

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.





Activity

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Too Loud

Key Learning

Students will monitor and analyse their listening habits. Students will plan and practise strategies to promote health, safety and wellbeing.

The Australian Curriculum

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

Investigate community resources and strategies to seek help about health, safety and wellbeing (ACPPS053) Years 5 & 6



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







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

Plan and use health practices, behaviours and resources to enhance the health, safety and wellbeing of their communities (ACPPS077) Years 7 & 8









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

Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena (ACSHE081) Year 5





Discussion Questions

- 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 _
- 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?
- Do you have any concerns about your own earphone/headphone use? Explain your answer.



Activities

Negotiate with students how many activities they complete.

Investigate your listening habits

Do you listen to music with ear buds or headphones? Hold a class discussion.

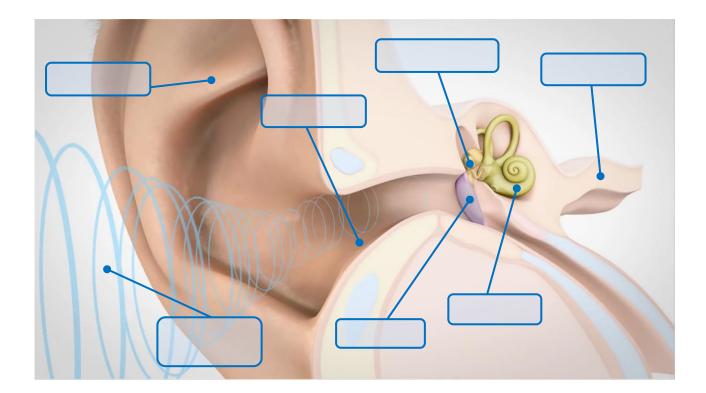
- As a class, create and conduct a survey to determine your listening habits.
- Develop your own questions about the volume and duration of the music to which you are listening as well as your attitudes about hearing health.
- Monitor your own listening habits by keeping a diary (over the course of a week) of your headphone or ear bud use in terms of duration and volume.
- Collect and record your survey results, compare your weekly use and discuss your findings.
 - Do you or your classmates listen to music too loudly and for too long?
 - o Are you worried about your own hearing? Why or why not?
 - o Do you think you will change your listening habits after conducting this survey?

Test your knowledge of the ear

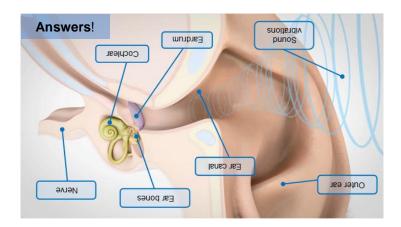
Match the labels to their correct places in this diagram and then check your answers. Use the internet to research the different parts of the ear.

Play a game on Scootle to test your knowledge of the ear!

Match these to the diagram below: 1. Cochlear, 2. Outer ear, 3. Ear bones, 4. Eardrum, 5. Nerve, 6. Sound vibrations, 7. Ear canal







Hearing experiments

What can you hear?

- Observe the soundscape in either your classroom or out in the playground.
- What can you hear? Write down all the different sounds, including loud and quiet sounds.
- Compare your results with your classmates
- What surprised you about this experiment?

Where does that sound come from?

- In this experiment you will test the ability of people to identify the direction of sound.
- As a class, blind fold the person who will be guessing where the sound is coming from. Call
 out their name. Can they point in the direction of the voice where the sound is coming
 from? Who is calling their name?
- Try this experiment using both ears and then one ear covered. Is it more effective using one or two ears?

Mystery sounds

• Can you guess these sounds? In this experiment you will test the ability of people to identify everyday sounds. Make each sound and see if everyone knows what it is. Take it in turns making sounds and guessing the noise.

Example sounds:

- Bounce a basketball
- Pour a glass of water
- o Close a door
- Write with some chalk on the pavement
- Play a clapping game
- o Bounce a tennis ball
- o Eating an apple
- Clicking fingers
- Sounds effects (http://www.abc.net.au/abc3/rawr/tips.html?id=3779265)

Promoting healthy listening

Create an advertisement or community service announcement that educates young people about the dangers of listening to loud music.



Present your information in an interesting way, for example in an Infographic, a *Prezi* presentation http://prezi.com/index/, a *Glogster* presentation http://www.glogster.com/ or a brochure.

