

Questions for discussion

Kids in Syria

1. In pairs, discuss the BtN *Kids in Syria* story and record the main points of the discussion.
2. Describe the city of Aleppo in Syria.
3. How long has the war been going on in Syria?
4. What happened to Abbas?
5. Because of the fighting, many Syrian people have now fled the country as_____.
6. Retell Hamsa's story.
7. Where does he live now?
8. How many Syrians does the United Nations say need help with things like food, water and education?
9. How many people have left Syria as refugees?
 - a. 2.8 million
 - b. 3.8 million
 - c. 4.8 million
10. What do you understand more clearly since watching the *Kids in Syria* story?

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

Refugees and Migrants

1. Before you watch the BtN story, record what you know about refugees and migrants.
2. Which country did Georgia come from?
3. Why did she move to Australia?
4. Finish the following sentence: A migrant is a person who...
5. What does Georgia have to remind her of life in New Zealand?
6. Which country did Mahya come from?
7. Why did she move to Australia?
8. Finish the following sentence: A refugee is someone who...
9. What did Mahya find difficult about moving to Australia?
10. What do you think would be one of the most difficult things about moving to another country?
11. Name three things you learnt watching the story.

Check out the [Refugees and Migrants resource](#) on the Teachers page

Oil Drilling

1. Discuss the issues raised in the BtN *Oil Drilling* story and record the main points of your discussion.
2. Where does BP want to start drilling for oil? Locate on a map.

3. Why is oil a valuable resource?
4. Is oil a renewable or non-renewable resource?
5. Briefly explain how oil is formed.
6. How do they get oil out from under the ocean?
7. Which company wants to start drilling for oil in the Great Australian Bight?
8. Why are some people against the idea?
9. What are the advantages of allowing oil drilling in the Bight?
10. Should oil drilling in the Great Australian Bight be approved? Give reasons for your answer.

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

5 Dollar Note

1. Briefly explain the BtN *5 Dollar Note* story.
2. Describe some of the features of the current \$5 note.
3. What changes are they making to the note?
4. Explain what the security features on the new note will be.
5. In 1988 paper notes were replaced with _____ ones.
6. Why were plastic notes introduced?
7. In your own words, explain how the plastic notes are made.
8. The new \$5 note will have a tactile feature. What does that mean?
9. How did the tactile feature become part of the design for the new note?
10. What was surprising about this story?

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

Rugby Girls

1. What was the main point of the *Rugby Girls* story?
2. Why does Grace like playing rugby?
3. Who is Grace's rugby hero?
4. What has the Australia's Women's Rugby Sevens team just won?
5. Why can't Grace play rugby next year?
6. How do her team mates feel about Grace not playing in the team?
7. Which states have a separate league for girls?
8. What program was started in SA to give girls a chance to play rugby?
9. Finish the following sentence: It is hoped that the success of the Women's Rugby Sevens team...
10. How has your thinking changed since watching the BtN story?

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

Refugees and Migrants

FOCUS QUESTIONS

1. Before you watch the BtN story, record what you know about refugees and migrants.
2. Which country did Georgia come from?
3. Why did she move to Australia?
4. Finish the following sentence: A migrant is a person who...
5. What does Georgia have to remind her of life in New Zealand?
6. Which country did Mahya come from?
7. Why did she move to Australia?
8. Finish the following sentence: A refugee is someone who...
9. What did Mahya find difficult about moving to Australia?
10. What do you think would be one of the most difficult things about moving to another country?
11. Name three things you learnt watching the story.

ACTIVITY

After watching the BtN *Refugees and Migrants* story, ask students to finish the following sentences:

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

Students will develop a deeper understanding of what asylum seekers, refugees and migrants are. Working in groups, ask students to brainstorm what they think the following terms mean.

An asylum seeker is...

A refugee is...

A migrant is...

Share what each group brainstormed. Record all responses on a large sheet of paper. Ask students to consider the following questions:

- Which words have a positive or negative meaning?
- Where they have heard the words used - media, friends, family?
- What has shaped their understanding and opinion of asylum seekers, refugees and migrants?

KEY LEARNING

Students will develop a deeper understanding of the reasons why people migrate to Australia, the challenges they face and the importance of belonging and feeling welcome in a new home.

