

Questions for discussion

Episode 32
10th November 2015

Voting Age

1. Discuss the issues raised in the *Voting Age* story with another student.
2. Which politician has suggested that the voting age be lowered?
3. At what age does he think young people should be allowed to vote?
4. Complete the following sentence: When you turn sixteen, you can...
5. Currently, how old do you have to be to vote?
 - a. 17
 - b. 18
 - c. 21
6. Why does Bill Shorten think it's a good idea to let younger people vote in elections?
7. The Electoral Commission says that 400,000 18-24 year olds didn't enrol to vote in the last Federal Election. True or false?
8. Which countries allow 16 year olds to vote?
9. Why are some people against the idea of allowing 16 and 17 year olds to vote?
10. Do you think the voting age should be lowered to 16? Explain your answer.

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

One Child Policy

1. What was the main point of the BtN story?
2. When did China introduce the 'one child policy'?
3. Why was it introduced?
4. What was the population of China by the late 1970s?
 - a. 200 million people
 - b. 730 million people
 - c. 950 million people
5. How were families punished if they had more than one child?
6. Why did many people think the one child policy was controversial?
7. Some people say that the policy has caused some problems. Give one example.
8. What has the Chinese Government recently announced?
9. Why have they changed the policy?
10. What do you understand more clearly since watching the BtN story?

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

Remembering WWI

1. Before you watch the BtN story, record what you know about Remembrance Day.
2. Complete the following sentence: Remembrance Day marks the end of...
3. Where did Tiffany and Lily go for Anzac Day? Locate using Google Maps.

4. Why is Remembrance Day important to Tiffany?
5. Why was the trip to Gallipoli important to Lily?
6. Where was the dawn service held?
7. Who was James Martin?
8. What happens at the eleventh hour of the eleventh day of the eleventh month?
9. How has the trip to Gallipoli changed Tiffany and Lily's understanding of Remembrance Day?
10. How do you remember those who fought in the war?

Check out the [Remembering WWI resource](#) on the Teachers page

Egypt Exploration

1. Summarise the *Egypt Exploration* story.
2. How long ago were the pyramids built?
3. Why were the pyramids built?
4. What valuable objects were kept inside the pyramids?
5. Describe the inside of a pyramid.
6. What are researchers using to find out more about the pyramids?
7. What are they hoping to discover?
8. The great pyramid of Giza is made up of more than _____million blocks.
9. Illustrate an aspect of the *Egyptian Exploration* story.
10. What was surprising about this story?

Check out the [Egypt Exploration resource](#) on the Teachers page

Scrabble Stars

1. Working in pairs, record what you know about the game of Scrabble.
2. Where was the World Youth Scrabble competition held?
3. Briefly describe the game of Scrabble.
4. How old was Radheya when he started playing Scrabble?
5. What place did Radheya come in the world championships?
6. What does it take to be really good at Scrabble?
7. Why are more words being included in the game?
8. Give an example of a word that's been added to the official Scrabble word list.
9. What skills do you think are needed to play Scrabble?
10. Name three facts you learnt watching this story.

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

Remembering WWI

FOCUS QUESTIONS

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3. Where did Tiffany and Lily go for Anzac Day? Locate using Google Maps.
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6. Where was the dawn service held?
7. Who was James Martin?
8. What happens at the eleventh hour of the eleventh day of the eleventh month?
9. How has the trip to Gallipoli changed Tiffany and Lily's understanding of Remembrance Day?
10. How do you remember those who fought in the war?

ACTIVITY

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

- This story made me wonder why...
- It was interesting to learn that...
- This story made me feel...

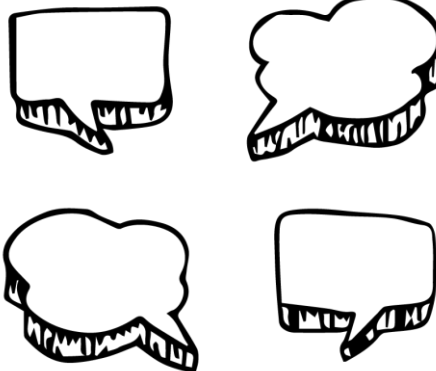
Class discussion

What is Remembrance Day?

