

Social Distancing

1. In your own words, explain what social distancing is.
2. How is it different to self-isolating?
3. Give some examples of social distancing.
4. What is the government doing to reduce the amount of contact people have with each other?
5. Why is social distancing important?
6. The idea with social distancing is it flattens the curve. What does that mean?
7. Schools that are still open are taking precautions to keep students safe. Give an example.
8. How can you stay connected to family and friends while social distancing?
9. Create a diagram or graphic that communicates the importance of social distancing.
10. How are you feeling about coronavirus? Share your thoughts with a friend or family member.

Italy Coronavirus Report

1. Where in Italy do Maggie and Zach live? Locate using Google Maps.
2. Why did they move to Italy?
3. Northern Italy has had the most cases of coronavirus than anywhere else in Italy. True or False?
4. The whole of Italy is in lockdown. What does that mean?
5. Finish the following sentence: The government hopes that lockdown will...
6. What sorts of things did Maggie and Zach do before the lockdown?
7. What is life like for them since the lockdown?
8. What sorts of activities do Maggie and Zach do to pass the time?
9. How do they stay connected to their friends?
10. How do Maggie and Zach feel about the lockdown?

What is a virus?

1. What did the BTN story explain?
2. Give three examples of things that are caused by viruses.
3. Viruses are one of the four families of _____.
4. What are the other three types of pathogens?
5. When were viruses first discovered?
6. What do viruses need to spread?
7. What is the name of the body's inbuilt virus defence?
8. What is a vaccination and how does it work?
9. What can you do to stop the spread of viruses?
10. Name three facts you learnt about viruses.

Check out the [What is a virus? resource](#) on the Teachers page.

Aurora Australis

1. Where is Antarctica? Locate using Google Maps.
2. What is an icebreaker?
3. What has been the icebreaker's job over the past 31 years?

4. How does the icebreaker help with scientific research?
5. What is the icebreaker's nickname?
6. Where is the icebreaker heading to for its final voyage?
7. What is the name of the new Antarctic icebreaker?
8. How did the new icebreaker get its name?
9. What does the name mean in Palawa Kani?
10. What was surprising about the BTN story?

Check out the [Aurora Australis resource](#) on the Teachers page.

Action Sports Girls

1. Briefly summarise the BTN *Action Sports Girls* story.
2. What sport do Naomi and Fenella participate in?
3. What do they say about the number of girls participating in the sport?
4. Explain the study being done into girls involvement in 'action' sports.
5. What does Dr Meredith Nash say about girls participating in 'action' sports?
6. Why have girls been discouraged from getting involved in 'riskier' sports?
7. What reasons do Naomi and Fenella give for getting involved in mountain bike riding?
8. What questions would ask Naomi and Fenella about their sport?
9. If you could choose a sport to get involved in, what would it be? Give reasons for your answer.
10. What did you like about the *Action Sports Girls* story?

What is a virus?

Focus Questions

1. What did the BTN story explain?
2. Give three examples of things that are caused by viruses.
3. Viruses are one of the four families of _____.
4. What are the other three types of pathogens?
5. When were viruses first discovered?
6. What do viruses need to spread?
7. What is the name of the body's inbuilt virus defence?
8. What is a vaccination and how does it work?
9. What can you do to stop the spread of viruses?
10. Name three facts you learnt about viruses.

Activity

Class discussion

After watching the BTN *What is a virus?* story, hold a class discussion about the information raised in the story. The following questions may help guide the discussion:

- What did you SEE in this video?
- What does this video make your WONDER?
- What did you LEARN from this story?
- What QUESTIONS do you have after watching the story?

Questions about COVID-19

Do your students have questions about the coronavirus COVID-19? Watch BTN's [Coronavirus Questions](#) story and [Ask A Reporter](#) to learn more and find out if your students questions about COVID-19 are answered.

Key Learning

Students will investigate what a virus is and how viruses spread. Students will create a biography on the discoverer of viruses.

Curriculum

Science – Year 5 & 6

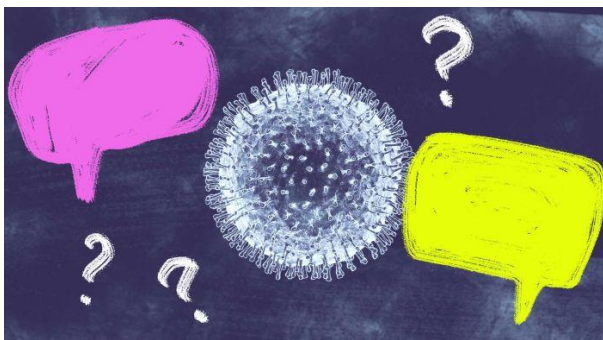
Scientific knowledge is used to solve problems and inform personal and community decisions.