Further investigation

Why do we have ear wax?

Is hearing loss permanent? Explain.

How does your inner ear help you balance?

Can you really burst your eardrums?

Related Research Links

ABC News – More than 1 billion young people at risk of hearing damage from listening to loud music, World Health Organisation warns

http://www.abc.net.au/news/2015-03-02/who-sounds-warning-over-music-hearing-damage/6272962

Behind the News – Headphone Hazard http://www.abc.net.au/btn/story/s2275685.htm

Child and Youth Health – Hearing and music http://www.cyh.com/HealthTopics/HealthTopicDetails.aspx?p=240&np=297&id=2015

AsapScience – How old are your ears? (YouTube) https://www.youtube.com/watch?v=VxcbppCX6Rk





Activity

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Writing Lesson

Key Learning

Students will identify, describe, and discuss similarities and differences between texts. Students will create literary texts that experiment with structures, ideas and features of selected authors.

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



English / Literature / Creating literature

Create literary texts that experiment with structures, ideas and features of selected authors (ACELT1798) Year 5







Create literary texts that adapt features encountered in other texts, for example, <u>narrative</u> viewpoint, structure of stanzas, contrast and juxtaposition (ACELT1625) Year 7







Experiment with text structures and language features and their effects in creating literary texts, for example, using rhythm, sound effects, monologue, layout, navigation and colour (ACELT1805) Year 7









Discussion Questions

- 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?



Activities

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

Remember and understand

Can you recall the three story writing tips that Andy Griffiths talks about in this story? As a class write down Andy's tips and explain why you think they are useful. Here they are:

- Tip #1 Base your story on your own life and the things that happened to you and the people in your life.
- Tip #2 It's a good idea to work really quickly, write your ideas down as they come into your head and don't worry about grammar or spelling to start with.
- Tip #3 Rewrite your work constantly and make it as good and clear as you can.

Brainstorm a list of words to describe Andy Griffiths' writing style. Here are some to get you started.

- adventurous
- funny
- attention grabbing
- exaggerated
- imaginative

As a class read the *Band-aid* extract from Andy Griffiths' book Just Crazy. http://www.andygriffiths.com.au/books/justcrazy.htm

- Before you read Band-aid...
 - o Take the CRAZY TEST to find out if this book is right for you.
 - o What do you think this story will be about? Write down your ideas.
- After you read Band-aid...
 - o Summarise what you have read.
 - o Draw pictures to go with the words.
 - O What could have happened next?

Apply and analyse

Watch this workshop <u>The Baby and The Dinosaur</u> to find out how Andy Griffiths makes his stories exciting, moving and absorbing.

- Here is an extract from the video to give you an idea.
 - "Here's a baby. We're going to write a story about it. Would you write a story about a good baby or a bad baby? A bad baby, of course! Because a good baby just sits in the cot and gurgles a bit. But a bad baby jumps out of the cot, out of the window and runs down the street where it can get into trouble."
- What is Andy Griffith trying to teach us in this video?
- How does he hold his readers interest?





- Make a list of useful tips for story writing. Include tips on how to build character development, plot tension and narrative.
- Write your own imaginative piece about a baby and a dinosaur. Start by brainstorming
 possible scenarios. Remember to bring danger in from where the reader is least expecting
 it. Experiment with different narrative structures such as flashback and multiple
 perspectives.

Choose a book written by Andy Griffiths and then write your own book review.

- What are the themes in the book?
- What did you like or dislike about the book? Why?
- Would you recommend the book to other kids your age? Why or why not?
- Include an illustration with your review. It could be a sketch of the front cover or one of the characters from the story.
- Tip: Think about the audience you are trying to reach. Use effective vocabulary and accurate and persuasive language.
- Class activity! Hold your own class book club. Everyone will read the same Andy Griffiths book, either individually or as a class and then discuss the story.



Choose and explore two stories written by Andy Griffiths.

Compare these stories and find similarities and differences.

	text 1	text 2
subject or theme characterisation text structure plot development tone vocabulary sense of voice narrative point of view visual techniques		



Evaluate and create

How do you start a story?

