

Questions for discussion

Mosul Battle

1. Discuss the BtN *Mosul Battle* story as a class. What issues were raised in the discussion?
2. Where is Mosul? Locate using Google Maps.
3. Why is there a battle going on in Mosul?
4. Name three facts about Mosul.
5. What is the name of the extremist group fighting the Iraqi army?
6. When did IS take over the city of Mosul?
7. Describe the devastation the group caused in Mosul.
8. Why did many people flee Mosul?
9. Why is the battle in Mosul being described as the most important battle yet?
10. What did you learn watching the BtN story?

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

Shark Nets

1. What was the main point of the BtN *Shark Nets* story?
2. Why do some people want shark nets installed on some Northern New South Wales beaches?
3. What new technology has the NSW State Government been testing?
4. Finish the following sentence: There are already some shark nets along parts of the...
5. Create a diagram showing the dimensions of a shark net.
6. What can happen to sharks and other marine life if they get tangled in the nets?
7. Why are some locals against the idea of using shark nets?
8. What would they like to see happen?
9. Create a T-chart showing the pros and cons of using shark nets.
10. Should shark nets be used on some beaches in Australia? Give reasons for your answer.

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

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

Nuclear Peace Sculpture

1. Explain the *Nuclear Peace Sculpture* story to another student.
2. Which small community do the children in the BtN story live?
3. In which country is Nagasaki?
4. What happened there during World War II?
5. Why were Indigenous people forced to leave Maralinga?
6. Why did the kids in Yalata want to create something for the people of Nagasaki?
7. Describe the artwork the kids helped to design.

8. What were petti dishes traditionally used for?
9. What does the artwork symbolise?
10. How did this story make you feel?

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

Mozzie Season

1. Briefly summarise the BtN *Mozzie Season* story.
2. Why are there more mosquitoes around during warmer weather?
3. Where do mosquitoes lay their eggs?
4. Why are scientists predicting that this mosquito season will be bad?
5. How many times a second do mosquitoes beat their wings?
 - a. 200
 - b. 400
 - c. 600
6. Finish the following sentence: Male mosquitoes prefer to eat...
7. Why do mosquitoes need human and animal blood?
8. What do they use to jab through a person's skin?
9. Why are mosquitoes the deadliest animal on earth?
10. Name three things you learnt watching the *Mozzie Season* story.

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

Kid Hairdressers

1. Briefly explain what the kids in the BtN story are doing.
2. Describe the haircuts the kids are giving.
3. What is the aim of the Haircuts by Children project?
4. What training did the students receive?
5. Would you like to have a go at cutting hair? Why or why not?
6. What skills do you think hairdressers need?
7. Would you let a kid cut your hair? Give reasons for your answer.
8. How did the customers respond to kids cutting their hair?
9. What did you like about the *Kid Hairdressers* story?
10. What was surprising about this story?

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

Shark Nets

FOCUS QUESTIONS

1. What was the main point of the BtN *Shark Nets* story?
2. Why do some people want shark nets installed on some Northern New South Wales beaches?
3. What new technology has the government been testing?
4. Finish the following sentence: There are already some shark nets along parts of the...
5. Create a diagram showing the dimensions of a shark net.
6. What can happen to sharks and other marine life if they get tangled in the nets?
7. Why are some locals against the idea of using shark nets?
8. What would they like to see happen?
9. Create a T-chart showing the pros and cons of using shark nets.
10. Should shark nets be used on some beaches in Australia? Give reasons for your answer.

ACTIVITY

After watching the BtN story, discuss and respond to the following questions:

- Why does the government want to install shark nets on some beaches?
- How do shark nets work?
- What are some concerns about shark nets?
- How effective are shark nets?
- What alternatives to shark nets are being suggested?
- What do you think should happen? Give reasons.

Myth busting

What are some common myths about sharks? For example:

- Shark attacks are common
- All sharks are dangerous
- Sharks are not important

Research some common misconceptions/myths about sharks and shark attacks. 'Bust' each myth with an explanation and create a myth busting quiz to share with other students. Write 1-2 sentences explaining why you think myths about sharks are made.

Visit these websites for some common shark myths.

