



Teacher Resource

Focus Questions

As a class, discuss the stories featured in the episode of BTN Classroom and record the main points of the discussion. Students will then respond to the following focus questions.

Emissions Targets

1. What did the Emissions Targets story explain?
2. What is the Paris Agreement?
3. What year do many countries want to reach net-zero carbon emissions by?
4. How is Australia trying to reduce its carbon emissions? Give one example.
5. What questions do you have about the story?

Check out the [teacher](#) resource on the Archives page.

Tourism Troubles

1. Briefly summarise the BTN story.
2. Describe what overtourism is using your own words.
3. How has overtourism impacted historic sites?
4. What impact can overtourism have on people's traditional ways of life?
5. What is a tourist tax?

World Refugee Day

1. Why did Yasamin and Hadia leave Afghanistan?
2. What is the definition of a refugee?
3. How many refugees are there around the world?
4. What organisation created the Refugee Convention?
 - a. Amnesty International
 - b. United Nations
 - c. World Health Organisation
5. How did this story make you feel?

Check out the [teacher](#) resource on the Archives page.

EPISODE 17

18th June 2024

KEY LEARNING

Students will view a range of BTN stories and use comprehension skills to respond to a series of focus questions.

CURRICULUM

English – Year 4

Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts.

English – Year 5

Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources.

English – Year 6

Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts.

English – Year 7

Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources.

Risky Play

1. Discuss the BTN story in pairs or small groups.
2. What is an example of risky play?
3. What does risky play teach kids?
4. According to experts, risky play is important for mental health. True or false?
5. What did you learn watching this story?

Young Paralympian

1. Where are the next Paralympics being held? Find on a map.
2. What event is Paralympian Angus Hincksman competing in?
3. What condition does Angus have?
4. What sports did Angus play when he was younger?
5. What medal did Angus win at the World Champs in 2023?



Teacher Resource

Emissions Target

Focus Questions

Discuss the BTN story as a class and record the main points of the discussion. Students will then respond to the following:

1. What did the Emissions Targets story explain?
2. What is the Paris Agreement?
3. What year do many countries want to reach net-zero carbon emissions by?
 - a. 2030
 - b. 2040
 - c. 2050
4. How is Australia trying to reduce its carbon emissions? Give one example.
5. What questions do you have about the story?

Activity: Class Discussion

After watching the BTN Emissions Target story students will reflect on the story and then respond to the following:

- What do you THINK about what you saw in the BTN story?
- What does it mean to have net zero emissions?
- What are some ways that we can achieve net zero carbon emissions by 2050?
- Why do you think the United Nations created the Paris Agreement?
- Think of three questions you have about the BTN story.
- What are the positives and challenges of trying to reach zero emissions? Create a T-chart.



EPISODE 17

18th June 2024

KEY LEARNING

Students will explore how we can adapt to a changing climate.

CURRICULUM

Geography – Year 4

The use and management of natural resources and waste, and the different views on how to do this sustainably.

HASS – Year 4

Reflect on learning to propose actions in response to an issue or challenge and consider possible effects of proposed actions.

HASS – Year 5 & 6

Reflect on learning to propose personal and/or collective action in response to an issue or challenge and predict the probable effects.

HASS – Year 7

Reflect on learning to propose personal and/or collective action in response to an issue or challenge, taking into account different perspectives, and describe the expected effects.

Science – Year 4

Science knowledge helps people to understand the effect of their actions.

Science – Years 5 & 6

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

Activity: Glossary

Students will brainstorm a list of key words that relate to the BTN Emissions Target story. Below are some words to get students started.

CLIMATE CHANGE	EMISSIONS TARGET	FOSSIL FUELS
PARIS AGREEMENT	RISING SEA LEVELS	GLOBAL TEMPERATURES

Ask students to write what they think is the meaning of each word (including unfamiliar words). They will swap definitions with a partner and ask them to add to or change the definition. Check these against the dictionary definition.

