

# CRY OF THE FORESTS

*Can we save our forests in time for them to save us?*

DIRECTED AND PRODUCED BY JANE HAMMOND | NARRATED BY KELTON PELL



AUSTRALIAN TEACHERS OF MEDIA

**Writer Dave Crewe**

<https://theeducationshop.com.au>

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**STUDY  
GUIDE**





# SYNOPSIS

**Western Australia’s unique south west forests have stood for millennia and are a key part of one of the world’s top biodiversity hotspots, yet we are cutting them down at a rate of ten football fields every single day. More than 80 per cent of the trees felled are turned into woodchips, charcoal, firewood or mill waste and burnt or decay within two years of being cut down. An initially successful battle to save WA’s native forests in the 1990s led to a public perception that these forests had been protected but logging and clearing has continued behind a thin buffer of trees along highways, with devastating impacts on already endangered wildlife.**

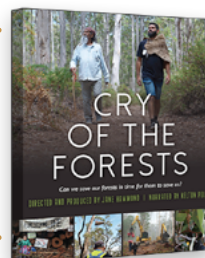
**Forests play a crucial role in the water cycle but the streams that once bubbled through these unique ecological communities in Western Australia are drying up and the critical habitat they provide for endangered species is shrinking.**

**Cry of the Forests takes viewers into these majestic forests to meet the activists armed with go-pros and dressed in camouflage gear risking their lives to bear witness to the logging. We meet Traditional Owners, tourist operators & farmers on the frontline of the battle to protect these forests.**



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*The film was made on Bibbulmun Country with the financial support of Documentary Australia Foundation. The film was also made in collaboration with the Western Australian Forest Alliance, an umbrella organisation for the many groups working to protect WA’s native forests. More information can be found at WAFAs website: <https://wafa.org.au/>*

*Information about the film and additional resources for teachers and students can be found at <https://cryoftheforests.com.au>  
Note: The film’s website contains a fully referenced transcript of the film*

# BIOGRAPHY – JANE HAMMOND

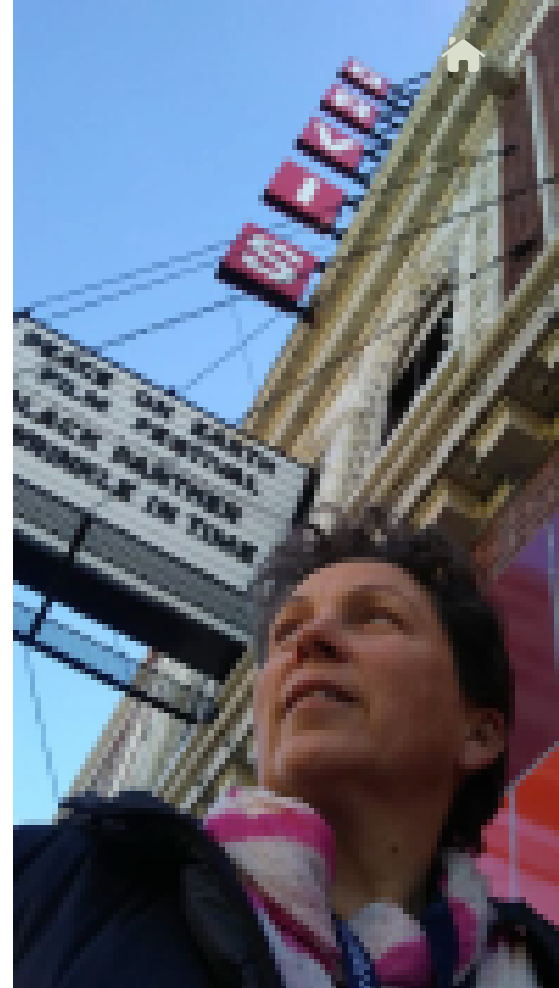
## Jane Hammond – Director/Producer/ Writer/Editor and Cinematographer

Jane Hammond is an independent documentary filmmaker and journalist. She specializes in stories of environmental justice, action on climate change, social affairs, science and politics. In 2012 she took redundancy from The West Australian newspaper and went back to university to learn the art of filmmaking. She completed a Masters of Professional Communications at Edith Cowan University in Perth doing her final units of study at the WA Screen Academy in 2016.

*Cry of the Forests* is Jane's third longer form documentary film and follows *A Crude Injustice* (2017) and *A Fractured State* (2016).

Jane has also written, shot, edited and produced in excess of 100 short form videos on climate and social justice issues.

Jane lives in the Fremantle area of Western Australia with her husband and family.



## DIRECTOR'S STATEMENT – JANE HAMMOND

*Cry of the Forests* includes footage of the rarely seen destruction happening in our forests on a daily basis.

The film is a riveting cinematic journey into the heart of our stunning forests and their unique wildlife. It is here that the audience is introduced to people risking everything in an effort to protect the forests they love.

The film showcases the cultural, recreational and eco-tourism values of the south-west forests and their importance to local businesses including bee keeping. But underpinning the entire story is the climate crisis and the message that our forests have a special role to play in mitigating and slowing run-away climate change.

Forests, especially mature forests, store and draw down massive amounts of carbon yet we are chopping them down for low value products like woodchips, charcoal and firewood.



# CURRICULUM LINKS

*Cry of the Forests* is suitable for Year 5 to 12 students undertaking:

- Science
- Geography
- Economics and Business
- Media Arts

With further links to English, Senior Biology and the Cross-curricular priorities of Sustainability and the Aboriginal and Torres Strait Islander Histories and Cultures.