With guidance, pose clarifying questions and make predictions about scientific investigations.

Science – Year 7

Scientific knowledge has changed peoples' understanding of the world and is refined as new evidence becomes available.

Identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge.



Activity

Glossary

Students will brainstorm a list of key words that relate to the BTN *What is a virus?* story. Students may want to use pictures and diagrams to illustrate the meaning and create their own glossary. Here are some words to get you started.

Pathogen	Immune system	Vaccine
Virus	Germs	Bacteria

Activity

KWLH

Hold a class discussion after watching the BTN *What is a virus?* story. What questions were raised in the discussion (what are the gaps in their knowledge)? The following KWLH organiser provides students with a framework to explore their knowledge on this topic and consider what they would like to know and learn.

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

Research questions for inquiry

Students will determine a focus for their inquiry and develop a key question to guide their inquiry (below are some examples). Students will collect and record information from a wide variety of sources (internet, books, newspaper and magazines).

- What is a virus? Choose one type of virus to research in more detail.
- How do viruses spread?
- Who first discovered viruses? Create a biography on the scientist who made the discovery.
- What is the difference between viruses and bacteria?

Activity

BTN story – COVID-19 Explained

Watch the following BTN [COVID-19 Explained](#) story to learn more about the coronavirus. Watch the story as a class and students will then respond to the focus questions.

1. Discuss the BTN *Coronavirus Explained* story as a class and record the main points of the discussion.
2. Where was the coronavirus first found? Find using Google Maps.
3. What type of market do they think the virus started in?



4. What does the Latin word 'corona' mean?
5. What are the symptoms of coronavirus?
6. Coronavirus can be transmitted from animals to humans. True or false?
7. What is China doing to stop the spread of coronavirus?
8. Which organisation has declared a global health emergency?
9. How did the BTN story make you feel? Discuss with another student.

Activity

Create a biography

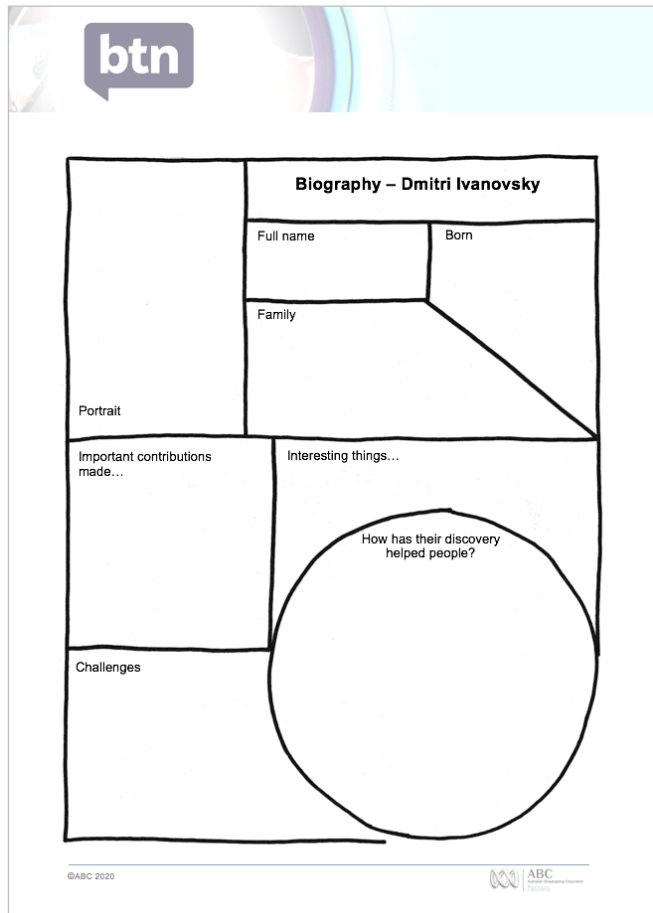
Using the Biography Organiser template at the end of this activity, students will find and record information about Dmitri Ivanovsky, the discoverer of viruses.

Some possible areas of research include:

- Where and when were they born?
- What are some of their achievements?
Choose one to explore in more detail.
- What inspired/motivated them?
- What were their challenges?
- How are their achievements recognised?
- How have they made an impact on people's lives?
- How did they change our understanding of the world?
- What do you admire about them?
- Imagine you could sit down and talk to them. What questions would you ask about their life and work?

Present your findings in an interesting way.

- Give a presentation on their achievements.
- Make a "Did you know?" for other students.
- Write a letter thanking them for their achievements and how they have changed the world.
- Create a timeline highlighting significant events.



