KAKADU
A DOCUMENTARY OF PEOPLE AND PLACE

A STUDY GUIDE BY CHERYL JAKAB

http://www.metromagazine.com.au
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The Kakadu series is a visually stunning and powerful documentation of the wonders of Australia’s largest terrestrial national park, and of the people who work to learn more about it and keep it functioning as a place of high biodiversity value and as a safe tourist destination. The four-episode series Kakadu was filmed over a twelve-month period to show the flow of the seasons in the top end of Australia, and to show efforts to sustainably maintain the natural and cultural heritage for future generations.
BACKGROUND INFORMATION KAKADU

THE PARK

- Kakadu National Park is situated in the top part of the Northern Territory in Australia.
- At 19,804 square kilometres, it is Australia's largest terrestrial national park.
- The park is jointly managed by its Aboriginal traditional owners and the Commonwealth Government.
- The name Kakadu is the result of the European interpretation of a local Aboriginal floodplain language, called Gagudju.
- Kakadu National Park is listed as a World Heritage Area and as a UNESCO site.
- Kakadu is one of the few World Heritage Areas that are listed for both their natural and cultural heritage.
- 683,000 hectares of Kakadu wetlands are listed as Ramsar-protected wetlands of international importance.
- The South Alligator River is the only large river system in the world to be completely within and protected by a national park. And Kakadu is the only national park in the world to contain an entire river-system catchment area.

THE HABITAT

- Kakadu's habitats include stone plateaus and escarpments, monsoonal rainforests, flood plains and billabongs, tidal flats, coastal beaches and more, but the vast majority of the area (80 per cent) is covered by open savannah woodlands.
- Kakadu is home to over 10,000 different species of insects, over 280 bird species (that's one third of all of Australia's bird species), more than 120 reptile species, sixty-eight species of mammals, over 300 tidal and freshwater fish species, and more than 2000 different plant species.
- Some animal species in the park are rare, endangered or endemic (not found anywhere else in the world).
- Kakadu is considered to be one of the most weed-free conservation areas in the world.
- Kakadu’s waterways are inhabited by saltwater and freshwater crocodiles.

THE SERIES AT A GLANCE

This series documents the dramatic change of seasons through a year in Kakadu, described through the eyes and voices of traditional owners and park rangers who work to improve and maintain this important site of cultural and natural importance. The Kakadu series is presented as a behind-the-scenes journey in one of the most pristine natural environments left on Earth. This program shares sights of the spectacular wilderness, wildlife and...
cultural values of the area. The voices of the scientists and traditional owners who have devoted their lives to maintaining Kakadu present an in-depth and personal understanding of living things, our relationships to the land and insights into the elemental power of nature at dramatic extremes presented by the climate.

**EPISODE SUMMARIES**

**Episode 1**

May–June

May in Kakadu is the Aboriginal season of Yegge. After months of monsoon deluge, the land is shown to slowly dry out. This episode shows the start of another year with the danger that can threaten the annual influx of tourists. In the Jim Jim district, Kakadu’s traditional owners and rangers talk about their work to make the park safe from dangerous feral animals, rogue crocs and poachers.

- **Curriculum links**: Natural heritage, national parks, people, native wildlife and feral species
- **Vimeo segment**: Clip 1: This a Kakadu! Episode 1 Timestamp 00:26–02:00
  - Clip 2: Crocodile control Vimeo clip Episode 1 Timestamp 03:30–06:48

**Episode 2**

July–August

July in Kakadu is the Aboriginal season of Wurrgeng, which locals call the cold season despite the blazing hot sun. Each year around 200,000 tourists flood into the park at a time when bushfires, snakebites, crocodile attacks and road smashes keep traditional owners, rangers and emergency services on call 24/7. The episode highlights the sites and activities tourists engage in, along with the life-and-death pressures for everyone in the remote area and how risks are managed by the various services.

- **Curriculum links**: Tourism, disasters, risk management, science and assisting professions, natural heritage values
- **Vimeo segment**: Traditional owners and mining: Jeff Lee and the cultural importance of Koongarra Episode 2 Timestamp 23:17–26:16

**Episode 3**

December–January

December in Kakadu is the time of the monsoon build-up: the traditional owners call it Gunumeleng. Humidity can be near 100 per cent and temperatures between forty and fifty degrees. In this episode, everything is seen to struggle with the conditions: animals, plants and humans. The flood plains are shown as cracked desert landscapes. While the sky is black with huge thunderhead clouds and lightning, these storm cells produce little rain. The scientific study of the park is presented through the work of individual projects – the
conservation of the northern quoll and
the search for more rock art before the
monsoon arrives.

- **Curriculum links:** Conservation,
sustainability, endangered species,
feral animals
- **Vimeo segment:**
  Clip 4: Northern quoll endangered species: Training not to eat
cane toads Episode 3 Timestamp 33:07–37.00)

**Episode 4**

February–April

Monsoon torrents replace the heat
in Kakadu during the season called
Gudjewg. The unpredictability of storms
is shown in this episode, causing
mayhem that must be managed by the
park staff to ensure safety of the people
and the natural values of the park – ris-
ing floodwaters, feral buffalo stalking
unwary tourists, locals getting washed
towards crocodile-infested waters and
savage winds flattening trees, choking
kilometres of access roads. Amid the
chaos created for tourists, residents
and park staff, the people of Kakadu are
shown going about life and work in this
ancient wilderness.

- **Curriculum links:** Risk manage-
ment, extreme weather events, feral
life management, wilderness values,
cultural heritage values
- **Vimeo segment:**
  Clip 5: Relationship with land
  (Episode 4 Timestamp 54:30–56:15)

**OVERVIEW OF CURRICULUM AND
EDUCATION SUITABILITY**

Classroom connections

**Levels:** Activities in this guide are
designed for junior to middle secondary
(Years 7 through to 10). Material in the
Kakadu series is also suitable for senior
Geography, Earth & Environmental
Science and Biology.

