



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.

Price Gouging

1. Have you noticed the price of things going up lately? Give some examples.
2. What is price gouging and why is it a concern for consumers?
3. What is a monopoly?
4. Why is competition important in keeping prices fair for consumers?
5. What do you understand more clearly since watching the BTN story?

Concussion Rules

1. What happens to a person's brain during a concussion?
2. What are the symptoms of concussion?
3. What do the new concussion guidelines from the AIS recommend?
4. Why do head injuries need to be taken seriously?
5. Name three things you learnt watching the BTN story.

World Radio Day

1. In which decade did broadcast radio become popular?
 - a. 1890s
 - b. 1900s
 - c. 1920s
2. Why did people listen to the radio when it first began?
3. How has radio changed over the years?
4. When and why do you listen to the radio?
5. What was surprising about the World Radio Day story?

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

Lunar New Year

1. About how many people around the world celebrate Lunar New Year?

EPISODE 2

13th February 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.

2. Briefly explain the story about a monster called Nian.
3. What are some of the traditions that take place during Lunar New Year?
4. This Lunar New Year is year of the...
 - a. Dragon
 - b. Rabbit
 - c. Monkey
5. What is your Chinese zodiac animal sign? Find out [here](#).

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

Angling for Awareness

1. Briefly summarise the BTN story.
2. How is Cooper affected by complex regional pain syndrome?
3. About how many people in Australia have the condition?
4. How is Cooper raising awareness about complex regional pain syndrome?
5. What did you like about the BTN story?



Teacher Resource

World Radio 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. In which decade did broadcast radio become popular?
 - a. 1890s
 - b. 1900s
 - c. 1920s
2. Why did people listen to the radio when it first began?
3. How has radio changed over the years?
4. When and why do you listen to the radio?
5. What was surprising about the World Radio Day story?

Activity: See, Think and Wonder

After watching the BTN World Radio Day story, students will respond to the following questions:

- What did you SEE in this video?
- What did you LEARN from this story?
- What do you WONDER about this story?
- What QUESTIONS do you have about this story?

Activity: Class Discussion

Discuss the BTN World Radio Day story as a class. Ask students what they know about radio. Use the following questions to guide discussion:

- What do you know about radio? Make a list.
- Where do you listen to the radio? In your home, at school or in the car.
- What's your favourite radio station? Why do you like it?
- What information do you get from listening to the radio?
- What are the benefits of radio?



EPISODE 2

13th February 2024

KEY LEARNING

Students will learn about the history of radio and its impact on society. They will also plan and present their own radio program.

CURRICULUM

Media Arts – Years 5 & 6

Plan, produce and present media artworks for specific audiences and purposes using responsible media practice.

Explain how the elements of media arts and story principles communicate meaning by comparing media artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander media artworks.

Media Arts – Years 7 & 8

Plan, structure and design media artworks that engage audiences.

Identify specific features and purposes of media artworks from contemporary and past times to explore viewpoints and enrich their media arts making, starting with Australian media artworks including of Aboriginal and Torres Strait Islander media artworks.

Activity: Glossary

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

BROADCAST	FREQUENCY	TRANSMISSION
PROGRAM	WIRELESS	VOICE OVER

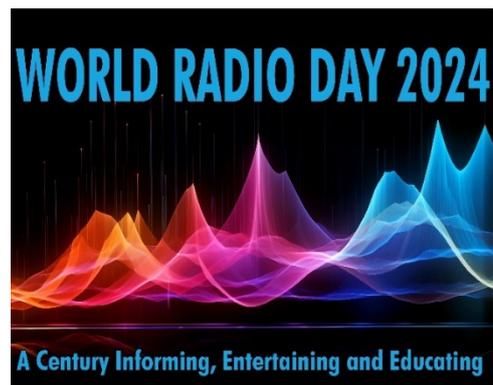
Activity: Radio Research

Discuss the information raised in the BTN World Radio Day story. What questions were raised in the discussion and what are the gaps in students' knowledge? The following KWLH organiser provides students with a framework to explore their knowledge on this topic.

What do I know ?	What do I want to know?	What have I learnt ?	How will I find out?