AUSTRALIAN CURRICULUM

History – Year 5

The reasons people migrated to Australia and the experiences and contributions of a particular migrant group within a colony ([ACHASSK109](#))

History – Year 6

Stories of groups of people who migrated to Australia since Federation (including from ONE country of the [Asia region](#)) and reasons they migrated ([ACHASSK136](#))

The contribution of individuals and groups to the [development](#) of Australian society since Federation ([ACHASSK137](#))

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](#))

ACTIVITY

Asylum Seekers and Refugees

People don't plan to become asylum seekers or refugees. Usually circumstances beyond their control force them to flee. Discuss with students reasons why people might leave their homeland. Ask them to think of three reasons and write them on post-it notes. Collate student responses and discuss.

Ask students to imagine they had to flee their home in a hurry, leaving their family and belongings to move to another country. Think about where they would go, how they would travel and what resources they would need. Students can present their ideas as a story or create a picture that describes the experience.

Watch the [video](#) that tells the story of Vietnamese refugee Cuc Lam and answer the following questions:

- Why did Cuc leave Vietnam?
- Retell the story of Cuc's journey.
- What did Cuc bring in her suitcase?
- Why did she sell her wedding ring?
- What does Cuc's red suitcase symbolise?



To take the activity further, students can find out which countries asylum seekers, refugees and migrants come from that make their way to Australia. On a world map, students:

- Label and shade these countries
- Label two countries that border each country
- Choose one country and mark the route people would take to get from there to Australia
- Which countries would they pass through on their journey to Australia?

ACTIVITY

Migration in Australia

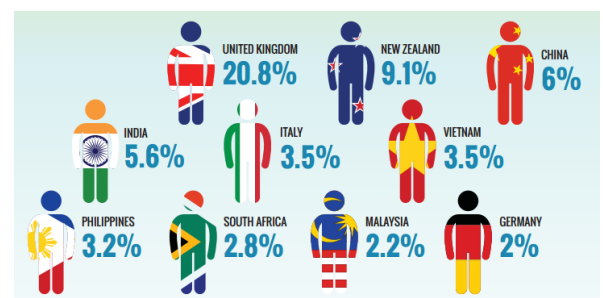
Why people migrate

Hold a class discussion about the reasons why people emigrate to another country.

Make a list of the 'push' and 'pull' factors that have contributed to people migrating to Australia.

'Push' factors are conditions that drive people to leave their country.

'Pull' factors are conditions that attract people to a new country. Think about environmental, economic, social and political factors.



- Where do Australian migrants come from?
 - Go to the ABC's interactive map to learn more. <http://splash.abc.net.au/statistics-game/#/view/country-of-birth/big-picture>. What surprised you about these statistics?

Create your own classroom set of statistics about migration. Survey your class to find out how many students come from migrant families. Create a graph to illustrate the results.

Migration Stories

Interview a family member or friend who migrated to Australia to learn about their experiences.

- 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 experienced migration give us a different perspective on events?
- What have you learnt from this experience?

Bring in an object from home that says something about immigration and your family.

- Create a caption for your object and write a brief story about the object explaining its significance. Display captioned items in a public space at school.

Identify and explore the migration experience through the eyes of one migrant group that has come to Australia. For example:

- Chinese migrants who worked in the goldfields in the 1850s
- Italian migrants that came to Australia during the 1950s and 60s
- Vietnamese refugees who arrived in Australia after fleeing their homeland in 1975



Display your research in an interesting way and include images, text and audio. Answer some or all of the following questions:

- Who came?
- Where did they come from?
- When did they come?
- Why did they come?
- What was life like in Australia for them?
- What contributions to Australian life did these individuals or cultural groups make?
- Write a letter from the point of view of a newly arrived person describing their experiences to a family member who remained back home.

A Migrant Family's story

The [BtN New Migrants story](#) gives an insight into the experiences of a migrant family. Before students watch the video, ask them to think about some of the challenges migrant families might face trying to settle into a new country. Students watch the story then answer the following questions:

1. Which country are the Williams family from?
2. How long did they spend in a refugee camp?
3. Give examples of things migrants are taught about living in Australia.
4. What helps the children feel part of the school community?
5. Who have the kids been reunited with?
6. What do they like about living in Australia?
7. What impact has migration had on the Australia we live in today?



ACTIVITY

Welcoming Migrants and Refugees

Discuss with students the importance of feeling welcome and belonging to a community. What gives them a sense of belonging to a community? What things can make them feel welcome in unfamiliar situations? 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?

Working in small groups, ask students to think of ways to welcome migrants and refugees in their school and local community and on a national level.

