

Questions for discussion

Episode 28
13th October 2015

New PM

1. Before you watch the BtN *New PM* story, record what you know about Malcolm Turnbull.
2. Who was the Prime Minister before Malcolm Turnbull?
3. What did Malcolm Turnbull do before he became a politician?
4. Malcolm Turnbull led a group of people who wanted Australia to become a republic. What does that mean?
5. Malcolm Turnbull has been leader of the Liberal Party before. True or false?
6. Why did he want to challenge Tony Abbott for the leadership?
7. Who decided that Malcolm Turnbull should become the Prime Minister?
8. What changes has he made so far?
9. Who is Australia's youngest ever federal minister?
 - a. Jamie Briggs
 - b. Wyatt Roy
 - c. Ken Wyatt
10. Do you agree with the decision to make Malcolm Turnbull Prime Minister? Explain your answer.

Check out the [New PM resource](#) on the Teachers page

Happiness Survey Results

1. About how many kids took part in the BtN Happiness Survey?
2. What sorts of things make kids happy?
3. What were the biggest concerns for kids who did the survey?
4. Who did kids say they are most likely to talk to about their worries?
5. What percentage of kids said they have been bullied?
6. Where do kids say they feel most safe and happy?
7. On average, how many hours of sleep are kids getting? About how many hours should they be getting?
8. What did kids say they want to change about themselves?
9. Do they survey results reflect how you feel? Explain your answer?
10. What was surprising about the survey results?

Worry Workshop

1. Discuss the *Worry Workshop* story with another student. Share the main points of your discussion with the class.
2. Name something that makes you worried.
3. Why is it normal for people to worry?
4. Why can it be helpful to write down the things that worry you?

5. There are different categories of thoughts that your worry machine can churn out. One of them is *Mind Reading Thoughts*. Explain what that is and give an example.
6. Another type of thought is *Crystal Ball Thinking*. Explain what that is and give an example.
7. What are *Catastrophising Thoughts*?
8. Finish this sentence. *Exaggerating Thinking* is when...
9. One way to manage worry is to find calm sentences. Give an example of a calm sentence.
10. Why is acting brave important when managing the worry machine?
11. How has the *Worry Workshop* story helped you manage your worries?

Check out the [Worry Workshop resource](#) on the Teachers page

Sky Muster

1. As a class, discuss the issues raised in the *Sky Muster* story.
2. Why is a good internet connection important for kids living in remote parts of Australia?
3. Finish this sentence. Many kids living on stations do their schooling through...
4. How can a bad internet connection affect their schooling?
5. What is the name of the satellite that was launched recently?
6. What will the satellite do?
7. How many homes and businesses benefit from the satellite?
8. How are the kids hoping the satellite will help?
9. What do critics of the new satellite say?
10. What do you understand more clearly since watching the *Sky Muster* story?

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

Indigenous Athletes

1. Briefly summarise the BtN *Indigenous Athletes* story.
2. Who is the captain of the winning NRL team?
3. Finish this sentence. Cyril Rioli is the captain of...
4. Why are Cyril Rioli and Jonathon Thurston role models for young indigenous athletes?
5. Finish this sentence. The young athletes are members of a special sports academy for...
6. How does the academy support the kids?
7. Where do the young athletes train?
8. Describe the training they do.
9. Why is the support and mentoring they get from AFL and netball players important?
10. What did you like about the *Indigenous Athletes* story?

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

Prime Minister

FOCUS QUESTIONS

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9. Who is Australia's youngest ever federal minister?
 - a. Jamie Briggs
 - b. Wyatt Roy
 - c. Ken Wyatt
10. Do you agree with the decision to make Malcolm Turnbull Prime Minister? Explain your answer.

ACTIVITY

After watching the BtN *Prime Minister* story, ask students to finish one or more of the following incomplete sentences:

- This story made me feel...
- A good Prime Minister...
- If I were Prime Minister I would...

Discuss the BtN *Prime Minister* story as a class. 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 know?</i>	<i>What do I want to know?</i>	<i>What have I learnt?</i>	<i>How will I find out?</i>

KEY LEARNING

Students will learn about the roles and responsibilities of Australia's Prime Minister. Students will discuss and identify the characteristics that would make for a 'good' leader.

AUSTRALIAN CURRICULUM

Civics and Citizenship – Year 5

The roles and responsibilities of electors and representatives in Australia's democracy ([ACHCK023](#))

The key values that underpin Australia's democratic system of government ([ACHCK022](#))

Civics and Citizenship – Year 6

The key institutions of Australia's democratic system of government based on the Westminster system, including the monarchy, parliaments and courts ([ACHCK035](#))

Students will develop their own question/s for inquiry or use one of the following. Students will collect and record information from a wide variety of sources (internet, books, newspaper and magazines) and present the information they find in an interesting way.