Cross-curriculum priority:
Sustainability

**Related content topics:** Biodiversity,
Ecosystems, National parks,
Conservation, Introduced species,
Feral animals, Endangered species,
Extinction, Sustainability, Natural herit-
age, Tourism, Cultural heritage, Ethics

**Major Learning area foci:**
Science; Geography

- **Science:** Understandings: Biological
  sciences & Earth science, Science
  inquiry skills, Science as a human
  endeavour
- **Geography:** Place and space

**Additional Learning areas**

- **History:** Continuity and change
- **Arts:** Media Arts

Reference: ACARA
au/curriculum/>
Summary Main Learning areas:

**Science – Years 7–10**

**Science understanding**
- structures and functions of living things
- life cycles of organisms
- living things and the environment
- earth’s resources and their uses

**Science inquiry skills**
- identify questions and predictions for testing
- analyse data, describe and explain relationships
- discuss and compare results with predictions
- draw conclusions and communicate ideas and understandings

**Science as a human endeavour**
- consider how science is used in work and leisure

**Geography – Years 7–10**

Year 7: Water in the world
Year 8: Landforms and landscapes
Year 9: Geographies of interconnections
Year 10: Environmental change and management

http://www.australiancurriculum.edu.au/Geography/Curriculum/F-10/

**DETAILED SYNOPSIS**

The four one-hour episodes of *Kakadu* are presented as an action-adventure, which provides everything from intimate moments of delicate beauty to the power of a primeval predator devouring its terrified prey.

The series presents *Kakadu* as a life-and-death drama where humans are vulnerable creatures when they venture into this remote area of Australia. On the flood plains and ancient sculptured escarpments, danger and great beauty often go hand in hand. This series presents the World Heritage-listed natural-world wonder of Kakadu at its most magnificent and beguiling – a paradise and challenging environment seen through the eyes of those who are most passionate about maintaining its values. Numerous stories of life from the people who work to maintain the Park are shared over their working year in Kakadu, Australia’s largest terrestrial national park.

The *Kakadu* series provides intricate detail of the monumental scale to one of Australia’s greatest natural and cultural treasures. Driven by the passion and dedication of traditional owners and park rangers, the viewer embarks on a journey behind the scenes. The tourists are seen as part of the lifeblood of the Park, who must be protected by the people who dedicate their lives to making sure every visitor is cared for, while also protecting the natural inhabitants. The Park’s natural inhabitants, however, are the focus of most of the stories; they are described in loving detail, along with the threats to their future from feral pest animals such as cane toads and
buffalo, invasive weed species such as mimosa and poaching by people.

The four-part Kakadu series tells many stories of human devotion to the values of the Park and how all activities there are dominated by the natural cycle of the seasons.

But the care that needs to be taken by anyone entering this wilderness is always close to mind. Deadly predators lie beneath the billabong surface and creep through the rugged stone towers. Kakadu is valued because it is wild and humans can become just another species fighting to survive when they enter this realm. Kakadu as presented in this series can be seen as primal and frightening, while at the same time it is magical and entrancing for those who live, work and visit there.

Park rangers, local residents, traditional owners and visitors are seen among the living things in the wilderness as players in the same natural drama; microscopic creatures, insects, plants, aquatic life, flesh-seeking reptiles, birds and humans are all seen to contribute to the place we call Kakadu.

Each character in the story plays their part in creating the closeness of the series Kakadu. The viewer shares in the efforts that individuals will make to enhance and protect this place of great natural and cultural heritage – be it catching crocodile, hunting buffalo, removing invasive mimosa weeds or counting turtle eggs.

The filming of this four-part epic over a year’s seasonal changes brings to life the dominance of the seasons in life in the top end: The park workers talk of the months of dedication working in searing heat and monsoon storms as their activities are caught on film, including fighting fires, rescuing injured tourists, catching poachers, being caught in storms, searching for rock art in near 50°C heat and tracking endangered northern quolls for months on end, to name only a few of the activities presented in the series.

Many hundreds of hours of filming deep in the heart of the living wilderness has documented the people of this place in intricate detail, creating the feeling of an epic drama alongside the stunning visuals of the treasured ecosystems that tourists flock to experience.

By seeing through the eyes of those who give their lives to Kakadu – the rangers, scientists and traditional owners – a new understanding of the living things found there can develop for the viewer, along with a deeper insight into the elemental power of nature at its dramatic extremes. Kakadu is the story of rebirth, renewal and change of the six seasons, which were defined by the Bininj/Mungguy people – Kakadu’s Aboriginal owners.

The Kakadu series provides numerous opportunities for students to learn more about how each season brings unique dramas and beauty to the Park, and new challenges for those who live and work there.
DETAILED NATIONAL CURRICULUM LINKS

Science

Year 7

In Year 7, students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems.

They investigate relationships in the Earth–sun–moon system and use models to predict and explain events. Students make accurate measurements and control variables to analyse relationships between system components and explore and explain these relationships through increasingly complex representations.

Understanding: There are differences within and between groups of organisms; classification helps organise this diversity. (ACSSU111)

Interactions between organisms can be described in terms of food chains and food webs; human activity can affect these interactions. (ACSSU112)

Water is an important resource that cycles through the environment. (ACSSU222)

Year 8

They begin to describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views.

Understanding: Sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales. (ACSSU153)

Year 9

Explore the interdependencies between biotic and abiotic components of ecosystems.

Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale and this enables students to predict how changes will affect equilibrium within these systems.

Understanding: Ecosystems consist of communities of interdependent
organisms and abiotic components of the environment; matter and energy flow through these systems. (ACSSU176)

Year 10

Students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection.

Understanding: Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere. (ACSSU189)

Geography

Year 7

‘Water in the world’ focuses on water as an example of a renewable environmental resource. This unit examines the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity. ‘Water in the world’ develops students’ understanding of the concept of environment, including the ideas that the environment is the product of a variety of processes, that it supports and enriches human and other life, that people value the environment in different ways and that the environment has its specific hazards. Water is investigated using studies drawn from Australia, countries of the Asia region, and countries from West Asia and/or North Africa.

Year 8

‘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. ‘Landforms and landscapes’ develops students’ understanding of the concept of environment and enables them to explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander peoples. These distinctive aspects of landforms and landscapes are investigated using studies drawn from Australia and throughout the world.

Year 9

‘Geographies of interconnections’ focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the
places that make them. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.

**Year 10**

‘Environmental change and management’ focuses on investigating environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental worldviews – including those of Aboriginal and Torres Strait Islander peoples – that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country. They apply human–environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.

Reference: ACARA
<http://www.australiancurriculum.edu.au/Geography/Curriculum/F-10>

**SENIOR LEVEL SUITABILITY**

Senior Science

**Biology**

- Unit 1: Biodiversity and the interconnectedness of life
- Unit 3: Heredity and continuity of life
Earth and Environmental Science

- Unit 2: Earth processes – energy transfers and transformations
- Unit 4: The changing Earth – the cause and impact of Earth hazards

Senior Geography

- Year 11 – Unit 1: Natural and ecological hazards
- Unit 2: Sustainable places
- Year 12 – Unit 3: Land cover transformations

Reference: ACARA
<http://www.australiancurriculum.edu.au/>

CROSS-CURRICULUM PRIORITY: SUSTAINABILITY


BEFORE VIEWING

Discuss with students their prior knowledge of Kakadu National Park, and national parks in general prior to watching Kakadu. Ask students to note any information that is they find disturbing/new/interesting or that they wonder about with regards to what is presented, environmental issues and sustainability, or the filming, while they are viewing the first episode.

