



BLOWN AWAY

- BASED ON WEATHER SERVICE OFFICE BAROGRAPH
- × BASED ON REGIONAL OFFICE MERCURY BAROMETER READINGS

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A **STUDY GUIDE** BY FIONA HALL



AUSTRALIAN TEACHERS OF MEDIA

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SYNOPSIS

On Christmas Eve 1974, Cyclone Tracy devastated Darwin. Tracy is one of the worst natural disasters to strike Australia, and the subsequent evacuation of most of the city's population was an extraordinary and highly contentious military-style operation that is unparalleled in our history.

Now, 40 years later, many of the myths about the disaster and its aftermath can be examined, and stories that have gone untold, including those of Aboriginal people, can be revealed. Is it true that many traditional Aboriginal people left Darwin before the cyclone hit or was this just a convenient rumour that saw authorities dodge their duty of care to Aboriginal people?

Were lax building standards responsible for the city's destruction? Was pre-cyclone Darwin a real city or just 'an outpost of Empire at the end of the road'? Did the Mayor really sleep through it all? And at dawn did he really don

his pith helmet, pick up his rifle and traverse the ruined city shooting dogs? Did General Alan Stretton really ban New Year's Eve? And why has Cyclone Tracy become so ingrained in the Australian national identity?

With flamboyant and legendary characters instrumental to the events, including Aunty Kathy Mills, Dr. Ella Stack, General Alan Stretton, Mayor Tiger Brennan and Prime Minister Gough Whitlam, *Blown Away* is a story full of drama and tragedy, heroism and bloody-minded stupidity, told by the people who were there.

The post-cyclone rebuilding of Darwin is a story full of conflict and controversy, but despite the bungling, Darwin was eventually reborn as a vibrant multi-cultural city that today is a warts-and-all icon of Australian identity.

'*Blown Away*' is based on in-depth eyewitness interviews, immersive animation, and extensive archival material including extraordinary newsreel and stunning photographs, intensified by an evocative musical score.



CURRICULUM LINKS

'Blown Away' can be related to the following areas of the National Curriculum

1. The Discipline-based learning Domain of **History**
2. The Discipline-based learning Domain of **Geography**
3. The Discipline-based learning Domain of **English**

Specific links to the Australian National Curriculum:

1. The Discipline-based learning Domain of History

'Blown Away' can be used at Year 9 when studying 'The Making of the Modern World'. It specifically relates to Depth Study 2 'Australia and Asia; Making a nation'.

Level 9 History Content Descriptions particularly applicable to 'Blown Away':

- The extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander peoples ([ACDSEH020](#))

'Blown Away' can also be used at Year 10 when studying 'The Modern World and Australia'. It specifically relates to Depth Study 2 'Rights and Freedoms', as students investigate struggles for human rights in depth. This will include how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context.

Level 10 History Content Descriptions particularly applicable to 'Blown Away':

- The continuing nature of efforts to secure civil rights and freedoms in Australia and

throughout the world, such as the Declaration on the Rights of Indigenous Peoples (2007) ([ACDSEH143](#))

2. The Discipline-based learning Domain of Geography

'Blown Away' can be used at Year 7 Geography. Level 7 Content Descriptions particularly applicable to 'Blown Away':

- Students extend their knowledge and understanding of physical phenomena, including natural hazards, and of the physical processes that produce them
- They develop an appreciation of differences in the culture, living conditions and outlooks of people, including the Aboriginal and Torres Strait Islander peoples, in these areas.
- Students investigate environmental issues such as forest use and global warming. They begin to design policies, and evaluate existing policies, for managing the impact of these issues and ensuring the sustainability of resources.

3. The Discipline-based learning Domain of English

'Blown Away' can be used as a supplementary text when studying themes of identity, belonging and connection to landscape in English from Years 9 – 12.

