free Verse is an open form of poetry that does not adhere to strict meter or rhyme. The book *Spotlight* by Sollie Raphael has definitions and excellent examples of free verse. This book can also be referenced for climate activism.

- Read *Bindi*, by Kirli Saunders, Magabala Books, 2021
- Read page 73, the description of the evacuation, then create a free verse describing the firestorm that hit Merrick in *Tyenna*.

A **Haiku** is a Japanese poem of seventeen syllables, in three lines of five, seven, and five, traditionally evoking images of the natural world. Some poems in English are written in the form of a haiku. Haiku poetry can provide very immediate emotional responses to issues. Examples of haiku poetry can be found in the book *Bushfire Moon* (Walleah Press 2017) written by volunteer firefighter, Ron Moss. Ron provided the authors of *Tyenna* with valuable insights when they were conducting research for this book. He is both an experienced firefighter and an excellent poet.

- Invite students to create a haiku poem expressing thoughts based on what they have witnessed in this book.

WORKSHEET 2: Create a Story Mountain

Once you have read *Tyenna*, use the Story Mountain worksheet to break the story down into stages. Make sure the climax of the story is at the peak of the mountain.

What is a story mountain? A great way of planning the plot and structure of a story is by separating them into clear stages and placing them up and down an image of a mountain. The student follows the path of the character up to the climax of the story at the top of the mountain, then down the other side to the base and the resolution of the story. Some students like to draw the scenes alongside the descriptions.

WORKSHEET 3: Free Verse

Using the strip sheet worksheet, write descriptive responses to the fire in each strip.

For example:

Angry heat flows over the cracked land
Scorching
Flames lick at trees
Smoke chokes

- Cut out the strips and experiment with ways you can arrange the words and phrases to create your free verse poem.
- Does the poem change its meaning when you rearrange the lines?

Interacting with Others

Y8 ...including multimodal elements, to reflect a diversity of viewpoints.

Interpreting, analysing, evaluating

Y5 Navigate and read texts for specific purposes applying appropriate text processing strategies.

Creating texts

Y5 Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience.

Y6 ... and digital resources appropriate to purpose and audience.

Y7 Plan, draft and publish imaginative, informative and persuasive texts.

Y8 Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions.

Texts in context

Y6 Compare texts including media texts that represent ideas and events in different ways.

HUMANITIES AND SOCIAL SCIENCE (HASS)

GEOGRAPHY



Concepts for developing Understanding

Y5 Understanding place, space, environment, interconnection, change and sustainability.

Y7 Examining how water is used and managed (sustainability), the causes and effects of phenomena such as scarcity and hazards (environment, change), and how diverse groups value water, (place, interconnection).

Y8 'Landforms and landscapes' focuses on investigating geomorphology through a study of landscapes and their landforms. This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes.

Bushfires

It is a sad fact that some of the students in class may have first-hand experience with bushfires. Some students may be happy to discuss their experiences and the aftermath but for others, the feelings may still be a little too raw. Teachers are encouraged to ascertain whether these students would be prepared to discuss their experience or even be interviewed by the rest of the class.

- Class discussion: What do you know about bushfires?

Kahoot

Use the special [Bushfire Kahoot](#) to see how much your students understand about bushfires in Australia.

- Have students create their own **Kahoot Quizzes** on bushfires, climate activists or the Central Highlands.

WORKSHEET 4: KWL Table

Ask students to complete the first two columns on a KWL table: What I **Know** About Bushfires and What I **Want** to Know About Bushfires.

Discussion starters could include: what causes a bushfire? Where do bushfires tend to happen? Have you experienced a bushfire? What can happen to the environment after a bushfire?

[Keep the table and return to it after students have investigated bushfires to complete the third column, What I Have **Learnt** About Bushfires.]

Y5 Inquiry Questions

- How do people and environments influence one another?
- How do people influence the human characteristics of places and the management of spaces within them?
- How can the impact of bushfires or floods on people and places be reduced?

Y6 Inquiry Questions

- How do places, people and cultures differ across the world?
- What are Australia's global connections between people and places?
- How do people's connections to places affect their perception of them?