Focus attention on the topic of the series by asking:

1. Do you have any opinions about national parks or wild area conservation? How important is it to you? Why do people go to visit places like Kakadu? What dangers are there for visitors?
2. Where is Kakadu? What would you expect to see there? Do you think it is significant and why?
3. What would be involved in running a national park? Who would work there? What jobs would need doing? Who would work and live there?
4. Have you visited any of these places? Has anyone seen any animals, including dangerous ones, “in the wild”?
5. What living things are in the Kakadu habitat? What role does each play in ecosystems? What has happened to the natural habitat since Europeans arrived in Australia?
6. Do you often watch natural history films at home? What do you think would go into making this film? To what extent do you value natural systems and creation of national reserves such as national parks?

VIEWING QUESTIONS AND DISCUSSION STARTERS

The following is a list of possible discussion starters that teachers can consider using, depending on their study focus in using the program.
Episodes: The questions are divided into four groups, each one covering one episode. The questions are time-stamped to allow review of pertinent sections. Teachers could use the timestamps for ease of access to the content.

These starters link directly to the activities that follow in this study guide.

RESPONDING TO EPISODE 1

May–June: the Aboriginal season of Yegge

1. What is Kakadu? (00:00–02:00)
2. In what ways could Kakadu be described as ‘magic’? (01:00–02:00; 54:24–56:20)
3. What season is it in April and how does it affect work in the park? (02:00–10:06)
4. How do you think crocodiles should be managed? (05:10–10:05)
5. Why do people use burning to manage the park? (10:06–11:30)

7. What does the rock art add to the values of the park? (11:30)
8. What problem does invasive species such as mimosa cause the park environment? (11.30–15.30)
9. How important is scientific research in the park? (Orphaned animals and threatened species 15:30–16:45; fish survey 37:40–40:30; turtle survey 44:00–48:30)
10. What control measures do you think there should be on crocodiles and feral wildlife inside and outside the park? (Crocodile 17:20–27:30, 48:30–54:24; buffalo 40:30–44:00)

RESPONDING TO EPISODE 2

July–August: the Aboriginal season of Wurrgeng

11. What are the changes in weather at this time of year? (02:15–03:30)
12. What makes the floodplains dry out at this time of year? (03:00–03:30; 27:25; 48:10)
13. What role do the birds play in the food web? (03:15–07:20)
15. How would you describe responsible tourism? (07:20–13.35)
16. How are the crocodiles being studied? (13.30–20.03; crocodile crime scene investigation 41:00–46:12)

See image 1 above.

17. What is a diversity hotspot and how do you think they arise? (Hotspots 20.03–23.22; small mammals – mosaic tail rat and sandstone antechinus 33:50–37:00; northern quoll and cane toad 37:00–40:54, 46:15–48:03)
18. What role do traditional owners’ values play in managing the park? (23:25–26:53)
20. What services are in place to manage risks and injuries in the park and remote areas? (30:30–33.50)
RESPONDING TO EPISODE 3

December–January: the Aboriginal season of Gunumeleng.

21 In what ways are the wildlife desperate in ‘the build up’? (03:00; monsoon arrives 53:45)
22 How do animal behaviours change at this time of year? (Termites 4:20)
23 What is special about the giant storm cells and the arrival of the monsoon? (7:00; 53:45–55:15)
24 What are some of the things that happen when monsoon is delayed? (7:00–14:00)
25 Where are croc eggs for farming obtained and cared for? (Collecting eggs 14:43–23:10; hatching 44:35–47:00)
26 What do you think of the croc egg hunter’s statement, ‘if it was really dangerous I would not do it’? (22:22)
27 What leads to changes at this time, such as traditional enemies living side by side? (24:19–26:10)
28 How do crocodiles conserve energy in the dry season? (26:00–29:00)
29 What has led to the northern quoll reduced numbers and endangerment of extinction? (31:15–37:45)
30 In what way is the rock art In Kakadu ‘the greatest art collection on Earth’? (38:35–44:35; 47:00–53:26) See images 1 and 2 above.

RESPONDING TO EPISODE 1

February–April: the Aboriginal season of Gudjewg.

31 How does the weather of the ‘wet season’ effect the park at this time of year? (01:45–3:48; 8:20–10:30; 29:30; 55:33)
32 What are the problems feral buffalo present and how are they managed? (04:00–8:22)
33 How important are fish in the ecosystem and how they monitored? (10:30–13:25)
34 Why is management of invasive species such as buffalo and mimosa so important to the quality of the environment? (14:15–18:15)
35 How important is caring for individual orphaned and injured animal such as the wallaby and northern quoll? (18:15–24:21)
36 What do you think of the croc egg hunter’s statement, ‘if it was really dangerous I would not do it’? (22:22)
37 What leads to changes at this time, such as traditional enemies living side by side? (24:19–26:10)
38 What role do predatory fish such as sharks play in the system? What information is gained in conducting surveys? (25:00–29:30)
39 How important is it to be self-reliant in remote areas? (32:10–36:00)
40 What might be seen in a nocturnal wildlife survey? (Frogs 44:50–47:59) See image 3 above.
VIMEO CLIPS AND ACTIVITIES

The following short segments from the Kakadu series are available online for ease of access. The excerpt narration and dialogue is provided with the recommended activity and discussion questions for ease of access to the reference.

Clip 1.

**THEM IS KAKADU**

Episode 1 Timestamp 00:26–02:15

- **Purpose:** Introducing Kakadu National Park
- **Focus question:** What is Kakadu?
- **Activity:** What do I know about Kakadu?
  - What makes something a natural treasure?
  - What is Kakadu and why is it important?
  - What is a national park and what are the values that make a place special?
  - How are areas awarded World Heritage, Ramsar status?
  - In what ways does ‘nature call the shots’ in Kakadu?
- **Related excerpts:** Ep 1 54:24–end; Ep 4 54:45–56:19
- **Links to:** What do I know about Kakadu? True/false quiz

10:00:00:00
Voiceover: This is the Aboriginal land of Kakadu in Australia’s Northern Territory. At 20,000 square kilometers, it’s Australia’s largest terrestrial national park. One of our greatest natural treasures.

10:01:57:12
Voiceover: Rangers and traditional owners work to try and hold on to its magic.