Level 10 English Content Descriptions particularly applicable to 'Blown Away':

Literature and Context:

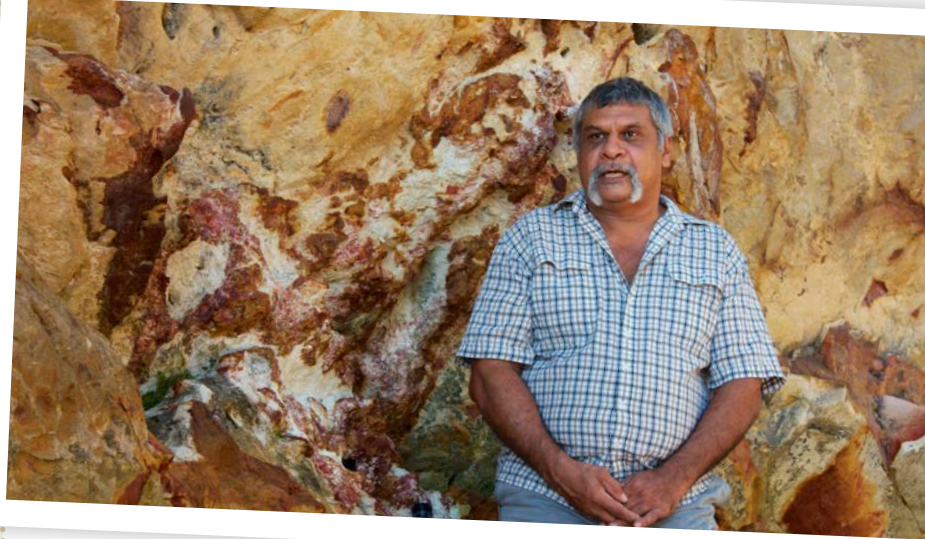
- Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts ([ACELT1639](#))
- Evaluate the social, moral and ethical positions represented in texts ([ACELT1812](#))



VIEWING ACTIVITIES

Students are to take notes to help them complete the following questions while viewing 'Blown Away':

- 1 How do Kathy Mills and Eric Fejo describe the experience and reasons for Cyclone Tracy?
- 2 Robbie Mills describes a cyclone as a 'natural part of us mob' – what does he mean by this?
- 3 Explain the significance and mythology surrounding 'Old Man Rock' in relation to the cyclone.
- 4 How would you describe Darwin in 1969? (interms of housing, economy, industry, community).
- 5 How were Indigenous Australians living in Darwin at that time?
- 6 Why were there protests in Darwin at that time over Indigenous land rights? How did some people in Darwin view these protests?
- 7 Were the people of Darwin prepared for the cyclone on December 24, 1974?
- 8 How big was the eye of Tracy? How fast were the winds?
- 9 Consider the images and recollections of the damage people surveyed on Christmas morning. What three words would you use to describe the devastation?
- 10 Elevated homes and structures suffered the worst damage – why?
- 11 How did some people in Darwin view the response of the rest of Australia to the catastrophe?
- 12 Who was mayor of Darwin at the time and how did he respond?
- 13 General Stretton was sent from Canberra to oversee the response. How was his presence and input perceived by some in Darwin and why?
- 14 What emergency services were provided for residents in Darwin?
- 15 What services were provided at local high schools?
- 16 Why was it decided to fly out some of the Darwin population?
- 17 Why did General Stretton want to 'cancel' New Year's Eve and what was the response to this suggestion?
- 18 Kevin Mulcahy and Sean Kennedy contest the official death toll. What reasons do they give for their doubts?
- 19 What are some of the 'myths' that have come up around Cyclone Tracy?
- 20 "You go home to heal". Why were many citizens so keen to return to Darwin? Can you relate to this desire? Explain.
- 21 Tony Powell, Chairman of the Darwin Reconstruction Commission in 1975 recalls some of the difficulties facing those working on rebuilding Darwin. What were these?
- 22 What is the rebuilt Darwin of 'today' like, and what are some of the differing views on this?



