

# Questions for discussion

Episode 4  
25<sup>th</sup> February 2014

## Reporting Danger

1. Name one dangerous place where journalists are now.
2. What is happening in the Ukraine?
3. What are Geoff and Kate's jobs?
4. What do you think the job of a photojournalist involves?
5. Why are Geoff and Kate's jobs sometimes dangerous?
6. What does Geoff like about his job?
7. Think of three adjectives which you could use to describe war reporters.
8. Why do you think people would want to report in dangerous places?
9. Would you like to be a reporter in a dangerous place? Why or why not?
10. Do you think it's important for journalists to report what's going on in dangerous places? Why or why not?

Check out BtN's *Dangerous Reporting* teacher resource on the BtN Teachers page <http://www.abc.net.au/btn/teachers.htm>

## Bail Outs

1. Name one reason why a business might struggle.
2. What is a bailout?
3. What is one Australian company that recently asked for a bailout?
4. What sort of business is SPC?
5. SPC asked the federal government for \_\_\_ million dollars.
6. If a business goes broke, who is affected?
7. The Australian government says it will give more bailouts. True or false?
8. Some of the businesses that asked for money are owned by overseas companies. True or false?
9. Why do you think governments sometimes help struggling businesses?
10. Do you think they should help SPC? Why or why not?

Vote in the BtN *Bail Outs* poll. Go to <http://www.abc.net.au/btn/polls.htm>

## Organ Donation

1. Why did Coen need an organ transplant?
2. Describe the journey Coen is going on.
3. What is the purpose of Coen's journey?
4. How does Cystic Fibrosis affect the body?
5. Describe what happened in the lead up to Coen getting a transplant.
6. How has the transplant changed his life?
7. How many people has Coen signed up to be organ donors?

8. How old do you have to be to register as an organ donor?
9. What are your views about organ donation?
10. Write a message to Coen and post it in the comments section on the BtN *Organ Donation* story page.

Check out BtN's *Organ Donation* teacher resource on the BtN Teachers page <http://www.abc.net.au/btn/teachers.htm>

## Seat Belt Safety

1. Every year, lots of Australians are killed or seriously injured in car accidents because they weren't wearing a \_\_\_\_\_.
2. In which decade was the seatbelt invented?
3. Who invented the seatbelt?
4. Which car company first used his invention?
5. What Australian state was the first in the world to make seatbelts mandatory?
6. When was the law introduced?
7. Why do we need road safety campaigns to convince people to wear seatbelts?
8. How do seatbelts keep you safe?
9. What could happen to you if you don't wear one?
10. Design your own road safety poster encouraging people to wear seatbelts.

Do the *Seat Belt Safety* quiz on the BtN website <http://www.abc.net.au/btn/quiz.htm>

## Distance Cricket

1. Briefly summarise the story in your own words.
2. Why do you think kids go to School of the Air?
3. What's different about their cricket lesson?
4. Who is helping to teach them?
5. Why is it difficult for them to get together for a game?
6. What's one skill that the kids learn?
7. Apart from bats and balls, what sort of equipment is used to teach the lesson?
8. What does Josh describe as one of the advantages of School of the Air?
9. List some of the similarities and differences between the School of the Air and your school.
10. How do you think new technology has changed School of the Air lessons?

Research the history of School of the Air and present the information to the class. Write a message about the story and post it in the comments section on the BtN *Distance Cricket* story page.

# Reporting Danger

## Key Learning

Students will develop a deeper understanding of the work of war and conflict reporters, research current conflict zones and examine the impact of war reporting.

