

**Teachers' Notes  
by Marilyn Snider**

**Guarding Eden  
by  
Deborah Hart**

**ISBN 9781760112356  
Recommended for ages 13-18 yrs**

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Introduction ..... 2

Curriculum alignment ..... 2

Classroom activities ..... 3

    Before reading ..... 3

    While reading ..... 4

    Chapter by chapter ..... 5

    After reading ..... 8

Further resources & references ..... 10

About the writers ..... 13



**GUARDING EDEN**  
champions of climate action



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## INTRODUCTION

The climate movement is made up of ordinary people acting with determination and imagination to persuade Australian politicians and business leaders that our world is worth saving from the ravages of change.

Deborah Hart, author of *Guarding Eden* and herself a climate campaigner, brings together twelve passionate Australian activists from all walks of life. Willing to deal with fall-out served up by the government, the courts and the media, these advocates inspire us to follow their lead and avert disaster.

*We're taking this action because we've had enough. We've seen too much grandstanding, and precious little action. We won't continue to watch as people die, as species go extinct because of climate change, while emissions continue to rise. Enough is enough.* — Steve Phillips, catalyst

Join Steve and his fellow activists as they implore us to get into action...and really fast.

## CURRICULUM ALIGNMENT

These notes are intended for learners in Year 9 and 10. *Guarding Eden* fits the Geography, History, English and Science learning areas of the Australian Curriculum.

### YEAR 9 AND YEAR 10 ENGLISH

Language	Literature	Literacy
1. Language variation and change	1. Literature and context	1. Texts in context
2. Language for interaction	2. Responding to literature	2. Interacting with others
3. Text structure and organisation	3. Examining literature	3. Interpreting, analysing, evaluating
4. Expressing and developing ideas	4. Expressing and developing ideas	

### YEAR 9 SCIENCE

Scientific understanding, including models and theories, are contestable and are refined over time through a process of review by the scientific community ([ACSHE157](#))

### YEAR 9 GEOGRAPHY

The 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 SCIENCE

Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere ([ACSSU189](#))

Scientific understandings, including models and theories, are contestable and refined over time through a process of review by the scientific community ([ACSHE191](#))

Advances in scientific understanding often rely on developments in technology and technical advances are often linked to scientific discoveries ([ACSHE192](#))

As a human endeavour through use and influence of science—People can use scientific knowledge to evaluate whether they should accept claims, explanations or predictions ([ACSHE194](#))

*This text would also be relevant to **Senior Secondary Earth and environmental science Unit 4: The changing Earth - the cause and impact of Earth hazards***

## YEAR 10 GEOGRAPHY

The 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](#))

The human-induced environmental changes that challenge sustainability ([ACHGK070](#))

The environmental worldviews of people and their implications for environmental management ([ACHGK071](#))

The application of human-environment systems thinking to understand the causes and likely consequences of the environmental change being investigated ([ACHGK073](#))

## YEAR 10 HISTORY

Responses of governments, including the Australian government, and international organisations to environmental threats since the 1960s (including deforestation and climate changes ([ACDSEH128](#)))

## GENERAL CAPABILITIES AND CROSS CURRICULAR PRIORITIES

General capabilities: [Literacy](#), [Critical and creative thinking](#), [Ethical understanding](#)

Cross curricular priority: [Sustainability - organising ideas OI.1 OI.2 OI.3 OI.4 OI.5 OI.6 OI.7 OI.8 OI.9](#)

## GLOBAL EDUCATION

Sustainable futures: meeting our current needs without diminishing the quality of future generations to meet their own needs. The ability to identify and investigate different opportunities for action and participation is part of being a globally aware citizen.

Social justice and human rights are perspectives of global education.

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## ACTIVITIES FOR THE CLASSROOM

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### BEFORE READING THE BOOK

#### Class discussion

What do you already know about climate change? Use a sticky note to write your thoughts, one thought per note. Place on a whiteboard and see if the class can sort the thoughts into groups. Do any themes stand out?

#### Cover

What do each of the four strips on the front cover show?

Discuss in terms of environment, the human element and the action.

#### Title

Discuss the possible meaning behind this title. Why do you think it has been chosen?

#### Title page

The photograph opposite the title page has contradictory elements. Explain the elements and why you think the photograph has been chosen.

#### Author inspiration

Read 'Start Here'.