Explain using your own words.

Discussion points:

- Why do we observe a minute silence on the 11th of November each year?
- What are the historical origins of the day?
- Why is this day special to Australians?
- What does this day mean to you? Make a list of words that describe the day.



KEY LEARNING

Students will investigate the historical significance of Remembrance Day. Students will retrace the steps of an Anzac by finding and examining primary sources of information.



Humanities and Social Sciences – Year 3
Days and weeks celebrated or commemorated in Australia (including Australia Day, [Anzac Day](#), and National Sorry Day) and the importance of symbols and emblems ([ACHASSK064](#))

History – Years 5 and 6

Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines ([ACHASSI097](#)) ([ACHASSI125](#))

Locate and collect relevant information and data from primary and secondary sources ([ACHASSI095](#)) ([ACHASSI123](#))

Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges ([ACHASSI094](#)) ([ACHASSI122](#))



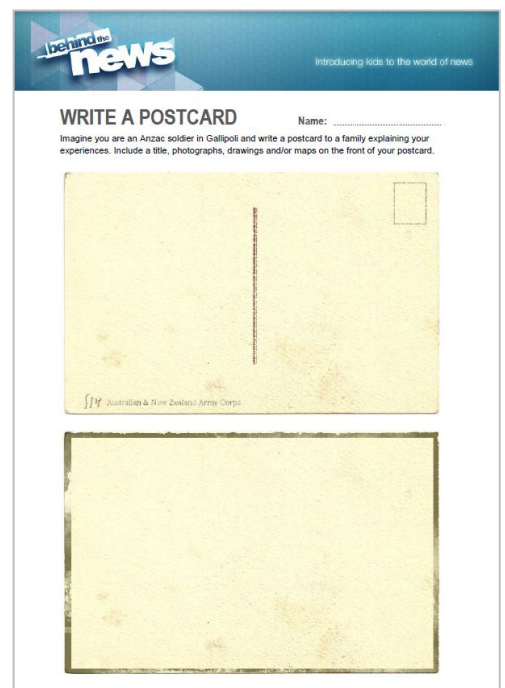
ACTIVITY

Adopt an Anzac

Retrace the steps of an Anzac that served during the First World War.

1. Visit the [Honouring Anzacs website](#) and search for Anzacs from your local community. Make a list of the Anzacs from your local area. Each student will choose one Anzac from the list as part of their research.
2. Before beginning this activity develop a glossary of words about Anzacs. Below are some words to get you started. Add words and meanings to your glossary as you come across unfamiliar words throughout your research.
 - enlistment
 - service
 - discharged
 - military forces
 - recruitment
 - corps
 - rank
 - regiment
 - armistice
3. Students will find out as much as they can about the Anzac they have chosen and create a profile.
 - Record where they were born, their service number and place of enlistment.
 - View and download any available service records. Analyse these records and record key events in chronological order on a timeline. Record any other interesting facts you learn along the way.
 - Via the Honouring Anzac website, honour the Anzac you have followed and learnt about by placing a poppy.
 - Create an Anzac certificate dedicated to the Anzac you have followed and include as part of your research.
4. Students will imagine what life was like for the Anzac they have chosen and write a postcard to a family member explaining their experiences (including what they are doing, the living conditions and how they feel). Students will use their research findings to support their writing. Include photographs, drawings and or maps to decorate the front of the postcard.

Students can download this [Write a Postcard template](#) to assist them with their design.
5. Students will reflect on their learning during this activity and respond to the following questions.
 - How did you feel about this activity?
 - How do primary sources (for example photos, letters, diaries and official documents) help you understand what might have happened at a place in time?
 - What questions do you have about (the topic) at the moment?



ACTIVITY

Images from 11th November 1918

Below are four photographs taken on the 11th of November, 1918. Look at the images and then respond to the following questions:

- What is happening in the image?
- Where do you think it was taken?
- How do you think they might be feeling?
- Is there a message about war that comes across in the image?
- What question/s would you like to ask the people in the image?
- Create a caption for each image.

