Questions for discussion

World Humanitarian Day

- 1. Discuss the main points raised in the BtN story with another student.
- 2. What does World Humanitarian Day celebrate?
- 3. Josh is a Youth Ambassador for which organisation?
- 4. What do you think humanitarian means? Share your definition with another student.
- 5. What is humanitarian aid?
- 6. Describe the sort of things the aid workers in the BtN story do.
- 7. Using Google Maps, locate two of the countries the aid workers in the BtN story are working.
- 8. Name three aid organisations mentioned in the BtN story.
- 9. How can kids in Australia get involved in humanitarian work?
- 10. How did this story make you feel?

Check out the BtN *World Humanitarian Day* teacher resource on the Teachers page http://www.abc.net.au/btn/teachers.htm

Metadata

- 1. What is metadata?
- 2. The government wants to bring in new laws that force
- 3. What is another word for data?
- 4. What metadata comes from a phone call?
- 5. What information won't be kept?
- 6. Internet companies will also be keeping metadata. What sort of information will they keep?
- 7. What doesn't it include?
- 8. Why does the government want to keep the information?
- 9. Why are some people concerned about the government keeping metadata?
- 10. How do you feel about your metadata being kept? Explain your answer.

Vote in the BtN poll. Go to http://www.abc.net.au/btn/polls.htm
Do the quiz on the BtN website http://www.abc.net.au/btn/quiz.htm

Resilience

- 1. Discuss the Resilience story with another student.
- 2. What did a recent study find about the mental health of young Aussie kids?
- 3. What things make young people feel stressed or worried?
- 4. How are Boxercise classes helping kids to cope with their feelings?
- 5. What things make you worried or sad?

- 6. What do you do when you feel this way?
- 7. Who helps you when you are feeling sad or worried?
- 8. What do you think 'being resilient' means?
- 9. How do you solve problems? What strategies do you use?
- 10. What do you understand more clearly since watching this story?

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

Healthy Vending

- 1. Describe the idea of the fruit vending machine.
- 2. What sort of food is usually sold in vending machines?
- 3. What are the advantages of vending machines?
- 4. Why is freshness an issue?
- 5. How often do they restock the machines?
- 6. Why did a school in Brisbane decide to get a fruit vending machine?
- 7. What are some challenges for making them successful?
- 8. What are the benefits of selling fruit in vending machines?
- 9. Do you think a fruit vending machine in your school would be successful? Explain your answer.
- 10. What was surprising about this story?

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

Book Week

- 1. Name three facts about the author Renee.
- 2. Why do the students in the BtN story love writing?
- 3. Where do they get their story ideas from?
- 4. What inspires Renee's writing?
- 5. Why is storyboarding important in the planning process?
- 6. What information is included in the storyboards?
- 7. What did the student's learn from Renee's writing master class?
- 8. Describe the sorts of stories you like to read and/or write?
- 9. When you write a story, where do you get your ideas from?
- 10. What did you learn watching the BtN story?

Check out the BtN *Book Week* resource on the Teachers page http://www.abc.net.au/btn/teachers.htm

Episode 23 19th August 2014

Activity

World Humanitarian Day

Key Learning

Students will develop a deeper understanding of what humanitarian aid is, what aid workers do and Australia's aid program.

The Australian Curriculum

Geography/Geographical Knowledge and Understanding

The various connections Australia has with other countries and how these connections change people and places (ACHGK035) Year 6



Civics and Citizenship/Knowledge and Understanding/Citizenship, diversity and identity

The obligations citizens may consider they have beyond their own national borders as active and informed. (ACHCK039) *Year 6*



Discussion Questions

- 1. Discuss the main points raised in the BtN story with another student.
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- 4. What do you think humanitarian means? Share your definition with another student.
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- 7. Using Google Maps, locate two of the countries the aid workers in the BtN story are working.
- 8. Name three aid organisations mentioned in the BtN story.
- 9. How can kids in Australia get involved in humanitarian work?
- 10. How did this story make you feel?