The image shows a biography organiser template titled "Biography - Dmitri Ivanovsky". It features a "btn" logo in the top left corner. The template is divided into several sections: "Portrait" (a large empty box on the left), "Full name" and "Born" (two small boxes at the top right), "Family" (a box below "Full name"), "Important contributions made..." (a box on the bottom left), "Challenges" (a box below "Important contributions"), "Interesting things..." (a large box on the bottom right containing a circle with the text "How has their discovery helped people?"), and a copyright notice "©ABC 2020" and the "ABC Australian Broadcasting Corporation News" logo at the bottom.

Useful Websites

Coronavirus Questions – BTN

<https://www.abc.net.au/btn/classroom/coronavirus-questions/12024698>

COVID-19 Explained – BTN

<https://www.abc.net.au/btn/classroom/coronavirus-explained/11933838>

How does a virus work? – ABC Education

<https://education.abc.net.au/home/#!/media/2238712/how-does-a-virus-work->

Biography – Dmitri Ivanovsky

Full name

Born

Family

Portrait

Important contributions made...

Interesting things...

How has their discovery helped people?

Challenges

Teacher Resource

Aurora Australis

Focus Questions

1. Where is Antarctica? Locate using Google Maps.
2. What is an icebreaker?
3. What has been the icebreaker's job over the past 31 years?
4. How does the icebreaker help with scientific research?
5. What is the icebreaker's nickname?
6. Where is the icebreaker heading to for its final voyage?
7. What is the name of the new Antarctic icebreaker?
8. How did the new icebreaker get its name?
9. What does the name mean in Palawa Kani?
10. What was surprising about the BTN story?

Key Learning

Students will learn more about the Antarctic icebreakers – *Aurora Australis* and *Nuyina*. They will also learn about Antarctica, its environment, climate and history.

Curriculum

Science – Years 5 & 6

Scientific knowledge is used to solve problems and inform personal and community decisions.

Science – Year 6

The growth and survival of living things are affected by physical conditions of their environment.

Science – Year 7

Science knowledge can develop through collaboration across the disciplines of science and the contributions of people from a range of cultures.

HASS - Years 5 & 6

Locate and collect relevant information and data from primary sources and secondary sources.

Activity

What do you see, think and wonder?

After watching the BTN *Aurora Australis* story, students will respond to the following questions:

- What did you SEE in this video?
- What do you THINK about what you saw in this video?
- What did you LEARN from this story?
- What was SURPRISING about this story?
- What QUESTIONS do you have about this story?

Activity

Glossary

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

Antarctica	Icebreaker	Exploration
Expedition	Sea ice	Voyage

Activity

Antarctic Icebreaker Research

Students will be exploring the Antarctic icebreaker or Antarctica's environment in more detail. They can develop their own key questions to investigate or respond to one or more of the questions below. Students can complete the following KWLH organiser to explore their knowledge and consider what they would like to know and learn.

<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>

Here are some possible questions for students to research:

- What is an icebreaker? What special features do they have? What happens when the ships move through ice covered water?
- What makes the *Nuyina* better suited to Antarctic travel than the *Aurora Australis*?
- Investigate the history of Antarctic icebreakers. How have they changed over time?
- What does a journey on the icebreaker from Australia to Antarctica look like for a passenger? Describe an average day on board the icebreaker. These [expeditioner diaries](#) will give an insight into what the journey is like for passengers.
- Investigate the marine science research the Antarctic icebreaker does. What special research features does the *Nuyina* have?
- Describe the landscape and weather conditions you would expect to see and experience on an expedition to Antarctica. Imagine you are an adventurer visiting Antarctica for the first time. What will you need to understand about Antarctica's environment before embarking on your trip? What equipment and clothing will you need? What transport will you use? Plan an itinerary for your adventure. What challenges do you think you will face on your adventure?
- Investigate some of the ways animals and people are affected by the extreme weather conditions in Antarctica. What equipment, behaviours and/or adaptations do they have for coping with such extreme conditions? For example, explain how emperor penguins' huddling behaviour helps to keep them warm, and effectively makes sure that no individual penguin is left to freeze on the outside of the huddle.

Activity

Research Project - Aurora

Explore the history of the *Aurora*, Australia's first Antarctic exploration vessel. The [State Library of Victoria - Aurora](#) and [Cool Antarctica - Aurora](#) are a good starting point for students' research about the *Aurora*. The following will help guide their research:

- Describe the *Aurora*.
- When was it built and what materials were used to build the ship?
- Imagine and describe what the conditions were like aboard the *Aurora* on the first Australian led expedition to Antarctica.
- Describe the challenges that Douglas Mawson and his crew would have faced aboard the *Aurora*.



