

Questions for discussion

Episode 18
24th June 2014

Iraq

1. Name one of Iraq's neighbours.
2. Which countries invaded Iraq in 2003?
3. Why did they invade Iraq?
4. How many years did the war last?
5. When did Australian troops leave Iraq?
6. What is the group ISIS doing?
7. What does the President of Iraq want to happen?
8. Why do some people think Australia should be helping Iraq?
9. Why are some people against the idea of Australia helping?
10. Do you think Australia should get involved? Give reasons for your answer.

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

Financial Year

1. Briefly summarise the BtN *Financial Year* story.
2. When does the financial year start and finish?
3. What do people who earn a wage have to file at the end of the financial year?
4. Everyone who earns money gets _____ taken out of their wage.
5. Who collects tax?
6. What does the government use taxes for?
7. The amount of tax a person pays depends on...
8. What will a person who has paid too much tax receive?
9. What are deductions?
10. Why do businesses have stocktake sales?

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

Polio

1. Discuss the issues raised in the BtN *Polio* story with another student.
2. Where is Pakistan? Locate it using Google Maps.
3. What are some symptoms of polio?
4. Polio is not contagious. True or false?
5. How many people in Australia were diagnosed with polio between the 1930s and the 1980s?
 - a. 20 000
 - b. 40 000
 - c. 60 000
6. In which decade was a polio vaccine developed?
7. What do Naseem and her team do to help control polio?
8. Why is the number of people contracting polio rising in Pakistan?
9. Why do some people not want their children vaccinated?

10. What do you understand more clearly since watching the BtN story?

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

Texting and Walking

1. What was the main point of the story?
2. Why is it dangerous for pedestrians to use mobile phones while walking?
3. What did a study find about people who walk and text at the same time?
4. Why is having headphones on while walking a problem?
5. There are no laws that say people have to pay attention to what's going on around them. True or false?
6. What are police in NSW doing about the problem?
7. What do you think are some solutions to the problem?
8. Are you affected by this issue? Explain your answer.
9. Should texting while walking be against the law? Explain your answer.
10. Create an advertisement that shows the hazards of texting or having headphones on while walking.

Should texting while walking be illegal? Vote in the BtN poll. Go to
<http://www.abc.net.au/btn/polls.htm>

Outback Films

1. Where in South Australia are the kids in the BtN story from?
2. What was the first step in the process of making a film?
3. Describe what storyboarding is.
4. Why do you think it is important to the filmmaking process?
5. What did Scott teach the kids to do?
6. What part of the camera shouldn't be touched?
7. Describe what the kids did in the editing process.
8. Making the films made the kids more _____ and _____.
9. How did the kids share their films with family and friends?
10. Illustrate an aspect of this story.

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

Activity

Polio Return

Key Learning

Students will investigate what vaccines are and how they work. They will also find out the impact vaccines have had on controlling disease.

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 / 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](#))



Discussion Questions

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Activities

Key Words

Students will find out what the following key words mean.

vaccine	immunity	virus
Immune system	antibodies	antigen
vaccinations	disease	pathogen

Investigating vaccines

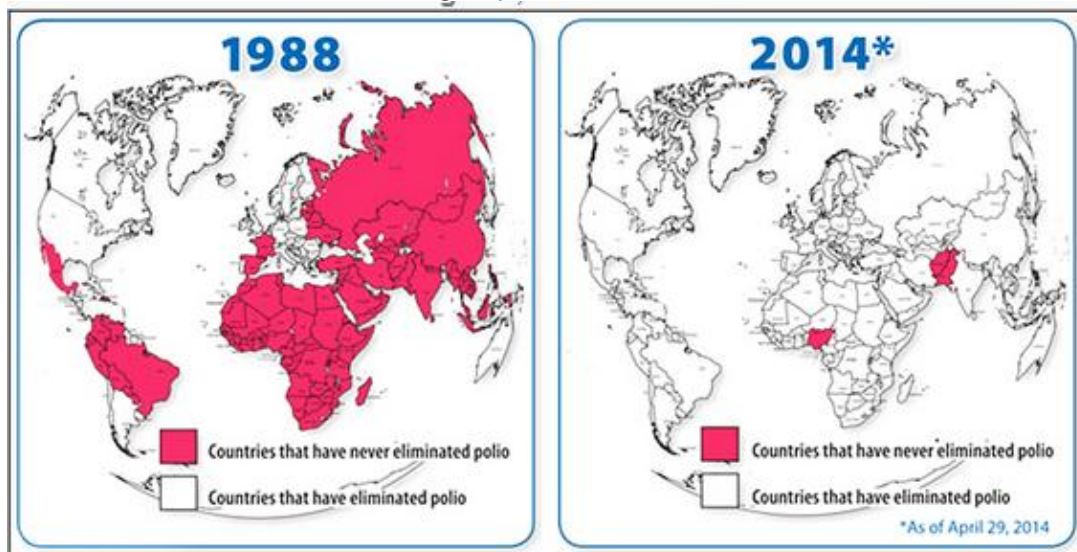
Discuss the issues raised in the BtN *Polio* story and record responses. Students will then research the following questions:

Research Questions

- What is a vaccine?
- What vaccines do you know about?
- What vaccines have you received?
- How do vaccines work?
- What impact have vaccines had on controlling disease?
- Why are most vaccinations given in the early years of a person's life?
- Why is it important to vaccinate against rare disease?
- What is the future of vaccinations? Predict what vaccines may be available during your lifetime.

Impact of vaccines

Ask students to examine the following maps:



Source: BioEd Online <http://www.bioedonline.org/news/hot-topics/polio-risk-on-the-rise/>

Students will investigate the impact vaccines have had on controlling disease.

- What does it show about the control of polio in the past 26 years?
- Which countries are yet to eliminate polio?

Students then research a vaccine such as as Polio, MMR (measles, mumps, rubella), diphtheria, tetanus, whooping cough, Hepatitis B or Chicken Pox.

- Describe the disease. What are the symptoms? Is the disease caused by a virus or bacteria?
- Who is most at risk of getting the disease?
- What impact did the disease have?
- How does the vaccine work? How often should a person be vaccinated?
- What impact has the vaccine had on controlling the disease worldwide?
- What are some interesting facts about the vaccine

Students can demonstrate their learning in a number of ways. These include:

- Create a 'did you know?' about vaccinations or about a specific vaccine.
- Create an illustrated glossary of scientific words about vaccines and vaccinations.
- Present research findings using Prezi <http://prezi.com/> or Microsoft Publisher.

Further Investigation

Students will find out more about the people who created vaccines to fight diseases
<http://www.historyofvaccines.org/content/pioneer-breakthroughs>

Related Research Links

ABC News – Polio resurgence in Pakistan following backlash from CIA vaccination ruse in hunt for Osama bin Laden

<http://www.abc.net.au/news/2014-05-27/polio-resurges-as-health-emergency-in-pakistan/5478144>

Behind the News – Vaccinations

<http://www.abc.net.au/btn/story/s3512683.htm>

History of Vaccines – How do vaccines work?

<http://www.historyofvaccines.org/content/how-vaccines-work>

World Health Organisation – Poliomyelitis fact sheet

<http://www.who.int/mediacentre/factsheets/fs114/en/>

World Health Organisation – Vaccines

<http://www.who.int/topics/vaccines/en/>

Department of Health – FAWs about Immunisation

<http://immunise.health.gov.au/internet/immunise/publishing.nsf/Content/fag>

Activity

Outback Films

Key Learning

Students will analyse the purpose and content of film reviews and write their own. They will also have the opportunity to create their own short film.

The Australian Curriculum

The Arts / Media Arts

Plan, create and present media artworks for specific purposes with awareness of responsible media practice
([ACAMAM060](#)) Year 3 and 4



Plan, produce and present media artworks for specific audiences and purposes using responsible media practice
([ACAMAM064](#)) Year 5 and 6



English/Literacy/Interacting with other

Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning ([ACELY1804](#)) Year 7



English/Language/Language for interaction

Understand how to move beyond making bare assertions and take account of differing perspectives and points of view
Year 5 ([ACELA1502](#))



Discussion Questions

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3. Describe what storyboarding is.
4. Why do you think it is important to the filmmaking process?
5. What did Scott teach the kids to do?
6. What part of the camera shouldn't be touched?
7. Describe what the kids did in the editing process.
8. Making the films made the kids more _____ and _____.
9. How did the kids share their films with family and friends?
10. Illustrate an aspect of this story.

Activities

Be a Film Critic

Students will choose a film they have seen recently and write a review about it. Discuss with students the movies they like to watch. Possible questions include:

- How do they make choices about what films they see and don't see?
- Do they read film reviews?
- What information do they look for in a film review?
- Do reviews help them decide which films they will see?

