

## Questions for discussion

Episode 26  
8<sup>th</sup> September 2015

### European Migration

1. What is the main point of the *European Migration* story?
2. Which country does Jihad come from?
3. Why have many people been forced to leave their homes and go to Europe?
4. How do the asylum seekers travel to Europe?
5. Why is it dangerous?
6. How many asylum seeker claims does Germany expect to receive by the end of the year?
7. What has Hungary done to stop people coming in without permission?
8. Why are ministers from European countries meeting soon?
9. What does Jihad hope for?
10. How has your thinking changed since watching the BtN story?

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

### Mental Health Kids

1. Discuss the issues raised in the *Mental Health Kids* story in pairs or small groups.
2. Why do experts say it is important we have a range of different feelings?
3. What makes you happy?
4. Name something that makes you...
  - *worried*
  - *angry*
  - *sad*
5. Why is it important not to ignore or let these feelings take over?
6. What do you think the words *mental health* mean?
7. Why is taking good care of your mental health important?
8. What does Kirrilie say kids can do to help them when they are worried?
9. When you are feeling sad, what can you do?
10. If you are feeling angry, what can you think about?
11. What do you find helpful if you're feeling worried, sad or angry?
12. Why is communication important when you have these feelings?
13. What do you understand more clearly about your mental health since watching the BtN story?

Check out the [Mental Health Kids resource](#) on the Teachers page

### Queen Record

1. Briefly summarise the *Queen Record* story.
2. In your own words, describe the work that the Queen does.

3. Name three facts about Queen Elizabeth.
4. How old was Elizabeth when she was crowned Queen?
5. Has the British Empire become bigger or smaller over the years?
6. What does constitutional monarchy mean?
7. About how many organisations and charities does the Queen support?
8. Some people think she shouldn't be our Queen. Why?
9. What do those who think she should remain Queen say?
10. Do you think the Queen should remain our head of state? Explain your answer.

Vote in the Behind the News [online poll](#)

### Future Jobs

1. Before watching the BtN *Future Jobs* story, predict what the story is about.
2. What did a report about the future of jobs find?
3. Name a job that used to exist but doesn't now.
4. What impact has technology had on jobs changing?
5. Give an example of a job that will change in the future.
6. What do experts say is the most important thing about training kids for future jobs?
7. Working in pairs, brainstorm a list of jobs that haven't been invented yet.
8. What do you want to be when you grow up?
9. What was surprising about this story?
10. Illustrate an aspect of this story.

Do the [quiz](#) on the BtN website

### Mars Experiment

1. Discuss the *Mars Experiment* story with another student. Share the main points of the discussion with class.
2. Where is the experiment taking place?
3. What is the aim of the experiment?
4. How many people are living in the dome?
5. Describe the living conditions in the dome.
6. When does NASA want to set up a colony on Mars?
7. Why is the experiment focused on people living together in a small space?
8. What are some of challenges of people going to Mars?
9. Imagine living in the same space for a year. What do you think the challenges would be?
10. Do you think it's a good idea to set up a colony on Mars? Explain your answer.

Check out the [Mars Experiment resource](#) on the Teachers page

## Teacher Resource

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8<sup>th</sup> September 2015

# Healthy Minds

## FOCUS QUESTIONS

1. Discuss the issues raised in the *Healthy Minds* story in pairs or small groups.
2. Why do experts say it is important we have a range of different feelings?
3. What makes you happy?
4. Name something that makes you *worried, angry or sad*.
5. Why is it important not to ignore or let these feelings take over?
6. What do you think the words *mental health* mean?
7. Why is taking good care of your mental health important?
8. What does Kirrilie say kids can do to help them when they are worried?
9. When you are feeling sad, what can you do?
10. If you are feeling angry, what can you think about?
11. What do you find helpful if you're feeling worried, sad or angry?
12. Why is communication important when you have these feelings?
13. What do you understand more clearly about your mental health since watching the BtN story?

## ACTIVITY

### Class discussion

After watching the BtN *Healthy Minds* story, respond to the following questions.

- What do you THINK about what you saw in this video?
- What did you LEARN from this story?
- How did this story make you FEEL?
- What QUESTIONS do you have about mental health?

