

## Weapons Worries

1. Which types of planes are being used?
2. What exactly are the planes doing?
3. Why do the people in this part of Iraq need aid?
4. What does I.S. stand for?
5. Who has asked for Australia's help?
6. Which country is helping with airstrikes?
7. Prime Minister Tony Abbot has decided to send in Australian combat troops. True or False.
8. Explain why some people don't want Australia to deliver weapons to Iraq.
9. What are some of the reasons countries have supplied weapons to other countries during war?
10. Do you think Australia should get involved in a war in the Middle-East? Explain your answer.

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

## Flag Day

1. What is the study of flags called?
  - a. Symbolology
  - b. Patrology
  - c. Vexillology
2. When was National Flag Day?
3. When was the Aussie flag first flown?
4. What does the Union Jack represent on the Australian flag?
5. What's the other main symbol on the flag and what does it symbolise?
6. How old is the Australian flag now?
7. Should Australia make a new flag? Explain your answer.
8. In the United Kingdom, which country is deciding whether to become an independent country?
9. Finish this sentence. A lot of people think the current flag doesn't represent \_\_\_\_\_.
10. Design your own Australian flag using three symbols and explain what they represent.

Check out the BtN *Flag Day* resource on the Teachers page

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

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

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

## STEM Changes

1. What does S.T.E.M. stand for?
2. If you want to be a fighter jet pilot or a Hollywood animator what skills of a high level do you need?
3. Who is Australia's Chief Scientist?
4. What is the Chief Scientist worried about?

5. The year 8 kids are doing a science experiment and having fun. What are they learning about?
6. One of the boys says “I reckon it’s important to study science because it opens up a lot of \_\_\_\_\_.”
7. What are some of the changes the Chief Scientist would like to see in teaching Maths and Science in schools?
8. One of the girls in the advanced maths course wants to go into medicine, what does the other girl want to be?
9. Make a list of at least 10 jobs that require maths and science skills.
10. Is learning science and maths important? Explain your answer.

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

## Theatre Cuts

1. Describe what ‘grassroots’ means when talking about ‘grassroots theatre programs’.
2. Which is the company in Adelaide that’s facing closure?
3. How long has this company been running?
4. Which Aussie Actor started his career at this Adelaide theatre company?
5. Why do you think Ed, one of the students, says theatre is important for people who want to express themselves and are shy?
6. How much money from the government does the theatre company need to run until the end of the year?
7. What are some of the strategies the kids have come up with to fight for their theatre group?
8. What are the benefits of kids learning drama?
9. What do you think Claire, the tutor at the theatre, means when she says it’s as much about the history as the future?
10. Name three things you learnt watching the *Theatre Cuts* story.

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

## Train Kid

1. What does Jayden transform into on the weekends?
2. Which famous railway in South Australia just celebrated its birthday?
3. How old is the railway?
4. Locate the railway site on a map.
5. What are the carriages made out of?
6. What is Jayden’s job on the historic steam engine?
7. How old is Jayden and how long has he been obsessed with trains?
8. Describe how steam engines run.
9. Who are the other members of Jayden’s family who work or used to work with steam trains?
10. Why do you think it’s important to keep the old steam trains running?

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

# Flag Day

## Key Learning

Students will learn about the meanings and uses of flags in Australia and design their own flag.

### The Australian Curriculum

#### *History/Historical Knowledge and Understanding/Community and remembrance*

Days and weeks celebrated or commemorated in Australia (including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day) and the importance of symbols and emblems. Year 3



#### *History/Historical Knowledge and Understanding/Australia as a nation*

Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women, and children Year 6



#### *History / Historical Knowledge and Understanding/The Australian colonies*

The impact of a significant development or event on a colony; for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought. Year 5



#### *English/Literacy/Creating texts*

Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience Year 5 & 6



### Discussion Questions

1. What is the study of flags called?
  - a. Symbology
  - b. Patrology
  - c. Vexillology
2. When was National Flag Day?
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4. What does the Union Jack represent on the Australian flag?
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7. Should Australia make a new flag? Explain your answer.
8. In the United Kingdom, which country is deciding whether to become an independent country?
9. Finish this sentence. A lot of people think the current flag doesn't represent \_\_\_\_\_.
10. Design your own Australian flag using three symbols and explain what they represent.