- What else influences their decision about what they will see?

Look at film reviews from a range of sources. Some possible movie review websites include *At the Movies* <http://www.abc.net.au/atthemovies/> and *Know Before You Go* <http://childrenandmedia.org.au/movie-reviews/> Discuss the sort of information included in the reviews. Remind the students that film reviewers give their opinion about the film and reasons why they liked or didn't like an aspect of it. Give students opportunities to watch and review a film or films of their choice. The following can be used as a guide to help students structure their review. Students publish, display and share their film reviews with other students.

Title of film	
Audience (Who is the film aimed at?)	
Synopsis (Summary of plot)	
Characters - Were they believable? How were characters developed to tell message? Did you care about characters?	
Special effects, sound, music	
Opinion (supported by 2-3 reasons)	
Star Rating (out of 5)	

Make your own short film

Working in small groups, students will create their own short film. Ask each group to think about ideas for their film. Each group needs to answer the following questions:

- What is your story about?
- Where is the story set?
- Who are the characters in the story?
- What are the characters going to say? (dialogue)
- What is the problem in the story?
- How is the problem solved?

When students have worked out a basic idea for their film, they can create a storyboard. Storyboards look like comic books and have a picture for every shot in the film. Show the following video about storyboarding to help students understand how to do it

<http://lessonbucket.com/filmmaking/storyboards/>

Students can use devices such as smartphones, iPods or tablets to record their films. The Behind the News website has some tips to help students with the filming process

<http://www.abc.net.au/btn/rookie-training.html>

Further Investigation

Make a thaumatrope. Films use technology to produce an optical illusion. When you look at a picture your eye and brain retains an image for a fraction of a second after the image has gone. This is known as persistence of vision. The thaumatrope demonstrates persistence of vision because when the device spins, the drawings combine to make a complete picture. Students follow the instructions on the BtN activity

<http://www.abc.net.au/btn/resources/teacher/episode/20110208-cinemasecrets.pdf>

Related Research Links

Stride – Online Dreaming Films

<http://www.stride.org.au/Online-Dreaming.aspx>

Behind the News – Rookie Training

<http://www.abc.net.au/btn/rookie-training.htm>

TropJr – Kids Film Festival

<http://tropfest.com/tropjr/>

BtN: Episode 18 Transcript 24/6/14

Coming up:

- A deadly sickness makes a comeback overseas.
- Why walking and texting could soon be illegal.
- And we find out how the end of the financial year is celebrated, hint, it's not with fireworks.

Hey! I'm Nathan and you're watching BtN. A big show to get through today so let's jump straight in.

Iraq Invasion

Reporter: James Bartold

INTRO: World leaders are really worried about Iraq. A group called ISIS has recently taken over big parts of the country through violence. But is there anything we can do about it? James found out what options are on the table.

JAMES BARTOLD, REPORTER: This is Iraq. A country smack bang in the Middle East. It's an ancient country that you probably know because of this, war. Back in 2003, a whole bunch of countries including Australia, the United States and Britain invaded Iraq.

GEORGE W BUSH, FORMER US PRESIDENT: "Iraq is now the central front"

REPORTER, JAMES BARTOLD: That was the last US president. He ordered the troops in because he said this guy, Saddam Hussein, the ruler of the country, was really dangerous. They were worried about the things he was doing to his people, and what he could do to the rest of the world. Armed forces swept in and removed Saddam from power really quickly but it didn't end there. Troops stayed to try to restore order and help the country get back on its feet. Their aim was to help Iraq form a new government and to leave once it was able to look after itself.

But what was meant to be a quick military mission, turned into a long war, which lasted 8 years and cost 2 trillion dollars. More than 4 thousand soldiers were killed there including 2 from Australia and many thousands of Iraqis died too. By the end of 2011 the US and Australia declared the mission over. Troops from each country packed up and left, with the hope Iraq could rebuild itself. But now only a few years on Iraq is in a lot of trouble again.

A violent group has taken over the north of Iraq. They're called ISIS, or the Islamic State in Iraq and Syria. They're Islamist extremists, and they have taken over from Al-Qaeda in Iraq. They oppose the government and anyone who supports them. They've taken over some Iraqi cities, forced half a million people to flee their homes, and lots of people have been killed. Things are so bad, Iraq's president has asked the US to step in again and both Australia and the US say something needs to be done to stop the situation getting worse. But people are divided about what that help should look like.

