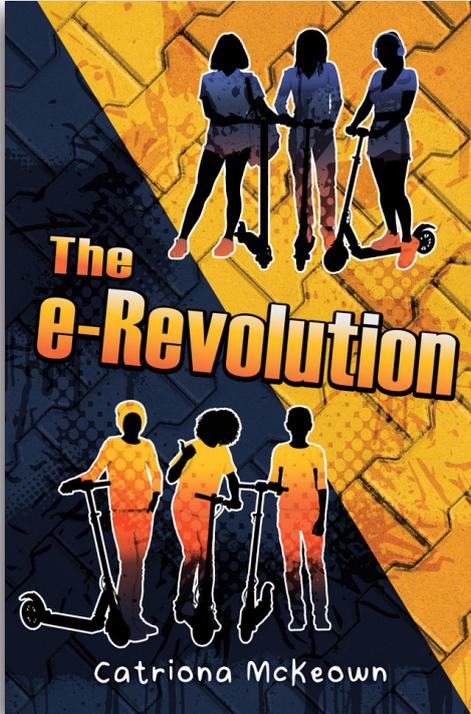


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# Teachers' Notes

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## THE E-REVOLUTION

Catriona McKeown

ISBN: 9781761112867

Reading level: reading age of 12+, interest age 14+

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### BOOK SUMMARY

All Jolie needs in life is a job—and an e-scooter to get her there. But when the town police launch an e-scooter blitz, Jolie and her friends begin to question the laws that restrict teens like them—teens who need the freedom only an e-scooter can offer.

Opposition comes from every direction: the school, the community, even the local council. What started as a fun rivalry between girls and boys turns into a fight for teenagers' rights.

To make real change, the teens must overcome challenge after challenge.

Will it all end in disaster—or spark an e-revolution?

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## THEMES

Friendship • Youth agency • Reconciliation • Civic participation •

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**Catriona McKeown is available for author talks and workshops.**

**Contact Rhiza Edge for more information.**

*The e-Revolution Teachers' Notes can be used in schools (independent learning, small groups, and whole classes); at home with caregivers; and as part of mental health support programs facilitated by counsellors, psychologists, children's charities, etc.*



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## ABOUT THE AUTHOR

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Catriona McKeown is an award-winning Australian author who writes to inspire young people to be true to their genuine self and to avoid succumbing to peer and cultural pressures.

While at university, Catriona studied History, Politics, English, teaching, and more recently, Inclusive Education. By day, she has more than 20 years experience working with teenagers in Secondary Schools. She loves to encourage students to explore their passions, and to help those who don't quite fit the 'box' school requires of them, to navigate the complexities of adolescence. By night, her studies have provided her with a wide scope of knowledge and experience, and she draws on all these areas when writing her novels and novellas.

As a mother of three, she also draws inspiration from her own experiences raising teenagers in today's world, enriching her storytelling with empathy and insight. Through her dual roles as an author and educator, Catriona endeavours to empower her audience with the confidence to embrace their individuality. Her commitment to instilling resilience and self-assurance in young minds resonates deeply in her work, leaving an indelible mark on readers as they embark on their own paths toward fulfilment and success.

You can follow along on Catriona's writing journey through her website, on Facebook, Instagram and LinkedIn.

### AUTHOR NOTES

I developed a great interest in politics in my final years of high school, when 'politics' was the only subject I was remotely interested in taking on one of the school's lines. It turned into one of my favourite subjects and I went on to study it at university - perhaps because it gave my dad and I something to share an interest in! So when a student of mine also showed great interest in politics, and went on to be a wonderful community advocate and political activist, I decided to write a story about it! And of course e-scooters and e-bikes are always making their way into the news, as the bikes are misused and often illegal. I combined the two interested and developed a group of teens who want to stand up for their rights to ride e-scooters, but within the safety of our legal world. They're a fun group of teens, some with a neurodiversity that helps drive them to take up arms against the school, the council, and even the state government!

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## OVERVIEW

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### MAIN CHARACTER

**Jolie** is determined and independent, eager to prove she doesn't need adults to manage her life. To her, an e-scooter represents freedom — the ability to get to school, to work, and to move through her world on her own terms. When new rules and school bans threaten that independence, Jolie refuses to accept them quietly.

