

Questions for discussion

Episode 10
3rd May 2016

Budget 2016

1. Discuss the BtN *Budget 2016* story as a class. What were the main points or questions raised in the discussion?
2. In your own words, explain what the Federal budget is.
3. Who is the Federal Treasurer?
4. Where does the money in the budget come from?
5. What decisions does the Federal Treasurer have to make?
6. In recent years, Australia has been in deficit. What does that mean?
7. How could the Government pay back some its debt?
8. Why do some people think the Government shouldn't be worried about getting the country out of deficit?
9. Why do other people think it's important to get out of deficit?
10. How does the budget affect you?

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

Submarine Announcement

1. Submarines are an important part of Australia's _____.
2. What are the advantages of submarines?
3. How many submarines does Australia currently have?
4. What improvements will be made to the new submarines?
5. Where is the company that will design and build the submarines from?
6. Why did most people want the submarines built in Australia?
7. Where did the French company want them built and why?
8. What was the final decision?
9. Create a T chart with the advantages and disadvantages of building submarines in Australia.
10. Do you think it's a good decision to build a new fleet of submarines in Australia? Explain your answer.

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

Volunteering

1. Briefly retell Sophie's story.
2. Explain how volunteering has been a big part of Sophie's life.
3. How old was Sophie when she first visited a nursing home?
4. What sorts of things does Sophie do to help out at the nursing home?
5. Why is volunteering important to Sophie and her family?
6. How does Sophie help out at home?
7. Choose three adjectives to describe volunteers.

8. How does volunteering benefit the community?
9. If you were to work as a volunteer, what would you do?
10. How did this story make you feel?

Check out the [Kindness Campaign resource](#) on the Teachers page



To celebrate National Volunteer Week, BtN is challenging schools in Australia to demonstrate a little kindness in their community. Go to the BtN website for more details.

Shakespeare

1. Discuss the *Shakespeare* story with another student and record the main points of your discussion.
2. Where and when was William Shakespeare born?
3. Who was he married to?
4. Which Shakespearean play was *The Lion King* based on?
5. What job did Shakespeare do when he first moved to London?
6. Name two of Shakespeare's plays.
7. List three words invented by William Shakespeare.
8. What did you learn watching the *Shakespeare* story?
9. Why do you think Shakespeare's work is still popular today?
10. What was surprising about this story?

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

Dragon Boats

1. Summarise the BtN *Dragon Boats* story.
2. Which country did dragon boat racing originate?
3. Up to how many paddlers are there in a dragon boat?
 - a. 10
 - b. 15
 - c. 20
4. Who keeps the paddlers in sync?
5. What is the name of the person who controls the dragon boat?
6. Where were the Club Crew World Championships held recently?
7. What do the kids like about dragon boat racing?
8. A dragon boat competition is called a regatta. True or false?
9. Describe the chants the dragon boat clubs do.
10. Name three facts you learnt watching the BtN story.

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

Volunteering

FOCUS QUESTIONS

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8. How does volunteering benefit the community?
9. If you were to work as a volunteer, what would you do?
10. How did this story make you feel?

ACTIVITY

Remember and understand

- How did this story make you feel?
 - Make of a list of words that describe how you felt after watching this story.
 - Think of three questions you would like to ask Sophie in the BtN *Volunteering* 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 of support in the comments section on the BtN *Volunteering* story page.
 - Why is it important for people to volunteer in their community? Brainstorm as a class.
 - Why do you think people volunteer?

- Imagine you are Sophie and write a paragraph explaining why you volunteer and how it benefits your life. Now imagine you are a resident at the nursing home where Sophie volunteers and write a paragraph explaining how volunteers like Sophie positively impact on your life. How does volunteering benefit the volunteer and the organisation?

KEY LEARNING

Students will investigate the benefits of volunteering to the volunteer and the organisation.

