

## Questions for discussion

Episode 13  
20<sup>th</sup> May 2014

### Budget Taxes

1. In your own words, describe what tax is.
2. What are taxes used for?
3. What are some other words politicians use that mean tax?
4. What is income tax?
5. What are some other taxes?
6. Australians pay more than \_\_\_\_\_ different taxes each year.
7. Who collects most of the taxes, the federal or state governments?
8. What new taxes were announced in the federal budget?
9. Why do we need to pay taxes?
10. Name three things you learnt watching the *Budget Taxes* story.

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

### Whaling

1. Which type of whale is the biggest creature on Earth?
2. Australia has never hunted whales. True or false?
3. What is the name of the fatty substance under a whale's skin?
4. In the past, what things were made from blubber? List three items.
5. What impact did whaling have on some species of whales?
6. In 1986, a number of countries signed an agreement to ban commercial whaling. Why did whaling continue after that?
7. Earlier this year, the International Court of Justice ruled that Japan couldn't hunt whales in the \_\_\_\_\_.
8. Why is the issue back in the news?
9. Why does Japan believe they should be allowed to continue to hunt whales?
10. Do you think that whaling should be allowed for cultural reasons? Explain your answer.

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

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

### Electric Cars

1. What was the main point of the *Electric Cars* story?
2. Around the turn of the last century, electric cars were quite popular. True or false?
3. Why did the internal combustion engine take over?
4. What are some disadvantages of petrol engines?
5. What has been one of the problems with electric cars in the past?

6. How has battery technology changed?
7. In which country are electric cars popular?
8. What do some people in Western Australia want councils to do?
9. What other energy sources are used to power cars?
10. What do you think is the future of electric cars? Explain your answer.

Check out the BtN *Electric Cars* teacher resource on the Teachers page <http://www.abc.net.au/btn/teachers.htm>

### Zambia Visit

1. Which country in Africa were the students visiting from? Locate using Google Maps.
2. Many of the students had been outside of Zambia before. True or false?
3. Describe some of the experiences the Australian students had when they visited Zambia.
4. What were some of the differences the Zambian students experienced on their trip to Adelaide?
5. What was the main reason for their visit?
6. What did the students learn about conservation?
7. Which Australian food did the Zambian kids try?
  - a. Vegemite
  - b. Meat pie
  - c. Anzac biscuits
8. How is the wildlife in Australia different to the wildlife in Zambia?
9. Illustrate an aspect of the *Zambia Visit* story.
10. What are the benefits of visiting another country? Discuss with another student.

Do the *Zambia Visit* quiz on the BtN website <http://www.abc.net.au/btn/quiz.htm>

### The King's Kids

1. What is the name of the play being performed?
2. About half of the performers in the King and I are \_\_\_\_\_ and under.
3. How long has Riley been studying theatre and dance?
4. Why do actors audition for parts in plays?
5. Which part does Riley play?
6. How did he react when he found out he got the part?
7. Describe the costumes and music in The King and I.
8. Why do the performers need to be committed?
9. Where would Riley love to perform one day?
10. What was surprising about this story?

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

# Whaling

## Key Learning

Students will develop a deeper understanding of the history of whaling and investigate some key questions relating to the issue.

## The Australian Curriculum

*Science / Science as a human endeavour / Use and influence of science*

Science and technology contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations

[\(ACSHE120\)](#) Year 7

Science understanding influences the development of practices in areas of human activity such as industry, agriculture and marine and terrestrial resource management [\(ACSHE121\)](#) Year 7

## Discussion Questions

1. Which type of whale is the biggest creature on Earth?
2. Australia has never hunted whales. True or false?
3. What is the name of the fatty substance under a whale's skin?
4. In the past, what things were made from blubber? List three items.
5. What impact did whaling have on some species of whales?
6. In 1986, a number of countries signed an agreement to ban commercial whaling. Why did whaling continue after that?
7. Earlier this year, the International Court of Justice ruled that Japan couldn't hunt whales in the \_\_\_\_\_.
8. Why is the issue back in the news?
9. Why does Japan believe they should be allowed to continue to hunt whales?
10. Do you think that whaling should be allowed for cultural reasons? Explain your answer.