Further activities for students:

- Students will add to their glossary by downloading the transcript for the BTN Emissions Target story and highlight all the words that relate to the topic.
- What other words relate to this issue? Students will choose additional keywords and concepts to add to their class glossary. E.g., greenhouse effect, carbon emissions, global warming, green energy, and net zero.
- How did this story make you feel? Make a list of words that describe how you felt after watching the BTN story.

Activity: Six Hat Thinking

As a class, use Edward De Bono's Six Hat Thinking to explore the issues raised in the BTN Emissions Target story. 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 story and what they want to learn further about the topic. Ask students to respond to the following questions:

- How did the BTN Emissions Target story make you feel?
- What do you know about the topic?
- What have you learnt from the story?
- Were there any positives from the story? If so, what were they?
- What are some of the negatives or challenges that you learnt from the story?
- Why is it important to find out more about the problem?
- What questions were raised during this activity?
Think of three questions you would like to ask about the story.
- What do you want to learn further about this topic?



Activity: Mt Resilience

Class Discussion

Before starting this activity facilitate a class discussion asking your students the following question “*If we can’t reach net zero by 2050, how can we adapt to a changing climate?*”.

Explore the features of Mt Resilience

Students will visit [Mt Resilience](#) – an augmented reality experience that allows students to explore a town that’s been designed around climate and disaster preparedness. The app works on both phones and tablets.

Working in pairs, students will look around and explore Mt Resilience. Students will play the Mt Resilience experience to see how the community has worked together to mitigate the impact of extreme weather.



Mt Resilience (ABC)

Working in pairs, students will look around Mt Resilience and practise navigating their way around the town by zooming and rotating. There are several play arrows, two of which will take you to the Storm Resilient House and Fire Resilient House videos. Students will play each of the videos and explore the features of these homes.

Further Research

Students will form small groups and think about how we can build our homes and our communities to be better prepared for extreme weather and be carbon neutral. Groups will choose one of the following topics to explore in more detail.

Building Resilience

Think about how communities can build resilience to withstand climate impacts. For example, designing buildings that can withstand extreme weather events like floods or bushfires.

Activity: Research examples of bushfire resilient buildings (homes and schools) and gardens. Design a bushfire resilient house or garden using Minecraft. What are the features that make it bushfire resilient?

Water Management

What are some ways that we can manage our water resources effectively, especially in areas that are vulnerable to droughts? For example, water conservation, and developing drought-resistant crops.

Activity: Find someone who has a connection to water resource management in your area and organise an interview. Find out what they do, how water is managed and how water can be saved. Incorporate your answers into a feature article or a podcast.

Protecting Ecosystems

What are some ways we can protect our ecosystems, like our forests, wetlands and coral reefs?

Activity: Make a model of a mangrove to display in your classroom, showing its roots, seeds and creatures that live amongst the mangroves. Create a class fact file book to accompany your model which contains each student's research about mangroves.

Urban Planning

How can our cities be designed to reduce the impact of heat stress? For example, increase green spaces and cool roofs.

Activity: How hot is your school? Conduct an investigation to measure the temperatures in different locations around the school and think about solutions to cool down your learning environment.

Useful Websites

- [Zero Emissions](#) – BTN
- [Understanding Climate Change](#) – BTN
- [Choose your climate future](#) – WWF
- [Net Zero Coalition](#) – United Nations
- [Sustainability \(BTN stories\)](#) – BTN



Teacher Resource

World Refugee Day

Focus Questions

Discuss the BTN story as a class and record the main points of the discussion. Students will then respond to the following:

1. Why did Yasamin and Hadia leave Afghanistan?
2. What is the definition of a refugee?
3. How many refugees are there around the world?
4. What organisation created the Refugee Convention?
5. How did this story make you feel?

Activity: Personal Response

Write a personal response to the BTN World Refugee Day story by completing the following sentences:

- It was interesting to learn...
- It's important to learn about refugees because...
- BTN covered this story because...
- The story made me feel...

Activity: Class Discussion

Discuss the information raised in the BTN World Refugee Day story.

