

Questions for discussion

Episode 8
24th March 2015

Vanuatu Recovery

1. Locate Vanuatu using Google Maps.
2. Vanuatu is made up of about _____ islands.
3. Describe the weather in Vanuatu.
4. How does a cyclone develop?
5. What is the middle of the cyclone called?
6. How many categories of cyclones are there?
7. What is measured to help classify cyclones?
8. Which category was Cyclone Pam?
9. Describe the impact the cyclone has had on Vanuatu.
10. How did this story make you feel?

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

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

Banana Disease

1. Briefly summarise the *Banana Disease* story.
2. In which state has Panama disease been discovered?
3. How many banana farms have been affected?
4. How does the disease affect banana plants?
5. Panama disease is a not a fungus. True or false?
6. How does it stop the fruit from growing on the plants?
7. Complete the following sentence: Once the disease is in the soil...
8. Where are most of Australia's bananas grown?
9. What is being done to stop the spread of Panama disease?
10. What was surprising about the *Banana Disease* story?

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

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

Bionic Body

1. Discuss the main issues raised in the *Bionic Body* story with another student. Record the main points of your discussion.
2. Why did Alex receive a bionic arm?
3. What are bionic body parts?

4. Why do some people need bionic body parts?
5. The bionic ear is also known as the _____.
6. Where and when was it invented?
7. What other bionic body parts are being developed?
8. Some scientists think that about _____% of the human body could be replaced with bionic body parts.
9. Why are some people concerned about the idea of bionic body parts?
10. What do you think is the future of bionic body parts? Explain your answer.

Check out the BtN *Bionic Body* resource on the Teachers page

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

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

Aussie Accents

1. How did the Australian accent develop?
2. Experts say there are a few different variations on the Australian accent. What are they?
3. Describe the broad Aussie accent. Give some examples of people with this accent.
4. What is the most common style of Australian accent?
5. Give an example of someone who speaks with this accent.
6. How would you describe your accent?
7. Why are researchers in Australia studying the variations in Australian accents?
8. What impact might other countries' accents have on ours?
9. What influences the way someone speaks?
10. Make some predictions. What do you think the Aussie accent will sound like in the future?

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

Women's Cricket

1. In small groups discuss the *Women's Cricket* story.
2. The numbers of girls playing cricket across Australia has increased by _____% in the last year.
3. What do the girls from Kensington Cricket Club like about playing cricket?
4. Why did the bowling style change when women became involved?
5. Bowling over arm meant that women had more control of the ball and could take more _____.
6. When was women's cricket first played in Australia?
7. Describe the achievements of women in cricket.
8. Illustrate an aspect of this story.
9. What do you think the future of women's cricket is?
10. What are some of the benefits of playing team sport?

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

Activity

Episode 8
24th March 2015

Vanuatu Recovery

Key Learning

Students will investigate how scientists predict and collect information about cyclones. Students will explain the physical causes of tropical cyclones.

The Australian Curriculum

Science / Earth and earth sciences / Earth and space sciences

Sudden geological changes or extreme weather conditions can affect Earth's surface ([ACSSU096](#)) Year 6



Science / Science as a Human Endeavour / Use and influence of science

Scientific understandings, discoveries and inventions are used to solve problems that directly affect peoples' lives ([ACSHE100](#)) ([ACSHE083](#)) Year 5 & 6



Scientific knowledge is used to inform personal and community decisions ([ACSHE217](#)) ([ACSHE220](#)) Year 5 & 6



Science / Science Inquiry Skills / Questioning and predicting

With guidance, pose questions to clarify practical problems or inform a scientific [investigation](#), and predict what the findings of an [investigation](#) might be ([ACSIS232](#)) Year 6



Science / Science as a Human Endeavour / Planning and conducting

With guidance, plan appropriate [investigation](#) methods to answer questions or solve problems ([ACSIS103](#)) Year 6



Geography / Geographical Knowledge and Understanding / Unit 1: Water in the world

The causes, impacts and responses to an atmospheric or hydrological hazard ([ACHGK042](#)) Year 7



Discussion Questions

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6. How many categories of cyclones are there?
7. What is measured to help classify cyclones?
8. Which category was Cyclone Pam?
9. Describe the impact the cyclone has had on Vanuatu.
10. How did this story make you feel?