Students will develop their own question/s to research or choose one or more questions below.

- Create a timeline of key moments in the history of radio from its invention to its widespread use.
- Investigate famous radio moments and personalities that have had an impact on the world.
- How did the early radio broadcasts differ from radio today?
- How did radio contribute to communication during major global events, such as wars or disasters?
- Why did people listen to the radio when it first began?
- Describe some of the changes to radio over the years.
- How did the popularity of radio change over time and what factors influenced these changes?
- Investigate the role radio played in entertainment, such as music and storytelling, during its early years.
- What do you think the future of radio is? Explain your answer.
- What is community radio and how is it different to commercial radio? What makes it unique? Are there community radio stations in your area?



Activity: Create your own radio program

Students will plan and present their own radio program using the steps below as a guide.

Step 1: Research

- Who is your audience?
- Conduct market research to find out what segments will work best for your audience.
- Think about the elements of radio broadcast – segments, music, interviews, announcements. Decide what to include in your radio program (look at community radio for ideas).
- Think of a fun and interesting name for your segments.

Step 2: Create a brief

The program brief is an overview or a snapshot of the program.

- Your brief should open with the title of the show, the timeslot, and a list of presenters and producers.
- Write a few sentences outlining the program's main objective and the sort of content your listeners can expect to hear.
- Describe the kinds of features, stories, segments, and music your show will present.

Step 3: Content

- What are your stories? What issues are important to you?
- List the items you think should be included in a news bulletin.
- Decide on one or two feature stories that your show will profile.
- Prepare a weather report.
- Work out how many music tracks you can play in the time you have and what they should be. Consider your audience and copyright issues.

Step 4: Rundown and Script

- Create your show's jingle and intro.
- Schedule in the news headlines, followed by a weather report.
- The lead story should follow next.
- Schedule the remaining segments.
- Once the run-down is complete write the scripts for each segment.
- *Tip: the livelier and more engaging the scripts are the more your audience will want to keep listening. Try to be imaginative and edgy, and present the information in a fresh and appealing way.*

Step 3: Pre record

Producing your show is easier if some of your segments are pre-recorded. Which segments can be pre-recorded?

- Rehearse the scripts for your pre-recorded segments.
- Record each segment.
- Playback each recording to see how well you did.
- Create a playlist of your pre-recorded segments.

Step 3: Go live!

- Set your area up like a studio, with the presenter in one spot and the producers in the other.
- Set up your equipment.
- Practise your half hour presentation together.
- Go live for your classmates.

Useful Websites

- [World Radio Day](#) – BTN
- [World Radio Day](#) – UNESCO
- [Community Radio](#) – BTN



Teacher Resource

Lunar New Year

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. About how many people around the world celebrate Lunar New Year?
2. Briefly explain the story about a monster called Nian.
3. What are some of the traditions that take place during Lunar New Year?
4. This Lunar New Year is year of the...
 - a. Dragon
 - b. Rabbit
 - c. Monkey
5. What is your Chinese zodiac animal sign? Find out [here](#).

Activity: Class Discussion

After watching the BTN Lunar New Year story, hold a class discussion, using the following discussion starters. Brainstorm ideas in small groups and then students will report their group's responses to the class.

- What is Lunar New Year? Summarise using your own words.
- Lunar New Year is also known as...
- When is Lunar New Year? Why does it change each year?
- Who celebrates Lunar New Year?
- How is Lunar New Year celebrated? What traditions and symbols might you see?
- Lunar New Year 2024 is Year of the...
- How is Lunar New Year celebrated in your community?
- Have you taken part in Lunar New Year celebrations? Explain in more detail.

Activity: Personal Response

Write a personal response to the BTN Lunar New Year story by completing the following sentences:

- It was interesting to learn...
- Five words that represent Lunar New Year...
- To me, Lunar New Year means...

EPISODE 2

13th February 2024

KEY LEARNING

Students will learn about the significance of Lunar New Year, including customs, traditions and celebrations.