## KEY LEARNING

Students will understand that we experience a range of different emotions which can be triggered by thoughts and situations. Students will develop a mental fitness program for their class.

## AUSTRALIAN CURRICULUM

### Health and Physical Education – Years 3 and 4

Investigate how emotional responses vary in depth and strength ([ACPPS038](#))

### Health and Physical Education - Years 5 and 6

Examine the influence of emotional responses on behaviour and relationships ([ACPPS056](#))

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

Participate in physical activities designed to enhance fitness, and discuss the impact regular participation can have on health and wellbeing ([ACPMP064](#))

### Health and Physical Education – Years 7 and 8

Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity ([ACPPS075](#))

Encourage your students to take part in the [BtN Kids' Happiness Survey](#)



## ACTIVITY

### Alphabet of emotions

Brainstorm and list as many emotions you can think of for each letter of the alphabet. Share and compare your lists with the class. Below is a list of emotions (in no particular order) to get you started.

happy	content	sad	disgusted
excited	grateful	eager	disappointed
angry	frustrate	anxious	surprised
scared	bored	envious	lonely
mad	exhausted	nervous	worried



### Body language

As a class, discuss the concept of body language. Explain that we communicate on two levels; in verbal and non-verbal ways. Emotions are often communicated through body language, like facial expressions, eye contact, posture and spatial distance.

In pairs, choose 3 emotions from your list to demonstrate using your face, hands and other body movements but without using words. Take turns guessing what emotion is being expressed.

- How can you work out how someone else feels by looking at their body language? Give some tips.
- What can happen when we get it wrong?
- What can happen when we get it right?

### Let's talk about feelings

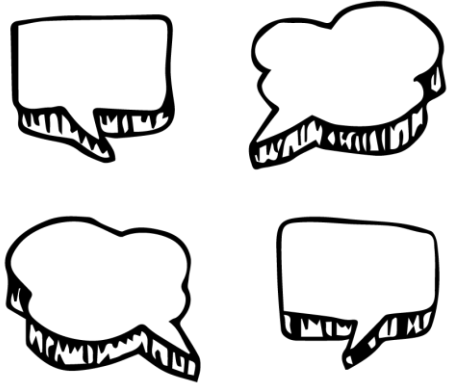
As a class, talk about experiences or situations which generate particular feelings. List a range of positive and negative feelings which can be experienced at home, during your time in class and in the school playground. Organise your responses into two columns, *Situation* and *Feelings*. For example:

Situation	Feelings
You are about to perform at a school concert	
Someone has asked if you would like to join in a game of handball in the school playground	
Someone in your family gets sick	
Kids in the playground are joking about the clothes you are wearing	
You can't get back to sleep in the middle of the night	
Someone in your class invites you to their birthday party	
It's your first day at a new school	
You have just won the basketball grand final	

## ACTIVITY

### Let's talk about mental health

- What things affect your mental health? Keep a journal of positive and negative things you experience, think about or hope for, over a one week. After a week share with a partner or the class how your journal made you feel.
- What are ways that you keep yourself healthy? Spend a few minutes writing down your ideas on post-it notes. Stick your post-it notes together on a board or wall in the classroom. As a class decide upon a definition of mental health.
- Who would you speak to or where would you go if you thought you needed help for a mental health issue? Create a mind map of all the support places/people/organisations you can think of that are available to help young people going through a tough time. Choose one of the categories and explain how someone might find support.



Home	School	In the local community	At sport/ activity clubs	Online	Other

### Mental health guide: Get the facts!

Design a mental health guide or program for students at your school. You will need to think about including information and tips about things like:

- Positive thinking
- A good sleep routine
- Regular physical activity
- Healthy eating
- Skills for managing stress
- Self awareness
- Ways to relax
- How to build self confidence
- Ways to cope with negative emotions
- Where to find help and who can help?
- What things can kids get involved in at your school to look after their mental health? For example, help with the school veggie garden, start a buddy program, start a meditation program, play a team sport or join the SRC.

Visit [Reach Out](#) for tips and techniques for ideas on how to help look after your schools mental health.