## Activities

### Pre-Viewing activity

Ask students to make some predictions about what the BtN *Whaling* story might be about before they watch the story. They can compare their predictions after viewing the story. Discuss the similarities and differences. Watch the BtN *Whaling* story again and ask students to record as many key words as they can. Students then clarify their understanding of the key words by writing down what they think the word means. Swap definitions with a partner and ask them to add to or change the definition. Check them using a dictionary or other source.

Keyword	Definition

### Classroom Discussion

What do you know about whaling?

Hold a class brainstorm to find out what students know about whaling. Using sticky notes, students write down a piece of information they know about whales or whaling. Collect and place all the notes on a wall in the classroom. The following questions may help generate discussion:

- Why are whales important?
- What do you know about the practices of whaling today?
- What do supporters of pro-whaling believe?
- Why do some people want to ban whaling?
- Do you think the people's attitudes to whaling have changed over the years? Why?

### Student research

Students will investigate key questions relating to whaling. The class can be divided into research groups with each group focussing on one key question. The following structure may help guide students' research.

#### Define: What do I want to know?

##### Key questions for inquiry

Students can choose one of the following questions or come up with their own:

- Investigate the history of how people around the world have used whales. How is this different today? Why do you think it changed?
- Investigate Australia's whaling history. How were whales used in the past? How is this different to today? Why did it change?
- Why conserve and protect whales? What is being done? Who is making the decisions to conserve and protect?
- What is the Australian government's position on whaling? How does Australia's view on controversial issues affect our relationship with other countries (for example, Japan)?
- Investigate the reasons why Japan hunts whales for scientific and commercial purposes. What are the cultural reasons?

### Locate: Where do I find the information?

What resources will help answer my questions? (Internet, people, resource centre, organisations, print)  
Discuss with students what a reliable source is.

### Select: What information is important for the investigation?

Students may need support to sort through and select relevant information.

### Organise: How do I make sense of the information?

Students can organise their research by creating main headings from their questions. Write each heading on a separate piece of paper. Record the information found for each question.

### Present: How do we let others know about this information?

Each group needs to discuss then decide on the best way to present the information. Possibilities could include:

- A 'Did You Know' Facts sheet
- Infographic
- Oral presentation
- Prezi <http://prezi.com/index/>

### Evaluate: What have we learnt?

Each group reflects on what they have learned about the aspect of whaling they investigated.  
Students will reflect on their learning

- What I learned...
- What I found surprising...
- How has this investigation changed my thinking about whaling...

### Which whale is which?

Cetacean is the scientific name which refers to whales, dolphins and porpoises. Students will find out more about species' of whales by completing the *Which Whale is Which?* activity.

<http://www.abc.net.au/btn/story/extracontent/2013/whaling/whales.pdf>

If students are having trouble guessing which whale is which, take a look at this image for hints.

[http://www.reposter.net/images/content/hires/Cetacea\\_whales.png](http://www.reposter.net/images/content/hires/Cetacea_whales.png)

Students can then create a profile on one particular type of whale.