- What is the process for electing a Prime Minister? Take a [closer look](#) at the election process and explain using your own words.
- Do you think it is fair the way that Malcolm Turnbull became Prime Minister? Should it be decided at an election? Why or why not?

Run your own election

Running an election for your class provides the opportunity for students to participate in the democratic process of choosing representatives for a range of purposes. Students will run their own election and investigate how the preferential voting system works. This activity provides step-by-step instructions on how to run a class election, further investigation tasks and related web links.

Watch [BtN's Preferential Voting story](#) and then download the [teacher resource](#) for instructions.

ACTIVITY

Who am I?

Australia has had 29 Prime Ministers since Federation in 1901, but how much do you know about them?

We've chosen four of Australia's Prime Ministers. Find out who these Prime Ministers are and then find three interesting facts about each of them. Share your research as a class.

Create your own multiple choice quiz about Australia's Prime Ministers. Think about your audience and how you can make your quiz as interesting and fun as possible. Below are some example quiz questions. Ask your classmates to complete your quiz and then give them a score.

- Who is Australia's longest serving Prime Minister
- Who is Australia's shortest serving Prime Minister
- Who was the first Prime Minister of Australia?
- Who is the youngest person to be elected as Prime Minister?



Answers: 1. Robert Menzies 2. Edmund Barton
3. Gough Whitlam 4. John Howard

ACTIVITY

In depth study

Write each of Australia's Prime Ministers names on a piece of paper and place in a hat. Blindfolded, each student will 'pick a Prime Minister' out of the hat.

Find out as much as you can about them using a range of primary and secondary sources (internet, newspapers and books). Use the *Who Am I?* template below to structure the biographical information you find. Collate your class' research and make a book of Prime Ministers to keep in your school resource centre.

Prime Minister biography

Full name

Born

My family

Self-portrait

My education

When was I Prime Minister?
What political party did I represent?

My achievements as
Prime Minister

Qualities of a good leader

ACTIVITY

Interview your Prime Minister

Imagine if you were given the opportunity to interview Australia's Prime Minister on behalf of your school. Your task is to write a list of interview questions that you would like to ask the Prime Minister. Remember to write open-ended questions. Open-ended questions have no right or wrong answer and can't be answered with a 'yes' or 'no'. Before writing your questions, you will need to think about the following:

- What do you want to find out about the Prime Minister?
- What issues would you like to ask about?
- Choose a topic that is important to you and your school community. What do you want the Prime Minister to do about it?

Behind the News would love to hear what questions you would like to ask the Prime Minister, send them to us via our education email btn-education@your.abc.net.au

ACTIVITY

What makes a good leader?

What do you think makes a great leader? Brainstorm and list as many qualities that you can think of, recording your ideas on the class whiteboard. For example:

- honest
- good at communicating
- confident
- has a positive attitude
- commitment
- creative
- inspiring



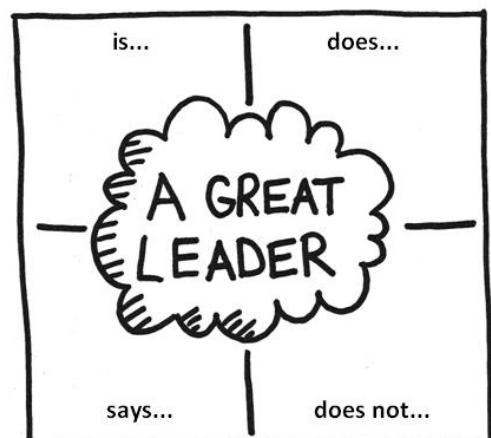
What are some examples of good leaders? They may be world leaders or leaders at your school. They can be leaders from a range of different areas, like science, fashion, politics or sport.

ACTIVITY

A great leader...

In small groups brainstorm what a great leader is, does, does not and says. Share your ideas as a class. Think of activities that you can do at home or school to help build your leadership skills. For example:

- join your school's SRC
- set a good example in front of your friends
- complete your daily duties
- volunteer in your community
- school debating
- playing a sport





ACTIVITY

Three-legged challenge

This is a fun game to play with your class to practise leadership and team building skills. Students will take turns being the leader and giving their partner directions as they walk three-legged across a row of hula hoops.

