

## Questions for discussion

Episode 22  
16<sup>th</sup> August 2016

### Census Privacy

1. Discuss the BtN *Census Privacy* story as a class and record the main points of the discussion.
2. What you know about the census?
3. What happened on census night?
4. Why did the Australian Bureau of Statistics shut down the census website?
5. What does DOS stand for?
6. Experts say DOS can happen when...
7. Why could the information be valuable?
8. What did the government minister in charge of the census say about data being accessed?
9. What concerns do you think people may have about completing the census online?
10. Name three things you learnt watching the *Census Privacy* story.

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

### Refugee Olympic Team

1. What was the main point of the BtN story?
2. Why did Olympic swimmer Yusra leave Syria?
3. Briefly retell what happened when she was forced to leave.
4. Which country did they make it to as refugees?
5. Who is a refugee?
6. About how many people around the world have been forced to leave their homes?
  - a. 20 million
  - b. 40 million
  - c. 60 million
7. This is the first Olympics that refugees have been able to compete in. True or false?
8. How many athletes are in the Refugee Olympic team?
9. Complete the following sentence: The International Olympic Committee want the refugee team to draw attention to...
10. How did this story make you feel?

Check out the [Refugee Olympic Team resource](#) on the Teachers page

### Moon Exploration

1. Discuss the BtN *Moon Exploration* story in pairs and record the main points of your discussion.
2. What are some significant moments in space exploration?
3. Which organisations have been responsible for exploring space?
4. Why could that be about to change?
5. What has the company 'Moon Express' been given approval to do?

6. What valuable resources are on the moon?
7. Who created the Outer Space Treaty in the 1960s?
8. What does the treaty say?
9. What are some questions people have about private companies being allowed to mine planets?
10. What do you think? Should private companies be allowed to mine the moon? Explain your answer.

Check out the [Moon Exploration resource](#) on the Teachers page  
Vote in the Behind the News [online poll](#).

### Super Lice

1. Before you watch the BtN story, record what you know about head lice.
2. What do lice feed on?
3. Lice are the \_\_\_\_\_ and nits are the \_\_\_\_\_.
4. What is the plural word for louse?
5. Lice fly or jump from head to head. True or false?
6. How does a person get head lice?
7. How many eggs can a louse lay each day?
8. How can head lice be treated?
9. What did a recent study in the US find about head lice?
10. What was surprising about this story?

Create a myth-busting quiz about head lice. Share with students in your class.  
Do the [quiz](#) on the BtN website

### Science Record Attempt

1. What are the students in the BtN story hoping to achieve?
2. Briefly explain what the science lesson was about.
3. How many kids took part in the lesson?
4. Were the students successful in their attempt to break the world record?
5. Why do the kids like learning about science?

Visit the [National Science Week website](#) to find out more about what's happening for Science Week.

### Youngest Olympian

1. How old is Olympic swimmer Gaurika?
2. Which country is she representing in the Olympic Games?
3. Where does she train and live?
4. Gaurika is hoping to qualify for the 2020 Olympic Games in \_\_\_\_\_.
5. What did you like about the *Young Olympian* story?

Write a message of support to Gaurika and post it in the comments section on the story page.

## Teacher Resource

# Refugee Olympic Team

## FOCUS QUESTIONS

1. What was the main point of the BtN story?
2. Why did Olympic swimmer Yusra leave Syria?
3. Briefly retell what happened when she was forced to leave.
4. Which country did they make it to as refugees?
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  - a. 20 million
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7. This is the first Olympics that refugees have been able to compete in. True or false?
8. How many athletes are in the Refugee Olympic team?
9. Complete the following sentence: The International Olympic Committee want the refugee team to draw attention to...
10. How did this story make you feel?

## ACTIVITY

**Before watching** the BtN *Refugee Olympics* story, ask students to make some predictions about what the story might be about. Students will compare and contrast their predictions with other classmates after viewing the story.

