

Questions for discussion

Episode 33
18th November 2014

Future Jobs

1. Before you watch this story, make some predictions about what you think it will be about.
2. What does a new report say about the number of jobs kids will have in the future?
3. Why are kids going to have lots of different jobs over their working life?
4. Finish the following sentence: As jobs keep changing you'll have to keep changing too, which means more...
5. Why will you need to be better educated than your parents and grandparents?
6. Why will creativity be important in the future?
7. Explain why understanding technology will be important in the future.
8. Find out about the jobs your parents and grandparents have had. Discuss with other students in your class.
9. Do you like the idea of doing lots of jobs over your lifetime? Explain your answer.
10. What was surprising about this story?

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

Child Rights

1. What is Josh's role with UNICEF?
2. Which organisation set up the Convention on the Rights of the Child?
3. How many years ago were the Rights of the Child set up?
4. What do you think is meant by a 'right'?
5. What sorts of things are covered in the Rights of the Child?
6. What do you think is an important right for all children to have? Explain your answer.
7. Which right is important to you? Why?
8. Why is there still more work to be done protecting children's rights?
9. Whose job is it to make sure kids' rights are protected?
10. How did you feel watching this story?

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

Play the "[Which Right is Right?](#)" Game on the story page.

Law Tour

1. Discuss the *Law Tour* story with another student and record the main points.
2. Which three jobs do you learn more about in the BtN story?
3. In the BtN story we meet Mark the police officer. Think of three words to describe his job.

4. Describe the job of a lawyer.
5. What interesting fact did you learn listening to Franky?
6. What do you think the job of the magistrate is?
7. What do witnesses in a court have to promise?
8. What do they swear on?
9. Describe some challenges for people who work in the justice system.
10. What do you understand more clearly about courts and the law since watching the BtN story?

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

Sun Damage

1. Briefly summarise the *Sun Damage* story.
2. Why have some kids in Queensland redesigned their school uniform?
3. You can see UV rays. True or false?
4. What does UV stand for?
5. What damage can UV rays do?
6. Do you need to get sunburnt to get skin cancer?
7. What proportion of Australians will get skin cancer by the time they are 70?
8. What is the best way to protect yourself from sun damage?
9. Which vitamin is produced by the sun?
10. Name three facts you learnt watching the *Sun Damage* story.

Check out the BtN *Sun Damage* 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>.

Magic Kid

1. When did Sam become interested in magic?
2. Who is Sam's manager?
3. Which charity does he volunteer for?
4. What do Sam's classmates say about him?
5. Apart from performing magic tricks, what else does Sam like to do?
6. What sorts of skills do you need to be a magician?
7. What do you think makes a good magic show?
8. Describe some of the magic tricks that Sam does.
9. What did you like about the Magic Kid story?
10. Teach yourself a magic trick.

Write a message to Sam in the comments section on the story page.
Create your own illusion in the classroom. Visit the CSIRO website and sign up to Science by Email. 'Make a mirage' <http://www.csiro.au/helix/sciencemail/activities/mirage.html>

Activity

Child Rights

Key Learning

Students will learn about the Convention on the Rights of the Child and raise awareness about the importance of child rights in their community.

The Australian Curriculum

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. ([ACHHK114](#)) Year 6



Geography / Geographical Inquiry and Skills / Reflecting and Responding

Reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge and describe the expected effects of their proposal on different groups of people. ([ACHGS046](#)) 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 global citizens. ([ACHCK039](#)) Year 6



Civics and Citizenship / Knowledge and Understanding / Laws and citizens

How laws affect the lives of citizens, including experiences of Aboriginal and Torres Strait Islander Peoples. ([ACHCK025](#)) Year 5



How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society. ([ACHCK052](#)) Year 7



Discussion Questions

1. What is Josh's role with UNICEF?
2. Which organisation set up the Convention on the Rights of the Child?
3. How many years ago were the Rights of the Child set up?
4. What do you think is meant by a 'right'?
5. What sorts of things are covered in the Rights of the Child?
6. What do you think is an important right for all children to have? Explain your answer.
7. Which right is important to you? Why?
8. Why is there still more work to be done protecting children's rights?
9. Whose job is it to make sure kids' rights are protected?
10. How did you feel watching this story?