Class discussion

Brainstorm

Ask students what they think the difference is between a cyclone, hurricane and typhoon. Students will brainstorm and record their ideas on the class whiteboard.

The answer is...they are all the same! There are three different names for the same type of extreme weather event. The only real difference is where they happen in the world.

Explain the difference of location, between a cyclone, hurricane and typhoon, using a world map.

- Cyclones develop in the Indian Ocean
- Hurricanes develop in the Atlantic Ocean
- Typhoons develop in the China Sea

KWHL Chart

What questions were raised in the class discussion (what are the gaps in their knowledge)? The following KWHL organiser provides students with a framework to explore their prior knowledge on this topic and consider what they would like to know and how.

What do I know?	What do I want to know?	What have I learnt?	How will I find out?

Plot your own cyclone

Students will visit the Bureau of Meteorology's website to build their own 'weather' skills. The 'plotting your own cyclone' activity focuses on tropical Cyclone John which occurred off the coast of Western Australia between 11- 16 December 1999.

Research

Using the internet, students will find out more about Cyclone John and answer the following questions.

- Where did the cyclone form?
- Where did it travel? On a map of Australia mark where the cyclone travelled.
- What wind speed did the cyclone reach?
- What category was this cyclone?
- What damage did it cause inland?

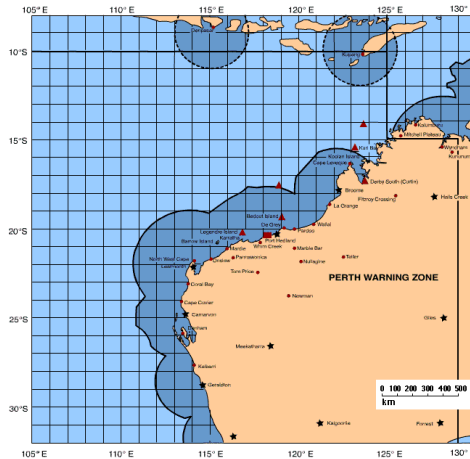
Activity

Meteorologists track the movement of cyclones using latitude and longitude. Explain to students the difference between latitude and longitude and how coordinates are used to track cyclones on a map.

Students will use the following coordinates to plot Cyclone John on the Map provided. Refer to the Bureau of Meteorology for a large image of the map or a link to the interactive flash file.

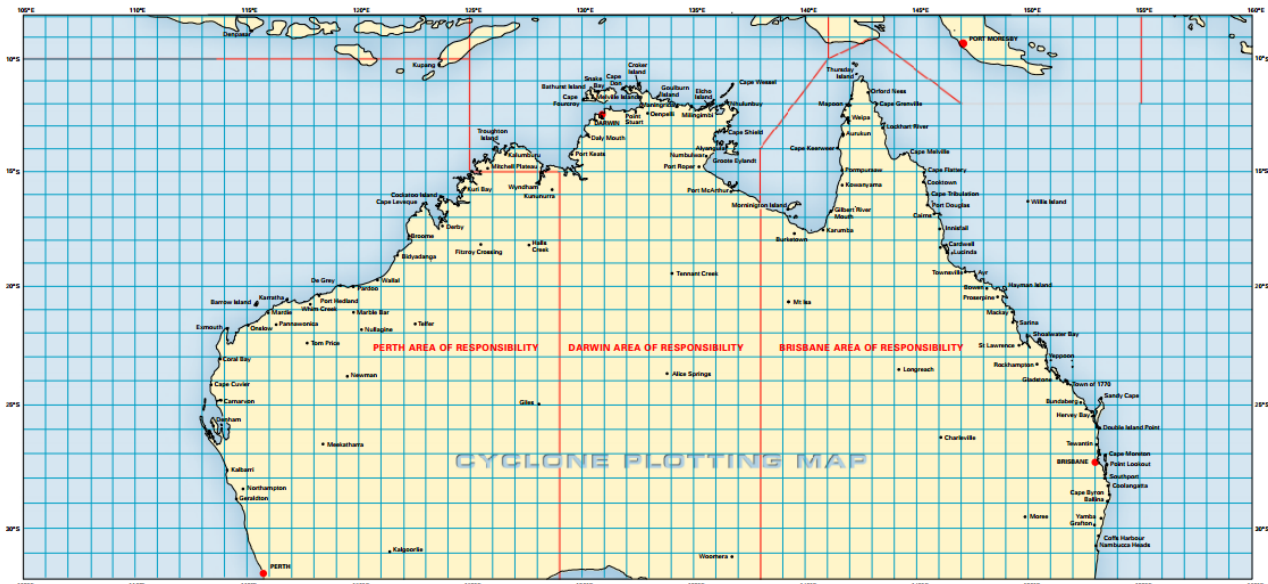
http://www.bom.gov.au/info/ftweather/page_39a.shtml