Y7 Inquiry Questions

- How does people's reliance on places and environments influence their perception of them?
- What effect does the uneven distribution of resources and services have on the lives of people?
- What approaches can be used to improve the availability of resources and access to services?

Y8 Inquiry Questions

- How do environmental and human processes affect the characteristics of places and environments?
- How do the interconnections between places, people and environments affect the lives of people?
- What are the consequences of changes to places and environments and how can these changes be managed?

Reportage and Media

- Analyse these ABC articles about the 2019 Tasmanian bushfires. How are they structured? What information is provided? What type of language is used – emotive? Analytical? Why are there ‘Key Points’ provided?
 - a) [Tasmanian small town of Miena ready to flee as bushfire sends smoke skywards](#)
 - b) [More houses confirmed lost as property toll rises for Tasmanian bushfires](#)
- Then discuss:
 - Who did the journalist have to interview to get information?
 - There are ‘sub-headings’ and ‘highlighted quotes’ throughout the article. Why were those particular sentences or quotes used? How did they add to the article?
 - Look at the photographs provided – why were they chosen?
- Search for and read this ABC News article warning residents to be prepared for the oncoming bushfire: *Stern warning for homeowners in path of bushfires ahead of long weekend*
 - How does this differ from the other articles?
 - Take note of the persuasive language used
 - How have the photographs been used to persuade readers to prepare themselves?
 - Why do you think the journalist interviewed a person who survived the 1967 fires?
- Write an ABC News article about the fires described in *Tyenna*. Use the structure and language described in the articles online and perhaps include an ‘interview’ with one of the characters from the book.

Refer to *Kid Reporter: The Secret to Breaking News* by Saffron Howden and Dhana Quinn for information on how to research and write a news article.
- Write and present to camera ‘Breaking News’ segments of the fire situation in *Tyenna*. Students can then interview a variety of characters from the book in the aftermath of the fire. Characters could include Tye, Pop, Kay and Kelly-Ann.

Emergency planning

- Read the [ABC Plan for an Emergency Bushfire](#).
 - How prepared were Nan and Pop for a bushfire?
 - How could they have improved their plan?
- Create a Bushfire Emergency Plan for your home. Use these links for ideas and as templates:
 - a) The Country Fire Authority [Bushfire Survival Planning Template](#)
 - b) The ACT Emergency Services Agency's Bushfire Survival Plan: [Canberra be Fire Ready](#)
 - c) The Tasmania Fire Service's [Bushfire Preparation Tips](#)

Fire and Rescue

Useful information can be found in these ED! Magazine articles to assist with the activities below: [Search and Rescue](#) and [Fire and Emergency Services](#).

- As you read *Tyenna*, write down all the fire and rescue services that you come across. For example:
 - RATS (Rescue and Technical Support) p62
 - TFS (Tasmania Fire Service) p139
 - SES (State Emergency Service) p129
- List any equipment or aircraft mentioned in the book. For example:
 - Firehawk p48
 - Black Hawk p81

HISTORY

The Hydro Electric Station initiative

- For excellent information and lesson plans on this Tasmanian initiative in the Central Highlands, visit the [HydroTasmania Museum](#).
- Discuss the reason behind Pearl's comment on page 25:

'Known your grandad since he was knee high to a grasshopper. And your Nan's people as well when they could barely speak a word of English. Hard workers they were too.'

Early settlement in the Central Highlands of Tasmania

- A fascinating look at the early settlement of the Central Highlands was researched in this University of Tasmania article: [Notes on the History of the Central Highlands](#)
- What do we know about the lives of people in Australia's colonial past and how do we know?
- How did colonial settlement change the environment?

Knowledge and Understanding

Y5 The content in the history sub-strand provides opportunities for students to develop historical understanding through key concepts including sources, continuity and change, cause and effect, perspectives, empathy and significance.

ACROSS THE CURRICULUM: ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES



Cultural burning*

- Read these articles for background information about cultural burning:
 - [Cultural burning to protect from catastrophic bushfires](#) (ABC News)
 - [What is Cultural Burning](#) (Sydney Morning Herald)
 - [Firesticks Alliance](#)
- Create a timeline of an authentic cultural burn from tribal preparation to the fire's aftermath. Include illustrations.
- Invite a speaker from a local Firesticks Alliance group to speak at your school.
- How do the methods of cultural burning alter your ideas of bushfires?

