

Questions for discussion

Episode 7
17th March 2015

#Behind You

1. Discuss the main issues raised in the #BehindYou story.
2. What is the #BehindYou campaign encouraging kids to do?
3. What is bullying? Brainstorm as a class and then write your own classroom definition.
4. Why do you think people might bully? Think of some reasons why people use bullying behaviour.
5. What is a bystander?
6. Why might kids not speak up or do anything when they see or know of someone being bullied? Think of some reasons.
7. What does it mean to 'lead by example'?
8. What does it mean to be a *supportive bystander* to bullying behaviour?
9. Choose one of the role plays in the #BehindYou story and describe what you would do as a bystander.
10. What do you understand more clearly since watching this story?

Check out the BtN #Behind You resources on the BtN website.

Closing Communities

1. What was the main point of the *Closing Communities* story?
2. How many remote indigenous communities are there in Western Australia?
3. What do the kids like about living in Biridu?
4. What are some of the challenges of living in a remote community?
5. The State government is thinking about closing 150 of the communities in WA. True or false?
6. What has Prime Minister Tony Abbott said about the plan?
7. What do people opposed to the idea say?
8. What do some indigenous leaders think the government should do?
9. Do you think the government should close small indigenous communities in the outback? Explain your answer.
10. Make comment about the story and post it in the comments section on the story page.

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

Solar Flight

1. Who invented the first successful airplane?
2. The plane will travel for _____ days, spread over _____ months.
3. How many solar panels does the plane have on its wings?
4. How are the solar panels different to the ones you see on rooftops?
5. Why does the plane have four batteries that are charged through the day?

6. The wingspan of the Solar Impulse 2 is as big as a...
7. The plane weighs about as much as...
8. List the advantages and disadvantages of solar planes.
9. What do you think is the future of solar planes?
10. Illustrate an aspect of this story.

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

Brain Awareness

1. Describe what happened to Chloe.
2. How did Chloe feel when she found out she had a brain tumour?
3. What treatment did she have?
4. How did the treatment affect her?
5. How did Chloe's brother Josh and sister Ruby react to her cancer?
6. How is Chloe feeling now?
7. How does Chloe stay positive?
8. What is the aim of Pirate Day?
9. Write a message to Chloe and post it in the comments section on the BtN *Brain Awareness Week* story.
10. How did this story make you feel? Discuss as a class. Visit BtN's [Upsetting News](#) page.

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

Class Clowns

1. Explain the Class Clowns competition the kids are involved in.
2. Why do the kids competing in the competition want to be comedians?
3. Who is their mentor for the day?
4. What did Randy do before he started working as a comedian?
5. How long has he been working in comedy?
6. What advice does Randy give the kids?
7. What is observational comedy?
8. How did the kids feel about performing their comedy routines?
9. What does Randy say about working as a comedian?
10. What do you think would be some of the challenges of performing comedy?

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

Activity

Episode 7
17th March 2015

#BehindYou Campaign

Key Learning

Students will recognise that bullying behaviour can take many forms and will propose strategies for dealing with bullying behaviour. Students will learn that the bystander is an important part of the solution to stop bullying.

The Australian Curriculum

Health and Physical Education / Personal, Social and Community Health / Communicating and interacting for health and wellbeing

Describe how respect, empathy and valuing difference can positively influence relationships ([ACPPS037](#)) Years 3 & 4



Practise skills to establish and manage relationships ([ACPPS055](#)) Years 5 & 6



Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing ([ACPPS074](#)) Years 7 & 8



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

Investigate and reflect on how valuing diversity positively influences the wellbeing of the community ([ACPPS060](#)) Years 5 & 6



Discussion Questions

1. Discuss the main issues raised in the #BehindYou story.
2. What is the #BehindYou campaign encouraging kids to do?
3. What is bullying? Brainstorm as a class and then write your own classroom definition.
4. Why do you think people might bully? Think of some reasons why people use bullying behaviour.
5. What is a bystander?
6. Why might kids not speak up or do anything when they see or know of someone being bullied? Think of some reasons.
7. What does it mean to 'lead by example'?
8. What does it mean to be a *supportive bystander* to bullying behaviour?
9. Choose one of the role plays in the #BehindYou story and describe what you would do as a bystander.
10. What do you understand more clearly since watching this story?