Use the following questions to guide the discussion:

- Who is a refugee?
- How do refugees differ from asylum seekers?
- Who is a migrant?
- Where do refugees come from and why?
- What do you think would be one of the most difficult things about moving to another country?



People don't plan to become asylum seekers or refugees. Usually circumstances beyond their control force them to flee. Discuss 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.

EPISODE 17

18th June 2024

KEY LEARNING

Students will develop an understanding of who is a refugee and why people become refugees. They will also explore the theme for Refugee Week 2024.

CURRICULUM

History – Year 3

Causes and effects of changes to the local community, and how people who may be from diverse backgrounds have contributed to these changes.

History – Year 6

The motivation of people migrating to Australia since Federation and throughout the 20th century, their stories and effects on Australian society, including migrants from the Asia region.

Civics and Citizenship – Year 4

Diversity of cultural, religious and/or social groups to which they and others in the community belong, and their importance to identity.

Civics and Citizenship – Year 7

How values based on freedom, respect, fairness and equality of opportunity can support social cohesion and democracy within Australian society.

Activity: Glossary

Students will brainstorm a list of key words that relate to the BTN World Refugee Day story. Here are some words to get them started.

REFUGEE	ASYLUM SEEKER	PUSH FACTORS
FLEE	PERSECUTION	PULL FACTORS

Ask students to write what they think is the meaning of each word (including unfamiliar words). They will swap definitions with a partner and ask them to add to or change the definition. Check these against the dictionary definition.

Activity: Refugee Research

Discuss the information raised in the BTN World Refugee Day story. What questions were raised in the discussion and what are the gaps in students' knowledge? Students will develop their own question/s to research or choose a question below.

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

- What challenges do refugees face when they flee their home country?
- What are push and pull factors affecting refugees? Give examples of both.
- Which countries around the world resettle refugees and people in humanitarian need each year? What proportion does Australia accept? Display the information in a table.
- What rights do refugees have under international law?
- What is the Refugee Convention? What is the core principle of the convention? What rights do refugees have under the convention?
- Choose a well-known person who came to Australia as a refugee. [Here are some examples](#). Create a biography about them that tells their journey.
- How do refugees find safety and support in a new country?
- How can individuals and communities promote empathy and understanding towards refugees?
- Approximately how many refugees are there in the world? What is the role of the United Nations High Commissioner for Refugees (UNHCR) and how does it relate to Australia?

Activity: Welcoming Refugees

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

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

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

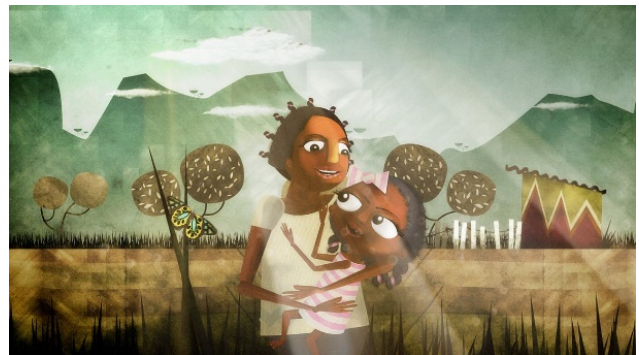
Welcoming Refugees

Brainstorm ways that you could welcome refugees at your school. UNHCR has some great suggestions.

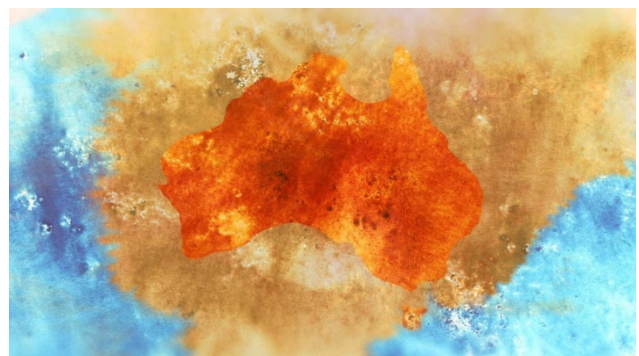
[Check them out](#)