Movement across Country, and Land Practices*

- Research settlement patterns, starting with this article on [Aboriginal Settlement Patterns in the Central Highland, Tasmania](#) by Richard Cosgrove.
- Read about how the Tasmanian government is managing conservation in the area and helping the Aboriginal community to reconnect with Country in this Tasmanian Land Conservancy article: [Trawtha Makuminya](#).
- Head to the Tasmanian Aboriginal Centre webpage to find an [Indigenous Place Names Map of Tasmania](#).
- Read pp 27–29 in *Tyenna* and consider this extract:

'Cider gums in flower... we've done some good things as well.'

- What could we learn from the Aboriginal movements and land practices of the Central Highlands today?
- Research the unique flora and fauna of the Central Highlands. How does it differ from your local area? What is being done to conserve it?

Additional useful information can be found here:

[Tasmanian Central Highland Forests](#)

[Plants that grow naturally in and around the Great Lakes Area](#)

[Native plants and animals of Tasmania](#)

Bushfires and the weather

For an extension STEM activity, students can look more closely at how bushfires create their own weather system. The Bureau of Meteorology has outlined this phenomenon in the fascinating article: [When bushfires make their own weather](#)

Geography

'Landforms and landscapes' Y8 Unit

Developing an understanding of the concept of environment enables students to explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander Histories and Culture

Aboriginal and Torres Strait Islander Peoples have longstanding scientific knowledge and developed knowledge about the world including observation, using all the senses, prediction and hypothesis and making generalisations within specific contexts such as navigation and sustainability of the environment.

ACROSS THE CURRICULUM: SUSTAINABILITY



General Capabilities

Ethical Understanding

Critical and Creative Thinking – especially in relation to 7, 8 Geography, Civics and Citizenship

What is Climate Change?

'A change in global or regional climate patterns, in particular a change apparent from the mid to late 20th century onwards and attributed largely to the increased levels of atmospheric carbon dioxide produced by the use of fossil fuels.' (Oxford Languages)

Useful information from the United Nations: [What is Climate Change](#)

Fake News and how to spot it

There is a lot of information on climate change on the internet. How do you know it is from a reliable source? Use the CRAAP Method! (University of Washington)

Currency: is the information time sensitive or out of date?

Relevance: importance of the information for your needs

Authority: who wrote it? Why did they write it?

Accuracy: how correct is the information? How does it compare with other information?

Purpose: what is the reason that the information is on the internet?

- Find online articles about climate change and put them to the CRAAP test.
- Read more about how to spot reliable news here: *Kid Reporter: The Secret to Breaking News* by Saffron Howden and Dhana Quinn, NewSouth Publishing, 2021

How does climate change affect bushfires?

These online articles from the Climate Council website will provide some answers to the connection between climate change and bushfires:

- [How Does Climate Change Affect Bushfires](#)
- [The Facts about bushfires and climate change](#)

Climate Activists

Tyenna includes references to climate activism and climate activists.

- Research several climate activists. Include information on inspiration for their work and the methods they are employing to change people's ideas. Activists could include:
 - Greta Thunberg
 - David Attenborough
 - Jamie Margolin
 - Al Gore

Additional useful information can be found here:

- [Climate 100: The World's Most Influential People in Climate Policy](#)
- [12 Climate Activists Changing the World](#) (Greenpeace.org)
- [Young climate activists demand action and inspire hope](#) (Unicef.org)
- If students are interested in finding out more about climate activism, read Solli Raphael's ideas on how to become an activist in *Spotlight* by Solli Raphael.
- Using these ideas, research an endangered species of flora or fauna in your local area and create an action plan to help its survival. Use the internet and local resources and personnel.

ABOUT THE AUTHORS

Julie Hunt loves storytelling and traditional folktales. Her stories combine other-worldly elements with down-to-earth humour. She loves travel and is fascinated by landscapes and the tales they inspire. This interest has taken her from the rugged west coast of Ireland to the ice caves of Romania where she collected ideas for her graphic novel, *KidGlovz*, illustrated by Dale Newman. *KidGlovz* won the 2016 Queensland Literary Award and her latest novel, *Shine Mountain*, was shortlisted for the 2019 NSW Premier's Award.