After you have responded to the above questions click on the link for each image to find out exactly what is happening and compare to your responses.



AUSTRALIAN WAR MEMORIAL

A03267

Source – Australian War Memorial ([link to image](#))



AUSTRALIAN WAR MEMORIAL

H11563

Source – Australian War Memorial ([link to image](#))



AUSTRALIAN WAR MEMORIAL

H12241

Source – Australian War Memorial ([link to image](#))



AUSTRALIAN WAR MEMORIAL

H11600

Source – Australian War Memorial ([link to image](#))



ACTIVITY

Who will you be remembering?

Leave your comments on Behind the News' *Remembering WWI* story page.



Who will you be remembering?



USEFUL WEBSITES

CBBC Newsround – Remembrance Day

<http://www.bbc.co.uk/newsround/15492752>

Behind the News – Gallipoli Story

<http://www.abc.net.au/btn/story/s4221398.htm>

Behind the News - Remembrance Day

<http://www.abc.net.au/btn/story/s3880227.htm>

Behind the News – Remembrance Day

<http://www.abc.net.au/btn/story/s3057525.htm>

Australian War Memorial – Remembrance Day

<https://www.awm.gov.au/commemoration/remembrance/>

Honouring Anzacs – Honour Your Anzac

<http://honouringanzacs.net.au/>

Australian War Memorial – Remembrance Day Traditions

<https://www.awm.gov.au/commemoration/remembrance/tradition/>

Behind the News – WWI Centenary

<http://www.abc.net.au/btn/story/s4058058.htm>

Teacher Resource

Episode 32
10th November 2015

Pyramids

FOCUS QUESTIONS

11. Summarise the *Egypt Exploration* story.
12. How long ago were the pyramids built?
13. Why were the pyramids built?
14. What valuable objects were kept inside the pyramids?
15. Describe the inside of a pyramid.
16. What are researchers using to find out more about the pyramids?
17. What are they hoping to discover?
18. The great pyramid of Giza is made up of more than _____ million blocks.
19. Illustrate an aspect of the *Egyptian Exploration* story.
20. What was surprising about this story?

ACTIVITY

How do we know about the ancient past?

Finding out about the ancient past can be difficult. Some ancient peoples and civilisations have left behind evidence of the past which help us learn about how they lived. But often our knowledge and understanding of the ancient past is incomplete.

How do we know about the ancient past? Brainstorm ideas as a class.

- Scientists make discoveries, like finding ruins which help us understand how people used to live.
- Scientists use new technologies and new methods to investigate ancient structures like the pyramids.
- We can look at artefacts in museums, libraries and art galleries (primary sources).
- We can look at documents, like reports and newspapers, which can be found in the library or on the internet (secondary sources).

Other than the Great Pyramids of Egypt, think of some examples of evidence or places which help us understand the ancient past. For example:

- Aboriginal rock art in Australia
- Discovery of the remains of Mungo Man at Lake Mungo
- Giant *moai* statues on Easter Island
- Stonehenge in England

KEY LEARNING

Students will develop their historical knowledge and understanding of ancient Egypt. Students will identify a range of questions about the past to inform a historical inquiry on ancient Egypt.

AC AUSTRALIAN CURRICULUM

History – Year 7

The evidence for the emergence and establishment of ancient societies (including art, iconography, writing tools and pottery) ([ACOKFH002](#))

Key features of ancient societies (farming, trade, social classes, religion, rule of law) ([ACOKFH003](#))

The Mediterranean world

Physical features of ancient Egypt (such as the River Nile) and how they influenced the civilisation that developed there ([ACDSEH002](#))

Roles of key groups in ancient Egyptian society (such as the nobility, bureaucracy, women, slaves), including the influence of law and religion ([ACDSEH032](#))

Significant beliefs, values and practices of the ancient Egyptians, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs ([ACDSEH033](#))





ACTIVITY

Unlock the mystery of the Egyptian pyramids

The Pyramids of Giza is the only remaining Wonder of the Ancient World. Why do you think the pyramids are listed as one of the seven wonders of the ancient world? Brainstorm in pairs and then share your ideas as a class.