Activity: Stories of Refugees and Migrants

Seeking Refuge is a series of short, animated documentaries portraying the real-life stories of young people who have sought asylum. [Watch on iView](#)



Creating a Nation: Modern Immigration Stories tells the experiences of six first generation migrant Australians. Each migration story includes a video and questions for students to discuss and respond to. [Explore the interactive resource](#)



Activity: Refugee Week 2024

The theme for Refugee Week 2024 is *Finding Freedom: Family*. Discuss as a class and record students' responses. Below are some questions to guide discussion.

- What does the theme for Refugee Week 2024 mean to you?
- Why do you think this theme was chosen?
- How can we encourage Australians to improve our nation's welcome for refugees?
- Students will design and create a poster to reflect the theme for Refugee Week 2024 and hold an art exhibition to present their artworks. The exhibition will celebrate the courage, resilience, strength and contributions of people of refugee backgrounds. Invite other classes to participate in the exhibition.
- Organise your own Refugee Week event or activity at your school. Visit the Refugee Week website and download their [resource kit](#) for a guide on planning your own event.



Useful Websites

- [World Refugee Day](#) – UNHCR
- [Refugees in Australia](#) – BTN
- [What is a refugee?](#) – UNHCR
- [Refugee Week 2024](#) – Refugee Council of Australia



Teacher Resource

BTN Transcript: Episode 17- 18/6/2024

Hey, I'm Amelia Moseley and you're watching BTN. Thanks for hanging out with us again. Let's see what's coming up on today's show. We find out why international tourism is causing some troubles, learn why risky play is actually important and meet a young Paralympian on his way to Paris. We'll get to all that soon...

Emissions Targets

Reporter: Michelle Wakim

INTRO: But first today to emissions targets. That's something Australia's politicians have been talking about recently, since the opposition leader said he might change them if his party gets into government. But what are they and why do they matter? Michelle found out.

MICHELLE WAKIM, BTN REPORTER: Ahh Paris. Known for the Eiffel Tower, the beret, the baguette, and...

DAVID COLEMAN, SHADOW COMMUNICATIONS MINISTER: The Paris Agreement.

CHRIS BOWEN, MINISTER FOR CLIMATE CHANGE AND ENERGY: The Paris Accord.

ANTHONY ALBANESE, AUSTRALIAN PRIME MINISTER: The Paris Accord.

TED O'BRIEN, SHADOW MINISTER FOR CLIMATE CHANGE AND ENERGY: The Paris Agreement.

Yeah, that. Not quite as romantic, but still very important. The Paris Agreement was created back in 2015, when world leaders came together in well, you guessed it, Paris, and agreed to take global action on climate change.

LAURENT FABIUS, FRENCH POLITICIAN: The Paris Climate Agreement is accepted.

They set a whole lot of targets, with the main one being to stop average global temperatures from rising two degrees, by the end of the century.

You see, if you look at this graph of global temperatures, over the past 200 years or so, you'll see the world's been getting hotter. Something else has also been rising in that time, and that's fossil fuel emissions. Notice a pattern? Well scientists certainly do. They say the gasses that are released when we burn fossil fuels are trapping heat in the atmosphere like a greenhouse, which is causing the climate to change. And they say if this pattern continues, we're in big trouble.

ANTÓNIO GUTERRES, UNITED NATIONS SECRETARY-GENERAL: The difference between 1.5 and two degrees, would be the difference between extinction and survival for some small island states and coastal communities.

While 2 degrees might not seem like much, remember that's an average and experts say it would come with a whole lot of extreme weather, dangerously high sea levels, and shortages of food and water. To stop that from happening 195 countries agreed to reduce greenhouse gas emissions and reach net zero by 2050.

Net zero doesn't mean no emission, it means you only produce as much as what nature or new technology can remove. And that's not easy, which is why, before 2050, countries are allowed to set their own smaller goals. And for Australia, we have to reduce emission to 43 per cent less than what they were in 2005.