ACTIVITY

Get involved in the BtN Welcome Book

When refugee or migrant families come to Australia, they are given a welcome pack. It contains a lot of important information for parents, but nothing for kids. BtN wants to change that by creating a book full of welcome messages from the kids of Australia. The book will be given to every refugee or migrant family that arrives in Australia as part of their welcome pack.

We're asking kids to draw a picture and write a short message welcoming refugees and migrant kids to Australia.

We're looking for pictures in the following categories:

- Welcome messages
- Your favourite thing about living in Australia
- Your favourite place to visit in Australia

More information about how to submit your messages and pictures can be found on the [BtN Welcome Book page](#).





USEFUL WEBSITES

Behind the News – Refugee Day

<http://www.abc.net.au/btn/story/s4252953.htm>

Behind the News – Refugee Intake

<http://www.abc.net.au/btn/story/s4309018.htm>

Welcome to Australia – Stories

<https://www.welcometoaustralia.org.au/success-stories/>

Refugee Council – Leaving Danger

<http://www.refugeecouncil.org.au/get-facts/leaving-danger/>

Racism, No Way – Asylum Seekers, Refugees and Migrants fact sheet

<http://www.racismnoway.com.au/teaching-resources/factsheets/44.html>

Australian Red Cross – Refugee and Asylum Seeker facts

<http://www.redcross.org.au/asylum-seekers-refugees-facts.aspx>

Oil Drilling

FOCUS QUESTIONS

1. Discuss the issues raised in the BtN *Oil Drilling* story and record the main points of your discussion.
2. Where does BP want to start drilling for oil? Locate on a map.
3. Why is oil a valuable resource?
4. Is oil a renewable or non-renewable resource?
5. Briefly explain how oil is formed.
6. How do they get oil out from under the ocean?
7. Which company wants to start drilling for oil in the Great Australian Bight?
8. Why are some people against the idea?
9. What are the advantages of allowing oil drilling in the Bight?
10. Should oil drilling in the Great Australian Bight be approved? Give reasons for your answer.

KEY LEARNING

Students will investigate the pros and cons of oil drilling.

AC AUSTRALIAN CURRICULUM

Science – Year 4

Natural and processed materials have a range of physical properties that can influence their use ([ACSSU074](#))

Science knowledge helps people to understand the effect of their actions ([ACSHE062](#))

Science – Years 5 & 6

Scientific knowledge is used to solve problems and inform personal and community decisions ([ACSHE083](#)) ([ACSHE100](#))

Science – Year 6

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

Science – Year 7

People use science understanding and skills in their occupations and these have influenced the development of practices in areas of human activity

ACTIVITY

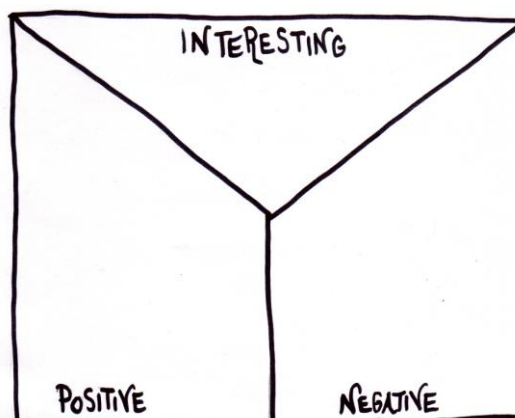
Note taking

Students will practice their note-taking while watching the BtN *Oil Drilling* story. After watching the story, ask students to reflect on and organise the information into three categories.

What information in the story was...

- Positive
- Negative or
- Interesting

Students may want to watch the story again or download a copy of the BtN *Oil Drilling* transcript to assist them with this activity.



ACTIVITY

Six Hat Thinking

As a class, use Edward De Bono's *Six Hat Thinking* to explore the issue of oil drilling. Make your own coloured hat cut-outs and place on the floor.

Students will take it in turns answering questions in relation to what they already know about the issue, what they have learned from the BtN *Oil Drilling* story and what they want to learn further about the topic.

[Download this worksheet](#) for students to respond to a range of questions about the issue of oil drilling.

ACTIVITY

Persuasive text

Students will explore the issue of drilling for oil in the Great Australian Bight and develop a persuasive text for or against the following statement: *'Oil drilling should be allowed in the Great Australian Bight'*.

Some issues to consider are:

- Environment considerations – risk of oil spill on the environment
- Economic impacts - income and jobs generated, investment in renewable versus non renewable resources.

Provide students with the following structure to follow when completing this activity.