- Using illustrations, in comic strip format, tell your own story. Your first drawing will be a box with the words "DO NOT OPEN THIS BOX!"
- Your second drawing will include the box with the lid open. What is coming out of the box?
- Include dialogue to accompany your illustrations. This will form the start of your story!

Check out this story starter generator! http://www.scholastic.com/teachers/story-starters/



Choose a character from one of Andy Griffiths' books. Imagine the character's life events.

- Describe the character, including personality traits, motivations, feelings and actions.
- Put the character in a new situation that you have imagined. Write a short story detailing the events. Tell the story in an adventurous and humorous way.
- Include illustrations to match your story.

Choose three illustrations from your favourite Andy Griffiths book.

- Write your own short story to match these illustrations.
- Alternatively choose a chapter from your favourite Andy Griffiths book and draw your own illustrations to match. Your illustrations could be in a poster format, using computer animation or a comic strip.

Write a seguel or preguel or rewrite an ending to your favourite Andy Griffiths story.

Related Research Links

Behind the News – Book Week http://www.abc.net.au/btn/story/s4067162.htm

Behind the News – Young Writer http://www.abc.net.au/btn/story/s4131960.htm

Andy Griffith – Official website http://www.andygriffiths.com.au/index.htm

YouTube – Andy Griffiths Books https://www.youtube.com/user/AndyGriffithsBooks

Andy Griffiths – A Teacher's Guide to the Treehouse Series
http://www.treehousebookseries.com/uploads/books/guides/13_Story_Treehouse_Guide_jyF8wDT
.pdf



BtN: Episode of Transcript 10/03/15

Coming up:

- The National School for Travelling Show Children is given a lifeline we meet some of the kids that go there.
- In the aftermath of the dress that sparked insanity we find out how kids see different colours.
- And we bust the myth that twins can feel each other's pain.

Hi I'm Nathan and that's just some of the stuff you'll see a bit later on BtN.

But first today let's jump straight into the latest headlines. Here's the wire.

The Wire

The government's released a big report about Australia's future. The Intergenerational Report is released every five years and it predicts what our population and economy could look like in forty years time.

This time around it says our population will be around forty million in 2055 about 15 million more than it is now. On average people will live to be about 95 up from the mid eighties now. And we'll all be in a lot more debt unless something changes. The findings in the report are used to help make plans for the future.

On Sunday we celebrated International Women's Day. It's all about appreciating the accomplishments of women everywhere. Just one of the many events that took place around the country was this fun run in Brisbane.

But the day has a serious side, too. It's also about improving gender equality and that's something the WA government is getting behind. It wants more women to get into trades because at the moment numbers are really low. So it's announcing a 1.2 million dollar scholarship program to change that.



And the way we send letters is set to change. The government's given the OK to introduce regular postage which will be cheaper but will take a bit longer for letters to arrive. And priority post which will be quicker and more expensive. Australia post is also looking at putting up the price of its regular stamps from 70 cents to a dollar. The move comes as people are posting fewer and fewer letters every year, leaving that part of Australia Post struggling.

Too Loud

Reporter: Carl Smith

INTRO: The World Health Organisation has warned that more than a billion kids are at risk of hearing loss because they listen to music too loudly. And they say it's getting worse because we're using music players and headphones so much. Carl found out what really happens when you crank up the volume.

We all love music. But some of us love it a bit too much. And that can be a big problem for our hearing.

Matt: 'our what?'

Our hearing!

Matt: 'our earings?'

In fact the World Health Organisation is now warning that 1.1 billion people aged between 12 and 35 need to turn the volume down or risk permanent hearing damage.

But how can fun, loud music be a problem? Well, first we need to take a look at how our ears work. Sounds are made up of tiny vibrations in the air. Kind of like ripples in water they travel away from where the noise is coming from. Once those vibrations reach your ear they're funnelled to your ear drum, across some delicate little bones, and through to your inner ear.

There tiny hairs can distinguish different sounds and turn them into electrical signals for the brain to process. That all happens super fast and it lets us hear heaps of stuff.

The strength of sounds are measured in something called decibels. A whisper is about 30 decibels, and it's tricky for our ears to pick up anything softer than that. Normal conversations are about 60 decibels, listening to the radio is about 75, and heavy traffic hits about 85.

But if we go beyond that mark of 85 decibels then there can be some problems. And sounds this strong are what the World Health Organisation says we should be worried about. They recommend only listening to something 100 decibels or more for less than 15 minutes a day!