## The Australian Curriculum

*Geography / Geographical Knowledge and Understanding*

The effects that people's connections with, and proximity to, places throughout the world have on shaping their awareness and opinion of those places. ([ACHGK036](#)) **Year 6**



*History/Explanation and communication*

Develop texts, particularly narratives and descriptions, which incorporate source materials. ([ACHHS124](#)) **Year 6**



## Discussion Questions

1. Name one dangerous place where journalists are now.
2. What is happening in the Ukraine?
3. What is Geoff's job?
4. What is Kate's job?
5. What do you think the job of a photojournalist involves?
6. Why are Geoff and Kate's jobs sometimes dangerous?
7. What does Geoff like about his job?
8. Why do you think people would want to report in dangerous places?
9. Do you think it's important for journalists to report what's going on in dangerous places? Why/why not?
10. Would you like to be a reporter in a dangerous place? Why/why not?

## Activities

After watching the BtN *Dangerous Reporting* story, hold a class discussion to clarify the information and issues raised in the story. Students can then choose to complete one or more of the following activities.

### Task

Use the following questions to generate a discussion

- Where are some dangerous places where reporters are working now? Locate on a world map.
- What challenges do journalists/camera operators face when working in a war zone?

## Preparing for assignment

Foreign correspondents have to know as much as possible about the country they've been assigned to. Ask students to pretend they're a journalist who's been asked to cover the situation in Ukraine. Prepare for the assignment by completing the following tasks.

1. Locate Ukraine on the map
2. Label the countries that border it.
3. Find the capital city.
4. Find it's latitude and longitude



### Task – Prepare a Backgrounder

A backgrounder is a report that explains the background of a story and gives more information about how things came to be. Write a backgrounder on Ukraine which covers the following points:

- Geography – physical features of the country, climate, environment, population
- People – culture and identity, health, language, religion and beliefs
- Economy – wealth and poverty, education, work, industries
- Government – leaders, political system, political history
- Facts about Ukraine

Encourage students to gather information from a variety of sources. There are some website links at the end of this activity sheet that may be useful. Negotiate with students how they are going to present their report, for example: as a written article, a poster or a presentation to the class.

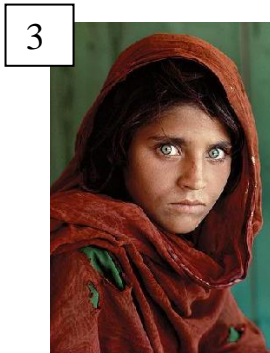
## Images of Conflict

The following are famous photographs from various conflicts around the world. Ask students to match each photograph with the correct description from the list below.



Orphan girl from Afghanistan living in a refugee camp in 1985

A statue of Saddam Hussein is taken down by the US army in 2003



A man stands in front of tanks in Beijing's Tiananmen Square in 1989

A man from Papua New Guinea helps a wounded Australian soldier in 1942

US soldier raise a flag at Iwo Jima in 1945



Australian soldiers search a Vietnamese village in 1969



Ask students to think about the impact of images from conflict zones. For each of the photographs discuss the following questions:

- What do you think is happening in the photograph?
- Why has the photographer chosen this image? What do you think he/she is trying to show us?
- How do you think the photograph would make people feel if they saw it in the news?

## Task - War Stories

Choose one of the photos and investigate the conflict that it comes from.

- Where was it?
- How did it start?
- Who was involved?

Write a short, fictional story based on the photograph. You might want to tell the story of the photographer, a person in the photograph, or someone else caught up in the same conflict. Use your research to help you imagine what your characters were thinking and feeling.

## Further Investigation

Why should we care about what happens in other countries?

Do journalists and photographers influence the way we see conflicts? Why?

### Related Research Links

Children's BBC – Reporting on conflict

[http://news.bbc.co.uk/cbbcnews/hi/newsid\\_2850000/newsid\\_2858000/2858007.stm](http://news.bbc.co.uk/cbbcnews/hi/newsid_2850000/newsid_2858000/2858007.stm)

BBC country profile – Ukraine

<http://www.bbc.co.uk/news/world-europe-18018002>

Behind the News – War reporting

<http://www.abc.net.au/btn/story/s3301357.htm>

Behind the News – Syria Kid

<http://www.abc.net.au/btn/story/s3720534.htm>

National Geographic: How History, Geography Help Explain Ukraine's Political Crisis

<http://news.nationalgeographic.com/news/2014/01/140129-protests-ukraine-russia-geography-history/>

# Organ Donation

## Key Learning

Students will develop a deeper understanding of organ donation, how it impacts on individuals and families and the ethical issues associated with donation.

