

Questions for discussion

Episode 9
4th April 2017

Cyclone Debbie

1. As a class, discuss the BTN *Cyclone Debbie* story. What were the main points of the discussion?
2. Describe the impact Tropical Cyclone Debbie had on parts of Queensland.
3. Where in Queensland did the cyclone hit?
4. How was Hunter's family affected?
5. Where did his family go during the cyclone?
6. How did Hunter's family prepare for the cyclone?
7. How was Ashley and her family impacted?
8. Describe the support people have received.
9. Write a message of support and post it in the comments section on the *Cyclone Debbie* story page.
10. How did this story make you feel?

Watch the BTN [Storms Explained story](#) to find out more about cyclones.

Cashless Society

1. What was the main point of the BTN story?
2. How has the way we pay for things changed over the years?
3. The Reserve Bank says fewer people are getting money out to pay for things. True or false?
4. What change are they bringing in this year?
5. Some experts predict Australia could be cash-free by _____.
6. How are charities affected by a cashless society?
7. What are they trying out so people can still donate?
8. What are the advantages and disadvantages of a cashless society?
9. Do you think a cash-free society is a good idea? Give reasons for your answer.
10. What did you learn watching the BTN story?

Write a message about the story and post it in the comments section on the story page.

Understanding Space

1. What is the BTN story investigating?
2. How many planets are there in our solar system?
3. Our solar system is just one of more than _____ solar systems in the Milky Way.
4. Finish the following sentence: The Milky Way is just one of hundreds of billions of...
5. Where does Martin work?
6. How does Martin explain the centre of the universe?
7. How is space like the surface of a balloon?
8. What was surprising about this story?

9. Name three things you learnt watching this story.
10. Illustrate an aspect of this story.

Write a message about the story and post it in the comments section on the story page.

Cloud Atlas

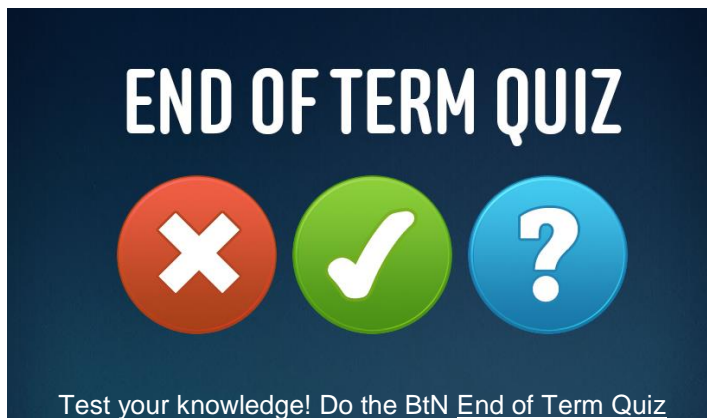
1. Briefly explain how clouds form.
2. Why are clouds an important part of the earth's atmosphere?
3. What does a meteorologist study?
4. What is a Cloud Atlas?
5. When was it first published?
6. What does a cumulus cloud look like?
7. What is the name of the cloud that brings rain and lightning?
8. The Cloud Atlas has special clouds that are defined by the unusual ways they form. Give an example of one.
9. Describe the cloud that Gary helped get into the Cloud Atlas.
10. What do you understand more clearly since watching the BTN story?

Check out the [Cloud Atlas resource](#) on the Teachers page

Silo Art

1. Explain the BTN *Silo Art* story to another student.
2. In which country town is the artwork being created?
3. Who is Guido van Helten?
4. In your own words, describe his artwork.
5. What is the aim of the 'Creating Coonalpyn' project?
6. Why did Guido decide to feature local kids in his design?
7. How does he create the artwork on the silos?
8. How tall are the paintings?
9. Do you think the artwork will encourage people to stop at Coonalpyn? Give reasons for your answer.
10. Do you think the artwork is effective? Explain your answer.

Check out the [Silo Art resource](#) on the Teachers page.