Activity

Compare and contrast

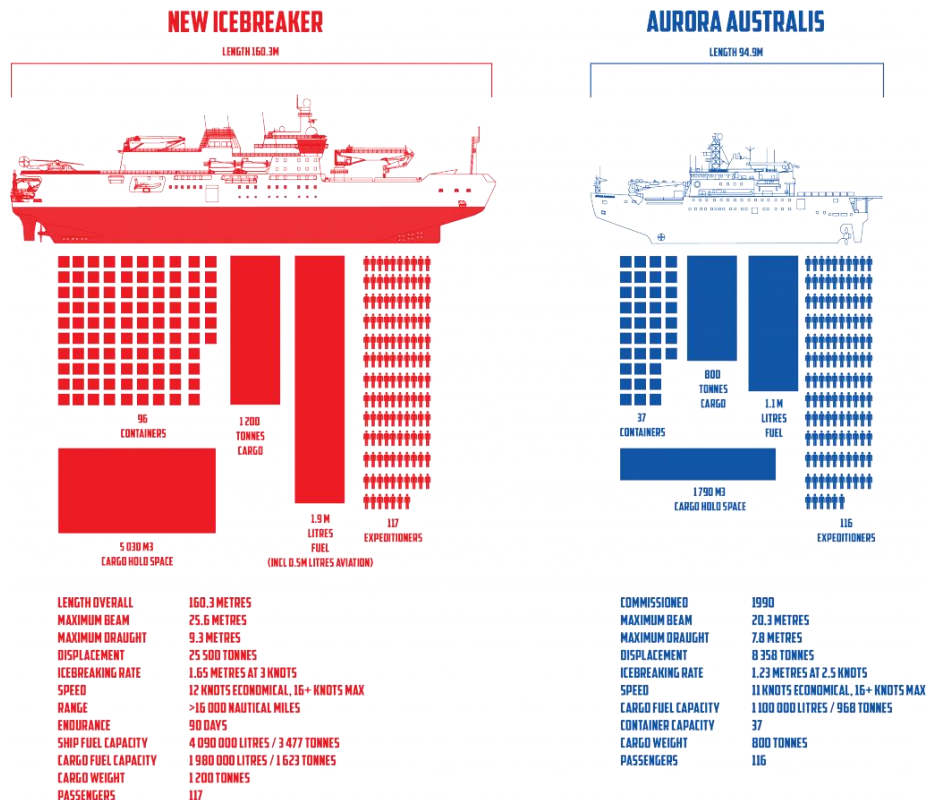
Students will create a table highlighting the similarities and differences between the *Aurora* and the new icebreaker *Nuyina*.

Compare features like the:

- length and weight
- materials used to build the ship
- colour
- passenger capacity
- maximum speed
- uses other than Antarctic travel
- special features for travelling through ice.



Now compare the Aurora Australis to the new icebreaker *Nuyina*. Students can analyse the infographic below and note the differences. Here is a [link to the original infographic](#).



Activity

Quiz

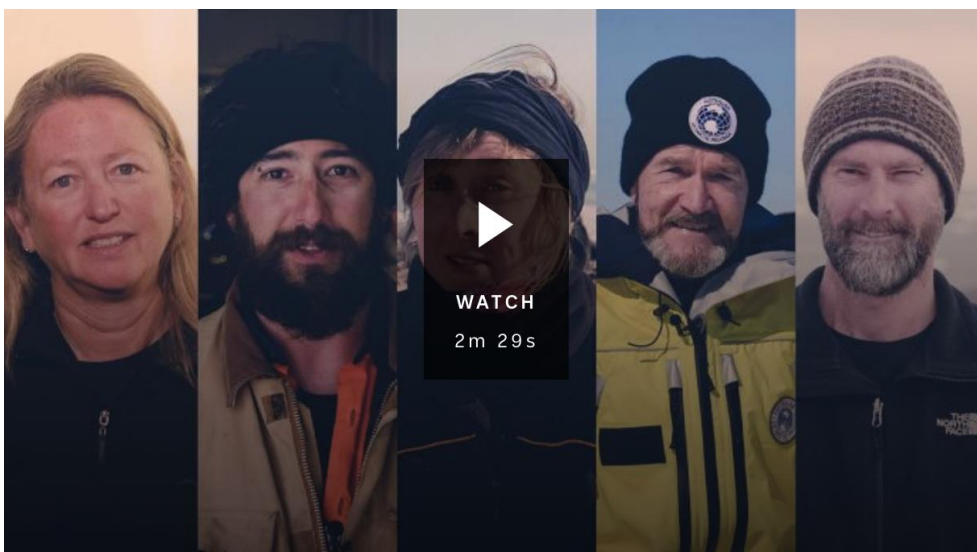
1. Antarctica is not a continent.
 - a) True
 - b) False
2. In which year was the Aurora Australis launched?
 - a) 1979
 - b) 1989
 - c) 1999
3. What nickname was given to the icebreaker *Aurora Australis*?
 - a) Boaty McBoatface
 - b) Orange Roughy
 - c) Polar Express
4. What is the new icebreaker's name?
 - a) Nuyina
 - b) Aurora
 - c) Antarctic
5. What does Nuyina mean in Palawa Kani?
 - a) Antarctica
 - b) Great Southern Land
 - c) Southern Lights

