

Questions for discussion

Episode 27
15th September 2015

Refugee Intake

1. Which country are Wali and his family from?
2. Who is a refugee?
3. About how many refugees are there around the world who need help?
4. Which organisation created a special refugee treaty in 1951?
5. What was the aim of the treaty?
6. Australia is not a signatory to the treaty. True or false?
7. How do the countries support the UN's refugee program?
8. How many refugees will Australia take in this year?
9. The Government says it will take in an extra _____ Syrian refugees.
10. How have people responded to the Government's decision?

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

Boxing Ban

1. Discuss the main issues raised in the *Boxing Ban* story with another student.
2. What did a recent report from the Australian Medical Association (AMA) say about combat sports?
3. Give three examples of combat sports.
4. Why is the AMA worried about these sports?
5. Describe the injuries that can happen to a person.
6. The injuries can be especially bad for young people because...
7. The AMA says that combat sports can encourage _____ behaviour.
8. What do the kids involved in boxing say about the safety of the sport?
9. Do you think boxing should be banned for all kids under 18? Explain your answer.
10. How has your thinking changed since watching the BtN story?

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

PNG Independence

1. What was the main point of the *PNG Independence* story?
2. How did the kids in the BtN story celebrate Independence Day?
3. When did Papua New Guinea become an independent country?
4. Before becoming independent, PNG was controlled by...
5. Which countries set up colonies in PNG?
6. Describe Australia's connection to Papua New Guinea.
7. What happened in PNG during World War II?
8. What impact did independence have on PNG?
9. What do you understand more clearly since watching the BtN story?

10. Name three facts you learnt watching the *PNG Independence* story.

Check out the [PNG Independence resource](#) on the Teachers page

Signing TV News

1. Before watching the BtN *Signing TV News* story, predict what the story is about.
2. How do the kids in the BtN story read the news?
3. What is Australian sign language called?
4. Auslan is recognised as an official language in Australia. True or false?
5. Which students learn sign language at Klemzig Primary School?
6. Where might you see Auslan interpreters?
7. Why did the kids set up the newsroom at their school?
8. What are the benefits of having a news service at the school?
9. What did you like about the *Signing TV News* story?
10. Learn to sign your name. Visit the [Auslan Signbank](#) for tips on finger spelling.

Check out the [Signing TV News resource](#) on the Teachers page

Cattle Judging

1. Briefly summarise the *Cattle Judging* story.
2. What sorts of things is Andrew looking for when he's judging cattle?
3. What is the aim of cattle judging?
4. The kids are looking at different features when judging cattle. Give an example of one.
5. What do the kids do once they have decided on the scores?
6. Who decides which kid has done the best job judging the cattle?
7. The idea of the competition is to...
8. What do the kids involved in cattle judging like about the competition?
9. Illustrate an aspect of the story.
10. What was surprising about this story?

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

Teacher Resource

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PNG Independence



FOCUS QUESTIONS

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ACTIVITY

Celebrations in PNG

After watching the BtN *PNG Independence* story, respond to the following (individually, in pairs or as a class).

- Summarise what Independence Day is using your own words. When, how and why is it celebrated?
- What does it mean to the people of Papua New Guinea?
- Describe how people in Papua New Guinea and Australia are celebrating Independence Day.
- What traditions might you see at an Independence Day celebration?
- Do you have any questions you would like to ask the kids in the BtN story? Leave your comment or question on the BtN *PNG Independence* story page.



KEY LEARNING

Students will develop a deeper understanding of Papua New Guinea, and compare and contrast the geography, people and economy with that of Australia.



AUSTRALIAN CURRICULUM

Geography – Year 3

The location of Australia's neighbouring countries and their diverse characteristics ([ACHGK016](#))

Geography – Year 5

Present findings and ideas in a range of communication forms, for example, written, oral, graphic, tabular, visual and maps; using geographical terminology and digital technologies as appropriate ([ACHGS038](#))

Geography – Year 6

The location of the major countries of the Asia region in relation to Australia and the geographical diversity within the region ([ACHGK031](#))

Differences in the economic, demographic and social characteristics between countries across the world ([ACHGK032](#))

The various connections Australia has with other countries and how these connections change people and places ([ACHGK035](#))

History – Year 3

Celebrations and commemorations in other places around the world; for example, Bastille Day in France, Independence Day in the USA, including those that are observed in Australia such as Chinese New Year, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival and Ramadan ([ACHHK064](#))

Celebrations around the world

Celebrate the diversity in your classroom. Students will share with the class which celebrations are important to them and research why countries around the world celebrate national days.

