

## Questions for discussion

Episode 31  
3<sup>rd</sup> November 2015

### Compulsory Swimming

1. Discuss the *Compulsory Swimming* story with another student. Record the main points of your discussion.
2. In your own words, retell Kaitlin's story.
3. How many kids drowned in Australia last year?
4. What does Royal Life Saving say all primary school kids should be able to do in the water?
5. Why do they want swimming lessons in primary schools to be compulsory?
6. Why are some people against the idea?
7. What do supporters of the idea say?
8. How does Royal Life Saving want the government to help out?
9. Do you think that swimming should be taught to all primary school students? Explain your answer.
10. What do you do to stay safe when swimming?

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

### Resuscitation Class

1. What are the students learning in the BtN story?
2. What is resuscitation?
3. The kids are learning about an action plan called DRSABC. What does each letter stand for?
4. Give an example of the sort of danger people need to look for.
5. How do you check for a response?
6. If there is no response, what should you do?
7. What is the emergency number?
8. Why is it important to make sure there is nothing in the person's mouth?
9. If the person isn't breathing, \_\_\_\_\_ needs to be given.
10. What do you understand more clearly since watching the BtN story?

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

### Melbourne Cup History

1. Before you watch the BtN story, record what you know about the Melbourne Cup.
2. In which year was the first Melbourne Cup held?
3. Explain why horse racing became important in Australia.
4. About how many people watched the first Melbourne Cup?
5. Name two facts about the first winner of the Melbourne Cup.
6. Who was Phar Lap?
7. How much money does the winner of the Melbourne Cup get?

8. At which racecourse is the Melbourne Cup run?
9. About how many people watch the race worldwide
  - a. 250 million
  - b. 450 million
  - c. 650 million
10. The Melbourne Cup is described as 'the race that stops the nation'. Why do you think the race has become important to so many people?

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

### Indigenous Art

1. What have the kids made for the Tarnanthi art exhibition?
2. What is the purpose of an audio guide?
3. Give an example of the sort of information in the guide.
4. Who did the students interview as part of their research?
5. Describe Yvonne Koolmatrie artworks.
6. Where does she collect the materials for her artworks?
7. Describe at least one other piece of art in the exhibition.
8. How did they put together their audio guides?
9. What did the art gallery say about the guides the kids made?
10. What was surprising about this story?

Check out the [Indigenous Art resource](#) on the Teachers page

### Reptile School

1. Before you watch the BtN story, record what you know about reptiles.
2. Summarise the *Reptile School* story.
3. How many animals does Lilydale High School have?
4. The students that look after the animals are called \_\_\_\_\_.
5. What do they like about being a zookeeper?
6. Describe what the zookeepers do to look after the animals.
7. What do they breed to feed to the lizards?
8. What does the mentor program teach kids?
9. How do they teach kids in other schools about the reptiles?
10. Name three facts you learnt watching the *Reptile School* story.

Check out the [Reptile School resource](#) on the Teachers page

Teacher Resource

Episode 31  
3<sup>rd</sup> November 2015

# Indigenous Art

## FOCUS QUESTIONS

1. What have the kids made for the Tarnanthi art exhibition?
2. What is the purpose of an audio guide?
3. Give an example of the sort of information in the guide.
4. Who did the students interview as part of their research?
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7. Describe at least one other piece of art in the exhibition.
8. How did they put together their audio guides?
9. What did the art gallery say about the guides the kids made?
10. What was surprising about this story?

## ACTIVITY

### Yvonne Koolmatrie

Look at [Yvonne Koolmatrie's artwork](#). Choose one piece that you are interested in and explore in detail.

- What is it? Describe what the artwork looks like using as much detail as possible.
- What materials are used to make this artwork (what is it made from)?
- Draw a picture of the artwork.
- Make some imaginary animals using string and wire and display as an exhibition at your school. Write a short story about the animal you have made.

Watch this [video](#) about Yvonne Koolmatrie, which was made for the Tarnanthi festival, and then respond to the following:

- Write down three things that you learnt about Yvonne Koolmatrie.
- What influenced Yvonne to start basket weaving?
- What do Yvonne's artworks tell us about Aboriginal culture and their connection with the land?



## KEY LEARNING

Students will explore and discuss Aboriginal and Torres Strait Islander artworks. Students will explain how artists communicate cultural, historical and social meaning through visual art.