CURRICULUM

HASS – Year 3

Celebrations and commemorations in places around the world (for example, Chinese New Year in countries of the Asia region, Bastille Day in France, Independence Day in the USA), including those that are observed in Australia (for example, Christmas Day, Diwali, Easter, Hanukkah, the Moon Festival and Ramadan).

Civics & Citizenship – Year 3

Why people participate within communities and how students can actively participate and contribute.

Civics & Citizenship – Year 4

The different cultural, religious and/or social groups to which they and others in the community belong.

Geography – Year 4

Australia's connections with other countries and how these change people and places.

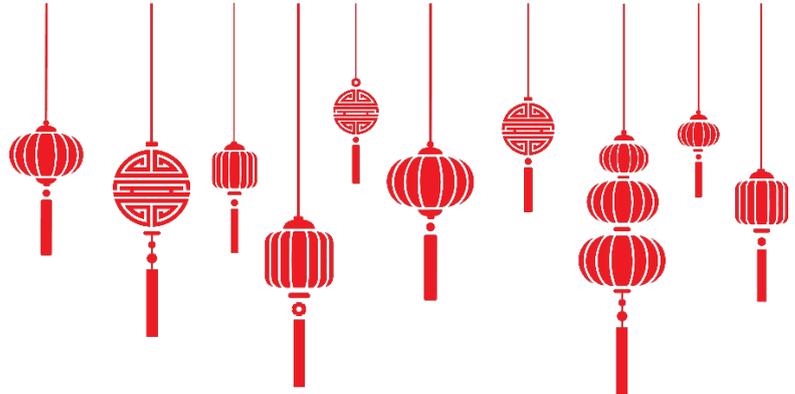
Geography – Year 6

The world's cultural diversity, including that of its indigenous peoples.

Activity: Traditions and Customs

Ask students what traditions and customs one might see at a Lunar New Year celebration. What do these traditions and symbols mean? Below are some examples of Lunar New Year traditions that students can explore in more detail. Students will choose one to explore in more detail and present their findings to the class.

- Lion and dragon dancing
- Fireworks
- Chinese zodiac
- Red envelopes
- Spring cleaning
- Special foods
- Lanterns
- Music
- Clothing



Activity: Origin of the Dragon

Around the world people are celebrating Lunar New Year and the start to the Year of the Dragon. To celebrate this mythical creature students will investigate the origins of the dragon, the meanings of dragons across different cultures, stories of dragons, and the characteristics of dragons. Students will work through the following activities to explore more about the mythical creature – the Dragon!

Class Discussion – What do you already know about dragons?

Find out what your students already know about dragons. In small groups or as a class, facilitate a discussion using the following questions.

- What is a dragon?
- Where do you see dragons?
- What do dragons look like? Describe their features.
- What are the traits and characteristics of dragons? List some adjectives to describe dragons.



[ABC News](#) – Dragon dance performances



[BTN](#) – Dragon boat racing



[DreamWorks](#) – How to Train a Dragon movie



[Wikipedia](#) – The flag of Wales



[Wikipedia](#) – The flag of Bhutan



[Wikipedia](#) - Dragon Enma Elish

Glossary

Students will brainstorm a list of key words that relate to mythical creatures. Here are some words to get them started.

LEGEND	MYTHICAL	FOLKLORE
SYMBOLIC	ZODIAC	LUNAR CALENDAR

Research – Across what cultures do you see dragons?

Dragons feature in legend and folklore across many parts of the world including Asia, Europe, Africa, and America. They take many different forms and have varying characteristics.

Students will choose one country that considers the dragon to be an important cultural symbol and explore in more detail. Students will respond to the following during their investigation:

- What does the dragon symbolise in this culture?
- What are some traits and characteristics of the dragon?
- Does the dragon have special powers? Explain.
- How do dragons feature in the mythologies and folklore of this culture?

Students will share their findings with one another and analyse how dragon legends across different cultures are similar or different.

Create – your own mythical dragon

What would a dragon look like in Australian culture? Students will use their imagination to create their own mythical dragon, using the following as a guide:

- What will your dragon look like?
- Describe your dragon's personality. Is it friendly?
- What are some features of your dragon? (size, colour, etc) Do these features have symbolic meaning?
- What will its strengths and powers be?
- What is your dragon's name?