- it is a mystery how they were built
- it has amazing architecture
- it is something that must be seen
- it was built during the ancient times
- it is the oldest and largest of all the pyramids in Egypt



ACTIVITY

Profile

Create a profile of the Ancient Pyramids of Egypt using a range of sources of information.

	The Ancient Pyramids of Egypt
Where is it? Locate using Google Maps	
What civilisation built it?	
How was it built?	
What did it look like when it was built?	
What does it look like now?	
What was it used for?	
Is it damaged? How and why was it damaged?	
Should it be conserved?	
Picture (photo or sketch) Now and then.	



ACTIVITY

Historical inquiry – In-depth research

1. Begin this activity by developing a glossary of ancient Egypt terms and words. Download the BtN *Pyramids* story transcript to get your started. Start by brainstorming words as a class using a mind map to record your responses and then find definitions for each word. Consider using pictures and diagrams to illustrate meanings.

Archaeologist	Hieroglyphs	Egyptology	Afterlife
Chamber	Mummy	Great Pyramid of Giza	Pharaoh
Artefact	Nile River	Tomb	Evidence
BCE	era	Excavation	Ancient

2. Students will determine a focus for their inquiry into ancient Egypt and develop a key question to guide their historical inquiry (below are some example key questions).
 - What does the term “ancient times” mean? Find a definition.
 - What is technology? Look at technology invented and used in Egyptian ancient times compared to now. How is it similar or different?
 - What inventions (tools and equipment) were used to build the Egyptian pyramids? What evidence do we have?
 - How were the pyramids at Giza built (what do historians know/believe)? Is there a definitive answer? Why or why not? Why is it a mystery? Make up an alternative explanation for the building of the pyramids at Giza.
3. Students will collect and record information from a wide variety of primary and secondary sources and present the information they find in an interesting way.
 - Primary sources – Through using primary sources, that is a document like a diary, paintings or a physical object such as stone tools, that was written or created at a particular time, we can gain an understanding of what might have happened at a place in time.
 - Secondary sources – Secondary sources are documents written after an event has occurred, providing “second-hand” accounts of that event, person, or topic. Unlike primary sources, which provide first-hand accounts, secondary sources offer different perspectives, analysis, and conclusions of those accounts.

As part of their research, students will need to:

- Use historical terms and concepts in their presentation and refer to evidence and sources.
- Write down the name of the source of the information.
- Look for facts and opinions that answer their inquiry question/s.
- Write down using their own words facts and opinions from the source.



USEFUL WEBSITES

ABC News – New bid to find hidden chambers, unravel `secrets' of Egypt's pyramids

<http://www.abc.net.au/news/2015-10-26/experts-in-new-bid-to-unravel-secrets-of-egypt-pyramids/6883862>

ABC News – Egypt's Queen Nefertiti may lie concealed in Tutankhamun's tomb, says archaeologist

<http://www.abc.net.au/news/2015-10-01/queen-nefertiti-may-lie-concealed-in-king-tutankhamun-tomb/6821738>

Behind the News – Mummies

<http://www.abc.net.au/btn/story/s2661729.htm>

Akhet – Clickable Mummy

<http://www.akhet.co.uk/clikmumm.htm>

Ancient Egypt – The Mummification Process

<http://www.ancientegypt.co.uk/mummies/story/page2.html>

Australian Museum – How were ancient Egyptian mummified?

<http://australianmuseum.net.au/how-were-ancient-egyptians-mummified>

ABC Splash – The Wonders of Ancient Egypt

<http://splash.abc.net.au/home#!/digibook/1505264/the-wonders-of-ancient-egypt>

BBC History – Egyptians

<http://www.bbc.co.uk/history/ancient/egyptians/>

Behind the News – Egypt Trouble (resource)

<http://www.abc.net.au/btn/resources/teacher/episode/20130806-egypttrouble.pdf>

ABC Splash – Enigma of the Pyramids

<http://splash.abc.net.au/home#!/media/1479393/enigma-of-the-pyramids>



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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.



BtN: Episode 32 Transcript 10/11/15

Coming up on Behind the News:

- Should 16 year olds be allowed to vote?
- Lily and Tiffany take us to the battlefields of World War One for Remembrance Day.
- And we hear from Pharaoh Matt about why there's still more to discover about the pyramids in Egypt.