Dr Terry Whitebeach is a Tasmanian writer, historian and community artist who has performed, presented conference papers and taught creative writing in community, workplace and educational settings. She is an 'island-dweller' with a special fascination and love for island life. This fascination has taken her to Ireland, Skye, Antarctica, Prince Edward Island and Cape Barren Island. Her publications include poetry, radio plays, novels for young adults and biographies or life histories.



Lyn White has been a primary school teacher-librarian and EAL teacher for more than 20 years and an editor for 10 years. She is passionate about children's literature, committed to developing life-long reading habits in children, and has great expertise in engaging students with quality texts and teachers with quality resources. Her work with refugee children inspired the first series of *Through My Eyes* set in war zones. The second series, *Natural Disaster Zones*, won the 2019 Educational Publishing Award for Primary Chapter Book.



ABOUT THE WRITER OF THESE NOTES

Heather Zubek has been a primary school teacher, library teacher, freelance writer and storyteller for many years. She believes in the transformative power of story and books. Currently Heather is helping Australian-Chinese students to love literature and she works as a writer for magazines and textbooks such as the ED! Magazine and Gyldendal Publishing in Denmark. As a freelance writer Heather specialises in children's literature, travel and community development. She has also created Teachers' Notes for other Allen & Unwin publications. Heather has published two teacher resource books through Ready-Ed Publications: *Global Focus: Making a Difference in the World* and *Cultures, Places and Resources in Developing Countries*.

CORRESPONDING LITERATURE

Bindi by Kirli Saunders, illustrated by Dub Leffler

Spotlight by Solli Raphael

Kid Reporter: The Secret to Breaking News by Saffron Howden and Dhana Quinn

Fire Country: How Indigenous Fire Management Could Help Save Australia, Victor Steffensen

Returning patrola/fire: A 15-minute film by Rummin Productions. Filmed in the midlands of lutruwita/Tasmania, this is the story of an unusual alignment between a farmer, a scientist and the Tasmanian Aboriginal community. View at <https://vimeo.com/273689366>

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

Find a range of resources for natural disasters aimed at different year levels at the Australian Institute of Disaster Resilience website: <https://www.aidr.org.au/> This national institute has Education for Young People programs and wonderful resources in their Knowledge Hub.

The Geography Teachers' Association of Victoria has numerous resources about bushfires and other natural disasters. Visit their website: gtav.asn.au and consider becoming a member.

The (un)Luck of the Draw: Understanding Bushfire in Tasmania (2019) Fire scientist David Bowman gives a heartfelt testimony of the danger of catastrophic bushfire around his hometown of Hobart, Tasmania: <https://www.youtube.com/watch?v=hCF99KqZ3io>

Report on response to Tasmanian fires 2019:

http://www.fire.tas.gov.au/userfiles/AFAC/AFAC_Review.pdf

An article from theguardian.com *World Heritage forests burn as global tragedy unfolds in Tasmania*: <https://www.theguardian.com/environment/2016/jan/27/world-heritage-forests-burn-as-global-tragedy-unfolds-in-tasmania>

A 2020 article by Jo Chandler: *Weekend in Gondwana*: <https://insidestory.org.au/weekend-in-gondwana/>

A blog article on Tasmanian Gondwanan species: <https://keptassiewild.com/blogs/southward-journal/a-tasmanian-gonwana-film>

<https://www.firesticks.org.au/>

<https://creativerecovery.net.au/>

<https://www.tfseducation.com.au/education-programs/grade-5-6>

<https://www.schools.aidr.org.au/media/6142/dre-curriculum-map.pdf>

HYPERLINKS IN FULL

In the activities above, webpages have been embedded as hyperlinks throughout. Over time, if information on webpages changes, some of these hyperlinks may no longer work. In these cases, please see below for full webpage URLs and contextual information which you can use to search for the articles using an online search engine or other methods.