- Learn about where students in your class come from and mark on a world map. Describe some of the special occasions that your family celebrate throughout the year, and mark on your classroom calendar. What do these special occasions have in common? How are they different? Use a Venn diagram to record your responses.
- Make a list of special days and weeks that are celebrated in Australia and around the world. For example, Chinese New Year, Australia Day and Eid al-Fitr. Mark on your classroom calendar.
- Make a list of countries that celebrate their own National Independence Day. For example, Independence Day in Papua New Guinea, Greece, India or the USA. Choose one to research in depth and investigate the origin and significance of the celebration. Include the date of the holiday, when the country became independent and why. Design and make a poster, using symbols, words and images, to mark the celebration and display in the classroom.



ACTIVITY

Which country is Australia's closest neighbour?

Before watching the BtN *PNG Independence* story, ask students which country they think is Australia's closest neighbour. Students will record their answer on a piece of paper and put in a hat. Read the responses aloud and tally on the classroom whiteboard. Look at a world map to reveal the answer.

Choose one or more of the following to research in depth.

- Locate Papua New Guinea on a world map and emphasise the proximity of Papua New Guinea as a near neighbour to Australia. What other countries are near to Papua New Guinea? What questions do you have about the geography of Papua New Guinea? Develop your own question for inquiry.
- Make a list of the 'push' and 'pull' factors that have contributed to people moving to Australia from Papua New Guinea and vice-versa. 'Push' factors are conditions that drive people to leave their country and 'pull' factors are conditions that attract people to a new country. Think about environmental, economic, social and political factors.
- When did Australia first build a strong link with their closest neighbours Papua New Guinea? How did Papua New Guinean locals help Australian soldiers during WWII? Explore other links that Australia has with Papua New Guinea.



Source: [Global Education](#)



ACTIVITY

Compare and contrast

Conduct in depth research, finding similarities and differences between Australia and Papua New Guinea. Use the table below to help organise your information.

As part of your research you will need to:

- Write down the name of the source of the information.
- Look for facts and opinions that answer your inquiry question/s.
- Write down in your own words facts and opinions from the source.

Compare and contrast	Australia	Papua New Guinea
Geography Capital cities, climate, environment, area and population. Include a map.		
People Culture, customs, language, health, religion, beliefs and food.		
History		
Government		
Economy Education, work, trade, industries and products		

Inquiry questions (choose one or more to research in depth)

- How would your life be similar and/or different if you grew up in Papua New Guinea? Write your response in the form of a day's journal entry and describe what you would eat, what school would be like and where you would live.
- Where would you 'go' to learn more about Papua New Guinean culture? Why is it important to learn about other cultures?
- Why is it important that Australia and Papua New Guinea have a good 'relationship'?
- Explain the type of aid work that Australia does in Papua New Guinea. Why does Australia give aid to Papua New Guinea?

References

- Collect and reference primary and secondary sources (including photographs, newspapers, stories and maps). Consider using internet search engines, museums and library catalogues to find your information.
- How useful were your sources of information?

ACTIVITY

Create a travel brochure

Design and create a brochure about Papua New Guinea. Your brochure (A4 folded) should be informative and eye-catching to attract tourists to Papua New Guinea. Design your brochure keeping in mind a specific audience, for example, families, backpackers or seniors, and make sure your brochure reflects that audience.