This introduction makes clear Deborah Hart’s personal stance on the issue of climate change. Who do you think her intended audience is?

### Rhetoric

Rhetoric is a form of ‘persuasive language’ – techniques used in writing or public speaking to persuade the audience. Find out what a ‘rhetorical question’ is. Find two examples in this section. Consider their effect on you and explain why the author used them here.

### True for who?

Share this site with the class: [True for Who?](#) It provides a routine for exploring truth claims from different perspectives

- The cartoon on page 7 portrays forced ‘sacrifices’ as having beneficial effects for the world. Is this a case of different truths for different people? What does the cartoonist Joel Governor imply is ‘truth’ for him? Why do you think this?
- In a group use the cartoon to produce a short vignette for the class. Imagine a government official speaking in reply to the question posed from the audience. Have the questioner state a benefit for society from NOT acting on climate change. Have the official argue with this.

### Concept web

Set up a concept web with the words CLIMATE CHANGE in the middle. Use [Popplet](#) to capture and organise your ideas. As you read each chapter add to the concept shapes and note the chapters in which they are presented

When this activity is completed use [Word It Out](#) to create a word cloud.

## AS YOU READ THE BOOK

Every day we get bombarded with messages trying to persuade us to do something or to accept certain opinions. This book is an example of persuasive writing that deliberately sets out to appeal to your emotions and values as well as your reason.

### Figurative language

Explain the meaning of a simile, a metaphor and an idiom. Find an example of each of these in the text. Do they make the text more persuasive? Do they make you more likely to agree with the author?

### Aristotle and persuasion

The ancient Greek philosopher Aristotle identified three ways to persuade others – to appeal to their i) emotions, ii) thoughts and reason iii) values and hopes. Find words or phrases as you read these introductory pages, and sort into the following table.

emotions (pathos)	thoughts and reason (logos)	values and hopes (ethos)

### Consequences

As you read take note of any direct action and the consequences dictated by / set out in the laws of the land.

# CHAPTER BY CHAPTER ACTIVITIES, READING & DISCUSSION

## Chapter 1

### Chloe Aldenhoven - Community Organiser

- Look at the photo on page 17. What impact does this photo have on you? Would different people have different responses?
- On page 26 the author describes the NSW government's face-saving response, to Metgasco's intended drilling in the Northern Rivers area of NSW.
- Write a sentence or two explaining what the term 'face-saving' means, then write a paragraph describing the action the government took and the outcome for both sides.

#### Further reading:

- 'Who wants to capitalise on the last undeveloped coal resource in Queensland?' [Galilee basin](#)
- 'Big Australian media reject climate science' [Media reject climate science](#)

## Chapter 2

### Brendan Condon – entrepreneur

- What are some examples of renewable and non-renewable resources?
- Quiz [What do you know about renewable energy? What is your score?](#)

#### Further reading:

- Explore the Cool Australia resources on [Energy](#).
- 'Brendan is not the first person to challenge business models based on endless exploitation of Nature.' What businesses could this sentence be referring to?
- 'Brendan continues to show that "green entrepreneurship" works. What does this mean?

### **Year 10 Geography – *The human-induced environmental changes that challenge sustainability* (ACHGK070)**

- Take a look at the environmental challenges discussed on the [Murray-Darling Basin Authority](#) website. Putting these together with the information on the Basin in this chapter, what are the greatest concerns?

#### Further reading:

- CFA secondary school resources: [CFA Secondary resources](#)

## Chapter 3

### Fiona Armstrong – nurse

- What health problems does Fiona attribute to climate change?
- Determined to remain hopeful, what action did Fiona take?
- On page 65 George Bernard Shaw is quoted. How well does Fiona's life match with Shaw's beliefs? Do you find this an inspiration for your life?

## Chapter 4

### Tiffany Harrison – Scientist

This chapter starts with contrasting character and setting descriptions.

- What do you think the author was trying to achieve by writing these?

On page 71 an example of irony is mentioned.

- Explain what irony is, and what its purpose is in this example.

## **The Great Barrier Reef**

- In what ways is climate change affecting the Great Barrier Reef?
- How do these changes affect people living in the area and visiting the area? Think about fishermen, indigenous communities and tourism operators. [The Great Barrier Reef Marine Park Authority](#)
- Read this newspaper article about the UNESCO's intention to withdraw the World Heritage status of the Great Barrier Reef: [Julie Bishop steps up lobbying to stop Great Barrier Reef being listed 'in danger'](#).
  - Find references in this chapter on Tiffany Harrison to support or contest claims made in the article.
- What might be the explanation for the watered-down damages required of the companies responsible for the *Exxon Valdez* and Deepwater Horizon oil spillages?
- Find out more about Rachel Carson, author of the *Silent Spring*. Why was she opposed by chemical companies?