Activities

Rights and responsibilities

After watching the BtN *Child Rights* story invite students to participate in a class discussion about rights and responsibilities.

Use the following questions to help guide your classroom discussion.

- Brainstorm and list words that you associate with your rights as a child (e.g. health, food, water, safe, caring, understanding, playing, learning, respect, family).
- What do the words *rights* and *responsibilities* mean to you? Find a dictionary meaning.
- Who helps you to be safe and healthy? Why do they help you?
- What responsibilities do you have to help yourself? Give examples.
- What responsibilities do you have to help others? Give examples.
- Are you aware that there is a Convention on the Rights of the Child?

Refer to this child friendly look at the [Convention on the Rights of the Child](#) and this [photo story](#) to learn more about child rights (links below).

Related links

<http://www.unicef.org.au/Discover/What-we-do/Convention-on-the-Rights-of-the-Child/childfriendlycrc.aspx>

<http://www.unicef.org.au/downloads/Advocacy/What-are-rights.aspx>

Photo story

BtN game – ‘Which Right is Right?’

Direct students to BtN’s ‘Which Right is Right?’ game on the [Child Rights story page](#). Can they match which photograph goes with which child right?

Once students have successfully completed the game, ask students to write a caption for each of the images in this [photo gallery](#). Alternatively, students will choose one of the images and describe what they think is happening.

Classroom photo story

Create your own classroom photo story to help students in your school to learn more about child rights. Students will use their own illustrations, take their own photographs or use images from an online image gallery when creating their photo story.

For inspiration take a look at this UNICEF [photo story](#) which explains the Convention on the Rights of the Child in simple language, using beautiful photos from all around the world.



Visit UNICEF’s website for more [photo stories](#).

Alternatively students will design a poster that celebrates 25 years of the United Nations Convention on the Rights of the Child.

Related links

<http://www.abc.net.au/btn/story/s4126803.htm>

<http://www.abc.net.au/btn/story/extracontent/2014/childrights/class.htm>

<http://www.unicef.org.au/downloads/Education/Photo-stories/What-are-rights.aspx>

<http://www.unicef.org.au/Discover/Teaching-and-Learning-Resources/Photo-stories.aspx>

<http://www.unicef.org.au/Discover/What-we-do/Convention-on-the-Rights-of-the-Child.aspx>

<https://www.youtube.com/user/UNICEFoneminutesjr>

Every Child Matters

Watch

As a class watch this UNICEF video
“*Every Child Matters*”

<http://youtu.be/GjjNEBjYyXk>

To make this 40 second video more than 200 children and young people were photographed all around Australia, and more than 1000 children contributed to a bigger piece of work to document the views of Aussie kids on child rights. This bigger piece of work is a message to Australia’s decision makers and will be released in a month’s time, on November 20, or Universal Children’s Day.



Group discussion

Students will form small groups to discuss their views on child rights. Provide

students with the following questions as discussion starters. Each group will share their ideas with the class. Record student’s responses on the classroom smart board.

- How did this video make you feel? Think about the music, images and script.
- What impact do the words ‘*Every Child*’ have on you as a viewer?
- Why is it important that we have a Convention on the Rights of the Child?
- What are your views on child rights?
- What rights are important to you? Why?

Contribute

Pose the following question to your students and facilitate a classroom discussion. *What group of children do you think Australia could do more for?*

Consider the following groups:

- Children with a disability
- Children in foster care
- Indigenous children
- Refugee children

WHAT GROUP OF
CHILDREN DO YOU
THINK AUSTRALIA
COULD DO MORE
FOR?