10:02:04:11
Voiceover: It’s a land of wild extremes ... Scorching hot one season, and torrential rain the next.

Clip 2.

**CROCODILE CONTROL VIMEO CLIP**

Episode 1 Timestamp 03:30–06:48

- **Purpose:** Crocodile control in tourist season
- **Focus question:** How do you think crocodiles are controlled to allow tourism in Kakadu?
- **Activity:** Should the Jim Jim and Twin Falls be closed to visitors when crocodiles are present?
  - What are the ways crocodiles can be cleared?
  - What is Kakadu and why is it important?
  - What is a national park and what are the values that make a place special?
  - How are areas awarded World Heritage, Ramsar status?
  - In what ways does ‘nature call the shots’ in Kakadu?
- **Related excerpts:** 05:10–10:05 Ep 2 13:30–20:03, Crocodile crime scene investigation 41:00–46:12; Ep 3 Collecting eggs 14:43–23:10, Hatching 44:35–47:00; Ep 4 (40:00–44:00; 48:30–53:15)
- **Links to:** Working in Kakadu (Worksheet 3)
- **Extension Activity:** Debate: Crocodile numbers need to be controlled in Kakadu for the safety of tourists OR crocodile numbers are so high they no longer need protection.

10:03:49:09
Kathy Wilson SOT: People who have come in from interstate or overseas aren’t aware of how dangerous these animals are.

10:03:58:18
Voiceover: Over the wet season, large saltwater crocodiles have made a long journey from the tidal rivers, up through the flood plains, all the way to the base of the falls. To make the falls area safe for tourists, the crocs have to go. After a long hike in, visitors can’t resist a swim in this pristine pool. And they don’t want to share it with a hungry croc. The rangers have only three weeks to clear the crocs from a ten-kilometre radius of the falls.

10:04:43:13
It’s a big responsibility.

10:05:11:24
Garry Lindner: Crocodiles can eat a lot of tucker. Turtles, fish, freshwater snakes and stuff like that. In these areas here the prey for a crocodile can be exhausted really quick. So what that means is: you come along, you got a hungry croc in the water. He’s gonna be lean and he’s gonna look at you if you get into the water.

10:05:40:05
Kathy Wilson: It’s quite deceptive for a lot of people with a small body of water like this. You don’t expect to find a great white in a
swimming pool. But a saltwater crocodile could easily live in here all year if there’s a food supply. They don’t need much water; they just need food. People come and walk into this area, see the water, it’s beautiful clear water. They can see the fish swimming around and it looks so inviting. But there’s dark waters here, it could be hiding several crocs.

**10:06:18:05**

Kathy Wilson: There’s not enough food in here to sustain a large animal right through the dry season, and people, especially small children, will easily be targeted. Even people just walking by, walking up to the edge of the bank looking at the water – they’re at high risk.

**Clip 3.**

**TRADITIONAL OWNERS, CONSERVATION AND MINING: JEFF LEE AND KOONGARRA**

(Episode 2 Timestamp 23:17–26:17)

**- Purpose:** Presenting traditional landowner views of place.

**- Focus question:** Do you think there should be mining in Kakadu National Park?

**- Activity:** How does mining affect Kakadu?

  - How does the Indigenous owner see caring for the land?
  - What is mined in Kakadu?
  - Why is scientific study of the park necessary?
  - What is a national park and what are the values that make a place special?
  - What special challenges are faced by those who live and work in remote areas?
  - What job would you like to have in the area?

**- Related excerpts:** Ep 4 54:45–56:19; Ep 3 38:35–44:35, 47:00–53:26

**- Links to:** Activity 5 Values checklist

**- Extension Activity:** Explore the history of uranium mining in Australia. Investigate the processes involved in awarding natural or cultural heritage value.

**10:23:17:13**

Voiceover: Kakadu is not only special for it’s biological diversity. This rugged land has been inhabited for countless generations and it’s home to the oldest living culture on earth. Traditional owners still play a big role in how Kakadu’s looked after, balancing the ecological with the economic. It’s a balancing act that has lead to one of Australia’s longest-running environmental sagas.

When Kakadu National Park was created in 1979, some areas were excluded because of their potential deposits of Uranium. One of those areas – the Ranger lease – is currently (and controversially) being mined. But the development of mines at both Jabiluka and Koongarra has been suspended due to fierce opposition.

Jeff Lee is the traditional owner of Koongarra; 1200 hectares of wilderness, also containing rich reserves of uranium. He’s spent most of his adult life fighting to have his land preserved.

Voiceover: He has taken his battle to the World Heritage Committee in Paris and turned down a large fortune for a clean river and healthy earth. Traditional owners still play a cultural heritage value.

Jeffrey Lee: This area here, you know I grew up and things. My heart is here, always. And it’s not going to go anywhere. And I’ve been walking around this area here with my family. Everything here is very special to me.

Voiceover: He has taken his battle to the World Heritage Committee in Paris and turned down a large fortune for a clean river and healthy country.

**10:25:18:09**

Jeffrey Lee: The mining company that wanted to mine Koongarra ... one of the biggest mining companies in the world. What the offer was here for Koongarra is huge, big money.

Yeah, If this mine would have gone ahead, I mean, you know, that money, you can end up anywhere. You know, you could be a rich man, living in your country or living elsewhere and it’s not our way, that way. Our land is our land. We have to protect it. You know. Forever, or where we stand. I love this country.

Voiceover: Jeff has recently won his battle. And his land will now be incorporated into the National Park, where it will be protected indefinitely.

**Clip 4.**

**ENDangered species: training northern quoll not to eat cane toads**

(Episode 3 Timestamp 33:07–37:00)

**- Purpose:** Scientific research on conservation, introduced species and endangered species

**- Focus question:** How can scientists help prevent extinction of endangered species?

**- Activity:** How can quolls be prevented from eating cane toads?

  - What are the threats to northern quoll?
  - What is so deadly about eating cane toads?
  - What is produced and how it has spread.
  - How does this program hope to increase quoll numbers?
  - Would you like to do this type of work?
  - How important would you rate this work?

**- Links to:** Activity 6: Scientific research in Kakadu

**- Related excerpts:** Episode 4 Timestamp 21:39–24:30

**- Extension Activity:** Investigate the history of the cane toad in Australia, why it was introduced and how it has spread. Investigate why it is so dangerous to Australian wildlife.
Finding it. Shouldn’t have too much trouble ten too small for the quoll and we the collar has probably just got- the alternative is that a quoll has died. The collar has fallen off, but the other could mean two things– if the still for at least seven hours. It which means the quoll has been So I’m picking up a double beep, good chance at conservation. Used elsewhere and we can have a toad-training that means it can be program works out here with the here makes a difference. If this studying. So every single quoll out a small population that we’ve been touch-and-go for this species; it is she is she’s a fantastic size. It’s a little girl; it’s always nice to see them, make sure growing well, and she is she’s a fantastic size. It’s touch-and-go for this species; it is a small population that we’ve been studying. So every single quoll out here makes a difference. If this program works out here with the toad-training that means it can be used elsewhere and we can have a good chance at conservation.