## ACTIVITY

As a class, talk about your feelings and experiences of belonging to a community. Think about the diversity in backgrounds, experiences, interests and age of people in your school community. Broaden your discussion and talk about your local community and Australia as a whole.

Explain to students that developing positive relationships can help build a sense of belonging and inclusion. Provide a range of opportunities for students to share their personal stories to create an atmosphere of cultural respect and acknowledgement of diversity.

- What do you like about being part of your school community?
- What makes you feel safe in your school community?
- How do you welcome new students to your school community?
- What are some of your school's values?
- Describe some of your school's traditions. Why are they important?
- What are the advantages of belonging to a culturally diverse community?



## USEFUL WEBSITES

Reach Out – Mental Fitness

<http://au.reachout.com/wellbeing/mental-fitness>

Behind the News – Resilience

<http://www.abc.net.au/btn/story/s4067152.htm>

Kids Helpline – Anxiety

<http://www.kidshelp.com.au/teens/get-info/hot-topics/anxiety.php>

Kids Helpline – Being Resilient

<http://www.kidshelp.com.au/teens/get-info/hot-topics/being-resilient.php>

Resilient Kids - Feelings

<http://www.embracethefuture.org.au/kids/>

Developing Minds – How teachers can help kids deal with negative emotions in the classroom

<http://developingminds.net.au/teacherhelpworriedmadsadkids>

Bite Back – Mental Fitness

<http://www.biteback.org.au/mental-fitness/>

## Teacher Resource

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# Mars Experiment

## FOCUS QUESTIONS

1. Discuss the *Mars Experiment* story with another student. Share the main points of the discussion with class.
2. Where is the experiment taking place?
3. What is the aim of the experiment?
4. How many people are living in the dome?
5. Describe the living conditions in the dome.
6. When does NASA want to set up a colony on Mars?
7. Why is the experiment focused on people living together in a small space?
8. What are some of challenges of people going to Mars?
9. Imagine living in the same space for a year. What do you think the challenges would be?
10. Do you think it's a good idea to set up a colony on Mars? Explain your answer.

## ACTIVITY

### What do you think?

**Before watching** the BtN *Mars Experiment* story, ask students to make some predictions about what the story might be about. Students will compare and contrast their predictions with other classmates after viewing the story.

**After watching** the BtN *Mars Experiment* story, hold a class discussion, using the following discussion starters. Brainstorm responses in small groups and then students will report their group's responses to the class.

- How did this story make you feel?
- If you were given the opportunity, would you take part in NASA's isolation experiment? Why or why not?
- Think of 3 questions that you would like to ask the people that are taking part in NASA's isolation experiment.
- Leave a message of support for the people taking part in the isolation experiment in the comments section on the BtN *Mars Experiment* story page.

## KEY LEARNING

Students will investigate the benefits and challenges of space exploration. Students will analyse how Mars compares to other planets.

## AUSTRALIAN CURRICULUM

### Science – Year 5

The Earth is part of a system of planets orbiting around a star (the sun) ([ACSSU078](#))

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

Important contributions to the advancement of science have been made by people from a range of cultures ([ACSHE082](#))

### Science – Year 7

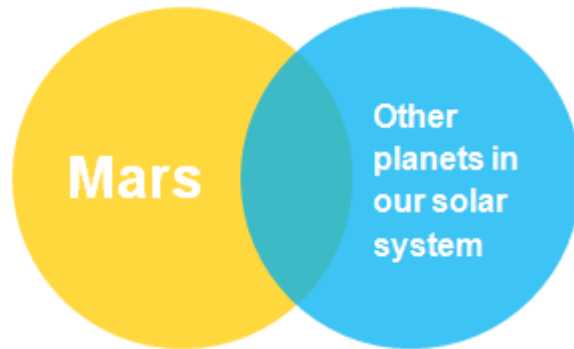
Scientific knowledge changes as new evidence becomes available, and some scientific discoveries have significantly changed people's understanding of the world ([ACSHE119](#))

## ACTIVITY

### Profile of Mars

Create a profile of Mars using a range of sources of information. Include a history of Mars, and respond to the following questions:

- When and who discovered Mars?
- How was it named?
- How big is Mars?
- Where is Mars in the solar system?
- What does Mars look like? Describe using words and pictures.
- List 10 interesting facts about Mars.