Get involved in the #BehindYou campaign

Friday March the 20th is the National Day of Action Against Bullying, and this year, Behind the News want to encourage all kids to stand up for those who need it, whether in class, in the playground or online. So we've come up with the #BehindYou campaign.

We're asking all schools to get involved in the #BehindYou campaign by –

1. Watching our special #BehindYou story and taking part in our related class activities. These activities are focused on encouraging and empowering young bystanders to discourage bullying wherever they see it. The aim is to give kids the confidence to stand up for others, and give them practical tips on how to do it safely.
2. Encouraging kids to pledge to bullying victims that they will be #BehindYou.
3. Posting a comment of support using the hashtag #BehindYou to the BtN website or your school Twitter, Facebook or Instagram feeds. We'd also love to see teachers send in a photo or upload a video of their class or even their school declaring "I'm #BehindYou!"

Behind the News is teaming up with school kids around Australia to tell the victims of bullying we're...



Think of some creative ways for your class to pledge their support for this campaign. Include #BehindYou written somewhere in the frame (on a piece of paper, on your hand or get creative!).

We would love to see how your class is getting behind the #BehindYou campaign. Email your photos and videos to btn@abc.net.au

Get creative

Make a wristband or flags to put up around your school to show your support for BtN's #BehindYou campaign. Download the templates, create your own illustrations and write your own message of support.



[Wristband, flags and poster templates](#) for students to create their own illustrations and supportive messages.

Class workshop

In this activity students will recognise that bullying behaviour can take many forms and will propose strategies for dealing with bullying behaviour. Students will learn that the bystander is an important part of the solution to stop bullying.

Workshop overview

In pairs or individually, students will:

1. Be provided with a scenario letter, written from the perspective of the bystander.
2. Generate and develop ideas using the POOCH strategy framework. They will identify the problem, brainstorm possible options and outcomes and determine the most effective action to empower the bystander.
3. Identify appropriate and relevant language to use in their letter writing. Students will refer to the checklist of practical tips listed towards the end of this document.
4. Write a persuasive text in the form of a letter of advice to the bystander.

[Download the Scenario Letters](#)

[Download the POOCH Model](#)

Scenario letter

Provide students (in pairs or individually) with one of the [scenario letters](#). Please note that these are fictional scenarios, but the issues discussed in this workshop may be difficult for many students, and teachers should attempt to anticipate and be ready to respond to a range of student reactions.

POOCH strategy framework

Overview: Students will use the POOCH model to generate and develop ideas about what bullying looks like and what can be done to stop bullying from the bystanders perspective.

The POOCH model aids students to think critically about what it means to be a supportive bystander. It is a strategy that allows students to clarify issues by using logic in judging information. The POOCH model provides students with the tools to make safe and informed decisions.

Using POOCH as a class: Describe to the class how the POOCH model can be used to generate and develop ideas. Use the following scenario taken from the BtN #BehindYou story, as an example. Use the classroom whiteboard to present this example to your students.

Scenario example:

*Dear #BehindYou,
Please can you help! I've seen an older kid at school tease and be really mean to one of the new kids that started in my class this year (we're in year 6). For example, when the new kid asked where room 16 was the bully said to him "maybe if you weren't so stupid you would go find it yourself". The bully always does it to be cool in front of his friends. It's not the only time he's humiliated the new kid. What do I do? Do I say anything? How do I deal with it?
From a bystander of bullying behaviour*