Students will think about their choices and write a short paragraph explaining why they chose that group.

Students will then visit the UNICEF [website](#) and tell them which group of children Australia could do more for. Simply fill in the form and hit submit. UNICEF will take students' messages, along with the messages of more than 1,000 Australian children and young people, to the United Nations Committee on the Rights of the Child to celebrate 25 years of child rights.

Action plan

Working in pairs, students will:

- Fill in the table below, listing the rights which they believe are working well and rights which need to be addressed (refer students to the child friendly Convention on the Rights of the Child).
- Compare their results with other students in the class.
- Choose, as a class, one of the rights that they think Australia needs to address and develop an action plan to raise awareness in their community.

Child Right #	Australia is doing a good job at protecting kids with this right. Provide examples.	More needs to be done to make sure Australian kids are protected by this right. Provide examples.

Further investigation

Ask students how their responses might change if they applied this activity to kids living in other countries.

Related Research Links

Behind the News – Children's Rights

<http://www.abc.net.au/btn/story/s3615871.htm>

Behind the News – Kids' Rights

<http://www.abc.net.au/btn/story/s3343592.htm>

UNICEF – UN Convention on the Rights of the Child

<http://www.unicef.org.au/Discover/What-we-do/Convention-on-the-Rights-of-the-Child/childfriendlycrc.aspx>

UNICEF – What are Child Rights? (YouTube)

<https://www.youtube.com/watch?v=V1BFLitBkco>

UNICEF – 25 years of the United Nations Convention on the Rights of the Child

<http://www.unicef.org.au/Discover/What-we-do/Convention-on-the-Rights-of-the-Child.aspx>

Global Education – Respecting and Protecting Human Rights

<http://www.globaleducation.edu.au/teaching-activity/respecting-and-protecting-human-rights-mp.html>

YouTube – UNICEF one minutes (YouTube)

<https://www.youtube.com/user/UNICEFoneminutesjr>

Activity

Episode 33
18th November 2014

Sun Damage

Key Learning

Students will develop a deeper understanding of sun protection and what it means to be 'SunSmart'. Students will plan and practise strategies to promote sun safety in their community.

The Australian Curriculum

Health and Physical Education / Personal, Social and Community Health / Being healthy, safe and active

Plan and practise strategies to promote health, safety and wellbeing. ([ACPPS054](#)) Years 5 & 6



Health and Physical Education / Personal, Social and Community Health / Contributing to healthy and active communities

Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities. ([ACPPS058](#)) Years 5 & 6



Design and Technologies / Knowledge and Understanding

Recognise the role of people in design and technologies occupations and explore factors, including sustainability that impact on the design of products, services and environments to meet community needs. ([ACTDEK010](#)) Years 3 & 4



Discussion Questions

1. Briefly summarise the *Sun Damage* story.
2. Why have some kids in Queensland redesigned their school uniform?
3. You can see UV rays. True or false?
4. What does UV stand for?
5. What damage can UV rays do?
6. Do you need to get sunburnt to get skin cancer?
7. What proportion of Australians will get skin cancer by the time they are 70?
8. What is the best way to protect yourself from sun damage?
9. Which vitamin is produced by the sun?
10. Name three facts you learnt watching the *Sun Damage* story.

Activities

Blooms Taxonomy

Negotiate with students how many activities they complete from each section.

Remember and understand

- How do you decide whether or not sun protection is needed? Ask other students in your class how they decide.
- What are some common myths about sun protection? 'Bust' each myth with an explanation. Here are some examples:
 - You can't get burnt on a cloudy day
 - You can't get burnt through glass
 - Kids can't get skin cancer
 - Skin cancer is not a serious form of cancer because it can be cut out
 - One application of sunscreen in the morning is enough
- Respond to the following statement: *'It is not recommended that we rely on sunscreen alone for protection from the sun.'*

Apply and analyse

- Why is the sun damaging to humans? What are UVA and UVB rays, and how do they affect humans? Create a labelled diagram to explain your answer.
- What are the warning signs of skin cancer? What should people do to check for these signs? Interview a dermatologist or oncologist as part of your research.
- Why is Vitamin D important to the human body? Find out how you can get enough sun for vitamin D without increasing the risk of skin cancer. Investigate how clothing, the time of day and year, geographical location and skin type can all affect the amount of vitamin D your body makes.