AUSTRALIAN CURRICULUM

Civics and Citizenship – Year 5

Why people work in groups to achieve their aims, and how they can express their shared beliefs and values and exercise influence [ACHCK027](#)

Civics and Citizenship – Year 5, 6

Reflect on personal roles and actions as a citizen in the school and in the community [ACHCS046](#) [ACHCS034](#)

Civics and Citizenship – Year 7

How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society [\(ACHCK052\)](#)

Reflect on their role as a citizen in Australia's democracy [\(ACHCS060\)](#)

HASS / Inquiry and Skills – Year 5, 6

Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects [\(ACHASSI104\)](#) [\(ACHASSI132\)](#)



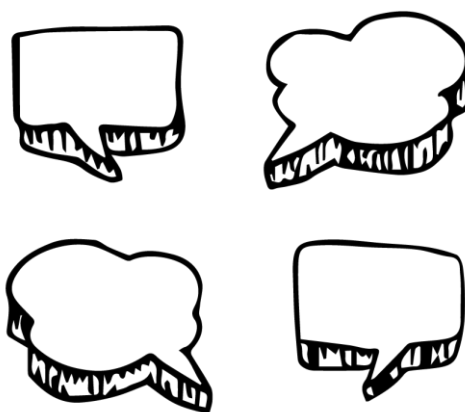
Apply and analyse

- Identify community or family members who volunteer in your community and conduct an interview to learn about their experiences.
 - Make sure you ask your interviewee open ended questions, not closed 'yes' or 'no' questions to get interesting and different kinds of answers.
 - Share and compare the stories you have learned about as a class.
 - How does talking to people who have volunteered give us a different perspective on events?
 - What have you learnt from this experience?
 - Visit the [Centre for Volunteering](#) to learn more about volunteering experiences.



- Find a definition for volunteering. Record your responses on a concept/mind map with *volunteering* at the centre. The concept map can be added to as students complete the following activities.
 - There are many principles of volunteering. Visit Volunteering Australia's [definitions and principles of volunteering](#) to help guide this activity.
 - Explore different types of work. How is volunteering different to paid work or work done at home?

- Think of things that you can do to get involved in your community and help others. For example, you can take civic responsibility and be active in your community by:
 - joining a Surf Life Saving Club, a scout group or a local environmental or clean-up group
 - helping with a primary school play, or coordinating or coaching junior sport
 - setting up an arts space for the community or getting involved in youth radio
 - being part of a youth advisory group through the local council
 - promoting causes – for example, refugee rights, bushfire recovery and charities.



Evaluate and create

- Develop a volunteering program in your school. In small groups:
 - Brainstorm areas in your school or local community that need help. Looking after your school environment, helping younger kids in your school with activities, help a person at your school who has just arrived in Australia as a refugee,
 - Choose one. Develop a list of roles/jobs that are involved in each volunteering opportunity. How much time a week will be involved? Where will the volunteering take place?
 - Write a letter that students can take home to their parent/guardians explaining what the volunteering role involves.
 - Who will supervise the volunteer work? Talk to your teacher or principal.
 - How will you encourage students to sign up to your volunteering program? How can you make it easy for students to sign up? Make a list of the benefits to the volunteer. Include a notification in your school newsletter. Will you use social media to promote the program?
 - Set up an information booth at your school encouraging students to volunteer.
 - Include a student profile in your school newsletter/website each term explaining how they have helped your school community by volunteering.



To celebrate National Volunteer Week, BtN is challenging schools in Australia to demonstrate a little kindness in their community.

- Brainstorm small ways you can help people in your local area, before putting their unique plan into action. It could be anything – sending nice letters, offering free car washes or making snacks for people in need. No act of kindness is too small.
- Register your activities on the BtN website and share video of them too.
- BtN's *Kind Classrooms Campaign* will run for the entire month of May and feature videos of our favourite Kind Classroom activities each week. The aim is to brighten the day of thousands of people everywhere, while showing just how kind the kids of Australia really are.