## Activities

### Discuss

After watching the BtN story *Flag Day* hold a class discussion to find out what the students know about the Australian flag, what they learnt from the story and what questions they have about the topic. Here are some discussion starters:

- How and why do people use flags?
- What are the flags of Australia? (Consider the Aboriginal, Torres Strait Islander and Eureka flags)
- What elements make up the Australian flag? Think about the symbols and colours used on the flag.
- What do the symbols on the Australian flag represent?
- List some places where you would see flags.
- What is the purpose of a national flag?
- Are flags important? Why or why not?
- Why do some people think the Australian flag should be redesigned? What do you think?

### The Flags of Australia

Working in pairs or small groups, students choose one of the following flags to research.



Students investigate:

- What is the history of the flag?
- Who designed the flag?
- Who or what does the flag represent?
- What do the symbols mean?
- When and why do we fly the flag (significant dates)?
- Are there any rules for flying the flag?

## Design your own flag

### Flag Design

Ask students to design a new Australian flag. Students will need to consider the 5 basic principles of flag design:

- Keep it simple
- Use symbols that mean something
- Use 2-3 basic colours
- No lettering
- Be distinctive

Students need to think about what they want their flag to represent. Encourage students to present their flag to the class and explain their design.



Designed by Zoe



Designed by Adelle

## Mini debate – The Australian flag should be changed

Students will investigate the flag debate in detail by either holding a mini debate about the issue **or** constructing an exposition text.

Question to respond to:

*The Australian flag should be changed*

Before students debate the issue or write an exposition, hold a class discussion about whether they think the Australian flag should be changed. Create a Plus, Minus and Interesting chart on the Australian flag.

*Preparing for your mini debate*

- Working in pairs, students will prepare a 1-2 minute speech for a mini debate about whether the Australian flag should be changed. One person will speak for the affirmative and the other will speak for the negative.
- Before students begin to construct their argument, ask them to record what they already know about the topic and what they would like to find out. Students then research the topic to gain a greater understanding of the issue.
- Ask students to list their arguments in point form on paper (without their partner seeing them). When they have done this, ask them to choose the five best points that will form the basis for their debate.
- Students will write in point form, their debate on cards that fit into the palm of their hand. Their debate needs to have an introduction (introducing the topic), middle (three main points) and a conclusion (restating their position). Students practise their speech and then present the mini debate to other students.

### Guide for giving feedback

- Was the information clear and accurate?
- Were the arguments logical?
- Were the counter arguments accurate and relevant?
- Comments about the presentation style (tone of voice, body language, enthusiastic, convincing).

### Reflection

- How difficult was it to think of points to support one side of the argument?
- Do you think you would have done a better job supporting the other side of the argument?
- Was I able to convince others of my opinion?
- Did my opinion change?
- What did you learn from this activity?

## Construct your own exposition text

Explain that students will be constructing a text to persuade others that the Australian flag should/shouldn't be changed. Provide students with the following structure to follow when completing this activity.

### Structure of an exposition text

#### Introduction

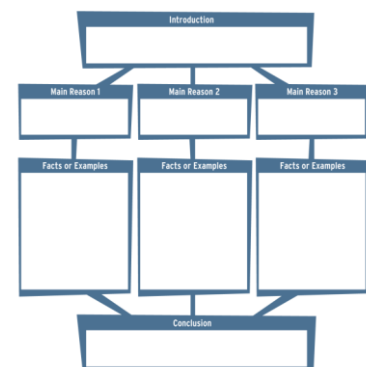
- What is the point you are trying to argue? Construct an introductory paragraph which states the issue or topic.
- Introduce the arguments that will be developed in the body of the text.

#### Body

- Construct arguments that support your point of view.
- Each paragraph starts with a topic sentence which introduces each point.
- The rest of the paragraph gives more reasons.
- Arguments can be ordered from strongest to weakest.

#### Conclusion

- Restate your position on the argument
- Construct a concluding paragraph that provides a summary of your arguments and a call to action.



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Use a persuasion map to plan your exposition text.

[http://www.readwritethink.org/files/resources/interactives/persuasion\\_map/](http://www.readwritethink.org/files/resources/interactives/persuasion_map/)

## Reflection

Ask students to think about how difficult it was to think of arguments to support their case. Do they think they could have created a stronger argument if they were speaking for the opposing view?