## The Australian Curriculum

*Science /Science as a Human Endeavour /Use and Influence of Science*

Scientific understandings, discoveries and inventions are used to solve problems that directly affect peoples' lives.

Year 5 ([ACSHE083](#)) Year 6 ([ACSHE100](#))



Scientific knowledge is used to inform personal and community

decisions ([ACSHE217](#)) Year 5 ([ACSHE220](#)) Year 6



## Discussion Questions

1. Why did Coen need an organ transplant?
2. Describe the journey Coen is going on.
3. What is the purpose of Coen's journey?
4. How does Cystic Fibrosis affect the body?
5. Describe what happened in the lead up to Coen getting a transplant.
6. How has the transplant changed his life?
7. How many people has Coen signed up to be organ donors?
8. How old do you have to be to register as an organ donor?
9. What are your views about organ donation?
10. Write a message to Coen and post it in the comments section on the BtN *Organ Donation* story page.

## Activities

After watching the BtN *Organ Donation* story, hold a questions and answers discussion to encourage students to engage with the topic and think more about the issue of organ donation.

Throughout this activity students will keep a journal entering what they know, what they have learnt and what they would like to learn. Students may want to organise their diary in the form of a KWLH chart (What do I **know**? What do I **want** to know? What have I **learnt**? **How** will I find out?).

Ask students to record what they already know organ donation.

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

Can you match the following words to their correct meanings?

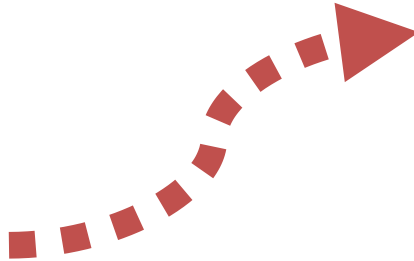
**Organ**

**Tissue**

**Transplant**

**Immune System**

**Donor**



A group of cells that together carry out a particular job in

People who choose to give something like blood or one of

Your body's natural defence and protects you from illness and

To transfer an organ or tissue from one body to

A group of tissues the perform a



## Researching organ donation

Students will investigate organ donation in more depth. The following questions will help guide their research.

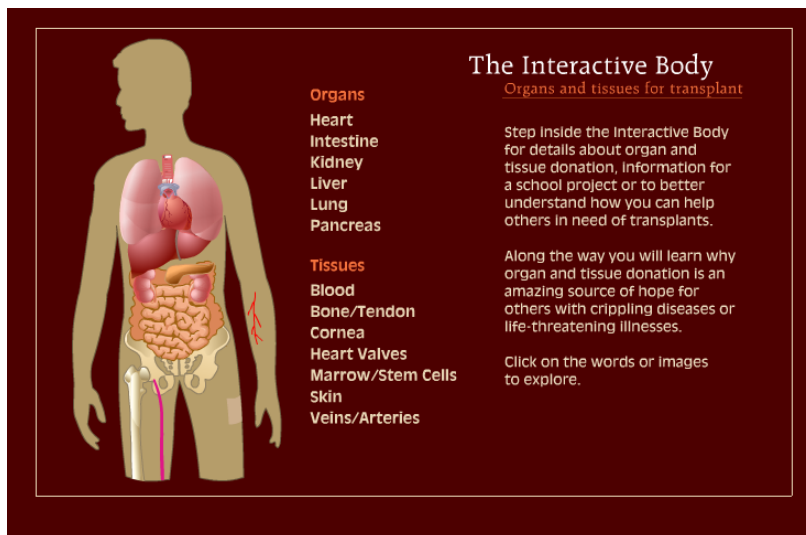
### Research questions

- What tissues or organs can be donated?
- How do people become organ donors?
- How many people in Australia are waiting for organ transplants?
- Who can donate organs and tissues?
- What is a living donor?
- What is a donor card?
- Which organs are most in need?
- What does the immune system do when a transplant occurs?
- How do doctors decide whether donor organs or tissue will be suitable?
- What are anti-rejection drugs and why are they used?
- What is the history of organ donation? When did the first transplant occur?

