

Magabala Books • Teacher Notes

Benny Bungarra's Big Bush Clean-Up

Written by Sally Morgan

Illustrated by Ambelin Kwaymullina

Teacher Notes prepared by Christina Wheeler

OVERVIEW

Benny Bungarra's Big Bush Clean-Up is an environmental tale for Early Childhood and Lower Primary readers showing how animals are affected by rubbish left in their habitat by humans. Ambelin Kwaymullina's illustrations are an explosion of colour and cleverly depict the perils faced by our native animals.

After Benny Bungarra helps his friends, Olive Python, Colin Crow and Kathy Kangaroo when they get caught up in rubbish, they decide to work together to ask the humans to reduce, reuse, recycle and use rubbish bins. But it is Benny who has the bright idea of a BIG BUSH CLEAN-UP so the animals can also help look after the bush.

- Entertaining tale aimed at educating young readers to care for the environment
- Introduces native animals and shows how they are directly affected by rubbish in their habitat

THEMES

- Sustainability
- Pollution
- Waste Management
- Recycling
- Teamwork
- Action

AUDIENCE AND WRITING STYLE

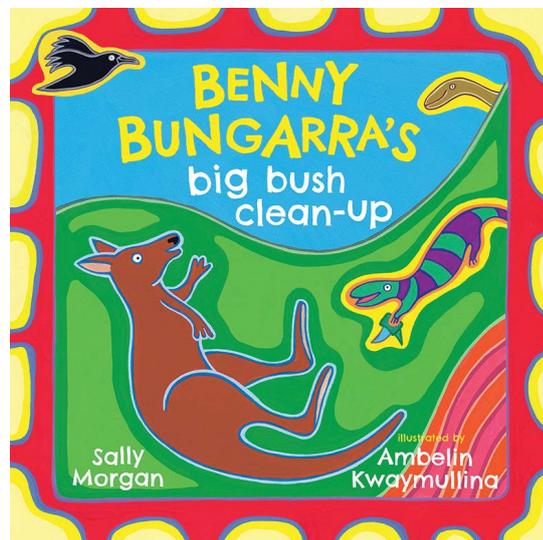
Written in third person, past tense, *Benny Bungarra's Big Bush Clean-Up* shares important messages of sustainability, environmental stewardship and the value of teamwork. As Benny and his friends discover the harmful impact that human behaviour is having on their habitat, they decide to join forces to help clean up the bush and educate others about recycling, managing litter and the importance of looking after the environment. The bright and beautiful illustrations, combined with the simple yet engaging written text, create a book that is accessible and suitable to readers from Prep-Year 4.

ABOUT THE AUTHOR AND ILLUSTRATOR



Sally Morgan belongs to the Palyku people of the eastern Pilbara region of Western Australia. She is an award-winning writer, artist and playwright. Her autobiography *My Place* is one of Australia's most celebrated works. She has published several books including biographies and children's stories.

Ambelin Kwaymullina belongs to the Palyku people of the eastern Pilbara region of Western Australia, and is an illustrator, writer and playwright. She writes and illustrates across a range of genres including YA, sci-fi and children's stories. She is an academic and teaches law at the University of Western Australia.



LINKS TO THE AUSTRALIAN CURRICULUM

This book and the classroom activities provided are primarily relevant to the following areas of the Australian Curriculum:

Learning area	Year level
English	Years F-4
Humanities and Social Sciences	Years F-4
Science	Years F; 4

The appendix highlights relevant content descriptions, cross-curriculum priorities and general capabilities that relate to the text and classroom ideas provided.

CLASSROOM IDEAS

English

- Using the title and front cover, discuss possible reasons why Benny Bungarra feels the need to clean up the bush. How might Benny and his friends go about doing this?
- View *Benny Bungarra's Big Bush Clean-Up* by showing the illustrations only. In pairs, use the illustrations to predict the storyline. After reading the book, compare your predictions with the written text.
- How did you feel when you first saw the illustrations of Olive, Colin and Kathy suffering as a result of human carelessness? How does *Benny Bungarra's Big Bush Clean-Up* make you rethink your own habits?
- What prompts Benny to act? How does he go about creating change? What can we learn from Benny about the difference we can make to the environment by making practical and simple changes to our habits?
- How do Benny and his friends work as a team? Why is cooperating with others such an important skill to develop? Write a reflection that shares a time when you worked with friends to help solve a problem. What are the benefits of working as a team?
- Discuss the qualities that Benny demonstrates, such as curiosity, problem-solving skills, calmness and persistence. How do these characteristics contribute to successful outcomes in *Benny Bungarra's Big Bush Clean-Up*?
- Re-write this story from one of the animals' points of view.
- What are the messages about friendship in *Benny Bungarra's Big Bush Clean-Up*?
- Discuss the illustrations in the book. Why are they so effective? How do they help tell the story of *Benny Bungarra's Big Bush Clean-Up*? Which is your favourite illustration? Why?
- In small groups, retell *Benny Bungarra's Big Bush Clean-Up* in a dramatic performance.
- In groups of five, assume the roles of TV presenter, Benny, Olive, Colin and Kathy. Hold an interview to probe further into the Big Bush Clean-Up. As an extension, include the role that the North West Alliance* plays in sustainable waste management (*see HASS section below).
- Write and illustrate another page opening suitable for inclusion in *Benny Bungarra's Big Bush Clean-Up*, using a similar style to Sally Morgan's and Ambelin Kwaymullina's.
- What do you think is the author's main purpose for writing *Benny Bungarra's Big Bush Clean-Up*?
- Write a short persuasive speech to convince your fellow students to reduce, reuse and recycle.
- Compare *Benny Bungarra's Big Bush Clean-Up* with Samantha Wheeler's novel, *Turtle Trackers*, which explores many of the same issues that Benny and his friends encounter.