“Should the Australian flag be changed?” Vote in the BtN online poll <http://www.abc.net.au/btn/>

## Related Research Links

Behind the News – Flag Debate

<http://www.abc.net.au/btn/story/s3681106.htm>

Aboriginal Flag – History

<http://aboriginalflag.com.au/history.html>

NAIDOC – Indigenous flags

<http://www.naidoc.org.au/indigenous-australian-flags>

National Archive of Australia – The Australian Flag factsheet

<http://www.naa.gov.au/collection/fact-sheets/fs102.aspx>

Migration Heritage Centre – Eureka Flag

<http://www.migrationheritage.nsw.gov.au/exhibition/objectsthroughtime/1854-the-eureka-flag/>

The Eureka Centre – Eureka flag

[http://www.eurekaballarat.com/media/209190/eureka\\_flag\\_history.pdf](http://www.eurekaballarat.com/media/209190/eureka_flag_history.pdf)

Australian National Flag Association - The Australian National Flag

<http://www.australianflag.org.au/>

# STEM Changes

## Key Learning

Students will learn how to plan and conduct science investigations to find answers to questions.

## 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 & 6

Scientific knowledge is used to inform personal and community decisions Year 5 & 6



### *Science/Science Inquiry Skills/Questioning and predicting*

With guidance, pose questions to clarify practical problems or inform a scientific investigation, and predict what the findings of an investigation might be Year 5 & 6

### *Science/Science as a Human Endeavour/Nature and development of science*

Important contributions to the advancement of science have been made by people from a range of cultures Year 5 & 6



## Discussion Questions

1. What does S.T.E.M. stand for?
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7. What are some of the changes the Chief Scientist would like to see in teaching Maths and Science in schools?
8. One of the girls in the advanced maths course wants to go into medicine, what does the other girl want to be?
9. Make a list of at least 10 jobs that require maths and science skills.
10. Is learning science and maths important? Explain your answer.



## Activities

### Discuss

Discuss the BtN story with students using the following questions to help guide discussion:

- What words do you associate with science and maths?
- What is science? Come up with a class definition.
- What is maths? Come up with a class definition.
- How would your life be different without scientific discoveries?
- How does maths play a part in your everyday life?
- Is learning science and maths important? Explain your answer.

### Experimenting in the classroom

Students can have a go at one of the following CSIRO's *Science by Email* experiments or choose another one from the website <http://www.csiro.au/Portals/Education/Programs/Do-it-yourself-science.aspx>

- How to make sherbet – <http://www.csiro.au/helix/sciencemail/activities/Sherbet.html>
- Bendy water – <http://www.csiro.au/helix/sciencemail/activities/WaterBend.html>
- Glow worm – <http://www.csiro.au/helix/sciencemail/activities/glowworm.html>
- Charge your light bulbs – <http://www.csiro.au/helix/sciencemail/activities/ChargeYourLightbulbs.html>



There are also experiments with a maths focus that students can have a go at <http://www.csiro.au/Portals/Education/SbE-Activity-Archive/Maths-activities.aspx>

The ABC's *Experimental* website has some science experiments students can try <http://www.abc.net.au/science/experimentals/experiments/>

Alternatively, students could design their own science experiment to answer a question or solve a problem. Here are some examples of possible questions as a starting point for a scientific inquiry.

- Are you already focusing on a science topic in class? Use this as a basis for your experiment.
- Visit your school or local community garden to discover possible scientific experiments. Working with a partner, students must identify a researchable problem and conduct an investigation based on their observations. For example, which vegetables grow best in shade?

### Investigation Framework

Here is an investigation framework to guide students when planning and conducting their experiments.

- What am I going to investigate?
- What do I think will happen (prediction)?
- Why do I think this will happen?
- What steps do I need to follow to investigate my prediction?
- What materials and equipment will I need? Make list or draw and label each item.
- How will I make it a fair test? What variables am I going to keep the same?
- Write a sentence that summarises what happened?
- A labelled diagram or a table of my results or observations to demonstrate what happened.
- Was this what I expected?

## Big science questions

Pose a big science question as the starting point for a scientific inquiry. Here are some examples of possible questions:

- *Why did dinosaurs die out?*
- *Why is the sky blue?*
- *How big is the universe?*
- *Is time travel physically or logically possible?*
- *How and why did the universe begin?*

Think of creative ways to explain/answer your science question (using multimedia, models, video or a Prezi presentation <http://prezi.com/index/> ). Take a look at this Prezi presentation called [Science Investigation Project 2012](#) for inspiration.