In addition, please note that most of the webpage links in these notes are to educational sites, however, some links are to media sites with changing news stories and advertisements in sidebars. It is recommended that teachers preview these sites *on the day students will view them*: possibly disturbing or inappropriate material may be headlined in the sidebar for that day.

From 'Before Reading > Setting the Scene'

Central Highlands, Tasmania

<https://parks.tas.gov.au/explore-our-parks/central-plateau-conservation-area>

<https://www.tourtasmania.com/central/index.html>

<https://centralhighlands.tas.gov.au/>

Bushfires in general

For information on what a bushfire is, factors for a favourable bushfire environment and where they occur, visit: <http://www.ga.gov.au/scientific-topics/community-safety/bushfire> and <https://www.coolaustralia.org/curious-kids-how-do-bushfires-start/>

Australia fires: A visual guide to the bushfire crisis is an excellent article discussing climate change, major bushfires in Australia, widespread smoke hazard, how fast fires can spread and how bushfires can create their own weather: <https://www.bbc.com/news/world-australia-50951043>

Sizzling Season Wreaks Havoc. ED! Magazine, Tuesday 18 February 2020 © WEST AUSTRALIAN NEWSPAPERS LIMITED. This excellent resource on bushfires is well suited for classroom learning: <https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:ee8efb43-b982-4612-a94f-1d7c2a945c1c>

Tasmanian Bushfires

Tyenna: Through My Eyes – Australian Disaster Zones is set during the bushfires that occurred in the Central Highlands of Tasmania in 2019.

Find a range of resources for natural disasters aimed at different year levels at the Australian Institute of Disaster Resilience website: <https://www.aidr.org.au/> This national institute has Education for Young People programs and wonderful resources in their Knowledge Hub.

The Geography Teachers' Association of Victoria also has numerous resources about bushfires and other natural disasters. Visit their website: gtav.asn.au and consider becoming a member.

From 'English > Literacy'

Readers' Theatre: For more on Readers Theatre go to – https://www.readingrockets.org/strategies/readers_theater

From 'HASS > Geography'

Kahoot: See what students understand about bushfires in Australia – <https://create.kahoot.it/details/d2f1b66e-16ae-4eca-b7ba-1a319927fbb3>

Fire and Rescue

- a) *Search and Rescue*. ED! Magazine, Tuesday May 7, 2019, © WEST AUSTRALIAN NEWSPAPERS LIMITED
<https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:5441caf9-3577-4a05-b724-5b7400a9afdf>
- b) *Fire and Emergency Services*. ED! Magazine, Tuesday February 17, 2015, © WEST AUSTRALIAN NEWSPAPERS LIMITED
<https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:68a85145-25cf-4e3f-9843-890c9c2b414b>

Reportage and Media: From <https://www.abc.net.au>

- a) *Tasmanian small town of Miena ready to flee as bushfire sends smoke skywards:*
<https://www.abc.net.au/news/2019-01-19/bushfire-near-miena-central-highlands-tasmania/10729260>
- b) *More houses confirmed lost as property toll rises for Tasmanian bushfires:*
<https://www.abc.net.au/news/2019-02-04/hope-for-heavy-rain-in-tasmania-to-fight-bushfire/10775682>

Emergency Planning

- a) Read the *Plan for an Emergency Bushfire* on the ABC Emergency Page –
<https://www.abc.net.au/emergency/plan-for-emergency-bushfire/12412042>
- b) ABC Emergency Plan for an Emergency Bushfire: <https://www.abc.net.au/emergency/plan-for-emergency-bushfire/12412042>
- c) The Country Fire Authority Bushfire Survival Planning template:
https://www.cfa.vic.gov.au/ArticleDocuments/336/4713_CFA_Pullout_LEAVING_web.pdf.aspx?Embed=Y
- d) The ACT Emergency Services Agency's Bushfire Survival Plan:
<https://esa.act.gov.au/sites/default/files/2018-12/Bushfire%20Survival%20Plan%202018.pdf>
- e) The Tasmania Fire Service's: <https://bushfire.tas.gov.au/>

From 'HASS > History'