USEFUL WEBSITES

Volunteering Australia - National Volunteer Week

<http://www.volunteeringaustralia.org/nvw/>

Volunteering Australia – Definitions and principals of volunteering pdf

http://www.volunteeringaustralia.org/wp-content/files_mf/1376970969VADefinitionandprinciplesofVolunteering.pdf

Behind the News - Volunteer Week (2014)

<http://www.abc.net.au/btn/story/s4000838.htm>

Behind the News – Volunteer Week (2011)

<http://www.abc.net.au/btn/story/s3208633.htm>

Behind the News – Fred's Van

<http://www.abc.net.au/btn/story/s3038374.htm>

Behind the News – Kare Kits

<http://www.abc.net.au/btn/story/s4425902.htm>

Teacher Resource

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Shakespeare

FOCUS QUESTIONS

1. Discuss the *Shakespeare* story with another student and record the main points of your discussion.
2. Where and when was William Shakespeare born?
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4. Which Shakespearean play was *The Lion King* based on?
5. What job did Shakespeare do when he first moved to London?
6. Name two of Shakespeare's plays.
7. List three words invented by William Shakespeare.
8. What did you learn watching the *Shakespeare* story?
9. Why do you think Shakespeare's work is still popular today?
10. What was surprising about this story?

ACTIVITY

Discuss the BtN *Shakespeare* 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>

- What do you know about Shakespeare?
- What words would you use to describe Shakespeare?

KEY LEARNING

Students will investigate the life and work of William Shakespeare.

AC AUSTRALIAN CURRICULUM

English – Year 5

Understand that the pronunciation, spelling and meanings of words have histories and change over time ([ACELA1500](#))

Understand, interpret and experiment with [sound devices](#) and [imagery](#), including simile, metaphor and [personification](#), in narratives, shape poetry, songs, anthems and odes ([ACELT1611](#))

[Create](#) literary texts that experiment with structures, ideas and [stylistic features](#) of selected authors ([ACELT1798](#))

English – Year 6

Experiment with [text](#) structures and [language features](#) and their effects in creating literary texts, for example, using [imagery](#), [sentence](#) variation, metaphor and [word choice](#) ([ACELT1800](#))

Identify the relationship between words, sounds, [imagery](#) and [language patterns](#) in narratives and poetry such as ballads, limericks and free verse ([ACELT1617](#))

HASS / Inquiry and Skills – Year 5, 6, 7

Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges ([ACHASSI094](#)) ([ACHASSI122](#)) ([ACHASSI152](#))



ACTIVITY

Everyday Shakespearean language

Over the centuries Shakespeare's plays have gained a reputation for being difficult to understand. But did you know that you have probably quoted Shakespeare without even realising it? In fact, 95% of the words and phrases used in Shakespeare's plays are the same words we use today.

Watch [Shakespeare: The History of English](#) for an fun animated look at the words and phrases invented by Shakespeare.

Which of the following Shakespearean phrases do you use in your everyday conversation?

- Think of situations when you would use these phrases, and put into a sentence.
- Use the internet to find out which of Shakespeare's plays used these phrases.
- Create an illustrated dictionary of your 5 favourite words or phrases invented by Shakespeare.

Word or phrase	Example	Shakespeare play
<i>I nearly died of embarrassment</i>	"I nearly died of embarrassment when I forgot my lines during the school play."	Taming of the Shrew
<i>As dead as a doornail</i>	"Oh no! I forgot to charge my phone. It's as dead as a doornail."	Henry V
<i>To nail it</i>		
<i>Don't judge a book by its cover</i>		
<i>Like chalk and cheese</i>		
<i>Wild-goose chase</i>		
<i>Pigs might fly</i>		
<i>Get off your high horse</i>		
<i>Don't cry over spilt milk</i>		
<i>A guilty conscience</i>		
<i>To be in a world of your own</i>		

- Refer to the [BBC's vocabulary reference](#) for a list of phrases invented by Shakespeare.
- Watch these fun [BBC animations](#) to learn more about the origins and meanings of some of Shakespeare's phrases.

ACTIVITY

Fictionary game

In small groups of 3 or 4, students will play “fictionary”. One student will choose an obscure word or phrase invented by William Shakespeare and secretly write the definition on a piece of paper. The other students in the group will each write a made up definition on a piece of paper, which is written in a way that sounds convincing.