Go to the ABC Science Ask an Expert website to ask a curly question!  
<http://www.abc.net.au/science/askanexpert/>

## Create your own science lesson

Create your own mini science lesson to teach to students in another class. The ABC's Surfing Scientist has lots of lessons to inspire you <http://www.abc.net.au/science/surfingscientist/lessonplans/default.htm> . Carefully plan your lesson so that you are clear about what you want students to learn. Share your lesson with a group of students in your class or another class.

## Further Investigations

Tell your own real scientific story that explains a concept, invention or discovery. Make a short video or presentation that tells your science story.

Draw a picture of what you think a scientist looks like. What scientific work does your scientist do?

## Reflection

Has your view of learning science changed since completing this investigation? Explain your answer.

## Related Research Links

Behind the News – Science Kids

<http://www.abc.net.au/btn/story/s3687421.htm>

ABC News – Chief scientist Ian Chubb unveils ambitious strategy to secure Australia's future prosperity

<http://www.abc.net.au/news/2014-09-02/chief-scientist-ambitious-strategy-boost-competitiveness/5711398>

ABC News – Top scientist calls for change to get students interested in science and maths  
<http://www.abc.net.au/news/2013-07-27/call-for-changes-to-science-teaching-to-boost-graduate-numbers/4847334>

ABC Science – The Surfing Scientist  
<http://www.abc.net.au/science/surfingscientist/lessonplans/default.htm>

CSIRO – Do-it-yourself science  
<http://www.csiro.au/Portals/Education/Programs/Do-it-yourself-science.aspx>

NSW Education and Communities – Why is science important in young kids' lives?  
<http://www.schoolatoz.nsw.edu.au/homework-and-study/other-subjects-and-projects/science/why-science-is-important-in-young-kids-lives>

Australian Science Teachers Association – Science Web  
<http://scienceweb.asta.edu.au/>

# BtN: Episode 26 Transcript 9/9/14

Coming up

- Australian kids falling behind in Science and Maths. We find out how one expert wants to turn things around.
- After National Flag Day we ask if you'd ever support changing it.
- And funding cuts for theatre groups leave kids rehearsing for a play they might never perform.

Hi I'm Nathan. And this is Behind the News. You'll see all that later.

## Weapon Worries

Reporter: Matt Holbrook

*INTRO: But first today we're heading to Iraq where an extremist group called Islamic State has been getting a lot of attention. They've taken over parts of the country and done some really bad things. So the government of Iraq has asked other countries to help stop them. Here's Matt to tell us how Australia responded.*

MATT HOLBROOK, REPORTING: These Hercules planes have a big job to do. They've been dropping aid supplies to people here, in this part of Iraq. It's going to people trapped by fighting. And it's saving lives. But Australia is delivering something else to Iraq, too: weapons and ammunition. But why would Australia give guns to people overseas?

Well it's all got to do with this group called Islamic State, or IS. IS has taken over several Iraqi cities, and is also killing innocent people from other countries. So Iraq's government has asked for help stopping them.

The US answered the call with airstrikes, and Australia also wants to help stop Islamic state. But how? One option would be to send in combat troops, but Prime Minister, Tony Abbott, has refused to do that, because Australia spent most of the last decade fighting a deadly war there already. That's one of the reasons why the Australian Government agreed to deliver weapons and ammunition to those fighting IS instead. The guns, bullets and other explosives might help win battles, but importantly Australian soldiers won't be put at risk. Think of it as a way of helping defeat an enemy without doing the fighting yourself. And it's a fairly common thing for countries to do.

There have been plenty of times throughout history, where countries have supplied weapons to each other during war. It might be for political reasons, or economic reasons, or just because they think it's the right thing to do. That support can make a big difference, but it doesn't always work out entirely as planned. And that's what some people are worried about in Iraq.

Sometimes the weapons can end up in the wrong hands, or cause problems over time. Especially because there's no way to control what they're used for after they're given away. That's exactly what happened in the eighties. America gave weapons to the previous government of Iraq to help them fight Iran, only to fight against the same Iraqi government, and against some of those same weapons, just a few years later, and then again in 2003.

Here in Australia, sending weapons to Iraq to fight IS has already proven to be pretty controversial. While some people are for it, and say we should help however we can, others say we shouldn't get involved at all. But Prime Minister, Tony Abbott, says Islamic State needs to be stopped. And weapon drops might be a safer way to help make that happen.