The Hydro Electric Station initiative

- a) For lesson plans on this initiative, visit the Hydro Tasmania Museum website:
<https://www.hydro.com.au/things-to-do/waddamana-heritage-site>
- b) For more on the early settlement of the Central Highlands:
https://eprints.utas.edu.au/14609/1/notes_on_the_history_of_central_Stancombe.pdf

From 'Across the Curriculum: Aboriginal and Torres Strait Islander Histories and Cultures'

Cultural Burning: Background articles on Cultural Burning

- a) <https://www.abc.net.au/news/2021-06-26/cultural-burning-to-protect-from-catastrophic-bushfires/100241046>
- b) <https://www.smh.com.au/environment/climate-change/what-is-cultural-burning-20200228-p545e2.html>
- c) <http://www.firesticks.org.au/>

Movement across Country, and Land Practices

- a) Aboriginal Settlement Patterns are explored by Richard Cosgrove in this ResearchGate.net article:
https://www.researchgate.net/publication/285580577_Aboriginal_settlement_patterns_in_the_central_highland_Tasmania
- b) The Tasmanian government is managing conservation in the central highland and helping the Aboriginal community to reconnect with Country. The Tasmanian Land Conservancy outlines these activities here: <https://tasland.org.au/programs/trawtha-makuminya/>

- c) The Tasmanian Aboriginal Centre has posted a link to an Indigenous Place Names map of Tasmania here: <http://tacinc.com.au/pulingina-to-lutruwita-tasmania-place-names-map/>
- d) The unique flora and fauna of the Central Highlands forests is outlined here: <https://www.oneearth.org/ecoregions/tasmanian-central-highland-forests/>
- e) Plants that are native to the Great Lakes Area are outlined here: <https://www.habitatplants.com.au/hpwp/wp-content/uploads/Plants-for-Great-Lakes-Area.pdf>
- f) A general look at native plants and animals of Tasmania can be found here: <https://www.discovertasmania.com.au/about/animals-and-plants>

Bushfires and the weather

The Bureau of Meteorology has outlined the phenomenon of bushfires making their own weather in this article: <https://media.bom.gov.au/social/blog/1618/>

From 'Across the Curriculum: Sustainability'

What is Climate Change?

- a) Useful information from the United Nations on Climate Change: <https://www.un.org/en/climatechange/what-is-climate-change>
- b) Across the curriculum: Sustainability > How does climate change affect bushfires?
- c) How Does Climate Change Affect Bushfires (The Climate Council)? <https://www.climatecouncil.org.au/resources/infographic-how-does-climate-change-affect-bushfires/>
- d) The Facts about bushfires and climate change (The Climate Council): <https://www.climatecouncil.org.au/not-normal-climate-change-bushfire-web/>