Three-legged challenge

Materials

- scarves or fabric strips long enough for tying legs together
- four hula hoops

Directions

1. Divide the class into pairs, matching students of similar height.
2. Have each player stand next to their partner. Nominate one person in each pair to be the leader.
3. Tie the partners inside legs together so each pair of kids has three legs rather than four.
4. Place the four hula hoops on the ground in a row (about 20cm apart)
5. Each pair will start at one end of the row of hula hoops and attempt to step into each hoop until they reach the end. Students will take turns being the leader and giving directions.
It takes practise to make two legs work as one! Good luck.
6. *Super challenge*: attempt this challenge in larger groups, for example, three people in a group (four-legged challenge).

Follow-up

- What was difficult about this challenge?
- What would you do differently if you were to do the challenge again?
- What skills do you need as a leader to successfully complete the challenge?



USEFUL WEBSITES

Parliamentary Education Office – Prime Minister, Malcolm Turnbull

<http://www.peo.gov.au/learning/fact-sheets/prime-minister.html>

ABC News – Malcolm Turnbull: Seven things to know about the ambitious barrister turned Prime Minister

<http://www.abc.net.au/news/2015-09-15/7-things-to-know-about-malcolm-turnbull/6776238>

Behind the News – Young Leaders

<http://www.abc.net.au/btn/story/s3974812.htm>

Halogen Foundation – National Young Leaders Day

<http://halogen.org.au/>

National Archives of Australia – Australia's Prime Ministers

<http://primeministers.naa.gov.au/>

Teacher Resource

Episode 28
13th October 2015

Worry Workshop

FOCUS QUESTIONS

1. Discuss the *Worry Workshop* story with another student. Share the main points of your discussion with the class.
2. Name something that makes you worried.
3. Why is it normal for people to worry?
4. Why can it be helpful to write down the things that worry you?
5. There are different categories of thoughts that your worry machine can churn out. One of them is *Mind Reading Thoughts*. Explain what that is and give an example.
6. Another type of thought is *Crystal Ball Thinking*. Explain what that is and give an example.
7. What are *Catastrophising Thoughts*?
8. Finish this sentence. *Exaggerating Thinking* is when...
9. One way to manage worry is to find calm sentences. Give an example of a calm sentence.
10. Why is acting brave important when managing the worry machine?
11. How has the *Worry Workshop* story helped you manage your worries?

ACTIVITY

Worry Machine Workshop

BTN's 2015 *Happiness Survey* has found lots of kids are worried about things like schoolwork, friends, family and the future. It's completely normal to be worried about things but how do you make sure that worry doesn't get out of control?

Follow the steps in this Worry Machine Workshop as seen in BtN's *Dealing with Worry* story. This activity is focused on helping kids understand and share their worries. The aim of this activity is to give kids strategies to help manage their worries.

Workshop summary

1. Introduction
2. Worry notes
3. Worry categories
4. Create worry machine
5. Calm sentences
6. Acting brave
7. Follow-up

KEY LEARNING

Students will recognise some of their own worries and describe strategies they can use to manage them.

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](#))

Worry Machine Workshop

Introduction

(15 minutes)

Explain to your class that it is completely normal to be worried about things, everyone worries. All of us in this class worry, teachers worry, your parents worry, your friends worry and your enemies worry.

Everyone worries, and this is partly because in our brain there's a little part that's designed to make us scared at times. There's a little part of the brain that's designed to be on the lookout all of the time for danger.

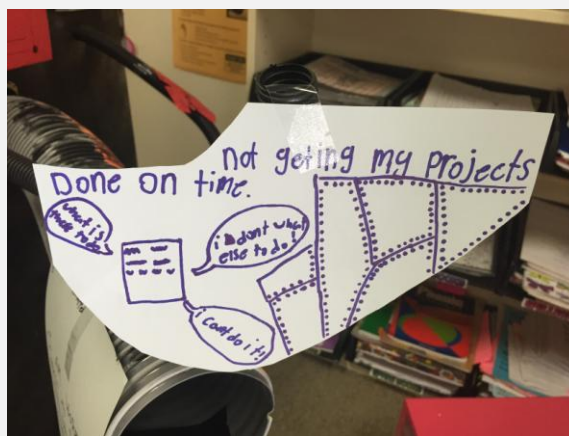
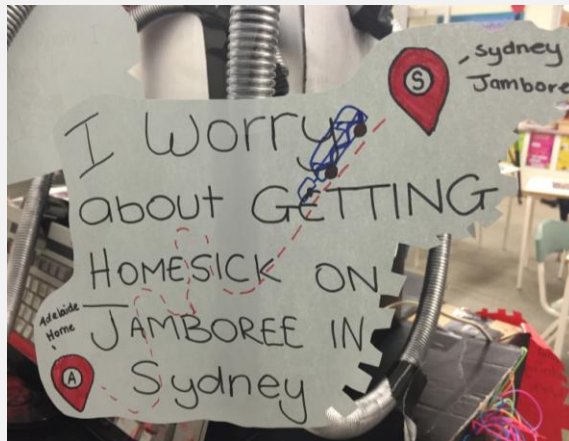
However, if your worries don't go away, your worries get worse over time or your worries interfere with daily life, it is important to find ways to manage these worries.