Activities

Discuss

After watching the BtN story, find out what students know about humanitarian aid, what they learnt from the story and what questions they have about the topic. Here are some discussion starters:

Discussion questions

- What does humanitarian mean?
- What is aid?
- What is humanitarian aid? Give some examples.
- How does it benefit people in need?
- What sort of work humanitarian workers do?
- Which countries are receiving humanitarian aid?

Aid workers

The BtN story gave a snapshot of humanitarian aid. Students will investigate in more detail what aid workers do. Working in pairs or small groups, ask students to research and respond to the following questions:

- Describe what the aid workers in the BtN story do.
- Which organisations do they work for? Give some examples.
- Why do you think some people choose to become aid workers?
- What qualities do you think aid workers need to have? Explain your answer.
- How do you become an aid worker? What skills or experience is needed?
- What sort of missions do aid workers go on?

To help students with their research, the Red Cross website has information about what aid workers do

http://www.redcross.org.au/international-aid-work-stories.aspx

Students can present their information to the class using Prezi http://prezi.com/, Microsoft Publisher or create a `did you know?'

How does Australia help?

Students will find out more about Australia's aid program by researching the following questions. Encourage students to come up with their own questions about how Australia helps other countries.

Research questions

- Why does Australia give aid?
- Who does Australia give aid to? Identify these countries on a world map.
- What aid does Australia give? Investigate a case study.
- What are Australia's responsibilities with giving humanitarian aid?



UNICEF

Find out more about the organisation that Josh from the BtN story is a Youth Ambassador for. Research the following questions:

- What is UNICEF? What is their mission?
- What work does UNICEF do around the world? What
 do they do to make sure that the rights of children around
 the world are protected? Present your research to students
 in another class or create an illustrated book that teaches
 other children about UNICEF.
- Look at the UNICEF emblem. What do the images on the UNICEF emblem symbolise?



World Humanitarian Day



Discuss with students the importance of World Humanitarian Day. To find out more information about the day, students can visit the website

http://worldhumanitarianday.org/en/about
This year, organisers are asking people

to finish the following line: The World Needs More...

Students can discuss and come up with a word to finish the sentence.

Further Investigation

Choose an organisation that gives humanitarian aid and create a profile of them including the following information:

Which countries does the organisation help?

What sort of help do they provide?

Give a brief history of the organisation.

Related Research Links

World Humanitarian Day – About http://worldhumanitarianday.org/en/about

Department of Foreign Affairs and Trade – About Australia's aid program

http://aid.dfat.gov.au/makediff/Pages/default.aspx

Department of Foreign Affairs and Trade – Humanitarian preparedness and response

http://aid.dfat.gov.au/makediff/humanitarian/Pages/default.aspx

Global Education - Australia's Aid

http://www.globaleducation.edu.au/global-issues/gi-australias-aid.html

Oxfam - Australia's Aid Effort

https://www.oxfam.org.au/explore/millennium-development-goals/australias-aid-effort/

Activity

Book Week

Key Learning

Students will develop a deeper understanding of an author and their work by completing tasks of their choice.

The Australian Curriculum

English/Literature/Examining literature

Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style (ACELT1616) Year 6



Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (ACELT1605) Year 4



English/Literacy/Interpreting, analysing, evaluating

Analyse strategies authors use to influence readers (ACELY1801) Year 6



Discussion Questions

- 1. Name three facts about the author Renee.
- 2. Why do the students in the BtN story love writing?
- 3. Where do they get their story ideas from?
- 4. What inspires Renee's writing?
- 5. Why is storyboarding important in the planning process?
- 6. What information is included in the storyboards?
- 7. What did the student's learn from Renee's writing master class?
- 8. Describe the sorts of stories you like to read and/or write?
- 9. When you write a story, where do you get your ideas from?
- 10. What did you learn watching the BtN story?