- What did you SEE in this video?
- What do you THINK about what you saw in this video?
- What does this video make your WONDER?
- What did you LEARN from this story?
- How did this story make you FEEL?

Clarify students' understanding of what a refugee is and write a class definition. Respond the following as a class recording responses on a large sheet of paper.

- Who is a refugee? (Explain to students the ways in which a refugee and an asylum seeker differ from a migrant)
- Where do refugees come from and why?

## KEY LEARNING

Students will develop a deeper understanding of the Refugee Olympic Team and the athletes that represent the team.

## AUSTRALIAN CURRICULUM

### Civics and Citizenship – Year 6

The obligations citizens may consider they have beyond their own national borders as active and informed [global citizens](#) (ACHCK039)

### Civics and Citizenship – Year 5 & 6

Identify over-generalised statements in relation to [civics](#) and [citizenship](#) topics and issues (ACHCS029) (ACHCS041)

### History – Year 6

Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war. (ACHASSK136)

### HASS – Year 5 & 6

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

## ACTIVITY

### Refugee Olympic Team

Discuss with students the idea of having an Olympic team made up of refugees.

Questions to guide discussion could be:

- Why do you think a refugee team was made?
- Which countries do the athletes come from?
- Which sports are they competing in?
- How does it give refugees hope?
- Do you think the Refugee Olympic Team brings global attention to the refugee crisis? Explain your answer.



On a world map, locate which countries the athletes come from and where they are living now.

The [following videos](#) explain in more detail the athlete's backgrounds and how they came to compete in the Olympic Games.



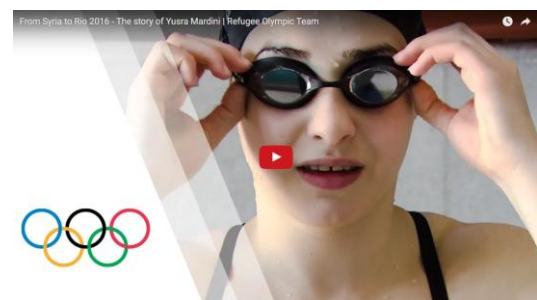
The athletes from South Sudan [tell their story](#)



A Syrian refugee swimming at Rio [tells his story](#)



Ethiopian refugee Yonas Kinde [tells his story](#)



Syrian swimmer Yusra Mardini [tells her story](#)

Choose an athlete from the Refugee Olympic Team and create a profile or biography about them. Include information about:

- Where and when was the person born?
- Which country do they live in now?
- What events or circumstances led them to leave their country of birth?
- What are some challenges they have faced?
- Which sport do they compete in?



Congolese refugees competing at Rio [tell their stories](#)

## ACTIVITY

Watch the BtN [Refugee Day story](#) to find out more about the refugee crisis around the world. Students can then answer the following questions:

1. Discuss the *Refugee Day* story as a class. Record the main points of the discussion.
2. Give some reasons why people flee their country.
3. The word 'refugee' comes from the French word meaning...
4. The UN estimates there are at least \_\_\_\_\_ refugees who need shelter or a new home.
5. Which countries do most refugees come from?
6. Most refugees flee to countries like Australia and the US. True or false?
7. About how many refugees are settled in Australia each year?
8. Where in Europe are many refugees travelling to by boat?
9. What do you understand more clearly since watching the BtN story?
10. How did this story make you feel?



## ACTIVITY

### Diversity in your Community

As a class, talk about your feelings of home and belonging to a community. Think about the diversity in backgrounds, experiences, interests and age of people in your school community. Broaden your discussion and talk about your local community and Australia as a whole.

Explain to students that developing positive relationships can help build a sense of belonging and inclusion. Provide a range of opportunities for students to share their personal stories to create an atmosphere of cultural respect and acknowledgement of diversity.

- What do you like about being part of your school community?
- What makes you feel safe in your school community?
- How do you welcome new students to your school community?
- What are some of your school's values?
- Describe some of your school's traditions. Why are they important?
- What are the advantages of belonging to a culturally diverse community?



