

Introductory Activities (Engage)

Tuning in

In pairs, groups or as a whole class brainstorm some problems of the 21st century:

e.g. packaging, waste disposal, obesity, climate change, poverty, renewable energy

Tell students that in Tasmania the Hydro has played a very important role in supplying the energy needs of people in homes and also of businesses.

Explain to students that they are going to discover and investigate how the Hydro changed not only its name from the Hydro Electric Commission (HEC) to Hydro Tasmania - but also its focus and its priorities.

Invite students to suggest why a company or business may change the way it does things e.g. new knowledge, changes in the environment, concern about the future, people power ...

(10 minutes)

Watch

Set the scene to Tasmanian's electricity history with the introduction of People of the Hydro

https://www.youtube.com/watch?v=III2U-14_BA (0-1:23 minutes)

It is recommended that teachers view and create a precis of the video segment prior to viewing with students.

Between 1916 and 1957 hydroelectric power stations were commissioned at Waddamana, Shannon, Tarraleah, Butlers Gorge, Tungatinah, Trevallyn, Lake Echo and Wayatinah.

Electricity supply changed the way businesses operated and how people lived in their homes.

A prolonged drought began in 1957 and power restrictions were introduced.

Discuss

- What impacts would power restrictions have on the community?
- What actions might you take if there was water stored in lakes outside of the power schemes?
- What might the statement 'communities born, changed and sometimes divided' mean?

Collate your ideas on a flipchart, poster or word wall

Lesson 1 (Explore)

(20 minutes)

In this lesson you will explore Hydro's history of the late 1970s to 1980s, the construction of the Gordon-Pedder power scheme and the protest campaigns against the proposed Gordon-below-Franklin power scheme.

Materials	Quantity
Smart board or projector	1
Internet connection	1
People of the Hydro	YouTube or DVD

Watch the 'Sense of Place' section of [People of the Hydro](#)

(start the video at 17:00 minutes, pause or stop the video at 22:00 minutes when the title page *Future Thinking* appears)

It is recommended that teachers view and create a precis of the video segment prior to viewing with students.

You will meet Max Angus (Artist), Chris Rackham (former Hydro employee) and Geoff Lea (former Hydro employee).

Ask your students to watch, listen and record any:

- Years and/or dates, facts, views and/or opinions.

Brainstorm

- Reflect on power restrictions of the late 1950s. Would this have influenced Hydro Tasmania to build more power schemes and seek additional resources to supply the community?
- Refer to the statement from the introductory activity *'communities born, changed and sometimes divided'*
 - What were your students' observations?
 - What were the similarities and differences from the list you collated?
- What were the significant events you observed?
 - What impact did they have?
 - What change did they create?

Options for assessment and extension

	Option/s
HASS – Inquiry and Skills Individual Activity	Timeline of environmental change in Tasmania Explore and research newspaper clippings from the 1980s period and provide a range to students to identify viewpoints. Guide their inquiry of the topic using 'why' questions. <i>'why was the natural environment so important to people ...'</i> <i>'why did some people feel strongly about the dam being built ...'</i>
HASS – Inquiry and Skills Group / Individual Activity	Group component (whole of class / smaller groups) Develop how, when, where and why questions to guide an inquiry of the topic <i>'what significant environmental event do you remember ...'</i> Individual component Each student interviews a familiar elder (grandparent or older family friend) to explore answers to the inquiry questions. Act out the interview answers into a role play in pairs, short written pieces or presentation back to the class. Extension Students further research the environmental event that their familiar elder remembers. What changes did this event effect?

	Option/s
HASS – Inquiry and Skills Individual or Small Group (4) Activity	<p>Ask students to consider the comments of the:</p> <ul style="list-style-type: none"> – Narrator – Max Angus (Artist) – Chris Rackham (former Hydro employee) – Geoff Lea (former Hydro employee) <p>In groups of four discuss:</p> <ul style="list-style-type: none"> – What facts are presented – What viewpoints are expressed – What were the similar and different views expressed <p>Each group presents their findings back to the class. Each member of the group presents the facts or viewpoints of one of the key people’s comments.</p>

Elaborate and Review

As a class group review

Following the [High Court](#) decision on the Tasmanian Dams Case, national legislation was developed. The [Environment Protection and Biodiversity Conservation Act 1999](#) (the EPBC Act) provides a legal framework to protect and manage nationally and internationally important flora, fauna, ecological communities and heritage places – defining as matters of national environmental significance.

- Do you think people’s views of the environment have changed from the past to the present?
 - In what ways might significant events bring change?
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