Activities

Define and discuss

Discuss the BtN *Book Week* story with students. What did they learn about the process an author goes through to write a story? Then ask students to define the following words that relate to storytelling:

narrative	theme	plot
setting	fiction	non fiction

Author Study

Students choose an author to focus on then answer the following questions:

- List the books your author has written.
- What do you know about the author? What can you find out? Find 10 facts about your author.
- Write 10 questions you would like to ask your author.

Negotiate with students how many of the following tasks they need to complete.

Remember and Understand

- Make a mind map that summarises information about a character created by your author.
- Storyboard the major events in the novel.
- Retell the story as a comic strip. Include at least 5 pictures and include captions.
- Find 5 images that relate to a book by your author and explain why you chose the images.

Apply and Analyse

• Write a review of one book by your author. Include the following information:

Title

Genre

Where is the story set?

What are the themes in the book?

A concise description of the plot

Describe the main characters in the book.

Your overall response to the book

Would you recommend it to others? Give reasons why or why not.

- Compare two of the characters in the book.
- Describe your favourite character created by your author. Describe their physical appearance and personality traits. Draw a picture of the character that shows this.
- · How would you describe the author's style?

Evaluate and Create

- Redesign the front cover of one of the author's books. Explain why you chose the design.
- Create a poster that encourages people to read one of the author's books.

• Interview another student who has read a book written by your author. Ask them what they thought about the:

Characters

Plot

Setting

Themes

• Rewrite the ending of the book. Explain why you chose to end it the way you did.

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

Children's Book Council of Australia – Book Week http://cbca.org.au/bookweek.htm

Scholastic – Celebrate National Children's Book Week http://teacher.scholastic.com/lessonrepro/lessonplans/bookweek.htm

Mrs Mac's Library – Book Week 2014 http://www.mrsmacslibrary.com/book-week-2014.html

BtN: Episode 23 Transcript 19/8/14

Coming up:

- The Government announces plans to record your metadata. We explain what that is and why they want it.
- A big study finds many kids are living with stress and unhappiness but what is the best way to get through it?
- And coins in fruit out. We take a look at the new way to grab a snack on the go.

Hi I'm Nathan and you're watching Behind the News. You can see those stories later. But we're going to start this week a little differently by introducing you to some people doing really positive stuff around the world.

Humanitarian Day

Reporter: Emma Davis

INTRO: Tuesday the 19th of August is World Humanitarian Day. Humanitarian being a pretty complicated word for people who help other people in need. So we asked Rookie Reporter Josh who's an ambassador for UNICEF to introduce us to a few of the humanitarians helping out in areas of need.

JOSH GODDARD UNICEF YOUTH AMBASSADOR: "Hi my name's Josh and I'm a Youth Ambassador for *UNICEF*, a great humanitarian organisation that helps kids all over the world. I was born in South Africa and lived there until I was 10. Whilst living in South Africa I saw just how hard life can be for kids who live on the street. Since then, I've decided to work hard and give back to people who are less fortunate than I am. This is what humanitarian work is all about, helping those who are suffering in situations they have no control over. First, let's meet someone doing just that in the Central African Republic."

MADELEINE LOGAN - UNICEF - CENTRAL AFRICAN REPUBLIC: "Hello my name is Madeline Logan and I work for *UNICEF* in Central African Republic. I'm here today at a displacement site where *UNICEF* is providing toilets, shelter, and water for children and their families as well as temporary classrooms where they can learn and safe spaces for them to play. We want as many people as possible to know about what's happening in this country.

I love my job. I work with amazing people every day and I truly believe that *UNICEF* is making a difference for the children in Central African Republic. Happy World Humanitarian Day."

JOSH: "Now let's meet a humanitarian working in Vanuatu, a country not too far from Australia but that's made up of more than 80 tiny islands!"

DWAIN HINDRIKSEN - WORLD VISION - VANUATU: "Hi, my name's Dwain and I'm an aid worker. I've had the opportunity to work in some really challenging environments, such as South Sudan where it can be very dangerous at times. But I've also had the opportunity to work in some really amazing environments, such as Vanuatu where I currently am. Over the last couple of weeks I've been working with our World Vision colleagues here and a community to help them prepare for future disasters. This Tuesday, 19th of August, is World Humanitarian Day. Take the time to think and remember about those humanitarians who put themselves in harm's way each and every day to make the world a better place."