Dripstone
Cliffs.
Larrakia
cultural
advisor and
interviewee
Eric Fejo

POST-VIEWING ACTIVITIES

» FOCUS ON CYCLONES:

Teachers are encouraged to select from the following activities regarding cyclones, appropriate to the subject area and year level being taught.

1 Cyclones: The Basics.

Break students up into four groups and allocate each group one of the following question areas on *Table 1* (see page 6). Students are to research their set questions and present their findings in a PowerPoint display, including appropriate images/clips. Presentations should be 3 – 5 minutes duration.

2 Cyclone Severity and Categories

Cyclones are categorised according to their strength. There are 5 categories: Category 1 is the weakest and Category 5 is the strongest.

- Have students research and answer the following questions relating to *Table 2* (this page).

TABLE 2

CATEGORY: WIND GUSTS	OCEAN SWELLS	DAMAGE
1: Up to 125km/hr Gales	1.2 – 1.6m	Slight damage: Trees and farmland damaged.
2 126 – 169km/hr Destructive	1.7 – 2.5m	Significant Damage: Minor house damage. Severe damage to signs and trees. Heavy damage to crops
3 170 – 224km/hr Very Destructive	2.6 – 3.7m	Structural damage: House roofs and most likely power failures
4 225 – 279km/hr Very Destructive	3.8 – 5.4m	Significant roofing and structural damage: Airborne debris, widespread power failure
Winds above 280km/hr Very Destructive	More than 5.5m	Almost total destruction and extremely dangerous: Houses flattened, cars over turned

TABLE 1

Group 1 Definitions

- 1 What is a tropical cyclone?
- 2 What is the tropical cyclone
- 3 How is a *severe* tropical cyclone different from a *non-severe* cyclone?
- 4 What is the difference between Australian tropical cyclones and cyclones, typhoons and hurricanes in other parts of the world?
- 5 How are tropical cyclones different from tornadoes?
- 6 How are tropical cyclones different to mid-latitude cyclones?
- 7 What is storm surge?
- 8 What is the difference between a storm surge and storm tide?
- 9 What about tsunamis?
- 10 What do the terms damaging winds, destructive winds and very destructive winds mean?
- 11 What does 'maximum sustained winds' mean? How does it relate to wind gusts in tropical cyclones?
- 12 How does the amount of damage caused by a cyclone increase as the wind speed increases?
- 13 Why and how are cyclone names chosen?
- 14 When did the naming of cyclones begin?

Group 2 Characteristics & Formation

- 1 Why do tropical cyclones form?
- 2 How do tropical cyclones form?
- 3 What is the life-cycle of a tropical cyclone?
- 4 How long do tropical cyclones last?
- 5 What is the *eye* and *eye wall*?
- 6 How big are tropical cyclones?
- 7 What happens to cyclones as they move further south?

Group 3 Climatology

- 1 When is the cyclone season?
- 2 How many cyclones occur each year?
- 3 What is the most cyclone-prone region in Australia?
- 4 Do cyclones affect Perth and Brisbane or Sydney? What about other towns?
- 5 What determines the movement of tropical cyclones?
- 6 Are we getting stronger and more frequent tropical cyclones in the last several years? What about climate change?

Group 4 Tropical Cyclone Forecasting

- 1 Who is responsible for issuing tropical cyclone warnings?
- 2 How accurate are cyclone warnings from the Bureau of Meteorology?
- 3 What types of warning products are issued by the Bureau of Meteorology?
- 4 How can I access warnings?
- 5 What should I do when a cyclone warning is issued?

Cyclone Facts.....

Did you know?

- » The average life of a cyclone is 1 week.
- » After the eye passes, and the other side of the cyclone hits, the wind blows with equal strength but in the opposite direction.
- » Tropical Cyclones, from the [Southern Hemisphere](#) spin clockwise, and Hurricanes and Typhoons in the [Northern Hemisphere](#) spin anti-clockwise.
- » Cyclone Tracy was Australia's most destructive cyclone.
- » Cyclones are assigned names, which are picked from a list.