KEY LEARNING

Students will learn more about a species of shark and their importance in the marine food chain. They will also explore the debate about the use of shark nets on some beaches.

AUSTRALIAN CURRICULUM

Science – Year 5

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

Science – Year 6

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

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

Science – Year 7

Science and technology contribute to finding solutions to a range of contemporary issues; these solutions may impact on other areas of society and involve ethical considerations ([ACSHE120](#))

English – Year 6

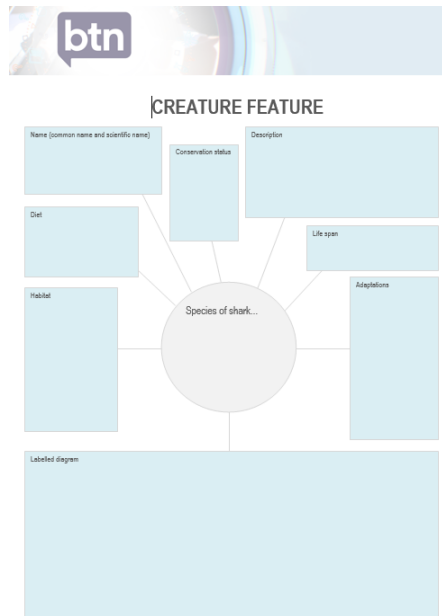
Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions ([ACELY1709](#))

ACTIVITY

Creature Feature

Explain to students that they will imagine they are marine biologists exploring a species of shark.

- Students will create a Creature Feature on their chosen species of shark including a description of the species, habitat, adaptations and conservation status. They will also draw a labelled diagram of the shark.
- Encourage students to use a range of sources to find their information. Students will use the [Creature Feature worksheet](#) to organise and present their information.



Sharks and the Marine Food Chain

Explore the difference between predators and prey. Find out what sharks eat and where they fit in the marine food chain. Research and illustrate a marine food chain. Include 4-6 links in the food chain with sharks at the top.

As a class discuss one or more of the following questions. Students will then create a poster to persuade people to help protect sharks and their environment.

- Why are sharks an important part of the marine ecosystem?
- Why are sharks important predators?
- Predict what might happen if sharks are removed from the food chain?
- What threats exist to shark populations?
- Why do we need to look after sharks?

ACTIVITY

Opinion Poll

Create and conduct an opinion poll to find out what people think about sharks. Develop your own questions and record your attitudes about sharks. Below are some questions to get your started:

- Are all sharks dangerous?
- Why do you think people are afraid of sharks?
- Should shark nets be installed on some beaches? Why or why not?
- What do you think should happen?

Collect and record the results of the opinion poll. Compare your attitudes to that of your classmates and discuss your findings. What was surprising about the results of your survey?

Mini Debate

Before preparing for the mini-debate, students will investigate the environmental, safety and moral/ethical issues related to shark nets being installed on some beaches in Australia. They may find it useful to record their information on the following chart.

<i>What do I <u>k</u>now?</i>	<i>What do I <u>w</u>ant to know?</i>	<i>What have I <u>l</u>earnt?</i>	<i><u>H</u>ow will I find out?</i>

Preparing for your mini debate

- Working in pairs, students will prepare a 1-2-minute speech for a mini debate on the topic of shark nets.
- 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

Be a reporter for a day

Investigate the issue of shark nets being installed on some beaches in Australia and write a newspaper article or online news report. Things to think about:

- Who is your target audience? Use age appropriate language and themes.
- Write a headline that is short and to the point.
- Use words and pictures in your report.
- Find information from a variety of sources.
- Present the facts and/or opinions clearly and accurately.