Use a Venn diagram to compare and contrast Mars with other planets in our solar system. Compare and contrast the size of the planets, the distance from the sun and its physical features.

## ACTIVITY

### Voyage to Mars

Do you think that in about another century humans will be able to travel to Mars? Imagine you are one of the first people to travel on a spacecraft to Mars. Respond to the following:

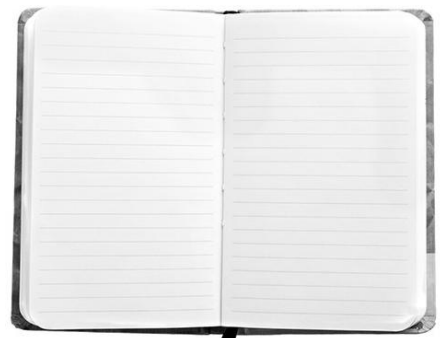
- What will you need to do to prepare for your journey?
- What will you take with you and why?
- How far do you have to travel from Earth?
- What do you see on your journey?
- Explain your first impressions of Mars. Analyse and describe the environment.
- Design a vehicle for travelling around on Mars' rocky surface. Before designing and making your model, learn more about the terrain of Mars. Write a description about how your vehicle will work.

## ACTIVITY

### Journal writing

Imagine you are one of the 6 people taking part in NASA's isolation experiment. Write a journal describing your first week in the tiny bubble.

- Explain why you have been chosen to be a part of the isolation experiment. Describe what knowledge you would need to be able to go on a Mars mission. What is your professional background?
- What can you see? What can you eat? What does the food taste like? What can you smell? How do things feel? What can you hear?
- What are some of the challenges?
- What are your daily activities (for example, research, entertainment, eating, sleeping)?
- What is exciting about being part of the experiment?
- How will this experiment help scientists?





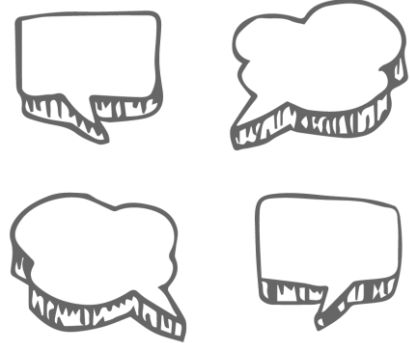


## ACTIVITY

### Questions and Answers

Are you curious about astronomy? Make a list of questions you have about the solar system that you would like to ask an astronomer. Use the internet to find answers to your questions. For example:

- Can we colonise other planets?
- Who discovered each planet?
- Why do planets rotate?
- What colour is each planet?



Visit the [Ask an Astronomer](#) website to see which questions are answered.



## ACTIVITY

### Exploring Mars – Pros and cons

NASA has spent billions of dollars researching and exploring Mars. Do you think it is money well spent? What are the benefits? Analyse both sides of the issue to determine where you stand. Record the pros and cons of space exploration and then explain your answer. Compare your viewpoint with others in your class.



## USEFUL WEBSITES

ABC News – Cramped space, powdered cheese: Life for crew taking part in year-long isolation in NASA's HI-SEAS

<http://www.abc.net.au/news/2015-08-29/mars-isolation-experiment-begins/6734706>

ABC News – HI-SEAS NASA Hawaii dome experiment (photo)

<http://www.abc.net.au/news/2015-08-29/hi-seas-nasa-hawaii-dome-experiment/6734800>

Behind the News – Mars Mission

<http://www.abc.net.au/btn/story/s3566674.htm>

Behind the News – Visiting Pluto

<http://www.abc.net.au/btn/story/s4274304.htm>

Splash – Solar System and Space Exploration

<http://splash.abc.net.au/home#!/digibook/618096/solar-system-and-space-exploration>

# BtN: Episode 26 Transcript 08/09/15

Coming up.

- The Queen's record-breaking reign - we take a look at all she's achieved during her 63 years in power.
- Find out how being locked in your classroom is kind of like travelling to Mars.
- Plus we launch Australia's biggest survey of kids' mental health and we need your help!