To get there, Australia and other countries have been working to replace fossil fuels with greener energies, swap petrol cars for electric cars, and plant more trees which absorb carbon dioxide. So, how are we tracking?

Well, research from last year found that global Co2 emission are still rising, but they aren't rising quite as fast as they were. Here in Australia, the government says our yearly emissions have fallen by almost 25 per cent, but the emissions per person are higher than most developed countries, so there's still a lot of work to do. And that's where Australia's politicians don't see eye-to-eye.

PETER DUTTON, OPPOSITION LEADER: The Labor party can try and please people in Paris, my job is to take care of the Australian people.

TED O'BRIEN, SHADOW MINISTER FOR CLIMATE CHANGE AND ENERGY: The 43 per cent target by 2030 is unachievable. That is a statement of fact.

Recently, Australia's opposition caused a bit of debate by suggesting they may not aim for the same targets if they get into government. They say the government isn't on track to achieving its 2030 goals anyway, and it's more important to look after people and the economy. Australia has huge fossil fuel reserves which provide a lot of people with jobs, and a lot of Australia with electricity. So, moving to green energy, is hard.

The Opposition aren't the only ones who say Australia isn't on track.

ADAM BANDT, GREENS LEADER: Both Labor and Liberal have given up on meeting the Paris Agreement goal. The Liberals don't even pretend to care about it anymore.

But the government says it's still committed to its 2030 goals.

ANTHONY ALBANESE, AUSTRALIAN PRIME MINISTER: I'm very confident not only that we can get there but importantly that we must get there.

And both parties say they still intend to uphold the Paris Agreement, and, for the sake of the planet, many are hoping that's enough.

News Quiz

Australia's Opposition wants a ban on social media for anyone under what age? Is it 13, 16 or 18? It's 16.

PETER DUTTON: It's inconceivable that you would just allow your 13 year old to go down to a local park and just start mingling with any random person who comes by.

Opposition leader Peter Dutton says his party will bring in a ban if it's elected and the government says it's also in favour of a new age limit.

Anthony Albanese: 16 is a reasonable age.

EMANUEL MACRON: This decision is serious, a hard one.

What serious decision did the French President, Emanuel Macron, make last week? Did he, resign, call an early election, chose a new Prime Minister? He called an early election. His party didn't do very well at the

European Union's Parliamentary election, so Macron made the controversial decision to let his people decide who they want to lead the country.

Which country has banned some Korean instant noodles because they were too spicy? Is it Germany, Denmark or Singapore? It's Denmark. The country recalled three varieties of Samyang instant noodles because health authorities said the level of chilli extract was so high it could cause poison people.

Who's portrait was vandalised by animal rights activists last week? It was the King. The Protestors from a group called Animal Rising pasted a picture of Wallace from Wallace and Gromit over the portrait of the king, which was only unveiled recently. There's a protective coating on it and the art gallery says there was no permanent damage.

Tourism Troubles

Reporter: Justina Ward

INTRO: Have you been on a holiday lately? Well, travel is something people are doing a whole lot more of since the end of COVID restrictions. But not everyone is happy about it. Overtourism is causing some big problems in the world's top destinations, and some countries have brought in new rules and even taxes to control the crowds. Here's Justina to explain.

CATHY: Welcome to Jolly Journey, how can I help?

MICHELLE: I'm looking to book a holiday.

CATHY: Sure. Oh, we've got some great prices on dirty beaches and overcrowded towns plus, you can help drive up housing prices for the locals.

MICHELLE: Ummm, look I don't think that's what I'm after.

CATHY: I think it is.

Yep. While going on holiday can be a lot of fun. Tourism can have its downsides, and recently some of the world's most popular destinations have been struggling with overtourism. It's turning sites like this to this.

MICHELLE: Is there really all that rubbish there?

CATHY: Sure is, and that's not the only damage you'll be doing to the environment.

Yeah, overtourism can put huge pressure on natural resources, transforming natural environments, or damaging them through overuse.