Hi I'm Nathan and thanks for joining me! You can see all of those stories later. But first, let's get a quick wrap of this week's biggest headlines. Here's the wire.

The Wire

There have been reports of riots at Australia's immigration detention centre on Christmas Island. Our immigration department says there's been a disturbance and no injuries have been reported. But some people in the detention centre say fences have been torn down and buildings set on fire.

The trouble's believed to have started after a man who escaped the centre died on the weekend. And Australian police are trying to work out what happened.

More than 24 million people have voted in Myanmar's first openly free election in 25 years!

For a long time the Southeast Asian country which used to be called Burma has been controlled by the military. But now Myanmar's Democracy Party has a good chance of winning control which could mean some big changes for the country.

The party's led by Nobel Peace Prize winner Aung San Suu Kyi who was a political prisoner for nearly 15 years.

She's actually banned from becoming President but she says she'll still call the shots from behind the scenes if her party wins.

And Australia's first driverless car road test has gone pretty smoothly! A freeway outside Adelaide was closed off so a car maker could test out its robotic car.

Some people were a bit nervous after a test on Friday ended badly for a fake kangaroo. But on the day everything went as planned!

The cars aren't available in Australia yet but many reckon it won't be long before human drivers can relax and let the car do all the work.

Voting Age

Reporter: Amelia Moseley

INTRO: Now what age do you think you should be able to start voting? Right now it's 18 but recently federal Opposition Leader Bill Shorten threw his support behind 16 and 17 year olds getting the vote too. We'll ask you what you think about that idea soon but first here's Amelia to tell us more about it.

Turning 16 can be pretty exciting, and not just because there's cake and presents.

For some kids, it means they can start learning to drive, they could also apply for a full time job, or get their very own debit card.

How cool's that?

Thanks guys!

Wait a minute, there's more! You could enlist in the army.

Ok, maybe.

You might be able to start donating blood, or with a few terms and conditions, you could even get married! But there's something else that some people want added to the list of things a 16 year old can do - getting to vote!

AMELIA: At the moment, you have to be at least 18 to vote in Australia, but some reckon young Aussies should have more of a say when it comes to who runs the country.

That's why Opposition Leader Bill Shorten has suggested changing the rules so 16 and 17 year olds can also vote.

BILL SHORTEN: They're the ones who have no voice in politics at the moment.

He's worried not enough young people are enrolling to vote when they turn 18, which means they're not putting their name and address on the official list of voters. In fact, the organisation that runs elections says 400 thousand 18-24 year olds didn't enrol to vote in the last federal election, which is actually against the law.

Mr Shorten reckons if young Aussies were allowed to vote from an earlier age, it would encourage them to enrol and get involved in Australian politics. It would also allow them to have their say on the laws and policies that affect them.

BILL SHORTEN: We're saying we trust you, we want you engaged, we want to hear your opinion.

It's an idea that some other countries have already adopted. In places like Argentina, Brazil, Scotland, Switzerland and Germany, people can vote in local or federal elections once they turn 16.

But some people are worried that in Australia, some 16 and 17 year olds aren't ready to vote. They might not know much about politics, or they might not take it too seriously, and even if young people did have to vote, it doesn't mean they actually want to.

Some say a better way of getting young Aussies involved would be to teach them more about politics. While others say politicians could help by speaking to young people more often and about issues that matter to them.

But considering this story is all about whether young people should be allowed to have their say; maybe I should leave the last word on lowering the voting age to them!

REBECCA: I don't think it's a very good idea because when you're 16 you have other things on your mind, like school and exams, so they wouldn't really make the right decision, they might just fluke it or something.

GEORGIA: I personally don't read the newspaper or watch the news or anything like that, so I wouldn't be able to make an informed decision.

LIAM: I think so, but it should be optional, so you don't have to vote, if you don't want to.

ALYSSA: If you're old enough at 16 to be able to drive a car and the road rules and stuff apply to you, you should probably get a say in who makes the rules.