## The Wire

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First, an update on the situation in Ukraine. After five months of fighting the Ukrainian government and pro-Russian rebels agreed to a ceasefire. It meant fighting was stopped while both sides moved weapons away from populated areas. But unfortunately after two days the fighting and shelling resumed.

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Australia Post has announced changes that could make snail mail even slower. It wants to bring in a new system where you have to pay extra for speedy mail and if you don't your letters will take up to three days to be delivered. Australia Post says it needs to change the way it does business or it will go broke. This year its letter business lost 328 million dollars! The main reason is that people just aren't using the post as much.

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Scientists have found what could have been the world's biggest dinosaur. They've named the new species Dreadnoughtus, which means *fear nothing* in old English. It would have measured 26 metres and weighed 60 tonnes - around as much as 7 T-Rex's. And they reckon this one hadn't even finished growing! It was found in a bog where it died some 77 million years ago.

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Last week, we told you about Fresh Faced Friday - a campaign that encourages people to be positive about how they look. Heaps of kids around Australia got involved last Friday. Tearing up negative ideas and focusing on the positives!

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And an Aussie taking a holiday video has managed to film an awesome volcanic explosion. He was off the coast of Papua New Guinea shooting Mount Tavorvur when it erupted. If you look really closely you can see the shockwave moving through the air towards the boat.

It's the most active volcano in the region.

## Flag Day

Reporter: Emma Davis

*INTRO: On the 3rd of September, 1901, the Australian national flag was raised for the first time. It was a big occasion that is now remembered each year as 'Flag Day'. But how did the flag come to look how it does? And could it ever be changed? Emma found out.*

**EMMA DAVIS, REPORTING:** We fly it, parade it, wave it and wear it, both here and overseas. But have you ever wondered how the Australian flag came about?

Well back in 1901 when Australia became a federation, Prime Minister Sir Edmund Barton announced a competition to design a brand new flag for this brand new nation! There were almost 33 thousand entries but this was the flag that won. It was officially unveiled on September third and now that day is known as National Flag Day! Special events are held all over Australia, like at Parliament House in Canberra where these kids got to hold an actual flag that'll fly on top of parliament house!

But what does the design of our flag represent? Well this bit is the Union Jack. It's the same symbol as the national flag of the United Kingdom and it's there to acknowledge the history of British settlement. Then there's the Southern Cross, a constellation that can always been seen from Australia, and a six pointed star to represent each of the six states, with an extra point added later to represent the territories.

But now the flag is 113 years old, some people are wondering if it's time for a revamp! That's partly because of what's going on in Scotland right now. Later this month the people of Scotland will vote on whether they should become an independent country. If enough people vote yes, it means Scotland would no longer be part of the United Kingdom and some reckon that'd mean they'd have to change the Union Jack!

The Union Jack is a combination of the flag of England, Saint Patrick's Saltire from Northern Ireland and the flag of Scotland. If Scotland was taken away, it'd look like this! And if the UK's flag was changed, some think that'd mean we should change our flag too!

Another argument for a redesign is that a lot of people think the current flag doesn't represent Indigenous Australians. There are separate flags for Aboriginal Australia and the Torres Strait Islands but some reckon it'd be better to have one flag that represents everyone.

Others say we shouldn't be changing it at all. They say it's an important part of Australia's history, a symbol that's meant a lot to people, including the many soldiers who've fought for this country.

But what do you think?

LAURA: "I think it really resembles what Australia is."

KATE: "I think people know it around the world so it's very iconic and when you see the flag you know it's that country."

TOM: "Maybe if we were to change it we could put more indigenous culture into it, some of Australia's background."

LAURA: "If I had to change it, probably incorporate a bit more of the indigenous lifestyle and show that they were the traditional owners of the land."

## Quiz 1

Let's go to a quiz now on flags.

What is the study of flags called?

Is it

Symbology

Patrology

or Vexillology

The answer: Vexillology

Yep that is the name given to the study of flags. While we're still on the subject of flags, I'd love it if you'd jump online after the show to answer this question for me.

## Online Poll

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Do you think Australia's national flag should ever change?

Let us know your thoughts!

Last week we aired a story about body image. And afterwards, we asked you if you feel any pressure to look a certain way. The result was really close. Just taking it out was those that said no you don't feel any pressure. Thanks for voting all!