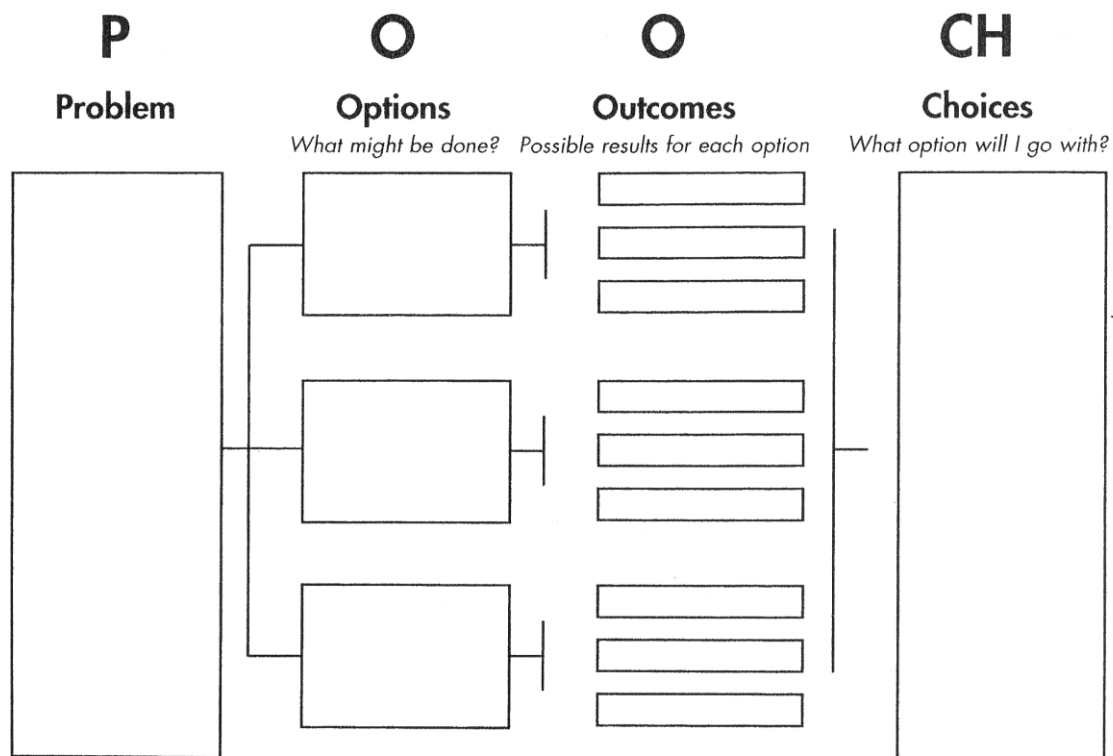
Problem:	The new student is being bullied by an older student who repeatedly teases and humiliates the new student. The bully is doing it to be cool, and they think it's funny.
Option #1:	Tell the new kid that you will show them around the school and that you will be there for them as a friend. You will also help them talk to the teacher about it.
Outcome #1:	The new kid will feel supported and not alone. The bullying will stop.
Option #2:	Don't do anything.
Outcome #2:	The new kid will feel sad, and isolated. The bullying may happen again.
Choices:	I will go with Option #1, because not doing anything indirectly supports the bullying behaviour. If I support the victim and report the bullying to my teacher I will be a supportive bystander and help stop bullying at our school.

Using POOCH as a student: Provide students with the [POOCH strategy framework template](#) (tip: the template enlarged on A3 paper works best). Students will complete the POOCH model, as they explore solutions, research, experiment and choose between options before making a final choice, which they will use in their letter of advice. Emphasise to students that the final option they choose needs to empower the bystander to stand up against bullying. The advice must be safe.

1. Students will identify the problem and record it in the diagram.
2. Students then identify and generate reasonable alternatives as possible solutions, which are recorded under *Options*.
3. After research and experimentation the implications of each alternative are recognised and recorded under *Outcomes*. Once at this stage of the model students have sufficient information to compare the alternatives, they are able to recognise the implications of each alternative guiding their decision making in the next step.
4. Students are better able to make an informed decision after working through these steps. They are now ready to make the choice. They record their decision under *Choice*.

During this part of the activity students will need to discuss the following points and record their responses.

- What is happening in this situation?
- What sort of bullying behaviour is this? Where is it happening and who is involved? Describe.
- Think of some reasons why the person is using bullying behaviour?
- Describe how you think the victim feels? How would you feel if you were the victim?
- Why is the bystanders support important? Explain.
- What does it mean to 'lead by example'?
- What did you find difficult during this activity? Discuss.