## USEFUL WEBSITES

ABC News – Rio 2016: Olympic Refugee Team overcomes hardship to make Games debut

<http://www.abc.net.au/news/2016-08-03/olympic-refugee-team-overcomes-hardship-to-make-games-debut/7685922>

Olympic.org - Refugee Olympic Team: Biographies

[https://stillmed.olympic.org/media/Document%20Library/OlympicOrg/News/2016/06/03/Refugee-Olympic-Team-List-all-00.pdf#\\_ga=1.46559076.252015641.1469083255](https://stillmed.olympic.org/media/Document%20Library/OlympicOrg/News/2016/06/03/Refugee-Olympic-Team-List-all-00.pdf#_ga=1.46559076.252015641.1469083255)

Olympic.org - Refugee Olympic Team to shine spotlight on worldwide refugee crisis

<https://www.olympic.org/news/refugee-olympic-team-to-shine-spotlight-on-worldwide-refugee-crisis>

UNHCR - Refugee Olympic Team makes history at Rio Games

<http://www.unhcr.org/news/latest/2016/8/57a4accd4/refugee-olympic-team-makes-history-rio-games.html>

ABC News – Syrian refugee who swam from Turkey to Greece sets sights on Rio Olympics

<http://www.abc.net.au/news/2016-03-19/syrian-refugee-sets-sights-on-rio-olympics-turkey-greece/7260400>

# Moon Exploration

## FOCUS QUESTIONS

1. Discuss the BtN *Moon Exploration* story in pairs and record the main points of your discussion.
2. What are some significant moments in space exploration?
3. Which organisations have been responsible for exploring space?
4. Why could that be about to change?
5. What has the company 'Moon Express' been given approval to do?
6. What valuable resources are on the moon?
7. Who created the Outer Space Treaty in the 1960s?
8. What does the treaty say?
9. What are some questions people have about private companies being allowed to mine planets?
10. What do you think? Should private companies be allowed to mine in space?

## ACTIVITY

Watch the BtN *Moon Exploration* story and discuss as a class. What questions were raised in the discussion (what are the gaps in their knowledge)? The following questions may help guide the discussion:

The following KWLH organiser provides students with a framework to explore their knowledge on this topic and consider what they would like to know and learn.

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

Students will develop their own question/s for inquiry, collecting and recording information from a wide variety of sources.

## Glossary

Students develop a glossary of words and terms that relate to the moon. Below are some words to get them started.

lunar	atmosphere	gravity	orbit
lava	crater	solar system	exploration

## KEY LEARNING

Students will investigate what it would be like to live on the moon and what would be needed to sustain human life.



### Science - Year 5

The Earth is part of a system of planets orbiting around a star (the sun) ([ACSSU078](#))

Scientific knowledge is used to solve problems and inform personal and community decisions ([ACSHE083](#))

### Science – Year 7

Predictable phenomena on Earth, including seasons and eclipses, are caused by the relative positions of the sun, Earth and the moon ([ACSSU115](#))

Scientific knowledge has changed peoples' understanding of the world and is refined as new evidence becomes available ([ACSHE119](#))

## More about the Moon

**Define:** What do I want to know?

### Key questions to research

Students can choose one of the following questions or come up with their own:

- What does the moon look like?
- Why can we see the moon?
- What are the geographical features of the moon?
- Does it have an atmosphere?
- What would you find on the surface of the moon?
- How far is the moon from the Earth and sun?
- How long does it take for the moon to orbit the Earth? Compare this to the time it takes for the Earth to orbit the sun.
- What is a lunar eclipse?

### Locate: Where do I find the information?

What resources will help answer my questions? (Internet, people, resource centre, organisations, print). Discuss with students what a reliable source is.

### Select: What information is important for the investigation?

Students may need support to sort through and select relevant information.

### Organise: How do I make sense of the information?

Students can organise their research by creating main headings from their questions. Write each heading on a separate piece of paper. Record the information found for each question.