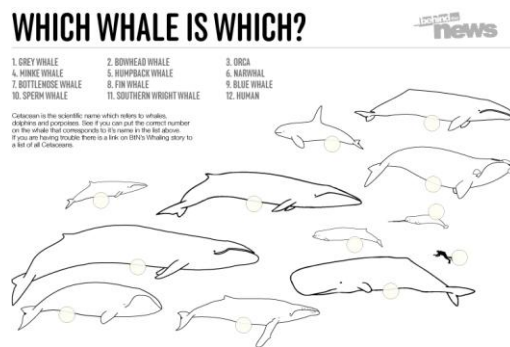
### 🔗 Related Research Links

ABC News – Japan restarts whaling program in north-west Pacific

<http://www.abc.net.au/news/2014-05-09/japan-continues-whaling-in-north-west-pacific/5441426>

ABC News – Japan ordered to immediately stop whaling in Antarctic as International Court of Justice rules program was not carried out for scientific purposes

<http://www.abc.net.au/news/2014-03-31/ijc-japan-whaling-southern-ocean-scientific-research/5357416>



Department of Environment – History of Whaling in Australia  
<http://www.environment.gov.au/node/18367>

Scholastic – Good news for whales  
<http://magazines.scholastic.com/news/2014/04/Good-News-for-Whales>

ABC Factcheck – Recent whale kills  
<http://www.abc.net.au/news/2014-04-08/whales-killed-in-2012-or-2011/5375856>

# Electric Cars

## Key Learning

Students will investigate alternative energy sources used to power cars. They will look at one in depth to gain a greater understanding of how it works and the advantages and disadvantages.

## 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 ([ACSH083](#)) Year 6 ([ACSH100](#))



Scientific knowledge is used to inform personal and community decisions ([ACSH217](#)) Year 5 ([ACSH220](#)) Year 6



## Discussion Questions

1. What was the main point of the *Electric Cars* story?
2. Around the turn of the last century, electric cars were quite popular. True or false?
3. Why did the internal combustion engine take over?
4. What are some disadvantages of petrol engines?
5. What has been one of the problems with electric cars in the past?
6. How has battery technology changed?
7. In which country are electric cars popular?
8. What do some people in Western Australia want councils to do?
9. What other energy sources are used to power cars?
10. What do you think is the future of electric cars? Explain your answer.

## Activities

K-W-H-L

After watching the BtN *Electric Cars* story, hold a class discussion about the information raised in the story. Find out what students know about alternative energy sources for cars and what questions they have about the topic. Here are some discussion starters:

**K** – what do you know?

**W** – what do you want to know?

**H** – how will you find out?

**L** – what did you learn?

**Discussion questions**

- What is the difference between electric cars and conventional cars?
- What are fossil fuels?
- What are the issues with continuing fossil fuel use?
- What types of alternative energy sources are being developed for future cars?

What is the car of the future?

Students will investigate alternative energy sources used to power cars. The BtN story looked at electricity being used to run a car but other sources of energy are also being explored as potential cars of the future.

Ask students to discuss and make some predictions about the following:

- How could cars be improved? Why?
- Why are scientists and engineers researching ways to make cars better?
- Will attitudes about the use of fossil fuels (petrol and natural gas) change over the next 50 years? Why?
- Why might we see changes to the way cars are powered?

Students can then investigate one of the alternative fuel sources to power cars in the future.

**Solar**



**Hybrid**



**Biofuel**



**Hydrogen**





## Electric



### Research Task

Students need to investigate:

- How the car works (include a diagram)
- The environmental impact of the energy source
- The advantages and disadvantages
- Any challenges

Students present their research in a number of ways:

Brochure – the *Read Write Think* website has templates students can use to publish their work

[http://www.readwritethink.org/files/resources/interactives/Printing\\_Press/](http://www.readwritethink.org/files/resources/interactives/Printing_Press/)

Prezi presentation <http://prezi.com/>

Students will need to provide a list of references they used in their research, including the websites they referenced.

Discuss which energy source seems most likely to be commonly used in the future. Why? Which would you choose as the car of the future? Why?

## Further Investigation

There are some design features of cars that improve performance and fuel efficiency. These include low friction tyres, aerodynamics and improved battery technology. Create a poster that illustrates and explains these technologies.

## Evaluate

Students will reflect on their learning

- I learned that...
- I enjoyed/did not enjoy...
- I want to know more about...
- I was surprised to discover that...