Students present their research finding to the class as an oral presentation. Encourage them to use photographs or illustrations to make their presentation more interesting.

Students can investigate in more detail organs and tissues that can be transplanted by using the following human body interactive

<http://www.organtransplants.org/understanding/interactivebody/index.html>



## Ethical questions

In pairs or small groups, students discuss the ethical or sensitive issues associated with organ donation. Some questions to guide the discussion could include:

- How might a donor's family be feeling? What concerns might they have?
- Should parents have the final say about whether their children donate organs?

- Should smokers be considered to receive an organ transplant? Why or why not?
- Would you choose to donate organ/s? Why or why not?

## Raising Awareness

The BtN *Organ Donation* story focussed on Coen and his jet-ski trip along the River Murray. Discuss with students the reasons why Coen is doing the trip. What are organ donations rates in Australia? What else could be done to encourage people to think about becoming organ donors? Students create a billboard poster to raise awareness about organ donation. Students display their posters in a public space in the school, for example, the Library or Front Office.

### Poster art

- What is your message? (is the purpose of your poster to advertise, educate, motivate, change behaviour or attitudes or a combination)
- Who is your target audience? What is the age, demographic etc?
- How will your poster have the most impact? Consider font, images and colour.
- Conduct research to find the latest information/facts.
- Make your poster

## Reflection

In groups, students discuss:

- What they have learned (skills and understanding about organ donation).
- Whether their views about organ donation have changed.
- Whether their personal decision about whether they would donate has changed.

## Related Research Links

Behind the News – Organ Donors

<http://www.abc.net.au/btn/story/s3142440.htm>

Behind the News – Organ Donor Week

<http://www.abc.net.au/btn/story/s2219618.htm>

Donate Life – Official website

<http://www.donatelife.gov.au/>

Coen Ashton – Official website

<http://www.coenashton.com.au/become-a-donor/>

Medicare Australia – Australian Organ Donation

<http://www.medicareaustralia.gov.au/public/services/aodr/index.jsp>

Victorian Government – Organ donation

[http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/Organ\\_Donor\\_Registry](http://www.betterhealth.vic.gov.au/bhcv2/bhcarticles.nsf/pages/Organ_Donor_Registry)

Medipedia – Organ Transplant

<http://www.medikidz.com/medipedia/organ-transplant>

# BtN: Episode 4 Transcript 25/2/14

Coming up

- Meet Eddie the Egg as he shows us how important seatbelts are.
- Learn how to bowl a cricket ball that's hundreds of ks away.
- And special guest reporter Coen tells us why he's travelling the Murray River on a jet ski.

Hey I'm Nathan and you're watching BtN. You can see that brilliant report from Coen and heaps more very soon. But first there's heaps of headlines to get through.

Tash has got them now.

## The Wire

A lot's been going on in Ukraine. Protestors took to the streets to try to get rid of the President. But government forces fought back. And many people have been killed in the chaos. Over the weekend, protestors kicked the president out of parliament. Now new elections will be held to find a replacement. But some people think that the country might end up splitting into two.

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An asylum seeker has been killed on Manus Island at the Australian-run processing centre there. The asylum seeker from Iran was 23. The death came after protests at the centre turned into a riot. The full story about how he was killed and by who still isn't known.

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As we told you last year more than 13 hundred senate votes went missing in WA after last September's federal election. Since then the case went to the High Court and they said the lost votes did affect the result. So WA will probably have to go back to the polls. People are pretty angry about having to vote again and the Electoral Commissioner in charge of the whole thing quit his job.