The definitions, including the real definition, are then read out in random order (by the person that chose the word). Each student will record which answer they believe is correct.

The group will then present to the class. Each student will read their definition one at a time using their skills of verbal persuasion to convince the class that their definition is true. The class will record which answer they believe is correct.



Word or phrase	Real definition	Fictional definition/s
<i>Clangour</i>	A loud (clanging) sound. Ghosts are sometimes said to be followed by the loud clangour of chains.	
<i>Eyesore</i>	A thing that is very ugly	
<i>Quarrelsome</i>	Ready or likely to argue or disagree	
<i>Auspicious</i>	Favourable; promising success; a good omen. A wedding is an example of an auspicious occasion.	
<i>Dwindle</i>	To get smaller; diminish. Often used to describe money. Many people’s savings dwindle after losing a job.	
<i>“In a pickle”</i>	To be “in a pickle” is to be in trouble or a situation that you cannot easily get out of.	
<i>“A laughing stock”</i>	To be a laughing stock is to be considered a joke by many people.	

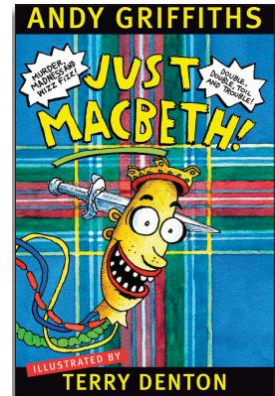
ACTIVITY

Shakespeare's plays

What Shakespeare plays can you name? Even if you haven't read any, or seen them performed, chances are you know the names of at least some of his 37 or 38 plays. Think about some of Shakespeare's plays that have been retold in modern films. For example, Baz Lurhman's *Romeo and Juliet* or the animation *Gnomeo and Juliet*.

As a class, read Andy Griffith's [Just Macbeth!](#) a silly take on Shakespeare's great big gory tragedy Macbeth. Take it in turns reading passages from the book. Encourage students to dramatise as they talk and use gestures to convey meaning.

Watch BtN's [Modern Shakespeare](#) story to find out how some kids are getting taste of Shakespeare thanks to the Bell Shakespeare Company.



Students will choose one or more of the following activities to complete.

- Design a book cover for a new and modern edition of the play.
- Draw a poster advertising the play.
- Design your own costumes for the play. Make a poster illustrating your designs.
- Make a papier mache model of your favourite character from the play.
- Retell the story in the form of a children's picture book.
- Make a comic book telling the story.
- Choose your favourite scene from the story and write a rap using Shakespearean language. Explore the connections between hip-hop and Shakespeare by watching this [TEDx video](#).

Teachers, refer to these resources for some engaging activities attached to the book.

- Andy Griffiths *Just Macbeth!* [Teachers' notes](#)
- Bell Shakespeare *Just Macbeth!* [online learning pack](#)

ACTIVITY

Would you survive a Shakespeare plot?

Play this [interactive game](#) to find out if you have what it takes to survive a Shakespeare plot.





USEFUL WEBSITES

Behind the News – Modern Shakespeare

<http://www.abc.net.au/btn/story/s4247991.htm>

Behind the News – Shakespeare in School (2013)

<http://www.abc.net.au/btn/story/s3707999.htm>

Behind the News – Shakespeare in School (2011)

<http://www.abc.net.au/btn/story/s3208642.htm>

BBC – William Shakespeare

<http://www.bbc.co.uk/timelines/z8k2p39>

Horrible Histories

<http://www.bbc.com/news/entertainment-arts-34257368>

Would you survive a Shakespeare plot?

<http://www.bbc.co.uk/programmes/articles/JmKyxWYCsG1yR3tCKdm3Rf/would-you-survive-a-shakespeare-plot>

BBC – How did people really speak in Shakespearean England?

<http://www.bbc.co.uk/guides/z8vmfrd>

Shakespeare Globe – Exploring Shakespeare

<http://www.shakespearesglobe.com/playground/exploring-shakespeare>



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

BtN: Episode 10 Transcript 03/05/16

Hello and welcome to a very different looking BtN!