Evaluate and create

- Survey students at your school about their practices regarding the sun and protecting themselves from the sun's rays. Include questions about wearing protective clothing, applying sunscreen and seeking shade. What do the survey results indicate?
- What is your school policy on sun safety?
 - Can you think of any other rules or tips that could be added to your school sun smart policy? For example, your school could give a daily UV alert and sun protection reminders.
 - Is your school's sun smart policy written in a kid friendly way? If not, write and/or illustrate a kid friendly version for your school including any new rules that you think need to be added.
- Do you think your school is sun safe? Why or why not?
 - Think of ways that you could improve your school yard and school uniform to make them more sun safe. List your suggested improvements.

- Design and illustrate your new and improved school uniform and school yard. Write a short paragraph on why you believe these improvements are necessary.
 - Set up a meeting with your school council to discuss your proposed improvements.
-
- Create a game, poster or public service announcement that increases sun safety awareness in your school during Skin Cancer Action Week. Include the five ways that kids can protect themselves from the sun, including '*slip, slop, slap, seek and slide*'. Consider including your own slogan.

Further activity

How sun smart are you? How much do you know about sun safety? To find out you can play this sun smart game.

http://lrrpublic.cli.det.nsw.edu.au/lrrSecure/Sites/Web/sunsmart/game/game_01.htm

Related Research Links

Behind the News – Sun Safety

<http://www.abc.net.au/btn/story/s3340142.htm>

Behind the News – UV Warning

<http://www.abc.net.au/btn/story/s3057520.htm>

Cancer Council – Skin Cancer Action Week

<http://www.cancer.org.au/preventing-cancer/sun-protection/campaigns-and-events/national-skin-cancer-action-week.html>

Cancer Council – Sun Safety

<http://www.cancer.org.au/preventing-cancer/sun-protection/>

Cancer SA – SunSmart infographic: How much sun is enough?

http://www.cancersa.org.au/assets/images/SunSmart%20infographic_20130503-01.png

SunSmart – UV and sun protection

<https://www.sunsmart.com.au/uv-sun-protection>

BtN: Episode 33 Transcript 18/11/14

Coming up.

- The 25th anniversary of the most important agreement ever made for kids.
- We take a tour of Australia's justice system.
- And how does he do it? See a young magician that will leave you scratching your head.

Hi I'm Nathan and welcome to the show! There has been a heap happening all around the country this week. So let's kick off today with a wrap of the biggest moments.

The Wire

The G20 meeting has wrapped up in Brisbane.

Inside the world's most powerful leaders agreed to find new ways to grow their economies by an extra 2 per-cent..

And they've come up with about 800 new policies to help make that happen.

The leaders also talked about climate change, Ebola and terrorism. All whilst cuddling a few koalas too.

And there's been some big news in the aftermath of G20.

China and Australia have signed a new free trade deal.

The agreement is huge because it means many Australian and Chinese products can now be bought and sold in each country without paying extra taxes.

The government says the deal will be worth up to 18 billion dollars for Australia.

The United States and China have also signed a big agreement this week on greenhouse gas emissions.

China has promised to make sure its emissions don't grow past 2030, while the US will cut theirs by 28 percent before 2025.

The deal has got some people calling for Australia to do more to cut greenhouse gasses too.

Ever wanted to visit the Great Barrier Reef?

Well now you can without even getting wet!

Google has been working with scientists and conservationists to create a 'streetview' of Australia's underwater icon.