JOSH: "On the other side of the world, a place that's now home to a lot of refugees is the country of Jordan and humanitarian workers are making a big difference there."

STEFAN KNOLLMEYER - CARE - AZRAQ REFUGEE CAMP, JORDAN: "My name is Stefan Knollmeyer and I work for an international aid organisation called CARE Australia. I'm from Melbourne but today I'm in Azraq refugee camp in Jordan in the Middle East where CARE is working with Syrian refugees. CARE is working with them to register them as they arrive and provide basic information about the services they can access here. We also work with these community centres, such as the one behind me, where we provide safe places for children to play and for people to meet and enact a normal life, away from the fighting."

JOSH: "Next we'll head to Ukraine, where some humanitarian workers are hard at work trying to reunite family members and loved ones who've been separated because of the war."

JESS LETCH - RED CROSS - UKRAINE: "My name's Jess and I'm from the restoring family links program of the International Red Cross. I'm here in Kharkiv at the distribution centre for people who've been displaced by the conflict in the Ukraine. The restoring family links program helps families who've been separated by conflict and disaster to get back in touch. I'm also going to spend some time talking to people to understand their situation in here and in other parts of the country to find out if they're in touch with their relatives and to find out what we can do to assist them."

JOSH: "But you don't need to travel to a far away country to make a difference. Kids like you can get involved in volunteer programs in your local area. You can talk to people, fundraise and even raise awareness on social media. I love working with

UNICEF so I'd love to see heaps of other Aussie kids get involved in humanitarian work all across the nation."

And a big thanks to Josh and all the humanitarian workers that gave up their time to help make that story happen. Okay the wire is up next. Here's a quick wrap of the stories that matter.

The Wire

The results for this year's NAPLAN test are out. And it seems kids around the country found the writing section a bit tricky. Students in grades, 3, 5, 7, and 9 had to write about a law they'd like to change.

But the group that sets the test says the question was just a bit too hard. And overall writing skills probably aren't any worse.

Our treasurer Joe Hockey, caused a bit of controversy recently. When he suggested that poor people don't drive!

HOCKEY: "The poorest people either don't have cars or don't drive as much in many cases."

One of the Government's budget measures was to raise the tax on petrol. And the treasurer was trying to say that the increased tax will hit rich people more than poor people.

But welfare groups and the federal opposition say that's not true. Joe Hockey has since apologised for his comments.

Entertainer Robin Williams has died. He was well known for his stand-up comedy and for his many starring roles in TV and movies. He even won an Oscar in 1997 for best supporting actor.

But you might know him best as the voice of Ramon and Lovelace in Happy Feet.

"My name is ramon ramon carlos something something something pacifico benito"

Or the genie in Aladdin

"First that fez and vest combo is much too third century these patches what are we trying to say beggar, no let's work with me here."

His family, friends and many fans say he'll be sadly missed.

Metadata

Reporter: Matt Holbrook

INTRO: Recently the federal Government announced it wants to force phone and internet companies to store certain information about their customers called metadata. The Government says the information will be used by national security agencies to stop terrorism and other major crimes. But when interviewed about the details of the plan one minister struggled to explain what metadata actually was and how much of it would be kept. So here's Matt with the full story just for you.

Metadata. It literally means data about data, which makes it a pretty confusing term. And over the past couple of weeks we've had to listen to some rather confusing explanations about what it actually is.

REPORTER: It does tell you the website?

GEORGE BRANDIS: It tells you the address of the website.

REPORTER: That's the website, isn't it?

But despite that, the government says it wants communication companies to keep the metadata from every call, every SMS, and every internet session in Australia for up to two years. So considering that, it's probably important we all know what it is. First up, let's find out what metadata comes from a phone call.