Hi, I'm Nathan and welcome to BtN! You can see all that including our very special survey launch later but first.

## European Migration

Reporter: Emma Davis

*INTRO: We're taking you to Europe where right now more than a hundred thousand asylum seekers are arriving each month. Here's Emma to take a closer look at this issue and some of the kids that are caught up in it.*

EMMA DAVIS, REPORTER: This sight is becoming very common in a lot of European countries. Tens of thousands of asylum seekers, travelling across borders, desperate for a new home. 15-year old Jehad is one of them. He used to live in Syria before he left his home behind.

JEHAD: I remember my cousins, my grandma, my grandfather and all my people from my family. My dad has left us for one year. I haven't seen my dad for one year.

Since January, more than 300 thousand people have risked their lives trying to cross the Mediterranean Sea to get to Europe. They come from many different countries and most have been forced to leave their homes because of war or poverty.

They travel to the coast and many pay people smugglers to take them across the sea. But the boats are often in terrible condition and filled with way too many people. More than two and a half thousand people have died trying to make these trips and thousands have needed rescuing.

JEHAD: By boat, it's so scary, it was so scary.

Jehad says the boat he travelled on was basically just an inflatable raft.

JEHAD: It's a small boat. If you pick at it, it will blow. We had swim in sea to get to the beach. When we get there, we walk four hours to get to a camp. We stayed in a camp for five days and we take the paper.

The paper Jihad's talking about is a special document that allows refugees to travel in Europe. In the European Union the rule is that people have to register for it in the first country they arrive in. But many say that rule isn't working anymore because most people arrive in Greece and Italy and those countries just can't keep up. So Germany and Finland have decided to just accept people anyway and Germany expects to receive 800 thousand asylum claims by the end of the year! Hungary, on the other hand, has put up a massive fence along its border to try to stop these people coming in without permission.

Most people agree that a better system is needed so ministers from all European countries will soon meet to try to work out what to do.

JEHAD: We need clothes. My bag is lost. I have nothing. I have just this. I need food for the trip because we will walk.

Jehad says he wants to get to Germany so he can go to school again.

JEHAD: Because I love studying. It's a good thing.

But mostly he just wants to start a new life with his family.

JEHAD: I want to find safety and good living with my family. That is the first thing. And the peace. Just that.

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## The Wire

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Staying with the Migration crisis and Prime Minister Tony Abbott has announced that Australia will respond by accepting more refugees from Syria.

Under the plan the total number of refugees allowed into Australia won't change but more Syrians will be among them.

But the Opposition says that's not enough and has called for an extra 10,000 places.

Meanwhile in Germany locals have welcomed train loads of asylum seekers as they arrived on the weekend.

Thousands of migrants are pouring into Germany and Austria after both countries announced they would accept all refugees who arrived there.

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Back in Australia and magpie swooping season has begun. But if you feel like you get

attacked more than your friends you could be right.

PROFESSOR DARRYL JONES: You can have 100 people walking past this magpie's nest and only one person, every day, same person gets attacked.

Experts say magpies can recognise faces and seem to hold grudges.

But the upside is that if you can make yourself look completely different like this, you'll look pretty silly, but might be okay.

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And finally an overgrown sheep from Canberra has set a new world record after shedding 42.3 kilos of wool.

The sheep was rescued from a property looking like this so the RSPCA called in National Shearing Champ Ian Elkin to give it a much needed haircut.

IAN ELKIN, NATIONAL SHEARING CHAMP: It's probably six years he's been running out there in the wild.

It took Ian 40 minutes to remove the fleece which broke the record for the most wool ever shorn from one animal.

## Healthy Minds

Reporter: Amelia Moseley

*INTRO: Okay next up, we're going to talk about something not many of us talk about enough - our mental health. Keeping your mind in good shape is just as important as keeping your body that way but we put far less time and effort into it. We here at BtN want to help change that but to do that we need to know a little bit more about you that's why we're launching the BtN Kids' Happiness Survey. We'll tell you more about what that is and how you can get involved soon but first let's take a look at some of the mental health challenges we all face each and every day. Here's Amelia.*

Sometimes I feel:

Happy

Sad

Worried

Angry

Excited

Disgusted. Ugh!