Structure of a persuasive text

Introduction

- What is the point you are trying to argue?
Construct an introductory paragraph which states the issue or topic.
- Introduce the arguments that will be developed in the body of the text.

Body

- Construct arguments that support your point of view.
- Each paragraph starts with a topic sentence which introduces each point.
- The rest of the paragraph gives more reasons.
- Arguments can be ordered from strongest to weakest.

Conclusion

- Restate your position on the argument.
- Construct a concluding paragraph that provides a summary of your arguments and a call to action.

Tips for writing persuasive texts

- Who is your audience? For example, are you directing your argument at kids, teachers or politicians?
- Explore how language choices can have a big impact on persuading your audience.
- Which language devices give the report credibility and authority?
- Which are designed to create an emotional response in the listener?
- Provide facts and evidence to support your argument.
- Write in the present tense.
- Check your spelling and punctuation.

Use this [Read Write Think persuasion map](#) to plan your exposition text.



Six Hat Thinking

As a class, use Edward De Bono's *Six Hat Thinking* to explore drilling for oil in the ocean. Make your own coloured hat cut-outs and place on the floor. Take it in turns answering questions in relation to what you already know about the issue, what you have learned from the BtN *Oil Drilling* story and what you want to learn further about the topic. Respond to the following questions:

 feelings and emotions	How did the BtN <i>Oil Drilling</i> story make you feel?
 facts and information	What have you learnt about mangroves?
 positives	What are some of the positives that you learnt from the story?
 negatives	What are some of the challenges that you learnt from the story?
 creativity	What can we do to help the survival of mangroves?
 thinking about thinking	What do you want to learn further about this topic?

Mini Debate

- Working in pairs, students will prepare a 1-2 minute speech for a mini debate on the topic of drilling for oil in the Great Australian Bight. One person will speak for the affirmative and the other will speak for the negative.
- Before students begin to construct their argument, ask them to record what they already know about the topic and what they would like to find out. Students then research the topic to gain a greater understanding of the issue.
- Ask students to list their arguments in point form on paper (without their partner seeing them). When they have done this, ask them to choose the five best points that will form the basis for their debate.
- Students will write in point form, their debate on cards that fit into the palm of their hand. Their debate needs to have an introduction (introducing the topic), middle (three main points) and a conclusion (restating their position). Students practise their speech and then present the mini debate to other students.

Guide for giving feedback

- Was the information clear and accurate?
- Were the arguments logical?
- Were the counter arguments accurate and relevant?
- Comments about the presentation style (tone of voice, body language, enthusiastic, convincing).

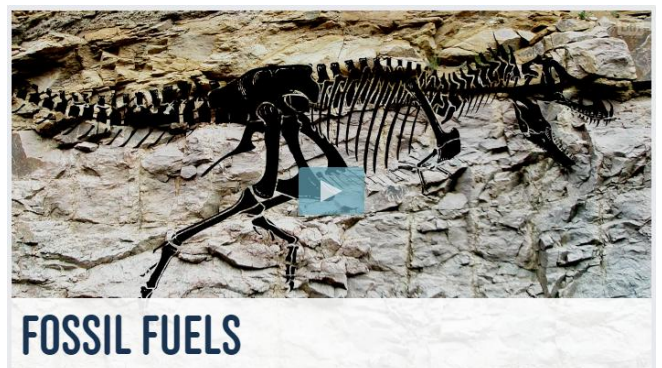
Reflection

- How difficult was it to think of points to support one side of the argument?
- Do you think you would have done a better job supporting the other side of the argument?
- Was I able to convince others of my opinion?
- Did my opinion change?
- What did you learn from this activity?

ACTIVITY

To find out more about how fossil fuels are made, watch the [BtN Fossil Fuels story](#) then answer the following questions:

1. Give examples of fossil fuels.
2. How do living things turn into fossil fuels?
3. Which substance is one of the main ingredients in fossil fuels?
4. What three things are needed to create fossil fuels?
5. What is meant by the following statement:
Changing the recipe a little can change the fossil fuel you produce at the end.
6. Fossil fuels are a renewable resource. True or false?
7. What are the disadvantages of burning fossil fuels?
8. What have seven of the wealthiest nations decided about using fossils fuels in the future?
9. What are some other energy options that could be used instead of fossil fuels?
10. Do you think it's a good idea for countries to stop using fossil fuels by the end of the century?
Explain your answer.