Include the following elements in your brochure:

- Geography/History – give a brief history of Papua New Guinea and where it is located
- Food – food eaten everyday and food eaten at special ceremonies
- Major attractions – things to do and see
- Cultural traditions – celebrations and traditional customs
- Language – provide some useful phrases and words
- Reviews – feedback from a visitor's perspective



Cultural expedition

In small groups, plan a cultural expedition to Papua New Guinea. You will need to identify what your team's expedition will involve. Your team should be looking for a blend of adventure and culture (include 4-5 highlights). Research what the expedition highlights will be as well a list of things to know about Papua New Guinea (see examples below). Plan your itinerary and budget. Research the cost of airfares from Australia to Papua New Guinea for the team. Consider any other costs when planning for the expedition. Design and make your own passports.

Expedition highlights

- Follow in the footsteps of history and walk the Kokoda trail
- Cultural exchange – visit the local markets or learn about traditional dance and music
- Visit the nature park in Port Moresby
- Learn how to cook a traditional Papua New Guinean meal
- Visit a school and spend time with other students your age. What can you teach them about Australia?

Factsheet! Find out more about Papua New Guinea's:

- People
- Culture
- Customs – learn about local customs
- Weather – when is the best time to visit Papua New Guinea?
- Language – learn some useful words and phrases.



USEFUL WEBSITES

BBC – Papua New Guinea Profile

<http://www.bbc.com/news/world-asia-pacific-15436981>

National Geographic – Papua New Guinea Facts

<http://travel.nationalgeographic.com/travel/countries/papua-new-guinea-facts/>

Queensland Museum – Celebration of PNG culture

<http://www.qm.qld.gov.au/microsites/celebration-of-culture/explore-png-objects.html>

Behind the News – PNG Plan

<http://www.abc.net.au/btn/story/s3809180.htm>

World Vision – Papua New Guinea country profile and health scenario

<http://my.worldvision.com.au/resources/SchoolResources/PNGResource.aspx?id=561a7073-8986-46f3-b941-fe582c25fead>

Global Education – Papua New Guinea

<http://www.globaleducation.edu.au/2379.html>



Subscribe to our weekly newsletter for an update on upcoming BtN stories and other useful and relevant teacher information. Visit the BtN website and go to the Teachers page to join up.

Encourage your students to be active and informed citizens by watching our 10 minute news program each day. Go to the BtN homepage and click on the 3News link.



Signing TV News

FOCUS QUESTIONS

1. Before watching the BtN *Signing TV News* story, predict what the story is about.
2. How do the kids in the BtN story read the news?
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8. What are the benefits of having a news service at the school?
9. What did you like about the *Signing TV News* story?
10. Learn to sign your name. Visit the [Auslan Signbank](#) for tips on finger spelling.

ACTIVITY

What do you think?

Before watching the BtN *Signing TV News* 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 *Signing TV News* story, have a class discussion. What questions were raised in the discussion (what are the gaps in their knowledge)? The following KWLH organiser provides students with a framework to explore their knowledge on this topic and consider what they would like to know and learn.

<i>What do I <u>know</u>?</i>	<i>What do I <u>want to know</u>?</i>	<i>What have I <u>learnt</u>?</i>	<i><u>How will I find out</u>?</i>

KEY LEARNING

Students will understand that sign language uses distinct movements in place of spoken or written words.

AC AUSTRALIAN CURRICULUM

English – Year 3

Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning ([ACELA1475](#))

English – Year 4

Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features ([ACELY1694](#))

English – Year 5

Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience ([ACELY1704](#))

English – Year 6

Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience ([ACELY1714](#))

English – Year 7

Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements, (for example music and sound) to add interest and meaning ([ACELY1804](#))

ACTIVITY

Information report

Students will collect and record information about Auslan using a wide variety of sources (internet, books, newspaper and magazines) and present in the form of an information report.

The following may help guide students' research:

- History
- Description
- Real life stories or interviews
- Facts about Auslan
- Explore different sign languages used around the world

Structure and features of an information report

Information reports are factual texts written to inform and provide detailed facts about a topic. Discuss with students what they already know about the purpose, structure and features of an information report. Use the following as a guide to use with students.

- **Purpose** – An information report provides information to the reader by stating facts.
- **Structure** – see table below.
- **Language features** – write in the present tense, use technical or scientific words and write in the third person.