Clouds

FOCUS QUESTIONS

1. Briefly explain how clouds form.
2. Why are clouds an important part of the earth's atmosphere?
3. What does a meteorologist study?
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9. Describe the cloud that Gary helped get into the Cloud Atlas.
10. What do you understand more clearly since watching the BTN story?

ACTIVITY

Class Discussion

Watch the BTN *Cloud Atlas* story and discuss the information raised as a class. What questions do students have (what are the gaps in their knowledge)? The following questions may help guide the discussion:

- What are clouds? Come up with a definition.
- What have you noticed about clouds?
- How do clouds form?
- What are the main types of clouds?
- What is the Cloud Atlas?

The following KWLH organiser provides students with a framework to explore their knowledge on this topic and consider what they would like to know and learn.

<i>What do I know?</i>	<i>What do I want to know?</i>	<i>What have I learnt?</i>	<i>How will I find out?</i>

KEY LEARNING

Students will develop an understanding of how clouds form and the different types of clouds.

AUSTRALIAN CURRICULUM

Science – Year 4

Represent and communicate observations, ideas and findings using formal and informal representations ([ACSI071](#))

Science – Year 5

Solids, liquids and gases have different observable properties and behave in different ways ([ACSSU077](#))

Science – Year 7

Some of Earth's resources are renewable, including water that cycles through the environment, but others are non-renewable ([ACSSU116](#))

ACTIVITY

How do Clouds form?

Ask students to watch the [Science of Clouds video](#) which explains the water cycle. Ask students to explain each component of the water cycle:

Evaporation
Condensation
Precipitation



Create a diagram that shows the water cycle.

ACTIVITY

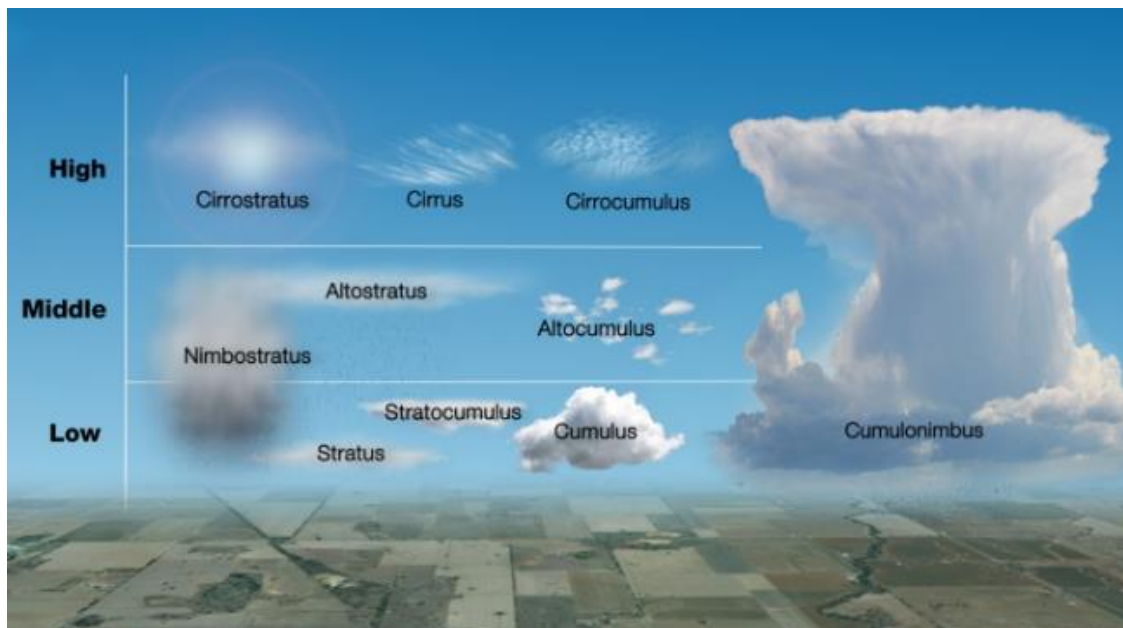
Types of Clouds

Students will explore in more detail the main types of clouds. Explain to students that clouds are categorised by where they sit in the atmosphere – low (earth's surface to 2.5km), middle (2.5-6km) or high (above 6km).