Poll

Okay that's what they thought. Now let's hear from you. Should Australia's voting age be lowered to 16? Head to our website to place your vote.

One Child Policy

Reporter: Eloise Fuss

INTRO: Next we're heading to China where the Government has just announced the end of a controversial law called the One Child Policy. For many years it stopped most Chinese families from having more than one kid. Here's Eloise to explain why it was brought in and why it's now being removed.

In Australia, families come in all different sizes.

KID 1: There's five kids in my family.

KID 2: I've got one brother and one sister.

KID 3: I've got four sisters and I'm the only brother.

KID 4: My parents have three children.

KID 5: I've got no brothers or sisters.

KID 6: I got two children in my family, my brother and me.

But imagine if the number of brothers and sisters you had wasn't your parent's decision but the Government's! Well, that's what it was like in China for more than 30 years, because of something called the one-child policy.

Back in the 1960's China's population was growing really quickly, and by the late 70's it had hit a massive 950 million people. But this made the Chinese Government really worried. They were afraid that with all of these people they might run out of food and jobs for them.

So they came up with a radical plan called the one-child policy. From 1980 many Chinese people were outlawed from having more than one baby. Any that did were slapped with huge fines. And if they couldn't pay there were reports of other punishments too.

WOMAN: They'd have their house pulled down. If they didn't pull down your house, they'd take away all your timbers and horse carts.

Some people in China say it helped the economy boom, and allowed people to become more prosperous. But around the world, many people thought it was really controversial. Because choosing how many kids you want to have is often seen as a basic human right.

Over the years experts say the one-child policy has caused some other problems too. In China today there are millions more boys than girls, because culturally they were seen as more valuable to the family. So many of those boys might not have anyone to marry when they get older.

But what really started to worry China's Government is that there are now more old people in the country than young people. Which means there might not be enough young people in the future to keep working and look after the old.

So now the Chinese Government has announced that it's relaxing its one-child policy. And soon people will be allowed to have two kids, instead of one!

In China, many people welcomed the news.

MAN: I'm too old but it's good the next generation can have two kids.

But some experts aren't sure whether many Chinese families will actually want more children, now that they are used to growing up alone. And others think it might be too late to fix some of the problems the policy first created anyway.

But for those families that do choose to expand to two kids, they might have to get ready for a lot more dramas at home.

KID 1: I always get a headache because my siblings are too noisy.

KID 2: My brother is always annoying because he always kicks me.

KID 3: My brother and me always fight!

QUIZ 1

Okay, now in that story we told you what China's population was back in the 70s but what is it today?

Is it:

- 35 million
- 350 million
- Or 1.35 billion

The answer is 1.35 billion.

Remembering WWI

Reporters: Tiffany and Lily

INTRO: Now the 11th of November is Remembrance Day, a significant date that marks the end of World War I. Next up we'll hear from two Rookie Reporters who travelled to Gallipoli for the ANZAC centenary commemorations earlier in the year. We asked them to record their experiences and share with us how their view of Remembrance Day had changed since their return. Here's Tiffany and Lily.

But first a warning for Aboriginal and Torres Strait Islander viewers, this story contains images of people who've died.

TIFFANY: On November 11, 1918, the guns of the Western Front fell silent. After more than four years of fighting, the First World War was finally over. Nearly one hundred years later it's a day many people still remember, including my family and I.

TIFFANY: In the First World War my great-uncle, Les Warren, fought and died along the Western Front in France, and he's now buried in Villers-Bretonneaux

Les was one of 60,000 Australians to die in this war. Due to my great uncle's death it was important to me to commemorate Anzac Day on the shores of Gallipoli to honour him. Hundreds of Australian school kids were given the chance to go, too.

LILY: Hi I'm Lily, and tonight I'm heading on a plane to Gallipoli.

I wrote an essay about one of the soldiers who had fought at Gallipoli, a Ngarrindjeri man named Arthur Thomas Walker. And for me, this trip was an opportunity to retrace his steps, and those of the other Aussie soldiers who fought at Gallipoli. At the memorials we visited, I always made sure that I paid my respects to them.