Some people want the US and Australia to send troops back into Iraq. They say because we helped the country become what it is now it's our responsibility to make sure things don't spiral out of control there. Some also say we should go in because ISIS is really dangerous. Going in might help stop them before they can hurt any other countries.

But on the other side of the argument, some people say Iraq is still facing many of the same problems it was before we invaded the first time. They say that going in last time didn't achieve much despite the amount of money that was spent and the lives that were lost. So why go in again? They also say that Iraq should be left to sort out its own problems without the help of western troops. Finally, there are some people in the middle that suggest we should help Iraq fight against ISIS by providing air strikes but not risk the lives of troops on the ground.

It's a hard question each with upsides and downsides. But whether troops return or Iraq is left to fend for itself. There's no easy solution for this war-torn country.

Presenter: And we've got the latest developments on that story in this week's wire.

The Wire

ISIS has captured a few more towns in the west of Iraq. Iraqi troops were stationed in these towns. But when ISIS attacked, they were forced to leave. The latest takeover has a lot of people worried that ISIS might be preparing for an attack on Baghdad the capital of Iraq.

Meanwhile the Iraqi government has now officially asked for America's help. So President Obama is sending about 300 advisors. To help the Iraqi soldiers in their fight against ISIS.

Some Aussie soldiers will also be heading to Iraq soon to protect the Australian Embassy in Baghdad.

Funding for school chaplains was in the spotlight this week after a man took the Australian Government to court over its funding of them. Chaplaincy programs were given an extra 250 million dollars in this year's federal budget.

But this guy, Ron Williams doesn't think public schools should have religious people like chaplains working in them. So he took the case to the high court and won. The PM says he's still committed to chaplains in school but will have to work out another way to fund them.

And in the U-S, the most expensive stamp ever has been sold! Back in 1856 this stamp cost one cent. It's from South America. The bidding started at four million dollars! Eventually it was sold for nine point five million. Now that's one stamp you wouldn't want to lose in the mail!

Financial Year

Reporter: Emma Davis

INTRO: Did you know it's our last show of the year? Well, the financial year. It ends on the 30th of June. But why do adults talk about the end of the financial year so often? And why are big sales held in honour of it? Here's Emma with the answers.

KIDS: "Yay!"

KID 1: "Happy end of financial year mum and dad!"

DAD: "Why are you guys so happy?"

KID 2: "Cos it's the end of the year"

KID 1: "We get to see some fireworks and play with sparklers and stuff, right?"

MUM: "Ah no."

EMMA DAVIS, REPORTER: Welcome to the end of the financial year. It's kind of like the end of the calendar year, just without the fireworks, and parties. Instead you get a whole lot more paperwork! The financial year starts on the first of July and finishes on the 30th of June and as the name suggests, it's all about money! Here's how.

Take dad here. He earns 60 thousand dollars a year as a chef but he pays about 11 thousand dollars of that in income tax! That money goes to the government and it's used to pay for all sorts of things, from hospitals to schools and roads. So it's very important.

But while dad paid 11 grand in tax over this financial year that doesn't mean the government gets to keep it all. He can get some back by filling in a tax return. Tax returns are due anytime after the end of the financial year on the 30th of June. The aim of a tax return is to work out if you paid too little tax or too much. If you paid too little, you'll owe the government money. If you've paid too much, you'll be entitled to a refund. But there are ways to make sure you get a bigger refund. It's all got to do with things called 'deductions'. Let's go back to dad.

Working as a chef requires special chef clothes, which dad buys out of his own money. He also buys his own knives and chef's hat. Because he needs these things to do his job he can claim them as a work expense. That means the cost of them gets deducted from his total wage so he pays less tax! Deductions can include clothes and tools. But there are also some weird deductions, like sunnies for journalists, funny wigs for lawyers and even moisturiser for flight attendants!

But the end of financial year isn't all boring forms and files and deductions and returns. It also means this, sales! Lots of businesses offer huge sales at the end of the financial year. But it's not a coincidence. They're not doing it just to give you great deals, they're doing it to get rid of their products. As part of their tax returns, businesses have to count up every item they have in their shop. It's called stock-take. But counting up all this stuff is a lot of work, so companies put sales on to try to sell heaps of that stock so there's less to count! Pretty clever right?