## **Chapter 5**

### **Steve Phillips – catalyst**

- Many activists find themselves opposing politicians and businesspeople. Refer to a passage of text in this chapter that supports this premise.
- Why do you think the action group, 'Rising Tide Newcastle', chose this name?
- Given the evidence that burning coal is a leading cause of climate change, what should Australian governments be doing about coal exports?
- Explain the links between mining companies and State governments.
- The author gives an example of a mining company avoiding its responsibility to pay tax. Do you think the tax system is fair and what changes, if any, would you make to corporate tax laws?
- Set up a class debate entitled, "Coal is Australia's Gold".

## **Chapter 6 Drew Hutton teacher**

- What is a whistleblower? Find some examples in the book.
- Find out what you can about the 'Lock the Gate' Alliance. Write a paragraph or two for someone who has never heard of the Alliance, explaining what it is and does. Illustrate your explanation with reference to two particular actions or places.
- What is the cost of activism to Drew Hutton?

## **Chapter 7**

### **Paul Mahony – insurance broker**

- Make a list of the main ways in which animal farming contributes to national CO2 emissions. Find out how much other sectors of agriculture add to the 15% from farming animals.
- Interpret the photo on p134. What does it add to Paul's views?
- Which do you believe is a stronger commitment in Paul's life - his dietary choices or his family? Give reasons for your opinion.

### **Connecting self to text**

- Do you have a personal story of decisions about food? Write about your choices, the reasons and any social implications. What were the consequences of your choices?

## Chapter 8

### Paul Connor – hunger-striker

Two major issues in this chapter are global inequality and the often selfish behaviour of wealthy countries, as shown in treaty negotiations. It also shows up in the failure of the United Nations to secure justice.

- Find the quote in this chapter that reflects this sentiment.

#### Further reading:

- [Climate change complicates efforts to end poverty](#)
- [World Bank infographics](#)
- Look at [Impacts of climate change](#) and [How climate anomalies affect our food](#)
- [Climate change: the poor will suffer the most](#)
  - In what ways can you connect climate change to poverty?

## Chapter 9

### Felicity Millner – lawyer

- Felicity speaks of the effects of mining on a local community. What are these and who are the most affected?
- Explain the links between HRL, Greenpeace and the four major Australian banks.
- How did the 'Quit Coal' activists gather community support for their STOP HRL petition?
- How would you sum up the outcome of the court case against HRL?

The chapter on Felicity ends with a recognition that more and more communities will be mounting legal challenges to do with climate change.

- Read [Dutch Citizens Are Taking Their Government To Court Over Climate Change](#) What are your views on this action?

## Chapter 10

### Julian Vincent – activist

- Comment on the extent of preparation for the climate change action at the Westpac's annual general meeting, giving evidence from the text. Include examples of similar careful organisation of direct-action events from this or other chapters.
- What was the significant message that was conveyed to the Westpac meeting?
- Julian gathered significant international experience in activism. Make a timeline of actions he was involved in from 2009 to 2013.
- Find out what 'divestment' means. Give an example of a recent divestment campaign. What is fossil-free divestment?
- Take a look at [Norway and Divestment](#) and explain in a sentence or two what moral question Norway's action on fossil fuels raises.
- What does 'impact investment' mean? What issues does it have a positive benefit upon?

## Chapter 11

### Carol Ryde – psychologist

- Agreement by scientists that climate change is real and caused mostly by humans is not the main point of this chapter. What is?
- Who are 'merchants of doubt'? How do they get coverage for their denial of climate change? Is the coverage in proportion to the balance of scientific opinion?
- Which Australian climate deniers have gained international recognition for their views? What do you think is motivating them?

- What is a think-tank? Give an example of a think-tank and say what it sets out to do.
- What are astroturfers? How do they get noticed?
- What is the biggest anxiety that haunts Carol?
- Is it fair to give space in the media to deniers and to businesses that want 'business as usual'?