Many words in science come from Latin. Clouds are given Latin names which describe their characteristics. For example, stratus which means *flattened* or *layer*, cirrus which means *curl of hair*, and cumulus which means *heap* or *pile*.

Show students the [image below](#) and choose a cloud type from each layer (high, middle and low) to find out more about. Ask students to:

- Name of cloud
- Describe the appearance of the cloud
- Meaning in Latin
- Interesting fact



Source: [Bureau of Meteorology](#)

ACTIVITY

Identify the Cloud

Students will learn to identify different types of clouds. Ask them to look at the photographs of the different types of clouds and name each cloud.

Cumulonimbus Cumulus Cirrus Stratus



Type of cloud:



Type of cloud:



Type of cloud:



Type of cloud:

ACTIVITY

Keep a Cloud Journal

Students will keep a cloud journal for a week. Observe and record the following each day:

Observe: What type of clouds are in the sky?

Record: Take a photograph of the clouds.

Predict: Make some predictions about the weather. Is it likely to rain? Were their predictions correct?

ACTIVITY

Cloud in a Jar Experiment

Students will gain a better understanding of how clouds are made by conducting the *Cloud in a Jar* experiment. The following [video](#) has the list of materials and instructions for the experiment. Ask students to summarise the experiment and explain what happened to make the cloud.



ACTIVITY

Create a Quiz

Use [Kahoot!](#) to test students' knowledge about clouds. Quizzes can be created to recap learning or test personal knowledge. There is also the option to connect with classrooms around the world and play kahoot in real time.



USEFUL WEBSITES

NASA – What are Clouds?

<https://www.nasa.gov/audience/forstudents/5-8/features/nasa-knows/what-are-clouds-58.html>

PBS Learning - Cloud Types Interactive

https://www.pbslearningmedia.org/asset/ess05_int_cloudtype/

BOM – Clouds

<http://www.bom.gov.au/info/clouds/>

BOM – What's that Cloud?

<http://media.bom.gov.au/social/blog/895/whats-that-cloud/>

NASA – Cloud Identification Chart

https://scool.larc.nasa.gov/pdf/1-PageCloudChart/Cloud_ID.pdf

Youtube – Why do clouds stay up?

<https://www.youtube.com/watch?v=DjByja9ejTQ>

CBBC Newsround – New Type of Cloud in the Sky

<http://www.bbc.co.uk/newsround/39398682>

ABC News – Asperitas: How a Tasmanian geologist helped classify a new type of cloud

<http://www.abc.net.au/news/2017-03-23/asperitas-burnie-mans-cloud-dreams-come-true/8379362>

ABC Science – Cloud Quiz

<http://www.abc.net.au/news/interactives/quiz/?quiz=1475815830.9375&v=4.2.0>

Teacher Resource

Silo Art

FOCUS QUESTIONS

1. Explain the BTN *Silo Art* story to another student.
2. In which country town is the artwork being created?
3. Who is Guido van Helten?
4. In your own words, describe his artwork.
5. What is the aim of the 'Creating Coonalpyn' project?
6. Why did Guido decide to feature local kids in his design?
7. How does he create the artwork on the silos?
8. How tall are the paintings?
9. Do you think the artwork will encourage people to stop at Coonalpyn? Give reasons for your answer.
10. Do you think the artwork is effective? Explain your answer.

ACTIVITY

Class Discussion

After watching the BTN *Silo Art* story, respond to the following questions:

- What did you SEE in this video?
- What do you THINK about what you saw in this video?
- What does this video make your WONDER?
- What did you LEARN from this story?
- How did this story make you FEEL?
- What was SURPRISING about this story?