LILY: We are on a cruise ship that is coming around the coast of Gallipoli and into Anzac Cove like the ANZACs would have done 100 years ago. It's crazy to be thinking that this is the path they took and some of them would have never even made it to shore or the sand.

TIFFANY: On the morning of the 25th of April, Lily and I gathered at Anzac Cove.

The wait is finally over and we're about to go into Anzac Cove for the dawn service, there's thousands waiting here at the moment and we've got a few hours to go but we're all very excited, a bit emotional and ready to go.

Beginning here, on this spot and at this hour one hundred years ago they fought and all too often, they died.

TIFFANY: We're walking up to Lone Pine for a service after the dawn service. We're all emotional, tired, and a bit sore this morning, but it's so worth it. This morning we saw the sun rise up over the ocean where troops landed a hundred years ago.

LILY: Here's the name of the soldier that's thought to be one of the youngest to fight and youngest to die at Lone Pine. His name is James Martin and he died at the age of just 14.

Going on this trip was an incredibly moving experience. And now we're back, it's given both Tiffany and me a new understanding of what Remembrance Day is all about.

LILY: This Remembrance Day I'm going to think about the love that Arthur's family had for him, and I'm going to think about how lucky I am, because being grateful for what we have honours all those who fought for it.

TIFFANY: Which is why on the eleventh hour, of the eleventh day, of the eleventh month, we'll both hold a minute's silence. To think about those who fought and died. Not just at Gallipoli, or in the First World War, but in all wars.

LILY: And to make sure we never forget.

PRESENTER: Big thanks to Tiffany and Lily for that story.

Quiz 2

Okay next up we're heading to ancient Egypt. But first a quiz. What is the name of the big Egyptian statue that features a lion's body with human head?

Is it:

- The Hieroglyph
- The Sphinx
- Or the Ramses

The answer is the Sphinx

Egypt Exploration

Reporter: Matt Holbrook

INTRO: Scientists are about to embark on a new exploration of Egypt's pyramids. Using technology like infrared scanners and tiny drones the researchers hope to solve some mysteries that have kept them wondering for years. Here's Matt with more.

They're ancient wonders that have towered over Egypt for thousands of years. But even after all this time, there are still some things we don't fully understand about the pyramids.

PHARAOH MATT: Servant Person Man!

KID: Yes, pharaoh?

PHARAOH MATT: I want you to build this for me.

KID: What is it?

PHARAOH MATT: You know, a big block triangly kind of thing. You can build it, then I can put my stuff in it, and then when I die, you can bury me there!

KID: Right, OK.

The pyramids were built as tombs for Egypt's pharaohs more than four thousand years ago. And they were filled with valuable objects like jewellery and gold coins, because the Egyptians believed they could take their riches with them after they died. And that's where things get interesting, because inside these ancient structures are rooms, tunnels and secret areas designed to protect the tombs and their riches. But in the thousands of years since they were built, heaps of thieves have broken in and stolen whatever they could find.

That doesn't mean there's nothing left to discover, though. Even after all this time, archaeologists are hopeful there could still be some secrets left to uncover.

So now, Egypt's government has teamed up with researchers from around the world to find out exactly what's inside them. It's a project called Scan Pyramids, and it'll use technologies like infrared, particle detectors, and 3D scans using lasers and drones to map four different pyramids.

Scientists hope it'll give them the best understanding yet of what's really beneath the surface. It could also help settle some debates about just how the pyramids were first built.

KID: Pharaoh? How am I supposed to actually make this triangle block thing?

PHARAOH MATT: Do you have any Lego?

KID: Lego?

PHARAOH MATT: Doesn't matter. Hmmm, do you think we could get aliens to help?

KID: Aliens?

There have been some pretty out-there theories over the years trying to explain how the pyramids were built. And yes, one of them is that they were put there by aliens.

That's because building these massive pyramids can't have been easy. The Great Pyramid of Giza is made up of more than two million blocks. Each weigh between two and a half tonnes and 15 tonnes. Yep, that's a lot of big, heavy blocks to cart around.

And while these days, scientists have a much better idea of how they did it. They hope this study could explain once and for all how it was done, and maybe even lead to some other big discoveries, too.