Worry notes

(20 minutes)

Write down three worries that your worry machine churns out. Use post-it notes or different sized pieces of paper to write down your worries. Writing down the things that you worry about can help you understand your worries.

Below are some examples from the BtN *Dealing with Worry* story.



Worry categories (20 minutes)

Explain to the class how the worry machine works. Explain that the worry machine tells you things that aren't 100% true. Sometimes it makes some thinking mistakes, which you need to be on the lookout for.

There are four different categories of thoughts that the worry machine can churn out. They are mind reading thoughts, crystal ball thinking, catastrophising thoughts and exaggerated thinking.

As a class, ask students to guess what each of these categories could mean and give an example. Record student's ideas on a large piece of paper. Students will then decide which categories their worries fit into (keep in mind that your worries could fit into more than one category).

Provide students with some examples, see below:

1. Mind reading thoughts

The worry machine says 'I know what someone else is thinking.' Ok so here's a mind reading thought: those people think I'm dumb.

2. Crystal ball thinking

The worry machine says 'I know what's going to happen'. So here's some crystal ball thinking: I'm going to fail this test. I'm never going to be able to mark this football.

3. Catastrophising thoughts

The worry machine says 'this thing has happened and it's terrible, awful, end of the world'. It's when you just have a small worry but you keep making it bigger and bigger and bigger.

4. Exaggerated thinking

The worry machine exaggerates what's happening, so here's an exaggerated thought: that person is criticising my work so they must hate me.

Create worry machine (1 hour)

In small groups or as a class, you will design and create your own worry machine. A worry machine is like a brain. It churns out worries and there are things you can do to slow or cool it down.

You will need to think about what your worry machine will look like. Will it have a body, head, arms and legs? What accessories will it have? What materials and equipment will you need?

Collect recycled objects from home and/or school which you will use to make your worry machine, for example:

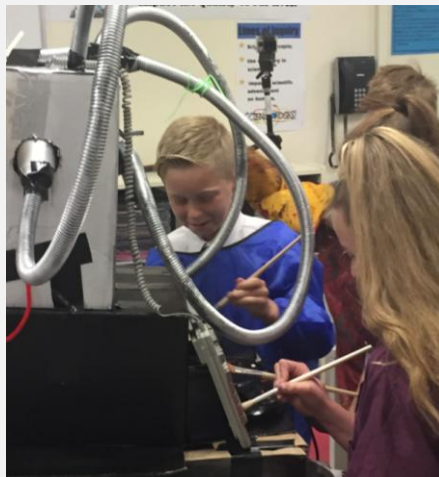
- cardboard boxes
- egg cartons
- plastic containers
- cardboard rolls
- lids
- buttons

- old CDs
- plastic cups
- bendy pipes
- large pipe cleaners

You will also need a range of equipment to put it together, for example:

- gaffa tape
- hot glue gun
- paint
- Stanley knife
- scissors
- paper
- textas
- smocks
- paint brushes

Create your worry machine and then attach your written worries. Below are some worry machine ideas from the BtN *Dealing with Worry* story.



Calm sentences (20 minutes)

Ask students to find calm sentences to help them manage their worries. Students will use the following sentence starters to help them manage their worries. Encourage students to keep a journal to write down their sentences, which can be used to manage their worries throughout the school year.

- It's not terrible because...
- I don't know for sure...
- I have a plan....

Reflection

How does writing these sentences make you feel? Does it make you feel a little bit better or worse?

Acting brave

(15 minutes)

Another idea for managing the worry machine is about acting brave. When we get worried our worry machine says 'run away!' So the best way sometimes to beat worry and fear is to act brave in really small ways.

Think of something scary, that's important to you, and just do one tiny little step towards it.

Think of tiny steps that you can take to act brave and beat your worries and fear. Record your ideas on a mind map.

Follow up

(15 minutes)

- What did you learn from this activity? Discuss as a class.
- How has the *Worry Workshop* story helped you manage your worries? Explain.
- Write a comment on the BtN story page.

ACTIVITY

Being Me activity – What makes you ‘you’?

Being Me is an opportunity to look at who we are underneath all we do. This activity asks students to consider who they – not what they do – by drawing on their hand or on a picture of their hand all of their best characteristics. It's an opportunity for a child to visually express and celebrate themselves.