## AUSTRALIAN CURRICULUM

**The Arts / Visual Arts – Years 3/4**  
Explore ideas and artworks from different cultures and times, including [artwork](#) by Aboriginal and Torres Strait Islander [artists](#), to use as inspiration for their own representations ([ACAVAM110](#))

Identify intended purposes and meanings of artworks using visual arts terminology to compare artworks, starting with visual artworks in Australia including visual artworks of Aboriginal and Torres Strait Islander Peoples ([ACAVAR113](#))

**The Arts / Visual Arts – Years 5/6**  
Explore ideas and [practices](#) used by [artists](#), including [practices](#) of Aboriginal and Torres Strait Islander [artists](#), to represent different views, beliefs and opinions ([ACAVAM114](#))

Explain how visual arts [conventions](#) communicate meaning by comparing artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander artworks ([ACAVAR117](#))

**The Arts / Visual Arts – Years 7/8**  
Experiment with visual arts [conventions](#) and techniques, including exploration of techniques used by Aboriginal and Torres Strait Islander [artists](#), to represent a theme, concept or idea in their [artwork](#) ([ACAVAM118](#))

Identify and connect specific features and purposes of visual artworks from contemporary and past times to explore [viewpoints](#) and enrich their art-making, starting with Australian artworks including those of Aboriginal and Torres Strait Islander Peoples ([ACAVAR124](#))



## ACTIVITY

### Plan an excursion to your local art gallery

Plan a trip to your local art gallery to look at its Indigenous and Torres Strait Islander art collection. Look for prints, paintings, and sculpture. Alternatively, if you are unable to physically visit an art gallery, visit an online art gallery. For example, visit the [National Gallery of Australia](#) to explore a range of Aboriginal and Torres Strait Islander art.

#### Before visiting the art gallery

As a class, plan a trip to your local art gallery to explore its Indigenous and Torres Strait Islander art collection. You will need to think about the following:

- What do you already know about Indigenous and Torres Strait Islander art?
- What do you want to learn? Write 5 questions that you would like to investigate.
- How will you get there and how long will you need to visit the exhibition?
- Can you meet a tour guide or education guide to show you around?
- What will you need to take with you?

#### Trip to the art gallery

When you arrive at the art gallery, visit the Indigenous and Torres Strait Islander art collection. Spend time visiting each artwork. Choose one of the artworks (painting, print, sculpture) that you will focus on for this project.

Write down as much information as you can about the artwork in 15 minutes. Record everything you see in detail. The longer you look the more you will see. Consider looking at it from different angles, up close and far away.

- Is it a painting, print, sculpture or another type of artwork?
- What materials were used to make it?
- Describe what it looks like, including colours, shapes and patterns.
- How does the artwork make you feel?

Draw a picture of the artwork including as much detail as possible.

#### Back at school

When you get back to school you will write a short description explaining more about the artwork you focused on.

Reflect on the artwork and use the internet to learn more about the artist. Respond to the following.

- What attracted you to the artwork?
- Did you enjoy looking at the artwork? Why?
- What were your first impressions of the artwork?
- How would you describe the artwork to someone who has never seen it before?

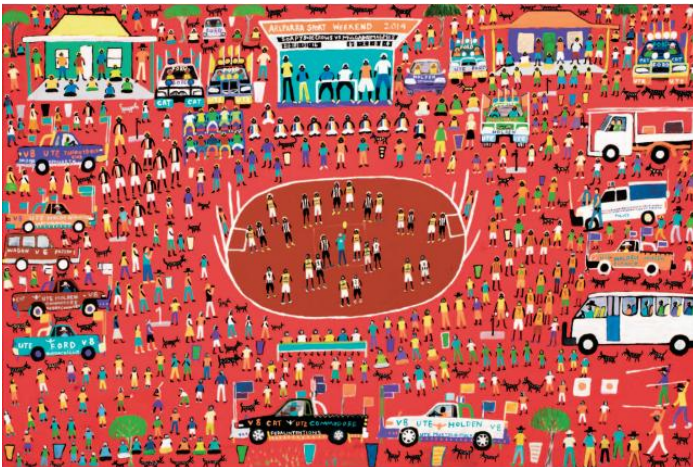
- Is it contemporary or traditional?
- If you could interview the artist what questions would you ask them about the artwork? Find out if you can contact the artist for an interview.
- What is the 'story' behind this artwork?
- Where is the artist from?
- Interesting facts

Write your own 'audio tour' to accompany the piece of artwork you focused on for this project. Use the language of art when writing your piece, for example:

- I like the way the artist has....
- I think that the features of this artwork...