### Present: How do we let others know about this information?

Each group needs to discuss then decide on the best way to present the information. Possibilities could include:

- A 'Did You Know' Facts sheet
- Infographic
- Oral presentation
- [Prezi](#) presentation

### Evaluate: What have we learnt?

Each group reflects on what they have learnt about the moon during their investigation. Students will reflect on their learning and respond to the following.

- What I learned...
- What I found surprising...



## ACTIVITY

### Living on the Moon

Students will investigate what it would be like to live on the moon and what would be needed to sustain human life. Watch [The Living on the Moon video](#) and the [BtN Moon Living video](#) to find out more.



Begin with a class brainstorm using the following questions to guide discussion:

- *What are the three basic things we need to survive?*
- *What do you think it would be like to live on the moon?  
What are the challenges?*
- *What are the benefits of having a space settlement on the moon?*
- *When planning for life on the moon what are some important things to think about?*

Students will then need to research conditions on the moon so they can plan and design a settlement on the moon that will sustain human life.

- What are the conditions like on the moon?
- What needs to be considered when planning a colony on the moon? For example:
  - Water supply
  - Atmosphere (air supply)
  - Temperature
  - Food Production
  - Waste Management
  - Gravity
- What materials could be used to build a space settlement?



Students can create either a model or a labelled diagram of their 'moon settlement'. Display students' work in a public space in the school.

### Space Tourism

Students explore the idea of space tourism. Ask them to choose a planet that they would like to visit and write a postcard home telling them what a holiday there is like. Information to include on their postcard could be:

- What the planet is like (temperature, gravity, length of day)
- Travel to the planet. How did you get there, how long did it take?
- Things to do there
- A place to stay (accommodation)

## ACTIVITY

### Moon Landing

BtN Moon Landing story <http://www.abc.net.au/btn/story/s2627599.htm>

1. How many people watched the moon landing on television?
2. What do you think was meant by the statement 'It's one small step for man, one giant leap for mankind'?
3. What did Russia do that sparked the race to conquer space?
4. How did the United States respond to this?
5. What promise did US President John F Kennedy make?
6. Why was going to the moon more complicated than going into orbit?
7. What role did Australia play in the mission?
8. Why is the US planning to send people back to the moon?
9. Do you think it is money well spent? Explain your answer.
10. Why do you think the moon landing will be remembered as one of the biggest achievements of all time?



#### *Further Investigation*

Interview someone who remembers the first moon landing. Ask them to share their memories. Why do they think it was such a significant event? Present your interview findings to the class.

## USEFUL WEBSITES

NASA – The Moon

<https://www.nasa.gov/moon>

Scholastic – All about the moon

<http://www.scholastic.com/teachers/article/all-about-moon>

ABC Splash – How the moon influences Earth

<http://splash.abc.net.au/home#!/media/1479635/how-the-moon-influences-earth>

Behind the News – Moon Landing

<http://www.abc.net.au/btn/story/s2627599.htm>

Behind the News – Moon Living

<http://www.abc.net.au/btn/story/s4071849.htm>

# BtN: Episode 22 Transcript 16/08/16

Hello, I'm Nathan and this is BtN.

Coming up today:

- Meet the special team of athletes competing under the Olympic flag at Rio.
- 'Super lice' have arrived on the scene - we find out where they came from.
- And head into space to learn about the company hoping to mine the moon in the future.

## Census Privacy

Reporter: Amelia Moseley

*INTRO: But first we're revisiting the census because last week Australia's biggest survey actually turned into one of Australia's biggest stuff ups. As millions of Australians sat down on Tuesday night to lodge their personal information the site was shut down. And while it's working now many people are cautious about using it because they don't trust their data will be safe. Next we take a closer at exactly what happened and find out why anyone would want to steal our census data anyway.*

It was August 9th - the big day - Census day, when Australians all over the nation sat down to fill out the country's biggest compulsory survey, online. Then this happened, and I wasn't the only one to hit a digital brick wall.