Students will then choose one of the following to complete:

- Draw a picture of the dragon using only a black felt-tip pen on a piece of A4 art paper. Include as much detail as you can. Label features of the dragon.
- Create a 3D model of your mythical dragon using upcycled materials.
- Write a descriptive piece of writing that tells the story of your mythical dragon and its origins. Consider recording your story as an audio file or create a comic strip to tell the story.

Activity – Choose a project

Individually or in small groups, students will choose one of the following projects to work on and then present their findings to the class.

Venn Diagram

Investigate how Lunar New Year is different from the Western New Year. Use a Venn diagram to record your findings.

Fireworks Design

Fireworks are a common Lunar New Year celebration. The Chinese believe that fireworks keep away evil spirits. Design your own Lunar New Year fireworks display and explain what they mean.

Lantern Making

As a class discuss the cultural significance of Lunar New Year lanterns. Design and make a paper lantern which reflects your family symbols.

Design a Poster

Find out what Chinese zodiac sign you are and learn more about it. Do you possess some of the same qualities as the animal? Create a poster which highlights your zodiac sign and qualities.

Useful Websites

- [When is Lunar New Year 2024 and how is it celebrated? Find out which animal you are and where to celebrate](#) – ABC News
- [Lunar New Year](#) – BTN
- [Looking Back: The Sun Loong Dragon](#) – ABC Education
- [Lunar New Year: Year of the Dragon - what you need to know](#) – CBBC Newsround



Teacher Resource

BTN Transcript: Episode 2- 13/2/2024

Hey. I'm Amelia 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 how to stay safe from concussions, celebrate Radio's special day and welcome the year of the dragon.

Price Gouging

Reporter: Kushi Venkatesh

INTRO: All that soon but first today, to a report that came out last week looking at price gouging. That's when businesses charge more for goods and services than most people would see as fair. Kushi found out what's going on and why some say monopolies are to blame.

Yeah, you might have noticed your parents complaining recently that everything has got a whole lot more expensive. From groceries, to travel, to clothes and electricity bills. So, what's going on?

MR. MONOPOLY: Ahh what a great day for business.

WREN: Wait \$20? Weren't they \$5 last week. Mr Monopoly, have you been raising your prices?

MR. MONOPOLY: Well, um well, you know I have my reasons.

And it's true. Prices can rise for a range of different reasons. There could be a drop in supply because of a disaster, a war, or you know, a global pandemic. It could be an increase in transport costs or wages, and then there's inflation. When money isn't worth as much as it used to be. In the past few years all of these things have had an impact on prices.

MR. MONOPOLY: So, you see it's not my fault everything's so expensive.

WREN: Then what do you call this?

Yeah, the thing is, quite a few Australian businesses have reported big profits lately, which some say shouldn't really have happened if the price rises weren't their fault.

MR. MONOPOLY: I mean, hey, it's not illegal to make a profit, is it?

JOSEPH MITCHELL, ACTU ASSISTANT SECRETARY: No one's saying that businesses can't make a profit. But what is happening though, is that a lot of businesses have power, where they probably shouldn't have power.

Joseph Mitchell is the Assistant Secretary of The Australian Council of trade unions which has just released a report into price gouging.

JOSEPH MITCHELL, ACTU ASSISTANT SECRETARY: Price gouging is where a business would be charging a person way more than they should charge for something that you need.

The ACTU asked a top Aussie economist to look into how businesses were setting their prices. And he found

some businesses were using sneaky tactics to drive their prices up.

JOSEPH MITCHELL, ACTU ASSISTANT SECRETARY: Things like excuse-flation, where a business says that you know, the price of everything's going up, so they've got to put their prices up, too. And that's just not justified. Things like drip pricing, where you see a price advertised on the side of a bus and it's actually nowhere near the price you pay at the end of the day. And things like loyalty taxes, when you renew a policy, or you stay with the business for a really long time and try and be a loyal customer, that that business ends up charging you more because they know that you won't leave.

Joseph says part of the problem is too many businesses are behaving like monopolies.