## ACTIVITY

### Bush footy



Examine this bush footy artwork by artist Josie Kunoth Petyarre, which features in the Tarnanthi Festival at the Art Gallery of South Australia.

Respond to these questions:

- What do you think this artwork is about?
- How many things can you identify in this image? Make a list of everything you can see.
- What do you like about this artwork?

### Create

Make a line drawing of your favourite sport. Sketch the event as though you are seeing it from above the ground (this is called bird's eye perspective). Alternatively draw your school and school yard from above.

Write about and discuss the meaning of your artwork with your classmates. Compare your artwork with others in your class.

Teachers, refer to this [Interpretive Guide](http://tarnanthi.com.au/event/tarnanthi-bush-footy/) for information about Josie Kunoth Petyarre's paintings.



## USEFUL WEBSITES

Art Gallery SA – Tarnanthi Exhibition

<http://tarnanthi.com.au/>

Art Gallery SA – Pilbili Audio Tour

<http://tarnanthi.com.au/event/pilbili-audio-tour/>

Art Gallery SA – Pilbili Illustrations and Audio

<http://www.artgallery.sa.gov.au/AT/>

National Gallery of Victoria – Aboriginal and Torres Strait Islander Art

<http://nga.gov.au/collections/ATSI/>

Closer Productions – Yvonne Koolmatrie

<https://www.youtube.com/watch?v=891pNQKhIs0>



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## Teacher Resource

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3<sup>rd</sup> November 2015

# Reptile School

## FOCUS QUESTIONS

1. Before you watch the BtN story, record what you know about reptiles.
2. Summarise the *Reptile School* story.
3. How many animals does Lilydale High School have?
4. The students that look after the animals are called \_\_\_\_\_.
5. What do they like about being a zookeeper?
6. Describe what the zookeepers do to look after the animals.
7. What do they breed to feed to the lizards?
8. What does the mentor program teach kids?
9. How do they teach kids in other schools about the reptiles?
10. Name three facts you learnt watching the *Reptile School* story.

## ACTIVITY

### What do you see, think and wonder?

After watching the BtN *Reptile School* story, respond to the following questions:

- What did you SEE in this video?
- What do you THINK about what you saw in this video?
- What did you LEARN from this story?
- What was SURPRISING about this story?

What did this story make you wonder?

- Think of three questions you would like to ask the kids that featured in this story. Remember that good questions are open-ended (have no right or wrong answer and can't be answered with a 'yes' or 'no').
- Leave a message in the comments section on the BtN *Reptile School* story page.

## KEY LEARNING

Students will explore the features of an Australian native reptile, including habitat, behaviour in the wild and conservation status.

## AUSTRALIAN CURRICULUM

### Science – Years 4

Living things have life cycles ([ACSSU072](#))

Living things depend on each other and the [environment](#) to survive ([ACSSU073](#))

### Science – Years 5

Living things have structural features and adaptations that help them to survive in their [environment](#) ([ACSSU043](#))

### Science – Years 6

The growth and survival of living things are affected by physical conditions of their [environment](#) ([ACSSU094](#))

### Science – Years 7

Interactions between organisms, including the effects of human activities can be represented by food chains and food webs ([ACSSU112](#))

## ACTIVITY

### Key facts

Use the BiN story transcript to make a fact sheet about reptiles. Swap or compare your facts with your classmates. Keep swapping your list of facts until you have built up a detailed fact file about Australia reptiles. Alternatively make a quiz and then test your classmates.

## ACTIVITY

### Who am I?

Did you know that the first reptiles are believed to have evolved around 320 million years ago? Did you know that nearly all reptiles are cold blooded and lay shelled eggs? Australia is home to more reptiles than any other country on Earth, but how much do you know about reptiles?

We've chosen four Australian reptiles. Find out what these reptiles are and then find three interesting facts about each of them. Share your research as a class.



Answers: 1. Saltwater crocodile, 2. Water dragon, 3. Tree frog, 4. Frilled-neck lizard

### Create your own 'Who am I'?

Students will make their own *Who Am I?* game to learn more about Australian reptiles.

- Students will research and write 8 clues to correspond with each reptile, with the first clue being the hardest and the final clue being the easiest.
- Students must include clues about the animal's appearance, diet, habitat and threats.
- Students will test their game on a partner.