More than 150 kilometres of the Great Barrier Reef has been photographed letting you take a virtual dive with 360 degree views.

The technology will also be useful for keeping an eye on things like pollution and rising ocean temperatures.

And finally the Rosetta mission we told you about last week has been a success!

The Philae probe has sent back scientific information and these pictures from the surface of a comet hundreds of millions of kms away.

But things didn't go entirely to plan.

The probe relies on solar power but it bounced on landing and ended up in shadow under a cliff.

So far it's had enough energy to send back lots of pictures and data.

But it won't be able to conduct any extra tests unless it sees some light as the comet moves past the sun.

Job Future

Reporter: Carl Smith

INTRO: Now, a new report has been released which reveals what life might be like for kids in the future. It says some good things like that you will live longer and be better educated than your parents. And it said some bad things like that you'll work for longer and have to go into more debt too. But one thing that did grab our attention was the statistic that most kids will have 13 different jobs in their lifetime. So why will you try your hand at so many different things and is it a good or a bad thing? Here's Carl with more.

It's one of the main reasons we go to school - to figure out what job we want to do when we grow up. But for today's kids, it looks like the answer to that question could be a whole lot more complicated.

It's something we've all thought about. What do you want to be when you grow up?

KID 1: When I grow up I want to be a Scientist.

KID 2: I want to be a builder!

KID 3: an optometrist

KID 4 a physiotherapist

KID 5 a policeman

KID 6 a teacher

KID 7 flight attendant

KID 8 doctor

KID 9 engineer

KID 10 photographer

KID 11 mechanic

KID 12 journalist

KID 13 fashion designer

Well it turns out, throughout your life, you might actually do all of these jobs.

A new report predicts people under the age of 24 will have, on average, 13 different jobs in their lifetime. That's a big change compared to the past.

In your grandparents' time it was normal just to have one type of job for your whole life. But recently that's started changing, and people have been more likely to start in one job, before retraining to work in another.

But experts predict that's going to happen to you over and over again in the future. Leaving you with lots of different skills and experiences by the time you retire.

But why are people going to be changing jobs so often?

Well there are some reasons why people might want to swap jobs more often in the future. They might want new challenges, they might find it easier to study and move into a different job, or they might just not feel that loyal to their employer.

But there are also some reasons why people might be forced to swap jobs more often in the future too. One of them is technology.

In the past a lot of people did repetitive hands-on jobs, like manufacturing or administration work. But then machines, computers and robots came along and took many of those roles away. As technology improves experts think even more jobs will be lost to machines too.

But don't worry, technology will also help to create some new jobs that haven't even been thought of yet.

The other big reason why you might find yourself changing careers more often in the future is because more jobs are expected to move overseas. It's now easier than ever to do business with companies in other countries as communication and shipping gets better and better. Some countries can do certain types of jobs for less money than we can do them here.

Experts think, in the future, even more of our traditional jobs will move overseas. But while some jobs will leave, other new technologically advanced jobs are expected to take their place.

So where does all this leave you and your dream career?

Well for some people the move to multiple careers might be exciting. Others might prefer things the way they used to be back in the old days. But no matter what you want to be in the future, it might be worth thinking up a few more options too, just in case.

Presenter: And that issue is going to be our poll this week.

Online Poll

The question -

Do you like the idea of doing 13 different jobs over your lifetime?

To vote just head to our website.

And now to the results of last week's poll. We asked if all countries should get an invite to the G20. And most of you went with no let's not change the G20 to the G200. Thanks for voting!

Child Rights

Reporter: Matt Holbrook

INTRO: Nearly 25 years ago, many countries around the world signed a very important agreement. Its aim was to guarantee every child in the world would be given certain

rights that they'd never had before. But what are those rights? And how have they helped kids in the 25 years since? We asked Josh, youth ambassador for UNICEF, to tell us.