In this case, Metadata is information about who made the call and when, who answered it, and how long the call lasted. It doesn't include what was said. So metadata is all the information about the call, but not the call itself.

MATT HOLBROOK, REPORTER: What are you talking about? Is it cake? Are you making cake?

Now let's go to internet metadata, where things get a bit more tricky. Internet metadata includes things like connection times, and when you've sent and received emails. That's the kind of information the government says it wants. Other types of metadata, like your web browsing history, wouldn't be kept.

So that's metadata. And it means that if you've ever made a call, sent a message, or done anything on the internet, you've created metadata of your own. But why would the government want to keep all of that information anyway?

Well, say these guys were up to something fishy, and authorities already knew or suspected something. Knowing things like the location and times of their communications could help catch them or stop them before they did something bad.

That's why the government says holding onto metadata will help police and security agencies catch terrorists and criminals.

It's especially useful to authorities because they don't need a special court order to access it while they would, for instance, if they wanted to listen in on that phone call from earlier.

MATT: I knew it was about cake!

Now metadata's been around for a long time, and some companies keep the required information already. But some don't, and some only hold onto bits of it. So that's why the government wants to make this new rule, so they can rely on the metadata information being there if they need it.

But some people are really worried about it. They say you can learn a lot from a very small amount of information, especially if you collect lots of it over a long period of time. They also say it's an invasion of privacy. And fear what would happen if the data was hacked, leaked or misused.

Some Internet and phone companies aren't too happy, either, because storing all of that info for that long could prove really costly. But the government and security agencies say they're just keeping up with the times, and there's nothing for us to worry about. So each time you make a call, or send a text, or use the internet, just remember all of the data about data that you're making in the process.

Online Poll

So how do you feel about your metadata being kept?

That's the question in our poll this week.

Jump online to cast your vote.

Last week we told you that a fist bump transfers heaps less germs than a handshake.

So in our poll we asked which one society should use as its go-to greeting.

The results are in and out of more than 4000 of you most stood in the fist bump's corner. Thanks for voting!

Resilience

Reporter: Natasha Thiele

INTRO: A big report into the mental health of Aussie school kids was released recently and the results have experts concerned. Many kids reported feeling stressed and unhappy. Others said they don't get nearly enough sleep. We asked Tash to look through the results and find out how some kids stay resilient during tough times.

NATASHA THIELE, REPORTER: Life is full of challenges. Some involve family, some friends and some school. Some of them are easy to cope with, but others can leave you feeling sad, stressed or just alone. A recent study found half of school kids aren't coping very well with some of these challenges.

16 thousand kids in years 4 to 12 were surveyed. 28 percent of boys and 38 percent of girls said they don't get enough sleep. One in three girls is unhappy and almost the same number of boys feel like they're always under stress. One in four boys and one in three girls say they're losing confidence in themselves and nearly half of all kids say they've been bullied at school.

But why? Well, there are lots of reasons why we can feel stressed, anxious or worried. It might be a family breakdown like if your parents decide to separate. You might feel pressure at school with assignments and tests. There might be death in the family or illness which affects your emotions or you could be experiencing bullying.

So what kinds of things stress or worry you?

GIRL 3: My Mum had pneumonia a few years ago and she had to be in hospital for a while and it was hard.

BOY 1: When I've got a big footy match coming up like a grand final or a semi final to get in it's just, the day before that you're thinking 'oh we've gotta win then, we have to!'

GIRL 4: I recently like moved from overseas from England to Australia and that was kind of hard for me because all my family's over there.

BOY 4: My Grandma died a few weeks ago.

REPORTER: And was that hard dealing with that with school?

BOY 4: Yeah that was.

BOY 3: When I've got lots of work to do at school and I don't think I can do it, I just try to get through it and think of ideas to get it off my mind how hard it's going to be.

REPORTER: And how does it make you feel?

BOY 1: I get butterflies and like feel sick and like getting headaches with like stressful stuff.