Position of Cyclone John at 6pm	Latitude	Longitude
10 th December	11.2	121.1
11 th December	13.1	119.7
12 th December	14.8	119.2
13 th December	17.0	118.7
14 th December	19.3	117.3
15 th December	22.0	118.3



Plotting Challenge

Students will use the following map to plot the pathway of Cyclone Pam. What zone is responsible for tracking cyclone Pam?



Australian Government, Bureau of Meteorology, Plotting a Cyclone Track, <http://www.bom.gov.au/cyclone/about/plotting.shtml>
 [Accessed: 19th March 2015] <http://www.bom.gov.au/info/cyclone/newpamphlet/plotmap.pdf>

Students will conduct research into how scientists predict and collect information about cyclones using primary and secondary sources. Students will choose one or more of the following questions in their research.

- What tools help scientists detect extreme weather conditions?
- How are cyclones tracked and measured? Describe and compare old and new discoveries.
- Who tracks cyclones?
- How do cyclone warnings help people prepare for a catastrophic natural disaster?
- Why is the early detection of cyclones important?

Science experiment

Cyclone in a bottle

In this *Science Web* lesson students identify the similarities and differences between the formation and features of cyclones and experiment using the simulated 'cyclone in a bottle' activity.

Use this link to find the activity and related worksheets

<http://scienceweb.asta.edu.au/years-5-6/unit3/lesson-three/yr56-unit3-lesson-three.html>



🔗 Related Research Links

ABC News – Cyclone Pam: Australia sends more personnel to Vanuatu to help with disaster relief, damage assessment

<http://www.abc.net.au/news/2015-03-17/cyclone-pam-vanuatus-outer-islands-decimated/6325232>

ABC News – Tropical Cyclone Pam in pictures

<http://www.abc.net.au/news/2015-03-15/tropical-cyclone-pam-in-pictures/6320242>

ABC News – Before and after: Cyclone Pam's impact on Vanuatu

<http://www.abc.net.au/news/2015-03-17/cyclone-pam-before-after/6325222>

Behind the News – Cyclone

<http://www.abc.net.au/btn/story/s3127773.htm>

ABC Emergency – Plan for an emergency: Cyclone

<http://www.abc.net.au/news/emergency/plan-for-an-emergency/cyclone/>

ABC News - Anatomy of a cyclone

<http://www.abc.net.au/news/2011-05-25/anatomy-of-a-cyclone/2730692>

ABC News – Tropical cyclones explained

<http://www.abc.net.au/news/2011-02-01/tropical-cyclones-explained/1926870>

Bureau of Meteorology – Tropical cyclones – Frequently asked questions

<http://www.bom.gov.au/cyclone/faq/index.shtml>

World Vision – Hurricanes, Typhoons and Cyclones

<http://www.wvi.org/disaster-management/video/hurricanes-typhoons-and-cyclones>

Science Web – Weather Extremes

<http://scienceweb.asta.edu.au/years-5-6/unit3/overview/yr56-unit3-overview.html>

Behind the News – Upsetting News

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

Activity

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Bionic Body

Key Learning

Students will investigate how bionic inventions are used to solve problems that directly affect people's lives.