## Multiple choice quiz

Create your own multiple choice quiz about some of Australia's native reptiles. 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.

- What do snakes smell with?
- Why are reptiles described as 'cold blooded'?
- How often do reptiles eat?
- Frogs can breathe not only with their lungs, but also through their skin. True or false?



## ACTIVITY

### Creature Feature report

Students will research and write a *Creature Feature* about a reptile of their choice. Display your research around the classroom or make a book for the class library. Use a Venn diagram to find differences and similarities between the two species.

Areas for research	Reptile
Name (common name and scientific name)	
Picture (photo or sketch)	
Size / weight	
Life span	
Habitat – Where do they live? Describe their habitat. Locate using Google Maps	
Diet	
Predators / prey Predict what might happen if they are removed from the food chain	
Behaviour in the wild	
Conservation status – Are they endangered or vulnerable?	
Other interesting facts	



## USEFUL WEBSITES

Lilydale High School – Reptile Room

<http://lilydalehs.vic.edu.au/about-us/facilities/reptile-room/>

Australian Museum – Reptiles

<http://australianmuseum.net.au/reptiles>

Department of Environment, Land, Water and Planning - Reptiles

<http://www.depi.vic.gov.au/environment-and-wildlife/wildlife/our-wildlife/reptiles>



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# BtN: Episode 31 Transcript 03/11/15

Coming up on Behind the News:

- Summer is on the way so we're taking a special look at water safety.
- Find out why bravery award winner Kaitlin wants swimming lessons to be compulsory in schools.
- And why this might be the most important skill any kid can learn.

Hi I'm Nathan and welcome to Behind the News. Also on the show today the amazing history of the race that stops the nation plus the school with 160 slimy, scaly and slithery students.

But before we get to that let's go to this week's headlines. Here's the wire.

## The Wire

Investigators are trying to find out what caused a big plane crash in Egypt on the weekend. A Russian plane was on its way from Egypt to St Petersburg when it came down killing all 224 people on board. Egyptian and Russian investigators are studying the black box flight recorder but they say it'll be a while before they know exactly what happened.

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Prime Minister Malcolm Turnbull has scrapped Knights and Dames from Australia's honour system. The old-school honours were brought back by former PM Tony Abbott earlier in the year but the move caused a lot of controversy. Those already honoured with the title Sir or Dame will get to keep it but no new titles will be awarded.

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And a new international study's found a really big number of kids under 13 are using Facebook even though they're not meant to. Only people 13 and over are allowed to have an account because the social media site is worried about online safety and protecting kids.

Some sites like Instagram and Facebook do have these age restrictions because of the type of content that can be on those sites and the type of information on those sites.

Experts say it's important for kids to do the right thing and stay off Facebook until they're old enough.

## Compulsory Swim Classes

Reporter: Amelia Moseley

*INTRO: Now it's time for our special look at water safety. As summer gets closer more Aussie kids will hit the water for a swim. But in the past year, 271 people have died in the water and 35 of them were kids. Last week a girl called Kaitlin was given a bravery award for saving her sister's life in the water. And she says swimming lessons saved them both that day so all kids should have to do them. Here's Amelia with more.*

When floods hit Queensland earlier this year, Kaitlin and her sister Tara found themselves in a pretty scary situation. They were in the car with their mum when it got swept into a river and started filling with water.

**KAITLIN:** The force of water spun us 180 degrees and I knew I had to help my sister. I was holding Tara and I wasn't letting go and then we found this window and so we got out and I pushed Tara to the surface and my mum got her first and I came up to the surface, I just bobbed up from under the water.

Kaitlin's rescue has just earned her a Bravery Award, but she says there's one thing that helped her save her sister and herself that day.

**KAITLIN:** The swimming lessons cause like I wouldn't have known what to do if I didn't get swimming lessons when I was younger.

The Royal Life Saving Society says many Aussie kids are ending up in life-threatening situations in the water. But unlike Kaitlin, they haven't all learnt to swim properly. It reckons all primary kids should be able to swim at least 50 metres, and stay afloat by treading water for at least two minutes. But stats show that in some states, three out of five kids can't do that by the time they start high school.

That's why Royal Life Saving wants swimming lessons like this to be compulsory for all primary school kids.

**JED WATERS, ROYAL LIFE SAVING:** A hundred percent. I think it's one of the most important life skills, it's up there with reading and writing in my opinion. If they don't learn how to swim, it's going to save their life one day, to be honest.