Look at some [examples](#), as part of the [Being Me Project](#) run by ABC Splash.



USEFUL WEBSITES

Behind the News – Healthy Minds

<http://www.abc.net.au/btn/story/s4305297.htm>

Behind the News – Healthy Minds Teacher Resource

<http://www.abc.net.au/btn/resources/teacher/episode/20150908-healthyinds.pdf>

Kids Helpline – Anxiety

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

Developing Minds – Helping worried or sad kids

<http://developingminds.net.au/help-worried-and-sad-kid/>

Kids Matter – Coping with fears and worries (pdf)

http://www.kidsmatter.edu.au/sites/default/files/public/KMP_C2_FAW_CopingWithFearsAndWorries.pdf

BtN: Episode 28 Transcript 13/10/15

Coming up.

- Holidays are over so we'll finally have the chance to tell you all about Australia's new PM!
- We bring you the results from the BtN Kids' Happiness survey!
- And we chat to this guy about why indigenous athletes have become such a big force in both major Aussie footy codes.

Hi, I'm Nathan and welcome back for another term of BtN!

New PM

Reporter: Carl Smith

INTRO: First today to the country's new leader. A few weeks ago, the night before our last show, Malcolm Turnbull challenged Tony Abbott for the leadership of the Liberal Party and therefore the whole country. At the time we managed to give you a quick update to let you know that it'd happened. But now we're back I think it's time to give you the full story. So who is Malcolm Turnbull and how might things change on his watch? Here's Carl.

He's rocked a magazine cover, a leather jacket, a sleeping bag, and plenty of hi-vis vests. Now he's rocking a new title - the Prime Minister of Australia! But how did this guy, Malcolm Turnbull, become our 29th PM? Well let's begin right at the start.

Malcolm was born in Sydney. He went to Sydney Grammar School as a kid, then later Sydney Uni. From there he won a scholarship to the famous Oxford University in England. He's been a journalist, a well-known lawyer, and a super successful businessman worth more than one hundred million bucks!

In the nineties he led a group that wanted Australia to become a republic and ditch the Queen as our head of state. That's when he came up against this familiar face - now former PM Tony Abbott.

In 2004 Mr Turnbull was elected as a Liberal member of parliament. He quickly rose through the ranks, and it might surprise you to hear he was actually the leader of the Liberal party once before, back in 2008-2009 when they weren't in government. But some of his colleagues didn't agree with his views on things like climate change.

MALCOLM TURNBULL: This is about the future of our planet.

And in a very narrow vote he lost the job to Tony Abbott who later became PM.

Afterwards Malcolm Turnbull stayed on in politics and eventually became Communications Minister on Tony Abbott's team. But he wasn't happy with the way Mr Abbott was running the country.

MALCOLM TURNBULL: Ultimately, the Prime Minister has not been capable of providing the economic leadership our nation needs.

In Australia, political parties choose their own leaders. So Malcolm Turnbull asked the PM for a vote and then it was up to all of the members of the Liberal Party to decide who would lead them, and therefore the whole country!

In the end 44 members wanted to keep Tony Abbott while 54 voted for Malcolm Turnbull, that meant he became making him Australia's fifth Prime Minister in just five years! But our new PM reckons his government will be different to the last one.

MALCOLM TURNBULL: We are going to make the decisions carefully, consultatively, and listening - not just talking to listening to - as many people as we can.

And already that's led to the Government scrapping their policy on how to fund universities. But the biggest change so far has been to the Government's ministry, the team who will help Turnbull govern the country.

It now has more women, Australia's first indigenous frontbencher Ken Wyatt, and more young politicians, including the youngest ever federal minister 25 year old Wyatt Roy!

So far Malcolm Turnbull's already proven to be pretty popular, swinging opinion polls back into the government's favour. But many say it's too soon to tell just how much of a change our 29th PM will bring to Australia's parliament.

The Wire

To other news now and crews have been battling a huge bushfire in central Victoria. The fire has burned 4000 hectares and at least two homes have been destroyed. Some local residents are pretty upset because the fire started as a planned burn-off before it got out of control.

Car brand Volkswagen has admitted 91 thousand of its cars in Australia have been fitted with software designed to cheat air pollution tests.

The tests measure the amount of toxic gases cars release. Around the world an estimated 11 million cars are affected.

Volkswagen plans to start recalling the vehicles in January but says it'll take a year to fix them all. The company is also facing huge fines both here and overseas.

There's been some massive news coming out of NASA. The organisation's scientists reckon they've found evidence of liquid water on Mars! And they say that makes it more likely that life could exist there.