To investigate the subject in more depth, take a look at the [BtN Teacher resource](#)



USEFUL WEBSITES

Behind the News – Oil Spill

<http://www.abc.net.au/btn/story/s2893099.htm>

Behind the News – Oil Rig

<http://www.abc.net.au/btn/story/s2735793.htm>

Behind the News – Fossil Fuels

<http://www.abc.net.au/btn/story/s4252941.htm>

ABC News – Whales on increase in Great Australian Bight as BP oil drilling looms

<http://www.abc.net.au/news/2016-08-23/whales-on-increase-in-the-bight-as-oil-drilling-looms/7776474>

BtN: Episode 24 Transcript 30/08/16

Hello, I'm Nathan and this is BtN.

Coming up today:

We're taking a special look at migration.

- Find out why Syrian kids and their families are leaving the country in their thousands.
- Discover what a refugee is and how they're different to migrants.
- And we launch BtN's biggest project yet - a picture book welcoming new young arrivals to our shores and we want YOU to illustrate it!

Kids in Syria

Reporter: Matt Holbrook

INTRO: Stay tuned for all that and more. But first over the past couple of weeks a picture of a young Syrian boy who'd just survived a bombing spread across the world. The video was pretty confronting to see which is why we're not going to show it to you here on BtN. But it made a lot of people worry about the kids in Syria and the dangers they face each and every day. Take a look.

This is Aleppo, Syria's largest city, and lots of kids call it home. But these days it's not much of a city at all. There's no power, or running water here, and buildings have been turned to rubble. Syria has been at war for more than five years now, and life here is really dangerous.

ABBAS: I was sitting in the room, didn't feel anything, the missile fell on us. I was folding the clothes, folding the clothes, didn't feel a thing.

This is eight year old Abbas. His home was hit, and some of his family were killed in the attack. He was badly injured, too. In this video, his doctor is asking him about his life outside the hospital.

DOCTOR: Do you go to school?

ABBAS: Not to a school, to a mosque.

DOCTOR: Isn't there any schools now?

ABBAS: Right now there is nothing.

DOCTOR: Why?

ABBAS: They are all destroyed, they are all destroyed.

DOCTOR: Do you play outdoors in the park with your friends?

ABBAS: No not a single game. I wish we could play hide and seek. It's all missiles, missiles, missiles.

Because of this fighting, many Syrian people have now fled the country as refugees. One of them is Hamsa.

HAMSA: There were airstrikes and mortars were launched at us, some of our relatives even died, and we couldn't eat because the food prices in our area were too high.

Hamsa and his family went to Syria's capital, Damascus, in the hope that they'd be safer there.

HAMSA: We saw the siege happen there, they launched airstrikes and there was a fire. Things got much worse, so we fled to Turkey.

These brothers, Ahmed and Abdul Rahman had to escape as well.

BROTHERS: It was very dangerous and difficult for children to go to school, the mosques used to do lessons for children, but it was dangerous because of the airstrikes.

They now live and go to school in Turkey. The United Nations says right now, there are around 13.5 million Syrians just like these kids, who need help with things like food, water, shelter and education. More than 4.8 million of those have already left the country as refugees and are searching for somewhere safe to settle. Aid groups say people in Syria need a lot more help but many kids here say they want the fighting to end so life can return to normal.

Refugee and Migrants

Reporter: Amelia Moseley

INTRO: As you heard there many thousands of refugees have fled Syria over the past year. Some of them have come to Australia. So next we're going to take a look at what a refugee actually is and how they're different to the thousands of migrants that come here to live too.

MAHYA: It's really different in here, the foods are different, the people are different, all the things are different - even the shops!

GEORGIA: I kind of just knew that it was a lot warmer than New Zealand! Which is why I was a bit nervous because I didn't actually know that much about it.

Mahya and Georgia grew up worlds apart, but they share one life-changing experience - leaving everything they've ever known to come to Australia.

For 11 year-old Georgia, home used to be Auckland, New Zealand. But when she was nine her dad was offered a new job in Australia, so her family made the move as migrants.

GEORGIA: I guess one of the hardest things about moving to Australia, was not actually knowing what it was like and not actually knowing if I'd make many friends.

A migrant is a person who's left their country voluntarily to start a new life in a new land. They might do that for work or study, to live closer to family and friends, or for a new experience, and they can come from any country.

Georgia found it hard at first, but she's settled in and found some positives to Aussie life.

GEORGIA: I like the fact that you can actually go to the beach and not freeze, basically!

She goes back to New Zealand to visit and has kept this box of special things to remind her.