## Chapter 12

### Dean Bridgfoot – vet

- Explain the use of irony by Dean's friend Quique in the opening paragraph.
- On page 219 Dean speaks of the world's poorest people being robbed of what little they had. Find out about the case against US oil company Chevron following its oil drilling in Ecuador, on [www.amazonwatch.com](http://www.amazonwatch.com).
- Watch the video on that site and using the formula AIDA (see below) discuss how persuasive the clip is.

**A**ttention: How does the clip gain your attention?  
**I**nterest: How does it hold your interest?  
**D**esire: What human desire does the clip appeal to?  
**A**ction: What action does the clip encourage you to do?

- Can you find another example of exploitation by big corporations, transnationals or multinational companies?

## AFTER READING CHAPTERS 1-12 (AND BEFORE READING 'WHAT NEXT?')

*Guarding Eden* is a persuasive text on the topic of climate change.

- Discuss **persuasion** and why you think the author might have written her book in this way. Would a factual book with many more statistics and more scientific evidence have had the same effect on you as the reader? Explain why.
- What is the author's view about government and corporations? Give three examples from the book to support your answer.
- Role-play a conversation on climate change with a person who denies that climate is changing or claims that it's not necessary to do anything about it.

## INVESTIGATING LITERATURE

### The characters

- What would you say most of these activists have in common? (You might want to look at backgrounds, personalities, values and beliefs.)
- Is there anything about the activists or their outlooks that strikes you as unusual or unexpected?

## Health and Wellbeing

Some campaigners mention the impact of their activism on their relationships with family and friends.

- Look for such comments in each chapter and make a list of the kinds of difficulties or stresses they refer to.
- Also note comments about other aspects of their lives that seem to be affected – jobs, income, social standing, safety, for example.
- Compare the effects that activism has had on the health and wellbeing of the activists featured in *Guarding Eden*. On the criterion of personal health, order the activist's chapters, from least to most impact.
- What are some of the positive outcomes in interpersonal and social relationships that activists enjoy? Give evidence from the text.

## Evaluating social, moral and ethical positions represented in texts [\(ACELT1812\)](#)

- Give examples of ethical arguments for and against action on climate change.
- What is the difference between 'evidence' and 'opinion?' Pick a chapter of the book and find evidence on aspects of climate change, and opinions about it.
- Create a classroom website about climate change and use this platform to express any urgency or feelings you might have on the topic. [Weebly](#) could be used for this.
- Using the [Scoopit](#) curating tool, gather resources on climate change. Include sites for energy efficiency and renewable energy.
- Look at this cartoon by Peter Nicholson. Explain the message behind the image. Do you think Paul Connor the hunger striker would have liked this cartoon? Why?



## GOING FURTHER

- What do you think are the biggest problems arising from climate change?
- What do we mostly use coal, gas and oil for?
- What are some of the consequences of using fossil fuels?
- What are the consequences of mining coal and exporting it?
- What are the pros and cons of fracking for gas?
- Apart from protesting about laws and decisions that favour fossil fuels, how are people trying to limit their carbon footprint?
- Find out what Germany is doing about climate change. And/or New Zealand, Denmark, Norway, China.
- Evaluate the role the Australian government is taking in combatting climate change.

## AFTER READING 'WHAT NEXT?'

- The book ends on page 237 with comment made by a member of the public. Have a class or group discussion about this led by a student moderator.
- The author challenges us to create some questions of our own. In groups, re-read 'What Next?' and formulate some further questions.

## FURTHER RESOURCES

### Sustainable Cities

With 89% of its population living in built-up areas, Australia is one of the world's most urbanised countries. With more and more people moving to urban areas, planning for low carbon and sustainable cities is vital. (Australian Bureau of Statistics)

<http://www.cityofsydney.nsw.gov.au/vision/sustainable-sydney-2030>

*'Sustainable Sydney 2030 is a set of goals we have set for our city to help make it as green, global and connected as possible by 2030. The plan will transform the way we live, work and play.'*

<http://www.acfonline.org.au/be-informed/sustainable-living/creating-sustainable-cities>

*'Imagine Australian cities as having exceptional public transport, low levels of pollution, locally produced renewable energy, ambitious energy and water conservation programs, a focus on local food production and a vibrant community-based culture.'*

*By tackling our reliance on non-renewable resources and rethinking how we measure the quality of our lives, we can create healthy, low carbon cities free of social disadvantage.'*

[http://www.acfonline.org.au/sites/default/files/resources/2010\\_ACF\\_SCI\\_Report\\_Comparative-Table\\_and\\_Fact-Sheets.pdf](http://www.acfonline.org.au/sites/default/files/resources/2010_ACF_SCI_Report_Comparative-Table_and_Fact-Sheets.pdf)

Read this report and create FIVE deep questions for others to explore

### OR

Read this report and create an inquiry for yourself to explore.