So that's the end of the financial year. A time of boring paperwork but great sales! And that's certainly something to celebrate.

Quiz 1

Okay you guys might start earning a bit of money in the next few years. So let's find out when you'll have to start paying tax on it. How much money can you earn before you have to start paying tax in Australia?

\$2200

\$12,200

Or \$18,200

The answer: \$18,200

Anything under that is income tax free! Okay.

Polio Return

Reporter: Emma Davis

INTRO: There's no better example of the power of vaccinations than the disease polio. It used to be common in Australia. But since a vaccination for it was developed it's been wiped out. Across the world you'll find a similar story. But recently countries like Pakistan have seen cases of polio on the rise again. Emma tells us why.

EMMA DAVIS, REPORTER: A long time ago way before you were born a lot of kids around the world suffered from a disease called polio. It was really contagious and the symptoms could be pretty serious. In the worst cases kids suffered a lot of pain, many lost the use of their legs, and ended up with lifelong deformities.

In Australia, 40 thousand people were diagnosed with polio between the 1930's and 1980's, but luckily for us a vaccine was developed in the 1950s and polio was wiped out in Australia.

Overseas though, it's a different story. This is the city of Karachi. It's one of the largest cities in Pakistan but in this country a lot of kids still have polio and the number of cases is rising!

This is Naseem, she's a children's health care worker. Every day Naseem and her team go to people's homes and vaccinate kids against polio. While we get the vaccine through a needle these kids get a few drops of it in their mouth. Some parents in Pakistan are happy for their kids to be vaccinated but some are not. This man on the bus never lets his kids have the drops because his family doesn't accept them.

But one of the main reasons has a lot to do with this guy. He's a doctor from Pakistan. Back in 2011 he was giving vaccinations to people in an area where Osama bin Laden was found by the U-S Government. So people thought he might have been spying. Because of that, some people in Pakistan think that all vaccination workers are working for the US too. Some workers have even been attacked while on the job and many other refuse to be vaccinated because they've been told America is trying to hurt their kids. This lady heard rumours that people were dying from the drops. It's not true but it's enough to let polio become more common here. Back on the streets people like Naseem are still working hard to vaccinate kids, while some people are trying to stop them from doing their work. They say health and safety of these kids is more important and they're committed to one day getting rid of polio once and for all.

Quiz 2

Let's find out a little more about polio with a quiz.

When was the last recorded case of polio in Australia?

1977

1997

2007

The answer: 2007

That was someone who had just arrived here from Pakistan.

Text Walking

Reporter: Matt Holbrook

INTRO: We're all taught how to cross the street safely when we're young. But phones now seem to be making many of us forget this important lesson. And police say it's causing big problems. Here Matt with more.

MATT HOLBROOK, REPORTER: When you're a bit distracted you don't always notice what's really going on around you.

MATT: Oh, hello. Nice day, isn't it?

But focusing on something like a phone, instead of your surroundings, isn't always just an annoyance. It can be really dangerous. Tony's a doctor and he often sees patients who have been injured on busy streets because they weren't paying attention.

TONY, DOCTOR: I think the phone has been a factor because people are not watching what's actually going on. They're more interested in texting their friends or looking at something on their phone and they're not looking at the surrounds.

But how dangerous is having your head stuck in your phone, really? This figure shows how much people deviated from a straight line. The green line is when they walked normally, the blue line when they were walking and reading at the same time and the red line when they walked and texted. This study found that people slow

down, don't walk straight and fall over when they're texting. It seems that when people are dual tasking by texting and walking at the same time, they're prioritising texting over their ability to walk safely.

Eyes on your phone instead of where you're going isn't the only problem. Having headphones on can drown out what's going on around you as well. And it's not just a problem when we're walking.

EMMA: Look at this, isn't it amazing!

JAMES: Matt, catch!

But while a ball to the face hurts, it doesn't hurt nearly as much as being hit by a car, while crossing a road, or causing a crash that hurts someone else. At the moment there are no laws that say people have to pay attention to what's going on around them. But some would like that to change.

HAROLD, PEDESTRIAN COUNCIL OF AUSTRALIA: We would like to see a different offence. We would like to see "failed to cross road at safety" or "safely" and we would like to see council rangers enforcing that law to assist the police.

Without those laws police can't make people change their behaviour. But in NSW, they're cracking down anyway. So what's the solution? Well, the obvious answer is to put devices away, or turn them down, when we're out and about. Technology's a huge part of our lives and that's not going to change anytime soon. But there's no harm in all of us paying a bit more attention to the world around us.