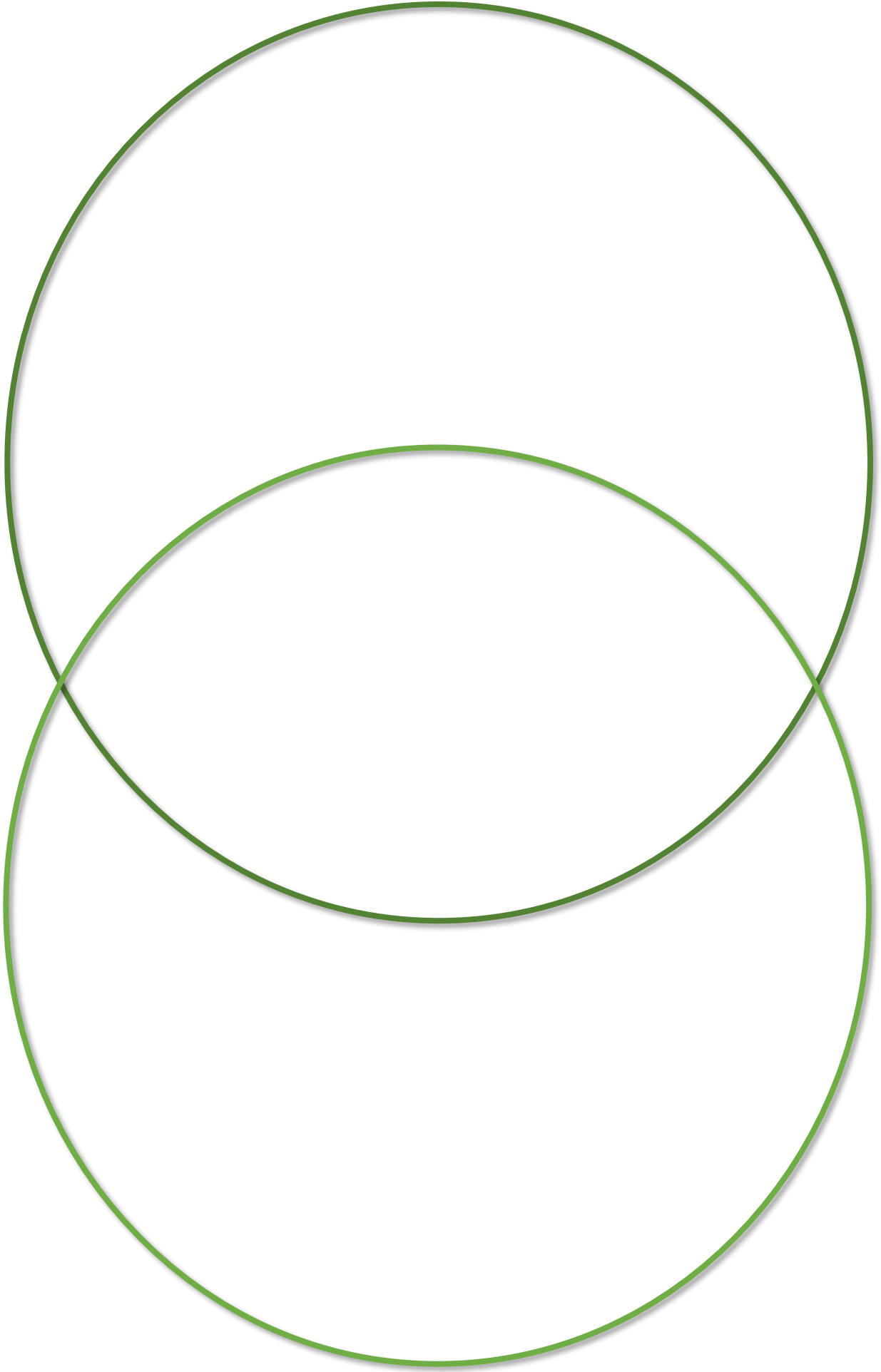
Climate Activists, and The Pencil Pine

- a) Climate 100: The World's Most Influential People in Climate Policy (apolitical.co): <https://apolitical.co/lists/most-influential-climate-100/>
- b) 12 Climate Activists Changing the World (Greenpeace.org): <https://www.greenpeace.org/international/story/51612/meet-12-climate-activists-changing-world/>
- c) Young climate activists demand action and inspire hope (Unicef.org): <https://www.unicef.org/stories/young-climate-activists-demand-action-inspire-hope>
- d) About the Pencil Pine (Tasmania Parks and Wildlife Service): <https://parks.tas.gov.au/discovery-and-learning/plants/pencil-pine>
- e) Athrotaxis cupressoides: Description and Conservation Status (Gymnosperm database) https://www.conifers.org/cu/Athrotaxis_cupressoides.php
- f) Seeds of hope: on a mission to protect Tasmania's ancient pencil pines (Guardian.com) <https://www.theguardian.com/environment/2020/may/14/seeds-of-hope-on-a-mission-to-protect-tasmanias-ancient-pencil-pines>

**WORKSHEET1:
Venn diagram**

Bindi

Tyenna



WORKSHEET 2: Create a Story Mountain

CLIMAX / PROBLEM

BUILD UP / RISING ACTION

RESOLUTION / FALLING ACTION

INTRODUCTION / BACKGROUND

ENDING

WORKSHEET 3: Free verse strips

Handwriting practice area consisting of a large rectangular frame with a dashed border. The interior is divided into four horizontal sections by dashed lines, providing space for writing free verse strips.

A single horizontal dashed line for writing practice.

Handwriting practice area consisting of a large rectangular frame with a dashed border. The interior is divided into four horizontal sections by dashed lines, providing space for writing free verse strips.