JOSH: I'm Josh, I'm 15, and just like me, you've got some really important rights. Rights that kids everywhere share. 25 years ago, the United Nations, the most powerful group of countries in the world set up a rule book to say what being a kid should be like.

It's called the Convention on the Rights of the Child. It's all about things kids deserve no matter what. These videos have been put together by young people from around the world. They're talking about some of those rights, and why they matter to them.

They cover some really important things, like education. Every kid has the right to learn, to go to school and to keep on studying as they get older.

There are lots of other rights, too. We have the right not to be discriminated against. That means no-one should be treated unfairly, because of things like their race or religion.

We have the right to information, to learn about the world around us through things like books, newspapers, TV, and the Internet.

All kids have the right to be protected. From war, and violence, and from being mistreated. Kids shouldn't be made to do work that's dangerous, or will stop us from going to school.

And believe or not, this is a right, too. The right to relax and play. Some rights while they might seem obvious are really important, like the rights to food, shelter, and clean water. They're just some of the rights that you and I should all have.

But kids don't always get them. Some are affected by wars, some aren't able to go to school, or study at home. Some don't have access to drinking water or food. There's still a lot more work to do to change that, and that's part of what I'm trying to accomplish as a UNICEF Youth Ambassador.

And while all of these countries have agreed to protect those rights, it's up to families, communities, and people everywhere to make it happen. So you, me, and kids everywhere get to enjoy the best life we possibly can.

Presenter: Time for our first quiz now. Let's stay with the child rights theme.

Quiz 1

Which of the following is NOT a right for Children?

Children have the right to relax

Children have the right to spending money

Children have the right to a name

Answer: Children have the right to spending money

Law Kids

Reporter: Natasha Thiele

INTRO: Now. The justice system is one of the most important parts of our society. But few of us ever get an inside look at how it works. So a group of guys from the Northern Territory have made a video that will walk you through it. Take a look.

LEEROY: Hi, my name's Leeroy. I'm a Year 11 student from Darwin High School. Me and some of the boys from CSC Clontarf are going to take you on an adventure to meet a magistrate, a police officer and plenty more.

MATT: So here you have Mark Christopher here. I forgot to say Superintendent.

MARK CHRISTOPHER, POLICE OFFICER: It doesn't matter!

MATT: How tiring is your job?

MARK: Physically not so bad although there are some times when obviously you've been in a long chase after someone it can get quite difficult and I used to joke, used to you could guarantee just after you had a nice coffee somebody would run from you. However it's probably sometimes the emotional tiring, you know it can be hard sometimes dealing with conflict.

JOEL: So you obviously can't just walk up to someone and arrest them on the spot?

MARK: Well it depends, like if I saw somebody shoot somebody right in front of me I could lock them straight up but normally yes we talk to people, work out what happened, make sure we have sufficient evidence.

JOEL: And you guys have to learn how to shoot a gun?

MARK: Yes although you have to do that, we spend most of our time learning techniques on how to talk to people. It's much, much better as you can appreciate, if you can actually get someone to do what you need them to do just by talking to them.

LEEROY: We're in a park which is located just across from the Magistrates Court and the Supreme Court. Today we're looking for a lawyer to interview. Okay I think we've found a lawyer. Excuse me madam, are you a lawyer?

FRANKY BAIN, CRIMINAL LAWYER: Ah yeah I am.

LEEROY: Hi, my name's Leeroy. What's your name?

FRANKY: Hi Leeroy, my name is Franky. Whenever somebody is charged with an offence, it is their right they can always say guilty or not guilty. As a lawyer what you do is you act on instructions so the client tells you what they want to do and in court you represent them in the way they have instructed you to.

LEEROY: What's it like for a kid going to court for the first time?

FRANKY: I think it would be incredibly scary, you're meeting all these people for the first time, you're meeting a lawyer, you might not know what a lawyer does, you might not have any idea what happens in a court and I think that as lawyers it's important for us to remember that.

LEEROY: I know you're busy and thank you for your time, thank you very much.