Online Poll

So, obviously text walking is dangerous.

But should it be made illegal?

That's this week's question.

Our website is the place to give us your answer.

Last week we asked if the 5 cent coin should be ditched.

And it certainly got you fired up. Nearly five thousand of you voted and most of you wanted to save the 5 cent coin from extinction. Thanks for voting!

Sport time now. Here it is.

The Score

The Socceroos are still winless at the Soccer World Cup. But they've won quite a few fans after a hard fought clash with the Netherlands. The Aussies lost to the heavy favourites 3-2 but showed plenty of class and talent along the way. Tim Cahill also showed why he's a star scoring one of the goals of the World Cup so far.

Now, in case you were wondering how that goal sounded on South American TV. Here's how their commentary of it sounded!

“GOOOOOOOOAAAAAAAAALLLLLLL!”

But that goal will unfortunately be Tim Cahill's last at a World Cup.

The Aussie star was given a yellow card which means he missed the Socceroos last match. And at 34 he says he won't be back for another cup in four years time!

The Melbourne Vixens are the 2014 Trans-Tasman Netball Champions. The Vixens were too strong for the Queensland firebirds winning 53 to 42 in the final.

The blues have won State of Origin for the first time in 8 years. New South Wales went into the game one- nil up. Queensland came out firing controlling game 2 from early on. But in the dying minutes, in just his second origin, Trent Hodkinson came up with the game-winning try.

The Wallabies have finished their test series against France in style with a huge victory in the final match. Israel Folau scored twice while Will Skelton also scored in his Test debut. The Aussies swept the series 3- nil to continue their seven game winning streak.

And finally to a sport you've probably never heard of or seen. It's called Equestrian Vaulting and it's just like it sounds gymnastics on a horse. These guys and girls are some of Australia's best. And they're busy practicing before heading to France to compete in the world equestrian games.

Outback Films

Reporter: Natasha Thiele

INTRO: Finally today some kids from Coober Pedy in outback South Australia know exactly what it takes to make a great movie. They've had lessons with an expert and now they want to share what they learnt with you. Here's Rookie Reporters Caris and Ayla.

CARIS: Hi, I'm Caris and my film is called 'Cheesy Channels'.

ALYA: And my name's Ayla. My film is called 'The Mystical Opal of Coober Pedy'.

AYLA AND CARIS: We're both from Coober Pedy in South Australia and making films is something we never thought we'd get to do. But some people came to our school to show us how it's done. Here's what we learnt. First, we had to decide what our film was going to be about. We needed to work out a beginning, middle and end. That meant story-boarding, which is drawing pictures of what we wanted everything to look like. We also needed to work together to decide who our actors would be, who was going to use the camera and who would be the director.

Once all the big decisions were made, it was time to learn the technical stuff. Scott, he's a filmmaker. He taught us how to use a camera and what all the buttons do. We learned how to use microphones to get all the sound and we were taught what a difference lighting makes. It took a lot of practice to get good at it all.

Filming on location was heaps of fun - we felt like a real film crew! It took a lot of takes to get it right but we got there in the end. Then, we had to watch everything we recorded to check we had everything we needed. From here it was time to edit! We chose the best shots and even picked the music and sound effects to go with it. And finally our films were finished! It was time for the Premiere! We got to show them to our friends and family at a special screening.

WOMAN 1: I loved it, you guys were awesome!

MAN: All the films were really, really well presented and you can see the students spent a huge amount of time and effort putting them together and making them work.

WOMAN 2: It was a great way of showing the hard work of what the kids have put into making the films.

AYLA AND CARIS: We're proud of how our films turned out. It made us more confident, creative and we can't wait to do another one and now, we also want to be filmmakers.

STUDENT 1: I reckon everyone enjoyed it and might do it again sometime.

STUDENT 2: Knowing that the kids liked it, I feel pretty good about it now.

STUDENT 3: Just making films like knowing how to edit now, just learning most of that filming technique, directing, taking turns and learning how to do stuff.

STUDENTS: So look out for a movie from us someday soon!

Closer

And that's us done for today and for the semester! But please join us again next semester and we'll do it all again. In the meantime, head to our website right after the show to join in the conversation on any of our stories and vote in our poll on text walking. Have a great holidays, and we'll see you on the other side! Bye!