Hold a class discussion about the BTN *Silo Art* story then ask student to respond to the following questions:

- Where is the artwork that featured in the BTN story?
- What is the aim of the project?
- Why were children chosen as the subjects?
- What do you think would have been some of the challenges of the project?

KEY LEARNING

Students will respond to the artwork of Guido van Helten and develop a deeper understanding of the purpose of public art.

AUSTRALIAN CURRICULUM

The Arts / Visual Arts – Years 3/4
Identify intended purposes and meanings of artworks using visual arts terminology to compare artworks, starting with visual artworks in Australia including visual artworks of Aboriginal and Torres Strait Islander Peoples ([ACAVAR113](#))

The Arts / Visual Arts – Years 5/6
Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions ([ACAVAM114](#))

The Arts / Visual Arts – Years 7/8
Identify and connect specific features and purposes of visual artworks from contemporary and past times to explore viewpoints and enrich their art-making, starting with Australian artworks including those of Aboriginal and Torres Strait ([ACAVAR124](#))

Develop ways to enhance their intentions as artists through exploration of how artists use materials, techniques, technologies and processes ([ACAVAM119](#))

Analyse how artists use visual conventions in artworks ([ACAVAR123](#))

ACTIVITY

Coonalpyn Silo Art

Students will examine the art created by Guido van Helten on the silos in Coonalpyn, South Australia. Ask them to respond to the following:

- Describe the artwork giving as much detail as possible.
- What materials, techniques and special equipment were used? Why might the artist choose these materials?
- What do you like or dislike about the artwork? Why?
- What emotions does the work evoke/ how does it make me feel?
- Do you think the artwork is effective? Explain your answer.



Design your own silo artwork

What would you paint on a silo? Students design an artwork they think would work on a silo. They could create a self-portrait or use objects or ideas that reflect the rural community. Students share their designs with the class. They may be able to use their designs to create artworks on objects in the school, for example, water tanks.

ACTIVITY

Meet the Artist

Students will find out more about the work of Guido van Helten, the artist who created the artwork on the silos in Coonalpyn.

Look at [Guido's artworks](#) and ask students to describe the type of artworks he creates. Then ask them to choose one piece that they are interested in and explore in detail.

- What is it? Describe what the artwork looks like using as much detail as possible.
- What materials are used to make this artwork?
- Draw a picture of the artwork.
- What do you like or find interesting about the artwork?
- Why do you think the artist created the artwork?



Source: [Guido van Helten](#)

ACTIVITY

Public Art

Students will find out more about what the purpose of public art is. Use the following questions to help guide discussion:

- What is public art?
- Where might you see public art?
- Can you think of examples of public art in your community? Describe the art.
- What is the purpose and value of public art?

Students can design a piece of public art or an artwork for their school.



Source: [KidTown](#)

USEFUL WEBSITES

ABC Landline – Creating Coonalpyn

<http://www.abc.net.au/landline/content/2017/s4642553.htm>

Guido van Helten

<http://www.guidovanhelten.com/>

ABC Rural – Brim silo artwork: the tall tales and colourful characters behind Guido van Helten's paintings

<http://www.abc.net.au/news/2016-01-07/brim-grain-silos-guido-van-helten-art-wimmera-victoria/7072768>

BtN: Episode 09 Transcript 4/04/17

Hi I'm Nathan Bazley and this is BTN!

Coming up today

- A world without cash? We find out how it might happen sooner than you think.
- Jack takes on a 'BTN Investigates' question that's out of this world.
- And Kind Classrooms wraps up with a look at just some of the schools that helped make the world a better place.

But first:

Cyclone Debbie

Reporter: Natasha Thiele

INTRO: We're taking a look at the destruction caused by Cyclone Debbie last week. Soon, we'll hear all about the flooding that it caused through South East Queensland and Northern NSW. But first we'll find out what it's like to go through a cyclone from two kids that experienced it first-hand.