Source: Michael Pohl <http://www.thinkingeducation.com.au/default.htm>
 NSW Department of Education and Training
<http://www.curriculumsupport.education.nsw.gov.au/designproduce/Assets/pooh.doc>

Keywords

Provide students with the following list of keywords to assist with their letter writing. Students will create persuasive texts using relevant and appropriate language. As a class brainstorm any other keywords you think could be added to the list.

- Support
- Report
- Trust
- Together
- Bystander
- Friends
- Protect
- Rights
- Behaviour
- Harassment
- Discriminate
- Empathy
- Respect
- Relationship
- Positive
- Reputation
- Harm
- Assault
- Safe
- Rumours
- Power
- Understanding
- Misrepresent
- Stalk
- Intimidating
- Damaging
- Feelings
- Religion, race, gender and disability
- Social, physical, verbal, emotional or financial
- Beliefs

Checklist: practical tips

Below is a list of safe and effective tips that students can use when they see bullying behaviour.

- Let your friends know that you won't be involved in bullying behaviour
- Stand up against bullying behaviour. Don't encourage bullying behaviour or be a silent bystander.
- Don't harass, tease or spread gossip about others, including via texting and social networking.
- Support the person who is being bullied. Let them know they are not alone and help them to ask for help.
- Report the bullying behaviour to someone you trust. This could be your parent, teacher or a school counsellor. If the bullying is serious, report it to the police. If the bullying occurs on social media report it to the administrator of that site.

Persuasive text: letter of advice

Students will write a letter of advice (as a persuasive text) in response to the scenario letter they received written from the bystander perspective.

Introduce your students to the persuasive writing task. Help them apply their knowledge of persuasive writing techniques, along with their ideas from the POOCH model, keywords and checklist of practical tips, in their letter writing.

Students must provide advice that is safe, positive and empowers the bystander. The aim of the letter is to convince the bystander that they must take positive action against bullying. The letter must give the bystander the confidence to stand up for others who are being bullied and give them practical tips on how to do it safely.

Role Play

Alternatively, students will use their scenario and adapt to a role play. Identify the bully, victim and bystander/s.

Alternative activity

For students that might find this activity difficult, ask them to create a poster which incorporates the Behind the News hashtag #BehindYou and a persuasive slogan about being a supportive bystander.

BtN wants to hear from you!

Once students have completed this workshop, teachers may want to pick one of their classes scenario responses or posters and send it in to BtN! Email your photos to btn@abc.net.au

Related Research Links

Bullying No Way – National Day of Action against Bullying and Violence

<http://www.bullyingnoway.gov.au/national-day/>

Behind the News – Back Me Up

<http://www.abc.net.au/btn/story/s3725011.htm>

Behind the News – Beating Bullies

<http://www.abc.net.au/btn/story/s3456846.htm>

Behind the News – Bullying Campaigner

<http://www.abc.net.au/btn/story/s2639913.htm>

Behind the News – Upsetting News

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

Kids Helpline – Bullying

<http://www.kidshelp.com.au/kids/information/hot-topics/bullying.php>

Reach Out – Bystanders role in cyberbullying

<http://us.reachout.com/facts/factsheet/bystanders-role-in-cyberbullying>

Cybersmart – Cyberbullying: Get the Facts!

<http://www.cybersmart.gov.au/Kids/Get%20the%20facts/Cyberbullying.aspx>

Bullying No Way – Take a Stand Together

<http://www.takeastandtogether.gov.au/index.html>

References

NSW Department of Education and Training, POOCH Strategy Framework,

<http://www.curriculumsupport.education.nsw.gov.au/designproduce/Assets/pooch.doc> [Accessed: 15th March 2015]

BtN: Episode 07 Transcript 17/03/15

Coming up:

- We launch a very special campaign to encourage kids to stand up against bullying AND we tell you how you can be a part of it.
- Chloe gives us a personal insight into what it's like to fight a brain tumour.
- And we find out why these kids are being taught all about stand-up comedy by a puppet.