GEORGIA: I can't really imagine how hard it would be to leave all this behind, because I guess it's my memories of my entire life, like I've got stuff from when I was first born to now and it would be really hard to leave behind.

A few years before Georgia arrived in Australia, 11 year old Mahya was living in Iran in the Middle East with her twin brother Martin and their mum and dad.

MAHYA: In the school I had to wear a scarf and their breaks weren't like really long and we wouldn't have lunch in school, we would have to come back home.

Mahya's mum says the family were forced to leave the country when it became very dangerous for them there.

MAHYA'S MUM: Because we have a lot of problem with the government of Iran and we can't stay anymore in Iran. My husband wasn't safe in Iran and we can't go back to Iran.

That's why their family were given permission to come to Australia as refugees. Refugees are people who are forced to leave their home country, because their lives have been threatened by war, violence or bad treatment; often because of their race, gender or beliefs.

Mahya, Martin and their parents arrived in Australia with just a few clothes and without a word of English.

MAHYA: Like oh my god, this is different. This is way different. I was like, kind of like shocked, like how people were.

REPORTER: Mahya, what was the hardest part do you think about coming from Iran to Australia?

MAHYA: The language has been the hardest part, like because I haven't been understanding what they said.

Writing English was another challenge.

MAHYA: I used to get confused because in Australia, you write from the left side, right? But in Iran we right from the right side, so it was kind of confusing!

Her parents are still learning English, although Mahya's got the Aussie twang down pat.

MAHYA When I speak, they say I'm like an Aussie and they can't understand me!

But even years later, it's still hard being so far from family and not being able to visit.

MAHYA: Every time we call our grandpas and grandmas we would and I do miss them and sometimes I wish they were here with us.

All around Australia, there are charities that work to help welcome new arrivals to this country - just the one Mahya and Georgia are visiting tonight. Mahya and Georgia have never met until now, but they've both been here before; Georgia as a volunteer and Mahya when she first arrived.

MAHYA: The first time I came here was actually with a friend of ours and she introduced us to the Welcome Centre. It felt good, I guess. It was really kind, so felt special.

GEORGIA: Well I guess we both moved overseas, but Mahya's experience was a lot different to mine and I guess hers was a lot harder.

While both of these kids have faced some challenges moving to a new country, they say they feel lucky to have always felt welcome in their new home down under.

Welcome Book

Now in that story we told you all about what it's like to come to Australia as a refugee or migrant.

But while researching it we discovered something. When refugee or migrant families first move here, they're given a welcome pack. It has a lot of important information in it for parents, but nothing much for kids. So now, with your help, we're going to change that.

We want to create a book full of colourful and heartfelt welcome messages from you - the kids of Australia.

Getting involved is easy. Just draw a creative and original artwork that either:

- Says welcome
- Shows your favourite place to visit in Australia
- Or what you love most about living here

Our favourites will then be published into a book that will be given to every refugee or migrant family that arrives in the country as part of their welcome pack.

All of the important info for this project is on our website now so please take a look and then get drawing to help us say welcome to all of the kids arriving for their new life down under.

This Week in News

People in Italy are mourning after a massive earthquake hit the country. More than 290 people died in the 6.2 magnitude quake and thousands have been left homeless. Heaps of people volunteered to search through the rubble to find anyone trapped and aid groups rushed into the country right away to help too.

The Northern Territory has a new government. The Labor Party won an election there on Saturday by a big margin too. That means Michael Gunner will soon take over the top job as Chief Minister!

18-year-old Aussie, Lachlan Smart has broken a world record. Over the weekend, he became the youngest person to fly around the world by himself in a single engine plane. Incredible stuff Lachlan!

And Chris Hemsworth and Tom Hiddleston took some time out from shooting the new Thor movie to visit young patients at a Brisbane kids' hospital. But while there Thor and Loki were actually introduced to real life hero Calyn. Calyn got a bravery medal earlier this year for pushing his younger brother out of the way of a car. I wonder if they got his autograph?

Oil Drilling

Reporter: Nic Maher

INTRO: A fight is currently going on over the Great Australian Bight. That's the bit of ocean near the arch in the middle of Australia. Oil company BP has asked to drill oil wells there. But environmentalists are trying hard to stop it. Here's both sides of the debate.

MATT: Nic. Check this out.

NIC: Yeah Matt, what's up?

MATT: Apparently there's billions of dollars of buried treasure somewhere in Australia.

NIC: Sounds like a treasure hunt, count me in.