KID 1: It just crashed.

KID 2: My parents were halfway through filling it out

KID 3: They weren't really happy with it.

KID 1: It might have been a hacker.

KID 2: An error occurred on the screen saying that the servers were overloaded.

KID 1: It just crashed.

KID 3: And it was quite late at night as well.

So what went wrong? Well the Australian Bureau of Statistics or ABS, which organises the census, says it was forced to shut down the site after it was notified four times of something called a DDoS, or Distributed Denial of Service. Basically that's when a site

starts to crash because it's being flooded with more requests for information than it can handle.

Experts say a DDoS can happen if lots of users are trying to access a site at the exact same time. But it's also a pretty common attack that hackers use to take down a website. They might do that because they don't like a site or what it stands for, or because they want to prove they can get through an important site's security, or in rare cases they might use a DDoS to distract while they use other ways to steal data. That last one is what a lot of Australians are now worried about. Even before August 9th, some people didn't want to give out so much of their personal data to the ABS online. Then hashtag census fail happened and made people even more anxious.

REPORTER: More than two million Australians had already submitted their census survey data before the site was shutdown. That included things like their name, address, earnings, family details and heaps more.

Experts say there are a few reasons why that information would be really valuable to criminals. First, it could be used to steal people's identities and, with the right know-how, those identities could be used to open bank accounts and rack up debt, or commit crimes. It could also be used to blackmail people by threatening to release their sensitive information publicly. Other countries might want to use the info to spy on Australian citizens. Some defence groups are even concerned terrorists might use stolen census data to plan attacks.

The ABS says it shut down the entire census site when it became clear there were problems, and the government minister in charge says no one should be worried because no personal data was accessed; in fact, he said it four times.

MICHAEL MCCORMACK, CENSUS MINISTER: ABS census security was not compromised, I repeat not compromised and no data was lost, no data was lost.

But despite that, a lot of Aussies are now even less sure about filling out the census than they were before. Some chose to fill it in by paper just in case. Some are boycotting it all together and risking a fine, and others just spent a long time waiting for the site to come back online.

REPORTER: And purchase! Awesome. Right, what was I doing?

## This Week in News

Water quality experts have worked out how much it could cost to save the Great Barrier Reef from environmental damage. They say the bill could be around eight point two billion dollars!

The most expensive problem to fix is sediment run-off from farms. That's when soil and chemicals are washed out into the ocean which can hurt coral.

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Scientists say they've found the world's oldest animal with a backbone!

They used radio-carbon dating to measure the ages of some Greenland Sharks and they found one that was roughly 395 years old! That breaks the record formerly held by a 211-year-old Bowhead Whale. Although if you include animals without backbones the oldest is a clam called Ming that lived to be 507!

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And an animal rights group has started an unusual campaign to rename a Tasmanian town. Eggs and Bacon Bay is a popular fishing spot about an hour south of Hobart.

But the group PETA reckons it should be called something a bit more vegan friendly like Apple and Cherry bay.

CLAIRE FRYER, PETA: Not only to promote the area's local produce but also to promote a kind and compassionate and healthy diet.

The Mayor said he'll consider the idea but some locals aren't convinced.

TERRY DYER, RESIDENT: I'd just like to think that our grandchildren will have eggs and bacon as their name, for decades and centuries to come.

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## Refugee Olympic Team

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Reporter: Matt Holbrook

*INTRO: For the first time in its history the International Olympic Committee has allowed a team of refugees to compete at the Games. All of the team's members were forced to leave their home countries. Now they've come together to compete under the Olympic flag instead.*

Making it to the Olympics is something eighteen year old swimmer Yusra has always dreamed of. But just last year, she was swimming for her life. She and her sister were forced to leave their home in Syria because of the war there. They were trying to get to Greece in a rubber dinghy with eighteen other refugees, when their boat broke down and began filling with water. Most of the people on board couldn't swim so she and her sister jumped in to help push it to shore.