Students can then use the following plan to help write their report. There are some website links at the end of this activity to help students with their research.

Information report – structure	
Title	States a topic
Introduction	The opening statement explains the subject of the report, and includes a definition or short description.
Body	Facts grouped into paragraphs. Starts with a topic sentence. Include subject specific language. Text features such as sub-headings, labelled diagrams, charts and captioned photographs may be included.
Conclusion	A summary of what the topic is about and end with an interesting fact.



ACTIVITY

Try to understand what it is like to be deaf by doing one or more of the following experiments. Follow each experiment with a class discussion describing how the experiment made you feel and what you learnt from the activity.

Lip reading

Watch the introduction of the BtN *Signing TV News* story, where Nathan is introducing the story. Mute the TV or computer and try to figure out what Nathan is saying just by reading his lips.

- What could you understand? Compare with your classmates
- What was challenging?

What can you hear?

- Listen to the soundscape of either your classroom or out in the playground.
- What can you hear? Write down all the different sounds, including loud and quiet sounds. For example, the sound of your breathing, a pencil dropping, eating your lunch or talking to a friend in the playground. Keep a diary for one day.
- Compare your results with your classmates.
- Then observe the soundscape of your classroom or playground for 10 minutes (or longer), however this time wearing earplugs. Write down all the different sounds, including loud and quiet sounds. Keep a diary to record and describe what you hear and how you feel.
- Compare the sounds you heard with and without earplugs.
- What surprised you about this experiment?
- What was challenging?

Using body language

As a class, discuss the concept of body language and gestures as a way of communicating. Explain that we communicate on two levels; in verbal and non-verbal ways. We communicate using body language, like facial expressions, gestures, eye contact, posture and spatial distance.

Gestures are movements of the body, hands and arms, with or without speech, that express an idea, emotion, attitude or intent. Common examples are clapping the hands, shrugging the shoulders and shaking the head. As a class, think of gestures that you use to communicate with others. What do they mean?

In pairs, choose 3 emotions 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 was challenging about this activity?
- What did you learn?
- Explore why using gestures is an important part of sign language.

ACTIVITY

Learn the Auslan alphabet

Set yourself the challenge of learning to fingerspell. Fingerspelling is an important part of Auslan. Words are spelt letter by letter using both hands. It is mainly used to spell proper nouns such as names of people or places. Below is a diagram illustrating how to finger spell the alphabet. Visit the [Auslan Signbank](#) for tips on finger spelling.

Test your classmate by finger spelling some simple and short words.

- What was challenging about this activity?
- What did you enjoy?
- Learn some every day phrases in Auslan, for example:
 - Hello, my name is...
 - Good morning
 - Please
 - Thank you

For 'H' and 'J'
the right hand
only moves in
the direction of
the arrow.

Left handers reverse
all formations.



A



B



C



D



E



F



G



H



I



J



K



L



M



N



O



P



Q



R



S



T



U



V



W



X



Y



Z

Source: [The Deaf Society](#)



USEFUL WEBSITES

Auslan Signbank – Dictionary

<http://www.auslan.org.au/about/dictionary/>

Auslan Signbank – Two handed finger spelling

<http://www.auslan.org.au/spell/twohanded.html>

Behind the News – Signing Class

<http://www.abc.net.au/btn/story/s3469100.htm>

Klemzig Primary School – Bilingual Program

http://www.klemzigps.sa.edu.au/bicultural_program.htm

Deaf Australia – What is Auslan?

<http://www.deafau.org.au/info/auslan5.php>



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BtN: Episode 27 Transcript 15/09/15

Coming up.

- Doctors call for kids to be banned from boxing - we find out why.
- Australia's closest neighbour celebrates 40 years of independence - we meet some of the kids that call Papua New Guinea home.
- And the school kids who broadcast the news in sign language.

Hi, I'm Nathan and welcome to BtN! You can see all that later but first.

The Wire

To some big news out of Canberra, here's the Wire.

Australia has a new Prime Minister!

His name is Malcolm Turnbull and he used to be Communications Minister.