Activity

Antarctica Q & A

In this [BTN video](#), a group of experts answer questions that kids had about Antarctica and the people and animals that live there. Respond to the following questions:

- What did you learn watching this video?
- What information was surprising?
- What question would you ask an expert about Antarctica?



Useful Websites

Antarctic Icebreaker - BTN

<https://www.abc.net.au/btn/classroom/antarctic-icebreaker/10522910>

Antarctic Special – BTN

<https://www.abc.net.au/btn/classroom/antarctica-special/10937004>

Australia's new icebreaker – RSV Nuyina – Australian Antarctic Division

<http://www.antarctica.gov.au/icebreaker>

Icebreaker Specifications – Australian Antarctic Division

<http://www.antarctica.gov.au/icebreaker/about-the-ship/capability>

Cool Antarctica – Icebreakers and Ice strengthened ships

<http://www.coolantarctica.com/Antarctica%20fact%20file/History/ships/icebreaker.php>

ABC Science – Icebreaker Aurora Australis

<http://www.abc.net.au/science/articles/2015/03/25/4204494.htm>



BTN Transcript: Episode 8 – 24/3/20

Yamaa I'm Jack Evans, and you're watching BTN. Here's what's coming up. Our rookie reporters Maggie and Zach give us an update from northern Italy, we say goodbye to Australia's big orange icebreaker and find out about the push to get more girls into action sports.

Social Distancing

Reporter: Jack Evans

INTRO: We'll have all that and more later. But first, as I'm sure you've noticed things are kinda unusual at the moment. Big events have been cancelled, heaps of places have closed, and a lot of people are staying at home. It's all because of something called social distancing that's being used to try to slow the spread of COVID-19. Let's find out more.

What do you do when you're stuck at home by yourself? Hold a balcony dance party? Find a use for that extra toilet paper you might have lying around? Gather your celebrity friends for an awkward sing along. Or take the time to organise your wig collection.

JACK: And this one is Lisa. The great thing about Lisa is that you can wear her this way or this way.

OK, so maybe I'm the only one organising my wig collection. But I'm certainly not alone in being alone.

JACK: These two are twins, non identical obviously.

Right around the world people are keeping away from work and friends to try to stop the spread of COVID-19. People who are sick or might be sick are self-isolating. Which means staying right away from anyone. Then there's social distancing which is when you're still allowed to go outside. But you try to limit or avoid interacting with people as much as possible. That means staying about a metre and half away from others; not shaking hands, hugging or kissing; and avoid crowds and events with large groups of people.

In fact the government has now banned non-essential events with more than 100 people and closed restaurants, gyms, cinemas and other places where people gather. It's also banned travellers from overseas and told Australian's not to travel interstate. In fact, many states have closed their borders. People are being told, if they can, they should stay home.

While it might seem pretty extreme authorities reckon social distancing is a good way to slow down the spread of COVID-19. You see It's thought that on average one person with the virus will transmit it to at least 2 other people. Those two people then pass it onto 2 people each and so on and so on. This graph gives you an idea of how quickly a few cases can turn into lots. If that happens hospitals could fill up and medical supplies could run low. And that's what the government wants to avoid. The idea with social distancing is that it flattens that curve. The virus spreads more slowly and while it takes longer to totally go away, it means health workers and hospitals don't get overwhelmed.

So what does all this social distancing mean for you guys? Well at the moment most Australian schools are staying open. Although some have closed or taken their lessons online. In some states kids are being asked to stay home if they can and school holidays have been brought forward. Where schools are open they're taking heaps of extra precautions like staggered lunch breaks, no school assemblies and sick kids being told to stay home. The government says it wants to keep schools open wherever possible because schools actually a pretty safe place to be and it means that people who have to work don't have to stay home to look after their kids.

There are lots of jobs where people have to be on site like doctors and nurses or truck drivers and of course people who make the news. While TV stations like this one are working a bit differently for the moment we're still here keeping you guys informed.

JACK: Yeah, I'm still at work. This isn't my lounge room, and these aren't my wigs. Which means I probably shouldn't have spent the last hour sorting them. I better go do some work before somebody sees this.