YUSRA, OLYMPIC SWIMMER: It was really hard. Me and my sister were in the water. My sister told me if something happens, don't help anyone. Then she got in the water and helped them. And it was like quite hard just to think you're a swimmer and at the end you're going to end up dying in the water.

Three hours later, they made it to safety, and eventually to Germany as refugees. Refugees are people who have left their home country because their lives are threatened

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by war, bad treatment or violence - often because of their race, gender or beliefs. Around the world, more than 60 million people are in this situation. And some of them, like Yusra, are elite athletes who have trained all their lives to compete at the highest level, only to have that chance taken away.

When Yusra left Syria, she thought her Olympic dream was over. Because in the past, refugees haven't been able to compete. But then, a door opened.

THOMAS BACH, IOC PRESIDENT: Today I am happy to announce the creation of the Olympic Team of refugee Olympic athletes.

Now, a team of ten, including swimmers, runners, and judokas from Syria, South Sudan, Ethiopia and Congo have been given the chance to compete at the Games under the Olympic flag.

YUSRA, OLYMPIC SWIMMER: In the water there is no difference if you are a refugee, or Syrian, or German. In the water it is just you and your competing mate.

They've also been given their own coaches, officials, uniforms, and a chef, all paid for by the IOC. And in the past few months they've been training hard. The IOC says it wants the team to inspire and give hope to other refugees, and draw attention to the issues millions of others around the world are facing. And these guys say they're up to the task, whether they win gold or not.

YUSRA, OLYMPIC SWIMMER: We heard a lot of stories from refugees. And all of them saying "No I can't, no I will not" and after they saw what we did I tell them "Yeah I'm a refugee too" and they're like "Oh my god I should've been like you, I should have tried" And I tell them "You can! You just want to try from all your heart!"

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Yusra has since swum in both the 100m butterfly and freestyle at the Olympics.

And she managed to win her heat in the butterfly but her time wasn't good enough to go her through to the semis.

Afterwards, she said just getting to swim in Rio made it all worthwhile.

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## Super Lice

Reporter: Carl Smith

*INTRO: Next up it's one of the most common ailments to hit school kids around the country - head lice! But scientists are now saying some lice overseas are starting to develop a resistance to the chemicals we usually use to get rid of them. Here's the details.*

If I say the words "head lice", does your head start to feel a bit itchy? Thankfully these guys don't actually have any. But in case they do run into them, we thought we might clear up a few questions they had about those annoying little bugs.

KID 1: What are lice and why do they make you itchy?

Lice are creepy little parasites that live on your scalp and cling to your hair. They feed on your blood! And it's their bites that cause that irritating itchy feeling!

KID 2: What's the difference between nits and lice?

Lice are the bugs and nits are their eggs. The term lice is actually the plural of the word louse, and the word lousy used to mean 'being infested with lice'! But now we use it to describe something bad - which is how most people feel when they discover they've got lice!

KID 3: Can you catch lice from other people?

Lice move between people all the time, but they can't fly or jump. So head-to-head contact with someone is the most likely way to catch them.

Pets, or using the same furniture as someone with lice aren't as likely to spread them. Because the bugs need to stick close their food source - us!

KID 4: If I get head lice does that mean I haven't been keeping clean or that my hair's too long?

Absolutely not. Anyone can catch head lice, no matter how clean your hair is. The length of your hair doesn't make much difference either. Although lice are easier to remove from short hair.

KID 5: Surely they pretty easy to get rid of?

Lice are tiny, fast and they breed quickly.

REPORTER: This is one of the most common ways we get rid of them: you use conditioner to stop them and a fine-toothed metal comb to pull out the lice and their eggs. But miss just one egg and you'll have heaps crawling around again in no time!

KID 6: Do those medical shampoos work?

Medical shampoos have chemicals in them that are poisonous to lice. But lately they haven't been working as well as they used to. That's because lice are developing ways to survive them!