Oh looks like we got a quoll. Cute little one. What we’ve got is a little girl; it’s always nice to see them, make sure growing well, and she is she’s a fantastic size. It’s touch-and-go for this species; it is a small population that we’ve been studying. So every single quoll out here makes a difference. If this program works out here with the toad-training that means it can be used elsewhere and we can have a good chance at conservation.

So I’m picking up a double beep, which means the quoll has been still for at least seven hours. It could mean two things– if the collar has fallen off, but the other alternative is that a quoll has died. The collar has probably just gotten too small for the quoll and we shouldn’t have too much trouble finding it.

Must be here somewhere ... urgh, oh no. Oh, we’ve got a little quoll here. It’s been killed by something, maybe a dingo or a wild dog. It’s almost been torn in half. Looks like a female.

I’ve been following this baby, you know, basically since it became independent.

This is a small population so every single quoll that dies has a huge impact, especially female quolls – there are just so few of them and we really need the females to just hang on that bit longer to reproduce in the next year.

This quoll hasn’t died from a cane toad, that’s a positive thing. This quoll might have been avoiding cane toads, and it’s just been unlucky to get snatched by a predator.

Clip 5.

RELATIONSHIP WITH LAND

(Event 4 Timestamp 54:30-56:15)

- Purpose: Explore the value that Kakadu National Park has for different people
- Focus question: How does the series Kakadu describe relationship with land?
- Activity:
  - What does the expression ‘indivisible part of the land’ mean to you?
  - How important is conservation of natural and cultural heritage to you?
  - Can tourism and development be developed as well as maintaining heritage values?
  - How important is Kakadu?
- Extension Activity: Create a tourist brochure, PowerPoint presentation or other format linking to: Values of Kakadu
  - Kakadu is a very large park with many points of interest. What would a five-to-seven-day tour you might like to do look like? When would you go? Which places would you visit? What...
ACTIVITIES

1.

WHAT DO I KNOW ABOUT KAKADU? TRUE/FALSE QUIZ (WORKSHEET 1)

(Most suitable for Years 7–8 as presented; could be modified for other levels by asking students to ask other people to complete the quiz and collate results.)

(Curriculum focus: Science, Geography)

Cross-curriculum priority:
Sustainability: The sustainability of ecological, social and economic systems is achieved through informed individual and community action that values local and global equity and fairness across generations into the future (OI.6).

This quiz sheet is ideal for use as an opener to test basic knowledge of Kakadu and national parks in Australia.

Focus question: What is Kakadu and why is it important?

Teacher background: The quiz questions are developed from the basic information about Kakadu listed in this guide (p.3). The questions as presented are appropriate to orienting discussions rather than extending understandings. Answers with comments are provided below.

The task:
1. Conduct a short discussion to elicit students’ prior knowledge of Kakadu and national parks in general prior to handing out quiz sheet.
2. In teams or pairs, students could to fill out the true/false answer before watching the first introductory segment of the series (Episode 1 Timestamp 00:26–02:00). After watching the introductory segment, students could be given the opportunity to modify their answers and add a question or statement after each quiz question, prior to watching the first episode or researching further information.
3. After watching the episode, they could correct/add to their answers and questions based on what they can remember from the film.
4. Share questions raised and make a list of things students wonder about Kakadu.
5. Class Discussion: What are the conservation values of Kakadu? What role do National parks play? How important are National Parks to you? What level of protection do you think they should be given?

Extension Activity: Students could be set research tasks to find other facts about Kakadu from viewing the first episode and from the websites listed in this study guide, to then create their own quiz or other game-based format for others in the class to complete. Ensure students know the correct answers before asking others to complete their quiz.
Below is a key to correct answers in the worksheet.

1. Kakadu National Park is situated in the top part of Western Australia. **FALSE** – Northern Territory

2. At 19,804 square kilometres, it is Australia’s largest terrestrial national park. **TRUE** – It is not the largest national park (the Great Barrier Reef is) but the largest land-based. 683,000 hectares of Kakadu wetlands are listed as Ramsar-protected wetlands of international importance.

3. The park is managed by the government. **FALSE** – It is jointly managed by government and Aboriginal owners

4. The name Kakadu is the result of the European interpretation of a local Aboriginal floodplain language, called Gagudju **TRUE**

5. Kakadu National Park will hopefully one day be listed as a World Heritage Area as well as a UNESCO site. **FALSE** – It is already both. Kakadu is one of the few World Heritage Areas listed for both their natural and cultural heritage

6. The South Alligator River is the only large river system in the world to be completely within and protected by a national park, and Kakadu is the only national park in the world to contain an entire river system catchment area. **TRUE**

7. Most of Kakadu is waterways. **FALSE** – Kakadu’s habitats include stone plateaus and escarpments, monsoonal rainforests, flood plains and billabongs, tidal flats, coastal beaches and more, but the vast majority of the area (80 per cent) is covered by open savannah woodlands.

8. Weeds are a major problem in Kakadu, more than any other National park in Australia. **FALSE** – Kakadu is the most weed-free of all Australia’s national parks.

9. Only very few of Kakadu’s waterways are inhabited by saltwater crocodiles. **FALSE** – There are crocodiles in most of Kakadu’s waterways.

10. Visitors can only enter Kakadu in the dry seasons. **FALSE** – While the dry season is known as the tourist season and most popular for tourists, tourists do visit Kakadu at all times of year (See graph Worksheet 2 for information reference).

**SIX SEASONS OF KAKADU (WORKSHEET 2)**

(Most suitable for Years 7–8 as presented; could be modified for other levels)

Curriculum focus: Science, Geography

Cross-curriculum priority: Sustainability:

**SYSTEMS**
- The biosphere is a dynamic system providing conditions that sustain life on Earth (OI.1).

Focus question: What is the climate of Kakadu and how does it affect the environment over the year?
The task

This worksheet provides opportunity for students to:

- examine the climate cycle of the Kakadu region;
- interpret data about weather, seasons and climate and how they influence natural environments and people’s activity;
- increase understanding of conditions in tropical far-north Australia at different times of year.