This is the sound a powerful tropical cyclone makes when it hits your house. Those powerful winds, combined with incredibly heavy rain, destroyed homes, trees and crops along the north coast of Queensland on Tuesday. And afterwards tens of thousands of people were left without power just like Hunter and his family who live in Cannon Valley. Hunter was going to report on the cyclone for us as a Rookie Reporter, but without power it's been tough to charge up his camera or connect to the internet.

REPORTER: Hey Hunter, how you going? I've heard power's been a pretty big issue over there at the moment, you've been filming some stuff for us but you can't get a lot of it through. Can you tell us what Cyclone Debbie was like?

HUNTER: Well it was a devastating scene and it was really scary!

REPORTER: And were you like hiding in the bathroom or what were you guys doing?

HUNTER: Well at the start when it wasn't like, when the first time we were just outside in our, we were inside but then when it, after the second bit we went into our bathroom because it started getting really strong winds.

In the days leading up to the cyclone, people were warned to prepare for the worst.

Some people had to be evacuated, while others got ready by stocking up on things like water and batteries and they tried to protect their homes and businesses by sandbagging them.

Another of our Rookie Reporters Ashley woke up the day after the cyclone hit to see all the damage. She still doesn't have any power so she had to join me on the phone too.

REPORTER: What about when you woke up the next day after the cyclone had passed. Can you tell me what that was like?

ASHLEY: It was very messy, paper everywhere! Trees fallen, branches, leaves so we had to rake it all up.

REPORTER: And what about the water situation? What's it been like not having a lot of you know fresh water?

ASHLEY: Well we did get fresh water 5 days later, but we had to have a bath in the pool or we had to have a shower but we had water in a bucket.

REPORTER: Ashley, have all your neighbours been coming together to help clean up as well?

ASHLEY: Yeah sometimes for power 'cause most people got generators and well we started cleaning up and putting it at the front and the neighbours came and started doing that too.

It's not just neighbours that have been coming together and helping each other out. Emergency services and the army have been working hard too.

ASHLEY: The support team is cleaning up the streets you can see by that.

Even kids have had to pitch in!

ASHLEY: There was a lot of rain last night and now the sun's up we've got to start cleaning again.

While it might take some time to repair the damage caused by Cyclone Debbie, people right around the country and the world have been showing their support. And everyone's hoping it won't be too long before things get back to normal.

STUDENTS 1: We and the community around us support you with what you're going through and will keep you in our prayers.

STUDENTS 2: We just wanted to send our wishes to all those affected by Cyclone Debbie!

STUDENTS 3: Best wishes from your neighbours in PNG!

STUDENTS 4: And we wish you the best of luck with the recovery.

This Week in News

Sticking with the fallout from Cyclone Debbie and while the damaging winds eased flooding rains continued over huge parts of Queensland and northern New South Wales.

Some people had lucky escapes like Erin whose brother caught her arm just as a torrent of water burst into their garage.

NICK AND ERIN: I grabbed her, he pulled me back.

NICK: It was the scariest moment I've ever been in.

ERIN: I was just shocked. I was terrified.

Those that did evacuate are now coming home to begin the massive clean-up. Which could take weeks or even months.

KID: How long do you think it's going to take? Umm, maybe two hours! Haha I think it's going to take you a little bit longer more like two weeks I think, mate! Yeah, yeah it might.

But the worst isn't over in some areas. Rockhampton in Queensland is expecting more flooding over the coming days as river levels rise.

In other news this week, the CSIRO has found that four out of five Aussies still aren't eating enough fruit and vegetables!

The science organisation surveyed more than 100 thousand people in the biggest study of its kind ever done in Australia and it found that only 24 per cent of women and 15 per cent of men are getting their recommended daily dose of two serves of fruit and five serves of veggies.

For the first time ever SpaceX has launched a satellite into orbit on a recycled rocket!

Unlike most rockets these Falcon Nines are designed to be partly re-usable. This one was launched and successfully landed a year ago and SpaceX boss Elon Musk says its second flight is a big deal.

ELON MUSK: It means you can fly and refly an orbit class booster which is the most expensive part of the rocket. This is gonna be a huge revolution in space flight. It's the difference between if you had airplanes and you threw away the airplane after every flight versus you could reuse them multiple times.