## 🔗 Related Research Links

Behind the News – Hybrid Cars

<http://www.abc.net.au/btn/story/s2275678.htm>

Behind the News – Solar Cars

<http://www.abc.net.au/btn/story/s3343596.htm>

Future Sparks - Cars

<http://futuresparks.org.au/inspiration/all-about-energy/cars.aspx>

# BtN: Episode 13 Transcript 20/5/14

Coming up

- Japan whaling again, just months after a big ban's announced.
- Hear the new breed of race cars that make next to no noise at all.
- And an African school exchange gives these kids a taste of Australia.

Hey, Nathan with you again. Welcome to BtN. We'll bring you all that stuff and heaps more soon. But first our top story.

## Budget Taxes

Reporter: James Bartold

*INTRO: And the budget still has us talking! After its release last week a few tax increases grabbed most people's attention. It got us thinking what exactly is a tax? And while we're on it, what is a levy, an excise, and co-payment? They're just some of the questions James will answer right now.*

JAMES BARTOLD, REPORTER: Throughout the ages they say something has always been certain, taxes

Tax is basically just money that goes to whoever is in charge and in our case that's the government. They use this tax money to build things really important things like this, this, and this. But despite the good stuff we get taxes aren't always that popular.

In movies tax collectors are often seen as the bad guys and in real life people don't like their money being taken away much more than cartoons do. Tax is sometimes such an unpopular word politicians have even come up with different ways of describing it.

King: "It's not a tax, it's a levy."

Peasant: "Isn't that just a tax sire?"

King: "No, No, No."

Reporter, James Bartold: Governments also have a lot of different ways that they collect tax. The main way is income tax. Everyone in Australia, who earns over a certain amount of money, has to pay income tax to the government. The more you earn the more you have to pay. But tax is also collected when you buy things. It's called a Goods and Services Tax or GST. You don't pay that money directly to the government though. You pay it to businesses when you buy most things and they pass it on for you. All of this money goes to the states.

Then there's the taxes on the money we save for when we're older and retire, taxes on petrol, health, companies, luxury cars, congestion. All up Aussies pay more than 100 different taxes each year between the state and federal governments. But in last week's budget the federal government made headlines by adding a new one and raising some others.

7:30 REPORTER: I don't need to teach you treasurer what a tax is, you know that a copayment, a levy and a tax are taxes by any other name am I correct?

TREASURER, JOE HOCKEY: Yes

7:30 REPORTER: So there are new taxes in your budget?

TREASURER, JOE HOCKEY: There are increases in taxes.

There was a new tax on seeing a doctor an increase in the tax on petrol and people who earn big incomes will also have to pay more tax too. That's on top of all the taxes we already pay. The government says it needs that extra money to help pay for everything we need and the people need to provide it. But some say we're already taxed enough and that the government should find other savings. So that's tax an unpopular word that's not necessarily bad. As long as there's a balance between how much money is taken and how much good's done with it and that's not about to get any easier in the future!

Presenter: OK, just before we finish with the budget news we've got a bit more on the reaction to it in the wire.

Here's that and some of the other big stories that've happened over the past week.

## The Wire

While it was the Federal Government that released last week's budget, State Governments have been making a lot of noise about it.

They're looking at losing eighty billion dollars from health and education funding and they're not happy.

They say it means they'll have to cut important services.

So they're demanding a meeting with the P-M to sort it out.

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It looks like Aussie voters are also unhappy after the budget!

In the latest polls the Labor Party's lead on the coalition has tripled.

And for the first time, Opposition Leader Bill Shorten has taken over from Prime Minister Tony Abbott as preferred PM.

When it came to the budget 42 per cent of people thought it was good for the country.

While 53 per cent didn't!

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Over in Turkey more than 300 people have died in a mine collapse.

Around 790 people were underground when an explosion caused the mine to collapse.