Names of cyclones

- » Each cyclone is named from one of the names in the below table. The names start from the top of the list and take it in turns to be a male or female name. Once the end of the list is reached it begins again.

* Cyclone names marked for replacement.

Could a cyclone be named after you?

Is your name on the list?

AUSTRALIAN REGION NAMES

A Anika Anthony Alessia Alfred Ann	Errol Edna Ernie Esther	Imogen	N Neville Narelle Nathan Nora Noah	S Sean Sandra Stan Savannah Seth
B Billy Bianca Bruce Blanche Blake	F Freddy Fina Fletcher Frances Ferdinand	J Jasper Jasmine Jack Joyce Joshua	O Olga Oswald Olwyn Owen Odette	T Tasha Tim Tatjana Trevor Tiffany
C Charlotte Carlos Cathy* Caleb Claudia	G Gabrielle Grant Gillian Greg Gretel	K Kirrily Koji Kate Kelvin Kimi	P Q Paul Peta Quang Penny Paddy	U V Vince Victoria Uriah Veronica Verdun
D Dominic Dianne Dylan Debbie Damien	H Hamish* Heidi Hadi Hilda Harold	L Laurence Lua Lam Linda Lucas	R Robyn Rusty Raquel Riley Ruby	W X Y Z Zelia Zane Yvette Wallace
E Ellie	I Ilsa Iggy Ita Ira	M Magda Mitchell Marcia Marcus Marian		



1. What category were Cyclones Tracy (1974), Bobby (1995), Ingrid (2005), Larry (2006), and Yasi (2011)?
2. What has been the strongest cyclone category recorded in Australia. What was the extent of the damage?
3. Where in the world has the strongest cyclone category been recorded and what was the extent of the damage?

1: Nightcliff.
Director Danielle MacLean,
Interviewee Dawn Lawrie and
Producer/Editor James Bradley at
Dawn Lawrie's home
2: Lameroo Beach.
Director Danielle MacLean and
Interviewee Bill Day
3: Nightcliff.
Interviewee Dawn Lawrie at her home

3 Cyclones in Darwin

Darwin has been flattened three times by cyclones since European settlement (meteorologist Peter Bate states this).

- In pairs/small groups, research the previous cyclones that have hit Darwin.
- Present your research on a poster using *Table 1* (page 8). Include relevant images.

4 Cyclone Preparation Pamphlet

Working in pairs/small groups, students are to research and prepare a Cyclone Preparation Pamphlet for Australian residents living in cyclone prone areas. The pamphlet can be presented in hard copy or electronically (Keynote/PowerPoint or Publisher). It should contain a range of relevant and appropriate images.

Students must ensure the following areas are covered:

- Areas in Australia most prone to cyclones and the dates of the cyclone season
- Action for residents to take: before the

cyclone season, when a cyclone watch is issued, when a cyclone warning is issued.

- Action to take on a warning of a local evacuation.
- Action to take during a cyclone strike and in the aftermath.
- Numbers and details of emergency services to contact/places to obtain additional information.

Students can start their research for their pamphlet at the following site: <http://www.bom.gov.au/cyclone/about/checklist.shtml>

5 Cyclone Tracy

Following on from the Brisbane floods of 1974 in which 14 people lost their lives, Cyclone Tracy was the first time that a natural disaster had driven an Australian city to its knees. With a death toll of 71 people, in the remote location of Darwin compounded with the damage of the storm in which almost 100% of the population were affected, Tracy led to national and state driven policies regarding the management of such monumental catastrophes.



TABLE 1

YEAR OF CYCLONE	LIVES LOST	EXTENT OF DAMAGE (HOUSES/INFRA-STRUCTURE LOST)	INTERESTING FACTS ABOUT THE CYCLONE
1897			
1917			
1937			



Cyclone Tracy was the time that Darwin 'came of age'. In the days following the storm, the people of Darwin showed the rest of Australia, indeed the world, that they were able to band together and throw away social, geographical, financial and racial divides in order to work together as a community. It is an inspiring and moving story of determination and grit.