But on Monday he challenged Tony Abbott for leadership of the Liberal Party and therefore the Prime Minister-ship!

The party voted on it and the result?

WHIP: Malcolm Turnbull was successful on 54, Tony Abbott 44.

Julie Bishop was also voted in again as Deputy.

Turnbull says he is aiming to be a different PM than Tony Abbott was.

MALCOLM TURNBULL: We will ensure that all Australians understand that their Government recognises the opportunities of the future.

He also says he's proud to take on the top job.

MALCOLM TURNBULL: This is a turn of events I did not expect but it's one that I'm privileged to undertake.

To other news now and last week former PM Tony Abbott announced that 12 thousand extra people from Syria will now be allowed to come to Australia as refugees.

He said we'll mostly take women, children and families who belong to the ethnic and religious groups most at risk in Syria like Christians.

Australia's also going to give 44 million dollars to refugee agencies to look after people who've had to leave their homes because of war.

Video Game fans around the world have celebrated the 30th birthday of Super Mario!

Nintendo's little Italian plumber is one of the best known video game characters ever.

He first appeared on screens back in 1981 as a character called Jumpman in Donkey Kong.

But he really got famous in 1985 when Super Mario was released.

Over the years Mario's had a few make-overs and earned Nintendo billions of dollars but he's still going strong.

And two five year olds from Russia have staged a great escape from their kindergarten.

They used sand-spades to tunnel under the fence before walking a couple of kilometres to a showroom selling luxury cars.

Apparently their plan was buy a car except they didn't have any money.

Refugee Intake

Reporter: Amelia Moseley

INTRO: Okay as you heard in the Wire, the Australian Government has now agreed to let more Syrian refugees come here to live. But what is a refugee and what difference could this decision make to their lives? Amelia found out.

This is Salma, Wali and their mum, dad and little brother. Just over a year ago, their family moved to Australia from Afghanistan.

SALMA: We have a lot of problems in Afghanistan. I love my country, but they are not safe. We can't do anything there.

They've been learning English and making new friends.

WALI: When I come, new at school, I don't have any friends. Now I have lots of friends.

But it isn't always easy living in a new country.

WALI: I miss my Grandma and my Uncle and my Aunties.

These guys are refugees. A refugee is someone who has had to leave their home country because their lives have been threatened by war, poverty or bad treatment; often because of their race, gender or beliefs. Around the world there are at least 14 million refugees who are still in need of help. But there are countries that have agreed to help them.

In 1951, the United Nations started a special agency to support people who had to leave their homes during World War Two. It wanted to make sure governments would recognise them, protect them from danger, and give them the same rights as everyone else. So it created a special refugee treaty and more than a hundred countries signed up including Australia.

In the decades since, those countries have helped by giving money or aid to the UN's refugee program. Many also take in refugees to give them a safe place to live. The countries currently looking after the biggest number of refugees are Turkey, Pakistan and Lebanon. That's mainly because they're close to the countries most refugees are escaping from.

Here in Australia, we have a set number of refugees we take in every year. This year it was 13,750. That number can go up or down depending on what the government decides the country can handle. It can also change when there's a huge need, which is exactly what's happening now.

About four million refugees have been escaping war in this country, Syria, in the Middle-East. Many have travelled to Europe looking for safety but because there are so many people the UN has asked other countries to help out. These are some of the countries that have agreed to take in extra Syrian refugees; that includes Australia. Our government says we'll take in an extra 12 thousand Syrian refugees as quickly as possible.

TONY ABBOTT: A response that best reflects Australia's history as a country with a generous heart.

The PM says Australia will take those it thinks are most in need, like kids and women on their own, families, and religious minorities. A lot of people are happy with the government's decision and are ready to welcome the Syrian refugees that arrive. But some say we shouldn't accept any extra; while others say we should be willing to accept even more, and that we shouldn't be picking and choosing which groups of people from Syria to help because so many are in trouble.

Salma and Wali say they're happy Australia is helping some Syrian refugees.

WALI: It's not a good place to live, it's not safe. They have to come here to be safe and be a good person.

SALMA: Everyone have a dream and I can get my dream from Australia. Like me, I want to be a journalist.

