

Questions for discussion

Episode 6
10th March 2015

Too Loud

1. Discuss the issues raised in the *Too Loud* story with another student.
2. What did a recent World Health Organisation (WHO) report say about young people's hearing?
3. What age group does this report target?
4. Sounds are made up of tiny _____ in the air.
5. In your own words, explain how the ear works.
6. The strength of sound is measured in what?
7. About how many decibels is a normal conversation?
8. The WHO recommends listening to something 100 decibels or more for less than _____ minutes a day.
9. How would you get the message about this issue out to young people?
10. Do you have any concerns about your own earphone/headphone use? Explain your answer.

Check out the BtN *Too Loud* 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>

School Saved

1. What was the main point of the *School Saved* story?
2. Explain how they physically move the school from show to show.
3. Name some of the places the school travels to in Australia.
4. Map the places that the show school visits. Use Google Maps to plot their trip.
5. How many students are in the class?
6. What did the Federal Government announce about funding for the school?
7. What affect would a funding cut have on the kids and their families?
8. List any similarities and differences between the travelling show school and your school.
9. Working in pairs, brainstorm the different types of schools that kids can go to.
10. Describe the show kids' lifestyle. How does it differ to yours?

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

Colour Confusion

1. What does it mean to be colour blind?
2. What do the rods and cones in our eyes do?
3. Which part of the eye doesn't work properly in someone who is colour blind?
4. Which colours does David have trouble seeing?
5. What proportion of boys are colour blind?

6. About how many girls are colour blind?
7. Colour blindness is not a genetic condition. True or false?
8. How does David's colour blindness impact on his life?
9. Illustrate an aspect of this story.
10. What was surprising about this story?

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

Writing Lesson

1. In small groups, discuss the *Writing Lesson* story.
2. About how many books has Andy Griffiths written?
3. What does he say is the most important part of the writing process?
4. Think of three words to describe Andy Griffiths' books.
5. What tips does he have for writing great stories?
6. Describe the sorts of stories you like to read and/or write.
7. When you write a story, where do you get your ideas from?
8. Who is your favourite author? Explain your answer.
9. Illustrate an aspect of this story.
10. What did you learn watching the *Writing Lesson* story?

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

Twins School

1. Briefly summarise the BtN story.
2. Imagine what it would be like to be a twin or triplet. How would it be different?
3. Do you know any myths about twins and triplets? Explain.
4. What is the difference between fraternal twins and identical twins?
5. Fraternal twins share the same DNA. True or false?
6. Identical twins and triplets occur when...
 - a. one fertilised egg splits into two
 - b. two eggs are fertilised
 - c. three eggs are fertilised
7. What myths about twins and triplets were busted in this story?
8. What are some of the challenges that the twins and triplets in this story encounter?
9. Find an interesting fact about twins and triplets. For example, identical twins share the same DNA but do not have the same fingerprints.
10. What do you understand more clearly since watching the Twins School story?

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