Frightened? Boo! Ahhh! Hahaha

Life is full of feelings, whether they're good ones or not so good ones. None of us can help having them, it's just how our brains are wired.

In fact experts say there's a good reason we have different feelings. They can help us get along with others, protect us from danger or tell us when something's not right and needs to change.

But sometimes our feelings can be more intense or harder to handle than usual.

Like when we get worried.

BOY 1: I worry about practically everything, every slightest thing.

GIRL 3: Even the smaller things at school also get me really worried and a bit nervous about even coming to school.

Or angry.

GIRL 4: Sometimes I feel really annoyed at my brothers and sisters because I'm the middle child. I feel like I'm always the peacekeeper and it makes me really annoyed and angry because it just never stops.

Or sad.

GIRL 3: My mum got diagnosed with breast cancer. At that time I just remember feeling really sad and worried that she wasn't going to survive and I didn't have my mum with me anymore.

BOY 3: I used to be constantly bullied over and over again. I never really told anyone about it. I just bottled the feelings up inside me.

Experts say if you ignore these feelings or let them take over they can end up having a bad impact on your mental health.

Mental health is the way you think or feel about yourself and what's going on around you.

Just like your physical health.

If you don't take good care of it, it can make everyday things harder and eventually could turn into a bigger problem.

So how do you keep your mental health, healthy?

KIRRILIE, CHILD PSYCHOLOGIST: Hi everyone!

Kirrilie is a child psychologist and part of her job is talking to kids about just that.

REPORTER: These guys were telling me before about times when they felt really sad or worried or angry. So what's the best way to deal with something like that?

KIRRILIE: Ok let's talk about worry. So there are some different things we want to do when we feel worried and one of them is to try and think about exactly what it is that's making us worried.

Something else you can do is to write down some calm thoughts, some 'this is not the end of the world' thoughts.

You also want to try and act in brave ways. When you act in a way that's brave and you're not avoiding something that tells your brain, maybe we can cope with this after all.

KIRRILIE: A good thing to do when you're mad is to try and take a really deep breath and make your muscles as floppy as you can.

KIRRILIE: Breathe in, breathe out. Slower and floppy.

Another thing you can do when you're mad is to try and get yourself away from the thing that makes you mad.

But sometimes you can't right. Like you're in the car or at the tea table or you're in the classroom and you can't walk away. So you're going to take 30 seconds to think about what you would spend a thousand dollars on. If you take a little holiday in your brain, that can help you think a bit more carefully.

KIRRILIE: Talk a little bit about your sadness. You might like to paint, or draw a picture or play music or write a letter. Something else that's really important to do when you're sad is exercise; that actually helps your brain work better and helps you feel better.

So it's really important when you're sad is to make yourself do stuff that's important to you.

GIRL 2: Well, what really makes me happy is playing the guitar and just reading.

GIRL 2: When I'm worried I like watching movies.

BOY 3: A good way that I use to make myself calm down is I draw so instead of leaving the sadness and anger inside, I put it onto a piece of paper.

Overall, Kirrilie says that communication is the most important part of dealing with worry, sadness or anger.

KIRRILIE: It's really important to try and tell somebody. Particularly an adult can be useful, but even if it's another friend.

And remember you're never the only one, feeling the way you do.

## Survey

And a big thank you to all of the kids that volunteered to be a part of that story.

Now it's time to tell you about the BtN Kids' Happiness Survey!

We're asking all school kids across Australia to let us know when they're at their happiest and when they're not.

You can find it on our website right now along with a special teacher's guide.

It's completely anonymous and will be open until just before Mental Health Week - which starts on the 4th of October.

After that all the results will be posted on our website.

Plus we'll use the info to help create a special BtN story.

We're hoping this survey will become biggest of its kind in Australian history.

So if you'd like your school to be involved, please head to our website for all the details!

## Quiz 1

Right. Next up we're going to be learning more about the Queen.

But first do you know where she lives? What is the name of the Queen's residence in London?

Is it:

- a. Buckingham Palace
- b. Kensington Palace
- c. Windsor Castle

The answer Buckingham Palace.