Coming up today:

It's down periscope for Australia as the Government commits to buying 12 new submarines.

We score an exclusive interview with William Shakespeare 400 years after his death.

And find out how to give back to your community with BtN's Kind Classrooms campaign.

More on that soon! But first:

Budget 2016

Reporter: Amelia Moseley

INTRO: The big story this week is the announcement of the Federal Budget. That's when the government reveals exactly how it's going to manage our country's money. But how do they decide where to spend all of that money when everyone wants different things? Take a look.

COMMUNICATION KID: Sir, it's getting closer. We need to make some decisions.

DEFENCE KID: Millions of people's lives are at stake!

LEADER: Just give me a minute, I need to think!

COMMUNICATION KID: But we're running out of time!

LEADER: Arrrgghhh!

AMELIA MOSELEY, REPORTER: While it isn't the end of the world, working out our country's budget is a really big deal, because it affects every single Australian.

In real life, Treasurer Scott Morrison is the guy who's got that job. He's spent the past few months drawing up the budget, the document that says exactly how the government's going to spend our country's money. That's hundreds of billions of dollars collected through things like taxes. Although it sounds like a lot of money, there are heaps and heaps of things the government needs to spend it on.

Like defence.

Education.

Transport.

Welfare.

WELFARE KID: Will somebody please think of the older generations?

Also research.

And communication

COMMUNICATION KID: Excuse me a moment: how about faster internet?

And that's just to name a few!

LEADER: Wait! I can't give everyone what they want! We don't have enough money!

In recent years, Australia's been spending more money than it's got, leading to something called a deficit. Just like people can borrow money from a bank, the government can borrow money, too. And just like a regular bank loan, the longer it isn't paid back, the bigger the debt gets.

The government's hinted it might try to pay back some of its debt in this budget. That means it could try to save money by cutting back on spending. So some areas wouldn't get as much funding. There's also another option to make more money by raising taxes.

LEADER: Oh, come on!

That would mean Australians might have to pay more for certain things. Or pay more of the money they earn to the government. Some people reckon the government shouldn't be so worried about getting our country out of deficit. They say Australia has a lot less debt than other countries, and is doing pretty well.

But others say we need to get the budget back on track soon, so there'll be more money to work with in the future. Either way, the government's had to make some pretty tricky decisions, especially with an election coming up. Now we'll just have to wait and see how this year's budget goes down.

LEADER: OK, here we go.

ANNOUNCEMENT: The budget will release in 3, 2, 1.

The Week in News

There was heaps of other big stories around this week too. Here's a quick look at some of them.

The detention centre for asylum seekers on Manus Island in Papua New Guinea could be closed after that country's highest court ruled that it's illegal. There are 850 men in the detention centre who tried to get to Australia by boat.

The Papua New Guinean and Australian governments are still trying to figure out where the asylum seekers will go. But the Immigration Minister says they won't be coming to Australia.

A massive 5 per-cent of the world's ivory has been burnt in Kenya!

The country wants to send a message to poachers who kill elephants and rhinos for their tusks and horns. So over 100 tonnes of ivory was destroyed in an effort to put a stop to the industry.

ARMY OFFICIAL: 'The only value of ivory is on the elephants. And rhino horn is on the rhino.'

And US president Barack Obama has cracked a lot of jokes at his last White House Correspondents' dinner. It's an annual event that lets the leader have a bit of fun with reporters, pretty much at everyone else's expense. Like one of the people running to take his job next year.

BARACK OBAMA: Hilary trying to appeal to younger voters is a little bit like your aunt trying to sign up to Facebook. Dear America, did you get my poke?

He wrapped up the speech in style too.

BARACK OBAMA: Two more words to say, Obama out.

Submarines

Reporter: Carl Smith

INTRO: Okay next up, to submarines! The Government has announced it will spend a whopping \$50 billion dollars on a new fleet of subs. But why are subs that important? Time to find out.