But there are loads of things in our lives that are louder than that. A motorcycle can be about 100 decibels, and a chainsaw can be 110. But we're also choosing to go to more noisy events like concerts, which can be as loud as 130 decibels!

If you have to spend a lot of time around really noisy things like that it's recommended you use earplugs or earmuffs. If you don't, then those fragile parts of your ear could be damaged. But there's another big hidden danger to your hearing - these things.

We think of earphones as being pretty harmless because you can barely hear them when they're away from your ear. But when you put them on the sound has a shorter distance to travel and nowhere else to go. So at top volume they're the equivalent of about 110 decibels, which is the same as holding a chainsaw!

So how can we all keep our hearing in good shape? Well, if you can hear the music from earphones when they're at arms length they're way too loud, and if you're listening to lots of loud music you should unplug more often.

If we don't, those blaring tunes could stop us from hearing anything at all.

Matt: What?

You get the idea.

Presenter: Yeah, Matt's a big Tay-Tay fan from way back.

Quiz 1

Okay, quiz time.

The loudest sound ever heard in modern history was what type of explosion?

Was it

A volcanic explosion

A nuclear explosion

Or a solar explosion

Answer: A volcanic explosion

It was the Krakatoa volcanic explosion way back in 1883 and there are reports it was heard nearly 5000ks away. Okay.



School Saved

Reporter: Eloise Fuss

INTRO: After months of uncertainty the federal government has announced it will continue funding the National School for Travelling Show Children. It's great news for these kids who travel the country with their parents, bringing rides and games to everyone. But what is it actually like to go to school on the road? Eloise found out.

This is a show! A place where kids come to have fun, go on rides, and buy show bags. But it's also where some kids go to school. This school is for all of the families who travel around Australia, bringing you the rides, sideshows and food stalls you see at the show. It's called the National School for Travelling Show Children.

KID 1: We have a school on wheels basically.

KID 2: The school it all folds down and the truck hooks on and it goes to the next town and then the showmen fold it back up and the next day we go to school.

KID 1: We don't have different teachers for each class. We travel around, sometimes we're not with the school and sometimes we are.

This year the school has already stopped in Nowra, moved up to Maitland, and back down to Canberra. Next they'll zoom to Newcastle, then to Sydney, up to Cairns, across to Adelaide, Melbourne and then down to Tasmania. Phew, that's a long way! But the teachers make sure it's set up the same as the week before, even if it's now located hundreds of kilometres away.

KID 2: It's really cool, we learn heaps of stuff here, like we draw, we've got a library and all that stuff.

KID 1: We do English, maths, spelling, we have lunch.

Just like every other school. But there are a few differences. Most schools have the same number of students each week but the number of kids in this class can change quite a lot. Sometimes there might be more than 20 kids, and other weeks only five. It just depends how many different shows are happening in different places. When the school's full, they can have kindergarten kids right up to secondary students all in the one class.

But last year it was looking like these kids would be forced to find a new school, after this one ran out of money to keep going. For many that would have meant boarding school, and leaving their families. But now, the federal government has announced the school's future will be guaranteed for at least two years, meaning these kids get to keep enjoying this kind of lifestyle.

KID 3: We usually get to go on rides and stuff and then we usually have a look around.

KID 4: And get food and show bags and stuff.



KID 3: Whenever we're hungry we usually go to our friend's canteens.

Most show kids say it's a pretty crazy life! But they're still happy they can be part of a school community that understands exactly what it's like.

Online Poll

Now, is this dress blue and black, or white and gold? That one question got millions of people fired up last week after a picture of it went viral. Next up we're going to look at why we all see colours differently. But first let's find out what colour most of you see the dress as.

Do you see the dress as blue and black or white and gold?

Head to our website to place your vote.

Colour Confusion

Reporter: Carl Smith

INTRO: Okay, now as we said the case of the mysteriously-coloured dress proves just how differently we all see colour. But why? And how do we even see colours in the first place? Well, we've got an explanation from a kid who knows all too well because he can't see some colours at all. Here's David's story.

This is a mantis shrimp, and it's one of my favourite animals! Not because it's cool or because it uses its arms to punch things, but because they can see more colours than anything else on earth!