KID: Just one more thing, Pharaoh. What do I do with this guy?

Well, maybe not that big.

The Score

Right it's sport time now. Here's the biggest moments from this week.

Michelle Payne became the first female jockey ever to win the Melbourne Cup last week.

COMMENTATOR: It's history at Flemington. Michelle Payne, Prince of Penzance beat Max Dynamite.

The horse she rode Prince of Penzance, wasn't given much hope of winning the race. But she and her brother Stevie were confident.

STEVIE PAYNE: Thank you very much from everyone at the stables and all the crowd we had today at the race and hope you have a great night. Thank you very much.

Stevie is the horse's strapper which means it's his job to groom the horse, feed him and make sure he was ready for the race.

And there were huge celebrations when they took out the win! Michelle Payne is the fourth woman to ever ride in the Melbourne Cup but hopes her win will make it easier for other girls to succeed.

MICHELLE PAYNE: It's just a reminder that if you work hard and you dream, things can happen.

Australia's won the first test against New Zealand. The Aussies set up the win with a huge first innings total including centuries from Dave Warner and Usman Khawaja.

New Zealand tried but never caught up and thanks to some strong bowling performances Australia won by a massive 208 runs.

The second test begins in Perth on Friday.

And listen to what happened when a Chinese commentator fell asleep while broadcasting a Champions League soccer game!

Thankfully Dong Lu quickly woke himself up and got back to work. But many viewers noticed his snoring and he was fired soon after.

Scrabble Stars

Reporter: Eloise Fuss

INTRO: Finally today. Recently more than 125 of the world's best young Scrabble stars travelled to Perth to take part in the World Scrabble Championships. For most of us Scrabble is just a game. But for these kids, it's a serious competition. So what does it take to compete at that level? Here's Eloise to spell it out for us.

Letter by letter, word by word, these kids are battling it out for international Scrabble dominance!

Welcome to this year's World Youth Scrabble Competition! In this room in Perth, more than 125 young scrabble champs, from 18 countries around the world, are trying to spell their way to victory.

And they take it all pretty seriously.

TIM MASON, AUSTRALIA PLAYER: It gets really competitive. Most people know that this is a board game you play on a rainy day but it actually involves a lot of strategy. It's very intense - you have to calculate numbers and foresee things.

JAY JAY JEGATHEVA, ORGANISER: Everyone is friends off the boards but like when it's on the boards, you go for the kill, absolutely show no mercy.

But for those of you who aren't Scrabble fans, here's how it works. Each player takes seven lettered tiles out of the bag, without looking! From those tiles, the aim is to make words on the board that connect up. And these little numbers tell you how many points each letter is worth. The more your word adds up to the better!

But getting a top score here isn't easy. Just ask these guys, brothers Radheya and Rahul. They've spent years practicing for big Scrabble tournaments by playing each other at home.

RADHEYA: I started my first competition when I was seven years old, but I wasn't very good at that time, but since then I've definitely improved, and I'm pretty happy with that.

Radheya finished a very impressive 4th in the world champs, while Rahul grabbed 5th. So they know what it takes, to get really good.

RAHUL: First do the basics of two letter or three letter words. We have to learn those first.

But to make things even more difficult, those word lists keep growing!

ELOISE: As new words become part of our vocabulary, they become part of this game too. In fact, earlier this year thousands of new words were added to the official Scrabble word list. Like selfie, hashtag, emoji, frenemy, bromance, onesie, LOL and bromance.

Overseas competitive Scrabble is booming, even in non-English speaking countries like Pakistan, Thailand and China. And this year, more young Aussies than ever took part in the world champs!

TIM MASON, AUSTRALIA PLAYER: I'd always played Scrabble, but once I started playing it competitively it propelled my mathematical interest in the game, it's very strategic.

But for Radheya and Rahul, Scrabble has always been about one thing. Trying time and time again to beat each other.

How competitive are you against each other?

RADHEYA: Well Rahul's really competitive, because every time I win he always whinges!

Rahul: That competitive!

Closer

And that's game over for today. But you can see us again on Friday for #AskaReporter. This week's topic will be our Egypt Exploration story.

Right that's it from me. Bye for now!