The Australian Curriculum

Science / Science as a Human Endeavour / Use and influence of science

Scientific understandings, discoveries and inventions are used to solve problems that directly affect peoples' lives Years 5 & 6
([ACSHE083](#)) ([ACSHE100](#))



Science / Science Inquiry Skills / Communicating

Communicate ideas, explanations and processes in a variety of ways, including multi-modal texts ([ACSIS093](#)) ([ACSIS110](#))



Communicate ideas, findings and solutions to problems using scientific language and representations using digital technologies as appropriate ([ACSIS133](#)) ([ACSIS148](#))



Discussion Questions

1. Discuss the main issues raised in the *Bionic Body* story with another student. Record the main points of your discussion.
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9. Why are some people concerned about the idea of bionic body parts?
10. What do you think is the future of bionic body parts? Explain your answer.

Activities

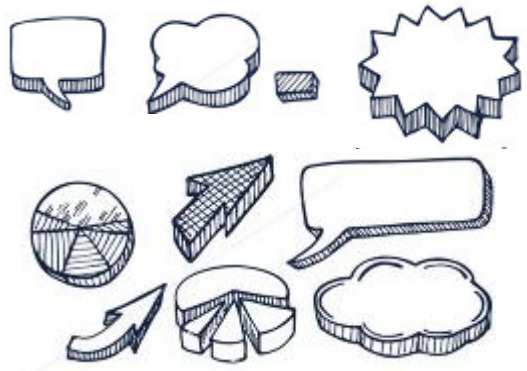
Class discussion

Mind map

Before watching the BtN *Bionic Body* story, ask students to think of words they associate with the word bionics. Record student's ideas on a mind map with the word BIONICS in the middle.

Here are some suggested words related to bionics:

- science
- discovery
- research
- cochlear implant
- bionic
- human body
- technology
- robotics
- scientist
- engineer
- body parts
- bionic eye
- 3D printing
- invention



Ask students to present the words in the mind map in an interesting way, for example:

- *Wordle* word cloud <http://www.wordle.net/>
- A poster
- Use the words to form your own sentences

Science inventions

Research: cochlear implant

Students will conduct research and develop a profile on the inventor of the cochlear implant to gain a deeper understanding of bionics and how technology directly affects people's lives.

Encourage students to gather information from a variety of primary and secondary sources. Negotiate with students how they are going to present their profile. For example, students can present their research findings as an oral presentation or using the Cube Creator publishing tool. Go to http://www.readwritethink.org/files/resources/interactives/cube_creator/ then click on create-your-own cube.

- Who invented the cochlear implant?
- When was it invented?
- Who was the cochlear implant invented for?
- What does the cochlear implant do?
- How does it work? Include a detailed illustration.
- What sort of testing was involved?
- How has this invention directly affected people's lives?

Research – http://www.powerhousemuseum.com/hsc/cochlear/the_cochlear.htm

What other Australians have made scientific discoveries or inventions that directly affect people's lives? Students will choose one and write a profile. Make a book of Aussie science inventors!

Related Research Links

ABC News – Bionic heart breakthrough: Scientists transplant device into sheep, hope for clinical trials

<http://www.abc.net.au/news/2015-03-07/bionic-heart-breakthrough-scientists-transplant-device-in-sheep/6288126>

Behind the News – Bionic Eye

<http://www.abc.net.au/btn/story/s3779423.htm>

Behind the News – Bionic Eye

<http://www.abc.net.au/btn/story/s2316649.htm>

ABC Splash – Could cyborgs really exist?