MICHELLE: I don't like the sound of this at all.

CATHY: Well, if damaging the environment isn't your thing, would helping destroying a historical monument tickle your fancy?

Tourists can also cause a lot of damage to historic sites. Sometimes accidentally and sometimes on purpose. From the pyramids of Ancient Egypt to Angkor Wat in Cambodia, there have been countless reports of tourists vandalising structures with graffiti, to posing with statues and causing serious damage.

MICHELLE: Listen, I don't think you understand. I just want to go somewhere where I can soak in a different culture.

CATHY: How about destroying traditional ways of life?

In some places, tourism can lead to local people changing their way of life, because it's more profitable than traditional ways of making money and important parts of their culture can be turned into tourist attractions. Plus, in some popular tourist areas it's more profitable for businesses to cater for tourists than locals meaning that they miss out on the goods and services that they need. There's also been a lot of anger around the world about the effect tourism is having on housing prices.

JAVIER CARBONELL, REAL ESTATE AGENT: More than half of the rentals are holiday rentals, which leads to a price increase that is unaffordable for local people and for workers.

In places like Spain's Balearic Islands, it's become really hard for locals to buy a house or rent.

MARCELA NOVO, MALLORCA RESIDENT: We can't live with rents at the prices they are at, workers are being driven off the island.

MICHELLE: This is awful. Someone should do something about this.

CATHY: *cough*

Well, there are efforts being made around the world to deal with the problem of overtourism. Quite a few places have brought in a so-called 'tourist tax', which is a small fee paid by travellers when they visit certain holiday destinations. For example, visitors to Bali will have to pay \$15 which the government says will go towards conservation and infrastructure. Meanwhile, some countries have put limits on visitors to some famous sites. Or brought in rules in how tourists have to behave.

MICHELLE: So, are there any good things about tourism?

Well, yeah. Tourism is actually really important. It creates jobs, helps put money into local communities. Plus, it's a great way of sharing and learning about different cultures, but experts say it's really important to be a responsible tourist, that means, being respectful to local cultures and the environment, trying to stay for more than just a night, and visit places off the beaten track.

MICHELLE: Phew. You know, for a while there I was thinking I didn't ever want to travel again.

CATHY: Really? What made you think that?

World Refugee Day

Reporter: Michelle Wakim

INTRO: June 20th is World Refugee Day which is dedicated to the millions of people around the world who have been forced to leave their homes to escape conflict, disaster or persecution. And all this week there are events welcoming and showing support for refugees. Michelle met some kids who now call Australia home. Check it out.

YASAMIN, STUDENT AND REFUGEE: My favorite thing in Australia is the people just care about each other and play and be friends with each other, not fighting, not doing bad things.

ALI, STUDENT AND REFUGEE: I lived in Afghanistan and there was no beach there. So here, I like the beach.

MICHELLE WAKIM, BTN REPORTER: What is your favourite thing about Australia?

HADIA, STUDENT AND REFUGEE: The gardens and the forest, because they look so green and beautiful.

Ali, Yasamin, and Hadia are all settling into life here in Australia.

ALI: I've been happy with the school here. I've made friends at school.

But they remember a time, not too long ago, when things were pretty different.

ALI: It was not safe there, because the schools there will get, like, destroyed.

HADIA: And there was a war in Afghanistan.

Ali, Yasamin, and Hadia are all refugees. A refugee is someone who is forced to leave their country because of natural disasters, wars or violence, or because of mistreatment due to their race, gender or beliefs. And there are more now than ever been before.

The number of refugees has tripled in the last 10 years, and there are now more than 43 million around the world, and that doesn't even count the millions of people who are internally displaced, which means they're still in their home country, but they can't go home. Refugees often have to live in camps like this or move from country to country trying to find a place to live.

Refugees have been making a home in Australia ever since colonisation, but we didn't have a formal refugee policy until after the Second World War. The newly created United Nations decided to set up an organisation, devoted to taking care of refugees. It also created the Refugee Convention, which is an international treaty that sets out what a refugee is, what rights they have, and what governments have to do to protect them. This includes things like providing free access to the courts, identity papers, helping them settle into their new country, and not sending them back to a dangerous place. More than 146 countries have signed onto the Refugee Convention, including Australia.