AMELIA: What do you like about living in Australia?

WALI: Ah, everything!

Quiz 1

Okay sticking with the subject of refugees let's kick off our first quiz of the day.

What percentage of refugees worldwide are under 18?

Is it

5%

25%

Or 50%

The answer is 50%

Boxing Ban

Reporter: Emma Davis

INTRO: Now the Australian Medical Association has announced that it believes combat sports like boxing should be banned for all children under the age of 18. It also says boxing should be removed from both the Olympic and Commonwealth Games. But lots of kids take part in sports like this and many of them think a ban would be unfair. Here's Emma with more.

Boxing. It's a tough sport with an even tougher reputation.

KID 1: I train three times a week and at trainings we do core work, bags, just all partner work and stuff.

KID 2: We normally pair up with someone who's the same type of skill level as us

But should kids be allowed to do it?

Recently the Australian Medical Association said it wanted all combat sports to be banned for people under 18. That's not just boxing but other sports like karate, wrestling and judo. They also want boxing banned from the Olympics and the Commonwealth Games. They say that the idea of these sports is to hurt your opponent and they're not just worried about injuries during a match. Injuries can develop over time.

AMAL, NEUROSURGEON: When you get a hit on the head or you're punched in the head this brain shakes inside this tough skull and you can get bleeding on the brain.

But the damage isn't always obvious right away.

AMAL, NEUROSURGEON: It can start out as a minor injury and can evolve into something more serious quite quickly.

They say that's especially bad for young people because their brains are still developing so it could cause long term damage.

The AMA is also worried that these kinds of sports encourage kids to be violent in everyday life.

Back in the boxing gym these guys say they take safety really seriously.

MICK, COACH: There is procedures for people when they get knocked out. So as opposed to football where they come off and they do a concussion test, automatically we're banned from sparring or boxing for 28 days.

KID 1: It's very controlled and stuff, you have like gloves, mouthguard, boxes, head guards.

KID 3: To be honest, I feel more safe in a boxing ring than on a football field.

Plus they say that all of this training helps them control their aggression, not encourage them to use it.

So that's both sides of this boxing debate. What do you reckon, should it be banned?

KID 4: I think it should because a lot of people are getting injuries

KID 5: No I don't think so because if you're going to make it to the Olympics you need to start practicing when you're younger.

KID 6: No because everyone has all their different talents

KID 7: Yes because it's very violent and dangerous and people can get hurt.

Poll

Okay I think that's the perfect issue for this week's poll.

Do you think boxing should be banned for all kids under 18?

Head to our website to place your vote.

Last week we asked you if we should get rid of the Queen as our head of state.

And out of nearly 6000 votes it seems most of you aren't big fans of the idea.

As always, thanks for having your say!

Reporter: Carl Smith

INTRO: This week our nearest neighbour Papua New Guinea will celebrate its 40th year of independence. It might surprise you to learn that that independence was actually gained from us. But both Australia and PNG have even more shared history than that. Here's Carl.

These kids are celebrating the culture of their country, Papua New Guinea.

There's arts and craft, traditional outfits, a coconut cracking competition, and even a coconut race! It's all their way of celebrating an important moment in their country's history.

Kids: Hi I'm Isobel, Hi I'm Jemimah, and I'm Mason, we're all grade 6 students from the Ela Murray International School in Port Moresby, Papua New Guinea.

Aly: We're celebrating the independence of Papua New Guinea, which took place 40 years ago

Hayley: It's all about when PNG gained their independence, and when they took the Australian flag down and put the PNG flag back up.

Independence Day here celebrates the moment more than 700 tribes of Papuans united to form a single independent country, Papua New Guinea.

Before then, this beautiful region had been controlled by many nations, including Australia!

After these islands were discovered by Europeans, Britain and Germany set up colonies there. They were called German New Guinea and the Territory of Papua, which ended up being controlled by Australia. During the First World War Australia also seized German New Guinea, renaming it the Territory of New Guinea. After the war ended Australia set up plantations and gold mines.