What begins as rivalry with the boys quickly grows into something bigger when fines and regulations affect the whole student community. Jolie steps into unfamiliar territory, learning about petitions, politicians and the different levels of government. She is bold and passionate, but also impulsive, and her determination sometimes causes tension with the very friends she is trying to defend.

Alongside her fight for change, Jolie must navigate fractured relationships. In particular she struggles with Toby and her estranged father. Over the course of the novel, she learns that real leadership requires empathy, patience and accountability. Jolie's journey is one of growth: from frustration to thoughtful action, and from division to renewed connection.

Jolie's Strengths	Jolie's Weaknesses
Determined: Refuses to accept rules she believes are unfair.	Impulsive: Acts quickly without fully considering consequences.
Courageous: Willing to question authority and speak up.	Stubborn: Struggles to admit when she is wrong.
Natural Leader: Motivates her friends to take action.	Competitive: Rivalry with the boys clouds her judgement.
Loyal: Cares deeply about her friends, even during conflict.	Emotionally Guarded: Avoids difficult conversations, especially with her father.

### OTHER CHARACTERS

**Bronwyn (Bron):** Bron is bold, outspoken and quick to escalate the girls' rivalry with the boys. She thrives on competition and is often the one to keep the "fire" of their campaign alive. While her energy helps propel the movement forward, it can also intensify conflict. Bron's character highlights how passion can both unite and divide a group.

**Charlotte:** Charlotte is one of Jolie's closest friends and often her steadying influence. While she shares Jolie's passion for fairness, Charlotte is more cautious and thoughtful in her approach. She sometimes questions whether their tactics are the right ones, showing a moral awareness that balances Jolie's impulsiveness. Charlotte values loyalty and fairness, and her friendship with Jolie is tested as the campaign grows more complicated.

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**Hayley:** Hayley is a quieter member of the friendship group but remains a loyal supporter. She may not lead from the front, but her presence reinforces the idea that collective action depends on many different personalities working together. Hayley represents the importance of solidarity, even when someone is not the loudest voice in the room.

**Toby:** Toby has been Jolie's friend for many years, and their relationship carries a depth that differs from her friendships with the others. When trust is broken, Toby's hurt is profound, revealing how much their friendship matters to him. His reaction to being set up forces Jolie to confront the consequences of her actions. Toby's character underscores themes of accountability, forgiveness and renewed connection.

**Max:** Max is closely involved in the rivalry between the boys and girls and becomes directly affected by the e-scooter fines. His frustration reflects the broader unfairness the teens feel, but he also represents how quickly situations can escalate when pride is involved. Max's experience adds urgency to the group's push for change.

**Councillor Richardson (Patrick):** Patrick works in local council and initially appears to be a potential ally for Jolie and her friends. He explains the difference between local and state government, helping the teens understand the limits of his power. However, when he must distance himself from their campaign, Jolie begins to see how political realities can complicate good intentions. Patrick serves as a bridge between youthful activism and the practical constraints of governance.

**Principal Davis:** Principal Davis enforces the school's interpretation of government regulations, prioritising safety and compliance over student independence. While he is not portrayed as cruel, he represents institutional authority and the frustration that can arise when adults make decisions on behalf of young people. His role challenges Jolie to approach change more strategically.

**Jolie's Father:** Absent for much of Jolie's life, her father represents unresolved hurt and emotional distance. His attempt to reconnect creates tension, as Jolie is unsure whether she can trust him. Over time, their relationship begins to shift, reflecting the novel's broader message about reconciliation and the possibility of second chances.

## UNDERSTANDING PARLIAMENT AND CIVIC ACTION

In *The E-Revolution*, government decisions directly affect Jolie and her friends. What begins as frustration over e-scooter rules becomes a lesson in how laws are made — and how citizens can influence change.

In Queensland, laws are created and reviewed through the Queensland Parliament. Members of Parliament debate proposed laws, respond to community concerns, and vote on changes. Jolie's journey reflects this real-world process: she learns that before change can happen, you must understand who has the power to make decisions.