Refugees have made a huge contribution to Australia in all sorts of areas. In fact, you don't have to look very hard to find famous faces whose families arrived as refugees. But moving to a new country is never easy.

YASAMIN: It feels a bit shy, a bit sad to leave my country.

ALI: It has beautiful mountains, and it snows there.

HADIA: I love to live in Afghanistan. It was good. Everywhere I went I had a friend to play with.

To these guys, Refugee Week is a time to think about all the people who are still looking for a safe place, who may not have enough food, water, or medicine, or a chance to go to school.

HADIA: I think Refugee Week is important because people who leaves their country, they get sad, and we try to acknowledge them.

ALI: We can remember our past lives and what we've gone through, and everyone can know.

Risky Play

Reporter: Kushi Venkatesh

INTRO: Now, do you reckon your parents did more potentially dangerous things growing up than you do? Well, some experts reckon that kids play isn't as risky as it used to be and that's not necessarily a good thing. Kushi found out why taking risks can actually be pretty important.

VIDEO: Back in my day, I swam from continent to continent to get to school.

VIDEO: I had to walk 200 miles to get to the store. Bare foot. On one leg.

KUSHI VENKATESH, REPORTER: Yeah, while things may not have been that extreme. You've probably still heard a whole lot of stories of all the things your parents - or even your grandparents - used to do back in the day.

STUDENT: One time my mum climbed a tree and she dived into her pool in the backyard, and she literally chipped her tooth right here.

STUDENT: My dad when he was younger, and growing up, he went rollerblading.

STUDENT: My mum used to like, go for really long bike rides as a kid.

KUSHI: Do you think your parents would let you do something like that now?

STUDENT: Ummmm, no.

STUDENT: My parents don't want me to be that big of a daredevil.

Experts say it's true, kids in the old days used to take a lot more risks. And while that wasn't always such a great thing. Risky play did have its advantages. Risky play is basically when you do something, well, risky. Not things that are really dangerous and could get you seriously hurt, but things that are a bit scary. That could be jumping, or climbing things, riding your bike, playing near water or fire, wrestling, or exploring places by yourself.

DR ANTHEA RHODES: Risky play gives children a chance to experience perhaps a feeling of uncertainty, maybe a sense of fear, maybe a sense of something thrilling.

Dr Anthea Rhodes is a paediatrician and she says risky play is a major part of our development. It teaches us to challenge ourselves, how to manage fear, and how to tell when a risk is too big.

KUSHI: Owww. We need to jump off things or even fall when we're little so we know it hurts. That way when we're get older, we know where our limits are.

Dr Rhodes says risky play can also be really important for mental health.

DR ANTHEA RHODES: If children do have exposure to risky play experiences in earlier childhood, then they're less likely to exhibit anxiety down the track when they're adolescents and teenagers.

KUSHI: So, we know it's important, then why aren't we doing it?

Well one reason is this. Studies have shown that more than half of kids over 5 spend most of their play time inside on a device. But parents are also playing a part by discouraging kids from taking risks and fair enough, keeping us safe is their job. But experts say sometimes the media can make the world seem like a more dangerous place than it is. There's also the fact that institutions like schools legally have to keep you safe and that can make them reluctant to take too many risks.

But in Victoria they're trying change that view here at the Venny. It's an adventure playhouse where kids under 16 can engage in risk-taking play, and as long as you're over 5, your parents don't even need to be there.

DAVID KUTCHER, PRINCIPLE, THE VENNY: We don't of course want anyone to have a broken bone, but we want them to show us their spirit.

Here you can jump, ride, and even play with fire. And if you do get hurt, well, that's all a part of learning.

DR ANTHEA RHODES: It's about giving your child an opportunity to push the boundaries, to test things out for themselves to build those skills to use in real life when they're faced with those challenges going forward.