## Cars

The combustion of fossil fuels by motor vehicles is a significant contributor to Australia's greenhouse gas emissions. For every litre of petrol used, 2.3kg of carbon dioxide is released. (Australian Bureau of Statistics)

<http://www.ozcarpool.com.au/>

<http://www.goget.com.au/>

<http://myelectriccar.com.au/about/>

"When you drive electric you know you are experiencing what the future holds for transport – it just makes sense. No toxic emissions, quiet and cheap to run.\* I purchase green energy and have solar panels on the roof at home. Burning oil to power a vehicle is an inexcusable waste of a precious resource. From an energy security standpoint, from environmental and health perspectives, the sooner we transition to electric the better." *Leo Kerr, founder of My Electric Car*

(\*Based on electric power being sourced from renewable sources)

## Agriculture

2015 is an important year for the future of agriculture and development. Set by the UN, a new set of global Sustainable Development Goals, or "SDGs", will shape the next 15 years of policies and funding goals. Investing in the farming sector can help not only with hunger and malnutrition but also other challenges including water and energy use; climate change; and sustainable production and consumption in relation to food waste, use of natural resources, tourism and inefficient fossil fuel subsidies.

Look at [The story of agriculture and the green economy](#) by Farming First.

## Water

Lima, the capital of Peru, is part of a coastal desert - its annual rainfall is around 0.5 inches. But it has very high humidity, so the people at the University of Engineering and Technology of Peru came up with a creative idea: [a billboard that creates drinkable water out of air](#). This billboard in Lima, Peru produces around 100 litres of water a day from 'thin air'.

## Forests

Go to [Forests: A global perspective](#) How can forests reduce the global threat of climate change?

What does the acronym REDD stand for? What is the aim of the REDD program?

Look at [Forest shut down](#)

Can you comment on the work of REDD in the Kalimantan Forest?

## Energy

Look at [Renewable Energy World](#)

What are the renewable energies listed?

Take a look at other items about each of the renewable energies.

Also [Cool Australia Renewable Energy](#)

## Solar lighting

Watch [Solar lighting in the Philippines](#) How does this innovative but simple source of lighting change lives in the Philippines?

## Partnerships

An alternative to wood-fuelled stoves through a global partnership [Global Alliance for Clean Cookstoves](#)

## **OTHER USEFUL LINKS: thanks for help with this list to Helen Millicer of One Planet Consulting**

Below are a mix of Victorian, Australian and international websites that you might find helpful.

### **Choices We Make:**

Have fun and see how good or bad you really are! Play the game and calculate your ecological footprint:

Link [Footprint calculator](#)

### **Bikes for Fun and Transport:**

For information about bikes, getting started on riding, ride to school, work, holiday trail rides, local groups around Australia, government bike budgets and riding regulations:

Link [Bicycle network](#)

### **Electricity Retailers:**

For electricity retailers that sell renewable clean electricity and do not simultaneously campaign against renewable energy:

Links [Diamond energy](#) and [Powershop](#)

### **Grey Water Reuse and Good and Bad Detergents:**

To work out the size of your water tanks according to roof and rainfall use the free online Tankulator.

Link [Tankulator](#)

### **Carbon Emissions:**

To calculate your carbon emissions from electricity, gas, flights and car use, there are a number of free, easy online calculators. You can also offset your emissions by buying credits via tree planting, wind farms, etc. Your purchases support renewable energy and carbon reduction in Australia or elsewhere.

Link [Climate Friendly](#)

### **Climate Change in Australia:**

For the latest summary with graphs and facts on the current state of climate change impacts in Australia (2014) from the Bureau of Meteorology:

Link [Bureau of Meteorology](#)

### **World Bank Action on Climate Change:**

In addition to the United Nations, International Energy Agency, national and state governments, churches and NGOs, the World Bank is acting on carbon pollution and climate change:

Link [World Bank on climate change](#)

## REFERENCES

**Note on sources:** For ease of reading, *Guarding Eden* has no footnotes, but authoritative references to back up the science can be provided if you contact the author with your queries at <http://guardingeden.org.au/>.