These guys already swap the classroom for the pool, once a week.

**AMELIA:** I think it's kind of just getting us ready so we're safe, you know swimming at the pool at home or hanging out with our friends, or even at the beach.

They're learning basic techniques like different strokes and how to swim long distances.

**ALICE:** We've been doing lots of freestyle, backstroke, breaststroke.

But also survival skills to help themselves and others in emergency situations.

TIM: We've been learning how to swim with our clothes on if we're escaping from a burning boat or an airplane crash for example.

AMELIA: We've learnt how to tread water properly, like stay upright and we've learnt how to use the life jackets too which is really fun.

HAMISH: If you got caught out in a rip and went a far way away, you'd know how to get back.

Kaitlin says swimming lessons like this saved her and her sister's life, and could save others too.

KAITLIN: Yeah cause some schools don't do it and they need, cause they need swimming lessons, cause they don't know if that's ever going to happen to them and if it does, they won't know what to do if they don't have swimming lessons.

But not everyone thinks it would be fair to make lessons compulsory. They say it should be up to parents, not schools, to teach kids to swim, because schools already have a lot to teach and it could take time away from other lessons. Swimming lessons can also be expensive and it isn't easy for all schools to get access to pools and instructors.

So what do you reckon? Should all kids learn to swim at school?

## Poll

Let's find out with a poll. Should all kids have to learn to swim at school?

Head to our website to place your vote.

## Resuscitation Class

Reporter: Eloise Fuss

*INTRO: Now teaching kids to swim can help prevent some dangerous situations. But what is the best way to help when someone's already in trouble? In the second part of our look at water safety we visit a class learning all about resuscitation and find out why it could be the most important lesson they ever take. Here's Eloise.*

Kids can find themselves in all sorts of emergencies, where a life hangs in the balance. But there is a powerful skill kids can learn, to help friends, family and even strangers in situations like these. It's called resuscitation, and that's what these kids are learning today.

KID 1: Resuscitation is basically helping people that aren't breathing to get them to breathe again.

KID 2: It's about saving someone's life, how to do CPR, and how to call an ambulance.

Some of these kids have seen resuscitation before, on TV and in movies. But in real life, there's a bit more to it than just leaping in and pushing up and down. So they're learning all about an Action Plan, called DRSABC. Each letter is an important step, in saving someone's life.

Okay first up, there's D, and that stands for 'danger'.

INSTRUCTOR: What sort of danger would I be looking for?

STUDENT: If there are any sharp objects.

INSTRUCTOR: Sharp objects, yes.

You have to make sure there are no dangers around, for you or the person you're trying to help.

Next up is R, and that's for 'response'.

STUDENTS: Can you hear me? Open your eyes? What's your name?

I'm checking for a response.

If after that there's no response, it's time for S, and that's 'send for help'.

This is when you call the emergency number, triple zero, so they can send an ambulance. One of the first questions they'll ask is if the person's breathing.

To check this, it's time for A and B in our action plan. 'Airway' and 'Breathing',

KID 3: Now I'm checking to see if she's still breathing.

But if the person isn't breathing, that's where this comes in. It's C, which stands for CPR, or cardiopulmonary resuscitation.

Here's how you do it:

KID 4: you have to put your hands out straight, and press on their chest really hard 30 times. It's a bit hard to press down but once you get used to it, you keep it going and it gets easier.

After that, people who are confident and trained in CPR can do two breaths. And either way, you should keep going until help arrives.

Even though saving lives is serious stuff these kids say it's a pretty important skill for all kids to learn.

KID 5: I think it's important because if they are ever in a situation where there is someone who needs help they'll be able to do it from a young age.

KID 1: We are trained now so it's cool we can know how to help people if they're not breathing.

KID 4: Well it is coming up to summer and it's getting a hotter, so people are coming to the beach more, and if they do stop breathing or they faint you can make sure you know what to do to call an adult or just do CPR yourself.

KID 7: I think that now I know what to do, I think I could save someone's life

## QUIZ 1

Now that was just a very quick introduction to resuscitation. But learning more about it is really important. So make sure you enrol in a class yourself if you get the chance.

Okay let's go to a quiz.

When was CPR invented?

- Was it the 15th century
- The 18th century
- Or the 20th century?

The answer is the 20th century! It was actually only discovered back in 1956 by two American doctors. Before that there were all sorts of dodgy methods thought to help save people like tickling their throat or blowing cigarette smoke in their face. Gross!