USEFUL WEBSITES

ABC News - Ballina shark attack: NSW Government to trial nets after another surfer bitten off north coast
<http://www.abc.net.au/news/2016-10-12/ballina-beaches-closed-after-shark-attack-off-nsw-north-coast/7925624>

ABC News – Shark nets: Hundreds rally on Lighthouse Beach in Ballina against installation plans
<http://www.abc.net.au/news/2016-10-23/hundreds-rally-against-shark-net-plans-in-ballina/7958068>

ABC News – Shark attacks: Blimps and drones may be better than nets and hooks
<http://www.abc.net.au/news/2016-10-21/shark-attacks-blimps-and-drones-may-be-better-than-nets/7952560>

ABC Science – Shark Nets
<http://www.abc.net.au/science/articles/2002/03/07/2116717.htm>

Behind the News – Shark Science
<http://www.abc.net.au/btn/story/s3502477.htm>

Behind the News – Shark Safety
<http://www.abc.net.au/btn/story/s4278849.htm>

Behind the News – Shark Cull
<http://www.abc.net.au/btn/story/s3934596.htm>

Nuclear Peace Sculpture

FOCUS QUESTIONS

1. Explain the *Nuclear Peace Sculpture* story to another student.
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3. In which country is Nagasaki?
4. What happened there during World War II?
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6. Why did the kids in Yalata want to create something for the people of Nagasaki?
7. Describe the artwork the kids helped to design.
8. What were piti dishes traditionally used for?
9. What does the artwork symbolise?
10. How did this story make you feel?

ACTIVITY

Class discussion

After watching the BtN *Nuclear Peace Sculpture* story, respond to the following questions:

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

Working in pairs, ask students to discuss and respond to the following questions:

- What inspired the Yalata community to create the sculpture?
- Why was the sculpture given to the people of Nagasaki?
- What does it represent or symbolise?

KEY LEARNING

Students will develop a deeper understanding of the atomic testing at Maralinga and the bombing of Nagasaki during World War II. They will also respond to the peace sculpture created for the people of Nagasaki.

AUSTRALIAN CURRICULUM

English – Year 4

Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features ([ACELY1694](#))

English – Year 5

Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience ([ACELY1704](#))

English – Year 6

Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience ([ACELY1714](#))

Visual Arts – Years 3 & 4

Explore ideas and artworks from different cultures and times, including [artwork](#) by Aboriginal and Torres Strait Islander [artists](#), to use as inspiration for their own representations ([ACAVAM110](#))

Civics and Citizenship – Year 6

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



ACTIVITY

To understand more about what happened at Maralinga, ask students to watch the [BtN Maralinga Victims](#) story and answer the questions below.

1. Describe what happened at Maralinga in the early 1950s.
2. Which country was involved in the tests?
3. Why is radioactive fallout dangerous?
4. How were some people affected by radiation after working at Maralinga?
5. What did an investigation in the 1980s find?
6. What do you understand more clearly since watching the BtN story?



The [BtN Hiroshima](#) story explains the bombing of Hiroshima and Nagasaki during World War II. Ask students to answer the questions below.

1. Where is Hiroshima? Locate using Google Maps.
2. During which World War was a bomb dropped on Hiroshima?
3. In your own words, retell the story of Sadako.
4. Describe the devastation the atomic bomb had on Hiroshima and Nagasaki.
5. What was the long-term impact of the atomic bombs on Hiroshima and Nagasaki?



ACTIVITY

Information report

Students will create an information report about either the **atomic testing at Maralinga** or the **atomic bombing of Nagasaki**.

The following may help guide students' research:

- History
- Description
- Real life stories or interviews
- Facts
- Impact of the atomic testing or bombing

Structure and features of an information report

Information reports are factual texts written to inform and provide detailed facts about a topic. Discuss with students what they already know about the purpose, structure and features of an information report. Use the following as a guide to use with students.

- **Purpose** – An information report provides information to the reader by stating facts.
- **Structure** – see table below.
- **Language features** – write in the present tense, use technical or scientific words and write in the third person.

Students can then use the following plan to help write their report. There are some website links at the end of this activity to help students with their research.

Information report – structure	
Title	States a topic
Introduction	The opening statement explains the subject of the report, and includes a definition or short description.
Body	Facts grouped into paragraphs. Starts with a topic sentence. Include subject specific language. Text features such as sub-headings, labelled diagrams, charts and captioned photographs may be included.
Conclusion	A summary of what the topic is about and end with an interesting fact.