Related film sections


What to do:

1. As a class, discuss the idea of seasons. What causes the seasons? How do we describe seasons, both in our area and across different zones of the Earth?
2. Hand out worksheet and accompanying information page. Ensure students understand what is required to fill in the table.
3. When worksheets are complete, share students’ own expressed ideas of the six seasons of Kakadu. What is each season like?
4. What might you expect it to be like in Kakadu at the different times of year? How might the life be affected by the seasons? How do the seasons compare with the temperatures and rainfall in our area?
5. When would be the best times to visit and why?

Extension activity: Create a class display of images and descriptions of the change in seasons of Kakadu over a year.

Table 1 above provides basic information on the six seasons and the relevant episodes of Kakadu series in which they are described.

Table 1

<table>
<thead>
<tr>
<th>Bininj/Mungguy Season Name</th>
<th>Common name</th>
<th>Time of year/ Series Episode</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gunumeleng</td>
<td>Pre-monsoon storm season</td>
<td>October–December Episode 3</td>
</tr>
<tr>
<td>Gudjewg</td>
<td>Monsoon Season</td>
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</tr>
<tr>
<td>Banggerreng</td>
<td>Knock-’em-down storm season</td>
<td>April</td>
</tr>
<tr>
<td>Yegge</td>
<td>Cool/humid season</td>
<td>May–June Episode 1</td>
</tr>
<tr>
<td>Wurrgeng</td>
<td>Cold weather season</td>
<td>June–August Episode 2</td>
</tr>
<tr>
<td>Gurrung</td>
<td>Hot dry weather season</td>
<td>August–October</td>
</tr>
</tbody>
</table>

MY STORY OF KAKADU (WORKSHEET 3)

Curriculum focus: Science; Geography; History: Continuity and change; Arts: Media Arts

Cross-curriculum priority: Sustainability:

SYSTEMS

- All life forms, including human life, are connected through ecosystems on which they depend for their well-being and survival (OI.2).
- Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems (OI.3).
FUTURES

• The sustainability of ecological, social and economic systems is achieved through informed individual and community action that values local and global equity and fairness across generations into the future (OI.6).
• Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments (OI.7).

Time allocation: This will depend on many factors. Define a timeline with the class prior to the activity. This could be conducted in conjunction with an English or Media subject.

The task: Create, perform and record a short role-play of workers, traditional land-owners and/or visitors interacting in Kakadu. You might choose one or more of:
• a traditional owner sharing their knowledge of seasonal change;
• a ranger talking to the tourists about safety and crocodiles;
• a scientist sharing their research project;
• a tourist being interviewed for a film or news report after a close encounter with a buffalo;
• talking to a friend about your recent trip to Kakadu and what you saw of the people who work there;
• a documentary filmmaker involved in making of Kakadu.

NB: Ask students to dress up to perform their skit or charade.

What to do:
Prior to the activity. Working as a class:
1. Ask students to think about the people who work in Kakadu National Park and which jobs they would like to do.
2. Discuss the many roles people have within Kakadu National Park, e.g. office workers, helicopter pilots, firefighters, rock art specialists and rangers. Watch one or more sections of the Kakadu series that highlight the people (See Worksheet 3B – Information sheet).
3. Discuss ideas and make a list of jobs that are seen being performed in the episodes. What does each person in these roles typically do? Refer to the list of people seen in the series; this could be handed out as an information sheet with the activity worksheet.
4. Note the jobs of the people named in the information sheet who are seen carrying out tasks in Kakadu, including the management of national parks and other protected areas including wildlife (e.g. crocodile) management, wildlife surveys, flora surveys, pest species control, threatened species recovery actions, fire management, historic research, working with the community on land care, urban runoff and tourism projects officers, engineers, archaeologists, architects, librarians, pilots...
and crew, tradespeople, interpretive people and media people. Students could add detail of what they see each character doing in the series.

5. How is the narrative constructed in the Kakadu series? How does it differ from making a drama or purely human documentary? How important is the storytelling to the success of the film?

Working in groups of four:

6. Write a short sketch to perform and record that highlights some aspect of the role of the workers in the park. NB: Encourage students to re-watch sections of the Kakadu series that show this type of work being performed.

7. Resources. Make a list of resources that the people you are portraying might stereotypically use. Collect props that might be useful, including maps, diagrams, pictures, sound recordings of animals etc.

8. Write a script for the sketch, monologue, dialogue or interview, e.g.: Asking a filmmaker: What special risks were involved in making this documentary? What was something that went wrong?

9. Organise ways of having groups share their products.

4

SCIENTIFIC RESEARCH IN KAKADU (WORKSHEET 4)

Curriculum focus: Science; Geography;
Cross curriculum priority: Sustainability:

SYSTEMS
• All life forms, including human life, are connected through ecosystems on which they depend for their well-being and survival (OI.2).

FUTURES
• Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments (OI.9).
• Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgments based on projected future economic, social and environmental impacts (OI.8).

Time allocation: Three lessons

Purpose: To document the nature of scientific research being conducted in Kakadu.

Focus question: What is involved in scientifically researching components of natural systems?

Suggested teaching strategy: Groups of four (one for each episode)
What to do:

1. Discuss the nature of scientific research in Kakadu. Show one of the sections of Kakadu describing scientific research, e.g. turtle survey Ep 1 Timestamp 44:00–48:30.

2. Hand out Worksheet 4. Explore each of the statements on the worksheet and discuss the research being conducted. What makes this research scientific? What would it be like doing this research? What do the people express about how they feel about their research?

3. Create four expert groups – one for each episode of Kakadu – to list the scientific research described in the program. Each group could be given the list of viewing questions and discussion starters listed in this guide as a starting point.

4. Discuss the form in which the information about the research in the program should be recorded, e.g.:
   - **RESEARCH SITE:** Field Island
e - **WHAT IS DONE:** Survey flatback turtle hatchling numbers
   - **WHAT IT CAN SHOW:** How numbers are changing over time.
   NB: Scientific research mentioned in each episode includes:


   **Episode 3.** Collecting croc eggs 14:43–23:10; hatching 44:35–47:00; northern quoll 31:15–37:45; rock art 38:35–44:35; 47:00–53:26.

   **Episode 4.** Northern quoll 18:15–24:21; predatory fish such as shark surveys 25:00–29:30; tracking crocodiles with transmitters 40:00–44:00; 48:30–53:15; nocturnal wildlife survey e.g. Frogs 44:50–47:59.

5. Decide on a format for the task and reporting e.g. create a class display or PowerPoint of the research described in the Kakadu series.