Hi I'm Nathan and that's just some of the stuff you'll see a bit later on BtN. But first today. We're doing something a little different.

#Behind You

Reporter: Carl Smith

INTRO: Friday March 20th is the National Day of Action Against Bullying and this year we want to encourage all kids to stand up for those who need it, whether in the classroom, in the playground or online. So we've come up with the #BehindYou campaign to help. We'll explain more about how your school can get involved a bit later. But first, here's Carl to give you a taste of what it's all about.

Most people know how hard this is.

KID: 'Why are you studying, that's so weird!'

In about 9 of every 10 bullying situations there are class mates watching who could step in and help. But unfortunately not enough kids are doing that. That could change though, with your help.

KID: 'leave her alone'

So we at BtN are asking you to help, by standing behind those who are still being bullied. And that's why I'm here today to launch a campaign called 'Behind You'. Alright good morning room 16, I'm Carl!

What we're going to be doing today is a few different role plays to give you guys some practical experiences practical skills that you can use to combat bullying as a bystander. So we're going to be getting a few volunteers to come up and act out a few situations. Who wants to be the victim?

KID: Me.

Alright we've got a victim. Who wants to be the bully? Ok the bully. We're going to do just a really simple bystander situation first.

KID: 'why are you being such a weirdo, why don't you do something cool?'

KID: Leave him alone'

KID: 'You should be studying as well'

Our first bystander has walked in and said something. They've said 'look, this isn't the right thing to do' - they've used reason.

Our second bystander has walked in and distracted the bully and said you should be studying: we've got that test coming up next week so you should really get into that!

Fantastic work guys. Round of applause for them!

But sometimes it's not as easy as that. There are some bullying situations where you might be friends with the bully.

KID: 'I'm looking for room 16, could any of you show me where it is?'

KID: 'Maybe if you weren't so stupid you would go find it yourself!'

Ok so let's pause it there.

You don't want to harm your friend who's the bully, so one of the best things to do is just do the right thing - lead by example.

KID: 'Hey it's ok, I'll show you where the room is'

And often that can cause a ripple effect. So one person standing up and doing the right thing can mean more people stand up and do the right thing.

Now this next role play that we're going to be doing is actually a really, really important one. As many as 40 per-cent of school kids experience online bullying or cyber bullying.

And it can feel really bad because you get a mean message, a mean text, or a mean video when you're by yourself. The victim owns this profile. But the bully has just posted a really nasty photo of the person looking a little bit crazy.

Even though you do feel like online you don't have bystanders, you don't have friends there who can support you, that's not actually the case. Even as an online bystander, a cyber bystander, you can still support someone. Now if you can't support them, or you don't think supporting is enough, you can also report. Support or report. You can always report to the social media website, or the forum website. But you can also go to someone like a teacher, a parent, sometimes even the police.

So that's just three examples of where a bystander can make a big difference to someone being bullied. But out in the real world it can be difficult to do that for all sorts of reasons.

STUDENT: The bully might be your friend or something.

STUDENT: You don't want to harm the bully because it's then like you're bullying the bully.

STUDENT: Yeh and you don't wanna get in trouble for I guess sticking up for the bystander.

They're all really good points. So in those situations what are some of the things you can think about to deal with bullying then?

STUDENT: You can distract the bully so that it takes his mind off what he's doing to the victim.

STUDENT: If somebody you don't know is getting bullied you can always become their friend.

STUDENT: Get other people to come and help if the bully keeps persisting.

There's loads of different things you can do to help.

Alright Room 16 thanks so much for being involved in our Behind You campaign at BtN.

We hope you feel a little bit more confident now as bystanders that you have some practical skills that you can take to those bullying situations. So from BtN a big thank you to you guys and we'll see you next time!

Presenter: Okay so that's just a taste of the #BehindYou campaign. But you can find out heaps more about it on the BtN website.

We've got extra scenarios for your class to role play along with related discussion topics and creative activities to have a go at. And it's all aligned with the Australian curriculum. So jump online and get involved on Friday March the 20th to mark the National Day of Action Against Bullying!