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And finally the War Memorial in Canberra held a special ceremony on the weekend, except this time it was for our animal soldiers!

The dogs may look cute but they do some dangerous work. One of them went missing during a battle in Afghanistan, but was found 14 months later.

## Reporting Danger

Reporter: Nathan Bazley

*INTRO: As you just saw Ukraine is in chaos right now. So imagine being stuck in the middle of it all for your job. That's where heaps of journalists are even though it's a really dangerous place to be. Let's find out why they do it.*

**NATHAN BAZLEY, REPORTER:** When looking for the ideal place to work, people often look for things like good parking, free morning tea, comfy chairs and friendly co-workers. What they try to avoid is this - guns, fire, violence and destruction. This is Ukraine in Eastern Europe where fighting between protesters and government forces has left a lot of people dead and many others injured.

We know that because journalists are also there. They have made Ukraine their workplace as they tell us what's going on and why. So why would journalists volunteer to go where others avoid? Well that's what these kids wanted to know at an ABC splash live event. This is Geoff, a TV reporter and this is Kate, a photojournalist. Both of them have got a lot of experience reporting from dangerous areas all over the world. You could call them crazy, but they see it in a different way.

**BOY:** What drives you to report or photograph from different war zones?

**KATE:** I think it's fundamentally an obsession to tell a story of what people are going through.

Is it dangerous? Of course it's dangerous. Putting yourself in danger, just to tell a story. It doesn't sound sensible at all until you realise what effect a story can have. If not for reporters risking their lives in dangerous areas we'd never know about the terrible things going on in North Korea. We wouldn't know what it was like to be an army doctor in the Afghanistan and the story of this kid from Syria would never have been told.

**IBRAHIM:** We go into our homes and stay inside. When the sky is clear, the planes come.

When we know about terrible things happening around the world we're in a better position to do something about them. And that's what Geoff says it's all about.

**GEOFF:** Experiencing history in the front row as it's unfolding and experiencing human drama and your job being to shine light in the dark places that you find.

But that doesn't mean it's any easier for the family of these reporters that are left at home watching them on TV.

GIRL: I was just wondering how your families deal with the fact that your job is potentially life threatening?

KATE: My family only worry when they don't hear from me. If I don't talk to my parents or my family at least once or twice a week I know that my newspaper will be talking to them and if anything ever happens, that the newspaper will call my family straight away.

So when you see scenes like these on the news at night, just remember the people that bring them to you. They didn't choose to be there because of the morning tea or the great parking, they're there to show you what's really happening and hopefully to make a difference.

PRESENTER: Scary stuff.

## Quiz 1

Let's stay in Ukraine for our first quiz.

The question is:

What is the capital of Ukraine?

Is it:

Warsaw

Kiev

Or Minsk

The answer is: Kiev

## Bailouts

Reporter: Matthew Holbrook

*INTRO: Over the past few months a few huge businesses in Australia have asked for money from the federal government. They're not doing so well and hoped the money might help them keep going. But why would the government give a struggling business a whole lot of money? Here's Matt.*

MATTHEW HOLBROOK, REPORTER: If you've got a good idea and a quality product, you could have the makings of a successful business! A bit of salesmanship helps, too. Soon, the money's pouring in. You might even be thinking about expanding. But sometimes, profits can take a spill. No, not like that. More like this.

That's a problem in Australia right now. Some big businesses are struggling. They're not earning the money they need to keep going. Which means they might have to shut up shop.

There are lots of reasons why a business can fail. Maybe someone's offering a better version of the same product, or they've found a way to sell it at a cheaper price.

And sometimes the economy's just not doing well, so people don't have as much to spend. If things don't work out, it's not like you can walk around asking for donations. But if you happen to be running a big business, where thousands of people relied on you for work, it can be a bit of a different story.

In that case you could ask for a bailout. That's when you turn to state and federal governments for help. In the past, governments have given billions of dollars to help out struggling businesses. And there is an argument for them stepping in. If big businesses go bust, other smaller businesses might go under with them, too.