While rescuers tried to free the people stuck inside. Protestors blamed the mine owners for ignoring safety standards.

So far three people who worked for the mining company have been arrested over the accident.

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And for years, Palaeontologists have been hunting for dinosaur fossils in Argentina.

They've made some amazing discoveries but now they've found what they think could be the biggest dinosaur ever!

They reckon it's a fossil from new species of titanosaur 20 metres tall and weighing as much as 77 tonnes.

## Whaling

Reporters: Matthew Holbrook

*INTRO: Australia and Japan have had some pretty strong disagreements over whaling. Japan does it and Australia has tried to stop them. And recently it worked. An international court ruled part of Japan's whaling program illegal. But last week, Japan was back at it just in a different area. Matt found out why.*

GIRL 1: Blue whales are the biggest creatures on earth.

BOY 1: Whales pass on their songs to other whales.

GIRL 2: Humpback whales make friends for life.

BOY 2: Sperm Whales sleep like this!

There's no doubting these massive animals are special. But for a long time whales have been important to humans for very different reasons.

For hundreds and hundreds of years whales have been hunted. And here in Australia, commercial whaling was a big business. Whales were killed for their blubber, the fatty stuff found under their skin. Blubber was used in things like soaps, candles and cosmetics. In some countries, whales have also been a source of food.

Over time, all that hunting had a big impact. Whale numbers got smaller and smaller. And some species were at risk of extinction. People called for something to be done. In the early 1980s, a heap of countries got together to look into whaling.

Some wanted it to continue. But in 1986, the majority of those countries, including Australia, signed an agreement to ban commercial whaling. But as you've probably worked out, it didn't end there. Some whaling still went on.

See, the ban does allow a certain number of whales to be killed for research. So, the same year as the ban started, Japan began a new scientific whaling program, which let them kill about 700 whales. Japan says it's the only way for them to get accurate information. But they've upset a lot of people who don't think it's necessary to kill whales for study. Those same laws also let Japan sell the whale meat and oil after the research is finished. And that's a big business.

Japan says it's not a big deal, because most of the whales they've hunted are Minke whales, and there's quite a lot of them. And Japan says eating whale is an important part of their culture.

MAN: Our whale meat is your beef, I think you understand my feeling. Beef for Australia is whale for us.

But others are prepared to do just about anything to stop whaling. And recently they had a win. The UN's highest court, the International Court of Justice, decided that Japan could no longer kill any more whales in the Antarctic.

Some people had hoped that would be the end of Japan's whaling program. But the ruling only prevents them from hunting in the Antarctic. They can still hunt whales in other parts of the ocean. And that's exactly what they're doing.

They're now hunting whales in the north-west Pacific, which is something they do every year. But with the hunt on again, it's brought this whole issue back to the surface.

## Online Poll

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Let's have a poll on that one

We're asking

Should whaling be allowed for cultural reasons?

Our website is the place to vote.

Last week we got a huge response from our poll on bike licences. A massive 3 and a half thousand of you voted.

And most, 82% went for no bike riders shouldn't need a licence. As always thanks for having your say!

## Electric Cars

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Reporter: Sarah Larsen

*INTRO: Electric Cars are often thought of as some kind of new technology. But did you know they've actually been around for a hundred years? So why haven't they caught on? And do they have a place in our world today? Sarah takes a look at where electric car technology is at and where it's heading.*

SARAH LARSEN, REPORTER: Ah, the unmistakable sound of big, fast, petrol powered V8s. Music to the ears of petrol heads everywhere.

But there just might come a time when watching a car race sounds more like this. Weird huh?

That's the sound of an electric car no petrol tank no tail pipe and very little noise.

DRIVER: To drive in a car with no noise is going to be very different for me.

This year, Nissan showcased the latest in electric racing technology testing its electric sports car against regular gas-guzzling racers and it did pretty well.