'Get Connected: Persuading the World', World Vision, July 2014

'Forests: A Global Perspective' [Global Education](#)

## ABOUT THE WRITERS

### DEBORAH HART

Deborah Hart – 50, activist/writer/mother

Deborah Hart is the daughter of a career fossil-fuel engineer who designed the boilers at Victoria's coal-fired Hazelwood Power Station. She learned about the threat of climate change when she was 12 years old, from her father, who now absolutely supports her in her life's mission to offset climate change around the world. Deb helped found various activist organisations, most recently ClimActs, a political theatre troupe using spectacle and humour to draw attention to climate change.

For updates on campaigns etc., visit [www.guardingeden.org.au](http://www.guardingeden.org.au)

### Below, Deb describes her influences and work in her own words:

#### Early influences

I have been deeply concerned about the effects of increasing greenhouse gas ever since my dad explained it to me when I was in my early teens, while we were living in Texas because my father was working in the oil industry.

I still recall driving towards our new home in Port Arthur, Texas —the stench was so putrid I was afraid to breathe through my nose. I was seven years old and despite knowing my Australian-born Dad was a smart energy engineer, hearing that it was ok because our senses would soon die to the strange and horrible smell (like a chemical blend of rotting eggs) sounded like the craziest thing in the world to me. The sight of billowing black smoke and flames and the sounds from refinery flare-offs of toxic waste gases seemed so wrong and really frightening at night when the sky would appear ablaze. That was back in 1971 when science and energy experts didn't fully understand how delicately balanced the Earth's ecosystems are and how truly dangerous it is to destabilize them by mining and burning fossil fuels.

#### Becoming active

While working in arts development, managing the cultural investments of many fossil fuel companies, I was struck by how reliant our creative activities are on dirty money. Then in early 2006, after attending a joint Greenpeace and Environment Victoria briefing session, I became politically engaged as a climate activist. It was during a lunch break from my much appreciated job at the National Gallery of Victoria, and happened within an instant. One of the themes of the talk was Victoria's Hazelwood Power Station, likely the dirtiest coal-fired generator in the developed world. In 2005 a decision to extend its licence to operate by decades (it had been due to be closed in stages by 2005) virtually sailed through parliament. While on an SEC scholarship my father had designed the boilers for Hazelwood. He too was appalled by the decision. At the time I thought that the politicians must not know what they are doing, that they must not understand the science, and I wanted to rectify that. Now I know that I was just incredibly naïve.

#### Writing this book

So, I undertook this project to tell the stories of real climate activists in the hopes of enabling more people to better understand them, and the climate problem that is affecting all of us. I particularly wanted to demystify the notion that activists are 'extremists'/'alarmists'/'dangerous people' as governments and the mainstream media tend to portray them in order to dismiss what they are saying. Climate issues are typically presented as highly complex and often contentious when in fact they are simple to understand and with the right will and government policies could be easily addressed.

Without setting out to be, *Guarding Eden* ended up full of examples of how modern democratic systems are failing us in the most critical areas. The people and the circumstances in every chapter are different but the theme is the same: our systems of government have been

captured by powerful industries with myopic and insatiable appetites for profits, and the people working tirelessly to fight the 'good fights' for all of us need help now. My book aims to inform readers with independent information and to give them hope in humanity's capacity to transition to more sustainable systems that value and respect people and nature, above objects and things. Hopefully readers will feel inspired and identify a means of becoming politically engaged themselves.

I am not a climate scientist or a physicist or a doctor. Until very recently I was not even a writer. I am a mother, a wife, a sister, a friend, a colleague, a person working with many others in striving to secure a future that is best and fair for all. I wrote this book because I am in awe of the grassroots activists I have worked with for nearly a decade. Their tireless efforts in the face of overwhelming obstacles continue to fill me with hope.

### **MARILYN SNIDER**

Marilyn Snider is a published writer of articles for professional education journals and a creator of activities to align with the Australian Curriculum. Marilyn has been a teacher for more than 20 years and was a Global Education Officer at the Geography Teachers' Association of Victoria from 2011 to 2014. She is a professional learning consultant, involved with teachers in curriculum planning around many global issues including Sustainability and has also been a manager at Child's Play International, a resource assistant in a school library, a sexuality health educator and a Naplan writing assessor.