## Melbourne Cup History

Reporter: Carl Smith

*INTRO: Okay this week is Melbourne Cup week. It's known as the race that stops the nation. But how did it actually start? To find out, we travel back in time to discover how a simple horse race became one of the most significant events on the Australian sporting calendar. Here's Carl.*

Back in the late 1800s Australia wasn't even a nation yet. Queen Victoria, our current Queen's great-great grandmother was the head of state. Most people still got around in horse and carriages and Canberra didn't even exist yet!

But one famous Australian race did. These are images of an early Melbourne Cup - a race that started way back in 1861. It's captivated generations. It's been the birthplace of legends.

CALLER: Phar Lap simply played with them!

And it's even appeared in movies!

CALLER: What a race, what a race!

But how exactly did a horse race become such an important part of Australia's history?

Well back in the old days horses played an enormous role in Australian life. They were the main way to get around and helped with lots of hard work. Just like selling a top car today there was a lot of money to be made back then selling top horses. And what better way to demonstrate that your horses are the best than with a race.

Races started springing up across the country including one called the Melbourne Cup. The first time it was held, 154 years ago, a crowd of about 4000 people watched on. The winner of that race was Archer who won his owner a hand-beaten gold watch and 710 gold sovereigns which would be worth tens of thousands of dollars today!

But the Melbourne Cup wasn't just about money. As racing grew in popularity some of the best horses like the legendary Phar Lap captured the imagination of Australians.

PIKE: This is not a disguise to dodge the gunman, it's just Phar Lap in his exercise clothing.

The thoroughbred became a hero to many Australians winning 37 of his 51 races and even starring in films!

Over time the Melbourne Cup has grown and grown. And as the sport grew so did the amount of prize money! The winner of the Cup now takes home more than three and a half million dollars!

But events like the Melbourne Cup have come to be about more than just the horses. Many have come to treat race days as important social events. And like any big party, fashion became a big element here too. The Melbourne Cup became such an important event that Melbourne Cup Day became a public holiday in Victoria!

Now more than 100,000 people flock to the Flemington Racecourse to celebrate each year and about 650 million people worldwide tune in to watch it!

But the race that stops the nation started all those years ago as a competition between some of the fastest horses around. A display of strength power and skill. And down on the track that's what the Melbourne Cup still is.



Reporter: Eloise Fuss

*INTRO: Now the Art Gallery of South Australia is currently holding a big festival of contemporary indigenous art. Often at these exhibitions an audio tour by an expert is provided for visitors to learn more from. But this one is offering something a little different. Here's Eloise.*

These kids are exploring a special new exhibition called Tarnanthi. And to help them to get the most out of it, they've been given smart phones which tell them about each artwork as they walk past. You might expect the commentary in their headphones to be by an art expert. But it's not.

"My first impression was Pondi looks like a pumpkin on Halloween night. Pondi is a Murray River fish that shaped the path of the river."

"This plane is a highly detailed piece which is an earthy colour."

"Let's look at the design of the fish trap, Auntie Yvonne has woven a cylindrical form with a narrow end and a wide end, it is suspended in the exhibition as if it was floating in a river."

For months, these kids have worked with the Art Gallery of South Australia, to create this audio tour. And this is the first time they're getting to hear the finished product.

It's also the first time a big Aussie gallery has let kids to do such an important job. So these guys had a lot of research to do, before they could start recording.

First up, they had to understand what they were looking at. So they interviewed the artist, Yvonne Koolmatrie.

ANSHU: So I asked her, well all of us asked her, what got her interested and who taught her, and how she was inspired by some of the pieces.

JESSE: How she made the art piece and how long it took her to create.

They learnt about how she collects sedges from the banks of the River Murray then uses them to make artworks using a traditional weaving technique, passed down from her ancestors.

ANSHU: We looked at the pieces, and wrote about them and started drawing to get an idea of what it's like.

Along the way, these kids also had to learn what contemporary Aboriginal and Torres Strait Islander art is!

ELOISE: When you think of Aboriginal art, most of us picture something like this, dot paintings. But that's just one style. These days it can be so many things - even this! Or these painted skirts, these big bold paintings, these glass sculptures, and of course, these woven objects.

Back in the classroom, the kids put all this information together and figured out what they wanted to say. Then they recorded it, and pretty soon their audio guides came to life.