<http://splash.abc.net.au/home#!/media/1443687/>

BBC News – Bionic Bodies

<http://www.bbc.com/news/health-17153052>

BtN: Episode 08 Transcript 24/03/15

Coming up.

- We look at the effect Cyclone Pam had on Vanuatu.
- Find out why bananas could one day go bye-bye in Australia.
- And how much of the human body can now be replaced by robot parts?

The answer might surprise you!

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

But first today:

Vanuatu Recovery

Reporter: Emma Davis

INTRO: To Vanuatu which was hit really hard by a cyclone recently. Seventy percent of the population there is now homeless, and every school has been either badly damaged or destroyed. Emma found out how the country is getting back on its feet.

EMMA DAVIS, REPORTER: When Cyclone Pam hit Vanuatu, it ripped up trees, destroyed buildings and flattened whole towns. Amongst all that was nine year old Sharna. She stayed in her house with her family but the rain caused it to flood.

SHARNA: During the cyclone I was right here. (How did you feel?) I feel scared.

Vanuatu is here, in the South Pacific. It's made up of about 82 islands. Vanuatu is known for its warm, tropical weather and it's these conditions that help create cyclones. Here's how:

If the surface of the sea gets above 26.5 degrees Celsius, water starts to evaporate. This warm humid air then rises into the sky. As it moves up through the atmosphere it releases heat and water, making thunderclouds. This process can kick-start a chain reaction, evaporating more water and making bigger clouds. The last ingredient needed to make a cyclone is the rotation of the Earth which causes the clouds to spin around faster and faster.

The middle of the cyclone is called the eye. It's actually nice and calm. The walls of the cyclone are totally different. Here, the wind is the strongest and it's these wind speeds that help experts classify cyclones. There are five different categories of cyclone. Category one is the lowest and category five, with wind speeds of 280 kilometres an hour or more is the highest. Cyclone Pam's wind speeds were more than 320 kays an hour.

Sharna's house was damaged by the storm.

SHARNA: The light-post broke in two and fell in our yard. Then the rain rained hard so a bunch of windows shattered and it got open so my mum had to move me to another bedroom.

Sharna lives on the main island of Efate but a lot of the country's smaller islands have also been really badly damaged. The only way to get to many of them is by boat so relief workers, like these ones, haven't been able to travel there to see if everyone is ok.

SHARNA: There's no light, we're living in dark so we light candles at night

Near Sharna's s home a lot of people don't have any power or running water so aid groups like World Vision are working hard to give people food to eat and fresh drinking water.

JONNY, WORLD VISION: Of course cooking and food are of absolute paramount importance so we provide kitchen sets, basic utensils for cooking for boiling water to make use of food provided by other agencies.

Evacuation centres have also been set up so people without a home can stay somewhere safe. And kids can't go to school because almost all the schools in Vanuatu were damaged or destroyed by the cyclone.

SHARNA: I can't go to school because the Prime Minister said no school one week. Because of the cyclone I think.

It's a bit early yet but World Vision are hoping to get a temporary school set up eventually so that kids like Sharna can start to recover from this disaster. It's going to take a very long time for everything to get back to normal but the people living here love their home and they want to work hard to make Vanuatu beautiful again.

The Wire

To other news now and Cyclone Nathan has struck North Queensland and the Northern Territory with violent winds and rain.

Many people had to be evacuated from smaller islands and residents took shelter as the storm battered towns across the region.

Former Liberal Prime Minister Malcolm Fraser has died aged 84.

Fraser was Prime Minister for more than 7 years in the 1970s and 80s.

During that time he created the SBS and helped change Australia's refugee policy paving the way for more people to settle in Australia.

Fraser also strongly opposed racism in South Africa and after retiring from parliament campaigned against racism in Australia too.

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Researchers have found that these 80's style scrunchies stop pet cats from attacking some native wildlife!