## STEM Changes

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Reporter: Natasha Thiele

*INTRO: Australia's Chief Scientist came out last week to say that we're falling behind in science and maths. He says that could have a big effect on our competitiveness in the future, so he's come up with a plan to help. And a big part of it focuses on kids at school. Here's Tash with more.*

**NATASHA THIELE, REPORTER:** Would you like a job as a fighter jet pilot or maybe you'd like to be a Hollywood animator? Well both of those jobs need some pretty high level STEM skills. That stands for Science, Technology, Engineering and Maths.

**PAUL, PILOT:** We primarily use it mentally doing mental maths calculations and we do that all the time while we're flying.

**KEVIN, ANIMATOR:** I use both mathematical techniques in terms of understanding how fluids move, how objects move when they hit each other.

But there's one man who's worried that not enough Aussie kids are studying STEM subjects. His name's Ian Chubb and he's Australia's chief scientist. He says Australia is lagging behind a lot of other countries in these areas and he says one of the biggest things that needs to improve is how you're taught them.

These guys are in Year 8 and they're having fun discovering what colour different elements make when they're heated.

**RICHARD DROGEMULLER, SCIENCE TEACHER:** I just love showing them how it can be done, how we can get excited about finding out about new things, how we can use what other people have done in the past to understand what's going on in our world.

The first part of the Chief Scientist's plan would see all kids doing lessons like this during primary school.



STUDENT 1: Back in primary school we were always like sheet work and really, really mild hands-on science experiments so they weren't really fun.

STUDENT 2: I think it is important for kids to study science when they're younger because it is fun and you do develop your knowledge later on.

STUDENT 3: I reckon it's important to study science because it opens up a lot of career options later in life.

The Chief Scientist would like to see a couple of other changes too. He'd like a national body set up to oversee everything and specialised maths and science teachers hired to teach in primary schools too.

He hopes his ideas will encourage more students to take up advanced STEM subjects in Years 11 and 12, just like these girls who are part of an advanced maths course.

STUDENT 4: I'd love to be a particle physicist.

STUDENT 5: I'm hoping to go into medicine actually. Maybe research.

Professor Chubb has got a lot of support from science and business experts and he's confident his ideas will be taken up by the government too. So, it might not be too long before Australia is again leading the world in STEM.

## Quiz 2

Let's test what you know about science now.

Science comes from the Latin word *scientia*, which means what?

Knowledge

Observation

Or Experiments

The answer is - Knowledge

## Theatre Cuts

Reporter: Natasha Thiele

*INTRO: Okay. A few years ago the previous federal government cut funding for grassroots theatre programs. And since then, some state governments have followed suit. One company facing closure is Urban Myth. But the kids that perform there aren't letting their company go without a fight. Here's Tash with their story.*

NATASHA THIELE, REORTER: These guys have a passion for acting. They're part of the Urban Myth Theatre Company in Adelaide that's been running for more than 30 years! And some big Aussie actors started their careers here like Hugh Sheridan.

ED: I think Urban Myth is so important for people who want to express themselves, especially for shy people, people who are having issues.

MEGAN: I've been with the people in this group for like about three years or so and so we've just had lots of fun and get along well.

JACK: It's really important to actually have youth theatre companies because people that are shy they can come into the environment and they don't have to do anything, they'll slowly actually come into the environment as them and be them really.

At the moment, they're working on a big show for next year. But while these guys are putting in a lot of time and effort into their rehearsals, the production might not even go ahead and their theatre company might be forced to close.

A few years ago, it stopped getting money from the Federal Government and now they're waiting to hear if state government funding will be cut back too. It needs around 80-thousand dollars to stay open until the end of the year and ongoing funding if it wants to keep teaching kids in 2015.

CLAIRE GLENN, URBAN MYTH TUTOR: My plan is to, and I know other tutors feel this way to keep their classes running and I want to be able to take them through to the Fringe, but I want Urban Myth to continue. It's not about just you know three terms worth of work, it's about 34 years of history and it's about continuing it into the future, it's about you know the next generation coming through.

The news is having a big affect on the kids who come here.

REUBEN: I look forward to this lesson for the whole week, it's always Thursday, so for it to be gone it's just, it's just hard to imagine.

EMILY: It really sucks. I really don't want them to close down, I think it's a great organisation and so many people benefit from it.