Humanities and Social Sciences (HASS)

- What can you learn about waste management through *Benny Bungarra's Big Bush Clean-Up*? Find out more at the following website: <http://www.cleanup.org.au/au/Campaigns/reuse--recycle--reduce.html>
- Using sites such as Save Moreton Bay, research and take notes about threats to wildlife such as litter, pollution and overfishing: <http://www.savemoretonbay.org.au/>
- Conduct a rubbish survey around your school grounds, including the types of rubbish placed in bins. What types of rubbish and litter are left around? What are some solutions to this problem? Create an advertising campaign including posters, short articles in the school newsletter and presentations on assembly to help promote reducing, reusing and recycling.



- Hold a 'Nude Food' day at your school to encourage plastic-free lunch wrappings. See the following site for more information and resources: <https://www.nudefoodday.com.au/>
- What importance does the environment play in Indigenous culture? How do Aboriginal and Torres Strait Islander people respect and look after country? What can we learn from Indigenous Australians about sustainability and stewardship?
- *Benny Bungarra's Big Bush Clean-Up* has been supported by the North West Alliance and Veolia. Find out more about these companies and their work helping Aboriginal communities look after the environment at <http://www.nwwa.com.au>. View the YouTube clip on the home page that shares this partnership.
- Write a list of the ways in which you and your family can help the environment using what you have learnt from *Benny Bungarra's Big Bush Clean-Up*.
- Hold your own Clean-Up Australia day at your school. For resources and more information, see <http://www.cleanup.org.au/au/>

Science

- Select one of the species that features in *Benny Bungarra's Big Bush Clean-Up* on which to present an information report. Include the threats this animal faces and ways in which these threats can be managed.
- Show the causes and effects of human behaviour on native animals and their ecosystems using a simple fishbone graphic organiser.
- How are the lives of animals threatened by human activity?



APPENDIX - LINKS TO THE AUSTRALIAN CURRICULUM

Year	Curriculum Area
F	<p>English</p> <p>Literature</p> <ul style="list-style-type: none"> Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575) Share feelings and thoughts about the events and characters in texts (ACELT1783) Retell familiar literary texts through performance, use of illustrations and images (ACELT1580) <p>Humanities and Social Sciences (HASS)</p> <p>Geography</p> <ul style="list-style-type: none"> The places people live in and belong to, their familiar features and why they are important to people (ACHASSK015) The Aboriginal or Torres Strait Islander Country/Place on which the school is located and why Country/Place is important to Aboriginal and Torres Strait Islander Peoples (ACHASSK016) The reasons why some places are special to people, and how they can be looked after (ACHASSK017) <p>Science</p> <ul style="list-style-type: none"> Living things have basic needs, including food and water (ACSSU002) Daily and seasonal changes in our environment affect everyday life (ACSSU004)
1	<p>English</p> <p>Literature</p> <ul style="list-style-type: none"> Discuss features of plot, character and setting in different types of literature and explore some features of characters in different texts (ACELT1584) <p>Humanities and Social Sciences (HASS)</p> <p>Geography</p> <ul style="list-style-type: none"> The natural, managed and constructed features of places, their location, how they change and how they can be cared for (ACHASSK031)
2	<p>English</p> <p>Literature</p> <ul style="list-style-type: none"> Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1587) <p>Humanities and Social Sciences (HASS)</p> <p>Geography</p> <ul style="list-style-type: none"> The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place (ACHASSK049)
3	<p>English</p> <p>Literature</p> <ul style="list-style-type: none"> Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596) <p>Humanities and Social Sciences (HASS)</p> <p>History</p> <ul style="list-style-type: none"> The importance of Country/Place to Aboriginal and/or Torres Strait Islander Peoples who belong to a local area (ACHASSK062)



<p>3</p>	<p>English</p> <p>Literature</p> <ul style="list-style-type: none"> • Create literary texts that explore students' own experiences and imagining (ACELT1607) <p>Humanities and Social Sciences (HASS)</p> <p>History</p> <ul style="list-style-type: none"> • The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place (land, sea, waterways and skies) (ACHASSK083) <p>Geography</p> <ul style="list-style-type: none"> • The importance of environments, including natural vegetation, to animals and people (ACHASSK088) • The custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences views about sustainability (ACHASSK089) • The use and management of natural resources and waste, and the different views on how to do this sustainably (ACHASSK090) <p>Science</p> <ul style="list-style-type: none"> • Living things depend on each other and the environment to survive (ACSSU073)
<p>Cross-Curriculum Priorities</p> <p>Aboriginal and Torres Strait Islander Histories and Culture; Sustainability</p>	