Each domestic cat is believed to kill about 30 native animals in Australia each year.

But WA researchers have found these collars can stop cats creeping up on prey by more than 50 per cent!

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And Tony Abbott has sent a message to kids as a part of BtN's anti-bullying campaign '#BehindYou'!

PRIME MINISTER: If you are being bullied I want you to know that I'm behind you, your teachers are behind you, and your family is behind you as well.

Schools all over Australia got involved in the campaign on the National Day of Action against Bullying last Friday.

And speaking of, I'd like to thank all of you guys for getting behind our campaign too. We got some amazing videos and pics of classes from all over Australia getting involved so we'll show you some of them at the end of today's show.

Now for our next story.

Banana Disease

Reporter: Eloise Fuss

INTRO: They're a popular snack, but soon they might be a rare one. An untreatable banana disease has been discovered on a farm in Northern Queensland which if it

spreads could wipe out most of Australia's huge banana industry. Eloise got the inside word on what's being done to stop it.

ELOISE FUSS, REPORTER: Just imagine a banana split, without the banana!

A banana milkshake, without the banana

Banana bread, without the banana

It sounds sad but it could become true, because this incredibly popular fruit is facing a big threat.

The drama all began a few weeks ago when a farmer near a little town named Tully in North Queensland noticed his banana plants didn't look quite right. So he sent some samples in for testing to find out what the problem was.

The results were not what anyone expected - Panama Disease Tropical Race 4. It's a particularly big, particularly bad banana disease, that's been described as the worst banana disease in the world!

This strain of Panama disease doesn't make all bananas dangerous to eat, but it does stop banana plants from producing fruit properly. It's actually a fungus that sits in the soil. It gets into the roots of banana plants and travels up to where the fruit grows. Here it blocks the water supply, and without water, good quality fruit can't grow.

To make things worse, it can't be treated either. Once this disease is in the soil it stays there for many years, and bananas can never be grown in that spot again.

A big part of the problem is that the disease has been found in this type of banana, the Cavendish. It's the most popular banana to eat, and the one we see most in the supermarket. So while these bananas are still fine to eat, they might become increasingly hard to find if the fungus spreads further.

Australia's banana industry is worth around 600 million dollars. And 95 per cent of those bananas are grown in yep, Northern Queensland, where this rascal Panama disease has sprung up. So banana splits won't be the only thing at risk. The whole industry is at threat.

Twenty years ago, Panama Disease wiped out Northern Territory's banana industry, leaving just one commercial farm. It also caused massive damage in the 1990's in Asia, wiping out every Cavendish plantation in Malaysia in just four years. Experts say the disease is so strong all it takes is a speck of dirt from an infected plantation stuck to the bottom of your shoe to spread it.

Luckily Panama Disease is just on one farm right now. But no one has ever been able to contain it before, so Queensland's banana farmers are hoping they'll be the first. They're fencing off crops, stopping trucks going onto properties, and washing their cars and shoes all the time. Scientists are also busy working on creating a new kind of banana that can't be infected.

So there are lots of people joining the fight to save this healthy, tasty fruit, and stop one of our favourite desserts from disappearing for good.

Quiz 1

Okay who's keen for a banana quiz?

What kind of plants do bananas grow on?

Herbs

Trees

Vines

Answer: Herbs

They might look like trees but they're actually classed as herbs because their trunks don't contain any woody tissue. Okay.

Bionic Body

Reporter: Carl Smith

INTRO: Recently researchers announced they'd successfully replaced a sheep's heart with a fully robotic one. It's an amazing achievement which got us thinking how much of the human body can now be replaced with bionic parts? The answer might surprise you. Here's Carl.

This is the moment one lucky kid got to meet his hero.

ROBERT DOWNEY Jr: Hey Alex how are you? Pleasure to meet you.

Yep that's ironman, an **actual** super hero.

ROBERT DOWNEY Jr: I thought I'd drop by.

Thank you.

Yeah it's a pleasure, nice bow tie by the way.