However, there are also stories of stupidity, mismanagement and bullying from both the Darwinian community and local government, as well as the Whitlam Labor federal government. The mass evacuation, while a great achievement in organisation and the largest in Australia's history, caused untold turmoil and suffering for many families who were separated and torn away from their communities.

There are very few recorded stories from Aboriginal survivors. Indeed, some believe that deaths of "Long Grass" Aboriginal people were not included in the final casualty list. It is important to note that 'Blown Away' includes Aboriginal stories from people who lived through the storm, as well as looking at traditional Aboriginal beliefs that explain the cyclone and resulting devastation from a cultural perspective.

The rebuild of Darwin was a political minefield. Whitlam had promised to rebuild the city in 5 years and subsequently a collection of Canberra-based public servants were relocated to Darwin to form the Darwin Reconstruction Commission (DRC) and lead the way. Old-time Darwinians loathed and spurned the blow-ins and made it impossible for the rebuild to start. History books blow over this period with a short statement about the DRC not having achieved anything in the first year but then they completed the rebuild in 3 years. It's

1: Jingili. Cameraman Tim Alewood and Director Danielle MacLean shooting the interview with Aleeta Fejo Elliott and Christine Fejo-King at their mothers home

2: CODA Studios in Pyrmont, Sydney. Music Recordist and mixer Geir Gunnarsson, Producer: Editor James Bradley, Director Danielle MacLean and Composer Caitlin Yeo

3: Coconut Grove. Interviewee retired NT police officer Eddie Josephs

astounding to think about. After the first year of management by Canberra, when control of the rebuild had been given back to locals, they were able to achieve the almost impossible. Was it heroism, was it a dogmatic refusal of locals to compromise and accept help, was it a frontier boys-club reclaiming their community?

The Cyclone

It began as cloud mass over the Arafura Sea; a tropical low-pressure system that soon developed a circular centre. And as the pressure continued to fall and spiraling clouds were observed, it was designated a tropical cyclone. Cyclone Tracy was a comparatively small storm cell, but she packed an extraordinarily powerful punch, with excessively strong and destructive winds.

The first warning for the cyclone was issued on the 21st December 1974. After watching a depression form over the Arafura Sea then begin to spin-up, the Bureau of Meteorology designated the storm a tropical cyclone at 10pm, and called her Tracy. At that point, it was 700km Northeast of Darwin. The following morning, the storm appeared on Darwin radar, but moving in a Southwesterly direction, it passed to the North of Darwin later that day and continued going.

Most people assumed that the danger had passed, maybe a reasonable conclusion given the false alarm over Cyclone Selma earlier in the month. However, as the Christmas celebrations swung into high gear, Tracy suddenly changed direction. In the early hours of the 24th December, the cyclone rounded Cape Fourcroy and began cutting a path



to the Southeast... heading straight for Darwin.

By late afternoon Darwin was overcast and by nightfall it was raining heavily and starting to blow. Then, between 10pm and 12pm, the winds really began to bite and the people of Darwin were in no doubt. Rather than passing them by, Cyclone Tracy was going to run straight over the top of them.

As the wind and rain built, roofs were peeled off, cars shunted along streets and steel poles wrenched and twisted like pipe-cleaners. Then, at around 3am on Christmas morning, everything seemed to ease up. Shell-shocked residents crept out of hiding to assess the damaged and give thanks for their survival. But their relief was premature. They were only in the eye of the storm and by 3.30am Darwin Airport was recording gusts of up to 217km/p/h, until the instruments failed.

Darwin was in the grip of a vicious monster and she wouldn't let go until 6.30am on Christmas morning.

The Facts

- The eye of the storm was 12 kilometres across.
- Associated storm gales extended 48 kilometres from the centre.
- 255 millimetres of rain fell in 12 hours overnight.
- There were 145 serious injuries requiring hospitalization and a further 500 injuries requiring treatment.
- The death toll was 71. With 49 fatalities on land and 22 at sea.
- 70% of houses failed structurally. 90% were uninhabitable.
- Damage bill was \$800 million – in 1975.
- The pre cyclone population of Darwin was 45,000. Post cyclone, 30,000 people were evacuated over 11 days, leaving a skeleton population to begin the task of rebuilding.