ACTIVITY

The Sculpture

Ask students to respond to the *Tree of Life: Gift of Peace* sculpture created by Yalata community for the people of Nagasaki. Here are some possible questions for students to consider:

- What do you like about the artwork? Why?
- How does the artwork make you feel?
- What materials and techniques are used?
- What are the different elements of the artwork?
- What emotions does the work evoke/ how does it make you feel?
- What does the title of the artwork tell you about the meaning?





USEFUL WEBSITES

Behind the News – Hiroshima

<http://www.abc.net.au/btn/story/s4283094.htm>

Behind the News – Maralinga Victims

<http://www.abc.net.au/btn/story/s2905943.htm>

Nuclear Futures – Sculpture Gift Nagasaki Peace Park

<http://nuclearfutures.org/sculpture-gifting-nagasaki-peace-park/>

ABC News – Maralinga nuclear test survivors connect with Japanese bombing survivors

<http://www.abc.net.au/news/2016-04-14/australian-japanese-nuclear-survivors-connect-maralinga-nagasaki/7326376>

BtN: Episode 30 Transcript 1/11/16

Hello, I'm Nathan and this is BtN.

Coming up today:

- Should our swimming beaches be protected by shark nets?
- The story of how one school lesson fostered a friendship between communities thousands of kays apart.
- And Dracula joins the show to teach us about another bloodthirsty pest you'll see a lot more of this summer.

All that soon but first.

Mosul Battle

Reporter: Amelia Moseley

INTRO: The battle for one city in Iraq has captured much of the world's attention over the past few weeks. The city is called Mosul and people are paying particular attention to it because it's one of the strongholds of extremist group Islamic State. Here's a closer look at the situation there and what it's like for the Iraqi kids caught in the middle.

It was once home to two million people. Now this city has become a battle ground. It's called Mosul and it's the second largest city in Iraq; a country in the middle east right next to Syria.

Back in June 2014, fighters from an extremist group known as Islamic State, or IS, took over Mosul and announced to the world they would try to conquer all of Syria and Iraq. The group's killed a lot of people in those countries and it's also been behind some deadly terrorist attacks around the world.

In Mosul, IS fighters have destroyed buildings and artefacts, and attacked people who don't support its extreme beliefs. It even kidnapped kids.

REFUGEE BOY: We said this is very bad. We were very scared and were crying. At the beginning when they captured us they were teaching us religion. In the training base in Talafar they also taught us about weapons.

Luckily, this boy escaped in the night and he's not the only one to flee in search of safety. Over the past two years, hundreds of thousands of people have been forced to leave their homes.

AFRAH: My life in Mosul was amazing, I used to be with my friends. In the morning, I used to tell my dad and mom good morning. My mom used to give me a shower and dress me up in nice clothes. She used to make me look amazing.

LAETH: We lived in Mosul and our lives were good. Before coming here, I used to go to school. Sometimes I would go and say Hi to my mother. I used to go out with my friends, we used to have a good time, it was very nice.

Since 2014, things haven't gone well for IS. Other countries like Australia and the US have sent defence force experts to Iraq to help train the army fighting IS. They've also sent fighter jets to provide support from the skies. All of this has helped push IS out of a lot of Iraq but it's thought there are still about eight thousand of its fighters controlling Mosul. There are also still hundreds of thousands of people stuck there and in surrounding villages.

Now the Iraqi military has started a massive campaign to take back the city. It's leading a force of more than 30 thousand soldiers into what's being called the most important battle yet in the fight against Islamic State. It's thought that if IS loses control of Mosul, it could be an important step to ending the groups power in the Middle East.

Iraq's army has been moving closer to the city for a few weeks, freeing people in villages along the way.

But the battle for Mosul could last months and it'll be really dangerous for soldiers and civilians. The UN and other aid organisations are already preparing to help people by setting up refugee camps. There are over 600 thousand children that are in dire need of assistance.

For these guys, the battle for Mosul means hope of one day returning to the place they used to call home.

NOORA: I dream of being back at my school, with my teacher teaching me, my father returned to me, my mother returned to me, and we'd live in peace and quiet in our house and everything would be right with the world.

This Week in News

To this week's other big stories. The Australian Government wants to introduce a law that would ban refugees that try to come to Australia by boat from ever living in or visiting Australia in the future. At the moment the government sends these people to overseas detention centres. But now it wants to stop them from ever coming to Australia even as tourists.