Now, of course, there's a lot going on in the world right now and things might seem a bit weird. So remember, if you're feeling sad or worried you should talk to someone about it. We've also got some resources on our website with tips for dealing with upsetting news which you can check out whenever you like.

Ask A Reporter

If you've got some questions about social distancing and what's happening with COVID-19, you can ask me live on Friday's Ask a Reporter. Check the website for details.

Italy Coronavirus Report

Rookie Reporters: Maggie and Zach

INTRO: Let's go to Italy now where people have been living with some pretty extreme social distancing for a while now. Maggi and Zach have sent us a report telling us what that's been like.

MAGGIE, ROOKIE REPORTER: Hi BTN, I'm Maggie.

ZACH, ROOKIE REPORTER: And I'm Zach.

MAGGIE: And we live in Castagnè in northern Italy.

MAGGIE: Before we lived in Italy, we lived in Marrickville Sydney and then we wanted to come to Italy because we wanted to have adventure. Our area in Italy is known for wine, olives, cherries, wild boar and hiking.

ZACH: Things are a bit weird in northern Italy right now and we'll tell you why.

MAGGIE: In northern Italy, there've been more cases of the coronavirus than anywhere else in Italy which means there've been more deaths and that's really sad and serious.

ZACH: Since the 9th of March, the whole country of Italy has been in lock down, which means almost everything is shut and we have to stay home as much as possible. The government is hoping it will help to stop the coronavirus from spreading.

MAGGIE: Normal life in Italy is very social. Italians love getting together and having fun.

ZACH: Carnevale season is when each town throws a party every February, however many towns in the north had to cancel their parties due to the coronavirus.

MAGGIE: We usually hang out with our friends on the weekends for dinner or lunch, but sadly we can't and that's really disappointing.

MAGGIE: Schools have been closed in our region for a month now, so I haven't seen my friends. They are also doing schoolwork at home online.

MAGGIE: Since the lockdown, the streets have been very quiet. People are expected to stay in their houses. Anyone who leaves their house is expected to sign a document explaining where they're going to go and why. This is the document that we sign before we leave the house.

ZACH: Since the lockdown supermarkets have stayed open, but only a certain amount of people are allowed in at a time. Also, as a family we can't all go to the supermarket to do the shopping together. Only one family member at a time can go.

ZACH: The toilet paper shortage in Australia has been news here; in Italy we have so much of it. What's going on with the toilet paper Down Under?

MAGGIE: At the moment to pass the time we do our schoolwork, we hang out with each other, we go on walks, we play Uno, we watch movies and we love cooking.

MAGGIE AND ZACH'S DAD: Guys, what are we making?

MAGGIE & ZACH: Bruschetta.

MAGGIE AND ZACH'S DAD: Ahh, bruschetta.

MAGGIE: Lockdown has meant for me and my family that we spend a lot of time together. We craft things, hang out and yesterday me and my dad made a cricket bat.

MAGGIE: Because of the lockdown me and my friends don't get to see each other that often, but we get to skype call, we send funny videos and me and my friend Sara send drawings.

MAGGIE: How I feel about the lockdown? I don't love it, but it's how we stop the virus from spreading and I'm taking it very seriously.

MAGGIE: So, everyone's taking it very seriously and everyone's supporting each other and there are kids making these signs that say "Tutto andrà bene" which means in English "Everything will be alright."

ZACH: I really hope that this lockdown will slow down the death rate and stop people from getting the virus. Many countries are getting more and more cases of the coronavirus, so if scientists can create a vaccine, this will stop people from getting sick.

MAGGIE AND ZACH: Thanks for watching our story and we hope you are all staying safe and well in Australia. Bye.

Thanks so much for sharing that with us guys.

News Quiz

Now let's test your news knowledge with a quiz.

Which famous Australian TV drama had to stop production temporarily last week because of a coronavirus scare? Was it Neighbours, Home and Away or Doctor Doctor? It was Neighbours.

Can you name this US politician who's looking to take on Trump at the next election? It's senator Joe Biden and if he looks familiar that's because he was the vice president when Barack Obama had the top job. After winning some more votes last week it's looking very much like he'll be the Democratic nominee for the next election.

What's unusual about this 380 million-year-old fossilised fish that was found in Canada? It has fingers. Scientists say it might hold some important clues as to how animals evolved to walk around on land and how we ended up with hands.

The movie "Cats" picked up a bunch of prizes at an annual awards ceremony known as the Golden Raspberries. What did it win? Best Picture, Worst Picture or Best cat video? It was named worst picture of the year. The Razzies were set up as a bit of joke to celebrate the not so great films and film makers. And poor-old-cats took home six Razzies this year including worst director and worst supporting actress for Aussie Rebel Wilson.