They've also discovered that Pluto actually has blue skies and frozen water on its surface! And have released these new pics to prove it.

And Facebook has made some changes to its famous "like" button. It wants to give its users new ways to express how they're feeling.

For those old enough to use Facebook there's now Love, Ha ha, Yay, Wow, Sad, and Angry options.

At the moment the changes are being tested in Spain and Ireland. But the plan is to launch them everywhere soon.

Survey Results

Reporter: Nathan Bazley

INTRO: Now last term we asked all Australian kids to let us know when they're at their happiest and when they're not in the BtN Kids' Happiness Survey. And you did in record numbers! So I want to thank all of you who shared your feelings with us. But what did your responses tell us? Let's find out.

20,000 thousand. That's the number of you guys that let us know when you are at your happiest and when you're not in the BtN Happiness Survey. Each one of you helped to make it the biggest survey of kids' mental health in Australian history!

But what did you tell us? Let's take a look.

We started by asking you how often you feel happy. Most of you said 'nearly always' followed by 'sometimes'. And that was the same for both the boys and girls who did our survey.

Then we asked which situations make you happy. And spending time with friends came out on top followed by hobbies or sport and family.

Next we wanted to know how often you worry. And 1 in 5 of you told us you are worried most or all of the time. When we asked what you worry about, most of you told us that

family, your health and your future were your biggest concerns. Interestingly worrying about your future seems to get more common once you guys hit your teens too.

But who are you mostly likely to talk to about those worries? Well 'parents' was the most common response followed by 'friends'. But a fair few of you - 19% - said you 'wouldn't talk about it' at all. And that was the same for guys and girls.

Bullying was next up and a scary 67% percent of you said you've been bullied in the past. That was pretty consistent no matter how old you are or whether a boy or girl. When asked how long it went on for - 39% of those kids said they've been bullied for a year or more.

Moving now to places you feel safe and happy. And 64% of you said you always or mostly feel safe at school. While at home it was a massive 87%.

Now sleep is one of the big things you do at home. But 1 in 5 of you said you mostly don't or never get enough sleep. The average number of hours of sleep was 8 which is below the 9 or 10 hours you should be getting. But some kids reported sleeping heaps less too.

Now for some of the big questions. Do you feel valued? 18% of you often don't. And when it comes to the way you look 17% of you often aren't happy with what you see in the mirror. That's roughly the same for guys and girls too. And it's probably why when we asked you which of these things (body, school work, your feelings, friends, school, family) you'd change about yourself, most of you said your body, closely followed by school work.

Finally we all like to feel like we're being listened to. But 15% of you said you feel like you mostly aren't listened to by the adults in your life. But rest assured by doing this survey you have spoken.

And we have listened, too.

Worry Workshop

Reporter: Carl Smith

INTRO: Now as you saw there one of the big findings from our Kids' Happiness Survey was that 20% of you say you are worried all or most of the time. Now worrying is completely normal and we all do it. But how can you make sure your worries don't get out of control? Well to find out, we went along to a special 'worry workshop'. Here's Carl.

REPORTER: Every now and then, all of us can feel worried.

Kid: Sometimes I worry that mum's doing too much work.

Kid: Sometimes I worry about starting a new school.

Kid: Sometimes I get worried when homework is due and I haven't started it.

Kid: Sometimes I worry that my sister's going to get more sick.

REPORTER: But what should you do if that worry starts to get out of control?

Well, it turns out there are a few easy steps anyone can use to help.

KIRRILIE SMOUT: Hi everyone, I'm Kirrilie, I'm a child psychologist. I'm going to talk to you today about worry. One of the first things that's really good to know about worry is that everyone worries. And this is partly because in our brain there's a little part that's designed to make us scared at times. And we're going to call that 'the worry machine'. What are the worried thoughts that your worry machine churns out?

Kid: My friends won't want to be friends with me anymore if I don't do this or that.

Kid: When I'm older I might not be happy and I might not get a good job.

KIRRILIE SMOUT: Ok so we're going to write some of those worried thoughts down and build a worry machine. We're going to put them all down on a machine so we can see what they might look like.

REPORTER: Kirrilie says writing down the things you worry about and combining them into a worry machine, can help you understand your worries and it can help you share them too.

KIRRILIE SMOUT: So guys this is awesome! This is the coolest worry machine I've personally ever seen. Here's what I want you to know about the worry machine. It tells us things that aren't 100% true. Sometimes it makes some thinking mistakes, and I want you to be on the lookout for the thinking mistakes that your worry machine makes.