5. Discuss the importance of scientific research to maintenance of the environment in the park.

Extension activity: Have each individual decide on one research project to investigate further. NB: See the list of references in this guide to begin searches.

WHERE I STAND: MORAL DILEMMAS AND VALUES (WORKSHEET 5)

Cross-curriculum focus: Sustainability:

WORLDVIEWS

- Worldviews recognise the dependence of living things on healthy...
ecosystems, and value diversity and social justice are essential for achieving sustainability (OI.4)

- Worldviews are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability (OI.5).

Curriculum focus: Science; Geography; History: Continuity and change; Arts: Media Arts

NB: This activity would best be completed after the previous activities focusing on the research and attitudes towards Kakadu and national parks in general (Activities 1–3).

Time allocation: One lesson.

Purpose: To explore learner positions on conservation and sustainability issues, using the context of Kakadu as a central theme.

Focus question: What position do you take on to the work being carried out at Kakadu?

The task: Make and support decisions on where you stand on value statements related to conservation.

What to do:

1. Hand out worksheet and ensure students know that there can be many influences on the decisions in value and moral questions.
2. After students complete the worksheet, ask who would be willing to share their decision on each question.
3. Discuss the conflicting interests and values that are brought to the issues.

Extension activity: Students could write an opinion piece on one of the topics raised in the worksheet.

6

PROJECT IDEAS

(There is no worksheet for this activity)

Curriculum focus: Science; Geography; History: Continuity and change; Arts: Media Arts

Cross-curriculum priority: Sustainability: Systems, Worldviews & Futures

NB: This activity would best be completed after the previous activities focusing on the research and attitudes towards Kakadu and national parks in general (Activities 1–3).

Time allocation: Negotiated

Purpose: Extend understanding of an aspect of sustainability in Kakadu

Focus question: What aspect of working towards sustainability in Kakadu would you be most interested in exploring further?

The task: Develop a project on one of the following with a focus on sustainability:

1. Design and make a tourist brochure to encourage visitors to appreciate the natural and cultural heritage of Kakadu.

OR

2. Plan a five-day tour of the major natural and cultural sites of Kakadu that shares the work in the park to maintain the values.

OR

3. Create a responsible tourist information sheet for people intending to visit Kakadu.

OR

4. Report on the history of introduction and effects of one of the main feral pests in Kakadu showing how this species is being controlled, e.g. mimosa, cane toads, buffalo.

OR

5. Write a report on one of the scientific research projects being carried out in the Kakadu region and its importance to sustainability of the park, e.g. crocodile, turtle, fish, quoll surveys.
What to do:

1. Prior to handing out the task, discuss, as a class, sustainability as a concept. Refer to Systems, Worldviews and Futures as described in the National Curriculum: <http://www.australiancurriculum.edu.au/CrossCurriculumPriorities/Sustainability> (see p.10 in this guide).

2. Hand out list of possible projects. What would be involved in each of the five possible project topics with a focus on the sustainability issues? Working in groups: Have students discuss what is involved to select one of the offered project topics to carry out individually or in pairs. Add additional topics if desired.

3. In project groups: Have students who have selected the same project topic work together. Design an assessment rubric for that topic, including time allocation and how the project results will be recorded and communicated, and suggest mark allocation for aspects of the task.

4. Individually or in pairs: Students could complete the project individually or in pairs. Refer students to the reference list.

5. As a class: Create a display or an opportunity to share projects.

RESOURCES

Online resources for students and teachers.

NATIONAL PARKS AND WORLD HERITAGE AREAS


KAKADU GENERAL INFORMATION

- ABC interactive site http://www.abc.net.au/local/stories/2010/03/16/2847217.htm
- Ramsar convention: http://www.ramsar.org/cda/en/ramsar-kiribati-rshomeindex/main/ramsar/1%5E26163_4000_0_

SEASONS


WEEDS AND FERALS


TRADITIONAL BURNING


RESEARCH PROJECTS

- NERP research on rare sharks: http://www.nerpmarine.edu.au/sawfish

CROCODILE MANAGEMENT

1. Answer the following statements with T for True or F for False in the space provided.

2. Then watch the introductory segment ‘This is Kakadu’ and review your answers, completing this quiz. Add a statement or question you have under each question.

3. Watch the whole of Episode 1 to provide one piece of evidence that extends on your answer or raises more questions that you would like to explore about Kakadu.

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>TRUE</th>
<th>FALSE</th>
</tr>
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<tbody>
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<td></td>
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</tbody>
</table>
THE SIX SEASONS OF KAKADU

The local Aboriginal people of the Kakadu region (Bininj/Mungguy) recognise six seasons in the year, as listed below. Look carefully at the information provided to complete the table below.

1. Describe the climate conditions of the six seasons in Kakadu in more detail in Column 2 of the table.

2. How do you think activities, wildlife and habitats might be affected in each season? Give at least two examples.

3. How many visitors go to Kakadu annually? How do visitor numbers change with the seasons? How have visitor numbers at Kakadu changed over time?

<table>
<thead>
<tr>
<th>SEASON</th>
<th>DESCRIPTION OF WEATHER</th>
<th>PREDICTED EFFECTS ON WILDLIFE AND TOURISTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gunumeleng</td>
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</table>
THE SIX SEASONS OF KAKADU INFORMATION SHEET

1. SEASONS AND TIMES OF YEAR

<table>
<thead>
<tr>
<th>BININJ/MUNGGUY SEASON NAME</th>
<th>COMMON NAME</th>
<th>TIME OF YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gunumeleng</td>
<td>Pre-monsoon storm season</td>
<td>October–December</td>
</tr>
<tr>
<td>Gudjewg</td>
<td>Monsoon season</td>
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<td>Knock-‘em-down storm season</td>
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<td>Yegge</td>
<td>Cool/humid season</td>
<td>May–June</td>
</tr>
<tr>
<td>Wurrgeng</td>
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<td>June–August</td>
</tr>
<tr>
<td>Gurrung</td>
<td>Hot dry weather season</td>
<td>August–October</td>
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</tbody>
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2. AVERAGE CLIMATE FOR KAKADU REGION

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<tr>
<th></th>
<th>JAN</th>
<th>FEB</th>
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<th>JUL</th>
<th>AUG</th>
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<td>347</td>
<td>332</td>
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<td>66</td>
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<td>1</td>
<td>3</td>
<td>4</td>
<td>9</td>
<td>27</td>
<td>158</td>
<td>211</td>
</tr>
</tbody>
</table>


3. VISITOR NUMBERS BY SEASON

Number of visitors as per tickets sold at park entry stations

MY STORY OF KAKADU

THE TASK:
Create, perform and record a short role-play of workers, traditional land-owners and/or visitors interacting in Kakadu. You might choose one or more of:

- a traditional owner sharing their knowledge of seasonal change;
- a ranger talking to the tourists about safety and crocodiles;
- a scientist sharing their research project;
- a tourist being interviewed for a film or news report after a close encounter with a buffalo;
- talking to a friend about your recent trip to Kakadu and what you saw of the people who work there;
- a documentary filmmaker involved in making of Kakadu.