MR. MONOPOLY: Wait did, did someone say monopoly?

WREN: Mr. Monopoly not everything is about you.

A monopoly is when a big company has all the power because it has no competition. You see in business, competition is really important, because it gives customers choice. If there are multiple shops selling the same thing but one is more expensive than customers are more likely to take the cheaper option. That puts pressure on everyone to bring prices down and keep quality up. But in Australia some people say that there is not enough competition in a lot of industries.

JOSEPH MITCHELL, ACTU ASSISTANT SECRETARY: There aren't actually that many businesses in the market and so they're not competing as hard as they could, so they're able to charge more, and use really weird pricing strategies and practices.

The report made a whole bunch of recommendations including better laws that encourage competition and make it harder for businesses to become monopolies. Of course, not everyone agrees with the report, and some say there's no evidence that Aussie companies are price gouging or that their profits have been too high.

ANDREW MCKELLAR, ACCI CEO: The idea that companies are price gouging, that this is driving profitability that is adding into inflation, there's very little evidence for that.

But with many Aussies struggling with the cost of living some say we need to do more to make sure businesses are playing fair.

WREN: Hey, this is real life. You can't use a get out of jail free card?

News Quiz

Do you know who this is? It's Queen Camilla. The wife of King Charles will be taking on extra royal duties, along with Prince William, following the King's cancer diagnosis.

Newsreader: The king has been diagnosed with cancer.

Person: Bit of a shock like, I'm genuinely, heartfelt thoughts to him. That sounds pretty scary.

Person: I wish him well. I wish him well. It's very sad.

US President Joe Biden has hit back at a special council that called him an "elderly man, with a poor memory". How old is the President? 76, 81 or 89? He's 81. The special council was investigating President Biden for holding onto some classified documents when he was a private citizen. It found that, while he had done it deliberately, he hadn't broken the law. But the "old" comment wasn't too welcome, especially with an election coming up.

Which country is this volcano erupting in? It's Iceland. It's the third time the volcano has erupted since December, and it's triggered evacuations and cut off heat and hot water to thousands of people.

And if you were heading to the MCG this Friday night, what would you be going to see? Opening round of the AFL, the Women's Big Bash final or a Taylor Swift concert? It's Swiftly, of course. Plenty of fans are counting down the minutes.

Concussion Rules

Reporter: Justina Ward

INTRO: Next up to some new guidelines designed to keep your brain safe when you're playing sport. The AIS has put together some recommendations for how sports clubs and schools should deal with concussions. Here's Justina.

EBONY: I play basketball.

JIMMY: Footy.

RUBY: I play soccer.

JAMES: I used to play basketball when I was younger, but nah, I've taken up football now.

For a lot of kids, sport is a big part of life. In fact, around 3 million Aussie kids take part in sport each year.

JUSTINA: But as you all might know; sport can sometimes be a bit risky. Ohh, That was close.

JAMES: Sorry.

And one danger we tend to hear a lot about is concussions. Concussions can be caused by a knock to the head or body, which makes the brain shake or twist inside the skull. And yeah, it's not good. It can damage the cells in the brain and affect how it functions causing things like headaches, confusion, nausea, and can even make you black out.

EBONY: I was knocked to the ground and hit my head against the floor. I lost my vision quite easily. I was a bit blurry and unfocused. And it wasn't till an hour later, where I vomited twice.

JAMES: A few mates in my footy team have experienced concussion before and he's unfortunately had to quit footy now.

Even if you've never been concussed, you might have seen it happen to someone else.

Commentator: McNamara and Randall thump into each other.

Contact sports like AFL and rugby have some of the highest rates of head injury of any contact sport in the world. Which is not good, because as well as the short term dangers, the damage from multiple head knocks can add up.

DAVID HUGHES, AIS CHIEF MEDICAL OFFICER: There is some growing evidence in retired professional athletes who have lots of concussions or lots of head knocks during their sporting career who are susceptible to having poor brain health, particularly in the latter stages of their adult life.

Most sport organisations have rules about concussions. For example, AFL players aren't allowed to return

to play for 12 days. But it varies from sport to sport and across different levels.