BOY 5: I find it very painful to not to not be happy at the time. I'll often just not think, like I think about it for a little while but then I'll stop and talk to someone about something completely different.

BOY 2: I normally feel sad and I don't really want to talk to anyone, I just wanna be by myself and try to get over it myself.

BOY 4: I lose my confidence and I just like, I can't really talk.

There are lots of ways kids deal with how they're feeling. These guys take part in boxercise classes twice a week before school. It's not only good for their physical health, but it also helps them get rid of some stress!

REPORTER: How do you deal with it?

GIRL 2: I talk to my friends and my parents because I can trust them.

GIRL 4: I like go running cause then I don't really focus on what's upsetting me.

BOY 1: Well for me it tends to be sport and having a good time and just forgetting about everything like to wipe out your memory and just having a fun time, go to the movies, bowling.

GIRL 5: For me it would be music because it like really calms you down.

GIRL 1: I like to talk to my dog because then like she can't answer back so she can't say something mean or something.

Presenter: Some great ideas there. But if you did identify with any of the feelings we mentioned in that story there is always someone you can talk to about it. Kids Help Line is a good place to start. Hit their website or go to ours for more details.

Quiz 1

Now our next story is all about a new type of vending machine. So let's find out more about them with a quiz.

The first modern vending machines were thought to have been introduced in London in the 1880s. What did they sell?

Was it - Newspapers

Quills and ink

Or postcards

The answer is - Postcards

Healthy Vending

Reporter: Matt Holbrook

INTRO: These days if you're buying a snack from a vending machine it's usually something not so good for you. But now, you might have an alternative. Fruit and veg vending machines are now a thing and one school is helping them take off. Here's Matt with the details.

This is me at a vending machine. This is me at a vending machine where instead of a chocolate bar, I receive fruit! And while I look slightly confused by this development, getting fruit this way might soon be just how we do things.

At this vending machine there's not a chocolate or chip bag in sight. And it turns out there are lots of people keen to ditch a sugary snack, for a healthier, fresh one.

It's a pretty new idea. The company behind it started out last year with a vending machine that just sold bananas. And that was a world first. Now they've gone one better, selling everything from berries to apples. But while it shouldn't be a surprise that people love fruit, you probably don't expect to see it sold like this.

We use vending machines because they're convenient. We can get what we want, when we want. And we know a bag of chips is always going to taste like a bag of chips. Freshness doesn't really come into the picture.

MATT HOLBROOK, REPORTER: On the other hand, if I chose an orange, I'd want to be fairly certain it was still fresh. And I'd have no idea if it was delicious and juicy, or just not very tasty. Well, orange? Are you delicious?

So a fruit vending machine sounds like a serious challenge, both to stock and to buy from. But the company behind these machines, say they only select fruit that's really tasty. And they visit their machines every day to restock and make sure everything's fresh. It seems to be working, too. Here at Brisbane Boys Grammar School, this fruit vending machine is a huge hit.

STUDENT: Oh, sweet!

DAVID CARROLL, DEPUTY HEAD, BRISBANE BOYS GRAMMAR: It's in a good spot. It's got a population that's hungry early in the morning, late afternoon, and so that's really helped.

STUDENT: How good do they look? How's your apple, mate?

STUDENT 2: Very good.

STUDENT: You got into your banana yet?

The idea to install this machine actually came from one of the students, too.

NATHAN GATENBY, STUDENT: We've been hearing that some of the fruit in this vending machine is some of the best fruit they've ever had. It's been paying off. Students have been really loving these bananas and fruits.

So does that mean we'll soon be seeing heaps of these machines? Well, it's hard to say. There are some big challenges sourcing fruit in different areas and getting it to where it's needed while it's still fresh. But if machines like these keep becoming more popular, buying a nutritious snack might soon be even easier.

Quiz 2

And you can let us know what you think about healthy vending machines on our website.

Okay let's go to a fruit and veg quiz.

What is a pumpkin classed as?

A vegetable

A fruit

Or a herb

The answer - A fruit.