## Queen Record

Reporter: Carl Smith

*INTRO: On September the 9th, Queen Elizabeth will become the longest serving ruler in British history. That's when she will pass the previous record of 63 years set by her great,*

*great Grandma Queen Victoria. But what has she achieved in all that time? And why do some Australians now want to replace her as our head of state?*

*Here's Carl.*

CARL SMITH REPORTING: You can probably recognise our Queen Elizabeth II.

You probably know she lives here and that she loves corgis. But there's also a lot you probably don't know about her. For example, although you might think being a Queen is all about waving and meeting famous people, since she came to power her job has changed enormously and she's had to adapt a lot along the way.

Queen Elizabeth the second used to be Princess Elizabeth. She loved dogs and horses and was home-schooled with her little sister Margaret. Back in those days the King or Queen of the United Kingdom had a really important job: they ruled the entire British Empire, a huge collection of countries that made up the largest empire to have ever existed!

But by the time Elizabeth was crowned Queen at the age of 25, some countries had starting leaving the British Empire because they didn't want to be ruled by someone on the other side of the planet. Others like Australia and New Zealand kept the Queen as their official head of state but set up governments to make almost all of their decisions. That's called a constitutional monarchy.

But despite the big changes to her empire the Queen remained an incredibly important person in many countries. When she visited Australia in 1954 about three quarters of all Aussies stepped out onto the streets to see her!

QUEEN: I am able to meet my Australian people as their Queen.

As her powers faded the Queen become more like a symbol that reminds Commonwealth countries of their history, and little bit like a celebrity!

REPORTER: A quick search for the Queen online shows you exactly what's laid out for her breakfast every morning. Apparently her favourites include cornflakes, macadamia nuts and some dried fruit. It also shows you she owns hundreds of millions of dollars worth of property and jewels. And for some weird reason she also owns all the whales and dolphins off the coast of England.

And my favourite: this is a Wikipedia page devoted entirely to her corgis. She's owned more than 30 of them since she became Queen! Like many other celebrities the Queen also uses her fame to stand up for things she believes in. She supports more than 600 organisations and charities!

QUEEN: My whole life, whether it's been long or short, shall be devoted to your service.

But there are plenty of people here in Australia who don't think she should be our Queen, including some important politicians! That's because she is still officially the ruler of our nation and some reckon it should be an Australian in charge instead.



But others like being connected to our Commonwealth history! And they say a change would be unnecessary and expensive.

For now though Elizabeth the second is still our Queen and she's about to mark another big moment in her already remarkable life.

## Poll

Okay there was an interesting debate at the end of that story.

Let's find out how you feel about it with a poll.

Do you think Australia should get rid of the Queen as its head of state?

Head to our website to place your vote.

## Future Jobs

Reporter: Emma Davis

*INTRO: Now it's normal for you guys to spend a lot of time thinking about what you'd like to be when you grow up. But this next story might make the decision a bit trickier. Experts have released a report that predicts some of the jobs you're after might not exist when you're old enough to actually do them. Here's Emma with more.*

EMMA DAVIS, REPORTER: It's a question that a lot of kids find tough to answer: What do you want to be when you grow up?

GIRL: When I'm older I want to be a chef, like the ones that make the really cool cakes.

BOY: I would like to be an engineer.

BOY: Probably a scientist or a sports doctor on a team.

GIRL: A fashion designer.

GIRL: I want to be an interior designer.

But what if some of those jobs are completely different when you're old enough to actually do them? Recently a big report was released on the future of jobs in Australia. It says that, right now, 70 per cent of young people are doing jobs that'll change or completely disappear in the future. But while that might sound bad, experts say it isn't anything new.

There are heaps of jobs that used to exist in the old days that don't anymore. Like switchboard operators who would answer and connect every phone call, lamp-lighters who, well, lit lamps, and knocker-ups, who were basically human alarm clocks, paid to

wake people up for work! Those jobs aren't around now because technology's replaced them and as machines get smarter in the future they'll be able to do even more jobs currently done by us. Whether it's driving, taking care of you, or even performing!

But experts say that a lot of jobs around right now won't disappear completely, they'll just change! So, for example, farmers will grow food with the help of new technologies and surgeons will perform some operations with robots instead of their own hands.