MATT: Right, it's a couple of kilometres underground.

NIC: Well it's lucky I brought my trusty shovel with me.

MATT: It's also under the ocean.

NIC:?

MATT: Good luck with that one Nic!

Okay so it turns out this is actually the treasure Matt was talking about – oil. And some experts reckon there could be heaps of it lurking deep below the Great Australian Bight. Which is right here!

Oil is one of the most valuable resources on planet earth. It's used by billions of people to create electricity, make roads and power all different kinds of transport. But it's also running out and there's not really a way to make more of it.

Oil takes millions of years of pressure and dead stuff piling up at the bottom of the ocean to form. That's why it's found deep underground and sometimes even under the sea.

As you can imagine it takes more than just a shovel and a snorkel to get oil out of the ground. You need huge expensive machines like this, to dig for it and get it back to the surface.

When it's under the ocean, it's even harder. Companies need to use oil rigs which sit in the water on giant legs. Oil rigs can drill down for kilometres in all directions to hit pockets of oil beneath the surface.

Right now, BP, a big fossil fuel company, is asking for approval from the South Australian government to start drilling in the Bight. They say if oil is found, it'll bring heaps of jobs to South Australia, provide the government with lots of money and boost the local economy.

But not everyone reckons digging up that oily treasure is a good idea.

PETER OWEN - THE WILDERNESS SOCIETY: We are putting at risk one of the most significant wilderness areas on the planet. We are putting at risk our fishing industry, our tourism industry and our entire coastal way of life across southern Australia.

Back in 2010, BP was involved in the world's biggest ever oil spill. Around eight hundred thousand litres of oil started spilling into the ocean every day and it took months before it was finally plugged. The spill was so big, you could see it from space! Lots of animals died, a number of habitats and breeding grounds were destroyed and people in the fishing and tourism industries lost their jobs.

Some are worried a similar disaster could happen in the Bight, while others just worry that the oil rigs will disturb the sea life that call that area home now. And others still object, because they say we should be focusing on renewable energy, instead of digging up more

fossil fuels. People in the industry say other oil rigs have been operating safely in Australia for decades and that operators are careful to minimise their impact on wildlife.

MATTHEW DOMAN - APPEA: The benefits of the offshore oil and gas industry in those states have been enormous, and their track record of safe and sustainable operations has been impressive.

But with such huge risks involved and huge potential rewards, it could be a while before this debate is settled.

Ask a Reporter

Got a question about oil drilling? Ask me live on Friday during Ask a Reporter!

Just head to our website for all the details.

Poll

And that issue will also be our poll this week. Let us know what you think on our website.

Should oil drilling be approved in the Great Australian Bight?

New Note

Reporter: Matt Holbrook

INTRO: This week Australia will get its first new banknote in more than 20 years. The 5 dollar note is getting a makeover to incorporate new security features and a new design. Here's a better look at it.

They're the rectangular bits of plastic we can exchange for this, this, or if you have enough, even this. I definitely don't have enough for that. Money's something most of us use every day. Here in Australia, our bank notes are instantly recognisable for their bright colours and their images of famous Australians, like poet Banjo Patterson or Reverend John Flynn, who started what's now the Royal Flying Doctor Service.

But now, the Reserve Bank of Australia reckons it's time these bits of plastic got a makeover, starting with the 5 dollar note. From the 1st of September, our old five dollar note will slowly be replaced with this one. The note's colour, size and famous faces will stay the same, but there are quite few new upgrades, too.

There's now a window in the middle and it will feature two new pics on it of the Eastern Spinebill and the Prickly Moses Wattle. Another area the designers had to think about was security. Because lots of people would love to be able to print their own money if they

could. That's one of the reasons why plastic notes were introduced in the first place. They replaced paper ones in 1988 because they were much harder to fake.

MATT HOLBROOK, REPORTER: But aside from being made of plastic our current notes have a couple of other security features, too. Like the little window, a seven pointed star you can only see when you hold it up to the light, and microprinting, really small words you normally need a magnifying glass to see.

Now, nearly thirty years later, the new five dollar note is upping security even further. Things like the bigger window, the five, which changes direction when you tilt it, and the eastern spinebill's wings which move when you tilt it, too. Nice.

Finally, there's one more new feature of the five dollar note that this kid in particular is really excited about! For the first time, the new notes will have a tactile feature! It's a bit like Braille, and helps people who are blind or vision impaired tell the difference between notes. And it's something that Connor campaigned for. We told you about him on BTN last year, he set up an online petition asking the RBA to bring in tactile notes, and they agreed!