Heaps of people could be left out of work in one area. And fewer people working means less money goes to the government in taxes. And those people might not spend as much, so the whole economy is affected. Plus some important skills or whole industries could be lost forever.

But not everyone's keen on the idea of bailouts. After all, why should businesses get handouts from taxpayers, just because they're not making a profit? They argue that it's not fair to the competition, and that some of the companies who have been given help aren't actually owned by Aussies, so we shouldn't have to foot the bill when they go bad.

Lately the Federal Government has gone cold on bailouts, too. SPC, a company which cans fruit, made headlines when it asked for twenty five million dollars. But the federal government's not prepared to cough up.

TONY ABBOTT: You've got to get your house in order. Government support cannot substitute for strong management.

And while the PM's taken a tough line on SPC, the issue of bailouts for all kinds of industries won't be going away anytime soon.

As our lemonade stand knows, running a business is always going to be, well, risky business. So if companies don't get a helping hand, they'll have to turn things around in the best way they can.

## Online Poll

Hmm so where do you stand on bailouts?

Let's get your thoughts in this week's Poll.

The question is:

Is it ever okay for a government to bailout a private business?

To vote just head to our website.

Last week we asked if Schapelle Corby should be allowed to sell her story.

And it was a close result!

56 percent gave her the green light while 44 percent said she should be stopped from cashing in.

## Organ Donation

Reporter: Coen Ashton

*INTRO: Our next story is by Coen a very special BtN rookie reporter. He's a 16 year old kid who will soon be travelling the length of the Murray River by jet ski. He's doing it to raise awareness about the importance of organ donation a subject that's near to his heart. Actually literally right next to his heart because he's the proud new owner of a set of donated lungs. Take a look.*

COEN ASHTON: Hi my name's Coen, I'm 16 years old and I'm going to jet ski the length of the Murray River for organ and tissue donation! Why? Well, let me show you.

When I was baby, I was diagnosed with Cystic Fibrosis or CF for short. It's a disorder that affects the lungs and guts. It was really hard for me to breathe and I was put on oxygen for most of my time. I was spending a lot of my time in hospital which was pretty hard on my parents.

COEN: So how hard was it for you guys to care for me over the past 16 years?

DAWN, COEN'S MUM: I think the hardest thing for me was watching you get sicker and sicker and we didn't know when or if that phone was going to ring to give you that organ donation and that second chance at life.

MARK, COEN'S DAD: For me it was pretty hard with you spending so much time in hospital, I mean you spend nearly half your life in the hospital and we couldn't plan anything, you couldn't go and associate with friends or go on camps, go on holidays, every time we planned to go somewhere you'd get sick and end up in hospital.

COEN: What I needed was a double lung transplant. But when I was finally placed on the list, I was with lots of others. Depending on what type of transplant you need, you can be waiting up to years. All day my parents kept their phone on them because they were waiting for that very special phone call. Then finally I got it!

DAWN: It was first thing in the morning, you were still asleep and your little brother came in to tell you that there was a possibility of a set of lungs and you didn't believe

him and you kept on telling him to go away because you just thought that he was trying to get you to wake up.

COEN: Getting to hospital and having to wait to see whether the transplant or the lungs were good enough to put in my body was really hard. The doctors were all coming in going "We're not sure just yet, but it's looking good, it's looking good." I waited there for I think it was about eight hours to see whether the lungs were good. I had needles in me, I was having tablets, I was having all this stuff to prep me and finally a doctor came in and said, "It's all good, you're going in."

It took a few months for my body to get used to my new lungs, but now it feels so much better! I'm feeling absolutely amazing. The feeling I've got now I couldn't even imagine in my wildest dreams. I used to dream and not even know what it was like to run; I couldn't even run in my dreams because it was that impossible to me. The first time I ran after transplant my exact words were 'this is just alien like, there is nothing human about this' that's how weird it felt. But it wouldn't have been possible without my organ donor.