FRANKY: My pleasure Leeroy.

LEEROY: I'll let you get back to it.

FRANKY: Thank you very much.

LEEROY: When a person goes to court, it's the magistrate who decides what happens to them. So today we're about to meet a magistrate and I've got a bunch of questions for him. Let's go!

GREG SMITH, MAGISTRATE: Alright Leeroy, well if you're the defendant then the probability is you'll be led in through that door by a policeman, alright now in the ordinary course you'd probably just sit here, one of these seats, and your lawyer would be sitting up here and the prosecutor would be over this side here. This spot over here is where the witnesses go to give evidence. Alright so they'll come in here usually they'll be standing asked to take the Bible in their right hand if they wish to swear on the Bible. If not, I'll be sitting up there and simply asking them 'Do you promise to tell the truth to this court? Please say 'I do'. When I'm sitting here I've got clear view of the person giving the evidence and that's essentially the make-up of the court. Just have a seat there and just imagine what it's like sitting up there making the decisions.

LEEROY: Yes Sir, would you like to take a seat.

GREG: I don't think I like it in here!

LEEROY: We've come to the end of our journey and met a lot of people along the way. We've learnt a lot about the court and law. On behalf of Clontarf and Darwin High School we'd like to thank everyone we've spoken to and you for joining us on the journey. I'm Leeroy Tipiloura, til next time!

Presenter: Thanks for that Leeroy.

Sun Damage

Reporter: Matt Holbrook

INTRO: Okay. Next week is skin cancer action week. And coming into summer it's more important than ever to stay protected. But what actually happens when the sun hits your skin? And how can that cause problems later in life? Matt found out.

KIDS: My name's Nikki, I'm Siobhan, I'm Lizzie and I'm Tiana, and we're from Magnetic Island State School. This is our current school uniform, and this is our new school uniform.

TIANA: Now the difference with the sleeves is that the new ones go all the way to the elbow, while the old ones go a little over half way. This happening with the new ones means it will lower the chance of sunburn and maybe even cancer.

Changing your whole school uniform is a pretty big deal, but the kids of Magnetic Island Sate School are doing it for a good reason. The new design will better protect kids from the sun while also keeping them cool.

Here in Australia that can be really important. We get a lot of sun, and especially over summer, many of us get out in it. Whether it's down at the beach, playing sport or doing whatever it is you want to do. Actually, that's not a good example. There we go.

But while being out in the sun can be great, it comes with dangers, too, like sunburn. Which is why we're always being told things like this.

If you've ever had sunburn, you'll know it can be really painful. But even after the sunburn goes away, the damage can remain. And that can lead to skin cancer.

You can't see them, but there are UV, or Ultraviolet Rays all around us. Exposure to UV rays can damage skin cells and cause them to grow in ways they're not meant to. These lumps are cancer. Cells from these lumps can then invade the rest of the body through the blood stream, and even cause death.

Even if you don't get sunburnt being exposed to the sun over time can lead to skin cancer, too. Two in three Australians will be diagnosed with skin cancer by the time they are 70. But it's not just something that adults get, kids can get skin cancer too, although it is rare.

It all sounds pretty scary, but the best way to protect yourself is to avoid staying out in the sun too long, and getting burnt.

MATT: Which means wearing these things, and finding this. You should also keep a close eye on any spots or freckles you have, too, in case they change.

That can be an early sign of cancer, so it's best to get it checked out! But while the sun can harm us, it can also do a lot of good too. We need it, because it gives us Vitamin D, which our bodies need. And technically, it's responsible for all the life on our planet, so we can't hate on it too much.

While we need the sun, it pays to take being outside very seriously. Well, some parts about it, anyway. And that's a message this school is serious about, too.

Nikki: It's very comfortable and it's very safe.

Quiz 2

Quiz number 2 now. Let's get stuck into it.

The sun emits three types of ultraviolet radiation, but one type doesn't make it to earth. Which one is that?