CARL SMITH, REPORTER: Classic films like *The Hunt for Red October*, or *20,000 leagues under the sea*, show just how difficult and terrifying it can be living in a submarine. Giant squid attacks aside submariners have to live in tiny, cramped conditions with just a bit of metal to protect them from the depths of the ocean, or torpedo attacks!

But if they're so dangerous and uncomfortable to hang out in why is Australia going to build a whole bunch more of them!? Well it turns out they're actually pretty handy.

Submarines are an important part of Australia's Navy. Unlike other ships or airplanes, subs can easily hide under the water. That stealth combined with the right sensors and weapons means they can guard huge areas without being noticed. And given we live on a giant island, that makes them pretty handy for us!

Australia already has six submarines called the Collins Class subs. But these vessels were designed way back in the 80s. So the government has announced it'll spend 50 billion dollars to build a brand new submarine fleet!

MARISE PAYNE, DEFENCE MINISTER: The largest regeneration of the Australian Navy since the Second World War.

The 12 new subs will be bigger than the old Collins Class. On top of that, they'll be quieter. They'll have better weapons and better radars. Plus they also have a pretty cool sounding name the 'Shortfin Barracuda'. A French company called DCNS has designed the subs and will be in charge of building them.

But there has been some controversy around where they would be built. Many people wanted the subs built in Australia because it would mean heaps of new jobs, and heaps more of the money spent building them would stay here. But the French company preferred to make them all in France or the first few at least because it would be a bit cheaper and faster.

The Federal Government looked at all of the options, and after some protests from workers here, decided to build all of the subs in Australia. It might be a bit slower and more expensive but the PM says it'll create almost 3000 new jobs right here.

MALCOLM TURNBULL, PM: Australian workers, building Australian submarines, with Australian steel, here where we stand today, for decades into the future.

Another issue some people had was around the cost of the new subs. At 50 billion dollars those 12 vessels will cost more than the whole country's new National Broadband Network! So some questioned if we really need subs that much. But others say it's important to have a strong Navy to protect Australia's borders.

MARISE PAYNE, DEFENCE MINISTER: These future submarines will be a vital part of our naval capability to 2060 and beyond. Well beyond the lifespan of most of us who are standing here today.

The new fleet of Shortfin Barracudas won't be ready for over a decade. But the Government says these new high-tech submarines will be patrolling Australian waters for decades to come. And who knows what sorts of terrible foes they'll protect us from deep below the surface.

Quiz

While we're on the subject let's quiz you on subs too.

The question is:

Which of the following is not a fuel source for submarines?

Nuclear

Wind

Diesel

Answer: Wind

Volunteering

Rookie Reporter: Sophie

INTRO: Now, did you know an estimated 6.1 million Aussie adults volunteer a total of 713 million hours each year. That's an amazing amount of good being done by people who just want to give back. Next week is National Volunteer Week when we honour all of those people. But you don't have to be an adult to get involved. Take a look.

SOPHIE: Hi, I'm Sophie I'm 13 years old, and this is my volunteer story. I love singing, looking after my pets, and hanging out with my family, but volunteering has always been a big part of my life.

Just two weeks after I was born, my mum took me into a nearby nursing home.

SOPHIE'S MUM: And the residents used to play pass the parcel with you when you were a baby.

SOPHIE: Really?

SOPHIE'S MUM: Yep, they used to get a big kick out of it. They used to fight over who was going to hold you.

SOPHIE: I dressed up eight weeks later as the Christmas angel for Christmas time for them. I had a little halo; a little white dress. A lot has changed since then, but I still visit the nursing home all the time. After school I catch the bus to the nursing home every Thursday to work there until 5 o'clock. I usually talk to them, I usually cook for them, listen to their stories, hear about their life.

I've met some really interesting people. Some still remember me when I first came in as a baby!

SOPHIE: Do you remember me dressing up as the little Easter Bunny?

RESIDENT: Yes, and you gave out the Easter eggs.

SOPHIE: Yeah, and one year I was a Christmas angel.

RESIDENT: Yeah, I remember that.