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

## Relevant Content Descriptors for Science

SCIENCE UNDERSTANDING		
Year 5	Living things have structural features and adaptations that help them to survive in their environment	ACSSU043
Year 6	The growth and survival of living things are affected by physical conditions of their environment	ACSSU094
Year 7	Interactions between organisms, including the effects of human activities can be represented by food chains and food webs	ACSSU112
	Some of Earth's resources are renewable, including water that cycles through the environment, but others are non-renewable	ACSSU116
Year 9	Multi-cellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment	ACSSU175
	Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems	ACSSU176
Year 10	Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere	ACSSU189
SCIENCE AS A HUMAN ENDEAVOUR		
Year 5 & 6	Scientific knowledge is used to solve problems and inform personal and community decisions	ACSHE083 ACSHE100
Year 7	Scientific knowledge has changed peoples' understanding of the world and is refined as new evidence becomes available	ACSHE119
	Science knowledge can develop through collaboration across the disciplines of science and the contributions of people from a range of cultures	ACSHE223
	Solutions to contemporary issues that are found using science and technology, may impact on other areas of society and may involve ethical considerations	ACSHE120
Year 9 & 10	People use scientific knowledge to evaluate whether they accept claims, explanations or predictions, and advances in science can affect people's lives, including generating new career opportunities	ACSHE160
	Values and needs of contemporary society can influence the focus of scientific research	ACSHE228
SCIENCE INQUIRY SKILLS		
Year 5 & 6	With guidance, pose clarifying questions and make predictions about scientific investigations	AC SIS231 AC SIS232
Year 7 & 8	Use scientific knowledge and findings from investigations to evaluate claims based on evidence	AC SIS132
	Communicate ideas, findings and evidence based solutions to problems using scientific language, and representations, using digital technologies as appropriate	AC SIS133
Year 9 & 10	Use knowledge of scientific concepts to draw conclusions that are consistent with evidence	AC SIS170
	Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations	AC SIS174





## Relevant Content Descriptors for Senior Biology

SCIENCE UNDERSTANDING		
Unit 1	Setting [biodiversity] targets requires a broad range of scientific knowledge in gathering data, identifying indicators and ensuring that measurement is valid and reliable and will inform improved ecosystem management.	ACSBL009
	Biodiversity includes the diversity of species and ecosystems; measures of biodiversity rely on classification and are used to make comparisons across spatial and temporal scales	ACSBL015
	Ecosystems are diverse, composed of varied habitats and can be described in terms of their component species, species interactions and the abiotic factors that make up the environment	ACSBL019
	Human activities (for example, over-exploitation, habitat destruction, monocultures, pollution) can reduce biodiversity and can impact on the magnitude, duration and speed of ecosystem change	ACSBL028
	Models of ecosystem interactions (for example, food webs, successional models) can be used to predict the impact of change and are based on interpretation of and extrapolation from sample data (for example, data derived from ecosystem surveying techniques); the reliability of the model is determined by the representativeness of the sampling	ACSBL029
SCIENCE AS A HUMAN ENDEAVOUR		
Unit 1	Advances in science understanding in one field can influence other areas of science, technology and engineering	ACSBL010
	The use of scientific knowledge is influenced by social, economic, cultural and ethical considerations	ACSBL011
	Scientific knowledge can enable scientists to offer valid explanations and make reliable predictions	ACSBL013
	Scientific knowledge can be used to develop and evaluate projected economic, social and environmental impacts and to design action for sustainability	ACSBL014
SCIENCE INQUIRY SKILLS		
Unit 1	Identify, research and construct questions for investigation; propose hypotheses; and predict possible outcomes	ACSBL001
	Represent data in meaningful and useful ways; organise and analyse data to identify trends, patterns and relationships; qualitatively describe sources of measurement error, and uncertainty and limitations in data; and select, synthesise and use evidence to make and justify conclusions	ACSBL004
	Interpret a range of scientific and media texts, and evaluate processes, claims and conclusions by considering the quality of available evidence; and use reasoning to construct scientific arguments	ACSBL005
	Select, construct and use appropriate representations, including classification keys, food webs and biomass pyramids, to communicate conceptual understanding, solve problems and make predictions	ACSBL006
	Communicate to specific audiences and for specific purposes using appropriate language, nomenclature, genres and modes, including scientific reports	ACSBL007





## Relevant Content Descriptors for English

CONTENT DESCRIPTIONS – LITERACY		
Year 5	<p><b>Creating texts:</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Re-read and edit student's own and others' work using agreed criteria for text structures and language features</li> </ul>	<p>ACELY1704</p> <p>ACELY1705</p>
Year 6	<p><b>Creating texts:</b></p> <ul style="list-style-type: none"> <li>Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience</li> <li>Re-read and edit students' own and others' work using agreed criteria and explaining editing choices</li> </ul>	<p>ACELY1714</p> <p>ACELY1715</p>
Year 7	<p><b>Creating texts:</b></p> <ul style="list-style-type: none"> <li>Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas</li> <li>Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact</li> </ul>	<p>ACELY1725</p> <p>ACELY1726</p>
Year 8	<p><b>Creating texts:</b></p> <ul style="list-style-type: none"> <li>Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate</li> <li>Experiment with text structures and language features to refine and clarify ideas to improve the effectiveness of students' own texts</li> </ul>	<p>ACELY1736</p> <p>ACELY1810</p>
Year 9	<p><b>Creating texts:</b></p> <ul style="list-style-type: none"> <li>Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features</li> <li>Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features</li> </ul>	<p>ACELY1746</p> <p>ACELY1747</p>
Year 10	<p><b>Creating texts:</b></p> <ul style="list-style-type: none"> <li>Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues</li> <li>Review, edit and refine students' own and others' texts for control of content, organisation, sentence structure, vocabulary, and/or visual features to achieve particular purposes and effects</li> </ul>	<p>ACELY1756</p> <p>ACELY1757</p>