You might be wondering why I like something so weird and creepy. Well, it's because we both see the world a bit differently. The mantis shrimp can see heaps more colours than everyone else, and I see fewer colours than everyone else, because I have something called colour blindness.

Most people don't really think about it, but seeing colour is actually pretty tricky! Here's how it works. Inside our eyes are these tiny things. They're called rods and cones. The rods let us see light and movement. The cones are what let us see colour! People have three types of cones, they're red, green and blue. They let us see all the normal colours you'd be used to.

Some animals, like dogs, only have two cones: green and blue. So they can't see as many colours. Then there's my favourite animal, the mantis shrimp. It has 12 cones! Way more than anything else! So they can see all sorts of extra colours that we can't see, like ultraviolet! And probably a bunch of other shades in between too!



The reason I have colour blindness is because one of my three cones doesn't work very well. So being 'colour blind' doesn't mean I can't see colours! That's really rare, but it can happen! Those people see the world in black and white. I can see most colours but sometimes I find it hard to pick out red and green from one another.

The way I found out one of my cones doesn't work properly was through these special tests. In these diagrams kids with normal vision are able to see numbers. But if you're red-green colour blind like me all you can see is a bunch of dots!

Colour blindness is a genetic condition, so it can be passed on from parents to kids. And it's more common in boys: one in 12 boys have it compared to just one in 200 girls! Bit unfair hey!

It's because colour blindness is linked to the genes that make us a boy or a girl! Although I can figure out most colours sometimes I mix a couple up, so I can put on some pretty funny outfits. Or sometimes I find it hard to pick out things like a red ball on green grass. But I can definitely figure out traffic lights because I know the top is red and the bottom is green!

Being colour blind can stop some people from doing certain jobs where colour is really important. But I want to be a computer game designer, and mixing a few colours up won't stop me from doing that! Because overall what we see is pretty much the same as everyone else, and even if I am missing a colour here and there, that's nothing!

Because none of us get to see the crazy colours that the mantis shrimp can!

Writing Lesson

Reporter: Eloise Fuss

INTRO: Last week was both World Book Day and World Read Aloud Day. So to celebrate, we asked best selling kids author Andy Griffiths to go along to a school and teach the kids there how to write like him. And of course we filmed it so we can let you all in on his secrets. Here's Eloise

This is Andy Griffiths, and when it comes to authors, he's kind of a big deal. He's the author of more than 20 books, like The Day My Bum Went Psycho, the Bad Books and the Just! series.

Today he's visiting this class to teach them how they can write wacky, imaginative and hilarious stories, just like him. The most important part, he says, is brainstorming a fun storyline.

ANDY: Now let's start in the classroom, what crazy, amazing thing could happen in this classroom?



KID 1: A science experiment could go wrong and the teacher turns into an animal or something.

ANDY: And what sort of animal could your teacher turn into?

KID 1: Maybe a cow or something.

KID 2: Moo.

ANDY: So the principal's turned into a cow, your teacher's turned into a cow what are we going to do?

KID 3: We could do like the Big Fat Cow That Goes Kapow.

ANDY: Alright now it's your turn, who would like to write a story? What you're going to do is draw a box and the box is going to have 'do not open'. You are going to open the box and you're a little bit surprised, it could be something nice, it could be something horrible.

ANDY: Your 'evil me' robot is jumping out of the box, and we know it's going to try put you in the box. I love that illustration and what you've written. I lifted the lid and out flew the shadows of darkness, so what's the next line in the story?"

KID 4: I've lifted the lid of this box and out popped a monster puppet master.

ANDY: So you see how you've got just the beginning there and who knows what's going to happen next but that's really cool.

KID 5: I lifted the lid of the box and saw a huge scary clown with big ears.

ANDY: So just from doing this one scene you've got the beginning of a really cool story.

So that's how easy it is to get those creative juices flowing to come up with a great storyline. But what other tips does Andy have for writing a great story?

ANDY: Number one, base the stories on your own lives and the things that have happened to you and the people in your lives.

ANDY: Number two, I think it's a really good idea to work quite quickly to begin with, so you see I'm not messing around trying to make that look nice or well spelt anything. It won't make sense, at first creative stuff is very messy.

ANDY: My third tip is to rewrite your work constantly, and make it as good and clear as you can, and then I read it out to people.