There are four kinds of thinking mistakes to look out for. So let's start with that first one there, the mind reading thoughts. What mind reading thoughts are, is when your worry machine says 'I know what someone else is thinking.' Ok so here's a mind reading thought: those people think I'm dumb. Here's another mind reading thought: my friend doesn't really like me. Ok, so that's number one.

Number two kind of thinking is crystal ball thinking.

The worry machine says 'I know what's going to happen'. So here's some crystal ball thinking: I'm going to fail this test. I'm never going to be able to mark this football. No one is ever going to really like me. It's talking about the future.

Ok worry number 3 here is catastrophising thoughts. Your worry machine says 'this thing has happened and it's terrible, awful, end of the world'. So here's some catastrophising thinking: If I don't get invited to this party, then it'll be terrible, if I don't get at least six out of ten on my spelling quiz then it's the end of the world.

And the last one we've got here is exaggerating thinking. Exaggerating thinking is pretty obvious isn't it? It's when you exaggerate. Right!

The next thing I want to talk about in managing worry is to find calm sentences.

They are: 'it's not terrible because' sentences, 'I don't know for sure' sentences, and 'I have a plan' sentences.

When you're worried and you said to yourself something that started with 'it's not terrible because', do you think you'd feel a little bit better or a little bit worse? A little bit better I think.

Ok last idea today about managing the worry machine is about acting brave. So here's what happens when we get worried: our worry machine says 'run away!' When our worry machine kicks in, it tells us, get as far away from anything that could be scary as possible. Don't do scary things.

So the best way sometimes to beat worry and fear is to act brave in really small ways. So, think of something scary, that's important to you to do, and just do one tiny little step towards it.

REPORTER: As you can see, battling your worry machine isn't an easy process.

It takes time and practice to start seeing any changes.

But as these guys discovered, it can make a big difference.

Kid: I have noticed that a lot of my worries are crystal ball thinking, so that's helped saying it doesn't necessarily mean this is going to happen and that has helped quite a lot.

Kid: When I go to a new school next year I can use those sentences to make sure I'm comfortable so I can make some new friends.

Kid: Like if you say calm sentences, and you think about the types of thoughts that you're having, and you think if they're true or not!

KIRRILIE SMOUT: I want to thank you so much for showing me such excellent attention today. And I also want to thank you for sharing all your worried thoughts with me. It's not always easy to do but I really appreciate it!

PRESENTER: And a big thanks to all of the kids that took part in that workshop.

Quiz 1

Okay, next up we're going to take a look at an important new satellite that was launched recently. But first a quiz about them.

What is it called when a satellite stays above one place on earth? Is it:

Aerostationary

Geostationary

Or Fixed

The answer is Geostationary

Sky Muster

Reporter: Eloise Fuss

INTRO: Now to a new geostationary satellite that could make a big difference to the lives of some regional kids. Many of these kids rely on the internet for their school work. But often their connection is so slow or their downloads so restrictive that it's a pretty frustrating experience. The launch of a new satellite called Sky Muster could change that though. Here's Eloise.

These guys love most parts of living in the outback. But there is one part they don't love as much, the bad internet.

ALAN: Sometimes our internet drops out and other times it's really, really slow.

Many station kids do School of the Air, which means they rely on the net for all of their classes. But slow speeds and limited downloads can make it *really* hard.

BRIDIE: It's a big problem when the internet isn't working because we drop out, and can't hear what the teacher's saying or see anything on the screen.

MADISON: Sometimes we have to watch videos, which is pretty much impossible.

HENRY: We'd keep dropping out in our online lessons, which was annoying because we wouldn't know what was going on in the lesson when you came back on.

CODY: Sometimes we can't log onto our lessons which practically defeats the whole purpose of being on there, and that gets really disappointing.

It can also be tricky to chat online with friends. Not to mention other stuff, like downloading TV shows, or playing games online!

But solving this internet issue isn't as easy as just signing up for a better plan. The systems used by most regional people now can't get any faster. And running new, faster cables right across Australia would be really expensive.

But there is another way. Recently this huge rocket blasted off, and onboard was a satellite called Sky Muster! It was launched by the Aussie Government, and its job will be to beam down faster internet signals for about 200,000 homes and businesses in remote parts of the country.

Sky Muster should be up and running by the middle of next year. And many of these station kids are looking forward to seeing the benefits.

CODI: It'll help us because the internet will be better around the place and we'll be able to do things like get on the lessons, so it'll make school much easier for us.

BRYDIE: I would love to have better internet so I could do my school work quicker and easier.

MADISON: It will also make our lessons more fun to actually be on because we get to see our classmates without dropping out all the time.

ALAN: If we had better internet I'd be able to do lots of things other kids do, like me and my friends could play on the Xbox together even though we're far away.