1: Peter and Helen Bate look through their collection of Cyclone Tracy press clippings. L-R Sound Recordist David Tranter, Helen Bate, Cameraman Tim Alewood, Interviewee Peter Bate and Director Danielle MacLean

2: Interviewee Bill Day outside the old Fannie Bay Gaol where he participated in many protests in the early 1970s

3: Interviewees Christine Fejo-King and Aleeta Fejo Elliott.

The Aftermath

As the rescue effort swung into action, the true spirit of the Northern Territory came to the fore. Over the course of eleven days, 30,000 people were treated, fed and evacuated. In the most massive humanitarian effort Australia has ever seen, an entire city of people were cared for. Planes were taking off every ninety minutes from Darwin Airport, convoys of cars were met in major reception centres along their routes, from Katherine, to Tennant Creek to Alice Springs.

The Federal Government declares a state of quasi martial law. The police are given special powers. The final official count of deaths is 66 people, with 6 missing persons unaccounted for.

Writing Activity

Using notes from watching 'Blown Away', as well as the above information and your own research, students are to complete a series of diary entries from any of the following people we meet in the documentary:





- Aunty Kathy Mills: (Aboriginal poet, musician and singer, a mother of eight, grandmother of twenty eight and aunt to many. Kathy and her family survived Cyclone Tracy crammed into a small storeroom under their house).
- Eric Fejo: (A Larrakia Man who has worked as a custodian for Larrakia sacred sites with the Aboriginal Areas Protection Authority for many years. Eric was only 10 years old during Cyclone Tracy and spent the night huddled up with his family in a room with a candle and kerosene lantern).
- Peter Bate: (A meteorologist at the Darwin Bureau of Meteorology from 1974 to 2003. He and his wife Helen lived through Cyclone Tracy in their then home in Alawa, which was damaged by the cyclone).
- Robbie Mills: (A Larrakia/ Kungarakana Man, a professional musician and local NT Tour Guide Operator. Robbie spent the night of Cyclone Tracy in a storeroom under his house with his parents, 7 siblings, a dog and 3 cats).
- Dr. Ella Stack: (Ella and her family moved to Darwin in 1961 and she was soon one of

1: Beechworth,
Victoria. Interviewee
Bill Wilson at his
home

2: Casuarina Beach.
L-R Sound Recordist
David Tranter,
Cameraman Tim
Alewood, Interviewee
Robbie Mills and
Director Danielle
MacLean in the
mangrove

3: Dripstone Cliffs
L-R Sound Recordist
David Tranter,
Cameraman Tim
Alewood, Interviewee
Eric Fejo and
Director Danielle
MacLean

4: East Point.
Cameraman Tim
Alewood and
Director Danielle
MacLean

- only two private practitioners in Darwin. After Cyclone Tracy she chose to stay and provide medical support and to help with the reconstruction of the city. In May 1975 she was elected the first woman Mayor of Darwin and became a member of the Darwin Reconstruction Commission).
- Eddie Josephs: (A Vietnam Veteran and member of the Northern Territory Police Force from 1969 to 2000. Eddie survived Cyclone Tracy crammed into the hallway of a house in Nakara with 7 other people as the house was torn apart around them. In the days after Tracy, Eddie was involved in the search and rescue of people in the wreckage).
- Dr. Aleeta Fejo Elliott: (A medical practitioner and the NT's first Aboriginal GP. She and her sister detail their miraculous survival during the night of Cyclone Tracy).
- Dawn Lawrie: (She experienced Cyclone Tracy along with her family at their home in Nightcliff and in the aftermath took a leading role in protecting the rights of Darwin citizens).