JIMMY: At my club we have a protocol where, if you like, get hit in the head or on the ground you have to come off.

RUBY: We have to come off straight away and be assessed by a medical professional.

This is one of the reasons why the AIS have put together new concussion guidelines for schools and community sport clubs. They're based on the most up-to-date research and reflect guidelines already in place in New Zealand and the UK. The guidelines say athletes should rest for 14 days after a concussion before returning to contact training and 21 days before returning to competitive contact sport. They also say that after a concussion returning to school should take priority over returning to competitive contact sport, and that schools should appoint "concussion officers" that can make sure concussions are managed properly.

DAVID HUGHES, AIS CHIEF MEDICAL OFFICER: Whatever sport you're playing, if a concussion occurs, everybody's going to know what processes we should follow, so that everybody stays safe. And we get you back to learning and get you back to playing when it's safe to do so.

But these guidelines, are just well, guidelines and some worry that not everyone will follow them.

JUSTINA: You see the trouble is, no one wants to miss out on playing or let the team down.

And that can lead to pressure from coaches, teammates, parents and of course players themselves to keep playing despite the dangers. But experts say it's really important that we all put our health first and they're hoping these new guidelines will help make sport safer for everyone.

JAMES: Yeah I think it's a really good idea.

RUBY: It helps all of us know what's going on, and how we can be safer.

JIMMY: Especially for like younger kids that don't necessarily know much about it.

EBONY: It's better to stick to the guideline, so your health will be better in the future.

World Radio Day

Reporter: Jack Evans

INTRO: Now it's time to turn to your nearest radio and say congratulations because February 13th is World Radio Day. It was created by the UN to celebrate the important role that radio still plays in informing the public and bringing people together. Here's Jack.

RADIO: Hello Listeners, it is February 13th AKA World Radio Day.

JACK: That's strange.

RADIO: Wait, no, no, no, don't switch me off.

JACK: It's like the radio is talking to me?

RADIO: I am.

JACK: Oh...

RADIO: And I was hoping I could talk to you about me, radios.

JACK: Oh, ummm, no thank you.

RADIO: Oh please, please it is world radio day. Please, please...

JACK: Fine, alright, yes if you'll stop that whining I'll listen.

RADIO: Ooo yes, ok well, let's uh go back to where it all began shall we.

There are a couple of people who experts credit for the invention of Radio. First there was Scottish scientist James Clerk Maxwell. Who, in the 1860s, theorised the existence of something called electromagnetic waves. They're waves of energy that travel through space and they include the light we can see, as well as a whole spectrum of invisible waves including radio waves.

In the 1880s a German Physicist named Heinrich Rudolf Hertz did a bunch of experiments eventually proving that electromagnetic waves were real. And then in the 1890s, Italian inventor Guglielmo Marconi worked out a way to use radio waves as a way to communicate and in 1901 he amazed the world by sending a radio signal across the Atlantic Ocean.

JACK: Oh please, I could call someone across the Atlantic ocean right now. Does that impress you much?

RADIO: Well, no, because its 2024 but back in 1901 it was revolutionary to be able to communicate across such long distances.

JACK: Oh well, I guess that is impressive.

RADIO: Very Impressive!

JACK: for the time...

At first radio was mostly used for things like communicating with ships. But the First World War showed how useful they could be on the ground. In the 1920s radios in the household became all the rage thanks to broadcast radio.

Announcer: The ABC presents the sporting round-up.

Across Australia and the world, radio stations started popping up providing entertainment for people everywhere. Families would gather around to listen to their favourite radio play...

VOICE ACTOR: Ahhhh, gee

VOICE ACTOR: Oh whatever will Hilda say?

VOICE ACTOR: Well my glory.

...and to find out what was happening in the world.

NEWS PRESENTER: This is the news read by Paul McLeod.

In the 1950s radios became smaller, more affordable and portable. Letting youngsters listen to their favourite tunes wherever they went. But then along came television.

JACK: Oh yeah, I love television, I'm on it right now.

RADIO: Yeah yeah yeah, it's great. But many thought that television would signal the end of radio.