But experts say the most important thing is to make sure that kids are being trained for how jobs will be, not how they are now. And that includes getting kids ready for jobs that haven't even been thought of yet! Like

BOY: Anti Alien Invasion Cooperation.

BOY: I think space sports so someone who could invent, like space hockey or something.

BOY: I think that a gravity engineer could exist.

BOY: Atmosphere builder.

GIRL: A space shuttle pilot that would take tourists to the moon.

BOY: The carbon police.

GIRL: Mars dog walking or robot dog walking.

## Quiz 2

Okay time for our second quiz. Good luck!

What is the most common job in Australia?

Is it?

- a. Sales Worker
- b. Police Officer
- c. Or Teacher

The answer is a Sales Worker. There's more than half a million of them working in Australia.

## The Score

Okay it's sport time now. Here's some of the biggest plays of the week!

Former Rugby League star Jarryd Hayne has officially earned a spot with the San Francisco 49ers in the American football league.

He's made the team's 53 man squad after performing well in pre-season games.

COMMENTATOR: Here's Hayne looking for more..

The Aussie's already a fan favourite in America and could make a big impact.

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Shane Watson has announced his retirement from Test Cricket!

The all-rounder is one of Australia's best known cricketers but a disappointing performance against England saw him dropped from the side.

Watson's still hoping to play international One Day and Twenty-20 matches.

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And in the US open Sam Stosur is Australia's last singles hope. She beat 16th seed Italian Sara Errani at Flushing Meadows 7-5, 2-6, 6-1.

Meanwhile, a doubles match involving Aussie Casey Dellacqua was interrupted by a rogue squirrel.

The ground crew tried to corral the feisty little rodent without much luck before it finally slipped off into the stands.

## Mars Experiment

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Reporter: Carl Smith

*INTRO: Imagine being trapped with five other people inside a small room for a whole year. That's exactly what some brave volunteers are attempting - to test what life might be like - for the first people sent to Mars. Could you do it? Carl has more.*

CARL SMITH REPORTING: So you're in your classroom with a few buddies.

But then, imagine if the door shuts and you're trapped in there for a whole year!

Kid: I spy with my little eye.

Other kid: Paper. Again!

There wouldn't be much space to do anything fun.

Kid: Can you guys do that somewhere else?

Other kid: there's literally nowhere else we can do it!

Or much privacy.

Kid: Hey there is a toilet in here right?

And on top of all that you'd have to eat the same disgusting packaged food every single meal.

Kid: Ugh that's disgusting.

Sounds like something you could do?

Well then you'd be perfectly suited to living on Mars!

To see how our future Mars explorers would react to all of those challenges NASA has thrown six people into this dome on the side of a volcano in Hawaii for an 'isolation experiment'.

The 11 metre wide bubble has been built to give them a taste of what life would be like on the red planet. They'll go for an entire year without fresh air, fresh food or much privacy. The test has been set up because there are some big plans to get humans to Mars. We have the technology but there are still heaps of challenges to overcome.

First we don't know how people would deal with the trip, which will take somewhere between one and three years! Plus it'll be pretty tricky surviving on a planet that's cold, windy and doesn't have breathable air.

This experiment is mostly focused on how people might cope living together in a small space for a really long time. And they're taking the simulation really seriously.

So if these guys want to go outside they have to wear their space suits!

SHEYNA GIFFORD, HI-SEAS CREW MEMBER: We'll all miss our friends and family but just this: the wind in your face, the sun, that I'm gonna miss a lot.

So do you reckon you could do it?

Kid: I think I would probably die of boredom.

Kid: Yes I could, but I would need more sources of entertainment.

Kid: I have got the motivation and enthusiasm, and I am a very patriotic human.

It'll be a long, tough challenge but if our brave pioneers don't end up annoying each other too much they could pave the way for humans to set up a home on a brand new planet.

## Closer

Now just before we go please remember our BtN Kids' Happiness Survey is now live so jump online to have your say.

Plus our weekly #askareporter session will be on again this Friday. This week's topic will be Emma's European Migration story.

Right, that wraps us up for another week!

See you next time!