### The Three Levels of Government

A key turning point in the novel is recognising that different levels of government have different responsibilities:

- Local Government: Manages community services but cannot change state road laws.
- State Government: Oversees areas such as education and road rules — including e-scooter regulations.
- Federal Government: Handles national matters.

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Understanding this distinction helps Jolie and her friends direct their campaign more effectively.

## **PETITIONS AND COMMITTEES**

The Queensland Parliament provides formal pathways for public participation.

**Petitions** allow citizens to formally request action from Parliament. When tabled, they must receive an official response.

**Parliamentary Committees** investigate issues in detail. They gather evidence, hear from the public, and make recommendations for change. Committees give citizens, including young people, the opportunity to contribute their perspectives.

## **WHY CIVIC PARTICIPATION MATTERS**

Through their campaign, Jolie and her friends discover that effective change requires more than passion. It demands research, persistence, cooperation and respectful engagement.

By learning how Parliament works, students can begin to see themselves not just as rule-followers, but as active participants in democracy.

## **MESSAGE OF THE NOVEL**

*The E-Revolution* explores what it means to find your voice, not only in friendship but in the wider community. It captures the frustration young people can feel when decisions are made for them, and the courage it takes to question rules that seem unfair. Through Jolie's campaign, the novel highlights the tension between independence and responsibility, showing that growing up involves learning how to channel passion into purposeful action.

At its heart, the story reminds readers that meaningful change rarely happens alone. It requires persistence, cooperation, and a willingness to listen as well as speak. As relationships are tested and repaired, Jolie discovers that leadership is not about winning, but about accountability, empathy, and working together to create something better.

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## DISCUSSION QUESTIONS

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### GENERAL QUESTIONS

1. Why is owning an e-scooter so important to Jolie at the beginning of the novel?
2. What events lead to the school banning e-scooters?
3. Why are the fines given to Max and Toby such a turning point in the story?
4. What mistake do the girls make that damages their friendship with the boys?
5. What role does Councillor Richardson (Patrick) play in helping the teens understand government?
6. How does the situation with the e-scooters affect students beyond Jolie and her friends?
7. What do you think Jolie learns by the end of the novel?
8. Name three reasons why Jolie is so determined to have her own e-scooter.
9. Why might buying Charlotte's e-scooter through Facebook Marketplace not have been the best decision?
10. What laws do the girls agree to follow when riding their e-scooters?
11. Which law do they ignore, and why? Do you think this was a wise choice?
12. What happens to Charlotte that lands her in hospital?
13. Why does Toby decide to sell his e-scooter? Give two reasons.
14. What changes do the teens eventually help secure in their town?
15. What does the word revolution mean? Do you think *The E-Revolution* is an appropriate title? Explain your reasoning.
16. What are three important lessons Jolie learns by the end of the novel?

### FRIENDSHIP

1. How does the rivalry between the girls and boys affect their decision-making?
2. In what ways is Jolie's friendship with Toby different from her friendship with the others?
3. Why is Toby especially hurt when he discovers the girls set the boys up?
4. Describe Jolie's friendship with Bron. Does Bron always support Jolie's decisions, or does she challenge her? Why is this important in a friendship?
5. Do you think the group would have achieved change without repairing their relationships? Why or why not?
6. At the beginning of the story, how do the girls treat the boys? What does this suggest about their relationships?
7. Why are the girls especially upset when Toby is fined?
8. Toby is deeply hurt when he discovers the girls set the boys up. Why does this betrayal affect him so strongly?

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9. How does Jolie attempt to repair her friendship with Toby?
  10. How do the girls' attitudes toward the boys begin to shift as the campaign develops?
  11. What actions demonstrate that the rivalry has evolved into genuine friendship by the end of the novel?
  12. Who do you think is the most loyal or supportive friend to Jolie? Support your answer with examples from the text.
  13. What ultimately restores trust within the group?
  14. What does the novel suggest about loyalty and accountability in friendships?