JACK: That's right, didn't video kill the radio star?

SINGER: Video killed the radio star...

RADIO: No No, that didn't happen. It's just a catchy song.

JACK: Sorry.

While TV did eventually take over from radio as the most popular source for news and entertainment, radio didn't go away. In fact, as the years went on the quality of sound for radio only got better with the introduction of FM radio and then satellite radio.

These days we can listen to radio just about anywhere and on just about anything and while radio has even more competition for our attention, it's still really important. For starters, radio signals are a reliable way to send messages during an emergency like a bushfire or a cyclone. And because radio is cheaper and easier to produce than television, many communities still rely on it and many people love listening to it. Oh, and then there are Podcasts, which have given us another way to listen to stories.

RADIO: So, there you go, that's me, that's radio.

JACK: Great.

RADIO: Pretty impressive right?

JACK: Oh yeah yeah yeah, for sure for sure, but ahh, I'm gonna finish my book now so if you don't mind...

RADIO: No wait, wait wait wait, can't I stay on, and I'll just sing to myself?

JACK: Fine fine, just, can you do it quietly?

RADIO: Thanks. All I hear is radio ga ga,

Lunar New Year

Reporter: Jack Evans

INTRO: Let's keep the celebrations going and welcome in the new year, the Lunar New Year, that is. Jack found out more about it and met some kids who were getting into the festivities.

You might have noticed a lot of red lanterns and dragons around the place recently. Well, it's all to celebrate the new year.

CELEBRATOR: Happy New Year!

Yes yes, I'm aware new years was like a month and a half ago, but this is the Lunar New Year. Lunar New Year is a big deal with more 1 and a half billion people celebrating in countries like China, Vietnam, Singapore, Indonesia and of course here in Australia. So, why is it being held now?

KID: Lunar New Year is in the name lunar. It follows the lunar calendar which follows the moon.

You see, the calendar most of us are used to is solar. Which means it measures a year by how long the Earth takes to move around the sun. But a Lunar Calendar uses the phases of the moon to count the passage of time. Which means every year lunar new year is on a different date. This year it started on the 10th of February which marks the beginning of spring in the Northern Hemisphere.

KID: It's also called the spring festival where they celebrate by using like fire crackers.

KID: There's like performers.

KID: They give out red envelopes to people.

KID: And they eat traditional food.

KID: They would hang up banners that would mean prosperity and luck.

KID: And wear like gold and red clothing and make big loud noises.

The colour red and loud noises are part of a tradition to scare away an ancient monster that according to Chinese legend would appear at the end of winter.

KID: The monster's name is Nian, it scares away the monster because the monster hates loud noises and the colour red.

Speaking of mythological creatures, this year is all about dragons. You see, each Lunar New Year is named after one of 12 animals of the Chinese zodiac. According to legend when the gods decided to create this system, they held a race to decide which animal would be first and the rat won. Each year the animal changes in the order they finished that race. This year, as you've probably worked out, is the Year of the Dragon and anyone born this year is thought to take on its characteristics which for dragons is...

KID: loyalty, they also like to be the centre of attention and they also like to make more friends and stuff.

Huh, that sounds pretty good. The Lunar New Year celebrations last for 15 days, so that means there is plenty of time to say...

KIDS: Xīnnián kuàilè.

Yeah, what they said.

Quiz

According to the Chinese Zodiac, last year was the year of the what? The Rabbit, the Rat, or the Rooster? It was the year of the Rabbit.

Sport

The super bowl is far from the only thing that's been happening in the world of sport so to catch us up, here's Josh.

The Kansas City Chiefs have beaten the San Francisco 49ers in a nail biting Super Bowl. The NFL final is the most watched sporting event in the US. And even overseas people tuned in, if not for the football, for the famous half time show. Oh yeah and there was a certain pop star who came to cheer on her boyfriend, Kansas City Chiefs Travis Kelce.

It's safe to say it's been quite the weekend for Australia's Under 19s cricket team. Yep, they just secured their fourth win at the Under 19s World Cup, this time beating reigning champs India by 79 runs.

COMMENTATOR: And Australia have marched through.