AUDIO: This piece shows that weaving doesn't have to be practical it can just be interesting. Isn't it fascinating that Aboriginal artists had been weaving for thousands of years, before planes were invented?

AUDIO: The pattern is a spiral going anti-clockwise and clockwise on the fins, tails and body. If you could build a huge Pondi, it would make a great skate park don't you think?

The Art Gallery says the kids have done a great job.

LEE-ANN BUCKSKIN: There's our future gallery attendants, there's our future visual artists and craftspeople, these are people that could be running galleries like this in the future

And the kids say it's pretty cool, hearing their voices talking about something so important.

JESSE: I think it's pretty good, I like it.

ANSHU: It's just really fulfilling, that my voice is on there.

## Quiz 2

Okay time now for our second quiz. Good luck!

How much was the most expensive Aboriginal artwork ever sold?

- \$400,000
- 1.4 million
- Or 2.4 million?

The answer is 2.4 million. It's called Warlugulong and it was painted in 1977 by Clifford Possum Tjapaltjarri.

## The Score

Right it's sport time now. Here's all the highlights.

The All-Blacks have taken out the Rugby World Cup after beating the Wallabies 34-17. The Aussies tried to stage a comeback in the second half but it was too little too late.

NZ even celebrated with a special post-match haka.

One kid got more than he bargained for straight after the game when he ran onto the pitch during the All Black's lap of honour. After getting tackled by a security guard New Zealand star Sonny Bill Williams gave him a hand getting back to the stands and then gave him his medal!

He said he felt sorry for the kid, and wanted to make the night more memorable for him.

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Over to the US now and Jarryd Hayne's been cut from the San Francisco 49ers playing team.

The former NRL player's been chasing his dream of playing American Football. But after a few fumbles recently his team now says they're going to give someone else a go.

If he's not picked up by another club he'll go onto the 49ers training team.

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And a new extreme sport is taking Australia by storm.

It's called wheelchair motocross or WCMX and it involves a skate park, a wheelchair and some pretty cool tricks.

Kids like Tim have already got on board, and he wants all kids in wheelchairs to give it a go.

TIM: It's like nothing else I've ever done, it's freedom, it's doing what you want when you want.

## Reptile School

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Reporters: Zoe and Lachlan

*INTRO: Okay finally today lots of school classrooms keep pets. But not many keep more than 160 of them including frogs, lizards and even snakes! But while this class might be unique, it's also doing a great job teaching kids the beauty and importance of these slimy, scaly and slithery students. Here's two of them, Zoe and Lachlan, to tell us more.*

ROOKIE REPORTERS: Hi I'm Zoe, hi I'm Lachlan and we have something that you probably won't find at any other school.

LACHLAN: You've probably worked out, ours is not the average school. We have the biggest collection of animals in any school in Australia!

ZOE: Welcome to our Reptile Room here at Lilydale High School.

LACHLAN: Right now, we have two species of frog, 25 species of lizard, 15 types of snakes, and a few turtles too. In total, 180 reptiles, amphibians and invertebrates!

ZOE: But you're probably wondering who looks after them all? Well we do! We're zoo keepers here, and doing that we've learnt heaps about reptiles.

One of the best parts of being a zookeeper is moments like this when we find out we've successfully bred the reptiles and now we've got some babies - we can see she's protecting her eggs that are just under here.

LACHLAN: But for stuff like this to happen, we have to work hard to keep everyone happy and healthy! Each day we need to feed them.

STUDENT: I'm cutting capsicum, carrots and beetroot for the reptiles and I'm getting the seeds out cos they can't eat them.

And we even breed crickets to feed all the lizards.

ZOE: Because it is getting warmer, this whole room soon will be filled with crickets, so that means it will get very noisy, a bit smelly, but it'll also really helpful.

We also need to keep their tanks and cages clean.

One of the jobs that's more on the ickier side of things is cleaning out a cage after a snake has done its business, and that's what Cameron here is doing.

To learn all these jobs, we have a mentor program, so the experienced zookeepers like us help teach the new ones. And we visit other kids to teach them all about our animals!

Because of our cool reptile room, some of us will get the chance to work in real zoos and wildlife parks one day. But others just want to keep reptiles as our friends for life!

ROOKIE REPORTERS: Do you think you would like to work with animals in the future? Yeah, I mean, when I'm older and I have my own house I want to be able to go downstairs into another room and be surrounded by fun, cute, adorable, scaly, amazing, awesome little faces!

Closer

And that wraps us up for another week!

See you next time!!