The government says it's all completely legal and would help stop people smugglers. But critics say it's not fair and against the UN Convention on refugees.

Italy has been hit by a series of earthquakes. The most recent was the largest to hit the country in 30 years and struck just as nuns and monks were getting ready for morning prayer.

NUN: We just saw all this dust rising you just couldn't see anything and there were lots of screams.

Around 20 people were injured but no one was killed. Luckily, most of the town had already been evacuated following earlier tremors.

A bit of fossilised dinosaur brain has been discovered in the UK for the first time. This fossil hunter picked up what looked like a lump of brown rock back in 2004. Now after years of study scientists have confirmed that it's actually part of a 133 million-year-old brain!

It's most likely from a species of dinosaur similar to an Iguanodon which lived during the early Cretaceous Period.

“This isn't a revelation, of course a dinosaur had a brain, but we're actually seeing some of the texture of the brain which I never thought we would ever do”

And an Adelie Penguin in the US has been given a special wetsuit to keep her warm. Wonder Twin lives at SeaWorld and she's been losing feathers which can be a problem when you spend your life in icy water.

So the park's wardrobe department came to the rescue with a custom made costume. Sea World's hoping the wetsuit will let Wonder Twin swim, eat and sleep as comfortably as the other penguins.

Shark Nets

Reporter: Amelia Moseley

INTRO: Next up today. Should Australia's eastern beaches be protected by shark nets? That's the issue being debated right now after years of shark attacks on the north coast of NSW including a few in the past month alone. Let's take a look at both sides of the argument.

With their razor sharp teeth and lightning-fast reflexes it's easy to see why sharks rule the sea! And lately, they've been giving surfers in Northern New South Wales more than a fright.

NSW AMBULANCE: He thought that one of his mates had pulled him off the board, came up from under the water, then they realised that wasn't the case.

17-year old Cooper was surfing at Ballina last school holidays when he was bitten on the leg by a 3.5 metre shark! Luckily he was ok. But a week later, it happened to another surfer at the same beach.

SURFER 1: I was just laying on my board and unexpectedly a shark just came up underneath and knocked me off my board.

Then last week, it happened again near Byron Bay.

WITNESS: He was bleeding, but he was pretty calm and collected actually, he handled it pretty well.

Luckily, they were all okay. But now locals say it's time to take action.

LOCAL MAN: We're all on edge now. We know that we're not protected up here anymore.

So how do you protect people from these predators of the deep? Well that's a question the state's government's been trying to answer for a while. It's been testing new technology including these special listening stations. They can detect tagged sharks within 500 metres and alert people around.

It's been using drones and little blimps to keep an eye out for sharks. It's also put out smart drum lines. They're baited hooks designed to lure and catch sharks, then alert authorities so the animals can be tagged and set free. But, after the latest attacks, the state government says it's time to try another plan it's been working on - shark nets.

There are already some along parts of the New South Wales coast. The nets stretch about 200 metres long, drop around 10 to 12 metres down and are placed about 500 metres away from shore. The idea is to stop sharks, and keep people on the other side safe. But that means sharks sometimes get tangled in the nets and die; so do other animals, including whales, dolphins, turtles, rays, some are even threatened species.

That's why some locals are against the idea.

LOCAL WOMAN: No nets! No killing animals.

Instead they'd prefer more monitoring, and for people to remember the water is a shark's habitat not ours.

SURFER 2: Would you go to the wilds of Africa and set traps to kill every lion in the area, just so you could walk through the Savannah?

Although shark nets can reduce the risk of an attack, some marine experts say they don't always work. The water can be too rough for the nets to stay up, or sharks can swim around them.

But some locals say shark nets are worth a try if they could save lives this summer. The shark nets are set to rollout by the Christmas holidays and the state government says it'll keep doing its best to protect people in the water.

Ask A Reporter

Got a question about shark nets? Ask me live on Friday during Ask a Reporter!

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 all swimming beaches be protected by shark nets?

Nuclear Peace Sculpture

Reporter: Jack Evans

INTRO: It's not often a classroom lesson strengthens the relationship between two countries. But that's exactly what happened when the kids of Yalata in regional South Australia had a teacher visit from Japan to tell them all about the nuclear bombing of Nagasaki during World War II. Here's what happened.