A new recent study from the US found almost every state there had resistant lice! These new super bugs are born with special traits that stop the usual chemicals from killing them. So experts are worried that soon medicated shampoos could stop working completely!

KID 7: My mum says things like Vaseline, oil and mayonnaise could help get rid of them! Is that right?

REPORTER: Well some people say they work, but there's not a lot of science to back this up. Some experts say mayonnaise could theoretically work but only if you use heaps and heaps of it! I don't know if this is really any better than just having nits?

KID 9: Will lice make me sick?

Thankfully lice don't carry diseases. So although they might be annoying and really itchy, and frustrating to get rid of, at the end of the day, these little blood suckers won't leave you with anything to worry about.

### Ask a Reporter

Got a question about super lice? You can ask me live on Friday during Ask a Reporter! Just head to our website for all the details.

### Quiz

And let's stay with lice for a quiz!

Up to how many eggs can lice lay per day?

- 2
- 4
- 8

Answer: 8

### Moon Exploration

Reporter: Amelia Moseley

*INTRO: Now for the first time, a private company has been given permission to send a robotic space craft to land on the moon. Up until now, moon landings have only been attempted by government agencies. So what could this development mean for the future of space exploration?*

NEIL ARMSTRONG: That's one small step for man, one giant leap for mankind.



In the last 47 years, mankind has walked on the moon, built space stations, sent probes to investigate far off planets and landed this little guy on an asteroid. We've even grown the first ever space veggie and eaten it in space!

REPORTER: You might think "Where could we possibly go after space lettuce?" Well there are always heaps of exciting projects in the works, but so far they've always been driven by government organisations like NASA and the European Space Agency because they have the money, resources and permission to make them happen.

But that could be about to change. Lots of private companies are making plans to lift off, whether it's to take tourists on the trip of a lifetime, or to explore distant planets. Now, one private company called 'Moon Express' has become the first to be given the green light from the US government to travel beyond Earth's orbit.

The business plans to land a robotic probe on the moon in 2017 to carry out experiments and, eventually, 'Moon Express' also wants to set up a mine on the moon. It would collect minerals that are rare on earth like Tantalum, a strong metal used to make electronics, Helium-3 which could be used to create clean, efficient fuel and moon cheese which is super tasty. Ok not that last one, but you never know.

REPORTER: Space mining is still a long way off but it's already raising some questions about what should and shouldn't be allowed to happen in space. Because you might not even realise, but there's already such a thing as International Space Law.

Back in the 1960s, the United Nations created the Outer Space Treaty. Basically, it says that space belongs to everyone and any country can explore it, but people aren't allowed to damage any part of the space environment and no one can use it to set up super weapons of mass destruction, like the death star - sorry Darth, not happening.

But that treaty was made a long time ago and now people are starting to wonder how things like space mining would fit within the rules. Who would get the profits if technically no one owns the moon? What would happen if companies started damaging or contaminating planets? And would it contribute to the build up of space junk that's already floating about out there from things like satellites and old missions?

Some reckon letting private companies take a slice of the space pie could open up the world to amazing new possibilities and discoveries. Others say we need to start thinking about how to keep things fair and under control as the private space race heats up.

## Poll

And the issue of moon mining will be our poll this week. Let us know what you think on our website.

Now in last week's poll we asked if you were left or right handed. 19% of you said you were left which is well above the national average of around 10%.

Thanks for voting.

## Science Class

*INTRO: Next up this week is science week. So schools around the country will be getting experimental to learn more about how our world works. Recently heaps of schools teamed up to break the record for the world's biggest science class. Here's what happened.*

MATT HOLBROOK, REPORTER: With a class this size, doing the roll would take forever. But these guys, all 2,895 of them, are here in Brisbane for a really good reason. They're hoping to break the world record for the biggest ever practical science lesson! And they came from all over Queensland to take part.

KID 1: I couldn't sleep last night I stayed up till 12 o'clock.

KID 2: We woke up very early in the morning and we got to the airport and we came here.