And it was International Pillow Fight Day on the weekend!

To mark the date, public pillow fights were held around the world including in New York and Toronto where unrelated costumes were optional.

But despite the presence of some war paint and army-print, it was all done in a friendly spirit with only soft pillows allowed.

Cashless Society

Reporter: Amelia Moseley

Next up, the end of cash might be a step closer after the Reserve Bank announced it will soon roll out a new way of transferring money to people. They say it will help consumers buy things quickly and easily without notes and coins. But there are some groups who aren't looking forward to the move away from money. Take a look.

KID 1 Hello.

KID 2 Hello.

KID 3 Hello.

KID 3 Friend 4792, look at this! I have to have it!

KID 1 Nice choice.

Ok, so buying things in the future might not look exactly like this, but we really could end up living in a society where cash isn't needed! It's a change that's been steadily happening over the past few decades. We've gone from cash only to writing out cheques, to bankcards, ATMs and EFTPOS, and more recently 'tap and go' and mobile pay.

AMELIA, REPORTER Now, the Reserve Bank of Australia says way fewer people are getting money out to pay for things. So it's bringing in a big change this year.

It'll make it easier and faster for people to transfer money to each other for free, almost instantaneously, using only a phone number or email address.

With this latest push, some experts now predict Australia could even be cash-free by 2020! While others reckon, it'll take a bit longer before we're there.

KID 2 Oh, I still owe you for the zero-gravity belt you bought me! Let me transfer.

KID 3 Thank you.

Back in the present, there are lots of benefits to *not* having to use cash. It's more convenient and saves time, it can be safer because people don't have to carry large amounts of money that can be lost or stolen, and keeping track of what you're spending is also easier. It's also harder for people to do dodgy stuff like avoiding taxes. Plus, if anything bad happens, it's pretty easy to cancel cards or secure accounts.

But some say they'll find it really hard to exist without cold, hard cash, like people who aren't very up with technology, anyone who doesn't store their money in a bank, or those who rely on being *given* cash like buskers and charities. That last one is a big one because charities need donations to do good work. Some say they're already getting half as many coin donations as they used to, so they're trying out other options like 'tap and go' machines. But the question is - will people be as comfortable using those as they would be dropping coins in a tin? Other charities and sporting groups are worried that people will be less likely to say, buy a sausage or enter a raffle if they have to get their card or phone out instead of some spare change.

There are also people worried about the security risks that come with everything being online, and experts say mobile and internet access would become even more important to have at all times so people wouldn't get stuck without any money! So, while it looks like a cashless Australia is definitely in our future. It's just a matter of when and exactly how it'll work to make sure everyone is happy being cash free.

KID 3: I like how silver the ball is.

KID 2: I like the uniqueness of the silver.

KID 3 Oh no, not again.

KID 1 Very nice choice.

Ask a Reporter

Have you got a question about going cash free? Ask me live on Friday during Ask a Reporter! Head to our website for all the details.

Quiz

Which of these items were used as money in the past?

Shells

Beads

Or Salt

Answer: Sorry, it's a trick question, because all of them have been used as money!

Understanding Space

Reporter: Jack Evans

Hi BTN, I'm Tye and here is my question: Is space infinite? I hope you can help. Thank you!

It was a typical Tuesday when I noticed a telegram from Tye tucked under my typewriter. "Is space infinite?", I didn't have an answer. What's a dame like her doing in a place like this?

AMELIA: Why is everything in black and white?

JACK: What's the matter doll-face?

AMELIA: Well for starters don't call me doll-face and secondly what have you done with Matt?

I didn't hear another word of what the gal was sayin'. I was still thinking about that telegram, 'Is space infinite'?

AMELIA: JACK! Are you even listening to me? Uh don't worry.

She could wait. I needed to find out more about this space, not this space, this space.