NB: You are encouraged to dress up and use props to perform the interview, skit or charade.

WHAT TO DO:
Working by yourself, record your own ideas under each question before they are discussed as a class.

1. What do you know about people who work in Kakadu National Park? Which of their jobs would you like to do?

2. Refer to the information sheet on the people who feature in the Kakadu series. Record one thing you admire and one thing you value about their work.

3. What makes a story interesting? How is the narrative constructed in the Kakadu series? How does it differ from making a drama or purely human documentary? How important is the storytelling to the success of communicating what it is like to perform a role in the film?

Working in groups of four:

4. Write a short sketch to perform and record that highlights some aspect of the role of the workers in the park. NB: You might want to re-watch sections of the Kakadu series that show this type of work being performed.

5. Resources. Make a list of resources that the people you are portraying might typically use. Collect props that might be useful, including maps, diagrams, pictures, sound recordings of animals etc.

6. Assign roles to each group member in creating a script for the sketch, monologue, dialogue or interview.
Garry Lindner: Garry Lindner has been working for the Park for twenty-seven years. He is Supervisor at Crocodile Management and Coastal Surveillance. (See Vimeo clip Episode 1 – Crocodile Control, timestamp 2:30–6:25; 19:05)

Andrew Wellings: Andrew Wellings is the Manager of Compliance and Wildlife Operations. His job is to coordinate compliance operations across the Park, and also to supervise the Crocodile Risk Management and Coast Surveillance Team.

Kathy Wilson: Kathy Wilson is the Jim Jim District Chief Ranger and supervises a team of eight staff. (See Vimeo clip Episode 1 – Crocodile Control, timestamp 2:30–6:25)

Sarah Kerin: Kakadu’s Park Manager. She is responsible for the conservation of the Park’s World Heritage values and the delivery of tourism and visitor (See Vimeo clip Episode 4, timestamp 54:30–56:15)

Anne O’Dea: Anne O’Dea is a Research and Survey Project Officer, organising all research and the issuing of research permits. (See Ep 1 – Caring for Orphans, timestamp 15:30–16:40; Ep 4 19:39–21:16)

Jeff Lee: Jeff Lee is a Ranger in the Jim Jim District. As part of the team he is involved with cultural heritage management, croc management and fire management. Jeff is the traditional owner of Koongarra; 1200 hectares of wilderness, also containing rich reserves of uranium. He has spent most of his adult life fighting to have his land protected from uranium mining. He has taken his battle to the World Heritage Committee in Paris and turned down a large fortune for a clean river and healthy land. Jeff has recently won his battle and his land will now be incorporated into the National Park where it will be protected indefinitely. (See Vimeo clip Episode 2, timestamp 23:17–26:16)

Fred Hunter: Fred Hunter has been working with the Park for twenty-seven years. His primary role is to control and eradicate Mimosa from the Park; he also carries out feral animal control and works on the crocodile management program.

Calvin Murakami: Calvin Murakami is a Park Ranger, and Weeds and Feral Officer.

Khan Spokes: Khan Spokes is Acting Senior Ranger for the South Alligator District.

Matt Dunn: Matt Dunn is the Acting Chief Ranger at East Alligator District.
SCIENTIFIC RESEARCH IN KAKADU

FISH
This is giving us a little window that we otherwise wouldn’t get into what happens in these billabongs this time of year. We’ve got two or three species of catfish, one’s called an eel-tailed catfish and there are three varieties of those in here. Look at this Saratoga, a very primitive fish, and this little tiny glass fish they call Ambassiss. There’s a stroked grunter and a spangled grunter and a black anal fin grunter, grunters coming out your ears, and it goes on and on. And then after you think you’ve got it all nailed, they find another one; everybody goes crazy, they all want to see it, where’d it come from, you know? That’s what it’s all about, Aussies understanding their country, really. (Ian Morris: Episode 1 39:34:13)

CROCODILES
So our transmitter fits in there, like that, so he’s the perfect size. So the transmitter’s going to tell us the story of where he’s going to move over the next twelve months and it’ll be sending a signal every two hours to a satellite and then the satellite will send that signal to us and then we can see where he’s going. (Garry Lindner SOT: Episode 2 Timestamp 17:18:22)

MIMOSA
There are a couple of mimosa seedlings here. Most likely these plants here are from the mother plant that was over there that we found about two years ago (Fred Hunter). If this program hadn’t happened, we wouldn’t be able to get here in an airboat even, there would be that much mimosa. We would be surrounded by a thorny mass (Buck Salau). (Episode 4 16:47:23)

INSECTS
When the explorer Ludwig Leichhardt came into Kakadu in 1845, he came in through the rough stone country to our southeast and one of the special things that he saw was this particular grasshopper and you can see why it attracted his attention. It wasn’t till over a hundred years later that naturalists found these grasshoppers and realised that Leichhardt’s enthusiasm for the insect and description were exactly right. It’s now called Leichhardt’s grasshopper or the Australian spectacular grasshopper. And these little insects are only found in a few isolated spots here in north Australia. (Ian Morris: Kakadu, Episode 3 04:54:19)
WHERE I STAND: MORAL DILEMMAS

Decide where you stand on each of the statements below. Mark on the continuum where you stand and record one sentence that describes and justifies your position.

1. If crocodiles are seen where people swim, they should be killed.
   - strongly agree
   - strongly disagree
   I believe this because

2. All hunting and fishing should be banned in national parks.
   - strongly agree
   - strongly disagree
   I believe this because

3. Extinction is a natural process and we are only wasting time and money trying to stop it.
   - strongly agree
   - strongly disagree
   I believe this because

4. It is more important to protect humans than animals.
   - strongly agree
   - strongly disagree
   I believe this because

5. Tourists need comfortable accommodation near tourist attractions.
   - strongly agree
   - strongly disagree
   I believe this because

6. Kakadu rock art is only important to the Indigenous people because it is primitive as art.
   - strongly agree
   - strongly disagree
   I believe this because

7. The eradication of invasive weed species such as mimosa is more important than removing buffalo.
   - strongly agree
   - strongly disagree
   I believe this because

8. Add a statement of your own that you would have liked to have seen in this list.

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