Now we're also asking you to show your support for this campaign by uploading a video of yourself, your class or your school declaring "I'm #BehindYou!" to those of us experiencing bullying.

Each week in March, we'll feature some of the videos we receive at the end of the show. Looking forward to seeing them! Okay. Time to check out some news stories in the wire.

The Wire

Cyclone Pam has caused huge amounts of damage in Vanuatu. Winds of more than 270 kilometres an hour hit this tropical Island over the weekend - houses were demolished, boats smashed, roads and bridges were washed away and eight people have died.

It's the worst weather disaster that people here can remember.

Alice Clements, UNICEF Pacific: All I can do during this is think about people in Vanuatu who have absolutely no shelter. This is going to be a horrific humanitarian disaster.

Aid workers, doctors, search and rescue teams and supplies have been sent from Australia and New Zealand to help.

Going to theme parks is heaps of fun except if you find yourself stranded up in the air for three and a half hours. That is exactly what happened to six people at a Gold Coast theme Park this week when there was a problem with the rollercoaster they were riding. Luckily fire crews came to their rescue and no-one was hurt. All rides in Australia have to comply with really strict safety regulations so this rollercoaster will stay closed until investigators find out what exactly went wrong.

And if that didn't give you a heart attack the Heart Foundation says ads like this just might. "Try our mouth watering taste sensation extreme meat surprise extreme. It's extreme."

A new report from the foundation says 78 per-cent of food and drinks marketed to kids in the ACT are unhealthy. So they're calling on shopping centres supermarkets and sporting venues to change.

And if you've ever wanted to know what it's like jumping off the tallest building in the world. Now you can kind of! This specially trained eagle took flight from this giant skyscraper in Dubai with a camera on its back! The aim was to highlight plunging populations of eagles around the world.

Closing Communities

Reporter: Amelia Moseley

INTRO: Now, there was a big reaction last week to some comments the Prime Minister made about people living in remote Indigenous communities. The West Australian government's planning to shut some of them down and it's causing a lot of debate.

Amelia's taken a closer look at the issue.

AMELIA MOSELEY, REPORTING: This is Biridu.

"We love Biridu! Biridu!"

It's one of 274 remote communities in WA with populations ranging from just six people to more than three thousand. For these guys it's home.

"I love living here and playing around with my friends."

"We like living in the bush. Come out and bring our kids now. Get away from trouble."

REPORTER: Do you like living out here or do you like being in town? Living out here. But living in remote areas isn't always simple. Getting things like schools, doctors and power out here can be tough and expensive.

So the state government is thinking about closing 150 of the communities in WA. The PM's backed the plan. He says adults need to go where there are jobs and kids need to go to school. And sometimes that can only happen in bigger towns.

PRIME MINISTER TONY ABBOTT: It's not the job of the taxpayer to subsidise lifestyle choices. It's the job of the taxpayer to provide reasonable services in a reasonable way."

Some say it's not that simple. Many indigenous people have lived on the same land for generations and feel a responsibility to stay there.

"They're there because it's the essence of their life."

Some indigenous leaders reckon the government needs to find a better way of fixing problems in the bush.

"Actions speak louder than words let's do a proper engagement with people, let's sit down. Let's have this discussion."

It's a discussion that could have a big effect on communities like this one.

Online Poll

Okay it's a contentious issue, so let's open it up to you.

Do you think the government should close small indigenous communities in the outback?

Head to our website to place your vote.

Brain Awareness

Reporter: Eloise Fuss

INTRO: Now, this week is Brain Awareness Week when people focus on the way our brain works and the things that can go wrong with it. Many people don't realise that the leading cause of death among Australian kids is actually brain tumours. But that doesn't mean they can't be treated. We find out more from Chloe, a girl who is showing a brain tumour who's boss right now.

ROOKIE REPORTER, CHLOE: Hey BtN, my name is Chloe Clements and for Brain Cancer Awareness Week I would like to share my brain cancer story with you.