What is a virus?

Reporter: Nat Kelly

INTRO: Now, we've all heard a lot about viruses lately. But do you know exactly what a virus is, what it does and how you fight it? Nat has doing some detective work to find out.

RADIO: Can you see anything officer?

OFFICER: Germs. And not just any germ. That's a virus. Ahh, viruses everywhere. This town's out of control. I should've stayed in the Territory.

RADIO: But officer, wait, what is a virus?

You probably haven't seen a virus before, but you've probably felt their effects. If you've ever had a cold, the chicken pox or a cold sore, they're all caused by viruses. Viruses are one of the four families of germs, or pathogens. They're little invaders that make us sick. There's bacteria, fungus, parasites and viruses. They come in some very weird shapes and sizes, and they're tiny. So tiny, in fact, that we didn't even know they existed until 1892, when Dmitri Ivanovsky realised there was something very very tiny infecting tobacco plants. It wasn't bacteria, or a parasite, or a fungus. It was a virus.

OFFICER: Nasty little creatures.

Well, not really. I mean, they're not really creatures. They're just a bit of genetic code wrapped in protein, and scientists have argued for years whether viruses are living creatures or not. They can't do things like reproduce amongst each other, or make their own energy, but they're not exactly dead either. They kind of belong to a weird category in between. Interesting, isn't it?

OFFICER: I think you're getting side tracked.

Yeah, me too. Anyway, viruses can't really do anything until they come into contact with a living cell, and that's when they do their dirty work. They force the cell to create copies of the virus, which eventually spread to other cells.

RADIO: Is there anything we can do?

Well, luckily for us our bodies have an inbuilt virus defence known as the immune system. It's made up of specialised organs, cells, and tissues that all work together to destroy invading germs. And sometimes our bodies learn how to fight a virus so well, that we never get sick with it again. That's why most people only get chicken pox once. It's also why vaccinations work. They're made using a weakened version of the germ which triggers the immune system so it knows how to fight the real thing.

OFFICER: In that case, we need a vaccine for this new virus now.

Yeah well, we're working on it. Scientists around the world are racing to create a vaccine for the virus that causes COVID-19. But it's not a simple task, and working it could still be months away.

RADIO: So what do we do?

Until then, the best way to fight this particular virus is to stop it spreading by practicing good hygiene. That means keeping things clean, washing your hands, and covering your mouth when you cough or sneeze.

OFFICER: We're going to defeat this virus, with a pair of clean hands, a calm demeanour, and lots of sanitiser.

JACK: Achoo.

OFFICER: Into the tissue.

JACK: It was.

Did You Know?

Did you know that the word virus comes from the Latin word for poison or slimy liquid? Which is pretty appropriate for something that causes the common cold.

Aurora Australis

Reporter: Nat Kelly

INTRO: Now to a hard-working Aussie icon that's headed for retirement. It's a ship called the Aurora Australis and for the past three decades it's been helping Australian researchers explore Antarctica. Here's Nat.

This big boat has lived a long and happy life. 31 years old, and now, it's ready to retire. Ah, retirement. Ahem. This big boat is the Aurora Australis, and it's what's known as an icebreaker.

NAT: How much does a polar bear weigh?

CALE: I don't know.

NAT: Enough to break the ice.

Uhh, no, not that type of ice breaker. It's literally an icebreaker. As in a ship that's specially designed to plough its way through sea ice. And its job for the last 31 years has been to look after researchers living in Antarctica carrying more than 14,000 people back and forth over 150 expeditions, as well as lots of food, water and other supplies. Let's take a look at its early days. 1989. The year Taylor Swift was born. The ship was built in Newcastle by a company called P&O Maritime Services, who then leased it to the Australian Antarctic Division for 30 years. They named it the Aurora Australis, and it made waves from the very beginning.

On board, it's fully kitted out with all sorts of scientific equipment that can be used to study what's going on underneath the water and above it. Over the years, it's helped to do important research and make amazing discoveries about Antarctica, its ice, its waters and the amazing creatures that live in them.

CHARLTON CLARK: It's helped science uncover amazing new information about the role of the southern ocean, its food web, and also the science that underpins our efforts in understanding our changing climate.

But it hasn't always been smooth sailing. In fact, it's even earned itself the nickname Orange Roughy. In 1999, a big fire broke out in the engine room, caused by a leaking fuel hose. In 2014, it was part of a big rescue mission to evacuate 52 Russian researchers whose ship was stuck in the ice. And in 2016, it got into a bit of trouble when it ran aground during an Antarctic blizzard. And that's just the tip of the iceberg. Haha.