But big parts of the region stayed the same because the thick tropical jungle and high mountains made it hard to get around. In the Second World War those thick forests became an important battleground in the Pacific.

The Japanese invaded the island. But the thick, hot, wet jungle here on the Kokoda trail made it hard for them. So it was there that the Australians, Americans and local Papuans helped push the invaders back. It was one of the most important victories in the war in the Pacific and the Papuans that took part are still remembered for saving many Australian lives.

After the Second World War Australia remained in charge of the area. But in the early 1970s the territories of Papua and New Guinea combined, held elections and then in 1975 became an official independent country: Papua New Guinea. Since then PNG has grown and changed a lot.

Hayley: If PNG wasn't independent we wouldn't have different cultures and we wouldn't be celebrating things every single year.

They still embrace the traditional way of life in the region. But PNG has also kept a close relationship with countries like Australia. In fact these guys say there aren't that many differences between the two nations! At this school they even watch BtN!

Isobel: We're officially BtN's biggest overseas fans. Each and every Friday we watch BtN rain, hail or shine and we just love it.

Mason: After each episode of BtN we play quiz masters where we pose BtN questions to our class mates and teachers. Here's an example right now:

Hi BtN fans, I'm Kenneth with your quizzzy fact of the weeeeek. FACT, did you Aussie kids know that PNG has 800 spoken languages? EIGHT HUNDRED!?! That's a lot of dictionaries my green and gold friends.

Jemimah: Think what I like most about BtN is how we learn about world news in a really, really fun way.

Mason: And I'm really like the sport because I live and breathe sports.

Isobel: But the best thing about BtN, is how they always make the news interesting and fun.

Kenneth: I just want my big head on television!

Isobel: We love our island home of PNG, but it's great to find out news from our neighbour country Australia, and the issues that shape our world.

They say they're excited to be celebrating the 40th anniversary of PNG's independence and they hope Australians will celebrate with them!

Mason, Jemimah and Isobel: if you ever pop into Port Moresby, make sure you pop into TEMIS as well and say hello! Bye bye!

Quiz 2

Okay time for our second quiz now. Good luck!

What is the capital of PNG?

Is it

Kokoda

Port Moresby

Or New Guinea Town

The answer is Port Moresby

Signing the News

Reporter: Carl Smith

INTRO: Okay next we're going to be checking out a rival news bulletin with a difference. One of the most common features of a news show is reporters speaking to camera just like I'm doing now. But that doesn't work very well for viewers who are deaf or hard of hearing. So the students of one primary school have come up with a solution - signing the news! Here's Carl.

Kids signing: Together we're the Klemzig Primary School News team.

Deaf news being translated by teacher: So all children please remember to bring your school uniforms. On Friday, year 6 and 7 boys and girls have a football carnival.

It looks a bit like your average news set, but you might have noticed these rookie reporters have a very different way of reading the news. They're using sign language.

Simon (translated): My name is S-I-M-O-N, Simon.

Carl: Simon, tell me what sign language is.

Simon: Well deaf people like to communicate with each other with their hands because they can't really speak and they can't hear. And we call it Auslan.

Auslan stands for Australian Sign Language and it's actually recognised as an official language! You might have seen Auslan interpreters translating at special events or on TV. Normally, only people who are deaf or hard of hearing, and sometimes their families, learn how to sign. But here at Klemzig Primary school in Adelaide every student learns it as a second language.

Teacher in class: Ok children can we stop talking, stop communicating please, that means you up the back with the Auslan too please Matthew stop!

Having this second language is really useful for the 18 deaf or hard of hearing kids at the school.

Prabin: It feels good, I like it. Feels nice to be able to communicate with people.

Simon: Yeah it's a really good feeling for the deaf people that are here.

But it is pretty tricky to learn!

Reporter: Can you show me how to use sign language?

AMY: C-A-R-L. Carl

Carl: Well that seems pretty straight forward, but you guys seem to do it much faster right? Show me just how fast you go - tell me what you did on the weekend?

AMY: On the weekend I went to the shops with my mum and dad and we bought lots of food because we ran out at home.

Carl: Yeah that's way too tricky for me!