Coming here is a way for me to help out and make new friends. Even if things don't always go to plan.

RESIDENT 2: I'm not a very good put-er-oner-er.

SOPHIE: Neither am I.

SOPHIE: I usually tell them stories and they tell me stories about their past lives and their childhood, and they were in the wars. And it's really interesting to hear their stories so then I can tell my parents what I learn about them.

My family's been involved in volunteering for a long time.

SOPHIE: Why do you think volunteering is so important in our family?

SOPHIE'S MUM: I think volunteering is very important not only for our family, but for other people and other families, because it gives us and them a chance to give back something special to people who wouldn't otherwise have it.

SOPHIE: I usually look after my mum when I'm not at the nursing home because she gets sick pretty easily so I usually take a lot of good care of her and she does the same for me.

So whether it's looking after mum, or being at the nursing home, I know I'm making a difference by volunteering. It makes me feel really good knowing I can help others, and if you volunteer your time, I think you'll feel the same way.

You'll just start falling in love with it and it's just amazing.

Kind Classrooms

Okay now as you saw there, kids can make a big difference when they get into volunteering. And we want to encourage as many of you as possible to do just that.

That's why this month, we're launching BtN's Kind Classrooms campaign. Here's how it works.

Get together with your teacher and classmates and brainstorm ways you can show a little kindness to the people of your community. It could be anything: sending nice letters, offering free car washes or making snacks for people who pass by. No act of kindness is too small! Register your activity on our website and share video of your kind deed there afterwards too. We'll play the best ones on BtN.

Go to our website for all the info you need to become one of BtN's Kind Classrooms today.

Shakespeare

Reporter: Matt Holbrook

INTRO: It's been four hundred years since the death of the world's most famous playwright, William Shakespeare. His plays and stories are still really important today as are the thousands of the words and phrases he invented too. But what was this genius' life really like? We find out from the man himself!

WILL: Hi, I'm Will.

KID: Hi Will.

WILL: But people usually call me William.

INTERVIEWER: Can you tell us your full name?

WILL: William Shakespeare. Playwright.

INTERVIEWER: Can you spell that?

WILL: It's like shake, and spear, with an e at the end.

WILL: Do you want my autograph?

KID: What?

WILL: My autograph. I'm the guy that came up with this.

KID: The Lion King? You didn't make that.

WILL: People tell me all the time "You're the greatest writer in the English language." And I'm like: "Yeah. I am."

WILL: Nah, but it's based on Hamlet. You know where that guy talks to a skull. That was me!

I was born in England in 1564. But no-one knows exactly when, so birthdays were difficult. "No cake for Will this year". That happened every year.

My dad was a glove maker. One thing we always had growing up were gloves. I had a family and then, for a few years, as far as people knew, I just disappeared.

INTERVIEWER: What were you doing?

WILL: Nothing much. Anyway, eventually I moved to London and started acting. And then I started writing. In the next twenty five years, I wrote thirty seven plays, like Romeo and Juliet, Hamlet, Macbeth, and loads of poetry.

WILL: Shall I compare thee to a summer's day?

I came up with seventeen hundred new words. Not bad, hey.

WILL: Okay, forget Hamlet. There are countless words of mine I bet you use all the time. Like countless.

KID: I don't think I've ever said "countless".

WILL: That's laughable. Hey that's one of mine as well. There's buzz, puking, assassin. All mine!

KID: Right.

INTERVIEWER: What kinds of things did you write about?

WILL: Well, people tend to put my plays into categories. There are the comedies. People always get married in those. There are the tragedies.

WILL: I love this bit. O Romeo, Romeo! Wherefore art thou Romeo? Spoilers! They die at the end.

WILL: And there are the histories. They're about history.

Many of those plays are still popular, but I wrote them at a time when people said things like:

WILL: Thou poisonous bunch-back'd toad. Thou loggerheaded maggot-pie!

So I suppose the language might take some getting used to. Yeah, that's probably why I've inspired so many people to retell my stories.

WILL: Anyway, even though I've been technically dead for four hundred years now, you'll still see signs of me everywhere. Movies, TV shows, and the words you use every day.