MEGAN: I'm really upset and I hope that it stays up because like I said I've been here for a long time and I've made these friends and I don't really want to lose them.

This isn't the only youth theatre company that's been struggling to survive either. Others around the country have had to shut up shop for similar reasons. That's why the kids of Urban Myth are fighting back. They've come up with social media campaigns and they've even held a protest on the steps of their local Parliament House. These young actors hope their theatre company gets the help it needs soon. To keep its doors open to the next generation of aspiring actors!

## The Score

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Presenter: Okay now to sport.

And we're getting to crunch time in both main footy codes. Here's a wrap of the big results.

In the NRL, the Roosters have won the minor premiership after finishing top of the table on point difference. Earlier, Manly blew their chance to steal the minor title after going down to North Queensland 30 – 16. This week, the Panthers will face the Roosters. Melbourne will take on the Bulldogs, Manly and the Rabbitohs will go head to head and The Broncos will play a tough game against the in-form Cowboys.

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To AFL now and week one of the finals has come and gone. North Melbourne got up over the Bombers in the first elimination final. While Port Power sent the Tigers packing on Sunday. The Hawks and the Swans both have a week off after winning their matches, while Geelong and Freo will get a second chance this weekend.

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Australia may have found its next tennis superstar. 17 year old Omar Jasika picked up both the singles and doubles junior titles at the US Open.

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And the Boomers are out of the basketball world cup. Australia lost to Turkey by just a single point 65 to 64 in the round of 16.

The game was a tough slog for both sides. But Australia led for most of it. It all came down to the final seconds. Turkey was 2 down but put up a three, to steal the game!

The boomers had copped a bit of criticism after losing their final game in the group stage. The team's star players were rested for the match and the Boomers let a 15 point lead slip late in the third quarter.

They were accused of deliberately losing to Angola to avoid playing team USA in a later round. Team USA are seen as the hardest team in the comp so some saw it as tanking.

# Train Kid

Reporter:

*INTRO: Finally today train travel used to be a really important form of transport in Australia. But over the years many old steam engines have been shut down. Some are only still operating with the help of volunteers, like the Pichi Richi railway line in South Australia. Eloise caught up with a 13-year boy who's helping to keep it going.*

During the week, Jayden looks like your average teenager. But on the weekend, this 13-year-old transforms into a train carriage captain.

JAYDEN: "Today I think it will be a good day for a train ride. It's good weather, everything's pretty green at the moment so it should be a good day."

The Pichi-Richi Railway just celebrated its 135th birthday. In the past people and supplies were carried on the train, but today it's more like a museum on wheels. People can go for rides on the old steam engine and sit in its wooden carriages.

As a car captain, it's Jayden's job to teach all the passengers about the train and the amazing places it travels through.

JAYDEN: "Yeah just point interests out to passengers along the trip and give them a safe trip, tell them to look out for kangaroos and animals and that. Have a bit of fun, history sites on the side and that sort of stuff."

His friend's think it's a pretty cool job, and some of them are even training up to be car captains too.

JAYDEN: "They like it, they can come down to the station and have a look around and that, I tell them a bit of stuff about the Pichi Richi.

Helping out on the trains isn't a new thing for Jayden. He's been obsessed with them for 11 years!

JAYDEN: "I think I was two and a half, three years old when I became a member and started what I'm doing now, car captain when I was 11.

And he knows all about how the trains work as well. Drivers need to work hard, shovelling enough coal to make the train run.

JAYDEN: "It means putting coal into the firebox which makes flame which makes heat to boil the water to make steam, it's steam that makes the pistons which makes the engine move.

JAYDEN: "I like going on the engine and trying to get a lot of smoke coming off the engine and yeah. I like to use the whistle on the engine a lot."

Jayden's not the first person in his family who's obsessed with trains. His uncle is a train driver, his grandfather was a train driver, and even his great grandfather was one too!

JAYDEN: "When I get dressed it just feels like I'm just getting back on the train, and I can imagine I would've been in the olden days."

JAYDEN: "I'd like to be a train driver when I get older, just to take on the family history and drive those big steam engines."

And without kids like Jayden helping out railways like the Pichi Richi could one day become something you can only read about in the history books.

## Closer

And that brings us to the end of today's show!

Thanks for watching along with us we'd love for you to hit our website to let us know what you thought. Also just a reminder to vote in our poll about flag changes while you're there. Have a good one and I'll see you next week!