And it's not the only win for Aussie cricketers this weekend. Our men's team took out the T20 International Series against the West Indies thanks to some Glenn Maxwell magic, while our women's team took out their best of three ODI Series against South Africa.

Now to basketball where Hall of Famer Lauren Jackson has retired again.

And finally check out these moves from Australia's Val Guseli at the FIS Snowboard Halfpipe World Cup. The 18 year old left jaws on the ground with his incredible skills and untouchable scores earning himself another gold medal. Phwor.

Angling for Awareness

Reporter: Justina Ward

INTRO: Finally, today, let's go fishing with Cooper. He's 13 and he's got a bit of a following on social media where he's been sharing his love of fishing and raising awareness of a condition he lives with. Here's Justina.

From the moment Cooper cast his first line, he's been hooked.

COOPER: When I was about two or three, my dad took me down to a pier, and I caught my first ever fish, which was a tailor. And then ever since then, I've always asked him to go fishing.

Cooper and his family have been living it up, caravanning along the east coast for over a year in search of catching a big one.

COOPER: Well I want to catch a really big barramundi that's probably over like 120 and Mangrove Jack over 50 would be something really cool. Otherwise, just a bunch of big freshwater species that I've been chasing for a few years.

MELINDA SMYLIE, COOPER'S MUM: It just became a little fishing rod to a bigger fishing rod. We now travel with two cars and one car is full of fishing gear.

COOPER ON VIDEO: Fysh Lur here back again with another video.

And after posting his fishing adventures online. He's gained quite the following on social media too.

COOPER ON VIDEO: Very beautiful squid but we'll ah, we'll release it

COOPER: For the first few months, I wouldn't get more than 1000 views a video. And now I'm averaging like 30 or 40,000 views, which is pretty cool.

COOPER ON VIDEO: Here fishy fishy, Here fishy fishy.

But it's not just about sharing his love for fishing. Cooper also uses his videos to raise awareness about something he deals with every day. He has a condition called chronic regional pain syndrome (CPRS). It's something that only affects about 5,000 people in Australia and is considered one of the world's most painful incurable conditions.

MELINDA SMYLIE, COOPER'S MUM: One of Cooper's symptoms is called allodynia, which is a skin reaction to stimulus. So, for him, it's water and air. So, any air movement causes this reaction in his foot for his pain

to flare up. If that pain flare decides it's going to hang around for a while, he can spend months and months at a time in bed.

CPRS usually develops after an injury but because isn't very common a lot of people don't know about it.

COOPER: It's one of the most painful diseases known to medical science. So, it can be quite a hassle to deal with at times. But yeah, it causes intense burning pain and very, very bad tremors and stuff, which can be quite debilitating, and I have to be put in a wheelchair sometimes and yeah, so it can flare up from doing too much activity. What I'd like to do really well on my Instagram, and TikTok even better than I already am, because that's bringing a fair bit of awareness to my condition anyway. And yeah, just help helps to learn how to look after fish species better because I'd like to..... oh, my brothers just caught a barra, hang on. One second. We have to reshoot this. Is it a barra?

COOPER: Go up and down a bit slower Dil, with the rod.

COOPER: Here Dil I'll help guide you.

COOPER: Oh, that's a big fish.

COOPER: That's well over a meter fish.

DYLAN: Get it Cooper, get it.

COOPER: Hang on wait, wait Just bring it just a tad closer... that's alright.

DYLAN: No.

REPORTER: Alright Coop, what happened there?

COOPER: Well, my brother just hooked like a massive barramundi that was probably between 120 to 130 centimetres. And when I saw the leader was frayed down to probably 10 pounds strength. I went to go jump in for it. And then it snapped the line. So, I tried to swim after it, but it got away. But it should shake the hook just fine because it was barbless but yeah, it was still a cool experience.

Closer

Keep it up Cooper. Ell, that's all we have this week, but we'll be back before you know it. And if you miss us in the meantime you can jump online whenever you like to check out more stories and resources for your teachers. And, of course, Newsbreak will be right here every weekday in the studio keeping you up to date. Have the best week and I'll see you soon. Bye.