A few years ago back in 2013, I was 13-years-old and in grade eight at school. I loved hanging out with my friends and was a national level five gymnast. I also loved dancing. I was just a normal girl. But then, I started to get sick.

An MRI showed that I had a five centimetre round tumour sitting on the back of my brain stem. It was at this point I began to feel scared, worried and angry. The next day I had surgery to remove the five centimetre tumour, and it took five hours.

This is my brother Josh. Josh what was it like when you found out I had cancer?

JOSH: I didn't think it was very serious until I saw the scar on the back of your head. Then I started to think it was very bad.

I lost my appetite and needed a nasal gastric tube put into my stomach to feed me and give me most of my other medications. I couldn't go to school, I lost my hair and couldn't see my friends. This was a very, very tough time.

In July, 11 months after treatment began I went back to school, and even though I was in a wheelchair it still felt good to be back with my friends and a little bit more normal again.

FRIENDS: What do you now know about brain cancer? That the statistics for childhood cancer is a lot higher than I expected it to be.

This is my sister Ruby. Rubes what did you think when you found out I had brain cancer? Did you think it was sad? Did you think, what's going to happen to Chloe?

RUBY: Her hair's going to grow back.

My treatment finished on the 29th of May, I then began strengthening my legs through physio which helped me learn to walk again, and my hair started growing back. This year I'm feeling great, I'm back to school and dancing full time, and occasionally only walking with one walking stick.

To be back on stage one day inspires me to keep going and keep working hard, the faith my dance teachers and physio have in me encourages me to keep going no matter what, and no matter how tired I am.

To stay positive I rely on my friends and family, I keep busy and I also involve myself in fundraisers. And that's one of the big reasons I want to talk to you today! Friday 12th of June is Pirate Day Friday, so dress up like a pirate, enrol your schools at Pirate Day Friday.com and help show support and help raise some money for kids with brain cancer.

It's a fun way for you to get involved and maybe one day help more kids to have a happy ending like me. I'm nine months in remission and it hasn't been easy, it hasn't been fun, but in the end I'm a brain cancer survivor.

Presenter: Amazing work Chloe.

Solar Flight

Reporter: Carl Smith

INTRO: A new invention is currently attempting to set a world record that could change how we travel the globe. It's called the Solar Impulse 2 and it's a plane that uses the power of the sun to take to the skies. Carl found out more about it.

CARL SMITH, REPORTING: Throughout history people have always wanted to fly. The first attempts, were a bit clumsy. But then in 1903 the Wright brothers invented and built the first successful airplane.

After that, people pushed the boundaries, travelling further, faster, higher and, after a few more errors, we've even figured out how to do it in little more than a suit!

But now something new is taking to the skies.

Many are saying this marks a new dawn for airflight.

The electric motors start, the propellers turn, and Solar Impulse 2 is airborne.

“The round the world flight attempt has begun.”

With a total flight time of about 25 days, spread over five months, this plane will travel all the way around the world using only solar power. Flying so far without a drop of jet fuel has never been done before, and getting to this point has taken years of trials and testing.

PICCARD: Now the adventure has started.

The plane has to fly for long periods, so it's got more than 17,000 solar panels on its wings to keep it going! The plane even has to fly during the night when there's no sun, so it also has four batteries that are charged through the day.

Solar Impulse 2 has a wingspan of 72 metres, which is about as big as a Jumbo Jet. For a plane it's also incredibly light - it weighs 2.3 tonnes, or about 2 small cars. This flight is a test run to prove if solar is up to the task.

But over time the technology could be dramatically improved. So eventually we might see more planes flying cargo or passengers around the earth without a drop of fuel, which is good news for the environment and for airlines.

But for now the solar plane is still much more expensive than other planes, and it can't carry anyone else just yet.

There's only room for these guys, who'll be sharing the job of piloting it.

It won't be the most comfortable trip ever. All up they'll spend 25 days in a cockpit that's about the size of a wardrobe. But they say that's a small price to pay, because they're hopeful that if everything does go to plan the plane will help kick-start a solar revolution. And it doesn't hurt that these sun chasers could find themselves written into the history books along the way.