CONNOR: Sometimes you just need to stand up and do what you've gotta do.

We'll see the rest of the notes, and their new designs, in the coming years. But remember, even with the new note, you'll still need an awful lot to buy this, or this, or, actually, no, I don't think you can buy a dragon with any amount. Not a real one anyway. Can you? Hmm.

Quiz

Time for a quiz now!

How many official currencies are there worldwide?

- 8
- 80
- or 180?

The answer is: 180

Sport

Australia's Olympians are back on home soil after a huge month competing in Rio. But while most are enjoying time off Kyle Chalmers our youngest gold medallist had to go straight back to school.

KYLE CHALMERS: Normally I come back every year and just cruise back into school and everything settles down after a day or so after seeing everyone but this is a little bit more hectic today.

Swimmer Mack Horton also visited his old primary school after his big win.

KID: Probably the best moment ever I've just never met anyone who's got a professional sports career.

Five AFL clubs have visited remote communities in the Northern Territory to encourage kids in the bush to take up the game. But while there the clubs are also keeping an eye out for new talent.

So while this might look like a fun kick-around, you might actually be watching the start of a big career.

And if you've ever felt the desire to ride your bike through muddy water wearing a snorkel then we have the sport for you!

It's called Bog Snorkelling and unbelievably it's actually a thing! The world championships were held in the UK on the weekend where the best bog snorkler managed to finish the 100 metre course in just over a minute.

Rugby Campaign

Rookie Reporter: Nic Maher

INTRO: Finally today imagine being told you can't keep playing your favourite sport because of your gender. Well that's what happens to some female junior rugby players when they hit 12 years old. Up until then, girls can play in boys teams. But in some states there's no competition they're allowed to play in after that. Here's more.

Whether it's tackling, passing or scoring tries, Grace absolutely loves rugby.

GRACE: I really like the tackling because I like just being able to take them to the ground. When I have a really bad day and then I go to rugby and tackle it just gets rid of all the stress.

She's hoping one day to play for Australia, just like her hero Charlotte Caslick.

GRACE: She's really inspiring and I'd really like to be like her when I'm older. Like, she inspires me to keep fit and keep on doing what I'm doing.

Charlotte's a member of Australia's all-conquering Women's Rugby Sevens team, which has just won the World Series and claimed the first-ever gold medal in the sport at the Rio Olympics.

GRACE: I was so proud to be an Aussie and to celebrate their winning. I have no words. Really, it was great.

At the moment, Grace plays with the Souths Rugby club in South Australia, as the only girl in her under 12s side.

KID: She's a good player and she doesn't care if she hurts anyone or if she hurts herself.

But starting from next year, she won't be allowed to play with her team anymore.

KID 2: It's kind of hard because she is our best player.

KID 3: Yeah she's one of our best players and without her the team would fall apart.

KID 4: She's kind of like the sticky stuff that glues us all together.

The reason Grace can't stay with her team, is because World Rugby doesn't allow mixed teams after under 12s. In rugby-mad states like New South Wales and Queensland, it isn't such a big deal because they have separate leagues for girls. But in places like SA, girls like Grace can miss out.

But now it looks like help might be on the way. States and territories around Australia are turning to Rugby Sevens to help bridge the gap because it can be played with fewer people. In SA, they recently started the Firebrands program with regular training sessions and the occasional interstate competition.

KID 5: We get the chance to travel to places with Firebrand, to compete in competitions and have a bit of fun.

While it's not quite the same as having their own league, organisers say it's a step in the right direction for union-mad girls like Grace. They're hoping the success of Australia's Sevens inspires more girls to get involved in rugby. So, eventually, all states have leagues for girls helping to produce more future stars like Grace's hero Charlotte Caslick.

REPORTER: Alright Grace I've got a little bit of a surprise for you here. Press the play button there.

CHARLOTTE CASLICK: Hi Grace thank you so much for your support of the Aussie Sevens at the Rio Olympics. Keep playing your rugby and hopefully one day you'll be representing Australia at the Olympic Games too. See you soon!

GRACE: Oh, wow.

REPORTER: Is there anything you'd like to say back?

GRACE: Thank you very much for all your support and just like answering back thank you so much, you're amazing and inspiring.

Closer

Nice. And that's it for today! But just before we go remember entries are now open for the BtN Welcome Book. We can't wait to see all of your very creative designs!

Stay well and bye for now.