You have to be an adult to become a donor. That means that if you ever were to die, your organs like your heart, lungs, liver or kidney might go to people who need them like just me. You might be too young to register now, but it would be really good to talk to your family so that they know that you wanna be an organ donor because even at your young age, you may be able to donate your organs if the worse does happen. To me that's a hero, you know everyone wants to be a hero and to be an organ donor that is what it means. Although only two percent of people who die can actually become organ donors, they make a big difference in this world.

I know I'll always be thankful for the second lungs I got and whoever it was, whoever changed my life. Thank you for helping me and giving me the second chance at my life, so thank you.

PRESENTER: Great story Coen.

## Quiz 2

Let's do a quiz on organs.

The question is:

What is the only organ in the human body with the ability to regrow?

Is it:

The heart

The kidney

Or the liver

The answer is the liver



# Seatbelt Safety

Reporter: Rebecca Opie

*INTRO: Three quarters of your liver can be cut out and it'll grow back often in just a few weeks. Now what has an egg got to do with your safety in the car? Nothing really, well until now. Recently Bec went along to a school event that showed kids what a difference wearing a seatbelt can make in a crash. Scrambled eggs, anyone?*

REBECCA OPIE, REPORTER: You might be wondering why I'm drawing a face on an egg. This is Eddie the Egg and it's a pretty big day for him, let's go find out why.

Here at this primary school in SA, Eddie is about to be a part of an eggs-periment. He's going to go for a ride in this little car. Now he's ready to go! But wait a minute, is there something missing here? Eddie's not wearing a seatbelt and he's not the only one.

Every year, lots of Australians are killed or seriously injured in car accidents because they weren't wearing a seatbelt. It's a problem that has police pretty confused, because putting a seatbelt on is so easy to do. With your seatbelt on, you're 10 times more likely to survive a crash. In fact, since the seatbelt was invented in the 1950s, it's saved more than a million lives.

This Swedish inventor designed the seatbelts we use today. His name was Nils Bohlin. He took his design to a car maker called Volvo and by 1959 Volvo had seatbelts in every car they made. Then other car companies caught on but it took a while for people to get used to the idea. In fact, the first place in the world to introduce a seatbelt law was right here in Australia, in Victoria, in 1970. But more than 40 years later, lots of people are still choosing not to buckle up. That's why police use advertising campaigns and road safety experts like Libby, visit schools to make sure young people never forget to wear their seatbelt.

REPORTER: Why is it important to wear a seatbelt?

KID 1: Because if you don't, if you have a car crash and you will like smack into the thing in front and you could die sometimes

KID 2: It doesn't matter if you're in the front or the back you can still get injured and most of the time if you're in a car crash it will probably be fatal.

KID 3: Because if you didn't there could be serious consequences.

KID 4: It's just very important, you don't want to get brain damage or die.

Sounds like they don't need any more convincing, but just to be sure let's go back to Eddie the egg travelling without his seatbelt.

REPORTER: Ouch!

Ok, this time, let's put Eddie's seatbelt on and see what happens. He survives without even a crack!

REPORTER: So what have you learnt today?

KID 5: Putting on a seatbelt is possibly one of the best things you could ever do.

KID 6: It really puts it into perspective because most people know, "you have to wear your seatbelt" but nobody actually understands what damage can be done by not wearing your seatbelt, nobody actually understands until they see what happens.

REPORTER: What did you think of the "Eggsperiment?"

KID 7: Yeah, it was really inspiring, like to wear your seatbelt and how the egg would fall out of a car if it wasn't wearing a seatbelt.

So next time you hop into the car, remember to buckle up, so you don't end up like Eddie the Egg!

KIDS: Awwwwwwww!

## The Score

Right missed any of this week's sports action? We've got you covered.

Here's Tash.

To cricket first and Australia's lost the second test against South Africa. They needed 448 in their last innings to snatch victory. Things started off well reaching 1 for 144 before tea but then there was a big batting collapse. Dale Steyn tore into the Aussies taking four wickets and doing the most damage.