The kids are in grades five to ten, and their science lesson was all about using paperclips to find out how magnetic fields work. Some got a little more stuck than others. But after a lot of learning, and a few laughs, it was time to find out how they did.

GUINNESS WORLD RECORDS ADJUDICATOR: The new Guinness world record total is now 2,895 participants. Congratulations to all, you are all now officially amazing.

The record attempt was organised to kick off science week. It's an annual celebration of all things science, something these guys are really passionate about.

KID 2: It's very interesting, and we can learn more about how the earth works and how all these things, and how it makes us.

KID 2: There's a lot of theories, a lot of evolution, a lot of practical work out there that I like doing.

And they're all pretty excited to be new world record holders.

## Quiz 2

And let's stay with science for quiz number 2. Which of the following is NOT an area of science?

- Biology
- Astronomy
- Astrology

The answer is - Astrology

## Sport

One of Australia's youngest Olympians has won Gold at the Rio Olympics. Kyle Chalmers came out on top in the 100 metres freestyle. His school mates were watching on in Adelaide as he did it and they went ballistic.

STUDENT 1: "So proud of him - it's amazing effort."

STUDENT 2: "It's so weird to see him there when we usually see him around the school - just lost for words."

It's the first time an Aussie's won the event in 48 years.

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Still in the pool and Michael Phelps has retired from swimming. The US champ's final gold medal came in the 4 by 100 metre medley which he says was a perfect end to the Games.

PHELPS: This is the cherry that I wanted to put on top of the cake.

Phelps is the most successful Olympian of all time! Over his career he's competed in 5 Olympic Games and won 23 gold, 3 silver and 2 bronze.

That's more than many big countries!

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And still in the pool, there have been lots of complaints about how smelly and green Rio's are.

The water polo pool was drained over the weekend after athletes complained that the murky water was stinging their eyes.

Olympic organisers blamed a contractor for mixing up the pool chemicals.

German Diver Stephen Feck said on Facebook that the whole venue smelt like someone had, well, passed wind. Not something you want to be diving into.

## Youngest Olympian

Reporter: Ricky, Newsround

*INTRO: Finally today while it's amazing that Aussie gold medallist Kyle is still at high school there is one athlete at the Olympics who's only just graduated primary school!*

*Gaurika is 13-years old making her the youngest person to compete at Rio. UK kids news show Newsround caught up with her to find out what it's like.*

RICKY, NEWSROUND: Most 13-year-olds are worried about school, playing games on their tablets and smart phones or just chilling with their mates. But imagine being 13-years-old and representing your country in the Olympics.

Gaurika has spent the last few days doing loads of interviews. That's because the world wants to speak to the youngest athlete here at the Olympics.

GAURIKA: Yeah, well I felt really proud, hopefully I've made them proud as well

She's representing Nepal, a country in South Asia where she was born. More than 10 years ago her family moved to England but last year she earned the right to represent Nepal in swimming

GAURIKA: My Dad's out here with but my Mum and my grandparents are in England watching with my brother.

Earlier this week she got her taste of an Olympic Games, and being at the opening ceremony was a huge deal

GAURIKA: Yeah, there was like a wall throughout the whole opening ceremony, and then you'd see Brazil come out and there was screaming and there were people dancing, it was amazing

The teenager still can't believe she's here in Rio, and now she wants to talk about the country she loves and hopefully win medals for, Nepal, at the next summer Olympics in 2020.

RICKY: Tom Daley was one of the youngest ever athletes back in Beijing in 2008 and look at him. He went on to win bronze twice in London and now here. Do you think you'll be able to medal one day?

GAURIKA: Well, I hope so. Hopefully I can qualify for 2020 Tokyo, so let's hope for the best

RICKY: Is that the next kind of aim for you then?

GAURIKA: Yeah that's the next aim hopefully

## Closer

And that's it for today! But the fun will continue on Friday during our live Ask a Reporter session on super lice. I'd love to see you all then!

Stay well and bye for now.