I already know that Earth is just one tiny drop in a very big pond. We're the third planet in our solar system which is just one of more than 500 solar systems in the Milky Way. The Milky Way in turn is just 1 of hundreds of billions of galaxies in the universe. But what comes after that? Where does it all end? My search for answers led me to the planetarium where I hoped to find the missing piece to my pie and that's when I ran into Martin.

MARTIN: Is space infinite? Well that question has yet to be resolved.

I couldn't believe my ears. Surely it has to end somewhere.

MARTIN: Are you OK? So space rather than having an edge or a wall, actually there is no centre anywhere in the universe. Anywhere you go is the centre which means that in a way it's like a balloon that is expanding as the universe expands. You can't find the centre of the surface of the balloon. No matter which way you go, you'll only go right around and come back to where you started. Will we ever know? I really can't answer that I don't know if any other astronomer can but they love trying.

I left the planetarium defeated. Martin had handed me many pieces to my pie. But I was still missing one, a clear answer. That's when I remembered what that dame said to me earlier that day.

AMELIA: Why is everything black and white?

She's right! Not everything is black and white, sometimes it's grey. That meant the answer was still out there, just waiting to be found.

Stargazing

And if exploring space is something you're interested in learning more about. Make sure you tune into the ABC's live 'Stargazing' special on Tuesday the 4th, Wednesday the 5th and Thursday the 6th of April online or on ABC1.

Cloud Atlas

Reporter: Amelia Moseley

INTRO: Now, did you know there's something called a Cloud Atlas? It's a guide to all the different clouds that can be seen around the world. And recently, the World Meteorological Organisation released a new version. It contains some pretty impressive clouds including a new one photographed by an Aussie. Take a look.

Clouds are something you probably don't take that much notice of, unless they're about to rain on you or you're trying to figure out their shape. That one is definitely a penguin eating an ice cream, can't you see it? Anyway, there's actually a lot more going on up there than you might've imagined!

Clouds form when warm, moist air rises and then cools down. The water in the air condenses to form tiny water droplets or ice crystals which settle on dust particles creating the fluffy-looking masses. They're a really important part of the earth's atmosphere, helping to regulate our planet's temperature while bringing rain and snow, and by studying them meteorologists can learn more about the weather and climates.

That's why the World Meteorological Organisation first published something called a Cloud Atlas all the way back in 1896. It's become a big catalogue of cloud formations and species. Yep, clouds are given species names just like animals! The atlas includes things like the puffy cumulus, the high-flying wisps of cirrus and the cumulonimbus which brings rain and lightning! Those are the common ones, right? But have you ever seen a 'Wall Cloud'? What about a 'Fallstreak Hole Cloud'? Or a 'UFO Cloud'?

AMELIA, REPORTER: And for the first time in 30 years the cloud atlas has been updated with new cloud formations, and it's been put online so anyone can cloud search. I wonder how long it's going to take for me to see one of these?

The Atlas now includes a brand new species called the Volutus, or 'roll cloud', that many Australians know as the amazing Morning Glory clouds spotted way up North. There are also five new special clouds defined by the unusual ways they form. Like Flammagenitus, which is created by forest fires or volcanic eruptions! And homogenitus, made by human activity!

Finally, there are five new cloud features, like the rare, wave-like Kelvin-Helmholtz clouds and the Asperitas, which looks more like a rough sea seen from below the surface. The Cloud Appreciation Society (yes, that's a real thing!) has been pushing to get Asperitas into the atlas for the past eight years! Now it's in with an Aussie connection! The identifying photo of Asperitas was taken by cloud-loving Tasmanian Grandad, Gary!

GARY: To have my own photo in that is quite special, quite chuffed.

Gary says he's been smitten with clouds ever since he was in primary school and spends a lot of time staring at the sky, which is how he got his winning snap.

GARY Sometimes the best clouds are just there for an instant, so you have to be there just at the right time to catch em!

So take a lesson from Gary and take a look up sometimes, because you never know what you might see!

Quiz

And sticking with the subject of clouds. What is the name of the white lines of cloud left by aircraft?