## Relevant Content Descriptors for Geography

GEOGRAPHICAL KNOWLEDGE AND UNDERSTANDING		
Year 7	The influence of environmental quality on the liveability of places	ACHGK045
Year 8	Different types of landforms and their distinctive landform features	ACHGK048
	Spiritual, aesthetic and cultural value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples	ACHGK049
	Human causes and effects of landscape degradation	ACHGK051
	Ways of protecting significant landscapes	ACHGK052
Year 9	Distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity	ACHGK060
	Human alteration of biomes to produce food, industrial materials and fibres, and the use of systems thinking to analyse the environmental effects of these alterations	ACHGK061
	Environmental, economic and technological factors that influence crop yields in Australia and across the world	ACHGK062
	Challenges to food production, including land and water degradation, shortage of fresh water, competing land uses, and climate change, for Australia and other areas of the world	ACHGK063
Year 10	Human-induced environmental changes that challenge sustainability	ACHGK070
	Environmental world views of people and their implications for environmental management	ACHGK071
	The application of systems thinking to understanding the causes and likely consequences of the environmental change being investigated	ACHGK073







## Relevant Content Descriptors for Economics and Business

ECONOMICS AND BUSINESS KNOWLEDGE AND UNDERSTANDING		
Year 8	The ways markets in Australia operate to enable the distribution of resources, and why they may be influenced by government	ACHEK027
	The traditional markets of Aboriginal and Torres Strait Islander communities and their participation in contemporary markets	ACHEK028
	The rights and responsibilities of consumers and businesses in Australia in terms of financial and economic decision-making	ACHEK029
Year 9	Australia as a trading nation and its place within the rising economies of Asia and broader global economy	ACHEK038
	The changing roles and responsibilities of participants in the Australian or global workplace	ACHEK042

ECONOMIC AND BUSINESS SKILLS		
Year 8-9	<b>Questioning and research</b>	
	Develop questions about an economic or business issue or event, and plan and conduct an investigation [or project]	ACHES032 ACHES043
	Gather relevant data and information from a range of digital, online and print sources	ACHES033 ACHES044
	<b>Economic reasoning, decision-making and application</b>	
	<u>Year 8:</u> Generate a range of alternatives in response to an observed economic or business issue or event, and evaluate the potential costs and benefits of each alternative	ACHES035
	<u>Year 9:</u> Generate a range of viable options in response to an economic or business issue or event, use cost-benefit analysis and appropriate criteria to recommend and justify a course of action and predict the potential consequences of the proposed action	ACHES046
	<b>Communication and reflection</b>	
	<u>Year 8:</u> Present evidence-based conclusions using economics and business language and concepts in a range of appropriate formats, and reflect on the consequences of alternative actions	ACHES037
	<u>Year 9:</u> Present reasoned arguments and evidence-based conclusions in a range of appropriate formats using economics and business conventions, language and concepts	ACHES048

## Relevant Content Descriptors for Media Arts

MEDIA ARTS CONTENT DESCRIPTIONS		
Year 9 & 10	Experiment with ideas and stories that manipulate media conventions and genres to construct new and alternative points of view through images, sounds and text	ACAMAM073
	Manipulate media representations to identify and examine social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples	ACAMAM074
	Evaluate how technical and symbolic elements are manipulated in media artworks to create and challenge representations framed by media conventions, social beliefs and values for a range of audiences	ACAMAM078
	Analyse a range of media artworks from contemporary and past times to explore differing viewpoints and enrich their media arts making, starting with Australian media artworks, including media artworks of Aboriginal and Torres Strait Islander Peoples, and international media artworks	ACAMAM079





## Cross-Curricular Priorities under the Sustainability heading

- The biosphere is a dynamic system providing conditions that sustain life on Earth.
- All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.
- Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.
- World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice, are essential for achieving sustainability.
- World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for 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.
- Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.
- Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgements based on projected future economic, social and environmental impacts.
- Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.



## Cross-Curricular Priorities under the Aboriginal and Torres Strait Islander Histories and Cultures

- Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/ Place.
- Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways.
- Aboriginal and Torres Strait Islander Peoples live in Australia as first peoples of Country or Place and demonstrate resilience in responding to historic and

# EDUCATION AND ACTIVISM – USING THIS STUDY GUIDE

*Cry of the Forests* is an educational environmental documentary. But it is, first and foremost, a work of activism, unapologetic in its alignment with its activist subjects and their cause of forest conservation and protection.

### Framing Questions

- How does *Cry of the Forests* construct its point of view through image, sounds and text?
- How do the technical and symbolic elements in the documentary evoke a personal response?
- In what ways does *Cry of the Forests* communicate the cultural and social values of Aboriginal and Torres Strait Islander peoples?
- What technical elements in this film challenge media conventions and social beliefs associated with the logging industry and associated issues?

This Study Guide and the activities herein are aligned with *Cry of the Forests*' intent. The activities that follow

are loosely organised into three categories – **economic**, **environmental** and **ethical** – each examining the arguments posed by the documentary for the protection of Western Australia's forests. In each case, however, the activities are largely structured to support the viewpoints laid out in the film, identifying and exploring the imperatives for the protection of these forests.

This reflects the content of *Cry of the Forests*; that said, teachers and students are more than welcome to adapt these activities to take a more agnostic approach, or even present the argument against the preservation of these forests. However it is important to acknowledge that these tasks are primarily geared to support the activist aims of this film.