But not everyone's quite as excited. Some critics say the internet might not be as fast as promised, or that it'll be too expensive.

But these station kids are crossing their fingers, and hoping that Sky Muster might finally break their internet drought.

The Score

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

Craig Lowndes and Stephen Richards have won this year's Bathurst 1000. Making Lowndes one of just three drivers to win it 6 times!

CRAIG LOWNDES: This is the race we all want to win and thank you to everyone down here for coming out.

This year's race also featured the first all-female team but unfortunately Renee Gracie and Simona de Silvestro were left disappointed after oil on the road caused them to crash out.

RENEE GRACIE: We weren't too far off actually the guys, we caught them pretty quickly. Everything was going well but unfortunately I was the first one to find the oil and the first one to find the wall.

But they did manage to get it fixed and finished in 21st place.

The Wallabies have beaten Wales to make it through to the knock-out rounds of the Rugby Union World Cup. The 15 to 6 win came off the boot of Bernard Foley who scored all of the Wallabies points through penalty goals.

But the Aussies only held onto the lead thanks to some brave defending after the team had to play without 2 of their players for part of the second half. They play Scotland in their first match of the knockout round.

And finally while he might be a pro on the basketball court NBA star Tim Duncan doesn't do so well with a footy. His Aussie teammate Patty Mills set him the task of kicking a footy through a doorway.

And while his first attempt was a bit of a fail he had it nailed second time round though.

Quiz 2

Okay we're staying with sport for our final story today. But I think we just have enough time to squeeze in one last quiz.

Which grand final was watched by more people on TV?

The AFL

The NRL

Or was it a tie.

The answer is the NRL.

Indigenous Athletes

Reporter: Carl Smith

INTRO: The NRL had 4.4 million people watching, almost half a million more than the AFL. But no matter which code you watched you would have been guaranteed to see one thing - indigenous athletes playing a starring role. So will these amazing performances now inspire more indigenous kids to strive for the top? To find out, we asked the stars themselves and some young athletes coming through the ranks. Here's Carl.

They're two of the biggest sporting events on the calendar. The NRL Grand Final and the AFL Grand Final. And did you know many of the stars in both of these finals are indigenous players?

In the NRL the captains of both teams are indigenous. And one of them, Johnathan Thurston, won the medal for the best player of the game and the season.

JOHNATHAN: It makes me very proud to be a part of that, and to be representing our people as well, it makes me extremely proud.

In the AFL, another indigenous player also won best on-ground this year.

CYRIL: Hey BtN, my name's Cyril Rioli, and I play for the Hawks.

CYRIL: There would have been a lot of proud Aboriginal people out there, and I think that definitely would have sparked a lot of young kids out there, not only in the AFL, but the NRL as well.

KALEB: You can kind of relate to Cyril Rioli, coming from a remote community, and going up winning best of grounds at a grand final, so yeah, pretty good.

CARRON: I was proud to see the indigenous players really stepping up

TREVOR: I look up to them as a role model, especially Rioli because I want to make AFL one day and hopefully get drafted to Hawthorn.

These guys not only look up to Cyril and Johnathan they'd love to follow in their elite footsteps all the way to the top. And as members of a special sports academy for indigenous kids they're well on the way.

KIRAH: So SAASTA's the South Australian Aboriginal Sports Training Academy, it's basically giving us the opportunity as kids, to finish school, but in a sports-based program.

While completing their school certificates, they train at Port Adelaide's AFL facilities.

KALEB: We do weights, we do a bit of cardio, and we do a lot of craft, which is just technique, in the indoor centre, yeah just a lot of drills outside as well.

And they even get support and mentoring from professional AFL and Netball players!

CARRON: Getting connections within coaches and through Netball SA, getting the opportunity to meet Thunderbirds players and Port Adelaide players, just think it's really good!

GEORGIA: it's like a stepping stone, and I think it's a great way for young indigenous players to start.

Cyril Rioli says programs like this could be the key to help the next generation of young indigenous players break into the big leagues.

CYRIL: It's such an awesome thing to do and you know, it gives them a chance to experience and hear about what AFL's like, cos they want to play AFL football too, so you know, knowing what the pathway's like, it'll definitely help them get better as a footballer.

Georgia: Yeah I think it's awesome, young indigenous players like myself and, you know, others in the SAASTA program, it's good for us to look up to those players, and think that we could be something like that one day if we wanted to.

And who knows who these kids will inspire if they make it into a grand final of their own!

Closer

And that wraps us up for another week.

But you can see check in with us again on Friday for #AskaReporter.

This week's topic will be on our New PM.

Thanks and bye for now!