Jetulus

Contrails

Cloudtrails

The answer is: Contrails

Kind Classrooms

Now, one of my favourite parts of the year on BTN is our Kind Classrooms campaign. I love seeing all of the videos come in showing the thoughtful things you guys have done to help others in your community. We've put all of them on our website for you to look through and be inspired by. But in the mean-time here's a quick look at just some of the things you've done to help make Australia a better place this year.

Sport

To the NRL first and Melbourne Storm Captain Cameron Smith has broken the record for most games won after thrashing the Panthers 28 to 6 over the weekend.

Smith has now passed veteran Darren Lockyer to become the most successful player in NRL history with 238 victories.

CAMERON SMITH: You don't really think about milestones or records too much, it's more about your focus on your job each week.

Staying with League, NRL officials are considering changing the rules around concussion. A number of teams were fined recently for keeping players on the field when they could've had concussion.

Now the league says it might allow teams to have an extra man to substitute in for concussed players.

It's also considering bringing in independent doctors to decide whether players should be allowed back on after a head knock.

To soccer now and it was a big week for superstar Cristiano Ronaldo. He became Portugal's all-time leading goal scorer, scoring his 71st goal in a game against Sweden.

Shortly after that he had an airport named after him. However, it was this odd looking statue at the unveiling which stole the limelight.

A lot of people reckon it looks well nothing like Ronaldo, although these jokers on the internet disagreed.

To basketball now and buzzer-beaters are always pretty amazing, but what makes this one stand out is the guy who scored it.

Thirteen-year-old Jamarion Styles lost his arms when he was a baby but he always loved basketball and was determined to learn how to play.

JAMARION: Every time we have practice, every time we don't have practice, I'm out there on the court. Don't doubt yourself, you can do anything you want to.

And finally, check out this adorable game of soccer. These bulldogs are from an animal shelter in the Czech Republic, and took to the field to help promote an upcoming game between human teams. But while the final scoreline was 4-1, commentators say both teams were seriously lacking focus.

Silo Art

Reporter: Jack Evans

INTRO: Finally today, a famous Aussie artist has put one small town on the map with his paintings of local kids. The unique thing about these paintings though is that they're 35 metres tall and on the side of massive grain silos. Take a look.

TEACHER: You might have noticed that someone was out in the yard before the bell went. Did anyone see who was out in the yard this morning? Caesar?

CAESAR: Was it Guido?

TEACHER: Yes, you would have noticed Guido's here today.

You're probably wondering who Guido is. Well he's an Aussie artist and his work is pretty hard to miss. His murals can be found all over the world. But now he's visiting a school in a small rural town in South Australia to get inspiration for his next masterpiece. Last year the community and local government here began a project called 'Creating Coonalpyn', in the hopes of breathing life back into the town through art. Coonalpyn is between Adelaide and Melbourne so a lot of people pass through. But not many stop, even though I hear they have great waffles. So, they invited Guido to Coonalpyn to see if he could turn these old grain silos into art.

GUIDO: I'll draw you. What's your name? Aliesha, nice to meet you.

Guido decided to feature local kids in his design.

GUIDO: I think they represent an image of the future that I think's quite positive and playful and that's also very neutral.

BOY: I think it's going to look really good once it's done.

After choosing his models, Guido started work on the silos by first striking up reference points that he compares to his smaller sketches. Then over the next few weeks he uses a forklift and a lot of spray paint to carefully complete the 35-metre-tall paintings. And this is the finished product. It's now one of the largest and most complex murals in Australia. As for encouraging people to stop in Coonalpyn.

LADY: Well I just want to comb that hair, it's just so amazingly realistic!

NAT TRAEGER: The buzz and the hype around the town is exciting, everyone's excited about it even the farmers who probably thought that public art would not make an impact are very, very impressed.

Closer

Amazing. And that's it for today! But there is heaps more for you on our website. Including resources and class activities for this ep. Thanks for joining me and I'll see you after the Easter holidays for more BTN.