# ECONOMIC

Across the following two activities, **B&Bs and Bees** and **Wasted Wood**, students will examine the issue of forest conversation in WA through an economic lens. Students will consider the economic benefits of industries that rely on natural forests, and compare their contribution to that of the logging industry. Students will also explore the incentives for logging old-growth forests and how these might have unintended economic effects on local businesses. In doing so students will consider the benefits of sustainable economic activity, and how our understanding of the value of the natural environment is changing in the 21st century.



‘[Visitors] come here for the forest, that’s the main attraction for our venue and for our cabin guests. So, once that’s gone, it’s going to be really difficult to encourage the clientele to come and book with us.’

**Answer the following questions individually (or in small groups) then discuss your research and resultant answers as a class:**



- Cernotta states that ‘These forests hold the world record for the greatest honey production over a one year period.’<sup>2</sup> What world record is he referring to? Research this claim; is it reasonable to link such production to the Karri trees destroyed by the loggers?

## B&Bs and Bees

One of the first people we meet in *Cry of the Forests* is Mikey Cernotta, owner of the Pemberton Honey Co. We learn of the devastation caused by the clearing of forest near his property, destroying Karri trees – which only flower once every 7 to 12 years<sup>1</sup> – and thus sabotaging his impending honey production.

‘That’s literally millions of dollars of honey that you won’t get,’ says Cernotta, going on to explain the corresponding impact to tourism in the region.







- What other trees in the Pemberton region are linked to honey production? What properties of these trees (and their flowers) affect the bees' rate of honey-making?
- Cernotta says 'We had no clue that this forest adjacent to our property was due for clear-fell logging literally until a couple of weeks before the machines rolled in.' How is the scheduled logging of WA forests communicated to residents? Does this process seem reasonable? If not, how could it be improved?



The impact of the clear-fell logging on Cernotta's life and livelihood is clearly significant, so the issue is an emotive one; his frustration with his circumstances is clear throughout his scenes in *Cry of the Forests*.



However, his arguments are primarily economic, discussing 'a honey industry which is an extremely valuable product, not just domestically, but globally.' Similarly, *Cry of the Forests* outlines the economic importance of these wild forests for attracting tourists, both to wedding venues like Cernotta's and ecotourism operators like Andy Russell, who are catering to a changing market. As Russell puts it:

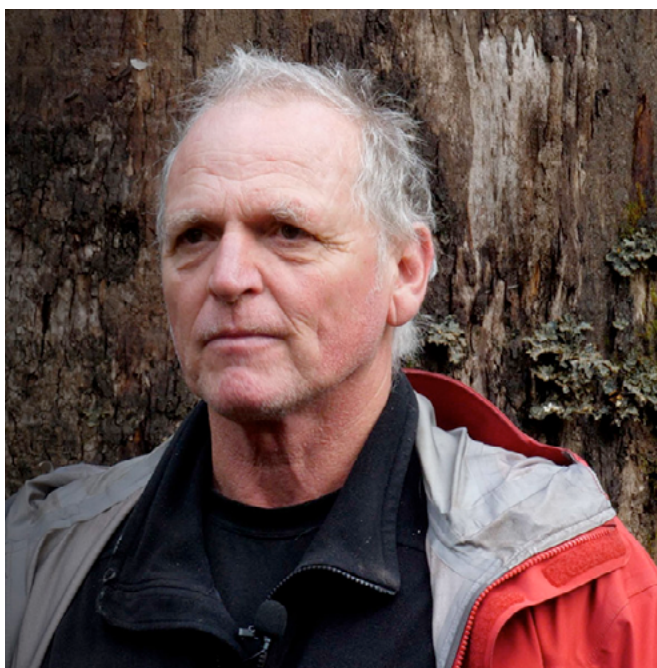
*No one comes here to look at forestry silviculture methods, axe men or chainsaws or trucks. They'll be looking for a good latte and, "Where's a nice bit of forest that we can go on and have a walk?"*

- Conduct an investigation into the economic impact of West Australia's tourism and honey industries compared to the logging industry (with a focus on the logging of mature, native forests). Establish an economic, evidence-based conclusion to the proposal of halting the logging of WA's old-growth forest and present your conclusion in an appropriate report or presentation as prescribed by your teacher.

**EXTENSION:** What other industries are negatively impacted by logging? How would this affect the conclusions of your investigation?

The following references may assist your investigation:

- Tom Swann and Bill Browne, 'Barking up the wrong trees: WA's Forest Products Commission (FPC) and the performance of its native forestry', <<https://wafa.org.au/wp-content/uploads/2020/07/Copy-of-Swann-Browne-2016-Barking-Up-The-Wrong-Trees-1.pdf>>
- Australian Government Department of Agriculture, Water and the Environment, 'Combing through the honey bee industry', <<https://www.agriculture.gov.au/abares/news/media-releases/2016/combing-through-honey-bee-industry>>
- Tourism Western Australia, 'Economic contribution of tourism', <[https://www.tourism.wa.gov.au/Markets-and-research/Latest-tourism-statistics/Pages/Economic-contribution-of-tourism.aspx#/>](https://www.tourism.wa.gov.au/Markets-and-research/Latest-tourism-statistics/Pages/Economic-contribution-of-tourism.aspx#/)







## Wasted Wood

Logging is necessitated by the wider timber industry, which sells timber products locally and globally to meet a range of needs. *Cry of the Forests* rejects the argument that logging needs to be from mature forests like those seen in the documentary; Jess Beckerling:

82% of all of the timber that we use now in Australia comes from plantations, not from native forests, and the vast majority of the jobs in the timber industry are in plantations, not in native forests<sup>3</sup>.

A sensible conclusion to draw, then, would be that the logging of Karri and Jarrah old-growth forests in Western Australia is driven by gaps in the plantation market – demand unable to be met by the existing supply. That assumption is challenged with the documentary by the introduction of growers Julian Sharp and married couple Doug and Trenna Bridge. Trenna claims that ‘it’s actually the government policy that’s undermining our attempt to provide hardwood plantation timber.’