All electric cars have been the dream of many people for a really long time. In fact, around the turn of the last century electric cars were pretty popular and for a while they seemed like the way of the future.

But the internal combustion engine took over they were cheaper to make, easy to fill and they could go really fast. But petrol has definite down sides. As engines burn petrol they create air pollution carbon monoxide, hydrocarbons, and particles that can harm people's health. The oil that powers our cars comes from limited reserves under the ground and in

the oceans and some reckon we're running out. Plus it's expensive. As petrol prices rise many people are looking back to the future and electric cars are taking off again.

Here in Perth a bunch of electric car drivers got together to show off their rides. There were ordinary cars that'd been converted in backyards and brand-new electric machines designed to go as fast as a petrol machine. All loved by their owners.

CHRIS JONES: We call it the EV grin. It's the big silly grin you get on your face when you put your foot to the floor, you twist the throttle and you're like wow, this is really cool.

One of the biggest problems that electric cars have had in the past is batteries drive for too long and you run out of power.

Battery technology has come a long way. Some electric cars can drive for up to 400km before you need to plug them in and charge them. But to get around a country as big as Australia they'd need a bit of help.

Overseas there are already highways lined with recharge stations pretty soon you'll be able to drive from say Mexico to Canada without using a drop of petrol. And more and more people are using them. In the United States there are about 180,000 plug-in electric cars on the road. In Norway about 20,000 are registered, but in Australia there are only about 700. These guys reckon that needs to change. They're asking Western Australian councils to install power plugs along the highway that links Perth to the state's South West.

PATTI MCBAIN: The thing is there's a lot of precedent for it, in the US and in Europe, it's pretty common now. All you're talking about is a few places to a charge a car. It's not really a big deal.

Some overseas governments also help with the price of electric cars and that's something many would like to see here. Not everyone's so enthusiastic about electric. The majority of drivers still get around with petrol power. And there may be even better technology just around the corner.

Presenter: Okay so you saw an electric race car at the start of that story

But how fast do you think an electric car can go?

## Quiz 1

What is the top speed of the world's fastest electric car?

Is it 290

490

Or 1090km/hr

The answer: 490km/hr

## Zambia Visit

Reporter: Emma Davis

*INTRO: Last year, BtN brought you the story of a group of school kids who travelled to Zambia on exchange. In it, they said they hoped the Zambian kids would be able to visit Australia in return. Well now they have. Rookie Reporter Chloe filmed it all for us. Here's what happened.*

**CHLOE GREY, REPORTER:** A few months ago I was lucky enough to go on the trip of a lifetime with 14 other students. We got to check out what life is like in a totally different country and make some awesome new friends. Just recently it was our time to return the favour. But let's start from the beginning.

Last year we hopped on a plane and travelled to Zambia. It's a country in Africa. When we got there everyone gave us a really warm welcome. These guys are part of the Chipembele Wildlife Education Trust. They do a lot of conservation work and learn about how important the environment is. They showed us around their village and taught us heaps of stuff about their lives. We were really sad to say goodbye but we knew it wouldn't be too long till we'd see them again!

Around Easter they flew to Adelaide, where I live. It was a big deal for them cos some had never been outside of Zambia before! We gave them a big welcome and we even had an Easter egg hunt for them! It was pretty fun to take them around and show them some of the different parts of life here in Australia.

Another big difference is the food! They made some nshima for us and showed us how to eat it. And everyone knows when you come to Australia you have to try one thing.

All this stuff was really fun, but the main reason the Chipembele kids came over was to talk about conservation. They spent two weeks with Aussie animal experts to learn how we look after our native species and our environment. They went to heaps of different places and learnt about the threats our animals face. They also learnt about the positive stuff, like breeding programs and all the things keepers do to look after animals that are sick or injured. They wanted to learn all this stuff to help their animals back home, even though they're not even close to the same. They loved meeting our animals too.

Oh look, there's me filming!