Thank you.

How were your travels?

Very good.

Alex was born with a partially developed right arm and he hopes something known as bionic technology can replace it.

ROBERT DOWNEY Jr: You ready?

Yep

Great

Each one looks the same.

Actually I think yours might be better than mine.

Well maybe not better than this.

But certainly more realistic.

ROBERT DOWNEY Jr: God it's even cooler than I thought!

Both of these guys are wearing bionic body parts. That's basically any technology or robotics that can replace parts of our body or make them better.

Although Tony Stark wore the ironman suit to make him stronger, for Alex, and the guy who made and donated this arm, bionic technology is more about restoring parts we've lost, weren't born with, or that aren't working anymore.

And you might be surprised to hear that Aussie kids were among the first users of this type of technology. The cochlear implant, also known as the bionic ear, is an Australian invention. Designed in Melbourne in the late 1970s, it lets those without hearing experience sound again. And it's already helped hundreds of thousands of people around the world! But that's not the only bionic technology around. Arms and legs were some of the first wave, and they've become incredibly sophisticated!

But scientists and engineers have even had some success developing replaceable organs - things like bionic hearts, lungs and kidneys. Some scientists in the US have even replaced a small part of the brain in rats, mice and monkeys. And these world-first bionic eyes are currently being developed in Australia.

There's even engineered bones, cartilage and skin! If we throw all of that together some scientists argue about 60 per-cent of the human body could now be replaced with bionic parts. And to show that, the Smithsonian museum made this documentary called the bionic man.

Rex can move. It, or he, can hear and see basic things. Its lungs, heart and kidneys are all partly functional. It even has artificial blood made out of plastic! Even if Rex looks a bit clunky, the experiment shows just how far we've come in developing these parts, and how they might help someone. And with 3D printing it's even easier to make this stuff.

But not everyone is happy with the idea of bionic technology. Some are concerned about what could happen if those spare parts are stronger, faster or more durable than our human body. Maybe people would *choose* to get them! But no one knows if that's really going to happen.

So in the mean time these bionic inventions are all focused on making peoples' lives better, and finding new ways to let people like Alex experience the world just like everyone else.

Online Poll

Now it's pretty clear that during your lifetime the area of bionic body parts is going to move ahead dramatically which raises an interesting question for our poll this week.

Do you think people should be allowed to replace their body parts with bionic ones that perform better?

Head to our website to place your vote.

Now last week we asked you if the government should close any indigenous communities in the outback.

And we had a pretty overwhelming result. Out of more than 4000 votes most of you said we should keep them all open.

As always, thanks for voting!

Australian Accents

Reporter: Emma Davis

INTRO: Okay now we've all heard people from overseas try to do an Aussie accent. It can be pretty embarrassing to listen to. But is there just one accent or do Australians from different areas or walks of life speak in different ways? Here's Emma with more about one research project helping to answer that very question.

EMMA DAVIS, REPORTER: Australia is known for its unique accent. It's something a lot of people overseas struggle to copy. But have you ever wondered where it came from?

Well 200 years ago people came to live in Australia from all over the place. While most of them spoke English, they didn't all speak it in the same way. By taking different sounds from all the different people around them, the next generation developed a totally new accent and the next generation built on it, and the next after that and pretty soon the Aussie accent was born!

Since then it's changed a lot, and experts now say there are actually a few different variations on the Australian accent. There's the broad Aussie accent you sometimes hear in the country. Then there are voices like this, where people sound a little more English. But the most common style of Aussie speech is General Australian.

Other countries have different kinds of accents too but they're a lot more obvious than ours! Look at England. While two people might only live a few towns away, their accents can be completely different. And the same goes for the United States!

Back in Australia, it's these variations in accent that researchers now want to study so they've decided to create a massive database of voices from all over Australia. The aim is to track how our accents develop and why. Another thing researchers will be on the lookout for is whether other countries' accents are having an effect on ours. These days we watch heaps of TV shows and movies from places like America and England and researchers think eventually all these different accents might start to change ours. So while this is how we sound at the moment, in 100 years time, our Aussie accents might end up sounding completely different.