### Answer the following questions immediately after (or during) screening *Cry of the Forests*:

- What government policy is Trenna referring to that undermines their business?
- Why do you think policies like this might exist?
- The documentary asserts that ‘we’re not even getting valuable timber’ out of the Jarrah forests being logged. What are the logged trees being used for?
- How are West Australian old-growth products being marketed to international markets? Why might this be considered misleading?
- According to *Cry of the Forests*, what has happened to the value of logs over the past decade – and what does this suggest?



**EXTENSION:** After answering these questions, discuss as a class how government policies could be adjusted to better achieve sustainable conservation of mature forests in WA.

Beckerling identifies a plan to maintain the timber industry but reduce the impact on native forests through the “Forests for Life” plan: ‘That plan would grow 40,000 hectares of high value timber trees in association with existing cropping and grazing, and it would create 860 to 940 new jobs in the timber industry.’

Further details on this plan can be found at: <https://forestsforlife.org.au/the-plan/> <sup>4</sup>

- Write a report evaluating the proposed Forests for Life plan as found in the above link. Your report should thoroughly consider the economic impact on associated businesses – including the global marketplace – and the associated environmental factors, including the spiritual, aesthetic and cultural value of the forest in question for people, including Aboriginal and Torres Strait Islander Peoples.







# ENVIRONMENTAL

Across the following activities **Biodiversity**, **Changing the Climate** and **Old Growth Forests Ain't What They Used to Be**, students will consider the environmental ramifications of logging and associated policies – both to the local area and the broader environment. After completing these exercises, students will understand the definition of biodiversity and its importance. They will have reflected upon the significance of forests to the prevention of climate change and its associated negative effects, and will have explored the issues with the WA government's current definitions of old-growth forest.



## Biodiversity

'Biodiversity' is a critical feature of the forests at the heart of *Cry of the Forests*. We learn that the forests in the south-west of Western Australia 'grow within one of the earth's 36 Global Biodiversity Hotspots<sup>5</sup>.' We learn of endangered species like the Red-tailed phascogale relying on the forests, and come to understand the intricate interdependence of species within the ecosystem.

- What does biodiversity mean?
- Research the 36 Global Biodiversity Hotspots mentioned in the program. Why are the forests of south-west Western Australia classified as a hotspot, and by whom?
- Why is it important to preserve areas of high biodiversity?







Research the forests featured in the documentary to develop an understanding of the biodiversity of the region; in other words, the number of different species that live in and around the forests. The following resources may prove useful:

- <<https://wafa.org.au/wp-content/uploads/2020/07/FSC-and-karri-logging-report.pdf>>
- <[https://www.westernaustralia.com/en/places\\_to\\_see/about\\_western\\_australia/pages/western\\_australian\\_flora\\_fauna.aspx](https://www.westernaustralia.com/en/places_to_see/about_western_australia/pages/western_australian_flora_fauna.aspx)>
- <<https://www.dpaw.wa.gov.au/plants-and-animals/threatened-species-and-communities>>



Discussing the impact of microorganisms like phytophthora cinnamomi on the forest's delicate ecosystem, Dr Joanna Young helps elucidate the key concepts – and fragility – of biodiverse ecosystems:

*It's not just our wildflowers that are getting wiped out but it's also the fauna that's dependent on all those flowering plants. Many of the species that are so susceptible to dieback are the honey producers of the systems, with nectar, the things that birds, the honey possums and the animals are dependent on. Once these flowering species are lost from our systems, the whole ecosystems are disrupted.*

Having completed the above activity, identify some key interactions between these species and the ecosystem they exist within.



- How many species are estimated to live in these forests? How does this compare to other mature forests around the world?
- Create a poster or presentation featuring the different species found in WA's forests. This presentation should include information and context about the threatened species found in this ecosystem.