## **YOUTH AGENCY**

1. What motivates Jolie to take action instead of accepting the rules?
2. How does Jolie's understanding of leadership change throughout the story?
3. What mistakes does Jolie make as she tries to stand up for her rights?
4. How do the teens show that young people can influence decisions?
5. What does the novel suggest about the difference between reacting emotionally and acting strategically?
6. What two actions does Patrick suggest the teens take to begin making change?
7. Charlotte says, "If we started a fire on the weekend, we need to keep it going." What does the "fire" represent?
8. Do you think Jolie shows courage in the novel? Provide examples to support your view.
9. Is there an issue in your local community that you feel strongly about? How might you take action?
10. What rights or freedoms do Jolie and her friends believe they are standing up for?
11. Why do they feel these rights are being restricted or treated unfairly?
12. Identify two different strategies the girls use to draw attention to their cause. Do you think these tactics are effective or responsible? Why or why not?
13. What risks do the girls take by speaking out publicly?
14. Jolie chooses to meet with Principal Davis on her own. What concerns does she raise, and what do they reveal about her values? What does she hope to achieve?
15. Why does Jolie advocate for Max's confiscated e-scooter, even though it does not directly affect her? What does this suggest about her character?
16. How does Jolie's confidence grow over the course of the novel? Provide examples.
17. Which of Jolie's actions would you find most difficult to do yourself?
18. What does the novel itself suggest about the power young people have to influence change?

### **Extension Activity:**

Write a short paragraph explaining your opinion about e-scooters or e-bikes and whether young people should have greater independence when using them.

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## CIVIC PARTICIPATION

1. Why is the local councillor unable to change the e-scooter laws?
2. What are the three levels of government, and which one controls road rules?
3. What is a petition, and how is it used in the novel?
4. Why does Principal Davis refuse to allow petition signatures at school? Do you think his reasoning is fair?
5. What does the novel teach readers about how laws are changed?
6. Do you think the teens' campaign was effective? Why or why not?
7. How does Patrick explain the difference between local and state government?
8. What is a Parliamentary Committee, and what role does it play in decision-making?
9. Why does Patrick temporarily step back from supporting the teens? What does this suggest about politics?
10. What complaints does the public raise at the car wash? Do you agree with any of them?
11. What does the novel teach readers about how laws are changed in Queensland?

### Extension Activity:

Research recent e-bike or e-scooter incidents. Does this information influence your opinion about regulations?

## RECONCILIATION

1. At the beginning of the novel, why does Jolie resist having a relationship with her father? What reasons does she give for keeping her distance?
2. What begins to shift in Jolie's attitude toward him?
3. Why is admitting fault important in restoring trust?
4. Do you think reconciliation requires courage? Explain your answer.
5. How does Jolie's father attempt to reconnect with her?
6. What restores the broken relationship between Jolie and Toby?
7. What does the novel suggest about forgiveness and second chances?
8. How does Jolie initially feel about receiving the e-scooter from her dad for her birthday? Why does this gift create mixed emotions for her?
9. What steps does Jolie's father take to begin rebuilding trust with Jolie's mother? How does this gradually affect his relationship with Jolie?
10. What does Jolie begin to realise about forgiveness as the story progresses?
11. After the boys discover they were set up, how does Jolie attempt to repair the damage?
12. Do you think reconciliation requires courage? Use examples from the novel to support your answer.
13. Describe a time when you had to repair a relationship with a friend or family member. What did you learn from that experience?

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## CLASSROOM ACTIVITIES

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### UNDERSTANDING GOVERNMENT

#### Three Levels of Government

Create three posters labelled:

- Local Government
- State Government
- Federal Government

Your teacher will provide scenario cards (e.g. road laws, libraries, national defence, public transport). In groups, decide which level of government is responsible and place each card on the correct poster.

Consider:

- Why couldn't a local councillor change the e-scooter laws?
- Why is it important to understand where power sits?

### COMMUNITY LAW REVIEW PANEL

In *The E-Revolution*, Jolie speaks at a parliamentary committee.

Form a Community Law Review Panel in your classroom.

Assign roles such as:

- Panel Chair
- Youth Representative
- Police Officer
- Parent
- Local Business Owner
- Community Member

Each person prepares a short statement outlining:

- Their concerns
- One proposed solution

The Panel asks questions and writes three recommendations beginning with: *"The Panel recommends that..."*

Discuss:

- Was it easy to reach agreement?
- Why is it important to hear different perspectives?