Is it UVA

UVB

or UVC

Answer: UVC

It's the strongest type of UV radiation but luckily it can't make it through our atmosphere.

Okay. Sport time now. Here's the biggest moments from the past week.

The Score

The Aussie cricket team has had some bad news with captain, Michael Clarke, likely to miss this summer's test series against India. He injured his hamstring in a recent One Day International against South Africa. Cricket Australia says they want him to be fully healed for next year's Cricket World Cup and Ashes series.

To V8 supercars and things got pretty crazy at the finish line of this race on Phillip Island. Garth Tander was in the lead but ran out of fuel on the final straight. Only for Scott McLaughlin to take the win.

Next year's under 19s volleyball world championships has been relocated because of human rights issues. The International Volleyball Federation banned Iran from hosting it after a woman was arrested outside a volleyball match.

In Iran women aren't allowed to attend most sporting games. The Volleyball Federation reckons that's not fair. So they've taken the event away. It will now go ahead in Argentina instead.

And meet Nutmeg!

He's the mascot who's been given the job of promoting the Asian Cup in Australia. The big tournament is less than 3 months away. Nutmeg will welcome players from 16 international teams for the big tournament.

Magic Kid

Reporter: Natasha Thiele

INTRO: Okay let's wrap up today with some magic. Usually it takes years to master, but one young boy is already impressing people with his unbelievable routines. Here's Tash with his story. See if you can work out how he does each trick!

NATASHA THIELE, REPORTER: He might only be 12, but when it comes to magic Sam's the man! Sam became interested in magic when he was little.

SAM: Well when I was about five my Mum she bought me a book '101 Cool Magic Tricks' and she bought that second hand for about 50 cents down the market and I loved it.

His heroes are all magicians too.

SAM: Probably my two biggest living mentors or idols would be Michael Vincent, who's a magician in London and Darwin Ortiz.

Sam's manager is his mum.

SAM: She's a very good manager and I mean it's nice because I don't have to pay her, so that's always a bonus!

And she's got him some pretty good gigs, including this one at a local restaurant where he gets paid to perform every Saturday. But Sam says it's not about the money.

SAM: I'm not doing magic to make money, I can make money with it and that's an added bonus, but I'm doing magic because I enjoy doing magic

One thing he's really passionate about is charity work. Sam volunteers with the Starlight Foundation, which helps lift the spirits of sick kids.

SAM: It must really be like so sad for them that they can't be out doing stuff so I like to kind of come in and cheer them up a little bit.

Practising magic isn't the only thing Sam's focused on. He still has school to worry about and high school next year! But his classmates are pretty proud of him!

JEDD, STUDENT: Sam's like inspired me to become a magician. He's so good, he's like a professional.

MATTHEW, STUDENT: I made two Sam flags, a Sam t-shirt and I've made a Sam anthem. Sam is the best, he's amazing!

Sam's doing so well with his magic that talent agencies are trying to sign him up.

TINA, MUM: A lot of them want me to commit to three years, they want exclusive rights, they want contracts signed and it's like wow wow hang on, this is still a 12 year old boy.

SAM: I have Instagram, I have Facebook, I have all these things, I mean I have like deep down I am a normal 12 year old. I do, I go with my friends, I play sport but this is just kind of another passion on the side I suppose.

SAM: I'm not sure what I'll be doing when I'm 20, I might be an architect or I might be a, no one knows really. You don't know what you're gonna be, but all I hope I'm gonna be is doing something where I'm having fun doing what I'm doing!

So Sam is one magician who won't be disappearing anytime soon.

Closer

And if you want to see more of Sam's tricks they're on our website. So you can pause and rewind them as much as you like! And that's it for today!

But before we go we'd love to know how you use BtN in your classroom. So please send us a pic of your class using the hashtag 'behindthenews'. And please remember our poll on your future careers! Thanks for watching. See you next week!