Quiz 2

Okay. Let's go to another quiz.

What does fair dinkum mean?

Is it:

That something is true or correct

That someone is a fun person

or that something is light in colour

The Answer: That something is true or correct

The Score

Okay. Missed something this week in the world of sport? We've got you covered.

You might remember last year we told you about the fight to save the Aussie paralympic football team after its funding was cut.

One of the leaders of that campaign was 12 year old Claire who wrote a letter to the PM.

CLAIRE: We should be able to play games and get the same amount of funding - boys or girls - it doesn't matter if you're disabled or not.

Well some good news for Claire. The Football Federation of Australia has now responded with a plan - to raise the money needed for the team to compete in the world championships this June.

Well done Claire!

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To the cricket world cup and Australia are through to the semi-finals after beating Pakistan.

Josh Hazlewood set the team up well taking four wickets and helping to keep the Pakistani total to a modest 213.

The Aussies went on to a 6 wicket victory.

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And finally, the next time you find the urge to pick your nose like NBA star DeAndre Jordan. Well don't do it in the first place.

But if you really have to, make sure you don't do it on camera and definitely don't wipe it on your team mate!

Women's Cricket

Reporter: Eloise Fuss

INTRO: As you saw there the Aussie men's cricket team has done some amazing things during the world cup with both bat and ball. But did you know the art of over-arm bowling might actually have been pioneered by women? If the legend is true, it's just one of the many amazing contributions girls have made to the sport over its long history. Here's Eloise with more.

Cricket is mostly just a boys sport right? Wrong. In the last year, the number of girls playing cricket across Australia has increased by 39%. In fact, one in five cricketers are now girls - like this sporty bunch. These girls are training with the Kensington Cricket Club, and they love the sport.

CRICKETER 1: The numbers are increasing, there's plenty of girls coming out to training now and I'm meeting new girls almost every week coming out to training, so the numbers are getting bigger and it's definitely getting more noticed.

CRICKETER 2: I really like the mateship and I like that it's a bit of a different game, you can spend a lot of time together, as well as play and be athletic.

CRICKETER 3: My favourite thing about playing cricket is I like to hit the ball in different positions and get lots of fours, and it keeps me fit.

But whilst this might seem like a new thing, girls have been involved with cricket much longer than you probably realise. Let's take ourselves back to England in the 1800's.

Cricket back then was quite different indeed, especially when it came to bowling. Back then men and boys didn't bowl over arm like they do today, they bowled underarm. But some people say that women might have been the ones to change that.

The story goes that ladies found they simply couldn't bowl this way due to the width of their skirts. So they began to bowl like this – over-arm.

BOY: Hm, not bad, not bad at all.

But the influence of girls on this supposed 'boys' sport didn't stop there. It wasn't Bradman, but Betty who was the first Australian cricketer to score a Test Century. And it wasn't Michael Clarke, but Belinda Clark, who first scored 200 runs in a one-day international event. And the first World Cup, yep the women got there first too in England in 1973.

But despite all of these achievements, these days it's still usually men in the cricketing spotlight. That's not to say female cricketers aren't starting to shine though. The Australian Southern Stars women's team is shimmering on the world stage. Last year they won the T20 World Cup in Bangladesh, and in 2013 they took World Cup victory in India.

And the future's looking pretty bright too, each year more and more girls across Australia are heading in to bat.

CRICKETER 4: My dream is to play for Australia.

CRICKETER 3: Girls rock!

So if you love cricket why not grab a bat and a ball and hit the pitch, and follow in the footsteps of all Australia's great cricketers.

Closer

And that brings us to an end for today!

We'll leave you with a look at just a few of the messages we received from you guys for our #BehindYou campaign! We'll also post as many of them as we can in full on our website too. Thanks and see you next week!