These guys and their teacher set up the newsroom so that other kids could keep up to date with what's going on in the news and around their school.

TANYA: We normally film one day for the following week. The first thing is special events, and then we talk about lunchtime activities, and then we talk about the news. We used to talk about the weather but we replaced that with the news.

But it also helps them practice signing and they say getting faster and more confident can be really fun!

Simon: Sometimes you can sign underwater, you don't have to talk underwater. It's very easy to communicate underwater, and we can do secret signs on our sides as well.

And who knows, maybe one day you'll see something like this on your TV at home.

Kids translated: Reporting live from Klemzig primary school, I'm Tanya, and I'm Simon, and I'm Prabin!

The Score

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

Australia's women's soccer team the Matildas is on strike because the players say they aren't being paid enough.

Australia's Football Federation has said it is trying to reach an agreement.

But the Matildas have cancelled their upcoming US tour while the negotiations continue.

For the next step we have to take, we need to be rewarded for it and we need a sense of respect from the federation.

The FFA says it would consider paying the women's team more but it would mean Socceroos and A-league players would have to accept less.

Australia has ended its tour of England on a high by claiming a three-two victory in their one-day series.

One of the highlights of the series was this tricky boundary line catch by Australia's Glenn Maxwell.

It took a few replays for the umpire to see it was a fair catch and a pretty good one at that!

COMMENTATOR: We'll be seeing this again, absolutely outstanding.

And here's one of the best goalkeepers you'll see today, or at least one of the cuddliest.

Purin's a nine year old beagle from Japan and she's just broken her own world record by catching 14 mini-footballs with her paws in just one minute.

It may not strictly be a sport but it's the cutest thing we've seen for a long time.

Cattle Judging

Reporter: Emma Davis

INTRO: Okay last up today we're often told not to judge other people. But what about cattle? Well in that case it's not just okay but part of a competition that lots of kids take part in. Here's Emma to tell you more about it.

For most of us, if you've seen one cow, you've pretty much seen them all. But for kids like Andrew, each one can be different in heaps of different ways!

ANDREW: So this is a 5 and a half year dry cow. One of the things you would look for is the pins and the hooks. This part here is the firle and the placement of that is very important. The bone down here, you want it to be flat like that. You want the ribs on a 45 degree angle.

That may sound like a crazy amount of stuff to notice about a cow, but that's what makes Andrew really good at cattle judging competitions.

The aim of cattle judging is to be able to pick the best cow out of a line-up. The cows are brought out into the ring and the kids score them from one to four, from best to worst! While it might sound simple, it's definitely not! There are a bunch of different features the kids have to factor into their decision.

COURTNEY: We have to know what a good structure of a cow is so like the rump and the legs and how they're supposed to walk.

ARCHIE: I just look for the best thing that they have like the udder and the teat placement on the udder.

Once they've put their scorecards in the top 6 kids then have to explain their scores to the crowd.

ARCHIE: You get a little bit of time to prepare for it just before you start speaking so when the cows walk around you have what you want to say in your mind.

After all that the over judge, who's an adult, decides which kid did the best job and they're named the winner! The idea of these comps is to help train kids who want to become farmers one day.

COURTNEY: It's good to pick up more skills and then you get well known around the industry.

And the kids who take part in them say it's a great experience.

ANDREW: I've always loved dairy cattle and judging's just something fun to do.

COURTNEY: I like it `cause it's something different and it's always good to learn new skills and it's just fun.

So if you've ever wanted to know more about cattle than anyone else, maybe cattle judging would be right up your alley.

Survey

Okay we're nearly finished for this week and this term but just before we go I want to give you a quick update on our Kids' Happiness Survey which we launched last week.

We've had an amazing response from you guys. So much so we managed to hit our target of ten thousand responses within 4 days!

A massive thank you to everyone that has got behind it so far!

The survey is still open for another week so if you or your class haven't let us know about when you are at your happiest and when you aren't please jump onto our website to have your say!

Closer

Right that wraps us up for today!

See you on Friday for #AskaReporter and then again after the September holidays!

Bye for now!