Yep fruit is defined as the part of the plant that contains the seeds. While vegetables are defined as any other part of a plant that's edible. So pumpkin, avocado and capsicum are actually all examples of fruit, rather than veggies!

The Score

Okay, Sports news now. Enjoy!

The youth Olympics is underway in China. And Australia's already won a gold medal. 16-year old Brittany Dutton took out the women's triathlon event. She had a great bike leg to finish ahead of American Stephanie Jenks.

Our Aussie women's water polo team has claimed silver at the FINA World Cup. They went down to the US 10 to 6 in the final.

In the Bledisloe Cup opener in Sydney. The Wallabies and the All Blacks played out a tense 12-all draw. No tries were scored by either team.

In Moto3, Rider Alex Rins started celebrating this race win in the Czech Republic. But as he punched the air he realised there was actually still one lap to go. The poor guy finished in 9th position.

Speaking of unfortunate sporting moments, spare a thought for Manchester United player Ashley Young who appeared to have a bird poo in his mouth as he screamed instructions to his team mates.

His team didn't fare any better, going down to Swansea City 2 - 1.

Book Week

Reporter: Natasha Thiele

INTRO: Finally today as you might already know this week is Book Week. An event celebrated by schools all around the country. This year BtN's also getting in the spirit with our first creative writing master class. In it, you'll meet a young author and some kids hoping to follow in her footsteps. Take a look.

RENEE DUTTON, AUTHOR: Morning guys, my name's Renee but I write under the name Aprille Legacy. I'm a self-published author and today I'm here to help you write a short story. First off, I want to hear what you guys love about writing!

GEORGIA: I love how creative I can be through words instead of through speaking.

RIANNE: I love how I can express my opinions through what I'm writing.

And how do you guys get your ideas for story writing?

MELARN: I get my inspiration other author's work or even genres I like and what I think a character should be like in a situation.

I take my inspiration from anything, from another person's book, as you said, or a movie that I see, a genre that I've just been introduced to like a dystopian or a paranormal genre, even just a line of song that can be expanded upon, I just, if I have an idea I run with it and I go with it and sometimes you end up with something

absolutely brilliant, sometimes you end up with something that's not so great. But that's okay because any writing is good writing.

So what we're going to be going through now is a storyboard. Your intro is going to introduce your character, characters, the settings, your genre, anything like that is going to set the tone of the book to follow and maybe even the series if that's where you decide to go with it. After that we go into your middle which is where everything's established.

Then after that, you go into your outro. Some of them build all the way up, finish, cool, the end. Others will seemingly be plodding along, oh it's all done, it's good, it's finished and then bang someone's dead, end of book.

And this is your book, this is your novel that you've put together putting it into this method is going to give you this beautiful little masterpiece of a book, whether it's just for you or you and your mum or your friends or you want to take it worldwide and be JK Rowling. That's where all this comes into it!

So now that we've gone through that, how about we try writing some short stories?

RIANNE: I hear footsteps in the corridor.

EMILY: No stereotypical dramatic death scene.

GEORGIA: Inside one girl's head.

MELARN: Living in a normal world until the disappearances happened.

Wow, that was really, really powerful and a fantastic use of prose there. You've given yourself a lot of room to move here. It's a fantastic opening and I love it!

Well guys that wraps today's mini master class. I really hope you've learned something, I loved everything you read out and I really hope this helps with your writing in the future!

NATASHA THIELE, REPORTER: How did you find Renee's master class?

EMILY: It was really nice to have an opinion from a proper writer because I haven't, I personally haven't talked to a proper writer before.

RIANNE: I learnt the importance of the first line and the ending line and how that sort of grabs the attention of the reader and how important that is in the story for an opening.

GEORGIA: I'll definitely be using some of her tips in the future!

Closer

And that winds us up for yet another week! As always we would love to hear what you thought about this week's stories just head to our website and leave your comment. And while you're there remember to cast your vote in our poll this week about metadata. Have a great week, and we'll see you next time!