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The Winter Olympics in Sochi have wrapped up. Russia finished on top with 13 golds and more combined medals than any other country! It was a tough tournament for the Aussies though. There were no gold medals this time around but they did trouble the scorers with 2 silvers and a bronze.

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Melbourne Victory are the new W-League champions after beating Brisbane, 2 - nil in the Grand Final. It's the Victory's first W-League crown and the first time they've beaten the roar in 12 matches!

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And finally the Sydney Roosters are the new Rugby League world champs after beating Wigan in the World Club Challenge. They smashed the English side 36-14 and Michael Jennings was key. He became the first player to score a hat-trick in a World Club Challenge match.

## Distance Cricket

Reporter: Nic Maher

*INTRO: Last up today, we've all heard of School of the Air, the organisation which lets kids from remote areas attend classes over the radio or net. But have you ever*

*wondered how they hold PE lesson. when they can't play against each other? As Nic discovered they certainly don't miss out.*

NIC MAHER, REPORTER: A bunch of cameras, some big TV screens and a whole heap of computers. It's not equipment you'd usually need for a school cricket lesson. But when the students are separated by hundreds of kilometres, they're just as important as the bats and balls!

This is how the school of the air tackles PE lessons. Rather than regional kids missing out, they get expert tips from some of the best in the game.

TIM CRUICKSHANK: There were kids putting their pads on, they had their bats in front of the webcam and they were trying to play the shots as we were obviously teaching them how to play cricket

Because the kids can't play on a big pitch together, the pros have to find some creative ways to teach!

They use close ups to show some skills, like the right way to hold a ball when you're about to bowl.

When it comes to learning how to catch you can't get much better than Greg Matthews. Here he's showing kids the best way to stand before a catch.

GREG MATTHEWS: I want my body weight going down to where I want the ball to go. So if my front arm goes down the line of where I want to deliver the ball, my body momentum will take me down where I want to go.

There were also some lucky kids that made it to the lesson in person. So when it came to batting the pros used them as the example.

TIM CRUICKSHANK: Just turn your top hand around a little bit. Perfect, that's a perfect batting grip.

I caught up with a few kids afterwards to see how they got on!

REPORTER: Hi Guys, how are you doing?

STUDENTS: Pretty good, how are you?

REPORTER: Not too bad!

REPORTER: Tell me a bit about the cricket lesson you had the other day.

BROOKE: It was really good, Greg Matthews came and he taught us how to hold a cricket bat and properly and some tips.

JOSH: I don't really usually play cricket but since they taught us how to i got interested in it.

REPORTER: Did you learn any cool new skills?

BROOKE: He told us to hold a ball like this with your two fingers on the seam and your thumb on the seam as well.

REPORTER: Was there anything else good that came out of it?

HUNTER: Well a good thing is that it gives us more independence.

BROOKE: It was easy to see. There wasn't anyone in front of you.  
JOSH: A good thing was you don't get screaming kids in the class.

But there are still some challenges to learning online as well.

JOSH: It is a bit harder because you don't have a teacher to correct your work or help you, you have to email them to get help.

BROOKE: It's probably not quite as good because you're not with the person.

HUNTER: You need to concentrate, because if you don't you can't go "Oh, I don't know what this is." If you don't concentrate then you're losing valuable education.

Even though it can be a bit tricky sometimes, without the technology these kids might never have gotten a chance to get into cricket.

TIM CRUICKSHANK: That's probably the beauty of how well this program's running and for me that's mind blowing seeing how good the set up is and how great the facilities are which has given these kids a great opportunity.

An opportunity to be part of a team; even with kids thousands of kilometres away.

## Closer

PRESENTER: And that brings us to an end for today. If you've got a spare minute, head over to our website to join in the conversation about any of our stories. There's heaps of resources for your teacher there too. And finally, if you're on Twitter you can contact me or the team anytime using the hashtag 'BehindtheNews'

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