We had heaps of fun on this whole exchange and learnt so much about each other's lives. While we were sad to say goodbye, we hope it won't be too long until we get to see them again.



Presenter: Hope they enjoyed it. Now the Zambian kids made up a batch of nshima in that story. Let's see how much you know about it.

## Quiz 2

What is the main ingredient of nshima?

Is it -

Maize flour

Eggs

Lentils

The answer: Maize flour

That's like corn flour here and it's used to make a porridge that is served with vegetables, beans, meat or fish.

OK, let's find out about some of the biggest stories in sport this week. Here's the Score.

## The Score

To some sad news first and famous Aussie race car driver Sir Jack Brabham has died.

The 88 year old is regarded as Australia's greatest formula one driver.

He won three championships in 1959, 1960 and 1966.

One of those wins, he famously pushed his car across the finish line after it ran out of fuel.

And in his last he built the car that won him the championship himself.

He's the only person to ever to do that!

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Australian golfer Adam Scott is now world number one.

The Aussie has knocked American Tiger Woods from the top spot.

He's the first Aussie to be number 1 since Greg Norman in 1998.

\*\*\*\*\*

Arsenal has won this years' FA Cup.

The gunners had to fight back from two goals down... to steal the title from Hull City in extra time.

It's their first trophy in nine years.

\*\*\*\*\*

The Aussie Women's Soccer team are through to the World Cup.

The Matildas won their spot by beating Vietnam two-nil.

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And finally in AFL the crowd was so loud at the Adelaide- Collingwood match on Thursday night the umpires and players couldn't hear the siren.

Adelaide kicked a goal and it was allowed because the review couldn't tell if the siren had sounded before or after the player kicked it!

It's a bit surprising because Adelaide Oval has the loudest siren of any ground in the country.

## King's Kids

Reporter: Matthew Holbrook

*INTRO: For some kids, singing on stage in front of hundreds of people would be terrifying. For others, it's a dream come true. In this next story we meet some kids that definitely belong in the 'dream' category. They're stealing the show in a world class production of the King and I. Matt found out what it's like.*

**MATT HOLBROOK, REPORTER:** It's a musical that's wowed audiences for decades. But while it's famous for its songs and costumes, the King and I is also known for its huge cast of kids! About half of the performers are thirteen or younger.

Riley's one of them. And in this Queensland production, he plays the role of Louis. He's ten, and he's been studying theatre and dance for six years now. This is him at the audition a couple of months ago.

RILEY: My mum loves it and I love it, too, we always watch the movies.

Soon after, he found out he got the part he wanted. He was more than a bit excited.

RILEY: I was freaking out. Mum and I were actually at a little cafe when we got a call from BMEG and we were just so excited.

But getting the role was just the start. From there, it's taken a lot of hard work to succeed. Riley rehearses his lines and lyrics every day. Soon enough, the rehearsals are over. It's time to head to the theatre, and say goodbye to mum.

Back stage, there's a bit of a vocal warm up, and some last minute advice and reminders. Then costumes, hair and make-up. And finally, it's show time.

The performance is a big success!

RILEY: I went really well, it was fantastic, a fantastic audience.

But performing in a show like this, isn't a once off gig, it takes serious commitment. The kids perform four times a week. But Riley says it's all worth it. And he's learnt a lot from working with the pros.

RILEY: They're just so encouraging and supportive. Like they can give you tips and they'll say nice things to you like 'good job'.

His dream is to one day perform on stage in the famous Broadway theatres of New York. But whatever happens, it's an experience he'll never forget.

RILEY: This is my big chance to get noticed so it was really amazing for me.

## Closer

But we will be back next week with all the latest news and sport just for you. In the meantime, jump on our website to vote in our poll or share your opinion on what you're just seen. And teachers, there's plenty of class resources begging to be used as well. Find it all at [abc.net.au/btn](http://abc.net.au/btn).

Check it out, and we'll see you next week!

Bye for now!