Assuming the persona of one of the above, ensure your series of diary entries includes details of the following:

- The lead up to the cyclone in the evening of December 24th 1974.
- The night of the cyclone itself; your whereabouts, your hopes and fears, your experiences of the cyclone (including the eye).
- The aftermath of the cyclone: your feelings about the scenes on Christmas morning, the state of your home and family, the relief effort, your hopes and fears for the future.



REBUILDING AFTER CYCLONE TRACY

Cyclone Tracy devastated Darwin's northern suburbs but some of the more robust modern buildings in the heart of the city survived. Rooftops and rubble were strewn across streets like Smith Street, which has since been transformed into a mall.

Despite surviving the cyclone, many of the buildings in the mall - which serves as the city's heart during the day - have been replaced by modern developments.

- As a class, visit the following website:
<http://www.abc.net.au/news/2014-12-01/cyclone-tracy-before-and-after/5907246>

The site presents a series of interactive before and after photos show how Darwin has been reborn. Have students discuss the extent of the devastation shown in the images and discuss the most interesting post-cyclone developments.

- As a class, visit the following website: <http://ntlapp.nt.gov.au/tracy/advanced/Reconstruction.html>

Read through the notes on reconstruction and Darwin post Cyclone Tracy. Discuss the lessons learned and the challenges the reconstruction process presented.

EXTENSION WRITING ACTIVITIES

- Drawing directly on the events of Cyclone Tracy, students are to compose an expository or creative response to one of the following prompts (*see Table 4 this page*). They can assume the persona/ explore the ideas associated with being a resident of Darwin (non-Indigenous or a Larrakia person).

TABLE 4

IDENTITY & BELONGING PROMPTS	IMAGINARY LANDSCAPE PROMPTS
<ul style="list-style-type: none"> Crises can be the turning points in our awareness of identity. The individual is defined by group identity. The impact of a crisis on our sense of identity and belonging can be both positive and negative. Our external environment shapes our identity 	<ul style="list-style-type: none"> Landscape is often linked to emotion. A change in the landscape can reflect a corresponding change in a person. The meaning of a landscape changes over time. For most people, there is a strong connection to a remembered landscape. The way we view the landscape we live in reflects our hopes and fears. Our sense of place depends more on memories and experiences than on the physical landscape.



CREATE YOUR OWN CYCLONE

Before you start, there are some materials that you will need:

- 2 x 2-litre bottles (empty. If the two bottles are the same size, the experiment works much better).
- Masking tape (1 roll)
- Food colouring (a few drops – any colour)
- Water (500 ml)
- Clock or a Stopwatch to time your cyclone.

» INSTRUCTIONS

- With the help of your teacher, pierce a hole in the 2 lids so that water can flow through (approximately 5mm - 1cm in diameter – depending on the size of your lids).
- Fill **one** bottle with the water and food colouring.
- Screw the lids tightly on the bottles. Stand the bottle with water up and place the empty bottle over it – neck to neck.
- Tape the two bottles together.
- Flip the bottles over and swirl them in a circle.
- Watch the water fall to the bottom bottle, creating a liquid cyclone.

» OBSERVATIONS

Make a list of observations

- What happened?
- How quickly did the water drain to the bottom bottle?
- What did it look like?
- Write any more interesting observations and findings.

This time, just turn the bottles, without swirling them

- What happened this time?
- How quickly did the water drain?
- What did it look like? Was it different to the first experiment? If so, how? You can use diagrams to illustrate the differences.
- Has this process helped you better understand how cyclones are formed? Explain.

FOCUS ON CLIMATE CHANGE

It is believed that global warming may mean fewer cyclones in far north Australia, but they could get stronger in intensity.

- As a class, students are to read the following article exploring this idea and discuss the focus question: *How does our changing climate affect the rate and intensity of cyclones?*

<http://www.abc.net.au/news/2011-04-04/global-warming-could-make-cyclones-stronger/2628496>

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Casuarina Beach. Cameraman Tim Alewood shooting time-lapse of sunset over Old Man Rock



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