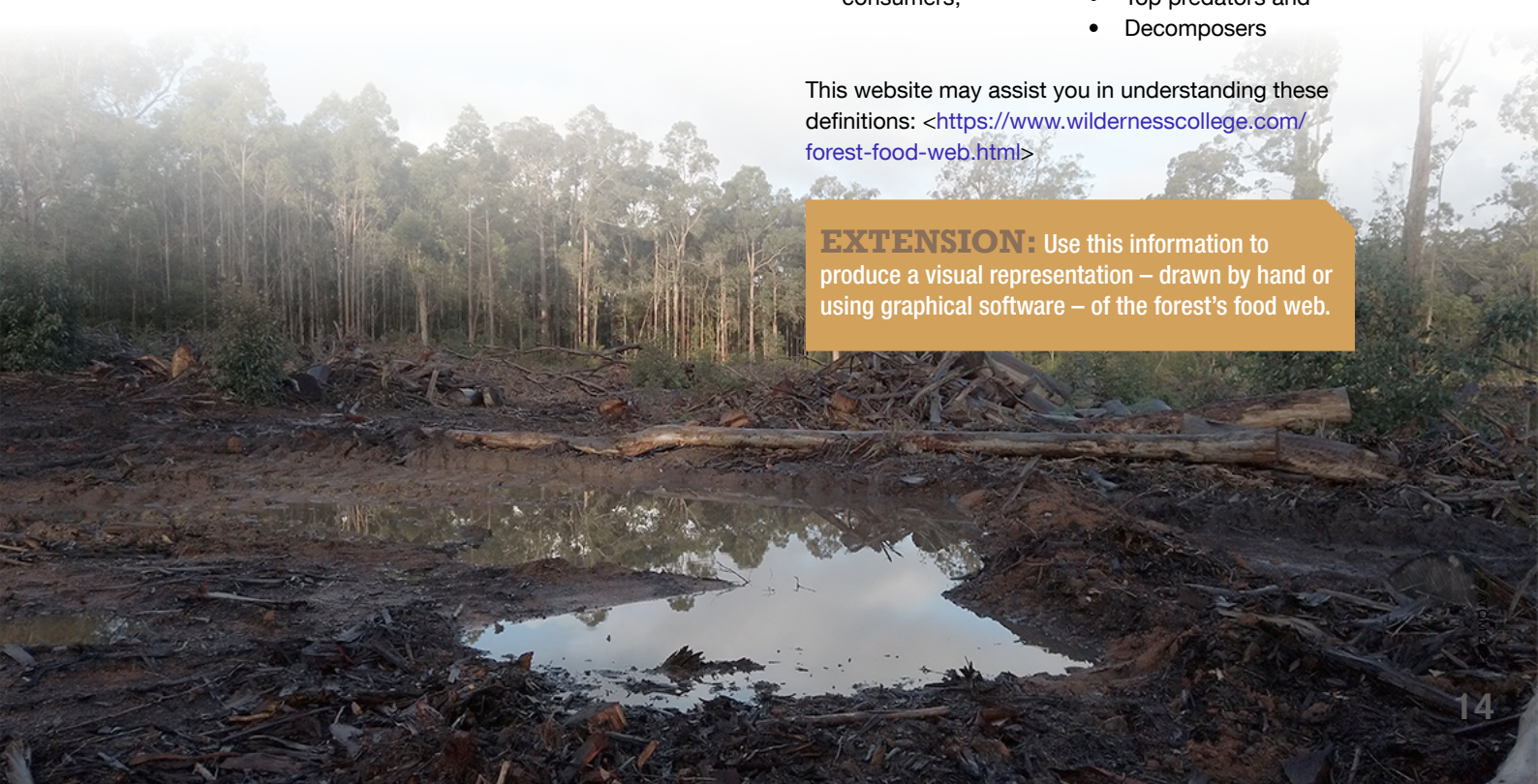
- How do these organisms rely on one another for their survival?

Research a simplified relationship between the species in WA's south-west forest regions, identifying the:

- Primary producers,
- First-order consumers,
- Intermediate predators,
- Top predators and
- Decomposers

This website may assist you in understanding these definitions: <<https://www.wildernesscollege.com/forest-food-web.html>>

**EXTENSION:** Use this information to produce a visual representation – drawn by hand or using graphical software – of the forest's food web.







## Changing the Climate

The importance of forests to preventing – or at least mitigating – the devastating effects of climate change is front and centre in *Cry of the Forests*. Within the opening five minutes, Jess Beckerling explains that ‘forests are a major ally in our efforts to avert catastrophic climate change’ while also noting that forests have been impacted by our changing climate.

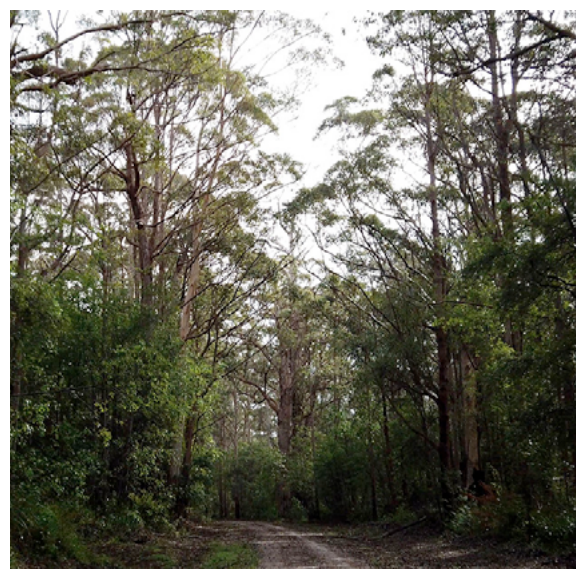
- In this activity, you will create an **educational resource** aimed at the general public explaining the link between climate change and extreme weather events. This should be a multi-modal resource in the format of your choosing (after consultation with your teacher) and should be supported by scientific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

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

- **Annika Dean, ‘Deforestation and climate change’, *Climate Council***, <<https://www.climatecouncil.org.au/deforestation/>> *A summary of the link between deforestation and climate change, along with the risks posed by fossil fuels.*
- **Andrew Macintosh, ‘Carbon credits from Western Australia’s multiple use public native forests: a first pass assessment’, *ANU Centre for Climate Law & Policy***, <<https://wafa.org.au/wp-content/uploads/2020/07/WA-Forest-Carbon-Report-Macintosh-TAI-2012.pdf>> *A technical brief thoroughly exploring how carbon credits could be generated through the cessation of logging native forests in Western Australia.*



- **‘Attributing extreme weather to climate change’, *CarbonBrief***, <<https://www.carbonbrief.org/mapped-how-climate-change-affects-extreme-weather-around-the-world>> *This resource includes an extensive summary of research into the correlation between human-caused climate change and extreme weather events, with a map that you can use to investigate studies linked to over 300 such events.*
- **‘Climate change in Australia - Statistics & Facts’, *Statista***, <<https://www.statista.com/topics/5343/climate-change-in-australia/>> *A broad database of statistics and facts associated with Australian climate change.*
- **‘The 2019-20 bushfires: a CSIRO explainer’, *CSIRO***, <<https://www.csiro.au/en/Research/Environment/Extreme-Events/Bushfire/preparing-for-climate-change/2019-20-bushfires-explainer>> *An explanation of the causes of Australian bushfires and how climate change has contributed to their increasing frequency and intensity.*







## Old Growth Forests Ain't What They Used to Be

*A lot of people in Western Australia think that we've protected all of our old-growth forests and resolved the forest issue, we've got a lot further to go in WA before we've resolved the forest issue.*

*But, in fact, we haven't even gotten to the full old-growth protection stage yet.*

The above, from *Cry of the Forests*, is a quote from Jess Beckerling. She goes on to explain that large areas of mature forest can be disqualified from government protection thanks to 'one stump.'