Kids here at the Venny's have said it's made a huge difference in their lives.

STUDENT: I feel safe here knowing that I can just be myself and play.

And they hope that more kids have the opportunity to live a little dangerously.

Sport

This year's Euros have just kicked off. Pitting 24 countries against each other. It's one of the biggest events on the soccer, or, uh football calendar. And this year's host nation Germany got off to a blazing start demolishing Scotland 5-1. England's campaign isn't looking too bad either, securing a 1-nil win over Serbia in their opening match.

To AFL. Dusty-mania took over the 'G' on Saturday as Dustin Martin celebrated his 300th game in Richmond's clash against the Hawks. The game got off to a flyer when the star himself kicked the opening goal.

COMMENTATOR: Martin from 50. The crowd lights up. Dustin Martin of course!

But the Hawks went on to spoil the party crushing the Tigers 97 to 49.

And after an intense week of swim trial, our Aussie Olympic swimming team of 44 Dolphins, as they're called, is now locked in. Including Olympic veterans like Kaylee McKeon, Kyle Chalmers and Ariane Titmus, alongside 23 debutants eight of which, are teenagers.

Young Paralympian

Rookie Reporter: Angus

INTRO: Finally today, lets meet Angus. He's a young para athlete and pretty soon, he'll be on his way to Paris to compete in the Paralympics. How great is that. Check it out.

My name is Angus Hincksman. I'm a T38 Athlete running in the 1500 metres at the Paris Paralympic Games.

ANGUS: When I was born, I was born with cerebral palsy had a brain injury at birth. And my parents are pretty much told that they need to expect for life in a wheelchair.

I have CP on both of my calves, and it's called spastic diplegia. I used to have like serial castings and callipers. When I was in school.

So, pretty much these casts and callipers sit your calves, and your feet in like a 90 degree position, it's like a boot, and it straps around your legs, and it stops you from flexing your toes outwards. And I hated my callipers. When they first put me in callipers, I destroyed them within like three days.

And whenever I was doing sports and activity, I was able to take those off. And that was sort of an escape for me was doing sport and doing running. And that was like sort of a feeling of freedom for me was running. And it was a way to sort of I would say not let my disability define me.

Then, 2015, I qualified for my school cross country team, and sort of streamline from there. Qualified for my first state team and got taught about Para-athletics through Novita, who were helping me with my CP at the time. So, they pretty much told me about this avenue where I could get classified to run as a Para athlete, told me about the Paralympics for the first time.

So, there's a ton of classifications I think there's five cerebral palsy and coordination payment classifications ranging from T38 to T35. So, T38, the mildest of the of the cerebral palsy in coordination, impairment classification, that's my classification.

COMMENTATOR 1: What about the run from Hincksman?

COMMENTATOR 2: Oh, fantastic.

2022-2023, I made some massive jumps in my in my running times, I broke four minutes for the 1500 for the first time, which was a massive barrier for the T38 class and from my knowledge I was the youngest to ever do. I broke it at 17.

That led me to go to World Champs in 2023, which was a massive thing for me and came away with the bronze which was a massive moment for me, and I was able to experience that with my family.

I started my athletics journey in 2015. And this has been sort of a seven eight year journey to where I am now and to say that I thought that it was going to happen like this was umm... I didn't really think I was going to be doing this this early. I just want to be confident and comfortable with everything I've done standing on the start line. I obviously have a goal to just run as best as I can and bring home a medal.

I feel like the good thing about the Paralympics is it's relatable. you get to see the struggles of a para athlete and you get to hear their inspirational stories and something you can really relate to, which I think is incredible. It's a moment where people with disabilities have the ability to shine and they get to show the world what they do.

Closer

Oh we're cheering for you Angus, good luck. Well, that's all we have for you this week. Thanks so much for watching and if you desperately need even more BTN in your life, don't forget you can now catch newsbreak at 8.45 pm on ABC Family every weeknight. And of course, there's plenty for you to check out on our website or on iView. I'll see you next time, have the best week. Bye!