And with that it's time for Andy to leave and for these kids to get writing!

Quiz 2

Quiz time again. Good luck! What does J.K stand for in the name of Harry Potter author, J. K. Rowling?



Is it

Josephine Koerner

Joanne Kathleen

Jacqui Kate

The Answer: Joanne Kathleen

The reason she goes by initials is because her publishers thought boys would be more likely to read her books if they didn't know they were written by a girl. Okay sport time now. Here's this week's hottest moments.

The Score

Australia has fought off a heroic run chase to beat Sri Lanka in the ICC World Cup. The Aussies set a tough target of 376. With Glenn Maxwell scoring the fastest ever one-day ton by an Australian off just 51 balls! But Sri Lanka weren't going to give up without a fight.

Dilshan blazed his way to 50 scoring six fours off one of Mitchel Johnson's overs! And Sangakkara notched his third straight century in the world cup. Although Sri Lanka came close their tail couldn't withstand the Aussie bowling attack. Giving Australia the win and a likely place in the quarter finals.

And after years of heartbreak. Townsville has finally got its revenge on Bendigo taking the WNBL title! It's the third time the two teams have fought it out in the grand final with Bendigo winning the last two. This time things went a little differently.

In the deciding game, Townsville came back from a poor start to win by 10 points and give retiring captain Rachael McCully the perfect send off.

And finally, The New Zealand breakers have continued their domination of the NBL. Last night they won their fourth championship in five years against the Cairns Taipans! With the scores tied in the series decider and time quickly running out the Breakers sunk a miraculous, last second shot snatching the win and sending the crowd wild!

Twin School

Reporter: Matt Holbrook

INTRO: One school has found itself seeing double this year with eight sets of twins and even one set of triplets enrolled there right now. So Matt decided to visit the school to find



out the answers to some very interesting questions. How do twins happen? Can they read each other's thoughts? And more importantly can they feel each other's pain? Take a look.

AINSLEA AND ASHLYNN: What am I thinking of? Grass. No, I'm thinking of Strawberries. Oh, so close.

AINSLEA: Nah, I didn't feel nothing.

AINSLEA AND ASHLYNN: Do you think you look like me? No. Good.

At this school, they've heard all the twin myths before. That's because there's not one, but two, three, four, five six, seven, eight sets of twins enrolled here. As well as these guys.

TRIPLETS: I'm Tom, I'm Caleb, I'm Beau, and we're the triplets.

GRACE: Yeah, there's tons of twins here, it's annoying and good because there's someone to relate to with all the sibling rivalry stuff.

ELLA: It's a lot more interesting, You're not just by yourself, because you're not the only twin.

They might have a fair bit in common, but not all twins or triplets are the same. Most are fraternal. That means when a woman becomes pregnant, two eggs are fertilised. So fraternal twins are no more or less alike than other siblings with the same parents. Identical twins, on the other hand, happen when one fertilised egg splits into two.

Identical twins share the same DNA, and often look, well, identical.

AINSLEA: We mainly get to trick people and that's a lot of fun to do.

ELLA: Lots of people think because she basically looks the same as me, that I'll do everything that she does when I don't really.

Twins and triplets might look similar, but they do have their own personalities and interests. And most importantly, cheese preferences.

ELLA: I disagree on the cheese she likes to eat. I find hers disgusting, she finds mine disgusting.

But, even so, these guys say they're not always treated as individuals, and that can be hard.

GRACE and SAM: Sharing stuff, sharing punishment. Jinx, jinx again. I hate sharing the same punishment, it's so annoying.

AINSLEA: When we were really little we got everything the same, the same t-shirt, the same shorts.

GRACE: We have to share toys, we have to share the same birthday, can't even have a birthday to myself.



SAM: We had a cookie dough ice-cream cake.

GRACE: We even had to share our own birthday cake and we normally get two separate cakes, it was annoying, because he ate it all.

AINSLEA: You get really annoyed when people call you the wrong name.

But while there might be some challenges, they wouldn't have it any other way.

SAM: If Grace is at her friend's house and I'm at my friend's house we kinda miss each other after a day.

GRACE: We tend to say that we wish our brother or sister would come back and stuff.

Closer

And that's us finished for another week! We'll be back next week with all the stuff you need to know. But if you miss us too much, just hit our website in between. Bye for now!