Now, the old Orange Roughy is on its final trip. Heading to Macquarie Island, it'll supply the researchers that live there with enough food, fuel and supplies to last them 12 months. So, what next for the Aurora Australis? Well, it's going to be sent back to its owners, and it'll be up to them what they do with it. It might be used by a different expedition team, or it might be scrapped and turned into a completely new boat. Only time will tell.

In the meantime, the Australian Antarctic team is waiting on a replacement ship, which is still being built and is running a bit late. This new vessel will have even more high tech sciency stuff, including some instruments that might not even have a use for years to come. Remember, it has to last 30 years. It'll even have a moon pool on board, which will allow them to send equipment into the ocean even when the boat is surrounded by ice. A competition was held to name it, bringing in nearly 800 entries from across Australia. The winning name was Nuyina, which means "southern lights" in Palawa Kani, the Tasmanian Aboriginal language. That'll be two boats in a row named after those beautiful lights in the Antarctic night sky.

Did You Know?

Did you know the Aurora Australis is bright orange so it can be easily spotted in icy waters?

Sport

The biggest news in sport this week is, well, that there isn't any. Well, not quite. But COVID-19 is certainly making sport kinda weird. Like when the AFL started round 1 without fans. But now it's decided to hold off all future games until at least May 31.

GILLON McLACHLAN, AFL: The AFL has moved to immediately suspend the 2020 Toyota AFL premiership season, at the conclusion of this week's matches.

Meanwhile the NRL has decided to go ahead although, again without a crowd. There's been a mixed reaction from fans, but NRL bosses say they won't follow the AFL's lead and will only stop playing if they are forced to.

For sports that have decided to end the season early, like the NBL, there's been some controversy over who gets named the winner. Some people were angry that the premiership went to the Perth Wildcats after only 3 out of 5 games had been played.

Meanwhile, we're all still waiting to hear whether the Olympics will go ahead. The IOC says it's still hopeful, although Canada's team has already pulled out and Australia's Olympic Committee has told athletes that

they should be preparing to compete in 2021 instead.

Action Sports Girls

Reporter: Jack Evans

INTRO: Speaking of sports, you're about to meet a couple of young mountain bike riders. Fenella and Naomi love hitting the track and going really, really fast. But according to a new study that's not something too many girls are into. Let's find out why that could be changing.

For your average bike rider this mountain trail could look a little intimidating. But that's not the case for Naomi and Fenella who, as you can see, tackle every bend and curve like a total pro.

FENELLA: I really enjoy getting outdoors and just riding with friends.

NAOMI: I probably started five years ago when Blue Derby just opened. I love riding with my sister.

They're from Scottsdale in Tasmania, not too far from where the annual Blue Derby Mountain bike race is held. And while they can't get enough of the sport, they reckon there aren't too many other girls giving it a go.

FENELLA: There's a couple. Not as many as I'd like, I mean competition isn't as big at my age.

NAOMI: I'd love to see more woman riding and it would just be so great. there's not very many in my age group just like Fenella's.

It's something researchers from the Menzies Institute of Medical Research have also noticed. They've been working on a big national study to try to work out why more girls aren't involved in "action" sports like skate boarding, surfing and of course mountain biking.

DR MEREDITH NASH, UNIVERSITY OF TASMANIA: If you look at the stats nationally we take a sport like mountain biking. More than 80% of mountain bikers across our country are men and so when it comes to getting girls involved often. Girls see these sports as being dominated by boys and men and they often lack confidence when it comes to say going to a skateboarding park by themselves or going out onto the trails and riding a bike.

Meredith also says that these kinds of sports often involve more risk and in the past that was something women were discouraged from taking part in. Instead girls were more likely to pick up other sports like cricket or netball. But she that's changing as girls see more and more women competing at the top level of action sports.

DR MEREDITH NASH, UNIVERSITY OF TASMANIA: A Sport like snowboarding or mountain biking or surfing these are sports where women have been involved in only relatively recently in sort of the last decade and so they are lagging behind. And so we now really have a great opportunity as more action sports become Olympic sports and they become much more globally recognised sports this is a really timely opportunity to make some changes where we can.

Meanwhile Naomi and Fenella say there's heaps of great reasons for girls to get involved in their sport.

NAOMI: It definitely a bit scary at sometimes. But I guess overcoming that and once you've ridden that really scary bit it definitely feel good. I would like to ride professionally maybe when I'm older, we'll see how it goes.

In the meantime they'll continue to hit the track at full speed. Ooh nice move.

Closer

That's it for now. We'll be back next week with more and in the meantime, you can stay up to date with Newsbreak every weekday. There's also plenty to see and do on our website and heaps of videos on our YouTube channel, which you can subscribe to if you're 13 or over. Have a great week. See you next time.