Read the following article from the Western Australian Forest Alliance covering the complexities of how old-growth forests are defined in current legislature <<https://wafa.org.au/wp-content/uploads/2020/07/Explaining-the-old-growth-definitions-brief.pdf>>

- Summarise this article in a short paragraph.
- Research the "minimum area rule." Has this been

correctly characterised in the above link?

- What is problematic about the "minimum area rule", according to activists?
- What is the purpose of the minimum area rule?
- Suggest a modified policy that aligns with the goals of the minimum area rule while ensuring the protection of legitimate old-growth forests.

The following links may assist you in answering the above questions:

- <<https://greens.org.au/wa/magazine/are-old-growth-forests-really-protected>>
- <<http://www.wa.gov.au/sites/default/files/2020-08/FPC-management-of-karri-old-growth-forest.pdf>>
- <<https://www.wa.gov.au/sites/default/files/2020-08/rfa-old-growth-mapping-report.pdf>>
- <<https://www.busseltonmail.com.au/story/7040182/native-forests-lost-in-policy/>>





# ETHICAL

*Cry of the Forests* establishes the importance of protecting WA's forests not only for its economic and environmental benefits, but also because it is the right thing to do. Across these three activities, **Indigenous Culture**, **Protecting the Forests** and **Effective Activism**, students will examine the historical and geographical import of WA's forests, and question how activists can most successfully engage the general public in these issues.



## Indigenous Culture

*Cry of the Forests* begins with a song; the song of Wadandi-Pibulmun cultural custodian from the Noongar nation Iszaac Webb<sup>6</sup>, who calls for 'the trees to come and bring the spirit back to the country.' In beginning with this scene, director Jane Hammond foregrounds the importance of Western Australia's forests to its indigenous peoples. Iszaac's father, Wayne, reinforces the point later in the documentary:

*We believe that everything within the forest, from the trees and everything like that, they're actually related to us, they're our family.*

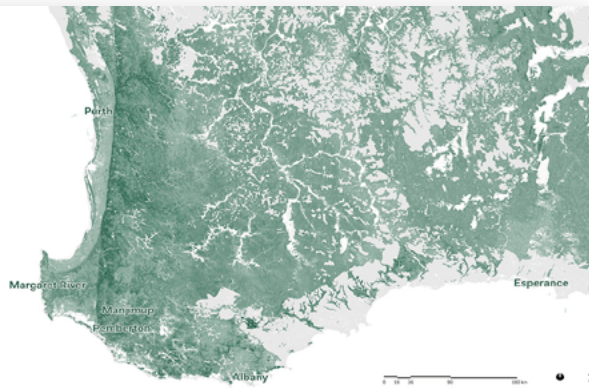
*The older trees... Let's say our grandfather and grandmothers, they're the holders of the old song lines and storylines to our country.*

**Consider the following questions individually then discuss your answers as a class**

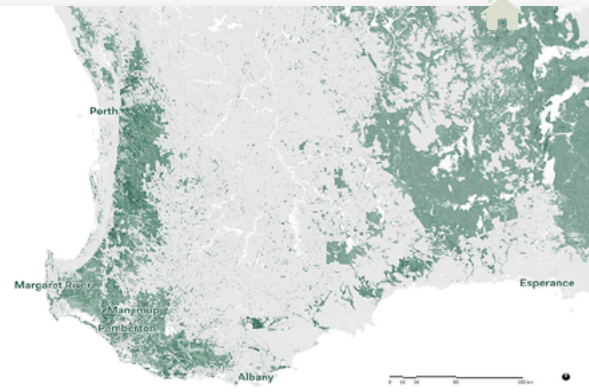
- How are Aboriginal and Torres Strait Islander communities spiritually and intellectually connected to the land, specifically forests?
- Considering the above quotes and the documentary as a whole, how does *Cry of the Forests* depict the connection between Aboriginal communities with their country. How does this compare to the non-Indigenous activists depicted?
- What policies do Australian government organisations and timber industries have to consider the connection between Aboriginal Australians and native forests? Are these effective policies?
- How has Indigenous Australians' connection to country been historically treated by the timber industry? How might this affect Indigenous Australians likelihood to engage with such industries?



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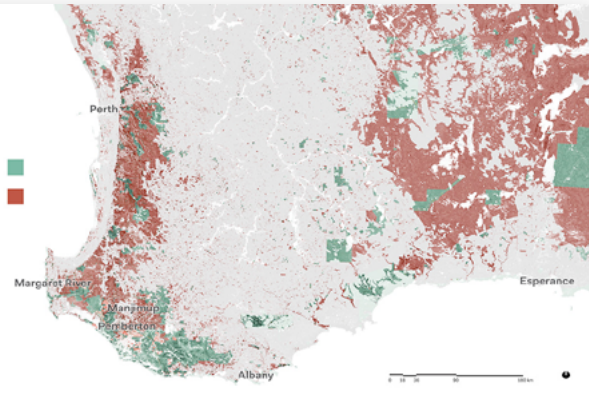


Western Australia



2020

Inside Conservation ■  
Outside Conservation ■



## Protecting the Forests

*Cry of the Forests* centres its gaze on the forests in the south-west of Western Australia. Across the documentary's runtime, we're privy to the economic and environment features of this lush forest, and why its sustained survival is so important.