Last year the small community of Yalata turned out to party for the town's first festival. There was singing, dancing and at Yalata Primary School a special guest from Japan visited to teach the kids about her home town, Nagasaki. She shared the sad story of what happened after an American plane dropped an atomic bomb on Nagasaki during WWII. It wiped out an entire town in an instant and killed 60,000 people. The same thing happened to the Japanese city of Hiroshima too. Soon after the war ended, but the radiation stayed around a lot longer and some people are still suffering the consequences today.

For the kids of Yalata this lesson meant a lot because it's similar to some of the issues families here experienced too. Yalata is home to the Pitjantjatjara Anangu people but many Maralinga Tjarutja people live here as well. They arrived in 1956 after being forced to leave the land they had lived on for thousands of years by the Australian government. It was taken so it could be used by Britain to test nuclear weapons and many Maralinga Tjarutja people ended up getting sick because of the radiation released. The tests stopped in 1963 and many Decades later Maralinga was handed back to its traditional owners, but the soil is still radioactive in some areas.

After hearing about the people of Nagasaki the kids of Yalata wanted to do something to express their support and understanding of what they went through. So they told their elders and the community about what they'd learnt and together they all helped design a special sculpture as a gift to be placed in a memorial park in Nagasaki.

STEVEN HARRISON: We got the kids involved in it as well. cause we don't want them to ever we need to pass on our skills to our children so that it'll never die.

Once the sculpture was finished some representatives from Yalata flew over to Japan to deliver it in person. They met with some of the survivors of the nuclear bombing to hear their stories and to share their own. Before officially revealing their gift. Its design represents two hands holding up a petti dish, which were traditionally used to hold water or babies. It's called 'Tree of life: gift of peace'. A beautiful symbol of support and understanding from one nuclear community to another.

Quiz

Time for our first quiz.

How many nuclear weapons were tested at Maralinga?

1

3

Or 7

The answer is 7

Mozzie Season

Reporter: Nic Maher

INTRO: Next, A particularly wet winter has experts warning that a bad mosquito season is heading our way. So we decided to find out why these tiny pests enjoy biting us so much and what can be done to stop them.

It's that time of year, when a certain blood-sucking predator begins to stalk its prey.

Dracula: I am Dracula and I'm here for your blood!

Amelia: Dracula, go away! I'm trying to work you can't keep doing this!

Dracula: Okay.

Yeah not him, I'm talking about the deadliest animal on earth.

Amelia: I hate mozzies

That's right, mozzies, and soon you're likely to see a lot more of them. That's because mozzies like to lay their eggs in still water, like ponds or puddles. After a very wet winter there's a lot of those puddles lying around, meaning mozzies everywhere!

For the past 100 million years, mozzies have been wreaking havoc, with those itchy red bites and that really annoying buzzing sound, which is actually made by their wings beating a whopping 600 times a second.

They're famous for drinking blood, but of the 3,500 species of mozzies out there, most don't actually bite humans and male mozzies don't suck blood at all, they're happy sticking to plants.

So, why do the females do it?

Dracula: Oo, I know this one. It's because blood very, very tasty!

Amelia: Dracula, keep it down!

Dracula: Sorry. I just think it's tasty.

While Dracula might like the taste, mozzies actually need a certain substance found in human and animal blood to lay their eggs. But, they don't actually bite you to get it. They jab through your skin with this long thing called a proboscis. And because mozzies are a very considerate bug, they spit out a chemical at the same time to numb the area, so we don't feel the prick. That chemical also happens to cause the annoying swelling and itchiness we feel afterwards.

For most people, that itchy bump is as bad as it gets. But, mozzies actually kill more people than any other animal on earth, more than 700,000 every year. In comparison, snakes kill around 50,000, crocs, about 1,000 and sharks, only about 10 people a year.

To be fair, it's not really the mozzies doing the killing. It's the diseases they pick up from drinking infected blood, which they pass on to their next meal. It makes them the most effective carrier of dangerous diseases in the world. However, most of these diseases aren't common in Australia. So, you don't really have to worry about it unless you're travelling overseas.