Quiz 1

Okay. In that story we told you how many solar panels there are on the wings of the Solar Impulse 2.

But do you remember the number?

Was it:

7000

17,000

or 27,000

The Answer: 17,000

Okay, time for the biggest sports news this week.

Here's the score.

The Score

It was an exciting week in netball. As two games finished in nail-biting draws! The Queensland Firebirds were leading the Swifts at three quarter time. But Sydney made a comeback with a 15 goal last quarter.

Meanwhile the Thunderbirds trailed the Mystics all game. But they managed to level the score near the end. And a last minute miss from Mystics shooter Catherine Latu ensured that game finished on a tie too.

It was a disappointing weekend for local hero Daniel Ricciardo at the Australian Grand Prix. He had to deal with some car troubles and came in at sixth. Race favourites and teammates Lewis Hamilton and Nico Rosberg dominated finishing first and second.

And in New York, this kid got to live out a dream for a lot of people. Taking on Roger Federer! Federer started with some easy shots before realising his opponent was actually pretty good. And just as he was going in for the win the kid pulled out a tricky lob to win the point. And not surprisingly the crowd went wild!

Quiz 2

Okay before we get stuck into our last story today let's go to our last quiz.

What is the real name of the funny bone?

Is it:

Humerus

Ulna

or Rib

Answer: Humerus

Class Clowns

Reporter: Emma Davis

INTRO: Now sticking with funny stuff. Being called a class clown isn't usually a good thing. But that's exactly what the kids in this story are all fighting for. They're competing in the Class Clown stand up comedy competition. Emma met some of the competitors.

EMMA DAVIS, REPORTER: Getting up on stage and having a whole crowd laugh at you isn't most people's idea of a good time, but that's exactly what these guys are aiming for! They're getting involved in Class Clowns, a national comedy competition for kids.

MAIAH: When I was younger I really wanted to be a comedian because I like to tell stories.

HENRY: I want to be a comedian because I like making people laugh and it's one of the best ways to get across what you want to get across to people and laughing is always fun. Today, they're taking part in a workshop to polish their act before the state finals and to give them a bit of advice is a professional comedian who also just happens to be a puppet!

RANDY: So my name's Randy. I'm a comedian and I'm very excited to be involved with class clowns today. I was actually a children's entertainer and I wasn't making any money off that so I decided to start doing comedy and it's been going alright, ten years so far. And after ten years he's got a fair bit of comedy wisdom to pass on to these kids.

MAIAH: It was really awesome to be able to meet him and he's hugely, hugely knowledgeable so it's good to be able to get some advice.

HENRY: It's really good, he's very talented and he very much knows what he's talking about.

But while Randy's here to help, it's up to each person to develop their own style of comedy.

MAIAH: It's observational, it's telling stories, I tell two main stories that actually did happen to me and I just like to make a bit of a joke out of them.

It takes a lot of guts to get up on stage in front of a whole crowd of people though!

HENRY: I feel nervous the first time and pretty much only for the first time.

MAIAH: The good thing to know is to be confident within yourself, be confident that you're going to get a good energy off the audience and just to have fun with it.

The winner of this state final will get to go to Melbourne to perform in the grand final at the Melbourne International Comedy Festival.

MAIAH: Winning would be awesome but I guess for me it's really just about having the experience and meeting the cool people.

If you think this is something you'd be great at, Randy says it's a pretty tough job but a lot of fun.

RANDY: I think if you're keen on getting into comedy you just have to do it. Otherwise that voice in your head will go 'no maybe another time, maybe I'll do it another time.' If you want to do it **JUST DO IT!**

MAIAH: I'd love to continue doing it and whether I do that alongside something else is I guess up to fate, but it's an awesome, awesome thing to be a part of.

So who knows, for some of these guys this could be the start of a big career in comedy!

Closer

And that's us finished for another week! We're going to finish up today with a look at some of the people who have already pledged their support for the #BehindYou campaign. We hope that you'll get involved and send your videos in too. Thanks and bye for now.