WILL: Moonbeam, eyesore, wild goose chase, break the ice. All me!

KID: For goodness' sake!

WILL: Ah that's one of my as well.

WILL: It's a pretty good feeling, to be honest. Yeah.

Quiz

What was the name of Shakespeare's theatre?

The World

The Globe

Or the Stage

The answer is: The Globe

Okay now before the holidays we asked you to tell us about how you use technology in our Tech survey. Here is just a taste of what you told us.

Sport

Adelaide United has finished off their fairytale season in style beating Western Sydney 3-1 in the Grand Final. Spanish midfielder, Isais was the hero of the day scoring an absolute ripper of a free kick. Taking Adelaide to two-nil before half-time.

Wanderers Defender Scott Neville turned up the pressure with a goal in the second half. But this 90th minute shot from Adelaide's Pablo Sanchez secured the win. To see Adelaide lift the A-league Champion trophy for the first time in the club's history!

The 2016 Youth Girls National Footy Championships kicked off in Melbourne yesterday and Victoria Metro got the ball rolling with a big win over Queensland. The Championships feature some of the best young female footy players from all around Australia and the Grand Final will be played on Friday night as a curtain-raiser to Hawthorn and Richmond's AFL game.

And finally this enthusiastic pitch invader decided to follow his dreams of becoming a soccer star. By bounding out onto the pitch during a premier game in South America. The overjoyed pooch seemed to be having the time of his life! But officials eventually managed to catch him and escort him off.

Dragon Boats

Reporter: Amelia Moseley

INTRO: Finally today have you ever heard of dragon boating? It's a tradition that originated in China but now people from all over the world get involved including kids. We spoke to some of them at the Club Crew World Championships to find out more about their unique sport.

AMELIA MOSELEY, REPORTING: From up here, this looks like a regular rowing regatta. But get a little closer, and you can see it's a whole lot more fierce.

TASH: I love racing! Especially in the 200s, because it's a really aggressive and powerful sport.

Just like rowing, dragon-boating involves paddling through the water at high speeds. But there are a few big differences, besides the dragon, of course.

ISAAC: Rowing is sorta you're pulling backwards and you have your paddle sideways. Whereas dragon-boating is more up and you gotta drive down.

There can be up to 20 paddlers in a team, so there's a drummer to keep them all in sync.

ISAAC: So I'm a drummer. I have to hit the drum with the drum stick and keep everyone in time.

There's also the all-important sweep, who controls the boat and decides when the team needs to pick up the pace.

SOPHIE: So I'm the sweep so I stand just at the back of the boat and I steer, so we don't run into other lanes and I make the calls as well, so I call the ups throughout the race.

Dragon-boating originated in China before it became a competitive sport. And because you can be aged 12 all the way to 60 to compete, lots of families get involved.

These junior teams from Sydney and Canberra are here in Adelaide for the Club Crew World Championships, so they're competing against some of the best dragon-boaters in the world!

SOPHIE: You get so many opportunities to travel! So like we're from Canberra and we get to come up to Adelaide, I think last year it was in China.

BEN: You can get to higher levels since there aren't as many people like there are in soccer or rugby. That's why I joined as well, so I can get more medals!

They reckon more kids should join the club.

ISAAC: I like meeting new people, so I've made a lot of good friends that I wouldn't have met without dragon-boating and it's also just a really fun sport.

TASH: It's a very, very team sport! Very, very team oriented, yeah definitely!

And there's plenty of team spirit to go 'round.

SOPHIE: So every club has their chants and we do them when we're in marshalling. It's less of an intimidation thing, it's just more of just a group spirit thing and it's really nice to see everyone coming together!

BEN: After my first regatta, I came home and I had to have like three lozenges cause my throat was hurting from all the cheering. It was very hard.

CREW: We love BtN!

CLOSER

And that wraps us up for today! Please head to our website for more info on anything you've seen including how you can become of BtN's Kind Classrooms. Hope you enjoyed the launch of our new look today and I'll see you next week. Bye!