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

### Your report should include:

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

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







## Effective Activism

Activism is at the heart of *Cry of the Forests*, which both itself operates as a form of activism – in attempting to engage its audiences in the issue of native forest logging in Western Australia – while depicting more traditional forms of on the ground activism.



- How are activists depicted in *Cry of the Forests*? What textual devices – dialogue, camerawork, music, editing – are applied by the filmmakers to influence their audiences response to the activists? How successful are these choices?
- What strategies are employed by activists in *Cry of the Forests*? Do these appear to be effective forms of activism? Why or why not?
- We witness activists being arrested in the documentary. Why would they aim to be arrested? Evaluate the effectiveness of this strategy, considering the aims of activists in the context of our legal system.



- Write a brief film review of *Cry of the Forests*; consider both its effectiveness as a film and how successful it is likely to be in engaging undecided audience members in its issues.

**EXTENSION:** If you were to write a short text to engage undecided readers in the issue of conserving forests in Western Australia, what literary devices would you use? What sort of language would be the most or least effective?





# NEXT STEPS

**For students interested in taking further action here are a few steps they could take:**

- Write a letter to your local Member of Parliament and/or the WA Minister for the Environment outlining why you think native forests should be protected
- Check out the film's website to find out how you can get involved in saving forests: [www.cryoftheforests.com.au](http://www.cryoftheforests.com.au)
- Check out the WA Forest Alliance's website to find out more [www.wafa.org.au](http://www.wafa.org.au)
- Organise a community screening of Cry of the Forests to help engage parents, your school community and the wider community

- Send your reviews of the film and or posters created as part of the activities in this guide to the film's director at: [cryoftheforests2021@gmail.com](mailto:cryoftheforests2021@gmail.com) (and let us know if we can share your work online)
- Follow the film on facebook @CryoftheForests to find out more and keep up with the progress of the social impact campaign
- Take the student survey and let us know what you thought about the film: <https://tinyurl.com/CryoftheForestsStudents>

Teachers are also welcome to send in any ideas for activities,



## CRY OF THE FORESTS FILM RESOURCES

[www.cryoftheforests.com.au](http://www.cryoftheforests.com.au)

- Order the film and screening licence from ATOM <<https://theeducationshop.com.au/optical-media/dvds-and-blu-rays/cry-of-the-forests-dvd/>>

The *Cry of the Forests* website has the following resources available:

- Downloadable posters and flyers and social media assets <<https://cryoftheforests.com.au/posters-and-flyers/>>
- Downloadable images from the film <<https://cryoftheforests.com.au/additional-resources/photo-gallery/>>
- Media articles and reviews of the film <<https://cryoftheforests.com.au/reviews/>>
- Additional film clips <<https://cryoftheforests.com.au/additional-resources/>>

- The film's transcript and references <<https://cryoftheforests.com.au/transcript-references/>>
- Related videos <<https://cryoftheforests.com.au/related-videos/>>
- Downloadable information on the carbon cycle, forests for climate and additional teachers' and student resources <<https://cryoftheforests.com.au/for-teachers/>>
- You can donate to Cry of the Forests' social impact campaign to bring this film to communities and schools across Australia and around the world via Documentary Australia Foundation <<https://documentaryaustralia.com.au/project/cry-of-the-forests/>>

Facebook: <https://www.facebook.com/CryofTheForests/>  
 Student survey: <https://tinyurl.com/CryoftheForestsStudents>  
 Quick links: <https://linktr.ee/CryoftheForests>

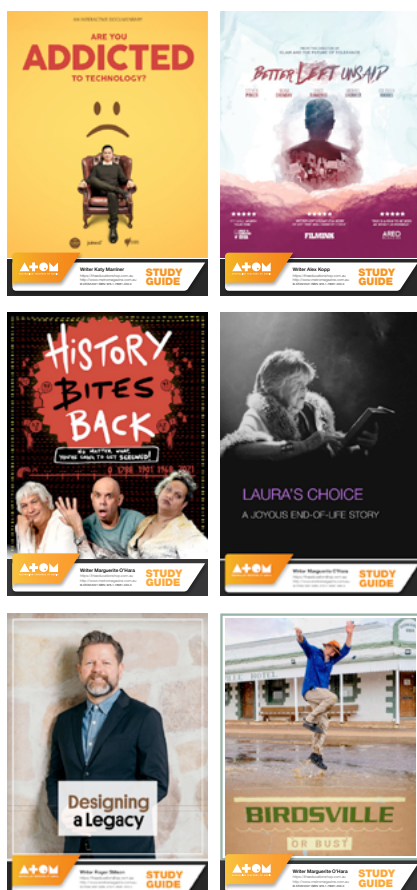
**General survey:** Thank you for completing the Cry of the Forests ATOM Guide. We would appreciate your feedback. Please complete the following survey: <https://tinyurl.com/CryoftheForestsSurvey>





#### Endnotes

- 1 <https://agorinternational.com/karri-honey/>
- 2 <https://badbeekeepingblog.com/2016/04/26/honey-times-in-oz/>
- 3 <http://forestsforlife.org.au>
- 4 A more detailed report is linked here: <https://wafa.org.au/wp-content/uploads/2020/07/FFL-Business-Strategy-and-Planning-Final-combined.pdf>
- 5 <https://www.cepf.net/our-work/biodiversity-hotspots/hotspots-defined>
- 6 <https://greatsouthernreef.com/zac-webb>



## ATOM study guide

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## More resources

To download other study guides, plus thousands of articles on Film as Text, Screen Literacy, Multiliteracy and Media Studies, visit <<https://theeducationshop.com.au>>.

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