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## HOW A LAW CHANGES

Changing laws is a process.

In groups, create a simple flowchart showing how a law might change. Include steps such as:

- Identifying a problem
- Raising awareness
- Gathering support
- Committee review
- Parliamentary debate
- Law amendment

Present your flowchart as a poster or short explanation.

Consider:

- Why can't one person change a law alone?
- What qualities are needed to create change?

## CREATE A PETITION

In the novel, the teens gather support through a petition. Choose an issue you care about (school, community, environment).

Draft a short petition that includes: a clear problem, reasons or evidence, a specific request, respectful language, swap with a partner and provide feedback.

Think about:

What would convince someone to sign?

## CAMPAIGN DESIGN

The teens use social media and fundraising to raise awareness. Design your own campaign about an issue that matters to you.

You may create: a slogan and hashtag, a social media post, a short video script, a poster

Consider:

- Who is your audience?
- How will you persuade them?

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# KEY CURRICULUM AREAS

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## CURRICULUM V9

### YEAR 7

#### English

**AC9E7LE03** – Explain how language features and literary devices influence audience response.

**AC9E7LY01** – Analyse how texts reflect contexts.

**AC9E7LY05** – Use comprehension strategies to interpret and evaluate ideas in texts.

#### Civics and Citizenship

**AC9HC7K03** – Explain the key features of Australia’s system of government, including the roles of the executive, legislative and judicial branches, and how laws are made.

**AC9HC7K04** – Describe the role of parliament and representatives in Australia’s democracy.

**AC9HC7S02** – Identify how citizens can participate in Australia’s democracy.

**AC9HC7S03** – Develop questions and explanations about civics and citizenship issues using evidence.

### YEAR 8

#### English

**AC9E8LE03** – Explain how language and/or images position readers to respond and form viewpoints.

**AC9E8LY01** – Identify how texts reflect contexts.

**AC9E8LY03** – Analyse how language features vary according to purpose and audience.

#### Civics and Citizenship

**AC9HC8K04** – Explain the rights and responsibilities of Australian citizens and how they contribute to democracy.

**AC9HC8S03** – Analyse issues and develop evidence-based conclusions about civic participation.

#### Health and Physical Education

**AC9HP8P03** – Examine how roles, decision-making and levels of power influence relationships.

**AC9HP8P05** – Investigate strategies to promote inclusion and respectful relationships in communities.

### YEAR 9

#### English

**AC9E9LA08** – Analyse how vocabulary choices contribute to style, mood and tone.

**AC9E9LY01** – Analyse how representations reflect contexts.

**AC9E9LY03** – Analyse and evaluate how language features represent perspectives.

**AC9E9LE04** – Analyse texts and evaluate the aesthetic qualities of an author’s style.

#### Civics and Citizenship

**AC9HC9K02** – Explain the role of political parties and independent representatives in Australia’s political

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system.

**AC9HC9S02** – Analyse how citizens can participate in Australia’s democracy and influence political decision-making.

### **Drama (role-play activities)**

**AC9ADR9D01** – Develop performance skills to communicate roles and characters.

**AC9ADR9C02** – Rehearse and refine drama to unify dramatic meaning.

## **YEAR 10**

### **English**

**AC9E10LA01** – Understand how language can empower or disempower people.

**AC9E10LE04** – Evaluate the social, moral or ethical positions represented in literature.

**AC9E10LE03** – Analyse how aesthetic qualities influence audience response.

**AC9E10LY03** – Analyse and evaluate how language features represent values and attitudes.

### **Civics and Citizenship**

**AC9HC10K02** – Analyse how Australia’s political and legal systems support democratic processes.

**AC9HC10S03** – Evaluate how individuals and groups influence change in democratic systems.

## **CURRICULUM 8.4**

### **SENIOR SECONDARY**

#### **English**

*The e-Revolution* can be used as a text for Years 11 and 12. It can be used in English, Literature and Essential English. The applications can include the intersection of humanities, health and civics. Character arcs and motivations can also be observed.