As for keeping these pesky bugs away.

Dracula: How about some garlic, or maybe a wooden stake?

Both ridiculous ideas, Dracula.

Instead, try covering up, using sprays or candles and mosquito nets when you sleep.

Reporter: Thanks Nic!

But you're not ... Oh, never mind. Anyway, no matter how you try to avoid them, most people would probably agree, mozzies are one of the most annoying, bloodthirsty predators in the world. Well, if you don't count Dracula that is.

Dracula: Hey man, I have feelings too.

QUIZ

Quiz number 2 now.

How do mozzies find their victims?

(Do they track your) Breathing

(Or your) Body Heat

The answer is: Both.

Sport

Wallabies star Michael Hooper has taken home the John Eales medal for the second time. It's given to the best Rugby Union player of the year and he easily snagged it winning by more than 100 votes. Hooper's had a huge year representing Australia winning Man of the Match in three of the six tests he's played on home soil.

MICHAEL HOOPER: Really appreciated the first one a couple of years after I got it I think this one will probably be the same really nice to share it with good people.

There's a new world champion of Surfing. John John Florence won the Meo Pro in Portugal last week. Which gave him enough points in the world surf league to take home the men's title. It's the first time in more than a decade that someone from Hawaii has won the comp.

JOHN JOHN FLORENCE: "This has been my dream since I started doing contests when I was a little kid and I just still can't really believe it."

Cricket Australia is thinking about bringing in special helmet sensors to keep an eye on players who get hit in the head. When a player's hit sensors in their helmet would measure how hard the impact is. So trainers know whether they need to give the player a concussion test.

ALEX KOUNTOURIS, CRICKET AUSTRALIA PHYSIOTHERAPIST: Once we understand the technology better and have confidence then we'll look to introduce it and trial it in games. It won't happen this summer it's more likely to happen in the next 12 months.

And finally there was a very different kind of sports comp over the weekend the World Championships of League of Legends a really popular video game. The e-sports comp was hosted by the US this year with millions of dollars in prize money up for grabs. The final was the first to go to a deciding 5th game. With team SKT from South Korea making it back to back world championship wins.

Kid Hairdressers

Reporter: Jack Evans

INTRO: Finally today, would you trust a kid with only a few hours experience to cut your hair? Well some adults did recently when they signed up for free haircuts in Melbourne. Here's how the amateur hairdressers who styled them found the experience.

Jack: Hmm It says here that these people in Melbourne were letting kids cut their hair
Customer: Mmhmm

Jack: I mean can you believe it?

Customer: Nooo.

Jack: a kid, I'd never

Girl: shall we shave the lot?

Jack: ARGHHHHH!!!

Most people probably wouldn't be too thrilled to have a kid cut their hair. But these guys are actually pretty good with a pair of scissors and a comb and they've got the style down too.

Boy: Ok so I'm going to be serious here, I'm going to cut everyone on 1 and then tattoo my name on their forehead.

These kids from Richmond West Primary School recently took over a Melbourne Hairdressing Salon to cut peoples hair for free.

Girl: How do you feel about children cutting your hair?

Customer: Um, I'm excited to see what you guys can do.

It's part of an International project called Haircuts By Children, which is all about giving kids the confidence to do anything and proving to adults that they're capable of doing some unexpected things. But before they were let loose in the salon they were given a crash course by professional hairdressers and got to practice on mannequins.

Hairdresser: Comb it, hold it nice and tight.

Girl: You really do need a steady hand or else you're going to injure the person when you cut their hair

Boy: Most of us are looking forward to shaving their heads bald! Probably write something on there.

But on the day they were given total control!

Boy: The freedom, just awesome. I had quite a lot of fun.

Girl: We cut a lot off but he was okay with it.

Some looks were pretty safe.

Customer: I'll probably have to get used to it a bit but I like it.

while others, well we'll let you be the judge of this one.

Customer: I feel inspired, I feel renewed.

Well, I'm sure glad he does.

Closer

And that's it for today! But as always there is more to see on our website including teacher resources and activities for all of our stories. Stay well and bye for now.